

ATU 2019-2020 Faculty Satisfaction Survey

March 3, 2020

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PRIMARY FINDINGS OF THE FACULTY SATISFACTION SURVEY

Level of Satisfaction

(1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied)

Mean scores are in **bold** type and underlined.

- The mean response to the satisfaction item “how satisfied are you with your position as a faculty member at Arkansas Tech” was **3.58**. There was no statistically significant difference in satisfaction based on faculty status/rank or college. Job satisfaction was lowest among tenured faculty (**3.51**) and highest among full-time, instructor-track faculty (**3.56**). Based on college affiliation, the College of Engineering and Applied Sciences reported the lowest satisfaction score (**3.0**) and the College of eTech the highest (**4.00**).
- Participants reported mean scores of **3.14** for teaching load, **3.66** for faculty/student ratio, **3.51** for instructional support, and **3.18** for classroom facilities.
- Overall, participants reported a mean score of **2.60** for satisfaction with salary. Adjunct/part-time faculty reported the lowest satisfaction score (**2.43**) and full-time, instructor-track the highest (**2.79**).
- The mean score for satisfaction with the President of the University was **2.94**, satisfaction with the President’s decision-making process was **2.71**, and satisfaction with the President’s vision was **3.02**.
- The mean score for satisfaction with the Vice President of Academic Affairs was **3.54**.
- Mean score for satisfaction with the level of transparency at the University was (**2.30**). Low scores were also reported relating to regard for faculty input in University matters (**2.55**), the state of shared governance (**2.66**), and the role of faculty in University decision-making (**2.56**). The mean satisfaction score for the commitment of institutional leaders to ongoing improvements was **2.88**.
- Satisfaction with University support for new faculty lines was **2.45**.
- The mean score for satisfaction with health benefits was **2.00**.
- Satisfaction for representation provided by Faculty Senate was **3.37**.
- Mean satisfaction scores for the response of Faculty Senate and the President to the previous year’s satisfaction survey were **3.09** and **2.58** respectively.

Level of Agreement

(1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree)

- The mean scores for level of agreement regarding the evaluation of senior leadership were: senior leaders being evaluated by employees in their unit (4.20), faculty evaluating the VPAA (4.13), and faculty evaluating the President (4.23).
- Participants reported low levels of agreement with the University commitment to transparency (2.43), the President's commitment to shared governance (2.87), and senior leadership valuing faculty input (2.52).
- Participants reported low levels of agreement in understanding how (2.57) or why (2.51) decisions are made, as well as decisions being communicated effectively (2.59). The mean score for level of agreement with decisions being made in the best interest of the University was 2.75.
- Participants did not agree that the University budget is being managed effectively (2.43). Additionally, participants did not agree there is an appropriate ratio of faculty lines to administrative positions (2.26), that hiring an adequate number of faculty is a budget priority (2.33), or that budget priorities reflect a commitment to student success (2.46).
- Mean scores for level of agreement with faculty morale being high were: in the participant's department, 2.85; in the participant's college, 2.65; across the University, 2.36. The mean score for participant's feeling appreciated at Tech was 2.86.
- The mean score for level of agreement that Arkansas Tech is headed in the right direction was 2.83.
- Participants agreed that faculty should have input into decisions made on health care coverage (4.43).
- Participant level of agreement with being proud to work at Tech was 3.63 and recommending Tech as a good place to work was 3.20.
- Mean score for level of agreement that shared governance is practiced at Tech was 2.70. Score for level of agreement with a faculty commitment to shared governance was 3.46.

Open-Ended Responses

The responses to open-ended questions are provided at the end of this report.

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Summary of Satisfaction Test Items ($\alpha = .94$)
(1 = very dissatisfied, 2 = not satisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied)

	Mean	Std. Deviation
Q3 - How satisfied are you with your position as a faculty member at Arkansas Tech?	3.59	1.136
Q12 - How satisfied are you with your salary?	2.55	1.142
Q18 - How satisfied are you with your teaching load?	3.13	1.233
Q23 - How satisfied are you with the faculty to student ratio in your courses?	3.64	1.105
Q21 - How satisfied are you with instructional support offered by the University?	3.52	1.071
Q22 - How satisfied are you with classroom facilities?	3.16	1.131
Q19 - How satisfied are you with University support for scholarship/creative activities?	2.92	1.100
Q20 - How satisfied are you with your service load?	3.23	1.054
Q33 - How satisfied are you with the annual evaluation process?	3.10	1.079
Q34 - How satisfied are you with promotion policies?	3.56	1.527
Q35 - How satisfied are you with the tenure policies?	3.99	1.484
Q27 - How satisfied are you with professional development opportunities at the University?	3.09	1.102
Q30 - How satisfied are you with University support for new faculty lines?	2.42	1.128
Q38 - How satisfied are you with your health benefits?	2.03	1.090
Q15 - How satisfied are you with the Vice President for Academic Affairs?	3.51	.979
Q16 - How satisfied are you with the President of the University?	2.91	1.259
Q17 - How satisfied are you with the President's decision-making process?	2.68	1.218
Q8 - How satisfied are you with the role of faculty in University decision making?	2.54	1.048
Q29 - How satisfied are you with the representation provided by Faculty Senate?	3.35	.972
Q25 - How satisfied are you with the state of shared governance on campus?	2.64	1.021
Q26 - How satisfied are you with the amount of faculty control over the curriculum?	3.50	1.089
Q30 - How satisfied are you with the level of regard for faculty input on University matters?	2.52	1.088
Q28 - How satisfied are you with the level of transparency in University decision making?	2.27	1.042
Q62 - How satisfied are you with your sense of belonging to the University?	3.06	1.265
Q63 - How satisfied are you with the commitment of institutional leaders to ongoing improvements?	2.87	1.095
Q64 - How satisfied are you with the contribution of your work to the institutional mission?	3.80	.853

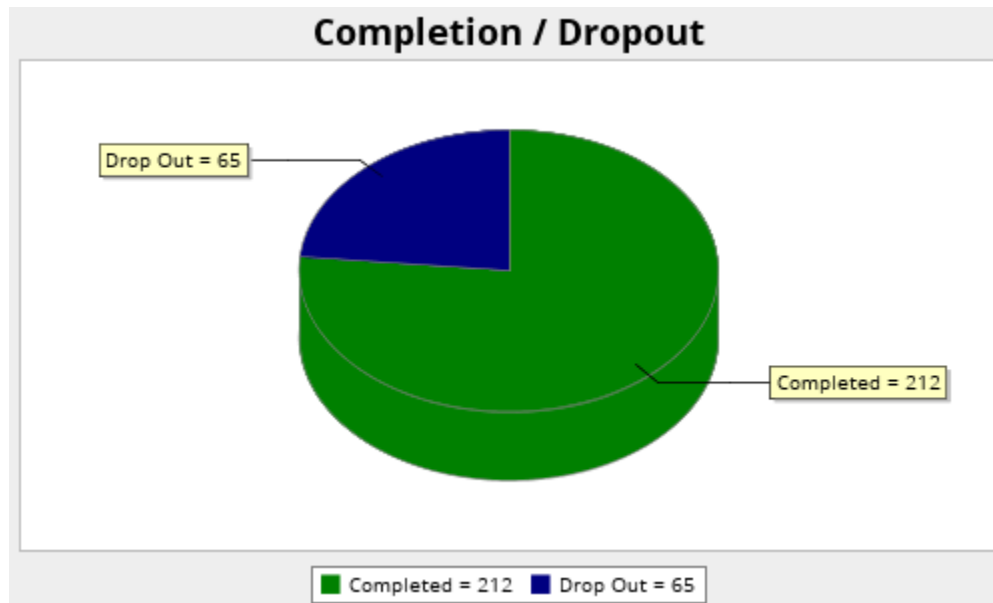
Q65 - How satisfied are you with the President's vision?	3.01	1.170
Q66 - How satisfied are you with Faculty Senate's response to the 2018-2019 Faculty Satisfaction Survey results?	3.09	.795
Q67 - How satisfied are you with the President's response to the 2018-2019 Faculty Satisfaction Survey results?	2.58	1.081

Summary of Attitude Items ($\alpha = .93$)
(1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree)

	Mean	Std. Deviation
Q20 - There is a faculty commitment to shared governance at Arkansas Tech.	3.46	.979
Q56 - The President is committed to shared governance at Arkansas Tech.	2.88	1.140
Q31 - Shared governance is practiced at Arkansas Tech.	2.70	1.058
Q29 - There is a commitment to transparency at Arkansas Tech.	2.43	1.140
Q52 - In general, senior-level leadership value faculty input.	2.53	1.172
Q45 - The University budget is being effectively managed.	2.43	1.123
Q51 - The ratio of faculty lines to administrative positions at Arkansas Tech is appropriate.	2.26	1.095
Q53 - Hiring adequate numbers of faculty is a budget priority at Arkansas Tech.	2.34	1.199
Q61 - The budget priorities at Arkansas Tech reflect a commitment to student success.	2.58	1.122
Q30 - I understand how decisions are made at Arkansas Tech.	2.59	1.143
Q48 - I understand why decisions are made at Arkansas Tech.	2.53	1.133
Q59 - The Vice President for Academic Affairs position at Arkansas Tech should transition to Provost and Senior Vice Pre	3.69	1.140
Q60 - Arkansas Tech should transition to rotating department chairs.	2.78	1.345
Q47 - The President's decisions are clearly communicated to faculty.	2.60	1.147
Q50 - Decisions are made in the best interests of the University.	2.76	1.112
Q49 - Arkansas Tech is heading in the right direction.	2.84	1.148
Q62 - The job performance of senior leadership should be evaluated on a yearly basis by all employees	4.21	.781
Q31 - Faculty should evaluate the job performance of the Vice President for Academic Affairs on a yearly basis.	4.14	.813
Q32 - Faculty should evaluate the job performance of the University President on a yearly basis.	4.23	.829
Q36 - Faculty should have input into decisions made on health care coverage.	4.42	.768
Q39 - My professional contributions as a faculty member are valued.	2.99	1.234
Q40 - Faculty morale is high in my department.	2.83	1.218
Q42 - Faculty morale is high in my college.	2.66	1.064
Q43 - Faculty morale is high across the University.	2.35	1.014
Q54 - I feel appreciated at Arkansas Tech.	2.87	1.297
Q55 - I have a satisfactory work/life balance at Arkansas Tech.	3.06	1.275

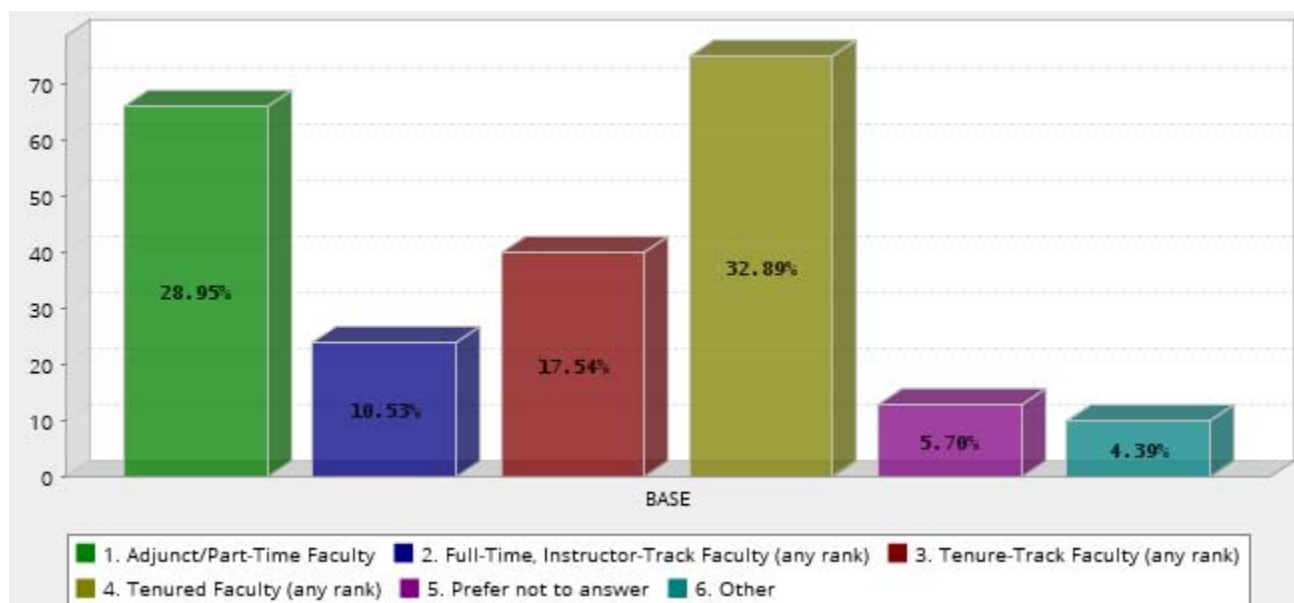
Q56 - I think senior leadership consider faculty work/life balance when making decisions.	2.92	1.251
Q44 - I would recommend Arkansas Tech as a good place to work.	3.21	1.165
Q46 - I am proud to work at Arkansas Tech.	3.62	1.162

Participant Summary



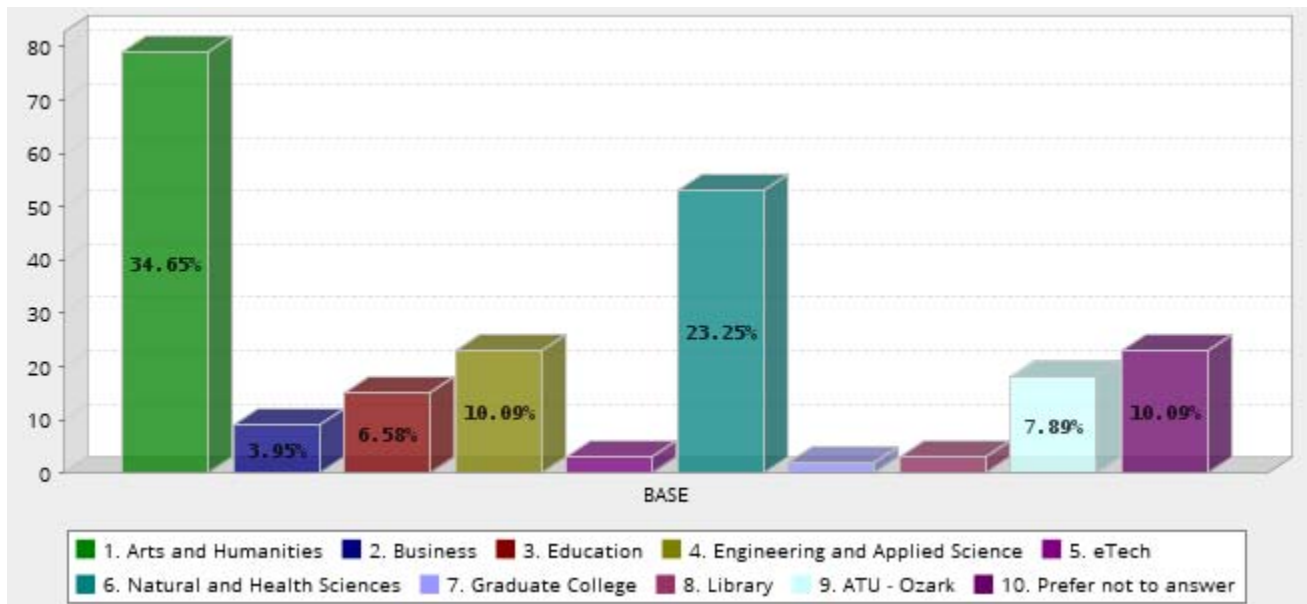
Viewed	Started	Completed	Completion Rate	Drop Outs (After Starting)	Average Time to Complete Survey
453	277	212	76.53%	65	12 minutes

Please select the option that best describes your current status and academic rank:



	Answer	Count	Percent
	1. Adjunct/Part-Time Faculty	66	28.95%
	2. Full-Time, Instructor-Track Faculty (any rank)	24	10.53%
	3. Tenure-Track Faculty (any rank)	40	17.54%
	4. Tenured Faculty (any rank)	75	32.89%
	5. Prefer not to answer	13	5.70%
	6. Other	10	4.39%
	Total	228	100%

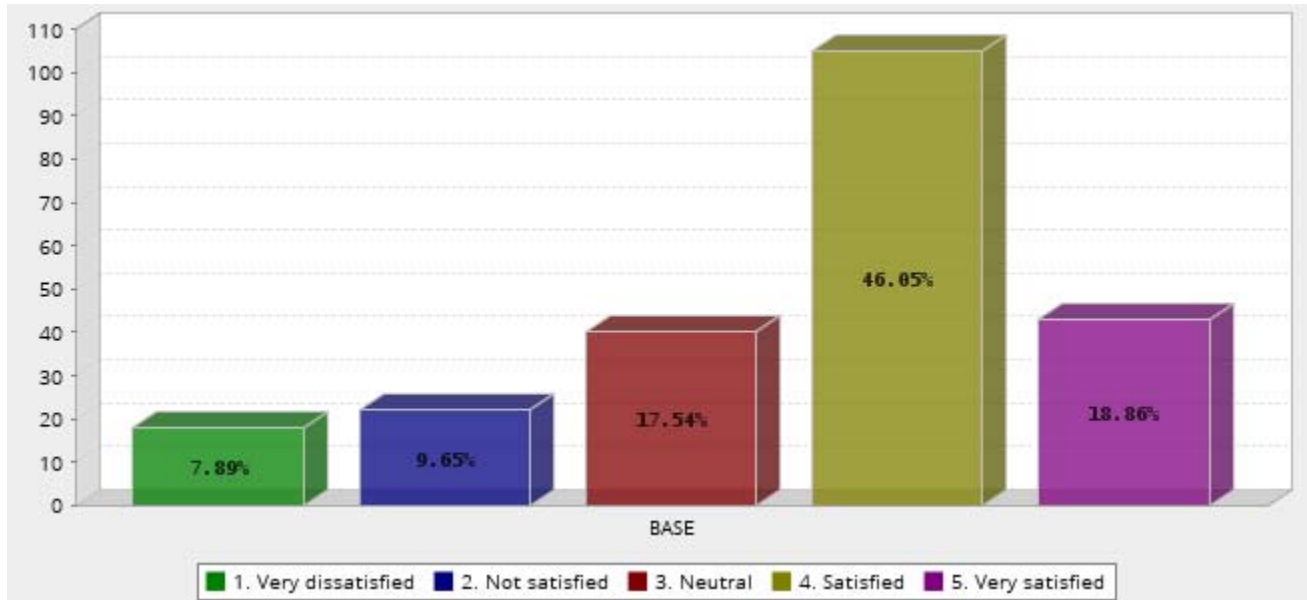
Q6. Please identify the college to which you are assigned.



	Answer	Count	Percent
1.	Arts and Humanities	79	34.65%
2.	Business	9	3.95%
3.	Education	15	6.58%
4.	Engineering and Applied Science	23	10.09%
5.	eTech	3	1.32%
6.	Natural and Health Sciences	53	23.25%
7.	Graduate College	2	0.88%
8.	Library	3	1.32%
9.	ATU - Ozark	18	7.89%
10.	Prefer not to answer	23	10.09%
	Total	228	100%

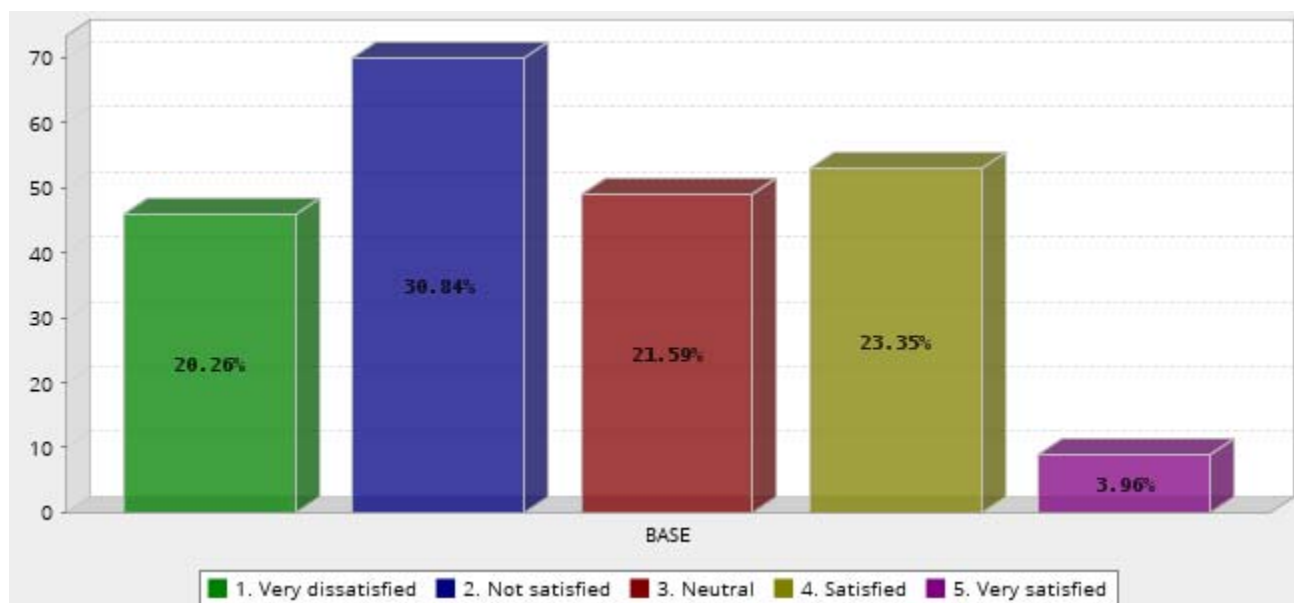
Satisfaction Items

Q3. How satisfied are you with your position as a faculty member at Arkansas Tech?



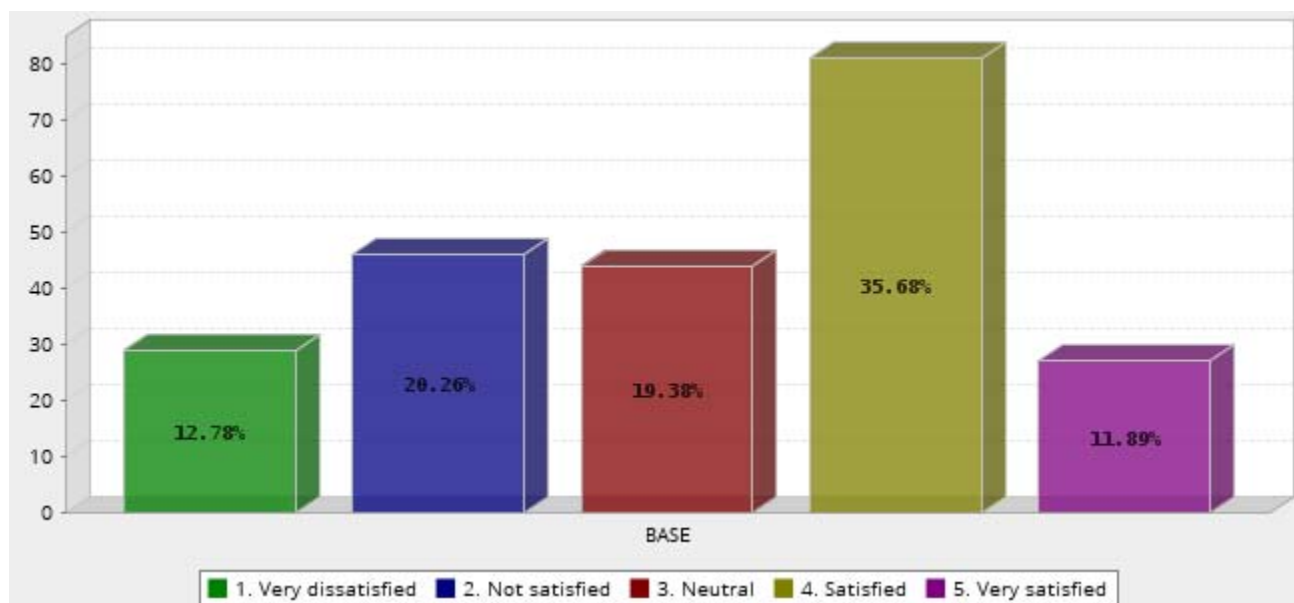
	Answer	Count	Percent
	1. Very dissatisfied	18	7.89%
	2. Not satisfied	22	9.65%
	3. Neutral	40	17.54%
	4. Satisfied	105	46.05%
	5. Very satisfied	43	18.86%
	Total	228	100%
Mean : 3.583	Confidence Interval @ 95% : [3.436 - 3.731]	Standard Deviation : 1.137	Standard Error : 0.075

Q12. How satisfied are you with your salary?



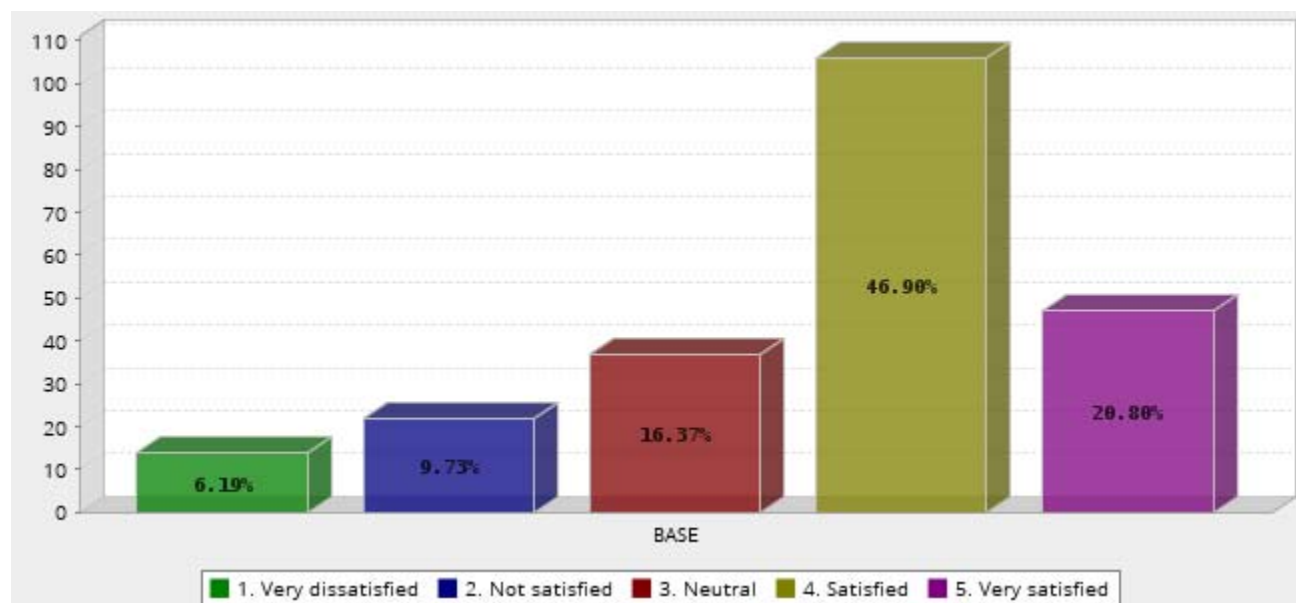
	Answer	Count	Percent
	1. Very dissatisfied	46	20.26%
	2. Not satisfied	70	30.84%
	3. Neutral	49	21.59%
	4. Satisfied	53	23.35%
	5. Very satisfied	9	3.96%
	Total	227	100%
Mean : 2.599	Confidence Interval @ 95% : [2.448 - 2.751]	Standard Deviation : 1.165	Standard Error : 0.077

Q18. How satisfied are you with your teaching load?



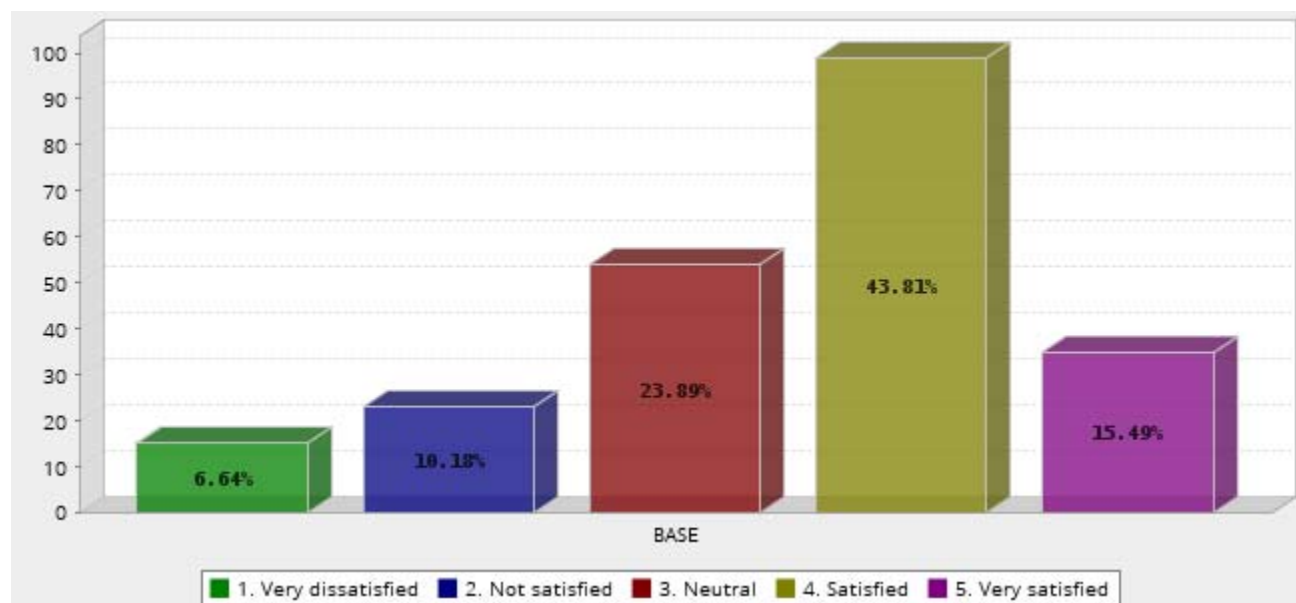
	Answer	Count	Percent
	1. Very dissatisfied	29	12.78%
	2. Not satisfied	46	20.26%
	3. Neutral	44	19.38%
	4. Satisfied	81	35.68%
	5. Very satisfied	27	11.89%
	Total	227	100%
Mean : 3.137	Confidence Interval @ 95% : [2.975 - 3.298]	Standard Deviation : 1.239	Standard Error : 0.082

Q23. How satisfied are you with the faculty to student ratio in your courses?



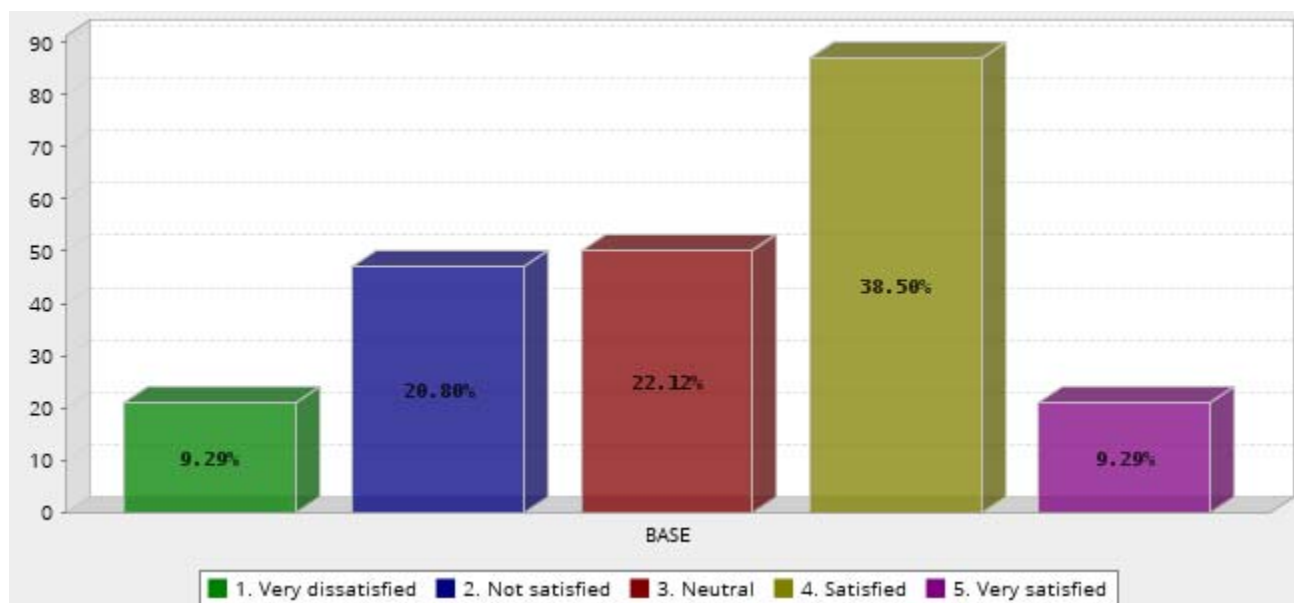
	Answer	Count	Percent
	1. Very dissatisfied	14	6.19%
	2. Not satisfied	22	9.73%
	3. Neutral	37	16.37%
	4. Satisfied	106	46.90%
	5. Very satisfied	47	20.80%
	Total	226	100%
Mean : 3.664	Confidence Interval @ 95% : [3.520 - 3.807]	Standard Deviation : 1.100	Standard Error : 0.073

Q21. How satisfied are you with instructional support offered by the University?



