

*Preliminary Report*

# 2017 Faculty Climate Survey

Reviewed by: 2017-2018 Faculty Senate



**University of Houston-  
Downtown**

Approved: July 2017

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### Survey Description

The 2017 Faculty Climate Survey is seven in a series of surveys since 2003, as mandated by the Faculty Senate Constitution, Article 2, Section VI, a faculty climate survey will be administered in the spring of every odd-numbered year.

### Items Retained from the 2015 Climate Survey:

The 2015 Faculty Senate Survey was used as a backdrop for the 2017 survey.

- New topics addressed include faculty rating of overall job performance for interim and new administrative positions: **a.** Interim University President, **b.** Interim Senior Vice President for Academic and Student Affairs, **c.** Vice President of Administration and Finance, **d.** Associate Vice President of Academic Affairs, **e.** Vice President Employment Services and Operations, **f.** Vice President of Advancement and External Relations, **g.** Associate Vice President of Information Technology, **h.** Assistant Vice President of Facilities, **i.** Management, Assistant Vice President of Business Affairs, **j.** Administration, and Finance, and **k.** Dean of your College
- Workload was broken down into hours per week on average for time spent engaging in teaching, scholarly/creative, and tenure-related activities.
- College standards, professional satisfaction, compensation, and website functionality were again evaluated.

### Survey Administration and Ratings Scales

In keeping with the processes used in previous surveys, tenured and tenure-track faculty were administered the 2017 survey. **Method:** The 2017 Faculty Climate Survey was constructed, administered, data analyzed and authenticated using Qualtrics survey tool. An anonymous link to the survey was created. Invitations to take the survey were also created. The Qualtrics anonymous link to the survey was embedded into the invitation messages. The invitations were then addressed to voting faculty members, and the survey was distributed to each faculty member via E-mail, using MS Outlook as the mode of transmission. The survey was administered from April 20, 2017 to May 15, 2017.

On a sliding scale where “1” = strongly disagree, and “5” = strongly agree; and “5”= excellent and “1” = poor, faculty were asked to evaluate their general work climate and rank UHD standards, administrative management job performances, rank and tenure policies, faculty workload, work environment, and general responsiveness to academic needs, queries, and support, according to the scale.

## Results Collection and Calculation

All data responses to the survey (both preliminary and complete) were automatically captured in aggregate and in real-time by Qualtrics. Complete survey results were immediately available at midnight on May 15, 2018 (survey deadline). Results are summarized in graphs created by Qualtrics. (see **Appendix A**, pg. 15)<sup>1\*</sup>

Survey data was calculated by Qualtrics categorically based on the total number of responses for each answer category. Qualtrics was instructed to calculate the mean, weighted average, and standard deviations (SDs) for responses the same as for previous surveys.

Results were segregated by the variable of college affiliation only to minimize any risk of revealing identities of respondents. Only response data to the survey are retained in the Qualtrics database under password protection. No log-in or personal information is associated with any individual account, and no log-in information was collected or saved which could risk the identity of any respondent.

## Analysis of Survey Responses<sup>2\*</sup> (pg. 13)

Subsequent to survey completion, initial review of the results was performed by the Faculty Senate Admin, Ms. Darlene Hodge, and a preliminary summary report was prepared and submitted to the Faculty Senate President, Dr. Carolyn Ashe.

Once Dr. Ashe reviewed the initial results, made changes and added comments, she presented the preliminary report and survey results to the Faculty Senate Executive Committee (FSEC) for their review.

In this 2017 survey, *stratified* and *composite* methods were used to analyze response ratings in order to objectively summarize the data obtained from the survey. It is found that the Likert 6-point **stratified** scale's multiple categories dilute the ratings, make it difficult to identify trends, skew responses toward an *acquiesce bias* (see 5\*, pg. 11) in this faculty work climate survey, and conflict with **composite** quantitative (i.e., disagree + strongly disagree + neutral + NA ratings) and **qualitative** ratings (comments) taken in aggregate.

Aggregate composite quantitative and qualitative ratings when compared to stratified quantitative ratings are felt to present a more accurate mosaic of faculty impressions representative of their perceptions of the work climate that has evolved since 2015 (Figures 1, 2, & 3, pp. 4, 5, & 8 are given as examples).

## Breakdown and Discussion of Results Trends

### **STRATIFIED RESULTS INTERPRETATION**<sup>2\*</sup> (pg.13)

**Characteristics of respondents:** The highest category of respondents (31) on the **2017 Faculty Climate Survey** came from faculty employed at UHD between 2 and 7 years. The second highest category of respondents (26) were from faculty employed by UHD between 8 and 15 years. The raw numbers represent the actual number of respondents while the percentages represent the proportion of specific responses in each category (n=80) (see **Fig. 1**, pg. 4).

- 80 (33% of 242) faculty responded to the question regarding **years of service**—however 11 (14%) faculty evaded the question by not providing an answer in number of years.
- 51 (63.75%) faculty reported **Assistant** or **Associate Professor** as their rank—42 (52.5%) faculty claimed **White**, 5 **Black**, 5 **Asian**, 6 **Hispanic**, as their ethnicity—22 (27.5%) faculty skipped this question. The number of **male** and **female** faculty totaled 39 and 41, respectively (49% and 51%).
- Response rate from the **College of Humanities & Social Sciences** was 42%, **Public Service**—20%, **Science & Technology**—21%, and the **Davies College of Business**—17%.

**Rating of supervisors, managers and department heads:** Faculty gave a 45% approval rating to their immediate supervisors. College deans received a 35% “excellent” response rate. However, faculty comments indicate confusion in communication between faculty and supervisors, chairs, deans and associate deans, whom are said to each give different answers to the same questions, making it *difficult to get clear answers. Many times action is taken on a process only to find out later that we were doing it wrong under wrong advice.*

Other faculty indicate dissatisfaction with department chairs, deans, and managers as *good leaders*—citing *willful disregard for policy, failure to perform necessary performance evaluations, inner-circle mentality, and failure to adequately allocate funds for project areas*, as reasons for faculty dissatisfaction with leaders.

**Administration:** Faculty report general satisfaction with administration, although many faculty do not feel that the administrative roles evaluated necessarily relate to faculty responsibilities.

- 31 (38.75%) faculty agree that UHD **administration promotes and supports research and scholarship**—23 (28.75%) faculty disagree—16 (20%) faculty were neutral.
- 40 (50%) faculty agree that UHD **administration makes decisions congruent with principles of shared governance**—24 (30%) faculty disagree—16 (20%) faculty are neutral.
- 33 (41.3%) faculty agree that UHD **administration take the advice and expertise of faculty seriously** in hiring and personnel decisions—28 faculty disagree—15 are neutral.
- Faculty were more familiar with the **administrative roles** of president, provost, student affairs and enrollment, and VP of research and sponsored programs, than with other administrative roles. Faculty rated administrative officers’ job performances as follows:  
Olivas-Interim-President: 31 excellent—**36 good**—1 fair—11 average—0 poor—1 NA  
Hugetz-VP/Provost: **42 excellent**—22 good—4 fair—10 average—2 poor—0 NA  
Bradley-VP Adm&Finance: 13 excellent—**26 good**—12 average—3 fair—3 poor—23 NA  
LeGrande-VP Student Affairs & Enrollment: 17 excellent—**18 good**—9 average—6 fair—3 poor—0 NA (n=53)

Montalbano-VP ESO: 8 excellent—**13 good**—21 average—15 fair—5 poor—18 NA  
Wolfe-VP Advancement: 11 excellent—**18 good**—16 average—8 fair—4 poor—23 NA  
Khoja-AVP Academic Affairs/Provost: **33 excellent**—25 good—7 average—2 fair—1 poor—12 NA  
Hosseini-AVP IT: 14 excellent—**20 good**—11 average—7 fair—1 poor—27 NA  
McCall-AVP Facilities Mgt: 11 excellent—**26 good**—13 average—2 fair—0 poor—28 NA  
Anderson-AVP Bus Affairs: 3 excellent—**10 good**—10 average—3 fair—1 poor—53 NA  
Johnson-AVP Research & Sponsored Programs: 21 excellent—**28 good**—12 average—10 fair—3 poor—6 NA

**Professional satisfaction:** Satisfied and dissatisfied faculty nearly tie on the topic of professional satisfaction (See Fig. 3, page 8).

