



FACULTY AND STAFF CULTURE SURVEY May – September 2021

Executive Summary

Section I

A total 53 out of 98 full-time faculty (54%) and 17 out of 100 (17%) part-time faculty completed the culture survey in April and May 2021 for an overall participation rate of 36%. A total of 37 staff members (approximately 19% of full-time staff) completed a similar survey in August and September 2021. The faculty culture survey construction and analysis was a joint project between the Faculty Senate and the Office of Accountability and Academics (OAA). The staff survey was vetted by RSU's Strategic Planning Steering Committee; it was implemented and analyzed by the OAA.

Results of the surveys indicate that nine out of ten faculty and eight out of ten staff are excited about their work. Similarly, faculty and staff are excited to be a part of RSU's mission. All (100%) of faculty and staff reported taking ownership for their role in building RSU and helping our students.

Faculty reported a stronger sense of valuation and appreciation than staff, at the 99% confidence level, with two-thirds of faculty agreeing or strongly agreeing that they feel appreciated and 37% of staff reporting positively. A total of 82% of faculty had opportunities to learn and develop their skills, whereas only 49% of staff reported this positively (also significant at the 99% confidence level). Further, full-time faculty reported greater opportunities than did part-time faculty. The disparity between faculty and staff held true for their perceptions of receiving adequate training for their positions at the 99% confidence level.

Nearly all employees reported feeling comfortable sharing their opinions and feedback at work (83% faculty and 87% staff), and employees shared strong positive perspectives about peer collaboration and support. However, staff were significantly less likely to perceive the University as valuing diversity of thought than were faculty. Perceptions of RSU valuation of diversity in people was higher for staff, although still significantly below that of faculty.

Staff reported that their direct supervisors created an environment where they can be their "best self." However, perceptions waned for each level up the organizational hierarchy. Faculty reported sustainable lifestyle during the pandemic due to reasonable workhours (84%), but staff were significantly less likely to hold

positive views of available resources and support during the pandemic (99% confidence level).

Section II

In terms of perceptions of RSU services and areas that help employees achieve their goals, nearly all employees view Administrative/Academic Computing Services (ACS) positively. Seven out of ten faculty and half of staff reported positive perceptions of RSU's administration helping them to achieve their goals. Notably, 41% of staff reported Academic Affairs as mildly to not helpful. This identifies a perception gap for attention. The Center for Teaching and Learning was identified as an area needing customer service change; however, the department has been restructured with recommended positions since the survey was completed. Part-time faculty tended to view University services more positively than full-time faculty, and staff reported lowest agreement/satisfaction with RSU services and areas.

The #1 suggestion for improvement of services by both staff and faculty included restructuring the advising model, putting student needs first. Organizational communication was the second most frequently suggested improvement. Training, professional development, especially onboarding for new employees, was the third most frequently suggested improvement.

Section III

Budget neutral suggestions that would increase daily work satisfaction for staff included intentional communication across the institution and staff recognition for merit. Opportunities for fair/consistent flexible work schedules were recommended, and onboarding/training needs were reiterated.

Faculty recommendations focused on digitizing paperwork and forms such as course substitutions and timesheets, and strengthening internal communication with a greater presence and "warm" emails from administration. Professional development, with a focus on advisement training, was also recommended with higher frequency.

Non-budget neutral recommendations included the initiation of a compensation survey for staff, with pay raises when possible.

Section IV

Requested additional training and support included: Jenzabar EX, MyRSU, and Blackboard LMS. Also mentioned frequently was training for stronger customer service, advisement and enrollment, development of onboarding for new employees, online course design and curriculum development.

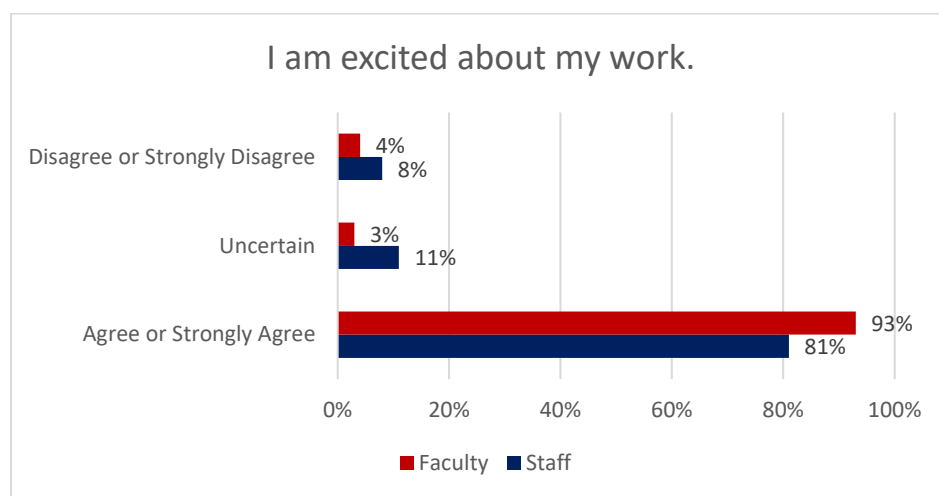
Section V

Overall employees reported excitement for their work and the RSU mission. Staff described a culture of feeling less valued and appreciated and less likely to have needed resources to effectively complete their jobs. Staff reported perceptions of a lack of collaboration with faculty and Academic Affairs in terms of a streamlined advising model and collaboration. Onboarding for new employees and training for continuing employees was highlighted as an unmet need by both faculty and staff.

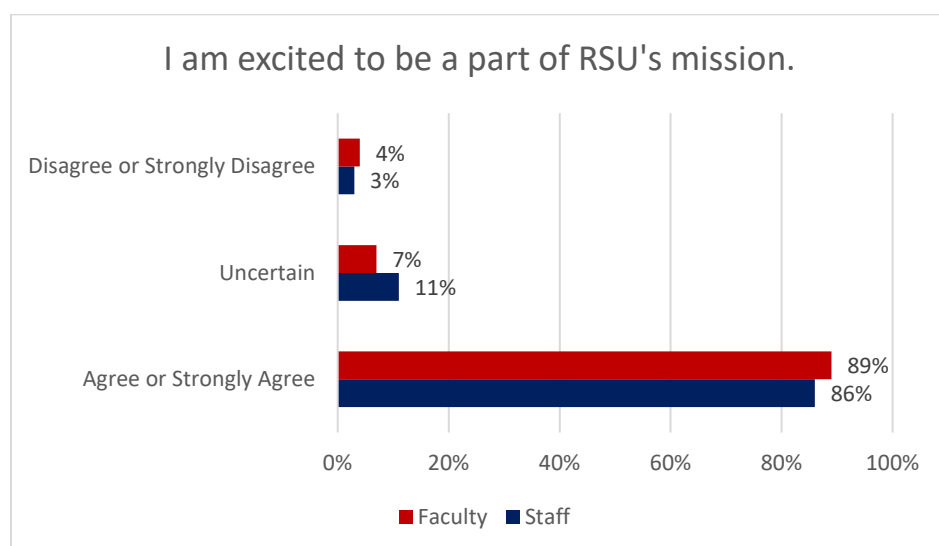
SECTION I

Organizational Culture

I am excited about my work.

