

Budget Information Survey Spring 2011

Results Overview



Date: 6/13/2011 8:33 AM PST

Responses: Completes

Filter: No filter applied

Please answer the following 3 questions regarding your status:

1. Please select the one that best describes your position at New Paltz:

Full-time Academic Faculty		69	43%
Part-time Academic Faculty		5	3%
Full-time Professional Faculty		39	24%
Part-time Professional Faculty		4	2%
Full-time Staff		40	25%
Part-time Staff		5	3%
Total		162	100%

2. Your Affiliation

School of Business		4	2%
School of Education		11	7%
School of Fine and Performing Arts		19	12%
College of Liberal Arts and Sciences		38	24%
Library		7	4%
School of Science and Engineering		13	8%
Other / administrative		68	42%
Total		160	100%

3. When did you start at SUNY New Paltz?

Before 1970		4	2%
1970-1979		4	2%
1980-1989		17	11%
1990-1999		48	30%
2000-2005		39	24%
2006 to the present		48	30%
Total		160	100%

4. Please rate the amount of impact the budget crisis has had on the following:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Large positive impact	Small positive impact	No impact	Small negative impact	Large negative impact	Cannot Evaluate
Services	2 3%	1 1%	7 10%	35 50%	14 20%	11 16%
Course load (teaching load)	1 1%	0 0%	12 17%	19 27%	32 45%	7 10%
Size of classes	1 1%	0 0%	7 10%	25 35%	30 42%	8 11%
Research	1 1%	1 1%	9 13%	16 23%	33 46%	11 15%
Teaching quality	1 1%	0 0%	13 19%	27 39%	21 30%	8 11%
Advising load	1 1%	0 0%	25 35%	14 20%	17 24%	14 20%
Contingent faculty	1 1%	2 3%	2 3%	10 14%	42 59%	14 20%

6. How satisfied are you with your position at this time?

Extremely satisfied		6	9%
Satisfied		34	49%
Neutral		8	11%
Unsatisfied		15	21%
Extremely unsatisfied		3	4%
Don't know		4	6%
Total		70	100%







7. Rank the relative desirability of the following budget crises (rank 1-6): In order to rank the following items, select the button that corresponds with the number you would like. You will be unable to pick a number more than once. For example, only one item can be ranked 1, only one item can be ranked 2, and so on.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5	6
Reduction in academic services	16 30%	9 17%	9 17%	10 19%	6 11%	3 6%
Increases course/teaching load	3 5%	5 9%	7 13%	11 20%	9 16%	20 36%
Increase class sizes	9 17%	14 26%	12 22%	9 17%	9 17%	1 2%
Reduction in research activities	4 7%	7 13%	11 20%	12 22%	14 25%	7 13%
Reduction in contingent faculty	16 29%	13 23%	10 18%	6 11%	10 18%	1 2%
Program elimination	8 14%	7 12%	5 9%	6 11%	6 11%	24 43%

9. Please rate the amount of impact the budget crisis has had on the following:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Large positive impact	Small positive impact	No impact	Small negative impact	Large negative impact	Cannot Evaluate
Services provided by your office	2 2%	2 2%	17 20%	37 44%	19 22%	8 9%
Workload in your office	2 2%	2 2%	13 15%	37 43%	24 28%	8 9%
Quality of service provided	1 1%	2 2%	39 45%	26 30%	11 13%	7 8%
Turnaround time on requests to your office	1 1%	2 2%	38 45%	28 33%	8 9%	8 9%

11. How satisfied are you with your position at this time?

Extremely satisfied		20	24%
Satisfied		38	45%
Neutral		13	15%
Unsatisfied		8	9%
Extremely unsatisfied		2	2%
Don't know		4	5%
Total		85	100%




12. Rank the relative desirability of the following budget crises (rank 1-3): (You will be unable to pick a number more than once. For example, only one item can be ranked 1, only one item can be ranked 2, and so on).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3
Reduction in services	49 65%	14 19%	12 16%
Reduction in personnel (professional faculty & staff)	13 17%	44 59%	18 24%
Elimination of departments	14 18%	17 22%	46 60%







The purpose of the budget process is to make financial decision-making more inclusive, transparent, and consultative.

