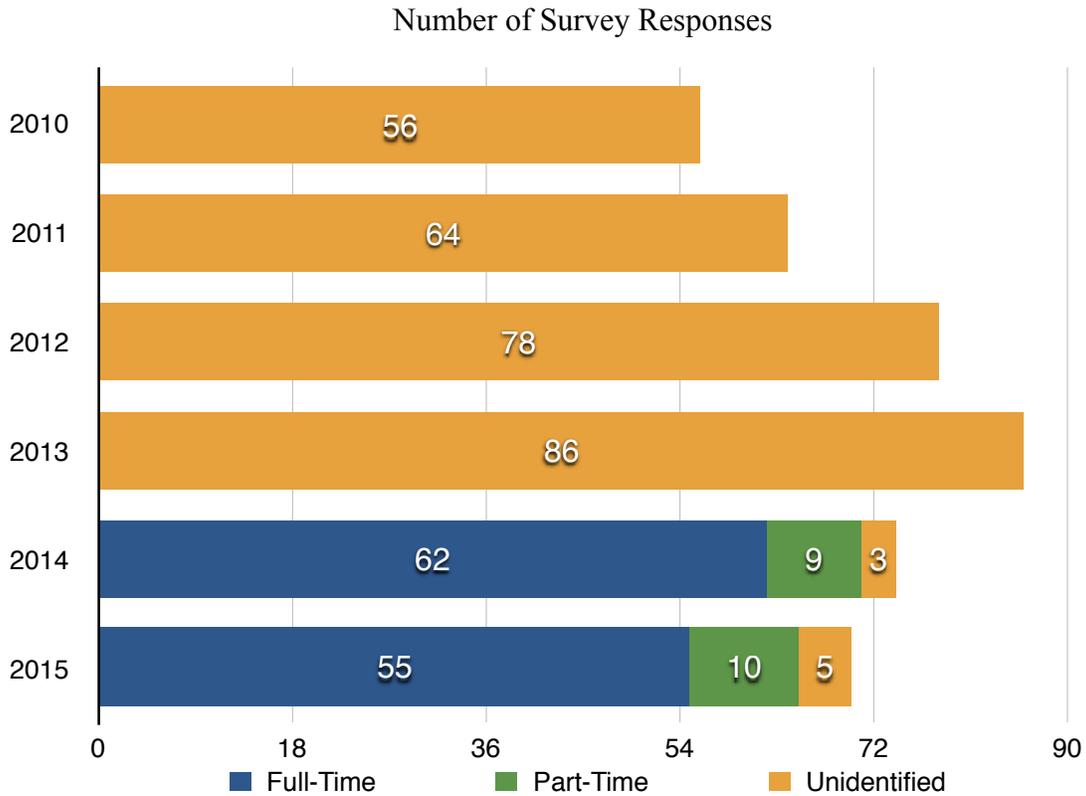


# 2015 Faculty Senate Survey

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 the version of this report posted on the publicly-viewable Faculty Senate website will not contain the responses to open-ended questions, only numerical data and brief summary comments. Hardcopies of this version of the report (which includes all the responses) will be sent to the University President, Vice President for Academic Affairs, and the Executive Dean for Academic Affairs. Electronic copies of the full report will be sent to the Executive Committee of the Faculty Senate and a 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.

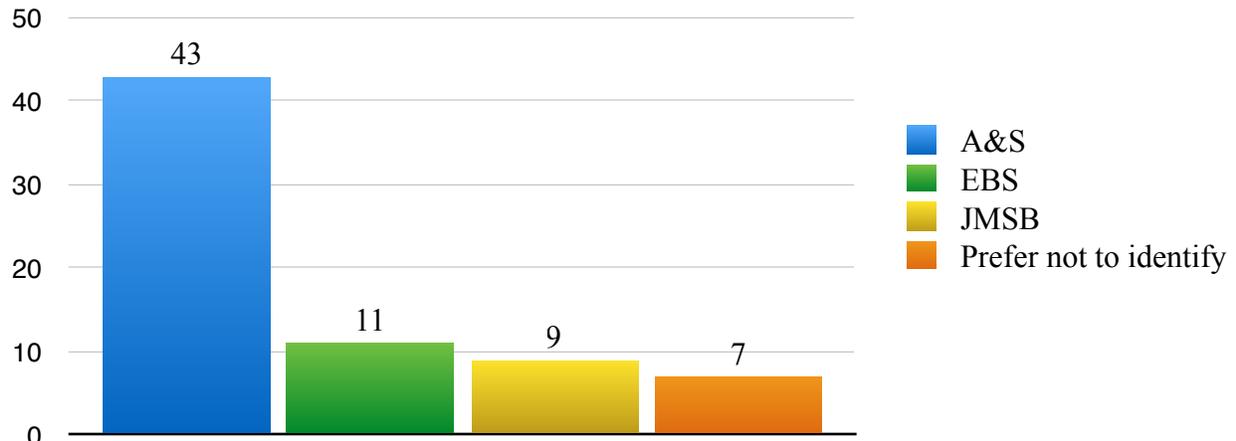
## List of Survey Items

Questions that are new are denoted with an asterix; questions that have been asked previously but had their phrasing changed are denoted with a double asterix.

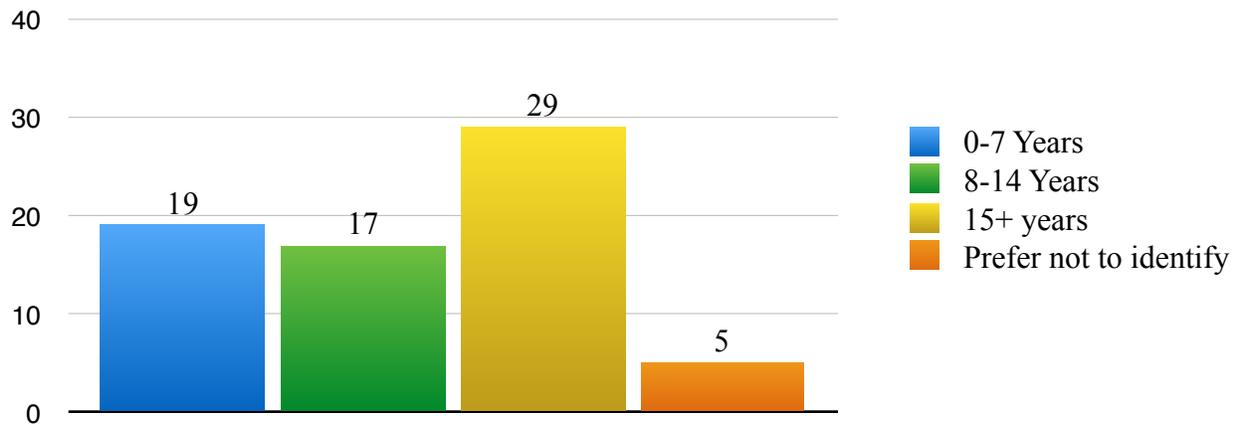
- 1) What is your academic school? - page 5
- 2) How many years have you been at Southeastern? - page 5
- 3) What type of faculty are you? - page 5
- 4) The morale of the faculty is:\*\* (refers to current morale) - page 6
- 5) I feel that the morale of the faculty is:\*\* (refers to change in morale) - page 7
- 6) What factors are raising faculty morale at Southeastern? (open-ended) - page 8
- 7) What factors are lowering faculty morale at Southeastern? (open-ended) - page 10
- 8) I feel that Southeastern does enough to retain quality faculty. - page 13
- 9) Shared governance at Southeastern currently fosters mutual respect and trust between faculty and the administration. - page 16
- 10) We have held 7 Shared Governance Forums in a new format since 2012. How many have you attended? - page 18
- 11) The Shared Governance Forums and their new format have been useful in conveying information between faculty and the administration. - page 19
- 12) The Shared Governance Forums and their new format have helped the faculty and administration work on various issues of concern.- page 21
- 13) The administration solicits faculty input when creating or revising policies that directly affect student learning. - page 23
- 14) The administration solicits faculty input when creating or revising policies that directly affect me as a faculty member. - page 25
- 15) Funding for faculty travel is adequate. - page 27
- 16) Funding for faculty travel (allocation and reimbursement) is administered fairly and efficiently. - page 29
- 17) If new money becomes available for faculty salaries, the principle behind the allocation should be: - page 31
- 18) The University devotes enough of its resources in support of academic instruction and spends them efficiently. - page 33
- 19) The University devotes enough of its resources in support of student services and spends them efficiently. - page 35
- 20) The University devotes enough of its resources to support administration and spends them efficiently. - page 37

- 21) The University devotes enough of its resources to support its facilities and spends them efficiently. - page 39
- 22) The University devotes enough of its resources to keep instructional technologies both current and widely available. - page 41
- 23) The University's balance between distance/online learning and traditional face to face instruction is: - page 43
- 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 45
- 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 45
- 26) The tenure and promotion process that went into effect last year has been fairly administered. - page 46
- 27) The tenure and promotion process that went into effect last year is: (comparison to old process) - page 46
- 28) Effective leadership is provided by the President. - page 48
- 29) Effective leadership is provided by the Academic Vice-President. - page 51
- 30) Effective leadership is provided by the Executive Dean for Academic Affairs (previously known as Dean of Instruction) - page 53
- 31) Academic program assessment provides valuable information to our faculty. - page 55
- 32) How well does the University fulfill its mission: - page 57
- 33) I believe the Faculty Senate works on issues that are important to me as a faculty member. - page 59
- 34) The activities of the Faculty Senate are effectively communicated to the faculty. - page 61
- 35) Would you be interested in serving on the Faculty Senate in the future? Why or why not? - page 63
- 36) The Faculty Symposium during the week before school was useful for faculty. - page 65
- 37) The Faculty Symposium during the week before school was an appropriate length. - page 68
- 38) What do you think the University does well? (open-ended) - page 71
- 39) What do you think the University could do better? (open-ended) - page 73
- 40) What items should the Faculty Senate be working on in the next few years? (open-ended) - page 75

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

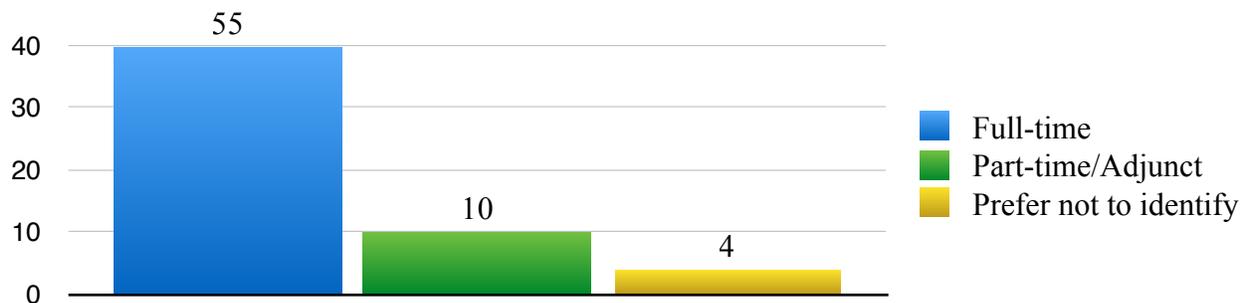


### Question 2: How many years have you been at Southeastern?

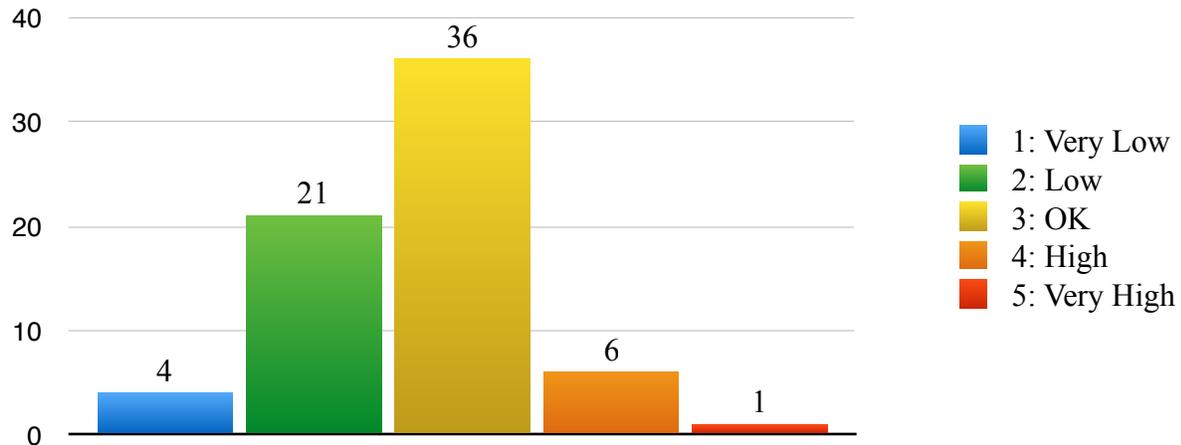


Note: The respondents in JMSB appear to be a somewhat different group in 2015 than 2014; last year 5 out of 12 JMSB faculty responding were in the 15+ category, but in 2015 only 1 JMSB faculty member out of 9 reported 15+ years at Southeastern.

