Faculty Senate Survey Report

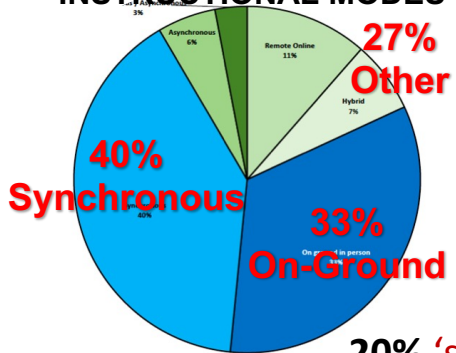| Academic Policy Committee (APC) 2022-2023	
Michael Gonyeau SAC Liaison	Ex Officio: Deb Franko Senior Vice Provost
FACULTY	
Darin Detwiler co-chair Assoc. Teaching Professor, CPS	Lynn Reede, Co-chair Assoc. Clinical Professor, BCBH
Jennifer Ingemi Assist. Teaching Professor, COS	Gary Porter Assist. Teaching Professor, DMBS
Michael Jaeggli (Senator) Assoc. Teaching Professor, COE	Daniel Noemi Voiomaa Assoc. Professor, CSSH

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Charge 1 Approaches to Learning

In collaboration with the Provost and Chancellor's offices, **survey** faculty about **on-ground in-person, remote online, and hybrid approaches** to learning, as well synchronicity of courses. Provide recommendations based on survey data.

Specific areas to obtain feedback (in addition to others identified by the committee):
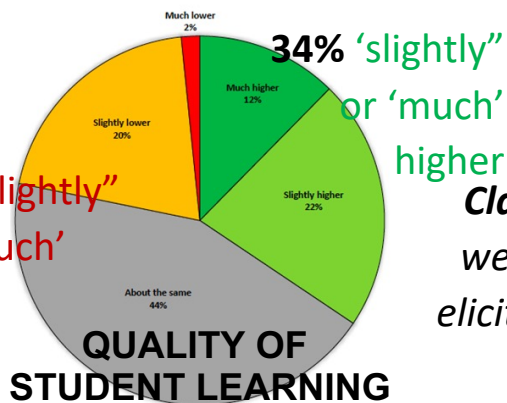
- Faculty perceptions of **quality** of their teaching and student learning
- Logistical considerations of **teaching technology** and any impact on faculty teaching time and/or quality
- Any changes to teaching and assessment strategies and **student performance** faculty need to make based on type of course
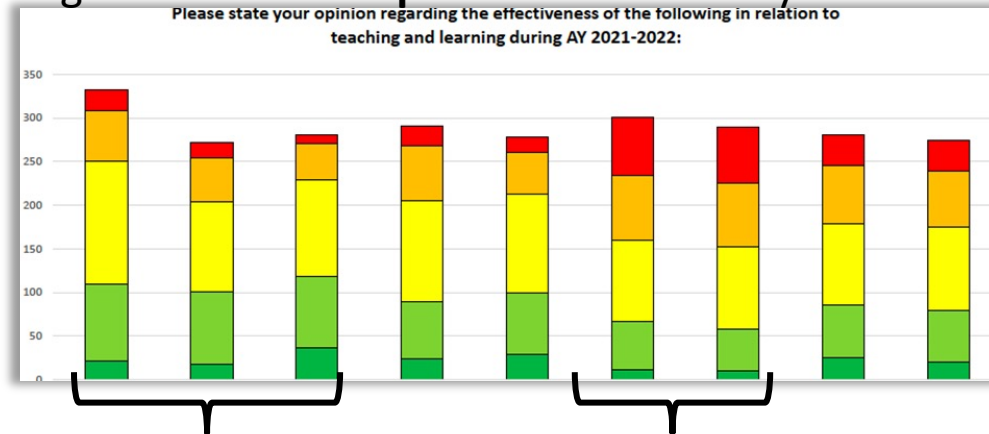

