

University of Florida Faculty Survey 2004

Data Collected: 2nd Quarter 2004

University of Florida Faculty Survey 2004

Participation Rate	
Surveys Outgoing:	3,846
Surveys Returned:	1,639
Return Rate:	42.6%

University of Florida Faculty Survey 2004

Percent Favorable Response

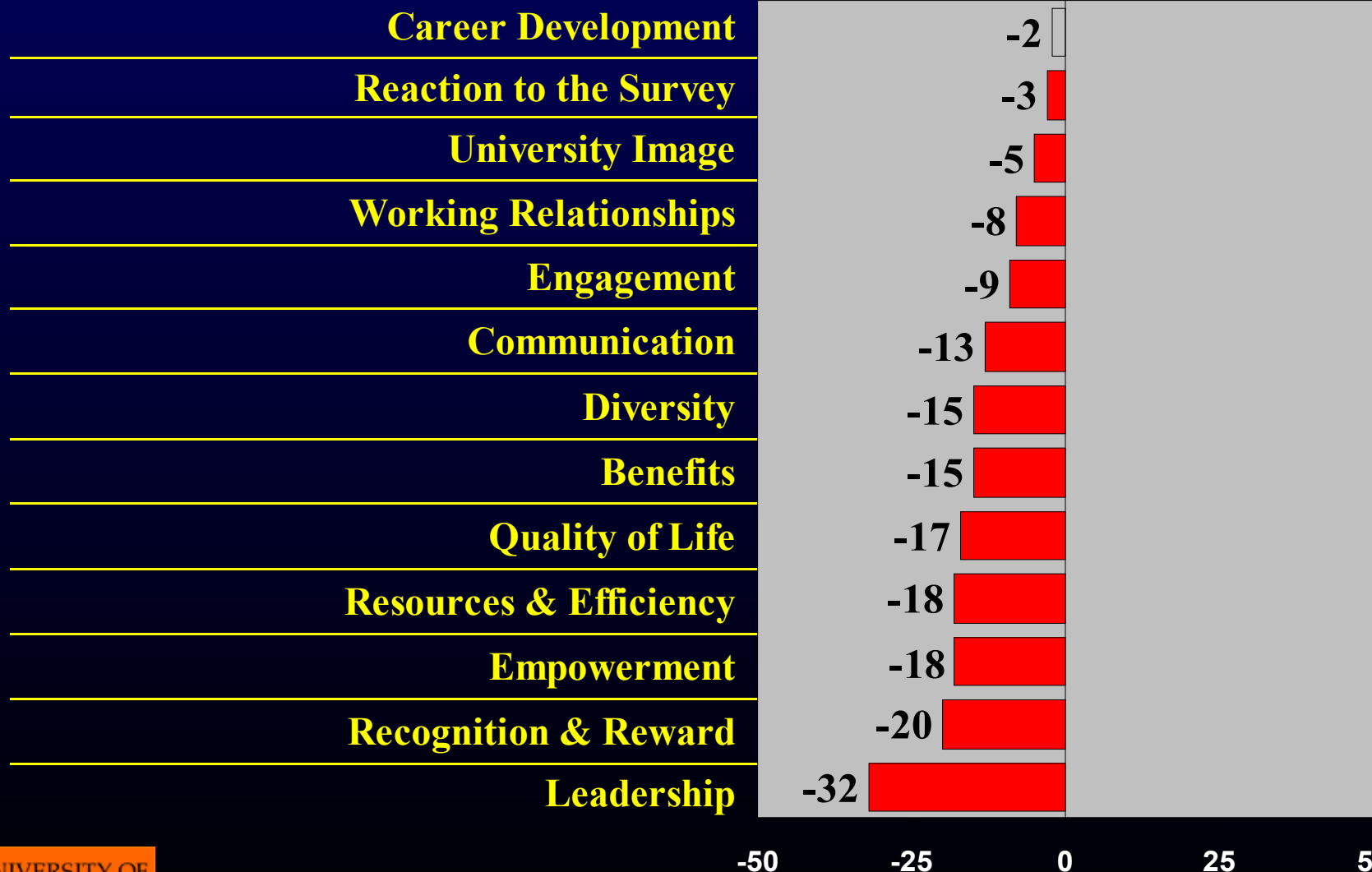
University of Florida Faculty 2004 (N=1,639)



University of Florida Faculty Survey 2004

Comparison With ISR's U.S. National Norm

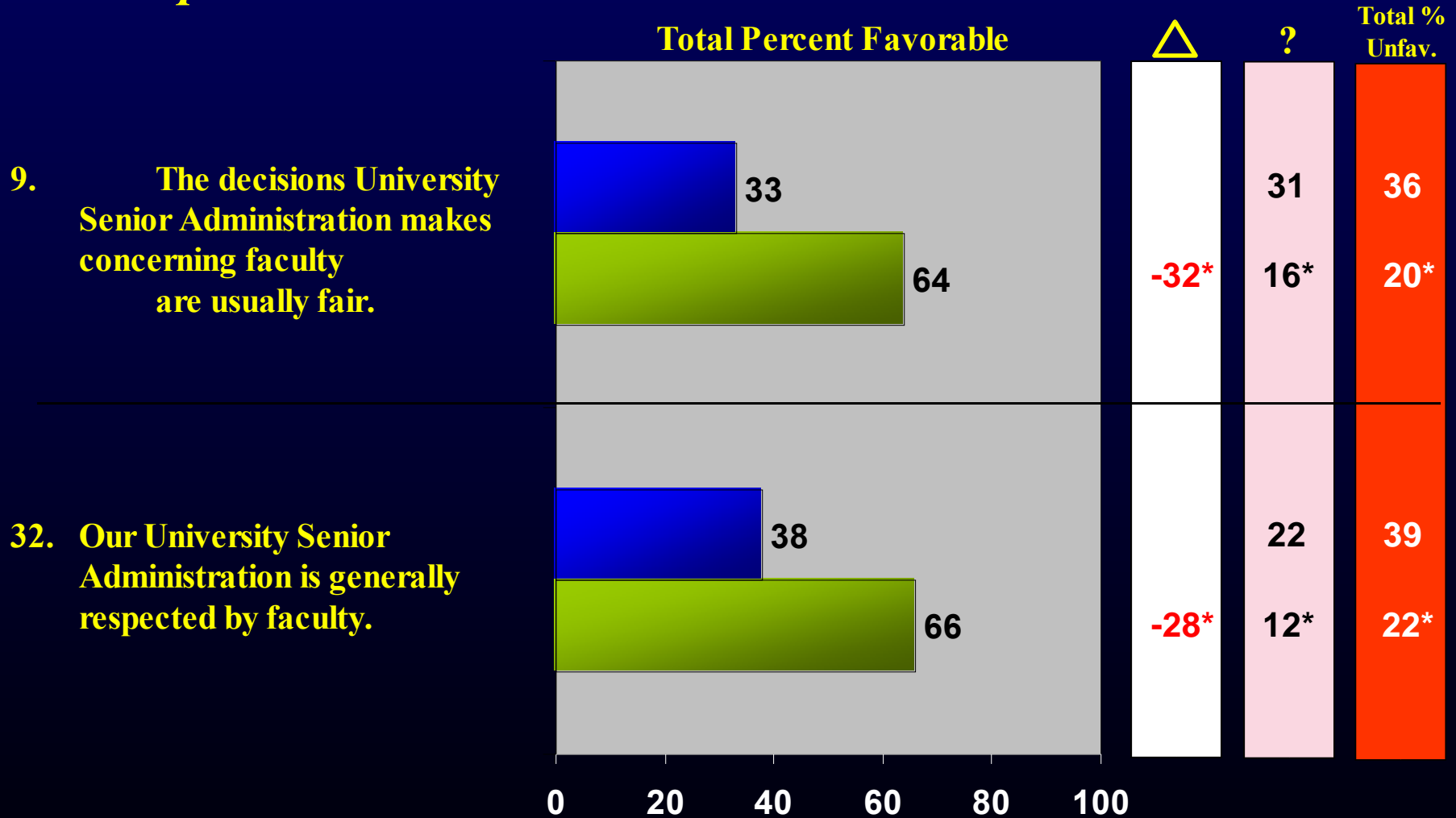
Center Line:
ISR's U. S. National Norm (N=159,436)



Colored bars indicate a statistically significant difference.

University of Florida Faculty Survey 2004

Leadership



University of Florida Faculty Survey 2004

Leadership

41. Regarding the University's core values, I believe:

Total Percent Favorable

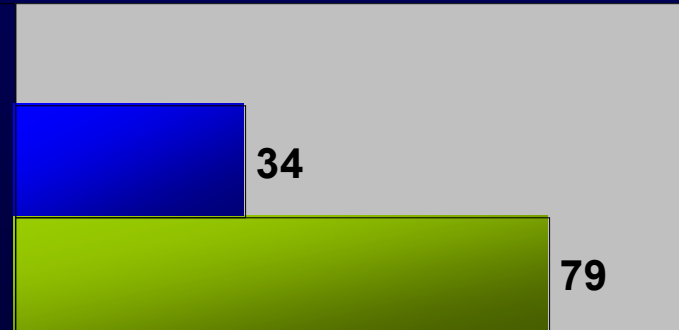


?

Total % Unfav.

a. The values are clear

The values



-45*

28

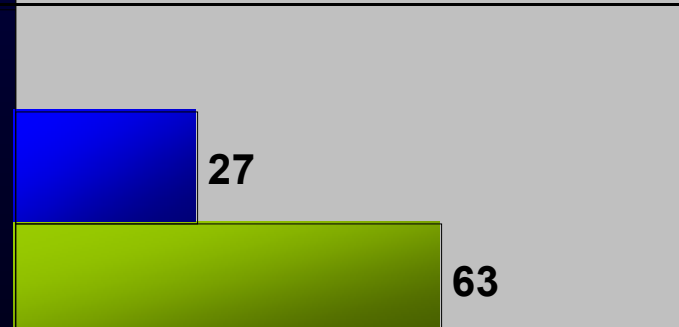
12*

38

9*

b. University decisions are consistent with these values

University decisions are consistent with these values



-36*

40

20*

32

17*

0 20 40 60 80 100

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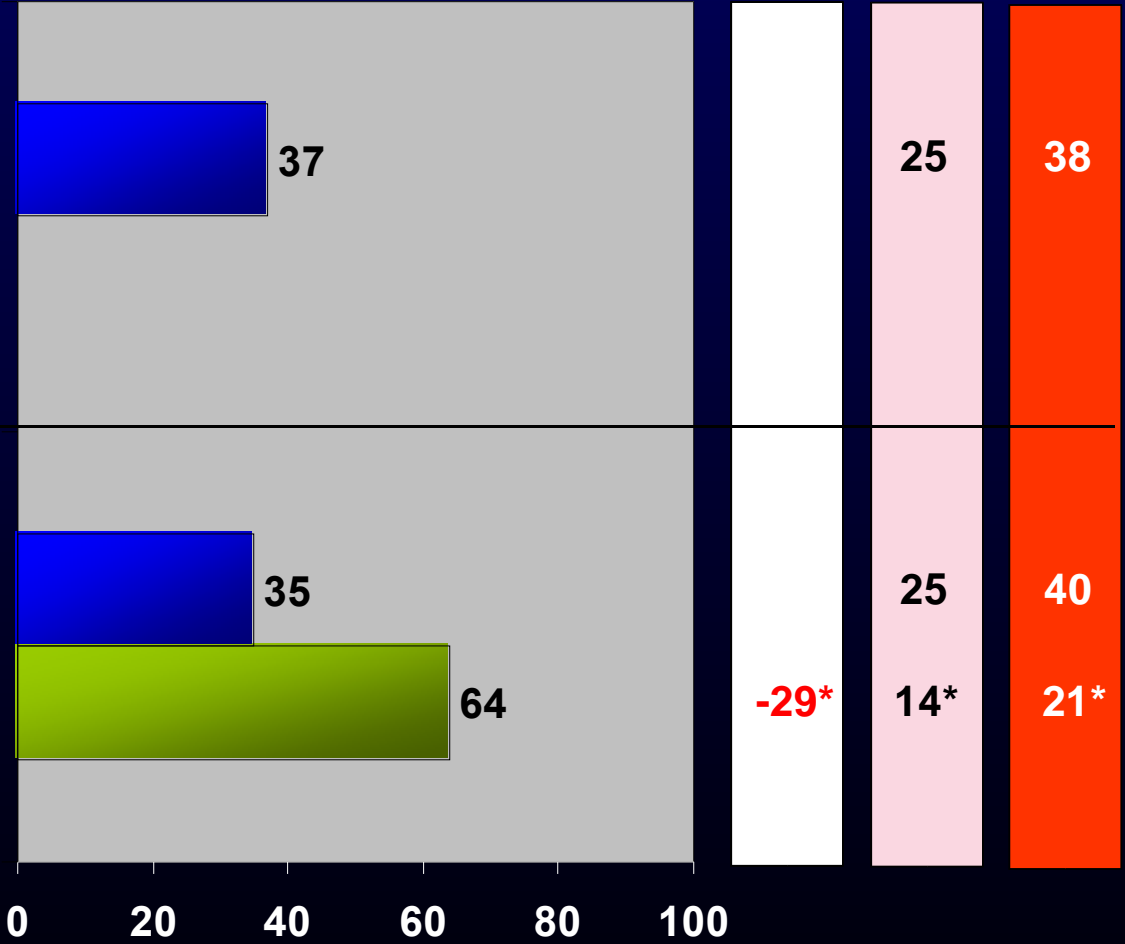
Leadership

49. University Senior Administration:

a. faculty

Respects the

Total Percent Favorable



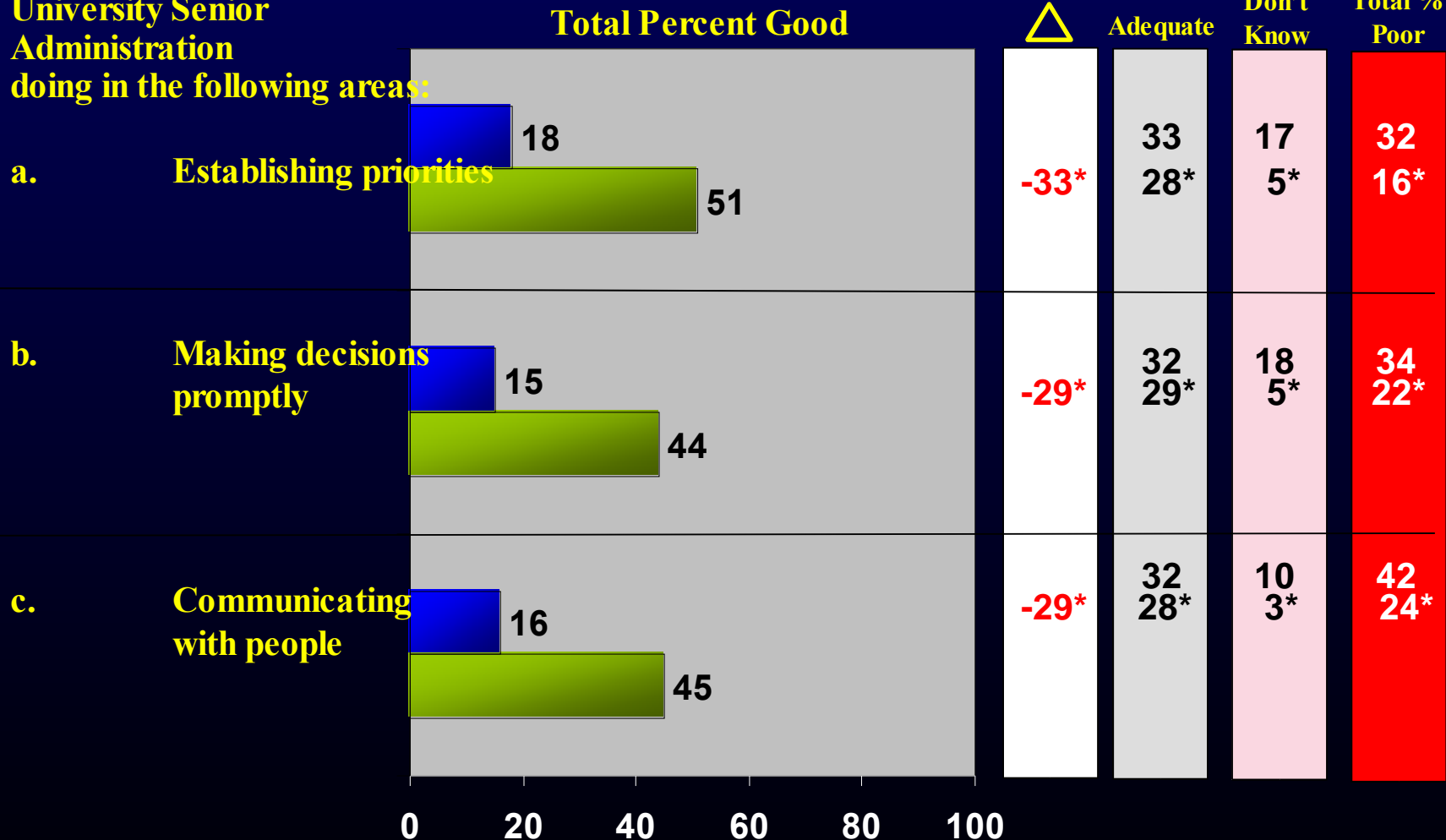
b. faculty

Is interested in
the well-being of

University of Florida Faculty Survey 2004

Leadership

71. With all things considered, how good a job is University Senior Administration doing in the following areas:



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Leadership

71. With all things considered, how good a job is

University Senior Administration

doing in the following areas:



a. Establishing priorities

b. Making decisions promptly

c. Communicating with people

Total Percent Good

△	Adequate	Don't Know	Total % Poor
-33*	33 28*	17 5*	32 16*
-29*	32 29*	18 5*	34 22*
-29*	32 28*	10 3*	42 24*