### 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%  |

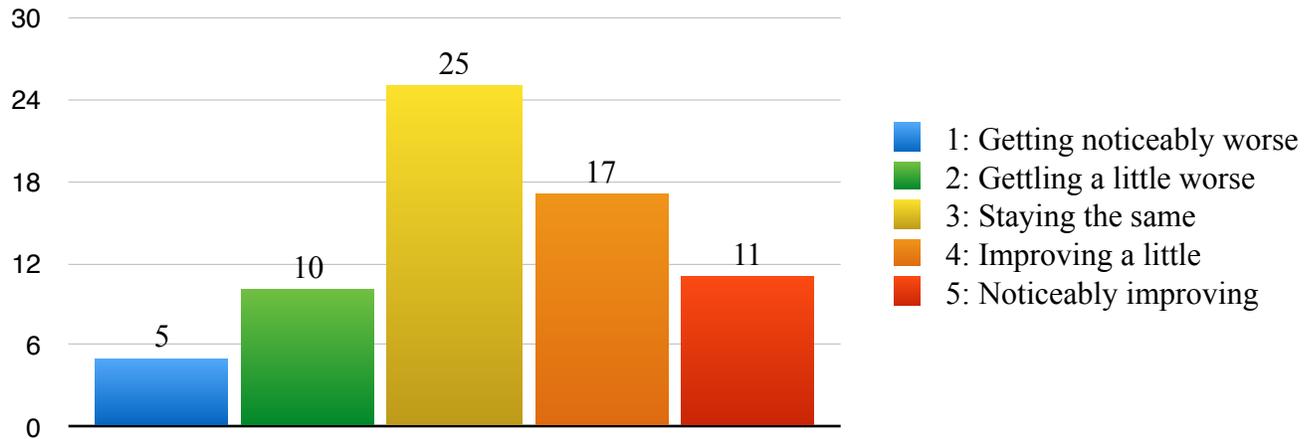
Notes:

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 6: What factors are raising faculty morale at Southeastern? (open ended)

President Burrage makes actual personal contact with faculty. He actually visited my building-- the first President in my long tenure at Southeastern to do that. He is visible on campus and at activities often. He exhibits the attitude that he has "bought into" faculty and students.

None

Hope in changes under the new president.

Starting at about 2012, the administration began to recognize that things had gone terribly awry (on tenure and promotion, shared governance, academic freedom, a rogue dean, disregard for following policy, inept communication, and a general disrespect for faculty). This recognition was prompted by the work, and documented demands from the faculty senate and the SE AAUP chapter. Co-operative efforts between administration began and tangible gains on all these matters were achieved. President Burrage's efforts at open dialogue with the faculty senate and AAUP have built on these gains, as has the visioning process. The recent decision to offer health insurance to some adjuncts is an admirable step in the right direction. Making this an official policy for all adjuncts teaching a 75% load would be welcomed and applauded. Let's do it!

Full classrooms with interesting, dedicated learners in every class

The University is a stable, safe and predictable place to work. There is comfort, especially from long-term employees, with maintaining the standard operations and procedures. They are easy to replicate and cause little heartburn.

Hoping that the new President will make some much-needed changes

Hope that a new President may lead to positive changes.

Collaboration

More open style of presidential leadership.

The poor treatment of faculty.

Shared governance is at an all-time high and continues to increase.

New president, possibly bringing in new ideas and not being so "micromanagey"

The potential to make a change in the near future

Hope with a new president.

Better relations with administration

The new president appears to be very involved and supportive of faculty from what I have observed.

President Burrage

New President

More funds availability.

New president

Admin. being seen on campus. Good events being hosted.

New president

The new president

Hope for our new University President's leadership to straighten out the mess we are in today at SE; All basically do their own thing without guidance. No consideration of Policy and Procedure. Website needs a new look and information updated!

A new President that might stay with hope for some new ideas and fixes to lingering old issues.

Hope for new leadership

None that I can see.

New president may bring new ideas and ways of doing things.

President Burrage

No more Larry Minks. President Burrage's attitude and honesty is refreshing so far.

Faculty have chosen to perceive their situations as being better.

Recognition of faculty contributions to constituent learning success.

Leadership from new President Burrage. Some of the changes in administration. More need to occur.

Renewed hope in response to the new president's openness and excitement.

President Burrage's positive attitude and openness.

New president might be doing this. I haven't seen any change in the time I have been here.

President Burrage

Having more voice.

We have high expectations for the new President. President Burrage has been inspiring in his brief time here and his leadership style is a catalyst for change.

New President

The openness of the new president

The new spirit of recruitment and forward thinking with regard to vision and purpose.

President Burrage's attitude and openness has helped a lot, as have the efforts of the Faculty Senate.

Question 7 comments: What factors are lowering faculty morale at Southeastern?  
(open ended)

Lack of raises.

Our inability to hire faculty in areas that are sorely needed; too much paperwork falls upon faculty--sometimes overruns teaching, which should be a first priority

Years of no raises, no respect from administration, micromanaging by academic vice president to the point of telling department how to offer courses and who will and will not teach them, lack of upkeep of facilities, etc.

Uncertainty about the future.

Poor pay across the board continues to be a problem.

Maintaining standard operations and procedures for a long period of time - without reflection, can cause thought processes to stagnate. New ideas can be deemed the enemy with little consideration to the merit of those ideas....the TTWWADI effect.(That's the way we've always done it.)

Budget concerns

Uncertainty ; Lack of direction

Work loads seem to be increasing a bit but salaries have been stagnant for quite some time.

The Dean is still here and operating with no oversight

Lack of communication or say in things, plus the constant budget uncertainty.

Salaries are much too low except for the business faculty

Administration has to spend a lot of time on factors unrelated to student and faculty success.

Administration

A sense of drifting from the academic purpose of a university

The fact that we have a DoJ investigation hanging over us thanks to the alleged actions of two administrators. The fact that we have been 'doing more with less' since I've been here (about 15 years).

The administration being thinking to change but doing little. The way some faculty members were treated is quite discouraging.

Heavy workload, low salaries

Work. Load

It appears that the relationship between faculty and other aspects of administration is not very positive.

Faculty Pay. Increased workloads.

Low salaries; non-replacement of key faculty, resulting in heavier loads

Unfilled faculty slots.

Not enough being done soon enough, low enrollment, no raises, need I go on?

Some departments work well together, some do not and those departments need more guidance. We have a lot of "we have always done it this way" within the faculty population.

Pay

Frustrating at slow response time and lack of understanding at Admin Level.

Low salaries

Communication Breakdown; Lack of Leadership Direction; Lack of Logic in Decisions; Lack of Respect and Consideration to Adjunct Faculty. In fact, RESPECT all from upper to lower Janitorial. Appreciate those who clean up after you. All employees are important to the success of any business or organization. Many if not all Departments look only at themselves and their turf instead of stepping outside their comfort zone for the betterment of the University as a whole. This WEAK organization would be eaten alive in the real business world.

State budget issues that will make it harder for SE to operate.

For people outside of the Business School, the worst salaries in the nation, especially for full professors. Its been almost a decade since the salary card was adjusted, and senior faculty are in the worst position relative to other universities. The faculty worry about the quality of online education.

Incompetence. Lack of knowledge on how to run a university. Politician should stay politicians, and stay out of higher education.

Huge dichotomy in pay. Some faculty who have been here for many years make half of what faculty in some schools make. Faculty are being paid off the salary card, but the rest in the trenches have not had a pay raise in YEARS! Also inability to hire replacement faculty for those who have retired!

Federal lawsuit brought about by poor decision making by administrators, but not on Burrage's watch.

The Rachel Tudor suit is a problem for morale. I don't know the merits of the case, but if the Justice Department wins, it will hurt higher ed in Ok and SE in particular. On the other hand, it may bring about some needed changes.

Budget problems. Pay disparity. Too many administrators, not enough faculty in some departments.

Constant erosion of public funding.

Oklahoma's revenue situation.

Lack of replacement faculty. Lack of leadership (in process of changing I feel). Salaries lagging between university standards and gap between JMSB and the rest of the university faculty with no hope for improvement based on current budget and spending model.

The treatment of employees

Too much admin - little interaction and almost no leadership from admin - veil of secrecy from admin and even at dept level, i.e., lack of transparency - too much minor stuff like reports that never get read and only seem to justify the existence of administrators - academic freedom encroachments - too much effort to standardize faculty, in which case teachers will not be needed, but course facilitators will handle "instruction" especially online

Continuing inaction and especially division emanating from the VPAA and EDAA

Slow-downs on things that should be smooth sailing. An example is Foundation funds and the way faculty can access them now that is slow and cumbersome.

Continued tight finances; excessive demands for assessment and other paperwork and meetings that don't seem to go anywhere.

Communication Skills are lacking

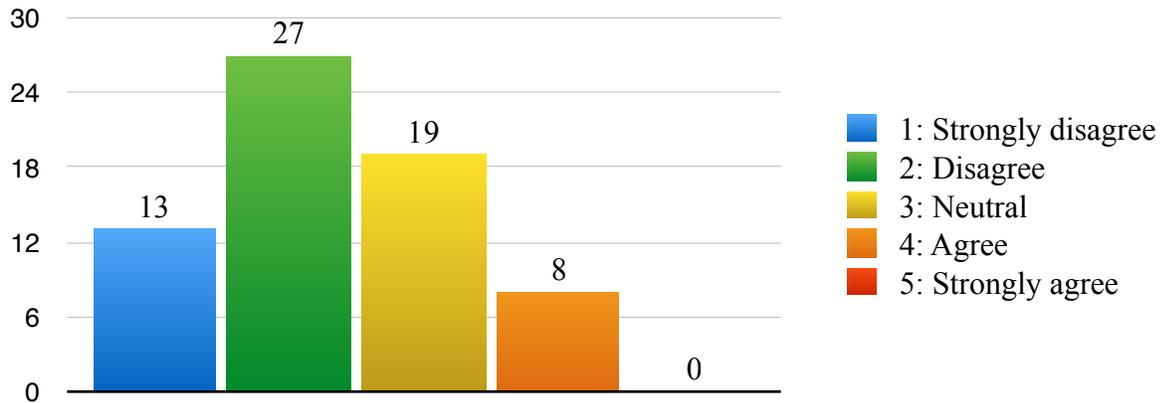
Professional jealousy.

Continued feeling that administrators are too powerful and controlling.

pay - as always

Budget issues and faculty compensation.

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

While Southeastern has a number of high-quality faculty, only "special" ones are compensated well. Others stay because of family in the area or children at a crucial year in school, etc.

The systemic roadblocks hampering innovation encourage engaged and energetic faculty to find jobs elsewhere.

Pay and workload continues to be a problem. While there is much to be admired for those who go "over and above" (e.g. some department chairs), the elevation of this "quantitative industrial model" (more is better) to an ideal is inimical to quality work, and such a model is more befitting a factory of old than a university.

I'm still here and I think of myself as "quality faculty"

Need to hire more from outside Durant and relatives and alumni.

Faculty salaries are way too low to retain quality faculty.

With the increasing reliance on adjunct labor, getting and retaining good faculty is going to be increasingly difficult.

The university must realize that quality faculty would only stay for good reasons: good, friendly, and stable environment, competitive compensation, recognition of their efforts in maintaining and improving their quality, and incentives to encourage quality works, to name a few. However, the university seems to provide very little in any of the above at this point.

Need mentoring program

The case of the transgendered faculty member not being approved for tenure despite support from her faculty committee and chair was very disconcerting. I was not working here during that time and I was unaware of this case when I came to work here so I expect that I do not know the full story about that faculty member. However, if what is being alleged is true, it does not reflect positively on the university's efforts to retain quality faculty.

generally below market salaries; no merit salary system

I think people stay here mostly out of loyalty....they are from the area, like the students and the great people we work with

We are NOT a business; We are a service providing education.

Poorly paid even compared with our state peers.

Retaining is one thing, but we can't attract the best faculty in the first place. We need faculty from national universities outside of the immediate area.

Southeastern has never tried to retain qualified faculty. In fact, SE seems to be proud in hiring SE graduates. That inhibits growth and knowledge about the world in general.

As faculty are leaving and retiring and not being replaced with quality faculty, we are diluting our academic disciplines with adjuncts, many of whom are barely qualified to teach in the area they are hired in. We need to be able to hire tenure track faculty! Somehow the fact that an assistant professor would not be paid as much as a full professor who had been here for 20+ years does not compute.

Pay continues to lag not only nationally, but also in terms of regional schools. Administration voices this as a concern, but little to no action is taken.

Very few incentives for faculty that are post-tenure and promotion. Pay disparity has me concerned about my long-term financial ability to stay here.

If we are to increase our online academic presence, then either a technical team is needed to provide the technical resources with which to prepare quality online courses (full time graphics artist, a programmer, instructional designer, etc) or funds are needed to send individual faculty to more advanced training.

Nobody seems to care if we leave or stay, favoritism is running rampant, tenure process is unclear

Until the divisive and corrosive effects of the VPAA and EDAA are addressed, the faculty will continue to feel intimidated, un-empowered, and be too timid to actively begin to reimagine and reignite SE future.

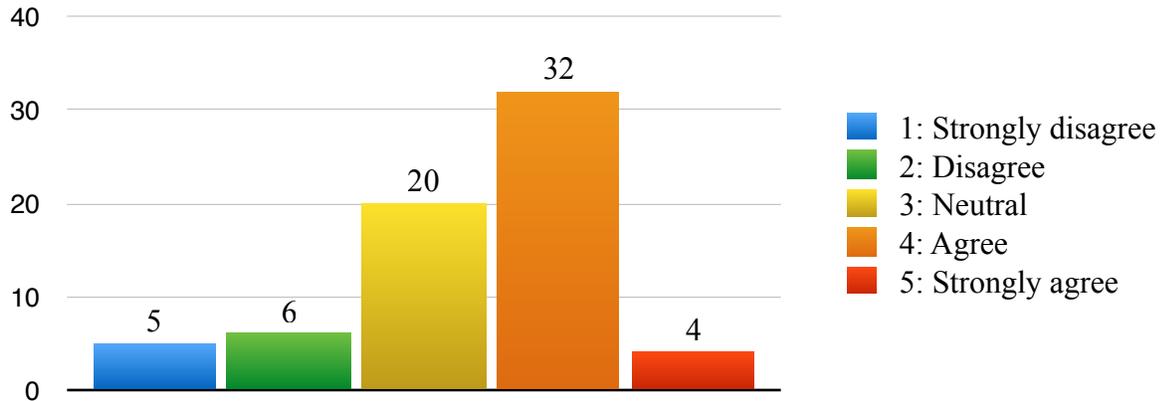
I think we could do more in terms of better pay.

I think things are improving, but more needs to be done to encourage faculty to stay. Incentives like stipends for travel, better raises, more building improvement, etc.

Pay - severe salary compression for those who are on the salary card

While there has been some much-needed focus on professional development (particularly travel), in the long run the fact that we pay so much less than our sister and similar institutions makes it slowly more difficult to justify staying at SE if you have other options.

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

Things have been improving; I hope they will continue to do so.

