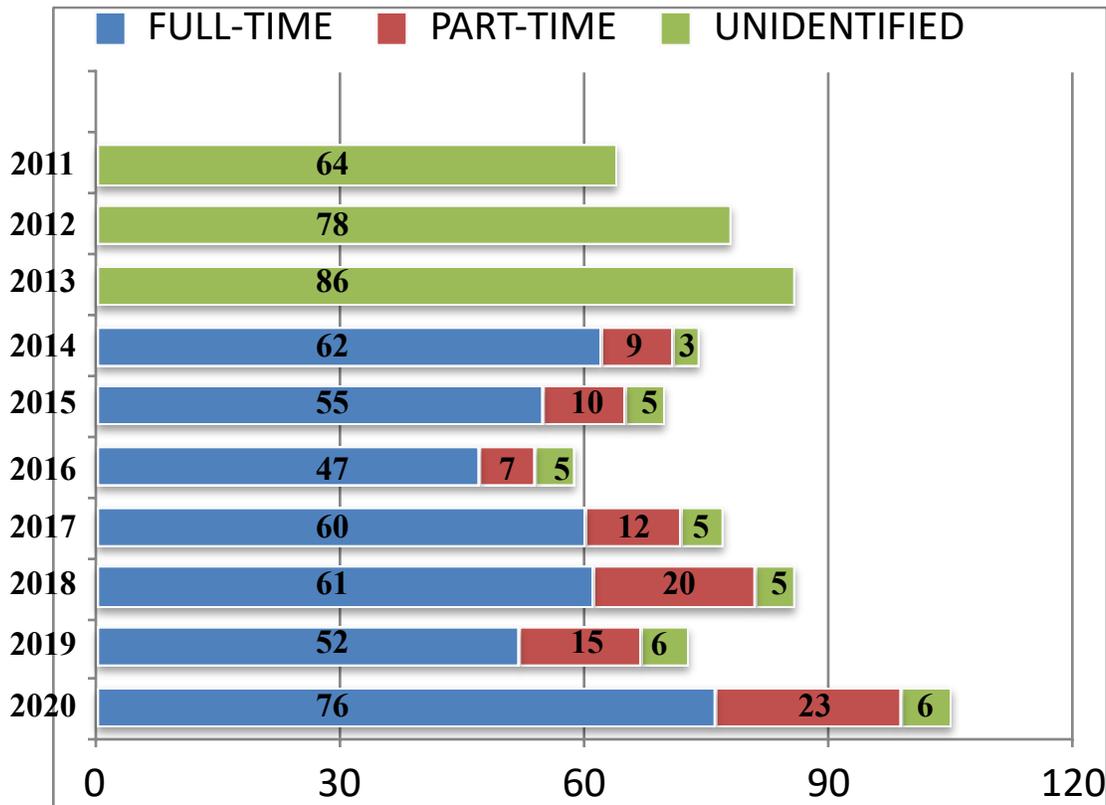


In April 2020, the Senate issues its annual survey; it was open from 3/9/2020 to 6/1/2020.

## NUMBER OF SURVEY RESPONSES 2020



There were 105 respondents to the 2020 survey - 76 full-time faculty, 23 part-time faculty, and 6 who preferred not to identify as full- or part-time faculty. In 2019, substantially completed surveys were 52 full-time faculty, 15 part-time faculty, and 6 who did not identify. This represents close to a 44% increase from 2019-2020.

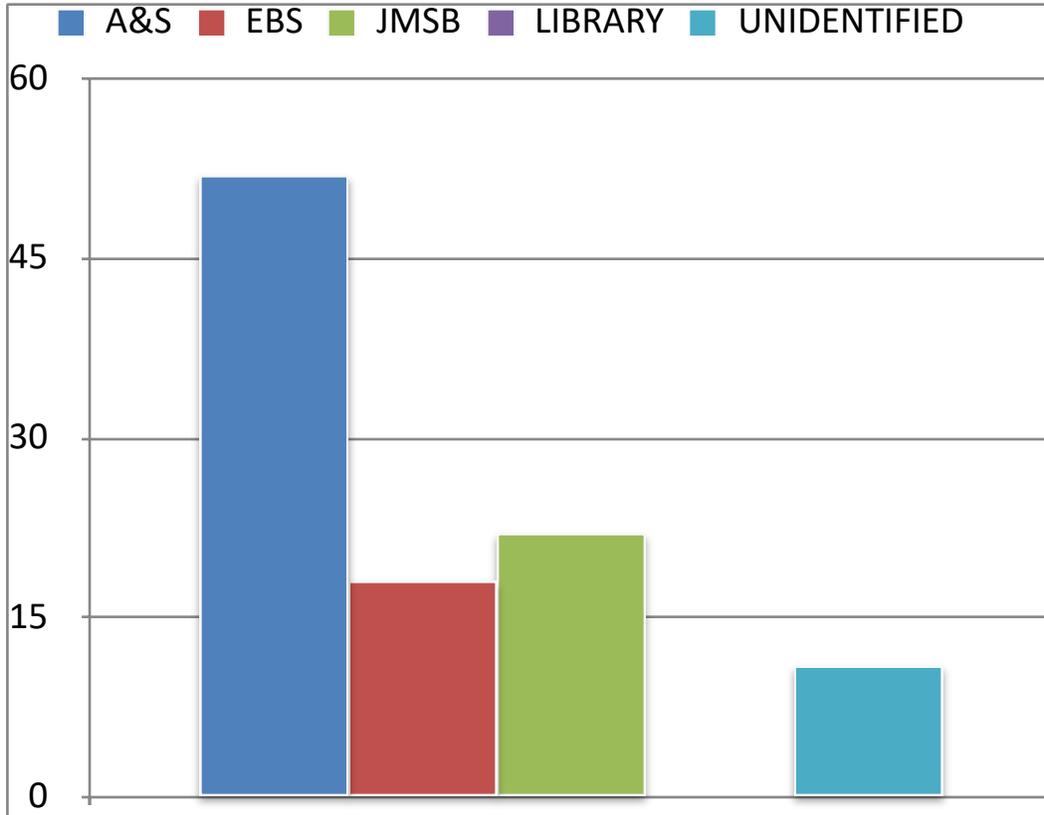
Due to the relatively small sample sizes in different categories (such as faculty by school) general trends are noted without tests of statistical significance. Reported means are rounded to the nearest tenth and percentages rounded to the nearest whole number (and so may not add to 100%).

In many cases, the responses to a given question will vary by school. In these cases the abbreviations A&S, EBS, and JMSB are used to represent the School of Arts and Sciences, the School of Education and Behavioral Sciences, and the John Massey School of Business, respectively.

The version of the survey report does not include any comments or responses to open-ended questions (open-ended question headers are left in place so the full range of survey questions

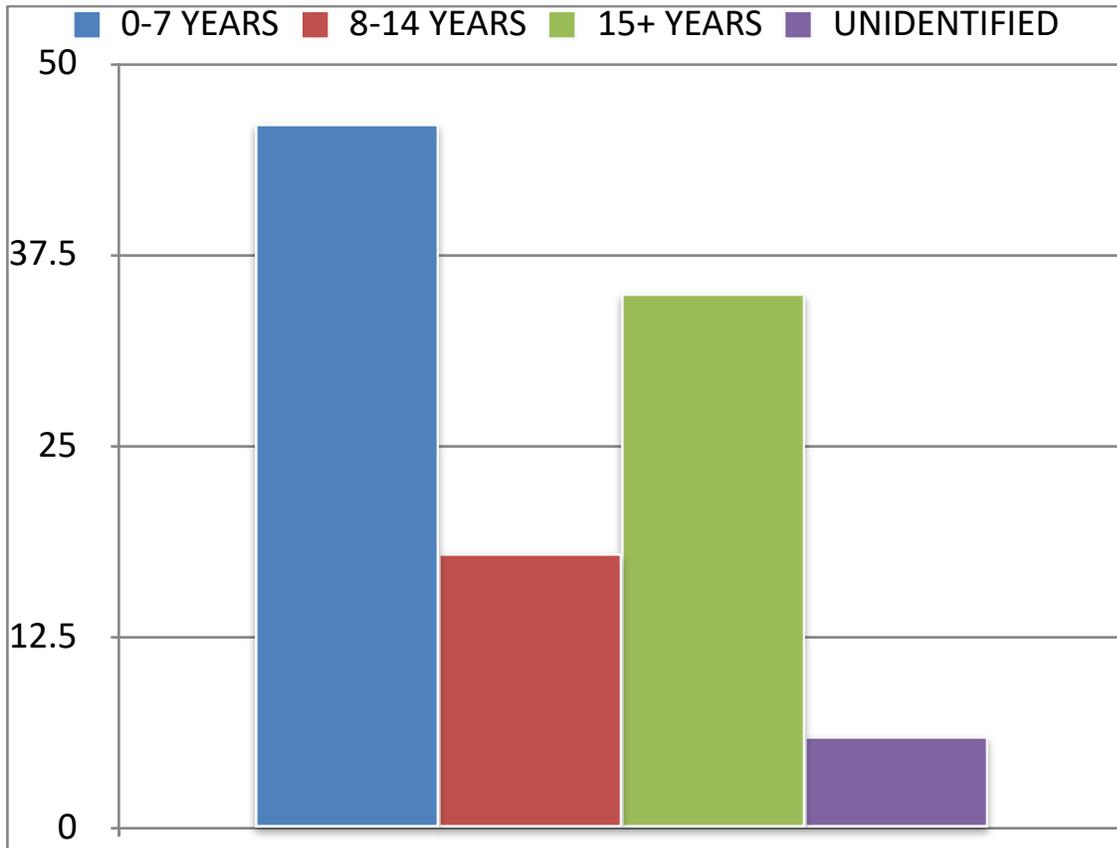
remains visible). The full version is available from the Senate website as a password-protected PDF file.

### Question1: What is your academic school?



There is a noticeable increase in A&S faculty (39 to 52 respondents) and JMBS faculty (16 to 22 respondents) from 2019 to 2020. EBS remained relatively stable (15-18 respondents) with those preferring not to identify going down from 15 to 11 respondents. There were no respondents from the library.

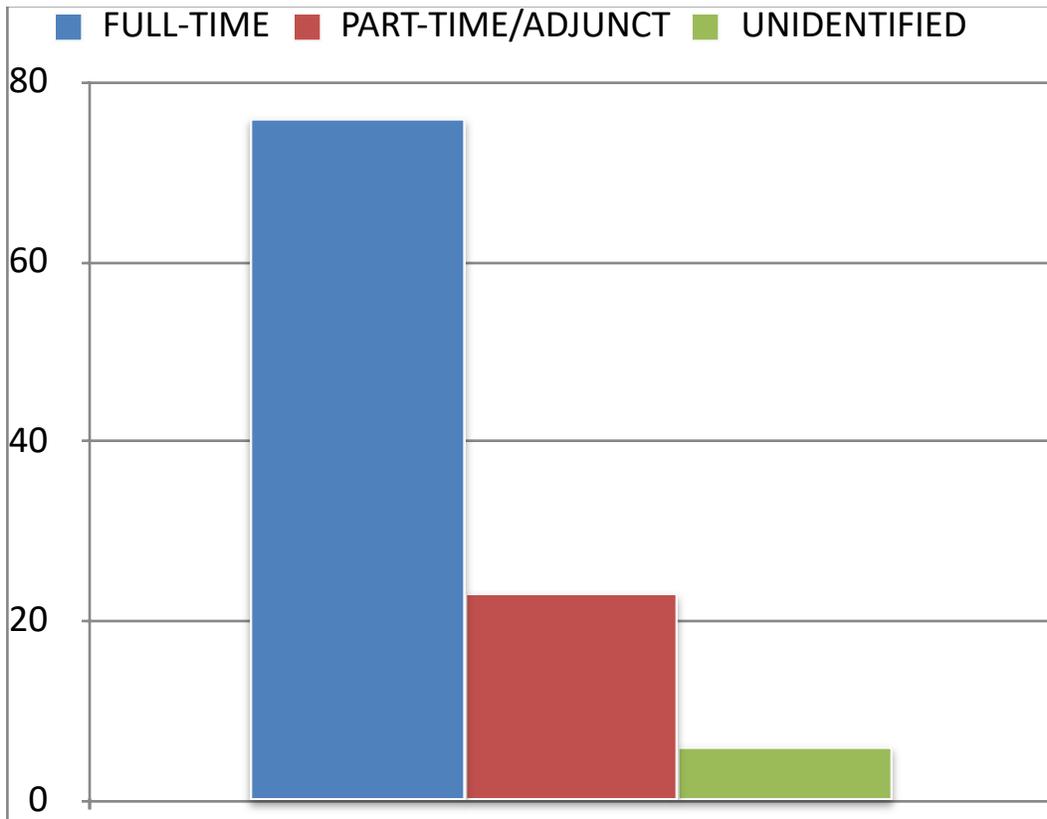
**Question 2: How many years have you been at Southeastern?**



The number of faculty increased in the 0-7 years category from 35-46 from 2019 to 2020. There wasn't much movement in the 8-14 or 15+ years categories (14 to 18 and 32-35 respondents, respectively).

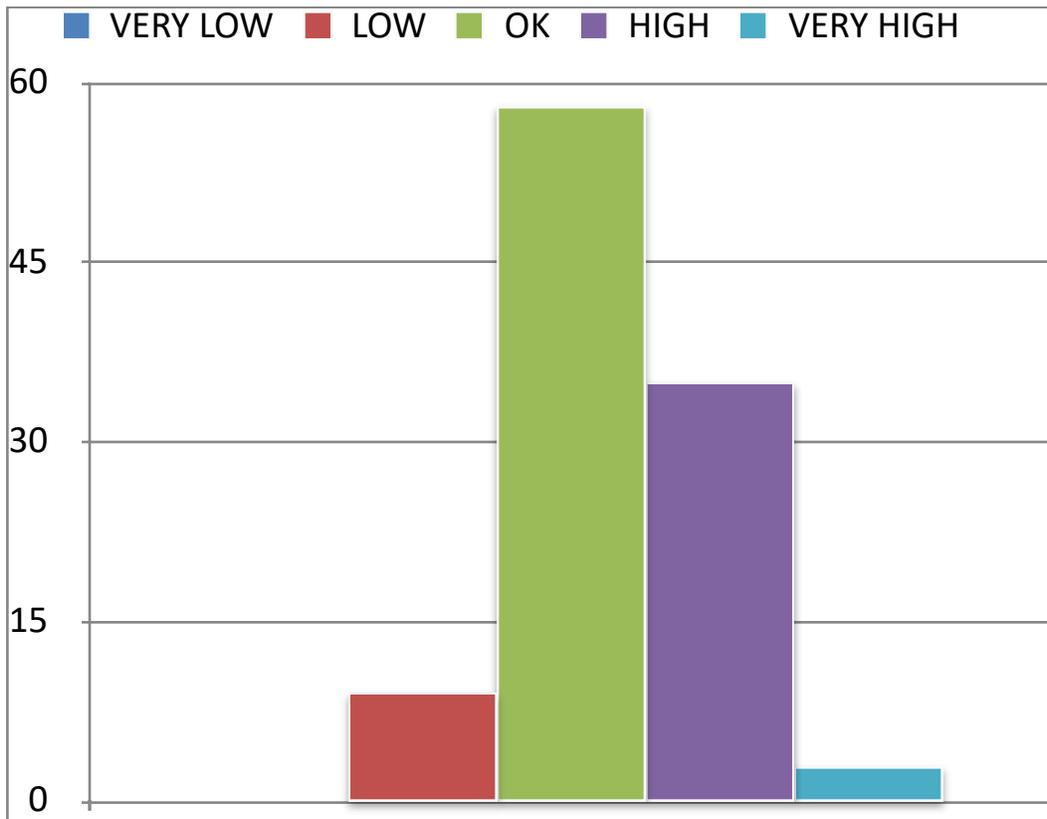
### Question 3: What type of faculty are you?

