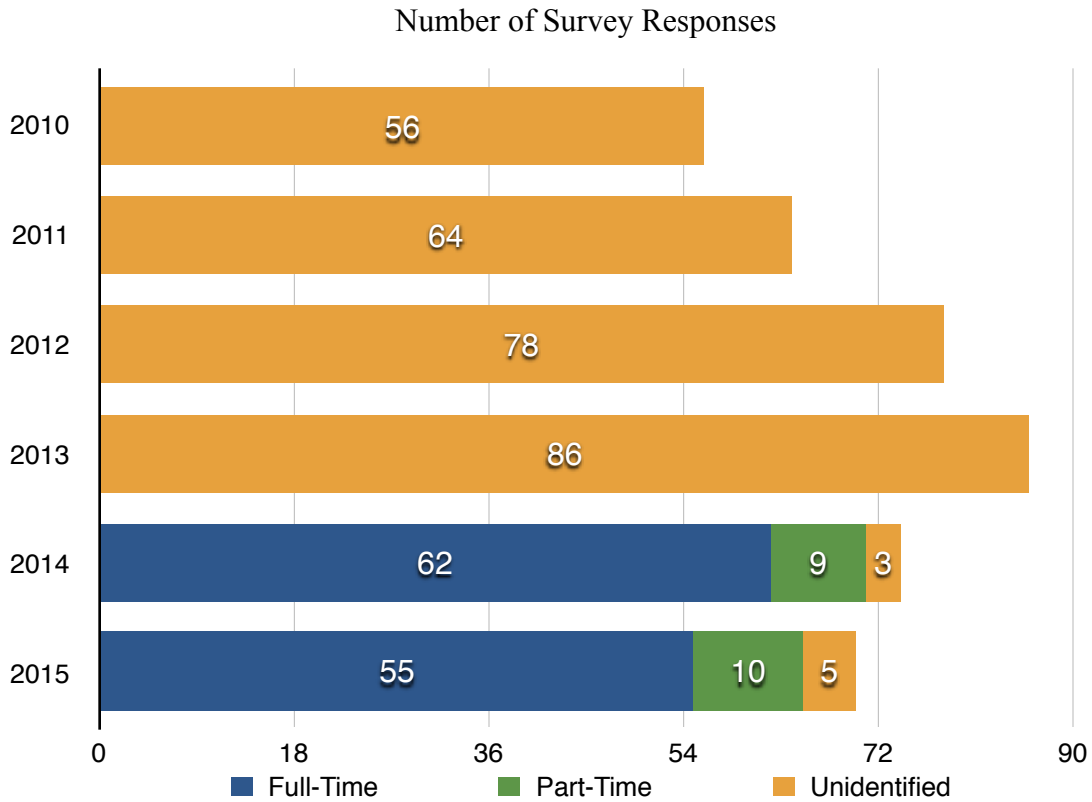


2015 Faculty Senate Survey

In April 2015 the Senate issued its annual survey; it was open from April 27th to May 9th. There were a total of 70 responses (down from the previous year's 74, although the survey period was a week shorter). 2015 represents the second year that adjunct faculty were invited to participate.



Due to concerns raised by various faculty and administrators this version of this survey results (posted on the Faculty Senate website) does not contain the comments or responses to open-ended questions, only numerical data and brief summary comments. Hardcopies of the full report (which includes all the responses) have been sent to the University President, Vice President for Academic Affairs, and the Executive Dean for Academic Affairs. Electronic copies of the full report have been sent to the Executive Committee of the Faculty Senate, and an electronic copy will eventually be made available to the general faculty via a private forum (such as Blackboard) as was moved at the Senate meeting on October 9th, 2014.

Due to the relatively small sample sizes in different categories (such as faculty by school) general trends are noted without tests for statistical significance. Reported means are rounded to the nearest tenth and percentages rounded to the nearest whole number.

Quick Summary

Item 1: Faculty Morale

- Faculty morale has improved from 2014 to 2015, although gains are mostly from those who are “less unhappy” rather than those who have moderately high or high morale.
- The most commonly cited factor helping morale is President Burrage’s openness, attitude, and visibility in his first year.
- The most commonly cited drag on morale is low compensation when compared to our sister and similar institutions. Other factors include a perceived increase in workload and worries about the budget/erosion in public funding.

Item 2: Faculty Salaries

- Although a perennial concern on the Senate surveys, faculty concerns about compensation have become more detailed in the last two years as awareness of differences between Southeastern’s compensation and that of other universities (particularly at the Professor rank) has become more common.
- Faculty cite compensation concerns as issues for both the recruitment and retention of faculty.
- Giving everyone the same raise (as we currently do with the “years of experience” adjustment) continues to be the least popular option by a wide margin.

Item 3: Shared Governance

- Faculty opinion of shared governance rose markedly from 2014 to 2015, continuing the trend started in 2013.
- The Shared Governance Forums seem to be doing well at both conveying information and helping the faculty and administration work on various issues.
- Faculty continue to have an overall favorable opinion of the Faculty Senate, and the “Brief News” reports from the Senate have helped communicate what the Senate does to the faculty.

Item 4: Presidential Leadership

- Faculty opinion of President Burrage’s leadership is extremely high, even given that this is the “honeymoon” phase of his administration.
- Many faculty are hopeful or cautiously optimistic that President Burrage will begin to make some administrative changes now that he has had time to observe Southeastern.

Item 5: Faculty Symposium

- Many faculty think the the Symposium is too long - especially at a time of year in which there are many demands on faculty time and energy.
- While many faculty acknowledge that parts of the Symposium are important (and that the content is generally improved), the general feeling is that one day would be enough for the mandatory content.

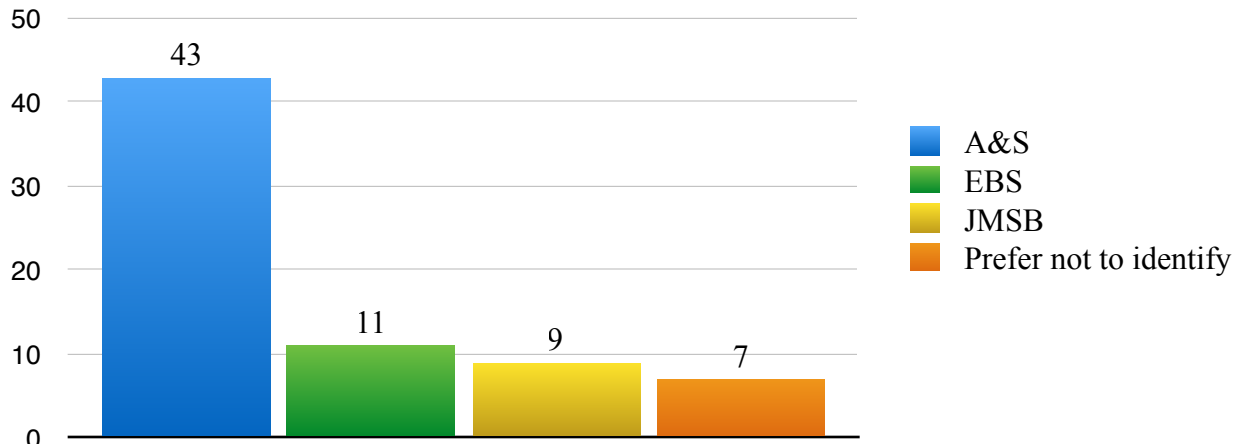
List of Survey Items

Questions that have been asked previously but had their phrasing changed are denoted with a double asterix. Questions with open-ended responses only (which are not included in this report) are denoted with italics.

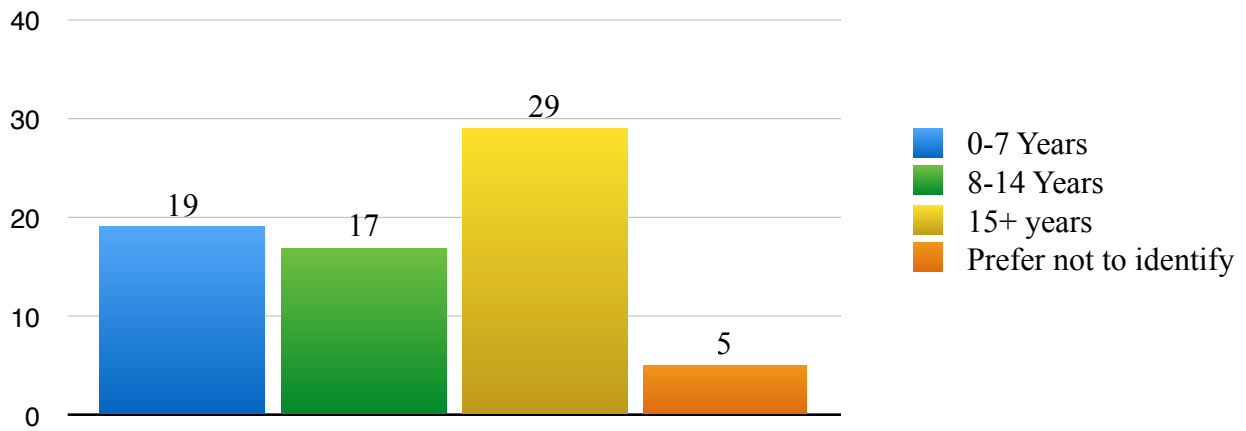
- 1) What is your academic school? - page 5
- 2) How many years have you been at Southeastern? - page 5
- 3) What type of faculty are you? - page 5
- 4) The morale of the faculty is:** (refers to current morale) - page 6
- 5) I feel that the morale of the faculty is:** (refers to change in morale) - page 7
- 6) *What factors are raising faculty morale at Southeastern? (open-ended)*
- 7) *What factors are lowering faculty morale at Southeastern? (open-ended)*
- 8) I feel that Southeastern does enough to retain quality faculty. - page 8
- 9) Shared governance at Southeastern currently fosters mutual respect and trust between faculty and the administration. - page 9
- 10) We have held 7 Shared Governance Forums in a new format since 2012. How many have you attended? - page 10
- 11) The Shared Governance Forums and their new format have been useful in conveying information between faculty and the administration. - page 11
- 12) The Shared Governance Forums and their new format have helped the faculty and administration work on various issues of concern.- page 12
- 13) The administration solicits faculty input when creating or revising policies that directly affect student learning. - page 13
- 14) The administration solicits faculty input when creating or revising policies that directly affect me as a faculty member. - page 14
- 15) Funding for faculty travel is adequate. - page 15
- 16) Funding for faculty travel (allocation and reimbursement) is administered fairly and efficiently. - page 16
- 17) If new money becomes available for faculty salaries, the principle behind the allocation should be: - page 17
- 18) The University devotes enough of its resources in support of academic instruction and spends them efficiently. - page 18
- 19) The University devotes enough of its resources in support of student services and spends them efficiently. - page 19

