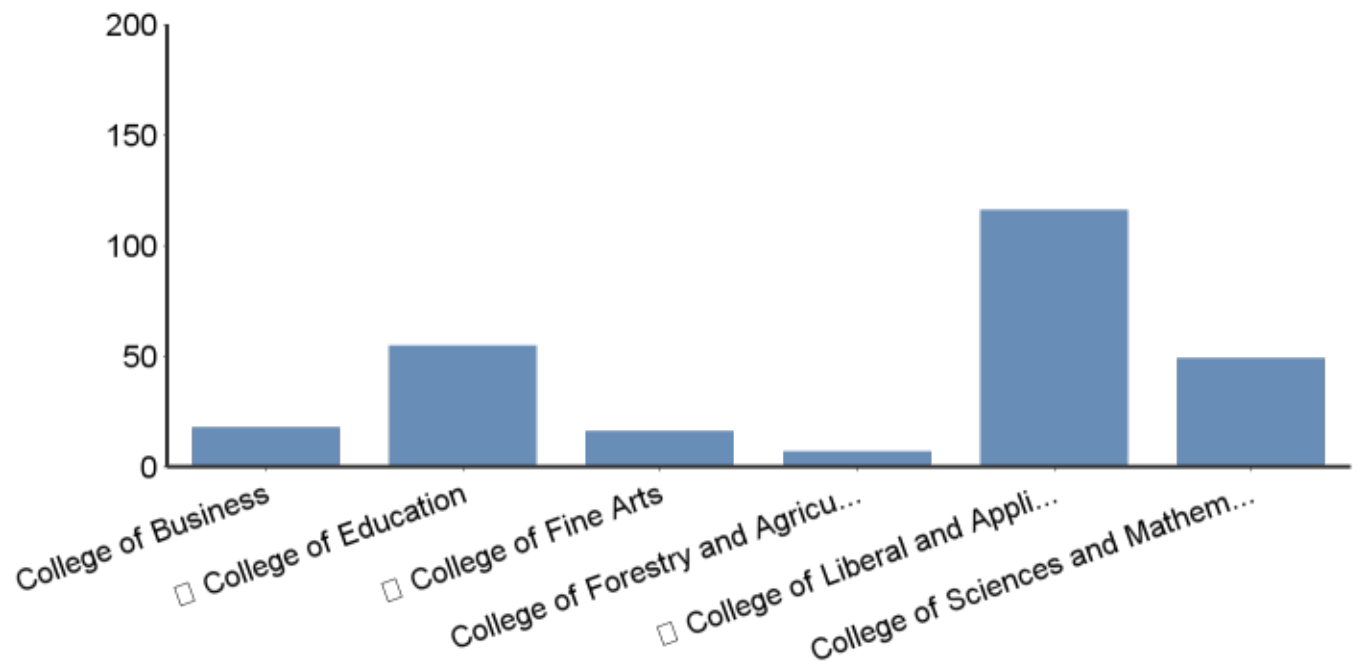


What college are your affiliated?



#	Answer	Bar	Response	%
1	College of Business	<div style="width: 18px; height: 10px; background-color: #4F81BD;"></div>	18	6.90%
2	College of Education	<div style="width: 55px; height: 10px; background-color: #4F81BD;"></div>	55	21.07%
3	College of Fine Arts	<div style="width: 16px; height: 10px; background-color: #4F81BD;"></div>	16	6.13%
4	College of Forestry and Agriculture	<div style="width: 7px; height: 10px; background-color: #4F81BD;"></div>	7	2.68%
5	College of Liberal and Applied Arts	<div style="width: 116px; height: 10px; background-color: #4F81BD;"></div>	116	44.44%
6	College of Sciences and Mathematics	<div style="width: 49px; height: 10px; background-color: #4F81BD;"></div>	49	18.77%
	Total		261	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	6	4.13	2.71	1.65	261	261

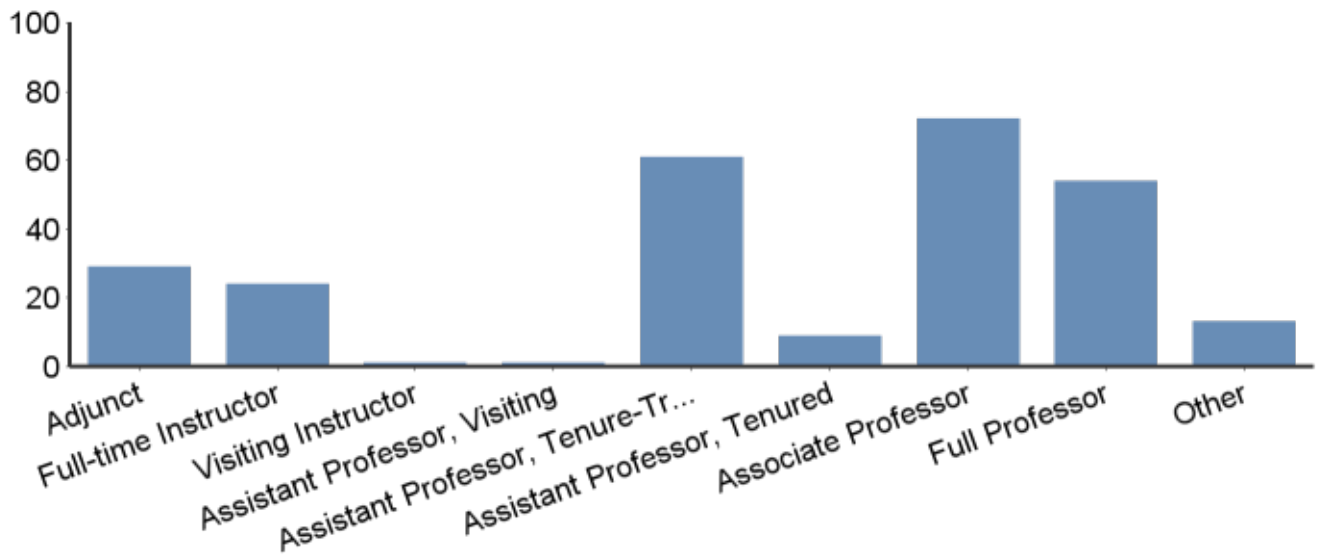
In what department do you work? Please specify in the space below.

& _ Accounting Agriculture Agriculture Analysis Anonymous Art Astronomy Biochemistry Biology Business Chemistry
 Communication Computer Cultural Cultural Department Dept Division Economics Ed
 Education El Elem Elementary English Finance Fine Folklore Folks Forestry Fort Geology
 Government Happened Health Healthscience History Hmsv Human Impairment International Kinesiology
 Languages Leadership Legal Library Management Marketing Mass Math Mathematics Mmib Modern Multidisciplinary Museum Music Nsg
 Nursing Physics Program Psychology School Sciences Secondary Seedl Seel Services Socail
 Social Society Statistics Steen Stone Studies Texas Theatre Visual Work

Text Entry
Government
Secondary Education and Educational Leadership
Human Sciences
Languages, Cultures and Communication
Biology
english
biology
English
Human Services
School of Art

Statistic	Value
Respondents	226

What is your rank?



#	Answer	Bar	Response	%
1	Adjunct	■	29	10.98%
2	Full-time Instructor	■	24	9.09%
3	Visiting Instructor		1	0.38%
4	Assistant Professor, Visiting		1	0.38%
5	Assistant Professor, Tenure-Track	■	61	23.11%
6	Assistant Professor, Tenured	■	9	3.41%
7	Associate Professor	■	72	27.27%
8	Full Professor	■	54	20.45%
12	Other	■	13	4.92%
	Total		264	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	12	5.81	7.34	2.71	264	264

If you selected "other" for your rank, please specify

Assistant Clinical Full li Instructor

Lecturer

Librarian Research Time

Text Entry

Lecturer

Librarian II

Research assistant

Lecturer, Full time

Clinical Instructor

Statistic

Value

Respondents

5

Please specify your salary (in dollars) based on your annual contract, excluding possible summer salary? Estimate to the best of your ability.

000

\$1000 \$100k \$105 \$15 \$20 \$24 \$43 \$49 \$53 \$55 \$55k \$56 \$59 \$60 \$62 \$72 \$73 \$74 \$75 \$76 \$78 \$8 \$80k \$83 \$85 \$94 00 21k Adjust Annually Anonymous Appointment Approx Care Class Combined Embarass Make Peers Questions Respond Response

Survey Universities Varies 5 20 45 46 48 49 50 51 52 53 54 55 56 57 58 59 60 61 63 64 65 69 70 71 72 73 75 80 81 82 84 120 125 231 300 400 446 500 561 630 775 780 800 01234 20000 47000 52000 52200 54000 57000 58000 70000 769 85 101000 124000

Text Entry
71,120
\$100k
\$54,000
\$43,096
46,000
53,000
No response
52000
58,000
41,000

Statistic	Value
Respondents	166

How long have you worked at SFA? Please specify in years. (If less than a year, please express as a decimal value).

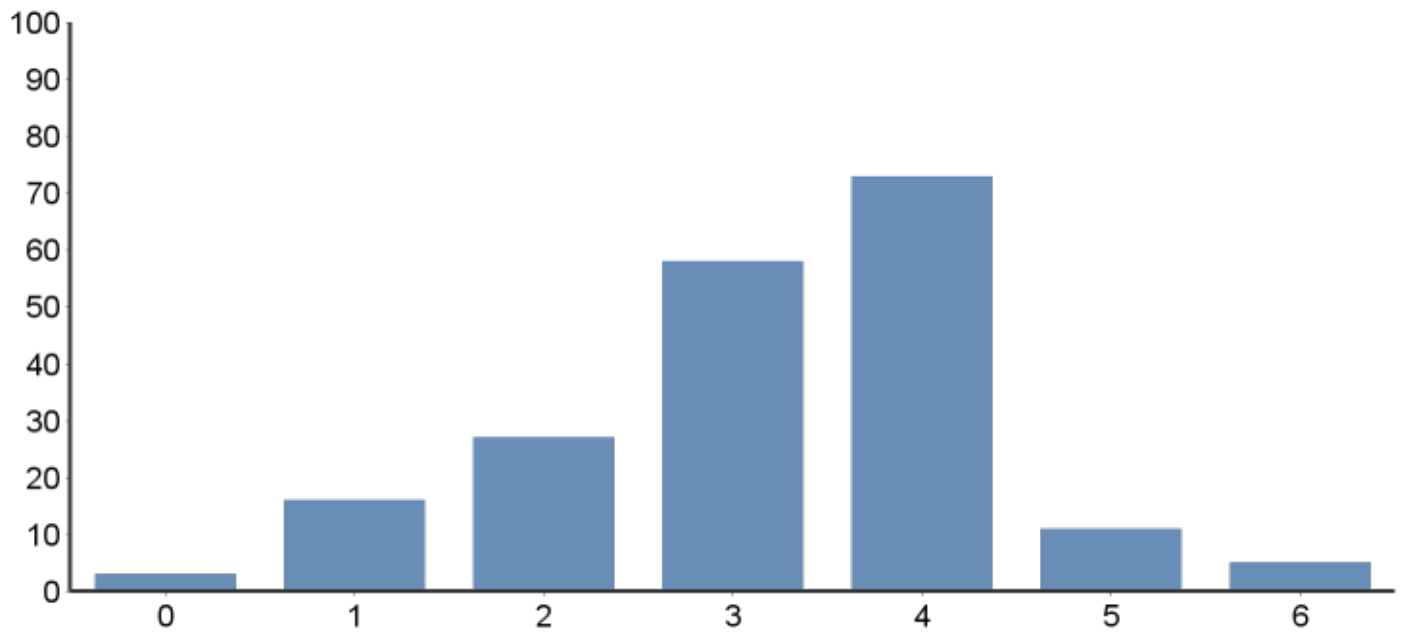
0 1 2 02 3 4 5 6 7 06 8 9 10+ 11 12h 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 30 31 32 35 36 43 83 19 60s 5years 8yrs Answer Assistant Back Base Criminal Degree Department Earier Earning Experience Initialy Intramural Justice Months Nursing Part Position

Present Prior Professional Professor 5hs Staff Student Study Teaching Time Work Worker **Years** Yrs 2000

Text Entry
9 years
8yrs
13 years in present position. 7 years in "Intramural Department" back in the 1980's.
8 years
1 year
6
31
9
10
16 years

Statistic	Value
Respondents	182

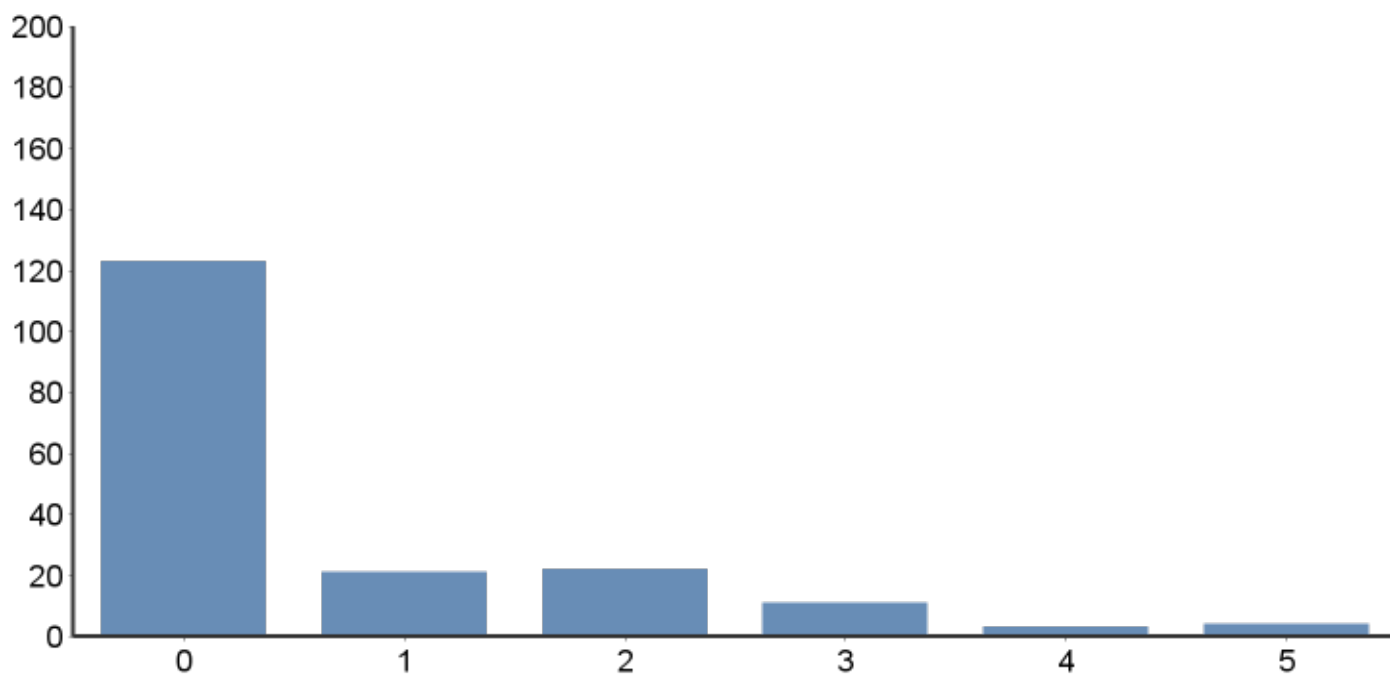
How many course sections do you teach each semester (excluding lab sections)?



#	Answer	Bar	Response	%
1	0		3	1.55%
2	1	█	16	8.29%
3	2	█	27	13.99%
4	3	█	58	30.05%
5	4	█	73	37.82%
6	5	█	11	5.70%
7	6		5	2.59%
	Total		193	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.22	1.41	1.19	193	193

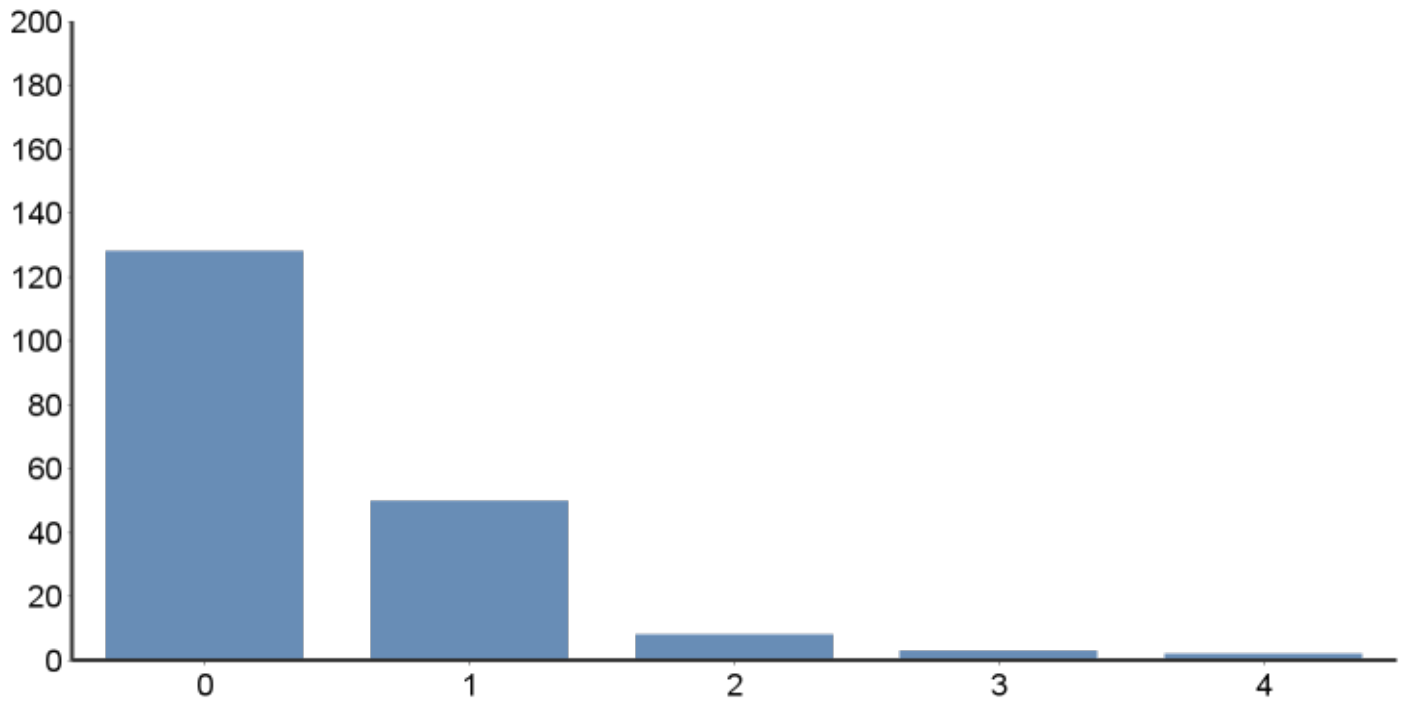
How many lab sections do you teach each semester?



#	Answer	Bar	Response	%
1	0	<div style="width: 123px; height: 10px; background-color: #4F81BD;"></div>	123	66.85%
2	1	<div style="width: 21px; height: 10px; background-color: #4F81BD;"></div>	21	11.41%
3	2	<div style="width: 22px; height: 10px; background-color: #4F81BD;"></div>	22	11.96%
4	3	<div style="width: 11px; height: 10px; background-color: #4F81BD;"></div>	11	5.98%
5	4	<div style="width: 3px; height: 10px; background-color: #4F81BD;"></div>	3	1.63%
6	5	<div style="width: 4px; height: 10px; background-color: #4F81BD;"></div>	4	2.17%
	Total		184	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	6	1.71	1.44	1.20	184	184

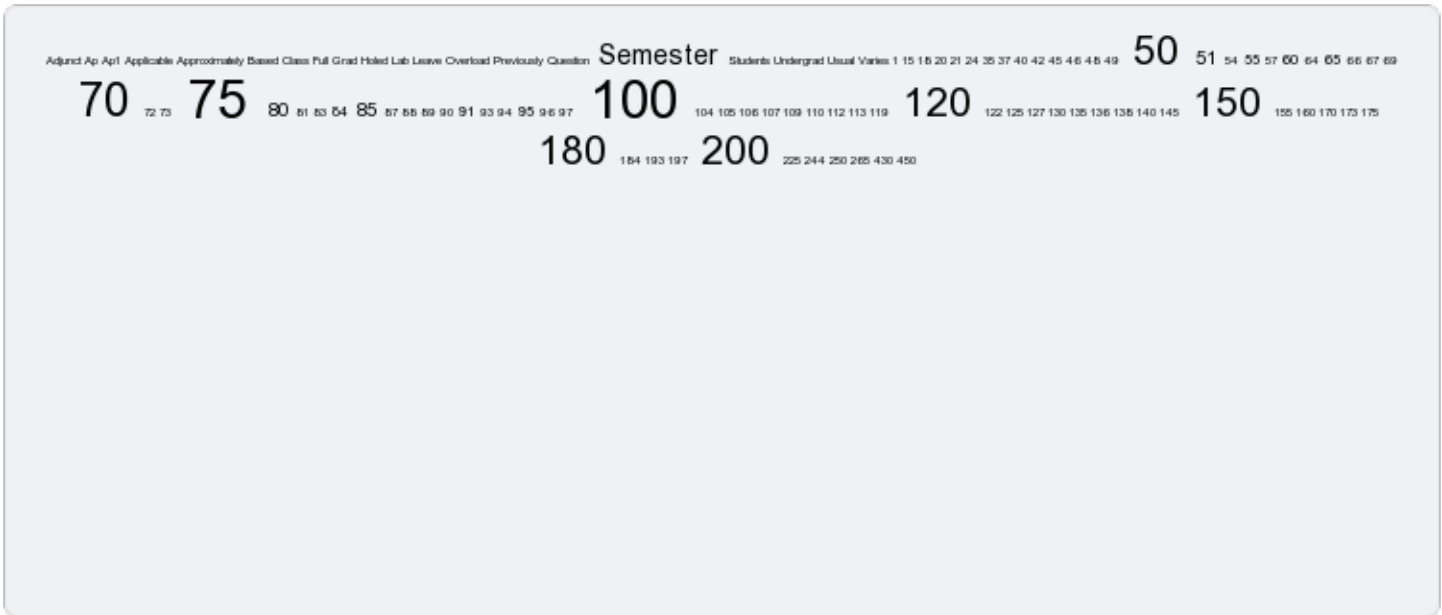
How many course releases do you get each semester (or this semester) for other duties, including administrative duties?



#	Answer	Bar	Response	%
1	0		128	67.02%
2	1		50	26.18%
3	2		8	4.19%
4	3		3	1.57%
5	4		2	1.05%
	Total		191	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	5	1.43	0.55	0.74	191	191

What is the total students number of students enrolled in all of your courses this semester?



Text Entry	
23	
N/A	
180	
180	
150-200	
97	
45	
65	
200	
180-200	

Statistic	Value
Respondents	192

What are the total number of hours spent in the classroom each week (including course sections and labs)?

& = Accommodate Advisor Aist Alternating Applicable Approximately Art Assignments Average Break Campus Classes Contract Coured Courses Day Director Dissertation Doctoral Emails Excluding F2F Face Filing Grading **HOURS** Hrs Include Independent Individual Interacting Lab Lab
 Lecture Line Load Lot Lrc Meetings Night Normal Office Online Overload Post Pre Prep Preparation Require Responding Sici Scuba Semester Serve Set Students Study Tanks Teach Thing Time Tobly Varies Weekend 1 2 3 4

5 6 7 8 9 10 11 **12** 13

14 15 16 17 18 19 20 21 22 24 25 26 28 30 45 75 495

Text Entry
8
N/A
13
11
14
10 including online
7.5
12
12
6-8

Statistic	Value
Respondents	187

Including all teaching, service, and scholarly responsibilities, how many students are you responsible for each semester? Estimate to the best of your ability.

Acad Activities Ad Advising Annual Approx Art Article Assessment Cases Classes Continuing Coordinator Couple Departmental Depending Fall Formal Graduate Hours Include Kind Labs Lecture Majors Online Organization Peer Plan Pq Presentations Program Question Responsibilities
 Responsibilities Sections Semester Service Spring Students Summer Teach Typically Upper Varies Week 1 2 3 14 15 20 24 25 30 40 44 45 46 48 50 50+ 53 55 60 64 65 70 72 73 74 75 80 85 90

100

175 180 190 200 210 220 225 230 250 265 300 400 450 500

Text Entry

15

All majors in the department

250

180

200

100

50

65

250

190-210

Statistic

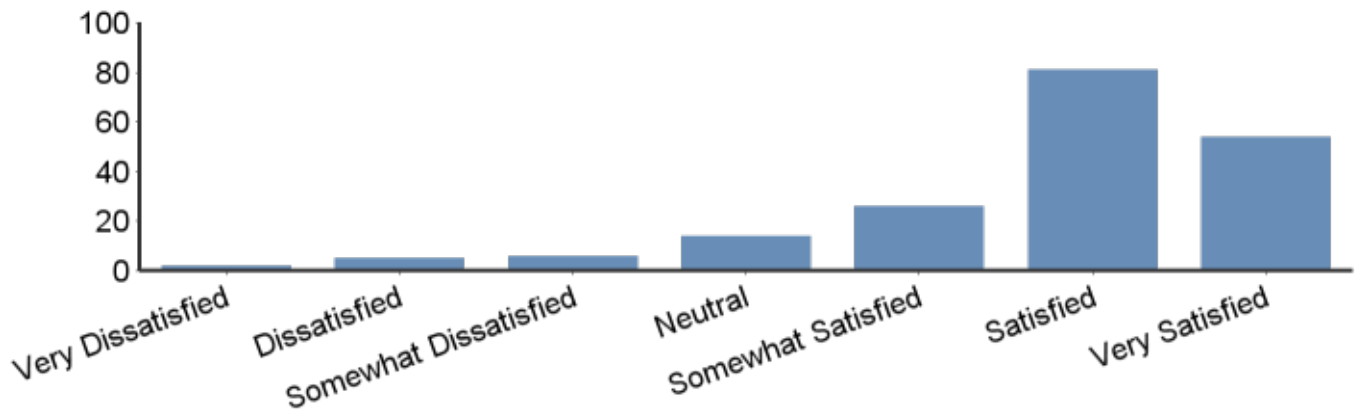
Value

Respondents

188

For the following questions, please indicate [your level of satisfaction with each of the following areas](#) using the scale indicated.