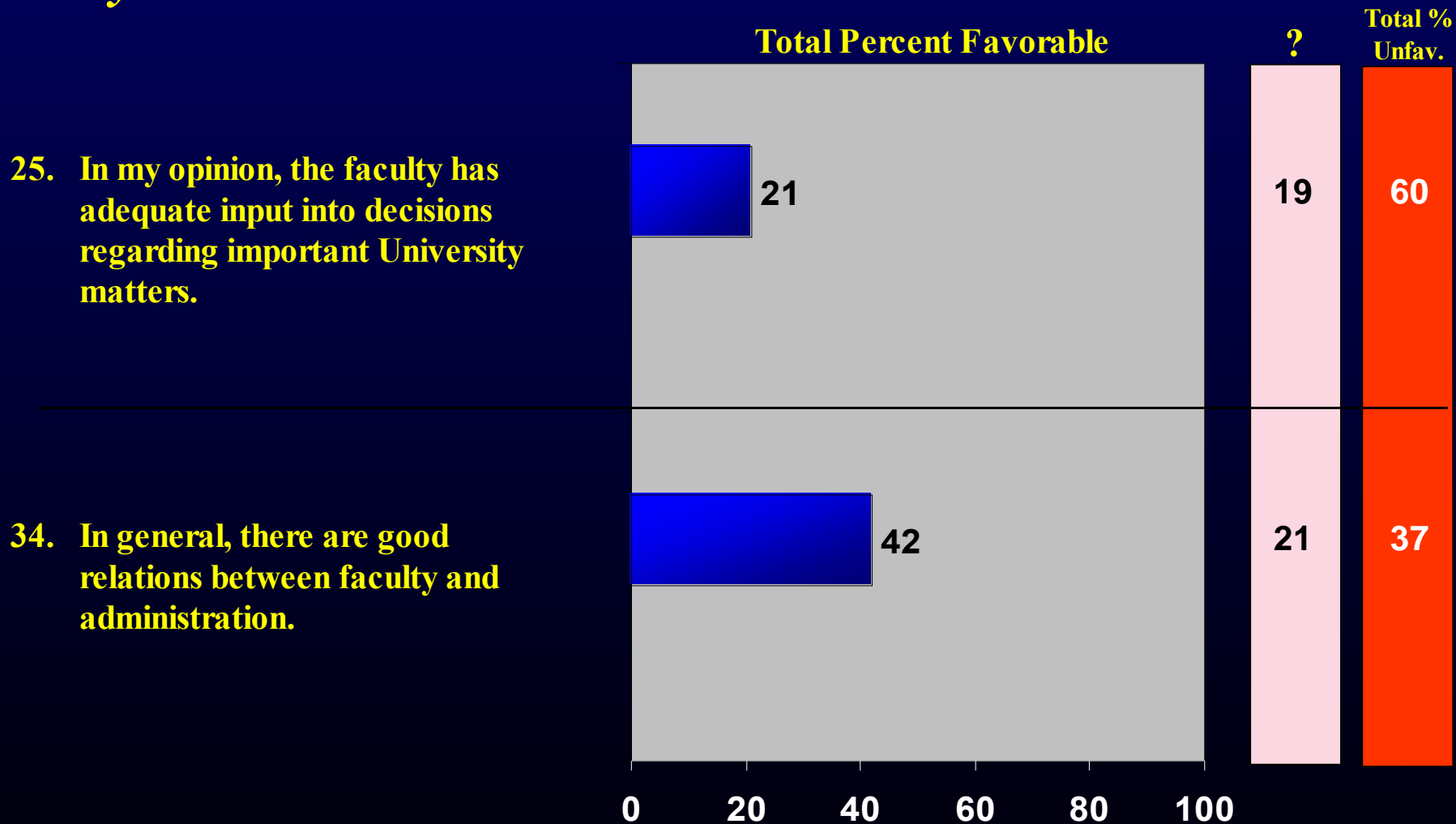
0 20 40 60 80 100

■ University of Florida Faculty 2004 (N=1,639)
■ ISR's U.S. National Norm (N=159,436)

*A statistically significant difference.

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Faculty – Administration Relations



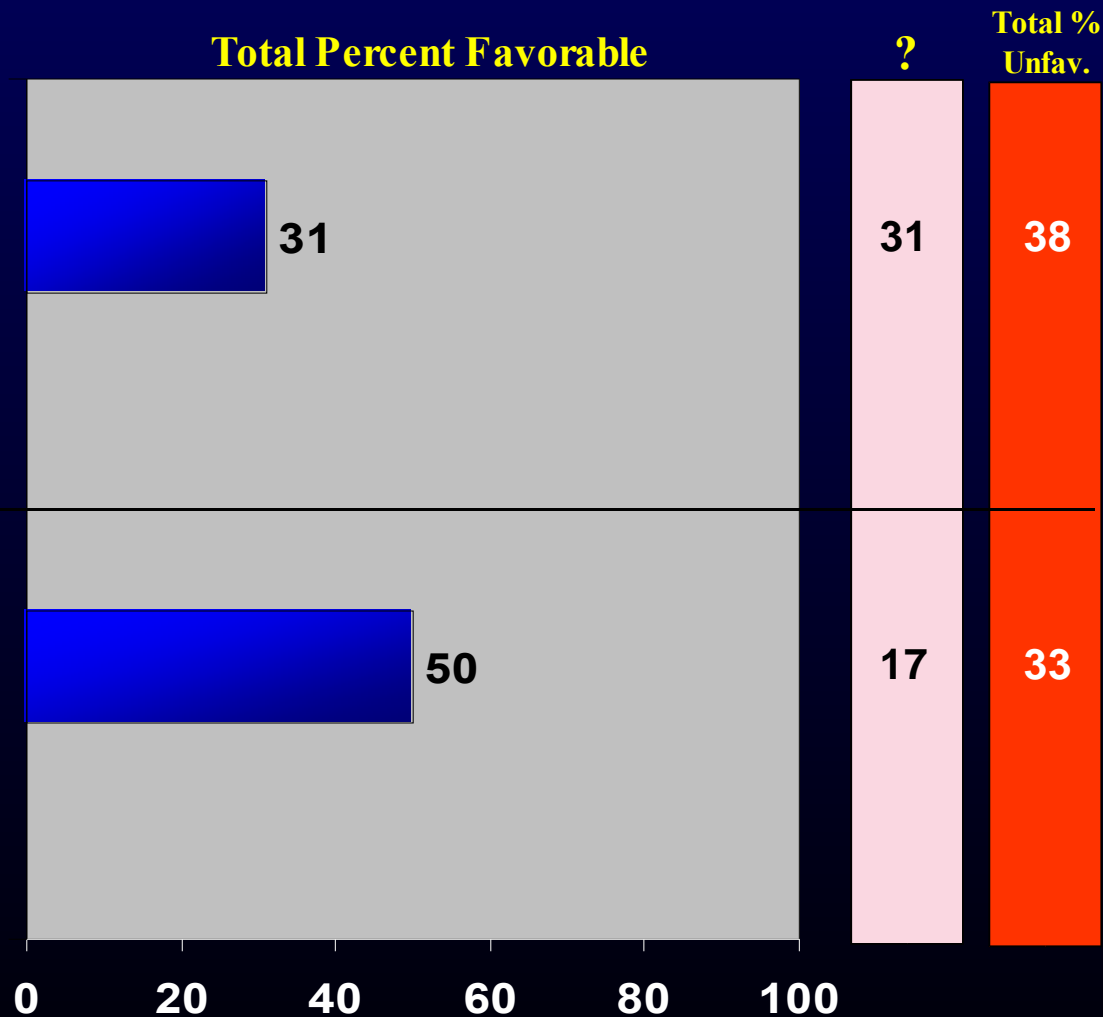
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Faculty – Administration Relations

56. The following do an excellent job supporting faculty, allowing faculty to concentrate on research and/or teaching:

a. **University Senior Administration**

b. **The Dean of my college**

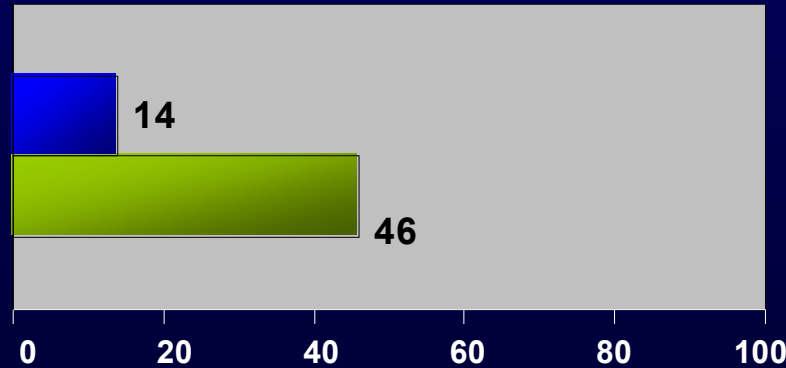


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Recognition & Reward

17. From what I hear, our pay is as good as or better than the pay in other comparable academic institutions.

Total Percent Favorable



-32*



10

20*

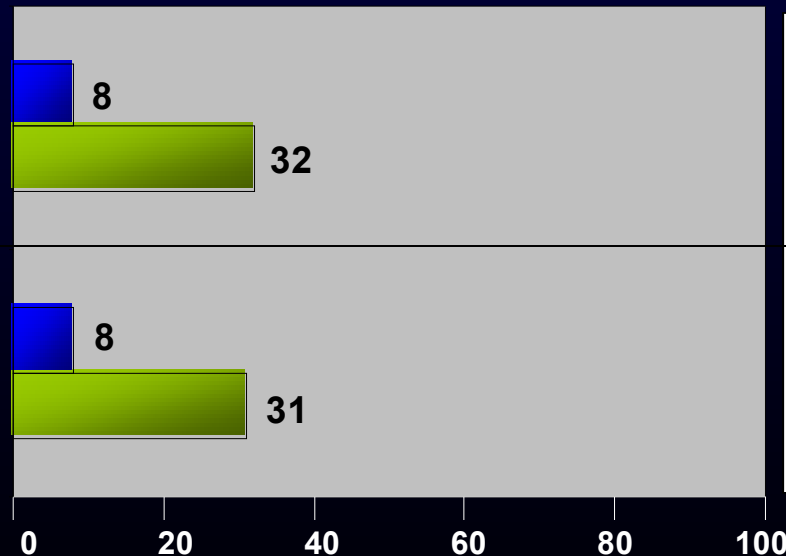
Total % Unfav.

76

33*

70. Regarding pay, how good a job do you feel the University is doing in the following areas:

Total Percent Good



-23*

Ave-rage

19

35*



2

4*

Total % Poor

71

30*

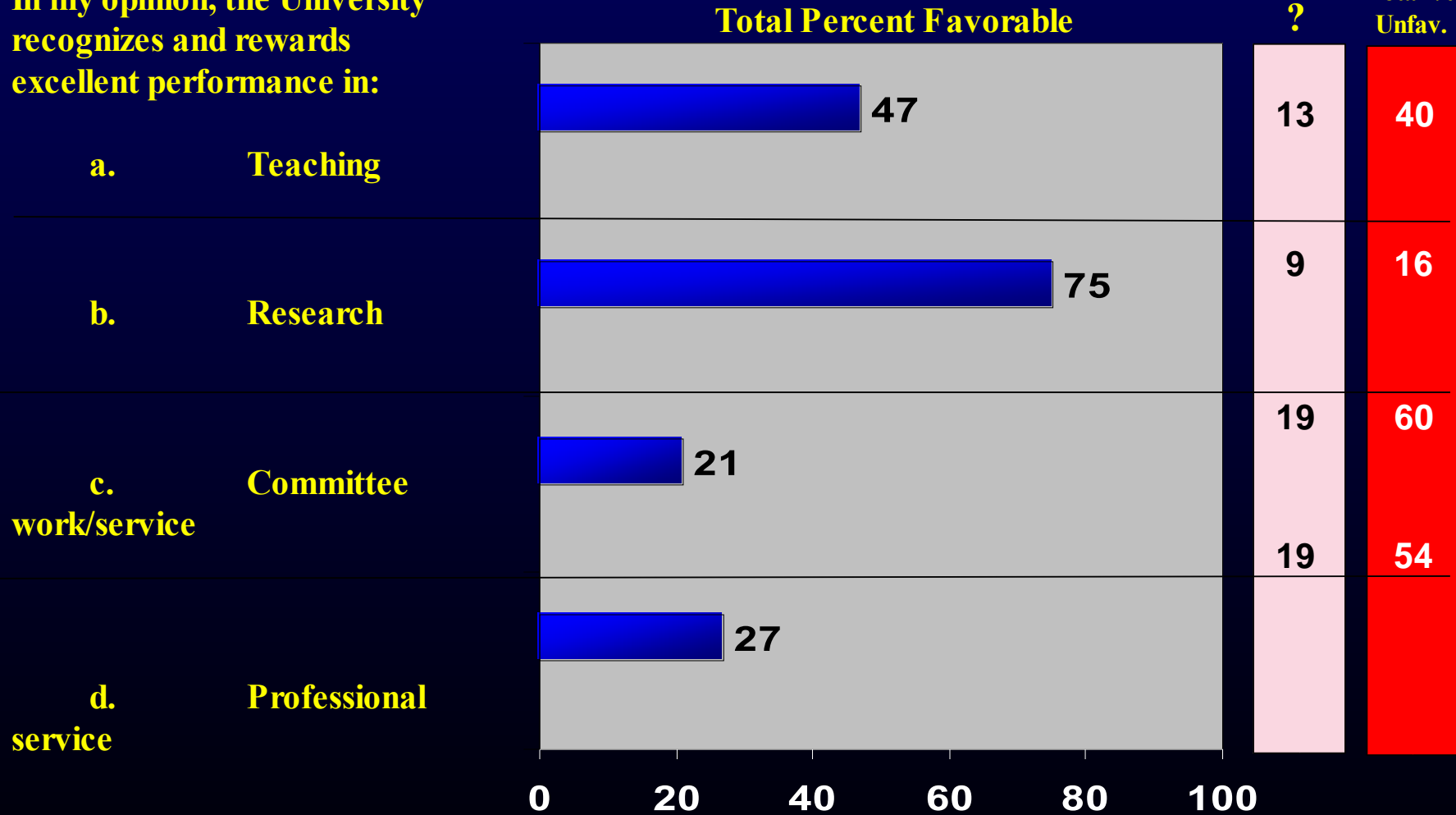
a. Keeping pay in line with the times

b. Matching pay to performance

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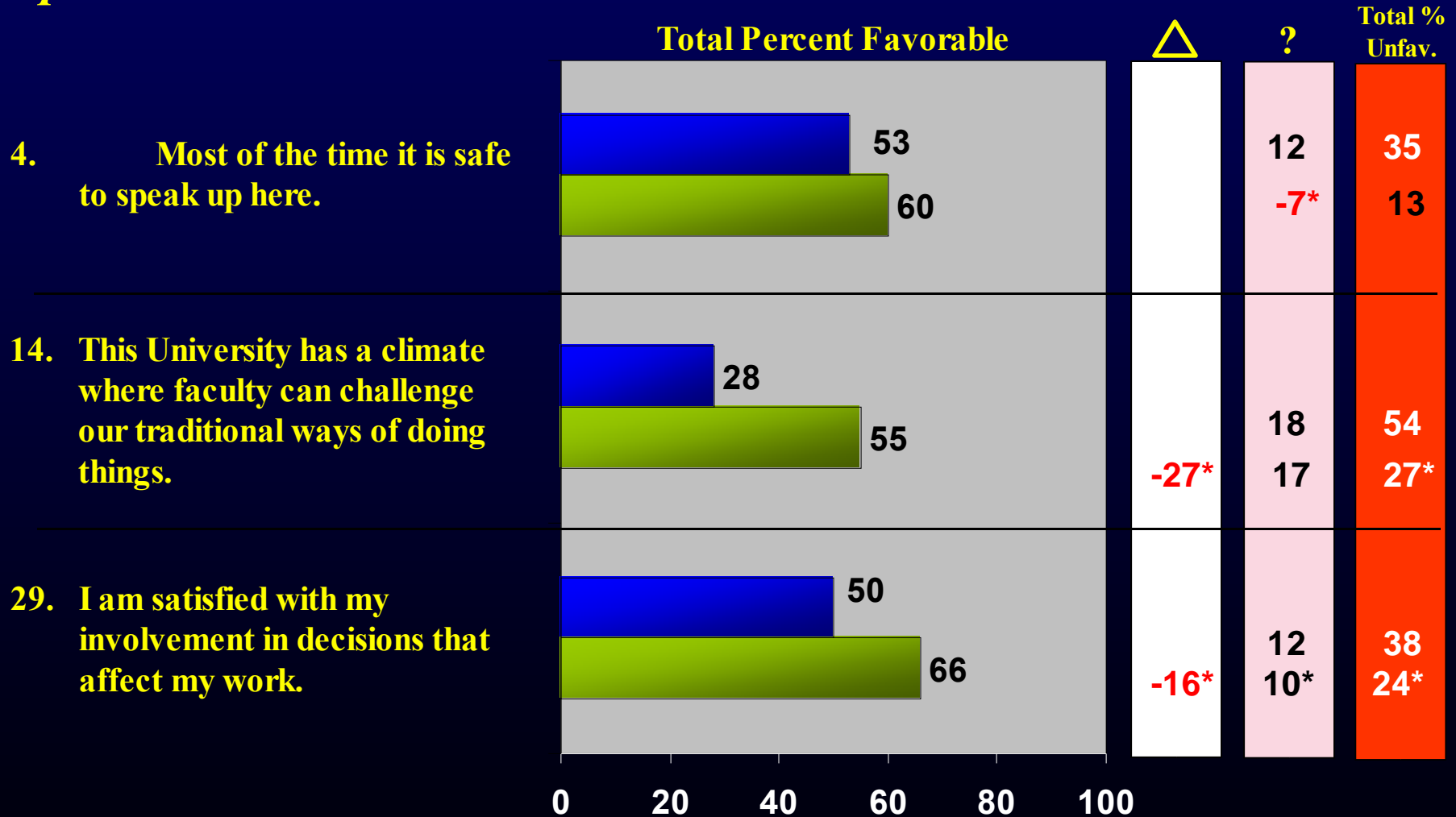
Recognition & Reward