- 20) The University devotes enough of its resources to support administration and spends them efficiently. - page 20
- 21) The University devotes enough of its resources to support its facilities and spends them efficiently. - page 21
- 22) The University devotes enough of its resources to keep instructional technologies both current and widely available. - page 22
- 23) The University's balance between distance/online learning and traditional face to face instruction is: - page 23
- 24) Have you participated in the new tenure and promotion process in any capacity (applicant, committee member, etc.) either this academic year (2014-2015) or last year (2013-2014)? - page 24
- 25) The tenure and promotion process that went into effect last year been clearly explained/communicated in the Academic Policies and Procedures Manual or by other means. - page 24
- 26) The tenure and promotion process that went into effect last year has been fairly administered. - page 25
- 27) The tenure and promotion process that went into effect last year is: (comparison to old process) - page 25
- 28) Effective leadership is provided by the President. - page 26
- 29) Effective leadership is provided by the Academic Vice-President. - page 27
- 30) Effective leadership is provided by the Executive Dean for Academic Affairs (previously known as Dean of Instruction) - page 28
- 31) Academic program assessment provides valuable information to our faculty. - page 29
- 32) How well does the University fulfill its mission: - page 30
- 33) I believe the Faculty Senate works on issues that are important to me as a faculty member. - page 31
- 34) The activities of the Faculty Senate are effectively communicated to the faculty. - page 32
- 35) Would you be interested in serving on the Faculty Senate in the future? Why or why not? - page 33
- 36) The Faculty Symposium during the week before school was useful for faculty. - page 34
- 37) The Faculty Symposium during the week before school was an appropriate length. - page 35
- 38) *What do you think the University does well? (open-ended)*
- 39) *What do you think the University could do better? (open-ended)*
- 40) *What items should the Faculty Senate be working on in the next few years? (open-ended)*

Question 1: What is your academic school?

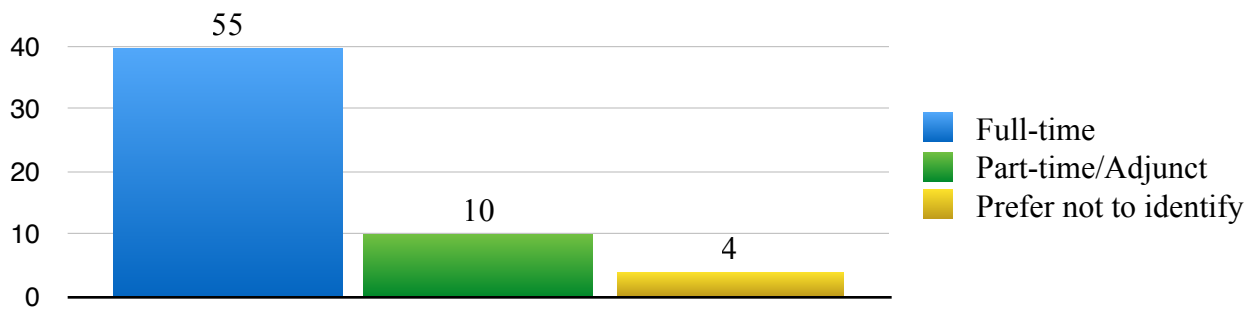


Question 2: How many years have you been at Southeastern?

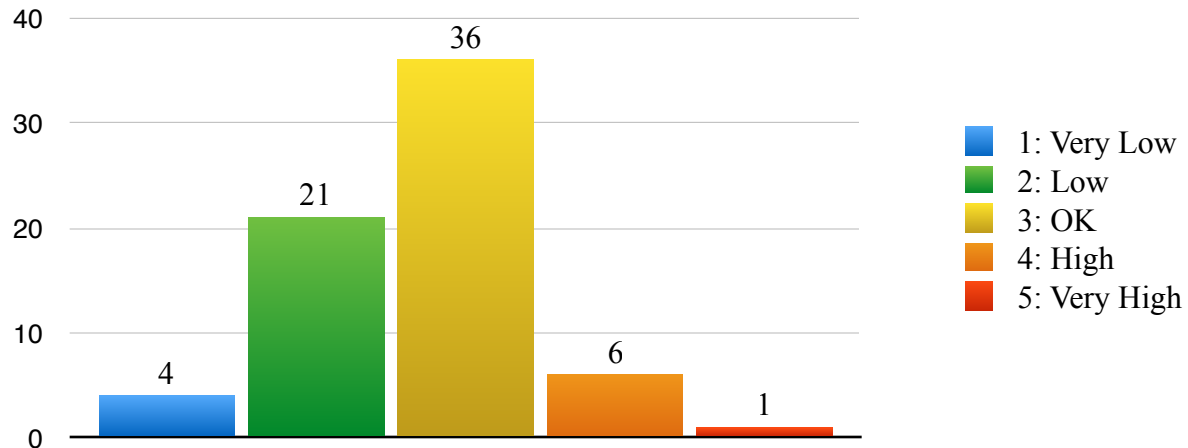


Note: The respondents in JMSB appear to be a somewhat different group in 2015 than 2014; last year 5 out of 12 JMSB faculty responding were in the 15+ category, but in 2015 only 1 JMSB faculty member out of 9 reported 15+ years at Southeastern.

Question 3: What type of faculty are you?



Question 4: The morale of the faculty is:



Measure	2014	2015
Quartile 1	2	2
Median	2	2
Quartile 3	3	3
Mean	2.5	2.7
Percentage Very Low/Low	52%	37%
Percentage High/Very High	9%	10%

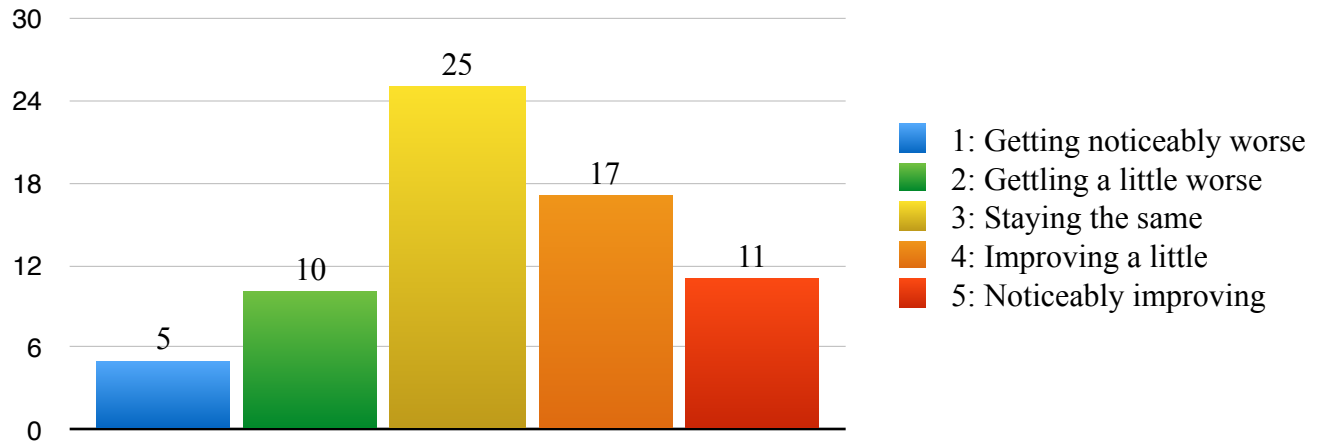
Notes:

This phrasing of the question was first used in 2014 and the responses show an improvement in morale, mostly from improvement a decline in those responding “Low” and a corresponding increase in those responding “OK”.

The mean response in EBS and JMSB did not change appreciably from 2014 to 2015, but the A&S mean rose from 2.4 to 2.7.

The mean response declines slightly as a faculty member’s time at Southeastern grows. The mean for those here 0-7 years is 2.8, for those here 8-14 years is 2.8, and those here 15 years or longer is 2.6.

Question 5: I feel that the morale of the faculty is



Measure	2014	2015
Quartile 1	2	3
Median	3	3
Quartile 3	4	4
Mean	2.9	3.3
Percentage Noticeably/Little Worse	29%	22%
Percentage Improving Noticeably/A little	29%	41%

Notes:

This question was asked for the first time in 2014 and shows an improvement from 2014 to 2015.

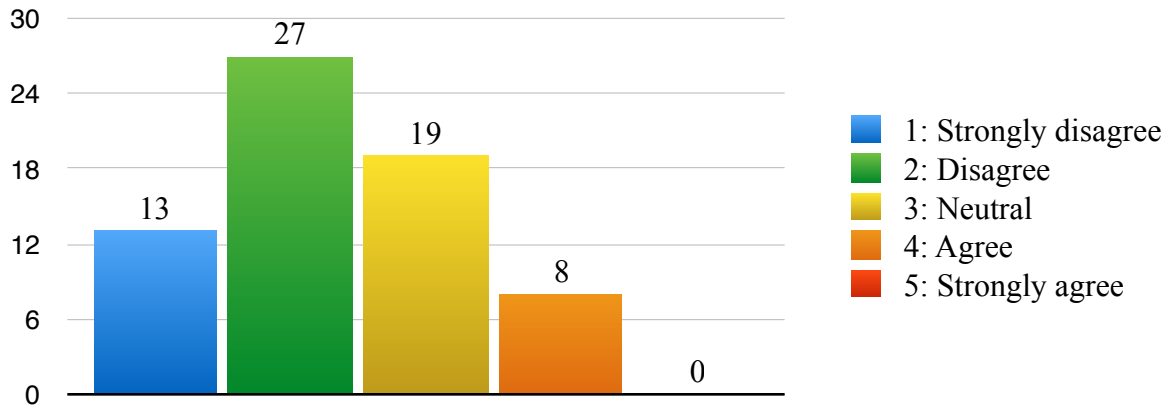
The mean for JMSB (2.7) was lower than for EBS (3.6) or A&S (3.5). In 2014 the mean did not vary noticeably by school.

The mean for faculty at Southeastern 15 years or longer (3.5) was higher than those here for 0-7 years (3.3) and those here 8-15 years (3.3). This continues the trend from 2014.

The mean for adjunct faculty was lower than for full-time faculty (2.9 vs. 3.4).

By far the most common cited factor for improving morale is President Burrage's openness and availability in first year, together with the hope that he will make what the faculty perceive to be long-needed changes.

Question 8: I feel that Southeastern does enough to retain quality faculty.