- 10 (12.5%) faculty strongly agree, 27 (33.75%) faculty agree,
- 24 (30%) faculty disagree,
- 15 (18.75%) faculty are neutral regarding whether they consider themselves professionally satisfied.

**Compensation:** Faculty, in general, disagree that they are fairly compensated for the work that they do (See Question 10, page 19).

- 52 (65%) faculty disagree that they are adequately compensated for their responsibilities at UHD (one-half strongly disagree)— 15 (18.75%) faculty agree that they are adequately compensated for their responsibilities at UHD—10 (12.5%) faculty were neutral.

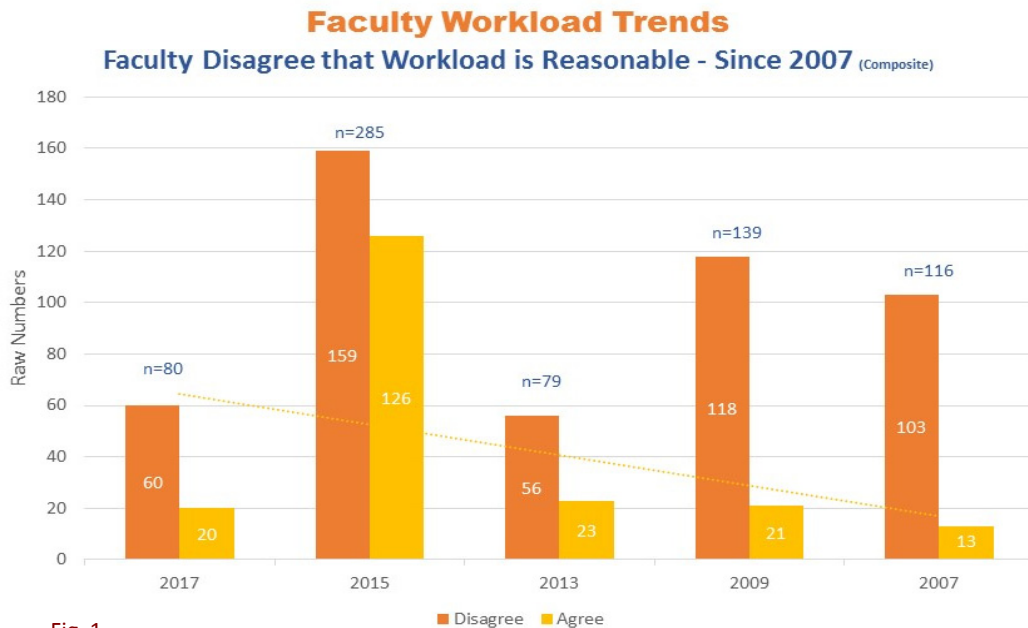
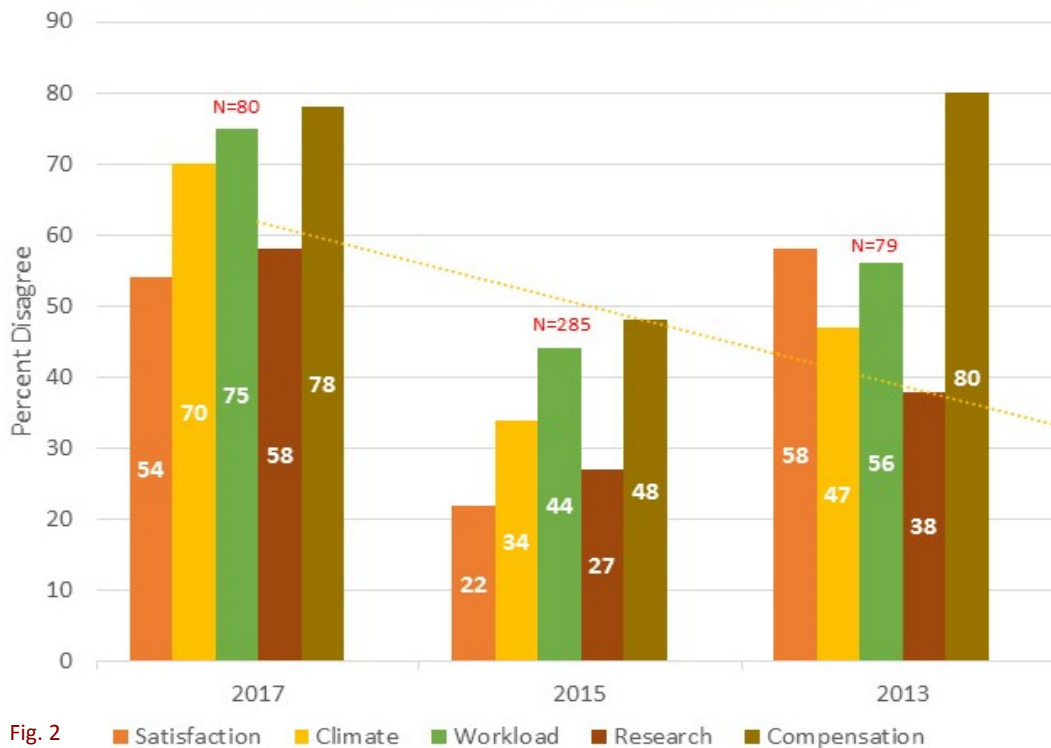


Fig. 1

(See Question 8, pg. 18)

## Survey Trends

Academic Climate - Dissatisfaction Ratings Since 2013



Faculty indicate frustration with **workload**—specifically, no time to spend with students, no time to manage unpaid service responsibilities, no time for scholarly/creative activities and research (See Fig. 1 & 2, pp. 4 & 5).

- 48 (60%) faculty disagree [19 (23.75%) of which strongly disagree; 29 (36.25%) disagree] that their **workload is reasonable**. Further 16 (20%) agree [4 (5%) of which strongly agree] that their workload is reasonable; and 12 (15%) are neutral regarding whether or not their workload is reasonable.
- 50 (62.5%) faculty reported that they spend 20 to 30 hours per week **teaching**; 21 (26.25%) reported that they spend 4 to 17 hours per week teaching; and 9 (11.25%) reported that they spend 30-40 or more hours per week teaching.
- 68 (85%) faculty reported that during regular semesters they spend on average 15 hours or less per week performing **non-compensated service**, and 12 (15%) reported that during regular semesters they spend on average 20 hours per week performing non-compensated service.
- 64 (80%) faculty reported that on average per week they spend 5-25 hours on **scholarly/creative activities**; 10 (12.5%) reported that on average per week they spend 5 or fewer hours on scholarly/creative activities; and 6 (7.5%) did not answer the question.

