LOUISIANA TECH UNIVERSITY

2018 University Survey Report

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AROS
applied research for organizational solutions

EXECUTIVE SUMMARY

The 2018 University Climate Survey was created after reviewing data gathered from the 2016 University Climate Survey and the follow-up focus groups and interviews. The Survey was created in order to gauge faculty, staff, and student perceptions regarding organizational issues at Louisiana Tech University. More specifically, the purpose of this University Survey project was to:

- ***solicit feedback*** from the Louisiana Tech community regarding the climate, culture, operation, and strategic direction of the University.
- make ***data-driven decisions*** about whether and how to address issues and to celebrate strengths.
- ***act on feedback*** in ways that advance the University's mission, values, and long-term strategies.
- ***foster alignment across stakeholder groups*** that match the University's strategic direction and result in action plans across parties.

The following is a brief overview of the survey structure:

- In total, ***853*** participants completed the survey.
    - ***205*** faculty (a response rate of 57.6%), ***186*** staff (a response rate of 16.7% for full-time staff), and ***462*** students (a response rate of 3.6%)
- The survey consisted of ***136*** to ***152*** items, varying based on the respondent's group membership.
- Respondents rated their perceptions concerning ***30 - 33*** areas.
- Results are reported at the college and division levels to ensure ***confidentiality*** for all participants.

Strategy-Matrix Guide

The strategy matrix below was developed in order to guide the prioritization of issues at Louisiana Tech based on the results of the survey. Performance ratings of low, moderate, and high were based on mean scores for all groups. Importance ratings for ***32*** of the ***33*** areas were derived from their correlations with job satisfaction (the 33rd area). Three areas (Commitment, Change Readiness, and Turnover) are outcomes, not antecedents, of job satisfaction and were thus excluded from the strategy matrix. While all nine of the cells in the matrix provide information, we focus our attention on the four cells highlighted below because of their importance relative to the other cells.

Priority 1 boxes represent primary weaknesses; these are categories that had low scores, but a strong relationship with satisfaction. **There were no categories in this year's survey which fell into Priority 1**.

Priority 2 boxes represent possible weaknesses; categories with a strong relationship with satisfaction, but a moderate performance score. Our advice is to try to improve these categories. **Since there were no primary weaknesses in this year's survey, this category should be the primary focus of efforts for improvement**.

Priority 3 boxes represent secondary weaknesses; these are categories that have a moderate relationship with satisfaction, but low performance. Our advice is to consider addressing these categories; while their relationship with satisfaction isn't as strong as those in Priority 1, 2, or 4, their low performance scores indicate that there is room for improvement.

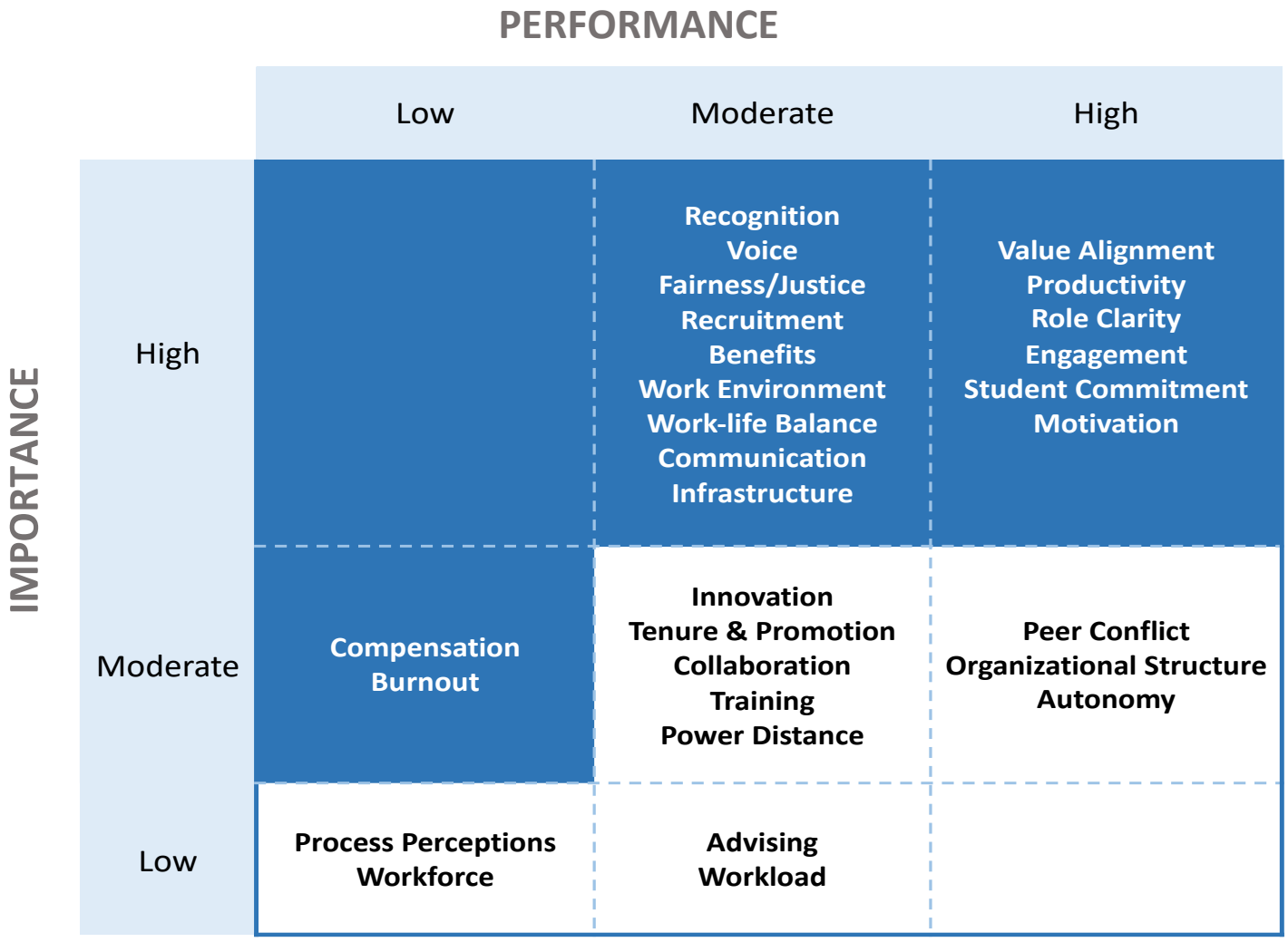
Priority 4 boxes represent Louisiana Tech's primary strengths, with high scores and strong relationships to satisfaction; our advice is to maintain and leverage these.

IMPORTANCE	PERFORMANCE: Low	PERFORMANCE: Moderate	PERFORMANCE: High
High	**Priority 1** **Primary Weakness:** Definitely Address	**Priority 2** **Possible Weakness:** Try to Improve	**Priority 4** **Primary Strength:** Maintain and Leverage
Moderate	**Priority 3** **Secondary Weakness:** Consider Addressing	No Action	Maintain but Manage Costs
Low	Ignore, Drop, and/or Phase Out	Evaluate to Consider Dropping	Potential to Cut Costs

2018 Strategy Matrix

Overall, 9 of the 29 areas were rated as high-performing areas by the respondents. Of the remaining constructs, 16 were rated as areas of moderate performance, while 4 were identified as areas of low performance.

- ***Priority 1:*** ***Based on the 2018 data, no area was determined to be a primary weakness, low performing with high importance.***
- ***Priority 2:*** *Recognition, voice, fairness/justice, recruitment, benefits, work environment, work-life balance, communication, and infrastructure* were the nine areas rated as highly important, but having moderate performance.
- ***Priority 3:*** *Compensation and burnout* were rated as having low performance and were considered moderately important.
- ***Priority 4:*** Of the 9 high-performing areas, *value alignment, productivity, role clarity, engagement, student commitment, and motivation* were considered to be highly important to survey-takers and were considered University strengths.



**Each area/topic is presented in order of rated importance within each cell.*

Priority 1: Primary Weakness

High Importance, Low Performance; Definitely Address

- Currently none of these constructs fall under this category.

Priority 2: Possible Weaknesses

High Importance, Moderate Performance; Try to Improve

Recognition

Faculty, *staff*, and *students* seemed to have mixed feelings about the extent to which the University recognizes them.

Voice

Faculty, *staff*, and *students* reported that while they felt as if their suggestions and feedback were being heard, they were not being utilized.

Fairness/Justice

While *faculty* and *staff* felt that though their interactions with supervisors were satisfactory, the way in which rewards are distributed through the University was less satisfactory. *Students* reported being treated fairly, although issues with bias and their lack of a role in influencing policies were seen as weaknesses.

Recruitment

Faculty, *staff*, and *students* were mostly satisfied with the quality of the faculty, staff, and students that the University and that their respective colleges recruited, but did not believe that the University hired new employees quickly enough. Additionally, *faculty* and *students* did not feel that the University offered incentives that were valuable enough to attract new faculty members.

Benefits

While *staff* reported satisfaction with their benefits, *faculty* were divided on their opinions, with almost as many indicating dissatisfaction as satisfaction. *Students* were not asked questions concerning benefits.

Work Environment

- *Faculty*, *staff*, and *students* were satisfied with their work environment, indicating that it was suitable for their work requirements and that it encouraged them to be more productive, although *students* felt as if their environment was somewhat stressful.

- *Faculty* felt that the University did not show much care to avoid incorporating religion into events/meetings and that it could improve the level of support that it provided for individuals who identify as LGBTQ. *Staff* were neutral in this regard.

(Priority 2 areas continued)

Work-life Balance

- *Faculty* and *staff* were satisfied with their work-life balance and agreed that they were able to satisfy both work and personal commitments. *Students* felt that while they could fulfill their responsibilities, obligations outside of school would disrupt their work at school, and vice-versa.

Communication

- *Faculty*, *staff*, and *students* largely concurred that communication with supervisors and senior leadership was adequate. However, *faculty* and *staff* felt that communication between colleges at the University could benefit from improvement.

Infrastructure

- *Faculty*, *staff*, and *students* were satisfied with the physical environment at Louisiana Tech and the plans currently in place to improve the infrastructure but would like to have technology more readily available and incorporated into daily processes.

Priority 3: Secondary Weaknesses

Moderate Importance, Low Performance; Consider Addressing

Compensation

Faculty and *staff* were dissatisfied with the fairness associated with and the amount of their compensation. *Students* were not asked questions regarding compensation.

Burnout

- *Faculty* and *students* indicated that they were experiencing burnout, with the majority indicating being emotionally exhausted at the end of the workday. *Staff* opinions were mixed.

Priority 4: Primary Strengths

High Importance, High Performance; Maintain and Leverage

Value Alignment

- *Faculty*, *staff*, and *students* were satisfied with value alignment, indicating that they believe in the values of the University and that they have values that align with those of the University.

Productivity

- *Faculty*, *staff*, and *students* felt that their roles gave them the opportunity to produce high-quality work and to show how capable they are.

(Priority 4 areas continued)

Role Clarity

- *Faculty*, *staff*, and *students* were satisfied with the clarity of expectations related to their responsibilities, and indicated that they knew what they had to do to succeed in their positions at Louisiana Tech.

Engagement

- *Faculty*, *staff*, and *students* at the University were engaged, with the majority indicating enthusiasm about their respective responsibilities, as well as the meaningfulness and challenge in their roles.

Student Commitment

- *Faculty*, *staff*, and *students* believed that students at Louisiana Tech are committed to success and proud to be at the University.

Motivation

- *Faculty* and *staff* were motivated regarding their work, indicating ease in starting their workday and putting forth effort throughout the day. *Students* had evenly-divided perspectives regarding their satisfaction with their schoolwork motivation.

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INTRODUCTION

Purpose

The purpose of this report is to identify and address organizational issues, celebrate strengths, and advance Louisiana Tech's mission and strategic goals.

Background

In October of 2015, the AROS team was invited by University Senate leaders to discuss the possibility of assisting them in the development of a University survey. After meeting with Drs. Les Guice and Terry McConathy, the AROS team agreed to create a tailored survey aimed at gauging the climate, operation, and alignment of proceedings with strategic objectives of Louisiana Tech University.

In February of 2016, the University Climate Survey was administered to faculty, staff, and students. The data from the Survey were analyzed and a report was given out to the University family. Follow-up interviews and focus groups were conducted in order to gain more insight into the survey responses.

The information gathered in the focus groups and interviews guided revisions of the 2016 University Climate Survey in order to create the 2018 University Climate Survey. While the majority of items from the 2016 Survey were kept, some edits were made in order to improve clarity and conveyance, as well as to remove any items deemed unnecessary.

Organizational Diagram

The following diagram was created by the AROS team to depict the ten unit levels of Louisiana Tech University to be used for analyses. Unit levels were chosen based primarily on the existing University structure.

RESEARCH FINDINGS

Construct Definitions

The following definitions were used for the constructs involved in the current study and are listed in the order in which they were presented in the survey – which was in turn based on their location in our theoretical model.

- **Infrastructure**: The physical facilities (e.g., buildings, classrooms) and technological equipment available to faculty, staff, and students at the University.
- **Organizational Structure**: The arrangement of authority, communication, and duties within the University that determines how roles and responsibilities are assigned and coordinated.
- **Student Commitment**: The level of devotion to classwork and success of students at the University.
- **Value Alignment**: The alignment between the values of the University and those of its faculty, staff, and students.
- **Workforce**: The quality and quantity of employees at the University.
- **Workload**: The amount of work necessary for faculty, staff, and students to fulfill their role requirements and be successful.
- **Innovation**: The availability of opportunities to come up with new methods or creative ideas.
- **Recruitment**: The processes through which faculty, staff, and students are sought out and encouraged to join the University.
- **Advising**: The process through which faculty and staff assist students in determining the classes needed to complete their degree, in registering for classes, and in helping them make decisions about their careers.
- **Process Perceptions**: The thoughts and feelings that faculty, staff, and students have about the processes through which they accomplish administrative tasks at the University.
- **Tenure & Promotion**: Perceptions of fairness and appropriateness regarding the processes through which individuals apply for and achieve tenure and promotion.
- **Training**: Systems in place to give members of the University the knowledge and skills that they need to succeed.
- **Autonomy**: The chance to make decisions about how one does one's work.
- **Collaboration**: Opportunities and willingness to share ideas and work together with others at the University.
- **Communication**: The quality and desirability of format and frequency of information exchange - with peers and with University leadership.
- **Peer Conflict**: The civility of interactions with fellow University members and the degree to which disagreements are resolved positively.
- **Fairness/Justice**: Consistency and equitability of treatment - in distribution of rewards, execution of processes, and interpersonal interactions.
- **Power Distance**: The perceived gap of status between an individual and the individuals higher up in the University - and the fear associated with failing to respect that gap.
- **Productivity**: The opportunity to do high-quality work that showcases an individual's capabilities.

(Construct Definitions continued)

- **Role Clarity**: Certainty of one's responsibilities - and for what one is not responsible - at the University.
- **Voice**: The perception that one can state one's opinion freely and have that opinion be heard and considered by the University.
- **Work Environment**: The psychological experience of the physical and interpersonal context in which one spends time at the University and the impact of that on one's well-being.
- **Benefits**: Non-salary offerings that individuals receive as a function of being employed by the University.
- **Compensation**: Monetary payment that employees receive for their work at the University.
- **Recognition**: The celebration of one's accomplishments by other members of the University.
- **Burnout**: Psychological strain resulting from a prolonged response to chronic job stressors that exceed an individual's ability to cope.
- **Engagement**: A work-related psychological state that includes high levels of energy and enthusiasm with one's job.
- **Motivation**: Taken in whole, the conditions responsible for variations in an employee's persistence, quality, and direction of organizational behavior.
- **Work-life Balance**: The extent to which work experiences affect non-work aspects, and vice-versa, of an employee's life.
- **Commitment**: An individual's psychological attachment to the University, divided into three sources – deep feelings for the University, a sense of obligation to the University, and costs associated with leaving the University.
- **Job Satisfaction**: One's attitudes resulting from the evaluation of one's job.
- **Change Readiness:** One's beliefs that changes are necessary, that the changes proposed are the best solutions, that the changes would be successful and would be supported by the leadership of the University, and that the changes would be personally beneficial to the individual.
- **Turnover:** The intentions that employees have regarding staying with the University.

Performance Ratings

The table below summarizes the performance ratings for each of the three respondent groups in the current survey. Given all of the possible segmentations, the table assists in understanding the complexity of the survey results and what additional analyses were conducted.

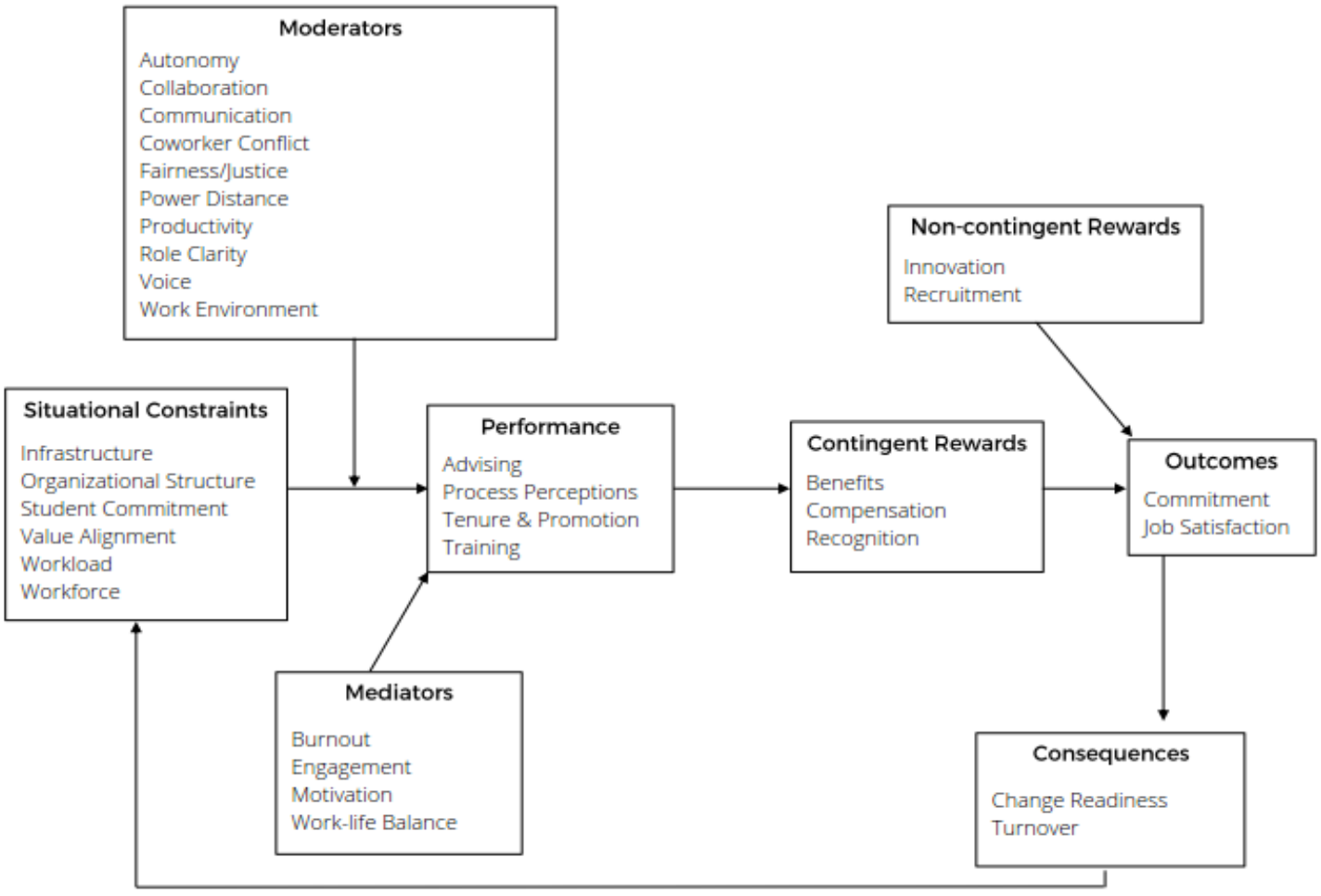
High-performing area	Moderate/acceptable area	Area in need of work

	Faculty	Staff	Students
Infrastructure			
Organizational Structure			
Student Commitment			
Value Alignment			
Workforce			
Workload			
Innovation			
Recruitment			
Advising			
Process Perceptions			
Tenure & Promotion			
Training			
Autonomy			
Collaboration			
Communication			
Peer Conflict			
Fairness/Justice			
Power Distance			
Productivity			
Role Clarity			
Voice			
Work Environment			
Benefits			
Compensation			
Recognition			
Burnout			
Engagement			
Motivation			
Work-life Balance			
Commitment			
Job Satisfaction			
Change Readiness			
Turnover			

METHODOLOGY

Theoretical Model

The model of organizational functioning we used is based on a framework of workplace motivation known as the High Performance Cycle (HPC; Locke & Latham, 1990). According to the HPC, employee motivation is affected by specific challenges and demands. Job performance leads to rewards for the individual that further lead to job satisfaction and organizational commitment. Situational constraints can play a role in this relationship by influencing employees' ability to successfully perform their job duties. Additionally, the relationship may be explained by mediators (constructs that sit between ultimate causes and ultimate effects in a causal chain; e.g., engagement) or the strength or direction of the relationship may be impacted by moderators (boundary conditions that modify the strength of causal relationships; e.g., fairness/justice).



