**How to Improve Faculty Satisfaction at UW Tacoma**

**COACHE Fellows’ Report to UW Tacoma Faculty Assembly**

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# Introduction

Collaborative on Academic Careers in Higher Education (COACHE) is an initiative of Harvard Graduate School of Education. A key part of this initiative is faculty job satisfaction surveys that the COACHE team administers throughout the United States University of Washington Tacoma (UWT) participated in the survey in autumn 2012. All full-time faculty with at least one year of work experience at UW Tacoma were invited to participate. UW Tacoma had high participation rate.

Table 1. Participation Rate of UW Tacoma in the COACHE Survey

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| UWT | Overall |  | Tenured | Pre-  tenure | Non-tenure track |
| Population | 115 |  | 82 | 33 | 34 |
| Responders | 73 |  | 54 | 19 | 23 |
| Response Rate | 63% |  | 66% | 58% | 68% |
| All Schools | 50% |  | 49% | 53% | - |

One of the strongest aspects of the survey is that it provides three levels of comparison: 1) UW Tacoma versus all other participating institutions (a total of 77 institutions), 2) UW Tacoma versus five peer-institutions, 3) sub-group comparisons within UW Tacoma (across tenure-track ranks, gender, and race).

In terms of peer-institutions, a COACHE committee of faculty, staff and administration selected the following five institutions:

a. North Carolina Central University (<http://www.nccu.edu/index.cfm>)

b. The State University of New York (UNY) - Buffalo State (<http://suny.buffalostate.edu/>)

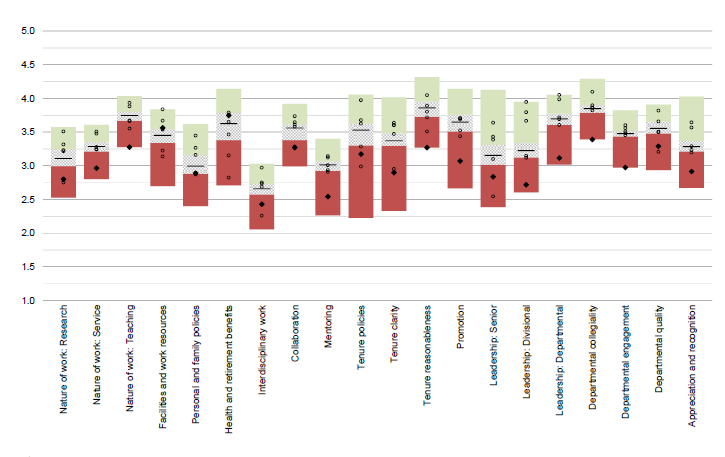
c. The University of Massachusetts (UMass) – Lowell (<http://www.uml.edu/>)

d. The University of North Carolina Greensboro (<http://www.uncg.edu/>)

e. The University of St. Thomas (MN, <http://www.stthomas.edu/>)

The chart below summarizes over a half million data points in benchmark results for UW Tacoma relative to these five peers and the full cohort of COACHE’s participating institutions. Each column represents the range of institutional means (not the distribution of individual respondents) along that dimension. The graph specifies the institution’s mean score on the benchmark (◆), the mean scores of the five peers (°), and the cohort mean within each chart (━).

The distribution of responses of the entire cohort of institutions are colored by red, grey, and green boxes. The red section of the column indicates the bottom 30, the green section, the top 30, and the gray section, the middle 40 percent of all institutions. A mark in the green section indicates that the faculty rated a benchmark in the top 30 percent of all institutions. A mark in the grey area indicates a “middle-of-the-road” result.

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Overall the survey revealed widespread and deep dissatisfaction among the faculty. Among 20 dimensions from Nature of work: Research to Appreciation and Recognition, except two themes (Facilities and work resources, Health and retirement benefits), UW Tacoma ranked in the bottom 30 percent of all institutions.[[1]](#footnote-1)UW Tacoma senior administrative and faculty leadership decided to use the COACHE survey results to foster discussion and generate actionable items to improve faculty work conditions at UW Tacoma.

Following a call for application to entire faculty in fall 2013, in winter 2014, the Faculty Assembly established COACHE Fellows, Nicole Blair, Sam Chung, and Turan Kayaoglu (coordinator), to write a report that identifies “a prioritization of the areas for improvement,” suggests an “action plan for making improvements in the highest priority areas,” and proposes a “timetable for the action plan.” Throughout winter and spring quarters of 2014, the Fellows met weekly to prepare a report that would address these three items.

# Core UW Tacoma Values and Criteria for Prioritization

COACHE Survey results are detailed and complex. These results measure faculty satisfaction on 20 items and offer multilayered comparisons within and across institutions. Since deciding what issues are most important requires value judgments, the Fellows decided to review UW Tacoma’s core documents to identify a list of core values and criteria to inform their prioritization. Following is the list (in no ordering hierarchy) we created.