INSTRUCTIONAL MODES

- 27% Other
- 40% Synchronous
- 33% On-Ground

QUALITY OF STUDENT LEARNING

- 34% 'slightly" or 'much' higher
- 20% 'slightly" 2% 'much' lower

Please state your opinion regarding the effectiveness of the following in relation to teaching and learning during AY 2021-2022:

*Classroom technology as well as online technology elicited the larger number of **positive** responses.*

*University and College **onboarding / training / other professional development** on classroom and online technology support for online or hybrid instruction elicited the larger number of **negative** responses.*

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Charge 1   Resolution

WHEREAS -

- AY 2021-2022 instruction modes could be divided into ==three domains== with mixed perception of the quality of the student learning during AY 2021-2022.
- University and College onboarding / training / other professional development on classroom and online technology support for online or hybrid instruction elicited the larger number of ==negative== responses.
- Definitive qualitative responses of changes to teaching and assessment strategies and student performance by learning mode did ==not== emerge in the survey.

THEREFORE, WE RECOMMEND -

- Assess faculty onboarding, ongoing training, and other professional development needs related to both in the classroom and online technology for ALL modalities, not just remote online or hybrid learning modalities.

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Charge 2.a   Teaching Workload

In collaboration with the Provost's office and the FTNTTF Committee,
review faculty equity across the institution for the following: <mark>**Teaching workload**</mark>

- Limits on number of courses (max or min)
- Compensation procedures related to faculty paid by credit hour (known to occur in at least DMSB, CPS)

WHEREAS -

The teaching workload policies reviewed appeared well-developed and appeared to be equitable if you met the criteria outlined in the schools. Because of the variability of the teaching, scholarship, service, and research workload by various faculty tracks; even within the same college <mark>variability exists in expectations for NTT / TT / TT in assigning workload for teaching/research/scholarship.</mark> Several noted observations include:

- Teaching workload is described in policy and may be modified at the discretion of the chair.
- One teaching workload unit may be 3 or 4 credit hours
- The majority of teaching in reviewed policies is 9 months
- Nowhere in the policies reviewed could we identify compensation procedures by credit hour.

THEREFORE, WE RECOMMEND -

1. That faculty workload criteria be reflected in policy to reflect equitable consideration across faculty.
2. That the One Faculty model be evaluated for adoption and impact
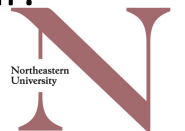
Charge 2.b   Workspace Equity

In collaboration with the Provost's office and the FTNTTF Committee, **review faculty equity** across the institution for the following: **Workspace**

- Distribution of faculty workspace: breakdown of shared versus individual office space and any procedures utilized to determine distribution of office space
- NTT faculty, clinical lab, research, theater rehearsal space not included in decisions. How is this being done? Who are the decision makers, oversight?
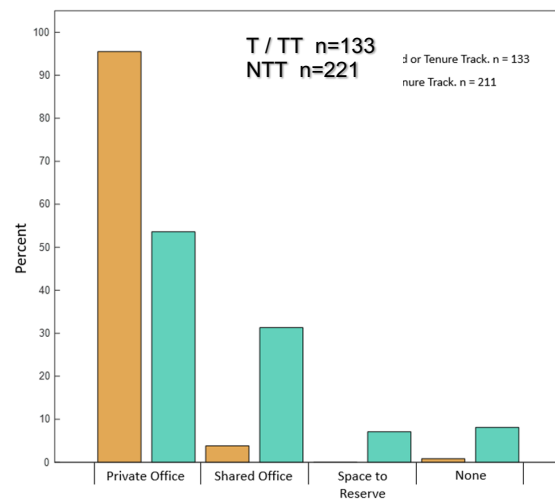
Percent of faculty in different office spaces indicates a disparity between tenure track and non-tenure track allotment of private offices.
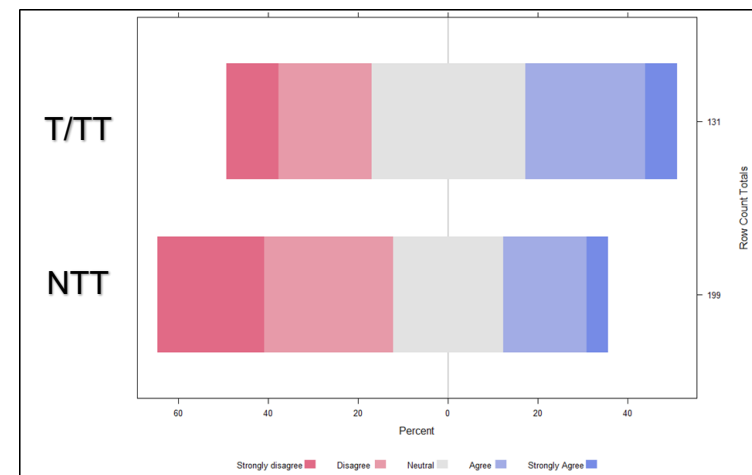
Survey results show a significant (p<0.001) difference between NTT and TT faculty agreement on the question "My experience over the past 6 years is that differences between faculty classifications have been minimized (I.e., the One Faculty model is successful)