Initial Discussions

Due to the University's continued growth and change, University stakeholders expressed interest in the deployment of a survey to gather information about how these changes affect faculty, staff, and students at Louisiana Tech. AROS was contracted to create and oversee the deployment of a University-wide survey. The goal was to gather feedback from the faculty, staff, and students, and to use this information to address key issues, celebrate strengths, and advance the University's mission and goals.

AROS is associated with Louisiana Tech University's Industrial-Organizational Psychology doctoral program and projects are led by doctoral students with faculty oversight. AROS applies the principles of Industrial-Organizational psychology to produce custom, cost-effective solutions for organizations. AROS has assisted multinational and Fortune 500 companies in addressing a wide variety of organizational issues. Services include data cleaning, processing, and coding; custom qualitative and quantitative research services; personnel selection; performance-appraisal-system design and deployment; and organizational development within the areas of team building, leadership development, and process consultation. With dual core competencies in applied psychology and research methods, AROS is able to provide a data-driven approach to addressing organizational concerns, in which they are also able to guide organizational-development initiatives to help facilitate change and resolution of concerns.

Discovery Process

The current survey was meant to address topics relevant to this University in particular. For this reason, before survey items could be written, information had to be gathered about the issues and concerns unique to Louisiana Tech's faculty, staff, and students. The information-gathering process began with one-on-one interviews with key University stakeholders (deans and vice presidents) and continued with focus groups composed of a representative cross-section of faculty, staff, and students.

Survey Development

Development of the initial survey began with the extraction of themes from information gathered during interviews with the deans and vice presidents, and also information collected during focus groups with faculty, staff, and students. A thorough and comprehensive review of the scientific literature was conducted to gather best practices that would guide the writing of survey items. Survey item pools were then written for each of the extracted themes and intended target audiences (faculty, staff, and students). The majority of items were kept from the 2016 Survey, with some additions or edits for clarity, as well as some deletions if the item was deemed unnecessary. The item pool was reviewed for consistency in item wording to ensure the items could be compared across the three target groups. The survey was then programmed into the SurveyMonkey survey-deployment suite and pilot tested to ensure that survey duration was within intended limits and that survey flow operated as intended. An e-mail with the appropriate link was sent to members of each target audience.

Reliability Analysis

Given the breadth of topics covered in the survey, the constituent components (subdimensions) of most constructs were assessed using very few items. Thus, in the majority of cases internal-consistency-reliability analyses were inappropriate to conduct. It may be appropriate to expand instruments to focus in on key drivers at the University; following such expansion, the use of reliability analyses may be instituted.

Data Analysis

Once survey deployment was complete, the data were analyzed. Any incomplete responses were removed and the dataset was divided by target audience (faculty, staff, and students). Next, means and percentages were calculated for each survey item within target audiences. The dataset was then divided so that comparisons across subunits (e.g., colleges, divisions) could be made. In addition to means and percentages for each survey item within the subunit, the mean of the subunit (e.g., College of Education) was compared to the mean for all other groups (i.e., the mean for all data but College of Education); this information was included in only the particular subunit reports. Subunits were only included in the report when they had 10 or more responses to preserve confidentiality, therefore, some units are missing. In most circumstances, percentages, means, and mean differences were rounded to the nearest tenth. When sample sizes were equal to or below 10, however, percentages were rounded to the nearest whole number. Additionally, demographic and construct-priority data were extracted on a target-audience basis. Finally, metrics of general performance area were assessed at the construct level by examining mean responses within each construct for each target audience; indices of complexity were assessed based on the variability of responses within each construct for each target audience.

Strategy Matrix Rationale

The strategy matrix was developed by crossing performance ratings with derived importance ratings. Scores for each construct/area were averaged across the three target groups and were used to place constructs into low-, moderate-, and high-performance groups. The importance ratings were created by calculating bivariate correlation coefficients between each construct and job satisfaction (e.g., voice and job satisfaction). Although correlation coefficients do not reveal information about causal links, they can provide information about the nature and strength of the relationship between variables. Importance ratings were categorized as low, moderate, and high based on Cohen's (1977) guidelines. The strategy matrix provides a visual representation of areas where the University is performing well and that it should continue to maintain and leverage, areas of poor performance that should be addressed through organizational initiatives, and areas that the University should continue to evaluate in the future.

Faculty Results

The following section of the report details the specific results in regards to faculty responses. Faculty were operationally defined as Louisiana Tech employees with teaching responsibilities. A total of **205** Louisiana Tech faculty members participated in the survey. The following table describes the response rates of the **205** faculty members by key demographics.

	LA Tech	Responders	Response Rate
Overall	356*	205	57.6%
Full-time	-	179	-
Part-time	-	6	-
Other/PNTA**	-	8	-
Male	211	86	40.8%
Female	145	82	56.6%
Other/PNTA**	-	26	-
Tenured	173	93	53.8%
Not Tenured	183	95	51.9%
CANS**	59	43	72.9%
COB**	40	19	47.5%
COE**	40	16	40.0%
COES**	103	35	34.0%
COLA**	105	66	62.9%
Other/PNTA**		15	-

*Figures based on 2016 Fact Book provided by Office of Institutional Research (i.e., IPEDS Classification)
**PNTA = Prefer Not to Answer; CANS = College of Applied & Natural Sciences; COE = College of Education; COB = College of Business; COES = College of Engineering & Science; COLA = College of Liberal Arts

Note: *Not all percentages in the following tables will add up to 100% due to rounding. Constructs are presented in the order in which they appeared on the survey.*

For detailed faculty results, please refer to page 86 in the Appendix.

Infrastructure

Overall, faculty were satisfied with the physical environment at Louisiana Tech and the plans currently in place to improve the infrastructure, they but would like to have technology more readily available.

	Net Agree
I am satisfied with the technology available to employees on campus.	51%
I am satisfied with the plan the University has in place to improve buildings on campus.	46%
I am satisfied with the quality of the common areas on campus.	63%
The University could benefit from incorporating more efficient technology into daily processes.	87%
I am satisfied with the plan the University has in place to provide additional parking.	56%

Faculty members were satisfied with the current infrastructure or the plans for improving the current infrastructure. In regard to the plan to improve parking, respondents indicated that they were generally satisfied, but a large proportion indicated neutral feelings. Because respondents were not given an option to indicate a lack of knowledge of the plan, responses may be an indication of respondents' being unaware of the proposed plan. A closer look revealed that although the majority of respondents were satisfied with the technology available to employees on campus, a stronger majority indicated that the University could benefit from incorporating more efficient technology into daily processes.

Organizational Structure

Overall, faculty members were satisfied with the organizational structure of the University including where their respective college/department is housed and the number of people to whom they report.

	Net Agree
It is clear to me who I am supposed to report to.	92%
My primary academic department belongs in the college in which it is placed.	89%
I am satisfied with the way that Louisiana Tech's colleges and departments are structured.	69%
Reorganizing the structure of the University would be beneficial.	40%
I report to too many people.	8%

Faculty members strongly agreed that they understood to whom they were supposed to report and that their academic department was housed where it should be. The majority of faculty members did not have a strong opinion as to whether reorganizing the University structure would be beneficial. This may be due to the vague nature of the question; respondents may have been unsure of what exactly a restructuring of the organization would look like.

Student Commitment

Faculty members believed students at Louisiana Tech to be committed to success and proud to be at the University.

	Net Agree
The students at Louisiana Tech are committed to success.	80%
The students at Louisiana Tech are proud to be here.	88%

Value Alignment

Overall, faculty members were satisfied with value alignment indicating that they believe in the values of the University and have values that align with those of the University.

	Net Agree
I believe in the values of Louisiana Tech.	81%
My personal values align with Louisiana Tech's 2020 mission and vision.	76%

Workforce

Overall, faculty members overwhelmingly agreed that the University needs improvement in the workforce, indicating a need for additional faculty and staff.

	Net Agree
Louisiana Tech could benefit from adding additional faculty members.	96%
Staff at the University have to take on additional work because the University is inadequately staffed.	86%

Workload

Overall, faculty members were satisfied with the number of students they advise, the number of students in their classrooms, and the number of courses they teach. They were less satisfied with the resources offered by the University to help balance this workload.

	Net Agree
I am satisfied with the number of students that I am assigned to advise.	60%
I am satisfied with the number of courses that I am assigned to teach each quarter.	72%
I oftentimes find myself drowning in work.	82%
The University provides the resources and support necessary for me to balance all that is expected of me.	34%
I am satisfied with the number of students in the classes I teach.	67%
I am expected to fulfill too many roles at the same time.	64%
My workweek schedule is not long enough to complete the tasks I need to finish.	65%

A notable number of respondents indicated the workweek is not long enough for them to complete all the tasks they need to finish and that they oftentimes find themselves drowning in work. Additionally, responses indicated that some faculty members felt as though they were expected to fulfill too many roles. Although the majority of respondents agreed that they fulfill too many roles, a notable percentage of faculty members answered in the opposite direction. It may be that a particular college (or several colleges) divides the workload in a way that leads to satisfaction among faculty members with the number of roles they are expected to fulfill. There was a large discrepancy in answers about the resources and support provided by the University to help faculty members balance their workload; these divergent viewpoints may be a result of different individual experiences within the University.

Innovation

Overall, faculty members were satisfied with their opportunities to be innovative at Louisiana Tech.

	Net Agree
I have the opportunity to be innovative at Louisiana Tech.	71%
The University is making efforts to keep up with the changing world.	61%
The University is stuck in the past.	49%

Recruitment

Faculty members were mostly satisfied with the quality of the faculty members at the University, but a large majority do not believe the University hires new employees fast enough. Additionally, they did not feel that the University offers incentives valuable enough to attract new faculty members. The overwhelming majority agreed with the increased focus on growing the student body and believed that the University does a good job recruiting high-quality students.

	Net Agree
The University does a good job of recruiting high-quality faculty members.	51%
The University does a good job of recruiting high-quality staff members.	44%
The University does a good job of recruiting high-quality students.	73%
Louisiana Tech hires new employees in a timely manner.	13%
I agree with the increased focus that has been placed on growing the student body through recruitment.	74%
Louisiana Tech offers good incentives to attract high-quality employees to the University.	22%

Advising

Overall, faculty members were satisfied with the advising model and their ability to connect with advisees but were relatively neutral when asked if they would like to spend more time with their advisees.

	Net Agree
I am happy with the academic-advising model that we use.	52%
I would prefer to spend more time with each of my academic advisees.	25%
I connect with my academic advisees on a personal level.	73%

Faculty at the University were divided when it came to academic advising. The majority of respondents indicated satisfaction with the academic-advising model used at the University. Additionally, the majority of respondents indicated that they connect with their advisees on a personal level; however, there were more negative ratings in regard to whether faculty members would like to spend more time with their advisees.

Process Perceptions

Overall, faculty members are dissatisfied with the administrative processes at Louisiana Tech and believe they could be better streamlined for efficiency. They indicated that many of the processes make it difficult to do a good job and require them to spend too much work time doing paperwork.

	Net Agree
I spend too much work time doing paperwork.	66%
I am satisfied with the processes that I have to follow as a faculty member at Louisiana Tech.	37%
The processes that I complete to, for example, receive travel authorization are reasonable.	47%
I need to better understand the processes of other colleges at Louisiana Tech.	32%
Many of the University's rules and procedures make it difficult to do a good job.	49%

Although the majority of faculty members at the University were dissatisfied with the processes they have to follow, a noticeable percentage of respondents answered in the opposite direction, indicating they were satisfied with such processes. Further comparisons may reveal issues regarding communication about how such processes should be accomplished and/or why such processes are needed. Faculty members indicated that they spend too much time doing paperwork, however they also indicated that some processes they must follow are reasonable. Faculty did not feel as though they needed to better understand the processes of other colleges.

Tenure and Promotion

Overall, faculty members were relatively neutral in their opinions regarding the tenure and promotion process being well organized. A larger majority indicated that the promotion process is fair and that the criteria are clearly defined.

	Net Agree
The tenure process is efficient and well-organized.	54%
The promotion process is fair.	52%
The criteria for achieving promotion are clearly defined.	52%

Training

Overall, faculty members were satisfied with the new processes and improving knowledge and skills. There was less agreement about the resources available for attending academic meetings/conferences and the on-boarding training.

	Net Agree
The University encourages faculty members to participate in continuing education.	46%
The University provides resources for me to improve my knowledge and skills.	41%
When I first joined the University, I was satisfied with the on-boarding training I received.	48%
I have received sufficient training to do my job.	61%
When new processes are put into place, the University offers the relevant training for employees.	56%

Although the majority of faculty members indicated that they received sufficient training when they first joined the University, a small percentage of respondents did not feel that they received sufficient on-board training. Further comparisons may reveal that a particular college (or several colleges) needs improvement in the on-board training they provide new employees. Even though the majority of faculty members indicated they have received sufficient training to do their job, opinions in regard to continuing education and resources to improve knowledge and skills were less positive. However, there were several notable discrepancies on these three items.

Autonomy

Overall, faculty members were overwhelmingly satisfied with their level of autonomy. Faculty members were satisfied with the freedom they had in choosing the content they teach in, and the way in which they perform their job.

	Net Agree
I have freedom in choosing the content I teach in my academic courses.	88%
I can control how and when I perform my job.	75%

Collaboration

Overall, faculty members were satisfied with the level of collaboration at the University, but there was less agreement about the sharing of information across colleges.

	Net Agree
Faculty across colleges at the University share information and ideas with one another.	56%
There are opportunities for collaboration within the University.	74%

Communication

Faculty felt that communication with supervisors and senior leadership was appropriate. Communication between colleges at the University demonstrated lower net agreement compared to other levels.

	Net Agree
The goals and objectives of the University are clearly communicated to the faculty.	58%
I am satisfied with the level of communication between colleges at the University.	33%
I am satisfied with the level of communication between departments at the University.	41%
I am satisfied with University leadership's availability to discuss issues and concerns with faculty.	51%
I receive feedback from my supervisor about the quality of my work.	81%
Communication via e-mail is too burdensome.	17%
Communication from senior leadership to faculty is efficient.	50%
Communication regarding policies and procedures is excessive at Louisiana Tech.	42%

Overall, opinions about communication at the University were positive. The majority of faculty members were satisfied with the feedback they received from their supervisors, felt that the University leadership is available to discuss concerns with faculty members, and believed that communication at the University is efficient. Although the majority of faculty members felt that the goals and objectives of the University are clearly communicated, a small percentage of respondents indicated disagreement on this item. While the majority of faculty members expressed dissatisfaction with the level of communication between colleges, many felt as though it was acceptable. Additionally, there were discrepancies among responses in regard to the communication of policies and procedures. While some respondents felt that the communication of such topics was excessive, others did not. The majority felt that e-mail was a good form of communication.

Peer Conflict

Overall, responses to the peer conflict items were positive, indicating that the overwhelming majority of faculty members are able to work pleasantly with one another.

	Net Agree
If differences arise, my colleagues and I are able to resolve them in a professional manner.	84%
I enjoy working closely with my colleagues.	89%
I can talk to my colleagues about issues I may have with them.	81%
Faculty in my college speak poorly of one another.	16%
My colleagues treat each other with respect.	84%

Fairness/Justice

Faculty members were satisfied with the interactions they have with their supervisors but believe that the University could more fairly distribute rewards.

	Net Agree
Promotions are given to those individuals who best deserve them.	46%
Everyone has an equal opportunity to receive recognition for the work they do.	48%
I get what I deserve for the effort that I put forth at Louisiana Tech.	42%
Louisiana Tech gives me the opportunity to influence the policies that affect me.	40%
Rewards are distributed fairly across the University's colleges.	19%
My supervisor shows concern for my rights as a Louisiana Tech employee.	77%
My supervisor takes steps to interact with me in an honest manner.	83%
My supervisor does not play favorites.	70%

Faculty members did not indicate clear opinions in regard to the way in which promotions and rewards are determined and distributed throughout the University. The majority of respondents were satisfied with interactions with their supervisors and felt as though their supervisors do not play favorites and do show concern for their rights. A large proportion of respondents indicated strong disagreement when asked if rewards were distributed fairly across the University's colleges. It may be that faculty members of a particular college hold strong, negative opinions about how rewards are distributed at the University.

Additionally, although the majority of faculty members felt that everyone has an equal opportunity to receive recognition for their work, a small number of respondents indicated disagreement on this item. Further comparisons may reveal differences in opinion within a particular college or within particular colleges. The largest discrepancy occurred when respondents were asked if they feel that Louisiana Tech gives them the opportunity to influence the policies that affect them. These topics will be addressed again in the section on voice below.

Power Distance

Overall, faculty members were satisfied with power distance at the University and feel comfortable being open and honest with their supervisor, coworkers, and other members of the Louisiana Tech family.

	Net Agree
I am scared to express disagreement to my supervisor.	21%
I am scared to express disagreement to members of the Louisiana Tech family.	30%
I am afraid to express disagreement to my coworkers.	18%

Productivity

Overall, faculty members felt that their jobs give them the opportunity to produce high-quality work and show how capable they are.

	Net Agree
My job gives me an opportunity to do high-quality work.	80%
My work gives me an opportunity to show how capable I am.	80%

Role Clarity

Overall, faculty members were satisfied with the clarity of expectations related to their jobs indicating that expectations of their jobs are clear and that they know what they must do to succeed as employees.

	Net Agree
The goals and expectations of my job are clearly defined.	80%
I know what I need to do to succeed as an employee.	77%

Voice

Overall, faculty members were satisfied with their ability to speak openly with their supervisor and voice their concerns. However, while they believe that their voices are often heard, they felt less positively about the role they play in decision-making processes.

	Net Agree
I can speak openly to my supervisor without fear of punishment.	81%
I have a say in how Louisiana Tech operates.	26%
My voice is heard in the decision-making process at Louisiana Tech.	28%
I have the possibility of influencing a process or outcome in my job.	59%
As an employee at Louisiana Tech, I have opportunities to express objections.	59%
When I voice concerns at Louisiana Tech, I feel that I am taken seriously.	36%
I believe that my feedback translates into action at Louisiana Tech.	22%
My voice is valued at Louisiana Tech.	40%
I believe that the University wants to hear what I have to say.	40%
I believe that my supervisor voices my concerns to the University's administration.	57%
I feel as though I am able to give honest feedback to the decisions made here at the University.	47%
I believe that my supervisor is respectful of my opinions even when they differ from his/hers.	80%
I feel as though my supervisor keeps me up to date on the current issues affecting the University.	71%
I am aware of the process to take if I need to directly speak to a University administration member.	61%
I feel as though all employees' opinions are valued across the University.	33%

There were several discrepancies in opinions about voice at the University. The majority of faculty members indicated comfort in speaking openly with their supervisors without fear of punishment. Although slightly less positive, the majority of respondents believed they have the possibility to influence processes and opportunities to express objections. However, there was a notable percentage of faculty members who did not feel this way. Faculty members differed in their satisfaction with the amount of say they have and their voice being heard during the decision-

Voice Continued

making process. Many felt as though their voice is heard and valued by the University, but a notable percentage did not feel this way. The majority indicated that they are aware of the necessary processes to take to directly speak to a University administration member.

Work Environment

Faculty members were satisfied with their work environment indicating that it is suitable for their work requirements and encourages them to be more productive. However, faculty members felt that the University is not always careful about not incorporating religion into events/meetings.

	Net Agree
My work area is suitable for my work requirements.	73%
My supervisor treats all members of my work group fairly.	78%
My work environment encourages me to stay focused on the tasks at hand.	69%
My work environment makes me feel more stressed than it should.	36%
The University provides a supportive environment for people of different racial backgrounds.	59%
The University is careful about not incorporating religion into University events/meetings.	29%
The University provides a supportive environment for all people regardless of whether they identify as LGBTQ.	44%

Benefits

Overall, faculty members were divided on their opinions about the benefits at Louisiana Tech with almost as many indicating dissatisfaction as satisfaction.

