

Results from the 2021 Faculty Survey

**A Joint Product of the United Faculty of Florida (UFF) Chapter at UNF
and the UNF Faculty Association**

Executive Summary

Time Spent on Teaching/Research/Service/Administrative Tasks

- Faculty reported they spent too little time on research.
- Faculty reported that they spent too much time on service, administrative tasks, and teaching.
- Faculty in tenure-track positions and instructor positions reported spending significantly less time on teaching than the allocated FAR percentage.
- Faculty in tenure-track and instructor positions reported spending significantly more time on service than the allocated FAR percentage.
- Faculty reported being unable to balance the teaching, research, and service activities expected of them.
- Faculty expressed that the amount of consideration given to research was higher than that given to teaching and service; and that the amount of consideration given to teaching was higher than that given to service. Further, faculty rated the amount of consideration given in annual evaluations to research as significantly lower than the scale midpoint (meaning too high) and the amount of consideration given to service as significantly higher than the scale midpoint (meaning too low).

Faculty Are Satisfied with: Professional Autonomy; Interactions with Colleagues, Staff, and Department Chair

- Faculty were somewhat satisfied with their professional autonomy
- Faculty were somewhat satisfied with their interactions/communications with colleagues, staff in their college, and their chair.

Faculty Are Dissatisfied with: Annual Salary; Interactions with Administration; the Board of Trustees; Clarity of Intellectual Property Policies (especially for online courses)

- Faculty were dissatisfied with their annual salary.
- Faculty were dissatisfied with their interactions/communications with administration and the Board of Trustees.
- Overall, faculty did not believe that the intellectual property policies were clear and fair, and this was particularly true for policies pertaining to online courses.

Faculty Believe There Is Bias in ISQs and Disagree with Them Being Used for Evaluation

- Faculty reported that they believed that ISQs contained gender bias, racial/ethnic bias, bias based on sexual orientation or identity, and other types of bias.
- Faculty disagreed with ISQs being used to make promotion and tenure decisions and evaluation of teaching.
- Faculty were somewhat dissatisfied with the appropriateness of faculty performance evaluation methods.

Protection of Rights (EOI and Free Speech): Students = Public > Faculty

- Faculty perceived EOI as being more effective at protecting students and the public as opposed to faculty.

Qualitative Analysis of Working Conditions

	Current (2021) Top 5 Categories	Previous (2019) Top 5 Categories
1.	Low "comparative" pay: 36%	Low pay: 23%
2.	Increasing workload: 16%	Undersupported:12%
3.	Understaffed: 11%	Increasing workload: 8%
4.	Unsafe conditions: 8%	Unbalanced workload: 6%
5.	"Unbalanced" workload 2%	Hostile administration: 5%

- In 2021 versus 2019, more survey respondents indicated that low “comparative” pay is a major issue facing faculty at UNF. Furthermore, the same number of respondents in 2019 and 2021 identified "low adjunct pay" and "compression and inversion" as problems.
- There is growing concern among faculty about increased workload when comparing the survey responses from 2019 to 2021. While the level of "support" (funding opportunities, training, faculty development) seems to be less of a concern in the current survey, the number of faculty mentioning a lack of support staff services has increased. Many faculty mentioned "doing more with less."

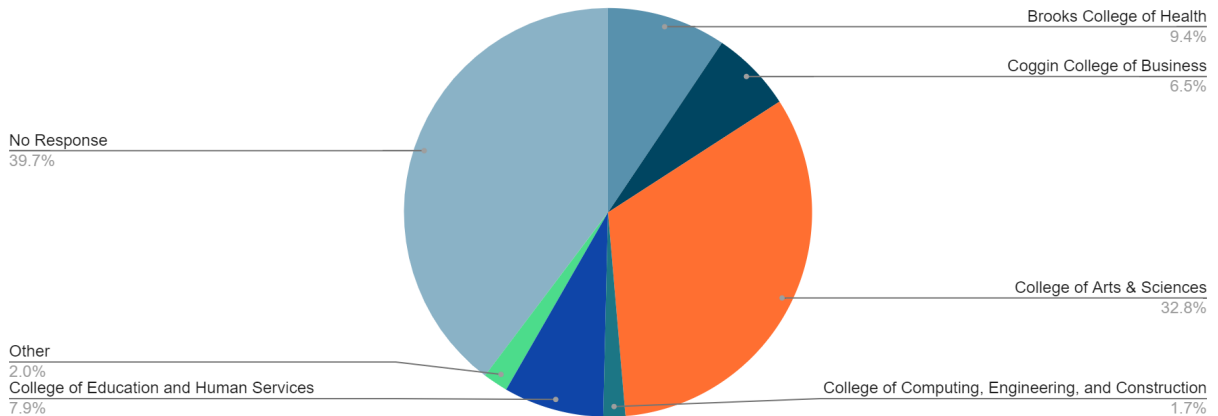
Full Survey Report

Four hundred and three faculty responded to the survey between June 7, 2021 and August 31, 2021.

Demographics of Respondents

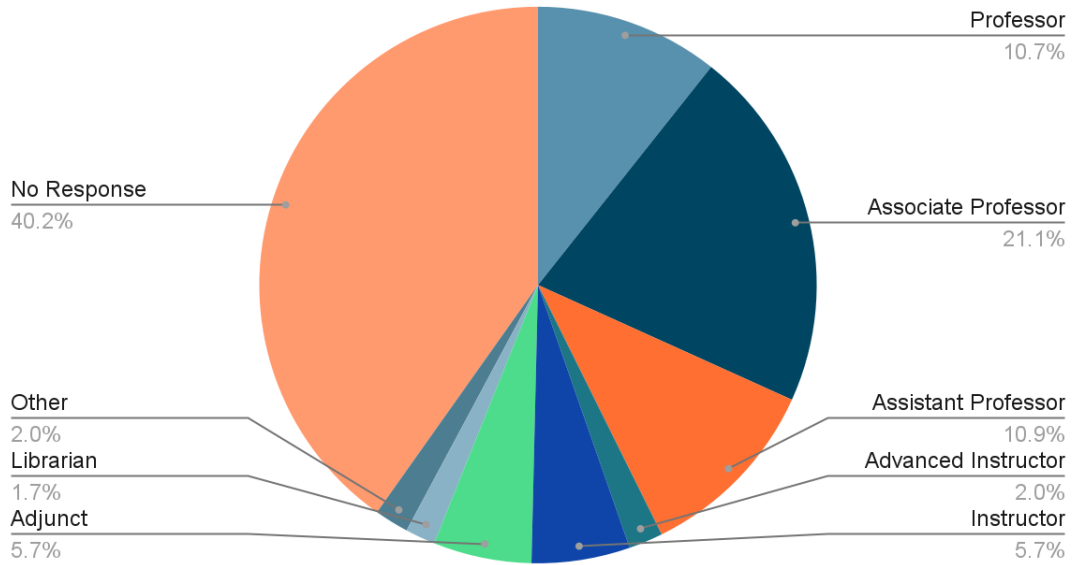
A large portion of respondents elected not to complete their demographic information. The information presented below reflects the responses that were received. Because of the low number of respondents, deeper analyses of the data by demographics (except for gender) were impossible because of the identifiable nature of the groupings. Thus, the information presented below is a summary of the responses without accounting for demographic group membership.

