Climate & Job Satisfaction Survey Report

Executive Summary

The faculty retention outlook at the university presents significant concerns, with 28.8% of respondents very likely to leave within the next year. Many cite hostile work conditions, including a tense political climate, strained faculty-administration relations, and a lack of institutional support. Compensation is also a major concern, with over 60% expressing dissatisfaction with salary and salary increases. While 71.7% are satisfied with employee benefits, faculty frequently highlight a lack of professional development resources, parental leave, and technology support.

Governance satisfaction varies, with faculty feeling more included at the department level (67.4% somewhat or extremely satisfied) than at the college (43.7%) or university levels (36.4%). Concerns persist about the university's research aspirations, with 41.5% dissatisfied and only 35.5% satisfied, citing inefficient processes, unclear expectations, and inadequate resources. Additionally, many faculty feel undervalued by university leadership, particularly the president, board of trustees, and broader governing system. Transparency, fairness in assignments, and clear evaluation criteria remain major concerns, with faculty expressing frustration over decision-making and communication.

Teaching workload remains a challenge, with 44.9% feeling overburdened. While 72.4% report some level of satisfaction with teaching, there is strong opposition (63.5%) to the use of Instructor and Student Questionnaires (ISQs) in faculty evaluations. Faculty are also highly dissatisfied with the increasing reliance on non-tenure track faculty (32.1% extremely dissatisfied) and growing class sizes (33.8% extremely dissatisfied).

Research productivity is constrained, with 51.3% spending less time on research than desired. Neutral opinions dominate regarding IRB expediency and grant support, but among those with opinions, dissatisfaction with both processes remains high. Overall, faculty seek clearer service expectations, balanced workloads, and improved administrative processes to sustain high-quality teaching and research.

Key Areas for Improvement:

- **Retention & Compensation:** Address faculty dissatisfaction with salary, workload, and institutional support.

- **Governance & Leadership:** Increase transparency and faculty involvement in decision-making.

- **Workload Balance & Teaching Evaluations:** Reassess teaching loads, faculty evaluation criteria, and reliance on ISQs if we are to increase research expectations. Reassess service burden and inefficient processes.

- **Research Support:** Improve clarity on research expectations, funding opportunities, and IRB efficiency.

While faculty value their autonomy and department-level governance, systemic challenges threaten retention and satisfaction, necessitating immediate strategic interventions.

Introduction

The Faculty Enhancement Committee, a subgroup of the University of North Florida (UNF) Faculty Association (FA), set out to conduct this 2025 Job Satisfaction and Climate Survey after reviewing several data sources in an attempt to understand how policies, procedures, and practices are perceived at UNF in alignment with our committee's mission. After reviewing these data sources and given the rapidly changing climate in higher education, the committee felt that an updated look at job satisfaction and climate perceptions would prove helpful in addressing not only our mission but also the priority of Faculty Association President, James Beasley, to begin crafting a plan to improve retention and recruitment efforts at UNF.

Specifically, the committee reviewed the [2021 United Faculty of Florida-UNF & FA Job Satisfaction & Climate Survey](#). There were many questions we felt would still be relevant in today's context that were retained. Other questions specific to the COVID-19 pandemic or that seemed answered by the previous survey were omitted. Comparisons between the present survey and the 2021 survey were made in data summaries where available.

The committee also considered the [2024 Indiana University CUTE Survey data](#), but found this data to have some constraints. First, a large number of administrators were included within the dataset (21%) and we questioned how representative those responses were of faculty experiences. Also, only a relatively small number of institutions in the sample were similar to UNF in terms of demographic or institutional characteristics (~32% being R2 and ~26% of institutions being from our region). Finally, the questions asked, while valuable, were not necessarily informed by nuanced contextual factors specific to our university.

The Committee also took into consideration data presented from the 2024 president-initiated [Culture of Care Task Force](#) in informing this report and making recommendations. The Culture of Care Task Force consisted of 18 individuals selected by President Limayem to review the findings of the CUTE survey and to discuss challenges to the culture of care and to create recommendations for improving the culture of care here at UNF. The recommendations from this task force were described by the President as a road map for improving the culture at UNF and were considered when making this committee's recommendations as part of this report.

In general, we find that more systematic data collection is needed at UNF. It has been four years since the last job satisfaction & climate survey took place. While growth and systems change takes time, we believe more frequent monitoring of progress toward improving climate, job satisfaction, retention, and recruitment will be necessary for understanding the effectiveness of system-wide interventions. Further, when trying to better understand retention trends at UNF, the Committee asked the Provost through President Beasley for more information on how attrition data was collected including the date that the data was pulled and analyzed each year, how reasons for leaving the university were coded, and more, but learned that this information is not readily available. This Committee plans to work with the administration and Human Resources in the future to better understand these data

collection practices and to assist in systematizing this data collection to support future understanding of the health of the university and decision-making about supporting retention efforts. This is critical to UNF's strategic goal #4 to "Accelerate the Success of Faculty and Staff" which specifically states UNF will work to "reward performance and support retention of employees".[1]

It is also worth noting that, in the course of developing this survey and going through the survey review process within FA and UFF-UNF, concerns about ways to secure the anonymity of the survey and to communicate the anonymity and security of the survey were brought up on several occasions. Even despite statements within email reminders to faculty about data collection and at the beginning of the survey itself about the anonymity of the data and who could access the data, survey administrators received numerous questions or comments about the anonymity of the survey. This aligns with a recent statement by the Editor of The Spinnaker, the student paper at UNF, that "As a student journalist, most of my sources are university faculty or staff members. These are the people who make up this supposedly inspiring and innovative community - yet I've noticed they may be the ones who feel the least welcome. While at Spinnaker, I've noticed what I used to believe was an unwarranted fear among the university employees. It can take months to find a faculty member or staff member willing to speak their minds publicly. Even when I did land an interview, I always wondered: Why do they look petrified when I press 'record'? Why do so many ask me to contact them through their personal emails or cell phones? Why do they ask to see my notes after the interview? Why do they follow up with lists of clarifications to ensure I don't misquote them? Why don't they trust me? But it's not me they don't trust, is it?" (Schneider, 2025, p. 5).[2]   This speaks to a culture of fear that seems to be spreading in higher education[3] and within the institution.

Finally, it is important to share that, given the high premium placed on anonymity, these responses may include individuals who are not currently acting as faculty at the university and/or are serving in administrator positions.

The report is structured with summaries of each quantitative finding, the themes from qualitative open-ended feedback, a summary of the overall findings for that particular area of interest, and insights for each of the following areas of interest from the survey:

- Demographics - p. 4
- General Working Conditions - p. 6
- Feeling Valued - p. 19
- Leadership & Governance - p. 24
- Evaluations - p. 32
- Teaching - p. 41
- Research, Scholarship, & Creative Activities - p. 46
- Service - p. 51
- Support Services - p. 55

Finally, we provide a summary of the action items taken from reviewing the feedback provided by faculty on page p. 59.

Demographics

This survey's overall sample size of 200 participants represents 30% of the total number of faculty (tenure-track and non-tenure track) at UNF which is slightly less than the 2021 survey which yielded closer to 300 participants or around 45% of faculty. This decrease in responses can likely be explained by the current climate in higher education and the concerns expressed about anonymity that were described earlier in the document.

- **Representativeness Across Colleges**: The proportion of respondents representing each college was relatively the same across all colleges and the library (average of 29% of each college being represented) with slightly less representation from the Brooks College of Health (26% of the college responding) and the College of Computing, Construction, and Engineering (23% of the college responding) and slightly more respondents from the Silverfield College of Education and Human Services (37%).
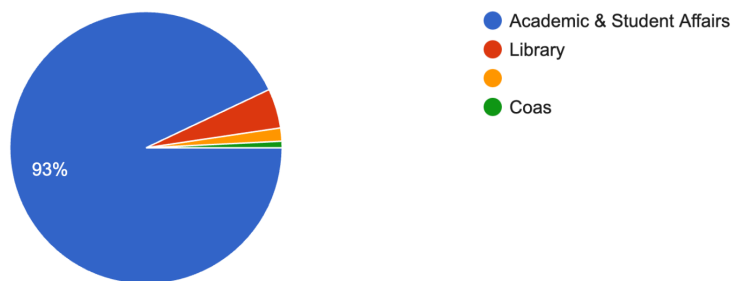
What is your College at UNF? (OPTIONAL)
193 responses

- **Administrative Unit**: The vast majority of participants were from Academic & Student Affairs with good representation of our librarians.

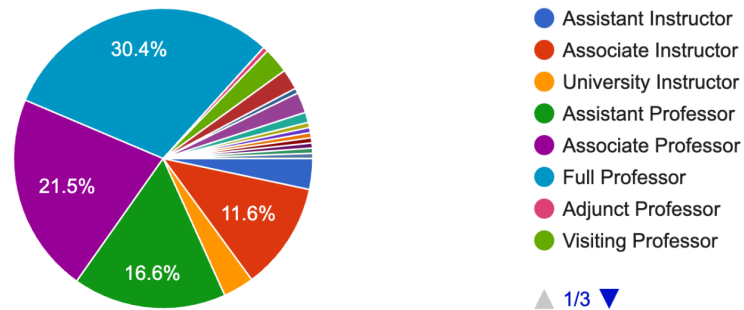What is your primary administrative unit at UNF? (OPTIONAL)
128 responses

- **Representativeness Across Ranks**: There was generally good representation across different faculty lines including the tenure and non-tenure track, although there was generally greater representation of faculty at the Associate or Full ranks responding in all varieties of lines. This, again, is likely reflective of concerns already expressed earlier in the introduction of this report about anonymity and security of the data and faculty at more senior levels feeling greater protection. Finally, there were around 25 respondents who chose to not identify their ranks or colleges.

What is your rank? (OPTIONAL)
181 responses

- Assistant Instructor
- Associate Instructor
- University Instructor
- Assistant Professor
- Associate Professor
- Full Professor
- Adjunct Professor
- Visiting Professor

▲ 1/3 ▼

- **Representativeness Across Time at UNF**: Finally, it seems that the longer faculty had been at UNF, the more likely they were to respond to the survey with more than 45% of faculty having been at UNF for more than 12 years and an additional 15% of faculty having been at UNF for 9-12 years.

How many years have you been at UNF? (OPTIONAL)
186 responses

- <3 years
- 3-6 years
- 6-9 years
- 9-12 years
- 12+ years
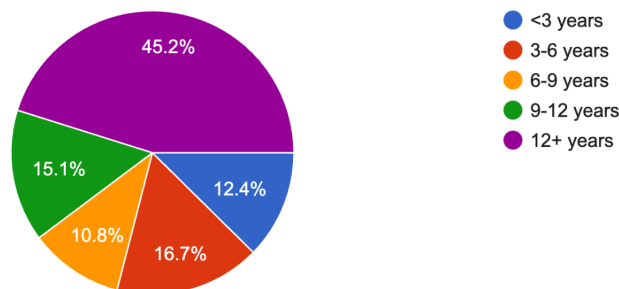
General Working Conditions

- **Likelihood of Leaving the University**: A significant portion (28.8%) of respondents are likely to leave the university within the next year, indicating potential retention issues, while a comparable amount (31.3%) are very unlikely to leave, suggesting a relatively low level of commitment to the university among the respondents.

  There is a large number of faculty (25.8% of respondents) that selected unsure on this item. Several of these faculty reached out to survey administrators to indicate that, while they would like to leave the university, for several reasons they cannot leave within the next year and weren't sure which of the options offered best represented their position. We suspect many of the "unsure" responses may be connected to faculty in this position.

How likely are you to leave UNF in the next year?
198 responses
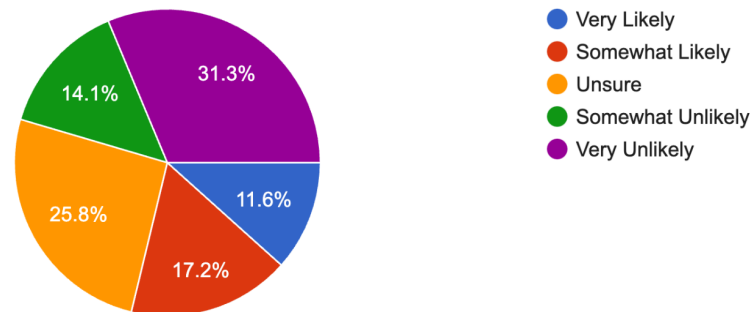
Additional Qualitative Data

More than 128 respondents (n=110) provided open-ended feedback regarding their reasons for leaving UNF. Within this interest area, several themes emerged including leaving due to a hostile work environment (n=74), low pay (n=24), lack of opportunities, vision, or diversity (n=20).

- **Hostile Work Environment:** A theme emerged around faculty leaving the university due to a hostile work environment including citing a hostile political climate (n=50), perceived lack of support (n=19), as well as tension between faculty at administration (n=5) and constant lecturing about metrics (n=5).

  Quotes that represent this theme include:
  - "The hostility in Florida toward academic pursuits and higher education has grown to a high and sustained level. Similar to our

current federal administration, our state legislature has ignored the importance and relevance of scientific findings, placing political opinion and uninformed public opinion as having greater value. I would like to find a home state that continues to invest in its colleges and universities and that protects the independence of investigators via true tenure."

- "Happiness! Classes getting bigger for same pay, and constant hectoring about increasing enrollment is incredibly de-motivating! Hire a recruiting team if you need students, quit making us feel bad about enrollment #'s! It's hard enough to teach well, but the pressure to increase enrollments on top of this is killing job satisfaction!"

- "Presently I am doing janitorial work to keep the student classrooms assigned for my classes clean, and to maintain an environment of good public health. And it is quite the slap in the face that after I worked very hard to earn a promotion, I am simultaneously emptying trash, dusting tables, and windowsills, sweeping, mopping, and waxing the floors. It does keep me humble though. But I think I could be treated as an educational professional at another institution, rather than a janitor who teaches college classes."

- **Low Pay:** Additionally, a significant number of faculty cited leaving the reason due to low pay (n=24).

- **Lack of Opportunities, Vision, or Diversity:** An additional broad theme around a lack of opportunities including opportunities for leadership (n=5) or for hybrid work options (n=5), a lack of vision around the role of non-tenure track faculty (n=5), or a lack of diversity (n=5).

  Quotes that represent this theme include:
  - "I like having job security, and recently it feels like UNF is lacking that. From a business perspective, it seems like the resources and efforts are being put into the wrong areas. Students are in college to learn, and this generation needs to be challenged, meaning faculty needs to continue improving best practices when it comes to teaching these younger students if we want them to keep coming. It feels like there is a disconnect between faculty, staff, and administration when it comes to recruitment and providing the best experiences for students which both challenge and help them grow. UNF is a fantastic University and we should be highlighting that more instead of trying to simply compete with other Universities, that's where we will lose is in comparison when we are something special."

- **Retirement:** A final theme emerged around faculty leaving to retire from the university (n=9).

- **Balancing Teaching, Research, and Service Activities**: A notable percentage (close to 40%) of respondents report feeling they are unable to balance their responsibilities, while a similar number (35.9%) feel they can balance their duties, suggesting that while some faculty members feel capable of managing their duties, a considerable number struggle with this balance.
  - Both the 2021 survey and new data indicate ongoing struggles with balancing teaching, research, and service activities. This persistent issue suggests that faculty workload distribution needs to be reassessed.

