2023 Faculty Attitude Survey Report

Committee Members:

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Submitted to the President of the Faculty Senate of the University of North Alabama on August 24, 2023

The 2022 Faculty Attitude Survey at the University of North Alabama (UNA) was available from April 18 through May 8, 2023. The survey was administered online using the Qualtrics platform. As part of their contractual agreement with UNA, Qualtrics also provides descriptions of the final survey results in a series of tables and charts that appear in this report. Each faculty member at UNA was provided a unique link to ensure that respondents could only complete the survey once. For the first time, we were able to get enough responses from full-time faculty to have a representative sample. This is a great accomplishment! Overall, 242 faculty members completed the survey, up 31% from the corresponding numbers in 2022 (168 respondents) and 17% from 2020 (201 respondents). Separate (though similar) surveys were administered for full-time faculty/instructors and adjunct/part-time instructors.

Based on the recommendations of the previous years, part of the Faculty Attitude Survey Committee's task was to revise the survey to help Faculty Senate prioritize business for the upcoming academic year. The committee remained mindful of that throughout preparation of the 2023 survey, and the committee is hopeful that the results contained herein and future iterations of the survey can improve upon helping to develop a working agenda for Faculty Senate.

The 2023 Faculty Attitude Survey Committee included Stephanie Clark (chair), Janet Jenkins, Lauren Killen, Chris Purser, and Xiaonan Zhu. The committee was convened in January 2023, and met regularly, revising the previous year's survey, until the instrument was finalized on March 6, 2023. The committee chose to incorporate numerous, but primarily minor, changes to the previous version of the survey for, most notably, several issues deemed to have become irrelevant, while other emerging issues required more attention. The biggest differences with this and the 2022 Faculty Attitude Survey are the following:

- Removed questions about the COVID Recovery Task Force

- Revised some questions pertaining to attitudes toward administrative roles

- Added a question about adoption of a plus/minus grading system

- Added a question regarding the time between the close of the exam period and required posting of final grades

- Added a question about adjustment from ZOOM to Micosoft Teams along with Teams difficulties

- Added a question about compensation for independent study

- Added several open-ended questions

The Qualtrics summary of the full survey results is available as part of this report. It begins on page 9. The committee has chosen to highlight what it views as the most noteworthy outcomes of the survey and presents those as bullet points next.

Overall:
1. 242 faculty members completed the survey (141 tenured or tenure track professors, 62

adjunct or part-time instructors, 5 full-time instructors, 1 visiting professor, and 1 emeritus professor. The total number of survey participants is approximately 31% higher than the previous year, largely due to an additional 39 tenured or tenure track professors participating in the 2023 survey.

2. Well over half the responses (52.9%) came from Arts and Science faculty, similar to previous years. 15% came from Business faculty; 14% came from Education and Human Sciences, 7% came from Nursing faculty; and approximately 10% chose not to identify their college/unit affiliation.

Adjunct/part-time instructors:

- Adjunct faculty and part-time instructors continue to report they are comfortable leading class discussions dealing with sensitive cultural diversity issues.
- Adjunct faculty and part-time instructors report that ITS responds positively to their needs.
- Adjunct faculty and part-time instructors consider their colleagues respectful of them as professionals.
- Adjunct faculty and part-time instructors have the resources needed to teach well.
- Adjunct faculty and part-time instructors know how to effectively caption their instructional materials (51%), only up 2% since 2022.
- Adjunct faculty and part-time instructors report only 49% believe ETS training/workshops on instructional design have been helpful; however, 34% report no basis for judgment.
- Adjunct faculty and part-time instructors report that they would like to be more involved in work that pertains to their department (37%), down from 42% in 2022.
- Adjunct faculty and part-time instructors report at a rate of 37% that they are adapting to the change from ZOOM to Microsoft Teams, while 28% report no basis for judgment.
- Adjunct faculty and part-time instructors report at the low rate of 21% that they need more services/support than Respondus provides for online exam proctoring. 27% report Respondus meets their proctoring needs, and 33% report no basis for judgment.
- Adjunct faculty and part-time instructors believe the university should adopt and fund a comprehensive proctoring service across all campuses at a rate of 25%, while 28% are neutral and 31% report no basis for judgment.
- Adjunct faculty and part-time instructors attend cultural events on campus and athletic events at a reported rate of 48%.
- Adjunct faculty and part-time instructors report minimal use of the health and wellness resources on campus at a rate of 16% and only 6% use of the Faculty/Staff Wellness Center. 48% report they are not eligible for either of these benefits.
- As a majority, adjunct faculty and part-time instructors do not view academic dishonesty as a problem in their traditional or online classes.
- Adjunct faculty and part-time instructors know what UNA considers a violation of academic standards (81%), and how to report academic conduct violations at UNA (74%), both down

approximately 10% since last year.

- Adjunct faculty and part-time instructors believe they are fairly compensated at a rate of 48%, while 58% believe they are unfairly compensated. More respondents continue to feel underpaid than fairly paid, as they did in 2022.
- Adjunct faculty and part-time instructors would like to see is health benefits as the most desired benefit (33%) with increased compensation second in rank (29%)
- Adjunct faculty and part-time instructors are more likely to agree (42%) that UNA has made progress toward student retention and that the university's recruitment efforts (42%) should be geared toward attracting higher quality students rather than maximizing enrollment.
- Adjunct faculty and part-time instructors primarily agree (34%) or are neutral (39%) that the instructor and course evaluation process at UNA is a good indicator of teaching skills
- Adjunct faculty and part-time instructors agree that grade inflation is a problem at UNA at a low rate of 15%, with the modal response category (45%) was "no basis for judgment".
- Adjunct faculty and part-time instructors agree by a majority that the physical working conditions and campus safety are positive aspects of the UNA campus.

The rest of the faculty respondents (full-time instructors, tenured/tenure-track professors, and emeritus professors) were grouped together in the survey and will be called "faculty."

Faculty:

- Faculty report university growth by a majority in the areas of student success, facilities, student services, faculty lines, and class loads. The two areas considered the lowest as supporting student growth include advising loads and parking.
- Faculty continue to have more positive than negative sentiment toward both President Kitts and Provost Alexander, particularly pertaining to communication with the faculty and overall job performance.
- Continue to agree that President Kitts' "Project 208" has been effective.
- In close alignment with the 2022 survey, faculty agree that President Kitts (56%) and Provost Alexander (54%) support the primary endeavors of faculty by not burdening faculty with the completion of administrative tasks.
- Faculty agree that Provost Alexander is responsive in addressing academic issues (63%).
- Faculty remain primarily positive toward the performance of other high-level administrators (vice presidents, deans/associate deans, department chairs, chief of campus police, athletics director, etc.).
- Faculty made 49 open-ended comments regarding administration. The top five coded responses included being proud of UNA and happy with the leadership (11/49); dissatisfied with leadership (6/49); concerned about efforts to increase enrollment/reducing academic standards/quality of education (4/49); a desire for a COLA due to inflation (4/49); and belief that communication from administration could be improved (4/49).
- At a rate of 59% faculty report being comfortable leading class discussions dealing with sensitive cultural issues and indicate they have received appropriate training concerning becoming a liaison for cultural diversity and inclusion. 15% disagreed.
- Faculty believe that hiring practices concerning staff and faculty are done fairly and

equitably. Results related to hiring of administration are more closely divided with 35% agreeing administration hiring is fair and equitable and 23% disagreeing.

- Faculty indicate they have sufficient technology to teach effectively; are pleased with ETS training and workshops (71%) and ITS services (83%), report knowing how to caption instructional materials (62%)

- Faculty report they are adapting to Microsoft Teams from Zoom (47%) with 25% in disagreement. Faculty believe the university should adopt and pay for a comprehensive proctoring service (42%); and believe Respondus provides adequate support for proctoring exams (27%).

- In an open-ended question regarding difficulties with MS Teams, the top five coded responses of 45 entries included a preference for ZOOM (13/45), crashes/glitches (8/45), connection issues (7/45), no problems (6/45), and not user friendly (6/45).

- Faculty report that they are aware pf the QEP on experiential and work-based learning by an overwhelming majority of 85%.

- Faculty also report awareness of experiential and work-based learning support for our programs by a majority of 76%.

- Faculty are more likely to report academic dishonesty as a problem in online courses as opposed to face-to-face courses, and the majority chose not to involve any outside party or only involved their department chair when handling the issue of academic dishonesty.

- Faculty provided 35 answers to an open-ended question regarding academic dishonesty, which were coded into 5 main categories: ChatGPT/AI and Plagiarism concerns, online academic dishonesty is more prevalent and harder to stop, faculty should be allowed to decide how to handle academic dishonesty, academic dishonesty is becoming more prevalent in general, and more resources are needed to combat cheating.

- Indicate administrative expansion is a problem at UNA at a rate of 45%; however, 32% disagree. Only 39% view administrative expansion as coming at the expense of hiring faculty. 44% of faculty perceive administrators and administrative staff as supportive of the faculty's primary endeavors by completing administrative tasks without burdening other faculty members; 25% are neutral; and 24% or disagree.

- In an open-ended question regarding administrative work assignments, faculty yielded 32 responses. The top 5 were coded as more paperwork/documentation, reports or strategic plans, accreditation efforts, tasks that could be easily given to others, and increased recruiting expectations.

- In an open-ended question regarding administrative expansion, faculty provided 30 responses. The top five coded responses include administration expanding too much at the expense of faculty/staff, faculty should not have to do administrative tasks, there is a need for additional administrative support, positions must be filled by talented individuals, and concerns about favoritism.

- In an open-ended question regarding hiring process concerns, faculty provided 30 answers. The top five coded responses include a desire for increased transparency/understanding of hiring process, DEI efforts should be explained, DEI requirements are a deterrent to some potential employees, the search committee does not impact hiring very much, and new positions are not clearly communicated.

- Faculty have been involved in some way with accreditation (64%) in the past two years, with the vast majority of those involved indicating they helped write, develop, and/or recreate our student learning objectives/outcomes (75%); pulled course materials as part of a program evaluation (73%); and evaluated whether student learning objectives/outcomes were being met through course materials (68%). Slightly less than half of the faculty (44%) state they contributed to the actual accreditation report.
- 63% of faculty report having sufficient support for accreditation processes, and only 30% wish to learn more about accreditation documentation for their own courses.
- Only 41% report a desire to learn more about how to create course assessments that align with student learning objectives/outcomes for proper evaluation, and only 39% report wanting to learn more about aligning course objectives with student learning objectives/outcomes.
- Faculty, by majority (66%), disagreed with implementing a Plus/Minus grading system. In related open-ended questions, faculty supplied 40 answers, which were coded into the top 5 responses including: a plus/minus system will reward student effort/be fairer; will lead to grading issues/arguments; is not necessary; would be unfair; and 3/40 responses were in favor of UNA adopting a plus/minus grading system.
- 55% of faculty agreed that instructors would benefit from being allotted more time between the close of the examination period and the required posting of final grades.
- While not a majority, faculty indicate some level of agreement (31-34%) on mandatory training requirements being too numerous, too frequent, and too lengthy.
- Faculty agreed that their physical office and classrooms are conducive to productivity and learning, while 25% report that their physical work environment may adversely affect their health.
- While the overwhelming majority of faculty indicate feeling safe on campus, less (but still a majority) agree that appropriate security is in place to protect equipment/supplies stored in classrooms (64%), campus crosswalks are safe to use (52%) and located in appropriate areas (51%), and emergency call boxes are adequately distributed across campus (51%).
- Of 40 open-ended responses regarding campus safety concerns, the five most common coded responses include concerns about Pine Street, clearer parking/pedestrian signage, mass shooting concerns, traffic safety concerns, and concerns about campus safety at night.
- A majority of faculty (66%) agree that parking decals should be made available via campus mail, and slightly over 1/3 of faculty agree that the registration process and documentation required to receive parking decals is too complex.
- Faculty, at a rate of 58% state satisfaction with quality of services provided by University Health Services (UHS), with 24% voicing no basis for judgement.
- In an open-ended question regarding performance of University Health Services (UHS), five common coded responses were derived from the 23 responses including a positive perception of UHS, have not used UHS, UHS is less willing/able to see faculty members, appointments are difficult to get, and front desk workers need more training.
- Nearly 2/3 of faculty (63%) agree to standardized starting dates for academic terms (e.g., semesters beginning no earlier than January 10), and exactly half agree that a review of the academic calendar is needed.
- While over 72% of faculty view summer teaching to achieve a salary level that cannot be

reached on a 9-month contract, only 24% view the winter term in this manner.

