

Fort Hays State University Faculty Morale Survey 2023



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Mission:

**To facilitate effective public policy decision-making
among governmental and nonprofit entities**

FHSU Faculty Morale Survey 2023

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Executive Summary

The Docking Institute of Public Affairs was contracted by the Fort Hays State University (FHSU) Faculty Senate to conduct a FHSU Faculty Morale Survey. The survey was distributed in the end of January 2023 and data collection was completed in February. The Docking Institute's independent analysis of the survey data shows that:

- More than 60% faculty members responding to the survey are “very satisfied” or “satisfied” with their department as a place to work and with the resources to support their teaching.
- More than half (55.7%) of the respondents are “very satisfied” or “satisfied” as a faculty member at FHSU.
- Less than 40% (38.1%) of the respondents are “very satisfied” or “satisfied” with the resources to support their research and scholarship.
- The 2023 satisfaction levels with the four overall satisfaction items (department as a place to work, teaching support, research and scholarship support, and being a faculty member at FHSU) are all higher as compared with those in the 2018 Faculty Morale Poll. The differences are statistically significant on three of those items (department as a place to work, teaching support, and research and scholarship support).
- When combining the “very satisfied” and “satisfied” categories, the respondents from the College of Education have the highest levels of satisfaction as a faculty member, with department as a place to work, and with the resources to support their teaching. The respondents from the College of Health and Behavior Science have the highest level of satisfaction with the resources to support their research and scholarship.
- Adjunct faculty members are most satisfied as a faculty member, with the department as a place to work, and with the resources to support their teaching, as compared to respondents with other academic ranks.
- The respondents who have been employed at FHSU for no more than 10 years are most satisfied as a faculty member and with the resources to support their teaching. Those who have been at FHSU the longest (20 years or more) and the shortest (less than 5 years) have the highest satisfaction with the department as a place to work. People who have been at FHSU for 20 years or more have the highest satisfaction with the resources to support their research and scholarship.

- Part-time teaching and adjunct faculty have the highest satisfaction as a faculty member, with the department as a place to work and with the resources to support their teaching. Full-time non-tenure track faculty have the highest satisfaction with the resources to support their research and scholarship.
- Regarding compensation, more than 50% of the respondents are “very satisfied” or “satisfied” with retirement benefits and with health care benefits. Almost 50% are “very satisfied” or “satisfied” support for professional development.
- Regarding resources, most respondents are “very satisfied” or “satisfied” with clerical and administrative staff, library resources, computer resources, support for teaching, and office space.
- Regarding teaching, advising, research and administrative service, most of the respondents are “very satisfied” or “satisfied” with the size of classes and teaching responsibilities. Time available for scholarly work receives the lowest satisfaction rating.
- Regarding issues related with FHSU Online, close to or more than 40% of the respondents are “very satisfied” or “satisfied” with the quality of technical support, course quality control, and class size. After excluding those respondents whose answers are “not applicable/don’t know,” almost half (49.4%) of the respondents are “very satisfied” or “satisfied” with the quality of online/virtual students.
- Regarding issues related to governance and administration, respondents express high levels of satisfaction with department chair’s leadership and departmental climate, and low satisfaction with the ability to influence decisions at the institution.
- Regarding general issues, more than half of the respondents are “very satisfied” or “satisfied” with qualifications of colleagues, their overall feeling of safety on campus, their sense of fit at FHSU, and the opportunities to collaborate with colleagues.
- Areas that provide negative stress include leadership response to enrollment decline, program assessment procedures and technology, personal financial situation, current financial situation in the state of Kansas, current financial situation at the institution, and departmental or campus politics. More than 60% of the respondents report that these items provide extensive or somewhat negative stress.
- About 12% of the respondents are “very satisfied” or “satisfied” with Workday as an institutional enrollment tool, whereas 50.7% are “dissatisfied” or “very dissatisfied.” About 10%

are “very satisfied” or “satisfied” with Workday as an instructional support tool and 48.6% are dissatisfied” or “very dissatisfied.”

- When asked about their satisfaction with the general education program development submission and approval process, 22.2% of the respondents are “very satisfied” or “satisfied,” 21.9% are “dissatisfied” or very “dissatisfied,” and 34.4% select “neutral.”
- When asked how likely they are to leave FHSU in the next three years, 7.9% of the respondents select “very likely,” 22.3% select “somewhat likely,” and 32.3% select “very unlikely.” Among those respondents whose answers are other than “very unlikely,” 77.6% indicate that “to increase their salary” is to a “somewhat” or an “extensive” extent a reason to leave FHSU, followed by “to enhance career in other way” (71.7%) and “to reduce stress” (68.4%).
- Compared with the 2018 Faculty Morale Poll, respondents are a little less likely to leave FHSU in 2023. The difference is not statistically significant.
- 85.9% of the respondents report that they are “very likely” or “somewhat likely” to recommend FHSU to students, and 67.4% are “very likely” or “somewhat likely” to recommend FHSU to colleagues not affiliated with the university.
- 75.4% of the respondents “strongly agree” or “agree” with the statement “if I had to do it over again, I would accept my current position.” 11.1% “disagree” or “strongly disagree” with the statement. The agreement level in 2023 is significantly higher than that in 2018.
- 26.9% of the respondents report that FHSU is a “great” place to work, 43.1% report that FHSU is a “good” place to work, and 10% report that FHSU is a “bad” or “awful” place to work. The rating in 2023 is not significantly different from that in 2018.
- When asked about the three most important areas that the university should focus on in efforts to improve faculty morale, a majority of the answers fall in one of the six themes: (1) communication, transparency, and leadership, (2) pay and compensation, (3) workload and tasks, (4) diversity, equality, professionalism, and integrity, (5) recruitment, enrollment, retention, and marketing, and (6) Workday.

Introduction and Methods

The Fort Hays State University (FHSU) Faculty Senate contracted the Docking Institute of Public Affairs (Institute) to conduct a FHSU Faculty Morale Survey. The Institute requested from the FHSU Human Resource Office a list of faculty members teaching during the spring 2023 semester, including full-time and part-time professors, associate professors, assistant professors, instructors, lecturers, and adjuncts (called “faculty” for the purposes of this report). A total of 767 faculty members were in the list, including faculty teaching either on-campus courses or online courses (or both), as well as faculty residing in Hays or elsewhere (including those teaching in China).

On January 30, 2023, an email invitation, including a unique link to the online survey, was sent to each faculty member on the list. Over the next three weeks three follow-up email reminders were sent to those who had not yet responded. Forty emails (40) were unreachable, not an eligible respondent email, or incorrect, reducing the available population to 727. By February 28, the end of the data collection period, 300 faculty members completed all or a substantial part of the survey, resulting in a response rate of 41.3% (300/727). Since all FHSU Faculty were invited to the survey and no sample was drawn, no margin of error is calculated.

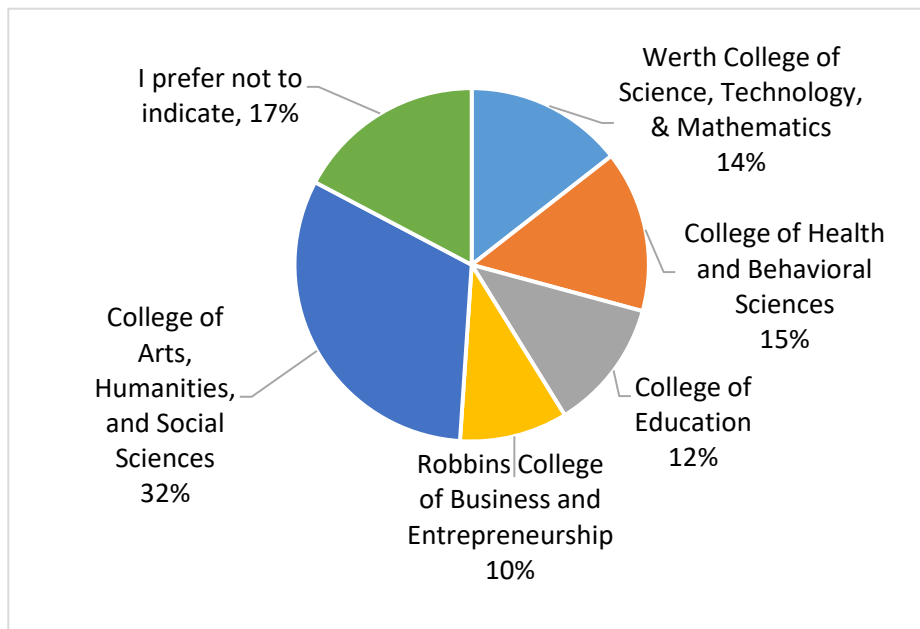
Data were analyzed in SPSS. The names of faculty members, email addresses, and IP addresses were deleted from the SPSS file before analysis began. Measures were taken to ensure individual responses cannot be linked to individual respondents. The first author, who are also a faculty member, was given access to the data only after all personal identification information was removed. Only grouped data were analyzed.

The project was submitted to the FHSU Institutional Review Board (IRB). The project was exempt from IRB review according to federal regulations. The exempt letter is provided in Appendix A. All survey questions are displayed verbatim under those graphs presenting descriptive analyses. Survey questions can also be found in the questionnaire presented in Appendix B. The following sections present the findings from the survey. Questions were grouped by theme and may not follow the flow of the survey questions.

Section 1: Background Questions

The following figures provide a demographic look at the survey respondents. Figure 1 shows respondents by college. Faculty members within the College of Arts, Humanities, and Social Sciences represent 32% of the respondents. The College of Health and Behavior Sciences is 15%. The Werth College of Science, Technology, and Mathematics is 14% of the respondents. The College of Education is 12%, and the Robbins College of Business and Entrepreneurship is 10%.

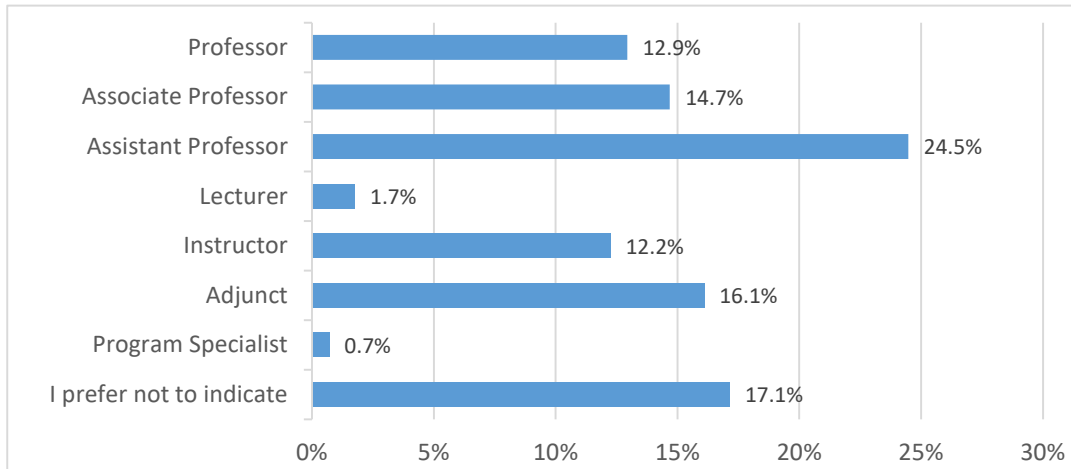
Figure 1: Respondents by College (n=284)



Question: Q33. *Where is your primary affiliation with the university?*

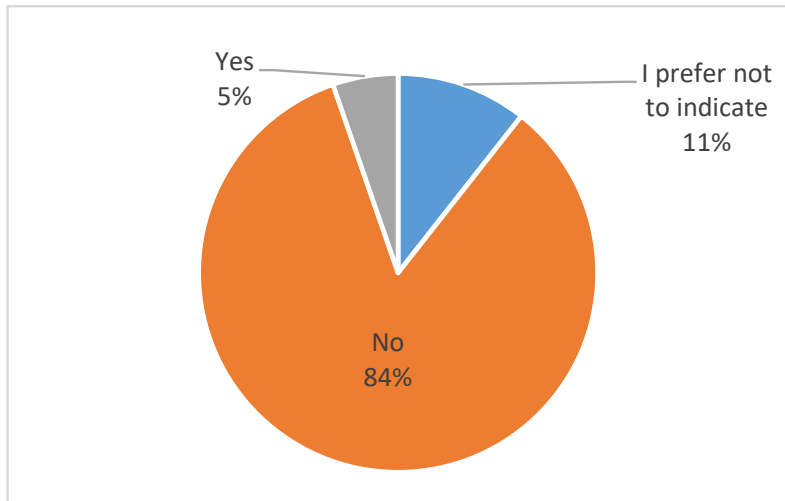
Figure 2 shows respondents by academic rank. Almost one-fourth of the respondents report a rank of assistant professor, constituting the largest group. Program specialists constitute the smallest group (0.7%). Figure 3 shows that 5% of respondents report teaching “at an international partnership campus (SIAS or SNU, etc.)”

Figure 2: Respondents by Academic Rank (n=286)



Question: Q34. What is your current academic rank?

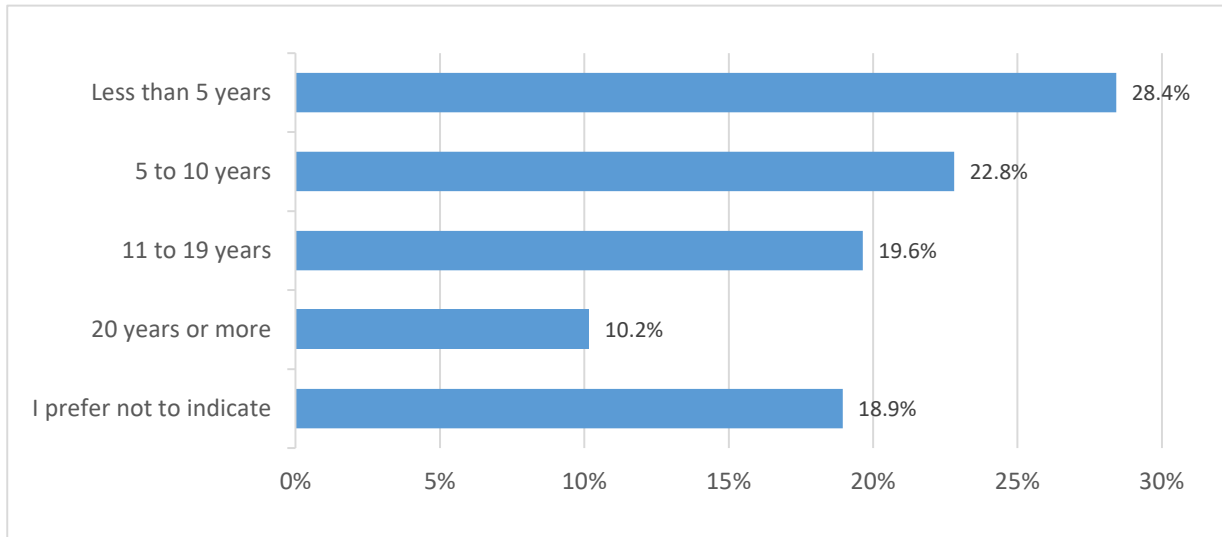
Figure 3: Teaching at an International Partnership School (n=283)



Question: Q35. Do you teach at an international partnership campus (SIAS or SNU, etc.)?

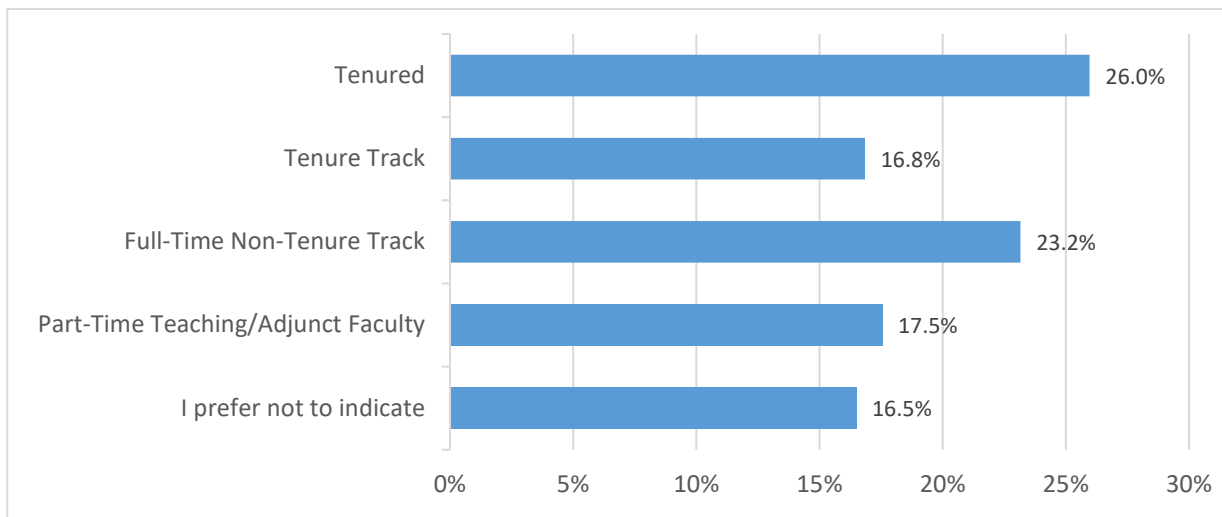
Figure 4 shows that 28.4% of respondents report being employed with FHSU for less than 5 years, and 10.2% report being employed for 20 years or more. As shown in Figure 5, the largest group of respondents (26%) report being tenured, while 16.8% (the smallest group) report holding tenure track positions.

Figure 4: Length of Employment with Fort Hays State University (n=285)



Question: Q36. How long have you been employed at Fort Hays State University?

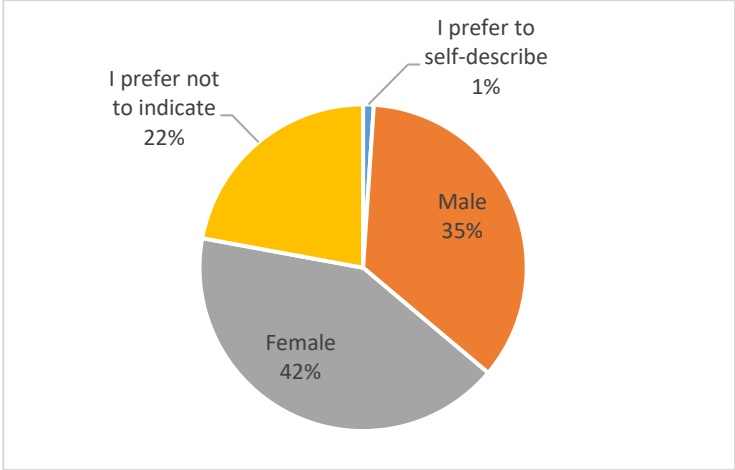
Figure 5: Teaching Appointment (n=285)



Question: Q37. Which of the following best describe you?

Figure 6 shows that 42% of the respondents selected “female” for their gender, 35% selected “male.” One percent (1%) prefer to self-describe and 22% prefer not to indicate.

Figure 6: Gender (n=285)

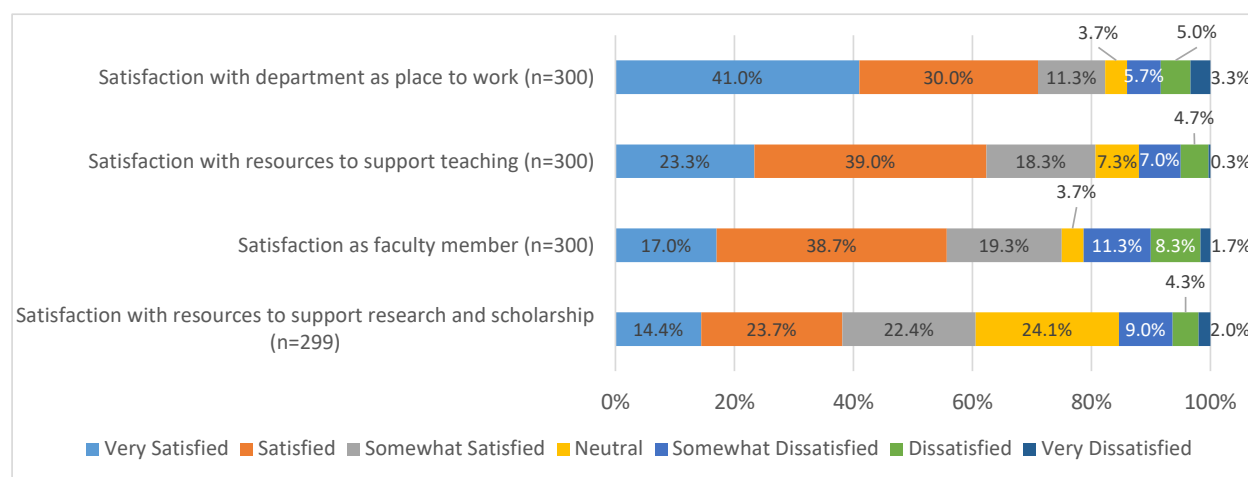


Question: Q38. Please indicate your preferred gender:

Section 2: Overall Satisfaction

The survey has four questions asking about respondents' overall satisfaction, with answer options ranging from "Very Satisfied" to "Very Dissatisfied." Figure 7 shows that a majority of respondents are satisfied or very satisfied with the department as a place to work (71%), with the resources to support teaching (62.3%), and as a faculty member (55.7%). The satisfaction with resources to support research and scholarship is the lowest, with 38.1% of respondents being satisfied or very satisfied.

Figure 7: General Satisfaction

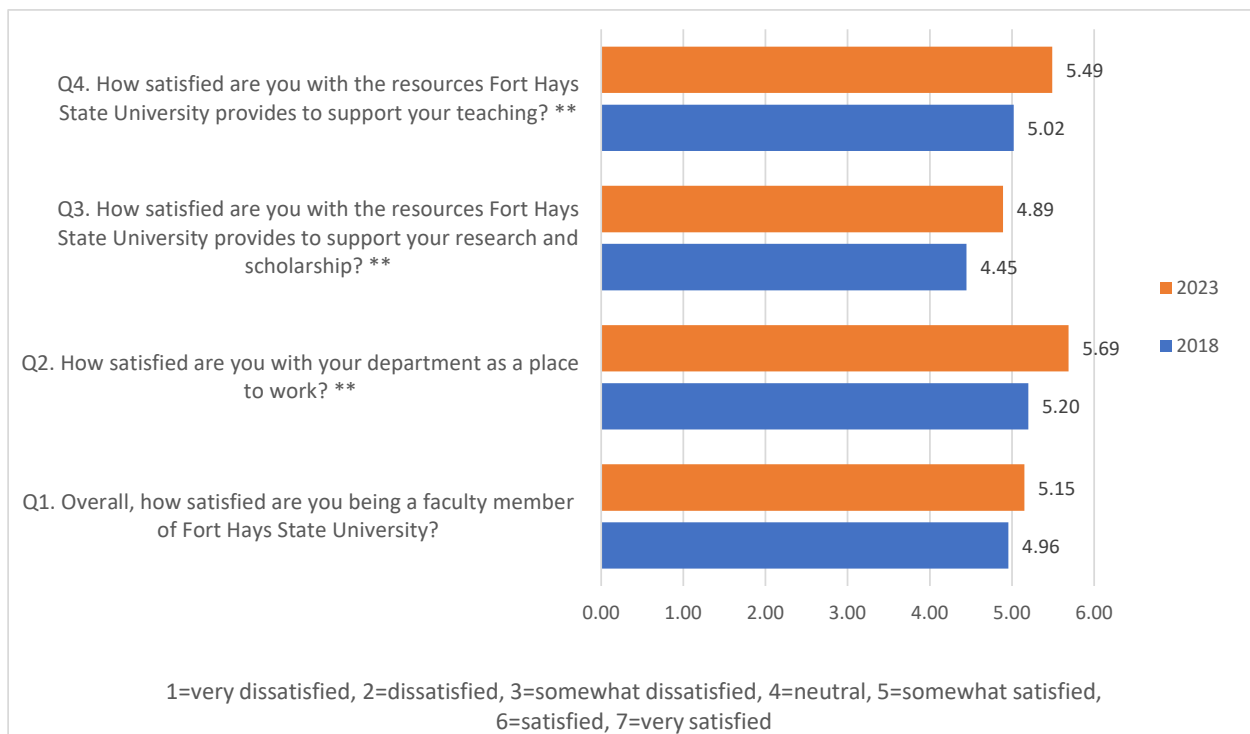


- Questions: Q1. Overall, how satisfied are you being a faculty member of Fort Hays State University?
 Q2. How satisfied are you with your department as a place to work?
 Q3. How satisfied are you with the resources Fort Hays State University provides to support your research and scholarship?
 Q4. How satisfied are you with the resources Fort Hays State University provides to support your teaching?

Section 2.1: Overall Satisfaction 2018 vs 2023

The four overall satisfaction questions were also asked in the faculty morale survey conducted in 2018. Viewing codes being assigned to the seven answer options as numerical values (1=very dissatisfied... 7=very satisfied), t-Tests comparing respondents' answers in 2023 with those in 2018 show that respondents' average satisfaction scores in 2023 are all higher than that those in 2018 (Figure 8). For instance, the average score of the satisfaction with the resources to support teaching is 5.49 (midway between "5=somewhat satisfied" and "6=satisfied") in 2023, 0.47 higher than the average score in 2018 was 5.02 (at about "5=somewhat satisfied"). The differences are all statistically significant except for the answers to Question 1.

Figure 8: Overall Satisfaction, 2018 vs. 2023



** Viewing codes assigned to answer options (1-7) as numerical values, t-test shows that the difference between 2018 and 2023 is statistically significant ($p < 0.01$) at the 95% confidence level.

Section 2.2: Overall Satisfaction by College

Figures 9 – 12 present respondents’ satisfaction by college. Looking at the top two satisfaction categories (“very satisfied” and “satisfied”), the respondents from the College of Education have the highest levels of satisfaction as a faculty member (79.4% being “very satisfied” or “satisfied”), with department as a place to work (88.3% being “very satisfied” or “satisfied”), and with the resources to support their teaching (76.4% being “very satisfied” or “satisfied”). The respondents from the College of Health and Behavior Science have the highest level of satisfaction with the resources to support their research and scholarship (54.8% being “very satisfied” or “satisfied”). The Werth College of Science, Technology, & Mathematics has the lowest satisfaction levels with the support for teaching and research and scholarship.

Figure 9: Satisfaction as Faculty Member by College

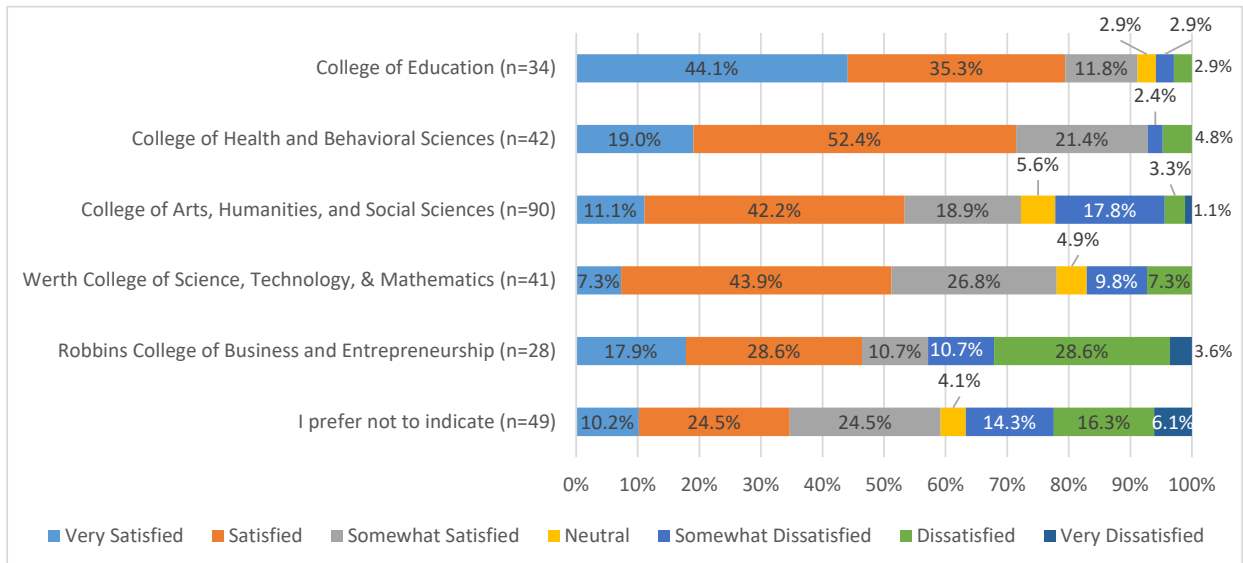


Figure 10: Satisfaction with Department as Place to Work by College

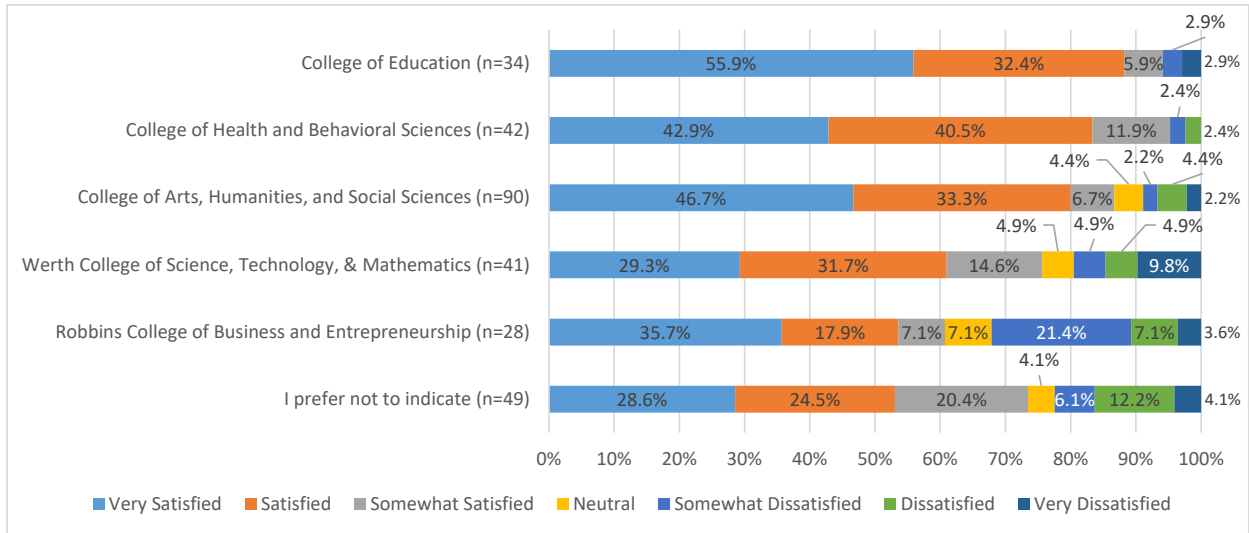


Figure 11: Satisfaction with Resources to Support Research and Scholarship by College

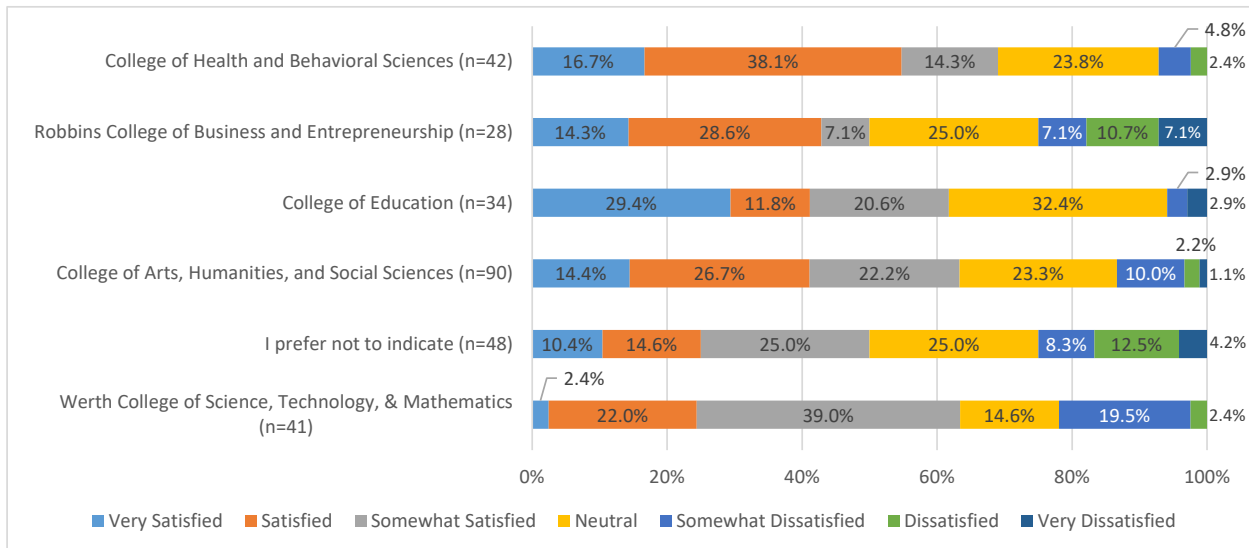
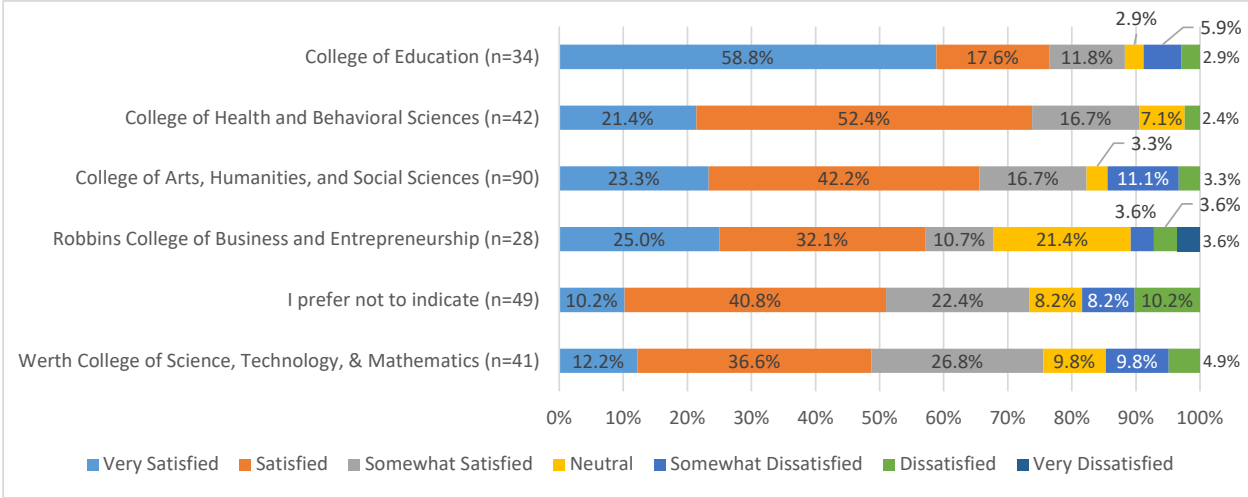


Figure 12: Satisfaction with Resources to Support Teaching by College



Section 2.3: Overall Satisfaction by Academic Rank

Figures 13 – 16 present respondents’ satisfaction by academic rank. The respondents who report themselves as adjunct are most satisfied as a faculty member, with the department as a place to work, and with the resources to support their teaching, as compared to respondents with other academic ranks. For instance, 91.3% of adjuncts are “very satisfied” or “satisfied” with their department as a place to work (Figure 14). Those who decide not to indicate their rank appear to have the lowest levels of satisfaction. About one-fourth (25.1%) of them are “very satisfied” or “satisfied” with the resources to support their research and scholarship (Figure 15).

Figure 13: Satisfaction as Faculty Member by Academic Rank

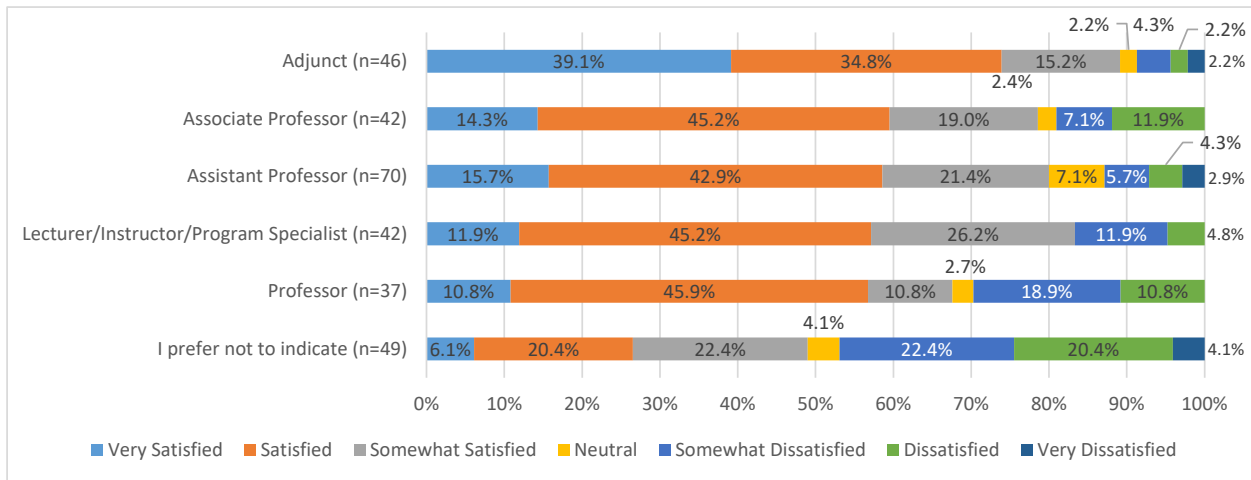


Figure 14: Satisfaction with Department as Place to Work by Academic Rank

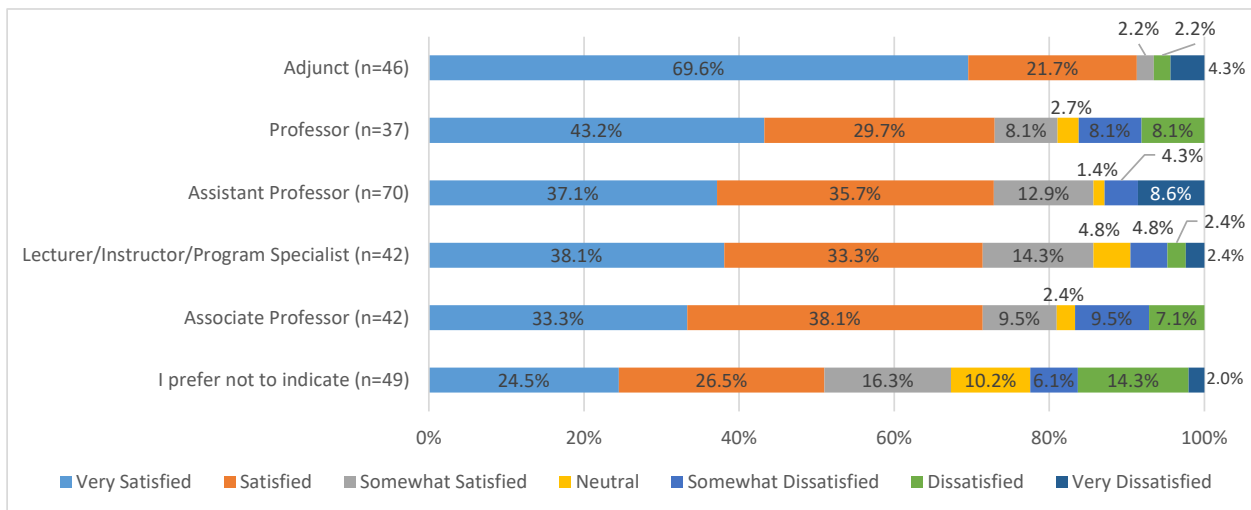


Figure 15: Satisfaction with Resources to Support Research and Scholarship by Academic Rank

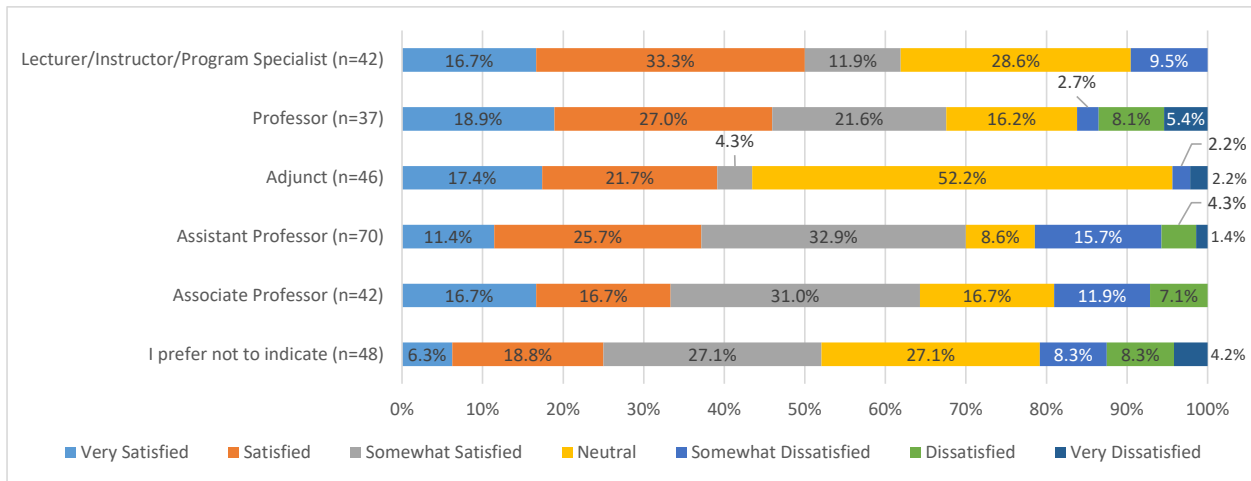
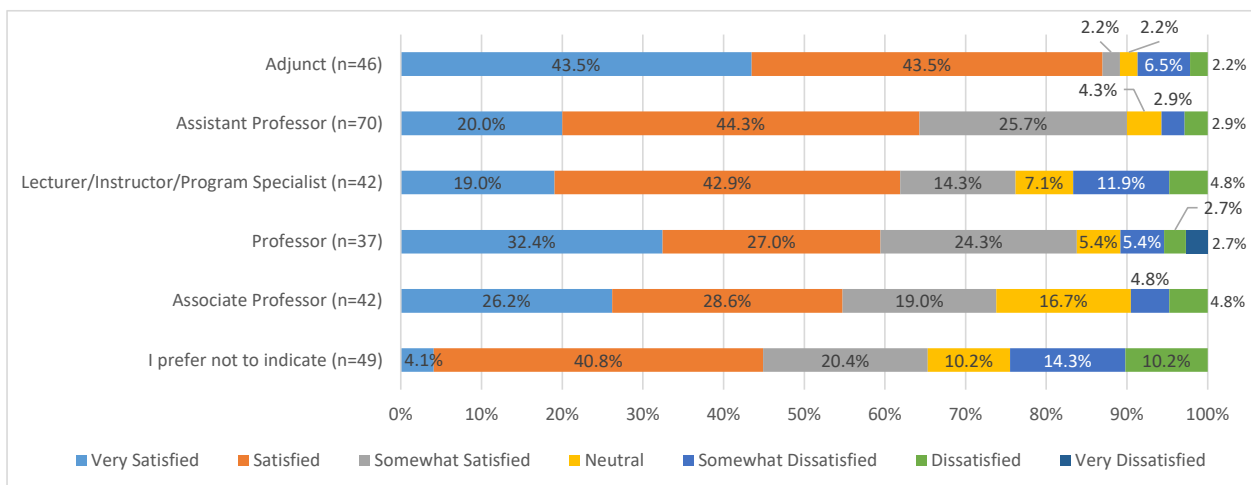


Figure 16: Satisfaction with Resources to Support Teaching by Academic Rank



Section 2.4: Overall Satisfaction by Year at FHSU

Figures 17 – 20 present respondents’ satisfaction by year at FHSU. Those respondents who have been employed at FHSU for no more than 10 years are most satisfied as a faculty member and with the resources to support their teaching (Figure 17, Figure 20). Those who have been at FHSU the longest (20 years or more) and the shortest (less than 5 years) have the highest satisfaction with the department as a place to work (Figure 18). People who have been at FHSU the longest (20 years or more) have the highest satisfaction with the resources to support their research and scholarship; those who have been at FHSU for no more than 10 years also have high satisfaction, with more than 40% being “very satisfied” or “satisfied” (Figure 19).

