



UT Arlington's Strategic Use of COACHE Data to Impact Institutional Culture

Bill Carroll and Jacqueline Fay

October 24, 2024

Jackie Fay



- Professor of English
- Specializes in early medieval British literature and culture
- Chair of the UTA Faculty Senate 2021-23
- Inaugural UTA Faculty Ombuds
- Chair of COACHE@UTA 2024-28
- British
- Loves thrifting, running, and plants



Bill Carroll

- Professor of Computer Science and Engineering
- Specializes in computer hardware and engineering education
- Chair of UTA Faculty Senate 2019-21
- Chair of COACHE@UTA 2020-23
- Dean of Engineering 2000-11
- Enjoys teaching, reading, traveling, music, and art



Overview

1. Who is UT Arlington?
2. 2019-21: Background to survey implementation
3. Communication during open survey period
4. Data access and analysis
5. Data communication
6. Direct impact and cultural change



How to impact institutional culture with COACHE?

1. Branding
2. Structural organization of committees
3. Maximizing your response rate
4. Communication
5. Follow through and integration of data



Part 1: Who is UT Arlington?

- Large public research university; Carnegie R1
- Located in Arlington TX, the lesser-known dead center of the sprawling DFW metroplex and home to the Dallas Cowboys, Texas Rangers, and Dallas Wings sports venues
- One of the largest campuses by headcount in the UT System; 41,000+ students (on campus and online)
- Highly diverse UG student body; HSI and AANAPISI
- Large APT (NTT) faculty
- Comprehensive university but with distinct areas of specialization/marketing

