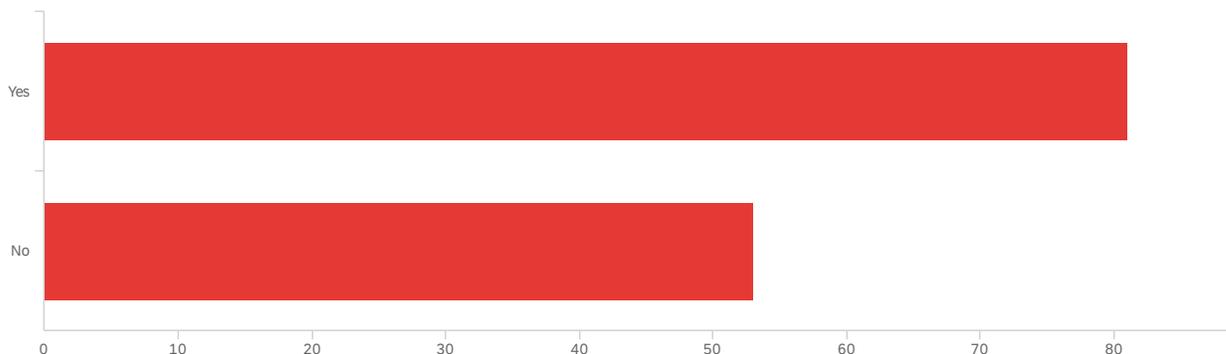


Default Report

Faculty Senate Survey: Attendance Policies, Evaluation, and Workload

April 13, 2022 4:21 PM EDT

Q1 - Should the Faculty Senate adopt the proposed university-wide student attendance policy as proposed by the Office of Student Success?



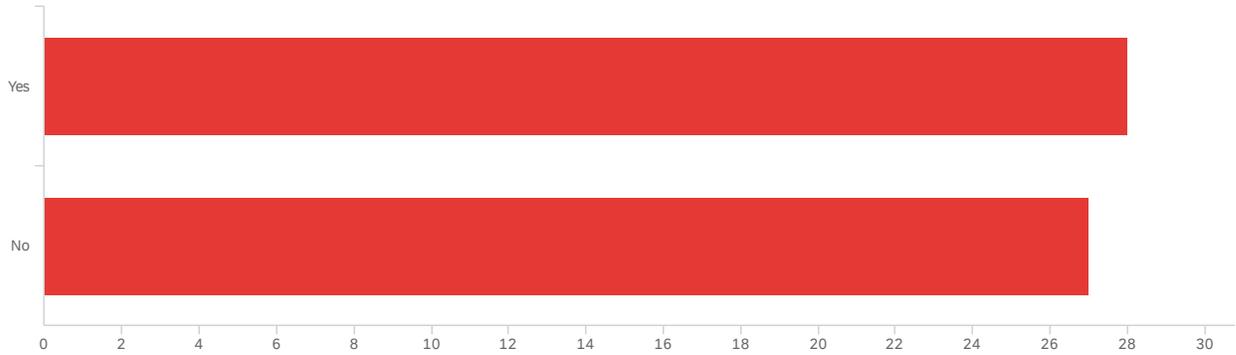
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Should the Faculty Senate adopt the proposed university-wide student attendance policy as proposed by the Office of Student Success?	1.00	2.00	1.40	0.49	0.24	134

#	Field	Choice Count
1	Yes	60.45% 81
2	No	39.55% 53

134

Showing rows 1 - 3 of 3

Q2 - If you are not in support of the proposed university-wide attendance policy, would you vote to accept a modified version?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you are not in support of the proposed university-wide attendance policy, would you vote to accept a modified version?	1.00	2.00	1.49	0.50	0.25	55

#	Field	Choice Count
1	Yes	50.91% 28
2	No	49.09% 27
		55

Showing rows 1 - 3 of 3

Q3 - What modifications would you like to see made to the proposed university-wide student attendance policy?

What modifications would you like to see made to the proposed university-wi...

leave faculty with some flexibility

I am against a university wide attendance policy. College students are grown adults and it is not our job as professors to treat college students like they are in kindergarten. There are a variety of ways for instructors to encourage attendance, and it should be left to the authority of each individual instructor as to whether or not an attendance policy is implemented in class.

The policy seems onerous for our students and for employees in the Office of Student Success. I just don't see students following it either and then, what use is the policy?

this creates more work for faculty. Students should discuss absences with faculty. For prolonged absences, we can engage Student Success.

I think the request process will bottleneck and become cumbersome.

I'm concerned with the language "medical concern" being too big of a COVID loophole for students to abuse. Too much burden is put on faculty to accommodate students and I think this is to the detriment of students. They must learn how to make things up they have missed.

I like the policy, but I do *not* want to put all that in my syllabus. Reference to a link on the UTC website should be sufficient.

I would like this entire policy made available to students on the UTC website even if we don't ask every instructor to use this full language on their syllabi

I'm not sure one is needed.

I'm concerned that the language is so vague as to be not particularly meaningful. Upon receipt of notification a faculty member MAY...It doesn't seem to commit faculty to anything, which has advantages. But it does raise the question of what the policy accomplishes.

This is incredibly intrusive, it does not clarify how they will be verified when not everything can be documented, what is considered a legitimate request. I very much suggest you consult with the Office of Equity and Inclusion, University Health Services, and resident assistants about ongoing issues with students when drafting wide sweeping policies such as this.

It is difficult to document a student's bodily illness (e.g., flu, cold) and/or mental health issue (overwhelmed, stressed out) when students do not go to a provider. How to address this issue?

n/a

I need clarification on what this is, the bounds of these rules, it's intent, and the specific problems the policy attempts to address. I generally support the centralized system for handling excused absences from students, but I don't support the Office of Student Outreach and Success dictating policy that steps into the pedagogical. So: Is this for the faculty handbook, or as language put in every syllabus for students to read? Is this attendance policy a guideline/baseline or is it the law of the land (à la Covid attendance policies) that must be presented to students completely unmodified? If it can be modified, in what ways can it be modified to suite the needs of specific modalities or individual courses? Further, if it can be made stricter, there should be language that acknowledges that syllabi may have stricter standards in particular areas. The policy also needs to acknowledge an upper limit on the number of classes or that can be reasonably excused.

What modifications would you like to see made to the proposed university-wi...

If a student misses an exam in my course, they can't simply make it up more than 5 days later (after they have submitted their excuse and then have it approved). That would mean a week or more after the fact when I have already reviewed it with the other students and moved on to the next unit. Creating an equivalent assignment would require an undue burden and likely interfere with the student's future work. I already have one "drop" exam built into my policy, if they drop an additional exam that would mean no assessment over half the course material.

I teach labs and lectures. Labs cannot be lumped in with a lecture attendance policy. For example, if students are permitted to miss 2 weeks (6 MWF lectures, or 4 T/R lectures, they cannot also be permitted to miss 2 weeks worth of labs. In addition, due to ongoing DRC issues, where the DRC expects accommodations in addition to classroom policies that act as a catch all, careful considerations should be made when proposing a university wide attendance policy.

individual faculty should not be deciding. This will result in inconsistent administration based on faculty. Program chairs may be the best to decide for students enrolled in professional programs, where attendance has to be required for accreditation purposes.

A university-wide policy should be university-wide, or at least at the College level. Departments within Colleges may vary widely on what constitutes a reasonable number of absences, or minimum standards for participation, which will lead to confusion on the part of students and faculty as to what is appropriate. Exceptions should require approval.

Since most control ultimately is with instructor, it should be up to instructor to approve request. Many request come last min so it is not practical to request 5 days in advance.

What is the rationale for this policy? Is it really needed? The administration of such a policy seems likely to create additional bureaucracy.

There should be more exceptions to the faculty member being able to deny the request; the faculty member should be able to decide what to do based on the information provided and not be mandated to accept all excused absences. Also, the policy mentioned bereavement but does not include what kind of death (close friend, family member, etc.).

There needs to be some guidance on online classes.

If cases are high, we should have a COVID absence policy

I think this policy would be much to difficult to make applicable to all university programs. We have our own very specific policies in the nursing department and they are working well. If students have to start following this policy as well that includes notifying the Office of Student Outreach & Support, things will get much more complicated. There are nursing attendance requirements set by accreditation standards.

For accuracy, on page 1, part II D, it says ""Faculty" or "Course Instructor" refers to any University employee who holds faculty rank and whose primary appointment is to engage in academic instruction, research, or service". We have adjuncts who are primarily staff, but teach a course or so for us. There should be something saying like "who is the instructor of record".

Sigh - I'd just rather see students be socialized to take breaks when they need to and understand that may affect the work they can do or their grade and then just be okay with the tradeoff - we have to use time off in our jobs or make sacrifices on projects when something happens, right? This policy doesn't seem like preparation for adulthood at all.

I don't want to require attendance in my classes. I feel that students need to choose what they do based on their situation. I don't like treating university students as though they have no responsibility for there grades in a course.as though they are

III C MUST remain as part of the draft due to limited clinical experiences that are required for accreditation for certain disciplines.

That there not be one. Let faculty run their own classrooms.

n/a

Additional room for individual instructor leeway/modifications

What modifications would you like to see made to the proposed university-wi...

This seems like a lot of extra work for SOS. I prefer to handle this on my own for my graduate students.

n/a

Possibly. I've asked for them to consider adding language for professional graduate programs that directs students to the absence policies, that are accreditation driven, in their program's student handbook.

Error: 3C2, "more THAN the number.."

no university wide policy - would be difficult to implement and support - let the faculty handle the attendance the way that is appropriate for the course being taken.

I feel as though the absence policy should be guided by the instructor of the course. Why does there need to be a third-party (SOS) process to deem an absence as excusable? I can see that this process may be beneficial if a student has a lengthy absence, but I would hope that this policy would not apply to a study simply missing one course due to illness. If so, I think some exceptions should be added to this policy (e.g., one time absences due to illness).

None--I have a clear and reasonable attendance policy for my courses. I don't need a uniform policy that may supercede it.

way too complicated; sounds like a bureaucratic nightmare; takes all decision making out of faculty hands

(a) Instead of university wide policy, amend the Faculty Handbook 2.11.11 with appropriate guidelines (b) place responsibility squarely on shoulders of faculty

Not sure why departments need to develop their own supplementary plans. Seems like a lot of time, effort, and paperwork for a policy which is fairly general and should apply to the whole university.

I don't think a University-wide policy is needed as academic programs differ considerably in their nature and requirements. What works for Physical Therapy might not work for Engineering, for example.

There needs to be more clarification regarding the department policies. Are these for lectures or labs, do we have separate policies for 1000, 2000, 3000, 4000 level courses? At the 3000 and 4000 level we have numerous faculty teaching labs. It would be very difficult to get a consensus on policy due to the unique nature of the labs.

Leave up to individual faculty

The policy as written is fine and flexible enough to allow depts to add what they need or just adhere to it as written.

The process should be reviewed more often than 5 years. Also, there should be an expansion of denial of request by the faculty for undue burden of work for the faculty if the assignment/class etc

Departments should have some discretion--it's not a factory

Comment about COVID policy: I think it's not possible to make a decision about a covid policy in April when we don't know what it's going to be like in August.

N/A

language pertaining to instructor-specific attendance requirements

Let faculty decide their own attendance policy. The dean of students can be used if the faculty want their help.

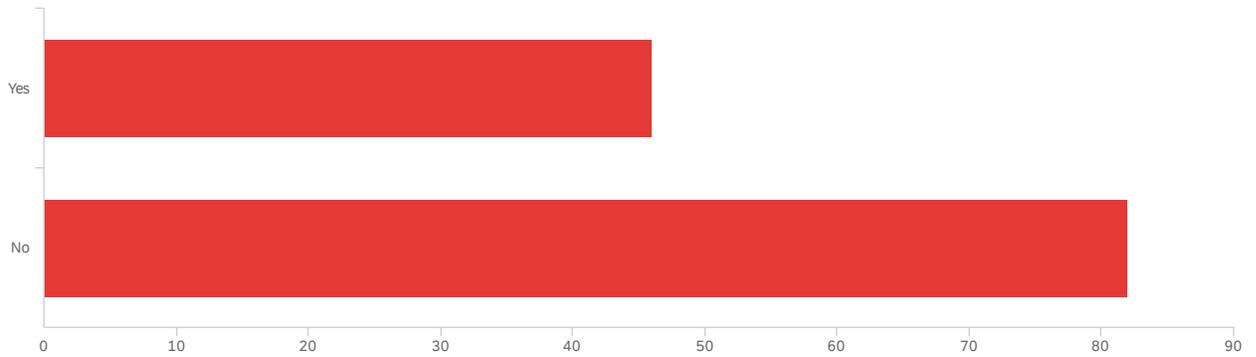
What modifications would you like to see made to the proposed university-wi...

