

Report on the spring 2020 Faculty Satisfaction Survey quantitative data

November, 2020

Why survey our faculty?

- Representation is the Senate's charge
- Survey is systematic and representative of faculty as a whole
- Comparative data is useful as well
 - Compare with other universities (HERI provides the comp data)
 - Compare with our own prior surveys (2014 data)

1. Faculty Satisfaction Overall

- Satisfied with job overall?
 - Stetson: 70.5%, both comparison groups around 80% ($p < 0.05$)
- Given the chance, would you still come to this institution?
 - Stetson: 68.4%, both comparison groups around 80% ($p < 0.05$)
- Stetson is heading in the right direction.
 - 2014: 38% SA/A, 16% SD/D
 - 2020: 39.3% SA/A, 37.6% SD/D

1. Faculty Satisfaction Overall

<i>Question: How satisfied are you with...</i>	Stetson Faculty satisfied or very satisfied (%)	Comparison group 1	Comparison group 2	Difference with group 1
Salary	39.6%	61.7%	56.5%	-22.1%**
Health Benefits	49.5%	72.8%	71.5%	-23.2%***
Opportunities for Scholarly Pursuits	46.9%	63.3%	60.2%	-16.4%*
Teaching Load	60.8%	68.8%	(no diff.)	-8.0%*
Quality of Students	50.0%	73.7%	75.9%	-23.7%***
Autonomy and Independence	82.5%	89.7%	88.1%	-7.2%*
Institutional Support for Work/Life Balance	38.8%	54.3%	55.5%	-15.5%
Prospects for Career Advancement	46.3%	60.8%	59.5%	-14.5%*
Relative Equity of Salary and Benefits	39.3%	53.2%	49.8%	-13.9%*
Flexibility in Relation to Family Matters or Emergencies	80.9%	84.3%	85.6%	-3.4%*
Flexibility, Female Respondents Only	70.2%	80.7%	82.6%	-10.5%*
Leave Policy	54.5%	74.9%	75.2%	-20.4%***

1. Faculty Satisfaction Overall

- HERI construct – overall job satisfaction (difference at $p < 0.01$)
 - Stetson: 43% of female faculty and 21% of male faculty report low satisfaction
 - Comps: 28% of female faculty and 20% of male faculty report low satisfaction
- Are you *not* satisfied with childcare?
 - Stetson: 94.1% not satisfied
 - Comps: 69% and 65.1% ($p < 0.05$)
- HERI construct – compensation (difference at $p < 0.01$)
 - Stetson: 41.3% of female faculty report low satisfaction and 26.8% of males
 - Comps: Female: 21.3% and 25.4%. Male: 19% and 21.8%
- Stetson faculty report lower salaries than both comp groups ($p < 0.01$)

2. Why are we dissatisfied?

i. Teaching

- 35 questions on specifics of how we teach – only one was different
 - Stetson faculty less likely to use a rubric-based assessment than comp 2

<i>Percentage of faculty teaching</i>	Stetson	Comp. Group 1	Comp. Group 2
One course in Spring 2020	5.4%	10.6%	10.5%
Two courses in Spring 2020	11.6%	30.9%	26.6%
Three courses in Spring 2020	55.4%	30.1%	25.5%

2. Why are we dissatisfied?

i. Advising

<i>Advising Data</i>	Stetson	Comp. 1	Comp. 2	Difference with group 1
Percentage of Faculty with 1-5 Advisees	4.8%	13.6%	16.2%	-8.8%
Percentage of Faculty with 31+ Advisees	22.1%	14.1%	13.3%	8.0%
Faculty frequently do the following with advisees:				
Inform them of academic support options	69.7%	60.4%	55.6%	9.3%*
Help them plan their course of study	88.8%	81.5%	74.7%	7.3%
Discuss their academic performance	83.0%	63.4%	59.1%	19.6%***
Provide information on other academic opportunities	77.5%	66.9%	62.2%	10.6%
Discuss career and post-graduation goals	83.1%	72.6%	72.2%	10.5%*

