



*Office of Institutional Research, Planning and Assessment*

## UMES ORGANIZATIONAL CLIMATE SURVEY REPORT

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## EXECUTIVE SUMMARY

The 2014 University of Maryland Eastern Shore's (UMES) Organizational Climate Survey (OCS) was initiated by the UMES Senate, coordinated by a committee, and approved by Dr. Juliette Bell, President of UMES. The purpose of this census of faculty and staff was to obtain an assessment of their shared perceptions and/or experiences, feelings, and attitudes concerning the work atmosphere and to provide feedback to the administration for supporting its efforts in sustaining a positive learning and working environment. The survey instrument comprised 13 organization climate themes/components including job satisfaction, communication, interpersonal relations, customer service, management/leadership, training and professional development, teamwork, mentoring, reward/recognition and other activities impacting UMES' learning and working environment. A Likert type rating scale of 1 to 5 was used where 1 represents very poor, very dissatisfied or strongly disagree and 5 represents strongly agree, excellent, and very satisfied. Seven hundred and twenty nine faculty and staff were invited to participate in the online survey/census and 441 responses (47.5%) received are the basis of the findings that follow.

1. The general assessment is that faculty and staff give an overall rating of between satisfied fair/neutral and agree/good, represented by an overall average rating on a five-point scale for the 13 themes/components of organizational climate survey. The overall average ratings/scores range from 2.6 for rewards/recognition and mentoring to 3.5 for management/leadership and interpersonal relations (see figure 1 and Tables 1-14). Therefore, a careful review of UMES' performance on each theme/component is needed to identify areas that need improvement.
2. More than 7 in 10 faculty and staff express satisfaction and high satisfaction with their jobs at UMES including their duties giving them a feeling of personal accomplishment, being proud to work for UMES (almost 7 in 10); and their job making use of their skills and abilities (almost 7 in 10). On the other hand, a majority feel that morale is low at UMES (almost 3 in 5), and women indicate lower overall morale than men. Although it is counterintuitive that personal morale is high while overall morale is low, UMES should explore ways to improve overall morale in order to increase productivity and institutional effectiveness.
3. More than 7 in 10 faculty and staff indicate that they understand their department's goals and objectives, and that faculty/staff department meetings are held frequently. On the other hand, faculty and staff feel that communication across divisions and institutional

level needs to be enhanced to reduce perceived silo mentality and increase teamwork and civility.

4. More than 7 in 10 faculty and staff indicate that they have developed close and meaningful relationships with other employees at UMES and that they are not intimidated by their supervisors or management. However, a significant number (almost 3 in 10) do not feel that the special needs of employees are well met at UMES and are unaware of the UMES conflict resolution process.
5. More than 7 in 10 faculty and staff indicate that they understand their department's goals and objectives and that faculty/staff departmental meetings are held often enough to share information. A significant number (i.e., between 1 in 5 for usually hearing about important changes through management/formal communication rather than rumors and 3 in 10 for my division communicates well with other departments) that are neutral provide an opportunity for the administration to positively impact the UMES working environment with improved and more effective communication.
6. A majority of faculty and staff (73.4%) feel that they have developed close and meaningful relations with other UMES employees and are not intimidated by their supervisor or management (71.1%). Overall, faculty and staff interpersonal relations at UMES are sound.
7. Almost 3 in 5 faculty and staff indicate that they provide high overall customer service within their divisions. However, a significant percentage (45.2%) indicate that the overall quality of interdepartmental customer service and overall customer service to students (30.7%) is poor, confirming the existence and frequent use of the negative term " Hawk Shuffle" to describe how students in need of help are moved from office to office. This study cites cases of outright rudeness and unhelpfulness of faculty and staff to each other and to students. There is need for improving the quality of customer service not only for students but for the entire university community as well as for external stakeholders to support and promote the UMES brand.
8. With an overall average rating on a five point scale of 3.5, management/leadership is one of the two highly rated climate themes/components at UMES (i.e., the second theme with a similar rating is interpersonal relations), with almost eight out of 10 faculty and staff indicating that they have a positive working relationship with their manager/supervisor, that their supervisor/manager values their feedback (almost 7 out of 10) and that their supervisor empowers them to make effective decisions. However, a significant proportion (almost 2 in 5) indicate that UMES leadership needs to be willing to change to better meet current and future needs of the institution.

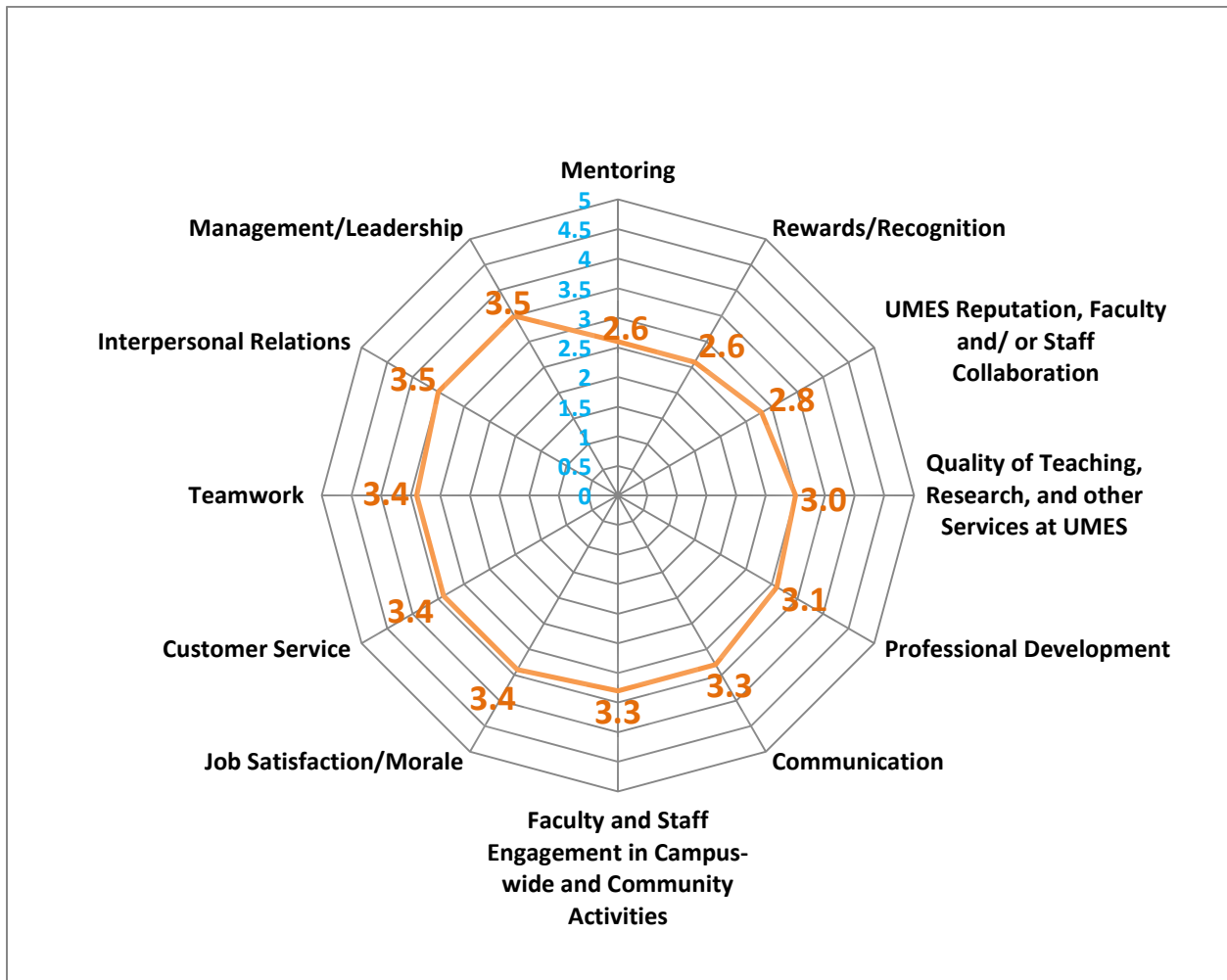
9. A significant percentage (47.0%) of faculty and staff indicate that UMES invests in its employees through training and professional development. However, a significant proportion (2 in 5) indicate that UMES does not use a systematic process for professional development needs and solutions and that the PMP and faculty evaluations are not effective tools for identifying professional development needs (3 in 10). Given the overall average rate of 3.1 on a five-point scale for professional development opportunities, there is need for empowering faculty and staff through professional development opportunities.
10. Over 8 in 10 faculty and staff indicate that mentoring is valuable, especially for those employees at the beginning of their careers. However, almost 1 in 2 faculty and staff indicate that departments/units do not have an organized mentoring program/process or appropriate orientation programs. UMES should consider developing an appropriate process and a well-organized mentoring program to support professional development and good customer service.
11. A majority of faculty and staff (74.9%) indicate that their departments have high levels of teamwork. However, almost 2 in 5 feel that all divisions could work together better to accomplish the University's mission of providing high quality education to individuals from diverse backgrounds including low income and first generation. Accordingly, suggestions for improving teamwork have been made, especially in areas that cut across divisions, departments or operational units. More specific suggestions are provided under the section on teamwork.
12. Only 51.8% of faculty and staff indicate that they are treated fairly by their supervisor when it comes to rewards and recognition and 40.3% feel that employees are treated with respect regardless of their job title. Almost 3 in 5 indicate that UMES salaries do not attract and retain productive employees; and the pay scale is not competitive with similar institutions in the region. Also only 1 in 2 faculty and staff feel that employees are promoted based on performance. With an overall average rating of 2.6 on a five-point scale, rewards and recognition are given the lowest rating and need to be reviewed to ensure employee morale and productivity.
13. Almost 2 in 5 faculty and staff give a fair, good or excellent rating for UMES' reputation nationally, the effectiveness of UMES Faculty Assembly and Senate, and its reputation in Annapolis (i.e., the legislature). Given an overall rating of 3.4 on a six-point scale (i.e., this converts to 2.8 on five-point scale), it is clear that something needs to be done to enhance UMES' reputation in Maryland and nationally to achieve UMES' transformation from *excellence* to *eminence*. In addition, the Faculty Assembly and Senate need to

review their performance and come up with strategies for enhancing their effectiveness in addressing important issues affecting faculty and staff.

14. Almost 7 in 10 faculty give a good or excellent rating to their teaching in their department/unit; and almost 3 in 5 rate their research good or excellent with an overall average of 3.6 on a six-point scale (3.0 when converted to a five-point scale). On the other hand, the quality of research and academic advising was rated good or excellent by only 55.6 and 44.6%, respectively. Extant research shows that academic advising plays a very important role in student achievement of academic goals. UMES needs to continue working on the improvement of teaching, research and other services.
15. A significant percentage of faculty and staff (45.2%) indicate that students are the best thing about UMES. They find working with students to be incredibly rewarding. Having so many faculty and staff with deep interest in student welfare and academic success is a great asset for UMES. This asset needs to be nurtured and well supported because it is such people that can, among other things, provide effective mentoring and proactive advising processes to support student persistence and success.
16. Finally, faculty and staff have suggested some changes for the UMES administration to consider based on the results of this survey. These suggestions are provided in the last section of the analysis—“What Faculty and Staff Would Like to Change” and also in Appendix C.

A complete understanding of an institution’s organizational climate should include students who are the main reason for UMES’ existence. Therefore, it is important for the University to conduct a Student Satisfaction Survey to corroborate some of the findings of this survey.

