

## 2013 Faculty Senate Survey

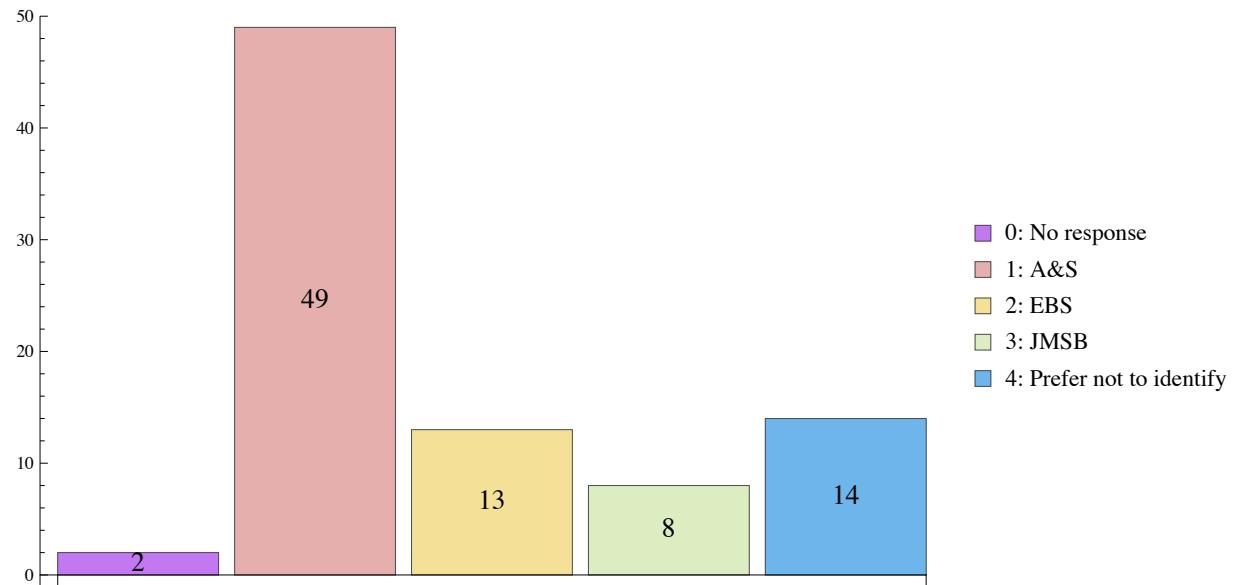
In May 2013 the Faculty Senate issued its annual survey of the faculty. The survey was done via SurveyMonkey, and was available from April 23<sup>rd</sup> through May 10<sup>th</sup>. The first two questions were demographic in nature (school identification and length of time at Southeastern). The other questions were either open-ended or multiple choice with the ability to leave a comment.

The number of survey responses were higher in 2013 than they were in 2010-2012 (86 responding, compared to 56, 64, and 78 respectively)

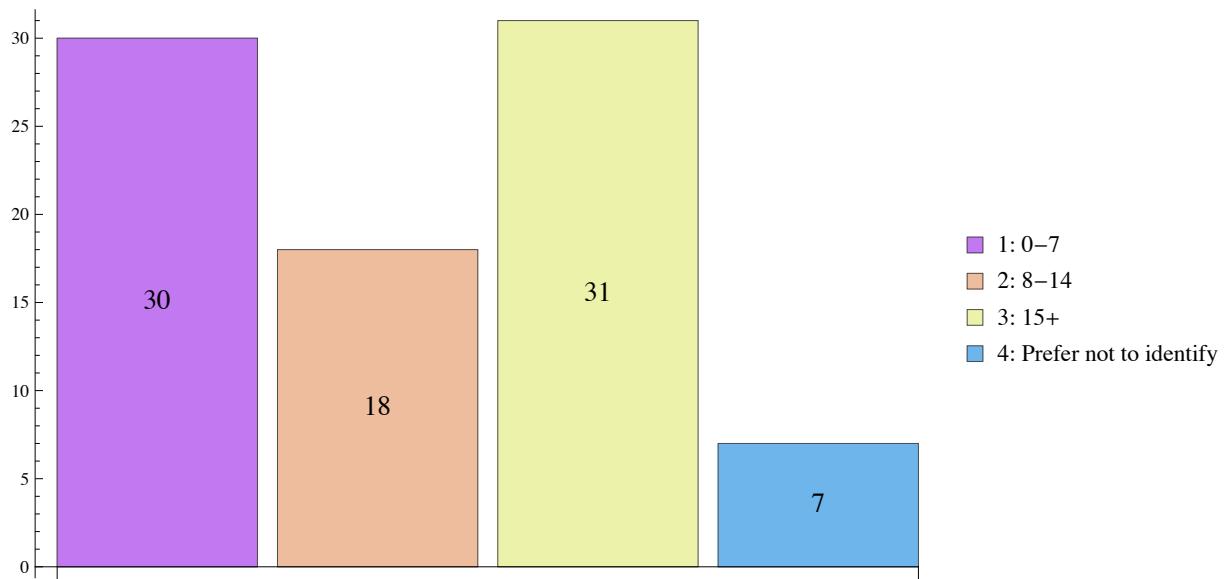
The quantitative results are given below (and do not include “No response” counts in median/mean calculations), and where applicable include the results from the surveys given in previous years for comparison. The notes following some questions are based on comparing the responses between different subgroups; for brevity the subgroup data is not presented here but is available on request.

As new questions were added this year and others were changed, the question numbers on the 2013 survey did not match those on earlier surveys. Due to this renumbering some references in the comments such as “see question 17” no longer refer to the right number. To account for that those comments are followed by the earlier response in parentheses.

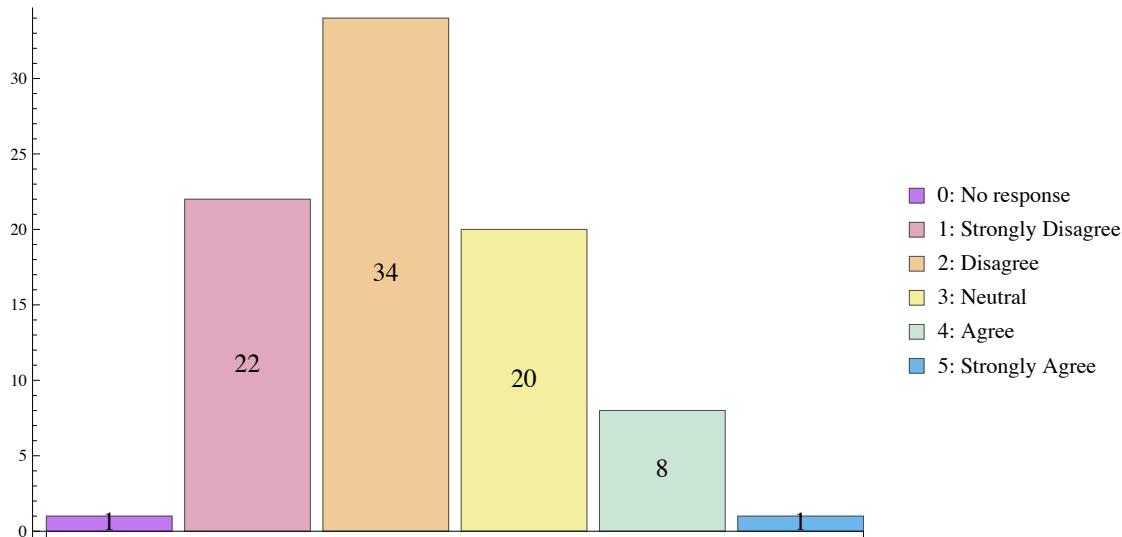
### Question 1: What is your Academic school?



### Question 2: Years at SE:



### Question 3: The morale of the faculty is high



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 2    | 1    | 1    | 1    |
| Median                 | 2    | 2    | 2    | 2    |
| Quartile 3             | 3    | 3    | 3    | 3    |
| Mean                   | 2.2  | 2.2  | 2.2  | 2.2  |
| Percentage Agreeing    | 16%  | 13%  | 14%  | 11%  |
| Percentage Disagreeing | 71%  | 64%  | 69%  | 66%  |

Notes:

In 2013, the mean in EBS is noticeably lower (1.8, versus 2.3 in A&S and 2.8 in JMSB) - this is consistent with 2012.

In 2013, the mean for people at SE 8 years and longer is noticeably lower than that in the 0-7 category (2.0 vs. 2.6) - the same as in 2012.

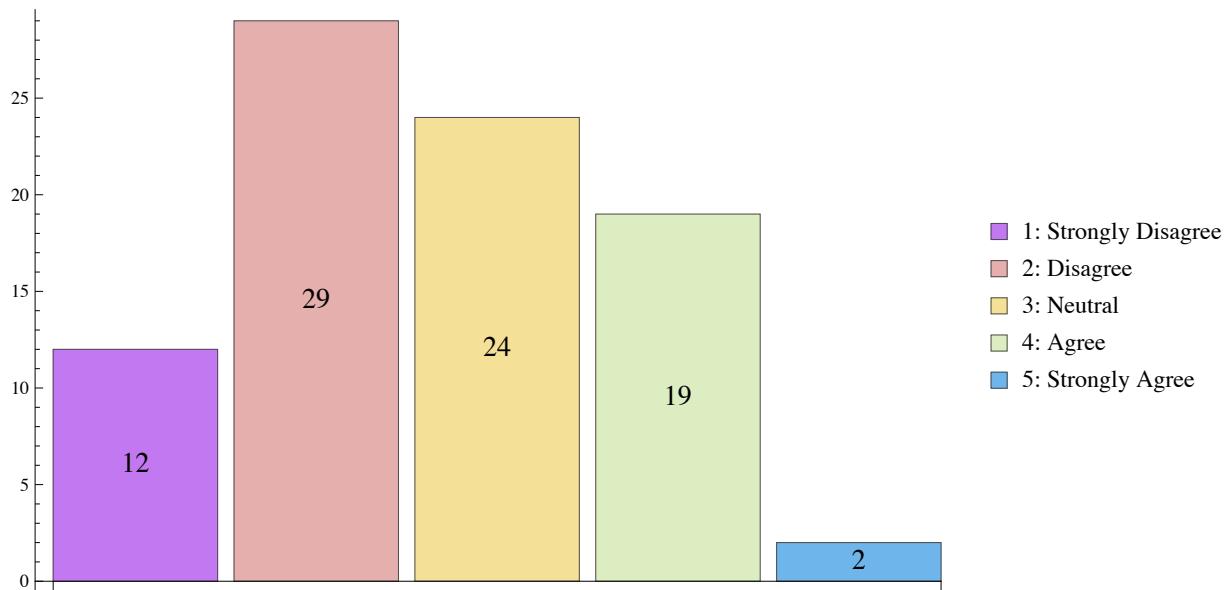
The overall morale of the faculty is low, and not increasing noticeably from 2010-2013.

### Question 3 comments: The morale of the faculty is high

- We don't feel supported by administrative decisions, particularly with regard to a lack of hiring new faculty when the need is indicated.
- Faculty that I talk to are very discouraged by the lack of leadership, and communication on this campus.
- Everybody has something to complain about. Some of complaints are legitimate. All of them are testimony to the ways in which faculty feel disenfranchised and pessimistic about the future of the institution.
- I think that it is somewhat improved from last year, but I think the perception is that academics are not as important as they should be and that faculty are undervalued or they would be getting some help. Too many individuals are having to assume too many roles. It is difficult to do anything well because faculty members are doing so many things.
- I have never seen morale as low as it is now. Bottom-rung salaries, no real faculty governance, etc. Is there anything to be optimistic about? If so, I don't see it.
- I've never seen it this bad - campus wide.
- SE's faculty has, in the last couple of years, begun to act as a much more collegial unit. While this is a good thing, the situation that brings it about is not -- faculty is clueless about the direction of the university or what the large number of administrators with interesting titles do -- especially when they won't return your phone calls. Thus, the faculty has banded in a survival mode.
- Faculty are asked to do more and more with less and less. Faculty need to feel that administration is working with faculty for the betterment of the university.
- Terrible, terrible. It isn't simply the lack of salary increases. The rash of faculty complaints and grievances over tenure/promotion decisions, which was not confined to the recent disastrous situation in EBS, lowered morale more than anything since the Hibbs administration. The inexplicable decision to gut funding for the Honors program did little to boost morale.
- Some of the low faculty morale comes from economic factors beyond the University's control. I think it is improving, but coming from a low point.
- We cannot know whether to trust the Administration.
- Too much work is being placed on the remaining faculty. When someone leaves Southeastern, that position should be replaced immediately. For example, our department should have no less than five faculty members. We currently have two. It is irresponsible to assume the remaining faculty will maintain quality teaching if this persists.
- Still too much distrust between faculty and administration.
- It has improved, as far as I can tell, but is still precarious.
- I think the faculty sees the lack of administrative ability and the lack of quality entry-level students to Southeastern. Budget cuts and program closures are having a negative impact on faculty morale. I've started to question whether the administration even cares about this? Will President Minks give another state of the university address using a video showing only athletic achievements while downplaying our academic base?
- Communications are poor concerning major issues as is SE's direction.

- The upcoming HLC visit has lead to numerous mis-communications and rumors that have damaged morale. Also, the general attitude towards higher education in Oklahoma (by the Legislature, etc,) has damaged morale.
- Or at least morale is very low in the two schools that are paid MUCH less than the other school.
- Do the numbers in that school warrant a continuation of this inequity?
- Much improved over the last year
- Sadly the faculty generally feels alienated and threatened by an overly defensive and retaliatory Administration
- Faculty are less-involved in the campus community than ever. We live further from campus and, as a whole, fail to support the collegiate environment beyond business hours. As a result, we are losing the family environment that has long been our strength.
- Probably varies by department.
- it depends on who you talk to and what about

Question 4: Southeastern is headed in the right academic direction



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 2    | 2    | 2    | 2    |
| Median                 | 2    | 3    | 2    | 3    |
| Quartile 3             | 3    | 4    | 4    | 3    |
| Mean                   | 2.5  | 2.7  | 2.7  | 2.7  |
| Percentage Agreeing    | 19%  | 27%  | 28%  | 24%  |
| Percentage Disagreeing | 52%  | 45%  | 53%  | 48%  |

Notes:

In 2013, there is a noticeable difference in mean based on length of stay at Southeastern (for 0-7 years, 3.1, for 8-14 years, 2.6, for 15+, 2.4) - this is consistent with 2012.

The means for the schools are: A&S, 2.7; EBS, 2.5; JMSB, 3.

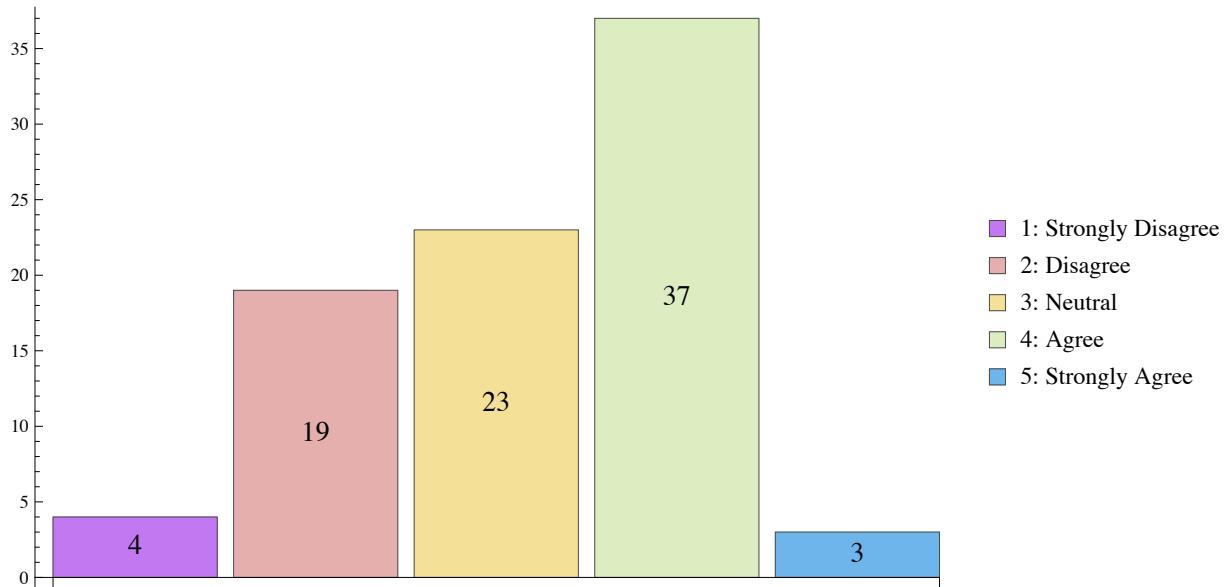
The “percentage disagreeing” remains high; the faculty do not believe we are heading in the right academic direction.

#### Question 4 comments: Southeastern is headed in the right academic direction

- Some administrators/chairs are critical of faculty whose DFW rates are below 33%, when they should be praising faculty for reducing DFW rates, increasing retention and progress of students.
- It seems that funding drives every decision that is made on campus, even when it is not in the best interest of our academic integrity. Several examples would include the extremely high number of adjunct faculty, admission of students who are difficult to retain (leading to a temptation to decrease the academic rigor), etc.
- Since Glen Johnson left, this University has accomplished nothing positive that we can be proud of.
- Things are being discussed so there is some positive direction, but the future seems very unknown at this point.
- Some days I think that the Titanic is starting to turn, but don't know if it will turn enough in time to miss the iceberg. Other days, I'm pretty sure we're just going full steam ahead dead on into the iceberg.
- It depends on the interpretation here -- I think we have strong academic departments, but I also think that too many courses are being taught by adjuncts who have little or no investment in Southeastern or in Southeastern's students. I also think that we lose some needed communication when we have no connections with the adjuncts. Additionally, I think we are spreading ourselves too thin by offering classes at so many locations!
- As an adjunct instructor, I don't think I have a good overall view of other departments' academic directions.
- I have responded "Neutral" because I do not see WHERE Southeastern is actually headed.
- We are neglecting the sciences in a big way.
- Not much concern for academic integrity or department strength
- SE has a terrible retention rate from Freshman to Sophomore. There are likely several reasons for this, but a lack of clear direction and leadership leave students confused and frustrated.
- Reliance on more and more adjuncts is severely weakening our departments and programs academically
- Emphasis is being placed on the quantity of faculty and program SCH production rather than on the quality of instruction.
- I'm not sure what we can do about it; online is coming. Higher education, in general, is headed in the wrong direction.
- Too many programs under-resourced, particularly understaffed.
- It is difficult to discern ANY academic direction, right or wrong.
- The push for online/distance learning is an academic disaster. It fosters a lack of loyalty to Southeastern and degrades the quality of our academic integrity and achievements.
- President Minks and his team are taking SOSU into a volatile future, with a strong concern for employment security, while preparing to meet the predicted demands of the future.
- The move to online courses without the ability to maintain academic integrity is a mistake.