	Net Agree
I am satisfied with the benefits offered by Louisiana Tech.	53%
The benefits that I receive for working for the University are fair.	54%

Compensation

Overall, faculty members were rather dissatisfied with the fairness and amount of their compensation at the University. A notable number of faculty members felt as though their compensation is fair and were satisfied with the compensation they are receiving.

	Net Agree
I am being paid a fair amount for the work I do.	28%
I am satisfied with the pay offered by Louisiana Tech.	25%

Recognition

Overall, faculty members reported being moderately satisfied with the recognition they receive at the University. A small, but notable, percentage of faculty members reported feeling inadequately recognized for their work at the University.

	Net Agree
The work I do for the University is adequately recognized.	52%
I am valued by the University.	54%
I receive sufficient recognition for the good work that I do at Louisiana Tech.	50%

Burnout

Overall, faculty members indicated that they are experiencing burnout, with the majority indicating being emotionally exhausted at the end of the workday. A small but notable percentage of respondents indicated that they are not emotionally exhausted or worn down by their work.

	Net Agree
I am emotionally exhausted at the end of the workday.	56%
I am worn down by the amount of work that I have to do in my job.	62%

Engagement

Overall, faculty members at the University are engaged, with the overwhelming majority indicating enthusiasm about their job.

	Net Agree
I am enthusiastic about the work that I do.	93%
The work that I do at the University fulfills me.	90%
I find my work at Louisiana Tech to be meaningful.	91%

Motivation

The majority of faculty members were also motivated regarding their work, indicating ease in starting their workday and putting forth effort throughout the day.

	Net Agree
I can easily start on my work each day.	85%
I can easily keep putting effort forth during the day to get my work done.	81%

Work-life Balance

The majority of faculty members at the University were satisfied with their work-life balance and agreed that they are able to satisfy both work and personal commitments.

	Net Agree
My work commitments get in the way of my home life.	63%
The environment at Louisiana Tech supports a balance between work and home life.	52%
I am able to satisfy both my work commitments and my personal commitments.	58%
The University understands the benefit of maintaining a healthy balance between work and home life.	54%
My supervisor is flexible with me when it comes to personal commitments.	89%
My home life gets in the way of my work commitments.	10%

Respondents felt that supervisors are flexible with them regarding personal commitments and that the University understands the importance of maintaining a balance between work and home life. Additionally, the majority of respondents agreed that they are able to satisfy both work and personal commitments. However, there was less agreement about whether or not work commitments get in the way of faculty members' home life.

Commitment

Overall, faculty members felt a sense of obligation to the University and would be happy spending the rest of their career here. Slightly below half indicated that it would be costly for them to leave the University.

	Net Agree
Staying at Louisiana Tech until I retire is important to me.	53%
I would be happy to spend the rest of my career at Louisiana Tech.	65%
I have a sense of obligation to Louisiana Tech.	52%
I owe Louisiana Tech a debt of gratitude because of all that it has done for me.	38%
It would be costly for me to leave Louisiana Tech right now.	45%
I would have to give up a lot to leave Louisiana Tech.	41%

Feelings of commitment to the University varied. The majority of respondents indicated that it is important to them to retire from Louisiana Tech and that they would be happy to spend the rest of their career at the University. Additionally, a large percentage of respondents felt a sense of obligation to the University. However, there were discrepancies in response to two of the items about faculty members leaving Louisiana Tech. Many agreed that it would be costly for them to leave the University, while there were discrepancies about how much one would have to give up in order to leave. Faculty members differed in whether they feel they owe Louisiana Tech a debt of gratitude (with responses ranging widely).

Job Satisfaction

The majority of faculty members indicated that they are satisfied with their jobs.

	Net Agree
I get a sense of accomplishment from my work.	94%
I am satisfied with my job.	81%
My experience at Louisiana Tech is satisfying.	75%
If I could make the decision again, I would choose to work at Louisiana Tech.	68%
On most days, I am enthusiastic about working at Louisiana Tech.	80%
I am proud to say that I am an employee of Louisiana Tech.	76%

Change Readiness

The majority of faculty members believed that change could both benefit the University and help the University better achieve its goals. Additionally, they believed themselves to be capable of making such changes. However, faculty members reported less satisfaction regarding the resources they believe the University will provide to ensure successful change initiatives.

	Net Agree
I am ready and willing to participate in change initiatives at the University.	90%
Change could help the University better achieve its mission and goals.	88%
The University will provide the necessary resources to ensure successful implementation of change initiatives.	40%
Louisiana Tech could really benefit from change initiatives.	84%
The leaders of Louisiana Tech are supportive of efforts to change the organization.	57%
If Louisiana Tech made changes to the way it operated, this would be beneficial to me.	66%
Changes attempted at Louisiana Tech match our organization's priorities.	44%
I have the skills that are needed to make changes at Louisiana Tech work.	83%

Respondents indicated believing themselves and the University leadership willing to participate in and committed to change initiatives. Respondents felt that the University as a whole is capable of making changes and believed that they themselves have the skills needed to make changes. However, responses indicated that faculty members neither agreed nor disagreed that changes will be beneficial to them. There is discrepancy among responses in regard to the resources that will be made available by the University to ensure successful implementation of change initiatives; opinions varied from strongly convinced to strongly skeptical. It is notable that opinions regarding this question have improved over the last two years and that respondents felt more confident in the University's ability to provide necessary resources for successful change.

Turnover

Overall, slightly more than half of faculty members indicated intentions to remain at Louisiana Tech for the rest of their career.

	Net Agree
I intend to remain an employee at Louisiana Tech for the rest of my career.	53%
I plan to stay at Louisiana Tech until I retire.	53%

Staff Results

The following section of the report details the specific results in regard to staff responses. Staff members were operationally defined as Louisiana Tech employees without teaching responsibilities. A total of **186** Louisiana Tech staff members participated in the survey. The following table describes the **186** staff members by key demographics. Benchmark details regarding staff were unavailable.

	LA Tech	Responders	Response Rate
Overall	-	186	-
Full-time	969	162	16.7%
Part-time	-	9	-
Other/PNTA**	-	1	-
Male	-	56	-
Female	-	106	-
Other/PNTA**	-	11	-
Classified	-	51	-
Unclassified	-	99	-
Uncertain, N/A, PNTA	-	21	-
CANS**	-	11	-
COB**	-	5	-
COE**	-	10	-
COES**	-	10	-
COLA**	-	3	-
Academic Affairs	-	1	-
Administration & Facilities	-	29	-
Athletics	-	6	-
Finance	-	7	-
Research & Development		3	-
Student Affairs (Advancement)	-	33	-
PNTA, Other	-	54	-

*Figures based on Fall 2017 Fact Book provided by Office of Institutional Research (i.e., IPEDS Classification)
**PNTA = Prefer Not to Answer; CANS = College of Applied & Natural Sciences; COE = College of Education; COB = College of Business; COES = College of Engineering & Science; COLA = College of Liberal Arts

***Notes**: Not all percentages in the following tables will add up to 100% due to rounding.*

For detailed staff results, please refer to page 112 in the Appendix.

Infrastructure

Staff members were satisfied with the current infrastructure at the University or were at least pleased with the plan in place to make improvements. Staff also overwhelmingly agreed that the University could benefit from more efficient technology in daily processes.

	Net Agree
I am satisfied with the technology available to employees on campus.	59%
I am satisfied with the plan the University has in place to improve buildings on campus.	71%
I am satisfied with the quality of the common areas on campus.	76%
The University could benefit from incorporating more efficient technology into daily processes.	87%
I am satisfied with the plan the University has in place to provide additional parking.	60%

Overall, staff members seemed satisfied with the current infrastructure and physical workplace at Louisiana Tech University or, at a minimum, were pleased with the plan in place to make improvements and additions where necessary. Despite this, the vast majority of staff indicated that there is room for improvement concerning the integration of more efficient technology into daily processes at the University.

Organizational Structure

Staff members were satisfied with the overall organizational structure, indicating satisfaction with the placement and structure of department/divisions, and the number of people to whom they report.

	Net Agree
It is clear to me who I am supposed to report to.	92%
My job belongs in the division in which it is placed.	89%
I am satisfied with the way that Louisiana Tech's colleges and departments are structured.	70%
Reorganizing the structure of the University would be beneficial.	44%
I report to too many people.	12%

In regard to organizational structure, staff members overwhelmingly agreed in their satisfaction of knowing to whom to report and where their job is currently organized. Over one-third of the staff had a neutral stance regarding whether reorganizing the University would be beneficial; this could be attributed to the numerous potential reorganization scenarios of which one might think. Staff members believed they did not report to too many people.

Student Commitment

Staff members are overwhelmingly satisfied with student commitment, indicating that students are committed to success and proud to be at the University.

	Net Agree
The students at Louisiana Tech are committed to success.	88%
The students at Louisiana Tech are proud to be here.	88%

Value Alignment

The values of staff members are highly aligned with those of the University and the 2020 mission and vision statements.

	Net Agree
I believe in the values of Louisiana Tech.	91%
My personal values align with Louisiana Tech's 2020 mission and vision.	83%

Workforce

Staff members indicate having to take on additional work due to lack of staff and agree that the University could benefit from adding additional faculty members as well.

	Net Agree
Louisiana Tech could benefit from adding additional faculty members.	78%
Staff at the University have to take on additional work because the University is inadequately staffed.	80%

Workload

Most staff members indicated satisfaction with the number of tasks they are assigned but also indicated oftentimes feeling as though they are drowning in work.

	Net Agree
I am satisfied with the number of tasks that I am assigned.	55%
I oftentimes find myself drowning in work.	62%
The University provides the resources and support necessary for me to balance all that is expected of me.	46%
I am expected to fulfill too many roles at the same time.	55%
My workweek schedule is not long enough to complete the tasks I need to finish.	43%
I am satisfied with the number of students that I am assigned to advise.	10%

While the majority of staff members reported being satisfied with their assigned task load, most of staff respondents oftentimes found themselves drowning in work. Role expectation results were mixed; nearly half of the staff responders indicated that they were expected to fulfill too many roles at once (to some degree), though one-third did not. The data regarding the workload item were also mixed, with a nearly-even spread across response options.

The majority of staff members who indicated having advising responsibilities felt neutral-to-positive regarding the number of students they are assigned to advise.

Innovation

The majority of staff members agreed that they have the opportunity to be innovative at Louisiana Tech, but a notable portion of respondents also answered this question neutrally. Staff members had mixed opinions regarding whether or not the University is "stuck in the past", but agreed that the University is making efforts to keep up with the changing world.

	Net Agree
I have the opportunity to be innovative at Louisiana Tech.	56%
The University is making efforts to keep up with the changing world.	71%
The University is stuck in the past.	40%

Recruitment

Staff members mostly believed that the University does a good job of recruiting high-quality faculty, staff, and students. However, there was less agreement about the timeliness of hiring new employees.

	Net Agree
The University does a good job of recruiting high-quality faculty members.	63%
The University does a good job of recruiting high-quality staff members.	56%
My college does a good job of recruiting high-quality students.	87%
Louisiana Tech hires new employees in a timely manner.	22%
I agree with increased focus that has been placed on growing the student body through recruitment.	79%
Louisiana Tech offers good incentives to attract high-quality employees to the University.	32%

In terms of recruitment, the data showed that staff members believed that Louisiana Tech is doing a good job overall in recruiting high-quality staff members, and high-quality students. Of the staff members who work in a college and therefore interact with faculty more frequently, it appears that survey participants believed their respective college is also doing a good job at recruiting high-quality faculty members. Similarly, survey responders believed their respective units recruit high-quality staff. A resounding majority of staff employees agreed with the increased focus on growing the study body via recruitment of students.

Advising

A large number of staff members were satisfied with the advising model used, however, a notable portion of respondents answered the question neutrally.

	Net Agree
I am happy with the academic-advising model that we use.	11%
I would prefer to spend more time with each of my academic advisees.	4%
I connect with my academic advisees on a personal level.	11%

Process Perceptions

Though staff members indicated satisfaction with the processes at the University and felt they are reasonable (albeit with a sizable percentage of respondents responding neutrally), they also reported spending too much time doing paperwork and believe the processes could be better streamlined for efficiency.

	Net Agree
I spend too much work time doing paperwork.	56%
I am satisfied with the processes that I have to follow as a staff member at Louisiana Tech.	51%
The processes that I complete to, for example, receive travel authorization are reasonable.	49%
I need to better understand the processes of other colleges at Louisiana Tech.	47%
Many of the University's rules and procedures make it difficult to do a good job.	40%

Staff members at Louisiana Tech reported mixed attitudes towards the current processes at the University. Despite agreeing that they were satisfied with processes and their reasonableness, staff members reported spending too much time on paperwork and believed that processes could be made more efficient. Nearly half of the respondents indicated that the rules and procedures currently in place act as deterrents, to some degree. Additionally, over two-thirds of staff members surveyed felt neutral-to-positive regarding a need to better understand the processes of other divisions.

Promotion

Although a large number of staff members were neutral regarding the promotion process, a notable percentage of respondents viewed the promotion process negatively.

	Net Agree
The promotion process is fair.	31%
The criteria for achieving promotion are clearly defined.	22%

The most popular position regarding promotion items was neutral. Over one-third of staff responders, however, viewed the promotion process negatively. Furthermore, almost half of the survey participants believed that the criteria for promotion lack clarity.

Training

Staff members were mostly satisfied with the training opportunities and resources offered by Louisiana Tech, but a notable number indicated dissatisfaction with the training they received upon entry.

	Net Agree
The University encourages staff members to participate in continuing education.	64%
The University provides resources for me to improve my knowledge and skills.	58%
When I first joined the University, I was satisfied with the on-boarding training I received.	38%
I have received sufficient training to do my job.	52%
When new processes are put into place, the University offers the relevant training for employees.	50%

Autonomy

Staff members hold positive attitudes toward the autonomy given to them. Overall, respondents believed that they have the necessary control and discretion to complete their work as University employees.

	Net Agree
I can control how and when I perform my job.	66%
I have the freedom to use my personal initiative to carry out my work.	73%

Collaboration

A large portion of the staff members were satisfied with the collaboration among colleagues at the University, but a notable portion of respondents indicated that they do believe staff across divisions share information with one another.

	Net Agree
Staff across divisions at the University share information and ideas with one another.	51%
There are opportunities for collaboration within the University.	68%

Largely, the staff respondents seemed adequately satisfied with the collaboration amongst colleagues at Louisiana Tech. Specifically, the data showed that the majority of respondents agreed with the statements that opportunities within their respective work units, divisions, and the University as a whole are available. While it may be concerning that approximately one-third of respondents did not believe that staff members share information across divisions, it is important to note that overwhelming majority of staffers would welcome meeting with their divisional counterparts to share ideas.

Communication

Opinions regarding communication at the University were mostly positive and the majority of respondents indicated satisfaction with the communication of goals and the availability of University leadership to discuss issues.

	Net Agree
The goals and objectives of the University are clearly communicated to the staff.	64%
I am satisfied with the level of communication between colleges at the University.	35%
I am satisfied with the level of communication between departments at the University.	40%
I am satisfied with University leadership's availability to discuss issues and concerns with staff.	55%
I receive feedback from my supervisor about the quality of my work.	73%
Communicating via e-mail is too burdensome.	10%
Communication from senior leadership to faculty is efficient.	44%
Communication regarding policies and procedures is excessive at Louisiana Tech.	33%

Opinions regarding communication at Louisiana Tech were generally positive. The communication of University goals and objectives was rated highly, as was the availability of University leadership and supervisory feedback. Despite some views to the contrary, the current data indicated that e-mail is not overly burdensome for staff members. Additionally, staff members rated their satisfaction with inter-departmental and inter-divisional communication as neither positive nor negative.

Peer Conflict

Conflict did not appear to be an issue among staff members, with the majority of respondents indicating that staff were able to settle their disagreements and speak openly with one another. However, a notable percentage of respondents answered neutrally when asked about faculty members speaking poorly of one another in their division.

	Net Agree
If differences arise, my colleagues and I are able to resolve them in a professional manner.	72%
I enjoy working closely with my colleagues.	85%
I can talk to my colleagues about issues I may have with them.	68%
Staff in my college speak poorly of one another.	24%
My colleagues treat each other with respect.	74%

Based on the responses of staff members who participated in this survey, conflict amongst peers at Louisiana Tech was not a major cause for concern. The majority of respondents had positive views across 4 of the 5 communication items. Of the staff members who indicated working in an academic college, the majority responded that fighting between faculty and amongst students is not an issue. Over one-quarter of respondents remained neutral when asked if faculty within their respective divisions spoke poorly of each other.

Fairness/Justice

Staff members' opinions about fairness and justice were mostly mixed. Although they were satisfied with opportunities to receive recognition and the way in which supervisors interact with employees, they indicated less satisfaction with the way rewards are distributed.

	Net Agree
Promotions are given to those individuals who best deserve them.	36%
Everyone has an equal opportunity to receive recognition for the work they do.	40%
I get what I deserve for the effort that I put forth at Louisiana Tech.	44%
Louisiana Tech gives me the opportunity to influence the policies that affect me.	33%
Rewards are distributed fairly across the University's divisions.	22%
My supervisor shows concern for my rights as a Louisiana Tech employee.	70%
My supervisor takes steps to interact with me in an honest manner.	77%
My supervisor does not play favorites.	66%

Items viewed positively were regarding opportunities for recognition, the lack of favorites in the office, and concern for the rights of employees. The distribution of rewards across the various divisions at Louisiana Tech was rated fairly negatively; similarly, in response to the item "I get what I deserve for the effort that I put forth…", nearly half of staff members reported negative attitudes, suggesting fairness issues may need to be resolved.

Power Distance

Staff members reported satisfaction with power distance and feel comfortable expressing disagreement with their supervisor, coworkers, and members of the Louisiana Tech family.

	Net Agree
I am scared to express disagreement to members of the Louisiana Tech family.	23%
I am scared to express disagreement to my supervisor.	27%
I am afraid to express disagreement to my coworkers.	18%

Productivity

Staff members viewed their jobs at Louisiana Tech positively, such that they allow for opportunities to accomplish high-quality work.

	Net Agree
My job gives me an opportunity to do high-quality work.	85%
My work gives me an opportunity to show how capable I am.	84%

Role Clarity

Staff were confident that they knew what is expected of them and indicated being aware of the goals and expectations of their job.

	Net Agree
I know what I need to do to succeed as an employee.	87%
The goals and expectations of my job are clearly defined.	75%

Voice

Though staff members felt as though they have a say in influencing the outcome of their job and feel comfortable expressing objections, there was less satisfaction with the role they can play in influencing the decision-making process at the University. Responses to other questions were mixed, although interactions with one's supervisor were largely rated positively.

	Net Agree
I can speak openly to my supervisor without fear of punishment.	77%
I have the possibility of influencing a process or outcome in my job.	66%
As an employee at Louisiana Tech, I have opportunities to express objections.	52%
My voice is heard in the decision-making process at Louisiana Tech.	32%
I have a say in how Louisiana Tech operates.	29%
When I voice concerns at Louisiana Tech, I feel that I am taken seriously.	40%
I believe that my feedback translates into action at Louisiana Tech.	31%
My voice is valued at Louisiana Tech.	45%
I believe that the University wants to hear what I have to say.	37%
I believe that my supervisor voices my concerns to the University's administration.	53%
I feel as though I am able to give honest feedback to the decisions made here at the University.	47%
I believe that my supervisor is respectful of my opinions even when they differ from his/hers.	72%
I feel as though my supervisor keeps me up to date on the current issues affecting the University.	70%
I am aware of the process to take if I need to directly speak to a University administration member.	71%
I feel as though all employees' opinions are valued across the University.	42%

Despite the more than two thirds of staff respondents who indicated with confidence that they can speak openly with her or his supervisor without fear of punishment, the results of the voice items were largely negative or neutral. More than half of the staff members surveyed felt that they do not have a say in how Louisiana Tech operates. Conversely, at the micro-level, staff members appeared to feel that they have more influence over outcomes relating to their jobs.

Work Environment

Staff were overwhelmingly satisfied with their work environment and believe it encouraged them to be more productive and stay focused on their tasks. They were mostly neutral-to-negative regarding the care taken to avoid the incorporation of religion into University functions, but were more positive about the development of a supportive environment for the LGBTQ community (although still with a large neutral percentage).

	Net Agree
My work area is suitable for my work requirements.	82%
My supervisor treats all members of my work group fairly.	76%
My work environment encourages me to stay focused on the tasks at hand.	67%
The University provides a supportive environment for people of different racial backgrounds.	76%
The University is careful about not incorporating religion into University events/meetings.	60%
The University provides a supportive environment for all people regardless of whether they identify as LGBTQ.	54%
My work environment makes me feel more stressed than it should.	38%

Benefits

Staff members reported satisfaction with the benefits offered by Louisiana Tech and feel they are appropriate for the work they perform.