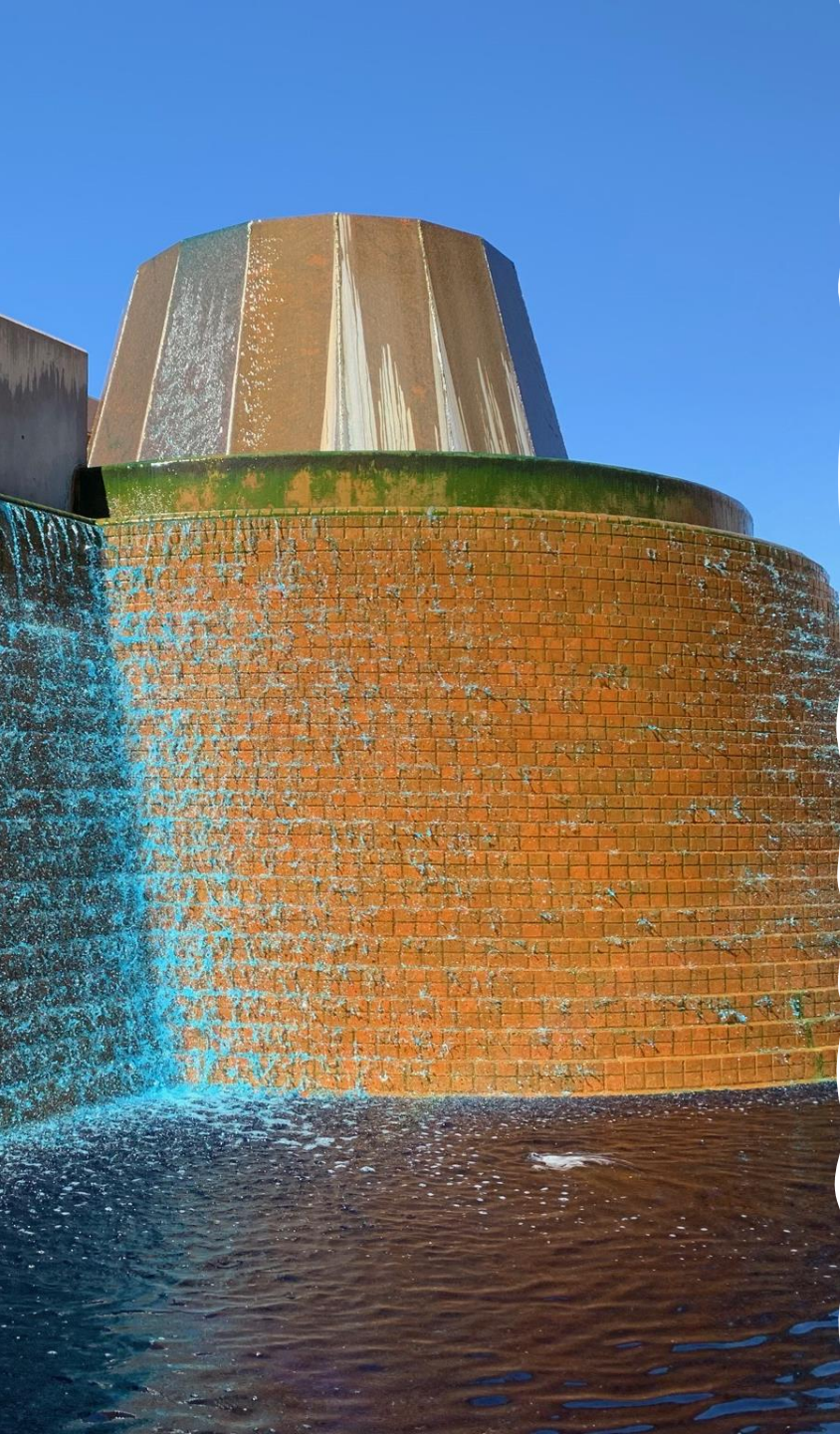


Part 2: Background to survey implementation 2019-2021



Motivation to Conduct the COACHE Survey

- Decade since last comprehensive faculty survey
- Desire to have data to effect changes that were otherwise stagnant
- Rebuilding faculty trust and agency
- Institutional change



Why COACHE when thinking about institutional impact?

- COACHE utilized by other UT System campuses
- Ability to Benchmark against Peer Institutions
- COACHE's history and identity fits our goals

Faculty Senate Driven Initiative

- Researched survey providers
- Selected COACHE
- Funding Ask
- Managing the Bureaucracy
- Making Decisions about Data
- Assembling the Steering Committee
- Making the Communications Plan



Branding as “a survey by faculty for faculty”
made a virtue out of a necessity

COACHE FACULTY JOB SATISFACTION SURVEY

A survey by faculty, for faculty.

COACHE JOB SATISFACTION SURVEY

Overview

About COACHE at UTA

Results

Evaluation, Review, and Initiatives Committee

Survey FAQs

NAVIGATION



COACHE AT UTA

Inspired by its commitment to improving the campus workplace for faculty, UTA's Faculty Senate partnered with the Collaborative on Academic Careers in Higher Education (COACHE) to run the first systematic survey of UTA faculty members in more than a decade during the spring 2021 term. The survey results received in summer 2021 propel forward a multi-year effort of developing initiatives that improve the working life of faculty at UTA and the institution in general.



Organizational Structure is Key

- COACHE organization
 - Steering Committee
 - Evaluation, Review, and Initiatives Committee (ERIC)
 - ERIC subcommittees
- COACHE Peers – UNT, UT Austin, UCF, Cincinnati, Rutgers



Steering Committee Philosophy

- Small Committee
 - Senate Representatives
 - Past Senate Member
 - Communications Specialist
- Weekly meetings
- Transparency, Attention to Detail, & Consistent Communication

Part 2: Communication during open survey period Spring 2021



Engaging the Faculty – Messaging

- Pre-launch message from Provost
- Messaging from Steering Committee
 - Invitation
 - Post launch
 - Targeted
 - Post survey
- PowerPoints/script for senators
- Meetings with affinity groups
- COACHE webpage



Locating the information

COACHE Faculty Job Satisfaction Survey

From: Collaborative on Academic Careers <coachefaculty@abtsurvey.com>
Date: Thursday, February 4, 2021 at 3:13 PM
To: Fay, Jacqueline Ann <jacqueline.fay@uta.edu>
Subject: Help UTA assess the academic workplace

Dear Professor Fay,

With the endorsement of Dr. Pranesh Aswath, the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard University invites your participation in a survey of full-time faculty at University of Texas at Arlington.

For more than 10 years, COACHE and our partners have been acting upon data from this survey to make individual institutions--and, by extension, the academy--more equitable and appealing places for scholars and teachers to do their best work. This year, we intend to continue that work on behalf of you and your peers.

Your help is important to the success of this study, but your contribution is entirely voluntary. Should you choose to participate, you will have the right to discontinue the survey at any time and to refuse to answer specific questions. Most faculty complete the questionnaire in under 25 minutes.

Before the end of summer, Dr. Pranesh Aswath will receive results from COACHE in summary form only. Your responses are strictly confidential -- nothing you say will be attributed directly to you for reporting purposes. Additional information about our commitments to your privacy, (including IRB credentials), is available on the COACHE website.