- While the majority of faculty report understanding research expectations in tenure and promotion and report having an active research agenda (68%), approximately 30% report not having sufficient funds to conduct and present their research, 28% state they must forgo summer and winter teaching assignments to have time to conduct research, and 49% state they do not have sufficient time to conduct research throughout the academic year.
- 58% of faculty believe their annual allotted amount for travel expenses meets their needs for yearly professional development and/or research dissemination.
- 39% of faculty believed their summer and winter salary, compared to other faculty members at the same rank at similar institutions was similar, and 37% believe their salary, not including summer and winter teaching, as compared to other same-ranked faculty members at like institutions to be similar.
- 56% of faculty believe COLAs received were lower in comparison to actual increased cost of living.
- 67% of faculty do not view payment for independent study as sufficient for the amount of work put in by the faculty member.
- Faculty generally express support in the university's efforts in student retention and that recruitment efforts should be geared toward attracting higher quality students to UNA. Moreover, faculty are generally satisfied with their level of autonomy in improving academic programs.
- Just over ½ of faculty do not believe the instructor and course evaluation process at UNA is a good indicator of teaching skills, and slightly less than 1/3 see grade inflation as a problem at UNA.
- A majority of faculty view the Faculty Senate as playing an important role at the university, providing a line of communication between faculty and The Board of Trustees, and effectively representing faculty interests.
- While nearly 1/3rd of the faculty agree UNA's parental leave policy needs to be reviewed and updated, over half of respondents reported no basis for judgement.
- While a majority of faculty know who their shared governance committee representatives are, only a slight majority agree that the shared governance system ensures that problems are efficiently delegated to the appropriate committee Slightly less than half believe the process to fill shared governance committees is fair and equitable, shared governance effectively represents faculty interests, keeps them informed about how campus issues have been addressed, and that methods by which changes are made through shared governance are clear and appropriate.
- Only 44% of faculty agree that policy development is effectively addressed through the current two-tiered system of governance.
- Regarding issues/concerns impacting job performance, an open-ended question yielded 45 responses with the top five coded responses being that it is difficult to meet research, service and/or teaching requirements; there are concerns about building upkeep/ventilation/cleanliness; COLA has not been enough; qualification process for experiential learning should be easier/less time consuming; and finally, no concerns to report.

Faculty Attitudes Survey 2023

May 2023

The online survey reached 242 faculty members at UNA. This survey was a comprehensive review of faculty members, including full-time, part-time, and adjunct professors. The goal of this study was to gather faculty feedback about the campus climate, on matters such as creating an inclusive environment, evaluation of work environment, technology and its usage in instruction, and perceptions of the administrative staff.

Key Metrics Evaluated

- Agreement with diversity statements

- Agreement with work environment statements

- Agreement with technology statements

- Agreement with winter/ summer teaching statements

- Plus/Minus Grading System

- Academic dishonesty evaluation

- Campus safety evaluation

- Recruitment, retention, and educational programming

- Administrator evaluation

- Attitudes towards salaries, support, and benefits

- Approach
- Respondent Profile
- Adjunct / PT Instructor Results
- Full-Time Instructor Results

College Unit/Affiliation N=100.0%
Would you please identify your college/unit affiliation?
Choice Count

Arts and Sciences	128 of 242
Business	37 of 242
Education and Human Sciences	35 of 242
Nursing	18 of 242
Educational Technologies Services	1 of 242
I choose not to identify my college/unit affiliation.	23 of 242
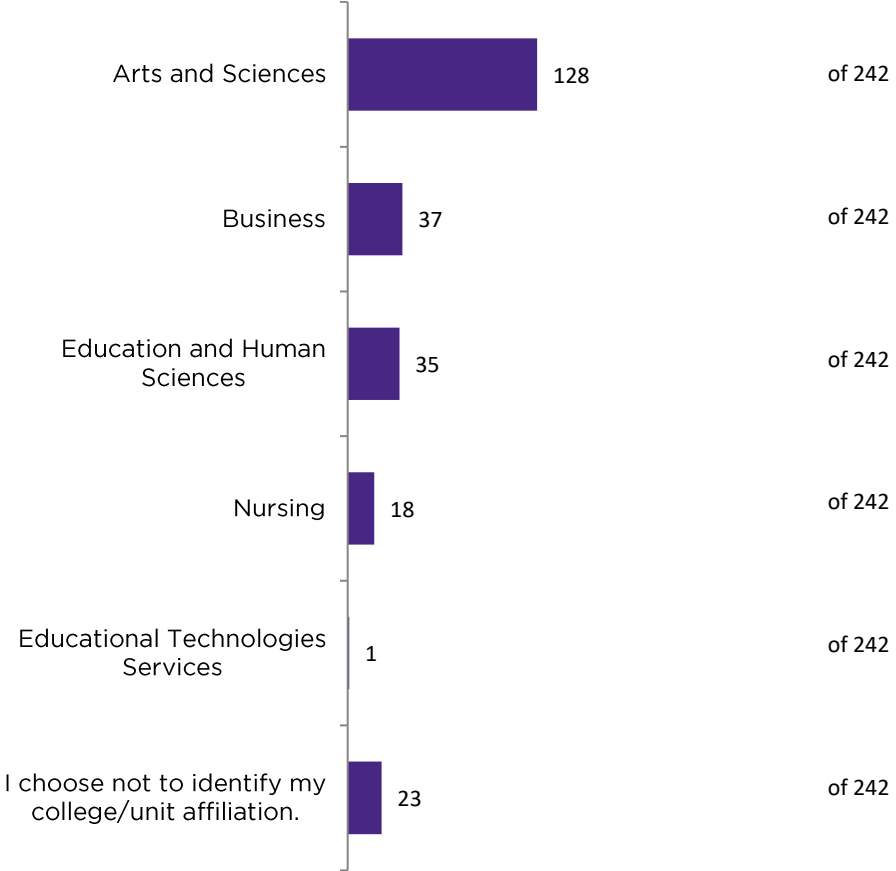
Faculty Classification N=100.0%
Please indicate your faculty classification.
Choice Count
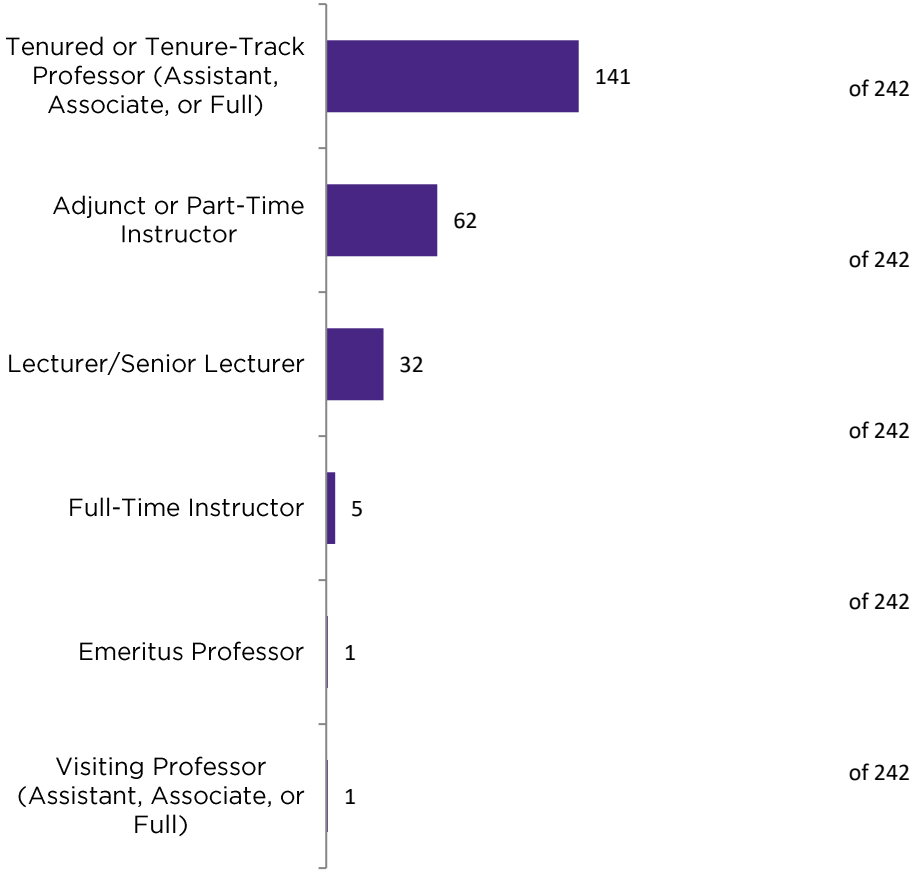
Tenured or Tenure-Track Professor (Assistant, Associate, or Full)	141 of 242
Adjunct or Part-Time Instructor	62 of 242
Lecturer/Senior Lecturer	32 of 242
Full-Time Instructor	5 of 242
Emeritus Professor	1 of 242
Visiting Professor (Assistant, Associate, or Full)	1 of 242

- Approach

- Respondent Profile

- Adjunct / PT Instructor Results

- Full-Time Instructor Results

Diversity Statement | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I am comfortable leading class discussions dealing with sensitive cultural diversity issues.	69%	13%	6%	11%		25.6%

Teaching & Technology Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Information Technology Services responds positively to the needs of UNA faculty.	74%	10%	7%	10%	25.2%
My departmental colleagues are respectful of me as a professional.	73%	13%	8%	6%	25.6%
I have the resources I need to teach well.	73%	16%	6%	5%	25.6%
I have sufficient technology to teach effectively.	71%	16%	3%	10%	25.6%
My departmental colleagues appreciate the work I do.	55%	21%	6%	18%	25.6%
I know how to caption my instructional materials.	51%	16%	18%	15%	25.2%
Educational Technology Services training/workshops focused on instructional design have been helpful to me.	49%	13%	3%	34%	25.2%
I would like to be more involved in work within to my academic department.	37%	35%	13%	15%	25.6%
I am adapting to the change from Zoom to Microsoft Teams.	37%	18%	17%	28%	24.8%
I need more services/support than Respondus provides for proctoring online exams.	27%	13%	27%	33%	24.8%
The University should adopt and fund a comprehensive proctoring service (e.g., Honorlock, Examity, etc.) across all colleges and departments.	25%	28%	16%	31%	25.2%