Things are getting better. The issue of post-tenure review is revealing a small pocket of misinformed resistance that poses a very real threat to the gains achieved in the last few years by cooperative efforts between the faculty senate, AAUP and the administration. Statements are being circulated and promoted that are--politely put--misinformation: about the role and function of the Academic Council in the shared governance structure (see the flow chart in APPM 3.9), about inconsistencies (or as was said at the shared governance forum, contradictions) between RUSO policy and the proposed post-tenure review policy (the policies are thoroughly consistent); claims that department chairs are the "representatives" of faculty (for the department, yes, but not for faculty university wide that is the faculty senate's role). It is not difficult to recognize where this misinformation is originating and who is promoting it. This "movement" (if you can call a handful of people a movement) is operating and promoting claims that are patently false regarding SE policy (i.e. APPM), demonstrate a misunderstanding (which may or may not be intentional) of the time-proven concepts and practices of tenure, academic freedom, and shared governance. The efforts of this small group--if unchecked--is a recipe for concentration of power, favoritism, patronage, and the promotion of an industrial model that is not fitting for a university. Let us pray, that our policy (which is informed by and in many places includes--verbatim--AAUP principles) is our guide. If, on the other hand, this becomes an all out political battle: I'm game.

Greatly improved

Seems to be improving

More so now than in the past, but effective change is the hard part.

Better than before.

Governance at SE is a croc. Both faculty and administration just go through the motions so that they can provide evidence to accrediting agencies that we are pretending to do it.

It has improved in the last 2 years, but mainly because the lack of it has resulted in lawsuits and animosity. The Faculty Senate new found strength and aggressiveness has improved shared governance. The AAUP chapter has helped improve this situation. In the past, administrators dismissed faculty input, but they do so at their peril. If we hadn't been sued and from other problems, I doubt this would have changed.

I feel that 3-5 faculty are guiding almost every discussion or task that FS takes on. I know several faculty that submitted input for the PTR process and those suggestions or comments were ignored.

If faculty has an idea: if admin agrees it's called shared governance, if admin doesn't agree, it's ignored

It has been getting progressively better over the past three years, and seems to be getting even better this past year.

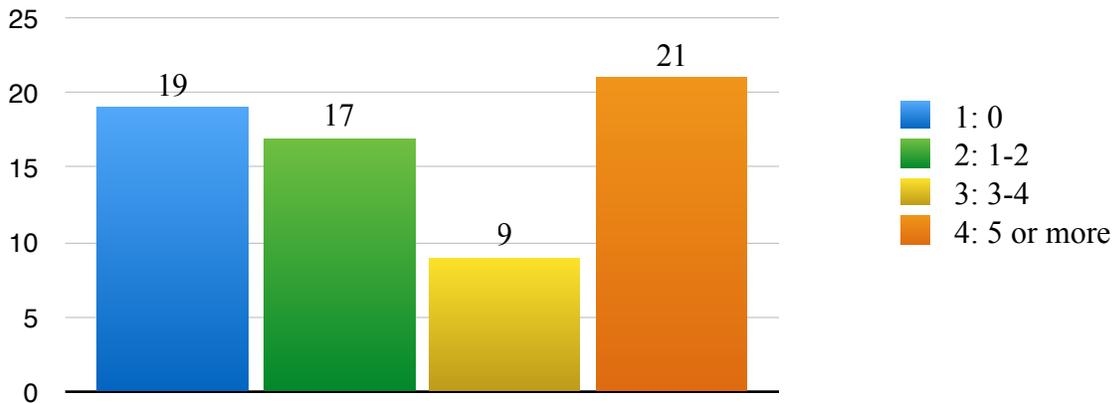
I think we are making some progress. However, last Friday's meeting about post-tenure review showed we still have some distrust between some faculty and some administrators.

To often each side be it faculty, or administration: want to blame the other for problems on campus. This is a self-defeating issue. It allows you to blame one another but there is no resolution to problems on campus.

Hitting its stride

I think there has been a lot of improvement in this over the last few years, and has only accelerated in President Burrage's first year.

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

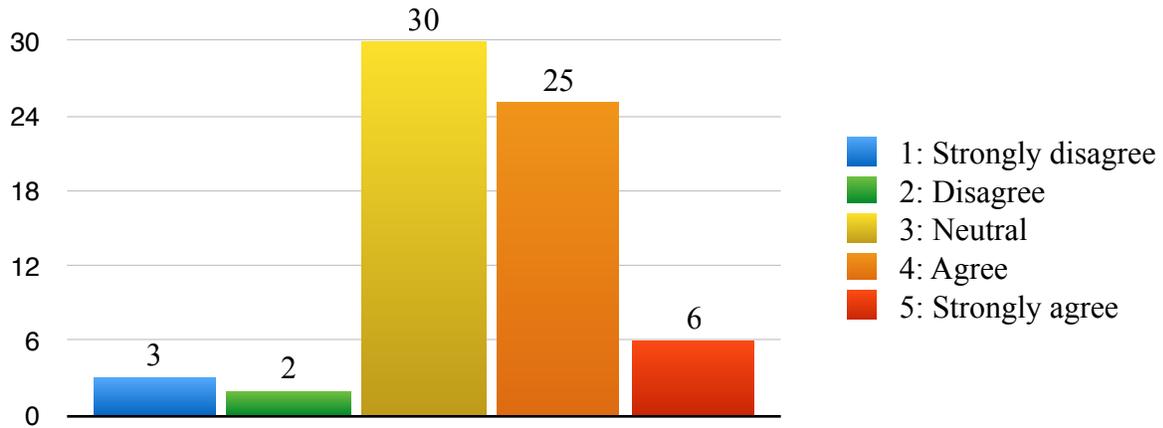


Notes:

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

Scheduling of sessions has prevented my attending all of them. Even though information may be conveyed, few faculty concerns have been addressed.

My fellow faculty--attend, participate!

I think it does a good job of letting other faculty who are not part of the inner circle of the Faculty Senate find out what is going on, if they cannot attend Faculty Senate meetings..

I am in the sciences and often wind up in lab when Shared Governance meetings happen.

I get all the information I need without the forums

Are faculty unable to participate due to time of such forums? Are all departments represented at forum? If so, why not share information with those unable to attend forum?

It is very difficult to attend these sessions when they are always scheduled at times when faculty are teaching classes. We don't have the ability to attend without bailing out on the classes we are paid to teach.

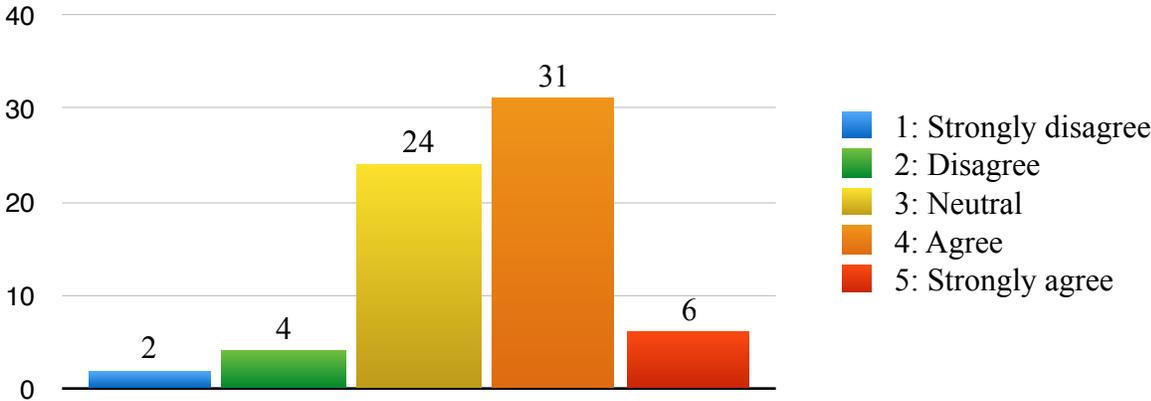
Several of the questions that were asked of administration got a "we will have to check that fact or number and get back with you" response. Never have heard the follow up to those questions.

Sometimes the ones I have seen seem like an effort to give the admin something to do - little effectiveness and little results seem to materialize.

I don't attend these.

I think the news about health insurance was great to get out, and the information on the marketing position and post-tenure review was good to get out as well.

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

The record of achievement is clear--for those who take the time to attend and do their homework. Someone asked at the last forum, "Are there changes to P & T that I'm not aware of?" Yes! Do your homework! The faculty senate website includes a thorough documentation of the developments and improvements that have occurred these last several years. Including the initiation of the forums in 2012--this was a major achievement. Compare the scripted administrative-centric "forums" of old, and the years (2007--2012) when there were no forums!

Have seen discussions, but not so much actions.

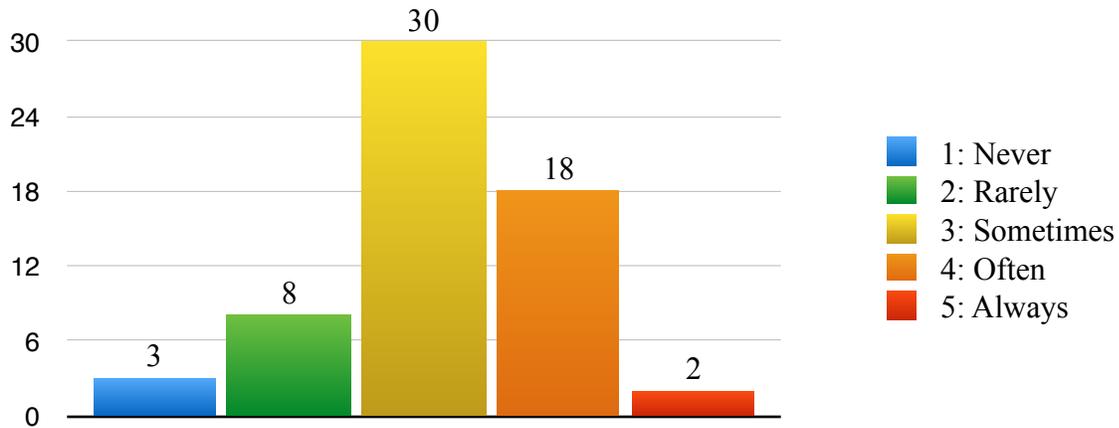
I have observed this through Faculty Senate Agendas and Meeting Summaries received through email.

We need suggestions from FS to administration. Administration needs to set policy that reflects the direction of the university - regardless of if it agrees or disagrees with FS. We have had way too much review of items by FS in which Admin should have set a policy and let us do our jobs.

I think more progress might have been made if Faculty Senators could find a way to work from a less defensive position.

It's not the forums so much - it's the work done painstakingly before and after.

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

Perhaps input from a few "chosen" faculty has been solicited, but certainly never the faculty as a whole.

Feedback is occasionally solicited, but it is often not clear whether/how such feedback is incorporated into decision making.

It is getting better.

I cannot think of a single example of this.

The real question is, do they pay attention to faculty input? It seems like they're good at listening to us but not so good at implementing.

I do not know; should be an option

I see improvement

Past administrations have solicited input then continued on the path previously chosen. President Burrage appears different. Hope so.

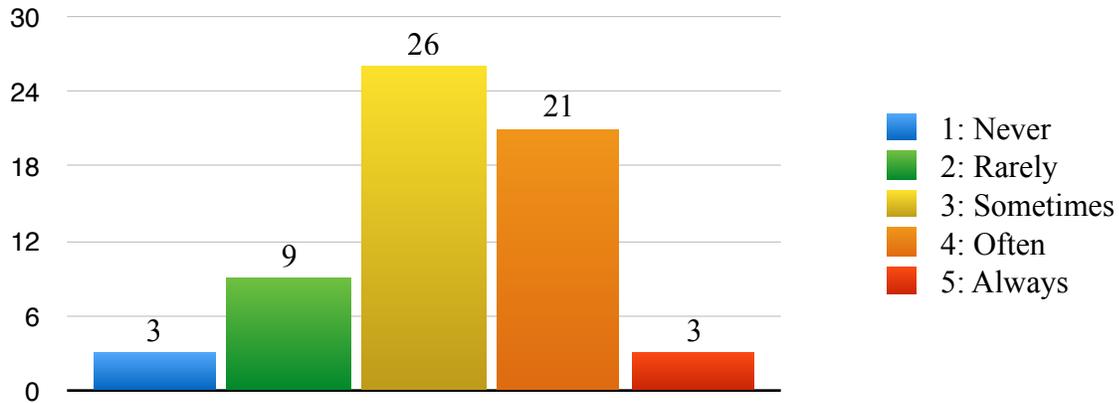
I can't recall ever being asked about this topic. Faculty are often at the receiving end of policies without our input.

Maybe too much so, but yes.

What little input is sought is limited and usually solicited from "chosen faculty." We have rarely, if ever, had the opportunity to have broad conversations or policies about student learning.

There has been an uptick in this recently, especially with the Academic Visioning process.

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

I would make a distinction here: fiats seem to come from the dean out of nowhere, which often betray a lack of understanding of what is happening on a day-to-day level with most faculty. I think that these are often responses to isolated incidents, but do not take the bigger picture into account.

Much better

Am guardedly optimistic about the Post-Tenure Review process

I do not know; should be an option

This may be done through Faculty Senate without directly going to faculty?

Faculty Senate

I see improvement

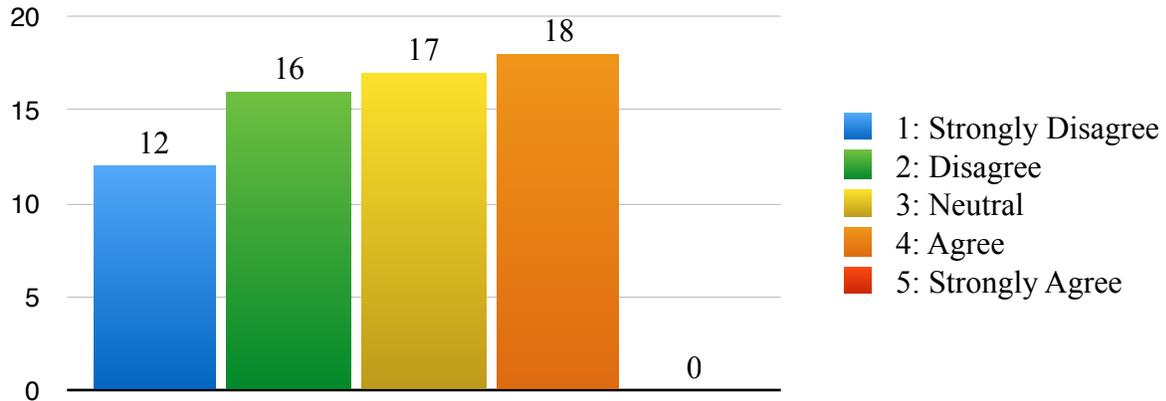
Only through Faculty Senate and rarely otherwise.