53. In my opinion, the University recognizes and rewards excellent performance in:



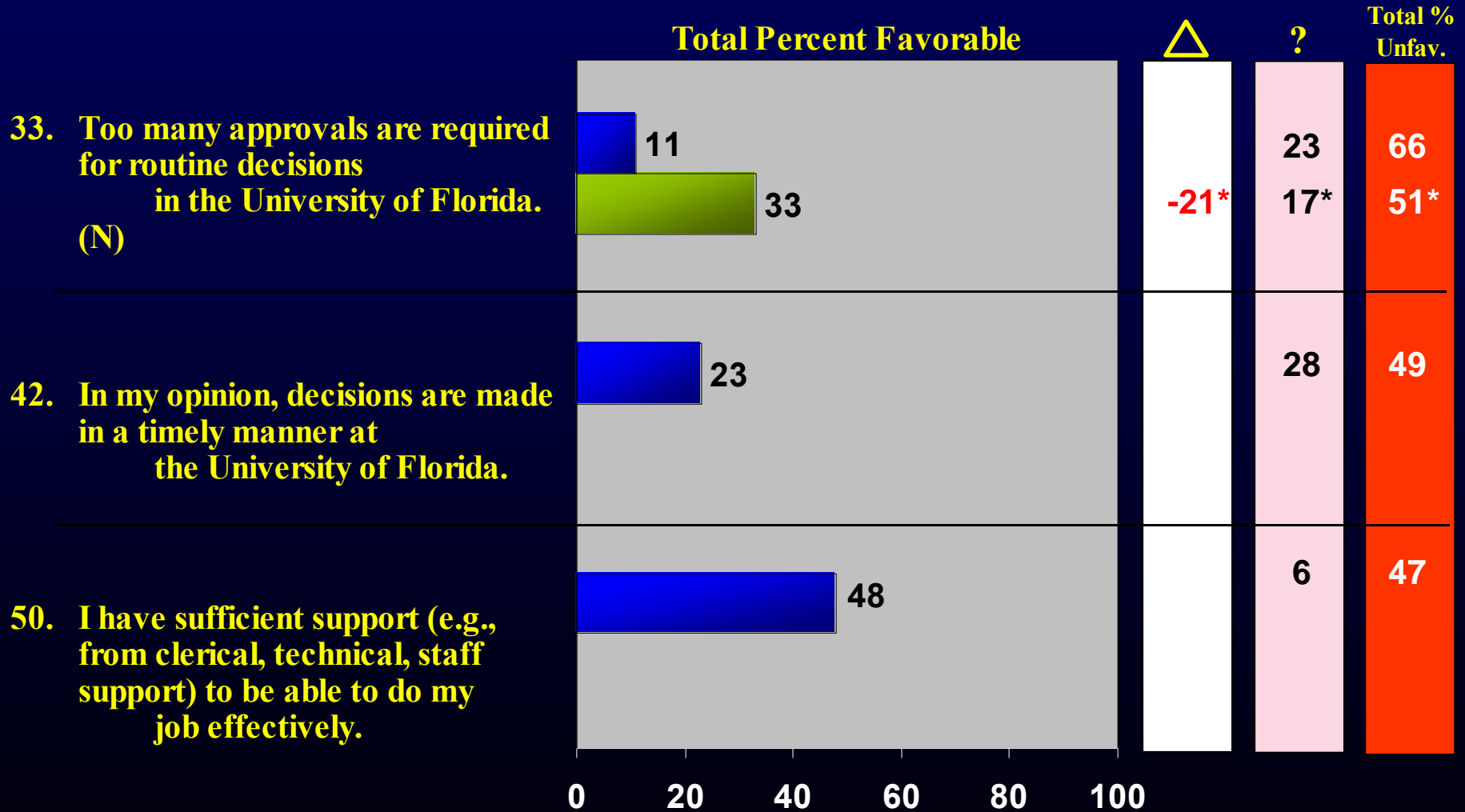
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Empowerment



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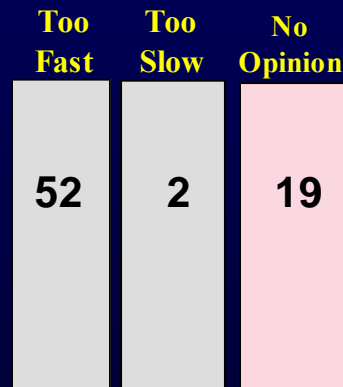
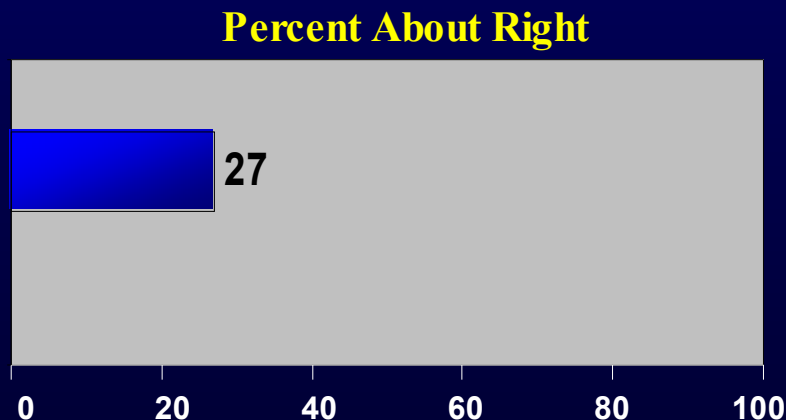
Resources & Efficiency



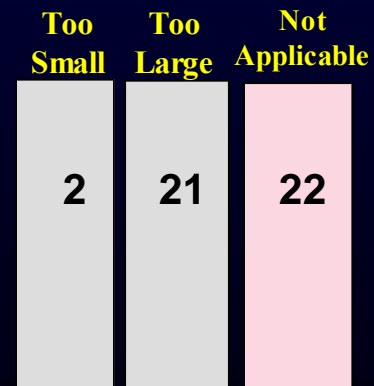
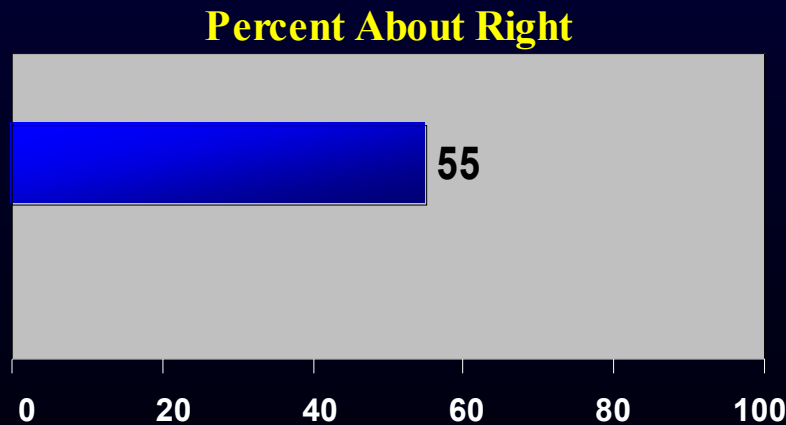
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Resources & Efficiency

64. In my judgment, the undergraduate student population growth rate is:

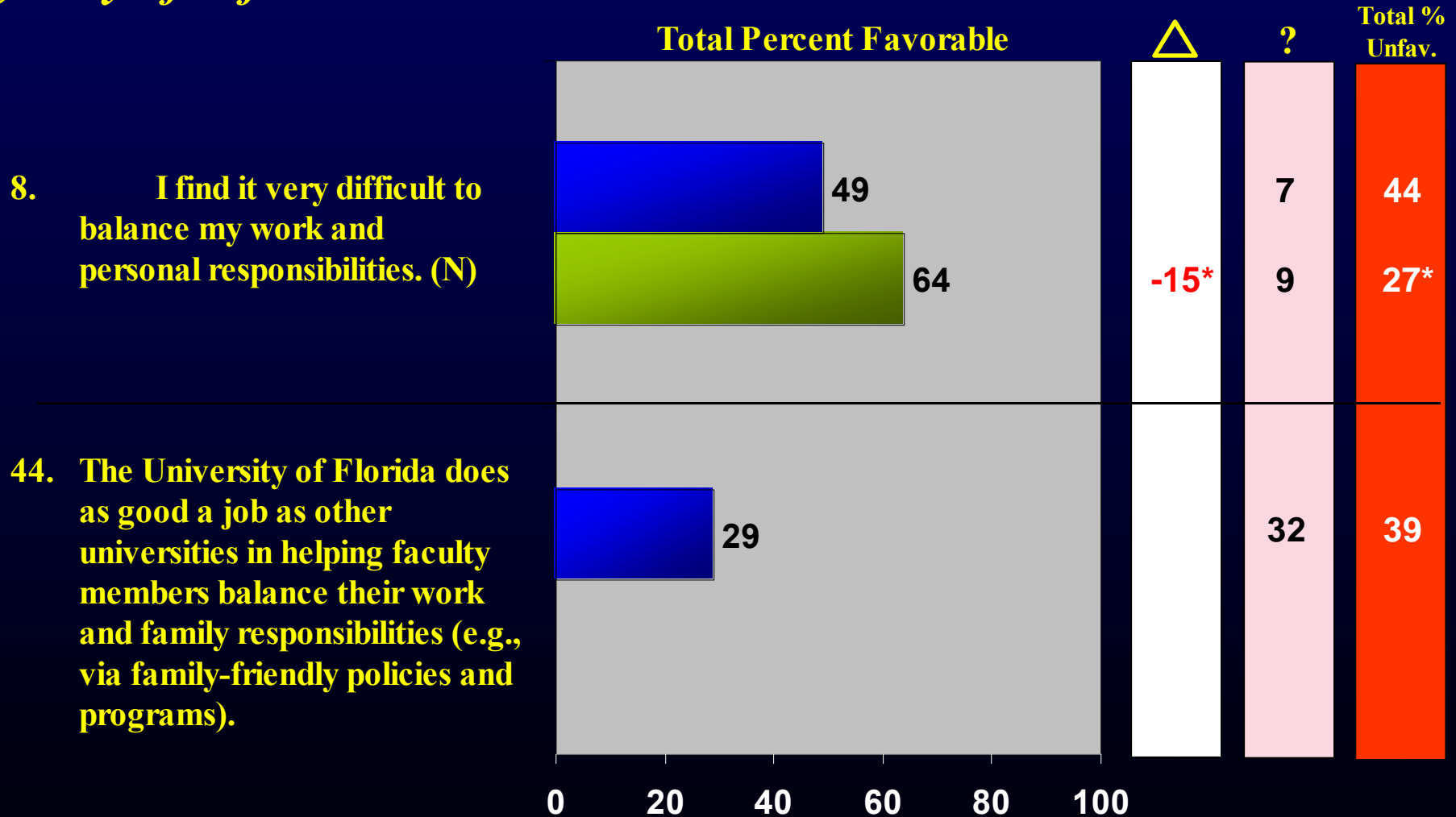


74. The normal class size I am required to teach is:



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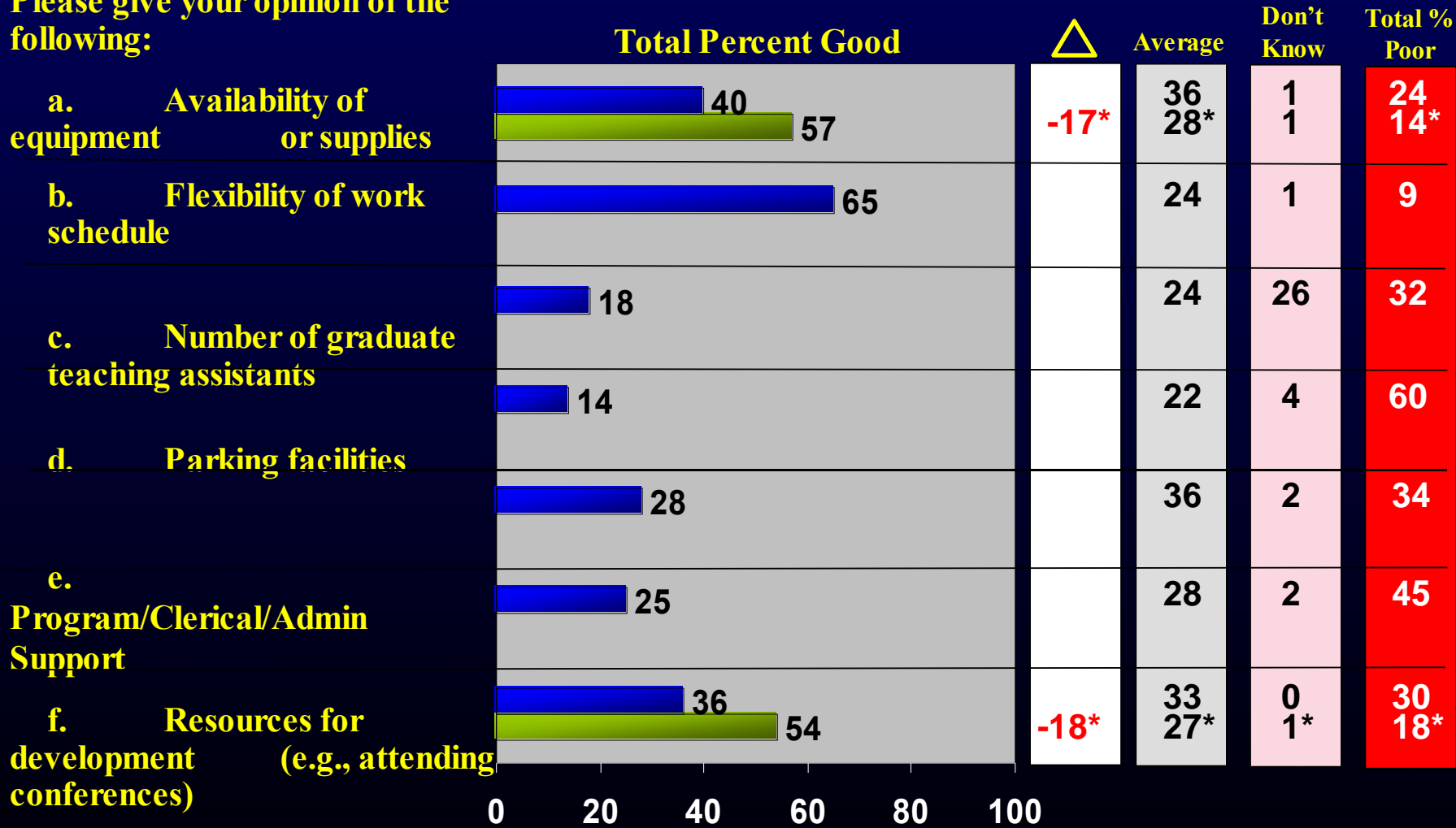
Quality of Life