Measure	2014	2015
Quartile 1	2	2
Median	2	2
Quartile 3	3	3
Mean	2.4	2.3
Percentage Disagreeing	58%	60%
Percentage Agreeing	13%	12%

Notes:

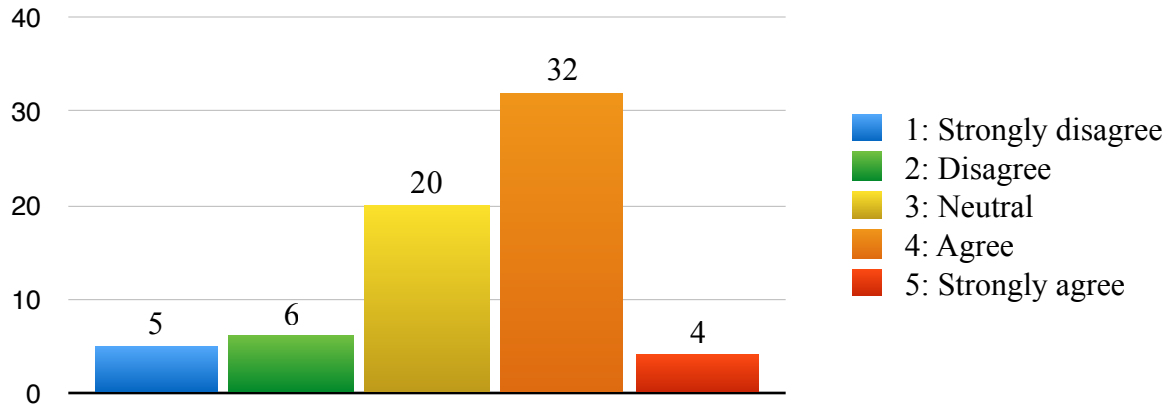
This question was reworded in 2014.

The mean response in A&S and EBS stayed the same or increased (2.3 vs. 2.3 for A&S, 2.4 vs. 2.7 for EBS) but the mean in JMSB has noticeably dropped (3.0 vs. 2.0). The drop in the JMSB may be due to the previously mentioned change in the composition of the JMSB responses.

The mean for faculty who have been at Southeastern longer is lower than for newer faculty; those here 0-7 years have a mean of 2.6, those 8-15 years have a mean of 2.2, and those here 15 or more years have a mean of 2.2. This is consistent with the data from 2014 although the mean for those 0-7 years has fallen (from 2.9 to 2.6).

By far the comments cite low faculty compensation as the largest factor holding back Southeastern's retention of quality faculty.

Question 9: Shared governance at Southeastern currently fosters mutual respect and trust between faculty and the administration

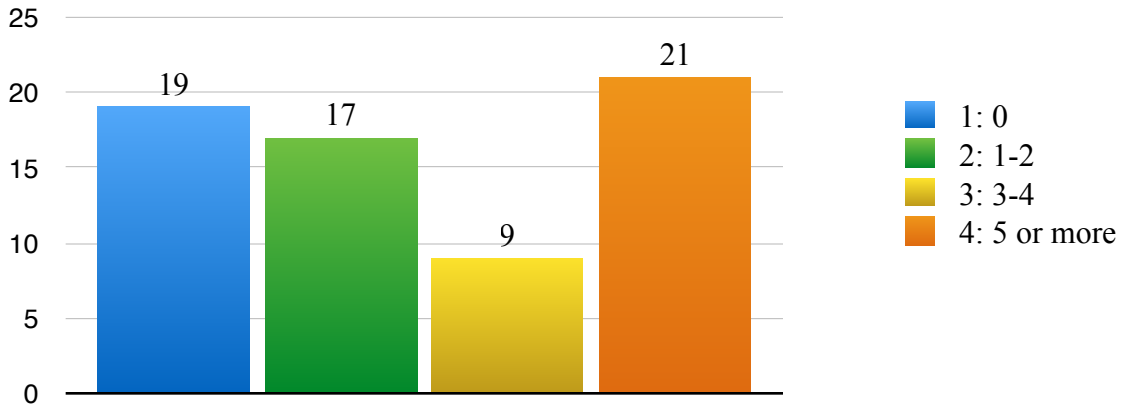


Measure	2010	2011	2012	2013	2014	2015
Quartile 1	1	1	1	2	2	3
Median	2	2	2	2	3	4
Quartile 3	3	3	3	3	4	4
Mean	2	2	2.3	2.6	2.9	3.4
Percentage Agreeing	13%	13%	18%	24%	37%	54%
Percentage Disagreeing	73%	71%	64%	51%	32%	16%

Notes:

Faculty opinion of shared governance continues to rise and is at its highest point in the last several years.

Question 10: We have held 7 shared governance forums in a new format since 2012. How many have you attended?

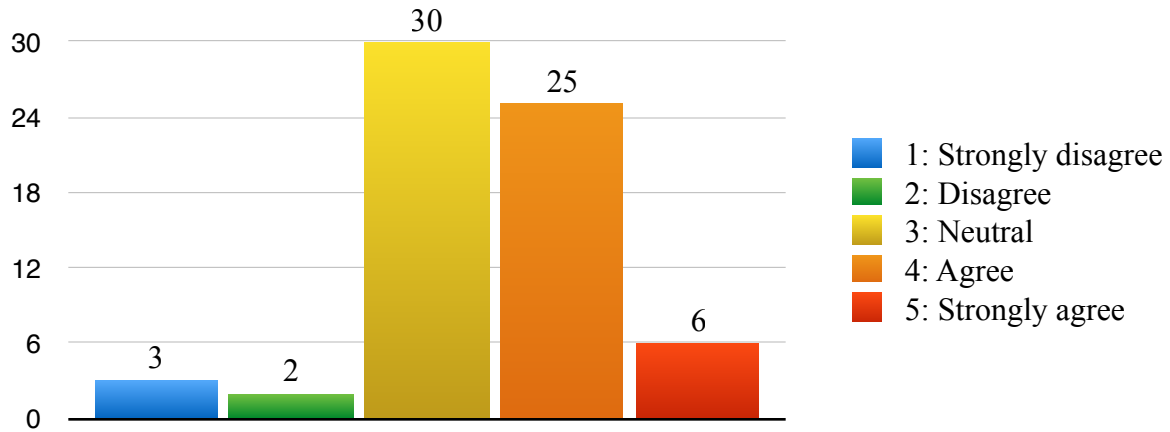


Notes:

Faculty from the JMSB seem to attend at lower rates than A&S or EBS. Using the midpoint of each range to compute weighted averages from the responses, JMSB faculty in the survey average about 0.8 forums as opposed to about 3.0 for A&S and EBS.

Faculty who have been here 15 years or longer have attended the most forums. Using the midpoints of each range to compute weighted averages, faculty here 0-7 years on average have attended 1.4 forums, those here 8-14 years have attended 2.0 forums, and those here 15 years or longer have attended 3.9 forums.

Question 11: The Shared Governance forums and their new format have been useful in conveying information between the faculty and administration.



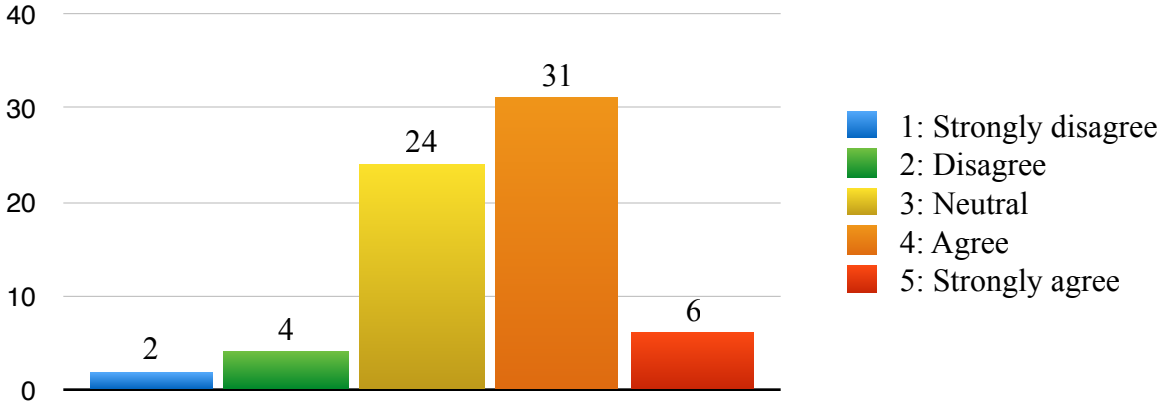
Measure	2014	2015
Quartile 1	3	3
Median	3	3
Quartile 3	4	4
Mean	3.2	3.4
Percentage Agreeing	44%	47%
Percentage Disagreeing	20%	8%

Notes:

This question was first asked in 2014 and shows improvement, with the largest gains being those from converting “Disagreeing” responses to “Neutral” ones.

The mean response based on number of forums attended were: 0 attended, 3.2; 1-2 attended 3.3; 3-4 attended 3.0; 5-7 attended 4.0.

Question 12: The Shared Governance forums and their new format have helped the faculty and administration work on various issues of concern.



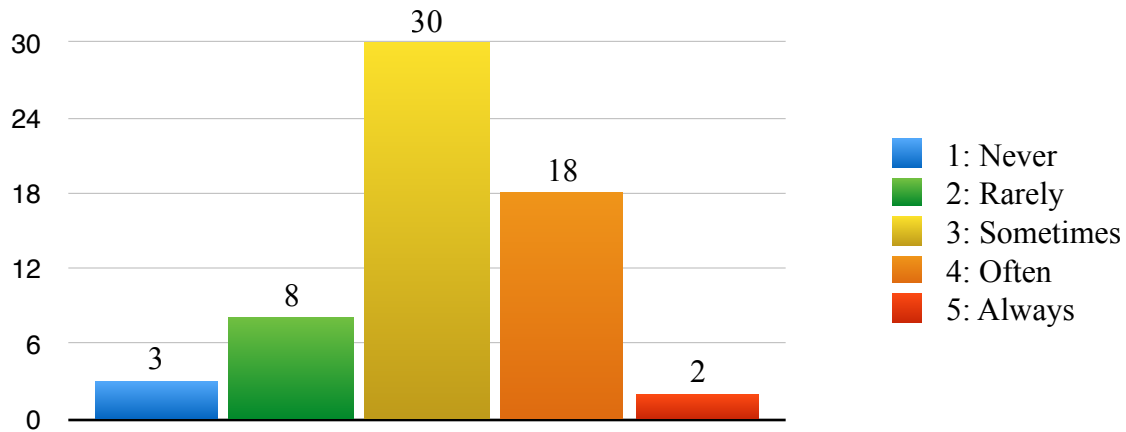
Measure	2014	2015
Quartile 1	3	3
Median	3	3
Quartile 3	4	4
Mean	3.1	3.5
Percentage Agreeing	38%	54%
Percentage Disagreeing	20%	10%

Notes:

This question was first asked in 2014 and shows improvement from 2014 to 2015.