- 34 (42.5%) faculty stated that they spend between 25 and 60+ hours on **tenure activities**; 18 (22.5%) reported that they spend from 1-20 hours on tenure activities; 5 (6.25%) stated they are not tenured; and 23 (28.75%) stated they did not understand the question.

**Academic climate:** The majority of faculty are apprehensive to answer and/or ambivalent when asked if the academic climate has improved since spring 2015, with a high majority choosing not to answer, and a near tie between the number of faculty who agree and disagree that the academic climate has improved since 2015 (see **Questions 1-63**, pp. 15-46).

The standard deviation for this response category is 0.7 (calculated only for the first majority of respondents in each category; mean=3.75), indicating general overall satisfaction among this small subset of faculty. However, composite ratings lend credence to bias where an “agreeable” view does not accurately represent the whole of eligible faculty participants.<sup>3\*</sup>  
(pg. 13)

- 28 (35%) faculty were neutral; 24 (30%) faculty agree (5 strongly agree); 18 (22.5%) faculty disagree (3 strongly disagree); and 10 (12.5%) faculty abstain on the question that the **academic climate has improved**.
- 39 (48.75%) faculty agree that **UHD maintains high standards for its students**; 20 (25%) faculty are neutral; and 15 (18.75%) faculty disagree.
- 44 (55%) faculty agree (10% strongly agree) that **UHD provides adequate services to support student success**, and 36 (45%) faculty could not agree.
- 36 (45%) faculty agree that **library resources** are adequate; 11 (13.75%) faculty disagree, and 13 (16.25%) faculty are neutral.
- 47 (58.75%) faculty strongly agree that **library staff** are responsive to their needs and queries. Zero staff disagree that library staff are responsive to needs and queries.
- 41 (51.25%) faculty agree that **classroom space** is adequate; 10 (12.5%) faculty disagree.
- 42 (52.2%) faculty agree that **classroom furniture** is adequate; 13 (16.25%) faculty are neutral; and 11 (13.75%) faculty disagree.
- 31 (38.75%) faculty agree that Deans and administration promote **research and scholarship**; 23 (28.75%) faculty disagree; and 16 (20%) faculty are neutral.
- 39 (48.75%) faculty agree that **rank and tenure policies assure high professional standards** for tenure and tenure-tracked professors; 16 (20%) faculty are neutral; and 10 faculty disagree.
- 27 (33.75%) faculty agree that **rank and tenure procedures are fair and equally applied** for tenure and tenure-track professors; 15 (18.75%) disagree; and 15 (18.75%) faculty are neutral.



Apparently, faculty are disappointed that they cannot rely on the **UHD website** to keep them abreast of what is going on at UHD. Sixty percent (60%) of faculty stated that they are not kept informed regarding UHDs' budget issues. Faculty candidly disagree that the university website is an effective information resource revealing that 40 (50%) faculty disagree that the website is organized; 21 agree; and 19 are neutral. Further, 31 (38.75%) faculty disagree that the website is up-to-date; 25 (31.25%) agree; 22 (28%) are neutral. Also, 34 (42.5%) of faculty disagree that the website is searchable; 27 (33.75%) agree; and 19 (23.75%) are neutral.

- 42 (52.5%) faculty agree that **classroom whiteboards and smartboards** are adequate; 8 faculty disagree; and 15 (18.75%) are neutral.
- 42 (52.5%) faculty agree that **classroom technology** is adequate; 14 (17.5%) disagree; and 7 (8.75%) are neutral.
- 42(53.75%) faculty agree that classroom **technology is adequately supported**; 22 (27.5%) strongly agree; 4 (5%) disagree; and 9 (11.25%) are neutral.
- 36 (45%) faculty agree that **space for special events** is adequate; 11 (13.75%) disagree; and 14 (17.5%) are neutral.
- 48 (60%) faculty agree (11 strongly agree) that **office facilities** are adequate; 15 (18.75%) are neutral; and 13 (16.25%) disagree.
- 32 (40%) faculty agree that **campus security** is adequate; 9 (11.25%) disagree, and 21 (26.25%) are neutral.
- 37 (46.25%) faculty strongly agree; 26 (32.5%) agree in favor of **near campus child care services** for students, staff and faculty; 3 (3.75%) disagree; and 8 (10%) are neutral.
- 33 (41.25%) faculty agree that there is adequate access to **research hardware**; 10 (12.5%) strongly agree; and 2 (2.5%) disagree.
- 25 (31.25%) faculty agree that they are **adequately informed about issues relating to the UHD budget**; 7 (8.75%) strongly agree; 22 (27.5%) disagree; 13 (16.25%) strongly disagree; 16 (20%) are neutral; and 13 (16.25%) are neutral.
- 29 (36.25%) faculty agree in favor of **expanding the testing center to support hybrid, face-to-face, and online course delivery**; 28 (35%) strongly agree; 4 (5%) disagree; and 14 (17.5%) are neutral.

## Survey Trends

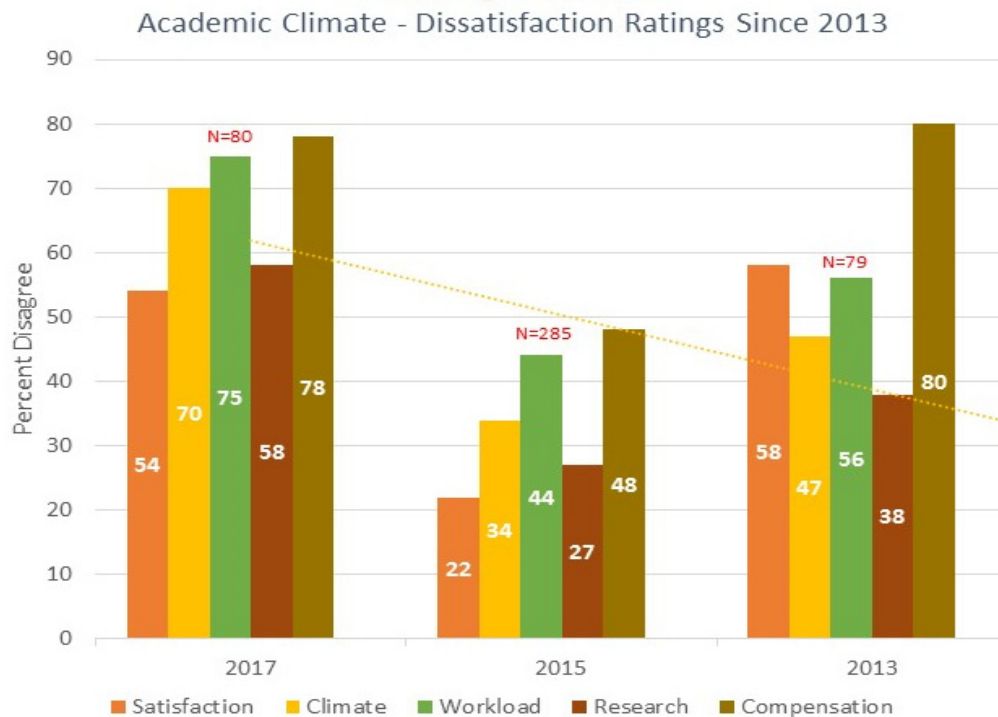


Fig. 3

3\*(See Conclusions, Page 13)

### Trends from Previous Surveys

**Composite Results Interpretation<sup>2\*</sup>** (See Fig. 1, 2 & 3, pp. 4, 5 & 8)

**Academic climate dissatisfaction** ratings for **2017** and 2013 are similar. Faculty participation and satisfaction rates were higher in **2015** compared to both 2017 and 2013 (See Fig. 3, page 8).

