

2021 Strategy Workshop: Engaging Faculty Leadership

September 17, 2021



collaborative on academic
careers in higher education

OVERVIEW



**Introductions and
Framing**



**Case Study:
University of Texas at
Arlington**



Breakout Groups



Closing Questions

ENGAGING YOUR FACULTY WELL

- Clarifies and expands understanding
- Establishes priorities
- Conveys a willingness to listen
- Mitigates implementation issues
- Leverages your faculty to solve problems

CASE STUDY:

University of Texas at Arlington



Jacqueline Fay, PhD



Bill Carroll, PhD



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PhD



A Faculty Senate Led COACHE Faculty Job Satisfaction Survey

*Jacqueline Fay
Bill Carroll
Tom Ingram*

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
- Largest campus by headcount in the UT System; 60,000 students (on campus and online)
- Highly diverse UG student body; Hispanic Serving Institution
- Large NTT faculty – T/TT: 666(583); NTT: 411(455)
- Newly qualified for Texas Tier 1 designation & funding
- Comprehensive university but with distinct areas of specialization/marketing
- Persistently labeled “emergent”





Motivation to Conduct the COACHE Survey

- Decade since last comprehensive faculty survey
- Motivation changed during process because of leadership change
- Desire to have data to effect changes that were otherwise stagnant
- Rebuilding faculty trust and agency



Response rates

- Overall – 60%
- Colleges – 51% to 81%
- Pretenure and associate – 70%
- Full – 59%
- Men – 55%
- Women – 65%
- White – 66%
- Faculty of Color – 53%
- Asian/Asian-American – 64%
- Underrepresented Minorities – 45%

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





Key Background Points

- Researched for a year
- Focused on FSS rather than broader Campus Climate Survey
- COACHE utilized by other UT System Components
- Ability to Benchmark against Peer Institutions
- COACHE's history and identity fitted our goals



Steering Committee Philosophy

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



Launch Problem

- Mass email recall by Office of Information Technology
- Coincides with “Snowmageddon”
- Steering Committee challenged by internet outage, electrical outage, and damage to homes
- “Whitelisting” is not enough
- Overcame by aggressive messaging

Engaging the Faculty – Messaging

- Pre-launch message from Provost
 - Created some confusion and mistrust
- Messaging from Steering Committee
 - Invitation – followed COACHE launch message
 - Post launch – followed each COACHE reminder
 - Targeted – launch problem
 - Post survey – thank you for participating
 - Message to Chairs
- Senators as advocates – script and PowerPoints
- Presentations to affinity groups
- COACHE webpage





Engaging the Faculty – Sample Messages

- Consistent message and language
- Transparency about process
- Clarity about the data (ownership, etc.)
- Strongly faculty-centered
- Purpose-written for UTA and for the occasion

Sample Messages

“Here are some key facts that you should know about the COACHE survey on our campus:

- Our COACHE survey was initiated and organized by the Faculty Senate, with the endorsement and financial backing of UTA central administration. The work to bring this survey to our campus unfolded over two years and was completed entirely by Faculty Senate.
- Dr. Pranesh Aswath, the Interim Provost, has endorsed the survey as the Chief Academic Officer of our institution, but **will not** receive the results. The only member of our campus who will receive the results is Dr. Bill Carroll, the Chair of Faculty Senate.
- Faculty Senate will make a public report of results only with data aggregated in cells of five respondents or more, so that individual faculty and departments cannot be identified.
- Faculty Senate will be the only entity to hold the full data set.
- Faculty Senate undertakes this survey with the aim of collecting data that can assist in improving faculty working conditions at UTA.
- The survey is only for full-time faculty (tenure track/tenured and non-tenure track). No person with the rank of Chair and above will receive this survey.”

“The Faculty Senate has undertaken this survey with the aim of collecting data that can assist in improving faculty working conditions at UTA. In short, **this survey is driven by UTA faculty, for UTA faculty.** Your perspective is an invaluable part of this effort.”

A large group of people, likely faculty and senators, are seated around a long, U-shaped wooden table in a conference room. They appear to be in a meeting or discussion. The room is dimly lit, and a large screen is visible in the background. The text is overlaid on the left side of the image.

Engaging the Faculty – Senate Network

- Email to senators (January 2021)
- COACHE reminders – January, February, March
- COACHE information piece
- COACHE webpage

Sample presentation: Purpose, Reasons, Timeline

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>

Sample Presentation: 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 University of Texas at Arlington Faculty & Staff Resources page. The main content area is divided into several sections: 'CORONAVIRUS RESOURCES', 'WORKING AT UTA', 'EMPLOYEE RESOURCES', and 'ON CAMPUS'. A sidebar on the right contains various utility links. A red box highlights the 'COACHE FACULTY JOB SATISFACTION SURVEY' link in the sidebar, with an arrow pointing to the text 'LEARN MORE ABOUT THE SURVEY'. The footer of the page features the University of Texas at Arlington logo and the text 'Faculty Senate The Forum for Professors at UTA'.



Faculty Senate
The Forum for Professors at UTA

Sample Presentation: Use COACHE resources to make your point

← → ↻ <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> ☆ ⌵ ⌵ ⌵

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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



Engaging the Faculty – Dissemination

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

Engaging University Leadership

- Requested funding from president
- Informed new leadership
- Received endorsement from interim provost
- Reported results to interim leadership
- Engage in developing priorities and initiatives



Challenges to a faculty-led COACHE Initiative

- COACHE process spans at least three different Senate Chairs' terms
- Budget limitations
- Time constraints
- When and how to expand the involvement to other constituencies
- Administration may be dismissive of results



Lessons Learned: Advantages of a faculty- led COACHE Initiative

- Expect the unexpected; hard to please everyone
- Mobilize the trust gained by being insiders to the faculty group
- Do not attempt to tackle the entire COACHE process at once (divide into smaller goals)
- Form a small and dedicated steering committee that meets on a regular and frequent basis
- Leverage the insider advantage effectively in messaging: “by faculty for faculty”
- Make improvement of faculty work-life the focus
- Let the faculty lead the effort

UNIVERSITY OF TEXAS  ARLINGTON



BREAKOUT GROUP DISCUSSION

- Who are the faculty leadership groups you should involve?
- What makes you nervous about doing so?
- What can you do to frame the relationship in advance?
- Who is not represented in those groups? How can you assure that their voices are heard as well?

NEXT STEPS

- **9/24 @ 1pm EDT.** Strategy Workshop: Crafting Your Communications Plan.
 - Come prepared with an outline of your communications plan
- **10/1:** Decision deadline for custom questions
- **10/1:** Communications plan due date
- **10/15:** IRB approval deadline

Optional conversation series: [National Academies virtual workshop series on Promotion, Tenure, and Advancement through the Lens of 2020](#)

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