The mean varies by school, with A&S at 3.6, EBS at 3.4, and JMSB at 3.1. However those faculty from JMSB who responded to the survey have also attended fewer forums on average.

Question 13: The administration solicits faculty input when creating or revising policies that directly affect student learning.



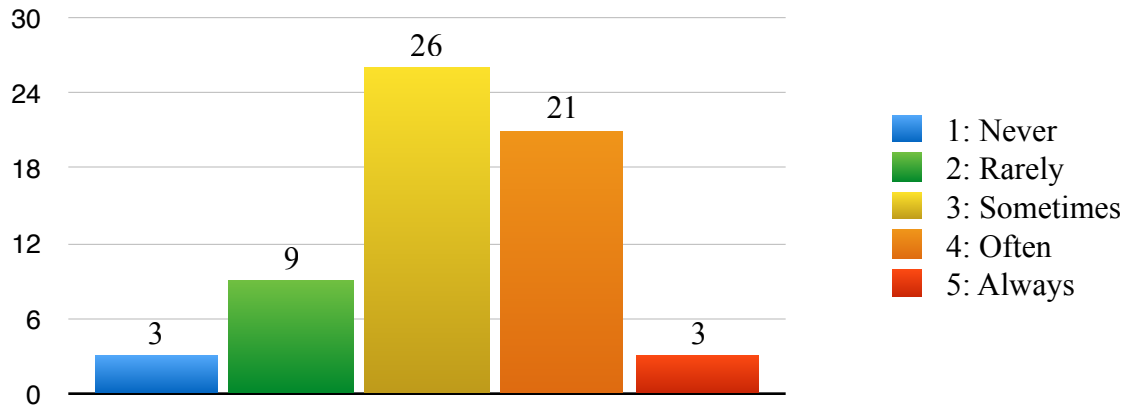
Measure	2014	2015
Quartile 1	2	3
Median	2	3
Quartile 3	3	4
Mean	2.4	3.1
Percentage Often/Always	8%	33%
Percentage Rarely/Never	56%	18%

Notes:

This question was new in 2014 and shows significant improvement from 2014 to 2015.

The mean for faculty in JMSB was higher (3.4) than in the other schools (3.1 for A&S and 3.0 for EBS).

Question 14: The administration solicits faculty input when creating or revising policies that directly affect me as a faculty member.



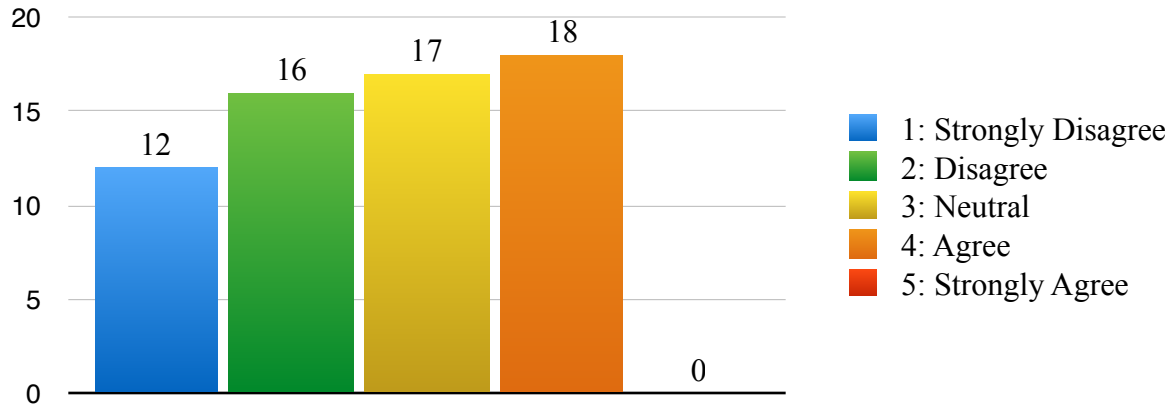
Measure	2014	2015
Quartile 1	2	3
Median	2.5	3
Quartile 3	3	4
Mean	2.5	3.2
Percentage Often/Always	11%	39%
Percentage Rarely/Never	50%	19%

Notes:

This question was asked for the first time in 2014, and the 2015 responses represent a significant improvement.

The mean for faculty in EBS (3.0) was lower than in the other schools (3.3 for A&S and 3.4 for JMSB).

Question 15: Funding for faculty travel is adequate



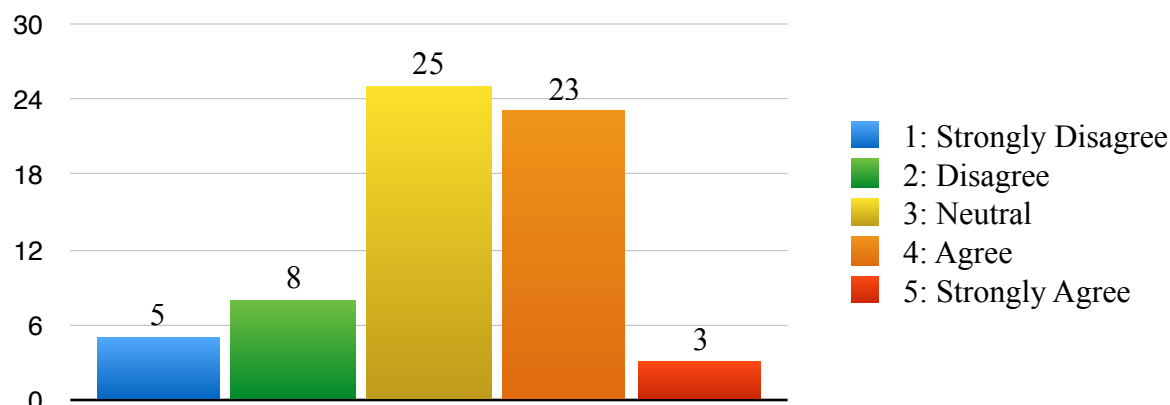
Measure	2010	2011	2012	2013	2014	2015
Quartile 1	1	1	1	1	1	2
Median	1	1	2	2	2	3
Quartile 3	2	2	2	3	4	4
Mean	1.7	1.9	1.8	2.2	2.4	2.7
Percentage Agreeing	11%	16%	10%	16%	27%	29%
Percentage Disagreeing	84%	77%	81%	67%	60%	44%

Notes:

Although the average response continues to improve on this question the faculty believe that travel funding is still less than adequate.

In a reversal of trends in previous years, the mean for faculty in JMSB (2.5) was lower than in the other schools (2.7 for A&S and 2.9 for EBS). This may be due to the previously mentioned changes in the group of JMSB faculty who responded to the survey in 2015.

Question 16: Funding for faculty travel (allocation and reimbursement) is administered fairly and efficiently.



Measure	2010	2011	2012	2013	2014	2015
Quartile 1	1	1.25	2	2	2	3
Median	2	3	3	3	3	3
Quartile 3	3	4	4	4	4	4
Mean	2.3	2.7	2.7	2.9	2.7	3.2
Percentage Agreeing	17%	29%	28%	27%	29%	40%
Percentage Disagreeing	56%	41%	40%	31%	42%	20%

Notes:

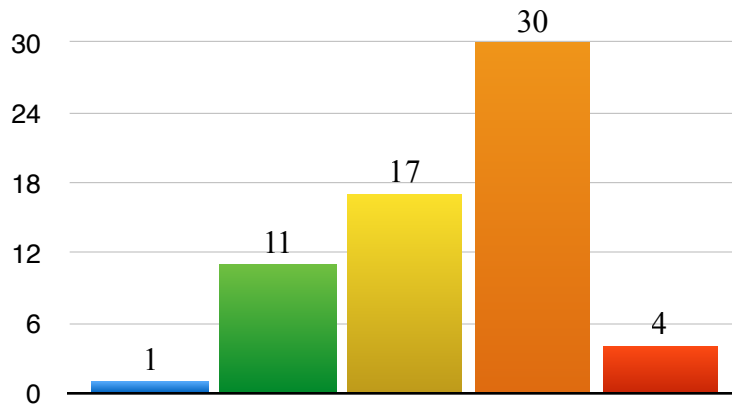
The parenthetical “allocation and reimbursement” was added in 2014 to elicit more specific comments.

Overall faculty opinion on the allocation and reimbursement of travel money has noticeably improved in 2015.

The mean response to this question varies by school: for A&S faculty it is 3.3, for EBS faculty 3.7, and for JMSB faculty 2.3 (reversing the 2014 results where the JMSB was noticeably higher). Again the change in response from JMSB faculty may be due to the fact that it is a different group of faculty responding.

The mean response also varies with length of stay at Southeastern; 3.3 for those here 0-7 years, 2.6 for those here 8-14 years, and 3.5 for those here 15 years and longer.

Question 17: If new money becomes available for faculty salaries, the principle behind the allocation should be



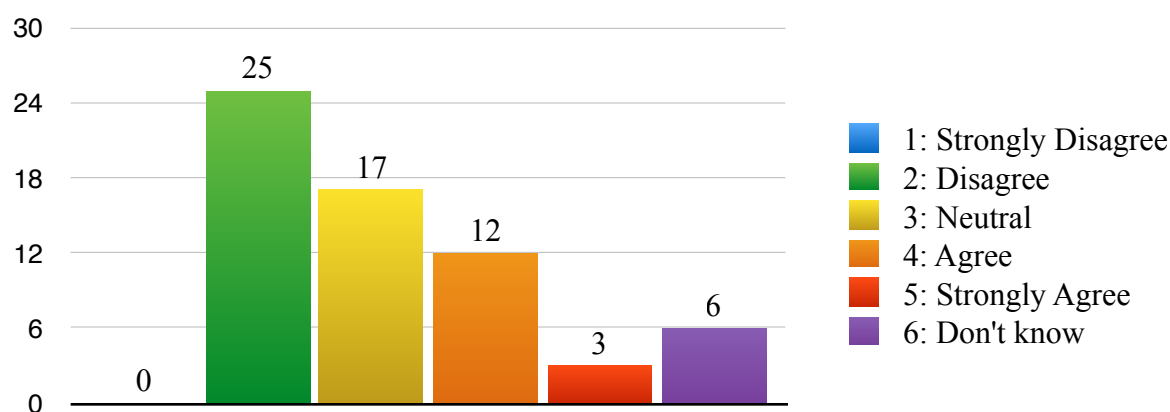
- 1: As in the past, everyone should get the same dollar amount
- 2: Everyone should get the same percentage increase
- 3: While everyone should get something, some of the funding should be used to bring salaries to regional/comparable school averages on a discipline by discipline basis.
- 4: While everyone should get something, some of the funding should be distributed differently by rank to bring rank salaries closer to regional/comparable school averages
- 5: Other (detail in comments)

Response	2014	2015
Same dollar amount	6	1
Same percentage increase	12	11
Salaries brought to regional/comparable levels by discipline	12	17
Salaries brought to regional/comparable levels by rank	26	30
Other (detail in comments)	7	4

Notes:

This was a new question in 2014. The 2015 responses are similar to those in 2014 - by far the most popular response is bring salaries in line to regional/comparable institutions by rank, with bringing salaries in line by discipline the second most popular. Faculty support for the current method (giving the same dollar amount) has more or less vanished.