**Figure 1: Overall Average Rating of UMES Organizational Climate by Theme/Component**



\* These average rating themes/components are based on six-point scale and have been converted to five-point scale.



## **BACKGROUND**

The 2014 University of Maryland Eastern Shore (UMES) Organizational Climate Survey (OCS) was initiated by the Senate and coordinated by a Committee with the approval of Dr. Juliette Bell, President of UMES. The survey is an assessment of shared perceptions, feelings and attitudes of UMES faculty and staff concerning the work environment at UMES and the purpose is to provide UMES Administration feedback from its faculty and staff. The last time a similar survey was conducted was in 2005 and the report was submitted to the President’s Executive Council.

### **Survey Instrument**

The OCS Committee comprised Ms. Robin L. Burton, Chair; Dr. Stanley M. Nyirenda, Member; Dr. Gale L. Nicole, Member; Mr. Keyvan Aarabi, Member; Ms. Dale Maginnis, Member; and Ms. Zelma E. Hayward, Member. This Committee designed the 108 item survey instrument that was pilot-tested and validated by two subject matter experts before administration in May 2014. The instrument comprises 13 main themes/components including Job Satisfaction, Communication, Interpersonal Relations, Customer Service, Management/Leadership, Staff/Professional Development, Teamwork, Mentoring, Reward/Recognition, Other – General, Other – Common to Faculty and Open to Staff, Summary open-ended items and participant demographics.

### **Respondents**

All University faculty and staff (929) with valid email addresses were invited to participate in the survey and 441 responded, giving a response rate of 47.5%. A majority of respondents were female (56.9%), and full-time faculty in the Division of Academic Affairs (108, 30%). A significant number were staff – exempt (83, 23%) and staff – non-exempt (79, 22%). Overall, 51% of the respondents were faculty and staff from the Division of Academic Affairs (see Table 1). A majority of respondents (204, 46%) who provided information about their division and appointment status have worked at UMES for 10 years or less,

**Table 1: UMES OCS Respondents by Division and Appointment Status**

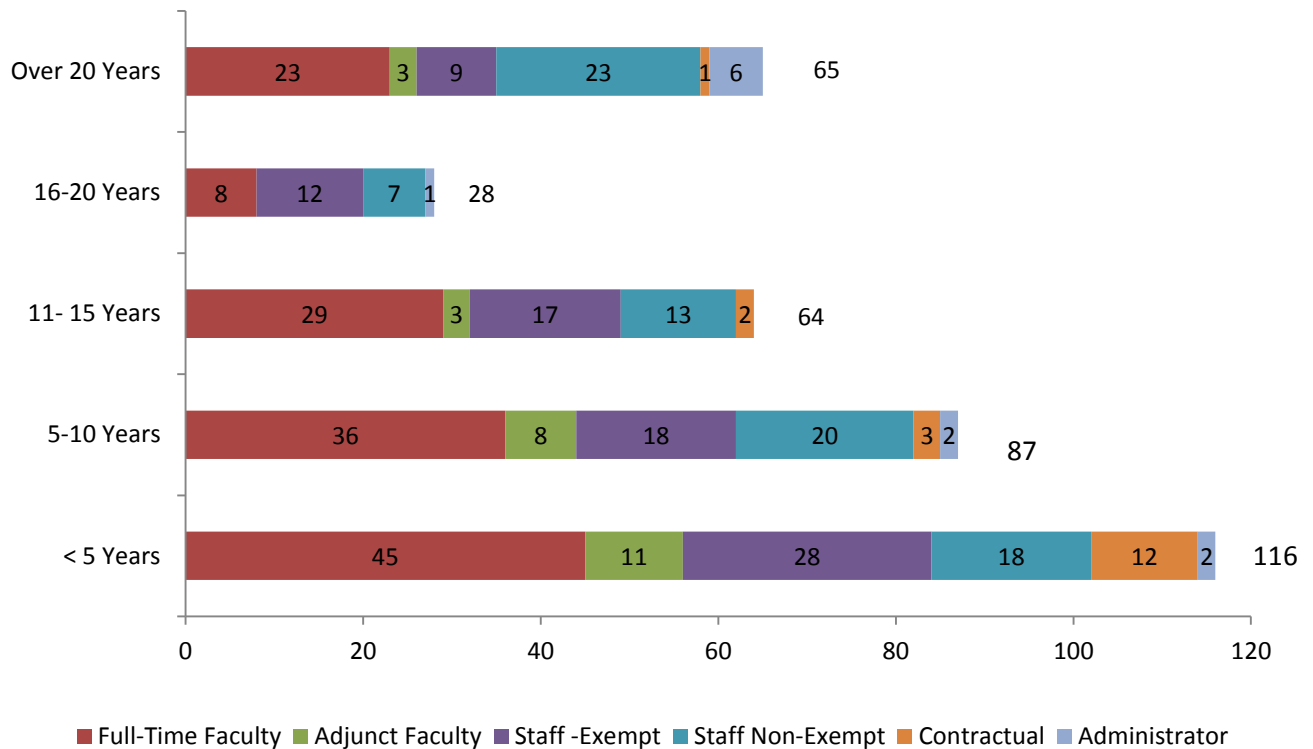
<b>Status/ Appointment</b>	<b>Division</b>				<b>Total</b>
	<b>Academic Affairs</b>	<b>Administrative Affairs</b>	<b>Student Affairs</b>	<b>Other</b>	
Full-Time Faculty	108			36	144
Adjunct Faculty	14	1	0	10	25
Staff - Exempt	21	22	18	22	83

Status/ Appointment	Division				Total
	Academic Affairs	Administrative Affairs	Student Affairs	Other	
Staff – Non-Exempt	27	24	12	16	79
Contractual	6	2	1	9	18
Administrator	8	1	1	1	11
<b>Total</b>	<b>184 (51%)</b>	<b>50 (14%)</b>	<b>32 (9%)</b>	<b>94 (26%)</b>	<b>360* (100%)</b>

\*81 did not identify their division/status

while a significant number (93, 26%) have worked for more than 15 years (see Figure 2).

**Figure 2: UMES Faculty and Staff Years/Length of Service**



## ANALYSIS

### Job Satisfaction/Morale

A majority of faculty and staff agree or strongly agree that they have a feeling of personal accomplishment (73%), are proud to work for UMES (69%), their jobs make good use of their

skills and abilities (65%), are satisfied in their jobs (64%), and their personal morale is high [55%] (see Table 2). On the other hand, a majority of faculty and staff disagree or strongly disagree that morale is high at UMES (56%). Almost 1 in 2 who have worked at UMES for less than five years feel that the general morale at UMES is low compared to 7 out of 10 of those who served for 20 or more years. However, it bears note that it sounds counterintuitive that personal morale is considered to be high, while general morale is perceived to be low. Comments by respondents, including challenges that have affected the individual overall morale and suggestions for improvement, amelioration, or enhancement of the working conditions at UMES are also reviewed in this analysis for additional insight into faculty and staff perceptions of UMES organizational climate.

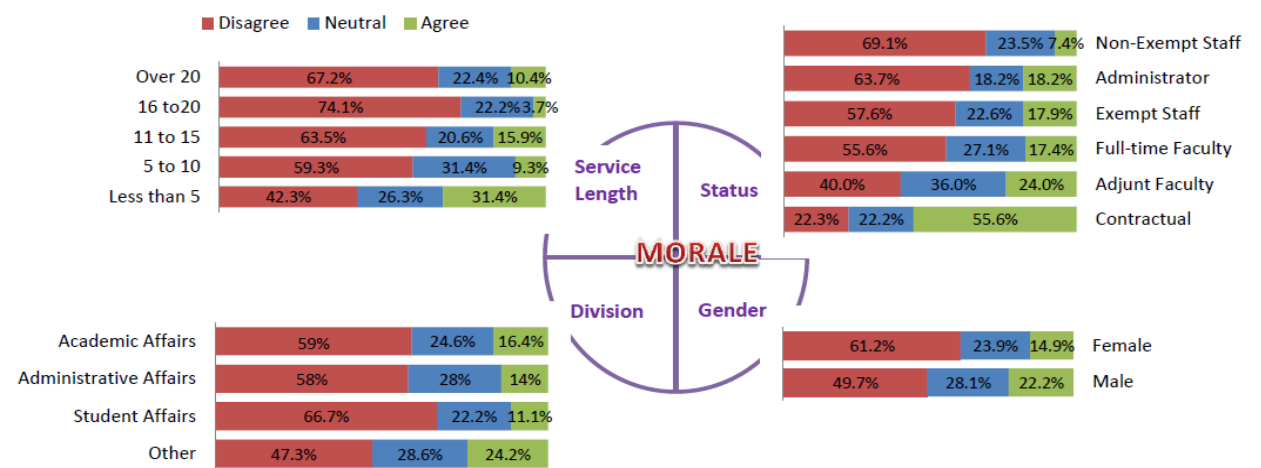
**Table 2: UMES Faculty and Staff Job Satisfaction and Morale**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
My duties give me a feeling of personal accomplishment	432	25.2	47.7	17.8	6.0	3.0	0.2	3.9
I am proud to work for UMES	432	31.0	38.0	21.1	6.0	3.5	0.5	3.9
My job makes good use of my skills and abilities	428	25.7	39.7	16.1	11.2	6.8	0.5	3.7
I feel satisfied in my job	435	19.1	44.8	20.0	9.2	6.4	0.5	3.6
My job pushes me in a positive way	430	23.0	40.2	17.4	12.6	6.0	0.7	3.6
My personal morale is high	432	20.4	35.0	22.7	12.5	9.3	0.2	3.4
I am happy to encourage friends and colleagues to work at UMES	431	18.3	34.1	26.9	12.5	7.9	0.2	3.5
I feel appreciated at work	432	15.7	33.8	23.1	14.1	13.0	0.2	3.3
My suggestions are seriously considered	427	10.5	30.2	26.9	19.7	11.5	1.2	3.1
Morale is high at UMES	432	4.2	14.1	25.5	28.9	27.1	0.2	2.4
<b>Overall Average Rating</b>								<b>3.4</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree

A majority of respondents (i.e., 242 out of 432, 56.0%) disagree or strongly disagree that morale is high at UMES. When responses are broken down by division, appointment status,

**Figure 3: Faculty and Staff Perception of Morale at UMES by Appointment Status, Length of Service Division, and Gender**



length of service, and gender, it is clear that overall 57% do not perceive morale to be high at UMES. Further analysis by appointment status, length of service, division and gender reveals that faculty and/ or staff who disagree or strongly disagree that morale is high at UMES by appointment status range from 40.0% for adjunct faculty to 69.1% for non-exempt staff; 42.3% for employees who have been at UMES for less than 5 years to 74.0% for employees with 16 to 20 years of service; 47.3% for employees in other divisions/units (e.g., Institutional Advancement, Research and Economic Development, Athletics Department, and Office of the President) to 66.7% for those in student affairs; and 49.7% for male to 61.2% for female faculty and staff (see Figure 3 and Table 3). This confirms that overall, a majority of respondents perceive morale at UMES to be low.

