USF FACULTY EXPERIENCE
SURVE RESULTS & ACTION STEPS

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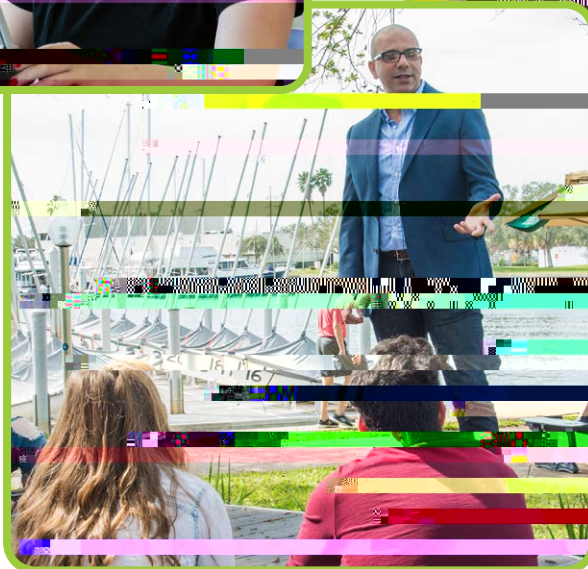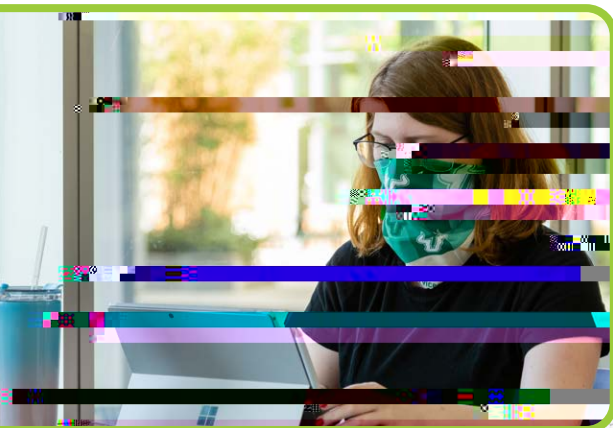
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SOUTH FLORIDA

Faculty are the lifeblood of an academic institution and central to the performance trajectory of the University of South Florida (USF), the lifelong success of our students, and the generation of new knowledge through research, scholarly and creative activity.

Building upon recommendations presented by the Faculty Success Workgroup in December 2019, USF's Faculty Success initiative was launched in August 2020. Adopting a strategic and holistic approach, the initiative focuses on personal and professional development and support with point-in-time resources for early-career, mid-career, and senior faculty, emphasizing equity and excellence across all 13 colleges and three campuses.

Office of the Provost & Executive Vice President

In this section, we are pleased to summarize key findings of the *USF Fa* E S followed by a comparison to national data. See responses to all quantitative questions and national comparative data at [Faculty Responses and National Comparisons for the Faculty Experience in 2020-2021 Survey](#).

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During this time, 49% of USF faculty shared that their enjoyment of teaching had decreased, with only 10% of faculty responding that their enjoyment of teaching increased. However, most faculty had regular access to reliable communication platforms, Internet,

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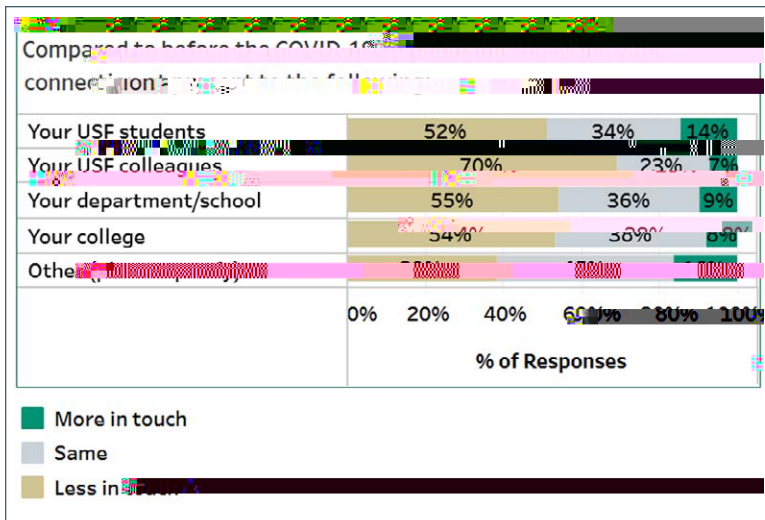
large number of USF faculty. In line with concerns regarding continuing research productivity, 70% of faculty were "extremely," "very," or "somewhat" concerned with their current ability to develop competitive research proposals for external funding. Understanding that the effects of the pandemic may linger on a national and global scale, 59% of faculty are "extremely," "very," or "somewhat" concerned about their ability to resume national or international collaborations in Fall 2021.