What is your College at UNF?



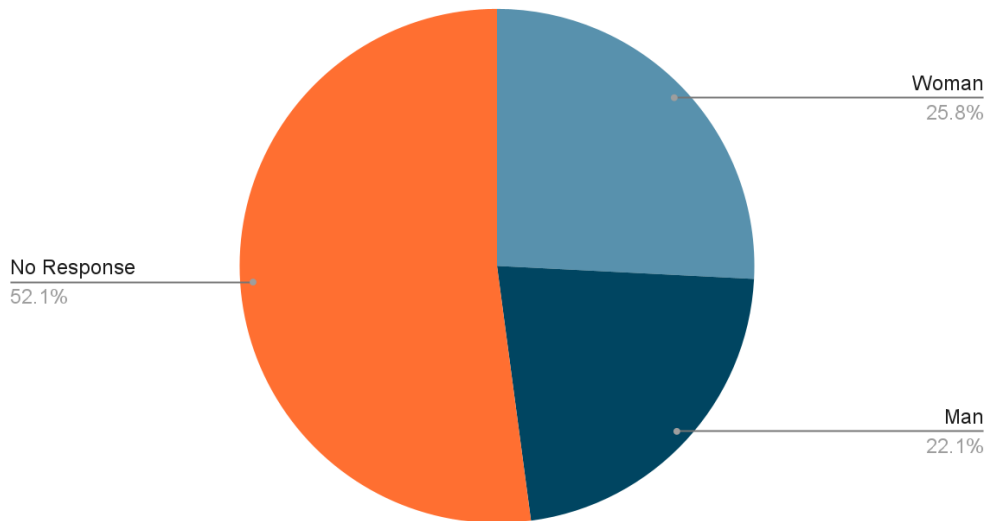
The vast majority of faculty did not report their college membership while the second largest category of faculty were from the College of Arts & Sciences.

What Is Your Faculty Rank?



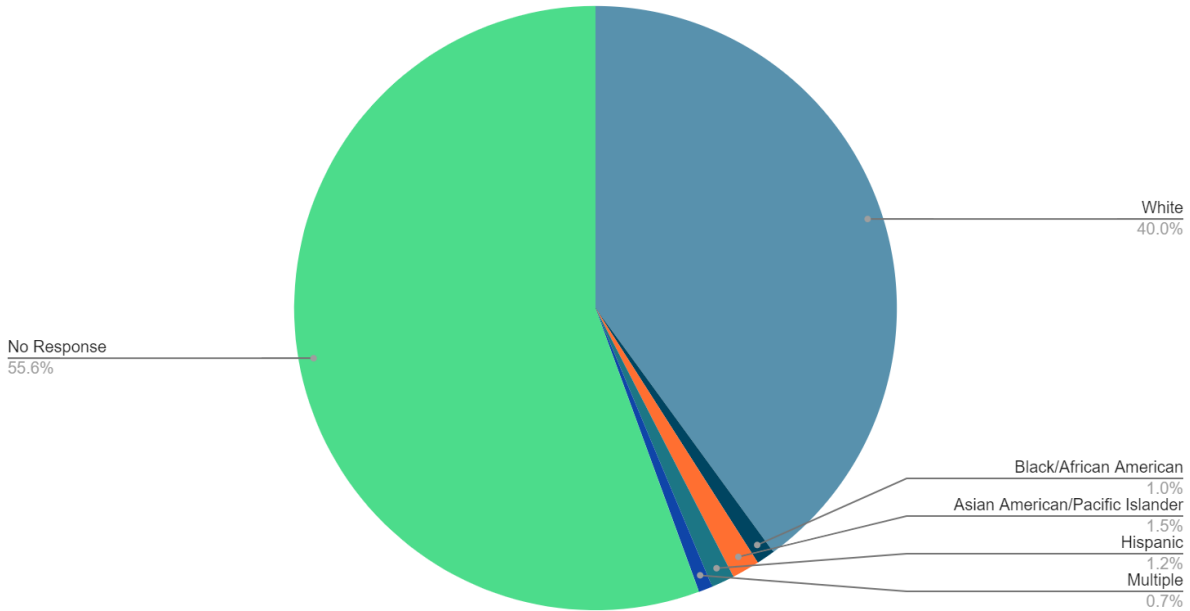
The vast majority of faculty did not report their faculty rank while the second largest category of faculty were Associate Professors.

Gender of Faculty Respondents



The vast majority of faculty did not report their gender. For those faculty that reported their gender, there were slightly more women than men in the sample.

Race/Ethnicity of Faculty Respondents



The vast majority of faculty did not report their race/ethnicity. For those faculty that reported, the vast majority were white.

Satisfaction with Annual Salary and Employee Benefits

Faculty rated their satisfaction with their annual salary and employee benefits. Although faculty were, on average, dissatisfied with their annual salary with faculty scoring significantly below the scale midpoint on satisfaction ($M=2.07$, $SD=1.24$; $t(291)=-12.82$, $p<.001$; 53.9% of faculty somewhat or strongly being dissatisfied with their annual salary), faculty leaned towards somewhat satisfied with their employee benefits with faculty scoring significantly above the scale midpoint ($M=3.51$, $SD=1.27$; $t(286)=6.82$, $p<.001$; 43.5% of faculty somewhat or strongly being satisfied with their employee benefits). These findings indicate that faculty are not just generally unhappy with what the university is providing to faculty, but instead that salaries are particularly problematic.

	Rate your level of satisfaction or dissatisfaction with: Your Annual Salary	Rate your level of satisfaction or dissatisfaction with: Your Employee Benefits
Strongly dissatisfied	126	24
Somewhat dissatisfied	91	52
Neither satisfied nor	18	36

dissatisfied		
Somewhat satisfied	42	103
Strongly satisfied	15	72

Professional Autonomy

The vast majority of faculty were somewhat satisfied with their professional autonomy with faculty, on average, scoring significantly above the scale midpoint on satisfaction ($M=3.93$, $SD=1.24$; $t(291)=12.85$, $p<.001$; 54.9% of faculty somewhat or strongly agreeing with the statement).

