

## **Panel Discussion: UD 2020 COACHE Faculty Satisfaction Survey**

*February 15, 2022*

UD ADVANCE hosted a panel discussion, co-sponsored by the Vice Provost for Faculty Affairs, Faculty Senate, AAUP-UD, and the UD Anti-Racism Initiative on the 2020 COACHE Faculty Satisfaction Survey results. The purpose of this event was to further disseminate the survey results and to have faculty and institutional leaders share their perspectives and strategies on how to improve work life at UD. Participant questions and panelist/participant answers are summarized below. Information on the COACHE survey can be found at <https://ire.udel.edu/ir/coache/>.

### ***Panelists***

- Deni Galileo, President, AAUP-UD
- Matt Kinservik, Vice Provost for Faculty Affairs
- Lynnette Overby, Co-Chair, UD Anti-Racism Initiative (UDARI)
- Shawna Vican, Co-PI, UD ADVANCE Institute
- Chris Williams, President, University Faculty Senate

### ***Questions and Discussion***

#### *Shared Governance*

1. *What can we learn from the survey about whether women and faculty of color have a seat at the shared governance table?*

The COACHE faculty satisfaction does not directly address this question. It looks at five aspects of shared governance:

- Trust: Do the stakeholders involved in governance trust each other and the decision-making processes at their institution?
- Shared sense of purpose: Are stakeholders with diverse interests and perspectives united by a shared sense of purpose?
- Understanding the issues at hand: Is decision-making informed by inclusive dialog that promotes fuller understanding of the complex issues facing the institution?
- Adaptability: Do stakeholders reflect on the effectiveness of their governance practices and pursue improvements in the status quo?
- Productivity: Does governance produce meaningful results?

Lower levels of satisfaction (measured in terms of effect size) on some sub-questions within these broad categories are seen for Asian and white faculty as well as faculty of color (FOC). No effect size differences are observed by gender.

The survey does, however, indicate lower satisfaction for women and underrepresented minority faculty (URM) surrounding (a) equity in the distribution of service and (b)

alignment of service duties with workload. This observation gave rise to the question of whether these groups might be too busy with other service to participate in or take on leadership roles in faculty governance. Another relevant factor is the timing of the University Faculty Senate meetings, which are held at 4:00 p.m. (i.e., the same time as school pickup for those with kids).

### *Service Work*

2. *Survey data indicate that a lot of faculty members feel like they are engaging in service work that does not count for P&T and may not be recognized in other ways. This is of particular concern for women and URM faculty as these groups (as noted above) show lower levels of satisfaction surrounding equity in the distribution of service and in the recognition of service in one's workload. What can be done about this?*

A variety of comments and recommendations were made in response to this question.

- On top of service work that may be seen but not rewarded, there is service work that is invisible. For example, mentoring/advising students who are not officially assigned.
  - We need to expand what counts when we look at the kinds of work faculty are doing (for P&T and evaluation). Examples. Outreach, Community Engagement.
  - Faculty handbook language on P&T has been revised over the years to provide more clarity, although there is room for improvement. Maybe in future revisions attention can be paid to service workload in relation to P&T.
  - It was recommended that faculty document their service work (hours, role, outcome, impact) and ask chair to assign workload appropriately.
  - Nationally, there is attention towards service equity—templates for tracking and explaining service, etc. One participant asked if UD could provide a template or structure that departments can use to document service and to think about how to recognize service that does not fit into standard categories.
  - A former chair pointed to the necessity of investing in more faculty: Service hasn't been adequately acknowledged in workload, but if we get more credit for service work, there are less instructors to teach classes. We are short on necessary instructors to do it all.
3. *As part of an effort to gain better recognition for important service work, it is important that there be a way to evaluate the quality of service. What are some ways to evaluate service, rather than simply counting numbers?*
    - Faculty Senate is thinking about this same thing regarding teaching evaluations; how to move away from quantitative measures as a means of measuring teaching effectiveness. Likewise, we need to expand how we look at and evaluate service work across the university.
    - One participant suggested that the quality of service should be considered in the context of its service to the university's mission.