Question 18: The University devotes enough of its resources in support of academic instruction and spends them efficiently



Measure	2010	2011	2012	2013	2014	2015
Quartile 1	2	2	2	2	2	2
Median	3	2	2	3	2	3
Quartile 3	3.75	3	4	3	3	4
Mean	2.7	2.6	2.6	2.6	2.5	2.9
Percentage Agreeing	25%	20%	28%	22%	20%	26%
Percentage Disagreeing	48%	51%	55%	47%	63%	44%

Note:

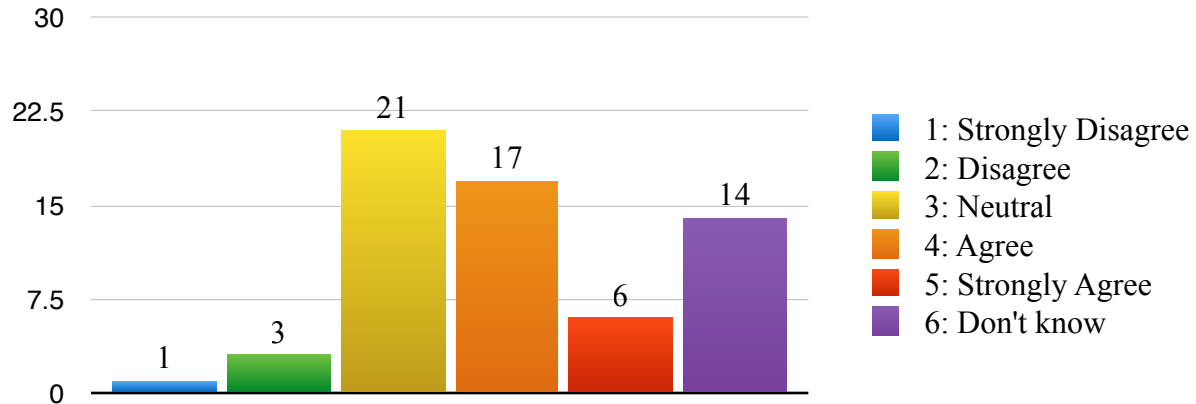
Prior to 2014 this question was worded “The University uses its resources wisely in support of academic instruction”, so the historical information isn’t directly comparable but provided for reference. The “Don’t know” responses are not included in the numerical analysis.

The mean response improved from 2014 to 2015, but most of the gains are from reductions in the “disagree categories” and in increase in the “neutral” category rather than a large increase in faculty agreement with the statement.

The mean response for faculty in A&S (2.8) is noticeable lower than faculty in either EBS (3.5) or JMSB (3.2).

The mean response also drops with length of time at Southeastern - faculty who have been here 0-7 years have a mean of 3.5, those here for 8-14 years have a mean of 2.8, and those here 15 years or longer a mean of 2.7.

Question 19: The University devotes enough of its resources in support of student services and spends them efficiently



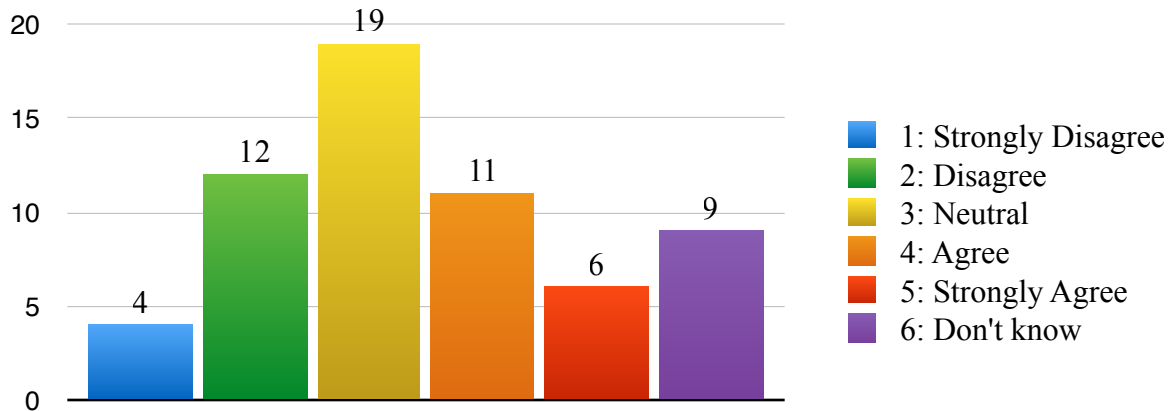
Measure	2010	2011	2012	2013	2014	2015
Quartile 1	3	2.75	3	3	3	3
Median	3	3	3	3	3	3
Quartile 3	4	4	4	4	4	4
Mean	3.3	3.2	3.3	3.1	3.3	3.5
Percentage Agreeing	46%	32%	48%	33%	48%	48%
Percentage Disagreeing	14%	25%	18%	20%	17%	8%

Notes:

Prior to 2014 this question was worded “The University uses its resources wisely in support of student services”, so the historical information isn’t directly comparable but provided for reference. The “Don’t know” responses aren’t included in the numerical analysis.

Overall the responses on this question improved somewhat from 2014 to 2015 but the number of “Don’t Know” responses doubled from 7 to 14.

Question 20: The University devotes enough of its resources to support administration and spends them efficiently



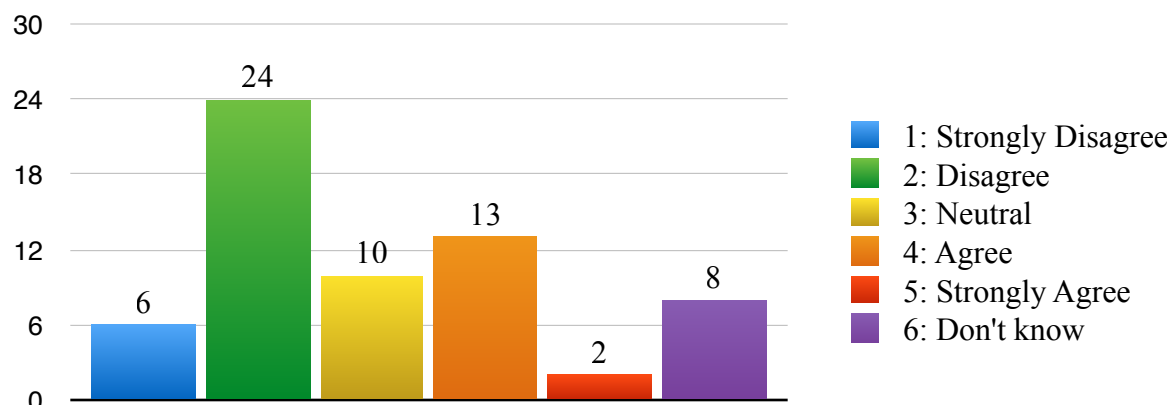
Measure	2010	2011	2012	2013	2014	2015
Quartile 1	2	2	1	2	2	2
Median	3	3	2	3	3	3
Quartile 3	3.75	3.25	3	3	4	4
Mean	2.7	2.7	2.3	2.5	2.9	3.1
Percentage Agreeing	25%	25%	18%	18%	33%	33%
Percentage Disagreeing	44%	43%	61%	47%	43%	31%

Notes:

Prior to 2014 this question was worded “The University uses its resources wisely in support of administration”, so the historical information isn’t directly comparable but provided for reference. The “Don’t know” responses are not included in the numerical analysis.

The mean response to this question improved slightly from 2014 (continuing the trend going back to 2012), primarily due to the conversion of “Disagree” responses to “Neutral” responses.

Question 21: The University devotes enough of its resources to support its facilities and spends them efficiently



Measure	2010	2011	2012	2013	2014	2015
Quartile 1	1	1	1	2	1	2
Median	2	2	2	2	2	2
Quartile 3	3	4	3	3	3	4
Mean	2.2	2.5	2.2	2.4	2.1	2.7
Percentage Agreeing	16%	27%	14%	19%	8%	27%
Percentage Disagreeing	63%	54%	65%	62%	70%	55%

Notes:

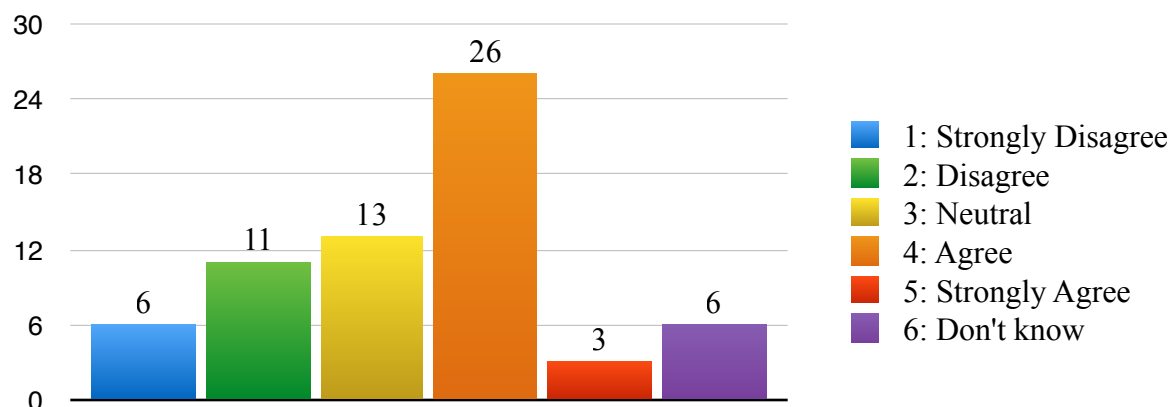
Prior to 2014 this question was worded “The University uses its resources wisely in support of facilities”, so the historical information isn’t directly comparable but provided for reference. The “Don’t know” responses aren’t included in the numerical analysis.

