University of Nebraska at Omaha
Faculty Senate Survey of
Full-Time UNO Faculty
2014

Lisa Scherer
Lyn Holley
Carol Mitchell
Amy Morris
Matthew Harden
UNO FACULTY SURVEY OF UNO FULL-TIME FACULTY MEMBERS (2014)

Executive Summary of UNO Faculty Survey

WHO: An ad hoc Faculty Senate Survey Team was formed following the Faculty Senate approval of a motion coming from the 2013-2014 Faculty Senate Goals of Directions Committee to: Lisa Scherer (President), Lyn Holley (Vice President), Amy Morris (Chair, Rules Committee), Matthew Harden (Chair, Faculty and Personnel Welfare Committee), Carol Morris (Chair, Goals and Directions Committee and Faculty Representative to the UNO Strategic Planning Committee), Sue Bishop (Faculty Senate Administrative Technician).

WHAT: Four items comprised the UNO Appreciations & Concerns Survey:

Question 1: Please list 3 Appreciations in the text boxes provided. What do you most appreciate? What do you like about working at UNO and WOULD NOT want to see changed?

Question 2: Please list 3 Concerns in the text boxes provided. What are the challenges or concerns regarding working at UNO? What would you most LIKE to see CHANGED? Specific and constructive suggestions following each concern would be most welcome.

Question 3: I am a full-time faculty member at UNO (yes/no)

Question 4: Please provide your faculty rank (Professor /Associate Professor/Assistant Professor/Full-Time Instructor or Full-Time Lecturer/Visiting Professor)

WHEN: A brief online survey was developed during March of 2014, and a web link to an anonymous survey was emailed to all UNO full-time faculty on April 2, 2014. The survey was closed on May 9, 2014.

WHY: We undertook this survey for the following reasons:

1. To foster dialog around the issues raised in the survey in cooperation with all relevant parties at UNO including faculty, staff, administrators and students.

2. To improve communication between the UNO Faculty Senate and the UNO faculty members we represent and tangibly demonstrate that the Faculty Senate both values their ideas and opinions and is committed to being responsive as priorities and initiatives are developed.

3. To aid in the development of the first UNO Faculty Senate Strategic Plan and guide the prioritization of activities for the 2014-2015 year.

4. To help the Faculty Senate determine the extent to which faculty appreciations and concerns are aligned with the strategic goals and campus priorities of UNO and the strategic framework of the NU Board of Regents.

5. To support UNO Administrators in their decisions about matters that involve faculty by providing information that accurately reflects faculty appreciations and concerns.

6. To allow a safe and open forum for faculty to voice their Appreciations and Concerns as important members of the UNO community without being limited to predetermined choices of specific responses to questions on a particular topic.

7. To ultimately improve the effectiveness and well-being of UNO faculty as well as the recruitment, performance and retention of the UNO students we serve.
Overview of Methodology

A total of 238 full-time faculty members at UNO voluntarily responded to an anonymous online survey using Qualtrics software. The link to the survey was distributed to the UNO faculty on April 2, 2014, a reminder was sent out with the attached link on April 15, 2014 and the survey was closed on May 2, 2014. The full-time faculty data base consisted of 418 full-time faculty members at the time of data collection (response rate of 57%). Intentional effort was made to minimize demographic questions in order to maximize response rate and protect the anonymity of faculty participants. A manipulation check question was included to determine if all faculty responding to the survey were fulltime, and only the rank of the faculty was queried. The goal of the survey was to highlight individual voice rather than to examine disciplinary or other group-based differences.

Faculty survey responses to “Appreciations” and responses to “Concerns” each were sorted into more than 50 categories/themes by the Principal Investigator (PI) and a Graduate Assistant. Following the initial “sort”, categorized responses were divided among the Faculty Senate Survey Team members. Each member “sorted” faculty responses into categories/themes. As members sorted/coded independently, they communicated with each other and the PI about adequacy of initial categories/themes, and definitions of the categories/themes were adjusted where indicated. The entire coding group met and collectively reviewed the codes assigned independently. Final codes for the responses represent a “substantial” consensus, with “substantial” referencing the fact that not all members of the survey team attended all of every coding review meeting.

Results

The results of the survey are grouped as follows:

- The Top 10 Ranked Appreciations and Top 10 Ranked Concerns
- An Appreciations Table with a complete list of ALL appreciations response categories ranked by frequency
- A Concerns Table with a complete list of ALL concerns response categories ranked by frequency
- An Appendix of all faculty responses organized alphabetically within category

Next Steps

- Determine a dissemination plan to share the results of this survey with various constituencies, encouraging discussion and planning with multiple UNO stakeholders
- Form specific strategic objectives and goals that reflect survey results
- Compare responses to the faculty survey with those of the student survey (analysis in progress) to determine common themes and priorities.

Time & Cost

Over 600 faculty member hours were devoted to the development and analysis of this survey in addition to report generation and dialogs with UNO constituencies. This effort was entirely voluntary with an in-kind cost estimate of $60,000.
Top 10 Appreciations and Concerns

Top 10 Faculty Ranked* Appreciations

1. Colleagues/Collegiality
2. UNO Community/Culture
3. Academic Freedom/Autonomy/Research Freedom/Free Speech
4. Facilities/Buildings/Office Environment (Physical)
5. Community Engagement/Service Learning/Volunteering (1 of 3 UNO Strategic Priorities)
6. Quality of Students and Student Academic Preparedness (Academic Excellence-1 of 3 UNO Strategic Priorities)
7. Flexible Schedule
8. Administrative Leadership/Accessibility/Support (Higher level administration or general comments on administration)
9. Student-Centered Focus (1 of 3 UNO Strategic Priorities)
10. Benefits (Human resources type of benefits)

Top 10 Faculty Ranked* Concerns

1. Compensation/Salary
2. Research/Creative Activity Support (Academic Excellence-1 of 3 UNO Strategic Priorities)
3. Parking & Shuttles
4. Adjunct/Part-Time Faculty Emphasis/Issues
5. Space Availability/Space Quality & Course Scheduling
6. Administrative Leadership/Accessibility & Support (higher level or general administration comments)
7. Balance among Research, Teaching & Service
8. Cost of UNO Gym Membership/Wellness Center (HPER cost)
9. Workload Amount & Fairness
10. Academic Standards/Quality of Education (Academic Excellence-1 of 3 UNO Strategic Priorities)

*Categories with the same number of responses are assigned the same rank.
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<th>Rank *</th>
<th>Appreciation Categories/Themes</th>
<th>Appreciation Frequency</th>
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Highlighted in yellow are initiatives that could be influenced positively or negatively by the external environment, particularly by the federal and state government, and should therefore be monitored. Non-highlighted items are less affected by the external environment.
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<td>26</td>
<td>Early Childhood (1 of 5 Campus Priorities)</td>
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<tr>
<td>26</td>
<td>Emphasis on/Appreciation of Teaching Quality (Academic Excellence-1 of 3 UNO Strategic Priorities)</td>
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<tr>
<td>26</td>
<td>Facilities/Buildings/Office Environment (Physical)</td>
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<td>26</td>
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<td>26</td>
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<tr>
<td>26</td>
<td>Innovation (Academic Excellence-1 of 3 UNO Strategic Priorities)</td>
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<td>26</td>
<td>Metropolitan University Emphasis</td>
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<td>26</td>
<td>Quality/Good Characteristics of UNO People Overall (or mention of multiple constituencies-faculty, staff, students, admin.)</td>
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<tr>
<td>26</td>
<td>Recognition/Appreciation</td>
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<td>Researching with Students (Academic Excellence-1 of 3 UNO Strategic Priorities)</td>
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<td>STEM (1 of 5 Campus Priorities)</td>
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<tr>
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* Categories with the same number of responses are assigned the same rank.

Highlighted in yellow are initiatives that could be influenced positively or negatively by the external environment, particularly by the federal and state government, and should therefore be monitored. Non-highlighted items are less affected by the external environment.
Appendix of Faculty Senate Survey (2014)
Faculty Responses to Appreciations & Concerns Organized by *Alphabetized* Categories
Autonomy.
Faculty autonomy.
Autonomy; I am allowed to explore my own academic, research, and creative activity interests.
Ability to focus on the kind of work that is most important to me (although it is not necessarily valued).
There is freedom to pursue disciplinary research.
Tolerance of free speech, even when we disagree.
Ability to pursue research interests.
I appreciate the freedom I have to pursue varied lines of research and research collaboration.
Freedom to pursue my research interests.
The autonomy I have in my classes.
Departmental autonomy.
The freedom and autonomy that the university offers.
Noncompulsory attendance at college meetings.
Flexibility of pursuing a variety of interests.
Autonomy in class design.
Academic freedom, respect, and tenure.
Academic Freedom.
Freedom.
Faculty ability to determine courses to teach.
Freedom to maintain high academic standards.
I most appreciate the freedom and flexibility to develop courses and areas of interest, even if they are not directly related to one’s expertise.
Academic Freedom.
Academic freedom.
Academic freedom.
I have a fair bit of freedom both in teaching classes I want to teach, and in designing them as I see fit and appropriate. In short, I feel that my expertise in my field is respected.
Academic freedom.
Freedom to teach classes as I judge best.
Academic freedom.
I appreciate the relatively great freedom to pursue the research and teaching agenda I find compelling. I am able to offer new courses based on new areas of research. I am encouraged to engage in interdisciplinary research and teaching activity.

Ability to teach my classes as I see fit and cater the class each semester to the students.

Academic freedom.

Freedom to design and conduct my classes.

Autonomy to teach the classes I desire and work on creative activity projects that bridge my pedagogy with personal interest.

The autonomy to manage my classrooms, design courses, select textbooks and work with students as I deem most appropriate based on regularly updated knowledge of my discipline.

Freedom to pursue your own research area.

Academic freedom, respect, and tenure.

**Concerns: N = 0**
Academic Standards/Quality of Education
(Academic Excellence-1 of 3 UNO Strategic Priorities)

Appreciations: N = 16 [APPRECIATION RANK: 9]

It is a high level educational institution.
Carnegie doctoral classification.
Change in attitude on campus toward a more "University" feel, (gone are the days of High School on the Hill), please don't back slip now!
UNO's academic reputation.
Commitment to classroom honesty and academic standards.
Goal of achieving excellence and being student centered at the same time.
I get to practice my profession at a high level at UNO.
Providing beyond what Metropolitan College offers.
Academic excellence and Community Engagement.
Quality courses.
The UNO faculty generally recognize our need to improve as well as the importance of our continuing to strive to do so. UNO has come a long way in overcoming the provincial outlook and the easy-come easy-go traditions (and low expectations for scholarly publication) of old Omaha University.
The programs established to assist first-year college students and low-income students such as Thompson Learning and Goodrich programs. I'm also proud of the Community Engagement Center and new Exercise Building which are both state-of-the art programs, which reflect UNO's progressive academic and community endeavors.
Academic excellence.
Tenure-track faculty teaching the majority of our classes.
University's ambition sometimes seems to forget that UNO IS a university, NOT a trade school.
The general education curriculum in the College of Arts & Sciences still appears to be heavily driven by College of Education criteria regarding lesson plans and student learning expectations as opposed to criteria typical of traditional liberal arts criteria prevailing at land grant state universities and at the larger private universities. Perhaps this is partly due to the fact that UNO's able higher administrators have come disproportionately from a College of Education (Ed. D.) academic background.

Concerns: N = 19 [CONCERN RANK: 9]

Loss of commitment to quality as evidence by administrators resisting open exit for students who chose not to perform at the college level.
Focus on community goals at expense of national excellence. More support for excellence.
Low ambition. I don’t like this emphasis on metropolitan area. Seems like virtue out of necessity.

Grade inflation.

The format of the introductory math courses is problematic for many students, including delaying degree completion and losing students to MCC for those credits. Please consider offering more traditional classroom and lab options as well as the independently-paced computer-lab format.

Student grade inflation coupled with decreased achievement to get the grades.

Instead of being an academic institution, the University is becoming McDonald’s for studies. Less emphasis on quality and rigor and more emphasis on quantity.

Relaxed standards of classes. I hear students tell me that my class is the only one that they have to take a final in or that my class is the only cumulative final exam. I find that discouraging. I understand that some classes are not set up for final exams, but I still feel like most classes should have cumulative final exams.

Quality creates quality. If would be good for us to focus on giving the students a quality education. Teach them what they need to know and due to the information age, how to access the information. We do not necessarily need to teach all the facts, but more need to teach how to quickly "google" the best information to help them grow with a modern society. We are creating a system where we are afraid to teach too much.

Depreciating academic standards and poor quality of students.

Need to remove faculty who dislike students and teaching.

Cronyism, low aspirations. Must not redefine success as something easy. Increase accountability and transparency in governance.

Too many part timers and too many on line courses undermine the overall quality of instruction. Quantity is always emphasized at the expense of quality.

