

Faculty Senate Survey Comments—Spring 2010

1. The moral of the faculty is high.

Comments

Morale is very low and getting lower.

Morale in our dept. is fine, unsure of rest of University.

I've been here a long time. It has, sadly, never been worse.

In my department – yes. But in my contacts across the campus I feel that campus-wide morale is LOW.

The morale has improved.

Overall, faculty morale seems fairly low particularly when faculty are told they will be involved in shared governance and this does not occur. Inadequate compensation has also affected faculty morale.

Most I visit with know these are difficult times.

As in other current social and political matters, this faculty is having a difficulty in adjusting to changes in the way the University operates. All part and parcel of the same problem: unwillingness to change.

Administrative turnover and inconsistency continue to take their toll on faculty morale.

There is no trust and no communication and no encouragement.

Under previous administrations faculty have felt looked down upon and ignored.

The administration is viewed by the faculty as being hostile, threatening and aloof.

Stress levels are higher, job satisfaction is lower than any time since 1991. We currently have 5 faculty members in our dept. who were hired without going through the committee process including one who was fired from Murray but is friends with the President so he was given a job mid-term.

Recommendations

Smaller classes, incentives for teaching online classes. Mentor new faculty. Opportunities for professional development on and off campus.

Lot of dead weight that is coasting to retirement. Encourage early retirement packages and commit to hiring new tenure-track Ph.D.s!

Salaries too low. Not competitive.

Faculty salary must be given priority.

Greater respect should be given to the opinions of the faculty.

Give recognition for a job well-done.

2. Southeastern is headed in the right academic direction.

Comments

Hard to discern – what is the direction?

I don't think that online courses and large classes is the way we should be heading.

The trend toward de-emphasizing academics continues.

Yes, but blindly almost accidentally a hair's breath away from disaster if faculty and administration don't come together.

No particularly new academic direction is discernible – at least not to me.

No degree programs have been removed. BGS is a waste of time (but not money obviously).

Departments are weak with weak faculty. No support of strong teachers and less effort in getting rid of bad teachers.

Academics are obviously not a priority. Student services recruitment, the physical plant, and administration are more important here.

Previous administrations have wanted more internet classes (= more money in) and more adjuncts (= less money out) which lower academic standards.

Rather than promoting strong academic programs, which are in the long-run interests of students, academically weak, vocational programs populated by large numbers are supported in the short-term, but not long-term interest of students.

Still too business oriented. What kind of university does not have a degree in physics?!? (or engineering).

Again – in my dept. I am satisfied with our direction. Across the campus – I am not so sure.

We have a satisfactory undergraduate program. We should always be trying to improve. Our post graduate opportunities are very limited. We do not have enough graduate assistant opportunities allowing people to gain experience and education at the same time. (All departments)

Probably be better with Dr. Minks given his background in academics.

Too many classes taught by adjunct instructors – too many academic decisions made by administration rather than faculty.

Recommendations

Need to maintain high standards for all programs not just the high profile programs.

Need to raise standards and student expectations. Technology is not everything.

Need to focus on main campus more than on McCurtain Co. and other off-campus sites. Many departments on the main campus do not have a sufficient number of full-time faculty to meet student and faculty needs.

Academically, Southeastern is becoming less rigorous. A revitalization of traditional academic disciplines is needed. Southeastern is becoming more of a vocational institution, and more emphasis should be placed on science and math.

I believe the bar should be raised and maintained. While enrollment is always desirable, I'd rather SE have less "qualified" students to go out in the teaching force than a large number of mediocre students who "get by" on inflated grades.

More care and attention should be given to creating a nurturing and quality educational experience for faculty and students that want to learn. Less time on coddling poor students and less time on emphasizing enrollment. Provide a sound education and the numbers will come.

3. The university attracts and retains quality faculty.

Comments

Attracts but retention is not assured.

Many current faculty are great, salary and benefit packages are insufficient to attract and retain new faculty.

How can we attract if we are not hiring?

Not much incentive for good faculty to stay. Decent hiring of young faculty.

I believe recruitment is adequately successful. Retention, however, is probably due more to faculty's personal disposition rather than to institutional incentives.

I am surprised that Southeastern has been successful at retaining quality faculty, but I suspect that this will not be the case in the near future with the current faculty salaries.

Attracts??? Are we hiring? In the time I've been here, we've lost dozens of faculty positions. We do still have some quality faculty in spite of it all. Many faculty are actively trying to find positions elsewhere.

A number of quality faculty still remain. This will not continue indefinitely.

While I am surprised by the large number of quality faculty that are at SE, too many good faculty have left for the wrong reasons. An atmosphere of mistrust and fear is inducing young faculty to look elsewhere.

We attract them but don't necessarily retain them.

Attracts, yes. Retains, not so sure.

Some quality faculty don't stay.

We are fortunate to have attracted some exceptional faculty, some of whom are still here.

There are not many departments which I would recommend to friends looking for work.

I'd like to think so. I'm here! Likewise they retain faculty that should be let go for misconduct.

Over reliance on adjuncts to do the job of professors.

