FACULTY LIFE AND JOB SATISFACTION SURVEY REPORT

University of North Florida, 2020

ABSTRACT

Reporting of the faculty feedback on working conditions, job satisfaction, mentoring, and faculty evaluation measures at the University of North Florida.

Faculty Association, United Faculty of Florida, Faculty Enhancement Committee
University of North Florida

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Faculty Life and Job Satisfaction Survey Report

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Executive Summary

Working Conditions

Time Allocation

o The average number of total hours that tenure-track faculty reported working in a typical 7-day week was 48.22.
o Tenure-track faculty reported 50.8% of their time engaged in teaching activities. Research accounted for 26.1% and service accounted for 23.1% of their time.
o The College of Education and Human Services tenure-track faculty report more hours of service (15.5 hours) per week than any other college.
o The College of Computing, Engineering, and Construction tenure-track faculty report more hours of teaching (26.9 hours) per week than other colleges.
o Among teaching activities in a typical week, grading (6.89 hours) and teaching class sessions (9.05 hours) were reported as being the most substantial time commitments.
o Female faculty members reported spending more time on grading (an average of 2.8 hours more) and engaging in course administration tasks (2.04 hours more) their male counterparts.
o Assistant professors reported spending an average of 2.9 hours more on course administration tasks than full or associate professors.

Perceptions of Time Allocation

o The majority of faculty feel that time allocated to teaching (approximately 50.8%) is neither too much nor too little of their time.
o The majority of tenure-track faculty feel time allocated to research (approximately 26%) is too little of their time.
o The majority of full-time faculty feel time allocated to service (approximately 23.1%) is too much of their time.

Graduate Faculty

o 48.6% of full-time faculty reported teaching graduate courses in the last year. These faculty reported no differences in the number of typical weekly hours allocated for teaching, researching, or service activities.

Distance Learning Faculty

- o 45.6% of faculty reported teaching at least one course online in 2019.
- o More female faculty members (53.9%) reported teaching online than male faculty members (34.9%).
- o Faculty members who taught online reported spending significantly more time on teaching activities in a typical week than faculty who did not teach online.
- o The majority of faculty (70.2%) disagreed that teaching online courses takes less time than teaching face-to-face courses.

Use of Technology in the Classroom

- o Approximately a third of faculty bring a device to their classroom to connect to the projector.
- o Approximately a third of faculty bring their own power source or AV adapter for the device.
- o Approximately half of faculty use a Windows/PC laptop and a third use an Apple or Macintosh laptop.

Job Satisfaction

- o The majority of faculty (63%) do not feel they are able to balance teaching, research, and service activities expected of them.
- o Faculty members (67.9%) were generally satisfied with their course teaching assignments.
- o The majority of faculty members (74.9%) are satisfied with their level of professional autonomy in courses, research projects, and service.

Salary and Benefits

- o 78.4% of faculty are dissatisfied with their salary. This was consistent across rank and college, despite salary differentials.
- o 80.6% of faculty are dissatisfied with performance-based salary increases.
- o 61.3% of faculty are satisfied with their benefits.

Faculty Governance

- o The majority of full-time faculty (60.3%) are satisfied with opportunities to participate in departmental governance.
- o Fewer full-time faculty members (44.0%) are satisfied with opportunities to participate in college or university governance.

University Goals

- o More than half (55.2%) of faculty across all colleges are dissatisfied with the university's commitment to their discipline.

- More than half (56.1%) of tenure-track faculty were dissatisfied with the university's emphasis on becoming a more research-oriented institution.

Job Satisfaction and Security

- The majority of faculty (69.4%) indicate they are satisfied with their job enjoyment.
- Almost of quarter of all faculty (24.2%) indicated some level of dissatisfaction with their job security.
- Less than half (44.4%) of assistant professors feel satisfied with their job security.

Value of Work from Supervisors

- The majority (70.0%) of agree that their work is valued by their department chair.
- Slightly less than half (47.7%) of faculty indicated that they agree that their college dean values their work.
- The College of Education and Human Services had the highest level of agreement that their college dean values their work, while the College of Arts and Sciences had the lowest.
- The majority of faculty (82.8%) did not agree with the statement that their work is valued by upper administration (e.g., President and Board of Trustees).

Open Responses

- Faculty generally reported negative working conditions related to faculty morale, low salary, and perceptions of the president.
- Faculty generally reported more positive conditions related to their colleagues.
- Faculty generally indicated the need for more resources related to faculty positions, research support, and funding.

Mentoring and Collaboration

- Faculty found collaboration within their department, outside their department but within UNF, and outside of UNF to be satisfactory.
- Faculty found mentorship within their department, outside their department, and outside UNF to be important.
- Female faculty members find that having a UNF mentor outside of their department, is more important (as opposed to male faculty). However, equal numbers of male and female faculty members report serving as mentors.
- Full and associate faculty members are more likely to be mentors, than assistant professors and instructors.
- More faculty report acting as mentors to pre-tenure faculty (e.g., assistant professors) than to non-tenure track faculty, instructors, or tenured faculty.

Faculty Evaluation

Peer Evaluations of Teaching

o   Discrepancy exists between faculty who find peer evaluations of teaching important (63.1%) and faculty who participated in peer-evaluations (25.9%).

Bias in Student Evaluations

o   Three-quarters of faculty believe student evaluations of instruction (ISQs) contain gender and/or racial bias.

o   Female faculty believe there is more bias in ISQs than male faculty.

Faculty Practices with ISQs

o   To increase ISQ rates, faculty most often use verbal and email reminders.

o   The majority of full-time faculty (80.7%) use ISQ results to gain insights on their teaching, to make course revisions, and highlight them in their annual evaluations and promotion and tenure documents.

o   There were statistically significant differences by college in how faculty use ISQ results in their annual evaluations and promotion and tenure materials.

o   Instructors and assistant professors were more likely to use ISQ data to gain insights on teaching, to seek advice from colleagues, and to make course revisions, than associate or full professors.

Faculty Perceptions of the Use of ISQ Data

o   The majority of full-time faculty (57.3%) do not agree that ISQ results should be used for promotion and tenure decisions, and that those results should have little weight in those decisions.

o   Full-time faculty do not agree that ISQ results should be used for evaluations of teaching (68.0%), and that the results should have little weight in those decisions.

o   Male faculty members felt more positively towards the use of ISQ results in evaluation of faculty than female faculty members.

ISQs in Alternative-Type Courses

o   89.36% of faculty teaching alternative-type courses (e.g., online, internships, practicums) believe that ISQ items do not accurately represent their teaching efforts.

Midterm Surveys

o   Faculty were mixed in their support of the use of midterm surveys to get feedback from their students on their course.

o   The support of the use of midterm surveys varied by college, with more support from faculty in the College of Education and Human Services (86.7%) than the Coggin College of Business (46.7%) or the College of Computing, Engineering, and Construction (41.7%).

Alternate Surveys for Feedback

- The majority of faculty (64.2%) distribute alternate surveys to receive student feedback on courses.
- More faculty in the College of Education and Human Services (80.0%) and Brooks College of Health (72.2%) distributed alternate surveys than faculty in the College of Computing, Engineering, and Construction (33.3%) or the Coggin College of Business (46.7%).
- Fewer full professors distributed alternate surveys than faculty of other ranks.

Views on the IDEA Survey

- Approximately half of the faculty (50.27%) used the IDEA survey in the past.
- Faculty hold diverse views on the effectiveness of the IDEA survey.

Satisfaction with Faculty Evaluation Process

- Full-time faculty had varying views on the appropriateness of faculty performance evaluation methods, with significant differences by college.
- More than half (50.7%) of faculty were dissatisfied with the clarity of the performance review process for promotion and tenure salary.
- The College of Computing, Engineering, and Construction faculty had the lowest levels of satisfaction with the clarity of the performance review process for promotion and tenure.
- Almost a quarter of faculty (23.3%) believe the amount of consideration given to research in the annual evaluations is too high. This belief was more likely among assistant and associate professors than instructors and full professors.
- Almost a quarter of faculty (22.4%) believe that the amount of consideration given to service in the annual evaluations is too low. This belief was more likely among assistant and associate professors than instructors and full professors.

Faculty Life and Job Satisfaction Survey Report

University of North Florida, 2020

Introduction

In the Fall of 2019, the Faculty Association and the United Faculty of Florida entered into a collaborative effort to inventory faculty perceptions about various aspects of life at the University of North Florida. The following report outlines the results of this effort, including both quantitative and qualitative analyses of survey data collected during the end of the fall term of 2019.

For the purposes of this report, the findings are reported in thematic areas. To ensure that the results are as accessible to the widest range of constituents as possible, the details of the analyses have been minimized in some areas. However, tables and figures have been included in-text and as appendices to further elaborate on the data. Additionally, data have been presented in a way to ensure that faculty responses remain confidential.

Survey Methodology

The survey was constructed as a collaborative effort between the executive councils of the University of North Florida's Faculty Association, United Faculty of Florida, and the Faculty Enhancement Committee. Some items were replicated from previous surveys of faculty life, and other items were included to inform the various groups about topics of current interest. The survey consisted of 46 items, including selected-choice items (e.g., Likert-type scales, multiple select, multiple choice) and open-ended response items. The survey addressed a variety of themes, including working conditions, job satisfaction, mentorship, and faculty evaluation measures. The survey is included in Appendix A.

The survey was administered online using the Qualtrics software at the university. An anonymous link was sent to the university email address of every in-unit faculty member and adjunct faculty member, including visiting instructors, instructors, librarians, and tenure-track faculty. Three reminder emails were sent to faculty members who had not completed the survey. The survey was open for one month, extending into the break between fall and spring semesters. Initially, there were some errors and bugs with the survey, causing some faculty members to be closed out of the survey before their answers were recorded. Faculty were encouraged to restart the survey at a time in which there was less traffic on the survey site.

Participants

Although 350 initial "hits" were made to the survey link, only 193 included valid responses to the survey. This discrepancy is assumed to be due to the errors in the system in recording responses to the surveys of faculty. The survey was sent to 948 faculty members, including full-time, part-time, and adjunct faculty. This represents a 20.3% response rate, which is typical for survey research.

The response rate was lowest by adjunct faculty, with 21 responding, 5.6% of the total number of adjunct faculty surveyed. Among full-time faculty, 174 responded which represents 29.97% of the faculty.

PARTICIPANTS

BCH ■ COEHS ■ CCEC ■ COAS ■ CCB ■ Library

Across the university, each college was proportionally represented (Brooks College of Health, *n*=21, 24.7%, College of Education and Human Services, *n*=21, 36.8%, College of Computing, Engineering, and Construction, *n*=14, 33.3%, Coggin College of Business, *n*=18, 26.5%, Library, *n*=3, 21.4%, College of Arts and Sciences, *n*=90, 29.9%). Each faculty rank was also represented (adjunct, *n*=21, instructor, *n*=29, advanced instructor, *n*=5, assistant professor, *n*=27,
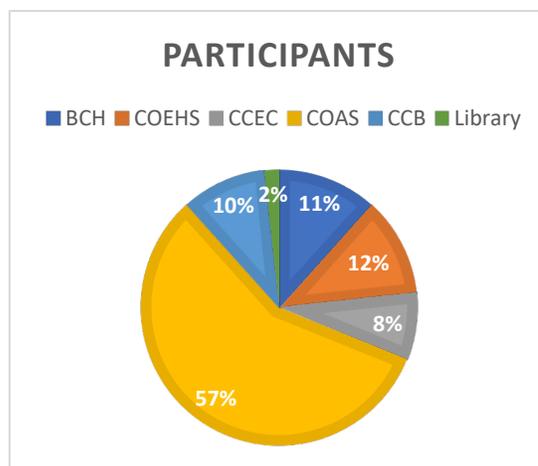
Table 1: Demographic By College

	Male	Female	Mean Age	Mean Years at UNF
Brooks College of Health	2	15	47.3	7.8
College of Education and Human Service	7	11	44.6	6.3
College of Computing, Engineering, and Construction	9	1	42.6	6.8
College of Arts and Sciences	42	48	45.4	10.6
Coggin College of Business	8	4	48.3	8.1

Note, not all categories are included to preserve confidentiality.

Table 2: Rank By College

	Adjunct	Instructor/ Advanced Instructor	Assistant Professor	Associate Professor	Full Professor
Brooks College of Health	2	3	9	5	1
College of Education and Human Service	4	2	3	9	1
College of Computing, Engineering, and Construction	1	1	2	8	1
College of Arts and Sciences	12	24	9	41	14
Coggin College of Business	2	4	4	3	4

Note, not all categories are included to preserve confidentiality.

associate professor, *n*=67, full professor, *n*=22, other, *n*=10). Additionally, the sample was approximately equally weighted between male (*n*=68) and female (*n*=82) participants. The mean age of participants was 45.59 years old (*SD*=10.57) and the mean years employed at UNF was 9.24 (*SD*=6.96, range=[1,30]). In Tables 1 and 2, the demographic information (age, gender, rank) is aggregated and reported by college at the university.

The frequencies for each quantitative item, including the entire sample, can be found in Appendix B.

Working Conditions

Allocation of Working Hours

Several items inquired into faculty job responsibilities at the University of North Florida. Across all ranks and colleges, faculty reported a mean 22.97 hours (*SD*=8.125) engaged in teaching activities (e.g., preparing teaching class sessions, grading, meeting with students outside of class, etc.); 10.08 hours (*SD*=7.554) engaged in research, creative, or scholarly activities; and 9.96 (*SD*=8.207) engaged in service activities (e.g., committee work, creating reports, administrative duties, etc.). However, as this includes adjunct (part-time) faculty as well as instructors with heavier teaching assignments, we have further analyzed this data for the tenure-track faculty specifically.

TIME ALLOCATION FOR TENURE-TRACK FACULTY

Teaching ■ Research ■ Service

- Teaching: 51%
- Research: 26%
- Service: 23%
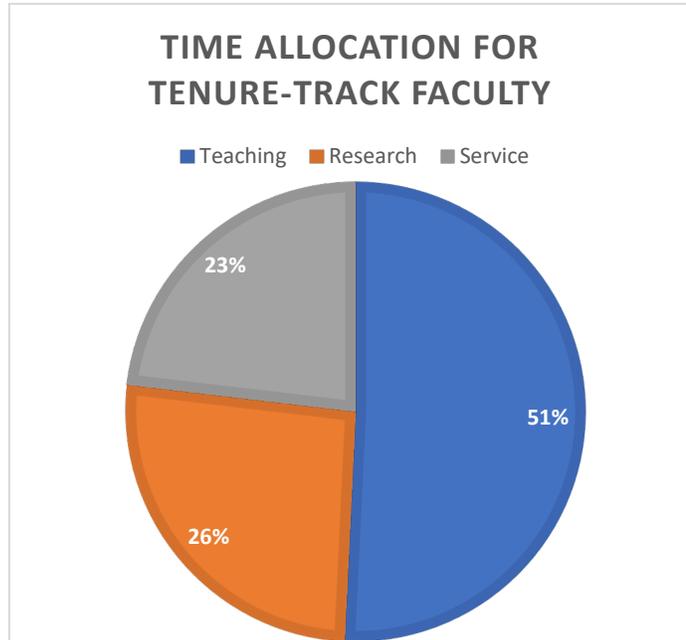
Across all professor ranks (assistant, associate, and full), the average number of total hours reported working in a typical 7-day week was 48.22, with 24.48 (*SD*=6.26) or 50.8% of those engaged in teaching activities. Research accounted for 12.59 (*SD*=7.55) or 26.1% and Service was another 11.15 (*SD*=7.73) or 23.1% of their time. Assuming a 40-hour work week and a 75/15/10 percent allocation of

MEAN HOURS PER WEEK BY COLLEGE

■ BCH ■ COEHS ■ CCEC ■ COAS ■ CCB

	TEACHING	RESEARCH	SERVICE
BCH	27.08	8.64	11.92
COEHS	25.58	11.25	15.92
CCEC	26.9	15.5	8.1
COAS	24.13	12.77	10.75
CCB	22.55	12.73	10.18
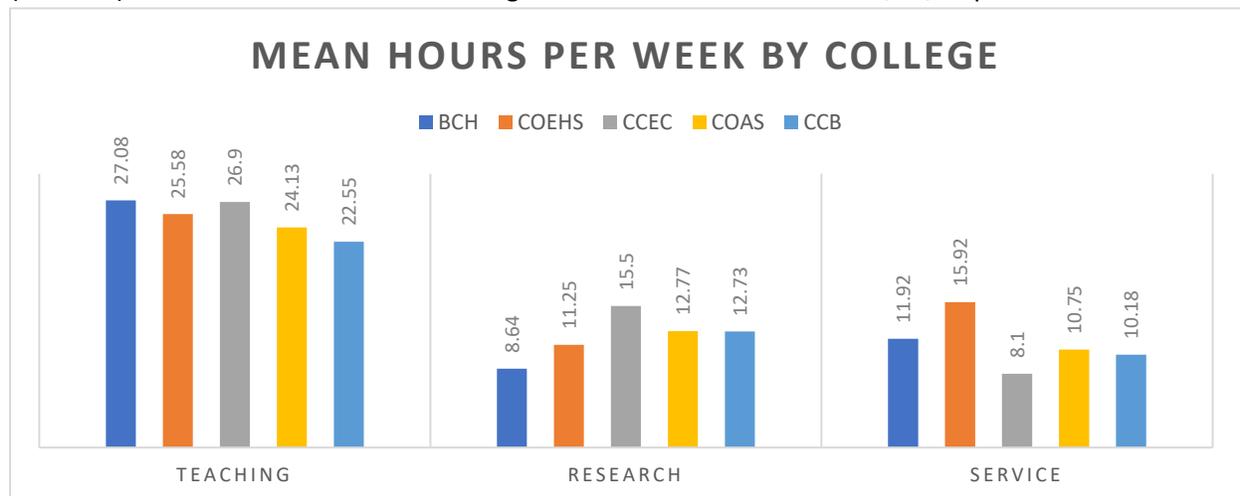
responsibilities, then 37.4% of faculty report spending disproportionately more hours on teaching, 70.8% spend more on research, and 90.7% spend more on service.