	Net Agree
The benefits that I receive for working for the University are fair.	72%
I am satisfied with the benefits offered by Louisiana Tech.	72%

Staff respondents reported positive opinions regarding the benefits offered by Louisiana Tech. A noteworthy number of staff members, however, reported dissatisfaction with the benefits offered (nearly one-fifth). Staff members also reported satisfaction with the fairness of benefits for the work they perform at Louisiana Tech.

Compensation

Louisiana Tech staff members reported dissatisfaction with the amount and fairness of the pay they receive.

	Net Agree
I am being paid a fair amount for the work I do.	33%
I am satisfied with the pay offered by Louisiana Tech.	29%

Louisiana Tech staff members reported negative opinions regarding the compensation for the work they do. Almost two-thirds of those staff surveyed did not believe that they were being paid a fair amount for the work that they do. Additionally, more than two-thirds of staff respondents were dissatisfied with the pay offered at the University.

Recognition

Most staff members reported satisfaction with the recognition they receive for their work.

	Net Agree
I am valued by the University.	57%
The work I do for the University is adequately recognized.	54%
I receive sufficient recognition for the good work that I do at Louisiana Tech.	49%

Burnout

The staff at Louisiana Tech were split; those who were and those who were not exhausted at the end of the workday were approximately equal in number.

	Net Agree
I am emotionally exhausted at the end of the workday.	49%
I am worn down by the amount of work that I have to do in my job.	44%

Engagement

Staff members reported being moderately to highly engaged at Louisiana Tech. Work at the University appears to be meaningful and fulfilling for staff members.

	Net Agree
I am enthusiastic about the work that I do.	85%
I find my work at Louisiana Tech to be meaningful.	86%
The work that I do at the University fulfills me.	80%

Motivation

Staff members reported ease in starting their work each day and putting forth effort throughout the day.

	Net Agree
I can easily start on my work each day.	91%
I can easily keep putting effort forth during the day to get my work done.	89%

Work-life Balance

Most staff members felt that the University is supportive in regards to balancing work and family life and indicated satisfaction with their ability to balance the two.

	Net Agree
My supervisor is flexible with me when it comes to personal commitments.	91%
I am able to satisfy both my work commitments and my personal commitments.	75%
The environment at Louisiana Tech supports a balance between work and home life.	72%
The University understands the benefit of maintaining a healthy balance between work and home life.	65%
My work commitments get in the way of my home life.	38%
My home life gets in the way of my work commitments.	4%

According to the data, staff felt that Louisiana Tech is supportive in regards to balancing work and life responsibilities. Two discrepancies in the data, however, suggested that some staff members have some work-related commitments that interfere with personal commitments. Additionally, approximately one seventh of staff respondents did not believe that the University supports the work-life balance. Overall, however, it appeared that the University and staff supervisors are understanding and flexible with maintaining a balance between work and home life.

Commitment

Staff members reported high levels for two of the three categories of commitment, with the exception of commitment motivated by a sense of obligation.

	Net Agree
I would be happy to spend the rest of my career at Louisiana Tech.	79%
I have a sense of obligation to Louisiana Tech.	68%
Staying at Louisiana Tech until I retire is important to me.	74%
I would have to give up a lot to leave Louisiana Tech.	45%
I owe Louisiana Tech a debt of gratitude because of all that it has done for me.	52%
It would be costly for me to leave Louisiana Tech right now.	52%

Job Satisfaction

The vast majority of staff members were highly satisfied with their work at the University.

	Net Agree
I am proud to say that I am an employee of Louisiana Tech.	90%
On most days, I am enthusiastic about working at Louisiana Tech.	89%
I get a sense of accomplishment from my work.	87%
My experience at Louisiana Tech is satisfying.	85%
I am satisfied with my job.	80%
If I could make the decision again, I would choose to work at Louisiana Tech.	83%

Change Readiness

Although the majority of staff members indicated readiness for change and the ability to make such changes, they held neutral beliefs about how the change may benefit them and the alignment of change with the organization's priorities.

	Net Agree
I am ready and willing to participate in change initiatives at the University.	90%
Change could help the University better achieve its mission and goals.	89%
I have the skills that are needed to make changes at Louisiana Tech work.	80%
Louisiana Tech could really benefit from change initiatives.	85%
If Louisiana Tech made changes to the way it operated, this would be beneficial to me.	61%
The leaders of Louisiana Tech are supportive of efforts to change the organization.	72%
Changes attempted at Louisiana Tech match our organization's priorities.	57%
The University will provide the necessary resources to ensure successful implementation of change initiatives.	64%

Turnover

A large portion of staff members reported that they intend on remaining with Louisiana Tech for the rest of their careers.

	Net Agree
I intend to remain an employee at Louisiana Tech for the rest of my career.	73%
I plan to stay at Louisiana Tech until I retire.	71%

Student Results

The following section of the report details the specific results in regard to student responses. Students were operationally defined as currently enrolled (full or part-time) Louisiana Tech undergraduate or graduate students. A total of **462** Louisiana Tech students participated in the survey. The following table describes the response rates of these **462** students by key demographics.

	LA Tech	Responders	Response Rate
Overall	12,873	462	3.6%
Undergraduate	11,354	393	3.5%
Freshman	2,129	76	3.6%
Sophomore	1,940	79	4.1%
Junior	1,688	110	6.5%
Senior	2,288	128	5.6%
Graduate	1,519	69	4.5%
Master's	1,199	30	2.5%
Doctorate	320	27	8.4%
Male	6,400	212	3.3%
Female	6,473	230	3.6%
Other/PNTA**	-	6	-
Full-time	8,935	-	-
Part-time	3,938	-	-
CANS**	1,839	77	4.2%
COB**	1,325	77	5.8%
COE**	2,116	63	3.0%
COES**	2,964	160	5.4%
COLA**	1,622	68	4.2%
Other/PNTA**	-	5	-

*Figures based on Fall 2017 data provided by Office of Institutional Research
**PNTA = Prefer Not to Answer; CANS = College of Applied & Natural Sciences; COE = College of Education; COB = College of Business; COES = College of Engineering & Science; COLA = College of Liberal Arts

***Notes**: Not all percentages in the following tables will add up to 100% due to rounding.*

For detailed student results, please refer to page 139 in the Appendix.

Infrastructure

Students were largely satisfied with available facilities and technology on campus, but reported that more efficient technology could be incorporated into daily processes. Although, they would like the quality of on-campus housing buildings to improve.

	Net Agree
I am satisfied with the technology available to students on campus.	72%
I am satisfied with the plan the University has in place to improve buildings on campus.	78%
I am satisfied with the quality of the common areas on campus.	70%
The University could benefit from incorporating more efficient technology into daily processes.	86%
I am satisfied with the plan the University has in place to provide additional parking.	57%
I am satisfied with the quality of on-campus housing buildings.	34%

Organizational Structure

Restructuring was not out of the question for students, but they were mostly comfortable with the current arrangement of the University's colleges and departments.

	Net Agree
My primary academic department belongs in the college in which it is placed.	89%
I am satisfied with the way that Louisiana Tech's colleges and departments are structured.	79%
It is clear to me to whom I am supposed to take my questions and concerns.	56%
Reorganizing the structure of the University would be beneficial.	32%

Students were largely positive about chain-of-command and organizational-configuration topics; they appeared lukewarm regarding whether the University should be restructured. A noteworthy minority was unclear regarding to whom they should take their concerns and questions; this theme is repeated in the section concerning Voice below.

Student Commitment

It was widely held that the students of the University are committed to success and proud to be here.

	Net Agree
The students at Louisiana Tech are committed to success.	84%
The students at Louisiana Tech are proud to be here.	82%

Value Alignment

The values of the University and those of the students were well aligned. Approximately a quarter of students were neutral regarding Tech's 2020 viewpoint.

	Net Agree
I believe in the values of Louisiana Tech.	86%
My personal values align with Louisiana Tech's 2020 mission and vision.	75%

Workforce

Students sought more employees at the University, particularly faculty members.

	Net Agree
Louisiana Tech could benefit from adding additional faculty members.	79%
Staff at the University have to take on additional work because the University is inadequately staffed.	64%

Workload

Though they felt somewhat overwhelmed, students were in large part satisfied with their workloads.

	Net Agree
I am satisfied with the number of courses I take each quarter.	90%
I am satisfied with the number of students in the classes I attend.	89%
The University provides the resources and support necessary for me to balance all that is expected of me.	66%
I oftentimes find myself drowning in schoolwork.	71%
I am satisfied with the number of students that my academic advisor advises.	61%
My workweek schedule is not long enough to complete the tasks I need to finish.	43%
I am expected to fulfill too many roles at the same time.	40%

Innovation

Students felt that they had the opportunity to innovate at the University and that the University is making efforts to keep up with the changing world.

	Net Agree
I have the opportunity to be innovative at Louisiana Tech.	71%
The University is making efforts to keep up with the changing world.	72%
The University is stuck in the past.	37%

Recruitment

Though they expressed concerns about timeliness of hiring and the attractiveness of incentives to recruit, students felt that the University was doing well to recruit high-quality faculty, staff, and students.

	Net Agree
The University does a good job of recruiting high-quality faculty members.	74%
The University does a good job of recruiting high-quality staff members.	72%
The University does a good job of recruiting high-quality students.	76%
Louisiana Tech hires new employees in a timely manner.	29%
I agree with the increased focus that has been placed on growing the student body through recruitment.	63%
Louisiana Tech offers good incentives to attract high-quality employees to the University.	39%

Advising

Though most wanted to spend more time with their academic advisors, students were largely satisfied with the advising process.

	Net Agree
I am happy with the academic-advising model that we use.	69%
I would prefer to spend more time with my academic advisor(s).	59%
I connect with my academic advisor(s) on a personal level.	57%

Process Perceptions

Though paperwork and process streamlining are areas for improvement, students were largely satisfied with the processes that they must follow at the University.

	Net Agree
The processes that I complete to, for example, register for classes are reasonable.	71%
Processes at the University could be better streamlined for efficiency.	82%
I am satisfied with the processes that I have to follow as a student at Louisiana Tech.	60%
I spend too much school time doing paperwork.	39%
Many of the University's rules and procedures make it difficult to be a good student.	22%

Training

The process of student orientation was perceived positively.

	Net Agree
When I first joined the University, I was satisfied with the orientation I received.	79%

Autonomy

Students felt that they had discretion in completing their work as students.

	Net Agree
I have the freedom to use my personal initiative to carry out my schoolwork.	84%
I can control how and when I do my schoolwork.	78%

Collaboration

Students were pleased with and open to opportunities for collaboration across all levels of the University.

	Net Agree
There are opportunities for collaboration within the University.	65%
Students across colleges at the University share information and ideas with one another.	52%

Communication

Students were modestly positive about the quality and quantity of communication that occurs at the University; they were more pleased with broadcasts of goals and objectives and with contact with professors than they were with direct communication with senior leadership and with communication between units, but these differences are minor.

	Net Agree
I receive feedback from my professors about the quality of my schoolwork.	67%
The goals and objectives of the University are clearly communicated to the students.	65%
I am satisfied with University leadership's availability to discuss issues and concerns with students.	57%
I am satisfied with the level of communication between departments at the University.	41%
I am satisfied with the level of communication between colleges at the University.	39%
Communication from senior leadership to students is efficient.	44%
Communication regarding policies and procedures is excessive at Louisiana Tech.	18%
Communicating via e-mail is too burdensome.	22%

Peer Conflict

Students did not believe that fighting between students, between staff, or between faculty is an issue and are pleased with and able to manage working with their fellow students.

	Net Agree
If differences arise, my fellow students and I are able to resolve them in a professional manner.	79%
I enjoy working closely with my fellow students.	73%
My fellow students treat each other with respect.	76%
I can talk to my fellow students about issues I may have with them.	70%
Faculty in my college speak poorly of one another.	16%

Fairness/Justice

Students were overall positive about the fairness of how they receive rewards and how they are treated interpersonally. Still positive but less so were their perceptions regarding the degree to which they can influence processes and the degree to which decision-making processes are free from bias.

	Net Agree
I get what I deserve for the effort that I put forth at Louisiana Tech.	71%
Employees of Louisiana Tech take steps to interact with me in an honest manner.	68%
Everyone has an equal opportunity to receive recognition for the schoolwork they do.	66%
Opportunities are given to those individuals who best deserve them.	65%
The University shows concern for my rights as a Louisiana Tech student.	61%
Employees of Louisiana Tech do not play favorites.	39%
Louisiana Tech gives me the opportunity to influence the policies that affect me.	50%

Power Distance

Students were largely unafraid of expressing disagreement, though professors were more daunting than others.

	Net Agree
I am scared to express disagreement to my professors.	42%
I am scared to express disagreement to members of the Louisiana Tech family.	30%
I am afraid to express disagreement to my fellow students.	15%

Productivity

Students saw their role at the University as giving them a chance to apply their skills to accomplish high-quality work.

	Net Agree
My role as a student gives me an opportunity to do high-quality schoolwork.	81%
My schoolwork gives me an opportunity to show how capable I am.	80%

Role Clarity

Students were quite confident that they knew what expectations were placed on them in their role as students.

	Net Agree
I know what I need to do to succeed as a student.	86%
The goals and expectations of my role as a student are clearly defined.	81%

Voice

Though students felt able to speak their thoughts openly without fear of reprisal, they were generally not confident that decision makers at the University heard their thoughts, once spoken.

	Net Agree
I can speak openly to employees of Louisiana Tech without fear of punishment.	65%
I have a say in how Louisiana Tech operates.	31%
As a student at Louisiana Tech, I have opportunities to express objections.	50%
I have the possibility of influencing a process or outcome in my role as a student.	44%
My voice is heard in the decision-making process at Louisiana Tech.	30%
When I voice concerns at Louisiana Tech, I feel that I am taken seriously.	35%
I believe that my feedback translates into action at Louisiana Tech.	30%
My voice is valued at Louisiana Tech.	45%
I believe that the University wants to hear what I have to say.	51%
I believe that my professors voice my concerns to the University's administration.	37%
I feel as though I am able to give honest feedback to the decisions made here at the University.	59%
I believe that my professors are respectful of my opinions even when they differ from his/hers.	67%
I feel as though the University administration keeps me up to date on the current issues affecting the University.	62%
I am aware of the process to take if I need to directly speak to a University administration member.	42%
I feel as though all students' opinions are valued across the University.	46%

Work Environment

Though they found the environment somewhat stressful, students thought the work environment was positive and supportive.

	Net Agree
My professors treat all members of my classes fairly.	75%
My schoolwork environment encourages me to stay focused on the tasks at hand.	74%
My schoolwork area is suitable for my schoolwork requirements.	74%
The University provides a supportive environment for people of different racial backgrounds.	66%
The University provides a supportive environment for all people regardless of whether they identify as LGBTQ.	50%
The University is careful about not incorporating religion into University events/meetings.	45%
My schoolwork environment makes me feel more stressed than it should.	47%

Students were largely positive about their psychological experience of the environment in which they studied at the University – they considered it moderately supportive to people of different backgrounds and walks of life. They were more divided in their opinions – leaning overall in a negative direction – about the stress that they experience in that environment, indicating that the environment causes them more stress than necessary.

Recognition

Though this is an area for growth, students felt that the University recognizes their work and values them.

	Net Agree
I am valued by the University.	60%
The work I do for the University is adequately recognized.	65%
I receive sufficient recognition for the good work that I do at Louisiana Tech.	60%

Overall, students were neutral to moderately positive about the extent to which the University recognizes them for their work and values them as students. The great majority of responses fell on the neutral-to-positive end of the response scale, but this by no means constituted resounding positivity.

Burnout

Most students were exhausted as a result of the amount of work, likely at school and outside of school, that they do.

	Net Agree
I am emotionally exhausted at the end of the school day.	71%
I am worn down by the amount of work that I have to do in my role as a student.	70%

Engagement

Students reported being largely enthusiastic about and fulfilled by the work that they do at the University, as well as finding their schoolwork to be meaningful.

	Net Agree
I am enthusiastic about the schoolwork that I do.	68%
I find my schoolwork at Louisiana Tech to be meaningful.	61%
The schoolwork that I do at the University fulfills me.	57%

Motivation

Student perspectives were somewhat divided, but most were motivated about their schoolwork.

	Net Agree
I can easily keep putting effort forth during the day to get my schoolwork done.	60%
I can easily start on my schoolwork each day.	52%

Work-life Balance

Obligations outside of school-related responsibilities, and vice-versa, can be disruptive, but students reported being able to satisfy their responsibilities.

	Net Agree
I am able to satisfy both my school commitments and my personal commitments.	58%
My school commitments get in the way of my home life.	50%
The University understands the benefit of maintaining a healthy balance between school and home life.	50%
My professors are flexible with me when it comes to personal commitments.	49%
The environment at Louisiana Tech supports a balance between school and home life.	50%
My home life gets in the way of my school commitments.	27%

Commitment

Students reported high levels of commitment across the items. Most respondents rated costs of leaving the organization and a sense of obligation to the organization lower but still quite highly. A majority of students reported that staying at Louisiana Tech until they graduate is important to them.

	Net Agree
Staying at Louisiana Tech until I graduate is important to me.	89%
I would be happy to spend the rest of my academic career at Louisiana Tech.	78%
It would be costly for me to leave Louisiana Tech right now.	83%
I would have to give up a lot to leave Louisiana Tech.	74%
I have a sense of obligation to Louisiana Tech.	63%
I owe Louisiana Tech a debt of gratitude because of all that it has done for me.	53%

Job Satisfaction

Though some growth is possible, students were very satisfied with their status as students of the University.

	Net Agree
I am proud to say that I am a student at Louisiana Tech.	81%
My experience at Louisiana Tech is satisfying.	77%
If I could make the decision again, I would choose to study at Louisiana Tech.	76%
I am satisfied with my role as a student.	75%
I get a sense of accomplishment from my schoolwork.	77%
On most days, I am enthusiastic about studying at Louisiana Tech.	68%

Change Readiness

Students were optimistic that changes can be executed fruitfully, but this is an area for growth.

	Net Agree
Change could help the University better achieve its mission and goals.	87%
Louisiana Tech could really benefit from change initiatives.	80%
I am ready and willing to participate in change initiatives at the University.	84%
If Louisiana Tech made changes to the way it operated, this would be beneficial to me.	75%
The leaders of Louisiana Tech are supportive of efforts to change the organization.	65%
The University will provide the necessary resources to ensure successful implementation of change initiatives.	66%
I have the skills that are needed to make changes at Louisiana Tech work.	64%
Changes attempted at Louisiana Tech match our school's priorities.	59%

Turnover

Students intended to remain at the University until they graduate - and perhaps to enroll once again afterwards.

	Net Agree
I plan to stay at Louisiana Tech until I graduate.	95%
I intend to remain a student at Louisiana Tech for the rest of my academic career.	83%

FUTURE DIRECTIONS

Organizational Development

Focusing on the purpose of the University-climate survey at Louisiana Tech, survey results aid the University in three ways: (1) revealing the perceptions held by the faculty, staff, and students; (2) allowing for some unit-level comparisons of faculty, staff, and student responses; and, most importantly, (3) making possible discussions of potential options for data-driven organizational development. Additionally, the results from this survey allow for comparisons of attitudes at the University over time. The survey should be given as a recurring measure to gain a "pulse" on faculty, staff, and student perspectives as they change following organizational interventions and as a result of the passage of time. Color coded boxes have been added to the detailed survey results to help aid interpretation of the changes of opinions that have taken place between the 2016 and 2018 surveys. Green boxes, and their corresponding numbers, represent an increase in the average from the 2016 survey. Red boxes, and their corresponding numbers, represent a decrease in the average from the 2016 survey. Results presented in this report will hopefully lead to discussions with key stakeholders that can provide solutions to some organizational problems, as well as to leverage existing strengths to develop Louisiana Tech to be even better than it is today.

Given the current budgetary crisis in education within the state of Louisiana, the survey results presented can be used in the most cost-effective ways to improve and develop Louisiana Tech, at little to no cost to the University. The report and the initial comments below are provided as discussion points for future conversations with Drs. McConathy and Guice regarding optimal change foci.

Using Systems Theory and the Open Systems Approach (Katz & Kahn, 1978), it can be acknowledged that large-group interventions must be carefully planned, as a change in one system may affect the whole system in unexpected ways. With that being said, discussions should begin based on (1) priority of the need for that change, (2) effectiveness of that change, given the effort required to affect it, and (3) the potential implications that that change might have on other systems within the University.

As indicated on page 2, efforts should be focused on improving areas in Priority 2 of the strategy matrix. While no areas were considered Priority 1, it is important to continue leveraging the strengths of the University while also acknowledging the areas in need of improvement.

