Recommendations for University of North Texas 2018 - 2019 COACHE Report

COACHE Steering Committee
lee.walker@unt.edu

June 24, 2019
Table 1: COACHE Steering Committee

<table>
<thead>
<tr>
<th>Member</th>
<th>Rank and Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Ayre</td>
<td>Professor, Biological Sciences</td>
</tr>
<tr>
<td>Robert Bland</td>
<td>Professor, Public Administration</td>
</tr>
<tr>
<td>Denise Catalano</td>
<td>Associate Professor, Rehabilitation and Health</td>
</tr>
<tr>
<td>Tracy Everbach</td>
<td>Professor, Journalism</td>
</tr>
<tr>
<td>Lorenzo Garcia</td>
<td>Professor, Dance and Theatre</td>
</tr>
<tr>
<td>Linda Holloway</td>
<td>Co-Chair and Interim Associate Vice Provost</td>
</tr>
<tr>
<td>Veronica Jones</td>
<td>Assistant Professor, Counseling and Higher Ed</td>
</tr>
<tr>
<td>Jennifer Lane</td>
<td>Professor, Vocal Studies</td>
</tr>
<tr>
<td>Eugene Martin</td>
<td>Associate Professor, Media Arts</td>
</tr>
<tr>
<td>Shawne Miksa</td>
<td>Associate Professor, Information Sciences</td>
</tr>
<tr>
<td>Sanjukta Pookulangara</td>
<td>Assoc. Prof., Merchandising &amp; Digital Retailing</td>
</tr>
<tr>
<td>Chuck Tarantino</td>
<td>Assistant VP for Grants and Contracts</td>
</tr>
<tr>
<td>Lee Walker</td>
<td>Co-Chair and Associate Professor, Political Science</td>
</tr>
<tr>
<td>Jennifer Way</td>
<td>Professor, Art History &amp; Art Education</td>
</tr>
<tr>
<td>Melody White</td>
<td>Lecturer, Information Technology &amp; Decision Sciences</td>
</tr>
<tr>
<td>Joanne Woodard</td>
<td>VP for Institutional Equity and Diversity</td>
</tr>
</tbody>
</table>

Abstract

The Collaborative on Academic Careers in Higher Education (COACHE) Survey provides a summary of faculty satisfaction and or dissatisfaction with their jobs at UNT. The COACHE survey was conducted in spring of 2018, and 619 of 1105 eligible full time faculty respondent to the survey. The findings from the 2018 COACHE Survey are presented in terms of benchmarks. Each benchmark represents the average of several survey items that share a common theme. Moreover, findings are presented in comparison to five peer institutions and 109 cohort institutions.
Summary and Conclusions

This study is an incomplete analysis of the rich survey data that is available from the COACHE Survey of Faculty Satisfaction. There is still much to be learned from placing other UNT divisions and units into fuller context. This fuller context can be provided in several ways. First, the between and within UNT division demographic analysis need to be completed on all divisions and units. Second, the findings from the COACHE survey can be further contextualized by comparing the survey findings with findings from the 2018 Gallup Survey, 2017-18 Faculty Separation Survey, 2018 Climate and 2017 Lecturers’ Survey that have been conducted recently at UNT. The COACHE Task force is progressing in this contextualization process.

We also point out that the restriction on using data from departments and units with small number of faculty in certain demographics is important. It is possible, and likely, that faculty members in departments in which they are one of a small group of faculty may tend to “satisfice,” (that is to give a more favorable response than one would normally give) because they are somewhat isolated. Focus groups are being used to overcome this potential problem. To conclude this summary, we summarize our major findings and make some preliminary recommendations. Table 6 list the unit (division or discipline), the COACHE dimension of interest, the group affected, and whether the effect is positive or negative.
Table 2: Findings from COACHE Divisional Analysis