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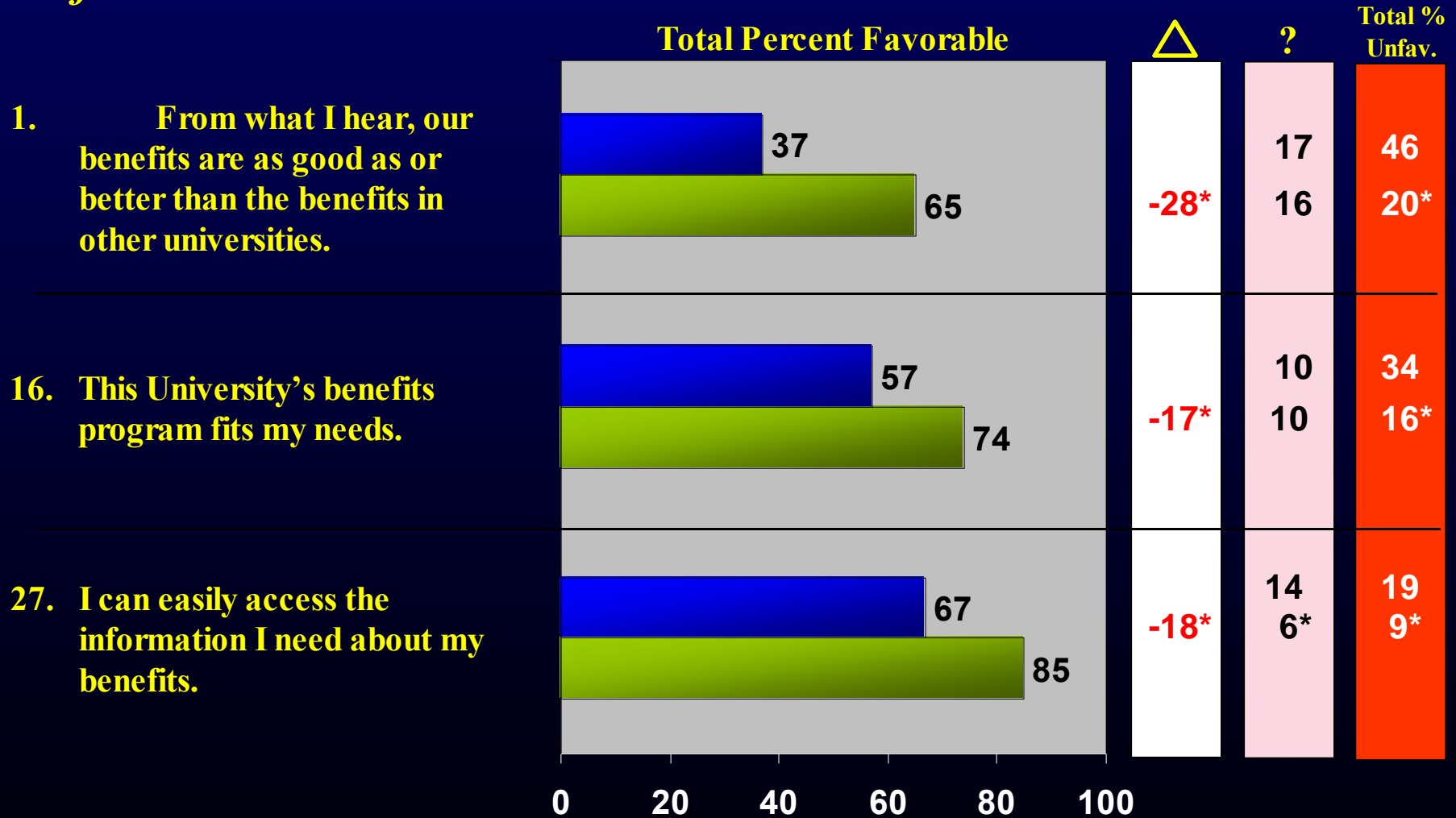
Quality of Life

69. Please give your opinion of the following:



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Benefits



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Benefits

68. Please give your opinion of the following benefits (ranked by Percent Poor):

	Total Percent Poor	Total Percent Good	Percent Adequate	Percent Don't Know/Not Applicable
j. Sabbatical leaves	38	15	19	28
d. Hospital/medical insurance	27	36	34	3
i. Child care	27	8	10	56
e. Pension/retirement plan	20	43	35	2
c. Life insurance	19	32	39	10
h. Parental leave	15	18	16	51
g. Personal days	10	28	24	38
a. Vacations	8	52	22	18
b. Holidays	8	53	31	9
f. Sick pay	7	43	31	19

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Diversity

28. This University provides a working environment that is accepting of:

a. Ethnic differences

Ethnic

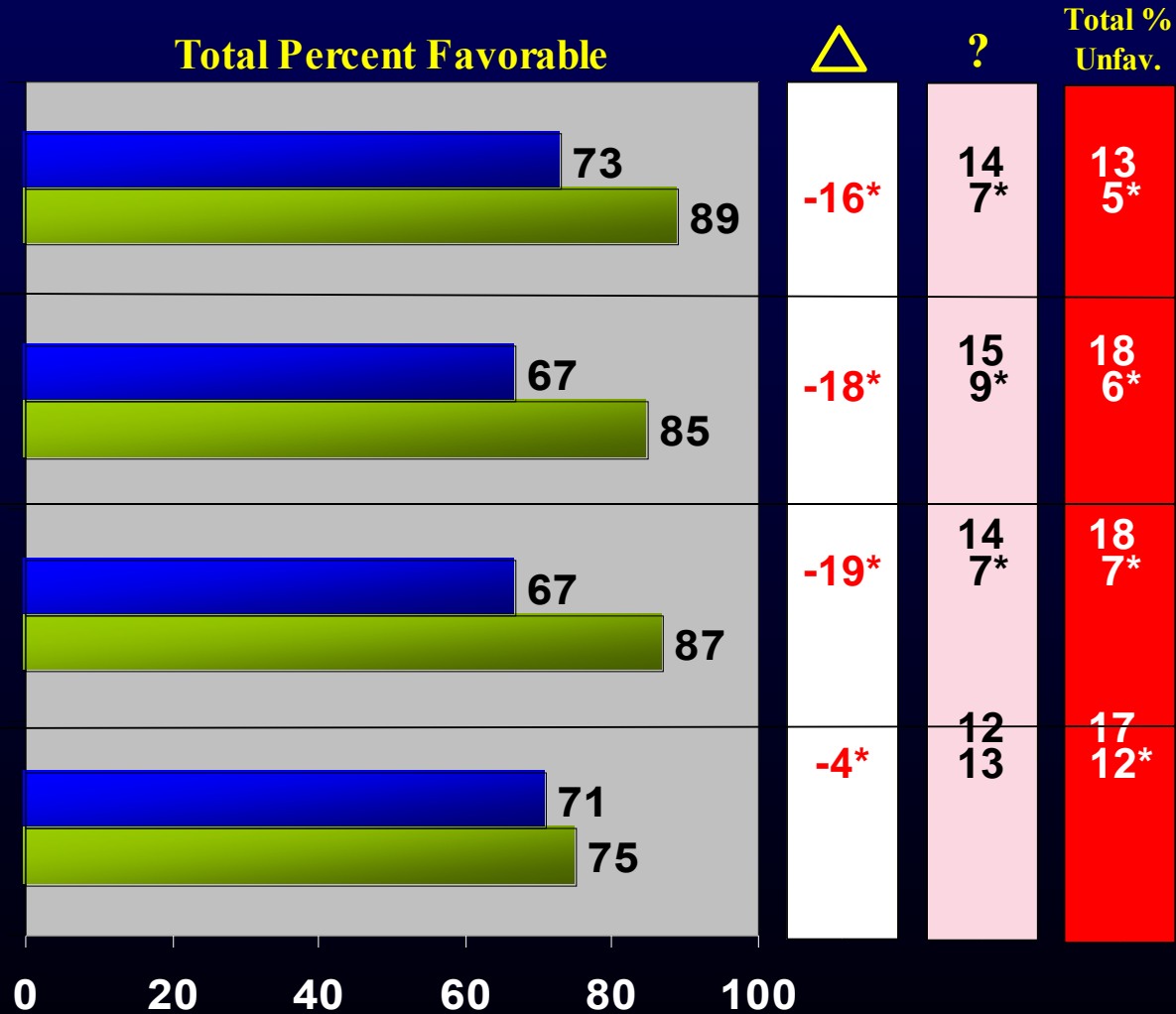
b. Cultural or lifestyle differences

Cultural or lifestyle differences

c. Gender differences

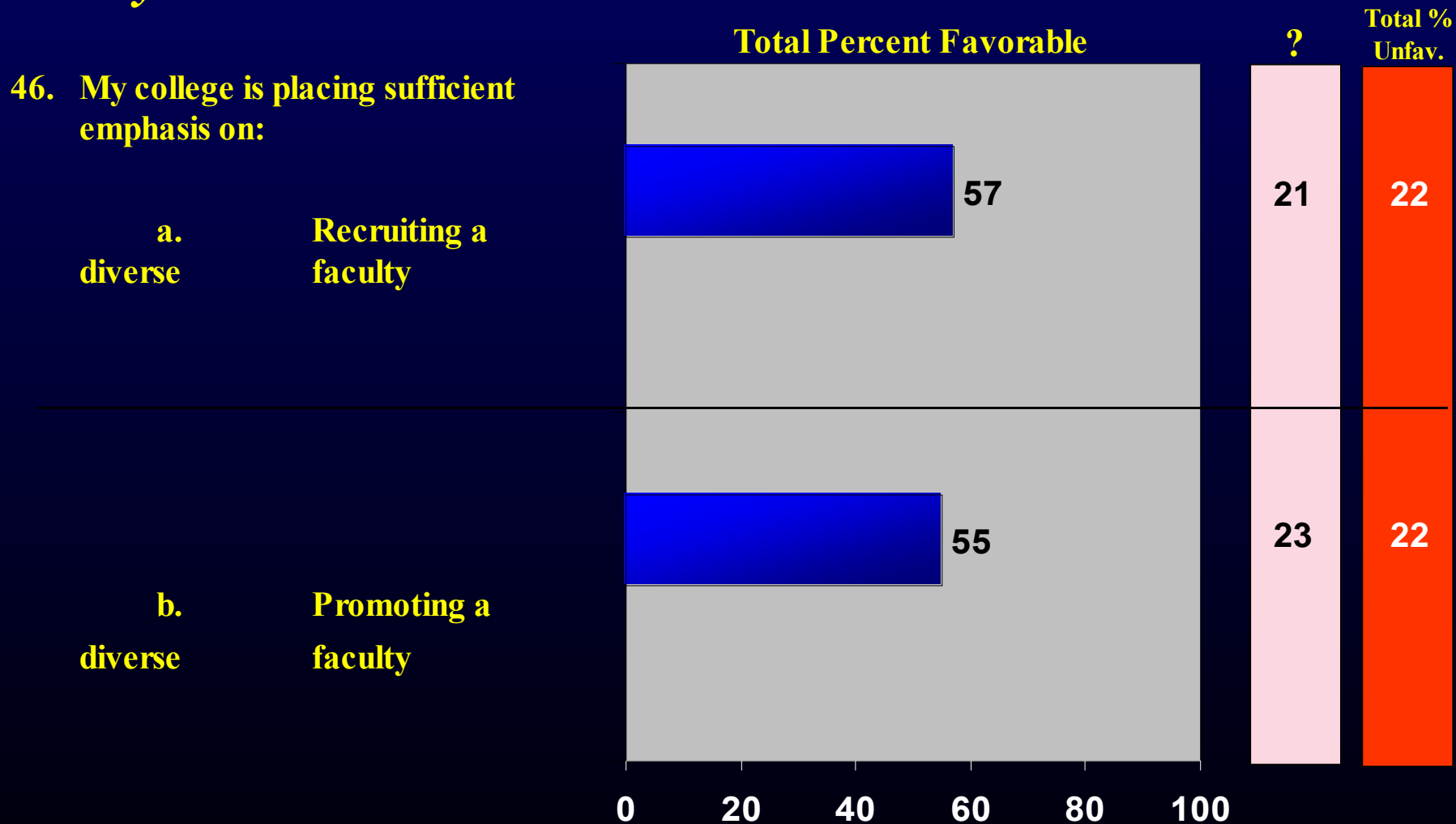
Gender

3. In general, the University supports diversity in the workplace.



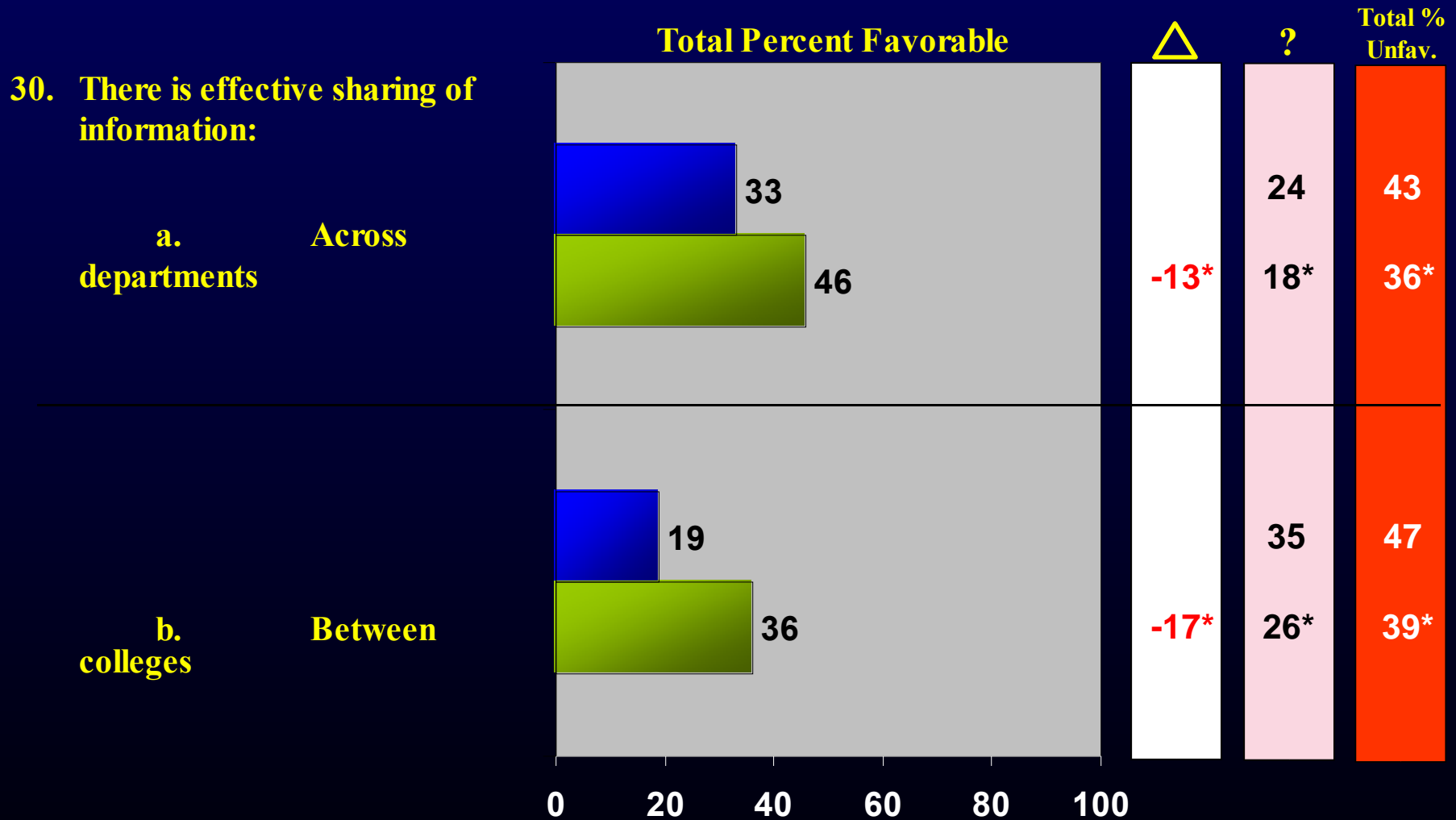
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Diversity