**Table 3: Faculty and Staff Perception of Morale at UMES by Appointment Status, Division, Length of Service and Gender**

Characteristic/Demographic	Strongly Disagree/Disagree	Neutral	Strongly Agree/Agree
<b>Appointment Status</b>			
Non-Exempt Staff	69.1%	23.5%	7.4%
Administrator	63.7%	18.2%	18.2%
Exempt Staff	57.6%	22.6%	17.9%
Full-time Faculty	55.6%	27.1%	17.4%

<b>Characteristic/Demographic</b>	<b>Strongly Disagree/Disagree</b>	<b>Neutral</b>	<b>Strongly Agree/Agree</b>
Adjunct Faculty	40.0%	36.0%	24.0%
Contractual	22.3%	22.2%	55.6%
<b>Overall</b>	<b>57.1%</b>	<b>25.3%</b>	<b>17.6%</b>
<b>Division</b>			
Student Affairs	66.7%	22.7%	11.1%
Academic Affairs	59.0%	24.6%	16.4%
Administrative Affairs	58.0%	28.0%	14.0%
Other	47.3%	28.6%	24.2%
<b>Overall</b>	<b>56.7%</b>	<b>25.8%</b>	<b>17.5%</b>
<b>Length of Service</b>			
16-20 Years	74.1%	22.2%	3.7%
Over 20 Years	67.2%	22.4%	10.4%
11-15 Years	63.5%	20.6%	15.9%
5-10 Years	59.3%	31.4%	9.3%
Less than 5 Years	42.3%	26.3%	31.4%
<b>Overall</b>	<b>57.1%</b>	<b>25.5%</b>	<b>17.5%</b>
<b>Gender</b>			
Female	61.2%	23.9%	14.9%
Male	49.7%	28.1%	22.2%
<b>Overall</b>	<b>56.2%</b>	<b>25.8%</b>	<b>18.0%</b>

### Comments on Overall Working Conditions at UMES

Out of 441 survey respondents, 204 (46%) commented on the overall working conditions at UMES. Text analysis of responses revealed that 33 (16.2%) have positive perceptions of working conditions, 48 (23.5%) are positive with qualification, and 119 (58.3%) are negative. Positive perceptions include such statements as “I really enjoy working at UMES because I feel so happy waking up every morning realizing that I am going to work,” “I enjoy working at UMES,” “Excellent,” “Good. Need resources to get to the next level,” “Positive environment,” “I think our new President is working hard to maintain and encourage open communication with departments and students, everyone should follow her lead to improve communication,” and “A great place to work.” Positive perceptions with qualification include statements like “I think the work conditions are pretty good; I just wish that more appreciation was given and chances for advancement,” “Cooperative spirit and compassion can be seen in many areas; however, some faculty are not paid adequately for their work,” “I enjoy working at UMES and plan to continue to do so; however, my concern is that often I feel that students are provided with less than the customer service they deserve from staff,” “The working conditions are ok, but there is room for improvement,” “My personal work environment is positive but I experience frustration in

dealing with some of the processes and procedures UMES uses. They are laborious, lead to errors and frustration for both employees and students. This impacts morale and pride in the workplace,” and “With the mission of UMES and limited resources, UMES is doing an excellent job. It must attract good teachers and weed out the bad ones. Students will remember and spread the bad news about the poor quality of instruction they received from the ones and will forget the good quality received from others.”

Concerns raised by respondents with negative responses fall into three main categories of (1) low pay or salary inequality (11.3%), (2) poor customer service (9.8%), and (3) lack of appreciation of staff by management (8.3%). Examples of comments include “The pay is extremely low compared to others in the same position throughout athletics in general and our conference in particular,” “Tasks that are time consuming or difficult receive little acknowledgment or reward,” “The biggest issue is disparity among salaries. There are instructors who are paid much more regardless of the contributions they make. I think that impacts morale,” “Morale is very low and it is tied to consistency in fair treatment across the divisions,” “I hear a lot of grumbling regarding the low pay for entry level positions and how long it takes to start earning a comparable wage,” “It is not fair that I got promoted but there was no salary increase to acknowledge it. This means during the following years when the university has money, people who are promoted after me end up earning a greater salary than me who was their senior,” and “employees are not treated very well if you are not related to upper management. We do not receive increases based on what we do or work ethic but those related to upper management, then you are given increases, title and so on.”

Comments pertaining to poor customer service include “I’ve only been here a year but I have never come across so many negative people working in the customer service arena. I’ve never experienced such rudeness and uncaring people in one place in my life! They are short with you, will cut you off if you are asking for help and will tell you to take the problem to someone else before you can get the issue out of your mouth! I don’t know what is wrong with some of the people here! There is quite a few of them!” “UMES misses the bar on customer service for students and outside public,” “Departments should know the same rulings and goals for the University. More commitment, patience, and friendliness with and for the students. Help them and stop sending them from place to place.”

Comments concerning lack of appreciation include “Those in positions of Assistant Director, Directors and above do not show enough appreciation to the staff,” “Morale is the lowest I have seen at UMES. No one feels appreciated and there is very little recognition for jobs well done,” “Sometimes just a thank you would be good to hear from the boss,” “All people want and need to be appreciated. When people see others advance, who they think have less and commit less, it is hard to keep their morale high. When this happens too many times, they become counted in the numbers with those who don’t have anything good to say about UMES or its leaders. One problem is that I don’t think we do a good enough job in telling our story.”

## Communication

A majority of faculty and staff at UMES (73.7%) agree or strongly agree that they understand their department's goals and objectives, staff/department meetings are held often enough (71.2%), they are aware of their department use of tools that provide them effective means of communication (62.7%), and they are aware of the direction and goals of UMES (60.6%). Significant numbers of respondents agree or strongly agree that their departments have an effective process for making decisions (49.9%), their division is communicating well with other departments (48.0%), and that they usually hear about important changes through management/formal communication rather than rumors. In addition, corresponding significant numbers of faculty and staff ranging between 19.1% and 30.8% who are neutral provide an opportunity for UMES administration to impact the UMES working environment with improved and more effective communication (see Table 4).

**Table 4: UMES Faculty and Staff Communication**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
I understand my department's goals and objectives.	426	25.8	47.9	12.9	8.7	4.5	0.2	3.8
Staff/Department meetings are held often enough	424	26.2	45.0	13.7	8.3	5.2	1.7	3.7
My department uses tools that provide me effective means of communication.	424	17.9	44.8	21.2	9.2	6.6	0.2	3.6
I am aware of the direction and goals of UMES.	424	16.3	44.3	21.2	12.0	5.7	0.5	3.5
My department has an effective process for making decisions.	423	14.2	35.7	23.4	12.5	12.5	1.7	3.2
My division communicates well with other departments.	425	15.3	32.7	30.8	10.8	6.8	3.5	3.3
I usually hear about important changes through management /formal communication rather than rumors.	424	11.3	34.7	19.1	21.2	12.7	0.9	3.1
I can speak freely without fear of retaliation.	425	8.9	26.4	26.4	22.4	15.5	0.5	2.9
Senior Division Mangers visit my department frequently.	425	5.4	15.3	23.8	28.5	22.6	4.5	2.4
<b>Overall Average Rating</b>								<b>3.3</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree

A majority of respondents strongly disagree or disagree that senior division managers visit their departments frequently (51.1%), while a significant number (37.9%) strongly disagree or disagree that they can speak freely without fear of retaliation. Overall, with an average rating of 3.3 on a five-point scale there is room for improvement on communication especially with respect to open communication and enhancement of trust between faculty/staff and senior management.

### Interpersonal Relations

A majority of faculty and staff at UMES strongly agree or agree that they have developed close and meaningful relationships with other UMES employees (73.4%), feel they are not intimidated by their supervisor/ management (71.1%), are a good match for the social atmosphere among their colleagues (69.6%), Within their departments, the chain of command is fair and reasonable (67.5%), they have not felt or been threatened or intimidated at work by their colleagues (63.1%), and within their departments, management is open and nurtures their aspirations (60.6%). On the other hand, lower but significant numbers of faculty and staff strongly agree or agree that they feel they are treated equally regardless of their backgrounds (49.3%), they are

**Table 5: UMES Faculty and Staff Interpersonal Relations**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
I have developed close and meaningful relationships with other UMES employees.	417	25.4	48.0	15.6	7.2	3.4	0.5	3.8
I feel I am not intimidated by my supervisor/ management.	418	38.3	32.8	13.4	7.2	7.9	0.5	3.9
I am a good match for the social atmosphere among my colleagues.	415	21.4	48.2	20.7	6.0	2.9	0.7	3.8
Within my department, the chain of command is fair and reasonable.	415	23.9	43.6	18.3	7.2	6.7	0.2	3.7
I have not felt or been threatened or intimidated at work by my colleagues.	420	28.8	34.3	11.4	13.6	11.4	0.5	3.5
Within my department, management is open and nurtures my aspirations.	409	20.3	40.3	21.5	9.0	8.1	0.7	3.5
Within my department, the culture is helpful to my growth.	414	19.1	36.5	24.2	11.4	8.2	0.7	3.5
I feel I am treated equally regardless of my background.	418	15.8	33.5	18.7	17.2	14.8	0.0	3.2
I am aware of the UMES	417	9.8	39.6	19.4	22.3	8.2	0.7	3.2



Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
conflict resolution process.								
The special needs of employees are met well at UMES.	415	5.5	24.1	34.9	14.5	10.6	10.4	2.7
<b>Overall Average Rating</b>								<b>3.5</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree

aware of the UMES conflict resolution process (49.4%), and the special needs of employees are met well at UMES (29.6%). With the exception of the last statement and taking into account the overall average rate of 3.5 on a five-point scale, it can be concluded that faculty and staff interpersonal relations are sound (see Table 5).

### Customer Service

Almost 4 in 5 faculty and staff agree or strongly agree that they view students as customers (83.9%), and their departments provide high overall customer service (76.6%), employees within their departments understand the needs of customers inside and outside of UMES (68.9%), and their divisions provide high overall customer service (64.3%), and staff members answer questions well and provide high quality customer service to students (53.5%), while a significant number of faculty members answer questions well and provide high quality customer service to students (47.5%). Given that students are considered to be customers by a majority of both faculty and staff it is counter intuitive that they do not provide services that are commensurate.

A significant number of faculty and staff disagree or strongly disagree that UMES provides high quality overall customer service with regard to interdepartmental service (45.2%), and UMES provides high quality overall customer service with regard to students (39.7%), confirming that there is need for improving customer service not only for students but for the UMES community as a whole and external stakeholders (see Table 6). This is consistent with the overall average rating of 3.4 on a five-point scale and confirms that there is need for improvement in the area of customer service at UMES.