Personal and Family Responsibilities

In addition to gauging the professional impacts of the past year on USF faculty members, this survey also attempted to assess the impact on their personal responsibilities and their sense of social and professional connectivity and perceived isolation. As the personal and professional lives of faculty members became more intertwined during the pandemic, this assessment was more important than ever. For example, when asked about their level of daily responsibilities, 49% of faculty had full or partial responsibility for caring for children, and more broadly, 98% of faculty had household responsibilities.

Childcare and Personal Isolation

As USF faculty members sought to balance teaching, research, service, and various household and personal

Compared to before the COVID-19 [pandemic], how connected [do you feel to] the following:

	Less in touch	Same	More in touch
Your USF students	52%	34%	14%
Your USF colleagues	70%	23%	7%
Your department/school	55%	36%	9%
Your college	54%	38%	8%
Other			

% of Responses

Legend:
- More in touch
- Same
- Less in touch

As two of the indicators of loneliness are relational connectedness and social connectedness, it follows that just over half of USF faculty felt less in touch with their students, their department, and their college, while 70% felt less connected to their USF colleagues during the pandemic. With remote operations and the resultant virtual meetings and classes, this decreased feeling of connection is unfortunately expected. Even the best mitigation measures do not match the connections made in person. As people are inherently social beings, similar struggles with connection have been felt across sectors and demographics worldwide.

Please select your level of agreement with the following statements about USF:

	Strongly disagree & Disagree	Neutral	Strongly Agree & Agree
I feel that I belong at USF	15%	24%	61%
I feel that my health and well-being is a priority at USF	30%	28%	42%
At USF we look out for each other	28%	33%	39%

% of Responses

Legend:
- Strongly disagree & Disagree
- Neutral
- Strongly Agree & Agree
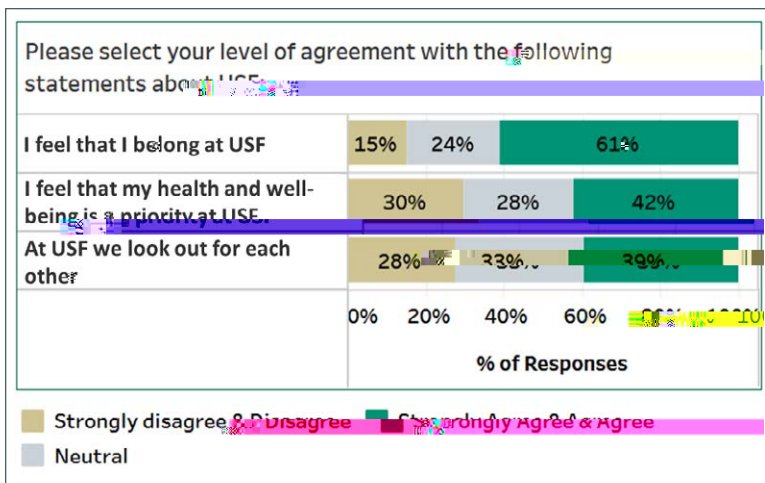
Despite this lack of physical proximity and connectivity, 61% of faculty "agree" or "strongly agree" that they feel they belong at USF, a testament to the strength and resilience of our academic community in the face of overwhelming circumstances. However, there is an opportunity for significant improvement as only 42% of faculty felt that their health and well-being is a priority at USF. Only 39% "agreed" or "strongly agreed" with the statement: "At USF we look out for each other," an indicator of the vital work ahead as we continue to create a more connected and supportive university community.

