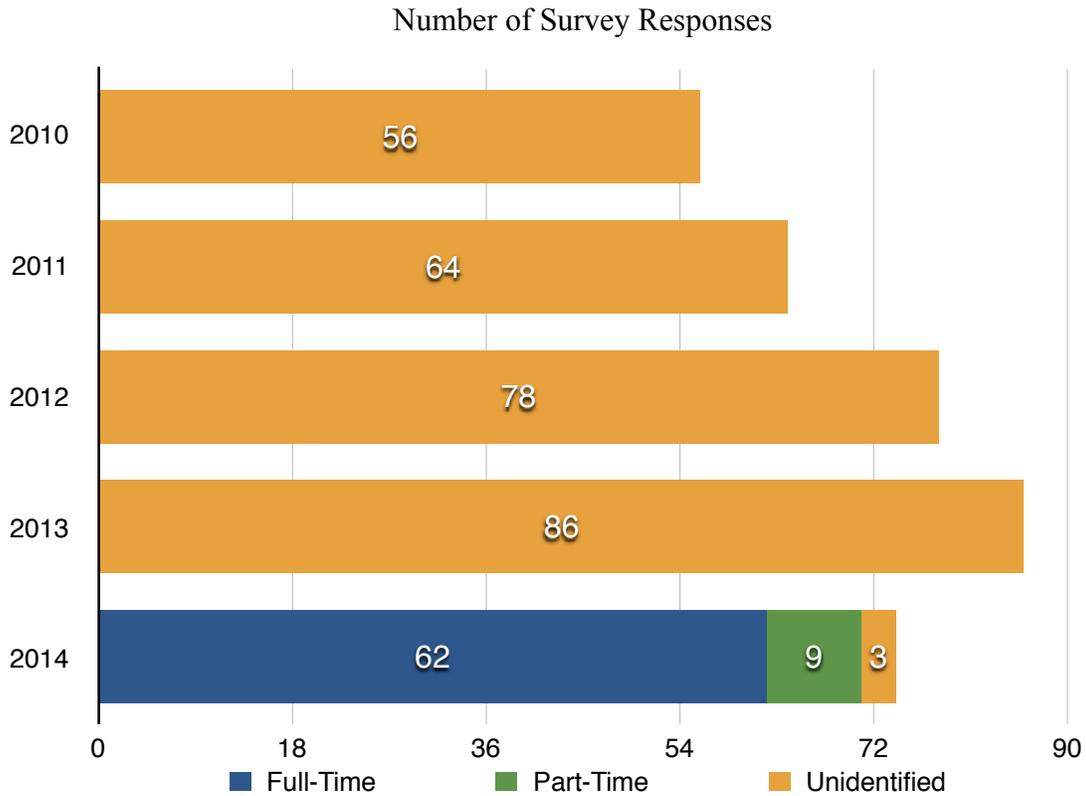


2014 Faculty Senate Survey

In April 2014 the Senate issued its annual survey; it was open from April 18th to May 9th. There were a total of 74 responses (lower than the previous survey's total of 86). Adjuncts were invited to participate for the first time and the breakdown of respondents is included below.



Many of the questions from previous surveys were replaced or substantially reworded and so not every question has a historical record for comparison.

A common complaint in previous years was that there wasn't enough information available to answer certain questions (usually about the University budget or what the Senate has done) in an informed fashion. This year's survey was accompanied by a brief breakdown of the SE budget categories over the last few years, a comparison of the SE budget categories to those in other RUSO institutions, and a list of what the various Senate committees have been working on.

Quick Summary

Item 1: Faculty Morale

- Faculty morale is still low but isn't slipping any lower.
- Positive influences on morale come from places where the Administration and faculty are working together (Faculty Senate, AAUP, improvements to the tenure/promotion process, etc.)
- The most commonly cited negative influence is low salaries, especially in comparison to other institutions.
- Other negative influences are the decreasing number of full-time faculty and corresponding rise in adjunct usage, increasing bureaucracy (especially in regards to travel), and maintenance of facilities (both physical and in terms of increasingly obsolete instructional technology).

Item 2: Faculty salaries

- Generally perceived as a critical issue, especially for those at higher ranks.
- Adjusting salaries on a rank-by-rank basis is the most popular approach, followed by adjusting by discipline and giving everyone the same percentage increase.
- There is some support for merit to be a factor in pay based on the comments.

Item 3: Travel

- The increase in travel funding was universally well-received.
- The reimbursement process is just as universally seen as problematic and in dire need of improvement.

Item 4: Shared Governance

- Generally seen as improving.
- Shared governance forums are viewed to be good at relaying information, less so on effecting changes (although faculty attendance at these are somewhat low).
- More faculty input is needed in policies that affect student learning and the faculty.

Item 5: Graduation and Retention Rates

- Faculty fear that improvement efforts in practice will mean dumbing things down.
- Many faculty feel that the best way to improve these rates is to actively recruit better students (like the Honors students) and raise admission standards, even if this somewhat runs counter to the stated University mission.

Item 6: New Tenure and Promotion Process

- The process is viewed at having been well-explained.
- The process is seen as an improvement over the older process.
- The process is seen as fairly executed.

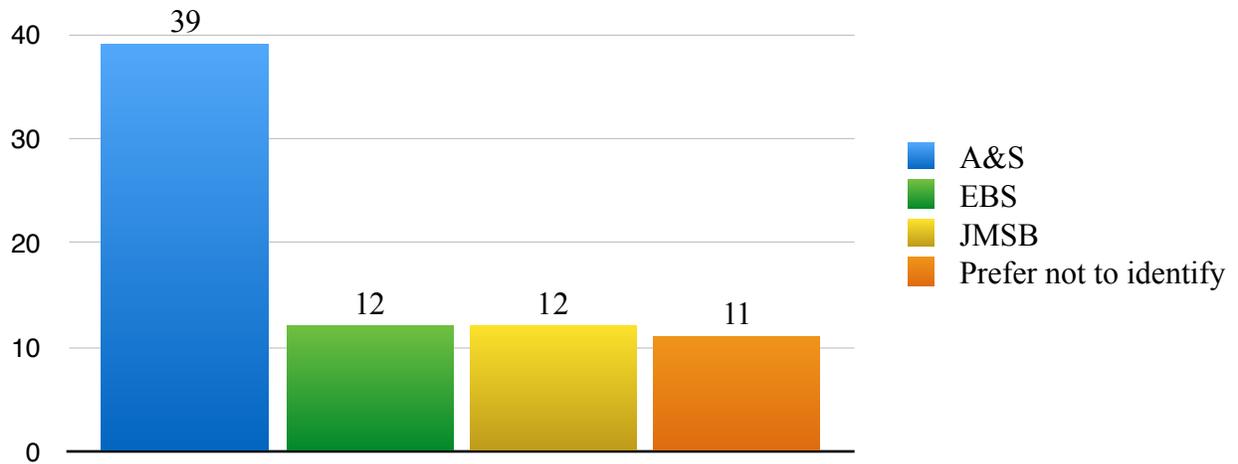
List of Survey Items

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.

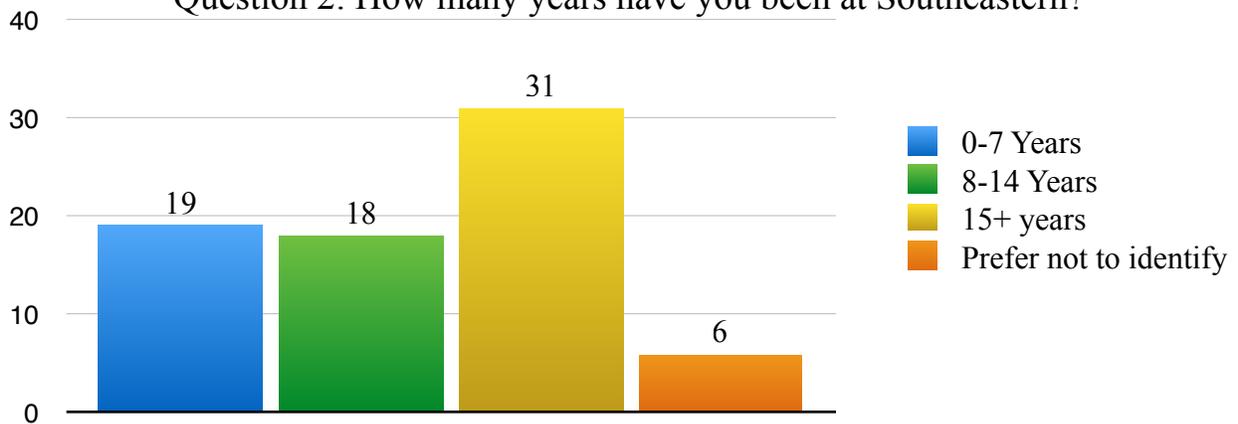
- 1) What is your academic school? - page 5
- 2) How many years have you been at Southeastern? - page 5
- 3) What type of faculty are you?* - page 5
- 4) The morale of the faculty is:** (refers to current morale) - page 6
- 5) I feel that the morale of the faculty is:** (refers to change in morale) - 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 11
- 8) I feel that Southeastern does enough to retain quality faculty.* - page 15
- 9) Shared governance at Southeastern currently fosters mutual respect and trust between faculty and the administration. - page 18
- 10) We have held 6 Shared Governance Forums in a new format since 2012. How many have you attended?* - page 20
- 11) The Shared Governance Forums and their new format have been useful in converting information between faculty and the administration.* - page 20
- 12) The Shared Governance Forums and their new format have helped the faculty and administration work on various issues of concern.* - page 22
- 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 24
- 15) Funding for faculty travel is adequate. - page 25
- 16) Funding for faculty travel (allocation and reimbursement) is administered fairly and efficiently.** - page 28
- 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 34
- 19) The University devotes enough of its resources in support of student services and spends them efficiently.** - page 36
- 20) The University devotes enough of its resources to support administration and spends them efficiently.** - page 38

- 21) The University devotes enough of its resources to support its facilities and spends them efficiently.** - page 41
- 22) The University devotes enough of its resources to keep instructional technologies both current and widely available.* - page 44
- 23) The University's balance between distance/online learning and traditional face to face instruction is:* - page 47
- 24) Have you participated in the new tenure and promotion process in any capacity (applicant, committee member, etc.) this academic year?* - page 49
- 25) The new tenure and promotion process has been clearly explained/communicated in the Academic Policies and Procedures Manual or by other means.* - page 50
- 26) The new tenure and promotion process has been fairly administered.* - page 51
- 27) The new tenure and promotion process is:* (comparison to old process) - page 52
- 28) Effective leadership is provided by the President. - page 54
- 29) Effective leadership is provided by the Academic Vice-President. - page 56
- 30) Effective leadership is provided by the Dean of Instruction. - page 58
- 31) Academic program assessment provides valuable information to our faculty.** - page 60
- 32) How well does the University fulfill its mission:.* - page 62
- 33) I believe the Faculty Senate works on issues that are important to me as a faculty member. - page 64
- 34) The activities of the Faculty Senate are effectively communicated to the faculty.* - page 66
- 35) Would you be interested in serving on the Faculty Senate in the future? Why or why not?**- page 67
- 36) The Faculty Symposium during the week before school was useful for faculty. - page 70
- 37) The Faculty Symposium during the week before school was an appropriate length. - page 73
- 38) What do you think the University does well? (open-ended) - page 76
- 39) What do you think the University could do better? (open-ended) - page 78
- 40) What items should the Faculty Senate be working on in the next few years? (open-ended)* - page 81
- 41) What do you think of the University's current efforts at increasing the graduation and retention rates? (open-ended)* - page 84
- 42) What else do you think the University should do to increase the graduation rate and/or retention rate? (open-ended)** - page 87
- 43) As a faculty member, what are the top things you think we should be looking for in the next University President? (open-ended)* - page 90

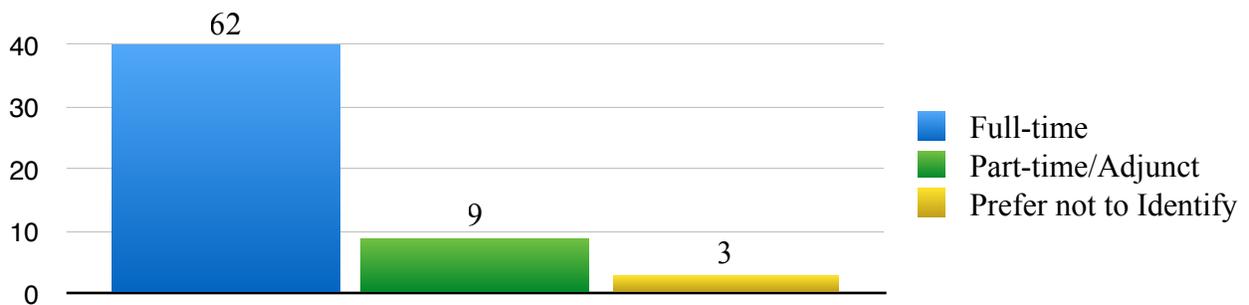
Question 1: What is your academic school?



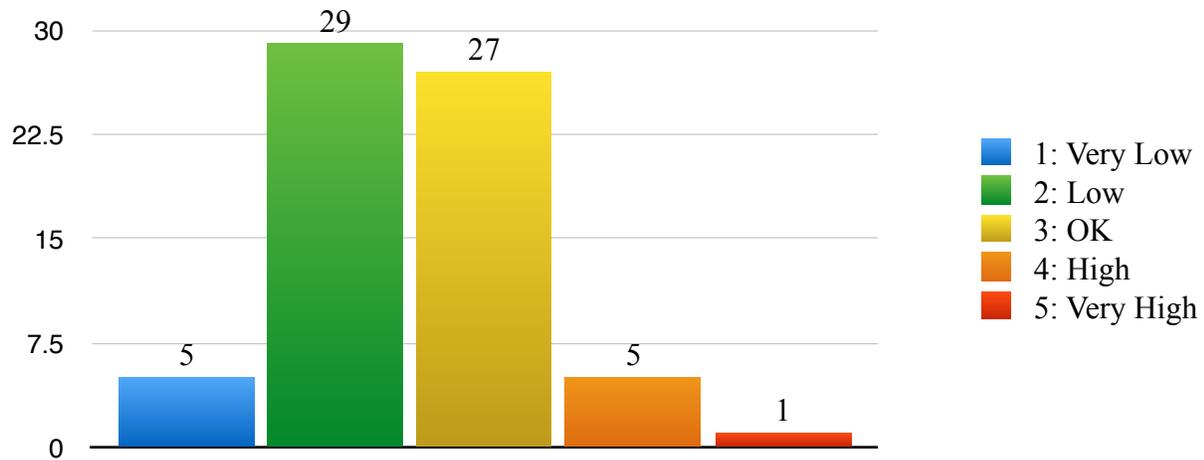
Question 2: How many years have you been at Southeastern?



Question 3: What type of faculty are you?



Question 4: The morale of the faculty is:



The average for this question is 2.52; the first quartile is 2, the median is 2, and the third quartile is 3.

Notes:

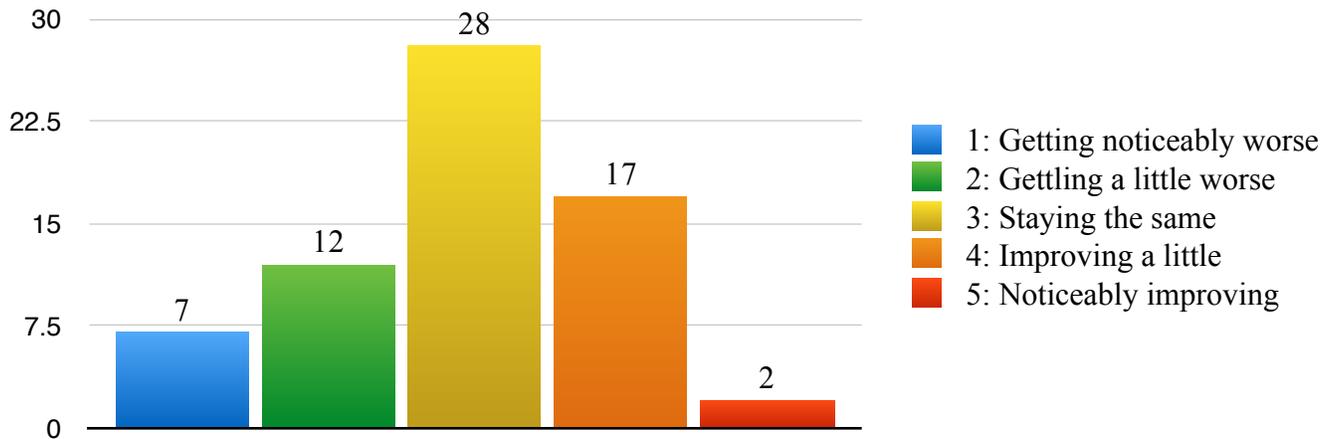
Previously this question was “The morale of the faculty is high”; the mean on this question for several years was 2.2, where 2 was “Disagree” and 3 was “Neutral”.

The means for the schools are: A&S, 2.39. EBS, 2.82. JMSB, 3.0. In 2012 and 2013 the EBS school mean was lowest followed by A&S and then JMSB.

The means do not vary noticeably by length of stay at Southeastern, which is different than in 2012 and 2013.

The mean for full-time faculty was 2.44 and for part-time/adjunct faculty is was 3.14.

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



Notes:

This question was new this year and so has no historical comparison. The mean is 2.92 and the first quartile, median, and 3rd quartile are 2, 3, and 4 respectively.

The mean for those at Southeastern 15 years or more (3.13) was slightly higher than those here for 0-7 and 8-14 years (3 and 2.93 respectively). The mean for those who did not wish to identify was 1.67.

The means do not noticeably vary by school.

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

Administration seems to be acting more fairly and respectfully of faculty than it did in the past decade.

The sense that communication and respect between the faculty and the administration has been improving the past couple of years.

More open communication with Faculty. Faculty initiatives to improve teaching and learning.

Improved faculty involvement in shared governance and work with the administration. For the most part this was spurred by the importunate faculty senate. The impending presidential transition is cause for more improvement.

None

The prospect of a new central administration.

No pay cuts

1. The prospect of (the hope for) new leadership (in addition to a new president, a "cleaning house" of the administration) that has a real vision for Southeastern. 2. The work of the Faculty Senate has made a real impact on the administration to effect change, specifically with regard to protections for the faculty in matters of shared governance, and policy (e.g. post tenure review) to ensure that there are proper procedures in place that will be followed, and that mistakes made in the past will not be repeated.

Knowing that their efforts are making a difference.

Increased enrollment, increase in salaries, university being guided by few individuals with minimal academic experience

None

That at least some faculty are being hired this year, that we survived HLC, and that some changes were put into place via influence of AAUP, faculty senate, etc.

campus looks better, some encouraging statements about future budgets

care about faculty and students.

Open cooperation and collaboration between Faculty Senate and Administration, especially new Tenure and Promotion process

some improved communication with administration

not rising

Faculty and student-centered events (i.e. Brainstorm, Symposium, etc.)

President Minks leaving should help raise our morale.

The opening up of dialogue, formally and informally between faculty and even Admin.

Collegial and friendly faculty.

Grass roots activities that are making some progress, e.g. Faculty Senate & AAUP.

Maybe the economy will rebound and, just maybe, the legislature will begin to value higher education

More money for travel to conferences.

Reserves are being restored.

Perception that the Administration has taken an active interest in faculty concerns and taking appropriate steps to change faculty perceptions in a positive manner.

I cannot think of any.