None.

The only modification I would like is for a maximum number of reasonable absences to be specified in policy (for instance, one or two weeks of class), after which a student receives —per university policy— an automatic failure due to absences (at some schools, these are listed as FA or FX on the transcript). The correlation between attendance and performance is extremely strong.

I don't believe there is a one size fits all. If you make a university-wide policy, you need to give lee-way especially for graduate programs to modify and fit accordingly to their own accreditation standards.

Q4 - In addition to a university-wide student attendance policy, should there be a stand-alone COVID-19 attendance policy for Fall 2022?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In addition to a university-wide student attendance policy, should there be a stand-alone COVID-19 attendance policy for Fall 2022?	1.00	2.00	1.64	0.48	0.23	128

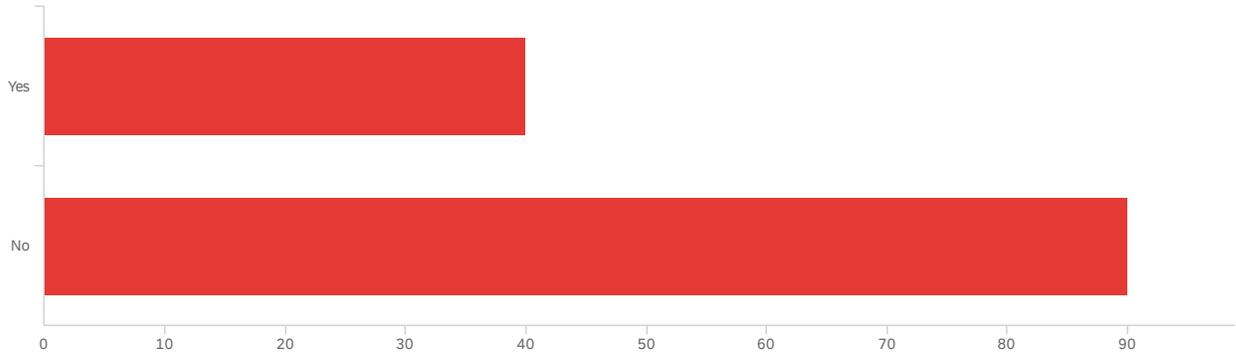
#	Field	Choice Count
1	Yes	35.94% 46
2	No	64.06% 82

128

Showing rows 1 - 3 of 3

Q5 - Did you have problems entering your EDO Performance materials into Watermark

Faculty Success (formerly Digital Measures)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you have problems entering your EDO Performance materials into Watermark Faculty Success (formerly Digital Measures)?	1.00	2.00	1.69	0.46	0.21	130

#	Field	Choice	Count
1	Yes	30.77%	40
2	No	69.23%	90

130

Showing rows 1 - 3 of 3

Q6 - If so, what specific problems did you have?

If so, what specific problems did you have?

I would prefer to just enter information into the text box, and not use the PDF report generated by selecting items in Digital Measures.

I think I was successful. Is there a way to manually make a CV in Watermark Success? The CV Import tool takes a really really long time and I think manually making a CV would be faster.

Having to input dual information via the activities page and in the main workflow is time consuming and feels a little unnecessary

Often the fields I need are not there, and there are many fields I do not need. Also, it is incredibly time consuming to enter all the information.

I have struggled so many times with EDO materials. This year may have been the first year when I did not have problems. But maybe I did not do it correctly. The whole EDO process is chaotic.

How could anyone have enough hours in a day to generate those reports in an accurate/comprehensive way? Ridiculous.

The role of the system-generated reports is very confusing. The expectations for narrative additions are unclear.

The EDO is due in March; however, when running reports, it was not including any items posted in March 2021. This means that if the EDO is submitted March 1, but only starts in April, a whole month of publications, grants, presentations, etc, were not included in the automated report. I had to go in and adjust several items to April 21 to show up in the report. In the future, if reports are due in March, they should include the prior March. March 1 to Feb 28.

I didn't have problems, but it is quite cumbersome to enter every activity.

Does not pick up materials. Search engines are terrible. Have to enter everything in manually. Poor categories. It's just a terrible terrible waste of time and I imagine money.

na

It's very clunky, particularly with multi-authored works and works that don't clearly fit existing categories.

Sadly, I cannot find a guide that helps me complete the form. There is a link and blog page opens, with one video. When you click on "Training Modules" listed under "Spring Into Digital Measures with a Training Session" heading, it takes you back to the UTC blog main page.

The interface and directions are simply horrible, and I shouldn't have to watch videos to figure it out.

The cut and paste feature from your CV is very clunky. I ended up retyping most of my CV.

Cumbersome system. Was not always obvious where to enter objectives/accomplishments

Too tedious.

I find the Watermark Faculty Success system clunky. I LOVE the idea of an all digital portfolio, but the tool itself is not user friendly. And I teach courses in educational technology!

Not sure if saved, was entered. I ended up emailing my department head.

If so, what specific problems did you have?

System is quite "clunky" and disjointed.

It is a tedious process that adds no value - just have faculty use a standard CV template that can be uploaded by someone who is tasked with aggregating data.

There were some certificates and training that I didn't know where to put.

I feel like all my changes may not be saved; it's happened several times so I'm more inclined to think it's the system and not just user error (as it can be with me!) also, some particular activities, conference and service activities just don't fit neatly into the dropdowns. I am not advocating for more dropdowns, just more flexibility in interpretation. Also, we really just need to pick one system - the digital dossier in addition to DM is very cumbersome.

I don't even know what problems that I might have had. I eventually clicked on the pass the document to the head of department since I did not have time to look at the very strange interface for Digital Measures. I like the old fill in the three boxes method of doing the EDO, even though I usually leave out most of my activities since I must complete the EDO before the deadline.

It is cumbersome and time-consuming beyond belief. It is hard to find pre-submitted materials (like in-process works) that were under a different name than they are now. It is not always clear where information should go

Some of the dates are confusing. I would prefer an initial due date in spring with a window for adjustment.

No clear space to enter text version for outcomes

n/a

There needs to be a section for 1) teamwork and collegiality and 2) annual professional development completed

I am in the arts so I do not publish. There is no way to automatically upload my creative activities into Watermark from a web platform, etc. I have to enter each one individually which is incredibly time consuming. The format for performances also is not well suited to performances; the fields don't seem the best options for my activities. There is not a section where I can upload additional teaching activities associated with my classes.

I had no problems entering the material into Digital Measures, but I am not a fan of it. I thought the forms were fine. Easier to edit.

Some activities don't necessarily "fit" some categories in the form; also some categories have far too many categories to enter that it makes it very cumbersome to enter new activities. I also feel that if we are also submitting our CV annually, the repeated process is redundant.

It did not accept pdfs as a submission format.

It is somewhat non-intuitive to navigate within the site.

Too numerous to state

Didn't have any problems, but as an NTT, I do not have to use this right now. I use the NTAR.

knowing how to and that I needed to add qualifiers of each completed role on another page..

My EDO had to be manually sent to my Dept. Head because the system for some reason wouldn't allow it to be sent automatically. Support was able to resolve the issue within 24 hours, though.

If so, what specific problems did you have?

Sometimes there are not appropriate places to enter my achievements. Some department heads don't use it. I spent a lot of time entering all my info for the EDO report only to learn that I also had to enter all the info in the text boxes of the Digital Measures because the department head does not look at the attached reports. Very frustrating.

N/A

It's annoying that you have to keep clicking back and forth to make revisions and then refresh the output of items in Digital Measures. It's not always clear where items will be categorized on the output. And the fill in parts of the system don't capture all types of activities. I basically had to write out my EDO report as I have done every other semester and paste this into the boxes provided in Digital Measures. But I did prefer this to the PDF fill-in form that we used to use.

Reporting was not commensurate with the open-form of the objectives, so reporting was uneven in the generated PDFs. There is not a location for "Awards" only fellowships and grants that bear a funding amount and that intimate one has pursued these goals, whereas awards are not often self-nominated.

a bit confusing/user-friendliness

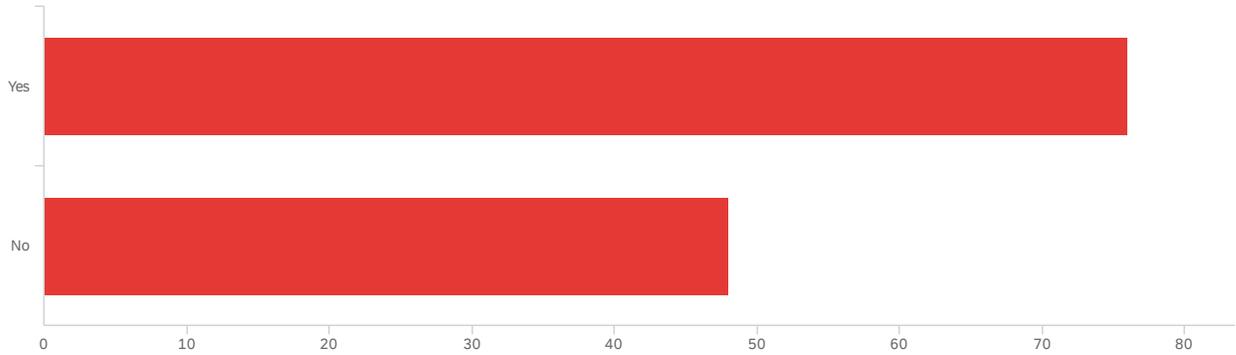
There are too many various ways to enter data. It is yet another repetitive set of paperwork/data collection that adds to more work for faculty, taking up time that they could be using for research and teaching.

N/A

I honestly have no direction and know what is important. It's tedious and takes up way too much time to do this and then make a whole other dossier and make sure everything fits.

Q7 - Did you find that the directions for entering your information into Watermark Faculty

Success were clear?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you find that the directions for entering your information into Watermark Faculty Success were clear?	1.00	2.00	1.39	0.49	0.24	124

#	Field	Choice Count
1	Yes	61.29% 76
2	No	38.71% 48

124

Showing rows 1 - 3 of 3

Q8 - What changes should be made to the EDO process for the next academic cycle, if any?

What changes should be made to the EDO process for the next academic cycle,...

I just dislike all the scrolling - there should be fresh screens for each step instead of scrolling down endlessly to find the right "blank".

Again, I would prefer to just enter information into the text box, and not use the PDF report generated by selecting items in Digital Measures.

See if a CV can be created manually in addition to the option of the CV import tool.

n/a. I'm sure there are improvements to be made but I do not have suggestions for any.

how much time do you have? This process needs to be completely overhauled. There should not be a separate form for Exceeds. Goals for next year should be entered at the same time as accomplishments for the prior year. We should adjust the schedule.

Much better than the paper version.

The timeline of the process is weird. Let us set goals at the end of August and report in April, mimicking the timeline of most 9 month faculty.

I did not read any instructions. I'm not sure I understand this question. Is it asking about the technical side of things or about how to organize one's EDO?

Clarify what is expected. The generated reports are not useful, but if they are expected to substitute for narrative, make that clear. If they are not, make that clear.

Align the annual reviews (January) and the EDOs (March), so that they are processed at the same time, to reduce completing review materials 2-3 times a year. Also, EDOs should not be required to be submitted until the end of the semester to include all Spring items, or the academic year August thru July for the same reasons.

Clear enough, but the system is so tedious. I found I could complete my EDO much quicker when it was just a PDF.

Get rid of digital measures. Go back to old forms.

New calendar.

na

Reporting in March doesn't make sense—reports should be much later.

Move the performance objectives until April.

It's all a mystery to me. Can there be a pdf form that follows the cycle? For example: what to do for August 1. What do you focus on? Which semesters? What your supervisor does (hopefully they don't all wait 4 months like mine does). What to do for March EDO (or April, or whenever the spring one is due)). What do you need to focus on? It's in the middle of semester: does it focus on the current semester? Or previous semesters?

Use Word doc templates. Give each supervisor a template for form-tracking. K.I.S.S.

What changes should be made to the EDO process for the next academic cycle,...

The fill-in boxes for the EDO reports should not be labeled "additional support if needed" as additional support is required.

Free form pdf submission was easier and told a more congruent story.

Get rid of Digital Measures and get a system designed for academics

Simplify it should request only updated vita from faculty.

Need a better application for submitting, reviewing, and approving. Needs to be tied to the university strategic plan.

Clearer directions for what should be included/not included and appropriate language for creating goals.

simplification

Let the process match the academic year - set goals in August, review progress by July. Most of my research work has to be after the semester ends given my teaching load. Reporting in March means I don't get to accurately report what I'm doing each year.

Find a way to attach a CV to Digital Measures as entering that information is time consuming

Not require Heads to write paragraphs on faculty activities

I think the timeline is ridiculous. We are supposed to meet all goals by March 1? A lot can happen during March and April. The March 1 deadline leaves out 22% of the academic year.