Improvements & Adjustments

Changes were made from the 2016 to 2018 University Climate Survey, including adjustments of item wording in the survey to improve clarity and conveyance. After reviewing the 2016 University Climate Survey and evaluating the data gathered in the follow-up interviews and focus groups, it was clear that some foci deserved additional investigation while others were comfortably clear and, therefore, assessed using fewer items in the 2018 survey. Based on the organizational-development efforts made after the 2016 University Climate Survey, additional items were used to gauge the results of the change that has occurred. Overall, the University Climate Survey maintained and will continue to maintain its overall structure, with adjustments to improve the future surveys and give more opportunity for comparison among groups as well as for longitudinal comparisons across years of administration.

APPENDIX

Data Guide

Construct Label: This is the name of the construct currently under investigation. A full list of constructs and their definitions can be found on page 10.

Scoring Scale: These columns describe how the respondents rated each item, based on a scale from 1 (Strongly Disagree; SD) to 7 (Strongly Agree; SA).

Mean: This number represents the average score for a question.

Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Agree

Infrastructure	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am satisfied with the technology available to employees on campus.	11.6%	15.7%	16.9%	5.2%	**23.8%**	20.9%	5.8%	4.0	N/A
I am satisfied with the plan the University has in place to improve buildings on campus.	5.9%	**24.6%**	15.8%	14.0%	18.1%	18.1%	3.5%	4.1	-0.5

Darker boxes, bold text: Based on the distribution of scores, these represent the highest percentage. Typically, but not always, these boxes are an indicator of popular opinion regarding that specific item.

'16-'18 Change: This represents the difference between the scores from 2016 to 2018. Green and red boxes denote positive and negative changes, respectively. For the most part, a decline in the average is a bad thing, and an increase is a good thing. However, occasionally, there are questions phrased in such a way that a decline is a good thing, or an increase is a bad thing. For example, an increase in "I oftentimes find myself drowning in work" would thus be coded as red, or a decrease in "communication via e-mail is too burdensome" would be green. "N/A" is used to denote a new question in the 2018 survey.

*Note: The data represented here is for presentation purposes only.

Detailed Faculty Results

Infrastructure

Overall, faculty were satisfied with the physical environment at Louisiana Tech and the plans currently in place to improve the infrastructure, but would like to have technology more readily available.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am satisfied with the technology available to employees on campus.	11.6%	15.7%	16.9%	5.2%	**23.8%**	20.9%	5.8%	4.0	0.0
I am satisfied with the plan the University has in place to improve buildings on campus.	5.9%	18.1%	15.8%	14.0%	18.1%	**24.6%**	3.5%	4.1	-0.5
I am satisfied with the quality of the common areas on campus.	2.9%	5.8%	9.3%	19.2%	27.3%	**31.4%**	4.1%	4.7	0.1
The University could benefit from incorporating more efficient technology into daily processes.	2.3%	0.0%	0.6%	9.9%	11.1%	33.7%	**42.4%**	6.0	N/A
I am satisfied with the plan the University has in place to provide additional parking.	3.5%	4.7%	6.4%	29.2%	18.1%	**31.0%**	7.0%	4.8	0.2

Organizational Structure

Overall, faculty members were satisfied with the organizational structure of the University, including where their respective college/department is housed and the number of people to whom they report.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
It is clear to me who I am supposed to report to.	0.6%	1.7%	3.5%	2.3%	7.0%	37.8%	**47.1%**	6.2	0.0
My primary academic department belongs in the college in which it is placed.	1.2%	3.5%	1.2%	5.3%	7.6%	28.7%	**52.6%**	6.1	-0.1
I am satisfied with the way that Louisiana Tech's colleges and departments are structured.	2.9%	5.2%	13.4%	9.3%	18.6%	**34.3%**	16.3%	5.0	-0.2
Reorganizing the structure of the University would be beneficial.	5.2%	8.7%	9.3%	**37.2%**	14.0%	19.2%	6.4%	4.3	0.2
I report to too many people.	24.7%	**42.9%**	7.1%	17.1%	0.6%	7.1%	0.6%	2.5	0.0

Student Commitment

Faculty members believed students at Louisiana Tech to be committed to success and proud to be at the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The students at Louisiana Tech are committed to success.	1.2%	1.2%	8.8%	8.8%	29.8%	**40.9%**	9.4%	5.3	0.0
The students at Louisiana Tech are proud to be here.	1.2%	0.6%	3.6%	7.1%	22.5%	**46.8%**	18.3%	5.6	0.1

Value Alignment

Overall, faculty members were satisfied with value alignment, indicating that they believe in the values of the University and have values that align with those of the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I believe in the values of Louisiana Tech.	1.2%	2.4%	4.1%	11.2%	8.8%	**43.5%**	28.8%	5.7	0.0
My personal values align with Louisiana Tech's 2020 mission and vision.	1.8%	1.2%	5.3%	16.0%	13.6%	**41.4%**	20.7%	5.5	-0.1

Workforce

Overall, faculty members overwhelmingly agreed that the University needs improvement in the workforce, indicating a need for additional faculty and staff.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
Louisiana Tech could benefit from adding additional faculty members.	1.2%	1.2%	0.0%	1.8%	4.7%	16.0%	**75.2%**	6.6	0.2
Staff at the University have to take on additional work because the University is inadequately staffed.	1.8%	4.7%	1.8%	5.9%	7.1%	16.6%	**62.1%**	6.1	0.1

Workload

Overall, faculty members were satisfied with the number of students they advise, the number of students in their classrooms, and the number of courses they teach. They were less satisfied with the resources offered by the University to help balance this workload.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am satisfied with the number of students that I am assigned to advise.	4.7%	8.8%	7.6%	18.7%	11.7%	**36.8%**	11.7%	4.8	-0.1
I am satisfied with the number of courses that I am assigned to teach each quarter.	5.8%	7.6%	7.0%	8.1%	9.9%	**47.1%**	14.5%	5.1	0.0
I oftentimes find myself drowning in work.	1.8%	4.1%	4.1%	8.2%	18.7%	**33.9%**	29.2%	5.6	0.3
The University provides the resources and support necessary for me to balance all that is expected of me.	17.4%	19.8%	19.2%	9.3%	**20.4%**	12.2%	1.7%	3.4	-0.3
I am satisfied with the number of students in the classes I teach.	3.5%	11.1%	6.4%	11.6%	12.8%	**40.1%**	14.5%	5.0	0.0
I am expected to fulfill too many roles at the same time.	3.5%	9.9%	7.6%	14.6%	20.5%	21.1%	**22.8%**	4.9	0.3
My workweek schedule is not long enough to complete the tasks I need to finish.	1.2%	11.1%	6.4%	16.4%	20.5%	19.9%	**24.6%**	5.0	0.3

Innovation

Overall, faculty members were satisfied with their opportunities to be innovative at Louisiana Tech.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I have the opportunity to be innovative at Louisiana Tech.	5.3%	7.7%	7.1%	9.4%	18.2%	**40.0%**	12.4%	5.0	0.1
The University is making efforts to keep up with the changing world.	6.5%	8.3%	14.8%	9.5%	**26.6%**	26.0%	8.3%	4.5	N/A
The University is stuck in the past.	7.7%	14.1%	15.9%	13.5%	**24.1%**	10.6%	14.1%	4.2	N/A

Recruitment

Faculty members were mostly satisfied with the quality of the faculty members at the University, but a large majority do not believe the University hires new employees fast enough. Additionally, they did not feel that the University offers incentives valuable enough to attract new faculty members.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The University does a good job of recruiting high-quality faculty members.	5.9%	12.9%	18.7%	11.1%	22.2%	**24.6%**	4.7%	4.2	-0.2
The University does a good job of recruiting high-quality staff members.	5.9%	12.9%	17.0%	19.9%	**24.0%**	18.7%	1.8%	4.1	-0.2
The University does a good job of recruiting high-quality students.	2.3%	2.3%	8.2%	14.6%	**32.2%**	26.3%	14.0%	5.1	0.0
Louisiana Tech hires new employees in a timely manner.	**36.8%**	23.4%	17.0%	9.4%	8.8%	4.1%	0.6%	2.4	-0.8
I agree with the increased focus that has been placed on growing the student body through recruitment.	2.3%	4.1%	5.9%	14.0%	18.1%	**36.3%**	19.3%	5.3	-0.3
Louisiana Tech offers good incentives to attract high-quality employees to the University.	25.7%	**26.9%**	15.8%	9.9%	14.0%	7.0%	0.6%	2.8	-0.2

Advising

Overall, faculty members were satisfied with the advising model and their ability to connect with advisees but were relatively neutral when asked if they would like to spend more time with their advisees.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am happy with the academic-advising model that we use.	6.6%	11.9%	7.7%	21.4%	17.9%	**28.6%**	6.0%	4.4	-0.1
I would prefer to spend more time with each of my academic advisees.	6.0%	16.7%	10.1%	**42.3%**	7.7%	13.7%	3.6%	3.9	-0.1
I connect with my academic advisees on a personal level.	1.8%	3.6%	1.2%	20.2%	22.0%	**33.3%**	17.9%	5.3	0.0

Process Perceptions

Overall, faculty members were dissatisfied with the administrative processes at Louisiana Tech and believe they could be better streamlined for efficiency. They indicated that many of the processes make it difficult to do a good job and require them to spend too much work time doing paperwork.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I spend too much work time doing paperwork.	1.2%	8.2%	9.4%	14.7%	18.8%	**28.2%**	19.4%	5.0	0.0
I am satisfied with the processes that I have to follow as a faculty member at Louisiana Tech.	7.6%	18.1%	**20.5%**	16.4%	19.9%	17.0%	0.6%	3.8	-0.3
The processes that I complete to, for example, receive travel authorization are reasonable.	9.9%	9.9%	15.2%	17.5%	**23.4%**	21.6%	2.3%	4.1	0.4
I need to better understand the processes of other colleges at Louisiana Tech.	8.8%	12.4%	7.1%	**39.4%**	14.7%	11.8%	5.9%	4.0	-0.2
Many of the University's rules and procedures make it difficult to do a good job.	3.5%	11.1%	6.4%	**29.7%**	20.9%	14.0%	14.5%	4.5	0.3

Tenure and Promotion

Overall, faculty members were relatively neutral in their opinions regarding the tenure and promotion process being well organized. A larger majority indicated that the promotion process is fair and that the criteria are clearly defined.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The tenure process is efficient and well-organized.	5.3%	5.9%	9.4%	**25.9%**	22.9%	25.3%	5.3%	4.5	-0.1
The promotion process is fair.	5.9%	8.2%	5.3%	28.2%	15.3%	**31.2%**	5.9%	4.6	0.1
The criteria for achieving promotion are clearly defined.	10.5%	9.4%	9.9%	18.1%	12.3%	**28.7%**	11.1%	4.4	0.1

Training

Overall, faculty members were satisfied with the new processes and improving knowledge and skills. There was less agreement about the resources available for attending academic meetings/conferences and the on-boarding training.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The University encourages faculty members to participate in continuing education.	8.8%	10.0%	11.8%	**23.5%**	16.5%	21.8%	7.7%	4.3	0.3
The University provides resources for me to improve my knowledge and skills.	10.6%	15.9%	17.1%	15.9%	**20.0%**	17.1%	3.5%	3.8	0.0
When I first joined the University, I was satisfied with the on-boarding training I received.	5.9%	15.4%	13.6%	17.2%	**23.1%**	20.7%	4.1%	4.2	-0.2
I have received sufficient training to do my job.	3.5%	12.3%	7.0%	16.4%	22.2%	**29.8%**	8.8%	4.7	-0.2
When new processes are put into place, the University offers the relevant training for employees.	4.1%	4.1%	10.6%	25.3%	23.5%	**25.9%**	6.5%	4.6	0.2

Autonomy

Overall, faculty members were overwhelmingly satisfied with their level of autonomy.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I have freedom in choosing the content I teach in my academic courses.	3.5%	1.2%	4.1%	2.9%	15.9%	**42.9%**	29.4%	5.7	-0.1
I can control how and when I perform my job.	2.9%	7.1%	10.0%	5.3%	20.0%	**42.9%**	11.8%	5.1	-0.1

Collaboration

Overall, faculty members were satisfied with the level of collaboration at the University. There was less agreement about the sharing of information across colleges.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
Faculty across colleges at the University share information and ideas with one another.	8.2%	9.4%	12.9%	13.5%	**29.2%**	20.5%	6.4%	4.3	0.1
There are opportunities for collaboration within the University.	3.5%	5.3%	7.6%	9.9%	29.2%	**29.8%**	14.6%	5.0	-0.2

Communication

Faculty felt that communication with supervisors and senior leadership was appropriate; however, communication between colleges at the University could benefit from improvement.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The goals and objectives of the University are clearly communicated to the faculty.	6.4%	8.1%	17.4%	9.9%	**28.5%**	23.8%	5.8%	4.4	-0.4
I am satisfied with the level of communication between colleges at the University.	9.4%	15.2%	**25.2%**	17.5%	15.2%	15.8%	1.8%	3.7	-0.3
I am satisfied with the level of communication between departments at the University.	8.8%	12.3%	21.6%	16.4%	**22.8%**	15.8%	2.3%	3.9	-0.3
I am satisfied with University leadership's availability to discuss issues and concerns with faculty.	12.8%	13.4%	12.2%	11.1%	18.6%	**23.8%**	8.1%	4.1	-0.4
I receive feedback from my supervisor about the quality of my work.	4.1%	3.5%	2.9%	8.2%	14.6%	**41.5%**	25.2%	5.5	0.1
Communication via e-mail is too burdensome.	27.1%	**27.7%**	15.9%	12.4%	5.9%	5.9%	5.3%	2.8	-0.2
Communication from senior leadership to faculty is efficient.	12.9%	11.2%	10.0%	15.9%	**24.1%**	21.2%	4.7%	4.1	-0.4
Communication regarding policies and procedures is excessive at Louisiana Tech.	2.3%	14.5%	14.5%	**26.7%**	19.8%	12.2%	9.9%	4.2	-0.3

Peer Conflict

Overall, responses to the peer conflict items were positive indicating that the overwhelming majority of faculty members were able to work pleasantly with one another.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
If differences arise, my colleagues and I are able to resolve them in a professional manner.	1.2%	2.9%	5.3%	6.5%	10.6%	**49.4%**	24.1%	5.7	0.2
I enjoy working closely with my colleagues.	1.8%	2.3%	1.8%	5.3%	13.5%	35.7%	**39.8%**	5.9	0.0
I can talk to my colleagues about issues I may have with them.	2.9%	2.4%	4.7%	8.8%	20.0%	**35.9%**	25.3%	5.5	0.4
Faculty in my college speak poorly of one another.	20.5%	**29.8%**	15.8%	17.5%	7.6%	6.4%	2.3%	2.9	0.0
My colleagues treat each other with respect.	1.2%	4.7%	4.7%	5.3%	17.0%	**43.3%**	24.0%	5.6	0.0

Fairness/Justice

Faculty members were satisfied with the interactions they have with their supervisors, but believed that the University could more fairly distribute rewards.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
Promotions are given to those individuals who best deserve them.	6.5%	8.8%	12.9%	**25.9%**	20.0%	20.6%	5.3%	4.3	-0.1
Everyone has an equal opportunity to receive recognition for the work they do.	9.4%	13.5%	14.1%	15.3%	17.7%	**24.1%**	5.9%	4.1	-0.3
I get what I deserve for the effort that I put forth at Louisiana Tech.	16.5%	15.3%	12.9%	12.9%	11.2%	**22.9%**	8.2%	3.9	0.0
Louisiana Tech gives me the opportunity to influence the policies that affect me.	10.1%	14.8%	16.0%	19.5%	**21.3%**	13.6%	4.7%	3.9	0.1
Rewards are distributed fairly across the University's colleges.	20.0%	14.1%	20.0%	**27.1%**	8.2%	8.2%	2.4%	3.2	-0.2
My supervisor shows concern for my rights as a Louisiana Tech employee.	5.3%	2.9%	5.9%	8.8%	12.4%	26.5%	**38.2%**	5.5	0.2
My supervisor takes steps to interact with me in an honest manner.	4.7%	1.2%	4.1%	7.1%	11.2%	28.2%	**43.5%**	5.8	0.1
My supervisor does not play favorites.	5.9%	5.9%	7.7%	10.1%	13.6%	24.9%	**32.0%**	5.2	0.0

Power Distance

Overall, faculty members were satisfied with power distance at the University and feel comfortable being open and honest with their supervisor, coworkers, and other members of the Louisiana Tech family.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am scared to express disagreement to my supervisor.	22.8%	**35.7%**	7.6%	12.9%	9.9%	5.3%	5.9%	2.9	0.2
I am scared to express disagreement to members of the Louisiana Tech family.	13.5%	**32.2%**	15.2%	9.4%	18.7%	4.1%	7.0%	3.3	0.1
I am afraid to express disagreement to my coworkers.	19.9%	**39.8%**	14.0%	8.2%	10.5%	4.1%	3.5%	2.8	0.0

Productivity

Overall, faculty members felt that their jobs give them the opportunity to produce high-quality work and show how capable they are.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
My job gives me an opportunity to do high-quality work.	3.5%	5.9%	5.9%	4.7%	29.2%	**33.9%**	17.0%	5.2	-0.3
My work gives me an opportunity to show how capable I am.	3.5%	4.1%	5.9%	6.4%	24.6%	**35.7%**	19.9%	5.3	-0.2

Role Clarity

Overall, faculty members were satisfied with the clarity of expectations related to their jobs, indicating that expectations of their jobs are clear and that they know what they must do to succeed as employees.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The goals and expectations of my job are clearly defined.	3.5%	5.9%	6.5%	4.1%	21.8%	**41.2%**	17.1%	5.3	-0.1
I know what I need to do to succeed as an employee.	3.5%	5.3%	6.5%	7.7%	15.3%	**40.6%**	21.2%	5.3	-0.3

Voice

Overall, faculty members were satisfied with their ability to speak openly with their supervisor and voice their concerns. However, while they believed that their voices are often heard, they felt less positively about the role they play in decision-making processes.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I can speak openly to my supervisor without fear of punishment.	4.7%	4.7%	5.3%	4.7%	11.7%	33.9%	**35.1%**	5.6	0.1
I have a say in how Louisiana Tech operates.	21.1%	**21.6%**	16.4%	15.2%	15.2%	8.8%	1.8%	3.2	-0.2
My voice is heard in the decision-making process at Louisiana Tech.	18.0%	**19.8%**	17.4%	16.3%	17.4%	8.7%	2.3%	3.3	-0.2
I have the possibility of influencing a process or outcome in my job.	9.9%	9.9%	7.0%	14.0%	**26.9%**	**26.9%**	5.3%	4.4	-0.1
As an employee at Louisiana Tech, I have opportunities to express objections.	6.4%	9.4%	9.9%	15.2%	**28.7%**	26.9%	3.5%	4.5	0.0
When I voice concerns at Louisiana Tech, I feel that I am taken seriously.	11.6%	15.7%	12.2%	**24.4%**	13.4%	19.8%	2.9%	3.8	N/A
I believe that my feedback translates into action at Louisiana Tech.	21.1%	16.4%	18.7%	**21.6%**	14.6%	6.4%	1.2%	3.2	N/A
My voice is valued at Louisiana Tech.	14.6%	12.3%	14.6%	18.1%	16.4%	**19.9%**	4.1%	3.9	N/A
I believe that the University wants to hear what I have to say.	15.8%	11.1%	17.5%	15.8%	17.5%	**18.7%**	3.5%	3.8	N/A
I believe that my supervisor voices my concerns to the University's administration.	10.5%	8.8%	5.3%	18.7%	15.8%	**26.3%**	14.6%	4.6	N/A
I feel as though I am able to give honest feedback to the decisions made here at the University.	8.8%	12.9%	15.8%	15.8%	15.2%	**24.6%**	7.0%	4.2	N/A

(Voice continued)

I believe that my supervisor is respectful of my opinions even when they differ from his/hers.	5.3%	3.5%	4.7%	6.4%	18.7%	**34.5%**	26.9%	5.4	N/A
I feel as though my supervisor keeps me up to date on the current issues affecting the University.	5.3%	8.2%	8.8%	6.4%	17.5%	**32.8%**	21.1%	5.1	N/A
I am aware of the process to take if I need to directly speak to a University administration member.	8.2%	9.9%	9.9%	10.5%	14.6%	**28.7%**	18.1%	4.7	N/A
I feel as though all employees' opinions are valued across the University.	15.8%	14.6%	**18.7%**	17.5%	17.0%	12.9%	3.5%	3.6	N/A