	Rate your level of satisfaction or dissatisfaction with: Your professional autonomy.
Strongly dissatisfied	21
Somewhat dissatisfied	29
Neither satisfied nor dissatisfied	21
Somewhat satisfied	99
Strongly satisfied	122

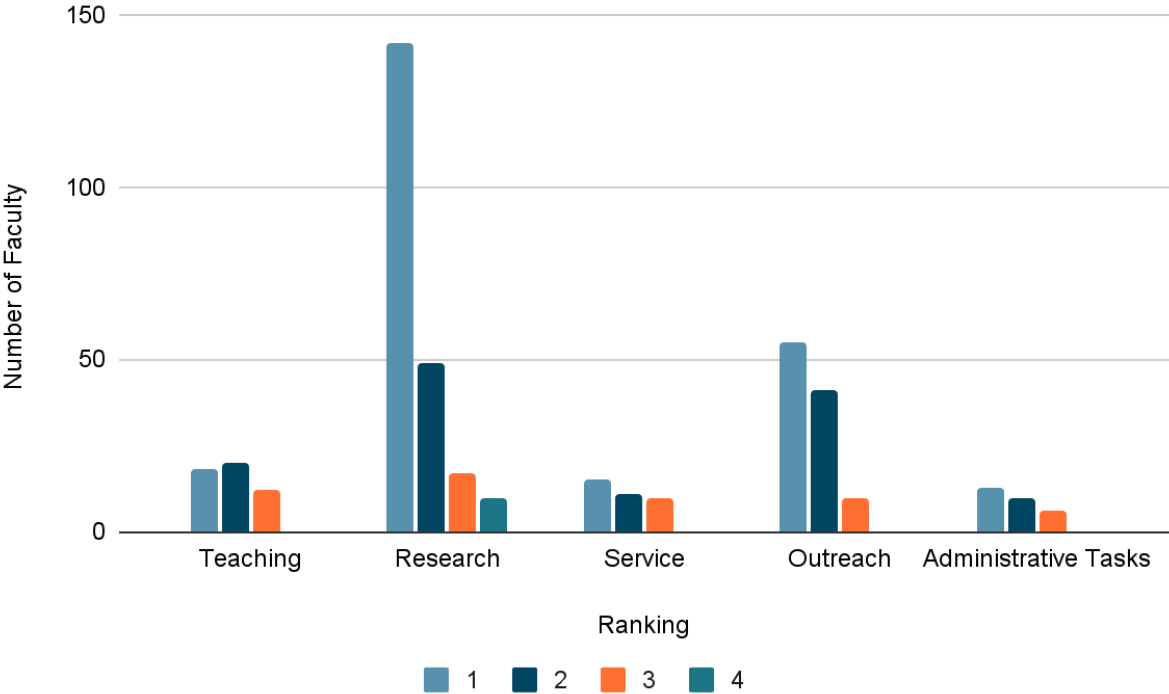
Time Spent on Teaching, Research, Service, Outreach, and Administrative Activities

Faculty rated their teaching, research, service, and administrative activities on what they spent too little time and too much time. They also provided the percentage of time that they spent on these tasks, rated being able to balance their teaching, research, and service, and their satisfaction with the weight given to teaching, research, and service in their annual evaluations.

There were meaningful differences on what faculty said they spent too little time on in terms of teaching, research, service, outreach, and administrative activities, $F(4, 1608)=136.869$, $p<.001$. As opposed to teaching, faculty were more likely to indicate that they spent too little time on research, $p<.001$. Faculty were also more likely to indicate they spent too little time on teaching as compared with administrative tasks and service, $ps<.012$. Faculty were also more likely to indicate that they spent too little time on research as opposed to service, outreach, and administrative tasks, $ps<.001$. Faculty were more likely to indicate they spent too little time on outreach as compared with service and administrative tasks, $ps<.001$.

Tasks	Number of Faculty Spending Too Little Time
Teaching	50

Research	218
Service	36
Outreach	106
Administrative Tasks	29

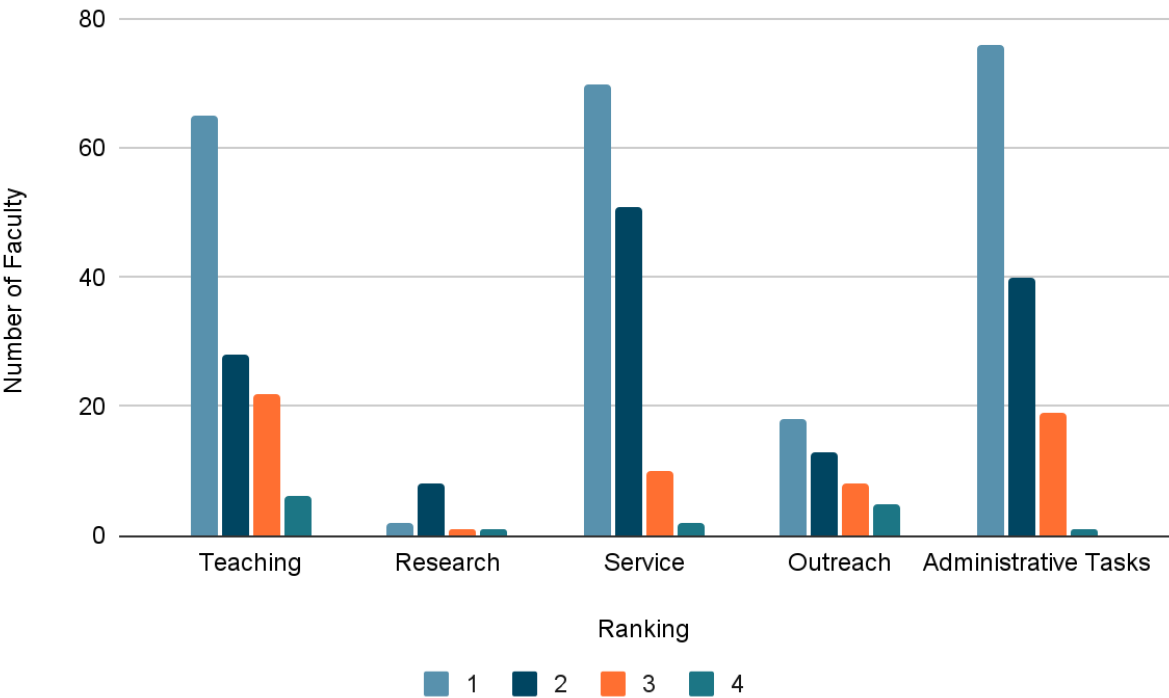


The vast majority of faculty reported they spent too little time on research followed distantly by outreach.

Furthermore, there were meaningful differences on what faculty said they spent too much time on in terms of teaching, research, service, and administrative activities, $F(4, 1608)=64.73$, $p<.001$. Faculty were more likely to say they spent too much time on teaching as opposed to research and outreach, $ps<.001$. Faculty were also more likely to say they spent more time on service, outreach, and administrative tasks as opposed to research, $ps<.001$. Faculty were also more likely to say they spent too much time on service and administrative tasks as opposed to outreach, $ps<.001$.

Tasks	Number of Faculty Spending Too Much Time
-------	--

Teaching	121
Research	12
Service	133
Outreach	44
Administrative Tasks	136



The vast majority of faculty reported that they spent too much time on service, administrative tasks, and teaching.

Given that faculty are reporting spending too little time on research and too much time on service, administrative tasks, and teaching, we next explored differences in the percent of time faculty allocate to teaching, research, service, and administrative activities. There were significant differences on what percentage of time faculty reported spending time on, $F(3, 702)=348.52, p<.001$. As expected, faculty reported spending more time on teaching than research, service, and administrative activities, $ps<.001$. Further, faculty reported spending more time on research than service activities, $p<.001$.