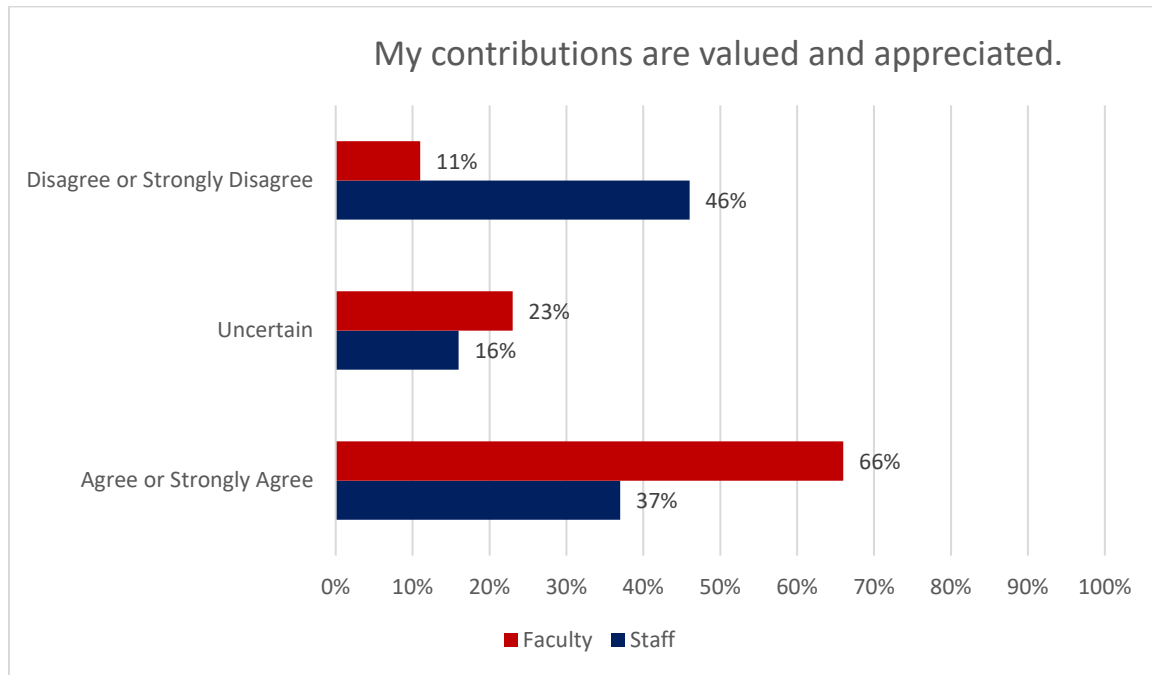


I am excited to be a part of RSU's mission.



My contributions are valued and appreciated.**

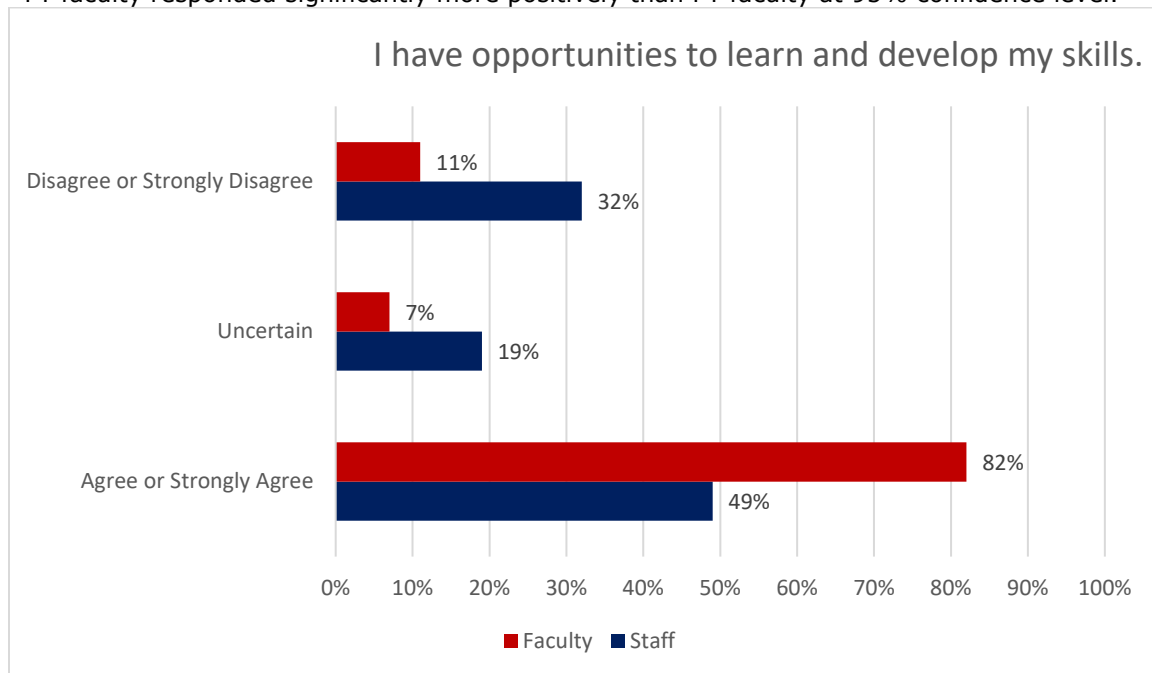
**Statistically significant difference between staff and faculty at 99% confidence level.



I have opportunities to learn and develop my skills.**

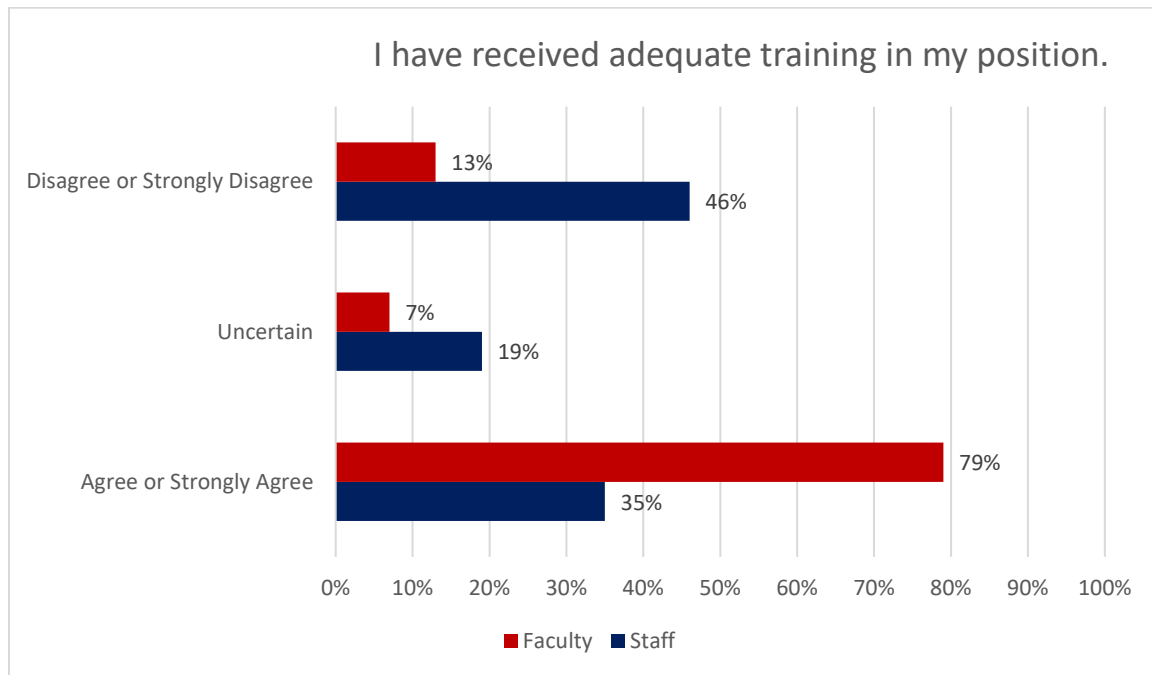
**Statistically significant difference between staff and faculty at 99% confidence level.