NONE

Not certain.

The faculty and Faculty Senate seem to have more input (important issues and processes such as tenure and promotion) on campus over the last 5 years compared to the past. While the administration still needs to be much more open to our input, it seemed to improve under this president.

None at the moment. If a strong post-tenure review policy can be adopted and properly operationalized (I'm not holding my breath here!) SE may become something of which we can be proud. The selection of our next president is critical to getting this university on the right track.

Interaction with Dr. Minks and continued improvements on campus.

We recognize that our problems are not unique to Southeastern.

The overall campus appearance.

Excellent communication from a Faculty Senate President Moretti

None that I can think of.

Better interaction with Administration; Higher degree of respect for efforts

A sense of collegiality between myself and my colleagues is one of the great things about my job. It is a friendly environment, and I have never had a colleague turn me down when I ask for help. In addition, my students are hungry to learn, are for the most part polite, and fun to teach.

More attention to tenure and a willingness to communicate between faculty and administration

I think the new tenure and promotion process has gone smoothly and stopped the morale hits taken in previous years. The stipend has also helped.

The unhappy employees seem to be less vocal. Also, I've learned who those people are and simply try to avoid any negativity.

I am not on campus enough to answer these questions.

Prefer not to answer due not on campus at all time.

new president, maybe other new administrators

Minor, yet difficult to obtain, increase in access to travel funds.

VPAA's responsiveness to faculty concerns and willingness to work to implement significant changes, e.g., on Tenure/Promotion policy and post-tenure review.

The dependent tuition waivers

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

Low salaries, especially for full professors on the salary card.

Uncertainty about the future; persistent distrust of what the administration says.

Lack of administrative support, no salary increases, lack of monies for travel tied to tenure, promotion, post-tenure review, and appropriate professional development within one's field, dilapidated buildings

loss of tenure track faculty positions; having to use poorly trained adjunct faculty to teach classes, knowing that adjunct use means students are not getting the quality education they deserve

Uncertainty over academic policies.

No pay raises for 8 years

The prospect of (the dread of) new leadership that maintains the status quo (no apparent vision for the university).

Increasing levels of "red tape" unrelated to the instructing mission.

Salaries (specifically the salary gap between JMSB and the rest of faculty), lack of access to President, lack of stability in President position,

Administrators who are dictators. Top-down management. Lies from the Administration Building. Discrimination.

Concerns about: the University budget, too much overload, will faculty be replaced and/or added, what kind of President will be hired.

uncertainty about budget, policies, policy enforcement, lack of IT support, lower enrollment

Opposite to #6.

Salary, lack of resources for operations considered normal at other universities, disrepair of the physical facilities, no identifiable academic direction or focus

A dean's secretary who acts as if she is the Dean when the Dean is not present on the campus. She is insulting, ignores questions from faculty, denigrates other secretaries, is amazingly verbally abusive. She is destroying the good work the Dean is trying to do toward mending the campus' past troubles.

more work on overworked faculty

appalling lack of communication from administration - they don't tell us anything; everything seems to be a big secret; we are not involved in major decisions that will directly affect us; low pay in some areas, lack of strategic direction for the university

Lack of information and faculty input with university decisions

Lack of leadership and communication across the institution

President Mink's legacy of emphasizing online education, athletics, and show programs at the expense of academics and faculty retention. The push to become more like a community college than a university is hurting a lot of departments.

Lack of leadership and vision

none.

Feelings that you cannot fight the system, odious rules for travel pay, difficulty getting things done due to bureaucratic BS, even when the administration specifically says they want you to do things.

Too much to list here. No adjustment of the salary card for many years and the lowest full professor salaries in the country, along with the cuts to faculty lines, are at the top of my list.

Lack of ability to hire new faculty to help with teaching loads. Funding issues. Lack of raises in a long time. Not even "cost of living" raises are given here. Inequity of faculty pay across campus. Some "schools" have all endowed chairs and thus high salary and low work load, while others have low salaries and high work load. Labs are not counted fairly in faculty load.

Poor communication. No vision for the University. Budget restraints.

Insecurity about whether we'll ever be able to replace TT lines in the departments. Ongoing overloads in many departments. The steady increase in amounts and complexity of paperwork we're supposed to do.

Poor salaries and the steps taken to include faculty input in some major decisions effecting the university community still need more work.

Lack of resources, lack of leadership, top-heavy admin, secrecy of admin policies and decisions, lack of admin-faculty meaningful communication, . . . the list goes on.

Low pay and lack of direction

Everything

na

1. No raises!!!! 2. Low pay!!!! 3. Very difficult to receive travel reimbursement, takes months in most cases so faculty have to pay out-of-pocket hundreds, if not thousands, of dollars in advance and wait months to be reimbursed even when the funding is from a standing account, not just a mini-grant. This hassle and expense discourages faculty from traveling to make presentations, serve on boards of professional associations, etc. I frequently prepare and make original, quality presentations (typically 3 to 6 hours each) for other professionals in my field to receive their required continuing education credits. There have been several occasions in which I spent twice as much time completing applications and paperwork for reimbursement. Ridiculous! If the administration's goal is to save money by making the reimbursement process so difficult, it's working! Their inefficient process and reimbursement delays discourage faculty from traveling to conferences and presenting their work, especially if the conference is out-of-state. So

much for scholarly contributions and keeping up with important changes in our fields. 4. Toxic (health hazards) & outdated building infrastructure on campus. Community colleges have much newer and nicer campuses. Our classrooms, with the exception of the New Classroom Building, are completely outdated (technology and physically - tiny desks from the 1950s. It's so embarrassing, especially when we have out-of-state students visit and attend campus. 5. Tenure doesn't seem to mean much at SE, no benefits or security. 6. Promoting and hiring from within without proper advertisement and conducting national or at least formal searches. The administration seems to know who they want to hire well in advance so why bother spending money on a search. Leads to "inbreeding" and distrust of administration. 7. Administration too large in some respects, too small in others. Only having one academic dean makes no sense! She tries to accommodate faculty and I really believe she does her best to be available to us but how can she be when she's doing the job of 3 people and representing the needs of our entire faculty?!? It just doesn't work for anyone and students suffer as well. We also have far too many VPs! They seem to keep adding more of these positions instead of decreasing the size of the administration, as was supposedly their intent. Not to mention, the newly created administrative positions are filled from within and usually without a search of any kind. Again, leads to distrust of the administration even when distrust might not necessarily be justified. When faculty are continually "left out of the loop" and find out about important changes on campus after the fact, that doesn't exactly boost morale or trust.

Lack of concern from university administration; faculty senate awards going to people who have done little to deserve them; faculty senate's inability to award faculty senate awards according to its own policies; lack of accountability in too many places on campus.

Continued assault by state legislature...

We must pay more attention to things such as trying to avoid lawsuits than to things we are trained to do. Also the administration seems unresponsive to faculty who want to help the university by doing creative new work.

The distraction from teaching to more and more reports

Decreasing number of students, the one dean system is not working, poor communication still remains, too much administrative staff

Lack of involvement in campus life - Low academic quality of students

Political correctness, the provincialism and incompetence of various martinets (i.e., administrators), the dean of instruction, being asked to do more and more with less and less.

Low salaries; more record keeping requirements

Continued lack of faculty input and it seems the administration does not give true responsibility to the faculty, but wants things their way. Also, there seems to be an over abundance of KRAP that the Administrations, the deans, want from the faculty, BUT the faculty does not seem interested. Brainstorm for example. TERRIBLE attendance!!

Salary for adjuncts is abysmal! Department head pep talks and pats on the back only go so far to help us feel appreciated for the jobs that we do. If the university owes so much to us for doing

our part to keep the machine working, then we should be compensated fairly for our efforts. Unfortunately, despite the low pay, I am not in a position to resign from my position!

The differences in compensation for adjuncts and full-time faculty, who often do the same job as well as a rise in the number of adjuncts instructors, when more full-time faculty positions are justifiable.

Despite the stipend many faculty (especially at the higher ranks) feel under-compensated. There's also a lot of uncertainty about the Presidential transition, which doesn't help morale.

same as above

poor leadership

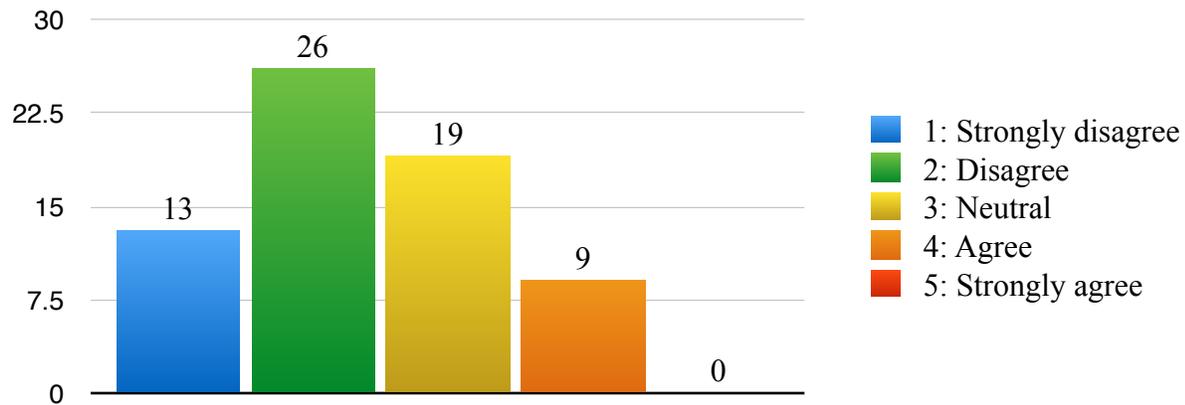
low salaries poor communication with Administration lack of shared governance

Low salary increases.

Lack of legitimate shared governance. Diversion of resources to administrative positions-- reducing faculty pool to create new administrative positions. Over-emphasis of assessment. Core facilities (classroom buildings on loop) continue to deteriorate: depressing, embarrassing, unhealthy and dangerous (Morrison basement),

Our paltry compensation

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



Notes:

In 2013 this question was phrased as “The university retains quality faculty” (the mean for the 2013 version was 2.9 on the same scale).

The mean for this question was a 2.36, with the 1st quartile, median, and 3rd quartile at 2, 2, and 3 respectively.

The mean in JMSB was 2.91, noticeably higher than in A&S and EBS (2.32 and 2.4).

The mean varies by length of stay: 0-7 years is 2.94, 8-14 years 2.13, and 15 years or more 2.37.

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

(23 responses)

I feel that Southeastern does enough to recruit quality faculty, but incentives for faculty to stay at Southeastern are weak.

Everybody who is awesome is constantly either talking about or looking for another job--and if they get one, there is virtually no effort made to get them to stay.

I think that we need to pay our full faculty more adequately.

There are excellent faculty at Southeastern, but we have also lost excellent faculty because of salaries, and morale

While morale is improving because of the hope of a new administration, faculty could be more clearly supported in their work (a pro-faculty president would be a lovely beginning). Increased pay is also an effective way to retain quality faculty.

Nothing is done to retain faculty, only to push them away until puppets are found to do whatever they're told without question.

there seems to be recent hiring of faculty and adjunct based on who they know or who they are related to, and lack of support for serious outside searches; they are not attempting to hire the best people for the job, but only those that fit the status quo and are cheap and easy to hire

Deception, even small acts of deception, are alarmingly counter-productive.

Salary at higher ranks is low and faculty are overworked.

We hire new coaches and give them faculty lines and real academic departments haven't had numerous faculty replaced in years.

Salaries need to be in-par with similar ranked universities to retain faculty.

They do not seem to go out of their way to encourage people to stay by offering competitive salaries...

The salary card ensures that any professor who can leave probably will.

This is the most glaring issue with faculty salaries! The longer a faculty member stays, the worse it becomes financially for her/him. In addition, the post-tenure review needs major revision.

The administration seems to prefer to hire from within without conducting formal searches. And, they are so cheap when they interview. It takes forever for potential hires to be reimbursed for travel expenses and something always seems to go wrong with the reimbursement. What a terrible message to send to potential faculty - big red flag regarding what it's like to try and travel and get reimbursed by SE! - Spending the necessary money to advertise nationally is crucial, but so is mentoring once they are hired. It's difficult to attract and keep young, single, quality faculty from out-of-state. I did not receive any mentoring unless I asked for help or advice. Even then I

had to solicit it and often received conflicting information from various sources. Very frustrating and disconcerting. I can see why many young faculty who are not SE alum (I mean no disrespect to SE alum. There are many quality faculty on campus who are SE alum) end up leaving after a very short time here. It's unfortunate because they bring new perspectives, enthusiasm, experience, diversity, ideas, etc.

University administration not only does not work to keep quality faculty, their decision making has destroyed too many faculty searches lately.

Depends on the field.

Lose some / Gain some - that is the ebb and flow of a free market

We have not had any problems retaining faculty in our department; hiring new faculty is a different story

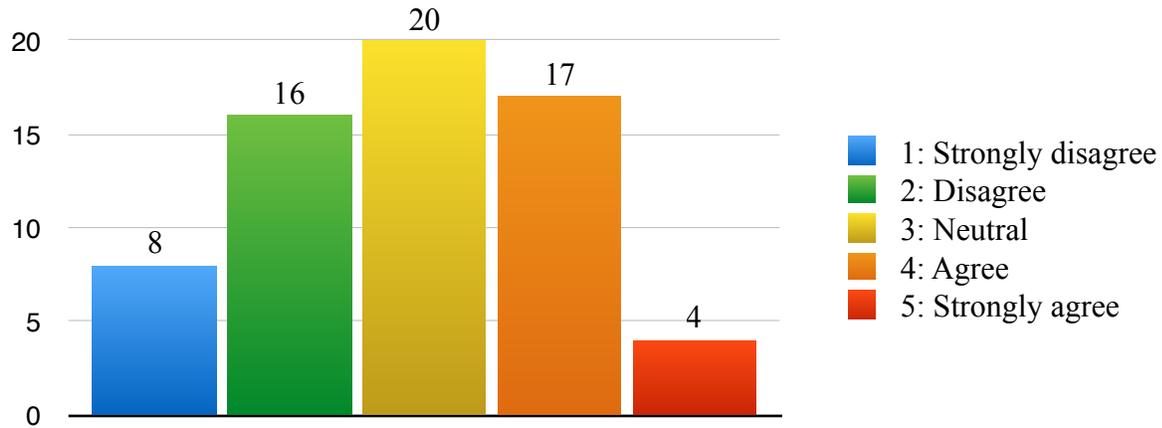
Provide more tenure track positions for qualified faculty and reduce the use of adjuncts.

Compensation still too low; other than your salary not decaying as badly in the long run, there is little advantage to being promoted.

severe wage compression (especially for full professors)

Salary compression at Professor level is seriously detrimental to retaining best faculty.

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



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

Notes: There is a big reduction in the number of people disagreeing from previous years.

Question 9 comments: Shared governance at Southeastern currently fosters mutual respect and trust between faculty and the administration
(21 responses)

I can finally agree with this statement, for the first time in over 15 years.

I will say "cautiously optimistic"--there is hope, but not yet convincing results.

It's getting better, but not enough faculty are choosing to participate. Please stop complaining, if you're not going to bother to show up.

shared governance forums are many times scheduled when I cannot come because I teach at other sites for Southeastern.

This has improved a good bit in the last few years.

it seemed to. But that will change since the HLC visit has passed.

I attended a couple events in the past 2 years; I did like hearing the extra info from the administration, but at one event it seemed to be a set of canned speeches designed to use up all of the time, without allowing any questions or discussions.

Much better than in many previous years

faculty don't trust administration, no transparency

What shared governance?

Only since formation of the AAUP chapter and the recent accreditation process has the administration even feigned caring about shared governance. The Faculty Senate has worked hard to participate more, but it is abundantly clear the faculty have very little governance over any major decisions.

I see some progress here but I am not prepared to say that the current level of cooperation is the desired level.

Better than before

There is shared governance??? It is in name only.

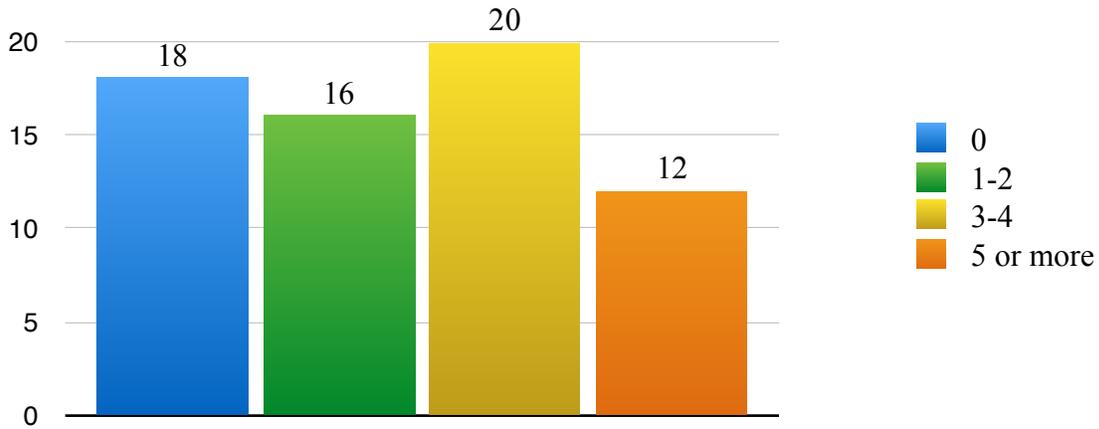
I don't know that it's solved anything.

There is effectively no shared governance.

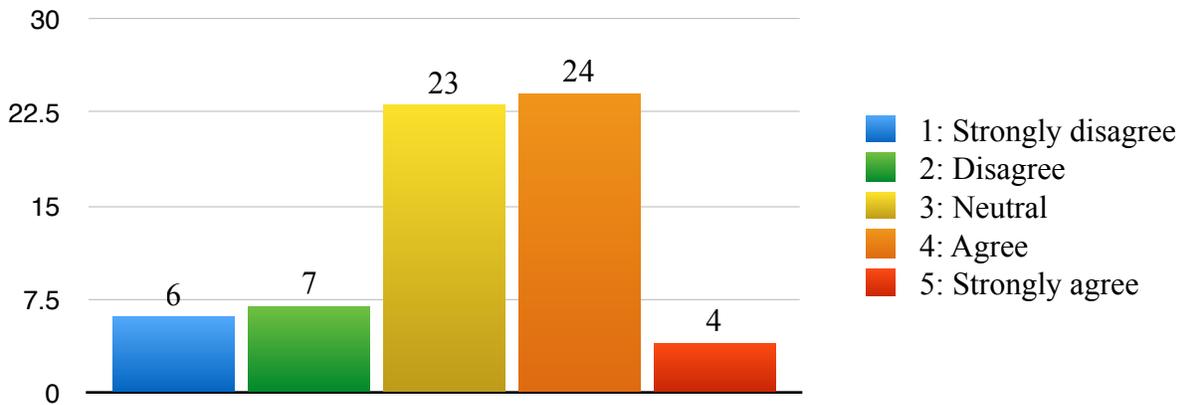
Please see my previous qualitative comments.

Increased interaction helps, but could be improved

Question 10: We have held 6 shared governance forums in a new format since 2012. How many have you attended?



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



Notes: This question is new in 2014 and has no historical comparison. The mean is 3.80 and the 1st quartile, median, and 3rd quartile are 3, 4, and 4.

Grouped by number of attendances, the means are: 0, 2.87. 1-2, 3.19. 3-4, 3.2. 5+, 3.83.