	Mean	Standard Deviation
--	------	--------------------

Teaching	61.18%	22.70
Research	16.27%	14.30
Service	12.12%	8.99
Administrative Activities	14.74%	18.93

Given that faculty job responsibilities are typically summarized in the percentage of effort that faculty dedicate to teaching, research, and service as evidenced in [Faculty Activity Reporting \(FAR\)](#), we contrasted the reported proportions of effort with the typical effort allocations used by FAR for tenure-track faculty and instructors (tenure-track: 75% teaching, 20% research, and 5% service; instructor: 96.2% teaching and 3.8% university governance).

Faculty in tenure-track positions and instructor positions reported spending significantly less time on teaching (tenure-track: $M=59.96$, $SD=19.30$ versus 75%, $t(167)=-10.10$, $p<.001$; instructor: $M=69.06$, $SD=20.70$ versus 96.2%, $t(32)=-7.53$, $p<.001$). Interestingly and in contrast to faculty's perceptions about the amount of time they should be spending on research, faculty in tenure-track positions did not differ from their 20% FARS allocation on the amount of time spent on research ($M=18.89$, $SD=14.02$), $t(164)=-1.02$, $p=.31$. Lastly, faculty in tenure-track and instructor positions reported spending significantly more time on service (tenure-track: service only: $M=12.90$, $SD=8.88$ versus 5%, $t(164)=11.43$, $p<.001$, service and administrative tasks: $M=23.46$, $SD=17.14$ versus 5%, $t(166)=13.91$, $p<.001$; instructor: service only $M=9.86$, $SD=7.471$ versus 3.8%, $t(27)=3.44$, $p=.002$, service and administrative tasks: $M=22.45$, $SD=18.62$, $t(30)=5.58$, $p<.001$).

Faculty accurately perceived that they are spending too much time on service activities. It appears from the data that these are not coming at the cost of research, but instead are coming at the cost of teaching. While faculty perceive that they are spending too little time on research, these perceptions are not consistent with current FAR allocations, but likely reflect a bigger movement within the university towards being an R2 institution.

Given that faculty are reporting an imbalance in what they are doing and what they should be doing, it is unsurprising that faculty leaned towards somewhat disagreeing (scored significantly below the scale midpoint) on being able to balance the teaching, research, and service activities expected of them ($M=2.81$, $SD=1.31$; $t(295)=-2.53$, $p=.012$; 36.2% of faculty somewhat or strongly disagree with the statement).

	I am able to balance the teaching, research, and service activities expected of me.
Strongly disagree	54
Somewhat disagree	92

Neither agree nor disagree	40
Somewhat agree	77
Strongly agree	33

Furthermore, faculty rated their satisfaction with the amount of consideration given the teaching, research, and service in annual evaluations. Differences emerged in the satisfaction of faculty members of the amount of consideration given to teaching, research, and service, $F(2, 438)=17.64, p<.001$. Faculty expressed that the amount of consideration given to research was higher than that given to teaching, $p=.001$, and service, $p<.001$. Faculty also expressed that the amount of consideration given to teaching was higher than that given to service, $p=.001$.

	Mean	Standard Deviation
Teaching	3.06	1.01
Research	2.69	1.03
Service	3.31	1.12

Further replicating the results for time spent, faculty rated the amount of consideration given in annual evaluations to teaching as being just right (not different than the scale midpoint), $t(242)=1.293, p=.197$, the amount of consideration to research learning towards somewhat too high (significantly lower than the scale midpoint), $t(229)=-4.87, p<.001$, and the amount of consideration given to service as leaning towards too low (significantly higher than the scale midpoint), $t(249)=3.85, p<.001$.

Satisfaction with Job Enjoyment, Job Security, Teaching Assignments, Amount of Research Expected, Committee/Service Workload, and Overall Workload

In addition to faculty rating their time spent on reaching, research, service, and administrative activities, we also had faculty rate their satisfaction with all aspects of their job. Importantly, faculty, on average, expressed leaning towards being somewhat satisfied with their job enjoyment ($M=3.65, SD=1.30; t(285)=8.43, p<.001$; 47.9% being either somewhat or strongly satisfied), job security ($M=3.59, SD=1.18; t(283)=8.39, p<.001$; 44.6% either somewhat or strongly satisfied), and teaching assignments ($M=3.93, SD=1.11; t(280)=14.11, p<.001$; 52.2% either somewhat or strongly satisfied).

On the other hand, faculty scored at the midpoint on satisfaction with the amount of research expected of them ($M=3.13, SD=1.21; t(244)=1.64, p=.102$), the committee/service workload ($M=2.95, SD=1.20; t(264)=-0.67, p=.505$), and the overall workload ($M=2.88, SD=1.26; t(284)=-1.64, p=.102$), which illustrates that faculty are neither satisfied nor dissatisfied with these aspects of their job.

These findings are important as faculty are often stereotyped as being dissatisfied with many if not all aspects of their job. Instead, these findings point to the fact that faculty do indeed enjoy their job, the security it has, and their teaching assignments. However, given the imbalances present in the workloads of faculty, it is unsurprising that faculty are more neutral about the research expectations, the committee/service workloads, and their overall workload.

	Rate your level of satisfaction or dissatisfaction with:					
	Your Job Enjoyment	Your Job Security	Your Teaching Assignments	The Amount of Research Expected of You	The Committee /Service Workload	Your Overall Workload
Strongly dissatisfied	23	20	8	28	26	46
Somewhat dissatisfied	51	38	35	43	83	79
Neither satisfied nor dissatisfied	19	46	29	81	69	53
Somewhat satisfied	103	115	105	56	52	78
Strongly satisfied	90	65	104	37	35	29

Satisfaction with Interactions at the University

Faculty also rated their satisfaction of interactions with individuals at the university from their colleagues all the way up to the administration and board of trustees. Of note, faculty were generally slightly satisfied with their interactions/communications (scoring significantly above the scale midpoint) with colleagues ($M=3.81$, $SD=1.17$; $t(283)=11.66$, $p<.001$; 48.1% of faculty either slightly or extremely satisfied), staff in their college ($M=4.03$, $SD=1.10$; $t(278)=15.62$, $p<.001$; 50.4% of faculty either slightly or extremely satisfied), and their chair ($M=3.98$, $SD=1.34$; $t(284)=12.37$, $p<.001$; 52.3% of faculty either slightly or extremely satisfied).

However, as individuals became more distally related to the faculty member, satisfaction with the interactions/communications dropped such that faculty were neither satisfied nor dissatisfied with their interactions/communications with their dean ($M=3.02$, $SD=1.43$; $t(259)=0.22$, $p=.828$), and faculty were, on average, leaning towards slightly dissatisfied (significantly below the scale midpoint) with their interactions/communications with administration ($M=2.68$, $SD=1.18$;

$t(238)=-4.23, p<.001$; 24.6% of faculty either slightly or extremely dissatisfied) and the Board of Trustees ($M=2.15, SD=1.16$; $t(227)=-11.05, p<.001$; 32.2% of faculty either slightly or extremely dissatisfied).