**Table 6: UMES Faculty and Staff Customer Service**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
I view students as customers.	409	55.3	28.6	6.4	4.2	4.7	1.0	4.2
My department provides high overall customer service.	406	33.7	42.9	12.8	6.7	3.0	1.0	4.0
Employees within my department understand the	408	24.3	44.6	19.4	7.1	3.2	1.5	3.8

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
needs of customers inside and outside of UMES.								
My division provides high overall customer service.	406	23.2	41.1	20.4	8.4	4.4	2.5	3.6
Staff members answer questions well and provide high quality customer service to students.	406	15.8	37.7	25.4	15.0	3.9	2.2	3.4
Faculty members answer questions well and provide high quality customer service to students.	406	14.5	33.0	29.6	12.3	3.9	6.7	3.2
Staff members provide high quality customer service to other staff and to faculty.	407	13.0	37.1	28.8	14.0	5.9	1.2	3.3
Faculty members provide high quality customer service to other faculty and to staff.	402	12.2	31.1	36.6	11.0	3.7	5.5	3.2
UMES provides high overall customer service with regard to students.	408	9.8	26.5	21.6	19.4	20.3	2.5	2.8
UMES provides high overall customer service with regard to interdepartmental service	409	6.1	21.8	24.7	22.5	22.7	2.2	2.6
<b>Overall Average Rating</b>								<b>3.4</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree

### **Customer Service by Faculty**

Comments made by respondents on customer service provided by faculty fall into five categories: (1) positive, (2) positive with qualification, (3) negative, (4) not applicable (i.e., respondent has no knowledge of customer service provided by faculty), and (5) inappropriateness of referring to students as customers. Out of 145 responses 33 (22.7%) are positive; 37 (25.5%) are partly positive, suggesting that there is need for improvement; 41 (28.3%) are negative; 21 (14.5%) are not applicable; and 13 (9.0%) feel that the concept of a customer is not appropriate when describing interactions with students. They feel that students are investors, partners or junior professionals and as such must be treated with the same respect as for staff, other faculty, and other stakeholders, both internal and external.

Positive comments concerning customer services provided by faculty include but are not limited to “The faculty in my department are very professional and have great customer service for students and staff,” “Excellent, practically open door policy,” “They go out of their way to help

students in the program and those that have interest in the program,” Everyone is respectful, friendly, and very knowledgeable in regards to their duties,” “There is an air of mutual respect and accommodation between faculty and students. It is great to work around and be a part of,” and “I feel our faculty is dedicated to the education and mentoring of students. I also feel faculty works well together in promoting our students’ service learning.”

Positive comments with qualification include but are not limited to “I have encountered rude faculty members, but many were very professional, just not in my department,” “I am fortunate to be, in my opinion, in a department that provides some of the best customer service on campus, to both students and faculty/staff. However, working closely with students, I hear reports of faculty in other areas who do not treat them with respect and dignity,” “Most faculty are committed to making students their first priority,” “Cooperative and supportive. There is a dichotomy of faculty. Some are. Some are not,” “It varies between departments,” “I have interacted with several faculty members and for the most part their customer service is fair. They do just enough to assist, but they do not go above and beyond to help me as a colleague.” Positive comments on faculty customer service can be summarized by faculty being described as respectful, caring, helpful, dedicated, accessible, and professional.

Negative comments include but are not limited to “I was a student here, I’ve mentored students here, and my children were all students here. There are more faculty who do not provide good customer service than there are who do. They are very seldom held accountable,” “Having been a student, staff, and faculty the quality of customer service has gone down,” “I hear an awful lot of complaints from students regarding the faculty,” “Lack of Customer service is a major issue at UMES,” “Severely poor communication within the department, favoritism, blackmail, name throwing is used more than actual teaching skills,” “Some faculty do not have a passion for what they do. I feel they are here to collect a check,” “Some faculty members post office hours for students and they are not in their office during that time and when students find them in their office during unscheduled office hours they are accused of being there at inconvenient times,” “Faculty need to take more interest in students’ events. Faculty should never send students to another office without calling to ensure that the other party is available,” “Some faculty need to understand that they are here to instruct the students. If the students knew what they were doing, there would be no need to take the class. If the student asks a question, it should be answered in an effort to gain knowledge, not frowned upon like it’s a waste of time,” and “Faculty tend to operate as a separate entity that is “above” all other UMES staff and colleagues.” Negative comments on faculty customer service can be summarized by faculty being described as not caring/helpful/dedicated, unprofessional, not accountable, poor communication/engagement with students, poor teaching, disrespectful/rude and poor advising. Suggestions for improvement by respondents include providing faculty proper orientation and training to improve teaching and advising, understanding of student needs and the University’s mission, communication, student support services, mutual respect, understanding and working relationships across schools, divisions, departments or operational units.

### **Customer Service by Staff**

Comments made by respondents on customer service provided by staff, like faculty also fall into five categories: (1) positive, (2) positive with qualification, (3) negative, (4) not applicable (i.e.,

respondent has no knowledge of customer service provided by staff), and (5) inappropriateness of referring to students as customers. Out of 152 responses 36 (23.7%) are positive; 26 (17.1%) are partly positive, suggesting that there is need for improvement; 79 (52.0%) are negative; 10 (6.6%) are not applicable; and 1 (0.6%) feels that the concept of a customer is not appropriate when describing interactions with students. This individual feels that students are investors, partners or junior professionals and as such must be treated with the same respect as for faculty, other staff, and other stakeholders, both internal and external.

Positive comments concerning customer services provided by staff include but are not limited to “Staff in this department often provide coverage and assistance to students and other faculty/staff because faculty are often not on the campus,” “I have positive reviews within my own department,” “Staff is extremely accommodating toward students in providing assistance with the admission and registration process. Staff is always available to respond to any inquiries and also approaches students in a proactive manner by filling anticipated information needs each semester,” “I think most staff members go out of their way to help students,” “As a staff member, I am always giving students high quality customer service. I even consider offering assistance to students after business hours and weekends,” “As a new employee, the staff has been extremely helpful in “teaching” me the ‘UMES way,’” and “The staff I work closely with have a strong passion for providing reliable and consistently positive customer service.”

Positive comments with qualification include but are not limited to “While overall customer service from staff is good, it sometimes requires additional effort on the person who needs assistance to receive the help needed. While isolated, there are folks in certain positions who attempt to intervene beyond their level of expertise/qualification/job requirement. Unfortunately, some of these folks are in higher level offices with which all departments deal,” “There are many staff who are excellent at what they do and are accommodating to both students and faculty. Then there are many staff, particularly in departments that service the entire student body who are very rude and unwavering to both students and staff. This frustrates all who are involved and is sometimes the sole basis for the UMES bad experience,” “Most staff members on campus try to provide the best customer service possible in most offices. However, we have a few offices on campus that need training on customer service,” “Within the department staff is great. Across campus staff can be very rude and unhelpful,” “I believe that within my division we work as a team and we treat each other with respect, but outside the division within the department there are certain individuals who refuse to work as a unit and refuse to display integrity, accountability, and respect,” “Generally I think our staff do a decent job, but there are some people who are either very burnt out or have never received proper training, because they are terrible at their jobs and are very rude about it,” and “High quality customer service could be improved.” Positive comments on staff customer service can be summarized by faculty being described as professional, accountable, caring, helpful, dedicated, accessible, respectful, and friendly.

Negative comments include but are not limited to “Low morale in some cases coupled with sheer laziness in other cases makes for poor customer service,” “Customer service by staff in some

areas is an area in need of serious attention--professional development, and training. The so called 'Hawk Shuffle' is a widely perceived pejorative in the community," "We need to make students and student outcomes our utmost priority. They are the reason our organization exists," "Staff members aren't nice to students, outside customers, and others. They are rude and sometimes nasty to people. Very rude on the phone," "Office seldom opens 9-5 (or 8.30-4.30) to serve students. This AY it's been open full-time less than 30 days," "I think general training on what each department can/cannot do would be helpful to avoid the Hawk Shuffle. Even a booklet on each department's top 10 questions as well as where to refer someone who has a question that is outside your area of expertise," "Many of the Administrative Assistants are rude and unhelpful," "Customer service by staff on campus is a problem. There are several people on campus that I feel nervous every time I have to dial their extension because their professional demeanor is unfriendly, harsh, and degrading. No matter how long you have been here or how much you know, it doesn't give people the right to speak down to others," "UMES does not set expectations well, does not hold ALL employees accountable, and there are many iterations of policies and procedures. Students hear different things depending on which office they talk to and they are confused. It's like one hand at UMES doesn't know what the other is doing," "Terrible customer service. I have witnessed this and experienced this also," "What a joke! I have never, ever worked at a University with such rude and incompetent behavior. Every time I think I have been spoken to in the most rude manner possible or seen the most incompetent behavior re; job duties, another week comes along with something to top it! Where do these people come from?!", "Customer service quality provided by staff varies widely... unfortunately there are plenty who still only provide top quality to those with perceived power," "Awful customer service at this university. I believe that some people here truly hate their jobs and just work for the paycheck," "Customer relations are a vital part of the success of any business. Often we forget that faculty and staff are also customers of the university. Therefore, respect must be given to all, regardless of positions and status. We could do a better job," and "Sometimes staff could make a few phone calls to see if they can find the answers before telling the student to go here or there."

Negative comments on staff customer service can be summarized by staff being described as unprofessional, not accountable, disrespectful, rude, uncaring, unhelpful, lacking dedication, poor communication and engagement with students and inaccessible. Suggestions for improvement include providing staff proper/thorough orientation and opportunities for professional job training, enhancement of mutual respect and understanding in the university and its mission, improving communication among university community members and other stakeholders.

The customer service issue is a university-wide issue in need of serious attention. Comments by respondents confirm that more immediate attention is needed for staff than faculty given that a majority of respondents (52.0%) assessed this service more negatively for staff compared to 28.3% for faculty.

## Management/Leadership

A majority of faculty and staff at UMES (79.1%) agree or strongly agree that they have a positive working relationship with their supervisor/manager, their supervisor/manager values their feedback (68.7%), their supervisor/manager empowers them to make effective decisions (64.8%), their supervisor/manager is effective in identifying strengths and delegating duties (63.4%), their supervisor/manager has a balance of technical and people skills (60.3%). In addition, the overall average rating by faculty/staff of management relations of 3.5 on a five point scale is above average and among the highest in this survey (see Table 7). However, a significant number (38.8%) disagree or strongly disagree that UMES Leadership is willing to change to meet current needs including the provision of professional development opportunities and other changes articulated under suggestions concerning what they would change, if they had the opportunity to do so in the last section of this report.

**Table 7: UMES Faculty, Staff and Management Relationships**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
My Supervisor/ Manager and I have a positive working relationship.	396	34.9	44.2	13.9	3.0	3.3	0.8	4.0
Supervisor/Manager values my feedback.	396	23.7	45.0	17.9	6.3	6.3	0.8	3.7
My Supervisor/Manager empowers me to make effective decisions.	400	21.8	43.0	18.3	8.3	7.8	1.0	3.6
My Supervisor/Manager is effective in identifying strengths and delegating duties.	399	17.3	46.1	21.3	8.5	5.3	1.5	3.6
My Supervisor/Manager has a balance of technical and people skills.	398	21.9	40.2	20.6	9.6	6.5	1.3	3.6
My Supervisor/Manager is a role model for effective leadership	400	28.8	31.5	20.3	8.8	10.0	0.8	3.6
The tools and equipment I need to do my job right are readily available.	396	16.7	40.7	17.2	14.9	10.4	0.3	3.4
My Supervisor/Manager understands what motivates (his/her) employees.	393	16.8	33.8	26.7	12.5	8.7	1.5	3.3
My Supervisor/Manager engages in favoritism.	399	11.0	12.0	18.6	31.3	25.1	2.0	3.4
UMES Leadership is willing to change to meet current	400	7.0	22.5	29.8	21.8	17.0	2.0	2.8

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
needs.								
<b>Overall Average Rating</b>								<b>3.5</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree

### Professional Development

A majority of faculty and staff agree or strongly agree that they are encouraged to seek professional development opportunities (62.0%), and UMES provides them the opportunity to participate in the training/skill building that improves their job performance (52.0%). A significant number agree or strongly agree that UMES invests in employees through training and professional development (47.0%), and that UMES offers a balance of both internal and external trained professionals for staff development (39.4%), while 23.5% and 27.7% respectively are neutral. On the other hand, significant numbers of faculty and staff disagree or strongly disagree that UMES uses a systematic process for identifying professional development needs and implementing solutions (37.6%) and that the PMP/faculty evaluation at UMES is an effective tool for identifying professional development needs (30.1%). It bears note that corresponding percentages (i.e., 36.3% and 36.9%) of faculty and staff that are neutral provide opportunity for tipping the balance positively if appropriate and professional development opportunities can be made available and implemented systematically (see Table 8). Given that the overall average rate for professional development opportunities is 3.1, there is room for empowering faculty and staff through training and participation in workshops/institutes.