Figure 17: Satisfaction as Faculty Member by Year at FHSU

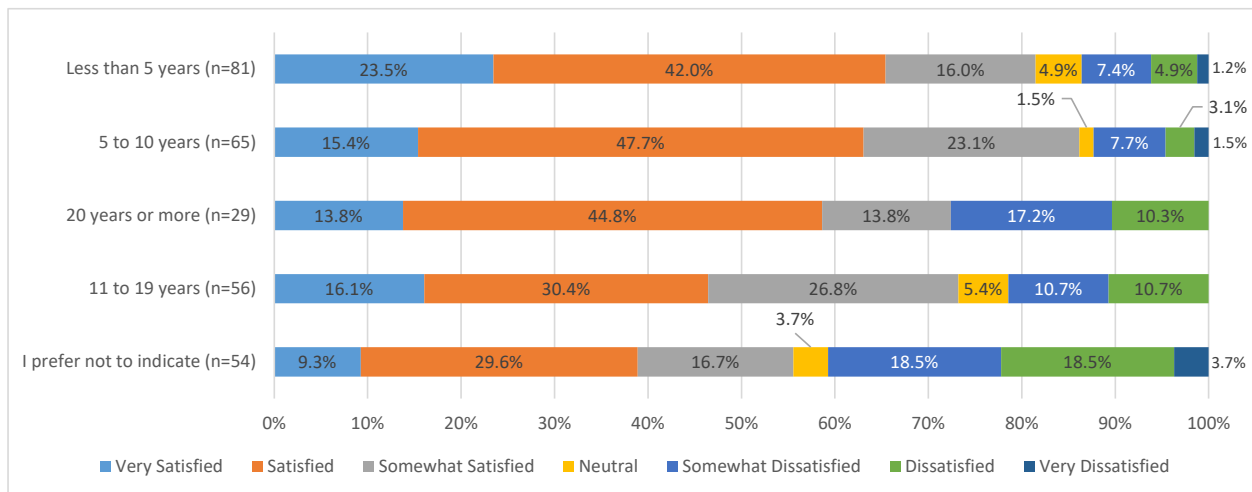


Figure 18: Satisfaction with Department as Place to Work by Year at FHSU

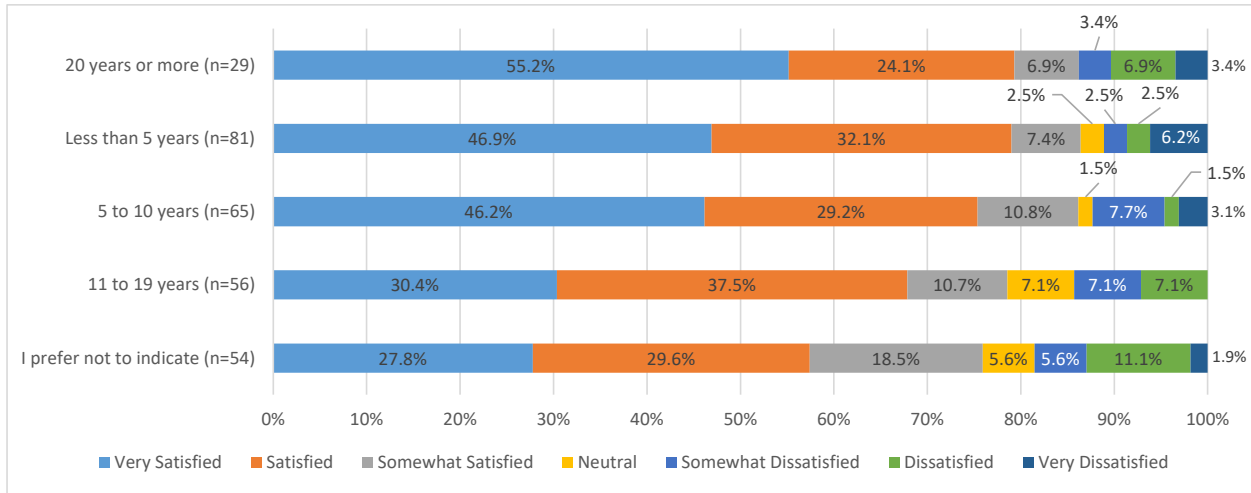


Figure 19: Satisfaction with Resources to Support Research and Scholarship by Year at FHSU

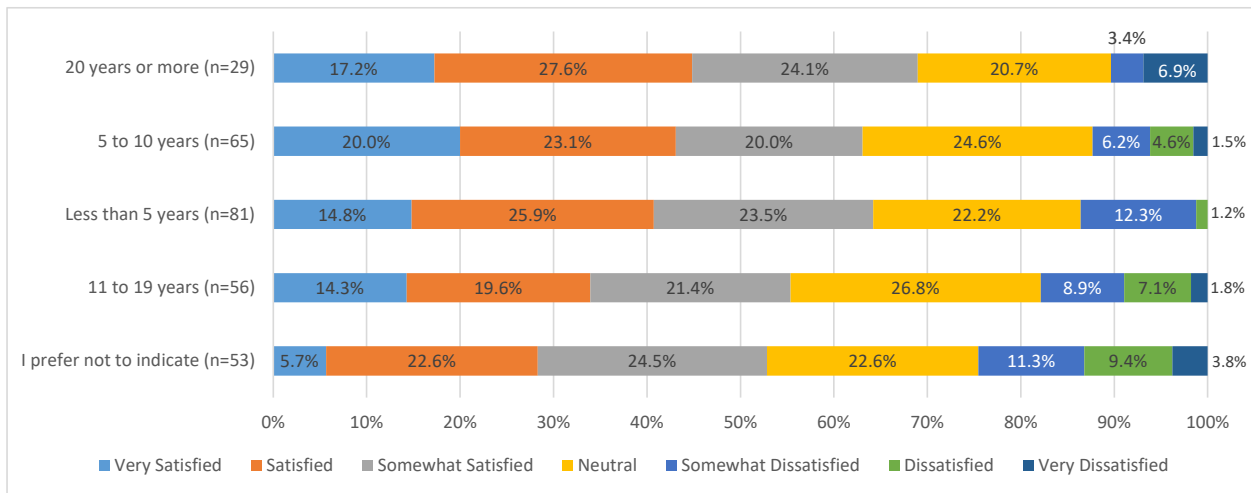
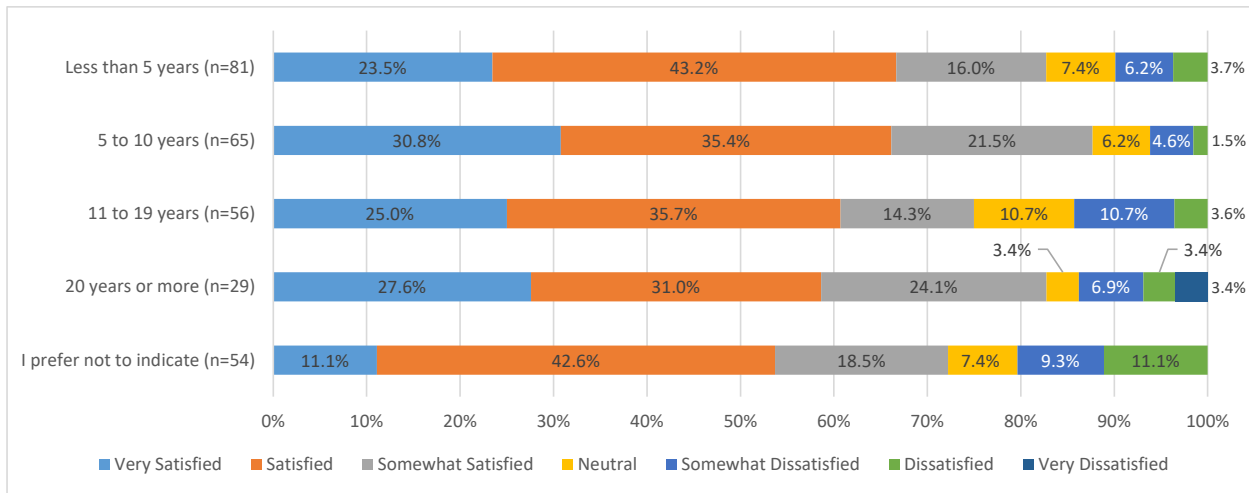


Figure 20: Satisfaction with Resources to Support Teaching by Year at FHSU



Section 2.5: Overall Satisfaction by Classification

Figures 21 – 24 present respondents’ satisfaction by classification. Part-time teaching and adjunct faculty have the highest satisfaction as a faculty member, with the department as a place to work and with the resources to support their teaching; the satisfaction levels of those who prefer not to indicate their classification ranked the lowest, followed by the tenured faculty (Figures 21, 22, 24). Full-time non-tenure track faculty have the highest satisfaction with the resources to support their research and scholarship; the satisfaction of those who prefer not to indicate their classification and those on tenure track rank the lowest (Figure 23).

Figure 21: Satisfaction as Faculty Member by Classification

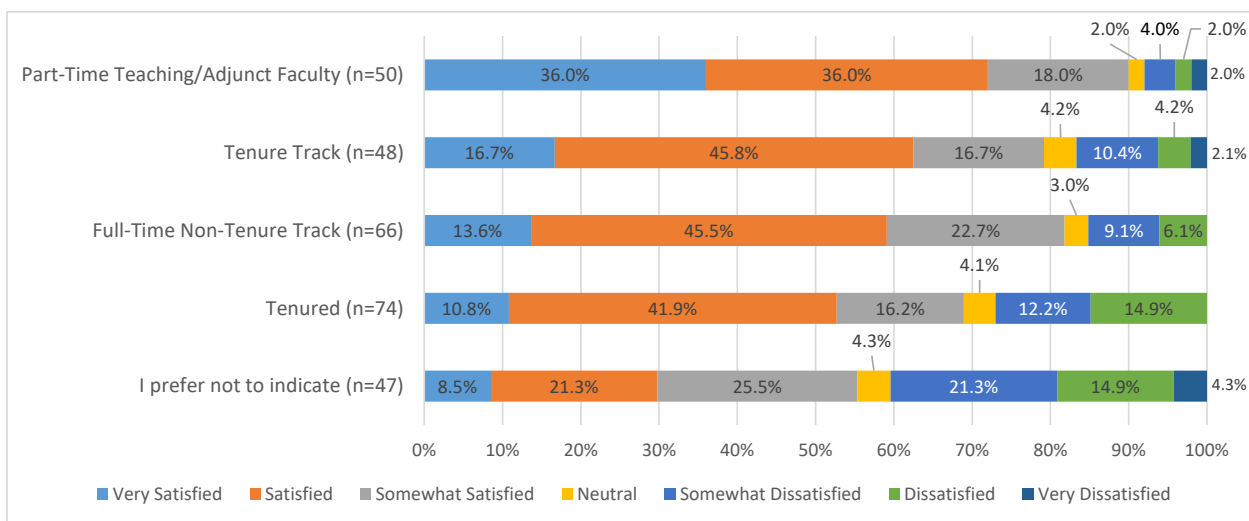


Figure 22: Satisfaction with Department as Place to Work by Classification

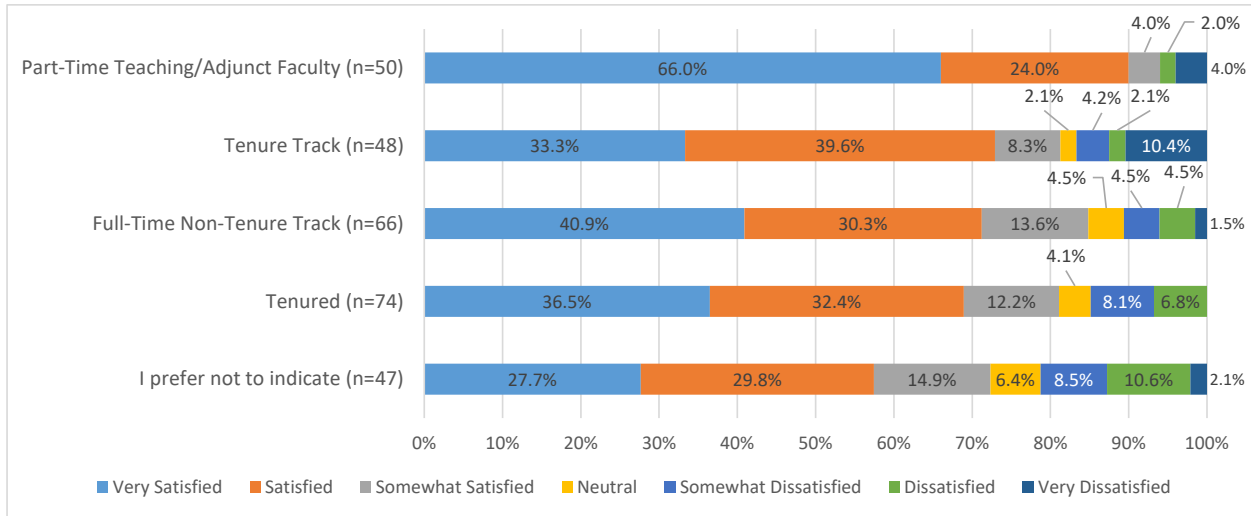


Figure 23: Satisfaction with Resources to Support Research and Scholarship by Classification

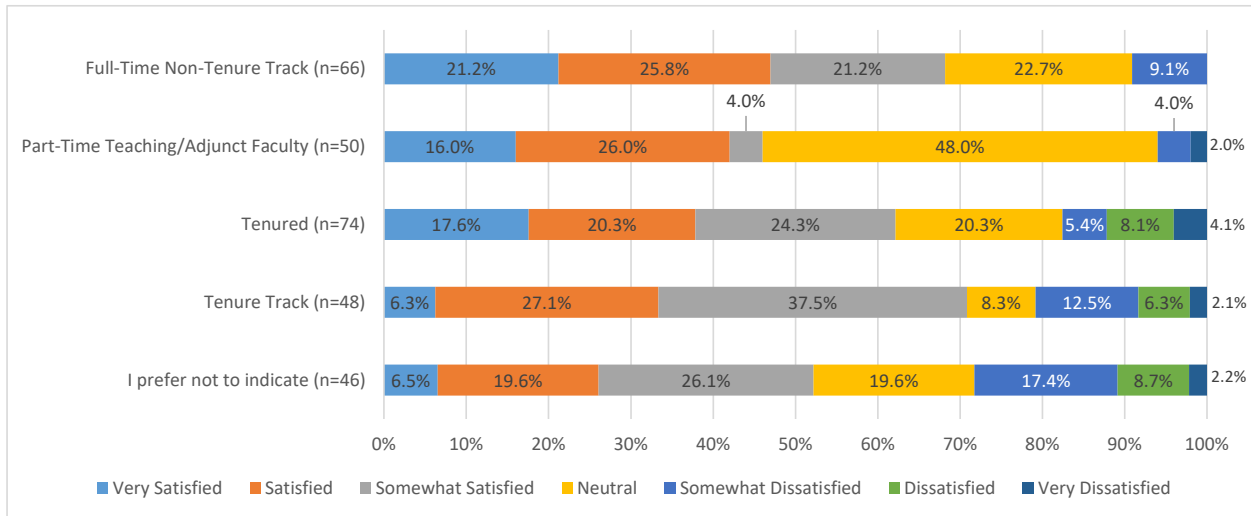
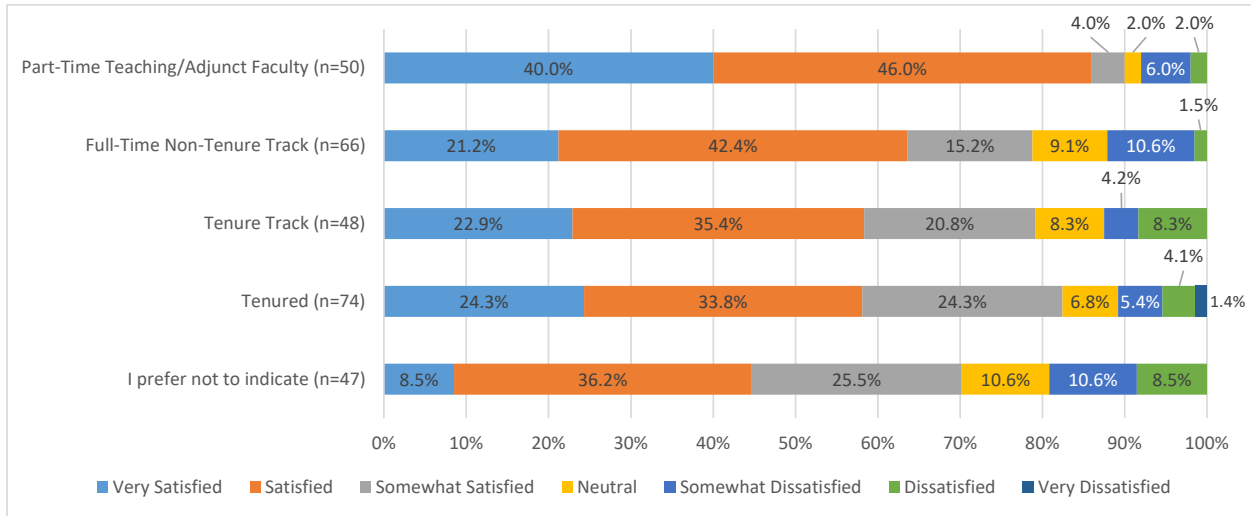


Figure 24: Satisfaction with Resources to Support Teaching by Classification



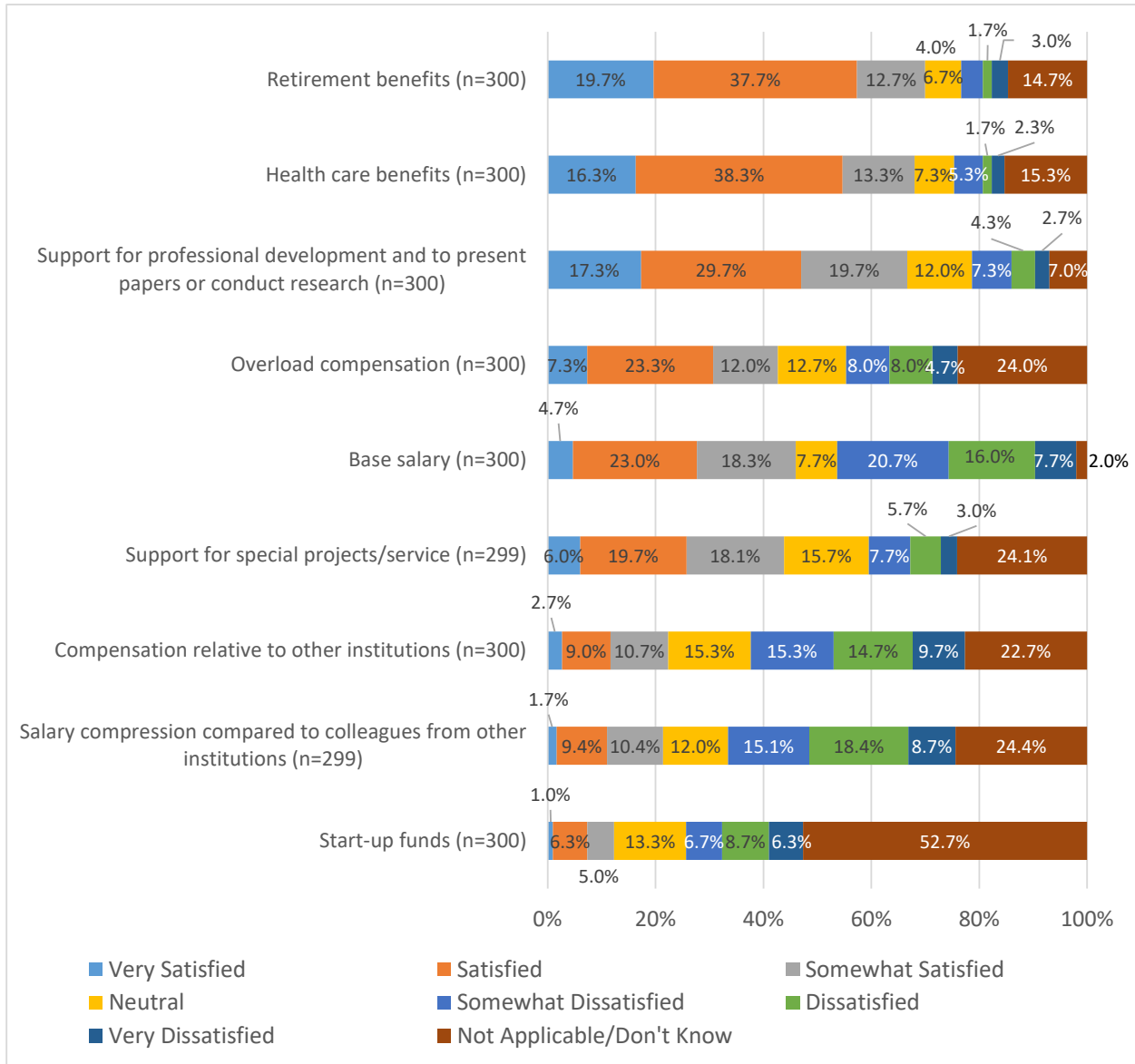
Section 3: Satisfaction with Compensation

Figure 25 shows responses to questions addressing satisfaction with a wide range of compensation-related issues. Close to or more than 50% of the respondents are “very satisfied” or “satisfied” with retirement benefits, health care benefits, and support for professional development and to present papers or conduct research. Less than thirty percent (27.7%) of the respondents are “very satisfied” or “satisfied” with the base salary. About thirty-one percent (30.6%) of the respondents are “very satisfied” or “satisfied” with the overload compensation. After excluding those who select “not applicable/don’t know” (24%), 40.3% of the respondents are at least satisfied with the overload compensation. Note that more than half (52.7%) of the respondents select “not applicable/don’t know” for start-up funds. After excluding those who select “not applicable/don’t know,” 15.4% of the respondents are “very satisfied” or “satisfied” with start-up funds.

Respondents are given the opportunities to provide comments regarding compensation. Those comments can be found in Appendix C.

Cross-tabulation analyses are conducted to demonstrate differences across those five colleges at FHSU for the satisfaction with compensation question and all other questions in the remaining sections. All cross-tabulation analysis results can be found in Appendix Q-a to Appendix Q-p.

Figure 25: Satisfaction with Compensation

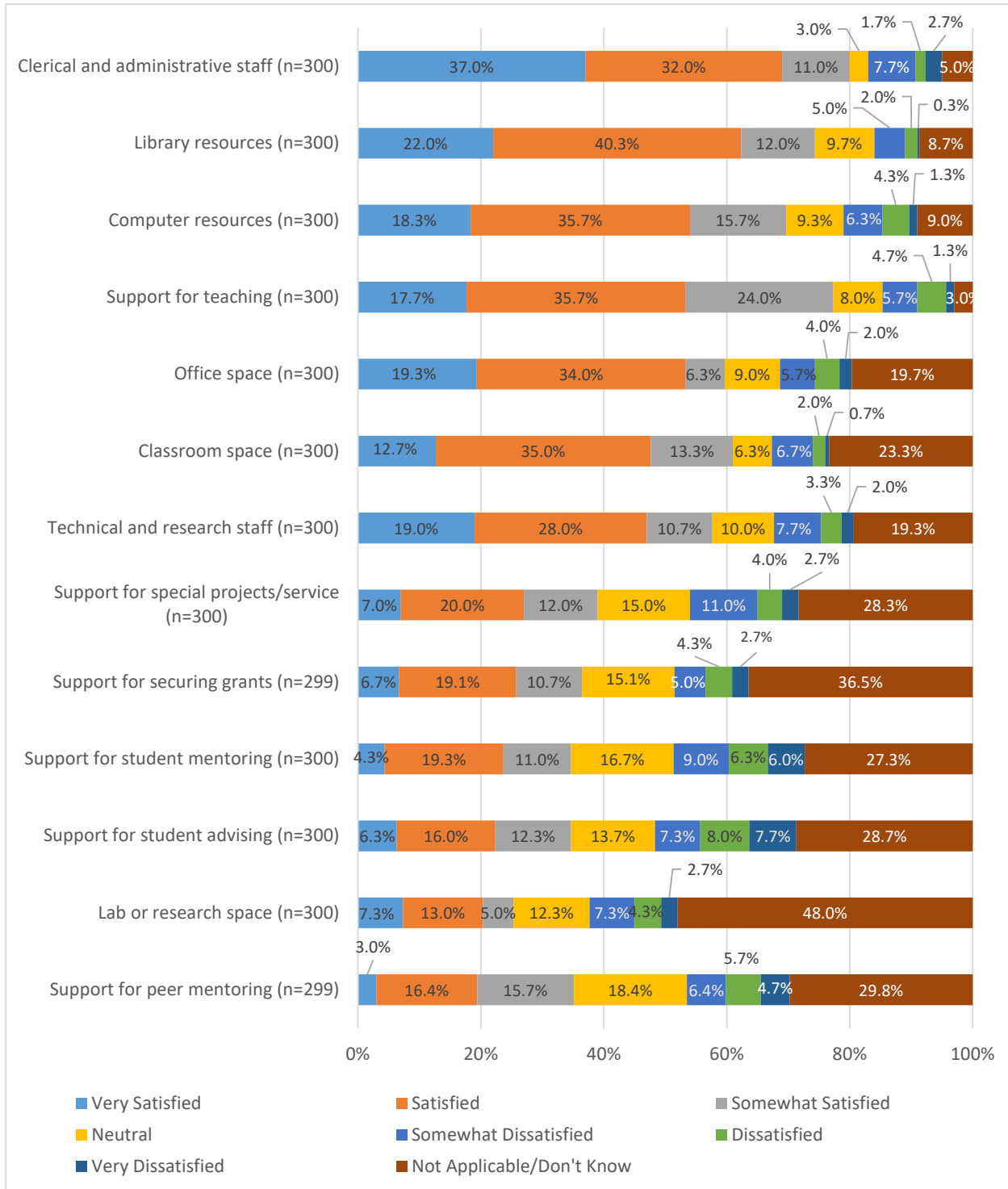


Question: Q5. Regarding COMPENSATION, please indicate the degree to which you are satisfied with each of the following:

Section 4: Satisfaction with Resources

Figure 26 shows responses to questions addressing resources. Clerical and administrative staff, library resources, computer resources, support for teaching, and office space were the top five items that receive the highest satisfaction, with more than 50% of respondents being “very satisfied” or “satisfied.” Comments regarding resources can be found in Appendix D.

Figure 26: Satisfaction with Resources

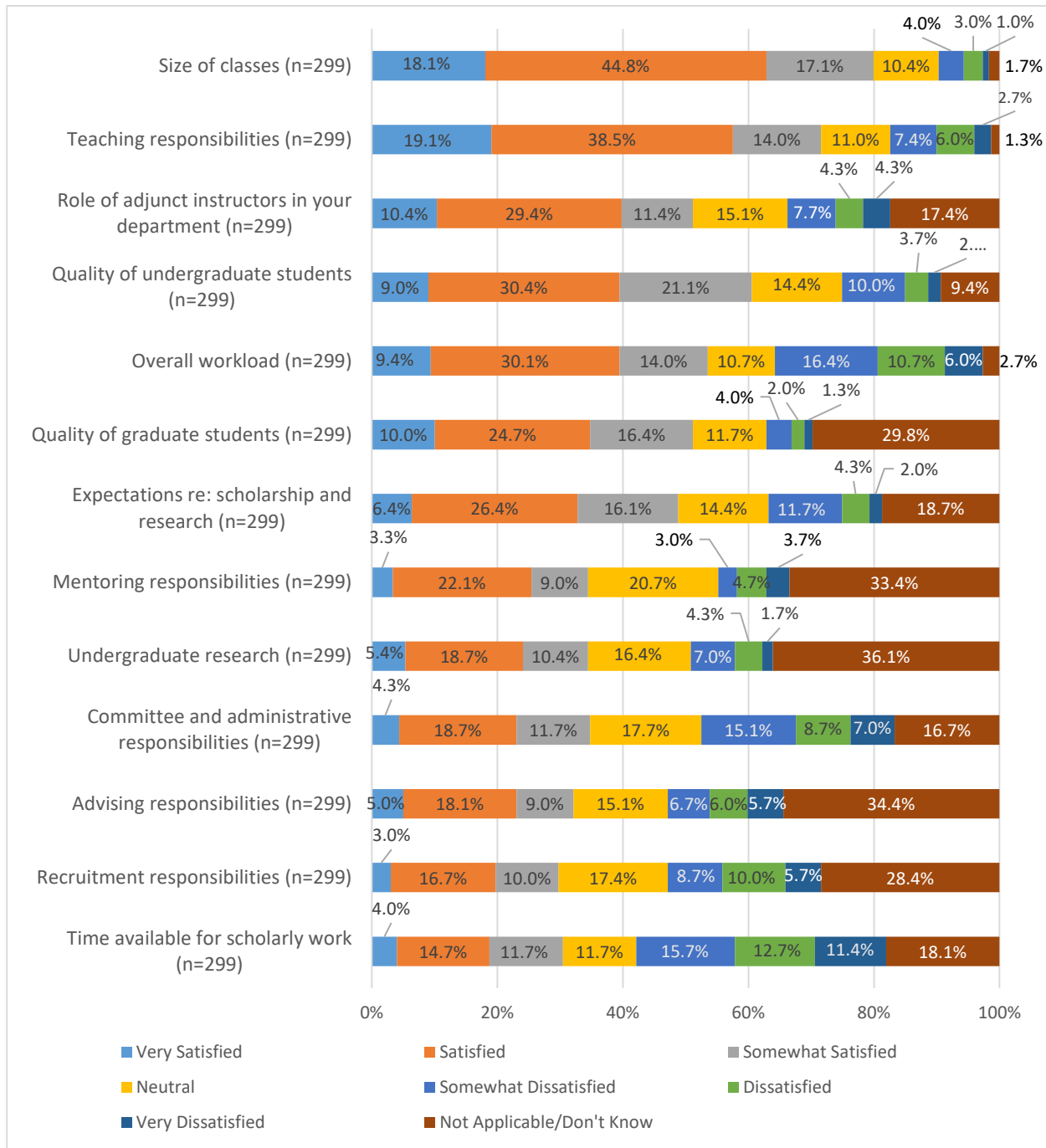


Question: Q7. Regarding RESOURCES, please indicate the degree to which you are satisfied with each of the following:

Section 5: Satisfaction with Teaching, Advising, Research and Administrative Service

Figure 27 shows responses to questions about respondents' satisfaction with teaching, advising, research and administrative service. Size of classes and teaching responsibilities are the two items receiving the highest satisfaction, with more than half of the respondents being "very satisfied" or "satisfied." Just under 40% are "very satisfied" or "somewhat satisfied" with role of adjunct instructors in their department, quality of undergraduate students, and overall workload. Only up to about one-third of respondents are "very satisfied" or "satisfied" on all the other items but all of these items also have relatively high percentages indicating "not applicable/don't know." Comments regarding teaching, advising, research and administrative service can be found in Appendix E.

Figure 27: Satisfaction with Teaching, Advising, Research and Administrative Service

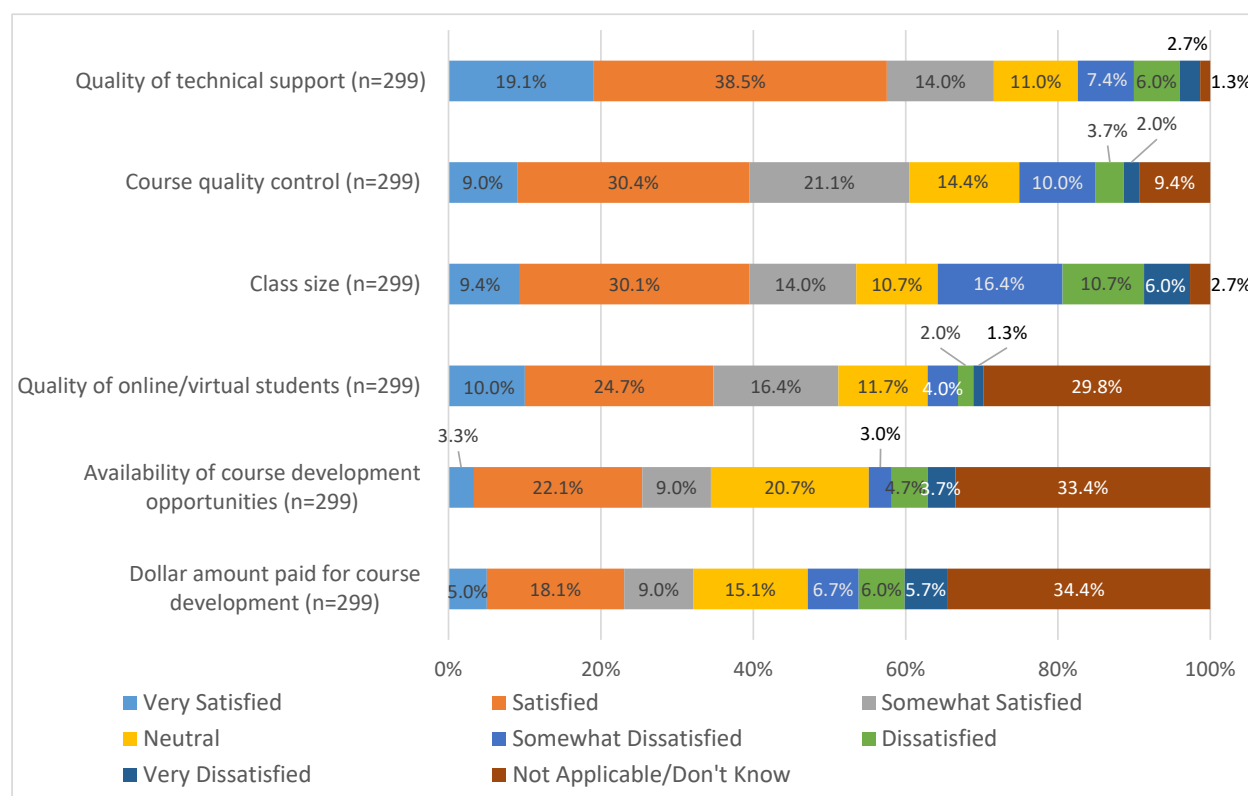


Question: Q9. Regarding TEACHING, ADVISING, RESEARCH AND ADMINISTRATIVE SERVICE, please indicate the degree to which you are satisfied with each of the following:

Section 6: Satisfaction with FHSU Online

Regarding FHSU Online-related issues, a majority (57.6%) of the respondents are “very satisfied” or “satisfied” with the quality of technical support (Figure 28). More than one-third of the respondents are at least satisfied with course quality control, class size, and the quality of online/virtual students. After excluding those respondents whose answers are “not applicable/don’t know,” almost half (49.4%) of the respondents are “very satisfied” or “satisfied” with the quality of online/virtual students. Comments regarding FHSU Online can be found in Appendix F.

Figure 28: Satisfaction with FHSU Online

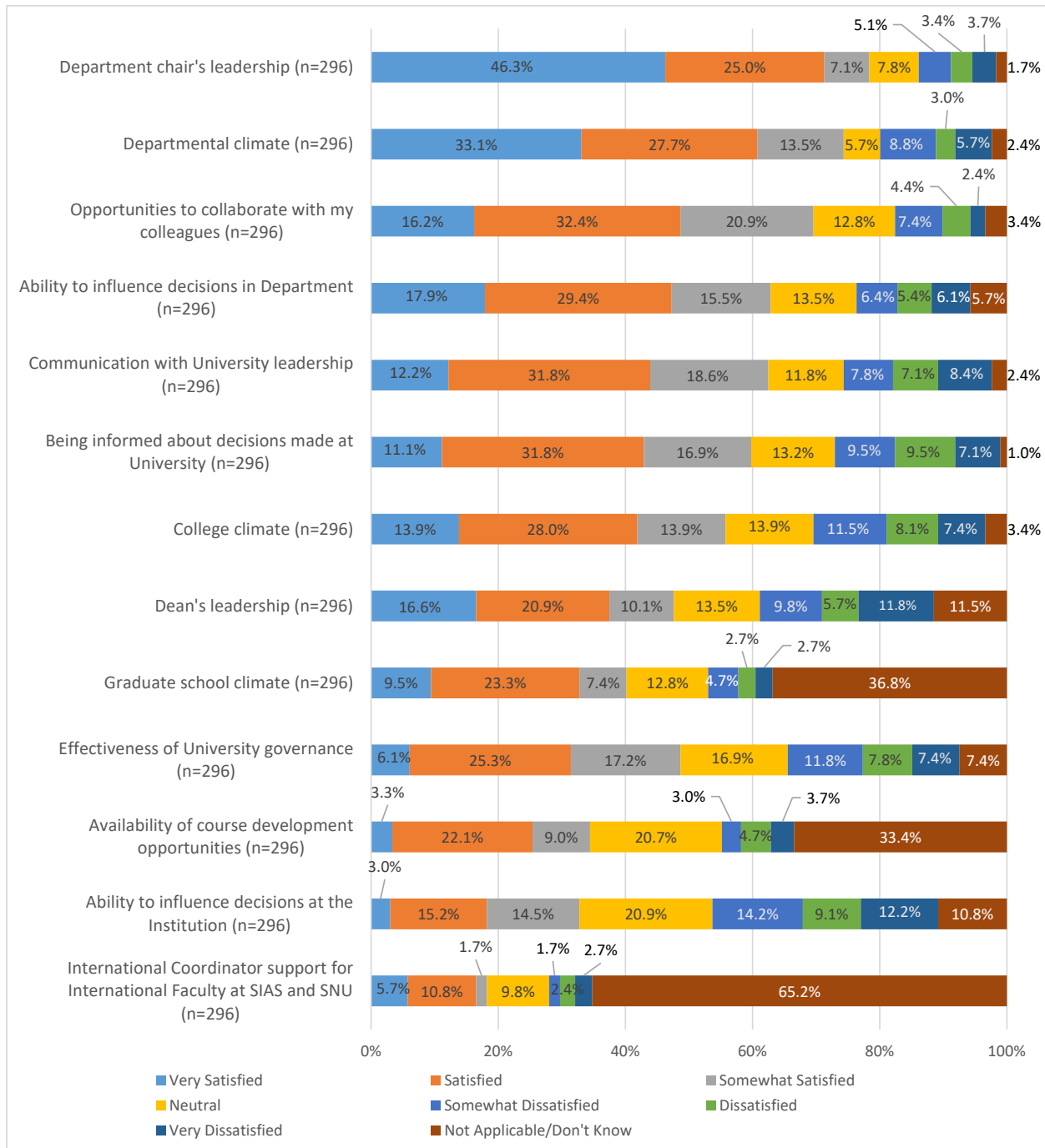


Question: Q11. Regarding FHSU ONLINE (FORMERLY THE VIRTUAL COLLEGE), please indicate the degree to which you are satisfied with each of the following:

Section 7: Satisfaction with Governance and Administration

Regarding issues related to governance and administration, respondents express high levels of satisfaction with department chair's leadership and departmental climate, with more than 60% of respondents being "very satisfied" or "satisfied" (Figure 29). Less than twenty percent (18.2%) of the respondents are "very satisfied" or "satisfied" with the ability to influence decisions at the institution. Comments regarding governance and administration can be found in Appendix G.