	Rate your level of satisfaction or dissatisfaction with: My interactions/communications with					
	My Colleagues	The Staff in my College	My Chair	My Dean	Administration	Board of Trustees
Extremely Dissatisfied	9	9	26	52	50	98
Slightly Dissatisfied	45	22	27	49	49	32
Neither satisfied nor dissatisfied	36	45	21	58	85	71
Slightly Satisfied	96	78	63	44	38	20
Extremely Satisfied	98	125	148	57	17	7

These findings illustrate that faculty are generally slightly satisfied with interactions/communications with individuals that they presumably interact with on a regular basis (colleagues, staff, and their chair), but as the hierarchical position of the person increases, faculty are less satisfied with the interactions/communications with individuals in these higher-level positions. Likely increased positive interactions/communications with individuals in these higher-level positions would be beneficial.

Qualitative Analysis of Working Conditions

We also analyzed the content of the comments throughout the survey. These comments very much reflected the patterns of data described above. We compared the categories that emerged in the comments with the comments in the previous UFF-FA survey to see how faculty's responses changed over time.

	Current (2021) Top 5 Categories	Previous (2019) Top 5 Categories
1.	Low "comparative" pay: 36%	Low pay: 23%
2.	Increasing workload: 16%	Undersupported: 12%
3.	Understaffed: 11%	Increasing workload: 8%

4.	Unsafe conditions: 8%	Unbalanced workload: 6%
5.	"Unbalanced" workload 2%	Hostile administration: 5%

From 2019 to 2021, more faculty are indicating that low pay is a major issue facing faculty at UNF. Many current faculty are now identifying “comparative pay” as an issue (as compared in the past when they mostly indicated “low pay” was an issue). Furthermore, the same number of respondents in 2019 and 2021 identified "low adjunct pay" and "compression and inversion" as a problem. There is growing concern among faculty about increasing workload when comparing the survey responses from 2019 to 2021. And while the level of "support" (funding opportunities, training, faculty development) seems to be less of a concern in the current survey, the number of faculty mentioning a lack of support staff services has increased. Many faculty mentioned "doing more with less."

Faculty Ratings of ISQs

We also examined faculty’s perceptions of ISQs, including but not limited to their beliefs about whether they contain bias and the use of ISQs (both personal and evaluative).

Faculty, on average, leaned towards somewhat agreeing (scoring significantly above the scale midpoint) that ISQs contained gender bias ($M=3.55$, $SD=1.27$; $t(282)=7.36$, $p<.001$; 39% of faculty somewhat or strongly agreeing), racial/ethnic bias ($M=3.49$, $SD=1.30$; $t(282)=6.31$, $p<.001$; 36% of faculty somewhat or strongly agreeing), bias based on sexual orientation or identity ($M=3.30$, $SD=1.28$; $t(280)=3.98$, $p<.001$; 29.8% of faculty somewhat or strongly agreeing), and other types of bias ($M=3.80$, $SD=1.25$; $t(281)=10.79$, $p<.001$; 42.9% of faculty somewhat or strongly agreeing). Thus, faculty do perceive that ISQs contain many different types of biases.

	Rate your level of agreement with the following statement: Student ratings/comments on the ISQs...			
	Reflect Gender Bias	Reflect Racial/Ethnic Bias	Reflect Bias Based on Sexual Orientation or Identity	Contain Other Types of Bias
Strongly Disagree	30	34	39	23
Somewhat Disagree	21	20	19	14
Neither Agree Nor Disagree	75	84	103	72
Somewhat Agree	76	64	58	60
Strongly Agree	81	81	62	113

Given that faculty are reporting that they believe ISQs contain bias, faculty, on average, leaned towards somewhat disagreeing (scoring significantly below the scale midpoint) with using the ISQs to make promotion and tenure decisions ($M=2.50$, $SD=1.34$; $t(282)=-6.31$, $p<.001$; 37% of faculty somewhat or strongly disagreeing) and evaluation of teaching ($M=2.19$, $SD=1.25$; $t(281)=-10.94$, $p<.001$; 46.2% of faculty somewhat or strongly disagreeing).

	Rate your level of agreement with the following statement: The Instructional Satisfaction Questionnaire (ISQ)s should be...	
	Required to be Used for Making Promotion and Tenure Decisions	Weighted Heavily on a Faculty Member's Evaluation of Teaching
Strongly Disagree	94	112
Somewhat Disagree	57	74
Neither Agree Nor Disagree	49	43
Somewhat Agree	63	37
Strongly Agree	20	16

Additionally, faculty, on average, somewhat disagreed (scoring significantly below the scale midpoint) that ISQs accurately represent teaching efforts in alternative-type courses ($M=1.95$, $SD=0.97$; $t(236)=-16.81$, $p<.001$; 40.4% of faculty somewhat or strongly disagreeing) and online classes ($M=2.21$, $SD=1.20$; $t(266)=-10.74$, $p<.001$; 41.2% of faculty somewhat or strongly disagreeing).

	Rate your level of agreement with the following statement: The Instructional Satisfaction Questionnaire (ISQ)s accurately represent teaching efforts...	
	In Alternative-Type Courses: Internships, Practicums, Lab-Based, Studio-Based Courses	Teaching Efforts in Online Classes
Strongly Disagree	102	103
Somewhat Disagree	61	63
Neither Agree Nor Disagree	59	48
Somewhat Agree	15	47

Strongly Agree	0	6
----------------	---	---

Further, faculty, on average, leaned towards somewhat disagreeing (scoring significantly below the scale midpoint) that ISQ results are generally more positive in online sections ($M=2.58$, $SD=1.02$; $t(229)=-6.25$, $p<.001$; 22.4% of faculty somewhat or strongly disagreeing).

	Rate your level of agreement with the following statement: My ISQ results are generally more positive in online sections of the same or similar courses that I teach in person.
Strongly Disagree	45
Somewhat Disagree	45
Neither Agree Nor Disagree	111
Somewhat Agree	20
Strongly Agree	9

Qualitative analysis of feedback on the ISQ's from 61 faculty yielded similar results with faculty stating that ISQ's are "Inflexible" (not customizable to a specific class; 17% of respondents), "Invalid" (not triangulated; 13% of respondents), "Invalid" (low participation; note: could be coded as "bias" as in not representing the population supposedly represented; 13% of respondents); "Inappropriate" (for DL courses; 13%), and "Too Important" (in T&P decisions; 13%).

Some of the more striking comments about the ISQs included:

- "We have been having this discussion for so many years, it is sad that we still struggle with how to use ISQ's."
- "The fact that P&T decisions are made primarily based on ISQ data is disheartening."
- "ISQ's do not let faculty add questions, this is a negative."
- "I can categorically state that students rate professors lower in online courses compared to F2F courses. The primary reason for this is due to the nature of online courses--lack of faculty presence. Students do not see the behind the scenes work."

Thus, faculty, on average, not only believe that ISQs contain biases (which reflects the literature on student evaluations of teaching; e.g., Kogan et al., 2010; MacNeill et al., 2015; Reid, 2010), but also disagree with ISQs being used for formal evaluations and that ISQs are especially not reflective of alternative-type courses or online courses. It is important to point out that these beliefs were wide-spread, not just the beliefs and perceptions of a few faculty who could be labeled as needing improvement in teaching.

