

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

Section 1: Campus Culture and Policies

| RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied") | IMPORTANCE | | | SATISFACTION | | | GAP |
|--|------------|--------------------|-------------------|--------------|--------------------|-------------------|------|
| | Mean | Standard Deviation | Valid Respondents | Mean | Standard Deviation | Valid Respondents | |
| This institution promotes excellent employee-student relationships | 4.66 | .55 | 224 | 4.14 | .75 | 225 | 0.51 |
| This institution treats students as its top priority | 4.70 | .54 | 222 | 4.17 | .82 | 225 | 0.53 |
| This institution does a good job of meeting the needs of students | 4.71 | .48 | 222 | 3.96 | .83 | 225 | 0.75 |
| The mission, purpose, and values of this institution are well understood by most employees | 4.42 | .65 | 223 | 3.92 | .92 | 224 | 0.50 |
| Most employees are generally supportive of the mission, purpose, and values of this institution | 4.43 | .62 | 223 | 3.84 | .81 | 224 | 0.60 |
| The goals and objectives of this institution are consistent with its mission and values | 4.50 | .60 | 222 | 3.95 | .89 | 224 | 0.55 |
| This institution involves its employees in planning for the future | 4.49 | .66 | 222 | 3.46 | 1.12 | 225 | 1.03 |
| This institution plans carefully | 4.58 | .65 | 222 | 3.61 | 1.11 | 222 | 0.96 |
| The leadership of this institution has a clear sense of purpose | 4.72 | .49 | 223 | 4.01 | 1.01 | 221 | 0.71 |
| This institution does a good job of meeting the needs of its faculty | 4.46 | .66 | 220 | 3.53 | 1.07 | 222 | 0.93 |
| This institution does a good job of meeting the needs of staff | 4.57 | .63 | 218 | 3.52 | .96 | 218 | 1.05 |
| This institution does a good job of meeting the needs of administrators | 4.37 | .68 | 217 | 3.85 | .87 | 217 | 0.52 |
| This institution makes sufficient budgetary resources available to achieve important objectives | 4.52 | .63 | 217 | 3.38 | .99 | 220 | 1.14 |
| This institution makes sufficient staff resources available to achieve important objectives | 4.43 | .64 | 216 | 3.52 | .98 | 218 | 0.91 |
| There are effective lines of communication between departments | 4.53 | .67 | 216 | 3.07 | 1.07 | 220 | 1.46 |
| Administrators share information regularly with faculty and staff | 4.57 | .65 | 216 | 3.49 | 1.19 | 219 | 1.08 |
| There is good communication between the faculty and the administration at this institution | 4.51 | .66 | 213 | 3.46 | 1.05 | 216 | 1.05 |
| There is good communication between staff and the administration at this institution | 4.50 | .69 | 215 | 3.40 | 1.04 | 216 | 1.10 |
| Faculty take pride in their work | 4.63 | .55 | 213 | 3.90 | .87 | 216 | 0.73 |
| Staff take pride in their work | 4.61 | .59 | 213 | 4.04 | .83 | 218 | 0.57 |
| Administrators take pride in their work | 4.65 | .56 | 215 | 4.11 | .86 | 216 | 0.54 |
| There is a spirit of teamwork and cooperation at this institution | 4.59 | .60 | 211 | 3.81 | 1.07 | 212 | 0.79 |
| The reputation of this institution continues to improve | 4.72 | .50 | 211 | 4.22 | .90 | 212 | 0.50 |
| This institution is well-respected in the community | 4.72 | .47 | 210 | 4.25 | .85 | 211 | 0.47 |
| Efforts to improve quality are paying off at this institution | 4.71 | .50 | 210 | 4.08 | .94 | 210 | 0.64 |
| Employee suggestions are used to improve our institution | 4.45 | .64 | 208 | 3.51 | 1.08 | 212 | 0.94 |
| This institution consistently follows clear processes for selecting new employees | 4.52 | .67 | 209 | 3.31 | 1.30 | 211 | 1.21 |
| This institution consistently follows clear processes for orienting and training new employees | 4.45 | .66 | 210 | 3.47 | 1.15 | 212 | 0.98 |
| This institution consistently follows clear processes for recognizing employee achievements | 4.41 | .67 | 209 | 3.56 | 1.12 | 212 | 0.85 |
| This institution has written procedures that clearly define who is responsible for each operation and service | 4.40 | .68 | 211 | 3.46 | 1.11 | 214 | 0.94 |
| The University has a commitment to Continuous Quality Improvement (CQI) | 4.55 | .64 | 210 | 4.00 | .95 | 213 | 0.55 |
| The campus has a commitment to academic freedom for faculty | 4.35 | .74 | 206 | 4.02 | .84 | 202 | 0.33 |
| The campus has a commitment to academic freedom for students | 4.35 | .75 | 208 | 4.09 | .73 | 206 | 0.26 |
| This institution takes pride in its grounds and facilities | 4.47 | .65 | 208 | 4.21 | .93 | 211 | 0.26 |
| Students and their viewpoints are represented well on college committees | 4.32 | .69 | 207 | 3.84 | .92 | 209 | 0.48 |
| Grievance procedures are well-defined and understood | 4.35 | .73 | 208 | 3.69 | .99 | 209 | 0.66 |
| Hiring procedures are well defined and understood | 4.43 | .65 | 207 | 3.46 | 1.16 | 211 | 0.97 |
| Student classroom evaluations are considered important at this institution | 4.25 | .88 | 208 | 3.74 | 1.02 | 209 | 0.50 |
| This college has a commitment to diversity | 4.51 | .60 | 209 | 4.10 | .87 | 210 | 0.40 |
| The technological infrastructure is responsive to the needs of the campus | 4.56 | .64 | 208 | 3.55 | 1.20 | 210 | 1.01 |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