The number of faculty who reported being full-time increased from 61 to 76 with those reporting being part-time or adjunct faculty increasing from 18 to 23 when comparing the 2019 to the 2020 survey results.



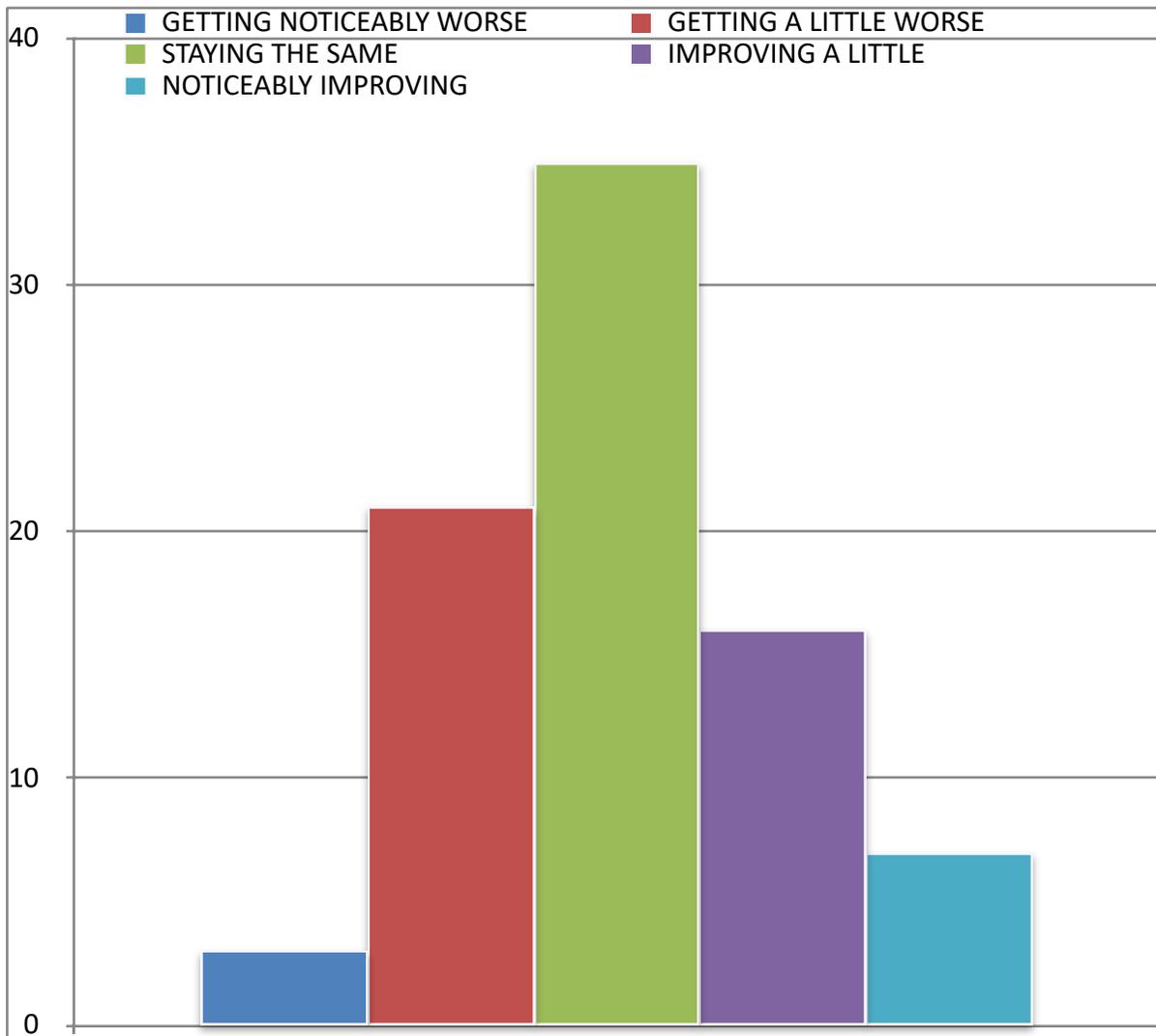
#### Question 4: The morale of the faculty is.....

Responses on general faculty morale improved from 2017 to 2019. This year showed a slight decrease with 91% (96 of 105 respondents) of the 2020 respondents reporting a perception that morale was OK to Very High. In 2019, 95% (69 of 72 respondents) of the respondents reported in the categories of OK to Very High. When comparing schools, 90% of the faculty in the A&S and JMSB and 100% of the EBS faculty responded with OK to Very High. More faculty in the 15+ years (12%) indicated that morale was low and among the 8-14 years category (56%), faculty morale was indicated as being high or very high.



**Question 5: I believe the morale of the faculty is.....**

Overall, the faculty perceive that the level of morale is staying the same or improving (71%). In 2019, 91% perceived the morale was staying the same or improving. In looking at the responses in question #6, the most common dealt with enrollment. New administration, transparency, good communications and increased pay were also mentioned. When asked about what was causing a lowering in morale, COVID-19 was mentioned the most. 31% of the A&S faculty felt that morale was getting worse with 69% feeling that it was staying the same or improving. 21% of the EBS faculty felt that morale was getting worse with 79% feeling that it was staying the same or improving. 30% of the JMSB faculty reported that morale was getting worse with 70% feeling that it was staying the same or improving. Faculty level 15+ (33%) felt that morale was getting worse. There was not a big difference among levels in their belief that morale was getting better (r=24%-27%).



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

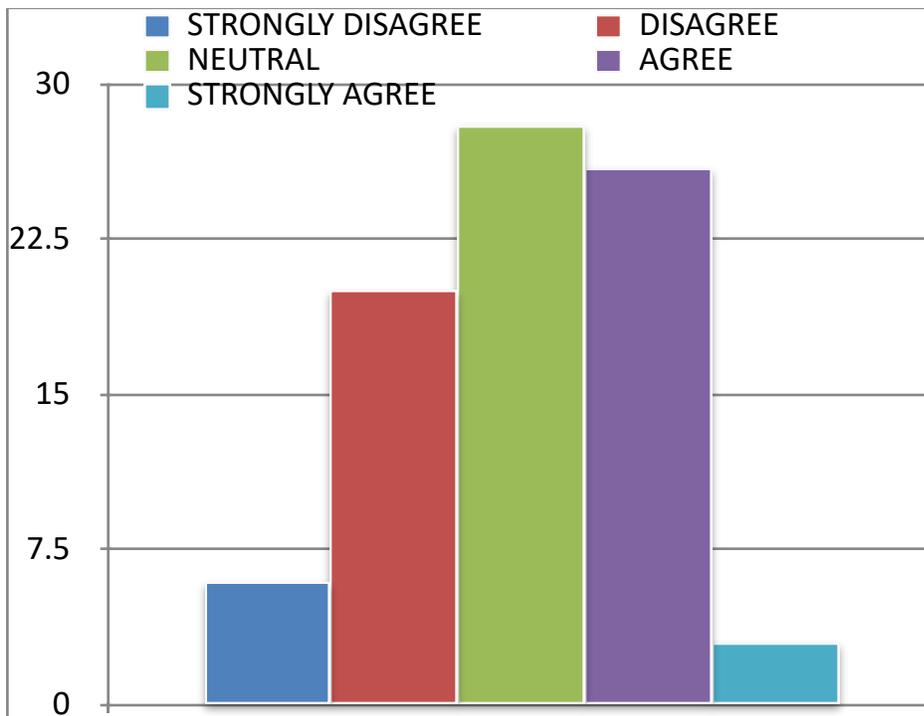
The responses to this open-ended question are available in the full version of the survey report.

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

The responses to this open-ended question are available in the full version of the survey report.

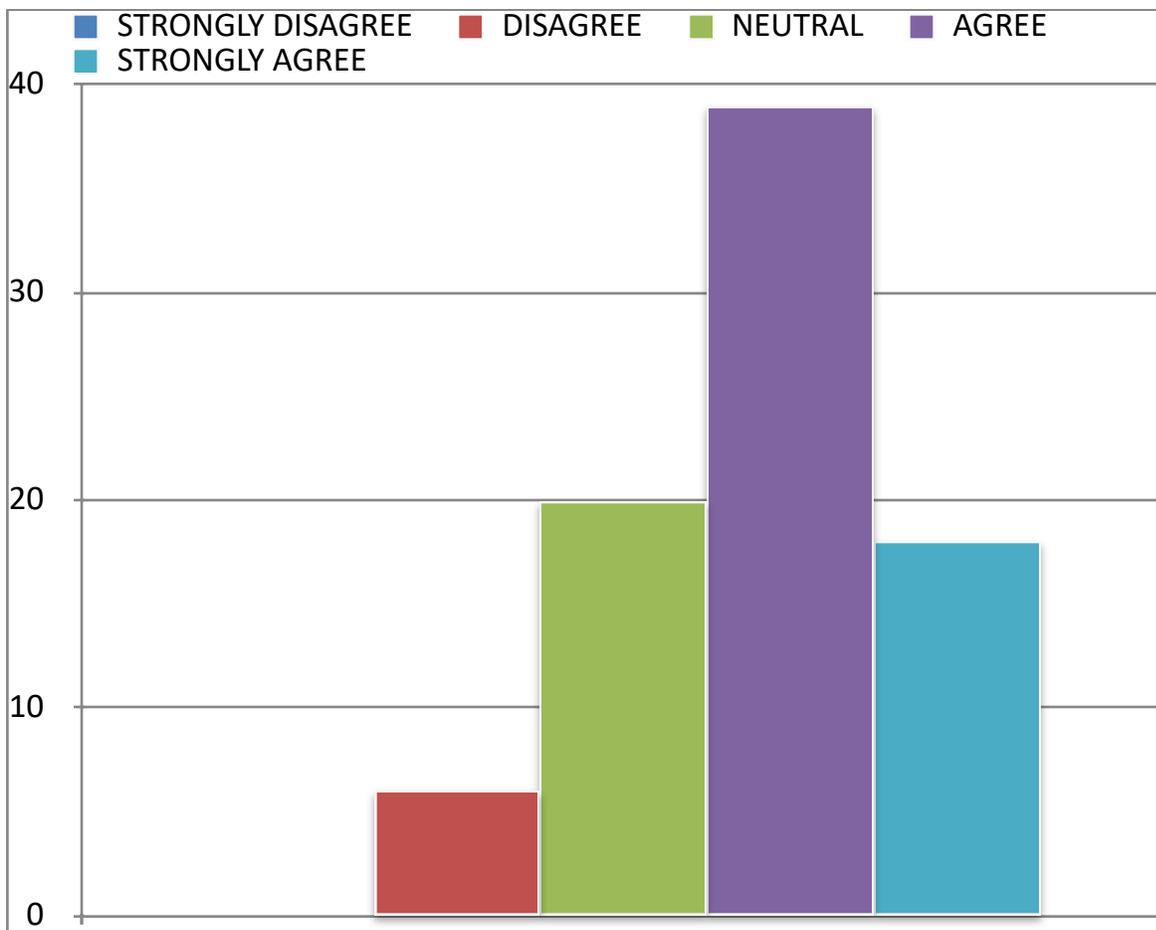
**Question 8: I feel that Southeastern does enough to retain quality faculty.**

29 (35%) participants responded in the Agree/Strongly Agree categories with 26 responding in the Disagree/Strongly Disagree categories on the 2020 survey. These responses have remained consistent from 2019. Based on the comments, low pay continues to be the primary concern. 33% of the A&S faculty, 36% (EBS), and 30% (JMSB) felt that SE is not doing enough to retain quality faculty. A&S (30%), EBS (43%), and JMSB (40%) faculty felt that SE is doing enough. Faculty level of 15+ years feel that SE is not doing enough (37%). 50% of the 8-14 level indicated that SE is doing enough.



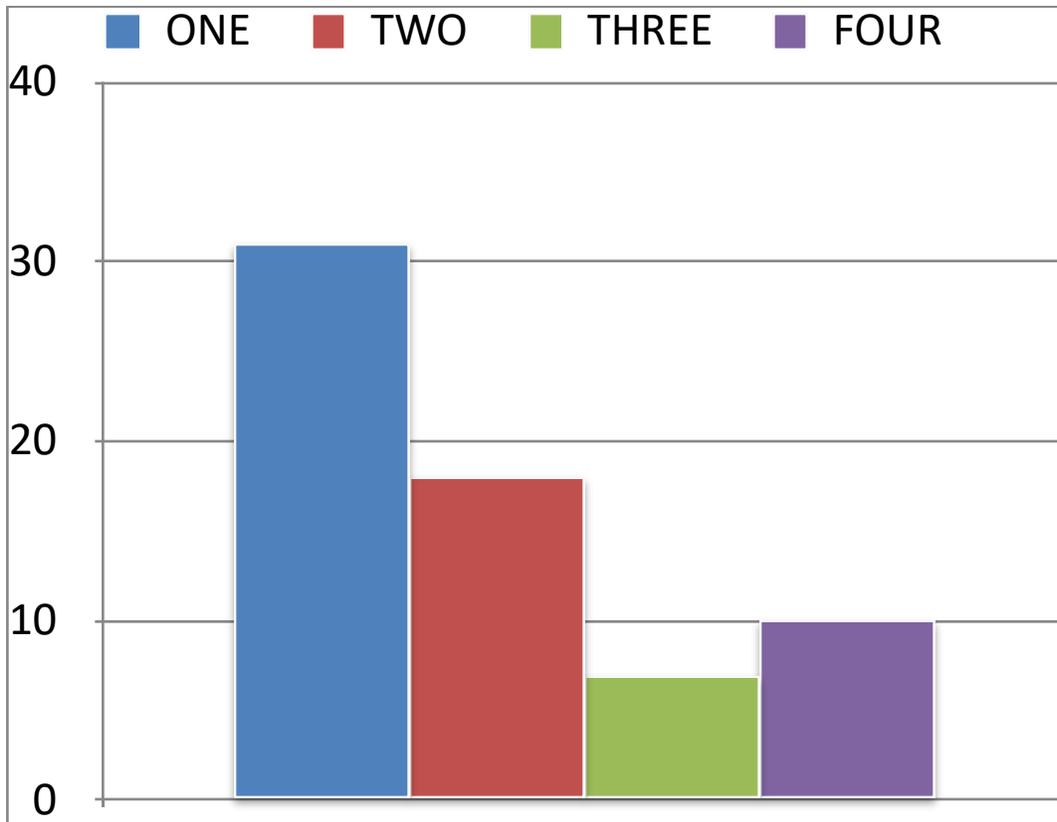
**Question 9: Shared Governance at Southeastern currently fosters mutual respect and trust between faculty and the administration.**

In 2019, 70% of the respondents either agreed or strongly agreed with this statement. The 2020 survey is similar with 67% responding in these same categories. 67% of the A&S faculty, 86% of the EBS faculty, and 65% of the JMSB faculty feel that shared governance fosters mutual respect and trust. 7% (A&S), 14% (EBS), and 5% (JMSB) feel that the current state of shared governance does not foster mutual respect. There was not much difference in faculty levels of service ( $r=68\%-73\%$ ) in agreement that shared governance currently fosters mutual respect.



