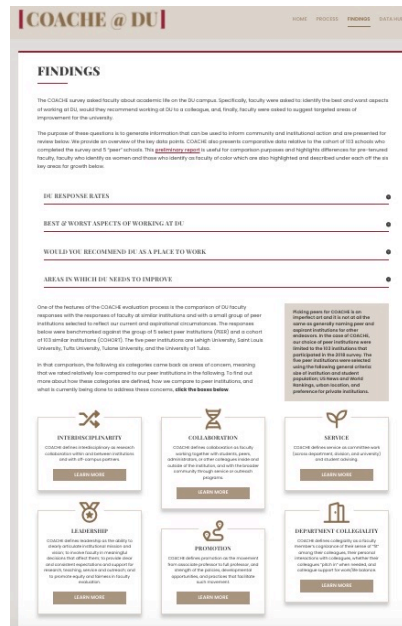


# R1 Our Way: Teaching & Faculty Satisfaction Initiatives

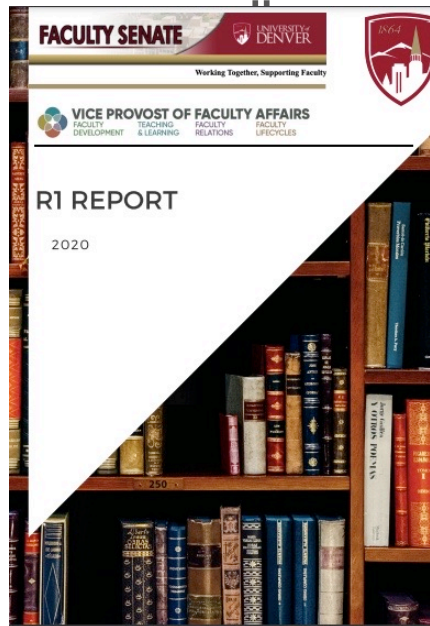
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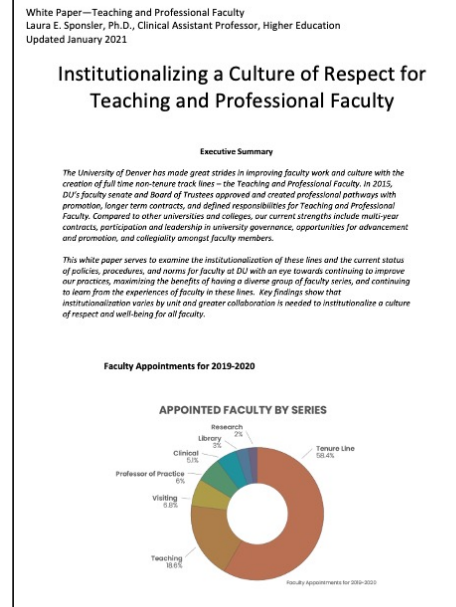
2018



2020



2021



# Sources of DU Data: Faculty Satisfaction & R1 Surveys

# COACHE

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Areas of Concern=Below 3.75/5 and in bottom third of our cohort (103 institutions)



## INTERDISCIPLINARITY

COACHE defines interdisciplinarity as research collaboration within and between institutions and with off-campus partners.

[LEARN MORE](#)



## COLLABORATION

COACHE defines collaboration as faculty working together with students, peers, administrators, or other colleagues inside and outside of the institution, and with the broader community through service or outreach programs.

[LEARN MORE](#)



## SERVICE

COACHE defines service as committee work (across department, division, and university) and student advising.

[LEARN MORE](#)



## LEADERSHIP

COACHE defines leadership as the ability to clearly articulate institutional mission and vision; to involve faculty in meaningful decisions that affect them; to provide clear and consistent expectations and support for research, teaching, service and outreach; and to promote equity and fairness in faculty evaluation.

[LEARN MORE](#)



## PROMOTION

COACHE defines promotion as the movement from associate professor to full professor, and strength of the policies, developmental opportunities, and practices that facilitate such movement.

[LEARN MORE](#)



## DEPARTMENT COLLEGIALITY

COACHE defines collegiality as a faculty member's cognizance of their sense of "fit" among their colleagues, their personal interactions with colleagues, whether their colleagues "pitch in" when needed, and colleague support for work/life balance.

[LEARN MORE](#)

## PERCEIVED IMPACT OF MOVING TO R1

# 64%

Of faculty respondents support the University of Denver's likely reclassification to R1 by The Carnegie Classification of Institutions of Higher Education® in the next 3-5 years



(n=475)

	Negative	Neutral	Positive
Faculty Engagement with Graduate Students	12%	29%	59%
Faculty Engagement with Undergraduates	47%	39%	14%
DU's Reputation	4%	26%	70%
My Future at DU	18%	43%	39%
Recruiting Undergraduate Students	13%	59%	28%
Recruiting Graduate Students	1%	16%	83%
Recruiting New Faculty	7%	29%	64%
The Research Workload of Faculty	39%	25%	35%
The Teaching Workload of Faculty	41%	40%	19%
The Availability of Research Funding	3%	26%	71%
The Value Placed on Teaching	62%	28%	10%