*FT faculty responded significantly more positively than PT faculty at 95% confidence level.



I have received adequate training in my position.**

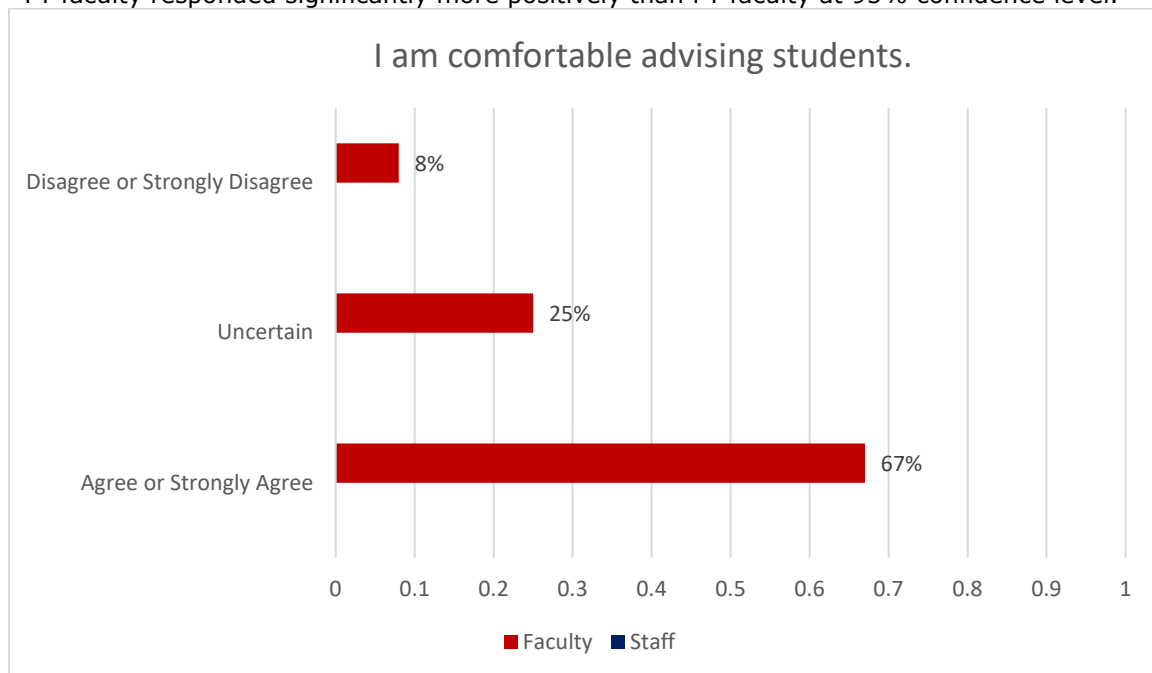
**Statistically significant difference between staff and faculty at 99% confidence level.

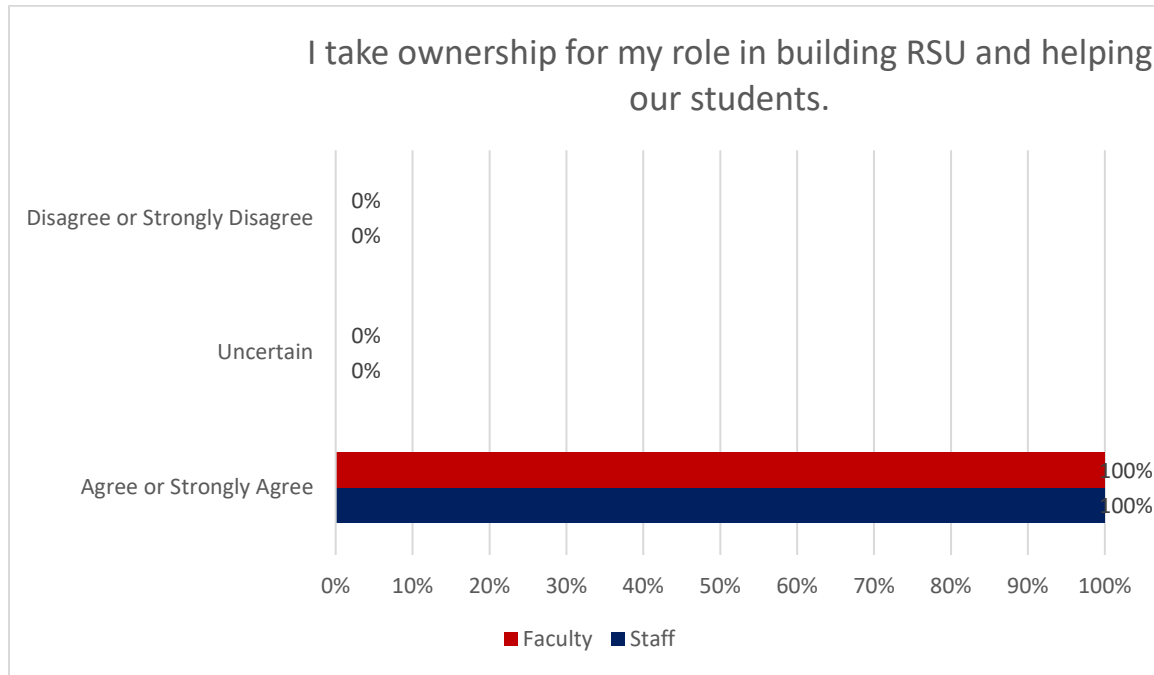
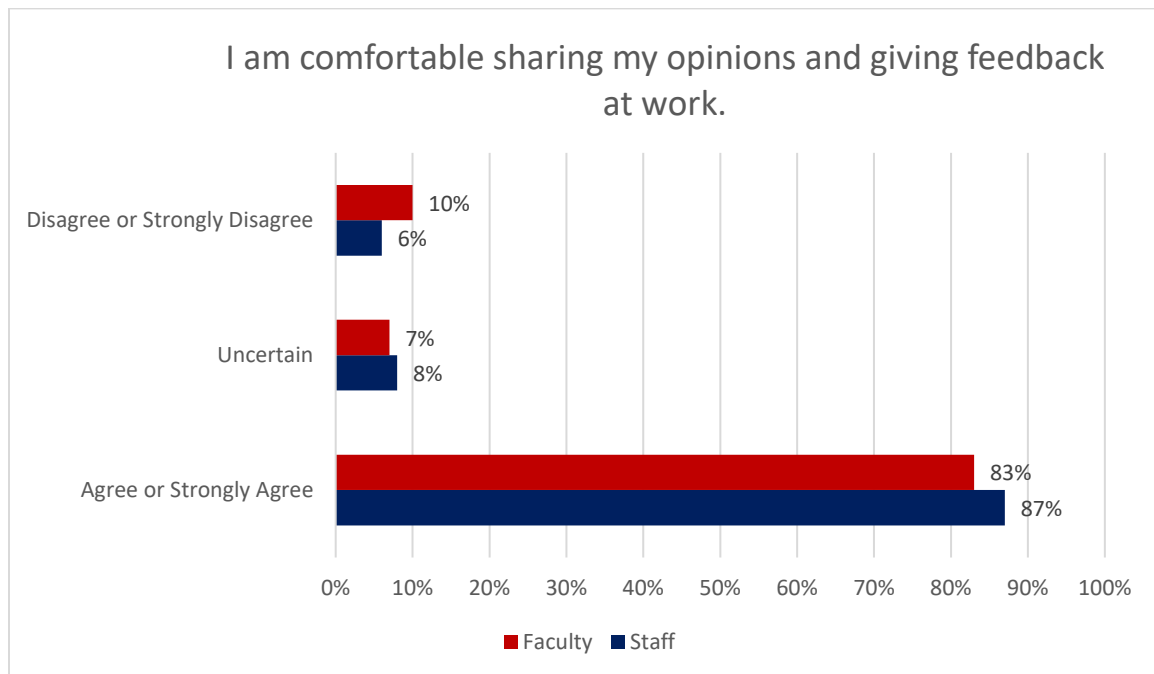