Use the link below to access the survey.

THIS LINK IS UNIQUELY YOURS. TO PROTECT YOUR CONFIDENTIALITY, IT SHOULD NOT BE SHARED.

COACHE Faculty Job Satisfaction Survey

The screenshot shows the 'FACULTY & STAFF RESOURCES' page. The sidebar on the right contains a list of links: Digital Measures, People Admin, Events Calendar, IT Help, UTA Apps, Civitas - Inspire for Faculty, Faculty Profiles, and Strategic Plan 2020. The 'COACHE FACULTY JOB SATISFACTION SURVEY' link is highlighted with a red box, and arrows point to it from the text in the email body.



Faculty Senate
The Forum for Professors at UTA

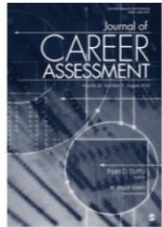
Use COACHE resources to make a tailored argument

https://coache.gse.harvard.edu/research

BROWSE RESOURCES BY TOPIC

[Career Path](#) [Faculty Development & Support](#) [Diversity, Equity, & Inclusion](#) [Higher Education Leadership](#) [Recruitment & Retention](#) [Work Life Balance](#)

Non-Tenure Track Faculty Satisfaction: A Self-Determination Model



Full-time non-tenure track faculty, commonly referred to as NTT faculty, shoulder much of the teaching load within academic institutions. Self-determination theory (SDT) has shown promise as a conceptual frame for characterizing the relationship between environmental support factors and NTT faculty satisfaction. Full-time NTT faculty were sampled nationwide to investigate an SDT-based model positing basic psychological needs (i.e., volitional autonomy and relatedness) as mediators between six environmental support indices and NTT faculty satisfaction. Structural equation model results showed volitional autonomy and relatedness fully mediated the relationships between the six environmental supports and both indices of faculty satisfaction.

[READ THE ARTICLE →](#)

Assessing the Needs of Part-Time Faculty: Lessons Learned from the University at Buffalo

According to the American Association of University Professors (AAUP), approximately 40% of all faculty across all institutional types are now part-time. This subset of adjunct faculty is fulfilling a critical role in the higher education landscape, yet the variability of these appointments makes it exceedingly difficult to assess their needs and, ultimately, provide adequate support.

https://coache.gse.harvard.edu/research

BROWSE RESOURCES BY TOPIC

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Recognizing Faculty with Disabilities: Data and Considerations from the Faculty Job Satisfaction Survey



In 2019, COACHE added a series of questions about disability status to our flagship Faculty Job Satisfaction Survey. Two years of data were examined to understand how faculty's experience of the academic workplace might vary depending on their disability type and disclosure status. Review the infographic below to understand how attitudes and disclosure differ across types of disabilities and how administration can create inclusive policies to address these key insights. [Click here for an accessible version of the document.](#)

[DOWNLOAD THE INFOGRAPHIC →](#)

Work-Family Balance and Tenure Reasonableness: Gender Differences in Faculty Assessment



Perceptions of work-family balance and of the reasonableness of tenure expectations are key faculty retention factors. Using the Faculty Job Satisfaction Survey, which includes data from 2,438 tenure-track

Emphasis of presentations

COACHE Faculty Job Satisfaction Survey Presentation for WFSN 2/15/21

- Purpose – capture faculty members experiences with
 - Teaching, research, and service
 - Tenure and promotion
 - Engagement and collegiality
 - Appreciation and recognition
 - Faculty and administrative leadership
 - Shared governance
 - Personal and family policies
- More than a decade since a systematic survey of the UT Arlington Faculty has been conducted
- Reasons for completing the survey
 - Identify areas that need improvement at UT Arlington
 - Craft plans for addressing needed improvements
 - Support improvement of the working environment for faculty at UT Arlington
 - Shape future directions for UT Arlington
- Timeline
 - Early February – survey launched (February 4, 2021)
 - Mid-April – survey closes
 - Summer 2021 – survey results received
 - Fall 2021/Spring 2022 – findings evaluated and results disseminated, initiatives developed and prioritized
 - Fall 2022/Spring 2023 – priorities acted on and COACHE peers engaged, progress evaluated
- Participation goal – more than 55%
- More information – <https://resources.uta.edu/provost/coache-survey/index.php>

PURPOSE, REASONS, TIMELINE



Part 3: Data access and
analysis
Fall 2021-2023



COACHE Data – Who responded?