Section 2: Institutional Goals

| RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important") | Mean | Standard Deviation | Valid Respondents |
|---|------|--------------------|-------------------|
| [A] Increase the enrollment of new students | 4.25 | 0.75 | 207 |
| [B] Retain more of its current students to graduation | 4.71 | 0.53 | 206 |
| [C] Improve the academic ability of entering student classes | 4.53 | 0.65 | 205 |
| [D] Recruit students from new geographic markets | 4.10 | 0.86 | 207 |
| [E] Increase the diversity of racial and ethnic groups represented among the student body | 3.89 | 0.94 | 207 |
| [F] Develop new academic programs | 4.24 | 0.79 | 207 |
| [G] Improve the quality of existing academic programs | 4.67 | 0.61 | 207 |
| [H] Improve the appearance of campus buildings and grounds | 4.16 | 0.80 | 207 |
| [I] Improve employee morale | 4.51 | 0.71 | 207 |
| [J] Increase institutional agility through effective planning | 4.30 | 0.77 | 205 |
| [K] Increase the number of full-time faculty and staff relative to the size of the student body | 4.54 | 0.76 | 206 |
| [L] Improve services available to students | 4.34 | 0.79 | 207 |
| [M] Some other goal | 3.12 | 1.35 | 163 |

| (Choose three goals that you believe should be this institution's top priorities) First priority goal: | Count | Percent |
|--|-------|---------|
| [A] Increase the enrollment of new students | 6 | 2.9% |
| [B] Retain more of its current students to graduation | 103 | 50.5% |
| [C] Improve the academic ability of entering student classes | 13 | 6.4% |
| [D] Recruit students from new geographic markets | 0 | 0.0% |
| [E] Increase the diversity of racial and ethnic groups represented among the student body | 0 | 0.0% |
| [F] Develop new academic programs | 9 | 4.4% |
| [G] Improve the quality of existing academic programs | 24 | 11.8% |
| [H] Improve the appearance of campus buildings and grounds | 3 | 1.5% |
| [I] Improve employee morale | 18 | 8.8% |
| [J] Increase institutional agility through effective planning | 5 | 2.5% |
| [K] Increase the number of full-time faculty and staff relative to the size of the student body | 20 | 9.8% |
| [L] Improve services available to students | 3 | 1.5% |
| [M] Some other goal | 0 | 0.0% |
| All responses | 204 | 100.0% |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

| (Choose three goals that you believe should be this institution's top priorities) Second priority goal: | Count | Percent |
|--|--------------|----------------|
| [A] Increase the enrollment of new students | 33 | 16.3% |
| [B] Retain more of its current students to graduation | 35 | 17.3% |
| [C] Improve the academic ability of entering student classes | 27 | 13.4% |
| [D] Recruit students from new geographic markets | 5 | 2.5% |
| [E] Increase the diversity of racial and ethnic groups represented among the student body | 5 | 2.5% |
| [F] Develop new academic programs | 9 | 4.5% |
| [G] Improve the quality of existing academic programs | 34 | 16.8% |
| [H] Improve the appearance of campus buildings and grounds | 3 | 1.5% |
| [I] Improve employee morale | 19 | 9.4% |
| [J] Increase institutional agility through effective planning | 2 | 1.0% |
| [K] Increase the number of full-time faculty and staff relative to the size of the student body | 25 | 12.4% |
| [L] Improve services available to students | 5 | 2.5% |
| [M] Some other goal | 0 | 0.0% |
| All responses | 202 | 100.0% |

| (Choose three goals that you believe should be this institution's top priorities) Third priority goal: | Count | Percent |
|---|--------------|----------------|
| [A] Increase the enrollment of new students | 29 | 14.6% |
| [B] Retain more of its current students to graduation | 21 | 10.6% |
| [C] Improve the academic ability of entering student classes | 11 | 5.5% |
| [D] Recruit students from new geographic markets | 5 | 2.5% |
| [E] Increase the diversity of racial and ethnic groups represented among the student body | 3 | 1.5% |
| [F] Develop new academic programs | 15 | 7.5% |
| [G] Improve the quality of existing academic programs | 38 | 19.1% |
| [H] Improve the appearance of campus buildings and grounds | 7 | 3.5% |
| [I] Improve employee morale | 16 | 8.0% |
| [J] Increase institutional agility through effective planning | 6 | 3.0% |
| [K] Increase the number of full-time faculty and staff relative to the size of the student body | 29 | 14.6% |
| [L] Improve services available to students | 17 | 8.5% |
| [M] Some other goal | 2 | 1.0% |
| All responses | 199 | 100.0% |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