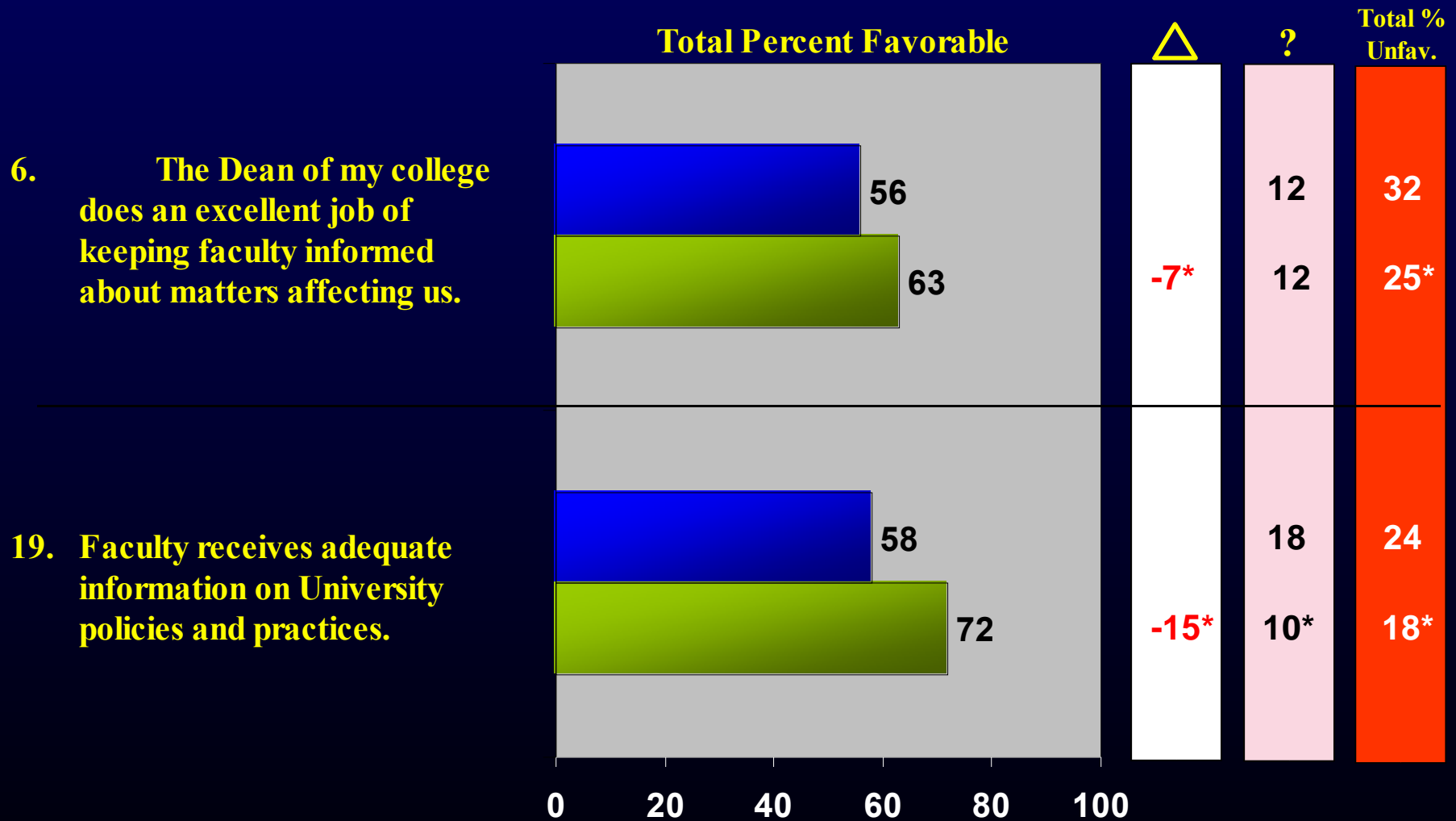
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Communication



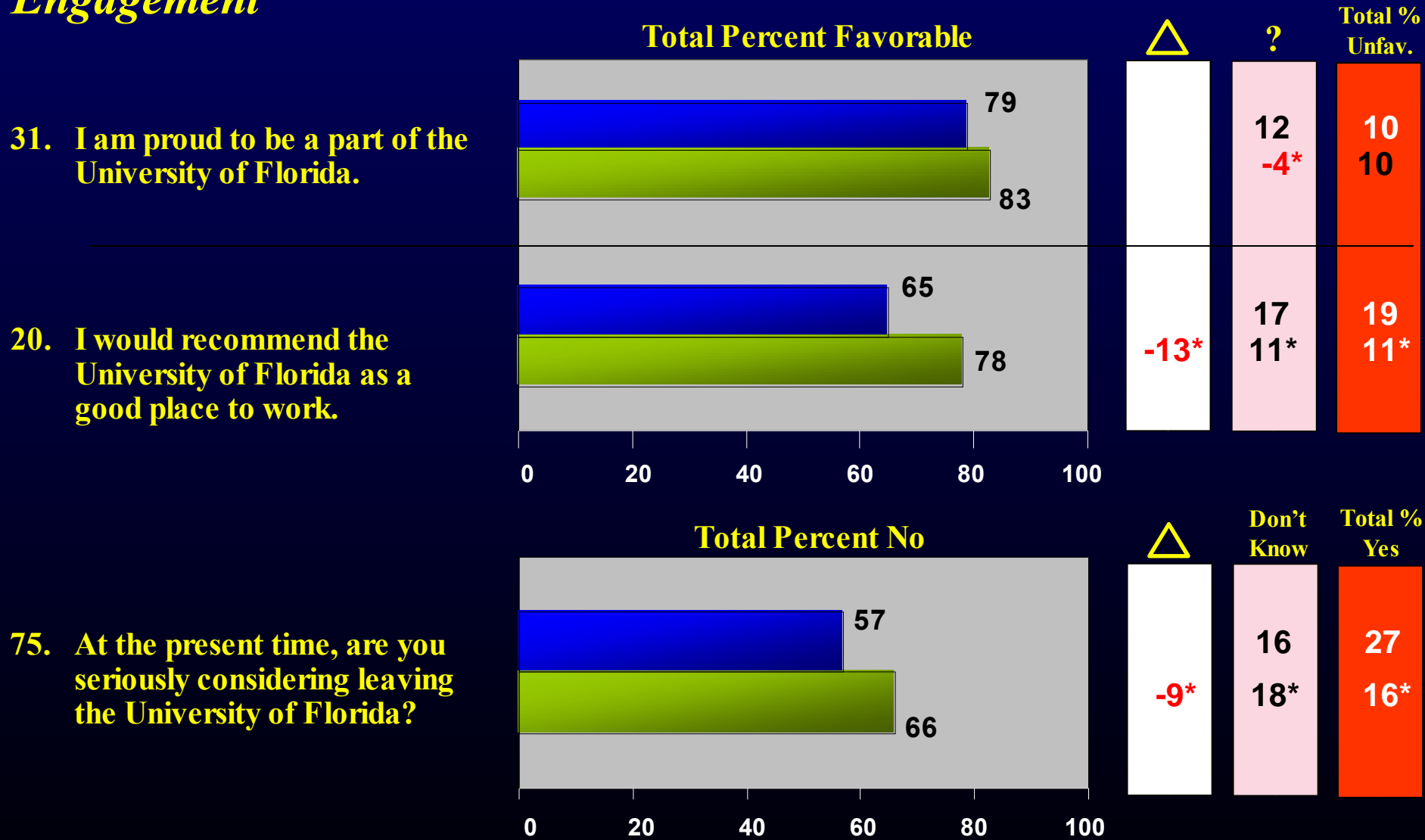
University of Florida Faculty Survey 2004

Communication



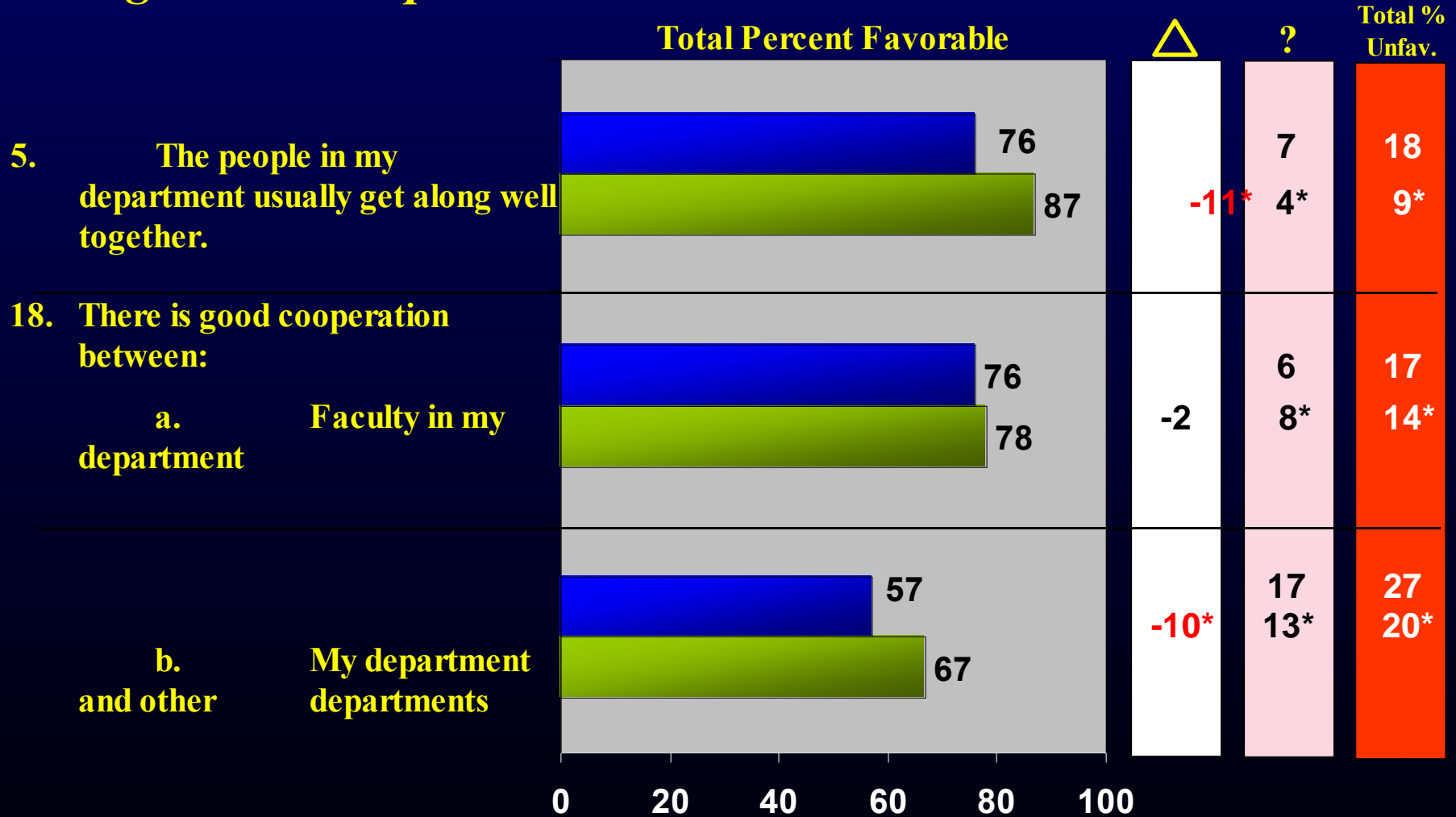
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Engagement



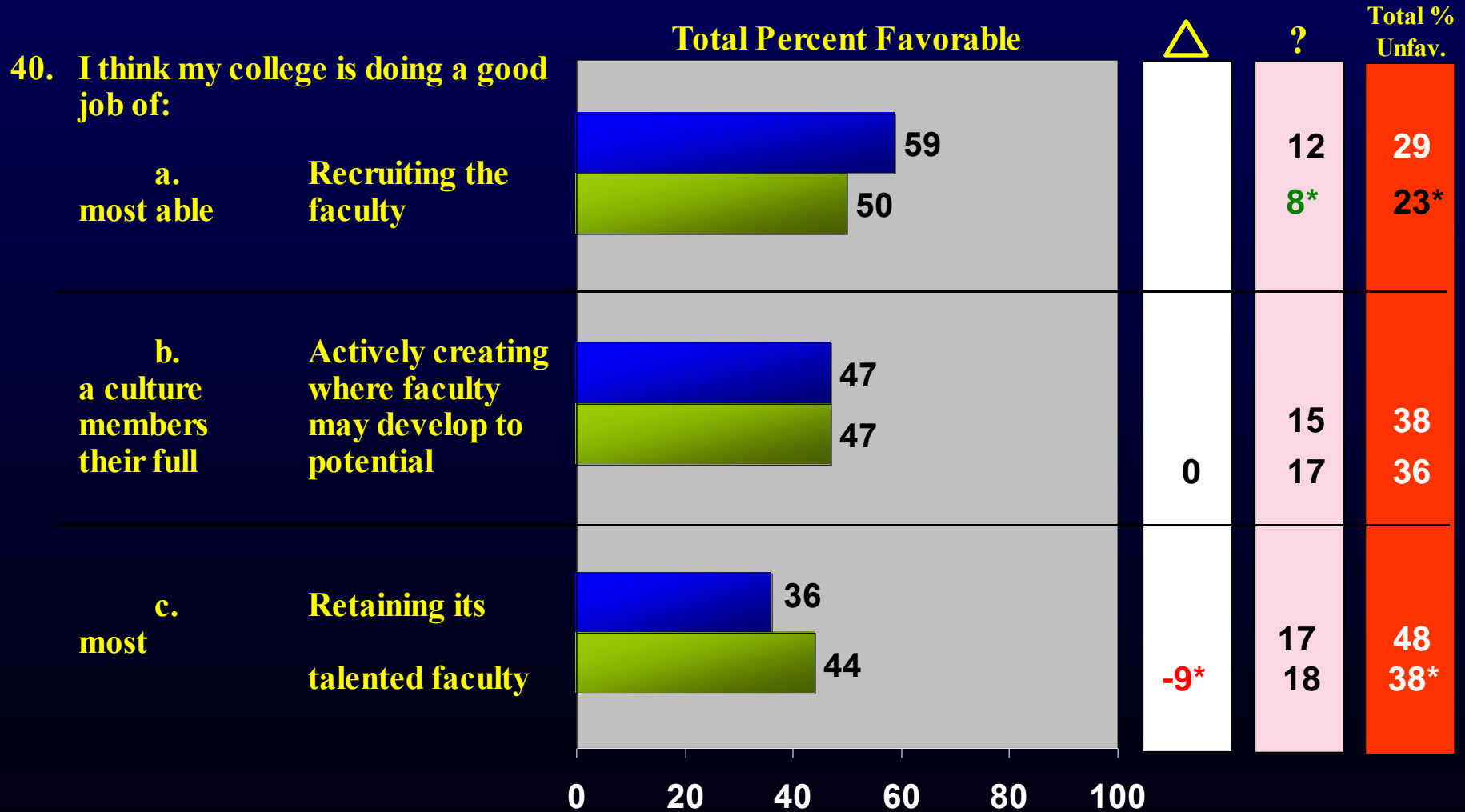
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Working Relationships



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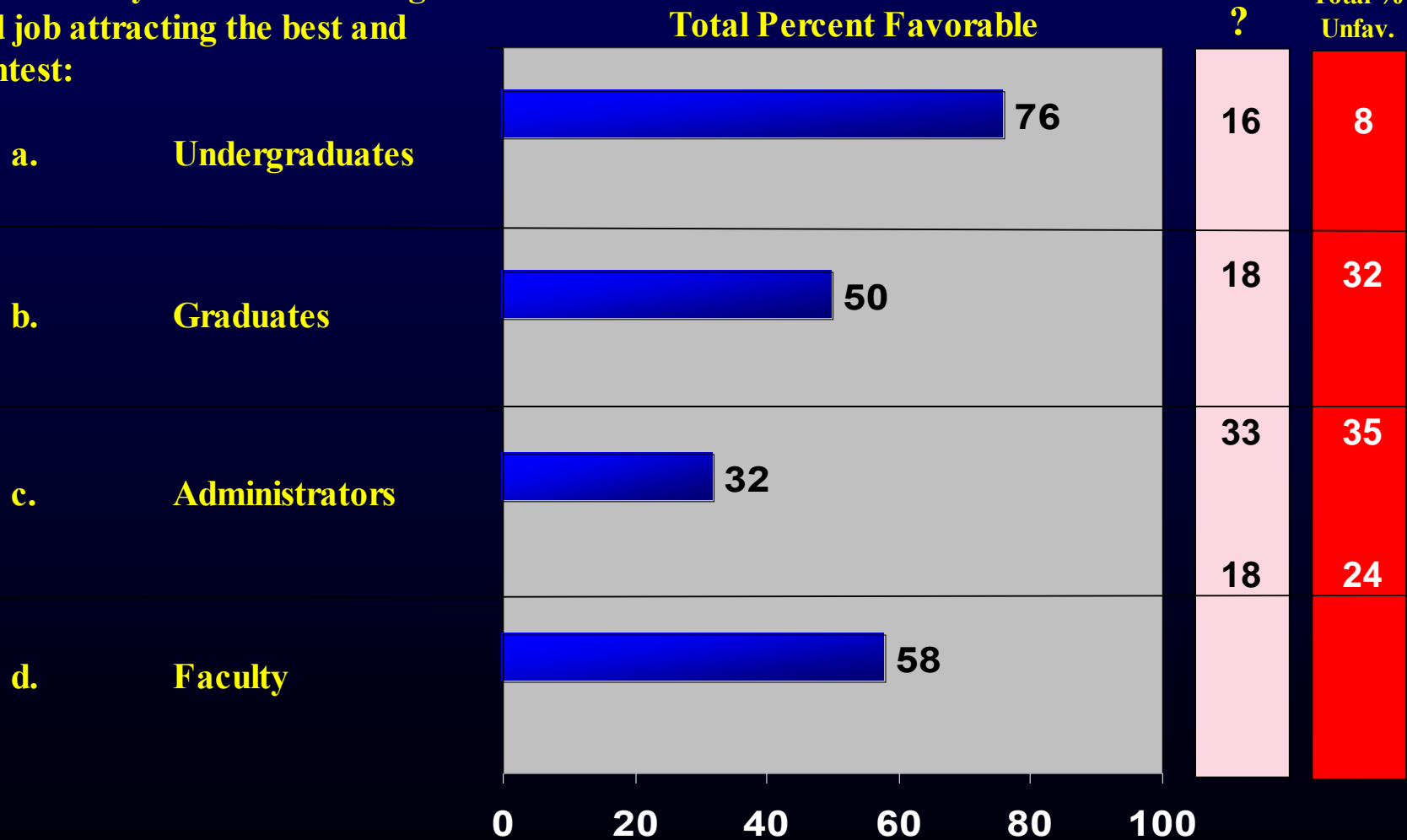
University Image