Please answer the following five questions regarding the Campus budget process








14. How familiar are you with the campus budget process?

Familiar		82	52%
Somewhat familiar		69	44%
Not familiar		7	4%
Total		158	100%

15. How would you rate the transparency of the current campus budget process?

Excellent		36	23%
Good		65	41%
Neutral		24	15%
Fair		16	10%
Poor		10	6%
Don't know		6	4%
Total		157	100%

16. Where or how would you like to get more information regarding the campus budget or budget process ?

Academic / Professional Faculty Meeting		31	20%
Department meeting		49	32%
Training sessions		10	6%
E-mail		76	49%
MyNewPaltz		33	21%
I have sufficient information		45	29%
Other, please specify		12	8%

17. How would you rate the budget process during your time at New Paltz?

Excellent		18	11%
Good		65	41%
Neutral		47	30%
Fair		16	10%
Poor		11	7%
Total		157	100%

18. Do you believe the budget process is aligned with the goals, mission, and vision plan of the college? Use these links to read the college vision points and mission: <http://www.newpaltz.edu/president/visionpoints.html>
<http://www.newpaltz.edu/about/mission.html>



Yes		82	51%
No		31	19%
No opinion		49	30%
Total		162	100%

Please answer the following four questions regarding your department's budget process:

20. Do you discuss your department's budget requests in a scheduled meeting?



Yes		104	67%
No		38	24%
N/A		14	9%
Total		156	100%

21. Are you satisfied with the amount of discussions concerning budget requests for your department?

Yes		100	66%
No		51	34%
Total		151	100%

22 Responses

22. Are you satisfied with the quality of discussions concerning budget requests for your department?

Yes		87	61%
No		56	39%
Total		143	100%

17 Responses

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Results Overview



Date: 6/13/2011 8:57 AM PST

Responses: Completes

Filter: No filter applied

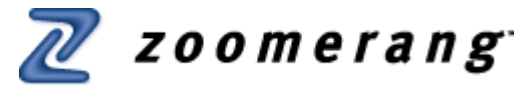
5. Please describe examples of any impacts you have experienced:

#	Response
1	overwhelming sense of not knowing if I will have classes to teach in the future - after 10 years of teaching them. No clear direction from administration as what we are supposed to do - particularly for part timers. Despair over the teaching quality, increased class size. Terrible morale everywhere. Depressing environment for the past 3 years when budget cuts began - but the last year the worst!
2	Our departmental budget is extremely restricted. Many of our classes require supplies that we can't afford. Our class sizes are going to be larger and this means that many of the classes will have to be moved to accommodate the students, but we don't know where they will be moved to. Talented adjuncts will not have new contracts because their sections are being absorbed into larger class sizes.
3	Will have to teach an extra course starting Fall 2011 and every semester thereafter.
4	No departmental involvement in budget, only campus presentations
5	Hard to say, the changes have not yet taken place.
6	the punishing workload
7	kind of too early to tell. we haven't been informed of how the cuts will really occur.
8	Increased class size; predicted heavier course load.
9	Support staff reduction.
10	Reduction in the flexibility of offerings to our students. Curricula decisions are guided mostly by budget concerns. Reduction in the richness offered by part-time colleagues.
11	Except for the non-renewals for adjuncts and professionals and the increased teaching for certain faculty not engaged in research, it is too early to rate the impact of the budget crisis, since the impacts will be felt next year.
12	Our classes are completely full and I regularly teach an overload. We have had two retirements that have not been replaced.
13	In the process of establishing what our teaching assignments will be for fall and spring of next academic year, there has been an obvious and chilling effect on our offerings, including a morale-depleting competition for students starting with the advising season. The fear that "a class might be cancelled" owing to insufficient immediate enrollment has caused personal, departmental, and campus-wide lowering of morale to a substantial degree.
14	In my department, we have upwards of 40 advisees. This is clearly not the kind of advising load of all faculty. And when advising season comes around, it puts a disproportionate burden on us.
15	The uncertainty constantly takes a toll on morale. Direct impacts include increased class sizes and not getting credit for numerous independent study and theses supervision
16	A great deal of time is spent talking about the "budget crisis" and how we have to save every dollar. These discussions eclipse any substantive discussions of curriculum, student learning, pedagogy and the values that many professors hold dear (intellectual rigor, liberal arts education, student centered learning, etc.). The institution seems to have adopted a quasi-business model that is dominated by concerns for efficiency. This climate produces individual "wheeling & dealing" and the ideology of "one size does not fit all" which on the surface seems to imply equality, has instead influenced people to argue for their own interests. There is a negative, divisive climate and as a result faculty morale is very, very low.
17	Searches delayed and/or unfunded; secretarial coverage reduced.
18	loss of ownership of my classes, my program, and my career.
19	An increase in course load, coupled with elimination of what was called a 'course release'; this last was something I had understood to be a fundamental part of the job I was hired for!
20	Anxiety/fear, which has been ameliorated a bit by seeing an actual plan
21	My department, which has 30 faculty members, were left without a secretary for 9 months. To teach an 18 credit load a year we have 18 contact hours with students a week, plus office hours, plus meetings and review boards. The notion of increasing our teaching load by another class is untenable. We have facility and other issues regarding class sizes and increase class sizes precludes certain projects to be run. In the Fall we will run a class of 95 students taught by one professor, when in the past it was handled by 2 professors. This means any testing will be reduced to multiple choice questions. We have lost 50% of our adjunct faculty and are looking at an incoming class of 150 freshmen and 40 transfer students with no course on the books to accommodate them.
22	Loss of an adjunct position and seats in an important GE course.
23	Increased teaching load Request to add more students in classes
24	Several hours of meetings to figure out how to fund some classes took time away from my research and teaching. I experienced much personal anxiety over whether these classes would be funded, it was a very unpleasant feeling.
25	larger classes, fewer sections, more advisees per faculty,