(n=437)

# 70%

Of faculty that pulsed negative believe that becoming an R1 institution will challenge them personally



(n=79)

### Negative (n=79):

- 29% - DECREASE VALUE FOR TEACHING
- 24% - MOVING AWAY FROM THE TEACHER-SCHOLAR MODEL
- 17% - INCREASE IN FACULTY BURNOUT
- 15% - SACRIFICING STUDENT EXPERIENCE
- 11% - PREVIOUS EXPERIENCE WORKING FOR AN R1 INSTITUTION
- 4% - CHANGES IN TENURE AND PROMOTION

# Four funding priorities: R1 Our Way Teaching & Faculty Satisfaction Initiatives



Valuing the Teacher/Scholar/Practitioner Model & Teaching Excellence



Supporting Leadership & Mentoring for All Faculty Series



Addressing Workload & Burnout



Enhancing Student Experience, Learning, and Engagement

=

- **Teaching Excellence Department Action Teams (DATs)**
- **Leadership Training and Support: Focus on Teaching and Professional Faculty**
- **Workload Equity Cohort- Department Equity Action Planning Teams (DEAPs)**
- **Adjunct Faculty Master Teaching Certificate**
- **COACHE Faculty Job Satisfaction Survey**





Building on existing  
initiatives, strengths,  
and proven approaches

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## Teaching Excellence Department Action Team (DATs)

<https://duvpfa.du.edu/advancing-equity/teaching-excellence/>

This multi-year project led by the Office of Teaching and Learning (OTL) supports the work of the Teaching Excellence Task Force and guides departments through a department/program level change process known as “[Department Action Teams](#)” (DATs), which has proven effective at UC Boulder and beyond.

Participating departments/programs will:

- determine ways to apply the [Teaching Quality Framework](#) and ensure three voices (self, student, peer) are reflected in teaching evaluation for annual and consequential review.
- Engage in workshops and training facilitated internally and externally.
- Receive professional development funds
- Publicly present their results

Funding expands faculty, staff, and student stipends and offers a three-year runway of successive cohorts to participate in this transformative, equity-minded work.



Valuing the Teacher/Scholar/ Practitioner Model & Teaching Excellence



Enhancing Student Experience, Learning, and Engagement

## Leadership Training and Support: Focus on Teaching and Professional Faculty

This training supports Chairs, Directors, Associate Deans and other faculty leaders as essential supports for faculty as they navigate change, especially in relation to the promotion process. There is need for additional mentoring and transparency for expectations for TPF faculty as identified in COACHE and beyond and for promotion from associate to full professor .

Faculty Leaders, such as chairs and directors, will:

- administer and analyze results from the University of Southern California's Pullias Center's survey instrument,
- implement the [TPF faculty mentoring model](#) developed by the TPF MOARS symposium group
- make their results public.



Supporting Leadership & Mentoring for All Faculty Series



## Workload Equity Cohort- Department Equity Action Planning Teams (DEAPs)

<https://duvpfa.du.edu/advancing-equity/workload-equity/>

DEAPs are a research-based approach to improving workload equity and faculty satisfaction through a collaborative, department or academic unit-based approach. These funds would expand the reach of the planned pilot at DU, funding three years of DEAP cohorts of five departments per year, along with national experts to lead workshops, administration of evaluation and self-study tools, and stipends for participating faculty teams.

Teams will:

- participate in training on workload equity and implicit bias
- create a department dashboard to catalyze conversations about workload
- create and revise a department equity action plan
- publicly present their work to the DU community, including academic unit stakeholders



Addressing Workload and Burnout

## Adjunct Faculty Master Teaching Certificate

Based on a model at Boise State University, this program provides a pathway for DU's adjunct faculty to demonstrate their teaching skills and earn a certification of their teaching excellence.

Adjunct Faculty will

- choose from a set of curated professional development opportunities offered by the Office of Teaching and Learning, including asynchronous opportunities tailored for part-time instructors
- Upon completion, be eligible for a stipend. (Up to \$250)

This expands DUs commitment to investing in the professional development of our adjunct series faculty who play a significant role in the student experience and in the classroom.



Enhancing Student Experience, Learning, and Engagement



Valuing the Teacher/Scholar/Practitioner Model & Teaching Excellence

## Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey

COACHE offers unique insights into the faculty experience, capturing sentiment regarding teaching, service and research, tenure and promotion, departmental engagement and collegiality, and other aspects of the academic workplace. Over 300 institutions use this validated instrument to inform change processes. As we live into R1, it is essential to understand the faculty experience and priorities and benchmark them both compared to our 2018 survey and to our peers.

This line of sight allows us all to continue with data-driven programming and address climate issues centrally, at the



Valuing the Teacher/Scholar/Practitioner Model & Teaching Excellence



Supporting Leadership & Mentoring for All Faculty Series



Addressing Workload & Burnout



Enhancing Student Experience, Learning, and Engagement