The mean response on this question improved significantly from 2014 to 2015, coming from both a large drop in the “Strongly Disagree” category and an increase in the “Agree” category.

The responses vary by school, with the A&S mean at 2.5, the EBS mean at 2.9, and the JMSB mean at 3.3.

Long-standing issues with deferred maintenance remain a major faculty concern.

Question 22: The University devotes enough of its resources to keep instructional technologies both current and widely available.



Measure	2014	2015
Quartile 1	2	2
Median	2	3
Quartile 3	3.5	4
Mean	2.5	3.2
Percentage Agreeing	25%	49%
Percentage Disagreeing	59%	29%

Notes:

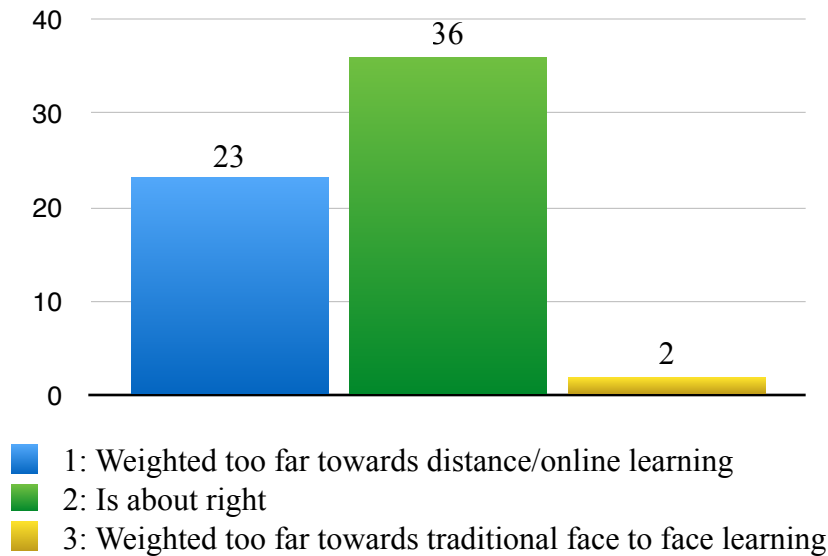
This question was first introduced in 2014.

The faculty response to this question improved noticeably from 2014 to 2015, likely in part to the resolution of the significant Blackboard issues from 2014.

The mean varies by school, with A&S at 3.4, EBS at 2.6, and JMSB 2.7.

The mean also varies by length of stay at Southeastern, with faculty with 7 or fewer at years averaging 2.5 and those 8 or longer averaging 3.2 (with no significant difference between the 8-14 years and 15+ years categories).

Question 23: The University’s balance between distance/online learning and traditional face to face instruction is:



Measure	2014	2015
Percentage “Too Far Distance”	39%	38%
Percentage “About Right”	56%	59%
Percentage “Too Far Traditional”	5%	3%
Mean	1.7	1.7

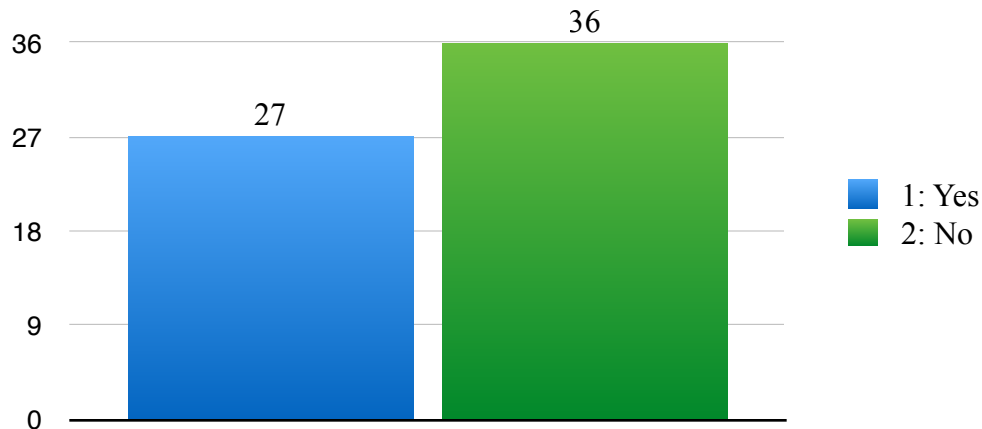
Notes:

This question was new in 2014 and the faculty responses remain almost the same.

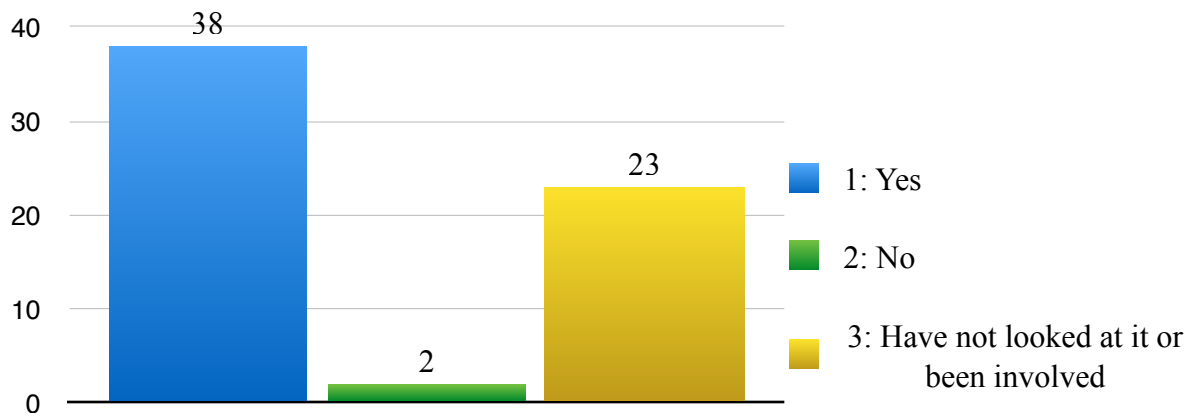
Given the responses we should hesitate to put more courses online and should evaluate how well the current online offerings work compared to their face to face counterparts.

Both of the responses for the “Too Far Traditional” category were from JMSB.

Question 24: Have you participated in the new tenure and promotion process in any capacity (applicant, committee member, etc.) either this academic year (2014-2015) or last year (2013-2014)?



Question 25: The tenure and promotion process that went into effect last year been clearly explained/communicated in the Academic Policies and Procedures Manual or by other means

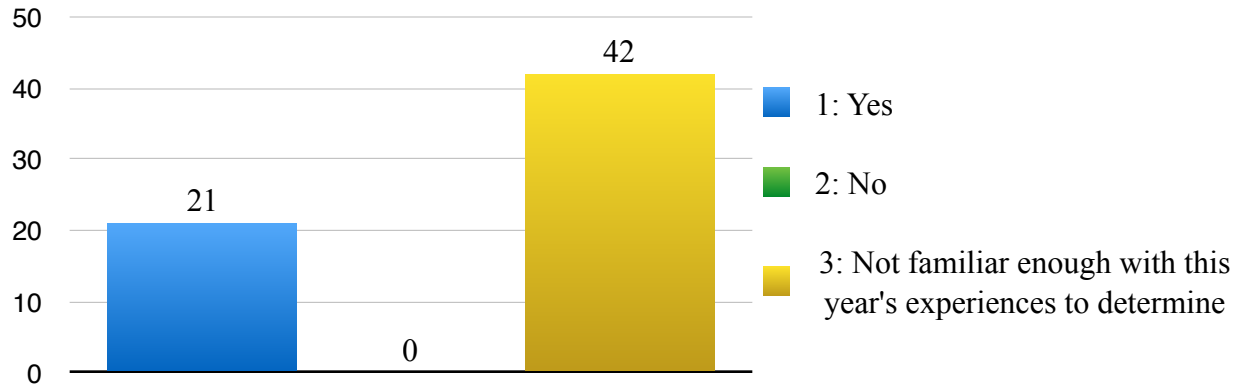


Notes:

Of the 27 people involved within the last two years, only one thought the process was not clearly explained.

Of the 7 faculty who responded “yes” or “no” and have been at Southeastern less than 8 years, six thought the policy had been explained clearly and one had not.

Question 26: The tenure and promotion process that went into effect last year has been fairly administered.

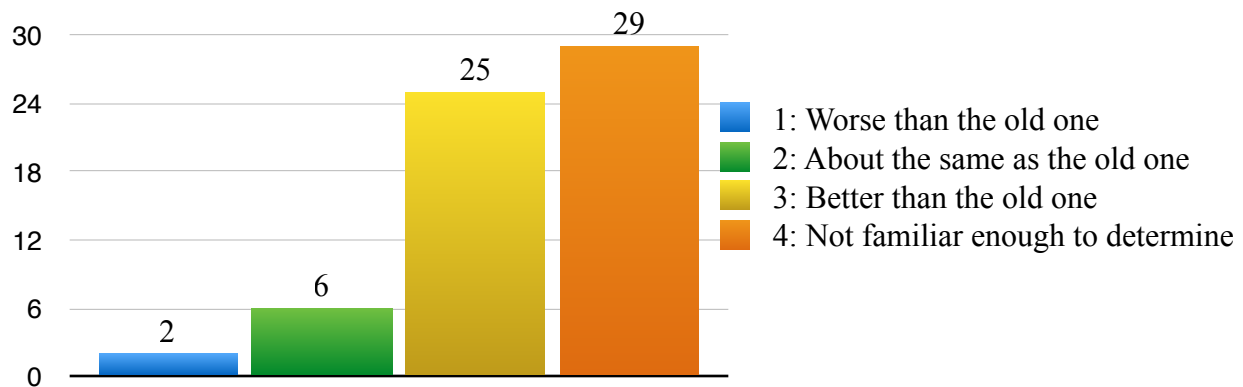


Notes:

This question was new in 2014 and had similar results (25 responding “Yes”, 1 responding “No”, 39 “Not Familiar”).

The faculty opinion remains that the new process is being fairly administered.