Given faculty's perceptions and beliefs about ISQs, faculty reported using the results from ISQs in the following ways:

	Number of Faculty Using the Technique	Percentage of Faculty Using the Technique
I have not used them in any way.	19	4.7%
Reviewed ISQ's to gain insight about my teaching.	209	51.9%
Highlighted them in an annual evaluation.	196	48.6%
Highlighted them in your promotion and tenure materials.	143	35.5%
Sought advice from a colleague or department	59	14.6%
Implemented suggested strategies for course revision.	164	40.7%
Used ISQ data for scholarly activities	11	2.7%

Given the important concerns that faculty have about ISQs and their wide-spread use in the evaluation of faculty, it is unsurprising that faculty, on average, leaned towards being slightly dissatisfied (scoring significantly below the midpoint of the scale) with the appropriateness of faculty performance evaluation methods ($M=2.82$, $SD=1.17$; $t(263)=-2.48$, $p=.014$; 29.3% of faculty stated they were slightly or extremely dissatisfied).

However, faculty were neither satisfied nor dissatisfied about the clarity of the performance review process ($M=2.87$, $SD=1.28$; $t(250)=-1.63$, $p=.104$; 28.1% of faculty stated they were slightly or extremely dissatisfied).

	Rate your level of satisfaction or dissatisfaction with the following:	
	The appropriateness of faculty performance evaluation methods.	The clarity of the performance review process (for Promotion and Tenure, annual evaluations).
Extremely Dissatisfied	35	39

Slightly Dissatisfied	83	74
Neither Satisfied Nor Dissatisfied	59	50
Slightly Satisfied	68	57
Extremely Satisfied	19	31

Intellectual Property

We also examine whether faculty felt like the intellectual property policies were clear and fair.

Overall, faculty leaned towards somewhat disagreeing (scored below the midpoint) that UNF’s intellectual policies are clear ($M=2.69, SD=1.07; t(257)=-4.61, p<.001$) and fair ($M=2.85, SD=0.94; t(257)=-2.56, p=.011$).

Further, examining faculty’s perceptions of the clarity and fairness of intellectual property policies, faculty believed that UNF’s general policies on intellectual property were clearer ($M=2.79, SD=1.19$) and fairer ($M=2.94, SD=1.01$) than UNF’s policies on intellectual property of online courses (clear: $M=2.60, SD=1.11$, fair: $M=2.78, SD=0.97$) (clear: $F(1, 256)=11.89, p=.001$; fair: $F(1, 254)=16.68, p<.001$).

	Intellectual Policies Are Clear		Intellectual Policies Are Fair	
	In general, UNF’s policies on intellectual property are clear.	UNF’s policies on intellectual property of online courses are clear.	In general, UNF’s policies on intellectual property are fair.	UNF’s policies on intellectual property of online courses are fair.
Strongly Disagree	38	50	24	32
Somewhat Disagree	77	50	50	50
Neither Agree Nor Disagree	69	79	118	128
Somewhat Agree	50	48	47	36
Strongly Agree	24	10	17	10

Engaging in Diversity, Equity, and Inclusion (DEI)

Given UNF’s recent [strategic plan for inclusive excellence](#), we also asked faculty whether they were engaging in DEI related work. A large portion of faculty respondents, 39%, reported

engaging diversity-related research, teaching, and/or service. Further, 45.9% indicated that they would engage in more diversity-related activities if they perceived that UNF valued these activities for promotion and tenure.

	Do you engage in diversity-related (e.g., anti-racist, anti-sexist) research, teaching, and/or service?	Would you engage in more diversity-related (e.g., anti-racist, anti-sexist) research, teaching, or service if you perceived that UNF valued these diversity-related activities for promotion and tenure?
No	78	78
Yes	157	101

However, faculty who engaged in diversity-related research, teaching, and/or service were evenly split on whether they believed that doing diversity-related work made earning tenure or promotion more challenging.

	If you engage in diversity-related work, do you think diversity-related (i.e., anti-racist, anti-sexist) research, teaching, and/or service makes earning tenure more challenging?
No	55
Yes	55

Thus, there are perceptions among faculty that diversity-related work is not valued for promotion and tenure. If UNF can demonstrate to faculty that they truly value DEI efforts within the promotion and tenure process, more faculty are willing to engage in more of these DEI-related activities, which is important for UNF to reach the goals it has set in its strategic plan for inclusive excellence.

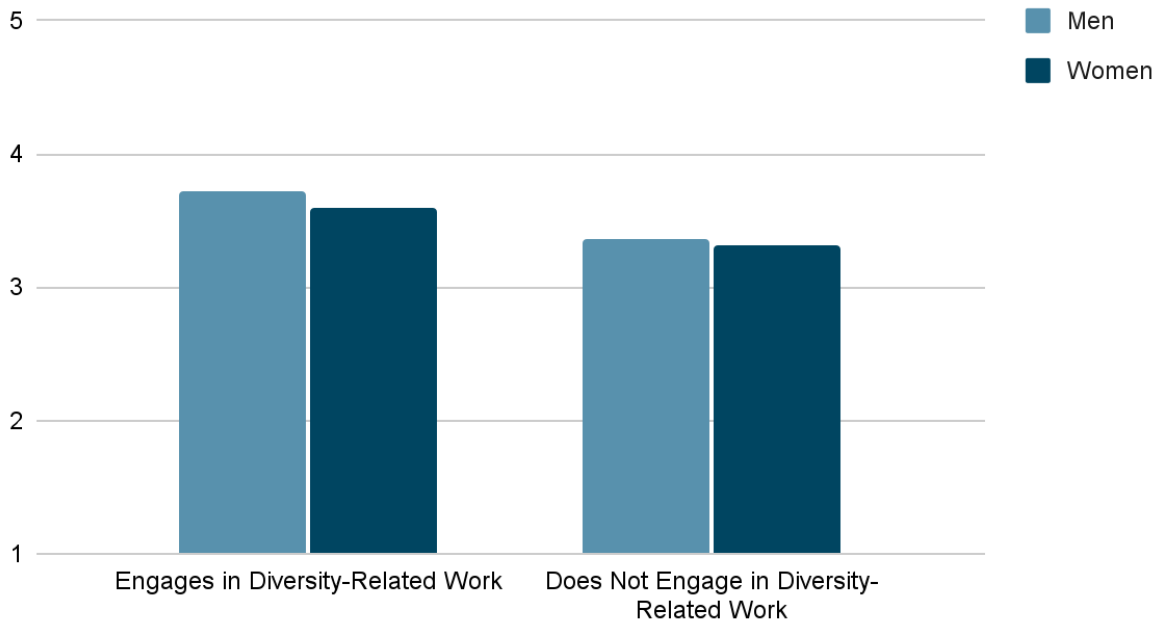
Feelings of Inclusion

Because feeling included in an organization is associated with increased retention (Buttner et al., 2012; Cowden, 2011), job satisfaction (Morganson et al., 2010), and innovation (Brimhall & Mor Barak, 2018), we examined whether faculty felt included within the university. Overall, faculty scored significantly above the midpoint of the scale which means that they leaned towards slightly agreeing to feeling included at UNF ($M=3.47$, $SD=.87$; $t(275)=9.04$, $p<.001$).

