COLLABORATIVE ON ACADEMIC CAREERS IN HIGHER EDUCATION (COACHE)

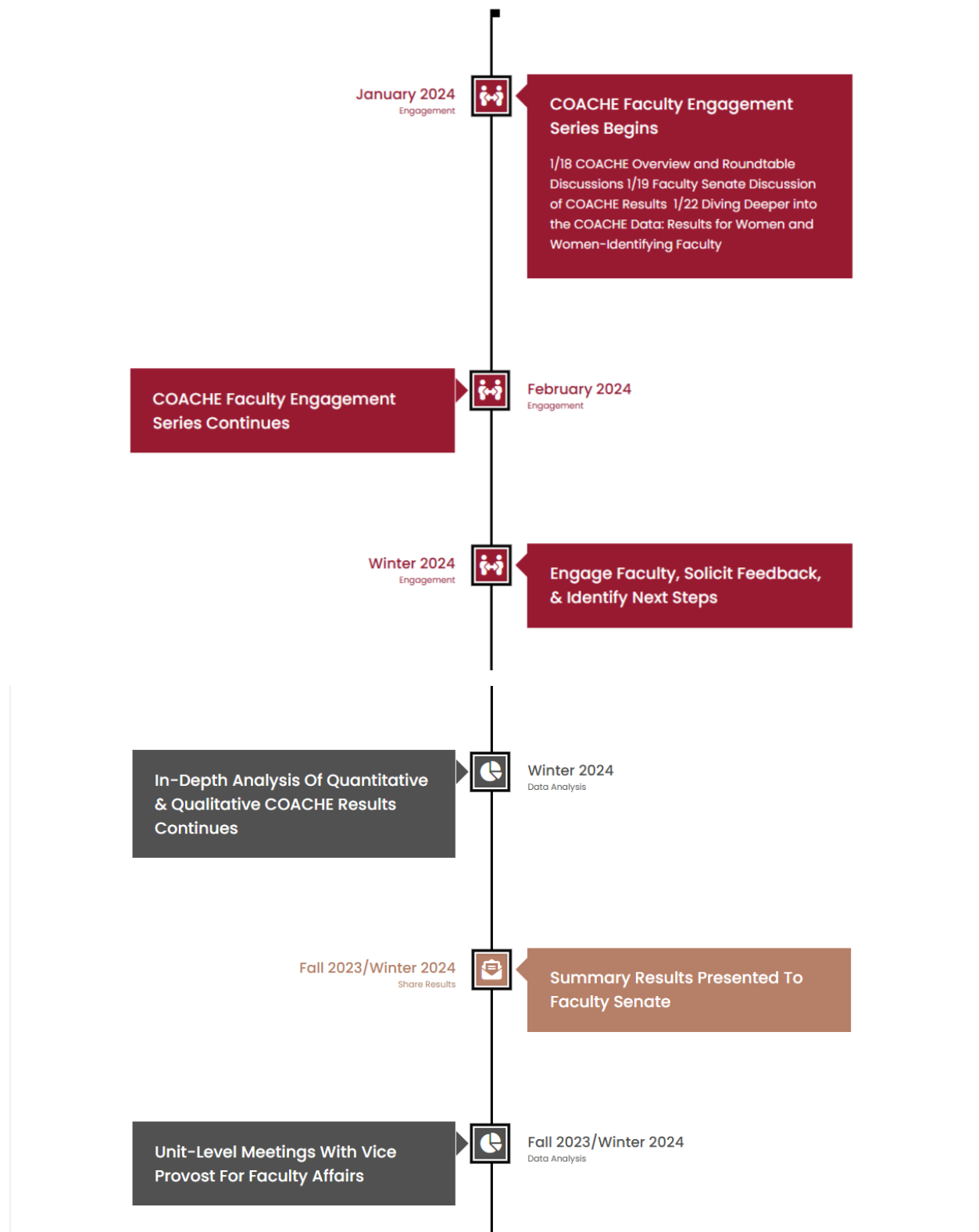## Survey Report & Findings

Table of Contents

COACHE Overview

Since 2003, the [Collaborative on Academic Careers in Higher Education (COACHE)](#), a research-practice partnership (RPP), has been committed to improving the workplace, career and overall experience of faculty members. COACHE is based at the Harvard Graduate School of Education and has surveyed 20,000+ faculty members at more than 300 colleges and universities. Survey results are intended to be used to develop strategies to improve the professional lives of faculty members; the goal is to create an environment where faculty can do their best work.
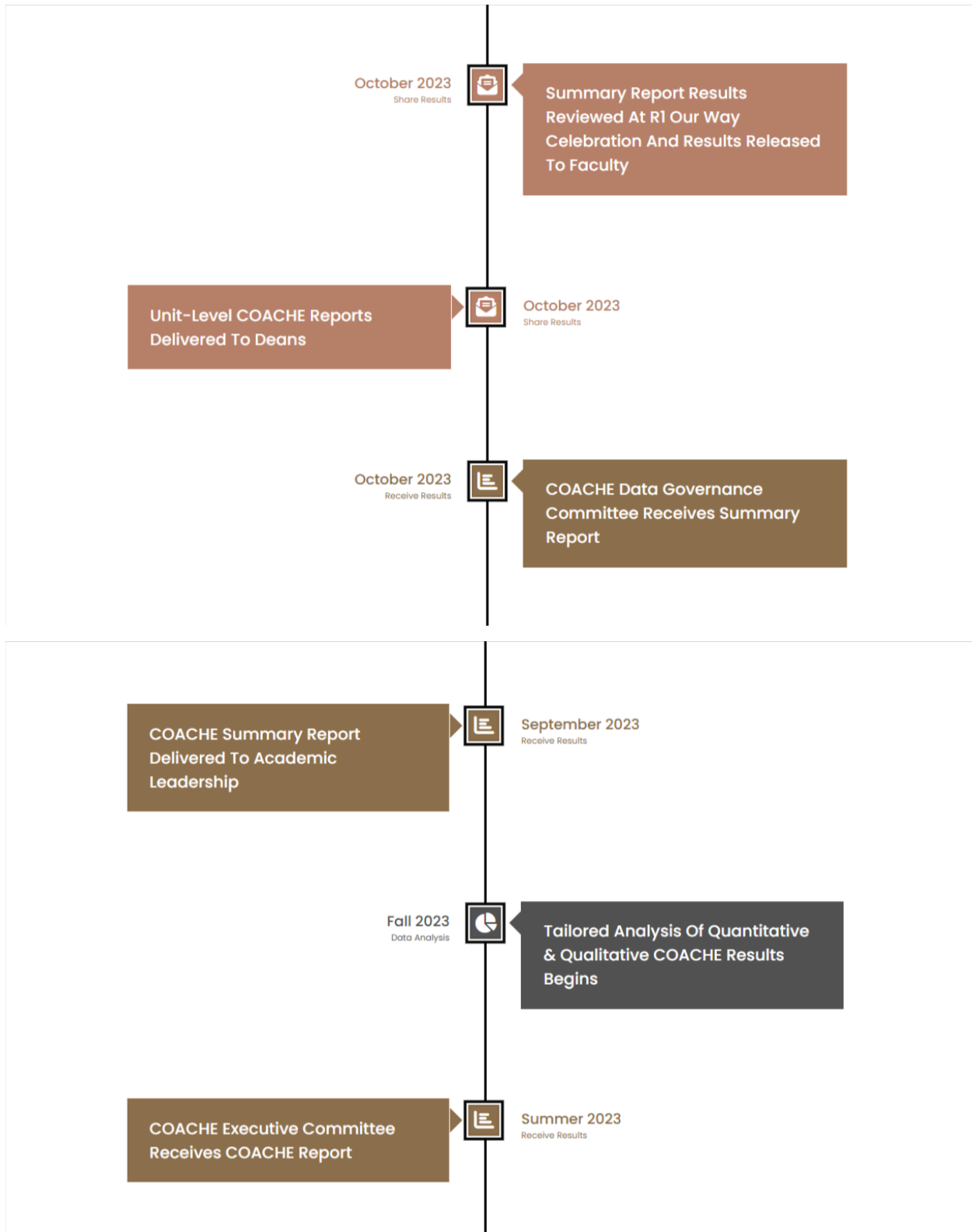
In the spring of 2019 and again in 2023, DU faculty members were invited to complete a survey as a core initiative of achieving R1 Our Way that covers:
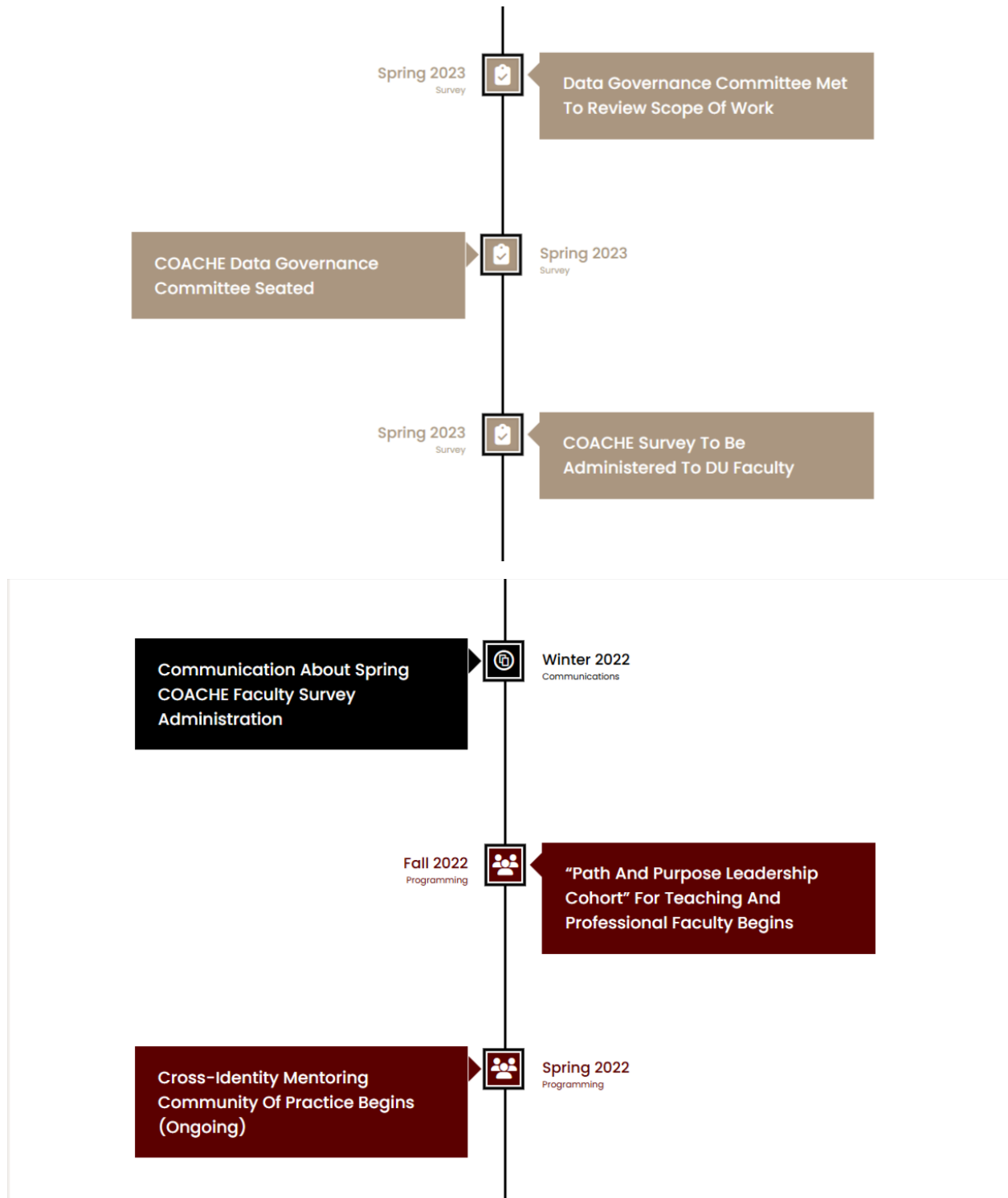
- Nature of Work