Working-hour activities vary somewhat across colleges, with the College of Education and Human Services reporting substantially more service (15.50 hours) than other colleges (11.16 hours), and Brooks College of Health (27.08 hours) and College of Computing, Engineering, and Construction (26.90 hours) reported more teaching than other colleges (24.50 hours).

ASSISTANT PROFESSORS

Teaching Research Service

- 58% Teaching
- 24% Research
- 18% Service

ASSOCIATE PROFESSORS

Teaching Research Service

- 50% Teaching
- 26% Research
- 24% Service

INSTRUCTORS AND ADVANCED INSTRUCTORS

Teaching Research Service

- 66% Teaching
- 13% Research
- 21% Service

FULL PROFESSORS

Teaching Research Service

- 44% Teaching
- 29% Research
- 27% Service
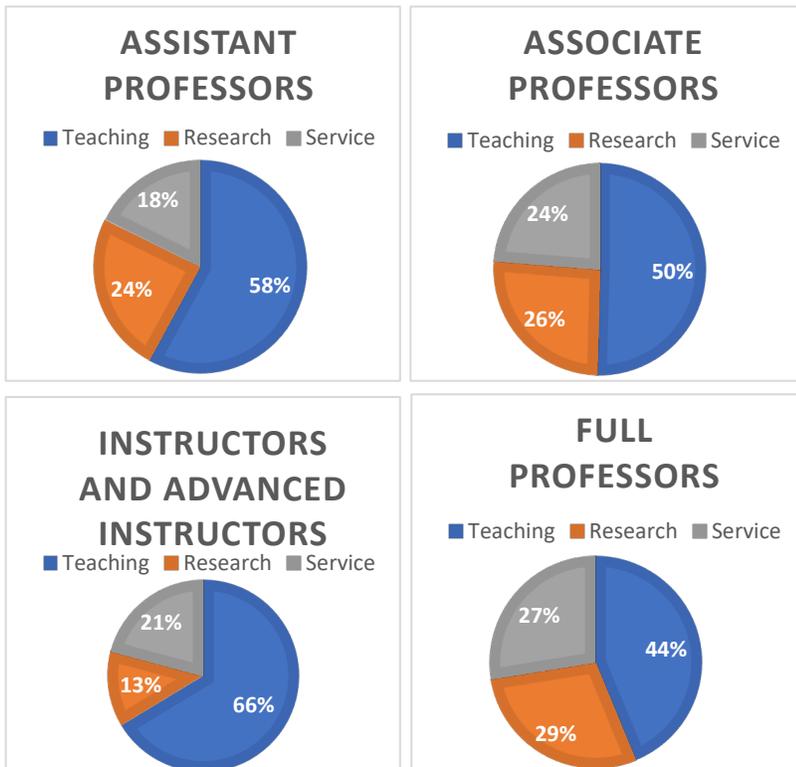
In comparing the tenure-track faculty by rank, assistant professors reported spending more time on teaching (27.28 hours) compared to associate (24.11 hours) and full professors (22.19 hours). Full professors reported spending more time on service (13.95 hours) compared to assistant (8.32 hours) and associate professors (11.34 hours). Full professors also reported spending more time on research (14.52 hours), compared to associate (12.36 hours) and assistant professors (11.50 hours). Instructors and Advanced Instructors report spending the most time teaching (26.47 hours) as compared to research (5.11 hours) and service (8.87 hours).

Teaching Activities

To further investigate how faculty spend time devoted to teaching activities, six items asked faculty to report teaching-related tasks. Across all faculty members, the average number of hours in a 7-day week devoted to preparing for class sessions was 7.35 (SD=4.81); teaching class sessions was 9.05 (SD=4.88); meeting with students outside of class 4.29 (SD=3.29); grading assignments and exams 6.89 (SD=5.80), course administration (e.g., emailing students, maintaining course website) 4.77 (SD=4.64); and working to improve teaching (e.g., self-reflection, attending workshops) 2.44 (SD=2.62).

Female faculty members reported spending more time grading (7.94 hours) than male faculty members (5.14 hours). Female faculty members also

TEACHING TIME ALLOCATION, ALL FACULTY

Preparing Teaching
Grading Meeting with Students
Course Admin. Improvement

- 21% Preparing
- 26% Teaching
- 20% Grading
- 12% Meeting with Students
- 14% Course Admin.
- 7% Improvement
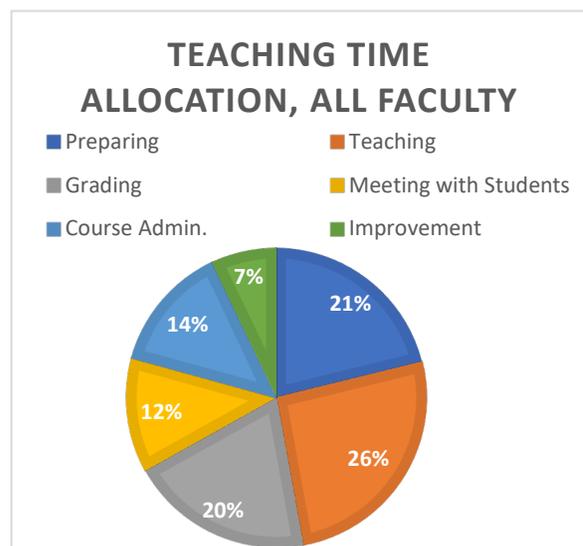
reported spending more time on course administration (5.77 hours) than male faculty members (3.73 hours) in a typical week. Assistant professors reported spending almost twice as much time on course administration (6.79 hours) than associate (3.89 hours) and full professors (3.95 hours) in a typical week.

Perceptions of Time Allocation

Teaching

Across all faculty members (both tenure-track and non-tenure track), 34.2% indicated they spend too much time teaching, while 13.0% indicated that they spend too little. There were no significant differences between tenure-track and non-tenure track faculty members, or faculty members by rank, gender, or college.

From these data, we can extrapolate that the majority of faculty members feel that spending approximately 50% of their time in teaching activities was neither too little nor too much of their time.
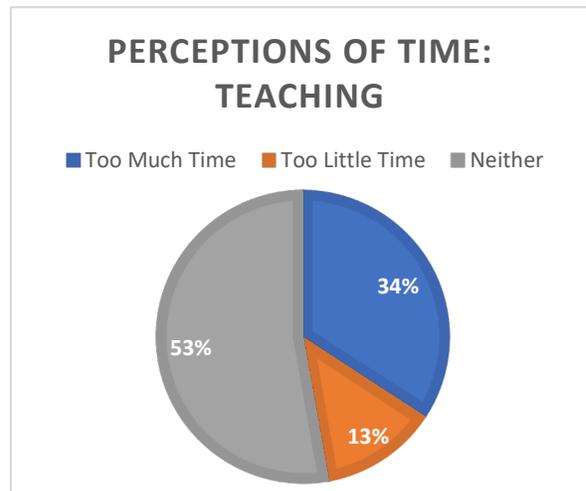
PERCEPTIONS OF TIME: TEACHING

■ Too Much Time ■ Too Little Time ■ Neither

- 34%
- 13%
- 53%
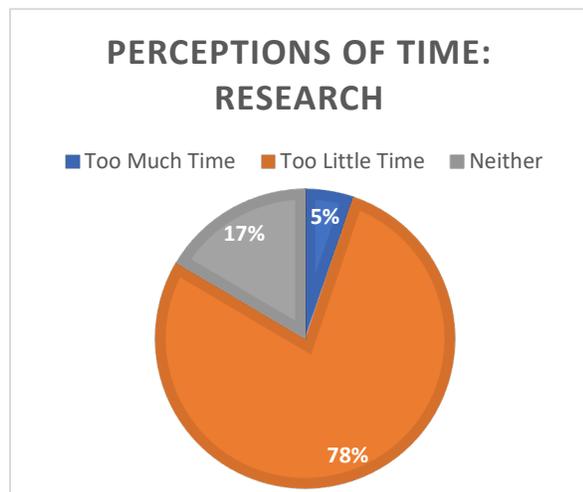
Research

Across all tenure-track faculty members, 78.3% indicated that they spend too little time on research while 5.2% indicated that they spend too much time on research. When asked to rank what they spent too little time on (teaching, research/scholarship, service), 56.9% of tenure-track faculty chose research, while 18.1% ranked it second. There were no significant differences by rank, gender, or college. Non-tenure track faculty were not included in these analyses, because research is not typically included in their contracted duties.

PERCEPTIONS OF TIME: RESEARCH

■ Too Much Time ■ Too Little Time ■ Neither

- 5%
- 17%
- 78%

From these data, we can extrapolate that the majority of tenure-track faculty members feel that spending approximately 26% of their time engaged in research activities is too little.

Service

Across all full-time faculty members, 57% indicated they spend too much time on service while 5.4% indicated they spend too little on service. Among these faculty, 35.3% ranked service as the number one category they spend too much time on and 24.1% indicated it was number two. Adjunct faculty were not included in these analyses, because they typically are not included in opportunities for service within the university. However, there were

PERCEPTIONS OF TIME: SERVICE

■ Too Much Time ■ Too Little Time ■ Neither

- 38%
- 5%
- 57%
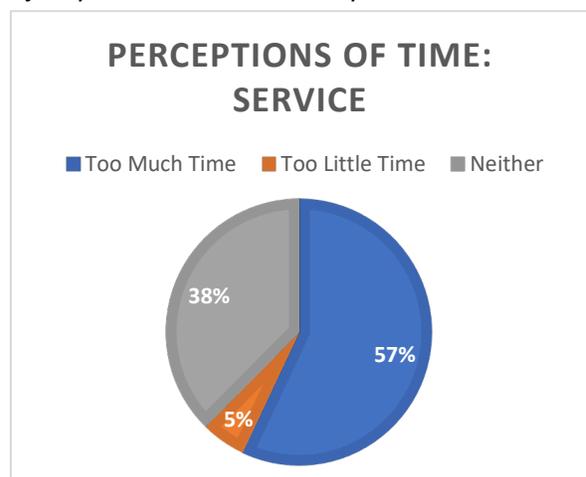
differences between instructors and tenure-track faculty members on these questions, while 66.1% of tenure-track faculty members reported spending too much time on service, only 26.5% of instructors did. This might be due to differences in their respective contracted duties. Similarly, while only 1.7% of tenure-track faculty felt that too little of their time was dedicated to service, 17.6% of instructors did.

PERCEPTIONS OF TIME: ADMINISTRATIVE TASKS
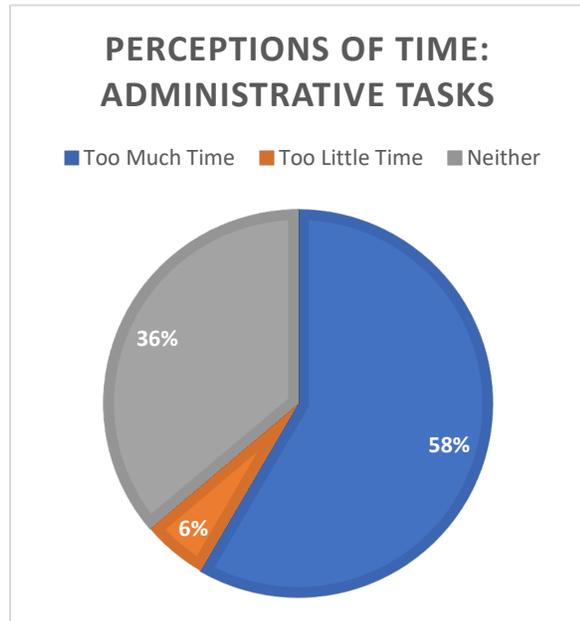
Among tenure-track faculty, there were differences by gender. Although both groups report similar hours of service per week (males=11.29; females=11.74), male faculty members were more likely to report that they spend too much time on service (76.6%) than female faculty members (54.5%). There were no significant differences by college or rank.

■ Too Much Time ■ Too Little Time ■ Neither

36%

58%

6%

Within the category of service, the survey also asked faculty about their perceptions of the time they spend on outreach activities. Full-time faculty were divided on this item, with 40.9% indicating that they spend too little time on outreach, and 12.1% indicate that they spend too much time on outreach. This distinction might be due to particular faculty in each department being given specific roles in outreach, rather than the outreach responsibilities being evenly distributed throughout the faculty. There were no significant differences by rank, college, or gender.

Finally, the survey also asked faculty about their perceptions of time spent on administrative tasks. Among all full-time faculty, 58.4% indicated that they spent too much time on administrative tasks, and 5.4% indicated that they spent too little time on administrative tasks (e.g., creating and submitting reports). However, there were significant differences between instructors and tenure-track faculty, with 38.2% of instructors indicating too much time spent on administrative tasks and 64.3% of tenure-track faculty indicating the same. This difference is most likely due to differences in job responsibilities between these two groups. Among tenure-track faculty, there were no significant differences by rank, college, or gender.

Teaching Graduate Courses

Among full-time faculty members, 48.6% reported having taught a graduate course in the past year. This differed by rank, with 25% of instructors, 60.0% of assistant professors, 56.6% of associate professors, and 47.6% of full professors reporting having taught graduate-level courses in the last year.

This varied significantly by college, with 85.7% College of Education and Human Services

Taught A Graduate Course

66.7 — BCH
85.7 — COEHS
63.6 — CCEC
32.5 — COAS
73.3 — CCB

Percent

■ BCH ■ COEHS ■ CCEC ■ COAS ■ CCB

14
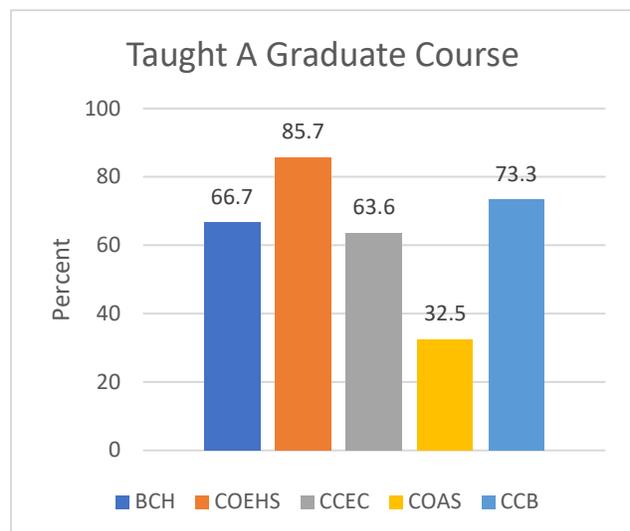
faculty reporting teaching a graduate course, and only 32.5% of the College of Arts and Sciences reporting the same. This most likely represents differences between the colleges in the number of graduate courses and programs offered. There was no difference by gender.

Faculty who taught graduate courses in the last year spent more time on research, teaching, or service than their peers who did not teach graduate courses. There were no significant differences in their perceptions of if they spent too much time on research, service, or teaching.

Teaching Distance Learning Courses

Taught Online
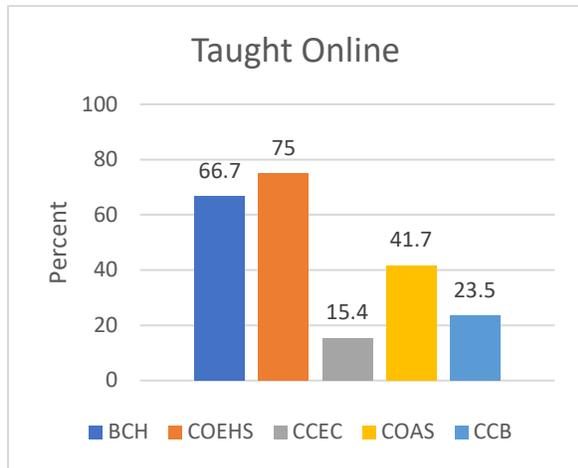
Across all faculty, including adjunct and full-time instructors, 45.6% reported teaching at least one course online in the past year. There were no significant differences by rank or tenure-track status for teaching online.

There were significant differences by college on this measure, with 66.7% and 75.0% of faculty in Brooks College of Health and the College of Education and Human Services reporting teaching online, but only 15.4% and 23.5% of the College of Computing, Engineering, and Construction and the Coggin College of Business reporting teaching online. This may represent the differences between colleges in the number of programs that are offered online, as well as specific courses, or the distribution of online teaching among faculty members.

Finally, there were also gender differences, with 53.9% of female faculty members, but only 34.9% of male faculty members reporting teaching online.

Faculty members who taught online reported spending on average significantly more hours per week on teaching-related tasks (24.78 hours, SD=5.85) than faculty who did not teach online (21.82 hours, SD=9.13). However, there were no differences in their perceptions of if this time is too much or too little time spent on teaching, between faculty who teach online and those who do not. There were no differences in the number of hours reported for service or research activities, or perceptions of if they spent too much time on research or service.

Hours Allocated: Teaching
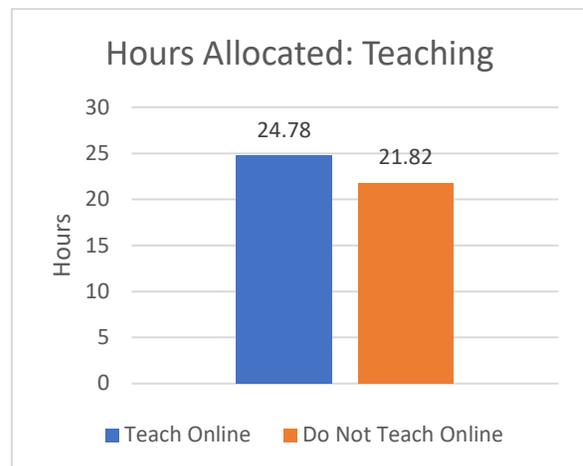
This finding is also reflected in the item that asked faculty members the level of their agreement with the statement: "Teaching activities associated with online courses take up LESS time than those associated with face to face courses." The majority of faculty (70.2%) disagreed or strongly disagreed with this statement, with only 14.5% agreeing or strongly agreeing with the statement. The views on this statement did not vary by whether or not the faculty member taught online.

