

**Provost's and Faculty Senate's Task Force on Quality of Life
Issues for Faculty
April 2, 2004
Executive Summary Recommendations**

I. General:

1. Undertake a full climate survey of all UF faculty and staff. This should be conducted with funds either for independent surveyors and report-writers; or with budgeted release time for UF faculty conducting the research. Ideally, this survey would be repeated on a regular basis, and would compare UF to other Research I public universities and the private sector.¹
2. Create and maintain an informational website linked from the Provost's webpage that will provide faculty with up-to-date information on current quality of life policies and practices at UF. This should go beyond the faculty handbook and be organized in a "user-friendly" manner, with examples and links to other sources.
3. Consider multiple ways to "institutionalize" creative oversight for UF's quality of life climate, such as Faculty Senate committees, external reviews, and/or assignment for monitoring and proactive solutions to an associate provost or vice president.

II. Specific Climate Recommendations:

A. Sabbatical Policy:

1. Guarantee regular sabbatical leaves with uniform expectations.
2. Provide a pool of financial support to hire temporary instructors.

B. Family Care and Disability Leaves:

1. Undertake a formal comparison of leave policies with peer institutions.
2. Institute an annual "Administrator's Academy."
3. Clarify options available to faculty for childbirth/adoption and family care and make this information readily accessible.
4. Consider a pool of money at the Provost's level to assist departments in hiring temporary replacement faculty in case of family, emergency, disability or sabbatical leaves.
5. Consider more creative uses for and definitions of "leave time."
6. Clarify responsibilities of faculty member and chair related to instructional duties during a period of leave.
7. Provide emergency child care on campus for when a family system breaks down.

¹ The results of this survey should inform the next steps in formulating guidelines and procedures.

8. **Conceptually support and financially invest in developing new or greatly expanding existing child care facilities that would benefit both faculty and the university as a whole.**

C. Active Service with Modified Duties:

1. **Develop a central policy or guidelines regarding Active Service with Modified Duties and include this in the Faculty Handbook.**
2. **Share examples on a central web site of how Modified Duties can be constructed.**
3. **Provide resources (such as laptops and computer assistance at home) that would facilitate flexibility.**

D. Additional Institutional Support:

1. **Develop formal programs to facilitate the recruitment of dual-career couples (i.e., to help coordinate hiring of partners either within or outside UF) and make the programs more widely available to all faculty.**
2. **Develop university-wide support for faculty development, including faculty advising and education.**
3. **Address coordination and offerings of wellness programs, childcare facilities, leadership training, and other faculty assistance initiatives.**

E. Tenure Extension Policy: See Appendix E

F. Off-Campus Faculty:

1. **Include items in a climate survey that will address unique off-campus faculty issues.**
2. **Provide website links from the proposed main campus webpage specifically for these faculty (to on-line courses, for example).**
3. **Create an oversight office on campus to ensure that, wherever possible, off-campus faculty are included in campus programs via streaming or video-conferencing.**
4. **Provide for routine paid time on campus to attend leadership or development courses, or make courses available on-line where possible.**
5. **Assist in coordination of recreational facilities by working with local community colleges.**
6. **Provide mentoring and information on tenure policies.**

G. Lesbian, Gay, Bisexual, and Transgender Best Practices: See Appendix F

Task Force Report

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Rationale and Methods

The Provost and Faculty Senate created this joint Task Force (TF) in June 2003 in response to President Charles Young's "Strategic Plan" (December 2002), which included UF faculty and administrators' suggestions regarding a variety of issues related to the connections between family, personal life, and academic careers. These issues (listed below) are not unique to UF and, in fact, have become crucial aspects of employment in both the public and private sector, in the corporate sector as well as in higher education. National trends suggest that women and men rank family issues among the most important factors in their career development, bearing as strong a relationship to success as such things as choice of graduate program or postdoctoral experience. UF's peer institutions, other leading higher education institutions, and corporations, many of which compete with us for the best faculty, have instituted a variety of policies and programs to address the fit between family life and work. For example, nearly 200 Fortune 500 companies and over 180 universities and colleges offer domestic partner benefits, including the University of Michigan, the University of Wisconsin, Harvard and Northwestern. Other universities, among them MIT, Stanford, Michigan, and the University of California system, offer programs for "modified duties" (discussed below). (See Appendix A for a bibliography of relevant articles and studies.)