- Resources and Support

- Cross-Silo Work and Mentorship

- Tenure and Promotion

- Institutional Leadership

- Shared Governance

- The Department

Faculty are central to the mission of the University of Denver. Your commitment to improving this workplace was reflected in the **extraordinary response rates (64% in 2023 and 65% in 2019 respectively)**. The survey results revealed diversity of opinions across campus and some significant concerns. We invite your participation as we move forward, building on these results to improve our working environment. For more information about methodology and details regarding scale items and reliability, please [view the COACHE 2022-23 Survey instrument](#) and the [COACHE Instrumentation Report](#).

COACHE Timeline

January 2024
Engagement

COACHE Faculty Engagement Series Begins

1/18 COACHE Overview and Roundtable Discussions 1/19 Faculty Senate Discussion of COACHE Results 1/22 Diving Deeper into the COACHE Data: Results for Women and Women-Identifying Faculty

COACHE Faculty Engagement Series Continues

February 2024
Engagement

Winter 2024
Engagement

Engage Faculty, Solicit Feedback, & Identify Next Steps

In-Depth Analysis Of Quantitative & Qualitative COACHE Results Continues

Winter 2024
Data Analysis

Fall 2023/Winter 2024
Share Results

Summary Results Presented To Faculty Senate

Unit-Level Meetings With Vice Provost For Faculty Affairs

Fall 2023/Winter 2024
Data Analysis

October 2023
Share Results

Summary Report Results Reviewed At R1 Our Way Celebration And Results Released To Faculty

Unit-Level COACHE Reports Delivered To Deans

October 2023
Share Results

October 2023
Receive Results

COACHE Data Governance Committee Receives Summary Report

COACHE Summary Report Delivered To Academic Leadership

September 2023
Receive Results

Fall 2023
Data Analysis

Tailored Analysis Of Quantitative & Qualitative COACHE Results Begins

COACHE Executive Committee Receives COACHE Report

Summer 2023
Receive Results

Spring 2023
Survey

Data Governance Committee Met To Review Scope Of Work

COACHE Data Governance Committee Seated

Spring 2023
Survey

Spring 2023
Survey

COACHE Survey To Be Administered To DU Faculty

Communication About Spring COACHE Faculty Survey Administration

Winter 2022
Communications

Fall 2022
Programming

"Path And Purpose Leadership Cohort" For Teaching And Professional Faculty Begins

Cross-Identity Mentoring Community Of Practice Begins (Ongoing)

Spring 2022
Programming

Spring 2022
Programming

Department Equity Action Planning (DEAPs) Teams Begins (Ongoing)

Department Action Teams (DATs) Implementation Begins (On Going)

Spring 2022
Programming

Spring 2022
Programming

Spring Provost Conference On Workload Equity

DU Is Designated As R1 Research Institution

December 2021

Fall 2020
Programming

Chairs Advisory Board (CAB) Is Created And CAB Programming Begins

Workload Equity Committee Created By Faculty Senate, DDM: Hiring And Department Deliberations Implementation Begins (Ongoing)

Fall 2020
Programming

Spring Quarter 2020
Engagement

Engage Academic Leadership In COACHE Results

Engage Faculty, Soliciting Feedback, & Gathering Best Practices

Spring Quarter 2020
Spring Quarter 2020

Spring Quarter 2020
Share Results

Share In Depth Analysis Of Quantitative & Qualitative Results

Unit-Level COACHE Reports To Be Delivered To Deans

March 2020
Share Results

Winter Quarter 2020
Data Analysis

In-Depth Analysis Of Quantitative & Qualitative Results

COACHE Town Hall

February 20, 2020
Engagement

December 2019/January 2020
Data Analysis

Data Analysis Committee Run Preliminary Analysis For Public Release Of Results

Communications Committee Releases Overview Letter, With Access To Report Results And Plan On COACHE Website

January 2020
Share Results

Winter 2019

DU Symposium Implementation Teams For 6 Areas Are Created

Include: Chair Development & Training, Chair Advisory Board, Deliberative Decision-Making (DDM), Mentoring & Onboarding Across Rank & Series (Teach & Professional Faculty), Mentoring & Onboarding Across Rank & Series (Tenure Track Faculty), Inclusive Excellence Training, Advocacy, Community, and Toolkits (IETACT)

Faculty Data Governance Committees Met To Review Scope Of Work

November 2019
Receive Results

November 2019
Receive Results

Faculty Data Governance Committees Seated

Faculty Data Governance Structure Created To Use COACHE Survey As Pilot

October 2019
Survey

Summer 2019
Programming

DU Symposium: Creating Collaborate Department Cultures And Chairs Hosted By Faculty Affairs

COACHE Executive Committee Received Provost's Report, DU Symposium: Creating Collaborate Department Cultures And Chairs Hosted By Faculty Affairs

Summer 2019
Survey

Spring 2019
Survey

COACHE Survey Administered To DU Faculty

PROCESS

DATA GOVERNANCE

The governance of data access and communication is faculty-led to assure transparency of both the process of the data presentation as well as how it will be used to address faculty-designated issues and needs across campus.

COMMITTEE MEMBERS

Name	Department/Office
Jenn Bellamy	Faculty Affairs
Renee Botta	Faculty Senate
Ryan Elmore	Daniels College of Business
Mike Furno	Institutional Research
Wojciech Kossek	RSECS
Mary Claire Loftus	CAHSS
Katia Miller	Institutional Research
Nicole Nicotera	Graduate School of Social Work
Terese Rainwater	Provost/Faculty Affairs
Gohar Tovbis	Institutional Technology
Lauren Turner	Libraries/Faculty Affairs Fellow
Aparna Vaidyanathan	Institutional Technology
Maria Vukovich	Graduate School of Professional Psychology

2019 RESULTS

The COACHE survey asked faculty about academic life on the DU campus. Specifically, faculty were asked to: identify the best and worst aspects of working at DU, if they would recommend working at DU to a colleague, and, finally, to suggest targeted areas of improvement for the university.

The purpose of these questions is to generate information that can be used to inform community and institutional action and are presented for review below. We provide an overview of the key data points. COACHE also presents comparative data relative to the cohort of 103 schools that completed the survey and 5 "peer" schools. The 2019 preliminary report is useful for comparison purposes. It highlights differences for pre-tenured faculty, faculty who identify as women, and those who identify as faculty of color which are also highlighted and described under each off the six key areas for growth below.

To access the preliminary report, follow these directions:

- Login to MyDU with your DU ID and password
- Type "COACHE Survey 2019 Initial Report" into the search bar
- Click on the first result to open the report

DU RESPONSE RATES

The commitment of our faculty to sharing their experience was obvious—our response rate (65%) was more than 20% higher than other institutions. You can see the response rates of your peers below.

NOTE: See the data visualizations of response rates of your peers starting on the next page.