## Teaching Excellence

Teaching excellence has been one of the most identifiable missions of UW Tacoma. UW Tacoma rewards excellence in teaching in one very prominent way, the Distinguished Teaching Award to the faculty member who “demonstrates excellence and continued development in own teaching.” The university also created a Teaching and Learning Center for helping the campus to work toward teaching excellence. The Milgard School of Business statement on its web page captures this sentiment on the campus, “we are actively engaged in enhancing student learning with excellent and innovative teaching. We maintain and strengthen a student-oriented learning environment in which faculty and staff are accessible to students, responsive to their interests, and engaged with the student experience.”

## **Research Productivity**

Being an R-1 university, research productivity has been important value for our campus. Although most agree that scholarship at UW Tacoma takes many forms and individual faculty scholarship follows distinct trajectories throughout their career, few would dispute that faculty scholarship shares the core common value of active engagement in one’s intellectual community and reflected in publicly observed outcomes. To this end, the university has invested in an Office of Research and Scholarship and recently created a position of Associate Chancellor of Research to promote research at UW Tacoma and increase its research profile.

## **Interdisciplinary Work and Value of Collaboration**

Many UW Tacoma faculty highly value interdisciplinarity as their primary approach to teaching and learning. The values of UW Tacoma speak to educating students as global citizens who can make connections between a variety of disciplines in order to be successful. We are committed to this as a value both in our own unit and as a member of the UW Tacoma community of learners and teachers. UW Tacoma’s self-description highlights the campus’ interdisciplinarity orientation: “[UW Tacoma] offers many of the same educational qualities as our sister universities — a vibrant campus setting; top-drawer faculty known for their teaching ability; a rigorous, interdisciplinary curriculum; and high standards of social responsibility.” The category of Interdisciplinarity appears as one of the campus’ core values: “an interdisciplinary approach to knowledge that instills problem-solving and critical thinking skills for meaningful lives.”

## **Equity and Diversity**

As an urban-serving university in South Puget Sound region, many UW Tacoma faculty embrace equity and diversity as the core identity of the UW Tacoma. One of the four stated values of UW Tacoma is Diversity: we are a university that “promotes an environment where diverse perspectives and experiences are expected” and “seeks out and supports individuals who may experience barriers in gaining access to college.” We are committed to bringing together a “community of people and ideas representing diverse cultures and experiences.” To advance diversity and equity at the campus, UW Tacoma has created an Assistant Chancellor for Equity and Diversity position as well as an array of programs and workshops on our campus in order to raise the level of our awareness of and need for action in this area. The Office for Equity and Diversity “was created to help cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the UW Tacoma community.”

## **Collegiality and Respect**

This category, related to Equity and Diversity, reflects the need that faculty have expressed for a sense of belonging at the university, a sense of being invested in the process and in the outcomes of our university’s mission and goals.

## **Community Engagement**

As stated in UW Tacoma’s Values, our university “partners with communities to improve the human condition,” “contributes knowledge that serves diverse communities,” and “serves as a catalyst for economic, technological and community development.” We clearly believe that community outreach is of vital importance, especially in view of the fact that we are an urban serving university. Community Engagement reflects our interest in maximizing our community partnerships in both teaching and research. On the Chancellor’s web page is an Inventory of Community Engaged Projects, along with descriptions of the types of partnerships we have and the kinds of organizations with which we work.

## **Transparency and Accountability**

These values are deeply connected to the success of any improvements that we recommend. While there was no area in the survey that specifically asked about transparency and accountability, these two values shape and inform all of the other values.

## **Centrality of the Survey Results**

In addition to the above values, the COACHE Fellows added the following additional criteria that bind all of these values together and are relevant to our charge as a committee:

### **Compatibility**

Prioritization of these values should reflect the voice of the entire faculty as voiced in theCOACHE survey.

### **Practicability and Feasibility**

For the action items to be implemented, the prioritization should reflect feasibility. In other words, prioritization should select ease to implement option among two options that may produce similar level of increase in faculty’s job satisfaction.

### **Synergy between Different Items**

If some action items relate to more than one value and may contribute more than one are in terms of faculty job satisfaction, it should be taken into account in prioritization.

# Prioritization and Action Items

## A) **Interdisciplinary Work**

The mean response from UWT tenure-stream faculty on the items within this thematic area as 2.43, toward the bottom of comparison institutions and all participation institutions. UW Tacoma does poorly in all the items in these categories:

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The survey measures faculty satisfaction on interdisciplinary using faculty’s answer to following items:

* Budgets encourage interdisciplinary work
* Facilities conducive to interdisciplinary work
* Interdisciplinary work is rewarded in merit
* Interdisciplinary work is rewarded in promotion
* Departments know how to evaluate interdisciplinary work

In comparison to the other institutions surveyed, UW Tacoma scored in the low percentile in the category of collaboration. The survey grouped Interdisciplinary Work, Collaboration, and Mentoring together in one large section and each area was a subsection. Three questions were asked about the nature of Collaboration: 1) Opportunities for collaboration within the department; 2) opportunities for collaboration outside the department; and 3) opportunities for collaboration outside of the university. Given the size of UW Tacoma and the nature of the biggest unit in the campus, IAS, that most collaboration will take interdisciplinary form. In other words, lack of interdisciplinary research is also the result of lack of faculty collaboration at UW Tacoma.