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

(17 responses)

Information exchange is good, but I'd also like to see more honest discussion instead of presentation of pre-packaged talking points.

Administration has to listen to convey information!

I don't know what the old format was; I could never attend due to scheduling.

Faculty Senate comes well prepared; Administration, less so.

Administration provides lip service, but little is changed.

Dog and pony shows to check a box for accreditation.

Cannot attend as they are ALWAYS done when I am in class. Has there been a change on campus due to the forums? I do not see one.

I can never attend the forums or the Faculty Senate meetings as I am teaching when they happen. Those of us with afternoon labs often have this problem.

It's a dog & pony show.

The administration believes that if they participate and let faculty "have their say" they can continue doing business as usual. This is not shared governance.

Information has been conveyed but I don't see much evidence of change.

Information is conveyed but there is no shared governance; and the information is from the past about things already done.

Why attend any? As soon as the HLC leaves, it is back to business as usual.

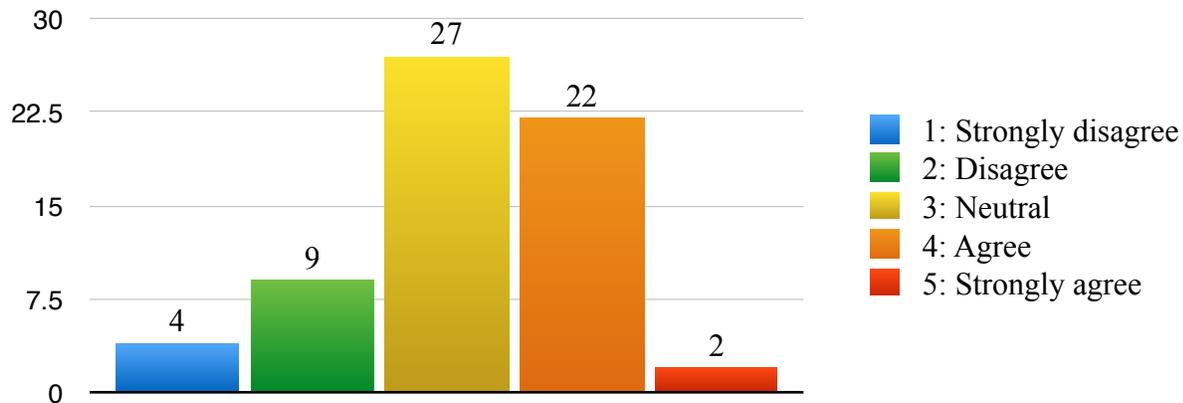
Mostly just conveying reasons for administration actions

I think the faculty have been able to bring up information (from Senate surveys, looking at salaries, etc.) and Administration has done so as well (the HLC visit, Graduation/Retention information)

The forums I attended seemed to be designed for faculty to attack administration. I have not attended any others.

The difficulty is getting detailed answers

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



Notes: This question is new in 2014 and has no historical comparison. The mean was 3.14 and the 1st quartile, median, and 3rd quartile are 3, 3, and 4.

Question 12 comments (14 responses)

Grouped by number of attendances, the means are: 0, 3.00. 1-2, 3.13. 3-4, 3.15. 5+, 3.50.

The Shared Governance forums have clearly been instrumental in making the progress we have made.

I am not aware of specific examples.

Just the tenure and promotion process. Collaboration will now end.

Not sure that the forums accomplish any work.

Don't see any real changes beyond the talk.

Mostly not, but a few things have moved forward like Promotion and Tenure policies, but that appears to be driven more by litigation in the past, than actual shared governance.

Admin does whatever it wants. Faculty only get approved for trivial issues like parking spots.

I don't really see any change

Some issues.

Apparently it is too early to judge results since I'm not seeing many at the moment.

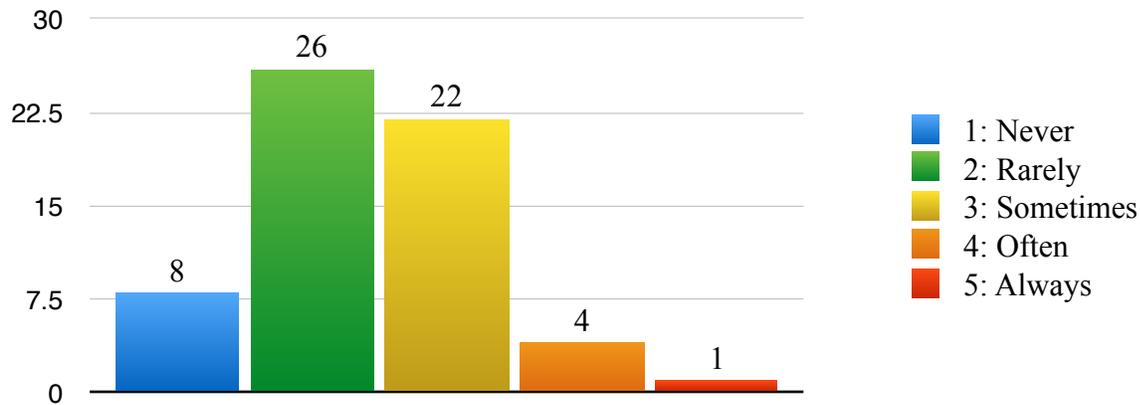
Administration tells faculty what they have already done.

Despite all the faculty complaints, attendance to these events are low. It appears the full-time faculty enjoy complaining more than they enjoy working to address those complaints.

What concrete actions have occurred?

I think the forums have helped - the tenure and promotion forum helped make some much needed changes, and the increased travel money this year was a result of the forums.

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



Notes: This question is new in 2014 and has no historical comparison. The mean was 2.40 and the 1st quartile, median, and 3rd quartile are 2, 2, and 3.

Question 13 comments (13 responses)

Or, if they do solicit faculty input, it is not done effectively (i.e. in a way that encourages substantive feedback) or with a sufficiently broad base of faculty.

This is an area where we still need work.

Offerings of courses and programs, including the format of the offerings and where the program will be offered has been mandated by administration with no input from faculty. Courses have been accepted as equivalents without input from faculty and students are then unprepared for subsequent courses in the course sequence because of those decisions.

My impression is that policy related to student learning comes to faculty, i.e. top down.

Solicits information yes, but then ignores those recommendations to set policy using input from non-academics (VP Students, etc.)

Are you kidding me?

This has historically been an issue at SE and continues to be.

I've been hear a quite a while and never had my input solicited by the administration about student learning, rather they "urge" us to dumb down classes and offer everything online.

If input is asked for, it's sometimes ignored.

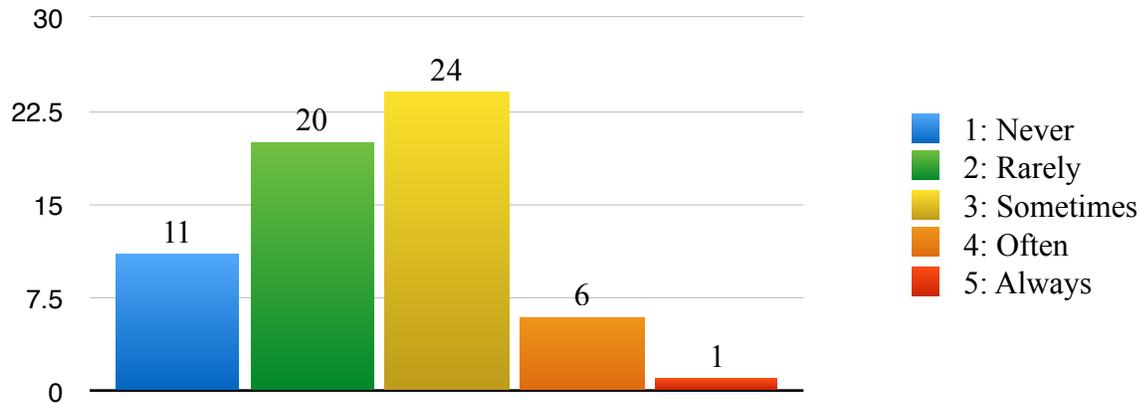
Again, they can solicit input and then continue to do as they please. Their pretense at soliciting input has worn thin; I don't either bother. What's the point?

They may solicit our input, but I am not convinced it means much to them.

Not every faculty member, but the system is in place

I think most of the faculty were in the dark about the graduation/retention task force, and the most faculty hadn't heard about EAR's until they were told they'd be doing them.

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



Notes: This question is new in 2014 and has no historical comparison. The mean was 2.54 and the 1st quartile, median, and 3rd quartile are 2, 2.5, and 3.

Question 14 comments (12 responses)

Same as above--even when input is solicited, the request is not perceived as sincere or substantive.

Much better now

My impression is that policy revision begins with faculty (i.e. the Faculty Senate), which then forces the administration to consider, if not agree to those revisions. If it was not for the Faculty Senate being proactive in revisions, revisions would not be made.

Are you kidding me?

This has historically been an issue at SE and continues to be.

Only through faculty senate at times.

There still appears to be some discrepancies between solicitation of faculty opinion and administration directives that appear without any faculty knowledge or input.

See comments above.

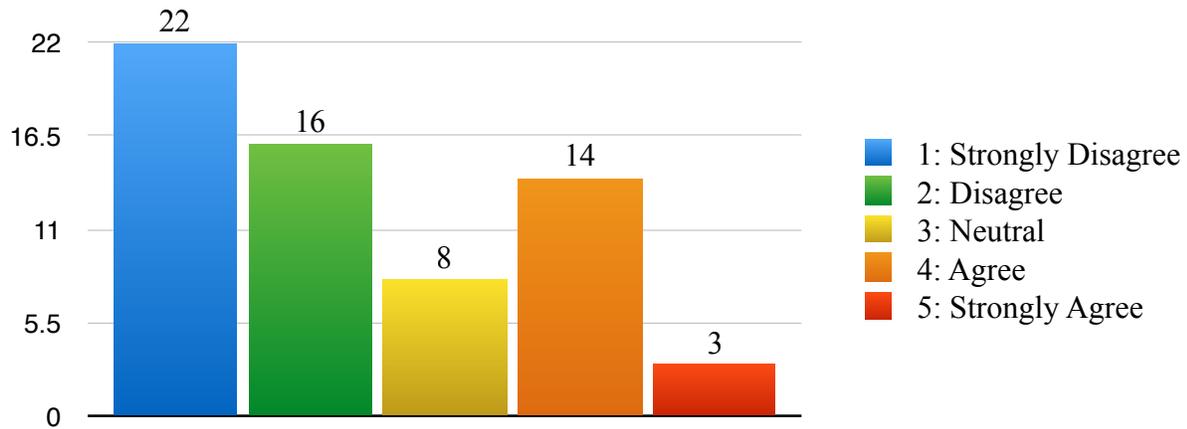
I see no evidence anyone in administration gives a hang what I do or don't do.

Not every faculty member, but the system is in place

I think recently this has happened in work between Academic Affairs and the Faculty Senate (where the Senate has been used as a sounding board or partner). But most faculty off the Senate (and some on) wouldn't necessarily be aware of this.

Dean of Instruction dictates policy rather than soliciting input from faculty Does not appear to comprehend concept of shared governance.

Question 15: Funding for faculty travel is adequate



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

Notes:

This represents an increase over previous years, although the consensus is we still need additional travel funding.

As in previous years the mean in JMSB (2.57) is higher than that in A&S and EBS (2.29 and 2.33).

Question 15 (comments): Funding for faculty travel is adequate
(20 responses)

Funding for faculty travel has increased dramatically lately. There are still problems, though. For example, faculty must still pay for travel and not get reimbursed in a reasonable amount of time. And the organized research grants only pay a maximum amount, which is not enough for international travel. I think the maximum should be raised to allow for international travel. And faculty should be given credit cards to pay for registration fees and travel, rather than using their own and paying interest that will not be reimbursed. And some faculty might not have credit allowing such purchases.

The amount of funding is actually pretty good; the arcane mountains of paperwork necessary to access it are another issue. The finance office is a disaster--I fill out the same paperwork 3 times over several months in order to get a simple reimbursement.

Travel for full time faculty is improving, however, travel for adjuncts (who often teach full time, or overload - 5 courses) is non-existent.

Faculty avoid travel due to the travel claims process.....

Like squeezing blood from a turnip

If you get funding it is not a full amount and the rest is supposed to come out of your pocket.

Better this year, but next year will tell.

Virtually no annual travel funds available to faculty except the small number that get travel grants to expensive conferences.

Additional funding should be available especially for assistant professors/new faculty who are on tenure track.

I have always received funding for travel. However, the process of completing the paperwork seems to continue to be odious and unnecessarily difficult.

Funding seems to be increasing.

It's also a pain to try to get it; sometimes it's easier just to pay totally out-of-pocket for meetings. Having to prove everything (e.g., the assumption we are lying about out of state travel) is a burden and is kind of insulting.

I am not sure the university should fund 100% of a faculty member's travel request, but that is what it appears some faculty are questioning when submitting travel requests.

improving with additional funds in the Organized Research Mini Grant fund.

Such a hassle, very time consuming process. It would be so nice for each faculty member to be guaranteed at least \$500/year to use how we want for travel without having to ask for permission in advance. Unused/unclaimed funds as of April 1 would go back into the "pot" and faculty can apply for those funds if their travel was not covered (up to a maximum/percent). Something along these lines.

Up to twice in an academic year should be enough for the most.

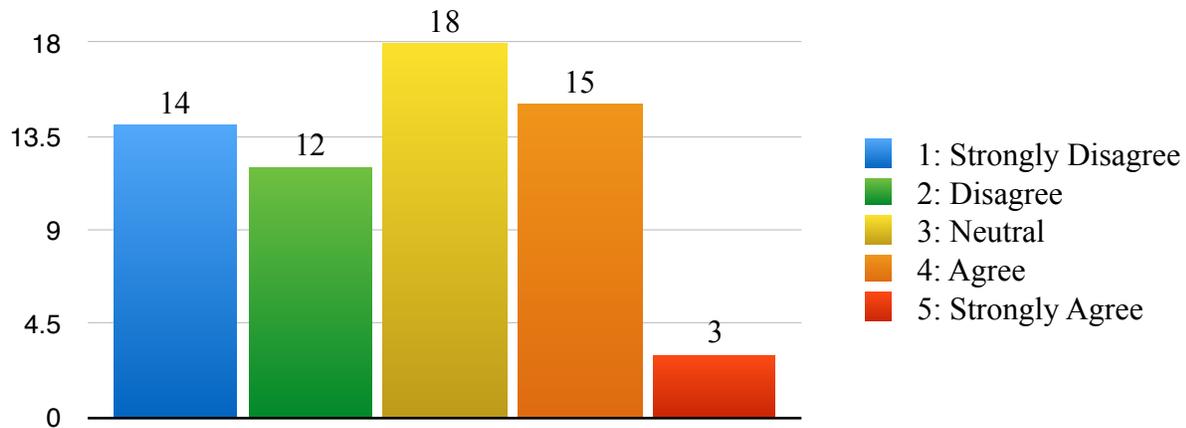
How can I know? We get what we get and make do with it.

After many complaints, funding has been increased and us now going unused

I have never received funding for any event due to paper work issues.

This year's funding level was a noticeable improvement, but could still be better.

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



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

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

Notes:

The drop from 2013 to 2014 is primarily in due to a large increase in the “Strongly Disagree” category (from 11% to 23%) and a corresponding drop in the “Neutral” category.

The means vary quite a bit by school: 2.72 in A&S, 2.13 in EBS, and 3.33 in JMSB.

The means also vary by length of time at Southeastern: 2.14 for 0-7 years, 3.15 for 8-14 years, and 2.67 for 15+ years.

According to the comments the issue is by far the reimbursement side.

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

(18 comments)

Funding for faculty travel is biased towards inexpensive trips. International travel is valued for research presentations more than regional travel is valued, yet it can be extremely difficult to obtain sufficient funds for international travel.

See comment above--it's a mess.

It is not efficient, in any sense of the word. We need to see how this process can be improved.

Reimbursement procedures are too personal and take too long. Sister institutions do not encounter the same delay tactics nor the same animosity when reimbursements are checked on by the faculty member. The frequency in which filed forms are lost or misplaced is ridiculous. If we all ran our business in this manner, we wouldn't last long.

The process is centralized in academic affairs with little input at the departmental or school level.

Reimbursement is not efficient.

Having dealt with multiple state institutions with travel claims, no have the inefficiency of SE!

Allocation is ridiculous. Reimbursement has been made so difficult that many faculty don't even bother. But let's just blame that in the state instead of taking personal responsibility.

Not efficiently

Reimbursement process is a joke! Much more complicated than necessary. Ridiculous rules and no common sense. Takes forever to get your money back.

Process is secret at committee level so this question can't be answered honestly.

SE (or maybe OK) has most difficult and confusing travel reimbursement program I have ever seen. Basically, you are guilty until proven innocent.

Should separate this question into two. Allocation seems very - fair. Efficient, usually given the circumstances and application process. Notification is typically very quick which is very much appreciated. Reimbursement, however, is a joke! It's delayed for months even when faculty follow the required steps and do not make any errors. Carol Coats is always helpful but K. Roberts acts like you're bothering her when you ask any questions, that is, if she replies. I'm afraid to call her - she's condescending and treats me like I'm an idiot. My questions are always unique and not something that can be answered by reading info online or asking anyone else. Trust me, if I could get the answer from anyone else, I would. I do anything I can to not have to contact her. Don't know what I ever did to offend her but apparently, this is a common sentiment across campus. Glad it's not just me but infuriated that it's commonplace and tolerated by administration.

I believe allocation is fair, but reimbursement takes too long... 3 or more weeks from submission of receipts.

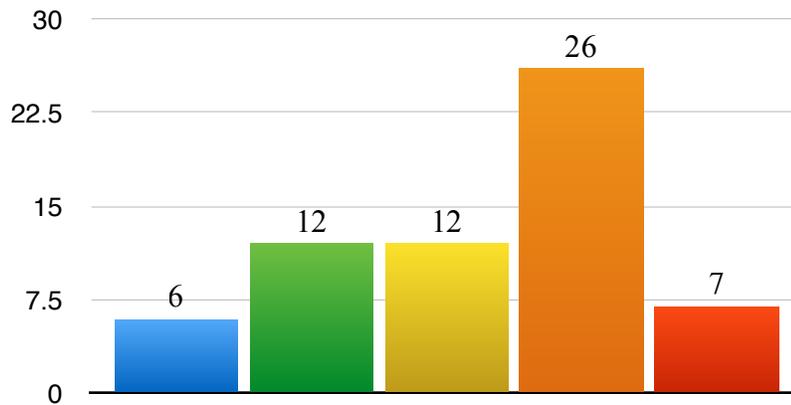
Reimbursement process can always be more efficient.

Checks and balances are in place within each department and then overall

I have never received funding for any event due to paper work issues.

Allocation seems fine, but the reimbursement process needs to be WAY simpler. We really need to move to a credit/debit card system rather than reimbursement.

