

ERAU Faculty & Staff Climate Survey
Spring 2002
Comments
Extended Campus Field

Office of the Senior Vice President & Chief Academic Officer
Office of Institutional Research
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BACKGROUND AND UNIVERSITY SUMMARY

The Spring 2002 Faculty & Staff Climate Survey included a space at the end for employees to offer additional, free-form comments. Of the 847 employees who responded to the survey, 348 (41%) chose to comment.

Employees elaborated on a broad range of topics. While analysis of qualitative data such as this is a subjective exercise, an effort was made to summarize the most frequently cited issues by reviewing all comments and identifying common themes. Comments from all campuses were examined to determine the overall themes at Embry-Riddle. These themes are listed below, along with excerpts from actual comments. The themes are sorted by the number of comments which cited the theme (from most frequent to least frequent). Note that the most frequent theme, “wages/salary/benefits” garnered approximately 72 mentions out of 348 total comments; this demonstrates how varied the topics were.

Wages/salary/benefits (~72 comments, 21% of all comments). “I believe the salaries of the staff and probably the faculty as well are at the very lowest end of the spectrum compared to the rest of the country. I would like to see structured periodic merit and cost of living increases in salaries as well as some type of monetary incentives in place for employees.”

Lack of respect/trust with senior leadership/organization (~50 comments, 14% of all comments). “There are concerns among the work force that the University has become “Top Heavy” (Executive staff and reinstitution of the Chancellors) along with excessive spending at that level (jet, etc.).”

One University (PC/EC isolation) (~32 comments, 9% of all comments). “The biggest factor in my more negative responses is a perception that the ‘one university’ philosophy has not been firmly established in everyday work-a-day life.”

Lack of communication (~30 comments, 9% of all comments). “There is much that I like about life here; but the internal communications and shared governance are not among them. These areas need a lot of work.”

Diversity (~27 comments, 8% of all comments). “The importance of diversity has taken a giant step backward instead of forward in a very short period of time.”

Poor facilities (office/classroom/general areas) (~27 comments, 8% of all comments). “The rundown condition of the student center and library for example are a disgrace.”

Survey results/actions (~25 comments, 7% of all comments). “Hopefully this climate survey will be used as a tool to make improvements but it will be up to the administration to listen to people and take action.”

Lack of computers/technology (~24 comments, 7% of all comments). “Our computers are so old and slow that even the students complain. Trying to use the internet to connect to another site is not worth the effort.”

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Happy with job (~24 comments, 7% of all comments). “I think ERAU is a great place to work and I am proud to say I work here.”

Lack of development opportunities (~22 comments, 6% of all comments). “It’s truly discouraging when an educational institution does not support educating their own.”

Strategic planning/budget (doubt of effectiveness/confusion) (~20 comments, 6% of all comments). “I hope the strategic planning process gets streamlined and that it is someday tied directly to funding!.”

FORMAT FOR DISTRIBUTION OF ALL COMMENTS

The comments are organized by “location”, and are available in four separate MSWord documents:

Daytona Beach (includes University Administration)
Prescott
Extended Campus – Headquarters
Extended Campus – Field

While each document contains the same introduction, the comments are specific to those made by employees of that location only. Comments are listed in random order. No distinctions are made as to the gender, employment status, or position of the respondent, unless somehow alluded to by the respondent within his/her own comment. Comments made by each respondent are contained in a single paragraph; a blank line between paragraphs represents a comment made by a different respondent.

All individual comments, with the exception of nine, are shown in their original format. Of the nine edited comments, four were modified simply to exclude “signatures” provided by the respondent; these instances are noted with the text “[edited – signature removed]”. The remaining five edited comments originally included derogatory language that was deemed inappropriate for mass distribution; these instances are noted with the text “[edited]”. Even in these cases, only a subset of the text was removed or edited so that the context of the comment remained intact. Readers should note that comments regarding ERAU’s senior management are listed as provided by the respondent; these were not included in the five comments that were edited for content.