Response Rates

	You	Peers	Cohort
All Faculty	60%	41%	42%
Tenured	65%	42%	45%
Pre-tenure	70%	43%	45%
Non-tenure Track	52%	39%	38%
Full Professor	59%	48%	46%
Associate Professor	70%	37%	43%
Men	55%	35%	39%
Women	65%	47%	49%
White	66%	43%	46%
Faculty of Color	53%	36%	40%
Asian/Asian-American	64%	33%	35%
Underrepresented Minorities	45%	39%	44%

Overall response rates at UTA were 18% higher than the other universities in the cohort and 19.4% higher than the 5 peers

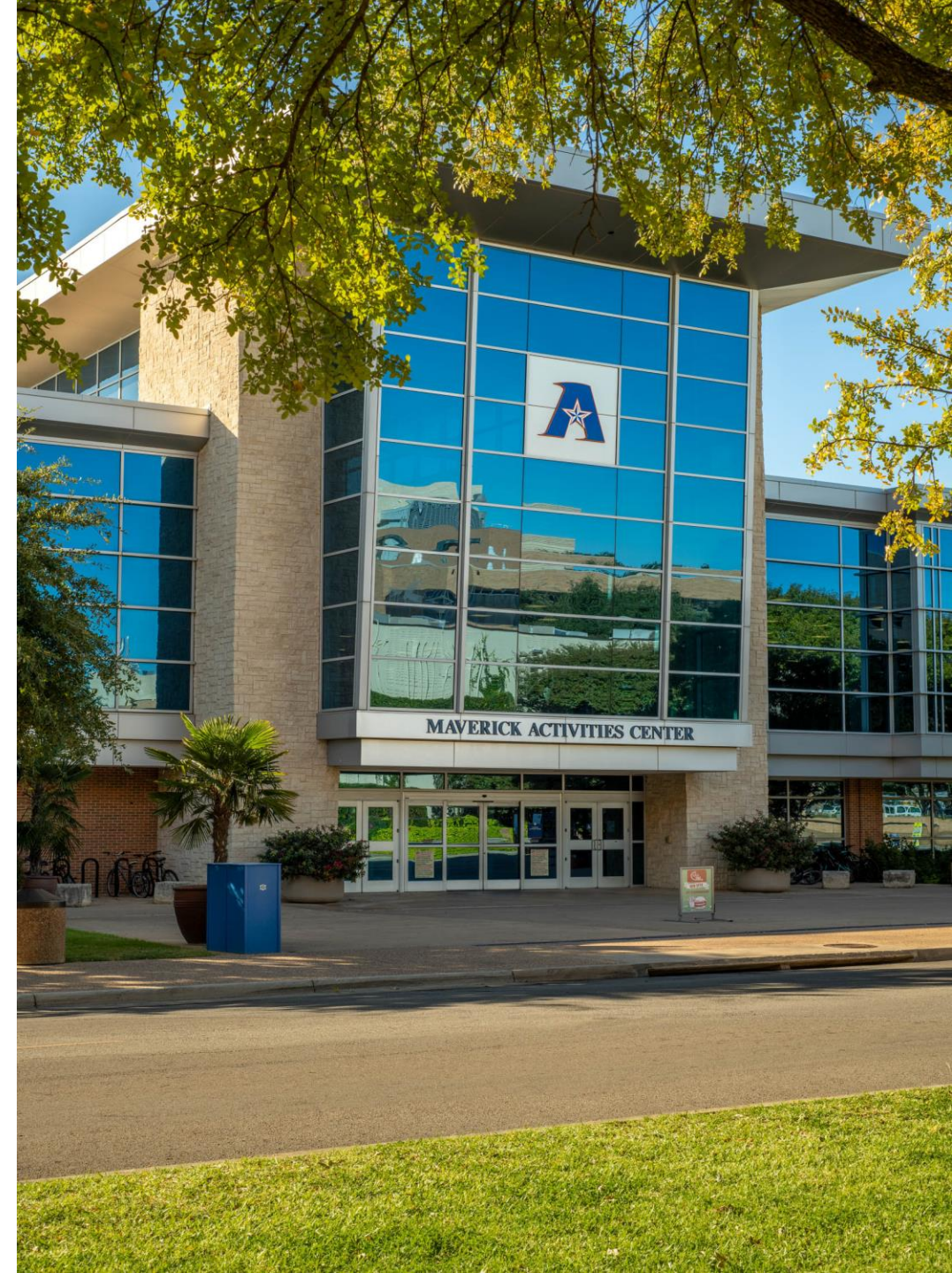


Transparent Dissemination and Access to Data

- Presented Preview Report
 - President's Advisory Committee of Senate
 - Full Senate
- Posted on [COACHE website](#)
 - Preview Report
 - Full (CAO) Report, fewer comments
- Fall Faculty Forum
- Deans' and Chairs' Councils
- Affinity groups