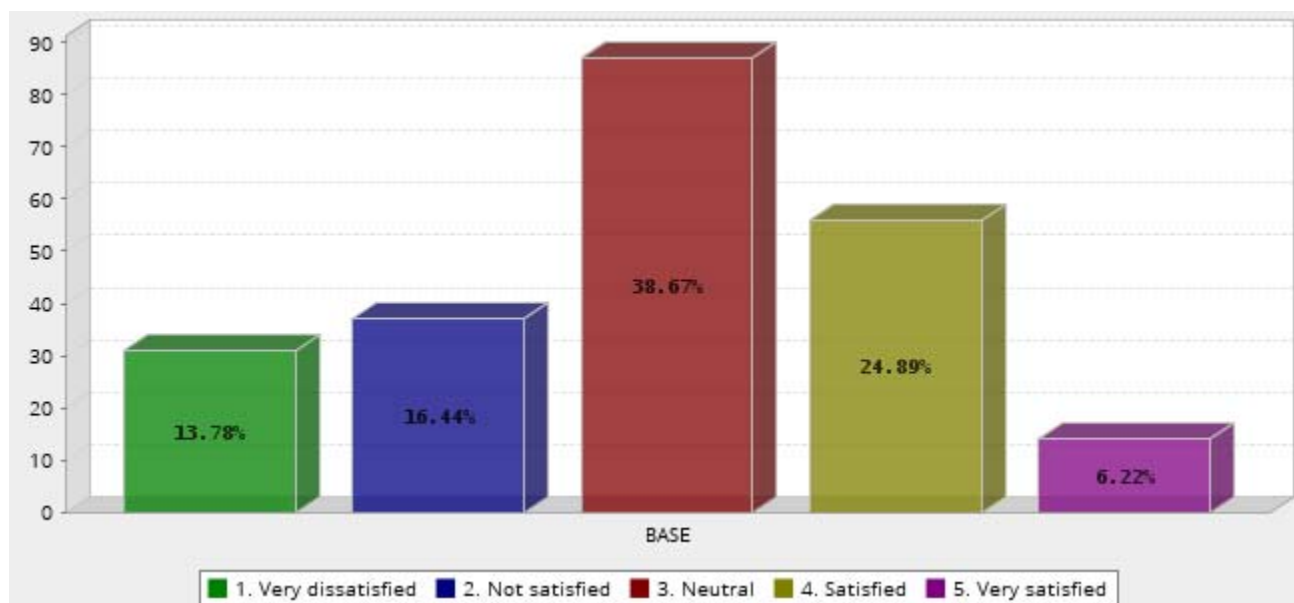
	Answer	Count	Percent
	1. Very dissatisfied	15	6.64%
	2. Not satisfied	23	10.18%
	3. Neutral	54	23.89%
	4. Satisfied	99	43.81%
	5. Very satisfied	35	15.49%
	Total	226	100%
Mean : 3.513	Confidence Interval @ 95% : [3.372 - 3.654]	Standard Deviation : 1.080	Standard Error : 0.072

Q22. How satisfied are you with classroom facilities?



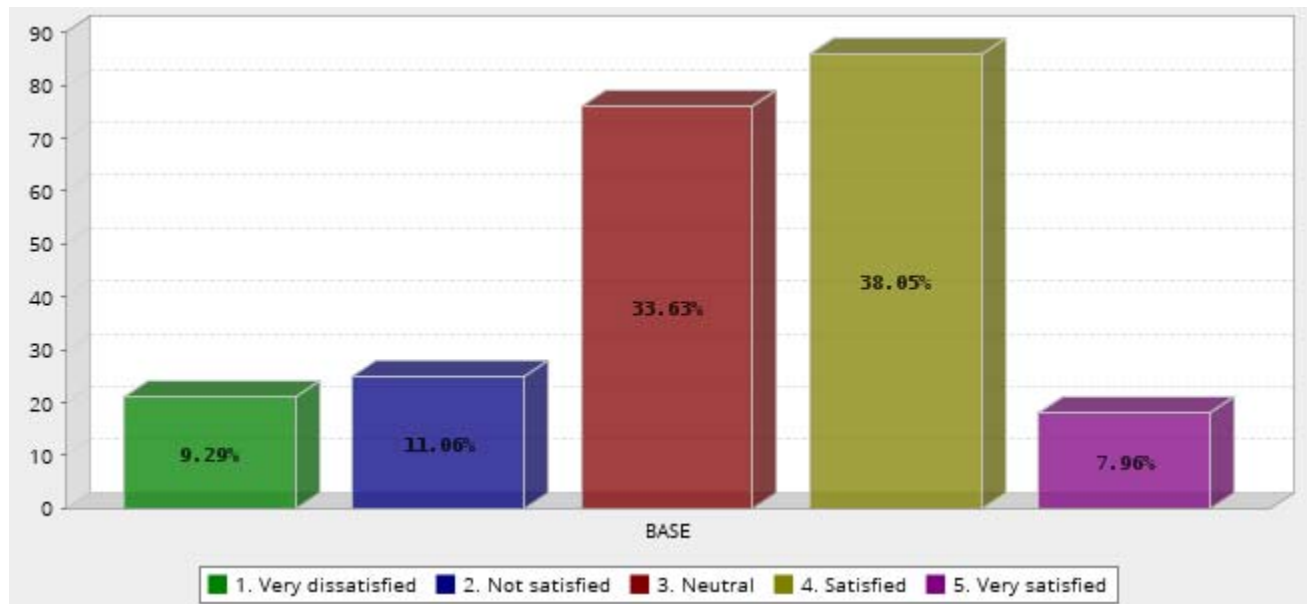
	Answer	Count	Percent
	1. Very dissatisfied	21	9.29%
	2. Not satisfied	47	20.80%
	3. Neutral	50	22.12%
	4. Satisfied	87	38.50%
	5. Very satisfied	21	9.29%
	Total	226	100%
Mean : 3.177	Confidence Interval @ 95% : [3.028 - 3.326]	Standard Deviation : 1.145	Standard Error : 0.076

Q19. How satisfied are you with University support for scholarship/creative activities?



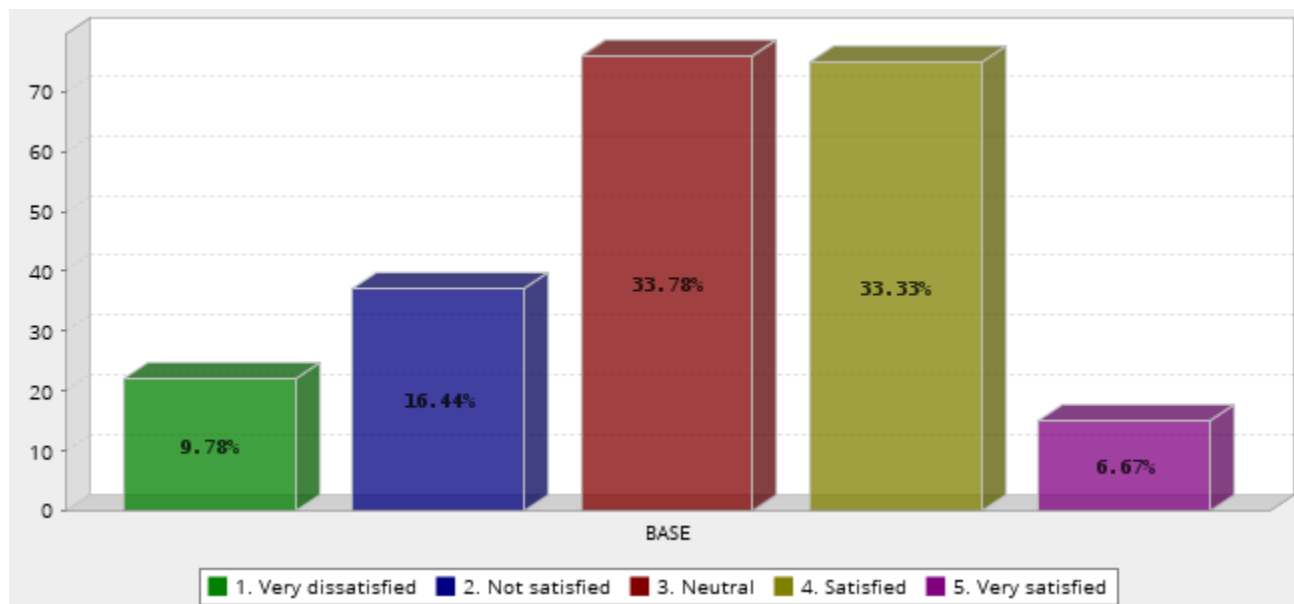
	Answer	Count	Percent
	1. Very dissatisfied	31	13.78%
	2. Not satisfied	37	16.44%
	3. Neutral	87	38.67%
	4. Satisfied	56	24.89%
	5. Very satisfied	14	6.22%
	Total	225	100%
Mean : 2.933	Confidence Interval @ 95% : [2.789 - 3.077]	Standard Deviation : 1.102	Standard Error : 0.073

Q20. How satisfied are you with your service load?



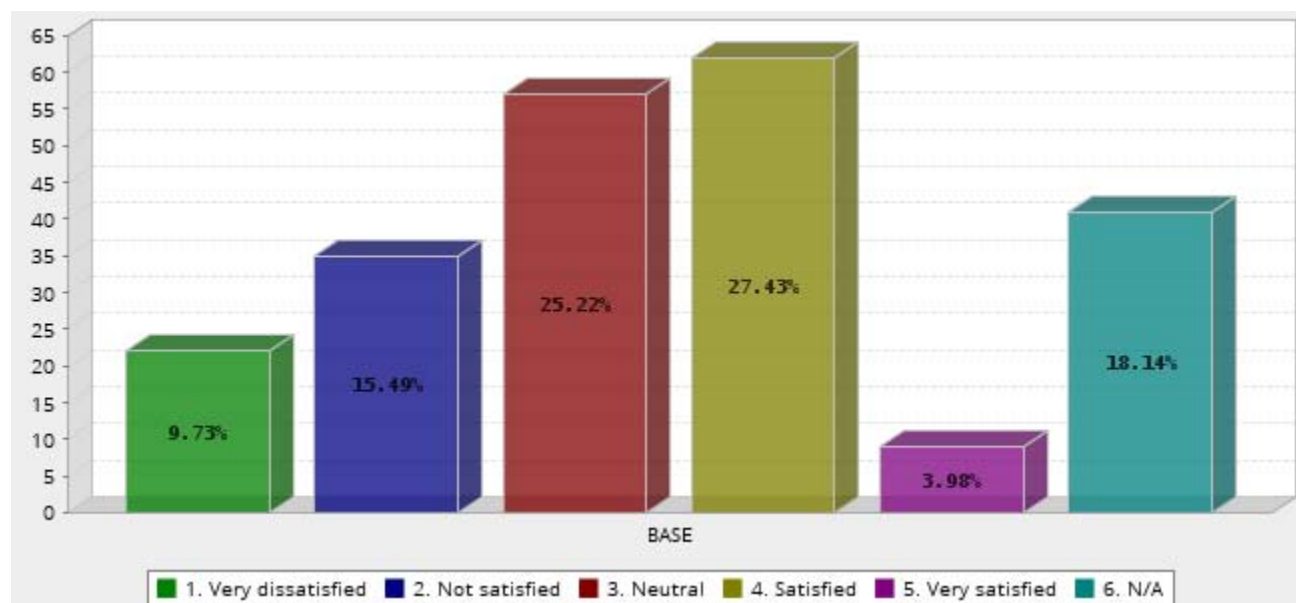
	Answer	Count	Percent
	1. Very dissatisfied	21	9.29%
	2. Not satisfied	25	11.06%
	3. Neutral	76	33.63%
	4. Satisfied	86	38.05%
	5. Very satisfied	18	7.96%
	Total	226	100%
Mean : 3.243	Confidence Interval @ 95% : [3.105 - 3.382]	Standard Deviation : 1.062	Standard Error : 0.071

Q33. How satisfied are you with the annual evaluation process?



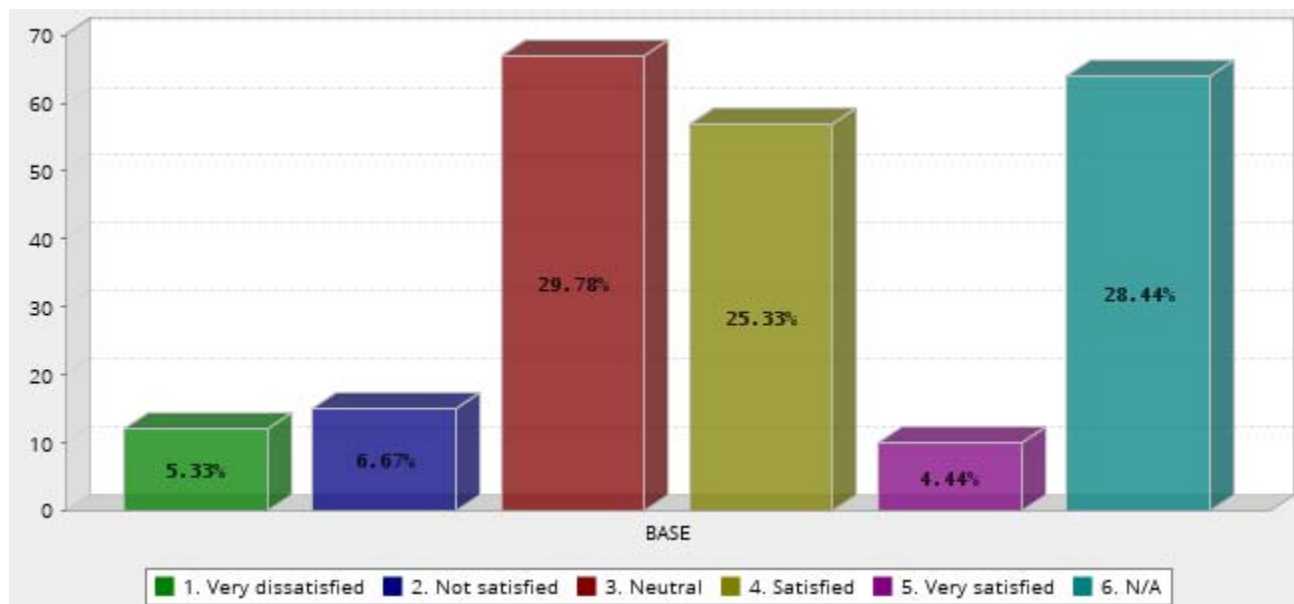
	Answer	Count	Percent
	1. Very dissatisfied	22	9.78%
	2. Not satisfied	37	16.44%
	3. Neutral	76	33.78%
	4. Satisfied	75	33.33%
	5. Very satisfied	15	6.67%
	Total	225	100%
Mean : 3.107	Confidence Interval @ 95% : [2.967 - 3.247]	Standard Deviation : 1.072	Standard Error : 0.071

Q34. How satisfied are you with promotion policies?



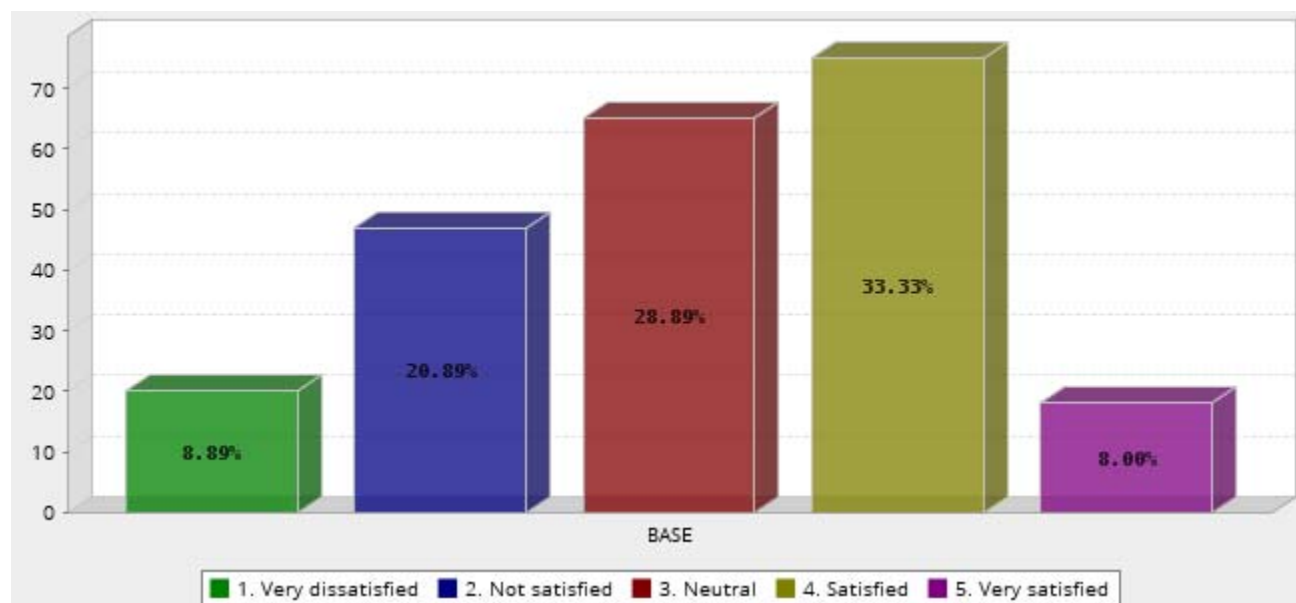
	Answer	Count	Percent
	1. Very dissatisfied	22	9.73%
	2. Not satisfied	35	15.49%
	3. Neutral	57	25.22%
	4. Satisfied	62	27.43%
	5. Very satisfied	9	3.98%
	6. N/A	41	18.14%
	Total	226	100%
Mean : 3.549	Confidence Interval @ 95% : [3.350 - 3.747]	Standard Deviation : 1.523	Standard Error : 0.101

Q35. How satisfied are you with the tenure policies?



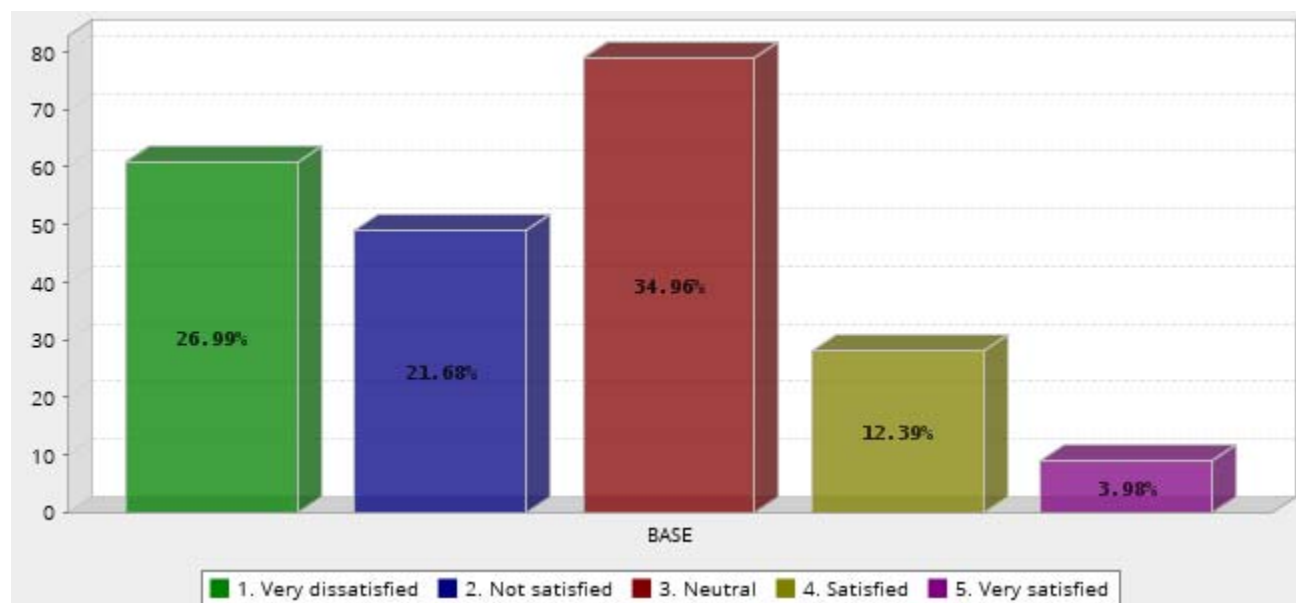
	Answer	Count	Percent
	1. Very dissatisfied	12	5.33%
	2. Not satisfied	15	6.67%
	3. Neutral	67	29.78%
	4. Satisfied	57	25.33%
	5. Very satisfied	10	4.44%
	6. N/A	64	28.44%
	Total	225	100%
Mean : 4.022	Confidence Interval @ 95% : [3.827 - 4.218]	Standard Deviation : 1.495	Standard Error : 0.100

Q27. How satisfied are you with professional development opportunities at the University?



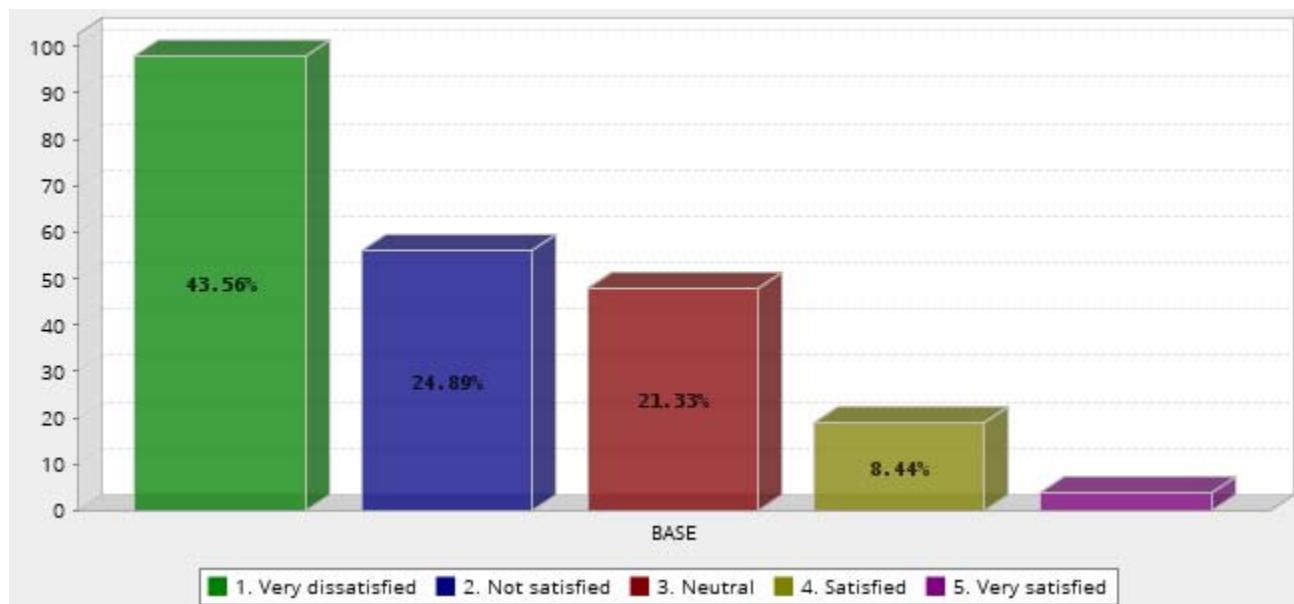
	Answer	Count	Percent
	1. Very dissatisfied	20	8.89%
	2. Not satisfied	47	20.89%
	3. Neutral	65	28.89%
	4. Satisfied	75	33.33%
	5. Very satisfied	18	8.00%
	Total	225	100%
Mean : 3.107	Confidence Interval @ 95% : [2.963 - 3.251]	Standard Deviation : 1.101	Standard Error : 0.073

Q30. How satisfied are you with University support for new faculty lines?



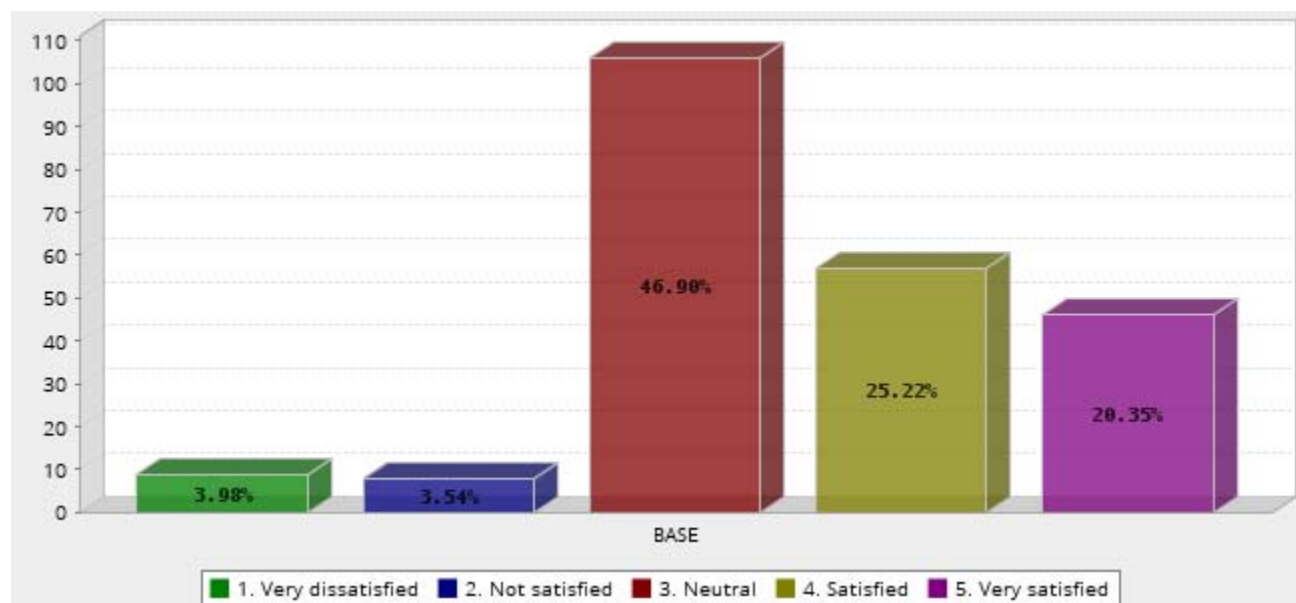
	Answer	Count	Percent
	1. Very dissatisfied	61	26.99%
	2. Not satisfied	49	21.68%
	3. Neutral	79	34.96%
	4. Satisfied	28	12.39%
	5. Very satisfied	9	3.98%
	Total	226	100%
Mean : 2.447	Confidence Interval @ 95% : [2.299 - 2.594]	Standard Deviation : 1.131	Standard Error : 0.075

Q38. How satisfied are you with your health benefits?



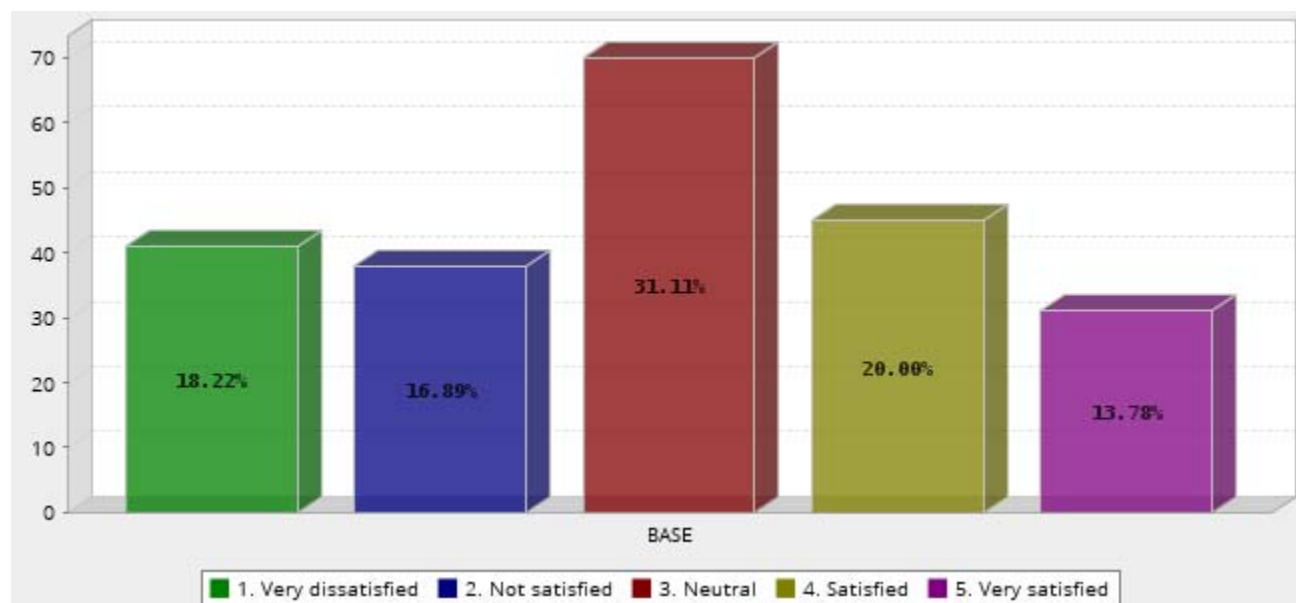
	Answer	Count	Percent
	1. Very dissatisfied	98	43.56%
	2. Not satisfied	56	24.89%
	3. Neutral	48	21.33%
	4. Satisfied	19	8.44%
	5. Very satisfied	4	1.78%
	Total	225	100%
Mean : 2.000	Confidence Interval @ 95% : [1.860 - 2.140]	Standard Deviation : 1.073	Standard Error : 0.072

Q15. How satisfied are you with the Vice President for Academic Affairs?



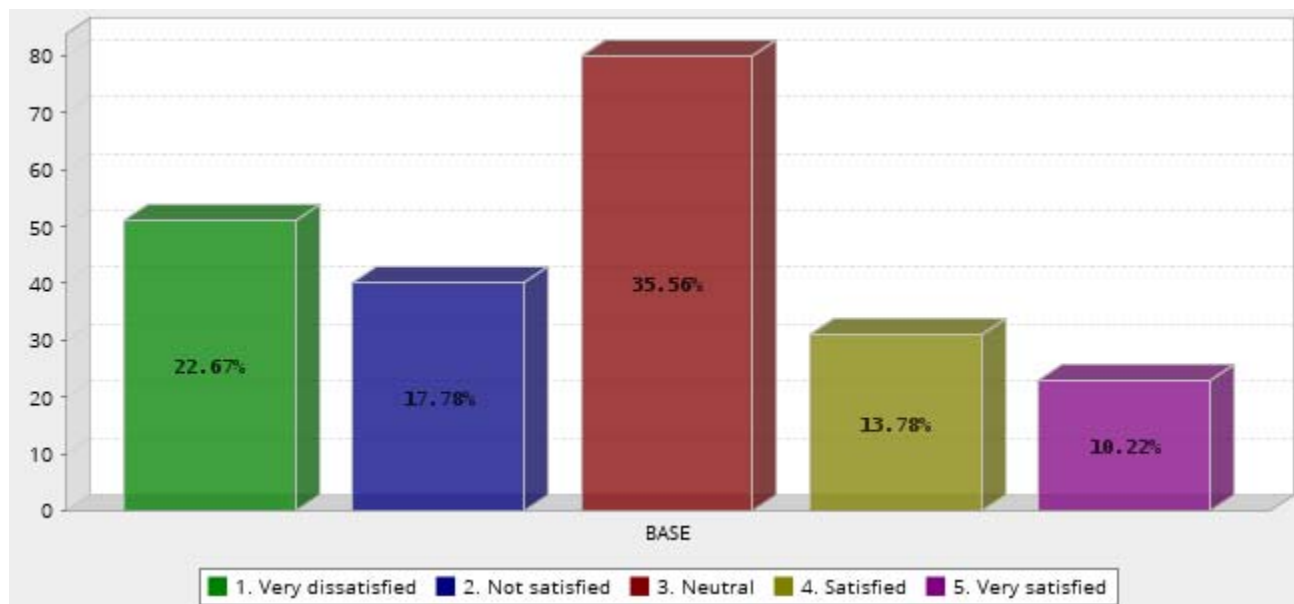
	Answer	Count	Percent
	1. Very dissatisfied	9	3.98%
	2. Not satisfied	8	3.54%
	3. Neutral	106	46.90%
	4. Satisfied	57	25.22%
	5. Very satisfied	46	20.35%
	Total	226	100%
Mean : 3.544	Confidence Interval @ 95% : [3.416 - 3.673]	Standard Deviation : 0.984	Standard Error : 0.065

Q16. How satisfied are you with the President of the University?