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I would like to see more emphasis placed on recruitment of females and minorities in all positions especially faculty. Communication between campuses needs to be strengthened on all levels. Information to the field from EC Headquarters is excellent. Also the information from the CAO is much appreciated.

It appears that decisions are made at the top without input from people working in the field. Policies and procedures have changed so often and so fast over the last few years that I no longer feel sure of what I am doing and have to look up an answer to any question or call someone. Since we started the mini-worldwide there has been less communications on policy changes to the field. It seems that the Daytona Beach staff and faculty feel they do not need to send out information since they pass it out at the mini-worldwide but only a handful of people get the word. I think the university is far behind in using technology in providing courses to the field. There seems to be little to no emphasis or money spent on marketing programs at the centers. I feel that each change that is made is geared toward closing down the centers and going to distance learning completely. The pay and benefits of the university are outstanding but anyone who understands organizational behavior would know that pay is not normally what motivates people to work. Most people desire a good working atmosphere recognition for work done well and input to the changes made in the organization (having a voice). This university does not seem to want to listen to the people doing the day-to-day job of making this university great but rather dictate changes and policy. I spent many years in the military and I have never known a good organization where the Commander based all decisions on what he thought was best. All of that being said I feel this is a great University and I am proud to be a staff/faculty member and graduate. Just like everything else in life there is always room for improvement.

I think EC employees should not be seen as just administrators out in the field. The backgrounds and talents are so diversified that some of the employees' talents can be harnessed for the good of the University. For example, CDs can be effective seminar presenters at the WWC. Some of them may have backgrounds in marketing, public relations, international relations etc. Their perspectives can be tailored to help problem solve generic issues relative to EC. I think sometimes the assumption is that an employee's longevity equates to no future goals or aspirations. And loyalty only goes so far when you feel you (and your work load) are taken for granted. Veteran employees have points of reference that's invaluable especially in counseling students and performing evaluations.

Many of the locations in the field have inadequate work space. It is difficult and uncomfortable for staff and student to conduct counseling and other related admin task with the VERY limited space. I believe that the benefits offered by ERAU are fair compared to other Universities.

I have been with the extended campus for 11 years and my salary for teaching has not kept up with what other universities in the area are paying. If ERAU wants to attract and retain qualified adjunct faculty with a terminal degree in their area of teaching, they have to remain competitive on the salary front. Thank you.

A general lack of communication between the EC and its personnel.

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I feel there is an extreme lack of communication between the field and DB. The cultures of each are at such extremes. What is appropriate for one site doesn't always pertain or affect the other in the same manner.

I teach mathematics for Embry at the education center located on the Minot Air Force Base. I am fairly new to your school but have had a very positive experience. Jonadee and Sharon are very helpful. The students are well prepared and respectful. I have really enjoyed my teaching experience with Embry Riddle Aeronautical University!

Love my job. Love the students & faculty. Love the university. I got the best supervisor in the world! But too much work not enough manpower (and hence time) and too much emphasis on enrollments as a measure of productivity can eventually lead to frustrated staff in the field. Recommend you use University and Regional Audit performances and results as measures of a center's productivity in addition to enrollments. After all is a center with high enrollments but poor administration compliance better than a center with average enrollments but superior administration compliance? The "university" can't have it's cake and eat it too. The feeling in the "weeds" is we are always the last to see any improvements to help us do our job and we are on the "front line" each day. We go to conferences and are told of all the things that are or will be done to help us then months later see very little materialization of these promises. The university is a great place to work has a terrific mission and superb people to work with. A little more help in the field and a little less emphasis on "enrollments" might go a long way to being a more profitable organization in the long-term. Thanks for at least hearing what I have to say.

My paycheck barely covers my house payment, utilities and groceries. If I didn't have a pension to supplement my income, I couldn't afford to work here. I am currently looking for a part-time job for extra income.