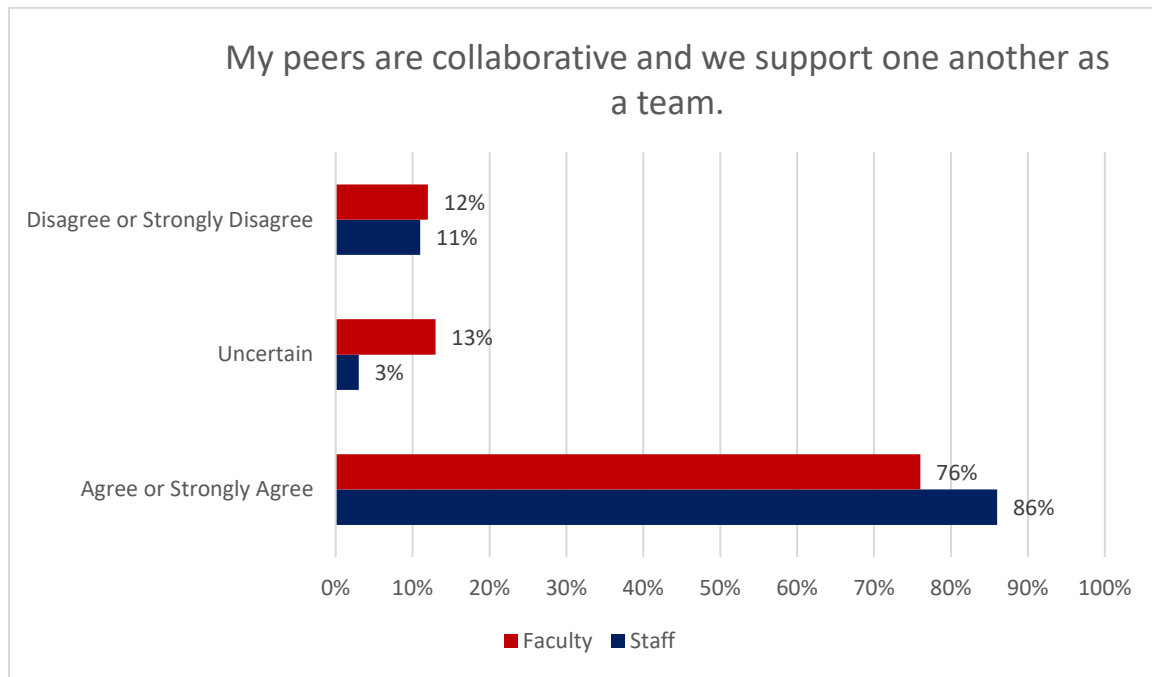
I am comfortable advising students.*

Item not included in Staff survey.

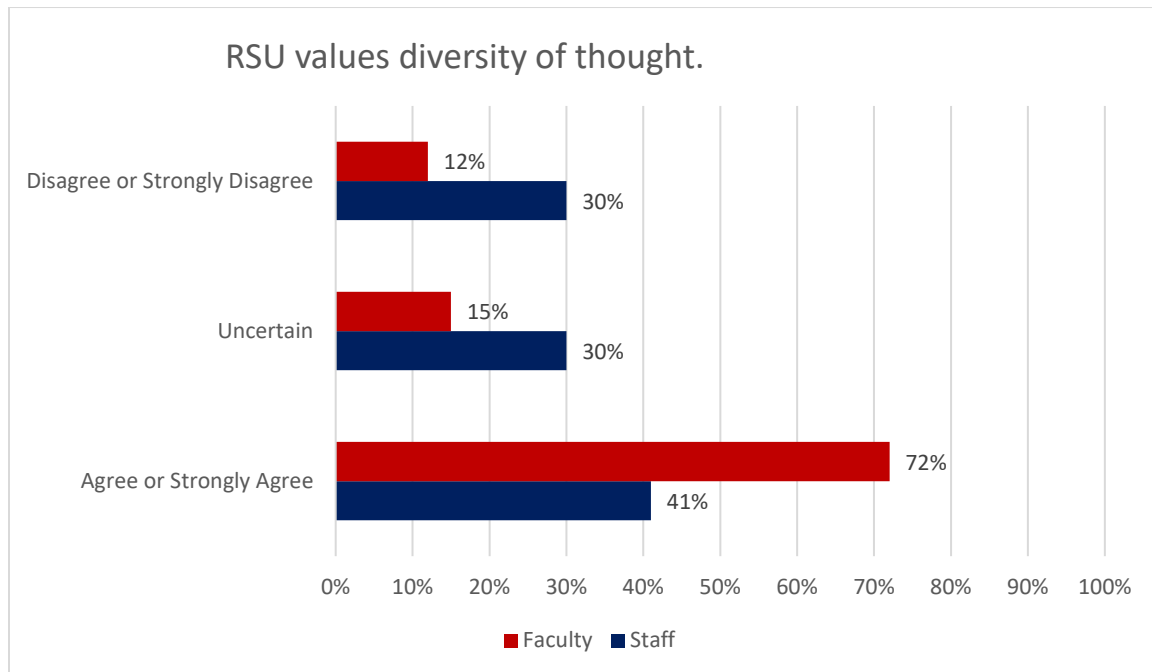
FT faculty responded significantly more positively than PT faculty at 95% confidence level.



I take ownership for my role in building RSU and helping our students.**I am comfortable sharing my opinions and giving feedback at work.**