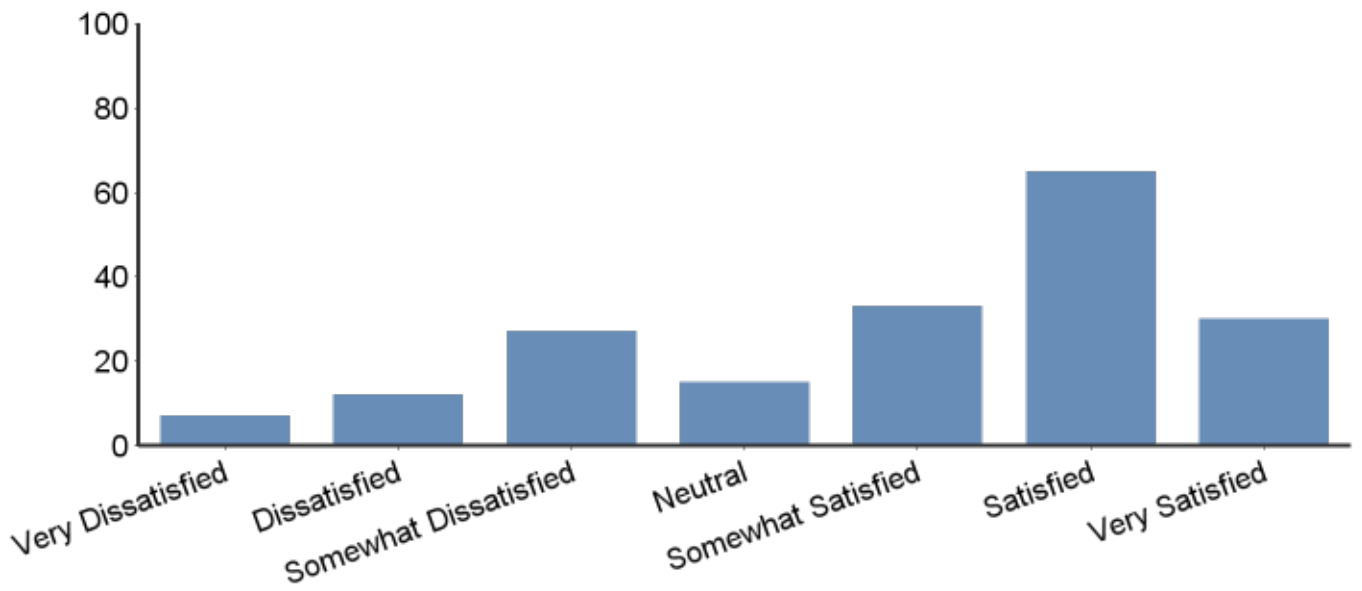
Your current teaching assignments?



#	Answer	Bar	Response	%
1	Very Dissatisfied		2	1.06%
2	Dissatisfied		5	2.66%
3	Somewhat Dissatisfied		6	3.19%
4	Neutral	■	14	7.45%
5	Somewhat Satisfied	■	26	13.83%
6	Satisfied	■	81	43.09%
7	Very Satisfied	■	54	28.72%
	Total		188	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	5.74	1.65	1.28	188	188

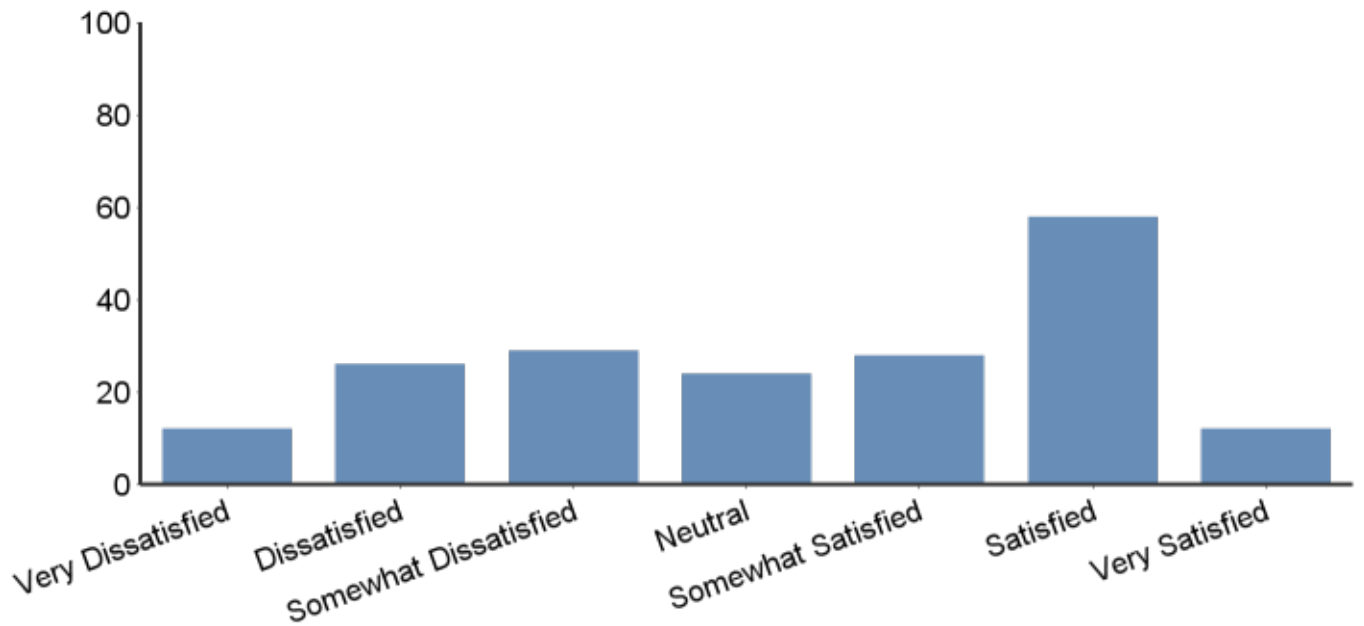
Your teaching workload?



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 3.70%;"></div>	7	3.70%
2	Dissatisfied	<div style="width: 6.35%;"></div>	12	6.35%
3	Somewhat Dissatisfied	<div style="width: 14.29%;"></div>	27	14.29%
4	Neutral	<div style="width: 7.94%;"></div>	15	7.94%
5	Somewhat Satisfied	<div style="width: 17.46%;"></div>	33	17.46%
6	Satisfied	<div style="width: 34.39%;"></div>	65	34.39%
7	Very Satisfied	<div style="width: 15.87%;"></div>	30	15.87%
	Total		189	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.96	2.81	1.68	189	189

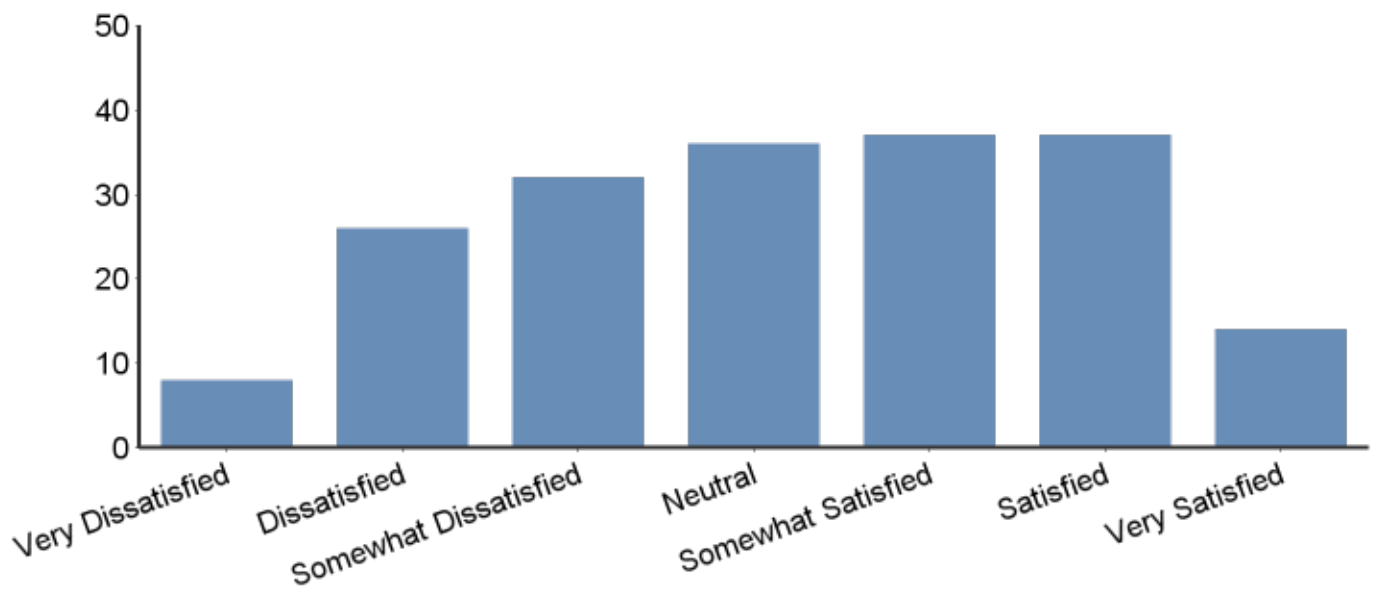
The workload policy for your college?



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 6.35%;"></div>	12	6.35%
2	Dissatisfied	<div style="width: 13.76%;"></div>	26	13.76%
3	Somewhat Dissatisfied	<div style="width: 15.34%;"></div>	29	15.34%
4	Neutral	<div style="width: 12.70%;"></div>	24	12.70%
5	Somewhat Satisfied	<div style="width: 14.81%;"></div>	28	14.81%
6	Satisfied	<div style="width: 30.69%;"></div>	58	30.69%
7	Very Satisfied	<div style="width: 6.35%;"></div>	12	6.35%
	Total		189	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.33	3.13	1.77	189	189

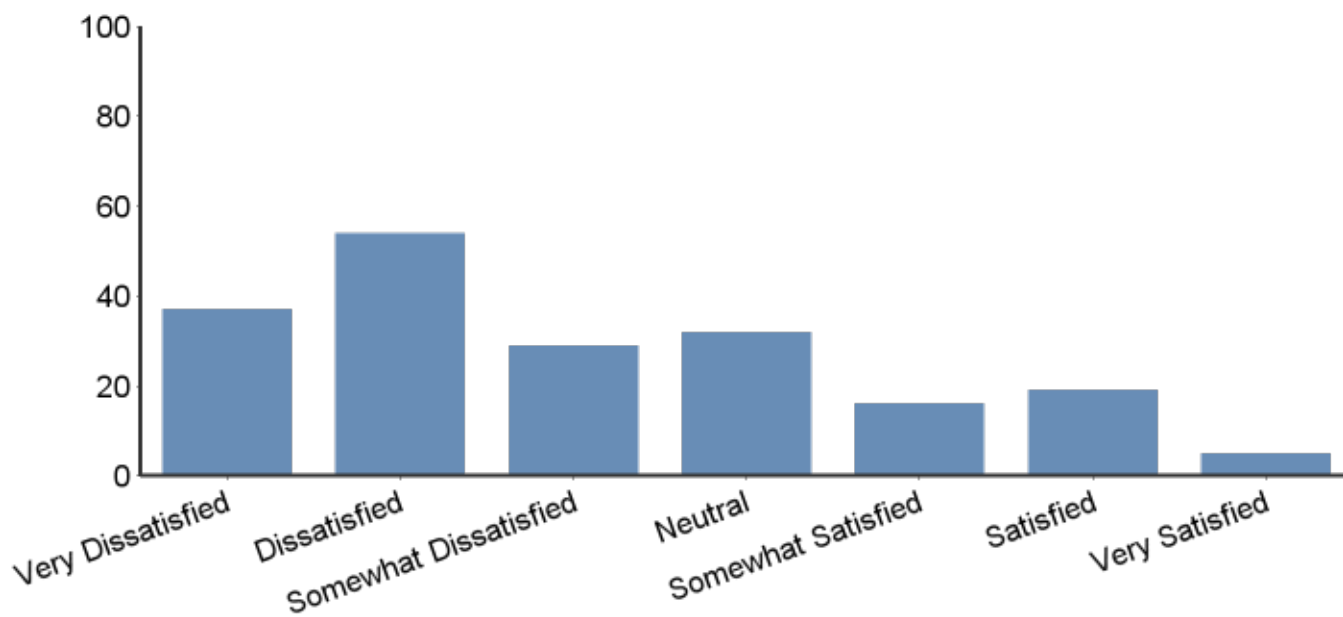
Your current research/scholarship?



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 4.21%; height: 10px; background-color: #4f81bd;"></div>	8	4.21%
2	Dissatisfied	<div style="width: 13.68%; height: 10px; background-color: #4f81bd;"></div>	26	13.68%
3	Somewhat Dissatisfied	<div style="width: 16.84%; height: 10px; background-color: #4f81bd;"></div>	32	16.84%
4	Neutral	<div style="width: 18.95%; height: 10px; background-color: #4f81bd;"></div>	36	18.95%
5	Somewhat Satisfied	<div style="width: 19.47%; height: 10px; background-color: #4f81bd;"></div>	37	19.47%
6	Satisfied	<div style="width: 19.47%; height: 10px; background-color: #4f81bd;"></div>	37	19.47%
7	Very Satisfied	<div style="width: 7.37%; height: 10px; background-color: #4f81bd;"></div>	14	7.37%
	Total		190	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.24	2.69	1.64	190	190

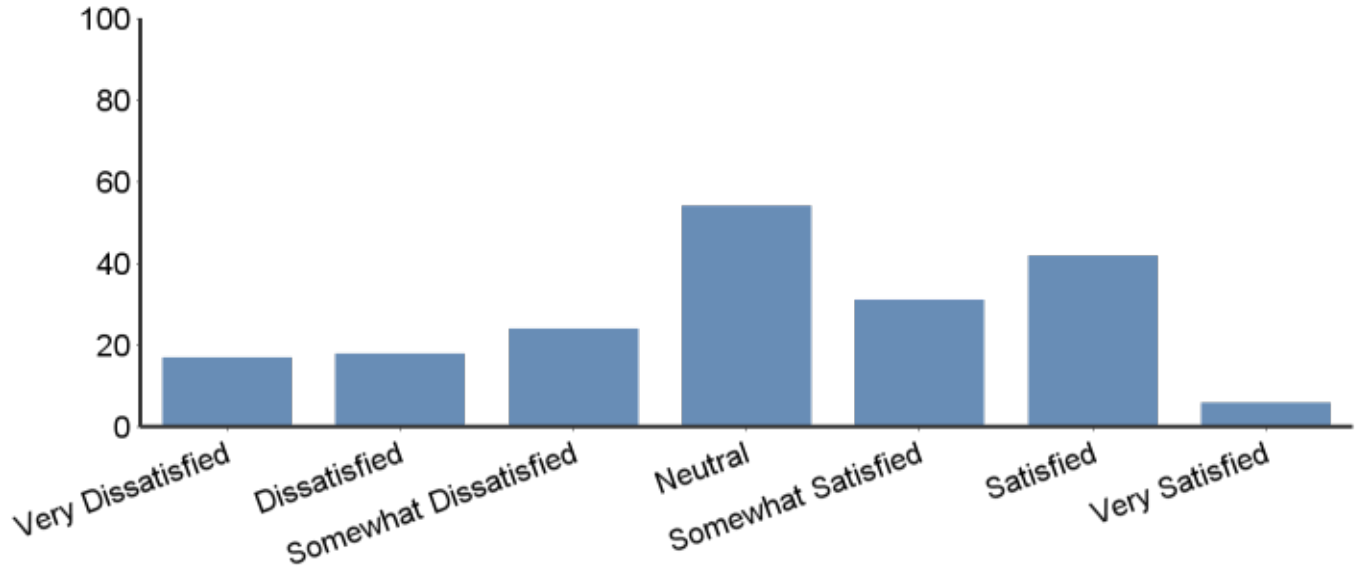
Amount of time available for research/scholarship?



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 37%;"></div>	37	19.27%
2	Dissatisfied	<div style="width: 54%;"></div>	54	28.13%
3	Somewhat Dissatisfied	<div style="width: 29%;"></div>	29	15.10%
4	Neutral	<div style="width: 32%;"></div>	32	16.67%
5	Somewhat Satisfied	<div style="width: 16%;"></div>	16	8.33%
6	Satisfied	<div style="width: 19%;"></div>	19	9.90%
7	Very Satisfied	<div style="width: 5%;"></div>	5	2.60%
	Total		192	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	3.07	2.87	1.69	192	192

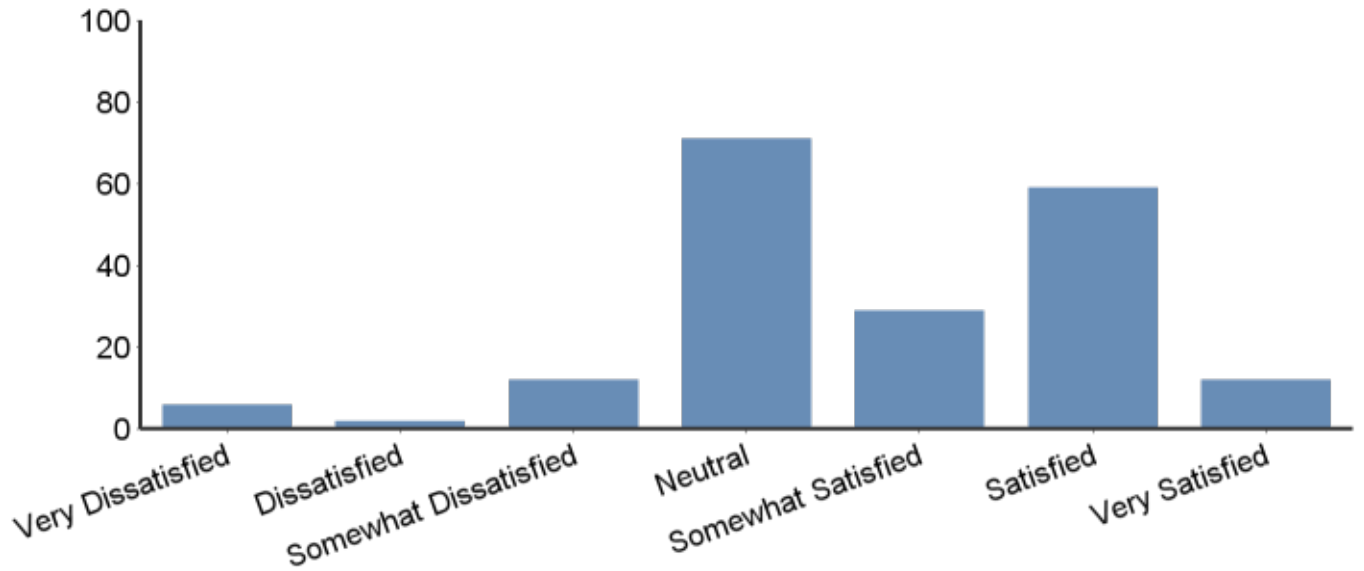
College requirements/expectations for research and scholarship?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



#	Answer	Bar	Response	%
1	Very Dissatisfied	■	17	8.85%
2	Dissatisfied	■	18	9.38%
3	Somewhat Dissatisfied	■	24	12.50%
4	Neutral	■	54	28.13%
5	Somewhat Satisfied	■	31	16.15%
6	Satisfied	■	42	21.88%
7	Very Satisfied	■	6	3.13%
	Total		192	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.11	2.62	1.62	192	192

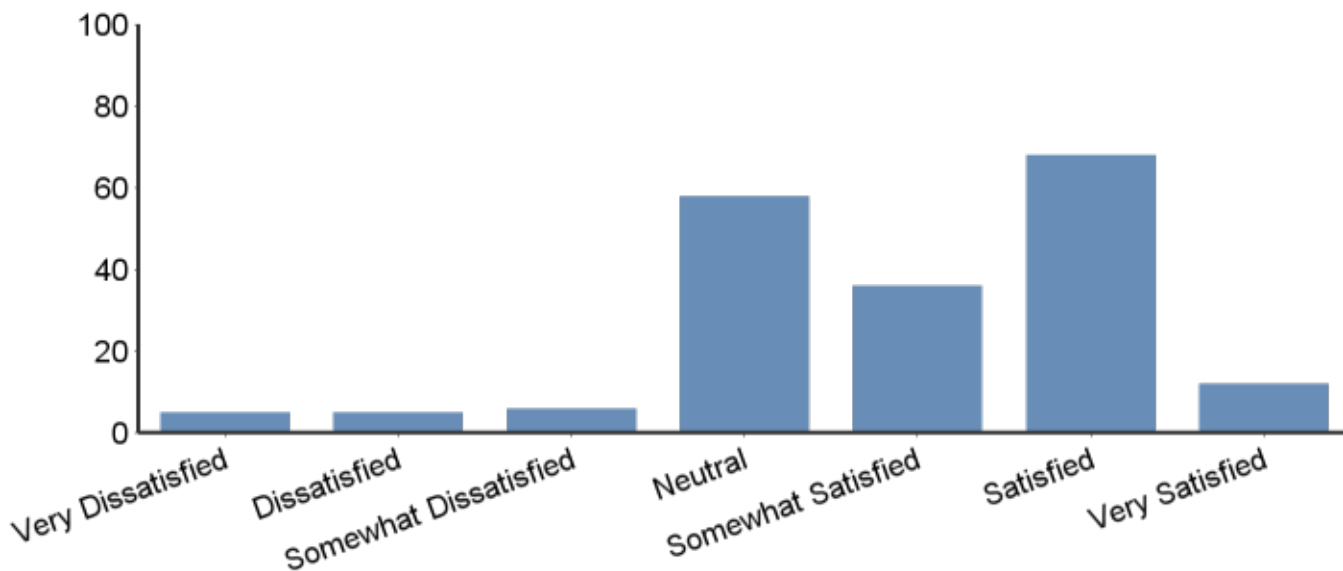
Service opportunities at the university level?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 3.14%;"></div>	6	3.14%
2	Dissatisfied	<div style="width: 1.05%;"></div>	2	1.05%
3	Somewhat Dissatisfied	<div style="width: 6.28%;"></div>	12	6.28%
4	Neutral	<div style="width: 37.17%;"></div>	71	37.17%
5	Somewhat Satisfied	<div style="width: 15.18%;"></div>	29	15.18%
6	Satisfied	<div style="width: 30.89%;"></div>	59	30.89%
7	Very Satisfied	<div style="width: 6.28%;"></div>	12	6.28%
	Total		191	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.78	1.74	1.32	191	191

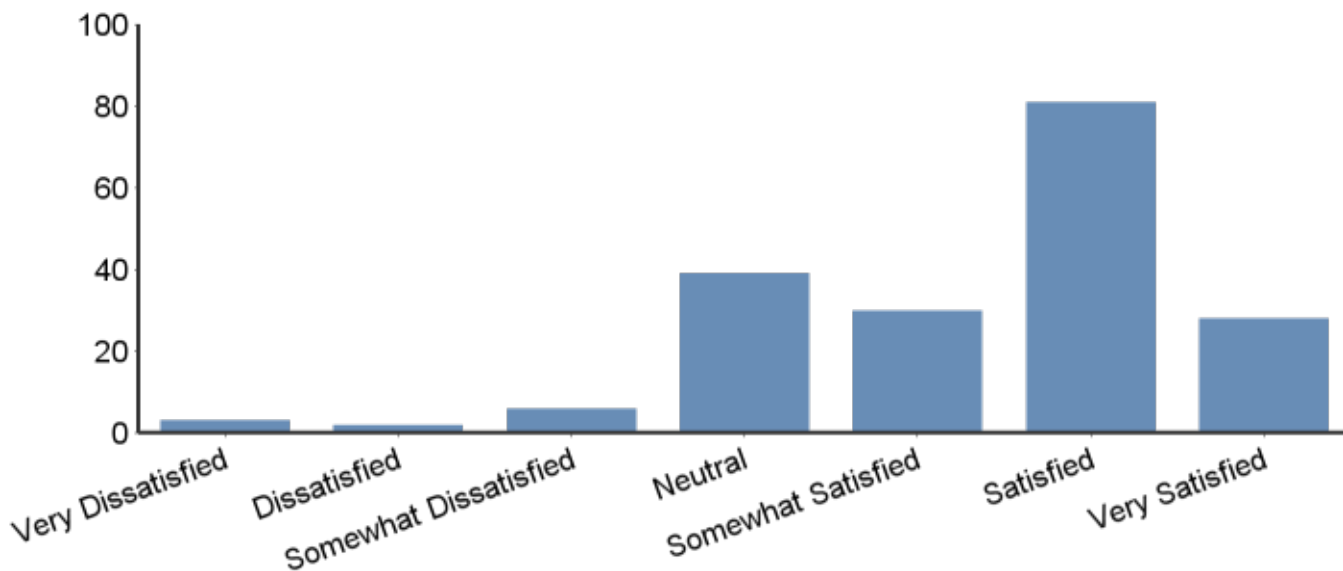
Service opportunities at the college level?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 2.63%;"></div>	5	2.63%
2	Dissatisfied	<div style="width: 2.63%;"></div>	5	2.63%
3	Somewhat Dissatisfied	<div style="width: 3.16%;"></div>	6	3.16%
4	Neutral	<div style="width: 30.53%;"></div>	58	30.53%
5	Somewhat Satisfied	<div style="width: 18.95%;"></div>	36	18.95%
6	Satisfied	<div style="width: 35.79%;"></div>	68	35.79%
7	Very Satisfied	<div style="width: 6.32%;"></div>	12	6.32%
	Total		190	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.93	1.70	1.31	190	190

