AQIP Category Four. VALUING PEOPLE explores your organization’s commitment to the development of your faculty, staff, and administrators.

Processes for Valuing People exhibit a range of maturity levels. Processes related to hiring (4P1, 4P2, 4P3) are *aligned*. The processes are stable and effectively coordinated by the Office of Human Resources; processes are evaluated for continuous improvement. Processes for planning for personnel changes (4P5), however, are *reactive* with most hiring done when positions are vacated.

Processes related to orientation and training (4P4, 4P8, and 4P9) are *systematic* with repeatable processes, which are evaluated for continuous improvement. The University has an on-going quality improvement initiative addressing ways to improve processes related to employee development.

Processes related to employee evaluations (4P10) are *systematic* with repeatable processes, but parts of these processes are limited due to inefficient methods for collecting and analyzing data. The University has an on-going quality improvement initiative addressing ways to improve these processes.

Processes related to designing effective employee recognition, compensation, and benefit systems (4P11) are *systematic* with repeatable processes, which are coordinated by faculty, staff, and administrators. Faculty and staff are recognized through established award programs; faculty compensation is competitive with state averages, and the University has a well-designed, generous benefit package.

Processes related to employee satisfaction, health, safety, and well-being (4P13) are *aligned*. Processes are continuously improving and coordinated by faculty, staff, and administrators. The University offers programs to promote healthy living and provides a safe campus community.

**PROCESSES**

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

The University seeks to hire well-qualified individuals for all faculty, staff, and administrative positions. The hiring process begins with identification of specific credentials, skills and values required for each position. Three primary groups of full-time employees at SAU are: faculty, classified staff, and non-classified staff. Criteria for faculty positions are determined based on the need and standard for the specific discipline within the departments. Criteria for staff positions are determined based on requirements of the position. Education, experience and skill requirements are outlined on the *Human Resources Requisition* form, which is used to initiate the process to hire a new employee.

Guidelines for hiring faculty and academic administrators are defined in the *Faculty Handbook* (p. 60). Faculty position descriptions are created by the department with approval of the respective dean and include an assessment of the need, academic degrees, teaching experience, discipline or professional expertise, and other specific characteristic deemed to be necessary or preferred for the open positions.

Classified positions are a part of the Arkansas Uniform Classification System. The Office of Personnel Management of the State of Arkansas prepares the generic job descriptions for these positions and the positions are tailored to fit the need and dynamics of SAU. Non-classified staff positions are not part of the state classification system. Generally, these are management positions or positions with specific professional or technical educational requirements.
4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

**Addressing Core Component 3C**

Processes for reviewing and evaluating candidates for faculty, staff, and administrative positions vary slightly. The selection process for each includes review of application materials by search committees, candidate interviews, and reference checks to make certain applicants possess the necessary credentials, skills, and values.

**Hiring Faculty and Academic Administrators.** The search process for faculty positions is described in the *Faculty Handbook* (p. 79+). Figure 4-1 summarizes the application process. All application materials are made available to members of the search committee and to members of the unit not on the search committee. The application, resume or curriculum vitae, and transcript(s) are used to evaluate the candidate’s credentials and skills, along with additional reference calls when needed. Using this information, the committee selects applicants for further consideration. Conference-call interviews and additional contacts with references may be used to gain information about the candidate’s credentials, skills, and values.

Search committees typically schedule a variety of interview activities to evaluate each candidate’s abilities, including opportunities to teach a class and/or make a formal or research presentation. All faculty interviews include sessions with the president, the vice president for academic affairs (VPAA), a representative from the
Office of Human Resources (HR), the college dean, and members of the faculty. During the interview process, those involved share SAU’s Mission and Vision to allow the candidates to assess whether SAU is an appropriate fit. Interviews for academic administrators include additional opportunities to visit with members of the campus community. The complete interview process allows the department to evaluate the applicant’s ability to contribute as an effective faculty member or academic administrator. (3C)

**Hiring Adjunct Faculty.** The hiring process for adjunct faculty is coordinated by the relevant dean and department chair, who review applications, interview applicants, and verify qualifications. Faculty teaching in concurrent enrollment programs must meet the same criteria as adjunct instructors, which meet requirements of the National Alliance of Concurrent Enrollment Partnerships (NACEP).