- When describing your service work, describe tangible outcomes that you contributed toward. This will help the people reading it to credit it appropriately. For example, two faculty may serve on the same committee, but one may contribute more significantly to the work/outcome of the committee. These two faculty members should not receive equal credit, but an evaluator won't know that unless each person's contribution is described.
- One option would be for soliciting more information from students or other stakeholders. But this is labor intensive and makes more sense for P&T than appraisals, especially for those who have higher proportions of service in their workload.

### *Salary Transparency*

4. *The IRE website publishes faculty diversity numbers, but no data on salary or salary inequities. Could mean salaries be published by gender, race/ethnicity, rank, tenure status and other demographic factors?*

- It was noted that salary data should also be broken out by college and portfolio. Salaries are higher in some colleges and portfolios, which can sometimes obscure efforts to recognize salary inequities.
- Once per AAUP contract the Office of Institutional Research and Effectiveness performs a salary equity survey and reports it to the deans to identify individual people for possible inequities. UD hasn't done a good enough job with making sure we're taking the right steps to guard against salary compression or inversion and checking the track record of the salary equity study. For example, has it been done regularly? Have problems been fixed? Have inequities fallen on certain groups of faculty? AAUP-UD and the provost office are working to address this.
- UD participates in the AAUP faculty salary and compensation survey, with information available by gender and rank (not department level).

### *Faculty Ombuds Office*

5. *Where do we stand on this issue currently?*

- The Faculty Senate has passed two resolutions in support of creating an ombuds office at UD.
- The Faculty Senate is forming a new subcommittee to address this. HR and the office of the Vice President of Equity will be at the table.

### *Mentoring*

6. *Mentoring for associate professors is an area of need as indicated by the survey results. How might we improve faculty mentoring?*

- There are criteria for new assistant professors to have formal mentoring, but this should be expanded to associate professors.

- There should be a limit on service work, number of advisees, etc. for pre-tenure faculty.
- ADVANCE has resources for mentoring on their website ([www.udel.edu/advance](http://www.udel.edu/advance)) and the Faculty Achievement Program offers a variety of peer mentoring opportunities (<https://sites.udel.edu/diversity/accountability-program/>).

7. *The department chair role is very important – for workload equity, P&T, departmental climate, etc. – and a lot is asked of chairs. What is being done / could be done to support chairs?*

- Provost's office is working with the chair's caucus on issues of chair development.
- UD has an institutional membership to Academic Impressions (higher ed consulting) and a program for first- and second-year chairs (meeting monthly).

#### Questions Related to the Survey Itself

8. *Are we able to meaningfully break out the data by colleges and departments?*

- It is not straightforward for us to do this because of the way the data were collected. The survey is a national survey, and not specific to UD's organizational structure.
- If we could, we would lose the benchmark data when we look at UD specific colleges and programs. It would also introduce the problem of small N and people being identifiable.

9. *What about response rate; can this be better?*

- While there is room for improvement, the 40% response rate is actually quite good. It is comparable to the response rate seen at other institutions who have participated in the survey.

10. *The survey was run in spring of 2020. COACHE has confirmed that the timing of the survey (the start of the pandemic) did not affect the results. However, it is now 2022 and things may have changed since the survey was implemented. What are some changes that ought to be considered (after two years of living under pandemic conditions)?*

- Some faculty expressed concern about faculty leaving higher education.
- It might help to redress the slow salary growth made by COVID's impact on merit pay (not getting merit pay).
- There are likely long-term impacts of COVID on faculty. We don't fully understand them yet and what it's going to take to promote faculty success long term.
- Attention needs to be paid to community. Previous surveys have shown faculty want more engagement and community on campus. Additionally, faculty may have become disengaged from campus life due to work-from-home conditions. We need to carefully consider how to rebuild and strengthen community life.