26	Reduction in contingent faculty affects my options for teaching upper-level elective courses. Expect that increase in either course load or number of students in classes will negatively affect opportunity for research and professional development.
27	We had to let one adjunct in our department go (though fortunately he had decided to retire), and we will have to raise course caps on about ten of our courses, though just by one or two seats. So the effects have been small. We also have cut back on the number of upper-division courses that we offer to meet higher enrollment thresholds.
28	larger courses already. cuts in travel funding.
29	Class sizes have increased thereby increasing the time that we put into teaching and evaluation. By spring 2012 we will have another teaching load increase which will negatively affect the time spent on research.
30	Reduction of course offerings and higher class sizes; elimination of much needed retirement replacement line in department; suspension of Drescher Award; near-future suspension of DSI; reductions in conference travel funding; pending increased course load; reduction in service-related course releases.
31	Class size increase
32	Fear of being cut from the system, feeling like I have to say yes to any offer of courses to keep some job. Fewer secretarial resources in the departments.
33	These things have not yet happened. I anticipate slight increases in course load and class size, which will of course reduce research time and teaching quality. We were told that "deans and chairs will work out the details", so we won't know until it happens. (Please, let there be some oversight, so our dean does not play favorites!)
34	I was slated to teach 2 sections this fall, but am not sure I will be invited back due to budget cuts.
35	I have been on leave and out of the country so I cannot evaluate the aspects above.
36	After a retirement, no replacement of faculty -- pushes higher workload on current faculty.
37	The inability of the department to hire essential course instructors has placed significant strain on both programs and faculty. Unqualified and under qualified instructors have also been maintained and recruited to fill needed roles.
38	long term secretarial vacancies, line requests impacted, adjuncts not renewed, course fee increases
39	We will lose 8 or 9 adjuncts in my department alone; my courses will increase to 23 students.
40	I continue to wonder how expectations for scholarship will be adjusted in the tenure/promotion process (if at all) considering the increase in teaching and scholarship. Not having a better answer to this is concerning...
41	The financial depression is affecting students families and causing them greater stress than before, families need students support rather than the other way....
42	Class limits are creeping up for some people who are not nasty about it. We are talking about how to use large-lectures judiciously. Larger class sizes have a real impact on our screwy GE assessment that forces professors to assess their GE classes from both a content area and a competency. There is a strong disincentive to add courses to the GE because of this assessment silliness. The data is not being used within departments in any systematic way. We are just producing meaningless numbers. Our way of assessing oral competencies is a joke.
43	Have to allow extra students into my classes. I have 41 advisees. Colleagues are tense. Superiors are more controlling than usual.
44	larger classes make it slightly more challenging to teach and get papers back promptly. Fewer financial resources means I can not attend as many conferences to further my research both in terms of feedback and networking.

Budget Information Survey Spring 2011

Results Overview



Date: 6/13/2011 9:00 AM PST

Responses: Completes

Filter: No filter applied

8. Please use the space provided to tell us anything you would like to add to the list above. Please rank those items, as well.

