



CAMPUS CLIMATE STUDY: FOLLOW-UP

A REPORT OF SOLUTIONS FROM THE
UNIVERSITY COMMUNITY

SUBMITTED BY:
THE CORE PLANNING GROUP

March 2011

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	3
INTRODUCTION	5
HISTORICAL INFORMATION.....	5
PAST SURVEYS AND FINDINGS	5
METHODOLOGY	7
RECOMMENDATIONS ON ISSUES COMMON TO FACULTY AND STAFF	8
ALLOCATION OF RESOURCES.....	8
CIVILITY, COLLEGIALITY, TRUST, RESPECT, & COMMUNITY BULDING	10
SALARIES & BENEFITS.....	12
VALUING DIVERSITY.....	14
MORALE & PUBLIC IMAGE.....	15
DESIRED BEHAVIORS OF SENIOR LEADERSHIP	17
RECOMMENDATIONS ON ISSUES SPECIFIC TO STAFF	18
RECOMMENDATIONS ON ISSUES SPECIFIC TO FACULTY	20
APPENDICES	25
APPENDIX A: QUESTIONS FOR SOLUTION SEEKING SESSIONS.....	26
APPENDIX B: STAFF SOLUTIONS	29
APPENDIX C: STAFF RECOMMENDATIONS.....	53
APPENDIX D: FACULTY SOLUTIONS.....	59

ACKNOWLEDGEMENTS

The findings described in this document are a culmination of two years worth of work on the part of the CORE Planning Group. Collectively, these members represent faculty and staff peers from across the University community. For their commitment to the process and fulfillment of the charge, we recognize the following individuals:

- Ellen Bettenhausen
- Jen Crabill
- Elizabeth Elliott
- Amanda Evans
- Kathy Hale
- J. Webb Horton
- Helen Mamarchev
- Charles McKinney
- Mary Reed
- Hudson Rogers
- Tim Shannon
- Paul Snyder
- Halcyon St. Hill
- Michele Yovanovich
- Lisa Banks

Additionally, we recognize the following individuals for their commitment and participation as trained facilitators for the Solution Seeking Sessions:

- Ellen Bettenhausen
- Jen Crabill
- Elizabeth Elliott
- Amanda Evans
- Win Everham
- Kathy Hale
- Doug Harrison
- Reid Lennertz
- Mary Reed
- Monika Renard
- Halcyon St. Hill
- Jacquie Toth
- Tami Tassler
- Ludmilla Wells
- Michele Yovanovich

We would also like to recognize all members of the University community who contributed their time and effort by participating in the Campus Culture and Climate Study and the Solution Seeking process.

Finally, we wish to thank President Wilson Bradshaw for creating this opportunity for a full and candid dialogue. His charge entrusted and empowered the group to create a report of recommendations using our collective judgment. There were no limitations or restrictions imposed on us as a group or on the process. We acknowledge and appreciate the trust placed in us to do what we felt was best for the University community.

INTRODUCTION

This document presents the methodology, findings, and recommendations generated from the staff and faculty participants through the Solution Seeking Sessions, online contributions, and written comments.

HISTORICAL INFORMATION

In 2008, FGCU President Wilson Bradshaw recognized the need to conduct an Institutional Climate Study. It was determined that an external consultant would best be able to provide an objective assessment of the current climate of Florida Gulf Coast University (FGCU). FGCU retained external consultant, Dr. Damon Williams with the Center for Strategic Diversity Leadership and Change, Inc., for the assessment. President Bradshaw formed an interdisciplinary group of individuals from across the University Community; those individuals became known as the CORE Planning Group. The charter of the CORE Planning Group was to facilitate the conceptualization and related scope of the study with the external consultant. The original deliverables of the CORE Planning Group were to assist the consultant with forming a baseline for the inquiry using the mission and guiding principles of FGCU. Additionally, the group identified past FGCU studies and previous data to determine what current data needed to be collected, analyzed, and disseminated. The CORE Planning Group worked with the consultant to define the method of collection and analyses of data. In fall 2009, The Campus Climate and Culture Study (CCCS) was conducted and the findings were presented to the BOT in April 2010. Upon completion of the CCCS, President Bradshaw asked the CORE Planning Group to extend their initial charter and make recommendations for solutions related to issues identified.

The current study that President Bradshaw commissioned was done in a spirit of openness to garner the up-to-date feelings of the campus climate at FGCU among both faculty and staff. It was done to engage in constructive dialogue with the faculty and staff to make FGCU a better place in which to work and pursue a career. FGCU has a history of openness that values the contributions of its faculty and staff to the success of the institution. This history is marked by no fewer than five previous studies of campus climate in the last 10 years. These studies have resulted in a number of improvements to working conditions, including increased vacation time, enhanced professional development opportunities including educational benefits and market-salary adjustments.

PAST SURVEYS AND FINDINGS

Florida Gulf Coast University, in a continued effort to meet its mission of providing quality education, is committed to a planning and evaluation system designed to continuously assess and improve its performance. The current CCCS was not the first to be conducted at Florida Gulf Coast University. The CORE Planning Group, therefore, reviewed the climate surveys from 2001-02 (faculty), 2002-03 (staff), 2006 (faculty), 2007-08 (HERI faculty), and

2007-08 (staff). In July 2002, the Staff Advisory Council (SAC) conducted a survey for USPS (SP) and A&P staff. A multidisciplinary team comprised of staff members across the university community reviewed the data collected for this survey. In Fall 2006, SAC was authorized to administer a Staff Satisfaction Survey that would measure the satisfaction of staff against the final report and recommendations from the 2002 staff survey. As a continuation of the assessment of FGCU's climate, the recommendations from the 2002 survey formed the framework for the Staff Satisfaction Survey 2007. A comparison of the suggested action items to the recommendations from the 2002, 2006, and 2007 Staff Climate Surveys shows there are several remaining issues as well as new issues that were deemed important to staff at FGCU.

While the past actions have enhanced faculty and staff morale, the most recent study revealed certain challenges that continue to persist. Those issues include the need for more effective communications from senior administration, opportunities for job advancement, supervisors held accountable for annual performance reviews, periodic market studies to review salaries, better orientation and training for new employees, and rewards system to recognize and value staff input and status. It is in this spirit of cooperation and openness that the CORE Planning Group offers recommendations to address the challenges that have been gleaned from extensive conversations with university faculty and staff. We believe the leadership of the university will rise to the occasion, as it has in previous instances, to consider seriously these recommendations and translate as many of them that are determined practical into concrete actions that will further enhance the work environment of all FGCU employees. We were buoyed by the recent action of President Bradshaw's administration to not only restore our life insurance benefits after the cuts by the legislature, but to actually have improved them beyond what they were previously. We realize that in the current economic climate facing the university that fiscal considerations may play a role in the potential timing and implementation of some of the solutions included in this report. The CORE Planning Group as well as the entire university community stands ready to assist in this endeavor to improve campus climate, which is critical to the continued well-being of university employees and the further success of FGCU.

METHODOLOGY

In Summer 2010, the CORE Planning Group reviewed the qualitative data in the 2009 FGCU Campus Climate and Culture Study (CCCS) conducted by Dr. Damon Williams. Each member of the group read the qualitative data and identified key themes. The CORE Planning Group compared their individual themes, grouped them, and then identified a set of issues that best represented the broadly articulated qualitative data. From those agreed upon themes, the group drafted four faculty specific questions, four staff specific questions, and four common university climate questions for a total of eight questions for each group. See Appendix A for the questions.

The CORE Planning Group then requested participants from Faculty Senate and the Staff Advisory Council who agreed to facilitate Solution Seeking Sessions. It was important to the CORE Planning Group that peers facilitate staff and faculty sessions. Therefore, requests were made for participants from Faculty Senate and the Staff Advisory Council who would agree to facilitate the Solution Seeking Sessions. Facilitators were then required to attend and successfully complete training sessions. In September and October 2010, eight faculty and 11 staff Solution Seeking Sessions were held; all members of the FGCU community were invited to attend any session. Additionally, anyone within the university community was offered the opportunity to submit individual solutions online or in hard copy to the CORE chair.

The Solution Seeking Sessions were widely publicized through several communication venues including e-mails and the University website¹, SAC and Faculty Senate meetings, and verbal announcements made by CORE Planning Group members in the various unit meetings across campus. Additionally, any faculty or staff member was also offered the opportunity to submit individual solutions online or in hard copy to the CORE chair. All solutions submitted, regardless of how they were communicated, are presented in the Appendices (Appendix B: Staff and Appendix D: Faculty).

In November 2010, the CORE group assembled the responses and began the process of preparing this report. The solutions were reviewed within the context of the questions presented in the sessions. From this, members of the CORE group were able to determine a set of specific solutions for issues raised in the CCCS. The final report was submitted to President Bradshaw in March 2011.

¹ See <http://www.fgcu.edu/campusculture/>

RECOMMENDATIONS ON ISSUES COMMON TO FACULTY AND STAFF

As part of the organizational growth of Florida Gulf Coast University, there are opportunities to improve in areas of concern to faculty and staff. The recommendations in this section address those concerns. The themes centered on the following areas:

- Allocation of Resources
- Civility, Collegiality, Trust, Respect, and Community Building
- Salaries and Benefits
- Valuing Diversity
- Morale and Public Image
- Desired Behaviors of Senior Leadership

ALLOCATION OF RESOURCES

The CORE Planning Group recommends that:

- **Staff, faculty, and administration devise a comprehensive plan to examine the processes in place for resource allocation, and determine if they are equitable across the University community.**
- **Staff, faculty, and administration design a plan to collaborate in the equitable and democratic distribution of resource allocation.**
- **Staff, faculty, and administration create a centralized system of information about resource allocation.**

Discussion

Staff and faculty identified a perception of inequity of resource distribution across a number of areas². Responses from Solution Seeking Sessions included suggested resolutions designed to make the processes of resource distribution more transparent and equitable across several areas, promote needs assessment to determine current distribution needs and patterns, and provide some additional specific areas of resource allocation solutions³.

To improve the processes of resource distribution, faculty and staff suggested more centralized systems of information about resource allocation. Faculty recommended more coordination of discipline-specific faculty groups to identify and secure resources needed.

² See Campus Climate & Culture Study, pgs. 31, 32

³ See Appendix B, # 285 – 293 and Appendix D, #34 – 43, 47-51 for all solutions submitted related to resource allocation.

Faculty and staff suggested dedicated Office of Research and Sponsored Programs (ORSP) support for humanities and arts grants based on the premise that the funding and resource needs for these areas are very different and do not necessarily match the funding and resource needs of other areas and colleges. In addition, faculty and staff solutions identified a need for more democratic processes for resource allocation.

Solutions centering on the need for evaluations of current patterns of resource distribution included proposed examination of current distribution of staff support to departments, considering secretary to faculty/department ratios and/or secretary to student or FTE ratios. Respondents also suggested needs assessments and discussion of the differences in support needs between all faculty members and among all colleges.

Additionally, faculty and staff solutions included consulting with campus safety about needs for physical resources, and allowing telecommuting and online classes to ease the demand for office space and staff support.

The following were general solutions offered in the area of resource allocations:

- Explore zero-based budgeting to align goals with resources
- Budget an extra 10% as a safety margin
- Mandate training in budgeting and effective resource allocation/utilization
- Explore the use of off-site locations for non-student services
- Budget staffing resources appropriate to workload

CIVILITY, COLLEGIALITY, TRUST, RESPECT, AND COMMUNITY BUILDING

The CORE Planning Group recommends that:

- **Civility, collegiality, trust, and respect be defined as core values of Florida Gulf Coast University.**
- **Elected representatives of Staff and Faculty work with Administration to develop a statement of FGCU's intent to foster civil behavior within an environment of academic freedom, full intellectual inquiry, and diversity.**
- **These elected representatives should also explore the possibility of a limited code of conduct for persistent egregious behaviors.**
- **Faculty and Staff have input into the annual evaluation process for their supervisors.**
- **Community-building activities be designed and implemented.**

Discussion

Civility, collegiality, trust, and respect among colleagues and between supervisors and employees were issues raised in the qualitative data of the Climate Study⁴.

Solutions offered for this question focused on ways to improve the experience of civility and collegiality for staff and faculty in the work environment. Staff strongly suggested that regular evaluations of supervisors by supervisees occur. Faculty respondents also strongly recommended the regular evaluation of Deans, Chairs, and other supervisors. Both groups recommended sharing those evaluations with all individuals since they have an impact on the functionality of the individual colleges and the University as a whole.

Additionally, respondents recommended providing better training for supervisors in creating a positive work environment. Another specific recommendation included providing more training in issues of healthy workplace environments, management of conflict, and management of diversity issues. Respondents recommended that supervisors should be held accountable for their care and support of their department personnel. Recommendations to enhance civility, collegiality, trust, and respect included working to ensure confidential communication channels, formalizing FGCU's value of civility and mutual respect.

There is an obvious desire to continue the development of a sense of community at FGCU. While there are currently some activities in place that foster this, there are inconsistencies

⁴ See Campus Climate & Culture Study, pgs. 15, 16, 18, 28, 34, 36, 37, 38, 39.

across campus regarding the ability to participate, e.g., encouraging departments to wear FGCU apparel on Fridays. The following examples are representative of solutions offered:

- Identify, cultivate, and publicize the traditions of FGCU
- Explore the possibility of an all-staff retreat
- Create additional formal, university-wide recognition programs
- Announce achievements more formally campus-wide

SALARIES AND BENEFITS

The CORE Planning Group recommends that:

- **Representatives from Faculty and Staff work with Administration to complete a comprehensive compression/inversion study and an economically sustainable plan to correct inequities identified in the study.**
- **All supervisory staff be encouraged to explore flexible and creative methods to acknowledge, reward, and support staff and faculty. These innovations should be encouraged regardless of the economic climate of the State of Florida.**
- **A formal rewards system be established that demonstrates a commitment to the first Guiding Principle of the University⁵.**
- **Administration publically supports and actively works toward the provision of domestic partner benefits to staff, faculty and administration.**

Discussion

Concerns about inadequate and inequitable salaries and benefits present a consistent issue for staff and faculty. Responses to the Solution Seeking Sessions included recommendations related to three primary areas, including compression/inversion and compensation issues, other salary equity issues, and additional benefits.

Faculty and Staff recommend not only a need to complete and implement results of the compression-inversion study, but also to institutionalize that value, and, with faculty and staff collaboration with administration, to design an equitable salary formula that prevents any future development of a compression/inversion state⁶. Staff and faculty respondents recommended cost-of living raises and step-pay for each year of service.

Solutions for other salary issues addressed equity of salary distribution (other than those caused by compression/inversion). Respondents recommended alignment of administrative raises with faculty and staff raises. They also recommended examining University budget expenditures to identify any areas where resources could be redirected to faculty and staff salaries and/or benefits. Staff additionally suggested standardizing salaries among positions.

In addition to recommendations addressing salary equity issues, staff and faculty strongly recommend the institution of Domestic Partner Benefits. These solutions are contextualized

⁵ Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded. <http://www.fgcu.edu/info/mission.asp>

⁶ See Appendix B, #299-302 and Appendix D, #1-21 for all solutions submitted related to salaries and benefits

by the Williams qualitative data report identifying Domestic Partner Benefits as an area of concern at FGCU for many⁷. Many participants recommended Domestic Partner Benefits and generally expressed widespread disappointment regarding the lack of this benefit.⁸

Additional suggested benefits included providing a campus health center for employees, having a more diverse pool of benefit providers to lower participant costs, allowing extra year-end dollars be used for professional organization memberships and other professional academic uses, and the cancellation of parking fees. Finally, several “budget neutral” solutions included more recognition programs and more flexible work schedules. Other general solutions for salary and benefits included:

- Better market current benefit programs to employees
- Standardize salaries among like positions across campus
- Create position grades to develop career ladders
- Extend tuition benefits outside of FGCU
- Create unique non-monetary fringe benefits to retain employees
- Explore financial perks, such as pro-rate parking based on salary, reward accomplishments with time off, and offer full time tuition reimbursement for self and immediate family
- Expand campus health services to include faculty and staff

⁷ See Campus Climate Study – Qualitative Theme Book pgs. 9-10, 12-13, 15, 17-19, 22-26, 29, 36, 38, 44, 63, 66, 67

⁸ See Appendix B, #462 and Appendix D, #3-4, 69,174-178, 275 for all solutions submitted related to domestic partner benefits.

VALUING DIVERSITY

The CORE Planning Group recommends that:

- **A recommitment to valuing diversity as stated in the Mission Statement⁹ and third Guiding Principle of FGCU¹⁰ be demonstrable and that current policies support and do not detract from that commitment.**
- **Elected representatives from Faculty and Staff work with Administration to define and articulate diversity at Florida Gulf Coast University.**

Discussion

Respondents identified the lack of commitment for valuing diversity in the CORE Group's examination of the qualitative data. These data show that more women, minorities, and non-heterosexuals reported greater experiences of diversity-related discrimination or challenges than did non-members of these groups. Several individuals also reported concerns over discrimination against people based on their sexual orientation and their religious beliefs.