Problems with MS Teams N=2.5%
Please describe your problems or difficulties with Microsoft Teams in more detail.
Coded Responses

No issues — 2 — of 6

Haven't used — 4 — of 6
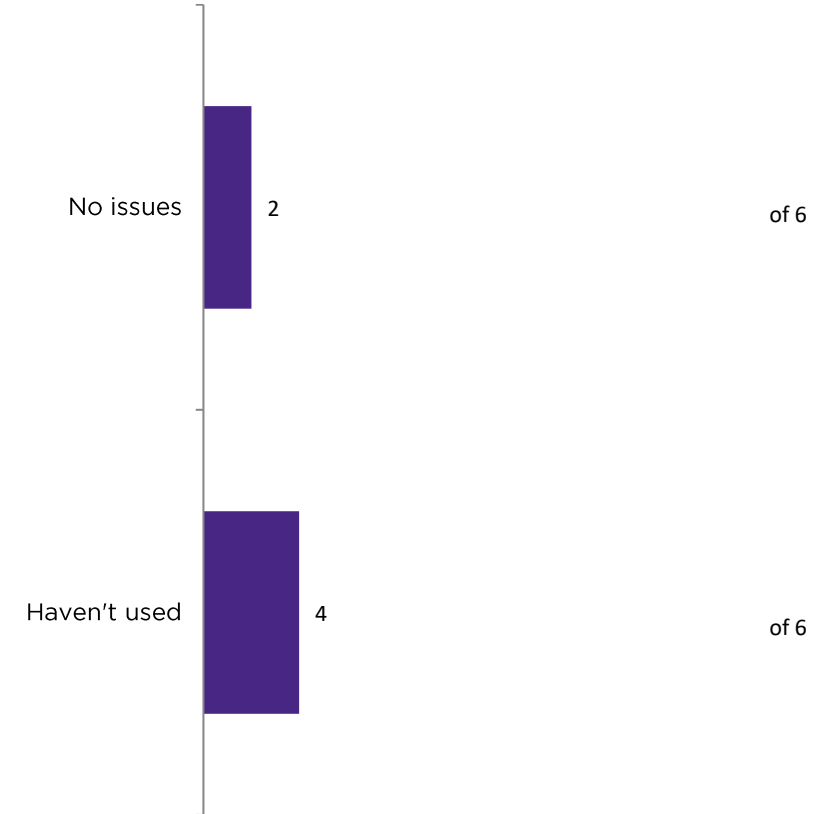
Facilities Usage Statements | Agreement
Percent Selected

Statement	Yes	No	Not Eligible / Part-Time Faculty		N
Since I have been working at UNA, I have attended athletic events.	48%	23%	29%		25.6%
Since I have been working at UNA, I have attended cultural events on campus	48%	27%	24%		25.6%
Since I have been working at UNA, I have received health care from University Health Services.	16%	35%	48%		25.6%
Since I have been working at UNA, I have taken advantage of the Faculty/Staff Wellness Center.	6%	45%	48%		25.6%

Academic Dishonesty Problem Level & Academic Standards Statement Agreement

Academic Dishonesty Problem Level N=25.6%
Academic dishonesty is a significant problem in my face-to-face/online courses.
Percent Selected

Agree
- 11%
- 16%

Neutral
- 16%
- 18%

Disagree
- 45%
- 41%

No Basis for Judgment
- 27%
- 25%
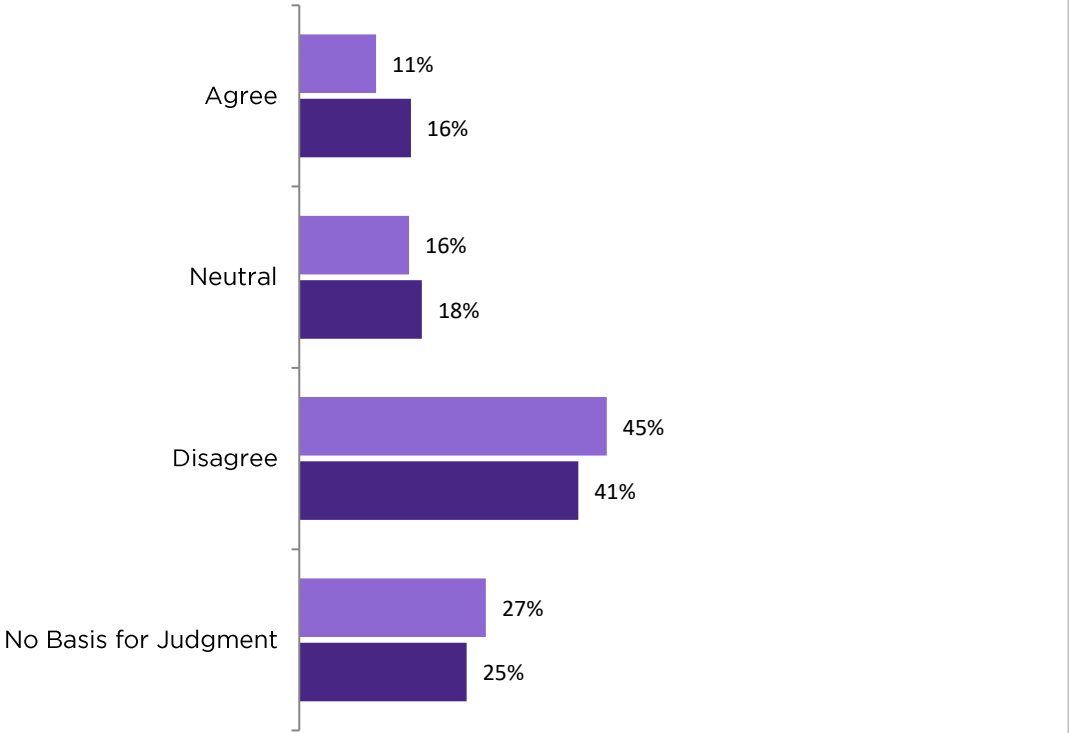
Academic Standards Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I know what UNA considers a violation of academic standards.	81%	8%	10%	2%		25.6%
I know how to report academic conduct violations at UNA.	74%	6%	16%	3%		25.6%

Face-to-Face Courses
Online Classes

Physical Working Conditions & Campus Safety Statement Agreement

Physical Working Conditions | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The classroom is conducive to learning.	57%	13%	10%	20%	24.8%
My office is conducive to productivity.	43%	7%	13%	37%	24.8%
My work environment may adversely affect my health.	10%	16%	52%	21%	25.2%

Campus Safety Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The campus is safe and secure for students, faculty, and staff.	74%	10%	2%	15%	25.6%
I feel safe parking on campus and walking to/from my office.	69%	13%	2%	16%	25.6%
There is adequate lighting on campus.	56%	23%	5%	16%	25.6%
Personal belongings in my office are secure from theft.	50%	13%	3%	34%	25.6%
Crosswalks are located appropriately.	50%	24%	8%	18%	25.6%
Crosswalks are well-marked and safe for use.	50%	26%	8%	16%	25.6%
Emergency call boxes are adequately distributed across campus.	47%	24%	10%	19%	25.6%
Appropriate security is in place to protect equipment and/or supplies stored in classrooms.	42%	19%	16%	23%	25.6%

Compensation / Benefits Satisfaction & Other Desired Benefits

Compensation & Benefits Satisfaction N=25.6%
Compared to adjunct faculty members at institutions similar to UNA, I am:
Compared to adjunct faculty members at institutions similar to UNA, I receive:
Choice Count

Overpaid // Better benefits	0	of 62
	3	
Fairly paid // Similar benefits	19	of 62
	11	
Underpaid // Fewer benefits	29	of 62
	7	
No basis for judgment	14	of 62
	41	
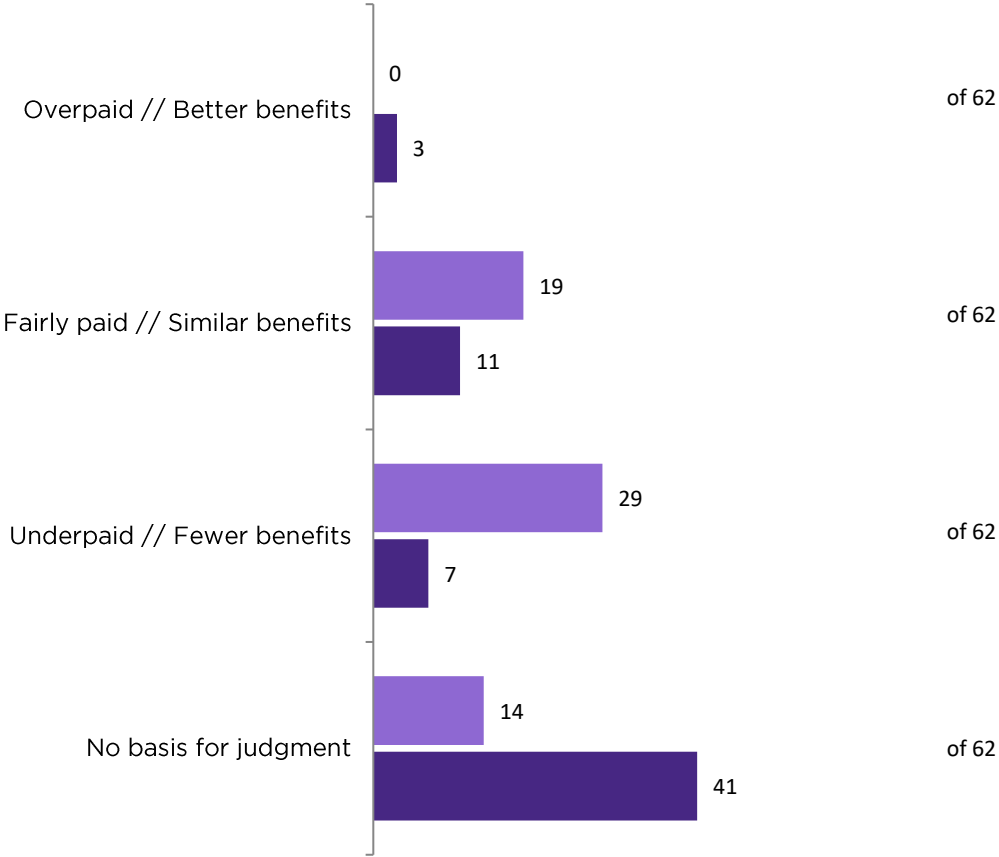
Desired Benefits in Adjunct Contract N=11.2%
What other benefits would you like to see UNA provide with your adjunct contract?
Top 5 Coded Responses