University of Florida Faculty Survey 2004

University Image

54. The University of Florida is doing a good job attracting the best and brightest:



University of Florida Faculty Survey 2004

University Image

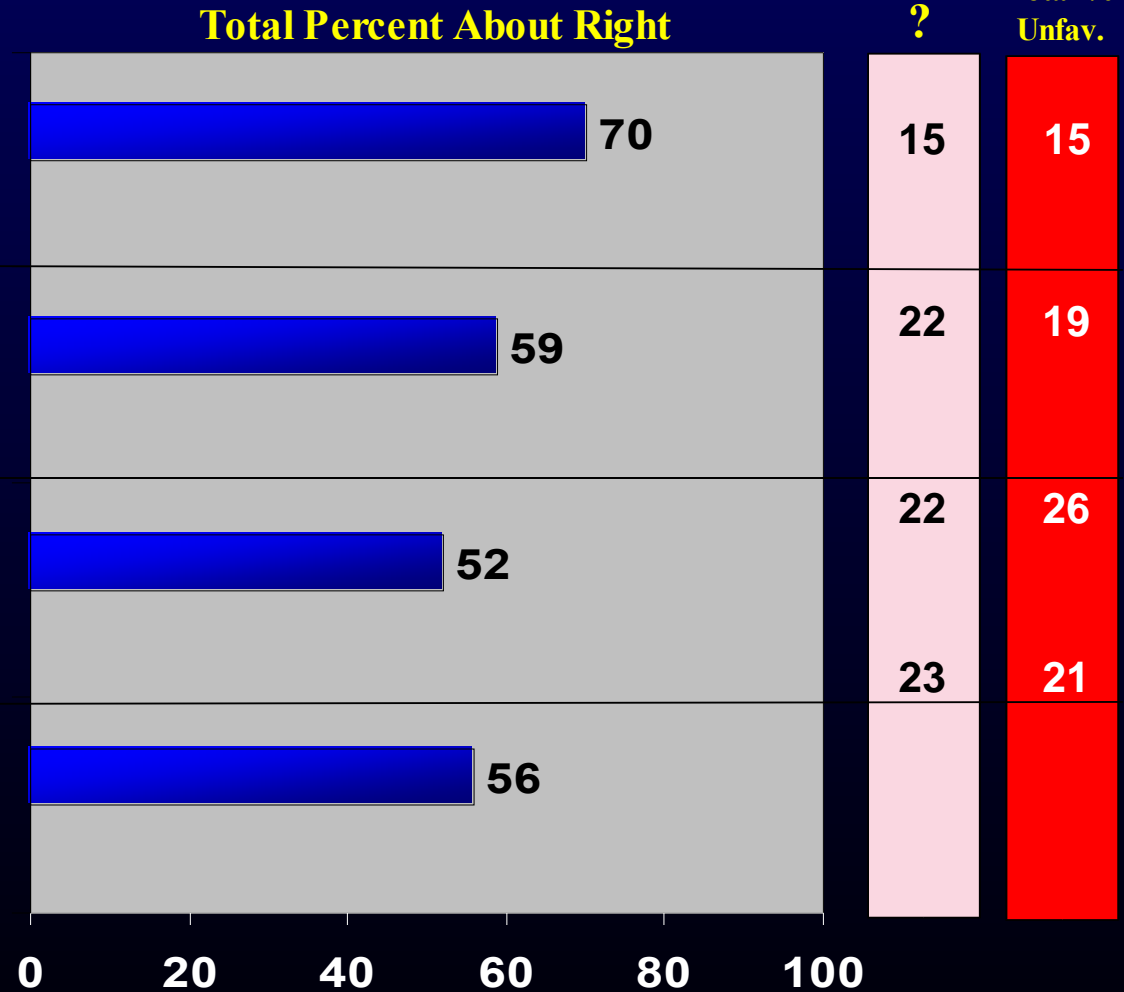
58. The University of Florida has established an excellent national reputation for:

a. The quality of its research

b. Undergraduate education

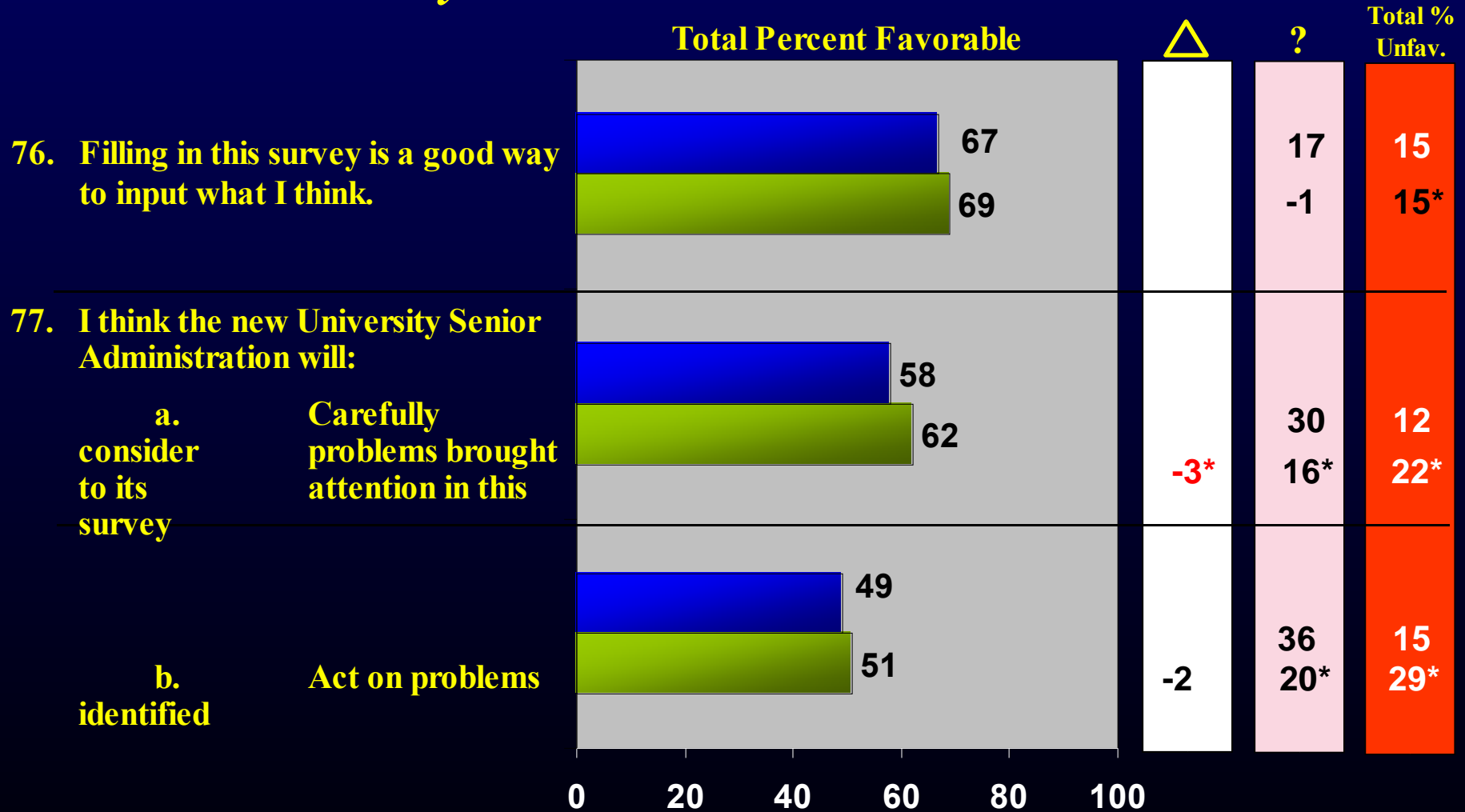
c. Graduate education

d. Overall academic excellence



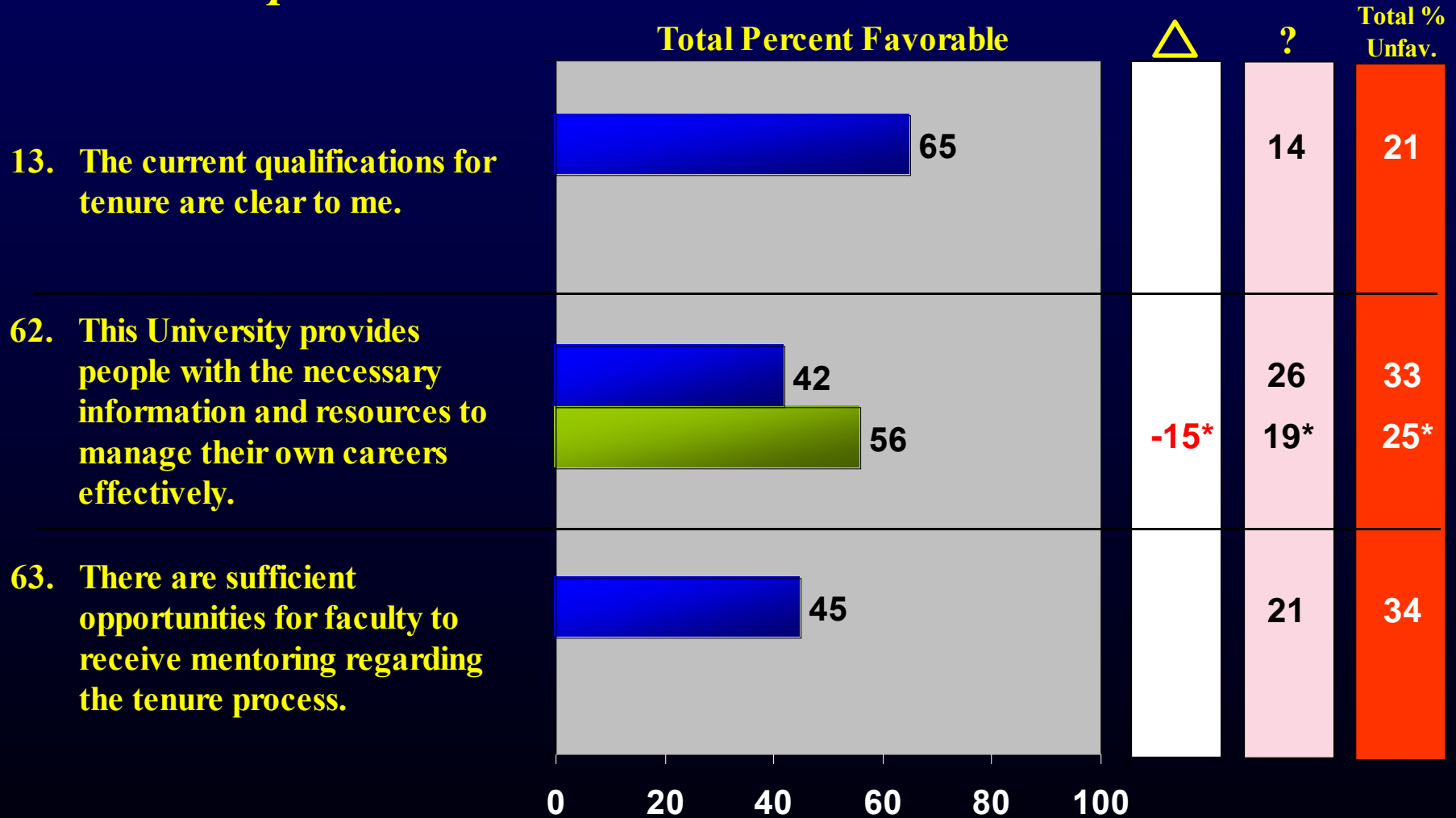
University of Florida Faculty Survey 2004

Reaction to the Survey



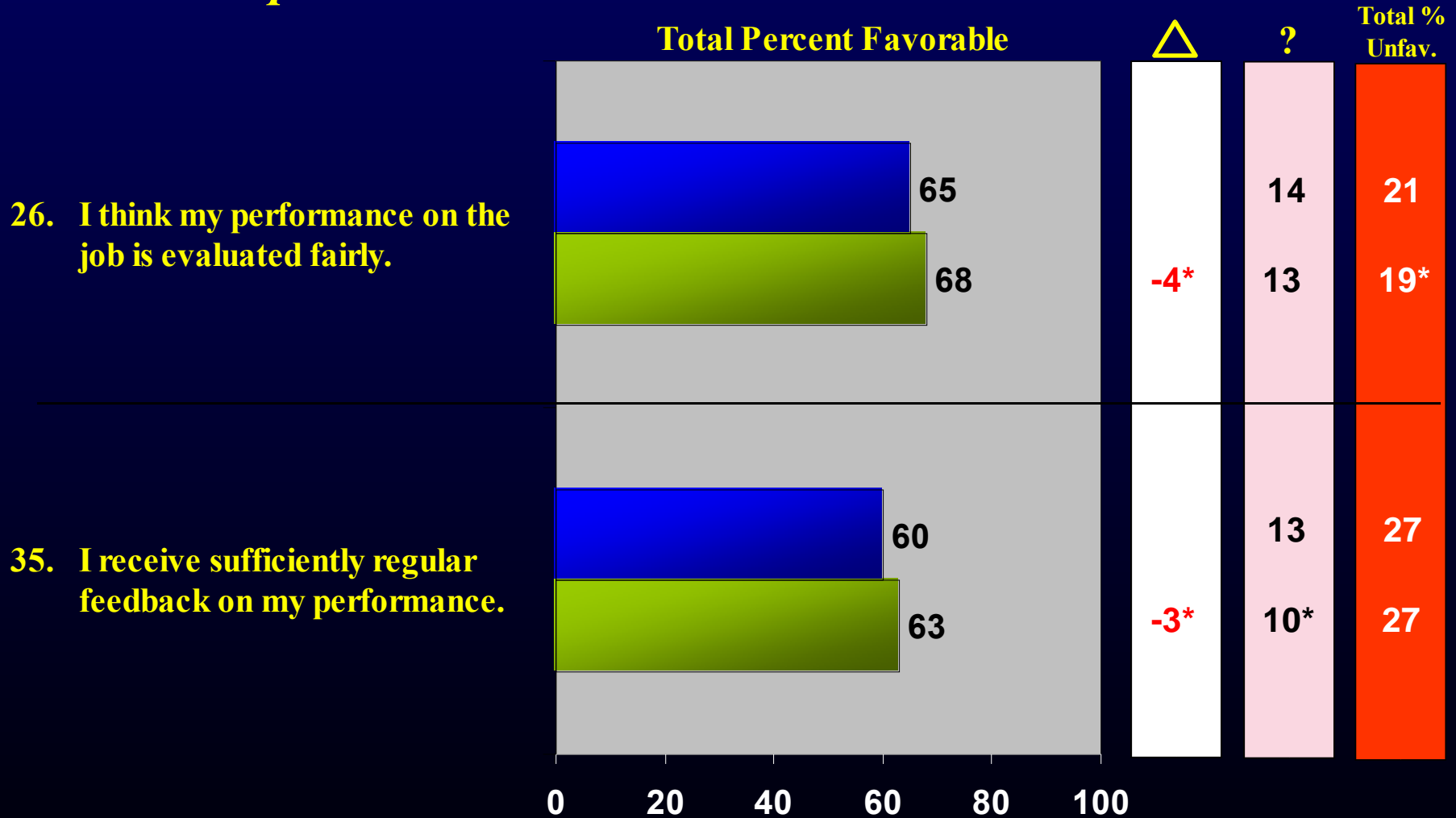
University of Florida Faculty Survey 2004