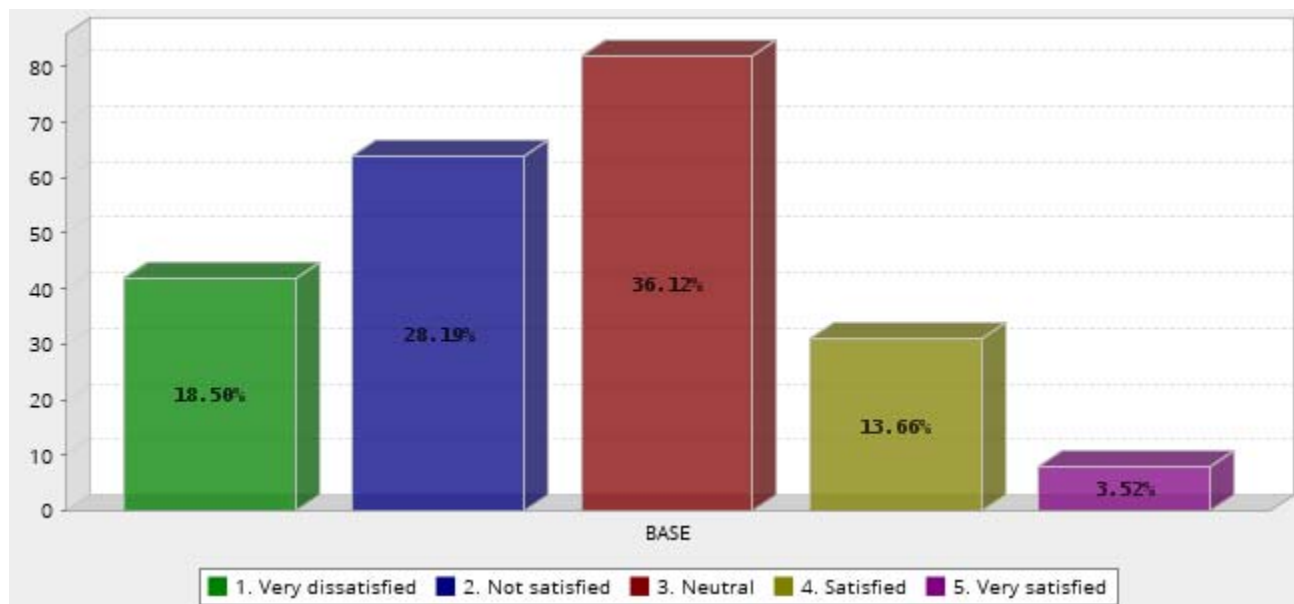
	Answer	Count	Percent
	1. Very dissatisfied	41	18.22%
	2. Not satisfied	38	16.89%
	3. Neutral	70	31.11%
	4. Satisfied	45	20.00%
	5. Very satisfied	31	13.78%
	Total	225	100%
Mean : 2.942	Confidence Interval @ 95% : [2.774 - 3.110]	Standard Deviation : 1.286	Standard Error : 0.086

Q17. How satisfied are you with the President's decision-making process?



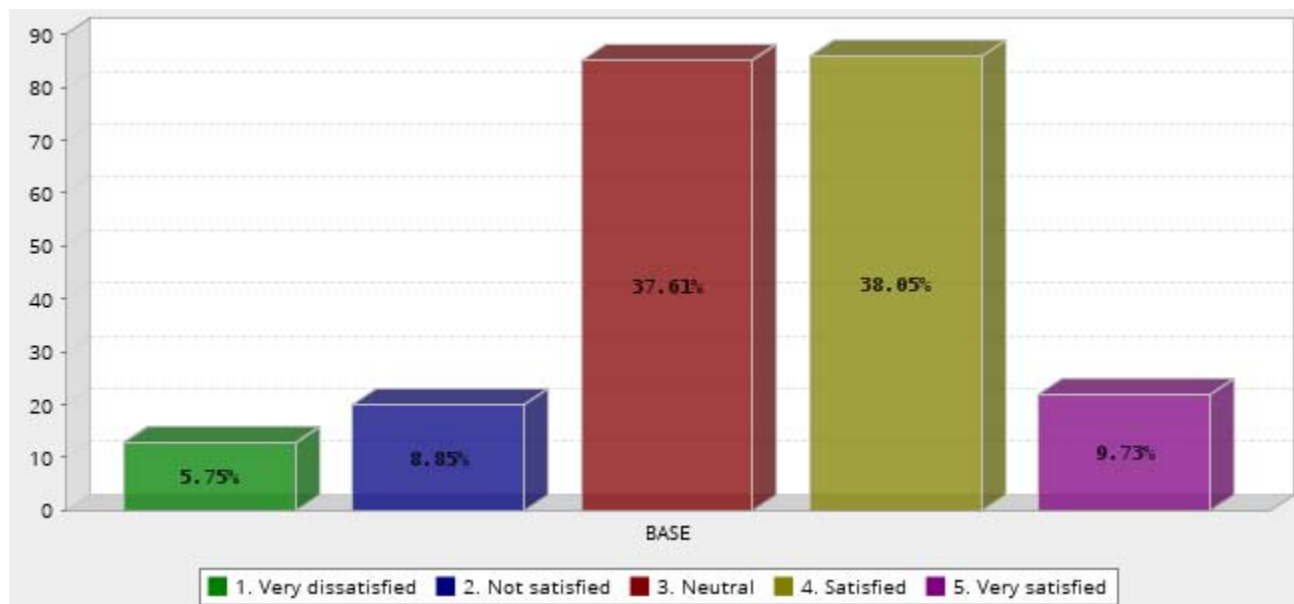
	Answer	Count	Percent
	1. Very dissatisfied	51	22.67%
	2. Not satisfied	40	17.78%
	3. Neutral	80	35.56%
	4. Satisfied	31	13.78%
	5. Very satisfied	23	10.22%
	Total	225	100%
Mean : 2.711	Confidence Interval @ 95% : [2.548 - 2.874]	Standard Deviation : 1.247	Standard Error : 0.083

Q8. How satisfied are you with the role of faculty in University decision making?



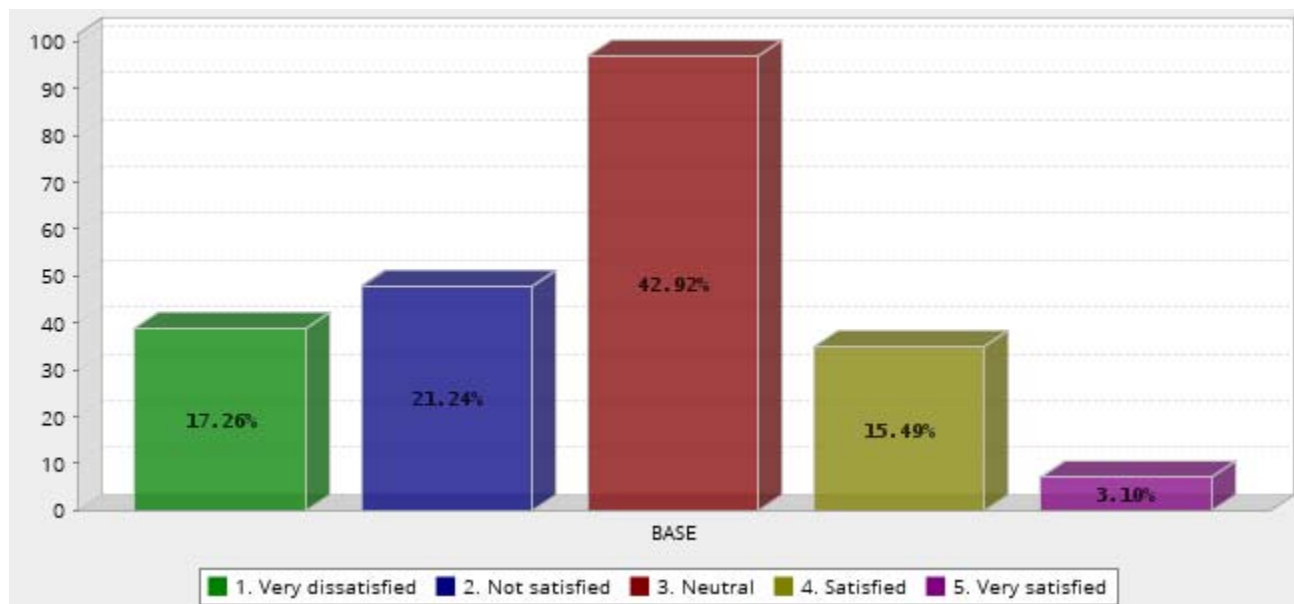
	Answer	Count	Percent
	1. Very dissatisfied	42	18.50%
	2. Not satisfied	64	28.19%
	3. Neutral	82	36.12%
	4. Satisfied	31	13.66%
	5. Very satisfied	8	3.52%
	Total	227	100%
Mean : 2.555	Confidence Interval @ 95% : [2.418 - 2.692]	Standard Deviation : 1.052	Standard Error : 0.070

Q29. How satisfied are you with the representation provided by Faculty Senate?



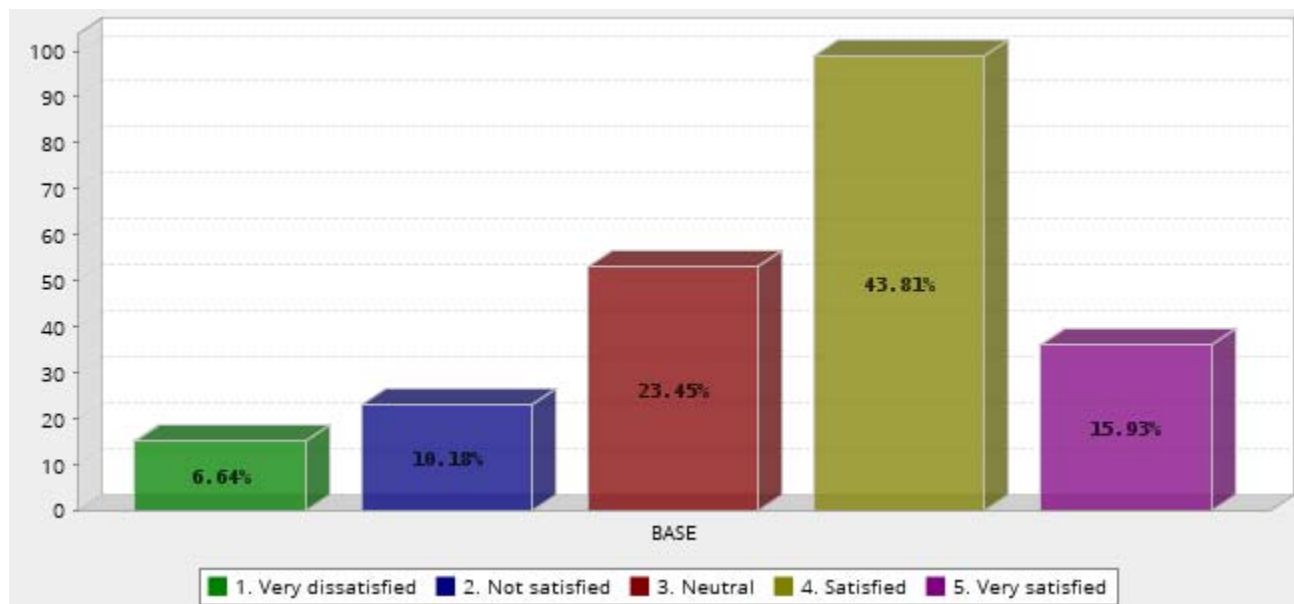
	Answer	Count	Percent
	1. Very dissatisfied	13	5.75%
	2. Not satisfied	20	8.85%
	3. Neutral	85	37.61%
	4. Satisfied	86	38.05%
	5. Very satisfied	22	9.73%
	Total	226	100%
Mean : 3.372	Confidence Interval @ 95% : [3.244 - 3.499]	Standard Deviation : 0.977	Standard Error : 0.065

Q25. How satisfied are you with the state of shared governance on campus?



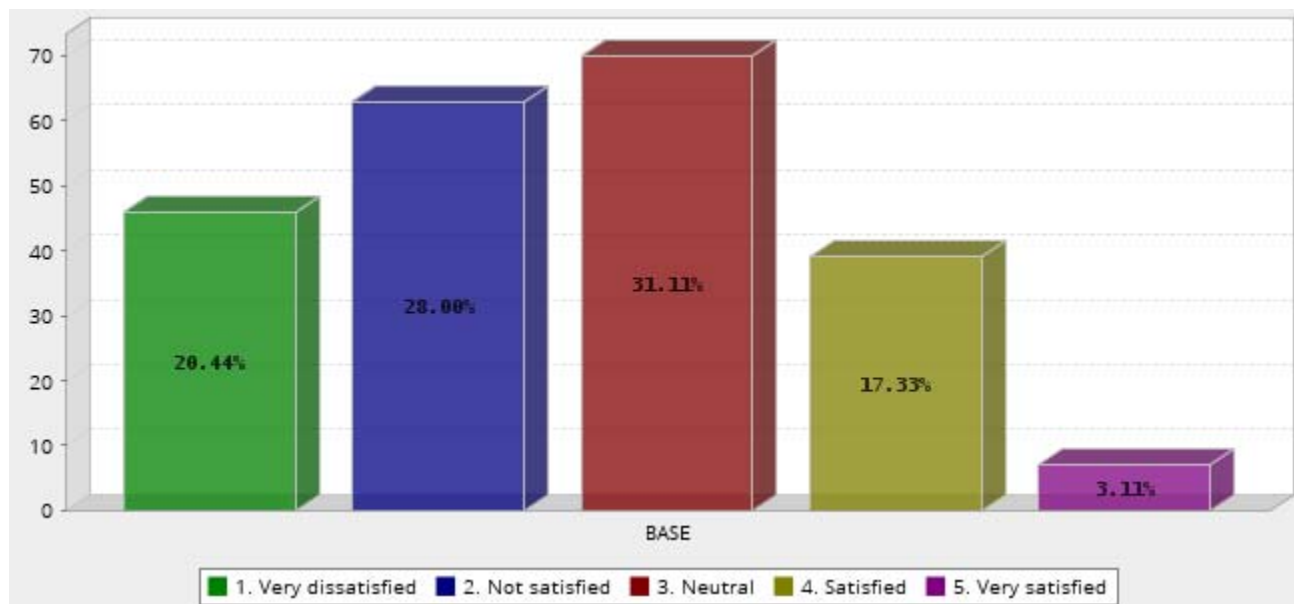
	Answer	Count	Percent
	1. Very dissatisfied	39	17.26%
	2. Not satisfied	48	21.24%
	3. Neutral	97	42.92%
	4. Satisfied	35	15.49%
	5. Very satisfied	7	3.10%
	Total	226	100%
Mean : 2.659	Confidence Interval @ 95% : [2.524 - 2.794]	Standard Deviation : 1.034	Standard Error : 0.069

Q26. How satisfied are you with the amount of faculty control over the curriculum?



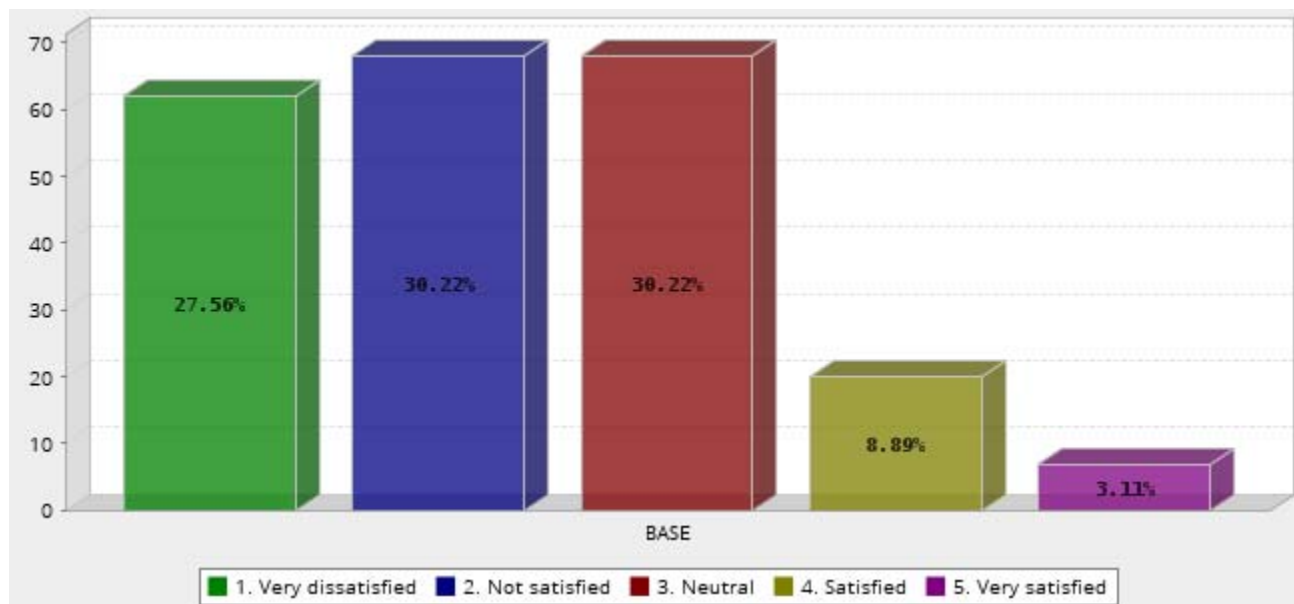
	Answer	Count	Percent
	1. Very dissatisfied	15	6.64%
	2. Not satisfied	23	10.18%
	3. Neutral	53	23.45%
	4. Satisfied	99	43.81%
	5. Very satisfied	36	15.93%
	Total	226	100%
Mean : 3.522	Confidence Interval @ 95% : [3.381 - 3.663]	Standard Deviation : 1.084	Standard Error : 0.072

Q30. How satisfied are you with the level of regard for faculty input on University matters?



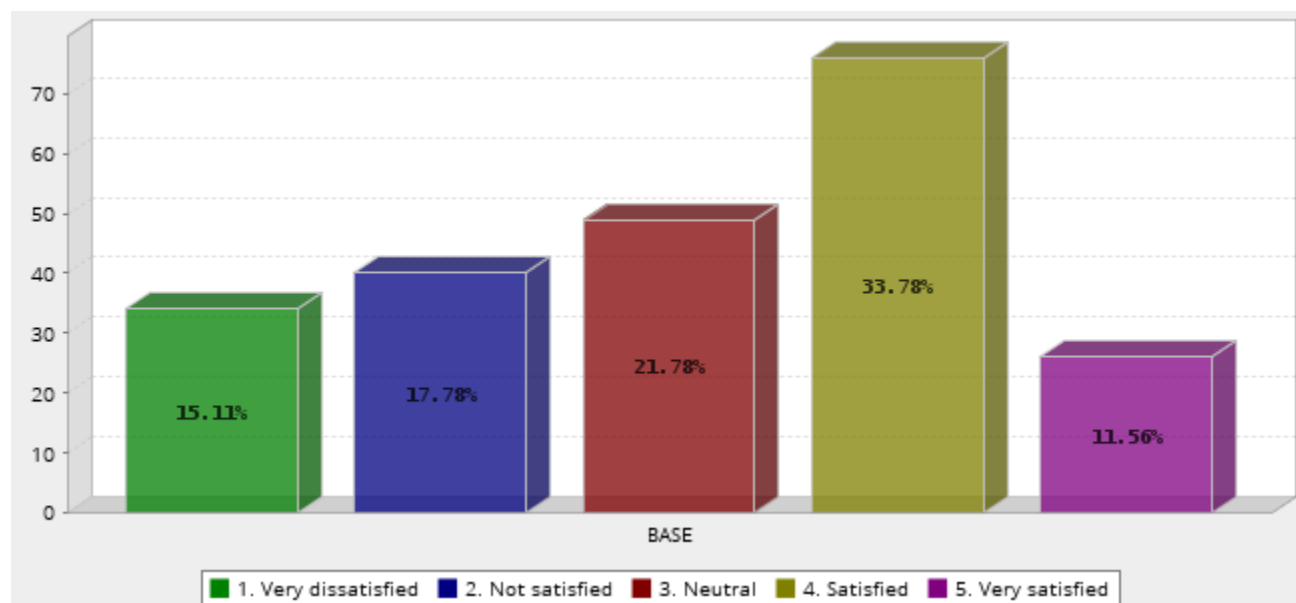
	Answer	Count	Percent
	1. Very dissatisfied	46	20.44%
	2. Not satisfied	63	28.00%
	3. Neutral	70	31.11%
	4. Satisfied	39	17.33%
	5. Very satisfied	7	3.11%
	Total	225	100%
Mean : 2.547	Confidence Interval @ 95% : [2.404 - 2.690]	Standard Deviation : 1.093	Standard Error : 0.073

Q28. How satisfied are you with the level of transparency in University decision making?



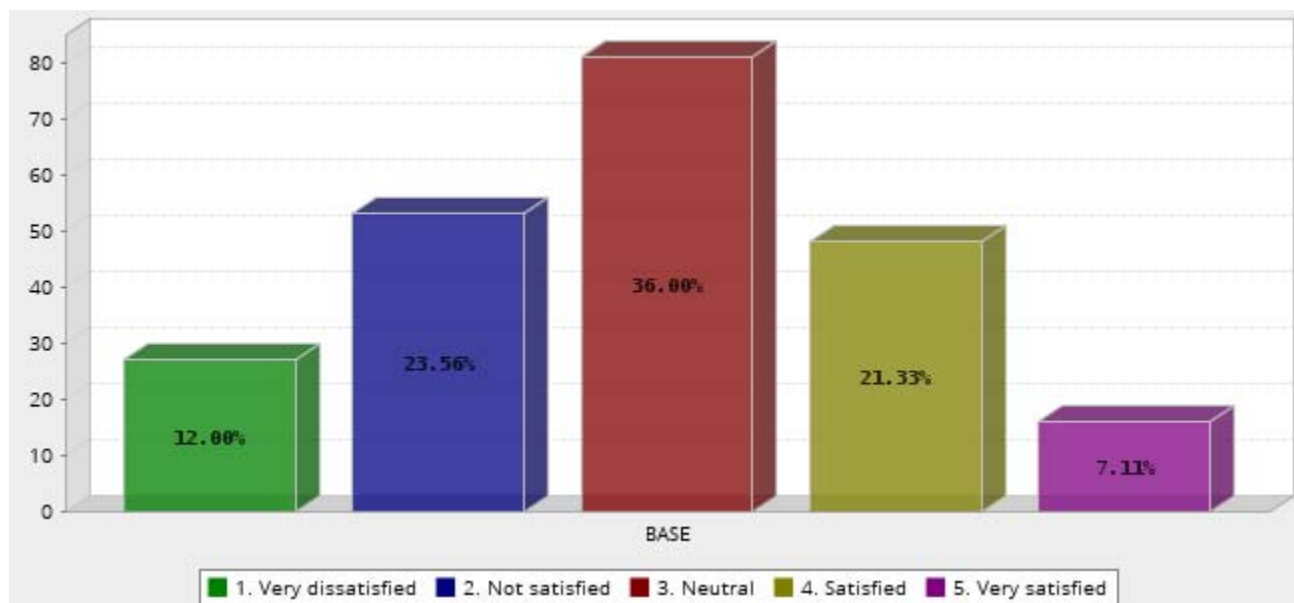
	Answer	Count	Percent
	1. Very dissatisfied	62	27.56%
	2. Not satisfied	68	30.22%
	3. Neutral	68	30.22%
	4. Satisfied	20	8.89%
	5. Very satisfied	7	3.11%
	Total	225	100%
Mean : 2.298	Confidence Interval @ 95% : [2.159 - 2.437]	Standard Deviation : 1.063	Standard Error : 0.071

Q62. How satisfied are you with your sense of belonging to the University?



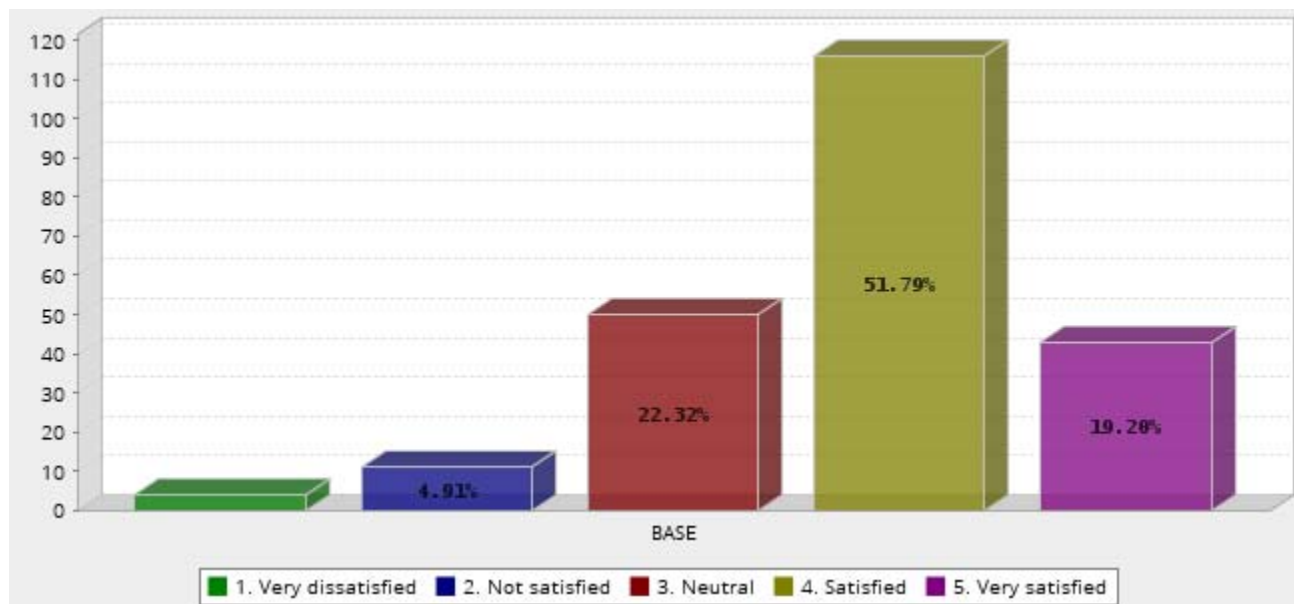
	Answer	Count	Percent
	1. Very dissatisfied	34	15.11%
	2. Not satisfied	40	17.78%
	3. Neutral	49	21.78%
	4. Satisfied	76	33.78%
	5. Very satisfied	26	11.56%
	Total	225	100%
Mean : 3.089	Confidence Interval @ 95% : [2.925 - 3.253]	Standard Deviation : 1.258	Standard Error : 0.084

Q63. How satisfied are you with the commitment of institutional leaders to ongoing improvements?



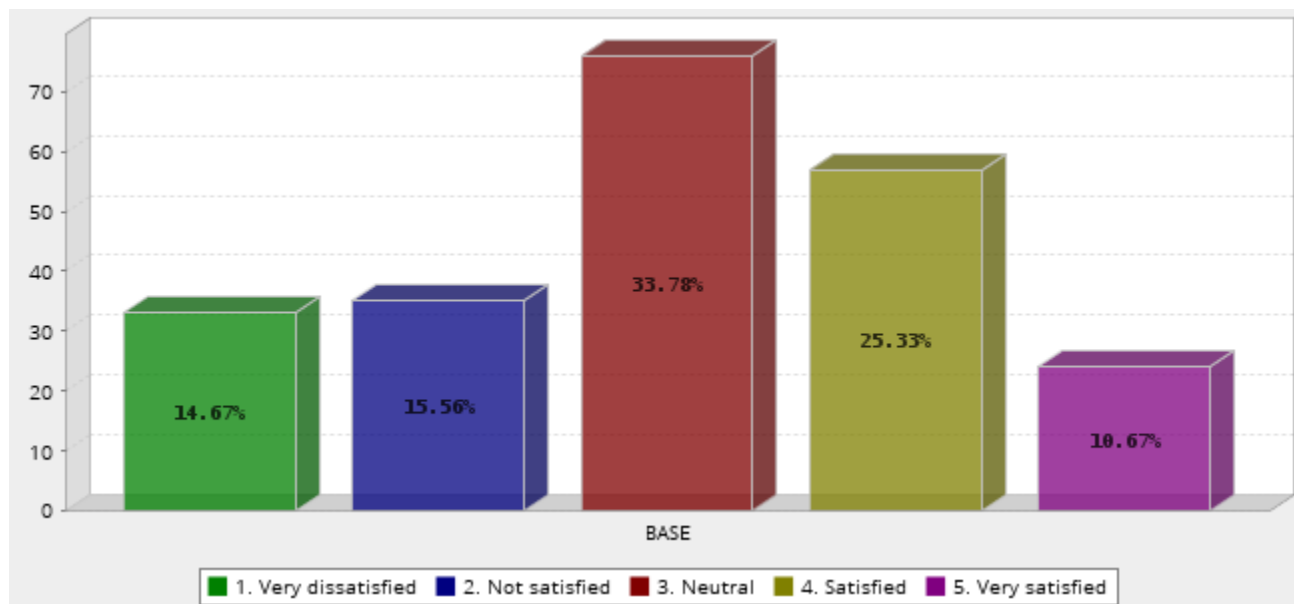
	Answer	Count	Percent
	1. Very dissatisfied	27	12.00%
	2. Not satisfied	53	23.56%
	3. Neutral	81	36.00%
	4. Satisfied	48	21.33%
	5. Very satisfied	16	7.11%
	Total	225	100%
Mean : 2.880	Confidence Interval @ 95% : [2.737 - 3.023]	Standard Deviation : 1.097	Standard Error : 0.073

Q64. How satisfied are you with the contribution of your work to the institutional mission?



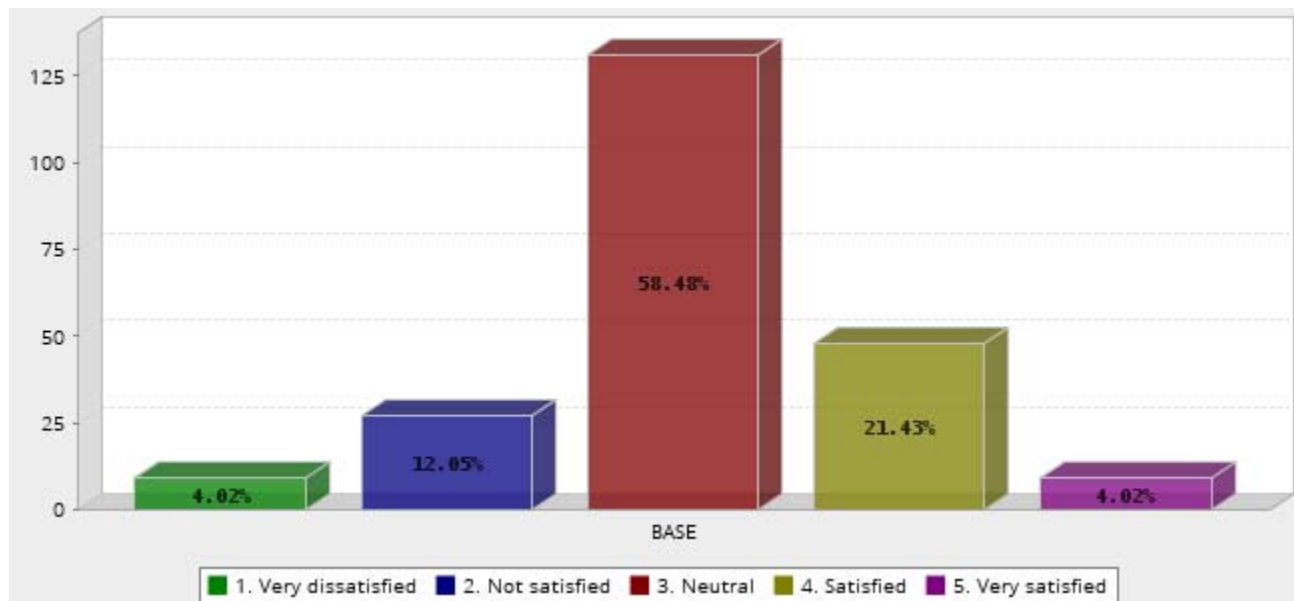
	Answer	Count	Percent
	1. Very dissatisfied	4	1.79%
	2. Not satisfied	11	4.91%
	3. Neutral	50	22.32%
	4. Satisfied	116	51.79%
	5. Very satisfied	43	19.20%
	Total	224	100%
Mean : 3.817	Confidence Interval @ 95% : [3.704 - 3.930]	Standard Deviation : 0.861	Standard Error : 0.058

Q65. How satisfied are you with the President's vision?