- Too much push for online education, favoring creating adjunct positions over more secure tenure-track positions
- What is the Academic Plan? We seem to react to changes in Higher Ed rather than respond to them. There is no "vision" for the university except the garbled syntax that appears on the web site.
- We are relying too much on underpaid adjunct faculty and online classes.
- Needs to improve the quality of gen ed instruction
- NO, we lack vision, a plan, and clear leadership
- Not sure we know where we are headed.
- not clear

### Question 5: The University attracts quality faculty



| Measure                | 2010* | 2011* | 2012* | 2013 |
|------------------------|-------|-------|-------|------|
| Quartile 1             | 2     | 2     | 2     | 2    |
| Median                 | 3     | 3     | 3     | 3    |
| Quartile 3             | 4     | 3     | 4     | 4    |
| Mean                   | 2.8   | 2.6   | 2.8   | 3.2  |
| Percentage Agreeing    | 27%   | 21%   | 26%   | 47%  |
| Percentage Disagreeing | 46%   | 43%   | 43%   | 27%  |

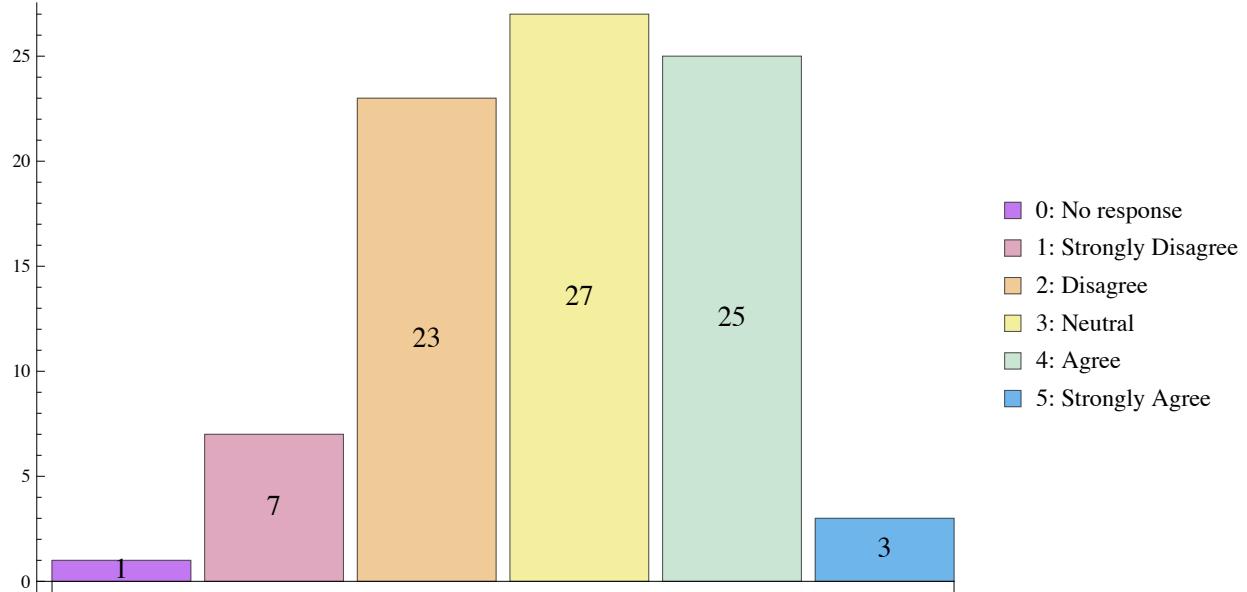
\*Prior to 2013, this question was stated as “attracts and retains”

Notes: Given the change in responses after the question was split into 2 parts, it seems like the faculty opinion is that we do OK in attracting quality faculty but not at retaining it.

## Question 5 comments: The University attracts quality faculty

- Some are excellent, some confuse good students by saying incorrect things in class or on exams; all appear overworked.
- Would attract more if the salaries were better.
- We have not attracted many faculty (of any quality) the last few years.
- I can tell you this, when it does attract quality faculty, they don't stay long, if at all.
- It doesn't try. We hire whoever is handy, whoever is willing to work for low wages. Searches fail because they are conducted too late, and/or too little compensation is offered.
- I think we have awesome faculty on this campus. The faculty members just grow weary sometimes with what they are asked to do.
- Considering what we pay, the faculty is outstanding. Current faculty deserves a raise, but administration needs to know that the highest paid faculty members at SE make less than a beginning assistant professor at other universities.
- We simply cannot offer enough money to attract good faculty.
- The University will cease to attract quality faculty if the common trend of hiring adjuncts persists. There are too many classes taught by adjuncts who do not have more than a bachelor's degree.
- We try, but non-competitive salaries make this difficult.
- Adjuncts are generally not quality faculty. The intentional strategy of trying to turn us into a four-year community college does not attract high quality faculty, rather it attracts faculty with masters degrees who can't get jobs anywhere else. Further degrading our academic quality. The few good adjuncts are outweighed by the bulk of our adjuncts.
- It's hard to attract good people when there's no security, and only adjunct pay
- There is a tendency in some departments to hire from within, transforming adjunct to Asst.
- Professors without national searches.
- We used to, but not so much with the salaries we are offering now.
- Too few long-term hires, be they Tenure or yearly appointments.
- There are more qualified faculty in this world than there are jobs. We should be lucky we get to call ourselves faculty and give back to the institution on our personal time.

## Question 6: The University retains quality faculty



| Measure                | 2010* | 2011* | 2012* | 2013 |
|------------------------|-------|-------|-------|------|
| Quartile 1             | 2     | 2     | 2     | 2    |
| Median                 | 3     | 3     | 3     | 3    |
| Quartile 3             | 4     | 3     | 4     | 4    |
| Mean                   | 2.8   | 2.6   | 2.8   | 2.9  |
| Percentage Agreeing    | 27%   | 21%   | 26%   | 33%  |
| Percentage Disagreeing | 46%   | 43%   | 43%   | 35%  |

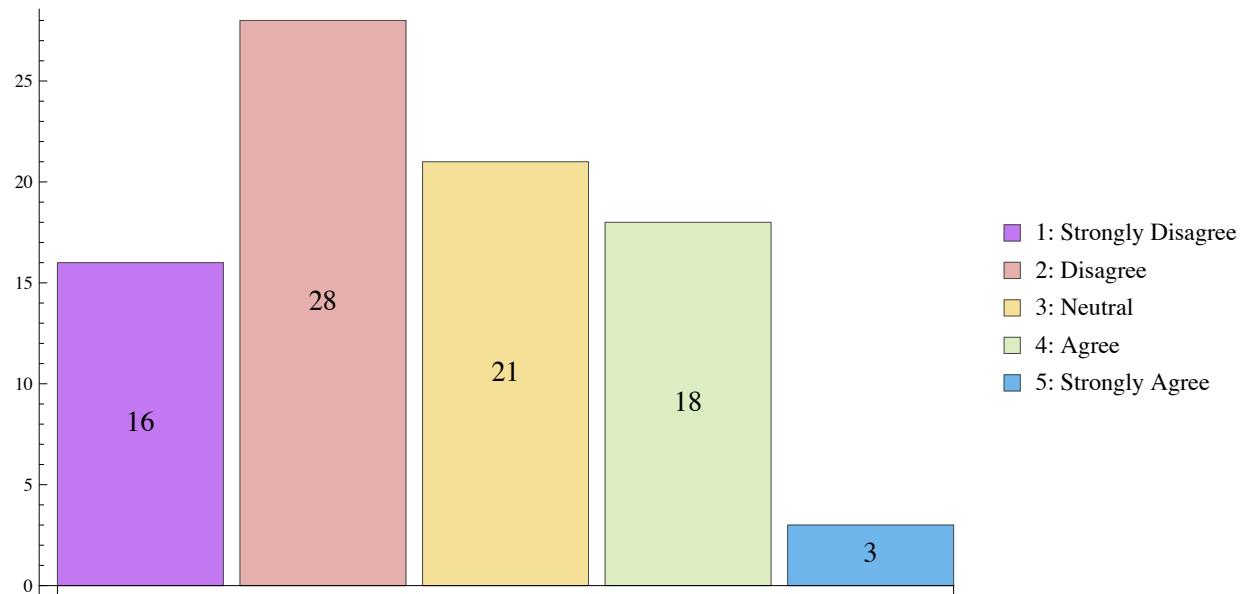
\*Prior to 2013, this question was stated as “attracts and retains”

Notes: Given the change in responses after the question was split into 2 parts, it seems like the faculty opinion is that we do OK in attracting quality faculty but not at retaining it.

## Question 6 comments: The University retains quality faculty

- Because of workload and lack of financial incentives, it is difficult to retain quality faculty.
- For the most part this is true.
- Retirements and faculty attrition are taking its toll.
- The quality faculty that stay are the ones who have been here a long time.
- some great faculty remain and some mediocre faculty remain
- The good folks are run out of town on a rail, with no understandable reason given.
- I have been very upset about this for some time, when I realized that a brand new faculty member straight out of graduate school was only make approximately \$20,000 less than I was who have been a full professor with tenure for many years. This was even more disappointing when Chancellor Johnson presented data about the national "norm" for similar faculty who have attained my rank and status. It actually appears that the university is trying to get rid of older faculty.
- There is not enough concern to replace faculty who do not maintain academic integrity in the classroom.
- Only because you get too old to move or your family lives in the area.
- Denying promotion to very well qualified instructors is evidence that the administration is not committed to retaining qualified faculty. One could but won't list here the names of quality instructors who have left for far greener pastures.
- See above. (We try, but non-competitive salaries make this difficult.)
- Most quality faculty are still committed to trying to make Southeastern a quality university regardless of the gutting of our programs. However, some quality faculty are being painted into a corner by the eviscerating of programs. Who wants to be the last woman standing trying to teach a whole program alone or with a herd of adjuncts?
- Mainly because the job market is so awful
- Faculty are retained due to the poor job market, not because of what SE offers.
- Most of us could leave for a junior college and make more than we do here. And some are leaving!
- Too many Adjuncts without proper oversight.

Question 7: Shared governance at Southeastern currently fosters mutual respect and trust between faculty and the administration



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 1    | 1    | 1    | 2    |
| Median                 | 2    | 2    | 2    | 2    |
| Quartile 3             | 3    | 3    | 3    | 3    |
| Mean                   | 2.0  | 2.0  | 2.3  | 2.6  |
| Percentage Agreeing    | 13%  | 13%  | 18%  | 24%  |
| Percentage Disagreeing | 73%  | 71%  | 64%  | 51%  |

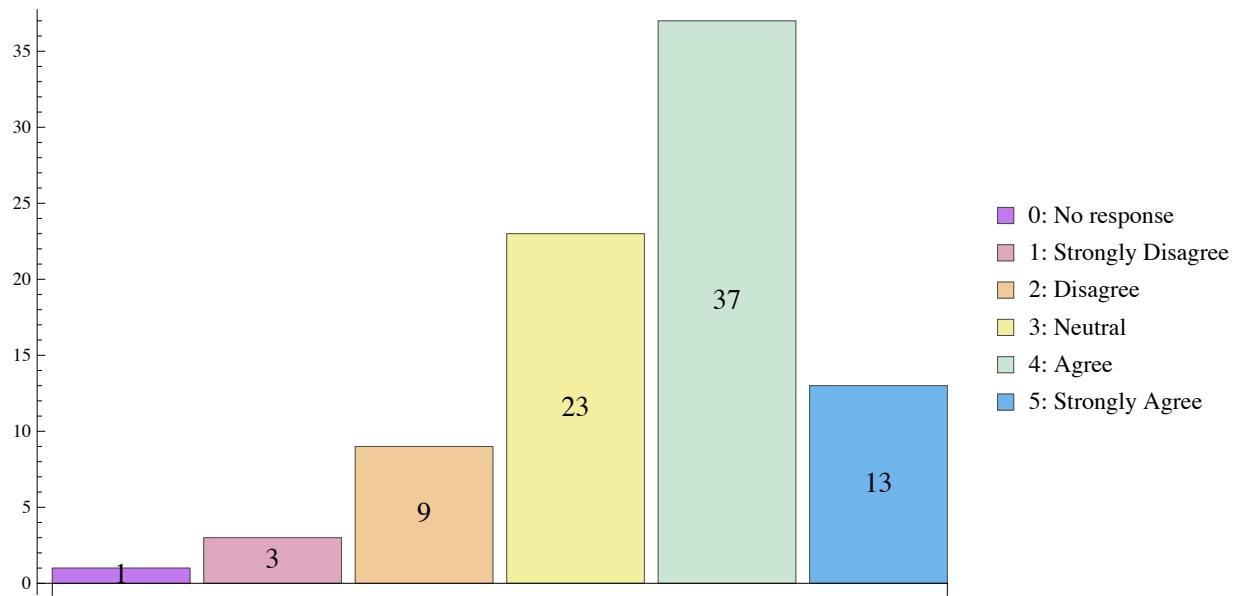
Notes:

In 2013, there is a noticeable difference in mean based on length of stay at Southeastern (for 0-7 years, 3.2, for 8-14 years, 2.6, for 15+, 2.2). There were increases in the means for the 0-7 and 8-14 groups from 2012 (+.5 for both groups).

Question 7 comments: Shared governance at Southeastern currently fosters mutual respect and trust between faculty and the administration

- While I feel there is an atmosphere of trust, I do not believe we are on the same page with our goals.
- There has been some improvement; largely due to the work of the Faculty Senate. But the widespread lack of respect and trust that pervaded the University (from 2008 on) was so toxic that there may be no possible recovery.
- There is no shared governance with this current administration.
- It seems to be improving.
- Things are maybe starting to improve a little, because we have started talking to each other. That's better than nothing, but we still have a long ways to go on the "respect" and "trust" parts. In order for that to happen, we need to see a connection between word and deed which is so far absent.
- Once again, I think we have made great strides in this area. The administration seems to finally be listening more. It isn't great yet. Faculty Senate has made some good things happen.
- There is NO shared governance on this campus, period.
- I don't think that the shared governance has actually accomplished this yet, but I feel strongly that it currently has the potential TO establish this respect.
- It does, however, seem to be getting better, due in large part to efforts from the senate.
- A few meetings between administration and faculty does not make shared governance real on this campus.
- There is no "mutual trust" between the faculty and the administration
- It too often seems that administration ignores faculty when making major decisions and do not treat faculty as competent professionals.
- What shared governance?
- These forums are like an alternate reality that does not correspond to what is going on.
- There may be progress in this area, but it's so slow it's difficult to see much of the time.
- Shared governance has shown improvement. After several years of neglect, I am cautious and skeptical but have some optimism, too, based on developments of the past year.
- The only mutual respect I've seen has been since the formation of the AAUP chapter. The administration is at least giving the appearance of trying to work with the faculty even if the faculty still have virtually zero control over university policy. Look up illusion in the dictionary and you will see shared governance at Southeastern.
- Shared governance was absent for many years. It MAY be starting to happen but the jury is still out.
- I think it is better than it has been in the recent past but there is still work to be done.
- Administrative remains secretive, aloof, and overly defensive. Moreover, Administration seems unwilling to explain and justify its actions
- President Larry Minks has done more to foster shared governance than his predecessors.
- Adm. doesn't embrace shared governance - just an exercise for show.
- Seems to be improving.....

Question 8: The recent forums on shared governance and its new format were a step in the right direction for shared governance at Southeastern



This question was not asked in 2010 and 2011

| Measure                | 2012 | 2013 |
|------------------------|------|------|
| Quartile 1             | 3    | 3    |
| Median                 | 4    | 4    |
| Quartile 3             | 4    | 4    |
| Mean                   | 3.5  | 3.6  |
| Percentage Agreeing    | 51%  | 59%  |
| Percentage Disagreeing | 13%  | 14%  |

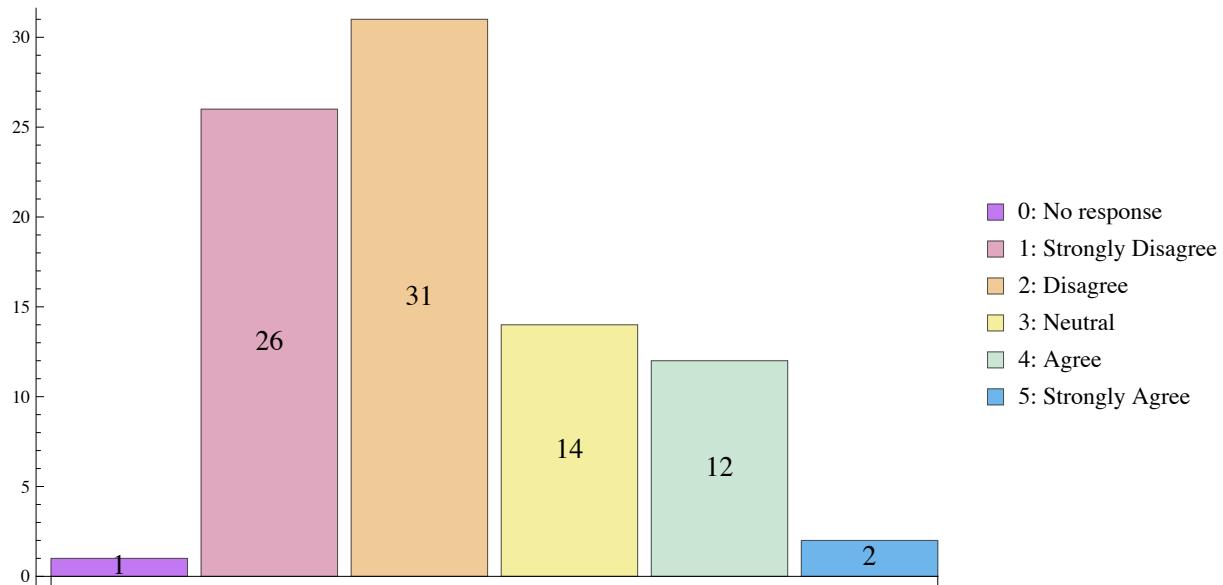
Notes:

The forums seem to be more popular among faculty at SE for 0-7 and 15+ years (means of 4 and 3.5 respectively) and less popular amongst those here for 8-14 years (mean 3.1)

Question 8 comments: The recent forum on shared governance and its new format were a step in the right direction for shared governance at Southeastern

- Question is vague!. Cannot really agree or disagree with a statement of what you thought was accomplished at "shared governance" sessions, and time to tell if any of it is acted on.
- They come "too" often now. The interest among the faculty (and administration) is already in strong retreat.
- It was a joke. Just done to meet HLC guidelines. This administration could care less about shared governance.
- Definite step in the right direction. New promotion guidelines are good, if they are implemented and followed. I'll believe that when I see it.
- Related to #7
- Of course, the administration has to do more than just show up to the forums and then govern as they originally planned . . . .
- Perhaps, but I am not convinced that shared governance exists here.
- It's the right move IF administration takes them seriously
- A tiny first step -- much more needs to be done.
- Somewhat. Changes to the T/P procedure did result from the forum and is a very good step in the right direction. Otherwise I have seen little evidence of increased transparency or involvement of or even consultation with faculty in critical decision making. The Harvard thing is a ruse at best and is not a substitute for real shared governance.
- The faculty forums have been a big help and a good improvement on the old forums.
- I'm not sure a format change would help. It is a conflict of interest between faculty and administration.
- They will be if administration will take seriously (value; incorporate) faculty input.
- In my opinion, these are a huge step in the right direction.
- Forums are nice little PR sessions, but its quite clear it is only a dog and pony show. It reminds me of detente.
- What has come out of them?

### Question 9: Funding for faculty travel is adequate



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 1    | 1    | 1    | 1    |
| Median                 | 1    | 1    | 2    | 2    |
| Quartile 3             | 2    | 2    | 2    | 3    |
| Mean                   | 1.7  | 1.9  | 1.8  | 2.2  |
| Percentage Agreeing    | 11%  | 16%  | 10%  | 16%  |
| Percentage Disagreeing | 84%  | 77%  | 81%  | 67%  |

Notes:

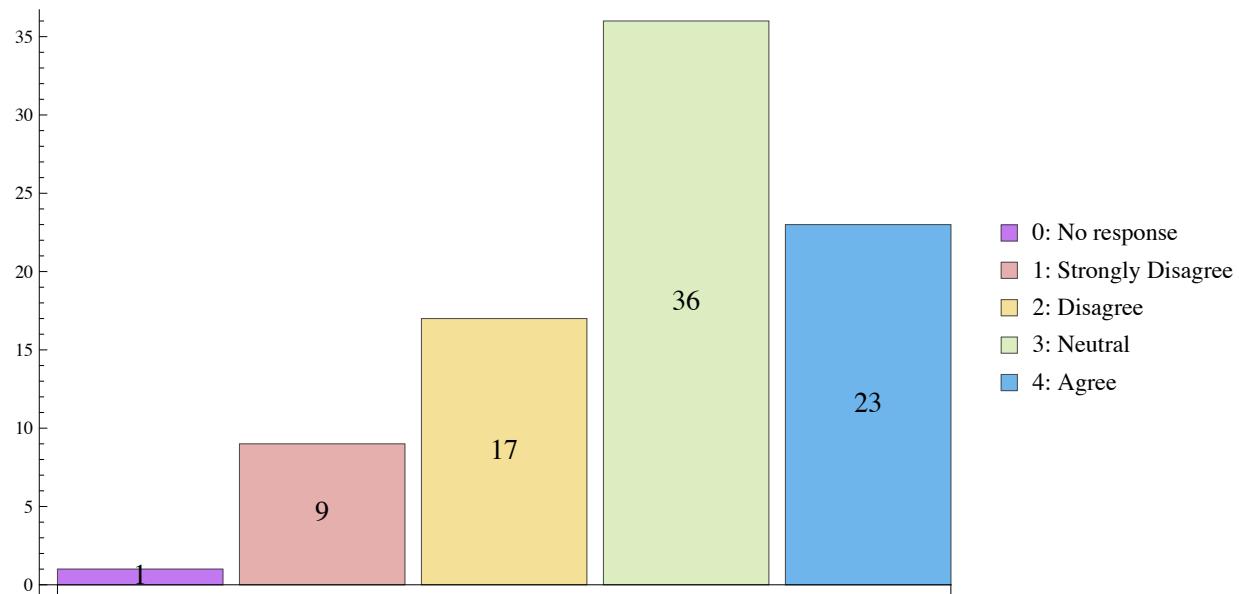
The mean in JMSB is the highest at 2.8, followed by A&S at 2.0 and EBS at 2.2. These all represent increases over 2012 (+.6, +.2, +.7 for JMSB, A&S, and EBS).