Career Development



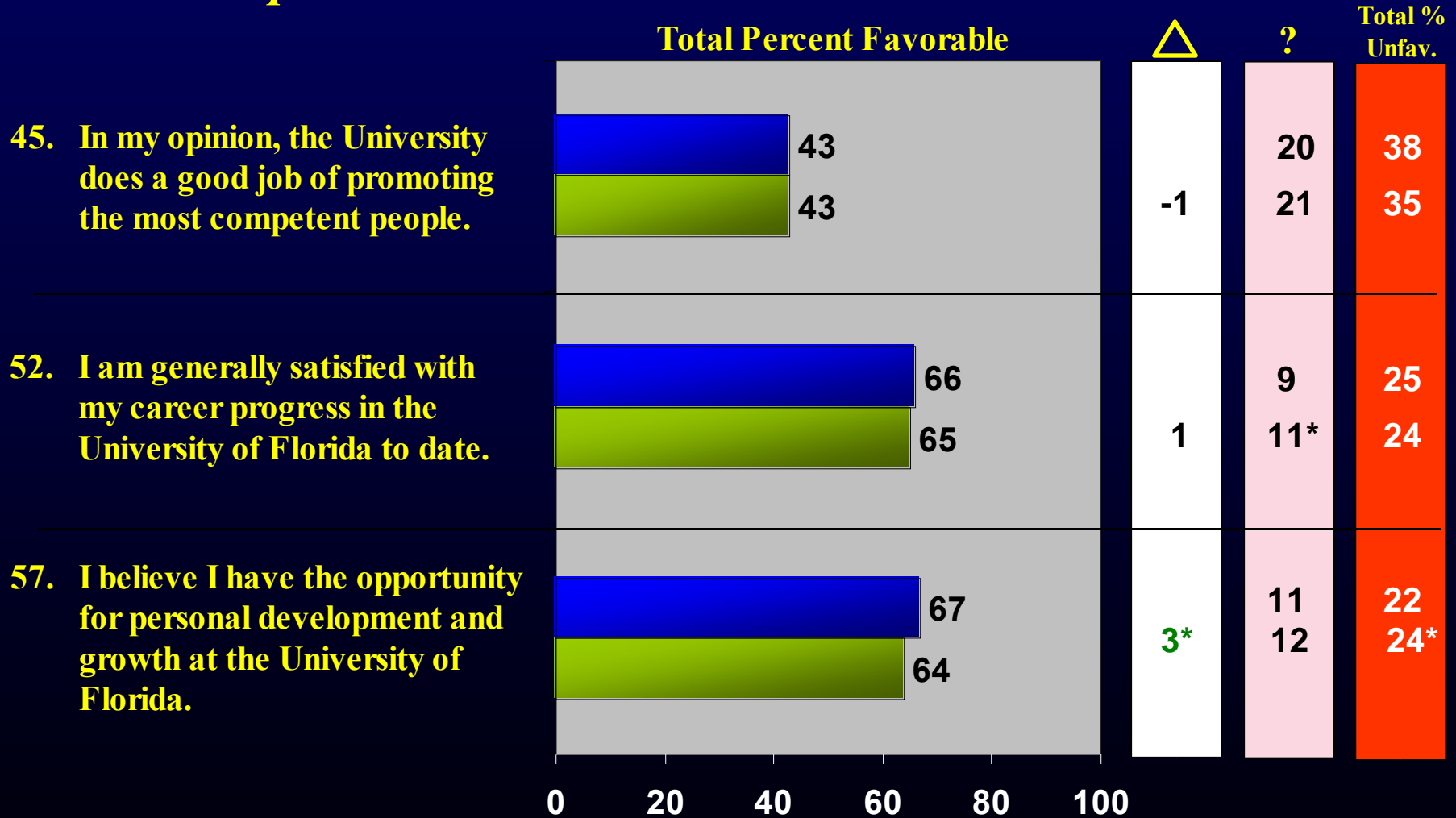
University of Florida Faculty Survey 2004

Career Development



University of Florida Faculty Survey 2004

Career Development



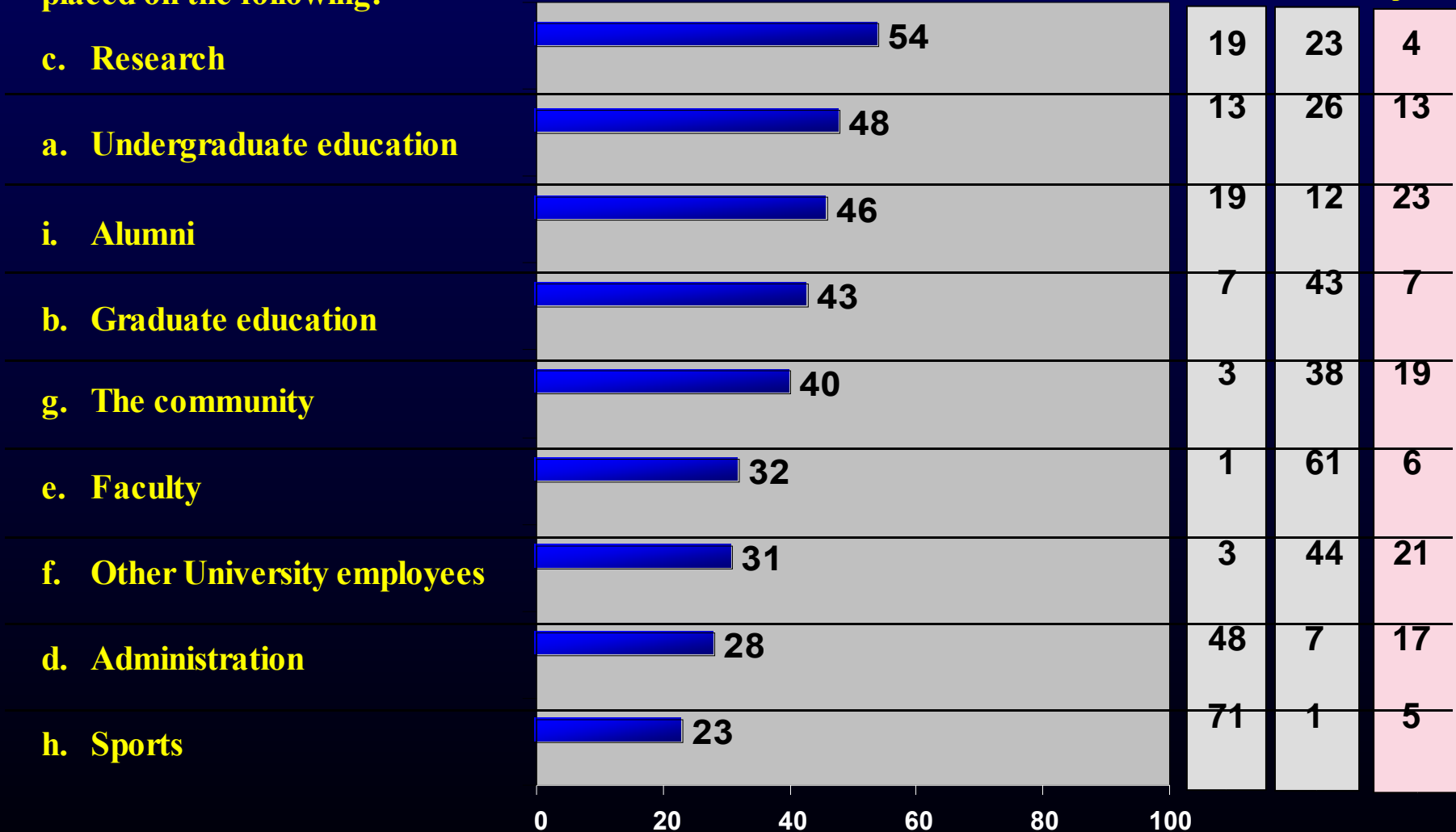
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Strategy & Direction

66. Please rate the amount of emphasis placed on the following:

Total Percent "About Right"

Too Much Too Little No Opinion

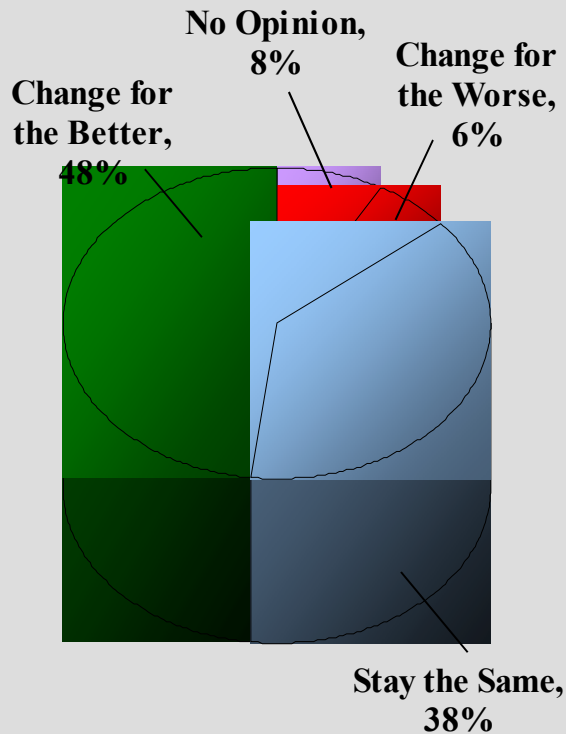


University of Florida Faculty Survey 2004

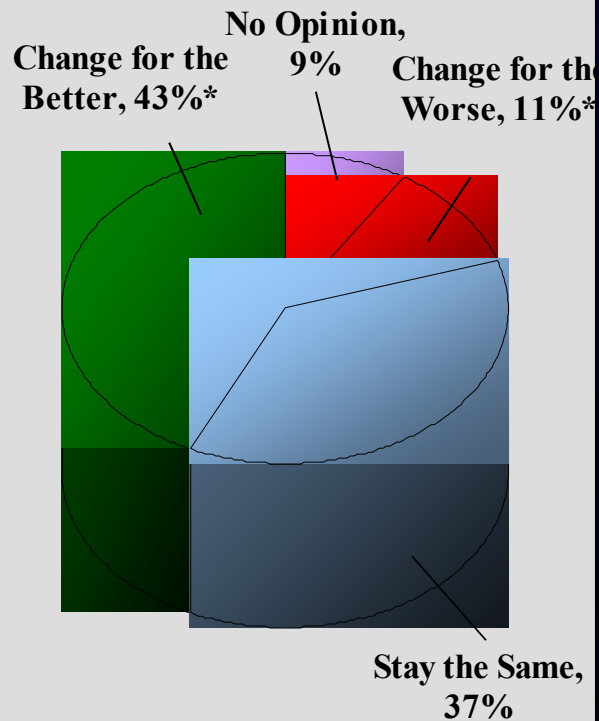
Strategy & Direction

78. Looking ahead to the next year or so, I think the University of Florida will:

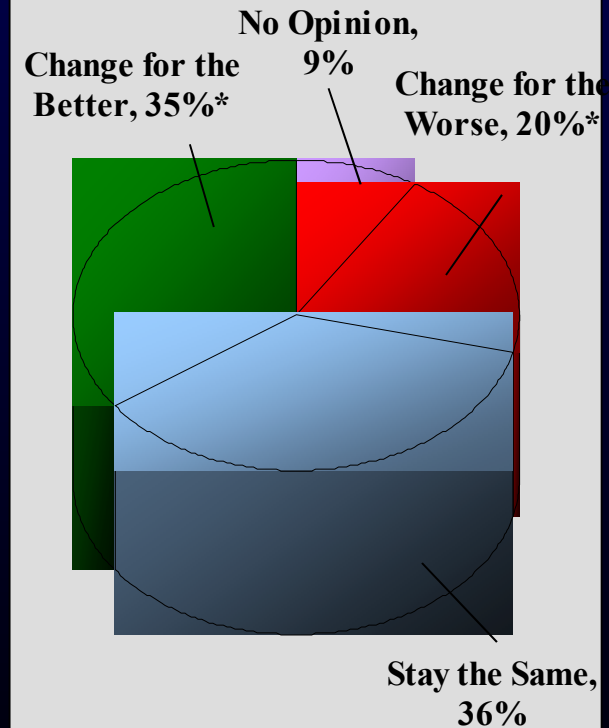
University of Florida Faculty 2004



ISR's U.S. National Norm



ISR's U.S. Transition Norm



University of Florida Faculty Survey 2004

College Comparison

- | | | | | |
|---------------------|-------------------|------------------|---------------------------|---------------------------|
| A. Quality of Life | D. Recog & Reward | G. Working Rel | J. Reaction to the Survey | M. Leadership |
| B. Career Developmt | E. Diversity | H. Communication | K. University Image | N. Resources & Efficiency |
| C. Benefits | F. Empowerment | I. Engagement | L. Strategy & Direction | O. Faculty – Admin Rel |

University of Florida Faculty (N=1,639)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Business Admin (N=43)	15*	12	3	15*	1	10	-11	-8	3	-14	2	-1	4	8	3
Dentistry (N=50)	2	-7	5	-2	-1	-4	4	5	0	13	7	7	4	6	1
Design, Constr & Plng (N=36)	-12	-16	-6	-6	-10	-14	-10	-17*	-10	-3	-7	-4	-15	-5	-9
Education (N=47)	-1	-1	-4	-1	-3	2	1	-3	-8	14	3	-3	-2	-2	-4
Engineering (N=103)	1	1	-8	-2	5	3	-1	0	-2	5	2	4	4	2	1
Fine Arts (N=38)	-13	-4	-7	-4	3	-4	-8	-8	-7	-2	3	-7	-6	-7	-1
FL Museum of Nat Hist (N=10)	12	20	8	10	20	27	33*	36*	28	2	31*	17	14	12	20
Health & Human Perf (N=32)	1	-6	-8	-5	6	-8	6	-2	2	-4	4	-3	-6	4	4
Inst of Food & Ag Sci (N=255)	1	6	5	1	9*	1	-1	1	6	-2	7*	2	-2	1	3
Journalism & Comm (N=50)	-3	-12	-8	-4	-2	-16*	-7	-6	-6	0	-2	-10	-7	-4	-6
Law (N=28)	0	-6	-4	3	-4	3	-22*	-4	6	-6	-12	-6	0	-8	-5
Liberal Arts & Sciences (N=322)	-1	2	-9*	-4	-3	-1	-2	-5	-7*	-10*	-8*	-5	-1	-1	-4
Libraries (N=52)	-6	4	2	-5	-1	-12	3	-7	-3	3	-2	-3	-11	-6	-12
Medicine (Gainesville) (N=272)	0	-4	5	3	-6*	1	2	0	2	2	-4	2	2	-1	-1
Medicine – Jacksonville (N=50)	-1	-7	10	0	6	-3	-5	-6	3	-8	-9	-4	-4	-9	-6
Nursing (N=54)	11	3	7	5	2	14*	15*	31*	13	26*	15*	12	16*	10	19*
Pharmacy (N=33)	5	5	12	9	9	10	14	17	15	19*	17	14	22*	9	13
Pub Health & Health Profs (N=63)	-3	-6	3	-1	-4	-6	-4	5	-5	8	6	0	2	-5	-4
Veterinary Medicine (N=47)	0	8	5	6	7	12	11	15*	0	-2	-1	4	6	5	9

University of Florida Faculty Survey 2004

Gender Comparison

- | | | |
|-------------------------|---------------------------|---------------------------------------|
| A. Quality of Life | F. Empowerment | K. University Image |
| B. Career Development | G. Working Relationships | L. Strategy & Direction |
| C. Benefits | H. Communication | M. Leadership |
| D. Recognition & Reward | I. Engagement | N. Resources & Efficiency |
| E. Diversity | J. Reaction to the Survey | O. Faculty – Administration Relations |

University of Florida Faculty (N=1,639)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Male (N=1,122)	1	2	0	1	6*	2	1	0	1	-1	1	1	1	1	1
Female (N=503)	-2	-5	-1	-2	-13*	-4	-1	1	-2	3	-3	-3	-2	-2	-2

University of Florida Faculty Survey 2004

Race/Ethnicity Comparison

- | | | |
|-------------------------|---------------------------|---------------------------------------|
| A. Quality of Life | F. Empowerment | K. University Image |
| B. Career Development | G. Working Relationships | L. Strategy & Direction |
| C. Benefits | H. Communication | M. Leadership |
| D. Recognition & Reward | I. Engagement | N. Resources & Efficiency |
| E. Diversity | J. Reaction to the Survey | O. Faculty – Administration Relations |

University of Florida Faculty (N=1,639)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Hispanic (N=46)	-7	-14	-10	-7	-22*	-12	-10	-10	-15*	-7	-5	-6	-10	-5	-6
White (N=1,393)	0	2	2	1	2	1	1	1	2	0	1	0	1	0	1
African American (N=36)	0	-13	-1	0	-29*	-7	-12	2	-3	4	-2	-5	-4	1	-3
Asian (N=90)	0	-2	-12*	-1	2	0	2	7	-3	10	-1	2	0	2	0
Multiple Ethnic Groups (N=36)	-9	-18*	-15	-10	-24*	-19*	-13	-23*	-28*	-9	-16	-9	-14	-8	-14

University of Florida Faculty Survey 2004

Tenure Status Comparison

- | | | |
|-------------------------|---------------------------|---------------------------------------|
| A. Quality of Life | F. Empowerment | K. University Image |
| B. Career Development | G. Working Relationships | L. Strategy & Direction |
| C. Benefits | H. Communication | M. Leadership |
| D. Recognition & Reward | I. Engagement | N. Resources & Efficiency |
| E. Diversity | J. Reaction to the Survey | O. Faculty – Administration Relations |

University of Florida Faculty (N=1,639)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Tenured (N=1,020)	0	3	-2	-1	2	0	0	-1	0	0	0	-1	0	1	-1
Tenure Track (N=317)	-2	-1	-1	0	-4	-2	0	0	-3	-1	-4	0	-1	-2	1
Not Tenure Track (N=294)	3	-9*	9*	3	-1	3	0	3	4	3	4	4	2	0	2

University of Florida Faculty Survey 2004

Length of Service Comparison

- | | | |
|-------------------------|---------------------------|---------------------------------------|
| A. Quality of Life | F. Empowerment | K. University Image |
| B. Career Development | G. Working Relationships | L. Strategy & Direction |
| C. Benefits | H. Communication | M. Leadership |
| D. Recognition & Reward | I. Engagement | N. Resources & Efficiency |
| E. Diversity | J. Reaction to the Survey | O. Faculty – Administration Relations |

University of Florida Faculty (N=1,639)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
0-6 Years of Service (N=562)	0	-2	1	3	-1	-1	0	1	-1	2	-1	1	1	-1	1
7-14 Years of Service (N=382)	-3	-2	-1	-1	-6*	-1	-4	-4	-2	-1	-3	-1	-3	-1	-5
15-25 Years of Service (N=467)	0	3	0	-2	2	0	2	2	1	-2	1	0	1	0	0
More Than 25 Years of Service (N=215)	5	5	0	-2	10*	4	3	0	7	0	5	0	1	3	4

*A statistically significant difference.