**Table 8: UMES Faculty and Staff Professional Development Opportunities**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
I am encouraged to seek professional development opportunities.	387	20.7	41.3	14.7	16.3	5.9	1.0	3.5
UMES provides me the opportunity to participate in the training/skill building that improves my job performance.	388	13.1	38.9	21.9	17.8	7.5	0.8	3.3
UMES invests in employees through training and development.	388	11.9	35.1	23.5	19.1	10.1	0.5	3.2
UMES offers a balance of both internal and external trained professionals for staff development.	383	9.1	30.3	27.7	21.9	8.9	2.1	3.0
The PMP/faculty evaluation	379	5.5	21.9	36.9	19.3	10.8	5.5	2.8

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
at UMES is an effective tool for identifying professional development needs.								
UMES uses a systematic process for identifying professional development needs and implementing solutions.	383	5.2	18.0	36.3	26.9	10.7	2.9	2.7
<b>Overall Average Rating</b>								<b>3.1</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree

### Mentoring

A majority of faculty and staff (82.8%) agree or strongly agree that mentoring is valuable especially for those at the beginning of their career. This is confirmed by the fact that 55.7% of the respondents who indicated that feeling good about working with their mentor does not apply to them.

A significant number of faculty and staff disagree or strongly disagree that their departments/unit have an organized mentoring program (47.4%) or have appropriate orientation procedures (39.6%). An average rate of 2.6 for mentoring suggests mentoring is in great need for improvement (see Table 9). UMES should develop an appropriate orientation process and a well-organized mentoring program to support professional development and good customer service.

**Table 9: UMES Faculty and Staff Mentoring**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
Mentoring is valuable.	389	42.9	39.9	9.8	2.8	2.3	2.3	4.1
I feel good about working with my mentor.	384	7.6	9.1	22.7	2.9	2.1	55.7	1.5
My department/unit has an organized mentoring program.	388	5.2	14.4	22.2	29.6	17.8	10.8	2.3
There are appropriate orientation procedures at UMES.	386	5.4	23.3	26.7	21.5	18.1	4.9	2.6
<b>Overall Average Rating</b>								<b>2.6</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree



## Teamwork

A majority of faculty and staff agree or strongly agree that their departments have high levels of productivity (74.9%), their leader promotes teamwork (66.9%), and employees in their department work well together (66.5%). A significant number also agree or strongly agree that UMES employees take pride in their work (49.5%), everyone within their department does their share of work (47.7%), and that in general, this is a caring and cooperative University (46.3%) with neutral accounting for between 19.1% for everyone doing their share of work and 29.9% for employees taking pride in their work. However, almost 2 in 5 (39.7%) disagree or strongly disagree that all divisions at UMES work together to accomplish the university's mission, suggesting that there is room for improvement to ensure that the institution effectively fulfils its mission of providing high quality postsecondary education to individuals from diverse backgrounds including low income and first generation.

**Table 10: UMES Faculty and Staff Teamwork**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
My department has a high level of productivity.	387	33.6	41.3	13.2	7.8	3.4	0.8	3.9
My leader promotes teamwork.	389	30.9	36.0	18.5	8.5	5.1	1.0	3.8
Employees in my department work well together.	388	27.8	38.7	17.5	9.5	5.7	0.8	3.7
UMES employees take pride in their work.	388	12.1	37.4	29.9	14.4	5.7	0.5	3.3
Everyone within my department does their share of work.	388	19.1	28.6	19.1	19.9	11.9	1.6	3.2
In general, this is a caring and cooperative University	387	11.4	34.9	27.9	17.3	8.5	0.0	3.2
All Divisions at UMES work together to accomplish the university's mission.	388	5.7	20.4	32.5	24.0	15.7	1.8	2.7
<b>Overall Average Rating</b>								<b>3.4</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree

Keeping in mind that only 145 responded to the item on suggestions for improving teamwork at UMES, faculty and staff have suggested several approaches for bringing about improvements in teamwork. These suggestions are in the areas of working relationships and communication; leadership, management and supervision; fairness in resource allocation/workload, recognition, salary/reward, promotion; process review; and training/professional development opportunities. Examples of suggestions for improvement include but are not limited to (1) involving faculty and staff in projects that offer opportunities for teambuilding; (2) providing training and teambuilding exercises to mitigate against the silo mentality existing in some sections/units of

UMES; (3) ensuring that resource allocation decisions, distribution of awards/recognition, salary/rewards, and promotion are fair and based on credentials, productivity, and quality of work rather than who knows who; (4) selecting qualified people for leadership positions; and (5) conducting an honest internal and external review of existing practices to identify areas in need of change; and (6) providing opportunities for training and professional development for faculty and staff in building effective teams (see Appendix A for more examples).

### Rewards/Recognition

A majority of faculty and staff (51.8%) agree or strongly agree that they are treated fairly by their supervisor when it comes to rewards and recognition. A significant number (40.3%) agree that employees at UMES are treated with respect regardless of their job title. However, a majority of faculty and staff disagree or strongly disagree that UMES salaries attract and retain productive employees (63.1%); UMES' pay scale is competitive with similar institutions in the region (59.3%); and employees are promoted based on performance (51.4%). The percentage of those that are unsure/neutral ranges between 21.5% for UMES salaries attracting and retaining productive employees and 34.6% for career moves being handled fairly at UMES (see Table 11), with an overall rating of 2.6 on a five point scale. It is clear that a review of the process for faculty and staff rewards and recognition needs attention to enhance employee morale and productivity.

**Table 11: UMES Faculty and Staff Rewards and Recognition**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		SA	A	N	D	SD	NA	
I am treated fairly by my supervisor when it comes to rewards and recognition.	386	15.5	36.3	26.7	11.4	8.3	1.8	3.3
Employees at UMES are treated with respect regardless of their job title.	380	8.7	31.6	21.8	20.3	17.1	0.5	2.9
UMES offers opportunities for advancement.	385	2.9	25.2	32.5	19.7	16.4	3.4	2.7
Employees are promoted based on performance.	387	2.3	16.0	26.6	25.8	25.6	3.6	2.3
Career moves are handled fairly at UMES.	387	2.8	13.2	34.6	21.7	19.9	7.8	2.3
UMES' pay scale is competitive with similar institutions in the region.	386	2.3	12.7	23.3	29.8	29.5	2.3	2.2
UMES salaries attract and retain productive employees.	387	2.3	11.6	21.5	33.6	29.5	1.6	2.2
<b>Overall Average Rating</b>								<b>2.6</b>

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not Applicable; Rating Scale: 5 to 1 where 5=Strongly Agree and 1=Strongly Disagree

### UMES Reputation, Faculty and/ or Staff Collaboration

A majority of faculty and staff give a rating of excellent, good, or fair for overall leadership at UMES (69.8%); collaboration of faculty and staff with student retention (57.3%); collaboration of faculty and staff with student recruitment (51.9%); and reputation of UMES in Maryland collaboration of faculty and staff with student retention (50.7%). A significant number give a rating of excellent, good, or fair to reputation of UMES nationally (42.6%) the effectiveness of the UMES Faculty Assembly (40.3%); the effectiveness of the UMES Senate (39.1%) and reputation of UMES in Annapolis (35.7%), with an overall rating of 3.4 on a six point scale (see Table 12). It is clear that something needs to be done to enhance UMES’ reputation in Maryland and nationally to achieve its transformation from *excellence* to *eminence*. In addition, Faculty Assembly and Senate need to review their performance and come up with strategies that would enhance their effectiveness in addressing important issues affecting faculty and staff.

**Table 12: UMES Reputation, Faculty and/ or Staff Collaboration**

Item/Statement	n	Level of Agreement in Percentage						Average Rating
		EX	GD	FA	NS	PR	VP	
Overall leadership at UMES	384	5.2	28.9	35.7	7.0	14.1	9.1	3.8
Collaboration of faculty and staff with student retention	384	4.4	22.4	30.5	18.0	16.7	8.1	3.6
Collaboration of faculty and staff with student recruitment	384	3.1	18.8	30.0	23.2	16.7	8.3	3.4
Reputation of UMES in Maryland	385	3.1	17.7	29.9	20.3	20.8	8.3	3.4
Reputation of UMES nationally	385	2.3	13.8	26.5	38.4	13.0	6.0	3.4
The effectiveness of the UMES Faculty Assembly	382	2.4	18.3	19.6	43.2	10.0	6.5	3.4
The effectiveness of the UMES Senate	384	1.8	18.8	18.5	45.6	8.9	6.5	3.4
Reputation of UMES in Annapolis	384	1.6	15.1	19.0	46.1	12.0	6.3	3.3
<b>Overall Average Rating</b>								<b>3.4</b>

EX=Excellent, GD=Good, FA=FA, NS=Not Sure, PR=Poor, VP=Very Poor; Rating Scale: 6 to 1 where 6= Excellent and 1= Very Poor

### Quality of Teaching, Research, and other Services at UMES

This section of the climate survey focuses on faculty but staff who teach as adjuncts also had the opportunity share their perceptions. A majority of faculty and staff gave a rating of excellent or good rating for the quality of overall teaching in my unit (70.3%); overall quality of academic advising in my unit (68.4%); quality of overall professional service (application of disciplinary

expertise) in my unit (63.3%); overall quality of research in my unit (58.0%); and quality of overall teaching (55.6%); while overall quality of academic advising was rated excellent or good by a significant number (44.6%), with an overall rating of 3.6 (see Table 13). Research shows that academic advising plays a very important role on student achievement of academic goals and if UMES is to achieve the overarching goal of transforming itself, it is important to continue working to improve its performance in its teaching, research, and other services since excellence is a process, not an endpoint.