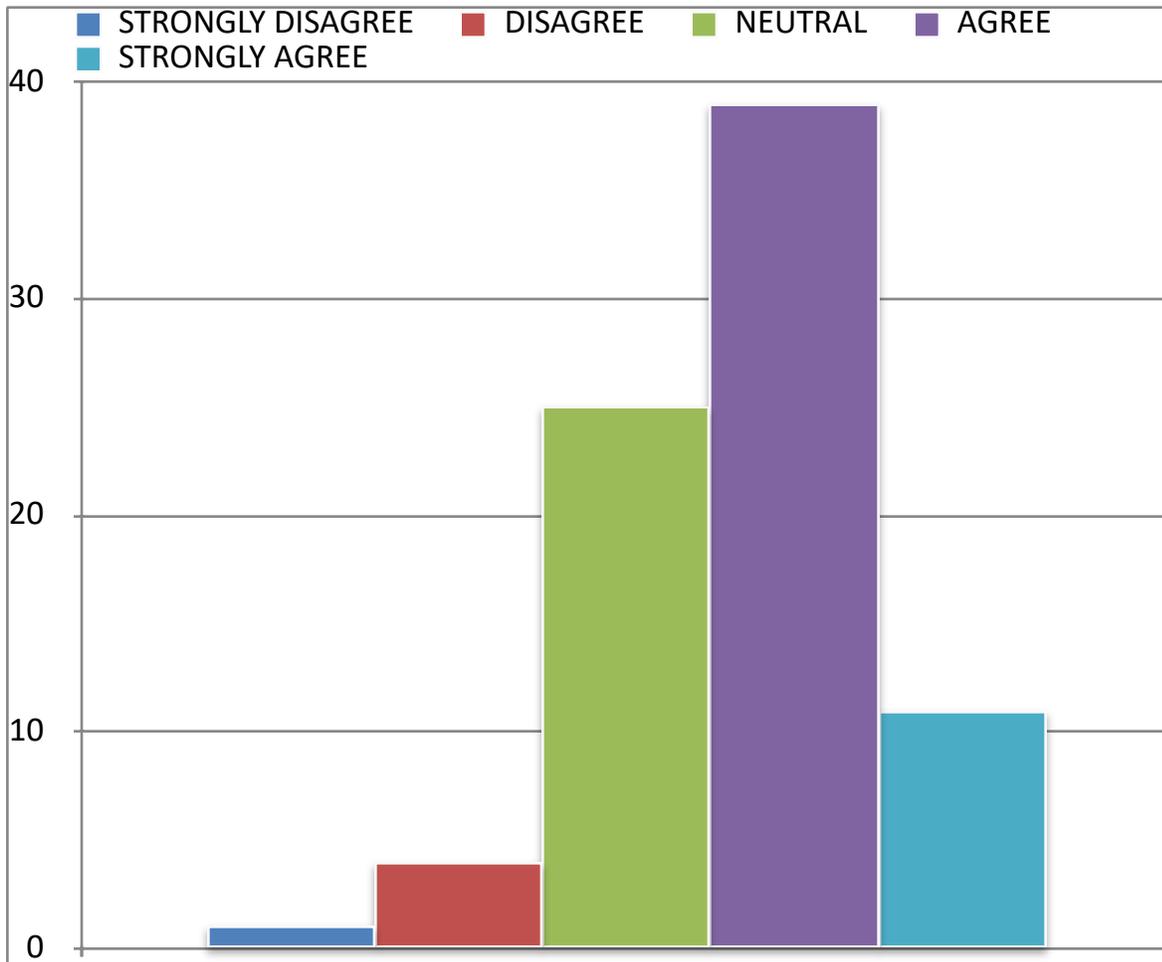
**Question 10: We have held 4 Shared Governance Forums during this Academic Year. How many have you attended?**

The category of 'Zero' was inadvertently left off for both the 2019 and 2020 surveys. 41% of the respondents attended one session with only 13% attending all 4. EBS had the highest percentage of faculty attending all 4 sessions (33%) with 50% of the A&S faculty and 60% of the JMSB faculty reporting attendance at one session. The shared governance sessions were attended most by the 0-7 years of service level, attendance was distributed with one time being the most prevalent (52%). The 15+ years level the highest attendance was either one time (36%) or two times (40%). Among the 8-14 year level, sessions were either attended one time (64%) or 4 times (37%).



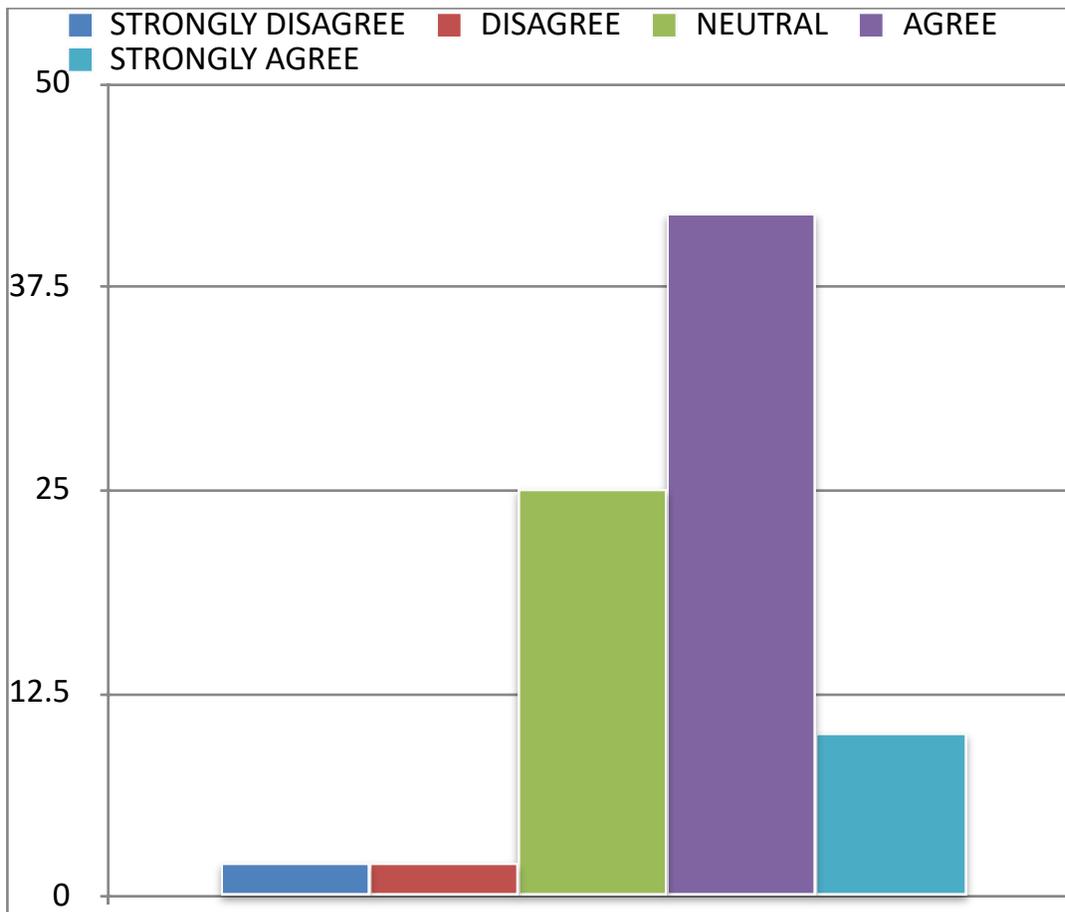
**Question 11: The Shared Governance forums have been useful in conveying information between the faculty and administration.**

63% of the respondents either agreed or strongly agreed that the Shared Governance forums have been useful in conveying information as compared to 75% in 2019. 67% (A&S), 69% (EBS), and 53% (JMSB) felt that the forums are useful in conveying information. 5% (A&S), 15% (EBS), and 5% (JMSB) felt that the forums were not useful. The 0-7 and 15+ years of service levels reported that the information was useful (66%, 70%, respectively.). 47% of the 8-14 years of service level agreed with the statement.



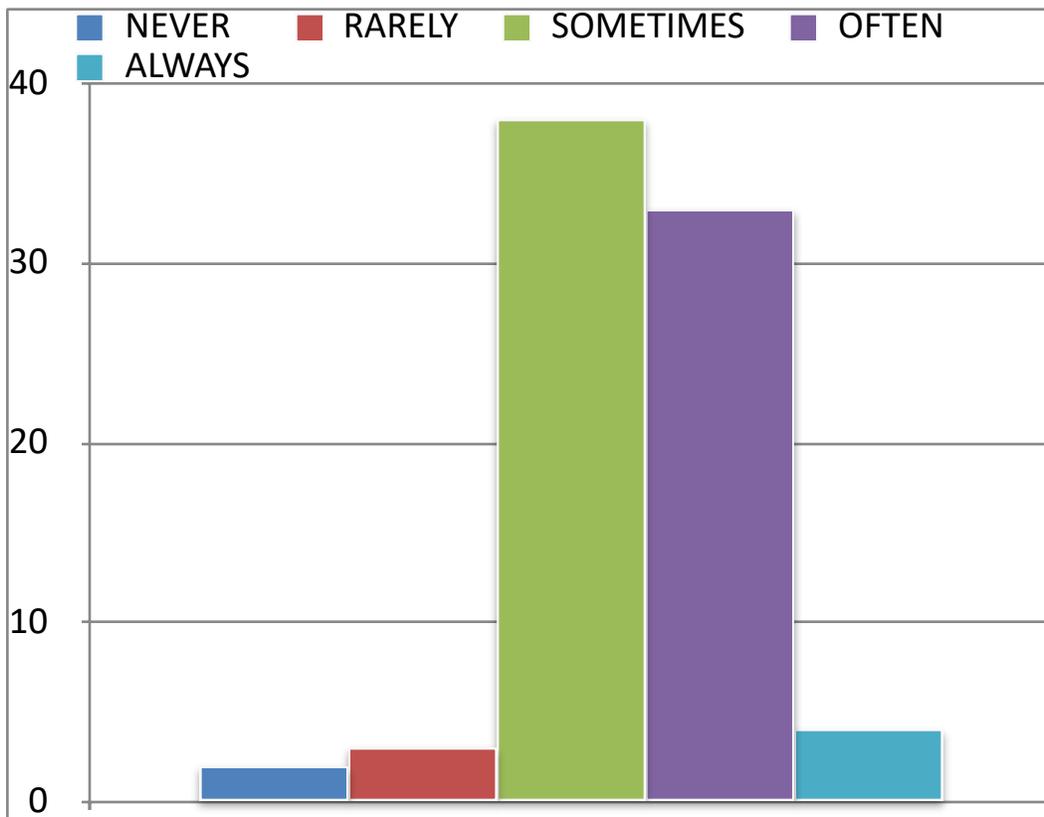
**Question 12: The Shared Governance forums have helped the faculty and administration work on various issues of concern.**

64% of the 2020 respondents felt that the Shared Governance forums helped the faculty and administration work on various issues of concerns as compared to 68% in 2019. 61% of the A&S faculty, 86% of the EBS faculty, and 53% of the JMSB faculty responded favorably that the forums helped faculty and administration work on issues of concern. One respondent commented that the forums tended to be more informational and less discussion oriented. There was not a lot of variance in reporting among the various years of service.



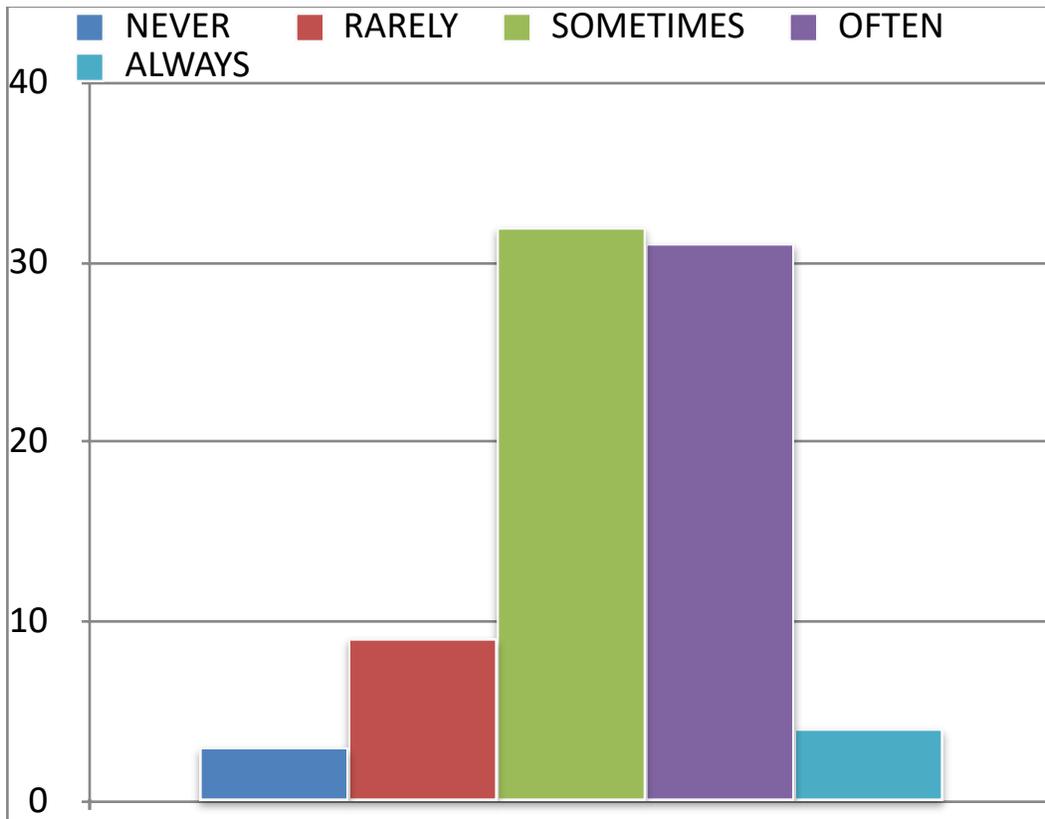
**Question 13: The administration solicits faculty input when creating or revising policies that directly affect student learning.**

When asked if they thought that administration solicits faculty input regarding policies affecting student learning, 46% of the 2020 participants responded with Often or Always. 48% felt that faculty sometimes participated and only 6% felt that faculty were rarely or never asked for input. The results were similar in 2019 with 47% reporting Often or Always and 45% reporting Sometimes. 7% reported Rarely or Never. 12% of the A&S faculty felt that administration rarely or did not solicit input regarding policy creation/revision with 37% feeling that faculty were sometimes involved. 50% of EBS faculty responded in the category Sometimes with 50% reporting Often or Always. 63% of the JMSB felt that faculty were sometimes involved with 37% feeling that faculty were often or always involved in the decisions to revise or create policy. Two (2) respondents felt that faculty should have been more involved in the decision making process regarding the institution's response to the pandemic with one expressing hope in the new administration. Years of service didn't vary much among the responses.