Retention & Job Priorities

The anxiety that USF faculty have felt due to the COVID-19 pandemic and its related stressors cannot be understated. Since the start of the pandemic, many faculty have reconsidered their priorities and futures. Approximately one-third of faculty "seriously" considered changing careers and leaving higher education or changing jobs within higher education. The pandemic has caused many shifts in this sector, some temporary and some potentially long-lasting. As such, USF faculty are similar to their nationwide peers. Future efforts to strengthen the faculty experience will need to take a careful look at the fact that 44% of faculty surveyed reported they seriously considered leaving USF.

visits for teaching and meetings. Nearly half of the faculty are concerned about being required to return to campus in Fall 2021, and the majority of faculty would prefer a combination of working from home and on campus.

A majority of faculty are still planning on being fully vaccinated (94%) before fall 2021. Faculty believe it is "very" or "extremely" important for their colleagues, students, and staff to be vaccinated (93%, 92%, and 93%, respectively), and

Most notably, compared to the average, roughly 10% more of USF's faculty respondents felt they met their research and publishing expectations better than before.

These comparisons show that despite the pandemic-related stress, instructional and scholarly work is continuing at USF at a higher rate than our national peers, a clear testament to the dedication, tenacity, and strength of our faculty members.

Further evidence of this strength can be seen in the smaller proportion of USF faculty who seriously considered leaving higher education and the 19% fewer USF faculty who seriously considered retiring compared to the national average. While this is a positive comparison, it also showcases the stress that the COVID-19 pandemic has placed on faculty members and the broader higher education sector.

Since the start of the COVID-19 Pandemic, have you seriously considered:
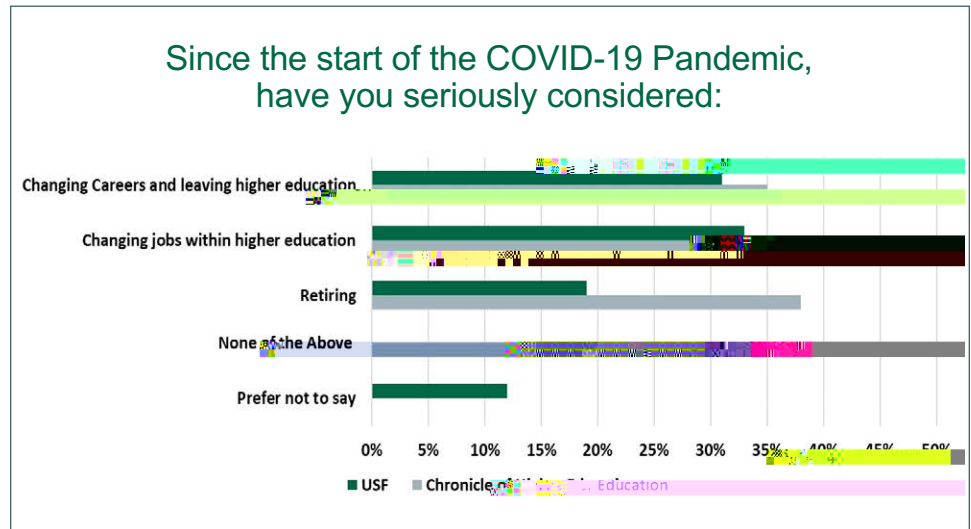
USF scored slightly better than average on faculty's perception of our institution's response to COVID-19. In comparing these responses with our peers, the questions and answers remained substantively the same allowing for direct comparisons.

In one question, however, for clarity, the wording of the question and answer were changed more substantially. Therefore, while it appears that USF faculty are significantly less concerned about returning in person to the classroom, we are aware that the changes may have resulted in a less accurate comparison.

