

# Summary of the Spring 2024 Faculty Survey

**Overall Sample (N = 265)**

**Arts, Humanities, and Sciences (N = 102)**

**Education and Professional Studies (N = 32)**

**Business and Industry (N = 38)**

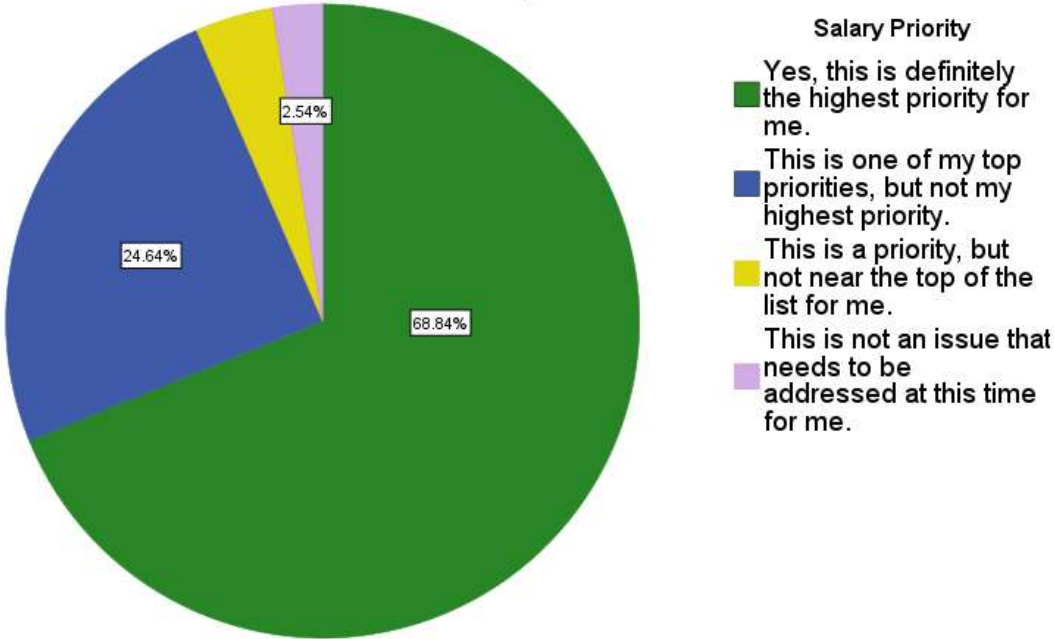
**Health Professions and Wellness (N = 47)**

**Social and Behavioral Sciences (N=41)**

**Library (N = 5) – sample is too small to analyze by college**

All quantitative data analyzed by Heidi Dempsey, Faculty Senate President 2024-2025

**Is faculty salary, along with a plan for regular COLA adjustments, one of the highest priorities for you?**



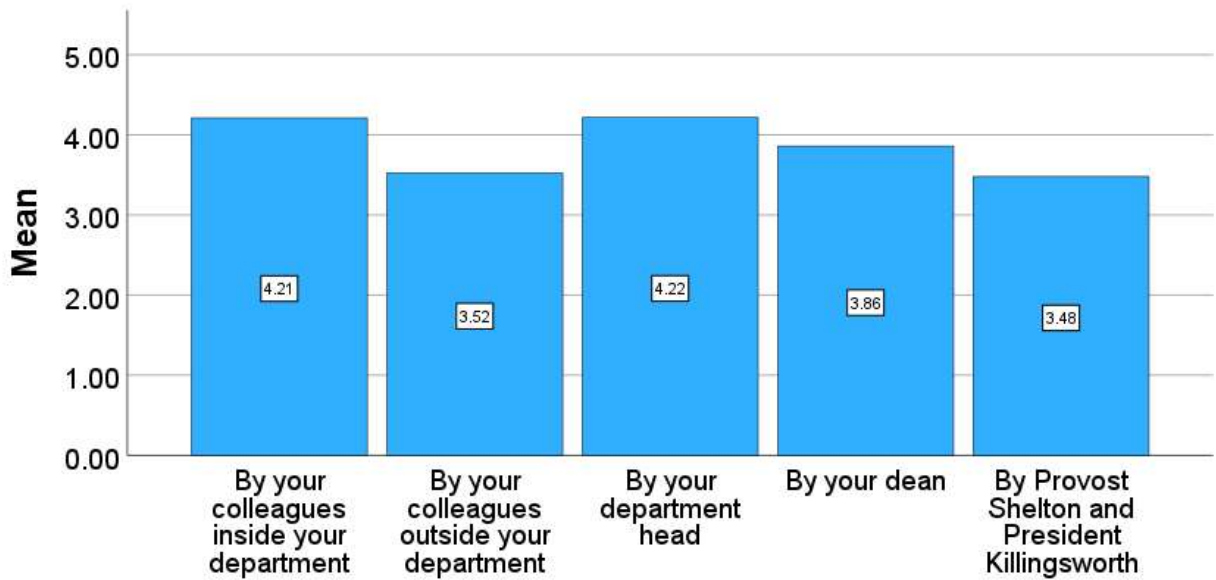
To what degree do you feel respected, valued, and recognized for your teaching, research and service contributions to JSU?

- Colleagues inside your department
- Colleagues outside your department
- Department head
- Dean
- President Killingsworth and Provost Shelton

Ratings made from 1 “not at all respected/valued/recognized” to 5 “highly respected/valued/recognized”

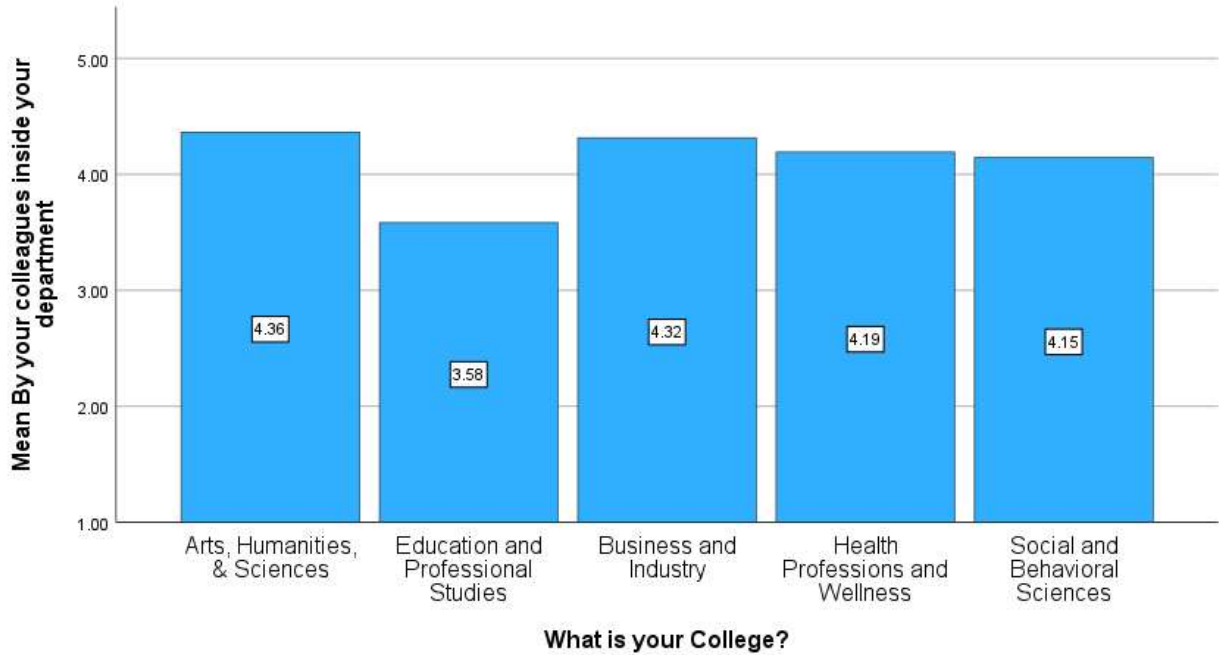
**Across all participants:**

To what degree do you feel respected, valued, and recognized for your teaching, research, and service contributions to JSU?



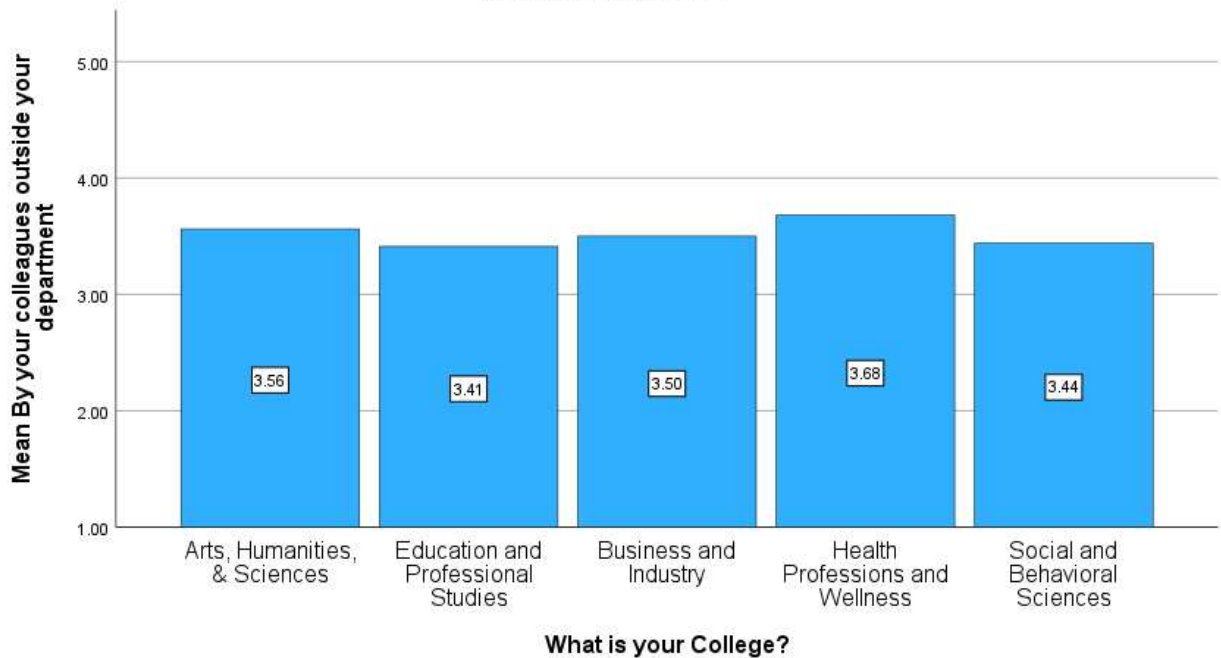
### By college: Colleagues Inside Your Department

To what degree do you feel respected, valued, and recognized for your teaching, research and service contributions to JSU?



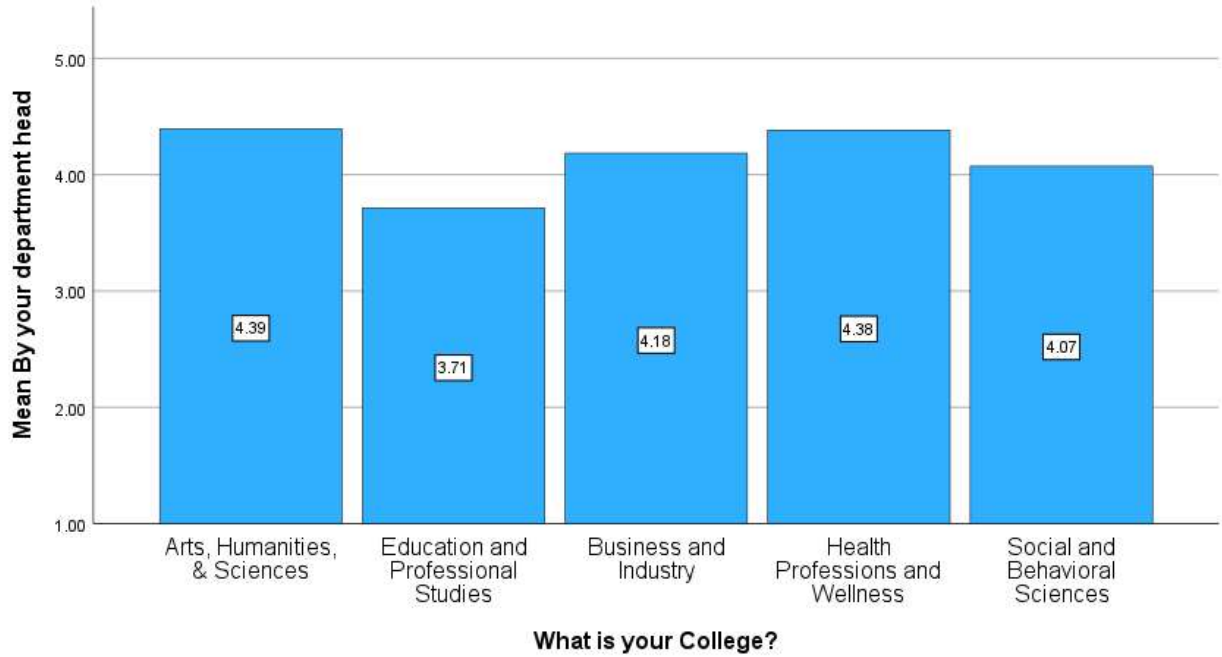
### By college: Colleagues Outside Your Department

To what degree do you feel respected, valued, and recognized for your teaching, research and service contributions to JSU?