Have clearer instructions on where to put certain items.

The automatic email reminders come out at confusingly early, or late, times. Also, the definitions for what stage of the process you are in are confusing. Are you writing new goals? Submitting your thoughts about your old goals? I thought we'd already made the change you're referencing in the question below, so now I am really confused and probably late on my objectives?

There is not enough time to meet yearly goals within the current reporting timelines.

The dates that things are due do not fit with schedule. I prefer to have the due dates after I finish grading my exams for a particular term. I can't give the EDO any priority if I am struggling to get a class ready or grading exams.

Provide examples of the types of activities that belong in each category.

Clear guidelines on how 'Meets expectations' and 'Exceeds expectations' are determined.

Cutting and pasting goals from previous semester is a pain. It would be helpful if you could find another way and allow the top tool bar to be visible after you scroll down....

Stop making the process so complex

Get rid of Watermark. Go back to forms.

I wish the EDO process was on an academic year calendar.

let dept heads award exceed expectations

What changes should be made to the EDO process for the next academic cycle,...

make CLE info optional (if dept head reviews and thinks should be included, they can add comments rather than requiring faculty to include)

The deadlines are emailed to us do not match the EDO deadlines in the Faculty Handbook and on Academic Affairs website. Set deadlines well in advance; make sure they are all the same; don't change them with short notice.

Faculty should be allowed to submit a document of activities, not fill-out a web platform with individual form fields that punish faculty for productivity.

I would change the cycle to a calendar year. Make the performance for Spring, Summer and Fall. Evaluate in end of November/December and objectives at the beginning of the next year in early January. I have heard of several universities use the calendar year approach instead of the academic year approach. It would be worth investigating.

The emails should not be sent on weekends and the EDO should be due while faculty are on contract (ie not August 1)

Clearer guides for expectations for each section (rather than a sole focus on how to enter items into Digital Measures)

I don't find the EDO process particularly useful in the first place, especially for tenured faculty. If we keep it I would suggest going back to Word documents and forget Digital Measures.

stop using watermark

At some point, we should try to align calendars. It's weird that Faculty, Staff, and the financial year are staggered.

The EDO process should be more in synch with faculty schedules. I don't think the process makes sense as it is now because it requires us to write things as if they were written earlier, and that's confusing.

Change EDO calendar.

Make sure the deadlines align with what is needed. Also, reduce the number of reminder emails to supervisors. Perhaps one a day that has a summary of all tasks. I am deleting 33 emails a day that are reminders for DM.

Change timing

We need guidance on what to do with things that don't fit neatly into the CV template, e.g. one-off service to the department. We put it in the text box, but then it doesn't show up in the same report as other activities and is easily overlooked.

I am an NTT faculty member, so I'm currently using the NTAR (Non-Tenure Track Annual Faculty Review), so the changes that should be made to the process are ensuring that all NTT use the NTAR since our workload expectations are different than those of TT faculty.

one page entry not multiple locations

Populate the faculty member's start academic year; Populate objectives automatically into the report section.

N/A

I would prefer to just enter everything by hand instead of having the lists generated by Digital Measures. It took more time to click in and out to revise and refresh these lists than it would have to just type in the information in the first place. Also the Dean's 'guidance' for us was just a reiteration of the instructions that are already in Digital Measures, so this wasn't helpful.

Please turn off the automatic reminder emails, or set them to go off closer to the deadline (e.g., I received an email to fill out the new cycle, due Aug 1, on 3/24), with no indication that this was for the new objectives cycle due in April.

What changes should be made to the EDO process for the next academic cycle,...

a document outlining what is expected to be completed, what is optional to be completed, etc (activities part)

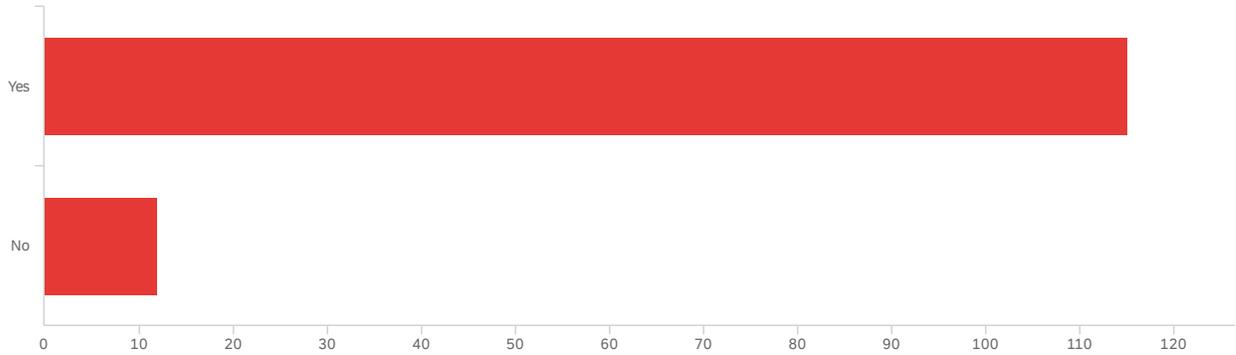
Use one evaluation method, stick to it. Change the dates so that the spring information (evaluation scores) can be reported instead of predicted.

later evaluation date; March 1 does not allow a full picture of the year's accomplishments

None

I think they idea of watermark is a good one, but the standards are unclear.

Q9 - Do you support the university moving the due date for EDO "objectives" from April to August?



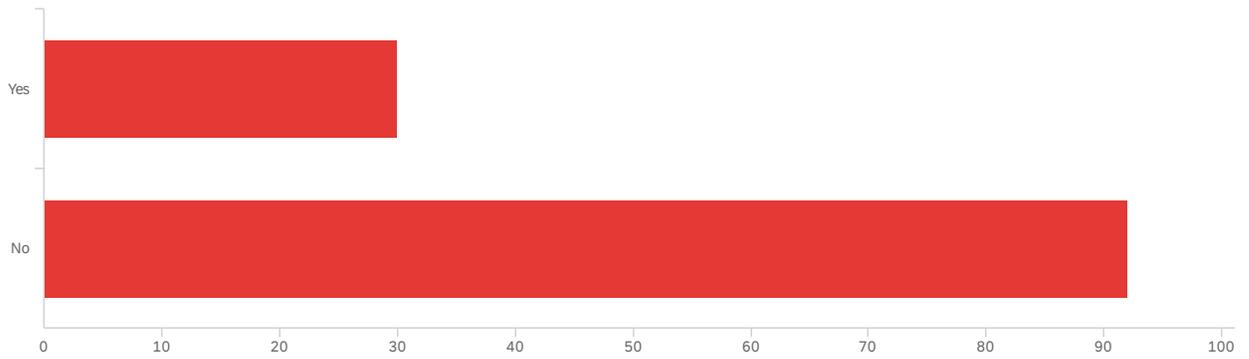
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you support the university moving the due date for EDO "objectives" from April to August?	1.00	2.00	1.09	0.29	0.09	127

#	Field	Choice Count
1	Yes	90.55% 115
2	No	9.45% 12

127

Showing rows 1 - 3 of 3

Q10 - Does your department have a clear policy for applying for "early tenure"?



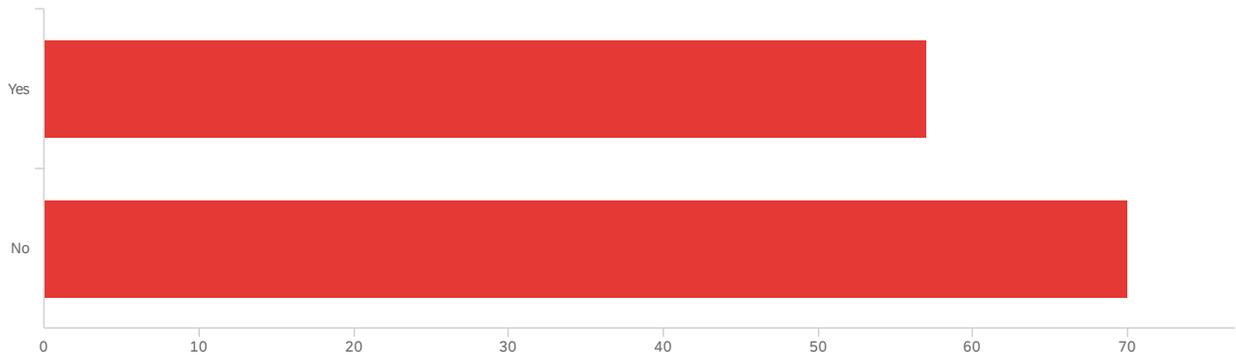
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your department have a clear policy for applying for "early tenure"?	1.00	2.00	1.75	0.43	0.19	122

#	Field	Choice Count
1	Yes	24.59% 30
2	No	75.41% 92

122

Showing rows 1 - 3 of 3

Q11 - Are you aware of the university's process for applying for "early tenure"?



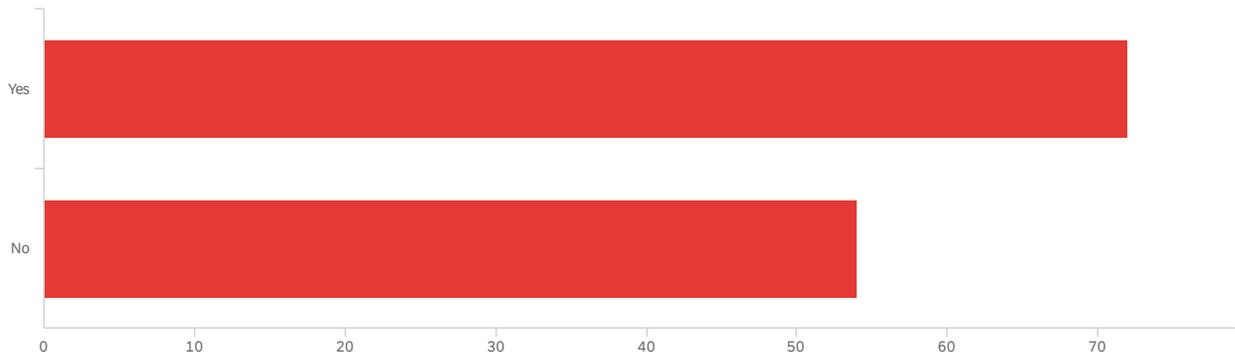
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you aware of the university's process for applying for "early tenure"?	1.00	2.00	1.55	0.50	0.25	127

#	Field	Choice Count
1	Yes	44.88% 57
2	No	55.12% 70

127

Showing rows 1 - 3 of 3

Q12 - Should the university have a standard workload policy?



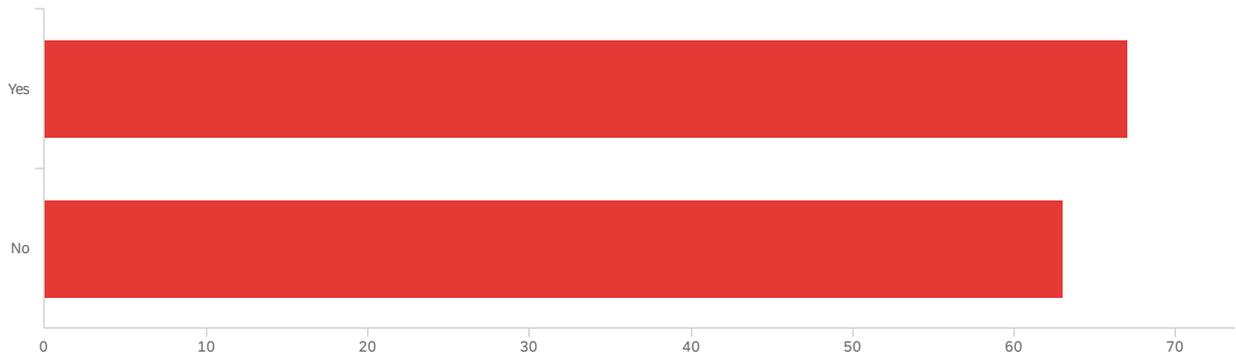
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Should the university have a standard workload policy?	1.00	2.00	1.43	0.49	0.24	126

#	Field	Choice Count
1	Yes	57.14% 72
2	No	42.86% 54

126

Showing rows 1 - 3 of 3

Q13 - Are you able to balance the requirements of teaching, research, and service?