Interdisciplinarity is one of the hallmarks of the UW Tacoma. One of the most important UW Tacoma learning objectives states that “students will acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, quantitatively reason, and synthesize information critically.” Many of our programs such as Social Work, Nursing, Urban Studies, and Interdisciplinary Arts and Sciences have embraced an interdisciplinary orientation. Finally, the urban-serving mission of the university prioritizes questions and problems grounded in this mission, which can be studied from an interdisciplinary perspective. However, faculty thinks that interdisciplinary work is not rewarded, even though it is part of our university’s mission. Specifically, on a scale of 1 – 5, a question like “budgets encourage interdisciplinary work” only scored 2.15, “interdisciplinary work was rewarded in tenure,” 2.00, and “Interdisciplinary work is rewarded in promotion,” 2.57.

Interdisciplinary work, institutional strategies, as well as hiring, rewards, evaluation, and promotion criteria, should be aligned with the specific interdisciplinary goals.

### [Action Plan]

Articulate Interdisciplinary Goals **[In a year]**

* Establish a Faculty Assembly task force of “Interdisciplinary Fellows” to generate ideas.
* Articulate UWT’s interdisciplinary goals.
* Ask units to articulate their interdisciplinary goals.
* Articulate how interdisciplinary research and teaching weigh in tenure and promotion decisions.

Assess Interdisciplinary Practices **[In a year]**

* Set up mechanisms that evaluate interdisciplinary work at university, school, department, and program levels.
* Recognize faculty members who consistently collaborate with other and faculty members from different disciplines.

Allocate Resources for Interdisciplinarity **[In 1-3 years]**

* Allocate research support available to collaborative research projects.
* Allocate research support for faculty to attend interdisciplinary conferences.
* Prioritize cluster hires with several units collaborating.
* Establish special awards and resources for interdisciplinary work, such as “university professorship”.

### [Best Practices from UWT and Other Universities]

* **Creso M. Sa, 2008**. ‘Interdisciplinary strategies’ in U.S. research universities, High Education, vol 55. pp. 537-552
* **“Interdisciplinary Hiring, Tenure and Promotion**: Guidance for Individuals and Institutions” report prepared by Council of Environmental Deans and Directors <http://www.ncseonline.org/interdisciplinary-hiring-and-career-development-guidance-individuals-and-institutions>

## B) **Leadership Quality**

The COACHE survey presented three categories for leadership quality: senior (2.84), divisional (2.72), and departmental (3.12). Among these items, UW Tacoma’s scores are low compared to comparison institutions and all participating institutions.

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Each of the leadership qualities (senior, divisional, and departmental) are measured by faculty’s responses to questions related to leadership’s ability in following:

* Consistently stated priorities
* Consistent action on priorities
* Pace of Decision-making
* Communication of priorities
* Ensuring faculty input

As included in COACHE Provost’s Report which provides within UW Tacoma comparison, the data shows that tenured faculty were particularly dissatisfied in this area: 45% of UW Tacoma faculty “reported that institutional priorities have changed in ways that negatively affect their work.” The great majority of the faculty also indicated that the university leadership did not “provide sufficient support in [faculty’s] adapting to these changes.”

In a separate question, the survey asked faculty to select 2 out of 29 possible attributes that they thought were the worst two aspects of working at UW Tacoma. The quality of leadership was one of five the most-often selected attributes by UW Tacoma faculty (the others were: teaching load, service load, pay, and lack of support for research).

Since its founding, UW Tacoma has been growing tremendously. Over the last ten years, its growth has been under changing leadership. In the last 10 years, UW Tacoma had four Chancellors, two of whom were interim. Similarly, the VCAA’s office has been occupied by three different VCAAs. Similar levels of turnover can be seen at the unit level as well. The largest unit on the campus, IAS, had four directors in the last 10 years, two of them have been interim. With each change in the leadership, faculty face issues with regard to adopting and changing expectations. We believe that frequent changes, along with a new vision, mission, and varying leadership styles, inevitably result in changing agendas, expectations, standards, procedures. In short, a lack of continuity is at the root of this issue.

The rapid expansion of the campus, hiring at junior level, and especially from 2008-2011 at the lecturer level, have made UW Tacoma a bottom heavy institution. These conditions created the conditions in which a relatively small group of senior faculty were asked to shoulder a significant amount of service. For example, in 2013-14, 10 out 11 leadership positions in IAS are occupied by associate professors. We believe that the demand for associate professors for unit level leadership has resulted in two consequences for faculty satisfaction. First, loaded with service and administrative responsibilities, associate professors have delayed their research and thus promotion to Full Professor. Second, associate professors’ leadership has provided faculty only an unproven and sometimes inexperienced leadership. The quality of leadership is intimately tied with most of UW Tacoma’s core values and also many of the items faculty revealed their dissatisfaction.