Rate your agreement to the following statement: I can balance the teaching, research, and service activities expected of me.
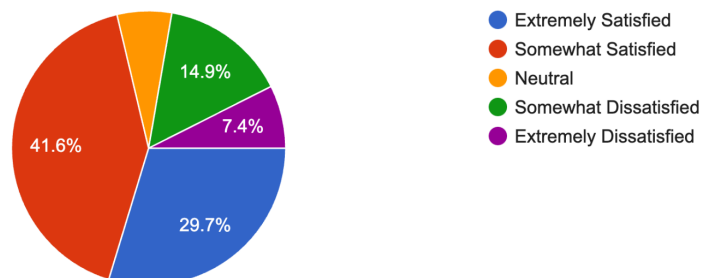198 responses
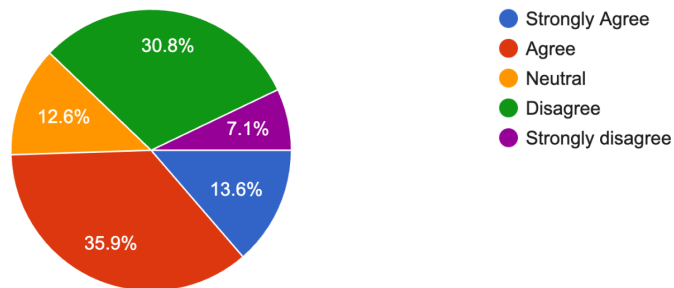
- **Satisfaction with Professional Autonomy**: A majority (71.3%) of respondents are satisfied with their professional autonomy, indicating that most faculty feel they have the freedom to make decisions in their professional roles.
  - Satisfaction with professional autonomy seems comparable to data from the 2021 survey indicating a majority of faculty felt somewhat satisfied with their professional autonomy.
  - This represents a strength for the university.

Rate your satisfaction with: Your professional autonomy (courses, research project, service, etc.).
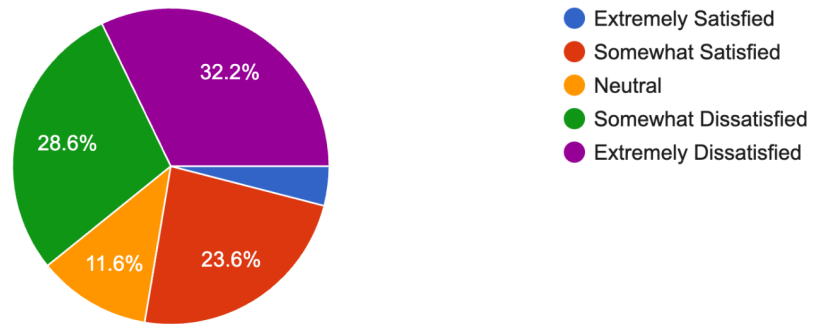202 responses

● **Satisfaction with Salary**: A large proportion (60.3%) of respondents are dissatisfied (ratings of 1 and 2) with their salary while only approximately 4% are extremely satisfied, highlighting a significant area of concern regarding compensation.

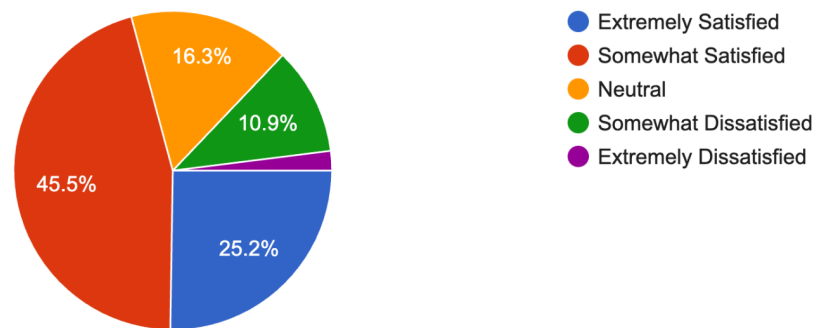Rate your satisfaction with: Your level of salary.
199 responses

● **Satisfaction with Employee Benefits**: A majority (71.3%) of respondents are satisfied with their employee benefits, while only approximately 2% are very dissatisfied, indicating that benefits are a positive aspect of their employment.
   ○ Satisfaction with employee benefits remains high, aligning with the positive aspects of professional autonomy noted in 2021.
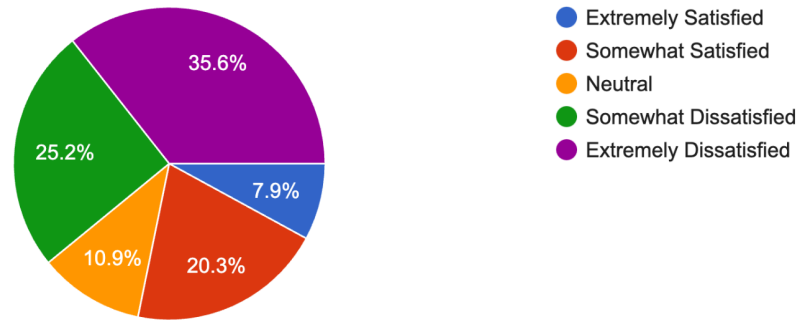
Rate your satisfaction with: Your employee benefits.
202 responses

- **Satisfaction with Salary Increase Amounts**: Similar to salary satisfaction, 60.3% of respondents are dissatisfied with the amounts of their salary increases, which may relate to overall discontent with compensation.

Rate your satisfaction with: Your amount of salary increases.
202 responses

- **Satisfaction with Salary Increases Based on Performance**: A majority (62.8%) of respondents are dissatisfied with performance-based salary increases, hinting that the current system for salary increases may not be perceived as fair or adequate.

Rate your satisfaction with: Your amount of salary increases based on performance.
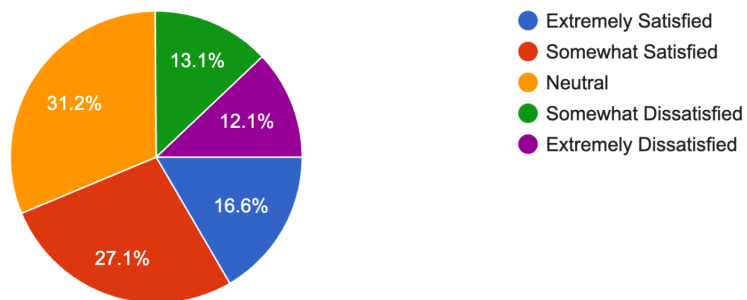202 responses
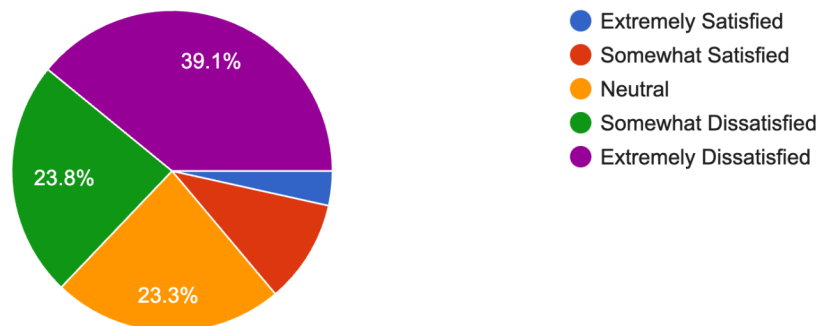
- **Satisfaction with Opportunities to Participate in Department Governance**: A majority (67.4%) of respondents are either somewhat or extremely satisfied with their opportunities to participate in department governance, while only 6% are extremely dissatisfied, indicating that most faculty members may feel they have a voice in their department's governance.

Rate your satisfaction with: The opportunities to participate in governance of your department.
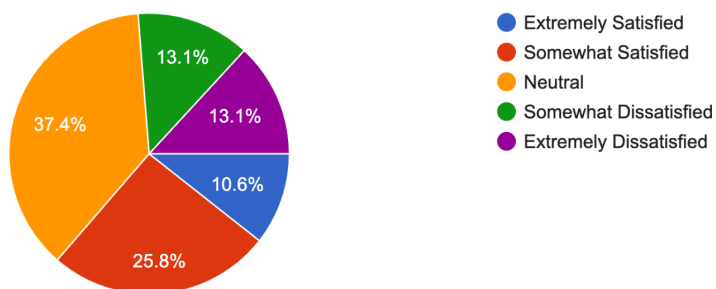199 responses

Legend:
- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

16.6%
6%
32.7%
34.7%
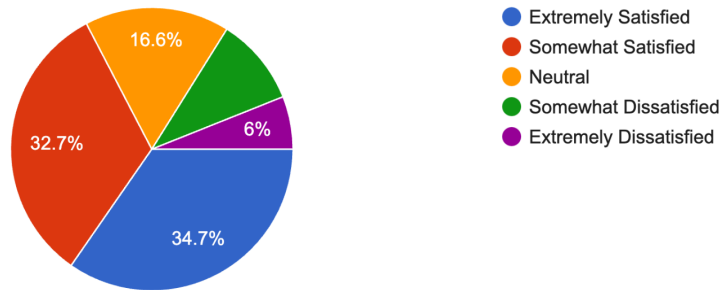
● **Satisfaction with Opportunities to Participate in College Governance**: Responses are more mixed, with 43.7% of respondents somewhat or extremely satisfied and 25.2% somewhat or extremely dissatisfied, suggesting that while some faculty members feel included in college governance, a significant portion does not.

Rate your satisfaction with: The opportunities to participate in governance of your college.
199 responses

Legend:
- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

13.1%
31.2%
12.1%
16.6%
27.1%

● **Satisfaction with Opportunities to Participate in University Governance**: A plurality (37.4%) of respondents is neutral about their opportunities to participate in university governance, while Satisfaction levels are lower, with only 36.8% somewhat or extremely satisfied and 26.2% somewhat or extremely dissatisfied indicating room for improvement in involving faculty in university-wide governance.

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Rate your satisfaction with: The opportunities to participate in the governance of the university.
198 responses

- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

13.1%
13.1%
37.4%
10.6%
25.8%

- **Satisfaction with the University's Emphasis on Becoming More Research-Oriented**: Responses are quite varied, with 41.5% of respondents somewhat or extremely dissatisfied and 35.5% somewhat or extremely satisfied, a split that may suggest differing opinions on the university's focus on research, with some faculty members supportive and others less so.

Rate your satisfaction with: The university's emphasis on becoming a more research-oriented institution.
200 responses

- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

22%
19.5%
23%
12%
23.5%
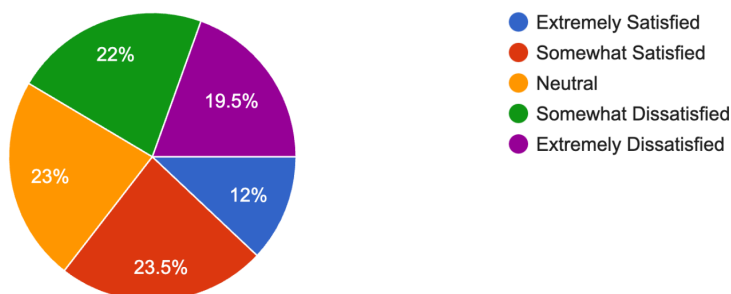
Additional Qualitative Data

More than 100 respondents (n=110) provided open-ended feedback regarding their perceptions of or experiences with working conditions. Several themes emerged from this data. There was a group of faculty who provided comments that fell into a theme of feeling both generally unsatisfied (n=13) and another who felt generally satisfied (n=8). Additional themes emerged about working conditions being impacted by hostile Florida politics (n=6) and faculty feeling the burden of too much service leading to difficult working conditions (n=4). Finally, especially salient themes from open-ended feedback and representative quotes are provided below.

- **Feedback Regarding the Goal of R1:** (n=26). Within this theme, respondents were divided in terms of their support for UNF's R1 Carnegie classification aspirations with 17 faculty saying they supported aspiring to achieve R1 status provided faculty are given additional resources for conducting research and 9 faculty saying the lack of resources is too great to support these aspirations and, therefore, they do not support this goal.

  Quotes that represent this data well are as follows:

  - "Although it is always good to "shoot for the moon," it is hard to be "excellent" at everything. I think UNF is unrealistic with its goals and expects too much from faculty. In addition, the University overlooks the fact that inefficient practices are really the issues that slow down achievement. These issues are never addressed."

  - "I support the emphasis on becoming a more research-oriented institution, but this has not been an inclusive process in terms of what is considered "research" (external grant acquisition seems to be the administration's singular definition of research) or in terms of the areas and types of research and research deliverables that are valued (this seems to be increasingly narrow and exclusive). The increased focus on research is taking place within a context of inadequate adjustments to workload assignments to account for increased research expectations, and without adequate and timely adjustments to annual evaluation guidelines, P&T guidelines, and PTR to account for increased research expectations. The structure of annual evaluations combined with PTR reduces research autonomy: it reduces the ambitiousness and scope of the research projects that can be pursued and the types of research and research deliverables that can be pursued."

- **Lack of Resources/Support Services:** (n=17). Within this theme, some faculty (n=12) spoke to an overall lack of resources referencing limited parental leave access, technology issues, a lack of marketing, and a lack of faculty development funds. An additional group of faculty (n=5) discussed maintenance issues including needing to clean their own labs.

  Quotes that represent this data well are as follows:

  - "I feel that an increase in professional development funds should be considered due to the rising costs of conference fees, travel and professional membership dues."

  - "We are expected to do regular cleaning maintenance of the lab we are assigned. Cleaning sink areas, sweeping floors, mopping floors. Maintenance workers are only picking up the trash and washing the blackboards. We have had to do this since we returned from COVID-19. Although I expect that I am responsible for maintaining

the lab for efficient/effective teaching, the above chores are beyond these other aspects of maintenance."

- "[Faculty have] taken it upon ourselves to bridge the gap in service, without instruction or coercion from our Department because we value the professionalism of our environment. We volunteered. However, it has been 5 years since this problem arose, and it has become clear that there is no real interest in addressing the deficits and it will be left up to us. It is quite the slap in the face that after I worked very hard to earn a promotion, I am simultaneously emptying trash, dusting tables and windowsills, sweeping, mopping, and waxing the floors of 1000 sqft lab spaces. It does keep me humble though. But I think I could be treated as an educational professional at another institution, rather than a janitor who teaches college classes."

- **Compensation:** (n=10) Within this theme, a majority of faculty (n=7) shared the impacts of low pay with additional concerns being shared about compression and inversion (n=2) and (n=1) about a lack of transparency about merit pay transparency.

  Quotes that represent this data well are as follows:

  - "I am the lowest paid tenure track faculty in my dpt. Even new hires earn app. 8k more than me."

  - "I'm still making less than those hired years after me with less experience. This has been the case for years and the gap continues to grow. To hear during bargaining agreements from the BOT that compression and inversion is not an issue is completely insulting. I went many years without a raise and when I was given one, it was as if UNF was doing me a favor because they got me *closer* to the STARTING salary (for someone with no prior experience). Cost of living has gone up substantially and that has been completely ignored and treated as a non-issue. UNF's unwillingness to pay their employees a fair wage (or to at least pay existing employees what they're offering to those walking in the door) demonstrates a lack of care for their employees."

- **Administrative Indifference:** (n=9) There was a group of faculty who provided open-ended feedback indicating they perceived indifference among administrative leaders about their roles at the university and their consideration concerning involvement in governance.

Quotes that represent this data well are as follows:

- "I have many years of clinical experience and quite a bit of teaching in master's and PhD programs yet a clinical professor at UNF does not have the same value as a tenured or tenure-track professor. It seems more appropriate to value each equally. Research would be much stronger if consultation with clinical faculty who have developed the depth and breadth of clinical knowledge were valued. I'm not suggesting that clinical faculty are not consulted, the lack of value is communicated by a discrepancy in salaries offered to clinical faculty versus a tenured or tenure-track professor. There should be some type of "tenure" for clinical faculty that includes the depth and breadth of their clinical experience and not just their teaching or research."

- "The inability--and indifference to the inability--of non-tenure-track faculty to move into tenure-track is ever-depressing."

- **Inadequate Chair/Department Governance:** (n=9). Finally, there were some faculty that provided additional feedback in the vein of challenges with dealing with their chair and/or with being involved in departmental governance.

A quote that represents this data well is as follows:

- "There are not many opportunities at my level (pre-tenure) for engagement and communication about even department governance, even when attempted about developing guidelines, let alone at the college and university levels. We have horrendous parental leave benefits and I have no idea how anyone works here with a family while maintaining financial stability, as the cost of living in Jacksonville has risen exponentially in the past few years. Leadership is very out of touch with this reality. I was told merit bonuses are irrelevant as well as they are for fighting compression rather than actual merit. I was also told I could not advance my career by teaching a higher level class because our department is under major scrutiny from the Dean to attract new students and we needed to show, not necessarily "do," but "show" that we are serving our majors in a very specific and limited way. This cut back my potential for developing a new course in my area of expertise that I was hired to teach, and working with graduates (in an over/under class cross-listed in our department, so it would not have left our majors out but it would have been seen as an attempt to). This has all been very demotivating and demoralizing."