Respondents emphasized the importance of providing Domestic Partner Benefits at FGCU. Most other solutions presented ways of creating a stronger infrastructure to support diversity at FGCU, as well as providing adequate training to supervisors and administrators and allowing symbols of all religious and cultural holiday celebrations on campus.

Other solutions included:

- Create a committee on the status of women
- Implement a cultural awareness council
- Recruit for diversity
- Require annual or biennial diversity/sensitivity training
- Develop a valuing diversity symbol that shows respect for all

⁹ Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose. (From the Mission Statement, 2010)

¹⁰ Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity. (The third Guiding Principle of FGCU.)

MORALE AND PUBLIC IMAGE

The CORE Planning Group recommends that:

- **The Staff Advisory Council, Faculty Senate, and University Administration work to enhance the public image of FGCU.**
- **The Office of General Counsel be defined as Legal Counsel.**
- **The process of establishing regulations and policies be examined so that faculty and staff have greater input.**
- **There be greater transparency, where appropriate, in the systematic approaches to processes and procedures relating to internal matters as they become public.**

Discussion

The Culture and Climate Study brought to light the concerns about negative publicity and internal morale. In the Solution Seeking Sessions, some respondents spoke about the need to define and enforce professional behavior and to address related systems issues. Staff and faculty recommended the need to conduct comprehensive evaluations that include feedback from all stakeholders and to provide training in workplace bullying issues. Respondents also recommended greater transparency in the systematic approaches, processes, and procedures related to internal matters as they become public.

Respondents recommended that Administration define the role of General Counsel in the establishment of policies and procedures of the university. Additionally, respondents recommended that the Office of the General Counsel be defined as Legal Counsel, and that elected representatives of Faculty and Staff in collaboration with Administration create any policies related to issues, such as ethics and professional conduct¹¹.

Faculty and Staff recommended that the Office of the Ombudsman be available for an informal process of exploration prior to formal systems and processes.

Specific recommendations were made for greater support for employees from HR, greater autonomy and independence for that office, and greater levels of confidentiality between HR and employees.

Proposed solutions included both defining and acting out of values around professional behavior. Faculty, staff and administration need to define more clearly what their core values are and all policies should be benchmarked to those values. Furthermore, staff, faculty and administration as a whole should take a lead in redefining what unprofessional behavior looks like and then create a culture in which such behaviors are held accountable.

¹¹ See Appendix D, #105-110, 235-239, 258, 293-297 for solutions related to the Office of General Counsel.

The suggested solutions listed below offer ways to bolster the morale of the University and community and helps foster a more positive community image:

- Create a strategic positive marketing campaign with media
- Set up regularly scheduled Town Hall meetings
- Enhance the “FGCU” brand through a review of the vision statement
- Mandate a Manager/Supervisor Development Program
- Provide training on topics such as conflict resolution, diversity, and stress management
- Increase an appreciation for doing the “right thing”
- Offer flextime and/or summer hours
- Allow staff to have a second job that would not be in conflict with their work schedule

DESIRED BEHAVIORS OF SENIOR LEADERSHIP

The CORE Planning Group recommends that:

- **Administration, Faculty, and Staff define a set of core values from the Mission and Guiding Principles. Once established, all policy, initiatives, and behaviors should reflect those values.**

Discussion

This question specifically addressed desired behaviors of Senior Leadership in order to execute the mission of the University. The issues of civility, collegiality, trust, and mutual respect were recurrent themes in the findings. Some of the responses were statements of frustration and related to a perception that some members of Senior Leadership do not value the faculty as equal partners toward our goals of academic excellence. (Additional faculty responses are incorporated into the Issues Specific to Faculty section of this document.) Staff felt as though changes were implemented without regard for individuals.

Recommendations included having Senior Leadership providing full attention when engaged in meetings.

Staff were particularly interested in Organizational Development and Performance functions. Staff recommended that this function have greater visibility and participation in providing guidance when Senior Leadership is making decisions or implementing significant changes. Some examples include:

- Increase accessibility and visibility
- Give HR a seat “at the table”
- Create University Core Values that are defined by specific, measurable behaviors
- Create cultural norms
- Use the core values to guide decision making, strategic planning, leadership development, etc. and hold people accountable for demonstrating the values
- Implement the On-boarding program
- Create transparency in University processes and procedures
- Build Organizational Trust through better communication
- Be the leaders of timely and consistent accountability
- Model greater collaboration among divisions
- Embrace a Leadership “make-over”, e.g.; commit to leading by example; develop a mantra reflecting the importance of civility, respect, and equality

RECOMMENDATIONS ON ISSUES SPECIFIC TO STAFF

The solutions offered by staff during the Solution Seeking Sessions are reflected in this section. The solutions generated reinforce the recommendations presented by the Staff Advisory Council as a result of the 2008 Staff Satisfaction survey¹². They support the need for these recommendations to be considered for action.

The CORE Planning Group recommends that:

- **Performance evaluation should become a mandatory process.**
- **A process for “career laddering” should be created and implemented.**

Discussion

This section of the report summarizes the information from the Solution Seeking Sessions related to questions that were specific to staff at FGCU. Participants were instructed to focus solely on specific solutions to these questions, rather than reiterating the issues or concerns that were already identified in the survey. The overwhelming response from staff at the Solution Seeking Sessions exemplifies the loyalty and compassion that the staff have for working at Florida Gulf Coast University. Five sessions were held and 142 staff participated.

The five themes that emerged specific to staff are job classifications, performance management, benchmarking, workloads, and opportunities for advancement. A full list of solutions can be found in Appendix B.¹³

Classifications

- Create job grades to support career ladder development
- Mandate a review of job titles and position descriptions for accuracy on a regularly scheduled basis

Performance Management

- Make performance management a mandatory process to include goal setting and employee development
- Allow staff feedback for own review and ask for staff input on supervisor’s evaluation
- Tie performance reviews to pay/rewards

¹² See Staff Satisfaction Survey

http://www.fgcu.edu/planning/surveys/ReportFiles/2007_08_StaffSatisfactionSurveyResults.pdf

¹³ See Appendix B, # 81, 82-87, 97-99, 268-273 for solutions related to job classifications, performance management, the need for benchmarking and workloads

- Create and communicate a process for managing evaluations that do not meet expectations

Benchmarking

- Review job titles and advancement opportunities at other institutions to see if FGCU is on par
- Establish benchmarks for achieving mission and update employees when the benchmarks are met

Workloads

- Create a floating pool of OPS/part-time/temp workers to help out in overworked areas
- Diversify jobs by offering people the opportunity to work in another department for a few days/weeks where appropriate

Opportunities for Advancement

- Develop a formal succession planning program
- Open internal postings to OPS
- Offer professional development opportunities, e.g., mentoring programs.

RECOMMENDATIONS ON ISSUES SPECIFIC TO FACULTY

This section of the report summarizes the information from the Faculty Solution Seeking Sessions related to questions that were specific to faculty at FGCU. There were two distinctive themes that emerged from the data that are specific to faculty at FGCU and are not described in the section on issues common to the entire University community or issues specific to staff. They are:

- Shared Governance
- Faculty and Administration Cooperation

SHARED GOVERNANCE

The CORE Planning Group recommends that:

- **Administration and Faculty Senate collaborate to define shared governance and to renew a commitment to a shared governance model.**
- **The Provost work more closely with faculty in partnership where appropriate.**
- **Faculty Senate and Administration work together to improve alignment and communication between Faculty Senate standing teams and University committees.**
- **The Faculty and Academic Administration create processes of decision-making that acknowledge the primary role of faculty in maintaining high academic quality of the University's educational programs and services.**

Discussion

The belief that faculty have an inadequate role in university governance is a consistent theme in the qualitative data. This issue engendered a strong and extended conversation from participants and included a wide range of solutions offered.

In order to create an appropriate and shared vision of governance at FGCU, respondents recommended that faculty and academic administration jointly examine both the current structure of governance at FGCU and the concepts and operation of “self-governance” and “shared governance” in the broader academic context.

Faculty respondents recommended that the Faculty and Academic Administration create processes of decision-making that acknowledge the primary role of faculty in maintaining high academic quality of the University's educational programs and services.

Respondents recommended that the Provost work more closely with faculty as partners and as the source of academic innovation. Additionally, respondents recommended that the Provost work with the faculty to develop more transparent processes and communicate more directly with faculty as appropriate. Faculty also recommended that the University create smaller units.

Respondents recommended that Faculty Senate take greater responsibility for oversight of issues and for using faculty committees more effectively to contribute to academic policy and decision-making. Respondents also recommended that Administration work more closely with Faculty Senate to ensure faculty empowerment in the governance structure. A full list of recommendations for Faculty Senate is included in the Appendices.

Participants recommended increased faculty representation to ad hoc and standing committees by electing faculty representatives, rather than be appointed.

Participants recommended established performance measurement of academic administration and increased accountability through annual "360" evaluations of chairs, deans, and other academic administration.

Faculty recommended examining the role of the Office of the General Counsel in matters of shared governance¹⁴.

¹⁴ See Appendix D, #52-71 for solutions related to shared governance.

UNIVERSITY GROWTH AND DIRECTION: ROLE AND RESPONSIBILITIES

The Core Planning Group recommends that:

- Faculty and Administration work collaboratively to clarify faculty roles and responsibilities as they relate to teaching, scholarship, and service in a changing environment.
- Both expectations of faculty and rewards be directly related to the university's mission and guiding principles.
- Growth and development take place in a way that reflects the University's vision and mission.
- Greater transparency and improved communication occur in all areas.
- Faculty provide input into the yearly evaluations of administrators.

Discussion

Respondents expressed concern about decisions made concerning institutional values. Respondents also expressed concerns about tensions around changes in the broader university and in the way faculty identity and roles are connected to those changes. For example, the quantitative data in the CCCS report that only 52 percent of faculty agreed that "FGCU keeps the advancement of knowledge and the pursuit of truth at the heart of the University's purpose," and 62 percent agreed that "FGCU continually pursues academic excellence." Respondents indicated that they felt separated from the process of guiding the University in those areas they consider to be traditionally within the purview of faculty.

Respondents recommended more collaboration in establishing a stable university and faculty direction and identity. They also recommended more faculty and academic unit authority be granted in establishing workload, evaluation, and promotion criteria.

Respondents asked for greater understanding of the interpretations of and criteria for faculty responsibilities in teaching, service, and scholarship. Respondents recommended additional credit for what they believe to be increased service responsibilities accompanying the University's development, and they specifically recommended increased release time for Faculty Senate leadership¹⁵.

¹⁵ See Appendix D, #76-92 for solutions related to Faculty Senate

Respondents recommended greater transparency and improved communication in all areas, as well as greater accountability of administrative positions through yearly “360” evaluations.

Recommendations were made for specific ways to decentralize authority and create a culture of more collaborative decision-making.

Respondents recommended that growth and development take place in a way that reflects the University’s mission statement. The mission statement should be periodically reviewed by the University community stakeholders taking into account the development and role of faculty of other similar universities as benchmarks. Many suggested slowing growth as well as improving system-wide efforts to manage growth¹⁶.

Respondents also recommended better use of expertise from existing University organizational development faculty and staff as a way of achieving a more common understanding of the direction of the University.

¹⁶ See Appendix D, #244-247 for solutions related to mission.

APPENDICES

APPENDIX A

THEMES AND QUESTIONS FROM THE CLIMATE STUDY: FACULTY AND STAFF

Staff: Recommendations About Working Environment: Recognition & Advancement

1. One of the concerns mentioned by staff in this study is that you want more opportunities for career advancement here at FGCU. What systems or processes could be put in place to provide more opportunity?

2. One of the concerns raised was a need to feel valued for the work you do. Other than increased salaries and wages, what actions should be taken by the University to demonstrate value for your work while we are in the current economic situation?

Staff: Recommendations about Working Environment: Recognition & Advancement: Workload & Resources

3. A number of you have mentioned stress or hardship related to your workload. Other than increased salaries and wages, what can the University do to help you with that?

4. What could be done to create a more equitable distribution of resources (like money, space, time, equipment, etc.) in your work unit?

Staff: Recommendations about Conflict, Civility and, Diversity.

5. A number of you mentioned that you have experienced difficult work situations with co-workers or supervisors. What do you think could be done to improve civility, collegiality, trust, and respect in your work?

6. Some responses expressed concern about inequity, disrespect, or perceptions of discriminatory treatment of groups of people. Some of the areas identified were race, gender, sexual orientation, religion, and age. Are there specific recommendations you want to make about how FGCU can effectively address any or all of these issues?

Staff: Recommendations about University Management, Mission, Public Image

7. A number of responses indicated concern about the negative publicity and internal morale issues that result from lengthy and public lawsuits and from internal investigations of alleged unethical, unprofessional or illegal behavior. Are there things you think the University could do to better address these situations?

8. What behaviors by University leaders would give you confidence in the direction FGCU is going, in the University's ability to execute our mission, and in the University as a place of equality, respect, and opportunities for all kinds of people?

Staff: Write-In Solution

9. Additionally, we have included a Question 10 as an opportunity for participants to “write-in” a solution to a concern that was raised in the survey and is not represented in the questions we have framed. In your input, please remember that this is the stage to help find solutions for problems already raised. Please put in “hard copy” form and send to Dr. Amanda Evans.

Faculty: Recommendations about Conditions and Environment of Work

1. Many of you raised issues of salary and benefits in this study, and those were often discussed in terms of equity. Given our current economic situation, what do you think could reasonably be done to provide better and more equitable salary and benefits?

2. In addition to equity in salary and benefits, responses in this study referenced a perception of inequity in the systems of resource distribution, whether office or research space, grant and travel money, teaching and creative opportunities, or other. How could we achieve greater equity in the distribution of these benefits?

Faculty: Recommendations about Faculty Role and Responsibilities in Relationship to the Nature of the Institution

3. Responses indicated a desire and an expectation of a greater faculty role in academic governance and decision-making. Given our existing structures and processes, what would a more active and meaningful faculty participation in the decision-making process “look like” in day-to-day practice at FGCU?

4. A number of responses reflect disparate understandings about the type of institution FGCU has been and is becoming, along with a need for clarification of faculty responsibilities in and value attributed to teaching, research, community outreach, innovativeness, and entrepreneurship. What could the University do to bring about a common understanding and direction?

Faculty: Recommendations about Conflict, Civility and, Diversity.

5. In addition to anything already discussed under earlier questions, what do you think could be done to improve civility, collegiality, trust, and respect in your work arena?

6. Some responses expressed concern about inequity, disrespect, or perceptions of discriminatory treatment of groups of people. Some of the areas identified were race, gender, sexual orientation, religion, and age. Are there specific recommendations you want to make about how FGCU can effectively address any or all of these issues?

Faculty: Recommendations about University Management, Mission, Public Image

7. A number of responses indicated concern about the negative publicity and internal morale issues that result from lengthy and public lawsuits and from internal investigations of alleged unethical, unprofessional, or illegal behavior. Are there things you think the University could do to better address these situations?

8. What behaviors by University leaders would give you confidence in the direction FGCU is going, in the University’s ability to execute our mission, and in the University as a place of equality, respect, and opportunity for all kinds of people.

Faculty: Write-In Solution

9. Additionally, we have included a Question 10 as an opportunity for participants to “write-in” a solution to a concern that was raised in the survey and is not represented in the questions we have framed. In your input, please remember that this is the stage to help find solutions for problems already raised. Please put in “hard copy” form and send to Dr. Amanda Evans.

APPENDIX B

STAFF SOLUTIONS

Raw Data from the Solution-Seeking Sessions, Inter-office mail, and Climate Study Website

Question 1: One of the concerns mentioned by staff in this study is that you want more opportunities for career advancement here at FGCU. What systems or processes could be put in place to provide more opportunity?