### [Action Plan]

Regularly Assess Leadership Quality **[In a year]**

* Implement annual self-evaluations of division and senior leadership.
* Conduct annual surveys in the units to assess directors and deans.

Allocate Resources **[In 1-3 years]**

* Develop leadership mentoring and development programs for division and senior leadership.
* Allocate resources for leaders to attend leadership development workshops and conferences.
* Ask senior leaders to mentor division and unit leaders through programs such as “shadowing.”
* Commit to a certain percentage of future hires at the senior level with leadership experience.

### [Best Practices from UWT and Other Universities]

* **How to Be a Good Academic Leader**, <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3024119/>

## C) **Nature of Work** (Research, Teaching, Service)

UW Tacoma’s faculty response in work (research (2.80), service (2.96), and teaching (3.28)) put UW Tacoma toward the bottom of all comparison institutions and all participating institutions. This should be alarming because these are the core areas of academy and our core seems weak, and thus likely to influence all other aspects of faculty dissatisfaction.

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As detailed in the COACHE Provost Report, while pre-tenured faculty show distinct dissatisfaction on issues related to research and teaching, associate professors show distinct dissatisfaction with regard to service.

**Research:** UW Tacoma has taken research productivity as one of its core values. The Office of Research and Scholarship Support has been operating to support faculty and students in finding grants and funding support for academic research. The Associate Vice Chancellor for Research was appointed in spring 2014. However, faculty responses indicate a high-level of dissatisfaction for their work as researchers at UW Tacoma. Faculty assessed UW Tacoma in terms of research on items listed below. On a 1 – 5 scale, their responses indicate problems in almost all areas, except for faculty’s ability to shape their own research area and trajectories:

* Time spent on research: 2.54
* Expectations for finding external funding: 2.93
* Influence over focus of research: 4.25
* Quality of grad students to support research: 1.81
* Support for research: 2.74
* Support for engaging undergrads in research: 2.88
* Support for obtaining grants (pre-award): 2.93
* Support for maintaining grants (post-award): 2.73
* Support for securing grad student assistance: 1.66
* Support for travel to present/conduct research: 2.79
* Availability of course release for research: 2.08

Some of the units on campus, such as the Institute of Technology, rely on graduate students. Not only did faculty indicate a deep dissatisfaction about securing graduate student assistance (1.66), but they also could not access quality graduate students to support research (1.81). Overall, UW Tacoma has few graduate students compared to UW Seattle.

**Service:** UW Tacoma faculty members are expected to do service as a core part of their work. Faculty assessed UW Tacoma in terms of service on the items listed below. On a 1 - 5 scale, their responses indicate problems in almost all areas of service.

* Time spent on service (2.92)
* Support for faculty in leadership roles (2.35)
* Number of committees (3.13)
* Attractiveness of committees (3.16)
* Discretion to choose committees (3.43)
* Equitability of committee assignments (2.76)
* Number of student advisees (3.27)

We believe that three factors further heighten the service load of faculty at UW Tacoma. As a growing institution, expectations for service are high due to institution building, such as new program development, curriculum development, and hiring. Relatedly, since much of the faculty growth happens at junior faculty level, there are not many faculty members with expertise in institution building, so that most of the service load falls on the shoulders of few senior faculty. Finally, the university’s core identity as an “urban serving university” often involves additional faculty service activities related to community outreach and community service.

**Teaching:** Teaching is a primary function of university faculty, and on our campus, teaching excellence has been one of our most identifiable missions, as evidenced by the work we all do towards faculty development and innovations in pedagogy. In the survey, faculty assessed UW Tacoma in terms of service on items listed below. On a 1 - 5 scale, their responses indicate problems in almost all areas of service, except for “discretion over the course content”.

* Time spent on teaching (3.51)
* Number of courses taught (3.06)
* Level of courses taught (3.06)
* Discretion over the course content (4.15)
* Quality of students taught (2.80)
* Equitability of distribution of teaching load (2.75)
* Quality of grad students to support teaching (1.79)

### [Action Plan]

**Research:**

Regularly Assess and Recognize Faculty Research **[In a year]**

* Assess units for their research productivity and support.
* Share and recognize faculty research: For example, IAS has a faculty brown bag talk every other week with the support of IAS leaders.

Allocate Resources **[In 1-3 years]**

* Secure more graduate and undergraduate student assistance for faculty. Especially in units such as the Institute, without improving the quality of graduate students to support research, it is almost impossible for UW Tacoma faculty members to increase research productivity.
* Provide support for maintaining grants: There are no specific support guidelines for maintaining grants after their awards. Although Indirect Recovery Cost comes to each program unit, the program unit does not have specific guidelines of how the budget is spent and on what.