Insurance	9	of 27
Increased compensation	8	of 27
401k/retirement contributions	3	of 27
Access to campus events	1	of 27
Equipment provided by UNA	1	of 27
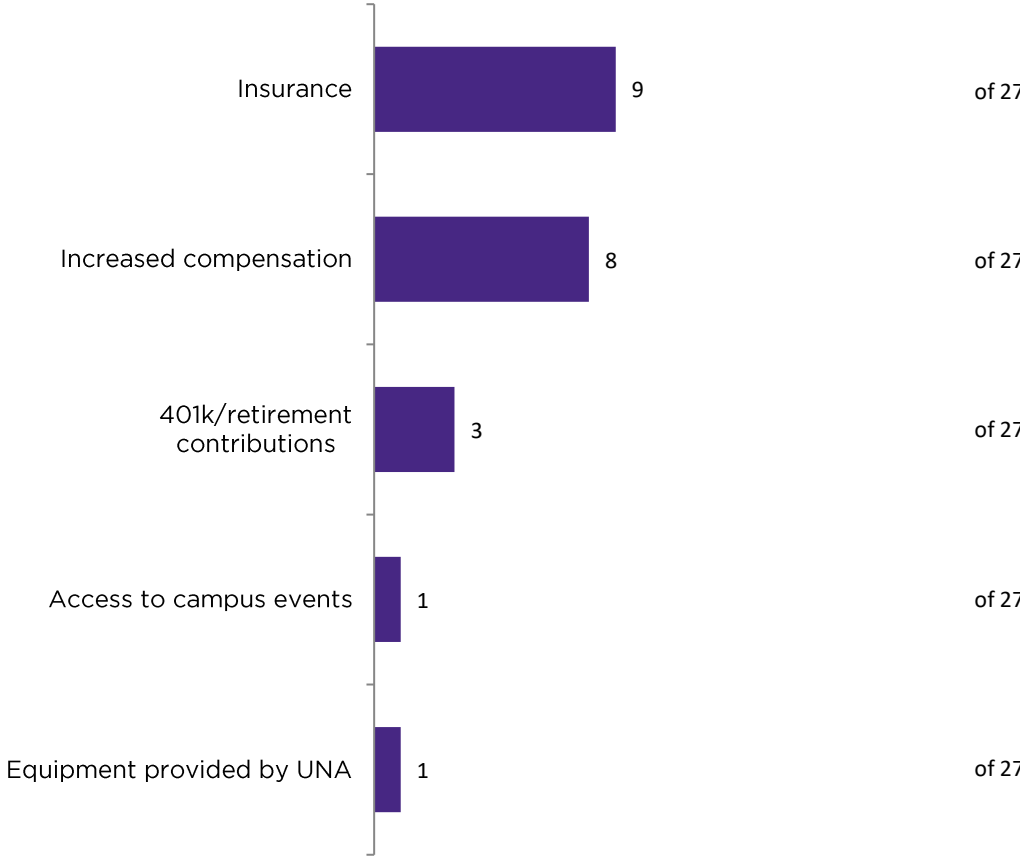
Compensation
Benefits

Recruitment/Evaluation Statements & Issues/Concerns Impacting Performance

Recruitment/Evaluation Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
University recruitment efforts should be geared toward higher-quality students rather than maximizing enrollment.	42%	40%	13%	5%	25.6%
The University has made progress in providing services that will successfully retain students.	42%	29%	8%	21%	25.6%
The current instructor/course evaluation process at UNA is a good indicator of my teaching skills.	34%	39%	19%	8%	25.6%
Grade inflation is a problem at UNA.	15%	31%	10%	45%	25.6%

Issues/Concerns Impacting Job Performance N=3.3%
Please describe any additional issues and concerns pertaining to your department or cost center that have an immediate impact on you or your ability to perform your job.
Coded Responses
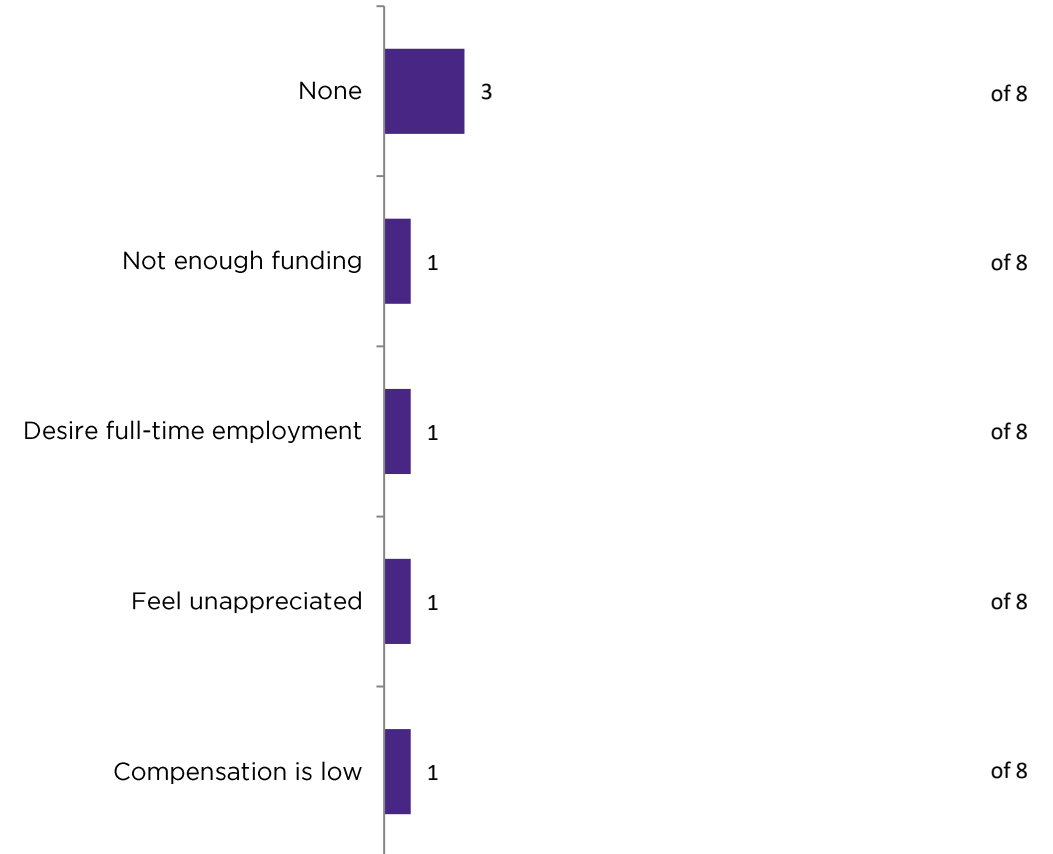
None	3	of 8
Not enough funding	1	of 8
Desire full-time employment	1	of 8
Feel unappreciated	1	of 8
Compensation is low	1	of 8

- Approach

- Respondent Profile

- Adjunct / PT Instructor Results

- Full-Time Instructor Results

University Growth | Agreement

The University is supporting the growth rate of the University in the areas of:
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
Student Success	63%	22%	12%	3%		74.4%
Facilities	56%	24%	17%	4%		73.6%
Student Services (Registrar's Office, Business Office, Disability Support Services, Counseling Services)	55%	20%	10%	15%		73.6%
Faculty Lines	47%	20%	31%	2%		74.4%
Class Load	45%	25%	29%	1%		74.0%
Advising Load	41%	29%	18%	12%		74.4%
Parking	21%	28%	47%	4%		74.4%

President Kenneth Kitts & VP Ross Alexander Evaluations

President Kenneth Kitts Evaluation
Concerning President Kenneth Kitts, I am satisfied with his:
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
communication with the faculty.	83%	9%	6%	2%	74.4%
effectiveness in implementing strategies to increase funding for UNA at the state level (one of the stated goals of "Project 208").	83%	10%	5%	2%	74.4%
overall job performance.	77%	15%	6%	2%	73.6%
support of academic programs.	73%	15%	9%	2%	74.4%
clear statements of University policies.	72%	16%	6%	6%	74.0%
support for shared governance.	61%	19%	8%	13%	74.4%
support of the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	61%	18%	14%	7%	74.4%
allocation of available funds giving proper priority to academic programs.	56%	19%	17%	8%	74.4%

Vice President for AA & Provost Ross Alexander Evaluation
Concerning Vice President for Academic Affairs and Provost Ross Alexander, I am satisfied with his:
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
communication with the faculty.	72%	12%	15%	1%	74.0%
clear statements of University policies.	67%	16%	9%	7%	74.4%
responsiveness in addressing academic issues.	63%	17%	14%	6%	74.4%
overall job performance.	63%	22%	13%	2%	74.4%
accessibility to the faculty.	63%	20%	13%	5%	74.0%
budget proposal support for academic programs.	56%	18%	18%	8%	74.4%
support of the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	54%	20%	20%	6%	74.4%

Academic Dean Evaluation

My College's Academic Dean…
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
treats me with respect and dignity.	84%	7%	8%	1%	66.9%
promotes a positive work atmosphere.	79%	10%	10%	1%	66.9%
supports academic freedom.	77%	12%	7%	4%	66.9%
performs their job well.	75%	15%	9%	1%	66.9%
is a good listener.	72%	17%	8%	3%	66.9%
supports the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	71%	15%	11%	2%	66.5%
addresses any concerns I have promptly and fairly.	69%	14%	10%	6%	66.9%
can be trusted.	69%	16%	13%	2%	66.5%
shows no favoritism towards employees.	63%	14%	15%	8%	66.5%
is more proactive than reactive.	59%	19%	16%	6%	66.5%

Associate Dean Evaluation

My College's Associate Dean…
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
treats me with respect and dignity.	84%	8%	4%	4%	66.5%
performs their job well.	79%	14%	4%	3%	66.1%
maintains an "open door" policy.	78%	9%	3%	11%	66.1%
promotes a positive work atmosphere.	76%	14%	6%	3%	66.1%
is a good listener.	73%	17%	4%	6%	66.5%
supports academic freedom.	73%	14%	6%	8%	66.5%
addresses any concerns I have promptly and fairly.	70%	12%	4%	14%	66.5%
can be trusted.	70%	17%	9%	4%	66.5%
supports the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	68%	15%	11%	6%	66.5%
is more proactive than reactive.	65%	18%	8%	9%	66.5%
shows no favoritism towards employees.	63%	17%	9%	11%	66.5%
regularly asks for my ideas and opinions.	58%	17%	16%	10%	66.5%

Department Chair Evaluation

My Department Chair…
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
maintains an "open door" policy.	86%	7%	5%	2%	66.9%
treats me with respect and dignity.	85%	8%	5%	2%	66.5%
supports academic freedom.	83%	9%	5%	2%	66.9%
considers my input on my workload balance of teaching assignments, service expectations, and scholarship.	81%	10%	5%	4%	66.9%
evaluates my performance and discusses opportunities for improvement.	81%	10%	6%	3%	66.9%
supports the primary endeavors of faculty (teaching, research, and service) by completing administrative tasks without burdening other faculty members.	81%	9%	6%	4%	66.9%
promotes a positive work atmosphere.	81%	9%	8%	2%	66.5%
performs their job well.	80%	10%	7%	2%	66.9%

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
is a good listener.	79%	11%	8%	3%	66.1%
addresses any concerns I have promptly and fairly.	78%	9%	10%	2%	66.9%
can be trusted.	76%	13%	7%	4%	66.9%
shows no favoritism towards employees.	73%	11%	12%	4%	66.5%
leads by example.	71%	15%	11%	2%	66.5%
regularly asks for my ideas and opinions.	71%	12%	14%	3%	66.5%
is more proactive than reactive.	67%	17%	13%	4%	66.9%