- **Differentiated Assignments:** (n=8). Finally, a theme around concerns with the rollout of differentiated assignments emerged including a lack of

clarity around how the policies were developed and that they appeared to be inequities in the policy and opportunity.

A quote that represents this data well is as follows:

- "The lack of support, clarity, finances, etc with the roll out or lack of roll out with the differential work load is a mess. To not give those who have been at UNF the longest with the most impressive records the opportunity to move to a reduced course load was disrespectful and unfair. Many who easily qualify are being told that they will not get the compensation the they applied for, that reduced workloads will have to be shared among faculty members. This is unacceptable and needs to be remedied. Those who outperform and have been at UNF doing so for years, should be given the priority of a reduced course load. This needs to be fixed immediately!"

Summary

The data reveals significant retention concerns, with 28.8% of respondents very likely to leave the university within the next year. A great many of these faculty cited hostile work conditions including feeling pressure not only from a hostile political climate, but also that they perceived tension between administration and faculty and a lack of support for faculty at the university, followed by close to half of faculty who are considering or certain to leave citing a lack of appropriate compensation. These data are troubling and indicate concerning trends in the university's strategic goal to improve the retention of faculty.

While 71.3% are somewhat or extremely satisfied with their professional autonomy, a notable portion struggles to balance teaching, research, and service activities. Compensation is a major issue, with over 60% dissatisfied with their salary and salary increases. These concerns were echoed in and expanded upon in open-ended feedback with compensation being a major theme within this interest area. On a positive note, approximately 71.7% are satisfied with their employee benefits. Open-ended feedback did find themes, however, that faculty often felt they lacked resources including professional development funds, access to parental leave, and a lack of appropriate technology among other things.

These data suggest that faculty are generally more satisfied with their participation in department governance (67.4% somewhat or extremely satisfied) compared to college (43.7% somewhat or extremely satisfied) and university governance (36.4% somewhat or extremely satisfied). Only 6% are very dissatisfied with department governance, indicating a strong sense of involvement at this level. However, there are mixed feelings about the university's emphasis on becoming more research-oriented, with 41.5% somewhat or extremely dissatisfied and 35.5% somewhat or extremely satisfied, highlighting differing opinions on this focus. Open-ended feedback revealed

themes that supported this data with faculty identifying inefficient practices, a lack of infrastructure, a lack of resources, and a lack of clarity around research expectations as some of the reasons for a lack of satisfaction with the university's aspirations to achieve R1 Cargenie status. Additionally, there were faculty who discussed feeling they are overlooked or not valued by the university and that there are some faculty who continue to struggle with professional autonomy and having a voice in governance even at a departmental level where most faculty do tend to feel included in governance.

 Overall, while faculty appear generally satisfied with professional autonomy and employee benefits, significant concerns regarding compensation and workload balance persist, highlighting areas for further improvement to enhance faculty satisfaction and retention.

Action Items

- **Improving Trust:** The findings of this section suggest that faculty perceive there to be a hostile work environment. While university administration cannot necessarily control the greater political context, they can control the ways that leaders build trust and create safety and security at the university.
    - Toward this end, we concur with the conclusions of the Culture of Care Task Force's recommendations to "say what you mean, do what you say" to build trust and to hold leaders accountable for what they say or do (p.1).[4] We also find the Task Force's comments on "work environments need to be free from fear, retaliation, lack of respect based on position, broken promises, non-transparency, and a lack of civility and accountability." (p.2). While a specific recommendation was not necessarily made in response to this statement other than that these issues need to be addressed, we hope that the 360 evaluation might help in this way. Additionally, we hope leaders consider the findings of this survey in earnest and with humility and change leadership approaches that foster mistrust or perceptions of a lack of transparency.

- **Improving Compensation**: The findings from this section suggest faculty seek a prioritization of bringing faculty to market salaries and gaining fair compensation.

    - Clearly, faculty should not have to seek additional employment outside of the university to make ends meet, but the committee is aware that many faculty do. For this reason, we suggest that future studies ask faculty how many are requiring additional employment outside of the university to make ends meet. It is possible that having

additional responsibilities outside of the university influences perceptions of whether or not faculty are able to balance all of their responsibilities.
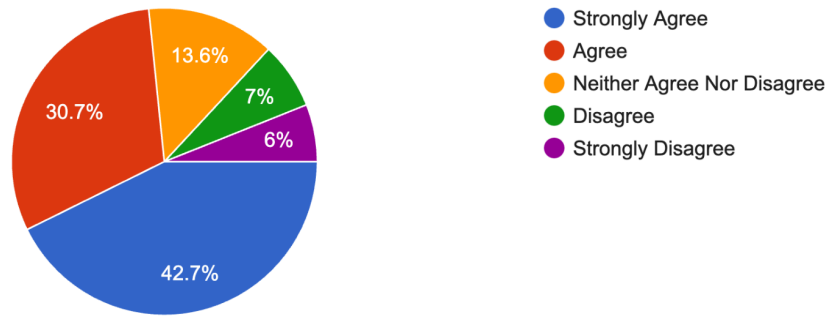
- ○ Toward this end, we feel it would be helpful to continue streamlining the conflict of interest/outside employment reporting process including improving clarity around how approval of conflicts of interest is decided.

- **Improving Transparency in Merit Raises:** Merit pay is currently distributed as a reward for undefined work already completed rather than communicated as an incentive for faculty to aspire to. A transparent, official policy developed by faculty and negotiated with UFF-UNF is needed to create better clarity and equity around the distribution of merit raises. Additionally, data should be shared with faculty about the aggregate number of merit raises given and the amount of raise awarded.

- **Fellowships:** A creative way to increase greater involvement in governance and to begin to close the gaps in under-market compensation may be to increase the availability of fellowships utilizing faculty expertise and internal resources for projects. For example, rather than contracting for services such as market analyses, leadership development, data analysis, etc. the university could create fellowships to honor the institutional expertise of our colleagues.

- **Annual Evaluation of Climate & Job Satisfaction:** Given the emphasis placed on improving faculty success and retention, we feel it is important to more closely monitor how the university is progressing on its goals. Toward this end, we feel it is important that at survey like this one be conducted on an annual basis. This will better allow for tracking of trends and improve responsiveness to faculty concerns.

- **Systematizing Faculty Attrition Data & Recruitment and Retention Plan:** As previously mentioned, we find that the data being collected on faculty attrition from the university lacks systematization and nuanced information to better understand possible trends or points of intervention. The committee will focus its efforts for the remainder of the semester on better understanding these processes and making recommendations for improvement toward increasing faculty retention and recruitment efforts.

Feeling Valued

- **Feeling Valued by Chairs:** Generally, faculty feel valued by their chair with more than 73% of faculty responding positively to this item. On the other hand, around 13% of faculty report not feeling valued to varying degrees by their chairs.
  - This appears to be an overall improvement from 2021 survey findings which suggested that faculty were only somewhat satisfied with interactions with their chair.

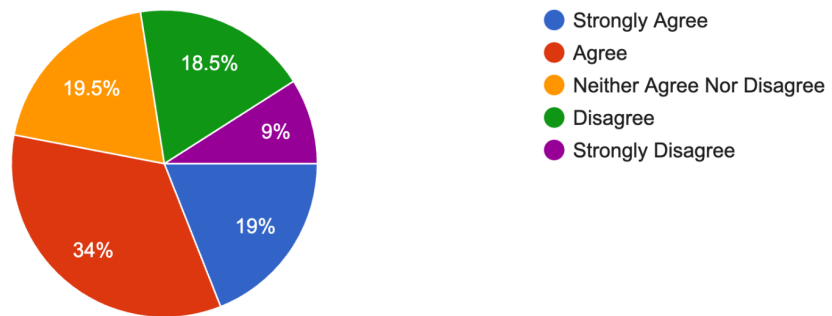Rate your agreement with the following statement: My work is valued by my chair.
199 responses

Legend:
- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Pie chart values: 13.6%, 7%, 6%, 30.7%, 42.7%

- **Feeling Valued by Deans:** Faculty felt less valued by their deans when compared to chairs with only 53% of faculty feeling valued, close to 20% feeling neutral, and close to 28% of faculty feeling they are not valued by their deans to varying degrees.
  - This appears to be a decline from previous reports on the 2021 survey that found that a majority of faculty felt somewhat satisfied with interactions with their deans.

Rate your agreement with the following statement: My work is valued by my dean.
200 responses

Legend:
- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Pie chart values: 19.5%, 18.5%, 9%, 19%, 34%

- **Feeling Valued by Administration (Provosts, Vice Presidents, etc.):** In terms of faculty feeling valued by the administration, defined as provosts, vice presidents, etc., faculty reported feeling even less valuable with only 29% of faculty feeling valued by this group. There was significantly more neutrality in response to this item with close to 34% of faculty reporting feeling neutral in response to this item. A greater number of faculty also reported feeling negatively about their perceptions of being valued by administrators at this level.

Rate your agreement with the following statement: My work is valued by my administration (Provost, Vice Presidents, etc.).

200 responses
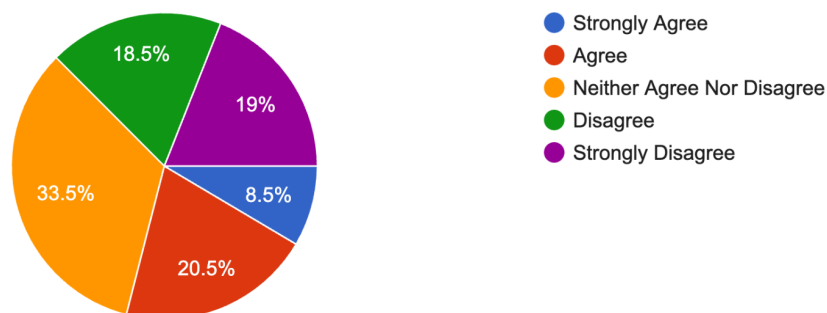
- **Feeling Valued by Upper Administration (President, Board of Trustees):** When considering how valued faculty felt by upper administration, meaning the president and the board of trustees, there were significantly more faculty feeling either negatively about this item (54%) with a notable 30% of faculty strongly feeling a lack of being valued or feeling neutral (close to 30% of respondents).
  - The 2021 survey revealed a similar trend with most faculty expressing dissatisfaction with communication with the president (President Szymanski) and the board of trustees at the time.

Rate your agreement with the following statement: My work is valued by upper administration (President, Board of Trustees).

200 responses
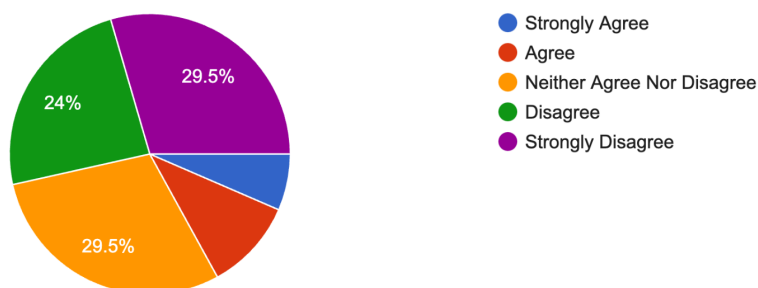
- **Feeling Valued by the Broader Governing Systems (Board of Governors, State Legislators):** When thinking about how the work of faculty is valued by the broader governing system including the board of governors and state legislators, an overwhelming 68% of faculty report feeling negatively about their perceived value. Close to 26% of faculty felt neutral about how the broader governing system valued their work and only 6.5% of faculty reported feeling valued to any degree.

Rate your agreement with the following statement: My work is valued by the broader governing system (Board of Governors, State Legislators).

200 responses
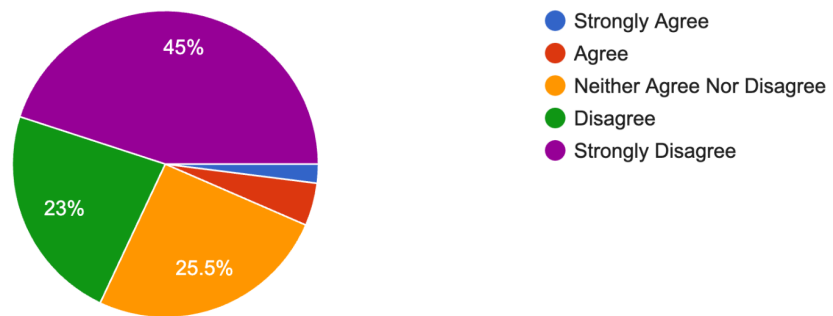
Additional Qualitative Data

More than sixty respondents (n=63) provided open-ended feedback regarding their perceptions of feeling valued. Several themes emerged from this data. There were several themes around a lack of feeling valued including a general lack of feeling valued in their contribution to the university (n=23) and a lack of feeling valued by leaders at the university, BOT, or state legislature (n=50).

- **Lack of Feeling Valued for General Contributions**: Several faculty reported feeling their salary reflected a lack of being valued (n=5) or reporting that, again, the criteria around merit pay not being clear (n=5). Additionally, some faculty felt their teaching efforts were not being valued (n=5) and/or that they weren't given course assignments in their area of expertise (n=2). Finally, some faculty reported feeling like no one at the university understood or knew what they did (n=6).

- **Lack of Feeling Valued by Leaders:** Within this theme, faculty provided feedback about feeling unheard by either their chair or dean (n=7) or feeling they had no contact with upper administration (n=7). Similarly, some faculty reported they didn't believe the BOT understood faculty or the role(s) they play at the university (n=6). While some faculty reported that they appreciated the administration's efforts, but that those efforts did not reach

their level (n=5), other faculty reported feeling their only value to the administration was the impact they had on the metrics (n=10). Finally, some faculty (n=5) provided feedback about the hostility they have felt from state officials and how this has impacted them.

Quotes that represent this theme are:

- "While I have seen tangible action to better support my work at the chair, dean, and provost level, I have had to elevate issues much farther up the chain and much more strongly than they should need. Those actions produce an environment of persistent conflict, rather than collaboration. Overall, the value of my work to the University feels negatively transactional rather than positively mission-driven. I don't know why I am fighting so hard on a day-to-day basis to bring positive outcomes to the university. I'm not sure I want to continue working under such high-conflict duress for the long-term. Especially in a high-growth environment, managing pain-points and scaling up processes are normal activities that should be managed with care, rather than animosity or annoyance, toward the workers/users of the systems. When processes aren't working well, it seems like the administrative side of the tasks are provided endless leeway, while the faculty side of tasks are handled punitively."

- "I think there is a gap between the rhetoric of the dean/provost/president and the individual communication I have had with each of these individuals. They say my work is valued but their actions make it clear that it is valued only as much as it aligns with their objectives. While their objectives (articulated in the strategic plan, for example) are very clearly important, HOW I carry out those objectives/strategies is also important. I see this primarily in how we are being asked to achieve the growth plan."

- "Additionally, while I understand we can't ignore the metrics as funding is tied to them, the constant focus on the metrics makes our work as faculty feel less valued."

- "Can the BOT visit each of the colleges and meet with faculty to see the amazing things we are doing? I would welcome them to sit in a lecture. Would prefer if they sat in disciplines unrelated to their fields. For example, if they are in business, they could visit BCH. Making the personal connection might help solve some of the friction with UFF."

Summary

Overall, faculty feel most valued by those they work most closely with - their chairs. There appear to be declining amounts of feeling valued by deans when compared to 2021. Feeling valued by administrators such as provosts or vice presidents are largely neutral or negative, while feelings about being valued by the president and board of trustees are overwhelmingly negative with 30% of faculty strongly disagreeing that they feel valued by these leaders. Finally, only very few faculty (6.5%) reported feeling valued by the broader governing system here in Florida.

Action Items

- **Honoring & Celebrating Faculty Milestones & Commitment to the University:** We want to amplify the recommendations made by the Culture of Care Task Force in increasing employee appreciation efforts (p. 3) and increasing positive feedback and recognition to faculty (p. 2, 9-10).[5]

- **Increasing Transparency & Communication:** In addition to the previous recommendations about increasing trust, we recognize that the Culture of Care Task Force recommended increasing consistency and transparency of top-down communication (p.16).[6] The Task Force speaks of decreasing a "need to know" mentality that "seems pervasive on campus" (p.16).