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Of faculty members who reported teaching online in the past year (*n*=73), they reported a mean of 53.01% (*SD*=31.9) of their teaching load designated as online or hybrid courses. However, adjunct professors who taught online reported a mean of 95.14% of their time designated as distance learning, compared to 46.63% of the time of full-time faculty members.

Among full-time faculty members who reported teaching at least one course online in the past year, there were no significant differences in the percentage of teaching load designated as distance learning by college, rank, or gender.

Course Assignments for Faculty Teaching Online

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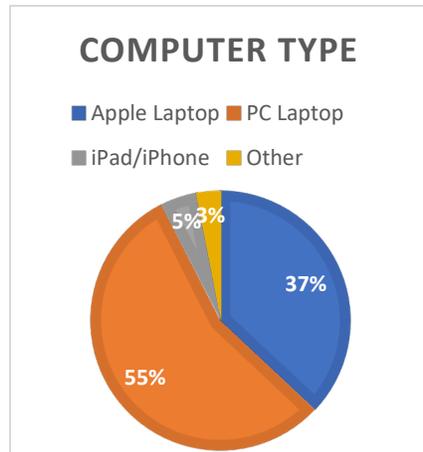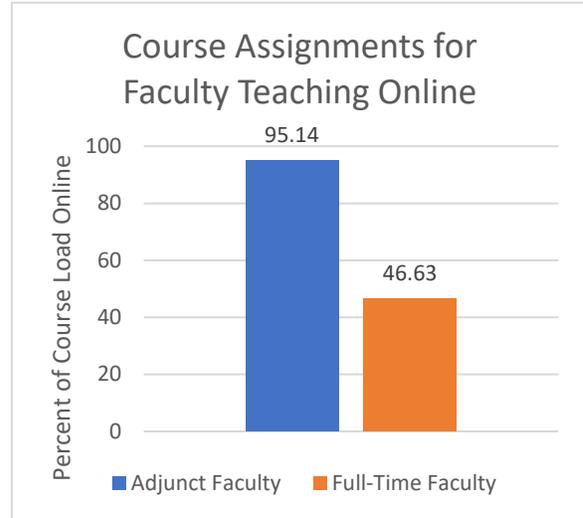
Use of Technology in the Classroom

Three items asked faculty to report their use of technology in the classroom. Amongst the faculty, 34.1% report bringing a device (e.g., laptop or iPad) to their classroom and connecting it to the projector when they teach. Additionally, 36.8% of the faculty report providing their own power source or AV adapter for their device.

Faculty also reported on the types of devices that they predominately use. 33.2% use Apple or Macintosh Laptops, 49.7% use Windows or PC Laptops, 4.1% use iPads or iPhones, and 2.6% use other types of devices.

Job Satisfaction

Balance of Teaching, Service, and Research Expectations

Faculty were asked their level of agreement with the statement: "I am able to balance the teaching, research, and service activities expected of me" on a 5-point scale, ranging from *strongly disagree* (1) to *strongly agree* (5). Across all faculty members who completed the survey, the mean for this item was 2.64 (*SD*=1.41), indicating disagreement with the statement. However, there are significant differences between part-time and full-time faculty. For full-time faculty, the mean was 2.48 on the 5-point scale (*SD*=1.38), with 63.1% of full-time faculty rating some level of disagreement with the statement; adjunct instructors rated this item with a mean score of 3.03 (*SD*=1.55) with only 6.7% rating some level of disagreement.

Among rank, instructors and advanced instructors had higher levels of agreement (*M*=3.03, *SD*=1.55), than assistant professors (*M*=2.28, *SD*=1.46), associate professors (*M*=2.30, *SD*=1.27), or full

professors (*M*=2.41, *SD*=1.38). This may be due to higher levels of expectations of research for tenure-track professors. There were no significant differences by college or gender for this item.

As a college community, the majority of faculty do not feel like they are able to balance the teaching, research, and service activities that are expected of them.

Course Teaching Assignments

The survey also asked faculty their level of satisfaction with their course teaching assignments on a scale from *Extremely Dissatisfied* (1) to *Extremely Satisfied* (5). Across all ranks and colleges, the mean score on this item was 3.85 (*SD*=1.17), with 67.9% indicating some level of satisfaction with their course assignments.

Adjunct faculty were significantly more satisfied with their course assignments (*M*=4.75, *SD*=0.44) than full-time faculty (*M*=3.68, *SD*=1.18), but there were no significant differences by rank or college among full-time faculty members.

Female, full-time faculty members reported higher levels of satisfaction with their teaching assignments (*M*=3.92, *SD*=0.99) than male faculty members (*M*=3.45, *SD*=1.30).

I AM ABLE TO BALANCE THE TEACHING, RESEARCH, AND SERVICE ACTIVITIES EXPECTED OF ME.

- Strongly Disagree
- Strongly Agree
- Neither Agree Nor Disagree
- Somewhat Agree
- Somewhat Disgree

33% | 31% | 9% | 23% | 4%

LEVEL OF SATISFACTION WITH THE LEVEL OF ANNUAL SALARY.

- Extremely Dissatisfied
- Extremely Satisfied
- Neither Satisfied Nor Dissatisfied
- Somewhat Satisfied
- Somewhat Dissatisfied

29% | 49% | 17% | 3% | 2%

Professional Autonomy

The survey asked faculty about their level of satisfaction with their professional autonomy in courses, research projects, and service. The majority (74.9%) of faculty reported they are either *extremely satisfied* or *somewhat satisfied* with their professional autonomy at the university (*M*=3.98, *SD*=1.22). There were no significant differences between faculty by college, rank, or gender. However, non-tenure track faculty reported higher levels of satisfaction (*M*=4.23, *SD*=1.15), than tenure-track faculty (*M*=3.82, *SD*=1.27).

Salary and Benefits

Additionally, the survey asked faculty about their level of satisfaction with their annual salary. The majority (78.4%) of faculty indicated they are

either *extremely dissatisfied* (49.4%) or *somewhat dissatisfied* (29.0%) with their annual salary (*M*=1.93, *SD*=1.17). Notably, this level of dissatisfaction was not significantly different across part-time or full-time status, rank, or college, despite the salary differentials by rank. Thus, at all levels, faculty are dissatisfied with their annual salary.

There was a similar pattern of results for the next item related to salary, which asked: "Rate your level of satisfaction with your salary increases based upon performance." Faculty were largely dissatisfied with their salary increases based upon performance (80.6%), with a mean score of 1.70 (*SD*=1.01). There were no differences in this item by rank, tenure-track or full-time status, or college. Female faculty reported lower levels of satisfaction with their performance salary increases (*M*=1.39, *SD*=0.71) as compared to male faculty members (*M*=1.78, *SD*=1.12).

Conversely, faculty were mostly satisfied regarding their employee benefits, with 61.3% of faculty reporting being either *extremely satisfied* (14.9%) or *somewhat satisfied* (46.4%), with a mean of 3.45 (*SD*=1.16) on this item. However, full-time faculty reported being more satisfied (*M*=3.35, *SD*=1.01), than adjunct faculty (*M*=2.40, *SD*=2.66). Within full-time faculty, instructors were more satisfied with their benefits (*M*=3.97, *SD*=1.06), than tenure-track faculty (*M*=3.40, *SD*=1.08). Within tenure-track faculty, there were no significant differences by rank or gender.

Faculty Governance

The next two items asked faculty's levels of satisfaction with opportunities to participate in the governance at the department and the college/university levels. Overall, the faculty reported high levels of satisfaction for the opportunities to participate at both the department level (*M*=3.48, *SD*=1.30) and university/college levels (*M*=3.22, *SD*=1.23). However, there were significant differences by full-time and part-time status, with adjunct professors reporting significantly lower levels of satisfaction at the department level (*M*=2.44, *SD*=1.13) and college/university levels (*M*=2.56, *SD*=1.33). This is perhaps not surprising, as adjunct faculty are typically not included in faculty governance due to their job descriptions.

Among full-time faculty, the majority of faculty were satisfied with the opportunities to participate in departmental governance (60.3%; *M*=3.57, *SD*=1.27). Fewer faculty members were satisfied with the opportunities to participate in university and college level

THE OPPORTUNITIES TO PARTICIPATE IN THE GOVERNANCE OF MY DEPARTMENT.

- Extremely Dissatisfied
- Extremely Satisfied
- Neither Satisfied Nor Dissatisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
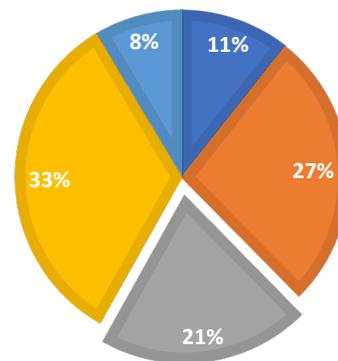
THE OPPORTUNITIES TO PARTICIPATE IN THE GOVERNANCE OF COLLEGE AND UNIVERSITY.

- Extremely Dissatisfied
- Extremely Satisfied
- Neither Satisfied Nor Dissatisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
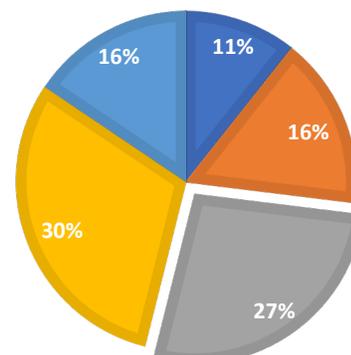
governance (44.0%, *M*=3.26, *SD*=1.22). These means were not significantly different across ranks or colleges.

UNIVERSITY COMMITMENT TO MY DISCIPLINE

Legend:
- Extremely Dissatisfied
- Extremely Satisfied
- Neither Satisfied Nor Dissatisfied
- Somewhat Satisfied
- Somewhat Dissatisfied

Pie chart values: 31%, 4%, 14%, 17%, 34%
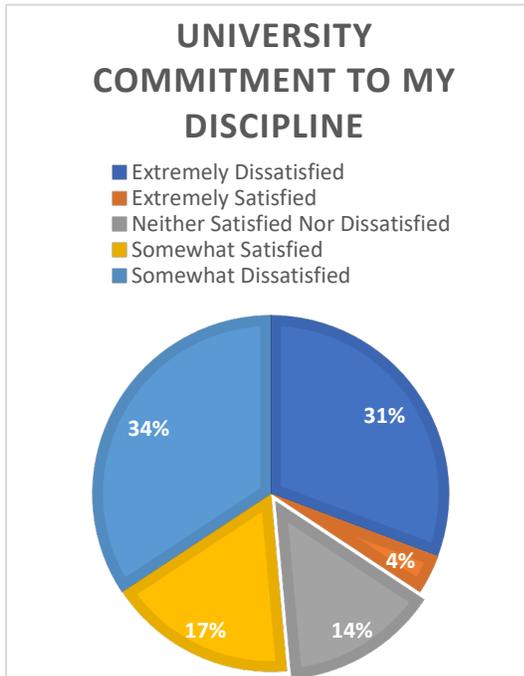
University Commitment to Discipline

The survey then asked faculty to rate their level of satisfaction with the university's commitment to their discipline. Across all faculty members, 55.2% indicated they are either *extremely dissatisfied* (25.4%) or *somewhat dissatisfied* (29.8%), with a mean rating of 2.59 (*SD*=1.31). Full-time faculty were significantly more dissatisfied (*M*=2.29, *SD*=1.18) than adjunct faculty (*M*=3.45, *SD*=1.28) with the university's commitment. Among full-time faculty, 30.7% indicated extreme dissatisfaction and 34.4% indicated some dissatisfaction with the university's commitment.

This varied by rank, with instructors reporting the highest level of satisfaction with the university's commitment (*M*=2.81, *SD*=1.42), and associate professors reporting the lowest level (*M*=2.05, *SD*=1.06).

Interestingly, there were no significant differences by discipline (i.e., department or college) on this item. Thus, full-time faculty from each college had similar levels of dissatisfaction with the university's commitment to their discipline.

University Direction

The next two items asked faculty's satisfaction with the university's emphasis towards becoming a more research-oriented and teaching-oriented university. In response to becoming a more research-oriented university, the faculty were divided in opinion, with 42.1% indicating some level of dissatisfaction and 32.2% indicating some level of satisfaction. However, among only tenure-track faculty, 56.1% are dissatisfied with the university's emphasis on becoming a research-oriented university (*M*=2.54, *SD*=1.33). There were no significant differences by rank or college.

The results for satisfaction with the university's emphasis on becoming a more teaching-oriented institution indicated that faculty were ambivalent about this topic, with 33.2% of faculty neither satisfied or dissatisfied. Over one-quarter (29.6%) of faculty indicated some level of satisfaction, while 26.4% indicated some level of dissatisfaction. There were no significant differences by rank or college in the level of satisfaction on this measure.

EMPHASIS ON RESEARCH

Legend:
- Extremely Dissatisfied
- Extremely Satisfied
- Neither Satisfied Nor Dissatisfied
- Somewhat Satisfied
- Somewhat Dissatisfied

Pie chart values: 28%, 9%, 15%, 20%, 28%
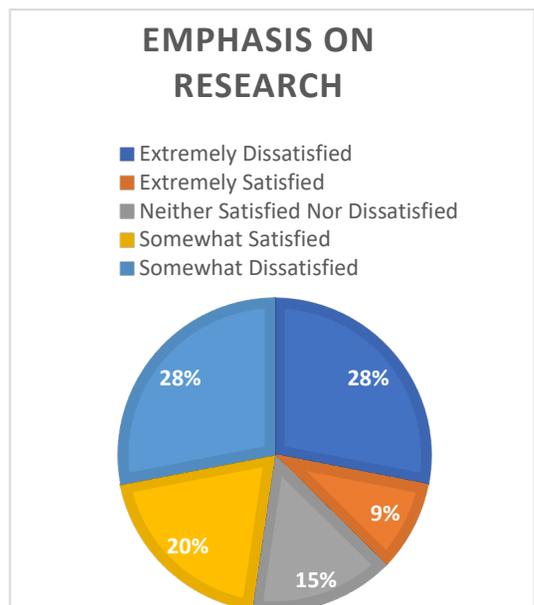
Job Enjoyment

Faculty were also asked their level of satisfaction with job enjoyment. The majority (69.4%) indicated they were *somewhat* (43.0%) or *extremely satisfied* (26.4%) with their enjoyment of their job (M=3.69, SD=1.19).

Level of Job Satisfaction

BCH 3.6, COEHS 3.85, CCEC 2.55, COAS 3.41, CCB 3.64

Legend: BCH, COEHS, CCEC, COAS, CCB
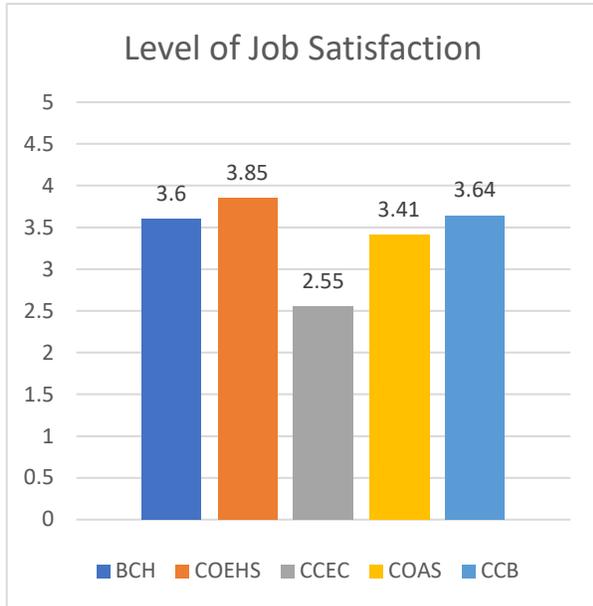
However, adjunct faculty members reported significantly higher levels of job enjoyment (M=4.62, SD=0.81) than full-time faculty members (M=3.56, SD=1.17). Among full-time faculty members, instructors report higher levels of satisfaction (M=4.12, SD=1.04) than tenure-track faculty members (M=3.40, SD=1.16). There were no significant differences among tenure-track faculty by rank.

There were differences by college on the level of satisfaction, with the College of Computing, Engineering, and Construction with the lowest levels (M=2.55, SD=1.21) and the College of Education and Human Services with the highest levels (M=3.85, 1.14). There were no significant differences by gender.

Job Security

Faculty were also asked about their level of satisfaction with their job security. Almost one quarter of all faculty (24.2%) indicated some level of dissatisfaction with their job security (M=3.50, SD=1.25). Predictably, instructors and adjunct faculty had lower levels of satisfaction (M=3.36, SD=1.38) than tenure-track faculty (M=3.58, SD=1.18). Among tenure-track faculty, assistant professors had lower levels of satisfaction with job security (M=3.04, SD=1.19) than associate (M=3.77, SD=1.10) or full professors (M=3.67, SD=1.24). There were no significant differences among tenure-track faculty by college.

Among assistant professors (i.e., tenure-track faculty who have not yet earned tenure), 11.1% are *extremely dissatisfied* and 25.9% are *somewhat dissatisfied* with their job security. In the years prior to earning tenure, less than half of assistant professors (44.4%) feel satisfied with their job security.