<p>PROFESSIONAL TRAINING & DEVELOPMENT</p>	<ol style="list-style-type: none"> 1) Certification programs 2) Successful leaders training others in area of expertise 3) Advancement training opportunities 4) Job related training 5) Have funds available to staff for career development such as funding to attend conferences and training in our professional fields 6) Cross training 7) Supervisor training 8) Identify training in new technologies 9) Cross training within departments with pay increases 10) More leadership diversity programs 11) Manager development programs 12) Career counselor for employees 13) Train for performance evaluation, public speaking, written skills = to be manager material 14) Specific training programs for each employee 15) Funding money for training
<p>MENTOR PROGRAM</p>	<ol style="list-style-type: none"> 16) Put a mentoring system in place
<p>SUCCESSION PLANNING</p>	<ol style="list-style-type: none"> 17) Create a vision of future position 18) Internal Career Day 19) Bench program 20) Think outside the box with existing positions
<p>DEPARTMENTAL TRAINING FOR ADVANCEMENT</p>	<ol style="list-style-type: none"> 21) Cross-department training 22) Cross –training within departments 23) Counsel employees on what types of positions are within departments 24) Training opportunities for the next level of jobs available
<p>CAREER LADDER PATHS</p>	<ol style="list-style-type: none"> 25) Develop levels

	<ul style="list-style-type: none"> 26) Offer development opportunities for the requirements of the levels 27) Step increases each year 28) Build career plan into development planning process (PM) 29) Well defined tiers of advancement for higher education – employee bands 30) Manager training programs 31) List possible growth positions on job description 32) Publish a list of job titles explaining the difference in qualifications and responsibilities for each one 33) Detailed org charts & specific career tracks 34) Encourage getting another degree 35) Create career milestones and promote when they are met 36) Offer opportunities to long term staff who may not have a degree (AP w/o degree) 37) Additional incremental steps with pay increases 38) Defined career path with minimum requirements/goals 39) Define and publish career paths with minimum requirements for each level and the salary range for each level 40) A system where staff have the opportunity to remain in their current position with a step process where after a number of years of service move up. I believe this will help with the stability of department where staff would not continue to seek positions on and off campus for this advancement.
<p>INTERNAL ADVANCEMENT</p>	<ul style="list-style-type: none"> 41) A&P positions should be open to non-degreed applicants with appropriate experience 42) Promote from within first 43) More equitable opportunities for advancement 44) Better advertise/communicate open positions internally 45) Create clear guidelines for advancement/promotion 46) Based on performance and yearly reviews 47) Create a “step” system 48) Create more mid & upper level positions for staff/faculty to aspire to 49) Career path map with more levels based on experience 50) Monitor and analyze growth & requirement of the department and alter org structure to create level of growth 51) Allow for promotions without opening up for applications if qualified employees already exist 52) Every new job opening should be sent to staff before open to public 53) Recommendations of cross department positions by managers 54) Open internal postings to OPS 55) As responsibilities increase, promotions should be available within same department 56) Each department should develop standards for how to move up 57) One of the issues is that FGCU is young enough that we have fewer "tiers" in our management structure. While that's not necessarily a negative trait, it does provide fewer options for employees to be promoted into increased levels of responsibility in a formal and recognized manner. I think only time and growth will respond to this issue. Organizational structures seem to grow out and not up here at FGCU, so I don't know if that will

	change...particularly since it can be more cost effective. Having said that, I do think it's great that we now have a policy that allows for the promotion of FGCU employees, as appropriate, without a full search process. My only concern is that the policy will only benefit those in departments whose heads philosophically agree with promoting in that manner.
CAREER CERTIFICATION	58) Career certification 59) Expand classes for certification in career education
HR ENHANCEMENT	60) Create position grades with adjusting pay scales 61) Create defined career tracks listing what you need to do to advance 62) Give HR more authority to make decisions and implement them 63) Cross-training to allow more exposure and learning 64) Standardize salaries for "like" positions (new hires being brought in a same pay rate as employees with doing similar job for years) 65) Get away from old state class codes/job descriptions, especially IT 66) Provide salary range for position with merit increases when deserved. Provides additional incentive for growth 67) I would just like to see HR enforce the rules that I believe are already in place regarding hiring committees. I've been involved in a situation where the boss's best friend from outside was hired, despite recommendations from the hiring committee that an FGCU applicant was very qualified and should be hired. What's the point of wasting the time of a Hiring Committee?
SCHOLARSHIPS	68) Consider scholarships for membership and certification in professional organizations 69) Scholarship opportunities for employees who wish to further their education
APPRAISAL PROCESS	70) Mandate professional development and goal setting piece of appraisal process 71) Evaluation based on work performance 72) Feedback received from peers & supervisors 73) Enforce annual reviews for staff, asst directors, and directors. Allow staff feedback for own review and ask for staff input on director and asst director's review
CONTINUING EDUCATION	74) FGCU could promote and pay for continuing education 75) Allow the time, cost, and flexibility for continuing education 76) Make it equitable 77) Pay for CPE when a licenses is required or preferred 78) Pay for professional memberships when a license is required/preferred 79) Offer continuing education classes 80) Reimburse training expenses to employee
BENCHMARKING	81) Review job titles and advancement opportunities at other institutions to see if we are on par
FLEXIBILITY IN QUALIFICATIONS	82) Experience can substitute for education 83) Less emphasis on direct experience and more on basic ability 84) I attended the session on working environment –Recognition and advancement on Sept. 30 th and I would like to voice my concern over an issue brought forth in that meeting, a concern I did not feel comfortable bringing up in

	<p>that session. Several staff members in that meeting proposed that employees with SP status be given A&P status, exchanging years of experience for the college degrees they are lacking. I am strongly opposed to this idea. We are an institution of higher education. We tell young people today they cannot get ahead without a bachelor's degree and in many cases; a master's degree is preferred or required. Promoting non-degreed employees to A&P status is the equivalent of saying, "You can either work here for 8 years and use that experience to advance or you can enroll in a program and go to classes part-time (6 free credits per semester) while you are working and advance within the university after earning your bachelor's degree. Either we stand behind our "product – higher education" or we give in to demands of employees who are "trained" in the job, but not "educated". There is a difference.</p> <p>85) I feel (and have had many people agree with me) a need to know what the position classifications are, a general definition of each, qualifications for each, and upper & lower pay range of each. This used to be information commonly available at SUS HR offices and should be accessible on our HR website. This may bring about a stronger sense of fairness among staff knowing they are appropriately classified given their work assignments and, perhaps, eliminate or reduce the complaint regarding people having the same classification but varying workloads, varying responsibilities, and varying salaries. For example, I see many different levels of functioning of Program Assistants; I see a wide range of salaries among Directors; etc. This causes discontent and we need, as a campus, to work towards a more open classification system.</p>
EVALUATION STANDARDIZATION	<p>86) Review position descriptions at the yearly performance review 87) Review job duties and reassess title</p>
BETTER COMMUNICATION AROUND JOB VACANCIES	<p>88) Publish position vacancies 89) Look within office first for new positions 90) A monthly newsletter with achievements, awards, etc. 91) Leveraging internal vacancy announcements 92) Policy of internal "early" announcement of position before opening to general public</p>
MERIT BASED APPRAISALS & RAISES	<p>93) Mandatory performance reviews – pay tied to reviews 94) Appraisals tied to rewards 95) Promotions based on merit/performance 96) COL – 2% across board. Merit 1-4% based on review</p>
CLEARLY DEFINE POSITION DESCRIPTIONS	<p>97) Research other school's position descriptions and revise to fit job 98) Job descriptions should mirror what the job actually entails 99) Clearly define job roles in each department</p>

Question 2: One of the concerns raised was a need to feel valued for the work you do. Other than increased salaries and wages, what actions should be taken by the University to demonstrate value for your work while we are in the current economic situation?

<p>SCHEDULING</p>	<p>100) Encourage/allow flexible schedule 101) Summer option – 4 day work week or some variation 102) 9/80 work schedule, allow for 80 hours work over nine days with tenth day off 103) Spring break – reduced schedule or campus closed 104) Fall break – have all of thanksgiving week off 105) Shorter hours that university is open during summer & breaks 106) Flexible work hours during summer 107) Stagger work times with student schedules 108) Employees are off for all holidays that students are off 109) Offer “early release days” in line with the public schools 110) One more holiday added to calendar (Christmas Eve) Recognition and Value (other than wages & salaries) Time off is a tremendous benefit, suggest increasing the SP annual leave time to be the same as A&P. The University is making a statement that A&P personnel deserve more time off than others, their higher salaries are warranted (usually), but annual leave time accrual should be the same for all full-time employees. Don't give us the argument that A&P don't get paid for long hours, from what I've seen the majority of A&P don't work more than 40 hrs per week, and if they do, they take comp time off for it. The time off situation is just not an equitable one. 111) Staff recognition could be in the way of extra time off. I think the university should close on Christmas Eve so offices aren't forced to choose who should work and who can be off. Or any extra holiday time would be appreciated - Wed. before Thanksgiving for example or during spring break. I really think that Christmas Eve is an extremely special holiday to many people though and they would appreciate the day off.</p>
<p>CELEBRATIONS</p>	<p>112) Have a founders day celebration 113) Tour the campus & share functions via get-to-together, parties 114) Once a semester, campus community service project to benefit a social service agency in the greater community 115) University picnic on a Friday for faculty and staff 116) FGCU Labor day celebration 117) Encourage units of floors to have potlucks, etc.</p>
<p>CONNECTING PERFORMANCE TO OBJECTIVES</p>	<p>118) Link personal goals to University objectives 119) One of the things that would fulfill my need for recognition would be a comparison study of job titles. I have a master's degree and have been a Coordinator at FGCU for over six years. Many of my peers at sister institutions are titled Assistant Director. This hurts me professionally when going to conferences and looking for future jobs. I think a comparison study would help me feel recognized and also contribute</p>

		to my ability for advancement. I don't even care about the money, just the title. That is free and can be done today!
REWARDS & RECOGNITIONS	120)	“On spot” rewards for good work (movie passes, gift cards, etc)
	121)	STAR awards = Staff That Are Remarkable
	122)	Department employee of the month (trophy)
	123)	Employee recognition programs (catered event open to employees)
	124)	Positively recognize department or individual achievements across FGCU
	125)	Celebrate employee’s achievements in departments
	126)	Recognition programs (pins, success stories)
	127)	Recognition in monthly newsletter
	128)	Recognition for accomplishments across departments
	129)	Greater awareness of other depts and individual positions, duties, and accomplishments
	130)	Develop more staff appreciation days
	131)	Purchase small trinkets to be awarded as someone sees someone doing something positive
	132)	Have an online newsletter that shows personal accomplishments that reflect core values of university
	133)	Establish Employee of the Month program - Post selections on web
	134)	Employee of the month program, recognize well executed projects
	135)	Give away free lunches or tickets for departmental get togethers
	136)	Letters of commendation in personnel file
	137)	Monthly recognition of outstanding performance in all staff meetings
	138)	Recognized by executive board in person
	139)	Public recognition – plaques, parking spaces, etc.
	140)	Public praise
	141)	Merit points to cash in when times get better
	142)	Employee of the month programs – by dept? by section? By university?
	143)	Gift cards for performance
	144)	Gas cards drawn by lotto
	145)	Staff/office lunch on the department once in a while to show appreciation
	146)	There should be recognition of the staff who complete a degree here, perhaps at the Welcome Back celebration. Or perhaps in the newsletter that announces faculty achievements. It makes everyone aware of those who made the extra effort of improving their education.
	147)	A recognition campaign can be put into place that allows faculty, staff, AND students to submit kudos for a job well done by staff and faculty. I would recommend advertising this widely, having an online platform on which to submit the kudos, then have a public method of recognizing everyone. Perhaps the FGCU Foundation could sponsor a monthly drawing to award one nominator/nominee pairing a small prize to encourage nominations. This just gives people a platform to share their thanks for a job well done. I would allow kudos to be submitted from anyone...even students and community members.
FINANCIAL PERKS	148)	Full time tuition reimbursement for self and immediate family

	149)	Pro-rate parking for faculty/staff based on salary
	150)	Free parking on campus
	151)	Birthday off
	152)	Pay out unused vacation time instead of converting to sick time
	153)	Reward with non-leave time off – comp time
	154)	Reward accomplishments with time off
VP'S ACCESSIBILITY & VISIBILITY	155)	Employees need to be valued from “top-down”
	156)	President and VP's have office hours to meet with university staff & faculty
LEADERSHIP DEVELOPMENT	157)	Workshops on team motivation
	158)	Supervisor training on alternate recognition and appreciation strategies
	159)	Enhancement or change of time – skills for leadership
	160)	More department level opportunities for employee recognition
	161)	Recognition opportunities more than once a year
	162)	No micro-managing & more trust on employees
	163)	Get to know your employees, so you can understand what kind of things motivate each individual
	164)	More feedback from peers and supervisors
	165)	Training follow-up and accountability
BUILDING VALUES THROUGH ORGANIZATIONAL STRUCTURE	166)	Tie employee performance program to organizational values
	167)	Identify and communicate best practices throughout university – make a part of university practices
	168)	Tie together policies, services and benefits (benchmarking tied to rewards)
	169)	Create value of position by coupling goal of position & duties with university strategic objectives
	170)	Address underlying issues of disconnectedness, and disenfranchisement employees are dealing with (project input & processes: include those who will implement plans)
	171)	More transparent communication from administration on policies that effect staff & their work (possibly allowing input from staff)
FRINGE BENEFITS	172)	Access to a personal trainer
	173)	Award with a “reserved” parking space
	174)	Offer greater discounts for on campus childcare
	175)	Increase amount of vacation accrual (past current limit w/o losing it)
	176)	Free parking for staff
	177)	Staff locker room at the gym
	178)	More staff appreciation days at the bookstore (with discounts)
	179)	Change to personal time off instead of HVS
	180)	Give all employment classes the same benefits
	181)	Tuition benefits to extend outside of FGCU
TELECOMMUTING	182)	Offer work at home opportunities
	183)	Telecommuting
	184)	Utilize remote locations (Punta Gorda, ECC, Naples) instead of work on campus

	185)	Ability to work from home
TEAM AND MORALE BUILDING	186)	All staff retreat
	187)	After work get togethers
	188)	Encourage departmental fun
	189)	Guest motivational speakers "luncheon" for staff
	190)	Retreats, recognition, staff awards
	191)	Staff Olympics
EDUCATIONAL OPPORTUNITIES	192)	Use of work hours to attend FGCU classes
	193)	More grant-in-aid
	194)	Offer additional training
COMMUNICATION	195)	Better communicate that administration understands staff situations
	196)	Better communicate departments' achievement of annual goals in support of the university
	197)	Quarterly announcements of achievements
UNIVERSITY VISION	198)	Have an understanding of how our work fits into the bigger picture
JOB EQUITY	199)	Equitable work loads
NON-MONETARY REWARDS	200)	Day off
	201)	Things as simple as a verbal "good job" or an email saying "thanks for what you do"
	202)	Free lunch on campus
	203)	A symbolic acknowledgement such as certificates of achievement or free vacation time
	204)	Lunch with the president each month for someone from each department
	205)	Days off based on evaluation
	206)	Provide additional time off/annual leave in lieu of raises
	207)	Ways to give kudos to other employees – a medallion could be added to a plaque to show off how many kudos a staff member received
	208)	Potlucks
	209)	Cover time-off for professional service to community
	210)	Attire (dress down days, school spirit) across the campus
ENCOURAGED INTERACTIONS "MEET & GREET"	211)	Staff luncheons/gatherings
	212)	Networking opportunities
ACCURATE JOB TITLES	213)	Job titles that reflect actual responsibilities
TRAINING & DEVELOPMENT	214)	Provide training and conference opportunities
	215)	Support professional development and provide funding
INCENTIVES	216)	Incentives for being at work on time everyday

	217)	Gift cards for projects completed
	218)	Free lunches
	219)	Allow flexible work schedules to use fitness center /aquatics facility
	220)	Outstanding employee recognition programs
	221)	More vacation time based on performance
	222)	Work from home (one day a week?)
	223)	Develop more programs and activities for staff like the Ice Cream Social
	224)	Thank you cards
	225)	Increased accrual rate for time off
WELLNESS	226)	Opportunity for staff to use health services
	227)	Free massages
	228)	A staff/faculty only gym
	229)	Free flu shots
MARKET WHAT IS CURRENTLY AVAILABLE	230)	Market what is currently available
	231)	Explore what benefits are currently offered to university members (i.e sports games, rec center)
COMMUNITY BUILDING	232)	Staff development day
	233)	Department teambuilding activities
	234)	“themed” days to promote spirit
	235)	Bring back the holiday get together
	236)	Increase cross-departmental functions for awareness & networking opportunities (i.e retreats)
	237)	Sr staff meet with employees in department to learn what they do
	238)	First Friday social hour 4-6p.m. hosted by division or college

Question 3: A number of you have mentioned stress or hardship related to your workload. Other than increased salaries and wages, what can the University do to help you with that?