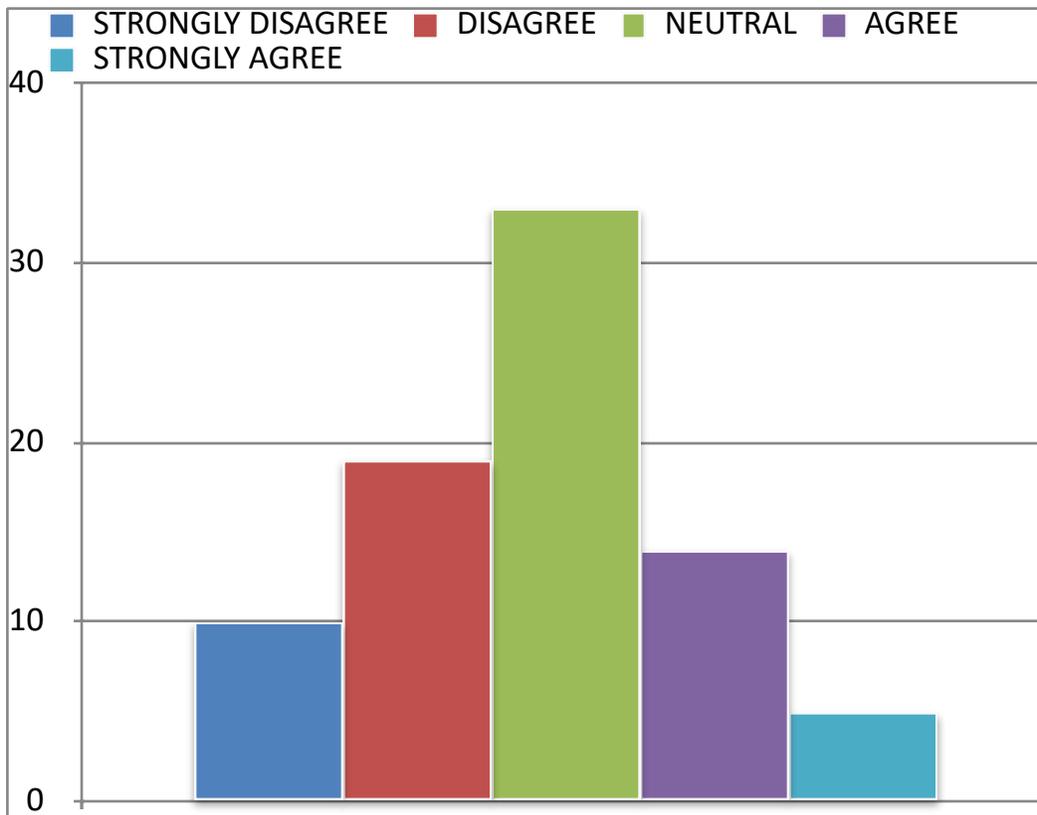
**Question 14: The administration solicits faculty input when creating or revising policies that directly affect me as a faculty member.**

In the 2020 survey, 44% of the respondents felt that they were Often or Always asked for input on policies that affected faculty. 15% responded with either Never or Rarely. When compared to the 2019 survey, the respondents who felt they were Never or Rarely asked was only 7% with 48% feeling that they were Often or Always asked for input. EBS faculty (100%) felt that they were involved in policy revision/creation when it directly affected them. 19% (A&S) and 16% (JMSB) faculty reported either never or rarely being involved. There was not a lot of variance in reporting when looking at years of service.



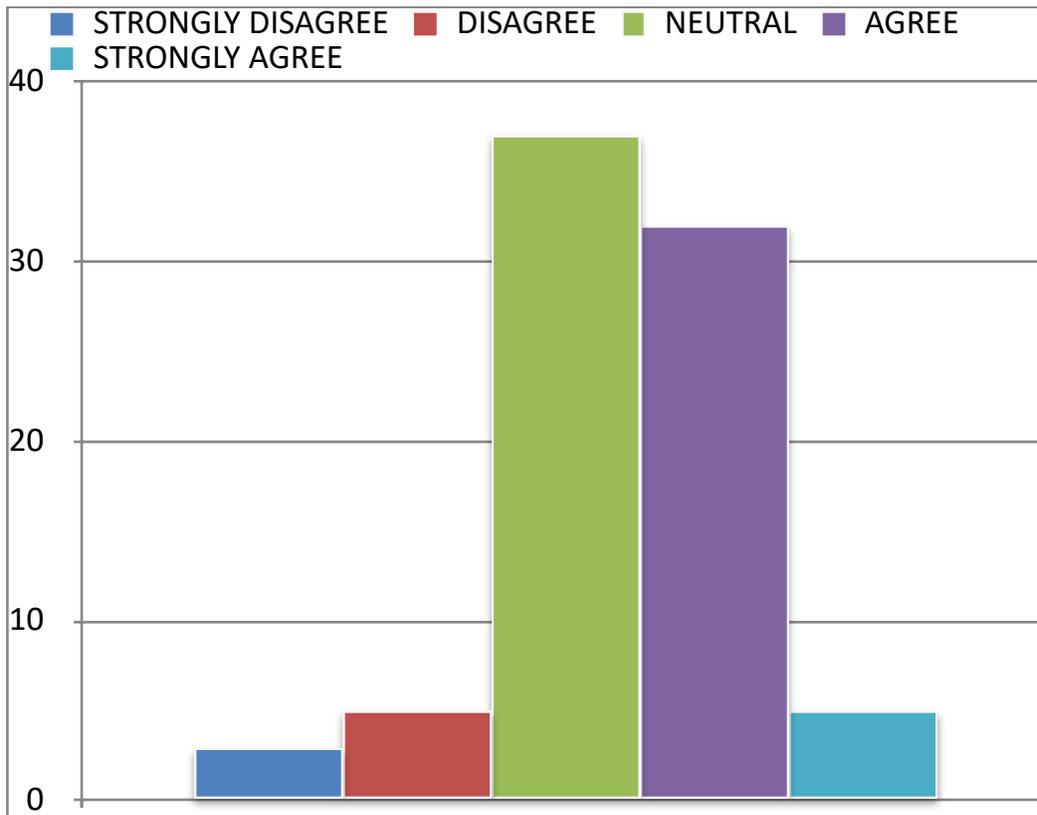
**Question 15: Funding for faculty travel is adequate.**

In 2019, 33% responded either Agreed or Strongly Agreed that funding was adequate. In 2020, only 24% responded favorably (agreed/strongly agreed). 34% in 2020 either disagreed or strongly disagreed as compared to 31% in 2019. 38% (A&S), 21% (EBS), and 37% (JMSB) felt that funding for travel was inadequate. 14% (A&S), 50%(EBS), and 27% (JMSB) felt that funding for travel was adequate. Comments indicated that policies needed revising, there is a low funding cap, not knowing that funding was available, and difficult to obtain the funding were reasons why it is perceived as inadequate.



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

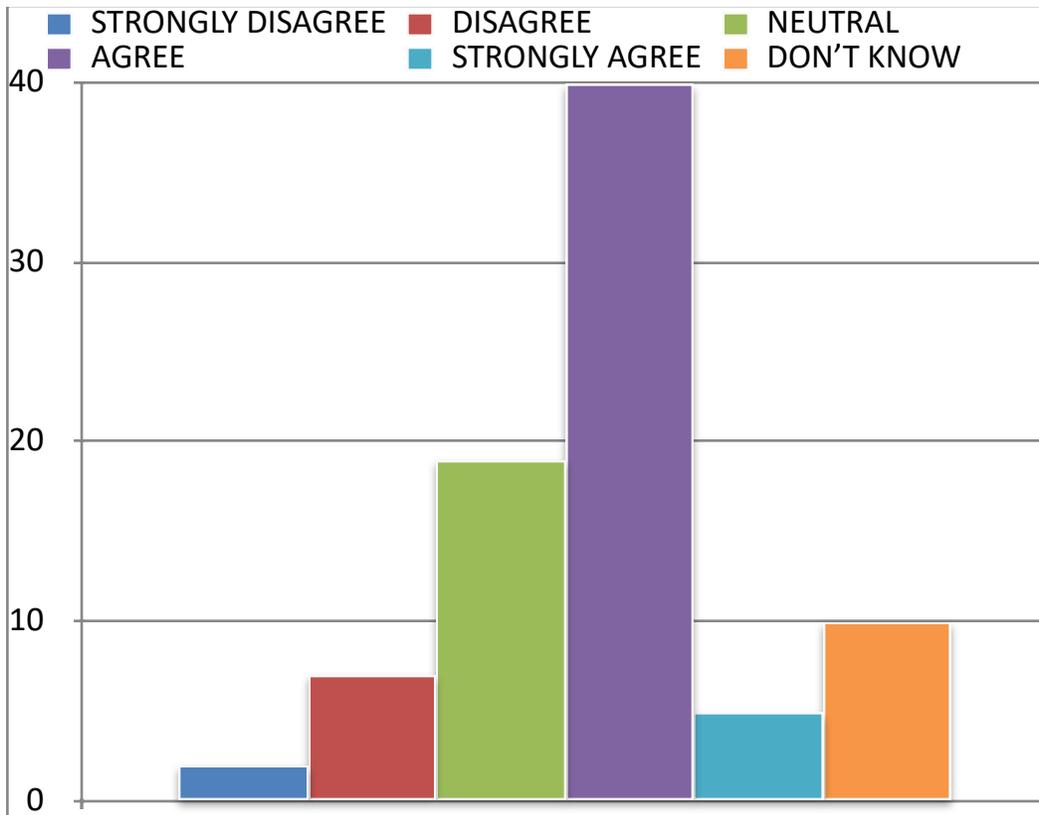
45% of the faculty felt that funding for travel is administered fairly and efficiently. This is lightly down from 2019 (51%). Only 10% disagreed with the statement which is an improvement from 2019 (15%). 10% (A&S), 0% (EBS), and 15% (JMSB) felt that travel funding was not administered fairly and efficiently. 29% (A&S), 79% (EBS) and 55% (JMSB) felt that travel funding was administered fairly and efficiently. Comments that were offered expressed dissatisfaction with the reimbursement process.



Q16

**Question 17: The University devotes enough of its resources in support of academic instruction and spends them efficiently.**

54% of the faculty feel that the university devotes enough of its resources to support instruction. 11% disagreed with this statement. This is slightly up from 2019 (61% agreeing, 12% disagreeing). A&S (16%) responded negatively to this question when compared to EBS (7%) and JMSB (0%). JMSB (70%) responded the most favorable with EBS (64%) being a close second. (45%) of the A&S faculty responded favorably. 52% (0-7 years level), 75% (8-14 years level), and 47% (15+) agreed with this statement. Faculty choosing to make comments indicated low compensation, aging classrooms, lack of transparency, and how lab and course fees are distributed contributed to the less than favorable responses.

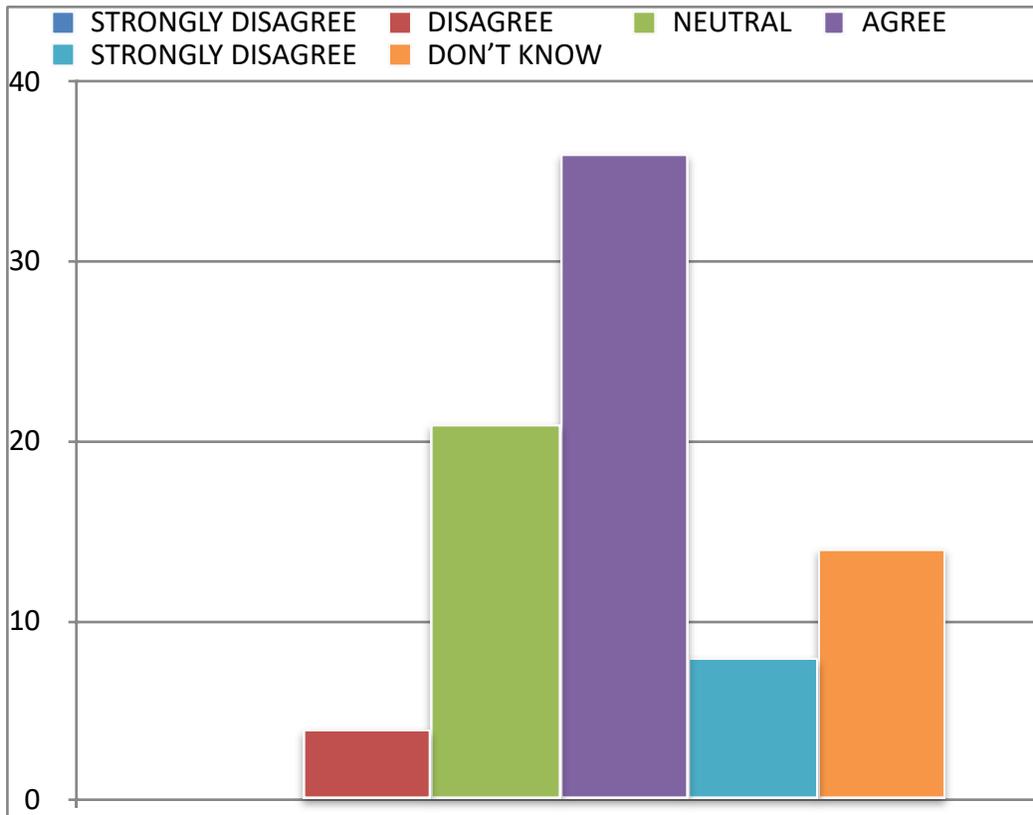


Q17

**Question 18: Should read: The University devotes enough of its resources in support of student services and spends them efficiently.  
(duplicated question #17)**