2. Why are we dissatisfied?

i. Research and Professional Development

<i>Research and Professional Development: faculty</i>	Stetson	Comp. 1	Comp. 2	Difference with group 1
Agree or strongly agree: "there is adequate support for faculty development"	52.1%	73.0%	71.0%	-20.9%***
Attend funded workshops focused on teaching	38.5%	56.9%	58.1%	-18.4%
Made use of travel funds	82.5%	73.1%	70.1%	9.4%
Receive internal grants for research	29.1%	40.2%	34.5%	-11.1%
Have training for "promoting inclusion and facilitating difficult conversations"	26.2%	40.8%	44.3%	-14.6%
Use "resources to integrate culturally-competent practices into your classroom"	14.7%	30.0%	33.2%	-15.3%
had zero publications in the past three years	17.0%	27.0%	29.1%	-10.0%
had one publication in the past three years	19.0%	13.7%	13.6%	5.3%
had two publications in the past three years	20.0%	15.8%	14.4%	4.2%

2. Why are we dissatisfied?

i. Service

- Teaching is Essential
 - Stetson and both comps: 84%
- Research is Essential
 - Stetson and both comps: 41%
- Service is Essential
 - Stetson: 13.9%. Comp 1: 19.1%. Comp 2: 24.3% ($p < 0.05$)
- Do you mentor faculty?
 - Stetson: 51.1%, comps: 40.% and 38.2% ($p < 0.05$)
- Is mentoring considered in the promotion process?
 - Stetson: 1.1%, comps: 13.9% and 13.1% ($p < 0.01$)

2. Why are we dissatisfied?

i. Diversity Climate

<i>Diversity Climate</i>	Stetson	Comp. 1	Comp. 2	Difference with group 1
Diversity Climate HERI Construct				
Female faculty reporting a low diversity climate	55.3%	36.9%	40.4%	18.4%***
Male faculty reporting a low diversity climate	31.0%	18.4%	25.1%	12.6%***
Percentage strongly agreeing that:				
Faculty of color are treated fairly here	18.5%	31.9%	32.3%	-13.4%***
Women faculty are treated fairly here	23.4%	36.9%	35.2%	-13.5%***
LGBTQ+ faculty are treated fairly here	23.9%	36.8%	29.4%	-12.9%**
This Institution places a high priority on recruiting traditionally underrepresented students	44.7%	60.1%		-15.4%*
This institution takes responsibility for educating underprepared students	56.2%	67.3%	68.2%	-11.1%**