### [Action Plan]

**Service:**

Articulate and Assess **[In a year]**

* Clarify the place of service for tenure and promotion.
* Ask unit chairs to assess faculty’s service load periodically.
* Remind unit chairs to be cognizant of possible excessive service load of faculty of color and women faculty.

Recognize service **[In a year]**

* Encourage campus leaders to consistently and frequently recognize faculty who volunteer for service.

### [Action Plan]

**Teaching:**

Regularly Assess **[In a year]**

* How units asses faculty teaching both in terms of effectiveness and load.
* How units are supporting teaching.

Allocate Resources **[In three years]**

* Expand the programs offered by the Teaching and Learning Center help faculty on pedagogy, including how to build successful assignments, how to provide useful feedbacks on student writing; how to create a syllabus that students actually use; how to navigate online learning tools like Canvas.
* Create a teaching academy at UW Tacoma, similar to the one on the Seattle campus. Such an academy for teaching excellence could be offered to faculty members of every level and could include programs such as how to integrate interdisciplinary pedagogy into the classroom, or how to utilize new techniques such as the “flipped classroom.”

### [Best Practices for Service from UWT and Other Universities]

**Research:**

* **Research and Scholarship Support at UW Tacoma**, <http://www.tacoma.uw.edu/research-scholarship-support/research-scholarship-support>
* **Research at UW**, <http://www.washington.edu/research/>
* UW Tacoma 2013-14 Facts, <http://www.tacoma.uw.edu/about-uw-tacoma/uw-tacoma-2013-14-facts>
* **Graduate Student Statistical Summary**, <http://www.grad.washington.edu/about/statistics/summaries/2013/rptGsisAnnual_University_Seattle2013.pdf>
* **Division of Research and Economic Development at North Carolina Central University**, <http://www.nccu.edu/research/>
* **Research Foundation, The State University of New York** (SUNY) - Buffalo State, <http://www.rf.buffalostate.edu/>
* **Research at University of Massachusetts** (UMass) – Lowell, <http://www.uml.edu/research/>
* **Research and Economic Development**, The University of North Carolina Greensboro, <http://research.uncg.edu/>
* **Grants and Research Office, University of St. Thomas**, <http://www.stthomas.edu/gro/>
* **Teaching:**
* **Teaching and Learning Center services**: The TLC supports our faculty by “providing feedback on syllabi and assignment sheets, in-class workshops on various topics, assistance with problem solving and early-warning support, and support for working with multicultural/multilingual students.”
* **Teaching Forums**: sponsored by the Teaching and Learning Center, IAS, and the Office of Undergraduate Education: topics range from Service Learning to Using Technology in the Classroom. Riki Thompson, one of the originators of this program, also keeps a blog which features her summary of the forums along with a podcast of each session.
* **Core Faculty Development Workshops**: The Office of Undergraduate Education also holds several pedagogy workshops throughout the year, designed to help Core faculty understand the needs of first year and first generation students.
* **Online Learning Instruction Support**: <http://www.tacoma.uw.edu/teaching-learning-technology/itech-fellows-2014>
* **UW Seattle Faculty Fellows Program**: <http://www.washington.edu/teaching/programs/faculty-fellows-program/>
* **UW Seattle Teaching Resources**: [http://www.washington.edu/teaching/teaching-resources](http://www.washington.edu/teaching/teaching-resources/)
* **UW Seattle Scholarship of Teaching and Learning**: <http://depts.washington.edu/sotl/>

## D) **Tenure and Promotion**

Four major items in the COACHE survey address the issues of tenure and promotion: tenure policies, tenure clarity, tenure reasonableness, and promotion. In all these four areas, UW Tacoma has a lower median score than its comparison institutions and all-participating institutions.

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Faculty assessed UW Tacoma in terms of tenure and promotion on items listed below. On a 1 – 5 scale, their responses indicate problems in almost all areas of tenure and promotion:

* Clarity of tenure/promotion process
* Clarity of tenure/promotion criteria
* Clarity of tenure/promotion standards
* Clarity of body of evidence for deciding tenure/promotion
* Clarity of feedback given to faculty member if he/she will achieve tenure/promotion
* Consistency of messages about tenure/promotion

As detailed in the COACHE Provost’s Report, among UW Tacoma faculty, men indicate distinctive dissatisfaction with issues related to clarity, while women indicate distinctive dissatisfaction with issues related to tenure reasonableness. Associate professors, men, and faculty of color also show distinct dissatisfaction with promotion. While about 75% pre-tenured faculty indicate that they receive formal feedback on their progress toward tenure, only 15% of associate professors indicate they receive formal feedback on their progress toward full professor.

We believe that tenure and promotion issues should be one of the prioritized areas for improvement. Our core values, such as teaching excellence and research productivity, are intimately tied to tenure and promotion decisions. Other core values, such as interdisciplinarity, also relate to tenure and promotion in view of the specific difficulties in getting interdisciplinary work to be recognized, funded, and appropriately evaluated in tenure and promotion. Moreover, if tenure and promotion are the ways in which the university holds it faculty accountable for the work they do, tenure and promotion are also the areas in which the issue of transparency has been the murkier. We also believe that another prioritized item, mentoring, is closely related to the issues of tenure and promotion.