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

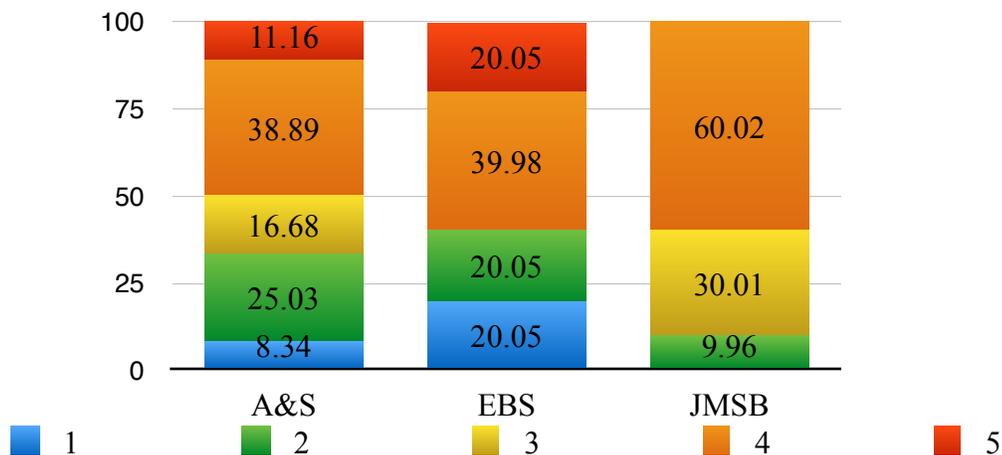


- 1: As in the past, everyone should get the same dollar amount
- 2: Everyone should get the same percentage increase
- 3: While everyone should get something, some of the funding should be used to bring salaries to regional/comparable school averages on a discipline by discipline basis.
- 4: While everyone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

Notes:

This was a new question in 2014 and therefore has no historical comparison.

By school the results are:



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

(20 responses)

I strongly agree with statement 4. I am a full professor now, but I strongly agreed with distributing differently by rank when I was an assistant professor.

A distinction should be made between those on-card and off-card; the off-card salaries are generally better, so prioritize decreasing salary compression for those on-card (i.e. full profs on-card get higher raises).

Right now faculty salaries are given on an inequitable basis with some departments required to go by the salary card and others not. For instance, computer science and business are given monies above the salary card because "they could make more in the 'real world'". Those in other departments could many time do this also, but that is not considered at all.

Competitive salary by discipline is one of the keys to attracting and retaining quality faculty.

The salary card should be eliminated and merit based salaries should be utilized. Absolutely no motivation for faculty to excel once promotion has been completed.

Look at salaries across university, state and national comparisons. All I can say is, thank goodness for Mississippi because it keeps us from being at the very bottom nationally.

Departments with the most demonstrated productivity in one or more areas (SCH, FTE, research, publication, service) should be provided more resources to continue outstanding work.

We have no data to answer this question intelligently. We don't know national averages etc, so to ask us to answer this is disingenuous and could leave to cutting our salaries. The administration should be working hard to ensure we are well compensated for higher course loads as faculty are not retained if they leave/retire in some departments.

The longer you stay and the higher your rank, the more punitive the salary card becomes.

Unless the increase in funding is sufficient to restructure the salary policy, a policy that appears to be fair to all is the best option.

Use it to hire tenure track replacements for people who have left departments. Or to treat adjuncts a little more fairly.

Why not consider meritorious performance? We spend enormous time and energy evaluating faculty, but there is never any mention of meritorious performance. Yes, it would mean that we would have to consider matching faculty performance with university, schools and departmental goals. What a novel idea!

The salary of new hires, especially at the assistant professor level, should NEVER be more than other faculty in the department, or even very close. It's inexcusable and unbelievable when new hires' salaries are higher or very close to those of Professors (who have earned that title based on productivity and years of service to their current university). Nothing else hurt morale quite like salary disparity. I understand salaries must be competitive in order to recruit and retain new

faculty, but you cannot justify higher salaries for new hires while throwing loyal, committed faculty under the bus and taking them for granted. Salary should also be based on productivity AND years of service at SE, not one or the other. If productivity is the only basis, teaching will be tossed aside and the competitive environment in the department will destroy relationships among colleagues and hurt morale. Students will suffer more than anyone. Salary increases solely based on years of service at SE, isn't justifiable either. If people sit back and take a pass once they receive tenure and are promoted, how can you really justify an increase other than cost of living? They might not be required to "prove themselves worthy" of tenure and promotion any longer, but they still need to be productive and contribute in terms of service and scholarship. The post-tenure and promotion review process is complicated. We need to find a fair balance regarding promoted faculty. They should be afforded job security if standards are met (more focus on leadership/service and continued quality of teaching. I guess what I'm saying is that productivity shouldn't be measured by the number of scholarly articles published in a year. And, differences among disciplines must be considered.

How about based on merit? There's still too much dead weight at this university.

Departmental/faculty performance should also be examined to determine how effective they are in meeting institutional goals (retention, advisement, student-mentoring, student-faculty research), etc.

The fair way to do it would be merit pay but I do not see how this can be done without it becoming a system of favoritism.

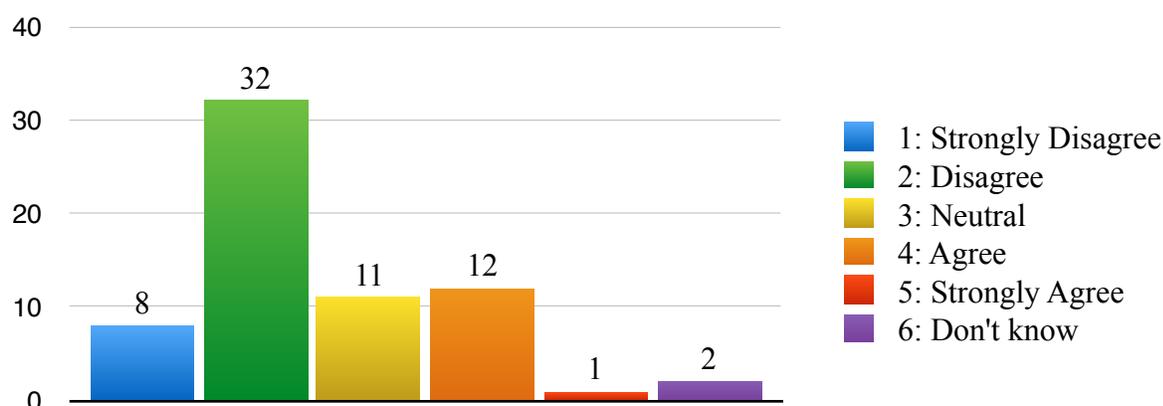
There are unfunded positions that need to be filled. i.e. If there are full time teachers that are required to teach more than one overload per semester, then a position should be filled.

While everyone should get something, funding should be distributed differently by merit (as in the 'real world' we are preparing our students to enter)

As much as I like the salary card, having it cover all disciplines has really hurt some areas, especially at the higher ranks. The original goal of the card was to prevent favoritism, not impose near-uniformity. We could keep that by adding a line to the card for "disciplinary adjustment", which we effectively do with "off card" salaries anyway.

Salaries at Assistant and Associate level are reasonable; not so at Professor level.

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



Note: Previously 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 aren’t included in the numerical analysis. Information on the University budget was provided with the survey for the first time in 2014.

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

Notes:

Although the mean has not changed much with the rephrasing of the question the distribution of responses has, going from roughly bell-shaped in 2013 to the above.

The mean in EBS (2.33) is lower than in other schools (A&S 2.57, JMSB: 2.67), which is consistent with results in 2013.

Looking at length of time at Southeastern, the mean in the “8-14 year range” (2.31) is lower than the other categories (“0-7” at 2.79 and “15+” at 2.67).

Question 18 comments: The University devotes enough of its resources in support of academic instruction and spends them efficiently
(14 responses)

Processes are too diffuse and not organized with intentionality--we could do more with what we have with better organization and less competition between departments and units.

Faculty, chairs and dean have little or no say in budget allocations. The amounts spent on non-academic pursuits (athletics, administration, etc.) are not very transparent.

The university devotes too much of its resources in a top heavy administration, and not in support of academic instruction.

This school is an embarrassing dung heap.

Although special circumstances may have led to BlackBoard features being down 50% of the semester, there were also majors problems with the webpage revisions, e-mail, etc. Manys features in the classrooms need up-dating, and I do not mean throwing Smartboards in every room---how about some decent seating, lighting and temperature controls.

Money for faculty salaries is not enough

Only when accreditation rolled around did we get more support for instructional development. Before that, virtually nothing.

I've lost count of the number of times my instruction has been affected by problems with outdated technology (trying to show DVDs with outdated computer), room temperature, noise, etc. Money must be spent to support instruction, including new construction.

This is the administration's claim, and they show us the numbers (after the fact), but we do not really have enough information to answer this question.

Instructional support has declined from 61.7% in 2001 to the present 53.1%

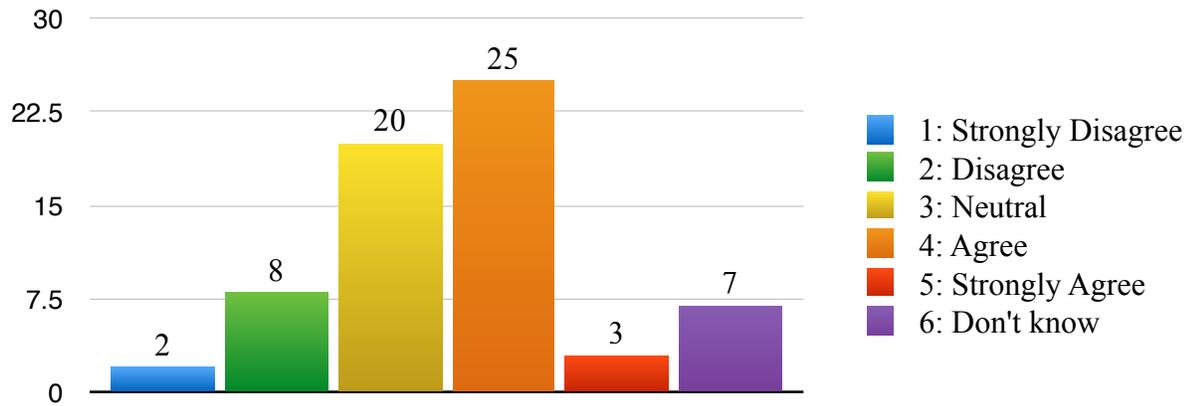
There is so little funding right now, it's hard to argue the scraps are being used inefficiently

Seems like less money is devoted to instruction every year.

The budget percentage spent on instruction seems low compared to our sister institutions - I wonder if faculty salaries are the majority of the differences.

Currently there is too much emphasis on non-curricular items, e.g., athletics A university can exist without athletics but not without faculty.

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



Note: Previously 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. Information on the University budget was provided with the survey for the first time in 2014.

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

Question 19 comments: The University devotes enough of its resources in support of student services and spends them efficiently
(13 responses)

Same as above--could do more with what we have with better organization.

In many instances monies are spent on just a few students in order to say that a particular activity was done. I see this as a waste of money.

Hopefully the new president will "clean house" in Student Services. It's been a mess for a long time.

Too bad they are considered more important than everyone else (besides administration, of course).

Plenty of resources, just trouble getting the students to use them. However, all student computer rooms should be better supported. The Helpdesk moved very quickly when I reported problems as a faculty member, but I only reported them after the students had been complaining to me about them for weeks.

Due to ADA issues and the paralyzing fear of litigation, the University has overspent in this area. We over-accommodate students who have no special needs to placate academically underachieving students.

More must be spend on instruction and less on, or at least more effectively, on student services. We can not improve and growth without a concerted effort to raise the teaching and therefore retention of students

I think some areas may be underspent (like disability concerns) and other areas may be overspent.

They spend far too much.

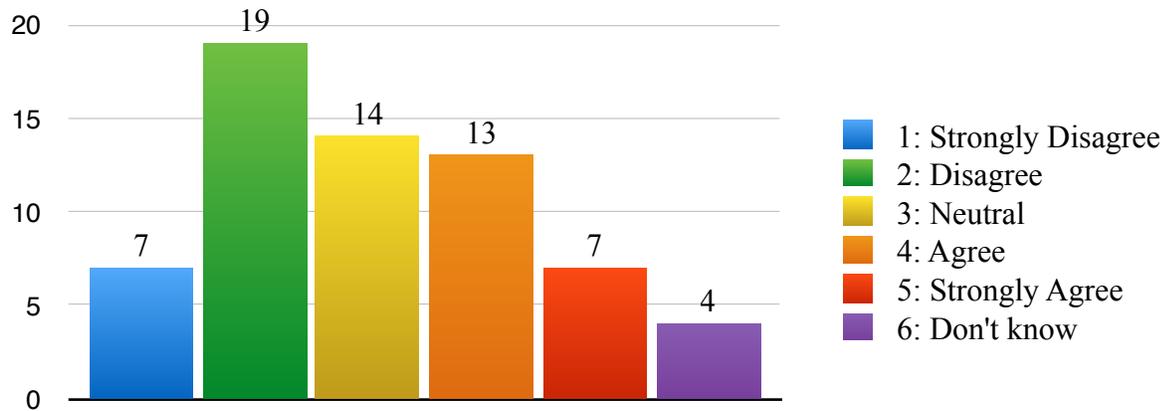
Facilities on campus are outdated and often not clean which is a safety issue. Many students have reported facility-related health concerns to me and other faculty. There's no excuse for unsafe and unclean classrooms.

The university is sort of caught on this one; we must spend our money in such a way as to not get sued by students with strong self-interest.

There is so little funding right now, it's hard to argue the scraps are being used inefficiently

We seem to be spending a bit more here than we used to, even though we've moved more and more to a transfer and non-traditional student model (who I would imagine don't use student services at the same level as traditional students).

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



Note: Previously 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 aren’t included in the numerical analysis. Information on the University budget was provided with the survey for the first time in 2014.

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

Notes: The rise in mean from 2013 is due to drops in the “Strongly Disagree” and “Neutral” categories of 7.6% and 11.6% and rises in “Agree” and “Strongly Agree” categories of 6% and 9.2%.

Question 20 comments: The University devotes enough of its resources to support administration and spends them efficiently
(28 responses)

Too few people trying to do too much contributes to the inefficiency.

The university spends way too much on administrators!

The list of former administrators still receiving administrator pay--though now in faculty positions--is a disgrace.

too much spent on administration support

The number of administrative positions has increased noticeably in recent years, but administrative services have declined.

The university devotes too much of its resources in a top heavy administration, and therefore does not spend resources efficiently.

How wealthy you get to sell your soul.

Need more good help in registrars and recruiting or admissions offices.

Devotes too much resources to support administration

too many administrators

Administrators are paid handsomely! Wish their salaries were tied to university success! Most would endure a pay cut if that were true.

To many administrators that are aloof, distracted, and out of touch with the core function of the university--which is teaching

Why the growth here?

We keep hearing that there will be "changes" in administration, but that does not occur. The same people are holding the purse strings and people are just shifted around.

Top-heavy administration with too many administrators

Way too much goes to admin. Lots of waste & positions that do seemingly nothing.

SE certainly devotes enough resources to administration -- efficiency is another issue

If the administration costs and personnel were cut in half, the university would function far better. There is no point in having an enrollment management staff that blames faculty for their failure. Look at our enrollment numbers since we created enrollment management...they have done nothing but go down.

Admin seems to be supported more than anything else on campus, but I really don't know. Often seems the needs of the administration come before that of our students. They forget who they are working for and here to serve. Other staff and faculty can be guilty of this as well, however.

We seem to be spending more money on administration and yet the working being done in that building doesn't seem to be getting any better. There are significant issues in that building that remain unaddressed.

Think that there is too much administration for an institution this size.

There is so little funding right now, it's hard to argue the scraps are being used inefficiently

Oh, perish the thought. Administrators MUST be supported, forget the teaching peons!

Way too many resources very inefficiently spent

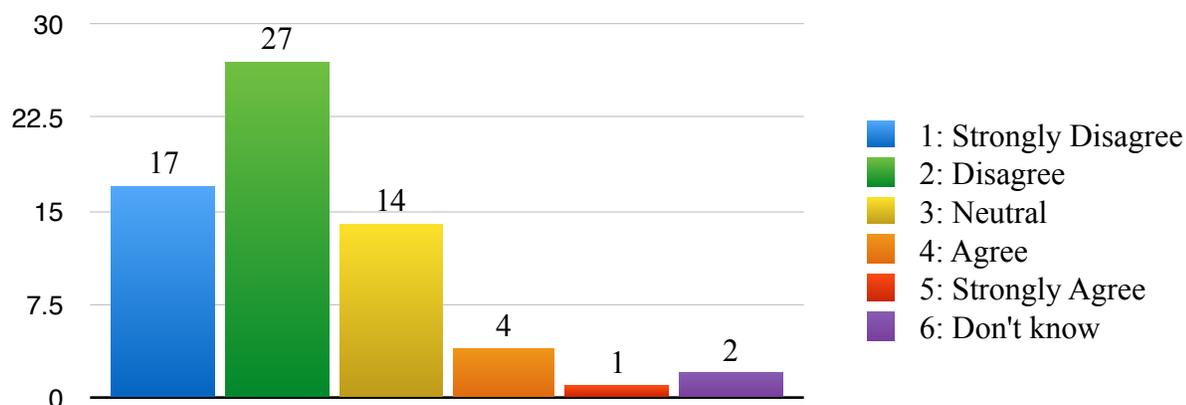
Spends TOOOO much and I do not think it is efficient

We seem to have a lot more "high title" administrators than a decade ago. How much of that is required by federal mandates I don't know.

Enough resources, but not efficient or effective

Too many administrative positions exist that are irrelevant to academics and which need to be evaluated for elimination.

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



Note: Previously 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. Information on the University budget was provided with the survey for the first time in 2014.

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

Notes:

The mean in EBS (1.89) is lower than in the other schools (A&S 2.0, JMSB 2.8). This may have to do with the conditions in Morisson.

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

It rains indoors. Enough said.

Improvements have been made, but we are very behind on maintenance. I want to be proud of the campus that I work on, not embarrassed by it.

Most of the buildings on campus need substantial repairs.

Let's fix the buildings--it's getting moldy in Morrison and the unintended inside waterfalls are a threat to safety, but too intermittent for water sports.

So much work is needed on our buildings both inside and outside that we really need to dedicate a large sum of funding to take care of these needs/

facilities are not maintained or repaired unless there is an immediate safety danger

Deferred maintenance issues are everywhere on campus.

In several buildings, the core infrastructure is rotting from within.

Many aging buildings in disrepair.

Have you been around campus lately? Seriously?!?

older buildings need simple internal renovations

Some of the buildings are falling apart.

More facility renovations are needed

Many of the older buildings on campus have major issues that are not addressed (i.e., bad central air systems, leaking roofs/ceilings etc). We are told - there is no money in the budget to fix these.

Monies from Student Services and Admin should be reallocation to improve facilities so as to appeal to incoming and returning students. Not to mention faculty who have had to deal with serious difficulties--mold in Morrison (for example)

This seems to be changing, but there continue to be "blighted" portions of the campus.

Some buildings on campus need MAJOR RENOVATIONS and SIMPLE REPAIRS and these are not being done. It is an unsafe and unappealing environment for students, faculty and staff.

Buildings are not always maintained as well as they should be.

Lots of prettification in some places with terrible deferred maintenance in others. Some buildings have bad water leaks and mold problems.

our facilities are in serious need of repairs. Leaking ceilings, uneven sidewalks, chipped paint, etc

Filthy, unsafe, outdated, etc. Not enough room to describe or time to spend writing about them. Money is wasted (for example, a simple way money could be saved is by allowing faculty to pre-register for conferences and obtain the "early bird" discount, cheaper airline tickets bought further in advance, etc). The biggest area where I see money wasted is not doing things correctly the first time - making quick fixes and repairs trying to save money instead of spending more money upfront to rebuild or repair things correctly. These shortcuts end of costing much more in the long run.