I’m going to sound curmudgeonly here, but bear with me. One of the biggest issues I’ve seen is the continuous turnover in educational fads. I’m not opposed to innovation at all, but I’ve been here long enough to see that this university tends to jump on one fad after another, pressuring faculty repeatedly to set aside hard-won expertise and retool--only to find another bandwagon to jump on, usually about four years later. It’s wasteful, and given that few of the fads have legitimate research supporting them (that’s why they are fads), it destroys morale. I suppose I should qualify this by saying that sometimes, it is not a problem of faddishness, but of one-size-fits-all. Not every innovation that works in one field works in all fields. I do not want a phlebotomist who completed her studies online.

Increase intellectual rigor.

All too often the interests of local businesses and public schools coincide with those of the College of Business and College of Education in training students for specific types of employment at the expense sometimes of a traditional liberal arts & sciences undergraduate education, particularly with regard to an under-appreciation of the utility of foreign languages and the natural and physical sciences.

Find ways to increase the intellectual atmosphere of the university. Start with the students! Increase the admission standards.

UNO should identify "peer-aspirant” universities and take strides to meet the benchmarks set by those universities (e.g., number of doctoral degrees per year, placement of doctoral (or graduate) students, research dollars generated per year, services in place for faculty development and retention, etc.).

Dual enrollment is a terrible idea for many reasons. We should not accept dual enrollment at this university and should not offer dual enrollment classes through the university.
Adjunct/Part-Time Faculty Emphasis/Issues

Appreciations: N = 0

Concerns: N = 33 [CONCERNS RANK: 4]

I would like to see a decreased reliance on adjunct faculty and an increased reliance on tenure track faculty--perhaps at the expense of administrators. I am very concerned that administrators have greatly increased in numbers and tenure track faculty have not.

increasingly hiring part-time faculty.

Over-reliance on contingent faculty.

Attack on Tenure (pressure to hire non-tenure track, adjunct, limited term contract).

We use way too many ridiculously underpaid (hence, often marginally qualified) adjuncts.

Would like to see university move away from contingent faculty and try to imagine ways of providing more permanent employment.

The demise of full time faculty lines and the exploitation of part time/low wage employees. Few of our retiring faculty are being replaced by tenure/track full time experienced faculty.

Reliance on adjuncts: this is a major concern.

Rising numbers in adjunct faculty versus additional tenure lines.

Over-reliance on underpaid adjunct labor.

Increased use and acceptance of adjunct faculty.

More faculty (hire more full time, less adjunct exploitation).

The addition of too many adjunct faculty members teaching classes.

More permanent faculty.

The increasing reliance on adjunct, instructor, and part time faculty to take what needs to be full-time tenure track faculty work. Again, I have no idea how to . . . .

Too many part timers and too many on line courses undermine the overall quality of instruction. Quantity is always emphasized at the expense of quality.

Need for tenure track faculty.

If the university values lecturers, it would be motivating to have a senior lecturer position that could be attained based upon teaching excellence and longevity.

The increased use of (exploitation of) adjunct faculty.

We need to address our adjunct crisis. It is unfair to assign so many classes to adjuncts, many of whom teach for us for decades without benefits. Perhaps an alternative is creating more permanent instructor lines, requiring less demand on adjuncts.

Too many part-time faculty (or full-time, non-tenure track faculty) hiring.

The need to match grow in student numbers with growth in full time, tenure track lines.

The pittance we pay our part-time faculty. I know this is being done all over the US, but I find it shameful, how little they're paid for how much they work.
Benefits and better pay for adjuncts and instructors.

Better pay for adjuncts- make the scale university-wide, not department by department.

We use way too many ridiculously underpaid (hence, often marginally qualified) adjuncts.

We absolutely need to be advocates for better treatment of adjuncts starting with pay increases. I know that the practice of dual enrollment is not a practice that challenges me personally, but it's still a concern.

Pay of instructors.

Better treatment of adjuncts.

Better treatment with adjuncts.

Part-time employees should also have access to tuition benefits. Why not just half the benefits of full-timers? It would be so wonderful to be able to have this benefits. Even one class a semester! Please consider this as part-time employees would love this option and would take advantage of this as well!

Benefits and better pay for adjuncts and instructors.

Better treatment of adjuncts.
John Christensen - great Chancellor - keep him as long as possible

Support from Administrators and Department Chairs to Teaching, Service, & Research.

The relationships with administrators; open and honest feedback from them in a helpful atmosphere.

Supportive administration

Faculty and administrative support. I am so thankful that the administration is supportive of the work I do. My administrators go out of their way to say thank you and praise my work and the accomplishments of my students. It is a tremendous motivation for me.

The leadership at the top is strong! They are advocates for students and for us as faculty members.

Good UNO top executive team - shares the vision - good energy, resilient, dedicated

Visionary leadership

Competent Administration

Good Administrators

Forward thinking approaches to buildings and facilities. Community engagement center matches mission of UNO.

Positive and forward looking leadership from the senior VC on down to my Dean. (never though i would say that!)

The fact that our leadership team cares deeply about the university and is trustworthy

A generally supportive administration

UNO is expanding related to research capacity. Great leadership from the administration. The opportunities available are excellent, really appreciated.

Supportive administrators

The responsiveness of all administrative offices to students, faculty and staff concerns. It seems UNO continues to understand (in contrast with NU and UNL for example) that the students and ‘worker bees’ (that is, faculty) are what a U is about.

A relationship of mutual respect with administrators

Various levels of administration that are often supportive of our teaching and research efforts.

Administrative support

Administration supports good ideas.

The responsiveness of the Vice Chancellors and Directors to campus issues or even-faculty-specific issues. We have such a collegial tone here and I would hate that to be lost. There is an ethic of collaborating from goodwill and trust that makes this a wonderful place to work.

The attitude from administration that we will try to find a way to accomplish reasonable requests.
Good communication from top level university officials to colleges and departments.

Appreciation of my work by administrators.

**Concerns: N = 27 [CONCERNS RANK: 6]**

I am concerned about the ever increasing number of administrators at UNO (and the fat salaries that go along with administrative positions). Many of the existing administrators are isolated in Eppley and seem out of touch. Meantime, full-time faculty are increasingly asked to do more work for the same pay and adjuncts are horribly exploited.

Apparent lack of consultation in administrative decisions.

Administration’s general disrespect of faculty; faculty’s opinions matter very little (i.e. when faculty expressed concern about not being able to afford HPER anymore, they were essentially told that this wasn’t negotiable)

Administration with limited vision and who do not perform research.

We have the poorest administration I have ever seen in a University. Ideally I would like to see them all go and have the new UN President help us start over. There is too much focus on Community, etc. and a strong lack of focus on quality education. There are places with some weaknesses, but not across the board as we have here.

My biggest concern is the top down administration. Faculty input is not welcome.

The administration, as long as I’ve been here over 15 years, is completely top-down. Faculty have little input in most decisions that affect them. Administrators should try to suggest ideas and test them from the ground up, rather than dictating.

Policies instituted without considering their impact on existing successful programs.

Constant changing of administrative software. The transitions are never smooth.

Administration dominated by unaccomplished academics. Need to hire strong leaders from outside.

Administrative disconnects; reality is only partly constructed and can’t be fashioned from hyperbole that changes every few years; Academic excellence requires a commitment to faculty and students alike.

People in power are weak academics. We should hire stronger Deans, chancellors. Too much inbreeding.

Increase of non-essential administrative personnel.

Administrative bloat.

Too many chiefs, not enough Indians. There are too many mid-level administrators coming up with new programs and initiatives that faculty are then expected to implement and deliver, usually (but not always) with insufficient resources and/or compensation. To the extent possible, we need to be left alone by administrators to do the jobs that we are primarily trained to do: create and convey knowledge.

Lack of administrative vision and support for faculty.

Administration almost always fights the AAUP union decisions and policies.

Extreme growth of administrative positions--how many associate vice-chancellors does one university need? Some consolidation seems in order

Bloating administration.

Too many administrators! Any administrative position with the word "associate" or "assistant" in the title should be eliminated. What has become of faculty governance?!
The manipulative and adversarial approach of administrators, e.g., continually asking faculty to justify their work without ever turning the same sort of perspective to administration and sometimes even ignoring the vast amounts of time required of faculty for some activities (e.g., service to UNO).

Too much of a "good ol' boys" club in administration--from departmental level on up.

No enough academic excellence at high levels of leadership.

The chancellor should take more interest in academic and curricular matters rather than focusing on fundraising and PR. I haven't seen one intellectual idea flowing down from the top.

Need for more long term planning (and not short term...)

The administration continually asks faculty to do "more of everything" without allocating resources. Their model for a successful university seems to be to marginalize the faculty, work them like slaves, and ignore all of their requests. UNO is becoming a terrible place to work, especially if you are considered "contingent" faculty (which is most faculty now).

Goals sometimes are not supported, like 12-month programs
Better early advising.

Too many service requirements--for example, faculty in the College of Arts & Sciences are expected to carry out advising duties and need to be familiar with the on-line system, whereas faculty in certain colleges, such as the College of Business, have full-time advisors. The College of Arts & Sciences should not expect all faculty members to become advisors.

Increasing enrollment means increased class size and advising loads, however, no adjustments have been made in other expectations for workload in the department. Email takes up so much time. We need to find a way to reduce redundant or irrelevant email. We need to find a way to simplify electronic communication.

I feel assigning all faculty members in my department to serve as advisors for students is problematic because with everything else expected from faculty members, it is time-consuming to keep updated on advising rules, thus creating potential problems for students.
Athletics

Appreciations: N = 6

I am glad for the relationship between faculty and athletics since I am a hockey fan and the ability to engage student athletics as faculty strikes me as a somewhat rare commodity.

Move to division I athletics
Building athletics.
Soccer field is improvement
The athletic facilities.
The new arena being built.

Concerns: N = 3

Reduced rate or free tickets for athletic events
Growing financial subsidies to athletics

The lack of oversight over the UNO Athletic Department. Major changes have taken place that have received little to no attention from the broader UNO community. Relationships between athletics and other entities on campus have soured considerably due to a seeming "I'd rather ask forgiveness than ask permission" policy from Athletics. The athletic administration seems unwilling to seek outside input for the changes they wish to make, and as such have substantially harmed several programs on campus (and this has nothing to do with the elimination of football and wrestling). I would like to have the Chancellor and other administrative entities on campus establish more oversight and transparency with the Athletic Administration, and have them seek input and approval from the UNO faculty and community prior to major changes.
Balance among Research, Teaching, & Service

Appreciations: N = 8

Support for community outreach research, teaching, and service.

Colleagues who show a commitment to both research and teaching.

Respectful balance - okay to prefer research over teaching or vice versa.

Balance of research and teaching.

The perceived balance between Teaching, Research, and Service.

The opportunity to strike a balance between teaching, research, and service.

Appreciation for Teaching/Research balance (though this appreciation is diminishing).

I very much appreciate having time to write, reflect, teach and give service. I am honored to be a scholar in this organization. After being in a leadership position in an environment outside the University I consider this a blessing.

Concerns: N = 21 [CONCERNS RANK: 7]

Difficult to maintain teaching and research.

Research and publication expectations (in light of the heavy teaching load). For departments requiring teaching 3+ classes per semester, it would be VERY helpful if the research expectations differed from departments with lots of research release time...having equivocal expectations without equivocal circumstances is utterly unrealistic.

Clarity about institutional mission in terms of balance among our research profile, service, community engagement, teaching. I sense we could spread our resources too thinly and ultimately degrade the quality of our efforts.

Reconciling increasing student enrollment and research demands.

Not enough time for research--faculty are spread too thin between responsibilities and teaching that decreases amount of time available for research. Reasonable expectations regarding service should be emphasized.

We are pressured to do more research, but also pressured to put too much time into service and teaching.

I do quite a bit of service, but it is not appreciated as much as research. Interesting because the institution has as one of its strategies/strengths community engagement.

The idea that everyone must be all things; teaching, research and service to the same degree regardless of strength or assignment.

Teaching and service are not rewarded as much as research accomplishments.

Teaching workload and research expectations--Although I've been successful in this area, it's difficult to teach a 3/3 and produce quality scholarship that helps to advance UNO nationally/internationally and give our program a stellar reputation.

Need more staff development on the balance between educating and entertaining students. This will leave less time for research.

Time, time, time...I feel like we are spread very thin.......what are our priorities as faculty? Administration need to clearly communicate priorities.
Research or teaching institution? As an assistant professor my research expectations are different from when many of my colleagues obtained their tenure, but the teaching and service expectations have stayed the same. I feel that this is pretty unrealistic and some colleagues do not understand when I complain that I am tired.

The need to shift to a more research supportive course load.

My department chair consistently expects all faculty members to serve on many committees with no financial or time compensation.

Lack of balance between teaching, research, service.

"Invisible" workloads. We have a campus culture that expects a lot of "volunteer" work (service and teaching) that is not recognized or rewarded. Faculty workload formulas need to reflect the true work being done on this campus.

I am concerned because faculty members conducting four workloads per semester are expected to perform research and it is not possible. A solution would be to consider a way for faculty to have a research semester each semester.

It is great that we are a research university, but the change has been abrupt and the faculty have not been supported as they should be to be a research university. In some college departments, faculty are teaching 4/4 and 4/3, where others are on 3/3 or 2/2 to help them support the faculty research. Why is this not more uniform and why are faculty treated poorly now when before the change they were consider hardworking faculty?