Most faculty feel travel funding is not adequate.

## Question 9 comments: Funding for faculty travel is adequate

- Except for the "organized research funding", there is no faculty travel funding; I liked it better when in theory, each faculty member knew in theory that they had access to \$100/yr. That covers about half of what it cost to drive to a meeting at OU, OSU or Tulsa U, minus any registration, but at least it was something.
- The limitation of 1 mini-grant per year is simply unacceptable if we are attempting to encourage faculty research and service on state boards or committees. Further, it discourages faculty from taking on a student advisement role that requires travel.
- The mini-grant system is not the answer. Increased departmental budget monies dedicated to travel is what's needed.
- Nope, not at all. This contributes to deep inequalities amongst the faculty, since some of us can afford to go anyway, and others can't.
- Should be able to get money to attend conferences!
- If faculty are to advance in their field, they must use their own money because the university never covers the entire cost of professional trips.
- Why did you even ask?
- Not only is it not adequate, the rules that come from the Finance Office are, to be kind, silly.
- funding for faculty travel is completely inadequate.
- At a faculty forum recently, President Minks stated that he could not remember not approving any travel forms that had crossed his desk, and concluded from this experience that faculty travel was adequate. I wanted to say something at that point, but could not because the topic quickly turned. I wanted to say that once the encumbrance forms reach his desk, the money has already been found. But if there is no money to encumber, then the encumbrance form never reaches the President's desk.
- It may be all we can afford, but faculty support is far below athletic support.
- We have funding for travel? (sarcasm)
- I appreciate attempts by the Dean to try and increase this, but the process is slow and the amounts small. National conferences are expensive and we come nowhere near close enough to cover those costs. Faculty choose to go to only state or regional conferences out of their own pocketbook instead. Embarrassing.
- The amount of funding may not be the problem as much as the hoops one must jump through in order to get reimbursed. I understand that many of the requirements are state requirements, but that does not mean that one should be made to feel like they are somehow trying to steal money if they are simply trying to get legitimately reimbursed for their travel costs.
- We are doing the best we can under the current economic conditions and declining enrollment.

Question 10: Funding for faculty travel is administered efficiently and fairly

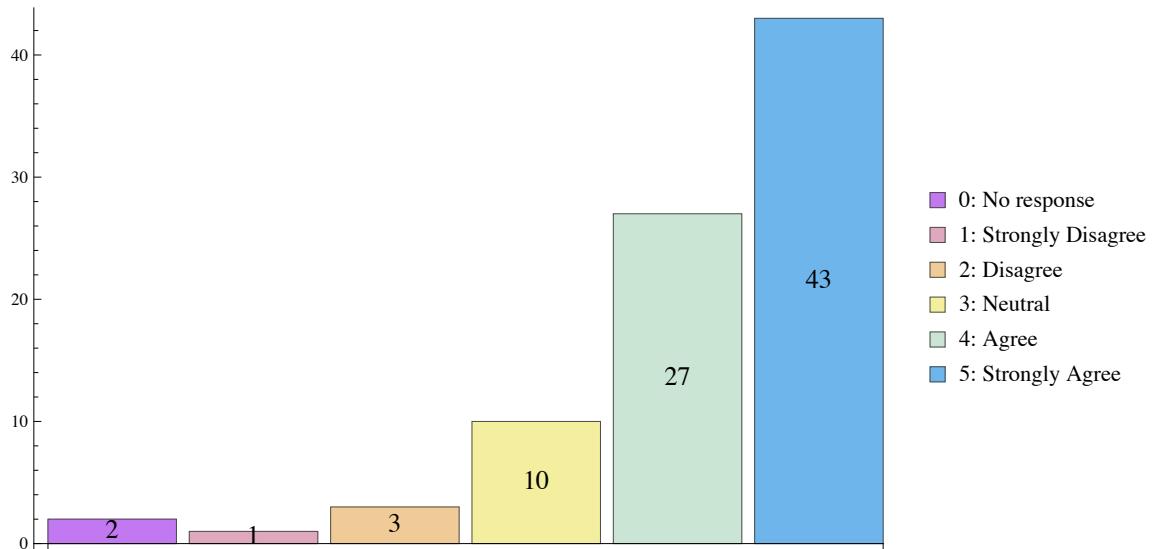


| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 1    | 1.25 | 2    | 2    |
| Median                 | 2    | 3    | 3    | 3    |
| Quartile 3             | 3    | 4    | 4    | 4    |
| Mean                   | 2.3  | 2.7  | 2.7  | 2.9  |
| Percentage Agreeing    | 17%  | 29%  | 28%  | 27%  |
| Percentage Disagreeing | 56%  | 41%  | 40%  | 31%  |

## Question 10 comments: Funding for faculty travel is administered efficiently and fairly

- Process is unclear now; Organized research fund minutes are no longer posted, to reveal who gets funding to do what, and more of it should go to doing research, not just travel.
- While perhaps fair, it is simply not an efficient process. The amount of paperwork required often deters faculty from seeking funding.
- While not the answer, the mini-grant system is fair to everyone who applies. The committee is made up of trusted and fair faculty and administrators.
- increase availability of mini-grants to twice per year for scholarly activity
- I'd like to see the following two changes applied to the distribution of travel funding: 1) Funding be limited to a discrete amount, not dependent upon a percentage of costs. So, for instance: you can get \$800. You can go to a regional conference for which this will cover the whole amount, or choose to put that money towards a more expensive national conference. This would allow faculty who cannot afford to supplement travel out of their personal budgets the possibility to receive full funding for a conference. It would also alleviate the current advantage to financially well-off faculty who go to national or international conferences. In the current system, I get more money because I can afford to put in more myself, whereas my less well off colleagues are eligible to get less money because they are able to spend less out of pocket. 2) Travel funds, once limited to a dollar amount, should be able to be distributed to more than one conference. So, with the same \$800--I should be able to choose if I want that to pay for 2 state conferences; the full price of one regional conference; or part of the price of a national or international conference.
- Sometimes one person gets a lot of money and others get very little.
- We were told last year that the Dean would not be funding any faculty travel; however, she and dep't. chairs did receive funding.
- See above comments (Not only is it not adequate, the rules that come from the Finance Office are, to be kind, silly.)
- There is a priority list for awarding faculty funds but it is not followed. All faculty who apply get an equal share of the meager funds available.
- When faculty hear how many people traveled to Harvard, and how much it cost us total, they are infuriated and at least partially rightfully so. Even if it was donated money, couldn't the money have gone to something where we could get a little more bang for our buck? When we see the total money allocated for travel in our university budget, and then we see how much we get, something doesn't add up.
- Chair seems to keep a majority of funding for travel
- Have not idea how it is funded but the trips to Harvard are a boom-for Harvard!

Question 11: The University should have a long term goal of increasing faculty salaries to the average of SE peer institutions



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 4    | 3    | 4    | 4    |
| Median                 | 4    | 4    | 5    | 5    |
| Quartile 3             | 5    | 5    | 5    | 5    |
| Mean                   | 4.1  | 3.9  | 4.4  | 4.3  |
| Percentage Agreeing    | 79%  | 70%  | 85%  | 83%  |
| Percentage Disagreeing | 9%   | 19%  | 7%   | 5%   |

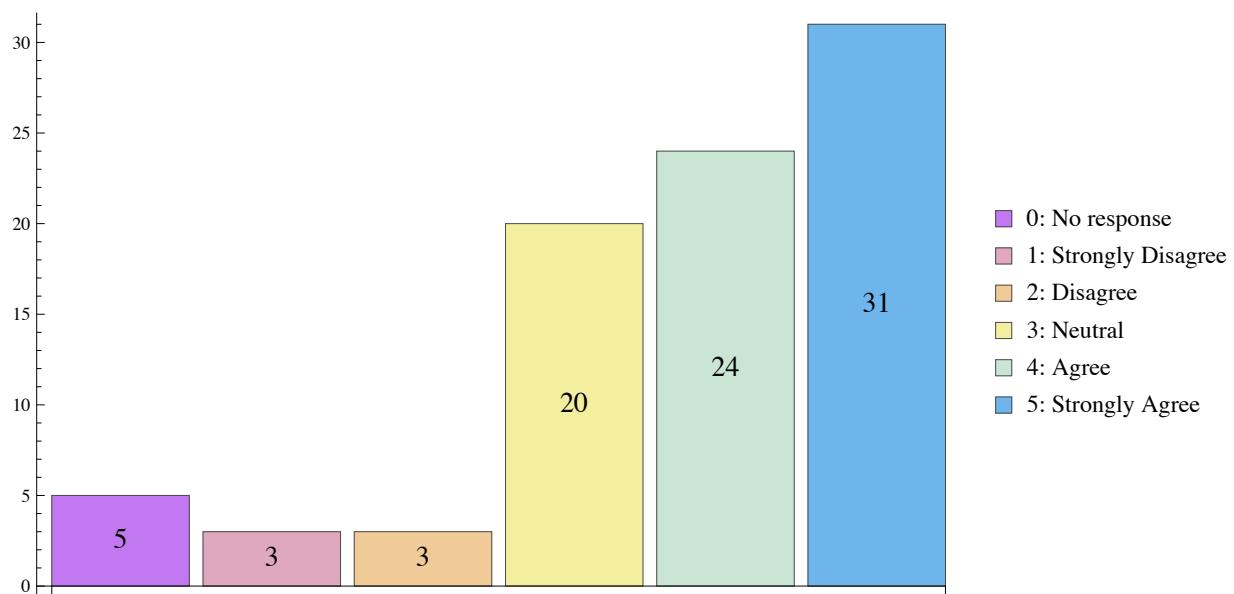
Notes:

Comments for questions 11-13 (faculty salary) appear after question 13.

The faculty think this would be a good idea.

The jump in percentage agreeing may be due to the AAUP chapter forming in 2011 (and the corresponding visibility of the salary surveys in *Academe* in the 2012-2013 years)

Question 12: The University should have a long term goal of increasing faculty salaries to 90% of the national average of similar institutions



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 3    | 3    | 4    | 3    |
| Median                 | 4    | 4    | 4    | 4    |
| Quartile 3             | 5    | 5    | 5    | 5    |
| Mean                   | 3.6  | 3.6  | 3.9  | 4.0  |
| Percentage Agreeing    | 56%  | 56%  | 77%  | 68%  |
| Percentage Disagreeing | 18%  | 19%  | 10%  | 7%   |

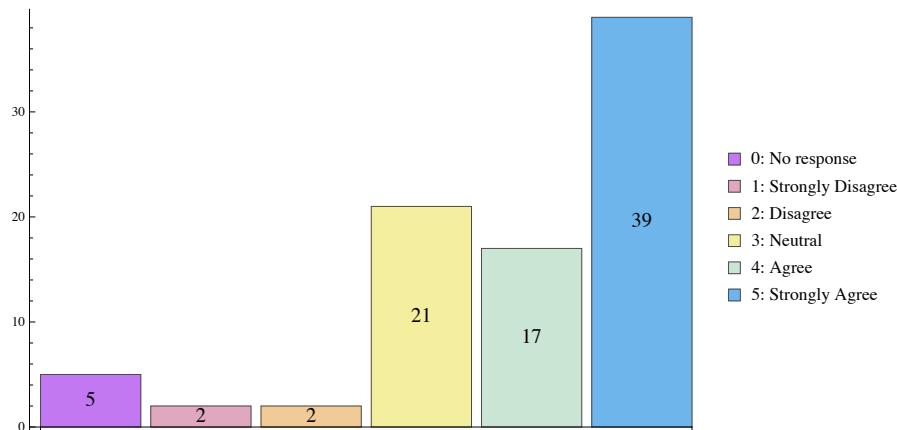
Notes:

Comments for questions 11-13 (faculty salary) appear after question 13.

The faculty think this is a good idea as well.

The jump in percentage agreeing may be due to the AAUP chapter forming in 2011 (and the corresponding visibility of the salary surveys in *Academe* in the 2012-2013 years)

Question 13: The University should have a long term goal of increasing faculty salaries to the same percentage of the national average as SE upper administration



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 3    | 3    | 3    | 3    |
| Median                 | 5    | 3    | 4    | 4    |
| Quartile 3             | 5    | 5    | 5    | 5    |
| Mean                   | 4.2  | 3.4  | 4.1  | 4.1  |
| Percentage Agreeing    | 71%  | 48%  | 74%  | 69%  |
| Percentage Disagreeing | 5%   | 22%  | 3%   | 5%   |

Notes:

Comments for questions 11-13 (faculty salary) appear after this question.

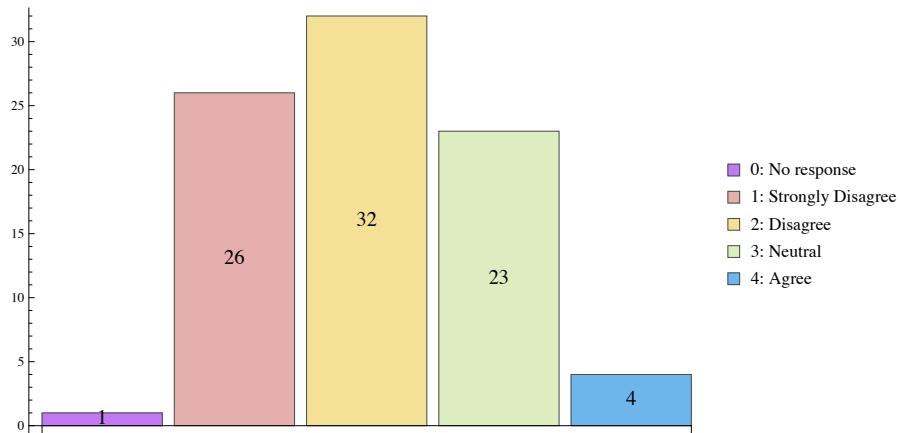
The mean was highest in EBS (4.4 vs 4.1 in A&S and 3.6 in JMSB)

The jump in percentage agreeing may be due to the AAUP chapter forming in 2011 (and the corresponding visibility of the salary surveys in *Academe* in the 2012-2013 years)

## Questions 11-13: Faculty salaries

- Where are we on any of these scales now?
- Comparing salaries at SE with those in other parts of the country, many of which have higher costs of living, seems to be an unrealistic comparison.
- Option three would be best.
- This issue should be both a short and a long term goal. It is clear that my salary at SE is very far below national and state salary level for my position. Also, my comparison within SE to faculty with the same or less credentials and experience shows that I am paid less. I feel this is wrong and I am working within the system to try and have this issue addressed. However, if it is not fairly addressed, the matter will likely lead to me moving on from SE and that would be sad for both me and SE. So making this a long term goal will be too late for me and other like me. The retention of faculty must be an immediate priority and therefore a short term goal. Parity in salary is one of the most important issues the Administration must address. I am not the only one experiencing this problem.
- Over a decade without cost-of-living increases makes faculty salaries less attractive and less competitive.
- President Minks is underpaid according to the national average, at least as much as many of us are. So I'm not sure that's a useful argument. I'd settle for average for RUSO schools. That would be a big raise for me, personally.
- SE salaries for full professors are literally the worst in the nation.
- Any increase in faculty salaries is a step in the right direction. It is extremely disheartening to have served SE for a number of years and make less than half what another professor in another school makes when that person does half the work.
- Faculty salaries are an embarrassment.
- No idea of what the salaries of upper administration are in comparison to national averages.
- Our resources are limited but faculty and administration should be equivalent in relation to national norms.
- The faculty needs a raise. The card needs to be abolished. If the faculty are being forced to do the work of three people, they need to be adequately compensated for it. Surely, the administration knows that ANYONE can see the salaries of those who work at this university; it is easily accessible online. The faculty can see that some - who do very little at this institution - make twice, sometime three times as much as those of us who do the work of three.
- Without providing data as to how we rank compared to these questions, this is a meaningless question. No one should answer this question without that data in hand. Drop this question from future surveys.
- Yes, salaries should be increased, but the listed categories are bogus.
- How long-term are we talking here? I know some of these have been goals for at least 15 years.
- We are doing the best we can under the current economic conditions and declining enrollment.
- Why 90% of similar institutions---why not 100%?

**Question 14: Faculty salaries have kept up with salaries of administrators and higher level staff**



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 1    | 1    | 1    | 1    |
| Median                 | 1    | 2    | 2    | 2    |
| Quartile 3             | 3    | 3    | 2.25 | 3    |
| Mean                   | 1.8  | 2.3  | 1.9  | 2.1  |
| Percentage Agreeing    | 3%   | 13%  | 3%   | 5%   |
| Percentage Disagreeing | 73%  | 58%  | 75%  | 68%  |

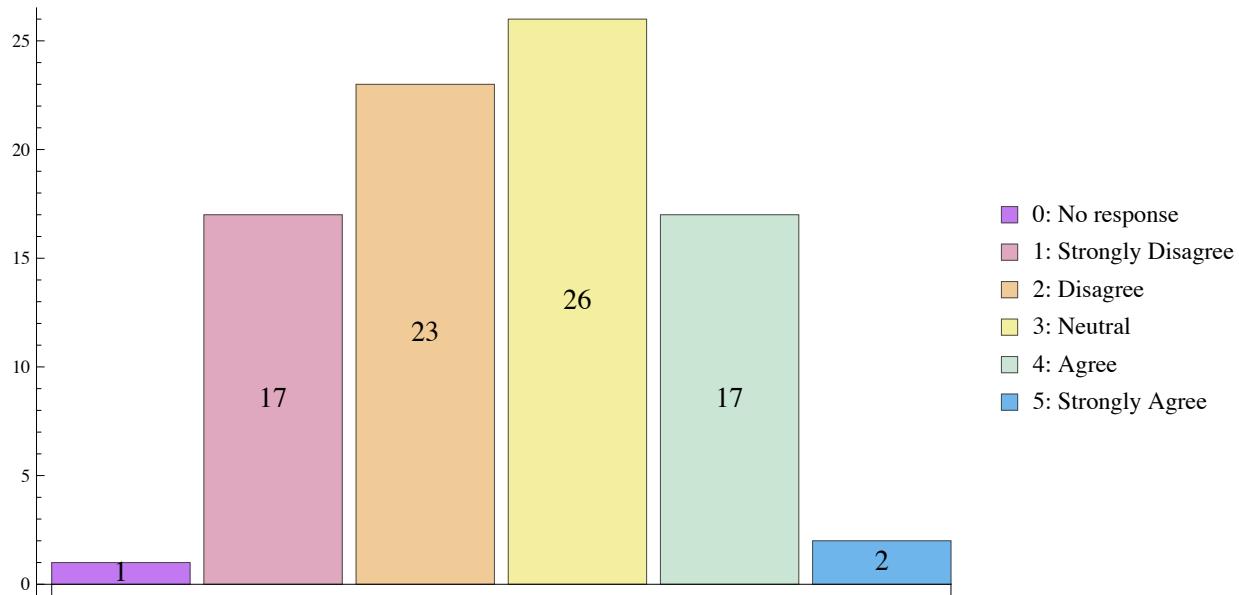
Notes:

Overall the faculty believe that their salaries have not kept pace with that of administrators and higher level staff.