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dimension</th>
<th>Group</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Resources and Support</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>Overall</td>
<td>Work</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>Overall</td>
<td>Shared Governance</td>
<td>Asian/Asian Amer</td>
<td>+</td>
</tr>
<tr>
<td>Overall</td>
<td>Shared Governance</td>
<td>Full Professors</td>
<td>-</td>
</tr>
<tr>
<td>Overall</td>
<td>All Areas</td>
<td>Assoc. Professors</td>
<td>-</td>
</tr>
<tr>
<td>CLASS</td>
<td>Shared Governance</td>
<td>All Faculty</td>
<td>-</td>
</tr>
<tr>
<td>COS</td>
<td>Shared Governance</td>
<td>All Faculty</td>
<td>-</td>
</tr>
<tr>
<td>Library</td>
<td>Shared Governance</td>
<td>All Faculty</td>
<td>+</td>
</tr>
<tr>
<td>Library</td>
<td>Work Environment</td>
<td>All Faculty</td>
<td>+</td>
</tr>
<tr>
<td>MHT</td>
<td>Shared Governance</td>
<td>All Faculty</td>
<td>+</td>
</tr>
<tr>
<td>Music</td>
<td>Work Environment</td>
<td>All Faculty</td>
<td>+</td>
</tr>
<tr>
<td>Business</td>
<td>Work Environment</td>
<td>All Faculty</td>
<td>+</td>
</tr>
<tr>
<td>CLASS</td>
<td>Resources and Support</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>CLASS</td>
<td>Institutional Leadership</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>CLASS</td>
<td>Work</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>CLASS</td>
<td>Shared Governance</td>
<td>URM</td>
<td>-</td>
</tr>
<tr>
<td>CLASS</td>
<td>Work-Teaching</td>
<td>Lecturers</td>
<td>-</td>
</tr>
<tr>
<td>CLASS</td>
<td>Shared Governance</td>
<td>Full Professors</td>
<td>-</td>
</tr>
<tr>
<td>Humanities</td>
<td>Work</td>
<td>URM</td>
<td>+</td>
</tr>
<tr>
<td>Humanities</td>
<td>Work</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>Humanities</td>
<td>Work-Research</td>
<td>Asian/Asian Amer</td>
<td>-</td>
</tr>
<tr>
<td>Humanities</td>
<td>Work-Teaching</td>
<td>Lecturers</td>
<td>-</td>
</tr>
<tr>
<td>Humanities</td>
<td>Shared Governance</td>
<td>Lecturers</td>
<td>+</td>
</tr>
<tr>
<td>Humanities</td>
<td>Shared Governance</td>
<td>Asst. Professors</td>
<td>-</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Work Environment</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Resources and Support</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Institutional Leadership</td>
<td>URM</td>
<td>+</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Work</td>
<td>Lecturers</td>
<td>+</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Work</td>
<td>Women</td>
<td>-</td>
</tr>
<tr>
<td>Engineering</td>
<td>Institutional Leadership</td>
<td>Women</td>
<td>+</td>
</tr>
<tr>
<td>Engineering</td>
<td>Shared Governance</td>
<td>Women</td>
<td>+</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>Resources and Support</td>
<td>Women</td>
<td>-</td>
</tr>
</tbody>
</table>
Recommendations

Several recommendations have emerged from the COACHE Steering Committee’s data analysis process. We present these recommendations in relation to the findings of the eCOACHE dimensions.

Resources and Support

- In response to Appreciation and Recognition Concern
  - Continue to have a Salute to Faculty Excellence Award event each year to increase public recognition of outstanding faculty
  - Ensure that diversity, equity and inclusion are values that are incorporated in faculty appreciation and recognition.

- In response to Personnel and Family Policy
  - Establish a Parental and Family Leave Workload Modification process
  - Initiate Workload Modification guidelines that Accommodate parental and family issues. Begin with workload modification related to paternal issues and develop guidelines for other major family issues after this is implemented.
  - Offer more programs that address the physical and mental health of faculty.
  - Improve and centralize website that highlights Work/life balance activities.

- In response to Facilities and Resources
  - Develop programs that engage faculty at Discovery Park.
  - Establish weekly OFS office hours at Discovery Park.
  - Implement additional Faculty Professional Development Programs.
  - Continue funding of National Council of Faculty Development and Diversity (NCFDD) membership.
– Establish an affinity group for lecturers that is supported by Office of Faculty Success.

– Work with the Faculty Senate to establish a Committee on the Status of Lecturers. There is clear need for professional development opportunities for lecturers. Lecturers face restrictions on the availability of professional development and travel funds by design.: 

**Work**

- Teaching
  
  – Greater workload transparency and equity for lecturers, including clarification of lecturers’ roles in upper division and graduate-level classes.

  – Report all workload distribution in FIS system.

  – Establishment of task force to examine gender and racial/ethnic biases in student evaluations in the annual review and tenure and promotion evaluations.

- Service
  
  – Need to find ways to acknowledge the invisible work that women and underrepresented minority do.

  – Evaluate lecturer service in comparison to workload.

- Interdisciplinary Work
  
  – More grant writing workshops to empower and support interdisciplinary research.

**Work Environment**

- Collegiality
– Similar to Title 9 and Security training, require (annual or every two year) Diversity Training for all faculty designed to improve departmental environment concerning diversity and inclusion.

• Department Quality

  – Require mandatory search committee training for all university search committees.
  – Require that every search committee has a diversity advocate or officer.

• Promotion to Full

  – Establish a mentoring group for associate professors
  – Establish programs to facilitate the promotion of women to full professor.

• Lecturer Promotion

  – Reconcile departmental and college-level lecturer promotion process with University lecturer promotion process.

Institutional Leadership

• Departmental Leadership

Establish a leadership academy for faculty who aspire leadership opportunities that are not chairs.

  – Create mechanisms that produce greater transparency and accountability from department chairs.
  – Provide additional training and support for department chairs.
References