RECRUITING	239)	Hire more help
	240)	Create a floating pool of OPS/part time workers to help out in overworked areas
TEAMWORK	241)	Promote more teamwork
MORALE BOOSTERS	242)	Recognition for work well done
	243)	A team outing/party would help (potluck)
ENHANCED COMMUNICATION	244)	Help supervisors build lines of communications with their employees (dialogue is good)
	245)	Improve dialogue meetings with VP offices (i.e problem solving)
	246)	More working together between faculty and staff - work in the best interest of the University & students

		without segregation of job classifications
INCREASED BUDGETS	247)	Increase operating budgets to obtain better resources to reduce workload
	248)	Zero based budgeting to align goals with resources
TRAINING	249)	Hold workshops to help with stress and time management
	250)	Require mandatory training
	251)	Cross department functional & technical regular training & resources
	252)	More frequent and better finance and accounting training (i.e banner)
	253)	Cross train within departments so that people can help during peak times
	254)	Mandatory stress management for managers and staff
	255)	Communication skills seminars
	256)	More on-campus seminars relating to administrative assistant positions
	257)	Project management for supervisors and staff
258)	Cross train staff to support areas that might have down time (colleges over the summer might assist with admissions applications)	
STAFFING NEEDS	259)	Staffing resources to meet workload
	260)	The university needs a hiring model for staff like it has for faculty. Enrollment growth should equal more staff too
	261)	Quicker posting procedure of job descriptions
	262)	Allow greater flexibility for directors to add workers via OPS
	263)	Streamline recognition of additional workers
	264)	Academic Affairs – determine a faculty/staff ratio and budget to support the formula
	265)	Look at true job descriptions and address areas that people are or have taken on additional responsibilities that are not in job description. See if additional staff is needed
	266)	With regards to the question about what can be done to reduce employee stress due to workload, the administration (VP's, Assoc. VP's, etc.) needs to be more supportive, proactive, accountable, and open-minded about hiring staff where it is critically needed. They need to be more involved and aware of what's going on in the areas they supervise to include struggles and successes. This would, hopefully, prevent them from making or not making decisions that continue to further negatively impact employee morale. In most cases, the administration is already aware of the personnel shortages. The department heads have already communicated the need for additional personnel to them and it doesn't seem to go any further than that. There is a common perception that some offices are permitted to hire staff while other areas continue to struggle. If, for example, the university objective is to increase enrollment

	<p>growth and additional staff is needed to handle this growth, then they need to take into account the additional workload impact this will have on affected departments and address it, rather than just expecting that the existing "already stressed" employees are going to continue taking on more and more work with little to no compensation. This makes those employees feel overworked, underpaid, and underappreciated. At the same time, they see no potential for upward mobility. Eventually, they start looking to leave FGCU for better opportunities elsewhere.</p> <p>267) Stress related to workload is because of lack of person resources. For example, if an area needs 14-15 people to effectively support the business operations of a growing university, but there are only 11, this is a problem. If the university cannot provide more person resources, then management has to help us define the workload and then say no to work requested by our users? That is not a comfortable solution. Stress related to noisy work environment. Coworkers spending time on personal phone calls at their desk, standing around in idle chatter for long periods of time. A certain amount of pleasantries is acceptable, but how to manage that when we work in an open room with only walls. Some have their own office with a door, and it is unfair to those of us who are in a lower salary group who are not allowed a private space. If one has a job that requires detailed work and concentration, we should have an office with a door as well as anyone else.</p>
WORKLOAD	<p>268) Monitor and regulate workload</p> <p>269) Define appropriate workloads for each position</p> <p>270) Better distribute workload</p> <p>271) Cross-train staff</p> <p>272) Set and manage expectations</p> <p>273) Tie metrics to growth indicators so that growth of workload/staff proportionate to university growth</p>
FLEX-TIME	<p>274) More flexible hours</p> <p>275) Summer work schedule 4 – 10 hour days</p> <p>276) Reduce work week (for those who want to volunteer) to 30/32 hours a week and still receive full benefits</p> <p>277) Encourage annual leave is taken</p> <p>278) Combine sick and annual leave time to be just flex time</p> <p>279) Voluntary LWOP</p> <p>280) Additional time off such as spring break</p>
RECOGNITION	<p>281) Recognition for staff & departments</p>
SOCIAL EVENTS	<p>282) More team activities</p> <p>283) Large scale social events</p>

	284)	Free beer/wine on Fridays
RESOURCE ALLOCATION	285)	Provide adequate staff to cover work
	286)	Evenly distributed workloads
	287)	Hire additional staff to distribute workload
	288)	Management review allocation of resources to determine if reassignments can be made
	289)	Allocate work to staff capable of completing the task (i.e distribute work based on skills required & skill set of employee)
	290)	University to train managers how to access if workload needs to be reallocated – how to better use resources in department
	291)	Consistent salary freeze of promotions/reclassifications/special pay increases across divisions
	292)	When new programs are being implemented, provide the funds or allocation of positions to support the new initiative Working Environment Workload and Resources
	293)	The working environment is generally good. Some FT key staff peoples work spaces are actually hallways, and reception areas. These staff are the only ones supporting large numbers of faculty, and their work often requires great attention to detail, and is large in volume. It is often hard to accomplish their daily tasks with many repeated distractions. Additionally staff are often working for 40+ faculty, adjuncts and are still expected to turn out quality work for each person, even though the numbers have gone up for many years without additional staff to help with the work load. To make that even worse many major divisions that should provide service to the university have pushed parts of their jobs onto the colleges staff as well. Getting vendors set up before doing all the purchasing with our PCards, instead of just doing a REQ and having procurment do the purchasing. Requiring more steps for payroll. Everything requiring many, many signatures, on multiple steps of a process. In the mean time departments are not doing the part of their jobs any more efficiently or accurately. ORSP is way understaffed. It takes them forever to get through the set up of a new grant and other grant requests at times. There are many more grants coming in as the years go by and they are still taking a large chunk out of all the money that comes in to cover overhead, but their staff has not grown in years to help make things more efficient. IT is wonderful, but during the summer just before all the new faculty(not staff) arrive they are totally overwhelmed with new faculty computers and new computers for current faculty and can't even address a regular computer issue for weeks. They need more staff or a more staggered new computer replacement schedule. I could say more, and I have said a lot, but still in the long run FGCU is a great place to work.
IMPROVED EFFICIENCY	294)	Faster computers
	295)	Analyze processes to make sure the most efficient ones are being used
	296)	Greater/wider focus on decision making for commitment of resources – people/time/resources
NON-MONETARY REWARDS	297)	Time off comp cards for a great job or project
E-MAIL	298)	Fewer FGCU emails that duplicate messages

BENEFITS & SALARY	299)	Equal benefits for OPS (i.e aquatic center, gym)
	300)	Change the salaries from the current old SUS system to a system which honestly pays individuals the salary they are hired at
	301)	Provide health and leave benefits to long time (greater than 1 year) OPS full time employees.
	302)	I have heard many people comment on the fact that OPS staff are not treated as well as A & P. Their service time is not counted towards their service time with the university unless they become A & P. They do not qualify for free tuition. They cannot receive shirts during the annual Welcome Back celebration. All these things serve to make them feel less valued as university employees.
STAFFING POOLS	303)	In terms of technical “support staff” – computer & IT, create a “pool” rather than allow offices to hire individuals creating a lack of availability for other offices
UNIVERSITY EQUITY	304)	Review administrative offices across campus and determine if all offices are treated fairly regardless of which VP reporting line is involved. Again, an equitable formula
	305)	Equitable distribution of resources
	306)	More cooperation between academic affairs and administrative affairs to see how we can offset workloads as a team to benefit both areas
	307)	Adequate workload
	308)	Cross-training
	309)	Staff sharing across departments to even out work loads
	310)	Offer people the opportunity to work in another department for a few days/weeks
2ND JOBS	311)	Allow for staff to take on second jobs that would not conflict with current job responsibilities
ADEQUACY OF FACILITIES	312)	Transportation to and from buildings, meetings, deposits. Takes a toll on a dept due to the time absent.
REWARDS	313)	A reward program = lunch out, time off, parking spot

Question 4: What could be done to create a more equitable distribution of resources (like money, space, time, equipment, etc.) in your work unit?

FLEXIBLE WORK OPTIONS	314)	Job sharing
	315)	Work from home via remote log in
	316)	Flexible work weeks
	317)	Possible telecommuting
	318)	Flex hours
PROFESSIONAL DEVELOPMENT	319)	Equal opportunity for attendance at conferences
	320)	Extra year end dollars can be used for professional org memberships not just computers & hardware
SUPPORT	321)	More efficient work space for those in cubicles (permanent walls)

	322)	Provide better support for adjunct faculty
	323)	Office space, phones, etc
	324)	Off-site locations for non-student services
	325)	Real building would be nice
COLLABORATIVE USE OF RESOURCES	326)	Collaborative department meeting regarding budget, resources, space, equipment
	327)	Allow departments to use budget funding (not increase) where it is most needed
	328)	Share department equipment in common areas within building
REORGANIZATION	329)	Streamline some departments under either Academic affairs or Admin affairs for consistency instead of breaking them up and causing friction among departments
EMPLOYMENT RECLASSIFICATION	330)	Internal review to compare workloads and responsibilities across campus. Some colleges/departments appear to be overextended while others appear to be overstaffed
	331)	Larger diversity of positions so that employees can advance in smaller increments
	332)	Equality in pay – pay for top responsibilities instead of initial job description
	333)	Benchmark staff responsibilities with other universities. We have coordinators doing more here than assistant directors at other institutions
	334)	Base salary on quality & quantity of work as well as title, seniority, education, etc.
TRANSPARENCY – COMMUNICATION	335)	Transparency in resource allocation
	336)	System to periodically re-evaluate processes
	337)	Create transparency in the budgeting process
MORE COLLABORATIVE STRATEGIC PLANNING PROCESS	338)	Tie growth of technology, infrastructure, facility to enrollment growth
	339)	Metrics tied to key growth indicators
	340)	Budget process that rewards alignment of university resources with goals
	341)	Synthesis department needs
STAFF-SHARING	342)	Create an FGCU temporary pool of workers that can be used campus wide
	343)	Share staff across departments to equalize workload. Determine work cycle for departments within divisions
	344)	Cross-training
BUDGET RELATED	345)	Zero-based budgeting
	346)	Charge-backs (budget by benchmarks)
	347)	Greater involvement of “PBC” (Planning & Budget Council) at the department/college level
	348)	Budget an extra 10% for all things (safety margin)
OFFICE SPACE DISTRIBUTION	349)	Review office space for size/distribution
VEHICLE/GOLF CART POOL	350)	Golf cart sharing (like ride sharing) or shuttle
	351)	Colleges sharing golf carts
PLANNING & FORECASTING	352)	Priority on what’s important & on what helps your team perform a better job
	353)	Ask for what is needed ahead of time

MANAGING EXPECTATIONS	354)	Be realistic in expectations of what can be completed with available resources
COMMUNICATION	355) 356) 357)	Create a bi-annual newsletter that showcases staff projects similar to the ORSP grants letter Talk with other departments about sharing resources Work better with individual groups to better determine their technology needs
ROLE DEFINITION	358)	Well defined roles & proper work distribution thereby saving the most valuable resource time
GOALS & AWARENESS	359) 360)	Promote awareness or draw attention to things that are easily overlooked but need more funding Better communicate organizational goals to find where resources are needed
METRICS	361) 362) 363) 364)	Measure current space/equipment usage and expected growth and not just department size Baseline/formula? Collect metrics Distribute money based on performance

Question 5: A number of you mentioned that you have experienced difficult work situations with co-workers or supervisors. What do you think could be done to improve civility, collegiality, trust, and respect in your work?

TRAINING	365) 366) 367) 368) 369) 370) 371) 372) 373) 374) 375) 376) 377) 378) 379) 380) 381)	Teach co-workers how to work out issues via role-playing Workshops on emotional competence for habitual offenders Discuss & set expectations during new employee orientations Offer “Dealing with Difficult People” Supervisors – don’t assume, step in. Focus on communication styles, e-mails, and answering your phone Diversity training to learn about cultural communication styles and differences More training for supervisors (people skills) Continuous training for supervisors and their subordinates: all employees are on the same page – understand the expected behaviors, etc Require some civility/diversity training at sign-on and periodically More training for supervisors/managers to give them tools to use and share with their staff Staff development – such as SLPI, DiSC, Leadership Challenge, Who Moved My Cheese Mandatory training for all levels: conflict management, communication skills, advance learning in 360 leadership Training of functions of HR and Ombudsman More extensive employee orientation to include civility training Training on individual communication styles Teambuilding: all one university, not department against department
-----------------	--	--

HIRING	<p>382) Review process of hiring committees – too many from one dept or hiring dept on committee</p> <p>383) The hiring system sometimes creates hostility and a perceived lack of respect between hiring official and staff. May hours and effort is invested in search groups only to be ignored by a supervisor who had pre-selected an individual for the position</p> <p>384) Print out feedback and mail it</p>
SUPERVISOR ASSESSMENTS	<p>385) Let subordinates have some input on supervisor’s evaluation (maybe anonymous)</p>
LEADERSHIP VISIBILITY	<p>386) Have administrators be more accessible</p> <p>387) University staff will evaluate the leadership – have the leadership tell us what “they” do. Walk the talk -</p>
COMMUNICATION	<p>388) Meetings on a regular basis within departments</p> <p>389) Confront those who are known to create difficult work situations</p>
FORMALIZATION OF EXPECTATIONS RELATED TO CIVILITY	<p>390) *Establish a "workplace bullying policy" at FGCU. Research shows that 53 million American workers experience workplace bullying. Additionally, workplace bullying flourishes in higher education. There is no specific state or federal law for workplace bullying. Florida's bullying law applies to K-12 children and employees in its educational institutions. Wording is crucial for bullying to be addressed under federal and state "harassment". To "control" people psychologically, physically and economically is wrong! The freedom to choose is at the very core of what it means to be an American. My official complaint earlier this year with FGCU came back "No discrimination or harassment found", hence no disciplinary action.</p> <p>391) Advertise consequences of incivility – define it</p> <p>392) Confront workplace bullies and/or identify and rectify</p> <p>393) One department is not subordinate to another. There is no inherent penalty to one particular segment of the university</p> <p>394) Establish guidelines that are common to all departments. Same rules for all. Same treatment for all</p> <p>395) Return conflict resolution website</p> <p>396) Create Core Values</p>
EQUITABLE DISTRIBUTION OF RESOURCES	<p>397) Treat each division with equal importance and fairness in respect, number of positions, equalize salary & gain equal input from each area</p>
PERSONAL RELATIONSHIPS	<p>398) Provide fun staff development opportunities for staff to get to know each other in a relaxed and more personal atmosphere at dept/division level</p> <p>399) Division or area retreat/staff development opportunities</p> <p>400) Collegiality – be given time to have group activities such as retreat, periodic staff meetings, periodic lunches out together</p> <p>401) Team meetings where employees can come together and discuss ways to work out issues when needed</p> <p>402) Meet outside workplace social setting to get to know each other on a personal level</p> <p>403) More non-work activities/events to socialize in a fun environment to better understand personalities on a casual level</p>

RE-BUILD A RESPECTFUL ATMOSPHERE	404)	Supervisors/managers should put themselves into the shoes of the supervised. Top down emphasis/expectations support the existing structure which is one-way
	405)	Co-workers need to respect others, address personal issues with supervisors or work issues
	406)	Refrain from non-professional verbal abuse of co-workers by co-workers
	407)	Return telephone calls to all staff members ASAP
	408)	Treat co-workers as colleagues that provide a service – not servitude
	409)	Coworkers should contribute to building trust toward each other not backstabbing at work
	410)	Trust & Respect: have an immediate supervisor who knows what they are doing
	411)	Workshops on respect for all
	412)	Create an atmosphere where all members feel valued and allow for open and honest conversation opportunities
	413)	Trust: believe that you can speak up without fear of repercussions
LEADERSHIP DEVELOPMENT FOR SUPERVISORS	414)	Address workers’ deficiencies in private, not public
	415)	Communication
CULTURE/CODE OF ETHICS	416)	Code of conduct/ethics for all employees to live and work by
	417)	Open communication while keeping confidential information safe
	418)	Faces & names nametags
	419)	Consequences for failure to amend behavior deemed unacceptable
3RD PARTY MEDIATION	420)	Have a investigation conducted by an independent party for any extremely negative evaluations
	421)	Third party board of review to decide punishment standardization
	422)	Get another person involve as a mediation liaison
EVALUATIONS	423)	Supervisors would gain trust and respect if annual evaluations were completed for all employees instead of allowing the date to pass and the rating to default to “meets expectations”

Question 6: Some responses expressed concern about inequity, disrespect, or perceptions of discriminatory treatment of groups of people. Some of the areas identified were race, gender, sexual orientation, religion, and age. Are there specific recommendations you want to make about how FGCU can effectively address any or all of these issues?