**Question 14 comments: Faculty salaries have kept up with salaries of administrators and higher level staff**

- Many universities are administratively top heavy. Administrative salaries are burdening the students' funds.
- Everything is relevant in salaries. What faculty should be concerned about is someone who makes \$85,500 a year without a doctorate, and fails at her job.
- I don't know what the salaries of administrators are...
- I am not aware of this data to make a decision. I would, however, LIKE to have this data.
- I don't have data on this point.
- It's easy to check out openbooks.gov to see this is not true - except in the business area
- Although I think administration has done better than faculty, top administrators are also not paid well. The president of SE makes less than a good business school dean at other institutions.
- High salaries for administrators is another source of friction between faculty and administration.
- I don't know.
- No idea of the correlation. The concern is what the percentage of the total budget spent on salaries has dropped significantly over the past 10 years.
- These numbers are not available except well hidden on state websites. I used to be able to find this information online. Taxpayers have a right to know this but it is almost impossible to find.
- I don't know. How can we know when they get raises? What are the comps to other institutions?
- Based on national data I've read, we are well behind on this number. We also have a bloated bureaucracy at Southeastern. Downgrade titles and salaries, most administrators are washed up faculty who couldn't teach anymore. They'll still take a minor pay increase and do the job.
- They are underpaid as well.
- 25 years ago, 8 of the top 10 paid people on campus were faculty. Only the President and Academic VP made more. They were considered the "first among equals". Now, not so much.

Question 15: The University uses its resources wisely in support of academic instruction



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 2    | 2    | 2    | 2    |
| Median                 | 3    | 2    | 2    | 3    |
| Quartile 3             | 3.75 | 3    | 4    | 3    |
| Mean                   | 2.7  | 2.6  | 2.6  | 2.6  |
| Percentage Agreeing    | 25%  | 20%  | 28%  | 22%  |
| Percentage Disagreeing | 48%  | 51%  | 55%  | 47%  |

Notes:

Both the mean and percentage agreeing decline with “Years at SE”.

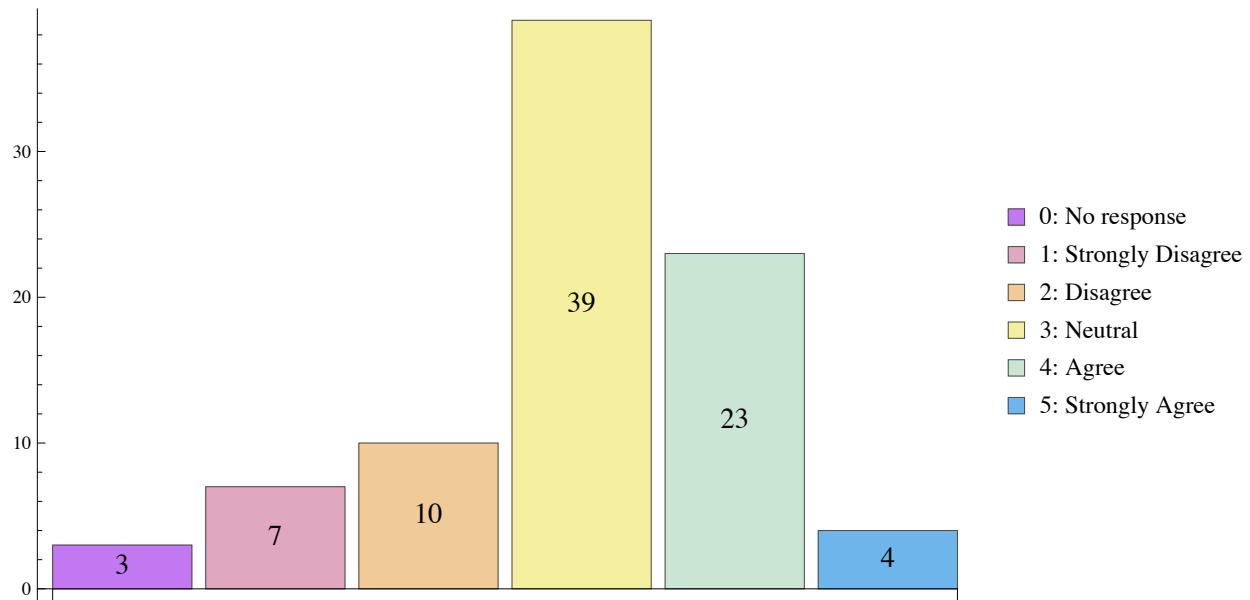
The mean in EBS is lower than the other schools (2.4 vs. 2.7 in A&S and 2.6 in JMSB)

The percentage disagreeing with this remains high.

## Question 15 comments: The University uses its resources wisely in support of academic instruction

- See comments on question #1. (It seems that funding drives every decision that is made on campus, even when it is not in the best interest of our academic integrity. Several examples would include the extremely high number of adjunct faculty, admission of students who are difficult to retain (leading to a temptation to decrease the academic rigor), etc.)
- computers in classrooms are out-of-date
- A good percentage is going to instruction, but I'm not sure it's always deployed in the most useful ways.
- Too many outreach sites!
- It is clear, from comments that are made, that administration has no clue about academic instruction at SE. Since they know nothing about it, they cannot adequately support it.
- The best use of resources academically would be to hire qualified tenure track faculty rather than adjuncts.
- The portion of the budget that goes to instruction (and teaching salaries) has been dropping for years.
- We faculty that are highly damaging to the university and no one seems to have the courage to hold them accountable.
- More visible support for academic departments, particularly in the "core" Gen Ed areas.
- Dump online courses and spend money on our classroom facilities.
- I do not know what resources we have or how they are deployed. No category for research?
- Some departments get an excessive amount of the resources
- To little is spent on Faculty travel and the Library budget.
- We are doing the best we can under the current economic conditions and declining enrollment.
- Scarce resources are squander on events that are worthless-going to Harvard for yoga lessons.

Question 16: The University uses its resources wisely in support of student services

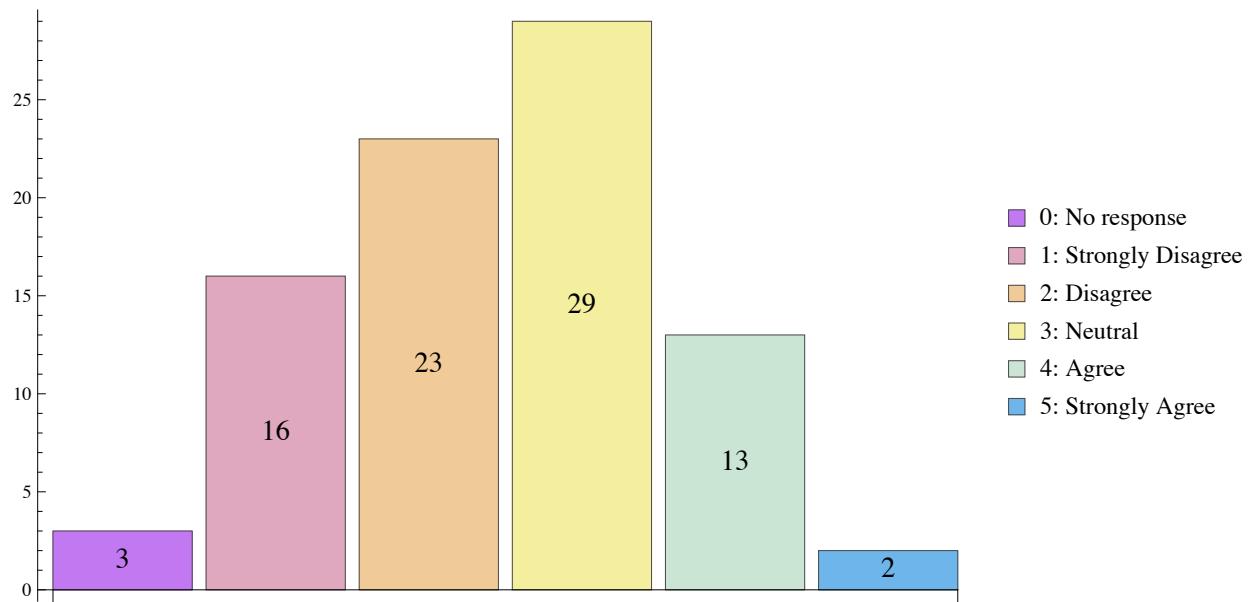


| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 3    | 2.75 | 3    | 3    |
| Median                 | 3    | 3    | 3    | 3    |
| Quartile 3             | 4    | 4    | 4    | 4    |
| Mean                   | 3.3  | 3.2  | 3.3  | 3.1  |
| Percentage Agreeing    | 46%  | 32%  | 48%  | 33%  |
| Percentage Disagreeing | 14%  | 25%  | 18%  | 20%  |

Question 16 comments: The University uses its resources wisely in support of student services

- Strong area.
- More coordination would allow for more efficiency.
- I know it is important to attract students and we need to invest in students; however, I know little about the monies spent. It appears that the grants have made a huge difference in being able to accommodate our students.
- Unless there are full-time, fully qualified faculty teaching major classes, students are seldom being well served.
- Obviously this is a weak area -- look at the Freshman to Sophomore retention rate.
- Student services seems to receive a disproportionate amount of funding compared to academic instruction
- I do not know what resources we have or how they are deployed. No category for research?
- Budget needs to be fundamentally reassessed and reduced in light of increasing developments in distance education and towards funding students--particularly Honor's students.
- We are doing the best we can under the current economic conditions and declining enrollment.
- I don't really know.....

Question 17: The University uses its resources wisely in support of administration



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 2    | 2    | 1    | 2    |
| Median                 | 3    | 3    | 2    | 3    |
| Quartile 3             | 3.75 | 3.25 | 3    | 3    |
| Mean                   | 2.7  | 2.7  | 2.3  | 2.5  |
| Percentage Agreeing    | 25%  | 25%  | 18%  | 18%  |
| Percentage Disagreeing | 44%  | 43%  | 61%  | 47%  |

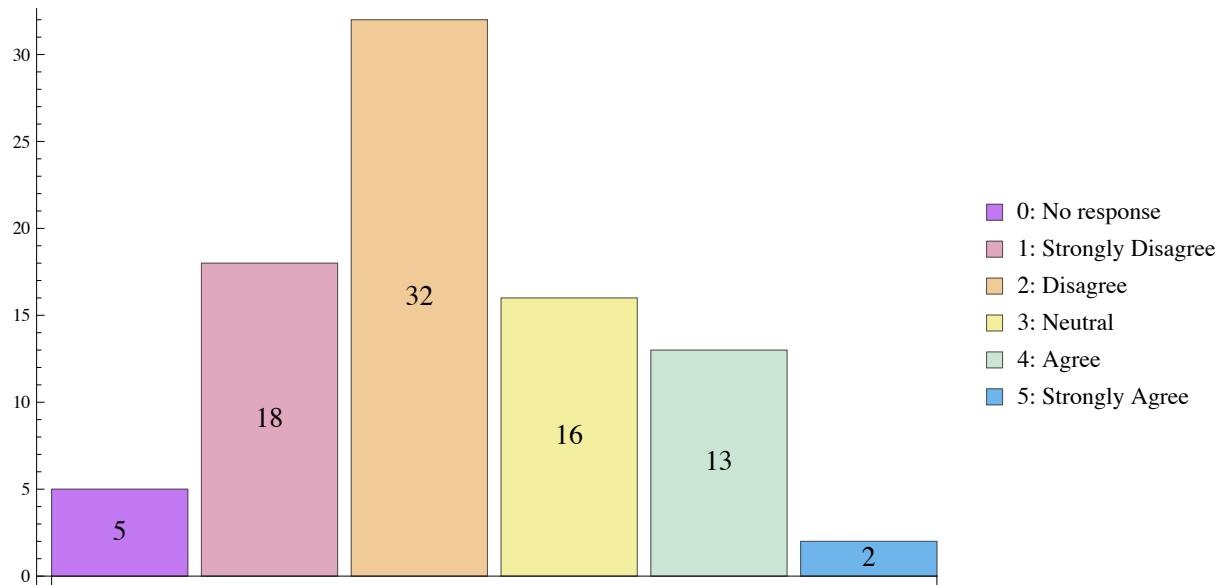
Notes:

The increases from 2012 to 2013 is primarily a shift from the “Disagree” categories to “Neutral”.

Question 17 comments: The University uses its resources wisely in support of administration

- The efforts to streamline the administration seem to be in this spirit (i.e., a single Dean of Instruction).
- Some people get a lot of money for doing little. Others get too little money for doing the work of 4 people.
- I have no idea. It appears that they go when they need to do so.
- I don't know what half these people do except walk around and make sure they are "seen."
- We still have people in these positions that don't seem to have the skill set to be successful in their jobs.
- Overpaid and bloated bureaucracy. Where is the slash and burn budget cuts for administrators that our legislature is imposing on the rest of the university?
- I do not know what resources we have or how they are deployed. No category for research?
- Seemingly abuses resources in travel expenses, unnecessary furniture/ decor expenditures
- Strongly agree with the exception of Enrollment Management
- It seems we have wasted a lot of money through the Harvard Project

Question 18: The University uses its resources wisely in support of facilities



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 1    | 1    | 1    | 2    |
| Median                 | 2    | 2    | 2    | 2    |
| Quartile 3             | 3    | 4    | 3    | 3    |
| Mean                   | 2.2  | 2.5  | 2.2  | 2.4  |
| Percentage Agreeing    | 16%  | 27%  | 14%  | 19%  |
| Percentage Disagreeing | 63%  | 54%  | 65%  | 62%  |

Notes:

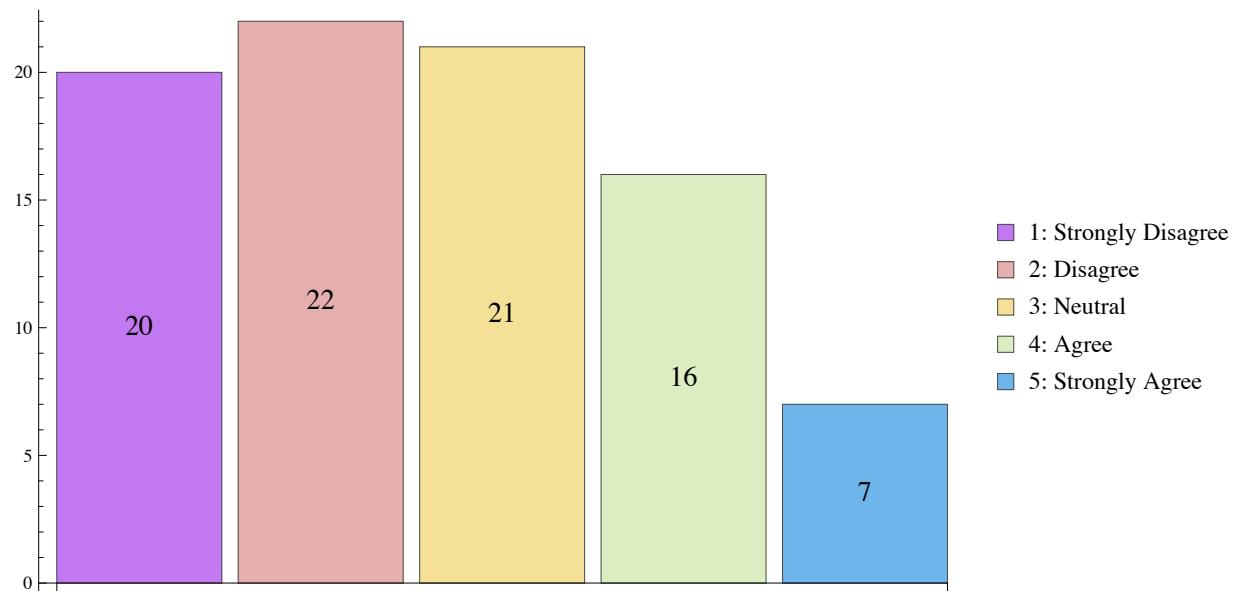
The means by school have increased and vary by school as they did in 2012. A&S is at 2.3 (same as 2012), EBS was at 2.1 (up .5), and JMSB was at 3.3 (up .6)

The faculty do not believe that the facilities are well-supported.

## Question 18 comments: The University uses its resources wisely in support of facilities

- The Loop landscaping is a nice start, although the price tag seemed incredibly high, and the handicap ramp behind Business/Russell seems like a massive over-use of stone and resources for a simple, narrow ramp. What about some fresh paint or floors inside some of the older classroom buildings?
- Basic maintenance issues are neglected for older buildings (i.e., sewage, mold, pests, etc.)
- Temperature regulation is a problem in the Morrison Building
- New windows and roof for Morrison, please. I had to tell my students to bring a jacket to class because our class met in a room with a broken window. The custodians know to bring us buckets when it rains.
- HELP is needed so desperately. I don't know what resources are available, but I'm so tired of our students having to sit next to trash cans catching drips; of having nasty drainage running down the walls in the classrooms; of having carpeting in classrooms and offices ruined by water coming out of the ceiling tiles, light fixtures, and ceiling fans. I also have very negative feelings about departments having to raise money to pay for building needs. Southeastern owns the buildings - the departments are housed there. It just seems absurd to me that departments are being told to buy their own desks and tables, to pay for their own wiring, etc. These projects are improving Southeastern. It should be a Southeastern investment.
- The appearance of the classrooms and hallways in Morrison building, the centerpiece of campus, is shameful.
- The focus should be on renovation instead of expansion. Expansion only adds new expenses while renovation could lead to cost savings.
- As I understand it, SE is currently working somewhere close to 50% of its "plant" capacity. Thus, we could double the student population without incurring any more fixed costs. For anyone who doesn't understand, this would add a tremendous amount to the bottom line. Increasing enrollment (and keeping them to graduation) would seem like a no-brainer to most people.
- There have been improvements, but the bathrooms in Morrison Hall are still a disgrace to the university.
- New buildings are great, but maintenance on the older structures should be much more evident. Even the Student Union building is showing obvious signs of wear and tear.
- My building still has repairs that are not fixed (floors, ceilings etc).
- I do not know what resources we have or how they are deployed. No category for research?
- Too much "deferred maintenance" in favor of prettying things up.
- deferred maintenance creates greater long term problems
- Monies should be directed from Admin and even Student Services to more adequately address the needs of the facilities.
- We are doing the best we can under the current economic conditions and declining enrollment.

## Question 19: Distance learning should become one of Southeastern's strengths



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 1    | 2    | 2    | 2    |
| Median                 | 2    | 3    | 2    | 3    |
| Quartile 3             | 4    | 4    | 4    | 4    |
| Mean                   | 2.5  | 2.8  | 2.7  | 2.6  |
| Percentage Agreeing    | 29%  | 31%  | 31%  | 27%  |
| Percentage Disagreeing | 59%  | 43%  | 53%  | 49%  |

Notes:

In 2013 the indicators for this are more favorable in the JMSB than in other schools (means:

A&S 2.5, EBS 2.6, JMSB 3.1)

The means decline by "Years at SE" (0-7 years: 3.1, 8-14 years: 2.6, 15+ years: 2.2).