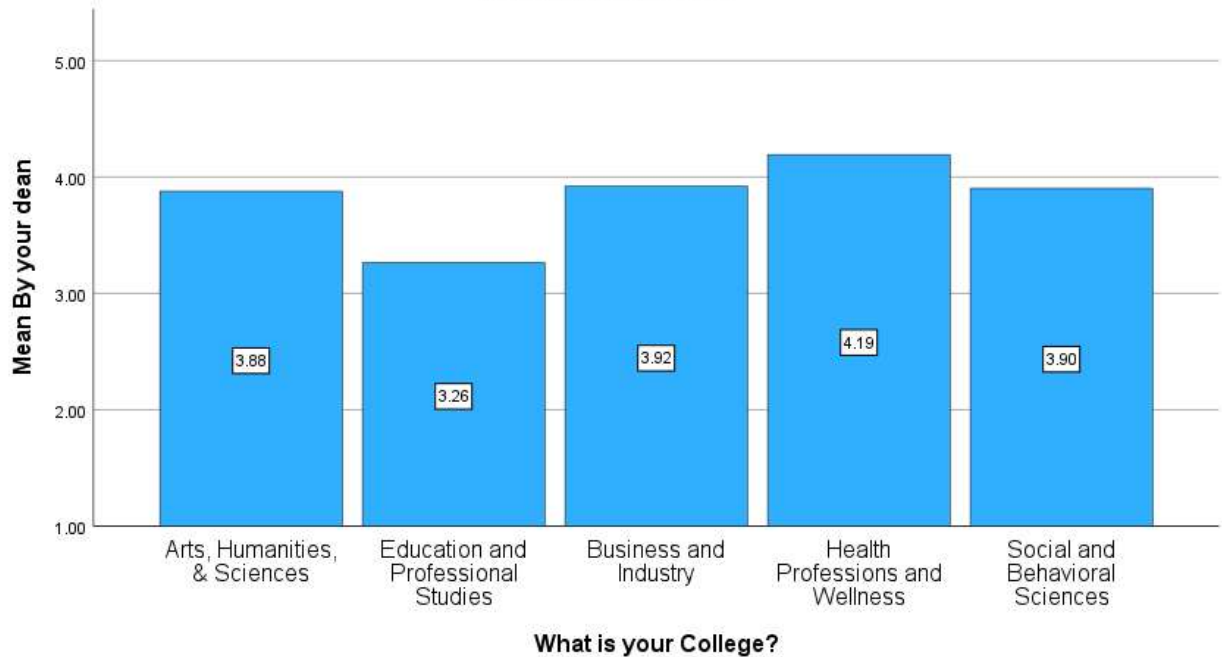
### By college: Department Head

To what degree do you feel respected, valued, and recognized for your teaching, research and service contributions to JSU?



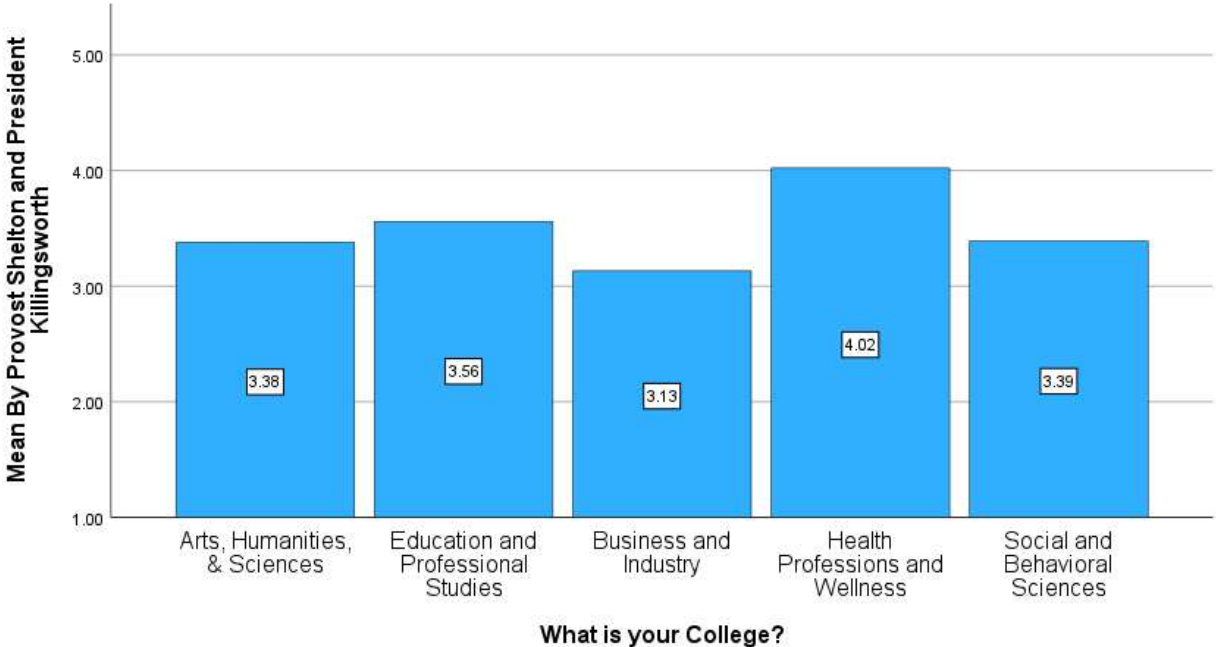
### By college: Dean

To what degree do you feel respected, valued, and recognized for your teaching, research and service contributions to JSU?

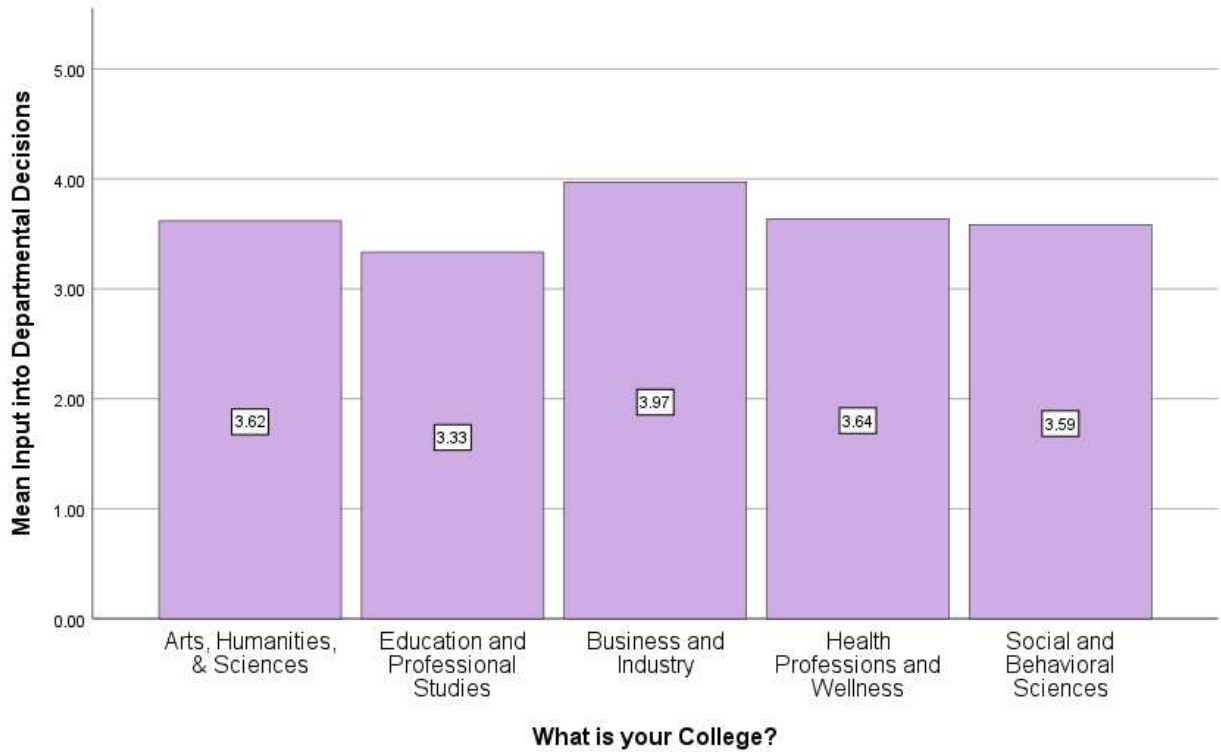


**By college: President and Provost**

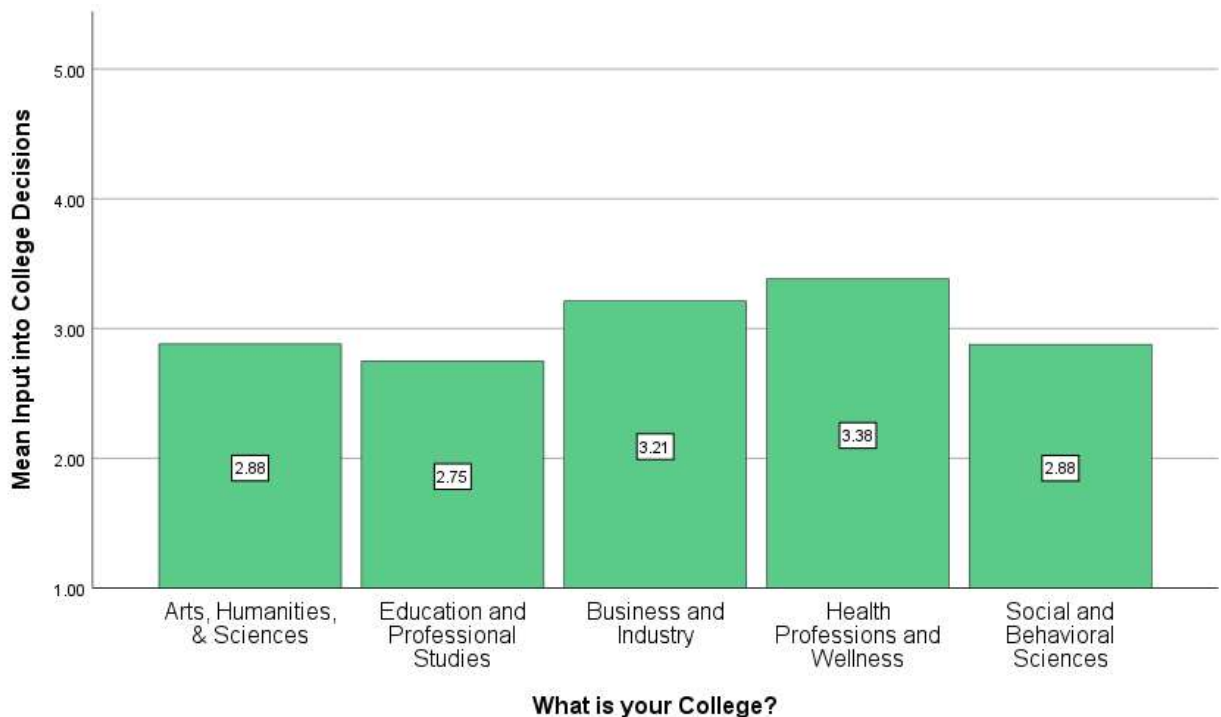
To what degree do you feel respected, valued, and recognized for your teaching, research and service contributions to JSU?