Research expectations combined with 3/3 teaching load.

Will DI rating take away focus on teaching to focus on research and grant writing - thus reducing status of students and their learning?
Benefits

(Human Resource Type Benefits)

Appreciations: N = 23 [APPRECIATION RANK: 8]

Insurance benefits: This is a huge plus for working at UNO over smaller colleges.

Benefits.
Health benefits.
Benefits.
Health insurance.
The benefits are great!
Good benefits.
The benefits are great - 401K matching is the best part.
Retirement plan - TIAA/CREF.
Benefits.
Benefits.
The fine benefits.
Good Health Care and Employee Benefits.
Benefits.
Benefits.
Tuition Benefits!

I appreciate that the University is thoughtful and generous in regards to things like the insurance premium holiday we received.

Benefits.
Benefits package.
Benefits.
The health benefits package.
The benefits package.
Low salaries but good benefits.

Concerns: N = 5

Changes to benefits, know this is due to other regulations but it is a concern.

Full-time instructors lack of benefits (sabbatical, tenure, etc.)
Benefits. Why are there limited health care options? We should implement a high deductible option so employees can establish an HSA. Many other schools offer this option. Our neighbor, Creighton down the road has this health care option available to their employees and they even provide seed money for the employees who opt for this option. Please look into this!!!!

Allow early retirees and LTD employees to keep insurance at the same cost as COBRA, not the unaffordable cost that is currently available to them.

Our change to having a health care pool or current employees and one for retirees mean that retirees pay ridiculous amounts of money for their health care ($2,000+ per month in some cases). This discourages people who want to retire but cannot due to health insurance issues and seems an unfair way to treat the people who helped build this fantastic university.
Steady movement toward the corporate and business model. Of course, it's the national cancer, and I have no idea how to curtail it besides shifting to an entirely new economic/political system.

Corporate model of decision-making; dismissal of faculty views; de-valuing of faculty in salary, research support, etc.

Adoption of a "business model" of higher education (becoming very "corporate").

I am concerned about the growing emphasis on accounting / lawyer-driven decisions and priorities.

Increasing focus on maintaining numbers and "keeping students happy" instead of teaching them. It's subtle, but I'm seeing more of a *business* model at work in the university these days, less of a TEACHING model. I know we're increasingly in competition with other (especially online) education, but if we sell out what we primarily do, to attract students, then we're not teaching for the right reasons any more.

Growing bureaucratization of the university.

Diversion of resources from instruction to marketing, etc.

"Business" model invasion of education - let's just take the "good parts" and leave out the parts about metrics that discourage scholarship and defeat development of new knowledge.

UNO being increasingly run like a business organization rather than an academic institution-UNO being run like a business organization.

Corporatization of the university- influence of big money on mission.

Moving from a model of university as a public good to a model of provider of service commodities.

I do not think the business-model is the best choice for colleges and universities. Higher education is a public service toward the public good, similar to primary and secondary schooling.

Policies in human resources are better suited for business rather than academic pursuits. They need to be receptive to creative solutions that improve the institution.
Campus Aesthetics/External Physical Environment

Appreciations: N = 14 \[APPRECIATION RANK: 10\]

- Landscaping.
- Upkeep of grounds.
- Clean, attractive campus
- We STILL have a green area (behind ASH) where it seems no construction is planned.
- Campus is nice and clean.
- Beauty of the campus(es).
- Campus environment.
- Attractive campus.
- Beautiful campus.
- Campus appearance.
- Maintenance does a great job keeping the campus looking beautiful.
- I appreciate the beauty of the campus, especially the trees and building architecture.
- Beauty of the campus and its buildings.
- I appreciate the beauty of the campus, especially the trees and building architecture.

Concerns: N = 1

- Need for more green space specifically grass areas

Collaboration/Interdisciplinary Issues

Appreciations: N = 14 \[APPRECIATION RANK: 10\]
The generally positive and collaborative (as opposed to highly competitive) relationships among faculty members.

The opportunity for collaboration.

The great collaboration between most faculty.

The openness of faculty to working with colleagues across the university.

Ability to collaborate with other programs/departments/colleges.

Collaboration with colleagues inter-disciplinarily.

I appreciate UNO’s commitment to international collaboration.

Recent emphasis on STEM as an interdisciplinary field.

Focus on inter-disciplinary work.

Great people to work with that are willing to collaborate.

The ability to collaborate with faculty and researchers across campus.

Opportunities to collaborate across campus and beyond.

I’ve found there to be more cooperation across departments than dissention/competition (although I have run into the latter, as well, unfortunately).

Inter-departmental committees- supportive collaboration.

**Concerns: N = 15**

More emphasis put into developing interdisciplinary degrees, programs, etc.

More Cross-College Collaboration.

Collaborative opportunities.

Lack of the ability to connect with faculty in other departments.

Siloing of colleges--interdisciplinarity often happens in spite of UNO.

More interaction between faculty across campus.

More emphasis on developing research among UNO colleagues.

Insularity.

Too insular; not enough of an international and national focus.

Competition between departments.

Interactions crossing disciplines.

Colleges and Departments are insular; very little communication at the institutional and policy level.

I would love to have more collaboration between departments. I’m not really sure how to improve that, but I think it would make our campus stronger.

Better coordination among colleges and a repository of reports on cases of student cheating and other violations of the code of conduct.

Separation of North and South Campuses.
Collaboration/Respect/Treatment within the Nebraska University System

Appreciations: N = 0

Concerns: N = 15

Competition from for-profit schools.

The undercurrent of thought that UNO is a step child to UNL. We are a great university with vision in our own right and the attitude that UNL has priority over UNO in any way is foolish. We may be in a university system with UNL but we are not them.

I would like to see standardized policies throughout the UN campuses - credit evaluation, scholarship, processes.

Overreach by UNL and UNMC into UNO programs. I am concerned that UNL and UNMC attempt to "hijack" the successful programs at UNO (for example, engineering) due to a perceived threat. I believe that UNO needs to advocate more strongly for its programs and for more autonomy from UNL and UNMC (mostly UNL).

Constant competition for resources with Lincoln.

We are still treated as second class compared to UNL.

Lack of efforts to work closer with UNMC.

More interaction with UNL: silly to compete, let's join forces with UNL more.

UNO should identify "peer-aspirant" universities and take strides to meet the benchmarks set by those universities (e.g., number of doctoral degrees per year, placement of doctoral (or graduate) students, research dollars generated per year, services in place for faculty development and retention, etc.).

Staff respect--too much arrogance from Lincoln.

Uneasy relationship with UNL.

Need to look beyond Omaha - consider satellite campus options for University of Nebraska system - around the country.

An equality of rules and procedures between students who are both UNL and UNO.

Unwillingness to let UNO have its own Engineering College.

No engineering college, affects work/research in my field.
Colleagues/Collegiality

Appreciations: N = 63 [APPRECIATIONS RANK: 1]

Nice environment, collegiality.

Colleague interaction.

Collegiality of colleagues.

I like most of my colleagues. :-) That’s sometimes under-rated.

Colleagues are pleasant to work with, committed to excellence in teaching.

Collegiality.

The quality and courtesy of my unit colleagues.

Excellent collegiality amongst my colleagues.

Collegiality of people I work with.

Friendly colleagues.

Colleagues.

I work with colleagues whom I respect and whose company I enjoy.

Great colleagues in my department -- very collegial.

Collegial environment.

My department is collegial.

Good faculty relationships.

The faculty in my department.

Within Arts & Sciences departments, the faculty are collegial and generally insist upon high standards of achievement for themselves and their students. The same appears to be true of departments in other colleges.

I enjoy most of the people I work with.

Collegiality.

Colleagues who show a commitment to both research and teaching.

Most people are great. There is a good sense of collegiality in most departments.

Collegiality--enthusiastic and generous support for colleagues.

The generally collegial atmosphere on the senate and in many departments.

Collegiality among the faculty.

Collegial and genuine support in regards to teaching, research & service.

Colleagues of all ranks.

Friendliness and cooperation among faculty.

Camaraderie among faculty.

My colleagues.
Collegiality.

Collegiality.

Congenial colleagues in the Department of English.

The level of collegiality.

The positive work environment (enthusiastic colleagues and supportive Department Chair).

Collegial Work Culture.

Colleagues who share a vision and passion for research and teaching excellence.

Great colleagues.

Working with supportive colleagues.

Collegiality.

Colleagues.

I appreciate the collegiality of faculty across campus in many disciplines and the ability to learn about them.

My colleagues both in my department and university-wide are great.

My colleagues.

Enjoy working with the people I have contact with--students and faculty/staff.

Collegial department.

Faculty Colleagues.

Great colleagues.

Supportive colleagues from across campus.

Good colleagues and a great community.

The extent of collegiality, for the most part, between faculty and administration.

The quality of the people with whom I work.

Most of my departmental colleagues.

Working with a great Chair and colleagues.

Colleagues and staff members.

I have wonderful colleagues. We hire great people.

Outstanding collegiality among the faculty in my department.

Collegiality.

The extent of collegiality, for the most part, within and across departments.

Amazing colleagues.

I appreciate the collegiality of my department and their willingness to listen to junior faculty.

Faculty respect for each other.

Friendly communication among most faculty members.
Concerns: N = 0
Communication

Appreciations: N = 2

Open communication between all levels of administration, faculty, and staff.

Concerns: N = 5

I do not appreciate hearing about major events affecting the University from various news sources before hearing it directly from the University, i.e. the dorm fire, the gun incident.

Information is regularly difficult to find on the university website, including faculty development events and current policy documents.

We need prompt notice about policy changes on campus, reports that are due, etc. Sometimes, things seem to be changed without adequate input from faculty.

Political correctness to the point of preventing open discussion of issues.

We desperately need to look at university-wide scheduling. At the administrative faculty level, say unit heads there are many cyclical expectations but there is a tendency to cluster all of these in one month or within a few weeks, thus presenting major challenges for completion. This is also true in the area of events where 5 or 6 things occur the same week and then nothing and then a slew of stuff again. Scheduling institution wide might be analyzed and a real common calendar derived. There is an academic calendar but a large portion of what we do is not on it.
Community Engagement/Service Learning/Volunteering  
(1 of 3 UNO Strategic Priorities)  
Appreciations: N = 26 [APPRECIATION RANK: 5]

Commitment to service-learning.

Service Learning Academy and contact with the community.

Service learning.

I appreciate that part of our mission is community engagement and we value service learning at this university.

Community focus.

I appreciate the high level of community engagement. This gives the university relevance, gives us the opportunity to make a contribution, and gives our students opportunities to serve, network, and be civically engaged. The Community Engagement Center is awesome! - I can’t wait to see how it will be utilized!

Our work with the community.

Many opportunities for service.

Value on Community Engagement.

Community Engagement.

A connection to the community.

Engagement with the Community.

I like the emphasis on community outreach.

Our university relationship with the K-12 schools and with business and industry. We need them taking an active role at UNO and we need to be supporting them with an active role.

I would not change community engagement.

Commitment to community.

Community engagement.

Community engagement.

The focus on community engagement.

Commitment to community engagement.

Community connection and orientation--wonderfully focused on serving the Omaha and NE community.

Connection to the community.

Community Engagement.

Treating the university as a public good that contributes the vibrancy of community and society.

Dedication to service, the community---community engagement.

Strong relationship with community.
Concerns: N = 10

Too much emphasis on service learning.

Important though "service learning" courses are to a balanced undergraduate curriculum, the specialized category of "service learning" appears to be overly privileged in the eyes of the UNO administration in relation to the need for strong curricula in the humanities and the natural and physical sciences.

The overemphasis of service and not learning in the service learning activities.

Acknowledgement/recognition of academic units who already provide a HUGE amount of community engagement activities. We're being tossed aside for the "future" engagement activities of the CEC when some of us have been providing such events for YEARS and/or it is already an integral part of what we do as a department (ex: music, theater).

Increasing demands for service and community activities that aren't rewarded adequately.

Losing its focus as a true university and becoming an "Engagement Center" for whatever that means.

The new building for community engagement is a big waste: political joke.

More focus on becoming nationally recognized in research - less focus on local/community involvement.

What's up with this new "community engagement" nonsense?!?

Focus on community goals at expense of national excellence. More support for excellence.
Compensation/Salary

Appreciations: N = 0

Concerns: N = 63 [CONCERNS RANK: 1]

Inequitable pay.
Salary Compression.
Salary inequities.
Salary compression of faculty.
Lack of significant salary increases over several years.
Salaries are below those of our peers.
Increase pay.
Salary compression.
Low salaries. We should offer higher salaries especially for faculty in PhD programs.
(Way) Below market-value salaries.
Salary compression.
Competitive compensation.
Salary compression--there should be a special raise for those dealing with salary compression (as there was once many years ago).
Salary Compression.
UNO administration and NU Central Administration are abusing faculty and staff by not giving even cost-of-living pay increases. This is insulting to the labor force at UNO, but more importantly, it is *damaging* to the financial well-being of many of us.