Tricky--on the one hand faculty have been involved in revision to the APPM. Yet, as to teaching, directives come from on high without possibilities for clarification, let alone explanation--for example, the recent decree that we can no longer have drop tests.

This is now more frequent with an active Senate and AAUP chapter

This has been steadily increasing in the last few years and is a welcome change.

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 15 comments: Funding for faculty travel is adequate

Obtaining travel money is burdensome and at time of reimbursement actually stressful.

While adequate, I think it should be apportioned differently. Requiring the 25% match adversely affects lower-paid faculty in departments without independent sources of funding. Better to have a set amount for all faculty, e.g. \$1000 that can be used to cover the entire cost of a nearby conference, or part of a far-away one.

It has never been "adequate" in my 35+ years of experience in higher education

The dollar amounts are improving, but if I get accepted to attend a summer workshop or meeting in mid- or late spring, it is much too late to apply to any of the current faculty development funds for assistance.

It's better now that money is available through Bryon Clark.

Funding for faculty travel has only recently increased to an adequate level.

It seems that the funding in this matter has diminished.

Support could always be better, but is likely sufficient for the average level of faculty research activity.

Some improvement shown.

It's horrible.

Not only is funding inadequate, the rules are archaic. For example, if you drive when you could fly, you are paid the airfare only although if you had flown they would have paid the mileage to and from the airport, the airfare, transportation to and from the hotel, and airport parking which totals to more than just paying the mileage to drive. If the goal is to save money, then why not structure travel in a more realistic way?

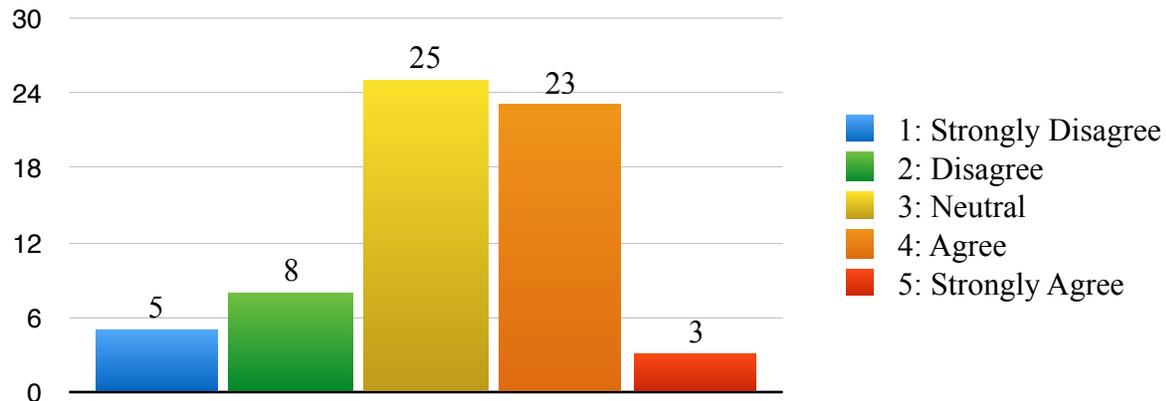
I can't get funding to attend major national or international conferences. I pay for state/regional conferences out of my pocket.

I think there is some wasted funding on travel.

I used to travel internationally every year. I have changed to every other year because I can't afford to pay out of pocket in the amount required year after year. Also, my trips were usually in the summer, making funding difficult.

The additional money given to travel recently has been much-needed, but there's still some ways to go.

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

Allocation is fair. Reimbursement is byzantine. I understand that an effort was made to improve things, but the hoops required to use the procard are such that I'm just going to keep doing it the old way, with reimbursements.

Haven't seen any reports from Dr. Clark's office.

I know the procedure is in transition, and am glad to see a potential improvement. However, to successfully implement the new procedure, all the frontline staff should be on the same page. To date, it does not seem to be the case.

Still very challenging compared to what happens at other Universities. I do appreciate some of the recent improvements, but still feel that faculty are always "in trouble" even though it is a very small number of people doing anything intentionally wrong.

Fortunately I can afford to float the expenses while the business office argues with me over how many free cups of coffee I received at the conference. Others can't and it is just short of a crime in the way it is handled. I would also suggest some customer service training for Walkup's office personnel.

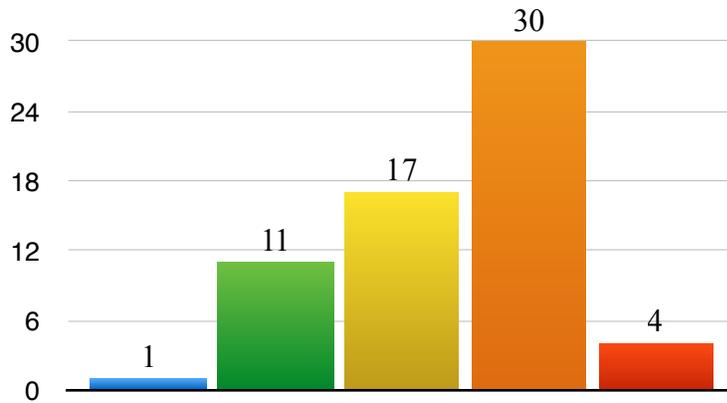
I think there is a lot of personal bias in this process.

I find it confusing.

Fairly perhaps, but not efficiently. This should be two questions I think.

I think the new travel process will make things better, although it will be easier to tell for sure after everything's been in place for a year.

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

All salaries should be brought up to regional/comparable school averages.

If money is allocated on a discipline-by-discipline basis, it will increase the gap between those in the School of Business and computer science and the rest of the faculty. These two areas are already paid more because of "what they could make outside in the 'real' world". That same consideration is not given to faculty in other areas who could also make significantly greater salaries in the "world off campus".

The current level of salary compression encourages our best faculty to leave.

New funds should be distributed based on Student Contact Hours. The more students a faculty member teaches should be a part of the consideration for compensation increases. Some faculty are necessary for GenEd and experience high student enrollment because of the GenEd requirements, not because that faculty member is excellent and not because the department graduation numbers are being maintained or increasing. The old way of "everyone gets the same percentage of increase" needs to be abandoned for a more compelling calculation that awards student retention, high numbers in classes, and growth of academic programs.

Merit increases should be the goal.

Adjunct pay is not adequate

Money should be set aside to hire tenure-track people rather than more adjuncts. I'd rather see more TT positions than receive a raise myself.

While everyone should have an increase to keep up with inflation, some funding may be performance based to encourage high quality scholarly activities, in order to retain quality faculty.

Merit should be a factor, also.

#3 and #4 rank and discipline

If I could choose both 3 and 4 I would.

The faculty pay card punishes senior faculty, who fare worse than other ranks against their peers.

I chose #3, but I feel that if you look at salary averages for SE it is grossly inflated by faculty being paid off the salary card because their disciplines and or benefactor allow it. Instead average the rest of us in the trenches separately. I am paid way below the supposed average salary at SE! And I am a full professor and have been here many years.

Merit based needs consideration.

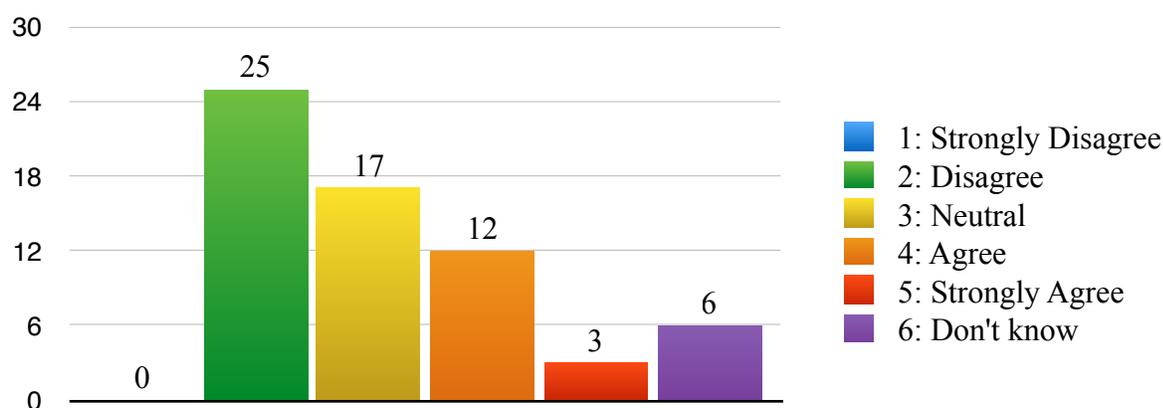
Since most of us are under national averages, we must improve to at least the national average.

Time for the salary card to go away. We will never attract the best faculty in high demand areas with the presence of the salary card. It is a simple fact of life that some areas are in higher demand and warrant a higher salary.

The "salary card" is only a guide. It seems to be overridden at the admin's whim.

We must NOT attempt a discipline by discipline approach to remedying the salary problem--it will cause corrosive infighting and resentment.

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

Percentage-wise, we look pretty good re: allocation. But they are not spent efficiently. We need more coordination and cooperation to avoid/reduce redundancies, minimize turf wars, and escape the constant refrain of "we've always done it that way."

Technology in the classroom needs significant upgrade

My feeling is that the university devotes too few of its resources in support of academic instruction.

Hard to know.

Classroom equipments are not up-to-date.

Generally agree, but continued upgrading of computers is strongly encouraged.

Much better than in the past. Not sure about the efficiently part.

Is it poor use of resources or just not enough resources? Either way, the lack of resources does hurt the educational quality

The University only views academic instruction in terms of technological resources, not the actual teacher. We need a university-wide policy of mentoring and peer-review of instruction.

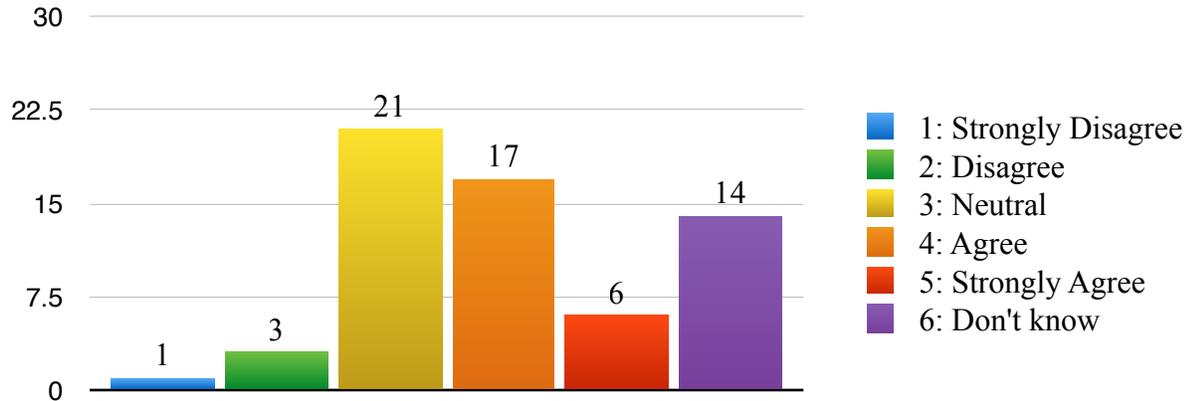
Allowing some programs to die off because of choice to not replace faculty.

The first, and foremost reasonability is to ensure adequate teaching spaces for optimal student learning--we have yet to make this a priority. We had instead taken an ad hoc and diffuse approach that has detracted from the effectiveness of any of the monies.

more could be done in this area - upgrade classrooms, and provide more funding especially to CIDT

We seem to spend less on instruction as a percentage of our budget than our sister schools, even after accounting for waivers.

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

Lots of money is spent in support of student services, but the number of students who actually use those services, in many cases, does not warrant the amount spent.

Again, I'm okay with how much is allotted--things are tight, of course, but we have to apportion according to how much we have. But I strongly believe that what we have could be leveraged more effectively.

More responsible and competent stewardship is in order here. Changes are needed. This "clique" was central to the numerous problems in the Minks administration.

My feeling is that the university devotes too much of its resources in support of student services.

For example, one of the most important services, career center, have done little in bridging students to the job market. Most of our students are on their own in finding a decent job.

Much better than in the past. Not sure about the efficiently part.

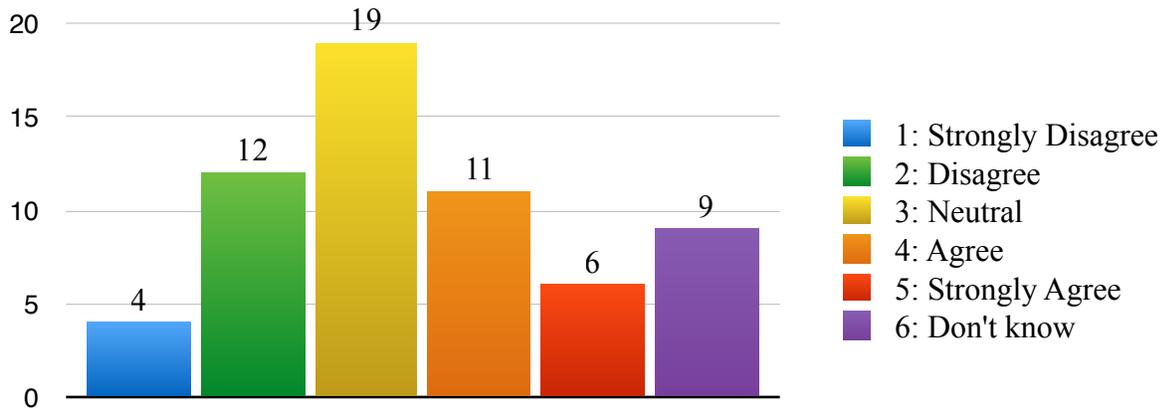
I think we are much over staffed in SSS.