To what degree do you feel you have input into decisions made by your **department** that affect your teaching, research, and service?  
1 “none at all” to 5 “a high degree”

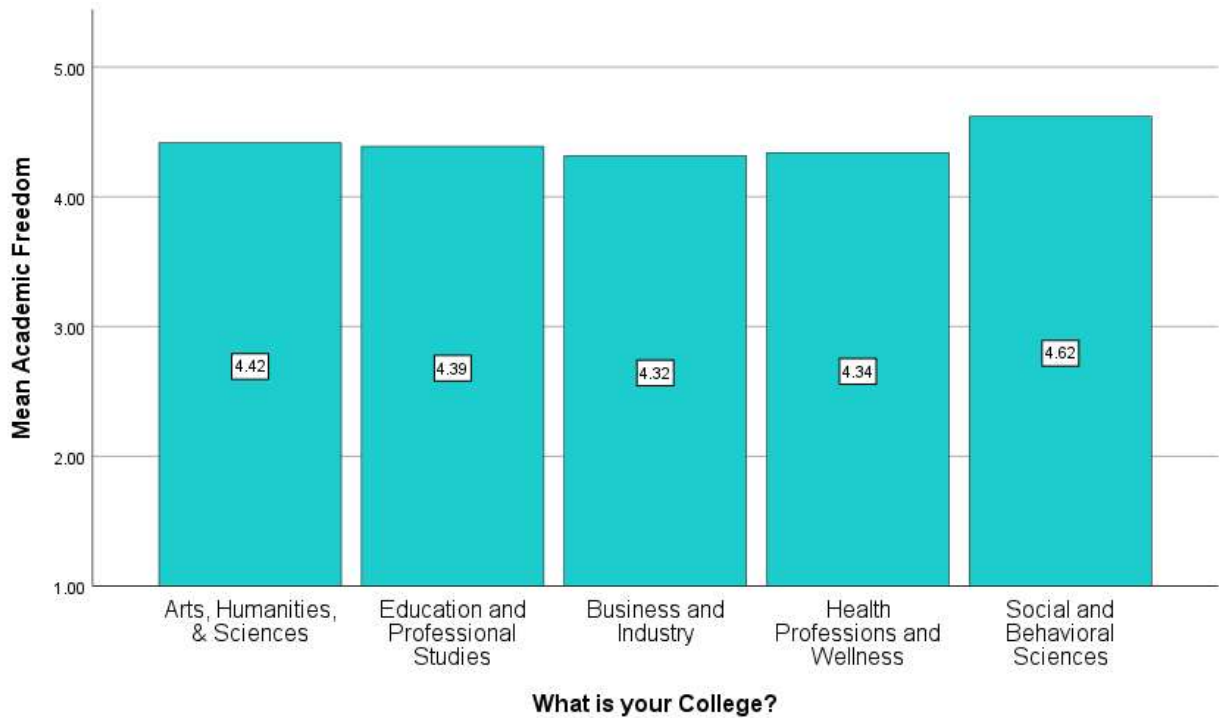


To what degree do you feel you have input into decisions made by your **college** that affect your teaching, research, and service?  
1 “none at all” to 5 “a high degree”



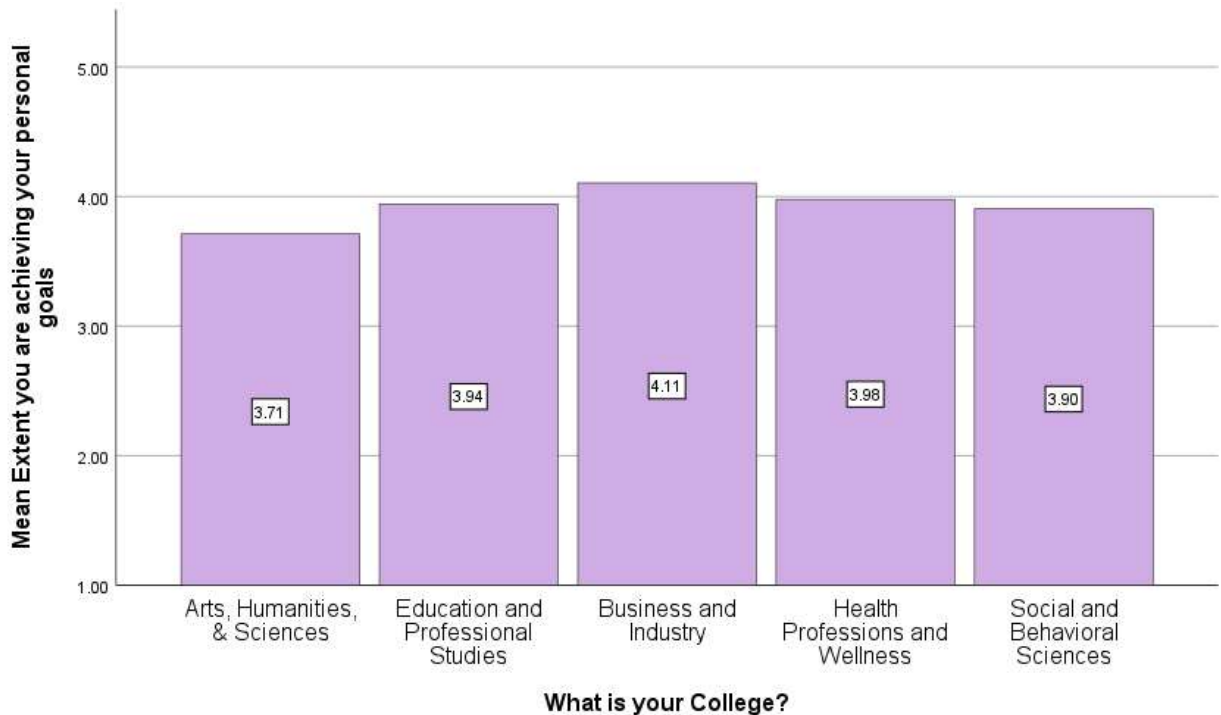
To what degree do you feel you have control over the content, structure, and delivery method of your courses (**academic freedom**)?

1 “none at all” to 5 “a high degree”

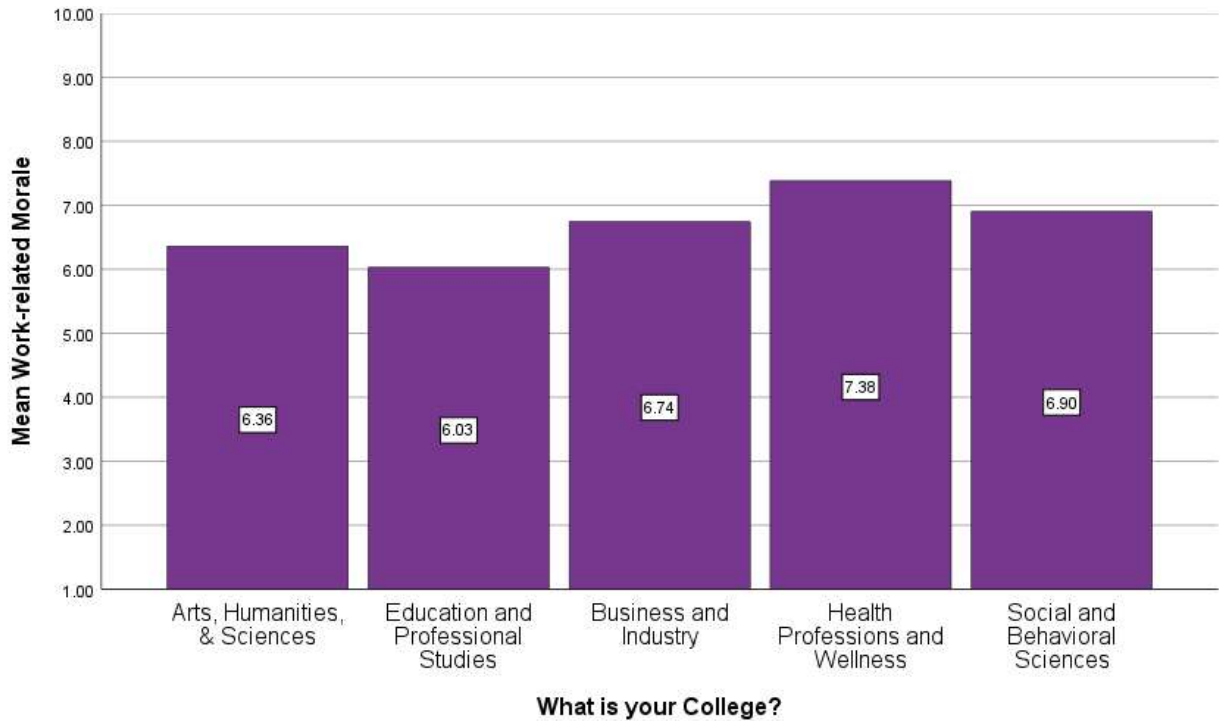


To what extent do you feel you that you are **achieving your personal goals** with regard to teaching, research, and service?

1 “not reaching any goals” to 5 “reaching a lot of my goals”

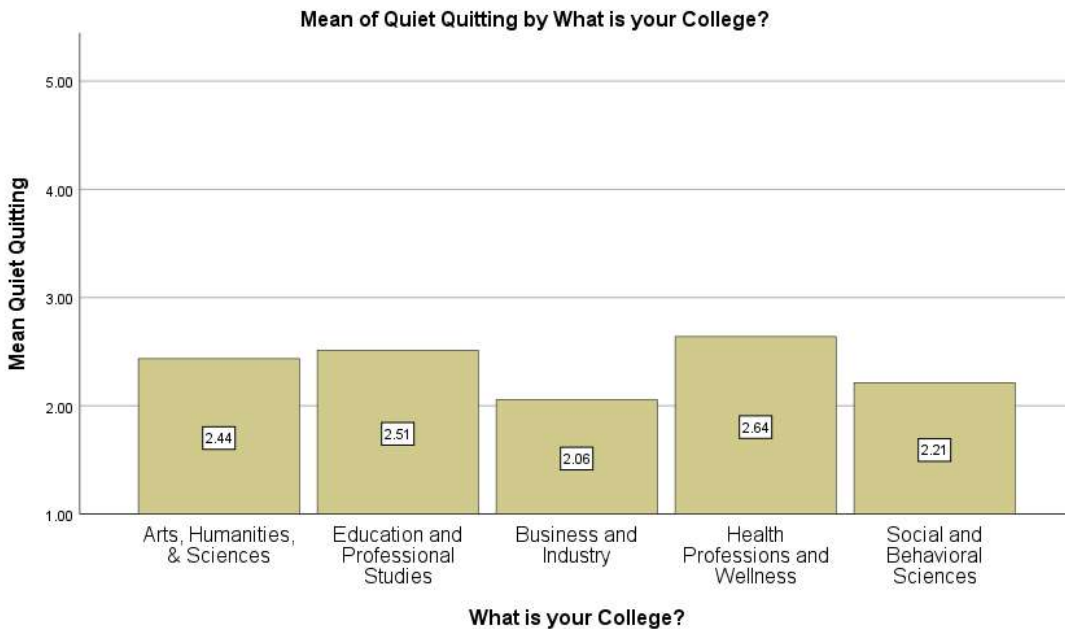


**On a scale of 1 to 10, how do you rate your work-related morale?  
1 “extremely low” to 10 “extremely high”**



**Perhaps you've heard of the phenomenon of "quiet quitting." Quiet quitters continue to fulfill their primary responsibilities, but they are less willing to engage in activities known as citizenship behaviors: no more staying late, answering emails after business hours, or taking on extra unpaid duties. To what degree does this characterize your current approach to work at JSU?**

**1 “definitely does not” to 5 “definitely does”**

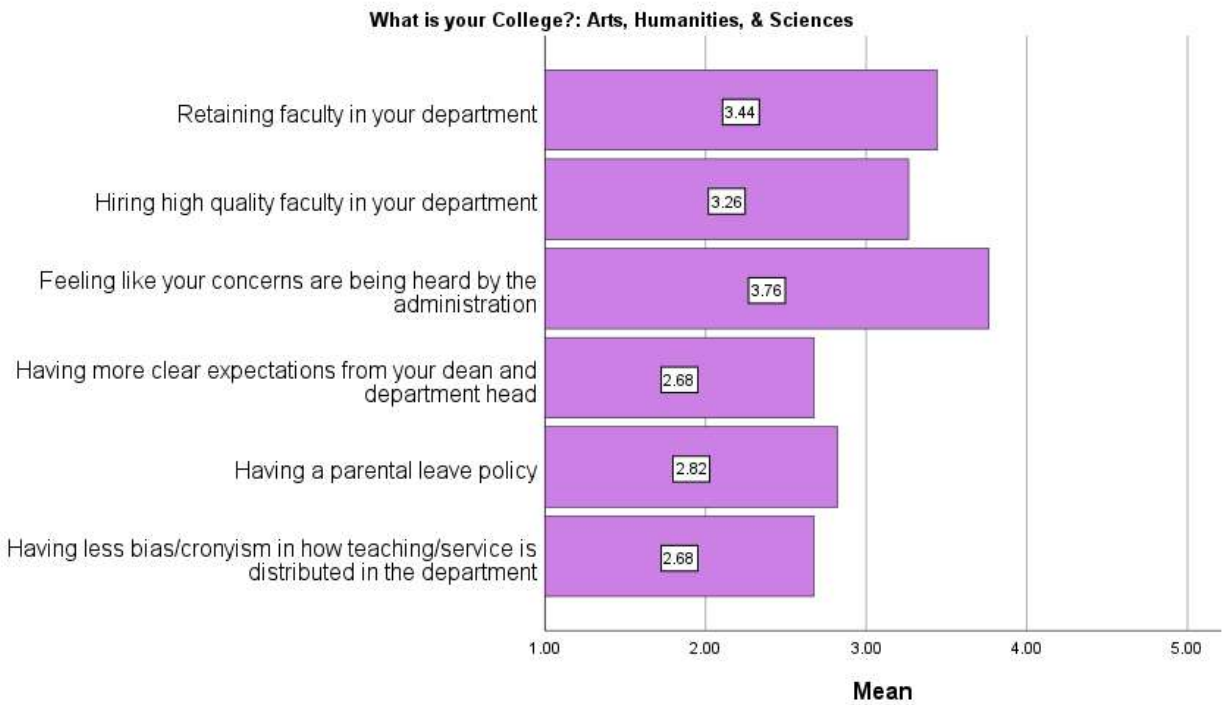
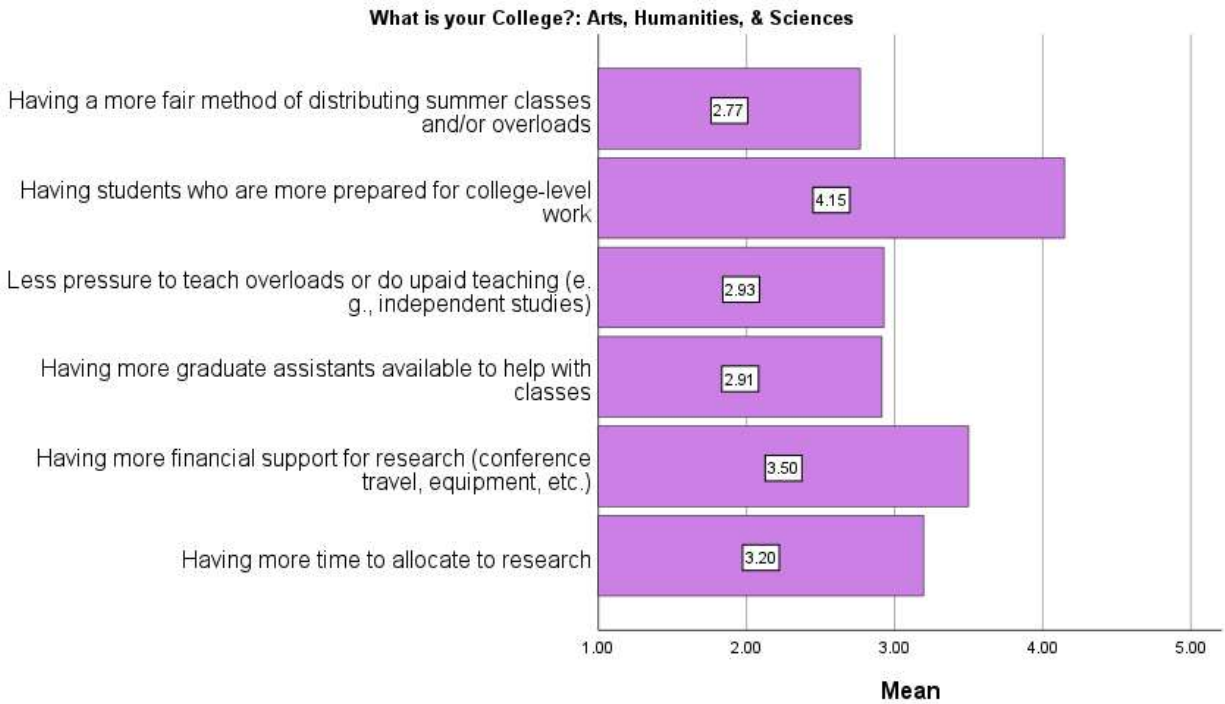