COMMUNICATE NON-DISCRIMINATION POLICIES	409.	All departments, colleges make demonstration statements regarding equality.
	410.	Emphasize community, not just diversity or differences.
	411.	Unity

SENSITIVITY	<p>412. Sensitivity on language differences. More respect using common language of all in work setting and on campus – common courtesy.</p> <p>413. If problem arises, all parties attend a session on discrimination/sensitivity – make it mandatory.</p> <p>414. Develop a symbol showing respect for all people (race, gender, age) rather than each separate group – mandatory training.</p> <p>415. Conduct more open forums for all staff, faculty, and students on diversity and cultural sensitivity.</p> <p>416. Talk about it with others</p>
TRAINING	<p>417. General training on diversity.</p> <p>418. Require annual or bi-annual diversity/sensitivity training for supervisors at a minimum, preferably all.</p> <p>419. Acceptance/tolerance training.</p> <p>420. More extensive employee orientation training.</p> <p>421. Training to “debunk” the perceptions to all levels by specific seminars covering rules & regulations (age, sexual orientation, religion, etc).</p> <p>422. Assertiveness and open communication training.</p> <p>423. Ethics training made available to all employees.</p> <p>424. Provide more workshops for staff in area of awareness and exposure of different groups (MSS).</p> <p>425. Training on respecting others.</p> <p>426. Training for all employees on EEOC issues.</p> <p>427. E-mail civility training.</p>
RECRUITMENT OF DIVERSE FACULTY, STAFF, STUDENTS	<p>428. Review gender and age of directors and assistant directors to see “profile” of FGCU hiring. Unfortunately, not all positions reflect diversity in age and gender. Improve representation.</p>
CULTURE	<p>429. Train on how we want our new culture to be.</p>
EXPAND SAFE-ZONE	<p>430. Participate in safe zone training</p> <p>431. Everyone should attend safe zone</p>
ACCOUNTABILITY & STANDARDIZATION OF POLICIES & PROCEDURES	<p>432. Standardized discipline</p> <p>433. Make sure that policies and procedures are more than just lip service</p> <p>434. Consistent policy on work schedules</p> <p>435. Support our guiding principles with resources equally.</p> <p>436. Long time employees should not be held in higher regard than newer employees</p>
SOCIAL AND CULTURAL CELEBRATION OF DIVERSITY	<p>437. Encourage employees to express their culture by decorating their work areas.</p> <p>438. Have events that bring people together to celebrate differences (i.e celebrations with cultural music and food).</p>

EDUCATE ON CONFLICT	439.	Educate the community on the process of dealing with issues/conflict
INTERNAL ADVANCEMENT OPPORTUNITIES	440.	Have process for identifying internal candidates for open positions based on their qualifications and experience
	441.	Pay inequity
	442.	Pay equal credence to experience and education
“WALK IN THEIR SHOES”	443.	Do mentoring programs taking interest in activities of other departments who serve different populations.
	444.	Provide events for interaction between employees.
EMBRACE PLURALITY	445.	Bring x-mas back to campus
	446.	Sometimes we try to be too “PC” and it always alienates someone. Let people be themselves
	447.	Open celebrations to all types, encourage others
	448.	Don’t ban Jesus or any other religious figures
	449.	Don’t let the views of the few rule the majority
ORGANIZATIONAL TRUST	450.	Being able to go to HR without fear of repercussion
	451.	Need to build trust from HR, VP’s & up
	452.	Besides HR, & EAP, another source of trust?
	453.	If problems exist, take action
DEVELOP A SET OF EXPECTED BEHAVIORS	454.	Administrators lead by example
	455.	Culture norms
	456.	Professionalism within position you hold to set examples
	457.	Examples set from the top down
PERFORMANCE MANAGEMENT	458.	Performance reviews should be mandatory so managers can make each employee accountable for their performance
	459.	Managers should have more freedom to counsel or discipline under-performing employees
TEAMWORK	460.	Team building activities
	461.	Emphasize that we are all on the same team, working toward the same goals
BENEFITS	462.	Domestic partner benefits equal to “married” couples
REBUILD A RESPECTFUL ATMOSPHERE	463.	Create an environment where discriminatory remarks/jokes are not tolerated
	464.	Develop an atmosphere that welcomes diversity, acceptance, and appreciation of our differences
	465.	Engage others who you see discriminating others, call them out
TEAM & DEPARTMENT ACCOUNTABILITY	466.	More accountability for employees who habitually take sick/annual leave without cause or explanation
	467.	Being able to take your sick leave or annual leave without being made to feel guilty

Question 7: A number of responses indicated concern about the negative publicity and internal morale issues that result from lengthy and public lawsuits and from internal investigations of alleged unethical, unprofessional or illegal behavior. Are there things you think the University could do to better address these situations?

<p>POSITIVE MEDIA RELATIONS AND MARKETING</p>	<p>468. Who does PR for FGCU? Make it clear 469. Do events with GCTC, Coconut Point, Miramar Outlets, etc. to garnish some positive PR 470. Report negative stories faster than positive 471. Have some type of “focus on FGCU” each week in the media highlighting the positives 472. Put more emphasis on positive news articles 473. Work with local media to focus on the “good” more than the negative 474. More positive news coverage of good things that happen on campus 475. Strategic positive marketing campaign</p>
<p>MORALE BOOSTERS</p>	<p>476. Increase in appreciation of those doing “the right thing” from higher ups 477. Communicate as soon as possible to faculty/staff the investigation/layoff/etc before it is heard from the grapevine or news press 478. Not provide large compensation packages for exiting problem employees 479. Show valued employees that they really are valued (i.e bonus, promotion) 480. There is a perception that certain employees are “protected” and that no matter how egregious their actions, they will continue to be supported. That perception must be eliminated. If it’s reality, it needs to be changed</p>
<p>TIMELY AND CONSISTENT ACCOUNTABILITY</p>	<p>481. For morale: make a climate survey a regular occurrence. Repeat every 2 years. Make following up on the results part of the President’s report card. 482. Try to conduct the investigations in a quicker manner 483. Try to be more consistent with disciplinary actions 484. Develop a strategic plan linked to outcomes and measures that keep staff focused on what is important (i.e if diversity is important, how do we measure it? And how do we report it to everyone?) 485. Hold hiring officials accountable for following search & screen procedures when hiring 486. Executive leadership should promote results in legal and ethical manner 487. Regularly evaluate how university actions impact internal and external stakeholders</p>
<p>INTERNAL COMMUNICATION</p>	<p>488. Be upfront with staff regarding the situation so we don’t just hear it on the news 489. Better mechanisms for reporting problems (i.e anonymity, confidentiality, higher levels, and trust in process) 490. Open door program “top down” – staff needs a way to express issues beyond the director level 491. Clearly articulated method of communication – provide for top down and bottom up communication 492. Communicate issues as soon as it happens so that everyone in the university is aware of what’s going on 493. Communicate the outcome of proceedings as soon as possible to all before it is printed in newspaper or heard by grapevine 494. Better communication with different departments on any issues</p>

	<p>495. Give information to the employees about situations, as allowed so rumors and fear do not spread & affect other areas</p> <p>496. Better relation between employees and supervisors; employees need to give input and supervisors need to stop threatening and change with time</p> <p>497. Top down, bottom up communication; more from the President – not left in the dark to hear about it on TV</p> <p>498. Better and more frequent communication from senior management</p> <p>499. Direct discussion from provost or above to inform the faculty & staff of the issues and later the results of finding</p>
TRAINING	<p>500. Better leadership training to hopefully stop these scandals</p> <p>501. Educate managers/supervisors on FGCU policies & procedures for performance coaching and the disciplinary process</p> <p>502. Implement a “quality” management model</p> <p>503. Mandatory supervisor training that must be repeated periodically</p> <p>504. Provide more extensive training to supervisors regarding ethical and professional conduct and procedures</p> <p>505. Better training for supervisors and employees</p> <p>506. Additional or more training on ethics that is mandatory for all</p> <p>507. Ethical & policy training for all on a regular basis</p> <p>508. Training for all who supervise employees – equip them with the necessary training and tools to be successful supervisors</p> <p>509. Provide sexual harassment training for all new employees</p> <p>510. Training on the laws for staff (the ones that may have been broken)</p>
CORE VALUES FOR THE UNIVERSITY	<p>511. Create core values</p> <p>512. Leadership must model the behavior/value</p> <p>513. Use the values to guide decision making, strategic planning, leadership development, etc. and hold people accountable for demonstrating the values</p> <p>514. Be more aggressive in establishing rules & standards of behavior where none exists or for where there is too much latitude for interpretation</p>
EXTERNAL COMMUNICATION	<p>515. Suppressing the media</p> <p>516. Stop trying to cover up – go straight to the media</p> <p>517. Release press statements early on addressing the way situations will be handled</p>
BE-PROACTIVE	<p>518. Stop these situations before they become lawsuits</p> <p>519. Code of Ethics guide – every employee is aware of it and knows where to find it</p> <p>520. Stop discrimination, no favoritism, less “I know so and can get away with murder” thought; rules and regulations are for everyone including the leadership. Reason needed and document it & why something was done outside the said rule</p> <p>521. Vs. reactive</p> <p>522. More checks-n-balances programs in place to review & address concerns</p>

BRANDING & IMAGE	523.	Branding (both internal and external)
	524.	Brag book for university on regular basis
HUMAN RESOURCES AS A STRATEGIC PARTNER	525.	More HR power, change org structure to have HR report to the highest authority
	526.	Make HR the decision maker & every dept should abide by that
	527.	HR should be independent from other departments
	528.	Give HR or other departments ability to work with situations that come up so they do not escalate further
“FIX THE SYSTEM”	529.	Internal affairs investigations before things blow up
	530.	Provide training to the HR department regarding how to appropriately handle complaints against employees
	531.	Create trust in the system
	532.	Trust the experts you have hired
	533.	Conflict Management Processes
	534.	Check organizational and individual power – less power to one individual or organization
	535.	Transparency
	536.	More accountability
	537.	Reasoning for actions before action is taken
	538.	More collaboration before decisions are made
ACCOUNTABILITY & STANDARDIZATION OF POLICIES & PROCEDURES	539.	Preventative measures (i.e male coach must be accompanied by another when addressing a female athlete)
	540.	Proper disciplinary actions should be taken
	541.	Standardized methods to hold people accountable
	542.	Morality clause
ACTION RELATED TO CULTURE AND CLIMATE STUDY	543.	Climate assessment is a good start. It is important that the solutions identified to address concerns are implemented. This can't result in a report that gets filed away
CONFIDENTIAL INFORMAL OUTLET FOR SUPPORT, COMPLAINTS, AND ISSUES	544.	Communicate employee protections for bringing out issues
	545.	Provide confidential outlet for employee complaints/issues
	546.	No retribution for coming forward
	547.	Quite a few of the issues raised and sentiments brought out in the Climate Survey touch on, either directly or indirectly, the Human Resources function. Unfortunately, our Human Resources Department has a reputation for being adversarial, for disseminating incorrect information, for not respecting confidentiality, and generally being the last place you want to go to get assistance. Rework the HR Department?
360 EVALUATION OF MANAGEMENT	548.	Allows for systematic feedback

Question 8: What behaviors by University leaders would give you confidence in the direction FGCU is going, in the University's ability to execute our mission, and in the University as a place of equality, respect, and opportunities for all kinds of people?

<p>LEAD BY EXAMPLE</p>	<p>549. Mutual respect 550. Leaders showing respect for others 551. Want equality then show equality; want respect then earn respect; want opportunities then create them 552. Walk the talk 553. Power with work performance and not title or designation 554. Trust your employees 555. Golden rule 556. Build confidence in your employees 557. Do not micromanage 558. Appreciation 559. Fairness in allocation of resources</p>
<p>LEADERSHIP DEVELOPMENT</p>	<p>560. Leadership needs to change thinking style from old school to newer methods; management skills 561. How leaders behave outside the university (actions, behaviors, etc) 562. University leaders should not act like they are entitled to privileges that are not afforded to all employees 563. Lead by example, university leaders should demonstrate respect for everyone in the campus community 564. Follow same rules 565. Clear direction and empowerment vs. micro-management 566. President and VP's need to develop a mantra reflecting the importance of civility, respect, and equality and then "preach & model" it</p>
<p>COMMUNICATION</p>	<p>567. Increase communication 568. What is the direction? More communication 569. Clarity around decisions 570. Embrace transparency 571. Semi frequent personal face-to-face visits to departments with a mini state of the university address 572. More frequent communication about actions being taken to meet the university's mission. Make them public (website) 573. Regular communication on achievements and how they are linked to the university mission/strategic goals 574. Create a university "bulletin board" (axis tv, president's blog) 575. More visibility – post or publish the university mission statement 576. Leaders could provide direct and more information to faculty and staff of the progress of university goals 577. President should hold town hall meetings 578. VP's should hold team meetings 579. See and hear more from leaders about direction</p>

	580.	Communicate key data that executives regularly review
	581.	Matured shared governance to true 2-way communication process
	582.	Ability to communicate issues both up & down
EQUALITY	583.	Ongoing training to all employees of equity expectations of university
	584.	Define consequences and enforce them when “rules” are disobeyed
	585.	Everyone has similar access to decision makers
RESOURCE EQUALITY	586.	Need more staff to execute the mission. Develop a hiring model for staff similar to the faculty model.
	587.	“other duties as assigned” has taken over our job descriptions
	588.	External consultant to review staffing levels and responsibilities benchmarked against industry standards
COMPENSATION POLICY	589.	Recent hires should not be paid more than long-term, quality employees
RECOGNITION	590.	Value employees for their contributions
	591.	Better system for recognition of job well done by administrators
	592.	Systematic recognition/reward for actions that enhance university objectives
STRATEGIC PLANNING	593.	Set big goals and make them public
	594.	Provide HR a “seat at the table” in making personnel related decisions
	595.	Create technology master plan that proves for upkeep and growth
	596.	To allay concerns about growth, set up an Enrollment Management model that moves Undergraduate Admissions and Student Financial Services under the Provost and adds the Registrar to become a new Enrollment Management Office, and bring in an experienced person to be in charge of it.
MANAGEMENT RESPONSE TO CLIMATE SURVEY	597.	Response, Follow-up, Actions
	598.	Openness to our solutions in these sessions
	599.	Openly tell how input has changed a specific action
CORE VALUES	600.	Suggestions: civility, community building, leadership, accountability, team, celebration
	601.	Emphasize expectations of employee behavior in on-boarding process
	602.	Create core values in unison with staff and faculty as a point of reference and model of desired behaviors
TRANSPARENCY	603.	Decision making process needs to be more open and across the board
	604.	Up front communication
	605.	Inviting others to “sit in” occasionally to see how their meetings are run and decisions are made
	606.	Communicating how a decision was made to all – rationale (ex. X-mas decoration ban)
	607.	The way leaders handle problems in the university
CAREER OPPORTUNITIES	608.	Provide career opportunities to staff based on quality of service, length of service, and qualifications
LEADERSHIP VISIBILITY	609.	More visibility by senior management specifically the President and VP’s

	<p>610. Increased and meaningful visibility</p> <p>611. “practice what you preach” methods</p> <p>612. Visibly walk the talk</p> <p>613. Regular appreciation by senior leadership</p> <p>614. Executives/senior administrators do walk-a-bouts</p> <p>615. Executive cabinet needs to be more visible</p> <p>616. Opportunity to see our leaders in something other than meeting of all staff</p> <p>617. Knowing they know other people’s names across campus and address them by name. come to events for all</p> <p>618. Seeing them interact with employees at all levels rather than only in their circles</p> <p>619. More administrative involvement by various departments</p> <p>620. Lead staff meetings to communicate departmental, divisional, and university matters</p> <p>621. Social visits by VP’s, Deans, etc</p>
BENCHMARKING	<p>622. Report our progress or lack of progress related to equality, opportunity, resources</p> <p>623. Proactively periodically review resources needed to execute our mission in the areas of space, staffing, tools until we reach capacity</p> <p>624. Examine the number of women & minorities in positions of responsibility vis a vis the industry norm</p> <p>625. Establish benchmarks for achieving mission and update faculty/staff when the benchmarks are met</p>
BRANDING & IMAGE	<p>626. We need to establish a FGCU “brand” – who we are and where we are going</p> <p>627. More positive editorials or rebuttals to negative stories</p>
COMMUNITY BUILDING	<p>628. Cabinet needs to be more involved and take the lead in developing an “eagle community”</p> <p>629. Focusing too much attention on diversity promotes division. Focus on inclusion and community and the goal of diversity will be accomplished in a more positive manner</p> <p>630. FGCU class for all employees</p> <p>631. Identify, cultivate, and publicize the traditions of FGCU</p> <p>632. More emphasis on employee behavioral expectations by President in welcome back speech</p>
ACCOUNTABILITY & STANDARDIZATION OF POLICIES & PROCEDURES	<p>633. Executives should gather input from those responsible for implementation</p> <p>634. Provide collaborative session with deans and directors to look for commonalities</p>
SALARY REVIEW	<p>635. Conduct salary equity review across divisions</p>
EVALUATIONS	<p>636. 360 evaluations to ID problems before they become a lawsuit</p> <p>637. 360 reviews need to protect everyone</p>
PUBLIC VISIBILITY	<p>638. Positive feedback from the public</p> <p>639. Inform the campus about what events in the community the university leaders are participating in</p>