Low salaries for B line staff. If it requires a master's degree they should be paid a professional salary.
Little incentive to be more productive/increase salary.
Salary is not competitive with peer institutions.
Faculty salary not competitive.
Salary compression.

I feel like there are disparities among faculty ranks........it creates a bit of a caste system....salaries are published....why are different ranks paid so differently if equivalent (or better) performance is conducted by faculty of lower ranks?

Low merit pay.

Honest merit pay, it is completely flat in my department. There is absolutely no incentive whatsoever to excel in teaching or research beyond personal motivations. Have a real established merit pay scale.

Salary.

Salary range....it makes leaving tempting.
Non-competitive salaries, especially within disciplines.

Low faculty salary.

Competitive salaries and "real" raises: some departments are well behind the salary averages of peer institutions and it is very hard to be motivated past tenure to be overly productive, because the raises will only ever be minimal from that point on. There is little incentive to excel in multiple facets (research, teaching innovation, and service).

Equity raises available for those faculty that were hired during "lean" budget years.

Salaries in the Arts and Humanities lag behind other areas.

Better balance of faculty salaries across campus (ex: one department starts Ass.t Profs at $40K while another can do so at $55). It shouldn't be based on academic field!

Merit pay needs to really be related to merit. It is not that way in my department right now.

Better salaries (comparable to UNL).

Low starting salaries.

Increased amount in merit pay pool - chairs/directors/deans need to have more $$ to reward faculty and staff who are doing outstanding work.

I'd like to see real progress in improving salary inequities for lowest paid faculty; for example, those who were effectively lowballed during the recent Great Recession years.

Salary compression addressed.

Salary compression is a serious problem.

Pay.

Salary.

UNO should seek to retain its senior and excellent scholars by allowing changes to base salaries outside of advancement/promotion. This will ensure faculty retention of quality scholars.

I would like opportunities to be rewarded financially for productivity above and beyond job responsibilities.

Faculty pay at UNO, especially for those in non-tenure track positions, is terrible. Compression is a issue that needs to be addressed. Some faculty members who have been dedicated employees of UNO for 15 or 20 years make thousands less than new hires for the same position. This creates an environment in which experience, dedication, and great teaching are either ignored, unrewarded, or both.

The lack of any action by the administration and in particular the Union to fix the extreme salary compressions and in some cases even salary inversions. If UNO would like to have highly motivated faculty that support the transformation of UNO from an undergraduate institution to a PhD granting institution, UNO cannot afford to wait for another one or two decades until all underpaid faculty retire.

Lack of a rewards system for service.

Poor salary for support staff. We do not pay the support staff enough.

Merits doesn't promote excellence.

Increase in salary to stay competitive. Newcomers make close to the same salary as those who have been employed for years by the university.

Yearly salary increase not up to cost of living.
Compensation is not tied to personal performance.

Very limited if any merit pay.

Discrepancy in pay between colleges.

Switch getting paychecks from once a month to once every two weeks.

Salary compression - I do not know how seriously and closely administration is looking at this issue, but it is a HUGE concern/problem. This is more problematic for senior faculty. Senior faculty can truly shine and show what they can do in terms of research, teaching, and service. But they often feel they are taken for granted with the minimal raises, and having low morale and often feeling that their contribution is not valued, especially when comparing themselves with the new comers or worse comparing themselves against the deans or those in the administration whose portions of their salary are not under union agreement. Why can it be done for some but not for those faculty who deserve genuine appreciation.

We need to deal with salary compression issues.

Pay level.

Compensation seems to be arbitrary.

Better salary for high performing assistant professors and associate professors. We have a reasonable starting salary, but we do not keep up and have severe salary compression. Simply doing an across the board increase for everyone also rewards those who are not high performing. This should be targeted for those that are high performing.

Low salaries. Yearly raises don't keep up with the inflation. It feels as if one is working for a third world government.

Salary - competitive pay. Without annual increases, I am seriously beginning to look at other universities.

Fleecing of faculty: parking (not even able to park at library anymore), high HPER fees (I belong to a local health club because it's MUCH more affordable), don't charge us to make copies at satellite copy machines (library, etc.).

Awareness of resources for faculty: new hires knowing what is available to them.

Although maintaining a tenure system is important I think it is also important to figure out ways to provide carrots/sticks based on contribution to the department (including workload issues surrounding working with students).
Cost for Students

Appreciations: N = 0
Concerns: N = 6

Rising costs for students that can hinder some from lower-middle class income from gaining degree.

Expansion--too much new building which requires higher and higher tuition and fees for students.

Keeping education at UNO affordable for middle class students.

I remain concerned that we do not do enough to educate students about options and tradeoffs in funding their college years. Nebraska median household income is just over $51,000 and UNO tuition/fees/room & board now approach $18,000/year. That's a heavy lift for a family with one student and for those with multiple students a real burden. Recent conversations with my neighbors who have students in high school have been unsettling. Our students need to think very strategically and longer term to manage this challenge well.

Fees and Tuition - the fees are getting out of hand.

Increasing student loans-burden on students.

Cost of UNO Gym Membership/Wellness Center (HPER Cost)

Appreciations: N = 0
Concerns: N = 21
Free or reduced rate for the HPER fitness center. The amount you pay could coincide with the level of position or salary.

Why don't the HYPER faculty/staff have to pay to use the facilities when everyone else does? We don't charge them to use our building & facilities. If fitness is a priority, then it should be equitable for all.

Number one priority: Fairness in the use of HPER building, HPER faculty get to use the facility for free?! And we have to pay $40/month?

The cost of membership to Rec Center is too high. If UNO really cares about our health, why is it so expensive?

Cost of HPER membership.

HPER workout facility, no price increases.

Having to pay for the gym.

The fees paid for faculty and staff to join the gym.

Why is the fee for HPER so much for faculty?

Faculty cost of using HPER.

Faculty access to hyper. UNO costs would decrease from increased staff health by giving it for free to faculty staff. It would reduce UNO costs, and increase staff health, benefits, and morale.

Gym membership cost.

Faculty and staff deserve free membership to HPER. The university claims to focus on health and wellness, often encouraging us to stretch or walk during the day. Requiring faculty to pay for HPER memberships is an incredible disservice to our health and wellness. The faculty will be healthier, happier, and less stressed by having access to the gym.

No HPER access for faculty/staff. HPER costs twice as much as Lifetime Fitness which is like a country club. / Either administration doesn’t understand that healthy employees have fewer health costs, or they want higher turnover.

Have to pay for HPER gym, etc. usage.

Faculty should get at least a 50% discount to use the HPER facilities.

We have to pay for using the HPER bldg...it should be a benefit.

The high price of a pass to use HPER. For years I bought a pass each year and used the facilities regularly. That stopped after the new construction and the higher fees. If the administration really wants to keep its faculty and staff healthy, why don't they subsidize the costs of faculty and staff using these facilities?

Employees should have free parking and free use of the Hper building.

High fee for Wellness Center membership.

A decrease in cost for "the gym" for faculty. Our costs are more than comparable competition for gym memberships in the area - and you get more there. Alternately, an agreement with our health insurance to subsidize gym memberships at UNO would be helpful.
Department Chair/Dean Leadership & Support

Appreciations: N = 12

Our department does not seem to be micromanaged.
Department level control of decisions and money
Departmental autonomy
Most appreciate leadership in the college and department
I respect and appreciate my immediate supervisors (chair and dean)
Progressive thinking of our Dean
Leadership in my department - art
My bosses are the best I’ve ever had
Chair and dean OK
I appreciate the encouragement my department provides for my teaching strategies and my research.
Departmental support for teaching and research.
I feel appreciated by my colleges, my department, and my Dean for what I do

Concerns: N = 11

Lack of departmental leadership
Communication with Dean's office should be allowed
Poor departmental leadership--Lack of vision, poor communication, and a feeling that department leaders are more interested in pleasing administrators than supporting faculty.

Accounting policies are cumbersome and many times it takes weeks for orders and other paperwork to get taken care of by administration. Ability to order at the department level may help instead of everything having to go through the Dean's office.

Better administrators at the College level

To make the deans more accountable and responsive to faculty. It very much seems that the dean(s) (not to generalize but at least true in my college) are having free rides for handling the college affairs. In my experience, the dean shows the good face (even bending backward) toward the administration, and shows a different face dealing with faculty and using his/her position to cut corners when it comes to faculty governance and affairs. The administration often sees the college through the dean not through the college faculty. The faculty often stay quiet and refrain from speaking out - afraid of repercussion or being exposed. It is extremely important for the administration at higher levels to keep a closer eye. For example: How does the administration check on a dean to ensure the concerns made on a previous evaluation of the dean are addressed by the next evaluation? In my opinion, a good approach is to have the faculty report to an independent committee external to the college when they have concerns and issues about the dean - (having an internal committee made of the college faculty is troublesome for many reasons)

The lack of transparency in the dean's office regarding budget and spending

Disconnect between top administration and departments - Deans don't share the information they receive from Dean's Council
Lack of transparency from Dean's office

Several instances where Dean "promised" something (such as filling vacant lines) and then changed his mind.

Lack of accountability for faculty decisions.
Diversity

Appreciations: N = 10

Welcoming to intellectual diversity

Diversity

I like the diversity of students I get to work with

Value placed on a variety of scholarly profiles

Student diversity

Diversity of the student body and to a lesser extent the faculty and staff

Diversity

The improvements being made for communities of color, for women, and for LGBT persons.

Culture of trust - people know people, and we are making good progress on exposing and de-fanging the "isms" (racism, genderism, ageism) among us

The student-centered focus, particularly for diverse and at-risk populations

Concerns: N = 16

OVERT AND COVERT RACISM IN THE FACULTY

Racial Bias against faculty other than white

RACISM IN DEPARTMENTS

RACISM IN ADMINISTRATIVE RANKS

Not *enough* progress is being made regarding equality on campus for women, communities of color, or LGBT persons. The greater Nebraska community is remarkably hostile, and even though Omaha is friendlier, there is still a great deal of discrimination and bias. UNO must work harder to ensure equality across the board.

Not enough diversity

Lack of diversity -- by diversity, I mean not only ethnic diversity, but also just a diversity of backgrounds and perspectives. This is an incredibly homogenous campus. There is a tendency to hire "locals" or "homegrown" individuals, which simply perpetuates a stagnant culture.

Diversity -- need more!

Lack of diversity among faculty and students- It is difficult to find someone that looks like me. Omaha is changing, becoming more culturally diverse. I don’t think the university is ready for this and it continues being majority white.

VERY FEW Latino faculty for a dramatically growing Latino student body

Diversity of student body should be greater; UNO should be serving North and South Omaha much better and attracting students from those parts of the city

We need to make inclusion (as opposed to diversity) a university priority and appoint officials at the highest level charged specifically with that task. Right now accountability and goal setting as well as budgeting in this area is insufficient while there is some prima facie commitment.

Lack of diversity among faculty (Latino/a; Native American; African American, etc.).
As a young female professor, I can sense a bit of an "old boys club" at times (one individual in my department in particular contributes to this). This is my biggest concern, and other than college-level leadership meeting individually with each faculty member, I'm not sure how to address this. I'm in a small department, and any "anonymous" complaints would not be so in reality, but in this one, unapproachable/disrespectful individual greatly, greatly impacts my daily work satisfaction, and I feel stuck.

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Lack of staff/faculty LGBTQ.
Early Childhood
(1 of 5 Campus Priorities)
Appreciations: N = 0
Concerns: N = 0
Emphasis on/Appreciation of Teaching Quality
(Academic Excellence-1 of 3 UNO Strategic Priorities)

Appreciations: N = 12

Nurturing innovative teaching/learning supports

Emphasis on teaching including service learning.

Appreciation of good teaching.

That many faculty still care about high quality teaching even though it is getting harder and harder to justify spending time on teaching with the mounting pressure to increase research productivity.

Strong commitment to teaching

The commitment to student learning and research

Value teaching

I like the emphasis on quality teaching and education

Teaching live (as opposed to online)

Focus on undergraduate faculty.

I appreciate the UCAT committee because they distribute financial support for conference attendance and for the course redesign process.

Teaching Circles - great idea.

Concerns: N = 0
Facilities/Buildings/Office Environment
(Physical)

Appreciations: N = 29

Physical plant.
Office environment.
CPACS facilities.
Great Gym.
I appreciate my facilities.
Facilities.
Facilities.
Facility Support.
Fairly clean restrooms.
Good Facilities.
Excellent physical facilities.
Having a good facility.
Dorms for the students.
Facilities.
Excellent facilities/equipment.
Great facilities.
Very nice facilities.
University amenities (e.g., fitness center, places to walk, access to healthcare).
I think HPER facilities and the access for faculty is a tremendous asset.
Opportunity to work in beautiful state of the art buildings.
Facilities.
Nice office space.
Classroom environment.
Great office space.
Office space.
Work spaces.
Forward thinking approaches to buildings and facilities. Community engagement center matches mission of UNO.
I like faculty study lounge at library.
New buildings.
Concerns: N = 0
Faculty Senate

Appreciations: N = 1

Concerns: N = 4

I'm frustrated with negative attitudes and particularly those on our own faculty senate. The negative attitudes can be infectious. I'm weary from listening to one person pontificate for what seems hours in our meetings. I'm sorry that our president continues to allow this and also expresses a desire for this person to run in the future for president of the senate. I do not wish to be represented by such negativity as it is toxic to UNO. If the Senate wants to represent the faculty and influence leadership... guess what... a positive attitude will go much further.