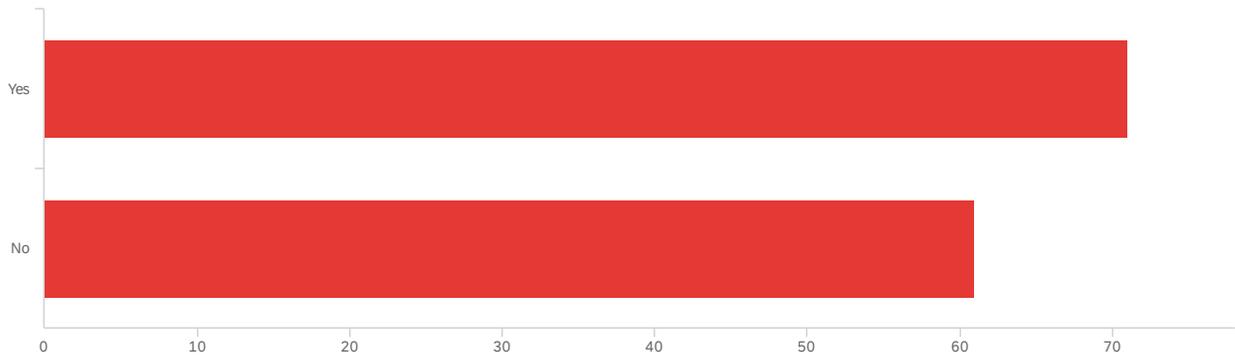
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you able to balance the requirements of teaching, research, and service?	1.00	2.00	1.48	0.50	0.25	130

#	Field	Choice Count
1	Yes	51.54% 67
2	No	48.46% 63

130

Showing rows 1 - 3 of 3

Q14 - Are you able to find balance in your home/work life?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you able to find balance in your home/work life?	1.00	2.00	1.46	0.50	0.25	132

#	Field	Choice Count
1	Yes	53.79% 71
2	No	46.21% 61

132

Showing rows 1 - 3 of 3

Q15 - Please provide additional information on the struggles of finding balance in your career and your personal life:

Please provide additional information on the struggles of finding balance i...

Only because my kids are grown. I never had work life balance when raising kids. We need to do all we can for all our colleagues to insure they can manage the demands from all sectors of their lives.

Too much work, and too little life. But more seriously, there are too few if any boundaries set or encouraged. by the administration when it comes to matters like the number of hours worked each week, appropriate hours for sending emails or other forms of communication (including work related text messages), the sheer number of emails send and received (some offices and individuals need to be far more discerning), etc.).

Barriers to work/life balance have typically been self-imposed rather than via pressure from administration though I also think that the administrative position is to leave this up to individuals to sort out rather than trying to define or provide guidelines for better or worse.

I'm not sure I know what "balance" looks like ... during the school year I work late into the night, weekends, basically all the time, leaving little to no time for other pursuits

I find the binary nature of these responses problematic. As 12 month faculty member it would seem like a work-life balance might be easier, but it can be more difficult, especially with the expectation that I am on-campus for 40-hours per week (we don't hold other faculty appts to this same stringent requirement). I'd love the campus to re-visit this definition of the 12-month faculty member, which should really only be applied to administrative roles, if at all.

Through COVID, educators have been the forgotten demographic. Responsibility and workload soared while pay stayed the same.

Being asked to shoulder the bulk of the university's covid response as their support has disappeared has destroyed any hope of finding work/life balance. First we were required to create three versions of our classes for Fall 2020, without acknowledgment or compensation. We were expected to continue to construct this kind of flexibility going forward, while being vaguely threatened by administration over what we could and could not do, or say. We went from being valued faculty to being micromanaged. We have been consistently undervalued with respect to messaging (see Lupton HVAC debacle of December 2021, in which faculty were the only group not recognized by the chancellor for being flexible and supportive when all the finals had to be moved out of Lupton). That doesn't even cover the roof that continues to leak and smell like a sewer. It's not hard to change rhetoric and I would strongly recommend the administration pay more attention to how their words--or lack of them--land. Faculty are burned out, feeling undervalued, and no amount of wellness emails is going to solve it.

NTT has become the dumping ground for all service. This is not an equitable way of handling service obligations. 11

The problem isn't balancing teaching, service, and research, the problem is that there is a perception that one (research) is more valuable than the others. Faculty are different; we contribute in different ways. While the letter of our bylaws say that excelling in any area is sufficient, that is not demonstrated clearly across all units and by some upper administrators. That needs to be sorted sooner rather than later. We aren't an R1 institution. We are a metropolitan university serving students. Teaching and service are, here at UTC, *more* valuable than research.

It's challenging to find time to devote to research amid other requirements of my work time and family life, but I feel like I make do.

I answered "yes," but it is a challenge. For example, I try not to answer emails on evenings or weekends, but sometimes it is necessary.

It is not possible to answer this. It changes all the time.

It's just impossible. Departmental, college, and university service demands have gotten completely out of control, at the same time that student and faculty morale have reached the point of crisis. This is unsustainable, and I anticipate seeing more and more faculty jumping ship in the months ahead if something doesn't change.

Please provide additional information on the struggles of finding balance i...

I don't find this language to be particularly useful. When people talk about personal/home life, they seem to mean very specific things that don't apply to everyone.

Difficult to focus on research when you are continually prepping for courses, serving on required committees.

I've been able to be productive in research and teaching, while maintaining balance in my personal life, but the increased messaging to do more research and apply for more grants is difficult to implement without a change to my teaching load

I have given more accommodations to students in the classroom and also do more service to recruit and retain students without reducing existing workload.

The service for women is backbreaking. For senior "scholar" men, minimal.

To meet the requirements of my position I have to work more than 40 hours a week and have to work through the summer, even though I am not paid for that 3 months of work. If I worked only 40 hours a week for 9 months a year I never would have gotten tenure and if I moved to that work schedule now would likely not keep my tenure.

na

Taking on side work to offset steep cost-of-living increases rather than focusing on teaching and research.

The burden of service on junior faculty is enormous

increasing service requirements, last-minute requests, teaching overloads due to understaffing, paperwork burden and requirement to learn new systems frequently (Concur, especially), need to be "flexible" at all times as conditions change and students make more and more requests for accommodations, pressure to do more of everything (course revisions with active, experiential learning, research, grant-writing, assessment, learn new technologies and do more things on my own without staff support)

It has recently improved. I am not in favor of a university-wide work load policy, but it should be at least consistent within the department - and make sense. For example, one semester I spent 12 hours per week teaching (4 different courses and 3 preps) and my counterpart spent 6 hours teaching (2 courses and 1 prep). Also, we are in the same department, but the lab lengths differ. So, somehow, because I teach a three 3000 level lab, which are each 3 hours, I am considered teaching an equal load to a lower level, 2 hour lab. And yet, I am being paid less because my counterpart is an associate lecture on only teaching introductory level classes, while at the time I was still a lecturer. Workload MUST take into account the amount of TIME your spending teaching. It cannot JUST be based on credit and student numbers. That is where my struggle comes from - being assigned LONGER classes and MORE of them because I get assigned smaller classes, which I have no control over.

Most faculty are on 9 month contracts. From time immemorial, faculty have focused on teaching and service during the fall and spring and then worked on research and writing over the summer. That is the unspoken standard. So we either need time during the AY for these things or need to be 12 month faculty.

Often take grading etc. home, work nights and weekends

I would like to not have to work on weekends. It is expected, if not demanded. And before you say that's normal - in most of the non-academic world, it is not.

Expectations to be available to students and colleagues during non-work hours, ability to manage the administrative duties of a program while teaching, engaging in scholarship, and service.

NTT faculty are doing the same amount (or more) as tenured faculty members and yet receive far less compensation. I'm struggling with the vast amount of service expected for my job, especially with the focus on increased in-person activities.¹

Faculty keep getting asked to do more with less resources.

Please provide additional information on the struggles of finding balance i...

I regularly work outside normal working hours and more than 40 hours/week. This has taken a toll on my family life and mental health, and is leading me to consider other jobs. The lack of a good parental leave policy is a serious problem as is the lack of any tenure extensions for FMLA or child birth.

My biggest struggle is not having a coherent or consistent work from home policy. I grew accustomed to being able to deal with unexpected disruptions over the last two years without any noticeable impact on my work, but now I am expected to take leave time anytime I'm not on campus (while other colleagues seemingly are working from home without a problem).

Some of it is my own doing by getting involved with too many research projects, but the other big drain on my time are administrative duties, such as meetings, committees, and faculty searches

I am expected to teach more here than I was at other universities. I also have heavy service obligations. So there isn't much time for research.

Email is a real problem. Too many cloud storage locations and accounts I spend a lot of time trying to navigate. No admin assistants, we're expected to be our own experts on travel policies and other procedures. This all takes a lot of time, pushing uninterrupted time for planning an 1d thought to the weekend.

Must work nights and weekends to get work completed due to dual responsibilities

I don't believe that UTC should try to solve these problems.

There is constant competing pressure for teaching, research, and service. I am often working in the evenings and on weekends to fulfill my general role as a faculty member. There is also zero compensation/extra notice for research with students. It is expected, but yet not recognized as an extra load.

Courses that require extensive effort outside of the classroom should count for more "workload credit" than the hours that the course is credited.

Where shall I begin... It's unreasonable to expect all three areas to be stellar even though it says 2 out of 3 is the goal. It is known that what matters in the end is research despite excellent teaching and service. Exhausting

I am teaching classes in three different modalities, struggling with students who don't want to put in the work, getting terrible teaching evaluations despite my best effort, and feeling like a burn out all the way around. So no, I don't have a work/life balance.

The main and most frustrating time drain is the extra service requirements imposed seemingly without concern for faculty time, e.g., using Watermark, filling out surveys

I tend to get most research done in the summer, at a time when I am not compensated for the work that I do.

Service load is horrendous for Full (female) professors. Men say 'no' while women get a burden. Men get the sabbaticals in RCOB; there needs to be a 1 course release grant with realistic goals that female faculty who have elder/child care tasks can apply for.

quite literally too much work - fully acknowledged and being addressed

I have four preps with one new prep this semester. I have four preps with one new prep next semester. The tenure/promotion process has been abusive as RTP committee members do not adhere to bylaws. My job is so time consuming and stressful that I have serious mental health issues which have resulted in serious physical health issues.

It is difficult to balance the demands of this job and family, especially during the tenure track process. After tenure and promotion to associate professor, after a while, trying and getting denied for Professor for not having an appropriate amount of research activity commensurate to rank, I gave up on Professor rank and spent more time with family and friends. In the long run, I was a good decision for me, despite the lack of salary increase in rank so the fixed cost of living raises is what I see..

Our department has higher teaching load than others.

Please provide additional information on the struggles of finding balance i...

The pandemic has increased our call to support students' emotional, physical, and intellectual health. That means a lot of mentoring, being available, and responding to student needs.

My workload continuously increases with no compensation- ex additional service burden, even in summer months, and rising course caps

With a high teaching load, I must work long hours to accomplish any research or service.

Our workload is high, particularly if one is active in research and mentoring students. It has long been a shortcoming in campus workload policy that it does not account for time spent mentoring students, particularly in Individual Study, Internship, Research, Thesis, and Departmental Hours research courses. There is also no accounting for work done on research or other university-related activities during breaks (summer, gap between fall & spring semesters, spring break), when 9 month faculty are technically not being paid, unless they are engaged in summer teaching. Indeed, it is not entirely clear why summer teaching is compensated but summer research (or teaching independent study courses in the summer) is not.

It seems like some faculty are very productive and engaged, while others barely do anything. Younger faculty working toward tenure are often the same ones that have small children, and they are also the ones who tend to be the most active. This creates imbalance among all faculty and in the personal lives of young faculty.

I think I balance teaching, service, and research by the skin of my teeth. Research almost always takes a back burner. Research is important, but it is not well-supported at UTC.

There is not enough time in the week to get everything done that is required for the job and have a personal life balance. That suffers.

course prep, teaching, research and service leave little time for publishing.

First, these are loaded, vague questions about home/work life balance and teaching, research, service balance. These questions also mostly only apply to TT faculty--not NTT because most NTT do not have Research requirements. Who wrote these questions? Yes, of course, we are all struggling to find balance between career and personal. In these pandemic-times, this has become all the more evident, as we've been expected to continuously give to our careers more than ever asked before--often to the detriment of our personal mental health and/or family health. Being expected to sort of be available at any time--including weekends, vacations, etc--is sort of the academic life motto, and it needs to end.

there are not enough incentives towards good teaching - its mostly research, and men are favored over women in all the extra areas of service etc that are less incentivized for promotion

Why?: No one will do anything except report the results of the survey.

Within my sub-speciality, female faculty are still expected to do an outsized amount of the emotional and administrative labor while male colleagues are allowed to demure on these tasks.

I feel as if I am being asked to engage in high level research with one hand behind my back (i.e, teaching, service, honors thesis advisor, etc).

Comment about workload policy: I'm not sure what that means.

Not enough hours in the day.