RESPONSE RATES BY DIVISON

Arts and Humanities
76%

Daniels College of Business
51%

English Language Center
80%

Graduate School of Professional Psychology
75%

Graduate School of Social Work
75%

Josef Korbel Graduate School of International Studies
63%

Morgridge College of Education
80%

Natural Sciences and Mathematics
74%

Ritchie School of Engineering & Computer Science
43%

Social Sciences
63%

Sturm College of Law
52%

Undergraduate General
58%

University College
58%

University Libraries
84%

RESPONSE RATES BY RESPONDENT CHARACTERISTICS

Tenured
69%

Pre-tenure
72%

Non-tenure track
59%

Full Professor
63%

Associate Professor
68%

Men
61%

Women
69%

White
67%

Faculty of Color
61%

Asian/Asian-American
71%

Underrepresented Minorities
58%
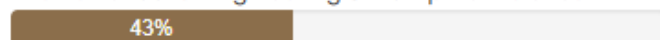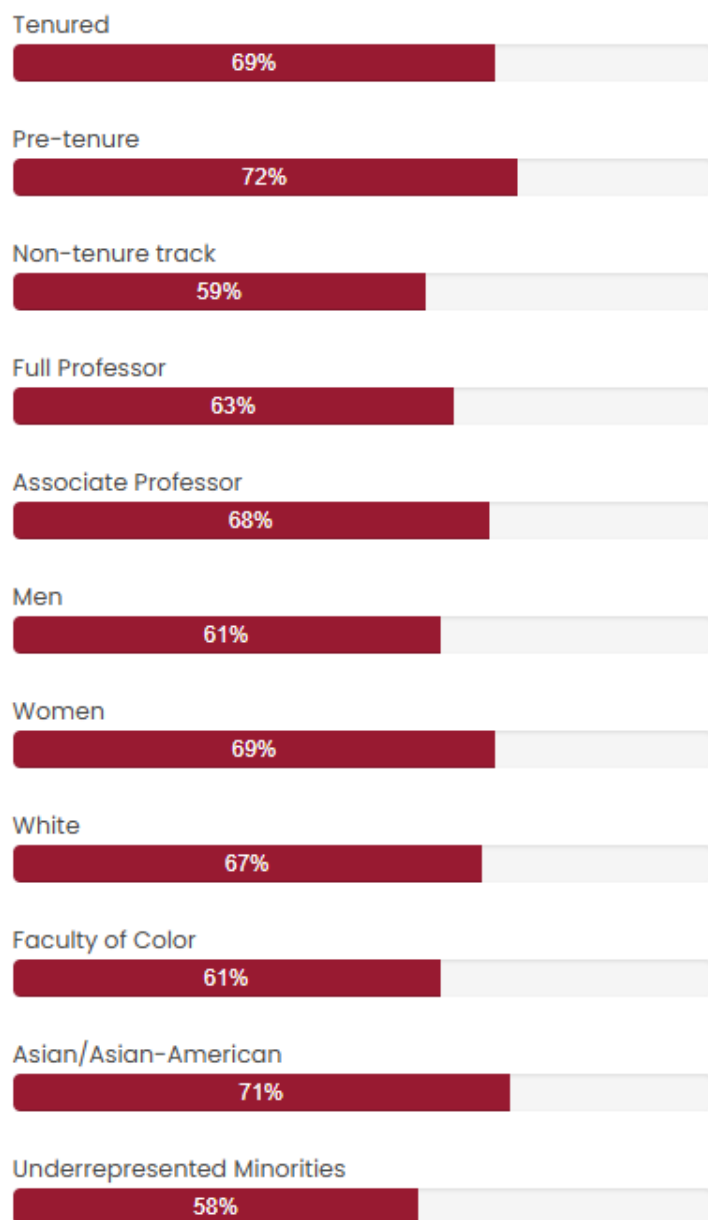
BEST & WORST ASPECTS OF WORKING AT DU

BEST ASPECTS OF WORKING AT DU

Geographical Location
37%

Quality of colleagues
33%

Support of colleagues
19%

Academic Freedom
17%

WORSE ASPECTS OF WORKING AT DU

Compensation
28%

Too much service work
18%

Lack of diversity
15%

Teaching load
13%

WOULD YOU RECOMMEND DU AS A PLACE TO WORK

"IF A CANDIDATE FOR A FACULTY POSITION ASKED YOU ABOUT YOUR DEPARTMENT AS A PLACE TO WORK…"

Would strongly recommend
45%

Would recommend with reservations
46%

Would not recommend
9%

"IF I HAD IT TO DO ALL OVER, I WOULD AGAIN CHOOSE TO WORK AT THIS INSTITUTION."

Strongly/somewhat agree

71%

Neither agree nor disagree

11%
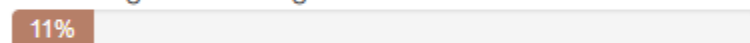
Strongly/somewhat disagree

18%
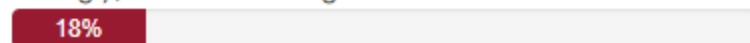
AREAS IN WHICH DU NEEDS TO IMPROVE

MOST COMMON THEMES
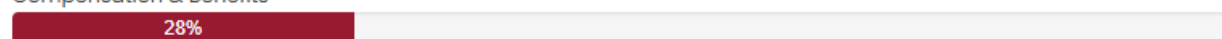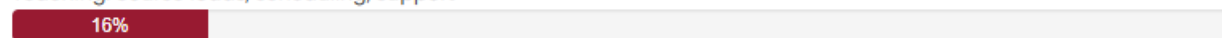
Compensation & Benefits

28%

Teaching: course loads, scheduling, support

16%

Research: clarity and consistency of expectations; provision of resources and support

14%
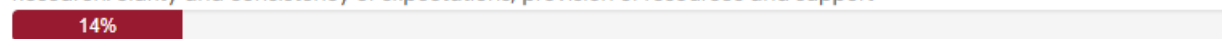
BENCHMARK COMPARISONS WITH PEER INSTITUTIONS

One of the features of the COACHE evaluation process is the comparison of DU faculty responses with the responses of faculty at similar institutions and with a small group of peer institutions selected to reflect our current and aspirational circumstances. The responses below were benchmarked against the group of 5 select peer institutions (PEER) and a cohort of 103 similar institutions (COHORT). The five peer institutions are Lehigh University, Saint Louis University, Tufts University, Tulane University, and the University of Tulsa.

In that comparison, the following six categories came back as areas of concern, meaning that we rated relatively low compared to our peer institutions. To find out more about how these categories are defined, how we compare to peer institutions, and what is currently being done to address these concerns.

NOTE: Picking peers for COACHE is an imperfect art and it is not at all the same as generally naming peer and aspirant institutions for other endeavors. In the case of COACHE, our choice of peer institutions were limited to the 103 institutions that participated in the 2018 survey. The five peer institutions were selected using the following general criteria: size of institution and student population; US News and World Rankings, urban location, and preference for private institutions.

INTERDISCIPLINARITY

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

How do we compare to our peer/cohort?

Response options ranged from 1-5 where 5 is the most favorable. The functional range of responses for the 103 schools in the cohort was approximately 2.3-3.25. DU scored **2.48/5**, which was in the bottom third of the cohort. This was consistent across faculty subgroups, excepting pre-tenured faculty who rated interdisciplinary work as commensurate with the middle third of schools.

Survey terms that relate to this category include:

Q99. Rate your level of interest in teaching and/or research with faculty in disciplines other than your own?

Q98. Are you engaged in…

1. Collaborative teaching with faculty in disciplines other than your own?

2. Collaborative research with faculty in disciplines other than your own?

3. Solo interdisciplinary teaching and/or research?

Q100. Please rate your level of agreement or disagreement with the following statements:

1. Budget allocations encourage interdisciplinary work.

2. Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.

3. Interdisciplinary work is rewarded in the merit process.

4. [NTT or Tenured Associate or Tenured Full] Interdisciplinary work is rewarded in the promotion process.

5. [Pre-tenure Faculty] Interdisciplinary work is rewarded in the tenure process

6. [NTT Faculty] Interdisciplinary work is rewarded in the reappointment process

7. My department understands how to evaluate interdisciplinary work.

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.

How do we compare to our peer/cohort?

Response options ranged from 1-5 where 5 is the most favorable. The functional range of responses for the 103 schools in the cohort was approximately 2.75-4.1. DU scored **3.45/5**, which was in the bottom third of the cohort. This level of satisfaction with collaboration was relatively evenly endorsed by pre-tenured faculty, associate faculty, faculty who identify as women, faculty who identify as faculty of color, and among the entire faculty.

Survey terms that relate to this category include:

Q105. Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with:

1. Other members of your department

2. Faculty outside your institution

3. Within your institution, faculty outside your department

SERVICE

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

How do we compare to our peer/cohort?

Response options ranged from 1-5 where 5 is the most favorable. The functional range of responses for the 103 schools in the cohort was approximately 2.9-3.65. DU scored a **3.18/5**, which was in the bottom third of the cohort. Though pre-tenured faculty reported higher satisfaction with their level of service (and commensurate with the middle group), faculty who identified as women, associate level faculty, and faculty of color identified especially low satisfaction with their level of service relative to the cohort.

Survey terms that relate to this category include:

Q60. Please rate your level of satisfaction or dissatisfaction with the following:

1. The number of committees on which you serve

2. The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve

3. The discretion you have to choose the committees on which you serve

4. How equitably committee assignments are distributed across faculty in your department

5. The number of students you advise/mentor (including oversight of independent study, research projects, internships, study abroad)

6. How equitably additional service work is compensated in your department

7. The relevance of the committees on which you currently serve

8. The support your institution has offered you to be a good advisor to students

9. How equitably advising responsibilities are distributed across faculty in your department

LEADERSHIP

COACHE defines leadership as the ability to shape the satisfaction of faculty members; to clearly articulate institutional mission and vision; to provide clear and consistent expectations for research, teaching, and service or outreach; support for research and teaching; and ability to communicate to faculty a sense that their work is valued. Also included in this definition is honest communication, involving faculty in meaningful decisions that affect them; ensuring opportunities

for faculty input; and supporting faculty in adapting to any changes to mission and institutional priorities. Finally, equity and fairness in faculty evaluation.

How do we compare to our peer/cohort?

Response options ranged from 1-5 where 5 is the most favorable. The functional range of responses for the 103 schools in the cohort was approximately 2.4-4.3 across leadership at the department and division level. DU scored <mark>3.56/5</mark> for departmental leadership and 3.13/5 for divisional leadership, both in the bottom third relative to the cohort. Both levels of leadership were rated as commensurate with the middle group for pre-tenured faculty and divisional leadership was endorsed as in the middle group for Associate level faculty.

Survey terms that relate to this category include:

Q170. Please rate your level of agreement or disagreement with the following statements:

1. My institution's priorities are stated consistently across all levels of leadership (i.e. president, provost, deans/division heads, and department chairs/heads).