JOB SECURITY FOR ASSISTANT PROFESSORS

Legend:
- Extremely Dissatisfied
- Extremely Satisfied
- Neither Satisfied Nor Dissatisfied
- Somewhat Satisfied
- Somewhat Dissatisfied

11%, 7%, 19%, 37%, 26%

Value of Work from Supervisors

Four items asked faculty to rate their level of agreement with the statement: My work
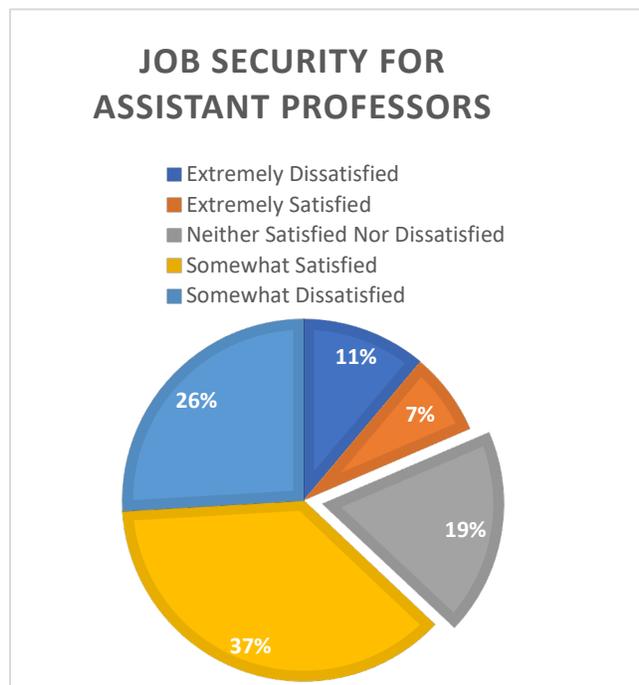
is valued by my department chair, college dean, administration (Provost, Vice-Presidents, etc.), and the upper administration (President, Board of Trustees). These items were measured on a 5-point scale ranging from *strongly disagree* (1) to *strongly agree* (5).

Value from Department Chairs

The majority (70.0%) of faculty indicated that they *strongly agree* (51.3%) or *somewhat agree* (18.7%) that their work is valued by their department chair (M=4.12, SD=1.21). There were no significant differences by rank, college, or gender on this item. The high levels of agreement on this item may reflect the close alignment of department chairs' area of research and teaching and the individual faculty members' areas.

Value from College Deans

Slightly less than half (47.7%) of faculty indicated that they *strongly agree* (25.4%) or *somewhat agree* (22.3%) that their college dean values their work (M=3.32, SD=1.43). There were no significant differences on this measure by full-time status, rank, or gender.

However, there were significant differences on this measure by college. The College of Arts and Sciences had the lowest mean (2.63, SD=1.33) as compared to Coggin College of Business (3.80, SD=1.27); College of Computing, Engineering, and Construction (4.00, SD=1.34); Brooks College of Health (4.11, SD=1.28); and the College of Education and Human Services (4.13, SD=1.25). The College of Arts and Sciences, which is 50.0% of the UNF faculty, disagree that their work is valued by their dean. This could be contrasted with the faculty in the College of Education and Human Services with 57 in-unit faculty members, who reported 80.0% agreement that their work is valued by their dean.

WORK IS VALUED BY MY DEAN (COAS)

- Strongly Disagree
- Strongly Agree
- Neither Agree Nor Disagree
- Somewhat Agree
- Somewhat Disagree

23% · 27% · 9% · 20% · 21%
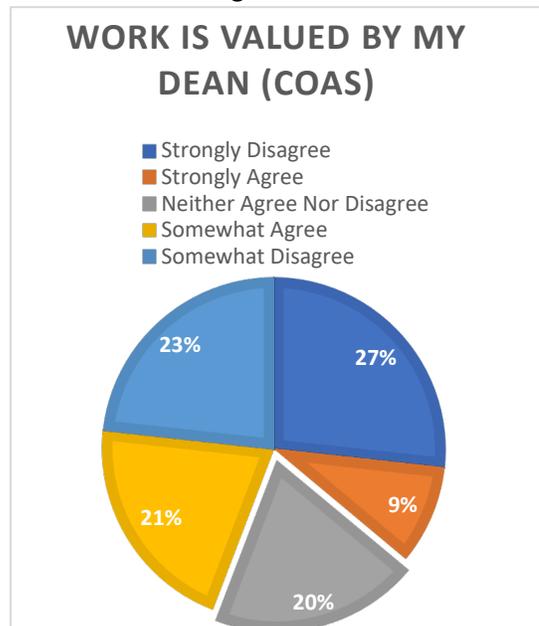
Value from Administration

Overall, faculty held varying beliefs about the extent to which their work is valued by administration at the university level (e.g., Provost and Associate Vice Presidents). While 29.0% neither agreed nor disagreed with the statement, 42.1% disagreed and 29.0% agreed (M=2.73, SD=1.28). Full-time faculty (M=2.58, SD=1.27) had significantly lower perceptions of agreement than adjunct faculty (M=3.63, SD=1.09), but there were no significant differences by rank. This does, however, indicate an overall perception by full-time faculty that their work is not valued by university administration, with less than a third (26.3%) of the full-time faculty agreeing that administration values their work. It should be noted that the findings from this section of the survey should be taken in the context of the turn-over rates among this level of university administration in the last year, with a new Provost and Associate Provost beginning their first full semester during survey administration. Additionally, restructuring of Academic and Student Affairs at the university has led to the reassignment of many administrators. Therefore, it is difficult to interpret these findings, as faculty may be reflecting on the performance of prior administrators or dissatisfied with the changes made at this level of administration, rather than an

WORK IS VALUED BY UPPER ADMINISTRATION

- Strongly Disagree
- Strongly Agree
- Neither Agree Nor Disagree
- Somewhat Agree
- Somewhat Disagree

45% — 20% — 2% — 13% — 20%
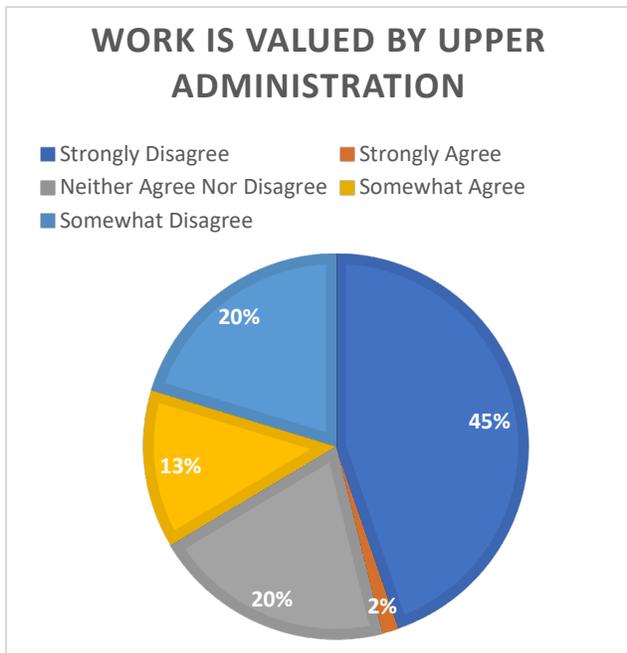
accurate perception of the administration. This can be further triangulated with the comments in the following sections, which contained only positive statements about the current Provost.

There were significant differences by college for full-time faculty on this measure. The College of Arts and Sciences ($M=2.16$, $SD=1.18$), the College of Computing, Engineering, and Construction ($M=2.50$, $SD=1.51$), and the Coggin College of Business ($M=3.07$, $SD=1.26$) reported the lowest levels of agreement. Brooks College of Health ($M=3.59$, $SD=1.06$) and the College of Education and Human Services ($M=3.29$, $SD=1.07$) reported the highest levels of agreement.

Value from Upper Administration

Few faculty (17.2%) agreed with the statement that their work is valued by upper administration (i.e., President and Board of Trustees), with 17.7% disagreeing and 39.4% strongly disagreeing with the statement ($M=2.25$, $SD=1.23$). There were no significant differences by rank or by college Full-time faculty ($M=2.58$, $SD=1.27$) were less in agreement with this statement than adjunct faculty ($M=3.63$, $SD=1.09$).

Open Responses Regarding Working Conditions

Faculty were asked to provide any additional comments regarding working conditions. These responses were coded by theme and the results are summarized here. The majority of survey respondents ($n=107$) answered this question, and 284 separate phrases or units of responses were coded. Quotes from the respondents are not included in this analysis to preserve the confidentiality of the faculty members.

General Negative and Positive Comments

Faculty made 8 separate positive comments about the negative state of their working conditions. On the other hand, they made eleven generally negative statements about their working conditions. When discussing generally positive statements, faculty mentioned other faculty members, students, and their department chairs. They expressed appreciation for the talented and dedicated faculty and the work that their colleagues did. Additionally, two faculty members expressed positive comments about the United Faculty of Florida, and the organization's work on behalf of faculty. In general, negative statements centered around faculty morale, general working conditions, or the university as a whole.

In a similar theme, 28 faculty indicated they feel overworked in their current position. They expressed concerns about being expected to do more with fewer resources and establishing a "work-life" balance. This can be triangulated with the data regarding faculty's reporting of work activities in previous sections.

Recognition

Nine faculty members noted a lack of recognition of their work as a reason for low faculty morale. This lack of recognition was illustrated by low faculty salary and lack of resources allocated to departments. Respondents reportedly felt that university's president communicated lack of recognition of the accomplishments of faculty, and that innovation was sometimes punished rather than recognized by supervisors.

Job Security

Five faculty members expressed that communication from the university's president has led to low levels of job security. In particular, faculty cited changes in the president at the university leading to uncertainty of expectations for teaching and research, as well as lack of appreciation for faculty talent and expertise.

Resources

Twelve faculty members cited lack of resources as an area of concern for their working conditions. Faculty members indicated concern about lack of resources for their department, including sufficient faculty to teach courses and replacement of tenure lines, funds for outreach, and support for individual disciplines (both inside and outside of STEM fields). Other faculty were concerned with lack of resources for community engagement. Finally, several faculty were concerned about resources for student and faculty well-being, specifically the counseling center and other areas on campus for student support.

Salary

The largest category for this item concerned low salary, with 36 faculty members across colleges and rack expressing concerns. Respondents noted concerns about compression and inversion and a lack of salary increases to keep up with inflation. Faculty linked low salary to feelings of low morale and lack of respect from administration. They also cited low salaries causing difficulties with retention and recruitment of faculty members.

Related to salary and the university budget, three faculty members expressed concerns over the number of administrative positions compared to faculty positions at the university.

Faculty Governance

Five faculty members expressed concerns regarding faculty governance. In particular, faculty were concerned regarding their lack of input in decisions made at the department, college, and university levels. Even when given work on a committee or a vote regarding pertinent issues in their department, college, or university, faculty reported that they remain skeptical that their input was valued by the administration.

Merit-Based Compensation and Differential Assignments

Eight faculty members commented on merit-based compensation or differential assignments. While some faculty members (n=2) expressed concerns that they have not been adequately compensated or recognized for their accomplishments in research or teaching. Other respondents cautioned against a merit-based system that was only based upon accomplishments for the previous one year (n=2). Two faculty members stated that differential faculty assignments (where some faculty teach more and others are assigned to more research) would be beneficial, while two other faculty

members expressed caution about how this might cause potential problems (e.g., issues with equity and determination of which faculty would receive such assignments).

Research and Teaching Support

Twenty-four faculty members expressed concern that the university appears to have an unclear vision and direction for the institution, or that the distribution of resources does not reflect the vision of becoming a more research-oriented institution. Thirty faculty members noted a need for greater research support, if the university is moving towards being a research-oriented institution. Among the types of resources needed: additional graduate students, support for grant-writing, reduction in teaching load, increased salary, academic freedom, professional development/travel funds, and a more efficient Institutional Review Board.

Additionally, 17 faculty members commented on a need for greater teaching support. Specifically, this was attributed to lack of guidance for adjunct and new professors for teaching, a need for more teaching faculty and graduate assistants, less reliance on adjunct faculty, and more teaching-based professional development for professors.

Leadership

Three faculty members indicated positive feelings toward leadership at the department, college, and/or university level. An additional faculty member specifically mentioned the Provost as supportive of faculty. Six faculty members indicated there was poor leadership at the college level (across several colleges, with three being from the College of Arts and Sciences), while seven commented on poor leadership in general at the university level.

Nineteen faculty members specifically mentioned that they feel unsupported by the university president. These faculty indicated they feel disrespected and unvalued by the administration, and that they are not heard. Faculty stated they feel this has contributed to loss in fundraising, recruitment of students and faculty, and advocacy for the university. Several faculty (n=5) indicated they felt an adversarial tone from the president and expressed concern over his communication and relations with faculty organizations. These faculty also feel the president is not connected to faculty and does not understand the faculty perspective.

Other Areas of Concern

One faculty member reported concerns with academic freedom.

One faculty reported concerns with benefits.

Two faculty expressed dislike for the metrics.

Three faculty discussed concerns regarding conflicts between faculty members.

Four faculty members described issues that they have encountered with university bureaucracy, ranging from the Office of Research and Sponsored Programs to pursuing cross-disciplinary projects.

Three faculty members from various colleges, including the College of Arts and Sciences and the Brooks College of Health, voiced concerns about the assignment of courses, including distribution of online courses, course releases for research, and inequity of course assignments for non-tenure track

faculty. This inequity is related to differential power structures between tenure-track and non-tenure track faculty members in the assignment of specific courses and sections for courses.

Four faculty members expressed concerns that administration (both upper administration and deans) were putting pressure on faculty to lower academic standards. This was linked to the encouragement of giving students passing grades to increase the metrics.

Four faculty members mentioned concerns regarding technology support, including support for online courses and classroom technology as areas of need at the university.

Collaboration and Mentorship

Overall, faculty indicated satisfaction with collaboration both inside and outside of the institution. Additionally, faculty indicated they tend to value mentorship from a variety of sources both inside and outside the institution as a component of faculty success. Over 60% of faculty indicated they have served as a mentor to another faculty member in some capacity (either formally or informally) in the last 5 years at UNF.
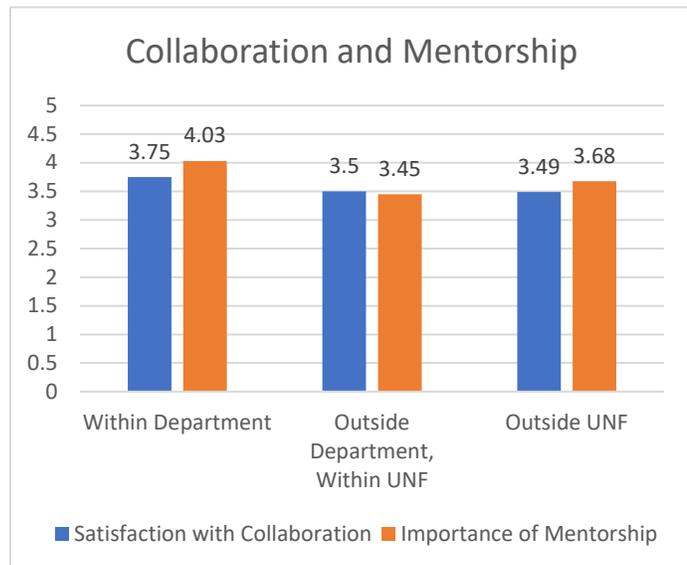
Collaboration and Mentorship Inside Department

Collaboration and Mentorship

Category	Satisfaction with Collaboration	Importance of Mentorship
Within Department	3.75	4.03
Outside Department, Within UNF	3.5	3.45
Outside UNF	3.49	3.68

Overall, 66.5% of faculty were satisfied with their opportunities to collaborate with faculty within their own department (*M*=3.74, *SD*=1.04; on a 5-point scale). There were no significant differences in this measure by college, rank, or gender.

Faculty also felt that having a mentor within their department was the most important category of mentorship, with 78.6% indicating it was *important* or *very important* (*M*=4.03, *SD*=1.02; on a 5-point scale). There were no significant differences on this measure by college, rank, or gender. Overall, 44.6% reported serving as a faculty mentor for pre-tenure faculty within their department, 18.7% for tenured faculty within their department, and 32.6% for non-tenure track faculty within their department. As faculty within all ranks indicated the importance of mentorship by faculty members within departments, it appears some ranks do not have as many available mentors.

Investigating who serves as mentors to faculty members within the department, there were significant differences by rank. Predictably, associate and full professors were much more likely to serve as a mentor to pre-tenure and tenured faculty within departments. However, non-tenure track faculty were also likely to serve as mentors to other non-tenure track faculty members with departments, along with tenured faculty members (associate and full professors). There were no significant differences in who serves as mentors by college or gender.