I work in the evenings, on weekends, etc. to remain productive in research. I have MANY service obligations and this is where I spend my actual 40 hours a week in addition to teaching. Research is like an extra thing that I have to find time for.

During the tenure process it is just a lot of heavy 60-100 hour work weeks and a lot of "yes" when I wish I could say "no" to requests that are one off requests for service or research that do not necessarily mesh with my post tenure plans.

The level of micromanaging at this university and the lack of faculty governance has increased dramatically over the past decade. I no longer find this place an enjoyable place to be. My past enthusiasm for playing a positive role in my department has decreased and now I just want to do what I have to do to check the boxes, the drive to do added work to make my university and department better is gone.

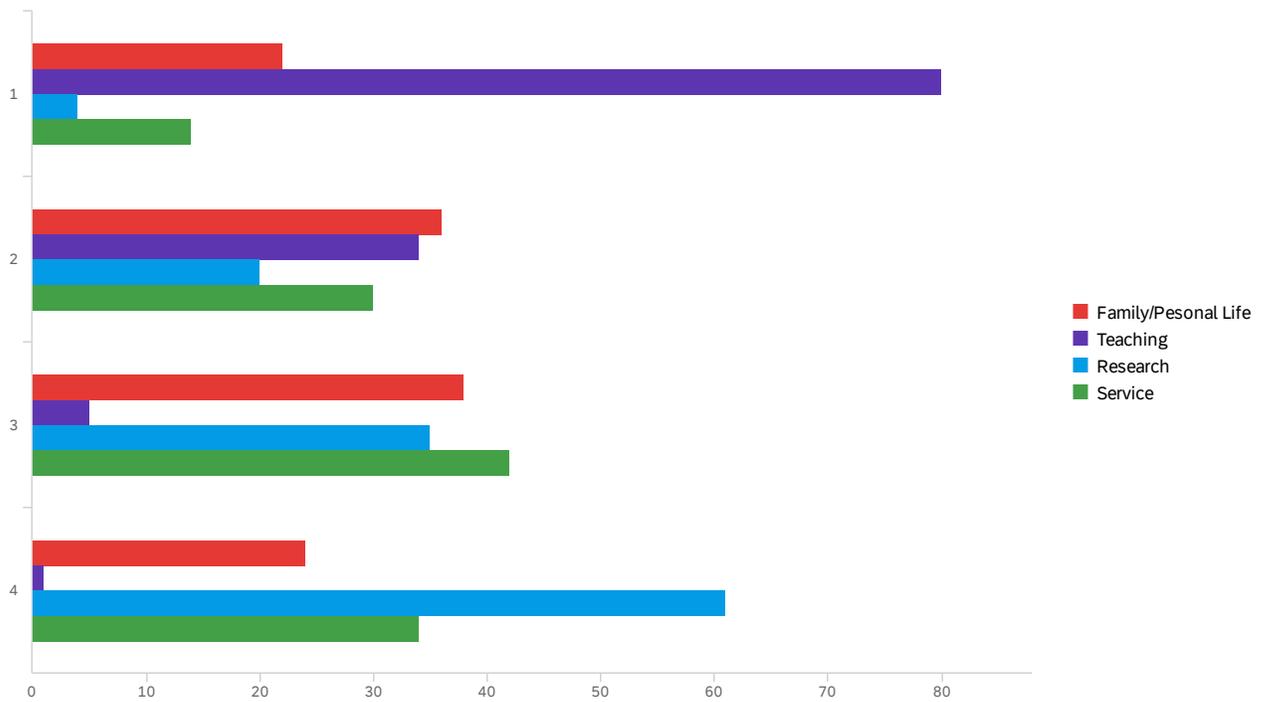
Please provide additional information on the struggles of finding balance i...

There is too much to do. Survey is not equally distributed in my department.

I have to work additional jobs to make ends meet and I live a generally frugal life. For a full time employee, that's just not right.

Honestly, my teaching workload is too high and much higher than where I've worked before. This impedes on my ability to serve and research as well as have family outside of the program AND start programs for students.

Q16 - Rank the order in which you allocate the most time during the week:

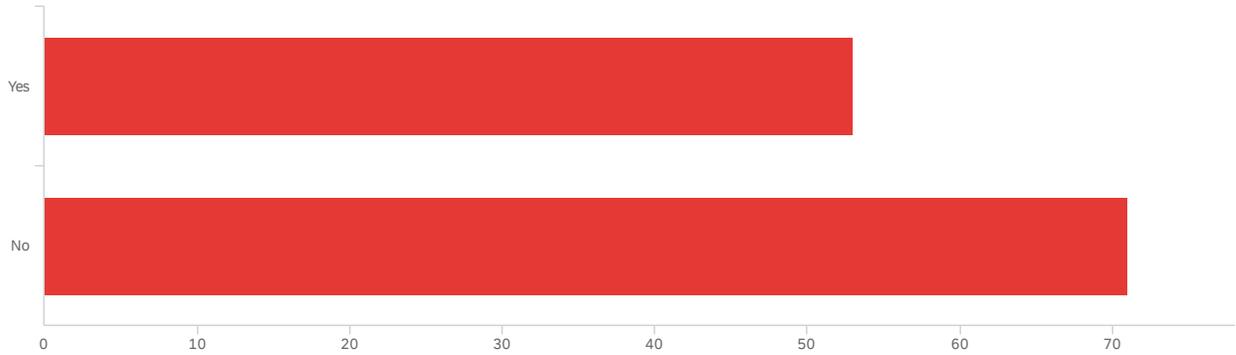


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Family/Personal Life	1.00	4.00	2.53	1.01	1.02	120
2	Teaching	1.00	4.00	1.39	0.61	0.37	120
3	Research	1.00	4.00	3.27	0.86	0.73	120
4	Service	1.00	4.00	2.80	0.98	0.96	120

#	Field	1	2	3	4	Total
1	Family/Personal Life	18.33% 22	30.00% 36	31.67% 38	20.00% 24	120
2	Teaching	66.67% 80	28.33% 34	4.17% 5	0.83% 1	120
3	Research	3.33% 4	16.67% 20	29.17% 35	50.83% 61	120
4	Service	11.67% 14	25.00% 30	35.00% 42	28.33% 34	120

Showing rows 1 - 4 of 4

Q17 - Does campus leadership promote an environment that allows you to find balance in your career and personal life?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does campus leadership promote an environment that allows you to find balance in your career and personal life?	1.00	2.00	1.57	0.49	0.24	124

#	Field	Choice	Count
1	Yes	42.74%	53
2	No	57.26%	71

124

Showing rows 1 - 3 of 3

Q18 - Please explain:

Please explain:

Far too old school in their views - please move beyond the "punch the time clock work on campus only" mindset.

I don't think this is intentional or malicious. So many of us are simply overworked, and overwork has seeped into academic and campus culture. We can't all serve everyone all the time. As new priorities and initiatives are introduced, older ones sometimes need to be explicitly retired. There are too many tasks and not enough time or people to adequately accomplish those tasks, and while some members of the university community over-exert themselves (out of necessity in many cases), others are permitted to under-exert themselves.

While campus promotes tools and resources for employees to use that may help with work/life balance, I don't know that I would characterize our campus environment as one that promotes work/life balance. It seems much more passive or neutral on the matter even if it ultimately "allows" (rather than "encourages" or "promotes") individuals to find that balance.

we're all workaholics in my department - that seems to be the mind set of academe - but I'm not sure how campus leadership would shift that

Again, see above response.

I'll say no here because I often think the leadership's answer to things is to ask the faculty to do more. We simply need more tenure-track or at least lecturer faculty if this institution is to grow in a positive direction, in addition to better pay for existing faculty.

See above. The only entities being actively supportive right now is my department head and my colleagues. The only flexibility we got from administration was an extension to our tenure clock, if we needed it. While I'm sure this is going to be useful for some people, it's absolutely the bare minimum that administration could do.

This dumping was designated specifically by the dean into our bylaws.

My current department head is very conscientious of discussing work/life balance and encouraging faculty to set healthy boundaries with work.

I feel like my department head is good at promoting balance between career and personal life, but I'm not sure of any specifics from higher leadership on campus.

We are increasingly expected to do uncompensated work during breaks, including but not limited to extensive time spent reporting what we spend time on in increasingly complex reports (Digital Measures is a great example of what I'm talking about).

I would prefer that campus leadership not be involved or even aware of my personal life.

Recruit, retain, recruit, retain, recruit, retain...

Again, I find this language to be limiting. But I think the expectations of what we are to accomplish as part of our jobs far exceeds what we can reasonably expect to achieve in 40 hours/week and 9 months/year

Lip service to work life balance while also pushing additional tasks on us.

There are limited requirements to be physically on campus or to work standard hours, this provides the flexibility to balance personal/family life to their needs and to work at times that best suit my productivity style.

In my department, expectations are reasonable and my peers are very supportive of work-life balance. I'm not as directly influenced by campus leadership in my own life.

Please explain:

We are asked to do more and more without reduction in our existing duties.

Leadership keeps expecting more work from faculty with little work responsibilities taken away.

Not enough admin staff support, lack of appreciation for how much faculty do already, much more supportive of students than faculty, in general pressuring faculty to be "on" all the time.

There is consistent flexibility and support in setting priorities when these life components clash.

No. The department head is clueless, though it could have changed by now. During summer, I do not take on teaching responsibility. Mostly because teaching in summer is overtime, but pay is half of what I get paid for during the semester. The department head sent out an email 2 hours before a scheduled meeting, and since I was away from a computer, I had 20 minutes notice in the end. He has scheduled meetings in the summer and indicated that they were mandatory to attend. However, during the academic year, he does not respond to emails, making time management nearly impossible if you're waiting for a response to act on.

There is never really any sharing about workloads or attempt to norm them.

The Administration continues to push forward on initiatives, like Strategic Plan, Revising GenEd, even during the pandemic.

Job responsibilities and expectations continue to grow without commensurate compensation. Administration continues to grow without justification. Tenure is under attack. NTT faculty are overworked, underappreciated and severely under compensated. No one above the Deans appears to care about the rank and file.

Covert expectations to be available to students and to answer questions during weekends/non work hours.

There are insufficient personnel resources and pay to enable me to take time for family and personal needs and self-care.

We keep getting asked to do more with less.

Leadership have continued to add to the list of things faculty are responsible for over the years and while there's constant talk of the mental health of students, there's practically no discussion of faculty burnout etc.

Either develop a consistent work from home policy or trust your faculty to do their work wherever they are located.

I'm expected to do a lot for the university, but no extra compensation nor reward for it.

After hours email

My immediate boss seems reasonable to me.

Constant competing pressure of expecting to publish AND apply for grants. Pressure to present and take students to conferences, yet very little funding available to do so.

Policies need to allow for appropriate credit for assigned workloads and include other activities.

I have flexible hours, which help immensely

There is a toxic culture in academia that always makes (pre-tenure) faculty feel as though they are never doing enough.

Our department chair is the only one who tries to give people grace when they can't meet the ever piling on demands.

Please explain:

Despite professions to the contrary, there is very little concern in practice for faculty time and the amount of time it takes to deal with regular and extra service obligations

PLEASE eliminate unnecessary univ/college committees, ad hoc task forces, and 'face time' commitments as we (female) full professors are drowning in service, with repeated rejections on internal course releases/grants/professorships - and I'm a HIGH-achiever.

They are promoting the environment, it just does not exist, yet.

Departmental leadership has not solved the RTP issue. Our department does not seem to have enough faculty to distribute work load in a more healthy way. We need more lines.

Not really. The Chancellor, Provost and Dean's just like to show a College's health based on both enrollment and research activity.

Our department has been very supportive of needs to work remotely if my child is sick or if schools closed.

UTC administration should recognize the increased effort of all instructors with relaxed expectations in other areas, or with a pay increase. I don't need any praise for what I do. It is labor I should be compensated for.

Campus administration shows little regard for faculty and staff wellbeing. The policies enacted appear to center on making more money with little regard to best practices for students or faculty.

The focus seems to be solely on output and deliverables, rather than on work/life balance and reasonable workloads

Department Head is exceptional running interference thrown up by the Dean... DH is 100% transparent in decision making.

Again, shortcomings in world policy leave faculty with high demands for research and student mentoring activities, but no real compensation for such work.

Too much emphasis on funded research.

One example is adopting Concur for travel reimbursement. Administrative assistants used to do that, now it is another task that is put on faculty.

The IT infrastructure and Library at UTC simply aren't robust enough to support centralized assistance for certain kinds of research I think are important, including digital humanities or GIS and other spatial technologies. Further, we don't have centralized service points with statisticians and other experts to help faculty manage and use data.

They just keep sending us surveys and links to training. How about doing something that reduces our workload?