A wide range of initiatives have been completed and many are still underway in response to findings of the *USF Fa...* *E... S...* and to lessons learned over the past 18 months. Guided by USF's institutional goals including "…the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni… high-impact research and innovation to advance frontiers of knowledge, [to solving] global problems and improve lives... creating robust global, national and regional partnerships to build a prosperous and sustainable future… to provide a safe, inclusive and vibrant community for learning, discovery, creative activities… [and] to ensure a strong and sustainable financial base…," we are dedicated to striking a responsible balance by meeting the needs of our students, faculty, staff and communities while preserving the health and wellbeing of our proud academic community.

This section presents the context and specifics of some of these initiatives. However, it should be noted that these are not all-inclusive yet serve as representative examples. The development of future Faculty Success initiatives will include consultation with deans, the Faculty Senate, campus leadership, and other stakeholders across USF.

A...a... S... a... LB...

While USF faculty members have demonstrated remarkable flexibility and resiliency over the past 18 months, the *S...* results suggest we have much work to do in alleviating stress and ameliorating the feeling of loneliness by building a more diverse, sustainable, and supportive community at USF. The following initiatives are intended to enhance the level of support:

ONGOING INITIATIVES

N... Fa.../Ea... Ca...
- Restructuring of *USF' N... Fa... O...* to focus more on Faculty Success
- Conduct focus groups on the *N... Fa... E... a...USF, Fa... A... m... a... M...*
- Implementation of a monthly *Ea... Ca... Fa... W... S...*

D... a... I... ...
- Active participation in *A... i...: T... Na... a...A...ia... ...i... a... Di... STEM Fa...*
- USF has joined the *Na... a... C... Fa... D... m... a... Di...*
- Building and learning from USF's *DARE Da... b... a...*

Fa... P... ...a... D... ...
- Workshop on Multi-dimensional Faculty Mentoring
- Building Communities of Learners
- Redefining and clarifying courtesy and affiliate faculty roles at USF
- Focus on ensuring fair and equitable distribution of service assignments, encouraging academic units to streamline committg s to sreuct int-nitsservice aload NGOING IAND FUTUE DTj E

FUTURE/PLANNED INITIATIVES

Faculty Professional Branding and Development

- Renaming selected faculty titles, placing them in dedicated job codes, and developing new job codes/titles to better match faculty with their assigned roles
- Strengthening infrastructure to align and match expectations of faculty in tenure and promotion guidelines

Section: Faculty Members' Professional and Personal Development

USF is also dedicated to providing purposeful, supportive attention to developing and strengthening skills essential to faculty assignments in teaching and learning, along with research, scholarly and creative responsibilities. We are mindful of the significant time that faculty also spend on their service and personal responsibilities. The following represent ongoing and future initiatives dedicated to this improvement:

ONGOING INITIATIVES

Faculty Professional and Development

- Institutional membership for USF in *National Center for Faculty Development and Diversity*
- Chairs' Planning Workshop for Formative Faculty Assessment
- Conducting an inventory of the current recognition, incentive, and reward systems for faculty activities to identify gaps and needs
- Developing a comprehensive plan to enhance systems that incentivize, recognize, and reward faculty activities

Teaching & Learning

- Formation of a unified USF *Center for Teaching & Learning (CITL)*
- Developing innovative teaching through faculty learning communities
- Seeking faculty input on future classrooms and technology
- Engaging students through technology
- Investing in online proctoring solutions
- Supporting learning in hyflex modalities
- Workshops on equitable and inclusive teaching and learning
- Investing in virtual lab tools
- Workshop: *Getting Started in Scholarship of Teaching and Learning*
- Using the Information + Data Literacy Canvas Workshops for Instruction

Faculty Engagement, Collaborations & Partnerships

- Develop a comprehensive plan to increase provisions for internal support and knowledge to facilitate partnerships within community-engaged learning and research
- Inventory available systems to support community-engaged research and scholarship to identify gaps and needs
- Inventory current local, regional, national, and global partnerships to identify gaps or needs
- Promote opportunities for faculty in programs abroad to stimulate partnerships that can develop into robust collaborations in grant writing, community-engaged learning, and research
-