3. Custom Questions: Work Environment and Faculty Agency

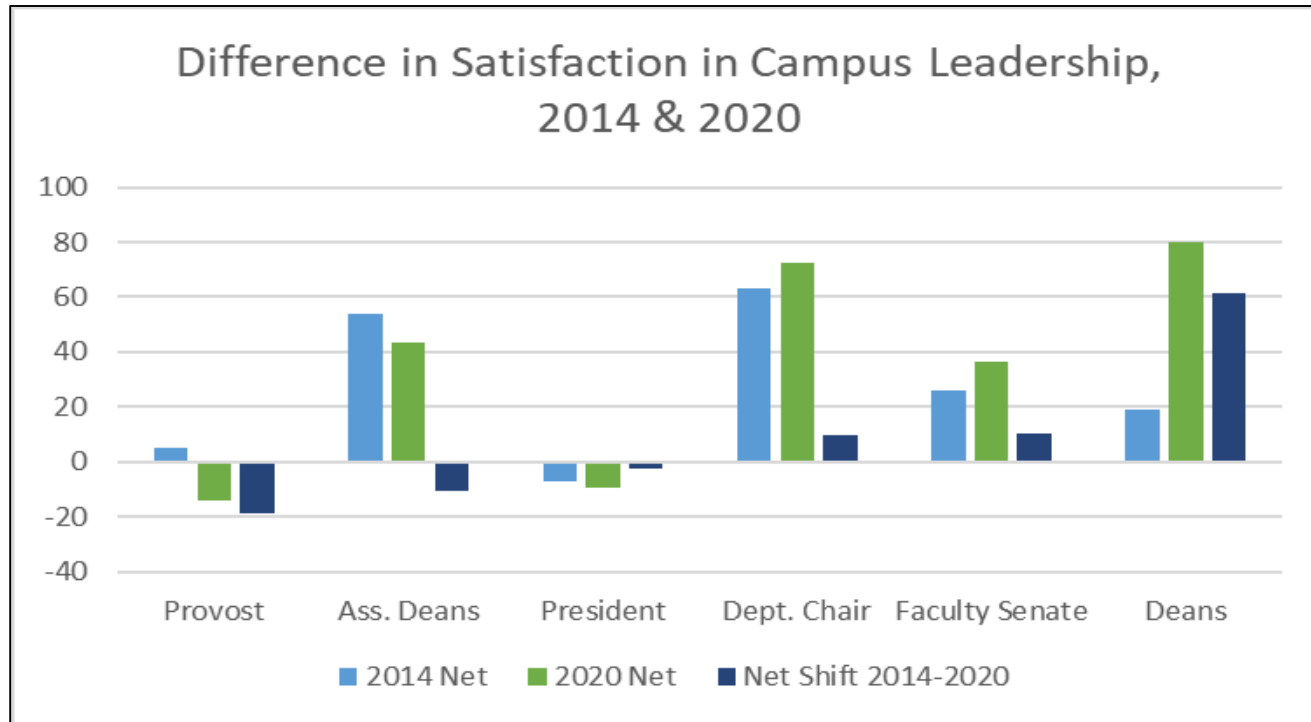
Custom Questions on Work Environment	2014 SA/A	2014 SD/D	2020 SA/A	2020 SD/D	2014 Net	2020 Net	Net Shift 2020-2014
Fairly Compensated	36	47	31.8	44.8	-11	-13	-2
Reasonable <u>service</u> workload	40	36	36.8	38.6	4	-1.8	-5.8
Reasonable <u>teaching</u> workload	69	16	60.5	23.7	53	36.8	-16.2
Reasonable <u>advising</u> workload	47	19	64.3	18.7	28	45.6	17.6
Merit is clear*	16	40	19.7	54.5	-24	-34.8	-10.8
Sufficient resources for <u>teaching</u>	55	21	46.4	33	34	13.4	-20.6
Sufficient resources for <u>scholarship</u>	32	34	34.5	39	-2	-4.5	-2.5

4. Relationship with Administration

<i>Relationship with Administration</i>	Stetson	Comp. 1	Comp. 2	Difference with group 1
Percentage agreeing or strongly agreeing that:				
Faculty are typically at odds with campus administration	87.5%	53.8%	54.5%	33.7%***
Administrators consider faculty concerns when making policy	45.8%	65.9%	63.4%	-20.1%***
Faculty are sufficiently involved in campus decision-making	44.3%	66.5%	59.1%	-22.2%***
Institutional procedures/red tape were a somewhat or extensive source of stress	80.4%	63.0%	68.4%	17.4%**