Although the physical plant is improved, there are still areas that are embarrassments to the university (the restrooms in Morrison Hall come to mind).

Significant advances have been made in the last five years...

There is so little funding right now, it's hard to argue the scraps are being used inefficiently

Probably enough resources just very uneven in distribution and very poorly managed

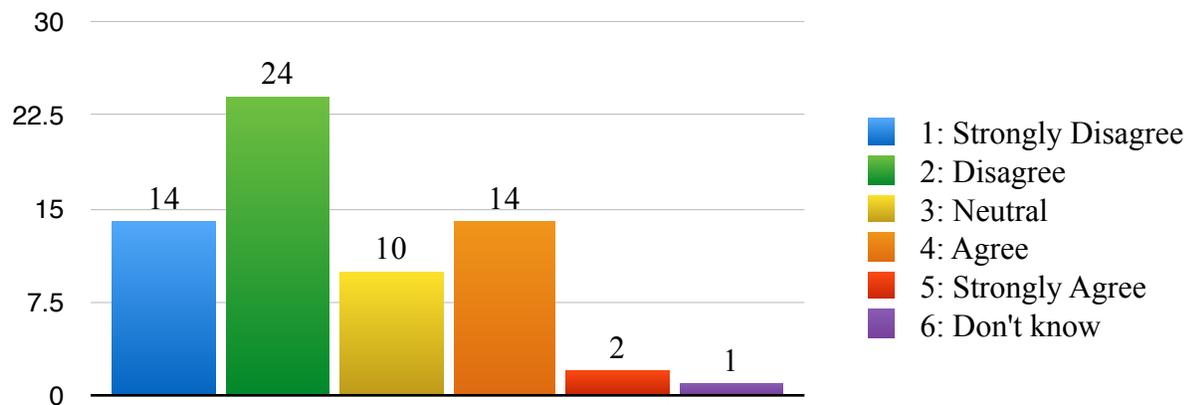
Our facilities are lagging behind other schools of our size in the region, and despite being a superficial reason to choose a school, students fall in love with what they see on campus.

Campus is looking much nicer and we're starting to see some important long-deferred repairs. Those poor faculty in the lower levels of Morrison...

It would be nice to have the classrooms and academic buildings cared for as nicely as the football facilities

Hazmat suits have appeared in the basement of Morrison ...

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



This question is new in 2014 and has no historical comparison. The overall mean is 2.5 and the 1st quartile, median, and 3rd quartile are 2, 2, and 3.5 respectively.

Notes:

The mean in EBS (3.25) is higher than that in the other schools (A&S 2.42, JMSB 2.5).

The mean for those at Southeastern for 15 or more years (2.83) is higher than faculty in the 0-7 year or 8-14 year categories (2.31 and 2.08 respectively).

From the comments the Blackboard issues this semester are a major concern as are the lack of smart classrooms.

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

(21 comments)

Missed 3 tests in my online class this semester because of outages. Plus, the computer in my office is older than my youngest child (and that is not okay).

We need to hire at least two people to replace Ellen. Because many of our students need on-line courses, Blackboard instruction and support are essential.

Let's get functional technology in every classroom and regularly maintain its functioning

The debacle in CIDT after Ellen Hendrix's death is an example of poor planning and resource allocation. Many faculty computers are more than 3 years old. No real academic thrust in technology area.

The staffing of BlackBoard personnel is grossly neglected. With the exception of one seriously overworked technician, there are no resources going into staffing.

We have no clue of what a Smart Classroom is.....

Have you been around campus lately? Seriously?!?

Instructional technology is poor. I would like to start using clickers in the classroom. Our department got the clickers but I cannot use them with the old computer in the classroom. Public schools have Smartboards in every class and we only have a handful on campus.

Agree, but we are embracing technology that is unproven at the expense of proven brick-and-mortar situations. I don't care what students want, it is what they need. And they need face-to-face interaction with faculty, especially given the woefully unprepared students we are getting as freshmen.

It would be wise to revision the nature of instructional technologies and fold it into an informational resources center in conjunction with the library. Many functions of the library and their skill sets are nature parallels to the CIDT

Our most important "instructional technology" continues to be a well prepared and motivated faculty member in the classroom.

A High Def projector? Haven't seen one of those! BluRay players? Don't see those either. Students are still seeing movies from the 80s and they know it. Blackboard should be a priority and be linked to student accounts, add/drops automatically, grade submission etc. Having to use 4 programs to do one thing is ridiculous.

We are a bit behind on technology, but this area seems to be improving.

My office computer still runs XP. Most of our classroom computers still run XP. I'm hoping a hack attack doesn't take them down at some point.

With 2 online masters degrees and 2 more in the works, the resources for instructional technologies are an embarrassment.

Ellen's demise was a great loss. Others are doing their best in her place. But most universities emphasizing online as much as our university does, have departments that deal with faculty, not one full time person or two part-timers. Ellen had requested help many times through the proper channels and was ignored. Our loss.

funding and allocation need to be looked at.

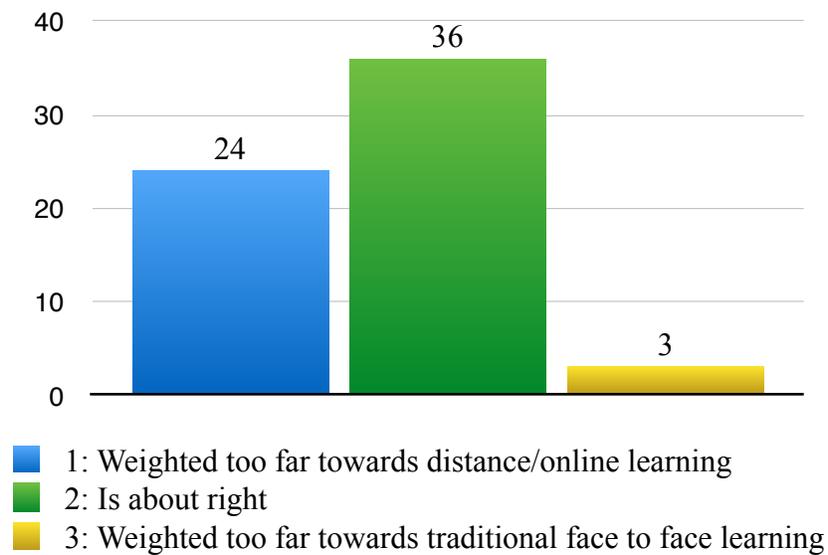
After Ellen's death, it became painfully obvious how being one deep in instructional technology negatively impacted the faculty and students.

There is so little funding right now, it's hard to argue the scraps are being used inefficiently

There is very little support infrastructure and even poorer execution of the resources available. Transfer students are often amazed at how technologically backwards we are.

This is a mixed bag. Allowing persistent connection to the wireless network was a big plus across campus, as faculty computer upgrades are. However the projectors often used in classrooms tend to be dim for the job and "smart boards" in some place are anything but.

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



Notes:

This question is new in 2014 and so has no historical comparison. A long-running question in previous surveys involved “Distance learning should become one of Southeastern’s strengths.”

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.

Question 23 comments: The University's balance between distance/online learning and traditional face to face instruction is
(14 responses)

online courses are a joke -- students routinely cheat and learn very little

Too many students living on campus take F2F courses.

Follow the dollar. Sacrifice higher education. Increase student debt load.

the students still cheat like crazy in many on-line classes.

If you haven't noticed, our enrollments have dropped in line with our investment in distance/online learning methods. Lazy professors and technology fee obsessed administrators are killing this university with online offerings. Dumbing down of America continues.

This also seems to be getting better, BUT, our focus should remain on our strength - good faculty teaching students face-to-face.

I have great concerns for quality in online education given the rise in adjuncts and the system's demands to produce more graduates.

While the internet is important and an exciting tool to use for student use, student learning occurs with professor help on campus. Online is not feasible for MANY COURSES and moving away from our STRENGTHS of low faculty/student ratios and campus learning in small classes, is a BAD IDEA. Interpersonal communication and speech online??? That makes NO SENSE.

I don't want to see online learning increase, and don't want pressure put on faculty who don't want to do it.

I prefer f-2-f, but the world has changed and there is no going back.

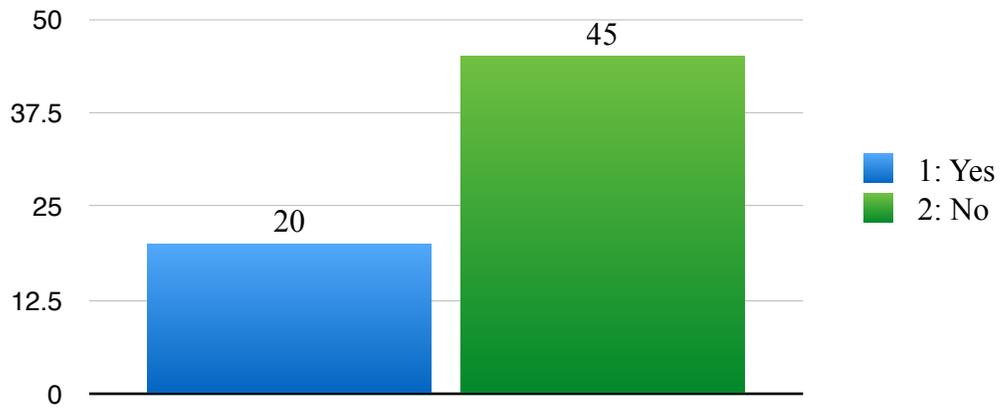
Students complain in classes how much they dislike being forced into online classes. But since it is a financial bonanza for the university, I don't see anything changing...until the pain is great.

We have not seriously addressed MOOCs. But as recent experience at other universities has shown, MOOCs are probably just a fad and will not return the money invested in them. Our failure to follow up on this opportunity turns out to probably be for the best.

The actual balance is probably not bad but the total lack of support for the online classes make me question why we are offering them at all.

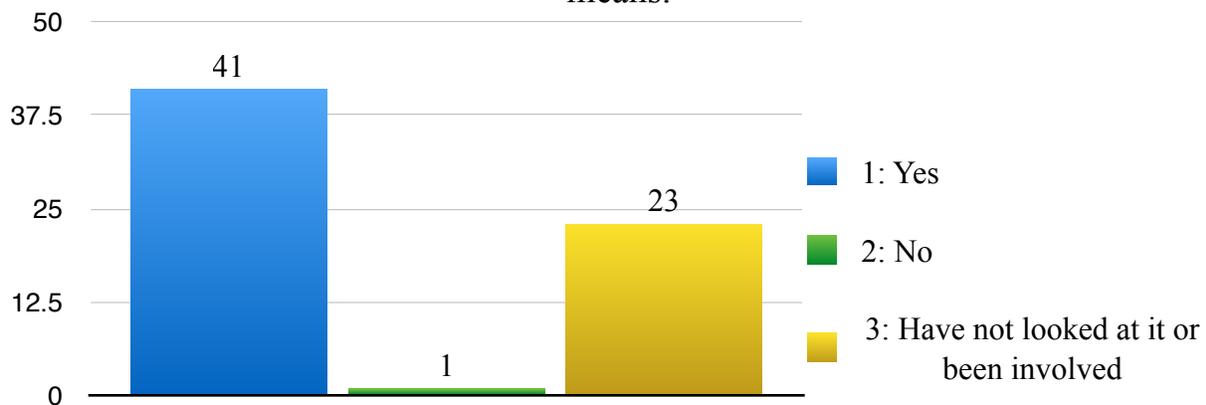
I know we've pushed the online model I but I don't know if it's been worth it. It's been cost-effective on the shoestring staff budget we have for CIDT, but the technical problems there have been bad this semester.

Question 24: Have you participated in the new tenure and promotion process in any capacity (applicant, committee member, etc.) this academic year?



This question is new in 2014 and so has no historical comparison.

Question 25: The new tenure and promotion process has been clearly explained/communicated in the Academic Policies and Procedures Manual or by other means.



Notes: This question is new in 2014 and so has no historical comparison.

All 20 people who said they were involved in tenure or promotion responded “Yes” to this question.

Question 25 comments : The new tenure and promotion process has been clearly explained/communicated in the Academic Policies and Procedures Manual or by other means.
(6 responses)

Well done!

Chris Moretti did good job of explaining it to the faculty last year.

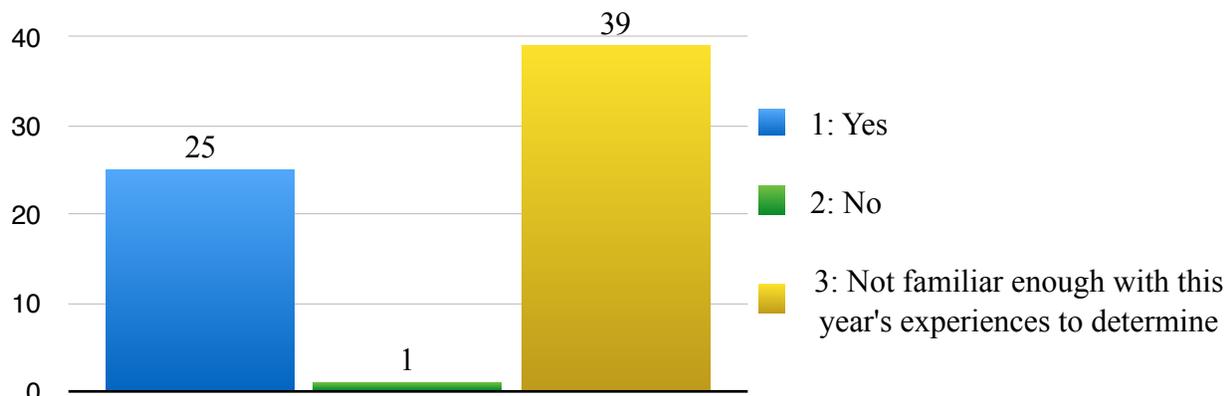
still needs to be discussed

Not at all in the past but this time it was clearly outlined and followed exactly. Deadlines were met by the administration and decisions were justified with a thorough rationale provided at each step. I was pleasantly surprised! Thank you for addressing this issue so well. I felt very supported by the Faculty Senate and experienced your advocacy firsthand. I felt more secure that policy would be followed because all steps were clearly spelled out and justified throughout the process. It felt much more objective this time compared to my first promotion. I received different answers to my questions from each level of the administration (a lot of turnover in administration during my first five years here). It was so confusing then.

My position is not tenure track, so I have not informed myself of the process.

yes, but still a little complicated to maneuver

Question 26: The new tenure and promotion process has been fairly administered.



This question was new in 2014 and so has no historical comparison (a similar question asked in previous years typically averaged between 2.4-2.9 on the usual “1: Strongly disagree: to “5: Strongly agree” scale, with 16%-24% agreeing).

Notes:

Out of the 20 people who said they were involved in tenure and promotion this year, 16 responded “Yes” to this question, 1 responded “No”, and 3 responded “Not familiar enough to determine”.

Although not phrased on a 5 point scale as the question had been previously, this seems to be a huge improvement.

Question 26 comments: The new tenure and promotion process has been fairly administered.
(7 responses)

In the instance in which I was involved

As far as I know

One person involved in the new process indicated to me that the process has been satisfactory so far.

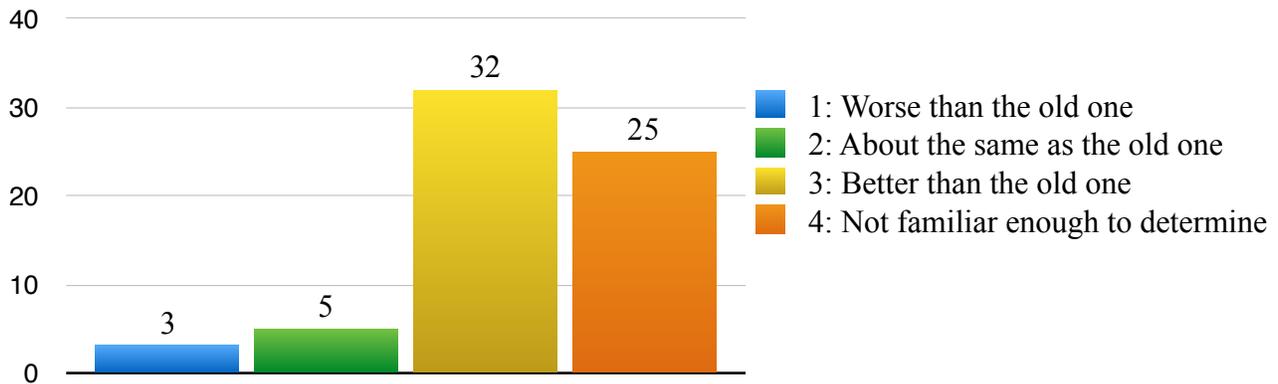
I have not seen the results.

I feel that it is still too early in the revision process to make an accurate assessment.

See my previous comments.

As far as I can tell.

Question 27: The new tenure and promotion process is:



This question was new in 2014 and so has no historical comparison.

Notes:

Out of the 20 people who said they were involved in the process 17 thought it was better, 1 thought it was worse, and 2 thought it was about the same.

Out of the 41 people who thought the new process had been clearly explained/communicated, 32 thought it was better than the old process, 3 thought it was about the same, 2 thought it was worse, and 4 were not familiar enough with it to determine.

Question 27 comments: The new tenure and promotion process is:
(8 responses)

I didn't think the old system was broken. The way it was administered varied by the person so human decisions gave the appearance of things being handled poorly at times - it was handled poorly at times.

Lowered expectations for non-tenured faculty.

The so-called new policy was in many ways simply enforcing old Regents policies that were written in the manuals but were not being followed, such as the composition of the review committees. I have no faith that they will be enforced any longer or with true unbiased applications than the old rules were.

While the idea of peers analyzing peers' work is a good one, this campus is so small that there are professors from other areas analyzing faculty work on things they do not understand.

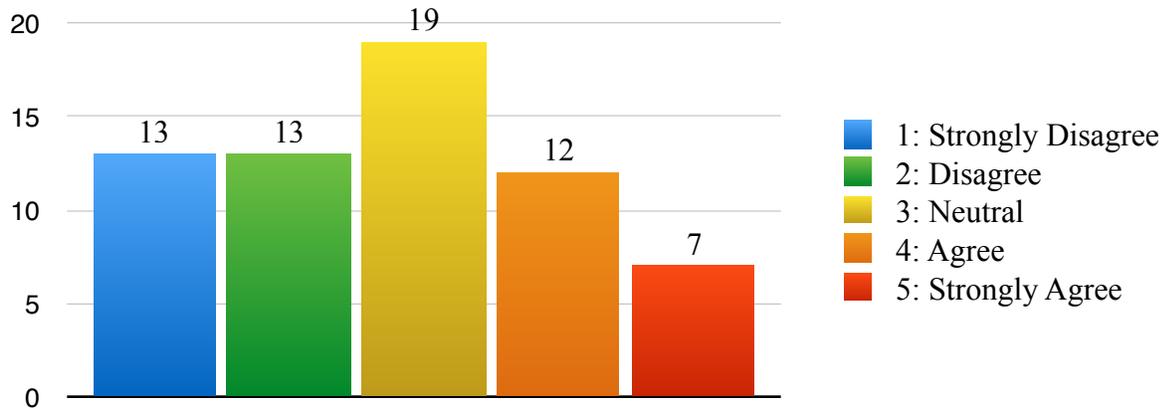
I appreciate my well intentioned colleagues trying to make changes. Kudos to them. However, I do not expect things to change as the administration had guidelines that they refused to follow in years past. The administration did as they pleased in violation of policy and nothing stopped them. Why would they change now?