APPENDIX C

STAFF SOLUTION SEEKING SESSIONS - RECOMMENDATIONS

All solutions suggested by staff can be found in Appendix B

Category	Suggested Recommendations	Suggested Collaborations	Suggested Action Items
Professional Development Questions 1, 2, 3, 4, 5, 6, 7	Mentor Program	Human Resources/SAC	Research, benchmark, and implement a mentoring program
	Improve Continuing Education Policy	Human Resources/SAC	Research, benchmark, and develop a CE policy to assist non-seeking degree participants
	Manager/Supervisor Development	Organization Development	Supervisor Skills Training Series beginning in January 2011
	Department/Cross Training Opportunities	Organization Development/Department Managers	Create cross-training opportunities within departments
	Provide training on topics such as conflict resolution, diversity, and stress management	Organization Development/EIOC	Included in employee development programs beginning in January 2011.
Human Capital Management Questions 1, 3, 4, 5, 6, 7	Standardize salaries	Human Resources	Campus wide salary review
	Position grades	Human Resources	Campus wide position grade review
	Hiring model for staff	Human Resources/SAC	Research, benchmark, and create a hiring model for staff similar to the one for faculty
	Staffing resources appropriate to workload	Leadership	Conduct departmental reviews to identify workload inequities
	Develop a code of ethics	Leadership	Create a code of ethics for all employees
	Recruit for Diversity	EIOC/Human Resources	Clarify campus hiring practices & post on website

Recognition Questions 1, 2, 3, 8	Create formal, university-wide recognition programs	Organization Development/Leadership/S AC/ Faculty Senate	Benchmark and implement university wide program(s)
	Offer non-monetary rewards	Organization Development/Leadership/S AC/ Faculty Senate	SAC and Faculty Senate collaboratively review specific suggestions and recommend campus wide incentives
	Incentives	Organization Development/Leadership/S AC/ Faculty Senate	SAC and Faculty Senate collaboratively review specific suggestions and recommend campus wide incentives
Communication Questions 2, 3, 4, 5, 6, 7, 8	Announcement of achievements	Leadership	More frequent communication about actions being taken to achieve the university mission and have them posted on the website (review specific suggestions)
	Confidential communication channels	Ombuds office	Communicate process for filing grievances
	Open door policies	Leadership	Leaders should be more visible to the community and more transparent in their actions
	Better market current benefit programs to employees	Human Resources	Improve communication of programs during orientation
	Improve e-mail practices	Leadership	Review current practices and develop a policy
	Create transparency in budget and resource allocation	Leadership	Create transparency in budget and resource allocation
	Regular communication regarding university goals and progress toward them	Leadership	Regular communication regarding university goals and progress toward them
	Strategic positive marketing campaign with media	Leadership	Create a strategic positive marketing campaign with media
	A bi-weekly/monthly newsletter from the President sharing pertinent, timely information	Leadership	A bi-weekly/monthly newsletter from the President sharing pertinent, timely information
	Town hall meetings	Leadership	Establish a schedule for town hall meetings

	Establish an “FGCU” brand	Leadership	Create a new “vision” statement that reflects who we are and what we aspire to be
Classifications Questions 1, 2, 4, 8	Create job grades	Human Resources	Project in process
	Accurate job titles & descriptions	Human Resources	Position description review (part of campus salary review)
Opportunities for Advancement Questions 1, 6, 8	Succession planning	Organization Development/Leadership/EI OC	Research, benchmark and create a succession planning program
	Create Career Ladders	Human Resources/EIOC	Follow up to campus wide salary/job description review
	Job Vacancy communication	Human Resources	Better internal communication of job vacancies
	Open internal postings to OPS/Pay equal credence to experience and education	Leadership	Review current policy for possible changes
Performance Management Questions 1, 2, 5, 6, 7, 8	Make PM a mandatory process to include goal setting and employee development	Organization Development/Leadership/EI OC	Senior Leadership commit to a mandatory process
	Allow staff feedback for own review and ask for staff input on supervisor’s evaluation	Organization Development/Leadership/EI OC	Evaluate the opportunities for 360 feedback in the performance management “process”
	Tie performance reviews to pay/rewards	Organization Development/Leadership/EI OC	Senior Leadership commit to a mandatory process
	Get another person involved as a mediation liaison for poor evaluations	Human Resources/EIOC	Create and communicate a process for managing evaluations that do not meet expectations
Benchmarking Questions 1, 4, 8	Review job titles and advancement opportunities at other institutions to see if we are on par	Human Resources	Part of campus wide salary/position description review

	Establish benchmarks for achieving mission and update employees when the benchmarks are met	Leadership	Establish benchmarks for achieving mission and update employees when the benchmarks are met
Benefits Questions 2, 3, 6	Extend tuition benefits outside of FGCU	Leadership	Review specific suggestions, make a decision and communicate
	Fringe Benefits	SAC/Faculty Senate	SAC and Faculty Senate collaboratively review specific suggestions and make campus wide recommendations
	Telecommuting	SAC/Faculty Senate	
	Financial Perks	SAC/Faculty Senate	
	Wellness	SAC/Faculty Senate	
	Offer Domestic Partner benefits	Leadership/HR	Review costs and present to Leadership
Scheduling Questions 2, 3, 4, 5, 6	Offer flextime, summer hours, etc.	Leadership/HR/SAC	HR and SAC evaluate and make recommendations for a Leadership decision
	Allow staff to have a second job that would not be in conflict with schedule	Leadership/HR/SAC	Eliminate permission forms currently required to work a second job
Senior Leadership Questions 2, 3, 4, 5, 6, 7, 8	Increase accessibility and visibility	President & Executive Cabinet	Increase Senior Leader accessibility and visibility
	Advance the Organization Development/Performance function to gain visibility and play a strategic role in providing guidance when making decisions or implementing change	Senior Leadership	Advance the Organization Development/Performance function to gain visibility and play a strategic role in providing guidance when making decisions or implementing change
	Give HR a seat "at the table"	President	Have the HR Leader report directly to the President
	Create University Core Values that are defined by specific, measurable behaviors	Senior Leadership/Organization Development	Create University Core Values that are defined by specific, measurable behaviors
	Create culture norms	Leadership/Organization Development	Create culture norms

	Use the values to guide decision making, strategic planning, leadership development, etc. and hold people accountable for demonstrating the values		Use the values to guide decision making, strategic planning, leadership development, etc. and hold people accountable for demonstrating the values
	On-boarding program	Senior Leadership/Organization Development	Has been created and awaits Executive sponsorship
	Morale boosters	HR/SAC	Review specific suggestions and create a plan to implement
	Create transparency	Senior Leadership	Create transparency
	Build Organizational Trust	Senior Leadership	Build Organizational Trust
	Be the leaders of timely & consistent accountability	President & Executive Cabinet	Be the leaders of timely & consistent accountability
	More collaboration	Senior Leadership	Model this behavior at the senior leadership level among divisions
	Leadership “make-over”	Senior Leadership	Commit to leading by example
Workloads Questions 2, 3, 4	Create a floating pool of OPS/part-time/temp workers to help out in overworked areas	Human Resources/Department Leaders	Identify opportunities to create floating pools and opportunities cross departmental training
	Diversify jobs by offering people the opportunity to work in another department for a few days/weeks	Human Resources/Department Leaders	Identify opportunities to create floating pools and opportunities cross departmental training
Community Building Questions 2, 3, 5, 6, 8	Opportunities/events for all employees to socialize/network/celebrate	President/Advancement/SA C/University Ombuds	SAC and Faculty Senate collaboratively review specific suggestions and make campus wide recommendations
	Cross departmental functions/activities	Department Leadership	Identify opportunities for collaborative activities and celebrations
	First Friday social hours for staff/faculty hosted by division or college	Advancement/University Relations	Explore the possibility of campus wide social events

	On-Boarding Program (First Year Experience)	Human Resources/OD	Program has been created and waiting for executive sponsorship
	FGCU class for all employees	President	Identify facilitators develop program
	Identify, cultivate, and publicize the traditions of FGCU	President	Appoint a committee
	Once a semester, campus community service project to benefit a social service agency in the greater community	University Relations/Community Outreach	Create a committee to assess the feasibility and make recommendation
	Establish a policy of civility and mutual respect and hold people accountable	President	Identify a committee to create a policy for review and implementation
	All staff retreat	President	Create a committee to assess the feasibility and make recommendation
	Rebuild a civil and respectful atmosphere	President	Establish behavioral expectations/code of ethics/conduct
Resource Allocation Questions 3, 4, 5, 8	Zero based budgeting to align goals with resources	Senior Leadership/Budget Office	Zero based budgeting to align goals with resources
	Budget an extra 10% as a safety margin	Budget Office	Budget an extra 10% as a safety margin
	Training in budgets and effective resource allocation/utilization	Budget Office/OD	Partner with Organization Development to provide training. Has been included in Supervisor Skill training beginning in January 2011
	Provide better support for adjunct faculty (office space, phones, etc)	Provost	Review current practices and identify strategies for improvement
	Use off-site locations for non-student services	Facilities Planning	Review feasibility and make recommendation

APPENDIX D

FACULTY SOLUTIONS

Raw Data from the Solution-Seeking Sessions, Inter-office mail, and Climate Study Website

Question 1: Many of you raised issues of salary and benefits in this study, and those were often discussed in terms of equity. Given our current economic situation, what do you think could reasonably be done to provide better and more equitable salary and benefits?

BENEFITS	<ol style="list-style-type: none"> 1) Have a more diverse pool of providers to lower the cost. Cost in relationship to # of dependents. “Stepped” coverage 2) Insurance-health. On campus health center for employees/ faculty 3) Provide Domestic Partner benefits, e.g. health and tuition waivers 4) Domestic Partner benefits 5) Introduce HR changes that allows faculty to have an extra day off – birthday. Maybe a bargaining issue? 6) Consider benefits that are budget neutral – if any exist.
SALARIES	<ol style="list-style-type: none"> 7) Professional Development Fund—increase faculty Senate Grant Funds and/or per faculty yearly minimums. 8) Equity evaluations should be conducted on a bi-annual basis with salary and benefit adjustments for existing faculty. If current economic situation does not allow this increase in salary and benefits then a list of faculty who should be compensated should be initiated and maintained until such time funds are available. This list should be ranked chronologically. In addition, funds should be frozen for administration raises until faculty are compensated. 9) Parking fee? 10) Can the Foundation contribute to salaries? 11) Annual cost of living minimum. 12) Give faculty cost of living raises yearly. 13) Tie administrative raises to raises for faculty and staff. 14) Tie tuition differential to salaries for Instructors, Lecturers, Adjuncts 15) Do a study of University budget expenditures for last 2-3 years. Reconsider priorities on spending decisions. Faculty should be involved/guide the process. This solution is driven by a feeling of insufficient transparency between administration and faculty/staff. 16) The President should not accept such a large raise and bonus while the faculty and staff receive very little. This is not leadership. 17) Faculty pay increases have been nearly insignificant for each faculty member over the past few years, while, for example, the President’s raises have been astronomical. This sends the wrong message to faculty, and if the administration is really concerned about climate, it will be addressed in a way that is meaningful to faculty, such as significant raises in the next year and subsequent years. 18) Step-pay for each year of service to the University. 19) Pay incoming faculty no more than existing faculty members in the discipline. 20) Pay increases: Faculty pay increases have been nearly insignificant for each faculty member over the past few years, while, for

	<p>example, the President's raises have been astronomical. This sends the wrong message to faculty, and, if the administration is really concerned about climate, it will be addressed in a way that is meaningful to faculty, such as significant raises in the next year and subsequent years.</p> <p>21) The President should not accept such a large raise and bonus while the faculty and staff receive very little. This is not leadership.</p>
WORKLOAD	<p>22) More course releases for service expectations (accreditation reports, etc.).</p> <p>23) Slow growth</p> <p>24) Student/Faculty ratio. Class size & course load determinations</p> <p>25) Adjuncts</p>
COMPRESSION & INVERSION	<p>26) Compression/Inversion Study, have faculty involved in setting criteria for salary ranges, adjustments for new hires, etc.</p> <p>27) Follow through on compression/inversion study. If we cannot solve it now, at least develop a plan.</p> <p>28) Look at best practice regarding resolution to compression & inversion.</p> <p>29) Faculty involved in finishing and implementing compression/inversion study.</p> <p>30) Compression/Inversion study – not just a study. Provide money to ? the disparity.</p> <p>31) Do line-by-line analysis of budget expenditures, especially of administration’s salaries and benefits. Consider re-distributing to faculty and staff to eliminate wide gap.</p> <p>32) First and foremost, complete the inversion-compression study. If indicated, deal with inversion-compression immediately. Build a salary formula which would guarantee that I/C does not happen again. Do not wait to “bargain” it into the upcoming open-book CBA meetings. Build a salary formula for annual increases based on Cost of Living increases so that regardless of the state of the economy, FGCU employees do not experience a real-world decline in salary from one year to the next.</p>
RECOGNITION PROGRAMS	<p>33) More employee recognition programs. In lieu of salary and benefits a “thank you” might help.</p>

Question 2: In addition equity in salary and benefits, responses in this study referenced a perception of inequity in the systems of resource distribution, whether office or research space, grant and travel money, teaching and creative opportunities, or other. How can we achieve greater equity in the distribution of these benefits?

RESOURCE DISTRIBUTION	<p>34) Create systemic centralized way of disseminating information re: funding for travel, research (internal programs)</p> <p>35) Create faculty groups/committees in humanities, sciences, prof/teach disciplines to help clarify and secure funds for discipline-specific resource/space needs.</p> <p>36) Establish dedicated staff in OSRP for humanities and arts.</p> <p>37) Create a culture of democratic process to establish criteria for allocation of resources</p> <p>38) Provide training to supervisors to establish criteria for awarding benefits by collaborative process with all faculty eligible/involved.</p> <p>39) Train supervisors to actually supervise the people they put in decision-making & management positions. Do what it takes to know how supervisor’s perceive their work.</p> <p>40) Review and disseminate current funding by dept/unit, with context re enrollment (college/ dept level, staffing,</p>
------------------------------	---

	<p>budget, etc.</p> <p>41) Analysis of staff support across units: to include secretary: faculty, secretary, student or FTE.</p> <p>42) Make transparent the way resource decisions are currently being made. Let faculty participate in creating/revising process. We need clear guidelines /policies about the resources by unit and a comparison among units.</p> <p>43) Resources should not necessarily be distributed evenly. However, these resources need to be cultivated and distributed carefully to the best advantage of the university. For example, we would be better off focusing donor dollars on academics rather than a football study. Perhaps there are dollars that the university should turn away if they distract from our actual mission, in order to focus on the real issues: student retention, graduation rates, and faculty development.</p>
SAFETY	44) Consult with Campus Safety! Example: the Arts Complex doesn't have a cover over work area—student safety issue.
OFFICE SPACE	45) Allow for telecommuting when possible 46) Online classes
RESOURCE ALLOCATION	<p>47) A review committee (similar to peer review) to review resource allocation.</p> <p>48) A review of faculty/student ratio, OPS Support. Work study, Course load release, advising release, grants.</p> <p>49) Studies of FTE production to develop ratio that would guide resource distribution.</p> <p>50) Evaluate disparity between job descriptions and actual work duties/load.</p> <p>51) Class sizes are increasing without resources, such as increased computers in classrooms (and, often, no computers in classrooms) or credit in service for those of us who teach the larger classes, which would mean fewer service activities expected, in our colleges or smaller virtual classes.</p>

Question 3: Responses indicated a desire and an expectation of a greater faculty role in academic governance and decision-making. Given our existing structures and processes, what would a more active and meaningful faculty participation in the decision-making process “look like” in day-to-day practice at FGCU?