Since my employment with ERAU, there has been an EXTREME lack in marketing support. I was absolutely thrilled with the hiring of Beth Williams. In one year, Beth created and completed more tools to support EC field marketing than had been done in combined years past. IT HAS BEEN A HINDRANCE FOR THE EC FIELD TO LOSE SUCH A VALUABLE POSITION AND I FEEL IT IS A GREAT INJUSTICE TO THE EC FIELD NOT TO HAVE SUCH SUPPORT. Once again we are left with a vacant position. I strongly feel that there needs to be a greater initiative to do more 'mass advertising' and sharing of EC field marketing efforts. For instance if a center in Washington has a successful relationship with 'Company Q' and is able to offer a program certificate of series of courses that meets the needs of their employees; then how would a center in Kansas where 'Company Q' also has a location know about such a success? There is a lack of sharing of information across the EC field. Along the same line of thought has there been a center that has creatively and successfully marketed a degree program certificate or series of courses to a small medium or large sized airport? What center isn't located near an airport? How great would it be to learn what others are doing....let's hear a bout those success stories! Has any center been able to market the logistics certificate within the warehouse distribution arena? We need a sort of network or source point that would facilitate a sharing of marketing ideas.

With the increased ability of regional academic advisors and others to communicate via E-mail with all faculty and staff, there seems to be a tendency to "broadcast" a lot of information in piecemeal fashion, often to persons not really needing specific info. This is especially critical with personnel matters where performance and

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personal comments are often CC'd to persons not known by the intended addressee who must then ask: "Who got this and what must I now do regarding them?" To all but the originator the message goes unanswered with the implication to CCs that it is complete and true or that the recipient didn't choose to respond. When each new message asks for responses and/or actions it generates yet another widening array of addresses and CCs to the extent that the original intent of messages is either lost or buried under a lot of other such material. It's difficult sometimes to tell whether you are receiving something you must act on or just another CC copy. All of this is simply an unintended effect of our ability to communicate. It's not time to avoid this effect before it makes the system less useful. The solution should include more careful distribution of messages by all parties as well as a policy that makes this very clear and understandable. Persons who send out a lot of response-required messages ought to use a more vivid message ID that makes it clear that a response is requested/required. Finally we all ought to use some kind of personal message control system that shows when specific messages went out and what responses have been received. Most of us have far too many items in our "messages you've received" file to be able to go back and recheck each one; it will require a separate control either electronic or paper.

I disagreed in three areas. Policies are developed and implemented at the university level. The actual result of implementation and application is somewhat biased by the directors who hold power over regions. Pay is still held hostage by the powers to be and favored instructors are given higher percentage of pay. The pay directives do not give this type of direction. Benefits are non-existent for part-time faculty. Long term part time faculty should at least be recognized for longevity. There are very few minorities at the management level of the university.

Allowing a part-time faculty representative to the Faculty Senate is a great idea. Gives CCE part-time faculty in the field a chance to make inputs to the entire process and makes them feel much more included in things.

Have not seen much improvement in the increase in pay in spite of the Hay group analysis. There is too much disparity in the range of pay from the highest to the lowest employee for the work load required. The low end of the pay scale is too low for seasoned and well qualified employees. The low pay does not provide much of an incentive for workers at all levels. ERAU is a wonderful University and they need to take care of their "own people." As a result of the low pay, there is a high turn over rate. The money is there; it just needs to be disbursed to the hard working staff and faculty.

More funding is needed for technology (computers, audio, video) at extended campus locations.

Question 22: How?

Our computers are so old and slow that even the students complain. Trying to use the internet to connect to another site is not worth the effort. I send my PwrPt presentations and use audio only.

Items 1, 5: Colleague is a good tool but it lacks the ability to assist the center to utilize the power of the system to identify students that are not active. This requires individual centers to construct a method to accomplish this

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and then prepare labels to contact them. Methods developed may be paper and pencil to developing a database, each takes time that could be saved if the information came from a source that is in existence, Colleague.