Pay is terrible in the HPER department. No raise, bonus or any show of appreciation in the past 3 years. Teaching resources are out of date and classrooms are dilapidated.

Salary is not in line with teaching load, service and scholarship expectations. For Elementary Ed. The requirement to travel and teach off-campus without extra compensation is another factor in attracting and retaining quality faculty. Reading specialists are in high demand, but we are not paid off the salary card as are faculty in Business nor can we recruit reading people who can command considerably higher salaries elsewhere. The number of Elementary Ed full-time fully-qualified is currently 4 on campus and 1 in Idabel yet we are expected to offer our program at 5 different locations. Few future faculty want to be involved in a program in which so many courses are taught by adjunct instructors.

Attracts, yes. Retains??

The gains in hiring good faculty under VP Snowden seems to have waned. Little is done to support or retain faculty at the administrative level. In short, this is not a pleasant or stimulating place to work.

In some disciplines, yes; in others, no.

Recommendations

Need more endowed Chairs.

Need to recruit and hire more faculty from other institutions rather than continue to hire so many SOSU graduates. Outside faculty will stay if adequately compensated and academic freedom is maintained and supported.

Improve pay and facilities.

4. Shared governance at Southeastern currently fosters mutual respect and trust between faculty and administration.

Comments

Shared governance is a concept/idea that doesn't seem to really exist on this campus. There seems to be little trust between faculty and administration which inevitably negatively affects faculty morale. Efforts of Faculty Senate unfortunately seem too often ignored by the administration.

No faculty input in to selection of chair or dean.

Shared governance isn't happening in many instances.

Yes, but this is a recent occurrence, thanks to Dr. Minks.

Previous administrations have shown no respect for and trust of the faculty.

I most frequently encounter an “us vs. them” attitude.

The current administration has little regard for the viewpoint of the faculty. Important academic administrative appointments have been made entirely without appropriate open processes or faculty input. Academic decision-making is top-down.

Shared governance begins with RUSO who have shown no great disposition towards shared governance, beginning with two essentially failed presidential searches. The previous president made questionable administrative and academic appointments which remain unchanged.

There is no shared governance.

No respect for faculty is shown. Little to no “shared” anything. No trust between faculty and most administrators.

Budget processes are not transparent. There is no system or process in place for requesting facility improvements, and no shared governance involved in budgetary concerns for the university. Shared governance is nonexistent. The HLC criticized us for this several years ago, and it’s gotten worse!

Any attempt at shared governance seems to be a complete preen, in that even minor and affordable faculty requests are often denied or divorced from their educational purposes by bloated and overly expensive gestures. There is NO shared governance and there is NO apparent interest in/for it. Administrators consistently act as though faculty input is an annoyance and cloak faculty concerns as either pedantic or untenable.

I feel there is very little opportunity for real, productive dialogue between faculty and upper-administration. Faculty ideas for innovation and improvement are routinely answered with “not enough money/resources.”

Administration (not sure who, but above the Dean) ordered that grades be changed without the students going through the Appeals Committee.

Administration has decided when, where and how the graduate reading program will be offered and who will or will not teach the classes.

Administration decided that a specific major would be offered, when it would start, who would teach the courses (adjuncts). Faculty input regarding appropriate programming was ignored.

Shared governance is a joke at Southeastern. Mirage. In appearance only. Faculty Senate is a neutered animal with no backbone.

In many respects the administration (and many faculty) have proven un-trustworthy and non-responsive to issues of shared governance. Some steps in the right direction are being made by faculty senate this year, but a spirit of fear and retribution prevails.

Recommendations

We actually need to interact more with admin to see if this is true.

Confidential

I neither trust nor respect any current administrator from my dept. Chair to the President. Most tell you one thing and do another, tell you one thing today and another tomorrow. All, from dept. Chair to President "turned a blind eye" when a faculty member – who had been hired without going through the committee hiring process, hired as a full, given tenure the 2nd year he was here against the faculty recommendation, after being told by the then-Academic V.P. to give tenure – crashed the University computer system downloading pornography. His "punishment" was a semester's "paid vacation" as his classes were given to others to teach. I have talked to faculty at other universities who tell me that when that happened at their institutions, the offender was fired and escorted off campus. Interesting that a prof in Teacher Education – who says it produces candidates who are "Competent, Committed, and Ethical" retains this faculty member!

The AVPAA is a detriment to the university in that he lacks scruples. The VPAA is not a leader.

Administration (not sure who, but above the Dean) ordered that grades be changed without the students going through the Appeals Committee. One student's grade was changed without consulting me or requesting my signature. The other student's grade was changed with the Dean ordering the non-tenured instructor to sign the form that was already filled out. When she said she didn't think the grade should be changed and didn't really want to sign it, the Dean yelled at her to, "Just sign it!"

5. Funding for faculty travel is:
 - a. Adequate.
 - b. Administered efficiently and fairly

Comments

Not sufficient. Not equal. Not handled the same across campus.

The current situation does not favor scholarship.