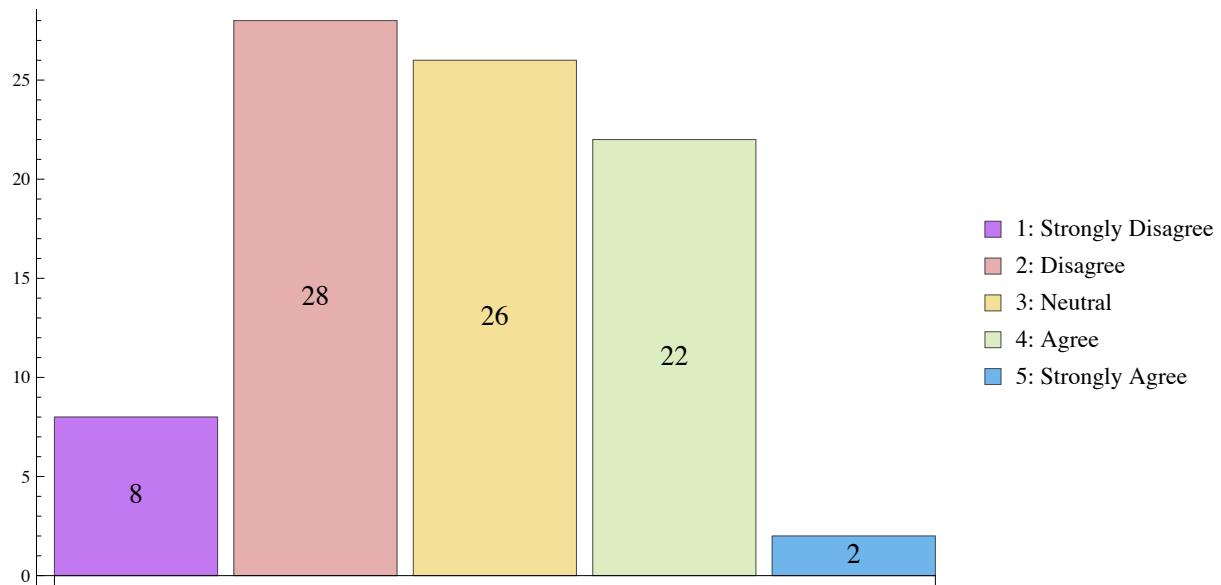
The means correlate with the question about Southeastern heading in the right direction (the means for this question grouped by "in the right direction" responses are Strongly Disagree: 1.8, Disagree: 2.4, Neutral: 2.6, Agree: 3.4, Strongly Agree: 4) - it seems that the how the faculty feel about the direction we are heading in has a lot to do with how they feel about distance learning.

## Question 19 comments: Distance learning should become one of Southeastern's strengths

- Most students are complaining about being forced to take classes on-line, due to lack of alternative offerings or schedule conflicts.; they want face-to-face interactions and help, and do not like the extra costs, and do not like the typical on-line course teaching style (typically on "auto-pilot", or so they feel).
- I believe it is one of our strengths, but it should not become our primary form of instruction. Students have expressed a clear desire for more face-to-face classes, and many topics are simply not able to be taught well in an online format. Remote site instruction through IETV presents some challenges that are unique to each site. It seems that Southeastern administration has the view that these sites represent areas for potential growth, but class sizes for IETV courses now compared to 5 years ago do not seem to support this notion.
- I'm torn on this one. Distance learning is indeed the future BUT do we really want to become a university that can be run out of a PO Box?
- Too many courses are offered on-line because we don't have enough faculty in some departments
- It undermines our strengths. Other schools can do it better. We should concentrate on personal attention in small classes for students who need face to face support.
- I believe it already is.
- Distance education can be a useful tool but it appears SE sees online education as a way to save money. We end up with under-trained adjuncts in over-enrolled online classes.
- Distance education threatens the core mission of the university. It diverts scarce time and money away from the campus and destroys campus life.
- Most students & faculty do not like online courses. When a student takes an internet course (many times because it is his/her only option) it isn't exactly distance learning if they live in the dorm.
- If we aren't going to recruit face-to-face, we had better recruit online. HOWEVER, that takes having a good online presence. For example, a well-designed, professional, and easy to navigate web site. This is not done with student workers -- this is done by professionals. Administration appears to have little understanding of how to develop an adequate web presence or social media in general.
- We cannot compete with major universities in this area. Our major strength is small class size and strong relationships between students and faculty.
- Our core strength has always been our interaction with the students.
- I may not like it but we have students who commute a long ways and this is one way we can meet their needs.
- From a marketing standpoint, we don't have a choice here.
- Students routinely comment on how online classes are a joke. I encourage the backlash against online courses and support students demanding face-to-face courses so they can actually learn something. Cheating is also rampant in online classes. Perhaps the administration and its online sycophants among the faculty like the fact that grade inflation results from this?

- Our strength should be in a blended format, which is the ideal situation.
- That would not be consistent with the missions statement.
- Our small class size and personal attention to students has been one thing that has distinguished us over the years. An emphasis on distance learning would fight against that.
- Need to get with the times; but need to maintain academic quality and integrity
- It depends on what Distance education means and whether it comes from an honest and open discussion between administration and the faculty.
- The greatest question of our times it seems - I do not know the answer
- We need to do it, and do it well, but it should not be the focus of who we are and what we do.

Question 20: Tenure and promotion processes are clearly communicated and understood by applicants and reviewers



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 2    | 2    | 1    | 2    |
| Median                 | 2    | 2    | 2    | 3    |
| Quartile 3             | 4    | 3.75 | 3    | 4    |
| Mean                   | 2.5  | 2.6  | 2.3  | 2.8  |
| Percentage Agreeing    | 27%  | 25%  | 21%  | 28%  |
| Percentage Disagreeing | 60%  | 53%  | 64%  | 42%  |

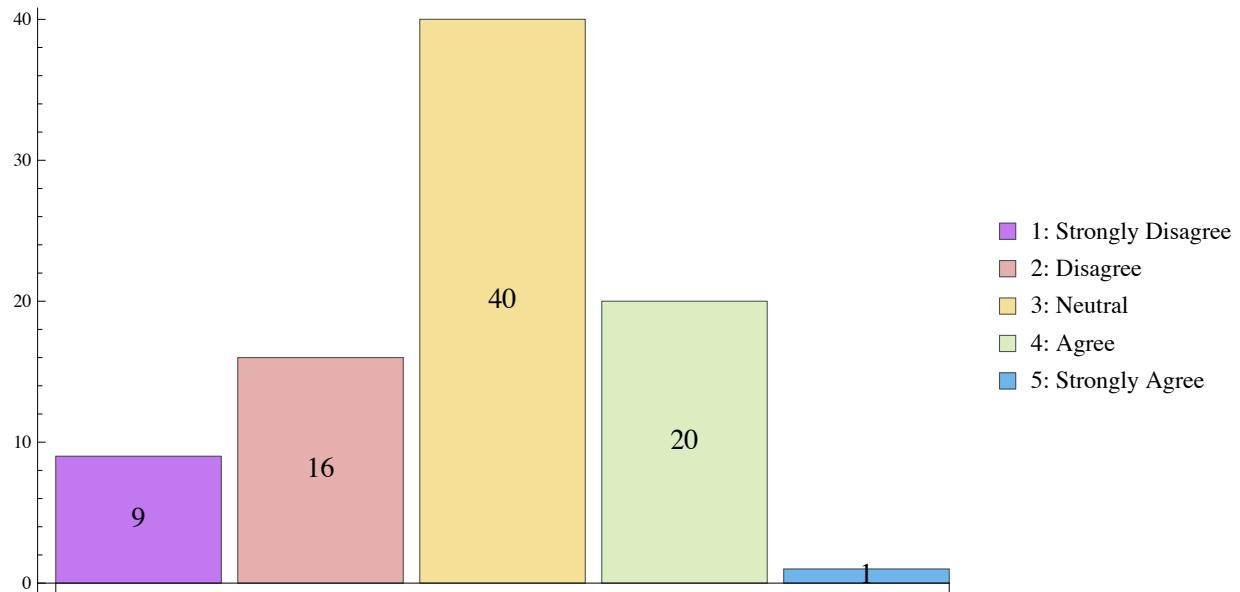
Notes:

There has been improvement in this since 2012.

Question 20 comments: Tenure and promotion processes are clearly communicated and understood by applicants and reviewers

- Hopefully the Faculty Senate proposals on T & P will be adopted and followed. This would be a great improvement.
- Hopefully the new guidelines will improve things. Let's pray.
- I think progress is being made but there was a long way to go.
- n/a to adjunct instructors
- Processes and directions that change based on who is Dean or VP for Academics at the time are seldom understood and mostly unfair.
- I disagree, but I also feel that there are too many components the the "process" to cover in this single question. This question needs to be revised and refined. I have heard, for example, so many times newer faculty complain that they have NO idea what should be in the portfolio and how it will be judged. I don't believe, however, that the actual process is not understood, but there is no other place to express this concern.
- Again, progress seems to be in progress.
- Better with new proposed standards.
- Hopefully this will be cleaned up by the new procedure next year.
- Our department, yes; others, I'm not sure.
- Again, there seem to be almost microscopic hints of progress, but I don't have any confidence our administration know what to do about this or how to do it.
- This area has been problematic.
- Getting better.
- If it were, SE would not have the large number of grievances it has.
- In the past no, but hope is high that recent changes will help.

Question 21: Tenure and promotion processes are fairly administered



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 2    | 1    | 1.5  | 2    |
| Median                 | 3    | 2    | 2.5  | 3    |
| Quartile 3             | 3    | 3    | 3.5  | 3    |
| Mean                   | 2.5  | 2.4  | 2.6  | 2.9  |
| Percentage Agreeing    | 16%  | 19%  | 25%  | 24%  |
| Percentage Disagreeing | 48%  | 54%  | 50%  | 29%  |

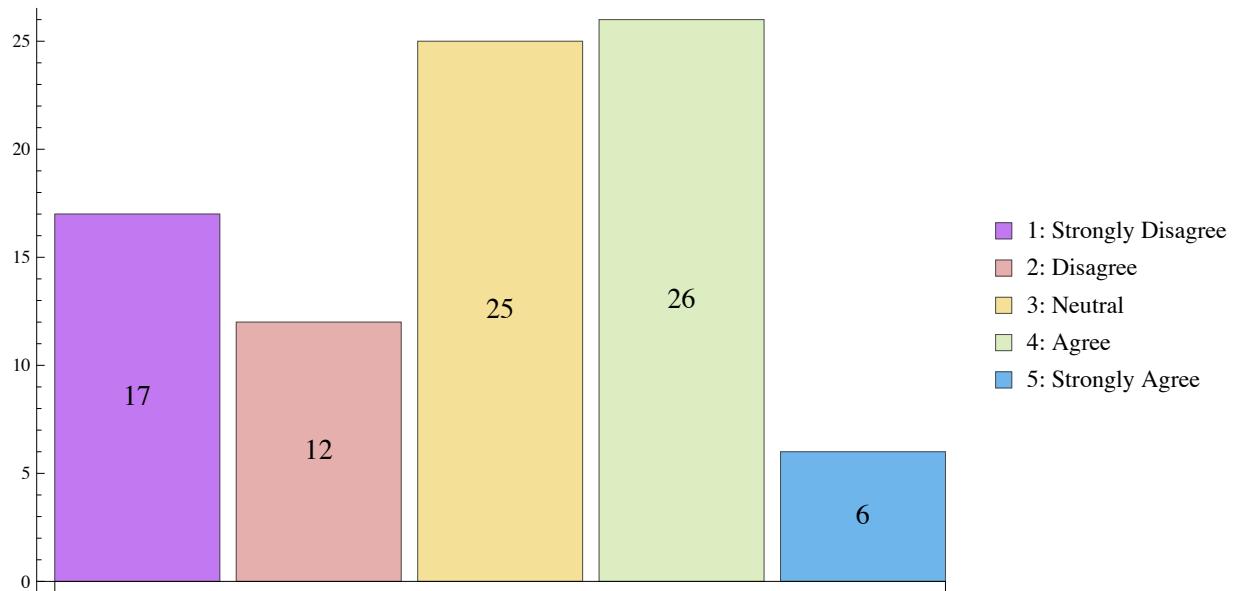
Notes:

This has improved from previous years, primarily by converting disagreeing responses to neutral ones.

Question 21 comments: Tenure and promotion processes are fairly administered

- Regents rules were not fairly interpreted in recent cases; not sure if new rulings will be enforced, officially or unofficially.
- It just depends if one follows the handbook or not.
- Hopefully the new guidelines will improve things. Let's pray.
- My experiences have been fine, but I have seen and heard too many horror stories from other faculty members. I believe that the administrators think they are being fair, but sometimes that does not appear to be the case.
- Two words: Rachel Tudor
- Depends on the department.
- Have not been in the past. Hopefully, the future will be better with new administration at the deans' level.
- See #15. (Again, there seem to be almost microscopic hints of progress, but I don't have any confidence our administration know what to do about this or how to do it.)
- This area has been problematic.
- Lot of negative fallout still from the Rachel Tudor situation. Bungled and still bungled.
- In the past no, but hope is high that the changes will help.
- I have heard "horror stories"---if true

## Question 22: Effective leadership is provided by the President



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 3    | 2    | 2    | 2    |
| Median                 | 4    | 3    | 3    | 3    |
| Quartile 3             | 4    | 4    | 4    | 4    |
| Mean                   | 3.6  | 2.8  | 3.0  | 2.9  |
| Percentage Agreeing    | 56%  | 30%  | 42%  | 37%  |
| Percentage Disagreeing | 8%   | 36%  | 36%  | 34%  |

Notes:

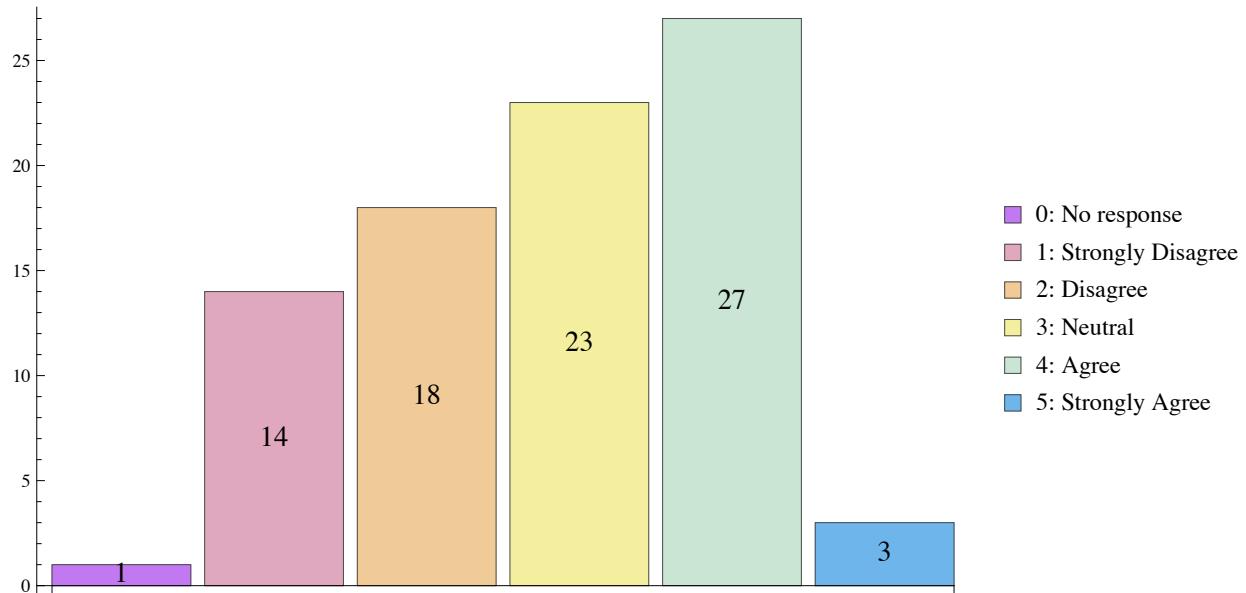
The means vary by length of time at Southeastern: 0-7 years at 3.3, 8-14 at 3.2, 15+ at 2.6  
 (changes from 2012 of -.1, +.5, and -.4 respectively)

The means vary by faculty morale. For those 22 who strongly disagreed that the faculty have high morale, the mean is 2.0; among the 34 who disagreed, 2.8, among the 20 who were neutral, 3.6, for those 8 who agreed, 3.6, and for the 1 who strongly agreed, 5.

## Question 22 comments: Effective leadership is provided by the President

- He talks a nice game. We rarely know what he means.
- The lack of access to the President is a negative to his providing leadership on campus. In some situations, he is a leader. In other situations, it is worrisome that he is even aware of what is being done and said.
- His moves are secret - we never see him nor hear what he's doing for us.
- Presidents should be visible to students, faculty, the community, and governmental bodies. That is, out and about telling SE's story. Let the VPAA do the daily running of the university. A university president needs to be a highly public figure. He or she is the face of the university and clearly articulates the universities reason for being. If our president stays in his office and refuses to interact with the constituencies mentioned, we are doomed.
- He told us on inauguration to think outside the box, but if we do, we run the risk of displeasing the administration.
- He's weak and indecisive.
- Speaks in generalities - would love to see a well developed academic and marketing plan with measurable outcomes presented to the faculty at large, particularly in August. I have no hope that will actually happen.
- Appears to be an empty shirt. Either he is clueless about the state of the university in the trenches or he's just collecting a big salary and then retires leaving us in the gutter. Some faculty are even questioning whether he was retained as president just to be the hatchet man for the regents to effect budget cuts and neuter the faculty.
- Has become so isolated that no-one knows what he wants or how he wants to develop the university. In addition, he seems overly defensive and unable to explain/ justify his actions.
- We are lucky to have Dr. Minks leading us through these difficult economic times.
- I do not think we have a good sense as to where we are going, or should be going

Question 23: Effective leadership is provided by the Academic Vice-President



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 1    | 1    | 2    | 2    |
| Median                 | 3    | 2.5  | 3    | 3    |
| Quartile 3             | 4    | 4    | 3    | 4    |
| Mean                   | 2.7  | 2.5  | 2.6  | 2.8  |
| Percentage Agreeing    | 26%  | 27%  | 22%  | 35%  |
| Percentage Disagreeing | 43%  | 50%  | 45%  | 38%  |

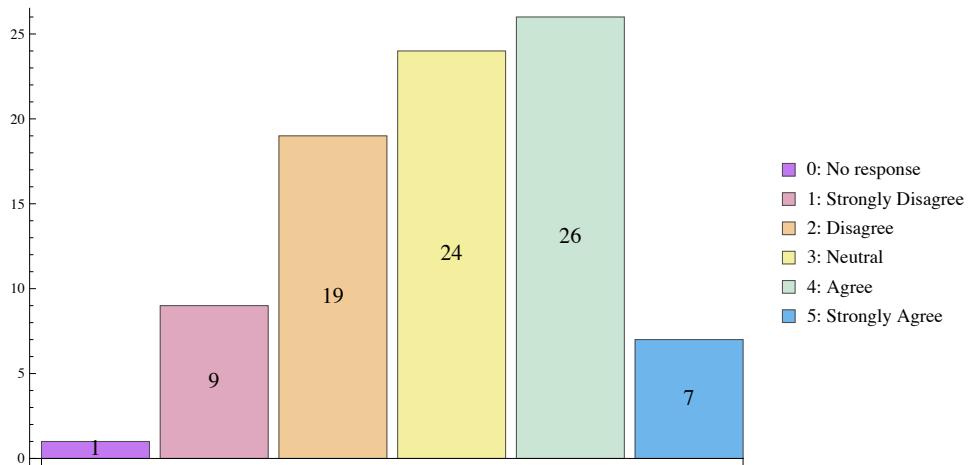
Notes:

These measures have improved (perhaps due to increased visibility at the forums).

## Question 23 comments: Effective leadership is provided by the Academic Vice-President

- Simply put, we need more faculty in some programs. The number of majors to faculty ratio is simply embarrassing (when in conversations with individuals from other universities). Adequate resources are a must to perform our duties. Otherwise, our programs will suffer and die.
- I know he exists. I see him sometimes. I have never heard of him doing anything useful.
- The individual in this position seems to be making an effort to be more visible and to do a better job of communicating with the faculty. It has been a while coming!
- Ditto (His moves are secret - we never see him nor hear what he's doing for us.)
- Doing much better and seems to want to engage in improvement at SE.
- Is there a conflict of interest between his work for SE and his work as a paid consultant? I don't know.
- Don't trust him, period.
- VPAA McMillan has mostly been the go-to person for faculty issues and it appears he has the respect of most of the faculty (at least from my perspective).
- Worst administrator on campus. Has an agenda that appears contrary to his job definition. Embraces online courses and then watches enrollments plunge. Seems content to helm an academic Titanic. His Q&A with the faculty is a case study in how to deflect, avoid, and obfuscate. He also appears to spend a lot of time not in his office.
- Lacks a willingness, or ability to make, explain decisions in a respectful, forthright manner and should be replaced. Unable/ unwilling to explain/ justify any of his actions, or inactions!