### [Action Plan]

Assess and Articulate **[In a Year]**

* Establish a committee to review tenure criteria across UWT system.
* VCAA should finalize and publish UWT lecturer reappointment and promotion guidelines.
* Units should prepare their lecturer reappointment and promotion guidelines.
* Clarify how the university’s “urban-serving identify” influence/should influence tenure and promotion.

Inform **[In a Year]**

* Put all UWT tenure criteria and dates on the Faculty Resource Page: Departments often fail to communicate the tenure guidelines or dates, unable to update web pages and information is scattered throughout UWT webpage.
* Example:  [www.provost.ncsu.edu/promotion-tenure](http://www.provost.ncsu.edu/promotion-tenure) (the site provides information to everyone who involve in tenure and promotion decision.
* Conduct new faculty orientation and workshops on tenure and promotion.
* Continue to hold regular Tenure and Promotion Q&A sessions.
* Have tenure@uw.edu email address and encourage faculty to email questions.
* Help chairs and others to provide plenty of feedback along the way—annually and during reappointment review.
* Provide sample dossiers to pre-tenured faculty and sample feedback letters to those responsible for writing them.

## E) **Mentoring**

The mean response from UWT tenure-stream faculty on the 6 items within this thematic area was 2.54, toward the bottom of comparison institutions and all participating institutions. As detailed in the COACHE Provost’s Report, men expressed overall satisfaction with this area much lower than women. Associate professors also indicate an overall less satisfaction in terms of mentoring.

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Faculty assessed UW Tacoma in terms of mentoring on items listed below. On a 1 - 5 scale, their responses indicate problems in almost all areas of mentoring:

* Effectiveness of mentoring within department: 2.98
* Effectiveness of mentoring outside department: 3.37
* Mentoring of pre-tenure faculty: 2.60
* Mentoring of associate professors: 1.82
* Support for faculty to be good mentors: 1.74

As indicated by the faculty assessment, that “being a mentor is fulfilling” (4.16), UW Tacoma faculty clearly value mentoring as a practice, even though we don’t engage in the practice with any regularity. Mentoring touches on many of the core values we have identified: teaching excellence, research productivity, transparency and accountability, interdisciplinary work and collaboration, and effective and stable leadership. Across campus, mentoring is happening, but we have no formal, campus-wide mentoring program. In the Institute of Technology, lecturers are provided with a mentor who can be a resource and support for teaching. IAS also provides a structured mentoring program, an initiative based on data from spring quarter of 2013, from the IAS Mentoring Survey of 2007. The resulting Individual Development Plans (IDPs).” These individual development plans enable faculty members to more easily identify their goals for research and scholarship. In addition, the office of Research and Scholarship offers peer mentoring for proposal writing in a series of workshops.

Even though our campus has these and other programs for mentoring among faculty, the survey scores indicate that we need to pay more attention to this area and make significant improvements. It has been observed by more than one faculty member that someone might choose to leave the tenure track because of a lack of transparency and support in this area. We seem to have a greater amount of support for junior faculty than for associate professors. Faculty members who teach in the Core, new and returning, have expressed the desire for a peer mentoring system. Many members of the faculty have expressed the desire for more collaboration across disciplines to foster research as well as pedagogical knowledge.

Based on the survey results in the area of mentoring, faculty have indicated that they need support in teaching and research. They have also indicated that they value interdisciplinary work and collaboration. Pairing faculty from different disciplines in mentor relationships is one possible way to achieve a higher degree of interdisciplinarity on our campus. In addition, having a strong mentoring program will help our campus to build strong leaders both now and in the future. Finally, mentors can help build a sense of trust among faculty. All of these factors lead to a higher retention rate among faculty hires.

### [Action Plan]

Assess **[In a Year]**

* Regularly assess units in terms of their mentoring practices and support.
* Regularly ask junior faculty in terms their experience with regarding to mentoring in their units.

Institute **[In a year]**

* Ask units to institute a mentoring program.
* Provide mentor and mentee training programs in each unit as well as across the campus.
* Incentivize units to institute a variety of mentoring programs such as peer-mentoring and external mentoring.
* Encourage mentoring for interdisciplinary teaching and research (between academic units)
* Reward the mentors through annual merit.