**By College: College of Arts Humanities and Sciences**

To what extent would each of the following significantly improve your work life? (skip if it does not apply)

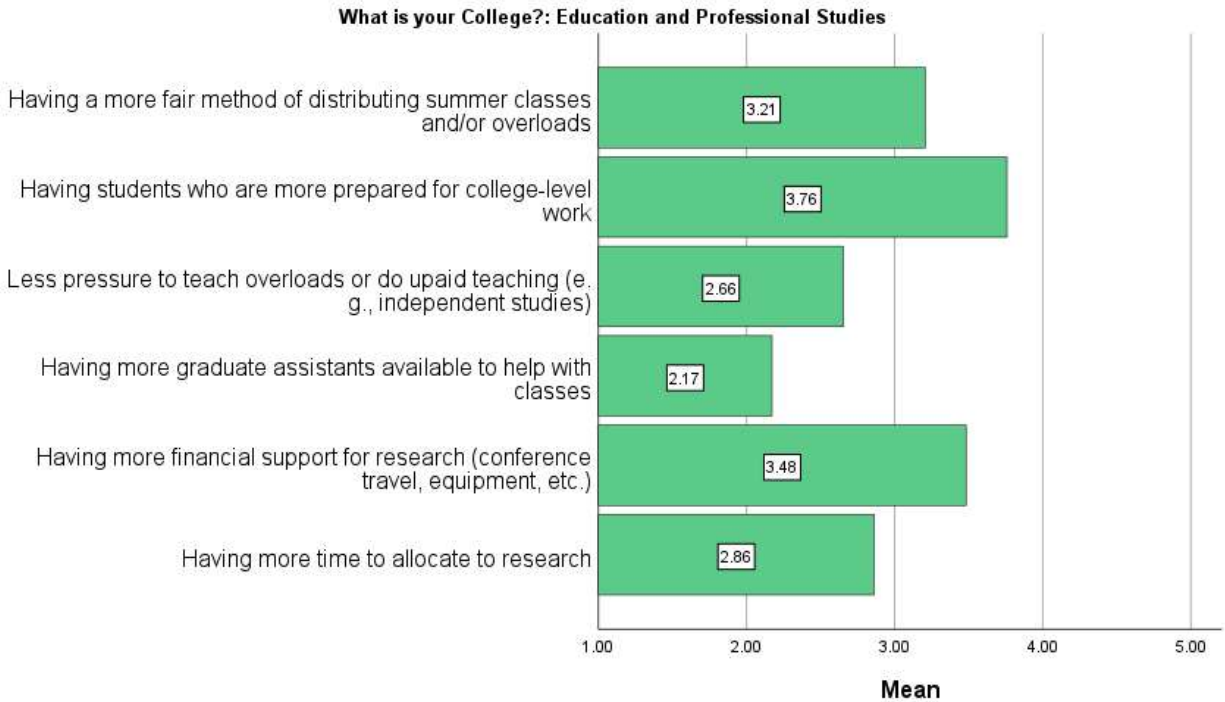
1 “would not improve” to 5 “substantially improve”



## By College: College of Education and Professional Studies

To what extent would each of the following significantly improve your work life? (skip if it does not apply)

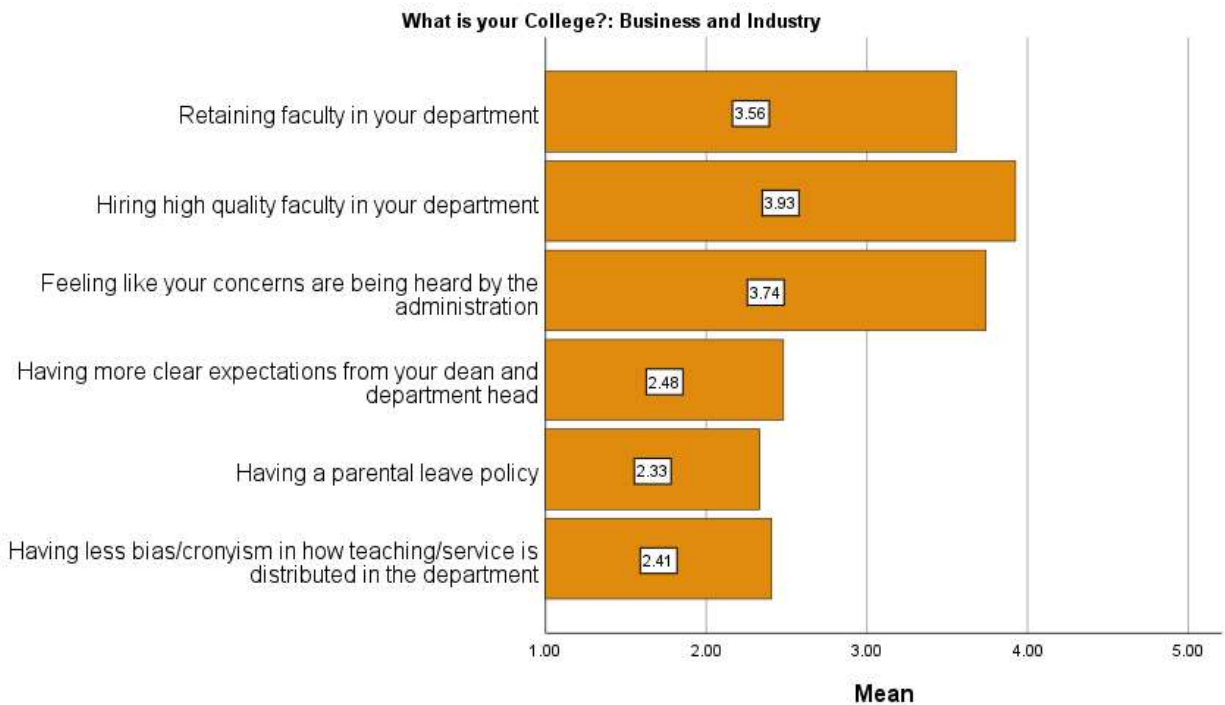
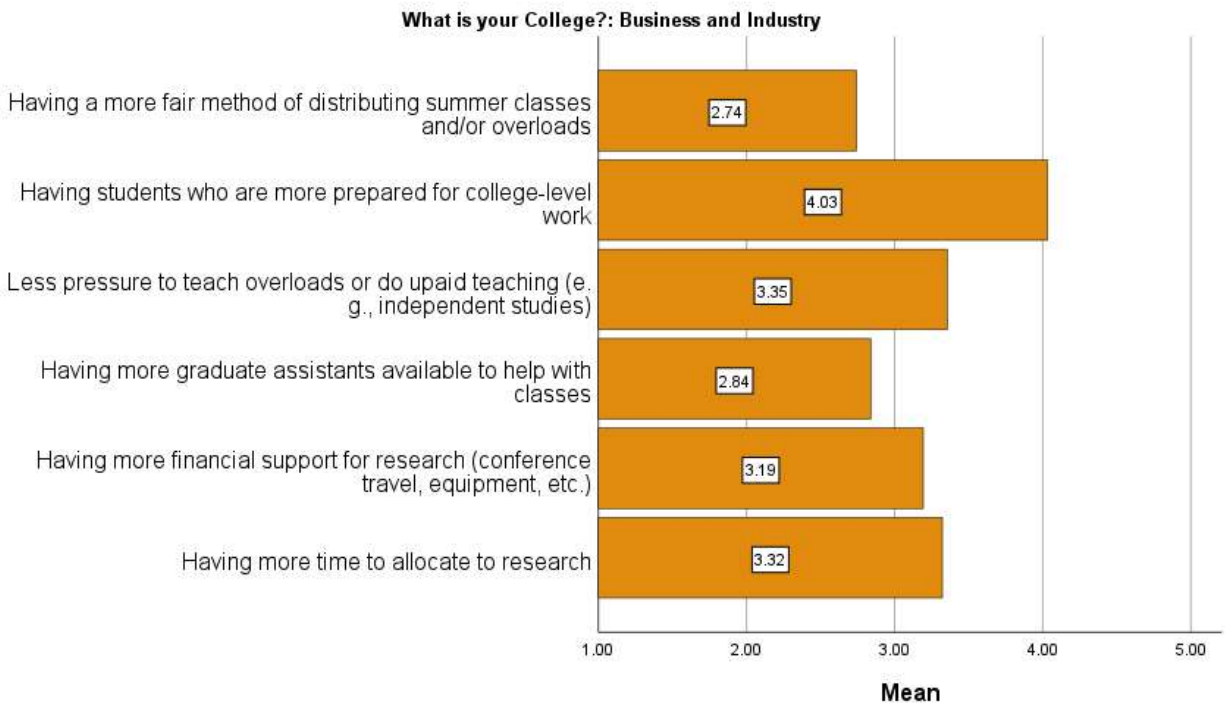
1 “would not improve” to 5 “substantially improve”



## By College: College of Business and Industry

To what extent would each of the following significantly improve your work life? (skip if it does not apply)