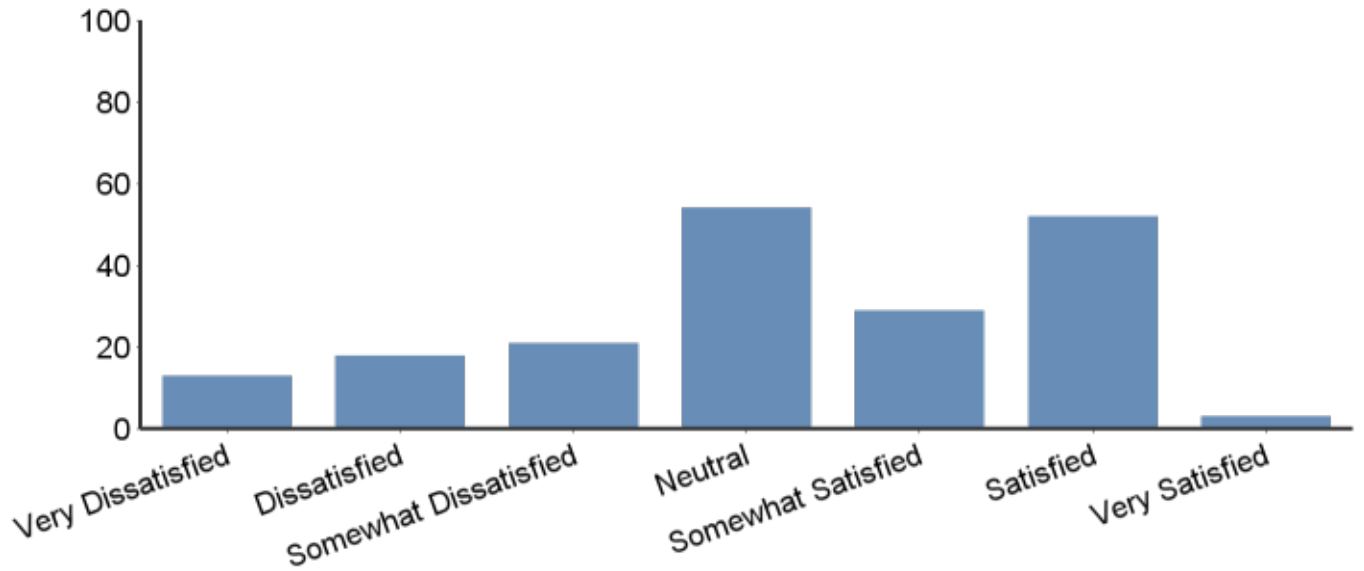
Service opportunities at the department level?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



#	Answer	Bar	Response	%
1	Very Dissatisfied		3	1.59%
2	Dissatisfied		2	1.06%
3	Somewhat Dissatisfied		6	3.17%
4	Neutral	■	39	20.63%
5	Somewhat Satisfied	■	30	15.87%
6	Satisfied	■	81	42.86%
7	Very Satisfied	■	28	14.81%
	Total		189	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	5.36	1.58	1.26	189	189

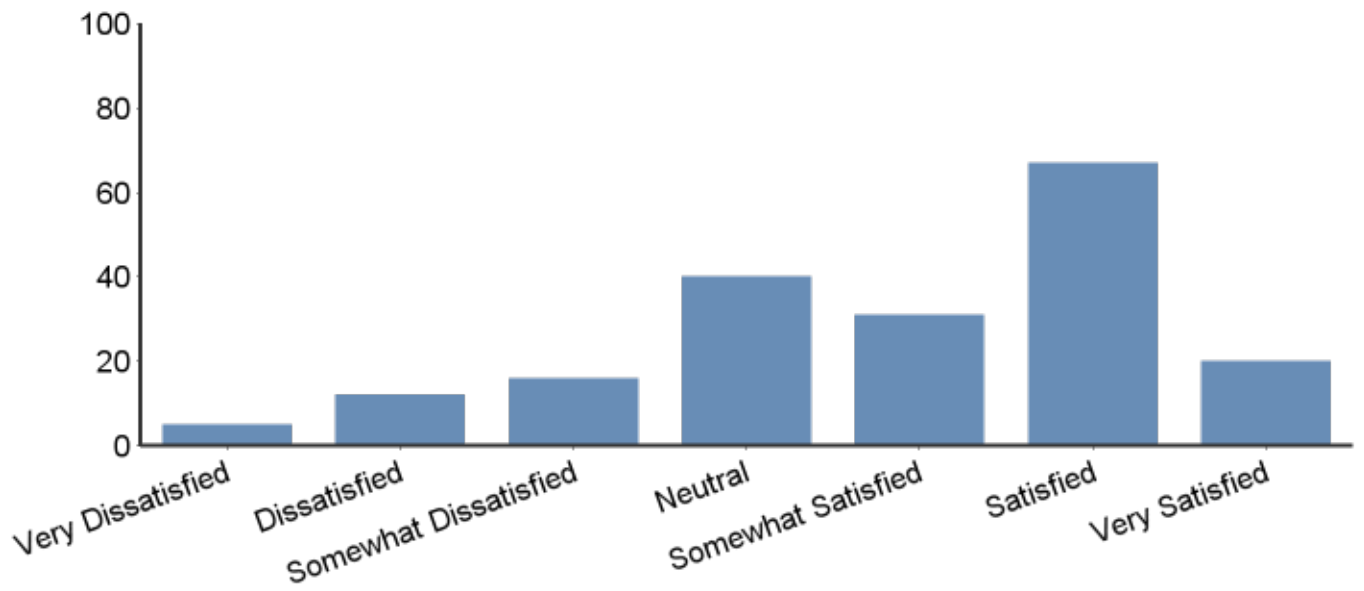
University expectations regarding service?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 6.84%;"></div>	13	6.84%
2	Dissatisfied	<div style="width: 9.47%;"></div>	18	9.47%
3	Somewhat Dissatisfied	<div style="width: 11.05%;"></div>	21	11.05%
4	Neutral	<div style="width: 28.42%;"></div>	54	28.42%
5	Somewhat Satisfied	<div style="width: 15.26%;"></div>	29	15.26%
6	Satisfied	<div style="width: 27.37%;"></div>	52	27.37%
7	Very Satisfied	<div style="width: 1.58%;"></div>	3	1.58%
	Total		190	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.24	2.45	1.56	190	190

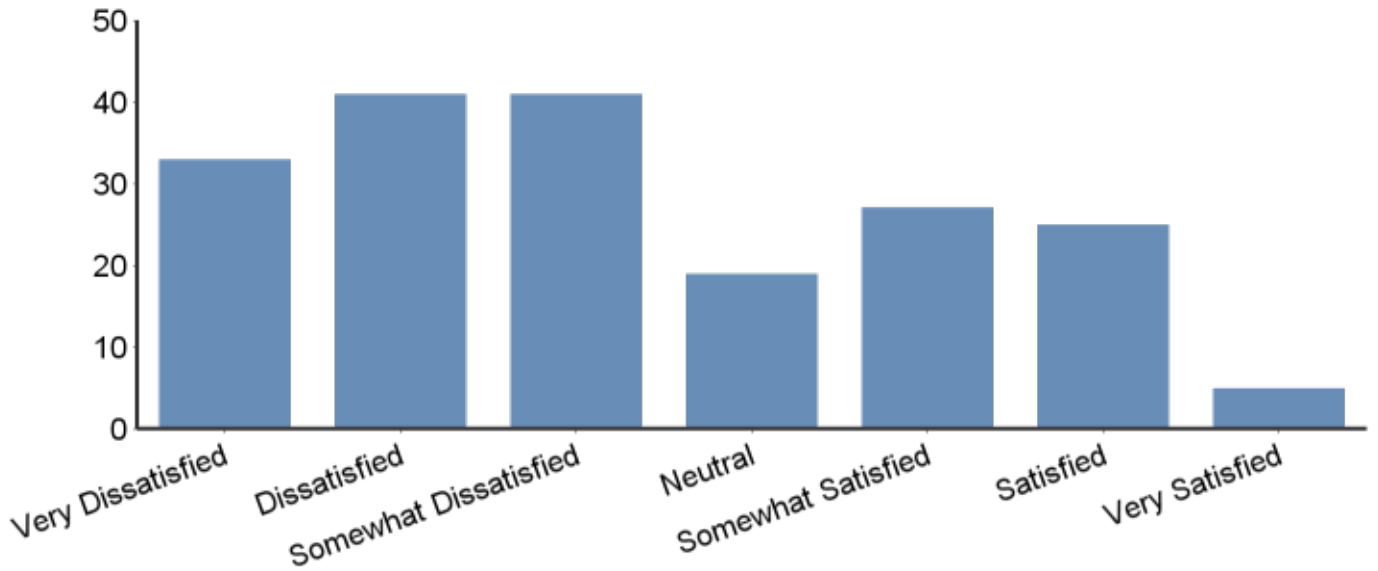
Your current service experiences?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 2.62%;"></div>	5	2.62%
2	Dissatisfied	<div style="width: 6.28%;"></div>	12	6.28%
3	Somewhat Dissatisfied	<div style="width: 8.38%;"></div>	16	8.38%
4	Neutral	<div style="width: 20.94%;"></div>	40	20.94%
5	Somewhat Satisfied	<div style="width: 16.23%;"></div>	31	16.23%
6	Satisfied	<div style="width: 35.08%;"></div>	67	35.08%
7	Very Satisfied	<div style="width: 10.47%;"></div>	20	10.47%
	Total		191	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.89	2.30	1.52	191	191

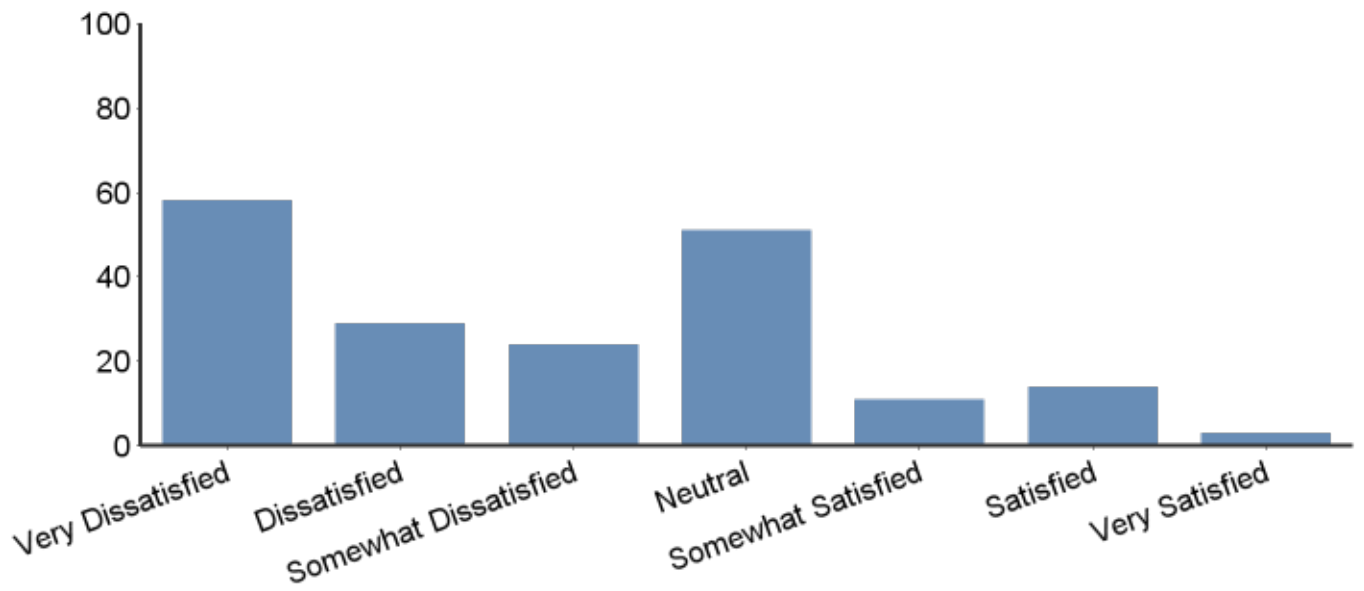
Your current salary (excluding summer pay)?



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 33px; height: 10px; background-color: #4f81bd;"></div>	33	17.28%
2	Dissatisfied	<div style="width: 41px; height: 10px; background-color: #4f81bd;"></div>	41	21.47%
3	Somewhat Dissatisfied	<div style="width: 41px; height: 10px; background-color: #4f81bd;"></div>	41	21.47%
4	Neutral	<div style="width: 19px; height: 10px; background-color: #4f81bd;"></div>	19	9.95%
5	Somewhat Satisfied	<div style="width: 27px; height: 10px; background-color: #4f81bd;"></div>	27	14.14%
6	Satisfied	<div style="width: 25px; height: 10px; background-color: #4f81bd;"></div>	25	13.09%
7	Very Satisfied	<div style="width: 5px; height: 10px; background-color: #4f81bd;"></div>	5	2.62%
	Total		191	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	3.32	3.08	1.76	191	191

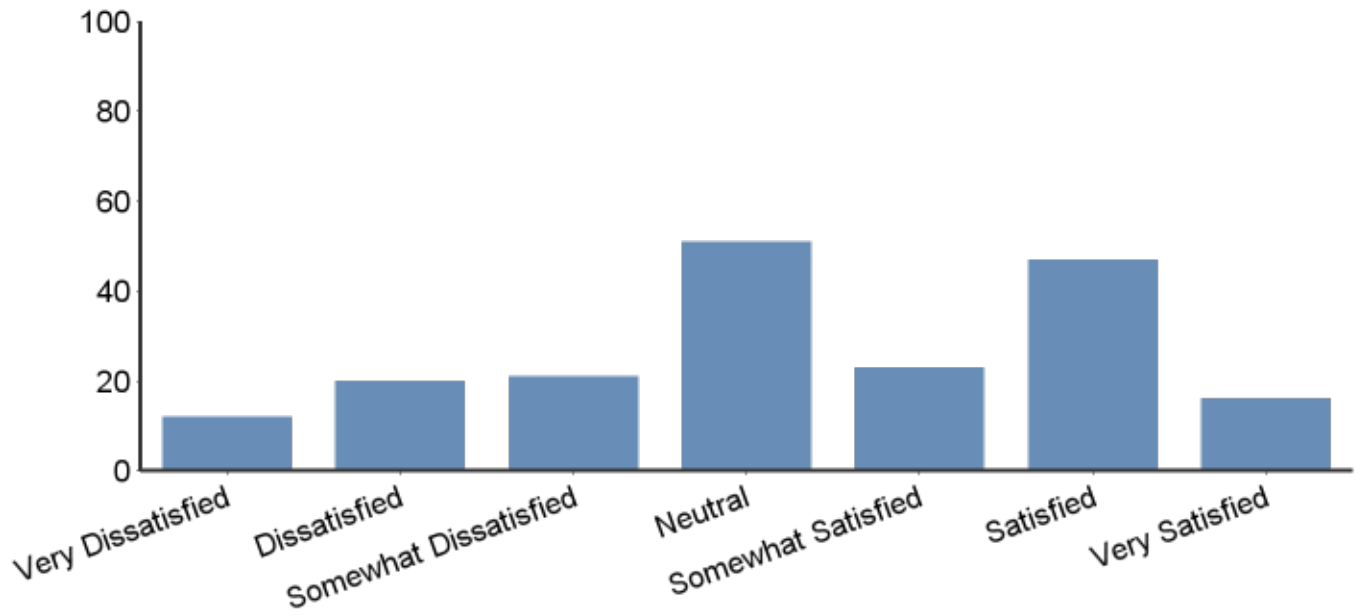
Summer compensation for courses?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



#	Answer	Bar	Response	%
1	Very Dissatisfied	<div style="width: 30.53%;"></div>	58	30.53%
2	Dissatisfied	<div style="width: 15.26%;"></div>	29	15.26%
3	Somewhat Dissatisfied	<div style="width: 12.63%;"></div>	24	12.63%
4	Neutral	<div style="width: 26.84%;"></div>	51	26.84%
5	Somewhat Satisfied	<div style="width: 5.79%;"></div>	11	5.79%
6	Satisfied	<div style="width: 7.37%;"></div>	14	7.37%
7	Very Satisfied	<div style="width: 1.58%;"></div>	3	1.58%
	Total		190	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	2.91	2.80	1.67	190	190

Availability of summer teaching assignments?



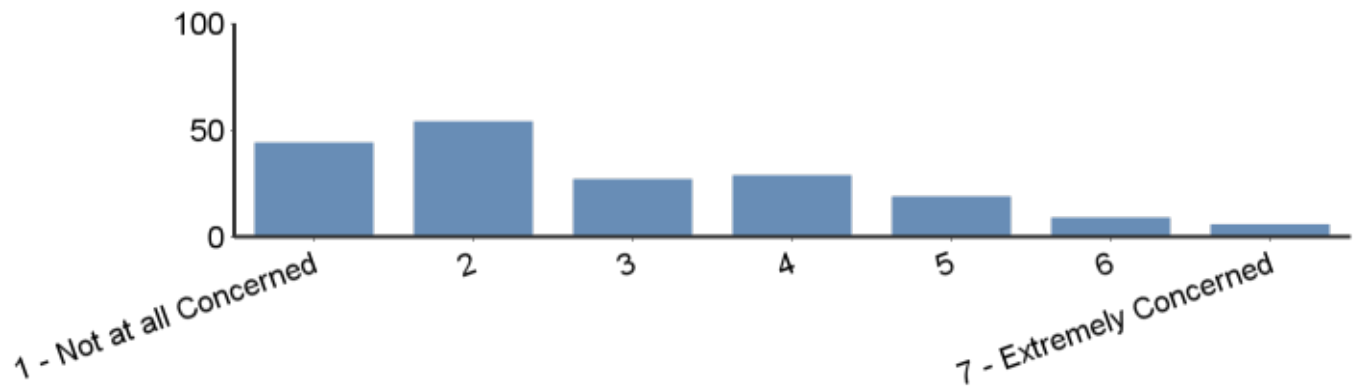
#	Answer	Bar	Response	%
1	Very Dissatisfied	■	12	6.32%
2	Dissatisfied	■	20	10.53%
3	Somewhat Dissatisfied	■	21	11.05%
4	Neutral	■	51	26.84%
5	Somewhat Satisfied	■	23	12.11%
6	Satisfied	■	47	24.74%
7	Very Satisfied	■	16	8.42%
	Total		190	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	7	4.36	2.86	1.69	190	190

For the following questions, please [indicate your level of concern with each of the following areas](#) using the scale indicated.

<?xml:namespace prefix = "o" />

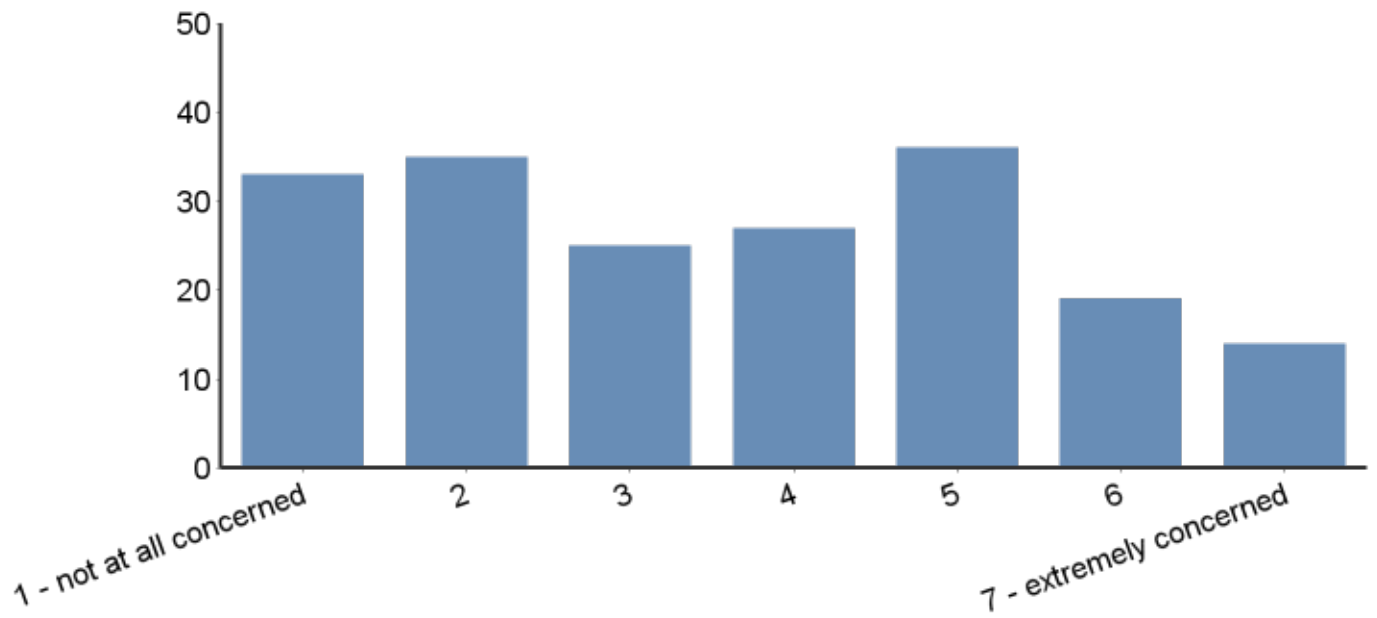
Your current teaching assignments?



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - Not at all Concerned | | 44 | 23.40% |
| 2 | 2 | | 54 | 28.72% |
| 3 | 3 | | 27 | 14.36% |
| 4 | 4 | | 29 | 15.43% |
| 5 | 5 | | 19 | 10.11% |
| 6 | 6 | | 9 | 4.79% |
| 7 | 7 - Extremely Concerned | | 6 | 3.19% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 2.87 | 2.72 | 1.65 | 188 | 188 |

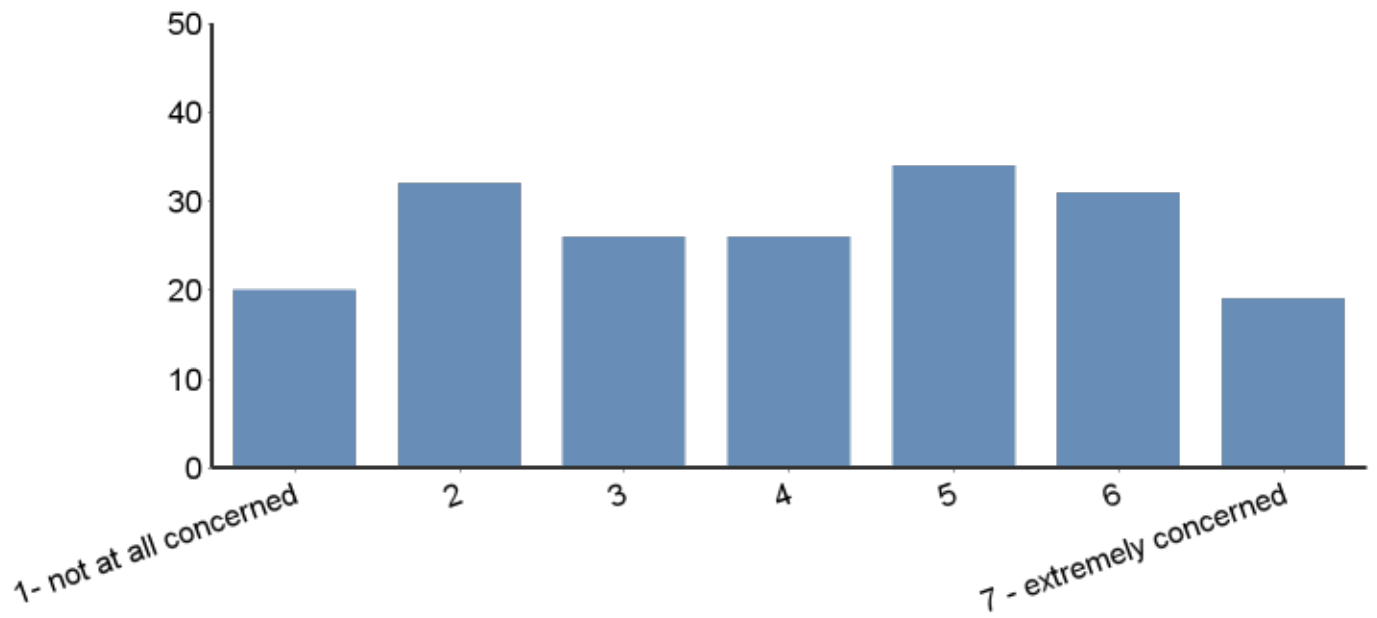
Your teaching workload?



| # | Answer | Bar | Response | % |
|---|--------------------------|---|----------|---------|
| 1 | 1 - not at all concerned | <div style="width: 33px; height: 10px; background-color: #4F81BD;"></div> | 33 | 17.46% |
| 2 | 2 | <div style="width: 35px; height: 10px; background-color: #4F81BD;"></div> | 35 | 18.52% |
| 3 | 3 | <div style="width: 25px; height: 10px; background-color: #4F81BD;"></div> | 25 | 13.23% |
| 4 | 4 | <div style="width: 27px; height: 10px; background-color: #4F81BD;"></div> | 27 | 14.29% |
| 5 | 5 | <div style="width: 36px; height: 10px; background-color: #4F81BD;"></div> | 36 | 19.05% |
| 6 | 6 | <div style="width: 19px; height: 10px; background-color: #4F81BD;"></div> | 19 | 10.05% |
| 7 | 7 - extremely concerned | <div style="width: 14px; height: 10px; background-color: #4F81BD;"></div> | 14 | 7.41% |
| | Total | | 189 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.59 | 3.55 | 1.88 | 189 | 189 |