It's not clear to me what student services does.

It seems to devote plenty of resources; I don't know how efficiently these resources are spent.

We seems to spend a good bit on student services, but I'm not sure what effect that spending has (many student activities seem to be poorly attended).

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

The university spends too much on administrative salaries and seems to keep adding more layers of paperwork to get anything done.

I have difficulty expressing my opinion of the administrative organization without resorting to profanity. Organizationally, it's a mess. Some people are paid a lot to do nothing; others are left trying to do the jobs of 3 people. Who is listed as in charge of something on the org chart does not match the person who can actually get a thing done. Reorganize, PLEASE!!!

Don't have any information about compensation for administration.

My feeling is that the university devotes too much of its resources to support administration.

Top-heavy administration.

The fact many administrative duties are done on a MS-DOS system says enough. The efficiency of administrative duties is unbelievably low. Maybe there was a misallocation of administrative resources.

Not very efficient

Efficiency is the issue.

Relying more on faculty administration of the university is always a good idea.

Less resources need to be spent on administration; more on support of faculty.

We have administrators galore who only inflate the budget and create new processes that overburden the faculty and staff alike. We need to pare them down and just have them do the jobs in place already.

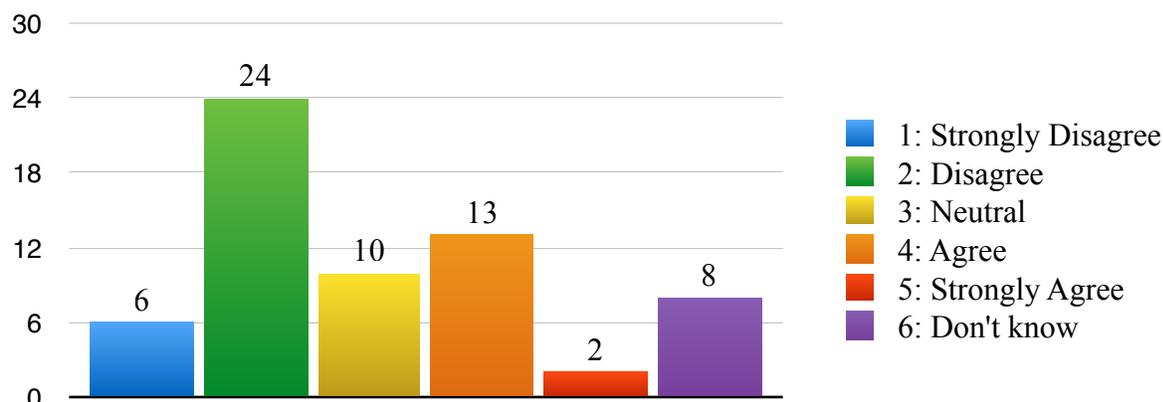
Way too many faculty being reassigned as administrators and drawing those larger salaries. Some improvement recently.

Too much goes to admin so I don't think I would consider the expenditures efficient.

Just look at the organizational chart of the university and one can easily see that the confusion and bloated administrative problems that effect the entire university

Again, plenty seems to be spent, but I don't know about the efficiency.

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

Every building on campus needs work; they have been neglected so long the task is huge. The only exceptions seem to be those facilities used by Theatre.

This one is difficult--I know that there is not enough money, but some really important things (e.g. the roof of Morrison) simply must be taken care of. I know it will be expensive, but SO MANY other problems result, not to mention the health/safety hazards for students and faculty.

Let's fix our campus. It can be better.

Morrison needs serious help. While it appears to be the University icon in many respects, it is need of a make-over that will bring it up to date.

Would like to see more financial support for the campus library.

Our campus is a disgrace. The sidewalks and grounds need significant improvement. Signage is woefully in need of upgrades.

My feeling is that the university devotes too few of its resources in support of facilities.

It seems a lot is spent on aesthetics when buildings have leaking roofs or other serious structural problems. We have ongoing issues with HVAC and leaking roofs and they never seem to be adequately addressed.

At least the facilities would be fixed when out of order. How long it takes is another question.

Buildings are falling apart.

Too much deferred maintenance

Further upgrades are needed.

Probably an impossible task. Many older issues have been fixed, but newer, old issues are still there causing big problems.

We just don't have adequate funds.

Buildings need to be remodeled. Our building has ended at the top of the list to have work done and then gets kicked to the bottom again and again. We have met with architects time and time again and been rejected for funding every time. Yet we have facilities that desperately need to be remodeled!

Major repairs and improvements still lacking in my building and have been that way for years.

Take a look around. You can see buildings built 40 years ago with the original paint on the walls of some classrooms and bathrooms.

Money seems to be tight and I'm sure the physical plant does what it can with its resources.

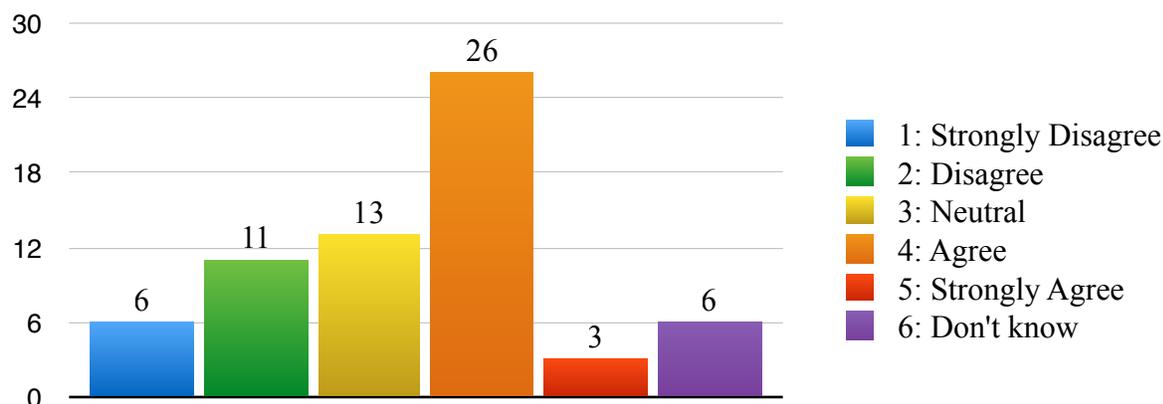
We must improve the appearance and approach to SE, so as to ensure that it is enticing--but at the same time, we must carry that into the classrooms as well.

Deferred maintenance is a problem.

Physical facilities continue to need much attention and improvement

I'm glad we're paying more attention to some of the "basics" like sidewalks.

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

There are isolated places where I could suggest improvement, but really, we've made great strides with this recently. Christala and Dan, plus the Title III grant, deserve lots of props.

I teach all my classes on IETV. The system needs upgraded and I'm working through the appropriate channels to get improvements. Change is slow. Let's get this fixed!

We need the review of outside expertise.

Equipment gets shoved into classrooms, but is not always correctly installed, maintained or updated. Computer system updates seem to crash the teaching computers.

While new technologies have been gradually added to the portfolio, they do not support everyone's needs.

Best possible with limited resources.

Computers are no longer replaced regularly, smart classrooms not maintained well.

Durant high school has better technology than we do.

We just don't have adequate funds.

How long has High-Def been out and no projectors or televisions in our building support it. The projectors purchased by the university are bottom of the line and display regular definition material poorly. If this is not true in other buildings/departments, then it has not made it to ours.

Whatever your position is concerning online/distance learning, it is a reality. SE's technical support for online learners is light years behind the competition. Additionally, the web site is an embarrassment.

I marked Agree, but I would rather see the money spent on faculty salaries. Instructional technology can be important, but students often complain instructors at SE only want to teach online or put everything on Blackboard. This is a concern.

We are so far behind on what the concept of a "Smart Classroom" is.

I think there is way too much effort to cram online delivery down our throats. Having students living in our dorms who are forced to take online courses is a travesty.

We have made huge strides in technology--we need to have the time to absorb what we have before we acquire more. We should NOT be spending more on Tech, when so few understand or fully use the capabilities that we have. Let us, breathe and absorb what we have, and use that time to redirect monies for building improvements (Morrison, anyone).

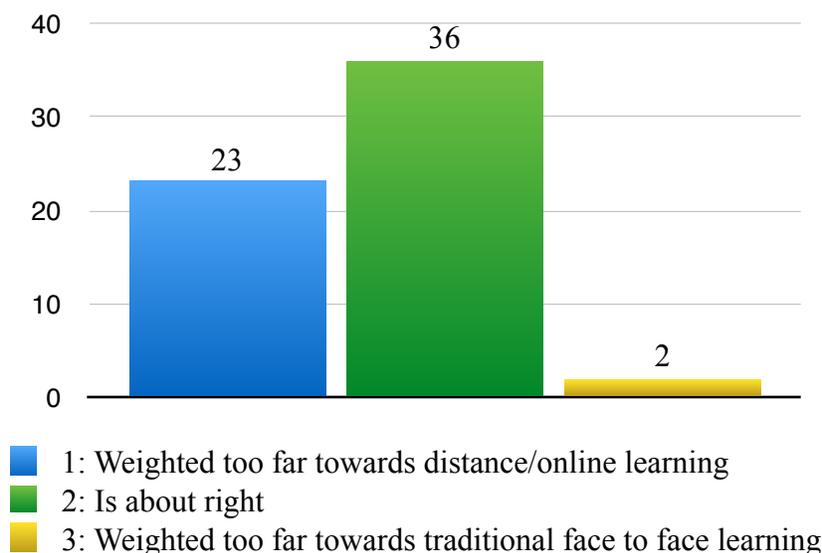
We need to find the resources to move our technology firmly into the 21st century. Our IETV is outdated and very difficult to use effectively, not to mention maintain.

For these questions I just do not have the information to agree or disagree. I could look it up, but hey, I got finals to make out.

Treading water here.

We do seem to get good access to certain technologies (online and through packages like the Adobe and Wolfram Research ones); sometimes it seems like we're way behind in others (hi-definition projectors, etc.).

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

The balance is okay, but needs to be more intentional. Both f2f and online offerings are very uneven. I do worry that new distance options (e.g. hospitality with Grayson) are too ambitious for our current resources--we don't have enough good faculty to make the programs excel as they should.

We shouldn't sell out to distance learning.

Online learning is the future

Some students prefer one, some prefer the other. We should continue to have both options. Some students dislike having only online course availability.

I don't like online classes and I make no bones about that but so far I have not been pressured to teach online.

Varies on departmental basis

The problem is over-enrollment of online courses and use of adjunct faculty. Students believe that online courses are much weaker in terms of the education they get. Why should they enroll at SOSU if they can get a diploma at Phoenix, etc.?

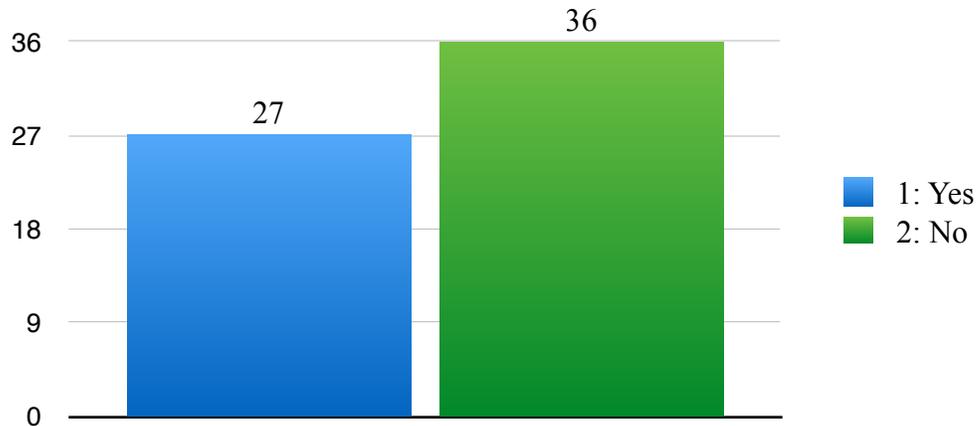
Many of the online classes are pitiful. Many of the faculty do not want to take the time necessary to learn how to use Bb etc. Just assigning pages to read in a book and giving a quiz is sad. Students will not become engaged in this environment.

No question, we have problems in this area. I believe it is directly related to lack of student retention and underachievement.

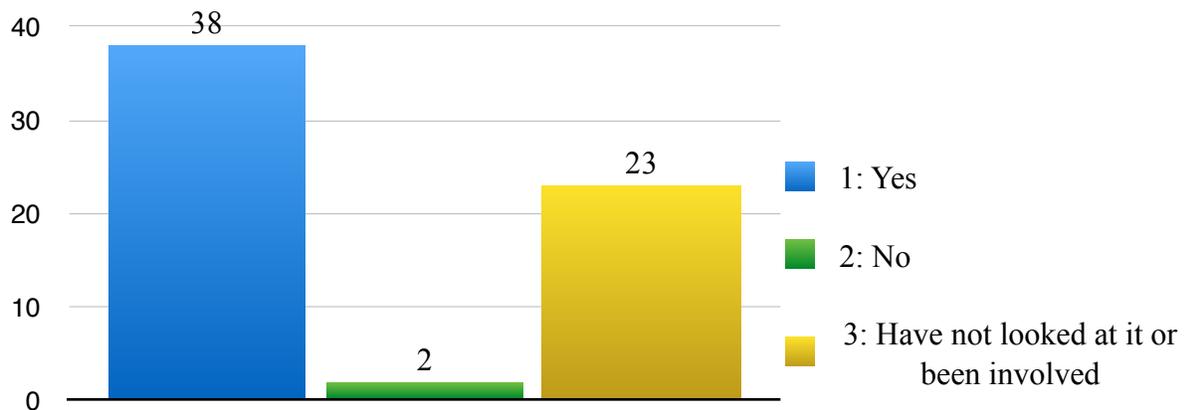
Online learning, when carried out effectively, can provide high-quality teaching and learning. However, it should not be pushed on faculty or students who prefer face to face classes. Granted, some online classes are disgraceful--but the same could be said of some face to face classes.