- **More Listening than Talking:** Related to the last insight, being told about decisions that directly affect your work rather than being involved in them leads to feelings of diminished value. There seems to be a general trend through the data within this survey that faculty are feeling unlistened to and talked at. One way of increasing faculty feeling valued is for leaders to do more listening and less talking.

- **Increasing Interactions with the Board of Trustees (BOT):** As was indicated in both quantitative and qualitative data, faculty feel a major disconnect between their work and understanding of their role and value at the university and the Board of Trustees. It is recommended that BOT members be invited to engage more directly with faculty such as inviting BOT members to attend faculty-led community events, inviting BOT members to attend FA meetings, or inviting BOT members to attend UFF-UNF bargaining sessions as examples.

Leadership & Governance

- **Perceived Support of Upper Administration (President, Board of Trustees) for Academic Freedom:** Generally, faculty either felt that the president and board of trustees do not value academic freedom (42%) or faculty were neutral (33%) about whether or not the president and board of trustees valued academic freedom.

Rate your agreement with the following statement: Upper administration (President, Board of Trustees) values academic freedom.
199 responses
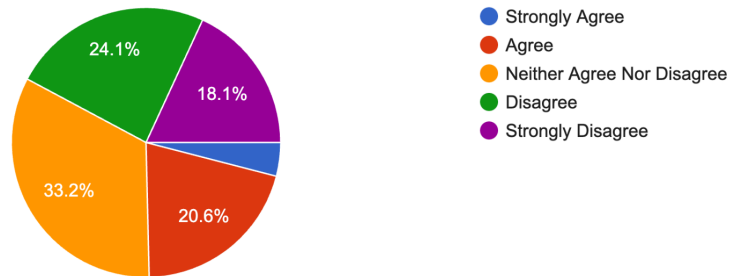
- **Feeling Upper Administration (President, Board of Trustees) has the University's Best Interests in Mind:** Similar patterns were found in whether faculty felt the president or board of trustees had the university's best interests in mind when making decisions. More than 42% of faculty did not feel that the university's best interests were considered when making decisions and close to 31% of faculty were neutral in their perceptions on this topic. Only 27% of faculty felt either strongly or somewhat that upper administration considered the university's best interests in decision-making.

Rate your agreement with the following statement: I trust upper administration (President, Board of Trustees) has the university's best interests in mind when making decisions.
199 responses
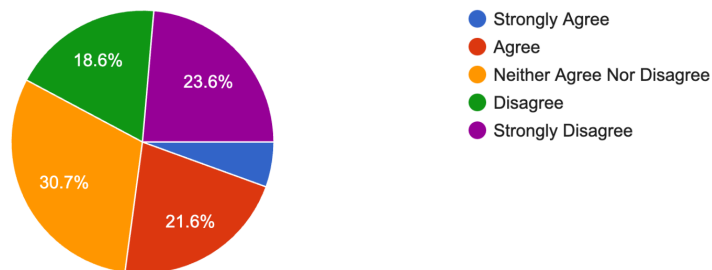
- **Feeling All of the Administration (President, Provost, Vice-Presidents, Deans) have Faculty's Interests in Mind:** When broadening the lens to include provosts, vice-presidents, and deans having the faculty's interests in mind when making decisions, only around 21% of faculty felt their best interests were considered. There were still a good number of faculty (27.6%) who felt neutral about their best interests being considered and more than 51% of faculty reported that they felt all of administration did not consider their best interests when making decisions.

Rate your agreement with the following statement: I trust all of administration (President, Provost, Vice-President's, Deans) have my faculty's interests in mind when making decisions.
199 responses
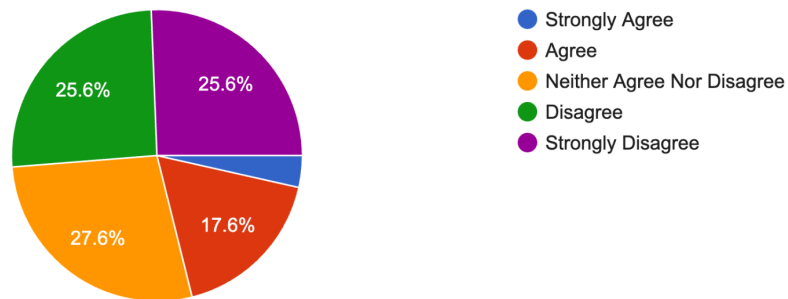
- **Perceptions about the Equity of the Distribution of Differentiated Assignments (DAs):** When asked about perceiving that differentiated assignments were distributed equally, a majority of faculty reported either feeling that DAs were not equitably distributed (39.7%) or that they felt neutral (29.6%) or that the policy did not apply to them (17.1%). Only 16.1% of faculty felt that DAs were distributed equitably.

Rate your agreement with the following statement: The current distribution of differentiated assignments has been fair and equitable.
199 responses
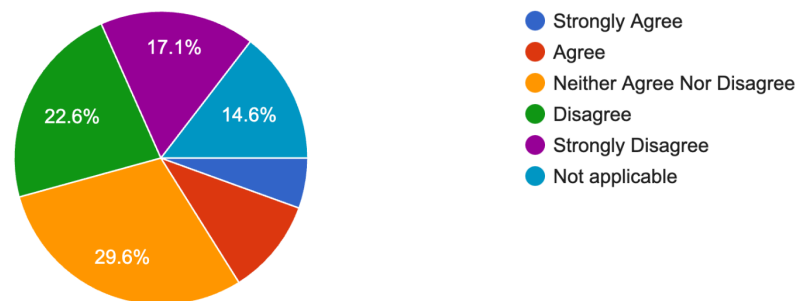
- **Perceptions about the Clarity of Evaluative Criteria Related to the Differentiated Assignment:** Concerning the clarity of evaluative criteria for

faculty on DAs, of the faculty responding where this applied, close to 17% of faculty reported feeling neutral and close to 20% of faculty (19.5%) felt that the evaluative criteria lacked clarity. Only 7% of faculty felt the evaluative criteria for differentiated assignments were clear.

Rate your agreement with the following statement: I am on a differentiated assignment and it is clear to me what my evaluative criteria will be respective to my assignment.
198 responses
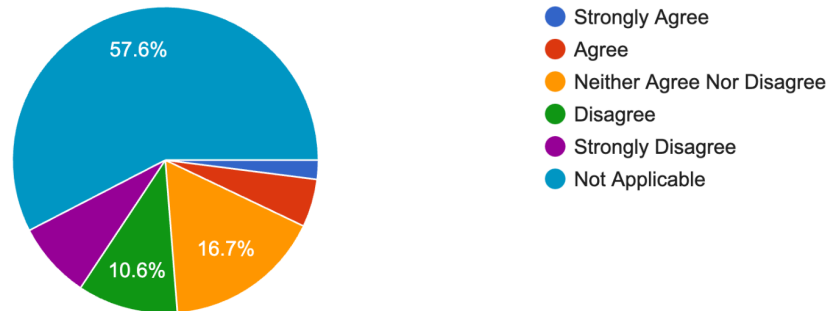
- **Perceived Fairness of Dean Evaluations of Differentiated Assignments:** Faculty were divided in whether or not they felt they could trust their dean to be fair in evaluating their DA with around 30% of faculty (29.7%) reported feeling their dean could not be trusted to be fair and around 34.1% feeling they could trust their dean to be fair. Another 36.2% of faculty reported feeling neutral about whether or not they could trust their dean to be fair in evaluating a DA.

Rate your agreement with the following statement: I trust my dean to be fair in considering performance respective of differentiated assignments.
199 responses
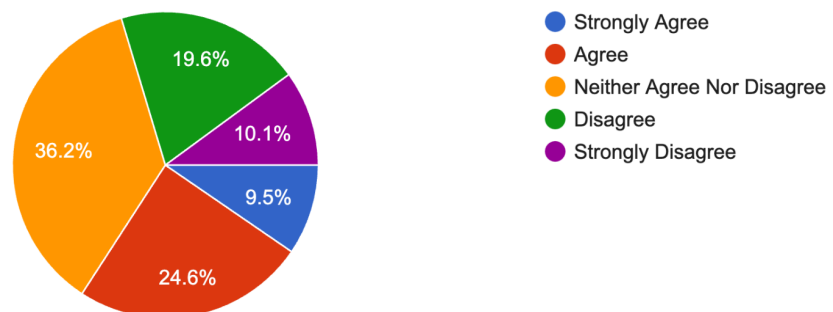

- **Perceived General Satisfaction with Leadership Appoaches from Upper Administration:** Finally, about whether or not they felt generally satisfied with the president and board of trustees leadership approaches, only roughly 20% of faculty

report feeling satisfied to varying degrees. Close to 28% of faculty felt neutral about leadership approaches. A majority of faculty (52%) reported feeling dissatisfied to varying degrees with leadership approaches taken by the president and board of trustees.

Rate your general satisfaction with leadership approaches from upper administration (President, Board of Trustees).

197 responses
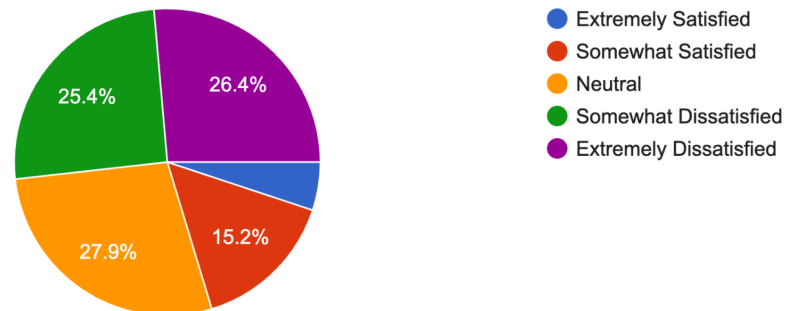
Additional Qualitative Data

Close to sixty respondents (n=57) provided open-ended feedback regarding their perceptions of leadership and governance. Several themes emerged from this data including feeling leadership engaged in poor decision-making & required greater faculty input (n=25), negative views of differentiated assignments (n=10), poor messaging (n=10), and good intentions but poor execution (n=13).

- **Poor Decision-Making & Need for Greater Faculty Input:** Within this theme, faculty indicated they felt that leaders engaged in poor decision-making (n=15), were out of touch with faculty (n=8), and needed greater faculty input (n=10).

    Quotes that represent this theme are:
    - "It feels like the upper administration wants to have the best interests of faculty in mind and wants to value academic freedom, but they are pressured by the BOT and BOG and government to push to create policies that act against the best interest of faculty. This tension is felt throughout the university. I don't think anyone at UNF wants to intentionally harm faculty. With that said, I think that administration is showing poor leadership skills because they are acting against their values.
    - "BOT should work better with UFF on finding resolutions rather than forcing an impasse."

- ○ "The BOT is divorced from the realities of faculty, staff, and students (as they've always been). They come to UNF for BOT meetings and that's about it. They need to know what UNF really is!"

- ○ "It feels there is a gap between the rhetoric about leadership and the practice of leadership in my college (Dean and Associate Dean) and in the provost's office (Provost). The rhetoric emphasized empowerment, emotional intelligence, partnership, growth - while the practice is fear and intimidation, hierarchy, control."

- **Differentiated Assignments:** A relatively large number of comments in this interest area related to policy development, evaluative criteria, and fairness of differentiated assignments (n=10).

  Quotes that represent this theme are:

  - ○ "Overall, I trust that the upper administration as far as the Dean, Provost, and President have the university's best interests in mind - over the best interests of faculty/the people working for them. There was not a clear process for determining differentiated assignments and not an actual application procedure. For example, I was put on a differentiated assignment in order to better handle an aspect of my program that I have no power, authority, or autonomy over; there is no way for my to actually implement changes without buy-in from other parties who have no obligation to consider the needs of my program. Overall, the processes and procedures are not being established and tested ahead of time, whether for workload, IT transitions, or institutional procedures/SOPs. Further, neither the processes, evaluative criteria, or changes to other aspects of workflow are being communicated down-the-chain to the appropriate user-groups. As admirable as it is to have a grand vision for UNFs future, this won't be achievable if there is no forethought to the logistics required to make it happen or the people-power needed to drive the changes. Faculty retention and success seems to be at the bottom of the list."

  - ○ "On differentiated assignments, this has not affected me yet, I remain on a 3/3, and am content with this. I would like to see everyone from Deans on up to politely raise the issue of anti-intellectualism, and poor morale among faculty, at every outside meeting they have."

- **Poor messaging:** There was a group of faculty who also pointed out that leaders have engaged in poor messaging (n=6) about policies or practices such as differentiated assignments or post-tenure review.

  A quote that represents this theme is:

○ "Leadership at all levels need to do a better job with messaging. President Limayem probably does the best job with clear, consistent and trustworthy messaging. However, everyone below him (to begin with the Department Chair in the case of my department) need mentorship and coaching to learn to value faculty and staff and their contributions and know how be sincere in their approach. The dean and associate dean need coaching to carefully message growth. By instilling fear of cutting programs, you cannot motivate faculty & staff to embrace change. Change is necessary and can happen smoothly and effectively when the upper admin (dean, associate dean) earn the trust of their faculty. In a recent dean's update, our dean and associate dean highlighted a few faculty members who received the 8k merit pay - the newsletter read that these faculty were contributing to the strategic plan. There was no other explanation of what these faculty members were doing that helped them receive this recognition - that is were they good in teaching, research, service or leading teams - this kind of projection of selected members without any explanation doesn't earn your faculty & staff's respect, doesn't motivate them - instead telling your faculty & staff what they did and how they achieved what they achieved will help others learn from their peers' accomplishments. It will help build trust."

● **Good Intentions, but Poor Execution:** Open-ended feedback from faculty in this interest area yielded a theme of faculty perceiving that, while leadership may have good intentions, they often created policies, practices, or goals for the university with poor execution (n=13).

A quote that represents this theme is:

○ "Academic work is not something that can be turned on a dime. The current instability and constant changes in messaging make it impossible to act strategically. For instance, my work is such that I can bring in external grants OR provide experiential student activities, but not both. The constant strategic flux from on high makes it unclear which long term plans I should be focusing on, which ultimately means everything suffers -- I can't make plans for a grant proposal whose work I would not be able to complete if my experiential learning expectations suddenly increase, for example, and I can't commit to develop and offer a new student experience if I suddenly learn that I was actually supposed to bring in a major external grant. The new environment of retrospectively applied evaluation criteria makes these issues paralyzing -- because if I don't correctly divine what the strategic priorities are going to be three years from now, I might not pass PTR. Academic productivity requires long time horizons and it requires some modicum of stability -- we need to know what we are aiming for in enough time to hit the mark."

Summary

Faculty generally reported significant dissatisfaction with leadership, feeling that decision-making often lacked transparency and faculty input. Concerns were also raised about fairness in differentiated assignments, unclear evaluative criteria, and inconsistent communication. While some faculty acknowledged good intentions, the execution of ideas was widely seen as poor, leading to mistrust and dissatisfaction.

Action Items

- **Greater Involvement of Faculty in Policy Development at the Outset:** Significant concerns were noted about the development of the differentiated assignments which did not involve faculty until a draft had already been formulated. Given these concerns and the data that faculty do not trust the administration to have the faculty or university's best interests in mind when making decisions, it seems especially critical that policies, procedures, and faculty involving faculty should involve faculty at the outset.

- **Leadership Development:** Again, the committee amplifies the findings of the Culture of Care Task Force (p.1) that leaders within the university at all levels be engaged in in-house leadership development training with mentorship such as the CoveyLeaderU program.[7] Specifically, leaders need a common understanding and language around leadership to have more meaningful conversations about appropriate leadership approaches and practices suited to the current context and climate at the university.