In these pandemic times, we've been expected to do, give, and be more for all aspects of our work while also simultaneously being told to make sure we take mental and personal health breaks so we don't burn out. There's a lot of lip service being paid to taking those breaks while ALSO piling more on to everyone. As the university has attempted to resume life as normal, as it was before pandemic, there has been a lot of double-talk on making space for ourselves while also asking more of us which doesn't allow us to make space for ourselves.

The Provost does not understand the actual reality of faculty

Lack of transparency of mandates that come down from Provost to Deans to Department Heads

Workloads became untenable during the pandemic as we shuffled modalities, accommodated record student absences by creating alternative assignments and grading off-cycle; learned and deployed new-to-us technologies and provided technical support to students also unfamiliar with these technologies, responded to the significant rise in student mental health concerns, and reconfigured research projects to work within pandemic protocols. This hasn't even been acknowledged, much less remediated, by the administration.

Please explain:

I have a very high teaching load which robs times for Research and Family Life.

We don't have a workload policy. When big grants come in, there's no standard on course releases. I've been told that course releases should be written into the grant, but this isn't always allowed and is only allowed up to a certain point because agencies like NSF expect that institutions will provide environments that are supportive to research. If someone here is bringing in grants that are on par with awards to faculty at R1 institutions, then that person should have an R1 teaching load. It's nearly impossible to compete for awards with R1 faculty who actually have significant time to devote to research.

There is nothing that the leadership at the campus level can do about departmental and college level T&P member expectations

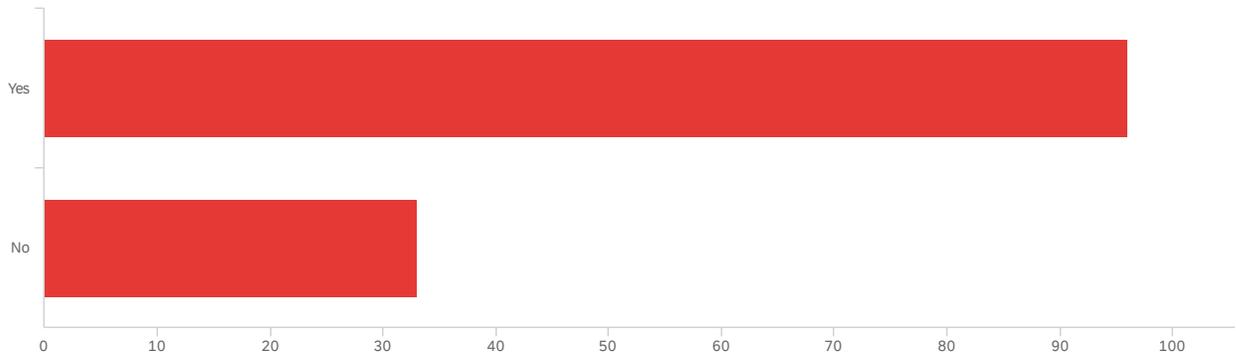
Too much micromanaging, paperwork (repetative), last minute tasks assigned. Small tasks assigned by upper administration who have become out of touch with what happens in the classroom get in the way. So. Much. Extra. Work. Because we have too many assistant positions who have to justify their existence by having everyone down the ladder submit paperowrk, or write a report. Let us teach! Let us do our research!

I'm not really sure. There is just so much to do.

The salary is not sufficient that the teaching job alone can pay for the greatly risen cost of living. As a result, I have take side jobs to get by which greatly decreases my personal time.

I think its a tough balance between budget and expenses. So when we say we are overworked teaching, instead of adding a line they try to stopgap with adjuncts and that is only short term, not long term.

Q19 - Does your department have clear expectations for what is required to receive tenure and/or promotion?



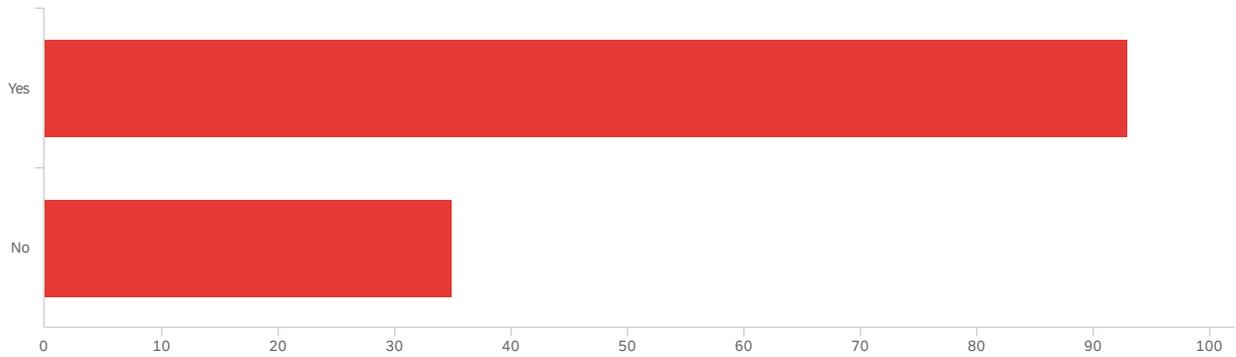
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your department have clear expectations for what is required to receive tenure and/or promotion?	1.00	2.00	1.26	0.44	0.19	129

#	Field	Choice Count
1	Yes	74.42% 96
2	No	25.58% 33

129

Showing rows 1 - 3 of 3

Q20 - Does your college have clear expectations for what is required to receive tenure and/or promotion?



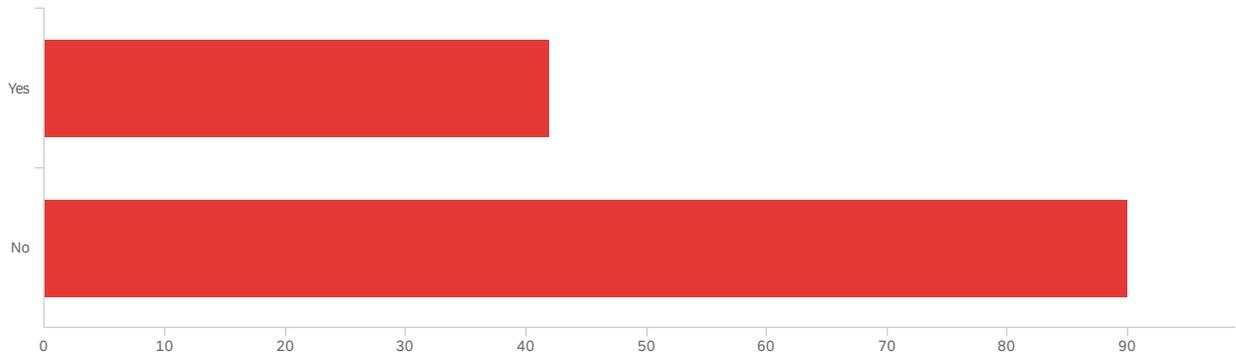
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your college have clear expectations for what is required to receive tenure and/or promotion?	1.00	2.00	1.27	0.45	0.20	128

#	Field	Choice Count
1	Yes	72.66% 93
2	No	27.34% 35

128

Showing rows 1 - 3 of 3

Q21 - Do you receive adequate compensation for the work you do (e.g., salary, release time)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you receive adequate compensation for the work you do (e.g., salary, release time)?	1.00	2.00	1.68	0.47	0.22	132

#	Field	Choice	Count
1	Yes	31.82%	42
2	No	68.18%	90

132

Showing rows 1 - 3 of 3

Q22 - Please explain your answer:

Please explain your answer:

Does anyone ever think they are adequately compensated for their work? Salaries could be higher and more competitive, but I've been pretty satisfied with benefits.

I'm compensated for my work, but I suppose if I were to divide my salary by the number of hours I work, the hourly rate would be quite low

Again, yes & no. Compared to similar appointments at other institutions, no. Also, in my college, there are incredibly variant salaries that are most often based upon renegotiations (almost solely conducted due to other job offers). In addition, the university has done nothing in recent years to address the salary compression that occurs after tenure.

my workload is higher than most similar positions and should be compensated appropriately

If I was doing my job as a nurse practitioner, I would be making more money BUT I choose to stay at UTC for the work life balance that UTC offers. That is more valuable to me. But more compensation is always needed due to increasing inflation and cost of living increasing significantly.

I know that several new faculty in my college were hired who do not have my credentials that are being paid more than I.

Given that we have been overworked, without compensation, for the last year, no. Additionally, our salary ranges are consistently much lower than peer institutions.

My pay is not great, but adequate. Where I struggle is not enough hours in the day to build new courses, with mentoring, hands on projects, recruitment expectations, marketing my classes because the university won't run them without high enrollment, lead faculty expectations which I am not compensated for even though I wrote all of the modules that are used by multiple professors, updating course work expectations, retention expectations, a soft push to stay on top of creative/research expectations to stay current in my field because that is why the students are taking my classes all the while dealing with equipment maintenance and orders. Not to mention dealing with the grief and counseling that I need to do to keep my students from failing and hurting themselves. We are the front line when their parents die or grandparents die, they get sick with Covid or they have to deal with a suicide or death. We are juggling our own traumas as well as theirs. And we need grace too. I know we all need to pitch in, but we need a relief pitcher.

UTC salaries tend to be at significantly lower than our aspirational institutions and a bit lower than our peer institutions as well as other state universities in TN. Additional compensation would make faculty feel more valued by the institution.

While the minimum expectations for tenure are clear, it should be made clear that these are minimum expectations and that the de facto expectations are higher. No regular faculty at UTC (except maybe in the Business College) receive adequate compensation. Adjuncts and some lecturers may not even receive a living wage for this area. Course releases, sabbaticals, etc. necessary to do research are increasingly competitive, and it's hard to feel supported in our research.

This is difficult. Am I adequately compensation compared to whom?

I do not think tenure-track and tenured professors will be compensated fairly this summer due to the new changes that were made (limit to one class and adjunct pay for additional classes)

There is a great deal of uncompensated work

I am doing a significant amount of work with undergraduate research and attempting to build my own research for tenure. However, it is difficult to obtain the money to support research - RAs, course release, research funding. Additionally, I am continuously tasked with teaching new courses or changing course format. This is incredibly time consuming. Particularly, this semester it has taken up the majority of my work, leaving little time for research.

Please explain your answer:

I'm not necessarily unsatisfied with my pay, but there is certainly some discrepancy with pay. I teach very difficult courses in my department, but most all faculty that were hired after me earn several thousand more per year. Even after promotion, my salary will be only slightly higher than that of a lower ranking professor with less experience.

Adjusted for inflation, my salary has only gone up \$6,100 in 13 years. This despite the "10%" increase with promotion to associate professor.

I do 3 months of free labor for the university every year. If I actually worked only 9 months my salary would be adequate.

Rent hikes and general cost-of-living increases in the Chattanooga area have left me with no financial security.

The pay I receive a) insulting for a tenure track faculty member and b) not sufficient given the rising cost of housing in Chattanooga. UTC seems to understand that since there is not a functional academic job market, they can offer uncompetitive salaries

It isn't possible to provide enough release time because we are so short-staffed. Salary is inadequate given the workload, and our raises will not even cover the cost of living. Yet the admin is reserving some of the money for merit raises for a small number of faculty, likely those who are highly productive researchers. It makes little sense in the current environment when so many of us took a hit on our research productivity to focus on teaching during the pandemic

The salary level is commensurate with the amount of time and effort required to adequately perform job requirements.

Please see above for unequal work load within the department. It's pretty disheartening that a secretary makes more money than I do, when I have a Ph.D. and at times have had to give up my weekend to get all my work done (in addition to no day off during the week). It is better now, but I can see that there needs to be a workload policy. I am actively looking for other opportunities because of the work environment - and that I couldn't support my family if we became a one income family, despite my education level.

I do more work/service than what I'm compensated for, and I'd prefer (course-release) time over money.

VAPs in my dept doing the same job making 50% more. I have been in this role about 10 years with one promotion and associated salary bump. I expected another salary bump when Lecturer salaries were reviewed and normalized to outside standard. I did not see a change beyond annual increase.

What the heck does "adequate" mean? I could get by on less, but I could make much more elsewhere. Compensation is the third rail of academia. There is not a correct answer. I believe faculty in general, and Lecturers in particular, are undercompensated. Administrators...aren't.

Salaries are rising in all other areas--teachers that I prepare for the field are making more money than I do with a few years of service.

The reduction in summer school courses results in a substantial pay reduction overall.

This is being evaluated by OEI

I am not paid a competitive wage relative to other professionals in my discipline. We have a discipline-specific salary survey every couple of years and we are consistently below market value.

I, and many NTT faculty, are doing the same amount of work (or more) as our tenured colleagues. It doesn't seem fair that I have service, research, and teaching requirements just like they do and yet am paid much much less.

We keep hiring administrators, who don't do their jobs, but not increasing salaries.