Figure 29: Satisfaction with Governance and Administration

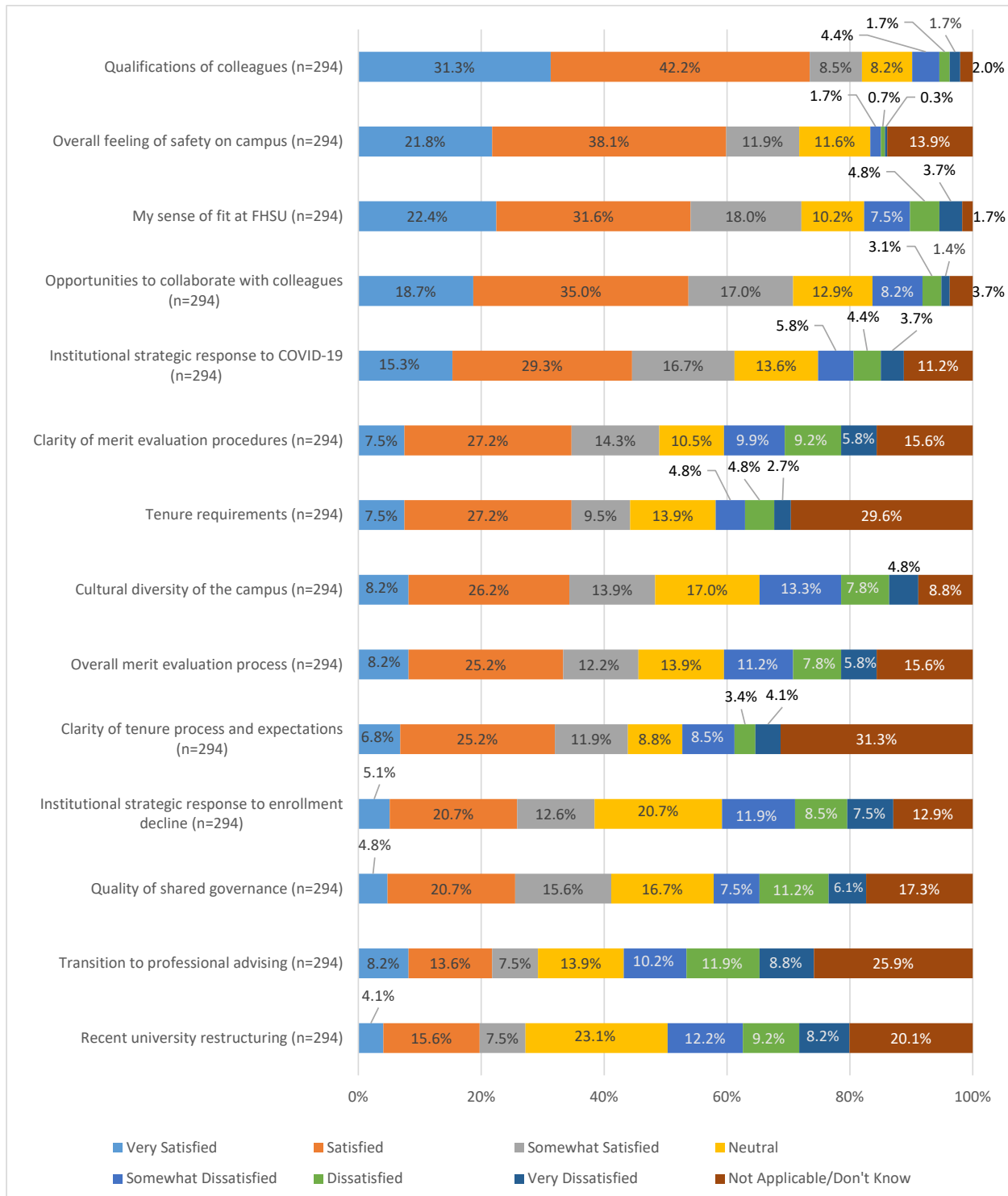


Question: Q13. Regarding GOVERNANCE AND ADMINISTRATION, please indicate the degree to which you are satisfied with each of the following:

Section 8: Satisfaction with General Issues

A large majority (73.5%) of the respondents are “very satisfied” or “satisfied” with qualifications of colleagues (Figure 30). Respondents also express high levels of satisfaction with their overall feeling of safety on campus, their sense of fit at FHSU, and the opportunities to collaborate with colleagues, with more than 50% being at least satisfied. Comments regarding general issues can be found in Appendix H.

Figure 30: Satisfaction with General Issues

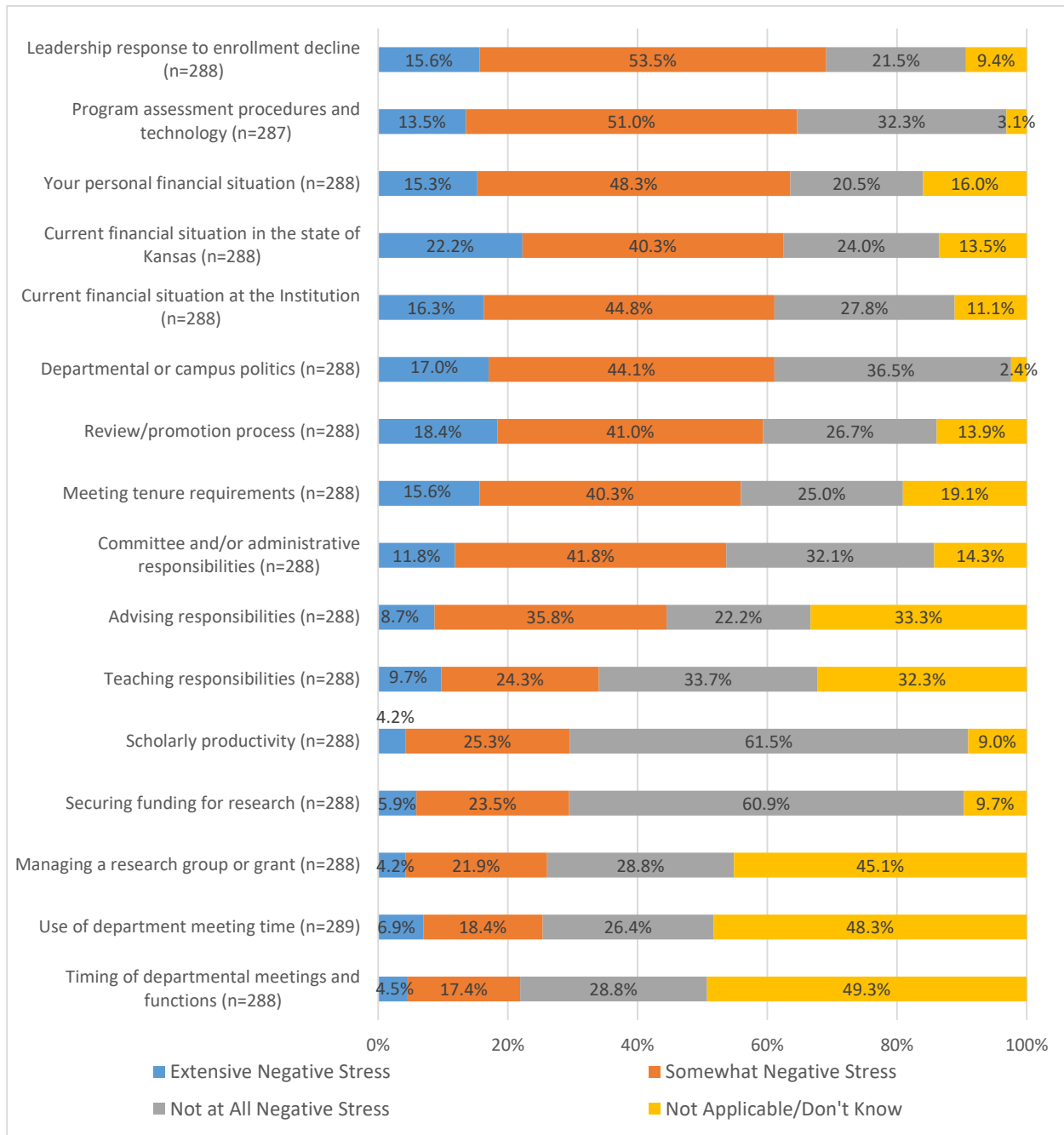


Question: Q15. Regarding GENERAL ISSUES, please indicate the degree to which you are satisfied with each of the following:

Section 9: Negative Stress

When asked to what extent different aspects of work have been a source of negative stress, more than 60% of the respondents indicate that the following six items have caused “somewhat” or “extensive negative stress”: leadership response to enrollment decline, program assessment procedures and technology, personal financial situation, current financial situation in the state of Kansas, current financial situation at the institution, and departmental or campus politics (Figure 31). Almost 60% of the respondents experience at least some negative stress with the review/promotion process (59.4%) and meeting tenure requirements (55.9%). Also more than half (53.6%) of the respondents feel committee and/or administrative responsibilities cause at least some negative stress. Only 22% of the respondents receive some stress from timing of departmental meetings and functions. Comments regarding work-related stress can be found in Appendix I.

Figure 31: Amount of Negative Stress

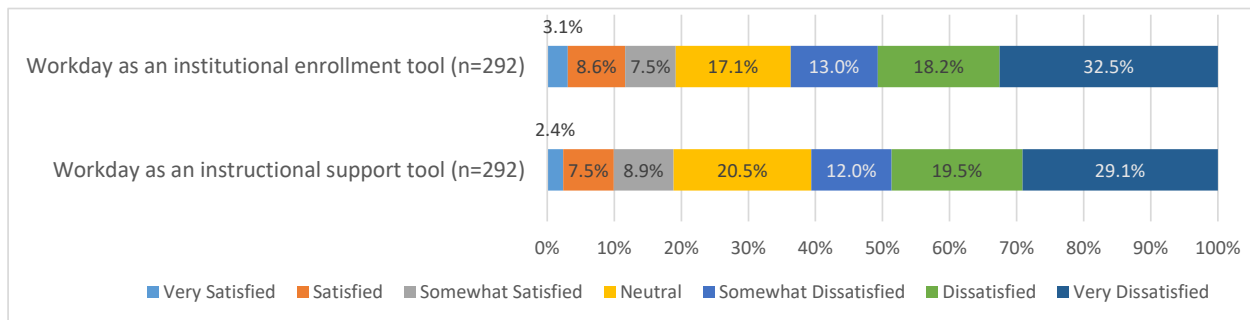


Question: Q17. Please indicate the extent to which each of the following aspects of work has been a source of negative stress for you over the past twelve months.

Section 10: Opinion about Workday and General Education

Regarding Workday, 11.7% of the respondents are “very satisfied” or “satisfied” with Workday as an institutional enrollment tool, whereas about half (50.7%) are “dissatisfied” or “very dissatisfied” (Figure 32). When asked about their satisfaction with Workday as an instructional support tool, 9.9% are “very satisfied” or “satisfied” and 48.6% are “dissatisfied” or “very dissatisfied.” Comments regarding Workday can be found in Appendix J.

Figure 32: Satisfaction with Workday

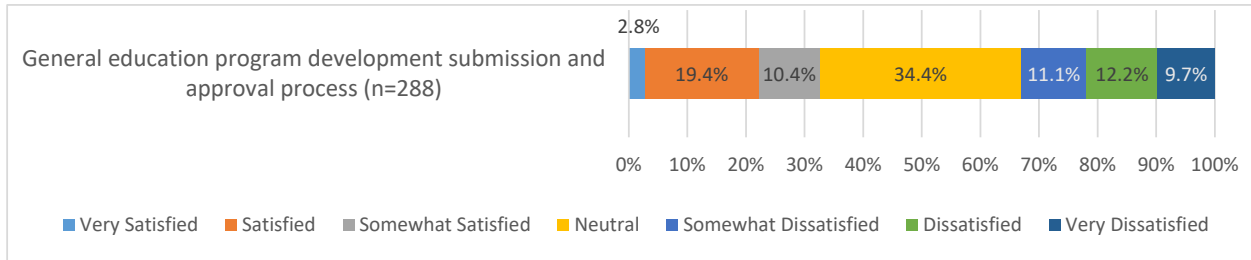


Question: Q19. Please indicate your level of satisfaction with Workday as an institutional enrollment tool.

Q20. Please indicate your level of satisfaction with Workday as an instructional support tool.

When asked about their satisfaction with the general education program development submission and approval process, 22.2% of the respondents are “very satisfied” or “satisfied” (Figure 33). About the same percentage (21.9%) are “dissatisfied” or “very dissatisfied.” More than one-third (34.4%) select “neutral.” Comments regarding the university’s general education program can be found in Appendix K.

Figure 33: Satisfaction with General Education Program Development and Approval Process



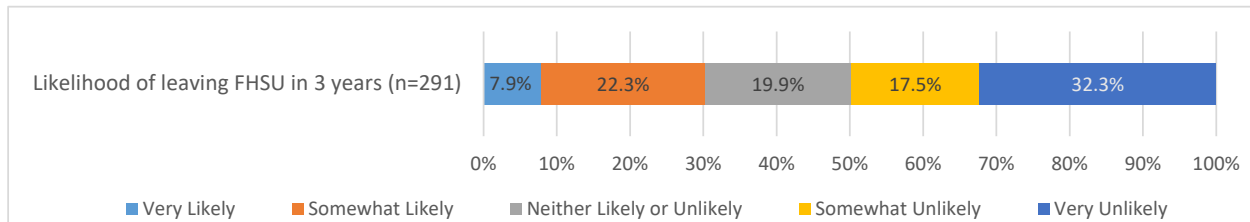
Question: Q22. Please indicate your level of satisfaction with the **general education program development** submission and approval process.

Section 11: Likelihood of Leaving FHSU

When asked how likely they are to leave FHSU in the next three years, 7.9% of the respondents select “very likely,” 22.3% select “somewhat likely,” and 32.3% select “very unlikely” (Figure 34). The survey asks those whose answers are other than “very unlikely” about the reasons to leave. A series of factors that may contribute to their decisions to do so are provided. These factors are shown in Figure 35. Responses are ordered by combined “extensive” and “somewhat” responses. Almost eighty percent (77.6%) of the respondents indicate that “to increase their salary” is to “somewhat” or “extensive” extent a reason to leave FHSU, followed by “to enhance career in other way” (71.7%) and “to reduce stress” (68.4%). “To improve prospects for tenure” is at the bottom of the list, with 10.5% of respondents selecting “extensive” or “somewhat.”

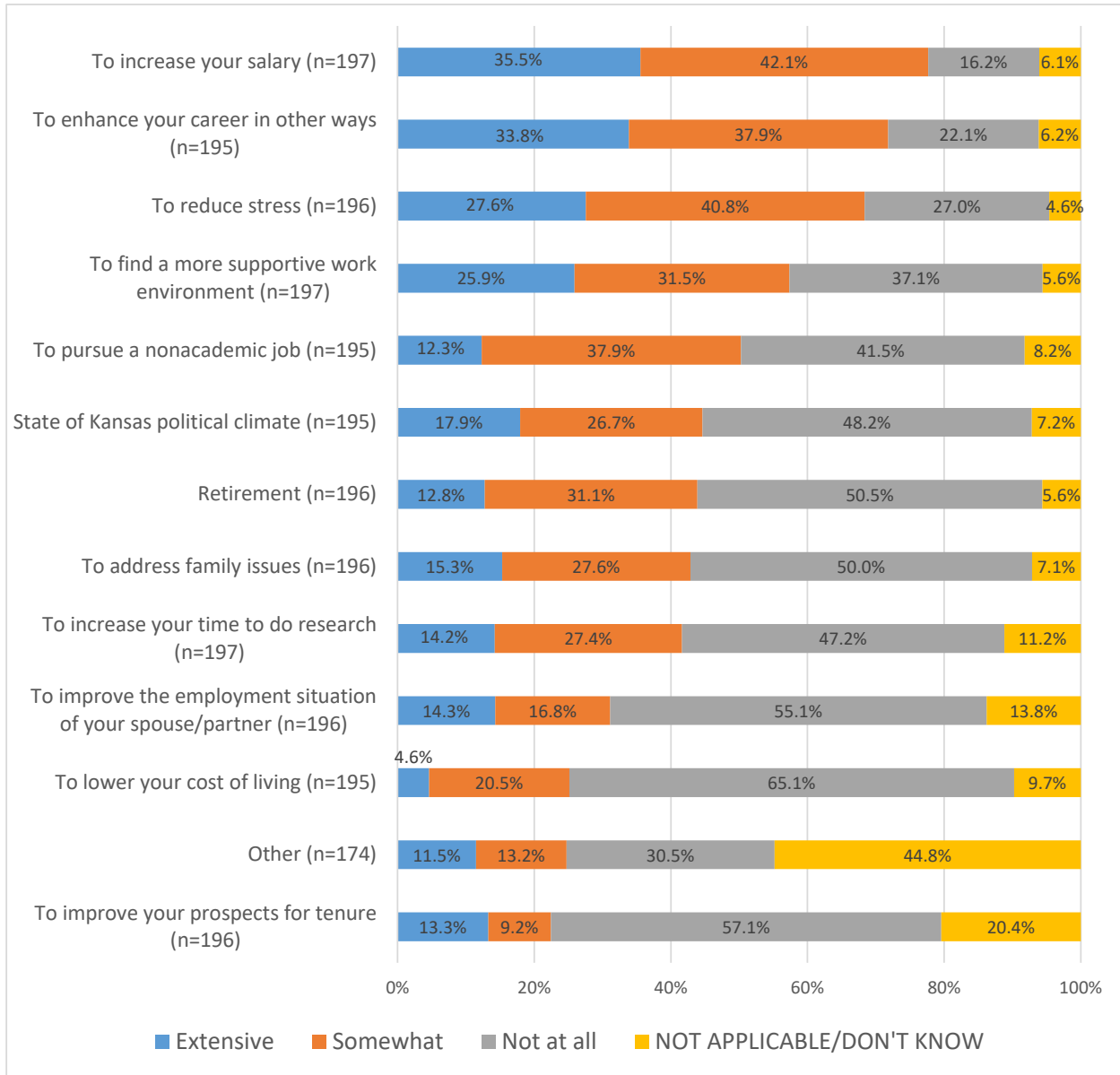
Compared with 2018, respondents are a little less likely to leave FHSU in 2023 (Figure 36). Viewing the codes assigned to the answer options in Question 24 as numerical values, the average score in 2023 is 2.56, midway between 2 (somewhat unlikely) and 3 (neither likely or unlikely). The average score in 2018 was 2.75, closer to 3 (neither likely or unlikely). The difference is not statistically significant based on t-test analysis.

Figure 34: Likelihood of Leaving FHSU



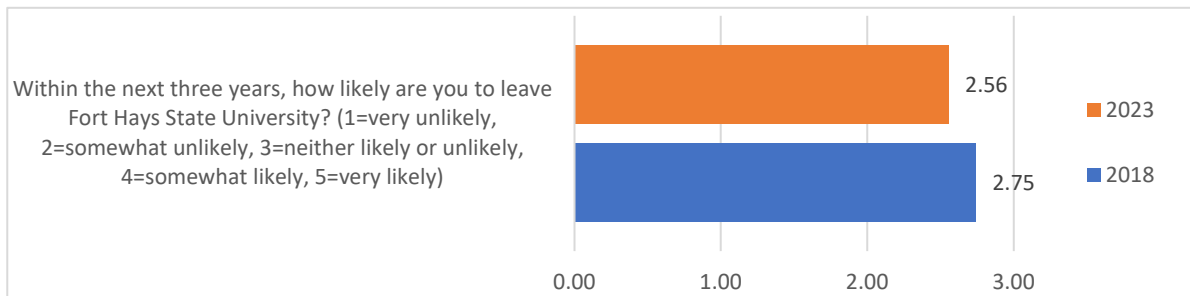
Question: Q24. *Within the next three years, how likely are you to leave Fort Hays State University?*

Figure 35: Reasons to Leave FHSU



Question: Q25. To what extent, if at all, have you considered the following as reasons to leave?

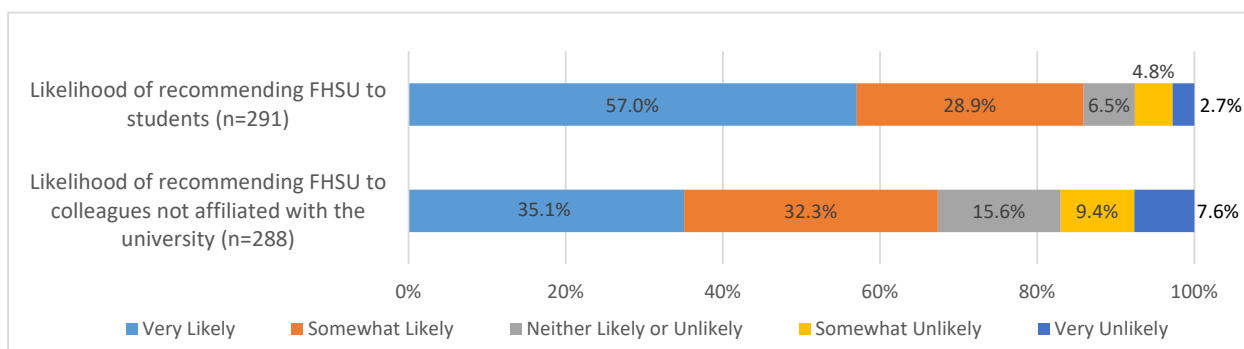
Figure 36: Likelihood of Leaving FHSU, 2018 vs. 2023



Section 12: Opinions about FHSU

Another section of the survey asks for opinions about recommending FHSU, current position, and rating the institution. When asked about recommending FHSU, 85.9% of the respondents report that they are “very likely” or “somewhat likely” to recommend FHSU to students, and 67.4% are “very likely” or “somewhat likely” to recommend FHSU to colleagues not affiliated with the university (Figure 37). Comments regarding recommending FHSU can be found in Appendix L.

Figure 37: Recommending FHSU

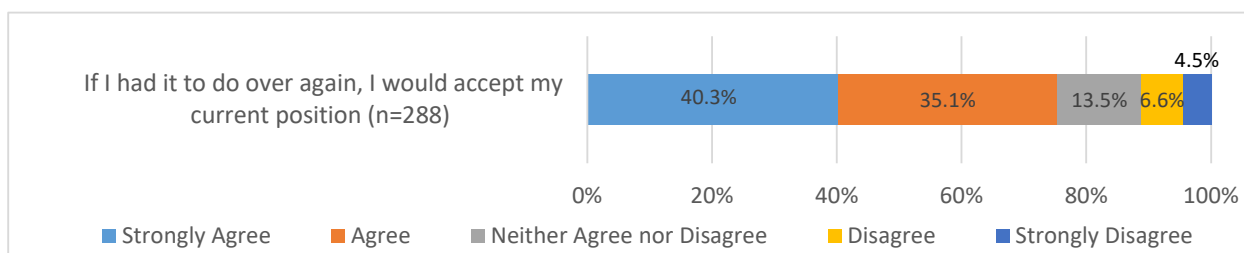


Question: Q26. How likely are you to recommend FHSU to **students**?

Q27. How likely are you to recommend FHSU to **colleagues not affiliated with the university**?

More than seventy percent (75.4%) of the respondents “strongly agree” or “agree” with the statement “If I had it to do over again, I would accept my current position,” and 11.1% “disagree” or “strongly disagree” with the statement (Figure 38).

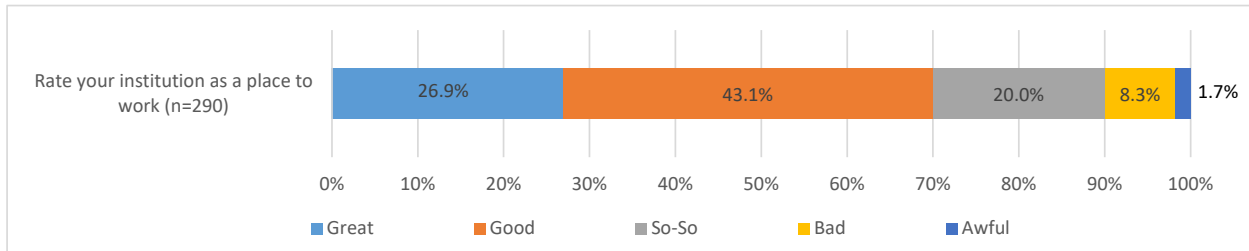
Figure 38: Accepting Current Position Again



Question: Q29. Please indicate your level of agreement or disagreement with the following statement: “If I had it to do over again, I **would accept** my current position.”

When asked to rate the institution as a place to work, 26.9% of the respondents report that FHSU is a “great” place to work, 43.1% report that FHSU is a “good” place to work, and 10% report that FHSU is a “bad” or “awful” place to work (Figure 39). Additional Comments regarding faculty morale issues can be found in Appendix M.

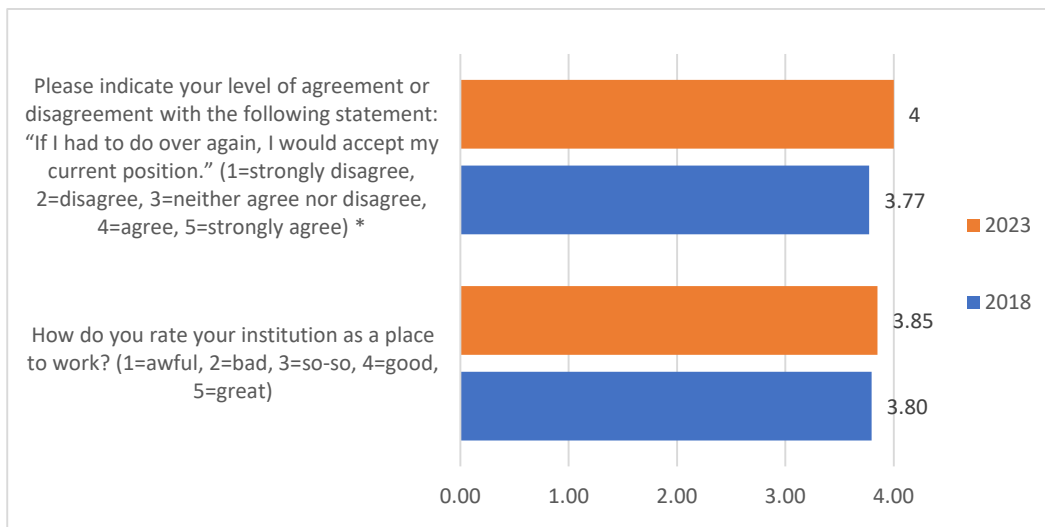
Figure 39: My Institution as a Place to Work



Question: Q30. How do you rate your institution as a place to work?

Faculty’s opinion about FHSU becomes more positive in 2023 as compared with 2018 (Figure 40). Viewing the codes assigned to the answer options in Question 29 and Question 30 as numerical values, the average score with regard to accepting their current position is 4 (agree) in 2023, in contrast to 3.77 in 2018. The difference is statistically significant. As for rating FHSU as a place to work, the 2023 average score (3.85) is only slightly higher than in 2018 (3.8), a difference that is not statistically significant.

Figure 40: Accepting Current Position and My Institution as a Place to Work, 2018 vs. 2023

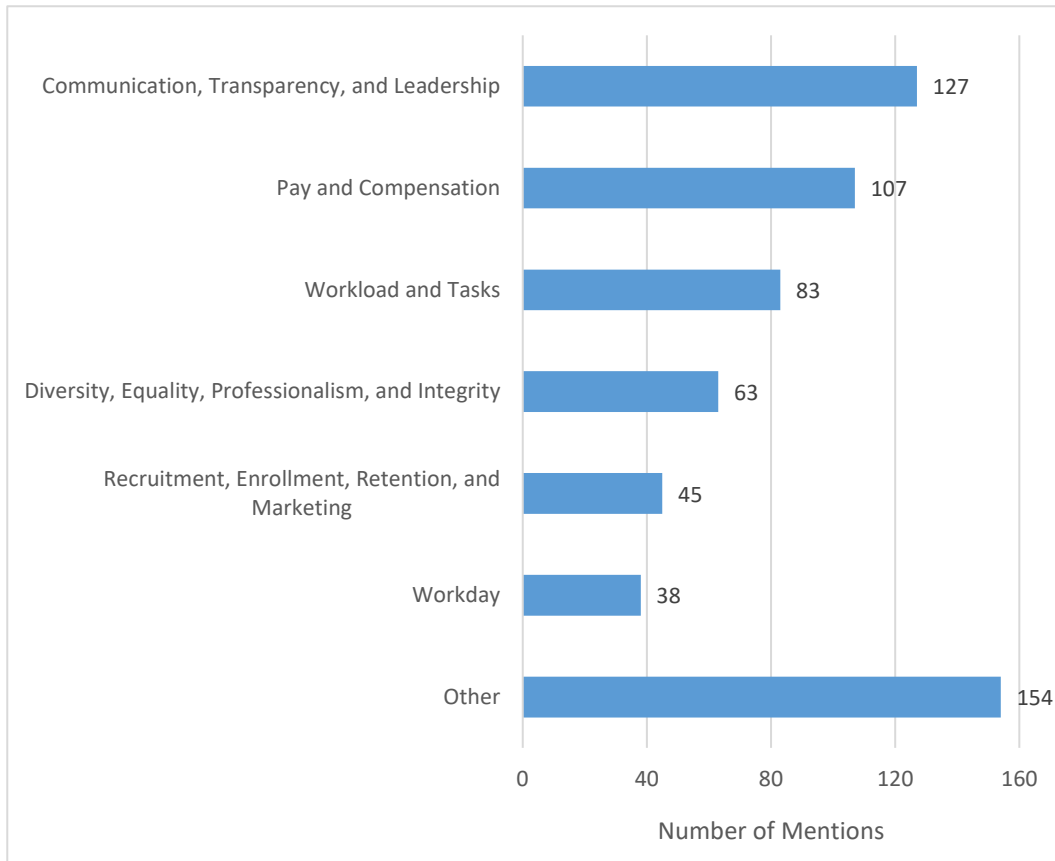


* Viewing codes assigned to answer options (1-5) as numerical values, t-test shows that the difference between 2018 and 2023 is statistically significant ($p < 0.05$) at the 95% confidence level.

Section 13: Important Areas for Improvement

The survey asks respondents to provide three most important areas that the university should focus on moving forward in efforts to improve faculty morale. Respondents are given three text boxes to write down their answers corresponding to the first, second, and third most important area respectively. Respondents' answers can be found in Appendices N, O, and P. Answers to each individual area include a variety of issues, however, when examined all together, a majority of the answers to those three areas converge on six themes: (1) communication, transparency, and leadership, (2) pay and compensation, (3) workload and tasks, (4) diversity, equality, professionalism, and integrity, (5) recruitment, enrollment, retention, and marketing, and (6) Workday. Figure 41 show that 127 of all the answers to those three questions are related to communication, transparency, and leadership, 107 of all the answers are related to pay and compensation, and 83 are related to workload/tasks.

Figure 41: Major Themes in Areas for Improvement



Question: Q32. *What are the three most important areas that the university should focus on moving forward in efforts to improve faculty morale?*

Appendix A: IRB Exempt Letter



**FORT HAYS STATE
UNIVERSITY**

Forward thinking. World ready.

OFFICE OF SCHOLARSHIP AND SPONSORED PROJECTS

DATE: December 7, 2022

TO: Jian Sun

FROM: Fort Hays State University IRB

STUDY TITLE: [1994676-1] FHSU Faculty Morale Survey

IRB REFERENCE #: 23-0051

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE: December 7, 2022

REVIEW CATEGORY: Exemption category # 2

Thank you for your submission of New Project materials for this research study. The departmental human subjects research committee and/or the Fort Hays State University IRB/IRB Administrator has determined that this project is EXEMPT FROM IRB REVIEW according to federal regulations.

Please note that any changes to this study may result in a change in exempt status. Any changes must be submitted to the IRB for review prior to implementation. In the event of a change, please follow the Instructions for Revisions at <http://www.fhsu.edu/academic/gradschl/irb/>.

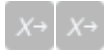
The IRB administrator should be notified of adverse events or circumstances that meet the definition of unanticipated problems involving risks to subjects. See <http://www.hhs.gov/ohrp/policy/AdvEvtGuid.htm>.

We will put a copy of this correspondence on file in our office. Exempt studies are not subject to continuing review.

If you have any questions, please contact Keith Bremer at IRB@fhsu.edu. Please include your project title and reference number in all correspondence with this committee.

Appendix B: Survey Questionnaire

Start of Block: Default Question Block



QINTRO The Docking Institute of Public Affairs has been asked to conduct a morale survey of current FHSU faculty members. Your responses will remain confidential. Only grouped data will be provided in a report to the FHSU Faculty Senate. This survey is also completely voluntary. You have an option to exit now if you prefer. If you have any technical problems/questions in filling out the survey, please contact Docking Institute Research Coordinator Leslie Watson-Divittore at 785-628-5571 or lawatson2@fhsu.edu. If you have any questions about this project, please contact Faculty Senate President Dr. Rob Byer at 785-628-4727 or srbyer@fhsu.edu. Please select "Yes - I would like to continue" below to complete the survey. Selecting "Yes - I would like to continue" is providing your consent to participate. If you would like NOT to participate, please select "No-I would like NOT to participate" below. The survey is intended for faculty members **over the age of 18**. If you are 17 years of age or younger, please select, "No - I will not continue because I am under 18" below. Then click the Continue arrow.

- Yes - I would like to continue (1)
- No - I would NOT like to participate (2)
- No - I will not continue because I am under 18 (3)

Skip To: End of Survey If The Docking Institute of Public Affairs has been asked to conduct a morale survey of current FHSU... = No - I would NOT like to participate

Skip To: End of Survey If The Docking Institute of Public Affairs has been asked to conduct a morale survey of current FHSU... = No - I will not continue because I am under 18

Page Break

Q1 Overall, how satisfied are you being a faculty member of Fort Hays State University?

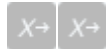
- Very Dissatisfied (1)
 - Dissatisfied (2)
 - Somewhat Dissatisfied (3)
 - Neutral (4)
 - Somewhat Satisfied (5)
 - Satisfied (6)
 - Very Satisfied (7)
-

Q2 How satisfied are you with your department as a place to work?

- Very Dissatisfied (1)
 - Dissatisfied (2)
 - Somewhat Dissatisfied (3)
 - Neutral (4)
 - Somewhat Satisfied (5)
 - Satisfied (6)
 - Very Satisfied (7)
-

Q3 How satisfied are you with the resources Fort Hays State University provides to **support your research and scholarship?**

- Very Dissatisfied (1)
 - Dissatisfied (2)
 - Somewhat Dissatisfied (3)
 - Neutral (4)
 - Somewhat Satisfied (5)
 - Satisfied (6)
 - Very Satisfied (7)
-



Q4 How satisfied are you with the resources Fort Hays State University provides to **support your teaching?**

- Very Dissatisfied (1)
 - Dissatisfied (2)
 - Somewhat Dissatisfied (3)
 - Neutral (4)
 - Somewhat Satisfied (5)
 - Satisfied (6)
 - Very Satisfied (7)
-

Page Break

Q5 Regarding **COMPENSATION**, please indicate the degree to which you are satisfied with each of the following:

	Very Dissatisfied (1)	Dissatisfied (2)	Some what Dissatisfied (3)	Neutral (4)	Some what Satisfied (5)	Satisfied (6)	Very Satisfied (7)	NOT APPLICABLE/DON'T KNOW (8)
Base salary (Q5_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Start-up funds (Q5_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health care benefits (Q5_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits (Q5_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for professional development and to present papers or conduct research (Q5_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for special projects/service (Q5_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overload compensation (Q5_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compensation relative to other institutions (Q5_8)

Salary compression compared to colleagues from other institutions (Q5_9)

Q6 If you have any comments about compensation, please enter below:

Page Break

Q7 Regarding **RESOURCES**, please indicate the degree to which you are satisfied with each of the following:

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Neutral (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)	NOT APPLICABLE/DON'T KNOW (8)
Office space (Q7_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab or research space (Q7_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom space (Q7_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library resources (Q7_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer resources (Q7_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for special projects/service (Q7_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clerical and administrative staff (Q7_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical and research staff (Q7_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support
for
securing
grants
(Q7_9)

Support
for
teaching
(Q7_10)

Support
for
student
advising
(Q7_11)

Support
for
student
mentorin
g
(Q7_12)

Support
for peer
mentorin
g
(Q7_13)

Q8 If you have any comments about resources, please enter below:

Page Break

Q9 Regarding TEACHING, ADVISING, RESEARCH AND ADMINISTRATIVE SERVICE, please indicate the degree to which you are satisfied with each of the following:

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Neutral (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)	NOT APPLICABLE/DON'T KNOW (8)
Overall workload (Q9_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching responsibilities (i.e., level, number, discretion over course content) (Q9_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising responsibilities (Q9_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring responsibilities (Q9_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of undergraduate students (Q9_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of graduate students (Q9_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Expectations re: scholarship and research (Q9_7)

Size of classes (Q9_8)

Time available for scholarly work (Q9_9)

Committee and administrative responsibilities (Q9_10)

Recruitment responsibilities (Q9_11)

Role of adjunct instructors in your department (Q9_12)

Undergraduate research (i.e., opportunities, funding, workload, support) (Q9_13)

Q10 If you have any comments about teaching, advising, research, and/or administrative service, please enter below:

Page Break



Q11 Regarding **FHSU ONLINE (FORMERLY THE VIRTUAL COLLEGE)**, please indicate the degree to which you are satisfied with each of the following:

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Neutral (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)	NOT APPLICABLE/DON'T KNOW (8)
Class size (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of technical support (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dollar amount paid for course development (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of course development opportunities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course quality control (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of online/virtual students (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 If you have any comments about FHSU Online (formerly the virtual college), please enter below:

Page Break

Q13 Regarding **GOVERNANCE AND ADMINISTRATION**, please indicate the degree to which you are satisfied with each of the following:

	Very Dissatisfied (1)	Dissatisfied (2)	Some what Dissatisfied (3)	Neutral (4)	Some what Satisfied (5)	Satisfied (6)	Very Satisfied (7)	NOT APPLICABLE/DON'T KNOW (8)
Communication with University leadership (Q13_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to influence decisions in Department (Q13_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to influence decisions at the Institution (Q13_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of course development opportunities (Q13_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness of University governance (Q13_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Being informed about decisions made at University (Q13_6)

Opportunities to collaborate with my colleagues (Q13_7)

Departmental climate (Q13_8)

Department chair's leadership (Q13_9)

College climate (Q13_10)

Graduate school climate (Q13_11)

Dean's leadership (Q13_12)

International
Coordinator
or
support
for
International
Faculty at
SIAS and
SNU
(Q13_13)

Q14 If you have any comments about governance and administration, please enter below:

Page Break

Q15 Regarding **GENERAL ISSUES**, please indicate the degree to which you are satisfied with each of the following:

	Very Dissatisfied (1)	Dissatisfied (2)	Some what Dissatisfied (3)	Neu tral (4)	Some what Satisfi ed (5)	Satis fied (6)	Very Satis fied (7)	NOT APPLICABL E/DON'T KNOW (8)
Qualifica tions of colleagu es (Q15_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportu nities to collabor ate with colleagu es (Q15_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural diversity of the campus (Q15_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sense of fit at FHSU (Q15_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenure require ments (Q15_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of tenure process and expectat ions (Q15_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clarity
of merit
evaluati
on
procedu
res
(Q15_7)

Overall
merit
evaluati
on
process
(Q15_8)

Recent
universit
y
restructu
ring
(Q15_9)

Overall
feeling
of safety
on
campus
(Q15_10
)

Quality
of
shared
governa
nce
(Q15_11
)

Transitio
n to
professi
onal
advising
(Q15_12
)

Institutional strategic response to COVID-19 (Q15_13)

Institutional strategic response to enrollment decline (Q15_14)

Q16 If you have any comments about general issues, please enter below:

Page Break

Q17 Please indicate the extent to which each of the following aspects of work has been **a source of negative stress** for you over the past twelve months.

	Not at All (1)	Somewhat (2)	Extensive (3)	NOT APPLICABLE/DON'T KNOW (4)
Timing of departmental meetings and functions (Q17_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of department meeting time (Q17_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing a research group or grant (e.g., finances, personnel) (Q17_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing funding for research (Q17_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarly productivity (Q17_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching responsibilities (Q17_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising responsibilities (Q17_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee and/or administrative responsibilities (Q17_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting tenure requirements (Q17_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review/promotion process (Q17_10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Departmental or campus politics (Q17_11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current financial situation at the Institution (Q17_12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current financial situation in the state of Kansas (Q17_13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your personal financial situation (Q17_14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program assessment procedures and technology (Q17_15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership response to enrollment decline (Q17_16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q18 If you have any comments regarding work-related stress, please enter below:



Page Break

Q19 Please indicate your level of satisfaction with **Workday** as an institutional enrollment tool.

- Very Dissatisfied (1)
 - Dissatisfied (2)
 - Somewhat Dissatisfied (3)
 - Neutral (4)
 - Somewhat Satisfied (5)
 - Satisfied (6)
 - Very Satisfied (7)
-

Q20 Please indicate your level of satisfaction with **Workday** as an instructional support tool.

- Very Dissatisfied (1)
 - Dissatisfied (2)
 - Somewhat Dissatisfied (3)
 - Neutral (4)
 - Somewhat Satisfied (5)
 - Satisfied (6)
 - Very Satisfied (7)
-

Q21 If you have any comments regarding Workday, please enter below:

Q22 Please indicate your level of satisfaction with the **general education program development** submission and approval process.

- Very Dissatisfied (1)
 - Dissatisfied (2)
 - Somewhat Dissatisfied (3)
 - Neutral (4)
 - Somewhat Satisfied (5)
 - Satisfied (6)
 - Very Satisfied (7)
-

Q23 If you have any comments regarding the university's general education program, please enter below:

Page Break

Q24 Within the next three years, how likely are you to leave Fort Hays State University?

- Very Unlikely (1)
- Somewhat Unlikely (2)
- Neither Likely or Unlikely (3)
- Somewhat Likely (4)
- Very Likely (5)

Display This Question:

If Within the next three years, how likely are you to leave Fort Hays State University? = Somewhat Unlikely

Or Within the next three years, how likely are you to leave Fort Hays State University? = Neither Likely or Unlikely

Or Within the next three years, how likely are you to leave Fort Hays State University? = Somewhat Likely

Or Within the next three years, how likely are you to leave Fort Hays State University? = Very Likely

Q25 To what extent, if at all, have you considered the following as reasons to leave?

	Not at all (1)	Somewhat (2)	Extensive (3)	NOT APPLICABLE/DON'T KNOW (4)
To increase your salary (Q25_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve your prospects for tenure (Q25_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enhance your career in other ways (Q25_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find a more supportive work environment (Q25_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase your time to do research (Q25_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To pursue a nonacademic job (Q25_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To reduce stress (Q25_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To address family issues (Q25_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve the employment situation of your spouse/partner (Q25_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To lower your cost of living (Q25_10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Retirement (Q25_11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State of Kansas political climate (Q25_12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Q25_13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q26 How likely are you to recommend FHSU to **students**?