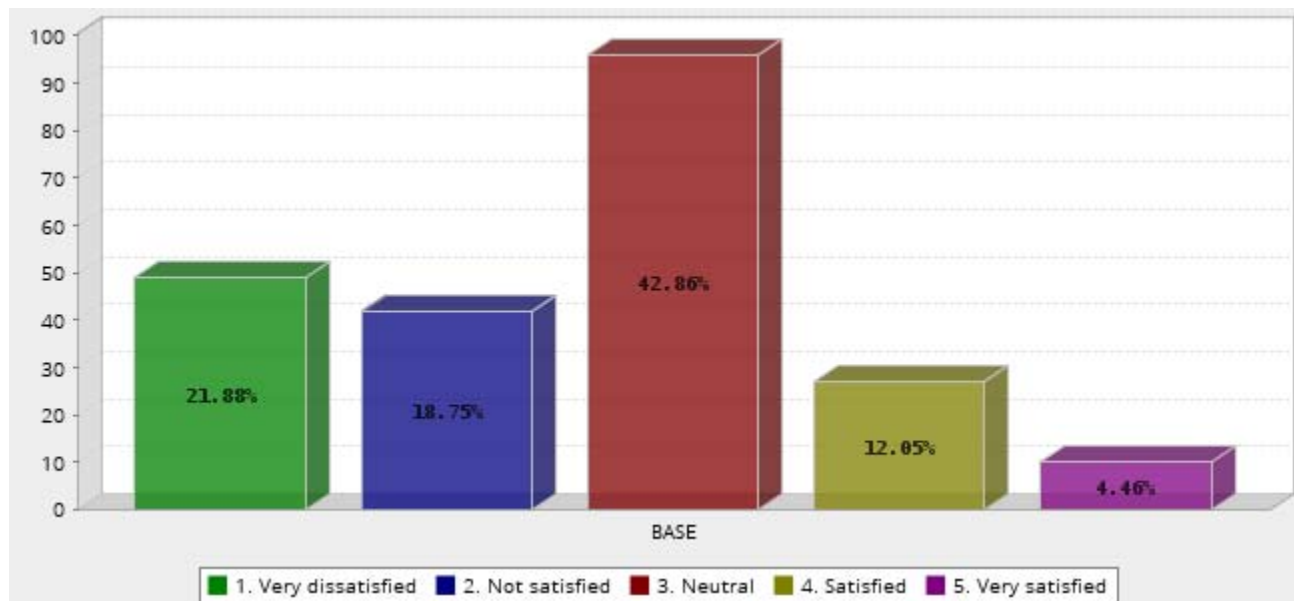
	Answer	Count	Percent
	1. Very dissatisfied	33	14.67%
	2. Not satisfied	35	15.56%
	3. Neutral	76	33.78%
	4. Satisfied	57	25.33%
	5. Very satisfied	24	10.67%
	Total	225	100%
Mean : 3.018	Confidence Interval @ 95% : [2.862 - 3.174]	Standard Deviation : 1.195	Standard Error : 0.080

Q66. How satisfied are you with Faculty Senate's response to the 2018-2019 Faculty Satisfaction Survey results?



	Answer	Count	Percent
	1. Very dissatisfied	9	4.02%
	2. Not satisfied	27	12.05%
	3. Neutral	131	58.48%
	4. Satisfied	48	21.43%
	5. Very satisfied	9	4.02%
	Total	224	100%
Mean : 3.094	Confidence Interval @ 95% : [2.988 - 3.199]	Standard Deviation : 0.806	Standard Error : 0.054

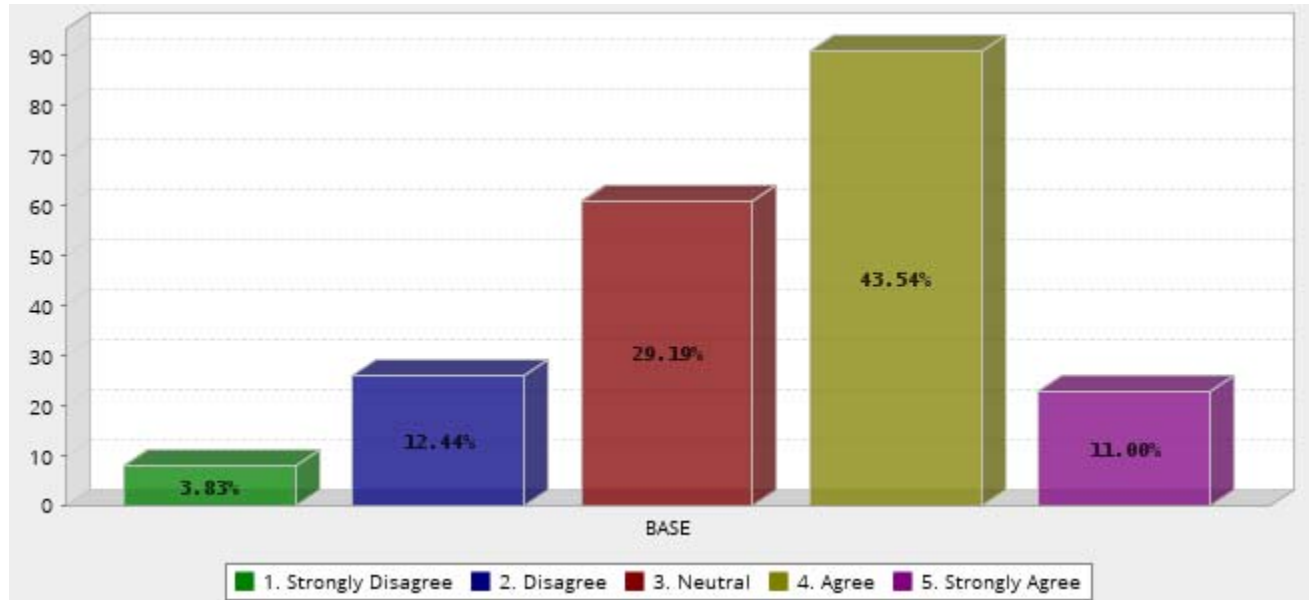
Q67. How satisfied are you with the President's response to the 2018-2019 Faculty Satisfaction Survey results?



	Answer	Count	Percent
	1. Very dissatisfied	49	21.88%
	2. Not satisfied	42	18.75%
	3. Neutral	96	42.86%
	4. Satisfied	27	12.05%
	5. Very satisfied	10	4.46%
	Total	224	100%
Mean : 2.585	Confidence Interval @ 95% : [2.442 - 2.728]	Standard Deviation : 1.093	Standard Error : 0.073

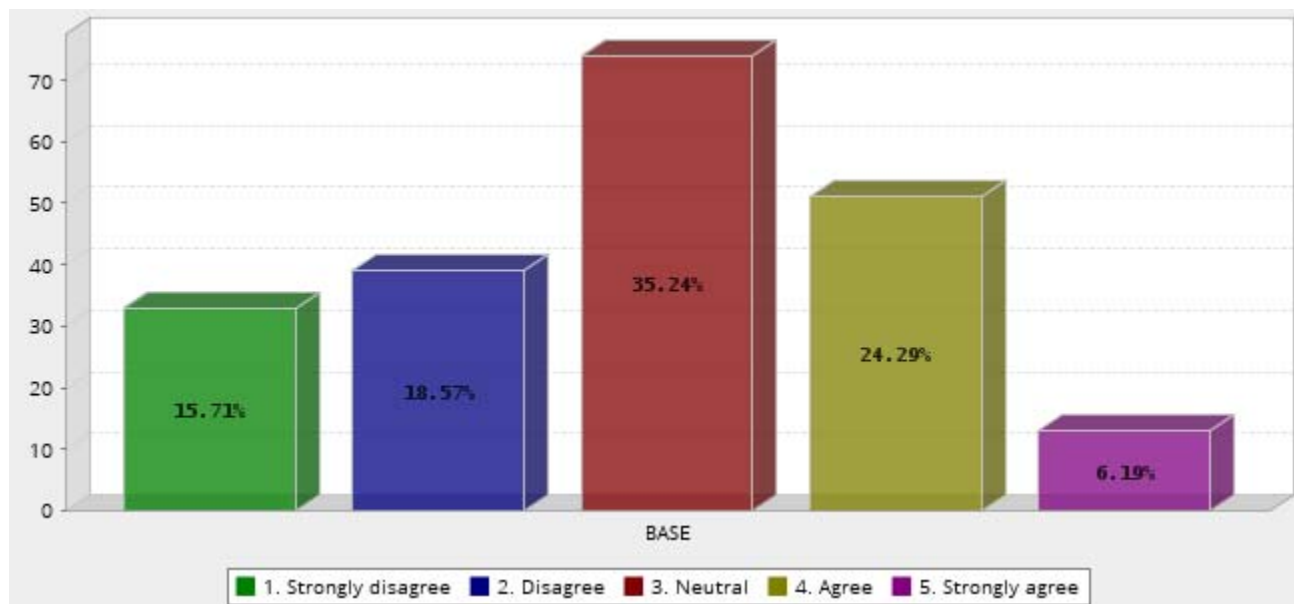
Agreement Items

Q20. There is a faculty commitment to shared governance at Arkansas Tech.



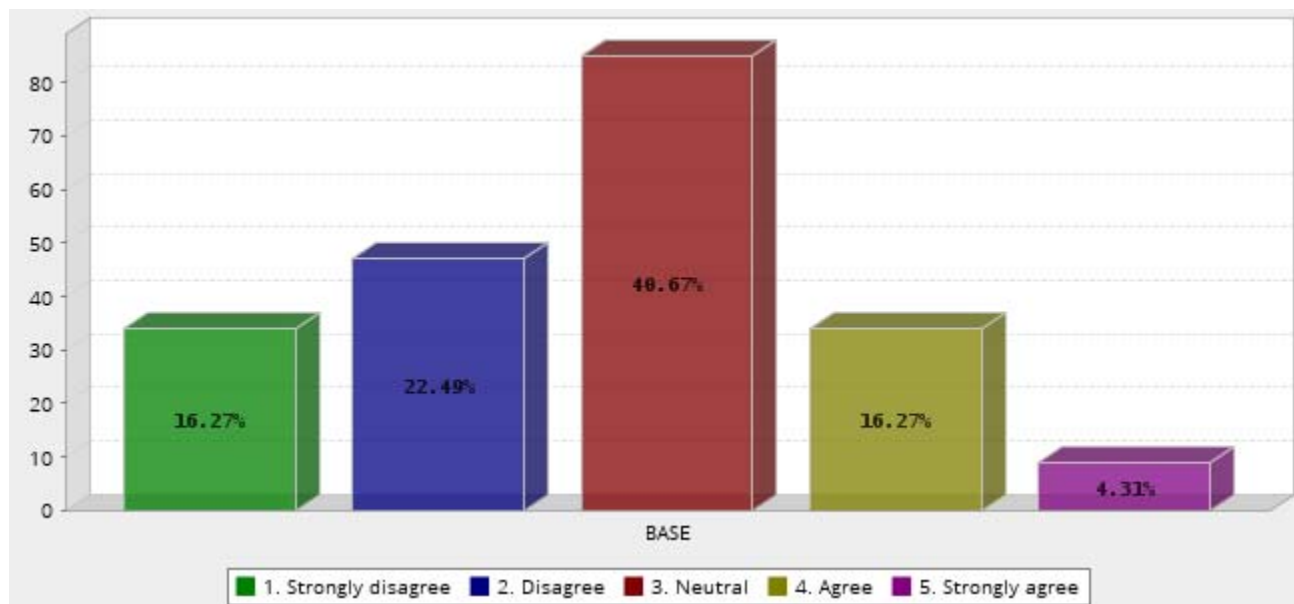
	Answer	Count	Percent
	1. Strongly Disagree	8	3.83%
	2. Disagree	26	12.44%
	3. Neutral	61	29.19%
	4. Agree	91	43.54%
	5. Strongly Agree	23	11.00%
	Total	209	100%
Mean : 3.455	Confidence Interval @ 95% : [3.322 - 3.587]	Standard Deviation : 0.975	Standard Error : 0.067

Q56. The President is committed to shared governance at Arkansas Tech.



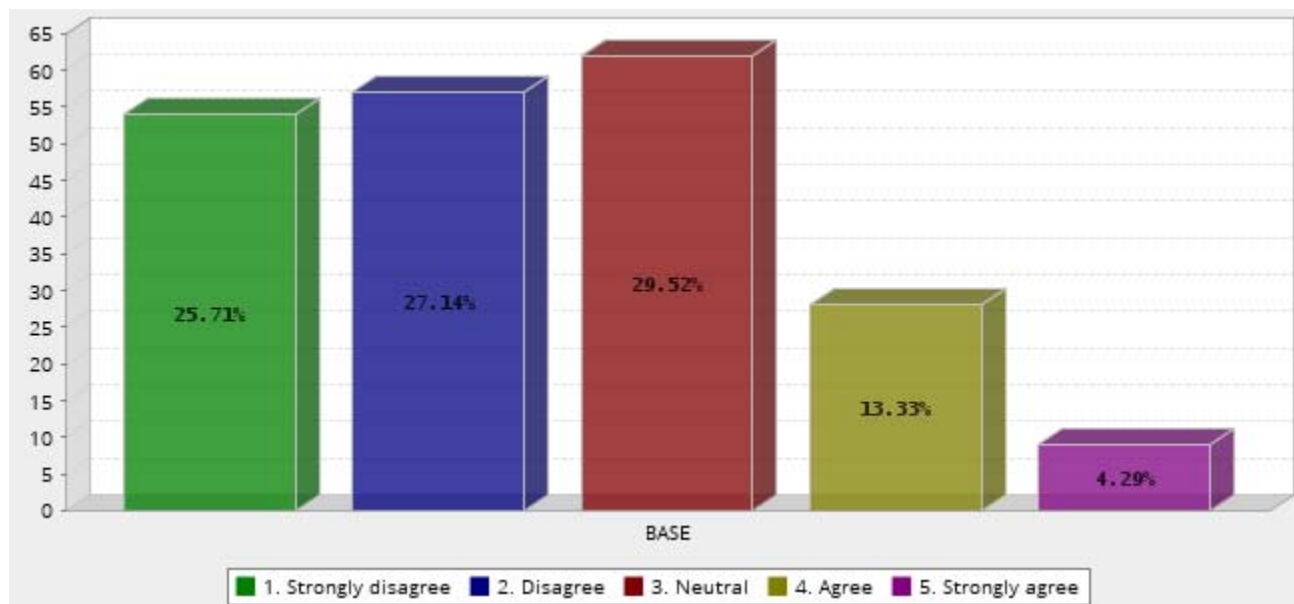
	Answer	Count	Percent
	1. Strongly disagree	33	15.71%
	2. Disagree	39	18.57%
	3. Neutral	74	35.24%
	4. Agree	51	24.29%
	5. Strongly agree	13	6.19%
	Total	210	100%
Mean : 2.867	Confidence Interval @ 95% : [2.713 - 3.020]	Standard Deviation : 1.137	Standard Error : 0.078

Q31. Shared governance is practiced at Arkansas Tech.



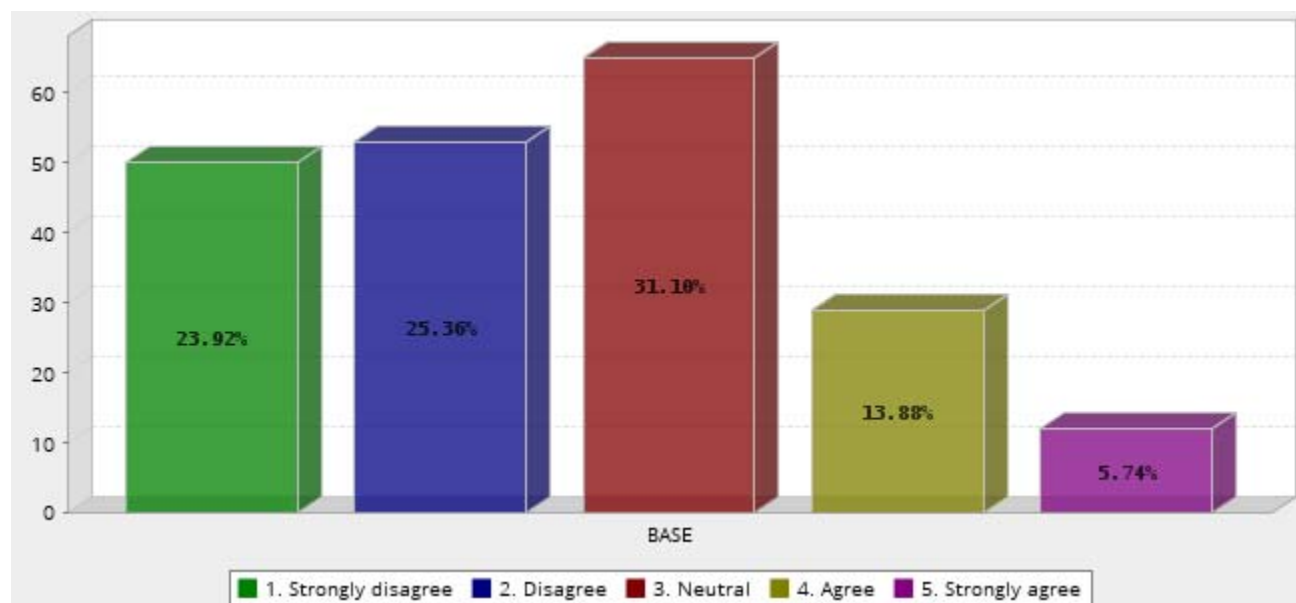
	Answer	Count	Percent
	1. Strongly disagree	34	16.27%
	2. Disagree	47	22.49%
	3. Neutral	85	40.67%
	4. Agree	34	16.27%
	5. Strongly agree	9	4.31%
	Total	209	100%
Mean : 2.699	Confidence Interval @ 95% : [2.555 - 2.842]	Standard Deviation : 1.061	Standard Error : 0.073

Q29. There is a commitment to transparency at Arkansas Tech.



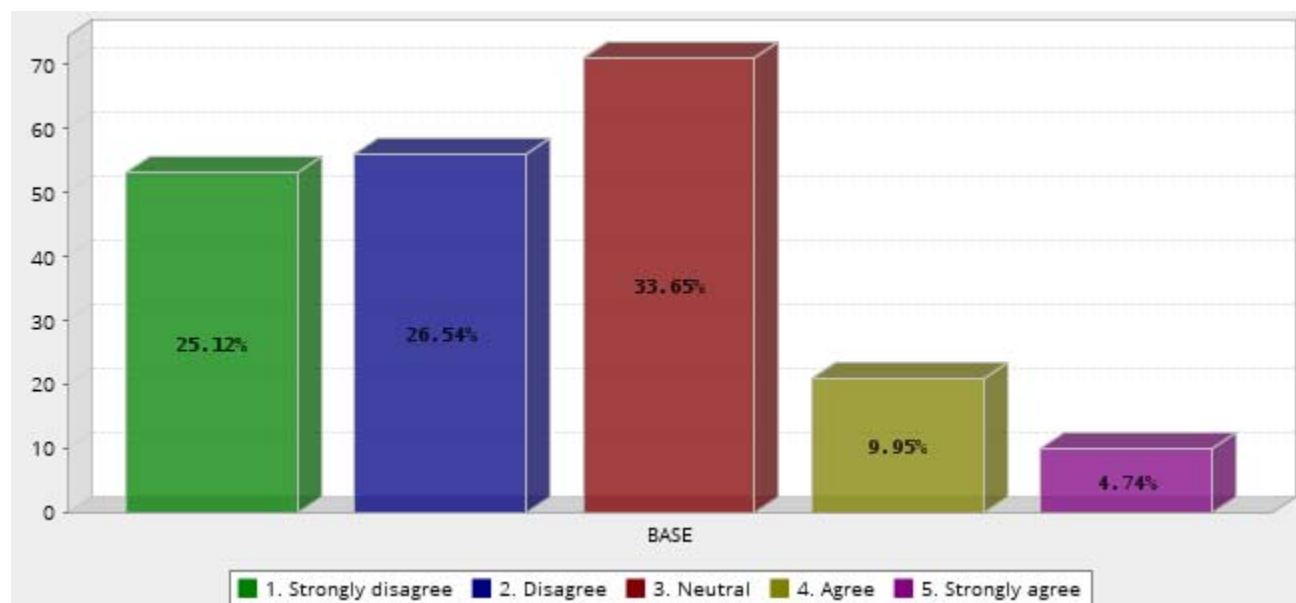
	Answer	Count	Percent
	1. Strongly disagree	54	25.71%
	2. Disagree	57	27.14%
	3. Neutral	62	29.52%
	4. Agree	28	13.33%
	5. Strongly agree	9	4.29%
	Total	210	100%
Mean : 2.433	Confidence Interval @ 95% : [2.280 - 2.587]	Standard Deviation : 1.136	Standard Error : 0.078

Q52. In general, senior-level leadership value faculty input.



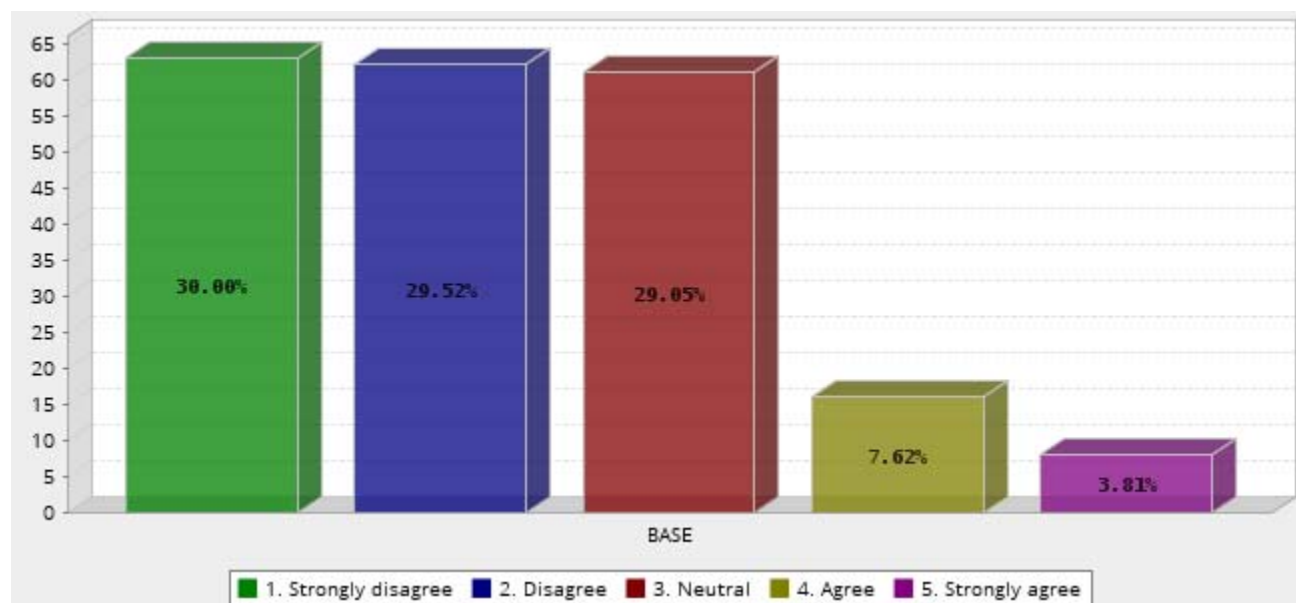
	Answer	Count	Percent
	1. Strongly disagree	50	23.92%
	2. Disagree	53	25.36%
	3. Neutral	65	31.10%
	4. Agree	29	13.88%
	5. Strongly agree	12	5.74%
	Total	209	100%
Mean : 2.522	Confidence Interval @ 95% : [2.364 - 2.679]	Standard Deviation : 1.165	Standard Error : 0.081

Q45. The University budget is being effectively managed.



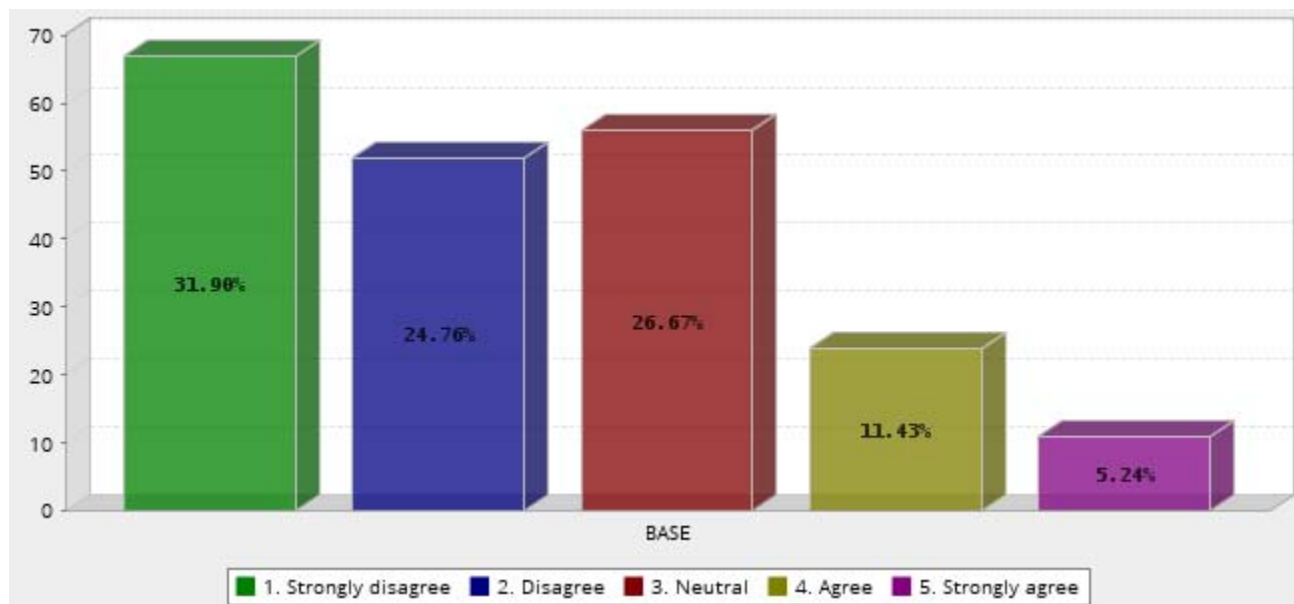
	Answer	Count	Percent
	1. Strongly disagree	53	25.12%
	2. Disagree	56	26.54%
	3. Neutral	71	33.65%
	4. Agree	21	9.95%
	5. Strongly agree	10	4.74%
	Total	211	100%
Mean : 2.427	Confidence Interval @ 95% : [2.277 - 2.577]	Standard Deviation : 1.112	Standard Error : 0.077

Q51. The ratio of faculty lines to administrative positions at Arkansas Tech is appropriate.



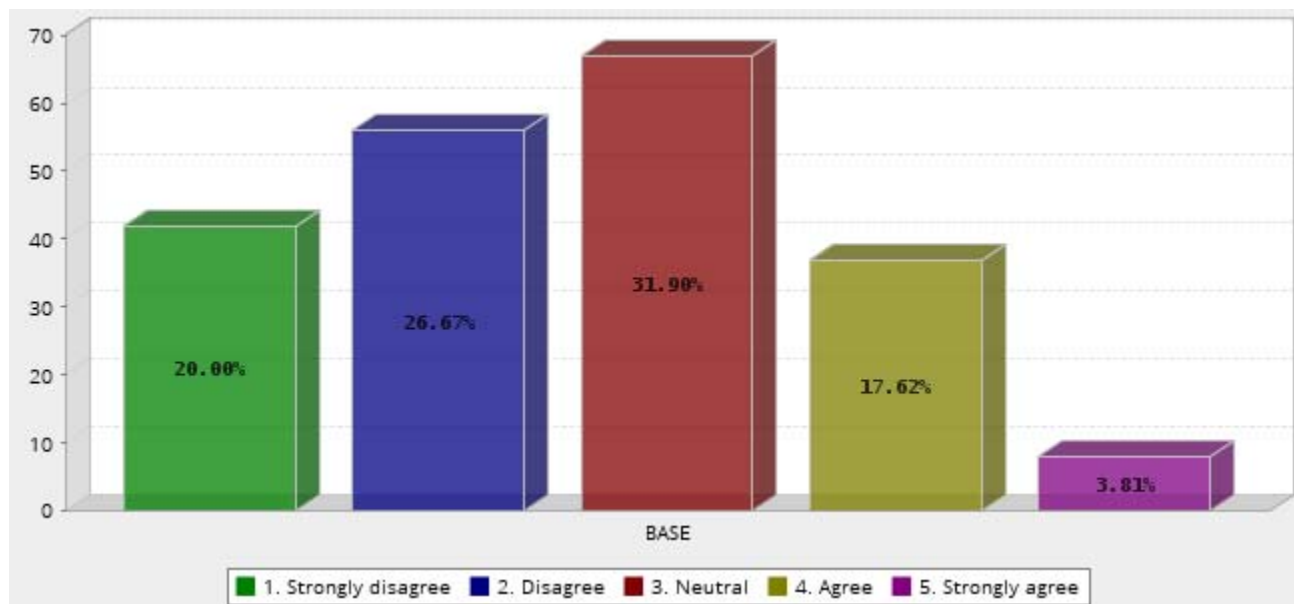
	Answer	Count	Percent
	1. Strongly disagree	63	30.00%
	2. Disagree	62	29.52%
	3. Neutral	61	29.05%
	4. Agree	16	7.62%
	5. Strongly agree	8	3.81%
	Total	210	100%
Mean : 2.257	Confidence Interval @ 95% : [2.110 - 2.404]	Standard Deviation : 1.085	Standard Error : 0.075

Q53. Hiring adequate numbers of faculty is a budget priority at Arkansas Tech.



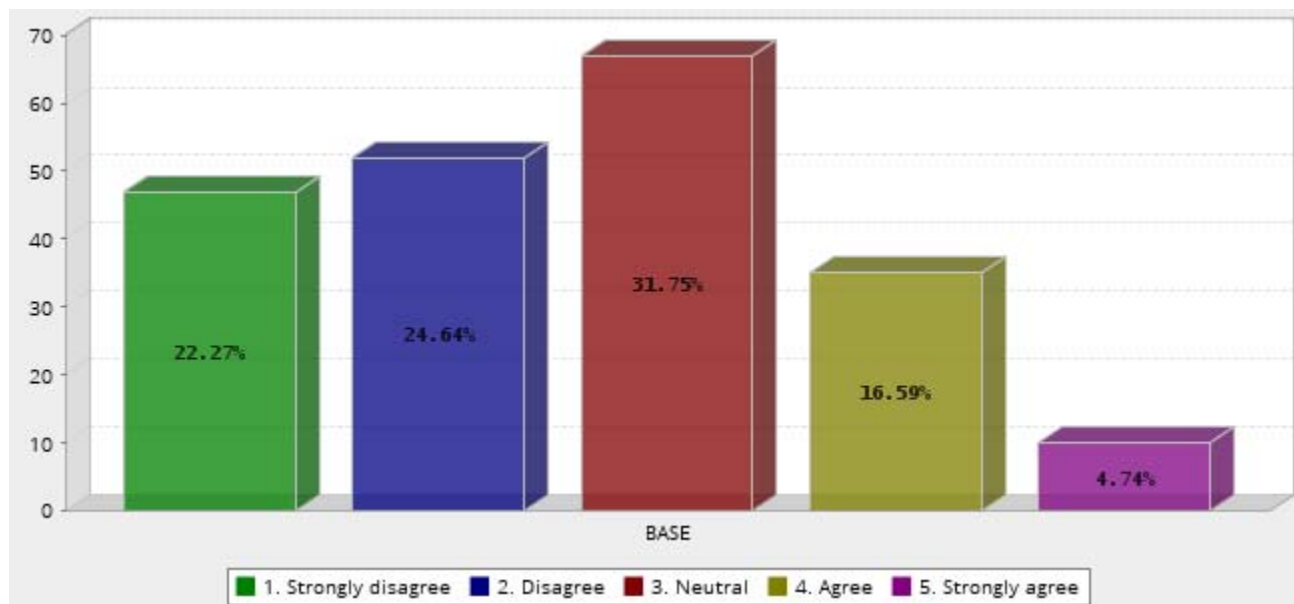
	Answer	Count	Percent
	1. Strongly disagree	67	31.90%
	2. Disagree	52	24.76%
	3. Neutral	56	26.67%
	4. Agree	24	11.43%
	5. Strongly agree	11	5.24%
	Total	210	100%
Mean : 2.333	Confidence Interval @ 95% : [2.173 - 2.494]	Standard Deviation : 1.187	Standard Error : 0.082

Q61. The budget priorities at Arkansas Tech reflect a commitment to student success.