| TOTAL "VOTES" FOR EACH GOAL | First Priority | Second Priority | Third Priority | TOTAL | TOTAL PERCENT |
|---|----------------|-----------------|----------------|-------|---------------|
| [A] Increase the enrollment of new students | 6 | 33 | 29 | 68 | 11.2% |
| [B] Retain more of its current students to graduation | 103 | 35 | 21 | 159 | 26.3% |
| [C] Improve the academic ability of entering student classes | 13 | 27 | 11 | 51 | 8.4% |
| [D] Recruit students from new geographic markets | 0 | 5 | 5 | 10 | 1.7% |
| [E] Increase the diversity of racial and ethnic groups represented among the student body | 0 | 5 | 3 | 8 | 1.3% |
| [F] Develop new academic programs | 9 | 9 | 15 | 33 | 5.5% |
| [G] Improve the quality of existing academic programs | 24 | 34 | 38 | 96 | 15.9% |
| [H] Improve the appearance of campus buildings and grounds | 3 | 3 | 7 | 13 | 2.1% |
| [I] Improve employee morale | 18 | 19 | 16 | 53 | 8.8% |
| [J] Increase institutional agility through effective planning | 5 | 2 | 6 | 13 | 2.1% |
| [K] Increase the number of full-time faculty and staff relative to the size of the student body | 20 | 25 | 29 | 74 | 12.2% |
| [L] Improve services available to students | 3 | 5 | 17 | 25 | 4.1% |
| [M] Some other goal | 0 | 0 | 2 | 2 | 0.3% |
| All responses | 204 | 202 | 199 | 605 | 100.0% |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

Section 3: Involvement in planning and decision-making

| RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement") | Mean | Standard Deviation | Valid Respondents |
|---|-------------|---------------------------|--------------------------|
| How involved are: Faculty | 2.85 | 0.88 | 199 |
| How involved are: Staff | 2.51 | 0.84 | 201 |
| How involved are: Deans or directors of administrative units | 3.34 | 0.74 | 199 |
| How involved are: Deans or chairs of academic units | 3.23 | 0.77 | 200 |
| How involved are: Senior administrators (VP, Provost level or above) | 3.58 | 0.72 | 199 |
| How involved are: Students | 2.61 | 0.81 | 199 |
| How involved are: Trustees | 3.26 | 0.71 | 198 |
| How involved are: Alumni | 2.89 | 0.68 | 198 |
| How involved are: Donors | 3.10 | 0.67 | 198 |
| How involved are: Data and performance results | 2.71 | 0.77 | 193 |
| How involved are: Shared governance : Faculty Senate, Staff Senate, Budget Committee, Strategic Planning Committee | 2.80 | 0.75 | 200 |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

Section 4: Work environment

| RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied") | IMPORTANCE | | | SATISFACTION | | | GAP |
|--|------------|--------------------|-------------------|--------------|--------------------|-------------------|------|
| | Mean | Standard Deviation | Valid Respondents | Mean | Standard Deviation | Valid Respondents | |
| It is easy for me to get information at this institution | 4.51 | 0.61 | 198 | 3.55 | 1.11 | 196 | 0.96 |
| I learn about important campus events in a timely manner | 4.35 | 0.63 | 198 | 3.49 | 1.16 | 199 | 0.87 |
| I am empowered to resolve problems quickly | 4.40 | 0.68 | 198 | 3.70 | 0.99 | 197 | 0.70 |
| I am comfortable answering student questions about institutional policies and procedures | 4.36 | 0.66 | 198 | 3.76 | 0.93 | 200 | 0.61 |
| I have the information I need to do my job well | 4.63 | 0.58 | 199 | 3.84 | 1.02 | 200 | 0.79 |
| My job responsibilities are communicated clearly to me | 4.62 | 0.61 | 198 | 3.88 | 1.12 | 200 | 0.74 |
| My supervisor pays attention to what I have to say | 4.64 | 0.59 | 197 | 4.03 | 1.29 | 198 | 0.61 |
| My supervisor helps me improve my job performance | 4.55 | 0.62 | 199 | 3.92 | 1.31 | 200 | 0.63 |
| My department or work unit has written, up-to-date objectives | 4.45 | 0.76 | 199 | 3.80 | 1.15 | 200 | 0.65 |
| My department meets as a team to plan and coordinate work | 4.47 | 0.73 | 196 | 3.81 | 1.24 | 199 | 0.66 |
| My department has the budget needed to do its job well | 4.64 | 0.56 | 197 | 3.02 | 1.12 | 199 | 1.63 |
| My department has the staff needed to do its job well | 4.61 | 0.62 | 194 | 3.08 | 1.20 | 198 | 1.54 |
| I am paid fairly for the work I do | 4.64 | 0.56 | 196 | 3.11 | 1.25 | 198 | 1.53 |
| The employee benefits available to me are valuable | 4.70 | 0.54 | 197 | 4.28 | 0.80 | 198 | 0.42 |
| I have adequate opportunities for advancement | 4.35 | 0.83 | 198 | 3.38 | 1.16 | 199 | 0.97 |
| I have adequate opportunities for training to improve my skills | 4.45 | 0.67 | 195 | 3.74 | 1.09 | 197 | 0.71 |
| I have adequate opportunities for professional development | 4.48 | 0.65 | 198 | 3.94 | 1.03 | 198 | 0.54 |
| The type of work I do on most days is personally rewarding | 4.65 | 0.54 | 194 | 4.26 | 0.93 | 198 | 0.40 |
| The work I do is appreciated by my supervisor | 4.56 | 0.65 | 198 | 3.96 | 1.19 | 199 | 0.59 |
| The work I do is valuable to the institution | 4.62 | 0.55 | 197 | 4.14 | 0.92 | 197 | 0.48 |
| I am proud to work at this institution | 4.71 | 0.50 | 197 | 4.41 | 0.86 | 198 | 0.30 |
| The institution values my contributions | 4.54 | 0.58 | 197 | 3.76 | 1.12 | 199 | 0.77 |
| The physical facilities provide a satisfying work environment | 4.39 | 0.68 | 195 | 3.87 | 1.07 | 199 | 0.53 |
| My job performance is fairly evaluated | 4.64 | 0.52 | 196 | 3.93 | 1.15 | 196 | 0.71 |
| All employees are evaluated annually | 4.43 | 0.70 | 196 | 3.86 | 1.19 | 197 | 0.58 |
| I feel empowered to identify and lead improvements to institutional processes | 4.24 | 0.76 | 195 | 3.55 | 1.13 | 195 | 0.69 |
| I have the technological support needed to perform my work | 4.52 | 0.61 | 195 | 3.79 | 1.05 | 197 | 0.73 |
| The evaluation process helps me improve my job performance | 4.29 | 0.73 | 196 | 3.57 | 1.17 | 197 | 0.71 |
| University compensation policies are clearly tied to job performance | 4.37 | 0.76 | 195 | 3.05 | 1.30 | 196 | 1.32 |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