- **Creation of a Transparent, Official Pathway for Changes in Assignments or Lines:** As the university grows to try to meet its strategic goals, we recognize the need to create greater flexibility in assignmements and lines to better address the roles faculty play in the university's growth. Toward this end, there are several policies in need of development.
  - Create a transparent, official policy on Flexible Assingments to replaced 2.0420P, Scholarship Reassignment. The current differentiated assignment policy has been perceived as "confusing," "inequitable," "allows favoritism," and "are used to shift administrative duties around, not provide more research time." A transparent, official policy developed by faculty and negotiated with UFF-UNF should address these concerns.
  - Create a pathway for non-tenure track faculty to transition to tenure-track faculty. This policy should be transparent and official policy developed by faculty and negotiated with the UFF-UNF that should include options for library and clinical faculty to transition from non-tenure track lines to tenure-track lines.
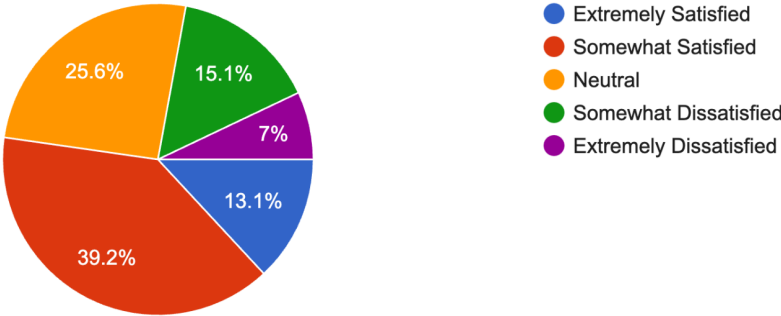
- ○ <u>Create a pathway for visiting instructors to transition to Instructors</u>. There are longstanding issues with faculty being on visiting lines for far longer than would be expected. The university should create a transparent and official policy developed by faculty and negotiated with the UFF-UNF for visiting instructors who are investing in the university and who the university is benefitting from to become an official part of our faculty through an Instructor position.

Evaluations

- **Satisfaction with Consideration of Teaching in Annual Evaluations:**
Approximately 52.3% of faculty felt satisfied with the amount of consideration given
to teaching in annual evaluations compared to 22.1% who were dissatisfied to varying
degrees. Around 26% of faculty (25.6%) reported feeling neutral about the amount of
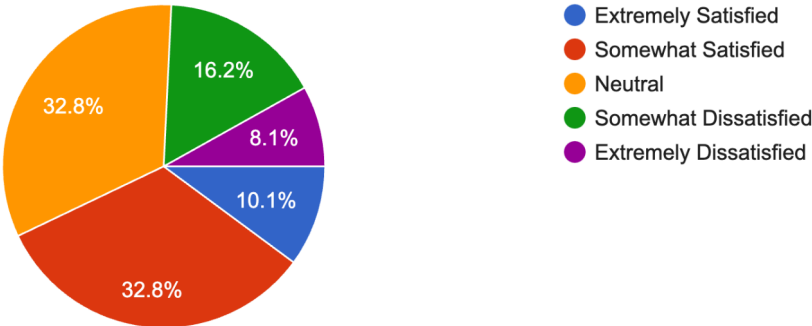credit given to teaching in annual evaluations.

Rate your satisfaction with the amount of consideration given to teaching for annual evaluations.
199 responses

Legend:
- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

Values: 25.6%, 15.1%, 7%, 13.1%, 39.2%

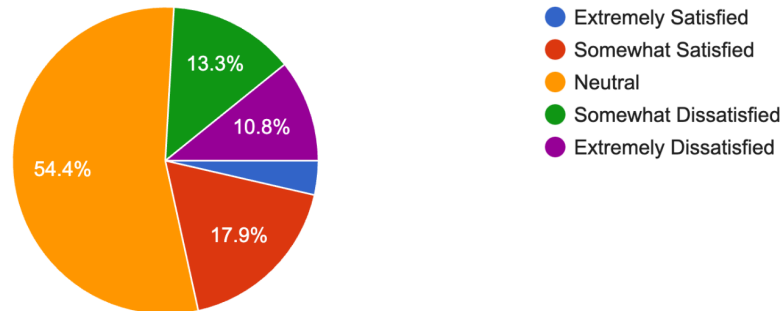- **Satisfaction with Consideration of Teaching in Promotion & Tenure:**
Similar patterns emerged about the amount of credit given to teaching in the
promotion and tenure evaluation process with slightly more dissatisfaction (24.3%)
and/or neutrality (32.8%) when compared to how faculty felt about credit for
teaching in annual evaluations.

Rate your satisfaction with the amount of consideration given to teaching for promotion & tenure.
198 responses

Legend:
- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

Values: 32.8%, 16.2%, 8.1%, 10.1%, 32.8%

- **Satisfaction with Consideration of Teaching in Post-Tenure Review (PTR):** There was significantly more neutrality (54.4%) when faculty were asked about their perceptions of credit to teaching in post-tenure review, likely reflective of a lack of clarity around these processes as reflected in qualitative data discussed later in this section with slightly more dissatisfaction (24.1%) than satisfaction (21.5%).

Rate your satisfaction with the amount of consideration given to teaching for post-tenure review
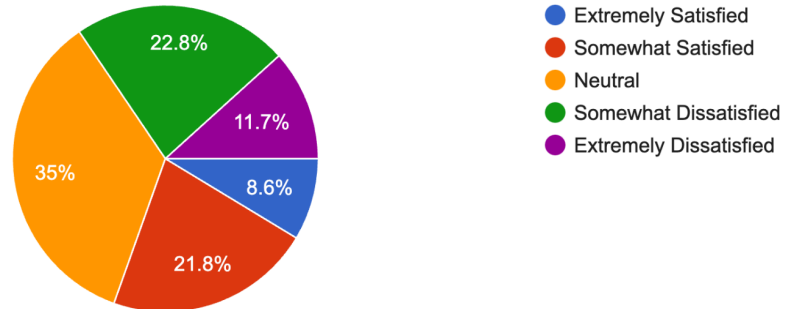195 responses

- **Satisfaction with Consideration of Service in Annual Evaluations:** Around 39.7% of faculty reported feeling satisfied with the amount of consideration given to service in the annual evaluation process which is significantly less satisfaction when compared to consideration given to teaching. There were similar levels of neutrality (24.6%) in response to this item and greater dissatisfaction (21.6%).

Rate your satisfaction with the amount of consideration given to service for annual evaluations.
199 responses
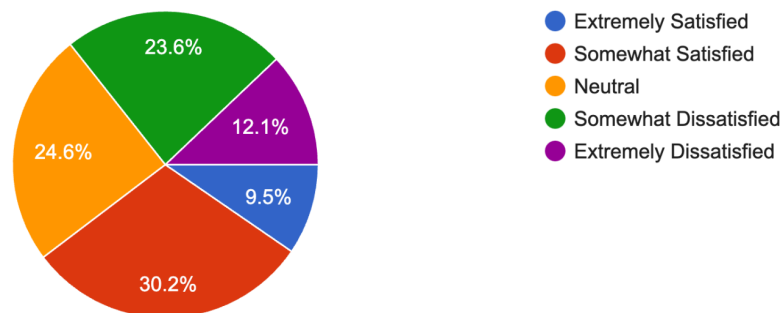
- **Satisfaction with Consideration of Service in Promotion & Tenure:**
  Faculty reported a significant level of neutrality (35%) when considering how service influences promotion and tenure evaluative decisions. The remaining faculty were divided with roughly similar levels of satisfaction (30.4%) and dissatisfaction (34.5%) when considering how service influences promotion and tenure.

Rate your satisfaction with the amount of consideration given to service for promotion & tenure.
197 responses

- **Satisfaction with Consideration of Service in Post-Tenure Review (PTR):**
  Neutrality in how service influences post-tenure review (50.8%) is comparable to levels of neutrality about how teaching influences post-tenure review (54.4%). Faculty were generally more dissatisfied (29.9%) than satisfied (19.3%) with how service influences post-tenure review outcomes.
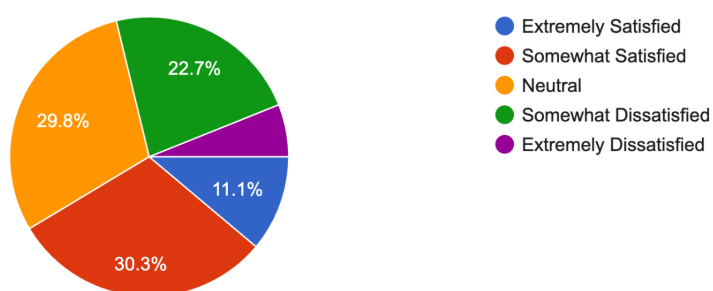
Rate your satisfaction with the amount of consideration given to service for post-tenure review.
197 responses
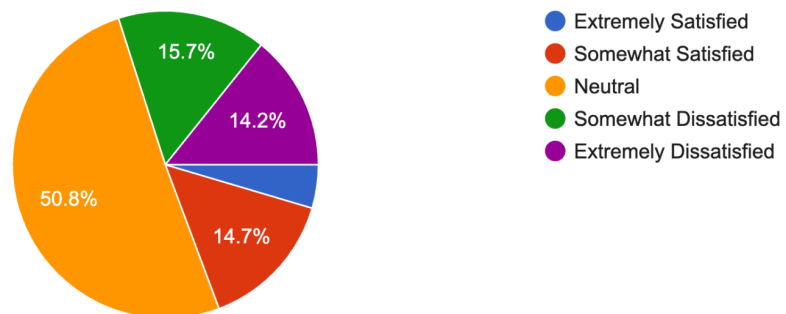
- **Satisfaction with Consideration of Research, Scholarship, or Creative Activities (RSCA) in Annual Evaluations:** Finally, faculty were slightly less satisfied with how RSCA (41.4%) is considered in annual evaluations when compared to teaching (52.3%) but more satisfied with how it is weighed relative to service (39.7%). There was more neutrality in how faculty responded to this question (29.8%) when compared to teaching (25.6%) and service (24.6%). There was also more dissatisfaction (28.8%) with how RSCA is weighed in annual evaluations when compared to teaching (22.1%) and service (21.6%).

Rate your satisfaction with the amount of consideration given to research, scholarship, or creative activities for annual evaluations.
198 responses

- **Satisfaction with Consideration of Research, Scholarship, or Creative Activities (RSCA) in Promotion & Tenure:** Faculty reported feeling similar levels of neutrality in how RSCA is weighed in promotion and tenure (35.2%) to how service is weighed in promotion and tenure (35%). Faculty were most satisfied with how RSCA is weighed in promotion and tenure (35.7%) when compared to how service is weighed (30.4%) or how teaching is weighed (42.9%). However, they are less satisfied with how RSCA is weighed in annual evaluations (41.4%).

Rate your satisfaction with the amount of consideration given to research, scholarship, or creative activities for promotion & tenure.
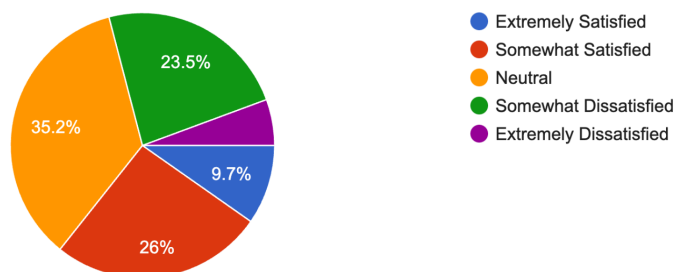196 responses

- **Satisfaction with Consideration of Research, Scholarship, or Creative Activities (RSCA) in Post-Tenure Review:** This question yielded similar patterns to how faculty responded to consideration of service and teaching in PTR with similar rates of neutrality (51.8%) compared to 50.8% for service and 54.4% for teaching and similar rates of greater dissatisfaction (27.4%) compared to 24.1% for teaching and 29.9% for service. Additionally, there are similar levels of satisfaction with consideration of RSCA in PTR (20.8%) when compared to 21.5% for teaching and 19.3$% for service.

Rate your satisfaction with the amount of consideration given to research, scholarship, or creative activities for post-tenure review.
197 responses
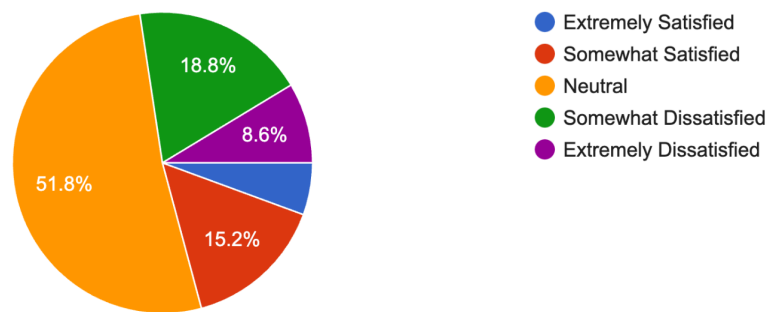
- **Satisfaction with Clarity of Annual Evaluations:** Faculty felt generally satisfied (40.4%) with the clarity of annual evaluation evaluative processes. On the other hand, close to a quarter of faculty (21.2%) reported feeling neutral about the annual evaluative process and another 38.4% reported feeling dissatisfied.

Rate your satisfaction with: The clarity of the annual evaluation performance review process.
198 responses
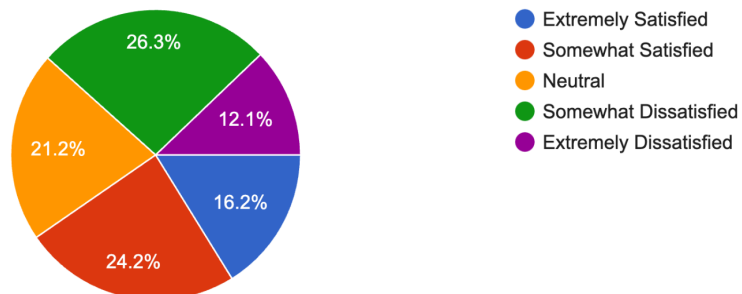
- **Satisfaction with Clarity of the Tenure & Promotion Performance Review Process(es):** Faculty were largely either satisfied to varying degrees (39.4%) or

neutral (32.3%) about the clarity of tenure and promotion evaluative processes. On the other hand, 28.3% of faculty reported feeling dissatisfied with promotion and tenure processes.

Rate your satisfaction with: The clarity of the tenure and promotion performance review process(es).
198 responses

- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

20.2%
32.3%
8.1%
14.1%
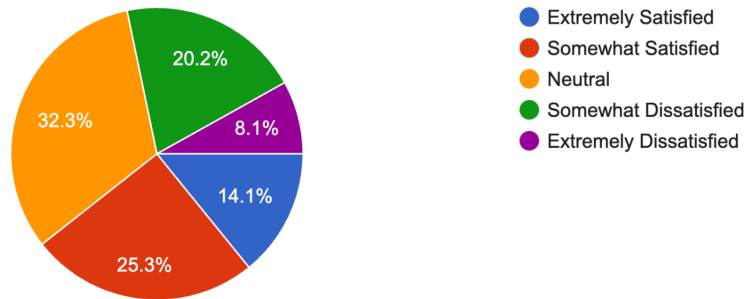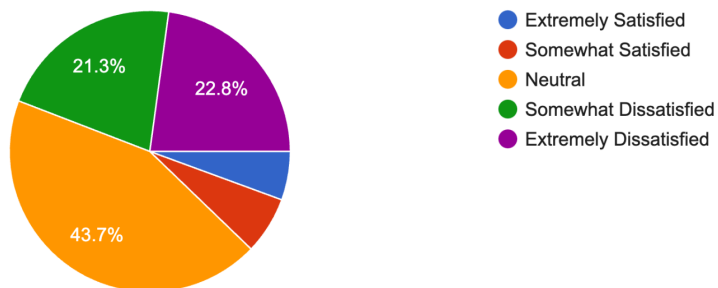25.3%

- **Satisfaction with Clarity of the Post-Tenure Performance Review Process(es):** Faculty generally reported feeling neutral (43.7%) or dissatisfied to varying degrees (44.1%) about the clarity of the post-tenure review performance process with only 12.2% of faculty reporting the process to be clear.