WHO IS SERVING AS MENTORS, BY RANK

■ Instructor ■ Assistant Professor ■ Associate Professor ■ Full Professor

PERCENT SERVING AS A MENTOR

PRE-TENURE W/IN DEPT.: Instructor 8.8, Assistant Professor 25.9, Associate Professor 80.6, Full Professor 81.8

TENURED W/IN DEPT.: Instructor 2.9, Assistant Professor 0, Associate Professor 31.3, Full Professor 54.5

TENURED OUTSIDE DEPT.: Instructor 0, Assistant Professor 3.7, Associate Professor 10.4, Full Professor 27.3

NON-TT W/IN DEPT.: Instructor 41.2, Assistant Professor 25.9, Associate Professor 38.8, Full Professor 40.9

NON-TT OUTSIDE DEPT.: Instructor 8.8, Assistant Professor 11.1, Associate Professor 13.4, Full Professor 27.3

NONE: Instructor 55.8, Assistant Professor 44.4, Associate Professor 11.9, Full Professor 13.6

WHO IS SERVING AS MENTORS, BY COLLEGE

■ BCH ■ COEHS ■ CCEC ■ COAS ■ CCB

PERCENT SERVING AS A MENTOR

PRE-TENURE W/IN DEPT.: BCH 38.8, COEHS 53.3, CCEC 58.3, COAS 59.1, CCB 46.6

TENURED W/IN DEPT.: BCH 16.7, COEHS 6.7, CCEC 33.3, COAS 28.4, CCB 6.7

TENURED OUTSIDE DEPT.: BCH 16.7, COEHS 0, CCEC 8.3, COAS 9.1, CCB 13.3

NON-TT W/IN DEPT.: BCH 38.9, COEHS 33.3, CCEC 41.7, COAS 42, CCB 13.3

NON-TT OUTSIDE DEPT.: BCH 16.7, COEHS 13.3, CCEC 8.3, COAS 14.8, CCB 13.3

NONE: BCH 33.3, COEHS 26.7, CCEC 25, COAS 22.7, CCB 53.3

WHO IS SERVING AS MENTORS, BY GENDER

■ Male ■ Female

PERCENT SERVING AS A MENTOR

PRE-TENURE W/IN DEPT.: Male 63.3, Female 50.8

TENURED W/IN DEPT.: Male 23.3, Female 20.6

TENURED OUTSIDE DEPT.: Male 11.7, Female 7.9

NON-TT W/IN DEPT.: Male 40, Female 39.7

NON-TT OUTSIDE DEPT.: Male 16.7, Female 14.3

NONE: Male 23.3, Female 33.3
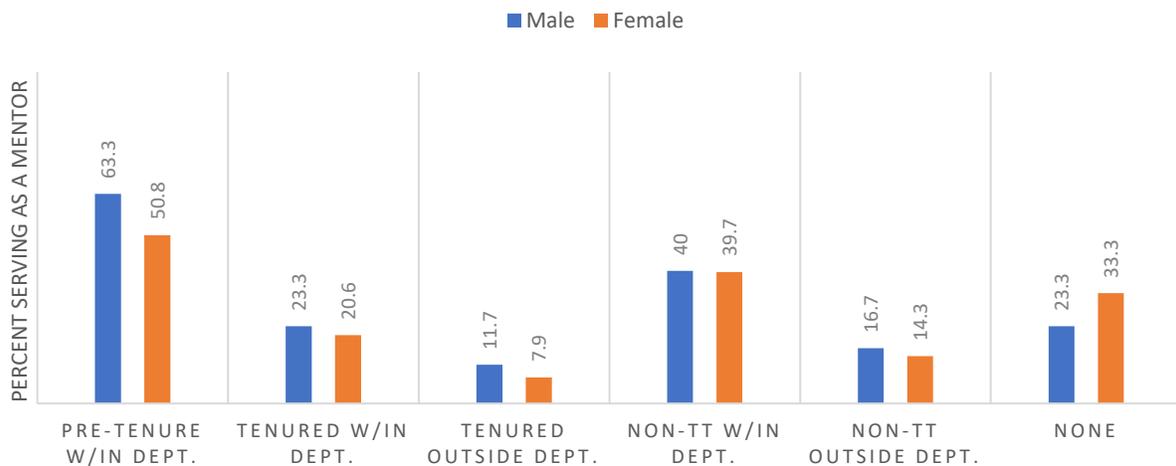
The majority of faculty (63.7%) reported being satisfied with collaboration within the university, but outside their department (*M*=3.74, *SD*=1.04; on a 5-point scale). There were no significant differences by college, rank, or gender on this measure.

In the area of mentorship, less than half (48.7%) rank having a mentor outside of their department, but at UNF, as important, less than a quarter (14%) indicated such mentors as *very important* (*M*=3.45, *SD*=1.06; on a 5-point scale). This is also reflected in the number of faculty who reported having served as a mentor outside of their department (10.4% for tenured faculty and 13.5% for non-tenure-track faculty).

The aforementioned data support a stronger role for the Office of Faculty Enhancement (OFE) to help coordinate mentorship programs within and perhaps across colleges. Second, data also seem to support a wider effort to encourage teaching observations, rather than letters of support, in the tenure and promotion process.

Finally, there were gender differences in how people perceived the importance of mentors in this category. Specifically, people female faculty found that having a mentor outside of the department as more important (*M*=3.66, *SD*=1.01) than male faculty (*M*=3.21, *SD*=1.03). A similar number of female and male faculty members responded that they have been a mentor to someone outside of their department. This may indicate that female faculty members are in need of additional mentors outside of their department.

Collaboration and Mentorship Outside Institution

Finally, faculty reported on mentorship and collaboration outside of the institution. Overall, faculty were satisfied (52.0%) with the collaboration with colleagues outside of their institution (*M*=3.49, *SD*=1.08; on a 5-point scale). There were no differences in this measure by college, rank, or gender.

Regarding mentorship, 56.5% of faculty found mentorship outside of the institution to be *very important* (*M*=3.68, *SD*=1.14; on a 5-point scale). In fact, more faculty members indicated they find having a mentor outside of the institution was *very important* (24.9%) than faculty members who indicated having a mentor inside the institution, but outside their department (14.0%). This indicates the importance of university efforts to increase inter-university collaborations and partnerships.

Overall, faculty report agreement with the importance of mentors. Full and associate faculty members are more likely to report being mentors. More faculty report acting as mentors to pre-tenure faculty (e.g., assistant professors) than to non-tenure track faculty, instructors, or tenured faculty.

Faculty Evaluation Measures

Peer Review of Teaching

Overall, faculty find peer reviews of teaching to be *important* (42.9%) or *very important* (20.2%; *M*=3.58, *SD*=1.14; on a 5-point scale). However, only 25.9% of faculty indicated that a colleague or chair participated in a peer evaluation or review of their teaching in the past year, with an additional 14.5% not sure. Although faculty value peer teaching reviews, they do not appear to be in wide practice.

There were no differences by college in the perceptions of importance of peer review or the reported participation in peer review.

Faculty members who identify as female (M=3.88, SD=1.02) find peer-reviews to be more important than faculty members who identify as male (M=3.44, SD=1.20). However, there were no differences by gender in reporting about participating in peer reviews.

Finally, there were significant differences by faculty rank, with full professors ranking peer reviews as less important (M=3.53, SD=1.12) than instructors (M=3.79, SD=1.05) or assistant professors (M=3.77, SD=1.09). Notably, there were also some differences in the percentages of each rank who participated in peer review following the same patterns. Specifically, assistant professors were the most likely to report participating in peer-review (42.3%), with full professors (36.4%), associate professors (22.4%), and instructors (26.5%) reporting less peer-review.
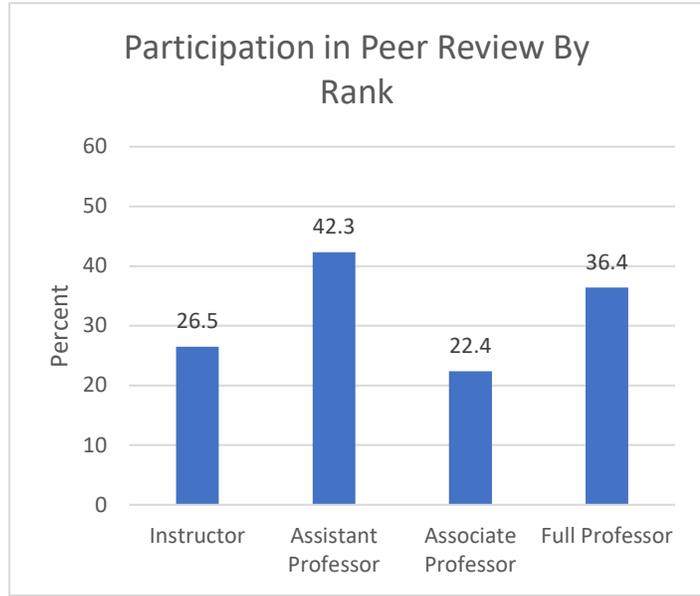
Instructional Satisfaction Questionnaires (ISQs)

Instructional Satisfaction Questionnaires (ISQs) are the surveys completed by students that are used at the University of North Florida to evaluate instructors in courses. The ISQ reports both quantitative data and qualitative comments for each instructor in each course. The results are provided to the faculty member, the supervisors of the faculty member, and the quantitative results are publicly available on the university website.

Perceived Bias

Overall, faculty members believe that ISQs contain some degree of gender and/or racial bias (M=1.24, SD=0.81; on a 3-point scale). Two-thirds of full-time faculty (66.0%) believe that the ISQs contain some (25.3%) or substantial (40.7%) gender and/or racial bias. Among all faculty, this number is higher, with three-quarters (74.84%) indicating that ISQs contain some or substantial bias.

There were significant differences by gender in this perception, with faculty identifying as female believing that ISQs are more biased (M=1.44, SD=0.74) than faculty identifying as male (M=1.07, SD=0.82). There were no differences by college or rank.
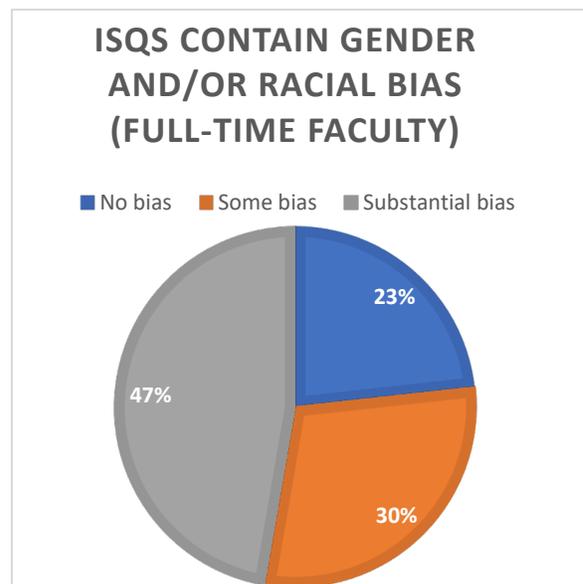
Practices to Increase ISQ Response Rate

Among full-time faculty, several items asked about the use of strategies to increase student response rates on ISQ surveys. The most common strategy was to provide verbal reminders in class (65.3%), followed by sending email (49.3%). Fewer faculty members check completion rates online (36.7%), offer course credit for completion (11.3%), or other types of incentives for completion (3.3%).

There were no differences in these practices by gender, college, or faculty rank.

Use of ISQ Data

The survey also inquired about how faculty have used the results of the ISQs. Only 4% of full-time faculty reported that they have not used them in any way. The majority of full-time faculty have used ISQ results to gain insight about teaching (80.7%), to highlight in annual evaluations (69.3%) or promotion and tenure materials (56.0%), or to revise courses (55.3%). Approximately a quarter of the full-time faculty members (25.3%) reported that having used the results to seek advice from colleagues

USE OF ISQ RESULTS BY COLLEGE

USE OF ISQ RESULTS BY RANK
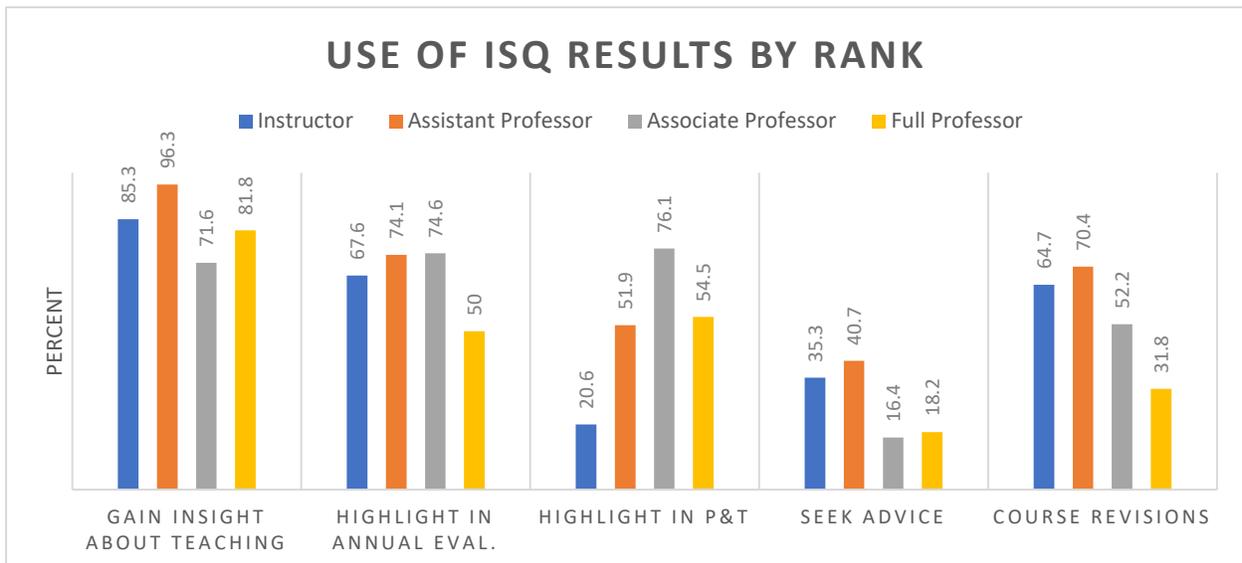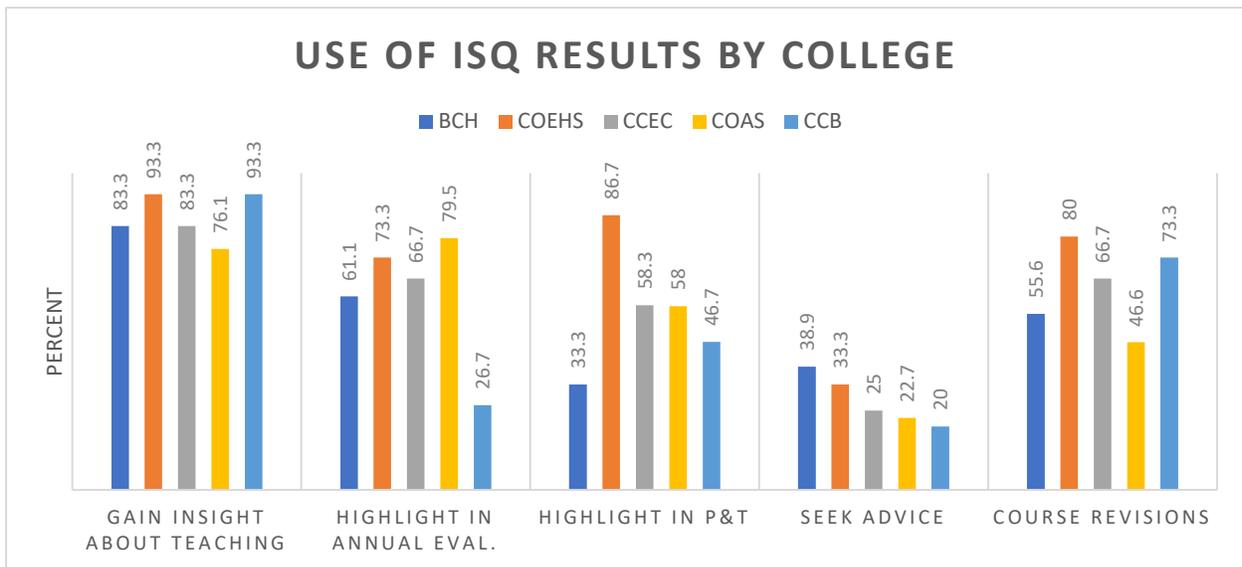
or their department colleagues. Few full-time faculty members have used these data for scholarly reports (4.3%) or other reasons (6.7%).

More full-time faculty in the College of Education (73.3%) and College of Arts and Sciences (79.5%) highlight the results in their annual evaluations than faculty in the Coggin College of Business (26.7%) or Brooks College of Health (61.1%). Similarly, the College of Education had high levels of use in promotion and tenure materials (86.7%), as compared to Brooks College of Health (33.3%) and Coggin College of Business (46.7%). There were not differences by college for the other uses of ISQ data.

More instructors (85.3%) and assistant professors (96.3%) have used ISQ results to gain insights about teaching than associate professors (71.6%) or full professors (80.7%). Similarly, more instructors (35.3%) and assistant professors (40.7%) used the data to seek advice from colleagues. Additionally, more instructors (64.7%) and assistant professors (70.4%) used the data to make course revisions.

There were no significant differences by rank on using the data in annual evaluations, but associate professors (76.1%) were more likely to use ISQ results in promotion and tenure materials than instructors (20.6%), assistant professors (51.9%), or full professors (54.5%). This is most likely due to the timing of when promotion and tenure materials are due within a faculty members' career.

ISQ Data for Faculty Evaluations

ISQS WEIGHT IN P&T APPRAISALS

- None At All
- A Little
- A Moderate Amount
- A Lot
- A Great Deal

3%
5%
16%
40%
36%

ISQS SHOULD BE USED FOR MAKING P&T DECISIONS

- Strongly Disagree
- Strongly Agree
- Neither
- Somewhat Agree
- Somewhat Disagree

26%
32%
5%
11%
26%

ISQS SHOULD WEIGH HEAVILY IN EVALUATION OF TEACHING

- Strongly Disagree
- Strongly Agree
- Neither
- Somewhat Agree
- Somewhat Disagree

25%
44%
15%
11%
5%
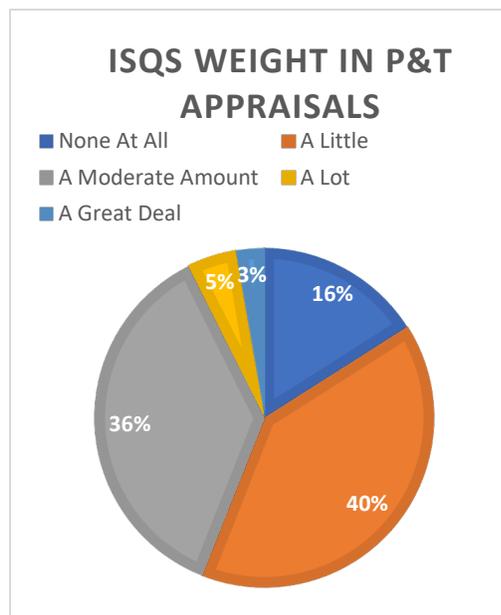
Faculty were also asked how much they agreed with statements about the use of ISQ results in faculty evaluations. For these analyses, only full-time faculty members were included.

The majority of faculty (57.3%) disagreed that ISQ data should be used for making promotion and tenure decisions (M=2.47, SD=1.31; on a 5-point scale).