Question 27: The new tenure and promotion process is:

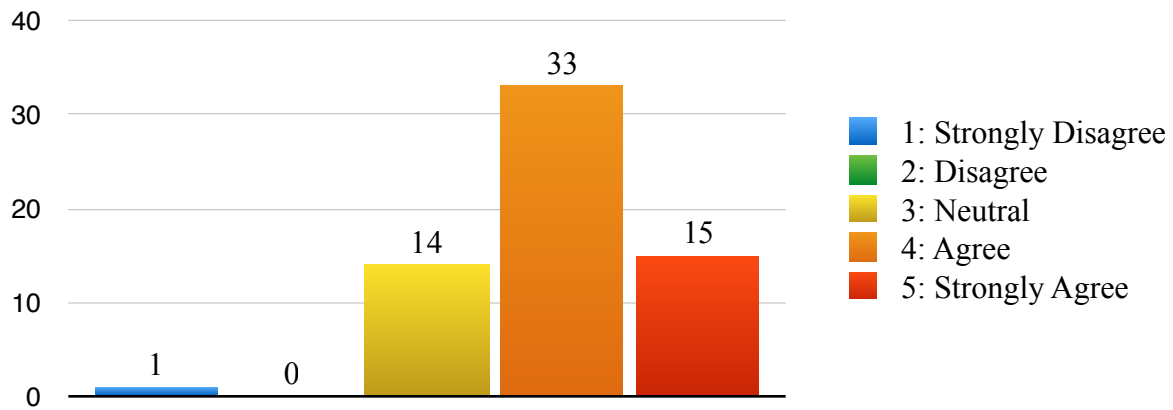


Notes:

These results are similar to those in 2014 (3 “Worse”, 5 “Same”, 32 “Better”, 29 “Not familiar”).

The consensus remains that the new process is an improvement over the older one.

Question 28: Effective leadership is provided by the President

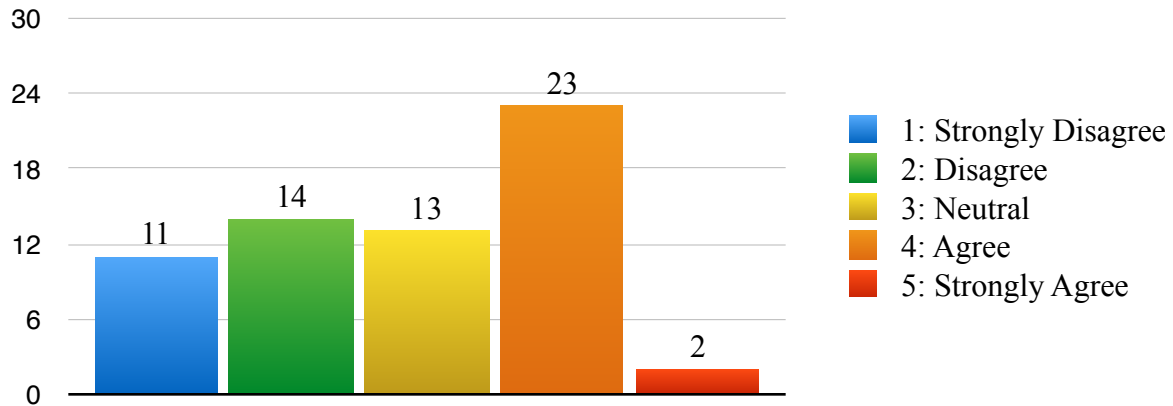


Measure	2010	2011	2012	2013	2014	2015
Quartile 1	3	2	2	2	2	4
Median	4	3	3	3	3	4
Quartile 3	4	4	4	4	4	4
Mean	3.6	2.8	3	2.9	2.8	4.0
Percentage Agreeing	56%	30%	42%	37%	30%	77%
Percentage Disagreeing	8%	36%	36%	34%	41%	2%

Notes:

Faculty opinion of President Burrage's leadership is overwhelmingly positive, even compared to the very positive opinion of President Minks' leadership in his first year (from the 2010 survey).

Question 29: Effective leadership is provided by the Academic Vice-President



Measure	2010	2011	2012	2013	2014	2015
Quartile 1	1	1	2	2	2	2
Median	3	2.5	3	3	3	3
Quartile 3	4	4	3	4	3	4
Mean	2.7	2.5	2.6	2.8	2.7	2.9
Percentage Agreeing	26%	27%	22%	35%	23%	40%
Percentage Disagreeing	43%	50%	45%	38%	38%	40%

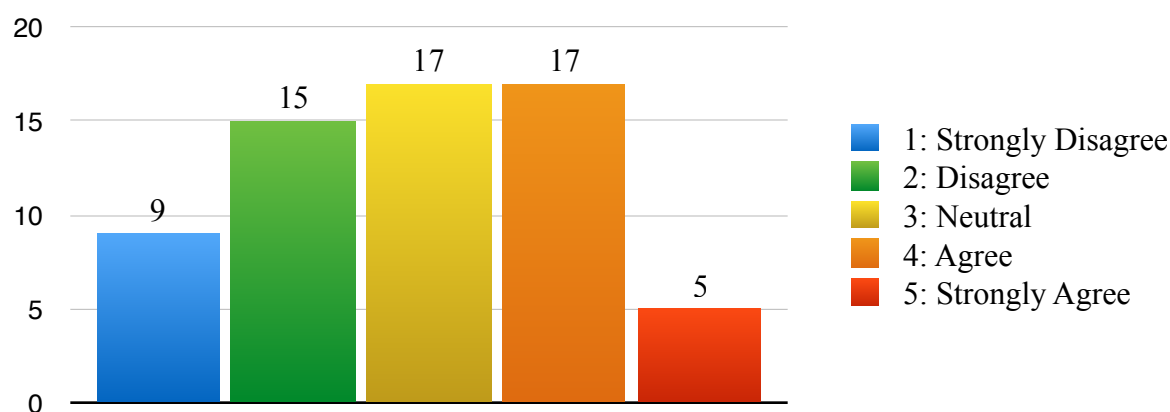
Notes:

Faculty opinion of the Academic Vice-President’s effective leadership rose from 2014 to 2015, primarily due to a drop in “Neutral” responses and a corresponding rise in “Agree” responses.

The mean response was lower in JMSB (2.0) than it was in A&S (3.1) and EBS (3.2).

The mean response was higher among faculty at Southeastern less than 8 years (3.4) than for faculty here for 8-14 years (2.5) or 15 or more years (2.9).

Question 30: Effective leadership is provided by the Executive Dean for Academic Affairs (previously known as Dean of Instruction)



Measure	2012	2013	2014	2015
Quartile 1	3	2	2	2
Median	3	3	3	3
Quartile 3	4	4	4	4
Mean	3.2	3.0	3.2	2.9
Percentage Agreeing	42%	39%	39%	35%
Percentage Disagreeing	23%	33%	28%	38%

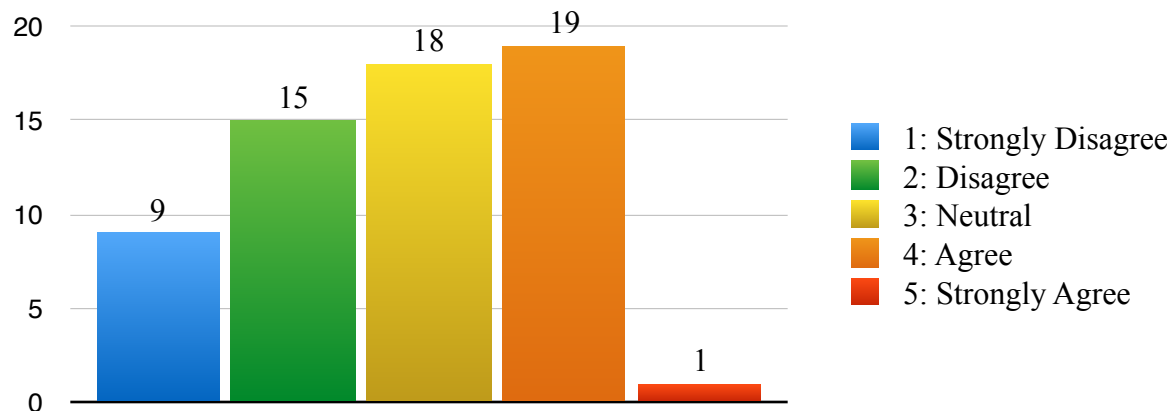
Notes:

The changes from 2014 are mostly due to a relative drop in “Neutral” responses and a corresponding rise in the “Disagree” categories.

The mean response is higher in EBS (3.2) than it is in A&S (3.0) or JMSB (2.9).

The mean response from faculty who have been at Southeastern for 15 years or more (2.6) is lower than those here for less than 8 years (3.2) or those here 8-14 years (3.2).

Question 31: Academic program assessment provides valuable information to our faculty



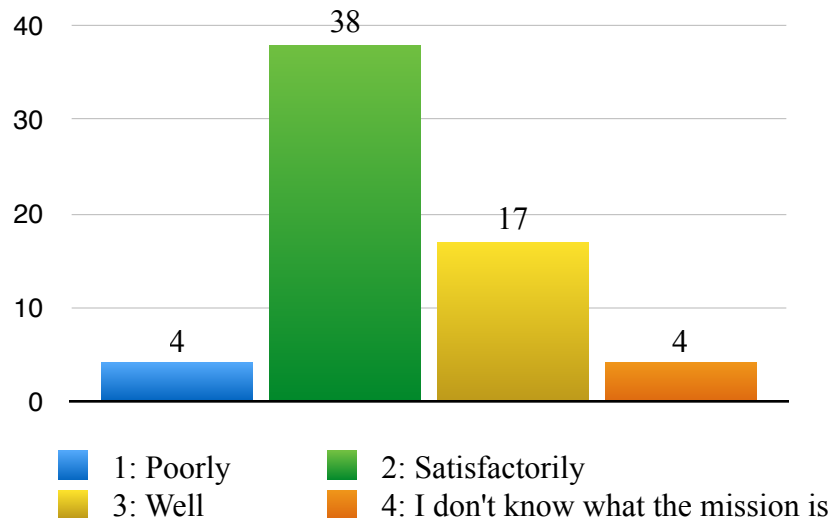
Measure	2014	2015
Quartile 1	2	2
Median	3	3
Quartile 3	4	4
Mean	2.8	2.8
Percentage Agreeing	29%	32%
Percentage Disagreeing	44%	39%

Notes:

This question was rephrased in 2014 (previously it was worded as “Academic program assessment has been a valuable use of resources”, with a consistent mean of 2.4).

The mean response varies by the length of stay at Southeastern, with responses from faculty with less than 8 years averaging 3.3, responses from those with 8-14 years averaging 2.8, and those with 15 years or more averaging 2.6.