Satisfaction with Job Performances

Concerning other administrators, I am satisfied with the overall job performance of:
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Senior Vice Provost for Academic Affairs – Dr. Joy Borah	56%	12%	5%	27%	74.0%
Vice President for Business and Financial Affairs and Chief Financial Officer - Mr. Evan Thornton	48%	11%	7%	34%	74.4%
Vice President for University Advancement - Mr. Kevin Haslam	48%	9%	7%	36%	74.4%
Vice Provost for Academic Affairs and Dean of Graduate & Online Education - Dr. Amber Paulk	46%	12%	9%	34%	74.4%
Vice President for the Division of Diversity, Equity, and Inclusion - Dr. Ron Patterson	44%	18%	12%	26%	74.4%
Assistant Vice President and Dean of Students for Student Affairs - Ms. Tammy Jacques	42%	10%	2%	46%	74.4%
Associate Vice President for Business and Financial Affairs - Ms. Cindy Conlon	42%	11%	4%	42%	74.4%

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Chief of Campus Police - Mr. A. Les Jackson	41%	16%	3%	39%	74.4%
Director of Athletics - Dr. Joshua M. Looney	41%	10%	3%	47%	74.4%
Senior Vice Provost for International Affairs - Dr. Chunsheng Zhang	40%	15%	7%	38%	74.0%
Title IX Coordinator - Dr. John Gurley	39%	10%	4%	46%	74.4%
Vice President for Student Affairs - Dr. K.C. White	37%	9%	4%	50%	74.4%
Associate Vice President and Dean of Students for Student Affairs - Ms. Minnette C. Ellis	36%	11%	2%	52%	74.4%

Comments Pertaining to UNA Administration

UNA Administration Comments N=20.2%

Please make note of any additional thoughts or concerns pertaining to your department, college, or UNA administration you would like to express.
Top 5 Coded Responses
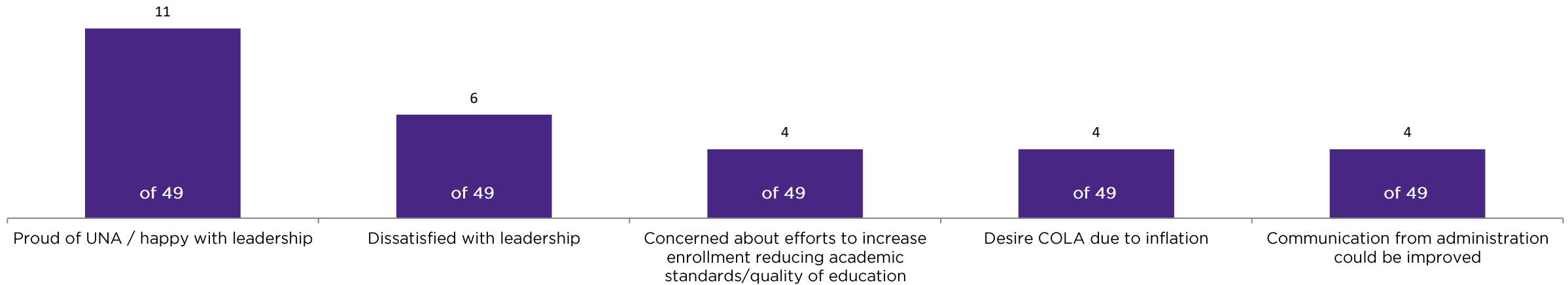
11 of 49	6 of 49	4 of 49	4 of 49	4 of 49
Proud of UNA / happy with leadership	Dissatisfied with leadership	Concerned about efforts to increase enrollment reducing academic standards/quality of education	Desire COLA due to inflation	Communication from administration could be improved

Diversity Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I am comfortable leading class discussions dealing with sensitive cultural diversity, equity, and inclusion issues.	59%	18%	15%	7%		74.4%

Hiring & Technology Statement Agreement

Hiring Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The hiring of new faculty is done fairly and equitably.	63%	19%	13%	4%	74.4%
The hiring of new staff is done fairly and equitably.	42%	20%	9%	29%	74.4%
The hiring of new administrators is done fairly and equitably.	35%	18%	23%	23%	74.4%

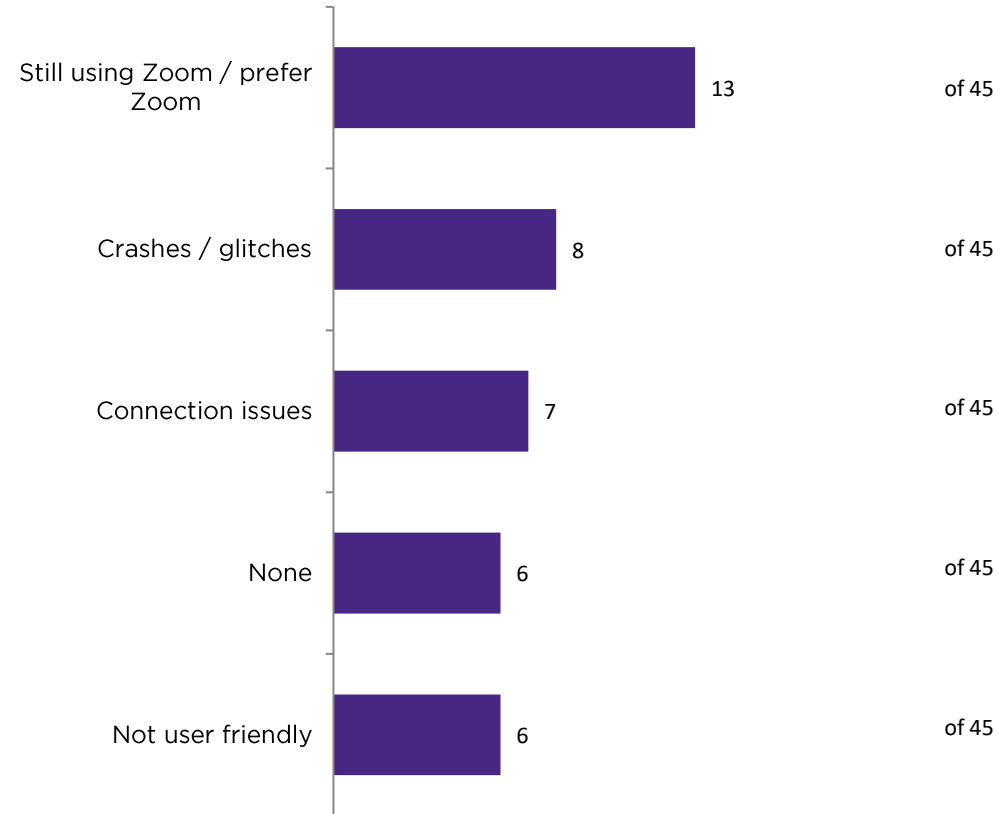## Technology Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I have sufficient technology to teach effectively.	86%	9%	5%	0%	74.4%
Information Technology Services responds positively to the needs of UNA faculty.	83%	12%	4%	1%	74.4%
Educational Technology Services training/workshops focused on instructional design have been helpful to me.	71%	14%	6%	8%	74.4%
I know how to caption my instructional materials.	62%	17%	19%	2%	74.0%
I am adapting to the change from Zoom to Microsoft Teams.	47%	23%	25%	4%	74.0%
The University should adopt and fund a comprehensive proctoring service (e.g., Honorlock, Examity, etc.) across all colleges and departments.	42%	26%	18%	14%	74.4%
I need more services/support than Respondus provides for proctoring online exams.	29%	23%	27%	21%	74.0%

MS Teams Difficulties N=18.6%

Please describe your problems or difficulties with Microsoft Teams in more detail.
Coded Responses

Category	Count	
Still using Zoom / prefer Zoom	13	of 45
Crashes / glitches	8	of 45
Connection issues	7	of 45
None	6	of 45
Not user friendly	6	of 45

Experiential Learning | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I am aware of the QEP on experiential and work-based learning.	85%	7%	5%	3%		74.0%
I am aware of experiential and work-based learning support for our programs.	76%	12%	10%	2%		74.4%

Academic Dishonesty Problem Level & Handling Methods

Academic Dishonesty Problem Level N=74.4%
Academic dishonesty is a significant problem in my face-to-face/online courses.
Percent Selected

Agree
- 14%
- 37%

Neutral
- 28%
- 19%

Disagree
- 52%
- 29%

No Basis for Judgment
- 6%
- 15%

Legend:
- Face-to-Face Courses
- Online Classes
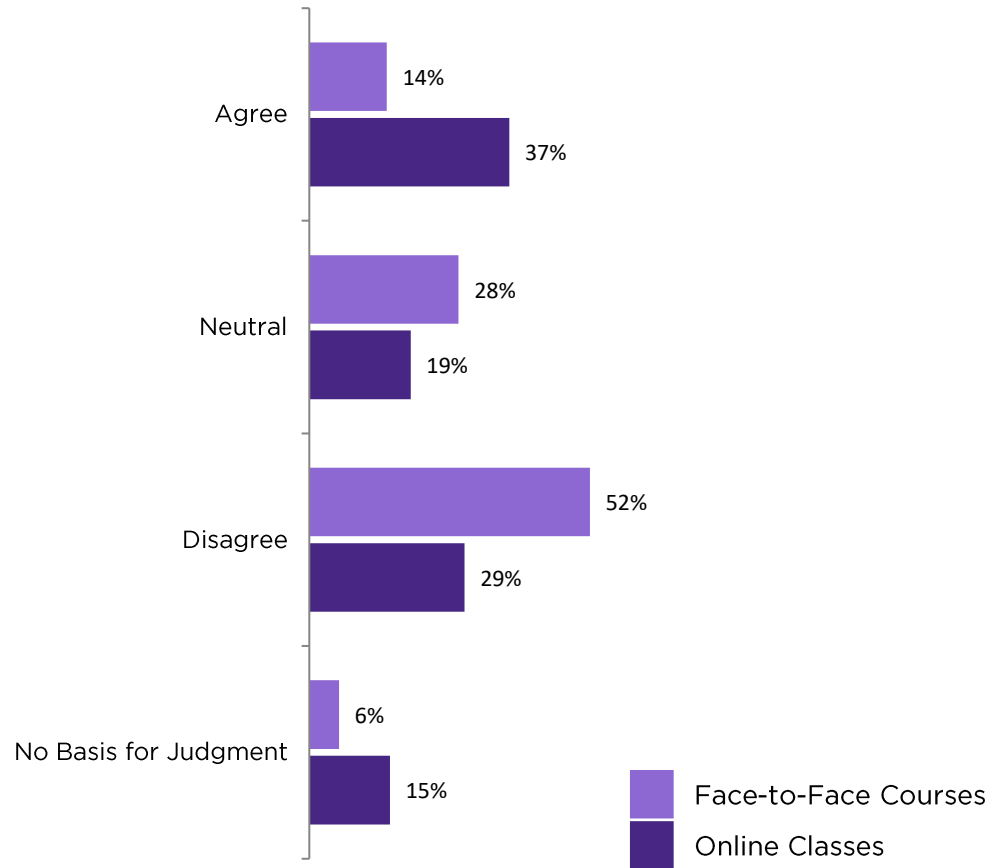
How Academic Dishonesty Has Been Handled N=64.5%
How have you responded to academic dishonesty at UNA? Please check all that have ever applied from all instances of academic dishonesty.
Percent Selected