The mini grant application process is onerous. In addition, it would be very useful to be able to go to two regional conferences instead of only one expensive, national conference (e.g., let me go to two \$500 conferences instead of just one for \$1,000).

Available funds are woefully inadequate to cover a reasonable percentage of cost for national and international conferences.

Hinders appropriate professional development! ☹

This is a definite problem.

Professional expenses are not accounted for. SOSU is different from competing universities in this regard.

Travel budget is miniscule. Small committee doles it out in a few large grants. Everyone else gets nothing.

My department does not need expensive equipment or fancy facilities. What we do need is money for travel to conferences where we are not presenting. This is needed in my discipline in order to produce quality research.

There is virtually no funding for faculty travel – almost, but not entirely cut – compared to other state universities.

Travel funding needs a complete overhaul – faculty need more money for travel and it needs to be distributed fairly.

We each should get a little each year through the department and/or school – not just a few who go a long distance.

The hassle of taking even a simple regional trip is so discouraging that it makes me not want to travel anymore.

Funding for faculty travel is virtually nonexistent. Travel funding is directed to those who are not faculty (There may be some exceptions in the School of Business).

The A&S Dean recently changed the process and only told the faculty after what the criteria were.

Funding for faculty travel is unfairly distributed. Our Dean has recently enacted an authoritative policy wherein all departmental monies are discretionary and has repeatedly acted and through veiled implications that all monies are the Dean's and that the Dean alone knows best.

Travel funding for faculty making presentations is adequate however the process is too cumbersome. Faculty have to hold out their hands to the Institutional Research Committee for part and then to the Deans for the remainder. One request should be sufficient. Travel funding for other purposes, e.g. professional development, committee or other service to discipline, are less certain and subject to arbitrary Dean rules.

We are expected to travel to conferences to present, but most of the time we get little or no funding. Administrators' travel is paid even when they wait until the last minute to purchase airfare resulting in double or triple costs.

It takes too long to get reimbursed.

Recommendations

This "grant" business is unnecessary. A brief proposal and budget should be adequate for decision making.

Make it simple and transparent.

More funding is needed. Distribution of funds needs to be more widespread and fairly administered. The processes to obtain funding need to be less onerous and time consuming—more "faculty friendly."

More funding needed, both for faculty and student travel. Need to strengthen motor pool and availability of vans for travel with students.

6. **The University should have a long term goal of increasing faculty salaries**
 - a. **To the regional average of SE peer institutions.**
 - b. **To 90% of the national average of similar institutions.**
 - c. **To the same percentage of the national average as SE upper administration.**

Comments

This would promote good will and common goals.

It's a sad commentary that most of us would be happy with (see "b" above).

That would be nice....

Even a cost of living would help.

Anything in the right direction! Faculty salaries are the worst in the nation for public regional universities, and they are stagnant. I'm referring, of course, to the "card" and not business/non-card.

Facts should be available to faculty. I honestly don't know how SE rates compared to other universities nor do I know average for administration. Yes this is public knowledge, but most of the time it is a geographic default.

(Any increase at this point might help). Quality faculty will continue to pursue employment at other institutions if not adequately compensated. Many faculty are forced to work additional jobs to make ends meet. Unacceptable and unfortunate!

Why shouldn't we have salaries equal to those of our peer institutions?

I think that at least we should be "A" but preferably "B" but I realize the way the budget is. We should definitely be the same percentage as the administration. When figuring faculty salaries I think that the average salary is not an accurate reflection when you are averaging the few people that are getting paid way over the salary card.

What? This reference is not clear to me.

At least option "c" would reward faculty who work for administrators who cut budgets, but not their bloated salaries.

I was told by the Dean that he wanted me to retire and teach the same courses for adjunct pay because I "cost too much". However, he/she is paid way off the salary card!

Recommendations

We as an institution should strive to be the premier model for other institutions.

We should strive to be the best, not just settle for 90% of an average. Salaries should be higher than the average and higher than peer institutions. Then we would attract and retain more qualified employees, increase morale and set the bar. Teachers are the only people who have direct contact with the students

on a regular basis. If the teachers are happy then their effort and persona will be better, therefore, creating a better classroom atmosphere and happier students that leads to retention.

To the national average in the discipline for similarly accredited schools.

SE should be normative in every category – no deficiencies.

The faculty job market is national. If we want to attract and retain the best faculty, we need to be competitive with peer institutions throughout the county, not just in OK.

We can never compare to national averages due to our location. Regional comparison seems fair, and keeping us in pace with admin salaries seems just.

Administrators and faculty should be treated equally – administrators should not receive proportionally more money.

7. Faculty salaries have kept pace with salaries of administer and higher level staff.

Comments

From what we have seen, this is blatantly false.

This is particularly true of the past 2 to 3 yrs.

Faculty salaries are the “stepchild” of this university.

The annual percentage salary increases given to faculty has been either non-existent or else far less than increases given to administrators and higher level staff.

Some faculty are aware of the double-digit percentage pay increases awarded to the upper administration at the end of interim-President Snowden’s tenure. Faculty received nothing as the University’s budget was raided to the benefit of many in the current administration.