I would like to see the Faculty Senate and Administration take more of positive working relationship, not an adversarial one. Some of the individuals from these two groups act more like university personnel from the 1960s and 1970s.

I wish Faculty Senate would spend less time complaining about administration, and spend more time making a positive contribution to UNO.

The whining that we continually hear (within the Senate) about parking is a shallow issue. At one point in time there was a bus that ran through our main campus. Perhaps now with parking being more at a premium this could be reinstated otherwise.... give it up for heaven’s sake.
Financial Situation of UNO

Appreciations: N = 2

Steady public funding of NU system
Financial situation better than other US schools

Concerns: N = 5

Lack of adequate funding, both for salaries and for research
State and University budget cuts.
Budget cuts.
Lack of funding for educational and outreach activities deemed important by the University. Faculty shouldn't have to take time away from students to beg for modest amounts of money from external agencies.
Another concern is the failure of the state to properly fund the university in the name of efficiency.
Flexible Schedule

Appreciations: N = 26 [APPRECIATION RANK: 5]

Faculty remain relatively free to maintain flexible personal schedules. If we want to work 80 hours one week and can get by with 20 hours in another, that is still feasible. I would hate to see any attempts to regulate or standardize faculty hours at anything above the departmental level.

Flexibility.
Flexibility of schedules.
Flexibility.
Flexibility in teaching schedule.
Flexible schedule.
The flexibility of my schedule.
Flexibility of schedule.
Flexible schedule.
Flexible work schedule.
Faculty freedom to determine their own teaching schedule.
Flexibility of hours/assignment.
Flexibility.
Schedule.
I would not be as successful in my job if it was not flexible. The flexibility of my job has allowed me to pursue a variety of avenues that are related to my job. If I was tied down to an office and set schedule, I would not be able to accomplish all that I have professionally.

Flexibility to teach courses that are meaningful to me and valuable for student learning.

Flexibility.
Scheduling flexibility.

Class schedules/work load.
I appreciate the fact that I don't have to punch a time clock, my hours are flexible....I work hard and get the job done to the best of my abilities, but I am flexible as to when tasks get completed.

Flexible schedule.
Schedule.
Flexibility of class scheduling.

Flexibility with time, able to work from home.
Flexibility of class scheduling.
Flexible schedule.
Concerns: N = 0
Food Service

Appreciations: N = 1

Excellent food service.

Concerns: N = 0
Global Initiatives & International Studies & Students
(1 of 5 Campus Priorities)

Appreciations: N = 5

Supportive interest/investment in global initiatives.

International student presence on campus and in classes. Great opportunities for all.

It is wonderful to have students from across the globe because they share their views and experiences in class which starts rich, useful discussions.

Support for international research and learning.

UNO’s commitment to international studies and exchanges is admirable.

Concerns: N = 2

More support for global engagement as it is supposed to be UNO priority.

Limited funds for international faculty support.
Internal financial support of student research (e.g., GRACA awards).

Concerns: N = 17 [CONCERN RANK: 10]

More focus on graduate education.

UNO is primarily teaching college with insufficient support for its PhD programs.

Lack of phd program in biology.

More focus on graduate education and efficiency. For instance, supervisory committees should not have outside members, but theses and dissertations should have outside members who are outside of the UN system.

Lack of support for doctoral programs.

Better graduate students in my department (we have some good undergrads, but our graduate program is currently abysmal. We are working toward a Ph.D. program, that might help.

Not enough graduate assistant positions to be competitive with other universities.

Need more graduate assistantships.

Graduate student support and inequality between programs.

Lack of support for graduate assistantships/faculty support.

More support for graduate students, especially an increase in GA positions.

Funding for graduate students.

More graduate assistants.

Increase number of TAships to make us more competitive in landing quality graduate students.

Lack of increasing resources (teaching assistantships, etc.) as our programs are doubling in size. Our TAs have more than doubled their teaching responsibilities and the number of sections in the last 2 years.

Low number of TAs and the low TA salary offered, makes it difficult to attract the best graduate students.

Scholarships for graduate students.
Hiring Practices

Appreciations: N = 0

Concerns: N = 5

Too much hiring from within.

More faculty should be hired that are research-oriented with less focus on whether they are "local" or from the Midwest area...UNO should seek to hire and advance faculty who are known scholars in their field, not those who have simply been here for long periods of time.

Complexity of hiring process and delays.

Hiring administration from outside the NU system.

Less Promoting from Within.
Innovation
(Academic Excellence-1 of 3 UNO Strategic Priorities)

Appreciations: N = 5
The opportunity to be involved in innovative initiatives.
Encouragement from other faculty members to pursue innovative ways to approach problems.
Innovative campus - visionary leadership - significant investment in UNO by community (e.g. Engagement Center, Hockey Arena, etc.).
Entrepreneurialism--ready to try anything that will be a contribution.
Environment to improve and innovate.

Concerns: N = 0
Intellectual Stimulation/Intellectual Climate on Campus
(Academic Excellence-1 of 3 UNO Strategic Priorities)

Appreciations: N = 4

Intellectual Stimulation
Intellectually stimulating environment
I love the learning environment
Mentally challenging environment

Concerns: N = 1

We should have more high quality guest speakers on campus.
Library-Services and Staff

Appreciations: N = 8

Library.
Library support for research and teaching.
The quality of the library resources, especially searchable databases and the willingness of the library to make book purchases on faculty recommendation.
Library.
Supportive library staff.
Library staff.
Library staff.
Criss Library staff.

Concerns: N = 2

Combine the online journal access with the other UN schools to increase the number of journals that we are able to access. It is frustrating having to interlibrary loan article after article.
Library Journal Collections Could be Improved.
Marketing/Promotion/Branding/Advertising

Appreciations: N = 3

University Communications is doing a great job at making the UNO look more professional.
The Communication/Marketing people.
The effort made across the university to "get the word out" about UNO and all the great things we offer.

Concerns: N = 4

New marketing campaign -- the "wild west" one was ridiculous.

I am concerned with the long and confusing process of updating UNO's branding and marketing plan. It appears the University itself is having trouble identifying what "metropolitan campus" means and then accurately and uniformly demonstrating that mission to the public, students and staff.

Lack of effective marketing.

Finding balance in promoted all of the good things that happen here on campus. Perhaps instead of a community engagement center, we really needed a marketing center to let the community know all the great offerings we have here on campus. Not just our sports, but the theatre, concerts, lectures, Pow wows, arts exhibitions and the incredible library, just to name a few.
Merit Pay/Annual Review

Appreciations: N = 2

Merit system established for advancement.

Merit salary increases

Concerns: N = 11

I would like to see criteria on how faculty are rated in the annual review process. In my opinion, transparency in faculty rating in the Annual Review should offer each department standards for improvement and consistency in ratings and rankings. It should support the tenure and promotion process and again, be transparent. I would also like to see department chairs review their ratings with faculty members in person ahead of asking them to sign the review. Faculty should have paper copies of their own Annual Reviews by department chairs. By the time the department chair conducts an annual review, the faculty member should know the outcome of the peer review. When does the peer review outcome get announced to a faculty member in the Annual Review process? Does it play into the department chair’s analysis? Transparency is needed. My suggestion is to conduct a study of how each department on campus conducts the annual review and if departments are interested in transparency and standardization (of procedures and departmental criteria for the review on each rank level). I would hope this survey could see if departments are interested in transparency of this process and if so, collaborate on how to best get the standardization and transparency implemented.

It is my observation that placing too much emphasize on teaching evaluations lowers the teaching quality. To receive good evaluations, a faculty might be forced to lower a course expectation to receive good evaluations. I have observed this numerous times.

Demand for "measurable outcomes"

Pointless nonsense like Digital Measures. Merit pay is annoying. True merit is promotion not this yearly busy work.

More clarity on what counts as teaching vs. research vs. community engagement. Should the tenure and promotion process acknowledge in a more meaningful way that these are interrelated scholarly areas?

Unhealthy tolerance for non-productive faculty.

Better evaluation of teaching for RPT. It’s ridiculous that to be proficient in teaching you basically just have to show up to your classes (maybe not even that, from what I’ve heard) and get good evaluations. Or just get rid of the teaching track, since you really can’t get tenure based on teaching anyway.

The irrational and self-serving use of metrics; teaching evaluations get at best rudimentary statistical treatments, and often, these are simply wrongly used, but continue to be used in many places as the sole measure of faculty teaching performance. The lack of understanding of statistics, even in science departments, is striking. The willingness to use flawed statistics is damaging in ways that the administration seems willing to overlook.
Teaching and non-research contributions to the community should count more on annual review than what they currently do.

Digital measures isn’t a user friendly system. It takes far more time than our prior method of using a word document.

Measuring success in terms of number of students served rather than contributions to community and intellectual development of students
Metropolitan University Emphasis

Appreciations: N = 3

The emphasis on being a metropolitan university.
Takes role of municipal university seriously.
The attention to the metropolitan community.

Concerns: N = 0
Micromanaging/Busy Work

Appreciations: N = 0

Concerns: N = 11

Some things are micromanaged too much.

An increasing amount of busy work

Too many forms of self-assessment (RPT, annual review, merit pay, dept. assessment). Must these all be independent?

Administrative duties that impede research/teaching performance.

Increasing imposition of unnecessary rules and approval steps.

Relying on wealthy donors to: (1) Be the sole source of construction of all new buildings; (2) increasingly determine educational offerings and curriculum; (3) be fiercely protected from any criticism whatsoever.

Multiple levels of paperwork for purchases or submitting grants, seems like this could be better streamlined.

Some faculty on committees seem to live to make life harder for colleagues in other departments (micromanaging verbiage on syllabi, etc.). We need to look at the big picture and realize that we need to work together not tear each other down.

Red tape and administrative obstacles that hinder any suggestions for change.

We have a very easy-to-use ordering system, but once orders come in, it is very hard to correlate orders in the system with invoices. It would be nice if we could synch eShop with the invoice software.

The constant demand for information, reports, data, etc.
Military/Veteran Issues

Appreciations: N = 0

Concerns: N = 1

Reduced tuition for military personnel - most of our competitors offer this for online degree options and our lack of reduced tuition for military personnel hinders our ability to recruit military students, particularly online.
Omaha Community Support of UNO/Location/Good Qualities of Omaha

Appreciations: N = 13

I like that UNO is in Omaha!
Location.
Strong Public Support of UNO's mission.
I appreciate the donors and our relationships with them.
Campus location.
Geographic location.
Good location, good city.
Central location of university.
Close to business.
UNO is fortunate to be located in middle-sized city with increasingly well-educated citizens of diverse ethnic, religious and social backgrounds. Omaha has all of the cultural, educational, and recreational facilities to be found in larger cities along with an exceptionally high involvement of citizens in all related activities.
Good size of city to raise family.
Metro location, living cost, etc..
UNO is fortunate to be located in middle-sized city with increasingly well-educated citizens of diverse ethnic, religious and social backgrounds. Omaha has all of the cultural, educational, and recreational facilities to be found in larger cities along with an exceptionally high involvement of citizens in all related activities.

Concerns: N = 1

Commute to downtown.
Online Courses/Distance Education Issues

Appreciations: N = 0

Concerns: N = 10

Too much emphasis on online.

Dominance by Online Worldwide over online education efforts.

On-line students should not have to be up to date with their vaccinations to study.

Too much focus on offering online classes in all disciplines. There are some disciplines that lend themselves to online education, but others do not. Online teaching is often more work, but I see less actual "student engagement," and I’ve talked to students who've taken online courses and didn't really like them. I have yet to talk to a student really *enthusiastic* about them. Usually, they take them for convenience or because that's the only way they can get the requirement...not because they prefer them.

Too many part timers and too many on line courses undermine the overall quality of instruction. Quantity is always emphasized at the expense of quality.

I'm going to sound curmudgeonly here, but bear with me. One of the biggest issues I’ve seen is the continuous turnover in educational fads. I'm not opposed to innovation at all, but I've been here long enough to see that this university tends to jump on one fad after another, pressuring faculty repeatedly to set aside hard-won expertise and retool--only to find another bandwagon to jump on, usually about four years later. It's wasteful, and given that few of the fads have legitimate research supporting them (that's why they are fads), it destroys morale. I suppose I should qualify this by saying that sometimes, it is not a problem of faddishness, but of one-size-fits-all. Not every innovation that works in one field works in all fields. I do not want a phlebotomist who completed her studies online.

The push for online classes. This is watering down education. It's continuation of "studying for the test" that is clearly, a bad way of teaching.

Compromised instruction by online delivery.

More emphasis needed to develop MOOC type courses .

The perception that it is MONEY driving Distance Ed, not curriculum or quality.
Parking & Shuttles
Appreciations: N = 9

I like the shuttle buses
Parking in the garage.
Parking garage - however the fee is pretty expensive.
Handicapped parking.
Parking is pretty good (although getting worse).
Parking is very convenient and I very much appreciate the parking garage when the weather is bad.