2. My institution's priorities are acted upon consistently across all levels of leadership (i.e. president, provost, deans/division heads, and department chairs/heads).

3. In the past five years, my institution's priorities have changed in ways that negatively affect my work in my department.

Q175. In adapting to the changing mission, I have received sufficient support from:

1. My dean or division head

2. My department head or chair

3. College Faculty Only My chief academic officer (provost, VPAA, dean of faculty)

Q180. Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's/chancellor's:

1. Pace of decision making

2. Stated priorities

3. Communication of priorities to faculty My institution's chief academic officer's (provost, VPAA, dean of faculty):

4. Pace of decision-making M. Stated priorities N. Communication of priorities to faculty

5. College Faculty Only Ensuring opportunities for faculty to have input into the institution's priorities

Q185. Please rate your level of satisfaction or dissatisfaction with the following:

My dean's or division head's:

1. Pace of decision making

2. Stated priorities

3. Communication of priorities to faculty

4. Ensuring opportunities for faculty to have input into school/college priorities

My department head's or chair's:

1. Pace of decision making

2. Stated priorities

3. Communication of priorities to faculty

4. Ensuring opportunities for faculty to have input into departmental policy decisions

5. Fairness in evaluating my work

Q187A.Some of the following questions refer to your "institution-wide faculty governing body" or to "faculty leaders". Your campus might have more than one group that fits these descriptions (e.g., a faculty senate and a collective bargaining unit). From the list below, please select or fill in the one group to whom your answers will apply.

Faculty of the whole Faculty assembly Faculty Senate Faculty union or Collective Bargaining Unit

Q186. Please rate your level of satisfaction or dissatisfaction with the following:

1. The pace of decision making by my institution-wide faculty governing body

2. The stated priorities of my institution-wide faculty governing body

3. The communication of priorities by my institution-wide faculty governing body

4. The steps taken by my institution-wide faculty governing body to ensure faculty are included in that body's decision making

PROMOTION

COACHE defines promotion as the movement from associate professor to full professor, and strength of the policies that facilitate such movement (e.g., modified duties such as reduced teaching load; provision of workshops on sabbatical planning and other topics; shifting workloads to more teaching or more research, improved communication about timing for promotion, small grants to support mid-career faculty, etc.).

How do we compare to our peer/cohort?

Response options ranged from 1-5 where 5 is the most favorable. The functional range of responses for the 103 schools in the cohort was approximately 2.7-4.15. DU scored <mark>3.5/5</mark>, which was in the bottom third of the cohort. However, satisfaction with clarity on promotion to full was commensurate with the middle third for associate level faculty for whom this information is most pertinent.

Survey terms that relate to this category include:

Q135B-Q135E for Tenured Faculty Only Q135.

1. [Associate and Full Faculty] My department has a culture where associate professors are encouraged to work towards promotion to full professorship.

2. [Associate and Full Faculty Only] Generally, the expectations for promotion from associate to full professor are reasonable to me.

3. [Tenured Assistant Faculty] My department has a culture where assistant professors are encouraged to work towards promotion to associate professorship.

4. [Tenured Assistant Faculty] Generally, the expectations for promotion from assistant to associate professor are reasonable to me.

Q136. Please rate the clarity of the following aspects of earning tenure in your department:

1. The tenure process in my department

2. The tenure criteria (what things are evaluated) in my department

3. The tenure standards (the performance thresholds) in my department

4. The body of evidence (the dossier's contents) that will be considered in making my tenure decision

5. My sense of whether or not I will achieve tenure

6. The procedures for complaints and grievances originating in my department

Q132. At this time, do you believe you will achieve tenure?

Q133. Why do you feel that you will not achieve tenure at this institution?

Q137. Is what's expected in order to earn tenure clear to you regarding your performance as:

1. A scholar

2. A teacher

3. An advisor to students

4. A colleague in your department

5. A campus citizen

6. [College and University Faculty] A member of the broader community (e.g., outreach)

7. [Clinical Faculty] A provider of patient care/client services

Q139. Please rate your level of agreement or disagreement with the following statements:

1. I have received consistent messages from tenured faculty about the requirements for tenure.

2. In my opinion, tenure decisions here are made primarily on performance-based criteria (e.g., research/creative work, teaching, and/or service) rather than on non-performance-based criteria (e.g., politics, relationships, and/or demographics).

Q140A-Q140F for Tenured Associate or Tenured Full Faculty Q140. Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor:

1. The promotion process in my department

2. The promotion criteria (what things are evaluated) in my department

3. The promotion standards (the performance thresholds) in my department

4. The body of evidence (the dossier's contents) considered in making promotion decisions

5. The time frame within which associate professors should apply for promotion

6. [Tenured Associate Faculty] My sense of whether I will be promoted from associate to full professor

Q145.

1. [Tenured Associate Professor] Have you received formal feedback on your progress toward promotion to full professor?

2. [Pre-tenure Assistant Professor] Have you received formal feedback on your progress toward tenure?

Q155. You responded: [INSERT Q150 RESPONSE]. What are your primary reasons?

1. Lack of support from my department chair/Lack of support from my colleagues

2. Lack of time/support for research

3. Heavy teaching load

4. Administrative responsibilities

5. Family/personal responsibilities

6. I have not been signaled to do so by someone in my department

7. Not interested in promotion and am planning to leave the institution

8. I plan to retire before promotion [Clinical Faculty]

9. Heavy clinical load

Q156. Please rate the clarity of the following aspects of promotion in rank from assistant professor to associate professor:

1. The promotion process in my department

2. The promotion criteria (what things are evaluated) in my department

3. The promotion standards (the performance thresholds) in my department

4. The body of evidence (the dossier's contents) considered in making promotion decisions

5. The time frame within which associate assistant professors should apply for promotion

6. My sense of whether or not I will be promoted from assistant to associate professor

Q157. Have you received formal feedback on your progress toward promotion to associate professor?

Q152. When do you plan to submit your dossier for promotion to associate professor?

Q450. Please rate the clarity of the following aspects of contract renewal in your department:

1. The contract renewal process in my department

2. The contract renewal criteria (what things are evaluated) in my department

3. The contract renewal standards (the performance thresholds) in my department

4. The body of evidence (the dossier's contents) considered in making contract renewal decisions

5. My sense of whether or not my contract will be renewed

Q460. Please rate the clarity of the following aspects of promotion in your department:

1. The promotion process for non-tenure-track faculty in my department

2. The criteria (what things are evaluated) for promotion of non-tenure-track faculty in my department

3. The standards (the performance thresholds) for promotion of non-tenure-track faculty in my department

4. The body of evidence (the dossier's contents) considered in making promotion decisions for non-tenure-track faculty in my department

5. My sense of whether I will be promoted

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.

How do we compare to our peer/cohort?

Response options ranged from 1-5 where 5 is the most favorable. The functional range of responses for the 103 schools in the cohort was approximately 3.6-4.25. DU scored **3.79/5** on department collegiality and 3.45 on department engagement. For the full faculty, both of these ratings were in the bottom third of the cohort, while pre-tenure faculty and faculty who identify as women endorsed collegiality commensurate with the top and middle groups, respectively.

Survey terms that relate to this category include:

Q190. How often do you engage with faculty in your department in conversations about:

1. Undergraduate student learning

2. [University Faculty] Graduate student learning

3. Effective teaching practices

4. Effective use of technology

5. Use of current research methodologies

6. [Clinical Faculty] Resident learning

7. [Clinical Faculty] Effective patient care practices

Q195. Please rate your level of satisfaction or dissatisfaction with the following:

1. The intellectual vitality of tenured faculty in your department

2. The intellectual vitality of pre-tenure faculty in your department

3. The research/scholarly/creative productivity of tenured faculty in your department

4. The research/scholarly/creative productivity of pre-tenure faculty in your department

5. The intellectual vitality of non-tenure-track faculty in your department

6. The research/scholarly/creative productivity of non-tenure-track faculty in your department

7. The teaching effectiveness of tenured faculty in your department

8. The teaching effectiveness of pre-tenure faculty in your department

9. The teaching effectiveness of non-tenure-track faculty in your department

Q200. Please rate your level of agreement or disagreement with the following statements:

1. I have been able to find the right balance, for me, between my professional life and my personal/family life.

2. My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.

3. My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.

4. Department meetings occur at times that are compatible with my personal/family needs.

Q205. Please rate your level of satisfaction or dissatisfaction with the following:

1. The amount of professional interaction you have with pre-tenure faculty in your department

2. The amount of personal interaction you have with pre-tenure faculty in your department

3. How well you fit in your department (e.g. your sense of belonging in your department)

4. The amount of professional interaction you have with tenured faculty in your department

5. The amount of personal interaction you have with tenured faculty in your department

6. The amount of professional interaction you have with non-tenure-track faculty in your department

7. The amount of personal interaction you have with non-tenure-track faculty in your department

2019 Change Initiatives

These nine areas were identified in DU's previous survey as areas in which we could improve. Click on each topic's initiatives to learn about what steps DU has taken since that survey to begin to address these findings. We are committed to acting on the 2023 COACHE data to continue to improve faculty satisfaction and equity.

The DU Scores for each category indicate the average response options ranged from 1-5 where 5 is the most favorable. The categories below are organized beginning with areas of greatest growth potential.

COACHE CATEGORIES

INTERDISCIPLINARITY

2.48 DU SCORE

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

  MORE ON INTERDISCIPLINARY INITIATIVES

IRISE

IRISE, Interdisciplinary Research Institute for the Study of Inequality, was founded in fall of 2017, with the mission to provide the necessary intellectual structure for students and faculty that facilitates the interdisciplinary teaching and learning, collaboration, research, scholarship, and creative works promoting equality in historically underrepresented communities, and develops, supports, and implements academic programs and activities that promote the advancement of historically underrepresented populations at DU.