At its first meeting on June 10, 2003, TF members established the following objectives:

- To inventory current resources and practices at UF
- To explore and catalogue the approaches taken at other institutions
- To offer preliminary advice to the Provost and Faculty Senate on directions UF can take that will make it a model for promoting a positive working environment for faculty.

At that and subsequent meetings, the TF identified the following areas of interest:

- Family-care and disability leaves (parental and pregnancy leave, family care leave, emergency care and other short-term leave, and longer-term leave for child rearing or other family responsibilities)
- Active service with modified duties
- Tenure clock
- Additional institutional support (child care centers or grants programs, elder and other family care, flexible work policies and schedules, concierge services, etc.)
- Partner accommodation policies
- Off-campus faculty (e.g., those at UF/IFAS Research and Education Centers)
- Lesbian, gay, bi-sexual and transgender issues

The Task Force collected data on the identified areas of interest from a variety of different sources:

- In September and October 2003, TF members met with administrators (deans, associate deans, and in some cases chairs and other officers) from all of the colleges and schools to explain the TF and receive feedback.
- In October and November, TF members chaired 11 faculty forums at 5 campus locations (Engineering, Health Science Center, IFAS, and Main Campus) About 25 individuals (total) attended.
- A forum was held for faculty at UF/IFAS Research and Education Centers around the state via satellite feed in November. About 10 (total) attended, and there were others at several sites sitting in but not participating.
- The TF also solicited feedback via announcements in Faculty Senate meetings, and email invitations from the Provost's office. Some TF members also emailed faculty in their own colleges. About 25 people responded either via email or by sending in a form.
- Several TF members visited informally with colleagues at other institutions, such as the University of Wisconsin and UC Irvine. These individuals provided information on practices elsewhere.
- The TF searched for and compiled a list of websites with information on practices at other institutions.
- The TF compiled a bibliography on issues relevant to faculty quality of life.

The TF had hoped to conduct a climate survey of the entire faculty modeled on one done at the University of Michigan. We were unable to do so.

I. Task Force General Recommendations

Specific recommendations are listed below by section. These general recommendations encompass several issues and constitute a minimum suggested response to the Task Force's findings:

- 1. Undertake a full climate survey of all UF faculty and staff. This should be conducted with funds either for independent surveyors and report-writers; or with budgeted release time for UF faculty conducting the research. Ideally, this survey**

would be repeated on a regular basis, and would compare UF to other Research I public universities and the private sector.²

2. Create and maintain an informational website linked from the Provost's webpage that will provide faculty with up-to-date information on current quality of life policies and practices at UF. This should go beyond the faculty handbook and be organized in a "user-friendly" manner, with examples and links to other sources.

3. Consider multiple ways to "institutionalize" creative oversight for UF's quality of life climate, such as Faculty Senate committees, external reviews, and/or assignment for monitoring and proactive solutions to an associate provost or vice president.

II. Specific Climate Issues and Recommendations

The data-gathering process revealed that some issues clearly were of more concern to faculty than others, just as some issues are more complex than others. (See Appendix B for a summary of faculty concerns and suggestions.) The following discussion expands on several particularly cogent issues.

A. Sabbatical Policy:

Sabbatical policy needs to be clarified, especially for Health Science Center faculty. On the one hand, there is concern that access to sabbatical leaves is difficult and far from universal. On the other hand, there is concern that *any* faculty leave places undue burden on remaining faculty and administrators, who must find ways of shifting responsibilities to others. Thus, we encourage the development of "flex" arrangements (e.g., temporary faculty) which facilitate leaves without burdening other faculty.

Recommendations:

- 1. Guarantee regular sabbatical leaves with uniform expectations.**
- 2. Provide a pool of financial support to hire temporary instructors** to cover the teaching responsibilities of faculty on any leave, including sick, family, disability and sabbatical.