**Question 19: The University devotes enough of its resources to support administration and spends them efficiently.**

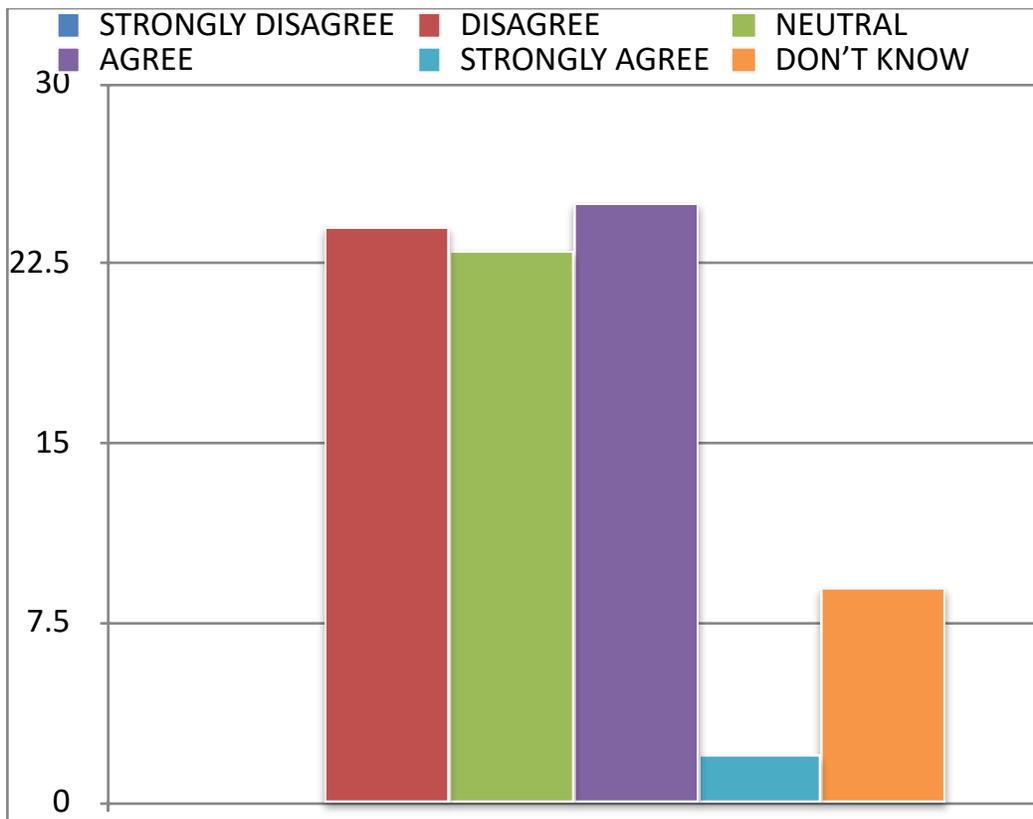
53% of the faculty feel that the university devotes enough of its resources to support administration. Only 5% responded Disagree. This is down from 2019 (68% agreed, 3% disagreed). A&S (54%), EBS (57%), and JMSB (55%) agreed that the university devotes enough to support administration. Only 5% of the A&S and JMSB faculty disagreed with this statement. There was not a lot of variance among years of service.



Q19

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

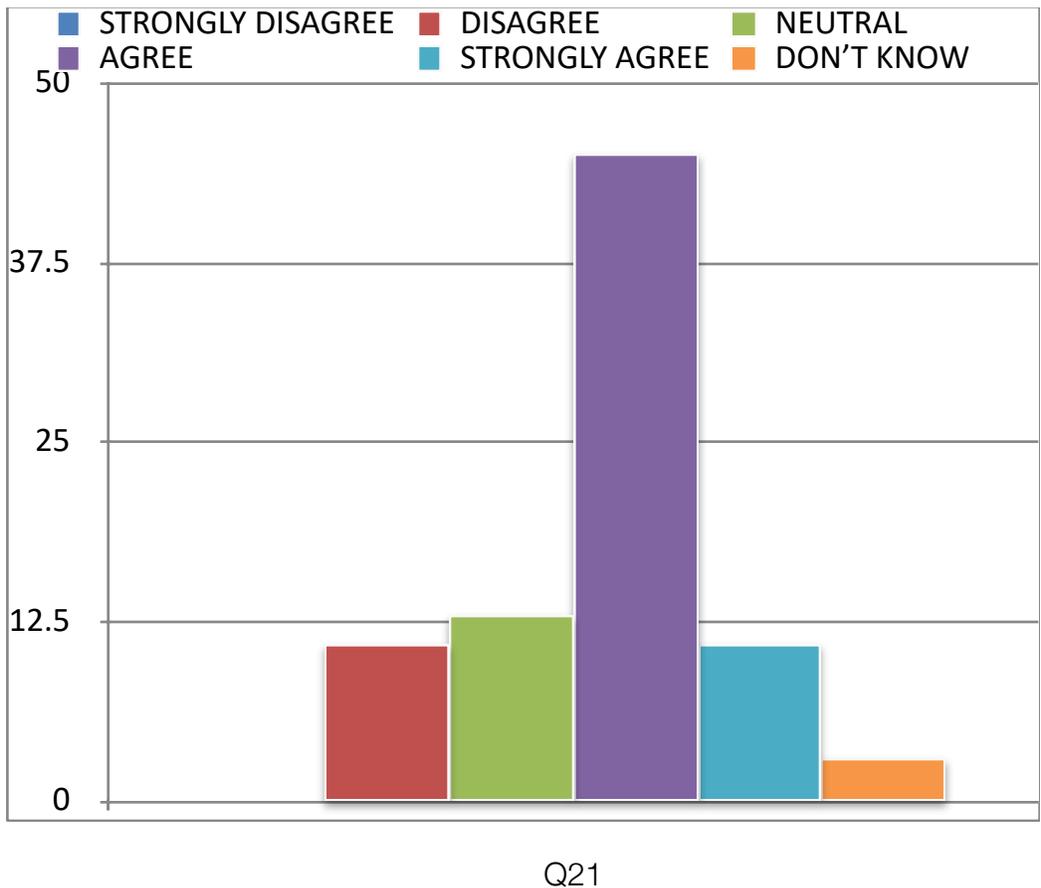
33% of the faculty agree that the university devotes enough of its resources to support its facilities and spends them efficiently. 23% disagree with this statement. This is down from 2019 with 38% agreeing with this statement. A&S (30%), EBS (43%), and JMSB (35%) agree with this statement. A&S (30%), EBS (21%), and JMSB (40%) disagree with this statement. There was not a lot of variance among years of service.



Q20

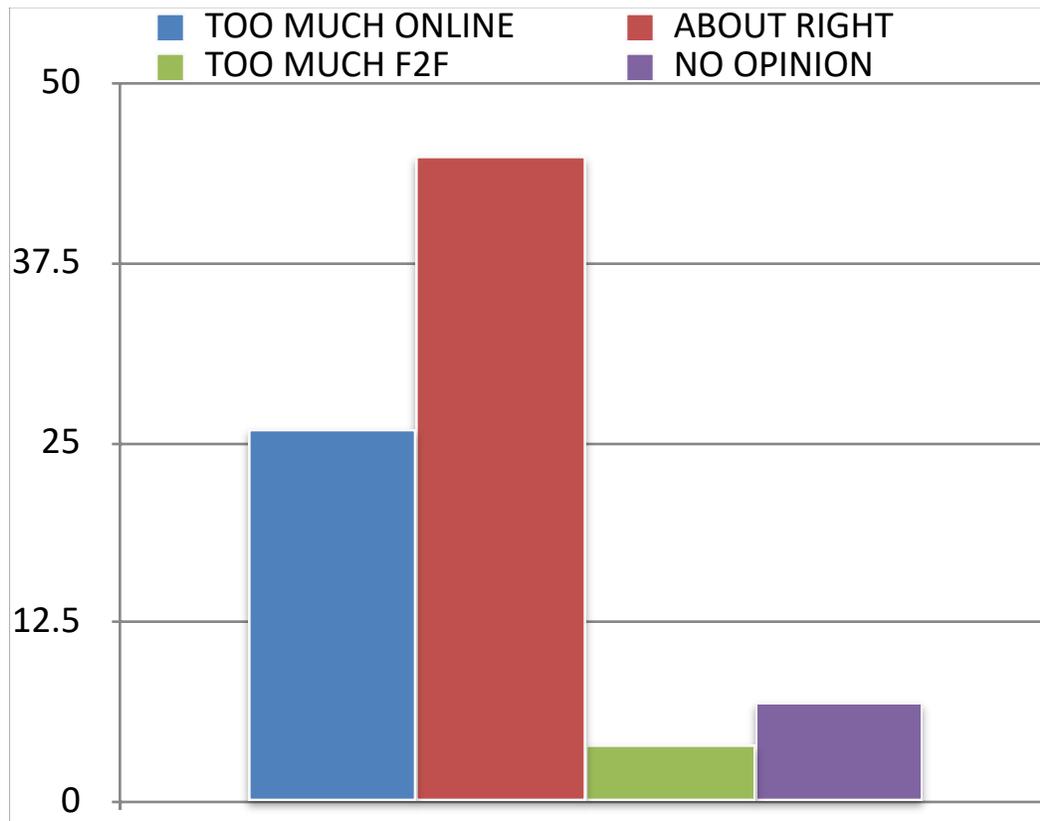
**Question 21: The University devotes enough of its resources to keep instructional technologies both current and widely available.**

68% of the faculty feels that instructional technology is supported. There is not much difference from 2019 (69%). Only 13% feel that allocation of resources is inadequate. A&S (61%), EBS (86%), and JMBS (75%) agree and strongly agree with this statement. Only 16% (A&S) and 10% (JMSB) disagree. There was not a lot of variance among the years of service.



**Question 22: The University's balance between distance/online learning and traditional face to face instruction is:**

Only 5% of the faculty feel that we have too much F2F emphasis. 55% felt that the balance was about right with 32% feeling that we had too much online learning. There is not much change from 2019 (3%, 59%, 38%, respectively). The A&S faculty (36%) felt that our learning was weighted too far towards online learning with JMBS faculty (30%) and EBS (13%) responding in the same manner. EBS (71%), JMBS (60%), and A&S (48%) felt that the balance was about right. 50% of the faculty in the 15+ years level indicated that the balance was weighted too much towards online learning. 47% (15+), 56% (8-14), and 60% (0-7) perceived that the balance is about right.



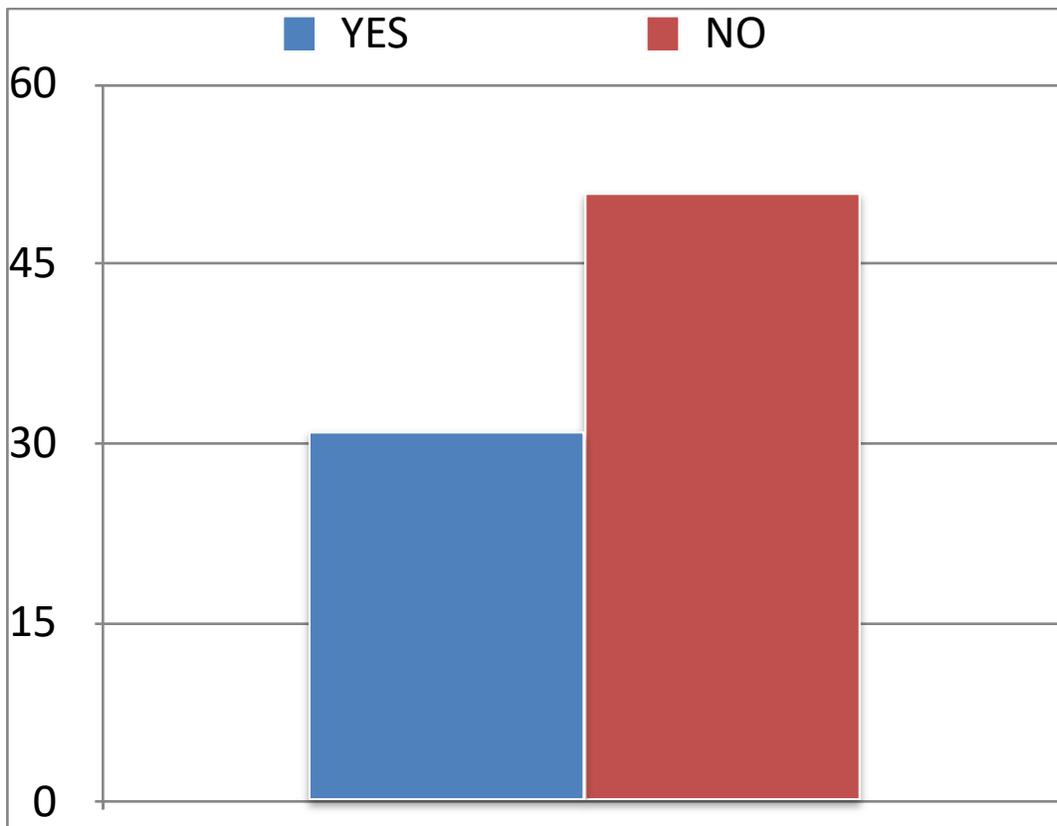
Q22

**Question 23: Do you have any thoughts, comments or concerns regarding the Tenure & Promotion process?**

The responses to this open-ended question are available in the full version of the survey report.