**Hiring Staff.** There is a systematic process for hiring classified and non-classified staff. Classified staff includes administrative support personnel. Non-classified staff includes management positions, such as the dean of enrollment services and the librarian. The selection process and subsequent evaluation process ensures that the University provides well-qualified staff to provide administrative support and to provide student support services in key areas, such as tutoring, financial aid, and academic advising. (3C)

The hiring process for staff positions is initiated by the hiring supervisor who submits a **Human Resources Requisition** form, which stipulates the required education, experience, and skills. Applicants submit the **Staff Application Form**. The selection process begins with a review of applications by the hiring supervisor, who identifies candidates to be interviewed. These candidates typically meet with the hiring supervisor, employees within the area, and the appropriate vice president. All appointments of classified staff are on a six-month probationary basis, allowing time to examine performance.

**4P3. How do you recruit, hire, and retain employees?**

SAU is an equal opportunity employer and complies with the Americans with Disabilities Act, other compliant acts, and University policies and procedures for recruiting and hiring. Positions are posted on the University website and advertised through local, regional, and national media. Faculty and non-classified staff positions are also advertised in professional publications, the Chronicle of Higher Education, HigherEdJobs.com, and other higher education websites. Staff positions are also posted internally to encourage personnel development and provide promotion opportunities.

The University follows systematic, standardized processes to hire well-qualified employees, as discussed in sections 4P1 and 4P2. HR serves as a resource to each search committee throughout the hiring process and provides AA/EEO (affirmative action/equal employment opportunity) briefings to each search committee. The University strives to improve the diversity of its faculty by hiring well-qualified minority applicants and well-qualified female applicants.

SAU addresses retention through orientation, development and training, and employee benefits, rewards, and recognition. These activities contribute to faculty and staff retention, which is demonstrated by the 10.32 average years of service per faculty member and 9.78 average years of service per staff member.

SAU provides a formal orientation program for new faculty. As shown on **2012 New Faculty Orientation** agenda, the program includes extensive information about the University. All faculty attend a back-to-school faculty meeting; the agenda includes updates from the administrators and the annual ethics training for faculty. The VPAA coordinates the **new faculty mentoring** process and **new faculty development program**, which provides programs addressing topics of common interest among new faculty. Each college provides additional orientation for new faculty from the deans and department chairs.
Orientation for new staff is decentralized, according to the area of employment. HR conducts orientation sessions for staff throughout the year. Newly hired staff members receive orientation within a week of starting work. The New Employee Checklist outlines essential items to be covered. All staff members attend an annual back-to-school staff meeting in August. Each staff member has access to the University Handbook, which includes detailed orientation information.

The University fosters retention of faculty and staff by providing a supportive, collegial work environment coupled with an excellent fringe benefit package. Most faculty members work under tenure or tenure-track contracts, which encourages retention. Endowed professorships provide additional compensation to selected, distinguished faculty members. All employees benefit from sick leave, and holiday and vacation policies. Employee compensation includes health insurance for employees, subsidized family health insurance, long-term disability benefits, and matching contributions on retirement plans. All employees have free access to outpatient, primary health care, the Fitness and Wellness Center, library, and many campus activities. The University provides tuition waivers for SAU employees and for their spouses and unmarried dependent children under age 26.

4P4. How do you orient all employees to your organization’s history, mission, and values?

Employees are oriented to SAU’s history, mission, and values at orientation meetings for new hires. As discussed in 4P3, the VPAA coordinates a faculty orientation session each year and a new faculty consortium during the year. As discussed in 4P3, HR conducts orientation for staff throughout the year. All new employees view a video on the history of SAU and participate in a campus tour. Information about SAU’s history, mission and values is also available on the SAU website.

4P5. How do you plan for changes in personnel?

The University’s strategic planning process is the basis for planning changes in personnel. As part of the annual budget planning process, each department submits requests for new positions based on need and potential growth; requests include distributed workload and personnel reductions resulting from retirement and attrition.