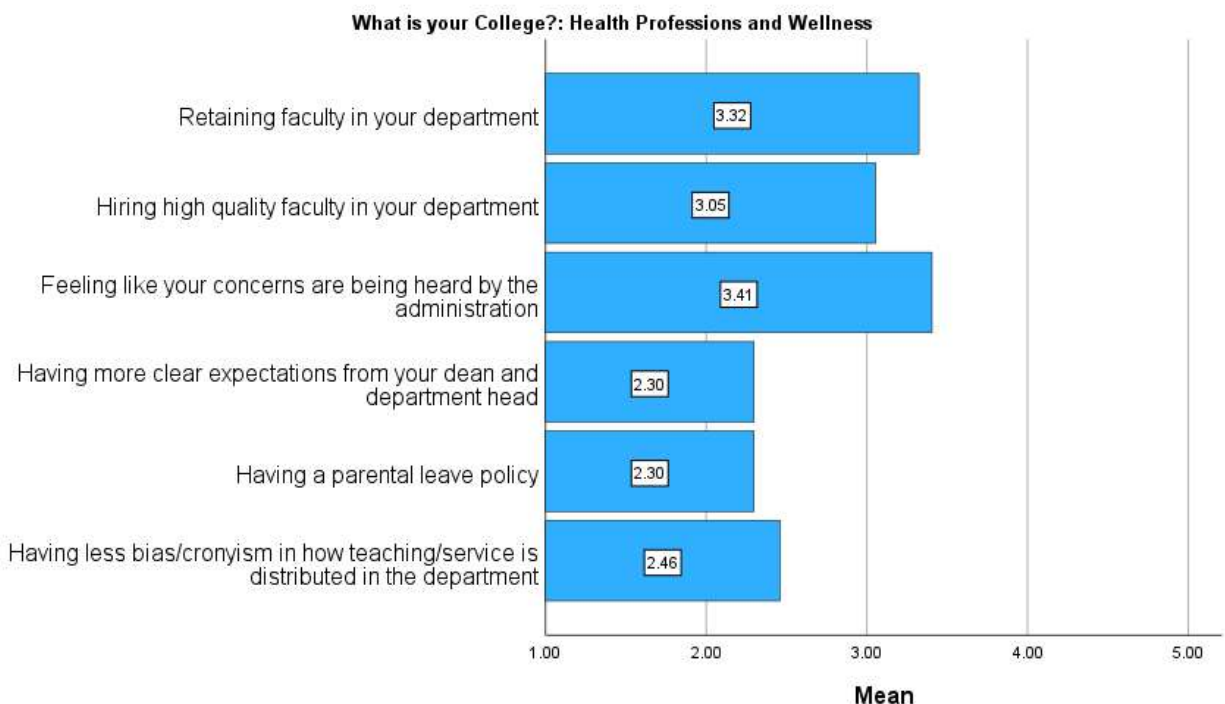
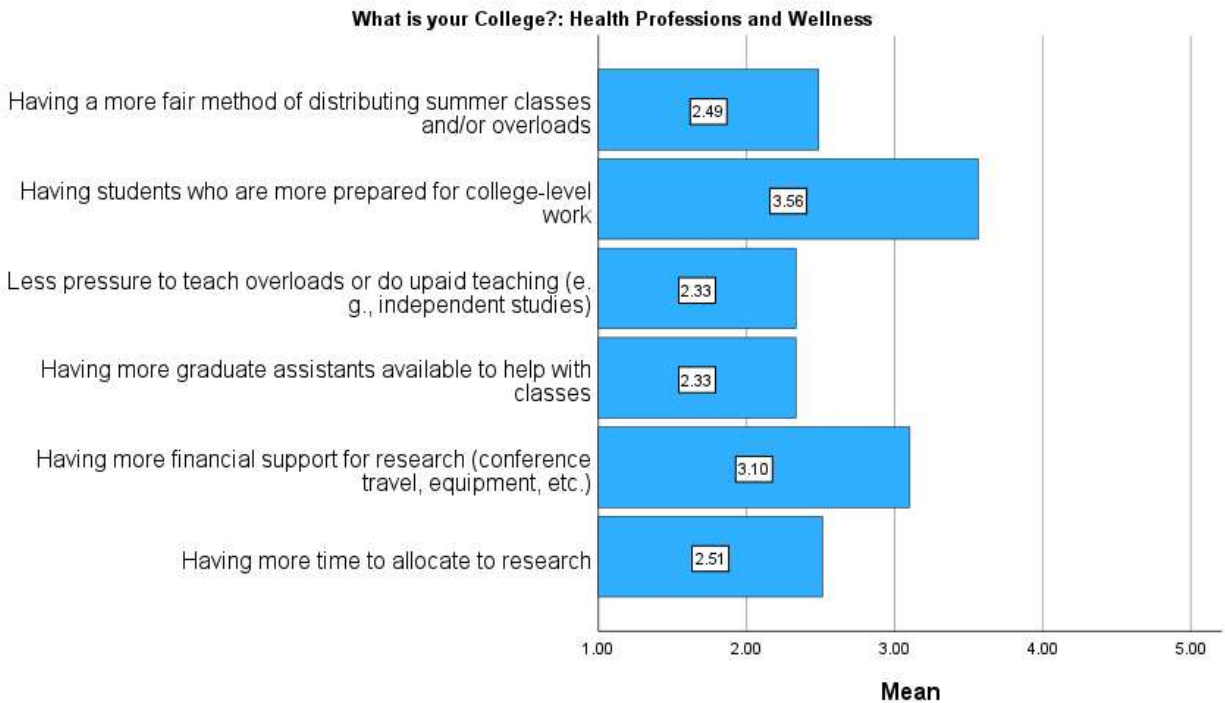
1 “would not improve” to 5 “substantially improve”



## By College: College of Health Professions and Wellness

To what extent would each of the following significantly improve your work life? (skip if it does not apply)

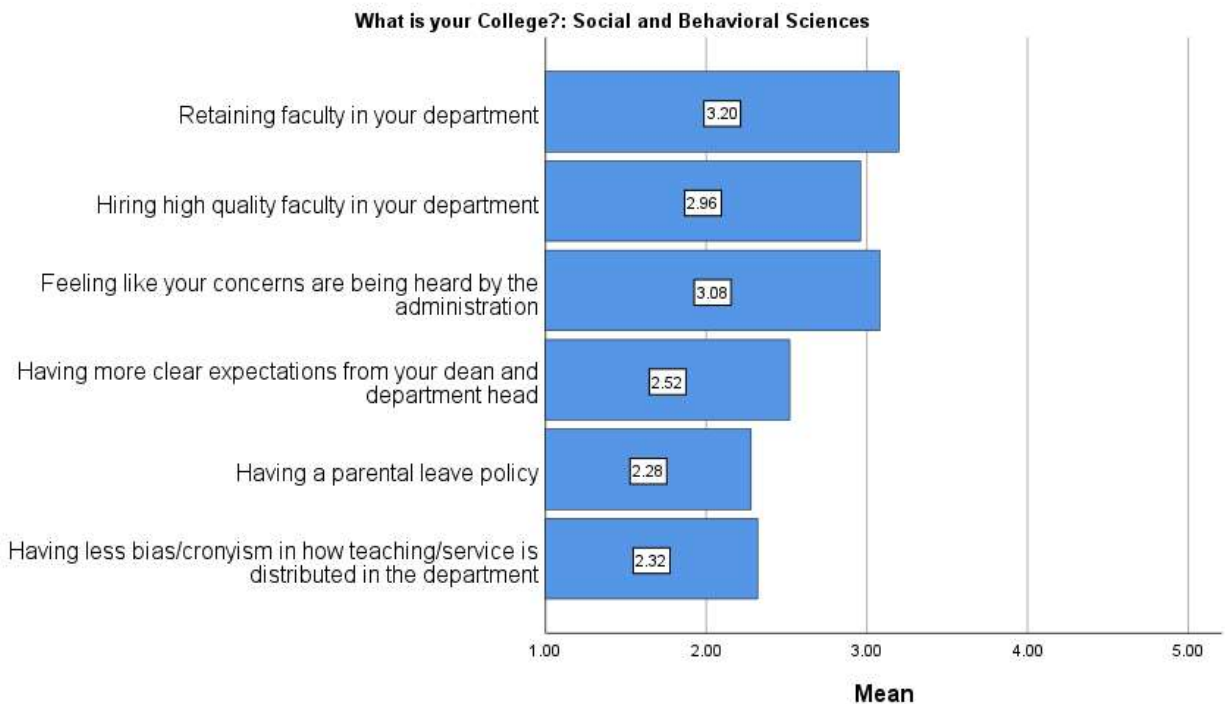
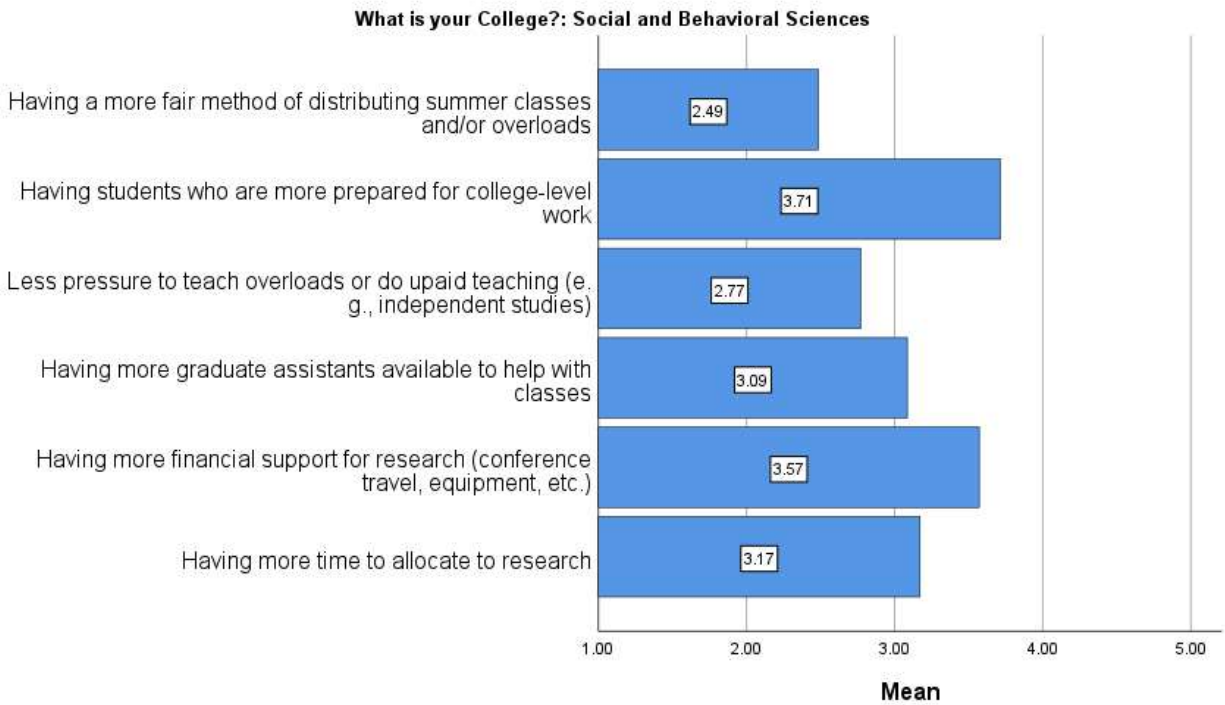
1 “would not improve” to 5 “substantially improve”



## By College: College Social and Behavioral Sciences

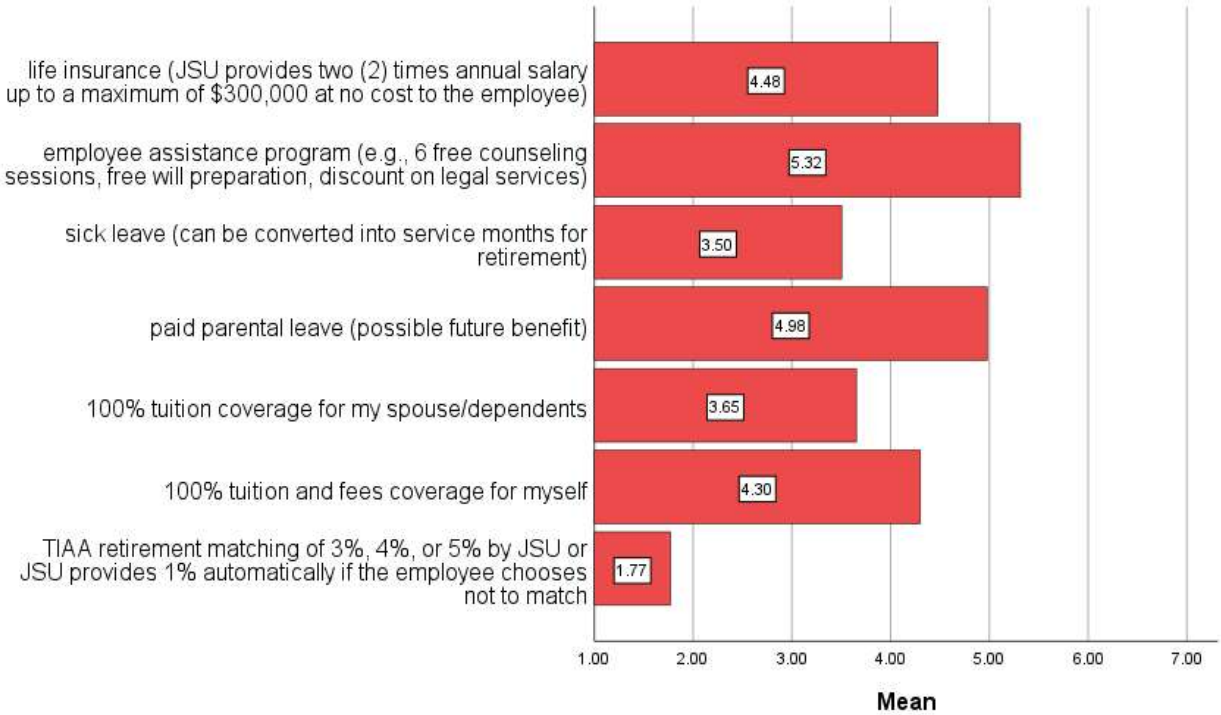
To what extent would each of the following significantly improve your work life? (skip if it does not apply)

1 “would not improve” to 5 “substantially improve”



Dr. Harmon and Faculty Senate would like to gauge how people rank their current/potential benefits in order to know how best to prioritize them when making decisions about how to tailor the benefits package. Please rank from 1 "most important" to 7 "least important."