Given that there is a perception that DEI-work is not valued and that members of underrepresented groups within the academy (i.e., women) are most at risk of exclusion, we examined whether engaging in DEI-related work and faculty gender impacted whether faculty reported feeling included at UNF. Men ($M=3.58$, $SD=0.78$) and women ($M=3.52$, $SD=0.81$) did not differ in whether they felt included at UNF, $F(1, 172)=0.42$, $p=.514$. However, individuals who

engaged in diversity-related research, teaching, and/or service ($M=3.65$, $SD=0.74$) felt more included at UNF than individuals who did not engage in these activities ($M=3.33$, $SD=0.87$), $F(1, 172)=6.72$, $p=.010$. No interaction emerged between gender and engagement in diversity-related work, $F(1, 172)=0.06$, $p=.803$.

Feelings of Inclusion at UNF



These results indicate not only that faculty, on average, slightly agree that they feel included at UNF, and this is especially true for faculty who engage in DEI-related work, which means that there might be something unique about DEI-related work that increases the feeling that faculty are included.

Discrimination at UNF

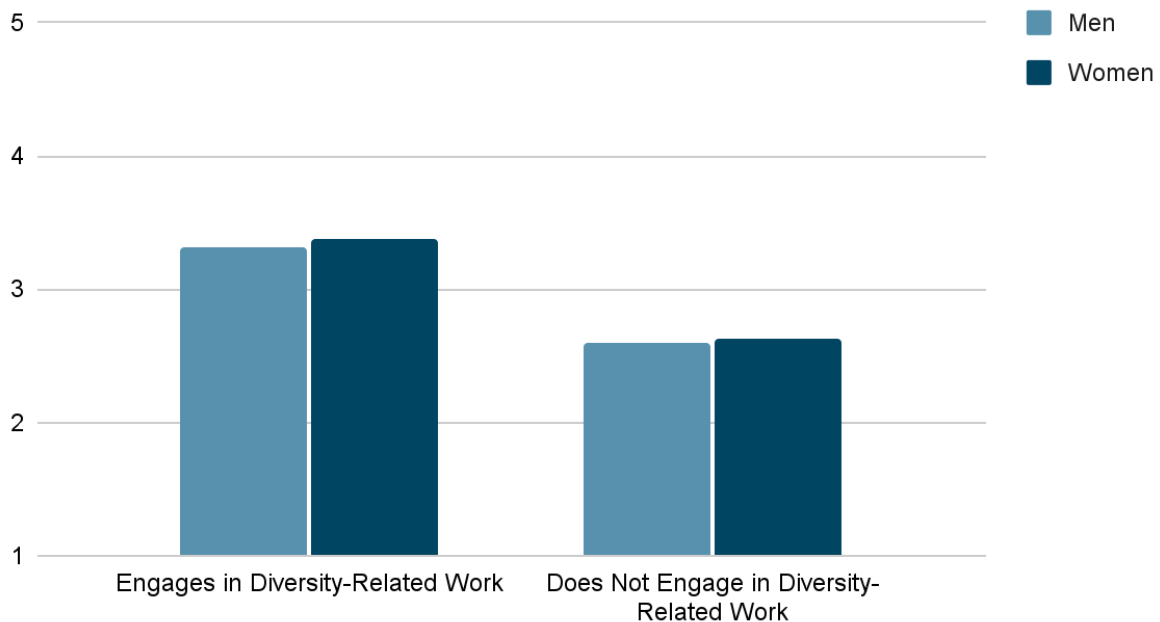
One obstacle to our strategic plan for inclusive excellence is discrimination occurring at UNF. Faculty rated whether they witnessed discrimination at UNF as well as if they personally experienced discrimination at UNF.

In terms of witnessing discrimination at UNF, faculty scored at the midpoint of the scale which means that they neither agreed nor disagreed about witnessing discrimination at UNF ($M=3.05$, $SD=1.01$; $t(268)=0.73$, $p=.47$).

However, we further examined these results because individuals who do DEI-related work typically have more awareness of the subtleties involved in discrimination. Furthermore, being a member of a marginalized group (women) means that you also have more experience with and exposure to discrimination. Thus, we examined whether doing DEI-related work as well as the

gender of faculty played a role in whether faculty reported witnessing discrimination at UNF. Although men ($M=3.04$, $SD=0.99$) and women ($M=3.17$, $SD=1.02$) did not differ in whether they witnessed discrimination at UNF, $F(1, 172)=0.110$, $p=.740$, individuals who engaged in diversity-related research, teaching, and/or service ($M=3.36$, $SD=0.92$) witnessed more discrimination at UNF than individuals who did not engage in these activities ($M=2.61$, $SD=1.00$), $F(1, 172)=23.32$, $p<.001$. No interaction emerged between gender and engagement in diversity-related work, $F(1, 172)=0.003$, $p=.957$.

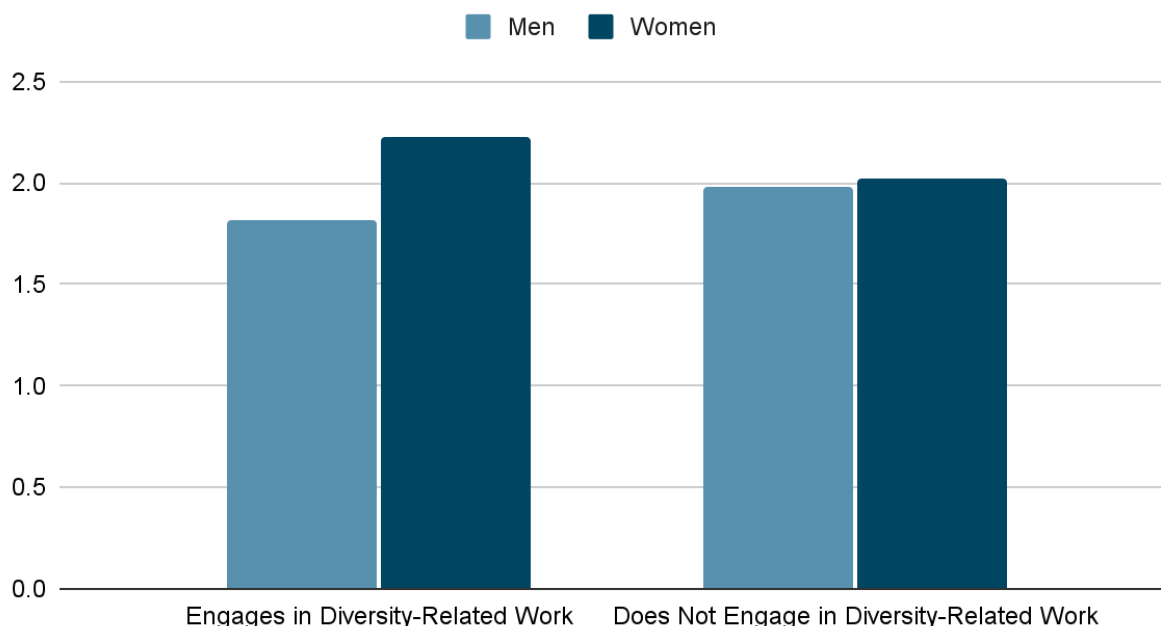
Witnessed Discrimination



In terms of personally experiencing discrimination at UNF, faculty scored at the midpoint of the scale which means that they neither agreed nor disagreed about witnessing discrimination at UNF ($M=2.14$, $SD=0.94$; $t(267)=-15.00$, $p<.001$).