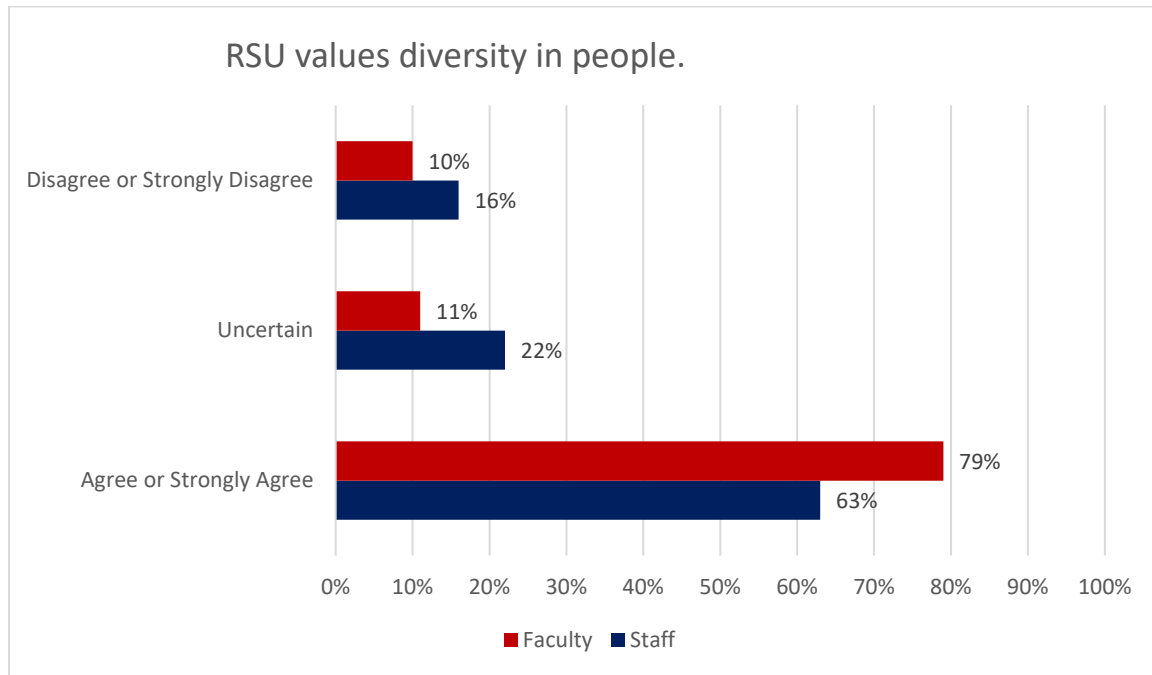
My peers are collaborative and we support one another as a team.**RSU values diversity of thought.****

**Statistically significant difference between staff and faculty at 99% confidence level.

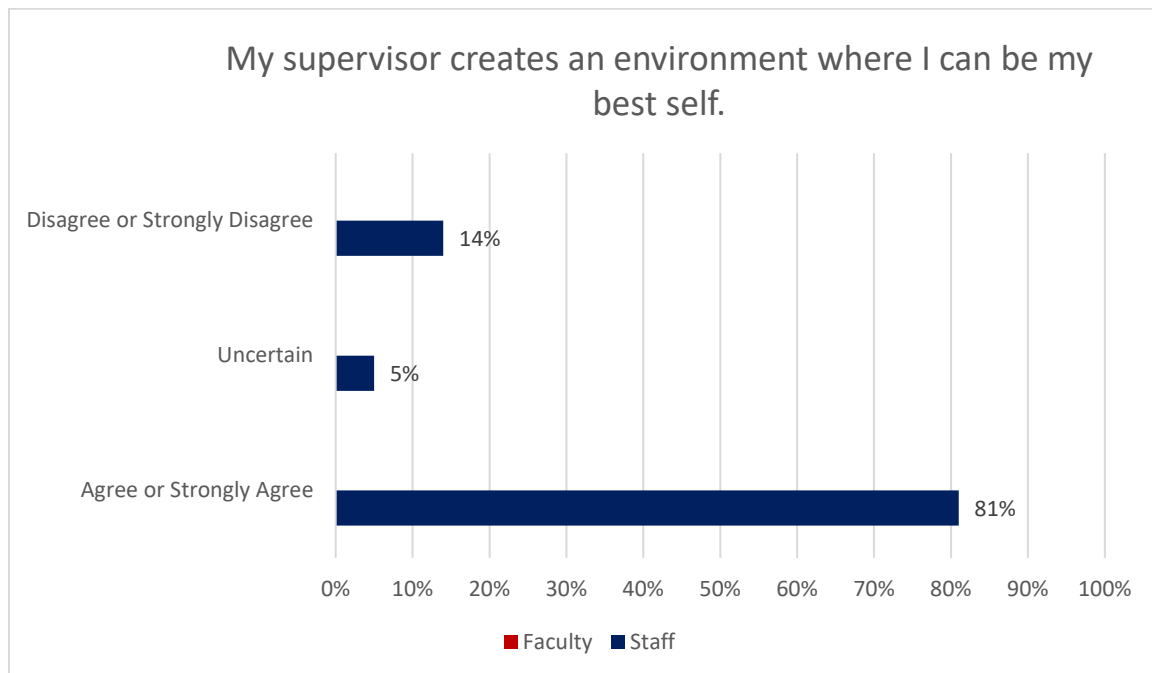


RSU values diversity in people.**

**Statistically significant difference between staff and faculty at 99% confidence level.

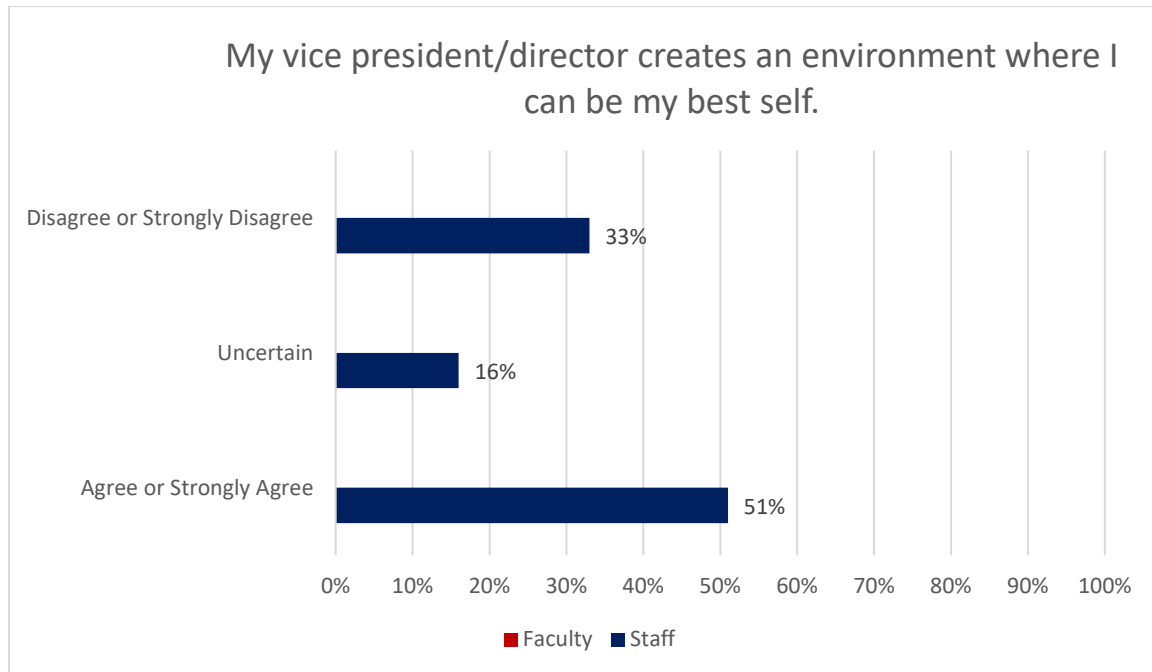
**My supervisor creates an environment where I can be my best self.**

Item not included in Faculty survey.