- **54%** faculty could not agree when asked if they are **professionally satisfied** (mean=3.19, SD=1.14). In **2015**—22% could not agree; and in 2013 58% faculty could not agree.
- **70%** of faculty could not agree that the **academic climate** has improved over the past two years (mean=3.48, SD=1.31). In **2015** 34% could not agree; and in 2013 47% could not agree.
- **75%** faculty could not agree that their current **workload is reasonable** (mean=2.46, SD=1.19). In **2015** 44% could not agree; and in 2013 56% could not agree).
- **58%** faculty could not agree that UHD administration promotes and supports **research and scholarship** (mean=4.22, SD=1.01). In **2015** 27% could not agree; and in 2013 38% could not agree.
- **78%** faculty could not agree that they are **adequately compensated** for their responsibilities at UHD (mean=2.29, SD=1.21). In **2015** 48% could not agree; and in 2013 80% could not agree.

- **Job performance of the VPAA & Provost decreased since 2015, but improved since 2013**, receiving a **64%** favorable rating with **52.5%** rating performance as “excellent (mean=3.19, SD=1.14). In **2015** 66% were favorable; and 95% gave an “excellent” approval rating. In 2013 68% were unfavorable.
- **Deans**, on average, received a **41%** favorable rating, and a **39%** unfavorable rating (mean=3.33, SD=1.54). In **2015** 60% were favorable. In 2013 71% were favorable). In 2017 **57.5%** faculty could not agree that deans **promote and support research and scholarship**; **50%** faculty could not agree that deans **make decisions congruent with principles of shared governance**; and **59%** faculty could not agree that deans **take the advice and expertise of faculty seriously in hiring and personnel decisions**.

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Composite Results Interpretation (see **Analysis of Survey Responses**, pg. 2)

### Conclusions

In this 2017 survey, *stratified* and *composite* methods were used to analyze response ratings in order to objectively summarize the data obtained from the survey. It is found that the Likert 6-point *stratified* scale’s multiple categories dilute the ratings, make it difficult to identify trends, skew responses toward an *acquiesce bias* (see 5\*, pg. 11) in this faculty work climate survey, and conflict with *composite* (i.e., disagree + strongly disagree + neutral + NA ratings) and *qualitative* ratings (comments) taken in aggregate.

Aggregate composite and qualitative ratings when compared to stratified ratings are felt to present a more accurate mosaic of faculty impressions representative of the work climate that has evolved since 2015. (Figures 1, 2, & 3, pp. 4, 5, & 8 are given as examples)

Based on quantitative and qualitative ratings, compared to 2015, the decrease in the level of participation likely reflects a negative change in faculty expectations since 2015, for any number or all of the following reasons:

1. Waste of time—Faculty disagree that the work climate has improved since 2015 when there was a high level of faculty participation. Since this is the seventh work climate survey administered by UHD since 2003, it is possible that many faculty perceive survey participation as a waste of time (see 4\*, pg. 12).
2. Fear of backlash—Faculty expressed general mistrust and concern regarding the level of protected anonymity in this survey, since demographic data are collected—gender, ethnicity, rank and tenure, years of employment, and college affiliation can be used to reveal the identities of respondents.
3. Bad timing—The survey was administered too close to break time, so it is possible that faculty were preoccupied and failed to take the survey during the time that it was open.
4. Deference to the Faculty Senate—Faculty are depending on the faculty senate represent them.
5. Workload—Overbearing workload not allowing time for participation in other activities. Workload continues to be a prevailing university-wide issue that has yet

to be effectively resolved. Faculty suggest hiring more staff to handle administrative paperwork and tasks. There are complaints about service requirements during summer months, and junior staff being bullied into service.

Although stratified quantitative faculty response rates in this survey indicate overall satisfaction with the current work climate, the faculty participation rate has decreased significantly (28%) since 2015 (down from approximately 285 participants, and the faculty dissatisfaction rates have increased since 2015; see **Figs. 1,2, & 3**, pp, 4,5, & 8, and **Questions 1-63**, pp. 15-46).

### *What has Happened to Faculty Morale Since 2015?*

The wide margin of lack of faculty participation possibly represents the condition of low morale among faculty—an inevitable benchmark for lower quality instruction and education that could definitely effect the university’s future academic reputation. As one faculty commenter put it, *Higher administrators can come in to the college and departments to fix the problems, both with workload and bias issues. The faculty who want to do their job are miserable and that discontent is being felt by students in the disciplines. Something needs to be done soon, or good faculty members will leave.*

It is interesting to note that **the 2017 faculty assembly number is 242, which is 43 eligible members short** compared to that of 285 in 2015 (i.e., 15% smaller).

The overall participation rate for this 2017 Faculty Climate Survey is 33% of eligible participants (80 out of a total of 242), with 51 participants claiming to be assistant or associate professors.

For the category of Academic Climate, which represents the bulk of the climate survey questions, the standard deviation for participation is 33-45 participants. The maximum number of participants is 48, and the minimum is 27 out of a possible 242.

*In 2015, Strelitz Consulting was hired to conduct the 2015 Faculty Climate Survey.*

It appeared that the news sparked a lot of optimism for possible real change, especially since Dr. Phillipa Strelitz is an outsider. The consultation with Dr. Strelitz may have been seen by the faculty as a genuine move toward change by administration, and a welcomed intervention.

The faculty responded with enthusiasm demonstrated by the high participation rate of 285 faculty participants—the highest number of eligible participants since the surveys were introduced to UHD.

Following a two-year stint much of the enthusiasm appears to have waned. Faculty seem to perceive little positive change in the work climate since 2015. Today, **70%** of faculty disagree that the **academic climate** has improved since 2015 (See **Fig. 3**, pg. 8).

### *Salient Concerns*

The challenges identified in this survey are not exclusively unique to UHD.

With regard to professional satisfaction, 43 faculty are unable to agree that they are professionally satisfied while 37 faculty agree. On the one hand, satisfactory ratings could reflect faculty who feel dedicated to student learning and success as UHD attempts to do a good job of meeting the demands of a typically underserved student population. However, survey ratings reveal only a 5% difference between approval and disapproval on the question of standards, revealing that 42 (53%) faculty agree, and 38 (48%) faculty decline to agree that UHD maintains high standards for its students.

With regard to rank and tenure, faculty generally agree that the policies maintain professional standards; however, there are complaints of favoritism and unfair practices in the departments. While 56% faculty agree that rank and tenure policies assure high professional standards for tenured and tenure-track professors, 44% disagree. Also 55% of faculty could not agree that that the UHD rank and tenure procedures are fair and equally applied to all tenured, tenure-track professors, but 45% agree.

Academic quality is managed by the provost and operational quality is managed by administration. Quality, cost and sponsored funding are closely interrelated in keeping with UHD's "Finish UHD Strong" graduate education campaign.

Faculty involvement directly correlates with both student behavior and academic quality, especially since faculty interaction with students can influence student enrollment, transfer goals, degree choices, and overall student success (retention and degree completion). Quality is related to cost of faculty and staff, and student enrollment and tuition, and sponsored funding. It is significant when 67% of faculty are "silent" giving no indication where they stand in a student population of over 14,000.

<sup>5</sup>\*Since it is believed that bad experiences are more likely to be shared than good experiences, the lack of participation in this survey can just as easily be empirically interpreted 50:50 as, "faculty are satisfied with the work climate at UHD," or as "faculty are not satisfied with the work climate at UHD." The mean of the sum of the quantitative ratings, 3.75, indicates that responses cluster between "agree" and "neutral," and that the standard deviation of 0.7 shows low variance, indicating that responses do not spread out, but remain proximal to "agree" and "neutral."