Cost of Parking.
Costs of parking.
Parking costs.

Concerns: N = 35 [CONCERNS RANK: 3]

Parking, parking, parking.
Parking for faculty and students.
Parking - needs to "get smarter" perhaps by using high tech to share information about which spaces are open? Perhaps ban all traffic from the campus (and Elmwood Park) and provide mini carts? Also as much as executives are valued, "reserved spaces" that often are empty send a message that makes UNO seem insensitive to student or faculty concerns which does NOT represent us accurately.

Parking! There is not enough convenient parking for faculty/staff. There is also not enough convenient parking for guests to events on campus, especially for the arts (music, theater, etc.).
Parking space at the Dodge campus.
Parking.
Parking is increasingly expensive. If a faculty member has a parking garage pass she can no longer park on the surface lots. However, our fees did not.
Parking, parking, parking.
Parking. Why is the lot by Fine Arts closed and empty all day. Maybe the Community Engagement Center only needs a small portion of that lot.
Paying parking fees that are way too much for not having parking spaces close to work area.
Lack of adequate parking and legalistic stance towards parking.
Parking issues – at my previous schools, I didn’t need to pay for parking. Yet, we have to pay, and even it’s hard to get a parking spot around 8:30 am to 11:00 am.

Paying people to guard an empty parking lot at the CEC is one of the most ridiculous things I have ever witnessed.
Faculty are treated horribly. Despite my pleas to #####, for instance, we can't have parking passes that allow us to use both the A & S garage *and* surface lots. This creates a lot of stress for me because I work at buildings located at both ends of the campus, and so I have to lug my laptop, briefcase, and lunch bag all the way from the east side of
campus to the west side. As far as I can tell in my meetings with #### and #### at UNO Parking, no one really cares about faculty input.

Free parking for staff/faculty.

Parking in lots for faculty should be allowed after a certain time (i.e. 3:00) and not just have to park in the garages all of the time.

Having to pay for parking.

Why is parking such a horrible issue all the time?

Adequate parking.

Parking flexibility (garage vs surface).

No Parking and none of this "there is no parking problem!"

Less expensive parking fees - At one time parking was FREE.

Parking changes as a consequence of building the community engagement center. Is this being monitored?

Parking.

Ensure parking garages are built and ready to use before surface parking is taken away.

Checkpoint Charlie at the CEC parking lot presents a most Unwelcoming and intimidating entry point to our campus.

Parking on north campus.

Will I be the only one that mentions the parking problem?

Easier parking, less punitive attitude from Campus Security re: parking.

Apparent denial of the parking issues at UNO.

That we can no longer buy a parking pass that allows us to park in a garage *and* at a surface lot. When I’ve brought this up with #### it has gone nowhere. Again, who cares what faculty need?

Faculty parking permits are so expensive.

Employees should have free parking and free use of the HPER building.

Less expensive parking.

Unreliable shuttle between Dodge and Pacific campuses hinders strengthening the connection between the two campuses.
Perceptions of Fairness/Unfairness

Appreciations: N = 0

Concerns: N = 10

I am concerned about how we treat faculty at lower ranks: untenured faculty members do not receive sabbaticals for research, adjuncts or instructors get "stuck" in impossible working conditions, and faculty development opportunities are geared toward those who already have more time to spend on it. Specific suggestions: 1) Guarantee at least 1 semester of research leave in year 3 or 4 of the tenure track for all untenured faculty. 2) Invest in faculty development and fair pay and benefits for adjuncts and instructors. We’re depending on them and need to provide conditions in which they can excel.

Cronyism, low aspirations. Must not redefine success as something easy. Increase accountability and transparency in governance

Many tenured faculty get away with crime not working while the administration is looking the other way. I like this to change.

Faculty are not treated equally

Favoritism

Cronyism

Consistency across all academic units and all faculty levels re: travel funding, salary, and expectations.

Cronyism -- lots of it at UNO

Nepotism

Consistency across all academic units and all faculty levels re: travel funding, salary, and expectations.
Professional Development/Career Opportunities

Appreciations: N = 12

My position.
Has provided me with a full-time job, right after graduating from UNO.

Professional Development Opportunities.
Have held many workshops for each semester.
Great opportunity for professional growth.
Opportunity to continue education/grow.

Faculty development.
The opportunity to access additional training and/or knowledge linked to my field via the Teaching Technology Center and the Center for Faculty Development.

Opportunity for advancement.
I appreciate that the University is committed to the continued education of its employees.
There are opportunities to grow.

Concerns: N = 6

Support for professional staff members who are looking to grow their careers in other departments on campus. More emphasis should be put on higher ups supporting the growth of their professional staff members. It would be nice if employees felt that they would be smiled upon rather than frowned upon for looking at other positions on campus. This is the best way to retain talent at UNO while not making employees feel skeptical about applying for other on campus positions for fear of retaliation from their current boss/position.

Need for more progressive thinking and actions related to employee engagement & empowerment.

More faculty development workshops, I love them and have attended a lot.

Professional development and tech funds.

Greater opportunities for staff development leave.

Lack of socializing and faculty training on the South Campus.
Quality/Good Characteristics of UNO People Overall
(Mention of multiple constituencies-faculty, staff, students, administration)

Appreciations: N = 8

The people - students, faculty, staff.
The students and the staff and faculty.
I like our student and faculty caliber.
The great people.
The students and the staff and faculty.
The people - students, faculty, staff.
UNO is a great place to work because of the people, the physical plant, and students.
Colleagues and staff members.

Concerns: N = 0
Quality of Faculty
(Academic Excellence-1 of 3 UNO Strategic Priorities)

Appreciations: N = 8

Dedicated faculty.
Quality of faculty committed to student centeredness.
The faculty members here are top-notch, hard-working, student-centered, and very dedicated to UNO students, often to the detriment of their research and personal life.
Very good faculty.
The quality of the faculty.
Faculty.
Quality of Faculty.
The UNO Faculty.

Concerns: N = 1

Apathy among some faculty to fully support student-centeredness and community engagement.
Quality of Staff and Staff Coordination/Collaboration (General references to staff, if staff mentioned in a group, or if office or facility staff mentioned once)

Appreciations: N = 13

The people - students, faculty, staff.

Office of Sponsored Projects.

Staff Appreciations: Our library and its staff are incredibly knowledgeable and helpful. The ACDC has been doing a great job helping students with employment skill development and linking up with employers for jobs. The FUSE program is great. The Service Learning and Service Days are needed and great as is the CEC.

I appreciate our beautiful urban campus and especially our green areas. Our grounds-keeping staff is wonderful and I hope UNO will always value their contributions to the good spirit of this campus.

Friendly and helpful administrative and support staff.

Staff.

The dedicated and hardworking and underpaid staff.

Amazing staff.

The staff I Work with.

Decent facilities and excellent support staff.

Support staff.

Enjoying a close working relationship with staff.

Support staff.

Concerns: N = 4

The lack of planning and cooperation by the Facilities Management & Planning architects. None of the FMP staff are actually architects and are difficult to work with.

Staff pay.

Lack of appreciation of staff.

More opportunities for good staff to be promoted, be paid more; staff right now are poorly treated with limited options and no opportunity for those of us who appreciate them to reward them for their outstanding service.
Quality of Students & Academic Preparedness
(Academic Excellence-1 of 3 UNO Strategic Priorities)

Appreciations: N = 26 [APPRECIATION RANK: 5]

Working with bright, motivated students.
We have many wonderful students.
UNO is a great place to work because of the people, the physical plant, and students.
The great people.
Smart Students.
Serving first generation college students.
The UNO students, the UNO students, the UNO students!!! They are the reason I am a professor. I just love teaching them, mentoring them, and seeing them succeed. Our students are smart, scrappy, hard-working, and a lot of fun!
I like our student and faculty caliber.
We make a real difference for our students, especially 1st generation students.
Students--wonderful range of students who contribute to the intellectual community.
Students who are, for the most part, eager to be challenged and to learn.
Students not too bad.
The students.
Interesting students.
Students generally do not have an entitlement mentality.
The students and the staff and faculty.
Alumni.
Hard-working, nice students.
The Positive Relationship between Students and Teachers.
I appreciate the many hard-working dedicated students I get to interact with on a daily basis.
Quality of students.
Students.
I appreciate my students and their wonderful midwest mentality.
Great students.
Students.
Wonderful students.

Concerns: N = 14
Though we recruit some brilliant students to UNO, the average student at both the undergrad and graduate levels do not have the skill sets they used to have. Their reading level and, in particular, their writing skills have decreased to an alarming level. This further taxes the faculty on the front line of teaching to spend more and more time trying to remediate these students. Our students are not only our customers but they are our products, and we are responsible to the community and our country, as well as to the students themselves, to produce graduates who can read, write, critically think, etc. They need to be better prepared before they get to us and we need more support for more students here at UNO to help them succeed. I wish UNO would provide academic departments with the money to pay undergraduate and graduate student tutors who did well in the discipline’s/department’s classes to help them alongside the faculty teaching the course. Our support efforts are outside of the academic units almost exclusively rather than at least some support within the academic units.

Preparation of some students for college.

Great diversity of entering undergraduate student achievement/ability levels makes it very difficult to challenge top students while not losing the lower learners. Set a minimum ACT/SAT requirement.

That students who are clearly not prepared for college are accepted and set up for failure and exposed to unnecessary student debts.

More remedial help for students.

Not attracting the best students.

Too much emphasis on attracting more students (less qualified?)

Too much emphasis on increasing student quantity instead of quality.

The students bring personal problems into the classroom.

Student understanding of ethics related to classwork.

Depreciating academic standards and poor quality of students.

Students are over-committed.

Quantity over quality (students and research).

We need more help with students who are coming to UNO with deficiencies in study habits and skills.
Recognition/Appreciation/Reward

Appreciations: N = 5

Appreciation for faculty research and creativity
Availability of named professorships.
Appreciation for good teaching.
Reward for sincere and hard work
Celebrate student and faculty accomplishments

Concerns: N = 0
Reputation & Growth of UNO/Overall Quality of UNO as an Institution

Appreciations: N = 5

University's ambition overall.

The development of the Pacific campus is really great!

Our regional and national image has improved.

Positive energy through image building.

Strong, positive community reputation, I am proud/grateful to work at UNO. Together we are improving the quality of life for many. Like the movement towards more research.

Concerns: N = 4

I am also very concerned with the image UNO is portraying to potential future students and parents through the recruitment process. It is very disheartening to see tours being given by current students in flip flops and pajamas that are not well spoken or attentive. I have seen the ambassador program on other university campuses and they are taken very seriously and are extremely professional. Quite frankly I am appalled and embarrassed at what I’ve seen happening on this campus.

No national presence.

Getting too big without solid structure of support - losing what makes us unique.

Expenditures on bells and whistles (signage, way-finding) rather than classroom resources and scholarships. UNO is dangerously close to resort campus status. I appreciate the amenities, but they are absurd in the face of diminishing budgets and greater enrollments. Further, student need should be priority #1.
Research/Creative Activity Support
(Academic Excellence-1 of 3 UNO Strategic Priorities)

Appreciations: N = 16 [APPRECIATION RANK: 9]

Assigned time for research and creative activity.
UNO has been amenable to the expansion of my program. It has not stood in the way of my ambitions toward creating a solid research program. I appreciate that, in fact if it were not true I would have left by now.

Ability to be creative in your field. Good support for personal initiative.
Supportive research environment.
Grant money.
Research support.
Generous support, financial and otherwise, of my research.
Support for academic research including lab space and grant resources.
Current research support mechanisms (number of supports that is, I would like to see amount of support increased).
The opportunity to have released time for research.
Travel money.
Increasing university-based research funding opportunities available.
Research assigned time.
Financial support for conferences--$1000 for money to present at conferences.
Opportunity to expand research at UNO.
Research resources -- but we need much more research release time for faculty and many more

Concerns: N = 48 [CONCERNS RANK: 2]
Research release time and research support money: if research is going to become a major push at UNO then time needs to be granted for research productivity. Teaching 4 classes per semester and trying to put out papers, grants, working with undergraduates, etc. is very difficult. More opportunities like the UCRCA, start-up packages that support an investigator through multiple years (not just 1), etc. are needed. If research is a major push, then research needs to be supported.
Not enough focus on research excellence. We could be stronger as a research university.
A greater focus on research.
Less emphasis on grants- competitive attitudes
Sabbaticals should be offered on a regular basis to all research faculty without requiring competitive application..
Lack of support for travel to academic conferences
Not enough concern for impact on profession.
It is unfortunate that there are such limited funds available to attend conferences and trainings to remain current in my discipline.

Inadequate Support for Faculty Research.

Not much support for research.

Work study students should have the option of working with faculty on research in place of "traditional" jobs they perform.

Travel support.

Start-up research project funding.

Lack of support for faculty research; there is more money in FUSE and FIRE than in UCRCA.

More support for research.

Not enough space for research.

There should be more reassigned time for faculty who commit to substantial research, innovative teaching, and time-consuming service.

Lack of infrastructure in terms of support for extramural funding.