### [Best Practices from UWT and Other Universities]

* **UW Seattle**: Ideas for Fostering Mentoring <http://www.engr.washington.edu/lead/PostedMaterials/Mentoring2009/IdeasStrategies2009.pdf>
* **UW Seattle**: *Mentoring New Faculty: Advice to Department Chairs* <http://faculty.washington.edu/olmstd/research/Mentoring.html>
* **UW Seattle**: Mentoring Guide <http://www.washington.edu/admin/hr/roles/ee/careerdev/mentoring/mentee-guide.html><http://advance.washington.edu/apps/resources/docs/ADV%20Biblio%20Mentoring.pdf>
* **UW Seattle**: Examples of Mentoring for Faculty Retention and Development
* [http://www.washington.edu/admin/hr/roles/ee/careerdev/mentoring/mentee-guide.htm](http://www.washington.edu/admin/hr/roles/ee/careerdev/mentoring/mentee-guide.html)
* UW Bothell: School of Nursing mentoring program <http://www.uwb.edu/news/2008/07/18/pr071408.xhtml>[l](http://www.washington.edu/admin/hr/roles/ee/careerdev/mentoring/mentee-guide.html)
* This document is a **compilation of data and explanation** of some of the best junior faculty mentoring programs around the country, including University of Oregon, Emory University and the University of Wisconsin:  
  <http://www.advance.cornell.edu/documents/Exemplary-Junior-Faculty-Mentoring-Programs.pdf>
* **Faculty Mentoring at Brown University**:  
  <http://www.brown.edu/Administration/Provost/Advance/mentoring_guide.pdf>
* **Faculty Mentoring for Women Faculty** at University of Wisconsin-Madison:  
  <http://provost.wisc.edu/mentor.htm>
* **Northern Illinois University** voluntary program:  
  <http://www.facdev.niu.edu/facdev/services/newfacmentoring.shtml>

## F) **Appreciation and Recognition**

The mean response from UW Tacoma tenure-stream faculty on the 12 items within this thematic area was 2.92, at the bottom of 30% of comparison institutions and all participating institutions.

1.0 2.0 3.0 4.0 5.0

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|  |

This item categorizes appreciation and recognition in 12 categories. Five of these categories are recognition in particular areas: teaching (2.91), advising (2.51), scholarship (2.91), service (2.80), and outreach (2.72). Four of them deal with recognition from colleagues (2.94), VCAA (2.66), Dean/Director (2.31), and Department Head or Program Coordinator (3.08). In all these categories, UW Tacoma fell below its comparison institutions and all participating institutions. As detailed in COACHE Provost’s Report, within UW Tacoma groups, associate professors emerged as a particularly dissatisfied group in terms of appreciation and recognition. Tenured faculty and faculty of color also indicate clear dissatisfaction with regard to recognition of faculty’s outreach work. Less than half of the who responded to the survey agree with a statement that the VCAA cares about the quality of life of faculty.

Lack of appreciation and recognition affects many core values of UW Tacoma. It means collegiality and respect are not strongly situated values in our UW Tacoma community. Many activities that reflected core values, in teaching excellence, research productivity, interdisciplinary work and collaboration, were not recognized. Neither transparent nor accountable mechanisms for appreciation and recognition of faculty activities were fully implemented and executed. It may be especially true that faculty who are perhaps introverted or did not have many chances to express their activities were less recognized and appreciated by unit program leaders. The lack of appreciation and recognition is another factor showing ineffective and unstable leadership.

Faculty, at all ranks, just like everyone else, want to be recognized and appreciated for the primary aspects of their works by colleagues and their leaders.

### [Action Plan]

Regularly Assess **[In a Year]**

* Assess units for what type of practices they do for faculty recognition.
* Regularly survey faculty to learn about their assessment of recognition and appreciation at the campus.

Institute **[In 1-3 Years]**

* Cultivate a culture of recognition by offering opportunities for students, faculty, and campus leaders to highlight the accomplishment of our faculty.
* Make opportunities to showcase faculty work in each school or college regularly.
* Celebrate faculty work in each school or college at some point every year.

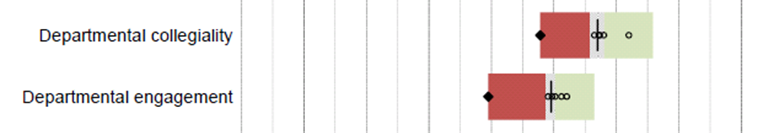
### [Best Practices from UWT and Other Universities]