- Very Unlikely (1)
 - Somewhat Unlikely (2)
 - Neither Likely or Unlikely (3)
 - Somewhat Likely (4)
 - Very Likely (5)
-

Q27 How likely are you to recommend FHSU to **colleagues not affiliated with the university**?

- Very Unlikely (1)
 - Somewhat Unlikely (2)
 - Neither Likely or Unlikely (3)
 - Somewhat Likely (4)
 - Very Likely (5)
-

Q28 If you have any comments regarding recommending FHSU, please enter below:

Page Break

Q29 Please indicate your level of agreement or disagreement with the following statement: "If I had it to do over again, **I would accept** my current position."

- Strongly Disagree (1)
 - Disagree (2)
 - Neither Agree nor Disagree (3)
 - Agree (4)
 - Strongly Agree (5)
-

Q30 How do you rate your institution as a place to work?

- Awful (1)
 - Bad (2)
 - So-So (3)
 - Good (4)
 - Great (5)
-

Page Break

Q31 Please enter any additional comments you may have regarding faculty morale issues not addressed in the previous questions.

Page Break

Q32 What are the three most important areas that the university should focus on moving forward in efforts to improve faculty morale? Please type your answers below.

Q32a First Most Important Area

Q32b Second Most Important Area

Q32c Third Most Important Area

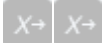


Q33

Finally, we have a few questions to help with analysis.

Where is your primary affiliation within the university?

- College of Arts, Humanities, and Social Sciences (1)
 - Robbins College of Business and Entrepreneurship (2)
 - College of Education (3)
 - College of Health and Behavioral Sciences (4)
 - Werth College of Science, Technology, & Mathematics (5)
 - I prefer not to indicate (6)
-



Q34 What is your current academic rank?

- Professor (1)
 - Associate Professor (2)
 - Assistant Professor (3)
 - Lecturer (4)
 - Instructor (5)
 - Adjunct (6)
 - Program Specialist (7)
 - I prefer not to indicate (9)
-



Q35 Do you teach at an international partnership campus (SIAS or SNU, etc.)?

- Yes (1)
 - No (2)
 - I prefer not to indicate (3)
-

Q36 How long have you been employed at Fort Hays State University?

- Less than 5 years (1)
 - 5 to 10 years (2)
 - 11 to 19 years (3)
 - 20 years or more (4)
 - I prefer not to indicate (5)
-



Q37 Which of the following best describe you?

- Part-Time Teaching/Adjunct Faculty (1)
 - Full-Time Non-Tenure Track (2)
 - Tenure Track (3)
 - Tenured (4)
 - I prefer not to indicate (5)
-



Q38 Please indicate your preferred gender:

- Female (1)
- Male (2)
- Transgender (3)
- Non-binary/third gender (4)
- I prefer to self-describe (5)
- I prefer not to indicate (6)

End of Block: Default Question Block

Appendix C: Comments Regarding Compensation

- Academe's value in the general population is under fair scrutiny... it's really hard to know where the role of bricks & mortar higher-ed institutions will end up.
- Adjunct faculty have not had an increase in compensation in the 7+ years I have worked for FHSU. There are advanced PD initiatives but the third one does not include additional pay, so I have met the maximum pay for 5 years.
- Adjunct faculty pay scales are stagnant and appear lower than other regional universities.
- Adjunct instructor, so most of these items really do not apply to me.
- Adjunct instructors are undervalued as reflected by compensation of the university.
- As a new full-time faculty member, I still do not make enough to comfortably save money and pay bills every month. My wife also works for the university, and we are still trying to make ends meet. Mortgage rates are very high and basic expenses cost more than usual. I love this University and my colleagues, yet I am constantly looking for and applying for other jobs with more compensation.
- As an adjunct I am paid below the minimum wage. The labor is exploitive.
- As an adjunct, FHSU has the lowest rate of pay of all universities I work for.
- As an adjunct, I may only work for the university nine months out of the year, but there are things that are done outside of these nine months. This may include curriculum development, keeping up with students who are behind, meetings, trainings, etc. Adjuncts are still required to do these, and they are done without pay or compensation. I have personally redone two classes, and I have not been compensated for either class. I spent hours on both classes. There is also a cap on adjunct pay. If you've worked for FHSU for so many years, then you do not get any more money. You can participate in their classes, but if you have reached the money cap, then you do not get any compensation for completing the classes. These are also done on an adjuncts time outside normal working hours and on top of their other jobs.
- As the year progresses and inflation continue to rise, the Administration better have a plan as to how it will raise salaries. For some of us, the opportunities to move to another institution or to private industry are becoming more attractive.
- Compensation across colleges is not equitable, nor is work distribution or research support. This can be very frustrating at times.
- Compensation is abysmal. Major disparities in salary across the departments and colleges that go unexplained. Still too cheap to provide money toward moving costs for all new faculty hires. Sends a terrible message that new faculty are not valued. Enough with Mike Barnett syndrome and invest in your faculty.
- Compensation is low for new faculty. Faculty do not know if they will receive a raise in their salary each year. Takes some time to raise a faculty's salary.
- Compensation should be increased.
- Could use better pay per class.
- Faculty at other institutions in Kansas have base salaries up to 20k more with comparable costs of living. I've experienced delays in receiving grant-funded equipment that I have to order to FHSU.
- Faculty in the China program should be paid at the same rate as the US program.

- FHSU does not use the appropriate salary comparison metrics for business faculty with respect to current faculty or for determining salaries when trying to recruit faculty. We have lost MANY candidates at the end of the process because of the salary issue. Business faculty salaries should be compared to AACSB averages since that is the standard used across the country and around the world. The administration refuses to see that and tries to justify lower salaries with other standards.
- Given our enrollment numbers, it seems like there are not proportional faculty positions to the number of students served when comparing to other institutions of our size, my department would have at least 3-5 more FTE. We expect our people to wear many hats and do the duties of 1-3 FTE while also putting pressures on them to take overload teaching without being compensated accordingly.
- I am an adjunct and have the same teaching responsibility as full-time faculty but am not paid the same as them.
- I am an adjunct instructor. I receive no benefits and I am poorly paid.
- I am an instructor and don't have any scholarship or research agenda attached to my contract. My responsibilities are teaching only.
- I am upset that the amount of overload we used to get was taken away without any warning. That impacted my take home pay quite a bit.
- I feel fortunate to work in the department/college I work as I feel I am compensated well. I do feel there are great disparities across campus.
- I find it annoying that based on years with no merit and a lower base salary offered for tenure lines when I came, I am at the same pay rate (within a few hundred of dollars), of someone who I helped hire 5 years later.
- I find it very strange that the compensation given per credit hour of overload teaching is far less than the compensation given per credit hour of in-load teaching.
- I had to take a significant pay cut when accepting the job at FHSU, but I am happy with the Hays area and the opportunities it provides my family.
- I have a Ph.D., [Around 20] years [of] experience, a book and several articles published. I have presented academic research on four continents, yet I make about \$40,000 a year. [Explicative]? If you want to keep your professors, PAY THEM WHAT THEY ARE WORTH!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- I have never heard the rationale for why we only meet the 90% average for a starting salary. I also have peers graduating with their equivalent degrees this year (and recent), securing employment in lower cost areas, making in upwards of \$20-30K+ more than I make now working more than 10+ years at FHSU.
- I know that there have been efforts to enhance salary and I appreciate them. However, my anecdotal perception is that it seems that whatever salary gains that were achieved were offset by changes to State of KS health care plan offerings and inflation. On the other hand, the health care benefits are better than what is available to many ordinary working folks. Start-up funds comment: When I arrived in early 2000s, there was essentially no start-up funds and support. Now it is much better. However, when it comes to promotion time, I look like a lame underachiever to promotion committees compared to my newer/younger colleagues. However, if my first 10 years had been like some of our more recent faculty, I wonder if my career trajectory could have been considerably different.

- I often debate returning to the private sector where I could make significantly more money. Now that remote work is even more common the move back to the private sector is more likely.
- I really love working and teaching at FHSU. Everything and everyone!
- I think the administrative position stipends seem low for the amount of work that can be involved and never quite sure if these are negotiable. In my particular reference, I am not in a chair position.
- I would allow faculty to have more overloads to make up for the almost non-existent raises.
- I would love to be full time adjunct for FHSU, and could make it work financially, if the pay was just a little more...I have more contact hours and number of students than most tenure-track faculty—but make much less.
- I'll write frankly here. I've taught for FHSU Online (both full-time load and part-time load and international partnerships) for [Over 20 Years] now, so although I've gained expertise and experience, I've not had a raise in my per course teaching for the last 10 years. Graduate students in various universities have better pay and benefits (I have no benefits from FHSU) than we dedicated adjunct-status faculty members here at FHSU. It is clear that without adjuncts, FHSU would not be able to offer the variety and number of courses online to its students. So, my question is, and has been for many years in many of these surveys, where is the compensation, where is a modicum of respect and monetary acknowledgement for adjunct members of the faculty? I truly would invite a discussion about this, as we are essential to the survival of FHSU ... I've tried former presidents of FHSU, I've tried faculty senate, I've tried sympathetic department chairs and reps ... but still all these years later ... nothing. If I presented this situation to my ethics students and asked them to apply ethical theory to the adjunct situation at FHSU, they would conclude that FHSU is conducting itself un-ethically toward its adjunct faculty members. And they would be correct. What will FHSU do to remedy this situation. [Identifiers Redacted]
- I'm a tenured full professor, so I'm (finally) at a salary rate that seems closer to fair than what I had as an assistant professor.
- I'm sure everyone would like to make more money but working at FHSU has so many more perks. We get overloads for example. If you constantly complain about not making enough money, being overworked, not having this or that.....you have bigger issues than being an employee at FHSU.
- Increasing the base pay for faculty is needed to help with retaining qualified faculty. Searches are often unsuccessful when candidates learn what the salary range is. More needs to be done to increase pay since we are the people who produce the SCH.
- It cannot be overemphasized. When you put decades into an institution, and someone just hired (sometimes with no experience other than graduate school) is making more money than you, that is a recipe for so-called "quiet quitting." We all recognize that to attract candidates to accept an offer in a competitive market, you have to hire as close to the high end as you can to compete with other opportunities. But you also need to keep faculty who've been doing the work happy enough to want to stay, or if they have young families, to be economically able to stay. Someone at an associate professor level, nearing the possibilities of going for full professor, should not be paid less or even equal to incoming employees. And within the institution, it is an outrage that business school faculty make so much more than other areas. I have heard the argument that they need to get what they can make in other opportunities. First, WE ALL DO. Second, they should be told that if they are so valuable as to command such

high salaries elsewhere, particularly in the private sector, they should be able to demonstrate that they personally have made that salary outside academia, not simply that other people out there somewhere in the private sector make that much. Third, if business school faculty (at what is still perhaps an unaccredited school of business?) insist on their value outside the institution, they should be reminded that the private sector is there for their taking if that is their priority. This kind of salary disparity erodes morale profoundly.

- It seems I do not make as much as research one universities, but I do the same amount of work or more.
- Making sure that the salary of each faculty member is in-line with other institutions with the area of their expertise is of great importance.
- Mine is ridiculously low even relative to internal comparisons - and that is with an exceptional record and international reputation.
- My biggest issue outside of salary not increasing over 10 years despite inflation is that FHSU began canceling sections that had less than 10 students instead of providing me with the 10% compensation per student they provided in the past. This has made a major impact on my income and ultimately means that I have to look for more supplementary teaching positions.
- My students are receiving higher salaries as junior professionals than me, as a tenured professor. An adjustment in our compensation is more than necessary.
- Need to get contracts out sooner, not after a month of teaching.
- Our 60% teaching is four classes which is more than at other schools. Our overall standards of work are higher, but our pay doesn't represent that.
- Overloads help make up for the dissatisfaction. If it were not for overloads, I would not be able to afford to work here.
- Please stop acting like we get Merit. We don't even get a cost-of-living adjustment. Start providing a COLA and then if you have additional funds, provide opportunities for competition for merit dollars. Acting as if cost-of-living adjustments are merit is distasteful and a bit insulting.
- Salary increases and M2M efforts are influenced by cronyism. FHSU whines about not getting good people to come to NC Kansas, yet the "outsiders" are sidelined, neglected, and underpaid. This is well known among other KBOR schools, by the way.
- Salary is not competitive at all.
- Should consider or evaluate the effect of the move to market initiative upon all faculty and faculty compression issues; some faculty benefited from the move to market which was extremely important; however, this happened over several years with no merit for others who were not considered in the move to market. Now, some of those faculty make more than faculty who may have been employed for 5-10 years longer than those who now make more money than they do.
- Stop using the CUPA average.
- The college sent out the request for tuition reimbursement sign up - I had been wanting to take some courses for a certificate program I was interested in. Instead, I requested for my son that will be a student there, I was told I didn't qualify, as I was not a full-time employee. I was disappointed, either I didn't read the document clearly or I wasn't informed. It's not really that big of a deal, but I definitely won't be seeking the certificate programs if I am not able to get a tuition break.

- The constant use of overloads to cover classes indicates the need to improve hiring practices and retention activities.
- The salaries are public knowledge. There is a gross difference in the pay of men and women in the same departments and exceptional differences across departments. The labor is the same, but on account of gender and or field, many of us make significantly less than our colleagues. It is disheartening to come to work every day, work hard, and then watch my male colleagues work the same or less and make more money on account of their sex. FHSU has a lot of work to do to close the gender pay gap.
- The thing that bothers me is that it seems administration is paying themselves, sometimes for no benefit to the university.
- There are limited resources (especially time) for research. I was offered no start-up funds.
- There hasn't been a raise for adjuncts in years. If you take the training classes in your first 3 years, you cap out and there is no room for increase. After 11 years, there's no increase. For the amount of time it takes to be a quality adjunct, the pay is not reasonable.
- There is obvious and constant pressure at FHSU to keep salaries and compensation low, so that tuition can be kept as low as possible. While an admirable overall goal, this presents substantial challenges to faculty retention and staff morale.
- There is very little money available in the Department OOE Budget for professional development. Instead, we have to write a proposal and go through an application process just to get funding to go on one professional development conference that is fairly affordable - good luck if you actually want to travel to a really expensive conference in an expensive city. Let's put that professional development money into the departmental level funds and allow a simplified process to occur to access those funds. There is no money for special projects or services unless you want to spend a year going through some strategic planning process to have it approved. This greatly delays our ability to invest and develop projects and services that are relevant and timely. We have literally created an extremely bulky and slow bureaucracy relying on upper administration to make decisions and approving funding for different aspects of our jobs. Let's fund the departments with as much OOE.
- There is no support for advising graduate students - graduate advisors have no change in workload compared to faculty without graduate students; there is minimal funding for graduate research and travel. Graduate students working on projects and theses take A LOT of time and other resources. SRPs are a joke. Requiring faculty to travel in a tri-state area to recruit high schoolers—taking time away from their families—is reason enough for me to look for another job. The Workload is WAY too high - especially since positions are being cut and/or not re-filled and some of us are doing the work of several faculty/staff positions. Service loads are not equal/equitable among faculty.
- This is among the lowest paid positions of its type. I make half what similar positions are paying on the high end of the scale and 30-50 percent less than most similar positions.
- To work in Hays - and not be from the area - is a compromise, where the university proudly declares it doesn't pay the standard salary rate while convincing faculty to live in an area with a housing shortage which makes buying a home more than it should be (the homes here are in need of repairs which only add to the overall cost). Moreover, the food selection is a mix of burgers, burgers, bland pizza, and salt, with most places that are decent having prices beyond what they would be if, say, Gella's was located in Wichita. FHSU should pay slightly ABOVE the

standard rate because of these reasons--or there is no reason for someone to stay if they get a job offer somewhere else. In short, you get what you pay for.

- We are overworked and underpaid. The ivory tower folks seem to expect us to do more for less and do not appreciate all we do.
- We have had a really hard time recruiting faculty in our searches due to poor compensation.
- We should be compensated fairly for living in the middle of nowhere.
- We should not have to take overloads or supplemental contracts to back fill our salaries. Merit raises are not keeping up with cost of living. We are asked to do extra work with little to no compensation (e.g., graduate advising, summer student programs).
- We shouldn't have to wait until Week 8 to be paid.
- Why can't the University use some, not all, of international profit for annual bonuses?

Appendix D: Comments Regarding Resources

- Actual resources are good overall, but actual physical training in groups would be more helpful than having a set of directions being sent to you for new systems and having to figure out everything on your own without collaborative help.
- Adjunct faculty do not receive any University paid technology. We are required to provide our own laptops, etc.
- BB Ultra is a concern.
- Do not seem to have anything on student mentoring. Except, I know that I am to be doing it since we no longer advise—which is a real mistake on the university's part.
- Faculty are often asked or "voluntold" to be involved in service with very little compensation or recognition of how this might impact their other service responsibilities, teaching, or research. Some aspects of the work culture at our institution are unhealthy, and "we've all got to do more with less" is only appropriate during brief emergencies or short periods of being short-staffed – it cannot work as the normal MO of a university.
- FHSU needs to have a person who can meet with faculty to discuss the options for seeking a grant in their area of study. Then assist faculty to write a grant as many faculty have no idea what to do.
- I am an adjunct and only teach remotely so most of this does not apply to me.
- I am concerned that the rollout of Ultra will collapse. Who has time for two-week courses? Who knows if we will be given help? [If helped] there is no way faculty can be supported because the size and complexity of this change? I was a faculty member that voted to stay with BB because we were told we could keep the current version if ultra was too much for us and do it a course at a time, or not at all and keep what we have. I feel betrayed.
- I believe mentoring should come naturally out of a spirit of service and anything formal put in place for mentoring becomes busy-work. The advising was nice before Workday made it onerous enough that you had to hire professional advisors. The professional advisors do their best, but they simply cannot be a flexible as needed, since they don't know the subject.
- I don't suppose you want to hear how much I hate Workday....
- I feel a disconnect between our professional advisors and programs that are professional in nature in which special advising and consideration has to sometimes be tailored to the individual. Now that I am a mentor it is harder to track this and [I am] seeing errors. I think students are confused about who they are supposed to go to see for what purpose and when.
- I feel that adjuncts do not always have the same resources as other staff. Sometimes, I think FHSU forgets that many adjuncts work 40 hours a week at a different job. Often times, trainings are scheduled during times when we are working our other jobs. If we need additional help, there is no one available.
- I often feel my work is not valued or appreciated.
- I personally enjoyed advising students and was extremely disappointed for that process to be transferred to central advising. While the advisors do a good job, it is just not the same as promoting to prospective students that faculty are also advisors. I do not yet know what mentoring will look like in comparison to advising as they used to be one in the same.

- I work off-campus teaching a Virtual College class; therefore, questions about office space and other services do not apply to my situation. When I have questions, I contact colleagues in my department.
- In regard to student advising - the university needs to do a full-scale business analysis of the new methods it has implemented. The impact of Workday, whether it is a faculty member or a "professional" adviser, cannot be discounted as a major part of our enrollment problem. FHSU administration has a long history of making guinea pigs out of students, faculty, and staff. STOP IT!
- It would be nice to have resources for mentoring students. It would also be nice to have peer-to-peer mentoring for adjuncts.
- Kind of difficult question to answer due to professional advising.
- Library, TigerTech & TILT folks are all awesome. The library provides amazing access to resources and I get answers to questions extremely promptly.
- Many of these areas have been in flux. FHSU works hard to support faculty and staff, but it isn't an easy task.
- Most of the innovation grants are very driven toward undergraduate students and on-campus. What can we do for online education and innovation?
- Moving student registration and advising to Workday and moving students to professional advisors who have never been trained in the fields their advising students in have been an unmitigated disaster.
- Not a huge fan of the new Academic Advising Center, there is a lot of confusion between our students and what they are being advised to do through the new Center. Maybe it will work out over time, but right now, not that great.
- Our department does not have enough space at all. Our offices are already very, very small which makes it extremely difficult to welcome prospective students and their families to campus. I think it looks bad on our University that we don't have room for more than 2 chairs in an office. Most students bring both their parents and then the parents are sitting halfway out the door. New faculty members are placed in closets converted to offices because there is literally no space. We have very few options in our building for classrooms and we share them with another department. The students are packed like sardines in there in the old school style desks. We also do not have any room to grow. We are stuck at the same capacity because there is no space. Our administrative assistant is terrible. She makes continued errors, is rude to people on the phone, has no manners or people skills, sits on her phone the entire day watching videos, and works on her own personal craft business at work. Every single week without fail there is at least one thing that she has messed up and she does not care. She leaves her computer unlocked when she leaves the office with student information up and available to whoever walks by the front desk. She has been talked to numerous times by our chair and nothing has changed. There have been zero consequences for her actions. It has gotten the point that none of the faculty members trust her to do anything so have just started doing a lot of it ourselves even though we do not have the time. It is taking away from our ability to successfully complete all of our contract requirements because we are fixing her mistakes. This has honestly caused a divide in our department and the moral is not great because we all dislike the fact that she is still working for our department. I know that some days I do not even want

to come to work because I know that she is going to cause more issues in the department during busy seasons.

- Our IT people are swamped and have little support. I put in tickets and never get a response back. Hire more IT people and compensate them accordingly. What technical and research staff? We have none at the department or college level. Student advising has been horrible with lots of complaints from students with Workday being a primary source of frustration and then the sudden and quick leap into centralized advising that seemed to be a 'let's do this and figure it out later' proposition. This, in and of itself, is still creating issues. Also - what support for student mentoring? We have yet to get an actual definition of what student mentoring entails, how this plays into the MOA, nor have we started assigning students to mentors. Again, with the move to centralized advising occurring with little planning or forethought, we also as an institution did not develop the infrastructure or process of student mentoring. There was also no transparency or shared governance in this move to centralized advising and faculty mentoring and when brought up we are told it was an administrative decision. Really, because the MOA said otherwise with advising as part of our responsibilities so the faculty definitely should have been involved. Finally, would those individuals in our top leadership positions please, please, please finally publicly acknowledge that Workday is a crappy product and we got taken to the cleaners. At least acknowledge it is a problem. I am tired of hearing that Workday will get better, just be patient. Well, there has been enough time go by and it still is a horrible product and is not getting better. So, poor leadership at the top contributed to all of these issues.
- Physical space to develop innovative teaching and research entities (e.g., a lab where students can work collaboratively on projects and with faculty on research) is unavailable. When requested, we are shut down immediately with a "no, there is no space available whatsoever." Our clerical staff is grossly underpaid. Developmental funds for teaching and professional development are nonexistent. I appreciate that we are moving toward a professional advising model but am not sure what the faculty mentoring of students will involve.
- Resources (jobs, money, etc.) are being improperly allocated. Student Affairs continues to get funding even though our enrollment numbers continue to drop. That makes absolutely no sense.
- Resources may be available, but I don't have time to access them properly. Which correlates with the previous questions regarding compensation. More and more things are constantly piled on our plates with complete disregard to either more compensation or removing something from the responsibilities.
- Rumor is that Dean of RCOBE will not contribute to faculty development funding for travel. I have not travelled the past few years due to COVID restrictions, but we are now leaving that behind and having the college no longer help support the Department and the Faculty Development fund in supporting faculty travel is concerning. Hopefully, this is just a rumor.
- Student advising is not really advising. They are enrollment managers. We also are required to advise graduate students but are not compensated with time or money for these duties. If we are going to have Centralized Advising, then go all in and fully staff the needs.
- Student advising was more meaningful prior to professional advisors.

- The "Support for Teaching" gets a Somewhat Satisfied only because of the lack of compensation for adjuncts. My department is very supportive and so the department gets a very satisfied. But the under-compensation that FHSU provides gives FHSU a very dissatisfied.
- The classrooms were better before the remodel of Rarick. I am not sure why we need so many offices that are empty instead of classrooms for learning.
- The laptop I have has terrible audio. I have so many problems with recording a quality video with good sound. I hope I can get a better computer soon, so it helps with my research projects.
- The support staff is underpaid and overworked. We cannot keep them employed. We are losing great people constantly due to these reasons. There should be no difference between senior administrative assistants and specialists. I believe the lesser of the two do more work.
- The university needs to hire more professional advisors, as the ones we have are overworked and have difficulty keeping up with the workload. They do a great job, but they are stretched very thin for very little pay.
- There is no support for mentoring because administration hasn't figured out what student mentoring consists of. Centralized advising has been a complete disaster and has hurt student retention. Centralized advising has to be structured and implemented a specific way to get the desired outcomes. Centralized advising in and of itself does not improve student performance or retention. Administration does not understand that or they wouldn't have pushed the initiative, with no real faculty input, to begin with.
- This campus is anti-Mac (computers), which I resent with every fiber of my being. When I first started (tenure-track faculty), I was given an office to share with two other people and had to eventually find my own office space by taking it from graduate students. I also had to raise funds and build my own lab to get the research resources my students and I need. Assuming resources includes time, "support for student advising" is a bit of a joke considering faculty in departments with graduate programs get no compensation - we do everything a faculty without grad students does plus the hours and hours and hours we have to put into our graduate students.
- Unfortunately, I feel there is very little/no support for advising and/or mentoring. Workday continues to present many, many challenges but we feel we are not to speak of those challenges without fear of repercussions. We still aren't even sure what (student) mentoring even is. There are big differences between graduate and undergraduate faculty in the area of advising.
- Very satisfied and happy!
- We cannot provide the type of personal advising that made a difference since the beginning of the professional advisers.
- We do not get lab space in our department, but I would love access to things like transcription services, or graduate assistance with research.
- While I know that the people in the teaching support roles do a lot of hard work, I do not feel supported either with the resources available to us or people available to assist us. I think they have so much on their plates, they cannot properly assist those that need help. Often times it turns into a 'figure it out yourself situation', be it clerical, teaching and research support, etc. Furthermore, I question the resources that have been made available to aid in our teaching. There are so many great tools out there beyond what can be added to Blackboard, which are great tools, but I don't believe faculty should have to purchase licenses to use some of these other tools that should be made available to all faculty.

- With regard to student advising, the only student services are provided by KIS. Nothing is provided by FHSU. And the services provided by KIS are a recent development. Previously, we were instructed to not even communicate with our Chinese colleagues.
- Workday and Blackboard... regardless of how many personnel are dedicated or how much support programming there is, the limitations of these two poor programs is insurmountable by this institution. They make it relatively miserable to do work here.
- Workday has been a challenge and a learning curve, but I appreciate the support to address challenges as they arise.
- Workday has created a strain. Changes in Gen Ed have been difficult and make no sense --- using the old system, the new system, the KBOR system, and the articulation.
- Workday is simply idiotic and doesn't do what we need it to for advising = very stupid decision can't believe you are sticking with it
- Workday is still a nightmare. I have to instruct every single student for advising. There are still lots of holes in the system, that is hard to navigate. There are so many exceptions that I have to remember.
- Workday limits faculty's ability to engage with students. Locating our student's information is a nightmare, the photo rosters are so small they are unhelpful, and our ability to quickly know about our students, including their academic advisors is cumbersome and a complete misuse of human capital on this campus. The negative impact of Workday on faculty's ability to do our job is systemic and well known across campus, and even with Workday staff attempting to ease problems, their efforts are not enough to change the fact that tasks which were once one click to complete now take multiple actions and often a phone call to complete. Such content and time constraints compromise efficiency, accuracy, and dramatically reduce what we can accomplish with students. Workday is a contradiction to the FHSU student-centered mission.

Appendix E: Comments Regarding Teaching, Advising, Research, and/or Administrative Service

- Adjunct instructors need to be better compensated. Some departments cannot afford to pay for adjuncts out of their budgets and then get no monetary support from their deans. The same departments then have to resolve to take on more (overload) courses and do not get paid for all the extra work. They also get backlash for requesting overload pay.
- Adjuncts are a way to fulfill class options cheaply but aren't valued in the department other than that.
- Adjuncts need more pay.
- Admin assistants need to have more training time overlapping the prior hire for mentoring.
- As I said earlier, my department gets high marks of very satisfied in supporting adjuncts, but FHSU fails miserably in its compensation and support of adjuncts who are necessary to the overall vitality of the university.
- Can adjuncts do research? Can adjuncts work with undergraduates on research?
- Department uses many adjuncts, but there is still work that needs to be done to assist adjuncts.
- During my time here more emphasis has been placed on recruitment. This is both a good thing and a bad thing. Because of the time expected to recruit potential students, I often feel as though it cuts into the teaching aspect of managing my time. Recruitment is important however, there needs to be a better balance. As long as SA is "driving the bus" we will be expected to do more of their bidding.
- Faculty have very high teaching loads. In the RCOBE, faculty teaching MBA courses should have reduced loads (3-3) given the required rigor to teach these classes but that is not the case at FHSU. The quality of our students is low. I have advised undergraduates with ACTs of 11-12 and most ultimately fail at FHSU. The quality of graduate students is low too. Graduate students should be able to participate in research with faculty, but most do not have the capability to do that. Research and service are just underappreciated here at FHSU. Because of our high teaching loads, faculty find it very difficult to find time for scholarly activity. We are told that renegotiating the 60-20-20 is not possible to accommodate faculty who want to emphasize research more. Most faculty do way too much service. Regarding recruitment responsibilities, faculty should NOT be expected to attend an SRP out of town. These events are on weekends and on the evenings and many have family and other responsibilities. Student representatives can do the job just as well if not better.
- Faculty need a strong, robust, and EXPERT office to support Research/Scholarship/Creative Activity. One or two people who have simply been tagged to do the job because they are "bright" or "willing" or "need the job" is not a solid commitment to the community's needs in relationship to tenure and merit requirements.
- Faculty should not be required to attend SRPs. The SRP itself is valuable, but asking faculty to take time out of evenings/weekends to travel to students who are almost all planning to attend FHSU anyway and have almost all come to visit us in the department prior to their SRP is a waste of our time. We are being asked to do more and more in the evenings and weekends and could do better at supporting a work/life balance.
- Happy. Very happy.

- Here in the FHSU China Program at Shenyang, there has been an increased enrollment in sophomores attending my assigned courses. I have had several class sections with enrollments of between 26 - 30 students when the class cap size should be at 30. Ideally, I wish that class sizes would not exceed 20, although a couple between 20 - 25 is acceptable. It does make it more time consuming to grade, rate, and evaluate students if you have larger class sizes. I hope that student class sizes could remain stable and equitably spread out among all of the faculty members.
- I am a chair. There is no equity across campus. Base salary based on discipline; stipend based on dept size, which reflects only faculty managerial. Number of programs, whether there are master's programs, need to do outreach, accreditation (among other things), all should factor into stipend levels. There's no consideration of that. The incentive then, is not to innovate or create additional work, when the workload is already intense and the compensation issue is important but secondary.
- I am concerned that the rollout of Ultra will collapse. Who has time for two-week courses? Who knows if we will be given help? I help there is no way faculty can be supported because the size and complexity of this change? I was a faculty member that voted to stay with BB because we were told we could keep the current version if ultra was too much for us and do it a course at a time, or not at all and keep what we have. I feel betrayed.
- I enjoyed advising and mentoring students. The growth of bureaucracy to do this instead of faculty has been frustrating.
- I feel recruitment has increased in terms of load on faculty. I am not opposed to recruitment, because I know my professional program benefits from this. However, there seems to be so many extra events. One example, Freshman orientation over a summer assigned day and then again right before classes start. FHSU representation is definitely good, but I don't think all departments and colleges pull their weight equally. The SRPs on Sundays and evenings are old. Every student that we meet at our SRP has pretty much already visited our department.
- I feel there is a disconnect between research expectations when it comes to promotion time and the reality of doing research with undergraduates. At least in my field, research undergraduates are a diversion and drain upon research productivity (e.g. publications and grants) -- as defined by promotion committees. At the beginning of my career, I was encouraged to engage in lots of undergraduate research because that was what I was told my department valued. So, without any start-up funds and encouragement to pursue student engagement in research over personal research productivity, I sacrificed whatever scholarly momentum I had coming into the position. However, when it came time for promotion, I found that it doesn't matter what my department values -- it matters what my college and university promotion committees, dean, and the provost think. Now, with a new set of colleagues with different start-up funds and different expectation in dept, college and university, I look like a lame underperforming scholarly dolt. If I had start-up funds and [was] encouraged to pursue a research trajectory that valued personal scholarly output more, my career trajectory might look different today. It's difficult to ponder hypothetical different histories.
- I have realized at FHSU that once you demonstrate that you are a strong worker, you're asked/volunteered/etc. to serve in more committee roles. Being productive in teaching results in being asked to present or guest speak on teaching initiatives. Being productive at scholarship means attending similar events. Being productive in tenure and promotion, means serving on

those committees. Positive work results in less time to do the desired work due to new responsibilities.

- I think the "Advising" questions here will give misleading information. Without controlling for those who no longer have advising, the results will be muddled even with a not applicable option.
- I wish teaching an overload was optional. When I express a desire for a semester w/o teaching responsibilities, I'm told there is no one else to teach the course, which (I guess...) means if I say no, it'll get cancelled. 5 courses/semester sometimes feels VERY challenging, depending on service commitments and class sizes. Having students possibly suffer because we feel stretched too thin seems like it'd be bad for retention. It also makes our research agenda feel doubly challenging.
- In the China program, teachers have a disproportionate amount of student mentoring because most of them have very limited English and need much more attention than native-English-speaking students. That being said, Chinese students are dedicated and a joy to work with.
- It is difficult to carve out time for scholarly research with the amount of committee work that is expected of faculty. It is also difficult to find time to recruit new students and to advise well due to the overall workload for faculty.
- It seems many of the same people are chosen for multiple committees across campus. This is a hardship for those who are chosen and those who would like to seek those opportunities.
- It's far too easy for service/committee work to usurp time that could be (and likely should be) spent on teaching and research/writing.
- My last comments are applicable here as well. I have increasingly found incoming undergraduate students to be less prepared, less willing to do required activities like reading or writing, and less resilient than even a few years ago.
- NTT's with five course workloads, especially with larger numbers of students, can be very daunting.
- On top of the heavy teaching load, there is a big pressure for recruitment. I feel there is lack of support in recruiting from the university in terms of resources. I have been advertising and recruiting my own students, running social media, meeting potential students in person. It would be even more effective if we have professional PR materials for program, website that is beyond just basic information. Our discipline depends on visual appearance, and yet the programs gain the students by in person visit or through the word of mouth.
- Our department has too many adjuncts. We need more faculty on campus, and we need to reduce adjuncts. Adjuncts in our department do not do service nor research. How does that benefit our program? How does that attract students to our program? How does that create a good program for our students (campus and online)? Faculty on campus can do overloads online and it would help them with their salary. Faculty who invest in service and research should get paid more (overloads would help if no raise or merit in the near future).
- Reliance on adjunct faculty rather than sufficient numbers of full-time faculty is not in students' best interest with regard to their learning. While the financial benefit to FHSU and therefore student tuition is likely significant, I believe more could be done to maximize full-time faculty on staff.
- Students are great. Workload is heavy. No limits to number of committee assignments and duties.

- The current graduate student advising load in my program ranges from 1:22 to 1:39 with our national organization recommending 1:12. I also have received very little training upon taking an advising load, particularly for Workday related tasks. Our department relies heavily on adjunct instructors at the graduate level, resulting in some graduate student not having class with core faculty for over a year into their program. We have seen a high rate of drop-outs in our program with the increase use of adjuncts as well as increased student complaints regarding adjuncts.
- The professional advisors are a joke for Art and Music and Theatre. I am constantly having to correct what a professional advisor has my major students taking as Freshman. It will only get worse as they progress through the years. These programs are far too complicated for professional advisors who have never actually been in these departments. It is literally a disaster!
- The teaching load is quite high. It makes finding time to do research quite difficult. Granted, there's not high research expectations as a result. But, for example, I've chiseled out 3 hours a week for research, because that's all the time my schedule permits (even though research being 20% of my job would dictate I put in 8 hours during a 40-hour work week). Even that measly chunk time is cut into by grading exams or meeting with students. My job is supposed to be 60% teaching, but in practice, it's 85% teaching.
- There had been little attention to those faculty that are advising large quantities of graduate candidates. There were two graduate-level training sessions in Fall 2022, which were helpful from a basic knowledge/procedural level when dealing with Workday. However, there is a workload disparity for those advising graduate students as a portion of the Teaching per the MOA. Serving as full-time faculty and a graduate advisor looks different from utilizing professional advisors and faculty as mentors. Where is mentor training and a system for mentoring? How are the two roles (advising and mentoring) being assessed in accordance with the MOA?
- There is no support for advising graduate students - graduate advisors have no change in workload compared to faculty without graduate students; there is minimal funding for graduate research and travel. Graduate students working on projects and theses take A LOT of time and other resources. SRPs are a joke - requiring faculty to travel in a tri-state area to recruit high schoolers taking time away from their families is reason enough for me to look for another job. The Workload is WAY too high - especially since positions are being cut and/or not re-filled and some of us are doing the work of several faculty/staff positions. Service loads are not equal/equitable among faculty.
- Time for service is prioritized over time for scholarship. Both expectations seem above what they should be for the teaching expectations (number of courses).
- We pretend that FHSU is built around on-campus students. We are ignoring that the money is made in online. How much support is really put into online teaching and learning? IF we have good numbers in online, we are pushed on why we don't have more students on-campus...
- We support faculty in working with undergraduate researchers very well, but we do not support faculty well in conducting research - in terms of time or financial support.
- What happened to hybrid courses being an official modality at the university? At least give faculty the option. It isn't across the board as some adjuncts are excellent, but others have no business teaching classes at the university level.

- Would welcome the opportunity to teach more courses at both the undergrad and graduate level.
- You are asking about our satisfaction with advising and mentoring - not a relevant question. Faculty lost advising and the mentoring program is not even up and running yet. So, extremely dissatisfied. We are back, as an institution, with the ideal of do more with less. Our workloads as faculty continue to go up with increases in course and departmental assessment, committee assignments, administrative responsibilities, and literally Workday making every process harder and more difficult to accomplish. We are overusing adjunct instructors because we are not attracting high quality candidates for tenure track positions. There are no research opportunities in my current department and even if there were I do not have time to do it with my administrative, teaching, and committee responsibilities.

Appendix F: Comments Regarding FHSU Online

- A couple of thousand dollars to develop a course that FHSU then uses for years and allows all of its other teachers of the course to use ... not anywhere near what should be given for such research, preparation, and development. And ... the quality of online students (they are not virtual anymore) is quite high and FHSU should be pleased it can attract the level of students I've had the pleasure of teaching these past 21 years.
- Adjunct faculty do not receive any University paid technology. Pay has also not increased over the past 7 years. Adjunct faculty do not have the advantage of support from graduate students or administrative support for course assistance. If an adjunct professor decides to change the course textbook or curriculum, the full amount of work falls on the professor without any additional compensation for the time spent recreating the curriculum or BlackBoard content. Both are very time consuming.
- Are there course development opportunities for on-campus courses? If so, it would be helpful to know what is available so we can improve the on-campus experience, too. Due to the number of adjuncts, it is difficult to know what is being taught in each of the different sections.
- Class sizes are large, especially when I teach classes that have written components and projects beyond multiple-choice tests. Technical support from BB Support is very bad. We are now being told that no one works weekends and days beyond 4:30 p.m. -- times when many technical difficulties occur. I participated in a course development and did not finish the project because of the ridiculous amount of tedious activities the instructional designers want faculty to do (e.g., learning outcomes at EVERY level of content, explanations for every item added to a BB course). The money for course development is very low and not worth the effort. On a positive note, my online students are generally of higher quality than my on-campus students. However, many on-campus students take online classes and that is a shame, in my opinion.
- Development and redevelopment of online courses is an ongoing activity for me, so I don't necessarily seek compensation for that, as I make adjustments to course materials, assignments, update lectures, etc. on a regular basis.
- Excellent IT and TILT!
- Great instructional designers. Dollar amount for developing courses could be higher for amount of hours that are put into a course development.
- How do you operate this office without a director or asst. director? And in what universe does a degree delivery program belong in Student Affairs?
- I am becoming greatly disappointed with FHSU's efforts in the online arena. Several years (many years before COVID), a number of us argued for more resources to enhance online offerings to remain ahead of competition. These requests (and warnings of waning quality) were ignored. Now, because of COVID, the competitive space has been flooded by many institutions, and these institutions allocated immense resources to the online education model. A colleague of mine who is with a university that did not have an online presence got access to technology in the classroom due to COVID -- technology and support of which I can only dream. We continue to hemorrhage key technical support on campus. This is very disappointing.
- I am concerned that the dollar amount given for course development is only provided if instructors give all authorship rights to the university.

- I am concerned that the rollout of ultra will collapse. Who has time for two-week courses? Who knows if we will be given help? I help there is no way faculty can be supported because the size and complexity of this change? I was a faculty member that voted to stay with BB because we were told we could keep the current version if ultra was too much for us and do it a course at a time, or not at all and keep what we have. I feel betrayed.
- I believe there is no such thing anymore as course quality control. That will reflect on the online courses that will be developed. It will affect the quality of online programs as well.
- I do not teach in FHSU online, which I understand to mean the US online classes. I answered these questions, however, because I and the majority of the teachers in the China program are teaching online.
- I do not teach online courses. Yet.
- I have had a lot of success working with FHSU online developing many different courses. They tend to be very helpful. I do think there needs to be more consideration for the development of online lab courses and the actual time it takes. Pay needs to be based on more than simply credit hours.
- I have had some students in a 300-level course who could not make complete sentences, neither in terms of concepts nor grammar, and they should not have been able to make it to a 300-level course with writing skills like that. They did not pass my class, but, even more, they were in need of remediation that I couldn't help them get.
- I have had to develop 13 courses since I've been here and haven't gotten any of the funding (often multiple different ones in a single semester with a full teaching/scholarship/service load). TILT says the funds have to come from our department, but our department has no money for that sort of thing.
- I refuse to be paid for course development because I don't want to give my intellectual property over to FHSU.
- I think we need to support the FHSU Online program more and recognize that online programming makes money, more money than on-campus. Support Online faculty positions -- not everyone is cut out to be in Hays, KS all of the time.
- Position of Director of FHSU Online has been a game of musical chairs. Why can't we keep someone qualified in that position? The lack of stability kills any chance of building momentum. We are losing students to schools that charge at least 2 times the tuition online. Wake up and realize there are big problems.
- Seems to be a lot of turnover in technical support staff. Occasionally, I have been irritated by my course developers' lack of knowledge on some technological issues. They are supposed to be the experts in finding technological solutions but oftentimes it works out along the lines of the proverb "if all you have is a hammer, everything looks like a nail". In other words, they have a select set of applications which they are familiar with which they are used to applying in certain specific ways. If you have a problem that requires a different approach, they still pull out their same limited set of tools and apply them in the same limited ways which are in their comfort zone. Basically, they always pull out their hammer and will always try to convince you that pounding on it with their tool is the best way to solve the problem whether or not their tool really fits the situation. If a hammer is totally hopeless as a solution, then you will be told that no other tools exist to solve it so maybe you should change your teaching approach. A good number of times I, as a total novice, I have had to go find my own solutions and then be forced

to argue with my course developer until they finally realize that my way is in fact better than what they originally recommended. This did not involve the purchase of new technologies, just using what is freely available or approaching in a different way. Maybe it's just my discipline which is different than what many of the developers are used to working with or maybe it's because I have high expectations for technological solutions instead of settling [for] half-cocked solutions just because they're in the developer's comfort zone.