New IRISE initiatives seek to make IRISE a community-centered fulcrum that amplifies campus expertise, marshals interdisciplinary campus resources, and creates meaningful pathways for DU to partner with non-DU leaders and organizations to challenge systems and structures that lead to racial and social inequities. IRISE 2.0 therefore seeks to equip our campus to partner with community agencies and historically marginalized groups and individuals in the collaborative production and application of knowledge leading to greater community inclusion. IRISE offers Internal grants of $10-20k over 2 years.

The Scholarship of Teaching and Learning (SoTL)

The Scholarship of Teaching and Learning (SoTL) is an interdisciplinary approach to engaging in research regarding pedagogical and curricular design and implementation practices that impact student learning. The SoTL Faculty Fellows program launched in Fall 2023. The Scholarship of Teaching and Learning Faculty Fellowship at DU is a yearlong program that is hosted by the Office of Teaching and Learning. Collaborating primarily with the Director of Scholarship of Teaching and Learning and Faculty Learning Communities, the SoTL Faculty Fellow will engage in activities to explore advancing new ways of understanding and evaluating student learning, as well as increasing belonging and leadership capacity. Faculty participants will be guided through the process of undertaking SoTL project from start to finish, with feedback from and interactions with

the other members of the cohort as well as the program director, which culminates in a public presentation of the completed SoTL project at the SoTL Research Symposium.

Knoebel Institute for Healthy Aging

The Knoebel Institute for Healthy Aging (KIHA), founded in 2016, is a multi-disciplinary institute on the University of Denver campus with a vision to improve the quality in life, wellness and community. The Knoebel Institute for Healthy Aging (KIHA) brings together key strengths from around campus and the region to address growing needs here in Denver and throughout the nation. Designed to address complex problems in depth, the Institute builds on DU's dedication to the public good by supporting research and scholarship on aging in a variety of disciplines. Lab scientists, social workers, psychologists, lawyers, education specialists, business faculty members, and others are routinely involved. The work of the Institute is truly collaborative work, leveraging the assets of the DU community in the discovery and design of knowledge and engagement across our campus and around the world.

Professional Research Opportunities for Faculty (PROF) Grant

The PROF fund is a collaborative enterprise between the Faculty Senate, the Faculty, and the Senior Vice Provost for Research. The organization of the program is grounded in a commitment to peer review as the strongest mechanism for assessing the merit of proposals across the diverse academic areas of the University. The goals of the fund are to support an increase in scholarly / creative activity by the faculty in a manner that strategically enhances the reputation of the University, and that supports increased external funding for research, scholarship and creative work. Applications from single investigators for up to $27,000 are welcomed. To support DU Impact 2025 and the university commitment to developing knowledge bridges, multidisciplinary applications from two or more eligible investigators from different departments and different disciplinary backgrounds can request up to $45,000.

SERVICE

3.18 DU SCORE

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

  MORE ON SERVICE INITIATIVES

Workload Equity Committee

This committee was created in Fall 2020 by Faculty Senate and was charged with strengthening equity outcomes within and across departments and units by bringing greater clarity and transparency to three-interrelated areas: (1) faculty responsibilities and expectations, (2) the decision-making processes by which department and unit heads assign faculty responsibilities and set faculty expectations, and (3) the standards by which faculty responsibilities and expectations are measured, assessed, and rewarded. Access the report of the 2021-2022 committee on the VPFA website.

Department Equity Action Planning (DEAPs) teams are a research-based approach to improving workload equity and faculty satisfaction through a collaborative, department or academic unit-

based approach. DEAP cohorts 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. Learn more and apply on the VPFA website.

Department Equity Action Planning Teams

Department Equity Action Planning (DEAPs) teams are a research-based approach to improving workload equity and faculty satisfaction through a collaborative, department or academic unit-based approach. DEAP cohorts 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. Learn more and apply on the VPFA website.

DEI/Service

The VPFA has brought in a range of speakers to help faculty and evaluators better represent their DEI work in their review, tenure, and/or promotion files. These include:

"Webinar for Faculty: Representing your DEI work for tenure and promotion," "Kim Case (Virginia Commonwealth University), June 6, 2022.

"Identifying and Responding to Bias in Promotion and Tenure Decisions Workshop," EAB, 10/6/22

Valuing DEI/Inclusive Teaching in Promotion and Tenure," Kim Case (Virginia Commonwealth University), November 4, 2022.

COLLABORATION

3.45 DU SCORE

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.

MORE ON COLLABORATION INITIATIVES

Faculty Symposium

In the summer of 2019, the Faculty Senate and the Vice Provost of Faculty Affairs hosted a summer symposium. Thirty-four faculty from across campus came together for two days to engage in collective problem solving around an issue of shared concern: Creating collaborative department cultures and chairs. This was a new kind of opportunity for faculty, one that brought together colleagues from across disciplines and ranks to discuss big ideas, possibilities, and opportunities. We gathered together with a shared purpose: Improving the lives of faculty members in their department. We know that being within a truly fair and fundamentally just collaborative department culture and climate is among most important interventions for the quality of faculty life. That quality of life is what predicts affective commitment to institutional goals and challenges that require innovations across boundaries and disciplines. The presence of open, fair, and transparent departmental deliberation and decision processes and a departmental leader who sees it as their primary responsibility to safeguard the integrity of the process is a necessary

condition of a collaborative climate. Such a climate both requires and generates faculty commitment, belonging, and results in greater professional success and satisfaction.

Faculty Symposium Implementation Teams

Following the initial summer symposium, six teams formed to implement the ideas generated by faculty. Their work continues to shape faculty life at DU in six areas:

- Chairs Development & Training
- Chair Advisory Board
- Deliberative Decision Making
- Mentoring & Onboarding Across Ranks and Series (MOARS)-Teaching and Professional Faculty
- Mentoring & Onboarding Across Ranks and Series (MOARS)-Tenure Track Faculty
- Inclusive Excellence Training, Advocacy, Community, and Toolkits (IETACT)

Grand Challenges

Our local and global communities face complex, urgent, and persistent challenges. DU Grand Challenges is a family of programs that bring together university and community change-makers to address the most difficult and far-reaching issues facing our society today. DU Grand Challenges addresses three inter-related issues in our communities: improving daily living, increasing economic opportunity and advancing deliberation and action for the public good.

DU Grand Challenges programming is made possible by a generous grant from the Arthur Vining Davis Foundations, and facilitated by the Associate Vice Provost, Public Good Strategy & Research, and the Center for Community Engagement to Advance Scholarship and Learning.

Cross-Identity Mentoring Community of Practice & Faculty Fellow for Mentoring Initiatives

In 2020, the VPFA created the position of Faculty Fellow of Mentoring Initiative, to help coordinate interdisciplinary collaboration around mentoring work around campus.

In early 2022, Faculty Fellow of Mentoring Initiatives, Heather Martin convened 15 faculty-mentoring leaders from both tenure and teaching and professional series for an in-depth exploration of cross-identity mentoring at DU. The Community represented nice schools and colleges and included three department chairs and five full professors. Over nine months, faculty explored mentoring approaches happening across DU and engaged mentoring approaches discussed in the literature that attend to intersections of gender, race, and identity.

The Community is currently developing an institutional guide to mentoring best practices, while using a train-the-trainer approach to develop events, activities, and resources for use in departments and programs across campus.

LEADERSHIP

3.5 DU SCORE

COACHE defines leadership as the ability to shape the satisfaction of faculty members; to clearly articulate institutional mission and vision; to provide clear and consistent expectations for research, teaching, and service or outreach; support for research and teaching; and ability to communicate to faculty a sense that their work is valued.

MORE ON LEADERSHIP INITIATIVES

Chairs Training, Chair Huddles & Faculty Fellow for Chair and Director Training

Building on the work of DU Symposium and in partnership with the Chairs Advisory Board, we've begun to offer onboarding activities to support department chairs along with ongoing support in the form of peer-to-peer "solution seeking" clinic sessions. Chairs also meet regularly with their peer groups and with campus leadership to advance their issues. VPFA also established a fellow position to support chairs and they improve their department cultures, mentor and welcome new faculty, and grow as leaders. They also created a Chair Handbook to help support new chairs.

Faculty Affairs Associate Deans (FAAD) Huddle

Starting in 2020, the VPFA convened a bi-monthly meeting of associate deans with responsibilities in faculty affairs from every Academic unit in the institution. This group was invaluable in offering support and coordination during the pandemic and beyond.

Faculty Data Governance Structure

The Data Governance model is borrowed from the healthcare industry to help with transparency and constituent agency. Any survey that is done internally or externally that gathers data that affects constituents should allow for their voice in the process. There are three major components to the process, data governance, data analysis, and data communication. The process is iterative rather than linear. For example, as we prepare for our next COACHE survey, we can help to prepare our faculty for what's coming on the survey (data communication), how this data intersects with other survey data we have and may gather (data analysis), communicate about what was operationalized after the last time (data communication), and who we anticipate disseminating the data being available to and in what format with what protections in place (data governance). This model and process doesn't take away from operational duties but instead aids in the process for the benefit for our faculty. It increases trust, cultural buy-in, and leverages what we can do with efforts already in place.

PROMOTION

3.5 DU SCORE

COACHE defines promotion as the movement from associate professor to full professor, and strength of the policies that facilitate such movement (e.g., modified duties such as reduced teaching load; provision of workshops on sabbatical planning and other topics; shifting workloads to more teaching or more research, improved communication about timing for promotion, small grants to support mid-career faculty, etc.).

MORE ON PROMOTION INITIATIVES

Faculty Learning Communities

Since Fall 2019, the VPFA has offered faculty learning communities (FLCs) to support sustainable progression towards promotion, including the "Teacher/Scholar" FLC for new faculty, and "Tools for Success," a faculty learning community designed for teaching and professional faculty (TPF) in the assistant rank at the University of Denver.

Faculty Development

In Winter 2021, the VPFA hiring a Director of Faculty Development and Career Advancement to help support faculty as they move through the lifecycle at DU. Along with 1-1 consultations and ongoing programming, they support VPFA faculty fellows and strategic work. VPFA professional development opportunities have recently included workshops on time management, work-life balance, burnout and thriving, project management, and strategic planning for academics. There are also regular panels on the "pathway to promotion" for TPF, and reaching Full Professor.