* **University of Washington Human Resources**, Employee Recognition Appreciation Awards Ideas, retrieved on April 17, 2014 from <http://www.washington.edu/admin/hr/roles/mgr/ee-recognition/award-ideas>
* **March 2009 Recognition for iSchool Faculty**, Alumni, and Students, retrived April 17, 2014 from <http://ischool.uw.edu/alumni/timeline/march-2009-recognition-ischool-faculty-alumni-and-students>
* **North Carolina Central University**, Employee Senate, retrieved on April 24, 2014 from   
  <http://web.nccu.edu/shepardlibrary/pdfs/centennial/StaffSenate.pdf>
* **North Carolina Central University**, Quality Service Initative, , retrieved on April 24, 2014 from <http://www.nccu.edu/formsdocs/proxy.cfm?file_id=155>
* SUNY-Buffalo State College, Faculty and Staff Recognition Ceremony, retrieved on April 24, 2014  
  <http://sciences.buffalostate.edu/news/faculty-and-staff-recognition-ceremony-november-15>
* **University of Massachusetts** - Lowell, Employee Recognition Program, retrieved on April 24, 2014 from  
  <http://www.uml.edu/Today/Submissions/2014/2014-03-03-08-23-32-University-Launches-Employee-Recogn.aspx>   
  <http://www.uml.edu/HR/Employee-Recognition-Program/default.aspx>
* **University of North Carolina** - Greensboro, Supervisory Recognition Program, retrieved on April 24, 2014 from  
  <http://web.uncg.edu/hrs/Employee_Recognition/Supervisory_Recognition/>
* **University of North Carolina** - Greensboro, Staff Appreciation Day, retrieved on April 24, 2014 from  
  <http://web.uncg.edu/hrs/Training/StaffApprDay/>
* **University of Saint Thomas** (MN), Employee Recognition Programs, retrieved on April 24, 2014 from  
  <http://www.stthomas.edu/news/2007/05/02/st-thomas-launches-new-employee-recognition-programs/>

## G) **Departmental Engagement**

Since faculty work in departments, the departmental culture has the most impact on faculty satisfaction and morale. There are three broad areas in which faculty judge their departments: 1) department collegiality (3.39), how well the department encourages faculty to get along with each other, 2) departmental engagement (2.97), how well the department encourages faculty to be engaged in their discussions on teaching, research, and service, and 3) departmental quality (3.29), how well the department keeps teaching and scholarship high on the list of priorities and improves the performance of teaching and scholarship, which supports retention and which may lead to excellent faculty hiring/retention. Among them, departmental engagement received the weakest mean.

1.0 2.0 3.0 4.0 5.0



The mean response from UW Tacoma tenure-stream faculty on the items within this thematic area was 2.97, at the bottom of 30% of comparison institutions and all participating institutions. The score of UW Tacoma’s departmental engagement was the lowest among all of COACHE participants.

This thematic issue combines several items:

* Discussions of undergraduate student learning (3.21)
* Discussions of graduate student learning (2.39)
* Discussions of effective teaching practices (3.14)
* Discussions of effective use of technology (2.93)
* Discussions of current research methods (2.42)
* Amount of professional interaction with pre-tenure faculty (3.58)
* Amount of professional interaction with tenured faculty (3.16)

As detailed in the COACHE Provost’s Report, among UW Tacoma faculty, male associate professors show distinctively lower satisfaction about departmental engagement. Discussions of graduate student learning and research methods show very low engagement.

The low level of departmental engagement is a detriment to many core values since it shows that many faculty members feel that many activities in their department are neither strongly transparent nor are leaders held to account. Due to the rapid growth of UW Tacoma, many new hires happened. For example, the Institute of Technology hired seven new full-time lecturers, two assistant professors, and two full professors among a total of 22 faculty in the last two years. This means that 50% new faculty joined the unit. This means that faculty offices were spread across several buildings on campus. Without the faculty’s ability, and proximity, to effectively share expertise and experience, it is hard to improve many core values such as teaching excellence, research productivity, and community engagement. Department leadership needs to pay attention to the effectiveness and stability of departmental engagement.

### [Action Plan]

* Ask units to develop a faculty development committee.
* Foster interdisciplinary communities within and across departments and colleges, leading to an engaged faculty.
* Develop departmental faculty leadership development programs, which are open to all faculty members, for implementing, managing, and improving departmental engagement.

### [Best Practices from UWT and Other Universities]

**Departmental faculty development programs** for improving departmental

* **University of Massachusetts** - Lowell, Faculty Development Committee, Retrieved on April 24, 2014 from   
  <http://www.uml.edu/faculty-development/About-Us.aspx>
* **University of North Carolina** - Greensboro, HR Professional Development, Retrieved on April 24, 2014 from   
  <http://web.uncg.edu/hrs/Professional_Development/Course_Catalog/>
* **University of Saint Thomas (MN),** Faculty Development, Retrieved on April 24, 2014 from  
  <http://www.stthomas.edu/cathstudies/cst/facdevelop/default.html>

**Departmental faculty leadership development programs**,

* **Committee on Institutional Cooperation** (CIC), Academic Leadership Development, Retrieved on April 24, 2014 from   
  <https://www.cic.net/faculty/academic-leadership-development>
* **Committee on Institutional Cooperation** (CIC), Department Executive Officers (DEO) Seminar, Retrieved on April 24, 2014 from   
  <https://www.cic.net/projects/leadership/deo/introduction>

**Forums**

* + **North Carolina Central University**, Annual Faculty Senate Workshop, Retrieved on April 24, 2014 from   
    <http://www.nccu.edu/formsdocs/proxy.cfm?file_id=2003>

1. See the appendix for a summary of these results. More detailed results are available in COACHE Faculty Job Satisfaction Survey Provost’s Report can be found in the Faculty Assembly Folder in the shared drive. [↑](#footnote-ref-1)