Response	Percent
I did not involve any outside party in resolving the situation. The discussion and solution stayed between myself and the student(s) involved.	71%
I involved my department chair in resolving the situation.	63%
I involved my Dean in resolving the situation.	18%
I involved the Division of Student Affairs in resolving the situation.	13%
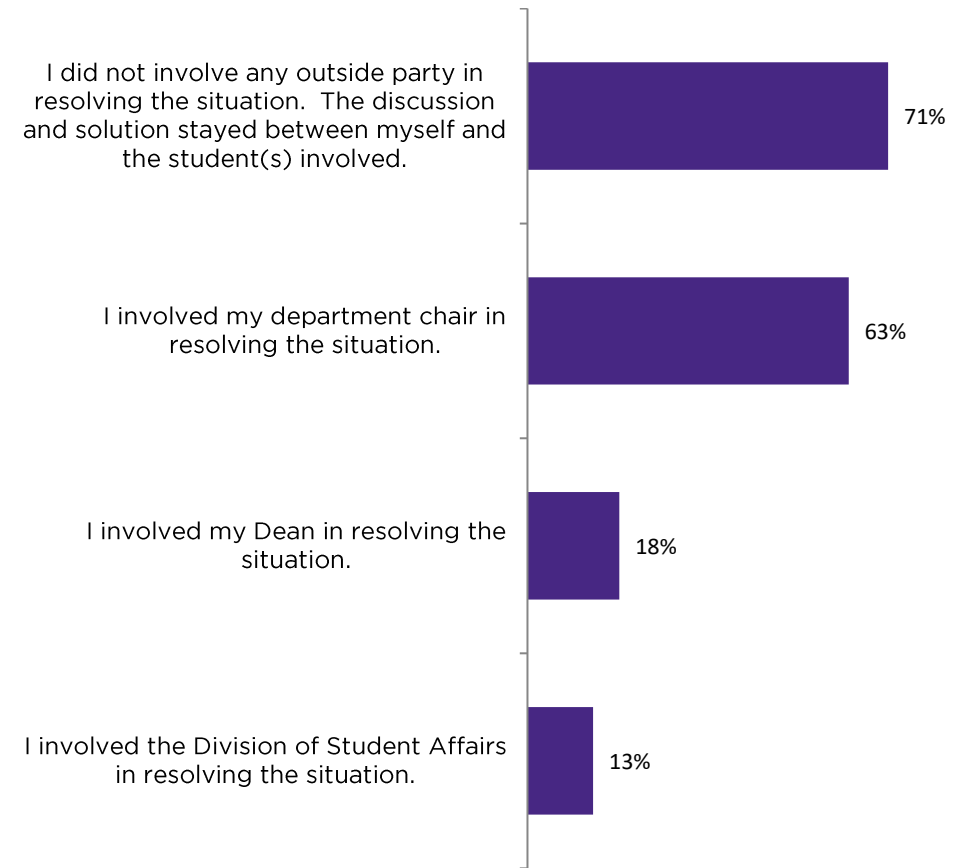
Comments on Academic Dishonesty N=14.5%

Describe any other concerns or situations you have regarding academic dishonesty.
Top 5 Coded Responses

9	5	3	3	2
of 35	of 35	of 35	of 35	of 35
ChatGPT/AI and plagiarism concerns	Online academic dishonesty is more prevalent/harder to stop	Should allow faculty to decide how academic dishonesty is handled	Academic dishonesty is becoming more prevalent in general	Need more resources to combat cheating
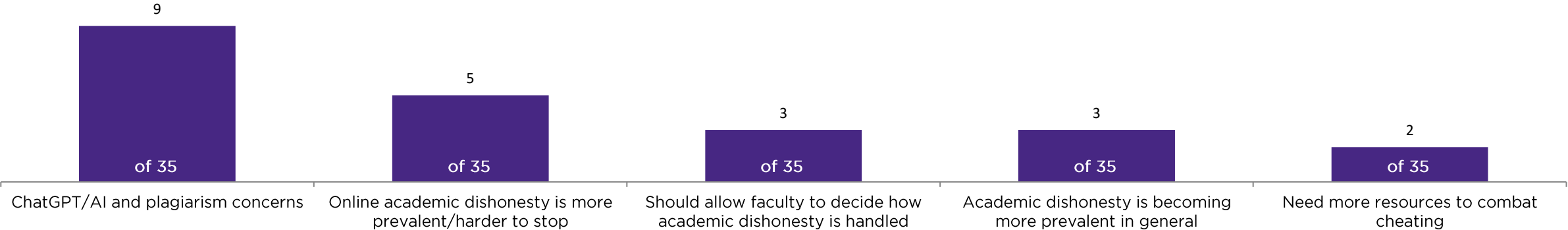
Administrative Growth Statements & Administrative Work Assigned

Administrative Growth | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Administrative expansion is a problem at UNA.	45%	15%	32%	8%	74.4%
Administrators and administrative staff support the primary endeavors of faculty (teaching, research, service) by completing administrative tasks without burdening other faculty.	44%	25%	24%	7%	74.4%
Expansion within the administrative ranks is coming at the expense of faculty resources.	39%	16%	32%	13%	74.4%

Administrative Work Assigned N=13.2%
If applicable, please explain what administrative work you have been assigned and how it has hindered your other professional obligations.
Top 5 Coded Responses

Response	Count	
More paperwork / documentation	6	of 32
Reports or strategic plans	5	of 32
Accreditation efforts	3	of 32
Assigned tasks could easily be given to others	2	of 32
Increased recruiting expectations	2	of 32

qualtrics.
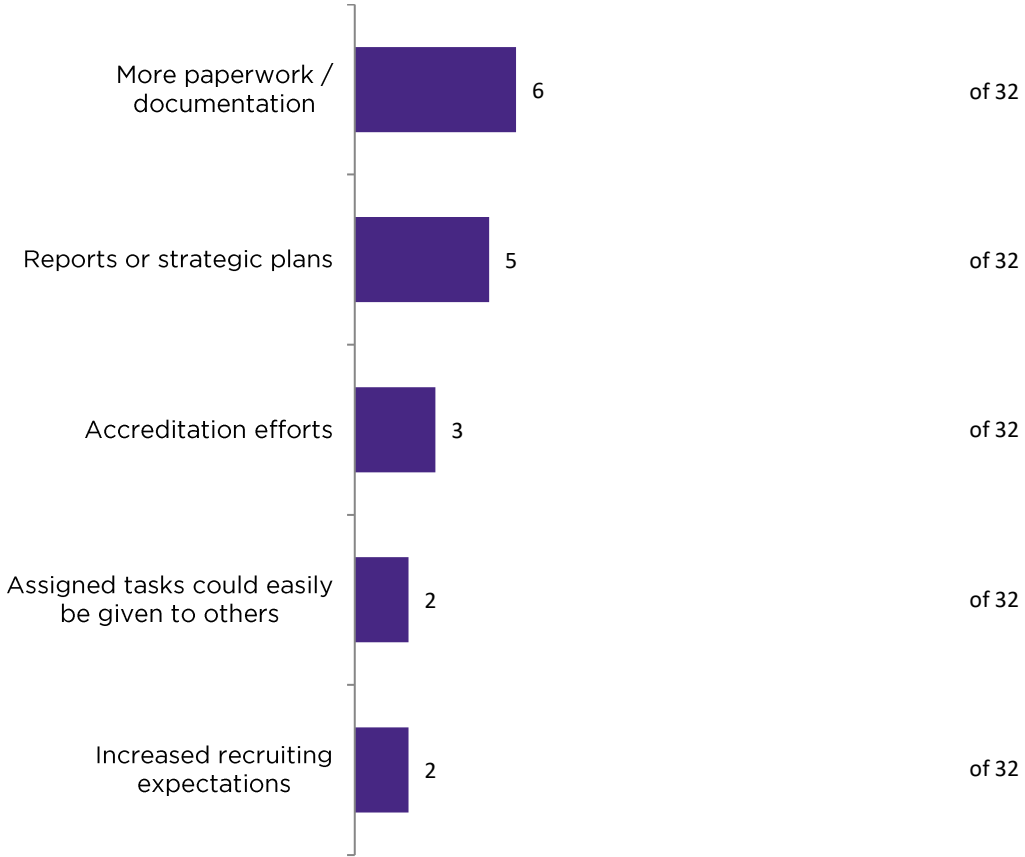
Concerns with Administrative Expansion N=12.4%

Please voice any concerns regarding administrative expansion here:
Top 5 Coded Responses
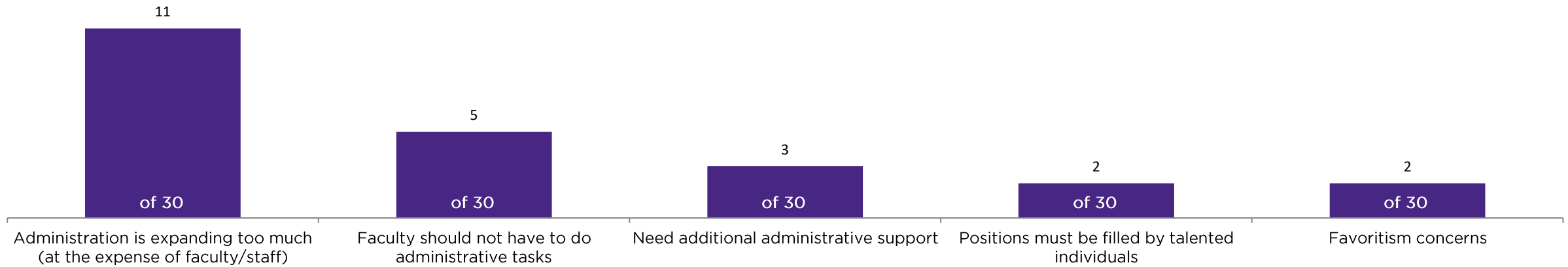
11	5	3	2	2
of 30	of 30	of 30	of 30	of 30
Administration is expanding too much (at the expense of faculty/staff)	Faculty should not have to do administrative tasks	Need additional administrative support	Positions must be filled by talented individuals	Favoritism concerns