My only comments are as follows: I believe that the recent changes in the procedures which we are using to approve new students wishing to enter the BSMTO degree are not working. As a matter of fact I believe that we are missing out on prospective new students because we have eliminated some of the students who we used to welcome into our program. I think that we need to take a serious look at the new (more strict) rules on who we can accept and the type of credits we are willing to allow as transfer credit in the TOS area of the degree. I also am seriously concerned about the new (much more stringent) qualification standards being used for new faculty. I am not advocating accepting unqualified faculty by any means but I do believe that we can be a little more flexible when it comes to the experience that we took for in new faculty who may not be terminally degreed. In some cases and at some locations, especially small remote locations, I believe that the time is going to come when we will not have any faculty approved who can teach and as a result, we may have to seriously look at closing some locations. The type of faculty that I am talking about are the ones at military locations who should be able to teach some of our courses but because they do not meet the standards listed in the POM they are disapproved.

The cost of graduate tuition, especially the internet courses are not competitive with other schools on military installations. Coming changes in the amount of Tuition Assistance the DOD pays will help with the regular classes, but in order to fully market the DL courses the prices should be the same as the regular courses. This would make our job easier and more productive. Part-time instructors I've talked to who have taught for ERAU and other institutions complain that ERAU charges the student the most and pays the faculty the least.

I am not aware of any attempt to have Extended Campus faculty involved in decisions. I have been successful in requesting MBA level textbooks for the MBAA courses I teach in most areas. Several of the MBAA course textbooks are still "principles" textbooks. I teach 5 + courses in the MBAA curriculum each year and feel that the students at the Extended Campus sites do not have the prerequisites to appropriately allow me to require the depth of understanding that is usually required in a typical MBA curriculum. My full-time position requires teaching the capstone undergraduate courses in Finance and MBA courses at an AACSB accredited university conducting research and providing service functions to various communities. I see dramatic differences as to the preparation of the students in business between MBA courses offered on campus and through our Interactive Video Networking offerings and what ERAU requires of its MBAA students. I have repeatedly commented to the Center Director about this matter but due to the need to maintain sufficient class sizes, many students are allowed to enroll and are totally unprepared to undertake graduate work in business. As long as ERAU does not enforce "stringent" prerequisites in accounting, economics, finance, marketing, information systems, management, writing and communications, mathematics and statistics and other foundation courses, the students will not achieve an appropriate level of understanding. I have to spend precious class time and assign outside work to get students prepared for graduate level treatment of the MBA curriculum. I believe the university must take a more aggressive stand in requiring appropriate undergraduate prerequisites. Requiring a "general understanding of business" is a wholly inadequate prerequisite of the MBAA curriculum.

The new Job Performance/Evaluation assessment program for employees is confusing. I believe it is of very little value and does not show a true assessment of the employee.

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I believe that I could have been able to learn more about the University if I would have been allowed to attend the regional and other meetings. My center had the money in our budget but since some centers didn't we weren't allowed to send additional people.

I think the assessment process is too complex and the timeline given this year was not adequate to have it completed on time. I question the rise in prescription drug charges having gone up from \$10.00 to the current \$30.00 in the past year (for brand name). Communication sometimes is a problem, important information is not dispersed and you find out things changed ages ago, but no information was ever sent out.

The defamation and denigration of the Extended Campus currently being done by officers of the Daytona Beach Faculty Senate is destructive. Much of this is fomented by several members of the DB Business Department. I sincerely hope that the President and the CAO are able to put a stop to this since it works directly against harmonious relations among the Campuses.