Over two-thirds (68.0%) of faculty disagreed that ISQ results should weigh heavily on a faculty member's evaluation of teaching (M=2.13, SD=1.26; on a 5-point scale).
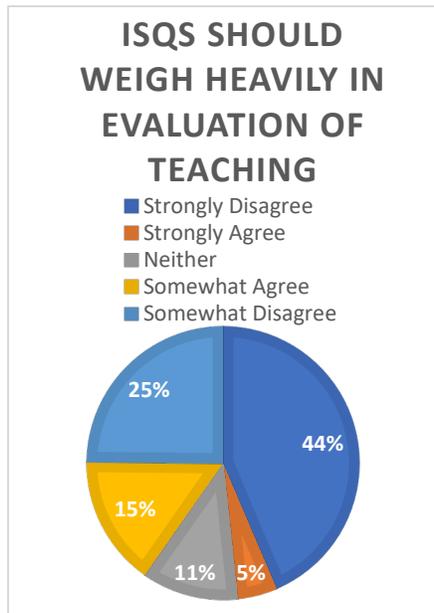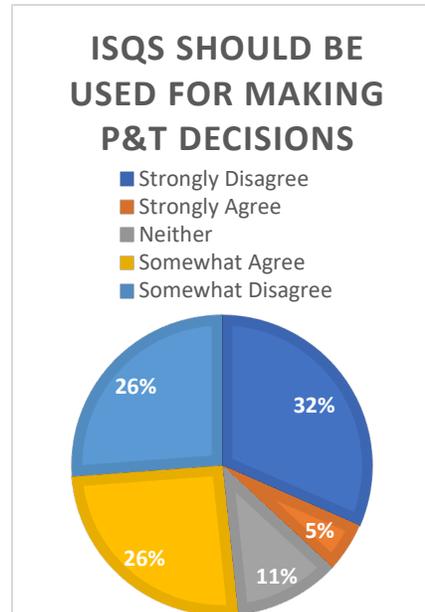
Full-time faculty also felt that ISQ results should have little weight in the evaluation of a faculty member's teaching (*M*=2.45, *SD*=0.91; on a 5-point scale), with 12.7% indicating *none*, 42.0% indicating *a little*, and 36.0% indicating *a moderate amount*. Few faculty members thought that ISQ results should have *a lot* (6.0%) or *a great deal* (3.3%) of weight in the evaluation of teaching.

Similar results were found for the beliefs about how much ISQs should be weighted in the promotion and tenure appraisals, with little weight (*M*=2.38, *SD*=0.90; on a 5-point scale), with 16% indicating *none*, 40.0% indicating *a little*, and 36.7% indicating *a moderate amount*. Few faculty members thought that ISQ results should have *a lot* (4.7%) or *a great deal* (2.7%) of weight in promotion and tenure promotion appraisals.

ISQS WEIGHT IN EVALUATION OF TEACHING

Legend:
- None At All
- A Little
- A Moderate Amount
- A Lot
- A Great Deal

3% · 13% · 42% · 36% · 6%

There were no differences by rank or college on the beliefs about the use of ISQ results in faculty evaluations. However, there were significant differences by gender. Full-time female faculty members had more negative beliefs about the use of ISQ results for promotion and tenure decisions (female, *M*=2.83, *SD*=1.38; male, *M*=2.21, *SD*=1.22) and evaluation of teaching (female, *M*=2.47, *SD*=1.42; male, *M*=1.77, *SD*=0.99) than male faculty members. Additionally, full-time female faculty members felt that ISQ results should have less weight on evaluations of teaching (female, *M*=2.68, *SD*=0.97; male, *M*=2.29, *SD*=0.81) and promotion and tenure appraisals (female, *M*=2.65, *SD*=0.97; male, *M*=2.19, *SD*=0.76). This gender difference is notable, as female faculty members were also more likely to believe that the ISQ results contained gender and/or racial bias.

DO ISQS ACCURATELY REFLECT TEACHING EFFORTS IN ALTERNATIVE-TYPE COURSES?

Legend:
- Yes
- No

11% · 89%
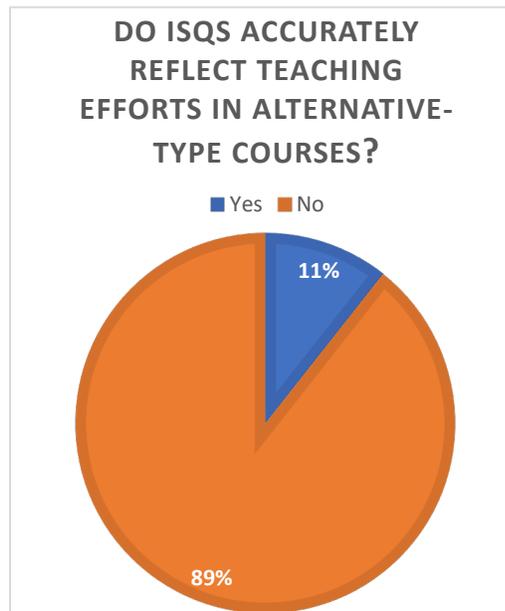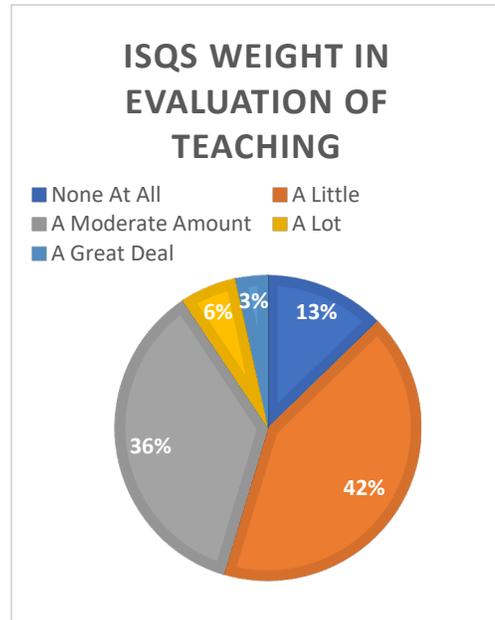
Applicability of ISQs to Alternative Courses

One final question asked faculty members of alternative-type courses (e.g., internships, online courses, practicum, field courses, etc.) if they believed that the current ISQ items accurately represents their teaching efforts. Of these faculty, 89.36% responded that ISQ items do not accurately reflect their teaching efforts. There were no significant differences in answers to this question by faculty rank or college.

Alternative Methods of Evaluation

Faculty were asked questions about alternative methods of evaluation tools, including the use of midterm surveys, the IDEA survey, and other methods.

Midterm Surveys

The majority of full-time faculty (59.5%) were in favor of using a mid-term survey to get feedback from students.

However, differences between colleges existed. While 86.7% of the College of Education and Human Services and 61.4% of the College of Arts and Sciences were in favor of midterm surveys, only

SUPPORT OF MIDTERM SURVEYS BY COLLEGE

Legend: ■ No ■ Yes

PERCENT

- TOTAL: No 40.5, Yes 59.5
- BCH: No 50, Yes 50
- COEHS: No 13.3, Yes 86.7
- CCEC: No 58.3, Yes 41.7
- COAS: No 38.6, Yes 61.4
- CCB: No 53.3, Yes 46.7

41.7% of the College of Computing, Engineering, and Construction and 46.7% of the Coggin College of Business were supportive. There were no significant differences by faculty rank.
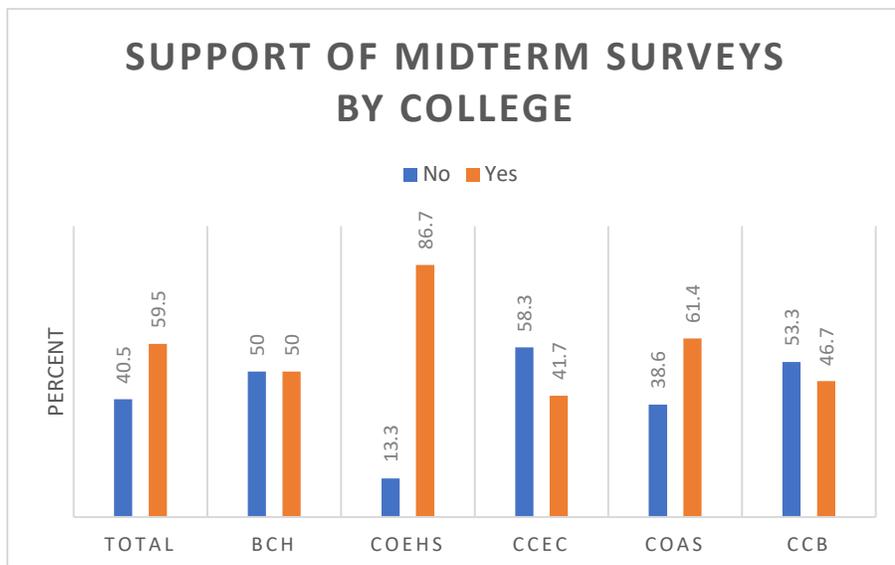
Alternate Methods

Faculty were also asked about their use of alternate surveys that they customized for their students, to gain course feedback. The majority of faculty (64.2%) reported that they did distribute a survey within their course.

These results did vary by college, with more of the College of Education and Human Services (80.0%) and Brooks College of Health (72.2%) faculty reporting use than the College of Computing, Engineering, and Construction (33.3%) and Coggin College of Business (46.7%) faculty.

Fewer full professors (40.9%) than instructors (76.5%), assistant professors (66.7%), or associate professors (64.2%) reported using alternate surveys within their courses.

IDEA

Additionally, the survey asked faculty about their experiences with the IDEA survey, a nationally available survey about performance in higher education settings. Approximately half of the faculty (50.27%) responded that they have experience with the IDEA survey.

Faculty had varying views on the effectiveness of the IDEA survey. While no faculty felt that the IDEA survey was detrimental, 44.0% felt that it was ineffective and 30.67% felt it was neither effective nor ineffective. Fewer faculty felt it was effective (18.67%) or very effective (6.67%).

Satisfaction of Faculty Evaluations

The final set of questions on the survey asked faculty about their satisfaction with faculty evaluations. For these items, only full-time faculty members were included in the analyses, as they are the only faculty who are eligible for promotion within the Collective Bargaining Agreement (CBA).

Faculty had differing perspectives on their level of satisfaction with the appropriateness of faculty performance evaluation methods (M=2.93, SD=1.12; on a 5-point scale). Approximately equal

numbers of faculty are dissatisfied (extremely dissatisfied, 12.0%; somewhat dissatisfied, 26.0%) and satisfied (extremely satisfied, 3.3%; somewhat satisfied, 36.0%), with 21.3% neither satisfied nor dissatisfied.

However, there were significant differences in full-time faculty ratings of their satisfaction with the appropriateness of faculty evaluation methods by college. Specifically, Brooks College of Health (*M*=3.61, *SD*=0.92) rated their satisfaction highest, while the College of Computing, Engineering, and Construction (*M*=2.25, *SD*=0.96) the lowest. There were no significant differences by faculty rank.

Faculty expressed more dissatisfaction with the clarity of the performance review process for promotion and tenure (*M*=2.61, *SD*=1.13; on a 5-point scale), with 16.0% indicating extreme dissatisfaction and 34.7% indicating some dissatisfaction. Approximately one quarter of faculty (24.7%) are *somewhat satisfied* with the clarity, and only 2.7% are *extremely satisfied*.

Satisfaction with Evaluation Results By College

Mean Satisfaction Rating

Appropriateness of Faculty Performance Evaluation Methods: BCH 3.61, COEHS 2.86, CCEC 2.25, COAS 2.92, CCB 2.87

Clarity of the Performance Review Process for P&T: BCH 2.56, COEHS 2.13, CCEC 1.58, COAS 2.91, CCB 2.29

Legend: ■ BCH ■ COEHS ■ CCEC ■ COAS ■ CCB
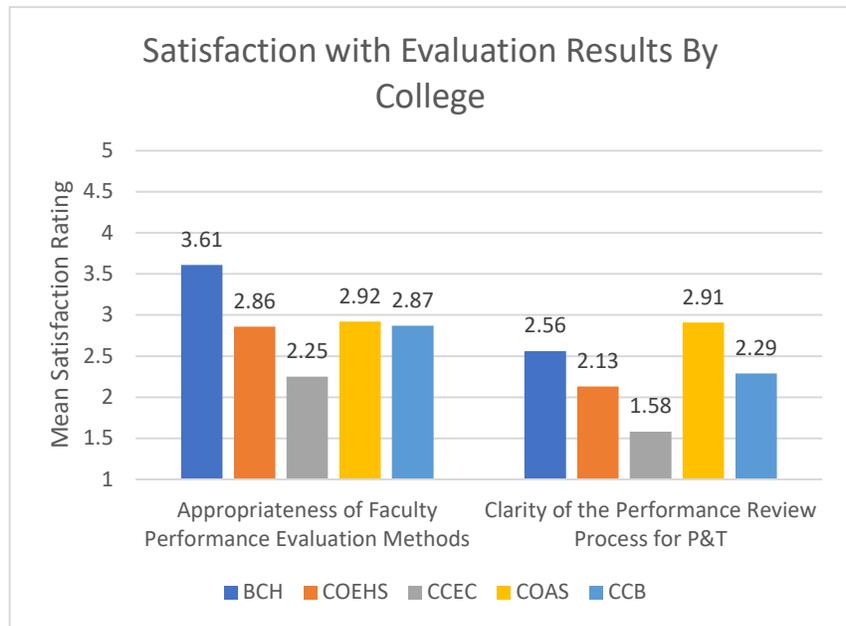
There were also differences in faculty satisfaction with the clarity of the review process by college. The College of Computing, Engineering, and Construction (*M*=1.58, *SD*=0.52) and the College of Education and Human Services (*M*=2.13, *SD*=0.92) had the lowest satisfaction with the clarity of the review process. The College of Arts and Sciences (*M*=2.91, *SD*=1.10) and Brooks College of Health (*M*=2.56, *SD*=1.25) had the highest levels of satisfaction. There were no significant differences by faculty rank on this measure.

Faculty were generally satisfied with the amount of consideration given to teaching in annual evaluations, with 72.7% indicating the amount was neither too high, nor too low. Slightly more faculty (15.3%) indicated the amount was low, while 11.3% of full-time faculty indicated that the amount of consideration given to teaching in the annual evaluation was too high. There were no significant differences by faculty rank or college on this measure.

On the other hand, faculty were less supportive of the amount of consideration given to research, with 65.3% indicating that research was neither too low, nor too high. Only 10.0% indicated that too little consideration was given to research, but 23.3% indicated that the consideration given to research was too high in annual evaluations.

There were differences by rank on faculty perceptions of the amount of consideration given to research on faculty evaluations. Specifically, full professors (*M*=1.95, *SD*=0.65) and instructors (*M*=1.97, *SD*=0.40) were more likely to feel that research should be given less consideration than assistant

(*M*=2.30, *SD*=0.47) and associate (*M*=2.21, *SD*=0.62) professors. There were no significant differences by college in beliefs about the amount of consideration given to research.

The pattern for the consideration of service on annual evaluations was the opposite. More faculty (22.4%) indicated that the amount of consideration was too low for service, and only 8.7% indicated it was too high. Over two-thirds (67.3%) indicated that it was neither too high, nor too low.

Similarly, there were differences by rank In faculty perceptions about the amount of

SATISFACTION WITH AMOUNT OF CONSIDERATION TO COMPONENTS OF EVALUATION BY RANK

■ Instructor ■ Assistant Professor ■ Associate Professor ■ Full Professor

MEAN LEVEL OF WEIGHT

TEACHING: 2.03, 1.89, 1.91, 2.09
RESEARCH: 1.97, 2.3, 2.21, 1.95
SERVICE: 2.06, 1.89, 1.7, 2.05

consideration that is given to service on faculty evaluations. Specifically, assistant (*M*=1.89, *SD*=0.58) and associate (*M*=1.70, *SD*=0.52) were more likely to feel that service should be given less consieration than instructors (*M*=2.06, *SD*=0.44) and full professors (*M*=2.05, *SD*=0.59). There were no significant differences by college in beliefs about the amount of consideration given to service.
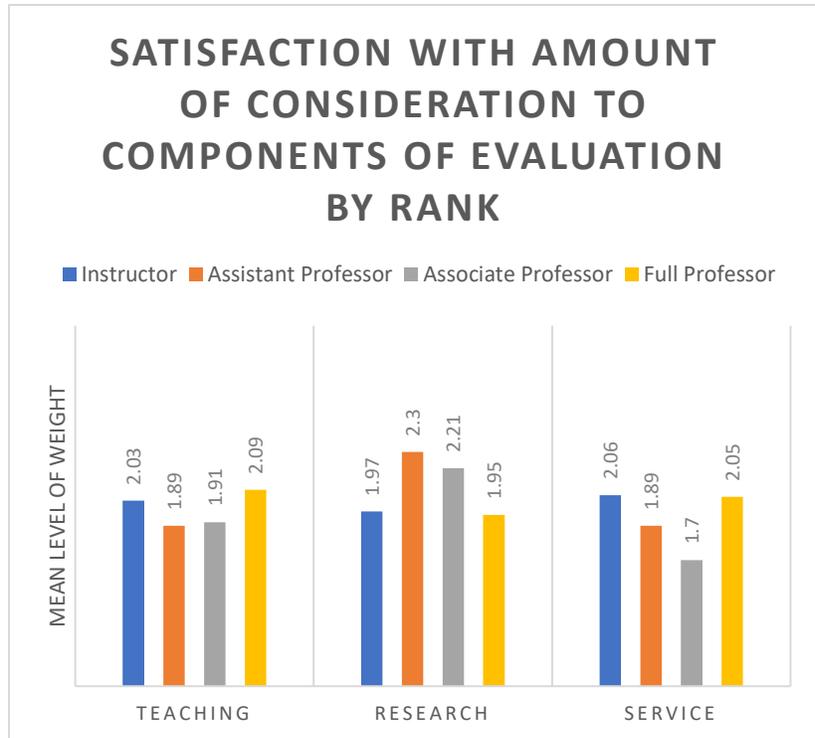
Final Thoughts

This report has detailed the findings of the 2019-2020 Faculty Life Survey at the University of North Florida. The implications of this survey can provide recommendations for faculty governance, administration, and policy reviews. The complete survey is reproduced in Appendix A and the descriptive statistics for each item are reported in Appendix B.