Rate your satisfaction with: The clarity of the post-tenure review performance review process.
197 responses

- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

21.3%
22.8%
43.7%

Additional Qualitative Data

More than sixty respondents (n=62) provided open-ended feedback regarding their perceptions of evaluative criteria. Some general themes emerged including a lack of clarity in evaluative criteria (n=32), there being too much subjectivity or arbitrary approaches in evaluative processes (n=24), and, finally, a sense that their evaluative criteria is not reflective of the role (n=8).

- **Lack of Clarity in Evaluative Criteria:** More than half of open-ended

feedback comments (n=32) related to a lack of clarity in evaluative criteria and processes. Specifically, faculty (n=15) reported feeling a lack of clarity about how percentages assigned to each of their roles (i.e., teaching, RSCA, service) were assigned. They (n=5) were unsure about how to qualify for a differentiated assignment. Finally, faculty (n=12) reported feeling unsure about the post-tenure review (PTR) process.

Quotes that represent this theme are as follows:

- "The bar keeps changing. This year my annual evaluation percentages were magically changed from previous years without being informed. Who changes job criteria and assignments like that after the job has been performed? The undercrediting of the massive amount of service we've all had to do with the tsunami of new proposals and initiatives and building plans and strategic plans while attempting to raise the bar on research with no additional resources... a still inefficient and understaffed ORSP and IRB... it's not landing well. At all."

- **Too Much Subjectivity or Arbitrary Approaches in Evaluation:** Another theme that emerged from qualitative feedback indicated that faculty felt there was too much subjectivity in evaluative processes or that the approaches leaders took in evaluation were arbitrary (n=24).Within this theme, several subthemes emerged including that there is too much subjectivity (n=11), including no transparency in how to achieve merit pay (n=5), and that how DFW rates are reported are erroneous (n=8).

Quotes that represent this theme are as follows:

- "We desperately need the research component of annual reviews to be based on multiyear productivity. Otherwise there is an incentive to pump out crappy work in order to ensure the boxes can be checked. Good research takes time, and we should evaluate research based on a rolling 3-year window. I do not understand why this doesn't get fixed in the CBA, etc."

- **Evaluative Criteria is Not Reflective of the Role:** Finally, some faculty (n=8) felt that the evaluative criteria are not reflective of the role. Specifically, they felt they received too little credit for the heavy amount of service they engage in (n=5) and that they are not provided enough time for research given the percentage of their duties RSCA should represent (n=3).

This is consistent with 2021 survey data that suggested that faculty were generally dissatisfied with the way that ISQs were used in making promotion and tenure decisions and that ISQs are subject to significant bias.

Quotes that represent this theme are as follows:

- "I do not think anyone (at any level of instructor and professor) knows exactly how the balance of teaching to service to research is calculated during reviews. For instance, I don't think anyone knows exactly what part of teaching is important (is it curriculum development, delivery of

knowledge, or student opinion and how is that being measured. I also do not think it is clear how much service (and what kind of service) is required to earn different scores on the evaluation. This is not clear and the expectations absolutely should be clear. It also should be discussed within departments and with individual faculty members."

- "DFW rates and ISQs are biased and unfair measures of performance. The reliance on DFW rates creates ethical issues among faculty. I have been told numerous times to compromise my ethics and values to improve DFW rates."

- "For decades, FARs were a meaningless fiction and they are suddenly used at the center of PTR. People hired with 75% teaching loads are still much more likely to be ranked highly for research productivity. Service is not valued or adequately compensated by the university, although it is necessary to the institution's function."

Summary

Overall, the findings suggest that while teaching is given more consideration in evaluations, research is prioritized in tenure decisions, and service is undervalued across all areas. There is a widespread need for clearer, more transparent, and consistent evaluation criteria.

Action Items

- **Greater Transparency in Evaluative Processes:** Faculty should be engaged to standardize how faculty are evaluated at all milestones (i.e., annual evaluations, promotion and tenure, and post-tenure review).
    - This data underscores the importance of department-driven and context-dependent evaluative criteria that are made as objective as possible.
    - It also makes clear that there is a need to standardize the assignment weights and FAR process at the outset of each contract year so a faculty member's duties are clear.
    - Additionally, there appears to be a need to re-examine the ways in which DFWs are identified and factored into evaluative processes.
    - Finally, it is clear both from previous research to come out of this faculty body, as well as data shared within this survey that ISQs are viewed as increasingly subjective and prone to bias. Given the current hostile cultural climate around higher education as discussed earlier in the report, it is increasingly important to under-emphasize the

importance of ISQ feedback and increase other more objective measures of faculty performance in teaching such as peer evaluation.

- **Increase the Engagement of the Office of Faculty Enhancement (OFE):** In the Support Services section of this report, faculty identify OFE as being a helpful resource in providing support to faculty. It seems that OFE could be engaged to address the lack of clarity in the post-tenure review process shared by faculty in both quantitative and qualitative data.

- **Increase Transparency in PTR:** The post-tenure review policy is one that was brought about by politicans with a political agenda and a lack of understanding of academia. Faculty fears about this policy are righteous and justifiable and the university administration should do all it can to provide faculty with a sense of security and clarity around the process. One way administration can do this is by sharing information about how they are taking steps to ensure that faculty are being evaluated based on their workload (not peer performance) in the post-tenure review period. Toward this end, it is recommended that administration provide data around PTR outcomes each year especially given that this data is already provided to the BOG and public knowledge. Specifically, we recommend:
    - Aggregated outcomes for each rating category should be provided on an annual basis such as:
        - "____% of faculty who were rated as ____ in their annual evaluations with an AACS of _____ were also rated as _____ by their Dean."
        - "____% of faculty who were rated as _____ in their annual evaluations with an AACS of _____ were also rated as _____ by the University Post-Tenure Review Committee."
        - "____% of University Post-Tenure Review Committee recommendations for _____ rating were upheld by the Provost"
   - This would also allow us to see how AACS scores are changing over time.

Teaching

- **Perceptions of Time Spent on Teaching:** Faculty expressed feeling that, for the most part (48.5%), they can spend the "just right" amount of time on teaching when compared to 44.9% who felt they were spending too much time focusing on teaching and 6.6% of faculty who thought they spent too little time on teaching.

Please indicate whether you feel you can spend too little or too much time on Teaching.
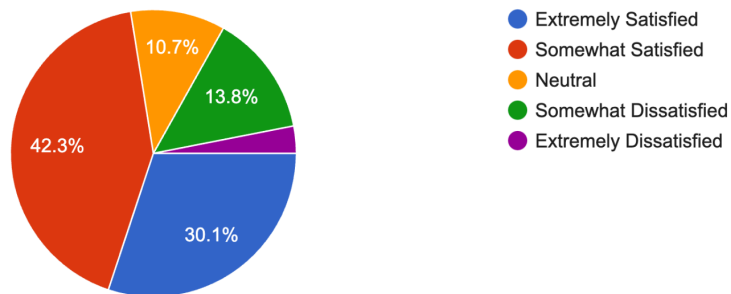194 responses

Legend:
- Too Much — 19.1%
- Somewhat Too Much — 25.8%
- Just Right — 48.5%
- Somewhat Too Little
- Too Little
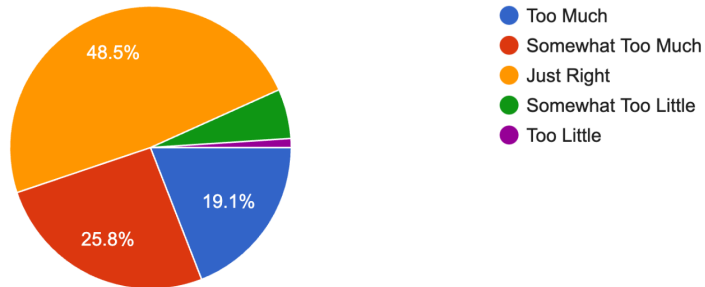
- **Satisfaction with Course Teaching Assignments:** Most faculty felt satisfied with their course teaching assignments (72.4%), compared to 16.9% of faculty who felt dissatisfied to varying degrees or neutral (10.7%).

Rate your satisfaction with: Your course teaching assignments.
196 responses

Legend:
- Extremely Satisfied — 30.1%
- Somewhat Satisfied — 42.3%
- Neutral — 10.7%
- Somewhat Dissatisfied — 13.8%
- Extremely Dissatisfied
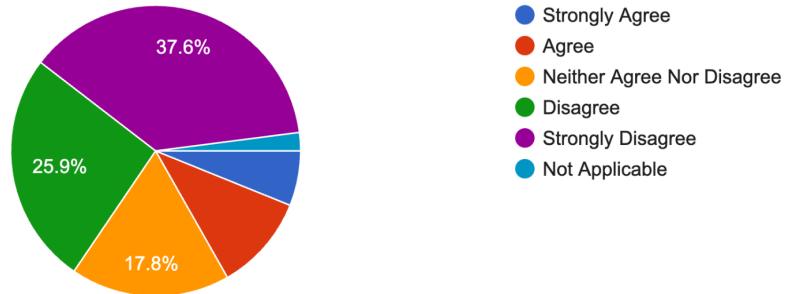
- **Perceptions of ISQs Weight on a Faculty Member's Evaluation of Teaching for Annual Evaluations:** Most faculty strongly disagree (37.6%) or disagree (25.9%) that ISQs should weigh heavily in evaluating faculty teaching performance in annual evaluations with another 17.8% of faculty reporting feeling neutral about the importance of ISQs in annual evaluations.

Rate your agreement with the following statement: ISQs should weigh heavily on a faculty member's evaluation of teaching.
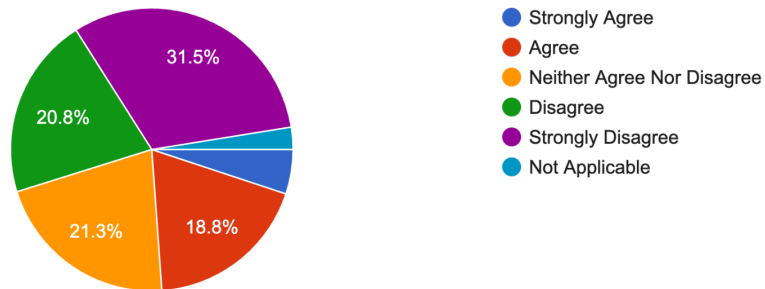
197 responses

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable

37.6%
25.9%
17.8%

● **Perceptions of ISQs Weight on a Faculty Member's Evaluation of Teaching for Promotion & Tenure:** Similar trends were found when asking faculty about the weight of ISQs in making decisions about promotion and tenure with 52.% of faculty feeling they should not play an important role and another 21.3% feeling neutral about their weight.

Rate your agreement with the following statement: ISQs should be used for making promotion & tenure decisions.

197 responses

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable

31.5%
20.8%
21.3%
18.8%

● **Satisfaction with Increasing Reliance on Non-Tenure-Track (NTT) & Adjunct Faculty to Accommodate for Differentiated Assignments (DAs):** Faculty expressed general dissatisfaction (52%) with the idea of increasing reliance on NTT and adjunct faculty to accommodate for increasing opportunities for DAs. Another 26.5% reported feeling neutral about the idea and another 21.5% reported feeling satisfied with this change to accommodate increasing opportunities for DAs.
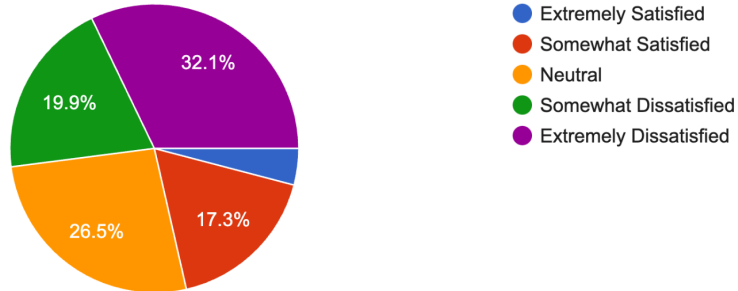
Rate your satisfaction with increasing reliance on non-tenure-track and adjunct faculty to accommodate for differentiated assignments.
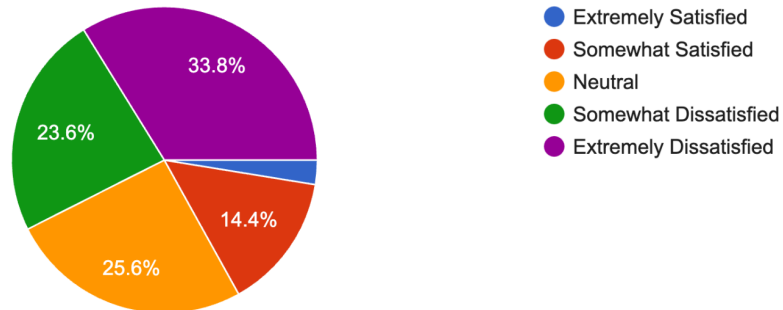
196 responses

- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

32.1%
19.9%
26.5%
17.3%

- **Satisfaction with Increasing Course Caps or Student-to-Faculty Ratios in Courses to Accommodate for Differentiated Assignments (DAs):** Faculty were also asked to indicate how satisfied they would feel about increasing course caps or student-to-faculty ratios to accommodate for increased opportunities for DAs. faculty were generally more dissatisfied with this solution (57.2%) when compared to increasing reliance on NTT or adjunct faculty (52%). Satisfaction (17.2%) remained low and neutrality (25.6%) was similar.

Rate your satisfaction with increasing course caps or student-to-faculty ratios in courses to accommodate for differentiated assignments.

195 responses

- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied

33.8%
23.6%
25.6%
14.4%

Additional Qualitative Data

Close to sixty participants (n=57) provided open-ended feedback regarding their perceptions of teaching at the university. Several themes emerged from the data including a majority of faculty (n=20) discussing the challenges presented by ISQs, faculty reporting concern over overreliance on NTT faculty and adjuncts (n=14), and

(n=23) issues with specific aspects of their teaching assignments.

- **ISQs are a Poor Measure:** A large number of faculty (n=20) expressed feeling that ISQs were a poor measure of teaching performance.

  Quotes that illustrate this theme are as follows:

  - "Students do not understand ISQs and they are not trained on the scoring mechanism or the definitions for each question. They are unreliable raters. And due to no interrater reliability, the scores are invalid. In addition, if a very small percentage of students fill out the ISQ, the scores do not paint a full picture of how students feel about the teaching. The ISQs are an outdated measure for faculty performance. In some departments, instructors (meaning non-TT faculty) do not get enough say as to what they want to teach and they are not given enough opportunities to show off their expertise."

  - "There has to be something better than ISQ scores to rate teaching. Disgruntled student often utilize that anonymous platform to express discontent rather than problem-solving during the semester. Those with poor grades often take out frustration on ISQs rather than increasing effort in the course."

- **Over Reliance on Non-Tenure-Track (NTT) Faculty & Adjuncts:** A group of faculty also expressed that they are concerned about the overreliance on NTT faculty and adjuncts (n=14).

  Quotes that illustrate this theme are as follows:

  - "Beyond that... my department has too many adjuncts and needs them even more with differential workload. My department chair is struggling more than ever to plan schedules further into the future (not knowing who will receive differential assignments and who won't for next fall). I'd rather have more tenure track faculty with more protections rather than adjuncts who are treated poorly, get little pay, and have no job security."

- **Concern about Teaching Assignments:** Finally, faculty expressed a number of concerns related to their teaching assignments including that they were spending too much time on teaching to be productive in research (n=5), relatedly, their course caps were increased without warning (n=12) and, finally, their teaching was misaligned with their expertise (n=6).

  Quotes that illustrate this theme are as follows:

  - "We need to be assigned courses that align with our teaching and research interests. It is unacceptable for administrators to eliminate a course and then assign faculty irrelevant courses just 10–20 days before the term starts. This last-minute reassigning disrupts both

faculty and students, compromising the quality of education we are committed to providing."

- ○ "Increasing course cap is nonsense (not to mentioned not backed up by research as being pedagogically effective). It puts a lot of stress on faculty when the number of students is 40+ in a class in which the instructor relies on student participation, group work, and when all assignments are essay-types and not multiple choice answers. Crazy hours spent grading every week."