Hiring Process Concerns N=12.4%

My questions or concerns about the hiring process include:
Top 5 Coded Responses

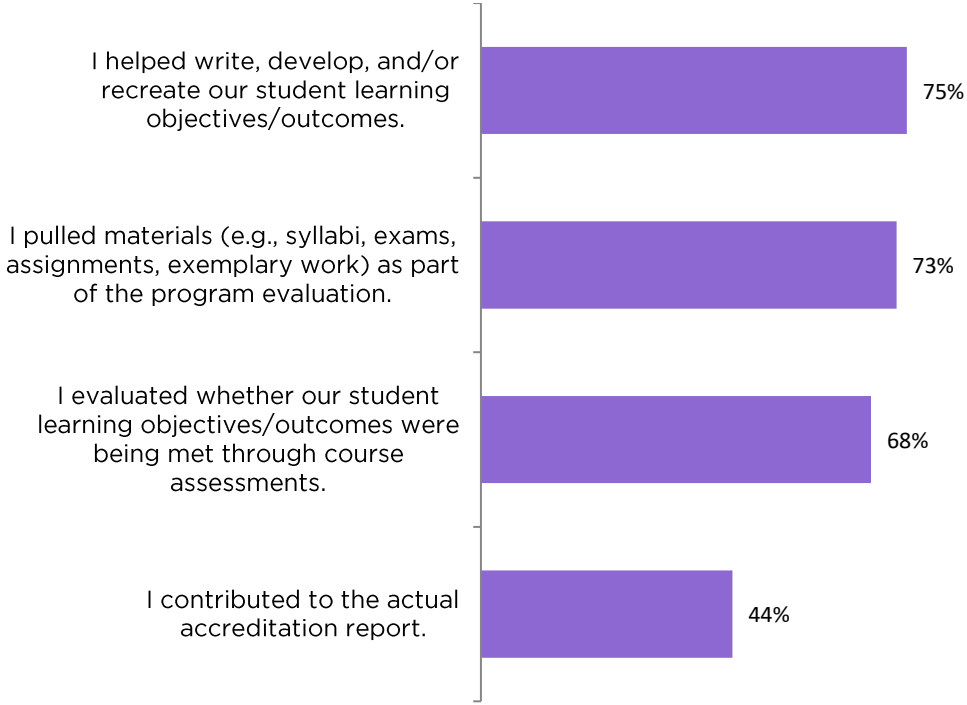|				
4 of 30	**3** of 30	**3** of 30	**2** of 30	**2** of 30
Desire increased transparency/understanding of hiring	DEI efforts should be expanded	DEI requirements are a deterrent to some potential employees	Search committee does not impact hiring very much	New positions are not clearly communicated
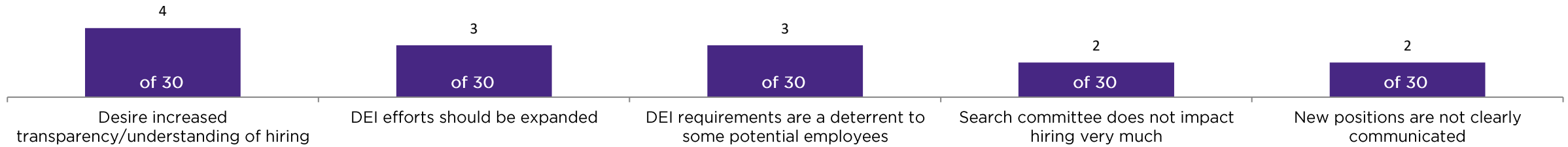
Involvement with Accreditation N=74.4%
Have you been involved with accreditation, in any way, during the past two years at UNA?
Percent Selected

Yes — 64%

No — 36%
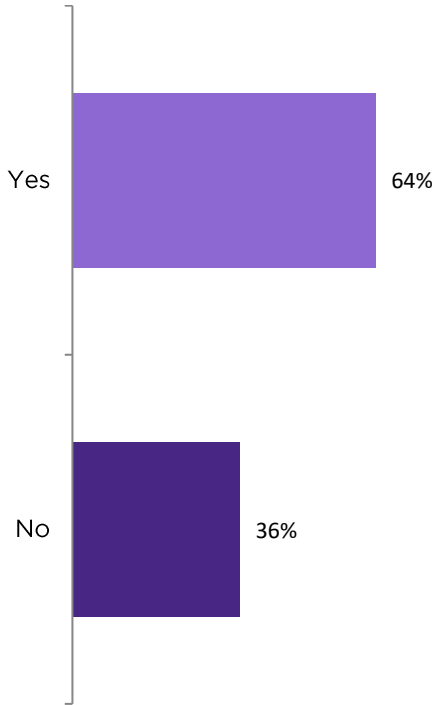
Specifics of Involvement N=45.9%
In what ways have you been involved with the accreditation process? Check all that apply.
Percent Selected

I helped write, develop, and/or recreate our student learning objectives/outcomes. — 75%

I pulled materials (e.g., syllabi, exams, assignments, exemplary work) as part of the program evaluation. — 73%

I evaluated whether our student learning objectives/outcomes were being met through course assessments. — 68%

I contributed to the actual accreditation report. — 44%

Accreditation Statements | Agreement
Percent Selected

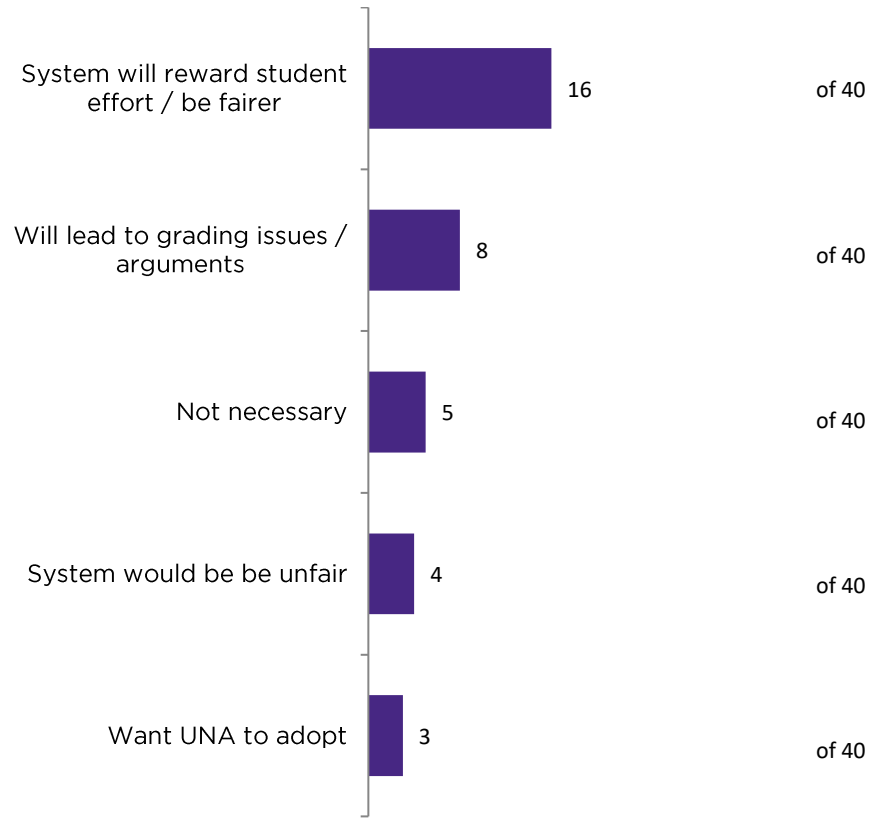| Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
I have sufficient support/assistance for accreditation processes.	63%	16%	16%	5%		47.5%
I want to learn more about how to create course assessments that align with my program's student learning objectives/outcomes for proper evaluation.	41%	32%	25%	2%		74.0%
I want to learn more about aligning my individual course objectives with my program's student learning objectives/outcomes.	39%	32%	26%	2%		74.0%
I want to learn more about accreditation documentation for my own courses.	30%	38%	28%	4%		74.0%

Should UNA Adopt a Plus/Minus Grading System? N=74.0%

Should the University consider adopting a Plus/Minus grading system in assigning letter grades for GPA calculation?
Percent Selected

Yes — 34%

No — 66%
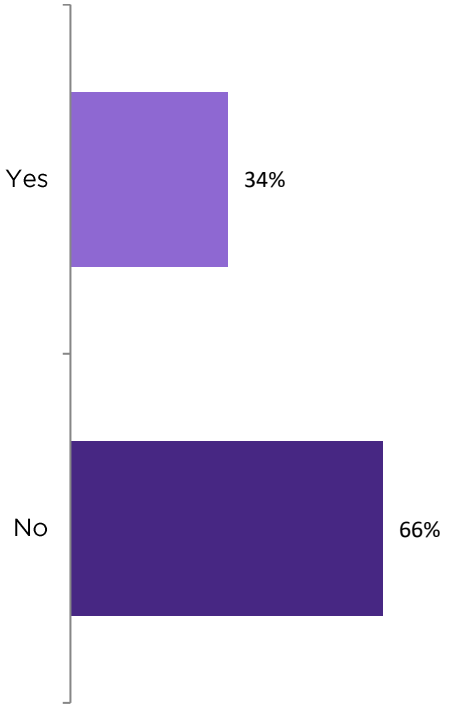
Plus/Minus Grading System Comments N=16.5%

Please include any additional comments or concerns you have regarding a Plus/Minus grading system for GPA calculation.
Coded Responses

Response	Count	
System will reward student effort / be fairer	16	of 40
Will lead to grading issues / arguments	8	of 40
Not necessary	5	of 40
System would be be unfair	4	of 40
Want UNA to adopt	3	of 40

Desire More Time for Final Grades N=74.0%
Would faculty instructors benefit from being allotted more time between the close of the examination period and the required posting of final grades?
Percent Selected
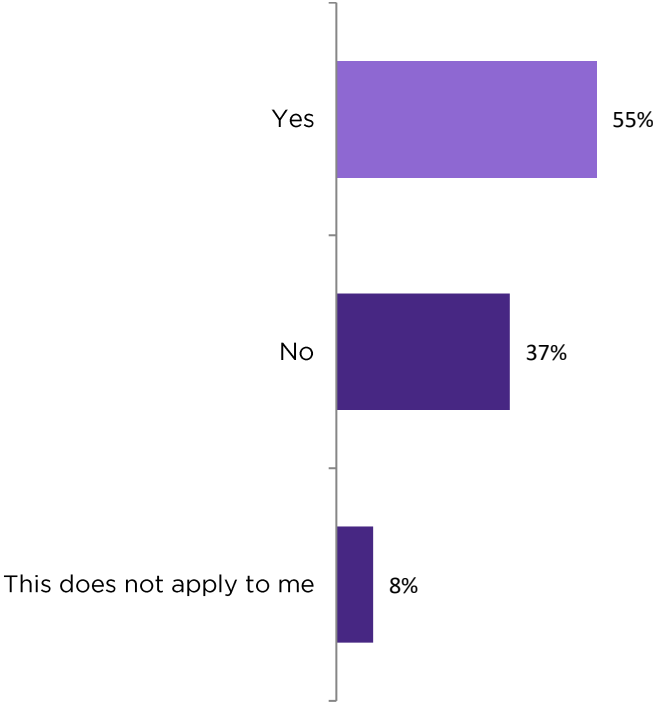
Mandatory Trainings and Physical Working Conditions Statement Agreement

Mandatory Trainings Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The length of trainings is excessive.	34%	38%	28%	1%	74.0%
The frequency of trainings is excessive.	33%	40%	27%	1%	74.0%
The number of trainings is excessive.	31%	40%	28%	1%	74.0%

Physical Working Conditions Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
My office is conducive to productivity.	72%	11%	18%	0%	74.0%
The classroom is conducive to learning.	68%	17%	14%	1%	74.4%
My work environment may adversely affect my health.	25%	20%	53%	2%	74.4%

Campus Safety & Parking Registration Statement Agreement

Campus Safety Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I feel safe parking on campus and walking to/from my office.	84%	9%	6%	1%	74.4%
The campus is safe and secure for students, faculty, and staff.	82%	13%	6%	0%	74.4%
There is adequate lighting on campus.	79%	12%	7%	1%	74.4%
Personal belongings in my office are secure from theft.	77%	15%	8%	1%	74.4%
Appropriate security is in place to protect equipment and/or supplies stored in classrooms.	64%	20%	12%	4%	74.4%
Crosswalks are well-marked and safe for use.	52%	18%	29%	1%	74.4%
Crosswalks are located appropriately.	51%	18%	29%	2%	74.4%
Emergency call boxes are adequately distributed across campus.	51%	21%	11%	18%	74.4%

Parking Registration Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Decals should be available via campus mail.	66%	23%	8%	3%	74.4%
The registration process and documentation required to obtain campus parking deals is too complex.	35%	27%	36%	2%	74.0%