In departments with multiple staff members, such as the library, staff are cross-trained to assist during peak hours and when staff are on leave. In smaller departments, this is not an option. In academic departments, many faculty have academic breadth that allows them to teach multiple classes within their discipline. The University does not have a formal succession plan, but encourages faculty and staff to participate in development activities that foster professional growth.

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

Department chairs and deans determine faculty teaching loads, as described in the Faculty Handbook (p. 30). Full-time faculty in tenured or tenure-track positions normally teach twelve credit hours or the equivalent per semester. Full-time faculty teaching only graduate courses normally teach nine hours per semester. Full-time, non-tenure track instructors normally teach fifteen hours or the equivalent per semester. Teaching loads are adjusted for faculty who teach lab classes. Faculty are compensated for teaching an overload. In addition to teaching, faculty are expected to contribute professional research and creativity and professional service.

Expectations for staff positions are listed in job descriptions. Supervisors and department staff discuss job descriptions to determine when changes are needed to expand service to students, increase organizational effectiveness, and adjust responsibilities of employees.
Employee satisfaction is impacted by the quality of professional development activities available to faculty and staff. Recognizing a need for improvement, the University launched a quality improvement initiative in 2011 to address professional development. Phase I of the project assessed employee satisfaction with existing development opportunities. Employees provided input concerning desired professional development topics, formats, and objectives. Results are provided in 4R2.

Employee satisfaction is indirectly measured through retention and through survey results. The Chronicle’s 2010 Great Colleges to Work For survey provided institutional scores on 15 key dimensions of campus life. By comparing these scores with other universities, SAU can identify strengths and opportunities for improvement. Results of the survey can be found in 4R2.

4P7. How do you ensure the ethical practices of all of your employees?

Addressing Core Components 2A and 2E

All employees are expected to meet the ethical standards of performance and conduct. The University's Code of Ethics is published in the University Handbook (section 151) and communicates the institution’s expectations for promoting a culture of positive ethical values. University policies promote ethical and fair labor standards through policies related to sexual harassment, approval for research on human subjects, employee grievances, promotion and tenure, and the performance evaluation processes. During new employee orientation, these ethical policies and practices are explained and emphasized. (2A)

All employees complete an annual review of the University’s sexual harassment policies and related federal laws. These reviews are part of the back-to-school meetings for both faculty and staff. Each employee must document participation in the program; sign-in sheets are retained in HR. As a result of discussion during the strategic planning process described in Category 8, the University recently launched an initiative to improve awareness of diversity issues on campus. The diversity task force met during spring 2013 and adopted areas of significance to be addressed in the University’s strategic plan. (2A)

The University communicates its expectations for faculty scholarship, research, and creativity through the promotion and tenure guidelines. In compliance with federal regulations, the University’s Institutional Review Board has oversight over research involving human and animal subjects. (2A)

Effective learning is based on academic integrity. The University has an academic integrity policy, which is published in the Student Handbook (p. 31) and is communicated through course syllabi. The University provides resources, such as TurnItIn and SafeAssign, to monitor plagiarism. Magale Library offers information literacy and research sessions and offers academic integrity video tutorials that support the development of research, ethical use of information, and scholarly practice. The deans and vice president for academic affairs maintain records of students who violate the academic integrity policy and administer disciplinary actions, which include participating in a required academic integrity training class. (2E)

The Board of Trustees and administrators are governed by the University’s ethics code and also comply with requirements stipulated by the Arkansas Ethics Commission. The Board is required to attend annual training sessions sponsored by the ADHE, which includes discussion of ethics and fiduciary responsibility. The University also provides orientation for all new Board members about their fiduciary responsibilities. Administrators are accountable to the Board of Trustees, providing regular reports, budget reports, financial reports, and audit reports from the Arkansas Division of Legislative Audit. (2A)
4P8. How do you determine training needs? How do you align employee training with short and long range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

SAU does not have a centralized, university-wide process to determine training needs for faculty and staff. Training primarily reflects short-term organizational needs, as identified by the individual or department involved. Faculty members identify training needs in collaboration with department chairs through the annual faculty evaluation process. Staff members and their supervisors identify individual training needs when setting goals during the performance evaluation process. Some training is provided using local resources. Other training is provided through external sources, with financial support and resources funded, when possible, through departmental budget.