**Table 13: UMES Quality of Teaching, Research, and other Services**

Item/Statement	n	Level of Agreement in Percentage					Average Rating
		EX	GD	FA	PR	VP	
The quality of overall teaching in my unit	272	21.0	49.3	20.6	5.9	3.3	3.8
The overall quality of academic advising in my unit	256	24.2	44.2	23.4	3.9	4.3	3.8
The quality of overall professional service (application of disciplinary expertise) in my unit	327	17.1	46.2	25.1	7.0	4.6	3.7
The overall quality of research in my unit	250	14.0	44.0	26.8	11.2	4.0	3.5
The quality of overall teaching	286	10.5	45.1	37.8	4.6	2.1	3.6
The overall quality of academic advising	276	10.9	33.7	38.0	12.3	5.1	3.3
<b>Overall Av. Rating</b>							<b>3.6</b>

EX=Excellent, GD=Good, FA=Fair, PR=Poor, VP=Very Poor, NA=Not Applicable; Rating Scale: 5 to 1 where 5= Excellent and 1= Very Poor

### **UMES Faculty and Staff Engagement in Campus-wide and Community Activities**

Faculty and staff satisfaction with campus-wide and community activities and support services at UMES is an area in need of serious review. A majority of faculty and staff are satisfied or very satisfied with collaboration among their colleagues on projects of mutual interest (55.7%); and use of their time spent in department committees and task forces (55.4%); while significant numbers ranging from the role of peer review in evaluating teaching (35.6%) to Technology support for teaching (49.2) are satisfied or very satisfied. A few faculty and staff are satisfied or very satisfied with the role of peer review in evaluating professional service (31.4%); the role of peer review in evaluating research and scholarly activities (32.7%), with an overall rating of 3.3 on a five-point scale (see Table 14). These activities are important not only for UMES' effective fulfilment of its mission, but also achieving the President's vision of transforming the university

**Table 14: UMES Faculty and Staff Engagement in Campus-wide and Community Activities**

Item/Statement	n	Level of Agreement in Percentage					Average Rating
		VS	S	N	D	VD	
Collaboration among my colleagues on projects of mutual interest	307	8.8	46.9	30.0	10.8	3.6	3.5
The use of my time spent in department committees and task forces	287	8.4	47.0	31.4	9.8	3.5	3.5
Technology support for teaching	280	10.3	38.9	23.9	18.6	8.2	3.3
The use of my time spent in campus-wide committees and task forces	265	6.4	42.3	38.5	9.8	3.0	3.4
The use of my time spent in school committees and task forces	251	5.2	43.3	38.3	10.0	3.2	3.4
Technology support for administrative activities	304	10.9	37.2	31.9	15.5	4.6	3.3
Technology support for students taking classes	301	7.6	38.2	31.2	15.3	7.6	3.2
UMES' connections with the local community	335	7.2	33.7	38.8	14.3	6.0	3.2
The quality of student activity programs and services (Student Life & Diversity programs)	271	6.3	33.2	38.0	16.6	5.9	3.2
Technology support for research and scholarly activities	251	6.4	30.7	37.9	16.3	8.8	3.1
The relevance and importance of issues addressed by UMES Faculty Assembly	241	5.0	30.7	47.7	10.8	5.8	3.2
The role of peer review in evaluating teaching	214	5.6	30.0	42.1	15.4	7.0	3.1
The role of peer review in evaluating research and scholarly activities	211	4.7	28.0	48.3	15.2	3.8	3.2
The role of peer review in evaluating professional service	236	5.5	25.9	47.5	15.3	5.9	3.1

Item/Statement	n	Level of Agreement in Percentage					Average Rating
		VS	S	N	D	VD	
<b>Overall Average Rating</b>							<b>3.3</b>

VS=Very Satisfactory, S=Satisfactory, N=Neutral, D=Dissatisfactory, VD= Very Dissatisfactory, NA=Not Applicable; Rating Scale: 5 to 1 where 5= Very Satisfactory and 1= Very Dissatisfactory

from *Excellence* to *Eminence* as well as its role in creating universal knowledge. Mediocrity is not an option for UMES and therefore, there is a need to continue making the necessary investments in these activities to reach its overarching goal.

### **What Faculty and Staff Like Most about UMES**

Responses to the question about what faculty and staff like most about UMES by those who responded have been summarized into six categories including (1) Relationship and Environment, (2) UMES Mission/Legacy, (3) Students, (4) Leadership and Management, (5) Location and (6) Other. A very significant proportion of staff and faculty (47, 45.2 %) indicate that students are the best thing about UMES. They find working with students to be incredibly rewarding, They have a true desire to facilitate student success; they enjoy working with students, engaging them, transforming shy ones into confident men and women, they are very proud of students, many of whom would not otherwise have the opportunity to go to college. Having so many faculty and staff with a deep interest in student welfare and academic success is a great asset for UMES. This asset needs to be nurtured and well supported because it is such people that provide effective mentoring and proactive advising process that supports student persistence and success.

A significant proportion of faculty and staff (26, 24.5%) find the small size of UMES being conducive to closer relationships among faculty, staff, and students; supports a camaraderie spirit, and close collaboration among faculty and staff for the benefit of students. Some like most the HBCU legacy and UMES’ mission that provides opportunities for high quality education to students from diverse backgrounds including those from low income and first generation. Others (14, 13.5%) like most the location of UMES and its beauty. UMES was once ranked as the second most beautiful campus in the nation (i.e., University of Notre Dame in Indiana was the first). Others like its new President Dr. Juliette Bell who has the vision to take the University to the next level (see Appendix B).

### **What Faculty and Staff Would Like to Change**

For UMES to move from “Good” to “Better” or “Excellence” to “Eminence” a significant number of participants in this survey have several suggestions of changes to consider. These suggested changes are summarized in Appendix C. The seven categories of suggested changes include but are not limited to (1) Terms and Condition of Employment (recruitment policy,

salary, rewards, and recognition); (2) Leadership/Management, (policy/process); (3) Customer Service/Communication; (4) Professional Development and Training; (5) Workplace Relationships (coordination, collaboration and teamwork); (6) Resources (resource allocation, learning environment, academic achievement); and (7) Other.

A significant number of suggested changes are in the area of resources (i.e., resource allocation, learning environment, and academic achievement), accounting for 54 of 224 (24.1%) of proposed changes. These changes include but are not limited to (i) “Improve the remedial academic support system to increase chances of success for students not college ready;” (2) “Embrace a student success paradigm and challenge students academically;” (3) “Provide more resources to update classrooms and enhance curricula and delivery of curricula;” and (4) “Change the process for allocation of resources.”

A significant number of faculty and staff (i.e., 51 out 224 or 22.8%) are in the area of Leadership/Management (i.e., policy and process). Examples include (1) “Be fair. The University has been unfair for a long time. Change is needed;” (2) “Share information openly about budget and hiring processes;” (3) “Make administration more open to new ideas. Current practices hurt school and programs;” and (4) “Refocus the institution on its unique goals and opportunities.”

A significant number of faculty and staff (i.e., 45 out of 224 or 20.1%) have suggested changes in the area of Terms and Condition of employment including but not limited to (1) “Employment and promotion should be based on knowledge, skill and performance; not nepotism (i.e., who a person is related to or where they come from);” (2) “Improve the reward/salary system. Supervisors should not earn less than their subordinates. This undermines the relationship;” (3) “Make pay more equitable. People who do their jobs effectively should be rewarded;” and (4) “Review Salaries for adjunct faculty.”

Suggested changes for the area of Workplace relationships (i.e., cooperation, collaboration, and teamwork include but are not limited to (1) “Be fair to everyone and be there for students;” (2) “Change morale of the school. There is no excitement for students, faculty and staff;” (3) “Reduce silo mentality to enhance teamwork and collaboration across the campus;” and (4) “Change the way people treat people. More loving, caring and supportive relationships are needed at UMES.” Suggested changes for areas such as customer service and professional development and training include (1) “Always focus on providing legendary customer service;” (2) “Eliminate procedures that stand in the way of providing effective customer services;” (3) “Provide better orientation for new employees so that they do not feel like being thrown into their new positions;” (4) “Develop a Center for Excellence for faculty and staff professional development;” and (5) Provide more outreach activities, campus beautification, less odor due to use of organic manure, cleaner and well-ventilated toilets” (see Appendix C).

## COMMENTS AND CONCLUSION

Recognizing that collective efforts are enhanced through increasing trust, collegiality and teamwork and the realization that high performing organizations possess a climate and culture that supports continuous improvement, this survey was undertaken to provide insights on the state of the organizational climate of UMES. Great interest was shown by faculty and staff (i.e., 47.5% of the faculty and staff population) who have shared their perceptions of job satisfaction, communication, interpersonal relations, customer service, management and leadership, professional development, teamwork, mentoring, reward and recognition. The overall assessment of faculty and staff is that UMES scores an average to slightly above average rating, using a five point scale on these indicators.

A majority of faculty and staff express a feeling of personal accomplishment, are proud to work for UMES and their jobs make good use of their skills and abilities; they understand their department's goals and objectives and their departments provide them effective tools to communicate; they have developed close and meaningful relationships with other UMES employees; they are not intimidated by their supervisor/manager; their departments provide overall high quality customer service; and employees within their departments understand the needs of customers inside and outside of UMES. A majority of faculty and staff indicate that they have a positive relationship with their supervisor/manager who values their feedback and empowers them to make effective decisions; their departments have high levels of productivity and that their leaders promote teamwork. A majority of faculty give an overall excellent or good rating to teaching and academic advising in their departments. More importantly, a majority of faculty and staff who responded to the item on what they liked most about UMES indicated that they like to work with and for students' success. This provides a strong foundation for building a sound UMES support system for student success.

On the other hand, a majority of faculty and staff indicate that morale at UMES is low, although they perceive morale to be high in their own departments. A very significant number indicate that UMES does not provide high customer service between departments and to students nor does it use a systematic process for identifying professional development needs and implementing appropriate solutions. A significant number of faculty and staff indicate that their departments/operational units do not have a systematic mentoring process for new employees. Given that the average rating for mentoring is 2.6 on a five-point, there is a need for improving the process. Almost 2 in 5 faculty feel that there is not enough teamwork across departments even for projects or activities common to departments or operational units.

This survey indicates that rewards, recognition and pay/salary are not considered to be fairly awarded. Faculty and staff do not think that employees at UMES are promoted or receive a raise in salary based on performance, nor do they think that UMES' salaries can attract and retain productive employees. It bears note that unfairness in the reward, recognition or employment process dampens morale and productivity. In summary, faculty and staff have made suggestions for changes to be considered in terms and conditions of employment, management processes,



customer services/communication, professional development and training, workplace relationships, and resources including resource allocation, learning environment and academic achievement. The survey results provide an opportunity for UMES to reflect on the strategies it is going to utilize to continue to accomplish its mission and move to the next level as an institution of higher learning.