#	Response
1	I do not understand the above question
2	Not to eliminate Adjuncts to the teaching staff!
3	What are academic services?
4	Do we still have programs, courses, or faculty that have very few students?
5	Increase in class size/teaching load generally means research is curtailed as well. Reduction in contingent faculty means fewer course offerings, so larger class sizes; there is a domino effect here.
6	I do not understand #7 sufficiently to complete it.
7	Very poorly phrased. Desirability of budget crises? I assume you meant the desirability of various reactions to the budget crisis.
8	The question doesn't even make sense. Do you mean "rank the desirability of the following responses to the budget crisis"?
9	It is hard to know precisely what is being considered under "academic services." That said, obviously for faculty the increase in teaching loads is a worst-case-scenario outcome.
10	I think this is a very difficult situation but I hope we keep the big picture perspective in mind as we attempt to effect changes.
11	Avoid increasing enrollments in programs when there are not enough full time faculty to teach the additional courses and further reliance on adjuncts is the result. Example: Elementary Education has experienced a "bump" in enrollments so now the SOE will have to use its reserves to pay for additional adjuncts. Is this logical?
12	I don't understand the question -- the relative desirability of budget crises??? And what do 1 and 6 mean? Which is worse? This is poorly worded.
13	None of these are desirable. Many impact one another: increasing class size increases workload; which in turn reduces research activities. All of these are turning SUNY New Paltz into institutionalized mediocrity.
14	Why is there no discussion of reducing administrative bloat? Or rolling back some of the oversized salaries in the MC class?
15	I can't tell from the way the question was phrased whether 1 is LIKE the MOST of LIKE the LEAST and therefore have not answered the question.
16	I used the rank of 1 as the most "desirable" above--the directions should state whether 1 or 6 is the most desirable.
17	Question 7 was very confusing. Is number one the item I would desire most? Or least? I would NOT like to see increased teaching load or increased class sizes. I think this severely compromises our ability to offer a high quality education for which we've been gain increasing notoriety.
18	reduce electricity usage eliminate or suspend DSI
19	The question above is unclear. I have ranked the alternatives as follows, with 1 being most desirable and 6 being least desirable. And the responses are interconnected. If you increase course/teaching load or class sizes, you are probably reducing research activities. And if you reduce contingent faculty, then you will probably have to increase class size or teaching load. While I appreciate the job that contingent faculty do on campus, I also support the college's longstanding goal of reducing our reliance on contingent faculty.
20	save fossil fuel costs in lawn-care, snow-removal, building design (make use of passive solar, rooftop gardens to keep roofs from overheating interior, etc.). Perhaps end privatization of services (Sodexo) and instead have college take control and/or find local businesses to run services.
21	Any increase in course load will mostly be at the expense of research since we cannot really reduce the time spent on service. The other option is to change our teaching methods to make them less labor intensive, particularly the evaluation portion. But this would adversely affect our students. Small increases in course sizes would be far preferable as that would cause the least amount of disruption for our students and us.
22	These items are the most directly related to disserving our students and overextending an already overextended faculty. They cannot possibly be ranked by any conscientious faculty member.
23	It does not say in #7, but I assume that 1 is least undesirable, and 6 is most undesirable. Please do this survey again in a year, once we know what the details are?
24	The size of the classes in the School of Business are very large. I teach a class of 27 students, and that is considered a "small" class.
25	Is #1 the most desirable above (e.g., the response to budget crisis that I think is the best thing to do?). That's how I answered the question, but the instructions were very unclear (even the main question itself -- rank the "following budget crises" -- was worded in a very strange way)
26	we must protect research as vitally important and as integral to solid teaching. Also, we may have to revisit the concept of program reduction, because snipping away at the bush may be less beneficial than taking out some of the thicker, unproductive stalks. This is a discussion few want to have openly, but it is possible that as a college we are doing too many things.
27	I'm not sure what the above question means. I don't know whether 1 or 6 is most desirable, so I didn't answer it.
28	# 7 is not clear. Is one positive or negative? And how can a reduction in services or an increase in course load be a positive thing?