Continuing education is a key element of training and SAU encourages employees to continue their education by providing tuition waivers. As stated in the *University Handbook* (section 212) there are no restrictions for courses taken outside normal working hours. Employees may also take courses during work hours, with the approval of the supervising vice president, when the courses taken are for the purpose of acquiring skills related to the employee’s current position.

As an institution, SAU recognizes that employee development processes are an area for improvement. In 2010, the University selected professional development as one of our first quality improvement initiatives. This quality initiative is further discussed under 4I1.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

As described in 4P8, training needs are often identified at the individual and departmental level. Some training is provided through internal resources, such as workshops provided by the director of online learning, library workshops, training webinars, and tuition waivers for academic classes. Some training is provided through external resources, such as academic and professional conferences, seminars, and training workshops. Some departments include professional development topics in their meetings.

The University supports faculty and student research with funding through the competitive SAU Research Grant and Fellowship Award program, which are under the oversight of the SAU Research Committee. Faculty who carry at least a 50 percent teaching load are eligible to apply for funds to support their research. Available support includes (1) mini-research grants, which support on-line database searches, (2) research grants, which provide up to $4,000 for research materials and supplies, related services, and travel necessary to conduct the research, (3) fellowships for research, which provides a $4,000 stipend to support research efforts equivalent to full-time work for one summer term, and (4) fellowships for release time, which provides one-quarter release time for up to two consecutive semesters with no salary loss. Faculty may apply for both a grant and fellowship. Funding is also available to support undergraduate and graduate research, with a maximum grant of $1,250 for undergraduates and a maximum grant of $1,500 for graduate students. The University budgets one percent of total faculty salaries each year to support research, with $81,000 budgeted for 2012-2013.

Faculty can apply for competitive grants for Faculty Development in Teaching with Technologies (FDTT), which provide faculty with up to $3,000 to improve classroom instruction with technology-related items. Priority in funding is given to proposals affecting the largest number of students. The University provides an annual budget of $8,000 for FDTT grants.

Administrators and professional staff attend national meetings and discipline specific conferences. They participate in state planning, policy, and legislative decisions related to higher education. Professional
development for administrators involves attending presidential or vice-presidential symposiums and workshops sponsored by NACUBO, the HLC, AACSB, NCATE, and similar organizations.

SAU reinforces training by encouraging and rewarding continuous improvement. Merit adjustments for classified staff are based, in part, on meeting an individual’s training goals. Promotion and tenure for faculty is based, in part, on faculty meeting planned development goals. As described in 4P11, exceptional faculty are recognized with annual awards for excellence in teaching, research, and service. Exceptional staff members are recognized with service awards and staff excellence awards.

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

**Addressing Core Component 3C**

The University has designed its personnel evaluation system to establish employee goals and learning priorities, encourage continuous improvement, and determine continued employment. As stated in the Faculty Handbook, all full-time faculty members and administrators are systematically evaluated. Faculty are evaluated based on teaching effectiveness, scholarly and creative activities, and service. Activities related to scholarship and service align with the institution’s non-instruction objectives discussed in Category 2. (3C)

The promotion and tenure process is used to evaluate faculty and provide them with feedback on their performance. Figure 4-2 summarizes the personnel evaluation system for faculty. This process is currently under review as a quality improvement initiative, focusing on improving the system through which faculty evaluation data is compiled. (3C)

The University defines effective teaching as one of the key requirements for tenure and promotion and includes evaluation of teaching by students, peers, and administrators as part of the annual faculty performance evaluation. Evaluation of teaching effectiveness is based on a combination of accomplishments and contributions, including student evaluations, peer evaluations, courses taught, alumni evaluations, assessments of student learning, pedagogical methodologies, summaries of individualized student supervision, and awards received for teaching effectiveness. Faculty are also expected to provide access through office hours for students. (3C)

New faculty members meet with their department chair to prepare a development plan, identifying areas for professional growth and expectations for effective teaching, scholarship, and service. Development plans are reviewed and approved by the chair, dean, and VPAA. (3C)

Faculty members communicate effective teaching activities, scholarship, and service through an annual summary of professional activity. Faculty members self-select preference rankings for each category. Department chairs complete an annual evaluation for each faculty member based on data provided in the annual summary, student evaluations and comments, faculty load, course syllabi, and professional contributions to departmental operations.