**Question 24: Have you participated in the post-tenure review process?**

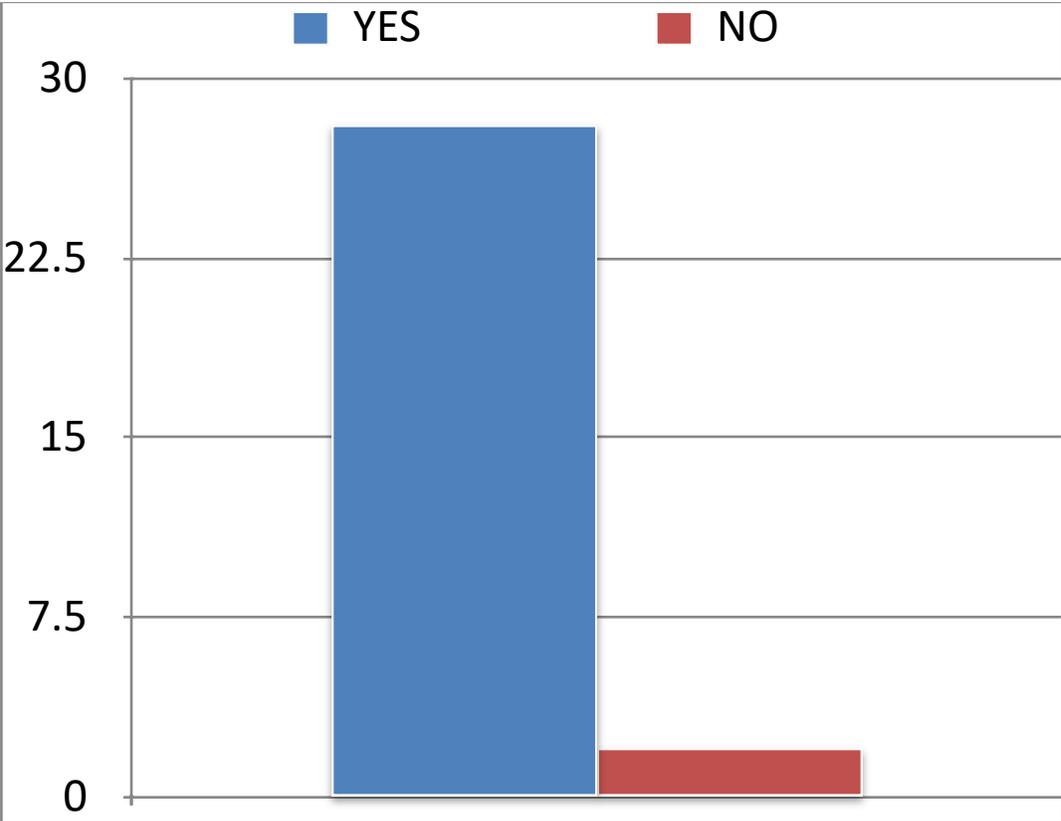
62% of the faculty reported not participating in the post-tenure review with 38% of the faculty indicating that they have participated. In 2019, 18% reported 'No' and 82% reported 'Yes'. A&S (44%), EBS (29%), and JMSB (32%) reported participating in the process.



Q24

**Question 25: If you participated in the post-tenure review process, has the process been clearly explained/communicated in the Academic Policies and Procedures Manual or by other means?**

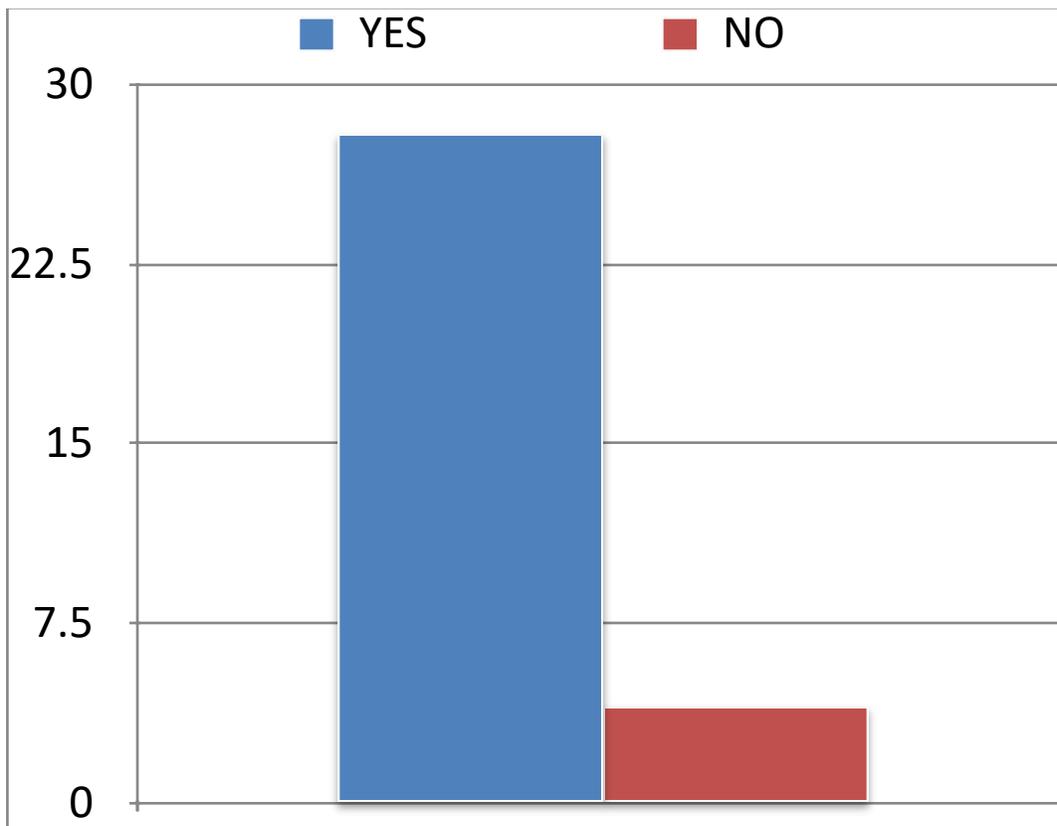
Of those who have participated in the post-tenure review process, 93% felt that the process was clearly explained which is up from 2019 (90%). 7% as opposed to 4% in 2019 felt differently. A&S and EBS faculty both responded that the process was clearly explained with 17% of the JMSB faculty responding negatively. Comments indicated that there is a difference in interpretation among departments and among faculty on the committees.



Q25

**Question 26: If you participated in the post-tenure review process, has the process been fairly administered?**

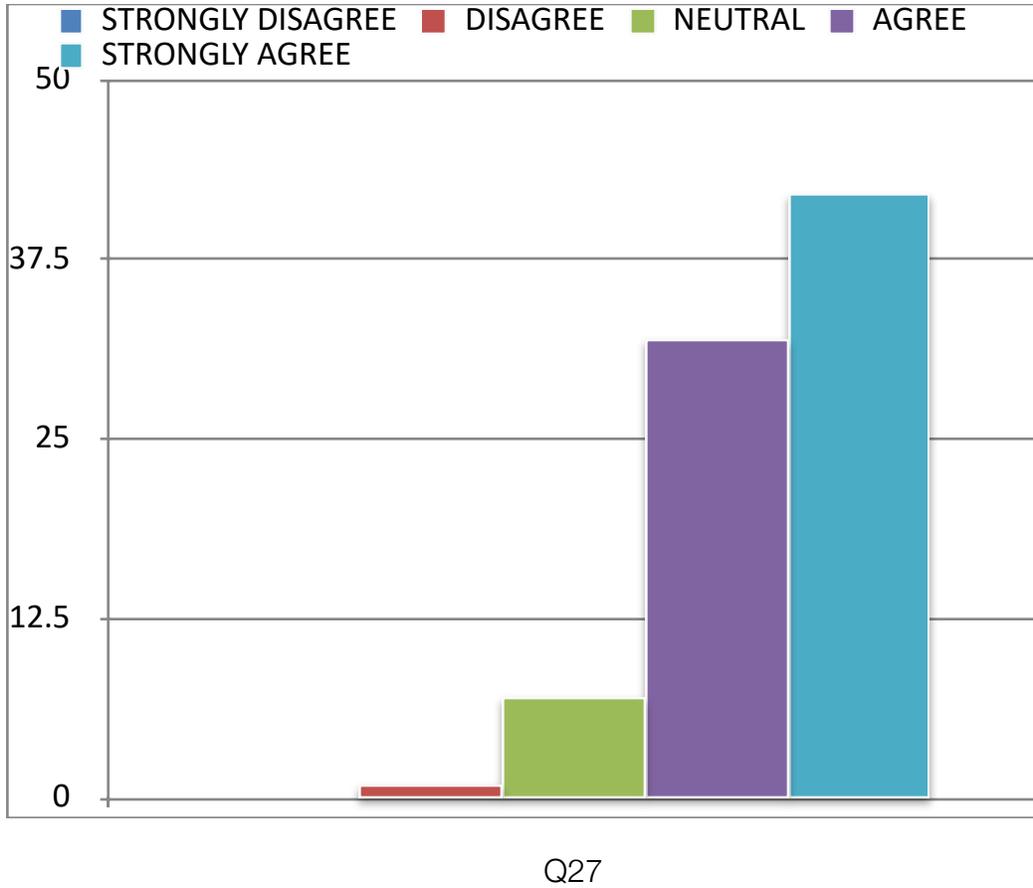
Of those faculty who participated in post-tenure review, 88% felt that the process was fairly administered. This is slightly up from 2019 when 83% reported a favorable response. EBS faculty (100%) felt that the process was administered fairly with A&S (90%) and JMSB (86%) feeling differently. Comments indicated that departments varied in documentation demands and interpretation of the process.



Q26

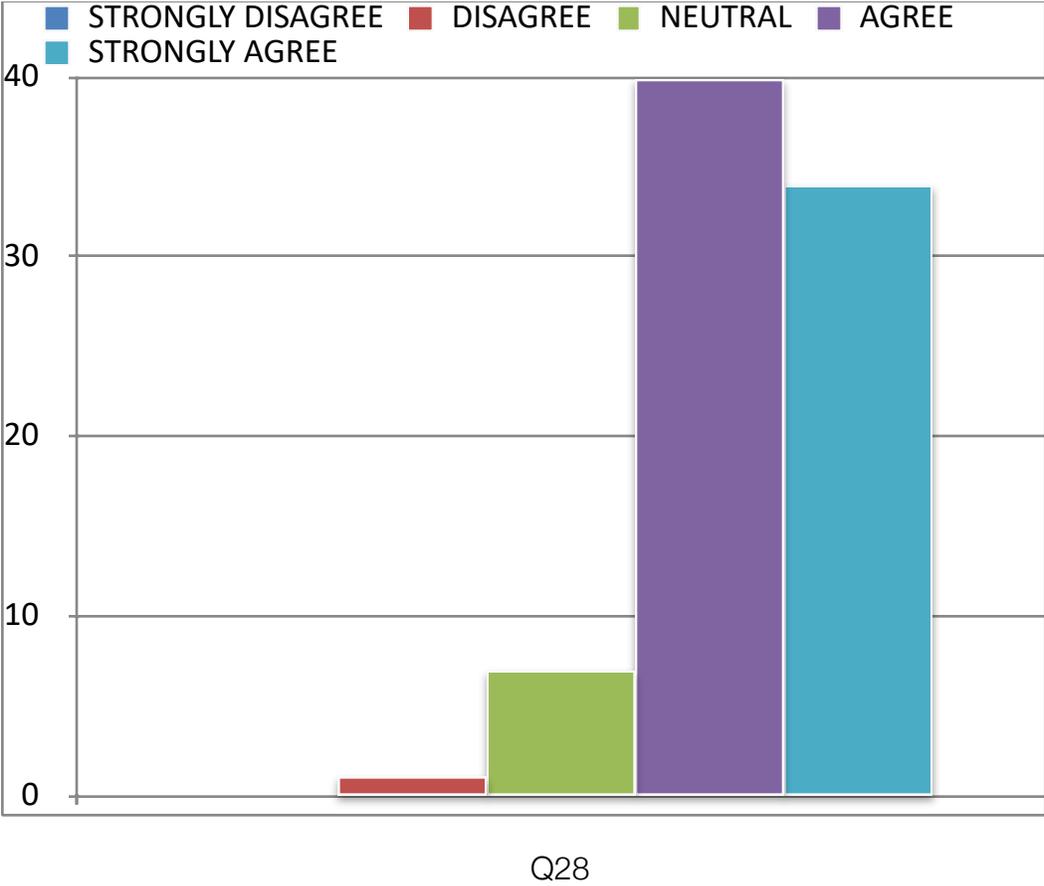
**Question 27: Effective leadership is provided by the Interim-President Bryon Clark.**

87% of the faculty felt that Bryon Clark, Interim-President, provided effective leadership. In 2019, 90% reported a positive response for the leadership of Sean Burrage.



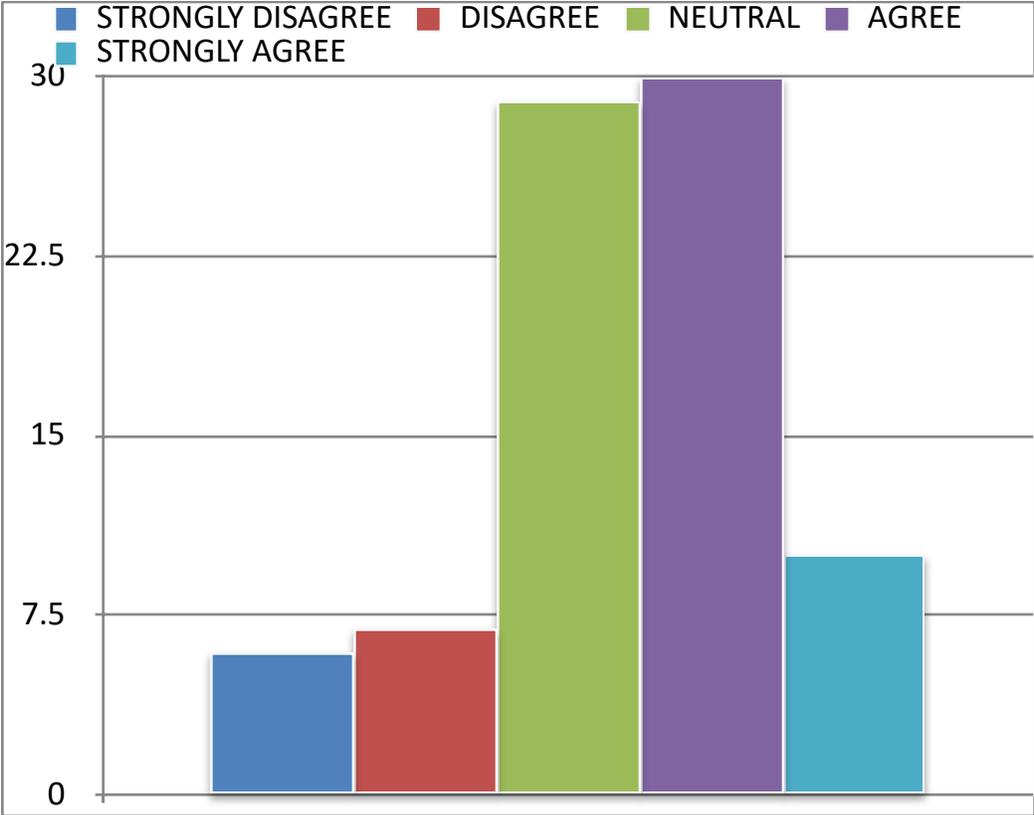
**Question 28: Effective leadership is provided by the Vice-President for Academic Affairs Teresa Golden.**

Over 90% of the faculty felt that VPAA Teresa Golden provided effective leadership. This is up from a 74% approval rating of our previous VPAA.