Work Environment

Faculty members were satisfied with their work environment, indicating that it was suitable for their work requirements and encourages them to be more productive. However, faculty members felt that the University should incorporate less religion into events/meetings and that it could improve the level of support that it provides for individuals who identify as LGBTQ.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
My work area is suitable for my work requirements.	4.7%	8.8%	11.7%	1.8%	16.4%	**39.8%**	17.0%	5.0	-0.2
My supervisor treats all members of my work group fairly.	4.7%	3.5%	7.0%	6.4%	7.0%	**36.8%**	34.5%	5.6	0.2
My work environment encourages me to stay focused on the tasks at hand.	2.9%	4.7%	11.7%	11.7%	22.2%	**33.3%**	13.5%	5.0	0.1
My work environment makes me feel more stressed than it should.	9.4%	**20.5%**	16.4%	17.5%	18.7%	11.7%	5.9%	3.7	-0.1
The University provides a supportive environment for people of different racial backgrounds.	4.1%	4.7%	4.7%	27.7%	12.4%	**30.6%**	15.9%	5.0	0.1
The University is careful about not incorporating religion into University events/meetings.	**34.1%**	10.6%	6.5%	19.4%	4.7%	14.7%	10.0%	3.3	-0.3
The University provides a supportive environment for all people regardless of whether they identify as LGBTQ.	5.9%	5.9%	8.9%	**34.9%**	13.0%	20.1%	11.2%	4.5	0.1

Benefits

Overall, faculty members were divided on their opinions about the benefits at Louisiana Tech, with almost as many indicating dissatisfaction as satisfaction.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am satisfied with the benefits offered by Louisiana Tech.	12.3%	11.1%	13.5%	10.5%	20.5%	**26.3%**	5.9%	4.2	0.2
The benefits that I receive for working for the University are fair.	12.4%	9.4%	12.9%	11.2%	22.4%	**24.1%**	7.7%	4.3	0.1

Compensation

Overall, faculty members were dissatisfied with the fairness and amount of their compensation at the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am being paid a fair amount for the work I do.	**32.4%**	20.0%	15.3%	4.7%	14.7%	11.8%	1.2%	2.9	-0.3
I am satisfied with the pay offered by Louisiana Tech.	**33.9%**	22.2%	14.0%	4.7%	14.6%	9.4%	1.2%	2.8	-0.3

Recognition

Overall, faculty members reported being moderately satisfied with the recognition they receive at the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The work I do for the University is adequately recognized.	10.5%	11.7%	12.9%	12.9%	21.1%	**25.7%**	5.3%	4.2	-0.1
I am valued by the University.	11.2%	8.8%	11.8%	14.1%	18.2%	**27.1%**	8.8%	4.4	-0.1
I receive sufficient recognition for the good work that I do at Louisiana Tech.	10.6%	11.2%	13.5%	14.7%	18.2%	**26.5%**	5.3%	4.2	-0.2

Burnout

Overall, faculty members indicated that they are experiencing burnout, with the majority indicating being emotionally exhausted at the end of the workday.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am emotionally exhausted at the end of the workday.	5.9%	19.4%	5.9%	12.9%	**22.9%**	18.8%	14.1%	4.4	0.0
I am worn down by the amount of work that I have to do in my job.	4.1%	13.6%	8.3%	12.4%	**27.2%**	18.3%	16.0%	4.6	0.1

Engagement

Overall, faculty members at the University are engaged, with the overwhelming majority indicating enthusiasm about their job.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am enthusiastic about the work that I do.	1.2%	0.0%	2.9%	2.9%	15.2%	**39.8%**	38.0%	6.0	0.0
The work that I do at the University fulfills me.	0.6%	0.0%	4.1%	5.3%	18.2%	**41.2%**	30.6%	5.9	0.1
I find my work at Louisiana Tech to be meaningful.	0.6%	0.6%	2.4%	5.3%	16.5%	35.9%	**38.8%**	6.0	0.0

Motivation

The majority of faculty members were motivated regarding their work, indicating ease in starting their workday and putting forth effort throughout the day.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I can easily start on my work each day.	2.4%	2.4%	5.3%	4.7%	12.9%	**37.7%**	34.7%	5.8	0.0
I can easily keep putting effort forth during the day to get my work done.	1.8%	4.7%	7.1%	5.9%	13.5%	**42.4%**	24.7%	5.5	0.1

Work-life Balance

The majority of faculty members at the University were satisfied with their work-life balance and agreed that they were able to satisfy both work and personal commitments.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
My work commitments get in the way of my home life.	4.7%	17.0%	8.2%	7.6%	**25.7%**	22.2%	14.6%	4.6	0.4
The environment at Louisiana Tech supports a balance between work and home life.	8.2%	12.9%	11.7%	15.2%	19.3%	**27.5%**	5.3%	4.3	-0.2
I am able to satisfy both my work commitments and my personal commitments.	6.4%	9.9%	15.8%	9.9%	18.7%	**32.8%**	6.4%	4.5	-0.3
The University understands the benefit of maintaining a healthy balance between work and home life.	7.0%	9.9%	8.8%	19.9%	18.7%	**28.1%**	7.6%	4.5	0.1
My supervisor is flexible with me when it comes to personal commitments.	3.5%	1.2%	0.6%	5.3%	5.9%	**42.9%**	40.6%	6.0	0.2
My home life gets in the way of my work commitments.	32.8%	**34.5%**	11.1%	11.7%	5.9%	2.9%	1.2%	2.4	-0.3

Commitment

Overall, faculty members felt a sense of obligation to the University and would be happy spending the rest of their career here. Slightly below half indicated that it would be costly for them to leave the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
Staying at Louisiana Tech until I retire is important to me.	14.5%	15.7%	3.5%	12.8%	11.6%	**20.9%**	**20.9%**	4.4	-0.2
I would be happy to spend the rest of my career at Louisiana Tech.	9.3%	5.8%	6.4%	14.0%	16.9%	**23.8%**	**23.8%**	4.9	-0.2
I have a sense of obligation to Louisiana Tech.	15.1%	11.1%	7.0%	14.5%	12.8%	**20.4%**	19.2%	4.4	-0.3
I owe Louisiana Tech a debt of gratitude because of all that it has done for me.	17.2%	**17.8%**	9.5%	17.2%	16.0%	10.7%	11.8%	3.8	-0.3
It would be costly for me to leave Louisiana Tech right now.	17.7%	16.5%	7.7%	13.5%	15.3%	**18.8%**	10.6%	3.9	-0.4
I would have to give up a lot to leave Louisiana Tech.	17.1%	17.1%	7.1%	**18.2%**	13.5%	15.9%	11.2%	3.9	-0.2

Job Satisfaction

The majority of faculty members indicated that they are satisfied with their jobs.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I get a sense of accomplishment from my work.	0.6%	1.8%	1.8%	1.8%	16.4%	**42.1%**	35.7%	6.0	0.0
I am satisfied with my job.	1.7%	6.4%	5.8%	5.2%	18.0%	**41.9%**	20.9%	5.4	0.0
My experience at Louisiana Tech is satisfying.	5.3%	5.3%	7.0%	7.0%	20.5%	**36.3%**	18.7%	5.2	0.0
If I could make the decision again, I would choose to work at Louisiana Tech.	5.3%	7.0%	5.3%	14.0%	11.1%	**30.4%**	26.9%	5.2	-0.1
On most days, I am enthusiastic about working at Louisiana Tech.	3.5%	5.9%	3.5%	7.0%	12.9%	**38.0%**	29.2%	5.5	0.0
I am proud to say that I am an employee of Louisiana Tech.	4.1%	5.3%	4.7%	9.9%	11.7%	**32.8%**	31.6%	5.4	-0.2

Change Readiness

The majority of faculty members believe that change could both benefit the University and help the University better achieve its goals. Additionally, they believe themselves to be capable of making such changes. However, faculty members reported less satisfaction regarding the resources they believe the University will provide to ensure successful change initiatives.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am ready and willing to participate in change initiatives at the University.	0.6%	0.0%	0.0%	9.9%	11.1%	**47.7%**	30.8%	6.0	0.2
Change could help the University better achieve its mission and goals.	0.6%	0.6%	0.6%	9.9%	11.1%	**40.7%**	36.6%	6.0	0.3
The University will provide the necessary resources to ensure successful implementation of change initiatives.	10.5%	12.9%	15.2%	**21.6%**	15.2%	19.9%	4.7%	4.0	0.1
Louisiana Tech could really benefit from change initiatives.	0.6%	0.0%	0.6%	14.6%	18.1%	**36.8%**	29.2%	5.8	0.3
The leaders of Louisiana Tech are supportive of efforts to change the organization.	9.4%	10.5%	7.0%	16.4%	21.6%	**26.9%**	8.2%	4.4	-0.2
If Louisiana Tech made changes to the way it operated, this would be beneficial to me.	0.6%	1.2%	1.2%	**31.4%**	17.8%	**31.4%**	16.6%	5.3	0.3
Changes attempted at Louisiana Tech match our organization's priorities.	3.0%	3.0%	9.5%	**40.2%**	21.9%	16.6%	5.9%	4.5	-0.2
I have the skills that are needed to make changes at Louisiana Tech work.	0.6%	0.0%	0.6%	15.9%	15.3%	**47.7%**	20.0%	5.7	0.0

Turnover

Overall, slightly more than half of faculty members indicated intentions to remain at Louisiana Tech for the rest of their career.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I intend to remain an employee at Louisiana Tech for the rest of my career.	12.8%	7.0%	3.5%	**23.3%**	11.6%	22.1%	19.8%	4.6	-0.2
I plan to stay at Louisiana Tech until I retire.	12.9%	8.2%	4.1%	**22.2%**	10.5%	21.1%	21.1%	4.6	-0.2

Detailed Staff Results

Infrastructure

Staff members were satisfied with the current infrastructure at the University or were at least pleased with the plan in place to make improvements. Staff also overwhelmingly agreed that the University could benefit from more efficient technology in daily processes.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I am satisfied with the technology available to employees on campus.	4.4%	9.6%	18.4%	8.8%	21.3%	32.4%	5.2%	4.7	0.0
I am satisfied with the plan the University has in place to improve buildings on campus.	1.5%	6.6%	6.6%	14.7%	21.3%	35.3%	14.0%	5.1	-0.2
I am satisfied with the quality of the common areas on campus.	1.5%	2.2%	5.2%	14.8%	20.7%	40.7%	14.8%	5.3	0.4
The University could benefit from incorporating more efficient technology into daily processes.	0.7%	0.7%	0.7%	11.0%	14.7%	34.6%	37.5%	5.9	N/A
I am satisfied with the plan the University has in place to provide additional parking.	2.2%	6.6%	8.8%	22.8%	11.8%	33.1%	14.7%	4.9	-0.1

Organizational Structure

Staff members were satisfied with the overall organizational structure indicating satisfaction with the placement and structure of department/divisions, and the number of people to whom they report.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
It is clear to me who I am supposed to report to.	1.5%	1.5%	3.0%	2.2%	8.9%	25.9%	57.0%	6.2	-0.3
My job belongs in the division in which it is placed.	3.0%	1.5%	3.7%	3.0%	8.2%	27.4%	53.3%	6.1	-0.2
I am satisfied with the way that Louisiana Tech's departments and divisions are structured.	1.5%	5.9%	7.4%	14.8%	17.8%	33.3%	19.3%	5.2	-0.1
Reorganizing the structure of the University would be beneficial.	5.2%	11.9%	2.2%	36.6%	18.7%	16.4%	9.0%	4.4	0.0
I report to too many people.	31.9%	35.6%	7.4%	13.3%	3.7%	3.7%	4.4%	2.5	0.2

Student Commitment

Staff members are overwhelmingly satisfied with student commitment, indicating that students are committed to success and proud to be at the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
The students at Louisiana Tech are committed to success.	0.0%	0.0%	0.7%	11.8%	14.7%	55.2%	17.7%	5.8	0.1
The students at Louisiana Tech are proud to be here.	0.0%	0.0%	2.2%	9.6%	16.9%	51.5%	19.9%	5.8	0.0

Value Alignment

The values of staff members are highly aligned with those of the University and the 2020 mission and vision statements.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/18 Change
I believe in the values of Louisiana Tech.	0.0%	0.7%	2.2%	5.9%	12.6%	40.0%	38.5%	6.0	-0.3
My personal values align with Louisiana Tech's 2020 mission and vision.	0.7%	0.7%	3.0%	12.6%	9.6%	43.7%	29.6%	5.8	-0.1

Workforce

Staff members indicate having to take on additional work due to lack of staff and agree that the University could benefit from adding additional faculty members as well.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
Louisiana Tech could benefit from adding additional faculty members.	0.0%	3.7%	1.5%	16.9%	8.8%	28.7%	40.4%	5.8	0.1
Staff at the University have to take on additional work because the University is inadequately staffed.	0.7%	3.7%	1.5%	14.0%	11.0%	22.8%	46.3%	5.9	0.2

Workload

Most staff members indicated satisfaction with the number of tasks they are assigned but also indicated oftentimes feeling as though they are drowning in work.

	SD	D	SWD	N	SWA	A	SA	N/A	Mean	'16/'18 Change
I am satisfied with the number of students I need to interact with during academic advising.	0.7%	0.0%	1.5%	12.6%	3.0%	3.7%	3.7%	74.8%	4.7	-0.4
I am satisfied with the number of tasks that I am assigned.	9.6%	5.9%	12.6%	8.9%	11.9%	30.4%	12.6%	8.2%	4.6	-0.4
I oftentimes find myself drowning in work.	3.7%	8.9%	6.7%	10.4%	20.0%	20.7%	21.5%	8.2%	5.0	0.4
The University provides the resources and support necessary for me to balance all that is expected of me.	9.6%	9.6%	14.0%	12.5%	21.3%	18.4%	6.6%	8.1%	4.2	-0.3
I am expected to fulfill too many roles at the same time.	5.9%	11.8%	6.6%	12.5%	24.3%	15.4%	15.4%	8.1%	4.6	0.4
My workweek schedule is not long enough to complete the tasks I need to finish.	8.9%	14.1%	8.9%	16.3%	14.1%	11.9%	17.0%	8.9%	4.3	0.1

Innovation

The majority of staff members agreed that they have the opportunity to be innovative at Louisiana Tech, but a notable portion of respondents also answered this question neutrally. Staff members had mixed opinions regarding whether or not the University is 'stuck in the past,' but agreed that the University is making efforts to keep up with the changing world.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I have the opportunity to be innovative at Louisiana Tech.	5.2%	7.4%	13.3%	17.8%	22.2%	25.2%	8.9%	4.6	-0.3
The University is making efforts to keep up with the changing world.	3.7%	5.9%	11.8%	8.1%	27.9%	32.4%	10.3%	4.9	N/A
The University is stuck in the past.	5.9%	27.2%	12.5%	14.0%	25.0%	7.4%	8.1%	3.8	N/A

Recruitment

Staff members mostly believe that the University does a good job recruiting high-quality faculty, staff, and students. However, there was less agreement about the timeliness of hiring new employees.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
The University does a good job of recruiting high-quality faculty members.	2.2%	4.4%	7.4%	23.5%	30.2%	27.9%	4.4%	4.8	-0.2
The University does a good job of recruiting high-quality staff members.	4.4%	4.4%	13.2%	22.1%	28.7%	22.8%	4.4%	4.5	-0.2
The University does a good job of recruiting high-quality students.	0.0%	1.5%	2.2%	9.6%	25.7%	47.8%	13.2%	5.6	-0.1
Louisiana Tech hires new employees in a timely manner.	15.6%	20.7%	25.2%	17.0%	13.3%	4.4%	3.7%	3.2	-0.5
I agree with the increased focus that has been placed on growing the student body through recruitment.	0.7%	1.5%	4.4%	14.8%	11.1%	47.4%	20.0%	5.6	-0.3
Louisiana Tech offers good incentives to attract high-quality employees to the University.	14.7%	16.9%	20.6%	16.2%	21.3%	8.1%	2.2%	3.5	-0.2

Advising

A large number of staff members are satisfied with the advising model used; however, a notable portion of respondents answered the question neutrally.

	SD	D	SWD	N	SWA	A	SA	N/A	Mean	'16/'18 Change
I am happy with the academic-advising model that we use.	0.7%	0.7%	2.9%	6.6%	5.9%	2.2%	2.9%	77.9%	4.6	-0.1
I would prefer to spend more time with each of my academic advisees.	0.0%	1.5%	3.0%	8.9%	1.5%	0.7%	2.2%	82.2%	4.2	N/A
I connect with my academic advisees on a personal level.	0.0%	0.0%	0.7%	5.9%	3.7%	3.0%	4.4%	82.2%	5.3	N/A

Process Perceptions

Though staff members indicated satisfaction with the processes at the University and felt they are reasonable (albeit with a sizable percentage of respondents responding neutrally), they also reported spending too much time doing paperwork and believe the processes could be better streamlined for efficiency.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I spend too much work time doing paperwork.	2.9%	14.0%	5.2%	22.1%	29.4%	11.8%	14.7%	4.6	0.4
I am satisfied with the processes that I have to follow as a staff member at Louisiana Tech.	7.4%	8.2%	19.3%	14.1%	23.7%	23.7%	3.7%	4.2	-0.6
The processes that I complete to, for example, complete my payroll forms are reasonable.	2.9%	5.9%	15.4%	27.2%	18.4%	26.5%	3.7%	4.5	-0.3
Many of the University's rules and procedures make it difficult to do a good job.	2.9%	8.8%	5.2%	36.0%	21.3%	20.6%	5.2%	4.2	0.1
I need to better understand the processes of other divisions at Louisiana Tech.	5.9%	14.0%	8.8%	30.9%	18.4%	12.5%	9.6%	4.5	-0.6

Promotion

Although a large number of staff members were neutral regarding the promotion process, a notable percentage of respondents viewed the promotion process negatively.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
The promotion process is fair.	9.7%	6.0%	19.4%	34.3%	14.9%	14.9%	0.8%	3.9	0.1
The criteria for achieving promotion are clearly defined.	14.2%	13.4%	17.9%	32.8%	10.5%	9.7%	1.5%	3.5	0.0

Training

Staff members were mostly satisfied with the training opportunities and resources offered by Louisiana Tech, but a notable number indicated dissatisfaction with the training they received upon entry.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
The University encourages staff members to partake in continuing education.	8.8%	8.1%	7.4%	11.8%	21.3%	32.4%	10.3%	4.7	0.2
The University provides resources for me to improve my knowledge and skills.	7.4%	9.6%	14.0%	11.0%	17.7%	30.9%	9.6%	4.5	0.0
When I first joined the University, I was satisfied with the on-boarding training I received.	11.8%	16.2%	14.7%	19.9%	11.0%	20.6%	5.9%	3.9	-0.4
I have received sufficient training to do my job.	8.1%	9.6%	9.6%	21.3%	16.9%	27.2%	7.4%	4.4	-0.4
When new processes are put into place, the University offers the relevant training for employees.	8.1%	7.4%	13.2%	21.3%	24.3%	21.3%	4.4%	4.3	-0.2

Autonomy

Staff members reported positive attitudes toward the autonomy given to them and indicated that they have freedom in choosing how they carry out their work.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 change
I can control how and when I perform my job.	7.4%	10.3%	8.8%	7.4%	20.6%	30.9%	14.7%	4.8	-0.1
I have the freedom to use my personal initiative to carry out my work.	5.9%	3.7%	8.1%	9.6%	14.0%	39.0%	19.9%	5.2	-0.3

Collaboration

A large portion of the staff members were satisfied with the collaboration among colleagues at the University, but a notable portion of respondents indicated that they do believe staff across divisions share information with one another.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
Staff across divisions at the University share information and ideas with one another.	7.5%	11.9%	14.2%	15.7%	29.1%	13.4%	8.2%	4.2	0.1
There are opportunities for collaboration within the University.	3.0%	6.0%	9.0%	14.2%	23.1%	28.4%	16.4%	5.0	-0.1

Communication

Opinions regarding communication at the University were mostly positive and the majority of respondents indicated satisfaction with the communication of goals and the availability of University leadership to discuss issues.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
The goals and objectives of the University are clearly communicated to the staff.	4.4%	8.1%	12.5%	11.0%	22.1%	31.6%	10.3%	4.7	-0.4
I am satisfied with the level of communication between divisions at the University.	5.2%	15.4%	19.9%	25.0%	20.6%	11.0%	2.9%	3.9	-0.2
I am satisfied with the level of communication between departments at the University.	5.2%	20.6%	19.1%	15.4%	25.7%	9.6%	4.4%	3.8	-0.3
I am satisfied with University leadership's availability to discuss issues and concerns with staff.	6.6%	11.0%	13.2%	14.0%	15.4%	30.9%	8.8%	4.5	-0.2
I receive feedback from my supervisor about the quality of my work.	4.4%	5.9%	8.8%	8.1%	14.0%	36.0%	22.8%	5.2	-0.4
Communicating via e-mail is too burdensome.	20.6%	34.6%	16.9%	18.4%	2.2%	3.7%	3.7%	2.7	0.0
Communication from senior leadership to staff is efficient.	4.4%	7.4%	7.4%	37.0%	14.1%	20.0%	9.6%	4.5	-0.3
Communication regarding policies and procedures is excessive at Louisiana Tech.	8.2%	14.1%	14.8%	29.6%	12.6%	12.6%	8.2%	4.0	0.0