Mentoring Initiatives

Across campus there has been increased attention to the importance of mentoring. This includes the established of a faculty fellow for mentoring initiatives through the VPFA, which has hosted a community of practice of mentoring leaders since Spring 2022. Mentoring is also a focal point of the DU-MERISTEM NSF implementation grant, and the 2023-2023 Community of Practice led by the Faculty Fellow for mentoring initiatives.

Mid-Career Support

- The VPFA continues to expand its support for mid-career faculty. Building on two successful NCFDD events:

- Planning for Success: Prioritizing Your Research and Creating an Action Plan

- Post Promotion Pathfinders, December 2, 2021 https://duvpfa.du.edu/2021/10/mid-career-faculty-announcing-half-day-workshop-on-finding-your-way-at-the-associate-level/

We are launching a program for TPF mid-career in 2022-2023, and will launch one for TT in 2023-2024. We also offered a year long series of workshops on "Faculty Flourishing."

National Center for Faculty Development and Diversity Institutional Membership

In September 2019, with Impact 2025 funding, DU began a National Center for Faculty Development and Diversity Institutional membership which offers all faculty individual memberships. These asynchronous resources offer faculty training in navigating intentional career lifecycle decisions, balancing productivity, and thriving, and succeeding in promotion, tenure, and reappointment.

DEPARTMENT COLLEGIALITY

3.79 DU SCORE

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.

MORE ON DEPARTMENT COLLEGIALITY INITIATIVES

Deliberative Decision Making (Hiring and Department Deliberations)

Deliberative Decision Making (DDM) is an approach to deliberation designed to promote best practices for process quality and authenticity in decision making and introduce strategies for running meetings to increase participation and equity for all participants. This approach grew out of the 2019 DU Creating Collaborative Department Cultures and Chairs Symposium.

DDM can be used in any department meeting, especially where informal interactional norms are a concern or priority. That said, it is particularly impactful in common discussion points and even contested or challenging department decisions such as:

Curricular, Policy, or Bylaw Revisions, hiring, Promotion & Tenure, and Reappointment Deliberations. "Improving Promotion and Tenure Reviews by Using a Deliberative Decision-Making Model" Virtual Training available via Academic Impressions.

Program Redesign Institute

The OTL piloted the Program Re-Design Institute during the 2019-20 academic year. Led collaboratively by the Director of Academic Assessment and the Director of Faculty Learning Communities, the pilot aimed to embed program assessment throughout the process of curricular renewal. Too often, assessment is treated as an after-thought to meet compliance guidelines. Alternatively, assessment that informs and supports curricular decisions can grow into an essential tool for faculty.

Adapted from Texas A&M's Program [Re]Design model, the OTL piloted the Program Re-Design Institute in resonance with important milestones in the journey of curricular assessment and evaluation.

DU faculty who participated in the pilot began developing a strategic plan for redesigning curricula and identifying solutions for the common challenges of program assessment. Additionally, the pilot began creating connections between previously siloed processes and stakeholders:

- Academic program guidelines (Office of the Registrar)
- Program assessment (OTL)
- Curricular re-design (individual departments).

Faculty Learning Communities

Designed to support faculty as they navigate DU, learning communities are informal cross-disciplinary groups, facilitated and run by faculty members, that meet regularly to explore teaching topics in depth. Participants in FLCs learn from each other, investigate and assess teaching methods within a supportive cohort and reflect and become more purposeful about their current practice. Both the "Teacher Scholar" FLC for new faculty and the "Tools for Success" FLC for

assistant level TPF faculty are explicitly designed to build collegial department environments as well as provide support for faculty who experiencing that sort of space.

Professional Development

In response to this question, we've offered intentional opportunities to grow as department colleagues, including:

- "A Workshop for Department Chairs: Productively Resolving Conflict.," March 5th, 2021
- "Instilling Equity and Inclusion in Departmental Practices," April 2021
- Meeting Wise

DU IDENTIFIED AREAS FOR IMPROVEMENT

Beyond the six main COACHE categories, DU has identified three key areas for improvement following the 2019 survey. These areas include compensation, teaching, and research, scholarship, and creative activity.

Most Common Themes

Compensation & Benefits

| 28% |

Teaching: course loads, scheduling, support

| 16% |

Research: clarity and consistency of expectations; provision of resources and support

| 14% |

% of faculty responding

COMPENSATION

28% Of Faculty

In 2019, 28% of DU Faculty reported that compensation is one of the worst aspect of working at DU.

MORE ON COMPENSATION INITIATIVES

Shared Governance Approach To Budgets

The University Budget Advisory Committee (UBAC) was established in 2021 to support the strategic allocation of funds in alignment with university strategic goals through a shared governance process.

Faculty and Staff Led Pay Equity Study

A pay equity committee was formed in 2019, and working with a consulting firm, analyzed internal pay equity. Steps to address their recommendations were put in place in Fall 2023. The methodology sub-committee was led by Markus Schneider, Associate Professor of Economics and Lisa Martinez, Professor of Sociology. We now have a model developed from this process to run each fall.

Link to Chancellor Haefner & Provost Clark's letter on the Pay Equity Committee

Building Equity for Teaching and Professional Faculty (TPF)

Although there is room to grow, DU is committed to supporting TPF. During the COVID pandemic, all financial supports and clock extensions available to tenure track faculty were also applicable to TPF (https://duvpfa.du.edu/2022/05/one-year-covid-extension-amendment-provosts-letter/one-year-extension-amendment-3-18-202221/) .

In addition, in Summer 2022, we raised the minimum salary for full-time appointed, multi-year contract faculty to increase fairness

TEACHING

13% Of Faculty

In 2019, 13% of DU Faculty reported that teaching load is one of the worst aspects of working at DU.

MORE ON TEACHING INITIATIVES

Teaching Excellence Task Force

The Teaching Excellence Task Force was convened in 2020, following many years of efforts, to improve course evaluation and teaching reviews for the purpose of annual reviews, promotion, and reappointment. The multi-year task force has engaged in self-study and convened working groups, as well as engaged stakeholders including the Academic Deans.

Department Action Teams

This project supports the work of the Teaching Excellence Task Force and guides departments through a change process known as "Department Action Teams" (DATs). 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. The first three DATs completed their work and presented their projects in Fall 2022.

DATs at DU: Click here for more details

Adjunct Teaching Excellence Certificate Program (ATEC)

The Adjunct Teaching Excellence Certificate Program (ATEC) this program provides a pathway for DU's adjunct faculty to demonstrate their teaching skills, develop and reflect on their practice, and earn a certification of their teaching excellence. 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. Adjunct Faculty complete a series of curated professional development opportunities offered by the Office of Teaching and Learning, including asynchronous opportunities and activities tailored for part-time instructors.

And earn a stipend upon completion. ($250). Over 60 fall have begun this program in Fall 2022.

Investing in Faculty

In 2020 several initiatives recommended by the Fall Logistics Task Force were centrally funded to support COVID-related challenges to teaching and learning. Recommendations were drawn from committee representatives and faculty/student surveys summarized in this report by the OTL.

Initiatives represented three broad categories, 1) investments in personnel and training to build capacity, 2) direct in-class and classroom support, and 3) grants and stipends. The OTL was the beneficiary of $630,000 which provided for a centralized instructional design team, stipends for faculty participating in courses and institutes related to hyflex, online, and hybrid teaching, and honoraria for faculty who delivered specialized programming related to pandemic-era teaching pain points. Another $46,000 funded the Peer Teaching and Mentoring program which was overseen by the OTL in partnership with a faculty leader. The OTL also partnered with IT to train the students who were hired as part of the classroom assistants program ($216,000 allocated to deans for hourly pay). This program sought to provide in-class support for faculty teaching hyflex courses in fall 2020.

See the OTL 2020 annual report (pgs 24-26) for a description of the OTL-led programs and impact. See the OTL 20-21 annual report (pg 23) for a summary of the classroom assistants program and impact.

RESEARCH, SCHOLARSHIP, & CREATIVE ACTIVITY

14% Of Faculty

In 2019, 14% of Faculty identified clarity and consistency of expectations and provision of resources and support for Research, Scholarship, and Creative Activity as areas in which DU needed to improve.

MORE ON RESEARCH, SCHOLARSHIP, & CREATIVE ACTIVITY INITIATIVES

Professional Development for New Faculty

The ORSP offers the yearly "research breakfast" to help new faculty navigate DU's systems and opportunities for internal and external funding. The New Faculty "Teacher Scholar" Learning Community also explores ways to prioritize research, scholarship, and creative work, while maintaining well-being. Web resources complement these and other offerings to help faculty grow in their scholarly endeavors.

Writing Support for Faculty

In 2020, the VPFA and Writing Programs collaborated to launch the Writing Accountability Group (WAG) program, which enable faculty to cultivate sustainable writing habits and meaningful, achievable goals without sacrificing teaching, relationships with colleagues, or self-care. Unlike a disciplinary writing group which might share or review content, the interdisciplinary WAG emphasizes mutual encouragement to meet goals and the embedding of scholarly work in daily practice. WAG members—who might be early-, mid-, or advanced-career faculty–enjoy access to NCFDD media resources, daily writing tools, and discussion of topics from project management to mentorship. WAG members commit to writing daily and to meeting for an hour and a half each week to share their progress (and setbacks!) Over 20 distinct WAGs have happened since the program started, with more than 100 faculty participating in this program or the accompanying "write in place" sessions. These "write in place" are opportunities to co-write alongside colleagues.

Pre-Award Unit

In FY 22, DU was one of only nine universities recognized as a new Doctoral/Very High Research university (or "R1") by the Carnegie Classification of Institutions of Higher Education, joining the ranks of 137 universities currently recognized as engaging in highest research activity. To continue to support our teacher-scholars across the university, DU announced the following new multi-year investments in research.