B. Family care and disability leaves:

The perception seems widespread that UF has no formal family-care or disability leaves, that available leaves are not sufficient, and that leave policy is erratically implemented.

Current policies and practices at UF on family-care and disability leave in general conform to federal law, but are not widely understood and in some cases are confusing. [Rule 6C1-1.201](http://www.generalcounsel.ufl.edu/Rules/Chapter_1/1201.pdf) (http://www.generalcounsel.ufl.edu/Rules/Chapter_1/1201.pdf)

² The results of this survey should inform the next steps in formulating guidelines and procedures.

documents the types of leaves available to faculty. Leaves that may be relevant to family care and disability include sick leave, annual leave, compulsory medical leave, unpaid parental leave, Family and Medical Leave (FMLA), and unpaid leave of absence. For purposes of sick leave use and family medical leave, the university's definition for "immediate family" includes the spouse, great-grandparents, grandparents, parents, brothers, sisters, children, grandchildren, and great-grandchildren of the employee and his/her spouse. This also includes individuals for whom the employee is current legal guardian (<http://www.hr.ufl.edu/benefits/definitions.htm>). Under the federal Family Medical Leave Act (FMLA), the definition of family is the employee's parent, spouse, or child. There is a link to this rule and a general description of leaves in the Faculty Handbook (<http://www.aa.ufl.edu/Handbook/>) but faculty policies are not described in the Leave section of the Human Resources website (<http://www.hr.ufl.edu/>).

A recent statement by the American Association of University Professors (AAUP) recognizes the unique challenges that academic work during the child-rearing years presents for young faculty in the midst of their tenure-accruing years (American Association of University Professors, 2001). The AAUP also acknowledges that issues surrounding family care/child-rearing are not sex or gender neutral, as they more heavily fall on women in academe. A study by Mason and Goulden (2003), for example, found that among tenured faculty, only 44% are married women with children compared to 70% who are married men with children. Moreover, men in academia who father a baby within five years of receiving their PhD are 38% more likely to achieve tenure than women who become mothers within the same time period. In contrast, women who "wait" to become mothers for at least five years after receiving their PhD do as well as women academics who are not mothers. Given these data, the AAUP recommends institutional policies be implemented that allow for a "healthy integration of work responsibilities with family life in academe" (AAUP, 2001, p.2).

Consistent with this recommendation, in reviewing UF policies and its climate toward integrating family and work obligations, faculty identified several specific areas of concern:

- (a) Current policies, while available, are not written or promoted in a user-friendly or easily accessible way. Thus access to these leaves is dependent on the support of immediate supervisors or local departments.
- (b) Administrators and their staff are diversely schooled in the implementation of these policies, so that the "family leave package" for any one person may vary from that of another simply because of discrepancies in access to information.
- (c) The current policy does not have a separate parental leave benefit; time off is embedded within UF's leave policy, and pay for this time is in the context of sick and annual leave benefits. As one respondent wrote, *"One needs to accrue 480 hours of total leave before having 3 months paid. Without taking any leave (annual or sick), it takes nearly 2 years and 3 months to earn this amount. Newly-hired faculty are more likely to be starting or adding to their families. Taking unpaid leave compromises benefits, so is*

not a realistic option. Having a second child adds another 480 hours. Two kids and 5 years later, a faculty member would have taken no vacation, no sick leave, and have no accrued leave."

(d) There is little consensus understanding about what defines "family" and how family leave policies apply to issues of elder care. Moreover, elder care is seen as particularly demanding, and the need for flexible work arrangements and reduced duties may be particularly acute.

(e) Compared to a number of other institutions, availability of reduced duties and flexible work arrangements (e.g., course reductions for expectant faculty) is insufficient.

(f) While there is support for "modified duties" due to maternity or medical needs, there is concern that without a "compensation pool" of resources, the burden would be unfairly shifted to others.

(g) UF is over-reliant on the "8 am until 5 pm" business model, which makes handling family responsibilities more difficult. A reconceptualization of the work week as "hours worked", encouragement of telecommuting where possible, and attention to parking access would allow employees to better build personal and family demands into their career time. Similarly, more widespread institutional support for the provision of laptops to all faculty would also support more flexible workweeks.