See my previous comments (25).

Anything would be better than the dishonest crap that had been parading as promotion and tenure the last few years.

I haven't heard of any appeals this year, and that's a big plus.

Question 28: Effective leadership is provided by the President



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

Notes:

The means vary by school, with A&S at 2.94, EBS at 2.67, and JMSB at 2.58.

The means vary with perceptions of faculty morale. Those who thought morale was very low averaged 1.25, those who thought morale was low averaged 2.4, those who thought it was OK averaged 3.35, those who thought morale was high averaged 3.75, and the one who thought it was very high gave this a 4.

Question 28 comments: Effective leadership is provided by the President
(11 responses)

Too much of a disconnect between what he says and what the faculty/students experience.

Never see him.

I liked his public speeches, but we received several e-mails early on that we should not attempt to contact him or to submit all requests 6 months in advance---the latter is totally unreasonable given when and how opportunities arise in OK for funding and for interactions with other institutions.

He seemed to think the only function of this university was to be a business school that resembles a bad community college. Glad he is stepping down and we can start anew.

President Minks is a personable guy in person but I do not get the "leadership vibe" from him. I do not feel the passion vision of his leadership.

I'm worried about who we might get next.

Extremely disappointing.

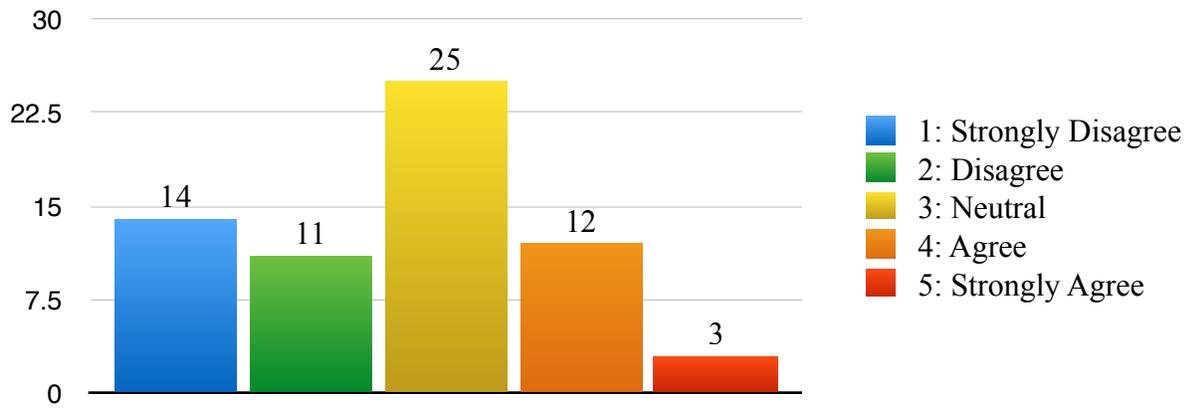
Dr. Minks has done some good things (getting our finances in order; much needed work on the loop), but he also has had some significant failures (promotion and tenure was incompetently administered; people placed in positions for which they don't have the skill set to succeed; reorganization of SE that has created departments that are disenfranchised and paperwork bottlenecks).

He says good things but I'm not sure how much to believe. His inner circle is pretty much a separate world from the rest of us.

There are some staff who do not know who the president is nor could they identify him.

I think the President has been much more active and conveyed more useful information to the faculty in the last 2-3 years. He was less visible this spring, but that is 100% understandable.

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



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

Question 29 comments: Effective leadership is provided by the Academic Vice-
President
(11 responses)

He is often absent; when he does show up, he talks, but it is unclear what he does.

He is a bully. He leads by fear and intimidation and acts like an angel. It's pretty easy to see right through him. Not sure how he sleeps at night.

The more I hear him speak the higher my opinion is of him, but somebody seems to keep him out of the limelight and on a very short leash.

It seems he is not on campus a lot.

Master of oral communication, but empty shell. I dearly hope he is not made Interim President. He is not suited for leadership roles in a university, but would make an excellent spokesman for a politician.

What leadership?

I think he's as weak an employee as SE has right now. Since he has never been academically productive, what makes him qualified to judge others' records? I also do not trust him at all.

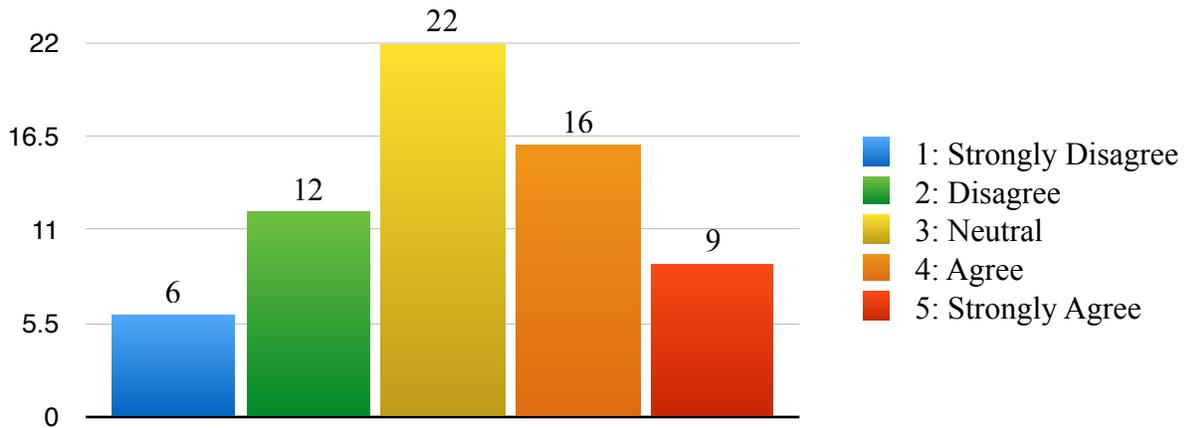
Everything seems to get lost on his desk, except the HLC visit.

The Academic VP should periodically meet with faculty to hear their positives and negatives to work to improve academic processes in all areas.

Very difficult to contact.

I think the Academic VP has been working much more with the faculty in the last year or two, although this may not be as visible outside the Faculty Senate and the Shared Governance Forums.

Question 30: Effective leadership is provided by the Dean of Instruction



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

Notes:

The means vary by length of stay at Southeastern: 0-7 years at 3.31, 8-14 at 3.00, and 15+ at 3.17. This is drop of .3 in the 0-7 category from last year and a rise of .47 in the 15+ category.

Question 30 comments: Effective leadership is provided by the Dean of Instruction
(15 responses)

I think she is trying to do the jobs of 3 people, and it is impossible for one human to do them all effectively.

The dean does an incredible job, considering she receives little support from the upper administration, and has little say in budget allocations.

Far too busy, though.

Putting her in charge of the Gen Ed council is the latest mistake. Rumor has it that our syllabi will get grades from Gen Ed committees, without any announced criteria. Is there not a better use of people's time? Is there not something else the Gen Ed committee should be doing? Maybe looking at Gen Ed courses with over 35% of the students failing or dropping?

It seems like sometimes she spends too much time on unimportant things.

She has no institutional power, so her leadership is negated. Spends most of her time dealing with trivial issues and nothing to do with instruction.

She is busy pushing her agenda to the faculty and taking up their valuable time instead of aiding the faculty in doing their jobs. She has too much unnecessary power.

I believe that she does her best in a miserable situation.

Considering she is trying to do 3 full time jobs, I think she has done a pretty good job under the most difficult of circumstances.

We operate in sort of a response mode, not sure what is coming next from the Dean's office. She does, however, work very hard at encouraging faculty.

Too much for any one person - I have not found any University that has this model of one dean.

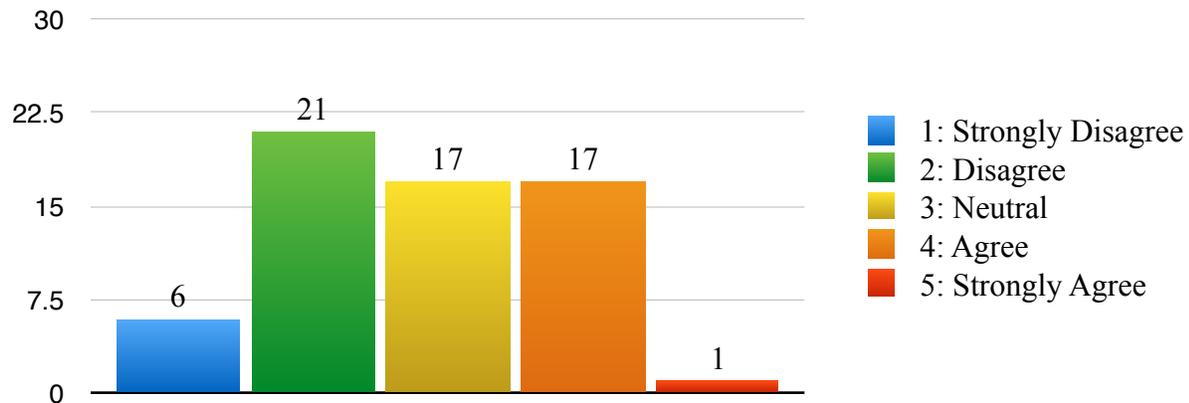
Communication is poor. Through other people to the person that needs the communication. Show extreme favoritism. Acts immature. Micro-manages small things and fails to address the larger issues. Very ineffective as a manager of all academic programs.

Are you kidding???

Need to have duties separated. Trying to do too much results in inefficient operation.

Some things the dean does very well (for example the Symposium was much improved this year). Communication is not always effective though - we "hear things" from the chair's meetings, but different things seem to be told in different departments.

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



This question was changed from “Academic program assessment has been a valuable use of resources” (the mean for the old question was a consistent 2.4 from 2010-2014). The mean of the responses was 2.95, with the 1st quartile, median, and 3rd quartile at 2, 3, and 4 respectively.

Notes:

Given the jump in mean with the change in question it appears we get some useful information from program assessment, but not necessarily in proportion to the resources we put into it.

The mean in EBS (2.44) is lower than in A&S and JMSB (2.94 and 2.92 respectively).

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

(18 responses)

The data is collected in a haphazard manner and rarely used effectively.

We are continually assessing our programs whether or not we have to write an assessment report. The assessment report itself is a waste of time.

this is just another meaningless hoop we have to jump through

Could be much better if true leaders in disciplines were brought in to assess programs.

Task Stream is an utter failure. Time to try something else.

Getting better, but still some learning curve with the electronic system.

Much of the way the information is arranged is unwieldy and silly. However, in some cases, when we actually get to see our department report, it is nice to see how the courses are similar or differ.

Token gesture to accreditation. Virtually no department uses this effectively. We know what works, let us do it and support us as professors.

It does! However, we have yet to see any changes occur because of it! We can amend our course offerings some, but facility improvements have to be done.

It is way overdone. Everyone who is involved, (and everyone is) knows where we stand. Faculty spend way too much time dealing with accrediting bodies asking for the same information in a different format.

In our program, yes, but I've seen that it isn't as helpful in other programs on campus. Many times it's implemented just to fulfill a requirement and results aren't utilized to make improvements in curricula. (I've taught in several programs at SE and served on the IAC)

Who see this stuff? I don't.

I'm not sure what becomes of much of the assessment information. When we do hear back, it is just that our students do not do as well on standardized tests as do OU students, as if it is our fault.

Any external third party evaluation points out strengths and weaknesses, to be used to improve the program evaluated.

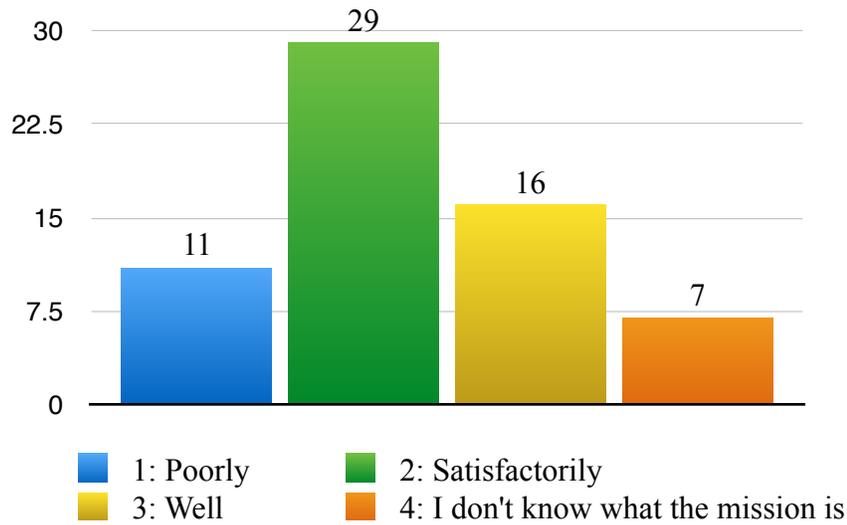
Valuable information is provided, don't know how well we use it to adapt though

But it is poorly directed. If the faculty member has taken the initiative to develop good assessment tools then the assessment is helpful if they depend in the student surveys and other feedback it does not.

I know this is a thing "we have to do", but rarely has it told me anything useful I didn't already know.

No empirical data has ever been presented to faculty to show that assessment has made any improvement to academic success of students. The legitimacy of assessment procedures is assumed as a matter of faith rather than demonstrated.

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



This question was new in 2014 and so has no historical comparison.

Notes:

89% of the respondents knew what the mission is.

Of those who knew what the mission was, 19.6% thought we fulfill it poorly and 71.4% thought we fulfill it satisfactorily or well.

The mean does not vary noticeably by school.

The mean for those at Southeastern for 15+ years (2.23) is slightly higher than those here less time (2.08).

Question 32 comments: How well does the University fulfill its mission:
(12 responses)

I'd really like to say, "many people are trying and doing a good job, but with more organization we could clearly do better than we are."

Despite problems, most of the students that I deal with are getting their degrees and graduating with marketable degrees.

I think individual faculty and some departments do extremely well, but the University mission is a secret. We have no idea where we are going and what the goals are anymore. The only mission I can see is budget cuts, reduced faculty, put everything online and rely on a few departments to deliver some credit hour production. Sounds cynical, but it is an accurate analysis.

We do face-to-face teaching well.

It simply struggles with its lack of resources.

I think a lot of the faculty work really hard and try to do well by the students, but I think some of the support staff are not well treated, and the adjuncts really get shafted.

I feel the mission is much too broad to make an accurate assessment of this question.

What is the university's mission?

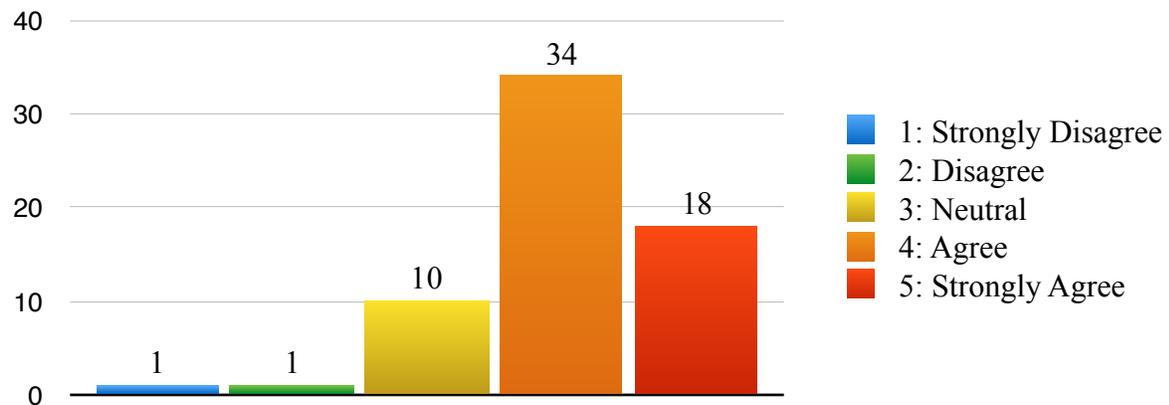
We need to encourage more faculty to be involved with their students in community service projects. It's a rewarding experience for all involved. It would also be great if Faculty Senate could sponsor some kind of faculty service learning project or community service project. I think more people would volunteer if given the opportunity.

We need to do so much better!

lifelong learning, citizenship, and job skills.

poorly written mission statement

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



This question was not asked prior to 2012.

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

Notes:

This is an improvement from an already high base.

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

(10 responses)

As an adjunct, the Faculty Senate is working toward the inclusion (if not at least recognition) of this ignored (and disrespected) population. For example, adjuncts were invited - for the first time - to complete this survey. A small but significant step toward inclusion in this academic community. I commend their efforts. Thank you.

But to what end with their hands tied behind their back.

They are doing better and better.

While it does do "good" work, it has a tendency to become a bit of a "gripe/complaint" zone and therefore does not have the time actively engage in the broader mission of the University. It must look beyond complaints and become more proactive and provide proposals for the improvement of the university. Moreover, discussions have a tendency to become weighted in favor of oral bullying

They are doing much better than in year's past; largely due to Chris Moretti and good senators.

Thank you!

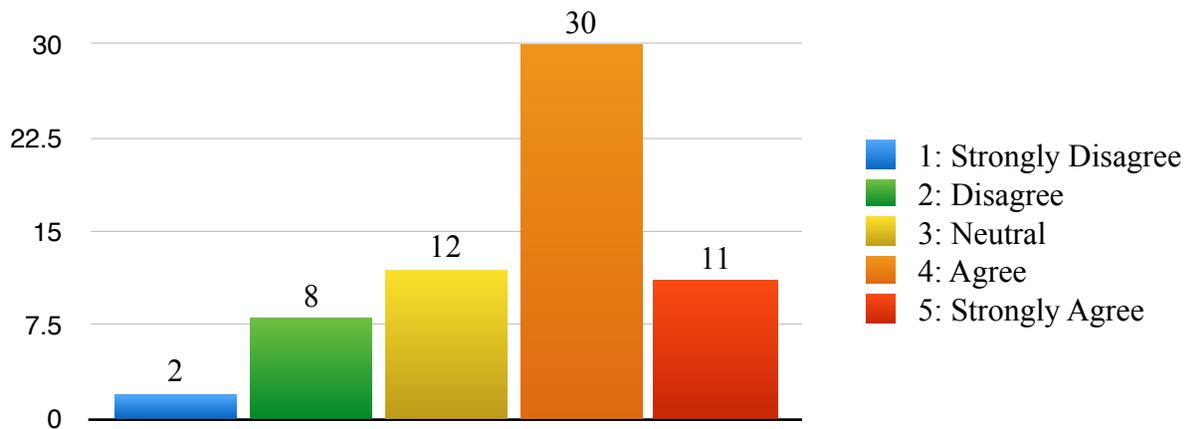
The work cleaning up the promotion and tenure process was badly needed.

And if you disagree with this statement, the system is in place to bring those issues to the Senate

The Senate seems much more on the ball the last few years - tenure & promotion, post tenure review, the Shared Governance forums, etc.

Sometimes the Faculty Senate tries to be too active in the work of administrators.

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



This question was new in 2014 and so has no historical comparison.

The mean was 3.63 and the 1st quartile, median, and 3rd quartile were 3, 4, and 4 respectively.

Notes:

The means by school were: A&S 3.57, EBS 4.00, JMSB 3.75.

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

(10 responses)

More detailed agendas would be very helpful, so faculty would better know if there are meetings they would like to attend.

The agenda sent out before a meeting gives no hint of what will be discussed.