- Creation of a pre-award unit serving faculty for prospecting, proposal preparation, and training of new PIs and division grant managers. Staffing for multi-disciplinary large proposal writing and coordination also included.

PI Support

In FY 22, DU was one of only nine universities recognized as a new Doctoral/Very High Research university (or "R1") by the Carnegie Classification of Institutions of Higher Education, joining the ranks of 137 universities currently recognized as engaging in highest research activity. To continue to support our teacher-scholars across the university, DU announced the following new multi-year investments in research.

- Expanded support for principal investigators to focus on their research by streamlining the accounting and management of awards.

Post-Doc Support

In FY 22, DU was one of only nine universities recognized as a new Doctoral/Very High Research university (or "R1") by the Carnegie Classification of Institutions of Higher Education, joining the ranks of 137 universities currently recognized as engaging in highest research activity. To continue to support our teacher-scholars across the university, DU announced the following new multi-year investments in research.

- Expanded support for post-docs to work with our faculty researchers
- Post-doc salary matching program (10 in the first year) plus training: $150k plus $30k = $180k

Applicant Fee Waiver

In FY 22, DU was one of only nine universities recognized as a new Doctoral/Very High Research university (or "R1") by the Carnegie Classification of Institutions of Higher Education, joining the ranks of 137 universities currently recognized as engaging in highest research activity. To continue to support our teacher-scholars across the university, DU announced the following new multi-year investments in research.

- Expanded fee waiver for graduate applicants

PROF Funding

In FY 22, DU was one of only nine universities recognized as a new Doctoral/Very High Research university (or "R1") by the Carnegie Classification of Institutions of Higher Education, joining the ranks of 137 universities currently recognized as engaging in highest research activity. To continue to support our teacher-scholars across the university, DU announced the following new multi-year investments in research.

- Increased PROF funds from $20k per award to $27k per award -- total increase in PROF award funding to $625k

Facilities

In FY 22, DU was one of only nine universities recognized as a new Doctoral/Very High Research university (or "R1") by the Carnegie Classification of Institutions of Higher Education, joining the ranks of 137 universities currently recognized as engaging in highest research activity. To continue to support our teacher-scholars across the university, DU announced the following new multi-year investments in research.

- $150k investment in research facilities and space to support research growth.

GRA Stipends

In FY 22, DU was one of only nine universities recognized as a new Doctoral/Very High Research university (or "R1") by the Carnegie Classification of Institutions of Higher Education, joining the ranks of 137 universities currently recognized as engaging in highest research activity. To continue to support our teacher-scholars across the university, DU announced the following new multi-year investments in research.

- Increased grant-funded GRA stipends 6%, mirroring GTA/GSA increase.

Technology

In FY 22, DU was one of only nine universities recognized as a new Doctoral/Very High Research university (or "R1") by the Carnegie Classification of Institutions of Higher Education, joining the ranks of 137 universities currently recognized as engaging in highest research activity. To continue to support our teacher-scholars across the university, DU announced the following new multi-year investments in research.

Technology improvements: $65k

- Human subject research (IRBNet): $30k

- COI module (InfoEd): $35k

2023 Results

The COACHE survey asked faculty about academic life on the DU campus.

To access the preliminary report, follow these directions:

- Login to MyDU with your DU ID and password
- Type "COACHE Survey 2023 Initial Report" into the search bar
- Click on the first result to open the report.

COACHE DATA SUMMARY 1-PAGERS

COACHE Faculty Response Rates by Subgroup

COACHE Peer Institutions

Post COACHE 2019 Faculty Affairs Programming

COACHE Faculty Job Satisfaction Survey

COACHE Benchmark Cohort Comparisons and Definitions

COACHE Benchmark Score by Race, Gender and Tenure Status

COACHE DU Comparison to Cohort Mean, Range, and Percentile Scores

FACULTY RESPONSE RATE AND SATISFACTION

DU RESPONSE RATES

We are grateful for our faculty's willingness to share their experiences—our response rate (65%) was more than 20% higher than other institutions.

NOTE: See the data visualizations of response rates of your peers starting on the next page.

Response Rates by Division

Arts and Humanities

| 63% |

Daniels College of Business

| 57% |

Graduate School of Professional Psychology

| 78% |

Graduate School of Social Work

| 75% |

Josef Korbel Graduate School of International Studies

| 51% |

Morgridge College of Education

| 57% |

Natural Sciences and Mathematics

| 74% |

Ritchie School of Engineering & Computer Science

| 53% |

Sturm College of Law

| 61% |

University College

| 92% |

University Libraries

| 86% |
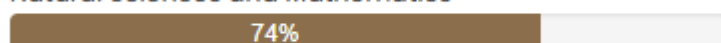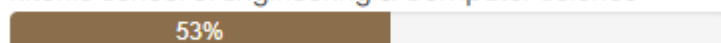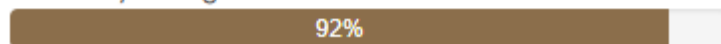
% of faculty responding from each division

Response Rates by Respondent Characteristics

Tenured
64%

Pre-tenure
58%

Non-tenure track
67%

Full Professor
69%

Associate Professor
63%

Men
62%

Women
65%

White
67%

Faculty of Color
57%

Asian/Asian-American
51%

Underrepresented Minorities
60%
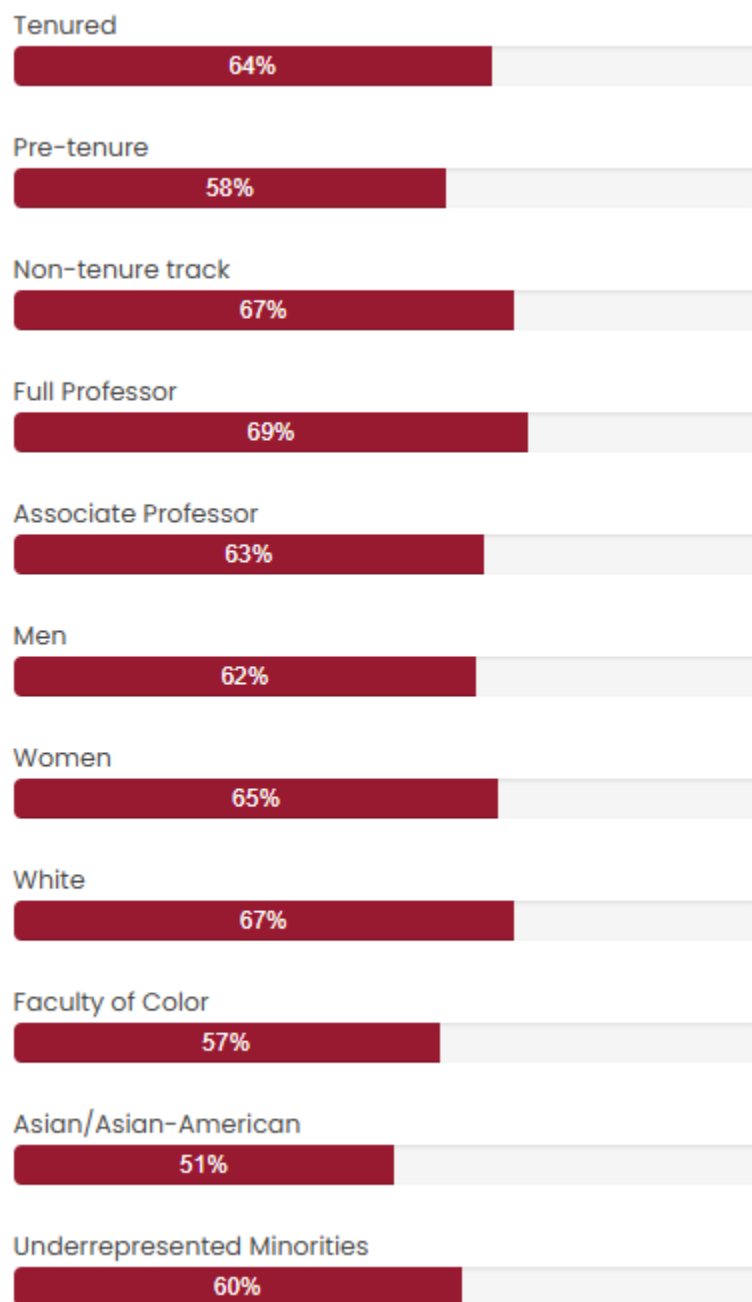
% of faculty responding from each demographic

Best Aspects of Working at DU

Geographic Location
42%

Quality of colleagues
38%

Support of colleagues
17%

Academic Freedom
17%

Worst Aspects of Working at DU

Compensation
42%

Cost of Living
17%

Too much service/too many assignments
15%

Teaching load
14%

% of faculty responding

Satisfaction with DU as A Place to Work: Department as a place to work

Are very satisfied
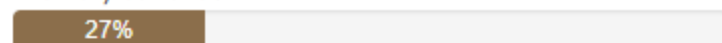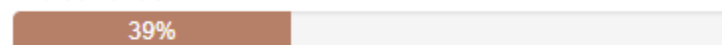
27%

Are satisfied

39%

Are neither satisfied nor dissatisfied

14%

Are dissatisfied

12%

Are very dissatisfied

4
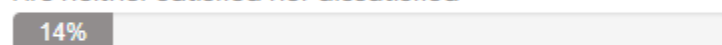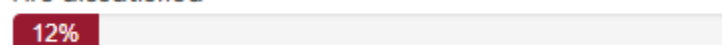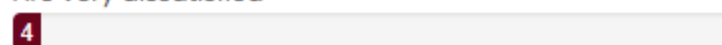
Institution as a place to work

Are very satisfied
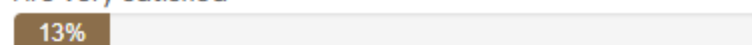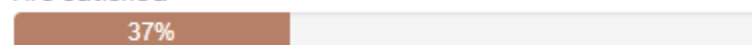
13%

Are satisfied

37%

Are neither satisfied nor dissatisfied

25%

Are dissatisfied

14%

Are very dissatisfied

7%
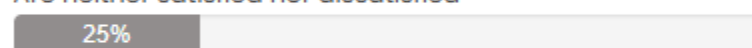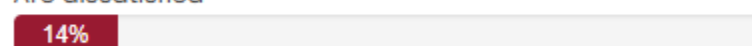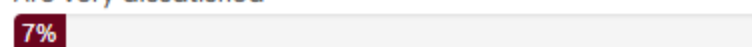
PERCENTILE AND DU MEAN SCORE BY CATEGORY

The COACHE Faculty Satisfaction Survey comprises 26 benchmarks distributed across 8 themes. Below are DU's percentile score (where 100% is the highest) and DU's mean score, ranked by mean rating for each survey item on a five-point scale (5 = highest).