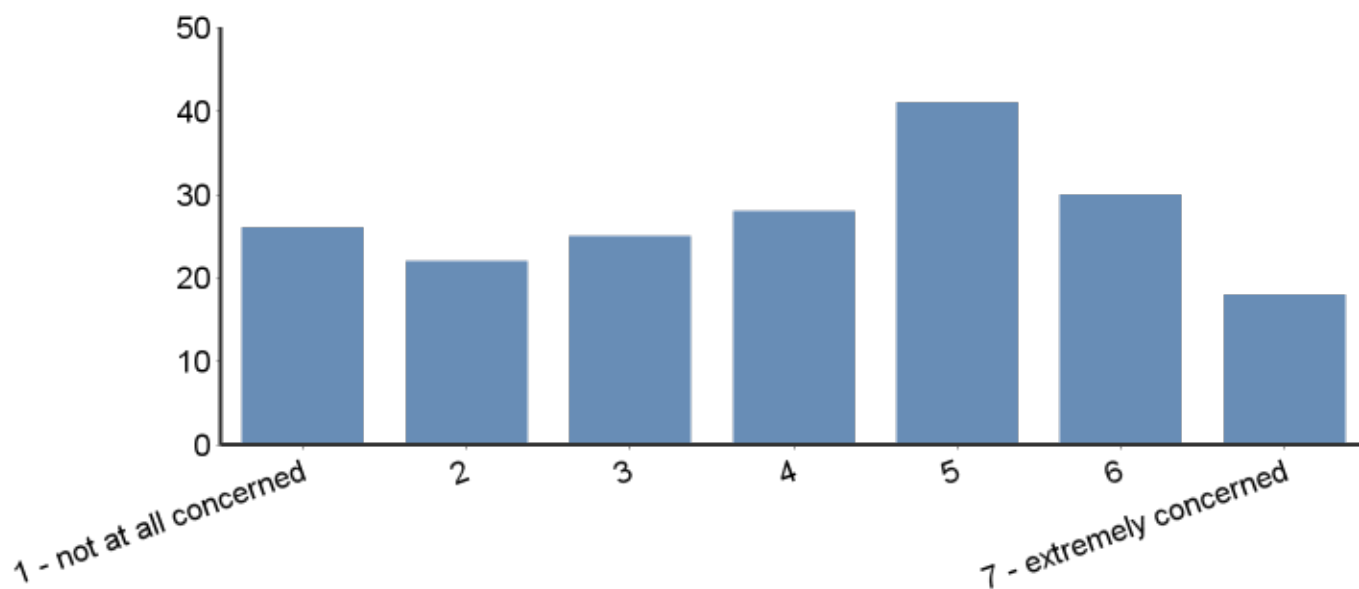
The workload policy for your college?



| # | Answer | Bar | Response | % |
|---|-------------------------|---|----------|---------|
| 1 | 1- not at all concerned | <div style="width: 20px; height: 10px; background-color: #4F81BD;"></div> | 20 | 10.64% |
| 2 | 2 | <div style="width: 32px; height: 10px; background-color: #4F81BD;"></div> | 32 | 17.02% |
| 3 | 3 | <div style="width: 26px; height: 10px; background-color: #4F81BD;"></div> | 26 | 13.83% |
| 4 | 4 | <div style="width: 26px; height: 10px; background-color: #4F81BD;"></div> | 26 | 13.83% |
| 5 | 5 | <div style="width: 34px; height: 10px; background-color: #4F81BD;"></div> | 34 | 18.09% |
| 6 | 6 | <div style="width: 31px; height: 10px; background-color: #4F81BD;"></div> | 31 | 16.49% |
| 7 | 7 - extremely concerned | <div style="width: 19px; height: 10px; background-color: #4F81BD;"></div> | 19 | 10.11% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.02 | 3.55 | 1.88 | 188 | 188 |

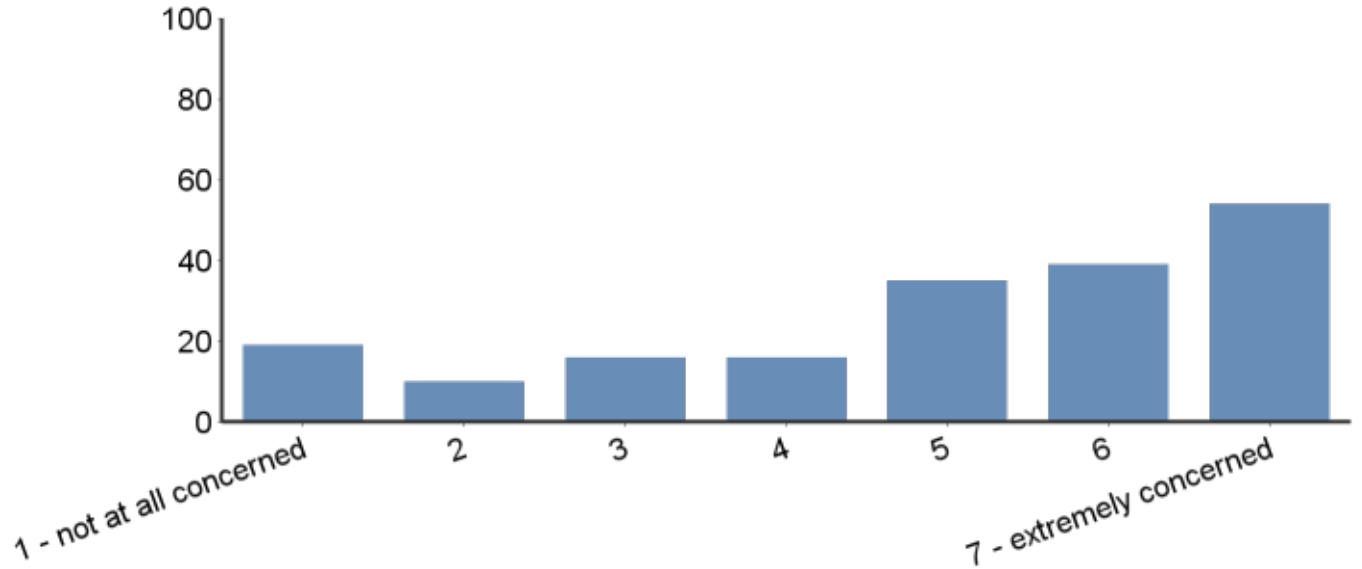
Your current research/scholarship?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|---|----------|---------|
| 1 | 1 - not at all concerned | <div style="width: 13.68%; height: 10px; background-color: #4F81BD;"></div> | 26 | 13.68% |
| 2 | 2 | <div style="width: 11.58%; height: 10px; background-color: #4F81BD;"></div> | 22 | 11.58% |
| 3 | 3 | <div style="width: 13.16%; height: 10px; background-color: #4F81BD;"></div> | 25 | 13.16% |
| 4 | 4 | <div style="width: 14.74%; height: 10px; background-color: #4F81BD;"></div> | 28 | 14.74% |
| 5 | 5 | <div style="width: 21.58%; height: 10px; background-color: #4F81BD;"></div> | 41 | 21.58% |
| 6 | 6 | <div style="width: 15.79%; height: 10px; background-color: #4F81BD;"></div> | 30 | 15.79% |
| 7 | 7 - extremely concerned | <div style="width: 9.47%; height: 10px; background-color: #4F81BD;"></div> | 18 | 9.47% |
| | Total | | 190 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.04 | 3.54 | 1.88 | 190 | 190 |

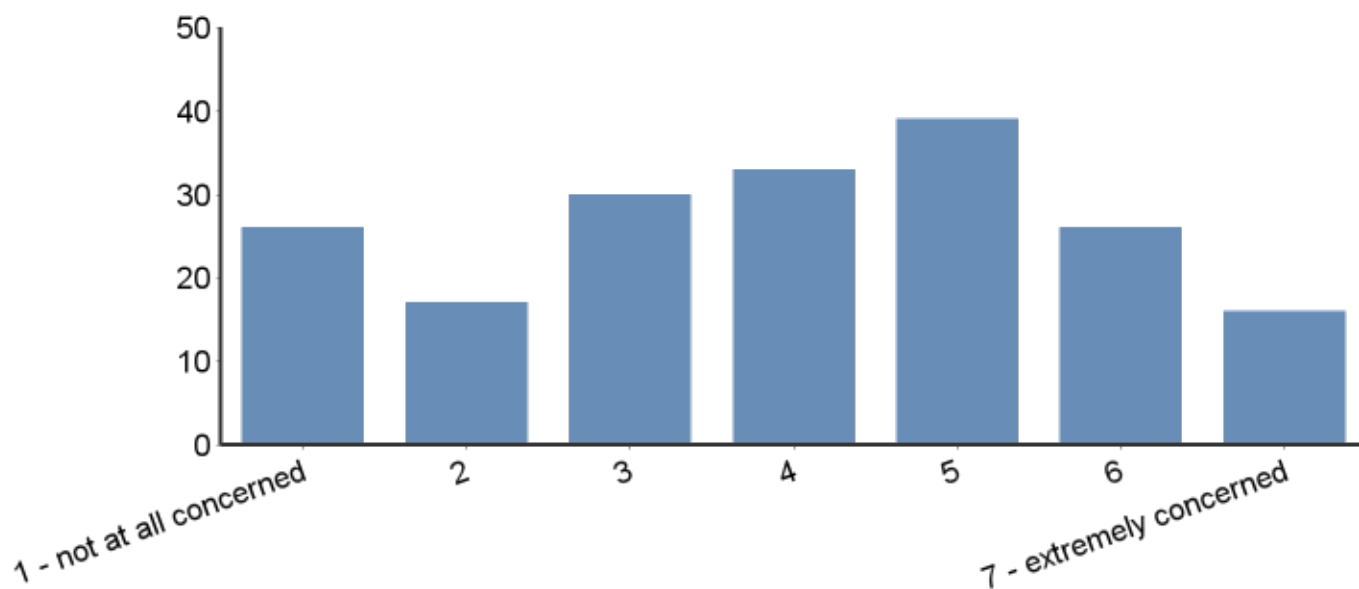
Amount of time available for research/scholarship?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|------------------------------------|----------|---------|
| 1 | 1 - not at all concerned | <div style="width: 10.05%;"></div> | 19 | 10.05% |
| 2 | 2 | <div style="width: 5.29%;"></div> | 10 | 5.29% |
| 3 | 3 | <div style="width: 8.47%;"></div> | 16 | 8.47% |
| 4 | 4 | <div style="width: 8.47%;"></div> | 16 | 8.47% |
| 5 | 5 | <div style="width: 18.52%;"></div> | 35 | 18.52% |
| 6 | 6 | <div style="width: 20.63%;"></div> | 39 | 20.63% |
| 7 | 7 - extremely concerned | <div style="width: 28.57%;"></div> | 54 | 28.57% |
| | Total | | 189 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.96 | 3.88 | 1.97 | 189 | 189 |

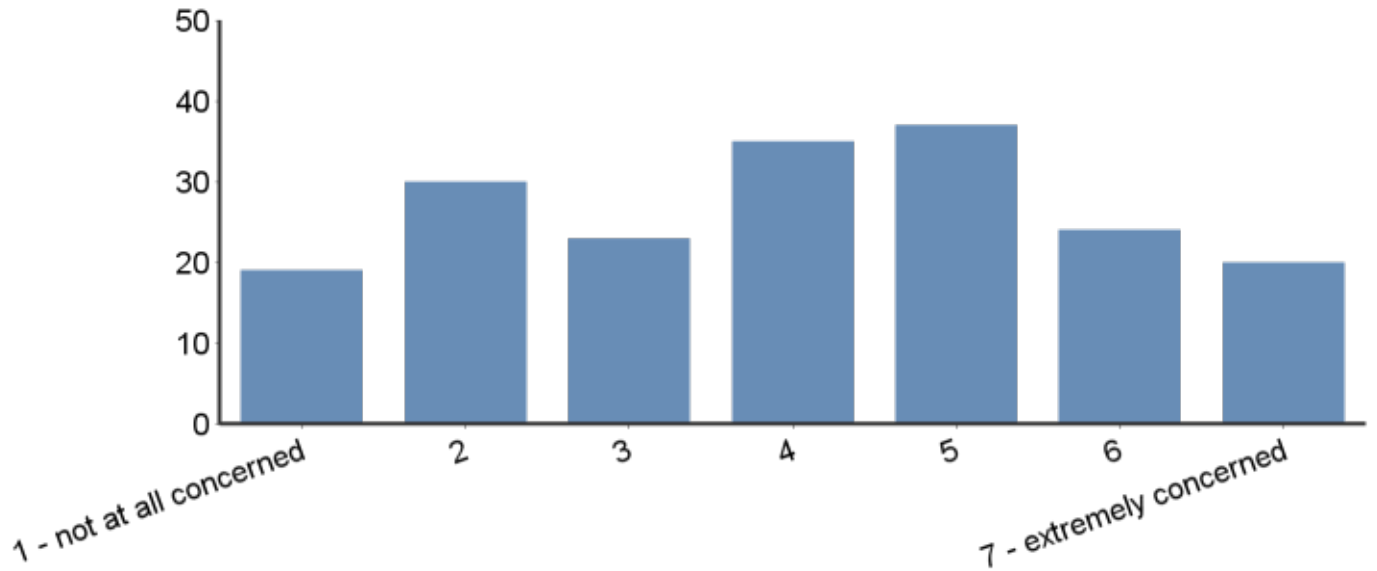
Research/scholarship opportunities?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 26 | 13.90% |
| 2 | 2 | | 17 | 9.09% |
| 3 | 3 | | 30 | 16.04% |
| 4 | 4 | | 33 | 17.65% |
| 5 | 5 | | 39 | 20.86% |
| 6 | 6 | | 26 | 13.90% |
| 7 | 7 - extremely concerned | | 16 | 8.56% |
| | Total | | 187 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.98 | 3.33 | 1.82 | 187 | 187 |

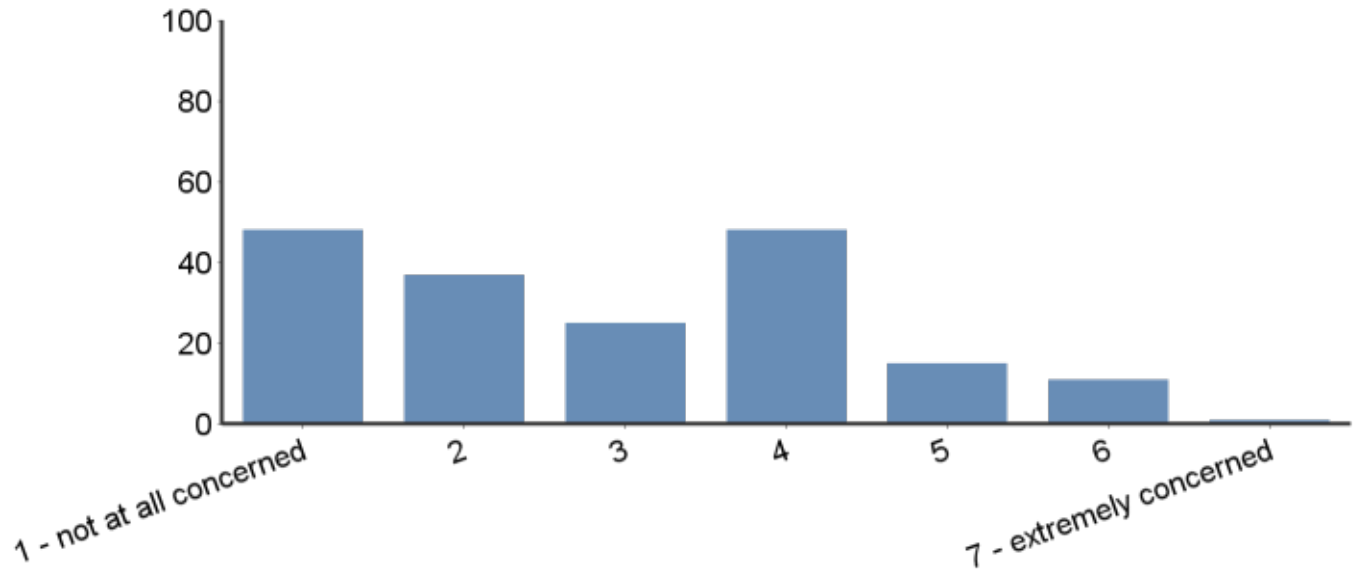
College requirements/expectations for research and scholarship?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 19 | 10.11% |
| 2 | 2 | | 30 | 15.96% |
| 3 | 3 | | 23 | 12.23% |
| 4 | 4 | | 35 | 18.62% |
| 5 | 5 | | 37 | 19.68% |
| 6 | 6 | | 24 | 12.77% |
| 7 | 7 - extremely concerned | | 20 | 10.64% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.03 | 3.35 | 1.83 | 188 | 188 |

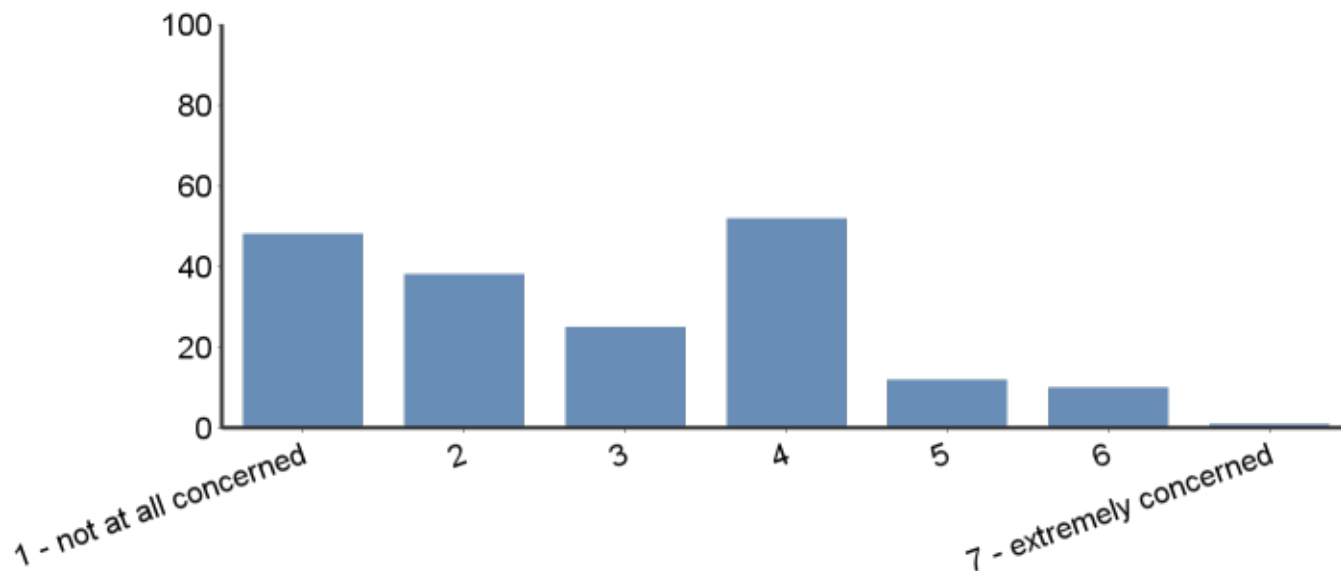
Service opportunities at the university level?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 48 | 25.95% |
| 2 | 2 | | 37 | 20.00% |
| 3 | 3 | | 25 | 13.51% |
| 4 | 4 | | 48 | 25.95% |
| 5 | 5 | | 15 | 8.11% |
| 6 | 6 | | 11 | 5.95% |
| 7 | 7 - extremely concerned | | 1 | 0.54% |
| | Total | | 185 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 2.90 | 2.45 | 1.56 | 185 | 185 |

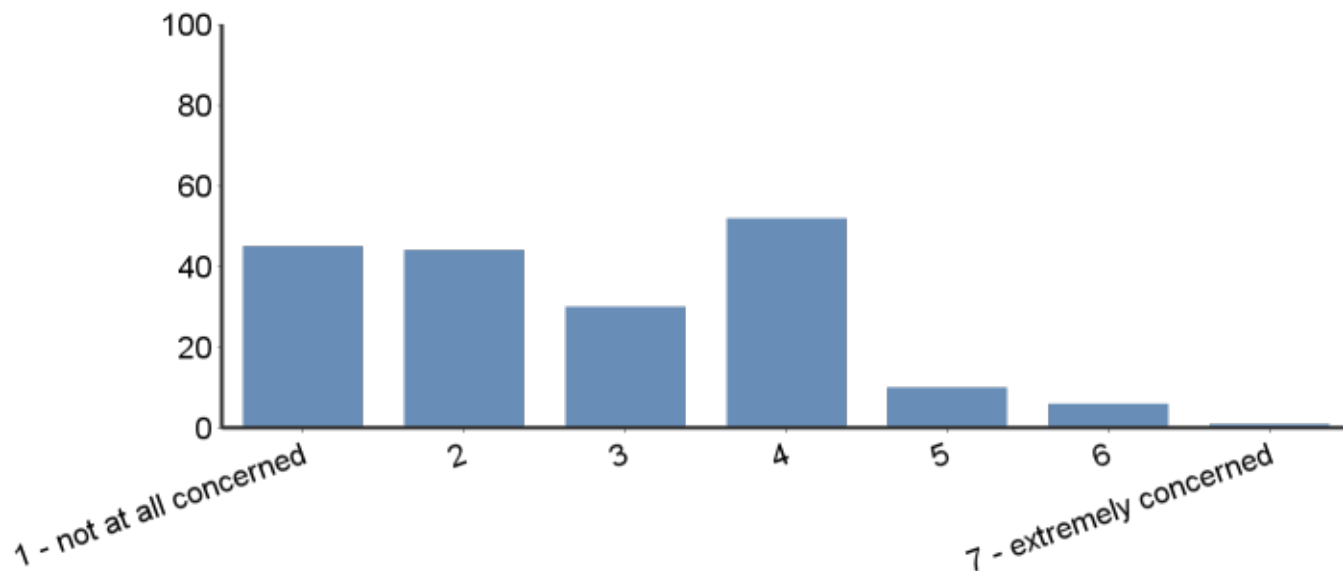
Service opportunities at the university level?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 48 | 25.81% |
| 2 | 2 | | 38 | 20.43% |
| 3 | 3 | | 25 | 13.44% |
| 4 | 4 | | 52 | 27.96% |
| 5 | 5 | | 12 | 6.45% |
| 6 | 6 | | 10 | 5.38% |
| 7 | 7 - extremely concerned | | 1 | 0.54% |
| | Total | | 186 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 2.87 | 2.34 | 1.53 | 186 | 186 |

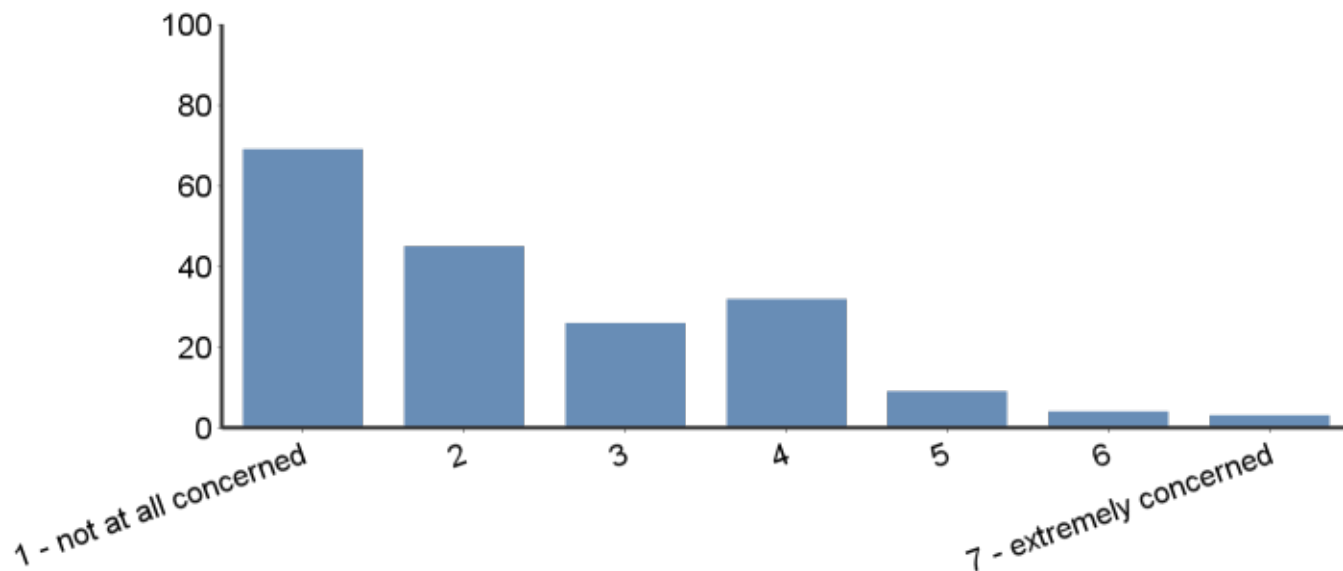
Service opportunities at the college level?



| # | Answer | Bar | Response | % |
|---|--------------------------|------------------------------------|----------|---------|
| 1 | 1 - not at all concerned | <div style="width: 23.94%;"></div> | 45 | 23.94% |
| 2 | 2 | <div style="width: 23.40%;"></div> | 44 | 23.40% |
| 3 | 3 | <div style="width: 15.96%;"></div> | 30 | 15.96% |
| 4 | 4 | <div style="width: 27.66%;"></div> | 52 | 27.66% |
| 5 | 5 | <div style="width: 5.32%;"></div> | 10 | 5.32% |
| 6 | 6 | <div style="width: 3.19%;"></div> | 6 | 3.19% |
| 7 | 7 - extremely concerned | <div style="width: 0.53%;"></div> | 1 | 0.53% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 2.79 | 2.02 | 1.42 | 188 | 188 |