I believe that distance/online learning is becoming more and more popular. I cannot think of any college or university that does not offer a wide range of online courses or programs.

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



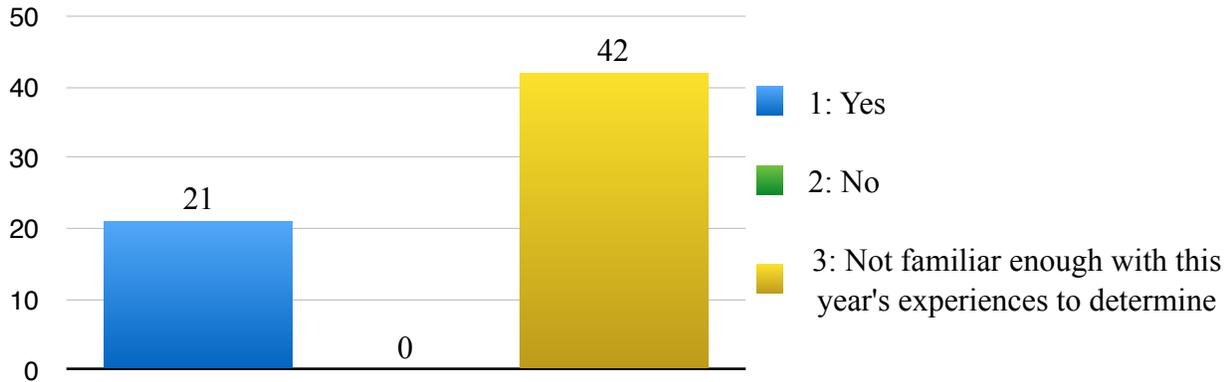
Notes:

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.

The only comment was “I really feel that there are disparities between schools and departments.”

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



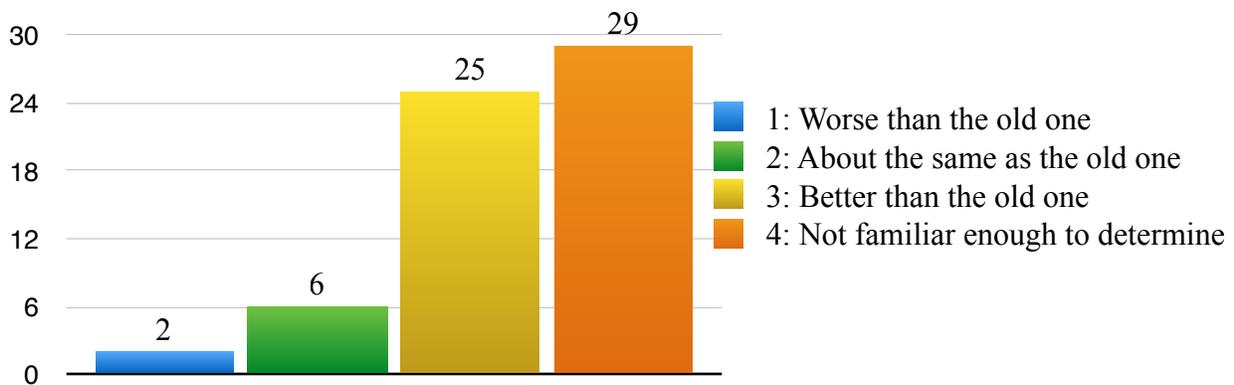
Notes:

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.

The two comments were “I haven't participated in it directly, but have not heard there have been any problems (which is a nice change)” and “I know only about the faculty member I evaluated.”.

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 27 comments: The new tenure and promotion process is:

Clearly a big improvement. I also appreciate the Senate's efforts this year to further refine the policy based upon the past 2 years' experiences.

People were not following the old one, especially as far as committee selections. The new one was basically re-stating the old rules and telling people to follow them.

Attempt is admirable; execution by administration remains to be seen.

Good work by those who put this together.

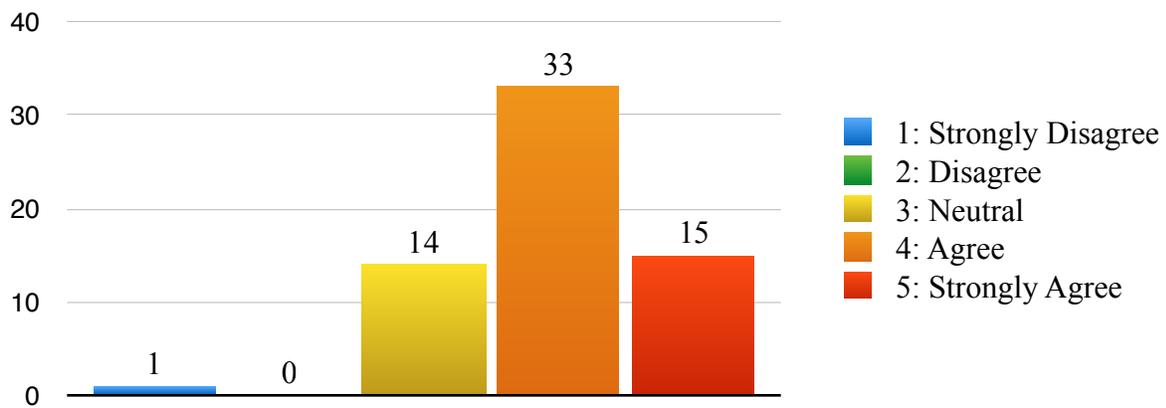
I'm not sure what tenure accomplishes other than to make it difficult to get rid of tenured profs who have become complacent.

Anytime decision makers are held accountable for the decisions they make, we are better off.

I love the new policy!!!!

I haven't participated in it directly, but from what I've heard people who have gone through it think it's a big improvement.

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 28 comments: Effective leadership is provided by the President

This president has not been here long enough to really tell. However, it was nice to be notified that the university was being sued in federal court before hearing it on the news. Would be great if he could help streamline procedures on campus and network to raise money for academics.

I have been impressed so far, but I, like many others, am waiting for substantive change. A lot will depend upon what happens in the next 6 months. I am cautiously optimistic.

A very good first year. Talk is that change is coming. While administrative changes are in order, let us hope there are national searches with sufficient faculty input.

Guardedly optimistic about our new president.

President Burrage is still trying to fit in the new role.

The president should meet with each department (without the department head) to get to know faculty and get input on how things are handled.

As far as I can tell....he is still new so I'm sure time will tell. In the meantime, we need to support his efforts as best as we can.

I've noticed "some" steps in the right direction to market our school. Still observing his leadership. Does he even know who the Adjunct Faculty are on this campus and off? Does he actually travel outside the buildings on the campus horseshoe?

Although I don't expect to agree with every decision made, I have an expectation that reasonable thought will be part of future decisions made by this President.

Too early to tell.

I am neutral since I do not feel that he has had much opportunity as of yet.

Appears so, but he's still new.

So far so good, but he is still in the "honeymoon" phase. Once he starts making major decisions, we will see how effective he is.

Got to give the new Pres. time before a valid opinion is rendered.

I think President Burrage wisely spent 6 months in observation mode and will now start making some of the need changes across campus.

The new president has only been here just shy of a year and I cannot see anything different from the old one yet, but I still have high hopes. I never see him.

So far the president has been excellent, but now that he has been here a year, he needs to act on what he has learned and make administrative changes and appoint people who have the vision to take SE into a new direction.

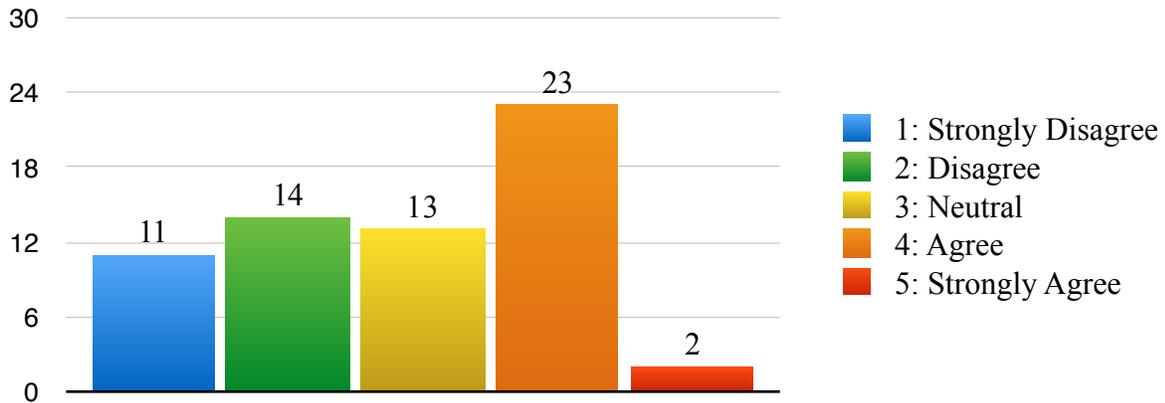
President Burrage has worked hard to rebuild bridges of trust with faculty. He also has done a lot to improve SE's image with external constituencies.

Too early to tell.

Off to a promising start - still waiting for major initiatives and/or reorganization

I think President Burrage is doing a great job, especially with his open-door policy and presence on campus.

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

The office of the Academic Vice-President is a "black hole" where paperwork disappears. The Vice-President is a micro-manager who has made decisions that should be made by departments, programs, and faculty, rather than an administrator who has no knowledge of program construction and requirements and faculty expertise.

The only thing that I can say for sure that he has done is directly lie to me.

The years 2008--2012 were a disaster. Check the surveys from those years. Since 2013 on, there has been noticeable improvement, particularly in the last year.

President is more visible and active than the VP.

Appears to be.

Improvement recently, but, honestly, this lawsuit is embarrassing.

The current AVP has recently upped his profile and has been much more interested in working with faculty. This is likely only because he has caused SE to be sued and is trying to keep his job. He should have been fired years ago.

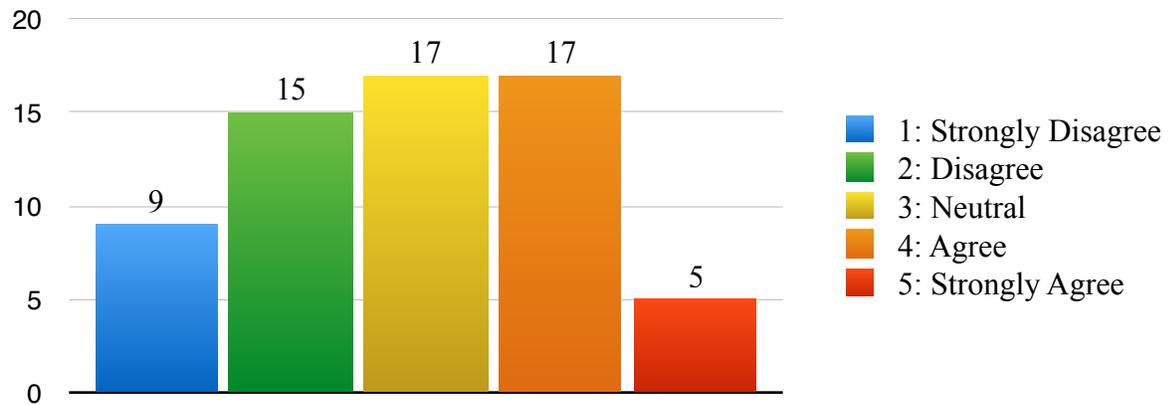
Needs to retire.

The VPAA continues to lack resolve or provide the university with a clear academic vision or leader--his approach and lack of leadership, promotes division internally and allows for incompetence to fester.

Unfortunately, Dr. McMillan just doesn't seem to have the skill set to be successful in this position. He doesn't seem to understand the principles that should undergird effective policies for faculty development and evaluation.

I was glad to be included in the vision project.

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

Sometimes methods/interactions are very arbitrary and harsh.

Part of the problem here is her trying to do too much; part of the problem is that she doesn't have the authority/funding to follow through on what she says; a big part of the problem is the rivalry between her and the VPAA. In a different administrative structure, I would like to think that the same person could be more effective.

A mixed-bag. Actually, a difficult--if not impossible--job for one person to handle. The chairs/academic council/wanna-be division head system is unhealthy, ineffective, and counter-productive.

Couldn't see that we accomplished too much this year in Gen Ed Committee, however.

President is more visible and active than the Dean.

No answer to this as of today. Still observing effectiveness.

A lot more good than bad this year.

She likes to "stir the pot" and cause issues and headaches for the faculty instead of assisting them in their jobs.

She makes efforts to improve the quality of instruction.

Little or no feedback from the entire annual review process.

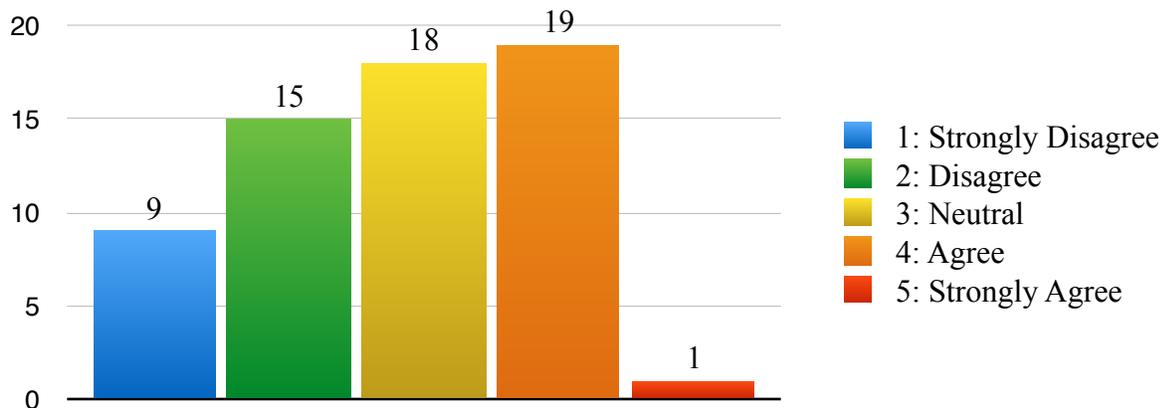
She is totally ineffective and is a micro-manager who lets her personal feelings dictate her actions. She is capable of having personal vendettas and does a lot of harm to the university and faculty.