29	Will not be able to a. teach four classes or more than 18 students per class effectively.
30	Question is unclear
31	Note: I assume 1 was "most desirable" and 6 was "least desirable"

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Budget Information Survey Spring 2011

Results Overview



Date: 6/13/2011 9:04 AM PST

Responses: Completes

Filter: No filter applied

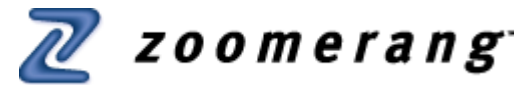
10. Please describe examples of any impacts you have experienced:

#	Response
1	Mostly noticeable in the accounts payable and purchasing process with delays.
2	the time taken to address and identify budget reductions took priority over day to day operations
3	I'm assuming the garbage in our office is only taken out and hall bathroom only replenished with toilet paper and paper towels due to cuts in CSEA personnel or hours. Other than that none.
4	Increased stress Obnoxious colleagues Obnoxious MC's Change for change as if that will bring savings. Insufficient thought.
5	There used to be two people; now there is one. I work 8A - 5p here (I work through lunch) and at home I work 6:30 - 9:30p weekdays and 8 - Noon S & U. Is this part of my professional obligation?
6	The workload for staff members in our department have been padded with more duties, but we have handled it well. We have become more efficient and self-sufficient. I would add though that it feels as if we have reached a threshold and any more cuts in staff would be quite difficult.
7	Loss of a line
8	We have gotten rid of a few positions in our office which has increased our workload. However, with this increase we have actually managed to stay on top of our work and serve students at the same time which is great.
9	Three people who have left the department have not been replaced. Programs are not being promoted and are either reduced or not growing, and the workload redistributed.
10	N/A
11	Delays in approvals for contracted work that have disrupted schedules and affected the Campus community.
12	Inability to replace a staff member who is no longer here.
13	while I have lost members of my staff due to ERI, we were able to reassign and eventually hire new staff who are more productive and provide better service to our customers!
14	Delays in review of course and program proposals; slow-downs in processing adjunct appointments; lots of "learning curve" issues as those who remain take on the duties of those who have left.
15	The above rating is based on elimination of a FT staff position in the budget reduction of 2008.
16	My workload has increased due to a retirement in another office. Also, a possible promotion opportunity has been canceled as they are not filling that position now.
17	Angry parents/students who cant get their phone calls answered immediately..computer output not being processed nor filed in a timely fashion due to lack of staff who now must (and in reality cannot)absorb an entire full time position thats been eliminated..workload is overwhelming and affects morale negatively and stresses all staff. Quality of service has declined dramatically as walk ins must wait or be told to return..answering other dept questions is limited and referrals to other offices has increased due to lack of time on task..turnaround time has lengthened and backlogged to over one month in some areas..closing the office to try and catch up causes people to line up outside the office door and voice mail to over load..anxiety levels increase when expected service is limited or not available and deadlines in other areas of the college have not been extended..When other staff jump in to assist then their work doesnt get done cuasing another dilemma..
18	Staff reductions. Cross training required to ensure workflow continuance (not necessarily a bad thing). Staff stress due to wondering about their positions as well as others on campus.
19	No money to upgrade equipment.
20	unfilled items
21	Reduced course offerings, less money in supply budget.
22	Higher work load while waiting to fill vacant position.
23	Position went from full time to part time-work load same as full time.
24	students get less service as we lost a full-time employee
25	The lack of our Performance Advancement Increase April 1st hurt my family greatly; especially as my husband just found out his state agency is closing and he is being laid off. I have taken on more work in the library in hopes of an advancement in grade level salary with no such luck as of yet.
26	Fewer individuals to provide the quality service. Morale is down.
27	assume part of workload of individuals who are no longer here
28	We experienced staff cuts last spring, but we are dealing with it. Our department is putting service first, so our customers may not be aware that behind the scenes we are struggling.
29	Larger work load

