College and University Teaching Environment Survey Analysis

Report created by OPEIR
Fall Semester 2021

1 This analysis was produced by OPEIR in response to a specific data request. Results are not necessarily generalizable and attempts to use results outside the scope of this project should be avoided.
Demographics

UTC distributed the College and University Teaching Environment (CUTE) survey to faculty during the Fall 2021 semester and received 206 responses. This is an attempt to summarize major themes of those responses; a full set of responses is also included. Demographic questions appeared at the end of the survey and around 20% of respondents did not respond to these questions. Some basic information on respondent characteristics include:

- Likely to have appointments in Arts and Humanities (23%), Social Sciences (12%), and Business (11%).
- Primarily Tenured (32%) or Non-Tenure Track (30%) with a smaller proportion On Tenure Track (17%). About one in five respondents are in administrative positions (19%).
- Common academic ranks include Professor (20%), Associate Professor (15%), Assistant Professor (15%) or Lecturer (10%).
- Fairly evenly split between people who identify as Men (38%) or Women (37%).
- Most respondents indicated they were White (138 responses) followed by Prefer Not to respond (12 responses).

Snapshots of key findings across five different areas are included in the following pages of this analysis:

- Time spent on teaching and other responsibilities
- Value, connectedness, and self-concept
- Teaching quality and support
- Diversity, equity, and inclusion
- Hiring, merit, tenure, and promotion

Overall Positive Findings

- Faculty overall report high agreement that they have access to various supports to support high-quality teaching.
- Faculty report higher levels of belonging, positive relationships, and support for quality teaching with their department heads and in their departments than across the institution.
- Faculty report a high sense of personal value alignment in their teaching and work.

Overall Opportunities

- Faculty report lower dimensions of personal relationships related to teaching and sense of belonging institutionally.
- Work life balance is a source of stress and factor for faculty considering leaving the institution.
- About one in three respondents indicated they have experienced offensive behavior, discrimination, isolation, or harassment at UTC.

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2 This analysis only presents some available answer choices to many of the questions in which visuals are provided and may abbreviate answer options for visual impact. Full responses are provided as well in a separate document.
Results

Time Spent on Teaching and Other Responsibilities

Faculty anticipate spending by far more time on teaching responsibilities than other responsibilities related to advising, research, and service.

Q31. In the coming school year, about how many hours do you anticipate spending on each of the following in a typical 7-day week?

- Teaching activities (n=165)
- Advising students (n=165)
- Research, creative, or scholarly activities (n=112)
- Service activities (n=165)

Faculty who reported that they conduct research are less likely to report that the institution’s expectations of their workload are reasonable than faculty who do not.

Q4d. My institution’s expectations for how much teaching[, research,] and service that I should do are reasonable.

Facility responses indicate a strong mission and value orientation to their work but lower rates of satisfaction with the amount of time they spent on non-work activities and work-life balance.

Q2. How much do you agree or disagree with the following statements? (n=206)

- I am satisfied and rewarded by my work. I am satisfied with my current work and personal life balance.
Value, Connectedness, and Self-Concept

Faculty perceive themselves as competent and see their personal values reflected in their work but report lower perceptions of autonomy and connectedness.

Faculty report higher rates of stress related to teaching and research responsibilities than for other aspects of work and life.

Q1. As you have been preparing for this term or semester, how often have you felt the following about your teaching? (n=206)

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can competently achieve my goals</td>
<td>19%</td>
<td>47%</td>
<td>31%</td>
<td>22%</td>
<td>10%</td>
</tr>
<tr>
<td>I do what really interests me</td>
<td>6%</td>
<td>45%</td>
<td>27%</td>
<td>37%</td>
<td>10%</td>
</tr>
<tr>
<td>I am close with people who are important to me</td>
<td>10%</td>
<td>39%</td>
<td>39%</td>
<td>15%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Q23. In preparing for this term or semester, how much have the following been a source of stress for you?

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research responsibilities (n=114)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching responsibilities (n=169)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household responsibilities (n=168)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service responsibilities (n=169)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical health (n=169)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships with colleagues (n=169)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships with students (n=169)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Quality and Support

Faculty report strong levels of agreement that supports for their teaching are available.

Q10. How much do you agree or disagree with the following statements? (n=190)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the time I need to prepare for class</td>
<td>32%</td>
<td>45%</td>
<td>17%</td>
<td>14%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>I have the resources I need to do my best teaching</td>
<td>18%</td>
<td>29%</td>
<td>18%</td>
<td>40%</td>
<td>38%</td>
<td>14%</td>
</tr>
<tr>
<td>The environments I teach in are conducive to quality teaching</td>
<td>20%</td>
<td>45%</td>
<td>29%</td>
<td>29%</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>I know where to go for help with teaching at my institution</td>
<td>32%</td>
<td>40%</td>
<td>32%</td>
<td>30%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>I have opportunities to learn and grow in my teaching</td>
<td>14%</td>
<td>38%</td>
<td>30%</td>
<td>15%</td>
<td>14%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Faculty score their department chair and colleagues as more committed to quality teaching than colleagues in other departments, student affairs professionals, and upper-level administrators.

Q9. In your experience, how committed to quality teaching are the following people at your institution?