I am paid far below market rate and my salary has not increased in accordance with inflation.

I received "exceeds expectations" one year without a raise. I negotiated for a raise after a job offer, which disappeared with no explanation. After two years working in less than ideal circumstances with less than ideal political leadership, more money would be appreciated.

Please explain your answer:

I could make much more money working outside of academia. I think compensation should be the same. I have to keep another job to make more money during the summer.

Because of the inflation, the HR should rethink the salaries

I am teaching an overload this semester and a class in the summer. The pay for extra classes is pitifully low. I spoke with someone from another college at UTC who has a lower rank and that person gets more than I do. I have been at this rank at 3 universities for 8 years. I should be at a higher rank and with more pay.

I don't think anyone gets an adequate salary these days, but I wouldn't prioritize mine for a raise over the campus staff and maintenance workers. I have appreciated the service pay I have received, and used it towards hiring home repair people since I don't have time or energy to do it myself anymore

I always need more money.

Salary should be based on discipline specific basis. Some departments (i.e. nursing) are having a difficult time recruiting qualified candidates because it would result in a MAJOR decrease in salary to leave their practice for academia.

It is infuriating to see colleagues in different colleges having fewer expectations and workload policies yet getting paid 2x more. Many of us are working over the summer/breaks to do what we cannot do during the school year, such as research.

In my department, I have the greatest longevity, most academic experience, and highest degree - and I'm the lowest paid faculty member. I have waited 2 years to go up for promotion but because my department's bylaws did not stipulate promotion guidelines, and revised have not been approved, I have not been able to go up for promotion.

We are asked to do 12 months of work on a 9 month salary.

Salary can always be improved

Pay is too low. Due to financial issues, I am looking for a higher paying position Jo

I do not make enough money to afford a home and support one dependent in the city of Chattanooga.

The salary still appears to be below national averages.

There continues to be service work, and some teaching work, that goes uncompensated

I work for the greater part of the summer (research) with no compensation as a 9-month employee.

My pay is low for a tenure-track asst professor with a terminal degree.

my current workload does not allow for the "extra" work I am supposed to be able to do to supplement my salary

I believe that I have been overworked and have not received additional compensation.

No research = no release time. Salary is just cost of living increases, now.

I'm sure we'd all love a raise, but I am satisfied with the compensation I receive.

Some departments have formulas. We do not.

Please explain your answer:

UTC administration should recognize the increased effort of all instructors with relaxed expectations in other areas, or with a pay increase. I don't need any praise for what I do. It is labor I should be compensated for.

I am NTT so I am grossly underpaid for the amount of work I am asked to do, which increases each year (although my compensation does not)

Salaries are significantly lower than most comparable institutions

Release time has been handed out in my department in an outrageously biased and inconsistent manner. Those with the highest research output are not those who are rewarded with release time, but rather those who curry favor with higher administrators. Similarly, salary increases are not handled equitably, and the state and the university have frankly done a miserable job managing faculty salaries, with little if any attempt to provide consistent cost-of-living increases, a highly uneven record of merit increases, virtually ignoring salary compression issues, and a long record of changing peer institutions so that faculty salaries "don't look so bad" when compared to peers.

I'm not getting rich but I think my salary is reasonable given my responsibilities.

I am generally happy with my salary. I make enough for my lifestyle. However, I find it irritating that the only way to secure a non-promotion raise is to bring in another offer. It rewards people for wanting to leave rather than rewarding the people who like it here and want to stay. It also results in people with similar jobs having very different salaries, which could end up discriminatory.

As a lecturer, I get paid very little relative to what I contribute to the university. Lecturers are overworked and underpaid, especially in relation to more senior colleagues. It is disheartening that some faculty in my department make more than twice what I do and do less work.

My department and college require research and professional service, but do not equitably give faculty space to work on research and service.

Should make more

i work every day. The amount i'm paid for a PhD where i work everyday is significantly less than peers outside of academia who work less. Further, without going into administration I'm capped at how much I could conceivably be compensated over the course of my career. I want to stay here, but the pay is just not enough.

No, the national average for my position is about \$5,000 more than what I currently make. Once factoring in my years of experience and bonuses for all the service I do beyond what's minimally required, I should probably be making 10-15,000 more than I do. But also, it's kind of well-known that virtually everyone at UTC is underpaid for what they do.

Every year I make less without raises tied to inflation

There doesn't seem to be clear compensation for overpay when student loads are increased during the first week of courses; overloading students into the classes has also significantly decreased summer loads, so I've lost summer pay, but have unpaid student overloads in FA and/or SP

I still make less with a PhD and 15 years experience than my cousin with a bachelors makes teaching high school with four years experience

COL is tied to performance, and tell me, what is release time?

Many of the tenured faculty members in my department are paid less than lecturers in other colleges/departments.

Raises some not keep up with the cost of living increases

I work more than 40 hours/week always, including summers.

There is no reward for the above and beyond role work

Please explain your answer:

Salary does not adequately equate to the market in the field. Disparity in pay between faculty of the same rank.

Compression is an issue and people in my field earn considerably more at my rank in most places. The cost of living has gone up considerably, so promotions don't have as much of an impact as they should.

The salary has not risen with inflation nor the extremely high cost of housing (the past two years rent in Chattanooga increased more than 15%... each year!), nor is it on par with our peer institutions. Even with two promotions, considering inflation, my inflation-adjusted compensation has only gone up 6%.

I'm still very unsure about the tenure process. I've asked several people and it's far too vague. As for compensation, see above about workload. Also, we've worked really hard to flip everything during the pandemic to not really receive the bumps needed for inflation and the changes to come with it.

Q23 - What can the university administration do to ensure faculty success?

What can the university administration do to ensure faculty success?

Be flexible, understand the demands of 21st century life, TRUST us to do our jobs.

Hire more tenure-track faculty; better support associate professors; significantly reform service obligations and loads; and create a true culture of supporting time and headspace for scholarships during the regular academic year and workday.

I know this isn't realistic, but in a perfect world ... teaching loads. Teaching a 3/3 would be more manageable.

I think not having a university wide attendance policy would help. Faculty want to be free to teach and run classes and not be subject to too much oversight from university admin.

Offer more flexibility, particularly in regards to family and WFH requests.

focus on addressing compression, inequities, etc.

Continue to promote work/life/balance. Burnout is very real right now. I never get a course release and that would be so nice to have one summer.

Less administrators/deans (or less pay for those positions) and more emphasis on boots on the ground university support, which is faculty. Consistent raises a key, even if they are small.

At the most basic level: Listen to us. Stop micromanaging. Adjust your rhetoric. When the rhetoric this fall was blaming faculty for the 2% drop in student retention, why were we not praised for a 98% retention rate under incredible circumstances? Recognize faculty achievements and participation as much as you do sports. Be more willing to accommodate faculty who do not wish to endanger themselves or their medically fragile family members--in short, be a workplace that actually values us as people, not warm bodies.

Change the enrollment for upper level project classes which already are small into something like 8 or 10. Expecting higher will water down our reputation and parents will not send their kids and the employers will balk when the students don't know what to do. Staff recruitment efforts, this should not be pawned off on departments. I know we are in a student crunch, but we need to be proactive instead of reactive to fix this problem. Your faculty is facing burnout. So are your students. They are disengaging. This will lead to more retention problems, and to more turn over. engage in marketing efforts that reach the students on youtube and tik tok where they are. Make them excited about us. Right now our brand is not standing out and we can't just rely on being a destination school. IF you leave this kind of work to the departments you will not stay on the same page and your branding will be lost. My department specifically could use a full time staff member to take care of equipment and labs.

Additional compensation would make faculty feel more valued by the institution, particularly because of the heavy workload most of us have had during the pandemic.

Raise everyone's pay, but not with corporate style performance incentives. The entire "exceeds expectations" system is deeply, deeply flawed: it's entirely unclear what one must do and the standards vary widely by department. One cannot be motivated by these criteria if one does not know what to do to meet the criteria!

Success where? In teaching, service, research, or private time? I can't really answer this.

Ensure adequate compensation for summer teaching; clear "full load" guidelines and compensate faculty who work over the full load

Support time and resources for research that are appropriate to the needs of different fields. The STEM model doesn't fit all areas.

Reduce course load or service requirements

Better teaching/research/service balance. Better pay to meet national standards and inflation.

What can the university administration do to ensure faculty success?

Provide more support and direct guidance for course releases to encourage research. If there is a desire for more research effort (which I think many of us are happy to do!) our teaching load just has to be lower.

Be realistic about what a person can accomplish in a 40 hour work week, working 9-months a year (for 9-month faculty).

regular cost of living adjustments; invest in removing financial and economic distractions from faculty

I would appreciate more competitive salaries that adequately reflect the rising cost of living in Chattanooga.

Allow us more autonomy and input. Treat us with greater respect. Allow us to hire more new TT faculty -- and in a timely fashion.

Continue to be supportive in providing opportunities for self-improvement.

Listen to them.

Consult faculty before changing processes, as there is too much change. Address salary compression.

Get out of our way. Find a more tangible way to express their appreciation for what we do. Talk is cheap. "Thank you...do more" does not engender commitment. One of the things that brought me to UTC was the opportunity to balance our work across teaching, research, and service to meet personal and departmental goals. Now, it's just a business.

Reduce administrative work. Consolidate communication to few e-mails a week.

Count necessary administrative work towards tenure, such as directing an existing academic program when no one else in the department has the qualifications to do so.

Gather input, tie decisions to the strategic plan

Provide clear expectations for work life balance, promote clear expectations for duties to gain/maintain job, provide clear expectations of how administration below executive level but above faculty can promote these ideals (if they are adopted by the leadership)

Pay well; advocate for faculty as much as they do for students, facilities, and revenue; work to minimize unnecessary hindrances and constraints that prevent us from doing what we do best.

pay faculty, especially NTT more!

Stop hiring administrators, who are not equipped for the job, and respect faculty time by providing resources.

Pay us better and create policies that increase retention -- prenatal leave, childcare, etc.

Advocate for faculty safety, and the freedom to use their professional and scholarly expertise even when it is politically unpopular in the state we live in.

increase pay

Take note when someone does a lot for the university, service, and students and increase compensation and teaching load accordingly.

What can the university administration do to ensure faculty success?

I really liked the campus wide zooms. The drop in and informality was nice, but definitely the info sharing was anxiety reducing. If you want faculty to have balance, it has to be modeled at the top. Please be mindful of computer-based 'solutions' - even if they are good for the admin system, in my experience, they create more problems for users than they solve. Burnout comes from the little things, we need more time to unplug and talk to each other and students directly in order to think properly.

?????

Pay equity, summer pay, recognize the competing pressures they are placing on various departments, such as increasing grant funding, yet telling us to publish more.

Hold department heads accountable for doing their job.

Raise expectations of students

Listen and then find solutions to follow through

Stop bending to students' whims and throwing all the burden on the faculty member. When student's don't do the work and then at the 11th hour demand accommodations, it's not fair. Example, a student experiences a loss. How long is it acceptable for the student to grieve and then participate back in class, a week, a month? SOS office demands accommodations but it is not clear why is acceptable.

Increase transparency, actually listen to and include faculty in governance and decisions, which is NOT being doing despite professions to the contrary

Either offer regular course releases/leave or compensate us for labor in the summer

Increase fringe benefits. More money for continuing professional education and attending conferences.

PLEASE eliminate unnecessary univ/college committees, ad hoc task forces, and 'face time' commitments as we (female) full professors are drowning in service, with repeated rejections on internal course releases/grants/professorships - and I'm a HIGH-achiever.

recognizing that salaried positions are expected to have overtime, should still promote balance by calculating load similarly to 40 hour per week positions where overtime is not allowed or is frowned upon

Departmental leadership needs to create a supportive, healthy atmosphere, enforcing clear expectations and evaluation from RTP committees. Bylaws need to state requirements clearly. Our department needs more lines and more financial support for teaching activities, creative activities, and service.

Probably nothing. They all are fairly entrenched in their beliefs on the research, then teaching with some professional service priorities. It is a fairly large disconnect between the world of administrators and the world working with students.

Support instructors with more than just words. Actions that actually benefit instructors is essential.

Provide clear workload expectations, set reasonable course caps (using industry guidelines for best practices in each field), and commit to compensating faculty fairly according to national averages

Standardize and limit teaching loads. Encourage realistic and reasonable research expectations given teaching loads.

Get out of the way. Give the departments the autonomy to set objectives and workloads

Improve faculty salaries, develop a more equitable faculty workload policy, allow for meaningful faculty input on important issues facing the university, and do a better job providing infrastructure in the form of new campus buildings with better research and teaching spaces and much better equipment.

What can the university administration do to ensure faculty success?

Spend more money hiring faculty and helping them become better at their jobs instead of hiring more and more administrators.