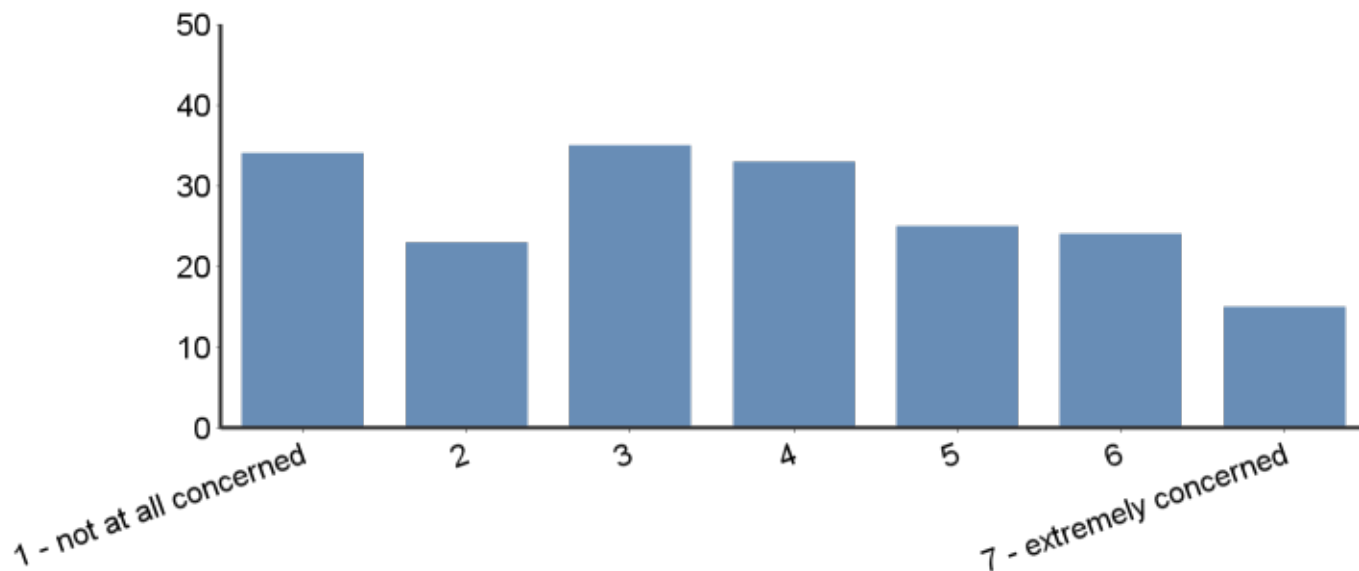
Service opportunities at the department level?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 69 | 36.70% |
| 2 | 2 | | 45 | 23.94% |
| 3 | 3 | | 26 | 13.83% |
| 4 | 4 | | 32 | 17.02% |
| 5 | 5 | | 9 | 4.79% |
| 6 | 6 | | 4 | 2.13% |
| 7 | 7 - extremely concerned | | 3 | 1.60% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 2.42 | 2.19 | 1.48 | 188 | 188 |

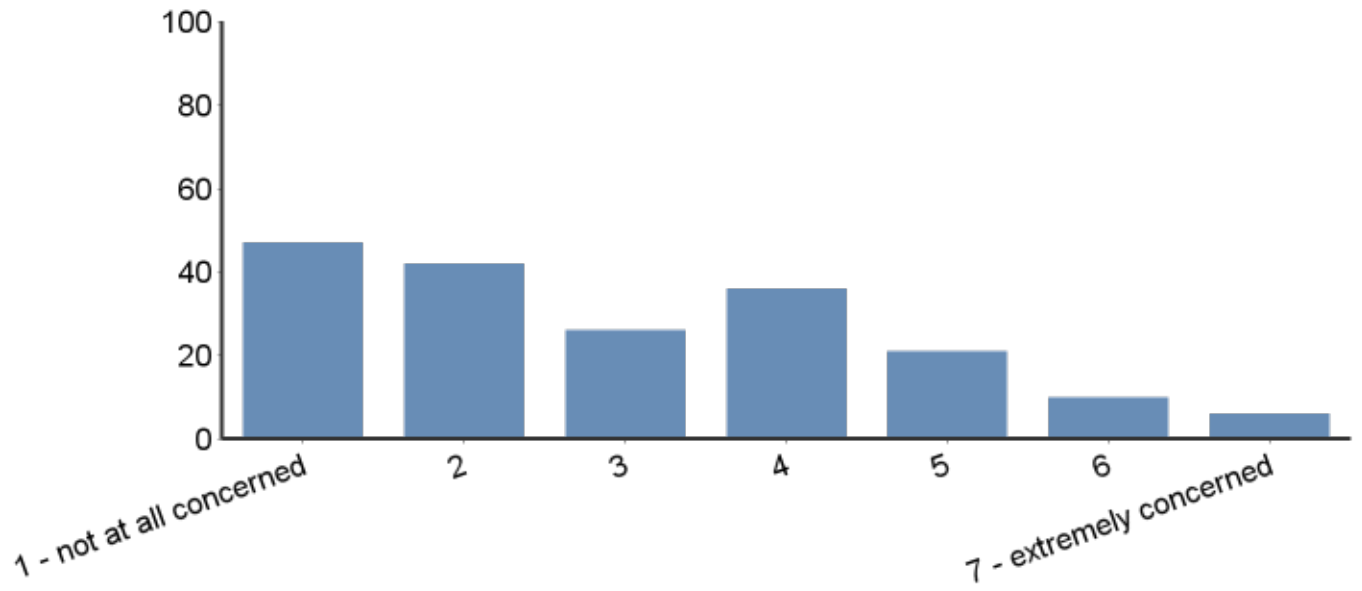
University expectations regarding service?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />










| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 34 | 17.99% |
| 2 | 2 | | 23 | 12.17% |
| 3 | 3 | | 35 | 18.52% |
| 4 | 4 | | 33 | 17.46% |
| 5 | 5 | | 25 | 13.23% |
| 6 | 6 | | 24 | 12.70% |
| 7 | 7 - extremely concerned | | 15 | 7.94% |
| | Total | | 189 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.66 | 3.55 | 1.88 | 189 | 189 |

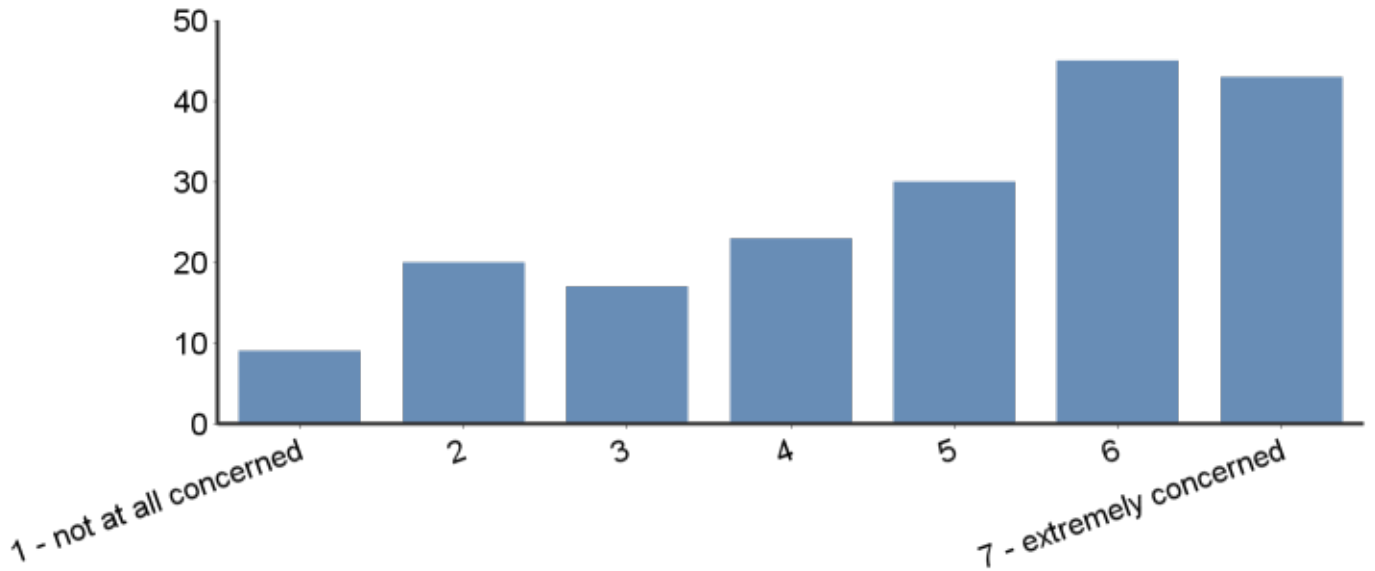
Your current service experiences?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|---|----------|---------|
| 1 | 1 - not at all concerned |  | 47 | 25.00% |
| 2 | 2 |  | 42 | 22.34% |
| 3 | 3 |  | 26 | 13.83% |
| 4 | 4 |  | 36 | 19.15% |
| 5 | 5 |  | 21 | 11.17% |
| 6 | 6 |  | 10 | 5.32% |
| 7 | 7 - extremely concerned |  | 6 | 3.19% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 2.98 | 2.87 | 1.69 | 188 | 188 |

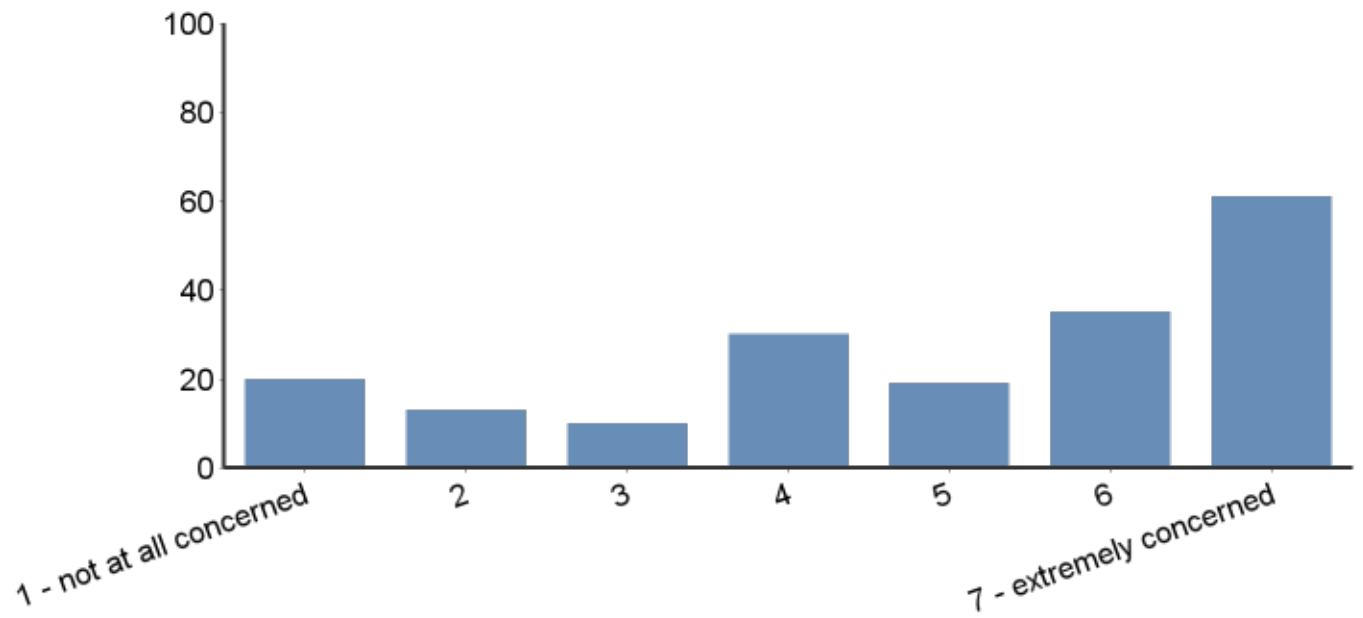
Your current salary (excluding summer pay)?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 9 | 4.81% |
| 2 | 2 | | 20 | 10.70% |
| 3 | 3 | | 17 | 9.09% |
| 4 | 4 | | 23 | 12.30% |
| 5 | 5 | | 30 | 16.04% |
| 6 | 6 | | 45 | 24.06% |
| 7 | 7 - extremely concerned | | 43 | 22.99% |
| | Total | | 187 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.88 | 3.38 | 1.84 | 187 | 187 |

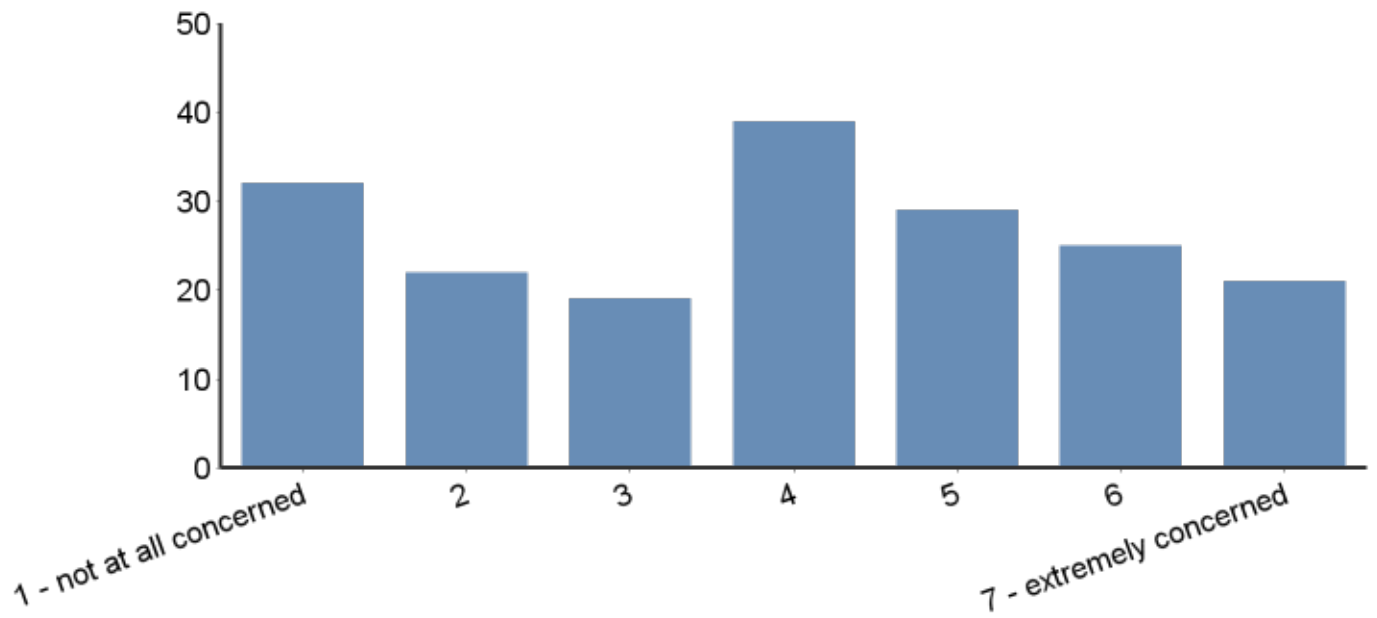
Summer compensation for courses?



| # | Answer | Bar | Response | % |
|---|--------------------------|---|----------|---------|
| 1 | 1 - not at all concerned | <div style="width: 20px; height: 10px; background-color: #4F81BD;"></div> | 20 | 10.64% |
| 2 | 2 | <div style="width: 13px; height: 10px; background-color: #4F81BD;"></div> | 13 | 6.91% |
| 3 | 3 | <div style="width: 10px; height: 10px; background-color: #4F81BD;"></div> | 10 | 5.32% |
| 4 | 4 | <div style="width: 30px; height: 10px; background-color: #4F81BD;"></div> | 30 | 15.96% |
| 5 | 5 | <div style="width: 19px; height: 10px; background-color: #4F81BD;"></div> | 19 | 10.11% |
| 6 | 6 | <div style="width: 35px; height: 10px; background-color: #4F81BD;"></div> | 35 | 18.62% |
| 7 | 7 - extremely concerned | <div style="width: 61px; height: 10px; background-color: #4F81BD;"></div> | 61 | 32.45% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.94 | 4.20 | 2.05 | 188 | 188 |

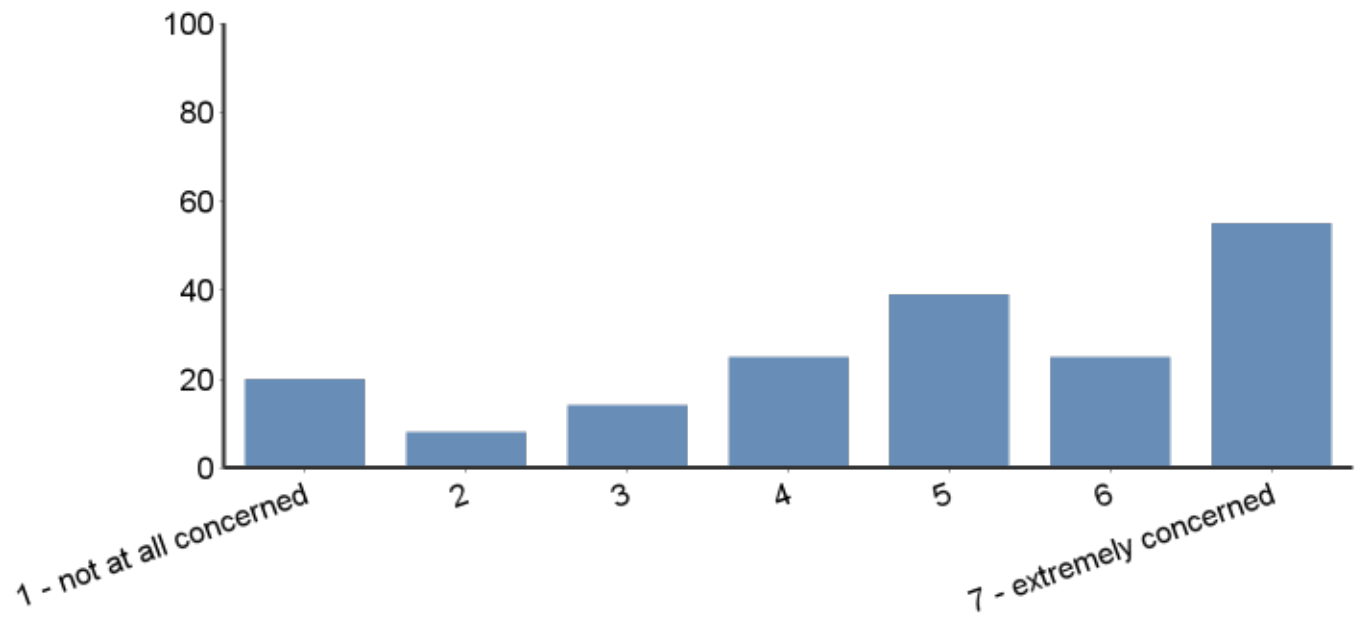
Availability of summer teaching assignments?



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 32 | 17.11% |
| 2 | 2 | | 22 | 11.76% |
| 3 | 3 | | 19 | 10.16% |
| 4 | 4 | | 39 | 20.86% |
| 5 | 5 | | 29 | 15.51% |
| 6 | 6 | | 25 | 13.37% |
| 7 | 7 - extremely concerned | | 21 | 11.23% |
| | Total | | 187 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.91 | 3.83 | 1.96 | 187 | 187 |

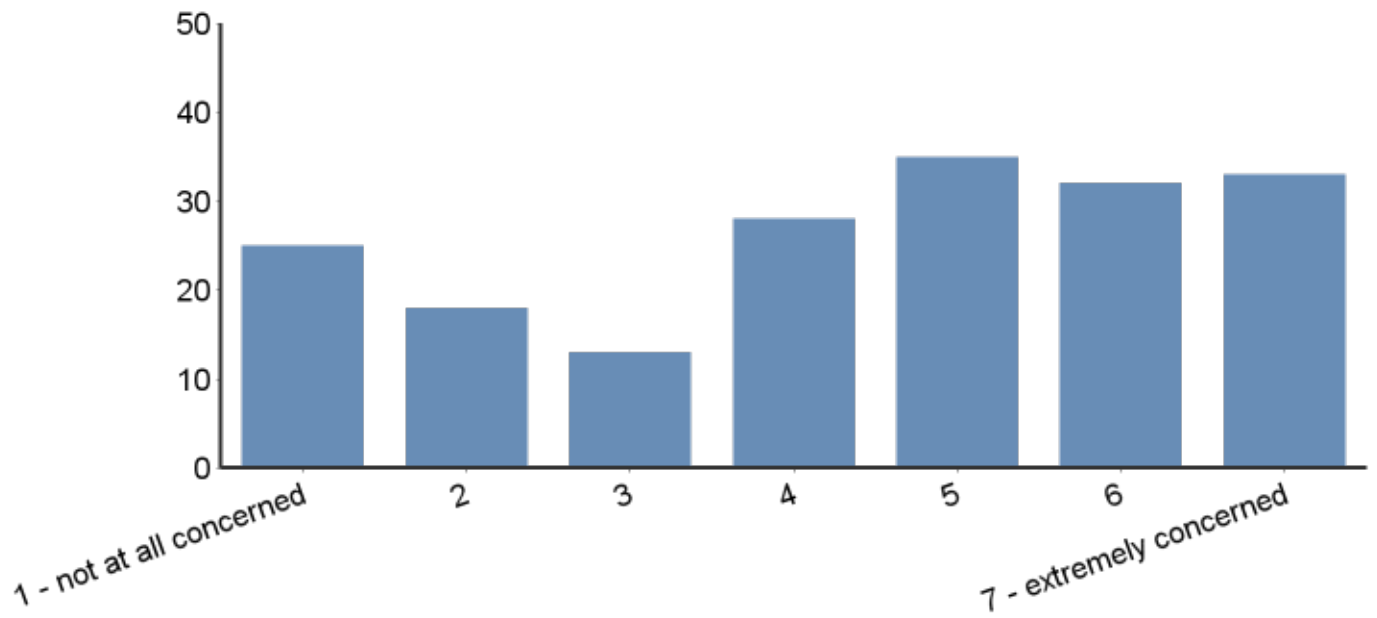
Equitable treatment of faculty across the university?









| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 20 | 10.75% |
| 2 | 2 | | 8 | 4.30% |
| 3 | 3 | | 14 | 7.53% |
| 4 | 4 | | 25 | 13.44% |
| 5 | 5 | | 39 | 20.97% |
| 6 | 6 | | 25 | 13.44% |
| 7 | 7 - extremely concerned | | 55 | 29.57% |
| | Total | | 186 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.88 | 3.87 | 1.97 | 186 | 186 |

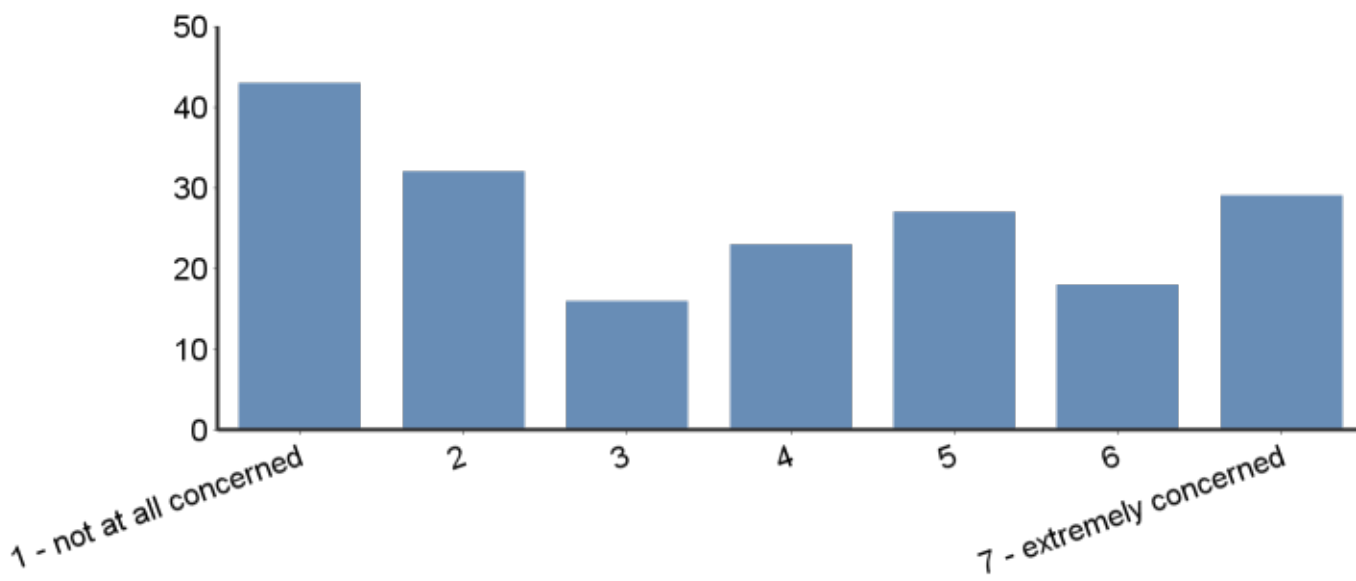
Equitable treatment of faculty within your college?



| # | Answer | Bar | Response | % |
|---|--------------------------|---|----------|---------|
| 1 | 1 - not at all concerned |  | 25 | 13.59% |
| 2 | 2 |  | 18 | 9.78% |
| 3 | 3 |  | 13 | 7.07% |
| 4 | 4 |  | 28 | 15.22% |
| 5 | 5 |  | 35 | 19.02% |
| 6 | 6 |  | 32 | 17.39% |
| 7 | 7 - extremely concerned |  | 33 | 17.93% |
| | Total | | 184 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.40 | 4.05 | 2.01 | 184 | 184 |

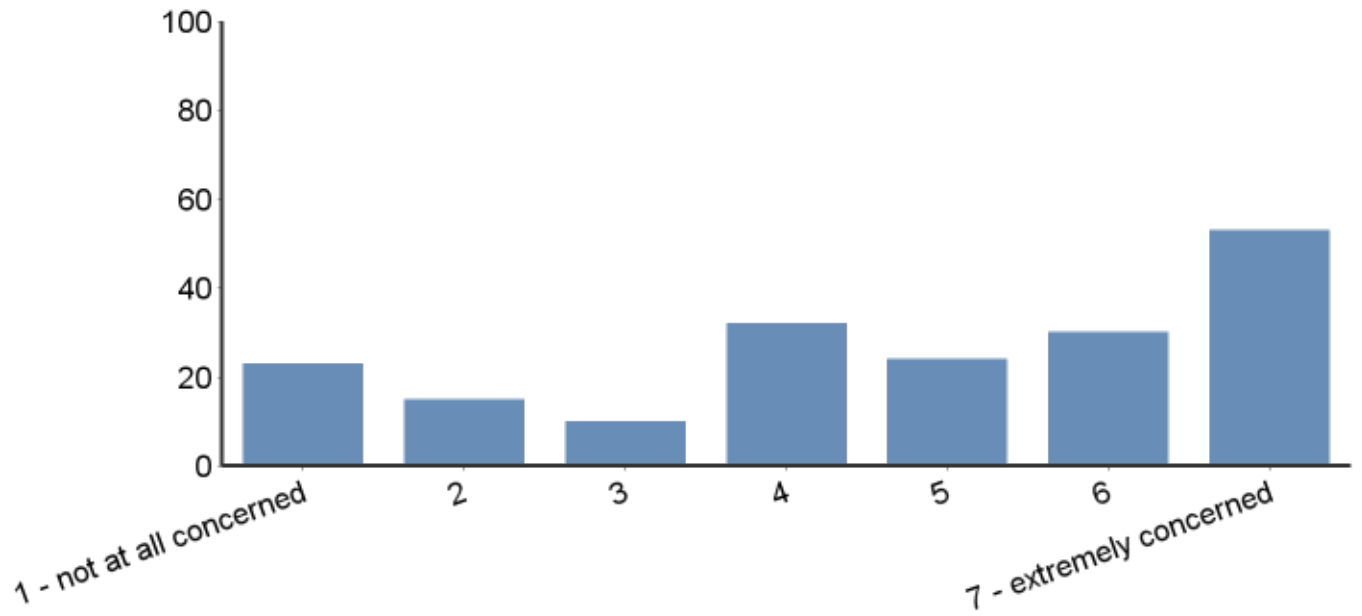
Equitable treatment of faculty within your department?



| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 43 | 22.87% |
| 2 | 2 | | 32 | 17.02% |
| 3 | 3 | | 16 | 8.51% |
| 4 | 4 | | 23 | 12.23% |
| 5 | 5 | | 27 | 14.36% |
| 6 | 6 | | 18 | 9.57% |
| 7 | 7 - extremely concerned | | 29 | 15.43% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.69 | 4.67 | 2.16 | 188 | 188 |

Equitable treatment of faculty across similar state universities?