Charge 2.b   Resolution

WHEREAS -

- Tenured track/Tenured (TT/T) are 45% more likely than Non-tenured track (NTT) faculty to have a **private** office and NTT track faculty are 27% more likely to have a **shared** office than TT/T faculty.
- There is a 5% adoption of reserved office space by NTT and 5% NTT without office space with minimal or no adoption by TT/T of these office arrangements.
- When asked if the differences between faculty classifications have been minimized in the last 6 years by the One Faculty model, TT/T were divided in agreement, 65% of NNT were neutral to strongly disagree.

THEREFORE, WE RECOMMEND -

1. That faculty office assignment criteria be reflected in policy to reflect equitable consideration across faculty.
2. That the One Faculty model be evaluated for adoption and impact.

Charge 3: Jointly Appointed Faculty

Conduct a survey of **jointly appointed faculty** across the university to explore and provide recommendations on perceptions of:

- Clarity in **distribution of workload percentages**
- Clarity with **merit and equity compensation processes**
- **Communication processes** between unit administrators and jointly appointed faculty
- Unit leader **adherence to approved merit/equity and workload policies**
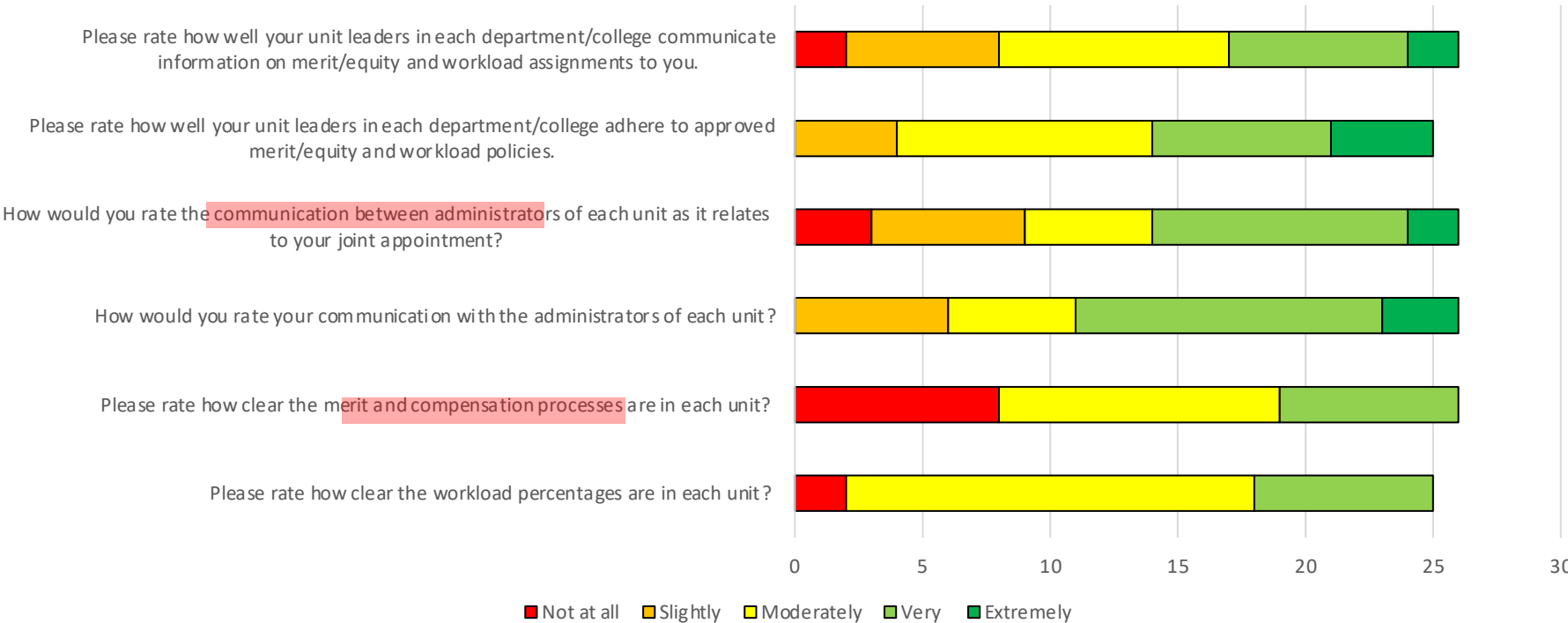
Of the 351 respondents 31 faculty hold joint appointments (8.8%), of these 65% were T/TT faculty and 35% FTNTT faculty, with 5 faculty declining to answer the question.