Fund professional travel and give real rewards for good service.

Make salaries more equitable.

Write policies to protect research and service time for faculty. Make sure Deans and Department Heads adhere to policies. Make it a priority on campus by putting resources towards critical research support services in IT and the Library.

More realistic expectations.

Pay faculty more, provide more programming like paid writing workshops like Amanda in CAS is doing.

Reduce administrative burden that has been pushed to faculty. EVERYTHING we do is now decentralized to the point that faculty have to spend ridiculous amounts of time completely forms, reporting requirements, etc. It's maddening and inexplicable given the number of administrators and staff members.

Increase salaries across the board for ALL faculty and staff (not admins because they already make enough). That would at least make our workloads feel properly compensated for. Also HIRE MORE BLACK FACULTY and other faculty of color. We need MUCH more diversity of thought, backgrounds and identities at this university, which would help us all move forward.

Provide compensation that increases with inflation

Better align EDO with tenure track requirements; is a faculty who meets/exceeds EDO 6 years in a row guaranteed tenure? My EDO's are fine and then my dept head will make a statement that insinuates I need to do "more" for tenure

Discontinue talk about concerns for faculty wellness while at the same time making last minute changes about summer teaching.

Stop treating us like we're disposable

During this crisis, the administration seems to have focused on a few bad actors rather than on the overwhelming number of faculty members who have put in all the necessary additional hours to meet student needs in this particularly difficult time. We are exhausted, and it is demoralizing to see our good work ignored while being chastised for the failures of few. It's difficult to envision success when we're all working so hard just not to fail... a very different thing.

Communicate, communicate, communicate. What happened to the faculty awards dinner this year? Communicate. What is the process for

See my comments above about research.

Administration at the campus level tends in meetings to seem on the "offensive" frequently. I wish that they felt less defensive and more open to dialogue that is counter their narrative - i.e., online class offerings, hybrid models, enrollment, dorms, etc.

create faculty-selected teaching-priority versus research/mentorship-priority tenure tracks and adjust teaching load accordingly. Consider thesis/doctoral committee chair service in teaching load.

Bring back faculty governance.

Addressing salary issues would help with faculty motivation. Additional release time for tenure track junior faculty could help with research and service obligations.

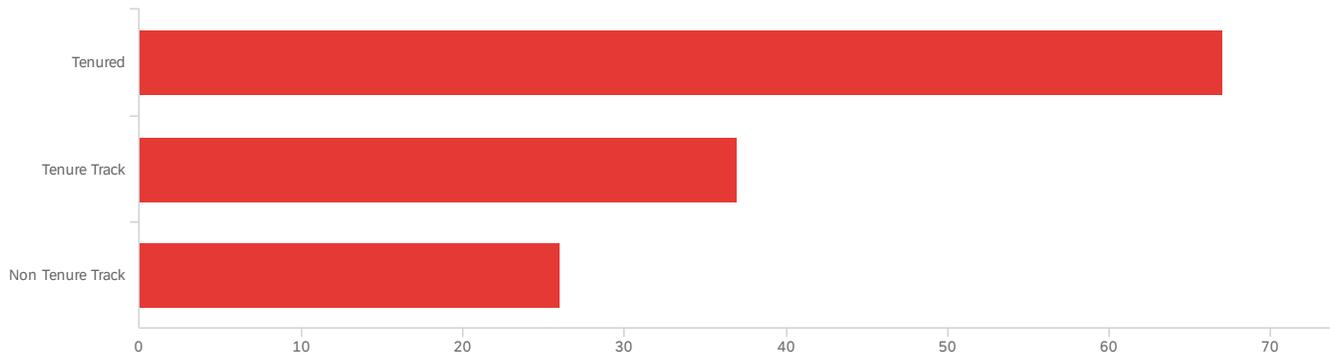
Build in a cost of living raise that is more effective and reward faculty who have stayed here longer by giving step raises like some other states do.

What can the university administration do to ensure faculty success?

Pay us more.

We need clearer expectations per college for tenure. Within those expectations, there needs to be a balance of workload and a space for creativity/autonomy.

Q24 - Are you?

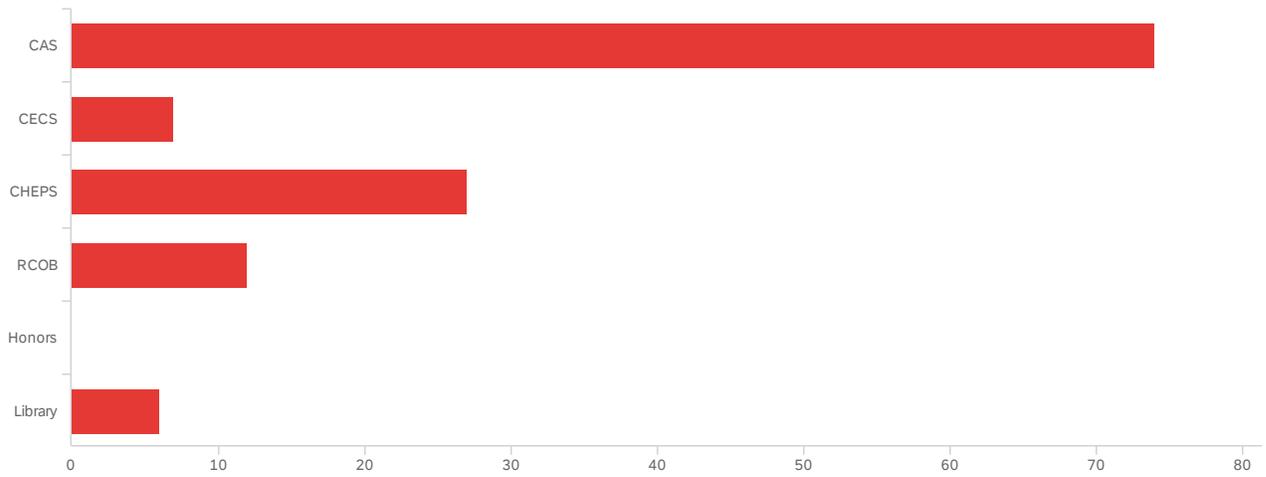


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you?	1.00	3.00	1.68	0.78	0.62	130

#	Field	Choice Count
1	Tenured	51.54% 67
2	Tenure Track	28.46% 37
3	Non Tenure Track	20.00% 26
		130

Showing rows 1 - 4 of 4

Q27 - College



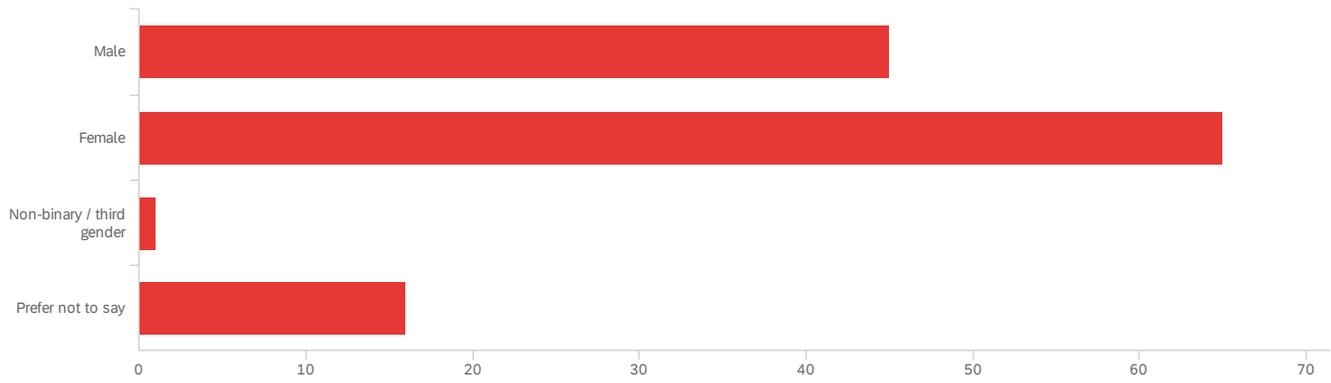
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	College	1.00	6.00	2.01	1.39	1.94	126

#	Field	Choice Count
1	CAS	58.73% 74
2	CECS	5.56% 7
3	CHEPS	21.43% 27
4	RCOB	9.52% 12
5	Honors	0.00% 0
6	Library	4.76% 6

126

Showing rows 1 - 7 of 7

Q25 - Sex



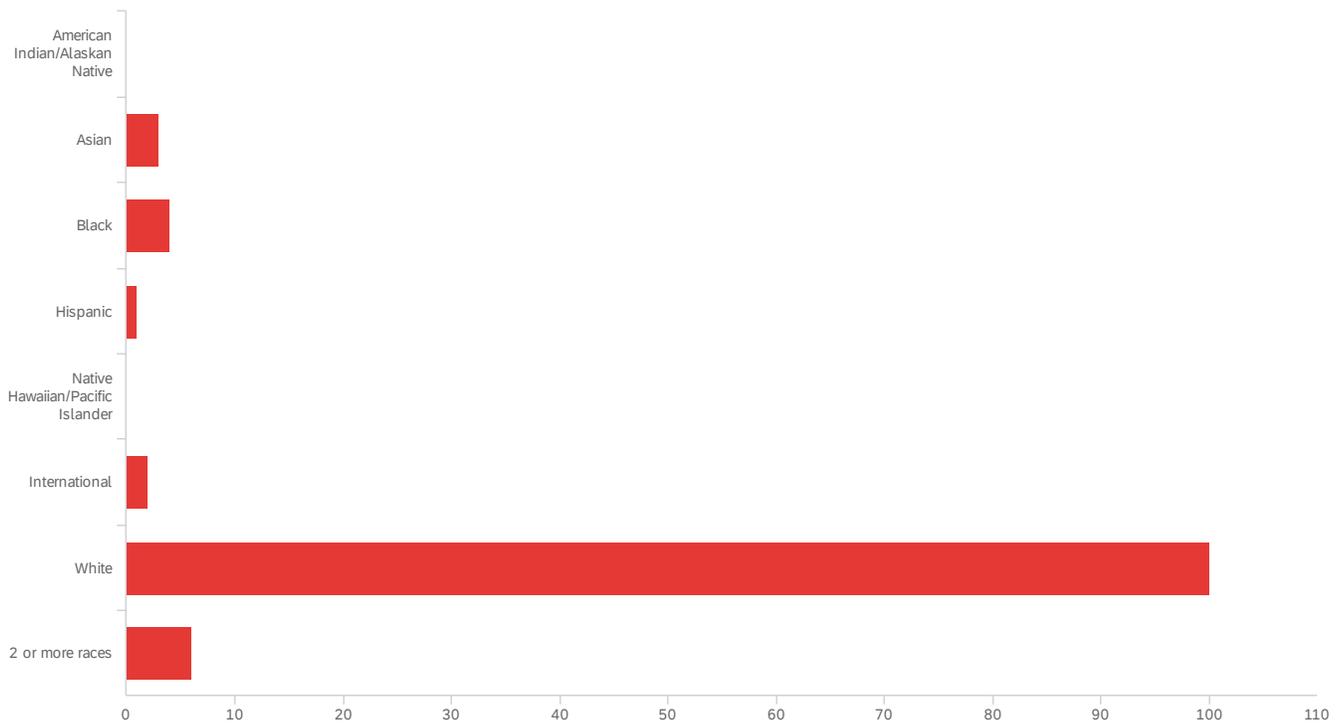
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sex	1.00	4.00	1.91	0.93	0.86	127

#	Field	Choice Count
1	Male	35.43% 45
2	Female	51.18% 65
3	Non-binary / third gender	0.79% 1
4	Prefer not to say	12.60% 16

127

Showing rows 1 - 5 of 5

Q26 - Race/Ethnicity



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Race/Ethnicity	2.00	8.00	6.74	1.13	1.28	116

#	Field	Choice Count
1	American Indian/Alaskan Native	0.00% 0
2	Asian	2.59% 3
3	Black	3.45% 4
4	Hispanic	0.86% 1
5	Native Hawaiian/Pacific Islander	0.00% 0
6	International	1.72% 2
7	White	86.21% 100
8	2 or more races	5.17% 6

116

Q28 - Age (in years)

Age (in years)

56

42

40

55

36

69

45

43

49

35

49

41

46

45

n/a

40

34

30

40

47

46

40

Age (in years)

35

36

64

70

47

99

>50

69

56

55

36

41

40s

68

38

39

59

45

42

71

55

52

38

40

Age (in years)

64

37

N/A

32

66

44

57

over 40

56

44

rather not say

36

36

33

57

>69

55

60

46

39

39

48

44

48

Age (in years)

50

decline to say

50

45

51

42

N/A

30s

61

36

35

55

45

End of Report