**Figure 4-2: Faculty Evaluation Process**
Faculty members are evaluated by their peers related to teaching, research, and service, based on information in the annual summaries. Peer evaluations are processed through HR; each faculty member receives a summary evaluation and typed comments.

Student evaluations are conducted for all non-tenured faculty each semester and for tenured faculty on a rotating basis. Student survey forms and comments are processed by HR with summary results distributed directly to the faculty member, respective department chairs, and deans.

Academic administrators, including department chairs, deans, the VPAA, and the president, are evaluated on a two-year cycle by faculty in the respective academic unit. HR coordinates the process and communicates the results to each administrator.

Supervisors annually evaluate staff members based on standards of performance established at the beginning of the rating period. Formal evaluations are done semiannually for the first year and annually thereafter. At the end of the period, the staff member and supervisor meet to discuss performance.

4P11. How do you design your employee recognition, reward, compensation and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

SAU recognizes and rewards faculty and staff who epitomize the true essence of the University’s mission and vision. Faculty awards include the Honor Professor, Faculty Excellence Awards for Teaching, Faculty Excellence Award for Research, and Faculty Excellence Award for Service. Any student or faculty member may nominate a faculty member for consideration. Nominees for Honor Professor are evaluated by a team of former recipients. Nominees for other faculty awards are evaluated by the deans and VPAA. Criteria for each award align with the University’s goals for academic excellence and non-instructional goals discussed in Category 2. Recipients of the Honor Professor award receive a $1,000 stipend and a $1,000 allocation for supplies or travel. Other recipients receive a $500 stipend and a $500 allocation for supplies or travel.

Likewise, staff awards recognize excellence in areas related to the University’s mission, including service awards and awards of excellence. Staff members with 10 or more years of service receive recognition and cash awards – $600 awarded yearly for 10-14 years of service and $700 for 15-19 years of service. Staff awards also include two Mary Anna King Whitehead Staff Excellence Awards, which each carry an award of $500.

Faculty and staff are also recognized within their unit. For example, the College of Business recognizes and rewards the outstanding non-tenured teaching faculty member and faculty with outstanding service and research. The VPSA hosts an annual appreciation luncheon to recognize support staff for outstanding service, dedication, leadership, volunteerism, initiative, and long term service.

The University works to share the successes of faculty and staff. The Communications Center publishes employee recognition and rewards through the monthly Mulrider Diary. The “Big Story” on the SAU website focuses on faculty, staff, and student accomplishments with rotating highlights and articles.

Compensation and benefits packages are structured to attract and retain quality individuals. Faculty and non-classified staff raises are normally recommended by the president to the Board of Trustees as part of the annual budget cycle. Classified staff raises are set by the General Assembly. The University provides an excellent fringe benefit package to supplement compensation.
4P12. How do you determine key issues related to the motivation of your faculty, staff and administrators? How do you analyze these issues and select courses of action?

SAU determines key issues related to the motivation of employees through analysis of survey results and discussion opportunities. In 2010, all employees had the opportunity to take the Chronicle of Higher Education’s “Great Colleges to Work For” survey; the survey was repeated in spring 2013. SAU had a response rate of approximately 50 percent in 2010, and results indicated a need for further assessment and process improvement related to faculty and staff relationships. Exit interviews are conducted when an employee leaves and comments are shared with decision-makers to aid in planning employee improvement projects. Monthly meetings of the Faculty Senate and Staff Senate also provide opportunities for communication and discussion of issues related to motivation.

4P13. How do you provide for and evaluate employee satisfaction, health, safety, and well-being?

Of primary importance, SAU provides health, life, and disability insurance for employees and subsidized health care for their families. Employees have access to programs promoting health and well-being, such as the Fit Club, Wellness Center, walking trails, swimming, and tennis courts. The exercise science department offers free personal trainers for cardiac strengthening and fitness. University Health Services offers blood pressure screenings and flu shots. The University has a smoke-free environment.