Peer Conflict

Conflict does not appear to be an issue among staff members, with the majority of respondents indicating that staff are able to settle their disagreements and speak openly with one another. However, a notable percentage of respondents answered neutrally when asked about faculty members speaking poorly of one another in their division.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
If differences arise, my colleagues and I are able to resolve them in a professional manner.	3.7%	7.4%	6.6%	10.3%	16.9%	39.0%	16.2%	5.1	-0.6
I enjoy working closely with my colleagues.	0.7%	3.0%	5.2%	5.9%	19.3%	37.0%	28.9%	5.7	-0.3
I can talk to my colleagues about issues I may have with them.	4.4%	5.9%	13.2%	8.8%	18.4%	32.4%	16.9%	5.0	-0.3
Faculty in my division speak poorly of one another.	14.7%	22.8%	11.0%	27.2%	10.3%	7.4%	6.6%	3.4	0.3
My colleagues treat each other with respect.	2.9%	6.6%	12.5%	3.7%	20.6%	34.6%	19.1%	5.1	-0.5

Fairness/Justice

Staff members' opinions about fairness and justice were mostly mixed. Although they were satisfied with opportunities to receive recognition and the way in which supervisors interact with employees, they indicated less satisfaction with the way rewards are distributed.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
Promotions are given to those individuals who best deserve them.	14.1%	9.6%	15.6%	24.4%	16.3%	17.0%	3.0%	3.8	-0.2
Everyone has an equal opportunity to receive recognition for the work they do.	11.9%	13.3%	21.5%	13.3%	15.6%	21.5%	3.0%	3.8	-0.5
I get what I deserve for the effort that I put forth at Louisiana Tech.	15.6%	11.1%	22.2%	7.4%	14.1%	26.7%	3.0%	3.9	0.0
Rewards are distributed fairly across the University's divisions.	14.8%	11.1%	10.4%	41.5%	11.1%	8.9%	2.2%	3.6	0.1
Louisiana Tech gives me the opportunity to influence the policies that affect me.	13.3%	13.3%	17.8%	22.2%	17.8%	14.1%	1.5%	3.7	-0.3
My supervisor does not play favorites.	12.6%	3.7%	5.9%	11.9%	11.1%	28.2%	26.7%	5.0	-0.4
My supervisor shows concern for my rights as a Louisiana Tech employee.	9.6%	1.5%	7.4%	11.8%	13.2%	32.4%	24.3%	5.1	-0.4
My supervisor takes steps to interact with me in an honest manner.	7.4%	2.9%	4.4%	8.1%	13.2%	30.2%	33.8%	5.4	-0.5

Power Distance

Staff members reported satisfaction with power distance and feel comfortable expressing disagreement with their supervisor, coworkers, and members of the Louisiana Tech family.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I am scared to express disagreement to my supervisor.	22.1%	28.7%	11.8%	11.0%	13.2%	3.7%	9.6%	3.1	0.5
I am scared to express disagreement to members of the Louisiana Tech family.	16.2%	30.2%	14.7%	16.2%	13.2%	4.4%	5.2%	3.1	0.1
I am afraid to express disagreement to my coworkers.	20.6%	36.0%	14.0%	11.0%	10.3%	3.7%	4.4%	2.8	0.2

Productivity

Staff members viewed their jobs at Louisiana Tech positively, such that they allow for opportunities to accomplish high-quality work.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
My job gives me an opportunity to do high-quality work.	1.5%	2.2%	5.9%	5.2%	22.8%	39.7%	22.8%	5.6	-0.1
My work gives me an opportunity to show how capable I am.	3.0%	3.7%	5.9%	3.7%	22.2%	40.7%	20.7%	5.4	-0.2

Role Clarity

Staff were confident that they know what is expected of them and indicated being aware of the goals and expectations of their job.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
The goals and expectations of my job are clearly defined.	2.2%	7.5%	12.7%	3.0%	22.4%	37.3%	14.9%	5.1	-0.5
I know what I need to do to succeed as an employee.	1.5%	3.7%	5.2%	3.0%	16.4%	44.0%	26.1%	5.7	-0.1

Voice

Though staff members felt as though they have a say in influencing the outcome of their job and feel comfortable expressing objections, there was less satisfaction with the role they can play in influencing the decision-making process at the University. Responses to other questions were mixed, although interactions with one's supervisor were largely rated positively.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I can speak openly to my supervisor without fear of punishment.	8.1%	1.5%	9.6%	4.4%	13.2%	34.6%	28.7%	5.3	-0.4
I have a say in how Louisiana Tech operates.	19.1%	20.6%	10.3%	21.3%	15.4%	9.6%	3.7%	3.4	0.0
My voice is heard in the decision-making process at Louisiana Tech.	17.7%	13.2%	17.7%	19.9%	17.7%	10.3%	3.7%	3.5	0.0
I have the possibility of influencing a process or outcome in my job.	4.4%	8.8%	7.4%	13.2%	19.9%	33.1%	13.2%	4.9	0.0
As an employee at Louisiana Tech, I have opportunities to express objections.	5.2%	11.8%	9.6%	22.1%	19.1%	25.7%	6.6%	4.4	0.0
When I voice concerns at Louisiana Tech, I feel that I am taken seriously.	7.4%	14.0%	14.7%	23.5%	11.0%	21.3%	8.1%	4.1	N/A
I believe that my feedback translates into action at Louisiana Tech.	11.1%	13.3%	12.6%	31.9%	15.6%	14.1%	1.5%	3.8	N/A
My voice is valued at Louisiana Tech.	8.9%	15.6%	8.2%	22.2%	20.7%	19.3%	5.2%	4.1	N/A
I believe that the University wants to hear what I have to say.	12.7%	14.9%	10.5%	25.4%	15.7%	16.4%	4.5%	3.8	N/A
I believe that my supervisor voices my concerns to the University's administration.	11.9%	5.9%	8.9%	20.0%	20.0%	20.7%	12.6%	4.4	N/A

(Voice Continued)

I feel as though I am able to give honest feedback to the decisions made here at the University.	9.6%	8.2%	12.6%	23.0%	14.1%	26.7%	5.9%	4.3	N/A
I believe that my supervisor is respectful of my opinions even when they differ from his/hers.	8.1%	5.9%	4.4%	9.6%	13.2%	31.6%	27.2%	5.2	N/A
I feel as though my supervisor keeps me up to date on the current issues affecting the University.	8.9%	3.0%	11.9%	6.7%	16.3%	34.8%	18.5%	5.0	N/A
I am aware of the process to take if I need to directly speak to a University administration member.	3.7%	6.6%	10.3%	8.1%	14.0%	36.0%	21.3%	5.2	N/A
I feel as though all employees' opinions are valued across the University.	10.3%	21.3%	7.4%	19.1%	18.4%	19.9%	3.7%	3.9	N/A

Work Environment

Staff are overwhelmingly satisfied with their work environment and believe it encourages them to be more productive and stay focused on their tasks. They were mostly neutral-to-negative regarding the care taken to avoid the incorporation of religion into University functions, but more positive about the development of a supportive environment for the LGBTQ community (although still with a large neutral percentage).

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
My work area is suitable for my work requirements.	2.2%	4.4%	5.9%	5.9%	16.9%	45.6%	19.1%	5.4	-0.1
My supervisor treats all members of my work group fairly.	10.4%	3.0%	5.2%	5.2%	9.6%	39.3%	27.4%	5.3	-0.4
My work environment encourages me to stay focused on the tasks at hand.	4.4%	8.8%	13.2%	6.6%	18.4%	34.6%	14.0%	4.9	-0.4
My work environment makes me feel more stressed than it should.	15.4%	22.1%	11.8%	13.2%	17.7%	7.4%	12.5%	3.7	0.4
The University provides a supportive environment for people of different racial backgrounds.	2.2%	0.7%	3.0%	18.5%	11.9%	45.9%	17.8%	5.5	0.2
The University is careful about not incorporating religion into University events/meetings.	2.9%	2.2%	5.2%	29.4%	15.4%	38.2%	6.6%	4.9	0.0
The University provides a supportive environment for all people regardless of whether they identify as LGBTQ.	2.2%	0.7%	3.7%	39.0%	10.3%	32.4%	11.8%	5.0	0.1

Benefits

Staff members reported satisfaction with the benefits offered by Louisiana Tech and feel they are appropriate for the work they perform.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I am satisfied with the benefits offered by Louisiana Tech.	4.4%	5.9%	10.3%	8.1%	29.4%	35.3%	6.6%	4.9	0.1
The benefits that I receive for working for the University are fair.	4.4%	7.4%	7.4%	9.6%	27.9%	37.5%	5.9%	4.9	0.0

Compensation

Louisiana Tech staff members reported dissatisfaction with the amount and fairness of the pay they receive.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I am being paid a fair amount for the work I do.	26.5%	19.9%	15.4%	5.2%	15.4%	16.2%	1.5%	3.2	-0.1
I am satisfied with the pay offered by Louisiana Tech.	27.2%	23.5%	15.4%	5.2%	16.9%	10.3%	1.5%	3.0	-0.2

Recognition

Most staff members reported satisfaction with the recognition they receive for their work.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
The work I do for the University is adequately recognized.	11.0%	8.8%	13.2%	13.2%	23.5%	25.0%	5.2%	4.3	-0.2
I am valued by the University.	8.2%	8.9%	9.6%	16.3%	20.7%	31.1%	5.2%	4.5	-0.2
I receive sufficient recognition for the good work that I do at Louisiana Tech.	9.6%	7.4%	10.3%	23.5%	14.7%	30.9%	3.7%	4.3	-0.2

Burnout

The staff at Louisiana Tech were split; those who were and those who were not exhausted at the end of the workday were approximately equal in number.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I am emotionally exhausted at the end of the workday.	5.2%	22.1%	10.3%	13.2%	24.3%	13.2%	11.8%	4.2	0.2
I am worn down by the amount of work that I have to do in my job.	7.4%	16.2%	16.9%	15.4%	19.1%	14.0%	11.0%	4.1	0.2

Engagement

Staff members reported being moderately to highly engaged at Louisiana Tech. Work at the University appears to be meaningful and fulfilling for staff members.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I am enthusiastic about the work that I do.	1.5%	1.5%	4.4%	7.4%	16.2%	41.9%	27.2%	5.7	-0.2
The work that I do at the University fulfills me.	1.5%	2.9%	4.4%	11.0%	22.8%	36.0%	21.3%	5.4	-0.2
I find my work at Louisiana Tech to be meaningful.	1.5%	2.2%	4.4%	5.9%	17.7%	42.7%	25.7%	5.7	-0.1

Motivation

Staff members reported ease in starting their work each day and putting forth effort throughout the day.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I can easily start on my work each day.	0.0%	3.7%	2.9%	2.9%	14.0%	51.5%	25.0%	5.8	-0.1
I can easily keep putting effort forth during the day to get my work done.	0.0%	2.9%	2.9%	5.2%	18.4%	48.5%	22.1%	5.7	-0.1

Work-life Balance

Most staff members feel that the University is supportive in regards to balancing work and family life and indicate satisfaction with their ability to balance the two.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
My work commitments get in the way of my home life.	13.2%	25.7%	11.0%	12.5%	21.3%	9.6%	6.6%	3.6	0.2
The environment at Louisiana Tech supports a balance between work and home life.	3.7%	5.9%	6.7%	11.9%	26.7%	32.6%	12.6%	5.0	0.0
I am able to satisfy both my work commitments and my personal commitments.	2.9%	4.4%	11.8%	5.9%	22.1%	39.7%	13.2%	5.1	-0.1
The University understands the benefit of maintaining a healthy balance between work and home life.	4.4%	4.4%	4.4%	21.3%	19.9%	31.6%	14.0%	5.0	0.0
My supervisor is flexible with me when it comes to personal commitments.	4.4%	0.0%	0.7%	3.7%	12.5%	38.2%	40.4%	6.0	-0.2
My home life gets in the way of my work commitments.	34.6%	42.7%	8.8%	10.3%	2.2%	0.7%	0.7%	2.1	-0.1

Commitment

Staff members reported high levels for two of the three categories of commitment, with the exception of commitment motivated by a sense of obligation.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
Staying at Louisiana Tech until I retire is important to me.	6.6%	7.4%	2.2%	9.6%	14.0%	24.3%	36.0%	5.3	-0.2
I would be happy to spend the rest of my career at Louisiana Tech.	5.9%	5.2%	2.9%	7.4%	14.7%	27.9%	36.0%	5.5	-0.2
I have a sense of obligation to Louisiana Tech.	8.1%	4.4%	4.4%	14.7%	16.9%	25.0%	26.5%	5.1	-0.4
I owe Louisiana Tech a debt of gratitude because of all that it has done for me.	8.8%	10.3%	6.6%	22.1%	22.1%	17.7%	12.5%	4.4	-0.4
It would be costly for me to leave Louisiana Tech right now.	8.9%	11.9%	5.2%	23.0%	17.0%	19.3%	14.8%	4.4	-0.2
I would have to give up a lot to leave Louisiana Tech.	6.7%	15.6%	6.7%	25.9%	15.6%	15.6%	14.1%	4.3	-0.3

Job Satisfaction

The large majority of staff members are highly satisfied with their work at the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I get a sense of accomplishment from my work.	1.5%	2.9%	5.2%	3.7%	17.7%	43.4%	25.7%	5.7	-0.1
I am satisfied with my job.	2.2%	6.6%	2.2%	8.8%	28.7%	32.4%	19.1%	5.3	-0.2
My experience at Louisiana Tech is satisfying.	2.2%	3.7%	3.7%	5.2%	30.4%	36.3%	18.5%	5.4	-0.2
If I could make the decision again, I would choose to work at Louisiana Tech.	3.7%	1.5%	4.4%	7.4%	14.7%	37.5%	30.9%	5.6	-0.2
On most days, I am enthusiastic about working at Louisiana Tech.	3.0%	2.2%	2.2%	3.7%	20.7%	40.7%	27.4%	5.7	-0.2
I am proud to say that I am an employee of Louisiana Tech.	2.2%	2.2%	0.7%	5.2%	8.1%	39.0%	42.7%	6.0	-0.2

Change Readiness

Although the majority of staff members indicated readiness for change and the ability to make such changes, they held more neutral beliefs about how the change may benefit them and the alignment of change with the Organization's priorities.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
Change could help the University better achieve its mission and goals.	0.0%	0.0%	1.5%	9.6%	11.1%	42.2%	35.6%	6.0	0.3
Louisiana Tech could really benefit from change initiatives.	0.0%	0.0%	2.2%	13.3%	23.0%	35.6%	25.9%	5.7	0.2
The University will provide the necessary resources to ensure successful implementation of change initiatives.	1.5%	4.4%	12.6%	17.0%	23.0%	30.4%	11.1%	4.9	0.0
The leaders of Louisiana Tech are supportive of efforts to change the organization.	0.7%	4.4%	10.4%	12.6%	23.0%	34.1%	14.8%	5.1	-0.1
I have the skills that are needed to make changes at Louisiana Tech work.	0.7%	1.5%	0.7%	16.9%	14.7%	41.2%	24.3%	5.6	-0.2
If Louisiana Tech made changes to the way it operated, this would be beneficial to me.	3.0%	0.7%	3.0%	32.6%	18.5%	24.4%	17.8%	5.1	0.2
Changes attempted at Louisiana Tech match our organization's priorities.	1.5%	1.5%	4.4%	35.6%	18.5%	31.9%	6.7%	4.9	-0.2
I am ready and willing to participate in change initiatives at the University.	0.0%	0.7%	0.7%	8.1%	14.0%	42.7%	33.8%	6.0	0.1

Turnover

A large portion of staff members reported that they intend on remaining with Louisiana Tech for the rest of their careers.

	SD	D	SWD	N	SWA	A	SA	Mean	'16/'18 Change
I intend to remain an employee at Louisiana Tech for the rest of my career.	4.6%	3.7%	3.2%	13.7%	10.5%	30.1%	34.2%	5.3	-0.2
I plan to stay at Louisiana Tech until I retire.	4.6%	4.1%	3.2%	12.8%	11.0%	29.7%	34.7%	5.2	-0.3

Detailed Student Results

Infrastructure

Students were largely satisfied with available facilities and technology on campus, but reported that more efficient technology could be incorporated into daily processes.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am satisfied with the technology available to students on campus.	2.4%	7.3%	15.3%	2.8%	24.7%	**35.9%**	11.5%	4.9	0.2
I am satisfied with the plan the University has in place to improve buildings on campus.	3.2%	4.6%	5.9%	8.7%	24.1%	**36.4%**	17.1%	5.2	-0.2
I am satisfied with the quality of the common areas on campus.	2.8%	6.6%	9.8%	10.8%	26.6%	**33.9%**	9.4%	4.9	0.3
The University could benefit from incorporating more efficient technology into daily processes.	0.7%	1.1%	2.8%	9.4%	16.1%	33.6%	**36.4%**	5.8	N/A
I am satisfied with the plan the University has in place to provide additional parking.	11.9%	11.5%	11.5%	8.0%	**19.6%**	**19.6%**	17.8%	4.4	-0.5

Organizational Structure

Restructuring was not out of the question for students, but they were mostly comfortable with the current arrangement of the University's colleges and departments.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
It is clear to me to whom I am supposed to take my questions and concerns.	6.6%	12.9%	17.8%	6.3%	**25.9%**	22.4%	8.0%	4.3	-0.1
My primary academic department belongs in the college in which it is placed.	1.4%	2.1%	2.5%	5.3%	7.0%	37.0%	**44.7%**	6.0	0.0
I am satisfied with the way that Louisiana Tech's colleges and departments are structured.	2.8%	3.9%	4.9%	9.8%	17.8%	**38.5%**	22.4%	5.4	-0.1
Reorganizing the structure of the University would be beneficial.	3.5%	15.7%	9.1%	**39.5%**	12.6%	13.3%	6.3%	4.1	-0.2

Student Commitment

It was widely held that the students of the University are committed to success and proud to be here.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The students at Louisiana Tech are committed to success.	0.4%	2.5%	4.9%	8.1%	23.2%	**41.9%**	19.0%	5.5	0.0
The students at Louisiana Tech are proud to be here.	0.7%	3.2%	3.2%	11.3%	20.8%	**35.9%**	25.0%	5.6	0.0

Value Alignment

The values of the University and those of the students were well aligned.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I believe in the values of Louisiana Tech.	0.4%	1.8%	2.5%	9.5%	9.9%	37.3%	**38.7%**	5.9	-0.1
My personal values align with Louisiana Tech's 2020 mission and vision.	1.1%	0.7%	1.8%	21.1%	12.3%	**33.8%**	29.2%	5.6	0.1

Workforce

Students sought more employees at the University, particularly faculty members.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
Louisiana Tech could benefit from adding additional faculty members.	1.1%	2.1%	2.5%	15.6%	15.6%	26.9%	**36.4%**	5.7	0.2
Staff at the University have to take on additional work because the University is inadequately staffed.	1.1%	3.2%	6.0%	25.8%	15.6%	19.8%	**28.6%**	5.2	0.5

Workload

Though they felt somewhat overwhelmed, students were in large part satisfied with their workloads.