In many of the ERAU academic areas, significant changes occur in relatively short periods of time. Some examples are airlines, transportation, security operations and the state-of-the arts in science. ERAU is remiss in not maintaining current films in the film library. Specific areas are aircraft, spacecraft, sciences and air transportation systems. Many of the textbooks recommended for use are out dated as well. An example is the recommended text for MAS603 "Future Flight: The Next Generation of Aircraft Technology 1994 (Siuru & Busick/McGraw-Hill)". Eight years is a long time without update for this subject. If it were one of the math courses, using a book dated twice that long would probably be perfectly acceptable. Course monitors, I assume are being paid to do something and I think keeping updated texts and materials should be a high priority. Perpetually changing mandatory syllabus templates are an unacceptable drain of time and effort. I agree that some instructors were submitting some very shoddy products. But, one would think that a major university could get it right with one or two versions....or 6or 8....orCome on now. I commend ERAU for stressing the use of computers classroom electronic projectors, modern electronics and communications. However, I fault the same university for requiring hard copies of high and low grade papers and projects, rather than electronic copies. In addition, the student registration process should capture student E-mail addresses. Instructors should be encouraged to grade student papers, projects, and GRPs electronically using "Track Changes" and electronic "Comments" features of the word processor, spreadsheet or graphic presentation media. Other than some of these frustrations, I thoroughly enjoy teaching for ERAU. It is an outstanding educational institution and I am proud to be a part of it.

Need of new computers.

Poor communication is our biggest problem!

Talking with other ACD's it is plain to me that the job done by ACD's is undervalued. The ACD is the nuts and bolts of the Extended Campus. The potential for information sharing is not being utilized. The corporate knowledge that is possessed by the ACD's should be tapped to assist in improving the cumbersome and inefficient processes currently in place. Also, having to use equipment that is so old there is no longer even any

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technical support doesn't help. More emphasis should be placed on getting approval from the State Approving Agencies to increase who we can market to.

In handling a lot of the paperwork for all programs we currently offer and helping to support the Director on faculty procedures I have two concerns. I believe that the new rulings for the BSMTO should be reconsidered extensively. The new rules for acceptance is making it more restrictive to getting students into the program especially in the area in which we are located. In assisting with faculty recruitment I believe that we are also being excessively restrictive in accepting experience in lieu of education again especially in our location. On first part of the survey, I had no opinion on several questions -- the neutral response does not really represent my situation. Could you add a no opinion or not applicable choice of future surveys. Thank you

Much of this is unclear for adjunct faculty especially those of us not located near a extended campus center. All we see is what comes via email and occasionally us mail. University priorities and strategic planning objectives are not well disseminated. Extended campus faculty working part time without benefits or any image of continuity often perceive themselves like unwanted step children who are a necessary component of the family but often not included. There may be no viable way around this in the long run. However it needs to be said.

I have been with ERAU Extended Campus since October 1984 as a Center Director. Our Center has done well all these years and exceptionally well the last few. However, since I do not have a Masters I am at the top of the pay scale and am not entitled to any raises. Why is there not a way to compensate longtime employees who get the job done? Since there is a Regional Manager with no Masters, why would my pay increase be tied to another degree when that persons isn't. I feel the people in the field are not taken seriously enough when it comes to University decisions. It always seems to be about the campus - don't the people there realize if we did not exist that they world not exist? If we are asked to be on committees, then let us know when meets are. There have been a number of cases where people volunteer to be on one and then decisions are made and they are notified and never been to a meeting or contacted. Regards

I believe that Embry-Riddle has made considerable strides in improving the financial compensation to employees in the last two years-I hope this continues to happen. Center Directors have an enormous amount of responsibilities and should be adequately compensated for this as should ACD's and faculty. The Extended Campus contributes so much to ERAU and the success of each Center should continue to be rewarded. I believe that recognition of staff should occur at Worldwide Conferences. Awards for "most growth" depending on market size; customer service, marketing, service years, etc. could be recognized.

Although I have only just recently been accepted for employment by ERAU, I've had a fair amount of contact with students and staff at the Grand Forks AFB campus and it has always been one of a very positive nature. I look forward to teaching for the university.

What does assessment mean to us in the field? For this one person, it means nothing. I fill out surveys, questionnaires, etc. but they do not seem to make any differences in the decision process. The questions in this survey do not address concrete issues. How can you expect to do anything with general questions? You need

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specifics to make improvements, otherwise you just try something and your solution may make the situation worse.

I would like the opportunity to teach more often but am told that the university only offers certain courses during certain semesters for extended campuses. This is limiting the number of potential students that could go to the university. We need to open up more management and business courses to develop our student base and have better qualified students for the job market. It should be in our charter to foster education that is meaningful and useful to the "real world".