Are you serious? Outside of Business/non-card, this is a joke.

Please!

I don’t know and don’t care. For the past decade we have received either no raises or tiny raises. Over time this has produced a substantial loss of real income.

Administrators have a talent for paying themselves well.

Pay disparity is also a joke at Southeastern.

I feel that the university is too top heavy and should focus on quality faculty that deals day-to-day with students.

I honestly have no idea.

I have no idea of the “pace” of administrators’ pay.

I do not know.

No information.

Not known.

Don't know. Does someone have a chart?

We have not had a pay raise in the last few years, but I would not be surprised if some administrators have.

Administrative salaries are not overly excessive, but out-pace faculty salaries to such a glaring degree that one is left wondering who serves whom to what end. Not only does a sense of cronyism seem rampant, but as a result, educators serve administrators rather than the other way around.

This is a significant problem on this campus, a definite reason for qualified faculty to leave SOSU and find employment at universities where they are compensated fairly and adequately. Administration should be very concerned about this problem but don't seem to recognize it as such.

This is part of the "us vs. them" feeling I get across the campus.

Recommendations

8. The University uses its resources wisely in support of:

- a. Academic instruction.**
- b. Student services.**
- c. Administration.**
- d. Facilities.**

Comments

This will be the critical point for the university over the next few years. Resources will continue to be reduced so more efficient use of resources will be necessary.

I have been asking to be equipped with a smart classroom for some time. At OSU and OU this was understood – years ago.

Our HPER facilities are terrible therefore making it very difficult to attract students and incorporate different teaching styles and technology into the classroom. It is definitely not attractive to prospective students.

Decent help for classroom instruction, but grossly overinflated admin costs. Facilities in many buildings are poor with no repairs done.

Academic instruction (a): Updated materials for the library and academic programs are needed but the library lacks sufficient funding and we are told there are no funds to purchase updated materials for our programs.

Student services (b): Students who avail themselves of student support services, learning center services, computer labs, faculty advisors and student health services get their money's worth, but fees are collected from students who never even come to campus.

The old Office of Student Affairs has become a division of the University. Too many resources are being devoted to non-academic, non-instructional purposes. General physical environment remains poor.

Administration(c): Too much money, too many administrators. How much money was wasted “trashing” stationary and business cards twice in two years?

Administration has been growing, while students and faculty have not – if students have not increased, why do we need more administrators?

Too many administrators, too few faculty. Facilities are poor with the exception of the newly constructed buildings in the last few years.

Facility upkeep and maintenance is very poor. Morrison and HPER Building have severe leakage issues. Poor teaching environment.

Facilities(d): New ones are poorly planned and constructed. Old ones are not maintained. When facilities are redone, faculty are seldom consulted, i.e. when SMART boards were installed faculty were not asked about using dry-erase boards in addition to SMART boards – the dry-erase boards were eliminated altogether!

What institutional funds that do exist are consistently squandered by the inability of administrators to seek faculty and staff input. It is the faculty and staff who regularly use the educational facilities and therefore they should be the primary source for guidance. Administrators should make faculty and staff requests possible to the best as the monies can, rather than Administrators determining what is best for all involved. (The New Classroom Building is REplete with misguided expenditures, administrative arrogance, incompetence and an utter disconnect from the teaching experience).

Recommendations

I feel there is a lack of clear vision and priorities in how money is spent – we need more alignment between our core academic mission and how resources are allotted.

The focus should always be on students and academics.

Need more transparency on Administration and Facilities allocations.

Morrison Hall is severely neglected. Why isn't the entire campus equipped with Smart Boards?

9. Distance learning should become one of Southeastern's strengths.

Comments

This is the way of the future and the only way we will be competitive in the future.

Already is! 😊

Increase Southeastern's influence in the region.

Wait until gasoline prices hit \$6/gal!

I'm not sure we do distance Ed very well. I think we have consistently tried to do distance - as on the cheap.

Only after the main campus (facilities, students, faculty and staff) meets the needs of student faculty and staff should distance learning become a "strength. Without a fully-functioning main campus, distance learning (successful) is not possible.

I suppose that SE will have to develop appropriate distance learning to "stay or become current". However, faculty must have training and support and time to develop the necessary skills and strategies and this is not currently the case. Faculty have been forced to teach classes online that were written to be delivered F-2-F with a couple of weeks' notice. Ellen Hendrix is wonderful, but it still takes time to rewrite! Not all should be offered online – they should be offered in the most appropriate, effective manner possible. Many SE students are not prepared to learn through distance methods, either IETV or online. My students who have taken distance learning classes, for the most part, will not repeat the experience nor recommend it to others.

Trend is going in that direction but would I go to a medical doctor if all or majority of his classes were online? Hmm think not. Yes for those courses that are not "field experience" Related. Nothing replaces "hands on" f2f contact, especially in teacher education.

I doubt that DL will increase overall enrollment. SE will continue to appeal to regional population. DL could become a strength with a serious investment in faculty release time coupled with substantial promotion and advertising.