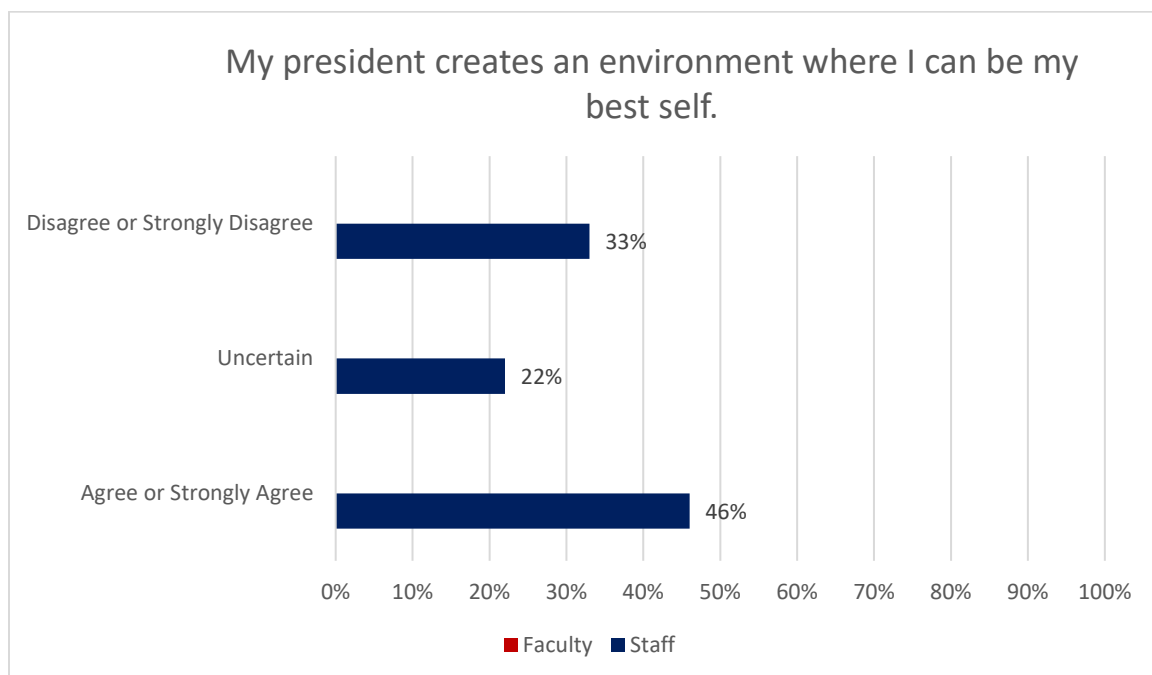


My vice president/director creates an environment where I can be my best self.

Item not included in Faculty survey.

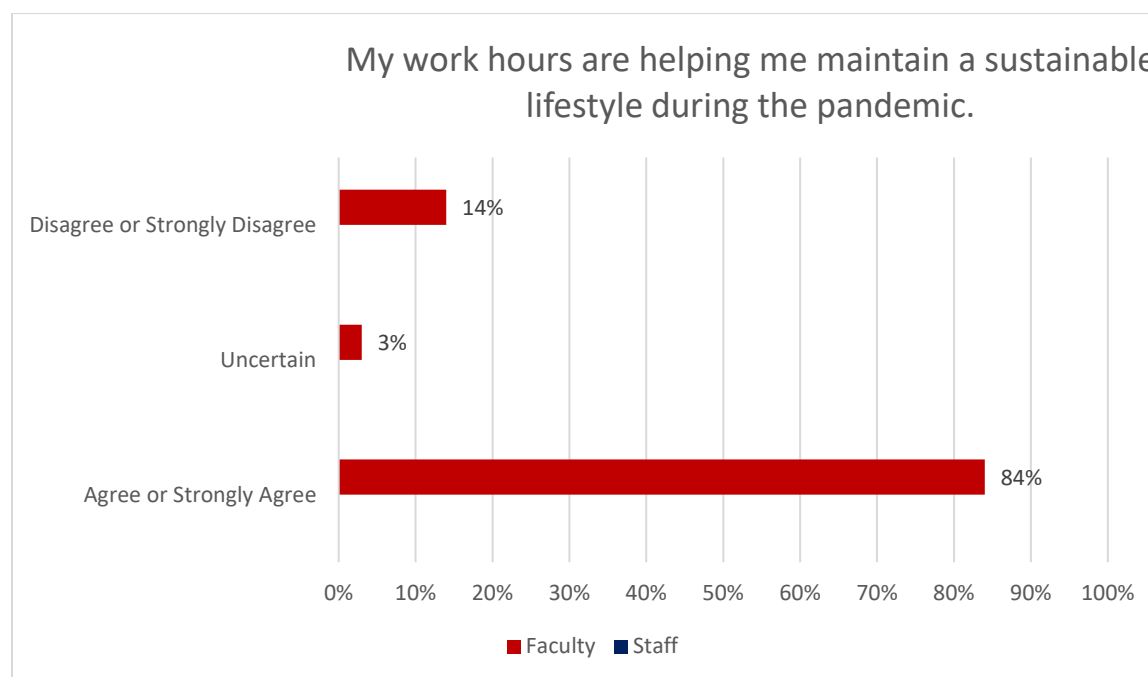
**Our president creates an environment where I can be my best self.**

Item not included in Faculty survey.



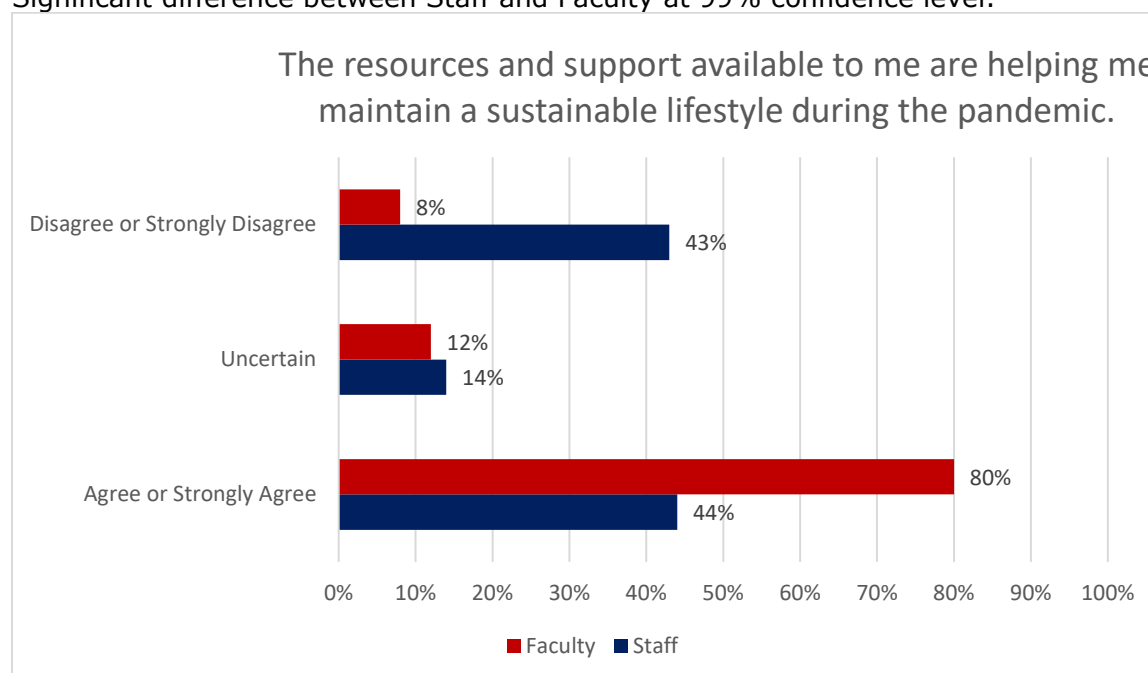
My work hours are helping me maintain a sustainable lifestyle during the pandemic.

Item not included in Staff survey.



The resources and support available to me are helping me maintain a sustainable lifestyle during the pandemic.

Significant difference between Staff and Faculty at 99% confidence level.



Section II

How well do the services/areas below contribute to the RSU work environment/help you achieve your goals for you and students?