I work off campus as an adjunct and have been unhappy with the communication and amount of respect I've received from the staff. The faculty director, however, has been very supportive and professional. There seems to be no pay scale I can follow and no reason for my rank. I am very highly qualified yet I was ranked asst. professor when I began with no explanation. I felt strongly that a man with my qualifications (doctorate and 17 years of experience as an adjunct with many awards) would have been given the rank of adjunct assoc. professor. I consistently get outstanding evaluations, but they seem to make no difference in either pay or ranking, which is disappointing. If ERAU really wants more women and minorities, it needs to improve communication with these individuals, treat them with respect, and create a clearly defined pay scale and ranking structure.

I think Embry-Riddle is a great place to work and the people I work with are 1st class professionals! #1. Many EC teaching locations still do not have the kind of equipment a modern, electronic classroom should have, i.e. internet access, adequate projection devices, large-screen TVs etc. #3. There should be some compensation made for the large amount of travel by EC professors. Traveling to another city or military installation to teach and conduct faculty meetings and faculty development is not the same as walking across the hall to your classroom.

"Politics" is the greatest downfall I see in the ERAU environment! I hear some 'powerful' folks whining about the political struggles between the main campus and the EC; those same folks generate the same political struggles within the region--hypocrites!

This is my first semester teaching so from what I have seen and heard so far I am very happy with the Embry Riddle structure, processes, and goals. The staff that I work with has been helpful in getting me what I need to help teach my class. I think the survey's are a good way to find out problems and potential solutions or maybe just an easier way to work the process. I am glad to be a part of the university.

I have over 6 years experience as an Adjunct Instructor with ERAU. The pay has improved VERY slightly in that time. The services provided to faculty have improved very well. It is a good place to work, though, personally, I'm sure better compensation would help me feel more valued by the school. I know I am valued by the Center Director, and the Faculty Advisor, but it is difficult to feel connected to the University itself since compensation IS an expression of one's value to an organization.

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I have only taught one class, so I have little experience in many of the survey question areas.

It would be interesting to see the results of the Climate Survey.

#3 -- As a Center Director, I feel we are asked to do too much. I am extremely pressed to complete my job duties in a timely manner. #13 -- Allocation of resources is not always adequately explained to me. For example, I see budget reports and am impressed with how much money the Extended Campus contributes to the University. And yet the facility which houses the Extended Campus administration offices at Daytona Beach has much to be desired (especially when compared with administration facilities for the Daytona Beach campus). #14 -- I have been a Center Director for just over 9 years and I have seen great efforts in the past three years to improve our pay. I love my job and will do it for whatever pay the " powers-that-be" deem appropriate, but with that said...the Center Director salary still remains significantly lower than it should be when duties and responsibilities are taken into consideration. #17 -- I don't like how this question is put. If asked if Daytona Beach and the extended Campus work well together, I would Strongly Agree. However if asked in Prescott and the Extended Campus work well together I would Strongly Disagree. Here are just a couple examples of the problems I have with the Prescott Campus: 1) An instructor of mine recently went to Prescott to enroll his daughter in her first semester of college; the person he was dealing with didn't even know that ERAU had an extended campus!! 2) The Prescott admissions office often comes to my state for college fairs. They do not notify us when they are coming or ask if we would like to have a representative at the ERAU booth. Once, we showed up with separate booth's at the same fair - not a real good demonstration of the "One University" concept. Further, who's to say what kind of information they are providing potential students about the extended campus??

Tenure and promotion for Extended Campus faculty are excessively politically bound and under tight wraps. The four or five "first-hired" full time EC faculty currently head all important committees, have tight control of all important key faculty appointments and tightly control all EC faculty matters to the detriment of faculty growth and job satisfaction. Most of the remaining faculty languish in the malaise of this situation and have motivationally withdrawn from full participation in faculty matters, where their opinion and input absolutely do not matter. Particularly disturbing are the twice a year faculty senate meetings, where it is painfully obvious that consensus was reached prior to the meeting by the power brokers, and the resultant meeting is a sham that insults faculty intelligence. Many of the faculty remain in hopes that they will be invited to the retirement part for their senior colleagues.