All inquiries for access to the data can be directed to the authors of this report, including Hope E. Wilson (College of Education and Human Services and United Faculty of Florida-UNF Vice President), James Beasley (College of Arts and Sciences and Faculty Enhancement Committee Chair), David Fenner (College of Arts and Sciences and Faculty Association President), or Kally Malcom (College of Arts and Sciences and United Faculty of Florida-UNF President). All efforts will be made to provide transparency of the data and analyses, while protecting the confidentiality of the participants' responses.

Appendix A: Faculty Life Survey

Q2 Would you like to continue onto the Faculty Survey?
Yes
No

Q3 In a typical 7-day week, about how many hours do you spend on each of the following?

	0				0			>30		
	0	5	10	15	20	25	30

1. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	
2. Research, Creative, or Scholarly Activities	
3. Service Activities (committee work, creating reports, administrative duties, etc.)	

Q4 In a typical 7-day week, about how many hours do you spend on each of the following teaching activities?

	0					0			>30			
	0	3	6	9	12	15	18	21	24	27	30

1. Preparing Class Sessions	
2. Teaching Class Sessions	
3. Meeting with Students Outside of Class	
4. Grading Assignments and Exams	
5. Course Administration (emailing students, maintaining course website, etc.)	
6. Working to Improve your Teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, etc.)	

Q9 Please indicate whether you spend to little or too much time on (drag and drop into applicable box):

Too Little Time	Too Much Time
_____ 1. Teaching	_____ 1. Teaching
_____ 2. Research	_____ 2. Research
_____ 3. Service (departmental, faculty governance, committee work, advising, speaking to alumni or prospective students/parents)	_____ 3. Service (departmental, faculty governance, committee work, advising, speaking to alumni or prospective students/parents)
_____ 4. Outreach (extension, community engagement, technology transfer, economic development, K-12 education)	_____ 4. Outreach (extension, community engagement, technology transfer, economic development, K-12 education)
_____ 5. Administrative Tasks (creating and submitting reports, etc.)	_____ 5. Administrative Tasks (creating and submitting reports, etc.)

Q5 During the past academic year, have you taught a graduate course?
Yes

No

Q42 During the past academic year, have you taught an online course?
Yes

No

Q84 Rate your agreement to the following statement:

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree	Decline to Answer	Not Applicable
Teaching activities associated with online courses take up LESS time than those associated with face-to-face courses.	○	○	○	○	○	○	○

Q43 Given your typical teaching schedule, what percentage of your teaching load is devoted to online/hybrid?

	0 10 20 30 40 50 60 70 80 90 100
Percent Online/Hybrid Teaching	

Q77 Do you bring devices such as a laptop or iPad to your class and connect to the classroom projector when teaching?
Yes

No

Q76 Which of the following do you predominately use?
Windows/PC laptop

Mac/Apple laptop

iPad/iPhone

Other

Q78 Do you supply your own A/V adapter/connector or power source?
Yes

No

Q81 Rate your agreement to the following statement:

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree	Decline to Answer	Not Applicable
I am able to balance the teaching, research, and service activities expected of me.							

Q82 Rate your level of satisfaction or dissatisfaction with the following items:

	Extremely Dissatisfied	Somewhat Dissatisfied	Neither Dissatisfied Nor Satisfied	Somewhat Satisfied	Extremely Satisfied	Decline to Answer	Not Applicable
Your course teaching assignments.							
Your professional autonomy (courses, research projects, service, etc.)							
Your level of annual salary.							
Your salary increases based on performance.							
Your employee benefits.							
The opportunities to participate in the governance of your department.							
The opportunities to participate in college and university governance.							

Q83 Rate your level of satisfaction or dissatisfaction with the following items:

	Extremely Dissatisfied	Somewhat Dissatisfied	Neither Dissatisfied Nor Satisfied	Somewhat Satisfied	Extremely Satisfied	Decline to Answer	Not Applicable
The university's commitment to your discipline.							
The university's emphasis towards becoming a more research-oriented institution.							
The university's emphasis towards becoming a more teaching-oriented institution.							

Q74 Please provide any feedback on "working conditions" here:

Q86 Rate your level of satisfaction or dissatisfaction with the following items:

	Extremely Dissatisfied	Somewhat Dissatisfied	Neither Dissatisfied Nor Satisfied	Somewhat Satisfied	Extremely Satisfied	Decline to Answer	Not Applicable
Your enjoyment of your job							
Your job security							
The university's emphasis towards becoming a more teaching-oriented institution.							

Q87 Rate your agreement to the following statement:

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree	Decline to Answer	Not Applicable
My work is valued by my **chair.**							
My work is valued by my **dean.**							
My work is valued by my **administration** (Provost, Vice-Presidents, etc.)							
My work is valued by my **upper administration** (President, Board of Trustees).							

Q75 Please provide any feedback on "motivation" here:

Q14 Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with:

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Not Applicable	Decline to Answer
1. Members of your Department							
2. Faculty Outside of your Department, but Within your Institution							
3. Faculty Outside of your Institution							

Q15 At this institution and in the last five years, I have served as either a formal or informal mentor to: (check all that apply)

Pre-Tenure Faculty in my Department

Tenured Faculty in my Department

Tenured Faculty Outside of my Department

Non- Tenure-Track Faculty in my Department

Non-Tenure-Track Faculty Outside of my Department

None of the Above

Decline to Answer

Q16 Please indicate how important or unimportant each of the following is to your success as a faculty member:

	Very Unimportant	Unimportant	Neither Important nor Unimportant	Importnt	Very Important	Not Applicable	Decline to Answer
1. Having a Mentor or Mentors in your Department							
2. Having a Mentor or Mentors Outside of your Department at your Institution							
3. Having a Mentor or Mentors Outside of your Institution							

Q17 How important do you find peer review of your teaching?

Very unimportant

Unimportant

Neither unimportant nor important

Important

Very important

Not applicable

Decline to answer

Q18 Within the past year, has a colleague or Chair participated in peer evaluation or review?

Yes

No

I do not Know

Q80 Please add any feedback on "Mentoring" here:

Q19 How do you administer ISQ's? (Select all that apply)
I send reminder emails to my students

I provide verbal in-class reminders

I check completion rates online prior to the deadline

I offer credit incentives for ISQ completion

I offer other incentives for ISQ completion

Q20 To what extent do you believe ISQ's contain gender and/or racial bias?
They contain substantial racial and/or gender biases

They contain some racial and/or gender biases

They contain no racial and/or gender biases

Decline to answer

Q21 How have you used the ISQ results?
I have not used them in any way

Reviewed ISQ's to gain insight about my teaching

Highlighted them in an annual evaluation

Highlighted them in your promotion and tenure materials

Sought advice from a colleague or department

Implement suggested strategies for course revision

Used ISQ data for scholarly activities

Other

Q22 In what other way have you used your ISQ results?

Q46 Please indicate your agreement or disagreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
ISQs should be for making Promotion and Tenure Decisions					
ISQs should weigh heavily on a faculty member's evaluation of teaching.					

Q88 Please indicate **how much** you think ISQs should weigh in evaluations.

	A great deal	A lot	A moderate amount	A little	None at all
How much do you believe ISQ results should weigh on a faculty member's evaluation of teaching?					
How much do you believe ISQ results should weigh on a faculty member's tenure and promotion appraisals?					

Q25 Would you be in favor of a mid-term student survey modified for distribution in the mid-term to get feedback from your students on your course?
    Yes

    No

Q26 Do you distribute alternate surveys, that you customize for your students, to receive feedback on your course?
    Yes

    No

Q27 If you teach alternative type courses (internships, online, practicum, etc.) do you believe the current ISQ items accurately represent your teaching efforts?
    Yes

    No

    Not Applicable

Q28 Have you participated in the IDEA survey of teachers or administrators in the past?
    Yes

    No

Q30 How effective have you found the IDEA survey of your teaching or administration?
    Very Effective

    Effective

    Neither Effective nor Ineffective

    Ineffective

    Detrimental

    Not Applicable

    Decline to Answer

Q69 Please rate your level of satisfaction or dissatisfaction with the appropriateness of faculty performance evaluation methods.

	Extremely Dissatisfied	Somewhat Dissatisfied	Neither Dissatisfied nor Satisfied	Somewhat Satisfied	Extremely Satisfied	Decline to Answer	Not applicable
The appropriateness of faculty performance evaluation methods.							
The clarity of the performance review process (for Promotion and Tenure, salary)							

Q71 Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to **teaching** for annual evaluations.

too high

neither too high nor too low

too low

Q72 Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to **research** for annual evaluations.

too high

neither too high nor too low

too low

Q73 Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to **service** for annual evaluations.

too high

neither too high nor too low

too low

Q31 Please provide any feedback on "ISQ's" and evaluations here:

Q32 What is your College at UNF?
    Brooks College of Health

    Coggin College of Business

    College of Arts & Sciences

    College of Computing, Engineering and Construction

    College of Education and Human Services

    Hicks Honors College

    None of the Above

Q33 What is your primary administrative unit at UNF?

Q34 What is your Faculty Rank?
    Professor

    Associate Professor

    Assistant Professor

    Advanced Instructor

    Instructor

    Adjunct

    Other

Q35 What is your role at UNF?

Q36 What is your Gender?

Q37 How Many Years have you been at UNF?

Q39 What is your Current Age, in Years?

Appendix B: Frequency Report for All Items

In a typical 7-day week, about how many hours do you spend on each of the following?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	0.00	30.00	22.71	8.38	70.30	182
2	2. Research, Creative, or Scholarly Activities	0.00	30.00	9.93	7.55	57.04	172
3	3. Service Activities (committee work, creating reports, administrative duties, etc.)	0.00	30.00	9.85	8.18	66.96	172

In a typical 7-day week, about how many hours do you spend on each of the following teaching activities?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Preparing Class Sessions	0.00	24.00	7.35	4.79	22.96	174
2	2. Teaching Class Sessions	0.00	24.00	9.05	4.86	23.64	173
3	3. Meeting with Students Outside of Class	0.00	19.00	4.29	3.28	10.73	167
4	4. Grading Assignments and Exams	0.00	30.00	6.89	5.79	33.48	174
5	5. Course Administration (emailing students, maintaining course website, etc.)	0.00	30.00	4.77	4.63	21.45	172
6	6. Working to Improve your Teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, etc.)	0.00	20.00	2.44	2.61	6.80	149

Please indicate whether you spend to little or too much time on (drag and drop into applicable box):
Too Little Time:

Please indicate whether you spend to little or too much time on (drag and d...

Legend:
- 1. Teaching - Rank
- 2. Research - Rank
- 3. Service (departmental, faculty governance, committee work, advising, spe...
- 4. Outreach (extension, community engagement, technology transfer, economic...
- 5. Administrative Tasks (creating and submitting reports, etc.) - Rank
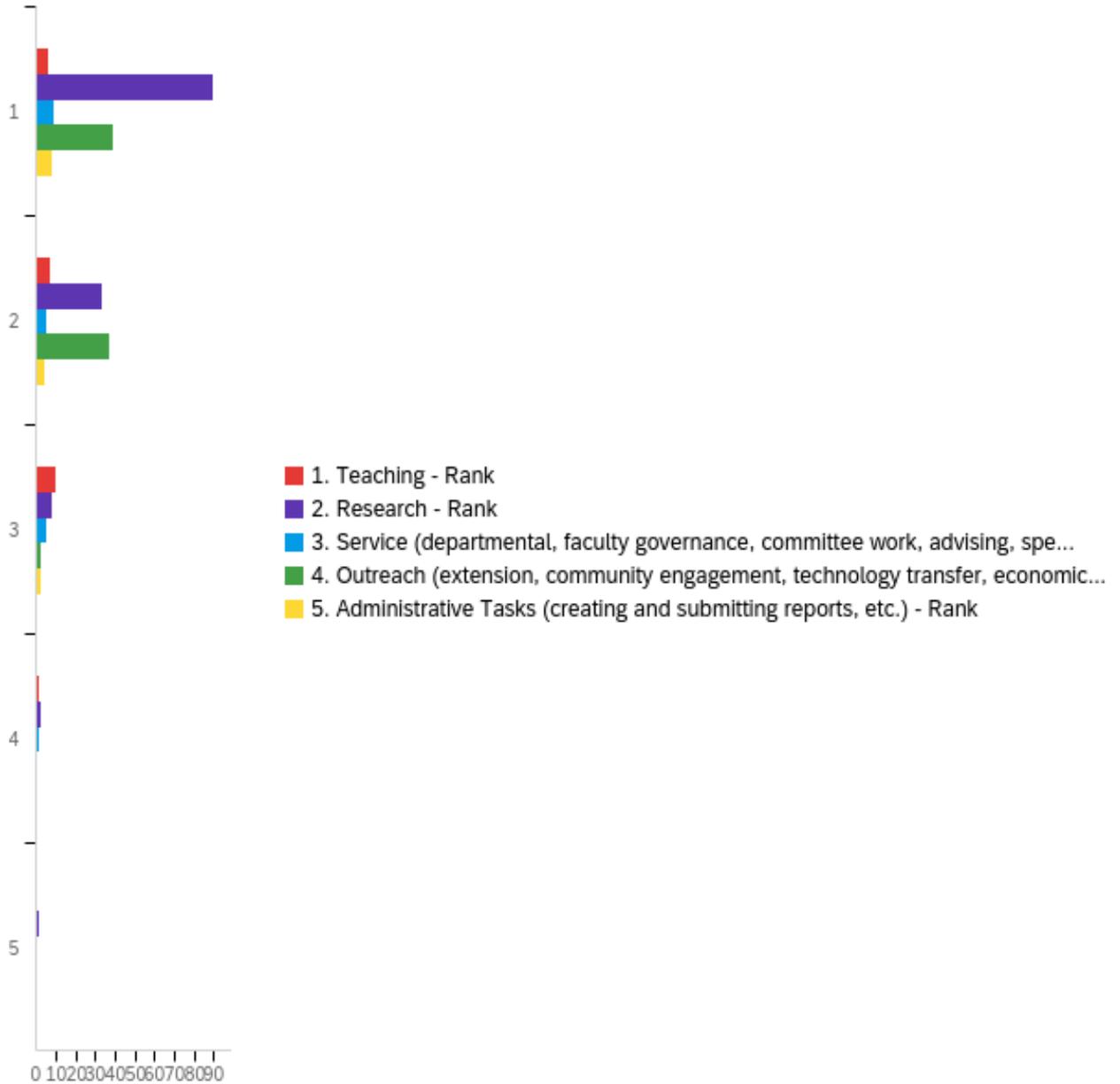
Too Much Time:

Please indicate whether you spend to little or too much time on (drag and d...

1. Teaching - Rank
2. Research - Rank
3. Service (departmental, faculty governance, committee work, advising, spe...
4. Outreach (extension, community engagement, technology transfer, economic...
5. Administrative Tasks (creating and submitting reports, etc.) - Rank
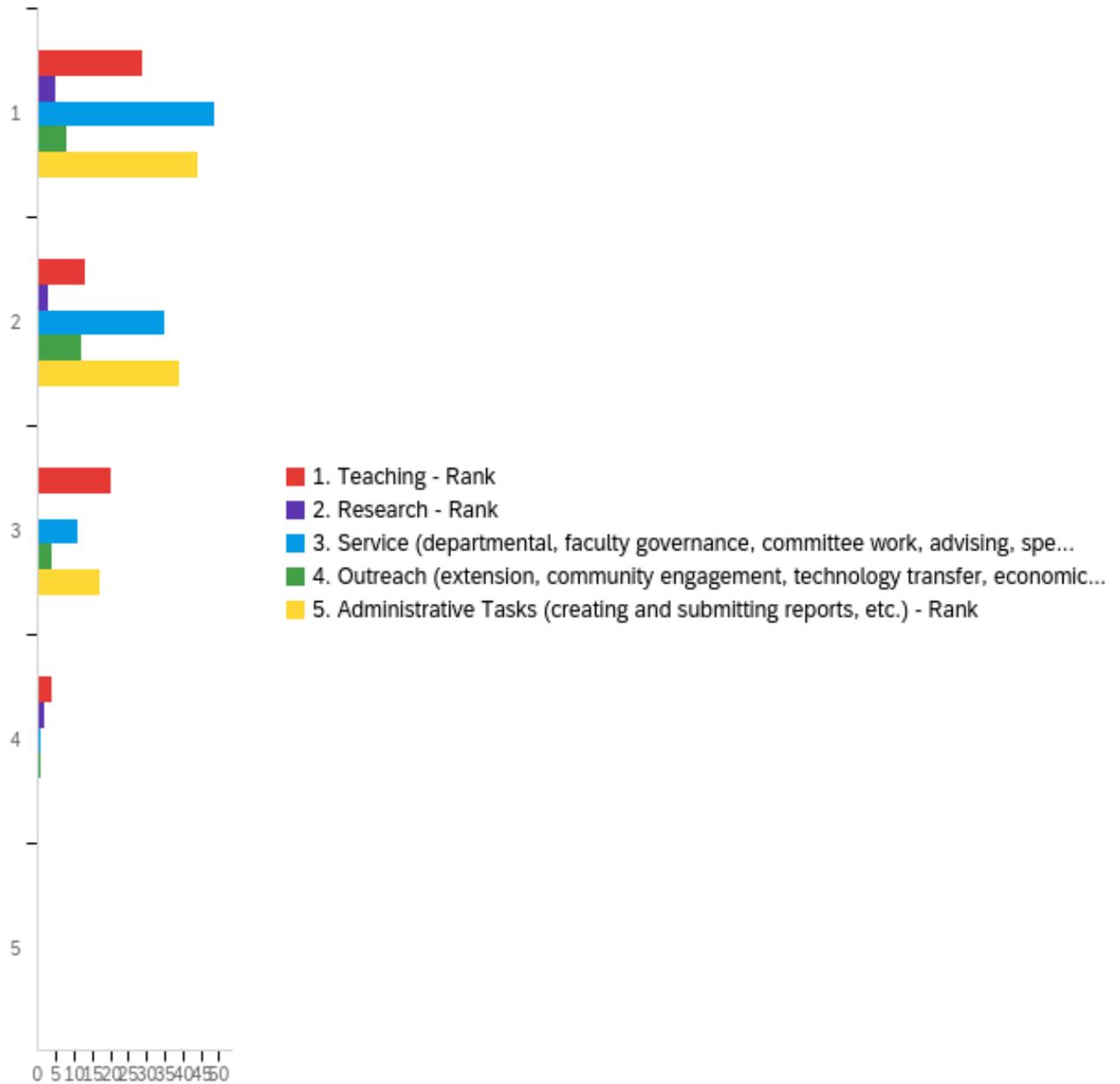
During the past academic year, have you taught a graduate course?