While the dean has done much, the scope of her position, let alone her divisive tactics have sadly done more harm than good. It is time for a change as many who once supported her have begun to lose confidence. Furthermore, she has been unable to capture those who have been offended or at the receiving end of her partisan approach--she does not broker compromise nor appreciate other approaches or personalities.

I think Dean Scoufos has probably as well as could be expected of one person trying to do the work of three people.

Dean Scoufos is overworked, and her attitude towards professors is sometimes helpful, sometimes authoritarian.

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

We continually do program assessment for accreditation purposes and having to put that information into another format is a waste of time.

We work hard on it, then it goes into a black hole. No feedback from admin, no means to follow through on the areas we found for improvement.

The Taskstream system is making things more organized and accessible. However, the system for evaluating how many grads a program produces needs rethinking. Gen Ed assessment needs explaining!

Very little, if any, feedback is provided back to the academic program.

Taskstream was a good idea in principle, but so far it has been a lot more work for less return than the old paper reports. The final output report is rather cryptic and not easily searchable.

Program assessment has told us over the years what we already know. The problem is that the administration is not listening to the faculty or the assessor.

A simple check the box that we have to do. Rarely used by my department the way it is theoretically supposed to be used.

It helps us recognize strengths and weakness at the department level. However the feedback and support from administration from these assessments is non-existent.

It appears that nobody ever reads it. I have never received any feedback from any of our reports.

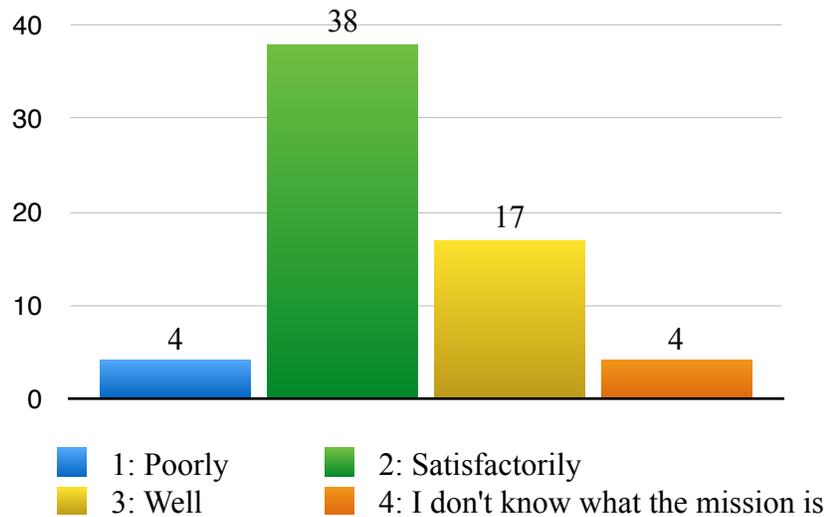
I do NOT believe that the data has been broadly disseminated (*ed.*) nor used for change within departments or at the university level.

I think we are improving in this area.

It does in our department!!!! (Mathematics)

It doesn't tell me anything I don't already know.

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

Even with all the problems at this university, we still provide students with an educational opportunity. What they make of that opportunity is up to them.

We do pretty well by many of our students. With better organization, we could do better.

I think in terms of teaching, at least within my department, we all do the best we can with what we have.

The 2015 mission to have 5000 students enrolled may not be met.

I still think we give a lot of students with little chance for success somewhere else the personal attention and opportunity to succeed, but internal "issues" still seem to be in the way of focusing on the academic mission the way we should. Faculty and staff have more and more responsibilities as the numbers go down in some areas so no time to keep up with the mission.

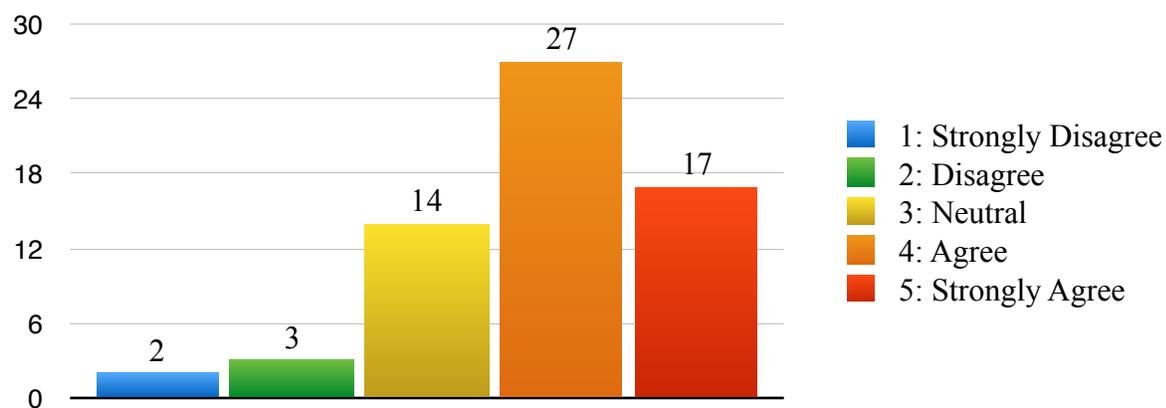
Given its poor resources, okay

I've read the mission statement, but this question can only be analyzed at the departmental level, not university-wide. Some departments are outstanding, others are an academic joke, literally.

Again, I am seeing some improvement, but we still could be much better.

We serve the region well, especially those students who are underprepared but willing to put in the effort.

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

The faculty senate seems to work on the issue that one of its members who speaks the loudest advocates, rather on the issues that are most important to all of the faculty.

They are awesome. I love them.

Definitely--the record is there for all who take the time to read it.

Much better in last couple years. They have shown they have a spine and are getting real results for the faculty.

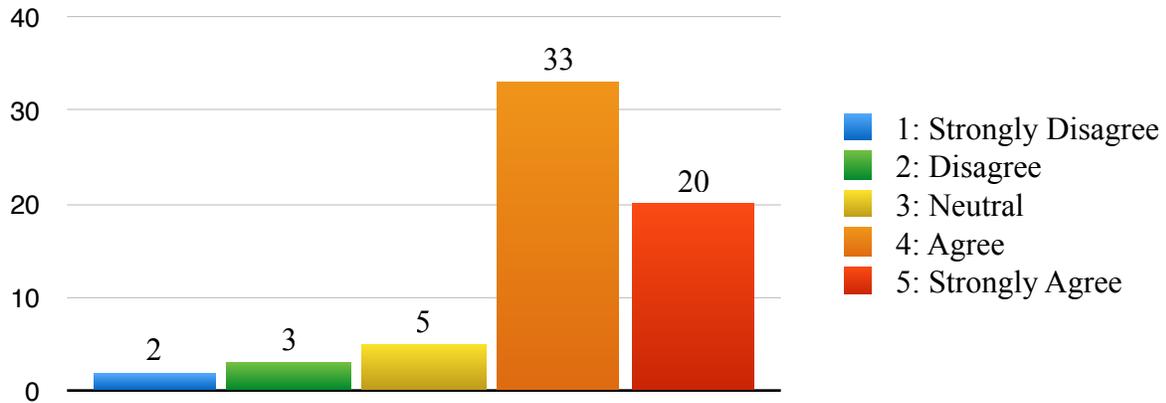
I've been on the senate a couple of times. The main points of concern are tenure and salaries. It's rare for anyone to ever discuss how we can actually educate the students.

The issues Faculty Senate is working on are very important. However, I don't believe Faculty Senate is taking the most effective approach. In the proposed post-tenure review policy, the Faculty Senate allowed its distrust of administration to cloud its judgment when formulating its proposal. Until we find a way to improve the trust level between faculty and administration, I am afraid we will keep spinning our wheels.

I'm on Senate.

They've been working hard and publicly on things like adjunct issues, the vision project, and post-tenure review.

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

The agenda is so generic that you don't really know what is going to be discussed. The minutes are so redacted that you don't really know what was discussed.

I very much like the new updates sent out biweekly by the FS secretary. Those should continue.

The website is extremely thorough. The News for Faculty Senate briefs that were started this year are wonderful. Thank you Faculty Senate!

Much better this year!

We can choose to read the minutes.

I like getting the emails from the faculty senate that update us on what the senate is doing!

This seems to have gotten much better over the past couple of years. Thank you!

Email

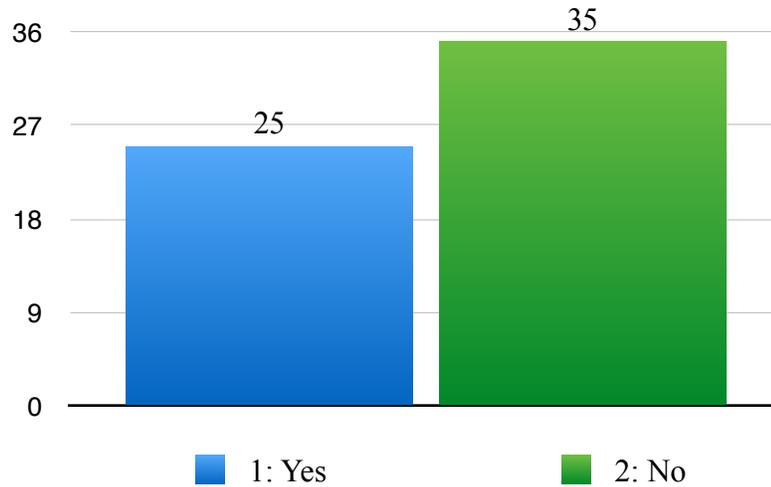
Chris Moretti has done an outstanding job.

Much improved since Chris Moretti took over.

Better now with the news briefs

The Senate website is amazingly detailed and the e-mails after each meeting are appreciated.

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

Time constraints.

Faculty Senate seems to be getting more resolved than in the past.

I have previously served and it was basically a "gripe" session that served to elevate previous presidents to administrative positions.

Too many other commitments at the moment, but would consider it in the future.

I have served on the Faculty Senate.

Timing

My perception is that the same group does things the same way year after year.

Am usually teaching when it meets.

To become more involved.

Adjuncts aren't on the faculty senate; correct?

It frequently meets when I am in lab or otherwise involved with other duties.

To learn about what they do.

"If you are not part of the solution, you must be part of the problem!"

Past experiences on the senate were very uncomfortable.

I'm not patient enough.

I am an adjunct.

It is well known among adjuncts that their input is unimportant no matter degrees or experience. Not one is interested in what we outside associate's view or suggest for betterment. Observing is amusement.

Between my other responsibilities and research, I have little time for any new committee work

I have done so in the past, and felt like I was putting in my time in a futile endeavor.

Chris Moretti won't be president. He is the best we have had in the last two decades.

Starting to see the FS as a genuine body that has got results.

Not allowed by present rules.

Cost (time benefit) to reward analysis is a negative in my view.

After serving twice I have little interest of going back for more,

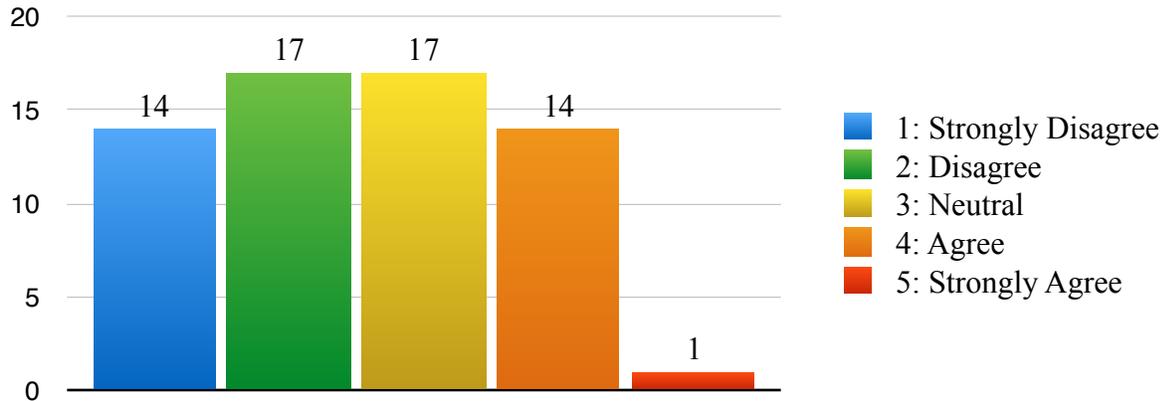
I did this at my last university and although there were some satisfying moments, I wouldn't care to do this again.

Currently serving

I'm on Senate

Spent 10-years on the senate. That was enough.

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

Not last year's.

It is a complete waste of time that could be spent working on class preparation and advising students.

Somewhat; could be more so. I think it's getting better every year, and hope that it will continue to do so.

Mostly a waste of time

Parts are very useful, but many parts are not, or too much time was allotted to things that could have been covered more quickly.. There are other practical training or department things that could be dealt with that week, instead of trapping us in the theater room.

I was unable to attend and asked to be excused.

A shorter format is better than the two-day format, more efficient use of time.

Better than in past years but still felt somewhat like a waste of time at a busy time.

Too long and too diverse. The beginning of the year should be the time for faculty to focus on their productivities in teaching and to wrap up their scholarly activities over summer time. The Symposium is a bit of distraction.

Some of it was. Some of it was a waste of time.

Needs to be more streamlined; perhaps one or two joint events and then more smaller sessions.

better last year than previous

Some of the options were useful. I wasn't sure why others were offered. I do enjoy seeing what my colleagues are doing.

Too much was information already widely known.