We are pressured to find outside funding but the social sciences lack the support for doing so.

Research grants/resources for communication studies - we don't get much in our field.

More travel, conference, and continuing education support funds for full time faculty.

Additional resources, especially for travel.

Travel support for faculty to attend conferences to present their research. Competitive travel awards of $500-1000 would be extremely helpful, especially for faculty that attend multiple conferences per year. If that is not feasible, then helping faculty pay their annual membership dues for their professional societies.

Limited research and travel funds for faculty (consider impact of inflation in past decade).

Travel budget that actually covers the cost of a conference.

Not having enough research support.

Not enough support for scholarly excellence: internal grants and summer stipends.

Lack of funding support.

Improve focus on extramural funding for research.

More support for faculty travel.

Resource support for technology, teaching, research.

Research support - space, funding.

Not sufficient money for conferences.

Professional leave should be available to ALL full time faculty regardless of rank.

Lack of research funding in CFAM. It’s properly offensive.

Faculty are not given release time when they meet the required quota of independent study students.

Threat to research reassignment.
More travel money because $1,000 does not go far. There is a push to present but the monetary assistance is limited. The salary does not change while the cost for travel increases and the amount available decreases.

UCRCA Grants should be more diverse on their fields and support assistant professors, so we can have time for our research.

Need more research money available for faculty. When there is more research money available for students than for faculty, that’s a problem.

Lack of support for research and increasing expectations.

Support for travel.

Raising research expectations for faculty without proper resources and planning (fire-aim-ready).

More focus on generating extramural funding from national institutions, less focus on community contracts (especially if they are not pulled through the university).

Need for Statistics Consultants.

The administration at UNO asks for more and more productivity out of faculty but is not willing to provide the necessary support for us to achieve those goals. We must have more financial support for travel to conferences.

More travel, conference, and continuing education support funds for full time faculty.

Good scholars should receive more recognition. Perhaps more funds should be allocated to assist or recognize faculty who are continually striving.

**Research Emphasis/Research as a Priority**
*(Academic Excellence-1 of 3 UNO Strategic Priorities)*

**Appreciations: N = 4**

Moving more towards research.

Being around people who enjoy teaching and conducting research.

The overall new found appreciation for research excellence, research is now being recognized and rewarded on a Univ. level.

Increasing and continuum appreciation for higher research - but much faster pace is needed.

**Concerns: N = 7**

Moving away from student-centered school and becoming more research oriented.

We may be shifting away from quality teaching to too much of a research emphasis.

Lack of efforts to grow in terms of research.

Greater Focus on Research.

We become too focused on research and funding, we lose sight of the importance of teaching.

Greater focus on research.

More focus on research among faculty, less emphasis on teaching. Focus points on continuing and improving upon Carnegie classification indicators.
Researching with Students
(Academic Excellence-1 of 3 UNO Strategic Priorities)

Appreciations: N = 8

I appreciate FUSE, GRACA, and the Research & Creative Activity Fair - how all these things give our students opportunities to engage in research.

Ability to work with undergraduates and graduate students on research.

I note a new tendency to value undergraduate research experience.

The commitment to student learning and research.

Engagement of student research.

Funding for undergraduate and graduate students (i.e. GRACA and FUSE).

Awesome Office of Research & Creative Activity and Associate Vice Chancellor for Research. They provide lots of opportunities for funding faculty and student research.

Support for faculty and student intellectual exploration and engagement.

Concerns: N = 0
Resources & Support in General/Resources & Support for Teaching AND Research

Appreciations: N = 11

Most days I find the environment I work in to be very appropriate for teaching.....resources are usually pretty good at UNO.

Teaching circles and research triangles.

Resources.

Resource Availability.

The amazing resources that we have available to us from research and writing assistance to organizations and athletics.

I like the opportunity to apply for awards (UCAT, UCRCA) that include traditional academic research and creative activity.

Great funding opportunities for research, conference/travel, course design.

Adequate Resources for Productive and Effective Teaching.

Resources for teaching and research.

The possibility of hiring more full-time faculty.

The growing support for the UNO Writing Center, which serves the entire UNO community.

Concerns: N = 4

More resources allocated to help students academically (free tutors center).

Resources for department (e.g., more faculty).

Resource support for technology, teaching, research.

Teachers should have access to student pictures for students in their class. It makes knowing them easier, increase familiarity, and a good teaching environment.
Safety/Campus Security

Appreciations: N = 1

Safety of campus.

Concerns: N = 2

Lack of capability to respond to active shooters.

Security is arrogant, incompetent and unhelpful. Leadership in security should be trained to consider themselves a service organization. They are here to serve the campus community, not vice versa.
Shared Governance

Appreciations: N = 9

The effectiveness of college committees.
Faculty governance.
Shared Governance.
The role of faculty governance at multiple levels.
Shared governance.
Shared governance.
The involvement of faculty in decision making (faculty senate, etc.).
We keep a horizontal decision making process in many areas of University governance.
College committee structure.

Concerns: N = 17 [CONCERNS RANK: 10]

Erosion of faculty governance.
Erosion of shared governance.
Faculty are consistently being marginalized. We do not have shared governance at UNO (which is becoming increasingly obvious). The Faculty Senate has become little more than a "suggestion box" that the Administration can ignore at will (which it often does). Access to HPER is so expensive only the wealthiest faculty can afford to join. Parking is increasingly expensive and restrictive; faculty can no longer park near the library, which decreases time spent researching. In short, faculty at UNO are not valued (except in speeches by administrator). Non-tenure track faculty are generally treated with contempt as second-class citizens.

Sometimes, the lack of shared governance.
Lack of faculty governance at the department level.

Why doesn't the administration consult the Faculty Senate more on governance? It seems to do whatever it wants and then informs the Faculty Senate.

Units are not given the right to elect members from their unit to chair the department.
Seeking speed and flexibility by eroding faculty governance.

Cronyism, low aspirations. Must not redefine success as something easy. Increase accountability and transparency in governance.

Faculty are often not part of the "larger picture" or future directions that administrators lay out.

Continued deterioration of faculty voice in university decision making.

More reliance on faculty opinions for academically-related actions.

Need fresh faculty ideas in senate.

The development of a Community Engagement Center based on the interest of a wealthy funder and some sychophantic administrators without determining what was needed or desired and with minimal faculty involvement.
More and more administrative and staff personnel (and consultants) being hired while faculty are told there is no money for faculty lines and GAships as our student population grows. We are asked to do more and more with less and less and faculty who care and contribute to the greater good of UNO (rather than just taking care of themselves) are getting burned out. Truly shared faculty governance is less and less evident. Less and less inclusion of faculty in decision making and dialogue. The strategic priorities should NOT replace the voices of the student government, the faculty senate and the staff advisory committees. Though lip service is given to the idea of collaborating and working together, the actual behavioral evidence indicates otherwise.

Centralized decision making.

Lack of checks and balances for policies at all levels.
Size/Growth Issues of UNO

Appreciations: N = 11

I like that it is small enough for one or a few people to elicit change.

Big enough to meet new faces all the time, but not so big as to be 1st in an anonymous crowd.

Size.

Faculty small enough that everyone knows everyone, for the most part.

Size of the student body.

Small campus.

The benefits of a large campus with a small campus feel.

Size.

South campus growth.

Growing nature of the institution.

Campus is growing nicely.

Concerns: N = 8

Growing too big too fast.

Facilities to meet the current need and growth.

The obsession with growing the student body with no obvious rationale that serves the community.

Rapid growth in student enrollment endangers the three things I appreciate about UNO...

20,000 students by 2020 is not reasonable without a plan in place for more faculty, expanded facilities, and more support staff. I have yet to see a viable plan for how this campus could support that many more students.

20 by 20. I feel like this is an unattainable goal unless we are given more resources.

Expansion--too much new building which requires higher and higher tuition and fees for students.

I am concerned that UNO does not have the infrastructure for the push towards 20,000 students by 2020. I fail to see how this campus can accommodate the added bodies, when things like parking, office spaces, and other things are already in short supply. I think I would like to see more information on how the university plans to accommodate the 25% growth it wishes to see in 6 years.

Size of Classes

Appreciations: N = 5

Small classes that allow faculty/ student direct interaction.
I deeply appreciate that we can keep our classes (mostly) small enough to allow discussion and other better pedagogical methods. We feel some pressure to increase SCH, but never to the point that it threatens the higher quality instruction we can offer in smaller class sizes.

For most classes, class size is small enough to allow faculty and students to interact.

The number of students allowed in each of my classes is reasonable.

Class sizes that are under 50.

**Concerns: N = 4**

Class sizes.

Smaller class sizes.

Class sizes.

I teach a large class (100+ students). While I only have to prepare one lecture for the entire class, the work ends up being much, much more than a typically-sized lecture class. On average, I receive and respond to ~800 emails/semester from students, have office visits from dozens of students (never during office hours somehow), and grading takes days. I enjoy teaching the class and interacting with the students, I just think workload needs to be adjusted a bit for these larger classes.
Space Availability/Space Quality & Course Scheduling

Appreciations: N = 0

Concerns: N = 31 [CONCERNS RANK: 5]

Classroom availability, beyond telling faculty to teach at 7:30am/6:00pm or on the weekend.

We desperately need to look at university-wide scheduling. At the administrative faculty level, say unit heads there are many cyclical expectations but there is a tendency to cluster all of these in one month or within a few weeks, thus presenting major challenges for completion. This is also true in the area of events where 5 or 6 things occur the same week and then nothing and then a slew of stuff again. Scheduling institution wide might be analyzed and a real common calendar derived. There is an academic calendar but a large portion of what we do is not on it.

Heavy course scheduling in some day/time periods.

The shortage of classrooms that are available Monday through Thursday. More and more faculty over the years have elected not to teach on Friday. This has caused a problem. Perhaps the Dean of A&S could develop an incentive program for those who elect to include Friday in their teaching scheduler. Perhaps they get special treatment when it comes to what classroom they will teach in.

I wish we had more computer labs available for classes, both for full-semester classes as well as for short-term needs for whole classes.

Rooms or areas for student groups to meet periodically at PKI are limited.

We need additional classroom space so that we can offer the number of classes requested by students at peak time slots.

Classrooms should not be owned by departments or programs. Or if they are, then make the process fair and transparent.

We need more classroom space. I love the new buildings we put on campus, but lack of classrooms during peak times continues to be a challenge. In our unit, we encourage instructors to alternate when they teach, but often times these efforts are insufficient. I would love to see more space allocated for classroom instruction.

I want to see more classroom space become available. Find the money to erect another building or allocate space wisely.

Need classroom space updated.

Space availability.

Adequate space for state-of-the art classrooms and labs.

Classroom space.

Very poor classrooms in DSC.

Lack of adequate numbers of classrooms at peak times (I think it is unfair that the Registrar has so little control over classrooms--they should all be in one big pool and allocated "fairly").

In do not understand the concept of "homeless" classes and I think we need to move to a more rational system of class scheduling so that this does not recur each semester.

Processes that are inefficient, like class & room scheduling.

Need for more classroom space at high demand times. Classroom space has been lost, yet we are trying to increase enrollments. Who controls classrooms?
Eliminate all traditional blackboards to the newer whiteboards. This exists in Alwine Hall. This is imperative!!!

More classroom space needed, especially when renovating buildings. With the 20,000 in 2020 push, we need space to accommodate students.

Need UNO picture linked to roster for learning student names faster/test security.

Lacking classroom space (recent new buildings (e.g., CEC) and renovations (e.g., Kayser Hall) added no classroom space.

Classroom space/availability and lab space/availability: we need more large classrooms or more faculty and more classrooms. We are at capacity in every lab section in laboratories that need renovations, equipment, and repairs. A new science building is a must! And as new buildings do go up around campus, it can't be at the cost of more and more parking spaces going away.

The course management system needs to be overhauled. Course simple just disappear. The process of building the fall/spring summer schedule is too cumbersome and is prone for errors. This process needs to be automated. PKI does not have enough classrooms to handle the scheduled classes.

More space for students' activities.

Need for more office space for faculty, graduates, emeritus faculty, part time faculty.

Try to have faculty classrooms in the buildings in which they have their offices--some departments seem to have this worked out, whereas others send their faculty to one or more different buildings in a single day, some all the way across campus.

More classroom space.

Add more faculty and student workspaces in more buildings.

Enrollment increases without increases in classroom space.
Staff Support of Faculty and Student Endeavors

Appreciations: N = 2

Some administrative services (SPR, Grad studies office, administrative support).

I happen to think that the Bookstore and the vending store opposite are very useful tools for students and faculty and would continue to support even more goods and services offered via the student center for the community.

Concerns: N = 9

Need more support to keep department/school website content up to date. Need to have someone help gather the news/happenings, write the content and get it on the website that are program specific.

Lack of Support Staff specifically Academic Advisors. As we grow we simply add to their workload.

UNO always seems underfunded and understaffed.

More counseling staff needed.

Disability Services office is difficult to work with.

Sponsored programs is totally overworked to the point of being less capable than they could be. More staff would help, they need to look at the UNL or UNMC model more closely.