**Question 29: Effective leadership is provided by the Vice-President for Business Affairs/Chief Financial Officer Dennis Westman.**

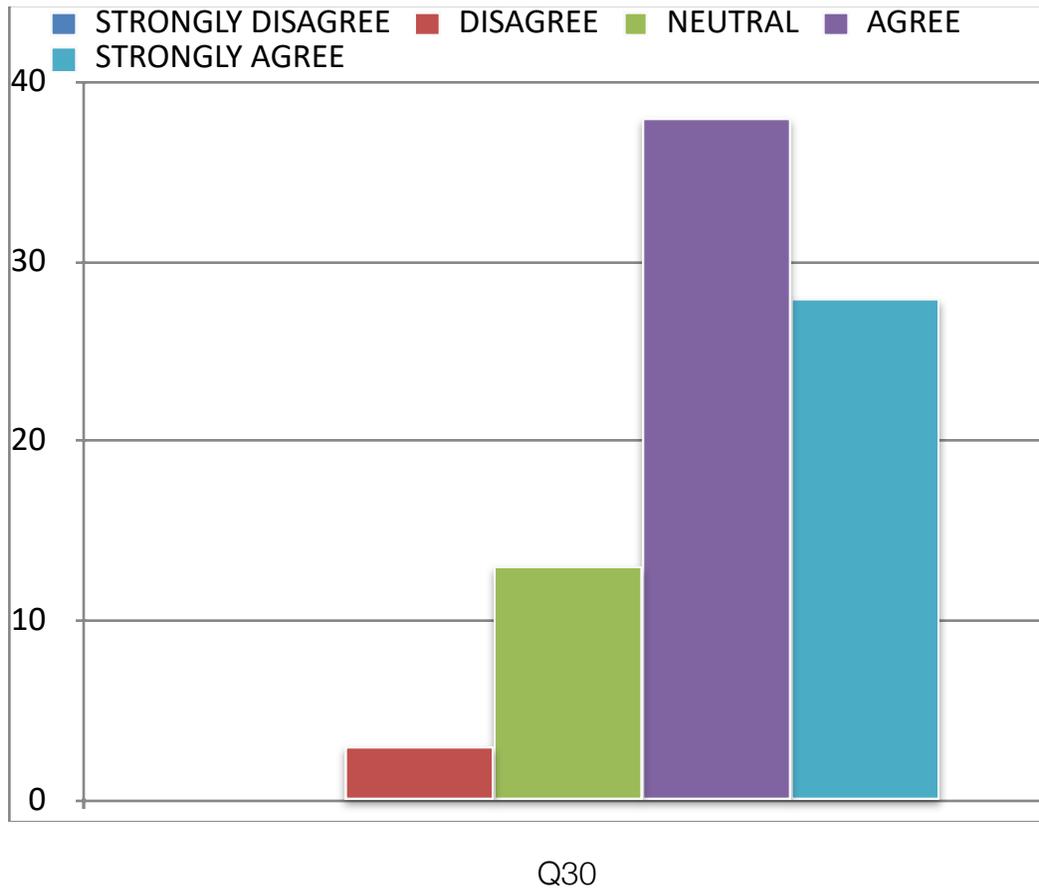
49% of the responding faculty agreed that VPBA/CFO Dennis Westman provided effective leadership. This is up from 41% in 2019.



Q29

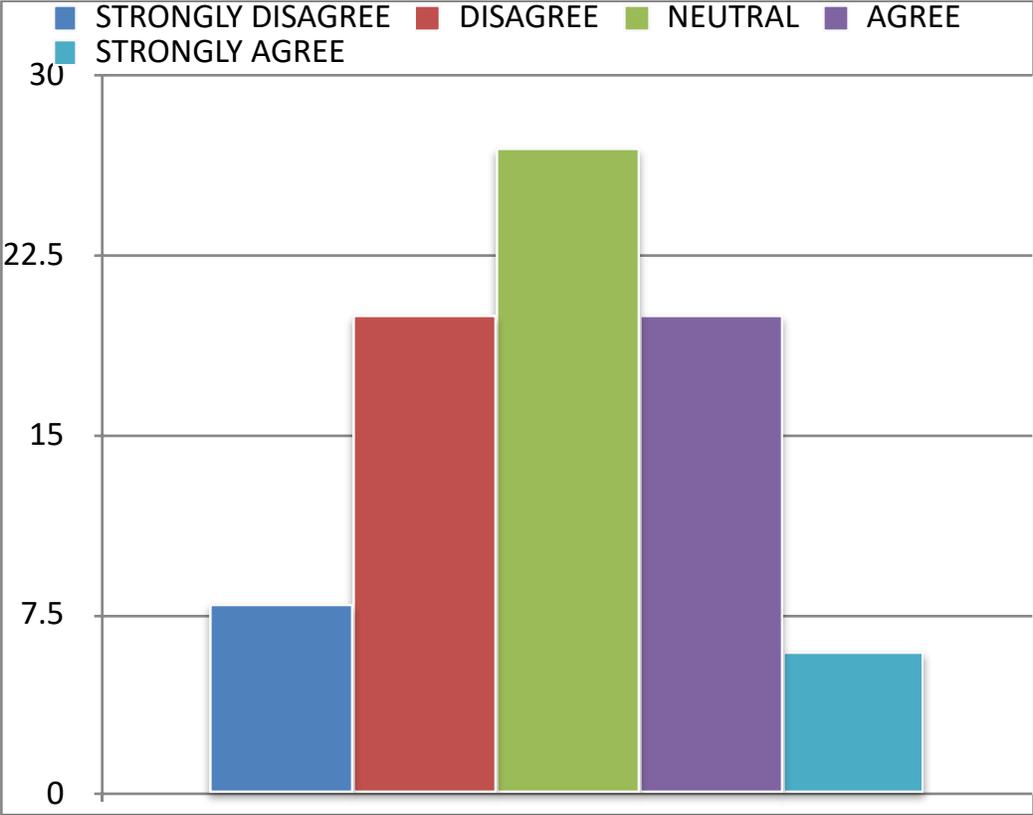
**Question 30: Effective leadership is provided by the Dean of the Graduate School, University Studies, E-Programming, and Academic Support.**

81% of the responding faculty agreed that the Dean provided effective leadership. This is up from 65% in 2019.



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

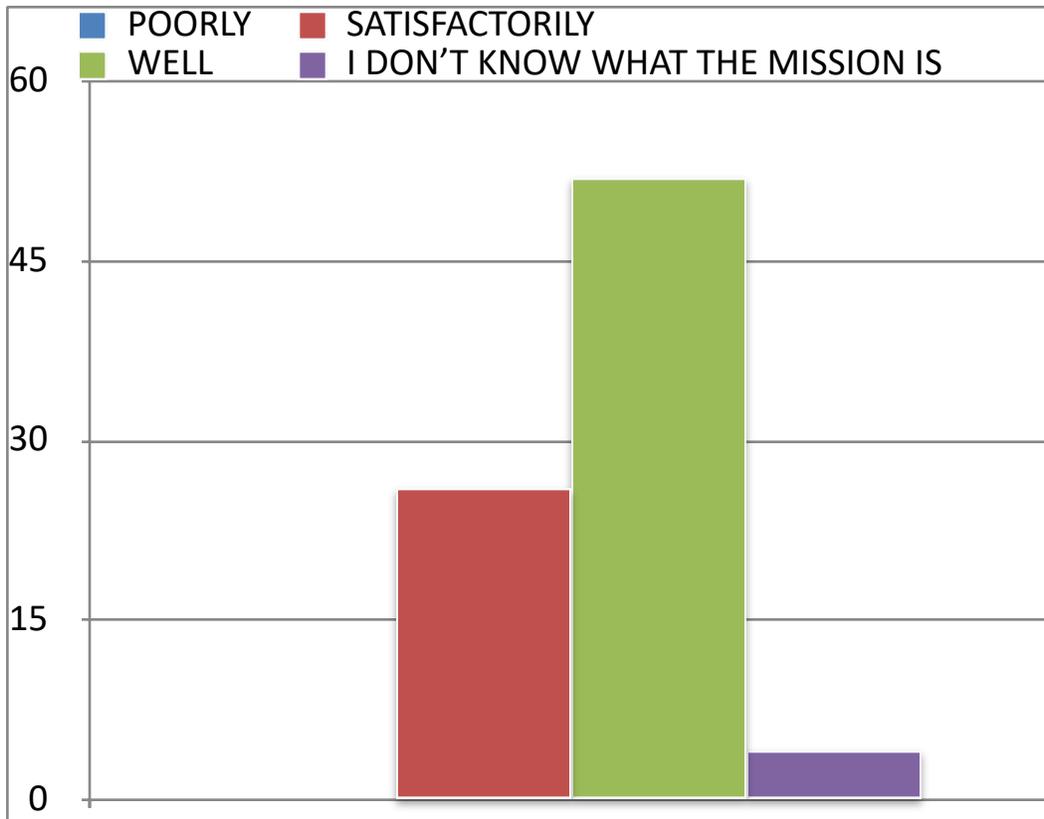
32% of the faculty felt that academic program assessment provided valuable information to the faculty. This is down from 46% in 2019. 33% were neutral and 34% disagreed with the statement. Results varied among schools with A&S (24%), EBS (43%), and JMSB (32%) responding favorably. 45% (A&S), 21% (EBS), and 27% (JMSB) disagreed with the statement.



Q31

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

5% of the faculty indicated not knowing what the mission is with the remainder responding Well (63%) and Satisfactorily (32%). In comparison to 2019, 4% indicated not knowing, 71% reported that the university was doing 'Well', and 20% responded Satisfactorily.



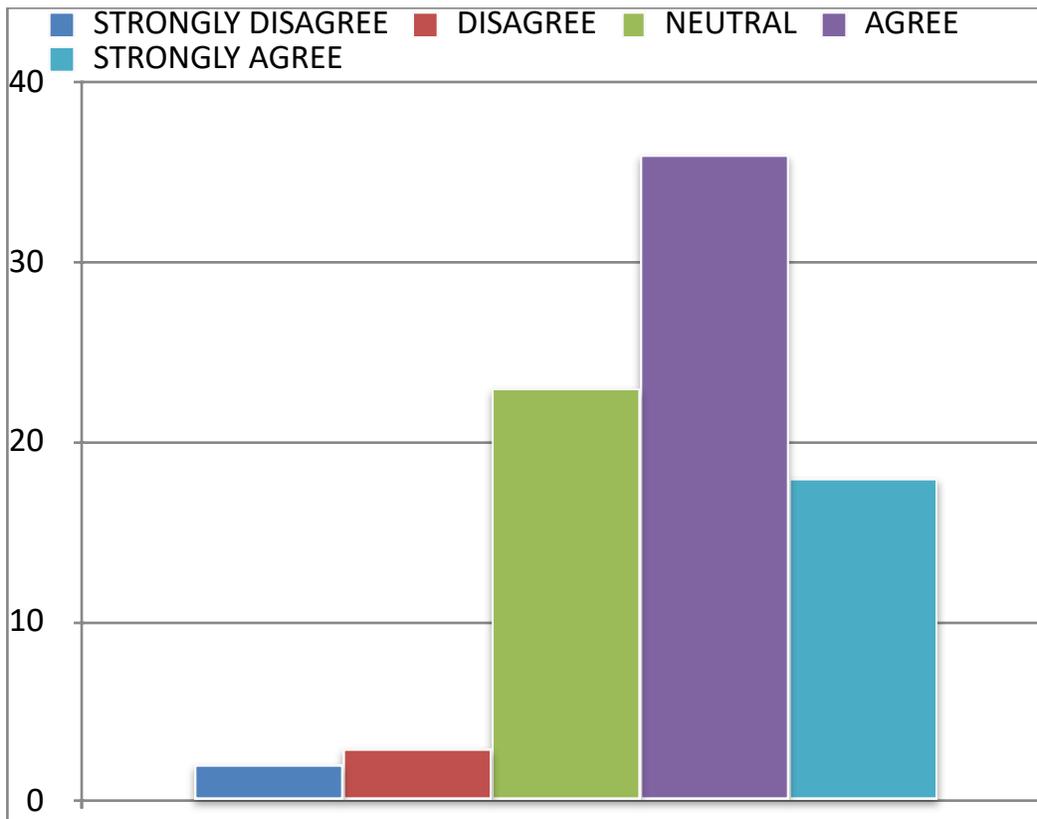
Q32

**Question 33: Do you have any thoughts, comments, or concerns regarding the seven-week accelerated online format?**

The responses to this open-ended question are available in the full version of the survey report.

**Question 34: I believe the Faculty Senate works on issues that are important to me as a faculty member.**

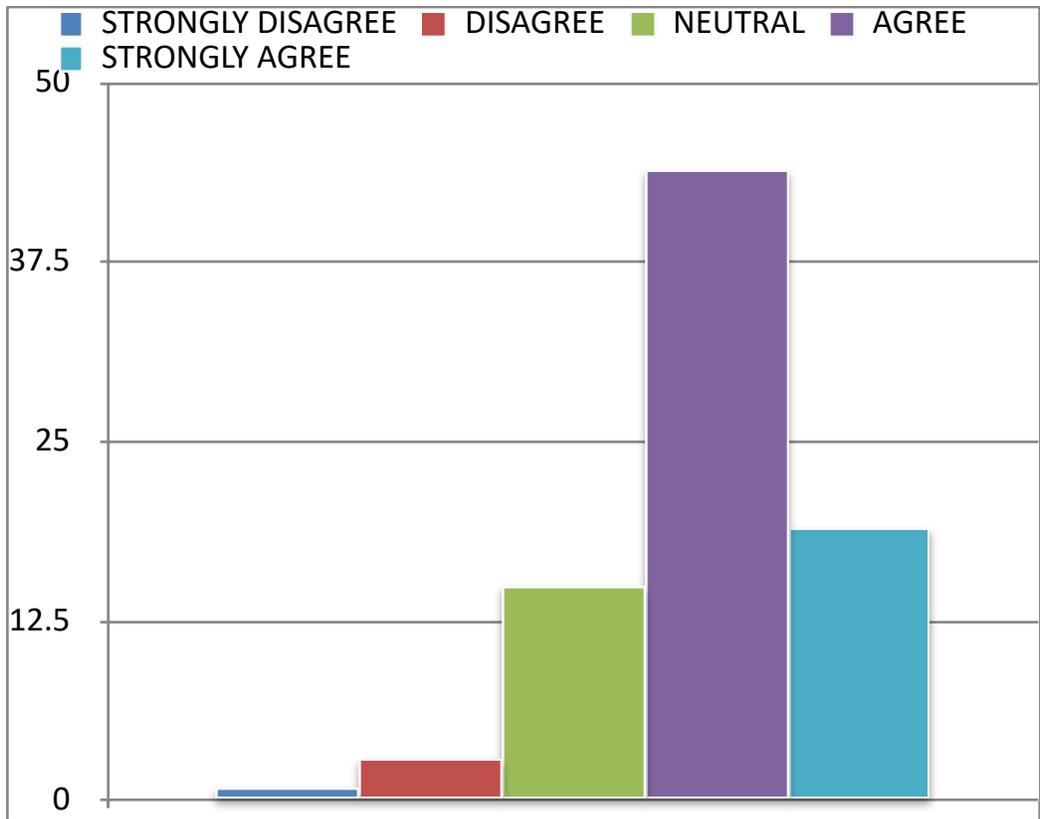
66% of the faculty believe that the Faculty Senate works on important issues for the faculty. 28% were neutral and 6% disagreed. This is down from 2019 when 77% reported favorable responses. A&S (74%), EBS (79%), and JMSB (50%) agreed with the statement. JMSB (10%), EBS (7%), and A&S (5%) disagreed.