It could easily be shortened to 1 day - do not mess with the "extra stuff". Just go over Bb, have the VPAA answer questions, maybe the president too - Just the material that relates to each of us. We do not have time to be "entertained". And if faculty want to share research etc, there are other avenues for them to do so. Most of us are very very busy at the beginning of the semester and these meetings just took time away from us.

Over half the sessions are useless and in some cases regressive. More discussion about the academic mission and teaching methods would be better.

More stress on faculty's requirements for various types of compliance is needed.

Some of the programming was helpful. It would be a good time to bring in external speakers to help train the faculty as a whole. Yes this would cost money. We are stuck in the past in many ways of teaching as a whole. However loss the personal vacations or topics that are not of a interest to the mission at hand.

It's getting slightly better but still is a waste of valuable time at a crucial period in the semester, i.e., when you're trying to get ready to start classes.

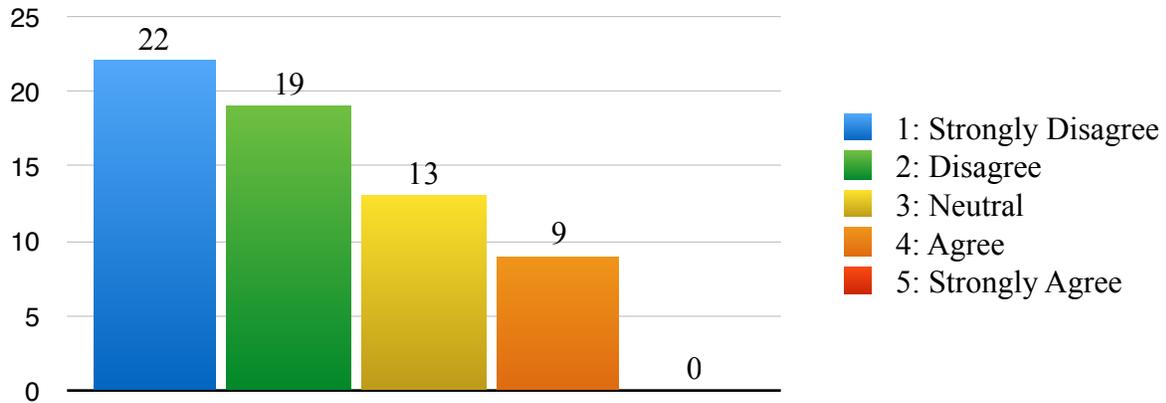
Two full days is too much--perhaps two half days would be enough.

Too little information that is relevant to what I do, not to mention scheduled at a terrible time.

Getting better, but could be more tightly controlled for relevant content

It's a mixed bag in terms of usefulness. It is still much improved over the first year, which took some work on the part of both the Dean and the presenters.

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.

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

One day is sufficient.

Should be no more than morning. Valuable preparation time is often wasted and as faculty, I feel compelled/required and usually leave feeling I gained something from information in the morning about facilities, library/university changes/functions.

There is no appropriate length of time when it is a complete waste of time, that evidently does not have to be attended by ALL faculty!

Shorter days would be useful. It is unrealistic to expect faculty to be able to be in the recital hall 9-5 for two days the week before school starts, with advising and course prep needing to be done, as well. Perhaps 9-2, or 10-3, would allow us a few hours to take care of all the other necessities, without constantly having to email excuses to the dean as if we were in the 2nd grade.

Half of a day of the worthwhile sessions would have been appreciated and appropriate.

I think 1 day or 2 mornings or afternoons would be plenty, and still get us back on campus to sort out other issues.

Should be eliminated.

The Faculty Symposium was way too long.

Too long. Make it two half-days rather than two full days.

Maybe a one-day event will suffice.

Could be done in 1 day. The beginning of school is a busy time preparing for classes. I would prefer getting my classes ready during that week then spending 2 days sitting around.

Some of it felt like a waste of time.

Could maybe be squeezed into one day?

One day would be better. Maybe giving us some options to choose from would be helpful...instead of everyone going to all of the same presentations.

In some ways it could be shorter as this pre-semester time is so valuable, but the content was better this time.

Can we at least do it on one day, and at a better time when faculty are not busy with preparation?

NO! Way too long as explained above.

Way too long.

One day is enough.

Too long. We have real work to do in our offices.

The faculty symposium is far too lengthy, and comes at the worst possible time of the year...startup requires interaction with students, and the faculty symposium separates faculty from students. Additionally, these programs might be peppered throughout the academic year, and with greater effect.

Yes - but programming could be much better to prepare faculty for teaching and the upcoming academic year.

One day is more than enough. Some of the topics are totally useless.

Needs to be half days instead of full days.

Too long, both for the quality and quantity of information presented and given the other demands on faculty time as we are preparing for fall classes.

Perhaps half a day devoted to essential university business items might be appropriate. (With donuts and coffee of course). Meeting new faculty I think is appropriate also

One long day should be sufficient

It's too long if we are required to be there at such a busy time of year. The mandatory part could be taken care of in a morning, with the more developmental parts optional.

Question 38: What do you think the University does well? (open-ended)

Has good people

The faculty are dedicated to students

I think we provide opportunities for an education for many students, some take advantage of it and some do not. Of those who take advantage of the opportunity, many graduate and become productive citizens.

Give individualized attention to traditionally underserved students. I love my students. It is a privilege to help them fulfill their potential.

The university promotes itself very well through new, compelling marketing strategies.

Faculty are approachable by students. Departments are given adequate autonomy over their course and degree offerings. To my knowledge, it does student life right.

Follows traditions.

Mixes well with the community. Alumni seem happy to have been a part of Southeastern.

Hire best faculty available

Many faculty are incredibly motivated. If everyone was like them, we could solve all our problems.

Provides an opportunity for many students that would not otherwise be able to attend a university.

I think we do well at supporting and educating first-generation and non-traditional students in particular.

In doing what the University had been doing.

Teaching underprepared students.

Educate under prepared students

The university provides a quality educational experience to its students. It has increased access to students who live off campus through its outreach sites and online class offerings.

Within constraints of available faculty, does an excellent job of teaching and mentoring marginal students.

Provide affordable opportunity to undeserved communities.

We take average kids and help them to become successful

I believe there are pockets of excellence around campus but I'm not necessarily aware of them. I have appreciated the attempts at "transparency" this year. I hope this continues.

Genuinely cares about the students

Educate students; Show we genuinely care about students

Survive given its poor resources. Individual attention to students.

We take under prepared students and move them to competent college graduates. This is a real service to our state and region.

Some departments excel at academics and post-graduate successes.

The University is a major supplier of cultural and entertainment products (theatre, arts, and sports).

Gets good use of the taxpayers' \$\$\$.

Transforming under-prepared high school students into students ready for a career.

Despite our administrative ineffectiveness and disorganization, the faculty are able to generally overcome such distractions and provide an excellent education for our students.

I think our university is improving its efforts to attract quality faculty. Better salaries and improved administration would help us to continue these efforts. Our athletic programs and our fine arts programs are excellent.

Help in recruiting students. Trying to improve our image.

We have great collegiality on this campus in my opinion.

Teaches.

Teach.

The University provides a great education to students and most faculty members care about their students.

Teach our students, especially those who come in without the proper preparation.

Question 39: What do you think the University could do better? (open-ended)

Support its students better by taking a vested interest in extra curricular activities. Sports, theater, music, etc. Give raises to faculty/staff. Clean up the campus. Remove trash containers from public view. Improve signage. The campus must improve its appearance. Build a wellness/recreational facility for students. Create a place for students to go on campus.....Coffee lounge (Starbucks) Other campuses have them. If you build it they will come!

Spend less on administrative positions

Pay faculty better; support travel for scholarly reasons; pare down money spent on administration; repair facilities and keep them in good repair; streamline process for hiring new faculty; have clear directions regarding paperwork, especially reimbursement, with a list of documents required;

Work together as a team, rather than compete with each other. Our first priority should be what is best for our students, not which dept gets the most SCH, or who is trying to control curricular decision or faculty members' time.

Set up "hiking trails" with a brochure for anyone to have that is interested in "hiking Southeastern." There could be short (1/2 mile) and longer (1 to 2 mile) pathways clearly defined with benches (already in place) and descriptions of buildings, trees, other plants, to be read and enjoyed by employees and visitors to the campus. Why not have a bench in front of the bookstore so that during a visit, someone could shop while some else could rest? Just an idea.

1. We need to maintain a more robust faculty and maximize the number with terminal degrees in their subjects. 2. More effort should be put into campus beautification. It is a significant factor in attracting new students.

Communicate internally.

Departments support each other.

Marketing the university and increasing enrollment

Recruitment

The university should try harder to attract academically qualified students by offering better academic scholarships without forcing them in the honors program or the PLC.

Become nor focused on a broader spectrum of majors, in particular, a return to education majors. Ensuring we have a future by maintaining tenure lines, or at least by making adjuncting a viable career option with decent pay and some benefits. Attracting good students who are well-prepared Keep up with the current trend in higher education, in order to attract more students from the region, the state, the country, and maybe the world. Get to know what other universities are doing and try to do better.

Recruit better quality students.

Utilization of resources

Increase awareness and acceptance of all cultures including the LGBT community.

Recruitment of better prepared students; make academics a higher priority.

Encourage research.

We need to become more academic....we still suffer from the old South Easy, and maybe there is still some truth in it.

Identifying what we are doing well. communicating

Advertising and salaries

Organizing Efficient Communication Channels, Update and Maintain Website, University Relations with community appears non-existent, Student Recruitment, Do Leadership kids assist with recruitment? Kids want to see and converse with college kids, not old people. Is there a Student Recruitment Team of University Kids? Locate and Connect with Alumni--Alumni Lists distributed to departments to contact as well.

Keeping the academic mission in focus when making decisions.

Private fundraising.

Recruit students. Get some commercials out there - especially in this time of year when all the seniors are choosing their schools. Better manage facilities and remodel. Retain quality faculty and rehires for those who have retired.

Improve technology for distance education and develop a web site that would help attract students. The university could also market itself much better. (I hear this is being worked on and that's good).

Stop embracing the general studies and online classes mentality. Get back to brick-and-mortar campus and experiences. We broke the university trying to fix it.

Multidisciplinary teaching and research. Community outreach.

Better understand and implement various types of compliance.

Hold faculty to a higher standard. Recruit strong students.

Overhaul admin. SOSU is way too admin-heavy. Compare to other sister institutions and see if you agree.

Whole administrative change to ensure that the university begins to operate with intentionally and effectively.

Trust each other. Continuing to rebuild trust between administration and faculty is paramount. Without success in this area, we won't be successful elsewhere.

See above.

Travel/reimbursement procedure. Upkeep of facilities.

Let the region know we're here! we're simply "part of the landscape" that nobody SEES or pays particular attention to any more.

Recruitment of students (especially from the DFW Metroplex).

I believe the University could do more to increase programs at outreach sites. The University could grow exponentially if it promotes/advertises what is currently being offered at the outreach sites and adds popular programs to the sites.

Teach using fewer adjuncts. While more tenure-track positions would be nice, converting quality long-term adjuncts into instructors would be useful as well.

Question 40: What items should the Faculty Senate be working on in the next few years? (open-ended)

Relationships with students.

Relieving faculty of paperwork and tedious assessment to actually focus on instruction.

Ways to increase faculty salaries, travel money and repair facilities. It would also be nice to be paid a decent amount for teaching an overload class.

Changing the accounting structure where departments are "judged" by SCH production. We need a more nuanced system, to allow for the idea that different courses need different student/teacher ratios, and to allow for cooperation between departments, rather than competition.

Enhancement of the faculty experience at Southeastern. If we cannot give raises, why can't we provide a better, human experience for the faculty and staff?

Marked salary inequities, relative to regional schools, at the rank of professor should be corrected. From the data I've seen, salaries are more or less competitive at the assistant and associate ranks.

Consider term limits, or requiring a senator to be out for a term before returning, to induce some turnover and new ideas.

I don't think the Faculty Senate Awards for Excellence in the various areas are handled properly. The descriptor reads something about your "favorite" professor, etc. This is just a popularity game. It should be fairly based on solid substance instead. Take out "your favorite" and there might be some equanimity found. It's smacks of "your favorite restaurant, favorite car dealer" etc. It shouldn't be primarily based on popularity at an institution of higher learning.

Online learning

Working on ways to attract academically qualified students to attend Southeastern to major in STEM fields.

Increase in adjunct salary and part time positions for non-tenured professors. We all know this is cost effective for the university.

Pay for adjuncts. Pushing for full-time employment for instructors (if tenure lines cannot be maintained/created). Resisting the push to scrap education in favor of "credentialing." Academic freedom issues.

Maybe about enrollment issues.

Annual reviews.

Faculty Senate seems to be very proactive, engaged, and aware of the issues at hand.

Faculty salaries, university's academic standing. Benchmark with quality regional universities across the nation, not just in OK

University development and working towards the restoration of academic units critical to the University mission (eg. Physics; Economics)

Seniority---there seems to be no benefit to being a senior faculty member here

The general annual evaluation process, continue updating policies and procedures manual, adjunct issues, pay

Improving faculty salaries

Adjunct Relations and Pay

Reporting on and evaluating changes on campus. For example, have things we have changed in the last few years actually helped or not? Anything from the tenure process, to the Taskstream assessment processes, to faculty and student use of Blackboard, to repairs and maintenance procedures....

I believe that the Faculty Senate has done a good job. Keep up the good work

Address the concerns of the faculty.

Pay disparity. Diversifying spending among the departments.

Helping faculty get a better understanding of the ever changing various compliance rulings.

I think post-tenure review is very important. However, Faculty Senate needs to approach post-tenure review as personnel policy, because this is precisely what it is. Any good personnel review/evaluation policy will have a healthy developmental element to it; however, the developmental element alone is not sufficient. Good personnel policy must have accountability. The proposed policy is one without a defensible standard. Surely we can be counted on to police ourselves. Otherwise, we can't really call ourselves professionals, can we?

I know we have new travel/reimbursement procedures but the faculty senate might need to ensure that process continues to improve.

Pay and improvements to the physical facilities

Increasing adjunct pay.

Following up with the post-tenure review. Continuing its budget and salary analyses. Look at how University service duties are distributed amongst the faculty.