30	Personnel Shortage.
31	No travel, no professional development, people who need to retire are not leaving.
32	Supplies/Duplication/
33	inability to meet some deadlines; less prompt service
34	It has been increasing difficult to get courses available for students
35	We lost one full-time person, so her responsibilities were divided amongst the staff in the office. Unfortunately, her responsibilities could not be divided evenly at the outset due to the level of expertise required for certain tasks. Therefore, training was required before these additional tasks could be reassigned to other members on the team. This eventual reshuffling of tasks lessened my overall stress, but the fall and beginning of the spring semester were exhausting for the entire staff as we managed our way through a trying period of uncertainty, and the flow of additional duties.
36	The state allocation was reduced, but we were fortunate to be able to move those expenses to an IFR account.
37	not able to bring in help during medical leaves; searches not filled; etc.
38	We lost a full-time receptionist position during the last round of budget cuts so we have already absorbed those responsibilities into our own positions. I spend more time creating my own flyers, typing my own letters and also maintaining data on spreadsheets, etc. This does translate into less availability for student appointments. We still try to schedule every student who requests to see a counselor so hopefully the student impact is very minor.
39	Requests that can't be filled. Work load increase from work from other dept. Morale. Over work and longer hours for all. Can't service dept that need help.
40	inability to service off campus groups
41	We have had an increase in Standard Mailings. This has helped to save money for departments. We hope we get more.
42	More work load, low morale, having to watch others still get hired and told to do more with less
43	print shop would close for periods of time
44	Professional staff has to cover secretarial staff duties as we lost our secretary

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Results Overview



Date: 6/13/2011 9:06 AM PST

Responses: Completes

Filter: No filter applied

13. Please use the space provided to tell us anything you would like to add to the list above. Please rank those items, as well.

#	Response
1	Stress Obnoxious colleagues Obnoxious MC's
2	If you reduce professional faculty you will have to buy more chalk.
3	Would not like to see anyone lose there job!!!!
4	Instead of 'reduction' of services - perhaps continued merging of services to allow for ongoing reduction in personnel through attrition.
5	Re: number 7 - I ranked 1 as the most desirable and 3 as the least.
6	(Ranking 1 as being less painful.) Less meetings for faculty might allow more time for actual teaching; more time for larger workloads.
7	Not sure the above question makes sense to me. What exactly are you asking?
8	The entire office staff feels unappreciated and is angry. Staff continue to work overtime non gratis and get no thanks or support other than from their direct supervisor. Everyone wants to do a good job but cannot.
9	Change in the quality of a New Paltz education.
10	My job should be a full time spot not part time.
11	It is unclear to me whether or not the scale, in question seven, of 1 to 3 denotes 3 as being the most desirable or 3 as being the least desirable; therefore, I chose 3 as being the least desirable. I understand the strain of the impending budget cuts has placed on all of us, but the typo in question 7, especially the word, crisis, being misspelled, concerns me. Might we expend some time to review the content of our surveys before we distribute them? Perhaps our services have already suffered?
12	Please correct question #7 to include the weight of each answer available (1-3). On this same question, please also include other possible options such as reduction in volume of students on campus and specific examples of 'services' as this term is very vague allowing for a wide-scope of interpretation.
13	We need to look at cutting custodial staff (particularly those who sit around smoking) before teaching, student service and other support staff
14	I think that Interim President Donald Christian and Vice President Jackie DiStefano have done a tremendous job of devising a just and transparent governance process for sharing information regarding our budget crisis. In my opinion, they have done everything possible to keep the campus community apprised of our situation, which is a rarity in academia. I commend their efforts and I believe that we'll get through this crisis with them as our leaders.
15	Why is their so much construction waste on this facility, capital funds are the same as operational funds...paid by taxpayers.

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Results Overview



Date: 6/13/2011 9:08 AM PST
Responses: Completes
Filter: No filter applied

16. Where or how would you like to get more information regarding the campus budget or budget process ?

#	Response
1	it's not about MORE information, it's about better, clearer and more accurate information.
2	Neutral territory - without top-down badgering.
3	The process was flawed until the end.
4	Librarians meeting without the Dean
5	concrete information, not projections, probabilities, generalities, etc.
6	Open Forums
7	Criteria used to eliminate positions yet fill other vacancies
8	Classified Staff Meetings
9	obtaining information is not the same as a consultative process. We find out after decisions are made.
10	website
11	Reading everything I can about it, such as the interim president's communications.
12	web site