Campus Safety Concerns N=16.5%

Other concerns I have regarding campus safety are:
Top 5 Coded Responses

12	4	4	4	3
of 40	of 40	of 40	of 40	of 40
Concerns about Pine Street	Clearer parking /pedestrian signage	Mass shooting concerns	Traffic safety concerns	Concerns about campus at night
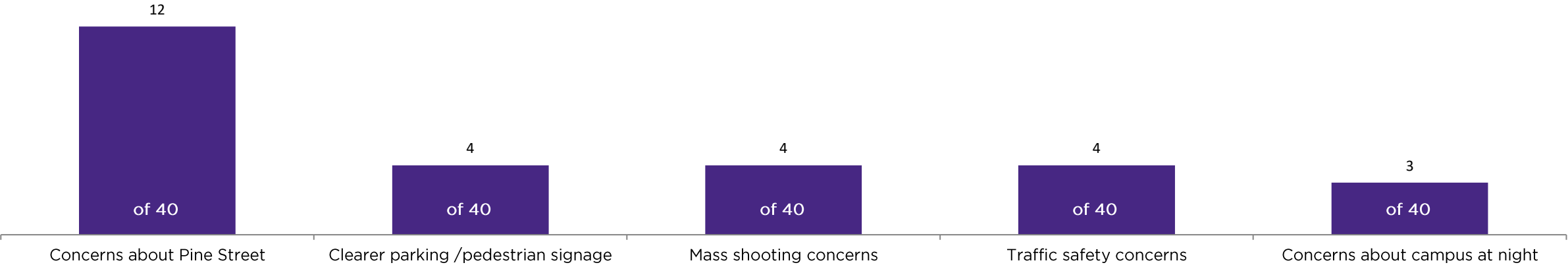
UHS Statement | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment		N
Overall, I am satisfied with the quality of services provided by Health Services.	58%	12%	6%	24%		74.4%

UHS Performance N=9.5%
Please elaborate on the performance of University Health Services.
Coded Responses

Positive perception of UHS	5	of 23
Haven't used	4	of 23
Less willing/able to see faculty members	3	of 23
Appointments are difficult to get	2	of 23
Front desk workers need more training	2	of 23
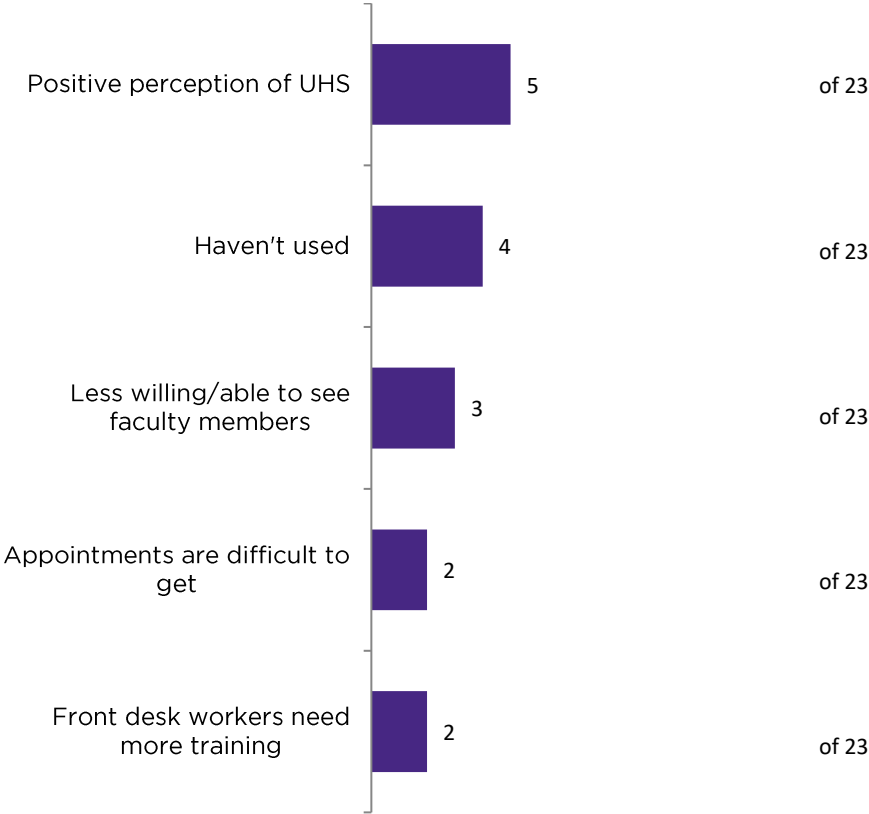
Fall/Spring and Winter/Summer School Statement Agreement

Fall/Spring Semester Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
Standardized starting date ranges (e.g., no earlier than January 10) for academic terms should be established.	63%	28%	7%	2%	74.4%
A review of the academic calendar is needed.	50%	31%	17%	3%	74.4%

Winter/Summer School Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I view summer teaching as necessary to achieve a salary level that I cannot otherwise achieve as a faculty member on a nine-month contract.	72%	17%	7%	4%	74.0%
I view winter teaching as necessary to achieve a salary level that I cannot otherwise achieve as a faculty member on a nine-month contract.	24%	24%	33%	19%	74.4%

Research Statement Agreement & Compensation Comparison

Research | Agreement
Percent Selected

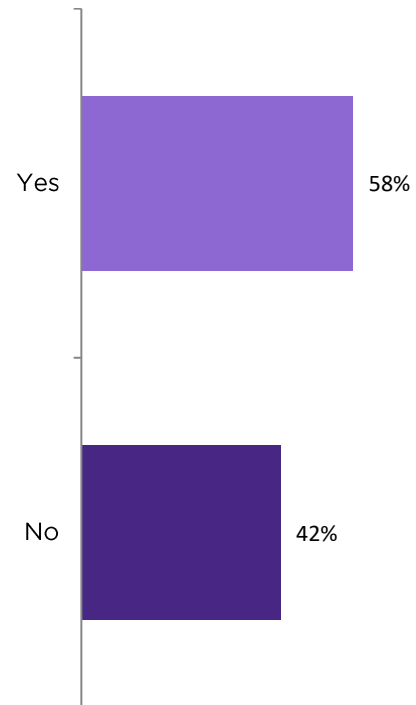| Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I have a clear understanding of research expectations in tenure and promotion.	71%	10%	13%	6%	74.4%
I have an active research agenda.	68%	17%	9%	7%	74.0%
There are penalties for failing to conduct research as a full-time faculty member.	46%	22%	17%	16%	73.6%
I have access to sufficient travel funds to present my research.	42%	16%	30%	12%	74.4%
I have access to sufficient funds to conduct my research.	38%	23%	27%	12%	74.4%
In order to have sufficient time to conduct research, I have to forgo summer and winter teaching assignments.	28%	24%	36%	12%	74.4%
I have sufficient time to conduct research during the academic year.	27%	16%	49%	8%	74.0%

Compensation Comparison
Percent Selected

Statement	Higher	Similar	Lower	No Basis for Judgment	N
Including pay for teaching in the summer and winter, my salary compared to other faculty members at my rank at institutions similar to UNA is:	17%	39%	17%	27%	74.4%
Not including pay for teaching in the summer and winter, my salary compared to other faculty members at my rank at institutions similar to UNA is:	7%	37%	34%	22%	74.4%
COLAs received in comparison to actual increases in the cost of living are:	2%	24%	56%	17%	74.0%
Payment for independent study is sufficient for the work expended by the faculty member.	2%	6%	67%	26%	73.6%

Annual Allotment Travel Amount for Travel Meets Needs N=72.3%

I believe my annual allotted amount for travel expenses meets my needs for yearly professional development and/or research dissemination.

Percent Selected

Yes — 58%

No — 42%

Recruitment/Evaluation & Faculty Senate Statement Agreement

Recruitment/Evaluation Statements | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
The University has made progress in providing services that will successfully retain students.	64%	22%	8%	5%	74.4%
University recruitment efforts should be geared toward higher-quality students rather than maximizing enrollment.	62%	28%	8%	2%	74.4%
Grade inflation is a problem at UNA.	32%	33%	25%	9%	74.4%
The current instructor/course evaluation process at UNA is a good indicator of my teaching skills.	16%	31%	53%	1%	74.4%

Faculty Senate Statements | Agreement
The Faculty Senate at UNA:
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
plays an appropriate role in the University's decision-making process.	63%	13%	17%	8%	74.0%
provides a line of communication between the faculty and the Board of Trustees that effectively represents faculty members' concerns.	63%	13%	17%	8%	74.0%
effectively represents faculty interests.	54%	18%	19%	8%	74.4%

Parental Leave & Shared Governance Statement Agreement

Parental Leave Policy Statement | Agreement
Percent Selected

Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
UNA's parental leave policy needs to be reviewed and updated.	31%	7%	3%	58%	74.4%

Shared Governance Statements | Agreement
Percent Selected

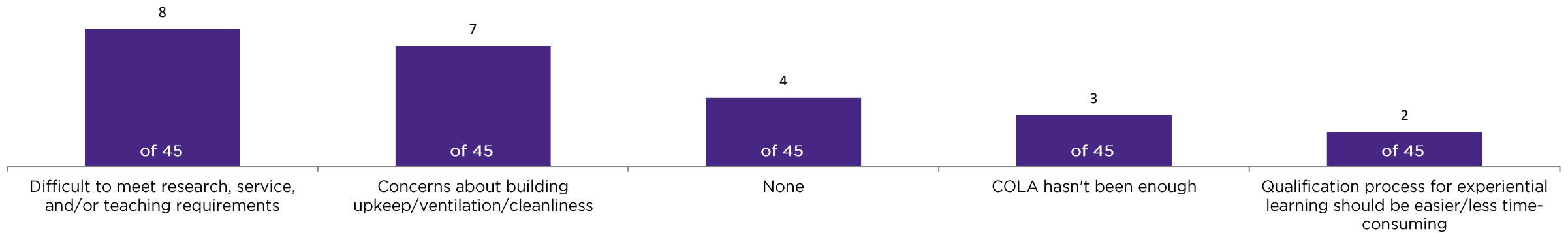| Statement	Agree	Neutral	Disagree	No Basis for Judgment	N
I know who my shared governance committee representatives are.	61%	13%	22%	5%	74.4%
The shared governance system ensures that problems or issues are efficiently delegated to the appropriate committee.	53%	21%	9%	17%	74.4%
The process involved in filling shared governance committees is fair and equitable.	49%	17%	13%	21%	74.4%
The shared governance system effectively represents faculty interests.	48%	21%	19%	12%	73.6%
The method by which changes are made through shared governance is clear and appropriate.	45%	22%	18%	15%	74.0%
The shared governance committees keep me informed about how campus problems or issues have been addressed.	44%	21%	26%	8%	73.6%
Policy development is effectively addressed through the current two-tiered system of governance.	44%	19%	19%	18%	72.7%

Issues/Concerns Impacting Job Performance N=18.6%

Please describe any additional concerns that have an immediate impact on you or your ability to perform your job.
Top 5 Coded Responses

8	7	4	3	2
of 45	of 45	of 45	of 45	of 45
Difficult to meet research, service, and/or teaching requirements	Concerns about building upkeep/ventilation/cleanliness	None	COLA hasn't been enough	Qualification process for experiential learning should be easier/less time-consuming