

2018 Faculty & Staff Planning Survey

SOUTHEASTERN LOUISIANA UNIVERSITY
OFFICE OF INSTITUTIONAL RESEARCH

To help inform the University planning process, a survey of all faculty and staff was conducted during the Spring 2018 semester. The survey was conducted electronically from February 20, 2018 through March 15, 2018. An email invitation was sent to 1,286 employees and 677 responded for a response rate of 52.8%. The survey covered campus culture, the work environment, Southeastern goals, involvement in planning, and general satisfaction.

Of those who responded, 45.4% were faculty, 20.4% were classified staff, and 23.5% were unclassified staff. The majority of the respondents (50.8%) had been employed at Southeastern for ten or more years, while 37.5% had been employed fewer than ten years. Respondents were asked overall, how satisfied they are to work at Southeastern. The majority (70.5%) were satisfied to work at Southeastern, while 6.1% were dissatisfied and 13.5% were neither satisfied nor dissatisfied.

Campus Culture

The first section asked about how important 23 expectation related to campus culture were to Southeastern and whether or not Southeastern is meeting that expectation. In general, all the items were deemed important, with a 4.30 (There are effective lines of communication between departments) as the lowest average. Faculty and staff take pride in their work was the most important (mean=4.63). Similarly, all the items were rated on the higher end of the scale in terms of how Southeastern met the expectation with the lowest average being 3.24 (There are effective lines of communication between departments). The highest rated was Southeastern treats students as its top priority (4.24).

It is also important to look at the discrepancy between importance of an expectation and how well Southeastern meets it. If an expectation is rated as very important, but satisfaction is very low, this indicates an area which needs to be addressed. The table below provides the mean difference between ratings of importance and ratings of satisfaction with each service, program, or activity. The possible range is -4 to +4, with a positive number indicating a higher perceived importance than how well the expectation is met. A negative number indicates that meeting the expectation is higher than importance.

In order to better differentiate between the items, they were separated into four groups based on their gap score. Those who had a gap of 1.0 or higher were considered threats, those with a gap between .75 and .99 were identified as weaknesses, those with a gap between .50 and .74 as opportunities, and those with less than .50 gap were identified as strengths. The table below provides the items ranked by their gap score.

Strengths	Importance	Met Expectations	Gap
2 Southeastern treats students as its top priority	4.58	4.24	0.34
5 Southeastern is well-respected in the community	4.61	4.15	0.46
16 The goals and objectives of Southeastern are consistent with its mission and values	4.51	4.02	0.49
Opportunities	Importance	Met Expectations	Gap
18 Most faculty and staff are generally supportive of the mission, purpose, and values of Southeastern	4.43	3.90	0.52
6 Efforts to improve quality are paying off at Southeastern	4.40	3.84	0.56
11 Southeastern plans carefully	4.44	3.85	0.60
1 Southeastern does a good job of meeting the needs of students	4.62	4.02	0.61
4 Southeastern promotes excellent faculty/staff-student relationships	4.56	3.86	0.70
17 The mission, purpose, and values of Southeastern are well understood by most faculty and staff	4.38	3.68	0.71

Weaknesses	Importance	Met Expectations	Gap
3 Faculty and staff take pride in their work	4.63	3.86	0.77
15 Southeastern leaders share information regularly with faculty and staff	4.51	3.73	0.78
23 Southeastern consistently follows clear processes for recognizing faculty and staff achievement	4.32	3.54	0.78
12 Southeastern consistently follows clear processes for selecting new faculty and staff	4.43	3.63	0.79
19 Southeastern has written procedures that clearly define who is responsible for each operation and service	4.36	3.56	0.80
14 Southeastern consistently follows clear processes for orienting and training new faculty and staff	4.41	3.59	0.82
20 Southeastern involves its faculty and staff in planning for the future	4.45	3.58	0.87
7 There is a spirit of teamwork and cooperation at Southeastern	4.47	3.59	0.88
9 Southeastern efficiently uses resources to achieve important objectives	4.47	3.59	0.88
Threats	Importance	Met Expectations	Gap
21 There is good communication between faculty and staff and the administration at Southeastern	4.51	3.46	1.04
22 Faculty and staff suggestions are used to improve Southeastern	4.44	3.40	1.04
10 There are effective lines of communication between departments	4.30	3.24	1.07
8 Southeastern makes sufficient budgetary resources available to achieve important objectives	4.49	3.34	1.15
13 Southeastern makes sufficient faculty & staff resources available to achieve important objectives	4.52	3.35	1.16

Work Environment

The second section asked about how important 21 items related to the work environment were to Southeastern and whether or not Southeastern is meeting that statement. In general, all the items were deemed important, with a 4.31 (I learn about important campus events in a timely manner) as the lowest average. The work I do is valuable to Southeastern was the most important (mean=4.66). Similarly, the majority of the items were rated on the higher end of the scale in terms of how Southeastern met the expectation with the lowest average being 2.96 (I am paid fairly for the work I do). The highest rated was I am proud to work at Southeastern (4.41).