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Results Overview

Date: 6/13/2011 9:10 AM PST

Responses: Completes

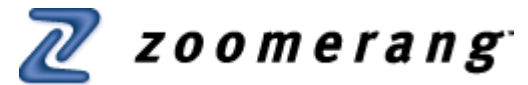
Filter: No filter applied

19. How could this process be more aligned with the goals, mission, and vision plan of the college?

#	Response
1	By making it truly democratic in that financial decisions are, in reality, tied to collaborative decision-making and not handed down.
2	You do lip service to the vision, but you don't necessarily do what is good for the students education.
3	If it were truly open we would know if the process was "aligned with the goals, mission, and vision plan of the college."
4	Maintain high quality service, as has always been the institutional goal without eliminating necessary positions...i.e. overloading individuals with more work; quality of excellence will diminish.
5	Lower the goals so they are more in line with reality.
6	By not adopting narrow perspective on what constitutes "serving our students".
7	By articulating the ays in which it is aligned.
8	'Transparency' is not only about notifying people of what you've already decided--it's about creating meaningful processes for faculty and staff to inform the process, which has NOT happened. This top-down process is not, in my opinion, fulfilling the vision/mission of the college.
9	restore part time staff postions to full time
10	The campus should stop considering students as 'revenue' and start considering them as customers. This school simply can't continue to be a value to its customers if services are reduced, tuition and tuition fees are hiked, and employee morale continues to slip. Either reduce the number of students so that the campus may provide quality service at a higher price (which is happening anyway) or close. We are faced with a question: Do we want to provide poor service while charging more because we wish to serve a large number of customers for greater profits or should we provide quality service while charging more because we wish to offer an amazing educational experience to those we can accommodate.
11	I don't think sufficient attention is being paid to support for faculty research in the current environment in spite of a mission that talks about faculty research and teaching. With increased teaching load, the mission of connecting students with faculty research will also suffer as we will not be able to take on additional independent studies as much.
12	An emphasis must be placed on quality teaching. Increased class sizes and increased teaching load will lead to a deterioration in the quality of education that students receive.
13	The vision of the college needs to be reviewed by our incoming president as it really only reflects former President Poskanzer's vision, not necessarily what New Paltz actually offers or who we are.
14	Support strong and necessary programs and eliminate weak, expensive, and unnecessary one.
15	Well, President Christian's budget meeting was interesting, and he laid out how the budget would be cut by the required \$6 million. But I did not see and administrative cuts.....
16	Our mission statement talks a lot about diversity, but we only talk the talk and don't walk the walk. There are gross injustices in the tenure and promotion process for certain demographic groups. Our mission statement doe not say that we are a division one research wanna be. Internally we overvalue research that only a handful of people will read. You can generate theory in the course of teaching, yet, the teaching function has been systematically devalued over the last eight years. Faculty are encouraged to do what is best for themselves rather than being committed to providing a quality education for our students.

Budget Information Survey Spring 2011

Results Overview



Date: 6/13/2011 10:36 AM PST

Responses: Completes

Filter: No filter applied

21. Are you satisfied with the amount of discussions concerning budget requests for your department?

#	Response
1	The quantity is fine, but listening (as opposed to hearing) is lacking.
2	We get reports after the fact.
3	I was disappointed that our staff has not been asked to consider changes to our department. Everyone is trying to maintain the status quo but this would be a good time to shake things up a bit.
4	We never have office/department meetings to discuss the budget.
5	No broad departmental input or all-staff discussion.
6	It is always a very good discussion on what we can't afford.
7	There is little discussion as a department, about the budget or about much else.
8	Our Vice-president is extremely supportive of our department
9	There was not real sense of what or how we should, at the dept. level, address the budget process. There is a serious lack of leadership at the Dean level.
10	There were no discussions.
11	Some are too drastic.
12	Most budget decision are made at a level higher than the department. It seems that we do not participate directly in important decisions that affect our department and the quality of the program we can offer.
13	Don't know - I've not been invited to such discussions
14	We do discuss the budget, it's just that the discussion takes 1 minute. There's not that much money to split up.
15	Adjunct faculty are not invited to participate in budget discussions at a department level (School of Business).
16	Haven't had one yet with the Dean so can't tell dept what our OTPS budget will be next AY.
17	I have no idea what our office budget is or what we spend to host our events. I know the office manager and director keep a close eye on the budget but it would be great if we received an annual report in an office meeting so we could be better informed.
18	I would like to know where the \$\$ comes from, how much is requested, whether or not the requested amount is usually granted.....
19	We do not have discussions.
20	Our new department chair has made a world of difference in terms of putting budget issues and hidden money's on the table for group discussion.
21	Too much when we are relatively powerless.
22	Our Dean tells us what is going on, how we stand, and changes we need to make, which is enough information for me.