Overall satisfaction

| | | | |
|--|------|------|-----|
| Rate your overall satisfaction with your employment here so far: | 4.16 | 0.86 | 202 |
|--|------|------|-----|

Section 5: Demographics

| <i>How long have you worked at this institution?</i> | Count | Percent |
|--|-------|---------|
| Less than 1 year | 38 | 19.1% |
| 1 to 5 years | 64 | 32.2% |
| 6 to 10 years | 34 | 17.1% |
| 11 to 20 years | 43 | 21.6% |
| More than 20 years | 20 | 10.1% |
| All responses | 199 | 100.0% |

| <i>Is your position:</i> | Count | Percent |
|--------------------------|-------|---------|
| Faculty | 75 | 37.7% |
| Staff | 118 | 59.3% |
| Administrator | 6 | 3.0% |
| All responses | 199 | 100.0% |

| <i>Is your position:</i> | Count | Percent |
|--------------------------|-------|---------|
| Full-time | 195 | 98.5% |
| Part-time | 3 | 1.5% |
| All responses | 198 | 100.0% |

| <i>Do you identify as:</i> | Count | Percent |
|----------------------------|-------|---------|
| Male | 62 | 30.8% |
| Female | 110 | 54.7% |
| Prefer to not respond | 29 | 14.4% |
| All responses | 201 | 100.0% |

| <i>Which category best describes your ethnic background?</i> | Count | Percent |
|--|-------|---------|
| African-American | 13 | 6.5% |
| American Indian or Alaskan Native | 1 | 0.5% |
| Asian or Pacific Islander | 4 | 2.0% |
| Hispanic | 2 | 1.0% |
| Caucasian/White | 145 | 72.1% |
| Middle Eastern | 4 | 2.0% |
| Prefer not to respond | 32 | 15.9% |
| All responses | 201 | 100.0% |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