They have taken their game up considerably--Dr. Moretti's attention to detail is much appreciated

They make more efforts via e-mails, but the last time I tried to find minutes of meetings on-line, they were very un-detailed.

FS communication is well done. Thanks!

Greater care could be taken to articulate what is coming before the Senate during meetings. The agendas are not informative.

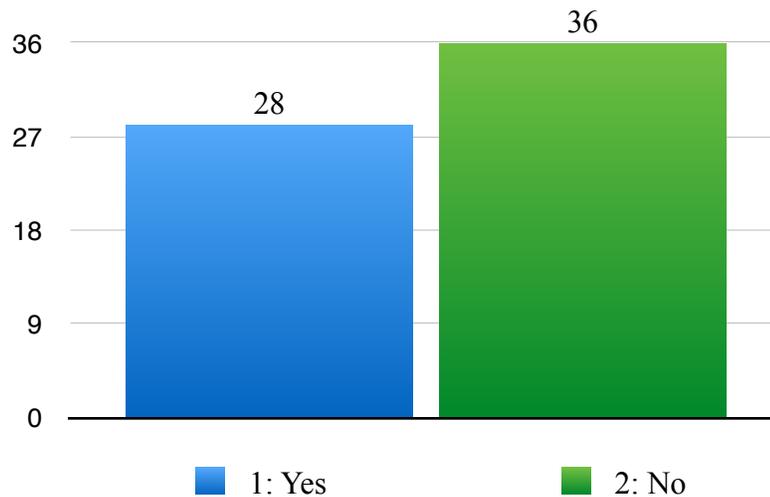
Dr. Moretti has set a gold standard for communication

Something better than constant emails would be nice.

The Senate is much better about documenting its activities and posting them online than most areas on campus. A lot of faculty don't bother to check this, but it's there - maybe more of it should sent in broadcast e-mails.

More faculty need to make the effort to read minutes, attend meetings and forums

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



First asked in 2013, the responses to this question originally were Yes/No/Maybe. The percentage of “No” responses were more or less the same in 2013 and 2014 (58.8% and 56.25%) respectively - so the “Maybe” responses in 2013 were more or less converted to “Yes” in 2014.

Notes:

The percentage of people willing to serve on the Senate did not vary by school.

Counting the responses from full-time faculty only the responses were 54.5% no and 45.5% Yes.

The percentage of people willing to serve did vary by length of stay at Southeastern. In the 0-7 year category 62.5% were willing to serve; in 8-14 that dropped to 42.9% and for 15+ years it was 35.7%.

Question 35 comments: Would you be interested in serving on the Faculty Senate in the future? Why or why not?
(25 responses)

Already do to much; would rather pick and choose my issues. But I do very much appreciate the service of those who do serve.

I have served in the past and most of what was discussed never came to pass. Many people view the Faculty Senate as just a place to air grievances or make connections with the administration so one can become an administrator.

That is the place where it is all happening

Been there, done that. Enjoyed but ready to do something different.

I have mixed feelings.

Adjuncts are not represented on the Faculty Senate. I would welcome the opportunity to serve (and I would work hard) should that opportunity become available.

I am an adjunct

Too busy!

scheduling

I have served on a faculty senate and the useless, time-consuming debates over trivial items is disgusting.

been there, done that

Feel like I'm in a good place as a professor and can take on duties such as this.

Yes. Yet, I will be stepping down from Faculty Senate for a year or two to recharge because of its tendency to not be proactive, complain, and be dominated by oral bullies.

I hope to devote as much time as possible to research

I cannot attend the meetings as I have class all the time on Wed afternoon.

I am usually teaching a lab during the meeting times.

Been there. Done that. There are others who are far more effective than I. I feel free to voice my opinion to the outstanding senators and give Chris Moretti and others a class when necessary.

Possibly, if I didn't have class during your set meeting time. My other hesitation is that in the past, the meetings I attended were sometimes more of a "bitch session" about the administration (I definitely understand the frustration) than trying to move forward. I don't think it's like this anymore, however. I just remembered feeling very helpless, hopeless, and even more angry when I left the meetings which is something I try to avoid if at all possible. I appreciate having a place for all of us to hear differing perspectives, share ideas, etc. and understand change doesn't happen without a fight the negativity was highly contagious. Again, it seems to be different now that

faculty have been given more input than in past years. And I sincerely appreciate you all fighting our battles and making much needed changes.

Meeting times do not fit my schedule.

I remain skeptical about how much Senate work actually translates into what the administration does. There are successes but a lot of Senate work goes for nothing and I consider it to not be a good use of my limited time.

I also believe that adjuncts should be eligible - they make up a significant percentage of credit hours

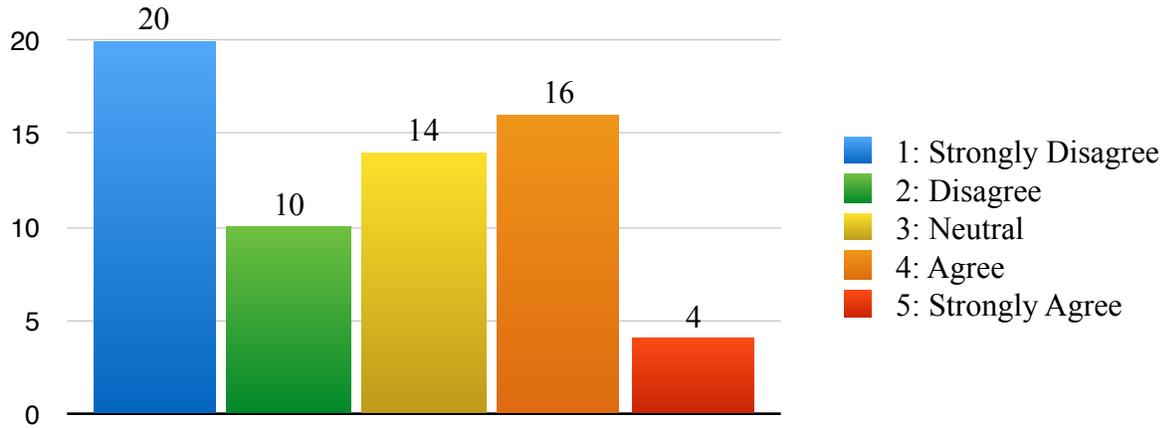
The one time I did, it was a farce (like a bunch of children arguing).

No interest.

As far as I know, adjuncts do not have a voice on Faculty Senate. We are second class citizens in the eyes of some colleagues, and not having the opportunity to serve in this capacity aids in widening the chasm between adjunct and tenure track faculty. Give us a legitimate voice!

Already doing so.

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



This question was not asked before 2013.

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

Notes:

This has improved from last year.

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

(32 comments)

Last year was way better than the year before. The idea is not bad, but the timing is difficult. Would also like to see more breakout sessions.

It is a waste of time! Professional development is most effective when it is within one's own discipline. The time would be better spent in one's own office advising late enrollees or preparing for classes.

Last year's was better than the first. Continue the trend of more faculty directed segments

This is a complete waste of faculty time, especially when faculty need to be preparing for their courses.

This is a really innovative program - an excellent way to begin a new academic year.

Adjuncts are not invited to the Faculty Symposium. I cannot speak to its usefulness.

Complete and utter waste of time at the worst possible time of the year.

Much improved.

much better than the mostly useless one the year before. I would have preferred that we do workshops on things directly applicable in the coming year, or report on past issues of interest. I would also like to have part of the day to be advising students or dealing with preparations for the start of school, not locked up for 2 days in a theater. They could have trained us to use TaskStream or similar software. The EAR and Blackboard info sessions were most useful and relevant.

The value or usefulness has been hit or miss.

Some of it was useful but the timing is not convenient. Right before school starts faculty are trying to get ready for classes.

Because of family crises, I was unable to attend

A few good talks, several were not informative though.

It was much, much better this last year, but it needs to be shorter--end at noonish and include break-out sessions. Furthermore, it needs to faculty led and serve as a place to share ideas, successes, and failures in the classroom.

The symposium is very good for new faculty and marginal for faculty already teaching here. The concept is good but the execution seems to have more fluff than specifics for the faculty.

It was better than the year before, but, honestly, two days? There is absolutely no reason why all the new information could not be relayed in a much shorter period. It comes at a time when faculty are in the midst of preparing for the fall term. There is no need to repeat the same thing year by year

While it is interesting to hear about what other faculty are researching, it should be done in a different manner - like brainstorm - where it is optional.

It was better than last year's but it still takes away valuable preparation/last-minute advising time.

Intention is good. But for those of us who are actively serving and participating in a national conference and have been for decades, there is not a great deal that is new.

I need that time to prepare for the semester, have other meetings, advise students, etc. Nice idea but when you teach all year long, you don't get much downtime. Having to be back that early after the end of the summer session is just too difficult. Making it mandatory feels like a punishment. Perhaps the ideas shared there could be spread out over the course of the academic year in varying formats. This would also promote continuity and not just connect just once at the beginning of the year. I don't know of another idea, but I do know I greatly resent having to come back to campus even earlier now.

Very little of what was done had any relevance to me.

Yes, in the sense that it is nice to share ideas with colleagues.

It's getting better, but in the past it has just been the Dean deciding she needs a captive audience-- for good things, but for reasons not clearly explained. But since it is almost the only activity that brings the whole multi-talented faculty together, I actually enjoy it very much.

Much better last year.

Horrible use of time. Time would be better spent to prepare for the semester.

Poorly administered by the Dean of Instruction, presentations do not benefit enough faculty

It is a complete and total waste of time!!!

It still needs improvement but at least it carried some good information this time.

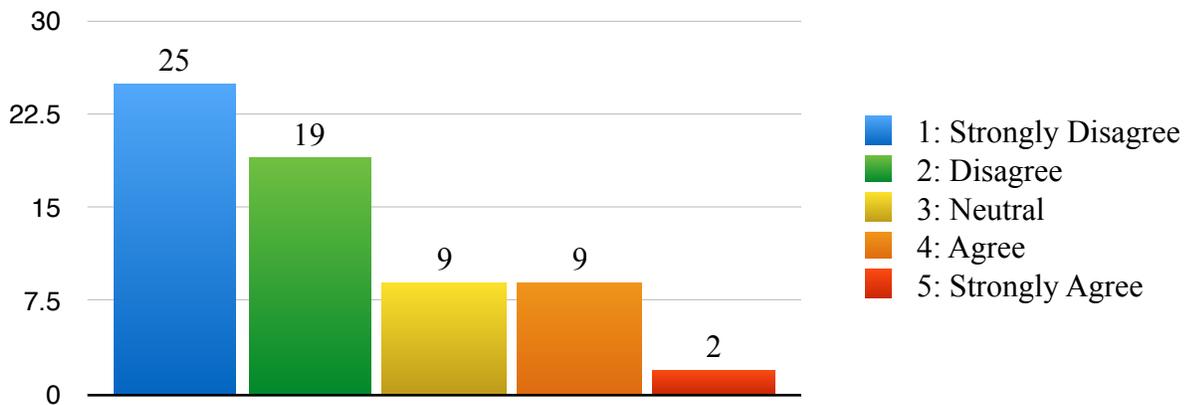
This year's Symposium was a big improvement over the first one - we need more panels and breakout sessions.

Tell us about the vision and mission of the school and various programs. Remind us of procedures and processes. Tell us how the varied programs of the university work together for academic achievement. Tell us about teaching strategies.

some sessions better than others....tough time as we are getting ready for new semester and have syllabi and other items to work on

Almost entirely a waste of faculty time, notably at a period when faculty need time to prepare for the beginning of the semester. Many students come to campus during the symposium to be advised only to learn that the faculty are tied up for two days and are unavailable, a point which seems to have been lost in obliviousness.

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



This question was not asked before 2013.

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

Notes:

This is an improvement from last year, but the faculty would still like this to be shorter.

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

(29 responses)

The Faculty Symposium should have been reduced to one or two hours, and it should have been moved to the day of the general faculty meeting.

If it's going to be the week before school, it needs to be shorter.

I'd prefer a one day event

The faculty symposium needs to be done away with.

All of the program contained useful information.

See previous comment.

a little long perhaps

WAAAAAAAAAYYYYYYYY TOO LONG!!!!!!!!!!!!!! Torture.

Maybe need 1 or 2 mornings or afternoons of mandatory information sessions, with other optional training or workshops.

It does not need to be as long.

Keep it short.

Without the fluff it could have been done in a day.

see comments above

What was valuable could've been communicated in one day.

One day should be plenty.

All could be accomplished in one day.

This needs to be a single day event!

Too long. Shorten the presentations...particularly those from the administration, except for Jane McMillian. Updates in this area are always appreciated by faculty. Keep the info short and timely.

Needs to be a one day event.

An hour or two would suffice.

The two days before the fall semester are so busy. Why make managing our time that much more difficult?

The Symposium is too long, and at the wrong time. It would be nice to spread these topics and discussions throughout the semester. It would be nice because my required attendance at the symposium pulls me away from meeting with and advising students at a critical point of the academic year.

I suspect one day is enough. I gave a presentation, everybody liked it, but their minds were on the work that they were not getting done.

Should not have it at all.

Much too long, one afternoon would suffice

Needs to be shorter and more focused on faculty needs.

I'm not sure about the length. It still seems long, but as it was much more useful/interesting this year it's harder to tell if the length is a real issue.

too long

better this last year than before

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

The university offers opportunities to students with below average academic preparedness.

Helping students from underprivileged backgrounds with personal attention.

Many faculty do a very good job at teaching

Educate and care for our students.

Working with students with limited educational preparation.

The University has started paying attention to the Faculty Senate. The University recognizes the efforts of the AAUP chapter.

Considering the budget, it does well with what it has.

Take care if its administration.

Taking care of our students in a more hands-on way than most places.

it seems to dwell on history extremely well

Adapts to budget reduction

Teaching

Athletes are clearly instructed that academics comes first in their lives

Individualized attention to students

Campus has a small-town, friendly feel.

Serve a very wide area of the region

advising, instruction, student support

Outstanding classroom faculty with face to face interaction.

Many individual departments provide excellent instruction and preparedness for our students, but no one knows because of the balkanization of the university (silo-mentality)

Teach face-to-face.

most faculty genuinely care about their students

The faculty care about students and student learning. I think we are moving into the 21st century, but are still not there.

SE educates students well.

Inspires learners with poor skills for college.

I think a lot of the faculty teach well. I think we do a good job of being affordable to students

I think the university helps to foster a close relationship with faculty, administration, and students.

Truly attempts to help students achieve.

work with students

Tried to create a sense of community on campus. Offers quality education at an affordable cost. Somehow retains some very qualified but underpaid faculty. The addition of the TAPS Storm route seems to really have helped students save on gas.

Not near enough at this point. The athletic department is a source of pride. Consistency in branding needed to be done.

Our outreach and service to American Indian students has improved dramatically over the last five years.

We are just about the only example in southeastern Oklahoma of an institution that uses facts to draw conclusions and to teach people how to do this. Businesses, politicians, and churches do not do this.

Takes good care of students

The improvements of the grounds and overall appearance of the campus at least helps make it appear that we care. The mascot.....is a positive. New parking areas.

doing more with less

Small class sizes and attention to students.

Cause confusion and frustration among the faculty.

Teach face to face classes;

The individuals all do their individual jobs excellently. Instructors are excellent, etc.

I think as a whole the university provides a sound education for its student body.

Teach students who want to learn as well as much larger and more famous places.

The university seems to provide a close-knit, family, small school atmosphere for students and faculty.

Prepare student for future jobs.

take average students and prepare them for the world of work

Excellent teaching

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

(51 responses)

The university could offer more opportunities to students with above average academic preparedness. The size of the Honors Program should be increased, for example. That would help everything, from increasing retention rates and increasing enrollment in nontrivial programs, to increasing student learning in the classroom for all students. I think enrollment management does not see this, as that department comes from a non-academic point of view.

Organize intentionally to make the best use of our limited resources; work together more, distrust and compete with each other less.

I think that we need more faculty members who devote time and energy to helping students be successful, instead of just assigning them a grade. I think there are many faculty members who want to devote energy to improving their teaching. I wish that faculty members had more time to talk about ideas related to teaching.

Support faculty

Wake from their mental slumber, abandon the old boy/girl patronage system, clean house in Student Services

Create better learning environments (physical).

Be more selective in admissions. Be much more effective in student recruitment.

Acknowledge adjuncts. Seek input from adjuncts as to how this can be done. I have many ideas for how adjuncts can be recognized and supported in their work that involves little to no cost - but have never been asked.

Utilize technology to enhance learning

Care about its employees. Fulfill promises. Upgrade facilities.

More technology in the classroom especially as the students are working with ipads and smartboards in high school or earlier.

better recruiting efforts, and encouraging faculty to help.

online classes

improve enrollment.

Market itself and display a higher profile in the communities of Durant, Denison, and Sherman. SE should be a key point of pride for the Texoma region, not an after-thought. Also, SE could simply PLAN better for foreseeable items--thinking of the problems following Ellen Hendrix' death--a mission-critical office run by ONE person!

Support more students with scholarships

Recruit better students

Provide advertising money to promote individual programs. Include key faculty/academic departments in decisions that directly affect them. Academic departments have been completely left out of planning for international student recruitment even though they will be expected to provide courses and instructors.

Recruitment

communication, transparency, innovation

Elevate academic standards, stop pandering to poorly prepared students. Push back against ADA policies that are driving down the quality of education. Students who are not academically able should be allowed to remain at Southeastern under the false guise of "disabilities", when their only disability is they can't compete academically.

marketing--we have no marketing plan and as a result the many things at SE that are quite impressive are unknown internally and externally

Focus on getting more international students by setting up an international student's office and provide visa support. International students will bring a lot of money to the university.

Attract, pay and retain good faculty (which leads to good teaching and good research (which leads to good teaching)).

raise private funds

Pay faculty more equitably. Manage money better - there seems to be a black hole over there that sucks up the money. Why do students pay MORE for online classes? Makes NO SENSE. ADVERTISE! I see ads for UCO but not SE.

Create a vision for the future.

Advertise to attract more students.

Better communication between offices. In my department we are dealing with a Dean apparently trying to go over the head of Disabilities Concerns, and faculty are getting conflicting information

Create a more effective, positive, and overt public image.

Recruit and retain.

Listen to the meritorious faculty. Stop listening to the folks who resist change because they like the system they are in. Look at how the rewards, money etc. are allocated. All organizations get the outcomes they are aligned to get.

raise funds, improve facilities, recruit students

New construction - the facilities are abysmal, outdated, unsafe, and frankly, with the exception of the New Classroom Building, Student Union, new gymnasium and dorms, an embarrassment.

Evaluation of faculty and selection of key administrators. There are people working at the university that have no business working here. Our performance evaluation system doesn't work

mainly because we don't have enough people on this campus who have a clue how to evaluate performance.

Discussion and actions that improve teaching and learning with students who are not prepared for college-level work. Develop new undergraduate degree programs that meet the needs of the SE region of Oklahoma and north Texas.

Pursuing opportunities of recruiting students outside of the Texoma region

The faculty really want to help. Don't treat us as an enemy. The expenditure of money to build our strategic reserve did not need to be kept secret; we would have supported it, I suspect.

1. More full time faculty instead of new administrative positions 2. Get an HR director - significant problems with the current structure 3. Market SE not just recruit

Be better providers of a positive customer service attitude. Instead of treating the students as though they are second class citizens. Many students have vocalized our poor treatment of them. We do not have a service attitude at this institution. Streamline process and systems that are too cumbersome and difficult to manage.

saying no, cutting programs

More availability to students, distance education

Get rid of most of the administration and start afresh.