- ○ "Please do not deny our students what they have chosen and are paying for. They are paying for us (UNF, small classes, personal attention vs. UF where a student is one face in a sea of 200). Students want a professor to instruct them and guide them to the acquisition of knowledge. Students are not paying to be given information which they could read independently, they want to engage in active and meaningful learning. Please don't increase class sizes, instead, find and offer more resources!"

Summary

Nearly half (48.5%) of respondents found their teaching load to be appropriate, while 44.9% felt overburdened to varying degrees. Teaching satisfaction was mixed, with 72.4% expressing some level of satisfaction, while 13.8% were somewhat dissatisfied and a smaller group reported extreme dissatisfaction. Opinions on the weight of Instructor and Student Questionnaires (ISQs) in faculty evaluation were divided, with 63.5% disagreeing or strongly disagreeing that ISQs should play a significant role, whereas 31.5% supported their use in promotion and tenure decisions.

A substantial portion of respondents expressed dissatisfaction with the increasing reliance on non-tenure track faculty and adjuncts, with 32.1% being extremely dissatisfied and 19.9% somewhat dissatisfied. A similarly high level of concern was noted regarding course caps and student-faculty ratios, as 33.8% were extremely dissatisfied and 23.6% were somewhat dissatisfied. Neutral responses were present in both cases, but satisfaction levels remained relatively low.

Overall, faculty desire more balanced workloads, fairer evaluation measures, and structural support to maintain high-quality instruction without compromising research productivity or the strong teaching emphasis and intimate, experiential level of instruction UNF has become known for.

Action Items

- **Update ISQ Evaluations to Address Faculty Concerns:** We support the work the Faculty Affairs Committee is doing to re-evaluate the long-standing issues with ISQ evaluations. If this tool is going to continued to be used at the university, there is now long-standing data to suggest that it needs to be a more accurate reflection of student learning as opposed to perceptions of professors. We believe ISQs would be most helpful if they were able to be contextualize and tailored to the college and department.

- **Decrease Reliance on ISQ Feedback:** It is clear both from previous research to come out of this faculty body, as well as data shared within this survey that ISQs are viewed as increasingly subjective and prone to bias. Given the current hostile cultural climate around higher education as discussed earlier in the report, it is increasingly important to under-emphasize the importance of ISQ feedback and increase other more objective measures of faculty performance in teaching such as peer evaluation.

- **Developing a Course Cap Policy:** There is a recognition that the university seeks to dramatically expand student enrollment and what is less clear is the university's plan for how to adequately provide coverage for teaching. Faculty mentioned that their reduced teaching load related to their differentiated assignment just ended up translating to much higher course caps in their courses. To ensure fairness and equity in teaching assignments, we strongly recommend that a uniform course cap poilicy be developed. This course cap policy could include incentives for faculty to raise course caps (i.e., a direct financial benefit or "banked course" policy based on number of students enrolled over the cap.

Research, Scholarship, & Creative Activities

- **Perceptions of Time Available for Research, Scholarship, & Creative Activities (RSCA):** An overwhelming amount of faculty 51.3% felt they were able to devote adequate time to RSCA with an additional 31% of faculty feeling the amount of time they could devote to RSCA was "just right" and another 17.7% of faculty reported spending too much time on RSCA to varying degrees.

Please indicate whether you feel you can spend too little or too much time on Research, Scholarship, & Creative Activities.
197 responses
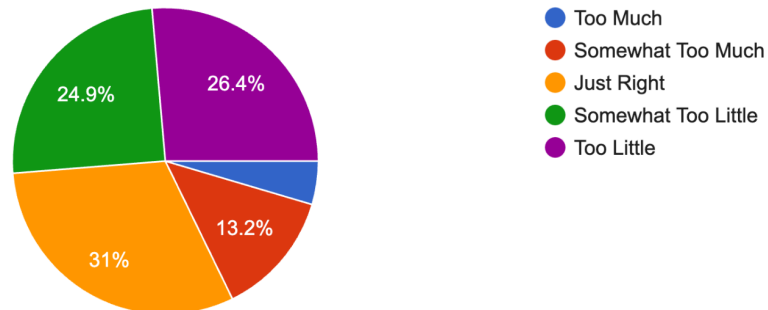
- **Satisfaction with Expediency of Review Time for Reviews Conducted by the Institutional Review Board (IRB):** Around 48.9% of faculty reported feeling neutral about the length of review time for protocols reviewed by the IRB. Of those with opinions about review times, most (36.3%) reported feeling dissatisfaction with only 14.8% of respondents reporting feeling satisfied with review times.

Rate your satisfaction with the expediency of review times for reviews conducted by the Institutional Review Board, part of the Office of Research & Sponsored Programs (ORSP).
190 responses
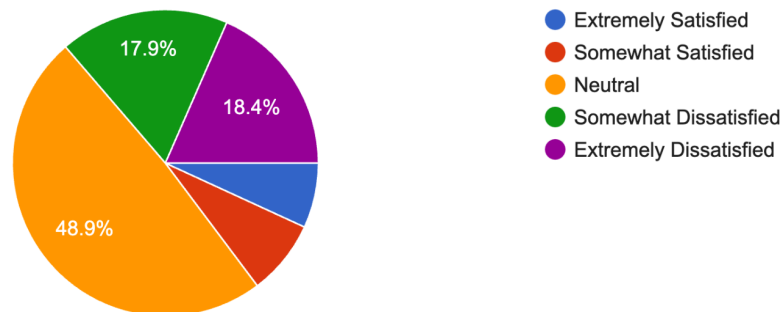
- **Satisfaction with Support for Grant Information & Applications:** Finally, regarding support for grant information and applications provided by the Office of Research & Sponsored Programs (ORSP), faculty with opinions in this area (60.1%) were largely dissatisfied (38.3%) with grant support.

Rate your satisfaction with support for grant information and applications provided by the Office of Research & Sponsored Programs (ORSP).

193 responses

- Extremely Satisfied
- Somewhat Satisfied
- Neutral
- Somewhat Dissatisfied
- Extremely Dissatisfied
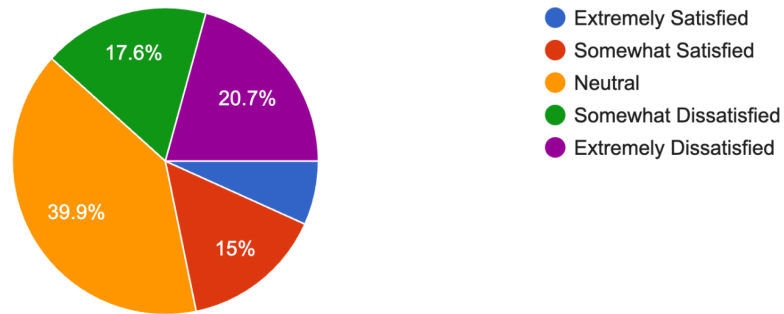
Additional Qualitative Data

A little more than thirty respondents (n=33) provided open-ended, qualitative feedback regarding their experiences with RSCA. The themes included feeling a lack of support and resources for conducting research (n=25), feeling that research review processes were too cumbersome (n=5), and that there is favoritism in the distribution of differential assignments (n=3).

- **Lack of Support & Resources:** A large number of faculty (n=12) felt they weren't receiving enough general support for conducting RSCA, including not having enough time to do this work (n=10), or having challenges with obtaining funding for travel to present research (n=3).

   Quotes that illustrate this theme are as follows:

   - "Give research-oriented faculty better support and facilities. Allow research-oriented faculty to participate in designing the push to R1. Allow them to spearhead this. The BOT has very few people with extensive research experience, and it shows. Invest in basic research. Markets change faster than research infrastructure, and we can not base our research efforts on what the markets are doing today. Identify key areas of strength in our current faculty (coastal resilience is a good one) and invest in that. They will build a platform that can then attract further research talent. Think long-term about what we can do to build resilient, robust research with continual capacity for growth and not fads."

○ "There should be more support for conference travel without having to beg for it from so many different places in the university."

○ "The institution does not value longitudinal research. We are more interested in quantity of articles than on actual impact to the community and field."

○ Little time spent on research if you have to grade 100+ papers every week for 16 weeks and you are slammed with service left and right. One has to carve out time to conduct research in the weekend, instead of spending the time with family.

- **Review Processes Too Cumbersome:** Some faculty (n=5) provided feedback consistent with quantitative data indicating review processes through the IRB are too cumbersome.

- **Favoritism in Differential Workloads:** Finally, some faculty (n=3) shared comments indicating that the assignment of differential workloads aimed at supporting faculty with increasing research productivity is influenced by favoritism.

Summary

Overall, it seems like faculty feel constrained in their ability to dedicate as much time to research as they would like. In particular, more than half of the respondents (51.3%) reported spending less time on research than they would like. Most respondents were neutral regarding IRB expediency and grant support. However, among those with an opinion (i.e., those who did not indicate "neutral"), 36% were somewhat or extremely dissatisfied with the IRB expediency whereas 38% of those with an opinion expressed some level of dissatisfaction with grant support. Overall, while many employees are neutral on these issues, notable dissatisfaction exists regarding IRB efficiency and grant funding support.

Action Items

- **Increase the Number of Staff Devoted to RSCA:** R1 universities such as USF[8] or UF[9] have an exponentially greater number of staff members in their offices related to research compared to UNF including additional faculty at a college level who assist in disseminating discipline-specific grant information regularly.

- **Increase Resources for Research Dissemination:** Faculty pointed to a lack of resources for presenting research at conferences using travel funds for professional development.

Service

- **Perceptions of Time Available for Service:** Faculty reported feeling their time spent on service was overwhelming too much for their current job assignments (60.1%). The remaining faculty felt the time spent on service was either "just right" (35.4%) or, in a few exceptions, not enough (4.5%).

Please indicate whether you feel you can spend too little or too much time on Service.
198 responses

- Too Much
- Somewhat Too Much
- Just Right
- Somewhat Too Little
- Too Little
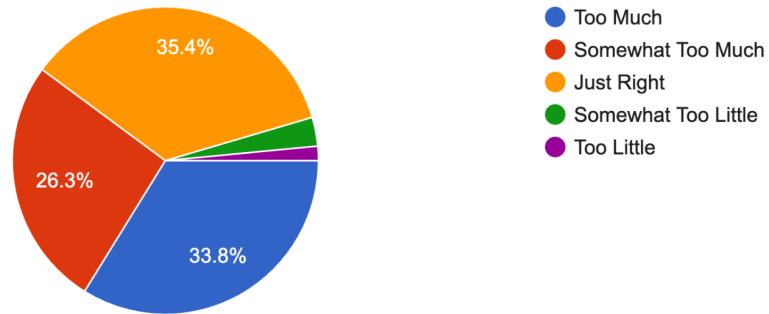
- **Perceptions of Time Available for Outreach:** Faculty generally (51.8%) felt the amount of time they had available for outreach was "just right" with nearly equal number of faculty feeling they spent too little time on outreach (21.8%) or too much (26.4%).

Please indicate whether you feel you can spend too little or too much time on Outreach (e.g., extension, community engagement, etc.).
197 responses

- Too Much
- Somewhat Too Much
- Just Right
- Somewhat Too Little
- Too Little
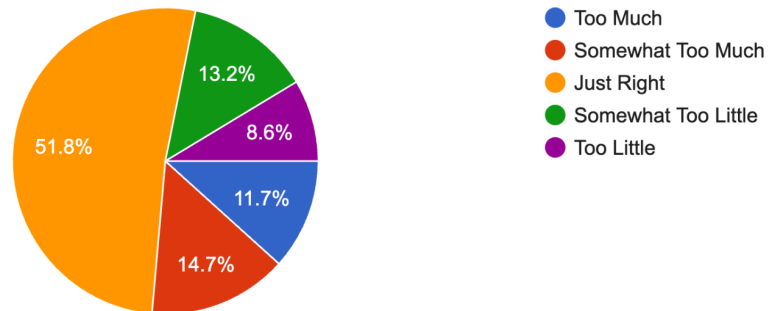
- **Perceptions of Time Spent on Administrative Tasks:** Finally, an overwhelming number of faculty (60.4%) felt they spent too much time on administrative tasks, followed by 35.% of faculty who spent the amount of time spent on administrative tasks was "just right".

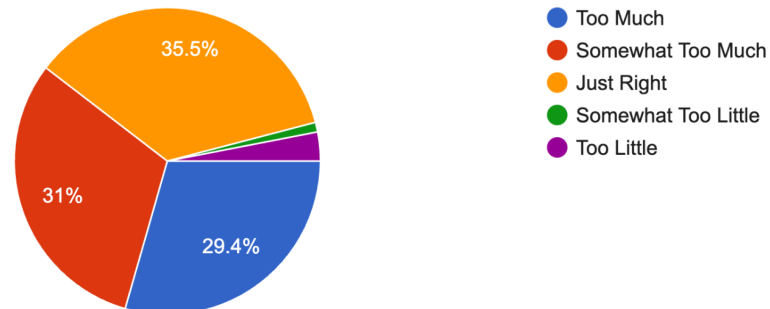Please indicate whether you feel you can spend too little or too much time on Administrative Tasks (e.g., creating and submitting reports, etc.).

197 responses

Additional Qualitative Data

A little more than forty respondents (n=42) provided open-ended, qualitative feedback regarding their experiences with service at the university. The themes included feeling overburdened and undercredited (n=16), lack of clarity around service expectations (n=6), frustrations with inefficient systems (n=16), and enjoying community engagement but finding it under-appreciated (n=4).

- **Overburdened & Undercredited:** Close to half of faculty providing open-ended feedback provided feedback related to feeling overburdened (n=16) by service work relative to the amount of credit they are given for this work in evaluations.

  Quotes that illustrate this theme are as follows:
  - "With something like a 5% assignment for service, the service obligation equates to only 2 hours a week. Single service events can account for multiple weeks worth of this allowance, be that day-long mentorship events, science fair judging, NSF/NIH review panels, search committees. And yet, at least in our department, everyone is assigned to 2-3 committees regardless of any of these other activities. The only way to 'exceed expectations' for service seems to be exceeding the time commitment allotted, rather than exceling at a scheduled assignment."

- **Lack of Clarity Around Service Expectations:** Some faculty reported feeling they received no to little guidance about how service expectations

differ between tenure-track and non-tenure-track faculty or how service loads should differ across rank (n=6).

Quotes that illustrate this theme are as follows:

- ○ "Instructors (non TT faculty) are given zero guidance on how much service and what kind of service they should participate in. In some departments, instructors (non TT faculty) spend much more of their time participating in service than TT faculty and they carry a 4/4 load (versus a TT faculty 3/3 load). Guidelines for service expectations for non-TT faculty are needed. Immediately."

- **Inefficient Systems:** Faculty also reported frustrations with administrative duties and inefficient systems (n=16). Specifically, faculty mentioned there being too much red tape (e.g., steps, application narratives, etc.) (n=12) and difficulties with using Workday or the Workday transition (n=4).

  Quotes that illustrate this theme are as follows:

  - ○ "The amount of administrative work required - APCs, ALCs, Accreditation, Recruiting, Advising, Hiring Adjuncts, Mentoring Adjuncts, Schedules, etc. takes away from to do do actual service to the community/field, teaching, and research."

- **Community Engagement:** Finally, faculty comments also fell into a theme around enjoying community engagement, but finding it under-appreciated (n=4).

  Quotes that illustrate this theme are as follows:

  - ○ "My program is outward-oriented. Most of what I've seen about service on campus refers to university, maybe outside academic service. Community service is under-appreciated. Still, doing this has been a moral commitment of mine. Tenure gave me the freedom to prioritize these at the expense of research, and I feel I have had the rug pulled out from me with the post-hoc post-tenure review process introduction.

  - ○ "I would like to see creative ways for us (faculty) to be engaging with the community. We need to help the public understand what we do, why it's important, and why they should support us (both in the state legislature and in opportunities in the city with us or Gator-nation). We need some leadership on making UNF a community resource."

Summary

Overall, the findings suggest a need for clearer service expectations, workload balancing, and improved administrative processes.

Action Items

- **Greater Resources for Community Engagement:** Provide resources for those seeking greater community engagement while ensuring workload sustainability, including documenting the impact of this work on the broader community.