Nature of Work

Research is defined by faculty satisfaction with the time faculty members have to commit to research, institutional expectations for research productivity, and the resources provided to faculty to meet them. **Service** refers to quantity, quality, and equitable distribution of faculty service work as well as institutional efforts to help faculty be service leaders and sustain their other commitments. **Teaching** is defined as the supports institutions provide faculty to teach well, the time faculty are given to invest in it, and faculty satisfaction with teaching load.

Research
49%

Service
6%
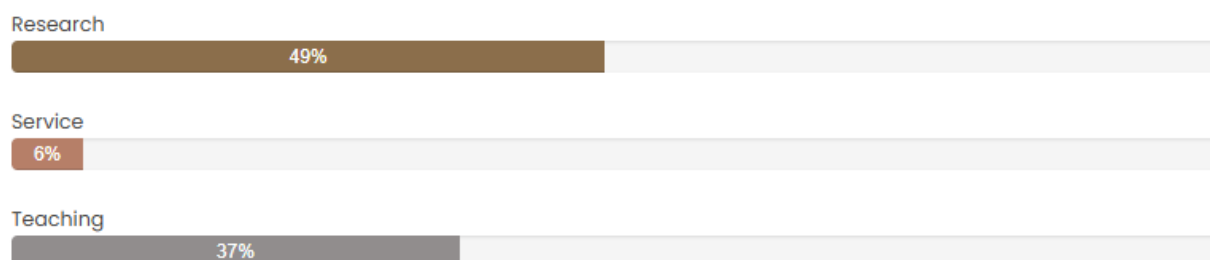
Teaching
37%

Response options ranged from 1-5 where 5 is the most favorable.

Research: **3.19**
Service: **3.09**
Teaching: **3.72**

Resources and Support

Facilities and Work Resources is defined as the physical workplace available for faculty to do their work and additional resources like, technology and administrative assistance. **Personal and Family Policies** measures faculty beliefs about the effectiveness of various policies–many of them related to work-family balance and support for families. **Health and retirement benefits** is defined as faculty attitudes about their health and retirement benefits. Similarly, **Salary** is defined as faculty attitudes about their salary.

Facilities and Work Resources
51%

Personal and Family Policies
36%

Health and Retirement Benefits
2
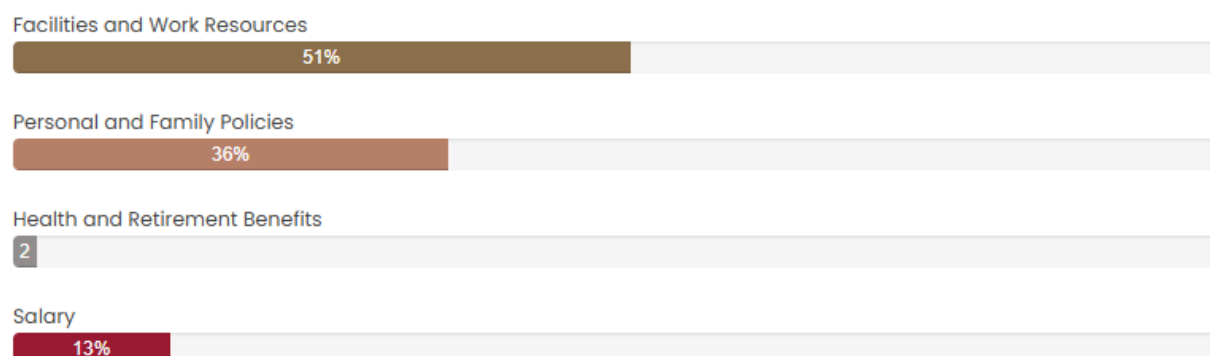
Salary
13%

Response options ranged from 1-5 where 5 is the most favorable.

Facilities and Work Resources: **3.54**
Personal and Family Policies: **3.05**
Health and Retirement Benefits: **3.10**
Salary: **2.91**

Cross-Silo Work and Mentorship

Interdisciplinary Work is defined as the research collaboration within and between institutions and with off-campus partners. **Collaboration** reflects faculty work that requires collaboration with students, peers, administrators, and/or other colleagues inside and outside of the institution and with the broader community. **Mentoring** is defined as the variety of institutional options, models, and strategic collaborations in which faculty members build networks beyond their departments and colleges.

Interdisciplinary Work
16%

Collaboration
9%

Mentoring
5%

Response options ranged from 1-5 where 5 is the most favorable.

Interdisciplinary Work: **2.50**
Collaboration: **3.42**
Mentoring: **2.94**

Tenure and Promotion

This includes faculty attitudes about **Tenure Policies**, including their **Clarity**. This also include policies and processes for **Promotion to Full**. Only faculty who are on the tenure track answer these questions.

Tenure Policies
30%

Tenure Expectations – Clarity
4%

Promotion to Full
17%

Response options ranged from 1-5 where 5 is the most favorable.

Tenure Policies: **3.40**
Tenure Expectations – Clarity: **3.05**
Promotion to Full: **3.42**

Institutional Leadership

Academic leaders is defined as faculty satisfaction with multiple aspects of institutional leadership: pace of decision making, stated priorities, communication of priorities, ensuring faculty input, and fairness in evaluating work. **Senior** leadership includes president/chancellor and chief academic officer/provost. **Divisional** leadership includes deans and division heads. **Departmental leadership** includes the department head or chair.

Faculty leadership includes the institutional governing body. Those who serve in this capacity were instructed to select "not applicable".

Senior
34%

Divisional
12%

Departmental
47%
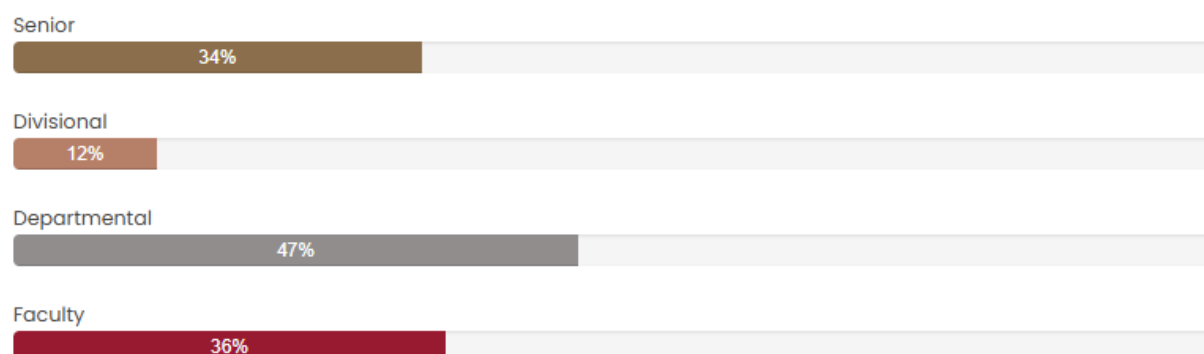
Faculty
36%

Response options ranged from 1-5 where 5 is the most favorable.

Senior: **2.94**
Divisional: **2.95**
Departmental: **3.72**
Faculty: **3.14**

Shared Governance

Shared Governance is defined as governance in which faculty, administrators, and other stakeholders listen respectfully to different perspectives and then work together to make decisions aligned with their shared understanding of their institution's best interests. This includes **Trust, Shared Sense of Purpose, Understanding of the Issue at Hand, Adaptability, and Productivity.**

Trust
15%

Shared Sense of Purpose
30%

Understanding the Issue at Hand
26%

Adaptability
23%

Productivity
26%

Response options ranged from 1-5 where 5 is the most favorable.

Trust: **2.78**
Shared Sense of Purpose: **2.87**
Understanding the Issue at Hand: **2.75**
Adaptability: **2.63**
Productivity: **2.83**

The Department

Collegiality is defined as faculty satisfaction with their sense of "fit" among their colleagues, their personal interactions with colleagues, and colleague support for work/life balance. **Engagement** is defined as faculty engagement as measured by their professional interactions and their departmental discussions about undergraduate and graduate learning, pedagogy, the use of technology, and research methodologies. **Quality** is defined as the intellectual vitality of faculty, the scholarship that is produced, the effectiveness of teaching, how well the department recruits and retains excellent faculty, and whether and how poor faculty performance is handled.
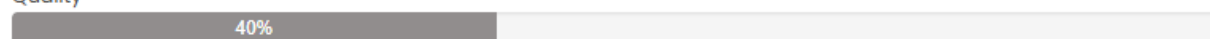
Collegiality
26%
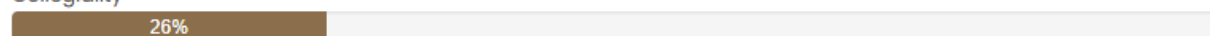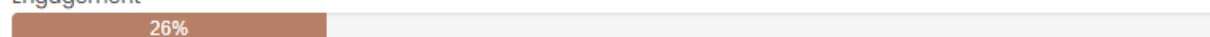
Engagement
26%

Quality
40%

Response options ranged from 1-5 where 5 is the most favorable.

Departmental Engagement: **3.75**
Departmental Quality: **3.60**
Departmental Collegiality: **3.45**
Appreciation and Recognition: **3.12**