EVALUATE EFFICIENCY & INTEGRITY OF OUR CURRENT SHARED GOVERNANCE	<p>52) Reduce the number of administration formed/ appointed to committees.</p> <p>53) Faculty and Provost study more the concepts of “self-governance” and “shared-governance” – develop a common understanding.</p> <p>54) Eliminate “sham” shared governance.</p> <p>55) Educate deans and directors on the advantages of transparent leadership.</p> <p>56) Have College Governance Team in college-wide decisions.</p> <p>57) Solicit academic unit input as needed by the College.</p> <p>58) Careful analysis of current structure. Clarification of who participates, when. Elimination of redundancy.</p> <p>59) Faculty selects representatives in shared governance process, not just nominate people from whom administrator selects.</p> <p>60) Acceptance of faculty input – not just an exercise of appeasement i.e. meaningful input – listen to our ideas.</p> <p>61) Faculty are consulted early on when some new issue arises so that faculty participate in the framing and</p>
---	---

	<p>information gathering, any needed study designs and study personnel rather than presented with a “fait accompli”.</p> <p>62) The faculty need to work with the Provost to develop a culture of inclusion. FGCU was founded as faculty being in the heart of innovation – not chain of command.</p> <p>63) The Provost should work with faculty to develop a process of transparency and a process for development of goal-setting with faculty.</p> <p>64) Faculty should not hear things second-hand – hearsay- or from the dean’s perspective. Should be direct not interpreted by deans.</p> <p>65) The dean’s role with Academic Affairs should not be secret (i.e. what comes down from Academic Affairs should be distributed to faculty).</p> <p>66) The Provost needs to understand he works with faculty not just with deans.</p> <p>67) The only problem with this core exercise is that we can’t answer the criticism that “all faculties think their administration is deficient”. We should take part in a national survey like “best colleges to work for” in Chronicle to get comparative data annually.</p> <p>68) Recognize the role of UFF in determining the terms and conditions of employment.</p> <p>69) Return to the use of interest based bargaining between administration and UFF.</p> <p>70) The collective bargaining process has not been working well. In reports, it is clear that the administration has not taken faculty's concerns seriously, wasting time at the table by refusing proposals and not bringing counterproposals. This apparent attitude by the administration is damaging to the climate in significant ways.</p> <p>71) We have no tenure system at FGCU. This is an exciting experiment that both the administration and most faculty want to succeed. The critical components to this are shared respect between the administration and the faculty senate and the administration and the faculty union. The administration must be more responsive to these two faculty voices or risk alienating the people who are doing the hard work to make this university succeed. Similar to faculty, good administrators are irreplaceable. Mediocre one are not.</p>
<p>DECENTRALIZE AUTHORITY</p>	<p>72) Smaller Units so decisions are made closer to the source of the issue/problem.</p> <p>73) Clarity/transparency in the process of regulation and policy development. Too much happens TO us rather than WITH us.</p> <p>74) Separate Provost Office from V.P. of Academic Affairs and clarify roles of two offices.</p> <p>75) Faculty lack a focused, standing oversight capacity capable of applying consistent review and communication regarding university administration activities. A position or office that function as faculty watchdog is necessary to overcome dispersion and distraction of faculty attention.</p>
<p>FACULTY SENATE REFORM</p>	<p>76) Provide a more open voice in Faculty senate by eliminating administrators attending.</p> <p>77) Faculty Senate membership at the College/Unit level become closer to 1 faculty member-1 vote. Current representation for different units vary from 1 senator for 3 faculty to 1 senator for 10 faculty members.</p> <p>78) Utilize Faculty Senate President and Senate leaders to provide insights and ideas that will assist in resolving faculty issues.</p> <p>79) Accountability for upper administration. Decisions that affect faculty (which are MOST decisions) should be vetted through Faculty Senate.</p>

	<p>80) Faculty Senate has to take responsibility to really question, examine administrative proposals, stay in communication with faculty.</p> <p>81) Some policies are made with little understanding of the realities of how they will impact our lives. When faculty speak about these (perhaps through motion at Fac Senate), admin should take these into account. If Senate goes through process to pass a motion, it needs to have an impact and not feel like empty words.</p> <p>82) Senate powers need to be carefully defined and enhanced. Current Senate seems toothless w regard to key issues.</p> <p>83) Include faculty in processes that impact them during the planning phases of such processes (eg budget).</p> <p>84) Clarify role of Faculty Senate w/ administrators/faculty.</p> <p>85) Clarify, simplify governance.</p> <p>86) Clear shared vision of what shared governance is.</p> <p>87) Eliminate overlapping duties.</p> <p>88) Provide Faculty senate President more release time to focus on faculty senate issues.</p> <p>89) Faculty Standing committees need to take responsibility for administrative oversight and not cede power to “professional” ex officio admin members.</p> <p>90) Attend faculty Senate leadership meetings and share items that require faculty input.</p> <p>91) Empower the Faculty Senate so that it becomes an equal partner with administration regarding decision making and not just a source of advice.</p> <p>92) Some policies are made with little understanding of the reality of how they will impact our lives. When faculty speak about these (perhaps through a motion at Senate), administrators should take these into account. If Senate goes through the process to pass a motion, it needs to have an impact and not feel like empty words.</p>
<p>FEEDBACK LOOP BETWEEN FACULTY AND ADMINISTRATION</p>	<p>93) Clearer communication to faculty about the overlap and boundaries of UFF and Senate responsibilities</p> <p>94) Clarifying administration relationship and responsibilities to both UFF and senate.</p> <p>95) More openness = greater communication of needs – before decisions are made. Decisions seem to be made then input is asked for.</p> <p>96) A more formal way of getting answers out of the University administrative leadership.</p> <p>97) Faculty are “frontline” with regard to academic need and community assessment. This needs to “flow upward”.</p> <p>98) Provide a clear map to faculty to be informed of new policies or proposed changes in order to the transparency of the decision-making process.</p> <p>99) The University should work on processes that eliminate “top down” management culture toward a collaborative culture.</p> <p>100) Clarify role of instructors.</p> <p>101) Budget processes and timelines are not always clear at the college & university level. A college or university administrator could solicit input regarding needs on a more established schedule. Use this data to drive decisions.</p> <p>102) On-going performance measures for administration. There is a lot of talk about measuring performance but I don’t see any meaningful performance measures for administrative capacity. Past experience indicates administration here is at a very low level of organizational maturity yet no way of base-lining and checking trends.</p>

	103)	Identify who in administration considers and supports the best interest of the faculty.
	104)	Reinvigorate the evaluation of chairs and deans by faculty.
OFFICE OF THE GENERAL COUNSEL	105)	Improve collaboration between the General Counsel and faculty in setting university policy.
	106)	Policies sent to faculty for 10-day review should be crafted with faculty input (maybe Senate?) before that distribution.
	107)	General Counsel's office needs more training and education across other Florida universities regarding the interpretation of the Sunshine Law and FOIA.
	108)	General Counsel's office needs to protect the university's ability to operate as a university, not just against lawsuits.
	109)	Define the General Counsel's office as one advisor to the university. Not the policy makers.
	110)	General Counsel's office does not have enough experience in a shared governance situation.

Question 4: A number of responses reflect disparate understandings about the type of institution FGCU has been and is becoming, along with a need for clarification of faculty responsibilities in and value attributed to teaching, research, community outreach, innovativeness, and entrepreneurship. What could the University do to bring about a common understanding and direction?

EVALUATION & PROMOTION	111)	Allow faculty to set standards of excellence by academic unit.
	112)	Have the achievement of mission component explicitly tied to resource allocation and promotion decisions.
	113)	Value research equal to teaching when evaluating professional development.
	114)	Clarify expectations of non-traditional hires (i.e. 75% teaching, 25% research/service)
	115)	Focus on FGCU's institutional culture – not Provost's culture.
	116)	Focus on the FPED – what it is/will be regarding teaching, research, scholarship, service.
	117)	Promotion criteria should be intact relevant to FGCU not based on changing Provost.
	118)	The annual evaluation & promotion guidelines by college must be clearly defined and <u>accepted</u> by Provost.
	119)	Consider role of research faculty who get equally evaluated for teaching one course but raise the bar for scholarly expectations.
	120)	Address workload issues as they relate to annual assignments (a)scholarship, (b) service, (c) teaching – consider class size relevant to courses plus a + b above.
	121)	Service not even listed in the question. More and more expected, but not rewarded.
	122)	Definition of what is a 9-month faculty vs. a 12-month faculty.
	123)	Need to focus rewards and incentives on the biggest part of faculty job: <u>teaching</u> , not on easily measured portion – <u>research</u> . This is a teaching institution. If we pretend to be a research institution we will fail.
	124)	Make evaluations of teaching real and rigorous.
	125)	Make teaching evaluation based on criteria other than simply using the SAI's.
	126)	Communicating the expectations to faculty in a clear a precise way – either through job description

	<p>at hire either through PDP’s and annual evaluations.</p> <p>127) Define and clarify role of faculty at FGCU as a teaching institute with a broad role in community service.</p> <p>128) Have faculty develop expectations of faculty in colleges with administration.</p> <p>129) Revise annual review and promotion documents so that faculty, department chairs, deans and Provost have common interpretation of requirements.</p> <p>130) Community service needs to count again a part of faculty role.</p> <p>131) In the Senate, call for a vote of “no confidence” in the current malfunctioning university administration.</p>
<p>“MISSION DRIFT” & GROWTH</p>	<p>132) Live the Mission, Remember the Guiding Principles, Support the Learning outcomes.</p> <p>133) Revisit the mission of the University so faculty and University at-large perform responsibilities accordingly.</p> <p>134) Don’t allow decisions about “what kind of university this will be” to be determined by each new Provost. Maybe hold public faculty and academic administration processes regularly (every 5 years?) to review contemporary operationalization of the mission.</p> <p>135) Maximize the effectiveness of existing expertise in organizational development.</p> <p>136) Have engagement of the ideas in the Mission be part of the interview/hiring process. Be explicit about who we say we are trying to be.</p> <p>137) Re-engage conversation about mission and implementation regularly (annually) at smaller unit levels (dept. or program).</p> <p>138) Re-embrace innovation and mission statement of FGCU.</p> <p>139) Look at other universities, Chronicle of Higher Ed. Trends to expand our view of what constitutes scholarly output.</p> <p>140) The organizational development staff should be moved out of HR into the Office of Institutional Planning and Development.</p> <p>141) The Office of Institutional Planning and Development should be a direct report to the President.</p> <p>142) The University should use the organizational development staff to help implement strategic plan based on “best practice” models.</p> <p>143) Revise Gen Ed program around common institutional values/goals/ mission.</p> <p>144) Stop growth-oriented focus.</p> <p>145) Direction will keep changing as long as we are on a rapid growth trajectory. Need to establish stability first.</p> <p>146) Rework the mission and vision statements of FGCU. Hold focus groups. Benchmark similar universities in their early developmental years in similar environments. Yesterday’s newspaper headline noted that FGCU was receiving grants that institutions this young generally do not receive. Grants that research institutions receive. Are we transitioning from a teaching to a research university? A hybrid of the two? Where do we see ourselves in 10 years?</p> <p>147) Focus on (1) university mission, (2) quality of education, (3) administrative processes to be faculty</p>

	<p>148) inclusive in moving forward – growth. If we are still a teaching institution then teaching needs to be valued and rewarded in a real sense (not just lip service). Time to teach/incentives for independent studies and teaching innovations should be in place.</p> <p>149) How is QEP (SACS) direction determined? Who is involved? When did/will it happen?</p> <p>150) We were smaller and now we are bigger. How much bigger? How soon? Why? Needs to be discussed and agreed to by the community stakeholders.</p> <p>151) Direction of the university regarding expansion and growth needs to be explicitly discussed rather than “revealed” as it happens.</p> <p>152) Communication is key!</p> <p>153) FGCU is and will continue to grow into being a medium to large state university. While our focus has been on teaching, and we certainly don't want to lose this, we will be expected to provide excellence in all of the areas above. This will require establishing policies and a culture that supports each of these areas, not just classroom teaching. We especially need to bolster our capacity to stimulate research, innovation, and entrepreneurship. Let everyone participate and reward this.</p>
ENSURE THE FOUNDATION IS ALIGNED WITH THE MISSION	<p>154) Guide/encourage “giving” through the Foundation toward mission specific activities, rather than just be reactive.</p>
ENCOURAGE LEADERSHIP INSTEAD OF MANAGEMENT	<p>155) Supply more philosophical/ academic leadership and less focus on management of faculty.</p> <p>156) Respect faculty and the academic community.</p> <p>157) Need leaders that lead – that recognizes and rewards the things we say we think are important.</p> <p>158) Provost’s office should respond to the college’s promotion criteria.</p>
INNOVATION	<p>159) Accept a “Boyer” concept of different ways to accept and recognize faculty contributions to university life.</p> <p>160) Provide a “safe” environment for experimental pedagogy or research.</p>

Question 5: In addition to anything already discussed under earlier questions, what do you think could be done to improve civility, collegiality, trust, and respect in your work arena?

LEADERSHIP	<p>161) The Provost needs to be visible and accessible to faculty and staff</p> <p>162) Transparency in the decision making process.</p> <p>163) Open ways of communication</p> <p>164) University policy to address administrators who abuse positions.</p> <p>165) Improve evaluation of chair/dean positions to allow faculty input.</p> <p>166) Work on understanding that administrators and faculty are colleagues working together vs. at cross-purposes.</p> <p>167) Supervisor evaluations to be done by immediate employees.</p>
-------------------	--

ORGANIZATIONAL STRUCTURE	168)	Having decision makers take ownership of decisions.
	169)	Clarify responsibilities and authority. Forms with six signatures but no one ultimately to go to for authorization are frustrating.
	170)	Shared governance structure that is real and not redundant, gives us clear, simple structures for effective communication and feedback.
RESPECT	171)	Avoid undermining colleagues.
	172)	The opposite of talking is not listening. The opposite of talking is waiting” – Fran Liebowitz. Let’s learn how to truly listen.
WORKLOAD ISSUES	173)	Analyze workloads. Overworked people become tired, angry, uncivil

Question 6: Some responses expressed concern about inequity, disrespect, or perceptions of discriminatory treatment of groups of people. Some of the areas identified were race, gender, sexual orientation, religion, and age. Are there specific recommendations you want to make about how FGCU can effectively address any or all of these issues?

DOMESTIC PARTNER BENEFITS	174)	We must have Domestic Partner benefits. It’s insulting to say we need to do a financial analysis about the issues.
	175)	Domestic Partner Benefits (tuition, all benefits) would go a long way.
	176)	Providing DPB is essential.
	177)	The President must commit to this issue and give his unconditional support at the B.O.T.
	178)	We risk losing excellent faculty and staff because we don’t offer equal benefits.
CREATE AN INFRASTRUCTURE THAT VALUES DIVERSITY	179)	Committee on the Status of Women, etc.
	180)	Stop being afraid of diversity – especially at the holidays. Allow some freedom of expression and enjoy it!
	181)	A sort of “diversity caucus” w/ subgroups representing various minorities/ marginalized constituents.
	182)	Implement a cultural awareness council.
	183)	EEO office needs to be proactive, not just respond to problems as they occur.
	184)	EEO office should be independent in both oversight and investigations.
	185)	Still inequities in pay between men and women at FGCU.
	186)	“Diversity” is narrowly defined in searches and committees. Orientation not included. Need broad definition, not just race and gender.
	187)	It is not the same to have members of a dominant group (workers, men, Christians) to claim “discrimination”.
	188)	Sometimes get the sense that religion trumps orientation. Your religious belief that homosexuality is wrong trumps my ability to speak otherwise.
	189)	Bring back the holiday celebration.
	190)	Recognize other Jewish holidays, other than Hanukkah, (which is not a major holiday). Hanukkah

	191)	should not be the stand-in for all Jewish holidays. We continue to lag far behind our service population in our percentage of Hispanic faculty. In order to effectively reach our students, we need to increase our efforts to recruit and promote Hispanic faculty. For the record, I am a gringo and even I see the problem looming large.
EVENTS RELATED TO DIVERSITY	192)	Workshops—diversity. Not culture or limited to specific groups.
	193)	Cultural awareness workshops as part of professional development.
RESPECT	194)	Have a place where faculty can interact.
	195)	More social events. Time out to enjoy each other.
	196)	Allow faculty to have separate bathrooms from students.
	197)	Create a faculty lounge.
	198)	Clarify the use of professional titles eg Instructor demands students address him as professor.
	199)	Clarify the different roles and responsibilities by rank/role.
POLICY LANGUAGE	200)	Use neutral language in policy statements.
	201)	Assess institutional generation gaps.
	202)	Address building a culture of engagement and respect.
LEADERSHIP TRAINING	203)	Supervisors need training in listening, respecting the people who do the work.
	204)	Open two-way communication that will give all members an opportunity to be heard and listened to.
	205)	Additional training for conflict resolution (administrator, staff, faculty, new employee orientation).
	206)	Stop being such pansies and putting your tail between your legs.

Question 7: A number of responses indicated concern about the negative publicity and internal morale issues that result from lengthy and public lawsuits and from internal investigations of alleged unethical, unprofessional, or illegal behavior. Are there things you think the University could do to better address these situations?

VALUES AND BEHAVIORS	207)	Develop a mentor system.
	208)	People need to behave according to professional standards.
	209)	The Faculty need to take the lead in <u>defining</u> what unprofessional behavior looks like.
	210)	Make hiring decisions based on history of ethical behavior. Check references carefully. Hire carefully!
	211)	Create a culture in which such behavior will not be tolerated. We should be known as an institution that will not tolerate this behavior
	212)	Spread the word about the good the university does. Don't let lawsuits define us.
	213)	The University should define more clearly what their CORE values are and all policy should benchmark back to those values.
	214)	Develop a set of Core values for FGCU.
	215)	Bargain a code of conduct with appropriate remedies.