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Budget Information Survey Spring 2011



Results Overview

Date: 6/13/2011 10:39 AM PST

Responses: Completes

Filter: No filter applied

22. Are you satisfied with the quality of discussions concerning budget requests for your department?

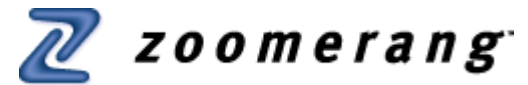
#	Response
1	People are afraid to speak up and when they rarely do they are scolded.
2	But they contain no guarantees, no real idea of exactly what to expect. No idea when things will return to normal.
3	Again, we do not discuss budget requests for our department.
4	As above.
5	I feel that every penny is being watched - I have always been very conscious on how I spend the budget. But, the tone and check and recheck is very uncomfortable.
6	See response above.
7	There were no discussions
8	The department discusses these issues, but these discussions are primarily reactionary and many decisions are made by central decision makers without the counsel of the faculty
9	Don't know - I've not been invited to such discussions
10	I don't attend department meetings.
11	Adjunct faculty are not invited to participate in budget discussions at a department level (School of Business).
12	see cooment Q 15
13	really out of our control - our dean does a nice job of trying to preserve staff, and service.
14	please see last response
15	We get reports concerning financial matters. Nothing is up for discussion.
16	at times it feels uneven...
17	Pre-tenure faculty are understandably very quiet in all meetings.

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Budget Information Survey Spring 2011

Results Overview



Date: 6/13/2011 10:42 AM PST

Responses: Completes

Filter: No filter applied

23. Do you have any suggestions for further improvement in the communicating to and involving of academic and professional faculty in the budget process?

#	Response
1	The dean could request input from department faculty before drawing up the proposed department budget.
2	Less talking down, and more sharing of ideas.
3	More clarity.
4	The Chair should take the initiative in sharing more budgetary information and allocation decisions.
5	Recognize that librarians are faculty and not just clerks.
6	Provide concrete, specific information.
7	Administration could have been more open from the beginning about the extent of its reserve funds being held in numerous cash accounts.
8	Departments have been asked to provide feedback and ideas. But individual employees don't really have a forum unless a boss requests it. One would not want to offer up an idea that a supervisor is against, so there really hasn't been a way to be part of the real discussions about how to save money or do things differently. We are operating in the same way as before.
9	I think things have been handled as well as can be expected and have no suggestions for improvement.
10	in order to make communication more effective on campus, deans/directors/staff need to become more familiar with their departmental accounts and be held accountable for their spending
11	Involve all department personnel affected by a department budget.
12	Get purchasing to move at a faster pace when it comes to orders coming in and months later orders are still sitting on the desks. The budget process on the other hand is very open and almost transparent. Nothing is truly transparent. But, communication and concern are apparent.
13	There should be an appeal process to the cabinet and not just this end of year annual survey.
14	I believe the information is out there, just an willingness to compromise on the part of some areas.
15	None in particular.
16	senior faculty on the budget committee should actually attend the meetings
17	You can't just tell everybody that the sky is falling, and then let every dept. decide for itself what to do. Ideas have been floated (i.e., to cut adjuncts by 50%) that were not established policy, but which many of us thought were being presented as such. So some dept.s used this as a pretext to 'clean house' politically, while others did nothing. There is nothing transparent about this process, and it only serves to destroy morale.
18	n/a
19	I was heartened to hear from Interim President Don Christian that the campus is seriously considering changing to 4-credit courses. I urge the Task Force to move quickly on this so that it can be done in a 1 to 2 year process.
20	Stop ignoring the importance of staff on campus. Teaching and non-teaching faculty are effected by the quality of staff members on campus. Keep staff informed and in consideration when addressing the campus.
21	Our department head continually states it still "up in the air" which only leads to anxiety and inability to plan
22	I understand we must cut back. It is difficult to maintain our services with less staff, though.
23	Anyone who says they cannot get information about the budget and/or decision-making process must be living on another planet. I think we have an excellent mix of outlets for communication.
24	There is dissonance between what the Interim President has set out in his budget reduction plan and how this is being implemented by Deans. In turn, departments are receiving mixed messages that directly impact their work lives negatively. Consistency at all levels of the administration in planning and implementation is important.
25	There were some mixed messages this year. In the fall the tenor of communications from administration was grave, warning of potential drastic cuts. When faculty started to panic, some administrators chided them for overreacting. On the whole I think the administration was very clear, honest, and forthright about the situation, which I very much appreciate, and of course it was a difficult situation to manage. But some of us faculty were left confused about just how serious the crisis was.