Evaluation, Review, and Initiatives Committee (ERIC)

- Formed to drill down on the major issues and make recommendations on how to address them
- Steering Committee **PLUS**
 - VP of Faculty Success
 - VP of Talent, Culture and Engagement
 - Representatives of faculty affinity groups
 - Associate Dean representative
 - Chair representative
 - Dean representative





Study Areas – selected from COACHE findings

- Faculty salaries
- Faculty retention
- Graduate student recruitment
- Promotion from associate to full professor
- Climate for underrepresented minority faculty
- Issues facing non-tenure-track faculty
- Family and gender issues



Subcommittees for priority topics

- Worked during 2022
- 2-5 members
- Analyzed COACHE data
- Each produced a powerpoint report
- 7 subcommittees made a total of 45 recommendations



Part 4: Data communication Fall 2021-2023

Methods of Data Communication

- Message from President Cowley
- UT Arlington COACHE website
- Infographics
- Meetings with leadership groups
 - President
 - Provost
 - Council of Deans
 - Council of Chairs
- Meetings with constituency groups
 - African American Faculty Staff Association
 - Latinx Faculty Staff Association
 - Women's Faculty and Staff Network
- Meetings with the faculty
 - President's Advisory Council
 - Faculty Senate
 - Open Faculty Forum



Leading the Pack

60%

response rate,
the highest
in our survey
cohort.



#1 in faculty satisfaction
among peer comparison group

- with departmental, divisional and faculty leadership
- with UTA's fostering of interdisciplinary work

**Best Aspects
of UTA**



Quality of
colleagues



Support from
colleagues



Geographic
location

Working at UTA

*UTA faculty are satisfied or very
satisfied with...*

62%

UTA as a place
to work

80%

time spent on
teaching

85%

autonomy over
course content

66%

autonomy over
research focus areas

Areas for Improvement

*Faculty were asked what UTA can do to improve the workplace for
faculty. These are the most common themes in their responses.*

- Compensation and benefits
- Appreciation and recognition
- Leadership
- Culture

**COACHE highlights
infographic**

The Journey from Associate to Full Professor

RESULTS FROM THE COACHE FACULTY JOB SATISFACTION SURVEY

The Challenges



SPREAD TOO THIN
Associate professors juggle research and teaching while assuming leadership roles within and outside of their departments.



COMPENSATION
Associate professors are the most likely of all faculty to feel underpaid and overworked.



TIER 1
Their stress was exacerbated by Tier 1 demands, which they felt particularly affected teaching.

Areas of lowest satisfaction



Associate professors are least satisfied with their ability to balance teaching, research, and service; the availability of course release for research; childcare; and the clarity of the promotion process.



Recommendations



- Departments should provide individualized support during the journey from associate to full.
- Launch a campuswide mentorship program for associate professors seeking promotion.
- Continue with the effort initiated by President Cowley in AY 2022-23 to close any compensation gaps.

COACHE survey found...



18.9% of faculty survey respondents expressed an intent to leave UTA
Statistically consistent with our peer institutions

Understanding Why

Correlations in the data reveal three key job characteristics that can reduce leaving behavior...

32.7%
Satisfaction with department

32.7%
Department chair's recognition of work

12.4%
Salary (subject of ongoing UTA compensation study)



Conclusion: Improve these three things to increase faculty retention at UTA



Recommended Tactics for Improving Key Variables

Understand what factors affect department satisfaction

&

Understand what factors affect satisfaction with recognition



Further COACHE analysis for correlates of department satisfaction



Focus Groups



Leverage expertise of management professors for ideas on recognition



Part 5: Direct impact and cultural change



Direct Impact: Faculty Compensation

“You may know that our faculty partnered with the Collaborative on Academic Careers in Higher Education (COACHE) to run the first systematic survey of UTA faculty members in more than a decade during the spring 2021 term. The COACHE Faculty Job Satisfaction Survey and Evaluation, Review, and Initiatives Committee created actionable recommendations, including a focus around faculty salaries. This work led to the formation of the Faculty Compensation Committee, which has reviewed and made recommendations regarding the utilization of approximately **\$1M to support faculty salary market adjustment**. This work is coming to completion, and we expect to be able to announce the results later this semester.”