## APPENDIX

### APPENDIX A

#### Strategies for Improving Teamwork at UMES

<b>Relationships and Communication</b>	<b>Leadership Management and Supervision</b>	<b>Fairness in Recognition Salary/Reward Promotion</b>	<b>Process Review</b>	<b>Training/Professional Development</b>
Encourage better understanding	Select qualified people for leadership positions	Fairness	Restructure	Provide regular training and teambuilding exercises
Make changes being made known by all departments that should understand the difference between graduate and undergraduate	Identify projects that are shared by different departments and build teams to achieve the objectives of the project	Remove nepotism and hire qualified people	Systematically assess faculty and staff performance and get rid of those whose performance falls short	Introduce /provide activities that promote teamwork
Encourage faculty, staff and students to communicate with one another in a professional manner	Hold supervisors/ managers accountable	Stop playing favorites. Too many people feel left out	An open and honest dialogue with students will be a great place to start	Make opportunities available (to all) that will allow growth in areas of interest
Improve morale	Give people a clear sense of direction. Unclear direction clouds that of motivation	Create incentives for working outside one's department	Rotate departmental leadership regularly to encourage cooperation, morale, and stifle favoritism and to foster new cross-campus relationship	Involve staff and faculty in team projects

<b>Relationships and Communication</b>	<b>Leadership Management and Supervision</b>	<b>Fairness in Recognition Salary/Reward Promotion</b>	<b>Process Review</b>	<b>Training/Professional Development</b>
			rather than keeping power in the hands of a few	
Make the review process open	Encourage and recognize outstanding team projects	Pay fairly men and women doing equal jobs	Rotate chairs and deans	Involve individuals with relevant experience and knowledge in projects
Encourage understanding between and among departments	Leadership needs to listen to what people are saying	Implement a fair and competitive pay scale	Conduct an honest internal and external review of existing practices	Train employees to appreciate organization goals
Provide feedback opportunities from all parties on the campus	Get rid of administrators who are useless	Eliminate nepotism and favoritism and hold employees accountable	Conduct team discussions on problem areas	Provide formal (off-campus) supervisor training that provides guidance on how to cultivate and nurture teamwork
Make sure that staff and faculty work together to accomplish the University's mission	Top leadership must develop top quality teamwork among themselves	There needs to be equity in compensating performing faculty/staff	There must be consequences for not being willing to change	Offer more faculty and staff retreats
Listen to everyone's ideas. Sometimes it is the one person who is overlooked that could positively help out	Hold managers accountable for faculty and staff who do not become customer-oriented	Eliminate nepotism across campus	Let new ideas grow	Faculty and staff need to go through training classes to improve morale, communication and effectiveness
Ensure a better understanding by everyone of the process in each service department and the	Improve communication between administrators and faculty	Promote and reward faculty and staff based on quantity and quality of work	Do away with the mentality that mediocrity is acceptable	Provide real, usable and measurable training from top to bottom. If management is divisive then there will be no real teamwork

<b>Relationships and Communication</b>	<b>Leadership Management and Supervision</b>	<b>Fairness in Recognition Salary/Reward Promotion</b>	<b>Process Review</b>	<b>Training/Professional Development</b>
determination as to how they can collaborate				
Promote civility across the campus. Some in the university intentionally withhold information and watch someone fail, just so they look good	There should be shared governance in all units and a system of accountability	Reward and publicize inter-disciplinary work	Revamp outdated policies and procedures that do not directly meet the needs of our customers	Conduct/hold departmental meetings and social orientation for new staff
Need to have schools/ departments work together more, break down silos	Convince administrative bureaucracy operatives and service function supervisors that their job is to help faculty and students, not to throw barriers and make life more difficult	Follow a pay scale that is universal and can be viewed as equitable.	Some departments need to be totally revamped. This area needs serious investigation	Offer teambuilding training
Recognize people for a job well done	Hire the right people to begin with. People who embrace change and are forward thinking and live for the greater good	.	Current top-down command and control system is destructive	On-campus training for all
Inform staff why they are there and that it is not site policy to too frequently say no	Start by the administration caring about the staff at the university. When		Create interdisciplinary teams to breakdown the silos	Formal mandatory training for all employees on the value of teamwork and working relationships

<b>Relationships and Communication</b>	<b>Leadership Management and Supervision</b>	<b>Fairness in Recognition Salary/Reward Promotion</b>	<b>Process Review</b>	<b>Training/Professional Development</b>
	appreciations are given, staff are always overlooked			
Get professors and other employees to put aside their egos	It is important that all upper administrators in Academic Affairs get involved in a limited way with teaching and in an extensive way with grant-writing		Mandatory customer service	Make sure that everyone understands that we are not all little islands working in isolation from each other. We need each other to accomplish the university's mission
				Expect employees to share their knowledge
				Provide opportunities for cross-training and inter-departmental gatherings e.g., working breakfast and lunches, to allow people to meet counterparts and to share ideas
				Hire a coordinator of Training and Professional Development and Create a Center for teaching and Learning
				Offer more staff workshops
				Educate people about other departments. This may help them to care more about how they do their own jobs which may affect others

## APPENDIX B

### What Faculty and Staff Like Most about UMES

<b>Relationships and Environment</b>	<b>UMES Mission/Legacy</b>	<b>Students</b>	<b>Leadership / Management</b>	<b>Location</b>	<b>Other</b>
Staff's commitment to students	UMES Mission and Legacy as HBCU	Working for my students	Dr. Bell, wife, mother, biochemist, and most importantly the President	Beautiful campus	Faculty, Students and staff
Working with colleagues	HBCU Legacy	Our students		Beautiful campus	People and students
Caring faculty	Providing access to first generation	The students		Beautiful Campus and academic programs	Students and my current chair
Respect and polite treatment toward each other	Student centeredness	The students we're entrusted		Students and most beautiful and relaxing campus	Job
Atmosphere/working environment	Mission to help students	Working with students here is incredibly rewarding		UMES' beautiful campus, the department, working with students	Providing opportunity for students to achieve
Interacting with people and being able to provide good service		True desire to facilitate student success		Size of campus allows more interaction with students	Alma mater
Department head and grad assistants		Working with students		The potential intimacy of the	Bowling team, teacher education

<b>Relationships and Environment</b>	<b>UMES Mission/Legacy</b>	<b>Students</b>	<b>Leadership / Management</b>	<b>Location</b>	<b>Other</b>
				campus, love of students, and beautiful campus	programs
Having everything that is needed		Helping students		Close to home	Job
Enjoy working in an educational setting		The students I teach		Beautiful arena, rural students	Providing a job
Relatively low stress environment		Satisfying many student-teacher relationships		Campus	Potential for greatness among UMES community
Providing personal growth		Love for UMES students		Beautiful campus	Potential to be great in what it does
Spirit of camaraderie is a real asset		Liking students		Campus location	Job opportunity to teach
Intimacy of the University		Enjoying working students		Beautiful campus	Chance to teach different classes
Making genuine friendships		Engaging with students		A really beautiful campus	
I like where I work		Students' eagerness to learn			
The professors; most of them are upbeat and understanding		Transforming shy students into confident men and women			
A small university that		The Students			

<b>Relationships and Environment</b>	<b>UMES Mission/Legacy</b>	<b>Students</b>	<b>Leadership / Management</b>	<b>Location</b>	<b>Other</b>
lends itself to being close to students and faculty					
Encourages to achieve more with education		I enjoy working with students			
The help from others		I love communicating with the students			
Working together for the benefit of the student		The students is what I like the most about UMES			
Friendliness of the people		Working with students			
Many good things about working at UMES including relatively low stress, effective supervisors, variety of programs and participating in cultural events		Students are the best thing about UMES. They bring life to the campus			
The learning environment		The diversity of students			
Commitment of a few faculty to their students		I enjoy working with the students			
Meeting new people from a wide variety of places and backgrounds		Sincerely enjoy working with students			
People stability and		The students			



<b>Relationships and Environment</b>	<b>UMES Mission/Legacy</b>	<b>Students</b>	<b>Leadership / Management</b>	<b>Location</b>	<b>Other</b>
mission					
The smiling faces		Educating our students			
Overall very pleasant atmosphere		Caring about students			
All units working together for the common good		Teaching a diverse group of students			
Friendly atmosphere		Opportunities to get to know the students			
Easiness to receive feedback		The students and the campus			
Student-staff relationship		Working with students, help them grow and transition into the adult world			
The family and sense of community		Interaction with students who recognize the importance of their education			
Close interaction with students and colleagues campus-wide		The students			
Some good friends		Providing educational opportunities to diverse group of students			
The people		Working with students and satisfaction in helping them			

<b>Relationships and Environment</b>	<b>UMES Mission/Legacy</b>	<b>Students</b>	<b>Leadership / Management</b>	<b>Location</b>	<b>Other</b>
		participate in an educational process			
Staff that care about the students enough to overlook any injustices they face to give students their all		Like students most of whom are eager to learn			
		Very proud of students many of whom would not otherwise have opportunity to go to college			
		Working with students			
		Our students			
		Really enjoy working with students Best time is being in class with them			
		Helping students in any way possible			
		Students			
		Students			
		Enjoying with working with a lot of the students			
		Staff's commitment to working with students			

**APPENDIX C**

**What Faculty and Staff Suggest to Change**

<b>Terms and Condition of Employment (Recruitment Policy, Salaries, Rewards, Recognition)</b>	<b>Leadership/ Management (Policy/Process)</b>	<b>Customer Service/ Communication</b>	<b>Professional Development and Training</b>	<b>Workplace Relationships (Cooperation, Collaboration, Teamwork)</b>	<b>Resources (Resource Allocation, Learning Environment Academic Achievement)</b>	<b>Other</b>
Pay according to qualifications rather than number of years	Consider employees views in decision making	Improve customer service	Provide professional training for supervisors	Be fair to everyone and be there for students	More use of technology in classrooms	Provide more outreach activities, campus beautification, less odor due to use of organic manure, cleaner and well-ventilated toilets
Provide more support and benefits to part-time people	Change the way things are done in some divisions/operational units	Improve customer service by hiring people with people skills	Student attire should be respectable	Collaborate effectively	Improve the remedial academic support system to increase chances of success for students not college ready	Change location of the school

<b>Terms and Condition of Employment (Recruitment Policy, Salaries, Rewards, Recognition)</b>	<b>Leadership/ Management (Policy/Process)</b>	<b>Customer Service/ Communication</b>	<b>Professional Development and Training</b>	<b>Workplace Relationships (Cooperation, Collaboration, Teamwork)</b>	<b>Resources (Resource Allocation, Learning Environment Academic Achievement)</b>	<b>Other</b>
Make pay scales comparable to other similar institutions	Share information openly about budget and hiring processes	Get rid of rude employees	Provide professional training. Produce usable employee evaluation	Change the way employees treat each other	Add new academic facilities	Make UMES as safe as it can be
Reduce salary gap among faculty holding the same rank across the campus	Take complaints of bad behavior between supervisor and employee seriously	Improve communication and planning of projects in departments	Remind staff and administrators about the functions of 1890 institutions	Employees should respect one another	Raise academic standards and invest more in extracurricular activities for students	Do not change anything
Fair salaries for all and not just some	Take accreditation seriously as it represents recognized way of measuring quality	Improve customer service and job commitment	Provide more opportunities for professional development	Change morale of the school. There is no excitement for students, faculty and staff	Embrace a student success paradigm and challenge students academically	Keep WBOC off campus
Improve the reward/salary system. Supervisors should not earn less than their subordinates.	Improve the morale of leaders/administrators since they represent the University to external	Raise interest of students in their learning	Increase institutional support for conferences, workshops and institutes	Change the culture, attitude and environment in some offices	Provide more resources to support research	Implement more youth programs in Somerset county because it is

<b>Terms and Condition of Employment (Recruitment Policy, Salaries, Rewards, Recognition)</b>	<b>Leadership/ Management (Policy/Process)</b>	<b>Customer Service/ Communication</b>	<b>Professional Development and Training</b>	<b>Workplace Relationships (Cooperation, Collaboration, Teamwork)</b>	<b>Resources (Resource Allocation, Learning Environment Academic Achievement)</b>	<b>Other</b>
This undermines the relationship	stakeholders					the poorest in the state of Maryland
Salary awards should be based on job performance, experience, credentials and years of service and not other personal criteria	Make administration more open to new ideas. Current practices hurt school and programs	Always focus on providing legendary customer service	Provide better orientation for new employees so that they do not feel like being thrown into their new positions	Reduce silo mentality to enhance teamwork and collaboration across the campus	Improve academic advising, food and other student programs, using student input where appropriate	Involve the campus as a whole in athletic events
There should be pay equity	Top leadership should provide high quality customer service	Improve customer service	Develop a Center for Excellence for faculty and staff professional development	Improve teamwork	Put in place effective remedial and counseling services and motivation activities to enhance student performance	Change nothing at this point
Improve benefits for contractual staff	As a public institution, accept transparency to negate criticism, whether it is	Eliminate procedures that stand in the way of providing effective	Provide sensitivity training for administrators at all levels	Supervisors should give more respect to their subordinates	Improve the academic standing of UMES so that alumni are	