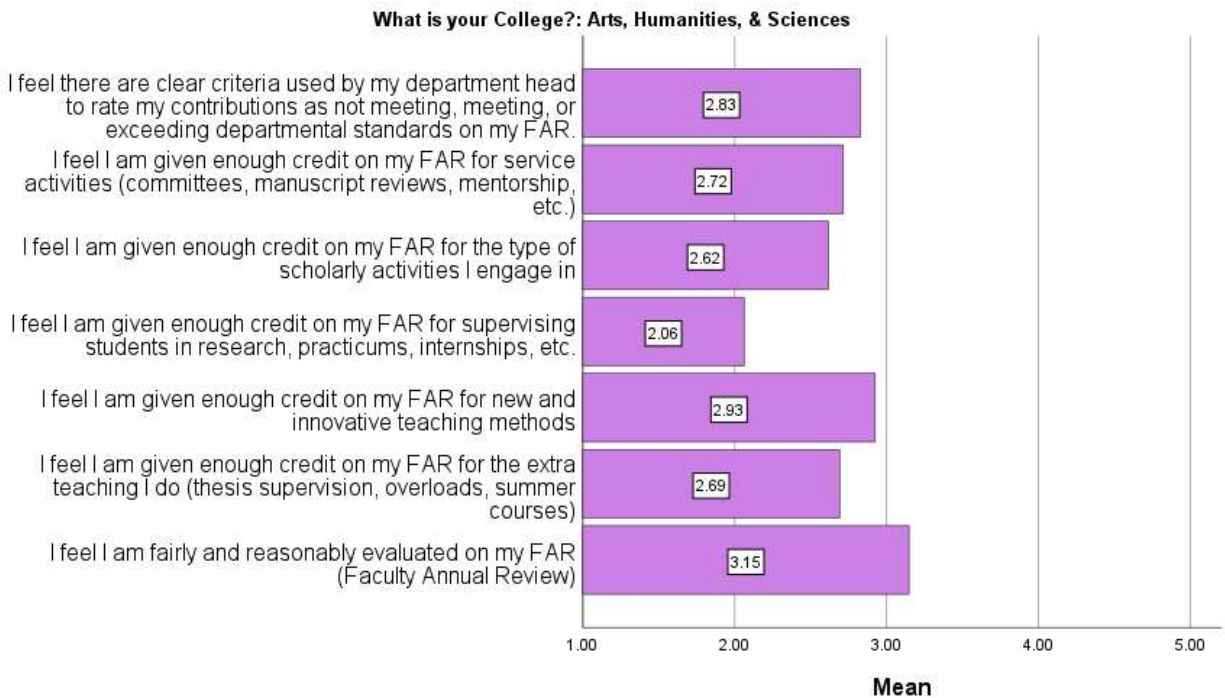
**Results summary:** So the average ranking showed TIAA was the most important overall, followed by sick leave and tuition assistance for spouse/dependents; however, there was a lot of variability in rankings.



**By College: College of Arts Humanities and Sciences**

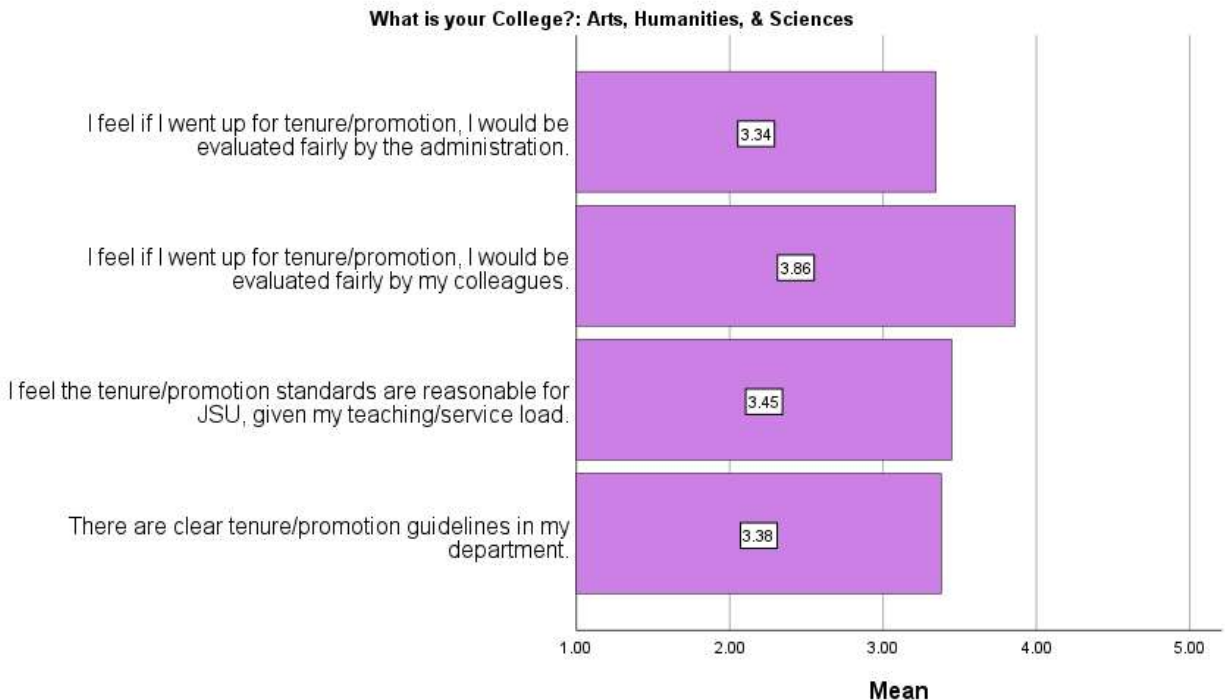
Regarding **Faculty Annual Reviews (FAR)**, how much do you agree or disagree with how these are conceptualized and implemented at JSU?

From 1 “strongly disagree” to 5 “strongly agree”



Regarding **tenure and promotion standards**, how much do you agree or disagree with how these are conceptualized and implemented at JSU? (put NA if you are not tenure-track faculty)

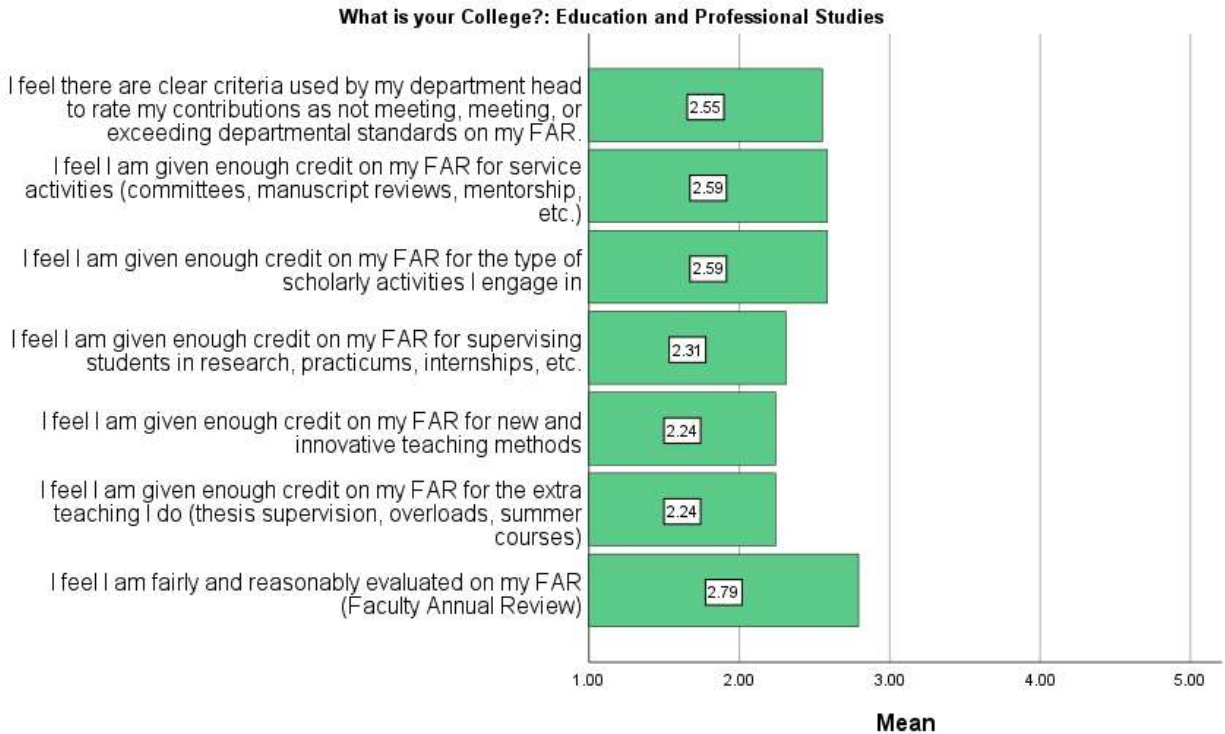
From 1 “strongly disagree” to 5 “strongly agree”



**By College: College of Education and Professional Studies**

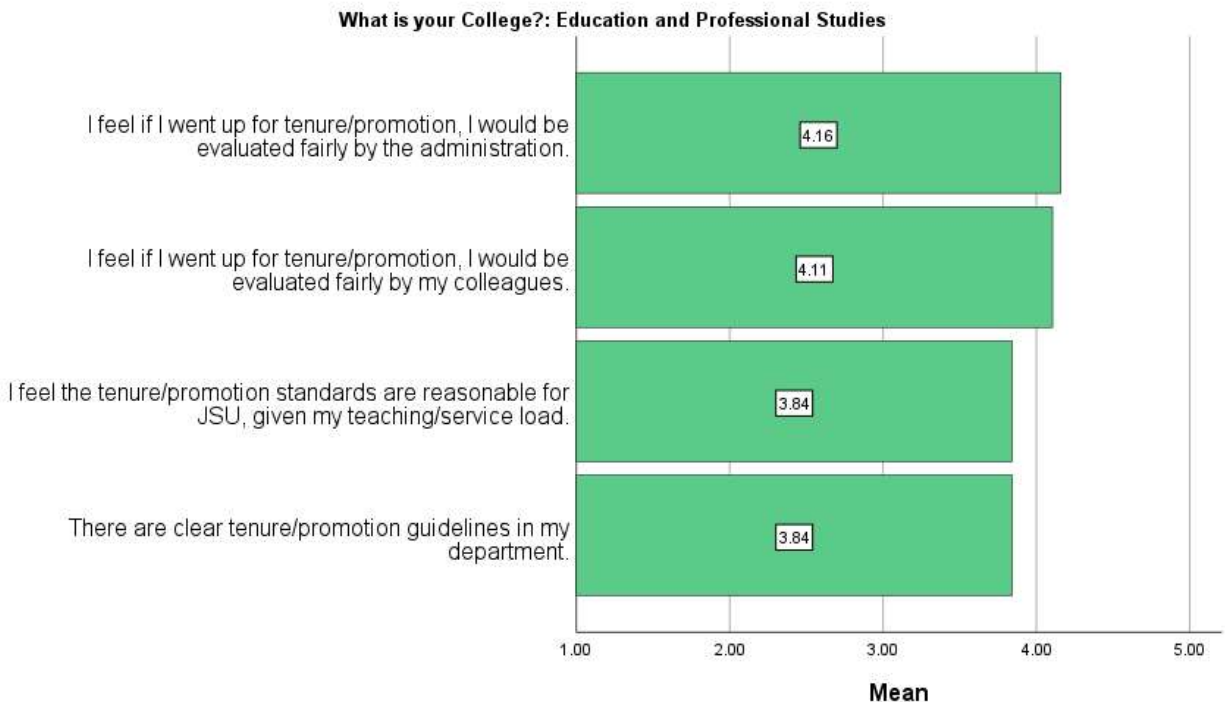
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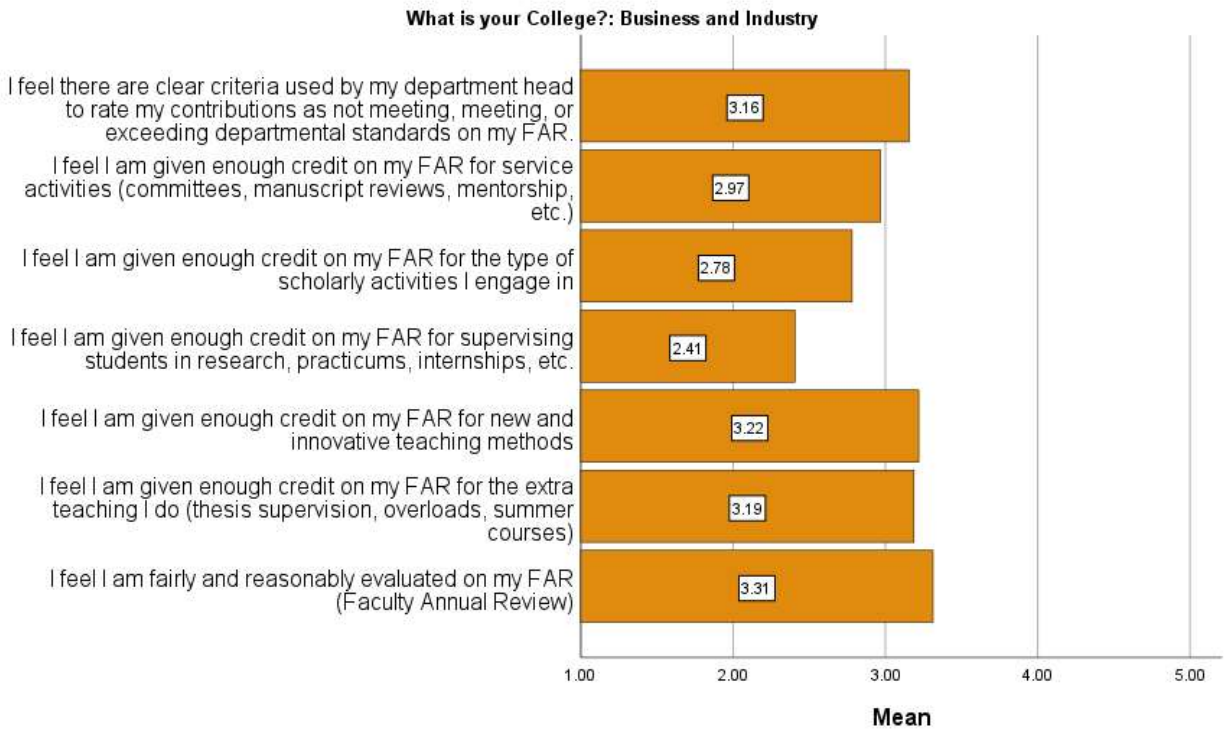