There is little reason for students to take such courses here, rather than elsewhere. It is a useful adjunct, but not a potential growth area.

I think distance learning (esp. online) offers a clear, needed service to our non-traditional students. Developing cohesive services for these students should be a priority (for instance, it makes no sense that online students need my physical signature on a sheet of paper to drop the course).

I strongly oppose distance learning. Terrible quality of instruction. University gets more dollars, but generates weak graduates. Our goal should not be to become a diploma mill like U. of Phoenix.

Though this could solve some of our financial problems, our faculty is not sufficiently adaptable to accomplish this goal.

I worry about maintaining quality.

SE does not have, nor will it ever have, a comparative advantage in distance learning. It is being used to milk additional money out of our resident students while diminishing the quality of education.

*SE's appeal – small classes – knowing students – can't happen.
It's a waste of resources.*

There is the problem of academic integrity. I think it cheapens the degree.

This is a joke, right? There are sections of on-line courses with too many students; unknown adjunct instructors teaching so many courses; chronic equipment problems for IETV courses.

If we are going to focus on distance learning, then we don't need athletics, a marching band, or cheerleaders. I imagine that we would lose a lot of our ethnic diversity if we didn't have athletics.

The current attempt at online cert. for faculty is clumsy and intrusive!

Only if they are not under the iron fist of Ed. program restrictions.

Students tell me they are forced to take classes online but would rather have face-to-face instruction.

Recommendations

Small class size and personal interaction between student and instructor should be SE's strength.

Yes – continue to improve distance learning, but let's play to our strengths (face-to-face) rather than compete in an arena we have neither the resources or expertise to do well in.

As the resources are already in place this should be used to further the university's presence both regionally and nationally.

10. Tenure and promotion processes are:

Comments

Seems clear to me.

I hear from several colleagues that the workings of the T & P system in their school is a mystery – I feel comfortable with my system.

There are a couple of horrible cases of tenure/promotion recently, but, overall, not bad.

Totally weird communication.

Process is poorly defined and subject to abuse. Clearer rules and requirement would allow professors to better prepare themselves for the process.

There remains confusion and consternation regarding the T & P process and requirements. I know of two appeals that have been based on failure to observe the process described in the T & P.

Previous administrations arbitrarily changed these without faculty input.

Tenure and promotion depend on who is applying and who is in the Dean's position, Academic Vice-Presidents' positions, and the President's position. It does not depend on faculty recommendations, what the candidate has actually done, or what the "so-called requirements" are.

There have been lots of policy flip-flops in only the last few years. Unless policy is solidified, someone may have grounds for a lawsuit!

From the experiences within my department there are too many “surprise” denials of tenure and promotion. We did some clear guidelines that are effectively communicated and faithfully adhered to. This is an area where improvement is not dependent on finances.

Recommendations

Unclear and change from administration to administration. Faculty and their respective departments, not administration, should determine such requirements! Requirements must be followed consistently and applied to all faculty in a department.

Requirements are clean but the standards for T & P are way too low, especially with respect to scholarly activity.

Need performance reviews at all levels and schools. Consistent review policies and procedures.

Departmentally-specific guidelines in addition to T & P should be reinstated and followed.

11. Effective leadership is provided by:

- a. The President.**
- b. The Academic Vice-president**
- c. My Academic Dean.**

Comments

So far, our new president seems to be reaching out and wanting to bridge the gulf that has developed between administration and faculty – I hope he will continue to do so.

Obviously, the upheavals of the past few years have meant a lack of clear leadership priorities (or constantly changing priorities) at the upper administrative level. I very much hope that Dr. Minks will stay and provide consistency.

While President Minks seems committed to the idea of education and to educators by his willingness to listen and actively serve faculty and student interests, many administrators do not share such values.

I still have hope the president will demonstrate effective leadership.

It is still too early to tell with the new president.

The President is an open question at this point in time.

Weak all around Draconian corporate mentality without any concept of poor on the ground status of institutions. I have never even seen the President or Vice-President for Academic Affairs in my building in nine years. How can they lead if they aren't in the trenches?

In my perception, the President and Academic VP remain largely silent and invisible.

The Interim Vice-President for Academic Affairs is in fact anti-academic in general and anti-faculty in particular. His primary concern is bureaucratic aggrandizement.

The Academic Vice-President(b): Too new to decide.

The Academic Vice-President (b): – Management style – yelling

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The Academic Vice-President is patronizing.

VPAA is not of sufficient quality.

I have worked here for 3 years and I have never seen the Academic VP in Bloomer Sullivan Gym, classrooms, or anywhere close to our dept. That leads me to believe they don't care.

VPAA. Who is this?

The Academic V-P and deans, chosen without any competitive search and faculty input, are unqualified for the positions they hold.

Previous Deans have been blamed for the NCATE problem, but I think the problem was "across the street."

Our Dean seems committed to personal interests and personal whims to the detriment of educators across disciplines. Deans should be faculty advocates, not bullies who use intimidation to aggrandize ones status and authority. Our Dean micro-manages and consistently over-personalizes any comment or situation to such a strikingly unprofessional degree that she should be immediately dismissed.