### Question 24: Effective leadership is provided by the Dean of Instruction



Note: This question has changed in the last 4 years. In 2010, this question asked about the performance of “my Academic Dean”. In 2011, this question was broken down further by school. In 2012/2013, this question was asked about the Dean of Instruction (whose position was created in December 2012). For emphasis, this is denoted in the table by a thick separation.

| Measure                | 2010     | 2011 |      |      | 2012     | 2013   |
|------------------------|----------|------|------|------|----------|--------|
| School                 | Combined | A&S  | EBS  | JMSB | Combined | 1 dean |
| Quartile 1             | 1        | 1    | 1    | 1    | 1        | 3      |
| Median                 | 3        | 2.5  | 2    | 1.5  | 2        | 3      |
| Quartile 3             | 4        | 4    | 3.75 | 2    | 4        | 4      |
| Mean                   | 2.7      | 2.6  | 2.4  | 1.5  | 2.6      | 3.2    |
| Percentage Agreeing    | 31%      | 34%  | 27%  | 0%   | 34%      | 42%    |
| Percentage Disagreeing | 44%      | 50%  | 64%  | 100% | 54%      | 33%    |

Notes:

For 2013 mean in JMSB (3.4) is higher than in EBS (2.8) or A&S (3.1).

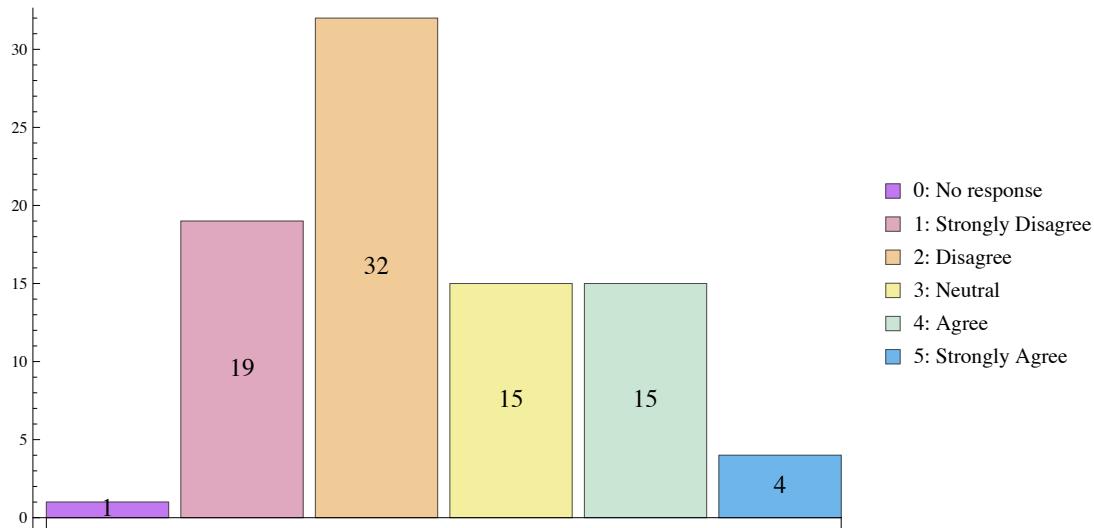
The 2013 means vary by faculty morale. For those 22 who strongly disagreed that the faculty have high morale, the mean is 2.5; among the 34 who disagreed, 2.9, among the 20 who were neutral, 3.4, for those 7 who agreed, 3.7, and for the 1 who strongly agreed, 5.0.

The 2013 means also vary by length of stay at Southeastern. For those with 0-7 years, the mean was 3.6. For those with 8-14 years, the mean was 3.0. And for those with 15 or more years, the mean was 2.7.

## Question 24 comments: Effective leadership is provided by the Dean of Instruction

- I don't always agree with her means, but I usually agree with her goals. She's trying to do the work of 4 people.
- I think great effort is being extended at times. There appears to be times that the dean is having to fight for faculty and departments and that effort is greatly appreciated. She is limited in what input is allowed. The use of threats is very disheartening to faculty and the tendency to micro-manage at times causes unneeded stress. Also, the tendency to think that all of us like the same thing and enjoy the same things that she does is erroneous. None of us are bad or wrong because of these differences, but we are different.
- Administrative positions are filled through internal patronage with no national searches.
- The DOI often gets too involved with minutia and micro-manages. She is feared by most of us.
- A bright spot in the whole leadership mess.
- The Dean of Instruction treats ALL faculty as though they are lazy incompetents that she has to whip into shape. This is deeply resented by most faculty who are competent, hard-working professionals who care about their students.
- She tries really hard to foster faculty communication, and to encourage faculty.
- I only find true leadership from the Chairman of my department.
- She is overwhelmed by a ridiculous workload.
- Dean Scoufos has shown noticeable improvement by backing off from her obsessive-compulsive tendency to micromanage. Bravo.
- She's finally understanding her position at the university. Good intentions and starting to fight for faculty and our students rather than her first few years on the job where it seemed she was intent on imposing micromanagement from a corporate perspective. Only real criticism is that she still thinks this is a high school prep rally rather than an academic institution. Needs to elevate her professionalism with regards to academia.
- Too new to tell.
- Too much to do; need to delegate more; not possible to address all things within purview
- The Dean needs to be given the authority necessary to fulfill the duties of the position and the duties need to be reduced to ensure effective instrumentation.
- Never have I seen an individual in academia so out-of-touch with reality as our Dean of Instruction. From her self-proclaimed "Dean of Everything" and "Super Dean" titles to formally addressing the faculty inappropriately as her "homies" in the Faculty Symposium program to making a spectacle at the holiday gathering to taking credit for others work in the poorly-written, aesthetically-archaic weekly memo to the failure that is BrainStorm (with less than 20 combined attendees to date for BrainStorm lectures) – I worry about the impact of her leadership on the credibility of our institution.

Question 25: Academic program assessment has been a valuable use of resources



| Measure                | 2010 | 2011 | 2012 | 2013 |
|------------------------|------|------|------|------|
| Quartile 1             | 2    | 1.25 | 2    | 2    |
| Median                 | 2    | 2    | 2    | 2    |
| Quartile 3             | 3    | 3    | 3    | 3    |
| Mean                   | 2.4  | 2.4  | 2.4  | 2.4  |
| Percentage Agreeing    | 21%  | 20%  | 14%  | 22%  |
| Percentage Disagreeing | 63%  | 60%  | 54%  | 60%  |

Notes:

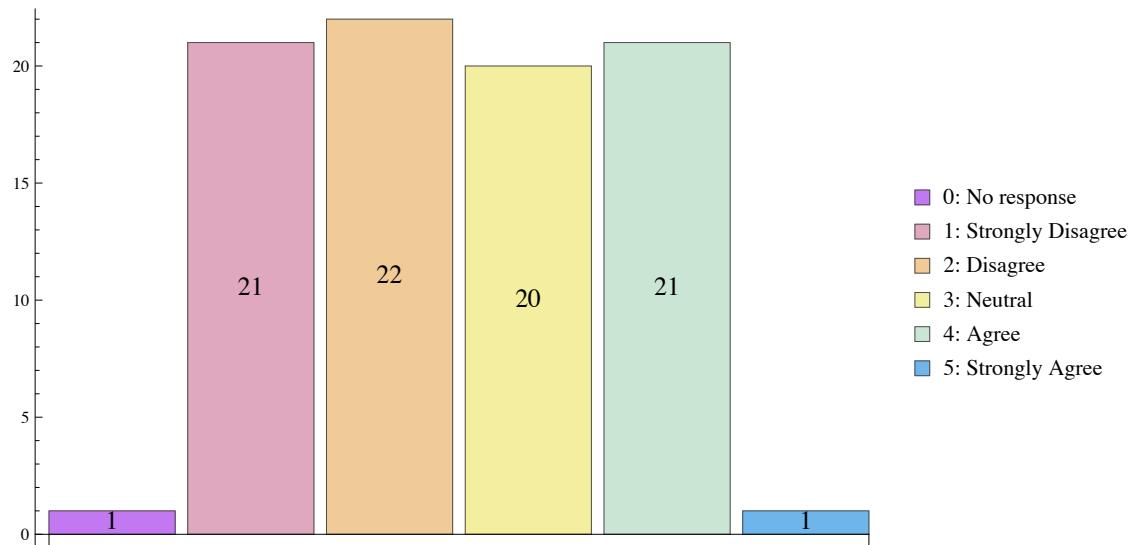
This is still low.

The means vary by school: A&S averages a 2.4, EBS a 2.2, and JMSB a 3.2.

## Question 25 comments: Academic program assessment has been a valuable use of resources

- Did not even receive a copy of the final document submitted by my department, even though I contributed. Do all faculty have on-line access to submitted documents, to keep "reporters" honest?
- Less frequent assessments would use fewer resources and could be just as useful if the period between assessments isn't too long.
- The process is extremely time-intensive (with few faculty resources already), and instructions for completing assessment typically are provided only a short time (a month or two) prior to the reports being due. This is not a fair expectation, as the appropriate course of action would be to prepare individuals conducting the assessment process in advance of what they will need to assess and how results will need to be compiled.
- It too is a joke.
- It's a disaster, from the program level on up.
- All I can tell from it is the time, effort and paper used has had little effect on resources in many departments that I am aware of at this time. Obviously, I have no knowledge of what is gained in many of the other departments.
- I don't see how a multiple choice test, which I administered to my Comp II students this semester as a program assessment, assesses the writing program.
- But it is necessary for accreditation, so its not completely useless.
- I believe in the process and the concept, but I do not feel that Southeastern has really "learned" how to use the program effectively.
- I have always wondered if anyone reads our reports.
- If this refers to institutional assessment, the answer is "no." If it refers to specialized accreditation, the answer is "yes."
- This is a total waste of resources. Programs have not been improved by assessment.
- Many standardized exams are given, but we never see the results back.
- Forcing faculty to have EVERY SINGLE class evaluated EVERY SINGLE semester only makes the students angry. It thereby taints the evaluations we receive because NOTHING the students request is ever changed, and the evaluations waste precious time at the end of every semester. I find it hard to believe that it is necessary to evaluate every class every semester.
- Complete farce. Not used as intended at all. Merely checking boxes as they say, mainly for accreditation purposes.
- Assessment is essential but what are we do with the results is key to success.
- As it stands, it is a complete waste of time. IT SHOULD be valuable but it is flawed in implementation.
- Seems disorganized and collecting data with no clearly defined goals
- The data has never been shared, until this past semester, nor has the information or interpretations been explained.
- Now it is time to cut unproductive programs so that successful programs can stop scraping by and flourish once more.

Question 26: In the last couple of years (with the recent organizational changes in mind), I believe that the working atmosphere for faculty at Southeastern has significantly improved



Note: This question was not asked prior to 2012.

| Measure                | 2012 | 2013 |
|------------------------|------|------|
| Quartile 1             | 2    | 1.75 |
| Median                 | 3    | 2    |
| Quartile 3             | 4    | 4    |
| Mean                   | 2.6  | 2.5  |
| Percentage Agreeing    | 26%  | 26%  |
| Percentage Disagreeing | 49%  | 51%  |

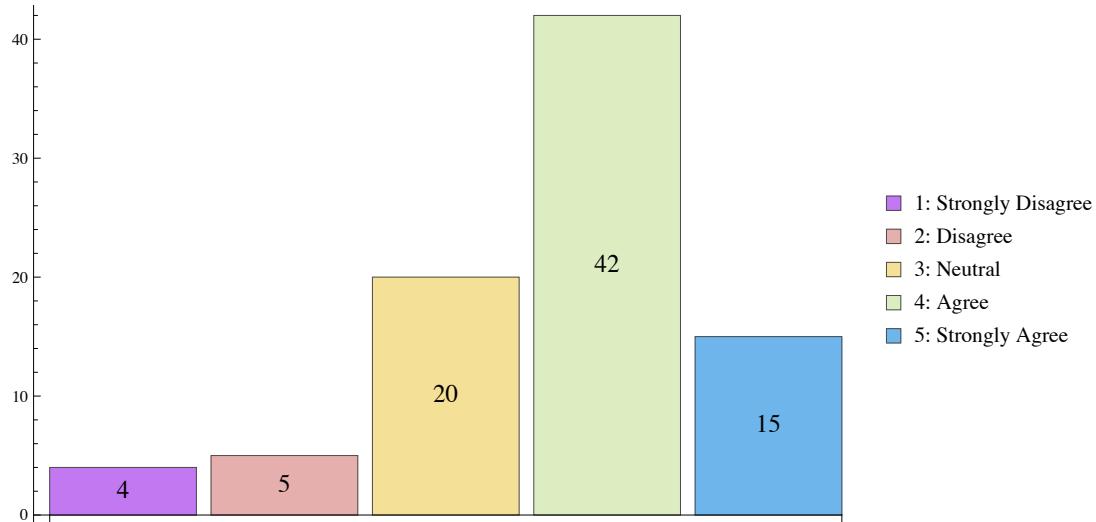
Notes:

The mean varies by years at Southeastern: 0-7 years 2.8, 8-15 years 2.4, 15+ years 2.5.

Question 26 comments: In the last couple of years (with the recent organizational changes in mind), I believe that the working atmosphere for faculty at Southeastern has significantly improved

- Many things were done invoking the "Harvard workshops" as the source of the changes, but the content of those workshops were kept secret from my department, and some days it appears that people just say "it is due to the Harvard thing" to avoid explaining any rational or even when it had nothing to do with it..
- Perhaps it's only gotten a little worse, but significant improvement was definitely not achieved.
- All comments provided above.
- It was a big improvement to move Mawer out of role of Dean; his impact on faculty morale was significantly negative
- There is more hope now than there was 2 years ago. But we're still waiting on actual improvement.
- In many instances, yes. I feel that faculty should have been more involved in the process of planning these changes. It seems that many individuals have been given too many roles to play. It is difficult to take care of so many things -- one person can do only so much plus learning curves have been steep for many who were "re-organized". General faculty had very limited input and yet have been greatly affected.
- More meetings, more requirements, more mandates, no more pay.
- I have no idea what the organizational changes were meant to accomplish.
- It seems to have slid downward.
- You can credit the reorganization, but I believe more credit goes to the removal of two problem deans and the appointment of Dr. Scoufos.
- I think the atmosphere has been improved by the forums and the meetings with the administration, Senate, and AAUP.
- Hire back the faculty we've lost! We are losing students over it!
- As bad as our campus was, if it changed at all it would have to get better. Although things are somewhat improved, there is still a lot of work to do.
- I take a wait-and-see approach.
- Gets worse by the year. I see zero positive changes from admin reorg. Rather it created more layers of red tape and wasted salaries.
- communication is superficial and self censored due to the oppressive, over-sensitive, insecure nature of administration
- Quite the opposite.
- While the Dean of Instruction is a good move, the new position includes an unreasonable amount of work, thereby making it difficult for the Dean to focus on all of the tasks.
- With the exception of Enrollment Management
- probably more so for some than others

Question 27: I believe that Faculty Senate works on issues that are important to me as a faculty member



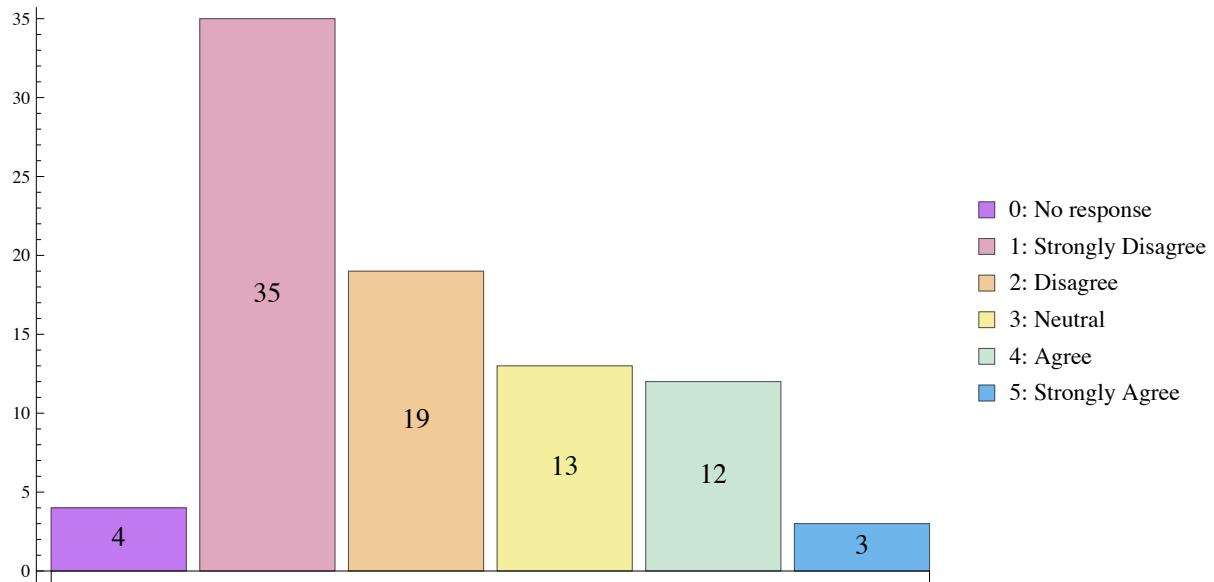
Note: This question was not asked prior to 2012.

| Measure                | 2012 | 2013 |
|------------------------|------|------|
| Quartile 1             | 3    | 3    |
| Median                 | 4    | 4    |
| Quartile 3             | 4    | 4    |
| Mean                   | 3.6  | 3.7  |
| Percentage Agreeing    | 66%  | 66%  |
| Percentage Disagreeing | 16%  | 10%  |

Question 27 comments: I believe that Faculty Senate works on issues that are important to me as a faculty member

- The faculty senate is a lackey for the president. By putting the faculty senate chair on all those committees, it turns the FS chair into a quasi-administrator.
- Works on issues, yes. I'd like to see more concrete action, instead of just investigation and discussion. Don't be afraid to ruffle feathers and speak truth to power.
- Bless the Faculty Senate for at least trying.
- I know they try but I really do not think they have any influence on the admin.
- In the past, I haven't felt this way, but there does appear to be more focus.
- However, the Faculty Senate has no teeth and is ignored by administration.
- I think they are trying hard, but there's only such much they can do. I wonder if the administration is listening.
- Agreed, but not very effective.
- The Senate does good work, it just needs to be more aggressive/assertive in tackling issues beyond problems with the administration--start dealing with problems at/in the university.
- With the exception of adjunct faculty... right or wrong they are here to stay so we should embrace adjuncts and improve their impact on our institution.