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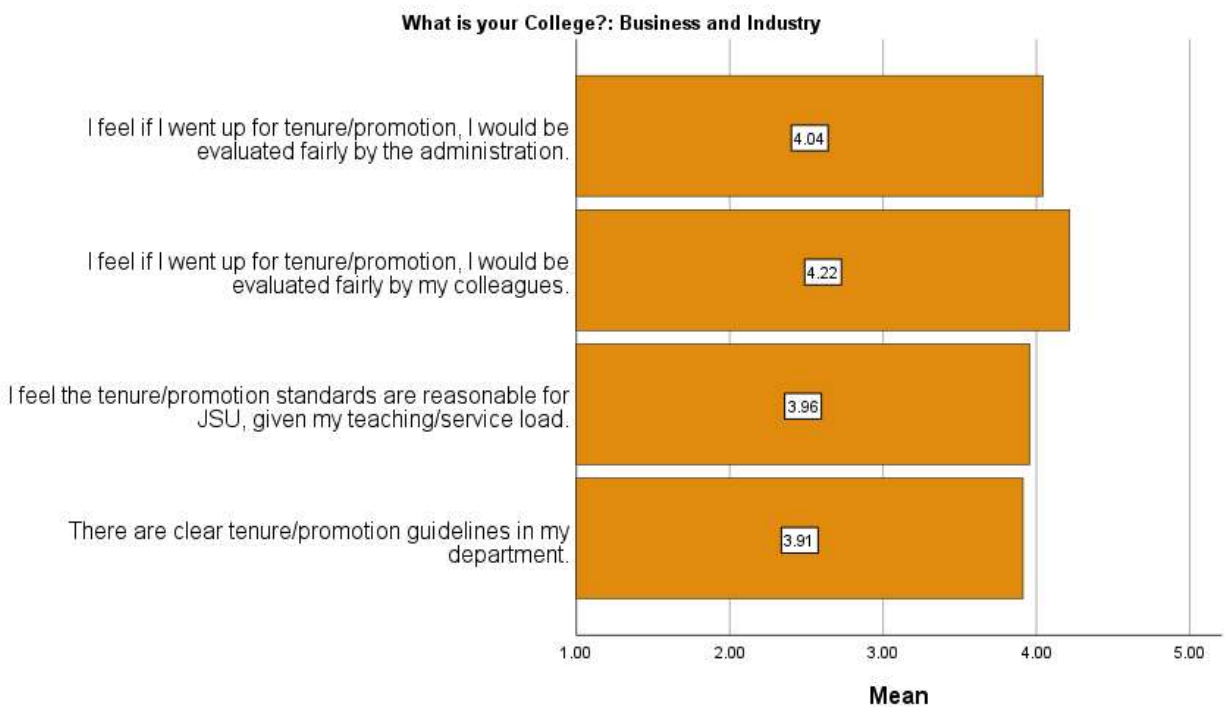
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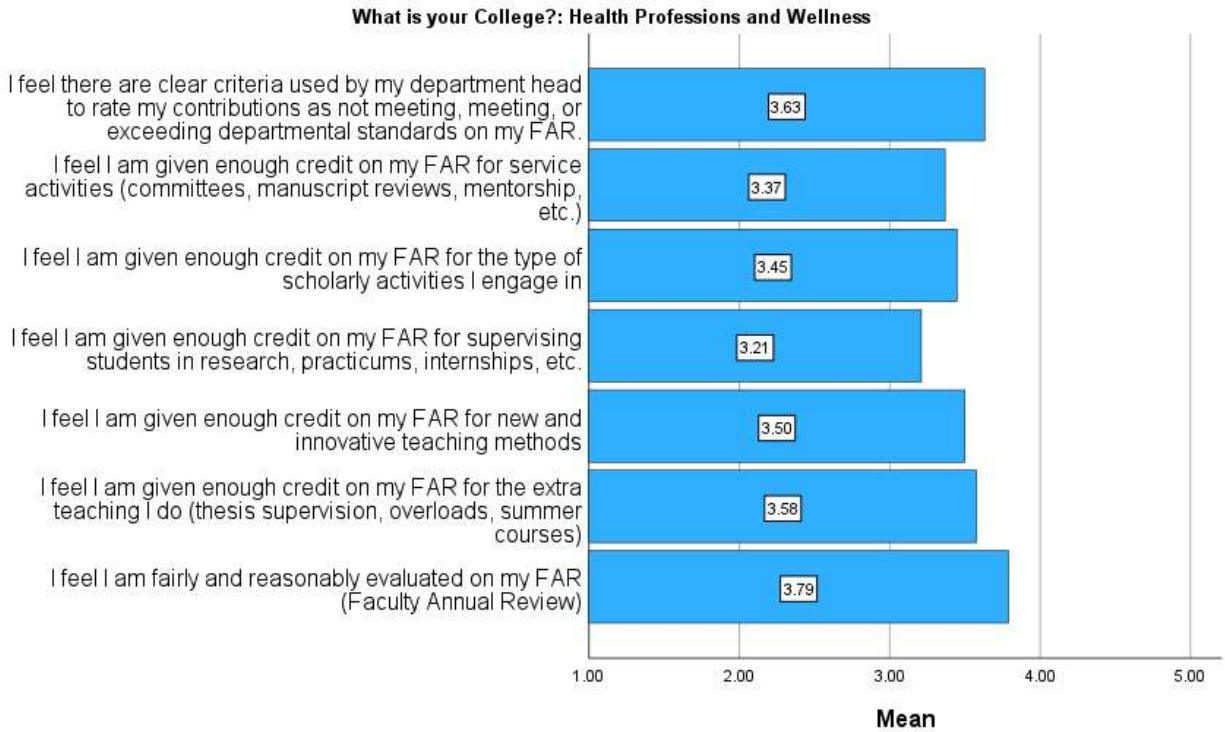
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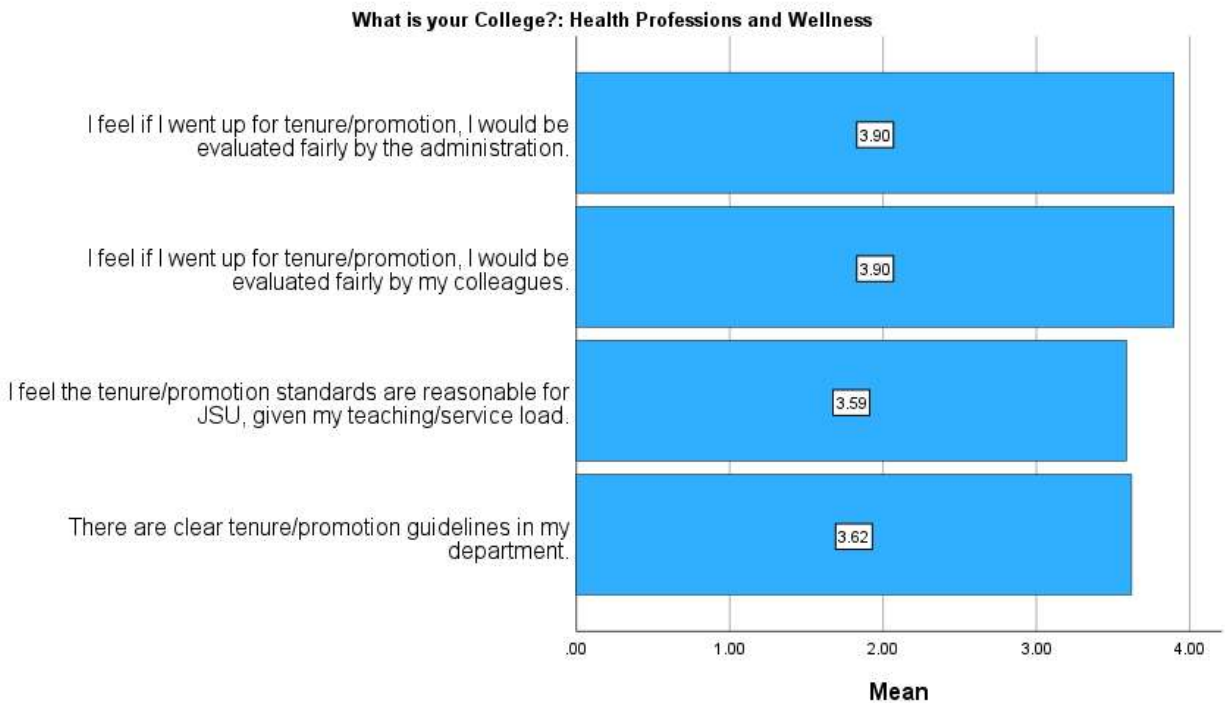
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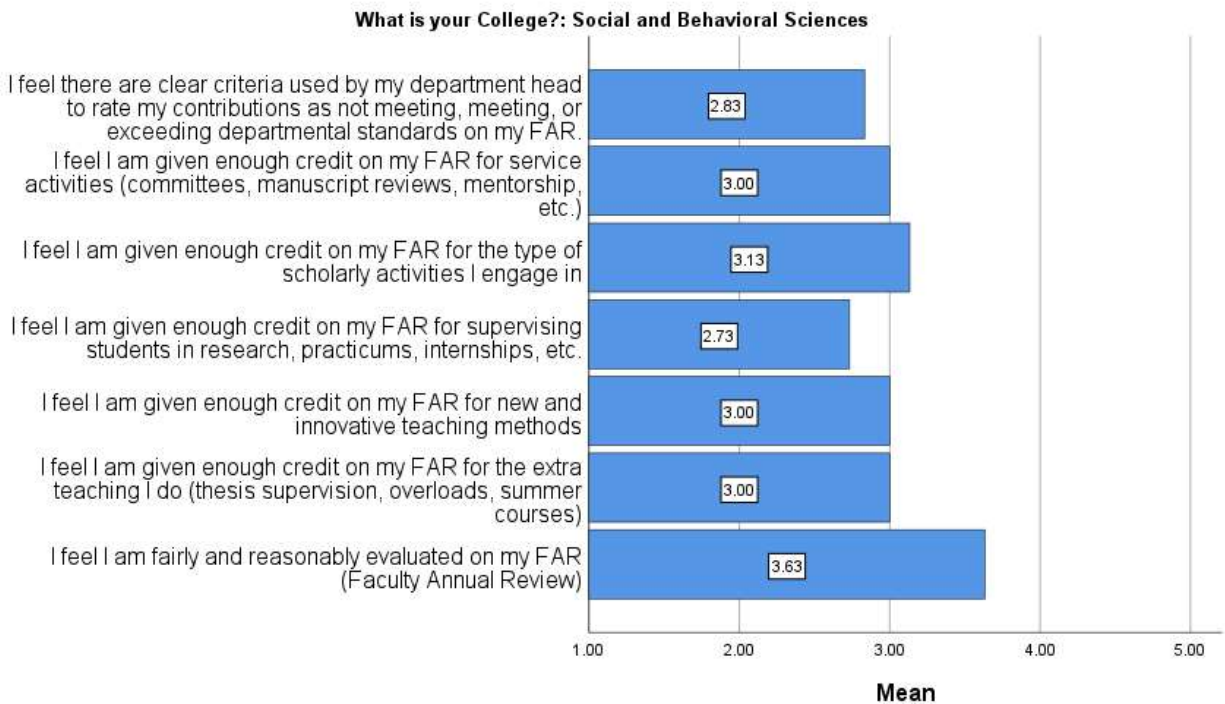
From 1 “strongly disagree” to 5 “strongly agree”