The deans are authoritarian in nature and given to micromanaging. They do not represent faculty interests and do little to facilitate the educational process. Apparently, they have very little power by which to help faculty and thereby the classroom. But they do have the power to harass faculty and they exercise it.

The A&S Dean is condescending and authoritative. The Dean makes arbitrary decisions without seeking facts. Decisions are based on the fact that she is Dean.

She has no idea of how to be a Dean and should be fired.

The Dean is incompetent and a bully. She knows how to say the right words but fails to execute. She favors appearance over substance. Her decisions are arbitrary, rash and self-serving.

I think my Dean is scaring faculty away and annoying those who stay.

My academic Dean (c): Foul language, ever-changing information.

Provide minimal direction and do not back up what they express. It is important when meeting with faculty.

The jury is still out on this one.

Department Chair: Inconsistent. It is all about "politics." I believe everyone does what they can, but competent committed & ethical resonate as "platitudes" esp. the "ethics."

Too many homegrown administrators.

Recommendations

12. Academic program assessment has been a valuable use of resources.

Comments

*Process is much more onerous than necessary for outcomes received (very time and labor intensive, for results of "yes that would be nice but we don't have the resources to change/improve")
For the most part, a waste of time if done each fall. We spend the first 1/3 of the semesters on this. What a waste!*

Campus-wide – "3". In my department I think we are making the best of assessment.

It has been somewhat useful, but I believe it is mostly window-dressing due to the increasing "high schoolification" of universities. "Accountability" is a euphemism for "prescriptivism."

We never hear about any results. The document is written for the pleasure of the admin.

Assessment is mandatory, but not to the extent to which it has been required at Southeastern.

Assessment is for show not improvement.

Assessment reports are designed and implement to serve outsiders. They have no impact on decisions or quality control.

We have to make all these assessment reports each year and don't really see the need.

Very little real improvement in the quality of academic programs has been achieved by the long-history and extensive use of resources. It is largely a very expensive political device that justifies the salaries of a large number of administrators.

Total farce. Waste of time/resources. One on one or departmental review of individual faculty would be much more productive.

Assessment overkill – it's of limited effectiveness esp. as directed by national Teacher Ed accrediting agencies.

Assessment is meaningless, a joke, and a waste of everyone's time and the university's money.

When used by departments to implement necessary changes. Difficult to implement changes when departments are funded inadequately.

Writing and rewriting a document for a committee to read and "grade" every year so an administrator can "justify" his job is a major waste of faculty time – writing the report and serving on the committee. We collect data and do a program report for accreditation and that is a continuing effort that should be sufficient!

Through years of evaluation – nothing – experts and faculty agree – promises of support tied to reports – nothing happens.

Assessment is overemphasized.

Recommendations

Too time consuming and of little value. The process needs to be done rationally and effectively – the current processes need to be revamped.

Program assesment is useful but a review of the surveys should be conducted regularly to determine if questions should be revised to accurately capture data. Surveys should be validated.

Annual program evaluations are generally based on too little information to be of much value. Program information should be continuously collected, but conclusions and program recommendations should only occur over longer periods of time after sufficient information has accumulated. Current reports are little more than copies of previous reports updated with the most recent annual data.

The following four questions do not require numerical ratings:

1. What do you believe the University does well?

Because of faculty dedication, our students tend to receive a quality education.

Provide individual instruction in small classes to traditionally underserved populations. Many of our faculty are excellent, dedicated teachers who transform the lives of their students.

Teach.

Teaching.

The University does a relatively good job serving the non-academic interests of the students. And notwithstanding administrative indifferences/hostility, the quality of classroom instruction is generally good.

This University's faculty are excellent at teaching students.

Small classes – connecting with students.

There are many faculty and staff who, despite the working conditions, consistently give their best to facilitate students' learning and personal development.

Educate the students.

Educate students.

Hiring qualified faculty that care about their students.

Caring for our students.

Student-related issues, faculty : student ratios.

Provide effective, affordable education.

Teaches face-to-face with integrity.

Support the student at the expense of the student & faculty. There is a sense of entitlement, inflated grades and behaviorist thinking and approach to teaching that is disproportionate to the critical thinking and literacy facing teachers in the 21st Cent.

Academic support of student and handling of disabilities particularly on campus tutoring and Smart thinking.

It's strength is student services. I think SOSU does a good job in this respect.

Student services.

Customer service for students.

Recruitment efforts are done well.

Reaches out to local students.

Recruitment of prospective students.

Coddles students well.

Serve our students and community.

We have a couple of programs on campus that we should promote – naturally (Occupational Safety & Health and Aviation).

??? degrees are best asset. Safety, aviation, sciences etc.

We train future teachers very well; we have great programs in aviation and safety; and we do a good job in making a college degree available through the Bachelor of General Studies.

Offers votech programs that attract high numbers of students, like safety, aviation, and elementary education.

Internet opportunities are a great asset. The more we can utilize the internet the better.