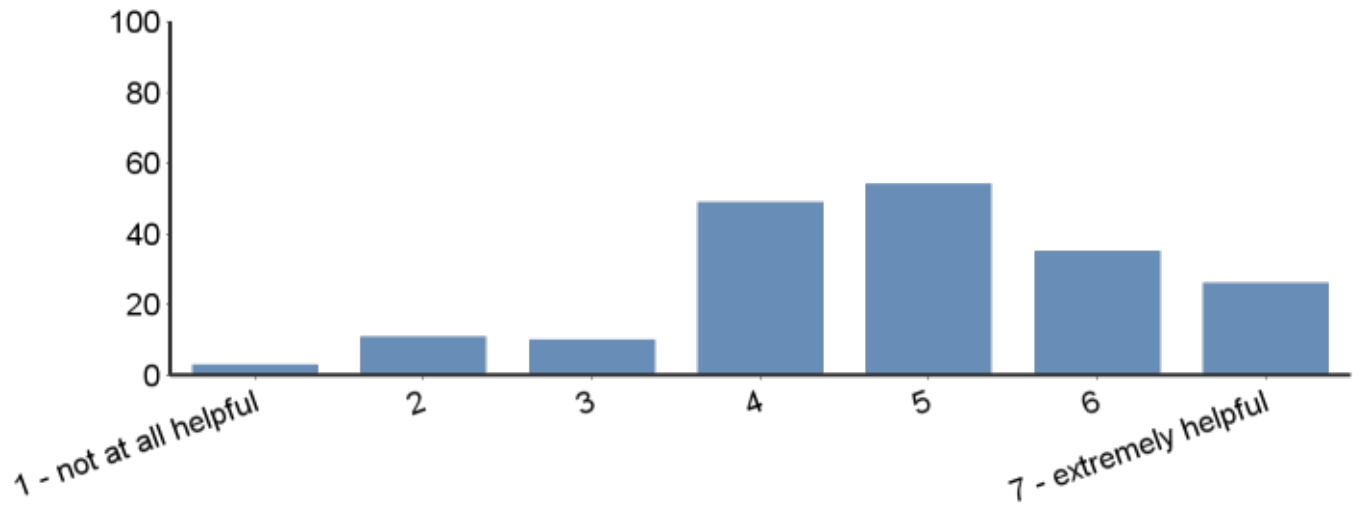


| # | Answer | Bar | Response | % |
|---|--------------------------|-----|----------|---------|
| 1 | 1 - not at all concerned | | 23 | 12.30% |
| 2 | 2 | | 15 | 8.02% |
| 3 | 3 | | 10 | 5.35% |
| 4 | 4 | | 32 | 17.11% |
| 5 | 5 | | 24 | 12.83% |
| 6 | 6 | | 30 | 16.04% |
| 7 | 7 - extremely concerned | | 53 | 28.34% |
| | Total | | 187 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.72 | 4.31 | 2.08 | 187 | 187 |

For the next series of questions, please indicate how beneficial/helpful each factor is for [recruiting and retaining quality faculty](#).

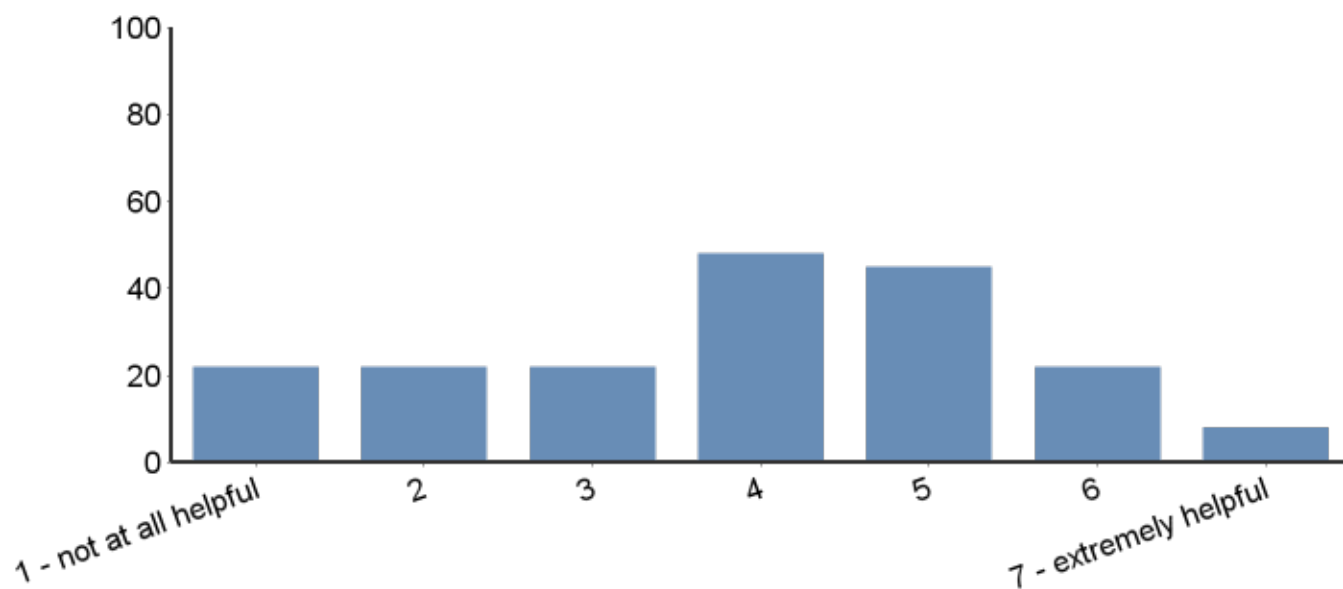
Selection of teaching assignments?



| # | Answer | Bar | Response | % |
|---|------------------------|-----|----------|---------|
| 1 | 1 - not at all helpful | | 3 | 1.60% |
| 2 | 2 | ■ | 11 | 5.85% |
| 3 | 3 | ■ | 10 | 5.32% |
| 4 | 4 | ■ | 49 | 26.06% |
| 5 | 5 | ■ | 54 | 28.72% |
| 6 | 6 | ■ | 35 | 18.62% |
| 7 | 7 - extremely helpful | ■ | 26 | 13.83% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.86 | 1.98 | 1.41 | 188 | 188 |

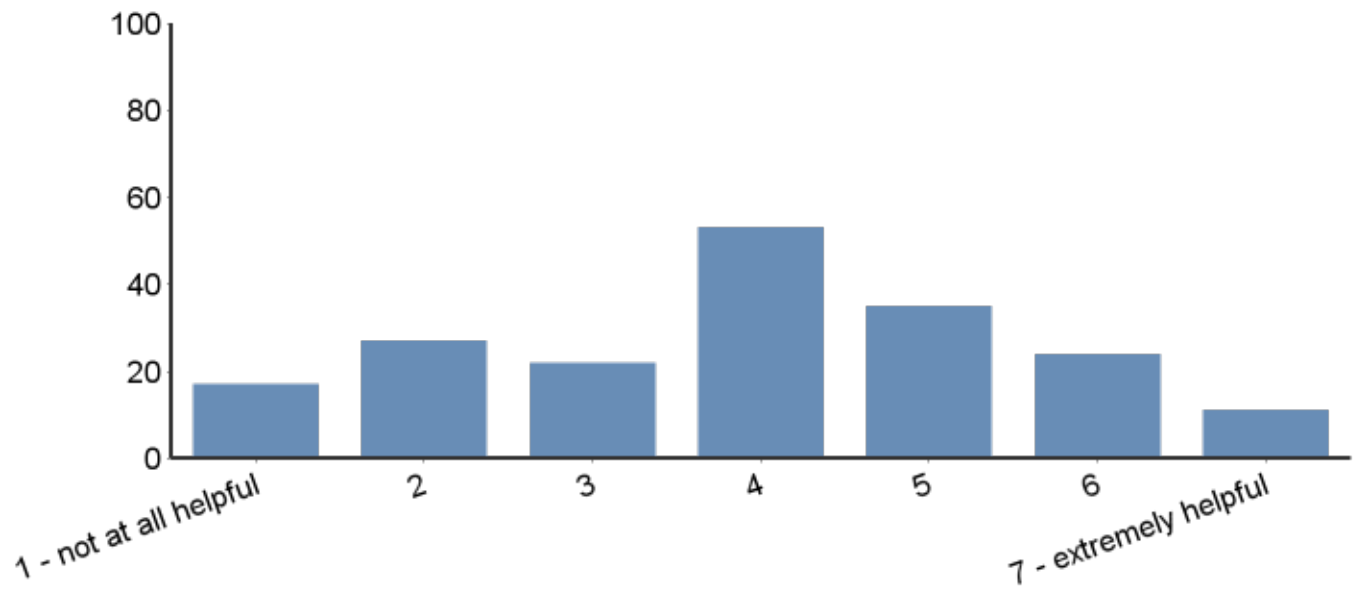
Current teaching workload?



| # | Answer | Bar | Response | % |
|---|------------------------|---|----------|---------|
| 1 | 1 - not at all helpful | <div style="width: 22px; height: 10px; background-color: #4F81BD;"></div> | 22 | 11.64% |
| 2 | 2 | <div style="width: 22px; height: 10px; background-color: #4F81BD;"></div> | 22 | 11.64% |
| 3 | 3 | <div style="width: 22px; height: 10px; background-color: #4F81BD;"></div> | 22 | 11.64% |
| 4 | 4 | <div style="width: 48px; height: 10px; background-color: #4F81BD;"></div> | 48 | 25.40% |
| 5 | 5 | <div style="width: 45px; height: 10px; background-color: #4F81BD;"></div> | 45 | 23.81% |
| 6 | 6 | <div style="width: 22px; height: 10px; background-color: #4F81BD;"></div> | 22 | 11.64% |
| 7 | 7 - extremely helpful | <div style="width: 8px; height: 10px; background-color: #4F81BD;"></div> | 8 | 4.23% |
| | Total | | 189 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.90 | 2.72 | 1.65 | 189 | 189 |

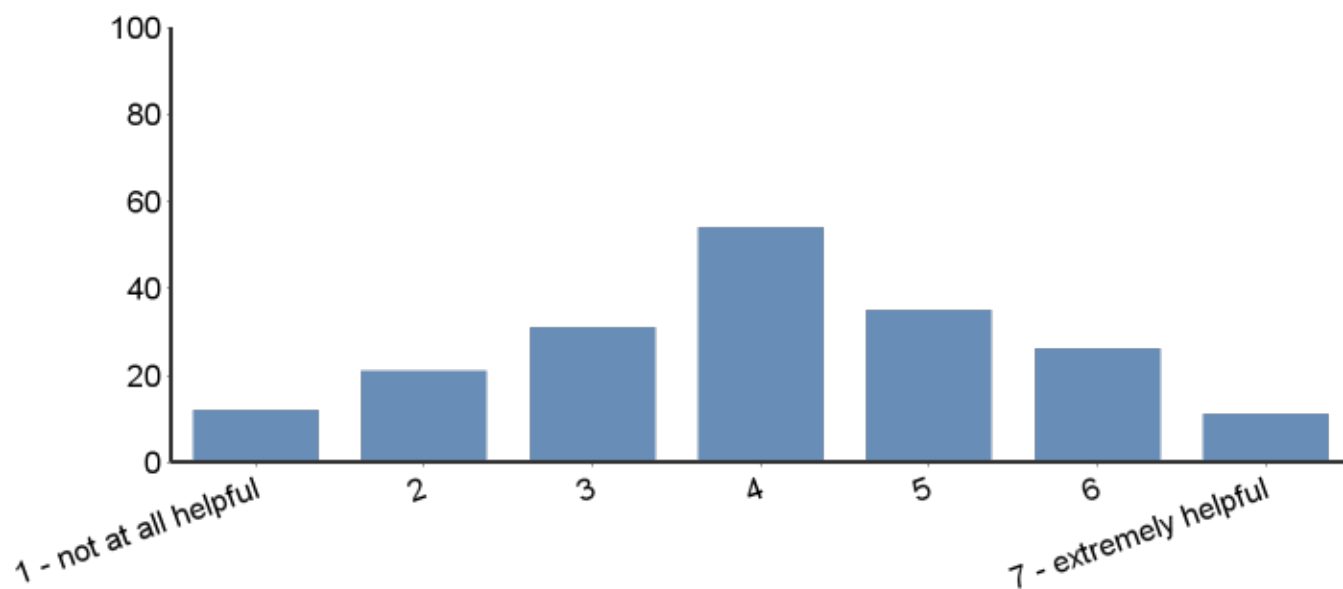
The workload policy for your college?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|------------------------|--|----------|---------|
| 1 | 1 - not at all helpful | <div style="width: 10%; height: 10px; background-color: #4F81BD;"></div> | 17 | 8.99% |
| 2 | 2 | <div style="width: 15%; height: 10px; background-color: #4F81BD;"></div> | 27 | 14.29% |
| 3 | 3 | <div style="width: 12%; height: 10px; background-color: #4F81BD;"></div> | 22 | 11.64% |
| 4 | 4 | <div style="width: 28%; height: 10px; background-color: #4F81BD;"></div> | 53 | 28.04% |
| 5 | 5 | <div style="width: 18%; height: 10px; background-color: #4F81BD;"></div> | 35 | 18.52% |
| 6 | 6 | <div style="width: 13%; height: 10px; background-color: #4F81BD;"></div> | 24 | 12.70% |
| 7 | 7 - extremely helpful | <div style="width: 8%; height: 10px; background-color: #4F81BD;"></div> | 11 | 5.82% |
| | Total | | 189 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.94 | 2.73 | 1.65 | 189 | 189 |

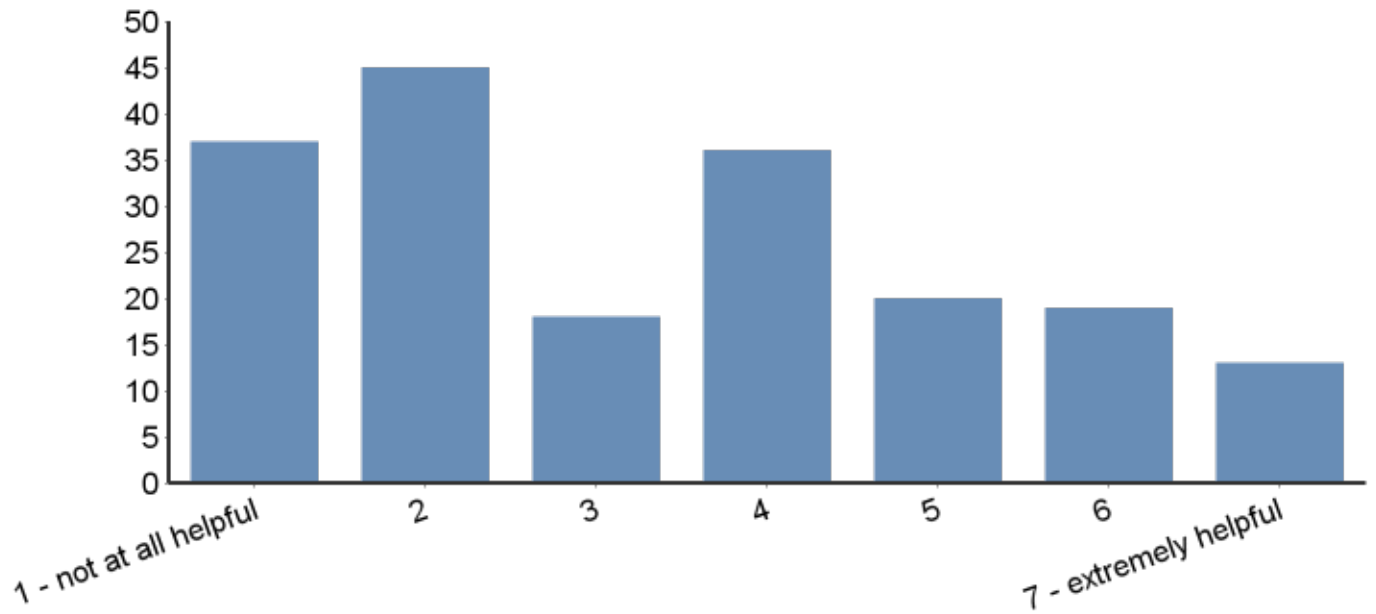
Current research/scholarship opportunities within your department?



| # | Answer | Bar | Response | % |
|---|------------------------|-----|----------|---------|
| 1 | 1 - not at all helpful | | 12 | 6.32% |
| 2 | 2 | | 21 | 11.05% |
| 3 | 3 | | 31 | 16.32% |
| 4 | 4 | | 54 | 28.42% |
| 5 | 5 | | 35 | 18.42% |
| 6 | 6 | | 26 | 13.68% |
| 7 | 7 - extremely helpful | | 11 | 5.79% |
| | Total | | 190 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.06 | 2.44 | 1.56 | 190 | 190 |

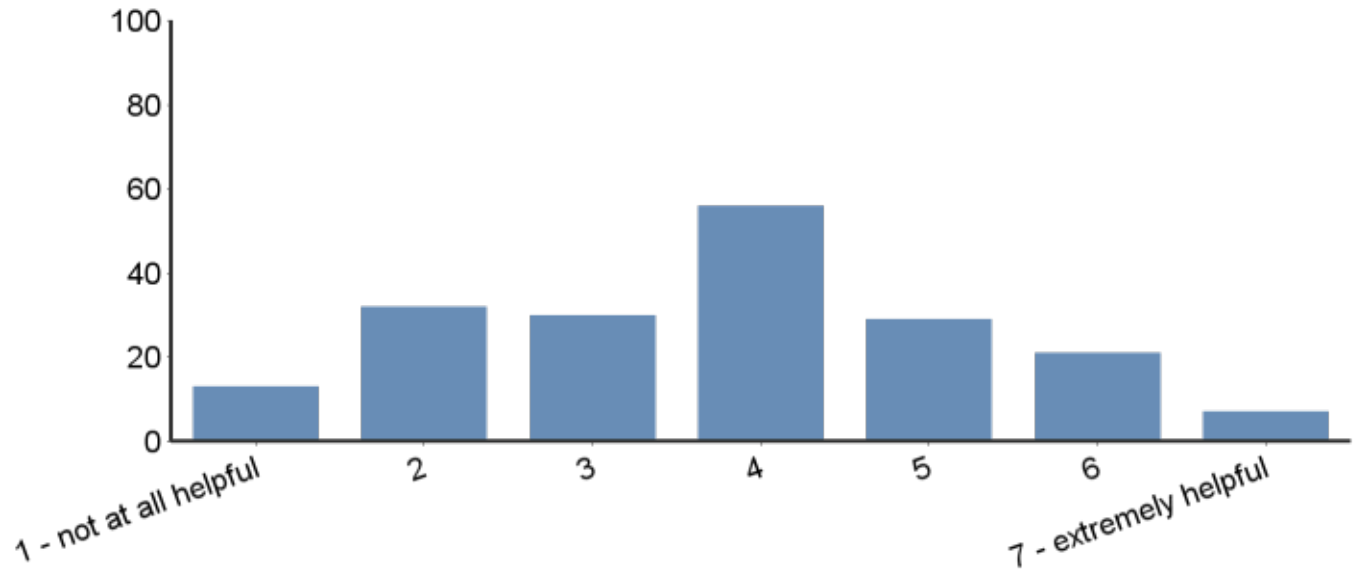
Amount of time available for research/scholarship?



| # | Answer | Bar | Response | % |
|---|------------------------|---|----------|---------|
| 1 | 1 - not at all helpful | <div style="width: 37px; height: 10px; background-color: #4F81BD;"></div> | 37 | 19.68% |
| 2 | 2 | <div style="width: 45px; height: 10px; background-color: #4F81BD;"></div> | 45 | 23.94% |
| 3 | 3 | <div style="width: 18px; height: 10px; background-color: #4F81BD;"></div> | 18 | 9.57% |
| 4 | 4 | <div style="width: 36px; height: 10px; background-color: #4F81BD;"></div> | 36 | 19.15% |
| 5 | 5 | <div style="width: 20px; height: 10px; background-color: #4F81BD;"></div> | 20 | 10.64% |
| 6 | 6 | <div style="width: 19px; height: 10px; background-color: #4F81BD;"></div> | 19 | 10.11% |
| 7 | 7 - extremely helpful | <div style="width: 13px; height: 10px; background-color: #4F81BD;"></div> | 13 | 6.91% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.35 | 3.56 | 1.89 | 188 | 188 |

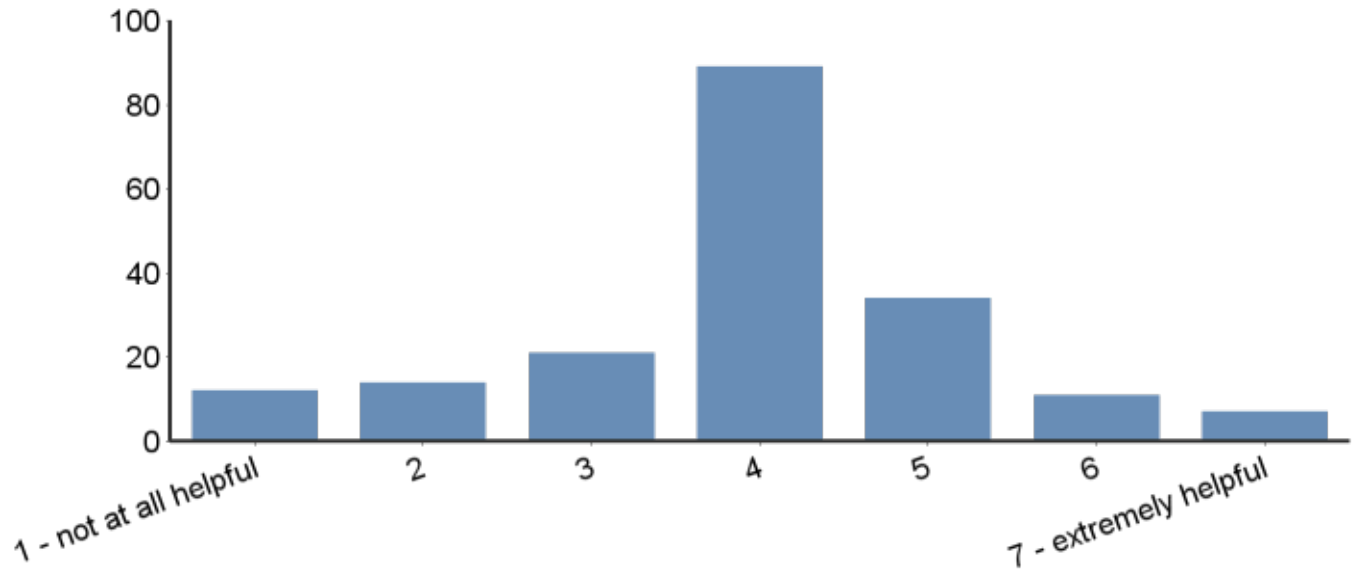
College requirements/expectations for research and scholarship?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|------------------------|------------------------------------|----------|---------|
| 1 | 1 - not at all helpful | <div style="width: 6.91%;"></div> | 13 | 6.91% |
| 2 | 2 | <div style="width: 17.02%;"></div> | 32 | 17.02% |
| 3 | 3 | <div style="width: 15.96%;"></div> | 30 | 15.96% |
| 4 | 4 | <div style="width: 29.79%;"></div> | 56 | 29.79% |
| 5 | 5 | <div style="width: 15.43%;"></div> | 29 | 15.43% |
| 6 | 6 | <div style="width: 11.17%;"></div> | 21 | 11.17% |
| 7 | 7 - extremely helpful | <div style="width: 3.72%;"></div> | 7 | 3.72% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.78 | 2.36 | 1.54 | 188 | 188 |