Insufficient personnel to allow for all the research and teaching that we could do.

More sponsored program staff

Need UNO picture linked to roster for learning student names faster/test security.
STEM
(1 of 5 Campus Priorities)

Appreciations: N = 0

Concerns: N = 0
Strategic Plan

Appreciations: N = 3

University’s Strategic Plan.

Ability to strategically plan for future expansion of my program.

Effective strategic planning.

Concerns: N = 5

Limited resources to achieve strategic goals.

The "build it FIRST, then maybe we’ll fund it" approach to program development.

I am concerned that we are growing and attempting to grow even further beyond our capacities - physical and otherwise. It is difficult to schedule classrooms already, and more classroom space is being converted to other uses without new replacements. Parking is reportedly so bad for students that it is discouraging them from continuing in some courses. Faculty are pulled in many different directions for teaching assignments, sometimes more than they can handle. Many interesting opportunities have to be dropped due to understaffing. In short, we cannot grow in enrollment without corresponding growth in other areas. Specific suggestions: 1) Examine the current data about course scheduling and communicate clearly about the challenges and options with faculty. 2) Focus new building efforts on creating spaces for classrooms and finding alternate ways to transport students into and around campus.

Foolish goals (e.g., 20,000 in 2020).

Emphasis on student enrollment/retention (important but NOT Job 1, as 20,000 by 2020 implies).
I like the student centered culture and objective.

The focus on the student’s needs first then on research. It is the students that keep any university open and should have our greatest support.

The majority of faculty and staff are student centered.

The faculty are dedicated to student success.

The student centered philosophy.

Quality of faculty committed to student centeredness.

Focus on undergraduate education.

The faculty members here are top-notch, hard-working, student-centered, and very dedicated to UNO students, often to the detriment of their research and personal life.

Student Focus.

I appreciate our student-centered focus and believe that our quality programs exist because professors actually teach students at UNO and are engaged in programming and accreditation processes.

Student-centered focus.

Student-centered faculty members.

Attitude of caring about students.

Student Centeredness.

The dedication to students.

That we put students first.

Goal of achieving excellence and being student centered at the same time.

Concern for students as individuals.

Concern with teaching/student interaction.

UNO faculty cares a lot about student success.

The programs established to assist first-year college students and low-income students such as Thompson Learning and Goodrich programs. I’m also proud of the Community Engagement Center and new Exercise Building which are both state-of-the art programs, which reflect UNO’s progressive academic and community endeavors.

Opportunity to mold young minds.

Focus on both the academic and professional development of our students.
I appreciate that UNO attracts many first-generation college students and others for whom this educational opportunity is extremely important and meaningful. This makes me strive harder to do my best work because I really want all the students to be successful. Most of my students are very open, honest, and engaging people and that makes me love this job.

**Concerns: N = 4**

An increase in residential culture for our students. Our students need to feel more like a part of UNO v. just service customers.

I wish we had more resources for ESL students who are struggling in regular classes.

Increases to scholarship funds.

More scholarships so students don’t have to work so much.
Summer/Holiday Breaks

Appreciations: N = 13

Financial support for summer teaching.

Summers to be dedicated as the faculty member needs: the 9 month contract is beneficial in that a pre-tenure faculty member can dedicate summers to research, other can dedicate them to teaching or to their families, travel, etc. as needed.

9-month work schedule.

9-month contract with summers available to catch up.

Summer.

June.

The academic year being divided into two semesters and summer.

Holiday closedown.

Keeping the summer as a time to do research and stay intellectually alive.

9-month calendar with additional compensation for summer work.

July.

Closing for 10 days at Christmas time.

August.

Concerns: N = 1

Begin Fall semester after Labor Day, or at least later in August.
Sustainability Issues/Green Initiatives

(1 of 5 Campus Priorities)

Appreciations: N = 0

Concerns: N = 3

Community leadership efforts in protecting the planet (knowledge, programs, policy) needed.

Need for Integration of sustainability thinking into all areas of the university.

No more buildings on Dodge campus.
Work-Family Issues

Appreciations: N = 0

Concerns: N = 4

I would like to see the UNO Childcare Center become a high-quality center to serve the UNO faculty, staff, and student community, filled with educators who have degrees in early childhood and child development. I suggest that a committee consider the feasibility of creating a state-of-the-art childcare center to serve the needs of the UNO community.

I think there should be infertility coverage in our medical insurance (right now anything related to infertility is completely excluded from coverage).

The policies and procedures for maternity/paternity leave are woefully vague and can cause undue stress and uncertainty at a time, and on an issue, where clarity and administrative efficiency, are paramount. This seems like an issue that Faculty Senate could effectively address, though it’s no doubt ultimately controlled by the terms of the CBA.

Consider becoming a "dual career" institution, where spousal hires and such are readily accommodated - it helps with recruitment of both faculty and staff.
Workload Amount & Fairness

Appreciations: N = 8

Current teaching load.

Having reduced teaching load (3 instead of 4 classes) every semester so I have at least a little bit of time to do research is absolutely crucial.

My teaching assignment is reasonable.

Teaching load.

Class schedules/work load.

Reasonable teaching loads (i.e., recognition for other types of service).

Teaching load relative to research.

Reasonable workloads.

Concerns: N = 20 [CONCERN RANK: 8]

Teaching load is high.

Heavy workload.

Fewer courses to teach per semester.

Heavy workload.

Adverse changes in work-load assignments.

I fear higher teaching loads in the future, which will diminish the quality of individual courses.

High teaching load, yet tenure is based on research scholarship.

Faculty workloads are inequitable within and across departments, with release time being allocated quite capriciously for service, administrative and NON-research activities (e.g., being directors or chairing certain committees getting release time whereas serving as directors or chairs in other equally time-consuming ways NOT getting release time. Who and what metrics are used to determine when administrative/service duties comes out of a faculty member’s hide and when it becomes part of a faculty member’s load?

Course workload - would like to see more flexible options for allowing more time for research.

Heavy workload.

Progressively more and more overworked.

Need more faculty.

Push for increased student credit hours without more support for faculty and staff.

Drive to increase enrollments without corresponding increases in resources.

Enrollment increases without faculty increases.

We are so incredibly lean that a lot of people are overwhelmed trying to do everything on a shoestring (suggestion - some of our processes and committees could be reconfigured -- we don't have to do things the same way we always have.
The goal of increasing the number of students to 20,000 has never been justified to the faculty. One of the main effects will be to exacerbate the classroom shortage and increase faculty workload.

Full-time faculty are being asked to do more and more with little to no additional resources. Consider, for example, the goal to increase recruitment and retention of students, distance learning, community engagement, and dual enrollment. All of these require more time from faculty with few, if any, additional resources. Additional resources are typically geared toward motivating faculty to accept what administrators want; then the rewards are gradually reduced.

Push to increase enrollments without resource increases.

Increasing number of students and courses with the same number of resources. Our TAs are now expected to do twice the amount of work as just 2 years ago.
Technology

Appreciations: N = 7

Technological expertise that is available here at UNO.
Access to modern technology, both in the classroom and in my office.
Support for technology in distance education.
Technical support for teaching and research.
Great tech support in Roskens.
Good tech support.
Technology support and innovations.

Concerns: N = 4

I probably should have put this at #1: I need a gmail account for work with a corresponding gmail calendar used to schedule work events. All of my students have gmail accounts. Everything I do goes through some google function except for my primary work email and work calendar. I cannot function effectively with one foot in Outlook and the rest of the body in Google. This issue more than any other is wrecking my life in terms of annoyance, time wasted, potentially missed meetings, and so on. Please fix this; it should never have been set up this way. Thank you for asking for our concerns AND appreciations. I love it here but like most good things, we can get better!

Updated equipment and software.

Another daily drag on productivity - "upgrades" of software and computer systems that have not been coordinated with faculty and are implemented unilaterally without accessible announcement or training.

Technology upgrades.
Tenure Process/Job Security

Appreciations: N = 6

The tenure process in practice.

Academic freedom, respect, and tenure.

The overall tenure process for our junior faculty.

Tenure.

Job security.

Transparent RPT system.

Concerns: N = 6

No job security for instructor levels.

I would like the RPT process to be more streamlined so that expectations for faculty performance are more uniform and consistent.

Longer term contracts for faculty.

The abstract and unclear expectations for tenure.

Better evaluation of teaching for RPT. It’s ridiculous that to be proficient in teaching you basically just have to show up to your classes (maybe not even that, from what I’ve heard) and get good evaluations. Or just get rid of the teaching track, since you really can’t get tenure based on teaching anyway.

Greater appreciation for service and outreach activities in terms of importance to annual reviews and promotion.
Union (AAUP)

Appreciations: N = 10

AAUP.

Having a union to protect me.

Unionized faculty.

AAUP contract.

AAUP Union Representation.

AAUP.

Our AAUP is very active and works hard to support the faculty.

Unionized Faculty.

AAUP protecting faculty rights and our labor contract

AAUP contract

Concerns: N = 9

The union. get rid of it. I'd like to see UNO function more like UNMC. There are too many roadblocks in place when trying to fund grants, move money around, etc. It is an antiquated idea that we need a union.

I would like to get rid of our union and the regressive salary structure. It's ridiculous that a first year faculty member can start at a higher salary than mine after I have been at UNO for 6 years.

UNO needs to overturn the decision to have a faculty union. There is absolutely no financial incentive in my department or college to be excellent. Suggestion, do away with the union!

AAUP as the bargaining agent for the faculty. They are not listening to faculty about issues of compression and even though our Dean's would like to provide salary compression, we are unable to get this because AAUP is the bargaining agent. The AAUP simply does not listen to anyone except the "old guard" on campus. AAUP should not have control of bargaining.

The lack of flexibility in the Union contract, especially regarding financial compensation (a related concern--it is difficult to motivate unproductive and indifferent faculty).

We Need a Mechanism for Matching Job Offers that is not controlled by the Union.

Remove union control over merit pay increases and salary matching.

Loss of the union; having the union has cost me money over the years, I am convinced I would have done better economically if the union had never been here. Lose the Union, and work to have UNO treated the same as UNMC and UNL.

The union contract limits creative solutions. The section about workload should be redesigned to enable more flexibility.
UNO Community/Culture

Appreciations: N = 39

Friendly people.

The welcoming atmosphere of all personnel from security officers to librarians to professors. Smiles and greetings on the sidewalk. Assuming the best of everyone.

Working environments.

Work Environment.

Comfortable working environment: for the most part, I do not feel that my job is threatened. I like my colleagues and feel comfortable on this campus.

The sense of community on campus.

It's a great Community.

The community that exists within my college.

Good colleagues and a great community.

A great community of scholars and students to work with.

Energy of the campus/students.

Community atmosphere.

The faculty, staff and administration are supportive of each other’s endeavors.

The positive working environment and care for employees.

Friendly working environment.

Friendliness of most faculty.

Friendly environment.

The friendly environment of the university.

Civil, friendly work environment--UNO is a friendly place to work. Staff and faculty are helpful.

UNO remains a fine, humane (albeit a bit top-heavy) place to work.

Friendly environment.

Friendly students.

Friendly work environment.

It is supportive and friendly.

Friendly working environment.

The personal level of interaction between individuals and offices.

Friendly atmosphere.

Friendly.

I love how friendly faculty and staff are across campus, and especially how student-centered they are.
UNO is a great place to work because of the people, the physical plant, and students.

Lack of Pretention.

Low "academic arrogance."

I am treated and valued as an equal. I am asked which classes I want to teach and when. My needs are always considered by my peers and supervisors.

The kindness and respect for all persons, from part time personnel to full time personnel.

It is respectful to everyone; students, staff and faculty.

Comfortable working environment.

Nice work environment.

General culture of everyone willing to help others or lend their expertise.

The great people.

**Concerns: N = 1**

Staff often feel less than faculty, and some faculty on campus thrive on that to help them feel important (greater than)
Wellness

Appreciations: N = 3

I like the University’s commitment to total health/wellness of students and staff.

A generally health-conscious and active promotion of a healthy working environment.

The UNO Wellness Center/Campus Recreation is wonderful. They deserve even more recognition for what they do.

Concerns: N = 9

There should be a greater commitment to faculty wellness. (Faculty should have more affordable access to the Wellness Center and its classes but Wellness should also be integrated throughout the campus for faculty--for instance, designated spaces for de-stressing in each building.)

I would love to see a smoking ban or designated smoking areas. I have asthma, and it seems like people are always smoking by building entrances even though they’re not supposed to.

Need for making this campus a tobacco free campus.

Did I mention this should be a non-smoking campus?

Health and wellness is given lip service.

More concern for our overall health: Meditation room in ASH (and around campus), more affordable HPER membership, health benefit money for more preventative care and Eastern medicine practices, true healthy options at the student center -- especially support of local businesses

Extra fees required of ALL students. Should be greatly reduced for part-time graduate students who do not have time to take advantage of HPER facilities. Have them pay only if they want to use those facilities. Also cost for faculty. It’s cheaper for membership at a high-priced gym.

Valuable wellness incentives (faculty discount for HPER).

Smoking on campus - this should be a non-smoking campus; second-hand smoke is just as dangerous as smoking.