Question 32: How well does the University fulfill its mission:



Measure	2014	2015
“Poorly” Percentage	18%	6%
“Satisfactorily” Percentage	46%	60%
“Well” Percentage	25%	27%
“Don’t know the mission” Percentage	11%	6%

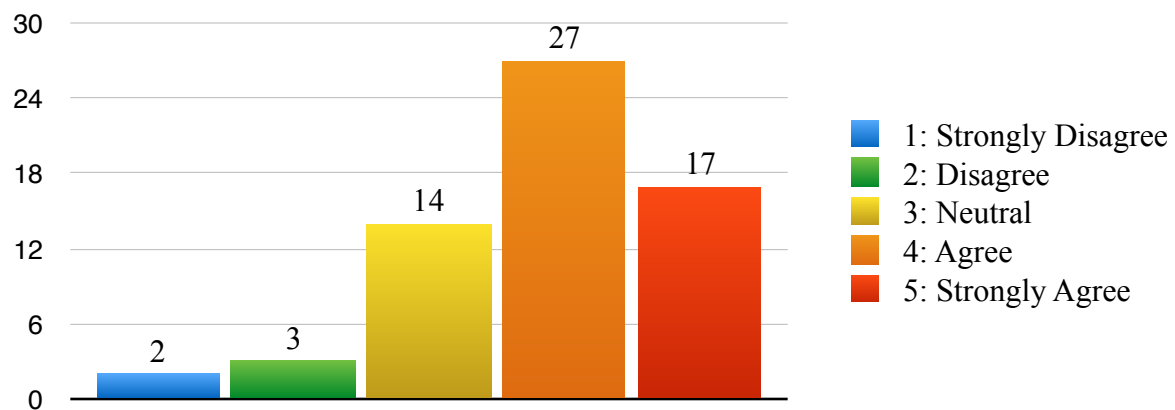
Notes:

Of those faculty who knew what the mission was, 93% thought we fulfilled the mission satisfactory or well and 7% thought we fulfilled it poorly, a noticeable improvement over the 2014 results (which were 80% and 20%).

The 2015 responses varied somewhat by school, as shown in the table below, although the EBS and JMSB sample sizes are small (9 and 7 respectively):

Measure	A&S	EBS	JMSB
“Poorly” Percentage	5%	0%	14%
“Satisfactorily” Percentage	60%	56%	71%
“Well” Percentage	29%	44%	0%
“Don’t know the mission” Percentage	7%	0%	14%

Question 33: I believe the Faculty Senate works on issues that are important to me as a faculty member.



Measure	2012	2013	2014	2015
Quartile 1	3	3	4	3
Median	4	4	4	4
Quartile 3	4	4	5	5
Mean	3.6	3.7	4.0	3.9
Percentage Agreeing	66%	66%	81%	70%
Percentage Disagreeing	16%	10%	3%	8%

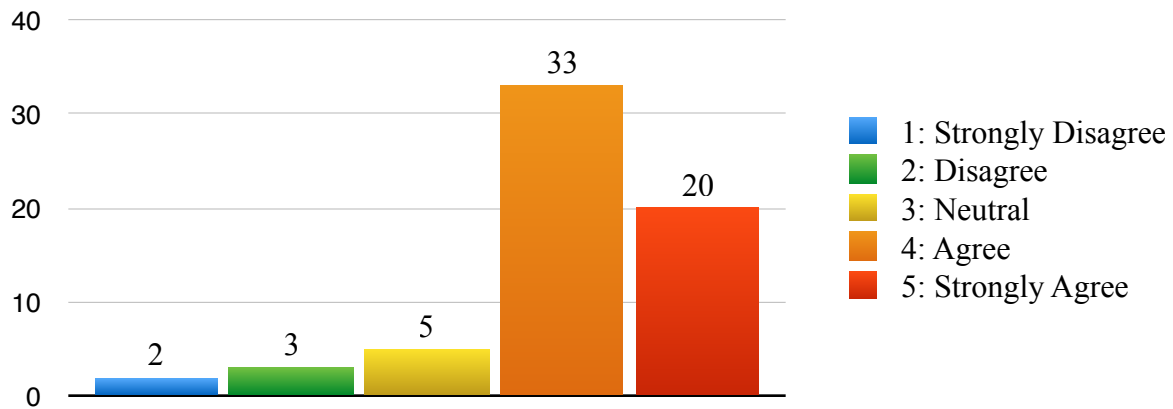
Notes:

The faculty response on this measure fell slightly from 2014 but remained higher than the previous years.

The average response in EBS (3.4) is still favorable but lower than in the other schools (3.8 for A&S and 3.7 for JMSB).

In 2015 the mean response for adjunct faculty (3.4) was lower than that of full-time faculty (3.9).

Question 34: The activities of the Faculty Senate are effectively communicated to the faculty.



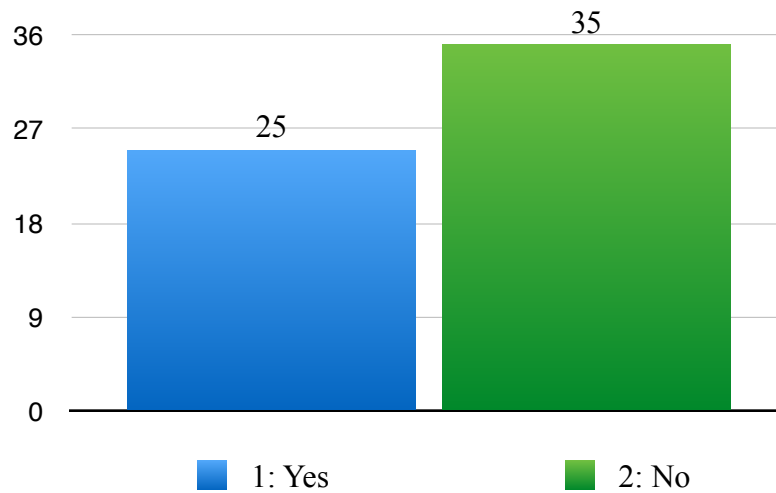
Measure	2014	2015
Quartile 1	3	4
Median	4	5
Quartile 3	4	5
Mean	3.6	4.1
Percentage Agreeing	65%	84%
Percentage Disagreeing	16%	8%

Notes:

This question was first asked in 2014.

The faculty responses on this question show a lot of improvement from last year, likely due to the “Brief News” reports that were sent out after each Senate meeting.

Question 35: Would you be interested in serving on the Faculty Senate in the future? Why or why not?

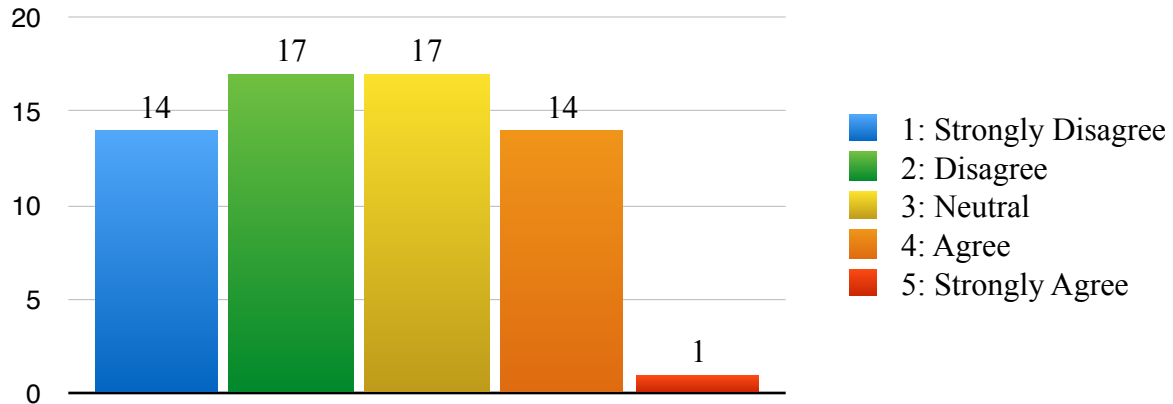


Measure	2013	2014	2015
Percentage willing to serve	41%	44%	42%
Percentage not willing to serve	59%	56%	58%

Notes:

Out of those who responded to this question, the longer a faculty member has been at Southeastern the less likely they are to be interested in serving. 53% of those here fewer than 8 years were interested, 43% of those here 8-14 years were interested, and 33% of those here 15 years and longer were interested. This is consistent with the responses in 2014.

Question 36: The Faculty Symposium during the week before school was useful for faculty.



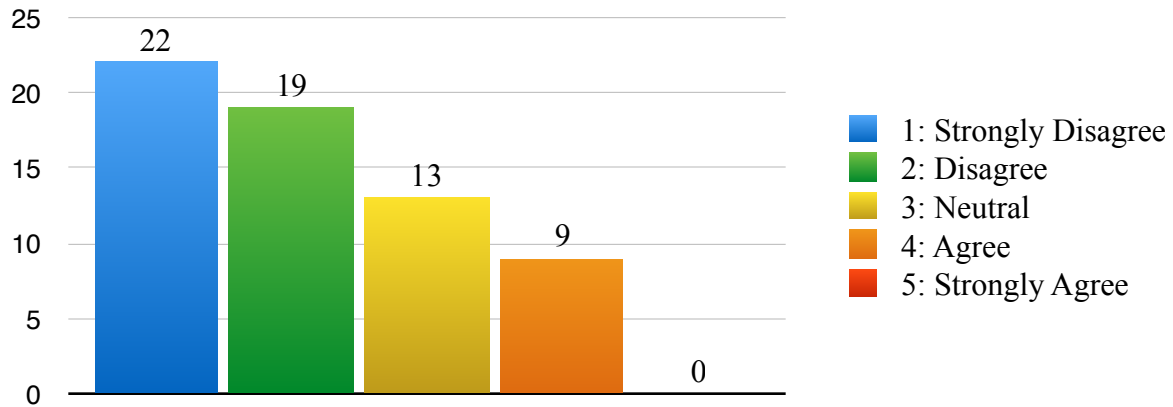
Measure	2013	2014	2015
Quartile 1	1	1	2
Median	2	3	3
Quartile 3	3	4	3
Mean	2.1	2.6	2.5
Percentage Agreeing	18%	31%	24%
Percentage Disagreeing	66%	47%	49%

Notes:

The 2015 responses are mostly unchanged from 2014 (maintaining the gains made from 2013 to 2014).

While many faculty find parts of the Symposium worthwhile, they find other parts less so.

Question 37: The Faculty Symposium during the week before school was an appropriate length.



Measure	2013	2014	2015
Quartile 1	1	1	1
Median	1.5	2	2
Quartile 3	2	3	3
Mean	1.8	2.1	2.1
Percentage Agreeing	10%	17%	14%
Percentage Disagreeing	79%	69%	65%

Notes:

The 2015 responses are again almost identical to those from 2014.

The general faculty opinion is that the Symposium is too long, especially for a time when there are many urgent demands on faculty time.