-Prioritizes student needs

-Offers tuition at a reasonable price

-Recognizes accomplishments of students, faculty and staff via media

-Very welcoming and friendly campus that is student-oriented.

Have too many admin personnel who provide no benefit to students or faculty

Public relations.

Convince the public and regents that the institution has few problems.

Collaboration with tribal nations; teaching Indian languages.

It's pretty average at everything.

Self delusion!!

Self promotion.

Value hard work and creativity.

Academic Mission is largely fulfilled.

2. What do you believe the University could do better?

(Pertaining to both numbers 2 and 3) My biggest concerns are: 1.-Low academic rigor. My observation is the majority of classes are taught at a very low level. Students are accustomed to receiving high grades with little effort and are not prepared or pleased when really challenged; 2.-Scholarly expectations of the faculty are embarrassingly low. My observation is that most faculty do no more scholarly activity than that of a community college. This is a university by name, and research expectations and requirements should be higher, and followed.

Emphasize strong academic programs, respect shared governance, especially with respect to budget issues.

It should return to academic basics by acknowledging the very reason this institution exists. This should be accomplished by budgetary reallocations.

Improve overall quality of instruction. Better utilization of resources. Better communication of available resources to students.

Faculty who are coasting to retirement are a major obstacle to student learning.

Open itself out to the world, encouraging students, faculty, and administration to engage with and think of themselves in relationship to global rather than purely local communities.

Keep the focus on academics!

Keep the focus of the university on the student.

Offer more scholarship money in every department to attract the brightest and best.

Focus resources on academics rather than on peripheral concerns with external collaboration and non-academic programs.

Hire good teachers and keep them.

Respect and value faculty, commit to staffing programs with full-time, fully-qualified faculty.

Help to create or standardize teaching methods among professors.

Strive to give opportunities for faculty retraining with incentives for faculty to retrain and modify programs.

Allow faculty to teach, with less reporting.

Promote an environment that fully supports faculty scholarship in all departments.

Drop athletics as many schools have done to save money.

Sports program absenteeism should be reduced – no need for so many games, esp. in basketball and softball.

Value faculty. Improve existing facilities.

Maintenance of grounds and facilities.

Maintain facilities, promote good will with the faculty.

Educate students and maintain/create/repair classrooms.

Fix existing facilities instead of new ones we can't afford.

Facilities and property management.

Higher salaries for good staff/secretaries.

Compensate faculty as previously stated.

Pay the faculty more

Compensate faculty and staff (not administration) adequately. Increase faculty funding for travel to state and national conferences even when not making a presentation. Many faculty must receive annual continuing education in order to maintain licensure, accreditation, etc. Have to pay out of pocket when the university should assist as university and students benefit from such training and experience of faculty.

Market to North Texas Students.

We could do a better job of advertising ourselves. We are as invisible to the community as a water tower. Some cultural and scholastic fee money should be used to bring national level speakers and performers to campus to create a sense of excitement, creativity, and intellectual stimulation. This would attract attention not only in Durant, but perhaps even from the DFW area as well as Sherman. (in regards to #3 below) My concerns are detailed in my comments.

Improve the relationship between faculty and administration. Don't ask me how.

Raise and maintain standards. Undergraduate degree is more like high school....

Support faculty – shared governance – clarify vague policies – establish accountability for everyone in an equitable manner.

Provide better administrative leadership.

Certainly the Administrators could take the time to share the responsibility of governing the University. Faculty requests and input are not of concern to Administrators.

Address faculty / student concerns, communicate better with administration.

Adhere to Pol/Proc Manual; provide advocacy for faculty.

Everything.

Self criticism.

3. What are your concerns? Issues?

Requirements and quality of teaching is not uniform across Schools and Departments.

Academics are not a priority. There is no faculty governance, poor salaries and no real support for faculty who are declining in number as the administration grows. Students suffer as a result.

That we are moving too far away from a traditional liberal arts education.

The viability of JMSB given its current practices.

Lack of program quality when adjuncts are teaching all major coursework – Ardmore and McAlister

Lack of support for faculty who try to provide instruction and expect high levels of participation, preparation and effort from students. Lack of support for design in coursework and assessment.

Faculty online certification.

Lack of full-time faculty

Mentorship for new faculty. (in regards to number 4 below) see above. (teaching, maintenance, mentorship)

More smart classrooms.

Classroom appearance access to technology – all classrooms should be “smart classrooms.”

My main concern is the state of many of our buildings / facilities on campus.

Outdated facilities

Campus cleanliness, safety, faculty morale, grad inflation.

Salaries, quality of work environment.

1.-Increase faculty pay; 2.-Need major fundraising strategies; 3.-Why hasn't Glen Johnson helped us more? Where is his loyalty and commitment to SOSU? We need \$! Not his name on a building we couldn't afford.

Money for faculty development. (pertaining to #4 below, see #s 2 and 3)

Never seem to have enough funds in professional development and travel.

Need for salary, professional expenses and faculty-designated parking.

Faculty salary is way too low.