- **Reassess Service Expectations:** Reassess service expectations and distribution to prevent overload, ensuring that contributions align with individual strengths and UNF priorities. Provide resources and support for additional roles and responsibilities to meet the ever-changing needs of a growing campus/student population

- **Increase Efficiency of Systems:** Reduce excessive time on administrative tasks through automation, delegation, or workflow optimization.

Support Services

This portion of the survey asked faculty to provide open-ended feedback regarding their experiences with any support services on campus. A total of 95 faculty (n=95) provided feedback about support services. Below is a summary of feedback provided about each support service mentioned.

Human Resources

The comments about HR reflect a significant level of dissatisfaction and frustration among users. Many individuals have experienced slow response times, errors in payroll and benefits, and a general lack of communication and support. Issues such as delayed hiring processes, lost insurance coverage, and unreturned emails and phone calls are common complaints. While there are a few positive remarks about HR's helpfulness in certain situations, the overall sentiment is that HR is understaffed, inefficient, and often unresponsive. This has led to a perception that HR is a major obstacle rather than a supportive resource, highlighting the need for substantial improvements in their operations and customer service.

Information Technology Services

The comments about ITS reveal a mixed but generally critical perspective. While some users appreciate the helpfulness and technical expertise of the ITS staff, many others express frustration with slow response times, lack of follow-through, and poor communication. There are concerns about ITS being understaffed and overworked, leading to delays in resolving issues and negatively impacting research productivity and classroom support. The centralized approach and frequent phishing tests are also points of contention. Overall, while ITS is recognized for its efforts, there is a clear need for improvements in responsiveness, staffing, and user communication to better meet the needs of the university community.

Employee Assistance Program

The comments about the Employee Assistance Program (EAP) are generally positive, with users appreciating the support and help they have received. EAP is described as excellent and effective when needed, providing valuable assistance to employees. However, there are fewer comments about EAP compared to other services, suggesting that not all users have had significant interactions with it. Overall, EAP is viewed as a beneficial resource that functions well, but there may be opportunities to increase awareness and utilization among the university community.

Library

The comments about the Library are overwhelmingly positive, with users praising the excellent support for both teaching and research. The Library staff are described as professional, responsive, and helpful, contributing significantly to the academic success of faculty and students. There are mentions of the Library being a valuable resource and a shining star on campus, with users appreciating the wide range of services offered. However, there are a few suggestions for increased funding to further enhance the Library's capabilities. Overall, the Library is highly regarded and seen as an essential and well-functioning part of the university community.

Center for Research and Instruction Technology

The comments about CIRT are overwhelmingly positive, highlighting the professionalism, responsiveness, and helpfulness of the staff. Users frequently describe CIRT as an incredible support, praising their knowledge, patience, and friendly demeanor. CIRT is seen as a fantastic resource for faculty, providing essential assistance with teaching and research. However, there are a few concerns about the lack of feedback mechanisms and the centralized approach, which some find cumbersome. Despite these minor issues, CIRT is generally regarded as a shining star on campus, consistently delivering excellent support and being highly valued by the university community.

Student Accessibility Services

The comments about the Student Accessibility Services (SAS) are generally positive, with users appreciating the support and assistance provided to meet student needs. SAS is described as great, effective, and easy to manage, playing a crucial role in connecting faculty with the necessary resources for their students. However, there are mentions of the need for more staff to handle the increasing demand for counseling services, as many students are on waitlists. Overall, SAS is viewed as a valuable and supportive service, but there is a clear need for additional resources to ensure timely and comprehensive support for all students.

Parking

The comments about Parking Services reflect a mix of frustrations and concerns. Many users find it difficult to find parking spots, especially during the first week of the semester, and there are issues with parents temporarily occupying staff spots for drop-offs. Some users feel that parking enforcement is too strict, while others highlight safety concerns with reckless driving by staff in golf carts. There are also mentions of the high cost of parking passes and the need for better enforcement of no-student parking in staff areas. Overall, while there are some positive remarks, the general sentiment is that Parking Services needs to improve its management, enforcement, and communication to better meet the needs of the university community.

Environmental Health & Safety

The comments about Environmental Health & Safety (EHS) reflect a mix of experiences, with some users acknowledging recent improvements and efforts, particularly during the pandemic, while others highlight ongoing communication issues and outdated policies. There are specific concerns about the lack of appropriate containers for chemical disposal and the blocking of certain material purchases due to insufficient protocols. Users suggest that EHS needs to streamline and update its processes to better support the university's growing research programs. Overall, while there are some positive remarks, there is a clear need for EHS to enhance its responsiveness and modernize its procedures to effectively meet the needs of the campus community.

Physical Facilities

The comments about Physical Facilities reveal a range of concerns and frustrations. Many users report issues with cleanliness, particularly in buildings and stairwells, and highlight problems with reckless driving by staff in golf carts. There are also complaints about slow response times and incomplete work orders, which negatively impact the campus environment. Some users feel that the poor performance of Physical Facilities is due to underpaid and overworked staff, suggesting that better treatment and compensation could improve service quality. Overall, while there are some positive interactions, the general sentiment is that Physical Facilities need significant improvements in efficiency, communication, and staff support to better serve the university community.

University Police Department

The comments about the campus police (UPD) are mixed, with some users expressing appreciation for their helpfulness and responsiveness, while others highlight significant delays in response times, even during emergencies. There are concerns about the overall effectiveness and visibility of the police on campus, with some users feeling that improvements are needed in their operations. Additionally, there are mentions of reckless driving by staff in golf carts, which poses safety risks. Overall, while the campus police are recognized for their efforts, there is a clear need for enhanced response times and better communication to ensure the safety and security of the university community.

Bookstore

The comments about the Bookstore are largely negative, with users expressing frustration over frequent issues such as insufficient stock of textbooks, long wait times for orders, and poor communication. There are also concerns about the high prices of professional clothing and the overall service quality, which is perceived as secondary to profit. Some users have

had to remove course materials from their classes due to these persistent problems. While there are a few mentions of the Bookstore being good, the general sentiment is that it needs significant improvements in inventory management, customer service, and pricing to better support the needs of students and faculty.

Action Items Summary

Short-Term Actions

- **Improving Compensation**: The findings from this section suggest faculty seek a prioritization of bringing faculty to market salaries and gaining fair compensation.

  - Clearly, faculty should not have to seek additional employment outside of the university to make ends meet, but the committee is aware that many faculty do. For this reason, we suggest that future studies ask faculty how many are requiring additional employment outside of the university to make ends meet. It is possible that having additional responsibilities outside of the university influences perceptions of whether or not faculty can balance all of their responsibilities.

  - Toward this end, we feel it would be helpful to continue streamlining the conflict of interest/outside employment reporting process including improving clarity around how approval of conflicts of interest is decided.

- **Annual Evaluation of Climate & Job Satisfaction:** Given the emphasis placed on improving faculty success and retention, we feel it is important to more closely monitor how the university is progressing on its goals. Toward this end, we feel it is important that at survey like this one be conducted on an annual basis. This will better allow for tracking of trends and improve responsiveness to faculty concerns.

- **Systematizing Faculty Attrition Data & Recruitment and Retention Plan:** As previously mentioned, we find that the data being collected on faculty attrition from the university lacks systematization and nuanced information to better understand possible trends or points of intervention. The committee will focus its efforts for the remainder of the semester on better understanding these processes and making recommendations for improvement toward increasing faculty retention and recruitment efforts.

- **Greater Involvement of Faculty in Policy Development at the Outset:** Significant concerns were noted about the development of the differentiated assignments which did not involve faculty until a draft had already been formulated. Given these concerns and the data that faculty do not trust the administration to have the faculty or university's best interests in mind when making decisions, it seems especially critical that policies, procedures, and faculty involving faculty should involve faculty at the outset.

- **Greater Transparency in Evaluative Processes:** Faculty should be engaged to standardize how faculty are evaluated at all milestones (i.e., annual evaluations, promotion and tenure, and post-tenure review).
      - This data underscores the importance of department-driven and context-dependent evaluative criteria that are made as objective as possible.

- It also makes clear that there is a need to standardize the assignment weights and FAR process at the outset of each contract year so a faculty member's duties are clear.
- Additionally, there appears to be a need to re-examine the ways in which DFWs are identified and factored into evaluative processes.

- **Increase Transparency in PTR:** The post-tenure review policy is one that was brought about by politicans with a political agenda and a lack of understanding of academia. Faculty fears about this policy are righteous and justifiable and the university administration should do all it can to provide faculty with a sense of security and clarity around the process. One way administration can do this is by sharing information about how they are taking steps to ensure that faculty are being evaluated based on their workload (not peer performance) in the post-tenure review period. Toward this end, it is recommended that administration provide data around PTR outcomes each year especially given that this data is already provided to the BOG and public knowledge. Specifically, we recommend:
    - Aggregated outcomes for each rating category should be provided on an annual basis such as:
        - "____% of faculty who were rated as ____ in their annual evaluations with an AACS of _____ were also rated as _____ by their Dean."
        - "____% of faculty who were rated as _____ in their annual evaluations with an AACS of _____ were also rated as _____ by the University Post-Tenure Review Committee."
        - "____% of University Post-Tenure Review Committee recommendations for _____ rating were upheld by the Provost"

    - This would also allow us to see if/how AACS scores are changing over time.

- **Increase the Engagement of the Office of Faculty Enhancement (OFE):** In the Support Services section of this report, faculty identify OFE as being a helpful resource in providing support to faculty. It seems that OFE could be engaged to address the lack of clarity in the post-tenure review process shared by faculty in both quantitative and qualitative data.

- **Update ISQ Evaluations to Address Faculty Concerns:** We support the work the Faculty Affairs Committee is doing to re-evaluate the long-standing issues with ISQ evaluations. If this tool is going to continued to be used at the university, there is now long-standing data to suggest that it needs to be a more accurate reflection of student learning as opposed to perceptions of professors. We believe ISQs would be most helpful if they were able to be contextualize and tailored to the college and department.

- **Decrease Reliance on ISQ Feedback:** It is clear both from previous research to come out of this faculty body, as well as data shared within this survey that ISQs are viewed as increasingly subjective and prone to bias. Given the current hostile cultural climate around higher education as discussed earlier in the report, it is increasingly important to under-emphasize the importance of ISQ feedback and increase other more objective measures of faculty performance in teaching such as peer evaluation.

- **Developing a Course Cap Policy:** There is a recognition that the university seeks to dramatically expand student enrollment and what is less clear is the university's plan for how to adequately provide coverage for teaching. Faculty mentioned that their reduced teaching load related to their differentiated assignment just ended up translating to much higher course caps in their courses. To ensure fairness and equity in teaching assignments, we strongly recommend that a uniform course cap poilicy be developed. This course cap policy could include incentives for faculty to raise course caps (i.e., a direct financial benefit or "banked course" policy based on number of students enrolled over the cap.

- **Creation of a Transparent, Official Pathway for Changes in Assignments or Lines:** As the university grows to try to meet its strategic goals, we recognize the need to create greater flexibility in assignmements and lines to better address the roles faculty play in the university's growth. Toward this end, there are several policies in need of development.
    - Create a transparent, official policy on Flexible Assingments to replaced 2.0420P, Scholarship Reassignment. The current differentiated assignment policy has been perceived as "confusing," "inequitable," "allows favoritism," and "are used to shift administrative duties around, not provide more research time." A transparent, official policy developed by faculty and negotiated with UFF-UNF should address these concerns.

    - Create a pathway for non-tenure track faculty to transition to tenure-track faculty. This policy should be transparent and official policy developed by faculty and negotiated with the UFF-UNF that should include options for library and clinical faculty to transition from non-tenure track lines to tenure-track lines.

    - Create a pathway for visiting instructors to transition to Instructors. There are longstanding issues with faculty being on visiting lines for far longer than would be expected. The university should create a transparent and official policy developed by faculty and negotiated with the UFF-UNF for visiting instructors who are investing in the university and who the university is benefitting from to become an official part of our faculty through an Instructor position.

- **Improving Transparency in Merit Raises:** Merit pay is currently distributed as a reward for undefined work already completed rather than communicated as an incentive for faculty to aspire to. A transparent, official policy developed by faculty and negotiated with UFF-UNF is needed to create better clarity and equity around the distribution of merit raises. Additionally, data should be shared with faculty about the aggregate number of merit raises given and the amount of raise awarded.

- **Reassess Service Expectations:** Reassess service expectations and distribution to prevent overload, ensuring that contributions align with individual strengths and UNF priorities. Provide resources and support for additional roles and responsibilities to meet the ever-changing needs of a growing campus/student population

- **Honoring & Celebrating Faculty Milestones & Commitment to the University:** We want to amplify the recommendations made by the Culture of Care Task Force in increasing employee appreciation efforts (p. 3) and increasing positive feedback and recognition to faculty (p. 2, 9-10).

- **Increasing Interactions with the Board of Trustees (BOT):** As was indicated in both quantitative and qualitative data, faculty feel a major disconnect between their work and understanding of their role and value at the university and the Board of Trustees. It is recommended that BOT members be invited to engage more directly with faculty such as inviting BOT members to attend faculty-led community events, inviting BOT members to attend FA meetings, or inviting BOT members to attend UFF-UNF bargaining sessions as examples.

Long-Term Actions

- **Improving Trust:** The findings of this section suggest that faculty perceive there to be a hostile work environment. While university administration cannot necessarily control the greater political context, they can control the ways that leaders build trust and create safety and security at the university.
  - Toward this end, we concur with the conclusions of the Culture of Care Task Force's recommendations to "say what you mean, do what you say" to build trust and to hold leaders accountable for what they say or do (p.1). We also find the Task Force's comments on "work environments need to be free from fear, retaliation, lack of respect based on position, broken promises, non-transparency, and a lack of civility and accountability." (p.2). While a specific recommendation was not necessarily made in response to this statement other than that these issues need to be addressed, we hope that the 360 evaluation might help in this way. Additionally, we hope leaders consider the findings of this survey in earnest and with humility and change leadership approaches that foster mistrust or perceptions of a lack of transparency.

- **Increasing Transparency & Communication:** In addition to the previous recommendations about increasing trust, we recognize that the Culture of Care Task Force recommended increasing consistency and transparency of top-down communication (p.16). The Task Force speaks of decreasing a "need to know" mentality that "seems pervasive on campus" (p.16).

- **More Listening than Talking:** Being told about decisions that directly affect your work rather than being involved in them leads to feelings of diminished value. There seems to be a general trend throughout the data within this survey that faculty are feeling unlistened to and talked at. One way of increasing faculty feeling valued is for leaders to do more listening and less talking.

- **Leadership Development:** Again, the committee amplify's the findings of the Culture of Care Task Force (p.1) that leaders within the university at all levels be engaged in in-house

leadership development training with mentorship such as the CoveyLeaderU program. Specifically, leaders need a common understanding and language around leadership to have more meaningful conversations about appropriate leadership approaches and practices suited to the current context and climate at the university.

● **Fellowships:** A creative way to increase greater involvement in governance and to begin to close the gaps in under-market compensation may be to increase the availability of fellowships utilizing faculty expertise and internal resources for projects. For example, rather than contracting for services such as market analyses, leadership development, data analysis, etc. the university could create fellowships to honor the institutional expertise of our colleagues.

● **Increase the Number of Staff Devoted to RSCA:** R1 universities such as USF[7] or UF[8] have an exponentially greater number of staff members in their offices related to research compared to UNF including additional faculty at a college level who assist in disseminating discipline-specific grant information regularly.

● **Increase Resources for Research Dissemination:** Faculty pointed to a lack of resources for presenting research at conferences using travel funds for professional development.

● **Greater Resources for Community Engagement:** Provide resources for those seeking greater community engagement while ensuring workload sustainability, including documenting the impact of this work on the broader community.

● **Increase Efficiency of Systems:** Reduce excessive time on administrative tasks through automation, delegation, or workflow optimization.

Endnotes

1. University of North Florida. (2023). Soaring Higher Together: Strategic Plan 2023-2028.
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3. McCurtie, B. (2024, February 21). 'Culture of Fear and of Pandering': What Readers Told Us About Teaching Evaluations. *The Chronicle of Higher Education*.
4. UNF Culture of Care Task Force. (2025). *Enhancing the Culture of Belonging for Employees at UNF - Task Force Recommendations.*
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