(h) UF's breaks between classes (e.g., semester breaks, Christmas/winter holiday, Spring Break) are not well coordinated with those of the local school district. In the absence of coordination between UF and the surrounding school district, break periods constitute a near-universal care-giving dilemma and burden to UF faculty with school age children. If coordination is not possible, UF should consider more on-campus programs for children during local school break periods.

(i) The Gainesville area needs additional, high-quality child care. This would preferably be on or near campus, and include care for infants as well as older children (e.g., after school supervision for middle-school aged children). While child care centers currently do exist on campus, there is insufficient access to the available spaces and not all centers are using best practices in early child education. Other AAU institutions are moving toward an on-campus, academic-child development model in order to support faculty that are parents as well as capitalize on the rich environment it provides students and researchers (see Appendix C for specifics).

For a chart summarizing UF leave policies and comparisons to peer institutions, see Appendix D.

Recommendations:

- 1. Undertake a formal comparison of leave policies with peer institutions.**

2. **Institute an annual "Administrator's Academy,"** as is done at other institutions, to familiarize UF administrators (e.g., department chairs, center directors, deans) with the existing UF policies toward leaves, and to ensure their standardized implementation around campus.
3. **Clarify options available to faculty for childbirth/adoption and family care and make this information readily accessible.** The web presentation of UF's leave policies ought to be much more prominent, widely advertised, announced on a recurring basis, and more "user-focused" (e.g., as an FAQ or a step-by-step recipe rather than the current listings of policies). The online Faculty Handbook is a good start in collecting pertinent resources, but needs to be made more "user-friendly." For example, the University of Wisconsin (UW) document "Balancing Family and Work" (<http://www.ohr.wisc.edu/polproced/fambroch.pdf>) gives example scenarios that give faculty a starting point for discussions with administrators.
4. **Consider a pool of money at the Provost's level to assist departments in hiring temporary replacement faculty in case of family, emergency, disability or sabbatical leaves.** This would reduce the burden on other departmental faculty.
5. **Consider more creative uses for and definitions of "leave time."** For example, some businesses have "Family Time," which is leave that can be used for family reasons (e.g., chaperoning a child's field trip; transporting an elderly family member to the Social Security office). Another example would be a short period of paid parental leave (e.g., six weeks) to be supplemented by sick leave, annual leave, FMLA, and leave without pay for a total period of no more than one year for each child. In addition, UF's current use of the leave pool for medical emergencies could be expanded to include family emergencies.
6. **Clarify responsibilities of faculty member and chair related to instructional duties during a period of leave** (again the UW document gives examples).
7. **Provide emergency child care on campus for when a family system breaks down.**
8. **Conceptually support and financially invest in developing new or greatly expanding existing child care facilities that would benefit both faculty and the university as a whole.** For example, campus childcare centers could work closely with the College of Education, Psychology Department, and colleges in the Health Science Center to provide opportunities for furthering the education, service, and research missions of the university (see Appendix C).

C. Active Service with Modified Duties:

Modified duties might be needed under a number of circumstances, e.g., childbirth or adoption, eldercare, chronic illness of the faculty or other family member. Modifying duties may help retain faculty during times when family situations change and help is needed.

(a) Several faculty focused on flexible work hours. If the workweek were considered to be the hours performed per week rather than specific work hours, faculty could work off-hours to maximize their productivity as well as care for family needs. Or if faculty had the flexibility to account for 40 or more productive hours per week they could then take off time as needed to attend to family needs. At the least, guidelines are crucial, so that decisions are not made arbitrarily and the same benefits are available to everyone.

(b) Modifying the duties of faculty might mean that some duties would be removed (e.g., fewer or no classes during the semester). However, faculty members should not then have to work “double-time” in the future.

(c) Another modification of duties might be that some expectations would not need to be met until a later time (e.g., a lower rate of publications now that would increase later). However, this modification should not make it more difficult for the faculty member to obtain tenure or promotion. In such a case, alterations in the tenure/promotion timeline might have to be made. Several peer institutions delay the tenure decision one semester per new child (born or adopted), or extend the tenure timeline a year per child (including multiple births).