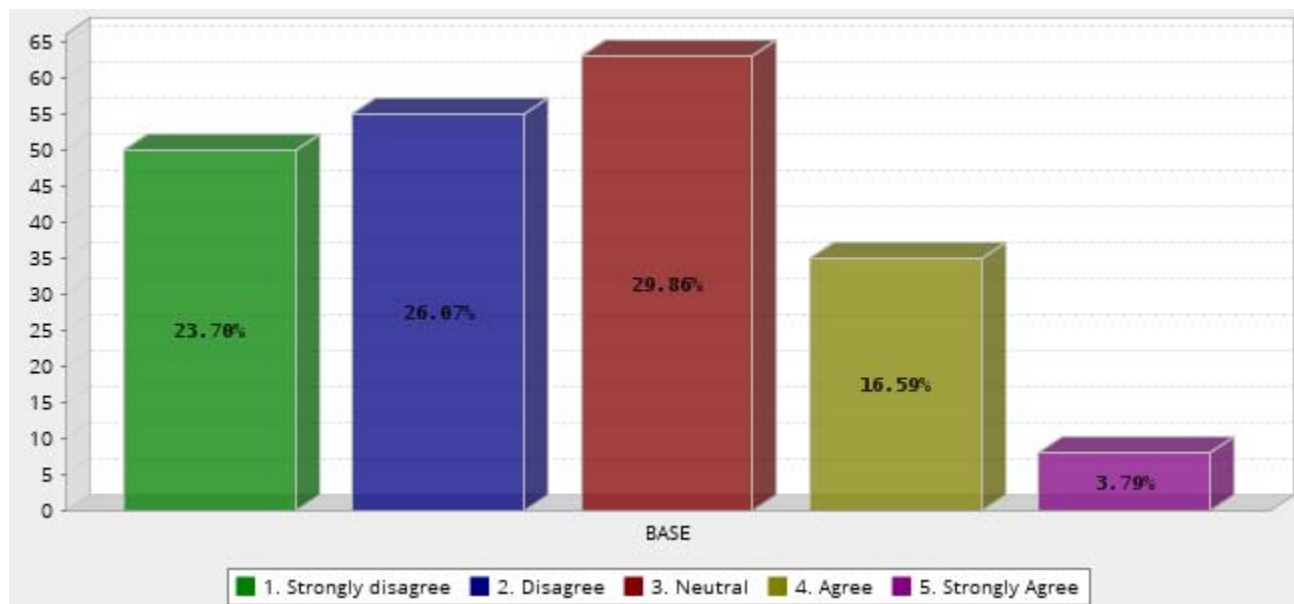
	Answer	Count	Percent
	1. Strongly disagree	42	20.00%
	2. Disagree	56	26.67%
	3. Neutral	67	31.90%
	4. Agree	37	17.62%
	5. Strongly agree	8	3.81%
	Total	210	100%
Mean : 2.586	Confidence Interval @ 95% : [2.436 - 2.736]	Standard Deviation : 1.109	Standard Error : 0.077

Q30. I understand how decisions are made at Arkansas Tech.



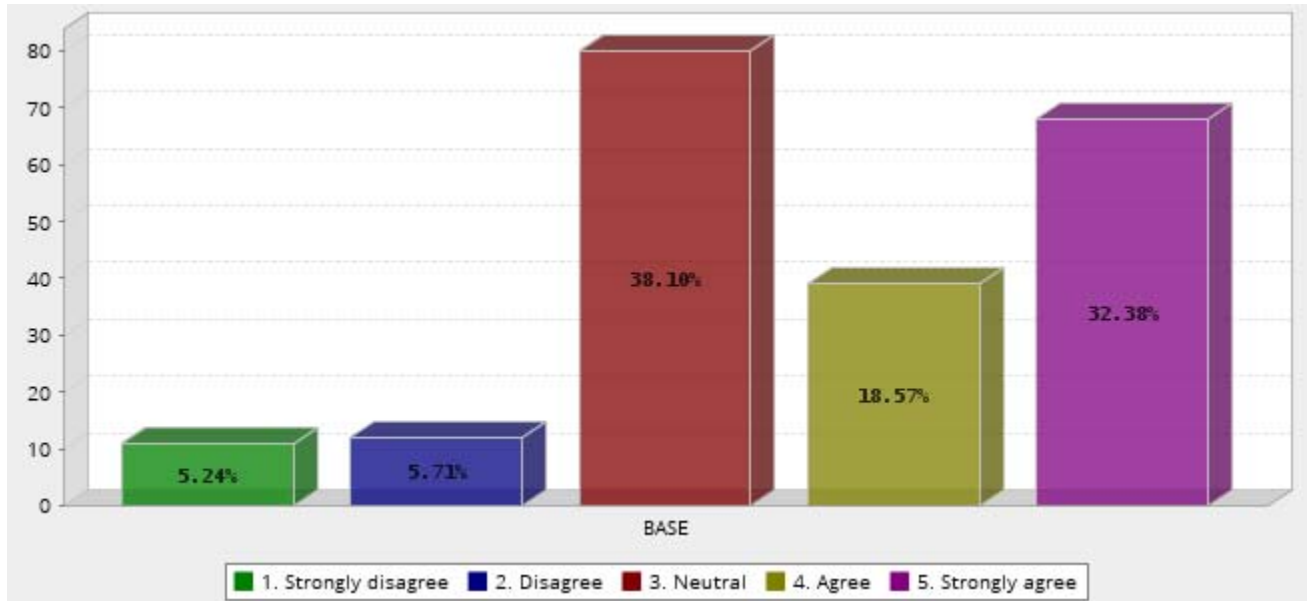
	Answer	Count	Percent
	1. Strongly disagree	47	22.27%
	2. Disagree	52	24.64%
	3. Neutral	67	31.75%
	4. Agree	35	16.59%
	5. Strongly agree	10	4.74%
	Total	211	100%
Mean : 2.569	Confidence Interval @ 95% : [2.414 - 2.723]	Standard Deviation : 1.146	Standard Error : 0.079

Q48. I understand why decisions are made at Arkansas Tech.



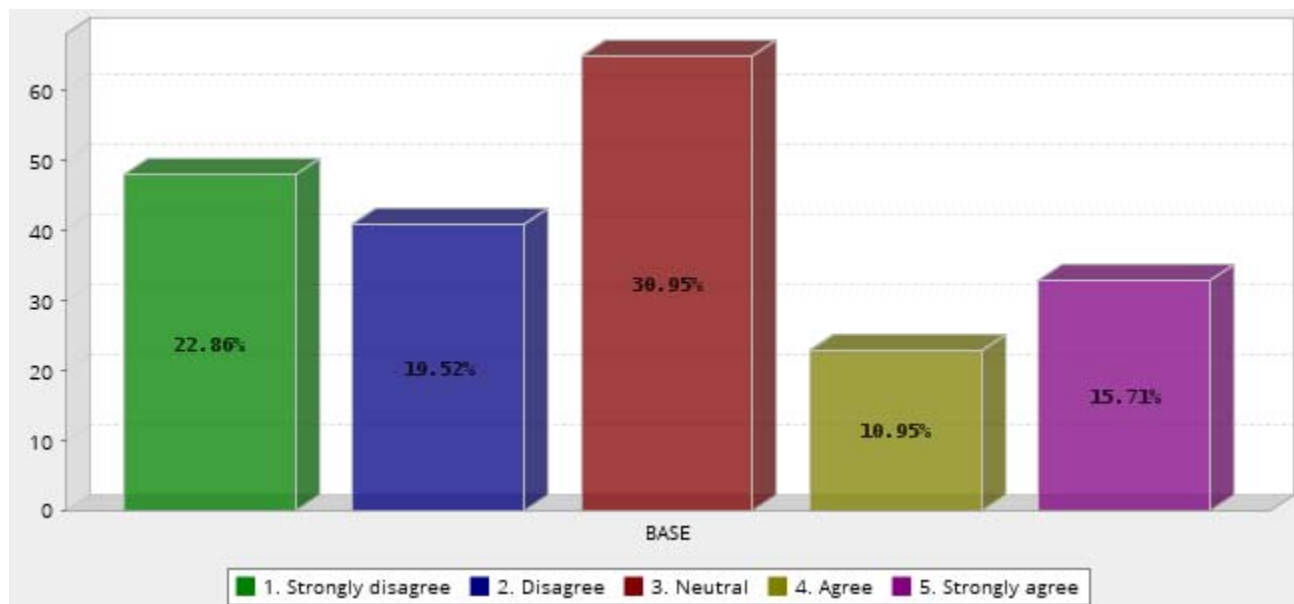
	Answer	Count	Percent
	1. Strongly disagree	50	23.70%
	2. Disagree	55	26.07%
	3. Neutral	63	29.86%
	4. Agree	35	16.59%
	5. Strongly Agree	8	3.79%
	Total	211	100%
Mean : 2.507	Confidence Interval @ 95% : [2.354 - 2.660]	Standard Deviation : 1.135	Standard Error : 0.078

Q59. The Vice President for Academic Affairs position at Arkansas Tech should transition to Provost and Senior Vice President.



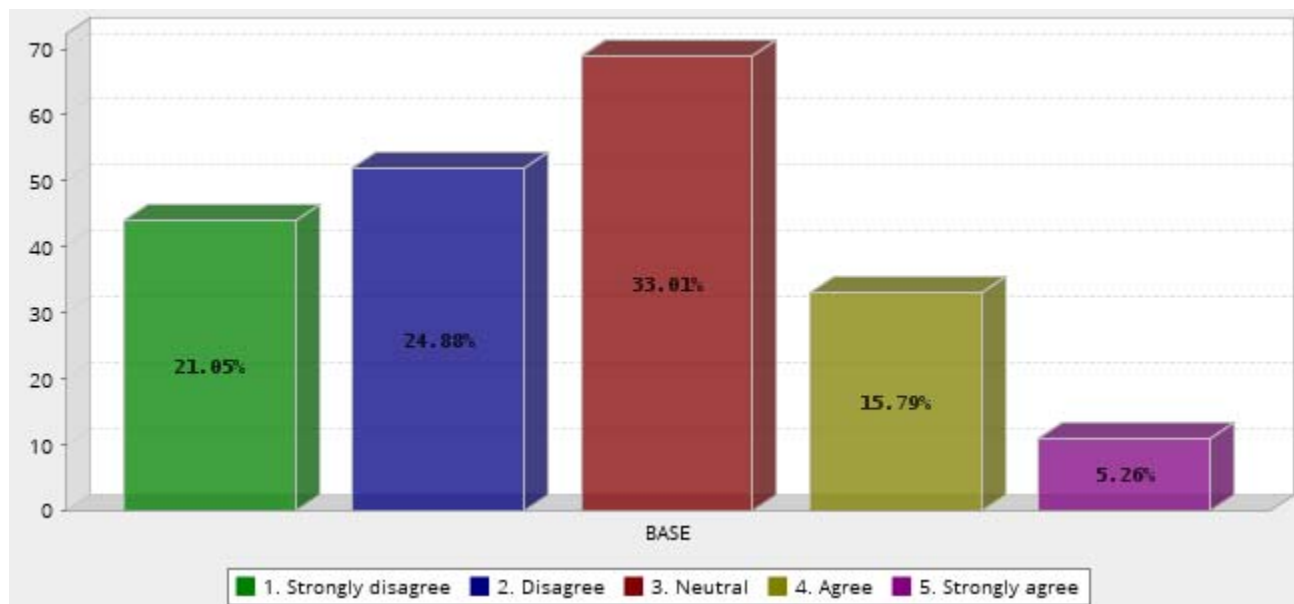
	Answer	Count	Percent
	1. Strongly disagree	11	5.24%
	2. Disagree	12	5.71%
	3. Neutral	80	38.10%
	4. Agree	39	18.57%
	5. Strongly agree	68	32.38%
	Total	210	100%
Mean : 3.671	Confidence Interval @ 95% : [3.517 - 3.826]	Standard Deviation : 1.141	Standard Error : 0.079

Q60. Arkansas Tech should transition to rotating department chairs.



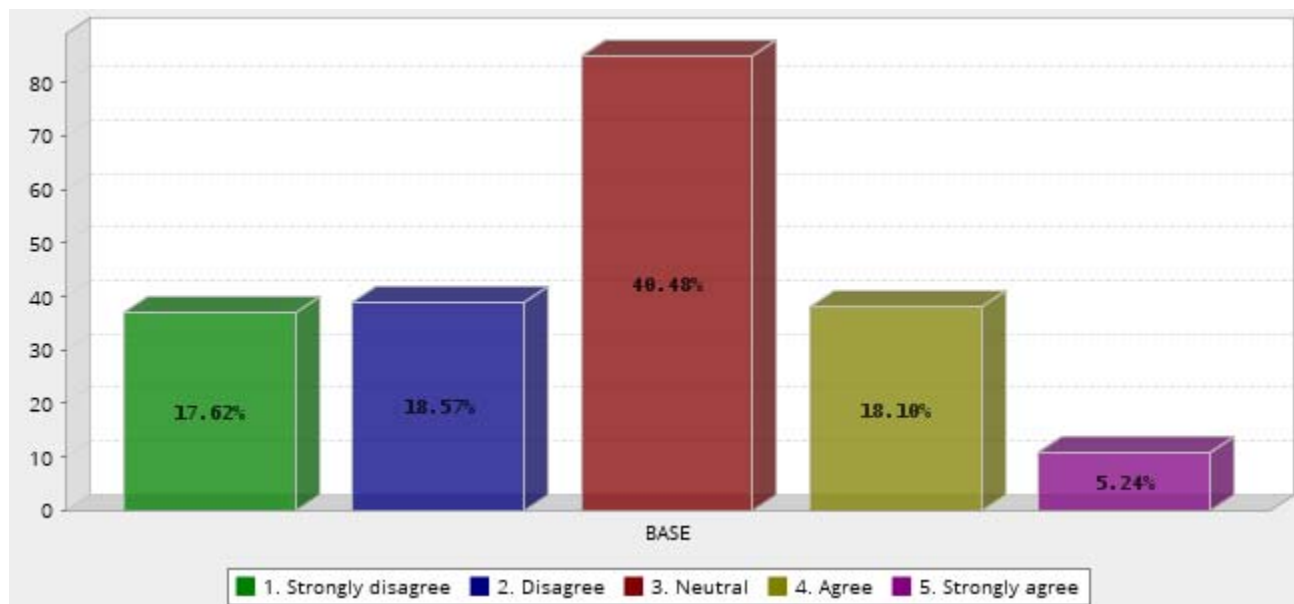
	Answer	Count	Percent
	1. Strongly disagree	48	22.86%
	2. Disagree	41	19.52%
	3. Neutral	65	30.95%
	4. Agree	23	10.95%
	5. Strongly agree	33	15.71%
	Total	210	100%
Mean : 2.771	Confidence Interval @ 95% : [2.590 - 2.953]	Standard Deviation : 1.343	Standard Error : 0.093

Q47. The President's decisions are clearly communicated to faculty.



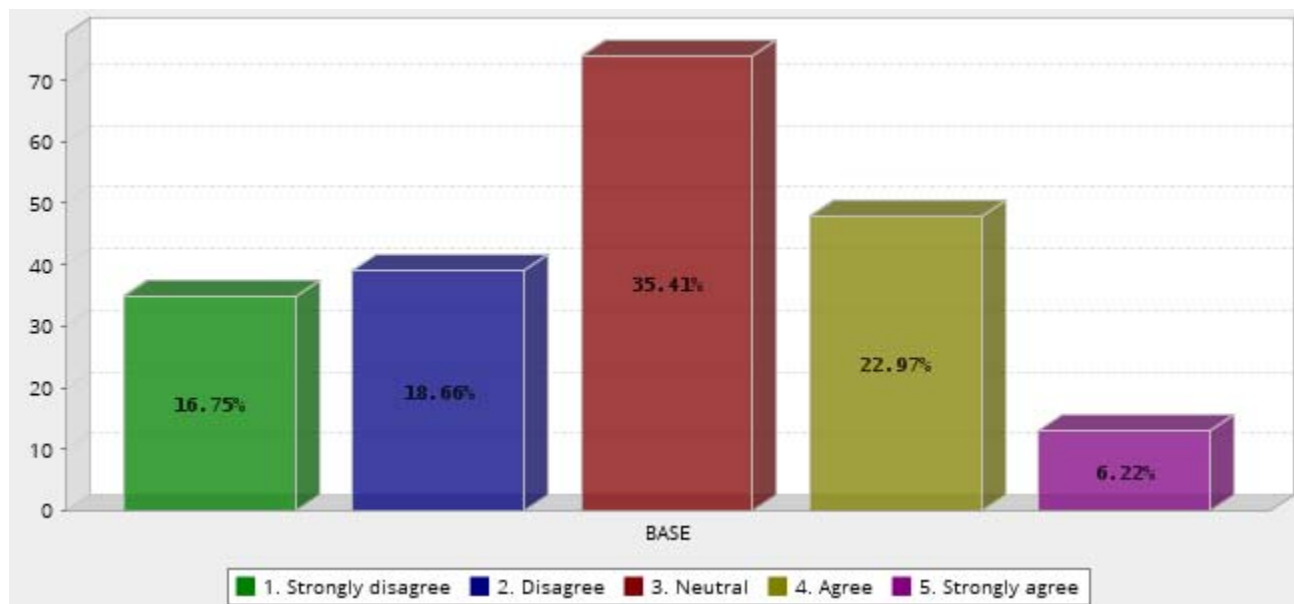
	Answer	Count	Percent
	1. Strongly disagree	44	21.05%
	2. Disagree	52	24.88%
	3. Neutral	69	33.01%
	4. Agree	33	15.79%
	5. Strongly agree	11	5.26%
	Total	209	100%
Mean : 2.593	Confidence Interval @ 95% : [2.439 - 2.748]	Standard Deviation : 1.140	Standard Error : 0.079

Q50. Decisions are made in the best interests of the University.



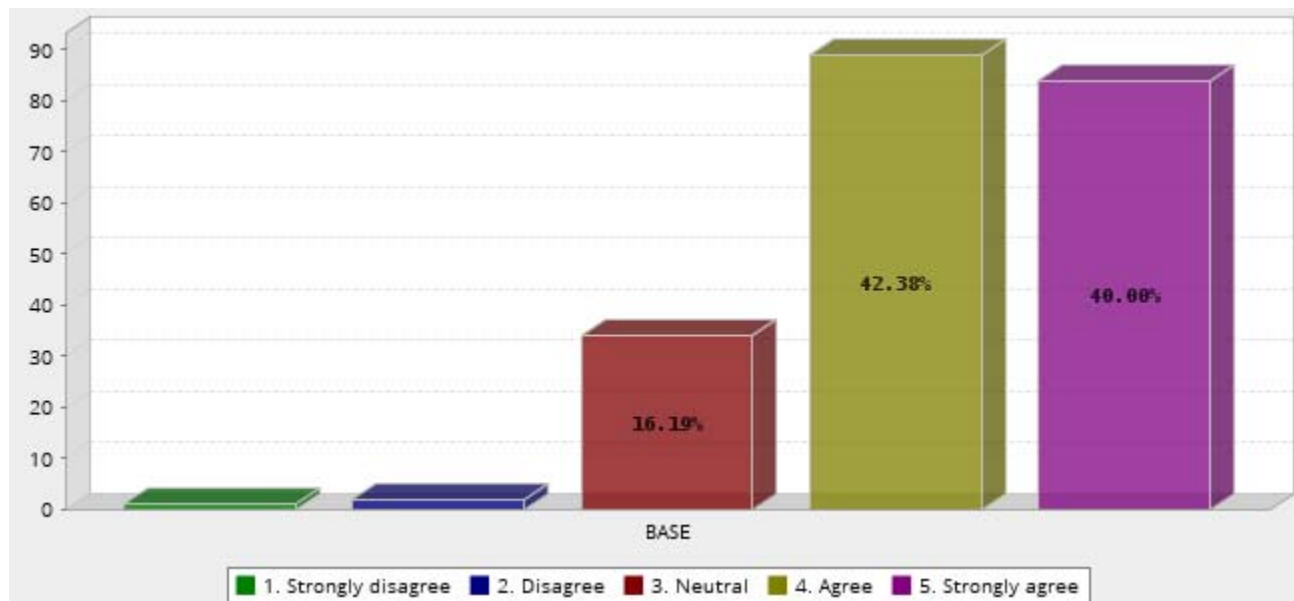
	Answer	Count	Percent
	1. Strongly disagree	37	17.62%
	2. Disagree	39	18.57%
	3. Neutral	85	40.48%
	4. Agree	38	18.10%
	5. Strongly agree	11	5.24%
	Total	210	100%
Mean : 2.748	Confidence Interval @ 95% : [2.598 - 2.897]	Standard Deviation : 1.106	Standard Error : 0.076

Q49. Arkansas Tech is heading in the right direction.



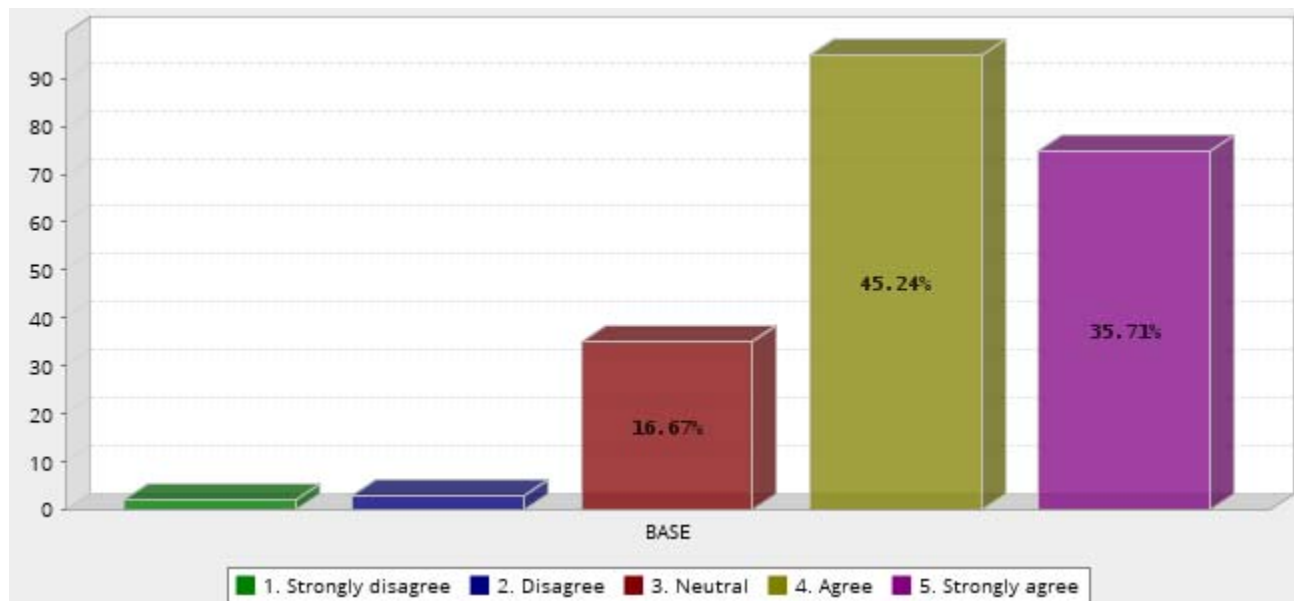
	Answer	Count	Percent
	1. Strongly disagree	35	16.75%
	2. Disagree	39	18.66%
	3. Neutral	74	35.41%
	4. Agree	48	22.97%
	5. Strongly agree	13	6.22%
	Total	209	100%
Mean : 2.833	Confidence Interval @ 95% : [2.677 - 2.988]	Standard Deviation : 1.146	Standard Error : 0.079

Q62. The job performance of senior leadership should be evaluated on a yearly basis by all employees in their respective administrative units.



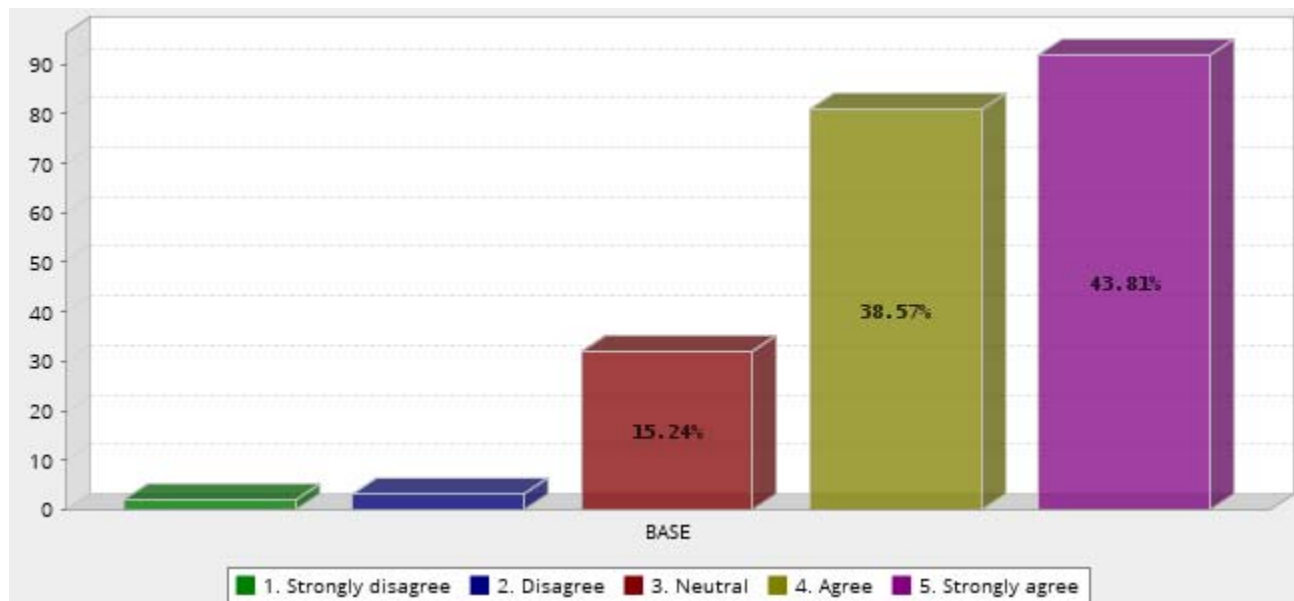
	Answer	Count	Percent
	1. Strongly disagree	1	0.48%
	2. Disagree	2	0.95%
	3. Neutral	34	16.19%
	4. Agree	89	42.38%
	5. Strongly agree	84	40.00%
	Total	210	100%
Mean : 4.205	Confidence Interval @ 95% : [4.100 - 4.310]	Standard Deviation : 0.777	Standard Error : 0.054

Faculty should evaluate the job performance of the Vice President for Academic Affairs on a yearly basis.



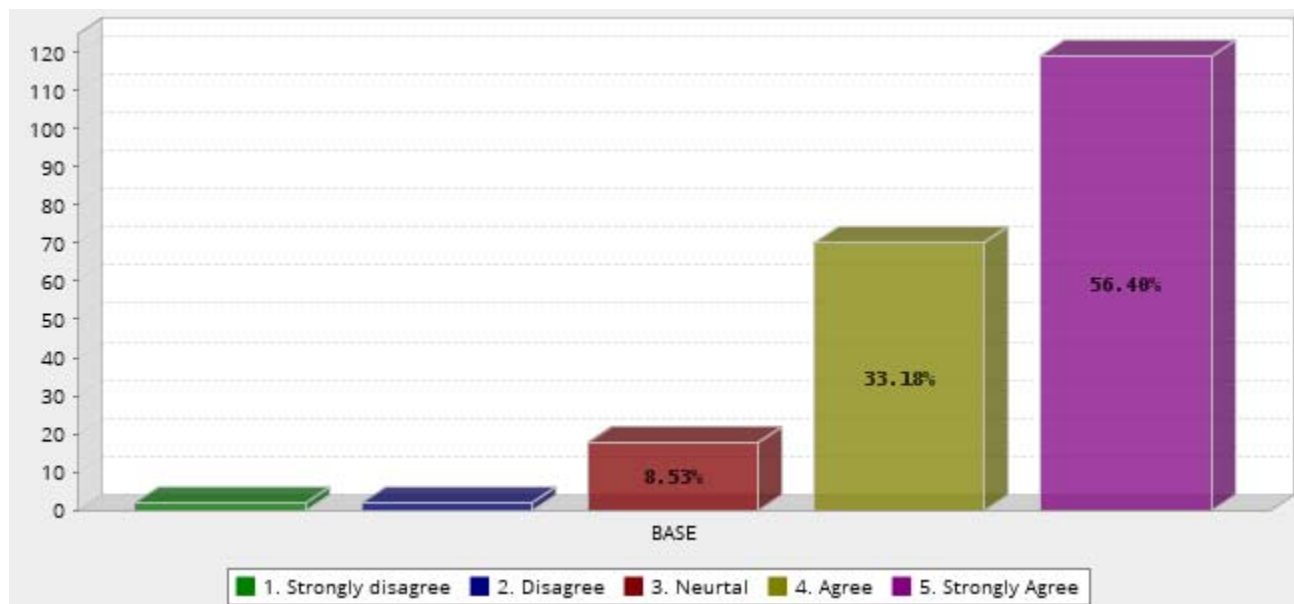
	Answer	Count	Percent
	1. Strongly disagree	2	0.95%
	2. Disagree	3	1.43%
	3. Neutral	35	16.67%
	4. Agree	95	45.24%
	5. Strongly agree	75	35.71%
	Total	210	100%
Mean : 4.133	Confidence Interval @ 95% : [4.024 - 4.243]	Standard Deviation : 0.807	Standard Error : 0.056

Q32. Faculty should evaluate the job performance of the University President on a yearly basis.



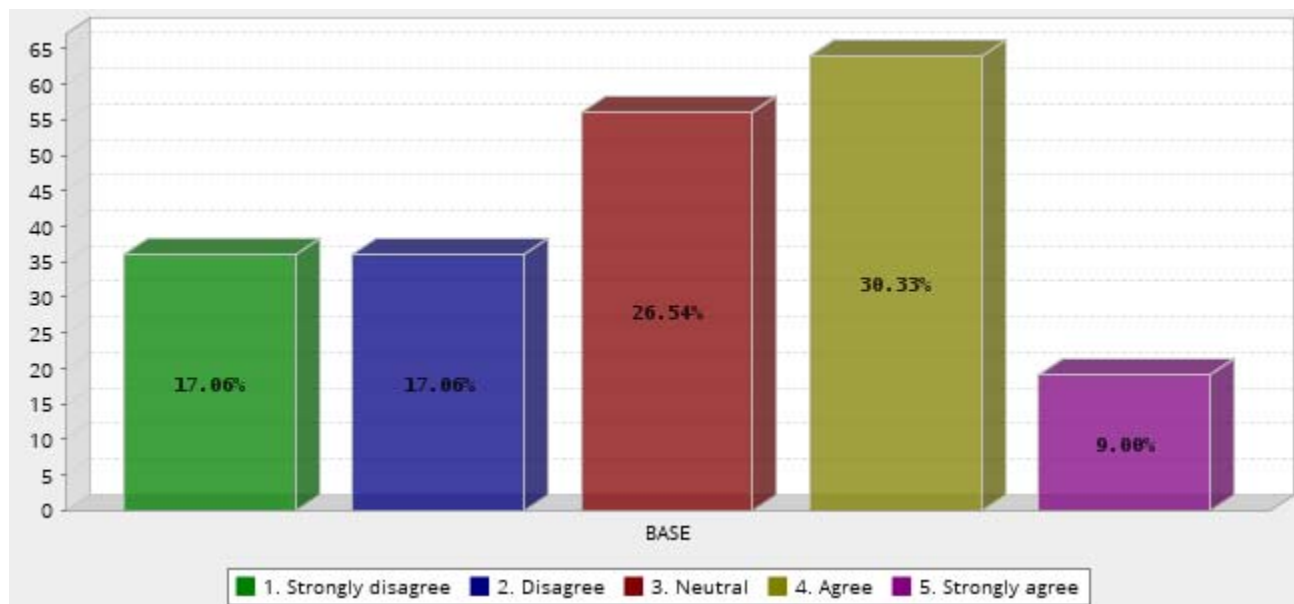
	Answer	Count	Percent
	1. Strongly disagree	2	0.95%
	2. Disagree	3	1.43%
	3. Neutral	32	15.24%
	4. Agree	81	38.57%
	5. Strongly agree	92	43.81%
	Total	210	100%
Mean : 4.229	Confidence Interval @ 95% : [4.117 - 4.340]	Standard Deviation : 0.827	Standard Error : 0.057

Q36. Faculty should have input into decisions made on health care coverage.