#	Answer	%	Count
1	Yes	40.33%	73
2	No	59.67%	108
	Total	100%	181

During the past academic year, have you taught an online course?

#	Answer	%	Count
1	Yes	42.46%	76
2	No	57.54%	103
	Total	100%	179

Rate your agreement to the following statement:

#	Answer	%	Count
1	Strongly Disagree	50.40%	63
2	Somewhat Disagree	19.20%	24
3	Neither Agree Nor Disagree	15.20%	19
4	Somewhat Agree	11.20%	14
5	Strongly Agree	3.20%	4
6	Decline to Answer	0.80%	1
	Total	100%	125

Given your typical teaching schedule, what percentage of your teaching load is devoted to online/hybrid?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Percent Online/Hybrid Teaching	0.00	100.00	33.27	34.29	1176.02	131

Q77 - Do you bring devices such as a laptop or iPad to your class and connect to the classroom projector when teaching?

#	Answer	%	Count
1	Yes	34.08%	61
2	No	65.92%	118
	Total	100%	179

Which of the following do you predominately use?

#	Answer	%	Count
1	Windows/PC laptop	55.49%	96
2	Mac/Apple laptop	36.99%	64
3	iPad/iPhone	4.62%	8
4	Other	2.89%	5
	Total	100%	173

Do you supply your own A/V adapter/connector or power source?

#	Answer	%	Count
1	Yes	40.80%	71
2	No	59.20%	103
	Total	100%	174

Rate your agreement to the following statement:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am able to balance the teaching, research, and service activities expected of me.	1.00	6.00	2.68	1.44	2.08	176

#	Answer	%	Count
1	Strongly Disagree	26.70%	47
2	Somewhat Disagree	30.11%	53
3	Neither Agree Nor Disagree	6.25%	11
4	Somewhat Agree	23.86%	42
5	Strongly Agree	11.93%	21
6	Decline to Answer	1.14%	2
	Total	100%	176

Rate your level of satisfaction or dissatisfaction with the following items:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your course teaching assignments.	1.00	6.00	3.86	1.17	1.38	178
2	Your professional autonomy (courses, research projects, service, etc.)	1.00	6.00	3.99	1.22	1.49	180
3	Your level of annual salary.	1.00	6.00	1.97	1.23	1.52	178
4	Your salary increases based on performance.	1.00	6.00	1.72	1.11	1.24	156
5	Your employee benefits.	1.00	6.00	3.48	1.18	1.39	170
6	The opportunities to participate in the governance of your department.	1.00	6.00	3.51	1.32	1.73	170
7	The opportunities to participate in college and university governance.	1.00	5.00	3.22	1.22	1.50	169

#	Question	Extremely Dissatisfied		Somewhat Dissatisfied		Neither Dissatisfied Nor Satisfied		Somewhat Satisfied		Extremely Satisfied		Decline to Answer		Total
1	Your course teaching assignments.	4.49%	8	14.04%	25	7.30%	13	39.89%	71	33.71%	60	0.56%	1	178
2	Your professional autonomy (courses, research projects, service, etc.)	6.11%	11	9.44%	17	9.44%	17	29.44%	53	45.00%	81	0.56%	1	180
3	Your level of annual salary.	48.88%	87	28.65%	51	2.81%	5	16.85%	30	1.69%	3	1.12%	2	178
4	Your salary increases based on performance.	61.54%	96	18.59%	29	8.97%	14	8.33%	13	1.92%	3	0.64%	1	156
5	Your employee benefits.	8.24%	14	14.12%	24	15.88%	27	45.88%	78	14.71%	25	1.18%	2	170
6	The opportunities to participate in the governance of your department.	12.35%	21	8.82%	15	21.18%	36	31.76%	54	24.71%	42	1.18%	2	170
7	The opportunities to participate in college and university governance.	11.83%	20	15.38%	26	27.22%	46	30.18%	51	15.38%	26	0.00%	0	169

Q83 - Rate your level of satisfaction or dissatisfaction with the following items:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The university's commitment to your discipline.	1.00	6.00	2.60	1.33	1.77	182
2	The university's emphasis towards becoming a more research-oriented institution.	1.00	6.00	2.86	1.31	1.70	173
3	The university's emphasis towards becoming a more teaching-oriented institution.	1.00	6.00	3.04	1.18	1.39	175

#	Question	Extremely Dissatisfied		Somewhat Dissatisfied		Neither Dissatisfied Nor Satisfied		Somewhat Satisfied		Extremely Satisfied		Decline to Answer		Total
1	The university's commitment to your discipline.	25.27%	46	29.67%	54	14.29%	26	21.43%	39	8.79%	16	0.55%	1	182
2	The university's emphasis towards becoming a more research-oriented institution.	18.50%	32	23.12%	40	25.43%	44	20.81%	36	10.98%	19	1.16%	2	173
3	The university's emphasis towards becoming a more teaching-oriented institution.	12.57%	22	16.57%	29	36.57%	64	24.57%	43	8.00%	14	1.71%	3	175

Rate your level of satisfaction or dissatisfaction with the following items:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your enjoyment of your job	1.00	5.00	3.69	1.18	1.40	190
2	Your job security	1.00	6.00	3.53	1.27	1.61	188
3	The university's emphasis towards becoming a more teaching-oriented institution.	1.00	6.00	3.21	1.14	1.30	179

#	Question	Extremely Dissatisfied		Somewhat Dissatisfied		Neither Dissatisfied Nor Satisfied		Somewhat Satisfied		Extremely Satisfied		Decline to Answer		Total
1	Your enjoyment of your job	4.74%	9	18.42%	35	6.32%	12	43.68%	83	26.84%	51	0.00%	0	190
2	Your job security	9.57%	18	14.36%	27	13.83%	26	39.36%	74	21.81%	41	1.06%	2	188
3	The university's emphasis towards becoming a more teaching-oriented institution.	9.50%	17	12.85%	23	39.11%	70	26.26%	47	10.61%	19	1.68%	3	179

Rate your agreement to the following statement:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My work is valued by my chair.	1.00	6.00	4.15	1.22	1.48	181
2	My work is valued by my dean.	1.00	6.00	3.42	1.49	2.22	185
3	My work is valued by my administration (Provost, Vice-Presidents, etc.)	1.00	6.00	2.81	1.35	1.82	180
4	My work is valued by my upper administration (President, Board of Trustees).	1.00	6.00	2.34	1.33	1.78	179

#	Question	Strongly Disagree		Somewhat Disagree		Neither Agree Nor Disagree		Somewhat Agree		Strongly Agree		Decline to Answer		Total
1	My work is valued by my chair.	4.42%	8	9.94%	18	9.39%	17	19.89%	36	54.70%	99	1.66%	3	181
2	My work is valued by my dean.	15.68%	29	14.05%	26	16.76%	31	23.24%	43	26.49%	49	3.78%	7	185
3	My work is valued by my administration (Provost, Vice-Presidents, etc.)	22.78%	41	18.33%	33	28.33%	51	18.89%	34	9.44%	17	2.22%	4	180
4	My work is valued by my upper administration (President, Board of Trustees).	38.55%	69	17.32%	31	25.14%	45	12.29%	22	4.47%	8	2.23%	4	179

Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Members of your Department	1.00	5.00	3.74	1.03	1.07	185
2	2. Faculty Outside of your Department, but Within your Institution	1.00	5.00	3.50	1.00	1.00	169
3	3. Faculty Outside of your Institution	1.00	5.00	3.49	1.08	1.16	150

#	Question	Very Dissatisfied		Dissatisfied		Neither Satisfied nor Dissatisfied		Satisfied		Very Satisfied		Total
1	1. Members of your Department	2.16%	4	12.97%	24	18.38%	34	42.16%	78	24.32%	45	185
2	2. Faculty Outside of your Department, but Within your Institution	2.37%	4	14.79%	25	28.40%	48	39.05%	66	15.38%	26	169
3	3. Faculty Outside of your Institution	4.00%	6	14.00%	21	30.00%	45	32.67%	49	19.33%	29	150

At this institution and in the last five years, I have served as either a formal or informal mentor to: (check all that apply)

#	Answer	%	Count
1	Pre-Tenure Faculty in my Department	28.76%	86
2	Tenured Faculty in my Department	12.04%	36
3	Tenured Faculty Outside of my Department	6.69%	20
4	Non- Tenure-Track Faculty in my Department	21.07%	63
5	Non-Tenure-Track Faculty Outside of my Department	8.70%	26
6	None of the Above	22.74%	68
	Total	100%	299

Please indicate how important or unimportant each of the following is to your success as a faculty member:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Having a Mentor or Mentors in your Department	1.00	5.00	4.03	1.02	1.04	182
2	2. Having a Mentor or Mentors Outside of your Department at your Institution	1.00	5.00	3.45	1.05	1.11	178

#		1.00	5.00	3.68	1.13	1.28	177
3	3. Having a Mentor or Mentors Outside of your Institution	1.00	5.00	3.68	1.13	1.28	177

#	Question	Very Unimportant		Unimportant		Neither Important nor Unimportant		Importnt		Very Important		Total
1	1. Having a Mentor or Mentors in your Department	3.85%	7	4.95%	9	12.64%	23	41.76%	76	36.81%	67	182
2	2. Having a Mentor or Mentors Outside of your Department at your Institution	5.06%	9	12.92%	23	29.21%	52	37.64%	67	15.17%	27	178
3	3. Having a Mentor or Mentors Outside of your Institution	5.08%	9	10.73%	19	22.60%	40	34.46%	61	27.12%	48	177

How important do you find peer review of your teaching?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How important do you find peer review of your teaching?	1.00	5.00	3.58	1.14	1.29	168

#	Answer	%	Count
1	Very unimportant	7.14%	12
2	Unimportant	10.71%	18
3	Neither unimportant nor important	19.05%	32

4	Important	42.86%	72
5	Very important	20.24%	34
	Total	100%	168

Within the past year, has a colleague or Chair participated in peer evaluation or review?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Within the past year, has a colleague or Chair participated in peer evaluation or review?	1.00	3.00	1.89	0.64	0.41	188

#	Answer	%	Count
1	Yes	26.60%	50
2	No	57.98%	109
3	I do not Know	15.43%	29
	Total	100%	188

How do you administer ISQ's? (Select all that apply)

#	Answer	%	Count
1	I send reminder emails to my students	30.85%	91
2	I provide verbal in-class reminders	38.98%	115
3	I check completion rates online prior to the deadline	21.36%	63
4	I offer credit incentives for ISQ completion	6.78%	20
5	I offer other incentives for ISQ completion	2.03%	6
	Total	100%	295

To what extent do you believe ISQ's contain gender and/or racial bias?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you believe ISQ's contain gender and/or racial bias?	1.00	3.00	1.81	0.81	0.65	151

#	Answer	%	Count
1	They contain substantial racial and/or gender biases	43.71%	66
2	They contain some racial and/or gender biases	31.13%	47
3	They contain no racial and/or gender biases	25.17%	38
	Total	100%	151

How have you used the ISQ results?

#	Answer	%	Count
8	I have not used them in any way	1.77%	9
1	Reviewed ISQ's to gain insight about my teaching	28.15%	143
5	Highlighted them in an annual evaluation	21.65%	110
6	Highlighted them in your promotion and tenure materials	17.52%	89
3	Sought advice from a colleague or department	8.07%	41
2	Implement suggested strategies for course revision	18.50%	94
4	Used ISQ data for scholarly activities	1.57%	8
7	Other	2.76%	14
	Total	100%	508

Please indicate your agreement or disagreement with the following statements.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	ISQs should be for making Promotion and Tenure Decisions	1.00	5.00	3.46	1.31	1.71	181
2	ISQs should weigh heavily on a faculty member's evaluation of teaching.	1.00	5.00	3.78	1.26	1.60	181

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	ISQs should be for making Promotion and Tenure Decisions	5.52%	10	27.07%	49	12.15%	22	25.97%	47	29.28%	53	181
2	ISQs should weigh heavily on a faculty member's evaluation of teaching.	4.42%	8	17.68%	32	13.81%	25	23.76%	43	40.33%	73	181

Please indicate how much you think ISQs should weigh in evaluations.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much do you believe ISQ results should weigh on a faculty member's evaluation of teaching?	1.00	5.00	3.53	0.90	0.82	180
2	How much do you believe ISQ results should weigh on a faculty member's tenure and promotion appraisals?	1.00	5.00	3.60	0.90	0.82	180

#	Question	A great deal		A lot		A moderate amount		A little		None at all		Total
1	How much do you believe ISQ results should weigh on a faculty member's evaluation of teaching?	2.78%	5	7.22%	13	37.22%	67	40.00%	72	12.78%	23	180
2	How much do you believe ISQ results should weigh on a faculty member's tenure and promotion appraisals?	2.22%	4	6.11%	11	37.22%	67	38.33%	69	16.11%	29	180

Would you be in favor of a mid-term student survey modified for distribution in the mid-term to get feedback from your students on your course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be in favor of a mid-term student survey modified for distribution in the mid-term to get feedback from your students on your course?	1.00	2.00	1.40	0.49	0.24	181

#	Answer	%	Count
1	Yes	60.22%	109
2	No	39.78%	72
	Total	100%	181

Do you distribute alternate surveys, that you customize for your students, to receive feedback on your course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you distribute alternate surveys, that you customize for your students, to receive feedback on your course?	1.00	2.00	1.38	0.48	0.23	181

#	Answer	%	Count
1	Yes	62.43%	113
2	No	37.57%	68
	Total	100%	181

If you teach alternative type courses (internships, online, practicum, etc.) do you believe the current ISQ items accurately represent your teaching efforts?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you teach alternative type courses (internships, online, practicum, etc.) do you believe the current ISQ items accurately represent your teaching efforts?	1.00	2.00	1.89	0.31	0.10	94

#	Answer	%	Count
1	Yes	10.64%	10
2	No	89.36%	84
	Total	100%	94

Have you participated in the IDEA survey of teachers or administrators in the past?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you participated in the IDEA survey of teachers or administrators in the past?	1.00	2.00	1.50	0.50	0.25	183

#	Answer	%	Count
1	Yes	49.73%	91
2	No	50.27%	92
	Total	100%	183

How effective have you found the IDEA survey of your teaching or administration?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective have you found the IDEA survey of your teaching or administration?	1.00	4.00	3.12	0.94	0.88	75

#	Answer	%	Count
1	Very Effective	6.67%	5
2	Effective	18.67%	14
3	Neither Effective nor Ineffecive	30.67%	23
4	Ineffective	44.00%	33
5	Detrimental	0.00%	0
	Total	100%	75

Please rate your level of satisfaction or dissatisfaction with the appropriateness of faculty performance evaluation methods.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The appropriateness of faculty performance evaluation methods.	1.00	6.00	2.96	1.11	1.24	169
2	The clarity of the performance review process (for Promotion and Tenure, salary)	1.00	6.00	2.69	1.16	1.35	162

#	Question	Extremely Dissatisfied		Somewhat Dissatisfied		Neither Dissatisfied nor Satisfied		Somewhat Satisfied		Extremely Satisfied		Decline to Answer		Total
1	The appropriateness of faculty performance evaluation methods.	11.24%	19	25.44%	43	23.08%	39	36.69%	62	2.96%	5	0.59%	1	169
2	The clarity of the performance review process (for Promotion and Tenure, salary)	15.43%	25	35.19%	57	19.14%	31	26.54%	43	2.47%	4	1.23%	2	162

Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to teaching for annual evaluations.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to teaching for annual evaluations.	1.00	3.00	2.04	0.50	0.25	176

#	Answer	%	Count
1	too high	10.80%	19
2	neither too high nor too low	74.43%	131
3	too low	14.77%	26
	Total	100%	176

Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to research for annual evaluations.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to research for annual evaluations.	1.00	3.00	1.87	0.56	0.32	176

#	Answer	%	Count
1	too high	23.30%	41
2	neither too high nor too low	66.48%	117
3	too low	10.23%	18
	Total	100%	176

Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to service for annual evaluations.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please rate your level of satisfaction or dissatisfaction with the amount of consideration given to service for annual evaluations.	1.00	3.00	2.11	0.53	0.28	175

#	Answer	%	Count
1	too high	9.14%	16
2	neither too high nor too low	70.86%	124
3	too low	20.00%	35
	Total	100%	175

What is your College at UNF?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your College at UNF?	1.00	5.00	2.98	1.06	1.13	177

#	Answer	%	Count
1	Brooks College of Health	11.86%	21
2	Coggin College of Business	10.17%	18
3	College of Arts & Sciences	58.19%	103
4	College of Computing, Engineering and Construction	7.91%	14
5	College of Education and Human Services	11.86%	21
6	Hicks Honors College	0.00%	0
	Total	100%	177

What is your Faculty Rank?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your Faculty Rank?	1.00	7.00	3.30	1.83	3.36	181

#	Answer	%	Count
1	Professor	12.15%	22
2	Associate Professor	37.02%	67
3	Assistant Professor	14.92%	27
4	Advanced Instructor	2.76%	5
5	Instructor	16.02%	29
6	Adjunct	11.60%	21
7	Other	5.52%	10
	Total	100%	181

What is your role at UNF?

What is your role at UNF?
University Librarian
Visiting Professor
Faculty
postdoctoral researcher and instructor
Faculty

How Many Years have you been at UNF?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How Many Years have you been at UNF?	1.00	32.00	8.94	7.45	55.43	167

What is your Current Age, in Years?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your Current Age, in Years?	1.00	58.00	21.25	15.17	230.06	154