Rating Scale: Very Helpful to Not Helpful

Area or Service	Positive Response		Uncertain or N/A		Negative Response	
	Faculty	Staff	Faculty	Staff	Faculty	Staff
Academic Affairs		35%		25%		41%
Administrative/ Academic Computing Services	94%	95%	4%	3%	1%	3%
Administration	69%	49%	20%	11%	11%	41%
Advising	58%		25%		17%	
Athletics		35%		43%		22%
Budget and Accounting		52%		16%		32%
Campus Police		57%		30%		14%
Communications and Marketing		70%		17%		13%
Center for Teaching and Learning	63% FT lower than PT		13%		25%	
Counseling		14%		62%		24%
Development and Foundation		48%		37%		13%
Enrollment Management	67%		16%		17%	
Financial Aid	56%		33%		10%	
Food Services		65%		24%		11%
Health Center		44%		32%		24%
Human Resources		59%		3%		38%
Library Services	86%	78%	11%	19%	3%	3%
Mail, Archive & Printing Services		95%		5%		0%
Physical Plant		65%		8%		27%
Student Affairs		54%		19%		28%
Testing Center	64%		24%		11%	
Tutoring Center	49%		43%		7%	
Writing Center	73%		19%		9%	
Average Overall	67.9%	57.2%	20.8%	22.1%	11.1%	20.9%

Note: Rows may not sum to 100% due to rounding.

Which of the above services would you improve and why?

Academic Affairs

Staff

- (5) The advising process for students is inaccurate or unaccountable; Degree plans are not clearly communicated; No advising advocate for students; lack of P&Ps
- Focus on developing course offerings based on student needs rather than faculty preference.
- Professional advising; faculty are meeting the need
- Quicker response to needed decisions (e.g., COVID)
- Ensure faculty from other countries can be understood well by students
- Faculty appear faculty-centered rather than student-centered
- Develop a culture/mindset of students first rather than faculty first
- Grow strong, sustainable academic programs through the next 2, 4, and 10 years
- Be more open to change; Focus on students first from enrollment to graduation

Faculty (*Academic Affairs not an option for Item #2 on faculty survey, but comments for Item #3 align here*)

- (9) Advising
 - Mindfulness of ADA needs and workloads
 - Early Alert system is ineffective; at-risk students are notified far too late to intervene
 - Institute an Intensive Advising Process
 - Routine training for advisors; high school students with AP credit have been enrolled in same courses at RSU
 - Consider freshman and sophomore advisement in their degree programs
 - Training for all EM advisors and faculty in each department regarding advising how-tos
 - Clear, consistent P&Ps are needed, as is training for all faculty
 - Digitize advising forms and processes
 - Transfer student advising is confused and prolonged; hire a Transfer student advisor
 - Consider a central advising center in each academic department
 - Untangle the current degree audit module in Jenzabar EX;
 - communicate with and train faculty
- (6) Writing Center resources and training
- (4) Tutoring Center training
- (2) Hire a professional curriculum designer
- Administrators don't always know faculty in their area
- Administrators can walk through campus buildings to show support and share communication

- Be brave; “weed out” faculty who lack content knowledge or have poor student interactions before receiving tenure or promotion
- Discuss in Academic Council the additional workload of faculty using Zoom, incorporating Quality Matters, and creating virtual classrooms
- Update P&Ps and communicate changes

Administration/Unassigned

Staff

- (4) Lack of communication and feeling of collaboration university-wide; need to hear “the good, the bad, and the ugly”
- (2) Compressed salary; No pay raises/lack of goal for living wage
- Fulfill institutional standards
- Identify/Reinstate an active United Way representative
- Lack of central policies/enforcement; feels like we operate in siloes
- Does not appear to be addressing budget shortfall yet
- Lack of comprehensive policies and procedures rather than protocols. This causes duplication of services.
- Need professional development about what other departments do and where
- It appears that administrators focus more on legal aspects of COVID pandemic than actual concern for employees.
- “Empty promises”
- Staff and faculty are unnecessarily rude to each other
- Disconnect between what administrators think is happening and what is actually happening
- Staff feel unheard

Faculty

- (2) Testing Center needs to increase assets and services
- Consider professional development to update leadership processes
- Mass firings in Meyer Hall
- Administrators move out of comfort zone (acknowledging busy schedules) and routinely walk through departments
- Administrators can walk through campus buildings to show support and share communication
- Rely less on OU legal, speeding up decisions
- Support face-to-face instruction in addition to online course delivery

Administrative and Academic Computer Services

Staff

- Too much workload is placed on the Director of Administrative Computer Services; if she leaves the institution, it there will be a gap in services

- Academic Computer Services seems to require more positions than other institutions of RSU's size

Faculty

- Replacement of desktop computer is overdue
- Passwords expire too frequently
- Passwords are difficult to renew from off campus
- Update P&Ps and communicate changes
- Train all student workers at the ACS Help Desk
- *Administrative* Computing Services: Need another programmer

Athletics

Staff

- Appear to be disconnected/uninterested in Academic Affairs and the rest of the university

Budget & Accounting

Staff

- (5) Staff are unfriendly/difficult to work with; Difficult to purchase anything
- Quicker response time to emails
- Think beyond 2-year community college planning

Campus Police

Staff

- Lack of response to emailed safety concerns
- Cannot help students who lock their keys in their car

Center for Teaching and Learning

Faculty

- (8) Become available as needed with accurate/helpful answers
- (2) Change the perception that "No one is home"
- (4) Staff the department as needed
- (4) Hire an instructional designer(s) [note curriculum designer mentioned under Academic Affairs heading]
- Become responsive to questions
- Outsource the functions rather than have a remotely serving director
- Director does not meet faculty needs

- Institute effective training aligned with faculty learning needs in addition to YouTubes and webinars
- Revise LMS and MyRSU orientation for new faculty
- Provide LMS and MyRSU training for current faculty, including Health Sciences faculty
- Course shells have been lost or damaged during mapping Consult with a web designer
- Enhance communication skills within CTL Make available to online students all services listed in Question #2
- Expand Center for Teaching & Learning to on-ground services, training, and resources
- Offer more resources on the website
- If CTL is restructured, Blackboard tech support can effectively train and answer questions for both faculty and students
- Train how to transfer master course shell information to semester course shells
- Determine an optimum and consistent mapping schedule
- Develop a clear training manual to augment the 100+ YouTubes; post on website, consolidating all handouts posted on various childpages throughout the years.

Communications & Marketing

Staff

- Non-partisan collaboration between Academic Affairs/faculty and promoters/recruitment
- Do not appear to be marketing RSU well
- Claremore and RSU are two disparate communities

Counseling

Staff

- Didn't know this was available

Enrollment Management

Faculty

- (3) Admissions and Recruitment: develop consistent transfer P&Ps, hire a Transfer student counselor; new recruitment leadership has made progress
- Roster certifications are required too early for classes that meet only once a week
- Smooth out the enrollment process, identifying instructors more accurately
- Develop clear, consistent P&Ps; keep faculty in the loop

- Reinvent RSU's Early Alert system; it reaches students after they have been lost

Financial Aid

Faculty

- Insufficient financial aid counselors
- Lack of clear, consistent P&Ps; faculty out of the loop

Food Services

Staff

- Have food services (small/reduced amount) available in the summer

Health Center

Staff

- Staff the Center
- Unavailability
- Cannot distribute Advil/ibuprofen
-

Human Resources

Staff

- Need fulfillment of job descriptions
- Could be more available/informative
- Concerns brought to HR are shared with supervisors
- Couldn't answer FLMA questions
- No employee onboarding
- Lack of professional development (e.g., no FERPA training, where to find forms and timesheets)
- Need university-wide customer service training
- Need a unified university calendar that all employees can access

Physical Plant

Staff

- Be more mindful of work orders and maintaining campus
- Support ticket process seems slow

Student Affairs

Staff

- Focus on developing campus life
- Student Affairs has really turned around in the last year; but they can still focus on student outreach
- Campus life in addition to Big Tent Day and Hillcamp
- Counseling Services can use another counselor
- Need to respond more quickly to veterans

Section III.