Charge 3   Resolution

WHEREAS -

While the combined results of the survey questions seem to suggest satisfactory communication, workload and merit procedures between departments/colleges regarding joint appointments, when asked to expand beyond these questions there are underlying concerns for faculty who hold these appointments.

It should be noted that this is a small sample size and may not reflect the concerns of all faculty who hold joint appointments.

THEREFORE, WE RECOMMEND -

1. Merit and workload assignments be clarified in written policy for current jointly appointed faculty and negotiated by the departments/colleges prior to joint appointment for new hires.
2. Chairs/department heads should collaborate to clearly define expectations for service in addition to teaching load.
3. Service should be limited to the department/college for which the faculty has the largest percentage of affiliation for FTNTT faculty or for T/TT faculty whichever is considered their pre-tenure home department.
4. Regular communication between chairs/unit heads occur with joint appointment faculty to relieve the burden of the faculty having to initiate conversations.
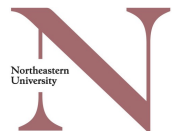
Charge 4   NU Academic Plan

<u>Review</u> <mark>NU academic plan</mark>, identify aspects of the plan that apply to the work of this committee, and provide recommendations for possible future committee charges

WHEREAS -

The pillars of the academic plan were compared to the committee recommendations.

THEREFORE, WE RECOMMEND –

1. Explore ways to incorporate diversity and inclusion considerations in office space allocation and workload assignment policies. This could include ensuring that faculty from underrepresented backgrounds have equitable access to resources, as well as accommodating the unique needs of faculty involved in interdisciplinary or collaborative projects.

2. Develop guidelines for communication between departments, colleges, and administrative units to ensure that office space allocation and workload assignment policies align with the broader goals and priorities of the academic plan. This may include creating a centralized system for tracking and sharing information about office space allocation and faculty workloads.

3. Monitor the impact of the academic plan's global initiatives on faculty workloads. Consider how expanding global opportunities and partnerships may affect faculty members' needs for office space and resources and develop strategies to accommodate these changes.
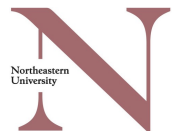
Thank you!

Questions?

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