- Some of the things I've experienced with on-campus undergraduate students are the same for FHSU online students, though there are enough nontraditional students that disrupt this so it isn't a tight generality.
- Students on and off campus are different learners now. This has become a challenge in offering rigorous classes that they need because students show weakness in study habits and skills and causes them discouragement and distress. I don't think the expectation of rigor across campus is the same as what it used to be either.
- TELT has overstepped in course development. I should have a choice to use them or not and course approval should not take as long as it takes. Too many steps to get a course up and running.
- The online college really pushes you to create courses that require students to interact and collaborate. While this would likely be beneficial for a traditional student that is choosing to take classes online, this does not seem to correlate well with your nontraditional student who just wants to complete the tasks. For example, I would drop a class if I was being forced to collaborate and do group projects online as the purpose to me is to be able to work independently and at my own pace. The pay for developing a new course from scratch is utterly ridiculous! That is an immensely time-consuming process!!
- The only piece regarding class size that is dissatisfactory for me is that it would be nice to limit graduate research courses to 15.
- The roll out of Ultra is concerning. The courses offered regarding Ultra are not comprehensive and do not prepare you to actually teach courses using it. Communication regarding changes/updates/challenges has been lacking.
- The Virtual College needs more students. Recruitment, marketing, retention -- whatever it takes should be considered a priority. That is the ONLY area where growth can reasonably be expected to measure up to the needs of institutional solvency. If anyone making these decisions suggests that the university's future is getting more students to come to the campus in Hays (which I believe is a beautiful, well-managed campus and set of facilities), that is an absolute pipe dream. Invest in the Virtual College infrastructure and fight for our place in that market.
- There are many adjuncts that teach on-line classes, and it would be a lot more helpful if there was technical support available after hours and on the weekends. I have re-done two classes, and I have not been compensated for either course. I spent hours on both classes.
- There should be oversight on the quality of Blackboard course shells. From what I have heard, other institutions around the state are much better in this regard and are taking over FHSU in their online programs.
- TigerTech services are often unhelpful.
- TILT has but a lot of barriers in the way of course development. It has become more difficult to feel ownership for a course you developed. My online class course enrollment increased by 10 students. This means I have to teach 10 additional students with no extra compensation.

- What course quality control? There are so many faculty who just turn on their courses and disappear for the whole semester with very little feedback or grading being done. I hear it from many students I have taking these courses.
- When will we adopt a program, such as Quality Matters, to evaluate the quality of our online programs from a peer-to-peer standpoint?
- While TILT is useful for help physically building courses, there is no actual online pedagogy instruction. It's all pushing different tool and nothing about student learning. Please put someone who understands pedagogy in charge.
- You better find a director who can lead. Yikes.

Appendix G: Comments Regarding Governance and Administration

- Amount of time to collaborate with departmental colleagues is very limited due to faculty workloads.
- As for the current leadership at the top exceptionally poor communication skills and poor judgment- tear apart a unit without the advance knowledge and during the process. This has left a bad taste in at least my mouth.
- Aside from reading news articles, formal emails, or pre-written speeches at ceremonies, I never see or hear from senior administration. It would be nice to be see them involved in our academic operations or be accessible. Of course, we are expected to report to our dean any time we even speak to university level administration (date/time, person, content of conversation), but I wish there were opportunities.
- Dr. Zollinger is a pleasure to work with. He leads the sociology department well.
- Excellent governance and administration! Outstanding!
- FHSU press releases are generally released to the public before FHSU employees are communicated the information. It is disheartening to know that FHSU employees are often an afterthought in FHSU communications.
- I assume "Dean's Leadership" is in reference to my college dean.
- I don't always feel the communication is what it used to be which can be expected with changes in leadership style. I think faculty of certain levels of tenure have gotten lax on being available, being willing to help out, and providing quality instruction. I feel like there are events on our campus that could be improved, such as advising, recruitment, changes in operations and systems, but faculty that work closest to it and have for a while are not integrated into discussions and if so, changes aren't really ever seen to my knowledge,
- I have been here for [around 20] years and very happy. In my opinion the interim dean of my college and the new provost seem to have changed the climate of FHSU making decisions based on numbers and not student success.
- I love working with the other faculty members in our department and I love my job. But the fact that we have support staff that does absolutely nothing to actually help us is ridiculous. It is very hard to respect my chair's leadership when we have continually let our administration assistant make such serious infractions and have zero consequences. The admin breaks FERPA and security rules, has no manners or people skills, has yelled at people on the phone, messed up accounts, sent confidential letters to the wrong addresses and the wrong students, and continues to put in extremely low quality work with no care. This has been going on for over a year now and it has caused a good number of us faculty members to lose our positive attitudes on work in department. I am beyond disappointed in the leadership that has been displayed with this serious of a situation.
- I really don't sense that our leadership at the University level has a plan. Yes, we may have a "strategic plan," but I don't sense it; I don't feel any urgency on this campus to address major issues that will impact FHSU's future. We see rudderless. I really had high hopes for Dr. Mason's leadership. I am now wondering what I missed in my assessment of her capabilities. I was very disappointed with the choice of provost, a person who had no dean-level experience which is certainly apparent nearly three years on. The recent "merger" with the technical colleges leaves

many questions, especially the question of whether this was even contemplated by the "strategic plan." Why were the faculty left out of this discussion?

- I teach at the undergraduate level.
- I think shared governance cripples our university in that faculty want to be a part of decisions which they should not be a part of. Most faculty are not qualified to partake in strategic decision making because they do not have the professional experience or professional training. Most think they have an idea how to run a university, but they do not. I think we should not rely on faculty input to make decisions as much as we do.
- I think the administration's attitude about the service we provide is incongruous with a liberal arts degree. A common attitude among students is that they're paying to be prepared for a job. I tend to be confused as to why such students come to a liberal arts school rather than a technical one. Part of the reason is, I believe, that the university advertises and recruits these students in order to achieve goals of increased enrollment and, therefore, increased profit. However, if the degree is a liberal arts degree, students who are generally incurious and uninterested in intellectual growth are hard to retain. Thus the administration, by valuing retention, encourages that we cater to these students and treat our classes as career preparation or training. Moreover, easier classes lead to higher retention and recruitment. The end result is that I have pressure both from my students and from my superiors to simply lower my standards to often unreasonable levels. I expect these pressures from the students, but it's quite discouraging to also get them from my superiors. I understand that classes can be unreasonably difficult, but nobody seems to talk about the classes which are unreasonably easy. Such classes are heralded as the most successful, as they see the highest enrollment, and majors which promise an easy path see the highest retention, which is celebrated as unambiguous success. I wish to see more administrators push back against these metrics of success, but it just tends to be reinforced.
- Information from Tisa, Jill, Deans, ELT is not openly shared with faculty. We are expected to wait until a decision is made and then we are informed of the decision. There is a lot of speculation and rumors on campus that is terrible for the cultural climate and morale.
- It seems that cronyism via Leadership Studies is everywhere. Is anybody else going to be allowed to participate in governance and leadership?
- Last year (AY21-22) campus climate very much felt like we were on a sinking ship. It did get better this past fall (Fall 2022), but now I'm seeing more and more positions not getting rehired and workload at unsustainable levels. I feel like the Dean isn't present and isn't helping advocate for anything or anybody.
- Mirta Martin brought in a cohort of friends and "yes" people. FHSU ousted her and many of her interlopers. With this "new" administration, it's even worse than the Martin days, and being worse than that is not an easy thing to do.
- My dissatisfaction centers around the 'second-class citizen' treatment of adjuncts who contribute to FHSU, but are not valued nor attended to by the Administration.
- Overall, I am happy with our administrative leadership at the institution. I think there are times when the shared governance process slows down our progress and results in less impactful change, as I perceive our shared governing bodies (faculty senate, AAUP) to often be resistant to impactful change.
- RCOBE does not have any direction. The current dean has clearly demonstrated he has no interest in FHSU, RCOBE, faculty, or students. He does not advocate for programs. He fails to

take any initiative. He provides zero leadership. At a time when we could be flourishing, we are inactive. Administration knows this. Other deans know this. The state is looking for ROI and our college should be a great asset with significant opportunities to innovate and generate the expected ROI. I do not understand what is taking so long for FHSU administration to do something about RCOBE leadership. Each day he sits in his office doing nothing is hurting RCOBE and FHSU.

- RCOBE is a hot mess. Dean is a perfectly nice human. The college still has faculty who think that we need to be AACSB. Faculty manipulate and try to create a system that will eliminate programs with faculty that they don't like. TOXIC. No one seems to be in control, faculty are driving the train (haphazardly, who is in charge?)
- Rumor and discussion is also occurring about the approach Provost uses to implement change. Provost might consider options to include wider variety of participants on provost's support committees to perhaps address such rumors. Not sure if rumor is in line with actual reality but the fact that concerned discussion is taking place means there is a perception issue to address. I think faculty expect to be consulted, even for difficult and challenging issues related to institutional change.
- Takes too long to reach a decision at higher levels. Decisions need to be made without trying to give everyone a voice. Our voice should come through chairs and deans. One can spend too much effort and time gathering data/information and miss the windows for timely and effective decisions.
- The changes in the graduate school have been a disaster. There is less support for graduate students than there has ever been. And the Graduate School has repeatedly failed to get paperwork to departments in time to support students on fellowships or extramural research assistantships.
- The faculty meeting to announce the alliance with the technical schools was one day before one of the schools was set to vote on it. No input at all from Fort Hays faculty. No real need for such secrecy and is comically over the top. Why the surprise initial rollout of the arts and humanities college merger? No respect for faculty feelings or point of view. Complete absence of strategy, vision, or competence at administrative level. Insane rate of turnover of important people at the university indicates a lack of confidence and lack of competence in current provost and current president. Tim Crowley, Sangki Min, Teresa Clouch, and the list goes on and on. Why are so many prominent qualified people leaving within the same window of time? One can say better opportunities is the reason, but better opportunities are only better because the conditions at the existing opportunity are either not good or on a downward trajectory. When a women's wrestling program is considered a bold initiative to boost student enrollment you know the people in charge are hopelessly clueless.
- The graduate dean is amazing and embodies the qualities of positive leadership. Many of the college deans, however, show a lack of support for department chairs and faculty. I am disgusted at the behavior and treatment of our chairs and colleagues by the interim dean of Arts, Humanities, and Social Sciences.
- The RCOBE is adrift, and there's no leadership at the dean level. Consequently there's no support, guidance for chairs, or input into processes for areas within the college. There's a culture of "me" first, college second, and university might honestly be last. It is disheartening to have no leadership during such dynamic times in higher education. While an alarmist approach

to strategy likely be unwise, complacency and vanity exercises that result in "we are ok because we said so" will be a detriment.

- The university administration seems to spend too much money and make too many hires of people who are not directly teaching classes. I don't understand what much of the administration actually does. There are a lot of assistants who don't seem to work very often. At convocation, there were 3 faculty awards, and many other awards. I don't think more awards is a way to feel valued, but I will say good faculty members take responsibility for the success of their departments, are active in recruitment, mentoring, but many faculty are doing a good job teaching, attending professional meetings, etc. The university will have more trouble as decisions get pushed away from the front lines of faculty educating students and more towards administrators and the various idealistic agendas they have which may not fit the reality of the actual situation.
- The upper administration are never seen on campus. I never thought I would say this about FHSU - as I love my department colleagues and my students - but there is now an ivory tower attitude where the administration doesn't need to be visible by faculty and students. The moral university-wide (on campus) is very low. There is nothing to promote positive feelings.
- There is no time to collaborate with almost anyone in my department, which I feel negatively impacts me.
- There seems to be a disconnect between faculty and governance in the purpose of a liberal arts education at the university level. This applies to both university leaders and KBOR. This difference is exemplified in general education formulations, the RPK report, and the unification with NCK/NCWK. In the midst of declining enrollment, there does not appear to be a reflection on what we as an institution is actually about. There is just a cold focus on increased enrollment and retention.
- There should be an enforced policy that department chairs are on campus most 8-4s.
- We do not have shared governance nor transparency. What we have here are opportunities that allow us to think we have shared governance.
- We never hear from President Mason. I see her at out at events and she rarely acknowledges faculty. Her articles in Hays Post are an attempt at good PR but full of gobbledygook, shallow, inauthentic statements. I don't believe President Mason really knows what is going on at the university. She seems detached and distant from everyday events and from faculty and staff. No one knows exactly what she does on a day-to-day basis. Levels of power have been created at FHSU, where faculty are instructed that they must talk to their chair, who will then talk to the dean, etc. and are not allowed to go straight to a higher-level administrator to discuss issues. That is a sad state of affairs. The culture of FHSU is unfriendly and sterile, created by administrators who exert their "power" over others.
- WHAT is "departmental climate"???
- What is happening in the CAHSS is defeating to morale. The interim dean's leadership is negative and lacking.
- Within my department and college, I feel like there is a lot of responsiveness. It is generally very good or great. At the higher levels of the university, I don't know that my voice/opinion has much of an influence. In terms of international administration and partnerships, I am not close enough to know be fully informed. However, my anecdotal observations seem to be that something has really slipped and our international partnerships are in a serious downturn.

Perhaps connected to this, it seems that there was a rough transition between the old leadership and new leadership in this area.

Appendix H: Comments Regarding General Issues

- As stated before, too much an effort on shared governance. Bogs down timely decisions. Tenure and promotion decisions should be made at the college level with less emphasis from the university committee.
- CAHSS college reorganization was inappropriately rolled out without regard for those who serve in that college. Knee-jerk reactions were made at every point in the process. A complete disregard and disrespect of major stakeholders within the college. I feel terrible for the professional advisors and how they have had to deal with the stress of Workday and multiple gen ed programs.
- Colleagues are qualified in the academic sense; I worry about their lack practical experience in the field beyond any internship experiences.
- Departments need to work with their Chair to update and clarify the merit process and how merit is evaluated. A Chair who never comes to your class to observe you but solely goes off TVALS to determine merit is doing a disservice to the faculty.
- Health professional programs are struggling with COVID exemptions to attend clinical because FHSU does not have a policy or an exemption process. This is putting pressure on programs to have little choice to tell students they must be vaccinated to complete clinical. Granted some students are fine with getting vaccinated because they feel like they have no choice. Others are not. It would be helpful if we could have more development and discussion of the need for a policy and an exemption process.
- I feel that there is no vision at the executive level. Too many instances of decisions made without input of those responsible for figuring out how the puzzle pieces fit together - or if they even belong in the puzzle.
- I perceive our shared governance bodies to often slow down progress when it comes to making impactful change at FHSU.
- I still don't understand this merger with the technical colleges, but am trusting those in charge!
- If the institutional strategic response to enrollment decline is responsible for large class sizes, I am very dissatisfied.
- Internal conversations need to be real conversations, addressing the challenges that exist. The message seems to be "everything is fine". I do believe we can persevere but not by ignoring enrollment declining and increasing competition. We have rested on our laurels for too long. We are no longer ahead in online education AND we have cut one of the most important areas - our technology staff.
- Isolated decision-making, really poor communications, installation of administrator's friends at every turn. Does Tisa talk with anybody one-on-one? It seems like there's an AVP everywhere you look. They keep communication at a lower level and serve as a corrosive impediment Global Affairs has done more to drive administrative bloat than any unit.
- Lack of transparency and lack of a true shared governance at many levels of leadership. While it follows the trend, and I believe our advisors do their job well, having sufficient full-time faculty numbers to reasonably support advising of students seems to be the best option to build rapport with students and promote their academic success.
- Merit procedure is not very clear. Collaboration is fine in committees but no time for it in departments on a daily basis.

- Most of these questions don't apply to adjuncts.
- Most people now know the V19 vaccines can cause myocarditis and clots and many professionals are calling for the halt of these. It would be nice if FHSU took a role in this. Students know and are looking for leadership.
- Overall, I think performance was OK to satisfactory in this area. Transition to professional advising seemed very rushed. Almost a case of "we'll implement it NOW and figure out how to make it work later". There is still not much clarity on what the role of a faculty mentor should be relative to a professional advisor.
- Shared governance failed in the breakup of a unit. The long-term future of FHSU is online, not brick and mortar. And I am concerned we cannot keep up with the competition. Very weak BB support for the changes we have been forced to accept.
- Shared governance is minimal. Decisions seem to be made by "committees". Who selects those committees? Faculty don't seem to be represented nor of any concern.
- Since we have more recruiting responsibilities we need more flyers and materials from admissions when we go on recruiting trips. Prospective students don't only ask about classes but also financial aid/tuition costs, etc.
- Tenure process feels more like hazing rather than anything designed to be selective or constructive in healthy ways. AAUP speaks on behalf of all faculty while communicating with only a few faculty.
- Tenure requirements are far too low and too many individuals (faculty) are at FHSU because they were locals, or went to school here, etc. TOO MUCH NEPOTISM. That said, I do understand that geographic isolation comes with hiring barriers -- just as poor compensation does.
- Tenure requirements? When the provost regularly overrules the tenure committees below her, why do we need a tenure process. Very, very disappointing. The merit evaluation process - now through Workday - is a nightmare. University restructuring: what happened to the promise of "we won't do things to you; we will do things with you?" Given that advising was a part of the faculty's duties, why wasn't centralized advising negotiated? COVID response: I sure wish the Administration would wake up and realize some faculty have yet to fully return to campus. I wonder why we even offer office space. Workday has generally made me less happy and satisfied to work at FHSU. I am dreading the move to Blackboard Ultra.
- The dean was supposed to lead the centralized advising efforts and supervise them, and they've had little guidance and support. A piece of my heart belongs to FHSU. It feels like we're taking on water but pretending it isn't real. Some work hard out of love for this place and others through their apathy and lack of care check boxes and cash big checks, adding next to no value while others carry their load too.
- The enrollment decline may be partly a result of demographics, but I also think we are shooting ourselves in the foot by annoying students with Workday, annoying students with the big shifts on blackboard ultra, annoying students with mandated activities, and measuring student involvement. I don't feel the administration will stand up to politicians and say something like "the value of education is not necessarily in the skills for a particular job, but in the development of character and general patterns of thinking which will allow the student to adjust to any particular circumstance and be successful." You take someone with high moral character, a

decent mind with some understanding and drive, and put them in any situation and they will do well.

- The merit process does not drive behavior the way that it should. The bar is too low and too easy for faculty to meet without putting forth much effort. The result is that the high performing faculty and the low performing faculty receive the same merit amount. This is demotivating for high performing faculty.
- The merit process, although appreciated regarding any chance for merit, has always been a mystery, and there is no set formula/procedure to evaluate, to my knowledge. There is a huge push for professional advising or centralized advising on a campus and within the media. Yet, my department has minimal professional advisors, and we depend heavily on faculty to carry heavy advising loads, whereas other faculty with the same contract are considered mentors. The issue is "mentoring" was defined in 2021 by the institution, but it has not been implemented - even in pilot departments. What professional training and what system (like the Access Program) is supporting this mentoring process? How are we assessing mentoring for the Tenure process as we do the Advising process per the MOA? There is a massive workload disparity between the defined mentoring and advising, which needs to be acknowledged and addressed.
- The recent move to centralized advising, at least in our department, has been good for the workload. However, it is terrible for recruitment and retention. When students had a faculty member that helped with this, they developed much stronger personal connections to the department. Moving to the mentoring model has been confusing and touch and go. Students see mentoring as optional but advising as required. Therefore, many do not participate in mentoring. While I am hardly tickled pink about the CAHSS reorganization, I understand it is necessary and I am willing to see how we can work together to create innovative approaches to the new departments and the college as a whole. However, unless there is a major culture change in the college, the FHSU community, and KBOR (particularly in its approach to the humanities), this college is in serious trouble. With the new gen ed requirements and declining major enrollments, there is little that can be done. I understand money is important, and that enrollments matter. However, we have to reshape the conversation about the humanities to one as a public good.
- The strength of an institution is related to its unity in purpose. Having unity in diversity as a primary interest means we do not our actual purpose in proper order. This needs remedied. Acknowledge all people have inherent dignity and then focus on ability to contribute to our actual mission as a liberal arts university.
- The university re-structuring was a power play by the provost who wanted to prove she could do it regardless of the problems she caused with it
- There has to be another metric for growth other than increased enrollment. The idea of continual enrollment growth is unrealistic - both for on campus and online populations. Cap enrollment and focus on quality.
- There is no strategic response to enrollment decline. Workday implementation has done irreparable damage to enrollment. The scandal that isn't talked about or allowed to be discussed. The current provost and current president will claim it was under prior administration that Workday was selected which is true and is also a complete cop-out. It is their responsibility to make sure Workday works in the needed capacity. The current president prematurely kicked

students out from housing on such short notice with news of COVID and the university has never recovered from such a drastic, poor decision.

- This is perhaps old news, but I certainly felt that the institutional response to masking during the height of the pandemic--"Oh, YOU decide!--and then bear the brunt of the resentment if you require masks for your and your students' safety"--was irresponsible . . . and perhaps cow-towing to pressure from influential alums?
- To address enrollment decline, there may be a student recruitment opportunity via advertising in trade/industry newsletters and magazines - other universities advertise programs/certificates in these publications.
- We didn't fully transition to professional advising. Until that's done, I will be very dissatisfied.
- We don't know anything about enrollment. Nothing is shared or discussed but we are told funding depends on it.
- What strategic response to COVID-19?
- When exploring enrollment decline, FHSU has not publicly acknowledged that Workday for student's enrollment process has created many problems, especially for first-generation students. When students continue to struggle with the enrollment process, locating their advisors, and other related issues, they begin to wonder if those processes are as difficult at other schools. We all hear stories about Workday problems from students every semester, but yet when talking about enrollment declines, Workday isn't a factor acknowledged by administration. Why?
- Workday should never have been adopted and has made teaching, advising, and communication so much more difficult.

Appendix I: Comments Regarding Work-related Stress

- Again, not all of these apply to adjuncts. There is very little communication on some of these topics to adjuncts or it is buried in the mounds of "all faculty" emails that we receive and it's hard to determine what needs attention and doesn't as far as adjuncts are concerned. It's easier to delete than figure out if it applies to adjuncts or not.
- Amount of responsibilities and limited time to complete them is main stress.
- As an adjunct instructor both on campus and online, one source of negative stress has been the delay of contracts which in turn delays pay dates. As a co-provider for my family, not having a contract taken care of before the semester starts and then not getting paid shortly after the semester has begun and not knowing when those contracts would be arriving or when the pay dates would start adds a great amount of stress to my life. If the contracts through Workday were not going to be disbursed in a timely manner by the first week of the semester, I feel all employees affected should've had an alternative rather than simply be told "they're on their way," or "they'll be ready soon."
- Biggest stress is Workday!! Enjoyed advising until Workday. Workday undergoes changes too often. It should have been abandoned years ago!
- Due to reduced health care plan options and a poor choice of a plan on our part, our personal finances took a major hit from health expenses in the last year and wiped out a good amount of our savings. That was scary. Program assessment and trying to use AEFIS is a total bust. We are expected to do a whole bunch of stuff which to present hasn't produced any tangible improvements for students with no support because we keep changing assessment technology and/or all of the assessment gurus/support staff keep changing.
- Hired as an "emergency hire" and told they would be doing a full formal search for a full-time tenure track position and this was just changed. Told it would stay an NTT for the foreseeable future due to university finances, the lack of security of the position and the tone of the meeting in which this was shared was very discouraging and demeaning.
- I worry administration is going to cut back costs by cutting faculty, which will result in more declines (students aren't going to be attracted by adjuncts).
- I would suggest "department" and "campus" politics overlooks college politics and doesn't allow for differentiation. I am not nearly as stressed by dept. politics as campus. There are many decisions being made in a not transparent way, but there's no appetite for accountability.
- I'm not sure what is meant by leadership response to enrollment decline (certainly stressed by KBOR's engagement of RPK group, maybe less in terms of FHSU leadership).
- More aggressive market campaigns both in-state and out of state would help enrollment. It's not good being the best kept secret in higher education. Especially when one sees TV ads touting other online institutions as highly affordable when they are not.
- Much of the stress relates to Workday. Ultra coming on the heels of that is concerning.
- My main administrative stress at the end of the Spring '22 semester had a lot to do with specific individuals and departments acting aggressively, in a way bordering on harassment, and divisively when various committees reached a decision they didn't like. My main administrative stress related to university politics (not departmental, as my department works well together) related to a recent current of significant disrespect for my discipline and disciplinary expertise during recent gen. ed. program approval, as well as conspiracy theorizing about the same. I also

find the attitude of the Kansas legislature towards higher education in general, and the decisions and governance of the Board of Regents to be a significant source of stress related to my job stability and higher education's future in Kansas.

- My main stress comes from a lack of any strategic direction in my department and college. We do not have regular department meetings. (My department chair is doing too much, and it's hurting the department.) We went from weekly college meetings to less than a handful. Because of the lack of any meetings (not just a lack of quality, it's a lack of quantity), I really have no clue as to what is going on with the university. There are fewer hallway conversations; key people have taken early retirement or have retired; the culture in our college (what little there was) disappeared altogether with COVID. It's a disaster. How can I recruit potential faculty when I feel this way? Heck, I feel guilty for encouraging one prospect to be a part of our faculty. How depressing! Campus politics stink not because of fighting; rather, it seems that no one really cares about FHSU as they did a few short years ago. At least when there is a fight (like the drama with Mirta Martin), you know people cared about the future. Now, I'm not sure anyone really cares.
- Nervous that liberal arts majors will be cut is a source of stress.
- One word: culture.
- Our department faculty can really only ever meet on Fridays due to teaching schedules. This makes it difficult for us that teach Monday through Thursday and feel as though we cannot ever use PTO because we do not want to miss class during the week but also we feel criticized for taking PTO on Fridays when that is the only day that works for others.
- Some stress is related to interpersonal relationships and bullying behavior that is present but difficult to report
- Talent attrition (and by "talent," I mean TALENT) is high and will continue to increase.
- The administration is not communicating changes before they decide to enforce changes which has caused much unnecessary stress in the lives of faculty and students. We have had to spend so much time in excessive meetings in order to stay on top of all of the changes. Too many changes at one time that it is hard to keep up.
- The large-scale political landscape for higher education is not pleasant, and always a source of stress.
- Too many meaningless committees continue due to inertia. Some faculty/staff enjoy the predictability of such tasks even if there's no result from the effort. Similar problems plague the tenure/promotion processes. Outdated perspectives and un-inclusive attitudes continually discourage good, new people from coming to or staying at FHSU.
- Ugh.
- We don't know the financial health of the institution because there is no transparency. Assurances that things are fine mean nothing if enrollment continues to decline and then financial exigency is declared. Where is AAUP and faculty senate on this issue keeping administration accountable?
- What response to enrollment decline? We don't know anything about the enrollment decline or specifics. Why are we not better informed about the decline if it is effecting the university?
- With the heavy teaching load, the focus of research is getting spread out. I wish there is a way to teach courses efficiently than offering too many topics that is hard to handle. I would teach three well-constructed focused classes rather than teaching 5-6 stacked courses. The

administration encourage interdisciplinary research and teaching, but they don't recognize how much more work is needed on top of heavy teaching load.

Appendix J: Comments Regarding Workday

- Although anecdotal, I've heard a number of student complaints about the enrollment process with Workday.
- As someone whose former responsibilities (before faculty) involved managing such systems for institutions, I've never seen a worse functioning product. It's an embarrassment. As long as we have it, I can't encourage anyone to come to FHSU. I have recommended it to a few since we adopted Workday, and most left without finishing specifically because of it. They were upset that I'd recommended they come here, and I do believe it hurt my professional reputation.
- Automatic enrollment holds for students until they contact their advisor is a bad idea. This is just one more obstacle for our students.
- Difficult to understand. Too many hoops to jump through. Cannot back track for changes or remove items that are no longer needed in the system.
- Disastrous. A colossal and possibly catastrophic waste of institutional resources. The fact that working with these people was the commitment of a catastrophic and corrupt previous administration cannot change the necessity of fixing what we seem to be stuck with.
- Dump it.
- Everyone has access to everything. I once looked up a student to check when they dropped, and unintentionally found all their financial records and their whole schedule. I don't need to see that and shouldn't be able to see that. It's my understanding that everyone can see everything, and I think that's recklessly irresponsible.
- Get rid of it!
- Hate it!!!!!! Too difficult to use and get to where you need to be!
- Have someone trained to make necessary changes that are specific for the visibility (from the advisor point of view) of a student's degree path.
- I am enrolling for classes starting this summer and the response from that department head is minimal. When I completed a certificate last year with WSU, I had much more prompt responses and help with next steps. It seems less cohesive and smooth at Fort Hays. However, as an adjective for Hayes, the lead for my department has been absolutely supportive and communicative, and made this something I absolutely love to get to do. So, for me, the particular department seems to make a difference.
- I assiduously avoid using Workday.
- I cannot get the names/contact info for my students' academics advisors.
- I do not like the fact that I am not interfacing with students for our professional programs to know the timing and correct course sequence leading to program application. I am seeing errors and mistakes that go unnoticed until later because I am not establishing plans or seeing schedules that require approval for schedules, adds or drops
- I have been able to adapt but I hear many students say that is not user-friendly. I worry we have lost and will continue to lose students as a result.
- I have no doubt Workday is a barrier to student enrollment at this time.
- I have students that bring a laptop and ask me to do it for them as they can't figure it out. The change to 8 week and full semesters on the plan is confusing, as is Workday as a whole.
- I resent that I cannot choose my preferred name on Workday and then it forces that name into Blackboard and enrollment. I've considered bringing this up as a Title IX violation multiple times.

- I think most people complain about Workday but they do not make an effort to learn anything new. They expect there to be a tutorial for everything, or someone to walk them through the tasks they need to complete. The reality is that we are all learning, and collectively we need to make a better effort trying to learn Workday.
- I wish I have easier ways to tag struggling students like in the past.
- I'm learning to use the system.
- I'm not sure I understand how it is an instructional support tool. Do you mean for rosters?
- I'm unaware of any ways Workday can be used as an instructional support tool. Is it supposed to do that?
- In a word: inexcusable. FHSU should have cut bait when it had the chance.
- Interface is improving, but still overly complicated to achieve simple tasks (such as finding course rosters)
- It barely works for HR and purchasing, why on Earth are we still trying to make it work for enrollment? It has failed at that over and over again, yet the administrators are still trying to make it work. Call it a loss and find something else.
- It can be challenging to navigate and supports don't seem to update as changes occur.
- It is getting better, but there have been repeated frustrations. Things are constantly changing, and it makes it difficult to make sure you are completing tasks successfully. This adds time to tasks and increases the stress related to it. It's easy to make mistakes which can then affect other processes and reviews.
- It was never intended to be used for the purposes FHSU force fits it into and that shows ALL the time.
- It would be nice to see what the students see when enrolling to help guide them with questions. When questions are asked over the phone or via email.
- It's not designed for university applications.
- Just not user friendly.
- Must simplify student on-boarding and registration. Usability is poor for many aspects of Workday.
- Not a fan of Workday, but getting used to it; Actually liked the Webpages we used before Workday as better, more convenient; Also, students now seem to overlook available classes more than they used to;
- Not intuitive and the restricted access to student information doesn't seem consistent.
- Not sure how Workday "supports" my instruction aside from providing a course roster and enter grades.
- Not user friendly.
- Oh, the comments I have regarding Workday are not fit to print. Suffice it to say that Workday is a primary cause of stress for me--and my colleagues. It is not intuitive. Trying to fit what academe does into a program designed for business is awkward and frustrating. I realize we've waded in too far to go back now--but man, do I wish we'd gone back to shore when we had the chance. It's frustrating for faculty and off-putting for students--not exactly the environment we should be fostering. The ONLY bright spot is Jenny at 5270, who has saved me from the torture and vagaries of Workday more than once.

- Please stop telling students it is the system for them to use for everything. Blackboard is for their class use and to contact their instructors. If WD does not have the correct instructor, or a glitch - students may be contacting or sending emails that never get to the instructor. This is a disservice.
- Putting Workday and HR functionality ahead of faculty/staff user experience is the exact opposite of what the institution should be doing. In a time of declining enrollment and faculty recruitment difficulty, Workday is pushing away precious students and faculty. We're long past sunken costs fallacy territory.
- So user 'unfriendly' ... especially checking enrollments, well, checking anything takes too many 'steps'
- Still a clunky, tedious system
- Still haven't received an overload appointment letter through Workday.
- Students are enrolling in classes that were supposed to be by instructor permission only. No one could answer how this was happening. Workday should alert teachers when a student drops or adds a class so we don't have to constantly check the number enrolled to find out if someone added or dropped. Blackboard used to tell us every morning who added and dropped.
- Students hate it. Their discomfort with it has caused us to lose students or to have late registrations, which make it increasingly difficult to plan and schedule. I'm not sure I was aware it was supposed to help with WD as an instructional tool, but the technology is driving process and programming (overrides/pre-reqs). It seems counter-productive and counter intuitive. But no one wants to hear that.
- Students have complained frequently about having to use Workday, beyond what I experienced with institutions using programs like Catalyst. Workday seems to work well for HR, but it does not seem adaptable enough for education without significant review of decisions.
- Terrible and unwieldy, not at all suited for an academic environment. One of the worst mistakes made by FHSU.
- Terribly inflexible, onerous to use, expensive. Students hate it. What we had before was much superior.
- The amount of time I spend in dropdown menus and random selections just to get basic information is ridiculous. I can only imagine the amount of money (labor hours) FHSU is paying for people to navigate this onerous software.
- The biggest waste of time and money!
- The idea that people's dissatisfaction with Workday is exclusively related to training is not accurate.
- The implementation has been terrible yet there are continued efforts to add even more tasks to be completed on Workday. If the tool doesn't work for the current things it is expected to do it makes no sense to add more tasks to the platform. Sunk costs fallacy in action. The excuse that we had a contract with Workday and had to adopt it is a joke. Ohio State got out of their agreement. If we had competent people in Sheridan, we could have gotten out without suffering the pain we are in now.
- The process to access class rosters seems overly complicated. If there is a way to print a roster alphabetized by LAST name (not FIRST), it isn't obvious.
- This is the most user-UNfriendly program we have ever used. It is understandable that there are growing pains in any new platform, however, this seems to have no end in sight. Students are

beyond frustrated, however, upper administration will not listen or do not understand the extent at which WD might be causing students to give up and go elsewhere.

- This program has been a headache for me as an adjunct instructor so I can't imagine the chaos and stress it has caused for full-time faculty and staff. From my limited vantage point, I would say we need to know when to cut our losses and find something that truly works for this educational environment.
- Very dissatisfied is a mild statement. It is the WORST part of my job and my students experience at FHSU. It has caused students to leave and attend other universities which is a major concern since our enrollment is declining.
- We understand it may take some time, but why does the administration keep bleeding the other units to take staff and resources to address the problem? Are they fearful to tell Workday to get back here and solve the issues?
- Where's the "lol" button?
- While promoted as a streamlining of our processes, so far Workday has only served to increase the burden of completing most required tasks.
- Why are contracts for adjuncts still being snail mailed when Workday allows for digital signatures?
- Why comment? Nothing changes to make it easier on faculty.
- Why do we need to use such user-unfriendly software? It's difficult to get anything done.
- Workday and Blackboard do not work well together. The process for finding rosters is tedious and often unclear once rosters are found. Workday is not user friendly.
- Workday concerns seem to be ignored. Administration seems to expect us to adapt. The vendor's excuses are horrible and they need to be called on and held accountable.
- Workday continues to be a problem in finding and managing my work, student advising, coordinating programs. It is not a good fit for our university as it is not a friendly information system for the kind of work we do.
- Workday is a cumbersome, institutional albatross that should have been abandoned two years after it was introduced. Continuing to pump money into this ineffective system is a classic example of administration falling into the "Sunk Cost Fallacy," and a sad example of misguided leadership, paying homage only to the misguided leadership that forced Workday upon FHSU.
- Workday is an OK human resources tool. Pardon my French, but it sucks as an enrollment and instructional support tool. Tasks which should be simple and quick take 2-3 times as long as they should because the Workday programmers couldn't figure out how to make simple tasks simple (e.g., print off a class roster).
- Workday is cumbersome and not very user friendly. Depending on where you are looking it will show you an inflated class enrollment in your roster versus your teaching schedule which can be misleading particularly when the course enrollment impacts your compensation.
- Workday is losing students and faculty. It should be replaced even if it costs more.
- Workday is more responsible for decreased enrollments than what administration would care to admit.
- Workday is not user friendly. It takes more time to find and do everything. Workday changes almost every time I go into it.

- Workday is the worst decision this university has made! It is unfriendly for all users, too many people have access to too much info or not enough, we have lost students and faculty over this platform = not worth it!
- Workday remains a challenging learning curve for both students and faculty.
- Workday should have been booted to the curb a long time ago. We were promised a product we never received.
- Workday was difficult to use when trying to enroll students but improved with time.
- Workday will end up ruining this university. Study what happened with Ohio State and the SUNY system.

Appendix K: Comments Regarding General Education Program

- A complete mess. Yet another example of the Peter Principle in full effect at Fort Hays.
- Application process to submit a course for the former new gen ed was a bit much. I am thrilled about the system-wide gen ed program. This will help retention efforts for students and our support staff in advising and degree analysts.
- Follow KBOR guidelines and forget the CORE Outcomes. Courses should be assessed at the individual level, not the category level. There are too many differences in subject content to make assessing CORE outcomes meaningful.
- Gang of? (Their clever name they gave themselves) gave our department's outcomes to another department. Makes no sense. None of it makes sense. Piss poor example of shared governance but an example in making nonsense.
- Gen Ed is used to prop up departments that can't stand on their own. Philosophy is perhaps the prime example.
- Hard to formulate a gen-ed strategy when we don't even know if brick and mortar institutes of higher ed will survive the 21st century.
- I am glad we got out a head of the process.
- I am in favor of the new KBOR general education program. This will be excellent for students in terms of reducing the required general education load as well as increasing opportunities for dual majors, minors, and/or certificates. This is the best thing ever!!!
- I commend the Committee of Six for all the work, research and finalized document. I commend the provost for being proactive.
- I have read the emails on this newer initiative but am unclear how it impacts me, which is a source of stress. It could be my courses are not impacted at all and it could be that they are greatly impacted, but all of this has thus far been unclear.
- I have students in classes operating under essentially three different GE programs... which one do I refer to here?
- I simply cannot understand why French is in the Gen Ed Program, and not Spanish II. It makes no sense. Spanish is a stronger language spoken in the US. French is not. This happened when there was no shared governance in our department.
- I think keeping the CORE components is creating unnecessary confusion.
- I think the whole process has been poorly communicated and what courses can be considered for the general education program very limiting.
- It has been a complete circus.
- It has taken way too long to get to this point. The process through which courses are reviewed is redundant at best, and unnecessarily difficult and time-consuming to get through.
- It is constantly changing and the "new" general education program has yet to be seen. It is hard to tell students what to expect.
- It seems to be complicated and full of people who are not being objective enough and rather pushing personal agendas.
- It should require American Government and Ethics for EVERY student.
- KBOR's coerced changes were unavoidable but also unfortunate after the work our faculty committed to that task.

- My bias is for a Liberal Ed; but understand the call nationwide/statewide for minimizing Gen Ed credits.
- No matter how you do that, it's contentious. Approach worked out OK.
- One of my courses was 're-labeled' and all of a sudden enrollments dropped.
- Overall re-development has been good and outcome related; However, the implementation of the core knowing that the KBOR general education process was happening; So much confusion resulted from this and feel that there is so much unpreparedness for this implementation that is it stressful for all; in addition, it appears it is going to add more work to move recent students to the new program in Workday which is still uncertain who is going to be responsible for that - just seems like there is more and more work being added to our plates and keep hearing "just takes a few minutes" to do; all of these few minutes to do add up and it is overwhelming and starting to cause burnout to people around me and that directly impacts me as well.
- Overall, I feel like the institution is making too many changes to operating systems and general education and after working here as long as I have, most of the time I am not even sure what I am doing anymore.
- Satisfied with the KBOR general education plan...dissatisfied with the FHSU Core Plan.
- Seemed somewhat confusing.
- Similar issue as stated previously: standards always go down, they never go up. Eventually, there must be a point when that's a bad thing, and I think that point was some time ago.
- Thank God for the KBOR General Education Program.
- The approval of courses by the Gen Ed Committee is very political and influenced by certain departments and faculty members trying to save their jobs (instead of doing what is best for students).
- The department went through a bunch of work to get courses approved according to the new General Education guidelines only to find that specific Gen Ed program was going to be replaced by a new one imposed by the Regents. Felt like a total waste of time.
- The fact that a student can earn a degree without ever setting foot in a history classroom but having had to take math is totally unacceptable. What makes one more important than the other? I'll wait.
- The new program is not what it was proposed to be. FHSU changes to meet the KBOR program are not in the best interest of the student. Social Sciences is a joke and the 6 hours given to the university were not well used.
- The outcomes based general education program got way out of control. Too restrictive to a committee's idea of what outcomes should be when those individuals are not in the department considered. Now trying to fit an outcomes based gen. ed. program into a more restricted course designated gen. ed. program. Most faculty know what is important for their classes and include that in their teaching.
- The past several years has been a confusing process of possible and planned changes. It is recognized that the recent change was not due to FHSU decisions, but the process to submit and clarity of expectations for courses was somewhat lacking.
- The shift from the 55-credit program to the CORE program was well justified pedagogically. Unfortunately, the problem of demanding too many credits was not addressed, and now FHSU has to substantially modify the program again. This has been disorienting and frustrating for students, faculty, and staff, and will remain so for some time.