**By College: College of Social and Behavioral Sciences**

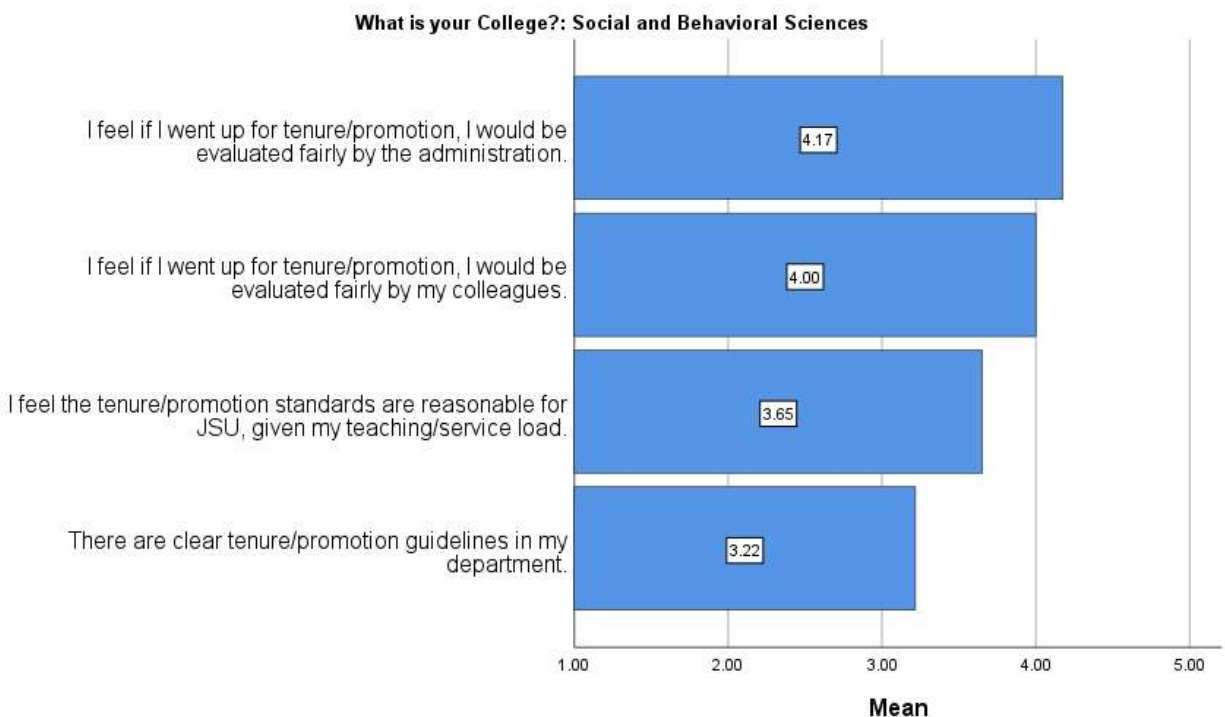
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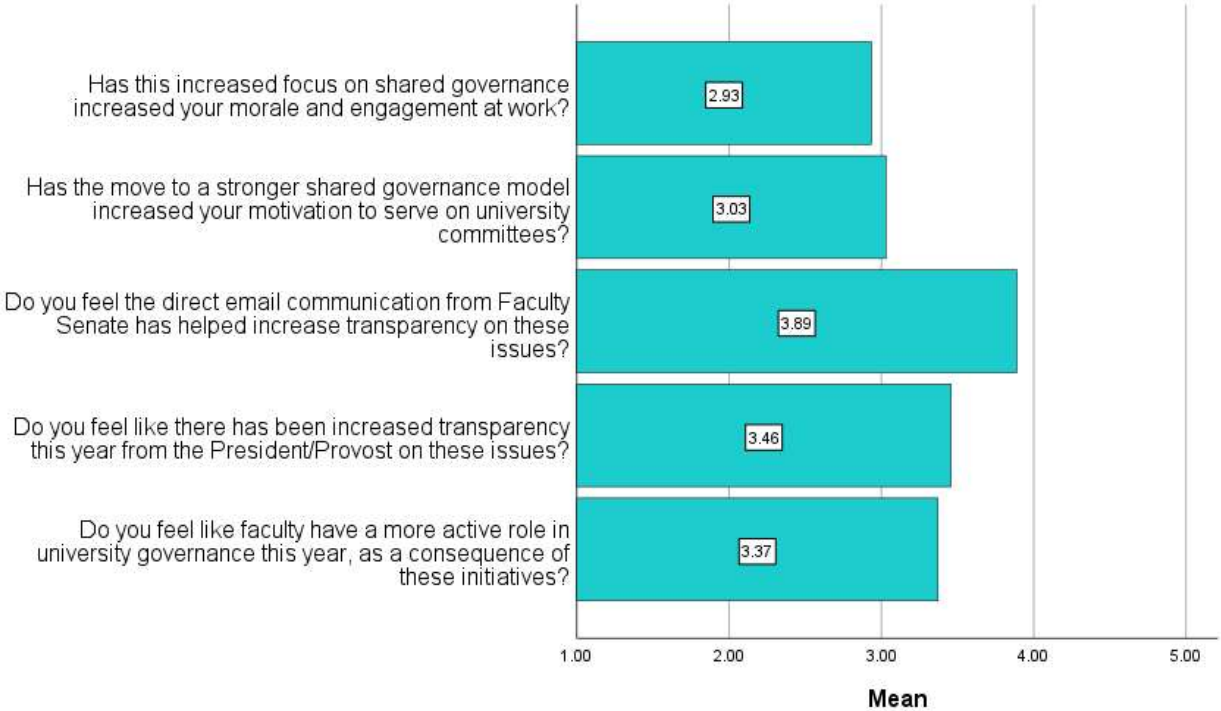
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From 1 “strongly disagree” to 5 “strongly agree”



Many faculty last year at the President/Provost check-ins said there was a lack of transparency and not enough faculty involvement in decision-making. In response to this, Faculty Senate and the Provost have been working hard this year to promote a stronger shared governance model at JSU. In this model, faculty take a more active role in making decisions about the direction of the university and also take more of a lead in the service work required to make these changes (e.g., revising the academic calendar, salaries committee). This was done to increase transparency in governance and make faculty more connected to the decision-making process.

1 “not at all” to 5 “definitely”



# Responses to open-ended questions:

All qualitative data coded by Heidi Dempsey, Faculty Senate President 2024-2025

## Commonly mentioned reasons for burnout:

- Too high of teaching expectations; overloaded teaching schedules; classes too large to manage; mandatory or guilt-induced overloads (without addressing staffing issues); too many preps; stretched too thin; can't balance high teaching expectations with research and service expectations; 4/4 teaching load is too high; consistent faculty shortages in departments (leading to mandatory overloads or large classes); workload isn't balanced to reflect high teaching expectations (54 mentions)
- Admissions standards too lax; too many students unprepared for college-level work; too big of learning deficit to bridge (41 responses)
- Increased shared governance; faculty need to be involved in academic decision-making, not just be given an opportunity to provide input; need to feel they have a voice in administrative decisions; faculty need to be involved in decisions about curriculum/programs in their departments/colleges (24 responses)
- Research and conference travel not being funded/valued/supported, especially for associate professors and professors (scholarship is part of the evaluation process, but costs are expected to be paid for by faculty); research is being made a larger part of promotion and tenure but faculty have less time and less money for accomplishing this (expectations do not align with resources); scholarship can only be fit in at night or on weekends because of high teaching demands, but is expected (20 responses)
- Lack of professional development opportunities outside of JSU/travel for professional development (11 responses)
- Lack of communication and leadership from deans and department heads (17 responses)
- Equitable service distribution (not the same faculty on every committee while certain faculty get a free pass); value service more in tenure and promotion/FARs and value those of us who work hard at it; let the faculty member make the decision if they can handle a committee appointment; re-establish community service connections that were lost during COVID (10 responses)

## Things we are already working on that were mentioned

- Adjusting salaries (mentioned by most even they were told to address other things, most noted that salaries were at the heart of a lot of issues)
- Clear tenure and promotion standards that match the handbook categories and descriptions of acceptable activities (e.g., not just being told 2 publications and service on 1 university committee is required); developing tenure and promotion committees
- Creating clear faculty handbook policies
- Transparency and communication
- Increasing shared governance/faculty involvement in academic decisions
- Admissions standards committee

- Faculty grievance procedures (Things that should be addressed are not because people don't feel they have a safe pathway to report concerns without undue escalation or retaliation)

### **Harder Fixes**

- Travel funding (for professional development and research)
  - money is generally given to junior faculty to aid with T & P, senior faculty get leftover money if available
  - money is usually prioritized to people presenting at conferences, not just attending for PD
  - Current travel amounts aren't nearly enough to cover cost of attendance at conferences (e.g., \$1500)
- Teaching loads
  - Several faculty commented that overloads were required in their department and were told that they had to do overloads to help out students and be a team player when the department routinely does not have enough faculty to cover classes (not a one-time thing)
  - Cannot balance high teaching loads, larger classes, lots of preps, and massively underprepared students with need to be doing scholarship for P & T; further, there is also much more "busywork" faculty have to be doing such as trainings, alerts, progress reports, financial aid verification, etc. that just takes a lot of time
- Department heads balancing faculty needs for autonomy and control (academic freedom of course content, input on course times/delivery methods, office hours, flexible work arrangements) with the need for faculty to be available for meetings and students, fill department class schedules, etc.
  - Demonstrate a recognition through behaviors, attitudes, and policies that faculty deserve, assume, and require a large degree of flexibility in day-to-day work schedules
- Faculty quality and quantity (lack of competitive salaries make hiring pools small and often we can't fill positions; need to invest in recruiting and retaining high quality faculty; lack of diversity in faculty; many positions remain unfilled, and we are running departments on skeleton crews and overloads; Implying or stating a faculty member is replaceable does not consider the work that faculty who remain must then put in for serving on hiring committees and re-orienting new faculty members as official and un-official mentors. Wanting to and fighting to keep excellent the faculty members I work beside who have been offered jobs elsewhere would increase my job satisfaction.)

### **Easier Fixes**

- Recognizing good performance; respect and value faculty contributions; looking for positive things to give feedback on; note appreciation for hard work faculty are doing on a regular basis, not just holidays; genuine appreciation; affirmation that we are doing important work; more administrators could acknowledge faculty contributions, not just Provost
  - Try to limit negativity

- Some administrators suggest that faculty have “cushy” jobs because they are only working “part-time” and do not recognize faculty do much more than just teach and that our nights and weekends are spent grading, prepping, doing research, etc., and our “holidays” are spent prepping for the following semester, doing required trainings, setting up Canvas, etc.
- More diversity in recognition of faculty accomplishments—often feels like the same people are highlighted every month for their accomplishments and the rest are overlooked; recognize substantive contributions to teaching not just flashy contributions (older, proven methods often contribute to higher learning outcomes than newer, untested methods and not all fields are “glamorous”)
- Some adjuncts feel disconnected because they are not invited to department meetings or included on departmental communications
- Discipline faculty who are causing problems or bullying other faculty; several noted that the department head just tries to isolate/ignore problem people rather than trying to actively fix situations, which allows problem faculty to get out of service requirements, meetings, etc. and puts more strain on others in the department
- Department head and dean evaluations need to occur yearly
- Consistency in following the Faculty Handbook and other JSU Policies
- Administrators need to respond to faculty emails in a more timely manner, to at least let them know the email has been received and they are working on it (often months before a reply is given)

#### **Campus/City improvements mentioned by a few**

- Lack of lighting in the CEPS parking lot at night was mentioned by several faculty
- Our grounds staff is top notch, but much of campus is empty grass lawns or dirt patches -- I think more flowers and native trees/plants, as well as a fresh coat of paint (and some pressure washing) could go a long way.
- Overhaul patterns of pedestrian and vehicular traffic to make campus safer (i.e., patchwork system of roads and sidewalks over time makes no cohesive sense and puts everyone at risk. We need clear, safe pedestrian routes (with minimal intersection with vehicular traffic) with separate routes for bicycles/scooters
- Better lighting and air temp controls in classrooms.

#### **Other things mentioned by a few**

- Open forums with deans or provost to have candid discussions about goals, plans, needs, etc.
- Make rec center, parking, athletic events free for faculty
- Increase overload/dual enrollment/adjunct compensation
- More summer classes
- Student mental health issues on the rise and faculty are unprepared to deal with these
- Leadership training for faculty; opportunities for faculty to take on leadership roles
- The need to have regular face-to-face department meetings to be able to discuss things in person and connect with colleagues

### **Why do you stay?**

1. Love students/feel liking making an impact on their lives/love teaching—75 mentions
2. Love/supported by colleagues/faculty—60 mentions
3. Family obligations/family settled here/proximity to family/kids in school locally— 23 mentions
4. Feel/fit of the university/friendly campus/invested in university—19 mentions
5. Love community/city/region/love nature/outdoor activities here — 18 mentions
6. Flexibility/autonomy in job— 16 mentions
7. Giving back to community/university; sense of service; making an impact in region/local community— 16 mentions
8. Benefits/retirement— 13 mentions
9. Supported by department head/former department head— 12 mentions
10. Actively seeking to leave— 11 mentions
11. Feel valued and appreciated by department/healthy department— 11 mentions
12. Feel valued/supported/respected by dean/upper administration— 7 mentions
13. Have friends/church/social connections here—7 mentions
14. No other job opportunities in field— 7 mentions
15. Stayed originally because of good environment, now stuck here/perceive they have invested too much to leave or too close to retirement— 7 mentions
16. Because of President and Provost's leadership and vision for shared governance— 6 mentions
17. Not competitive for other jobs (e.g., lack of research)— 6 mentions
18. Tuition remission policy— 5 mentions