	SD	D	SWD	N	SWA	A	SA	Mean	’16-‘18 Change
I am satisfied with the number of students that my academic advisor advises.	3.2%	4.9%	7.3%	23.4%	14.3%	**35.7%**	11.2%	4.9	0.0
I am satisfied with the number of courses I take each quarter.	0.4%	1.8%	3.9%	4.2%	16.8%	**51.8%**	21.3%	5.8	0.2
I oftentimes find myself drowning in schoolwork.	2.5%	7.8%	8.5%	10.6%	**29.9%**	16.6%	24.3%	5.0	0.0
The University provides the resources and support necessary for me to balance all that is expected of me.	3.2%	5.6%	11.5%	13.6%	**32.9%**	28.7%	4.6%	4.7	-0.2
I am satisfied with the number of students in the classes I attend.	0.7%	2.8%	1.4%	5.9%	16.4%	**47.9%**	24.8%	5.8	0.1
I am expected to fulfill too many roles at the same time.	4.2%	15.4%	14.7%	**25.3%**	17.5%	12.3%	10.5%	4.1	0.1
My schoolweek schedule is not long enough to complete the tasks I need to finish.	3.5%	18.9%	13.6%	21.3%	**22.7%**	10.8%	9.1%	4.1	0.0

Innovation

Students felt that they had the opportunity to innovate at the University and that the University is making efforts to keep up with the changing world.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I have the opportunity to be innovative at Louisiana Tech.	1.8%	6.6%	5.9%	15.0%	22.7%	**33.2%**	14.7%	5.1	-0.1
The University is making efforts to keep up with the changing world.	2.1%	8.0%	7.7%	9.8%	27.3%	**32.5%**	12.6%	5.0	N/A
The University is stuck in the past.	7.3%	**25.5%**	16.4%	13.3%	21.3%	9.4%	6.6%	3.7	N/A

Recruitment

Though they expressed concerns about timeliness of hiring and of the attractiveness of incentives to recruit, students felt that the University was doing well to recruit high-quality faculty, staff, and students.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The University does a good job of recruiting high-quality faculty members.	3.2%	3.5%	8.1%	11.3%	27.5%	**34.9%**	11.6%	5.1	-0.1
The University does a good job of recruiting high-quality staff members.	2.8%	2.5%	6.4%	16.6%	27.2%	**36.0%**	8.5%	5.0	-0.1
The University does a good job of recruiting high-quality students.	1.4%	2.5%	6.7%	13.8%	30.7%	**35.7%**	9.2%	5.1	-0.1
Louisiana Tech hires new employees in a timely manner.	5.3%	7.4%	14.8%	**44.0%**	13.4%	14.8%	0.4%	4.0	-0.2
I agree with the increased focus that has been placed on growing the student body through recruitment.	3.9%	4.6%	7.8%	20.8%	**26.4%**	23.6%	13.0%	4.8	-0.2
Louisiana Tech offers good incentives to attract high-quality employees to the University.	3.5%	2.5%	6.4%	**48.4%**	18.7%	15.9%	4.6%	4.4	0.0

Advising

Though most wanted to spend more time with their academic advisors, students were largely satisfied with the advising process.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am happy with the academic-advising model that we use.	8.1%	7.8%	8.5%	6.4%	24.0%	**35.3%**	9.9%	4.8	-0.3
I would prefer to spend more time with my academic advisor(s).	4.6%	7.4%	7.4%	21.2%	19.4%	**25.4%**	14.5%	4.8	0.1
I connect with my academic advisor(s) on a personal level.	12.0%	9.5%	10.3%	11.3%	**22.6%**	19.4%	14.8%	4.4	-0.1

Process Perceptions

Though paperwork and process streamlining are areas for improvement, students were largely satisfied with the processes that they must follow at the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I spend too much school time doing paperwork.	4.6%	18.0%	16.6%	**22.3%**	18.7%	13.4%	6.4%	3.9	0.0
I am satisfied with the processes that I have to follow as a student at Louisiana Tech.	2.8%	3.2%	13.5%	20.9%	26.2%	**29.1%**	4.3%	4.7	-0.2
The processes that I complete to, for example, register for classes are reasonable.	5.7%	5.0%	13.1%	5.7%	21.6%	**39.6%**	9.5%	4.9	-0.4
Processes at the University could be better streamlined for efficiency.	1.1%	1.1%	2.5%	13.8%	16.3%	**36.2%**	29.1%	5.7	0.3
Many of the University's rules and procedures make it difficult to be a good student.	9.9%	**34.3%**	15.6%	18.4%	13.1%	4.2%	4.6%	3.2	-0.1

Training

The process of student orientation was perceived positively.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
When I first joined the University, I was satisfied with the orientation I received.	5.0%	2.5%	6.4%	7.5%	17.1%	**39.2%**	22.4%	5.4	0.1

Autonomy

Students felt that they had discretion in completing their work as students.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I can control how and when I do my school work.	2.9%	7.5%	7.8%	3.6%	23.8%	**36.7%**	17.8%	5.2	0.0
I have the freedom to use my personal initiative to carry out my school work.	2.1%	5.0%	5.0%	3.6%	16.8%	**43.9%**	23.6%	5.5	0.0

Collaboration

Students were pleased with and open to opportunities for collaboration across all levels of the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
Students across colleges at the University share information and ideas with one another.	5.3%	12.5%	13.9%	16.7%	20.6%	**22.4%**	8.5%	4.4	-0.1
There are opportunities for collaboration within the University.	3.9%	5.7%	11.0%	14.2%	**27.8%**	**27.8%**	9.6%	4.8	-0.1

Communication

Students were modestly positive about the quality and quantity of communication that occurs at the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The goals and objectives of the University are clearly communicated to the students.	3.6%	10.6%	14.2%	6.7%	26.2%	**29.1%**	9.6%	4.7	-0.1
I am satisfied with the level of communication between colleges at the University.	8.5%	11.7%	13.5%	**27.0%**	19.9%	16.3%	3.2%	4.0	-0.2
I am satisfied with the level of communication between departments at the University.	8.9%	11.7%	13.8%	**24.5%**	22.3%	14.9%	3.9%	4.0	-0.4
I am satisfied with University leadership's availability to discuss issues and concerns with students.	5.7%	6.0%	12.1%	18.8%	22.3%	**28.0%**	7.1%	4.6	0.1
I receive feedback from my professors about the quality of my schoolwork.	4.3%	10.6%	13.1%	5.0%	25.5%	**29.1%**	12.4%	4.7	-0.2
Communicating via e-mail is too burdensome.	18.4%	**30.9%**	18.1%	11.0%	11.0%	6.7%	3.9%	3.0	0.1
Communication from senior leadership to students is efficient.	2.2%	10.0%	15.4%	**28.7%**	23.3%	15.4%	5.0%	4.3	0.1
Communication regarding policies and procedures is excessive at Louisiana Tech.	5.7%	19.2%	18.1%	**39.0%**	10.6%	5.3%	2.1%	3.5	-0.2

Peer Conflict

Students did not believe that fighting between students, between staff, or between faculty is an issue and are pleased with and able to manage working with their fellow students.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
If differences arise, my fellow students and I are able to resolve them in a professional manner.	1.8%	3.6%	2.9%	12.9%	20.4%	**49.5%**	9.0%	5.3	-0.1
I enjoy working closely with my fellow students.	1.8%	5.4%	9.3%	10.0%	23.7%	**36.6%**	13.3%	5.1	-0.3
I can talk to my fellow students about issues I may have with them.	2.5%	5.4%	8.6%	13.3%	26.9%	**32.3%**	11.1%	4.9	0.0
Faculty in my college speak poorly of one another.	22.6%	**35.8%**	10.4%	15.1%	7.5%	5.0%	3.6%	2.8	0.2
My fellow students treat each other with respect.	3.9%	1.8%	7.5%	10.8%	25.8%	**38.7%**	11.5%	5.1	-0.3

Fairness/Justice

Though bias and the ability to influence policies were areas for improvement, students felt that they were treated fairly.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
Opportunities are given to those individuals who best deserve them.	4.7%	6.8%	10.4%	13.6%	24.7%	**30.5%**	9.3%	4.8	-0.1
Everyone has an equal opportunity to receive recognition for the schoolwork they do.	5.4%	8.2%	11.4%	8.6%	19.3%	**35.0%**	12.1%	4.8	-0.1
I get what I deserve for the effort that I put forth at Louisiana Tech.	4.3%	2.1%	13.6%	8.6%	16.4%	**34.6%**	20.4%	5.2	0.0
Louisiana Tech gives me the opportunity to influence the policies that affect me.	7.5%	10.0%	13.2%	19.3%	18.9%	**21.1%**	10.0%	4.4	0.2
The University shows concern for my rights as a Louisiana Tech student.	5.4%	6.5%	9.7%	17.2%	19.4%	**29.4%**	12.5%	4.8	N/A
Employees of Louisiana Tech take steps to interact with me in an honest manner.	4.6%	4.3%	8.2%	15.0%	20.4%	**31.8%**	15.7%	5.0	-0.1
Employees of Louisiana Tech do not play favorites.	14.0%	10.4%	17.6%	**19.0%**	14.0%	18.6%	6.5%	3.9	-0.3

Power Distance

Students were largely unafraid of expressing disagreement, though professors were more daunting than others.

	SD	D	SWD	N	SWA	A	SA	Mean	’16-‘18 Change
I am scared to express disagreement to my professors.	8.2%	**23.9%**	16.8%	9.3%	21.4%	13.9%	6.4%	3.8	0.1
I am scared to express disagreement to members of the Louisiana Tech family.	8.2%	**27.9%**	20.0%	13.9%	15.7%	8.9%	5.4%	3.5	0.1
I am afraid to express disagreement to my fellow students.	23.7%	**35.5%**	18.6%	7.2%	8.6%	4.3%	2.2%	2.6	-0.1

Productivity

Students saw their role at the University as giving them a chance to apply their skills to accomplish high-quality work.

	SD	D	SWD	N	SWA	A	SA	Mean	’16-‘18 Change
My role as a student gives me an opportunity to do high-quality work.	1.1%	3.9%	6.1%	8.2%	25.8%	**38.4%**	16.5%	5.3	-0.2
My school work gives me an opportunity to show how capable I am.	2.2%	4.3%	7.9%	5.7%	23.3%	**36.9%**	19.7%	5.3	-0.2

Role Clarity

Students were quite confident that they knew what expectations were placed on them in their role as students.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The goals and expectations of my role as a student are clearly defined.	1.1%	3.9%	6.1%	7.9%	21.9%	**41.9%**	17.2%	5.4	-0.1
I know what I need to do to succeed as a student.	1.1%	2.5%	5.7%	4.3%	19.0%	**41.9%**	25.5%	5.6	-0.2

Voice

Students could voice their thoughts but weren't sure if those thoughts were heard.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I can speak openly to employees of Louisiana Tech without fear of punishment.	5.8%	6.1%	10.1%	12.6%	25.3%	**31.8%**	8.3%	4.7	-0.1
I have a say in how Louisiana Tech operates.	17.0%	**19.9%**	16.6%	15.9%	18.4%	8.7%	3.6%	3.4	0.2
My voice is heard in the decision-making process at Louisiana Tech.	16.3%	**19.9%**	15.2%	18.5%	18.8%	8.3%	2.9%	3.4	0.1
I have the possibility of influencing a process or outcome in my role as a student.	11.2%	16.3%	11.9%	16.3%	**23.5%**	15.2%	5.8%	3.9	0.1
As a student at Louisiana Tech, I have opportunities to express objections.	7.6%	10.8%	13.4%	18.4%	**25.6%**	19.9%	4.3%	4.2	0.2
When I voice concerns at Louisiana Tech, I feel that I am taken seriously.	11.2%	12.6%	14.4%	**26.4%**	17.0%	14.1%	4.3%	3.8	N/A
I believe that my feedback translates into action at Louisiana Tech.	13.4%	16.3%	15.2%	**25.6%**	17.7%	8.7%	3.3%	3.6	N/A
My voice is valued at Louisiana Tech.	10.5%	11.6%	12.3%	20.7%	**22.5%**	17.0%	5.4%	4.1	N/A
I believe that the University wants to hear what I have to say.	10.6%	11.3%	12.0%	15.0%	**25.2%**	19.7%	6.2%	4.2	N/A
I believe that my professors voice my concerns to the University's administration.	9.4%	10.8%	17.7%	**25.3%**	18.4%	13.0%	5.4%	3.9	N/A
I feel as though I am able to give honest feedback to the decisions made here at the University.	6.9%	8.3%	9.1%	17.0%	**26.8%**	23.6%	8.3%	4.5	N/A

(Voice Continued)									
I believe that my professor is respectful of my opinions even when they differ from his/hers.	4.3%	5.8%	9.0%	13.7%	24.9%	**30.0%**	12.3%	4.9	N/A
I feel as though the University administration keeps me up to date on the current issues affecting the University.	4.7%	9.0%	12.6%	11.2%	**27.1%**	25.3%	10.1%	4.6	N/A
I am aware of the process to take if I need to directly speak to a University administration member.	13.4%	**19.6%**	13.4%	11.6%	**19.6%**	15.9%	6.5%	3.8	N/A
I feel as though all students' opinions are valued across the University.	12.3%	11.9%	13.0%	16.6%	**21.3%**	15.5%	9.4%	4.1	N/A

Work Environment

Though they found the environment somewhat stressful, students thought the work environment positive and supportive.

	SD	D	SWD	N	SWA	A	SA	Mean	’16-‘18 Change
My professors treat all members of my classes fairly.	3.3%	5.1%	9.5%	7.7%	25.6%	**39.9%**	8.8%	5.0	-0.3
My schoolwork environment encourages me to stay focused on the tasks at hand.	4.8%	5.1%	7.3%	8.1%	19.1%	**42.1%**	13.6%	5.1	0.0
My schoolwork environment makes me feel more stressed than it should.	1.5%	7.4%	8.5%	8.5%	25.4%	**36.8%**	12.1%	5.1	0.9
The University provides a supportive environment for people of different racial backgrounds.	2.6%	19.1%	16.9%	14.0%	**21.0%**	15.4%	11.0%	4.2	-0.9
The University is careful about not incorporating religion into University events/meetings.	3.3%	4.8%	4.4%	21.1%	13.7%	**33.3%**	19.3%	5.1	0.5
The University provides a supportive environment for all people regardless of whether they identify as LGBTQ.	6.6%	7.8%	9.2%	**31.0%**	14.0%	22.5%	8.9%	4.4	-0.5

Recognition

Though this is an area for growth, students felt that the University recognizes their work and values them.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
The work I do for the University is adequately recognized.	3.0%	5.2%	10.3%	17.0%	26.9%	**29.2%**	8.5%	4.8	0.1
I am valued by the University.	6.7%	5.6%	8.2%	20.0%	**23.0%**	22.6%	14.1%	4.7	0.0
I receive sufficient recognition for the good work that I do at Louisiana Tech.	4.4%	6.3%	9.6%	19.6%	21.5%	**28.2%**	10.4%	4.7	0.1

Burnout

Most students were exhausted as a result of the amount of work – likely at school and outside of school – that they do.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am emotionally exhausted at the end of the school day.	2.9%	12.9%	8.5%	5.2%	20.6%	21.0%	**29.0%**	5.1	0.4
I am worn down by the amount of schoolwork that I have to do in my role as a student.	2.9%	10.6%	7.7%	9.2%	22.0%	22.3%	**25.3%**	5.0	0.8

Engagement

Students were enthusiastic about the school work that they do at the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am enthusiastic about the schoolwork that I do.	2.6%	8.5%	13.2%	7.7%	**33.8%**	24.3%	9.9%	4.7	-0.1
The schoolwork that I do at the University fulfills me.	2.6%	13.2%	12.5%	14.3%	**30.5%**	21.3%	5.5%	4.4	-0.3
I find my schoolwork at Louisiana Tech to be meaningful.	3.3%	9.2%	11.4%	14.7%	**30.5%**	22.4%	8.5%	4.6	-0.2

Motivation

Student perspectives were somewhat divided, but most were motivated about their schoolwork.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I can easily start on my schoolwork each day.	3.0%	13.7%	24.7%	7.0%	**26.6%**	21.8%	3.3%	4.2	0.0
I can easily keep putting effort forth during the day to get my schoolwork done.	3.0%	9.6%	19.9%	7.4%	**32.5%**	22.1%	5.5%	4.4	-0.1

Work-life Balance

Obligations outside of school-related responsibilities, and vice-versa, can be disruptive, but students reported being able to satisfy their responsibilities.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
My school commitments get in the way of my home life.	2.9%	13.6%	9.6%	8.5%	**28.3%**	22.1%	15.1%	4.7	0.4
The environment at Louisiana Tech supports a balance between school and home life.	7.7%	11.7%	14.3%	16.1%	**27.8%**	19.1%	3.3%	4.1	-0.2
I am able to satisfy both my school commitments and my personal commitments.	9.2%	8.1%	15.1%	9.6%	**29.0%**	26.1%	2.9%	4.3	-0.2
The University understands the benefit of maintaining a healthy balance between school and home life.	6.6%	10.3%	13.9%	**23.4%**	18.7%	23.1%	4.0%	4.2	-0.2
My professors are flexible with me when it comes to personal commitments.	8.8%	12.5%	16.9%	12.9%	**23.5%**	19.1%	6.3%	4.1	-0.2
My home life gets in the way of my school commitments.	11.7%	**28.6%**	17.2%	15.8%	14.7%	7.7%	4.4%	3.3	0.0

Commitment

Students were highly committed to the University in a variety of ways.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
Staying at Louisiana Tech until I graduate is important to me.	2.2%	0.7%	3.3%	5.2%	8.5%	27.6%	**52.6%**	6.1	-0.1
I would be happy to spend the rest of my academic career at Louisiana Tech.	6.6%	2.6%	6.2%	6.6%	14.7%	22.3%	**41.0%**	5.5	-0.3
I have a sense of obligation to Louisiana Tech.	9.2%	9.9%	6.6%	11.0%	13.6%	20.9%	**28.9%**	4.9	-0.3
I owe Louisiana Tech a debt of gratitude because of all that it has done for me.	14.7%	11.0%	8.4%	12.5%	16.9%	16.1%	**20.5%**	4.4	-0.1
It would be costly for me to leave Louisiana Tech right now.	2.2%	5.2%	4.8%	5.2%	11.4%	28.3%	**43.0%**	5.7	0.2
I would have to give up a lot to leave Louisiana Tech.	6.6%	5.1%	4.8%	9.2%	13.2%	21.6%	**39.6%**	5.4	-0.1

Job Satisfaction

Though some growth is possible, students were very satisfied with their status as students of the University.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I get a sense of accomplishment from my schoolwork.	2.6%	4.4%	9.6%	6.3%	28.7%	**33.1%**	15.4%	5.1	-0.1
I am satisfied with my role as a student.	2.2%	3.3%	9.2%	9.9%	26.7%	**37.0%**	11.7%	5.1	-0.1
My experience at Louisiana Tech is satisfying.	4.0%	5.9%	5.9%	7.7%	19.1%	**37.4%**	20.2%	5.2	-0.2
If I could make the decision again, I would choose to study at Louisiana Tech.	6.6%	5.5%	2.2%	9.2%	14.3%	27.9%	**34.2%**	5.4	-0.2
On most days, I am enthusiastic about studying at Louisiana Tech.	5.2%	5.5%	8.5%	12.5%	21.7%	**29.4%**	17.3%	5.0	-0.2
I am proud to say that I am a student at Louisiana Tech.	4.8%	3.3%	2.9%	8.1%	12.1%	27.2%	**41.5%**	5.7	-0.2

Change Readiness

Students were optimistic that changes can be executed fruitfully, but this is an area for growth.

	SD	D	SWD	N	SWA	A	SA	Mean	'16-'18 Change
I am ready and willing to participate in change initiatives at the University.	1.5%	1.1%	2.9%	10.3%	22.7%	**39.6%**	22.0%	5.6	0.1
Change could help the University better achieve its mission and goals.	0.7%	0.0%	2.2%	10.3%	15.4%	**45.1%**	26.4%	5.8	0.0
The University will provide the necessary resources to ensure successful implementation of change initiatives.	1.8%	3.7%	7.0%	21.3%	28.2%	**29.3%**	8.8%	4.9	-0.1
Louisiana Tech could really benefit from change initiatives.	1.1%	0.7%	2.9%	15.4%	23.4%	**31.1%**	25.3%	5.5	-0.1
The leaders of Louisiana Tech are supportive of efforts to change the organization.	0.7%	3.7%	6.3%	24.6%	18.8%	**32.7%**	13.2%	5.1	0.0
If Louisiana Tech made changes to the way it operated, this would be beneficial to me.	0.7%	1.5%	2.6%	20.5%	24.5%	**32.6%**	17.6%	5.3	-0.3
Changes attempted at Louisiana Tech match our organization's priorities.	1.5%	2.2%	4.4%	**33.1%**	19.9%	27.6%	11.4%	5.0	-0.1
I have the skills that are needed to make changes at Louisiana Tech work.	0.0%	1.8%	3.3%	**30.5%**	21.3%	29.8%	13.2%	5.1	0.0

Turnover

Students intended to remain at the University until they graduate - and perhaps to enroll once again afterwards.

	SD	D	SWD	N	SWA	A	SA	Mean	’16-‘18 Change
I plan to stay at Louisiana Tech until I graduate.	4.4%	4.4%	1.8%	6.6%	6.9%	29.9%	**46.0%**	5.8	-0.6
I intend to remain a student at Louisiana Tech for the rest of my academic career.	1.1%	0.0%	0.7%	2.9%	2.2%	32.5%	**60.6%**	6.4	0.7