| Please provide any additional feedback about the campus culture and policies at Southern Arkansas... |
|---|
| I think the university president does a good job to keep the campus diverse. I believe he does have the best interest of the students at heart when it comes to providing a well rounded education and college experience. |
| University President, College Dean, and Human Resource officer are blind/deaf to faculty issues at departmental level concerning ethical treatment of employees, individual student success, and program waste. |
| Administration completely out-of-touch. Only initiative from the top is how to raise more money. That is the mission now. |
| Administrators often implement new policies without informing those in the departments who deal with that issue. |
| All departments are not the same. Where students are respected and cared for by most of the University community, nursing is another story. |
| Although I am pleased with the overall atmosphere of the campus and its operations, there is friction within my small department that has only been addressed at the surface level. My supervisor said that if the behavior happens again (with one of my co-workers, it will need to be reported). |
| As SAU begins to grow, the focus will need to change. The opportunities arising on college campuses need to be embraced. New faces, new ideas, new ways to communicate need to be implemented. We are entering a new era and "the way we've always" is not an option anymore, it harbors barriers for growth. Looking at other schools, outside our region, to see how they implement change, accept growth, and build a relationship with the community is very important and eye-opening. SAU has the potential to be great, reater than it is...new eyes need new ideas. |
| Campus culture in housing is not consistent. Some students are penalized heavily for the same conduct issues while others are not. There needs to be some consistency in the way they are disciplined as well as how each situation is handled. |
| can't have large recruitment - high standards - and high graduation rate -pick any two - three are mutually exclusive - |
| Helpful environment and many departments willing to help you. |
| I am a new employee here at SAU and am very proud to work here and am enjoying my job very much. i also love who i'm working with. There is one specific area that I feel needs attention and improvement and that is the SAU tennis courts. The appearance and quality of the courts have suffered for several years. New tennis courts would not only allow opportunity for renewing a competitive boys and girls college tennis team but it also would help bridge a connection of our college campus with the Magnolia and urrounding communities. With seeing how much attention and improvement that's occurred with some of the other sports' facilities here at SAU, I feel that upgrading the SAU tennis courts would be of equal importance. Thank you for allowing our opinion and nput. |
| I believe the University is working hard to promote a positive educational culture. |
| I guess I am somewhat satisfied, but improvement on letting us know when we have a new employee is very important to me. I notice some positions are filled and no one knows that there was a position there. I think just keeping us in the loop is very imprtant. |
| I wish that classified staff members got yearly raises. |
| If the university does, in fact, take pride it its grounds and facilities, it would hire enough people to cover the needs of the university. Too many departments are understaffed and overworked. |
| It would be nice if there was a tenure track for research and clinical fields. |
| Jobs are need for student workers, especially with the growth we have had. It seems, for the most part, only spouses/family of employees are hired for new and newly opened positions. |
| n/a |
| none |
| NONE |
| None at this time |
| not sure where to find a copy of the policies and procedues |
| Overall, I am very satisfied with the organization and working environment at SAU.. |
| Planning procedures need to be improved. The University is capable of producing a large document that encompasses almost everything we do. We need the leadership to refine and prioritize (President, VPC, and Board). This is the next step that will hopefully make planning meaningful to campus and it will not be meaningful until this group takes the the steps to prioritize. For effectiveness, there needs to be ties to the budget. We need to focus on no more than three goals at any one time. We cannot d 8-9 things at once, well. The large document can be a framework and priorities are selected from it. Our new person in charge of planning has solid ideas and needs to be heard. Communication has been improving on campus and I appreciate the action projects on data that are working to improve this. Student Affairs has the best communication on campus - the weekly meetings work. I think the other units could learn from this (more than monthly communication is needed in almost all situations when it comesto staff). People are envious of how well informed that unit is. Hiring procedures are often unclear. An Academy session would be helpful and a full handbook. I do appreciate HRs move to meeting with committee chairs to discuss procedures. I appreciae the addition of the Muleriders Spirit awards to recognize achievements. I think a vignette explaining the selection would be nice like the other awards given. Technology services needs to be more responsive in the respect that people often cringe in rspose to having to contact them. You never know when you will be treated in a condescending manner. I find that most of the time, they are great to work with and they have some shining stars, but the unpredictability of their customer service mindset ha people worried about whether they will be treated kindly at any given point. I appreciate the move to continuous quality improvement as a philosophy of the university. It has changed this campus and done s |
| SAU can do a better job of evaluating and rewarding productivity of employees at all levels. Many are tasked with multiple "part -time" duties which add to much more than 1 full time position. When combined with below mean salaries, high ability employeesare incentivized to leave in order advance monetarily while low productivity employees remain in place or are shuffled from one position to another. SAU can do better to reward productivity at the employee and divisional level. |
| SAU has shown lots of potential for more growth in its population; however, academic needs in servicing this influx of growth should be priority. |
| SAU is a great place to study and work! |
| SAU is a great place to work. The university has a great administration. I do recognize that the school is facing growing pains associated with increased enrollment. However, the institution is very obviously and respectfully working to make adjustments ad keep their stakeholders informed of these improvements. |
| SAU is an overall AWESOME place to work at. The "Other Duties Assigned" in employees contracts sometimes overrules the actual job they were hired to do. The approval process needs to be clear and changed. It takes TOO LONG to get anything accomplished an too many people to approve things befor eit is able to be used. |
| SAU is caught up in a culture of more with less and as quickly as possible. The most passionate employees give 500%, which cannot be sustainable. |
| SAU tries to do a lot, and sometimes I think it tries to do too much. |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