In response to requests from staff members, the Staff Senate recommended a fitness program that allows staff members to take an extra 30 minutes at lunch or at the end of the day to workout. The program was approved and implemented in 2012.

The Police Department has developed critical incident response plans and procedures to maximize the health, safety, and well-being of employees, students, and the public. The campus alert system notifies the campus, community, and parents of emergency situations via texting, telephone alerts, e-mail notices, and strategically placed announcement beacons across campus. The Threat Assessment Team meets monthly to discuss credible reports concerning threats to self or others. The Police Department and the Office of Student Life have launched ICAN (Informative Campus Awareness Network), which promotes emergency preparedness and helps the community be better prepared for emergencies.

SAU officers are certified by the Arkansas Commission on Law Enforcement Standards and Training and possess full powers of arrest. The annual crime statistics for SAU are published on the Police Department website. The SAU police chief serves as the University emergency manager and is responsible for the creation, distribution, revision, and implementation of the University comprehensive emergency operations plan. The Police Department conducts annual full-scale emergency drills to test procedures. Recently, the University adopted a panic button system, which allows building captains to quickly alert University Police of potentially dangerous or threatening situations.

RESULTS

4R1. What measures for valuing people do you collect and analyze regularly?

The University collects and analyzes data that measure effectiveness of the processes related to valuing people. Key performance indicators for valuing people are summarized in Table 4-1.
4R2. What are your performance results in valuing people?

**Hiring and Retention.** To measure employment and career progress, the University tracks the number of tenured versus non-tenured faculty. As shown in Table 4-2, the number of full-time faculty has remained stable over the last three years, with increases in the number of tenured faculty. These results support the University’s goal of recruiting, developing and retaining well-qualified faculty. During the same period, the number of instructional staff increased from 178 to 188.

To measure retention, SAU maintains records of average years of service for faculty and staff. SAU believes that its low employee turnover rate indicates effective processes related to valuing people. Figure 4-3 shows employee retention as of June 30, 2012. As shown, the average for faculty ranges from 5 years for instructors to over 20 years for professors. The average length of service for staff is almost 10 years.

To measure career progress, the University also tracks tenure status by rank. As shown in Figure 4-4, most non-tenured faculty are assistant professors. By the time faculty reach the rank of associate professor, most are tenured.

To assess progress in meeting diversity goals, SAU tracks the number of women and minority employees. Figure 4-5 shows that the number of white employees, male and female, has increased since 2008, but the number of African-American females has decreased slightly.
Training and Development. Professional development is one of SAU’s quality improvement initiatives. In May 2012, the action project team surveyed faculty and staff to measure their satisfaction with SAU’s professional development opportunities. Figure 4-6 summarizes the results, which indicate that employees are generally not satisfied with existing development opportunities. In response, SAU launched a second action project to develop a comprehensive process that will better meet the training and developments needs of employees.
Despite the survey results, several key elements of the current employee development process have broad participation. Many employees take advantage of the SAU tuition waivers. Figure 4-7 shows the number of employees that have received tuition waivers since 2009.

The University is committed to providing professional development for teaching online and hybrid courses. Figure 4-8 shows the number of training sessions supporting online instruction that have been offered since 2009.

**Compensation, Rewards, and Recognition.** As documented by the AAUP Faculty Salary Survey for 2012, average salaries compare favorably with state averages but are below the national averages. As shown in Table 4-3, the average salary for SAU professors is significantly above the state average; the average for associate professors is slightly higher than state averages, and the average salary for assistant professors is near the state average. These results demonstrate the University’s commitment to valuing its employees.

Another measure of valuing people is the funding dedicated to recognizing distinguished faculty and outstanding staff. Since 1992, approximately $140,000 has been awarded to faculty in annual recognition of the SAU honor professor and recipients of awards for teaching, research and service and to staff in annual recognition of the outstanding professional staff member and outstanding support staff member.