What budget neutral suggestions would increase your daily work satisfaction and/or improve efficiency in your area?

Budget Neutral

Staff

- (9) Intentional communication process for interdepartmental, University-wide like Jabber/MS Teams, between Academics and staff, and up the hierarchy
- (8) Employee Recognition for merit, employee-of-the-month, post staff CVs on website and cycle through on hallway monitors (like FT and PT faculty)
- (6) Onboarding/Training/Professional Development for leadership and staff
- (5) Performance review process/system/Job descriptions (for motivation/feedback rather than raises)
- (5) Flexible work hours(e.g., evenings, Fridays, summer)
- (4) Clear, consistent application of policies & procedures (exceptions are demotivating)
- (3) Compensation survey for future reference
- (3) Culture building events (e.g., Chili Cook-off, United Way events)
- (3) Student incentives for enrollment
- (3) Restructure/Training for student advisement
- (2) Purchasing process improvement/friendliness
- (1) Structure some departments (assistant librarian needed?)
- (1) Computer and technology upgrades
- (1) Financial Aid staff help
- (1) Safe backup plan for staff when a dysfunctional leader joins the team
- (1) COVID mask and vaccine mandates and incentives

Faculty

- (9) Digitize (make electronically available) routinely required processes, paperwork, and forms (i.e., *course substitutions*, *timesheets*) for efficiency and timeliness
- (5) Improve/Increase internal communications (e.g., greater presence and warm emails from upper administrations – similar feeling as the Hill Headlines)

- (4) Offer professional development using existing faculty and expertise (e.g., *Advising with fresh P&Ps*, grad app analysis, social media use, event-of-the-month, team building, LMS training)
- (3) Allow virtual office hours
- (3) Replace or reduce funding for faculty, department heads, and deans who are ineffective or detract from positive culture
- (2) Intensify engagement (i.e., mentoring program, meetings) with adjunct faculty
- (2) See administrators walk through academic buildings during and in between class times (improves communication)
- (2) Show concern about students (e.g., remove speeding sign on University Drive)
- (2) Do not change the LMS
- (1) Change the LMS
- (1) Integrate LMS with publisher materials
- (1) Deliver cross-departmental team building
- (1) Schedule and hold routine departmental meetings
- (1) Share faculty research and expertise via monthly presentations
- (1) Post faculty (full-time and part-time) bios on building monitors for students to view
- (1) Post faculty accomplishments on social media
- (1) Enhance labs (unspecified process)
- (1) Assign some paperwork tasks to Administrative Assistants
- (1) Fill vacant positions in Center for Teaching & Learning
- (1) Deliver guest lectures at area high schools
- (1) Require students to go through official policy for complaints and grievances
- (1) Begin campaign to improve organizational culture
- (1) Offer Pepsi products on campus
- (1) Don't mow the grass during class times
- (1) Continue requiring UNIV 1152
- (1) Implement a student transcript tracking system to shorten process down from one full semester
- (1) Provide special faculty parking
- (1) Offer verbal recognition
- (1) Offer work hour flexibility

Non-Budget Neutral

Staff

- Implement results of a compensation survey at RSU
- Longevity incentive
- Educational/Degree attainment incentives (pay raise for degree attainment like faculty)

Faculty

- (1) Advertise via billboard on RSU
- (1) Provide for faculty cell phones

Section IV.

Other areas of training that would support you in your position.

Staff

- (18) Organized training in anything giving staff time to attend
 - (6) Jenzabar EX and MyRSU
 - Customer service
 - Project management
 - Time management
 - Technical writing
 - Outlook mail merge, mass emailing, email etiquette
 - Communication
 - Dealing with difficult people
 - Cross-training across departments: FAFSA, Recruitment to enrollment process, Student Affairs, Bursar, Degrees-Careers available
- (5) Onboarding for new employees with position training and organizational structure and function
 - Consistent Administrative Assistant training
- (3) RSU Leadership and Mentorship for (development not promotion)

Faculty

- (9) Advising and enrolling processes and procedures
- (8) Structured plan and training for new LMS migration process and Blackboard use
- (7) Course design and curriculum development
 - Department-specific meetings focused on course design, tools, methods, etc. including adjunct faculty 0
 - Course-specific meetings focused on course design, tools, methods, etc. including adjunct faculty
 - Aligning assignments with objectives
- (3) Funding for travel to scholarly conferences
- (2) Degree audits and grad app EXC processes and procedures
- (2) Mandatory training schedule
- (1) Engaging students in the classroom
- (1) Diversity, Equity, and Inclusion
- (1) Technology at work
- (1) Business communication
- (1) Quality Matters
- (1) Online seminars
- (1) Identify what training adjuncts can use
- (1) Student support services including Student Affairs, Library, etc.
- (1) Intentional university marketing training

Section V.

What else would you like the University/Faculty Senate to work on during this academic year?

Staff

- (23) Positive culture building
 - (6) Focus with intentionality that staff matter
 - (5) Specific VP retaliation
 - (2) Communicate how employees can inform of a dysfunctional leader without reprisal
 - (3) Accentuate positive customer service
 - (3) RSU's vision and mission are not clear to all
 - (2) Consistently offer employee appreciation opportunities—It's a *feeling*
 - (1) Consider tuition incentives for other institutions if RSU doesn't offer that program
 - (1) Don't reward "bad" behavior of employee because s/he is forceful
- (6) Restructure/Implement/Communicate healthy Advising Model
- (5) Onboarding and training are essential
- (4) Apply telecommuting policy fairly/consistently
- (4) Address staff pay disparity
- Streamline processes and policies & procedures
 - Digitize paperwork
 - Allow department heads to sign some low cost contracts
 - Create an official social media policy
 - Activate the Diversity Committee
 - Consider COVID stats before government mandates
- (3) Focus on Students First
 - Expand enrollment hours outside of 9:00 am – 6:00 pm
- (1) Achieve a long-term balanced budget
- (1) Recruit internationally and in Claremore

Faculty

- (7) Pay and benefits
 - (1) 100% tuition waiver for employee dependents
- (6) Better inclusion of adjunct faculty in academic department dynamics
 - (2) Include adjunct representative on Faculty Senate
 - (1) Transition from part-time to full-time faculty
- (4) Reduced faculty teaching load
- (3) Better organizational communication
- (3) Networking events and internal collaboration

- (3) Advisement concerns
- (2) Better training for all distance education delivery, including hybrid and Zoom delivery
- (2) LMS transition is a worry
- (2) Systematic procedures for hiring
- (1) Onboarding new faculty
- (1) Travel funding for conferences
- (1) Lengthy process to enroll transfer students, even after first semester
- (1) Retaining faculty who are ineffective in the classroom
- (1) Staff teaching for free
- (1) Updating technology and computers
- (1) Meaningless results of assessment of student learning
- (1) Tenure and promotion seems to have inconsistencies in application
- (1) Not enough parking
- (1) Fishing should not be allowed in the ponds
- (1) Make sure vending machines work