**The three most prevalently salient faculty concerns can possibly provide explanations for the overall low participation rate and the high level of ambivalent responses seen in this survey:**

1. *Overbearing 4/3 faculty workload:* 75% of faculty surveyed are unable to agree that their workload is reasonable.
2. *Under compensation:* 78% of faculty surveyed are unable to agree that they are compensated fairly; and 60% of faculty surveyed state that they are being kept in the dark regarding issues related to UHDs' budget.
3. *Fear of unmasked identity:* 47% of faculty refuse to state their ethnicity and/or years of service.

When evaluating administrators 8% to 66% of faculty chose the "NA" category. Faculty also indicate dissatisfaction with department chairs, deans, and managers as *good leaders*, citing *willful disregard for policy, failure to perform necessary performance evaluations, inner-circle mentality, and failure to adequately allocate funds for project areas*, as reasons for faculty dissatisfaction with administrative leadership.

On the one hand the 2017 survey demonstrates unsatisfied faculty (composite), markedly shrinking faculty participation coupled with the significant levels of congruence regarding dissatisfaction with compensation, overbearing workload, a high level of mistrust among faculty, and unfavorable attitudes towards administrators.

On the other hand the 2017 survey shows satisfied faculty (stratified) where faculty rate some administrators with 45% to 53% "excellent" job performance, and a majority of faculty (20%-59%) generally agree that UHD maintains high standards for students, administration promotes research and scholarship, and rank and tenure policies are fair and assure high professional standards. Further, administration takes faculty expertise into consideration when making hiring decisions, they are treated fairly by their supervisors, they are professionally satisfied, classrooms, the library, campus security, and childcare accommodations are adequate, and they are informed about the budget.

It appears that responses seen in this survey represent a significant level of mistrust where faculty do not feel comfortable sharing their true feelings or opinions, as stated in the following comment: *People are very scared of saying or disagreeing with certain faculty members because of their status, relationship with upper administration, or seniority.*

<sup>4\*</sup>The survey ratings indicate that faculty feel that they have little representation in the shared governance process, as one commenter expressed:

*Upper administration is completely disconnected with faculty and students. They implement ideas top to bottom, instead of letting them develop organically from the faculty or students themselves. There have been so many pointless activities, forms, initiatives, surveys, and reports that we as faculty have done only to lead nowhere or to*

*never hear from the people in charge again. And it seems like every year we have a new center, office, or program that only adds to the bureaucratic steps that we must take.*

<sup>2\*,3\*</sup>This 2017 survey also presents a stream of conflicting viewpoints. Considering the fact that in 2015 faculty participation was the highest for survey participation, and dissatisfaction rates were below 50% compared to the current overall composite quantitative ratings which show largely “disagree” versus “agree.” Trend ratings show 54% to 78% disagreement for 2017 (see **Fig. 3**, pg. 8). Coupled with the fact that today 70% of faculty say that the work climate is unchanged since 2015, but the stratified ratings show largely “agree” responses (see **Questions 1-63**, pp. 15-46)—there is discrepancy and a general disconnect between the ratings for faculty who state that they “disagree” in the qualitative ratings and faculty who state that they “agree” and are satisfied with their work climate in the quantitative ratings. This is especially so considering the high number of neutral responses, and the significant void created by the unstated concerns of 162<sup>+</sup> (67%) “silent faculty” which indicates a *bias factor*, and supports the rationale to compare both stratified and composite ratings between survey years in order to summarize the meaning of these 2017 survey results.

So, if nothing else, this survey does provide an explanation for why so many perceive that the academic climate is unchanged since 2015—the responses of those who “agree” basically cancel out the responses of those who “disagree,” and, hence, there is no gain on either side. Therefore, what is not said can be perceived as just as valuable as what has been said—which begs the question of whether the current survey consensus in this small faculty subset truly represents reality for the whole faculty assembly perception of their work environment at UHD.

### **Recommendations**

1. Identify ways to build trust and comradery between faculty, staff, and administrators, throughout the university, and increase transparency and collaboration in decision making. Use web tools to keep people informed.
2. Heighten transparency: Provide timely notification of policy changes, make meeting minutes available to faculty and staff, senate, etc. Explain and notify in advance regarding possible course changes such as courses taken from instructors and schedule time changes. Try to dispel accusations of favoritism.
3. For future climate surveys, narrow the response categories field options down to agree, disagree, neutral, poor, good, excellent, and NA.
4. Solicit input on how to engage faculty more fully to boost faculty survey participation to at least 55% of eligible participants. When possible, offer incentives and benefits for participation.
5. Monitor computer incompatibility. Faculty state that computer software is not kept up-to-date making it difficult to use online tools since faculty cannot make needed software updates.

6. Correct website inadequacies. Website information is missing departments, personnel contact information, and faculty profiles.
7. It is very important for everyone to be aware of policy changes, and any important issues that affect faculty and UHD as a whole, so that the faculty assembly and committees can take appropriate action when necessary. The use of online tools can help to alleviate time constraints made by increased service demands. This is why it is important to make sure that the UHD website is accurate and informative, and software and applications are kept up-to-date.
8. Balance workload and service inequalities. Shorten the procedure for travel and financial paperwork. Faculty tend to agree that hiring more TTT faculty would ease the service overload, and pressure to generate more and more semester credit hours. Try to maintain teaching load of no more than 3-3 for most faculty. Additionally, faculty should perform only the most essential or one-time/emergency work during the summer (off-contract) period, which should be compensated. Some faculty complain about teaching all full courses while others are teaching all half full courses and being compensated the same, and some complain of having double teaching loads with the same scholarship and service expectations.
9. Encourage an atmosphere of free speech where those who hold alternate political and religious viewpoints to "typical" academia do not feel threatened about their convictions. Quickly defuse situations where faculty speak unfavorably about topics and issues related to ethnicity, sexual orientation, and politics.
10. Greatly emphasize policies against faculty-on-faculty bullying, and harassment along race/ethnic, sex, or sexual orientation lines, and threats against tenure.
11. Issues related to rank and tenure continue to surface. Specifically, regarding fair and equal application of the policy for all tenured and tenure-track professors. Faculty cite *unequal treatment of faculty from the chairs and deans in the colleges; selective mentoring by the deans through regular one-on-one meetings*.