(d) Several concerns about implementation of modified duties surfaced. In some cases, modification of duties could increase the duties of other faculty who have to cover the classes, especially in departments with fewer faculty and no funds to hire adjuncts. Departmental cultures vary and strict regulations could limit the freedom of chairs to make accommodations.

Task Force members devoted considerable time gathering information about policies and practices on this issue at UF and at benchmark institutions. The following findings are useful to put UF policies into a national context.

- (a) Written policies supporting active service with modified duties (“modified duties”) for faculty exist at benchmark institutions:
- These policies mainly focused around birth or adoption, and illness.
 - Some institutions used websites for explaining modified duties and for giving examples for alternative plans. Of note is the UW “Balancing Family and Work” document mentioned in 2 above. The University of Michigan also describes modified duties in their faculty policy handbook at <http://spg.umich.edu/pdf/201.93.pdf>.
- (b) Some departments at UF currently offer modified duties to faculty related to birth, adoption, or illness. However, no central written policy exists. At present, faculty may or may not be aware that the potential for modified duties exists. Department chairs and deans are involved in constructing modified duties on a case-by-case basis. However, this is not systematic and information is shared by word of mouth.

- (c) At benchmark institutions, modified duties often are correlated with policies regarding stopping the tenure clock. However, stopping the tenure clock due to modified duties was not required.
- (d) No written examples of how to finance modified duties (e.g., reduced teaching loads) while maintaining ongoing programs were available from benchmark institutions. Anecdotally, colleagues at benchmark institutions noted that when faculty have reduced loads during a term of modified duties, three courses of action are taken. Either courses remain untaught while a faculty member has modified duties status, outside funds are used to hire doctoral students or adjuncts for temporary teaching, or colleagues take on additional teaching loads with the reward of a reduced load when the employee on modified duties returns.

Recommendations:

- 1. Develop a central policy or guidelines regarding Active Service with Modified Duties and include this in the Faculty Handbook.**
- 2. Share examples on a central web site of how Modified Duties can be constructed** (the UW document provides a good example).
- 3. Provide resources (such as laptops and computer assistance at home) that would facilitate flexibility.**

D. Additional Institutional Support:

Other areas that emerged where UF could provide institutional support for quality of life issues include faculty development, dual career couples, gender equity, shared governance, and university services. A review of the web sites for the University of Michigan (UM), the University of Wisconsin at Madison (UWM), and the University of California at Irvine (UCI) provide insight into these kinds of “additional institutional support” provided to faculty.

(a) Gender Equity: Hiring and retention of women faculty raises particular issues especially in certain fields, such as engineering and the sciences, where universities compete with the private sector for talent. Gender pay equity and leadership development are two areas on which peer institutions have focused attention. Women’s issues at the UWM and in the UW System receive considerable attention. At UWM, addressing women’s issues is the responsibility of the Associate Vice Chancellor for Climate and Diversity, who reports to the provost. There is a Committee on Women that reports to the Faculty Senate, a campus-wide listserv for women faculty, and a funded (by the provost) Women Faculty Mentoring Program. The Women and Science Program is in place to help faculty improve content, climate, and pedagogy of undergraduate courses so as to attract and retain more women and minority students in science, technology, engineering, and mathematics. In addition, the provost routinely pays tuition for women faculty to attend leadership

workshops. In the UW System, the Women's Studies Consortium is the formal organization of the 14 campus-based Women's Studies Programs.

(b) Faculty Development: At UWM, the Academic Staff Mentoring Program was developed to provide formal and informal programming to help junior colleagues "become a part of the university society and learn the ropes." Similarly, UWM has a program of Mandatory Guidance and Oversight for Assistant Professors in which one or more members of the departmental executive committee takes responsibility for the mentoring and annual evaluation of each probationary faculty member. Another support for faculty development is the Handbooks available at UCI for faculty and administrators. The Tenure Handbook includes sections on Advice for Tenure Track Faculty, Advice for Tenured Faculty, and Special Issues Facing Women and Minority Faculty. For department chairs, two guides are available: Chair's Resource Guide, and Faculty and Administrative Information.