<table>
<thead>
<tr>
<th>People</th>
<th>Very Committed</th>
<th>Quite Committed</th>
<th>Committed</th>
<th>Somewhat Committed</th>
<th>Not at all Committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair (n=192)</td>
<td>9%</td>
<td>20%</td>
<td>38%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>Department Colleagues (n=193)</td>
<td>6%</td>
<td>18%</td>
<td>29%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>Faculty in Other Depts (n=190)</td>
<td>29%</td>
<td>18%</td>
<td>40%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Student Affairs Professionals (n=188)</td>
<td>29%</td>
<td>18%</td>
<td>40%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Upper-Level Administrators (n=192)</td>
<td>32%</td>
<td>18%</td>
<td>40%</td>
<td>13%</td>
<td>14%</td>
</tr>
</tbody>
</table>

When asked to share, “what one word best describes the teaching culture at your institution?” responses were mostly coded as positive. Examples of responses for each coding category are provided on the right.

Q33. What one word best describes the teaching culture at your institution? (n=122)

<table>
<thead>
<tr>
<th>Q33 Comment Code</th>
<th>Common Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>Committed, Dedicated, Engaged, Freedom, Supportive</td>
</tr>
<tr>
<td>Neutral</td>
<td>Adequate, Average, Conflicted, Varied</td>
</tr>
<tr>
<td>Negative</td>
<td>Demanding, Inconsistent, Mediocre, Undervalued</td>
</tr>
</tbody>
</table>

Positive 42%  Neutral 28%  Negative 30%
Diversity, Equity, and Inclusion

Faculty indicated higher rates of agreement that the institution is committed to retaining and supporting diverse students as compared with faculty, staff, and leaders.

35% of respondents indicated they have experienced offensive behavior, discrimination, isolation, or harassment at UTC. Participants could select multiple responses to indicate upon what the harassment was based; top five responses are presented.

Faculty displayed a range of responses when asked about level of agreement with statements about actions administrators take around discrimination and harassment.

Q19. My institution is committed to supporting and retaining diverse:

- Students (n=170)
  - Strongly Agree: 13%
  - Agree: 28%
  - Slightly Agree: 42%
  - Slightly Disagree: 9%
  - Disagree: 9%
  - Strongly Disagree: 5%

- Faculty (n=170)
  - Strongly Agree: 11%
  - Agree: 36%
  - Slightly Agree: 36%
  - Slightly Disagree: 12%
  - Disagree: 9%

- Administrative Staff (n=170)
  - Strongly Agree: 11%
  - Agree: 29%
  - Slightly Agree: 31%
  - Slightly Disagree: 14%
  - Disagree: 9%

- Leaders (n=168)
  - Strongly Agree: 10%
  - Agree: 29%
  - Slightly Agree: 28%
  - Slightly Disagree: 12%
  - Disagree: 9%

Q17b. [If yes response to "Have you experienced offensive behavior, discrimination, isolation, or harassment at your institution."] Upon what was it based? (Select all that apply.) (n=62)

- Academic rank, title, position: 53%
- Gender identify: 37%
- Age: 27%
- Racial or ethnic identity: 21%
- Political views: 19%

Q20. How much do upper-level administrators at your institution do the following?

- Provide info on anti-discrimination and harassment policies (n=170)
  - Very Much: 5%
  - Quite a Bit: 24%
  - Some: 36%
  - Very Little: 10%
  - Not at All: 15%

- Take allegations of discrimination and harassment seriously (n=168)
  - Very Much: 5%
  - Quite a Bit: 25%
  - Some: 30%
  - Very Little: 10%
  - Not at All: 15%

- Ensure people are not stigmatized because of identities (n=169)
  - Very Much: 5%
  - Quite a Bit: 25%
  - Some: 30%
  - Very Little: 10%
  - Not at All: 15%
Hiring, Merit, Tenure, and Promotion

Faculty were more likely to indicate considering leaving UTC than the professoriate or academia. Top factors for those considering leaving include work life balance and feeling a lack of respect or belonging.

25a. During your faculty career, how often have you seriously considered the following?

- Leaving your institution (n=169):
  - Very Often: 11%
  - Often: 12%
  - Sometimes: 42%
  - Rarely: 24%
  - Never: 11%

- Leaving the professoriate (n=167):
  - Very Often: 8%
  - Often: 55%
  - Sometimes: 32%
  - Rarely: 28%
  - Never: 28%

- Leaving academia (n=169):
  - Very Often: 7%
  - Often: 8%
  - Sometimes: 31%
  - Rarely: 26%
  - Never: 28%

24% indicated they were aware of inappropriate discrimination in the merit, tenure, and promotion processes 20% indicated they were aware of inappropriate discrimination in hiring processes.

Q28b & 30b. [If yes to, "Are you aware of inappropriate discrimination in merit, tenure or promotion / hiring processes at your institution?"] Upon what was it based? Select all that apply.

Other Responses

<table>
<thead>
<tr>
<th>Q28b &amp; 30b</th>
<th>Top Response Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Merit, Tenure, Promotion</td>
<td>(1) Corruption, favoritism, popularity; (2) Scholarly works, research interests; (3) Inequity of opportunity for women and racially diverse faculty</td>
</tr>
<tr>
<td>Other Hiring</td>
<td>(1) Marital, personal, or family relationship; (1) Corruption, favoritism, bias</td>
</tr>
</tbody>
</table>

Tenure process faculty rated the fairness of the process higher than merit process faculty.