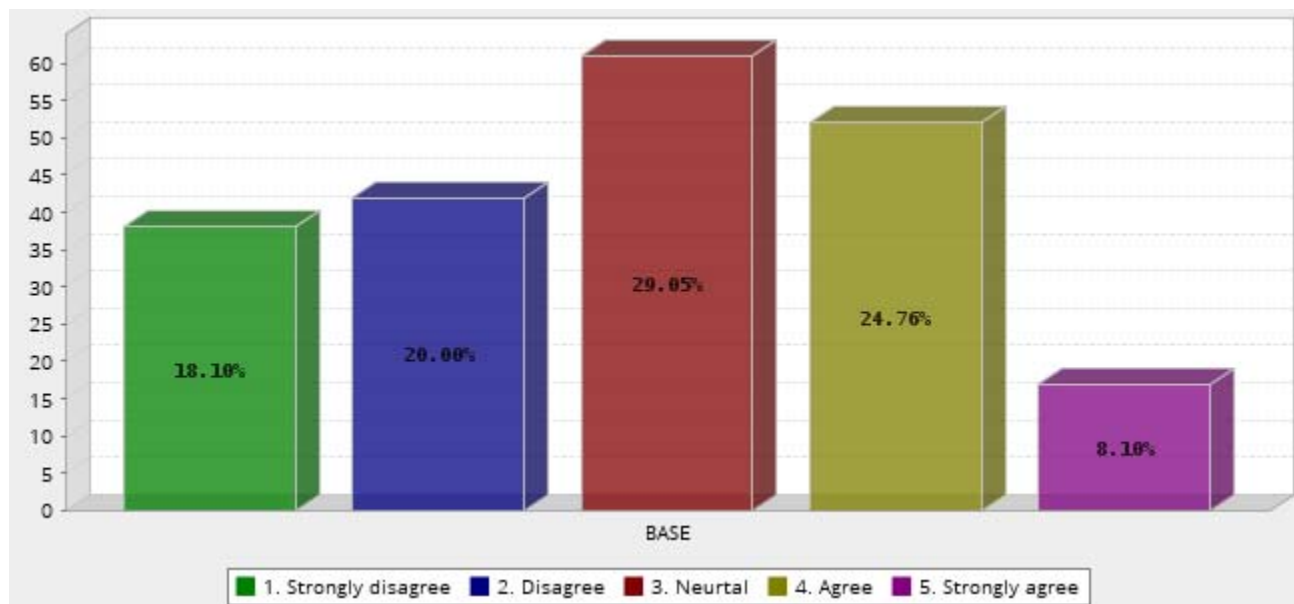
	Answer	Count	Percent
	1. Strongly disagree	2	0.95%
	2. Disagree	2	0.95%
	3. Neutral	18	8.53%
	4. Agree	70	33.18%
	5. Strongly Agree	119	56.40%
	Total	211	100%
Mean : 4.431	Confidence Interval @ 95% : [4.328 - 4.535]	Standard Deviation : 0.768	Standard Error : 0.053

Q39. My professional contributions as a faculty member are valued.



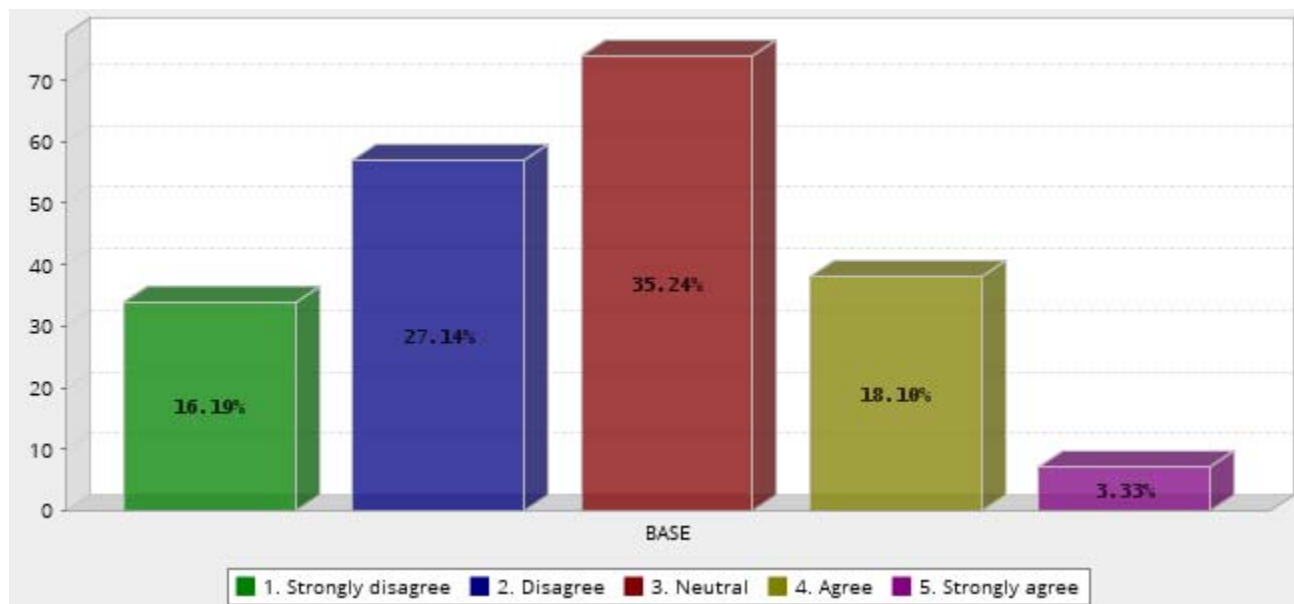
	Answer	Count	Percent
	1. Strongly disagree	36	17.06%
	2. Disagree	36	17.06%
	3. Neutral	56	26.54%
	4. Agree	64	30.33%
	5. Strongly agree	19	9.00%
	Total	211	100%
Mean : 2.972	Confidence Interval @ 95% : [2.805 - 3.138]	Standard Deviation : 1.234	Standard Error : 0.085

Q40. Faculty morale is high in my department.



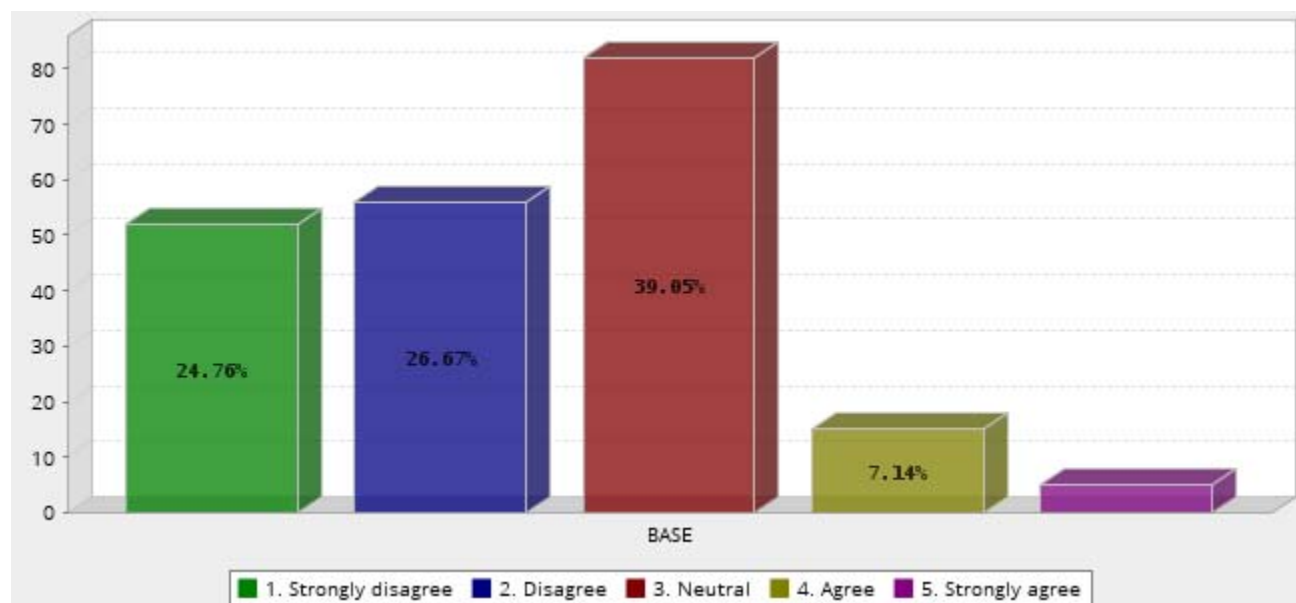
	Answer	Count	Percent
	1. Strongly disagree	38	18.10%
	2. Disagree	42	20.00%
	3. Neutral	61	29.05%
	4. Agree	52	24.76%
	5. Strongly agree	17	8.10%
	Total	210	100%
Mean : 2.848	Confidence Interval @ 95% : [2.683 - 3.012]	Standard Deviation : 1.216	Standard Error : 0.084

Q42. Faculty morale is high in my college.



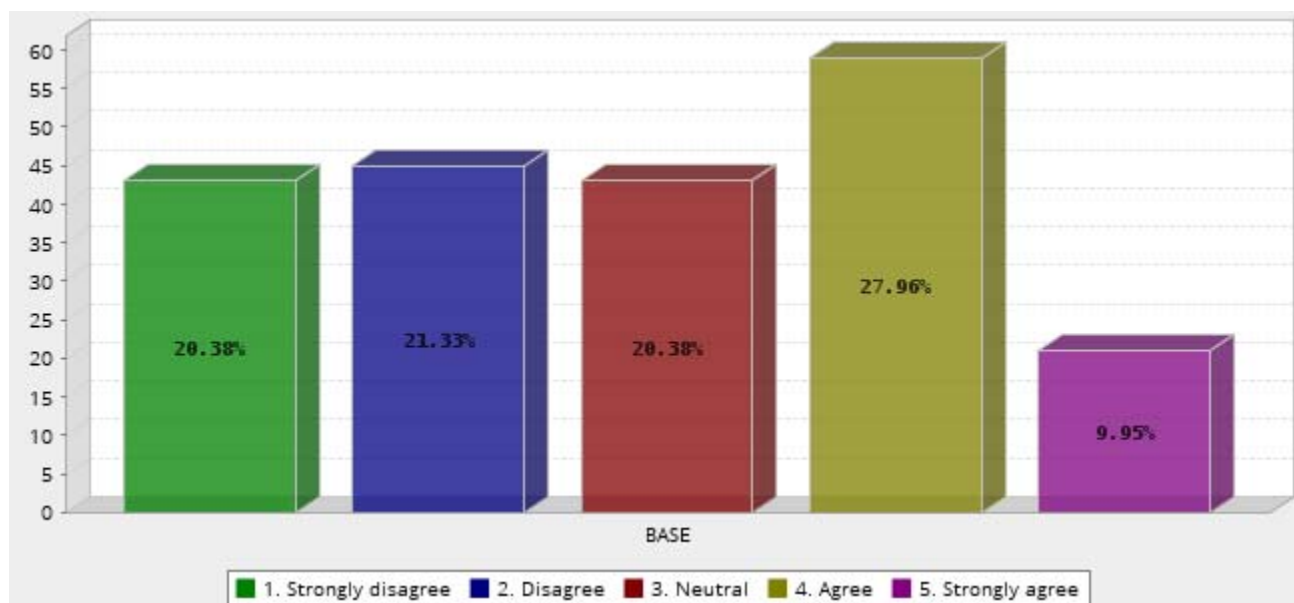
	Answer	Count	Percent
	1. Strongly disagree	34	16.19%
	2. Disagree	57	27.14%
	3. Neutral	74	35.24%
	4. Agree	38	18.10%
	5. Strongly agree	7	3.33%
	Total	210	100%
Mean : 2.652	Confidence Interval @ 95% : [2.509 - 2.795]	Standard Deviation : 1.057	Standard Error : 0.073

Q43. Faculty morale is high across the University.



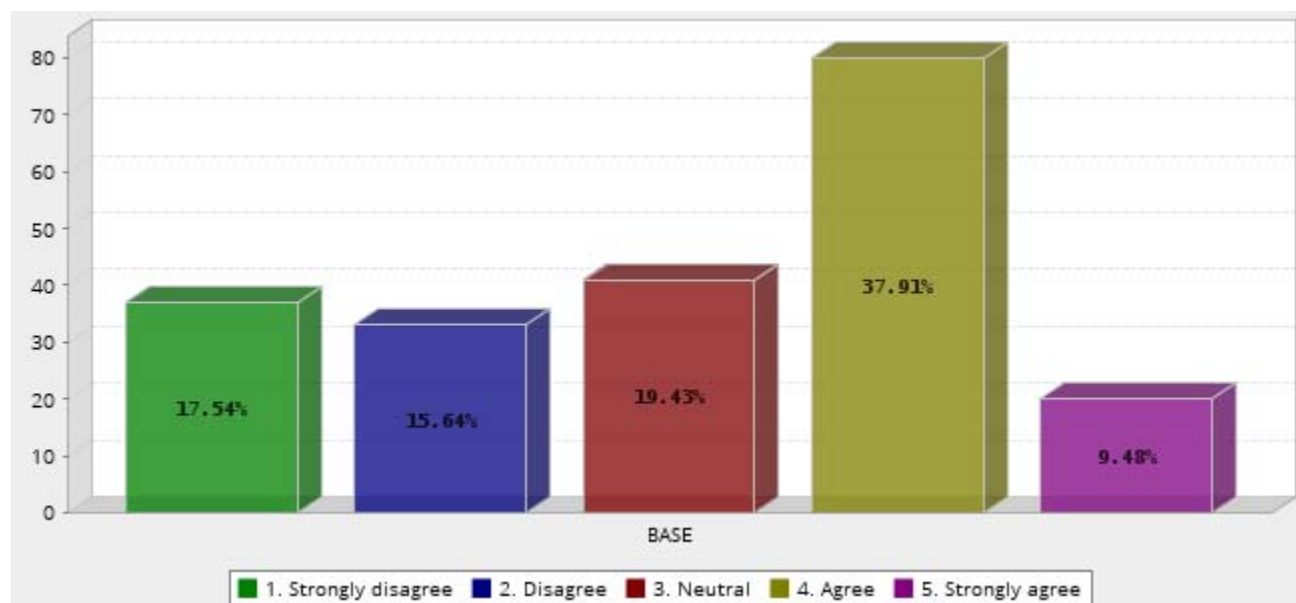
	Answer	Count	Percent
	1. Strongly disagree	52	24.76%
	2. Disagree	56	26.67%
	3. Neutral	82	39.05%
	4. Agree	15	7.14%
	5. Strongly agree	5	2.38%
	Total	210	100%
Mean : 2.357	Confidence Interval @ 95% : [2.221 - 2.493]	Standard Deviation : 1.008	Standard Error : 0.070

Q54. I feel appreciated at Arkansas Tech.



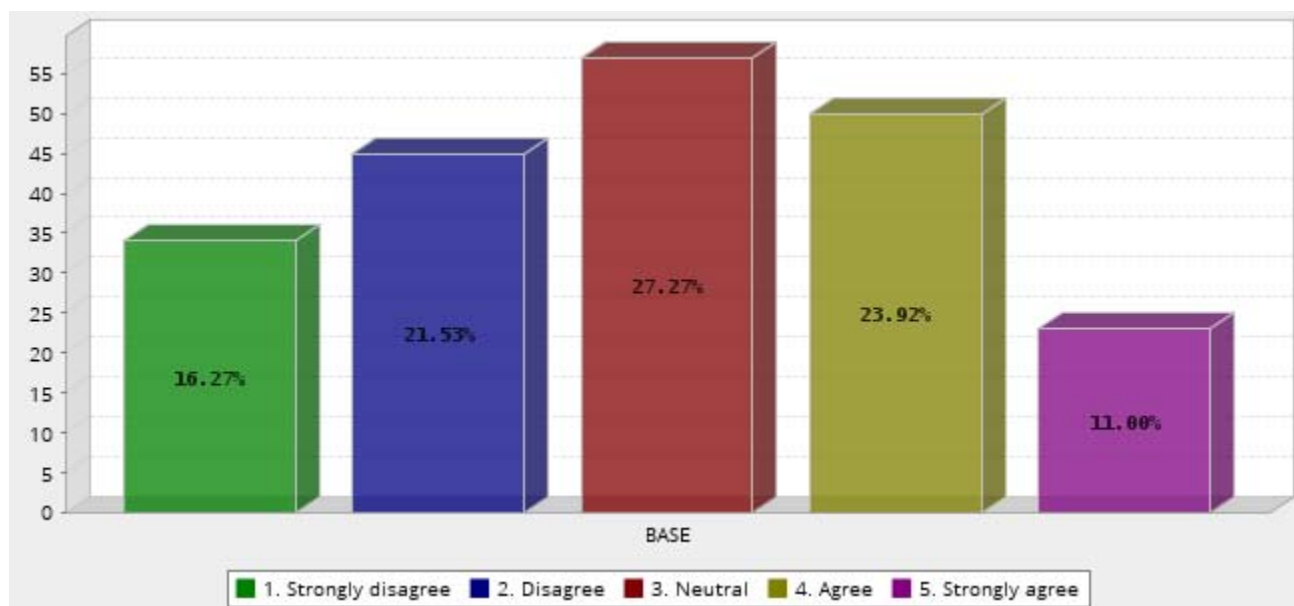
	Answer	Count	Percent
	1. Strongly disagree	43	20.38%
	2. Disagree	45	21.33%
	3. Neutral	43	20.38%
	4. Agree	59	27.96%
	5. Strongly agree	21	9.95%
	Total	211	100%
Mean : 2.858	Confidence Interval @ 95% : [2.682 - 3.033]	Standard Deviation : 1.302	Standard Error : 0.090

Q55. I have a satisfactory work/life balance at Arkansas Tech.



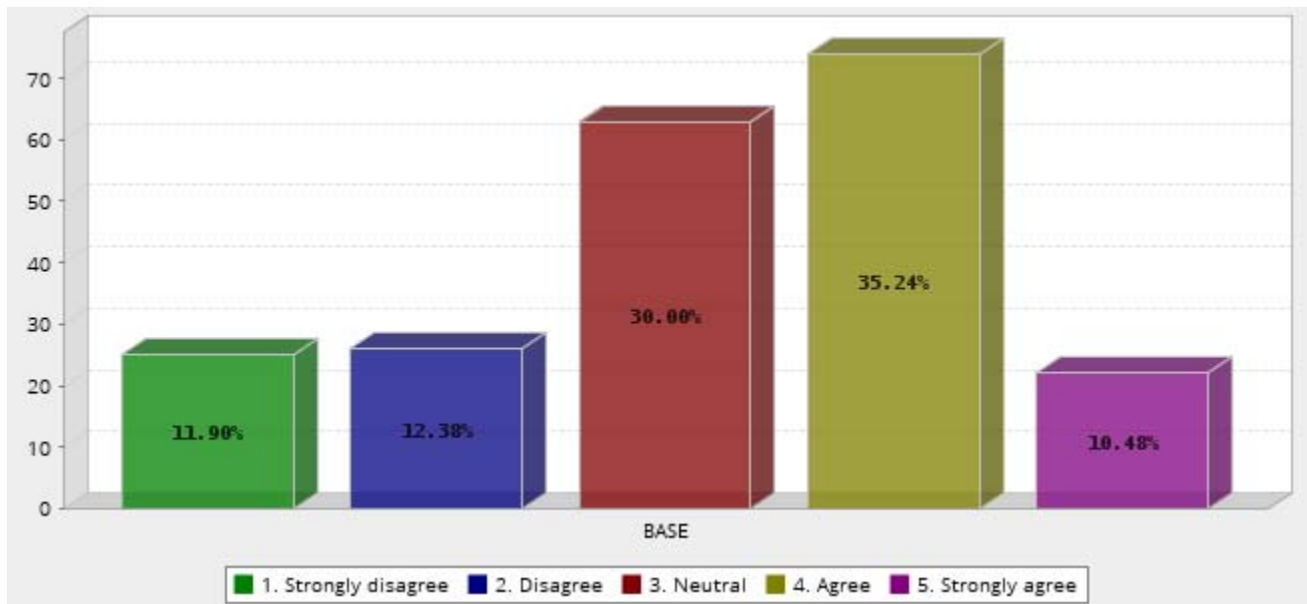
	Answer	Count	Percent
	1. Strongly disagree	37	17.54%
	2. Disagree	33	15.64%
	3. Neutral	41	19.43%
	4. Agree	80	37.91%
	5. Strongly agree	20	9.48%
	Total	211	100%
Mean : 3.062	Confidence Interval @ 95% : [2.890 - 3.233]	Standard Deviation : 1.273	Standard Error : 0.088

Q56. I think senior leadership consider faculty work/life balance when making decisions.



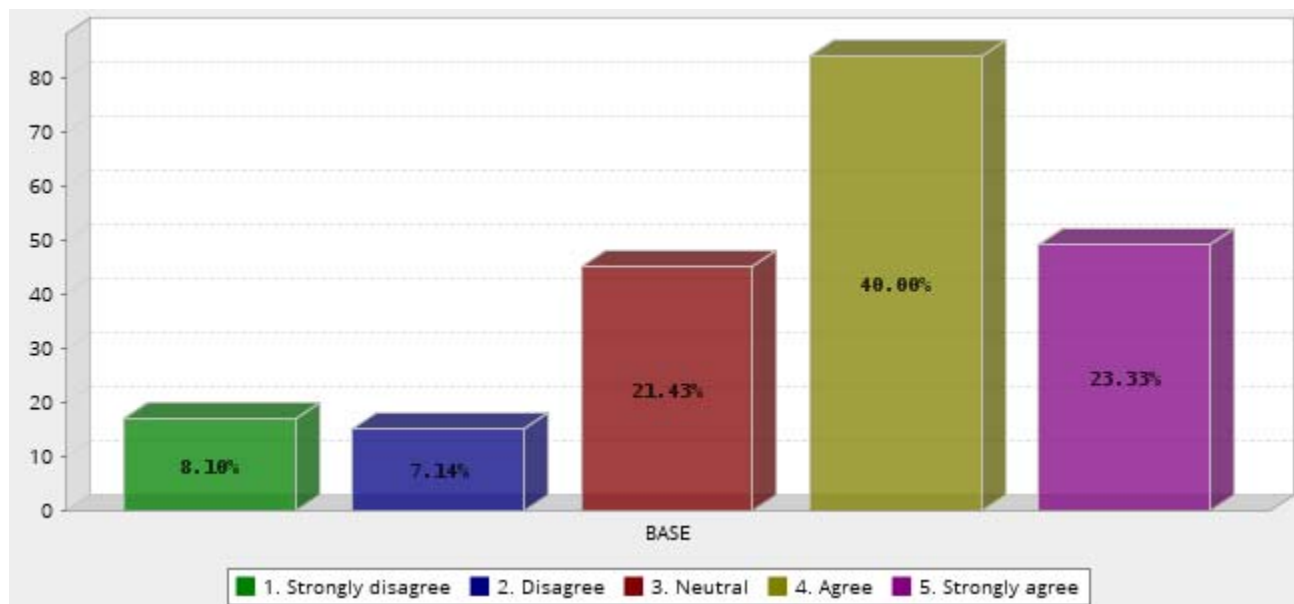
	Answer	Count	Percent
	1. Strongly disagree	34	16.27%
	2. Disagree	45	21.53%
	3. Neutral	57	27.27%
	4. Agree	50	23.92%
	5. Strongly agree	23	11.00%
	Total	209	100%
Mean : 2.919	Confidence Interval @ 95% : [2.750 - 3.087]	Standard Deviation : 1.243	Standard Error : 0.086

Q44. I would recommend Arkansas Tech as a good place to work.



	Answer	Count	Percent
	1. Strongly disagree	25	11.90%
	2. Disagree	26	12.38%
	3. Neutral	63	30.00%
	4. Agree	74	35.24%
	5. Strongly agree	22	10.48%
	Total	210	100%
Mean : 3.200	Confidence Interval @ 95% : [3.044 - 3.356]	Standard Deviation : 1.157	Standard Error : 0.080

Q46. I am proud to work at Arkansas Tech.



	Answer	Count	Percent
	1. Strongly disagree	17	8.10%
	2. Disagree	15	7.14%
	3. Neutral	45	21.43%
	4. Agree	84	40.00%
	5. Strongly agree	49	23.33%
	Total	210	100%
Mean : 3.633	Confidence Interval @ 95% : [3.477 - 3.790]	Standard Deviation : 1.155	Standard Error : 0.080

Q57. Please include any additional comments regarding your job satisfaction at Arkansas Tech.

The Vice President for Academic Affairs should visit the faculty and listen to their concerns and needs. The President of the University should visit the faculty and listen to their concerns and needs. For transparency, the Faculty Senate's response to the Faculty Satisfaction Survey results should include all faculty responses.

Adjunct faculty are utilized all over campus to save money while faculty lines continue to be not filled or cut, while other divisions continue to get additional employee lines and increased budget lines - Student Affairs & Enrollment Management. Truth be told - adjuncts are underpaid for the amount of work they do at this institution, while others have been promoted to 'Assistant Dean' titles with more money and less education compared to their faculty counterparts. Honestly, the previous VPAA and certain Deans made my job satisfaction non-existent by their disrespectful, underhanded ways. Maybe Leadership Tech should include a segment on ethical leadership and for the current ATU 'leaders' to also attend and learn about this important topic. Ultimately, the current VPAA is cleaning up a lot of their mess.

President Bowen is a complete joke and it's embarrassing to work for her.

The life of an adjunct faculty member is often not very satisfying at ATU. It is hard for me to keep my motivation up while facing students daily. The pay is low, there are no benefits, and I have months with no salary. I work as much as some full-time faculty. I am not able to apply for grants for travel to present at a conference because of my adjunct status. I spend my own money to do all this by myself anyway, although I am representing ATU. There should be more opportunities for support, benefits, more full-time lines, and possibly an increase in the number of hours we are allowed to teach. I feel desperate at times, and wish that things could be fairer.

Adjuncts are exploited. Let's find the institutional will to change that.

Here is a perfect example of the poisonous atmosphere at our institution: last spring, the faculty senate voted unanimously to request that Dr. Bowen approach the estate of Michael Link, in order to change the name of the scholarship in his honor. She not only refused, but she failed to support the honest faculty members--several of whom who faced such hostility that they have now left ATU--who attempted to preemptively stop that entire embarrassing debacle from happening. Unbelievable, unethical, and corrupt.

The life of an adjunct faculty is not satisfying at ATU. This is very hard for me to keep my motivation up and facing students daily with a low payment, no benefit and no salary months. At least my working hours are similar to full-time faculty but my salary is less than half and no benefit. I am not able to apply for grants, travel, attending a conference because of my adjunct status. I am spending my own money to do all by myself with no support although I am representing ATU. There should be more chance, support, benefit, more full-time lines, possible to apply for some grant and increasing teaching hours allowance for us. I am not sure

how the other adjunct faculties have life in this situation. I am desperate and I feel this is not fair.

I see some changes being implemented in terms of faculty involvement in decisions; too soon to tell if it is "real" or not.

The more I listen to our president the more I'm convinced that academics is her last priority. There is no support for additional lab and classroom space, we can't afford to hire faculty that have left the University let alone have any hope of adding new positions. and she has run off several of the better department heads and faculty due to her lack of support for academics. She has a terrible track record of hiring incompetent people for upper administrative positions (look at the revolving door of personal). She made a comment at the meeting at the beginning of the semester in reference to what it looks like when a football player tackles their own team mate, In the real world you would look at who is responsible for making sure that doesn't happen "The Head Coach". Again, many of our issues seem to point to the President (Head Coach). I hate to say it but maybe it's time the institution gets a new head coach. I wish she would get away from wanting to make the students feel warm and cozy and support the faculty in our academic efforts.

I have close to 70 advisees, have maintained a 5/5 load almost consistently (uncompensated) for the last 5 years, and the University has not deemed it that my program NEEDS another tenure-track faculty line to ensure our program quality, but also to make sure that the faculty we do have don't burn out. I am asked to do more and more, and while what I am asked to do I care about and WANT to do, doing so compromises my health because of the demands of time and energy. Furthermore, with a greater push toward Scholarship, please explain to me how I am supposed to meet these requirements with the load I am currently maintaining? Work/life balance has become a joke and I feel as though the University has little care for the faculty wellbeing. So, why should I care? It is the students that keep me going and nothing more, but sometimes even that is not enough. Lastly, faculty are the last to know anything about what is going on on campus (ex., my students told me about the White Supremacist coming on campus before Tech did), and though the University seeks our "input," we rarely see any deliverables on the contributions we make

Seems a "Senior" faculty in EAS detest diversity and make comments such as (Quote:) "too diverse" regarding the faulty body. They also send emails to their colleagues in this regard and against the new administration members.

I only teach online.... I did not see N/A

I am happy with my job and position at Tech. I am impressed by the president's vision and commitment to shared governance. I am not happy about the turnover in our leadership. Or the fact that some things are not followed through with or we don't know why they're not.

Still need BETTER communication between Admin. & Faculty BEFORE decisions are made, not just an FYI this decision was made.

Shared governance doesn't mean a damn thing if persistent, detrimental issues are never tackled. There are effective and efficient ways to do things, and then there is the TECH way. The TECH way is usually much safer, more risk averse, and much simpler and easier for administrators and administrative assistants. But, the TECH way is often much more burdensome to faculty members and is dismissive of their needs. We don't need "extra special," "extra safe," or "extra anything" TECH rules if they interfere with faculty members doing their job. Grant proposals/contracts/activities that do not allow ATU the maximum amount of legal protection possible are always, always, always rejected, regardless of how small the legal risk is. That policy has created impossible situations in multiple instances. We need to do better, and be smarter than that if faculty members are going to be able to do their job to full effect. Too many times LEGAL counsel has delayed, diminished, or destroyed the hard work of faculty members (e.g., grants, academic activities.....roadblocks are put in place with no remedies forthcoming) and faculty committees (e.g., the shared governance initiative, promotion and tenure procedures.....months of work down the drain) by suppressing/supplanting their efforts. MAJOR problems with mid-level administrators and administrative assistants exist. They: 1) Often police rather than support the faculty. 2) Interpret, shape, and develop policies that are not in the best interest of faculty, productivity, and academics. They usually do not have the expertise to be allowed such power. So much for shared governance. 3) Have too much leeway to shut down/impede the academic efforts of faculty members. 4) Sometimes are ignorant of standard practices at other universities, yet they do not take the initiative to learn about or consider adopting better practices at ATU. 5) Are creating an increasingly toxic work environment. 6) Sometimes ignore, are slow to respond to, or simply "let drop" requests concerning travel, budgets, grants, expenditures, etc. Worse yet they feel free to admonish faculty members concerning any possible indiscretions regarding these same things. 7) Simply make it so damn hard for a faculty member to be productive, and do good things for the students, academics, and the university. It wears a person out.

Ozark campus remains the step child campus

We receive roadblocks from leadership, rather than removal of roadblocks. The job of a leader is to remove roadblocks, not create them.

Many changes the "energy czar" is trying to implement for faculty/staff regulations seem asinine compared to similar energy usage from students. No one (no one) understands why IMSSO was dismantled and separated from IA and ELI--it makes zero sense. International students don't seem to matter or be prioritized any longer (they at least seemed to be in the past). In the global and political climate these days, internationalization of campuses and multicultural diversity is more important than ever, but the powers that be in Diversity & "Inclusion" don't seem to care one iota.

Faculty pay needs to be improved. It is very tough to recruit and keep good faculty when our salaries are far below comparable institutions. It seems like the university's current emphasis is on adding more high-paid administrators rather than on supporting quality faculty. This threatens the greatest strength of our university (caring, involved, and committed faculty) and has led to an increasingly top-down approach to university decisions. We do not need more

offices and administrators. What we need is improved support for existing and incoming faculty.