- There are too many general education programs currently in use. It is difficult to determine which one applies to a particular student.
- This entire process has been horrible. The Gen Ed committee is too concerned about protecting certain departments rather than what is best for students. The provost has been a bad leader with respect to the entire process of Gen Ed revision!
- This was a crazy long process that got preempted by the state's decisions. I don't agree with some of the courses that are considered general education and some that are not. If our goal is to have well rounded students who can think critically, we don't need more fluff classes.
- Though I find the substitution of KBOR's program for our own program developed over years to be a gut punch, I think that the program moving forward will serve students well.
- Too inflexible. I like the mandated KBOR program better.
- Too little science. The country needs more science, not less.
- Took FAR too long to develop and not all faculty approached the process in good faith. Mercifully, KBOR dictated the plan before faculty did more damage to the perceived value of shared governance
- University should follow KBOR's suggestions instead of designing their own and fighting over SCH.
- We ought to do the right thing: abandon the work we've done and simply adopt the Regents plan. To hold on to our work and attempt to make it work is ignoring the sunk cost fallacy.
- Well, I like what we had before KBOR decided to be heavy-handed and mandate a program that FHSU had little to no voice in shaping. But we'll make it work.
- Who made the judgement to keep working on FHSU Core when the Regents were threatening a program of their own---now about to be implemented?

Appendix L: Comments Regarding Recommending FHSU

- Again, my department gets high marks for supporting me these past [20+] years. FHSU gets an "F" as it has failed to provide a positive work environment where adjuncts are valued and have representation and even a small voice in how they are treated. It is a challenge, sometimes, to teach FHSU students how to BE ethical persons, while FHSU's administrative persons treat me (and each and every other adjunct instructor) with little respect and even less value. FHSU is my undergraduate alma mater and I wish I could more proudly declare that FHSU is spot on excellent, but administration-wise they are neither 'forward thinking, nor world ready.'
- Believe in president and provost. Grave concerns with department and many colleagues in college.
- Bottom line, it's a good place to work and learn.
- Depends on the department and career path.
- Despite certain drawbacks and location, FHSU has excellent Faculty, coursework, programs, resources, tech, and tuition; More bang for the buck; Good University;
- Do think that FHSU administration needs to ensure that there is accountability and quality with teaching. After the pandemic, many faculty are telling students on their first day of class that the class is going to be completely online which is not what they signed up for. They are paying for an on campus course, but doing it online. The online students are having to pay for an online course. This is not the way we should be doing business. Many students share how they are taking a course online and have no contact/assignments within the class for weeks or they finished their classes the week before fall break and had nothing to do after this. Accountability
- Even though I am dissatisfied with certain aspects surveyed here, I realize that the situation at FHSU is undoubtedly better than other institutions.
- FHSU cronyism and admin has built this toxic, malignant culture. What a waste.
- FHSU is great. I'll teach courses as long as I'm given course. Loved it as a student and as an employee.
- FHSU is not a welcoming institution for newly-minted doctorates who want to teach in higher ed. Salaries are way too low comparatively and teaching loads are too high (which makes scholarly activity very difficult).
- FHSU is the best! I love it, especially our department.
- FHSU provides a superb educational value despite the many challenges it faces (few academic resources, low salaries). I recommend it to students wholeheartedly. For colleagues looking for a good community and generally good working environment, I can recommend FHSU as well, despite the remote location.
- Glad to see the Faculty Senate taking their responsibility seriously.
- Great people work here on faculty, staff, and leadership levels. Please try to bring this institution to better health by investing in those who are here doing the work together, not by throwing people out of the boat for short term savings. If the process of economic recovery of the institution is put on faculty and staff as the sacrifice target, it will say everything that will need to be said about its values and its future.
- Great university, heavy workload.
- I bleed black & gold.

- I don't understand the administration's obsession with Workday. It seems like they are always pumping sunshine on how it is a phenomenal tool that is going to enable our us to do wonderful things. However, it's always a broken record of "it takes some getting used to" and "we're going through a rough transition right now" and " Workday has told us that they are going to fix/improve XYZ app in the near future". To most of the people I work with, it just feels like they are trying to put lipstick on a pig. Even when Workday "works" like it is supposed to, it's like trying to run a race in 18 inches of molasses. Sure, it works, but it slows everybody down and takes time away from doing useful stuff -- like educating students. Last time I checked, the purpose of this university was to educate students not send checks to Workday to solve technology problems which * Workday* created. There has got to be a better technology solution out there. And, someday that better technology solution is going to come along and stomp Workday in the marketplace and we are going to be stuck with an overpriced, outdated technology of a bankrupt company.
- I have taught at a number of institutions over the last 16 years, and FHSU is by far my favorite. I feel supported by my department and colleagues, I have a great chair, had a great admin assistant, and I even adore the campus.
- I like being here, but am worried about whether there will be a place for me, or my department, in the future of the university.
- I love my job at FHSU and I love my students and colleagues within my department and college. We are truly family. That is what keeps me here. However, I am very disappointed in the leadership at the dean level and above. I have to fight myself to stay here, hoping it will get better. Personally, I have been contacted by several recruiters for higher-level positions at other universities (one in our KBOR system). I have other opportunities just as everyone else here does. FHSU administration needs to wake up and realize the goldmine here with the quality of faculty/chairs, support staff, and students that make them successful. That is the lifeblood of your university. If you treasure your people and make them feel valued and heard, that goes a long way. Right now, they have a lot of work to do to rebuild the trust we just worked years at getting back after the Mirta Martin years. People can only "hope things will change soon" for so long before they give up and move on. It's disruptive and counterproductive to the health of FHSU.
- I love the university, Hays, the people, and wish I had more of a role there.
- I love this institution, but state level politics is ruining it.
- I think there are many good reasons to attend or work for FHSU, but it's not as good as it could be.
- I would be willing to recommend the university to colleagues in other fields.
- In my subfield, FHSU used to be a big deal. We're trying to maintain that. But the university is making it more and more difficult to give students the hands-on experiences that students in this subfield need. In addition, the possibility of cutting or removing GTA support makes me hesitate to recommend FHSU to graduate students.
- It is difficult to answer that. I love FHSU. But to the extent I'm staking my credibility on my recommendation to my network in either capacity, the circumstances cause me pause.
- Most recently, the feeling of unappreciated and not valued has increased and it is hard to recommend that environment to others even though I've always loved FHSU. It's a very different place lately.

- My recommendations are all based upon the excellent programs we provide.
- My recommendations would depend on what students' or colleagues' goals are. For instance, if a colleague would like to do a sizable amount of research, then I'd suggest they look elsewhere. However, if they mostly want to teach undergraduate level, then I think this would be a good place to work.
- Now is not the best time to send people to China!
- Overall, a great place to work. Great people here who work for the student first!
- Recommending FHSU always comes with the caution of how bad Workday is for applying and registering.
- Salaries are low and tenure track positions need to be offered for faculty of quality to stay. Get rid of online adjuncts, who are cheaper labor, but who do not do service, nor research, and really do not care about the program. Use campus faculty who invest energy, service, research, and their time on campus for online classes and new course developments.
- The previous set of questions concerning reasons to leave did not have a comment box. So, here's my comment for that set of questions. The "other" reason I'd leave FHSU is because I have no sense or feel of leadership from my direct line of command. From chair to dean to provost to president, I have no sense of where this institution is heading or what our vision is. Sure, we have mission and vision statements, but these are uninspiring and completely lacking people in leadership with the ability to articulate what these ought to mean to rank and file faculty and staff. While I have colleagues for whom and with whom I would go to battle, I don't have any sense of that loyalty for anyone above me.
- There are parts of FHSU that I really love and enjoy. There are other areas that might eventually push me out.
- Under the current provost and current president, I could not in good conscious recommend working at the university. I have never seen a university president so disinterested in interacting with faculty. Aloofness that is off the charts. Provost is insecure, stubborn, and has a proclivity for cronyism. Somehow leadership studies would oversee every aspect of the university if she had her way. Mirta was criticized for emotional outbursts. We have a provost that starts to tear up or outright cry when she hears something she doesn't like. That is not normal or professional.
- We have quality instructors at FHSU, and it is affordable for students as a DII institution. I don't recommend, however, that colleagues should look at employment at FHSU until communication is better and the environment is better, especially in CAHSS.
- When I arrived at FHSU 13 years ago, it had the finest, most flexible environment I have ever seen at a university. Our department does a good job with some good students. I would say that any issues I have seen have been with the increase of spending on administrative positions. Each position needs to justify their job, and that usually means mandated work for professors or students. Assessment, Gen Ed, Workday all seem like a bunch of red tape, and I don't see any improvements in education coming from them.
- With our experience delivering quality online programs, we're uniquely positioned to survive the ongoing cultural turbulence.
- With the new Gen Ed, I would never recommend students to come to FHSU for their first two years. The KBOR Gen Ed should be adopted with NO part or influence of the FHSU Core. The provost should have shut this down a couple of years ago and disbanded the current Gen Ed

committee! If the FHSU Core would have been allowed to continue, FHSU would close within three years.

- Workday, mostly, is why I won't.

Appendix M: Additional Comments Regarding Faculty Morale Issues

- A lot of micromanaging. Even if it is a better way to do it if it isn't the chair's position then it's not the better way of doing it.
- Adjuncts need benefits and BETTER pay!!
- As a "contractor," I have very little interaction with the U, other than through the department chair and Administrative Assistant, with whom I have an exceptional relationship.
- Being given the flexibility to work remotely--or not--is a factor contributing to positive morale. Also, the work done by TILT--especially Nicole and Latisha--like Professional Development Day, mini-conferences, writing groups, book talks--does a great deal to improve collegiality and boost morale. It makes me feel connected to others who also care about students and learning--and self-preservation!
- Bullying, inequity in department workload
- Can we replace Workday?
- Collegiality of coworkers
- Communication issues, cronyism and a confused administration address morale issues every day.
- Communication. Communication. Communication. Stop trumpeting the idea of transparency when there is little to no interaction between the executive leadership team and the rank and file. We don't need a cheerleader; we need a leader whose work can be cheered!
- Cronyism seems to be running rampant in the placement of Leadership Studies members into positions across campus to further the provost's agenda with no input from other university faculty.
- Even though the pay could be better, FHSU has been a great place to work with wonderful peers. However, for my personal growth, there are certain drawbacks (resources, opportunities, etc.) that are part of a rural setting. Also, my partner was not able to get a job on campus or in the area (much to our surprise), so we have had to do a back-and-forth intermittent commutes; Expensive and Exhausting;
- Faculty are not nearly as appreciated on FHSU faculty as they were 10 years ago.
- Faculty morale in RCOBE is extremely low because of collegiality issues. In particular, this stems from the faculty in Accounting, Economics, Finance and Management department who treat non-tenured faculty poorly. They make the tenure process a hazing experience for up and coming faculty. I wish we did away with tenure, or held these faculty accountable for how they treat people. Secondly, the RCOBE dean does not provide leadership. He does not provide a vision, or hold people accountable, nor does he get to know faculty or chairs on a personal level. His leadership is very transactional, not inspiring or transformational. I think he needs to be relieved of his post as dean.
- Faculty still advising without compensation/release, Workday, and Blackboard really overwhelm any good things.
- Field-based disciplines, like biology, geosciences, and agriculture MUST go outside and get dirty. We MUST travel to do this. We often must bring additional people with us to help provide a safe environment while doing so. New university policies have made this increasingly difficult to do. Student experiences suffer when we cannot take field trips. Faculty morale declines as well.

- Fort Hays has been a corrective experience for me from my previous academic position where I was bullied.
- Great environment
- Honestly, if we didn't have to deal with Workday every day and sometimes multiple times a day, morale across campus in both faculty and student sectors would be higher.
- I am happy in the department I am now. I still see so many issues with my program. Senior faculty members [should] be taken into account. I would not have faculty with less experience in a coordinating position, as happens in our program. We have too many adjuncts, and that hurts our program tremendously.
- I am tired of being tired, stressed, and sad. Like my other colleagues, we just want to do our jobs to the best of our ability. We want to be supported and valued by those above us as we are by our students. Without your faculty and healthy departments, you have no students. Without students, you have no university.
- I believe the survey questions are a good measure of overall issues for faculty. I do believe we have a lot of resources on campus; perhaps too many. New faculty are flooded with so many trainings, professional development opportunities, meet-and-greets, etc. that I remember not retaining much. I've personally been frustrated with salary. While my move-to-market was adjusted to something like an increase of \$.56/paycheck, I had served FHSU for approximately 6-7 years when new colleagues came in making the same salary I worked 6-7 years to earn. I believe we do have resources for scholarship on campus, but all are time limited--we have no mechanism in place to help sustain projects that are worthy of merit. Committee appointments are excessive--for me, in my department and at the university-level.
- I feel like current leadership in my College is the barrier to faculty innovation and developing a healthy culture.
- I love my job. My relationship with colleagues and students is very rewarding. There is stress at times, but nothing that I can't manage.
- I think compensation in today's inflation climate has a great impact on morale. Having courses merged and canceled last minute and losing that compensation that I was counting on is a major hit to morale at the workplace as a whole. When I am limited in the number of course I am allowed to teach at any given time, once a course is canceled that money is lost and cannot be made back up despite my willingness to teach the course. This is a sore point with being an adjunct at FHSU. Another sore point is the retirement compensation. I have seen emails regarding retirement matching but it does not appear that I am eligible with FHSU. As an adjunct online teaching the maximum number of courses every term I still feel lesser than at FHSU by not being included in all of the benefits and opportunities.
- I think people don't feel heard. It's difficult to feel supported when you cannot freely discuss concerns with a product (i.e. Workday). There seems to be a disconnect from administration and faculty.
- I think that the primary way to address faculty morale issues will be a two-part item. First, faculty have to take seriously their obligation to be involved in opportunities for feedback, in their shared governance organizations, and in doing their duty. Second, there will need to be financial and administrative support, including hiring new people, to reduce workload and eliminate the "do more with less" attitude increasingly common at our institution. Absent both of these items, I believe that morale will continue to be an issue.

- I will always take FHSU over any other institution of higher education. During my first year teaching there was little help - I left because of frustration and lack of help. I have managed to keep an online presence and maybe one day I'll pursue something more. It is still a great place.
- I wonder how many faculty are commuting more than 30 minutes from family to teach here.
- I'm happy. I love FHSU and I love my job. If I weren't, I'd try to find another job. Simple as that.
- It is really frustrating how certain fads are vitally important and then fade away. At one point as an advisor, I was told I had to have three ACCESS to Success meetings with each freshman advisee. This was vitally important for retention, and I got scolded if I didn't do it. Then we switched to professional advisors and suddenly the need for three ACCESS to Success meetings disappears. Is retention not a priority anymore? Were the meeting really not useful for retention? Why did I get hassled for something that was ultimately dropped without any explanation?
- It starts from the top down. If you want to change morale...you need to change who works at the top.
- Legislative and BOR level politics makes it clear they both think they know more about education than we do.
- Love, love, love FHSU. So blessed and honored to teach at FHSU!!!!
- Once the alliance with the technical colleges goes through it would be an ideal opportunity for the current provost and current president to save face and move on. There will come a point where they will have to account for why they are the only provost and president in the university's history where there has been a continuous enrollment decline for multiple years. COVID and the rural location are tired excuses. There is no serious attempt to find solutions for the enrollment decline. The decline is at a higher level than the national average. History will not be kind to them and their enablers.
- Our biggest morale challenges are easily solvable if we can get faculty leaders to recognize/admit the dysfunction that they create or allow.
- Outside of a few issues, FHSU is a tremendous place to work.
- Pay and Workday seem to be the biggest issues for most faculty that I have heard.
- The administration seems to have no idea what it is doing, and is not interested in faculty opinions.
- The college of arts, humanities and social sciences should not have been sandbagged about changes that were never discussed fully or demonstrated to be based upon reliable evidence and arguments. Leadership should be ashamed that an interim dean from a different area of expertise was allowed, let alone encouraged, to conduct this process this way. I am certain changes were necessary. I am also certain that change should never come to any part of this institution this way again.
- The dean of our college has created an untenable situation. It's hurting enrollment, progress, and morale. Couple that with communication and support challenges across campus, the challenges increase and morale suffers.
- The holiday party and awards ceremony in December is appreciated.
- The leadership in the Advanced Education Program (Sherry Crow) does a lot for positive morale.
- The morale on campus is bad - we have great people doing extraordinary things that is compensating for the dismal morale issues. It could be much better.

- The triple demands of the separate tenure, promotion, and Merit review processes are *absurdly* bureaucratic. I have worked at numerous universities, ALL of which managed to streamline. All these processes into a single portfolio presented each year. The FHSU MOA has strengths because it provides collective bargaining protections, but these review processes are a bureaucratic horror. They also tend to incentivize petty sniping in reviews, rather than an integrated, developmental review process that helps colleagues become better in their commitment to scholarship, teaching, and service.
- There needs to be a better inclusion of adjunct faculty.
- TOO MUCH NEPOTISM and "GOOD OLD BOY" politics.
- Toxicity is department level which cannot be addressed by and is separate from the greater institution.
- You are responsible for this climate and morale. Most people I know are actively seeking employment elsewhere. It is just a matter of time until the entire town and an absurd number of positions are held by former students and local friends.

Appendix N: Three Most Important Areas to Improve Faculty Morale - First Most Important Areas

- "Faculty" morale -- key word. Faculty have it "easy" at FHSU. They teach a lot of courses, but not a lot of students. They produce trivial / limited research. They hide behind service and we have too many committees just for the sake of having committees. REDUCE COMMITTEES
- A plan for fair and sustainable compensation of all faculty
- Actual mean and allow shared governance. Give the faculty back its teeth and allow us to share the governance and not just be an advisory council. Enough of the responses of this was an administrative decision. That does not fly with really smart people like faculty.
- Addressing the turf-war problem so that our students can get the best education possible.
- Addressing workload for those with clinical components. It is much harder than academic instruction!
- Adjunct pay and benefits
- Administrative bloat. Really look at what administrators are actually doing and see if it is necessary. Carefully examine anyone not directly involved with teaching--are they adding to the education of students or distracting them? Are they supporting education or detracting from it? Are two people doing a job that one could easily do. Faculty have been under the microscope. Now it is time to look at administration.
- As I am not on campus, my faculty morale is high, so I am not sure I can speak to this question.
- Balance of service responsibilities
- Base salary
- Be open and honest about enrollment. The percentage of decline doesn't mean anything since there is not any relevance included. What is happening to fix the decline and how will this impact us?
- Better communication and collaboration between all areas divisions on this campus; a lot of disconnect between academic and student affairs.
- Bring adjuncts into what is happening in the department.
- Bullying
- chain of command approach is keeping problems hidden.
- Clear communication
- Collegiality
- Collegiality - Support in how to minimize drama within the college. I realize that competition among colleagues exists, no matter what higher education institution. At a surface level, FHSU, and my college, project a collaborative, happy-go-lucky, we-love-each-other image. While I do believe that may exist across the institution, it is not what is happening deeper down in my college. Instead, there is an unspoken fear of truly sharing our work (teaching/advising, scholarship) with others as there will be "snitty" comments made in private that spread. Furthermore, this is not openly addressed by the dean, who instead brushes drama and conflict under a carpet - thus perpetuating the "we-love-each-other" mentality. I have no answer for this. You can bring in presenters but those who need it most will not attend. I wish you luck in determining how to minimize drama and boost collegiality.
- Communication

- Communication from above- weak
- Communication with the faculty by the President. I do not feel seen or heard by our current President, and I don't think she communicates effectively.
- Communication: Administration needs to improve communication methods, tone, and messaging with both the campus community and the community of Hays. This campus feels far more insular than the FHSU campus of 10 years ago. I've noticed a complete lack of all campus reporting except the occasional press release or rehearsed interview. And I did not appreciate the email telling faculty and staff to refer all press contact to university relations.
- Compensation
- Compensation and benefits for adjuncts, including delays in starting pay each semester
- Compensation for adjuncts and others who might work a lot of extra hours.
- Compensation needs to be at market level. Impossible to recruit quality faculty at the pay we offer. Difficult to retain the existing faculty at current levels.
- Competitive Salary
- Complete anything that the upper administration has started before adding yet another new thing. There are too many initiatives happening all at once.
- Completely redesign tenure and promotion processes.
- Continue to press for increase in pay to cover inflation costs.
- Course Assignment: Smaller departments have limited teaching opportunities for adjunct faculty semester-to-semester. It is understood that teaching assignment is based on enrollment, but additional teaching opportunities would be welcomed, in addition to retaining at least a single section in regularly taught courses to allow for ongoing revision to course content. Also, if there is low enrollment in a class, it seems that course sections taught by adjunct faculty are consolidated into other sections first, even if there are a greater number of students enrolled in the adjunct's section. Some students have indicated that they wait to take a course from a specific instructor, and this has a negative impact on their course schedule.
- Culture in the Department
- Dealing with enrollment declines
- Decide what kind of school we want to be and what kind of service we want to offer. If we want to be a school that just prepares students for a high paying job, then we should stop advertising ourselves as a liberal arts institution and do away with general education. However, if we want to keep the liberal arts agenda, then we should stop trying to lower the general education standards. Either option is fine, but I think low morale stems, in part, from expecting one of these two things and getting the other. The university should be transparent so that faculty know what we're getting into when we sign a contract.
- Decrease teaching load.
- Decrease workload that continues to expand despite the fact there are no more hours in the day to complete tasks.
- Decreasing the impact of the service load and responsibility on faculty by increasing the number of faculty lines at the institution.
- Develop a plan for sustainable merit increases, so that merit doesn't take place every few years (I realize COVID was a curve ball.)

- Diversify: Hays is not very diverse. As a result, racism, xenophobia, and other forms of systemic exclusion seem to be the norm in the community. This is particularly pervasive in the town, but it has filtered into the university. The university needs to make strides to diversify the campus and the community. We need more outreach in regard to citizenship and diversity and inclusion. No matter how amazing the campus is, faculty and students will not stay if the town remains the same.
- Diversity
- Diversity and an open mind for a change in the department roles.
- Double standards
- Drop Workday
- Dump Workday -- suck it up and do it.
- Easier access to subscription-based classroom tools (Kahoot, Quizlet...)
- Education vs. Indoctrination
- Enable field-based disciplines to take students for field experiences safely and affordably.
- Engaging faculty before changing/combining faculty departments, etc.
- Enrollment
- Enrollment management.
- Enrollment numbers decline.
- Ensuring enrollment grows, so we can keep our jobs in the future; combine this with development of new types of programming (including non-academic) to get new types of learners to FHSU.
- Equity of service between those who come to campus and those who choose not to come to campus
- Evaluating faculty workload in accordance with the MOA.
- Extreme faculty burnout and change fatigue.
- Faculty Load. IF strategic enrollment is successful (hasn't been so far) in growing our student population we need a plan in place and ready to deploy for how we alleviate the resulting faculty overload. FHSU cannot keep coming to the well of FT faculty with larger and larger buckets to fill. And Administration cannot use the overload to justify a continuous dilution of tenured faculty with adjuncts. If enrollment grows, but there are not qualified and awe-inspiring faculty to teach, enrollment will dip, or crash again.
- Faculty pay.
- Faculty pay in non-business departments.
- Faculty---invest in the people themselves.
- Figure out who FHSU is. An online university? A face-to-face university? An international partner seeking university? The low-cost provider? (Hint: no one likes to be known as the cheap alternative -- and "cheap" is a word coming from mouths of parents.) Once that is figured out, then maybe problems can get fixed. Truly, I can't believe that our seemingly singular measure of success (that we used to broadcast until numbers started to fall) remains enrollment. The current strategic plan is deficient: if it didn't contemplate or cannot be used to justify the recent mergers with the technical colleges, then it really lacked strategic vision. (After COVID, no one would have blamed leadership for recognizing that the world had changed forever.)

- Find a way to give people a raise, even if it is the bonuses we received a few years ago. People need to know they are appreciated and what they do matters.
- Finding new leadership
- Fix or jettison Workday issues.
- For the administration to actually listen and not making it feel like the administration is simply going through the motions. There seems to be a select group making most decisions regardless of concerns or ideas shared.
- Funding for research
- Funding/Salary
- Get rid of Leadership Studies - it's everywhere!
- Get rid of making faculty doing silly assessment stuff that doesn't get us anywhere. --Don't make us collect large amount of assessment data if we can't figure out how to analyze and use it. -- Don't make faculty have to figure out the assessment program work. We aren't assessment expert gurus.
- Get rid of Workday.
- Get rid of Workday (which we know won't happen)
- Get rid of Workday. It is honestly a cancer that is destroying all aspects FHSU.
- Give faculty more opportunities to have some social time together.
- Graduate advising
- Have less change, but more strategic and deep change when it happens.
- higher pay for adjunct, student worker, and staff
- I am afraid we are moving towards a more nonconservative "woke" environment.
- I am very satisfied as is.
- I believe, overall, FHSU has done well sharing information throughout the hierarchy. That said, I believe there [is] tons information, that could have been shared, [that was] not. In other instances, university changes seem to come without full explanation, and we just have to "trust" the process.
- I feel most of the time that I don't know what is going on with things. I don't know or feel comfortable with changes and upgrades to programs and Workday systems.
- I know there has been a huge investment in Workday. However, I don't foresee it ever working for what we are trying to accomplish. When I hear about reports that some departments need to run and that they have to write a new request for the report every time they run it, rather than creating a report and asking it to run, that makes me know that this just won't work for the long haul. It is time-intensive, difficult to find the information we need, and very difficult for our primary "audience"--our students to use and know where they stand at any time during their program.
- I know this is hard to accommodate given the budget situation, but faculty pay. At least a cost-of-living raise.
- I'm not sure. Small recognitions, though, may go a long way. They can be inexpensive, peer-nominated, and just a way to let someone know they are doing a great job. It may even be as simple as a note from a chair or dean. For example, I have had students give me thank you cards for writing them letters of recommendation, and their kind words carried close with me for a few days (and each time I needed to pull them out for a smile). I don't think morale boosting has

to be extensive or intrusive, adding to people's workloads. A note (and maybe a candy bar?!) may be just what someone needs at just the right time. :)

- Improve information/guides to use Workday
- Improve salaries.
- Improving Salary
- In regard to Faculty Morale.....there isn't anything the university can do to make people "happy". Place of employment us but one small piece of a person's happiness/morale. Again, if a person is unhappy, make a change and stop complaining about it.
- Income equality with other institutions
- Increase adjunct faculty compensation. We work really hard for student success without the additional financial benefits of university paid technology, graduate/administrative support in Blackboard course completion, or compensation for professional development.
- Increase base salary.
- Increase opportunities for childcare and summer childcare options.
- Increase salaries for the Love of God!
- Increase salary. My current salary is significantly lower than most similar teaching positions in the same market.
- Increase support for department heads who do a lot of work juggling several areas. (No, I am not a department head, I am an adjunct faculty member.)
- Increased opportunities for faculty input
- Increased salary and benefits to dissuade excellent faculty from leaving
- Increasing NTT contracts to two or three years could improve a sense of overall job security.
- Integration of faculty: On-campus/Virtual/International
- Interpersonal issues within departments, as well as department requirements for promotion, tenure, and merit to ensure they are realistic in relation to workload. It is not necessarily leadership issues within departments. Chairs can only do so much with very difficult personalities.
- Invest heavily in marketing and recruitment that works.
- Inviting faculty into conversation with major decisions affecting their work
- Leadership in academic affairs
- Listen to faculty; involve faculty more in "shared" governance.
- Listening to faculty rather than paying lip-service to being open to feedback and ideas but pressing forward with their plans anyway.
- Make the tenure, merit and promotion process simpler, and give the review committees less power to wield over tenure applicants.
- Make the transition to the new version of Blackboard as easy as possible.
- Make Workday as accessible tool for wide use among faculty.
- Marketing for online programs
- Minimizing major changes. We have had many in recent years and it has been burdensome.
- More collaboration among teachers.
- More unity and uniformity within departments, ex. attendance or late submission policies, share of recruiting and service responsibilities
- National marketing

- On campus student recruitment for all programs
- One of the largest areas of stress is Workday. Even when one does not work with it directly it impedes how efficiently you can accomplish anything for a student or non-classroom teaching. And yes I know we are stuck with it but that does not make it better for students or the faculty that try to do novel things to support them.
- Online delivery expansion
- Open communication channels. Minimize red tape.
- Overall relational support
- Overall, I believe there would need to be more support staff. As a faculty member, I feel there are too many times when I am doing too many things that could be done by an advisor or administrative assistant, but we don't have enough to do all the things that need to be done. I doubt we have the budget to hire enough to make a difference, though.
- Pay
- Pay adjunct a bit more.
- Pay and compensation reflecting inflation.
- Pay and promotion guidelines.
- Pay at the standard, and don't brag about paying below. Have policies for getting pay increases through significant achievements not based on some old "standard". If someone creates a program/significant scholarship (not published by journals controlled by them and their colleagues) - anything recognized as significant outside Ellis County - then compensate accordingly, as the name and college affiliation connected to that achievement brings the campus notoriety (and makes high-paid admin's jobs easier).
- Pay increase.
- Pay is consistent with the cost of living.
- Pay should actually increase with the cost of living.
- Program and curriculum relevance. Relevance of curriculum to prepare students for their lives and careers as global citizens. Visit professionals and "jobs" in the field. Bring successful professionals to campus to consult with faculty on curriculum. Shift curriculum to reflect the changing needs of society and global culture.
- Provide more support for research time, or offer more flexibility in standards for promotion and tenure, if people choose to focus their time on student or institutional service
- Quality of chair leadership
- Quit bugging us with the assessment process and just let us teach.
- RCOBE leadership
- RCOBE. Disband it, it will never become better -- especially not with the current Dean. Melissa could have changed it or ushered out the problems, that ship has clearly sailed, so just take the thing apart brick by brick and put programs into other areas, otherwise, the toxicity will continue.
- Reasonable compensation (pay and basic benefit choices) for Adjunct faculty members above 8 courses a fiscal year.
- Reasonable workloads.
- Recruiting high-achieving students, especially with an interest in learning or conducting some type of research

- Recruitment
- Reduce administrators / bureaucracy.
- Removing DEI policies and initiatives; acknowledge the dignity of the human person and work to live out the ideals of liberal arts education.
- Resources to better support teaching.
- Reverse enrollment decline so we do not need to keep cutting budgets.
- Review the results of the course evaluations with the instructor or send an email about the results.
- Revising/renovating facilities to provide better/more modern lab/studio space(s).
- Salaries
- Salaries need to increase. Keep merit money coming, as faculty work each year to have some merit. Otherwise, you will end up with faculty who will not care what they do during the academic year as they will not get merit anyways.
- Salary
- Salary increase to address inflation, recruiting and compression.
- Salary vs Industry Salary
- Salary. As it is, it is not competitive at all.
- Security of position.
- Shared governance system
- Some clear expression of the idea that the University leadership understands the role of, and importance of, the arts and humanities for the University's mission.
- Step away from the idea that all courses should be near capacity in order to be offered.
- Streamline Merit/T&P. Why are these on different timelines? Why all the separate documents?
- Student Enrollment
- Student recruitment
- Student recruitment and retention. We do not have jobs without our students!
- Student Support & Resources
- Student recruitment and retention.
- Support Liberal Arts education in the face of severe reaction.
- Supporting research and graduate student programs
- Teaching
- Teaching our students to be better citizens of a Democratic-Republic.
- The last three years have been very chaotic. The university leadership has been very above board in keeping us abreast of updates and concerns related to the safety and welfare of its employees. The university has also been honest about concerns related to financial matters and new restructuring changes headed our way. When delivering unsavory news or news about change, it is difficult to improve faculty morale. I would suggest prioritizing the honesty, but I do not know that it would improve morale. Perhaps in the long run, the honesty improves faith in the university, thereby improving morale. Asking for faculty input along the way has been helpful. Informing faculty that the university does not plan to eliminate faculty is helpful.
- The reorganization of the CAHSS into strange "units" rather than departments is likely to fail. No one is fooled by changing the word from departments to units (everyone knows what a synonym is). Why are some in schools and some in departments? This is a pitiful attempt at

hiding issues. Address the issue with the specific departments rather than punishing stronger departments by combining them into new schools or "units". Also, COVID was a real issue. It will take time to bounce back from that coupled with the negative political climate created around it. Problems can be solved creatively if you trust your faculty, chairs, and students to help come up with solutions. Trust has to be repaired.

- Timing of events. A lot of events take place in the afternoons at like 3 pm. A good handful in our department still have class at that time.
- Transparency from the top levels of the University down to the rest of the University. Let us know what is happening whether it be good or bad, at least we are not caught off guard with a new change or something that arises in higher education.
- Transparency in restructuring
- Transparency regarding possible cuts
- Treating all employees, from the lowest level to the highest level with respect and dignity.
- Visible commitment to diversity, equity, inclusion and belonging work through staffing, funding, and programming that supports students, faculty, and staff from marginalized backgrounds.
- We are not a liberal arts institution. We are a four-year comprehensive university! Stop trying to be something we are not and concentrate on strengthening our professional schools.
- Within my context, there is a need to stabilize the work environment here to ensure that hybrid learning/synchronous learning can resume once again. With the Dynamic Zero COVID-19 policy that has been in effect between 2020 and 2022, the campus could be subject to snap lockdowns when there was an outbreak of COVID-19. In turn, this causes sudden changes in teaching modalities, with remote learning being reintroduced and EFL learners having to study under such conditions from their homes or campus apartments. This needs to be improved and normalized because remote learning is not effective for EFL learners in the long-run.
- Workload
- Work on facility upgrades in all areas. Seems that administrative buildings get face uplifts (paint, carpet, etc.) more frequently and often when less needed than other buildings on campus. Department and faculty offices in particular.
- Work with deans to provide a healthy logical path and work expectations for their faculty, not just the dean's personal positions and inappropriate behaviors.
- Workday-- talk to faculty in IT because there are options to improve Workday with an interface, so our tasks are streamlined. An interface to remove the major problems with Workday is possible I've been told, expensive, but possible, and must be considered if efforts to improve faculty morale are sincere.
- Workday Usability
- Workday! Short of getting rid of it, make it more intuitive--and provide increased on-the-spot help (like the fine work Jenny does at 5270).
- Workload
- Workload (allowing variations from 60-20-20 and realistic expectations regarding teaching, research, and service)
- Workload in relation to peer institutions
- Workload to salary equity--ability to vary more based on merit and contributions
- Workload... several position at FHSU carry too much associated workload, more than is reasonable for one person

- You're asking me? Shouldn't you know this already?

Appendix O: Three Most Important Areas to Improve Faculty Morale - Second Most Important Areas

- ...Following up - ability to conduct the REQUIRED portion of scholarship/research. If there were adequate faculty for the number of students, theoretically there would be a healthy and true 60/20/20 balance.
- A recommitment to the importance of a liberal arts education-a robust core curriculum.
- A review of market norms for faculty and staff pay could offset common concerns regarding rising prices.
- A smooth move to BB Ultra
- Accountability of faculty to teach their courses.
- Add faculty in departments that have continually had to rely on faculty overloads to meet all class meeting requirements. Many have to teach 15 hours and have less time to complete other job requirements.
- Address poor leadership from deans and chairs when needed.
- Address the decline in enrollment.
- Adjunct compensation
- Adjunct Pay
- Administration communication
- After the administration says we're stuck with Workday because it cost too much (and because people are still getting kickbacks, which no one wants to admit), still get rid of Workday.
- Aggressively target/identify bully faculty/staff and end their employment.
- Allow adjuncts to have parking permits for occasional visits to campus for meetings.
- Allow faculty to be part of the decision making process.
- Allow more faculty to be hired to alleviate the extreme teaching overloads.
- Allowing the use of other caterers on campus.
- Ask for input of faculty before announcing major changes. If you want something to happen give us the reasons for proposed changes and we will help with suggestions....this is a way to get us to buy in.
- Base salary
- Be open and honest about the future of FHSU. Support all departments and especially those that are being attacked nationwide such as those in the liberal arts. It is still important for students to learn the skills that these majors provide.
- Benefits
- Better communication with the Information Service dept.
- Better developed information technology system (Workday)
- Boost enrollment w/o blaming faculty for its decline; don't cut courses before they start as some students enroll late (esp. in grad programs)
- Building a culture of open and civil discourse
- Campus culture and spirit development
- Can we even entertain the idea of moving to a different platform than Workday?
- Clear communication with the faculty about the situation concerning university enrollment and financial situation.

- Collaboration between colleagues to improve productivity.
- Committee structures and responsibilities (at all levels: university, college and departmental)
- Communicate about what is going. A good example is the Student Center. Program names were changed and facilities created without concern about what was currently available on campus or named a certain way on campus. They got what they wanted without a concern for other areas.
- Communicating all major future changes before contracts are sent out for the year (such as expected live working hours, etc.)
- Communication surrounding administrative decisions.
- Compensation
- Compensation and recruitment of qualified faculty
- Compensation, especially for extra work.
- Competitive salaries.
- Connected with the first point, it is necessary to facilitate the return of faculty to the cross-border partnerships to support hybrid learning. Students benefit by having an instructor teaching them F2F. So, hopefully, the return of faculty can become facilitated and normalized.
- Continue to make shared governance a priority, in word and deed.
- Continued efforts to streamline the various administrative and institutional processes and documents: simplify the forms needed to submit and process requests, refunds, reassigned time, etc.; closely monitor the progress of advising outcomes and adjust as needed.
- Cultural issues in RCOBE
- Curriculum audit to remove unprofitable academic areas.
- Declining enrollment and the communication that comes from this - it feels dire.
- Decrease bureaucracy.
- Decrease teaching and service load to, at a minimum, be on par with other teaching-focused universities.
- Department leadership
- Develop strategic plan for university (enrollment, mission, program support) that builds on interdisciplinary and academic skill-based learning that promotes flexible and dynamic career preparedness.
- Diversity
- Diversity and inclusion
- Diversity of students and faculty
- Don't overload us with meetings, committee work, and top-down directives.
- Drop centralized advising and "professional advisors."
- Easier routes to get funding for attending conferences
- Eliminate the "after the 11th year of teaching no further per course compensation" for Adjuncts. The expertise and experience gained those first 11 years actually adds to the value of the Instructor and as such should continue to be compensated.
- Eliminating the non-compete policy for faculty.
- Enrollment/Recruitment/Marketing Management and Strategy
- Equitable workload practices between faculty who are on-campus and those allowed to be remote, as well as teaching loads for NTT virtual faculty.
- Equity across campus with responsibilities and salary

- Equity of service between those who come to campus and those who choose not to come to campus.
- Expansion
- Faculty Pay
- Faculty support for advising. I feel like the degree analysts are not as helpful as they used to be. When we saw students, especially transfer students, I could have a conversation with them and sound like I knew what I was talking about in terms of what they needed to still do to transfer and try to recruit them. Now every time or anytime I have to call or email, sometimes I get a response back, most of the time not.
- Faculty workload has increased exponentially in the last decade. And some of that load results from the overstepping of Student Affairs and institutional decisions that make things more involved and time-consuming.
- Finding the students
- Focus on student success.
- Follow through.
- Gender Equality: While the higher echelons of the administration are female (president/provost), a majority of the other high-ranking positions on campus are occupied by men. Men make higher wages than women (its public record), male faculty continue to lean on female faculty to step into service roles so that they can conduct research, men are more commonly associated with TT lines, and the list goes on. It is not uncommon to catch phrases and behaviors that dismiss the contributions of women to the workplace. The Title IX leadership and training at FHSU are inadequate. While the workplace is not hostile to women, gender has never been more palpable to me in my life.
- Get rid of Workday!!!!!!! It is absolutely the worst part of my job. All the complaints that the students have on a daily basis when registering or completing tasks is part of our enrollment/retention problem.
- Get rid of Workday. It has been a disaster according to students, faculty, and staff.
- Give those who qualify an opportunity to make contributions rather than considering buddies/friends only.
- Graduate School development of graduate school programs to offer expertise and leadership; growth opportunities; Scholarships for graduate students; Increased funding for faculty scholarship activities; Increased funding for graduate student scholarship
- Have more time and resources for independent research.
- Hire less adjuncts and add more full time faculty.
- I am very satisfied as is.
- I appreciate the flexibility departments have to set and oversee their own merit and tenure and promotion processes; however, it is quite difficult, for some, to meet scholarship expectations when the university places such great emphasis on teaching. As one example, my department's tenure process is focused nearly entirely on teaching (e.g., course evaluations). Yet, my promotion standards are based nearly entirely on scholarship. The inconsistency is difficult to understand and with lacking options for ongoing funding to support scholarship, scholarship milestones are hard to reach.
- I believe good communication is key.

- I think the faculty would benefit from feeling more connected to university leadership. Perhaps a "listening tour" with the President and/or Provost attending college meetings.
- Improve pay scale for all employees, not only faculty.
- Improve tenure and promotion / merit processes; increase specificity and unclear language in MOA and related documents; train people who serve on tenure/promotion committees; develop rubrics and/or guides for this work so that individuals use fewer predilections or personal beliefs to evaluate
- Improve transparency and communication from the executive levels.
- Improve Workday or abandon it.
- Improving student numbers
- Inclusion in decisions
- Increase enrollment.
- Increase in budget to repair and maintain lab equipment and machines.
- Increase the number and availability of instructional designers.
- Increased diversity across the campus.
- Inequity in department workload
- Internal transfer opportunities
- Job security- keep tenure.
- Keep faculty informed of decisions and why they were made. For instance, trying to recruit and hire replacement faculty is too cumbersome and potential hires are lost before administration acts to approve.
- Leaders in coordinator positions...please review some of these positions. You have faculty without experience in my program.
- Leadership development for faculty governance and service
- Limit the number of committees per faculty member.
- Make positions that are comparable to full-time tenured positions permanent contracts (not year-to-year).
- Make taking overload classes optional, as opposed to "if you don't teach this, we'll have to cancel". No one wants to be put in that position.
- Make taking students on field trip easier. Hard/expensive when have larger class size and/or traveling a distance to coordinate mode of transportation.
- Make the tenure process less onerous.
- Make Workday more user friendly.
- Marketing of programs.
- Mentoring vs. advising. This correlates some to workload as I do not think it is accurately reflected in the amount of time this still takes. Also, there are not enough professional advisors to adequately take care of the students which results in us needing to take more time to mentor and even advise.
- Monthly pay
- More (or at least more clearly explained) opportunities for promotion for non-tenured faculty.
- More accountability for poor performance of lower administrative staff. Though I feel the leadership tries to do their best, the lower levels of administrative staff seem to be poor performers.