Teach online classes, utilize resources more efficiently, recruit quality students.

While individuals are individually excellent, they could be much more effective if they were also more unified - more training, more idea sharing, etc.

Recruitment efforts should be revised and more course options and degree options made available to students.

We could stop advertising ourselves on ease and convenience and actively market ourselves as the great educational opportunity we are.

There needs to be better general maintenance and cleaning. The Financial Aid department generates the greatest number of complaints and frustration from my students.

recruitment and retention

recruit and retain better, recruit better students, better prepare them with professional/social skills

Support the faculty that are doing their job well and get rid of faculty that are not doing their job at all.

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

(41 responses)

1. Increasing the size of the Honors Program but reaching out to Enrollment Management. 2. Ironing out post-tenure review policies. 3. Working to increase salaries for faculty, especially for full professors.

Clarifying and revising outdated policies, as it has been doing.

Travel funding process.

Faculty salaries and travel monies

Concentrate on the local in what we do, and export it Now we rely on outsiders to tell us what to do and we pay for it

competitive salaries reduction of overloads and over-reliance on adjuncts, more effective faculty recruitment (ability to begin searches earlier, with less administrative red tape), allocation of faculty resources to areas of greatest need.

It is my hope that the FS continues to shine a light on adjunct issues (clearly my particular "dog in the fight"). I very much appreciate the fact that the FS has solicited input from adjuncts, and has expressed a clear interest in actively addressing (working on) their issues.

Learning and utilizing advanced techniques for integrating technology into course work.

Travel and professional development.

Looking at/developing policies and procedures for programs outside of any one academic department like the General Studies degree. Reviewing the forms in or directly related to the P&P manual that have not changed in many years.

?

more partnership.

Advocating for a much more visible and active faculty presence in all areas of university life and by insisting on as many national searches as possible, especially for positions at the Dean level and higher. Fresh faces from outside the region would be particularly welcome.

Lowering student loan interest, enhancing the amount of money students can obtain from scholarships or any other sources: Work with Student Affairs closer

Faculty pay, streamlining travel reimbursement

Assess equal opportunity among employees and future employments. Decisions of this type seem to be made on the basis of perceived allegiance rather than rank and proven capabilities

More budgetary control, increase hiring rates of tenure-track faculty, fight the movement to add more adjuncts.

Proactive proposals to reinvigorate the Faculty presence and participation in the vision and implementation of the university's mission

Monitor the effect of the new promotion & tenure policy as well as the faculty review & post tenure review process.

Ensuring faculty control of the curriculum with the spread of online education and the growth of adjuncts.

Salary equitability - some schools get paid 3x what other schools do and those faculty only work a couple of days a week!

Talk to the faculty.

Trying to stem the rise of adjuncts and working on restoring lost tenure lines. Trying to reduce the overload some departments have to carry

Strategic marketing plan and continued revision of the Academic Procedures and Policies manual.

Salary and travel.

This is the best faculty senate I have seen since coming to Southeastern. Keep up the good work. taking the academic council to task on performing its duties as described in the P&P

Faculty salaries and finding ways of securing funding for new construction - the administration isn't going to do it neither is the state legislature. We need to work together to continue to take care of ourselves and our students.

Finishing the post-tenure review process; one that holds tenured faculty who do little accountable.

Identifying new degree programs. Looking for ways schools and departments might improve retention.

Unfortunately, one important topic is how faculty can help to keep the university from getting sued or dictated to by supervisory agencies.

Improve communication between the university, faculty and the senate.

recruiting students, evaluating which programs are underperforming and should be eliminated

Distance education

To hold the administration's feet to the fire and institute a voting mechanism whereby the faculty can vote to hold the dean of instruction and administrators in no confidence.

Increasing the number if tenured faculty.

A lot of that is going to depend on the next University president. Following through with post tenure review and the salary issue is a must.

There must be a way in post-tenure review to move the in-effective faculty out of the system.

increasing pay find ways to assist in recruiting and retention

Labor issues: adequate compensation for all faculty including adjuncts, family leave policy,

Travel issues. The office that evaluates travel forms seems to view their job as being one of "policing" the faculty rather than "serving" the faculty and I think they have it backwards. There needs to be an attitude adjustment.

Question 41: What do you think of the University's current efforts at increasing the graduation and retention rates? (open-ended)

(44 responses)

I don't understand the university's plan for increasing graduation and retention rates. I know that the university would like to increase graduation and retention rates, but I am not aware of any good plans to do so.

Overall I have have a favorable impression of these efforts.

Increasing graduation and retention rates is only relative if graduates can find and effectively perform a job after graduation.

Hmmmm. . . did the outgoing president ever get his team together? Oh, that's a team? Remember, but don't live in the past

Need to develop a long range plan.

I think there are only two ways to really increase graduation and retention rates: 1) raise admission standards so that only students capable of college level work are admitted or 2) dumb down our classes until we achieve the required rate.

They are improving, but difficult considering the preparation level of current students.

The EAR reports can help --- but what is done with the information?

Deceptive, but limited.

Some good progress has been made. The EAR reports seem to be working well.

Limited resources

Either ineffective or too early to tell

Poor: The Gen Ed faculty have no incentive on retaining students. The departments that are not increasing their number of majors have no incentive to do so. We need an "object lesson" to show departments that closure IS an option

Not enough.

Not working very well

Always a good idea as long as academic standards are maintained or strengthened.

Not working sufficiently to meet CCA requirements

No clear policy has been given to us on this, so the question is not answerable technically. I don't think we should be increasing graduation and retention rates. We have already dumbed down Southeastern enough that many students graduate with useless degrees like General Studies and others. Faculty have a gatekeeper function for their professions and we should hold the academic line, not falsely graduate students to placate the Regents or the state legislature/governor because they misread a study on graduation rates and economic success.

What efforts? There is a silo mentality at this university and no one knows what is going on, nonetheless who to really ask.

Up to the point of spending valuable resources on retaining people we really shouldn't retain just for retention's sake, I am for it.

I fear that tying rates to budgets will destroy what quality remains.

I think some is good, but lots is pushing students away - like cutting programs. These programs are things that involve courses that are currently taught - not new courses. This just takes away student choices and makes them less likely to come here.

Some good and some bad.

I guess they are okay. We get a lot of seriously underprepared students and I worry about faculty being blamed for not making everyone "above average."

The University should be strengthening standards. Making it easier to gain admission is not helping. Also, standards at Community Colleges are not stringent enough for students to be ready to deal effectively with the work required at the university level.

Ineffective if not actually detrimental to the continued success of our institution.

What efforts?

Extremely poor. You can not "front load" scholarships (even Harvard has told you that) and then expect to keep students in their junior and senior years. If there is no scholarship money after the sophomore year, why wouldn't a bright student be looking at another school for aid? When top graduates are ignored because they live in Durant, why wouldn't they go elsewhere...to the schools that are recruiting them. When a parent complains to me that their child, a top academic and athlete has not received one sheet of paper from the university while receiving "packets of information" from competing universities, there is something seriously wrong with our system.

need improvement

Haven't really noticed except for the annoying reports we have to do now. I understand their purpose but are the students really reading those comments or is this more for show?

I don't really know what the university is doing. Better communication between administration and faculty is needed.

Individual departments and faculty members need to set goals consistent with the University's efforts.

Anyone can always do more. But, since faculty walk on dangerous legal ground by discussing academic work with students, I know that I plan to never tell any students when they are failing. Therefore, the Early Alert Reports turn out to be crucial.

Not everyone should graduate.

They are poor. Based on other institution SE is behind in on most every aspect of best practices for graduation and retention rates.

RUSO driven

Complete and total confusion by asking for the impossible, i.e., there is an inverse relationship between raising academic standards (which they want) and raising retention rates (which they want).

They are well intended but miss the mark. The focus is on the wrong issues.

Haphazard

The EAR's (Early Alert Reports) are a way to build accountability, but I believe that if we are going to make them optional for students who are not flagged through Student Support Services or through Native American funding, then we are missing the boat on tangible monthly feedback for each student. Simply make the EAR's required for all students regardless of academic standing, ethnicity or financial aid status.

The programs set in place are well constructed and successful.

I think the EAR's may be effective but feel very high-schoolish (not to mention a big burden on faculty with large classes). I wonder if they will slightly weaken the value of an SE degree by removing the "does not need to be closely monitored" signaling a college degree provides.

Poor

I don't know what the current efforts are.

Question 42: What else do you think the University should do to increase the graduation rate and/or retention rate?

(40 responses)

1. Increase the size of the Honors Program. 2. Increase scholarships and incentives for stronger students. 3. Increase incentives and encouragement for students to enroll in challenging academic programs.

More consistency in academic quality across disciplines.

Many times those students who do not stay are ill-prepared to begin here in the first place. This includes new high-school graduates, non-traditional students, and transfer students. This lack of preparation results in inability to do the tasks required. More emphasis should be placed on teaching students how to study than having "fun" activities!

Be more selective in admissions, effectively recruit good students from a wider geographic area, restore funding to honors program, and effectively recruit honors students (national merit finalists, etc.) with full scholarships.

Develop a mentoring program using existing personnel in student services. There are many models available.

easing standards would increase graduation and retention, but it also would attract more students attending only for what money they can collect.

Provide the environment and morale for a quality education, staff, and faculty.

Get rid of the faculty attitude that a high DFW rate is a good thing and a sign that they are teaching well. A high DFW rate, especially in a 1000-level or Gen Ed course, indicates that either they are not teaching at the right level or in a good way, or that the student pre-reqs are not adequately defined, or they are just behaving badly. If the university is going to keep admitting students below the recommended ACT scores and below other criteria, they should do more to get them up to speed, not admit them and then kill their spirit in Freshmen level courses. Clarify the pre-reqs, add more intro courses to get them up to speed, or incorporate more intro material into introductory courses. Be nicer to transfers.

Promote online

Recruit students with higher likelihood of graduating: community college transfer students, "honors" type students.

All students should be helped to identify with SE as their alma mater. Right now, it is not part of the ingrained purpose of most faculty members to always realize that today's graduate is tomorrow's scholarship provider.

Recruit better students so they are more likely to graduate.

Advertise and promote individual programs, not just the university.

Improve its own reputation in quality education---not as "Southeasy"

Adult learners, international students

Increase academic admissions standards. Also, we need to drop the 50 admissions below standards granted each year. These are just used to admit academically failing students to participated in athletics.

Make sure students connect with faculty in their respective fields and promote the value of a good education - and not just to get a job.

Better marketing for one

Work on funding more tutoring programs! The online tutoring fail shows how students like interaction with a person!

Create a vision and articulate it well to faculty and staff.

Higher admission standards.

Fewer on-line classes would help. Most of our students prefer face-to-face classes.

Creating a unified marketing strategy with ALL campus entities working in union with each other.

Look at how other universities are more successful than we are. I hear the problem is a declining population of high school students in SE OK, but that doesn't explain East Central's growth.

see above

Improve the facilities and require more writing courses. If I were a student, I'd wonder what my tuition and fees were being used for - Many prospective students and their parents base admission decisions on the appearance of campus. At first glance basing such an important decision on appearance seems vain and ignorant, but in reality it makes a lot of sense. Who wants to go to class in a dirty, outdated and even unsafe building? I wouldn't want my child (or my money) sent to a place that on the surface doesn't seem to value creating a positive learning environment. Yes, we're a public, regional university, but we should at least provide clean facilities for our students, faculty and staff!

Since I don't know what is being done, I don't know what to suggest.

Faculty need to take ownership in this issue. We have the ability to influence whether students continue to persist at the university.

I'm not sure; probably all students who actually come to class and complete their work with even minimal proficiency can graduate. Attrition is simply a recognition that college is not for everybody. In some cases it merely means that a student wanted a loan in order to buy a truck, and then never comes to class. There are some students we have felt we needed to give passing grades to to avoid a lawsuit. Maybe the only thing we could do is to graduate everybody, but then we have no credibility.

These rates will increase if we stop taking students with ACT scores below the admission requirement.

Go find out what those that high good rates to.

We the faculty should be recruiting students

Well, why not start using pre-K material?

Get better students, improve quality of instruction, especially online instruction.

Present itself as a credible competitor in quality academics.

ALL STUDENTS should be paired with a faculty mentor for the duration of their enrollment at the university. Once a week, even if only for a few minutes, student and mentor should sit down and talk about the week, developing both short and long term strategies to overcome obstacles, accentuate strengths, and improve weaknesses. Our enrollment is small enough to make SOME form of this idea a reality. EVERY EMPLOYEE of SOSU should be eligible to serve in this capacity, as much of what makes a student a success in higher education is based as much on life skills as knowledge gleaned from terminal degrees, years of research and presentations, et cetera.

Move towards more online learning methods and update technology more often.

Admit only better-prepared students. I know this runs counter to the University mission, but if we are to be judged on graduation/retention and not our stated mission then the mission probably needs updating (or we have to accept a ceiling on graduation/retention).

Begin with finding out why they are so low.....I would suspect it is largely due to the students whom we recruit

Hire more full time faculty and keep our current full time faculty from leaving by compensating them fairly.

Question 43: As a faculty member, what are the top things you think we should be looking for in the next University President? (list up to 3)

(53 responses)

1. Someone respectful and supportive of faculty. 2. Someone with promising ideas on how to get more money for the university. 3. Someone with extensive experience with universities.

-clear vision for the future of the university and how to achieve it -deep familiarity with national trends and challenges in higher ed and how they have been successfully addressed elsewhere -a good brain for organizational restructuring to increase efficiency

1. Student/Faculty centered. 2. Good communicator. 3. Good fundraiser.

An excellent "people person" who can choose the administrators under him/her who will actually do their jobs without micromanaging and who will consult faculty on appropriate issues. This "people person" should be an excellent fund raiser who seeks and procures monies for ALL campus programs, not just one or two.

I would like the new president to be someone from New Jersey

Leadership, openness, creativity, money sense

Knowledge of national and regional higher education trends and issues, and the ability to utilize this knowledge at Southeastern. Excellent communicator. Able to work effectively with external community, especially in fund raising.

1. An academic. 2. An energetic leader with a real vision for this university. 3. A president that is not hand picked by RUSO, but rather one who has a plan to take Southeastern into the 21st century.

A motivator; an educator; an influential politician.

A proper national search. No internal promotions!!!

1) Need a strong communicator, not only within the University, but outside. 2) Someone willing to try new ideas.

I think this is generally a job at other universities that is primarily fund raising and public relations. They should also be fighting for more things of benefit to their faculty and students, making the university more attractive and beneficial to all, not worried about details in the classrooms. Those classroom and instruction details should go to a strong VP or Provost with classroom experience. At other places, the Dean of Faculty is elected or at least nominated by fellow faculty, and again fights for faculty but also keeps them in line----I had never heard of a Dean of Instruction.

Leadership and community involvement

Strong record of leadership and integrity. Emphasis on academics. Experience in public relations and fundraising

1. A clearly articulated academic VISION for SE, including 2. A strategy for making SE "distinguished" in one or more areas besides aviation 3. An approachable figure who sincerely seeks faculty input and participation

Compatibility with the faculty; Transparency (as much as possible); Consistency (what s/he does on Monday, do on Friday)

Have academics as a priority Open communication with faculty

Someone with a vision for the future of SE Excellent communication skills with faculty and staff Fundraising

Joint governance Administration as supporting faculty expertise rather than dictating policy Administration facilitating faculty and students in learning and teaching endeavors.

Leadership abilities, enrollment generating strategies, vision, innovative approaches to administration

1. Faculty friendly. Every President at Southeastern since I've been here seems to think the faculty is a threat rather than the asset we are to the institution. We are the ONLY reason why students attend a university. If they are here for any other reason, then the outcome is in doubt. 2. Raise external funds. Minks was a complete failure in this area and alienated potential donors. Push hard for outside funding for anything we need. 3. Replace every member of the administration over a 3-year period. Southeastern's admin is so inbred, they can't see the forest for the trees anymore. We need fresh faces and competent ones at that.

Vision, availability, and a casual demeanor to promote open/ honest/ even critical discussions

1. A dynamic leader who believes that the primary mission of SOSU is the mission of teaching at a rural state university. 2. A leader who is comfortable promoting and defending the value of a liberal education to our constituents. 3. A leader who will promote the "Southeastern brand" and encourage students to come here for a good quality education and not just come here to complete their degree or to get an easy degree.

A realization that a university is not a corporation. Faculty are colleagues and not just employees

1) Leadership qualities. 2) Intelligence - no matter his/her background. Should be a stand out in their field. 3) Ideas! New ideas and the ability to implement them! SE needs a wake up call!

Leadership for difficult times and the ability to engage faculty and staff in meaningful communication.

1. Someone who actually has real classroom (i.e., not just small business school seminar) experience 2. Someone who is committed to expanding and improving the faculty lines 3. Someone who is committed to quality education.

Should be an academic. Should seek counsel from faculty. Keep faculty informed.

1. Well respected in the Oklahoma Higher Educational System. 2. Demonstrated strong leadership skills. 3. Understands, and respects, the expertise of all members of the institution.

Leadership Fund Raising Engagement with the community and faculty

raise additional funds, the numbers of students, and our political capital in OKC

Someone who: is willing to listen to faculty and advocate for us and our students; isn't afraid of change and disrupting the status quo; can promote SE and develop a positive reputation for us outside of OK; can work to get us more state funding for construction & salaries; will add sexual orientation to our discrimination policy - what kind of message does that send to the world about SE's tolerance, acceptance, and 21st century thinking and behavior? It's shameful and inexcusable that SE doesn't protect the rights of all individuals and groups. What a terrible example for our students!

Someone who can communicate. Someone who has the ability to hire the right people in key administrative positions so we don't need up with people in key positions that don't have the skills or ability to be successful. Someone who can demonstrate they care about all departments across campus.

Fund-raising experience. Fund-raising success.

Marketing our university to a bigger audience body Comprehensive vision on the balance between fulfilling administrative responsibilities and facilitating the achievement of academic excellence

1. Use the strengths of the faculty rather than dictating to them. 2. Be the product of a genuine search rather than a secret process.

1. Accessibility by faculty 2. Strong Leadership 3. Ability to bring significant \$ to SE

Dynamic Effective Leader Change the entire administrative structure of the instruction (This institution needs to be shaken up).

Fundraising, the understanding of which departments should be eliminated, and the power to eliminate programs so successful programs can be given the resources to flourish

Business skills, people skills, vision

Someone who understands mathematics and logic, someone who is not an invertebrate, someone who respects the faculty and truly believes in academic freedom.

Needs to have an understanding of how technology can be used to improve teaching efforts and improved student retention. Should bring a fresh perspective to university, not a system retreat with the same tunnel vision Needs to have taught at a university as a professor.

Willing to invest more in existing programs, to be more competitive in what we already offer. Cares about strategic marketing to help the university recruit more students who will stay here to complete degrees.

1. Vision Oriented 2. A Great Communicator 3. A Great Collaborator

An academic, someone who has been in the classroom and understands the needs of out university student body, but also out faculty needs as well.

A faculty background - this is critical for understanding our internal issues. The desire to work with (if not always agree with) the faculty - President Minks had this quality and it was a big help. A plan on how to market the University.

A vision for the university. Great "people skills." Administrative training and experience.

Someone who has a track record of proven leadership as a president.

Highly competent leader and administrator The will to make changes in personnel and how we do things excellent fundraising skills

To comprehend idea of shared governance and work to develop it. Ethical traits of honesty & sincerity. An individual with no current or past ties to Southeastern.

An academician. Someone who knows about marketing. Someone familiar with the state of Oklahoma.