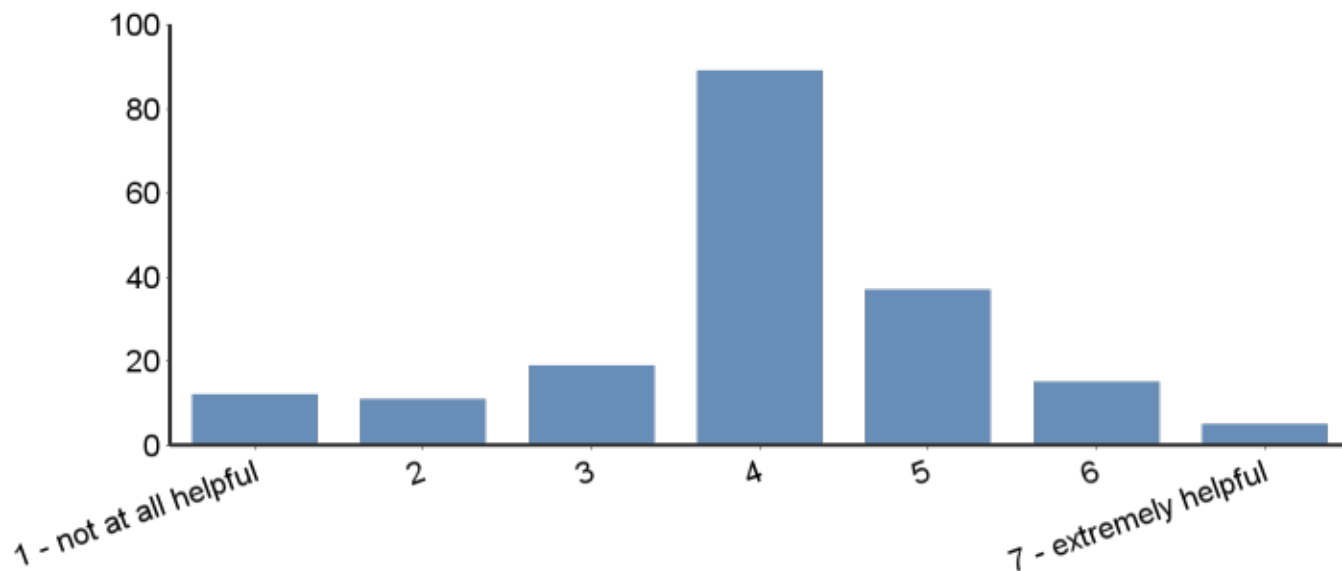
Service opportunities at the university level?



| # | Answer | Bar | Response | % |
|---|------------------------|---|----------|---------|
| 1 | 1 - not at all helpful | <div style="width: 12px; height: 10px; background-color: #4F81BD;"></div> | 12 | 6.38% |
| 2 | 2 | <div style="width: 14px; height: 10px; background-color: #4F81BD;"></div> | 14 | 7.45% |
| 3 | 3 | <div style="width: 21px; height: 10px; background-color: #4F81BD;"></div> | 21 | 11.17% |
| 4 | 4 | <div style="width: 89px; height: 10px; background-color: #4F81BD;"></div> | 89 | 47.34% |
| 5 | 5 | <div style="width: 34px; height: 10px; background-color: #4F81BD;"></div> | 34 | 18.09% |
| 6 | 6 | <div style="width: 11px; height: 10px; background-color: #4F81BD;"></div> | 11 | 5.85% |
| 7 | 7 - extremely helpful | <div style="width: 7px; height: 10px; background-color: #4F81BD;"></div> | 7 | 3.72% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.96 | 1.74 | 1.32 | 188 | 188 |

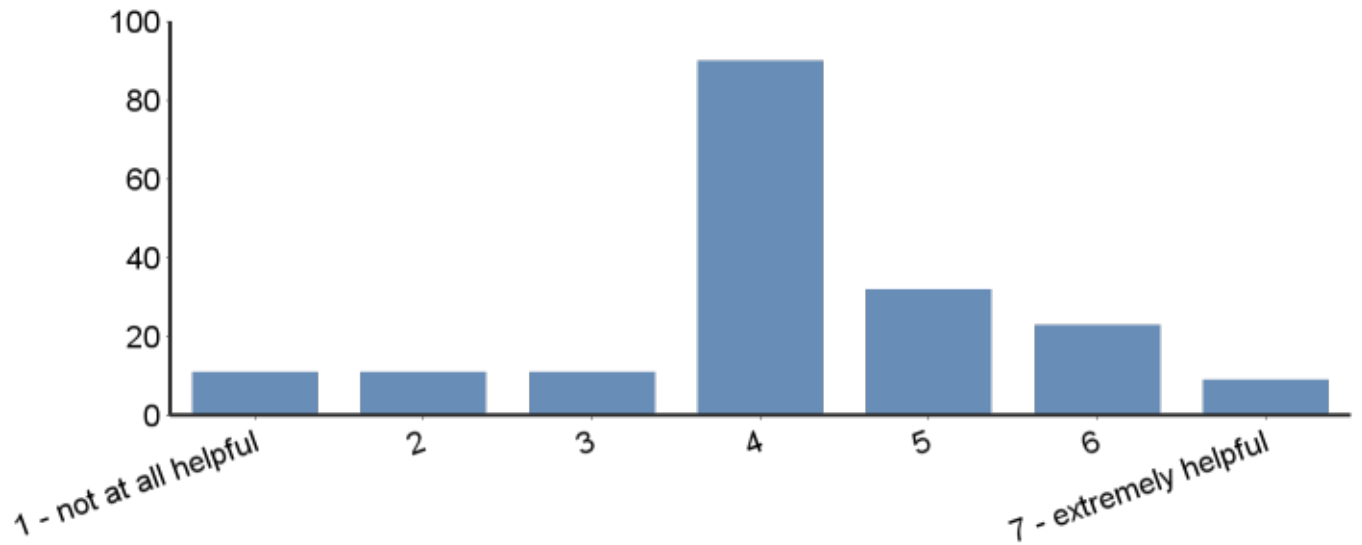
Service opportunities at the college level?



| # | Answer | Bar | Response | % |
|---|------------------------|---|----------|---------|
| 1 | 1 - not at all helpful | <div style="width: 12px; height: 10px; background-color: #4F81BD;"></div> | 12 | 6.38% |
| 2 | 2 | <div style="width: 11px; height: 10px; background-color: #4F81BD;"></div> | 11 | 5.85% |
| 3 | 3 | <div style="width: 19px; height: 10px; background-color: #4F81BD;"></div> | 19 | 10.11% |
| 4 | 4 | <div style="width: 89px; height: 10px; background-color: #4F81BD;"></div> | 89 | 47.34% |
| 5 | 5 | <div style="width: 37px; height: 10px; background-color: #4F81BD;"></div> | 37 | 19.68% |
| 6 | 6 | <div style="width: 15px; height: 10px; background-color: #4F81BD;"></div> | 15 | 7.98% |
| 7 | 7 - extremely helpful | <div style="width: 5px; height: 10px; background-color: #4F81BD;"></div> | 5 | 2.66% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.03 | 1.67 | 1.29 | 188 | 188 |

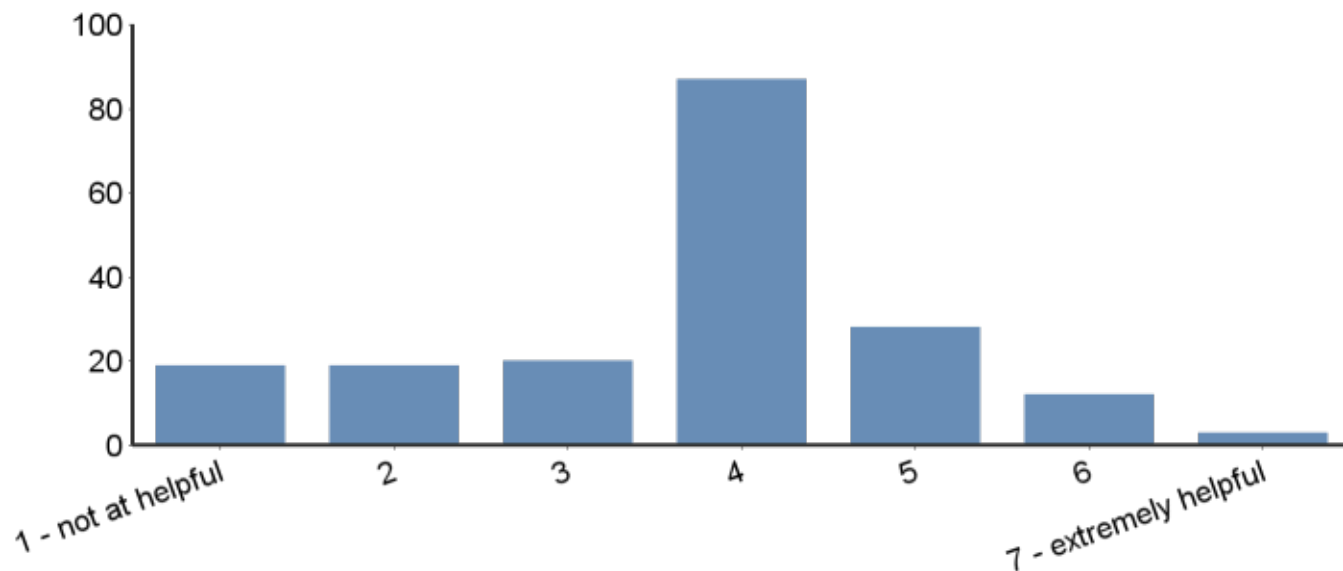
Service opportunities at the department level?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|------------------------|-----|----------|---------|
| 1 | 1 - not at all helpful | ■ | 11 | 5.88% |
| 2 | 2 | ■ | 11 | 5.88% |
| 3 | 3 | ■ | 11 | 5.88% |
| 4 | 4 | ■ | 90 | 48.13% |
| 5 | 5 | ■ | 32 | 17.11% |
| 6 | 6 | ■ | 23 | 12.30% |
| 7 | 7 - extremely helpful | ■ | 9 | 4.81% |
| | Total | | 187 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 4.21 | 1.89 | 1.37 | 187 | 187 |

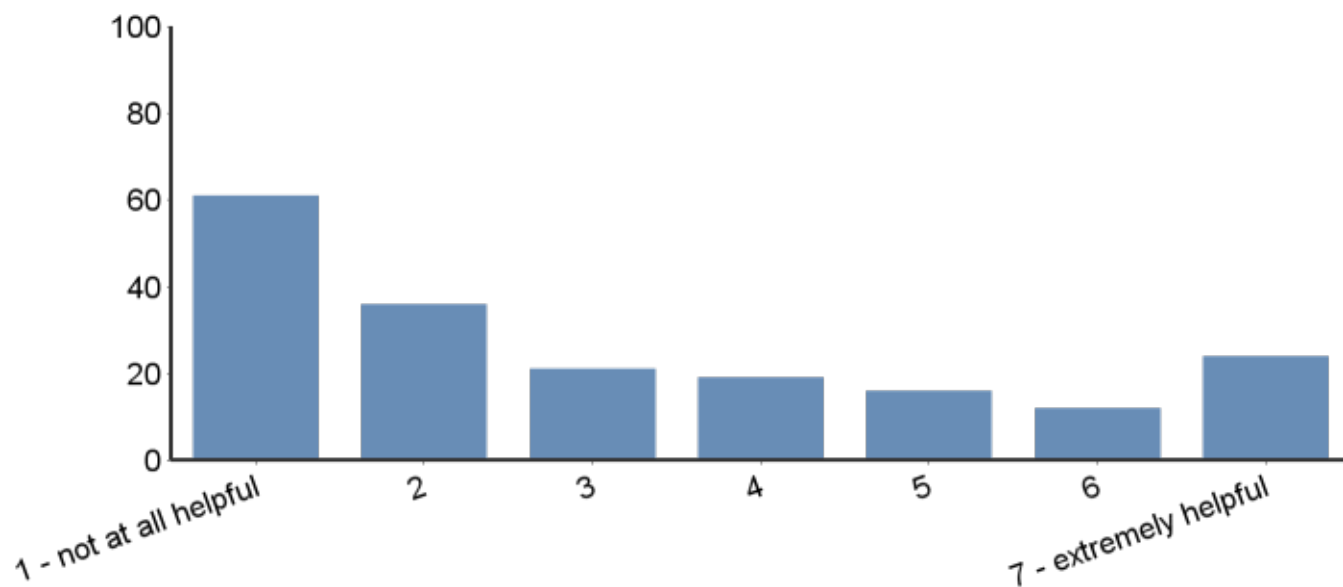
University expectations regarding service?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|-----------------------|-----|----------|---------|
| 1 | 1 - not at helpful | ■ | 19 | 10.11% |
| 2 | 2 | ■ | 19 | 10.11% |
| 3 | 3 | ■ | 20 | 10.64% |
| 4 | 4 | ■ | 87 | 46.28% |
| 5 | 5 | ■ | 28 | 14.89% |
| 6 | 6 | ■ | 12 | 6.38% |
| 7 | 7 - extremely helpful | ■ | 3 | 1.60% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.71 | 1.90 | 1.38 | 188 | 188 |

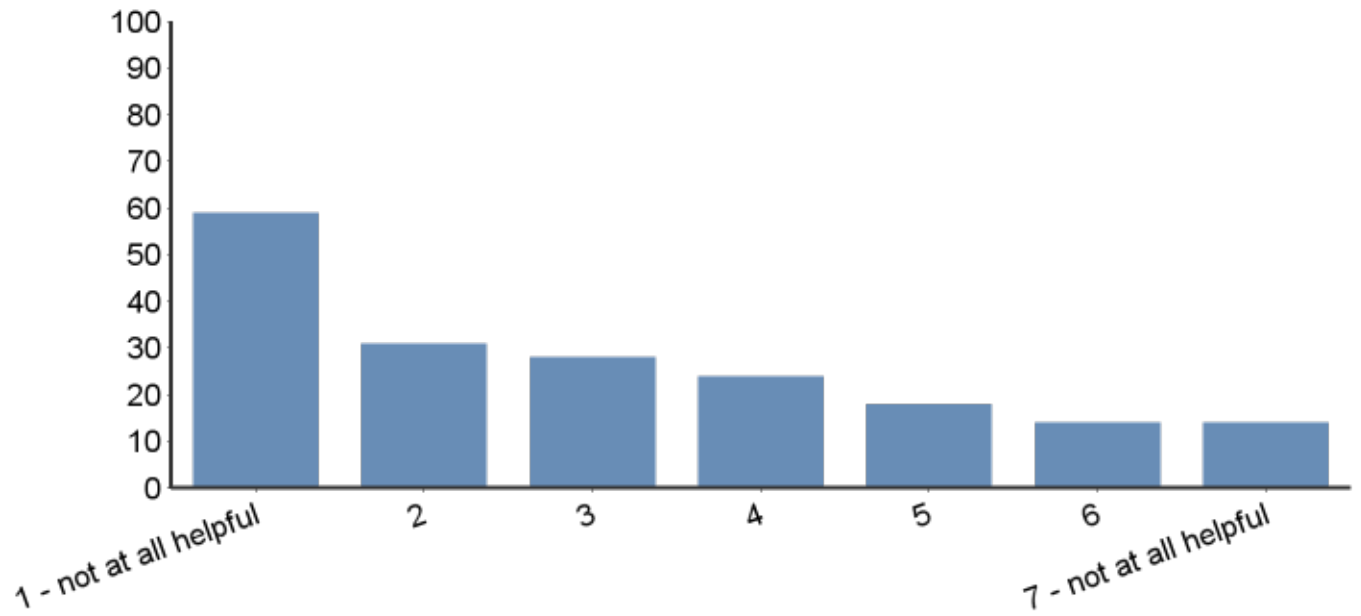
Salary/compensation (excluding summer pay)?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|------------------------|---|----------|---------|
| 1 | 1 - not at all helpful | <div style="width: 32.28%; height: 10px; background-color: #4F81BD;"></div> | 61 | 32.28% |
| 2 | 2 | <div style="width: 19.05%; height: 10px; background-color: #4F81BD;"></div> | 36 | 19.05% |
| 3 | 3 | <div style="width: 11.11%; height: 10px; background-color: #4F81BD;"></div> | 21 | 11.11% |
| 4 | 4 | <div style="width: 10.05%; height: 10px; background-color: #4F81BD;"></div> | 19 | 10.05% |
| 5 | 5 | <div style="width: 8.47%; height: 10px; background-color: #4F81BD;"></div> | 16 | 8.47% |
| 6 | 6 | <div style="width: 6.35%; height: 10px; background-color: #4F81BD;"></div> | 12 | 6.35% |
| 7 | 7 - extremely helpful | <div style="width: 12.70%; height: 10px; background-color: #4F81BD;"></div> | 24 | 12.70% |
| | Total | | 189 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.13 | 4.53 | 2.13 | 189 | 189 |

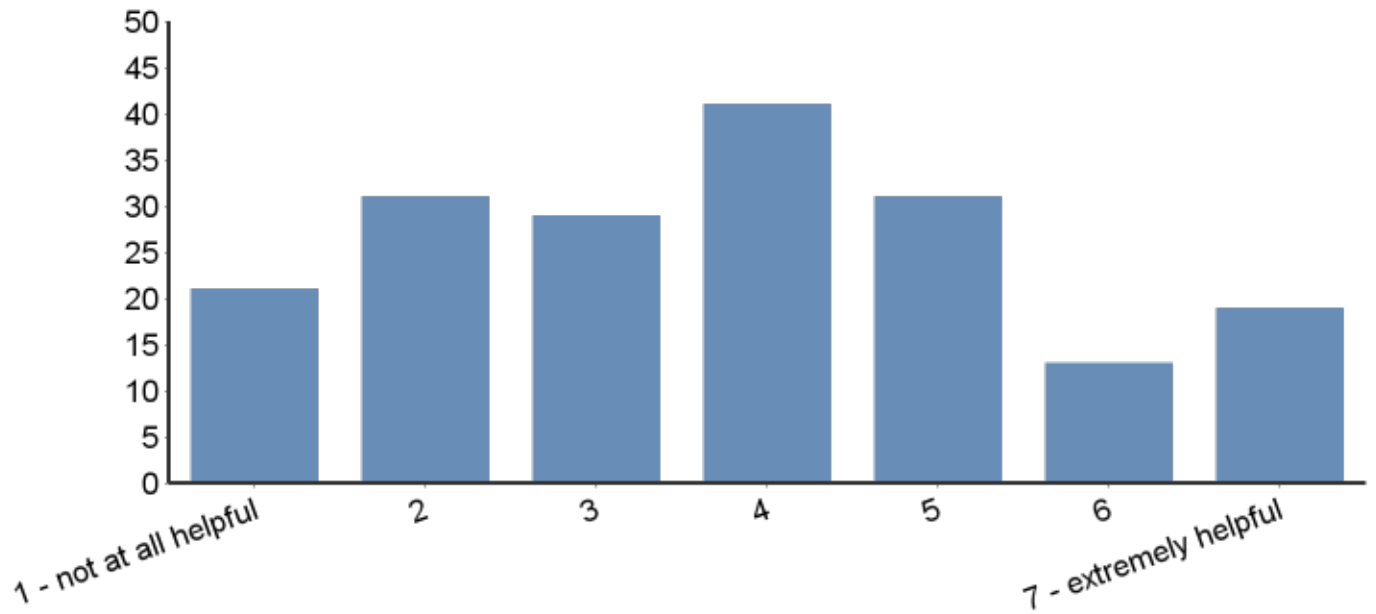
Summer compensation for courses?



| # | Answer | Bar | Response | % |
|---|------------------------|-----|----------|---------|
| 1 | 1 - not at all helpful | | 59 | 31.38% |
| 2 | 2 | | 31 | 16.49% |
| 3 | 3 | | 28 | 14.89% |
| 4 | 4 | | 24 | 12.77% |
| 5 | 5 | | 18 | 9.57% |
| 6 | 6 | | 14 | 7.45% |
| 7 | 7 - not at all helpful | | 14 | 7.45% |
| | Total | | 188 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.05 | 3.81 | 1.95 | 188 | 188 |

Availability of summer teaching assignments?



| # | Answer | Bar | Response | % |
|---|------------------------|---|----------|---------|
| 1 | 1 - not at all helpful | <div style="width: 21px; height: 10px; background-color: #4f81bd;"></div> | 21 | 11.35% |
| 2 | 2 | <div style="width: 31px; height: 10px; background-color: #4f81bd;"></div> | 31 | 16.76% |
| 3 | 3 | <div style="width: 29px; height: 10px; background-color: #4f81bd;"></div> | 29 | 15.68% |
| 4 | 4 | <div style="width: 41px; height: 10px; background-color: #4f81bd;"></div> | 41 | 22.16% |
| 5 | 5 | <div style="width: 31px; height: 10px; background-color: #4f81bd;"></div> | 31 | 16.76% |
| 6 | 6 | <div style="width: 13px; height: 10px; background-color: #4f81bd;"></div> | 13 | 7.03% |
| 7 | 7 - extremely helpful | <div style="width: 19px; height: 10px; background-color: #4f81bd;"></div> | 19 | 10.27% |
| | Total | | 185 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.78 | 3.19 | 1.79 | 185 | 185 |

56. Based on your experience, what concern(s) do you have regarding teaching at SFA? Please specify in the text box below. <?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />

Academic Additional Adjuncts Administration Amount Areas Assessment Based Budget Burden Campus Change **Classes** Classroom College Committee Compared Compensation Concern Courses Creates Department Development Education Effectiveness Evaluations

Expectations Experience **Faculty** Field Field Full Good Graduate High Higher Hire **HOURS** Increasing Institution Issues Job Lab Lack Learning Leave Level Living **LOAD** Longer Low Lower Lowest Make Member Numbers Nursing Offered Office Online Opportunity

Overload Pay People Policy Positions Problem Professors Program Provide Quality Raising Rate Receive Recruiting Reduced Reduction Requirements **Research** Responsibilities Salary Schools Semester Service **Sfa** Similar Sizes Standards Side

Students Summer **Teaching** Time Understand **University** Week Work Workload Years 2-4

| Text Entry | |
|--|----------------------|
| Faculty not being allowed overload payments in the summer and then having to give the course to adjuncts. This creates way too many adjunct faculty which is never the same quality as using our own faculty. There is no reason not to allow overload pay. It is writing to our faculty. The combination of lower salaries in the summer with no allowance of overload | classroom technology |
| The reduction of summer compensation. The lack of a job description for program coordinators. The lack of compensation for program coordinators. The lack of academic ability in a majority of the students. | |
| Not enough time for scholarship | |
| Those who are tenured and repeatedly receive negative student evaluations are not provided opportunities for growth. In other words, they are not held accountable for treating students in a way that is reflective of the personalization for which we want to be known. Class sizes are frequently too large to effectively manage for many faculty. If a faculty member is | |
| The move towards a k-12 philosophy that has killed public education and now going to destroy university education. | |
| With our research expectations and service requirements, I think a three/three load across the college would be appropriate. | |
| - | |
| 4-4 teaching load, combined with unrealistic scholarship expectations and low pay compared to similar institutions. | |
| We are having to more and more without any compensation. | |

| Statistic | Value |
|-------------|-------|
| Respondents | 140 |

Based on your experience, what concern(s) do you have regarding creative projects/research/scholarship at SFA? Please specify in the text box below. <?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />

Accomplish Activities Administration Agenda Amount Approach Area Assessment Budget Burden Change College Community Compensation Complete Concern Conduct Creative Culture Demand Department Develop Devote Difficult Effort Expectations FACULTY Fee/Field Financial Fund
 Funding Give Good Graduate Grants Great Helpful High Higher Important Improvements Incentive Increasing Individual Institutions Interest Lack Level Limits Load Long Make Merit Money Nursing Opportunities Crap Part Pay People Present Process Productive Programs Projects
 Promotion Provide Publication Published Pursue Quality Release Requirements Resources Salary Scholars Scholarship School Semester Service Site Small Standards Students Support Teaching Tenure Things
 Travel Understanding University Work Workload Write Years 3 4 5

Research Time

Text Entry

Higher and unequitable expectations for level of research across the university

Less Money for conferences

There seems to be a disconnect between the tenure/promotion requirements and what our dean states are our priorities. For example, we are told repeatedly that we should be presenting internationally and nationally. However, our TP requirements do not emphasize these as much. In addition, the funds we receive for professional travel are insufficient for

Lack of resources to conduct quality research.

I wish I had more time.

The combination of teaching load and the exponentially increasing service requirements makes it nearly impossible to do research at SFA. Part of the problem is the fact that we get almost no teaching credit for graduate students doing research and thesis or for undergraduate students doing independent research. One of my best students (A level) recently wrote

-

see above

I do not have time to do my research because to make up the money I am not getting during the year, I have to teach. Therefore, I cannot travel to my research location and get anything done. Additionally, there are people in the Center for Regional Heritage who are actively destroying my ability to research with students in East Texas. It would be helpful to have more research time. While I have been quite productive in recent years, it has sometimes come at the expense of overall thoroughness and quality to "get it done" in a timely manner. I think my work would benefit from more dedicated time for research and publication.

| Statistic | Value |
|-------------|-------|
| Respondents | 131 |

Based on your experience, what concern(s) do you have regarding service at SFA? Please specify in the text box below. <?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />

Academic Addition Administration Advising Amount Ample Appointed Appreciation Art Assessment Assignments Burden Chair Change College **Committee** s Community Component Concerns Considered Core Court Decided Department Develop Expectations Fact Factored Faculty Feed Find Give Good Hard High Hours Hurts Important Increase Input Institution Involved Job Leave Level Line Load Lot Made Majority Making Member Month Opportunities Paid Part Participate Pay People Plenty Policy Positions Process Professor Programs Projects Promotion Provost Real Reasonable Recruit Reflected Regard Related Requirements Research Responsibilities Scholarship School Serve **Service** Site Simply Special Spend Spent Started Students Summer Taken Teaching Tenure Things **Time** University Work Workload Years Young 1 4

Text Entry

Too many committees that we are expected to serve on.

How much it is factored into merit and promotion

Too much time on assessment

It may be that there is a fear among non-tenured faculty that causes them to accept more service "opportunities" than they should be expected to do. I think the thought is that "if I say no, I won't get tenure", so they do not deny any service. Perhaps a limit on committee work for non-tenured faculty would be helpful(?)