**Question 28: The Faculty Symposium during the week before school was useful for faculty**



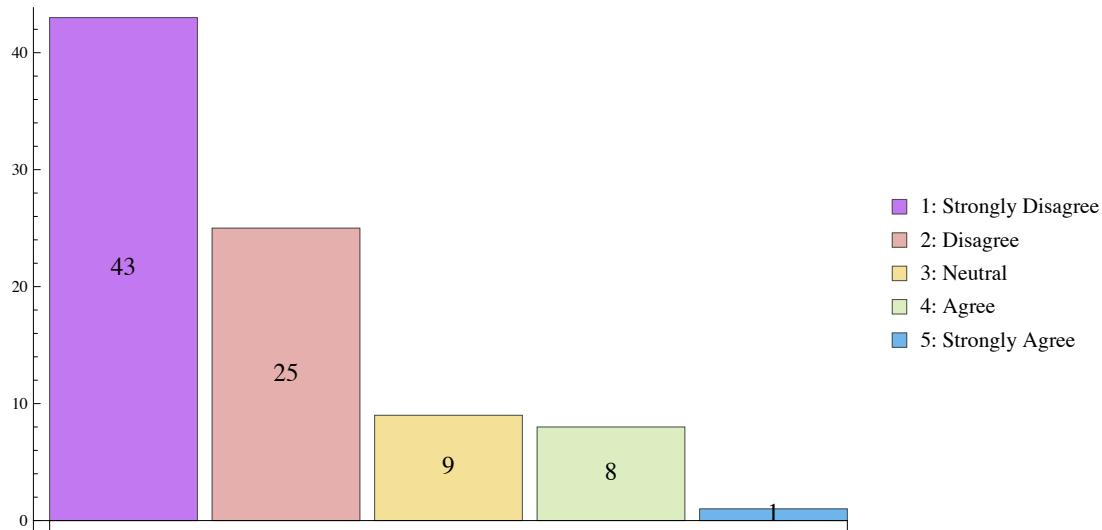
Note: This question was not asked before this year.

| Measure                | 2013 |
|------------------------|------|
| Quartile 1             | 1    |
| Median                 | 2    |
| Quartile 3             | 3    |
| Mean                   | 2.1  |
| Percentage Agreeing    | 18%  |
| Percentage Disagreeing | 66%  |

Notes:

Comments for questions 28-29 are grouped together after question 29.  
The faculty did not find the AY 2012-2013 symposium useful.

Question 29: The Faculty Symposium during the week before school was an appropriate length



Note: This question was not asked before this year.

| Measure                | 2013 |
|------------------------|------|
| Quartile 1             | 1    |
| Median                 | 1.5  |
| Quartile 3             | 2    |
| Mean                   | 1.8  |
| Percentage Agreeing    | 10%  |
| Percentage Disagreeing | 79%  |

Note: The faculty thought the AY 2012-2013 was too long (although not explicit in the question itself, it is clear in the comments the feeling was that it was too long rather than too short).

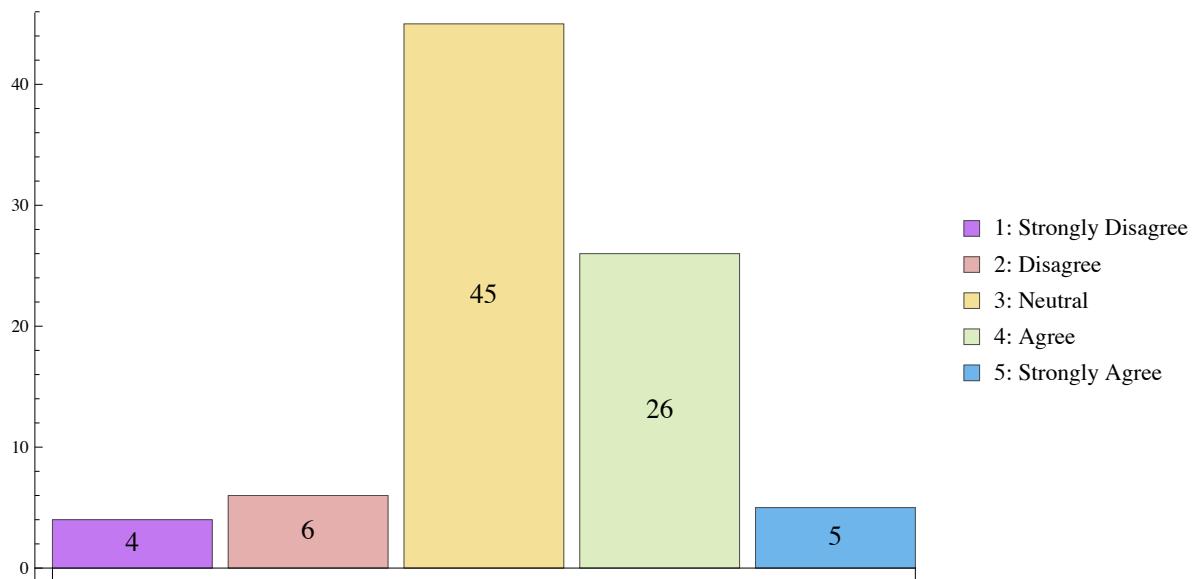
## Questions 28-29: The Faculty Symposium

- It was originally billed as "Professional Development"; however, many sessions were basically "theatrical" or historical or for "entertainment", and were repeat performances from BrainStorm 2012; these should be lumped together and made optional. I'd say less than 50% was close to Professional Development, and probably more like 30%. Some of the sessions that suddenly got added by administrators on the next day (S. Robinson, VP McMillan) were much more useful as discussions. The room/chairs/humidity/noisy dehumidifiers was very uncomfortable especially on the 2nd day.
- it should be shorter
- The Symposium appears to be almost completely useless for faculty, providing information that's largely irrelevant or of only minor interest. In addition, it competes for time with preparations for the beginning of classes.
- Going from no symposium during a time when faculty are typically preparing for their courses to a 2-day, all-day event was simply too much.
- Could it be done in one day? We have a GREAT deal of work to do the week before classes. Some of which can only be done at that time.
- Need to add professional development/career development workshops to the day, say 4 hours on tops like syllabus development, e learning and mobile learning, assessment, etc.
- One day would suffice
- too long
- I get the idea, but the execution could be improved. Not every part was relevant to everyone.
- One day is more than enough if we must have it. I enjoyed some of it. I thought some of it was totally out of place. I felt like I could have used my time to benefit my students and my department much better working in my office. I did like the interaction with other department's faculty.
- I am okay with having a symposium if we can include material that is more relevant than what was presented the first year. If relevant material is presented, 1-2 days is an appropriate length.
- Too long and contained too many items of limited interest or no interest to the majority of the faculty.
- Adjunct faculty were not included in this symposium.
- Could it have been done in one day?
- We are treated like secondary school teachers forced to come to a teacher work day. The worst part of it is that it keeps faculty members from getting any real work done right before the term begins, a critical period.
- Useful faculty development sessions would be welcomed. Why not ask faculty members what they would like to learn/hear about? Would very much like to have a survey administered at the end of the symposium. Maybe have concurrent session for one day - two days in a row is too much.
- Too long and cuts into class prep and advising students

- I have no problem being on campus during the week before classes start, but my time is better spent working in my office preparing for classes and serving students who come for advisement.
- I have never felt that I was actually wasting my time in any event at Southeastern, until the Faculty Symposium. In addition, I have never felt so unprepared to begin a semester in my years here. This event should be entirely optional at the discretion of the faculty member to attend. I believe strongly that this would reveal how faculty really feel about this concept.
- NO, NO, NO!!!! Sharing our knowledge is a nice idea, but two full days of session after session after session (and no opportunity to apply what is learned) when we have so much to do to prepare to teach effectively is NOT a good use of time. Consider a half-day session, or one half-day for everyone and another half-day with two or three options of workshops that allow time to apply the material.
- It was a ridiculous dog & pony show that had nothing to do with faculty development. Come on - a talk about a Civil War sub, a visit by Eleanor, 4 guys singing - that had nothing to do with development.
- I would hold to one day.
- This is a waste of faculty time
- The scholarly presentations were not of publishable quality. The quality of the presentations was over all poor and irrelevant to most faculty and hence a waste of valuable time. The group discussions were ad hoc and typically ran over their allotted time limit. The informational sessions were helpful, but such information can more effectively be transmitted by email.
- I would prefer a one-day symposium or would prefer an option to attend certain sessions.
- Even though I was a presenter and I loved my own presentation, I'm not sure if I could expect all faculty to devote the time to it.
- The Symposium was a complete waste of time. Please do not take away valuable time to advise and meet with students over someone simply wanting to hold court. I understand we will be engaged for an entire week this August. This is a ridiculous use of the faculty's time. Please either bring in ONE qualified speaker or allow true and meaningful PANEL DISCUSSIONS to take place. Don't line up stories, presentations about sunken warships and actors. If we're going to have a Symposium, then let's make it a meaningful experience that pertains to our job as a faculty. I was forced to meet with students at 9pm each night because my entire day was filled with entertaining, yet completely useless presentations on topics that had NOTHING TO DO WITH FACULTY DEVELOPMENT. It also forced faculty into the awkward position of presenting who were not adequately prepared.
- I would really like to see the President give a REAL "State of the University" address.
- Too long and too "what I did on summer vacation". Not a symposium at all.
- Should be zero.
- Too long, waste of time when faculty should be preparing for fall classes or wrapping up summer research. It felt like it was a session for selected individuals to "brag" on their own work.
- I'm a professional. Let me decide what is and is not helpful to me in my field of study.

- Right idea poor planning and execution. Needs to be focused on information and training the faculty needs not just a time slot filler
- The symposium is an absurd waste of time. Little to nothing of real pedagogical value is communicated, and there is no good reason to inflict the research interests of individual faculty members upon everyone else.
- It needs to be shorter, more focused on Development Issues, and Faculty Driven. It is very good idea but must address the before mentioned problems
- Poorly organized, not beneficial
- To many "showman". Anybody could get on the program for anything-not necessarily related to improving teaching, research, service.
- would have liked more things immediately useful---more from Blackboard (Ellen Hendrix)...should have had the syllabus presentation BEFORE our syllabuses were due, etc.

Question 30: The brown bag luncheons initiated this year were useful



Note: This question was not asked before this year.

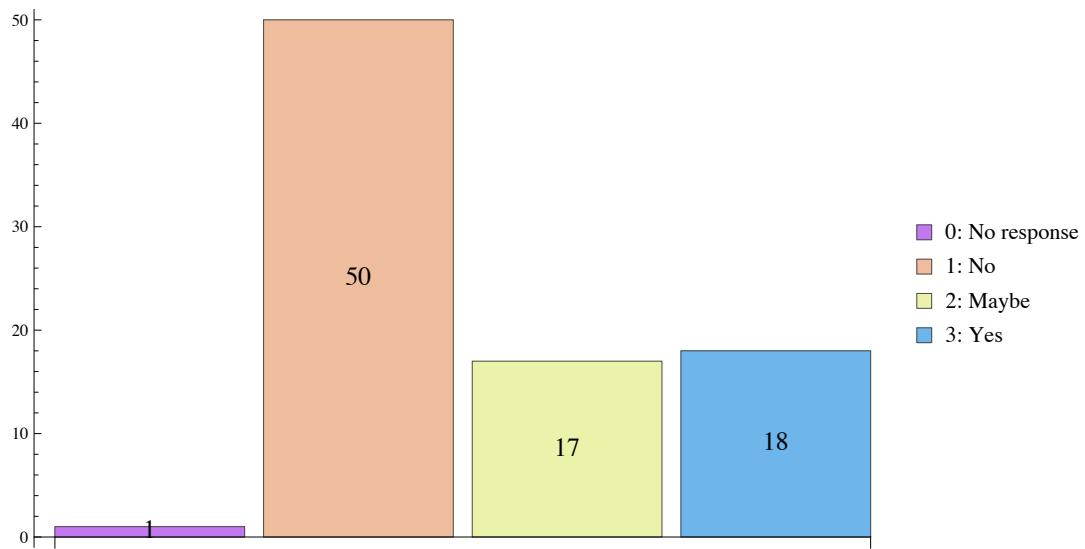
| Measure                | 2013 |
|------------------------|------|
| Quartile 1             | 3    |
| Median                 | 3    |
| Quartile 3             | 4    |
| Mean                   | 3.3  |
| Percentage Agreeing    | 36%  |
| Percentage Disagreeing | 12%  |

Note: The brown bags should be continued. Given the large number of neutral responses perhaps they should be better publicized.

Question 30 comments: The brown bag luncheons initiated this year were useful

- At a time when I could not attend, and no minutes were sent out to reveal thoughts
- Didn't participate in this so I don't know.
- I very much like the idea. Hopefully they will develop further in the future.
- I think they are a good idea and I appreciate what can happen there. I just had a conflict and couldn't attend. I think it is a good effort!
- I would very much like to attend but the rigid schedule does not allow me to, as I am in class when they meet.
- BBL should be promoted and expanded.
- Never attended
- Good idea
- The only real way to exchange creative ideas without having an agenda!
- PR only.
- I couldn't go to any - my teaching schedule only affords me a short lunch
- An excellent start at true Faculty driven development

### Question 31: Would you be interested in serving in the senate?



Note: This question was not asked before this year.

| Measure    | 2013 |
|------------|------|
| Quartile 1 | 1    |
| Median     | 1    |
| Quartile 3 | 2    |
| Mean       | 1.6  |

Question 31: Would you be interested in serving in the senate? Why or why not?

- I have served before and it seemed to me to be a somewhat meaningful service to the University.
- Simplify, simplify!
- I am an adjunct
- Time constraints.
- I don't have enough time at this point. I have served on the senate in the past and enjoyed it. I would like to do so again in the future, but now is not a good time.
- Been there. Done that.
- My teaching load is too high.
- Serves no useful purpose.
- Already too much to do.
- AAUP eats my life. ; )
- Been there, done that.
- my work load does not allow time, at least not enough that I would feel like I was making a quality contribution.
- I did not think adjunct faculty could vote in faculty senate.
- Time and class scheduling
- Ineffective and short-sighted. Waists energy and resources on all the wrong issues. The debacle over the "faculty lounge" was an embarrassment. Endlessly argues about the Tenure and Promotion process that, at other institutions, is far more arduous and difficult.
- I appreciate the faculty who are willing to work so hard but the administration will always just disregard whatever the Faculty Senate does. For example, these surveys have never resulted in any change.
- Time concerns
- I like to be involved
- I have served on the senate and have seldom seen any substantive changes come from the senate. In fact, for a time, the presidency of the senate was just a step to an administrative position.
- I have served on it more than once and refer you to my comments above.
- Already serving
- Have served two terms and have lots of service on my plate for the next couple of years.
- The faculty senate needs to find some way to gain teeth so that it will no longer be ignored by administration.
- Scheduling conflicts
- Currently serving...
- Why spend a lot of time invested in good faith only to have all your work dismissed with a casual hand by VPAA and President? Reminds of the Russian Diet during the Soviet Era.
- Teaching load is high enough, wouldn't have time.
- I did my time on the cross.
- Do not have the time to waste on non productive meetings
- Yes, if it will try and focus more on development.

Question 33: What do you believe the University does well?  
(open ended question)

- Teaching
- comply with ADA requirements
- N/A
- Faculty-student relationships.
- Focuses on the students well.
- SE is very student friendly
- Maintains an image as a quality university.
- At this point, nothing.
- faculty and staff care about student success
- The faculty and staff are still trying their best to put students first.
- Many dedicated and talented faculty members deeply care about our students. Individual attention often helps underserved and ill-prepared students reach their potential.
- Takes care of our students. Most faculty love teaching and being a part of this institution.
- TEACH.
- Among faculty and some support personnel a strong interest in the well-being of students and their learning processes.
- Empowering faculty and staff to know more about their campus and students, through the SOLD program. I would participate if I were full-time, or if participation were recommended or rewarded in some way by my department.
- Good education at a reasonable cost. Family atmosphere.
- Listens to Faculty concerns and acts on them.
- Well, let's see. I guess you could say it has survived so far.
- Teach!
- small classes
- Teach students
- I feel the university fosters a very positive sense of creating a "family" atmosphere missing at many higher educational institutions.
- The faculty who teach do a great job. The faculty who collect a paycheck and do not teach bring the University to a lower level.
- Personalized attention to students (face-to-face on campus)
- SE does a good job of educating students who often have inadequate high school preparation. Those students we do keep, we do well with.
- small class size, interactions between faculty and students
- We provide better instruction and research (including for students) than one would expect from our rural location and resources.
- SE educates the students who come to class and work hard.
- Distributing travel funds. Specialty programs such as the Center for Instructional Development and Technology, Center for Rhetoric, and Center for Student Success.
- We teach well, in spite of ongoing obstacles of salary, facilities, and at times, the administration.

- Student interaction.
- I think about half the faculty still are extremely professional teachers who pour their heart and soul into educating their students.
- Hires quality faculty
- Prepare graduates to perform those tasks that will be required of them in their chosen fields of endeavor.
- 1. lower teacher to student ratio in most classes 2. seems to be doing well in responding to potential security issues 3. also provides opportunities for displays of scholarship (BrainStorm)
- Attention to individual students, offering specialized degrees
- It pretends to be a university.
- We care about our students.
- Strong presence in region of service
- It thoroughly fulfills its principal mission, which is to be a educational vehicle of upward mobility for the young people of Southeastern Oklahoma. More resources would be nice, but the university is doing its job as is, and the recent measures to introduce compulsory faculty "development," in particular, are insulting and counterproductive
- Library Staff and Development,
- Family - as a whole we treat our students very well and adjust to their needs Photos - Dan Hoke does an amazing job, wish we could get him some help so that as the lone photographer he doesn't have to be at every single SE event of the entire year
- We provide opportunity for students who otherwise might not be able to get an education and given our resources, size and location, do a great job
- Provides a quality education

Question 34: What do you believe the University could do better?  
(open ended question)

- decrease the number of adjuncts and increase the number of full time faculty
- Show physical support for other departments by attending events. Create better signage on campus. Our's is outdated and looks bad. Create a better entrance to campus. Clean up the campus.
- support development of online courses with increased staff resources
- Consecrate on academics, and defund the football program.
- Assignment of resources based on the needs of specific departments and schools.
- Spend more money on structures and maintenance!
- campus landscape not well maintained
- More fairly compensate its faculty.
- We could start by getting a new president who understands the job. Then we could start by getting a faculty senate that acts like a faculty senate.
- incentives for highly productive faculty
- Marketing our story to potential students.
- Get organized.
- Appreciate the faculty and make it known. So many faculty members are doing so many things right and yet it seems to go unnoticed.
- Recruit and hire tenure tracked faculty for which the need has been clearly demonstrated. And it has been clearly demonstrated.
- Hire and keep great faculty.
- Be timely! Be timely in notifications of changes. The release of information regarding the reduction of hours for adjuncts should not have been made the week before final exams in May, but prior to the preparation of course/teaching schedules for summer and fall. Be timely in responses to requests for data by department chairs and others. Don't procrastinate so that demands today for information due yesterday create serious problems, conflicts, and tension. Be consistent! "Say what you mean and mean what you say." No more shifting sand! Stop being top-heavy with so many people in different positions with titles that change with some frequency so no one knows anything. Few people (especially those in the administration) know who's in charge of what and why. Streamline the administration.
- Faculty development for adjunct instructors. I do like having freedom and authority to make decisions for my classes, but I would also like some sort of education/development, so that I can know I am becoming a better teacher.
- Academic rigor
- Promote higher academic excellence
- Work to provide better stipends and services for adjuncts, who make up almost half of the faculty in a given department and are teaching at the same loads as full-time faculty.
- Raise more external funds, cut down on bureaucracy, just for starters.
- Streamline administration
- Brand recognition
- Focus on letting instructors teach instead of burdening them with numerous extra activities.