Great place to work!

I strongly agree with comments made at our last faculty day at the beginning of the spring semester regarding the VPAA. It is surprising that the VPAA is not a senior VP. We are, after all, a teaching institution, and Academic Affairs should be the heart and cornerstone of our university. I don't know the history of this discussion but change is possible and I think this is something that needs to be seriously considered. It might be controversial because we've always done things the way we are doing them now but change is healthy and possible.

I think my responses were affected by some big changes this semester in our department; we have 2 faculty who are leaving (with little warning) effective in May. Teaching loads in my area are heavy; many courses have doubled sections and each section has a 2 hour lab. So, my typical 12 hour load is actually 14 hours/wk contact time. This semester I am teaching an UD elective (offered every other year) - to do so, someone in my group has to teach an overload - this semester it is me, so I am in class 17 hours/week this semester. I get satisfaction from teaching UD electives (variety is the spice of life, right?), but they don't always 'make' which adds an additional variable to the scheduling process. My response to the facilities question reflects my concern about mold in the large lecture halls in McEver (152, 172). They are in need of renovation. For the past 2 years, I've had a class in the library - that's a very nice classroom, though the sound from the room next door can be a challenge. Health benefits are a problem (20% increase in premiums; and doubled deductible - this year!) but I believe that the administration and faculty benefits committee is doing what it can to contain these costs.

My opinion means nothing to the president or her administrators. They do not care about the students, faculty, or the institution, all they care about is their position and power under the president's umbrella.

Over worked and this "less with more" is getting really old. We are expected to produce scholarship and complete service yet we are teaching 5/5 loads and 3 in the summer time and advising 50+ advisees? Unrealistic expectations. Burnout is high and satisfaction is low for sure.

Set limits on how many field trips or conferences each full-time faculty can participate per semester. Should not be more than two. If more than these, need to get approval from the Dean and VP. This is a teaching institution, what happens to students who are left behind too often.

I would like better health insurance. Faculty should not have to pay to use Tech Fit.

"At least nobody (faculty) is in jail." That is the best the VPFA had to offer?! Therein lies one of the problems as academic support areas see their role as monitoring potential criminals rather than servants and facilitators of the faculty and programs for students.

I would feel better if the administration trusted me to act in a responsible and ethical manner. When the VP for admin and finance intimates that she is proud that none of the faculty has

been arrested for financial mismanagement, that suggests to me that her priorities have been somewhat contorted from reality. While, I think it is great that the faculty have not been arrested, I don't think that we are at much risk of financial misconduct here. This is just one example.

The pay for adjuncts is a joke. ATU should be thankful I still enjoy teaching students. It's certainly not the pay that keeps me coming back.

I love being here and where I checked "not satisfied", I am aware that it is not only others, but my responsibility to find solutions as well.

We need to use more our the faculty expertise on this campus, instead of constantly paying high priced outside entities to do poorly what we could do better ourselves.

I pour my heart and soul into ATU and my students but I generally just feel unappreciated. Additionally, the current level of time and effort I put in to my work is not sustainable.

If we cared solely about money, none of us would be at Arkansas Tech. However, we need to do a better job of securing funding from the state. With our outcomes compared to other universities, it is a travesty that we are so underfunded. The mentality of "do more with less" is not a positive and weighs on the emotional and psychological welfare of the faculty. This is why we have such high turnover and burnout rates. I don't get that the upper administration truly empathizes with that situation.

1. more PDG, FRF and UR opportunities 2. more options of health insurance and increase the coverage of life insurance 3. 7 teaching loads (4+3 or 3+4) in the future.

I want a bathroom that maintenance does not dismiss the requests because they do not believe it leaks. I don't want to be jealous of other buildings because they have nicer bathrooms. It is hard to be happy when the little everyday things are not there.

This university would be a great place to work but the President has formed a team ("the E.C.") that is completely made up of amateurs. We have a VPAA that came in and immediately went missing in action to most of campus. The VPAA's first test of bold leadership chose a noted plagiarist for interim dean of a high profile college. Our VP of Admin and Finance came in with the cloud of accounting impropriety of her last job and has since created the same suspicions on this campus. Our VP of Student Services has run off almost all faculty participation, especially in the growing LLCs (seen it firsthand in my own department). Our University Counsel is a brilliant legal mind who is featured in Forbes: <https://www.forbes.com/sites/darrenheitner/2018/05/24/arkansas-techs-loss-to-ncaa-in-federal-court-reinforces-strength-of-ncaa-to-hand-out-penalties/> He also likely violated HLC's Obligations of Affiliation #7 by retaliating against last year's scholarship complainants: <https://www.arkansasonline.com/news/2019/may/26/tech-seeks-outside-emails-scholarship-dispute/> This President talks often about leadership and these are the leaders she has chosen. Her and every administrator hired under her tenure need to be removed. She has been the worst

thing to happen to this campus and it will take years for us to pull out of the ditch she has left us in.

While ATU provides adequate resources for scholarly activities, these resources are irrelevant if faculty have such heavy teaching and service loads that they cannot complete research or creative projects. While the annual evaluation system is generally fair, it is too complicated and time consuming.

I believe our dean is deliberately attacking our department with the full power of her position, and several additional powers usurped from those above her, with the intent of closing the department. I expect she will have effectively succeeded within the next 18 months - whatever has taken our place will be much weaker. Her actions include significantly delaying our actions, confiscating (space and other) resources without explanation, interfering with our accreditation visit, imposing significant bureaucratic demands, and willfully cancelling classes in the Spring that are needed by Freshmen Admission the following August. The numerous problems were brought to the attention of the Board of Trustees who reacted promptly and received significantly misleading answers from the President and Vice President.

unfamiliar with most of these items

Adjunct faculty need to be paid monthly (January/August). They also need to be paid appropriately (offsets to not having pay raises could include, discounted tuition, hangtags, etc. It is hard to come back to a job, each year, where I feel treated like a second class citizen by my organization. My department/head is great, but the university needs to work on how they spend money in regards to the effect of not utilizing some of that money for their faculty/staff. A living wage is NOT too much to ask for in any job. I have also been embarrassed with how the university/President have handled hot topic issues that hit the news with regards to our students. It is not too much to ask to try to face some of these issues head on or ahead of them hitting the news. We can do better than this.

Need more faculty (Instructor) positions and representation and acknowledgement of Instructor achievements recognized at the University level. An instructor is NO LESS of an effective teacher than a tenure-track faculty member.

I believe ATU's environment is becoming overtly effeminate. The result is fewer men (students and faculty) feel they have a place on campus. If the objective is to remove men from campus, then ATU is on track. If the objective is to provide an education that will enable capable citizens, professional and productive members of the workforce, then ATU needs to change directions.

As a faculty member I do not feel valued by this university's administration. Faculty input is not appropriately addressed - approved changes through the curriculum process are not implemented or changed by administrators. We have shared governance in name only.

ATU should offer a discounted tuition rate to adjunct instructors. I have been an adjunct for about 10 years. I would love to get my masters degree, but not sure I would be able to afford it. A discounted tuition rate would be a great way to enrich your adjunct instructors.

I enjoy adjunct teaching at ATU-Ozark and have no complaints.

As long as the president continues to value student services above academic affairs we are in trouble. There should also be a faculty representative on E.C. and a direct line of communication between faculty and the board of trustees.

On the last 2 questions...I just didn't see any response. It felt like it was swept under the rug instead of being addressed!?!?! We LOVE Dr. Johnson. She has outstanding vision, and is very good at making analytical decisions. She cares about the people and listens. I do respect that Dr. Bowen had the insight to hire Dr. Johnson. However, it seems like in our meetings, she says one thing, but does another. Too many outside folks are being brought in and almost seemingly driving out the people that give our university stability. So many feel that if you speak up on anything, then you will be fired. The examples are all over the university. The largest force out was the dean of business. Everyone loved her ...and she was forced out. The financial stability has gone down since Dr. Bowen came. Morale is down since she came. I just feel like she hasn't done many positive things since she got here. Faculty workloads went from manageable to horrific now. I really want to like Dr. Bowen, but I think too much damage has been done at this point. We LOVE Dr. Johnson though. I think if we had more people in administration with passion and vision for all students like she does, then our University could really be turned back around.

Need up grades on Ozark buildings, parking lot's etc. Really sad all the money spent on Russellville campus. Then students come to Ozark campus and it is embarrassing!! High school has better facilities then we do!!!! But we always have been on the back burner.

I have thoroughly enjoyed my time as an adjunct for ATU Ozark. I am grateful for the opportunities that ATU provides for its students, and am honored to have been able to enrich their lives as one of their instructors. Teaching is my passion. ATU helps me fulfill my purpose!

Being an Ozark adjunct, I appreciate being included in this survey. However, I am curious why I was not asked to rate my satisfaction of the CAO, Ms. Sheila Jacobs or the Chancellor, Mr. Bruce Sikes. These are the leaders I have the most interaction with and feel that they should have been represented in this survey. Also, Ozark adjuncts do not have representation in Faculty Senate and I think that is a shame. There are programs that rely on the instruction of adjuncts to meet their specific learning outcomes.

Pay for course overloads and program director responsibilities is marginal at best. Some reallocation of funds is needed so compensation could be increased for those of us in the trenches. This would help decrease the turnover rate of faculty and provide more academic stability.

I want to make certain that I add commentary to my list of “very dissatisfied” or “dissatisfied.” While I supremely enjoy my department, most of my colleagues, the students, and my work, my pitiful salary is one of the main reasons why I’ve elected to look elsewhere to teach and research. The salary is nowhere close to my CUPA and even more disturbing; my salary is considered “decent” or a promotion in comparison to some of my cross-campus colleagues. Maybe, just maybe, it wouldn’t sting so much if we didn’t have employees, with Master degrees, being promoted to Assistant and Associate Dean status and making more twice as much as people who have earned PhD and are the reason you have students. Seriously, our student affairs makes more than those at the A-State, UCA, Henderson St, UALR, and in most (not all) cases, also U of A. Let that sink in! Our administration is starting faculty members at \$40k and the majority of the “deans” with master degrees are making from \$10k-\$40k more. What the fuck??? Dissatisfied with the teaching load??? Or dissatisfied with having to teach an overload every semester, pray that my class makes for the summer, and still not make enough. Dissatisfied with my service load. I love my service work. I really do. But it would be great if the university would support and help compensate the faculty that do more “student service” than those who get paid to do student service. Promotion and tenure as faculty member, after the work of faculty senate, is pretty cut and dry. But what I really want to know is how to become an Assistant or Associate Dean in student services. Like seriously, do you know how many of us would have applied for their jobs and most of us are qualified. How many days were they posted? Why do we have to go through six years of teaching, service, and scholarship, be reviewed by our peers every year, be individually evaluated by our students for each and every course to hope just to hope to get promoted and tenured to ASSOCIATE PROFESSOR? And sadly still make less than them. This would be laughable if it wasn’t so sad. Faculty lines? University support? For some reason we boost and applaud an improvement in enrollment but keep closing faculty lines...and again student service keeps growing (except for student wellness. Kristy’s doing as much as she can with the little she is given). The only thing that could make this worse is the health insurance. \$4000 is enough to devastate a family. I will say that I hear that she’s constantly fighting for Tech with legislators and that she has high praise for our students. However, that doesn’t impact my overall satisfaction with the President. I’m not satisfied with the President. We can say this until we’re all blue in the face and nothing will be done, this campus is like a high school, where the Head Cheerleader and her besties run the campus. I’m seriously tired of naming them. We just give them even more power. The President’s decision-making process involves advisement of a committee who I don’t believe hold the university’s best interest at hand. I think that individual goals and needs to be applauded have taken the forefront. Meanwhile, people are just leaving their positions and everyone acts as if all of this is normal...it’s not! The role of faculty in University decision making is non-existent. The End. There is no shared governance. If so, maybe faculty would be in control over the curriculum. And can we please stop bullying people into participating in Leadership Tech. Seriously. People should not attend because they’re afraid of retaliation. The questions regarding one’s satisfaction with the response to the 2018-2019 Faculty Satisfaction Survey may be the most laughable question of all. WHAT RESPONSE? Are you talking about the President’s passive-aggressive show of having security when she address the faculty BUT STILL DIDN’T MENTION THE SURVEY. As if someone wanted to physically hurt you. We

are not sadistic. Just because we don't want you to be the President doesn't mean we want you harmed. We just want you to stop harming us. I seriously want to talk about the lack of diversity on every level at this university but I have spoken with a black faculty member who begged me not to do so in fear that there would be further retaliation to the few minority faculty members we have here. I think that says enough.

The impact, and future efficacy, of change at Arkansas Tech University will not be satisfactory until the primacy of the role of academics at the institution is established by the President and the Executive Council. Without the demonstrated commitment by the President to elevate the Vice President of Academic Affairs to the appropriate role of provost, then the purpose of the institution is muddled. Academics is not, in higher education, one among equals. It is the sole purpose the institution exists. Arkansas Tech University should demonstrate such a commitment.

I used to take pride in working at ATU. I felt that we always had the best interests of our students at heart. For the past few years, faculty have received more and more work to do - things being pushed down from above - with no additional compensation or time to do those things. Everyone I talk to is overworked, stressed, and seems to not want to be here anymore. The morale just keeps getting worse and worse. It doesn't help when unrealistic expectations are put on us; the motto seems to have become "Do more with less. Continually." Any person who has had any leadership training should know that your most valuable asset is your people. When your people feel abused, unappreciated, and overworked, they will either leave or they will stop caring. Neither is good for the university but seems to be where we are at.

As an adjunct, I'm not satisfied at all. This university does not care about Adjuncts and there's no denying it. We are used as free labor. We do our work for less pay than other universities because we love our jobs and the university capitalizes on that fact. It's disheartening. We should be paid at the same rate as other universities and should not have to work 2 months without being paid. Show us this university cares for its faculty.

What response to last year's survey?? I did not see much from senate other than posting the results on the website and the president didn't really acknowledge the survey. I don't think constant conflict is the way to go, but I would like to see more out of senate in advocating for faculty and holding the administration accountable. Look at the minutes. Only a few senators take an active role in the process. I don't see much from anyone on senate questioning decisions. If you don't want to do the work, don't be on senate.

Adjunct pay is far below livable. I realize that we are not required to provide any service hours, but nonetheless, I bring home 10% of what I did as a FT visiting prof last year. I teach fewer classes, but even if my load was the same as last year I'd still make only 50%. PLEASE increase adjunct pay, significantly.

I love my job but am absolutely overwhelmed with daily activities. Things like trying to work with the Travel office make it even more difficult. It's like everyone has their own agenda and there is little collaboration or caring for others.

Despite the need of more faculty to reduce everyone's overload and multiple searches and fails, all full-time positions are required to have doctorate degrees. Full-time instructors could have been hired to fix such problem instead of seeking and failing to hire someone for full-time professor (in any rank) positions. I'd also suggest to provide support for those who seek to obtain doctorate degree while being employed at ATU but not within the institution due to possible conflict of interest between colleagues who become teacher-student during the time working on doctorate program - possibly collaborate with nearby universities and provide reduced tuition or incentives for seeking higher degrees.

As instructors, we were hired to teach 12 hours. Recently our contracts were changed to teaching 14 hours which means most of teach 15 and that hinders our times and opportunities to service and scholarship. At the same time, there are numerous opportunities (planning of shared governance, upcoming accreditation visits prep, etc) that we would are encouraged to serve through (and most instructors would like to serve to) but feel we are 1) overwhelmed with our teaching load many teaching 30-40 hours a year instead of 24) and 2) not welcome because it is our job to teach. It is also increasingly difficult to be involved in service outside of the university and professional development opportunities requiring travel because when the majority of your department is teaching 15 - 18 hours a semester, it is impossible to find faculty members to cover your course load while you are gone. Also, while we got our promotion to Senior instructors and a raise with that, after our contract change to 14 hours (while many of us were in the middle of service opportunities and scholarship opportunities we would not just "quit" because we were no longer "required" to do them), we don't really make any more per teaching hour than we did when we were hired years (decades!) ago.

I think that as an Institution there are always opportunities to get better. The key is to acknowledge what we are doing good and what we need to improve, so while we keep this in what we do we will do well in all.

Top heavy administration and tone-deaf president and executive council.

1- The pay scale of Engineering faculty is extremely low. Our undergrad students make almost the same as we do (our graduate students make even more than we do after they graduate with zero experience in industry). 2- Health insurance is really really bad. We cannot afford to pay 1/4 of the salary for a family health insurance. Several faculties, including myself stopped the health insurance from Tech. PLEASE DO SOMETHING!!!! 3- Many of the senior faculties do not do anything other than complaining almost about anything. They do not do research and they are paid high salaries. I do not think this is the case in other schools. They should be some merit salary increase for those faculties that go the extra miles to conduct research and bring external money in.

The University has no direction or vision. How can anyone be motivated when the administration actively seeks to harm the academic unit I work for? This is the most toxic work environment I have ever witnessed!

The salaries of administrators compared to adjuncts is disgustingly disparate. More efforts should be made to pay adjunct faculty and staff more, as opposed to seemingly valuable

building projects. The -people- at Tech should be prioritized. All of the rhetoric about Arkansas Tech as a "family" is grossly at odds with the actual actions of the administration. In addition, I believe that administrators should consider a pay cut regarding their own salaries in order to "put their money where their mouth is."

Teaching facilities/classrooms vary wildly in quality across campus, but are almost completely unusable and uncondusive to student learning in Witherspoon. As this building has among the highest student contact hours, this needs to be fixed before we can accurately say we are student focused.

I feel like the university is being run by and for the administration with little regard for faculty input or academics in general. Student Services is bloated and largely ineffective. The pressure is put on the faculty to do the jobs that student services should be doing. Many of the student service programs are poorly planned and ineffective and there is no faculty input on these issues. The budget process is unclear. All the emphasis is on attracting and retaining students with no discussion of what the university is actually spending. There doesn't seem to be a long-range financial plan. I have lost confidence in this administration.

Every college on campus does not have enough faculty! Some staff areas on campus seem to have too many staff while others do not seem to have enough. Someone should do an Operational Review of all workloads and determine where we are over and under staffed and then fix the problem.

We need another president

I do not believe that the university president is a competent leader. I believe she is primarily concerned with presenting a positive outward-facing image while mismanaging the university so as to maintain her position. Any gestures made toward resolving last year's survey issues were completely superficial and did not involve any fundamental change on her part, just the formation of more committees. I do not believe there is respect for faculty from the majority of Executive Council members. Its composition is designed to downplay the role of faculty at the university.

Faculty members who have a documented track-record of success, experience, vision, motivation, assisting the advancement of careers of others, etc. continue to be maligned and sidelined. Only those faculty from select social groups have any chance whatsoever of career advancement. This is like being in Jr. High all over again!

Overall, I'm pretty satisfied with my job, but wish there were more of me to do it better.

The university needs to make strives to bring adjunct/part-time faculty pay up. The constant refusal to do so shows how much the administration values adjunct support.

My personal belief is that I am completely exploited by the university. I put much time and effort into passing on knowledge to students and take my position very seriously. I enjoy the job. Yet, I am worked as much as possible and given the least amount of pay, nonexistent benefits, no guarantee of a job each semester, not even given an office, and have very little

autonomy. I must compete with graduate students in order to use a computer to print out exams for my classes. The university is increasing their finances by using adjunct instructors like me to work as hard as they can for as little income and benefits as possible. Of course, this is nothing new in academia. It is a trend that I feel takes advantage of hard workers without a return of a livable wage or benefits. I have two jobs at the moment and I am on welfare, yet I give lectures for up to 4 classes a semester. There are times when my electricity is cut off for non-payment and, at the same time, I am lecturing a senior level undergraduate course. I do not know how to mend the problems. I love the job, but the income and lack of benefits, office, computer usage, etc. is forcing me to find other employment.

Faculty continue to do more with less. Morale is low and faculty student ratio in our department is unreasonably high. Expectations for increased scholarship seem to rise, with no reduction in faculty load. Decisions are made without faculty input or the same faculty are chosen to represent us for most committees and activities. We have way too many administrators and this results in not enough faculty and high faculty burnout. We stay for the students, not for the university support-lack of communication, lack of faculty development funds, lack of adequate office space. There remains a disconnect between administration and faculty,. Administrative staff are paid so poorly it is embarrassing.

Witherspoon building needs upgrading and the building must be more student centered (coffee lounge, better seating, rooms for make-up exams, study rooms etc...

Communication improvement could help some of these areas. I am fine with number of faculty lines but not with the inability to fund them. We need to consider adding a required annual wellness exam to help insurance costs. Sometimes shared governance can put a strain on faculty service requirements when many are in overload due to unfunded positions.

Faculty always seems to be the last consideration. I'm tired of new initiatives that do not address faculty needs, and it's demoralizing to see the university increasingly treat students like customers instead of like students.

I feel like I could do much more than I am allowed to do at the moment. Students have asked me to sponsor activities and I have to tell them I can't because I'm an adjunct. I would attend professional development, and I'm aware that it is occasionally offered to the adjuncts, but it seems like I miss the details of any given event. I would happily serve on committees, but there are limited positions available for adjuncts. I also feel like the faculty don't understand the circumstances involved in being an adjunct AND trying to participate in the activities we are included in. For example, there was an event scheduled during the fall at a local restaurant that the adjuncts were invited to attend, but it feel exactly one day before any of us got our first check for the semester. Most adjuncts couldn't attend because they couldn't afford it.

My salary is about 60% of the average for professors of the same rank in my field.

How satisfied are you with the VPFA? Very dissatisfied.

I am unaware of the last two items, regarding responses from Faculty Senate and the President regarding the 2018-19 Faculty Satisfaction Survey. Are these responses printed or electronic somewhere?

As a junior faculty member, it is disheartening to find out that several in the administration received substantial raises in the last few years. We are told that we cannot afford an additional faculty line, yet the administration can find money to increase their salaries. There is a serious lack of transparency in university decision-making. Rather than talk to faculty and ask for our input, the administration would prefer to hire or create a new VP or Dean position, which also comes with a large salary. There is not enough emphasis on scholarship and research at this university. Being a teaching university does not mean that faculty should not be actively engaged in research. The administration does little to support faculty scholarship. Even a mention of publications/accomplishments at the mandatory professional development assemblies would go a long way. Research seems to be treated as a four letter word by administration and those attitudes trickle down to the faculty.

Our health insurance is literally killing us. For a reasonably healthy person the deductibles are so high you will never meet the threshold to see a benefit. We pay a lot of money for a plan that pays for nothing. For that reason, I don't go to the doctor because the whole cost comes out of my pocket. I just hope that when I do experience health issues it is nothing serious. We looked at getting our own insurance on the common market last year and it was just a few dollars less to keep the ATU insurance. If the cost goes up again, it will be cheaper to find other insurance - even with the ATU contribution. You don't expect to make a lot of money working in the education profession. The lack of earning potential has always been offset by the benefits - health care and retirement. Under our current health insurance plan you can't really count it as a benefit. Please find a better solution. There is not a single person on campus who is satisfied with the state of our health insurance.

I love it here. Sure, there are gripes people have. But having just come from a horrifically toxic environment, I am content here. I would only say that more money needs to be put into academics, particularly in faculty development (travel) and in faculty lines. If the University wants to grow, and it seems it does, a greater percentage needs to go to lines and raises, thereby concentrating on program growth and faculty retention. That's where the money is made, so let's make some.

The Faculty Senate has been amazing this year at making strides toward shared governance and being a voice for all faculty, and even staff. The president of the university, though, doesn't seem to even notice we have faculty—at least not willingly. She begrudgingly acknowledges we work here. For she herself said at the Spring semester opening meeting that anything that isn't about students “is a waste of time.” That means she thinks we are a waste of time...including thinking about faculty working conditions, our health benefits, our salaries, our workloads, our existence... And that's why the faculty in general rarely see her or hear from her. She seems to forget that “student” is an equation: on the other side of the equation is “teacher.” Both matter, and both must be taken care of by the leadership at the top for an institution to function in a healthy way.

Congratulations to Dr. B on becoming not only Arkansas's first female university president, but also on become its first female dictator. Some might not like that she fired a well-liked, highly successful dean this last year because that dean had the nerve to occasionally disagree with her. But I for one, love our new dictator. Hail Hydra.

I truly believe there is a serious effort by administration to destroy faculty morale at every opportunity.

I do not recall much communication or action from either the faculty senate's or the president's in regards to the last survey.

The university does not recognize the adjunct faculty. While our departments make us feel a part of the university the president and upper administration do not value the adjunct faculty. We spend 26 million dollars on projects that are not needed, but yet no one can find money to pay the adjuncts adequately. They cap our class loads because we are "part-time." So if we are capped at 4 classes in the fall and 3 in the Spring, then we need a raise and we deserve it. The distribution of the pay dates for adjuncts needs to change. We are not paid in the fall till the end of September and then in the spring we have to wait till the end of February to be paid. If the university does not see a problem with this, then they need to open their eyes and hearts. Are we not worth more than this? Are we not valuable? Are we just expendable?

Q67. Please tell us about any issues that impact your ability to effectively carry out your responsibilities as faculty.

There are no pressing issues at this time.
Deans: stop your micromanaging behavior, trust your faculty, support your departments Vice President for Academic Affairs: I'd like to see real action based on what you have seen in the faculty evaluations of the deans and what you have observed since you joined ATU
People in key positions create issues to not allow us to carry out our responsibilities to educate our students....I will not list specific names as I do not feel that is appropriate in this venue.
The sexism in my department and building is indescribable and the leaders, aka President Bowen and her staff, are incredibly unprofessional and unsuccessful.
We work in an institution where Holocaust denial is lauded, where leadership tolerates racism and intimidation, where the Department of History ironically burns the archive of its own past, and where young, hard-working faculty members like Dr. Sarah Stein get bullied out of their job. It is impossible for any of us to effectively carry out our ethical and professional responsibilities under these conditions.
I have a Dean of the College who has no clue of what she is doing. There is very little support from both the Dean and President in providing equipment, lab facilities, classroom facilities, etc to help with both the teaching and scholarship efforts here at ATU. Rather than providing so much funds for student services, there should be more of a commitment towards academics. Than maybe some of us won't have to teach so many overload hours and could even do better in our regular load courses.
I have carried a 5/5 load (uncompensated) almost consistently for the last 5 years, have an average of 70 advisees, and am seeking tenure therefore needing to spend additional time completing scholarship and service. The University, despite being asked every year since I began, has refused to give us another tenure-track faculty line in our program despite our incredible growth. Though faculty are asked for input, it feels as if that is merely to say they asked for it - The powers that be have no intentions of actually using what is said to shape future behavior. Faculty health and wellbeing is overlooked because so long as we keep doing great things and working ourselves TO DEATH the University looks good to donors, community members, and trustees. Though we are asked for our contributions, it is again to show outside entities "how great we are" and faculty are rarely appreciated unless you are one of the few "chosen ones." Also, the budgeting of the Professional Development Grants is horrendous. If your annual conference occurs in late Spring for your profession, it is almost guaranteed that you will have no funds available to you because they have already been distributed to others throughout the academic year. The same goes for the departmental and college funds that may be available.
Not completely recognized as faculty. Ineligible to participate in some things.

Lack of a priori information about decisions that don't seem to have any impact on my role as a Faculty member, but DO. Examples: Tree cutting on campus, lack of OSHA training to obtain roof access for a student-involved experiment, Honors College disregard of my role as LISTED ADVISOR of students, decision to install energy-saving vent hoods without first asking about any possible down-side to having a vent that cannot be turned off, ineptitude of middle-management to handle GRANTS!!, inability of Facilities Management to uphold in-kind installation of instruments, electrical, etc.

Unrealistic expectations (work loads, short deadlines, leadership causes road blocks, then creates short deadlines making it impossible to be successful, etc.), slow to no responses on hiring committee paperwork, which have prevented hiring of faculty (causing overloads), disrespect of faculty's knowledge in their area of expertise, requests on the deans desk for weeks (even months) at a time with no response

Lack of adequate pay mean many colleagues have other jobs to supplement income and healthcare coverage.

The university encourages us to obtain extra funding, but they makes it incredibly difficult to allocate and spend the money once received. It feels like personal grant budgets are being micromanaged. This repeated headache of dealing with budgeting acts to discourage faculty from pursuing future grant funding.

Asked to do more with less. Not valued. Not given material or administrative support nor am I monetarily rewarded.

Teaching load

There is a constant feeling of dread regarding the tenure and promotion process. This adds a level of stress that, at times, interferes with more important activities, such as teaching, advising, and grading. The service commitment is difficult when you are already on overload. Serving on committees and attending events frequently involves sacrificing time which could be spent on more important teaching responsibilities.

As mentioned before high teaching loads and advising loads makes it hard for me to do a quality job in any areas of teaching, service, or scholarship. We desperately need additional faculty in our department so we could do more. This whole more with less motto that our President likes to say is worthless. I know we cannot pull money out of thin air but maybe departments that have to many resources should be redone and departments that do not have enough resources should be given more as a result.

How about admin turnover? New deans every other year or so, no old tech faculty have a chance even with leadership tech. I have never seen morale lower in my entire career at tech. Teach class, office hours, go home, rinse and repeat. The incompetence of the current state of administration is the most dysfunctional I have ever witnessed and that is saying a lot after working under the dictatorship of the Brown administration.

My issues are few and have to do with interior design elements for the comfort and teaching of my learners, but we'll manage.

There should be a limit to the number of students per class in freshman level classes.

Heavy 4-4 teaching load.

Sometimes our hands are tied as faculty to provide the best experiences for our students, because of red tape or administrative "rules" that prevent faculty from taking students on trips, supporting graduate research properly, or providing resources when needed. Example is the shortage of university vans for field trips. Faculty end up competing with each other (or athletics) to get vans in time for trips, and this is discouraging to then take students on field trips. Other examples include micro managing of research funds to the extent that faculty have no desire to do research because it is too hard to have to justify why a purchase was made every single time, when we are the ones in charge of our projects and funds.

The student:faculty ratio in our college, particularly in our department, is way higher than the university average. Yet, we are compensated on the lower end of faculty salaries. There seems to be a disconnect between student success and facilitating faculty who cater to the majority of the students.

one faculty member of each department need to join the faculty senate.

Having enough time with 4 courses, scholarship, service, and advising. I love to talk to students about their future. I want to help them know what is coming after they graduate. To discuss not university opportunities that can be additive to their education. It eats up a lot of time tracking down students to register for classes. It takes a lot of time to explain to them that they need to complete their general education courses. Especially with the policy that allows any number of transfer credits to give them a faculty advisor immediately. My students give me all the reasons they cannot make an advising meeting, but few respect that I am in class 10 times a week teaching. That limits the number of hours to see them for advising and make sure that my office hours are available to the students in my classes. The paper work is so confusing that it makes it hard to transition students to the responsibility of completing it themselves.

The president and her stooges screw up everything they touch and they want to be involved in everything. She has assembled the absolutely worst of the worst team. They should all be embarrassed to be a part of this administration. Being a part of this circus sideshow will follow them around for the rest of their careers. It just hope they take their careers elsewhere before they cause irreparable harm to the university. Right now it is frustrating and sometimes humorous to see what new thing they screwed up. But at some point it could cause major lasting damage to ATU.

The stress of feeling expendable and undervalued sometimes makes it difficult to perform my best at a job which I otherwise truly love.

Heavy overload. I blew 10-20 hours a week for 5 weeks as graduate program director through Christmas to the end of January trying to help our Graduate Students, at what became less than

minimum wage. With a STEM Ph.D. I feel undervalued. I quit the job, but there's no-one else who is less overloaded, so I'm still doing it. I was driven to visit my cardiologist. Blood pressure, having been 120's over 80's since heart surgery a decade ago had reached 170 over 113. While we have expensive bureaucrats emptying our coffers and piling more busy-work on our heads and creating rules that interfere with us quietly helping students. I'm fed up.

My main issue with the ability to be able to do my job effectively is the lack of pay.

The salary discrepancies between Staff, Faculty, and Administration are ludicrous for this region of the country at this university. This is the root of the discord and disconnectedness between all three of these groups. The VPs should make the Dean salary, the assistant VPs should make Department Head salary, etc down the departmental hierarchy. ALSO it is ridiculous to have 5 VPs at this small university. There is a salary problem at ATU. The ATU Jerry the Bulldog walker has their own office and makes more money than our department secretaries who are working 10x as hard for longer hours. 1/3 of the employees at this university do not need to make more than 50% of the salary budgeted.

I feel more pressure to pass students rather than maintain a class standard.