(c) Shared Governance: At UWM, shared governance is strong due in large part to the role of the Secretary of the Academic Staff who is charged with providing coordination, continuity, and support for all governance activities of the UWM academic staff and helping to assure that shared governance on the Madison campus functions effectively. This is a full-time position, with one part-time classified staff member assigned to provide administrative and secretarial help. A detailed job description is available on line.

(d) Dual Career Couple Program: UWM and UCI have clearly delineated programs for managing dual career spousal/partner hires. At UWM, an Associate Vice Chancellor (AVC) oversees the program. Departments contact the AVC to initiate the hire and obtain approval from the dean to request Strategic Hiring funds. These funds cover one-third of the salary, with the department doing the first faculty hire covering one-third, and the department hiring the spouse/partner covering another third. Funding is provided to the department hiring the spouse/partner for three years, after which time the salary responsibility is fully that of the department that hired the spouse/partner. Information on the process is available in the Search Handbook for Faculty, Academic Staff and Limited Appointments within the chapter on "The Offer."

At UCI, Interim Funding Assistance is available from the Office of Academic Affairs to support the transitional employment needs of academically qualified spouses/partners of new tenure-track faculty. Commitments for interim funding will not exceed a period of two years. The recruiting department should assist the spouse/partner in seeking permanent academic positions outside of UCI if the department is unable to continue the appointment.

(e) University-Provided Services: At UM, there are five university-provided services. The *Faculty and Staff Assistance Program* provides confidential counseling and information for all faculty and staff members without cost. *Mediation Services for Faculty and Staff* is totally subsidized and staffed with professionally trained

mediators. *Work Connections* is an integrated disability services program to assist and support faculty and staff members when they experience an illness or injury, either work-related or non-work related. The *Work/Life Resource Center* assists all faculty and staff members in identifying and locating services and resources appropriate to their household needs. *Kids Kare at Homes*, sponsored by WLRC, is a program to help families when their children are sick.

At UWM there is a Childcare Coordinator for the campus, and every new building is required to look at child care availability for those who will work in the building. (This has not led to much additional childcare, but has ensured that the issue is openly discussed.)

(f) Diversity and Climate: At UWM, The Associate Vice Chancellor for Diversity and Climate provides leadership to ensure that staff and student diversity and climate issues are addressed. A variety of programs and initiative, policies and reports, and campus resources are under the umbrella of this office.

One example of additional institutional support where UF provides some support that does not go far enough is in wellness programs. First, the Living Well recreational facility is not open during hours that are of use to most faculty and staff on campus, and because it is staffed by students it is closed during all school holidays. Second, although the Student Health Care Center already offers many services to faculty, including flu shots, occupational medicine services, a travel clinic, and CPR training, these programs were instituted in the absence of other programs. They are not generally available to off-campus faculty. They could be expanded or coordinated, but would need additional resources. The SHCC also may not be the best place to house such services if they were expanded.

Recommendations:

- 1. Develop formal programs to facilitate the recruitment of dual-career couples (i.e., to help coordinate hiring of partners either within or outside UF) and make the programs more widely available to all faculty.**
- 2. Develop university-wide support for faculty development, including faculty advising and education.** This should involve more extensive use of the internet to make this information available, but it may also include a support center such as those available to undergraduates.
- 3. Address coordination and offerings of wellness programs, childcare facilities, leadership training, and other faculty assistance initiatives.**

E. Tenure Extension Policy:

The TF did not gather a great deal of information on this issue since a draft of new tenure extension policy was under consideration by the Provost's office and Faculty Senate at

the time of this review. However, comments on the tenure clock did surface, particularly in relation to family leave time (see above). Those faculty who commented on this issue were most concerned about raising expectations as years to tenure extended. The most recent draft of “A Tenure Extension Policy for Junior Faculty members at UF” is included here as Appendix E.