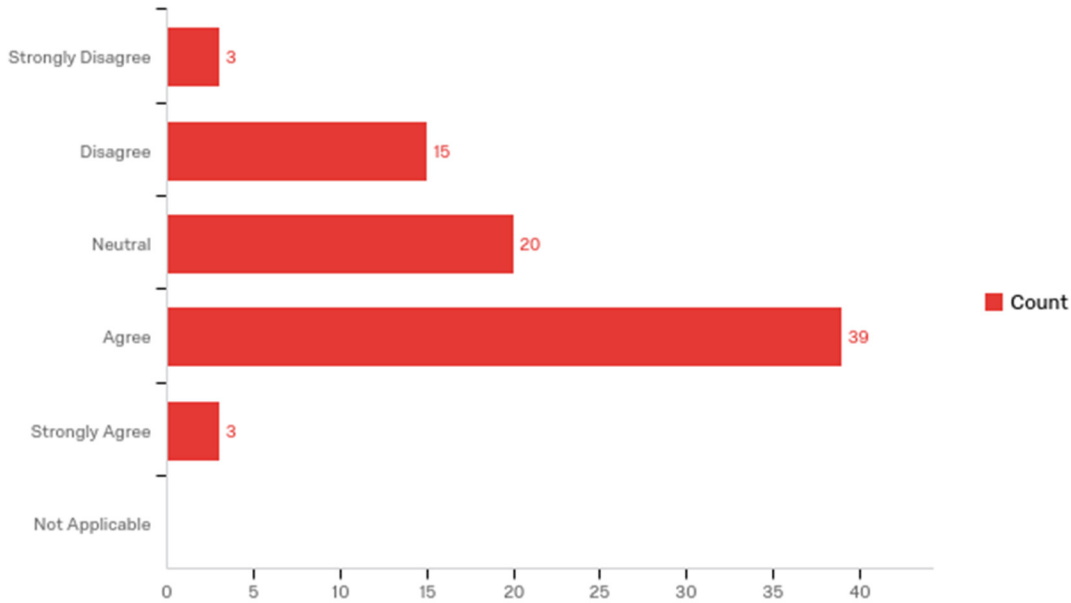
The main issues raised by the senate are related to the timeline for policy approval; the 2nd and 4th year reviews (or one 3rd year review), the issue of having only full professors vote on associates coming up for full professor, electronic voting and in-person participation in rank and tenure processes, and confusion about the chair and R&T committee letters for the 2nd and 4th year reviews.

Since concern was raised, and it was agreed that the Rank and Tenure Policy is too important to be rushed through for approval, Rank and Tenure discussions will continue in the fall (see Faculty Senate Minutes dated April 4, 2017 and May 2, 2017; <https://www.uhd.edu/faculty-staff/faculty-senate/PublishingImages/Pages/Meetings-and-Minutes/FSMinutes05022017.pdf> <https://www.uhd.edu/faculty-staff/faculty-senate/PublishingImages/Pages/Meetings-and-Minutes/FSMinutes05022017.pdf>).

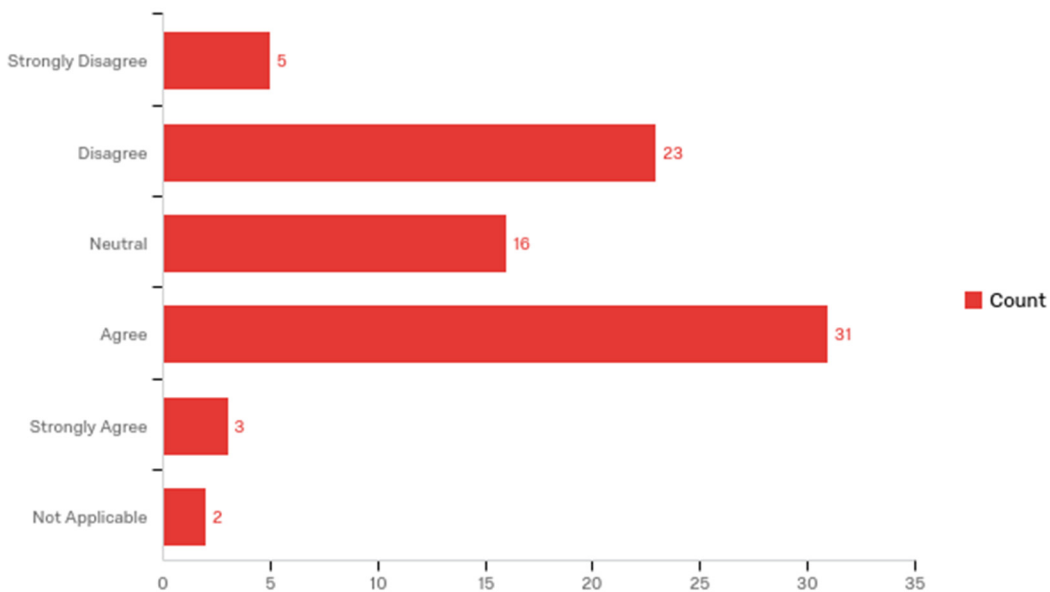


## Appendix A: 2017 Faculty Senate Climate Survey Results Summary<sup>1\*</sup>

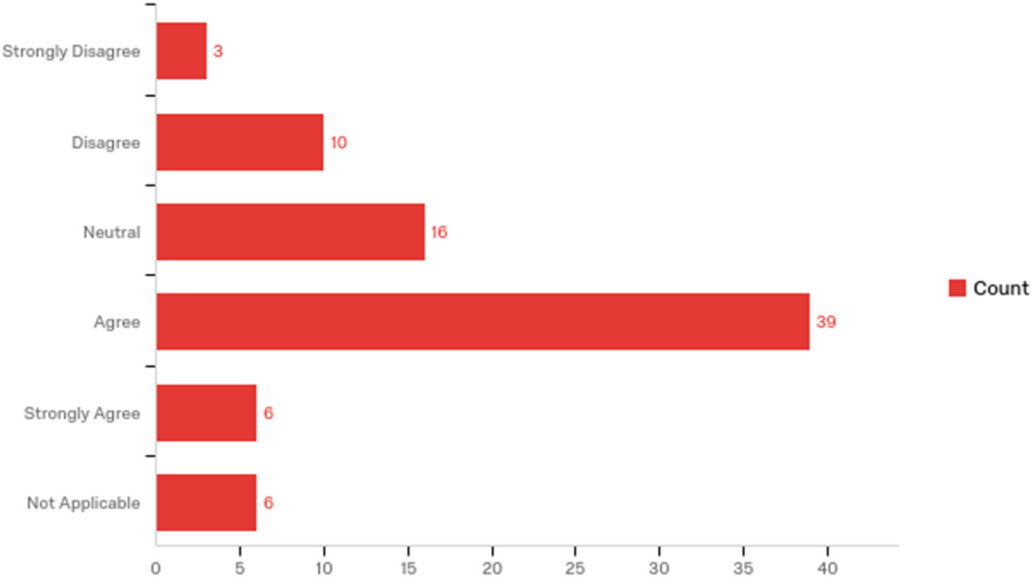
**Question 1 - UHD maintains high standards for its students: 48.75% faculty majority agree (n=80).**



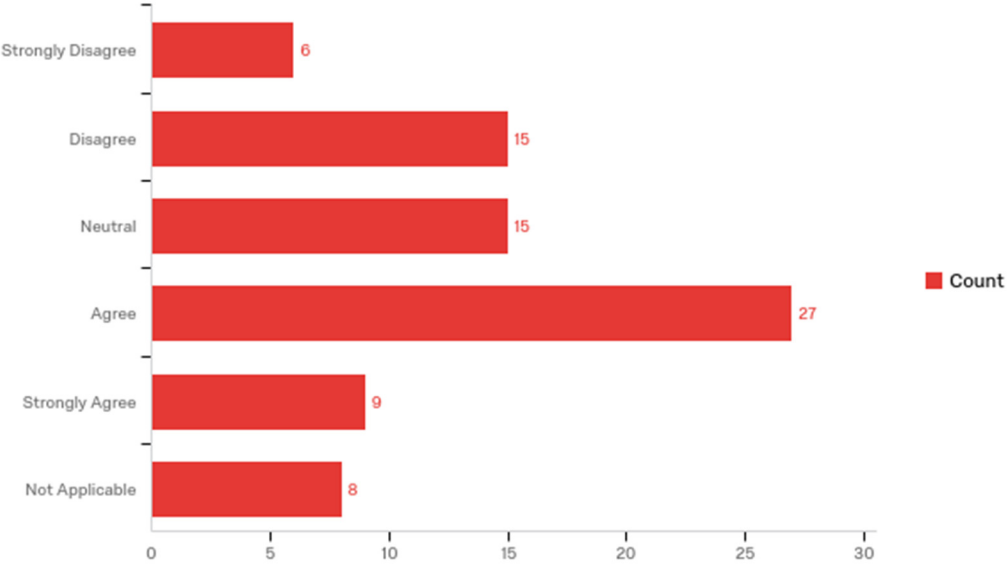
**Question 2 - The UHD Administration (Deans and above) promotes and supports research and scholarship: 39% faculty majority agree (n=80).**