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|---|
| <p>Some colleges and/or buildings do not provide a higher education culture experience for our students due to the fact, the building lacks all counts of technology. I feel as a higher education facility we should strive to provide all of our students with the best possible education. It is hard for me to justify taking money to spend on a lot of other amenities when some students are still being taught on a chalkboard. How do you promote students coming to your program when they see such things? I would love to see all of SAU to thrive because ALL students are being touched.</p> |
| <p>Southern Arkansas University is very unique and special. It is a place where a high priority is placed on the success of students...they are first! That is one of the great things that I love. It is also a place where faculty and staff are valued and listened to. SAU is an amazing institution and there is no where else like it!</p> |
| <p>Staff seems to be "left out" of any kind of major pay raises. The pay is too low. It is almost poverty level for entry level jobs and does not increase yearly.</p> |
| <p>Student classroom evaluations should not be taken all that seriously with regard to tenure and promotion. The format that is currently used (online through Blackboard) does not produce a good N. Typically the students who participate are the ones who are doing poorly. Evaluations should be provided by supervisors or a select few students (randomly selected).</p> |
| <p>Suggestion: Feedback from students regarding a class should be mandatory and the instructor should carve out class time so students can fill out the survey. This would lead to more balanced results. Additional suggestion: the buildings and classrooms designed for LPA students often have problems with outdated technology, malfunctioning air units, etc. Wilson needs work, or we are sending the message that English, Foreign Languages, History, etc. are less valued at SAU.</p> |
| <p>The "Good Ole Boy" system is well in place at SAU. Also, the upper administration does not value and will not provide stipends (as promised) to faculty for working above and beyond on the important committees on campus.</p> |
| <p>The campus culture has definitely improved with diversity; however the classroom setting for a class I teach is too small for the number of students enrolled and attending class. Therefore, as we continue to grow, issues concerning classroom size will need to be taken care of prior to scheduling class participants.</p> |
| <p>The culture here is amazing! I completed my entire post secondary education here at SAU and I love it.</p> |
| <p>The culture is inbred and definitely has favorites.</p> |
| <p>The Deans are not reachable. They sit in their office and don't come out to talk to the staff.</p> |
| <p>The town needs to grow. We need more businesses to keep students here after graduation, and we need more recreational activities for students as well as faculty and staff families. A schism still exists between Magnolians and SAU. I know the Mayor and our administration are working on bridging the divide. It's important that we continue to build those connections and convince Magnolians that growth is good. There may be a need for more middle management in Student Affairs. There aren't a lot of advancement opportunities or assessments of departmental productivity/improvement. Along with an increase in student enrollment, we need to see an increase in the number of staff employed in Financial Aid, Advising, Admissions, Registrar's Office, Housing, etc. There are too many people who work too many hours and wear too many hats in Student Affairs. Staff are dedicated, loyal, and community service-oriented; however, there must come a time when we sit down with each department and actually evaluate how their offices operate, what "extra work" these offices do, and set limits and standards. There are people in leadership roles who have not grown into those roles, and they need help--they are drowning. They don't know how to say, "no," and they don't know how to help themselves. It's not sustainable. Overall, this campus is filled with devoted staff, faculty, and administrators. Short-comings are not due to lack of passion, loyalty, or desire.</p> |
| <p>There are a lot of faculty members who have, sadly, become obstacles to the abilities of their departments and programs to grow and modernize. No one wants to address this, but the effects are significant and far reaching.</p> |
| <p>There is no accountability for faculty, staff, students, or administrators.</p> |
| <p>There should be a more institutionalized, comprehensive effort to recruit and retain more African American faculty who are tenured or tenure track.</p> |
| <p>This is a wonderful place to work.</p> |
| <p>This is really a great Campus, I never been happy as I am in this institution. The Administration are great and they are doing a great job! Way to go SAU.</p> |
| <p>This is very prompt for an open response question. I will say that one of the most troubling aspects of how SAU operates as a University is a lack of clear evaluation of staff, lack of clear division of labor. Too often staff are encouraged (with incentives) to take on additional responsibilities unrelated to their primary job duties. The result is an under-productive, unskilled staff who are rewarded mainly for enthusiasm to work outside of their defined roles, instead of competence, expertise or measure continuous improvement.</p> |
| <p>VPAA is holding meetings with a portion of the faculty (Leadership Council) in the nursing department; no agenda, no minutes, no transparency for the faculty as a whole; very demeaning. Dept of Nursing Leadership Council was formed by Dr. Berry for one year of transition in 2014. Yet it continues and it has torn this dept apart. Wake up administration. Administration unresponsive to the ongoing dysfunctional and destructive environment and leadership in the nursing department despite unrelenting reports from faculty and students.</p> |
| <p>We need to do less baby-ing of our students so they learn to survive on their own.</p> |
| <p>With the growing population of SAU, more hiring of faculty should be a greater priority.</p> |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