Fa___ R_a__, S_ B_a___ & C_a__ A___

- *O___ A___ T___* for faculty publishing
- Integrating the USF Libraries' special and digital collections into faculty courses and research
- *USF R__a__ Ta_ F__ U___i_ B_a___ a A___i_ A__ B_a_ Ra_i__*
- Conducting an inventory of current research-related resources and their allocation to various campuses, departments, and classifications of faculty and identify gaps/needs
- Granting a year extension to the tenure clock for those who request it
- Prior to COVID-19, specifying that tenure-track faculty hired on the branch campuses before Fall 2017 (with some exceptions) could elect to be considered under the prevailing tenure guidelines of their branch campus

CB____a_B_

- Conduct an inventory of the internal and external communication systems available to raise recognition of faculty contributions to knowledge generation and amplification and local, national, and global initiatives that benefit society
- Developing a comprehensive plan for internal and external strategies to raise recognition of faculty contributions

F_a__, I__a___, & A_a_

- Developing and implementing strategies for the effective synergistic use of available buildings and facilities, including potential repurposing, to promote faculty success
- Identifying hubs, reports, and other data tools/resources that can be used by college and university leadership in analysis of faculty success

FUTURE/PLANNED INITIATIVES

P_B__ B_a D_ B___

- Departments will be adding annual evaluation criteria to their governance documents this fall
- Planning to develop guidelines, principles, and best practices for equity of assignment and support
- Planning to develop guidelines for non-tenure track, non-librarian promotion guidelines
- Supporting diverse faculty activities by identifying, and assisting in applying for, a broad range of both internal and external awards of recognition
- Begin establishing internal awards that recognize individual and group accomplishments related to interdisciplinary activities
- Promote award recipients' accomplishments for both internal and external awards of recognition

R_a__, S_ B_a__ & C_a_ A___

- New model for distribution of F&A earnings
- Planning for increases in time, dollars, and support linked to scholarly work, research, and partnerships
- Reviewing plans to establish a more robust support infrastructure, including, but not limited, to a communications strategy for incoming and outgoing Fulbright Scholars
- Subject to negotiation with the United Faculty of Florida (UFF) and approval by the Colleges, allowing additional extensions of the tenure clock to those faculty already granted one extension if extenuating circumstances related to COVID-19 have further delayed their scholarly progress toward a successful tenure outcome. Further, on a case-by-case basis, those faculty not eligible for the first extension may be considered for a COVID-19 related extension if extenuating circumstances support that action.

Resources and Investments in Support of Faculty Success

Over the past 18 months, USF has invested millions of dollars of institutional and federal funds to support faculty success and by extension, student success. These investments continue and include, although are not limited to:

- Classroom instructional technology enhancements for faculty
- Laptops and cybersecurity enhancements to support remote assignments
- Grant funding for *USF Research Task Force, USF Writing Bootcamps and Arts & Humanities Anti-Racism Grants*
- Online course conversions and additional instructional designers to support faculty
- Student instructional learning assistants (SILAs) to assist faculty in large and multi-modality classes
- Remote learning software (e.g. Kaltura)
- Remote STEM Lab licenses (e.g. Labster and JoVE)
- Global classroom enhancements (e.g. virtual education abroad)
- Online proctoring services (e.g. HonorLock) to assist faculty
- Increased capacity for research computing
- Florida Institute of Oceanography for enhanced access to research vessels and the Keys Marine Lab
- Institute for Black Life (IBL) and Institute for the Study of Latin America and the Caribbean (ISLAC)
- Diversity, equity and inclusion
- Instructional and research space modifications to support faculty success
- Personal protective equipment (PPE), sanitizer, administration of COVID-19 testing and vaccines, and enhanced cleaning
- HVAC repairs and replacement to enhance instructional and research facilities for faculty
- Faculty Early Retirement programs
- Planned performance bonus for eligible faculty

In addition, USF college budgets for FY 2022 have been restored to beginning FY 2021 levels and the 6% state holdback has been returned to colleges. We anticipate that these necessary and unprecedented levels of investment to support Faculty and Student Success will continue into FY 2022.