We also broke this finding by gender and whether the individual did diversity-related work and did not find any significant group differences. Specifically, men ($M=1.88$, $SD=0.82$) and women ($M=2.17$, $SD=0.92$) did not differ in whether they witnessed discrimination at UNF, $F(1, 172)=2.67$, $p=.104$. Individuals who engaged in diversity-related research, teaching, and/or service ($M=2.06$, $SD=0.88$) did not differ from individuals who did not engage in these activities ($M=2.00$, $SD=0.89$), $F(1, 172)=0.03$, $p=.871$. No interaction emerged between gender and engagement in diversity-related work, $F(1, 172)=1.65$, $p=.201$.

Personally Experienced Discrimination



It is unsurprising there emerged a discrepancy between faculty's reports of witnessing discrimination at UNF and faculty's reports of experiencing discrimination at UNF, $F(1, 267)=232.77, p<.001$. This is because perceptions of discrimination against one's ingroup (or oneself) is a threat to self-esteem (e.g., Major et al., 2007). Therefore, faculty who experience discrimination at a university often don't perceive that they were personally discriminated against until it is pointed out to them (e.g., Massachusetts Institute of Technology (MIT), 1999).

Safe Workplace

Given that safety is a fundamental human need (e.g., Maslow, 1943), we examined not only whether faculty perceived that UNF provided a safe workspace for members of protected classes, but also whether faculty felt safe at UNF.

Faculty, on average, leaned towards somewhat agreeing (significantly above the midpoint) that the UNF administration does a good job creating a safe workplace for members of protected classes ($M=3.28, SD=1.22; t(259)=3.77, p<.001$; with 39% somewhat or strongly agreeing) and that they felt at the university ($M=3.65, SD=1.32; t(257)=7.90, p<.001$, with 42.6% of faculty somewhat or strongly agreeing).

	UNF administration does a good job of creating a safe workspace for members of protected classes (e.g., race, gender, sexual orientation)	I feel safe working at the university.
--	---	--

Strongly disagree	31	27
Somewhat disagree	31	17
Neither agree nor disagree	72	116
Somewhat agree	85	53
Strongly agree	41	45

Thoughts about the UNF Office of Equal Opportunity and Inclusion (EOI)

Given how important the EOI office is at facilitating our goals for inclusive excellence as well as the safety of faculty on campus, we examined faculty's perceptions of who the EOI office is effective at protecting.

Differences emerged in faculty's perceptions of the effectiveness of EOI at protecting students, faculty/staff, and the university, $F(2, 512)=22.26, p<.001$. Faculty perceived EOI as being more effective at protecting students ($M=3.16, SD=1.15$) and administration ($M=3.28, SD=1.15$) than faculty ($M=2.88, SD=1.24$), $ps<.001$. EOI was equally as effective at protecting students and administration, $p=.078$.

	The current UNF Office of Equal Opportunity and Inclusion (EOI) is effective at protecting...		
	Students	Faculty/Staff	The University
Strongly Disagree	30	52	27
Somewhat Disagree	26	32	17
Neither Agree Nor Disagree	112	98	116
Somewhat Agree	58	49	53
Strongly Agree	35	28	45

Freedom of Speech

Given that freedom of speech is an essential component of not only academic freedom but also being able to deliver on the inclusive excellence strategic plan, we examined faculty's perceptions about UNF's support of their freedom of speech.

A significant difference emerged between whether faculty perceived that UNF supports freedom of speech for faculty, students, and the public/community, $F(2, 508)=82.66, p<.001$. Faculty perceived that UNF supported the freedom of speech of the students ($M=3.70, SD=1.07$) and

public/community ($M=3.60$, $SD=1.07$) as opposed to faculty ($M=2.85$, $SD=1.20$), $p<.001$. No differences in support between the students and public/community emerged, $p=.122$.

	UNF Supports the freedom of speech for		
	Faculty	Students	The Public/Community
Strongly Disagree	41	10	12
Somewhat Disagree	67	26	18
Neither Agree Nor Disagree	61	62	90
Somewhat Agree	69	94	74
Strongly Agree	19	65	61

References

- Brimhall, K.C., & Mor Barak, M.E. (2018). The critical role of workplace inclusion in fostering innovation, job satisfaction, and quality of care in a diverse human service organization. *Human Service Organizations: Management, Leadership & Governance*, 42, 474-492. <https://doi.org/10.1080/23303131.2018.1526151>
- Buttner, E.H., Billings-Harris, L., & Lowe, K.B. (2012). An empirical test of diversity climate dimensionality and relative effects on employee of color outcomes. *Journal of Business Ethics*, 100, 247-258. <https://doi.org/10.1007/s10551-011-1179-0>
- Cowden, T. (2011). Leadership practices and staff nurses' intent to stay: A systematic review. *Journal of Nursing Management*, 19, 461-477. <https://doi.org/10.1111/j.1365-2834.2011.01209.x>
- Kogan, L.R., Schoenfeld-Tacher, R., & Hellyer, P.W. (2010). Student evaluations of teaching: Perceptions of faculty based on gender, position, and rank. *Teaching in Higher Education*, 6, 623-636. <https://doi.org/10.1080/13562517.2010.491911>
- MacNeill, L., Driscoll, A., & Hunt, A.N. (2015). What's in a name: Exposing gender bias in student ratings of teaching. *Innovative Higher Education*, 40, 291-303. <https://doi.org/10.1007/s10755-014-9313-4>
- Major, B., Kaiser, C.R., O'Brien, L.T., & McCoy, S.K. (2007). Perceived discrimination as worldview threat or worldview confirmation: Implications for self-esteem. *Journal of Personality and Social Psychology*, 92, 1069-1086. <https://doi.org/10.1037/0022-3514.92.6.1068>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396. <https://doi.org/10.1037/h0054346>
- MIT (1999). A study on the status of women faculty in science at MIT. *The MIT Faculty Newsletter*, 11. <http://web.mit.edu/fnl/women/women.html>
- Morganson, V.J., Major, D.A., Oborn, K.L., Verive, J.M., & Heelan, M.P. (2010). Comparing telework locations and traditional work arrangements: Differences in work-life balance support, job satisfaction, and inclusion. *Journal of Managerial Psychology*, 25, 578-595. <https://doi.org/10.1108/02683941011056941>
- Reid (2010). The role of perceived race and gender in the evaluation of college teaching on RateMyProfessor.Com. *Journal of Diversity in Higher Education*, 3, 137-152. <https://doi.org/10.1037/a0019865>