Q34

**Question 35: The activities of the Faculty Senate are effectively communicated to the faculty.**

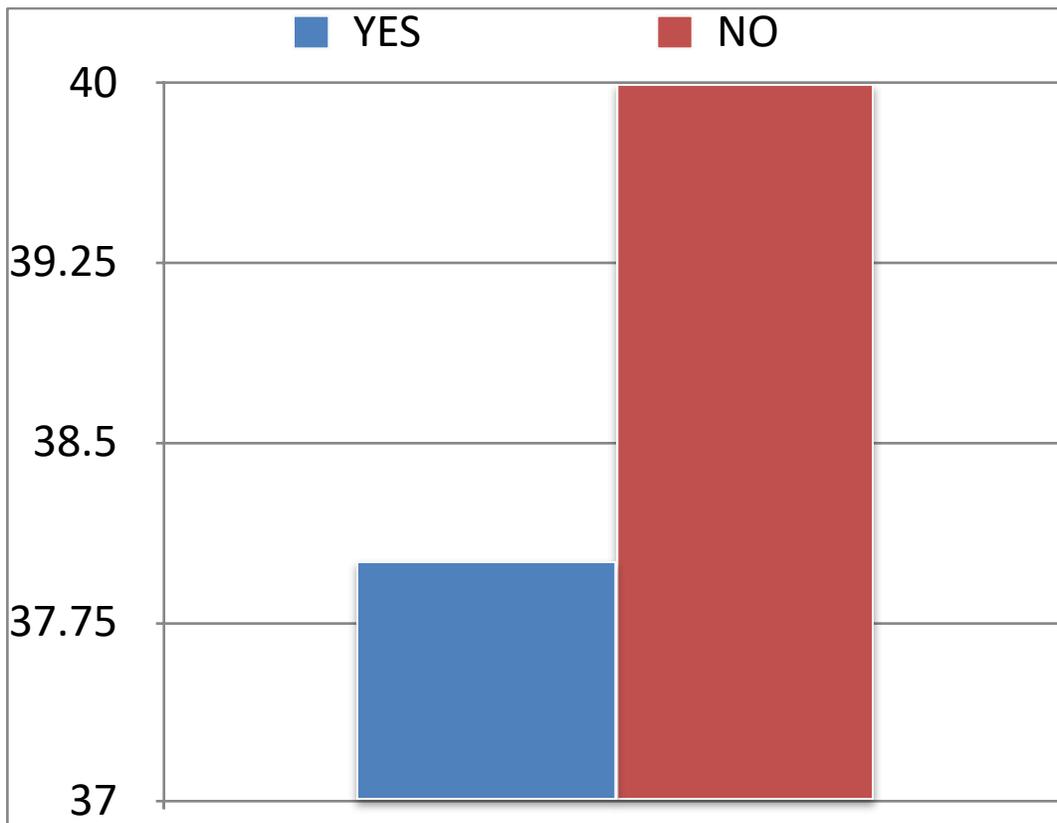
77% of the responding faculty felt that the activities in the Senate were effectively communicated. In 2019, 81% felt that communication was effective. Only 5% disagreed. JMSB (80%), EBS (80%), and A&S (81%) agreed or strongly agreed with the statement. A&S (5%) and EBS (7%) disagreed with no JMSB responding negatively.



Q35

**Question 36: Would you be interested in serving on the Faculty Senate in the future? Why or Why not?**

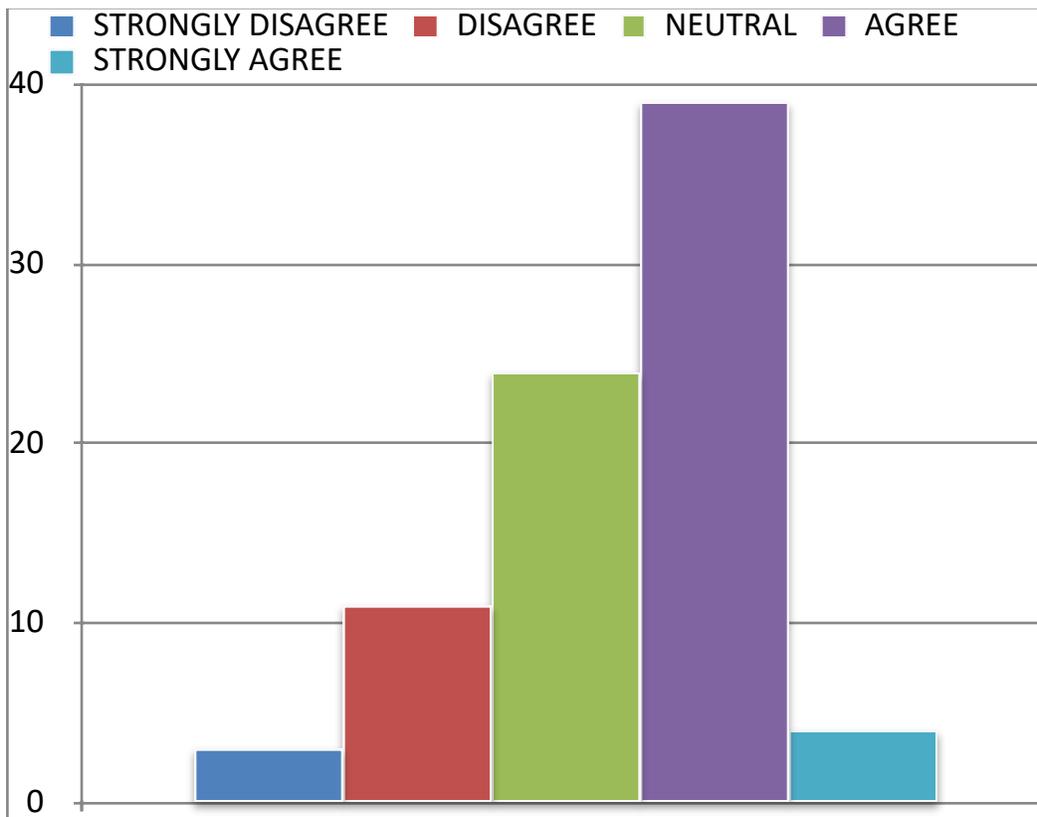
51% of the responding faculty indicated that they were not interested in serving on the Senate with 49% showing an interest. In 2019, 55% were not willing to serve with 44% showing an interest. The school showing the most interest on serving was the A&S (60%) with JMSB (40%) and EBS (39%) following. The majority of the comments were that the meeting time was a conflict, too much workload, or they were adjuncts and were not allowed to serve. There was one comment that it was just an arguing session about issues important to themselves.



Q36

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

53% of the faculty agreed that the symposium was an appropriate length. 17% disagreed. A&S (51%), EBS (79%), and JMBS (40%) agreed that the symposium was the appropriate length. A&S (20%), EBS (0%), and JMBS (20%) disagreed with the statement. Most comments indicated that the information was repeated year after year, was of little value, or could be disseminated in a more efficient way.



Q37

**Question 38: What do you think the University does well?**

The responses to this open-ended question are available in the full version of the survey report.

**Question 39: What do you think the University could do better?**

The responses to this open-ended question are available in the full version of the survey report.

**Question 40: How do you think the University could improve its student recruiting?**

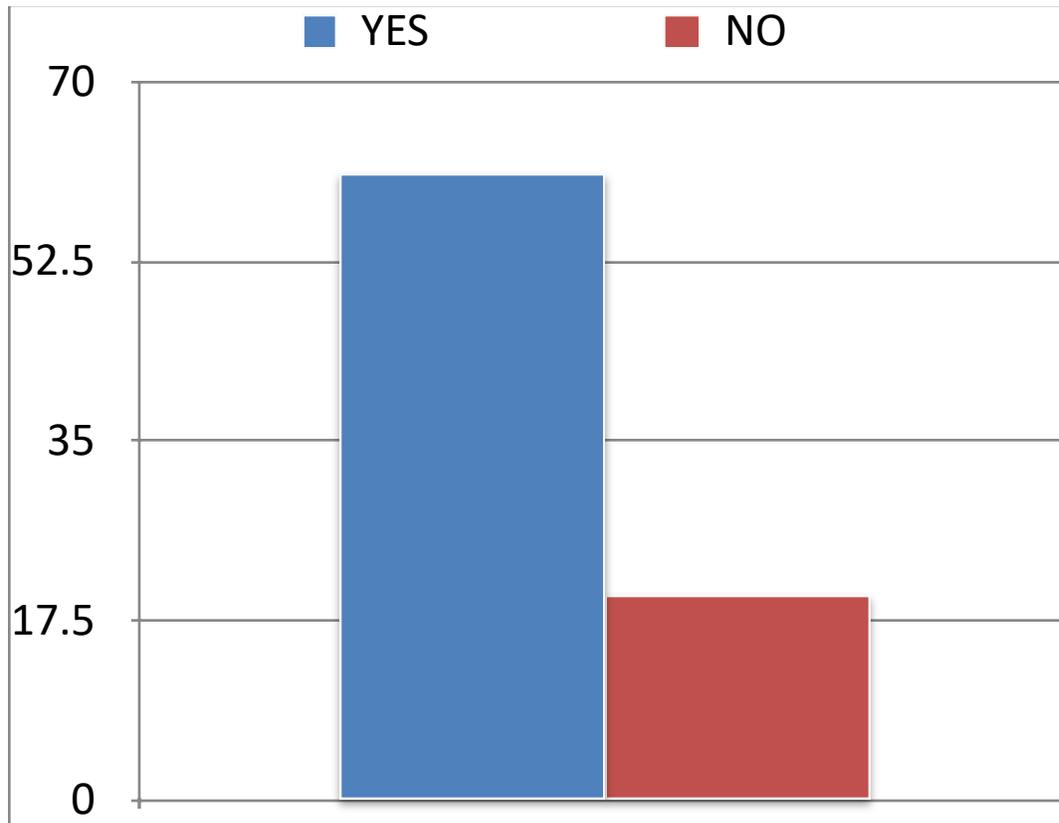
The responses to this open-ended question are available in the full version of the survey report.

**Question 41: What items should the Faculty Senate be working on in the next few years?**

The responses to this open-ended question are available in the full version of the survey report.

**Question 42: Did you have a face to face course(s) that transitioned to online instruction post-Spring Break?**

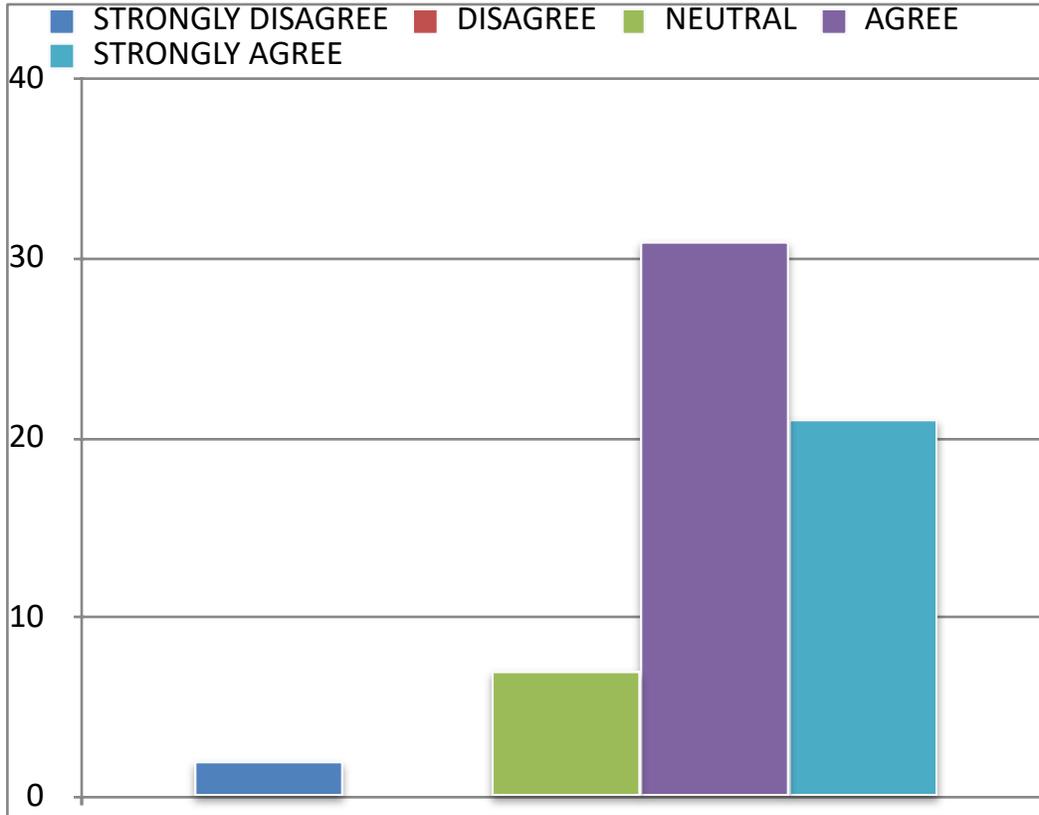
75% of the faculty that responded to the survey had a course that transitioned from F2F to online.



Q42

**Question 43: I received adequate support during the transition.**

86% of the faculty felt that they received adequate support during the transition. Only 3% strongly disagreed. Comments were positive for the support that CIDT offered.



Q43

**Question 44: How did the transition affect your course?**

The responses to this open-ended question are available in the full version of the survey report.

**Question 45: If we need to continue with online only instruction in Fall 2020, what specific resources do you feel you will need to provide effective instruction?**

The responses to this open-ended question are available in the full version of the survey report.

**Question 46: How do you feel your online/hybrid courses, post-Spring Break, were impacted by the University's response to the Covid-19 pandemic?**

The responses to this open-ended question are available in the full version of the survey report.