<b>Terms and Condition of Employment (Recruitment Policy, Salaries, Rewards, Recognition)</b>	<b>Leadership/ Management (Policy/Process)</b>	<b>Customer Service/ Communication</b>	<b>Professional Development and Training</b>	<b>Workplace Relationships (Cooperation, Collaboration, Teamwork)</b>	<b>Resources (Resource Allocation, Learning Environment Academic Achievement)</b>	<b>Other</b>
	warranted or not	customer services			proud and UMES becomes an institution of choice, rather than last resort	
Substitute experience for education in the pay scale whenever possible	Have more realistic goals regarding student centeredness priority versus research	Improve customer service in order to increase student retention	Provide training in customer service skills	Change the way employees treat each other	Improve student mentoring, tutoring, and advising to increase student retention and graduation rate	
Staff should not remain on contract for more than 3 years	Remove all negative people who down talk the University to avoid becoming our own worst enemy	Communication between higher administration and faculty should be improved to enhance a feeling of mutual respect between faculty and administration	Emphasize the diverse range of cultures on the campus to make an impression on a wider range of students	Encourage students to smile and/or say hello when working on the campus. This would give the campus a family feeling	Greater involvement of students especially in the area of STEM to prepare more minority for high demand job opportunities	
Improve salaries to keep good people	Employees should do their jobs	Improve customer service for students.	Create and implement an effective	Change the mindset of students	Improve enrollment by allowing	

<b>Terms and Condition of Employment (Recruitment Policy, Salaries, Rewards, Recognition)</b>	<b>Leadership/ Management (Policy/Process)</b>	<b>Customer Service/ Communication</b>	<b>Professional Development and Training</b>	<b>Workplace Relationships (Cooperation, Collaboration, Teamwork)</b>	<b>Resources (Resource Allocation, Learning Environment Academic Achievement)</b>	<b>Other</b>
		Students have a choice to attend UMES or not	orientation process for new employees	regarding their academics and financial matters	programs to be more interdisciplinary for students to enhance their job market opportunities upon graduation	
Improve salaries	Improve orientation system for new hires	Have a real focus on customer service		Administrators should treat those not in administrative positions equally favorably and professionally	Improve student recruitment strategies to encourage more students to join UMES	
Provide fair salaries and be willing to get rid of people who are not willing to work	Management should be fair or neutral in managing issues arising from their operational units	Effectively mentor students while at the same time treating them respectfully		Apathy across the campus. Lack of excitement to do what needs to be done	Improve admissions and residence life processes to increase enrollment	
Make salaries more competitive to attract and retain more effective and productive	Be less top heavy	Improve customer service especially in offices of leadership		Get rid of crazy people with zero concept of ethical behavior and workplace	Enhance or build new buildings that will make students want to	

<b>Terms and Condition of Employment (Recruitment Policy, Salaries, Rewards, Recognition)</b>	<b>Leadership/ Management (Policy/Process)</b>	<b>Customer Service/ Communication</b>	<b>Professional Development and Training</b>	<b>Workplace Relationships (Cooperation, Collaboration, Teamwork)</b>	<b>Resources (Resource Allocation, Learning Environment Academic Achievement)</b>	<b>Other</b>
employees				civility.	stay at UMES	
Give more incentives to staff and faculty and do more in the community	Refocus the institution on its unique goals and opportunities	Institute a student centered approach especially in customer service		Get a better understanding of the student retention problem	Make technological advances	
Salaries should be based on individual's performance and output	Be more people oriented	Improve customer service that is severely lacking at UMES e.g., the Hawk Shuffle		More tolerance and understanding among colleagues	Improve UMES web pages/web sites by investing more resources	
Make pay more equitable. People who do their jobs effectively should be rewarded	Truly utilize the concept of shared governance	Improve the interpersonal communication. Be more civil		Increase Research and Development and interdepartmental collaboration	Change environment to attract more non-traditional students. Provide more parking	
Salaries should be competitive	Ethics need to improve	Change the Customer service. It has a terrible reputation		Change culture to one of love and support for UMES	Increase student engagement after 5.00 PM to improve student outcomes	
Fair and transparent salaries for all	Deans and chairs should be elected			There should be a culture of	Need more parking space	



<b>Terms and Condition of Employment (Recruitment Policy, Salaries, Rewards, Recognition)</b>	<b>Leadership/ Management (Policy/Process)</b>	<b>Customer Service/ Communication</b>	<b>Professional Development and Training</b>	<b>Workplace Relationships (Cooperation, Collaboration, Teamwork)</b>	<b>Resources (Resource Allocation, Learning Environment Academic Achievement)</b>	<b>Other</b>
employees				valuing everybody equally		
Fair and transparent salaries for all employees	Be open to change and growth			Faculty with PhD should not be condescending toward lecturers with lesser credentials	Lower student to instructor ratio would promote greater faculty engagement in other important faculty activities	
Promote from within whenever possible to avoid the learning curve	Be open for change and allow there to be more growth in each department			Enhance collaboration between and among departments/ operational units to boost teamwork	UMES should recruit students with credentials that make them likely to be successful	
Salary/remuneration for faculty	Supervisors should be more transparent			Encourage teamwork and create more positive working environment	More parking spaces	
Change pay rate for	Change budget			Reduce or	Change	

<b>Terms and Condition of Employment (Recruitment Policy, Salaries, Rewards, Recognition)</b>	<b>Leadership/ Management (Policy/Process)</b>	<b>Customer Service/ Communication</b>	<b>Professional Development and Training</b>	<b>Workplace Relationships (Cooperation, Collaboration, Teamwork)</b>	<b>Resources (Resource Allocation, Learning Environment Academic Achievement)</b>	<b>Other</b>
support staff	process and provide appropriate training			eliminate open hostility between management and subordinates	cumbersome course and program change process; change archaic student registration process	
Utilize fair promotion practices. Some get promoted because of who their VP is.	Hire more females into administrative positions			Bring schools and departments together to show that we are in it together	Real assessment of what “really” needs to be done in departments/ operational units so better budget decisions and planning can be achieved	
Review Salaries for adjunct faculty	Bring in more young blood into leadership positions			There seems to be too many cliques	Make General Education curriculum more flexible	
Increase faculty salaries to keep high morale	Change some old leadership that are not willing to change with the			Remove/delete all non-caring members about UMES	More resources are needed to update classrooms and	

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	direction of the President				enhance curricula and delivery of curricula	
Employment and promotion should be based on knowledge, skill and performance; not nepotism (i.e., who a person is related to or where they come from)	Enhance shared governance in conduct of university business			Treat everybody fairly to improve/ increase morale	Raise admission standards so that students recruited are better prepared for college	
Promotions and salary raises should be based on job performance rather than who the individual knows	Divisions, departments, and operational units should have responsibility/ control of their budgets rather than somebody in the central administration			Change attitude and come up with a well thought plan for positive student outcomes	Enhance the student admissions process	
Implement a fair pay system	There should be checks and balances at administrative			Change the extremely bureaucratic and	Follow policies and procedures that are already	

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	level to avoid a situation where an individual believes UMES belongs to them			streeful atmosphere. Enhance peer interaction and support use of best practices and a sense of comradery	in place	
Change environment of nepotism. This makes it difficult to hold people accountable	Change ineffective administrators			Change the way people treat people. More loving, caring and supportive relationships are needed at UMES	The nurturing of a supportive and inclusive working environment within a division is a must. Therefore the leadership of a division that is not supportive of a positive learning environment needs to be repaired/ replaced for the	

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					division to move forward	
Change current pay structure to make it equitable	Change behavior of people in positions of authority with respect to micro-management and to show respect to subordinates to ensure effective delivery of service to students			Kind relationships. Treat others the way you want them to treat you	Recruit academically stronger students	
Provide more opportunities for full-time employment	Streamline bureaucracy and implement operational efficiencies			Promote inter-departmental collaboration to support student matriculation and retention	Combine UMES with Salisbury University to increase enrollment and improve athletic programs	
Change average salary and workload of UMES faculty since salaries are lower than those of two other	Change organizational structure for some divisions to provide more specific support			Utilize resources on the campus more effectively. Allow use of underutilized research lab	Less push for online classes for underprepared students	

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institutions of higher learning on the Eastern Shore of Maryland				space by members of another department in need of such space and consequently promote collaboration and cooperation between and among departments		
Raise faculty salary by 20% or so. It is way below the standard	Be fair. The University has been unfair for a long time. Change is needed				Provide designated parking for department chairs near to their buildings to facilitate their numerous inter-campus activities	
Put emphasis on reward for good teaching practices	There should be fairness at all levels				Combine Senate and Faculty Assembly since	

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					their responsibilities/ charges overlap so much	
Pay scale for Administrative Assistants should be based on individual duties and responsibilities	Senior Administrators, Managers, supervisors should not intimidate their subordinates				Slow down on online programs because there is UMUC doing it and underprepared students do poorly in online courses	
Restructure wages and salaries to remove obstacles to UMES' advancement	Senior Administrators, Managers and Supervisors should not intimidate their subordinates; should provide leadership on all projects; distribute resources for professional development fairly to their staff people				Change the process for allocation of resources	
Reward faculty	No VP should have				Increase the	

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raising grants	the power to take action unilaterally across divisions on matters affecting two or more divisions or someone in a different division				number of faculty with ability to teach and do research	
Raise morale through competitive pay, recognition awards, month parking for employee of the month/ year	Get people to understand that they are accountable to someone				Systematically review staffing in various departments/ operational units. Increase staffing for those that are under-staffed	
Reward employees who are effective including those that help to increase student retention and graduation rates	Upper management should talk individually with departmental groups about what needs to change				New Pharmacy building and health profession pavilion	
Increase entry level pay, the lowest in the USM	Greater diversity in administration is needed to avoid				There must be consequences for bad	



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	repeating the same mistakes				behavior	
Increase adjunct pay, the lowest among MD colleges	Cut down on number of administrators. Hire competent people				Use more creative ways to retain students. Listen to staff in direct contact with students.	
Increase salaries for supporting positions. These are cornerstones of campus success	Change ingrained tradition of cronyism and nepotism				Launch departmental competitions to enhance teamwork	
Change salaries for non-exempt staff	Reduce turnover in leadership at all levels (i.e., deans, chairs)				Retain the essential part of the old mission statement	
	Leadership should get serious about non-productive employees				Promote morale and fair treatment across the campus	
	Change past poor leadership strategies that promote the wrong educational direction financially				Give some power to departments to hire their chair, faculty and staff	

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					they are going to work with	
	Make it less difficult/ time consuming to gain approvals for changes/ improvements				Consult faculty more on matters affecting them	
	Force interdepartmental collaboration in areas where there are overlapping duties				Change/increase the morale of workers to increase student satisfaction	
	Support follow-through by people who have great ideas but are not good at implementation				Change in the “back in the day” mentality that does not work now	
	Problems need to be fixed, not ignored. There is need for continuous improvement. Settling for				Promote a shared and common vision for UMES	

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	mediocrity is not an option					
					Provide more useful technology	
					Change the “it has always been that way” mentality and embrace change	
					Enhance the marketing of the UMES brand	
					Better facilities – campus structure is lacking	
					Remove negativity in certain areas for UMES to move forward. UMES should be more progressive and	

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					proactive	