| What other institutional goals do you think are important? Please describe them in the space below: |
|--|
| All departments need to modernize. We need effective leadership at the level of Chair, not "fillers." Ineffective chairs should be replaced. |
| Another goal for this institution should be to continue to gain faculty and staff that sees Southern Arkansas University as home as opposed to a stepping stone to where they want to be. I have dealt and deal with people who see SAU as a stepping stone and I do not personally believe you can truly pour yourself into your work if you see your position at SAU as a stepping stone. Having people that want to be here is contagious to both the faculty/staff and the student body! I do not have an answer as to how to do this... but this is just a thought! |
| Build sense of community on campus; work with civic leaders to provide students with recreational, shopping and dining opportunities off campus |
| By improving the quality of education and making the educators happier to be here, you are providing a better environment that more students are going to want to be a part of. Students are going to spread the word naturally. By increasing your faculty, you are preparing for the hike in numbers of students so when the hike appears your students are well taken care of and you continue to rise instead of get overwhelmed because you waited to hire when the numbers got overloaded. And you overworked the faculty you currently have. Just thoughts. |
| Creating better living experiences for students will go a long way with retention. For example, the Village is falling apart and our students are paying way too much money to be living in those conditions. Major adjustments need to be made for a facility that has only been around for a little over 10 years. |
| Earnest assessment of goals relative to our market and competitors. Earnest planning of how we will achieve these goals. Earnest consideration of sustainability, measurement of progress, and systematic continuous improvement. |
| Follow through with a Merit System |
| foreign language should become a major required course for some majors |
| H: Improve the appearance of campus buildings and grounds. |
| I believe that SAU needs to focus on quality not quantity when it comes to our student population. It is great to have record numbers every semester but if they perform poorly and drop out where is the achievement? |
| I feel that if you pay attention to what the students are saying when they do their evaluation on the faculty members and get an understanding to what is happening in those areas and see if you can help improve whatever the situations maybe. |
| I know of none. |
| Improve responsiveness of budgets to quality improvements, accreditation requirements (both specialized and regional) and changing educational needs in a transparent way. |
| Improve the quality of existing academic programs Develop new programs Faculty to student ratio |
| Improve the quality of existing academic programs Improve employee morale Increase institutional agility through effective planning Increasing enrollment of new students Increase the number of full-time people relative to size of student body Recruit students from new geographic markets Increase the diversity of racial and ethnic groups represented among the students |
| Improving the appearance of the campus buildings and grounds as well as improving services available to students are also important priorities. |
| Increase effective communication overall and especially between the various departments. Administrative policy changes/exceptions need to also be communicated. |
| Increasing student enrollment. Recruiting is so important; however, heavily recruiting areas that are most popular to SAU is greater. We must increase our opportunities at seeing students and getting those students to visit our campus...meeting more people when they come to campus and proving our love and loyalty to SAU. Improving the grounds/buildings. No one wants to go to a school where it looks sad, simply saying. Students are proud of their University because of the way it appears to others. We live in a very material world, not suggesting that we must become that; however, we must present outwardly, what we feel on the inside. |
| involving and interacting with the community |
| It would be quite beneficial to students and faculty members if every department--or college--had one or two advisors who did all of the advising for our students. Most faculty members are teaching large classes as a full-time faculty member, and many faculty members have been overloaded with advising students in a timely manner. Students should also take on the responsibility of learning their degree requirements and approach advising prepared to share this responsibility for their own lives. |
| Keeping Students happy. |
| Making sure All departments have appropriate Safety Manual Policy and Procedures available to staff and faculty |
| n/a |
| none |
| NONE |
| none that i can think of |
| Not building more buildings. |
| Pay equity for faculty. Efforts are being made in this area but new employees should not be hired on at a higher salary than a senior faculty member with years of experience with SAU. |
| Some of the goals are being achieved such as increased enrollment and recruiting students from new geographic markets. Another goal should be communication between departments that "overlap" because we have a tendency to overstep boundaries because we don't know what the other department is doing. Communication with our co-workers would save time and energy in not duplicating each other. It would make our departments stronger to have suggestions from offices that "overlap." |
| Two other goals that I think are important would be to improve the quality of existing academic programs and then increase the number of full-time faculty and staff relative to the size of the student body. I truly believe that we are lacking in the ratio of staff and faculty to students. As we grow, we need more help to provide the best quality to these students. |
| While administration repeatedly thanks faculty and staff for their hard work, they need to continue their efforts in showing support of employees' hard work. Much of the campus seems to be operating with shortages in staffing and resources which makes the current employees have to work much harder. I hope that administrators will provide more individualized attention to employees to go beyond their normal duties in order to keep the campus functioning as smooth as possible. |
| While increasing the number of new programs and corresponding enrollment of new students is important, more resources must be dedicated to serving the needs of those students, both academic and support services. Especially, new programs need qualified and sufficient faculty to grow those programs both in numbers and in quality. |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

| Please provide any additional feedback about Southern Arkansas University's goals. |
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| Adding new programs is important but also updating and expanding the diversity of older programs, such as more special topics courses. |
| Administrators, staff members, and faculty members are generally devoted to our students and their success. Most administrators, staff, and faculty members are positive about our work with the students. |
| Faculty and staff morale need uplifting. |
| Goals are not clearly defined or communicated. Data and institutional research seem to be lacking to provide support for planning. |
| good survey |
| Great Institution to work for. |
| I believe the goals of our university are spot on. Dr. Berry and the administration have set goals that are exciting to get behind, and so has the admissions department. It is exciting going to work everyday working towards these goals. |
| I have none. |
| I hope that we can keep the students that we are gaining of the years and provide them with a quality experience and that we will not get caught up in just the overall numbers. |
| I realize that every student will have different opinions but just listen to what they have to say. |
| If a program is weak, invest energy and support in that program to facilitate its growth and development. Do not just let it die on the vine. That's what will happen with real leadership. |
| Much attention has been given to increasing enrollment, but I do fear that it has been enrollment at all cost. It seems that we are pushing for growth irrespective of the quality of education and our ability as a campus to provide the necessary services and facilities to support the growth. |
| n/a |
| none |
| NONE |
| SAU has a growth mind set. The administrators are always looking for ways to make SAU better. It is exciting to work at a university where there are wonderful things happening. |
| The Goal of SAU is to get as many students in as possible without updating classrooms. |
| The goals are money, money and more money. The morale is horrible. |
| The infrastructure has increased and improved over the last few years. The updates and new buildings are beautiful. We have a lovely campus. As enrollment has increased, we also need additional staff to handle the increased student traffic. |
| The nursing department morale is down. The department needs a leader that will help the department work together as a team not divided them. |
| We need to focus on the quality more than the quantity. |
| You are what you eat. The things that you invest your time and effort, will be great. The other things, will not. It is very simple. Reorganizing and regrouping is what SAU needs. |