-Salary issues

-Lack of funding for faculty travel

Over the last decade, the tail has been wagging the dog. The number of faculty/academic positions has remained stagnant while the number of administrative and staff positions has increased significantly. The salaries for faculty have been stagnant while salaries for administrators/staff have increased significantly. And finally, this institution does not need to make any additional real estate purchases. The number of students has remained approximately the same while the size of the campus has almost doubled.

*Faculty and administration do not grow by reaching outside the area to bring in practices and ideas that would enable the University to grow and compete. Our members are too much "from around here" to be adaptable to change.**

SE has an unusual number of employees that are relatives. Some of this is unavoidable but I have never seen this much nepotism elsewhere.

Seeing too many faculty and admin. Promoted without merit. Not enough emphasis on what goes on in the classroom.

Administrative arrogance and a faculty that is fearful and mistrusting.

The administration below the President is more concerned with power and loyalty to itself than any concern for improvement of academics.

1.Shared governance does not exist here; 2.There is little respect for faculty who work hard for students and the University.

The distrust of the admin by some faculty in several departments.

-Faculty morale and lack of trust and respect between faculty and administration

All the "exceptions" to the rules for faculty and student. I trust good systems are in place, and when used probably work. This is a great place for not following rules because there seem to be no consequences, so people do what they keep on doing...

Too many administrators and it is too political. Southeastern is an educational institution not the House of Representatives.

Faculty morale, loss of quality faculty members.

Lack of trust. Lack of truthfulness.

Leadership. Salary issues.

Lack of consistency in leadership; lack of clear, consistent vision of mission (as opposed to mere focus on survival).

4. How can the University become more effective?

Bring everyone to the table, raise salaries to reflect quality of work, review management positions for relevancy and duplication of duties, build a big picture vision of the future where each person's hard work and excellence is recognized and rewarded and staff, faculty, administration can work together for the benefit of all.

Clear institutional priorities aligned with use of resources; aggressive, innovative pursuit of outside funding, including developing a culture of alumni giving (depending on state allocations will slowly kill us).

Remove all obstacles to a transparent administration.

Better communication about important issues. We hear virtually nothing from higher up anymore.

Realize that SE is a university and not a corporation. This means keeping the focus on academics, not administration or support. It means respecting real faculty governance. I wish that this survey would make a difference but I've been here too long. Nothing has changed, and I doubt it ever will.

Communicate. Tell the truth. Work together.

Stop playing political games and become a real university.

Must come from the top!!

Recommend solutions as much as identify problems.

Focus resources in support of all academic programs. Limit or pull back from expensive efforts to service a very few.

- 1. Listen to, respect, and value faculty and what we do.*
- 2. Allow faculty to do what faculty is supposed to do.*
- 3. Reduce the number of administrators.*
- 4. Reduce the salaries of administrators – why do we need 3 Academic Vice-Presidents?*

Reduce administrative costs.

-Offer better discounts for faculty/staff on tuition and fees (including their immediate family members)

-Increase salaries (with the exception of administration)

-Offer designated parking for faculty and staff, free of charge

-Improve facilities, particularly in Morrison Building

-Recruit students from outside of the local area

-Hire additional full-time faculty

-Allow Faculty Senate to have a stronger voice and really foster trust and mutual respect w/ admin

-Keep web site updated, current and user-friendly

-Stop asking too much of faculty and staff (without adequately compensating them)

-Require administrators and higher level staff to obtain a doctorate within specified time period. (Part of morale and respect issue) when faculty with doctorates given less authority than some higher level staff/administrators without terminal degrees, problems are likely to occur.

-When faculty/staff do not receive a pay raise, administration absolutely should NOT! This will help improve morale, respect and trust.

Involve students and faculty in admin decisions. De-stress pub and research, i.e. decide whether it's a teaching OR a research institution and promote the decision.

*-Fund raising (which is difficult).
-Facility upkeep.
-Lawn maintenance.
-Follow through on commitments.*

Promote faculty, and recruit quality faculty with pay.

1. Perhaps the University could listen to students who have ideas or complaints that would improve SOSU; 2. There should be less hiring from within the University and move actual diversity on campus. Outside talent would serve the University and students. New ideas seem to be lacking at the present time.

1.-Encourage more diversity on campus. Lead, not follow; 2.-Diversity council is negligent in not getting broader protections for gay and transgender faculty. Way overdue in 2010.

Become leaders in Southern OK and Northern TX in quality programs.

By embracing and supporting online education and faculty compensation.

We live in a blue collar region community and yet our admission standards are the opposite. We should open our admission opportunities up help increase enrollment.

Objective standards that can be used to judge the quality of instruction should be developed.

No comment.

With respect to budgetary issues, form a committee of faculty and staff which will prioritize facility improvements. Form another committee to oversee the whole budget. The budget for the university must be made more transparent.

Clean house below the President and get in new blood with experience in real universities not here.

*Really think if the "good ole' boy" network or system undermines the general "spirit morale" and sends the wrong message to the faculty and students in general. The hard decisions are not being made for the greater good, but perhaps just the good of individuals. **Ex M. Kallam.***

Replace McMillan and Weiner; they are detrimental. SE can do better!