- More opportunities for tenure!
- More teacher input into course design.
- Online education.
- Online programs
- Opportunities for adjuncts to be more engaged with and connected to the broader university community.
- Pay
- Pay faculty, staff, and student workers reasonably.
- Pay in relation to colleagues at peer institution.
- Pay raises - paying people what they're worth and keeping up with the rising cost of living in Hays.
- Paying graduate students more so we can recruit quality students
- Please continue supporting faculty scholarship and travel to conferences. Please continue supporting faculty with salary increases and improvements in benefits. Please continue helping faculty with technological support.
- Post-graduate job placement
- Protect and retain good faculty.
- Protect our work-life balance.
- Provide some true flexibility in workload and recognize non-SCH effort with more than a certificate or pat on the back. Time would be better than money in my opinion. It would seem RPK will put us all on a path that will require us to focus on classroom enrollment only based on the latest report so I don't suppose there will be much support for non-traditional or low enrollment experiences.
- Quit using Workday for everything.
- Reconsider the rollout of Ultra as currently envisioned.
- Recruitment
- REDUCE THE RELIANCE ON ADJUNCTS. Many programs are very, very fragile due to the extensive use of adjuncts. I understand that flexibility that use of adjuncts provides, but they are overused to the extent that some programs could not exist without them -- why? -- because they are the sole providers of required courses in many programs. We are ten miles wide and an inch deep.
- Regional marketing
- Research
- Retention
- Retirement benefits, particularly contribution matching.
- Return advising directly to faculty mentors who have direct contact with students on a daily basis.
- Revision of teaching load
- Salaries
- Salary
- Salary... staff salaries especially don't compete, and many faculty salaries are lacking as well especially in hard to fill areas

- Salary: salaries for adjuncts have remained stagnant for several years. Pursuing any options that would result increased wages.
- Share information about trends or issues that will be considered for administrative decisions BEFORE decisions are made. Engage faculty in proactive problem-solving.
- Show the faculty that they are appreciated. Salary is nice, but so is respect. If you ask us to judge whether our colleagues merit tenure or promotion, don't overrule us unless you can point to a manifest injustice in the process. If some of our colleagues aren't great (or "does not meet" review criteria), then take the appropriate disciplinary action. And when we ask for additional faculty, seriously consider why we may be asking; just don't look at numbers -- leave Sheridan and come and ask us. (We are people, too.)
- Simplify and improve usability of Workday. Workday contributes to daily consternation and stress. It impacts students regularly and is likely the cause of some students not being able to continue in school. Too many locks and blocks. Everything takes way too many clicks and is buried and hard to find or not clear. MUST make it easier to use for students. Then, improve use by faculty and staff.
- Spending money. There is a secure feeling working for a place that saves money and spends only when there is a need to spend.
- Start providing the support personnel we need to move forward as an institution to be successful. We keep adding higher administrative positions, and promoting people with raises and new titles. Instead, we need qualified and well-compensated technology people (IT), we need more degree analyst, we need assessment coordinators (this would be huge with the bigger and bigger demands on assessment).
- Stop prioritizing enrollment and retention above all else. If getting a larger customer base comes at the expense of lowering the quality of the service, then the end result will be failure as a business. Priority should be in the quality of the service. Accept that that will mean smaller growth and low retention. Quality departments shouldn't have to worry about losing funds and support in favor of enrollment expansion efforts.
- Stop so much internal hiring. We are so academically inbred, it's obvious and it is horrible for those of us who come in from outside.
- Streamline tenure process, to be less "fill in the boxes" and less stress.
- Streamline the bureaucratic nightmare of the MOA's separate tenure, promotion, and Merit review processes.
- Streamlining course approval process
- Streamlining processes and procedures for change-making
- Support
- Support equal pay for equal work and adopt some policy regarding health care and retirement for adjuncts.
- Support for online programs
- Support for research, publication, presentation, etc.
- Support graduate teaching assistants (salary and tuition waiver) in the departments where they have traditionally been supported.
- Support of colleagues and administration
- Support with classes

- Supporting culturally diverse faculty - keeping them once they are here. Again, this issue is much like the one above. Those who most need to learn how to curb racism/sexism/agism/etc. will not attend training or work to improve conditions. But there is a problem. In my college, over the past 8 years, we have hired and lost numerous faculty of color simply because they do not feel welcome, or worse, feel threatened (note the issue on collegiality above). When issues are reported to the dean, they are swept under the carpet, and we are told, that individual didn't mean what they said or did - it was taken out of context. Supporting racist/sexist/etc. actions and words perpetuates racist/sexist/etc. actions and words. And faculty of color will not come here or stay here for long. Again, I wish you luck in how to address this alarming issue.
- Supporting overworked Faculty by hiring more Faculty
- Teaching technologies. The technology is not that good here.
- Teambuilding - sense of belonging
- Technology in classrooms and lab spaces
- The "market" salary adjustments are a joke. The Leadership team needs to actually understand the markets we compete in first!
- The administration being a strong advocate for FHSU when this requires conflict with KBOR.
- The continued atmosphere of appreciation.
- The purpose of a liberal arts university.
- The support staff starting wages are ridiculously low. It's embarrassing. The student wages are also too low. People need to be compensated fairly and competitively. If you want to attract people to Kansas, pay them better. It's expensive to live in Hays. People cannot afford housing here due to the insane housing market. Something has to give.
- The understanding from the University that not all courses are lecture courses and some faculty have to spend double if not triple the time in the classroom with students. The issue is not that it lasts longer, it needs to last that long, but the University needs to understand that we do not have the extra time for meetings, committees, and other duties on campus that others may due to being in the classroom longer with students (which is why we should be here, the students come first).
- Too many classes
- Training for online adjuncts can be a bit odd at times.
- Transparency
- Transparency was promised, not happening.
- Variety of training times that would be easier for all to attend.
- When brainstorming new ideas, make sure they are, indeed, new. Put some resources into "thinking outside the box"; create summer sessions for interested faculty who want to grind through possibilities and generate a well-researched report by August. Quite buying the ideas of others which are too often 20 years obsolete; use the smart/creative people already here to solve our own problems. When we don't do this, we get a "Workday" - and we don't need more of that.
- When the university has rules, see that administration use those rules appropriately, not as one Dean recently stated - only use them to get rid of people and overlook them for people they want to keep
- While change is constant, slow things down so faculty/staff can learn new tasks (e.g., Workday) before adding other new requirements to their position.

- Work-life Balance
- Workday
- Workday replacement
- Workload
- Workload compensation

Appendix P: Three Most Important Areas to Improve Faculty Morale - Third

Most Important Areas

- Actually discipline faculty abusers on campus.
- Actually increase diversity instead of conducting seminars and workshops about it.
- Address financial concerns.
- Adjunct opportunities for advancement
- After the administration still says we can't get rid of Workday, contact KBOR, blow the whistle, and then get rid of Workday. If we wait until this step, actual people (administration jobs) will also be forced to leave with Workday.
- Allow people to do the work they have been hired for instead of pushing every responsibility onto teaching faculty (like recruitment, advising, etc.), unless that work is rewarded in a significant way if faculty choose to do it.
- Allowing faculty to have a voice and being heard without follow-up issues.
- Arts and Culture events on campus and with the community
- Assistance in relation to research and research accessibility
- Autonomy
- Autonomy of faculty
- BB Ultra is a major concern to faculty not currently using it. Listening to people who are using it and have been using it raises new concerns since there seems to be new problems that were not there previously.
- Better strategic communication from the executive level of the university.
- Better support for adjuncts.
- Can FHSU Online live up to the standards of an actual liberal arts university education?
- Change the formula for pay. Less than half of the average pay at other universities does not say much about how our faculty is valued.
- Cronyism
- Clarifying tenure and promotion process
- Clearer expectations for adjuncts' performance
- Collaborate
- Communication from top university leadership to department level about choices and decisions facing the institution. Ask faculty to be part of the conversation, not just to show up in a room somewhere to find out what arbitrary department an interim dean decided to stick them in before he leaves. We are part of the challenge this institution faces for its future, and we should be part of the conversation about that future.
- COMPENSATION - it is absurdly low and administrators at the chair level are poorly treated not only from a compensation perspective, but from the perspective of being ridiculously burdened with administrivia. There is poor equity of workload in terms of demand on chair time and demand on faculty time. There are of course exceptions, but as a rule, this is true.
- Consider more carefully how programs and disciplines relate to the strategic plan; there may be some lost opportunities there (Could we have an anonymous, digital suggestion box? This could help with all of these areas.)
- Consolidate resources for better student engagement

- Continue efforts to address salary compression and provide merit increases.
- Continue on excellent teaching and researching.
- Continue to improve Workday.
- Continued support for OER course transition and development.
- Continuous education of diversity, equity, and inclusion
- Course development/approval process.
- Create incentive for faculty to attend more on campus activities (athletics, plays, etc.). Reduced costs or other benefits for faculty may add to sense of community or belonging for faculty members new to the Hays area.
- Dean leadership in RCOBE.
- Decent salary to keep up with the inflation and standard of living.
- Department Management/Leadership
- Diversity.
- Do some group trainings instead of sending direction lists for learning new systems so we can learn how to do things with each other's help instead of being alone trying to figure things out.
- Educational quality of students needs to be emphasized over numbers.
- Eliminate faculty involvement in SRP's.
- Eliminating cronyism
- Encourage the faculty to care about FHSU. How? I don't know. The people reading this report are supposed to be leaders -- they need to figure it out. Perhaps they can come and visit with faculty -- one-on-one -- and ask us what we think. Not some focus group stuff. Take the time to talk with us.
- Engage with the City of Hays to improve Hays as a place to live for faculty- if you want us to stay in this town, CHILDCARE AND A FUNCTIONAL AIRPORT would make an enormous difference.
- Engagement
- Ensure that administrative personnel take care of faculty so faculty can better serve students. And please re-organize TILT to better serve faculty.
- Equity of service between those who come to campus and those who choose not to come to campus
- Faculty must engage in the shared governance processes, and trust them.
- Faculty salaries vary wildly across departments, regardless of expertise - compensating faculty more equitably across campus would be useful.
- Faculty's sense of financial security. Please allow faculty who leave their energy and time at FHSU (campus) to do more overloads to make up for the merit they do not receive. Either that or increase salaries. Life is more expensive each year, and some of us make less and less money each year.
- FHSU administrators realize how many enrollment hours adjuncts generate via the variety of courses taught and the coverage they provide in each department.
- Fill vacancies.
- Finances for both salaries and faculty development/support
- Financial
- Flexibility

- Foundation and Athletic Spending and Empire Building is Hurting Academic Affairs. Do we need academic programs or wrestling programs? Do we need another building on this campus when on-campus enrollment is declining?
- Funding for course materials
- Funding for scholarship
- Get faculty back on campus teaching. There are still people not back from COVID. Information provided to faculty was that everyone was supposed to be back working as normal. Didn't happen.
- Getting rid of Workday.
- Grant funding support
- Greater access to high impact publishing journals
- Having a more of a regional / national focus
- Having recourses to maintain equipment and tools in the lab without depleting OOE funding.
- Help all the departments run student recruitment campaigns online.
- Helping or encouraging students to pay student loans back while still in school.
- Hire professional advisors who actually have degrees in the fields they are advising students on. How many of the professional advisors in the STEM college have degrees in STEM? Answer: none. That's a problem that is eroding student and faculty trust.
- I am very satisfied as is.
- I don't know, maybe a free t-shirt occasionally?
- Improve academic quality of students and faculty.
- Improve campus culture/politics.
- Improved the one support staff.
- Improvement in hiring for phone bank. Recently, I hear messages that my call cannot be answered. This is totally unsatisfactory. Poor Michelle and operators are overworked. Hire more phone operators!
- Improving the quality of students coming here
- Improving the Workday (rosters & grade entry) and Blackboard (course shell availability) interfaces would reduce the amount of time spent conducting administrative classroom tasks in the second half of each semester.
- Increase funding for student recruitment.
- Increase pay.
- Increase resources for grant/research initiatives.
- Increase salary.
- Increasing enrollment.
- Increasing positive interactions among faculty and staff
- Increasing support for occasional remote work/flexibility
- Instructional support
- Leadership. The university has tried to innovate in many ways: Workday for students, an outcome-based gen-ed program. The problem is that when these innovations become overly onerous, no one is able to step in and say no--and we keep heading down the difficult path. These might not be fatal mistakes, but they are clearly nothing that will increase the bottom line of the university or improve the education of students significantly. Having someone step back and say

"Thank you for trying this, but we will stop sending good money after bad now" is very good for the university.

- Less clapping, more tangible support: FHSU has dutifully earned its title as the clappy-ist place on earth. I have clapped here for my colleagues on more occasions than I can count, clapped for students who might attend, clapped for... Sometimes, I feel like one of those monkey toys with cymbals. The clapping is nice. I guess it makes people feel recognized. However, it seems like the university often crutches on this clapping as enough to make faculty feel good. There is less institutional support for research, for teaching, for service, for the real problems. In short, I would rather the institution spend money on real support as opposed to clapping extravaganzas (for students and faculty).
- Less contingent faculty, the availability of multi-year contracts for NTT faculty, less reliance on adjuncts.
- Less service, please. Faculty are swimming in service.
- Leverage FHSU Online. Stop treating it like a cash cow that you don't care about, other than to get the money from.
- Library resources
- Maintaining cost of tuition
- Make all possible efforts to make the Workday system more user-friendly, especially to Online students who have the least support from campus colleagues.
- Make teaching a priority again.
- Meetings and travel process is SO COMPLICATED
- Mentoring for online programs
- Merit and promotion to motivate faculty
- Merit, promotion, and tenure criteria
- More opportunities to teach different classes, rather than the same old crap.
- More recognition of faculty achievements.
- More support for teaching (TAs, release time, etc.)
- More support for the teachers who are supporting the students. Smaller class sizes would be a good start.
- More teaching support. There are a variety of secretarial tasks that I'd love to do to make my classes easier for students, but I don't have time to do them. Including grading quickly.
- Move General Education course assessment to the department level. Trying to assess the same CORE outcomes for multiple disciplines within a category is not going to provide meaningful data. It has been a complete waste of time and resources (just like Workday), especially when KBOR has dictated what will be the general education program.
- New LMS (Canvas!)
- Not all offices and departments are working equally. Calling over when you need to reach someone to help a student and all you get is voicemail, is super frustrating. It is hard to help someone sitting in front of you when you can't reach someone. COVID, I believe has changed how our institution used to function, which was efficient. Not so much anymore. People seem out more than in on their commitments to their job.
- Not easy, but when possible, reduce KBOR's increasing actions to micromanage our school.

- Not to focus on degrees as much when hiring the right people. Some, but certainly not all, of the worst faculty members that do not connect with students are tenured PhDs. On the other hand, some of the best professors are those who have a master's in their field.
- Online faculty being treated as full time [with] benefits depending on course load.
- Open communication on administrative actions that affect programs and faculty, and faculty communication with admin to build interdisciplinary learning, research, and program development.
- Opportunities for supplemental contracts.
- Pay.
- Political pressure outside the university on faculty to alter their class content creates stress.
- Prima facia quality is not really "quality."
- Provide the funding for adequate professional development and scholarship. Make this a department level initiative to cut out the huge red tape and bureaucracy we have created between our new leadership and Workday. quality leadership at chair and dean levels.
- Questions regarding grievances were not addressed in this survey. I believe the office that manages such concerns can be dismissive of issues and/or contradict suggestions by legal counsel. As is the case with all universities, there is a vested interested to not "see" issues that are reported. The university investigator lacks professionalism in different situations (e.g., sharing personal opinions of others) and it makes it difficult to believe the process is unbiased and neutral.
- Raise salaries.
- Real conversations about the issues we face as we attempt to serve the needs of industry and market what we have to offer to existing and potential students.
- Recruit more from suburban areas in surrounding state; students who want to go to a campus but find their home state schools are too expensive. Bring in art/music students who want to create and give them the space and resources to create a culture of creativity that college towns usually have. This type of vibrancy brings in the next rung of students who enjoy this type of college experience. We live in a generation of students who are not "all about sports" and seek other types of connections. Western Kansas is a surreal, windy, isolated spot in the middle of the country. Start with that and double-down on the idea that students can come to Hays and both get an education but also be allowed to "do their creative thing" at a decent cost and with high quality facilities (no [one] seems to use). We are cheap and students can "make their college experience." With the acquisition of the trade schools, this makes the sell even more compelling: come to learn construction management AND do the art you want to do. The sell is a mixture of a working-class ethic and an absolute embrace of creative vision: come here and you'll learn and do. When you leave you'll have a degree and a portfolio of experience to sell your skills: "FHSU gives you a real education you move through, not one you observe." Make the weaknesses of Hays into strengths, don't spend money on bullshit consultants dream up, and make things functional and accessible so as to unleash the visions of students.
- Recruiting and Retention; Merit based scholarships recognizing student's achievement instead of GPA and ACT test scores; Focused retention counseling; Focused marketing related to career interests in the major in print, social media and on websites. Creating a caring community that

values every student. Social, emotional, mental and physical health considered as important as academic success

- Recruiting more and better-quality students.
- Re-evaluate the move to market and the long-term effect. I am sure that 4 years ago, the move to market would be happening while there was still merit for all faculty. However, this didn't happen and probably created inequity/compression issues.
- Reform processes in HR, Business Office, and Print Shop so that they help faculty and students more than they create barriers.
- Resolve Workday issues so that we can more effectively advise students.
- Salary
- Shared governance
- Some less experienced faculty could use more hands-on help with developing tenure files.
- Stand up clearly for the idea of FHSU as a real university serving the western half of KS, rather than a glorified trade school with nice sports facilities. We can easily end up as Hays City Community College and KBOR is happy to help move us in that direction.
- Student enrollment and retention in the cross-border partnerships can be facilitated if the first two points are addressed effectively.
- Student recruitment.
- Support for research and conference presentations.
- Support for scholarly activity and travel.
- Technical support afterhours and on weekends.
- Tenure process equality.
- The Union is lovely. Everyone enjoys the Starbucks. Is it possible to attract a Panera Bread?
- There is too much "fat" in the student affairs division. Reduce and allocate resources to more productive uses!
- This is a good sign: I can't think of a third area!
- Time for scholarship and grant writing.
- Too many committees.
- Transparency.
- Transparency of decision making.
- Treat faculty like we are an integral part of the University. We are definitely taken for granted by the upper administration (this does not apply to department chairs). The interim CAHSS truly does not know what he is talking about and asking faculty to do completely unrealistic projects.
- Wages/Salary
- We are primarily a teaching university. Can we discuss having different pathways to promotion other than one that emphasizes scholarly excellence? Which is more valuable to the University?
A) A person who publishes a couple of papers in a couple of minor disciplinary journals without any undergraduate involvement. B) A person develops a new online program and classes to go with it which boosts a department's enrollment by 30%. Option A will get you promoted (and make you more attractive to pursue positions at other universities). Option B will be helpful for promotion but then somebody asks, "how many publications do they have" and if the answer is "none", then they will be rejected no matter how excellent their teaching and service accomplishments nor how many undergraduate research students they've mentored.

- Workday.
- Workday is slop. Students hate it. It is hard to use and doesn't stop changing. I'm sure it's great for the business side of things, but it's not student friendly.
- Workday/HR
- Workload.
- Workload and lack of ability to add more faculty.
- Workload. The amount of courses everyone teaches is for the most part set, but there is so much on top of teaching, research, and service.

Appendix Q-a: Satisfaction with Compensation by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable
Q5_1 Base salary	10.0%	17.8%	21.1%	8.9%	13.3%	21.1%	5.6%	2.2%
Q5_2 Start-up funds	4%	7%	8%	14%	4%	6%	1%	56%
Q5_3 Health care benefits	7%	3%	3%	4%	12%	34%	14%	21%
Q5_4 Retirement benefits	8%	2%	6%	3%	13%	32%	17%	19%
Q5_5 Support for professional development and to present papers or conduct research	3%	4%	8%	11%	17%	31%	16%	10%
Q5_6 Support for special projects/service	3%	3%	10%	14%	21%	19%	3%	26%
Q5_7 Overload compensation	4%	10%	10%	9%	12%	24%	3%	27%
Q5_8 Compensation relative to other institutions	11%	18%	19%	13%	10%	9%	2%	18%
Q5_9 Salary compression compared to colleagues from other institutions	9%	22%	10%	12%	11%	9%	0%	26%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q5_1 Base salary	0.0%	11.8%	17.6%	5.9%	23.5%	26.5%	8.8%	5.9%
Q5_2 Start-up funds	6%	6%	3%	12%	3%	9%	3%	59%
Q5_3 Health care benefits	0%	0%	0%	6%	9%	32%	24%	29%
Q5_4 Retirement benefits	0%	0%	0%	3%	0%	44%	24%	29%
Q5_5 Support for professional development and to present papers or conduct research	3%	0%	3%	18%	6%	26%	35%	9%
Q5_6 Support for special projects/service	3%	0%	0%	15%	15%	21%	9%	38%
Q5_7 Overload compensation	0%	9%	3%	3%	9%	41%	15%	21%
Q5_8 Compensation relative to other institutions	0%	9%	6%	12%	15%	12%	6%	41%
Q5_9 Salary compression compared to colleagues from other institutions	3%	6%	3%	12%	21%	15%	3%	38%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q5_1 Base salary	2.4%	11.9%	14.3%	7.1%	19.0%	35.7%	7.1%	2.4%
Q5_2 Start-up funds	0%	10%	7%	19%	5%	12%	0%	48%
Q5_3 Health care benefits	0%	0%	7%	7%	17%	36%	19%	14%
Q5_4 Retirement benefits	0%	0%	5%	14%	10%	29%	29%	14%
Q5_5 Support for professional development and to present papers or conduct research	0%	2%	12%	12%	7%	36%	26%	5%
Q5_6 Support for special projects/service	0%	2%	7%	14%	7%	36%	10%	24%
Q5_7 Overload compensation	0%	7%	10%	14%	12%	21%	12%	24%
Q5_8 Compensation relative to other institutions	0%	12%	12%	17%	10%	14%	5%	31%
Q5_9 Salary compression compared to colleagues from other institutions	0%	12%	19%	14%	7%	10%	5%	33%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q5_1 Base salary	14.3%	25.0%	14.3%	0.0%	17.9%	25.0%	3.6%	0.0%
Q5_2 Start-up funds	11%	7%	4%	11%	0%	11%	0%	57%
Q5_3 Health care benefits	0%	0%	11%	18%	7%	39%	14%	11%
Q5_4 Retirement benefits	0%	0%	7%	7%	25%	36%	14%	11%
Q5_5 Support for professional development and to present papers or conduct research	4%	11%	7%	14%	32%	14%	11%	7%
Q5_6 Support for special projects/service	4%	11%	14%	18%	11%	7%	11%	25%
Q5_7 Overload compensation	7%	11%	14%	14%	14%	14%	7%	18%
Q5_8 Compensation relative to other institutions	21%	21%	4%	11%	11%	7%	4%	21%
Q5_9 Salary compression compared to colleagues from other institutions	25%	25%	4%	4%	14%	7%	4%	18%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q5_1 Base salary	7.3%	12.2%	19.5%	7.3%	17.1%	36.6%	0.0%	0.0%
Q5_2 Start-up funds	12%	12%	12%	7%	7%	5%	0%	44%
Q5_3 Health care benefits	2%	2%	2%	12%	17%	39%	20%	5%
Q5_4 Retirement benefits	5%	0%	0%	12%	15%	39%	24%	5%
Q5_5 Support for professional development and to present papers or conduct research	0%	5%	10%	10%	27%	34%	10%	5%
Q5_6 Support for special projects/service	2%	7%	5%	22%	17%	17%	5%	24%
Q5_7 Overload compensation	5%	7%	5%	17%	10%	27%	5%	24%
Q5_8 Compensation relative to other institutions	5%	12%	27%	20%	10%	10%	0%	17%
Q5_9 Salary compression compared to colleagues from other institutions	5%	20%	24%	12%	2%	12%	0%	24%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q5_1 Base salary	9.2%	16.9%	29.2%	10.8%	23.1%	6.2%	3.1%	1.5%
Q5_2 Start-up funds	8%	11%	5%	14%	8%	2%	2%	52%
Q5_3 Health care benefits	0%	2%	9%	5%	15%	48%	12%	9%
Q5_4 Retirement benefits	0%	5%	5%	5%	14%	48%	15%	9%
Q5_5 Support for professional development and to present papers or conduct research	5%	5%	5%	11%	29%	29%	12%	5%
Q5_6 Support for special projects/service	5%	11%	8%	14%	27%	17%	5%	14%
Q5_7 Overload compensation	9%	5%	6%	18%	14%	15%	8%	25%
Q5_8 Compensation relative to other institutions	17%	14%	15%	18%	11%	5%	2%	18%
Q5_9 Salary compression compared to colleagues from other institutions	12%	20%	25%	14%	9%	6%	2%	12%

Appendix Q-b: Satisfaction with Resources by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	NOT APPLICABLE/DONT KNOW
Q7_1 Office space	2.2%	6.7%	6.7%	10.0%	5.6%	25.6%	16.7%	26.7%
Q7_2 Lab or research space	3%	6%	6%	11%	4%	8%	4%	58%
Q7_3 Classroom space	1%	2%	6%	8%	10%	36%	9%	29%
Q7_4 Library resources	1%	4%	3%	9%	13%	38%	27%	4%
Q7_5 Computer resources	2%	6%	6%	12%	12%	36%	16%	11%
Q7_6 Support for special projects/service	2%	2%	16%	12%	11%	22%	4%	30%
Q7_7 Clerical and administrative staff	3%	0%	3%	2%	11%	33%	42%	4%
Q7_8 Technical and research staff	1%	2%	6%	9%	14%	29%	26%	13%
Q7_9 Support for securing grants	1%	3%	3%	15%	11%	15%	8%	44%
Q7_10 Teaching	2.2%	3.3%	4.4%	6.7%	28.9%	38.9%	14.4%	1.1%
Q7_11 Student advising	6.7%	11.1%	6.7%	8.9%	15.6%	11.1%	6.7%	33.3%
Q7_12 Student mentoring	6%	7%	11%	10%	17%	19%	6%	26%
Q7_13 Peer mentoring	4%	7%	8%	16%	16%	15%	2%	33%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q7_1 Office space	0.0%	2.9%	0.0%	5.9%	5.9%	20.6%	26.5%	38.2%
Q7_2 Lab or research space	0%	3%	3%	0%	3%	3%	12%	76%
Q7_3 Classroom space	0%	0%	0%	0%	3%	26%	18%	53%
Q7_4 Library resources	0%	0%	3%	0%	3%	38%	38%	18%
Q7_5 Computer resources	0%	0%	6%	0%	3%	41%	29%	21%
Q7_6 Support for special projects/service	3%	0%	0%	12%	9%	21%	12%	44%
Q7_7 Clerical and administrative staff	0%	0%	15%	0%	3%	32%	38%	12%
Q7_8 Technical and research staff	0%	3%	3%	9%	6%	21%	29%	29%
Q7_9 Support for securing grants	6%	0%	3%	3%	9%	18%	18%	44%
Q7_10 Teaching	0.0%	0.0%	5.9%	0.0%	17.6%	29.4%	47.1%	0.0%
Q7_11 Student advising	2.9%	5.9%	0.0%	5.9%	14.7%	26.5%	8.8%	35.3%
Q7_12 Student mentoring	3%	3%	3%	3%	9%	29%	6%	44%
Q7_13 Peer mentoring	3%	3%	0%	9%	9%	29%	6%	41%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do not Know
Q7_1 Office space	4.8%	2.4%	14.3%	4.8%	2.4%	42.9%	14.3%	14.3%
Q7_2 Lab or research space	2%	2%	7%	21%	10%	24%	5%	29%
Q7_3 Classroom space	2%	2%	10%	5%	17%	38%	10%	17%
Q7_4 Library resources	0%	0%	7%	7%	7%	52%	17%	10%
Q7_5 Computer resources	0%	0%	2%	7%	19%	48%	17%	7%
Q7_6 Support for special projects/service	2%	0%	5%	19%	7%	31%	10%	26%
Q7_7 Clerical and administrative staff	5%	2%	10%	0%	5%	33%	43%	2%
Q7_8 Technical and research staff	0%	2%	12%	7%	7%	43%	12%	17%
Q7_9 Support for securing grants	0%	0%	2%	14%	10%	21%	12%	40%
Q7_10 Teaching	0.0%	0.0%	7.1%	4.8%	19.0%	42.9%	21.4%	4.8%
Q7_11 Student advising	7.1%	7.1%	9.5%	9.5%	7.1%	21.4%	9.5%	28.6%
Q7_12 Student mentoring	7%	5%	5%	14%	12%	24%	7%	26%
Q7_13 Peer mentoring	5%	2%	5%	19%	17%	26%	7%	19%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do not Know
Q7_1 Office space	3.6%	0.0%	3.6%	7.1%	10.7%	32.1%	28.6%	14.3%
Q7_2 Lab or research space	4%	7%	4%	11%	4%	18%	7%	46%
Q7_3 Classroom space	0%	7%	11%	14%	14%	25%	11%	18%
Q7_4 Library resources	0%	0%	0%	21%	11%	43%	14%	11%
Q7_5 Computer resources	4%	14%	14%	7%	21%	25%	14%	0%
Q7_6 Support for special projects/service	4%	14%	4%	21%	7%	14%	11%	25%
Q7_7 Clerical and administrative staff	4%	11%	11%	0%	4%	25%	43%	4%
Q7_8 Technical and research staff	4%	7%	7%	18%	7%	14%	11%	32%
Q7_9 Support for securing grants	0%	11%	0%	21%	14%	14%	4%	36%
Q7_10 Teaching	3.6%	14.3%	7.1%	21.4%	7.1%	28.6%	17.9%	0.0%
Q7_11 Student advising	10.7%	10.7%	7.1%	17.9%	14.3%	14.3%	10.7%	14.3%
Q7_12 Student mentoring	7%	14%	7%	21%	11%	11%	7%	21%
Q7_13 Peer mentoring	7%	11%	7%	18%	11%	11%	7%	29%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do n't Know
Q7_1 Office space	0.0%	7.3%	2.4%	7.3%	7.3%	41.5%	24.4%	9.8%
Q7_2 Lab or research space	2%	7%	12%	17%	7%	15%	15%	24%
Q7_3 Classroom space	0%	2%	10%	2%	24%	37%	17%	7%
Q7_4 Library resources	0%	2%	10%	7%	12%	39%	17%	12%
Q7_5 Computer resources	2%	2%	10%	10%	17%	37%	17%	5%
Q7_6 Support for special projects/service	0%	5%	17%	17%	20%	17%	2%	22%
Q7_7 Clerical and administrative staff	0%	0%	7%	7%	22%	39%	22%	2%
Q7_8 Technical and research staff	2%	2%	12%	10%	12%	32%	7%	22%
Q7_9 Support for securing grants	2%	7%	10%	20%	12%	20%	0%	29%
Q7_10 Teaching	0.0%	2.4%	7.3%	17.1%	29.3%	34.1%	7.3%	2.4%
Q7_11 Student advising	14.6%	2.4%	9.8%	24.4%	9.8%	17.1%	2.4%	19.5%
Q7_12 Student mentoring	10%	2%	17%	32%	2%	20%	0%	17%
Q7_13 Peer mentoring	2%	5%	15%	24%	15%	17%	0%	22%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do n't Know
Q7_1 Office space	1.5%	1.5%	4.6%	13.8%	7.7%	43.1%	15.4%	12.3%
Q7_2 Lab or research space	3%	2%	11%	12%	3%	15%	6%	48%
Q7_3 Classroom space	0%	0%	6%	8%	14%	40%	15%	17%
Q7_4 Library resources	0%	2%	6%	14%	18%	37%	17%	6%
Q7_5 Computer resources	0%	5%	5%	12%	22%	29%	20%	8%
Q7_6 Support for special projects/service	5%	6%	14%	14%	15%	14%	8%	25%
Q7_7 Clerical and administrative staff	3%	2%	8%	6%	15%	28%	32%	6%
Q7_8 Technical and research staff	5%	5%	8%	11%	11%	25%	20%	17%
Q7_9 Support for securing grants	6%	6%	9%	17%	9%	26%	2%	25%
Q7_10 Teaching	1.5%	9.2%	4.6%	4.6%	27.7%	33.8%	10.8%	7.7%
Q7_11 Student advising	6.2%	7.7%	9.2%	18.5%	10.8%	13.8%	3.1%	30.8%
Q7_12 Student mentoring	5%	8%	8%	23%	9%	15%	2%	31%
Q7_13 Peer mentoring	6%	6%	3%	23%	22%	8%	0%	32%

Appendix Q-c: Satisfaction with Teaching, Advising, Research and Administrative Service by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable
Q9_1 Overall workload	4.4%	8.9%	21.1%	10.0%	16.7%	24.4%	11.1%	3.3%
Q9_2 Teaching responsibilities	2%	3%	7%	11%	14%	43%	19%	0%
Q9_3 Advising responsibilities	4%	6%	6%	18%	12%	13%	3%	38%
Q9_4 Mentoring responsibilities	2%	2%	6%	17%	14%	22%	2%	34%
Q9_5 Quality of undergraduate students	1%	4%	9%	13%	31%	31%	9%	1%
Q9_6 Quality of graduate students	1%	2%	6%	12%	17%	21%	9%	32%
Q9_7 Expectations re: scholarship and research	1%	2%	8%	16%	13%	31%	8%	21%
Q9_8 Size of classes	1%	1%	6%	9%	21%	42%	18%	2%
Q9_9 Time available for scholarly work	9%	12%	16%	13%	10%	13%	6%	21%
Q9_10 Committee and administrative responsibilities	5.6%	13.3%	11.1%	12.2%	10.0%	14.4%	4.4%	28.9%
Q9_11 Recruitment responsibilities	2.2%	13.3%	4.4%	16.7%	8.9%	13.3%	4.4%	36.7%
Q9_12 Role of adjunct instructors in your department	2%	7%	12%	13%	11%	29%	10%	16%
Q9_13 Undergraduate research	1%	3%	6%	18%	9%	21%	7%	36%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q9_1 Overall workload	0.0%	8.8%	11.8%	11.8%	8.8%	41.2%	11.8%	5.9%
Q9_2 Teaching responsibilities	0%	3%	6%	3%	12%	47%	29%	0%
Q9_3 Advising responsibilities	6%	3%	9%	6%	9%	18%	12%	38%
Q9_4 Mentoring responsibilities	0%	0%	0%	15%	3%	24%	9%	50%
Q9_5 Quality of undergraduate students	0%	0%	6%	0%	6%	12%	12%	65%
Q9_6 Quality of graduate students	0%	0%	3%	3%	18%	47%	18%	12%
Q9_7 Expectations re: scholarship and research	0%	3%	6%	12%	6%	26%	6%	41%
Q9_8 Size of classes	0%	3%	3%	9%	6%	56%	24%	0%
Q9_9 Time available for scholarly work	3%	15%	0%	6%	18%	15%	6%	38%
Q9_10 Committee and administrative responsibilities	5.9%	5.9%	5.9%	11.8%	17.6%	20.6%	2.9%	29.4%
Q9_11 Recruitment responsibilities	5.9%	5.9%	0.0%	8.8%	5.9%	23.5%	2.9%	47.1%
Q9_12 Role of adjunct instructors in your department	3%	0%	3%	0%	12%	44%	24%	15%
Q9_13 Undergraduate research	0%	3%	0%	3%	0%	12%	3%	79%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do n't Know
Q9_1 Overall workload	2.4%	4.8%	16.7%	4.8%	19.0%	40.5%	11.9%	0.0%
Q9_2 Teaching responsibilities	0%	5%	12%	14%	10%	43%	17%	0%
Q9_3 Advising responsibilities	2%	5%	10%	17%	2%	29%	2%	33%
Q9_4 Mentoring responsibilities	2%	2%	0%	26%	0%	33%	2%	33%
Q9_5 Quality of undergraduate students	0%	0%	7%	19%	14%	36%	14%	10%
Q9_6 Quality of graduate students	0%	2%	2%	12%	17%	29%	19%	19%
Q9_7 Expectations re: scholarship and research	0%	2%	12%	14%	17%	33%	10%	12%
Q9_8 Size of classes	0%	0%	7%	5%	19%	48%	21%	0%
Q9_9 Time available for scholarly work	2%	5%	14%	17%	21%	17%	5%	19%
Q9_10 Committee and administrative responsibilities	4.8%	2.4%	16.7%	19.0%	9.5%	35.7%	7.1%	4.8%
Q9_11 Recruitment responsibilities	2.4%	9.5%	7.1%	16.7%	11.9%	31.0%	4.8%	16.7%
Q9_12 Role of adjunct instructors in your department	7%	2%	5%	17%	7%	36%	14%	12%
Q9_13 Undergraduate research	2%	0%	5%	17%	10%	24%	10%	33%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do n't Know
Q9_1 Overall workload	14.3%	7.1%	10.7%	10.7%	7.1%	28.6%	21.4%	0.0%
Q9_2 Teaching responsibilities	4%	14%	7%	0%	7%	39%	29%	0%
Q9_3 Advising responsibilities	11%	7%	7%	11%	7%	36%	11%	11%
Q9_4 Mentoring responsibilities	4%	14%	7%	7%	14%	32%	4%	18%
Q9_5 Quality of undergraduate students	7%	4%	25%	18%	7%	32%	7%	0%
Q9_6 Quality of graduate students	11%	4%	4%	21%	14%	14%	11%	21%
Q9_7 Expectations re: scholarship and research	7%	4%	21%	7%	14%	25%	7%	14%
Q9_8 Size of classes	0%	7%	0%	11%	11%	50%	18%	4%
Q9_9 Time available for scholarly work	25%	7%	25%	4%	0%	18%	4%	18%
Q9_10 Committee and administrative responsibilities	17.9%	3.6%	14.3%	17.9%	7.1%	17.9%	10.7%	10.7%
Q9_11 Recruitment responsibilities	17.9%	7.1%	10.7%	17.9%	3.6%	14.3%	7.1%	21.4%
Q9_12 Role of adjunct instructors in your department	7%	7%	4%	18%	4%	36%	14%	11%
Q9_13 Undergraduate research	4%	4%	4%	21%	14%	14%	4%	36%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do n't Know
Q9_1 Overall workload	2.4%	19.5%	4.9%	22.0%	17.1%	31.7%	2.4%	0.0%
Q9_2 Teaching responsibilities	0%	7%	5%	20%	22%	32%	15%	0%
Q9_3 Advising responsibilities	7%	7%	10%	15%	2%	24%	2%	32%
Q9_4 Mentoring responsibilities	7%	7%	5%	29%	5%	27%	0%	20%
Q9_5 Quality of undergraduate students	5%	5%	12%	22%	20%	27%	10%	0%
Q9_6 Quality of graduate students	0%	0%	2%	10%	15%	22%	5%	46%
Q9_7 Expectations re: scholarship and research	2%	7%	12%	17%	27%	15%	5%	15%
Q9_8 Size of classes	0%	0%	2%	15%	12%	54%	17%	0%
Q9_9 Time available for scholarly work	12%	17%	20%	10%	15%	17%	0%	10%
Q9_10 Committee and administrative responsibilities	2.4%	4.9%	17.1%	26.8%	24.4%	17.1%	0.0%	7.3%
Q9_11 Recruitment responsibilities	2.4%	14.6%	17.1%	17.1%	19.5%	19.5%	0.0%	9.8%
Q9_12 Role of adjunct instructors in your department	2%	7%	15%	22%	7%	32%	2%	12%
Q9_13 Undergraduate research	2%	12%	15%	15%	15%	22%	2%	17%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do n't Know
Q9_1 Overall workload	12.5%	14.1%	21.9%	7.8%	10.9%	25.0%	3.1%	4.7%
Q9_2 Teaching responsibilities	8%	8%	8%	13%	16%	28%	14%	6%
Q9_3 Advising responsibilities	6%	8%	3%	17%	14%	6%	5%	41%
Q9_4 Mentoring responsibilities	6%	6%	0%	27%	11%	6%	5%	39%
Q9_5 Quality of undergraduate students	2%	6%	8%	14%	27%	38%	5%	2%
Q9_6 Quality of graduate students	0%	3%	5%	13%	17%	22%	5%	36%
Q9_7 Expectations re: scholarship and research	3%	8%	16%	16%	19%	23%	3%	13%
Q9_8 Size of classes	3%	8%	3%	14%	22%	33%	14%	3%
Q9_9 Time available for scholarly work	19%	17%	19%	14%	8%	13%	3%	8%
Q9_10 Committee and administrative responsibilities	9.4%	12.5%	23.4%	21.9%	6.3%	14.1%	3.1%	9.4%
Q9_11 Recruitment responsibilities	9.4%	6.3%	14.1%	23.4%	9.4%	7.8%	0.0%	29.7%
Q9_12 Role of adjunct instructors in your department	6%	2%	3%	19%	20%	14%	5%	31%
Q9_13 Undergraduate research	2%	5%	11%	20%	14%	16%	5%	28%