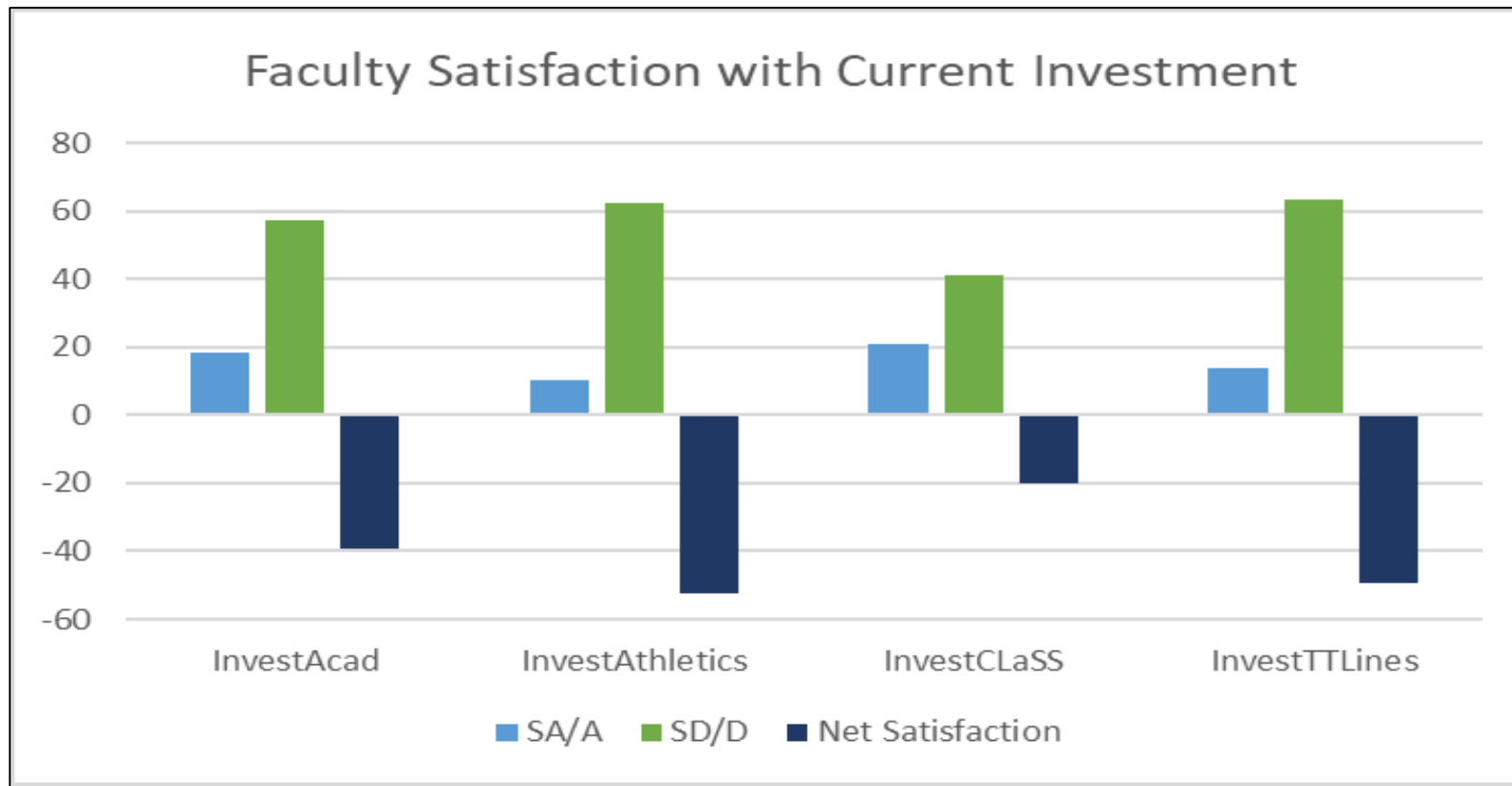
4. Relationship with Administration

Satisfied with Leadership		2014	2014	2020	2020	2014	2020	Net Shift
		SA/A	SD/D	SA/A	SD/D	Net	Net	2020-2014
Provost		40	35	33.9	47.8	5	-13.9	-18.9
Ass. Deans		71	17	60.8	17.4	54	43.4	-10.6
President		32	39	36.5	46.1	-7	-9.6	-2.6
Dept. Chair		72	9	79.7	7.1	63	72.6	9.6
Faculty Senate		37	11	58.6	22.4	26	36.2	10.2
Deans		53	34	85.4	5.1	19	80.3	61.3



4. Relationship with Administration

Satisfaction with Investment	SA/A	SD/D	Net Satisfaction
Investment in Academics	18.3	57.4	-39.1
Investment in Athletics	10.4	62.6	-52.2
Investment in CLaSS	21	41.2	-20.2
Investment in TTLines	13.9	63.5	-49.6



What Next?

- Today: opportunity for further feedback and input
- Data will inform the Senate's work
- Follow-up survey, possibly at the end of this term.