**Motivation.** To gain insight on employee motivation and satisfaction, SAU employees participated in the 2010 Chronicle Great Colleges to Work For survey. Table 4-4 provides summary results derived from the responses of 122 employees – a 50 percent response rate. Responses from SAU were compared to those from comparable universities based on size and Carnegie Classification. Table 4-4 summarizes the

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<thead>
<tr>
<th>Table 4-3: Average Faculty Salaries Based on 2012 AAUP Data</th>
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<tr>
<td><strong>SAU</strong></td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
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<td>Assistant Professor</td>
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percent of positive versus negative levels of satisfaction and documents higher levels of overall satisfaction among administrators and professional staff than among faculty.

Figure 4-9 summarizes results for key points on the Chronicle survey. Responses related to job satisfaction support, professional development, pride, and supervisor/department chairs exceeded a 65 percent positive response, which is considered good in comparison to survey benchmarks. Responses related to faculty, administration, and staff relations are an area of concern with low positive responses in this area.

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>Administrators</th>
<th>Faculty</th>
<th>Professional Staff</th>
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</thead>
<tbody>
<tr>
<td>Positive Level of Satisfaction</td>
<td>56%</td>
<td>75%</td>
<td>47%</td>
<td>71%</td>
</tr>
<tr>
<td>Negative Level of Satisfaction</td>
<td>18%</td>
<td>6%</td>
<td>25%</td>
<td>5%</td>
</tr>
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4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The productivity and effectiveness of University employees is best measured by the recruiting, retention and graduation of our students. Other evidence of productivity and effectiveness include measuring faculty productivity in scholarship and measuring the effectiveness of campus safety initiatives.

**Faculty Productivity.** To accomplish its mission, the University encourages and supports faculty productivity related to scholarly activity. As one measure of productivity, the University tracks the number of scholarly contributions by faculty members. Figure 4-10 summarizes faculty scholarship for 2009-2012.

**Campus Safety.** The University also works to maintain a safe work environment for all employees and students. As described in 4P13, the University focuses on health and safety issues and tracks campus crime annually. Statistics indicate that SAU is a safe work environment. As
required by OSHA, SAU collects data on reportable injuries. Over the last three years, the University reported a total of only eight reportable injuries on campus. Figure 4-11 summarizes the information reported in SAU’s Clery Crime Statistics Reports for 2009-2011. As shown, SAU has relatively low incidences of burglary, alcohol, and drug violations; this can be attributed to a very strict enforcement policy.

4R4. How do your results for the performance of your processes for Valuing People compare with performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Comparative data related to faculty salaries are shown in Table 4-3. Comparative responses related to employee satisfaction are shown in Figure 4-9, which analyzes results in comparison to similar institutions. As stated previously, SAU is a very safe place to work. Figure 4-12 provides comparative data drawn from Clery Reports and data available from the U.S. Department of Education. As shown, SAU crime statistics are lower in comparison to similar universities in Arkansas.
IMPROVEMENTS

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

The University benefiting from its recent transition to an emphasis on continuous improvement and changes have begun to emerge in the University culture. One of the University’s initial quality improvement initiatives focused on improving the employee development process. Phase I of the project required eliciting input from employees. During 2011-2012, the project team developed and administered a faculty and staff needs assessment. Survey results (N = 121) were reviewed and analyzed in June 2012. Phase II has included developing processes for awarding, funding, and prioritizing professional development opportunities. Phase III, which is planned for next year, will include implementing processes and assessing results for continuous improvement.

There have been many examples of other specific changes in valuing people. For example, there have been improvements in the hiring processes, including expansion of the HR Director’s role, development of a hiring process checklist, and implementation of a better university orientation process. Beginning in August 2012, the VPAA initiated two new processes to support newly hired faculty: a mentoring program for new hires and a new faculty consortium series, with topics of interest to all new hires. The SAU Faculty Colloquium is another new initiative related to valuing people. Co-sponsored by Magale Library and the VPAA, the faculty colloquiums feature the current research of faculty members and improve communication on campus. The first colloquium was held in September 2012, and forty-seven employees attended.

4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The focus on continuous quality improvement has significantly increased the number of faculty and staff engaged in discussion about University processes. Working through quality improvement initiatives and through the University’s strategic planning process, faculty, staff, and administrators are working to improve processes to ensure that all employees receive fair pay and benefits, to develop clear, transparent, and fair pay adjustment processes, to improve the faculty evaluation process, and to improve the faculty and staff development processes.