	216)	A study conducted to link morale and loss of \$\$\$.
	217)	“Meet biannually with all FGCU employees to share the university mission”.
	218)	In “from the President’s Desk” – highlight events or actions taken to address concerns.
TRUST	219)	Some of these surveys could have been avoided...administration should have been pro-active in working on the issues.
	220)	Investigations need to be speedy and complete. They need to be announced that they are “underway” and the results will be “forthcoming”.
	221)	Make more transparent the process and procedures used to reach conclusions about conduct cases.
	222)	More transparency on where the settlement money comes from.
	223)	Stop being afraid of the media. Invite them instead of evading them.
	224)	Make shared governance a priority and hold <u>all</u> accountable in “sharing”. This would increase transparency and trust.
	225)	Chair not included on many committees.
	226)	The university is too scared of lawsuits – they settle too quickly.
HUMAN RESOURCES	227)	More autonomy and independence from H.R.
	228)	H.R. needs to be accountable for breaches in confidentiality.
	229)	H.R. needs to be seen as supportive of employees, not just the administration.
	230)	Streamline administrative processes via consultants. This is different than throwing technology at problems.
OMBUDSMAN	231)	Ombudsman’s office needs to be supportive of folks bringing concerns.
	232)	Needs to be place to go for complaints or concerns that isn’t considered official “office of notice.”
LEADERSHIP TRAINING	233)	Encourage professional trainings by all employees.
	234)	Workplace bullying is still pervasive. Need training for Chairs and Deans.
OFFICE OF THE GENERAL COUNSEL	235)	General counsel’s office must be more pro-active in defending the university’s interests, not just the President’s office.
	236)	Make sure we are clear as to what’s illegal and what is unethical. Legal Counsel should not write polices that are out of their scope of practice.
	237)	Conduct a review of legal counsel’s office and role of legal counsel in policy and procedure processes.
	238)	We need a clear set of process documents to deal with allegations of various sorts of issues. Fair application of known rules.
	239)	The competence of General Counsel should be evaluated.

Question 8: What behaviors by University leaders would give you confidence in the direction FGCU is going, in the University's ability to execute our mission, and in the University as a place of equality, respect, and opportunity for all kinds of people.

<p>IMPROVE COMMUNICATION AND TRANSPARENCY</p>	<p>240) Greater sense of transparency. 241) Open communication. Don't be afraid to share information. 242) Convocation related to outcomes and process. 243) Hold more cross-section meetings.</p>
<p>VISION & MISSION</p>	<p>244) Vision/Mission should be revised, but it should be much more inclusive this time. Open/honest/without coercion or manipulation.</p> <p>245) Unfortunately, I am actually too busy to attend and support the institution which I care deeply about. My concerns lie with the fact that morale seems to be at an all time low in my division and the university as a whole. I do not suppose to have the solution but know that the support, opportunity for input in what we become as a university , and sense of equality and value for the employee has become problematic.</p> <p>It seems that the current administration is content to make decisions "at the table" that affect all of us in significant ways without input or real consideration of what impact it has in our areas of service to students or even for the students themselves. This has been personally very disheartening and disappointing.</p> <p>I am not asked by my VP for input or solutions. In fact when I make suggestions they are usually discounted and it is difficult to feel listened to in these cases. I am told what is, not what can become. We have lost many very capable leaders, minorities as well, due to this style of leadership. It seems that the president is listening to one side and accepts that "this is just the way it is".</p> <p>Ok, well in terms of suggestions.....I always have some. I believe that a true equity study to correct the salary inequities that have accumulated over time is the fair and ethical thing to do. It should not just be based on comparison to other SUS institutions either. FGCU has many unique positions which have never been fairly considered when it comes to salary.</p> <p>The President needs to meet in "town hall" type of meetings with different levels of staff from different divisions. People need a chance to be understood and heard by the President. We need to cut the crap about being such a great institution and deal with the reality of our position in time and how we go forward. We need to stop being so political and only listen to a few.</p>

The crisis is always in leadership and coaching and the quality of our leadership needs to be re-evaluated. There needs to be a two flow of information and need to complete the mission together. The view of staff as being unimportant (it takes more than words being told so) and laborers in the field is archaic and dehumanizing. The most important resource of this university is the staff and faculty who do the work and make the difference in the lives of the young people we help grow and educate. Students are a secondary resource certainly because without them we would not exist, but they are more a "product" if you will in the sense that we have the privilege to be a part of their growth and development.

There needs to be a sense of direction and purpose that is agreed upon and fulfilling for all. This has to do with pride in FGCU and its purpose and direction. President Merwin dared to dream big, in terms of the arts, music, and even a charter school as a lab. We must be more than an environmental university, recall that in the beginning we were suppose to be the distance learning university. There are so many fantastic and great things we could become, if only someone would dare to dream big and listen. The thinking seems to be so constricted, political, fatalistic and standardized. It is hard to be an idealist in this environment :-)
I could go on, but it is time to get back to the job of caring about students. Plus, I don't really know if anyone is listening anymore.

246) What behaviors by University leaders would give you confidence in the direction FGCU is going, in the University's ability to execute our mission, and in the University as a place of equality, respect, and opportunity for all kinds of people. The Provost's office has become a well insulated black box and the Provost himself does not seem to have effective interpersonal skills. Consequently, the faculty do not feel they have a leader, only a dictatorial boss. This is going to be hard to fix unless the Provost can reinvent himself quickly. This reflects poorly on the President, who seems to be missing in action much of the time. One Machiavellian possibility being discussed is that the President is setting up the Provost so that he can step in a save the day. This is unlikely, but in the absence of real leadership people will start to believe anything. My own advice for the university leaders is to stop asking their employees what to do and get busy doing something worthy of their leadership positions. If you are going to ask me how to do your job, I'm going to ask you for your salary.

247) FGCU's top administrators need to work more effectively with the faculty union and the faculty senate. This needs to be real and produce tangible results. The President accepting a 5% raise with a bonus the size of many faculty member's annual salary while the union has to declare impasse to get 2%

	and a 1k bonus is not the shared governance outlined in the CBA.
RESPECT	248) One simple thing—treat people with respect. All else falls from that—communication falls from that.
MORALE	249) Index all Salaries for inflation. If there is not enough money, give it to us later (with interest). 250) Faculty /employee turnover costs money. Let’s find out how much in dollar figures. 251) Promote actions to improve morale! 252) Do a study and adjust all salaries to address salary compression and inversion.
OFFICE OF THE PROVOST	253) Change of personnel in Provost’s office. 254) Top to bottom review of personnel in Provost’s office. 255) Separate roles of Provost from VPAA. 256) University and faculty need more leadership and less management or micromanagement. Supervisors and deans do not make a move without the Provost's Office. Faculty are managed to the last detail. All we hear about is growth where is growth in our mission or vision of quality higher education? 257) Provost must go. 258) Let the Provost’s office be the advocate for faculty and academics as it should be. There are two key offices and functions that are influencing faculty responses and feelings about the University: VPAA and General Counsel. In the case of the first, VPAA is perceived as micromanaging instead of leading, and rewarding Deans who micromanage instead of leading. This leads to a mutual distrust and a feeling among faculty of mistrust and disrespect. The unrealistic solution is to fire the Provost and his staff. The realistic solution is to demonstrate that they are accountable to someone for their behavior, their decisions, and their treatment of faculty. There have been no evaluations of Deans and staff for years. This would help isolate the deficient or problem areas. Don’t do the evaluations, though, without transparency and that they are meaningful. 259) I don't believe we should block off the ground level of our busiest parking garage for board meetings. What are we saying to our customers and employees? "No really, we respect all of your efforts, now go sit down in the back row and be quiet." That's how I, and I'm sure many others, feel when they observe this type of unethical behavior. If the plans are to shuttle them with golf carts over to the Student Union anyway, does it really matter that they receive the lion share of parking on campus. And the punch line to this story is when Dr. Bradshaw and Dr. Toll pull up, in the university provided SUV, and proceed to park in the dirt next to the Student Union construction entrance for everyone to see. Knowing quite obviously that any other student/faculty/staff who parked there would get their vehicle ticketed, and then probably even towed. Throughout our lives we are taught to lead by example, and as long as the examples provided by the people holding the highest positions here at the university are second-rate, we will continue on the path we have all chosen for this university. I'm not trying to say we are on a path to destruction, or that it is the wrong path by any means, I just think that there are much better choices that we all could be making. I believe we all know and are aware of these other more viable options, yet we

	<p>continue to choose the path that seems to more accommodate us as an individual, and not necessarily our company as a whole. This is only one example of the many issues that we as a university need to address. If we all try to make these types of little changes in our working environments it can have a major impact on the way we do business and the company image that we portray. I too want the company I work for to be the best, and I'm sure that the vast majority of the people that work and attend school here want the same as well. The real question I think we all need to ask ourselves is, "Are we all willing to make the necessary changes for this university to be the best, and continue to be one of the fastest growing schools in the nation?" I wish all of you on this committee the best of luck on this survey, and look forward to the positive changes that may come in the future.</p> <p>260) Faculty are held accountable for everything. What about Provost accountability? What standards are he judged by?</p> <p>261) Need to make the Provost more human to faculty and more responsive to their needs and requests.</p>
OFFICE OF THE PRESIDENT	<p>262) Acknowledgement of seriousness of concerns raised in climate survey. Actions to follow.</p> <p>263) Identify someone in Administration who has best interests of faculty at the center of their responsibilities.</p> <p>264) President more visible.</p> <p>265) Move Presidential parking spot away from AB5.</p> <p>266) Leadership should be accountable to put the <u>right</u> person in a position.</p> <p>267) Value performance over compliance.</p> <p>268) I have heard faculty make comments about the climate study, wondering if the administration is really serious about doing something with the results that will improve the climate. Thank you for your work on this, and I hope some good things will come out of it for faculty.</p>
SHARED GOVERNANCE	<p>269) Listen ,listen, listen up to faculty and staff.</p> <p>270) Use the shared governance system to gain input.</p> <p>271) Allow faculty to select representatives to University-wide committees (PBC). We pick.</p> <p>272) Administration to listen to input, implement.</p> <p>273) Listen more and talk less when in front of faculty audiences. Take notes.</p> <p>274) Demonstrate integrity, two-way communication, transparency in process.</p>
DOMESTIC PARTNER BENEFITS	<p>275) Publicly support securing adequate funding for Domestic Partner Benefits.</p>
EQUAL OPPORTUNITY FOR ADMINISTRATIVE ROLES	<p>276) Make sure administrative roles are open to all.</p> <p>277) Establish a pathway for professional growth and development from faculty positions to administration.</p> <p>278) Provide opportunities for professional growth and development of faculty.</p>
IMPROVE INTERACTIONS AND RESPECT FOR FACULTY	<p>279) Eliminate gated parking for AB5.</p> <p>280) Transparency—especially from the Provost’s office related to goals and performance.</p> <p>281) Provost improve attitude toward faculty. More supportive rather than against.</p>

	282)	Don't smirk or role eyes during faculty meetings.
	283)	More visibility on campus. Less arrogance.
360 EVALS UPPER ADMIN	284)	The report of the consultant who evaluated the President recently is a prime example of the hypocrisy that exists surrounding the performance of the university administrators. The consultant reported to those with whom he met that he had to be careful about how he worded criticisms of the President and his supervision of the Provost's Office or "this place would blow up." His report was so bland about those criticisms that the President received the maximum rewards and I got more cynical about the leadership at FGCU. To help fix this problem, I recommend a yearly 360 degree evaluation system for all supervisors and "offices" so those who receive services from particular offices can provide formative feedback for continuous improvement to both individuals and offices. For example, the Provost's Office staff does a lot of assessment and curriculum work for the university. To my knowledge, no one who receives services from those individuals has ever had the opportunity to provide feedback that could help them improve. I also recommend that selection committees have more say in who gets hired, particularly those positions of major responsibility, such as Deans, Directors, and Chairs. Currently, these selection committees must submit three "unranked" individuals. The hiring supervisor then makes the selection, but does not even need to follow the recommendations of the committees. This process has led to committees feeling like their work was useless and a waste of their time. In fact, I refuse to serve on selection committees anymore because of this issue.
	285)	Need responsive evaluation system for supervisors and Deans instead of just for faculty and staff. Everyone is accountable and needs goals and improvement.
CLIMATE STUDY/PATF	286)	While I appreciate the positive nature of the way in which you have engaged this task, I must also comment that in the time since the climate survey came out with a very strong indication of the central area of concern, things have only gotten worse on our campus. We need change. Not small changes, but big change. We need personnel in key leadership roles who are committed to listening, to working with faculty and staff, to keeping student learning at the core of all we do, to embracing and living the mission and guiding principles of the university. Unfortunately, while I believe that key leaders have very good intentions and good hearts, I must say that it appears they are in over their heads. Here's an example: Why are we going through an exhaustive conversation about restructuring when we have this very big issue in front of us? Why aren't we working to solve the climate issues first, to rebuild trust and reengage each other in positive and constructive ways, and then talk about restructuring? It seems that the restructuring conversation is a distraction from the climate conversation. Which one is more important?
	287)	There has been no discussion of the in our College. No one in leadership seems interested or engaged in hearing what faculty have to say. The one faculty meeting that was scheduled during

	<p>this period that could have been wisely used to discuss our possibilities was cancelled. This speaks volumes. Our leadership behaves as disconnected and entrenched. Talking to our Dean, why bother. In our college leaving us as we are with our current Dean leaves us leaderless no vision beyond getting accreditation and in a poor position to complete with newly formed Colleges that will have energy and passion. No interest in growing our programs in the long term; just pushing folks into classes to make FTE projections; no dialog about what our future is or could be to help faculty think about this. Very, very disappointing but completely predictable. Faculty in our college have learned not to speak out it gets punished as our Dean doesn't take responsibility for her behavior or lack of leadership it is always someone else's fault.</p> <p>288) No ready link to this page to submit feedback like on front page of FGCU website? Limit on characters - things not submitted when click the link discourages responses.</p> <p>289) About the positioning task force - How COE fails -In our college leaving us as we are with our current Dean leaves us leaderless. No vision beyond getting accreditation and in a poor position to complete with newly formed Colleges that will have energy and passion. No interest in growing our programs in the long term; just pushing folks into classes to make FTE projections; no dialog about what our future is or could be to help faculty think about this.</p> <p>290) I have heard faculty make comments about the climate study, wondering if the administration is really serious about doing something with the results that will improve the climate. Thank you for your work on this, and I hope some good things will come out of it for faculty.</p> <p>291) There has been no discussion of the Position in the College of Education. No one in leadership seems interested or engaged. The one faculty meeting that was scheduled during this period that could have been wisely used to discuss our possibilities was cancelled. This speaks volumes. Our leadership behaves as disconnected and entrenched. No communication and no interest</p> <p>292) First, thank you and the team for doing this work. It is daunting work. Second, while I appreciate the positive nature of the way in which you have engaged this task, I must also comment that in the time since the climate survey came out with a very strong indication of the central area of concern things have only gotten worse on our campus. We need change. Not small changes, but big change. We need personnel in key leadership roles who are committed to listening, to working with faculty and staff, to keeping student learning at the core of all we do, to embracing and living the mission and guiding principles of the university. Unfortunately, while I believe that key leaders have very</p>
--	--

	<p>good intentions and good hearts, I must say that it appears that they are in over their heads. Here's an example: why are we going through an exhaustive conversation about restructuring when we have this very big issue in front of us? Why aren't we working to solve the climate issues first, to rebuild trust and reengage each other in positive and constructive ways, and then talk about restructuring? It seems that the restructuring conversation is a distraction from the climate conversation. Which one is more important?</p>
<p>OFFICE OF THE GENERAL COUNSEL</p>	<p>293) The General Counsel is invisible in one sense but has huge impact in terms of policy development and behind the scenes of decisions and ways that people behave down the lines. There is a sense that our General Counsel makes very conservative decisions that are not problem solving but problem preventing in such a way that others have lots of work to do and that seem to provoke faculty. Examples are policies and feedback and then nothing gets changed or rethought. We need a General Counsel's office who sees their job as making the jobs others easier and responsive rather than sees others as there to make her job easier. We need one with more depth of higher education experience.</p> <p>294) Reconsider role of general Counsel in policy generation.</p> <p>295) Don't let the General Counsel's office make decisions that hinder our ability to operate with vision and openness.</p> <p>296) Create some mechanism for the General Counsel to have to be more accountable to the faculty and staff who she controls with ultra conservative decisions and then has no accountability for her completely ignoring the feedback she gets. There are no explanations, no rationale and no attempts to try to find more creative solutions to problems. She hides behind the Provost or other VP's and they look like they are not listening it is she.</p> <p>297) General Counsel is disconnected from rest of folks. She creates a policy and then pushes it through regardless of feedback or work caused for others. A good example ios the text book regulation and policy. Other schools have rules that respect faculty decisions where she ignored feedback and put the one she liked through anyway.</p>