- Support faculty - salary, travel to professional conferences, listening to faculty
- Show a greater appreciation to senior faculty.
- Support the faculty and help us educate. We spend too much time doing admin things, reporting, etc.
- Listen to faculty more.
- If the university is going to do online classes more effort needs to be done to ensure academic integrity
- Recruit and retain students. Tell our story. Become more "user friendly."
- replace adjuncts with qualified tenure track faculty
- More openness of information. This survey asked questions about administrator salaries. How are we supposed to know this?
- SE needs to change students' perception of the value of a C as their final grade. Our students expect nothing but As for average work. All professors need to REQUIRE writing skills that reflect the level of education these students currently have.
- More effectively deal with faculty that are damaging to this university. There seems to be no accountability. Also, value those who are productive and who put Southeastern in the most positive light on the regional and national stage.
- Increase ADJUNCT pay, lower level STAFF pay, and finally FT FACULTY pay.
- Focus more on teaching.
- Drop the online fantasy. Every university and college is doing online and we all continue to decline. Go with a throwback approach and get students back in real classrooms.
- Encourages communication and innovation then criticizes comments and actions
- Provide more advanced technology for the classrooms (Smart Boards).
- 1. communication with each other on all levels about all things pertaining to the University and 2. hire more full time faculty and less adjuncts
- Almost everything.
- Less emphasis on trying to be everything to everybody. Don't try to be another University of Phoenix
- Be a university.
- Pay a decent wage to faculty in ALL schools (including adjunct faculty)
- Improve quality of GenEd programs; particularly basic skill sets of math and writing
- Honors Program, Support Faculty Development (Scholarship and Teaching)
- Tell our stories - where is the marketing?
- Attract more students to come here
- improve student life, retention, college experience, and decrease territorial borders amongst the faculty/staff/admin

Question 35: What are your concerns? Your issues?  
(open ended question)

- the increase of the number of on-line classes
- are we getting too research centered and not enough student centered?
- N/A
- Listed in all comments above.
- We're spending too much time and money recruiting in SE Oklahoma (where the population is declining) and NOT enough in North Texas (where the populations is booming).
- admission levels too low - we may be accepting students who may be unable to succeed at the college level regardless of any remediation with zero level coursework
- See #11 (This issue should be both a short and a long term goal. It is clear that my salary at SE is very far below national and state salary level for my position. Also, my comparison within SE to faculty with the same or less credentials and experience shows that I am paid less. I feel this is wrong and I am working within the system to try and have this issue addressed. However, if it is not fairly addressed, the matter will likely lead to me moving on from SE and that would be sad for both me and SE. So making this a long term goal will be too late for me and other like me. The retention of faculty must be an immediate priority and therefore a short term goal. Parity in salary is one of the most important issues the Administration must address. I am not the only one experiencing this problem.)
- I have already mentioned them.
- Academics at the University and lack of technology in the classrooms for students used to using tablets, etc during their HS classes.
- Too many to list here. I would settle for: thoughtful application of logic and reason to discuss and solve problems. A willingness to actually take action and fix things.
- The stretching thin of our resources by trying to be all things to all people. We are spread too thin with all of our "sites" drawing our faculty and financial resources. I also think that more of our faculty and administrators should live locally. Many events go by with little support from these two groups because they would have to drive back to campus for them or stay late -- neither of which are they willing to do. Our students don't see them.
- Overemphasis on on-line education; overemphasis on credit-hour production; overemphasis on adjunct faculty; failure to hire tenure-tracked faculty that are needed.
- That budgets and outside political pressure are forcing us to abandon our strengths in order to meet metrics which make no academic sense.
- Be timely! Be timely in notifications of changes. The release of information regarding the reduction of hours for adjuncts should not have been made the week before final exams in May, but prior to the preparation of course/teaching schedules for summer and fall. Be timely in responses to requests for data by department chairs and others. Don't procrastinate so that demands today for information due yesterday create serious problems, conflicts, and tension. Be consistent! "Say what you mean and mean what you say." No more shifting sand! Stop being top-heavy with so many people in different positions with titles that change with some frequency so no one knows anything. Few people (especially those in the administration) know who's in charge of what and why. Streamline the administration.

- Scholarships to students.
- I genuinely don't know if SE will be able to survive as a real university. More likely we will become a hybrid of an online school and a vocational institution.
- The new requirement to be on campus earlier in the fall. Brainstorm being a huge waste of resources.
- Funding
- Working too hard for too little reward.
- Lack of faculty raises, lack of travel funds even when travel is necessary for tenure, promotion and faculty development. Being required to sit through three days of "Faculty Symposium" when time would be better spent preparing for classes.
- Student attendance and behavior. These concepts need considerable discussion for the entire university.
- Lack of leadership.
- Academics
- The effort to broaden our reach to students in our outreach sites is reducing the resources at the main campus and weakening it. The lack of full time faculty in some areas is weakening programs
- SE seems to be heading downhill and it's sad to watch.
- the substitution of adjuncts for tenure track faculty
- The common thinking of our students is that SE is the easiest school in the state from which to earn a degree. I think, during the academic year, classes need to be held on Mondays/ Thursdays and Tuesday/Fridays (all classes would obviously go to the 75-minute format). Wednesdays should be set aside for faculty to go on recruitment trips, various committee meetings, tutoring, office hours, etc. The first thing students tell me when they come to be advised is that they want all their classes on T/Th or MW. By changing our academic calendar, it keeps faculty in their offices for afternoon office hours and does not require them to cancel class for recruiting purposes; it builds in a full day for advisement, or meeting with students, or giving make-up exams. It will also help student life and morale by keeping the students on campus for the full week.
- Declining enrollment. Low faculty morale.
- Upkeep of physical plant/facilities, funding for faculty development
- My concern is that we are falling behind other institutions in facilities.
- I can't understand how our administration is forcing more and more online offerings and expect to have students show loyalty to SE in return? What is purpose of campus facilities when you basically tell students not to come to Durant? It hurts the campus, the town, our revenues, everything! It almost feels like our shortsightedness is destroying SE.
- Not paying faculty and support staff enough to keep quality employees - the backbone and reputation builders of the university
- Trying to see 100% of our department's graduates find a job.
- Are we keeping up with changes in Higher Education being driven by technology? Massively Open Online Courses, Tablet Computing Big Data and Learning Analytics, Game-Based Learning, 3D Printing, Wearable Technology

- My biggest concern is the push for distance learning and satellite sites at a time when faculty are already working at the limit of their time and energy. If we are going to expand into Grayson County, we need to hire many more people
- Underfunded Academics at the price of overpaid Athletics.
- That we are being run too much like a business (although I understand that lack of state funding has forced our hand on the issue)
- Can the university maintain academic quality while addressing retention and graduation goals as well as expanding to other remote sites
- 
- Fundamental lack of leadership as demonstrated by an inability to explain actions or a provide concrete/ actionable plan for development
- Enrollment - the department continues to get more and more resources but where are the results?
- Lack of leadership.
- low enrollments
- waste of resources on improving our administration while budgets, students, and faculty/staff struggle with budgets or lack of

Question 34: How can the University become more effective?  
(open ended question)

- concentrate on what we do best
- Convince students that more study is really needed :-)
- Cut nonessential/redundant administrative positions by hiring a provost.
- Focus on the morale of faculty and provision of adequate resources.
- Recruit the heck out of the DFW Metroplex!!!!
- see question 27 (admission levels too low - we may be accepting students who may be unable to succeed at the college level regardless of any remediation with zero level coursework)
- Grow in its use of mobile learning concepts. Explain how Higher Ed. give students direct applied skill to use in the workforce and community.
- New leadership
- Being proactive in promoting the University.
- We need a vision. We need to work together to a common goal rather than fighting with each other. We need to stop being scared of each other and instead focus on serving students.
- Encourage input from more individuals. Rarely does the faculty members get the opportunity to just share an idea.
- Good question...
- Streamline a very top-heavy administration. Give better notification and reasons for changes. Be timely. Be consistent. And, be present on this campus (walk across the campus, eat lunch in the SU, visit departments, etc.).
- There is not enough space here even to begin.
- Allocate more resources toward academics
- become more involved in North Texas market
- Hire more faculty and less administration.
- Listen to faculty, especially in regard to the programs in which they teach.
- Get some leadership at the top.
- Listen to faculty on issues of concern
- Effective leadership would be a good start.
- replace adjuncts with tenure track faculty
- The University needs to work harder at being positive. The faculty need to work together as a team and communicate with each other.
- Strong leadership which we currently do not have. We need leadership with vision, leadership that can build consensus and trust.
- Get all over the radio and television! Advertise, advertise, advertise.
- Focus on teaching/faculty
- I know this sounds like a cliche, but we need a total clean sweep of our administration. They are essentially all hired from within and can't see the forest for the trees. They appear clueless as to the real problems facing the university, but sit around telling each other they are doing a wonderful job. We need outside hires to come in and really shake it up. What could it hurt to try? This bunch has abjectly failed in every regard. If we were a company, they would have been fired years ago.

- Not only listen to criticism but encourage it and learn from it. Raise salaries. Continue improving the buildings and grounds. Maintain and keep clean all buildings. CLEAN, CLEAN, CLEAN this cannot be emphasized enough. It is demoralizing to work in a dirty, crumbling building.
- Fire HR Director Conway
- provide the best education for our students for as little as possible. Many students struggle with the costs of going to school.
- Start by having a clear cut vision of what we value, providing financial and other support to achieve what we value, find a way to measure what we value, and reward what we value.
- Emphasize what we do well, stop trying to be everything to everyone
- Cut the football program and half the athletic programs.
- Find more money somewhere.
- Better prepare entry level students for upper level classes
- Provide actionable plans for development that rely upon Faculty driven ideas and support--the Administration must recognize that its serves the needs of students and Faculty not itself.
- Reevaluate all stipends and extra pay
- New leadership.
- attract more of the right students who will be successful and stay----our attrition rate seems very high
- have the administration return to the students and see for themselves how the students perceive the University, potentially have an independent unbiased review, and eliminate the unnecessary waste

Question 35: How do you think the University can help increase the retention of students?  
(open ended question)

- Treat students more like people, and less like cattle or a profit source.
- the things that will help with retention would be for the students to 1. come to class prepared  
2. work the homework assigned But we are not in control of this aspect
- Institute competitive admissions.
- Increase student grades (but not using grade inflation)
- ???
- Raising admission standards, hiring more faculty (lack of time to provide adequate attention to student needs through advising), and providing strong student support services (already a strength).
- Focus on relevant programs that can get them JOBS when they graduate!
- see question 27 (admission levels too low - we may be accepting students who may be unable to succeed at the college level regardless of any remediation with zero level coursework)
- Improve involvement from alumni and industry.
- By improving faculty morale through respectful and intelligent administrative leadership that supports faculty and welcomes faculty input.
- Replace those that are in charge of it now. They have identified the problem, yet do nothing to correct it.
- reduce use of adjunct faculty
- More tutoring. More faculty to teach and advise students. Faculty don't have enough time to advise and help students as much as they used to.
- Challenge them, engage them, convince them that the university education they signed up for will actually change their thinking, themselves, their possibilities in life, and the world.
- I think we need to establish more of a mentoring system. We need to try to connect to students more - faculty, staff, administration - if we spent time with just a few students to the point that we really know them, I believe that we could give them a lifeline to cling to when needed. Relationships would be formed for lifetimes.
- Raising entrance standards, and recruiting higher quality students.
- Retain great faculty!
- Provide appropriate tools/means and more people for Career Management Center (CMC) so all professors/instructors can work with CMC to provide awareness and knowledge of what students can do with their degrees after they graduate. Be present to the students. Be visible to the students. We don't need more "cutesy" ideas to foster a false sense of college life.  
Why? A great many students are commuter students and/or distance education students with responsibilities away from campus. Be creative and innovative in your thinking as to how to assist those students, too. In addition, why not recognize the satellite campuses with their own SE home page and their own news as well as that of the Durant campus? Present the students something solid and viable (more than hamburgers, balloons, etc.) to "buy into." SE represents higher education, university life, not a repeat of high school.

- A faculty-student mentorship program. More emphasis on educating the whole student during freshman year--instructors at this level understanding the kind of support these students need, and being equipped to give it to them, or tell students how to use the appropriate campus resources.
- Replace adjuncts with regular faculty
- A large number of our students are non-traditional. The university needs to find a way provide more diversified programs for this student demographic. Instructors must also change their teaching methodology to adapt to the learning styles of adult students.
- Sadly, lower standards further.
- Strengthen admission standards
- Offer reduced rates on last semester student fees
- Let instructors focus on teaching.
- Accepting students who have the academic background to succeed, requiring some kind of academic support for students in danger of failure
- Continue to solicit student input and further investigate a "causal" relationship for students leaving.
- See above. (Get some leadership at the top.)
- Facilities updates and maintenance including dorms.
- The Honor Society is one good way to retain. Also, increasing the difficulty of being admitted will increase retention.
- We need to make a better effort trying to recruit the better students -- better students are more likely to do well and stay. We need to make the student feel connected more to the university
- Recruit the right kind of students in the first place; be more user friendly, offer programs that don't "me too" competitor universities.
- There are only two ways to increase retention: 1) raise the admission standards so that only students capable of college level work will be admitted and 2) dumb down the courses so that students not capable of college level work can pass. However, the university will probably waste a lot of money on programs that won't change retention rates.
- We need to get students who are better prepared and convince students that while they are in college their priority needs to be their classes.
- Implement more rigorous admission standards.
- I don't like online courses but perhaps blended courses would help streamline course offerings especially for long distance commuters.
- It needs to be harder to gain entrance into this University, and more difficult to maintain passing grades. Once you make students have to work hard to pass their classes, they will take more interest in their education. Students who enroll in 20+ hours every semester, who also hold down full-time jobs and an active social life are exploiting the fact that some of the faculty are not maintaining rigor in their curriculum.
- Recruit better students.
- I have no idea. That is truly a job for administration. It is not faculty's job to figure that out, but it seems a combination of exposure, advertising, making campus life more attractive and active with visible events on the Morrison lawn, to make SE more like a COLLEGE than a parking lot.

- Personal attention to students
- Drop the online obsession. Burn every copy of The Innovative University you can find on an administrator's desk. They are following this book and it continues to lead us off the cliff into oblivion. Students respond strongly to faculty in the classroom in a positive way. Make this the forefront of our strategy. Otherwise, we will be the University of Phoenix - Durant campus.
- If the morale of faculty and staff increases they are more engaged and committed to being on campus and spending time with students. Focus on quality in EVERYTHING we do and retention will follow.
- Tell them the truth about job opportunities during their freshman year.
- Continuing to show in everything that we do that students are our number one priority, and possibly reducing the cost of going here by going more towards free or reduced cost textbooks, such as those available at Affordable Learning Solutions
- One way is to make sure that the courses that they need to complete their degree program are offered.
- Raise admission standards.
- Give as much support to students that Athletics give to their students. Give support to students who need it.
- Recruit a higher quality of students. Expand the honors program for example.
- Recruit better students
- Southeastern, like all minimum admission requirement schools, will NEVER be able to achieve retention rates anywhere close to that of the flagship institutions. Some of our students are simply not intellectually capable of doing the work, and others have too many other pressing commitments in terms of jobs and family. I am very glad that they are given the chance, and I am by no means suggesting that admission requirements should be raised, but it is pure Cloud-Cuckoo Land to think that retention rates can be significantly increased given the circumstances and situation of our students.
- Refund the Honor's Program to start, and implement a Freshman Program that supports concrete student academic development by instituting real cross-disciplinary coordination for all freshmen/ general education courses.
- Cut underperforming programs to allow successful programs to flourish
- Not more but better-those who will stay and complete their degree.
- Better marketing, better advising
- student life for the students and less for those who work in student life, a better physical and community reputation

Question 36: How do you think the University can help increase the graduation rates?  
(open ended question)

- Same as above (the things that will help with retention would be for the students to 1. come to class prepared 2. work the homework assigned But we are not in control of this aspect)
- Institute competitive admissions.
- I see so many with ineffective study habits. I see too many that seem to be here only to "draw their money" and really do not care about a degree. Perhaps we need to be more quality conscious on the input side, rather than dreaming up ways to increase graduation rates from what we have in process ???
- ???
- Raising admission standards, hiring more faculty (would increase time and ability to support students adequately through advising).
- Same answer as 29 (Focus on relevant programs that can get them JOBS when they graduate!)
- see question 27 (admission levels too low - we may be accepting students who may be unable to succeed at the college level regardless of any remediation with zero level coursework)
- Help show how our degree lands students with a career (job) after graduation.
- Look at question 29. (Replace those that are in charge of it now. They have identified the problem, yet do nothing to correct it.) We can retain more than 55% of our students.
- hire more faculty in departments which rely heavily on adjunct instructors
- More faculty to teach and advise students. Faculty don't have enough time to advise and help students as much as they used to.
- Help the good students succeed. Help the poor students learn to succeed. Make them think and work, and they will stay because they find their time here valuable.
- Obviously, getting retention established would help with graduation but I think many of our students quit because of finances only. Some of other circumstances and some are not college material, but usually, it is money when our students stop attending. I think we are making efforts to help with additional scholarships. Somehow we have to convince our students that it is a life investment.
- Same comment as 29. (Raising entrance standards, and recruiting higher quality students.)
- Retain great faculty!
- Provide appropriate tools/means and more people for Career Management Center (CMC) so all professors/instructors can work with CMC to provide awareness and knowledge of what students can do with their degrees after they graduate. Be present to the students. Be visible to the students. We don't need more "cutesy" ideas to foster a false sense of college life. Why? A great many students are commuter students and/or distance education students with responsibilities away from campus. Be creative and innovative in your thinking as to how to assist those students, too. In addition, why not recognize the satellite campuses with their own SE home page and their own news as well as that of the Durant campus? Present the students something solid and viable (more than hamburgers, balloons, etc.) to "buy into." SE represents higher education, university life, not a repeat of high school.

- Every faculty and staff member should be concerned with helping students find their place, their talent. Once students have found the right community and the right academic challenges for them, they will stay the course, barring extenuating life circumstances.
- Being mindful that we are not a research university and that we should place more emphasis on instruction of students. Somehow we must do a better job of informing them of the necessity of being responsible for information that is important to them. All is given to them, but seldom read or remembered.
- See previous question (Sadly, lower standards further.)
- Involvement in activities associated with major
- Hire qualified full time faculty.
- Offer programs that lead to jobs
- Attract, and maintain, a higher quality student. Develop an outreach programs with surrounding high schools to help better prepare students going to college BEFORE they get here.
- Give the faculty more academic support.
- Not possible given the lack of preparation of our incoming students. The only choice seems to be to provide an excellent high school education their first two years here.
- Offering interesting and practical areas of study will go a long way here.
- There are only two ways to increase graduation rates: 1) raise the admission standards so that only students capable of college level work will be admitted and 2) dumb down the courses so that students not capable of college level work can pass. However, the university will probably waste a lot of money on programs that won't change graduation rates.
- Implement more rigorous admission standards.
- If you make it more difficult to earn a diploma, students won't think that they can "take a semester off" and just come right back. Additionally, it is worrisome to me when students are regularly graduating from this institution in only three years when they have changed their major at least twice.
- See #29. (Recruit better students.)
- My program has revisited requirements and made some adjustments to assist progress to graduation. But Administration
- Personal attention to students
- The question is a bad one. Our job is not to focus on graduation rates, but rather to educate students both broadly and intensively in a real academic major (not the joke that is the General Studies degree). We have a moral and professional obligation as faculty to only pass/graduate students who have met the requirements. Graduation rate should be an afterthought in our planning. If you do want to increase graduation rates, increase admissions standards. Just do it. We will admit less, but we will be able to spend our money and resources on students that have a real academic ability to graduate.
- see #29. (If the morale of faculty and staff increases they are more engaged and committed to being on campus and spending time with students. Focus on quality in EVERYTHING we do and retention will follow.)
- Regardless of discipline, insist on every department having an external advisory committee made up of those who are employed in that department's degree field(s) and those who will

provide either material support (equipment, raw materials, etc, for that specific department) or financial support (scholarship funds for that specific department).

- one way to increase graduation rates is to dumb down the courses needed, making them easier--but I am NOT in favor of that. It would, however, be good to make course content more in line with what will be expected in the job market-- what they will actually need to know to get and keep a job
- Rising admission standards. Admitting marginal students equals high attrition if academic standards are maintained.
- Again, raise admission standards. We are admitting people who are currently unprepared for college.
- Lower the 124 credit hour requirement to the regents minimum of 120. Cut back on the major/minor and lower the credit hours for majors. Allow students to experience a full university experience rather than be locked into single departments.
- Recruit a higher quality of students. Expand the honors program for example.
- Recruit better students
- We need to simply forge ahead AS WE HAVE BEEN DOING. The level of instruction and resources are as good as can be expected. We are fulfilling our mission, and we should not allow unrealizable fantasies to cast our very real success in an unfavorable light.
- Refund the Honor's Program to start, and implement a Freshman Program that supports concrete student academic development by instituting real cross-disciplinary coordination for all freshmen/ general education courses.
- Again, cut underperforming programs to allow successful programs to flourish and become the very best in the region in their area of study
- ditto
- Better marketing, better advising
- offer majors that reflect the time...SE has missed the opportunity of medical fields, eliminate fields that offer no future job placement, and improve the environment which entices the students to stay