Appendix Q-d: Satisfaction with FHSU Online by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	NOT APPLICABLE/ DON'T KNOW
Q11_1 Class size	2.2%	2.2%	6.7%	8.9%	20.0%	38.9%	13.3%	7.8%
Q11_2 Quality of technical support	3%	1%	0%	7%	23%	31%	26%	9%
Q11_3 Dollar amount paid for course development	10%	9%	17%	8%	9%	12%	3%	32%
Q11_4 Availability of course development opportunities	6%	6%	10%	14%	16%	23%	6%	20%
Q11_5 Course quality control	3%	4%	4%	12%	20%	31%	6%	19%
Q11_6 Quality of online/virtual students	1%	1%	14%	16%	27%	24%	9%	8%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q11_1 Class size	0.0%	5.9%	0.0%	2.9%	11.8%	55.9%	23.5%	0.0%
Q11_2 Quality of technical support	0%	0%	6%	6%	3%	41%	41%	3%
Q11_3 Dollar amount paid for course development	3%	0%	9%	6%	0%	35%	0%	47%
Q11_4 Availability of course development opportunities	0%	3%	3%	9%	9%	35%	15%	26%
Q11_5 Course quality control	0%	6%	6%	12%	3%	41%	24%	9%
Q11_6 Quality of online/virtual students	0%	0%	3%	3%	21%	44%	26%	3%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q11_1 Class size	0.0%	0.0%	11.9%	4.8%	9.5%	42.9%	19.0%	11.9%
Q11_2 Quality of technical support	0%	0%	10%	7%	19%	40%	10%	14%
Q11_3 Dollar amount paid for course development	2%	5%	12%	10%	7%	24%	7%	33%
Q11_4 Availability of course development opportunities	0%	5%	5%	14%	10%	33%	12%	21%
Q11_5 Course quality control	0%	10%	7%	10%	14%	31%	10%	19%
Q11_6 Quality of online/virtual students	0%	2%	5%	7%	26%	29%	14%	17%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q11_1 Class size	0.0%	3.6%	3.6%	17.9%	7.1%	53.6%	10.7%	3.6%
Q11_2 Quality of technical support	4%	14%	0%	7%	18%	32%	21%	4%
Q11_3 Dollar amount paid for course development	29%	7%	14%	11%	7%	18%	4%	11%
Q11_4 Availability of course development opportunities	4%	14%	14%	14%	18%	25%	4%	7%
Q11_5 Course quality control	0%	7%	14%	18%	7%	29%	18%	7%
Q11_6 Quality of online/virtual students	4%	11%	11%	14%	7%	36%	14%	4%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q11_1 Class size	0.0%	2.4%	2.4%	19.5%	7.3%	39.0%	4.9%	24.4%
Q11_2 Quality of technical support	0%	7%	0%	7%	10%	41%	12%	22%
Q11_3 Dollar amount paid for course development	2%	10%	7%	15%	5%	15%	0%	46%
Q11_4 Availability of course development opportunities	0%	12%	5%	20%	10%	20%	2%	32%
Q11_5 Course quality control	0%	12%	12%	10%	7%	27%	0%	32%
Q11_6 Quality of online/virtual students	0%	10%	15%	12%	10%	29%	0%	24%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q11_1 Class size	4.7%	4.7%	6.3%	6.3%	23.4%	29.7%	10.9%	14.1%
Q11_2 Quality of technical support	2%	5%	13%	13%	13%	27%	16%	14%
Q11_3 Dollar amount paid for course development	6%	8%	13%	16%	6%	8%	6%	38%
Q11_4 Availability of course development opportunities	3%	2%	13%	23%	11%	14%	6%	28%
Q11_5 Course quality control	5%	8%	5%	17%	14%	22%	6%	23%
Q11_6 Quality of online/virtual students	2%	5%	6%	13%	27%	25%	9%	14%

Appendix Q-e: Satisfaction with Governance and Administration by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	NOT APPLICABLE/DON'T KNOW
Q13_1 Communication with University leadership	4.4%	10.0%	11.1%	11.1%	22.2%	28.9%	8.9%	3.3%
Q13_2 Ability to influence decisions in Department	8%	3%	6%	13%	14%	32%	17%	7%
Q13_3 Ability to influence decisions at the Institution	12%	10%	19%	18%	13%	13%	2%	12%
Q13_4 Availability of course development opportunities	4%	9%	3%	19%	21%	28%	7%	9%
Q13_5 Effectiveness of University governance	4%	10%	13%	21%	18%	22%	3%	8%
Q13_6 Being informed about decisions made at University	7%	7%	17%	14%	16%	32%	7%	1%
Q13_7 Opportunities to collaborate with my colleagues	2%	4%	11%	11%	21%	31%	12%	7%
Q13_8 Departmental climate	2%	3%	7%	6%	14%	29%	34%	4%
Q13_9 Department chairs leadership	4%	2%	6%	3%	7%	22%	56%	0%
Q13_10 College climate	6.7%	10.0%	14.4%	10.0%	13.3%	30.0%	12.2%	3.3%
Q13_11 Graduate school climate	1.1%	3.3%	4.4%	15.6%	5.6%	26.7%	5.6%	37.8%
Q13_12 Deans leadership	17%	10%	10%	16%	10%	19%	6%	13%
Q13_13 International Coordinator support for International Faculty at SIAS and SNU	1%	2%	2%	12%	2%	12%	10%	58%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q13_1 Communication with University leadership	2.9%	0.0%	2.9%	5.9%	17.6%	38.2%	29.4%	2.9%
Q13_2 Ability to influence decisions in Department	0%	6%	9%	15%	15%	18%	29%	9%
Q13_3 Ability to influence decisions at the Institution	3%	6%	6%	18%	12%	21%	9%	26%
Q13_4 Availability of course development opportunities	3%	3%	0%	15%	12%	29%	15%	24%
Q13_5 Effectiveness of University governance	3%	0%	3%	6%	18%	32%	18%	21%
Q13_6 Being informed about decisions made at University	3%	3%	0%	6%	15%	41%	26%	6%
Q13_7 Opportunities to collaborate with my colleagues	3%	3%	0%	9%	15%	29%	35%	6%
Q13_8 Departmental climate	3%	0%	6%	3%	21%	21%	41%	6%
Q13_9 Department chairs leadership	3%	6%	3%	6%	3%	24%	56%	0%
Q13_10 College climate	2.9%	0.0%	8.8%	11.8%	17.6%	20.6%	32.4%	5.9%
Q13_11 Graduate school climate	2.9%	0.0%	0.0%	0.0%	8.8%	38.2%	32.4%	17.6%
Q13_12 Deans leadership	3%	3%	9%	9%	6%	26%	41%	3%
Q13_13 International Coordinator support for International Faculty at SIAS and SNU	0%	0%	0%	3%	0%	6%	9%	82%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q13_1 Communication with University leadership	4.8%	0.0%	0.0%	16.7%	16.7%	38.1%	21.4%	2.4%
Q13_2 Ability to influence decisions in Department	0%	5%	7%	10%	12%	33%	29%	5%
Q13_3 Ability to influence decisions at the Institution	2%	5%	10%	24%	17%	29%	7%	7%
Q13_4 Availability of course development opportunities	0%	2%	2%	19%	19%	31%	7%	19%
Q13_5 Effectiveness of University governance	2%	7%	5%	12%	19%	38%	12%	5%
Q13_6 Being informed about decisions made at University	2%	5%	5%	10%	17%	45%	17%	0%
Q13_7 Opportunities to collaborate with my colleagues	0%	5%	0%	17%	17%	38%	24%	0%
Q13_8 Departmental climate	0%	2%	12%	7%	12%	17%	48%	2%
Q13_9 Department chairs leadership	2%	5%	7%	2%	7%	26%	50%	0%
Q13_10 College climate	2.4%	2.4%	4.8%	4.8%	14.3%	47.6%	21.4%	2.4%
Q13_11 Graduate school climate	0.0%	0.0%	4.8%	9.5%	7.1%	33.3%	16.7%	28.6%
Q13_12 Deans leadership	2%	0%	2%	10%	7%	26%	43%	10%
Q13_13 International Coordinator support for International Faculty at SIAS and SNU	0%	2%	0%	10%	0%	10%	2%	76%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q13_1 Communication with University leadership	17.9%	21.4%	3.6%	7.1%	14.3%	21.4%	14.3%	0.0%
Q13_2 Ability to influence decisions in Department	11%	7%	4%	14%	18%	32%	11%	4%
Q13_3 Ability to influence decisions at the Institution	32%	14%	11%	11%	11%	18%	0%	4%
Q13_4 Availability of course development opportunities	4%	11%	14%	29%	11%	18%	4%	11%
Q13_5 Effectiveness of University governance	25%	11%	18%	7%	11%	25%	4%	0%
Q13_6 Being informed about decisions made at University	7%	25%	4%	14%	14%	21%	14%	0%
Q13_7 Opportunities to collaborate with my colleagues	7%	7%	11%	14%	14%	29%	18%	0%
Q13_8 Departmental climate	11%	4%	14%	0%	4%	39%	29%	0%
Q13_9 Department chairs leadership	4%	0%	11%	4%	7%	21%	50%	4%
Q13_10 College climate	28.6%	3.6%	14.3%	10.7%	7.1%	21.4%	14.3%	0.0%
Q13_11 Graduate school climate	3.6%	7.1%	7.1%	25.0%	10.7%	14.3%	10.7%	21.4%
Q13_12 Deans leadership	32%	0%	14%	11%	4%	14%	14%	11%
Q13_13 International Coordinator support for International Faculty at SIAS and SNU	14%	0%	7%	7%	0%	14%	11%	46%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do not Know
Q13_1 Communication with University leadership	4.9%	2.4%	7.3%	17.1%	26.8%	29.3%	7.3%	4.9%
Q13_2 Ability to influence decisions in Department	5%	7%	2%	10%	17%	41%	12%	5%
Q13_3 Ability to influence decisions at the Institution	7%	5%	15%	34%	24%	7%	0%	7%
Q13_4 Availability of course development opportunities	2%	7%	10%	22%	20%	27%	0%	12%
Q13_5 Effectiveness of University governance	5%	5%	7%	27%	24%	24%	0%	7%
Q13_6 Being informed about decisions made at University	7%	2%	5%	17%	29%	34%	5%	0%
Q13_7 Opportunities to collaborate with my colleagues	0%	2%	10%	12%	27%	44%	5%	0%
Q13_8 Departmental climate	12%	2%	12%	2%	5%	41%	24%	0%
Q13_9 Department chairs leadership	2%	2%	5%	5%	15%	32%	39%	0%
Q13_10 College climate	0.0%	9.8%	4.9%	26.8%	17.1%	36.6%	0.0%	4.9%
Q13_11 Graduate school climate	7.3%	4.9%	4.9%	17.1%	7.3%	12.2%	0.0%	46.3%
Q13_12 Deans leadership	7%	7%	5%	20%	24%	24%	5%	7%
Q13_13 International Coordinator support for International Faculty at SIAS and SNU	0%	2%	0%	12%	0%	5%	2%	78%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do not Know
Q13_1 Communication with University leadership	18.0%	8.2%	13.1%	11.5%	11.5%	34.4%	3.3%	0.0%
Q13_2 Ability to influence decisions in Department	10%	7%	10%	18%	18%	20%	13%	5%
Q13_3 Ability to influence decisions at the Institution	18%	13%	16%	21%	11%	10%	2%	8%
Q13_4 Availability of course development opportunities	5%	2%	10%	28%	18%	15%	8%	15%
Q13_5 Effectiveness of University governance	11%	10%	20%	18%	13%	18%	5%	5%
Q13_6 Being informed about decisions made at University	13%	18%	13%	15%	13%	20%	8%	0%
Q13_7 Opportunities to collaborate with my colleagues	3%	5%	8%	15%	26%	26%	13%	3%
Q13_8 Departmental climate	10%	5%	7%	11%	20%	23%	25%	0%
Q13_9 Department chairs leadership	5%	5%	2%	23%	5%	26%	28%	7%
Q13_10 College climate	9.8%	14.8%	16.4%	19.7%	13.1%	13.1%	9.8%	3.3%
Q13_11 Graduate school climate	3.3%	1.6%	6.6%	9.8%	8.2%	14.8%	3.3%	52.5%
Q13_12 Deans leadership	10%	7%	16%	13%	8%	18%	10%	18%
Q13_13 International Coordinator support for International Faculty at SIAS and SNU	5%	5%	2%	10%	5%	15%	0%	59%

Appendix Q-f: Satisfaction with General Issues by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	NOT APPLICABLE/DONT KNOW
Q15_1 Qualifications of colleagues	0.0%	1.1%	3.3%	6.7%	8.9%	42.2%	35.6%	2.2%
Q15_2 Opportunities to collaborate with colleagues	0%	1%	9%	12%	16%	32%	23%	7%
Q15_3 Cultural diversity of the campus	6%	6%	16%	16%	14%	26%	6%	12%
Q15_4 My sense of fit at FHSU	3%	4%	10%	8%	18%	32%	20%	4%
Q15_5 Tenure requirements	2%	2%	2%	14%	8%	31%	9%	31%
Q15_6 Clarity of tenure process and expectations	1%	2%	6%	11%	13%	24%	9%	33%
Q15_7 Clarity of merit evaluation procedures	1%	6%	7%	11%	17%	32%	10%	17%
Q15_8 Overall merit evaluation process	1%	7%	10%	13%	12%	30%	12%	14%
Q15_9 Recent university restructuring	7%	14%	22%	21%	8%	11%	3%	13%
Q15_10 Overall feeling of safety on campus	0.0%	2.2%	2.2%	13.3%	12.2%	31.1%	17.8%	21.1%
Q15_11 Quality of shared governance	4.4%	14.4%	8.9%	18.9%	17.8%	13.3%	3.3%	18.9%
Q15_12 Transition to professional advising	7%	13%	12%	14%	8%	11%	4%	30%
Q15_13 Institutional strategic response to COVID-19	2%	6%	7%	13%	21%	33%	10%	8%
Q15_14 Institutional strategic response to enrollment decline	7%	10%	18%	20%	14%	17%	2%	12%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do not Know
Q15_1 Qualifications of colleagues	0.0%	0.0%	2.9%	2.9%	14.7%	26.5%	47.1%	5.9%
Q15_2 Opportunities to collaborate with colleagues	3%	3%	3%	12%	15%	24%	35%	6%
Q15_3 Cultural diversity of the campus	3%	3%	12%	21%	6%	26%	9%	21%
Q15_4 My sense of fit at FHSU	0%	0%	3%	6%	12%	29%	47%	3%
Q15_5 Tenure requirements	0%	0%	3%	6%	15%	21%	15%	41%
Q15_6 Clarity of tenure process and expectations	0%	0%	3%	6%	15%	18%	15%	44%
Q15_7 Clarity of merit evaluation procedures	0%	6%	6%	3%	12%	26%	9%	38%
Q15_8 Overall merit evaluation process	6%	3%	6%	3%	9%	18%	15%	41%
Q15_9 Recent university restructuring	3%	0%	0%	18%	3%	26%	9%	41%
Q15_10 Overall feeling of safety on campus	0.0%	0.0%	0.0%	2.9%	5.9%	35.3%	32.4%	23.5%
Q15_11 Quality of shared governance	2.9%	0.0%	5.9%	5.9%	5.9%	35.3%	11.8%	32.4%
Q15_12 Transition to professional advising	3%	3%	9%	15%	6%	9%	6%	50%
Q15_13 Institutional strategic response to COVID-19	0%	0%	3%	12%	6%	32%	29%	18%
Q15_14 Institutional strategic response to enrollment decline	6%	6%	6%	9%	3%	35%	12%	24%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do not Know
Q15_1 Qualifications of colleagues	0.0%	2.4%	2.4%	4.8%	7.1%	40.5%	40.5%	2.4%
Q15_2 Opportunities to collaborate with colleagues	2%	0%	2%	19%	14%	38%	24%	0%
Q15_3 Cultural diversity of the campus	0%	2%	7%	19%	31%	21%	14%	5%
Q15_4 My sense of fit at FHSU	0%	0%	5%	7%	19%	36%	33%	0%
Q15_5 Tenure requirements	0%	2%	2%	10%	5%	31%	12%	38%
Q15_6 Clarity of tenure process and expectations	0%	2%	10%	7%	5%	29%	10%	38%
Q15_7 Clarity of merit evaluation procedures	2%	5%	10%	14%	12%	31%	12%	14%
Q15_8 Overall merit evaluation process	2%	2%	7%	21%	10%	31%	12%	14%
Q15_9 Recent university restructuring	2%	0%	2%	21%	12%	31%	5%	26%
Q15_10 Overall feeling of safety on campus	0.0%	0.0%	0.0%	7.1%	2.4%	47.6%	38.1%	4.8%
Q15_11 Quality of shared governance	4.8%	2.4%	4.8%	11.9%	11.9%	35.7%	14.3%	14.3%
Q15_12 Transition to professional advising	10%	10%	7%	12%	12%	14%	19%	17%
Q15_13 Institutional strategic response to COVID-19	5%	0%	0%	12%	12%	33%	21%	17%
Q15_14 Institutional strategic response to enrollment decline	2%	0%	5%	12%	21%	40%	7%	12%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Do not Know
Q15_1 Qualifications of colleagues	7.1%	3.6%	0.0%	14.3%	10.7%	39.3%	25.0%	0.0%
Q15_2 Opportunities to collaborate with colleagues	4%	7%	14%	7%	11%	36%	18%	4%
Q15_3 Cultural diversity of the campus	4%	7%	14%	21%	11%	18%	21%	4%
Q15_4 My sense of fit at FHSU	14%	7%	4%	4%	18%	36%	18%	0%
Q15_5 Tenure requirements	11%	11%	4%	14%	11%	29%	4%	18%
Q15_6 Clarity of tenure process and expectations	4%	4%	11%	14%	7%	32%	7%	21%
Q15_7 Clarity of merit evaluation procedures	11%	14%	14%	11%	4%	25%	11%	11%
Q15_8 Overall merit evaluation process	11%	14%	18%	11%	4%	25%	7%	11%
Q15_9 Recent university restructuring	18%	11%	0%	21%	11%	14%	7%	18%
Q15_10 Overall feeling of safety on campus	0.0%	0.0%	3.6%	7.1%	10.7%	39.3%	21.4%	17.9%
Q15_11 Quality of shared governance	7.1%	28.6%	7.1%	10.7%	10.7%	21.4%	3.6%	10.7%
Q15_12 Transition to professional advising	7%	11%	14%	7%	7%	25%	4%	25%
Q15_13 Institutional strategic response to COVID-19	7%	7%	0%	21%	11%	18%	32%	4%
Q15_14 Institutional strategic response to enrollment decline	11%	14%	14%	21%	7%	11%	14%	7%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q15_1 Qualifications of colleagues	2.4%	2.4%	4.9%	7.3%	12.2%	51.2%	19.5%	0.0%
Q15_2 Opportunities to collaborate with colleagues	0%	5%	10%	15%	22%	49%	0%	0%
Q15_3 Cultural diversity of the campus	7%	12%	12%	15%	5%	37%	2%	10%
Q15_4 My sense of fit at FHSU	2%	5%	12%	17%	24%	24%	15%	0%
Q15_5 Tenure requirements	0%	12%	7%	20%	17%	24%	0%	20%
Q15_6 Clarity of tenure process and expectations	10%	7%	15%	5%	20%	22%	2%	20%
Q15_7 Clarity of merit evaluation procedures	17%	12%	10%	12%	15%	27%	2%	5%
Q15_8 Overall merit evaluation process	7%	15%	12%	22%	17%	20%	0%	7%
Q15_9 Recent university restructuring	5%	2%	15%	41%	5%	15%	0%	17%
Q15_10 Overall feeling of safety on campus	2.4%	0.0%	2.4%	12.2%	19.5%	43.9%	14.6%	4.9%
Q15_11 Quality of shared governance	2.4%	7.3%	7.3%	31.7%	24.4%	12.2%	0.0%	14.6%
Q15_12 Transition to professional advising	17%	17%	12%	15%	5%	15%	7%	12%
Q15_13 Institutional strategic response to COVID-19	2%	7%	10%	12%	10%	32%	7%	20%
Q15_14 Institutional strategic response to enrollment decline	7%	12%	5%	34%	10%	15%	5%	12%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable/Don't Know
Q15_1 Qualifications of colleagues	3.4%	1.7%	10.2%	13.6%	1.7%	47.5%	20.3%	1.7%
Q15_2 Opportunities to collaborate with colleagues	2%	5%	10%	12%	22%	34%	12%	3%
Q15_3 Cultural diversity of the campus	7%	15%	15%	15%	14%	27%	5%	2%
Q15_4 My sense of fit at FHSU	5%	10%	7%	17%	17%	32%	12%	0%
Q15_5 Tenure requirements	5%	5%	10%	17%	7%	24%	5%	27%
Q15_6 Clarity of tenure process and expectations	10%	5%	10%	8%	10%	27%	0%	29%
Q15_7 Clarity of merit evaluation procedures	8%	15%	15%	10%	19%	19%	2%	12%
Q15_8 Overall merit evaluation process	12%	8%	15%	12%	17%	22%	2%	12%
Q15_9 Recent university restructuring	15%	17%	15%	19%	7%	7%	3%	17%
Q15_10 Overall feeling of safety on campus	0.0%	0.0%	1.7%	18.6%	16.9%	39.0%	15.3%	8.5%
Q15_11 Quality of shared governance	13.6%	13.6%	8.5%	15.3%	16.9%	18.6%	0.0%	13.6%
Q15_12 Transition to professional advising	10%	14%	7%	17%	7%	14%	10%	22%
Q15_13 Institutional strategic response to COVID-19	7%	5%	10%	14%	27%	22%	8%	7%
Q15_14 Institutional strategic response to enrollment decline	12%	8%	15%	25%	14%	14%	0%	12%

Appendix Q-g: Negative Stress by College

College of Arts, Humanities, and Social Sciences

	Not at All	Somewhat	Extensive	Not Applicable
Q17_1 Timing of departmental meetings and functions	58.9%	22.2%	2.2%	16.7%
Q17_2 Use of department meeting time	57%	24%	3%	16%
Q17_3 Managing a research group or grant	33%	11%	0%	56%
Q17_4 Securing funding for research	30%	21%	3%	46%
Q17_5 Scholarly productivity	24%	40%	12%	23%
Q17_6 Teaching responsibilities	38%	44%	16%	2%
Q17_7 Advising responsibilities	34%	24%	7%	34%
Q17_8 Committee and/or administrative responsibilities	23%	38%	16%	23%
Q17_9 Meeting tenure requirements	29%	14%	0%	57%
Q17_10 Review/promotion process	24.4%	32.2%	3.3%	40.0%
Q17_11 Departmental or campus politics	26.7%	40.0%	15.6%	17.8%
Q17_12 Current financial situation at the Institution	14%	49%	18%	19%
Q17_13 Current financial situation in the state of Kansas	13%	56%	18%	13%
Q17_14 Your personal financial situation	30%	53%	14%	2%
Q17_15 Program assessment procedures and technology	38%	38%	9%	15%
Q17_16 Leadership response to enrollment decline	18%	51%	17%	14%

College of Education

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q17_1 Timing of departmental meetings and functions	61.8%	17.6%	5.9%	14.7%
Q17_2 Use of department meeting time	53%	26%	3%	18%
Q17_3 Managing a research group or grant	21%	12%	6%	62%
Q17_4 Securing funding for research	18%	12%	9%	62%
Q17_5 Scholarly productivity	35%	12%	15%	38%
Q17_6 Teaching responsibilities	56%	38%	6%	0%
Q17_7 Advising responsibilities	29%	21%	15%	35%
Q17_8 Committee and/or administrative responsibilities	18%	38%	18%	26%
Q17_9 Meeting tenure requirements	21%	12%	18%	50%
Q17_10 Review/promotion process	23.5%	14.7%	11.8%	50.0%
Q17_11 Departmental or campus politics	38.2%	26.5%	8.8%	26.5%
Q17_12 Current financial situation at the Institution	38%	15%	18%	29%
Q17_13 Current financial situation in the state of Kansas	24%	50%	15%	12%
Q17_14 Your personal financial situation	38%	53%	3%	6%
Q17_15 Program assessment procedures and technology	38%	26%	9%	26%
Q17_16 Leadership response to enrollment decline	32%	29%	21%	18%

College of Health and Behavior Sciences

	Not at All	Somewhat	Extensive	Not Applicable/Do n't Know
Q17_1 Timing of departmental meetings and functions	65.9%	29.3%	4.9%	0.0%
Q17_2 Use of department meeting time	73%	24%	0%	2%
Q17_3 Managing a research group or grant	37%	22%	0%	41%
Q17_4 Securing funding for research	44%	15%	0%	41%
Q17_5 Scholarly productivity	34%	37%	7%	22%
Q17_6 Teaching responsibilities	37%	51%	12%	0%
Q17_7 Advising responsibilities	44%	17%	7%	32%
Q17_8 Committee and/or administrative responsibilities	44%	34%	17%	5%
Q17_9 Meeting tenure requirements	27%	20%	2%	51%
Q17_10 Review/promotion process	24.4%	39.0%	4.9%	31.7%
Q17_11 Departmental or campus politics	31.7%	39.0%	14.6%	14.6%
Q17_12 Current financial situation at the Institution	32%	49%	5%	15%
Q17_13 Current financial situation in the state of Kansas	27%	68%	2%	2%
Q17_14 Your personal financial situation	37%	49%	12%	2%
Q17_15 Program assessment procedures and technology	41%	37%	12%	10%
Q17_16 Leadership response to enrollment decline	49%	32%	7%	12%

Robbins College of Business and Entrepreneurship

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q17_1 Timing of departmental meetings and functions	67.9%	17.9%	10.7%	3.6%
Q17_2 Use of department meeting time	61%	14%	18%	7%
Q17_3 Managing a research group or grant	29%	7%	14%	50%
Q17_4 Securing funding for research	32%	11%	11%	46%
Q17_5 Scholarly productivity	43%	32%	11%	14%
Q17_6 Teaching responsibilities	50%	29%	21%	0%
Q17_7 Advising responsibilities	46%	21%	18%	14%
Q17_8 Committee and/or administrative responsibilities	43%	18%	36%	4%
Q17_9 Meeting tenure requirements	46%	4%	7%	43%
Q17_10 Review/promotion process	39.3%	17.9%	14.3%	28.6%
Q17_11 Departmental or campus politics	17.9%	17.9%	53.6%	10.7%
Q17_12 Current financial situation at the Institution	32%	46%	18%	4%
Q17_13 Current financial situation in the state of Kansas	54%	18%	21%	7%
Q17_14 Your personal financial situation	57%	32%	11%	0%
Q17_15 Program assessment procedures and technology	29%	50%	18%	4%
Q17_16 Leadership response to enrollment decline	32%	39%	25%	4%

Werth College of Science, Technology, & Mathematics

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q17_1 Timing of departmental meetings and functions	65.9%	26.8%	2.4%	4.9%
Q17_2 Use of department meeting time	73%	17%	5%	5%
Q17_3 Managing a research group or grant	20%	39%	7%	34%
Q17_4 Securing funding for research	27%	34%	7%	32%
Q17_5 Scholarly productivity	12%	54%	27%	7%
Q17_6 Teaching responsibilities	20%	54%	24%	2%
Q17_7 Advising responsibilities	29%	29%	12%	29%
Q17_8 Committee and/or administrative responsibilities	29%	59%	7%	5%
Q17_9 Meeting tenure requirements	15%	37%	12%	37%
Q17_10 Review/promotion process	12.2%	53.7%	9.8%	24.4%
Q17_11 Departmental or campus politics	17.1%	51.2%	19.5%	12.2%
Q17_12 Current financial situation at the Institution	12%	66%	12%	10%
Q17_13 Current financial situation in the state of Kansas	15%	59%	15%	12%
Q17_14 Your personal financial situation	20%	61%	17%	2%
Q17_15 Program assessment procedures and technology	22%	49%	17%	12%
Q17_16 Leadership response to enrollment decline	20%	59%	12%	10%

Respondents Who Did Not Identify Their College

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q17_1 Timing of departmental meetings and functions	55.6%	35.2%	3.7%	5.6%
Q17_2 Use of department meeting time	55%	29%	11%	5%
Q17_3 Managing a research group or grant	28%	17%	7%	48%
Q17_4 Securing funding for research	22%	31%	0%	46%
Q17_5 Scholarly productivity	13%	56%	22%	9%
Q17_6 Teaching responsibilities	28%	43%	22%	7%
Q17_7 Advising responsibilities	24%	30%	7%	39%
Q17_8 Committee and/or administrative responsibilities	15%	52%	24%	9%
Q17_9 Meeting tenure requirements	24%	22%	11%	43%
Q17_10 Review/promotion process	14.8%	48.1%	14.8%	22.2%
Q17_11 Departmental or campus politics	13.0%	53.7%	33.3%	0.0%
Q17_12 Current financial situation at the Institution	11%	56%	19%	15%
Q17_13 Current financial situation in the state of Kansas	19%	56%	20%	6%
Q17_14 Your personal financial situation	26%	50%	19%	6%
Q17_15 Program assessment procedures and technology	20%	52%	11%	17%
Q17_16 Leadership response to enrollment decline	30%	46%	19%	6%

Appendix Q-h: Satisfaction with Workday as an Enrollment Tool by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q19 Workday as an institutional enrollment tool.	34.4%	15.6%	11.1%	20.0%	7.8%	10.0%	1.1%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q19 Workday as an institutional enrollment tool.	14.7%	29.4%	14.7%	14.7%	8.8%	14.7%	2.9%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q19 Workday as an institutional enrollment tool.	23.8%	11.9%	11.9%	19.0%	19.0%	11.9%	2.4%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q19 Workday as an institutional enrollment tool.	50.0%	7.1%	3.6%	10.7%	3.6%	3.6%	21.4%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q19 Workday as an institutional enrollment tool.	29.3%	24.4%	19.5%	14.6%	2.4%	9.8%	0.0%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q19 Workday as an institutional enrollment tool.	40.4%	21.1%	15.8%	17.5%	3.5%	1.8%	0.0%

Appendix Q-i: Satisfaction with Workday as a Support Tool by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q20 Workday as an instructional support tool.	32.2%	26.7%	5.6%	17.8%	7.8%	8.9%	1.1%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q20 Workday as an instructional support tool.	17.6%	17.6%	11.8%	23.5%	11.8%	14.7%	2.9%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q20 Workday as an instructional support tool.	21.4%	11.9%	11.9%	31.0%	11.9%	9.5%	2.4%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q20 Workday as an instructional support tool.	39.3%	10.7%	3.6%	14.3%	7.1%	10.7%	14.3%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q20 Workday as an instructional support tool.	22.0%	22.0%	26.8%	14.6%	12.2%	2.4%	0.0%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q20 Workday as an instructional support tool.	36.8%	17.5%	15.8%	22.8%	5.3%	1.8%	0.0%

Appendix Q-j: Satisfaction with General Education Program Development Submission and Approval Process by College

College of Arts, Humanities, and Social Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q22 Satisfaction with the general education program development submission and approval process.	5.6%	13.3%	12.2%	33.3%	10.0%	22.2%	3.3%

College of Education

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q22 Satisfaction with the general education program development submission and approval process.	0.0%	0.0%	2.9%	55.9%	5.9%	29.4%	5.9%

College of Health and Behavior Sciences

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q22 Satisfaction with the general education program development submission and approval process.	7.7%	7.7%	15.4%	33.3%	15.4%	17.9%	2.6%

Robbins College of Business and Entrepreneurship

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q22 Satisfaction with the general education program development submission and approval process.	28.6%	7.1%	7.1%	17.9%	7.1%	25.0%	7.1%

Werth College of Science, Technology, & Mathematics

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q22 Satisfaction with the general education program development submission and approval process.	7.3%	24.4%	9.8%	34.1%	14.6%	9.8%	0.0%

Respondents Who Did Not Identify Their College

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
Q22 Satisfaction with the general education program development submission and approval process.	16.1%	14.3%	14.3%	32.1%	8.9%	14.3%	0.0%

Appendix Q-k: Likelihood of Leaving FHSU in 3 Years by College

College of Arts, Humanities, and Social Sciences

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q24 Likelihood of leaving FHSU in 3 years	31.1%	23.3%	18.9%	21.1%	5.6%

College of Education

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q24 Likelihood of leaving FHSU in 3 years	50.0%	14.7%	20.6%	14.7%	0.0%

College of Health and Behavior Sciences

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q24 Likelihood of leaving FHSU in 3 years	47.6%	21.4%	19.0%	9.5%	2.4%

Robbins College of Business and Entrepreneurship

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q24 Likelihood of leaving FHSU in 3 years	28.6%	7.1%	21.4%	28.6%	14.3%

Werth College of Science, Technology, & Mathematics

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q24 Likelihood of leaving FHSU in 3 years	22.0%	14.6%	22.0%	34.1%	7.3%

Respondents Who Did Not Identify Their College

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q24 Likelihood of leaving FHSU in 3 years	21.4%	14.3%	19.6%	26.8%	17.9%

Appendix Q-I: Reasons for Leaving FHSU by College

College of Arts, Humanities, and Social Sciences

	Not at all	Somewhat	Extensive	NOT APPLICABLE/ DONT KNOW
Q25_1 Increase your salary	17.7%	43.5%	32.3%	6.5%
Q25_2 Improve your prospects for tenure	53%	13%	13%	21%
Q25_3 Enhance your career in other ways	27%	42%	28%	3%
Q25_4 Find a more supportive work environment	42%	32%	19%	6%
Q25_5 Increase your time to do research	42%	31%	21%	6%
Q25_6 Pursue a nonacademic job	51%	30%	7%	13%
Q25_7 Reduce stress	31%	47%	16%	6%
Q25_8 Address family issues	55%	27%	13%	5%
Q25_9 Improve the employment situation of your spouse/partner	55%	18%	11%	16%
Q25_10 Lower your cost of living	72.6%	12.9%	4.8%	9.7%
Q25_11 Retirement	43.5%	43.5%	8.1%	4.8%
Q25_12 State of Kansas political climate	40%	26%	19%	15%
Q25_13 Other	30%	19%	11%	40%

College of Education

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q25_1 Increase your salary	23.5%	58.8%	11.8%	5.9%
Q25_2 Improve your prospects for tenure	53%	0%	18%	29%
Q25_3 Enhance your career in other ways	29%	41%	12%	18%
Q25_4 Find a more supportive work environment	35%	35%	18%	12%
Q25_5 Increase your time to do research	41%	24%	6%	29%
Q25_6 Pursue a nonacademic job	41%	41%	0%	18%
Q25_7 Reduce stress	35%	47%	12%	6%
Q25_8 Address family issues	53%	35%	0%	12%
Q25_9 Improve the employment situation of your spouse/partner	59%	18%	0%	24%
Q25_10 Lower your cost of living	64.7%	17.6%	0.0%	17.6%
Q25_11 Retirement	41.2%	35.3%	11.8%	11.8%
Q25_12 State of Kansas political climate	71%	24%	0%	6%
Q25_13 Other	25%	0%	0%	75%

College of Health and Behavior Sciences

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q25_1 Increase your salary	18.2%	45.5%	31.8%	4.5%
Q25_2 Improve your prospects for tenure	68%	9%	5%	18%
Q25_3 Enhance your career in other ways	41%	27%	27%	5%
Q25_4 Find a more supportive work environment	50%	41%	5%	5%
Q25_5 Increase your time to do research	73%	18%	0%	9%
Q25_6 Pursue a nonacademic job	41%	50%	5%	5%
Q25_7 Reduce stress	23%	50%	23%	5%
Q25_8 Address family issues	41%	36%	18%	5%
Q25_9 Improve the employment situation of your spouse/partner	59%	23%	18%	0%
Q25_10 Lower your cost of living	76.2%	19.0%	0.0%	4.8%
Q25_11 Retirement	68.2%	9.1%	13.6%	9.1%
Q25_12 State of Kansas political climate	62%	19%	14%	5%
Q25_13 Other	58%	5%	11%	26%

Robbins College of Business and Entrepreneurship

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q25_1 Increase your salary	30.0%	20.0%	45.0%	5.0%
Q25_2 Improve your prospects for tenure	65%	5%	15%	15%
Q25_3 Enhance your career in other ways	15%	30%	45%	10%
Q25_4 Find a more supportive work environment	35%	10%	50%	5%
Q25_5 Increase your time to do research	65%	15%	10%	10%
Q25_6 Pursue a nonacademic job	45%	25%	25%	5%
Q25_7 Reduce stress	30%	20%	45%	5%
Q25_8 Address family issues	50%	15%	25%	10%
Q25_9 Improve the employment situation of your spouse/partner	65%	5%	15%	15%
Q25_10 Lower your cost of living	60.0%	20.0%	5.0%	15.0%
Q25_11 Retirement	65.0%	15.0%	20.0%	0.0%
Q25_12 State of Kansas political climate	70%	25%	5%	0%
Q25_13 Other	32%	11%	21%	37%

Werth College of Science, Technology, & Mathematics

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q25_1 Increase your salary	18.8%	37.5%	40.6%	3.1%
Q25_2 Improve your prospects for tenure	61%	16%	16%	6%
Q25_3 Enhance your career in other ways	22%	41%	34%	3%
Q25_4 Find a more supportive work environment	41%	28%	28%	3%
Q25_5 Increase your time to do research	47%	28%	19%	6%
Q25_6 Pursue a nonacademic job	38%	47%	13%	3%
Q25_7 Reduce stress	34%	31%	31%	3%
Q25_8 Address family issues	44%	34%	19%	3%
Q25_9 Improve the employment situation of your spouse/partner	50%	16%	25%	9%
Q25_10 Lower your cost of living	62.5%	28.1%	6.3%	3.1%
Q25_11 Retirement	53.1%	34.4%	12.5%	0.0%
Q25_12 State of Kansas political climate	47%	28%	22%	3%
Q25_13 Other	30%	15%	11%	44%

Respondents Who Did Not Identify Their College

	Not at All	Somewhat	Extensive	Not Applicable/Don't Know
Q25_1 Increase your salary	2.3%	45.5%	43.2%	9.1%
Q25_2 Improve your prospects for tenure	52%	5%	14%	30%
Q25_3 Enhance your career in other ways	7%	39%	48%	7%
Q25_4 Find a more supportive work environment	23%	36%	36%	5%
Q25_5 Increase your time to do research	36%	34%	14%	16%
Q25_6 Pursue a nonacademic job	30%	42%	23%	5%
Q25_7 Reduce stress	14%	42%	42%	2%
Q25_8 Address family issues	51%	21%	16%	12%
Q25_9 Improve the employment situation of your spouse/partner	51%	19%	14%	16%
Q25_10 Lower your cost of living	53.5%	27.9%	7.0%	11.6%
Q25_11 Retirement	46.5%	27.9%	16.3%	9.3%
Q25_12 State of Kansas political climate	35%	33%	28%	5%
Q25_13 Other	20%	15%	13%	53%

Appendix Q-m: Recommending FHSU to Students by College

College of Arts, Humanities, and Social Sciences

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q26 Likelihood of recommending FHSU to students	1.1%	2.2%	4.4%	36.7%	55.6%

College of Education

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q26 Likelihood of recommending FHSU to students	2.9%	0.0%	2.9%	14.7%	79.4%

College of Health and Behavior Sciences

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q26 Likelihood of recommending FHSU to students	0.0%	0.0%	2.4%	19.0%	78.6%

Robbins College of Business and Entrepreneurship

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q26 Likelihood of recommending FHSU to students	14.3%	10.7%	17.9%	14.3%	42.9%

Werth College of Science, Technology, & Mathematics

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q26 Likelihood of recommending FHSU to students	0.0%	7.3%	2.4%	41.5%	48.8%

Respondents Who Did Not Identify Their College

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q26 Likelihood of recommending FHSU to students	3.6%	10.7%	12.5%	30.4%	42.9%

Appendix Q-n: Recommending FHSU to Colleagues by College

College of Arts, Humanities, and Social Sciences

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q27 Likelihood of recommending FHSU to colleagues not affiliated	4.4%	11.1%	21.1%	30.0%	33.3%

College of Education

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q27 Likelihood of recommending FHSU to colleagues not affiliated	2.9%	0.0%	14.7%	17.6%	64.7%

College of Health and Behavior Sciences

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q27 Likelihood of recommending FHSU to colleagues not affiliated	0.0%	4.9%	2.4%	48.8%	43.9%

Robbins College of Business and Entrepreneurship

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q27 Likelihood of recommending FHSU to colleagues not affiliated	25.0%	17.9%	7.1%	14.3%	35.7%

Werth College of Science, Technology, & Mathematics

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q27 Likelihood of recommending FHSU to colleagues not affiliated	5.0%	12.5%	17.5%	42.5%	22.5%

Respondents Who Did Not Identify Their College

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Q27 Likelihood of recommending FHSU to colleagues not affiliated	14.5%	9.1%	20.0%	34.5%	21.8%

Appendix Q-o: Accepting Current Position by College

College of Arts, Humanities, and Social Sciences

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q29 I would accept my current position	2.2%	7.8%	10.0%	43.3%	36.7%

College of Education

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q29 I would accept my current position	2.9%	0.0%	5.9%	26.5%	64.7%

College of Health and Behavior Sciences

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q29 I would accept my current position	0.0%	2.4%	7.1%	38.1%	52.4%

Robbins College of Business and Entrepreneurship

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q29 I would accept my current position	17.9%	7.1%	14.3%	21.4%	39.3%

Werth College of Science, Technology, & Mathematics

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q29 I would accept my current position	2.4%	9.8%	24.4%	31.7%	31.7%

Respondents Who Did Not Identify Their College

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Q29 I would accept my current position	7.5%	9.4%	20.8%	34.0%	28.3%

Appendix Q-p: Rating FHSU by College

College of Arts, Humanities, and Social Sciences

	Awful	Bad	So-So	Good	Great
Q30 Rate your institution as a place to work	0.0%	4.4%	24.4%	47.8%	23.3%

College of Education

	Awful	Bad	So-So	Good	Great
Q30 Rate your institution as a place to work	2.9%	0.0%	14.7%	29.4%	52.9%

College of Health and Behavior Sciences

	Awful	Bad	So-So	Good	Great
Q30 Rate your institution as a place to work	0.0%	2.4%	11.9%	47.6%	38.1%

Robbins College of Business and Entrepreneurship

	Awful	Bad	So-So	Good	Great
Q30 Rate your institution as a place to work	7.1%	28.6%	17.9%	21.4%	25.0%

Werth College of Science, Technology, & Mathematics

	Awful	Bad	So-So	Good	Great
Q30 Rate your institution as a place to work	0.0%	12.2%	24.4%	46.3%	17.1%

Respondents Who Did Not Identify Their College

	Awful	Bad	So-So	Good	Great
Q30 Rate your institution as a place to work	3.6%	10.9%	20.0%	49.1%	16.4%