Recruitment is now a service expected of faculty.

Servie requirements seem appropriate, but assessment duties are way out of line. Assessment for CORE and programs takes up too much and is a waste of professors time and university money.

The service burden at SFA has increased exponentially since I started ten years ago. I spend a great deal of time doing service for which I am not compensated, and which is not reflected in my contract (which stipulates 100% teaching). I serve as the Chair of the University Core Curriculum Advisory Committee (so much for opportunity). I have calculated that I did 10 none

Things that used to be service and now just considered to be part of the job.

I do not see any major concerns here. Service is important, and the University provides many ways to contribute to it.

| Statistic | Value |
|-------------|-------|
| Respondents | 125 |

In the space provided, please specify some of the positive experiences/reflections you have regarding your teaching at SFA? <?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />

Academic Approach Art Back Bring Campus Chair **CLASSES** Classroom Colleagues College Collegiality Concerned Contributed Courses Creative Department Develop Difference Education Efforts English **Enjoy** Environment Excel Experience Face Faculty Feel Field Find Flexibility
 Freedom Friendly General Give Good Graduate Great Grow Happy Helpful Impact Important Improve Individual Institution Interaction Job Learn Level Lives Lots Love Make Meet Mentoring Motivated Nice Nursing Online Opportunities Part Passion Person Point Positive Professionally
 Program Projects Proud Provide Relationship Research Resources Respectful Results Rewarding Schedule School Semester Site Size Small Starting State **Students** Successful Support Teacher **Teaching** Thinking Time
 Undergraduate University Variety Wonderful Work Years Young 2

Text Entry

The small class size

Having students tell you that you have had a positive impact on their lives, professionally and personally.

I enjoy working with my colleagues.

I enjoy almost every aspect of teaching at SFA

I have had great experiences in my classes and student organizations I advised. Our students are more capable than some give credit, I think. I have also seen so many of our colleagues doing highly innovative field-based or scholarly projects with

The best thing about teaching at SFA is our diversity of students.

I LOVE teaching. I particularly love teaching my large freshman class. I work hard, through dynamic lecturing and a friendly, charismatic personal demeanor, to recruit students to my discipline. I take great satisfaction that each semester I recruit

I have a wonderful department and love the TEC. For the most part, the interaction with students in the classroom is wonderful.

I have had MANY positive experiences over the years. It is especially rewarding to see my students go on to successful lives in the arts and related fields of endeavor. I am equally gratified by those students who mature through their University

One-on-one interaction with students in smaller classes, some autonomy in classes

| Statistic | Value |
|-------------|-------|
| Respondents | 136 |

In the space provided, please specify some of the positive experiences/reflections you have regarding your research/scholarship/creative projects at SFA?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />

Activities Allowed Amazed Amount Area Aspects Attend Books Bring Campus Chair Classes Collaboration Colleagues College Complete Conduct Conferences Continue Creative **Department** Developed Encouraged Endeavors Enhance Enjoy Experience **Faculty** Field Field Find Funding Gain Generous Good Graduate **Grants** Grateful Great Hand Helpful Higher Hours Independent Internal Journal Knowledge Lab Level Loads Lot Love Makes Meeting Mini Opportunities Oop Papers Peer People Perkins Personal Place Positive Present Professional Programs Projects Provide Publication Publishing Pursue Recognized

Research

Resources Reward Satisfying Scholarly Scholarship School Science Service Site Share Skills Start **Students** Success Summer **Support** Teaching Things

Time Transferred Travel Undergraduate University Watching **Work** Writing Years

Text Entry

There have always been ample opportunities for research.

The collaborate and helpful attitudes of fellow colleagues.

I have witnessed and/or been a direct part of many interdisciplinary collaborations on campus. Most of our faculty and staff are interested in enhancing their scholarship in their fields, as well as in the area of teaching and learning.

I have been able to do a limited amount of research in my ten years. With increased institutional support (more teaching credit for graduate student research, thesis teaching credit, and for undergraduate independent research projects) I believe

The university has been willing to partially fund some travel.

When I first came to SFA, ORSP was very helpful in transferring my NSF grant.

Getting my first book finished was a truly memorable experience. I am grateful for all the assistance that the ORSP, the Library staff and other University resources have provided me over the years. The support of my colleagues has also been

Faculty parking fees are outrageous and inane.

I have just started some research projects but I have experienced a lot of support from my colleagues in my department and I am looking forward to completing a mini-grant application soon.

ease of collaboration across departments and colleges

| Statistic | Value |
|-------------|-------|
| Respondents | 112 |

In the space provided, please specify some of the positive experiences/reflections you have regarding your service at SFA?

Accomplished Activities Administration Advising Ample Appreciated Areas Arts Assessment Box Campus Career Choices Cities Classroom Colleagues College Committees Community Conferences Deans Department Departmental Development Education Enjoyed Experience

Faculty Fair Fall Fall Fellow Fields First Forsook Found Gallery General Good Grateful Great High Higher Hiring Huge Impact Important Interacting Interesting Involved Issues Larger Learned Level Lot Love Make Matter Meetings Members Met Mind Month Moved Numerous

Opportunities Organizations Participating Peer People Person Planned Positive Professional Program Projects Provide Put Recruitment Related Research Resource Rewarding School Served **Service** Site Son Stem

Students Summer Support Teaching Time Trips University Water Wonderful **Working** Workshop Year

Text Entry

You might get service at departmental, college or university

There have been many great opportunities to be a resource for local school partnerships.

I have had many opportunities to serve at all levels on campus and have found them to collectively be highly beneficial to me as a professional.

Service requirements seem appropriate, if unproductive.

I do not have problems finding service.

Working with the Gallery programs, Book Arts conferences and LaNana Creek Press, and the Bright Ideas conferences have been important experiences for me. The immediate relationship between the visual arts, student learning, and personal development became especially vivid in the context of such activities. These things remind me how fortunate I have the

There are definitely a lot of committees. The first few meetings that I have attended have been concise and seem to be addressing important issues.

I lead a workshop for CC Conn's peer mentoring program. I applaud CC for starting the program, and the peer mentors for volunteering their time. They seem to take their responsibilities seriously, and asked great questions in the workshop.

I have had the opportunity to meet and work with like-minded colleagues that I might not otherwise have met. College and university service get me out of the narrow little box of my own department. I do wish, however, that I felt like my service was more valuable than it is. Some service work seems like it is just a matter of having someone check the bureaucratic

I enjoy getting to choose the service activities that fit best with my interests and abilities as opposed to being forced or randomly selected to be on committees.

| Statistic | Value |
|-------------|-------|
| Respondents | 99 |

What faculty perk(s) would you be most interesting in for the purposes of recruiting and retaining faculty?

Access Administration Assessment Assistance Attending Basic Benefits Campus Center Children Class College Compensation Competitive Cost Dependents Difference Discount Events Expectations Expenses Faculty Free Family Fee

Funds Give Good Graduate Great High Higher Hires Home Hours Including INCES 5 6d Insurance Internet Job Leave LO20 Low Lower Make Meetings Members Membership Money Month Moving Nice Offer Opportunities Parking Pay Period Perks Personal Position Presentations

Program Publications Pursue Quality Question Real REC Recreation Recruit Reduced Reduction Release Requirements Research Salary Scholarship School Service Sls Spouse Staff Start State Stay Students Summer Support Teaching Tenure Thing Time Travel Tullos University Work Workload Year 1 3

Text Entry

increase the summer pay and general salaries

More pay

Free parking, free admission to athletic events.

Increased salary and salary equity. I have seen the budget book and there is significant disparity in salaries. It is insulting that a COB faculty member's salary is nearly double mine when I have more experience than some and my regular teaching load is higher than all of them. I understand that the salary is meant to recruit those from the "business world" who could

Better salaries and understanding of workloads at the university level.

A higher salary and a lower teaching load would both help.

Full access to the Rec so I can work out. Increased dependent and spouse tuition benefit.

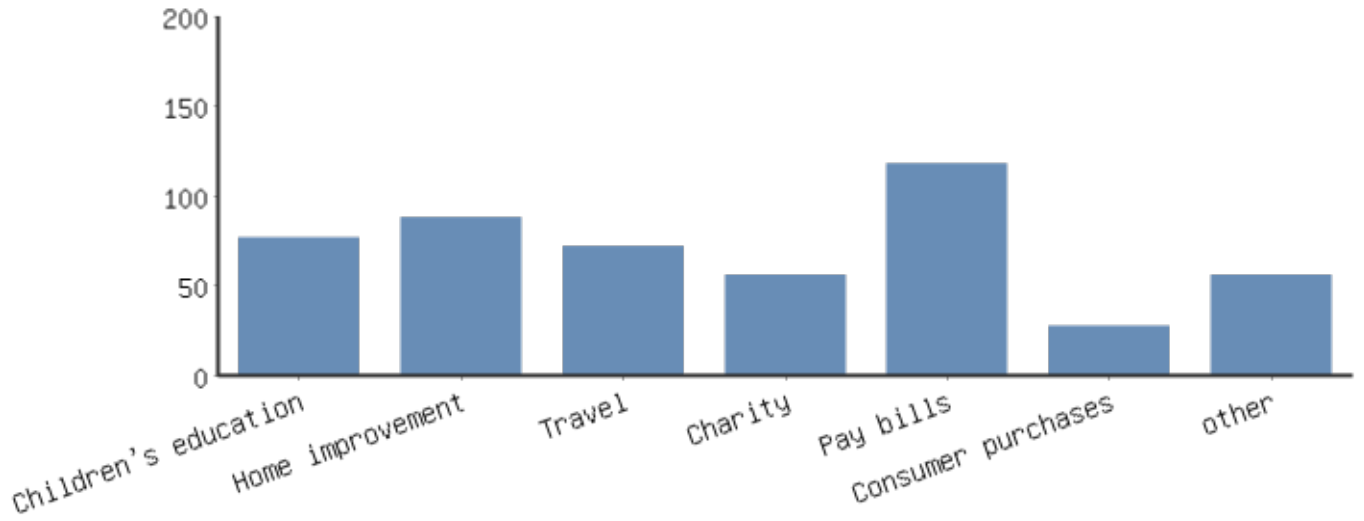
3-3 load, higher pay, fewer publication expectations

Discounted internet at home.

Regular semester leaves. I think incoming faculty should get an automatic leave by the fifth year and encouraged to make the most of the opportunity. As a more senior faculty, I would also benefit from more frequent down time. Although my salary is good, it is not great and I find that I still need to teach extra summer to meet my familial and personal obligations.

| Statistic | Value |
|-------------|-------|
| Respondents | 129 |

If you received a notable salary increase, what would do with it? (check all that apply)



| # | Answer | Bar | Response | % |
|---|----------------------|--|----------|---------|
| 1 | Children's education | <div style="width: 77px; height: 10px; background-color: #4F81BD;"></div> | 77 | 43.02% |
| 2 | Home improvement | <div style="width: 88px; height: 10px; background-color: #4F81BD;"></div> | 88 | 49.16% |
| 3 | Travel | <div style="width: 72px; height: 10px; background-color: #4F81BD;"></div> | 72 | 40.22% |
| 4 | Charity | <div style="width: 56px; height: 10px; background-color: #4F81BD;"></div> | 56 | 31.28% |
| 5 | Pay bills | <div style="width: 118px; height: 10px; background-color: #4F81BD;"></div> | 118 | 65.92% |
| 6 | Consumer purchases | <div style="width: 28px; height: 10px; background-color: #4F81BD;"></div> | 28 | 15.64% |
| 7 | other | <div style="width: 56px; height: 10px; background-color: #4F81BD;"></div> | 56 | 31.28% |
| | Total | | 495 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 3.72 | 3.67 | 1.92 | 495 | 179 |

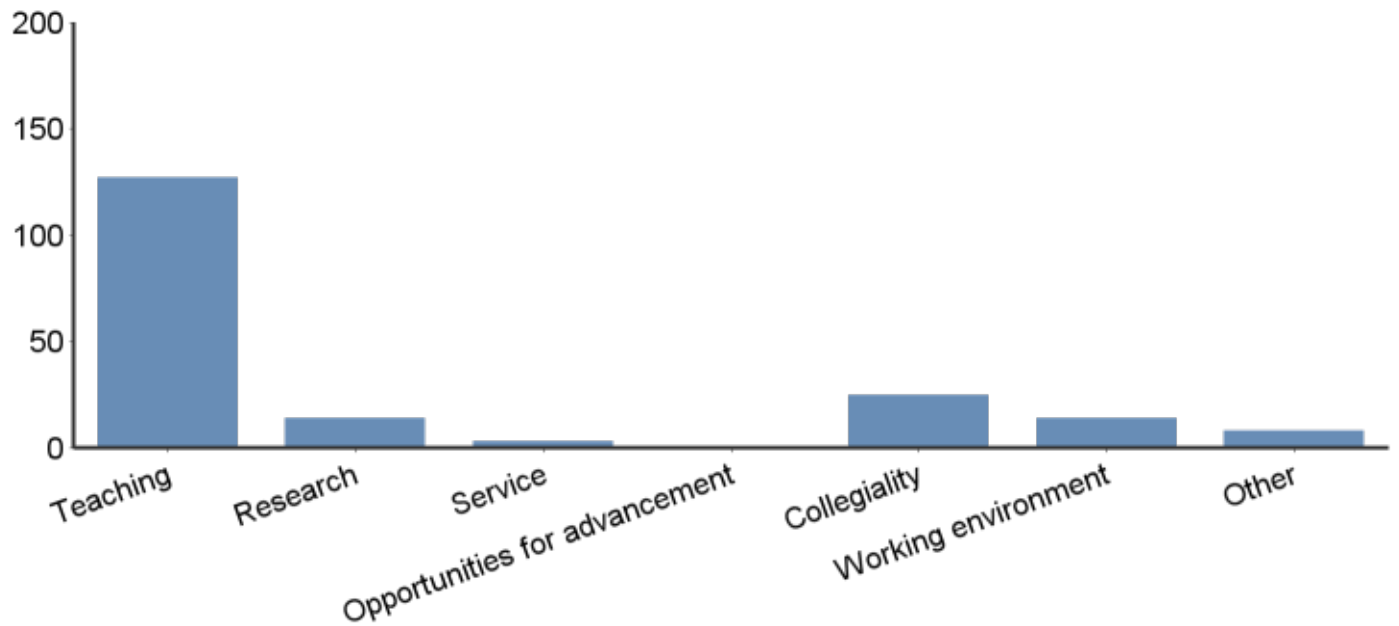
If you selected "other" for your plans for a notable salary increase, please specify below.

Achievement Active Amount Appreciated Badly Begin Bookstore Box Business Care Charity Childrens Church Classes Classroom College Community Conference Contribute Costs Country Creative Departmental Dependable Depress Development Discipline Display Donate Earned
 Education Effort Emergencies Enhanced Expenses Extended Faculty Family Feel Fewer Find Funds Graduate Grow Higher Insufficient INVEST (pads Large Lead Loans Low Major Make Medical Money Month Music Nacogdoches Office Opportunities Overloads Pay Personal Planning
 Present Professional Projects Pursue Question Real Radio Regular Research Researchs Response Retirement Savings Scale School Selected Senates Senes Series Small Specific Spend Stipends Students
 Teaching Terms Things Time Town Travel University Utilize Work Worrying Writing Years

| Text Entry |
|--|
| Invest it to grow my money. |
| Retirement savings and other investment opportunities |
| Retirement, savings, etc. |
| savings |
| see previous question response...and to the question below...how narrow minded to limit a question like that to a single response..where is your lickert scale here?! |
| How faculty would use it, is not really the Senates' business. It is not a "perk" or a "gift," it is a worked for and well earned payment for most of this faculty which has been underpaid for many years |
| Savings for retirement and children's college. |
| Save more for retirement. |
| Pay a LARGE amount of student loan debt. |
| I need to contribute much more to retirement savings and investments: I am about ten years behind where I should be at this point in my professional life. |

| Statistic | Value |
|-------------|-------|
| Respondents | 46 |

What aspect of your employment at SFA do you find most rewarding?



| # | Answer | Bar | Response | % |
|---|-------------------------------|-----|----------|---------|
| 1 | Teaching | | 127 | 66.49% |
| 2 | Research | | 14 | 7.33% |
| 3 | Service | | 3 | 1.57% |
| 4 | Opportunities for advancement | | 0 | 0.00% |
| 5 | Collegiality | | 25 | 13.09% |
| 6 | Working environment | | 14 | 7.33% |
| 7 | Other | | 8 | 4.19% |
| | Total | | 191 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 7 | 2.25 | 4.04 | 2.01 | 191 | 191 |

If you selected "other" as the most rewarding aspect of your employment at SFA, please specify below.

Asked BOX Colleagues Combination Comfortable Competent Daily Details Eliminated **Environment** Equally Expect Explain FACE Finding Find **Flexibility** Forced Friendly Frustrating Give Grad Hoping Hybrid Incorrect Locale Mix Online Opportunities

Question Research Respond **RESPONSES** Rewarding Schedule Sfa Specific Students Supportive **Teaching** Thing Tie Undergrad University

Text Entry

Flexible teaching environment where I can mix online, hybrid and face to face teaching environments

It's not one thing - it's a combination of the environment, locale, students (grad/undergrad), colleagues, and opportunities here that keep me here.

I was hoping to see the BOX. Many of your questions have been frustrating--no box to explain some of the incorrect responses I was forced to give. However, THIS QUESTION asked "re SFA" which eliminated TEACHING or other responses one might expect to see (can do those at any university) so then I need to respond to this question by finding SPECIFIC SFA

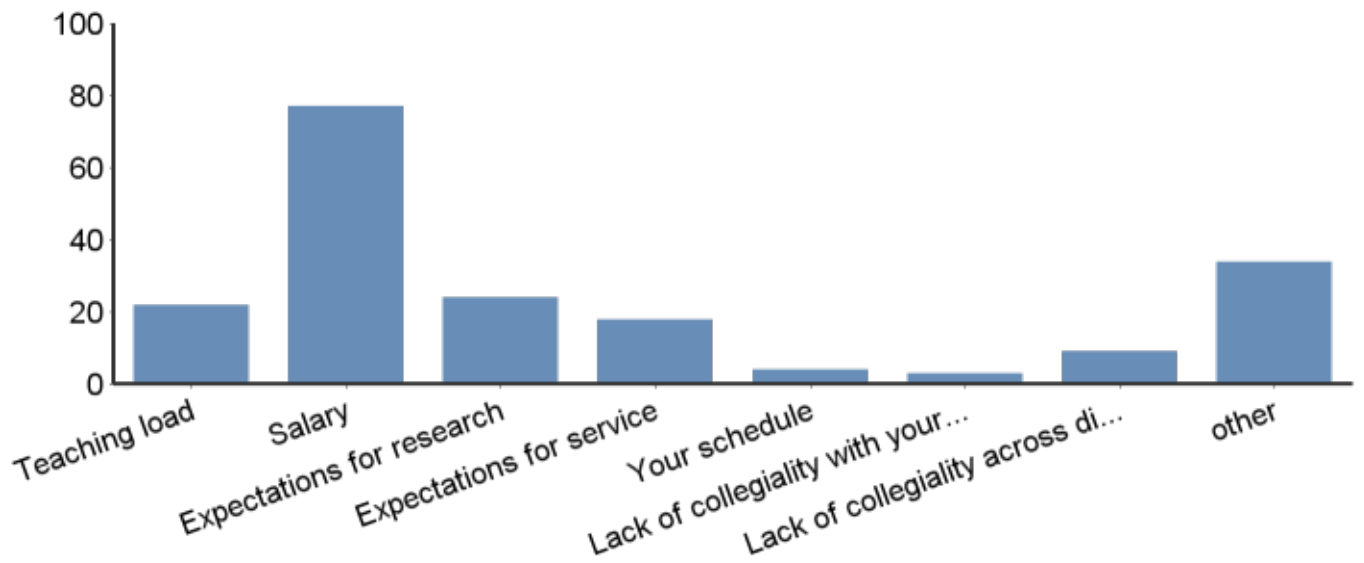
Flexibility of daily schedule

It is a tie between teaching and research

I find teaching and research equally rewarding

| Statistic | Value |
|-------------|-------|
| Respondents | 6 |

What aspect of your employment at SFA do you find most frustrating?<?xml:namespace prefix = "o" ns = "urn:schemas-microsoft-com:office:office" />



| # | Answer | Bar | Response | % |
|---|---|---|----------|---------|
| 1 | Teaching load | <div style="width: 22px; height: 10px; background-color: #4F81BD;"></div> | 22 | 11.52% |
| 2 | Salary | <div style="width: 77px; height: 10px; background-color: #4F81BD;"></div> | 77 | 40.31% |
| 3 | Expectations for research | <div style="width: 24px; height: 10px; background-color: #4F81BD;"></div> | 24 | 12.57% |
| 4 | Expectations for service | <div style="width: 18px; height: 10px; background-color: #4F81BD;"></div> | 18 | 9.42% |
| 5 | Your schedule | <div style="width: 4px; height: 10px; background-color: #4F81BD;"></div> | 4 | 2.09% |
| 6 | Lack of collegiality with your department | <div style="width: 3px; height: 10px; background-color: #4F81BD;"></div> | 3 | 1.57% |
| 7 | Lack of collegiality across disciplines | <div style="width: 9px; height: 10px; background-color: #4F81BD;"></div> | 9 | 4.71% |
| 8 | other | <div style="width: 34px; height: 10px; background-color: #4F81BD;"></div> | 34 | 17.80% |
| | Total | | 191 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 8 | 3.63 | 6.02 | 2.45 | 191 | 191 |

If you selected "other" for the most frustrating aspect of your employment at SFA, please specify below.

Administration Administrative Area Art Aspect **Assessment** Budget Build Campus Change Class Classroom Combination Comment Committee Complicated Consistency Constancy Control Core Cost Create
Creative Current Department Design Difficult Doubled Drained Education Escalate **Expectations** Facility **Faculty** Full Final First Five Forced **Frustration** Full General Graduate Greater Growth
 Handle Higher Improve Inadequate Increasing Inefficiency Instruments Intended Interpretation **Job Lack** Lead Learning Level **Load** Longer Losing Magnitudes **Meetings** Mentality Mold Paperwork Plagiarism Plans Pleased **Policies** Present Problem Process
Program Provost Quality Regret Requirements **Research** Restrictions Salary Satisfied School **Service Sfa** Size Small Spread State Step **Student** Support Targets **Teaching** Terms Thing **Time**
University Work Workload

Text Entry

Too many meetings

I'm part-time

It would be ideal if we could all be on the same page in terms of how to handle student issues from plagiarism to skipping class.

There is lack of balance in expectations of teaching, research and service. It seems difficult to satisfy each of these expectations *well*. This can result in faculty feeling inadequate, or spread too thin.

It's not the teaching load or the expectations for research singly: it is the expectation to do any research while maintaining our teaching load. If teaching load could reduce enough for their to be time and energy for research, research would be delightful.

An ever increasing inefficiency in the design and implementation of our university assessment compliance requirements, both for the Gen Ed Core and for the SACS assessment requirements. Constantly moving targets for what is expected from faculty and programs, cumbersome tools used for assessment instruments that are constantly changing, a lack of

Parental mentality of SFA. Students are forced to live on campus, forced to be advised, forced to stay in line, off the grass, or behind the barrier. The they are fined and fee'd to excess and all the while we wonder why they can't seem to fend for themselves.

Let's hire a president and a provost who has lead a department. The admin has not a clue what it like to operate a university at the department or faculty level

The single most frustrating aspect of my job is the facility I work in. It is full of mold from inadequate construction quality, it is too small, the equipment is failing, the ventilation is inadequate and dangerous, the climate control is woefully inadequate, the metal components of everything are rusty and rusting, the faucets leak, the pipes exude sewer smells into

See below

| Statistic | Value |
|-------------|-------|
| Respondents | 32 |

In the text box below, please indicate any additional comments that you may have.

Faculty

000 Activities Administration Arts Assessment Board Case Change Classes Colleagues College Collegially Compensation Concern Considerations Demand Department Deserve Devoted Education Expectations Feel Find Formal Frustrating Full Funding Good Graduate Great Handle Happy Help/Id High Higher Hope Hours Important Improve Increase Inspire Institution Issues Job Lack Learn Leave Level Load Love Low Make Money Number Nursing Opportunity Paid Part Play People Personal Place Points Positions Pride Problem Program Proud Provided Public Put Quality Reason Recruitment Reduced Requirements Research Resources Results Salary School Sense Sfa Share Significantly Starting State Stay Students Support Surveillance Survey Teaching Tenure Thought Time University Work Workload Years

Text Entry

Limit the number of meetings

The university needs to start recruiting faculty and leadership from outside of the pool of former SFA alumni. Having fresh perspectives is important for growth and development.

Human Sciences has become a very stressful environment. Faculty are afraid to speak up because of anticipated retribution. Those who have spoken up have been made "examples" and people have learned to dodge the director to avoid becoming yet another example. How many people have to leave the school and/or complain before someone

A salary boost would be the most productive tactic to improve faculty recruitment and retention, there is no doubt.

Fantastic survey. Thanks!

It is a great pleasure to be part of the SFA faculty and to have had the opportunity to participate in shaping the future of this University and its programs. I am especially proud of my students and am truly fortunate to have such great colleagues to work with (this has not always been the case, but it is now). I take great pride in having played an important role in as above. It's the workload that drains you, so that you do not have the energy to maintain anything after a while. The lack of compensation is just the insult that adds to the injury.

Hours in the clinical setting should be part of the teaching workload for nursing.

Overall, I like SFA and Nacogdoches. The campus is very nice, and the town has good resources for family life and recreation. I do think, Nacogdoches lacks many amenities in terms of shopping and dining. This is a fairly big negative for some people. But the lack of traffic and good schools, such as Central Heights, make up for that to me. Some of the issues are unclear as different faculty could have a problem with the workload but one could think it is too low while another could think it is too high. This is particularly problematic based on the last page asking about biggest frustrations. All my scores of high concern and high impact of research expectation/time are based on my opinion that they

| Statistic | Value |
|-------------|-------|
| Respondents | 65 |