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Southern Arkansas University Main Campus - Fall 2016 Respondents

| Please provide any additional feedback about the work environment at Southern Arkansas University. |
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| As a collective group, SAU struggles to meet the needs of it's employees. We have so many minds that could collaborate great ideas, that are underutilized. We need opportunities for growth and opportunities to speak our mind without feeling like we could ose our job. I completely understand the appearance of that last sentence; however, I also understand some might take things too far. The point is to allow people a voice, daily, where the lines of communication are completely open. |
| Assessment is undervalued here at SAU. Too many people wear too many hats, and it's not sustainable. People are burning out, and those who are loyal to SAU are being taken advantage of (because you know they will never tell you, "No.") |
| Certain buildings are running out of office and classroom space. |
| Do people still get merit pay increases? |
| Evaluations and salary adjustments are not related - there needs to be an incentive/reward for those that go above and beyond. |
| Experience in doing the work should be more valued. |
| First, evaluations ARE NOT completed in a timely manner, at any level. Also, pay is not tied to performance in any way. In fact, for faculty, it is prohibited for pay to be tied to performance, which is totally illogical. |
| I currently make \$3/hour than a student worker. |
| I feel like the chair of the nursing department and the Bachelor Degree Committee (previously called the Leadership committee) are constantly trying to figure out what the faculty is doing wrong and forgetting that their faulty are doing a lot of good. Faculty outside the Bachelor Degree Committee rarely get praise or acknowledgement of success. |
| I have been treated fairly by administrators, staff, and faculty members. My main concern has always been about our students and how I might do the best of my ability to assist them academically or in any way necessary. Sometimes, our students simply ned an objective listener. The reason I enjoy my work is totally because of my students and watching them grow and gain confidence in their own abilities. |
| I have none. |
| I love who I work with and how much we are truly a team. I also love how each department feels like family. It is a great environment in which employees can be effective. |
| I think that there is excellent support of faculty who teach on-line. The Department of On-line learning not only works really hard to provide the resources and professional development, Mrs. Cole goes way above and beyond to help faculty and be a wonderul resource. |
| I think things could be better if some people would be consistent, act like professionals, and not treat coworkers badly because they are having a bad day. People need to be more considerate of others. |
| i work in a very pleasant atmosphere. |
| Meetings that have been held in Cross have made me become sick because of the mold count within the building. Mold builds up on objects even with a humidifier present. I feel unsafe within the building for my allergies. |
| none |
| NONE |
| overall great place to work |
| Since changing positions on campus the work environment has changed and I enjoy coming to work every day and feel accomplished when I leave for the day. |
| Some facilities could use some improvements and additions to make them more functional and rewarding for faculty and students. Peace Hall being among them. Behavioral and Social Sciences bring in a lot of students and we graduate a high percentage of the tudents we enroll. We pull big numbers and we need a facility that allows us to be excited about growth. |
| Some offices are out of the loop and do not know what is going on until far too late, also things need to be written down. Everyone is afraid to write rules down so there is never anything concrete for anyone to see creating an unfair situation. |
| Sometimes I think we forget we are in this business for the students. |
| Southern Arkansas University is a wonderful university and a wonderful place to work. I do believe that not everyone is treated equally and respected for the work they do. Every employee should be evaluated. I have been evaluated 1 time in 7 years. |
| Staff members need to be able to get raises each year. |
| The University is going to have to plan for growth in people infrastructure. The growth is wonderful, but the workload is unmanageable in some areas. Increases in pay are nice (including overloads, stipends, etc.), but it doesn't make up for time when thre is not enough time in the day. Workload could probably be redistributed to a point as there are some people who are working too much and some other people could take up some of the load (who don't have as much on their plate). How do we increase produtivity of people who are not contributing as much? Sometimes it just means asking them to do something that is important to them. Pay compression is an issue - not just for faculty. The staff are experiencing it too. |
| There are two sets of policies. One for the little people and one for the administration. Administration has their favorites. Raises has nothing to do with job performance. |
| There exists enormous disparities among salaries for professors of the same rank across departments. It is clear who is valued and who is not. |
| This is a great place to work. There is no where I'd rather be... |
| Too many tenured faculty members do one-third of the work for two times the pay. The hardest workers are often the most underpaid and pay = value quite often. |
| very friendly |
| We are just sent on our way to do are job and to not talk about it. |
| When I talk about staff, I am not talking about professional staff. The professional staff at SAU are asked for their input and are listened to. The classified staff have little input into anything and are not asked their opinions about how things are goig on campus. Their observations or opinions are not considered. Classified staff are rarely asked to be on committees unless they are on staff senate and are not invited to any meetings where important discussions are being held. The Staff Senate was set p to give the classified and professional staff a voice on campus, but the senate has not performed like it did in the past so it's not really a good tool for the classified staff anymore either. |