University of Florida Faculty Survey 2004

Faculty Rank Comparison

- | | | |
|-------------------------|---------------------------|---------------------------------------|
| A. Quality of Life | F. Empowerment | K. University Image |
| B. Career Development | G. Working Relationships | L. Strategy & Direction |
| C. Benefits | H. Communication | M. Leadership |
| D. Recognition & Reward | I. Engagement | N. Resources & Efficiency |
| E. Diversity | J. Reaction to the Survey | O. Faculty – Administration Relations |

University of Florida Faculty (N=1,639)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Distinguished (Prof/Grad Res Prof) & Distinguished Service (Prof/ Eminent Scholar/Curator) (N=64)	40	58	38	30	63	41	52	41	62	58	53	38	37	40	40
Professor/Scholar/Scientist/ Engineer/Curator (N=596)	1	6*	0	2	6*	2	2	1	3	1	2	0	2	2	1
Assoc Professor/Scholar/Scientist/ Engineer/Curator (N=423)	-2	-3	-4	-5	-5	-2	-1	-1	-3	-3	-1	-1	-2	-1	-2
Asst Professor/Scholar/Scientist/ Engineer/Curator (N=405)	0	-4	3	2	-3	-1	0	2	-1	3	-1	2	1	-1	3
Lecturer, Senior or Master Lecturer (N=85)	1	-12*	6	-1	-3	1	-5	-3	2	-1	0	-2	-2	1	-1
Librarians, Assoc & Asst Librarians (N=49)	-5	2	3	-5	-3	-9	3	-6	0	6	-4	-5	-13	-6	-11

*A statistically significant difference.

University of Florida Faculty Survey 2004

Administration Appointment/Faculty Position Comparison

- | | | |
|-------------------------|---------------------------|---------------------------------------|
| A. Quality of Life | F. Empowerment | K. University Image |
| B. Career Development | G. Working Relationships | L. Strategy & Direction |
| C. Benefits | H. Communication | M. Leadership |
| D. Recognition & Reward | I. Engagement | N. Resources & Efficiency |
| E. Diversity | J. Reaction to the Survey | O. Faculty – Administration Relations |

University of Florida Faculty (N=1,639)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Has Admin Appt in Addition to Faculty Position (N=389)	40	58	38	30	63	41	52	41	62	58	53	38	37	40	40
Does Not Have Admin Appt (N=1,242)	-1	-2	-2	-2	-3	-3	-3	-3	-3	-2	-3	-2	-3	-2	-3

University of Florida Faculty Survey 2004

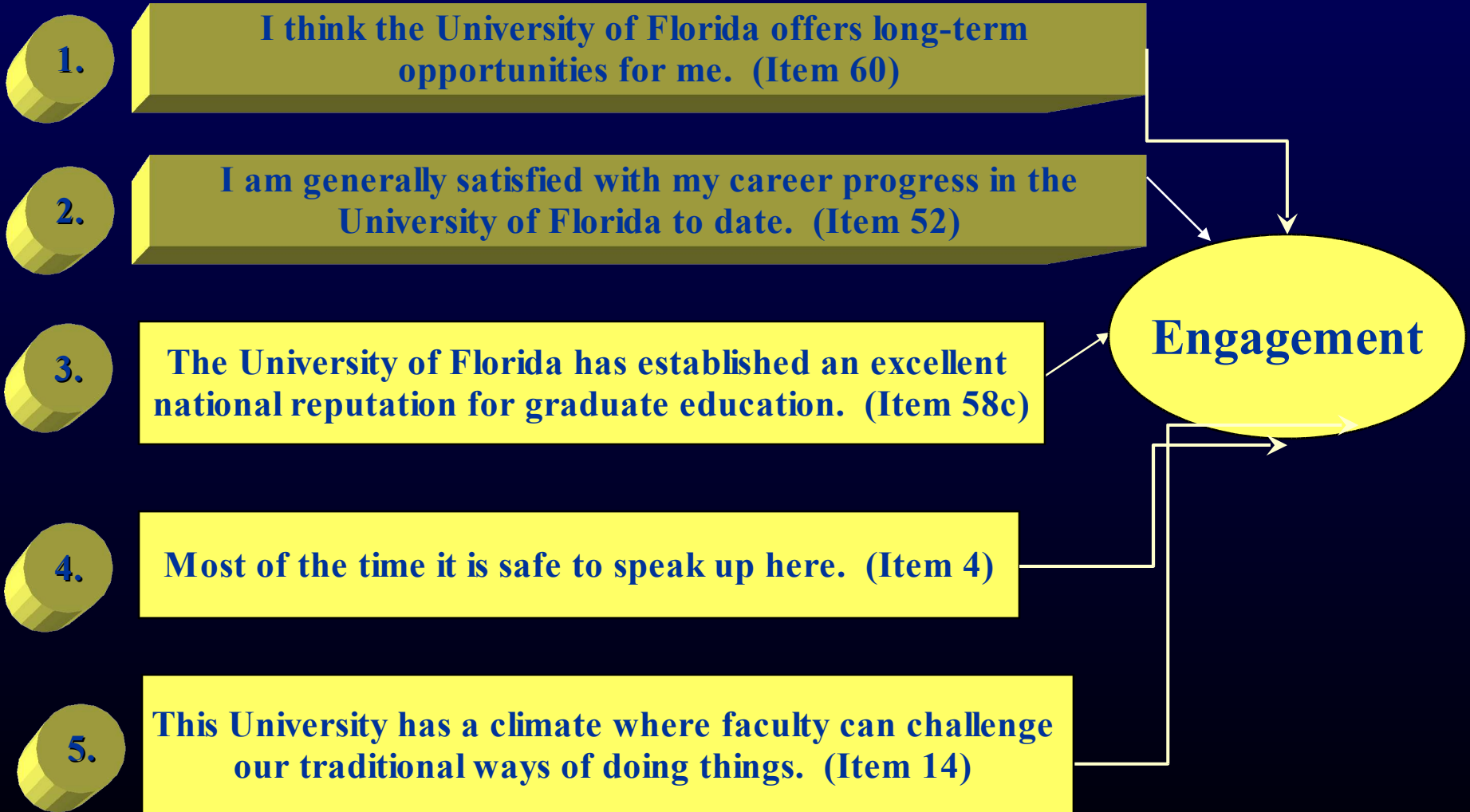
Key Driver Analysis



Variance explained = 59%

University of Florida Faculty Survey 2004

Key Driver Analysis

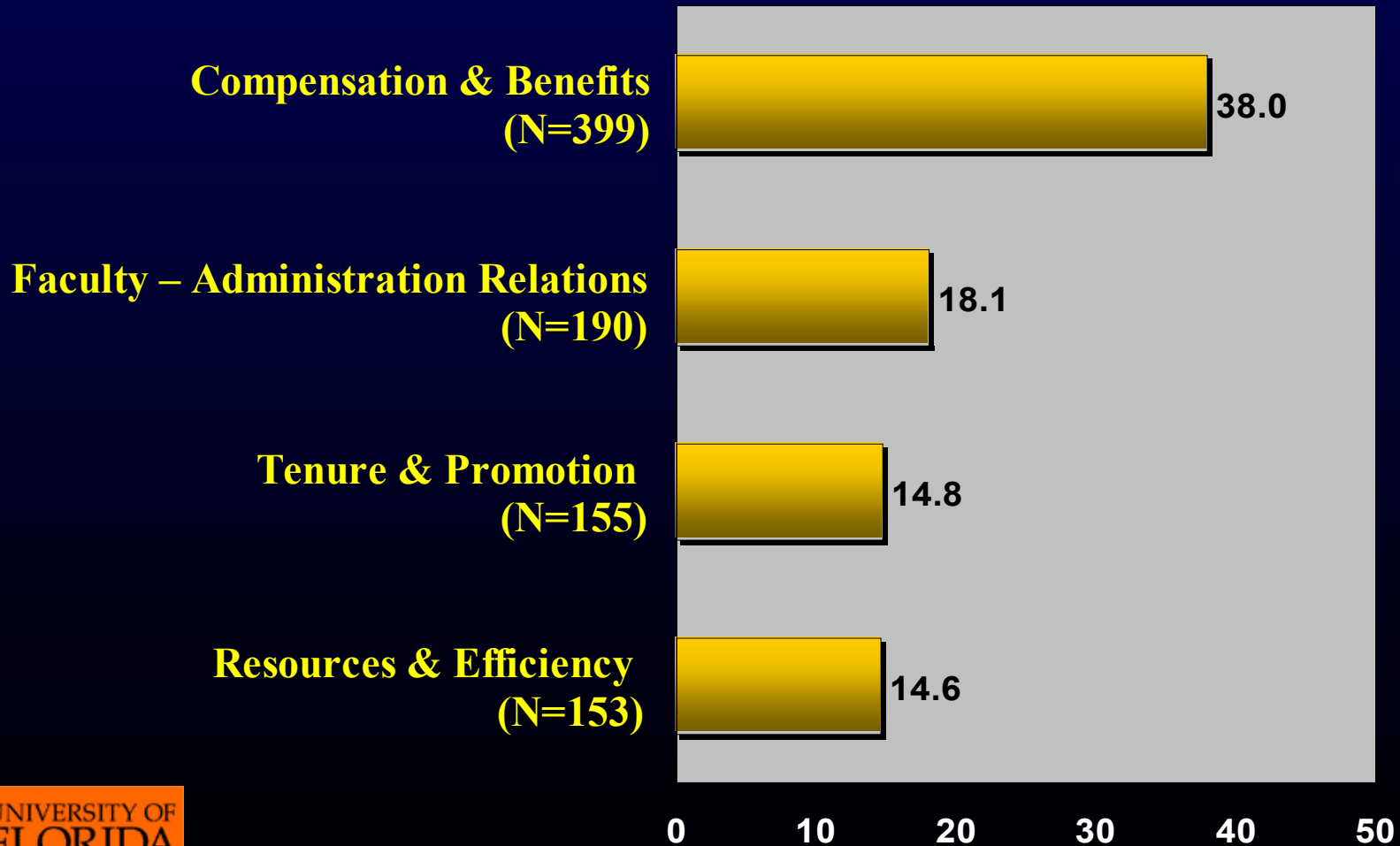


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Comment Highlights

Question: What specific changes, if any, would you suggest to improve the University environment for faculty? (1,049 Faculty Members made comments)

Percentage of Faculty Members Commenting



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Representative Comments on Compensation and Benefits (N=399; 38.0%)

- “The average salary of a full professor in my department is in the bottom quartile of the average salary of full professors at the universities we hope to compare ourselves with. That is clearly unsatisfactory.”
- “Salary compression relief is vital to maintain the morale at the University. The market rate for new Asst. Professors in my department is almost at the level (and in some cases, higher than) the average of Associate Professors, and some Associates are exceeding some Fulls. That's just the market, and we need an infusion of salary rate to help address some of the real inequities that have developed within and across departments. ”
- “Faculty with no graduate students, with poor teaching performance, no grant support, and no publications get the same salary increase as star performers. Where is the carrot?”
- “The changes made to the health insurance benefits this year were the equivalent of a substantial pay cut. These recent changes to the contract with BC/BS should be reviewed and serious efforts made to improve the contract or to consider other providers.”

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Representative Comments on Faculty - Administration Relations (N=190; 18.1%)

- “The most pressing issue at the present moment is the fractured relationship of the upper Administration and the full-time teaching faculty, who are increasingly called upon to do more with less, without reassurances that these sacrifices will be rewarded in terms of advancement, salary parity (within the institution and with positions at peer institutions), and job security -- while the highest-ranking members of the Administration seem to be more and more handsomely rewarded for their labors. The single most important move that the new Administration could make in this direction is to end its aggressive, short-sighted policy of stubborn resistance to collective bargaining with the existing units, and to embrace the input of faculty unions as a positive, and potentially invaluable contribution to the advancement of the University.”
- “Faculty-Administration relations remain marred by arbitrary and high-handed interventions in faculty affairs, from academic programs to the faculty union. This is additionally problematic when members of the administration misrepresent faculty positions to public media. ”
- “I think a shared governance approach will move us in the right direction, but many faculty in other colleges have no experience with working under this type of governance, so it will take a great deal of time to gain their trust in this process.”
- “Need to get the faculty involved early on in decision making - not make a decision and then appoint a faculty committee to work out the details.”

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Representative Comments on Tenure and Promotion (N=155; 14.8%)

- “Clarify, then stop changing the rules for tenure and promotion.”
- “Promotion and tenure is an arbitrary, capricious, and unpredictable process. Every year it changes. More emphasis is placed on the width of the margins in the application than the content of the faculty member's work. I cannot mentor junior faculty in this regard because there is no way of knowing what will be required at any time. ”
- “Tenure is antiquated and unfair as conducted. It is called a 3-legged stool, but there is really only one leg, research. We should seek excellence in teaching and research and should have separate teaching and research appointments. The Lecturer position, which is the only option for a teaching-oriented professor, is a second-class position and not tenure-accruing.”
- “For promotion and tenure, faculty should be judged primarily on the quality of their work with less focus on quantity in order to determine excellence. Parents of young children, particularly mothers, have less time available to be as productive as their colleagues because they are less able to work long days and weekends.”
- “There are hundreds of non-tenure track faculty on this campus, most of whom are on soft money positions. The university does a great job of ignoring non-tenure faculty. I always get the feeling the university would prefer we didn't exist. There are ZERO opportunities for recognition or professional development as non-tenure.”

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Representative Comments on Resources & Efficiency (N=153; 14.6%)

- “There is too much bureaucracy in most administrative areas. Processes for purchasing, travel, budgets, grants, etc. should be made as efficient as possible. Otherwise, faculty spend too much time processing paperwork that could be devoted to teaching, research or extension.”
- “It is almost a deterrent to research to have to get protocols approved by this IRB. The process is unacceptably slow. Clearly there should be more than one committee to deal with the number of proposals generated by a large health science center such as this. Serious consideration should be given to improving this important University resource.”
- “I nearly left the university because I could not obtain enough space to do my successful, funded research. It took several months and my actively seeking other jobs before space was provided. A generally happy relationship with the university (really the college) was severely hurt by the inability of the administration to react to a situation created by someone's success.”
- “Administrative procedures are highly decentralized, with seemingly each department operating totally independently. No department seems to understand the procedures of other departments. Also, the division of sponsored research often seems unsure of the proper procedure, probably as a result of the decentralization. UF is badly in need of a more centralized administrative structure.”
- “Computer resources in many classrooms are very poor. We need Internet, wireless, a computer, and a reliable projector in almost all classrooms. The practice with AT bringing in a cart does not work well. The cart is often late, and often something on the cart does not

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Summary of Issues

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Potential Areas for Improvement

- Leadership: University Senior Administration establishing priorities, making decisions promptly, communicating with people, fairness of decisions, receiving and providing faculty respect, interest in faculty well-being, clarity of University core values and consistency with decisions
- Faculty-Administration Relations: Faculty input into decisions, administration supporting faculty
- Recognition and Reward: Absolute levels of pay, matching pay to performance
- Empowerment: A climate where faculty can challenge traditional ways, involvement in decisions

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- Quality of Life: Work/Life balance, parking, number of graduate students
- Benefits: Comparison to other universities, accessing information about benefits
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Relative Strengths

- Safety in speaking up
- Deans keeping faculty informed about matters affecting them
- Cooperation between faculty within departments
- Recruitment of the most able faculty

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- Safety in speaking up
- Deans keeping faculty informed about matters affecting them
- Cooperation between faculty within departments
- Recruitment of the most able faculty
- Confidence that the new University Administration will act on survey findings
- Career Development: Promoting the most competent people, satisfaction with career progress, opportunity for personal development and growth, creating a culture where faculty can develop
- Pride in the University of Florida and optimism about the future