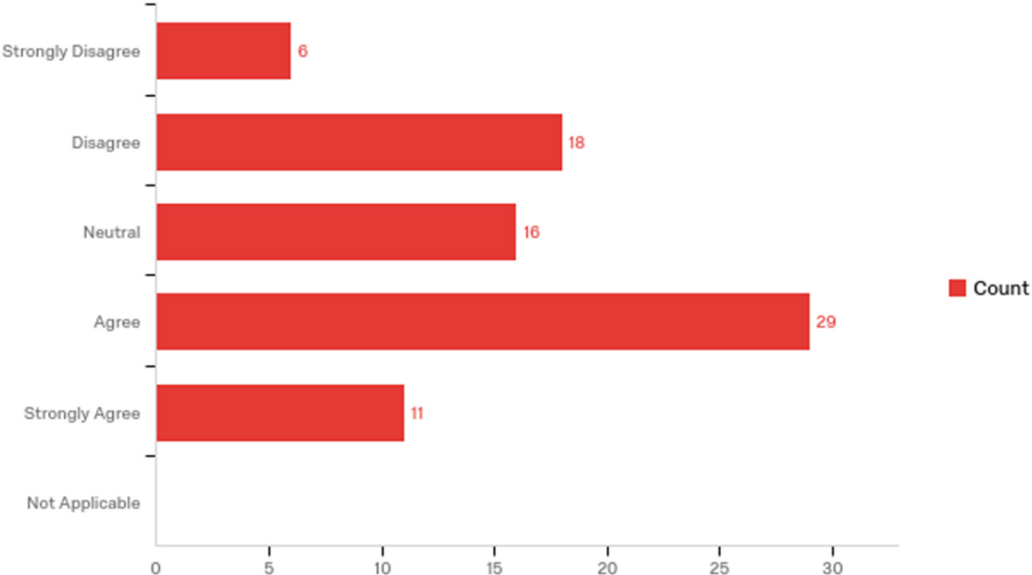
**Question 3 - The UHD rank and tenure policies assure high professional standards for tenured and tenure-track professors: 49% faculty majority agree (n=80).**



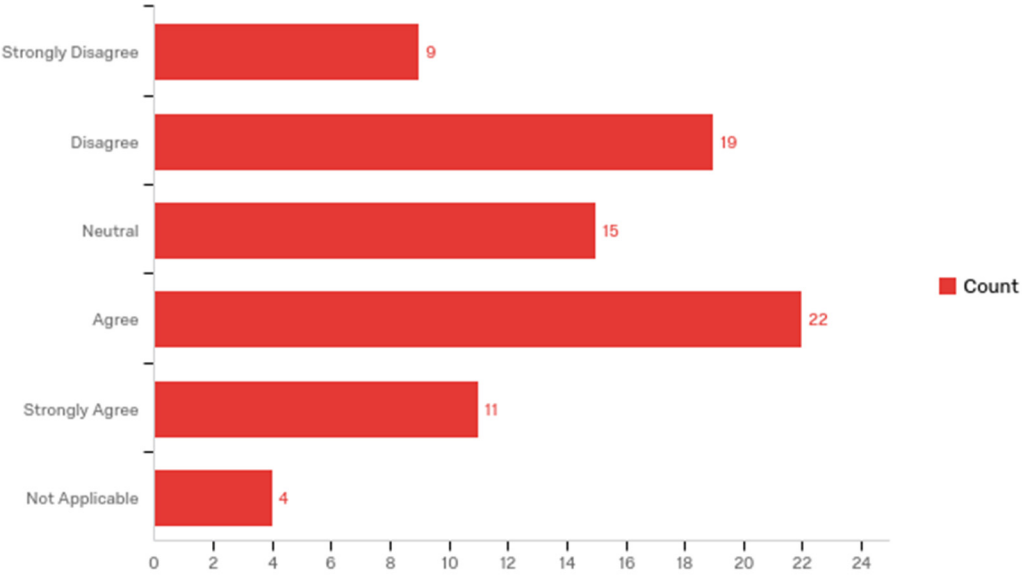
**Question 4 - The UHD rank and tenure procedures are fair and equally applied to all tenured and tenure-track professors: 34% majority agree (n=80).**



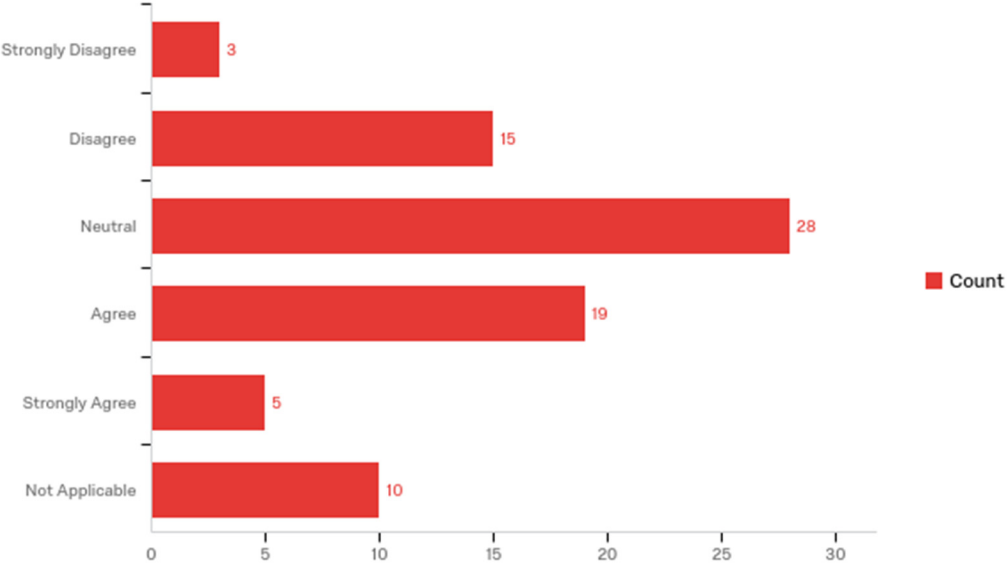
**Question 5 - The UHD Administration (Deans and above) makes decisions congruent with principles of shared governance: 36% faculty majority agree (n=80).**