F. Off-Campus Faculty:

Off-campus faculty, such as those who work at one of the 19 UF/IFAS Research and Education Centers, face unique climate issues because of their geographical distance from main campus. They also are sometimes overlooked in the creation of UF policies and programs. (Attendees at the IFAS forum did note that delivery of library materials to their off-campus sites has improved “enormously” in the past two years, and they credited the library for its proactive efforts.) Issues raised relative to off-campus faculty included:

- (a) Standards for tenuring assistant professors are unclear and no formal mentoring systems are in place to assist new professors with this process.
- (b) Off-campus faculty generally lack access to campus programs. For example, they are not routinely included in the campus flu shot campaigns and have to make a special request to receive this benefit.
- (c) Leadership and other professional development classes or courses often are not available to off-campus faculty. One individual reported that in order to attend a Spanish language course designed for extension faculty he had to take time off from work and pay for a motel room while staying in Gainesville.
- (d) Wellness and/or recreational facilities are not available in most areas.
- (e) Off-campus faculty receive announcements about seminars or speakers on campus, but no effort generally is made to make these events available via streaming or video.

Recommendations:

- 1. Include items in a climate survey that will address unique off-campus faculty issues.**
- 2. Provide website links from the proposed main campus webpage specifically for these faculty (to on-line courses, for example).**
- 3. Create an oversight office on campus to ensure that, wherever possible, off-campus faculty are included in campus programs via streaming or video-conferencing.**

4. Provide for routine paid time on campus to attend leadership or development courses, or make courses available on-line where possible (such as the IFAS Spanish language course).

5. Assist in coordination of recreational facilities by working with local community colleges (with which UF already has exchange agreements for other programs) to provide access to off-campus faculty.

6. Provide better mentoring and information on tenure policies.

G. Lesbian, Gay, Bisexual, and Transgender Best Practices:

UF's LGBT Concerns Committee already has identified a set of "best practices" for the LGBT community. These include, for example, offering domestic partner benefits, providing staffing and space for centralized services (an LGBT Resource and Research Center) appointing a vice president to be accountable for LGBT issues, creating programmatic efforts to change the campus climate, and assessing LGBT campus climate on a regular basis. For complete particulars, see Appendix F and the TF web site links.

Conclusion

In closing, we have a few general observations to make. We found that in many areas of UF, departments and colleges already are doing some of the things discussed above to make the quality of life for faculty better. Currently, however, most of these things are available piece-meal and on an ad hoc basis. Further, we were surprised at the jumbled and spotty knowledge faculty had about programs that already are in place. In addition, there were a few administrators we talked with who did not believe it was appropriate for UF to include quality of life concerns in its mandate, and we anticipate that their views are shared by others. We cannot stress enough the importance of conducting a survey that will reveal more fully the concerns of faculty and administrators about these issues.

A fundamental issue surfaced as we considered our charge. This is the issue of whose needs and convenience have priority at UF. While there is no argument that UF is primarily an institution for the creation and dissemination of knowledge and that the primary focus of our mission is undergraduate and graduate teaching, we would argue that this does not mean that students should always come first in the development of policy and daily operations at the university. A typical student may attend UF for 5 years and will live on campus only one of those years (if any). In contrast, faculty will hopefully remain at UF for most of their career (perhaps 20-25 years) and will be on campus approximately 8 hours a day for at least 9 months and in some cases more each year. Thus, what to students or prospective students are small and temporary inconveniences can represent regular challenges to and be a source of extreme frustration for faculty. While there are clearly important issues facing the university in terms of improving the quality of life and thus the productivity and retention of faculty, putting faculty first may itself substantially improve faculty morale on campus.

We hope that all members of UF's community will find this report useful. We encourage the Provost and Faculty Senate to seek ways to institutionalize creative oversight on the quality of life climate for all employees. Clearly, resources will be needed. However, we stress that there are solutions in some cases which will involve minimal cost. We see this report as merely the first step in a process of raising awareness about the importance and pervasiveness of quality of life issues for all faculty and staff at UF.

We would like to thank the Provost, Faculty Senate, and all those faculty and administrators who participated in the data-gathering process for their insights and support. The TF Chair especially wants to thank the members of the TF for their hard work, creative problem-solving skills, time commitment, and enthusiasm for this project.

April 2, 2004