I have had to teach an overload every semester for over a decade. Faculty often feel they need overloads to make their salaries more reasonable but having overloads every semester is not healthy. Salaries need to be made more reasonable, including the health benefits, and faculty work loads need to be addressed.

lack of appreciation for those who teach freshman level courses, even courses for the major

Workload is too high...Overloads are the norm. Big classes. Administrative work...Some get releases but with the releases means "Hey...they are free to teach 2 overloads" in addition to all of their admin work. If you work hard, you are rewarded with more work.

Priorities for the distribution of resources.

Doesn't due any good!

All committee meetings called on the Russellville Campus that include (should include) faculty/staff of the Ozark Campus should be available through some sort of Internet/Computer meeting to save on travel expenses as well as time spent on the road for the Ozark members.

Over the past two years, DESE requirements for licensure programs are becoming more and more onerous and somewhat nonsensical. The universities need to band together to bring balance to this situation and reassert the rights of higher education to academic freedom.

Incompetent leaders who are continually put in charge, even though we all know we are not headed in a positive direction. I understand why Dean positions are posted nationally and require interviews but please start rotating the Chair or Head positions within the departments. You know what would be better Leadership Tech and wasting a lot of our time, having a higher ed leadership training for faculty only. Go through the in's and out's of the position. Faculty members should be better prepared to step in and lead different department agendas. It should

not be a "learn as you go" position. It's one of the reasons there is so much low morale across campus. Not only should they rotate every three or four years but faculty should be able to vote for who's going to be the next head/chair. And if the faculty member doesn't want to participate, it should be okay.

We cannot claim to have shared governance when faculty-driven curriculum proposals receive approval at every gate (white paper, appropriate faculty curriculum governance review, ATU Board of Trustees curriculum title approval) but are rejected by the Executive Committee without an explanation or rationale provided to the appropriate faculty. No one in senior leadership owned any such decisions but choose to engage in an abdication of responsibility and "buck passing."

Too much work to do: teach overloads because the department is continually short-staffed, serve on numerous committees, assist in writing reports, assist with extra things such as Time Out for Tech, Freshman Orientation, etc, do assessment, advise 40+ students - oh, and since there's so much free time, make sure to keep up with retention for each class, each degree program, and the entire department - if it's too low, figure out what to do about that. Oh, and market your department (forget that we have an entire university team to do that). Oh, and go to conferences, present at conferences, do research - or you won't get promoted or tenured. And sometime in between there, figure out how to teach all of your regular classes and new preps.

Since the last survey, it is more apparent that our university's problems are symptoms of one root cause---a president who has lost the confidence of her employees. Confidence is not a weapon that can be yanked away by an angry faculty or staff. Rather it is something that erodes over time and, once gone, is very hard to get back. The trustees need to recognize that a lack of confidence exists and they should step in. Here are my suggestions. First, some say that Dr. Bowen will be leaving soon of her own accord. If that is true, then we all hang tight. If that is not true, then the trustees should intervene. Before doing so, the trustees may want to assure themselves that the situation is dire. To do so, they should contact past trustees from this institution or from other institutions. They will see that faculty don't typically seek out surveys like this to express their displeasure---and certainly not at Tech. The trustees will find that the situation here is unprecedented and merits intervention. After the trustees realize their obligation, they should hire an outside consultant to come in and locate the root of the crisis in confidence in our leadership. When the root has been located by a consultant, the trustees can then act appropriately, knowing that they have proceeded with prudence. I believe that, on any given day, the faculty and staff of this institution are ready for a vote of no confidence in our president. It is not in any of our interests for it to come to that. I hope that the trustees will follow this advice for the good of our university.

I'd be able to dedicate more time to properly educating my students if I didn't have to work another job to make ends meet. So I'd say paying adjuncts a proper wage is a change I personally desire.

We have so many responsibilities outside of teaching that it is hard to be an effective member of the faculty. We are asked to produce quality research, serve on various committees, use

high-impact (time-consuming) instructional practices... and we get reduced faculty lines, overloads, increased class sizes. The problem is saying these things in meetings gets you labeled the cry-baby faculty who doesn't want to work. I've been here long enough to know that most of the faculty here work very, very hard. We are asking for support so we can provide students what they deserve. Please tell me how reducing faculty lines aligns with every student counts? Tell me how restructuring to create multiple deans positions in other divisions helps students succeed in the classroom? Do we have data to back up the expenditure on reclassification and pay increases is well spent on increasing student retention. I think we need to start making budget allocation decisions on research data. Last I checked, faculty have the most significant impact on student success. That is why faculty to student ratio is so important. Please show me research that shows the importance of assistant dean to student ratio, or administrator to student ratio. I've looked and can find no such data. I hear all the time that Dr. Bowen is a data-driven decision maker. Please, let us see the data. My guess is we won't see it because there is none. My guess is decisions are made based on who has the president's ear, or who she likes the most, and not on data.

Health Insurance

As a faculty member, I am rated on the amount of scholarly activity I produce. However, I have such a huge workload from teaching and other duties, that I don't have the time to devote to this. I already work at night almost every night when I'm home. I feel I just can't win. At the end of the day, I love teaching and love helping students succeed and I hate I have to sacrifice my own career for theirs, but that is the reality.

Multiple faculty complaint that they didn't know their overload status until mid semester. Those who are not on overload is often pulled to assist those overload faculty members in classroom and not getting paid for extra workload they start carrying in after the semester started.

Teaching too many courses a semester has made it much more difficult to serve and connect with the University. Trying to connect with that many students (many remedial) can be overwhelming and results in an abundance of students with an abundance of needs.

NA

HOW do we sit here and take YEAR AFTER YEAR of RIDICULOUS INSURANCE COST INCREASES? What good is the "insurance committee"? And every year, just sending up an HR rep at each August welcome meeting to say "looks like our rates are going up a lot, but I refuse to give you any more information until we drop the rates to you on an October Friday at 4:55pm" is **not** appropriate. The policy rate increases are insane. And don't you dare blame it on "we have to provide for former employees". Those former employees are now old, so they are covered by MEDICARE! WHAT ARE WE PAYING FOR? I once told a friend at UCA about our health insurance rates (theirs max out at about \$300/month) and he was shocked that we just accept it. He said at his institution, the faculty simply wouldn't have taken it. They would have stopped all service and thrown their hands up until rates were better. Come to think of it, why is our budget always **mysteriously** short each year? What is going on? If the

admin/staff side would be as careful with money as faculty are, Tech would be a much better place.
Push for junior faculty to engage in shared gov needs to be promoted, and discussed at levels from admin speaking to faculty to faculty peer discussions (not just in Senate).
Highly under prepared students that you have to pass despite the fact that We know they do not have the knowledge to be successful engineers.
The University is broken. Decisions are made to serve whatever insane idea that enters Bowen's head at breakfast. Incompetent administration has killed the competitive advantage we had as a school.
Poor quality classroom facilities where one can't even effectively control the climate or the lighting. An ever growing workload combined with no effort to provide relief in any area; for example, research expectations are growing, but there is no corresponding decrease in the teaching load. For much of the last five to six years, the mantra I have heard from my superiors is "do more with less." That is not particularly inspiring.
I feel that the senior administration does not care about or value the ideas of the faculty. It is tone deaf to what is being said among faculty. Almost the entire senior administration is new (outsiders) and almost entirely from Colleges of Education. No promotion from within at Tech. Poor leadership and a failure of communication and empathy on the part of the senior administration. When issues are raised to the EC they just seem to disappear with no action, no response, no discussion, no reasons given.
It is hard to be an effective teacher in the classroom (or online) when we are overwhelmed with so many committee assignments (both permanent committees and special service committees) and other service requirements, not to mention ever increasing publication requirements.
Dept. Heads, Deans and certain Administrators continue to hold to a 'good 'ol boy' network whose sole goal is to protect/advance their own 6-figure salaries at the expense of anyone and everyone else's career. My 'chain of command' is filled with individuals who simply cannot, and will not, handle University level obligations.
I think the President has her own agenda that is not compatible with Arkansas or Arkansas Tech university
Witherspoon is a joke when it comes to technology and safety. We're supposed to be integrating technology into the classroom, but the WiFi is chronically unreliable. Thanks to doors that can't be locked from the inside and doors that open out, there is no way for faculty to protect themselves or their students. I've heard no one in a position of authority actually cares about this as it has been brought up before in a more formal setting. At least we got new paper towel dispensers like the rest of campus. (The fact that this was considered a need worth spending money on is itself an indictment of the university's budget priorities.) Overall, the president is not an effective leader. Rather than address real issues of concern at these start-of-semester meetings, we get the same tired slides about things like the new campus entrance or

athlete community service. The response to last year's survey did not involve any change on her part, just the formation of more committees. I'd love to see her hold a town hall-style meeting with faculty, but she never would.
I would like to see more clarity on portfolio creation and expectations. It seemed like there is some confusion about structure, breadth, and formatting. So perhaps next year, it would be great to see additional workshops or perhaps a panel discussion from the administration about what is expected--exactly.
Our facilities are OLD and need updated. Constantly having problems with temperature regulation and control in classrooms and offices.
I just have a question. Why do we need 5 Vice Presidents? UCA only has 4. Departments are taking big hits in their budgets but we just keep adding VP's. This seems counter-intuitive for a university that claims to put student needs first.
The income received is not a livable wage. I have acquired a second job and am on welfare. Some, if not many, students do not respect adjunct instructors. They tell me how I should teach, what to include on powerpoints, and even which tone of voice to use when speaking. I have not had students respond in this manner at the other major universities that I have taught for in the U.S. The most difficult topics for students to comprehend in my experiences are about Race and Ethnicity relations and Gender inequality. I have not had this problem at other universities that I have been a faculty member.
High advising load. High student- faculty ratio. Lack of budget. I work all the time just to stay on top of things for my students, and it does not often feel that is recognized.
Need improved facilities
Insist that state legislature require history, political science, and philosophy be required courses for a degree
We seem to follow every academic fad, to the detriment of high-quality teaching. New plans or initiatives are adopted and then fade away, with no explanation of what they accomplished, if anything, and why they were abandoned.
Funding was cut for necessary classroom facilities. Classes are frequently over capacity, and specialty labs fully booked so that students have limited access.
There is a desperate need for facility cleaning, upkeep and repair.
A lack of clear communication, a sense from the faculty that the administration doesn't understand what faculty do, and a faculty that is fragmented and doesn't understand its specific role in decision-making at ATU.
Too many required duties, not enough time. Not enough people listen to what I have to do and the commitments I have made. I feel like I am constantly working to help other people improve their own position and I am only seeing negative returns for it. Department heads are too busy

to effectively manage individuals in their units. There are too many meetings eating work time and efficiency up. Faculty are overloaded which has a direct impact on the quality of education students are receiving. It is not just the course load but it is the requirement to provide expert advising and career counseling. I am not saying those are not extremely important to provide to the students, but I do not think managers (deans, department heads, etc.) are valuing just how much time that can take away from a faculty member. Also, there is no accountability. I see several people just not doing their core job (advising, etc.) and nothing happens. Also, expectations are not clear. No one communicates clearly just what you need to do to secure tenure. We are taught to educate our students with clear expectations and time management, but we ourselves do not practice that.

major lack of communication from the program chair to faculty no transparency poor leadership

Regarding Budget/Travel and post grant awards handling. Faculty are treated as criminals to be monitored rather than PIs to be helped and facilitated.

Don't know if this comment belongs in this section but the focus on branding, perceiving students as potential customers, and viewing faculty as sales people (via Tech Open House, Time Out for Tech, promoting one's majors) has a dulling effect on my role as a highly-educated academic who was hired to teach...

Service expectations need to come way down. We can't be expected to have high teaching loads, have reasonable scholarship, and have high service expectations.

Classrooms--plastic molded desks that are too small for students, air systems that are bolted down and cannot be changed. Some days it is 12 degrees in the classroom. Other days it is 88 degrees. Students complain each semester about desks and air.

New responsibilities get added to faculty every year, nothing is ever removed. "Student success" is being interpreted by some as students must be answered 24-7, between semesters, and "students are always right".

Speed up the curriculum/program approval process. It moves at a glacial pace. We're told to be nimble, yet our approval steps is as clunky as it could get. We should be able to approve new certificates and degrees any time of the year. The Catalog is relevant, but that should NOT drive the curricular process. We cannot compete with peer institutions if we do not move more quickly, ESPECIALLY for adult-market students and online programs. I realize that the ADHE piece is beyond our control. But our campus processes aren't.

I serve on 10 committees. The vast majority of my colleagues serve on none. Why? There are no incentives for doing so like there are at other universities. So a dozen of us carry the burden of all the service work at the university, and the rest of the faculty have no idea what's going on and serve the institution in no way. It's cruel.

It is very difficult to cover the responsibilities within my department and fully participate in service across campus. It is almost impossible to do any type of scholarly work with the

demands of the department and students, yet I am evaluated on it yearly. My family has suffered due to my commitment to ATU. That is sad.

faculty in department is not kind to one another-everyone is self absorbed and non communicative as to vision for our department- Do not feel we are "student centered" more about how can get the most while doing least Faculty refusing to teach particular courses and then others are required to take on overloads Fear of behaviors that are threatening that have NOT been addressed by upper administration after multiple reports by students as well as faculty

I am in to many overloads to effectively do my job. Faculty leave and their position is not hired and more is put on the current faculty.

We (Academics) are not included in decisions that can impact how we operate and work with students. I see a lack of service excellence with our support groups across campus. They should be helping us do our job!

Q58. Please include any additional comments regarding your experiences as a member of the Arkansas Tech faculty.

I am an island. A happy one, but I only have one or two other islands nearby.
I'd like to see real action from upper administration to fix our problems and support our needs
My department head is very supportive of my teaching, and I appreciate him believing in my ability to educate our students, even though I am not a full-time faculty member. I love teaching my students. They appreciate how I hold them accountable and care more about the content they learn instead of the letter grade they earn for my class distribution.
I am concerned about revolving door at senior levels of administration. Constant hiring processes, too many interims. Why so many failed searches? Why so many short-term tenures (people who accept job and then are gone 2 years later?)
I teach one of the most vital courses and yet, my input and service is not valued.
At one time I really had a loyalty to Arkansas Tech University and was willing to go the extra mile to support this institution. However, today unfortunately I just look at it as a source of income and will be starting to count down the days until retirement, which really bothers me cause I really used to enjoy my job.
There is an air on campus that we are "going under" and that the University is in trouble. We say we value diversity on this campus but yet groups like DDI and Spectrum are STILL required to seek Board of Trustee approval for all events. The event that sparked this requirement happened almost 5 years ago. If the University is about the students and their success as it claims to be, we should be putting more funding into maintaining and achieving greater resources ACADEMICALLY. After all, aren't we a University and not a sleepaway camp? While programming etc. is fun and increases students staying on campus on the weekends, if they aren't getting a quality education, what is the point? Which speaks to my next point, that Student Affairs has far too much support and endorsement (when compared to faculty) across campus. Student Affairs is, or appears to be, controlling areas beyond their scope of practice within this University and often bully those faculty members who try to address this.
Still see Admin. thinking that an FYI to the Faculty after a decision is made is "shared governance". Input from the Faculty/Faculty -picked reps. (NOT administration "hand-picked" faculty reps.) should be requested prior to decision making. I realize that this would slow the decision-making process down, but feel that Faculty inclusion of this type would greatly improve Faculty "stakeholdership".
Pay discrepancy between campuses creates low morale for loyal employees.
Most I know are baffled by administrative hypocrisy in regards to student retention and well-being. Lip service is paid, but programs that obviously encourage student success and morale are repeatedly neutered or cut altogether.

Those in student services are appreciated. I am just a faculty member.
Great place to work!
I recognize and appreciate the fact that Tech administrators and senior leadership do their best to manage our budget with the unconscionable budget provided by state legislators. It must be an enormous task. One other thing: Tech seems to have a very high-quality VPAA at this point. Let's give her the tools she needs in order to provide us with quality results.
I love what I do and I love working for ATU. However I am getting so burned out if something does not change I may have to look for employment elsewhere.
Why Hans' this the senate held a vote of no confidence?
Non-degree faculty in the teaching field is assigned to teach at higher level classes than faculty with a terminal degree in the field. ATU should have a policy to deal with this issue across the campus. This is a liability issue. It will impact HLC.
We may be transparent to what is happening but not as to why.
Administrators do not need to be evaluated EVERY year, but should be periodically evaluated every 2-3 years.
Overall I am pretty satisfied with my position at ATU, but it is clear from talking with other faculty and staff that morale is low, and people are resigning daily. Some of the main reasons for faculty resignations are small things (as mentioned above regarding vans, and funding micro-management), and could easily be improved if the "every student counts" motto was actually followed through and applied across campus, at all levels.
I am pretty easy to satisfy and I like my job overall, despite living in a dry town with very little to do. I like my job because I have academic freedom to do what I want to do. However, we are way too stuck in our ways and we let the past dictate what we do in the present and the future. We let sentiments of "this is how it's always been done" or "we can't do that" interfere with progress. We need more forward thinkers in upper administration. I was pretty annoyed that the President didn't really address last year's results of the faculty survey. What's the point of this if it just gets swept under the rug?
There is absolutely NO respect for academics at this institution. We used to brag about our majors and program offerings. Now we chase any new shiny trend or topic to get a little attention. Return the focus to academics!
The \$8000 family deductible under our current health insurance plan is a staggering burden, especially on our low-income employees. No other group of state employees are expected to bear this burden. This is the result of gross mismanagement.
The issue isn't really evaluating annual review of administrators. In many different areas of life, an excellent system is one that you never notice is working for you. You can spend your time doing what's needed: for us, helping students and doing a little scholarly work on the side to

keep our minds active. The faculty wanting annual review is just to kick the Board of Trustees into replacing a broken system. I've worked for competent women. More than one person has noted that this administration starts to look like an affirmative actions campaign. This harms Equal Opportunity because all the old white males can assure their expectations that women can't manage.

The salary discrepancies between Staff, Faculty, and Administration are ludicrous for this region of the country at this university. This is the root of the discord and disconnectedness between all three of these groups. The VPs should make the Dean salary, the assistant VPs should make Department Head salary, etc down the departmental hierarchy. ALSO it is ridiculous to have 5 VPs at this small university. There is a salary problem at ATU. The ATU Jerry the Bulldog walker has their own office and makes more money than our department secretaries who are working 10x as hard for longer hours. 1/3 of the employees at this university do not need to make more than 50% of the salary budgeted.

I am proud of my contribution to ATU and am grateful for the opportunities I've had. As a student, I encountered prejudice because of my maleness, my whiteness and because I am a Christian. As faculty, I have encounter the same prejudice, albeit in more subtle ways. At present, ATU is a closed-minded campus. I would like to see it more open to all sexes, races and belief systems.

Work/life balance is not negatively affected by anything at ATU. I just have a busy life.

I love Tech. I wish it were more like it was when Dr. Brown was still President. He really balanced Faculty Workload, Life, and had really dependable people in positions to give stability and enjoyment to each department and to the University. There was emphasis on good attractive majors with great job placement. Currently, it appears that administration keep cutting degrees based SOLELY on numbers...even though some of the departments getting cut have majors with highest job placements and entry level salaries. Cutting these programs are running off the most likely to graduate students. One example: Computer Science is being destroyed and rumor has it, it may be cut as a degree. I'm hoping the rumor is wrong. From the outside looking in, it's being destroyed and without any course of action to save it. All emphasis is on cybersecurity only and no care taken on future programmers. We had and still have great faculty in that department for programming degrees too. Companies need many programmers to function but few cybersecurity people. Job placement isn't nearly as high in that field as the demand for programmers & computer science majors. While cybersecurity is an important field, so it programming. Our enrollment in that area is similar to other peer institutions on this. It seems like our computer science department is one of many programs being cut badly. No communication is being given to faculty about the state of the departments and programs being cut. There is no input from faculty as to what programs should get cut. High School students are already noticing these trends. Computer science students are typically pretty good students, too. Why are we allowing some of our top notch students leave to go to UCA or UA because we are cutting programs in STEM fields with high job placement like computer programming? Someone should be in there visiting with the faculty, finding out the reasons everyone is leaving departments with high turnover, and then fix the issues. Don't just

trust everyone in charge of it. Yes, there are wolves in sheep's clothing. Before cutting programs, please review every angle of the degree to see the types of students it attracts, the job placement & starting salaries, etc. I think Dr. Johnson is very analytical and would be great at looking at this type of information. I just hope she has leverage to do so. I really want to see things turn around. Since Dr. Johnson came, I do see glimmers of hope for the future of Tech. We love ATU and want to see it turn around and to have smart decisions made again...and to be an institution that cares about students, faculty, and administrators.

Comparable courses taught on the Ozark campus should be paid at the same rate as those taught on the Russellville campus. These courses transfer to other institutions as equal to those from the Russellville campus.

Overall, my time here has been a positive experience. I love being a part of the Tech family. But constant offers for a lower work load and higher compensation from other institutions are getting harder and harder to refuse.

I was excited about teaching before I got here. Tech has beat the excitement out of me.

The amount of work expected has become ridiculous and unrealistic. It is to the point of why even try because there's no way it's all going to get done, at least not well. And to work hard and not feel appreciated (or even be yelled out) only makes it worse.

Arkansas Tech is an amazing place. We have limitations that other schools do not have; but we know how to work with our limitations. I am proud of my amazing colleagues.

Faculty are the bones of this university. We deserve better treatment and recognition all around.

If it weren't for my students, I'd have likely found another profession at this point. I feel the role of adjunct is still not adequately acknowledged by the university as a whole, and the minor consolation prizes they've offered lately (inviting us to more events, adjunct dinner etc) are steps in the right direction. But my work is hard, and my pay should match that effort. And sadly, I earn more working part time elsewhere than I do teaching multiple classes here. That is inexcusable and demeaning.

I love teaching and I love my students. Most of us came to Tech because it is a teaching institution. Look at the faculty. You have a lot of people here who could be very effective at a R1 institution. We choose Tech because we want to teach. All we want is support in that endeavor. If you want us to produce more research, fine, but you need to support us there as well. We cannot allow the administration to extract every bit of our labor without fair compensation. I'd like to ask faculty to be careful that we are not pressuring each other to meet the unrealistic expectations put on us. If you are a stellar researcher, that is great. I've published my fair share. But we CANNOT increase standards without demanding resources from the University. Do not do the administrations bidding by holding your colleagues to standards that do not match with the role and scope of the institution, especially when we are not compensated fairly to meet those standards. As I said, I love teaching. I also love research. But,

I also have a family and a purpose outside of Tech. I am not willing to sacrifice my personal life to meet uncompensated demands put on me by my colleagues at the behest of an institution that chooses not to support those efforts financially. If we keep increasing standards on each other without demanding resources from the institution, we are diminishing the value of everyone. We should work to have a unified voice in this. If we do not, the administration will continue to use us as a tool to extract every bit of us while not compensating us.

Sometimes I feel like I'm not valued but used.

NA

I **really** like the President, but it is also painfully clear that most all of "her" hires for top-level administration positions have very short tenures here. Maybe let faculty search committees actually have a say? Considering most all other top-end hires leave within 12-18 months? What do those top-tier committees actually do, since they get no vote in hiring?

I think there is a pride for contributing to Tech and the community which inspires me to work here. There are some limiting factors that I wish could change, but some are not within my control. I am interested in shared gov, and shared may create a different standard than "give it to a junior" or "let dept x handle service". Service does not need to be unequally distributed, or a nod to promotion.

We worked for a tyrant with Brown but at least he had brains. We still work for a tyrant but incompetence exists throughout the administrative ranks. I can count on one hand (with fingers remaining) the number of decent hires Bowen has made at the Dean's level & higher - that are still here. ATU is the running joke in higher ed across the state. I am embarrassed to tell people where I work.

I think there is a residual effect from the tyrannical rule of RCB that presents an obstacle to successfully implementing shared governance; faculty are extremely hesitant to propose or do anything outside of base level expectations for fear of retaliation at the highest levels. It is an engrained culture.

I feel under-appreciated and not listened to. The faculty and middle management often have a lot of good ideas, but they are not listened to and basically just dismissed. I think senior administration fears opening those channels of communication because they are afraid it might make them look bad. It's a bunker mentality. Any questioning is seen as disloyalty.

I am one of the most experienced individuals on the ATU payroll in using NIH 'capacity building grants' to enhance undergraduate recruitment, retention and education in general. I also have a track-record of being able to mentor others to that same end. Yet, I could not get a voice, much less a seat, 'at the table' at ATU. This type of 'mid-level manager' behavior reminds me of being in Jr. High all over again. I fully expect that any day now, I am going to be asked to stand in a circle, drop trousers and someone pass around a ruler. Wow!

We have too many upper administrators

Health care costs are outrageous. First time I have had to add my children to my husbands health care plan.

I have been treated well by administration and faculty.

Others are appalled when I reveal the conditions that adjunct instructors are under at this university. It is embarrassing.

Every faculty and staff member should be committed to student success and retention. It is everyone's job. Faculty and staff should be able to identify something they do or tried during the year to improve retention (even if it was only one student). These activities should be reported in annual portfolio and good ideas collected by the peer review committee and shared with everyone. Having a high rate of D's, F's and W's in your class is not something to be proud of. Weed-out courses should be identified and required to make adjustments like redesigned, different faculty installed, or if needed, a remedial course put in place. Departments should be able to try out curriculum changes (say for three years) by requesting waivers of maximum credit hours or invoking prerequisites before having to go through the whole process of curriculum committee approval only to find out the change was not effective or not necessary.

Since being hired benefits have dwindled over the years

I love my job. Teaching is the absolute best. And I'm proud to say I teach at a university. But I don't feel like the University cares at all about me or the work I do. I think they think of the University as a business rather than a place of education.

Here are a few of the issues: 1. Poor communication; 2. Hierarchical and exclusionary administration in decision-making; 3. Administrative chaos (constant turn over); 4. Faculty often work at cross purposes and undercut one another; 5. Student Services appears to be running the university; 6. The toxic environment at all levels, especially toxic in Administration and Finance; 7. Push for research efforts to increase without course releases or changes in expectations for faculty; 8. It is increasingly clear that the Administration really has no clue what faculty do or who our students are; 9. Too many boutique programs that cater to a limited number of our students and foster a greater divide between the more affluent minority and the less affluent majority of students; 10. A few very popular faculty members get privileged by the administration either a) by relying on a cliquish Faculty Senate to appoint faculty members to important committees or positions or b) a tendency for administration to handpick faculty members that will give the appropriate answer on committees. Add all of this up and you get the problematic culture of ATU. There is a growing divide between the majority of faculty and the cliquish tendencies of a small group of privileged faculty members. This drives an increasingly large division and antagonism among faculty that results in a toxic culture at the faculty level. But, the toxic culture at the faculty level is merely a symptom of the serious problems at the administrative level, especially when mixed messages like "increase research efforts" and "we are a teaching university" are simultaneously promoted in big meetings. Sure, research and teaching are connected. But, not all research is equally costly in terms of time, resources, and money. Just because a few have opportunities doesn't mean every faculty member does--such a belief fosters the cliquishness, exclusion, and even academic

prejudice/bullying against a large number of ATU faculty (much like high school). Many faculty find themselves in a Catch-22 situation by hearing they need to increase their efforts while teaching overloads and having no time to apply for research money or design projects. These same faculty often end up having to pick up an additional overload to offset releases the privileged faculty get so that student demand for courses is met, which is probably why satisfaction and motivation are relatively low right now. Practices like this occur in the context of faculty being told that we need to increase our responsibilities while, at the same time, we need to "run lean" and make cuts that further impact faculty needs (e.g., money and time for conferences and research) to meet basic expectations for tenure and promotion. These types of mixed messages without administrative transparency, without full faculty participation in decision-making, and without a reasonable understanding of the load most faculty take on now all lead to a toxic culture, which is one of the more serious underlying problems at ATU.

My perception over the last five years is that faculty has lost status primarily because of the rapid expansion and focus on student affairs.

I wish it was easier to become part of a university committee/subcommittee/workgroup. I've been a faculty member for several years now, and after "running" every year, am never chosen for a committee. You see the same individuals chosen year after year.

Many online courses offered by Tech have no proctoring and no verification that students completing the work are who they say they are--this will sooner or later end up in systematic cheating (if it hasn't already) and completely negate the millions spent on "brand studies" when we are recognized as the school where cheating thrives and degrees have no meaning. This is the biggest issue facing online instruction at Tech, not if the students have a discussion board or a fun project to complete.

I'm having the time of my life. I live Russellville, the campus, and especially the faculty. They are hardworking, dedicated, smart, productive.

I graduated from this University and felt that I was carried for as an individual, that is why I returned to teach here. I am proud to teach at ATU

I love this university. I am proud to work here, but there are so many issues going on and nothing is being addressed. Adjuncts are ignored completely. See comment on previous comment section.

Q67. Please recommend additional questions you would like to see in future faculty satisfaction surveys.

N/A
Something about internal/external hires for admin positions. I have no problem with hiring outsiders, except when they're gone 2 years later (for whatever reason). Insiders tend to stay longer in the job, thus more continuity. How do faculty feel about hiring internal candidates vs. external candidates?
I would be curious to see us measure what, and to what degree they are successful and transparent, the Executive Council does.
How satisfied are you with the cultural contributions of Tech to the community?
I would like a question about the environmental sustainability of the campus. Our master plan includes "Campus Sustainability" as one of its 6 top priorities, but there is little transparency about exactly what is being done to promote environmental sustainability on campus.
Thank you!
N/A
"Shared governance" is given lots and lots of lip service, but "fake" shared governance (where the admin makes you come up with plans and work on committees only to do exactly what they (the admin) want anyway), is a fake and a total waste of our time.
I think questions regarding individual faculty member's desire to participate in shared governance. Also, some questions that evaluate individual faculty's understanding of what shared governance entails. For example, when share governance is functioning at a university faculty should play a strong role in which of the following: then list some choices and make it a choose all that apply answer.
Options for less expensive health insurance.
"How likely are you to leave Arkansas Tech for another job opportunity?"
I would like to see a formal No Confidence vote on the President and the E.C.
The salary discrepancies between Staff, Faculty, and Administration are ludicrous for this region of the country at this university. This is the root of the discord and disconnectedness between all three of these groups. The VPs should make the Dean salary, the assistant VPs should make Department Head salary, etc down the departmental hierarchy. ALSO it is ridiculous to have 5 VPs at this small university. There is a salary problem at ATU. The ATU Jerry the Bulldog walker has their own office and makes more money than our department secretaries who are working 10x as hard for longer hours. 1/3 of the employees at this university do not need to make more than 50% of the salary budgeted.

1. Faculty should have a representative on Executive Council. 2. Faculty should have a direct line of communication with the Board of Trustees.
Include questions to evaluate leadership on Ozark campus and department heads.
Perhaps a question or two about technology support? We have an amazing Campus Support group, and it would be nice to be able to recognize that on this survey.
Please keep doing these. I think it definitely shows the morale of the university is continuing to decline. Hopefully some of those people with 6-figure salaries will realize how bad things are and actually attempt to do something about it.
I see there are less open-answer questions this time. Perhaps the upper brass are afraid to see exactly what people have to say.
This has been a survey heavy year. I think we should do them, but maybe less of them. This one is important. Keep doing it. Have you thought of doing focus groups? If not, please do.
What would make your job easier as a faculty member?
EVERY problem at this university comes down to funding. Have an open-ended question to the faculty asking for input/brainstorming about how to get more funds from the state, from external sources, etc.
How do we motivate the Board to find a new President before the University goes under?
1) If an opportunity arose to 'create a better' Tech, how much effort would you be willing to put into the process? 2) If you identified an area of weakness, what is your commitment level to being a part of the solution?
Is your salary comparable to others of your experience in similar size Universities?
Are you considering leaving the institution, when and why?
None
I have no real recommendations on additional items. It is a good survey. But, the Senate needs to be aware that surveys are often blunt instruments that offer lower validity than real, honest conversations with faculty on the issues they are tapping with the items above. The problems at ATU are more nuanced than this survey will uncover. The survey is a great idea as long as you use the information the correct way and you acknowledge its limitations.
questions directed at the department chair level in regards to their effectiveness, communication efforts, handling of budget, etc
Ask more specific questions about satisfaction with teaching load, scholarship production, and service expectations.
Our insurance cost is out of control. Each semester we get an update there is something else that we are expected to pay for. The pay for faculty is not anywhere close to what can be made

in the field of study. There needs to be a field study for each department. There also needs to be some sort of similarity from one department to the next for salary. Our pay and benefits are terrible, how can we find great faculty to fill the empty positions. We also can not get qualified personal to work in our offices since they are also not paid well. Our secretary has to hold a second job at Walmart stocking and makes more at Walmart. How bad does that look that a University can not pay more than a Walmart stoker.