President Jennifer Cowley, email message to campus, 1/18/2023



April 2023

Direct impact:
graduate
student
compensation

- Tuition fully covered for GTAs and GRAs
- Job titles revised
- Institution of minimum hourly rate of pay from \$12-16
- Health insurance fully covered for GTAs and GRAs in PhD programs and terminal Masters
- Aligned with recommendations from the Graduate Student Support Subcommittee

COACHE recommendations scorecard

COACHE 2021-24

Comprehensive Recommendations List

Analysis of the results of the COACHE 2021 Faculty Job Satisfaction Survey by 7 committees yielded 45 recommendations to improve the faculty work experience at UTA. These recommendations were communicated to all faculty and to every level of leadership. Since 2021 action has been taken or is underway on many of these recommendations, leading to real improvements for UTA faculty.



COMPENSATION



Faculty salary averages be raised to market in five years.

Merit-based faculty salary adjustment plans be prepared annually by HR in collaboration with colleges and schools.



Keeping faculty salaries at, or near, market be established as a UT Arlington budget priority.



Faculty salary averages be adjusted for inflation annually.



EXPERIENCES OF APT FACULTY



Ensure coverage of APT faculty achievements by UTA Communications, especially internally.



Better account for and recognize APT faculty contributions to administrative and service tasks, especially strategic decision-making, curricular redesign, student outreach, advising, and other mission-critical and leadership areas.



Establish a dedicated central fund for APT professional development.



Ensure that existing funds to support professional development are open to APT faculty when relevant to workload.



Establish guidance and support structure for promotion (e.g., training on Digital Measures, how to write statements and compile dossier, develop asynchronous training for Digital Measures, etc.)



Ensure expectations for promotion are clear, consistent, and fair across colleges, and match workload assignments.



Develop and review standardized documents for APT promotion.



EXPERIENCES OF FACULTY FROM HISTORICALLY UNDER-REPRESENTED GROUPS



Focus groups by which to hear from more URM faculty.



Review the state of mentoring for URM faculty at UTA.



Consider mentoring program for URM faculty to connect people across departments and colleges.



Implement strategies to increase hiring of URM faculty

- Focused outreach to out-of-state graduate students who are originally from TX
- Develop post-doc programs (in collaboration with UT System or other UT System campuses)
- Collect best practices from hiring committees with demonstrated success in this area
- Create guide for faculty search committees to ensure they are recruiting the broadest and most diverse pool



FAMILY AND GENDER



Offer guidelines and expectations for the career trajectory especially for APT faculty.



Conduct focus groups to gain more information about faculty needs and perceptions of family care.



Enable flexible workload/modified duties.



Flexible class offerings for all.



Focus study to identify perceptions and needs around work/life compatibility.



Rethink work balance strategies for APT & URM.



Provide information on support services and employers for hiring spouses/family members relocating to the DFW area.



Enhance faculty awareness of pretax savings for daycare services through payroll services and daycare services near campus.



GRADUATE STUDENT SUPPORT



Pay full tuition for all PhD students.



Pay full cost of benefits for all PhD students.



Invest in regular disciplinary market studies on stipend amounts.



Streamline admissions process, set goals and collect metrics on length of time to process applications.



Invest in a streamlined and aggressive centralized recruitment process.



Target areas of low graduate student enrollment with additional recruitment assistance.

SHARED DREAMS, BRIGHT FUTURE

UTA 2030

The University of Texas at Arlington has launched its new strategic plan, UTA 2030, focusing on our shared dreams and bright future. Together we will realize our strategic plan, ensuring we accomplish big dreams together.



Integration of COACHE with Strategic Plan 2030

- Align COACHE recommendations with Themes (People and Culture; Student Success; Research and Innovation)
- Show how COACHE recommendations build out key strategies and tactics/targets of UTA 2030
- Ensure that COACHE itself is one of these Tactics/Targets

Thank you

To be continued...
COACHE@UTA
2024-25