It is also important to look at the discrepancy between importance of an expectation and how well Southeastern meets it. If an expectation is rated as very important, but satisfaction is very low, this indicates an area which needs to be addressed. The table below provides the mean difference between ratings of importance and ratings of satisfaction with each service, program, or activity. The possible range is -4 to +4, with a positive number indicating a higher perceived importance than how well the expectation is met. A negative number indicates that meeting the expectation is higher than importance.

In order to better differentiate between the items, they were separated into four groups based on their gap score. Those who had a gap of 1.0 or higher were considered threats, those with a gap between .75 and .99 were identified as weaknesses, those with a gap between .50 and .74 as opportunities, and those with less than .50 gap were identified as strengths. The table below provides the items ranked by their gap score.

Strengths	Importance	Met Expectations	Gap
6 I am proud to work at Southeastern	4.62	4.41	0.21
4 The type of work I do on most days is personally rewarding	4.60	4.32	0.28
5 The work I do is valuable to Southeastern	4.66	4.29	0.36
2 The work I do is appreciated by my supervisor	4.57	4.20	0.37
1 My supervisor pays attention to what I have to say	4.62	4.21	0.41
7 My supervisor helps me improve my job performance	4.42	3.98	0.44
15 My department meets as a team to plan and coordinate work	4.36	3.89	0.47
16 I learn about important campus events in a timely manner	4.31	3.84	0.48
21 My department has written, up-to-date objectives	4.35	3.87	0.48

Opportunities	Importance	Met Expectations	Gap
20 I am comfortable answering student questions about institutional policies and procedures	4.35	3.85	0.50
3 The employee benefits available to me are valuable	4.63	4.10	0.52
9 I am empowered to resolve problems quickly	4.48	3.93	0.55
13 My job responsibilities are communicated clearly to me	4.61	4.07	0.54
12 I have the information I need to do my job well	4.60	3.96	0.64
10 It is easy for me to get information at Southeastern	4.47	3.76	0.71
Weaknesses	Importance	Met Expectations	Gap
19 I have adequate opportunities for training to improve my skills	4.37	3.54	0.83
18 I have adequate opportunities for professional development	4.39	3.49	0.90
Threats	Importance	Met Expectations	Gap
17 I have adequate opportunities for advancement	4.32	3.20	1.12
14 My department has the staff needed to do its job well	4.49	3.30	1.19
11 My department has the budget needed to do its job well	4.47	2.99	1.48
8 I am paid fairly for the work I do	4.47	2.96	1.51

Importance of Goals for Southeastern

The third section asked about goals for Southeastern. Respondents were first asked to rate how important they thought each goal was and then they were asked to rank their top 3 goals. For the rankings, an item was awarded 3 points if ranked most important, 2 if ranked second most important and 1 if ranked third most important. Combining these results, the most important goal for faculty and staff is “Improve faculty and staff morale”, followed by “Retain more of our current students to graduation” and “Improve the quality of existing academic programs” was a distant third.

Rating Goal	Mean
2 Retain more of our current students to graduation	4.65
4 Improve faculty and staff morale	4.65
7 Improve the quality of existing academic programs	4.59
1 Increase the enrollment of new students	4.47
3 Improve the academic ability of entering freshmen and transfers	4.49
10 Increase partnerships with the local community	4.35
11 Diversify our funding	4.39
12 Increase marketing and promoting Southeastern's strengths	4.35
5 Improve the appearance of campus buildings and grounds	4.13
6 Recruit students from new geographic markets	4.12
9 Develop new academic programs	4.03
13 Develop on-line offerings	3.97
8 Increase the diversity of racial and ethnic groups represented among the student body	3.91

Ranking Goal	Points
4 Improve faculty and staff morale	625
2 Retain more of our current students to graduation	595
7 Improve the quality of existing academic programs	445
1 Increase the enrollment of new students	433
3 Improve the academic ability of entering freshmen and transfers	316
11 Diversify our funding	203
13 Develop on-line offerings	200
12 Increase marketing and promoting Southeastern's strengths	169
9 Develop new academic programs	159
10 Increase partnerships with the local community	118
5 Improve the appearance of campus buildings and grounds	104
6 Recruit students from new geographic markets	88
8 Increase the diversity of racial and ethnic groups represented among the student body	78

How much involvement do each of the following groups have in planning and decision-making at Southeastern (1-Not Enough, 2, 3-Just the Right Amount, 4, 5-Too Much)