I have been employed by the university for just over 1 month, therefore I feel I cannot answer all of the questions fairly.

Vast majority of the questions seemed to be for faculty at the campuses?

Although there have been improvements to compensation and benefits, there are a lot more improvements that could be implemented to attract and retain faculty in this regard.

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EC full-time faculty is grossly underpaid for the work expected. Hiring military retirees works because they "don't need the money" but considering the excess income from the EC to the university each year, a little consideration of the source is appropriate. You couldn't hire this kind of talent from the civilian sector and get the results you do. EC centers are first class operations run on a shoestring budget, tightly controlled by the HQ. A bit of a one-size-fits-all mentality stifles initiative and deprives strong centers of funds (especially for technology) to compete with other military base schools for students, yet the diligent efforts of the CDs produce tremendous results.

I work at the FAA/CMD Facility in Palm Coast, FL

I have only been with ERAU for 7 months so I don't feel I have had adequate exposure to some of the areas you have addressed.

The EC Faculty Senate is a prime example of gender bias. As the purpose of the survey is to sample the health of the organization, I do not perceive that it is to address any problems. That was not stated in the directions. Therefore, I have to strongly disagree with question 22. Question 20 - these surveys should be done only if the goal is to effect change. Question 21 - this cannot possibly be anonymous. Effective communication does not happen between the deans and the field. We are often "told" how things will be, we change, and then we're "told" that it might be different than the original information. We are seldom assessed as to our opinion about the incessant change...or about our opinion and knowledge on what directly affects us.

I have only been employed with ERAU for the past 4 and 1/2 months so I don't have a years experience with the school but it is apparent to me that this is a great place to work.

The Cheyenne Center is wonderful! I have been very disappointed with the help and standardization of the EC (really lack of). I have tried to contact course monitors with little success. They tend not to respond at all. I was cleared for a course, contacted the course monitor for information--he said he had none. Had not taught in a while. Very frustrating!

I believe the Extended Campus should be more open to admitting students right out of high school. Need more help in the area of marketing in the field. Daytona Beach people need to get out in the field more often to see what it is really like and what we are up against.

The following comments were made by employees who did not indicate a location:

Bad communication in our department, bad lighting, bad air, SICK BUILDING!

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Communication between departments is nonexistent. Very frustrating place to conduct business. The building needs to be checked out for "sick" building syndrome. Poor light, bad air. Mold, Dust, Asbestos.

I believe ERAU is a great place to work. It should continue to place emphasis on a quality work environment and on attracting and retaining good employees. Ultimately, the success of this emphasis will benefit our students and the institution as a whole. Planning and assessment are very important processes, but I believe they need to be a bit less complicated. Could some departments be allowed to try a new method that would still be consistent with the needs of the university?

ERAU could be a unique and positive force in post-secondary education if administrators and faculty would work together to (1) preserve the natural environment of its campuses, especially the Prescott Campus; (2) create checks and balances on all people in power; (3) encourage and reward effective teaching, not just work resulting in "external recognition" for ERAU. The first wish stems from an increasing need for and awareness of the importance of open space. A few campuses ahead of their times have recognized this priority and are preserving their land instead of building on it. The second wish evolves from seeing some crazy actions of people in power at ERAU, such as one individual losing a great deal of money for ERAU, another individual giving or not giving merit raises without any explanation, to name just two. People may claim such checks and balances exist, but they do not, as is evident by what some people in power have been able to do, to the detriment of ERAU. The third desire is catalyzed by seeing faculty receive tenure and other rewards mainly because of their research, not because of their teaching or involvement with students. Good research and decent teaching can lead to tenure and promotion; decent research and good or even fine teaching does not. When will staff and faculty see the results of and plans in response to the survey?