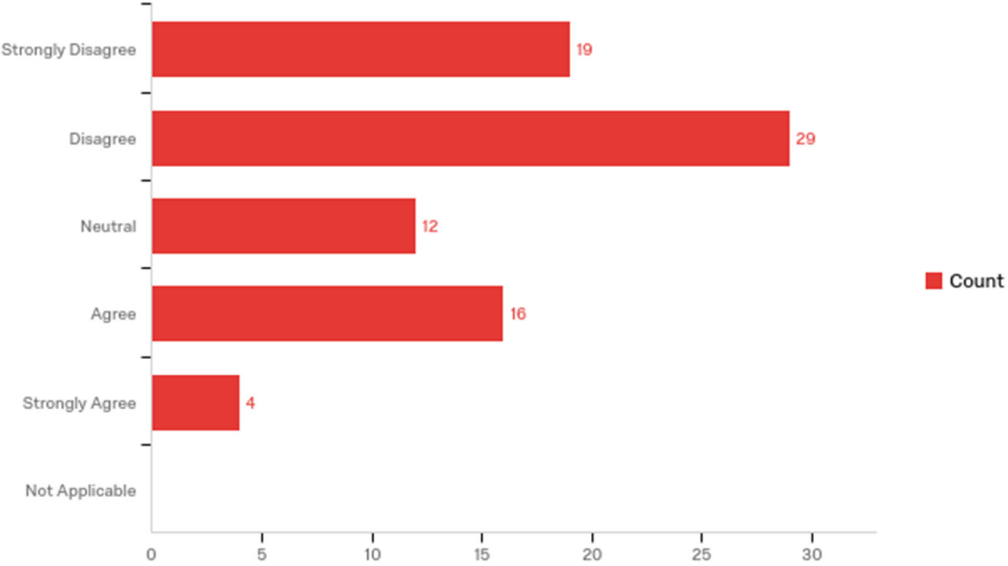
**Question 6 - The UHD Administration (Deans and above) take the advice and expertise of faculty seriously in hiring and personnel decisions: 28% faculty majority agree (n=80).**



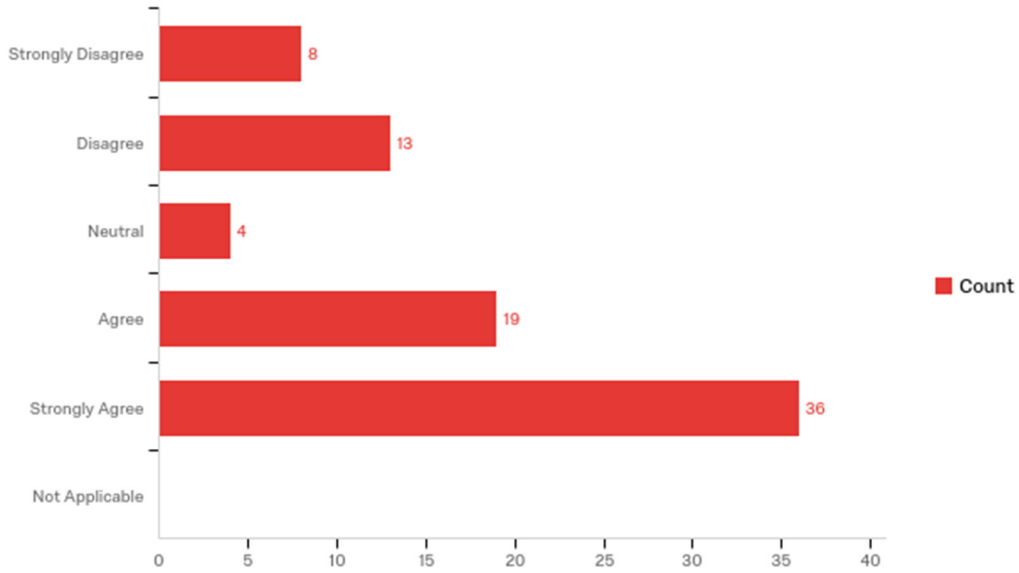
**Question 7 - The general academic climate at UHD has improved since the last climate survey administered in spring 2015: 35% faculty majority are neutral (n=80).**



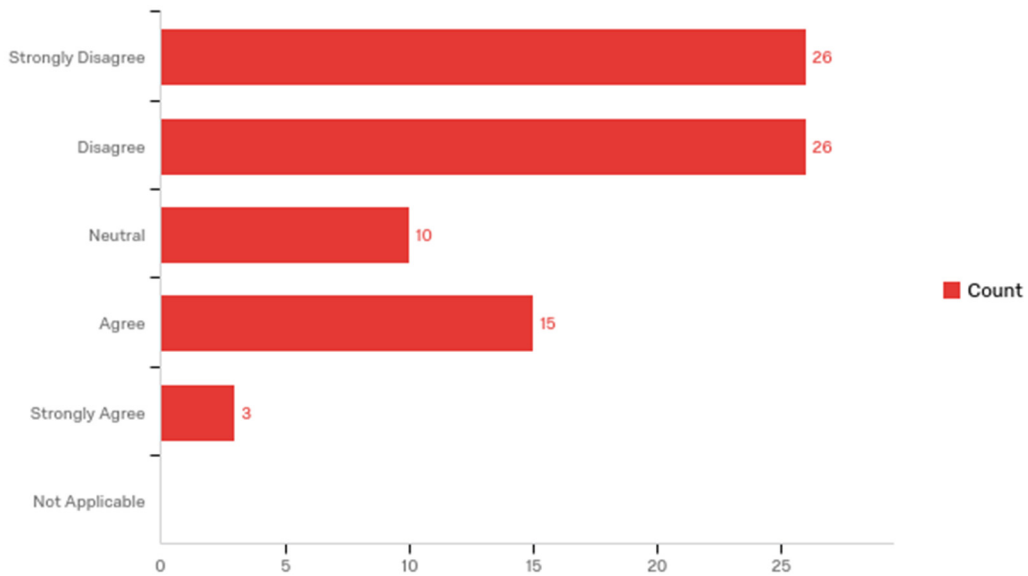
**Question 8 - Your workload during the academic year at UHD is reasonable: 36% faculty majority disagree (n=80).**



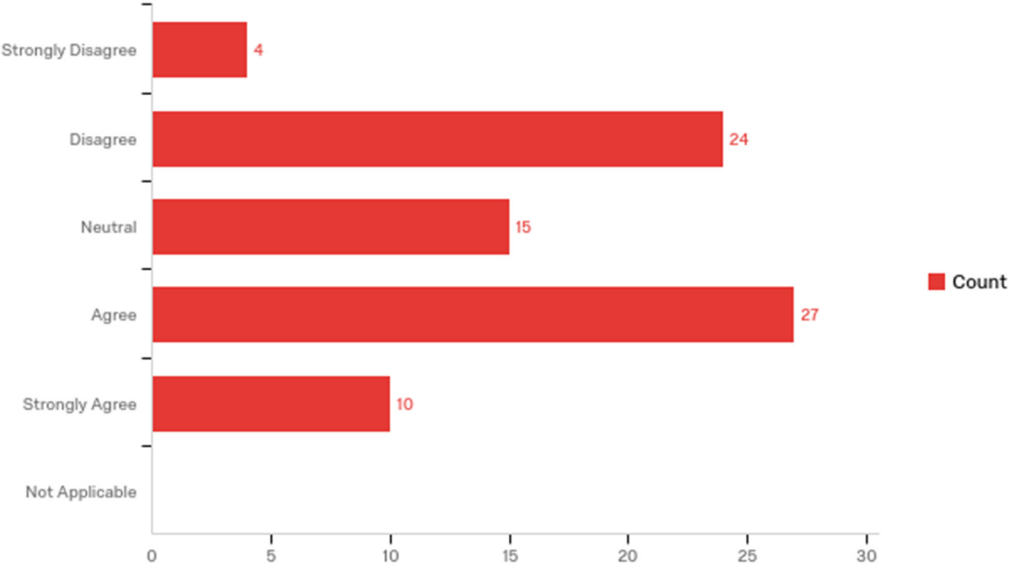
**Question 9 - You are treated fairly by your immediate supervisor:** 45% faculty majority strongly agree (n=80).



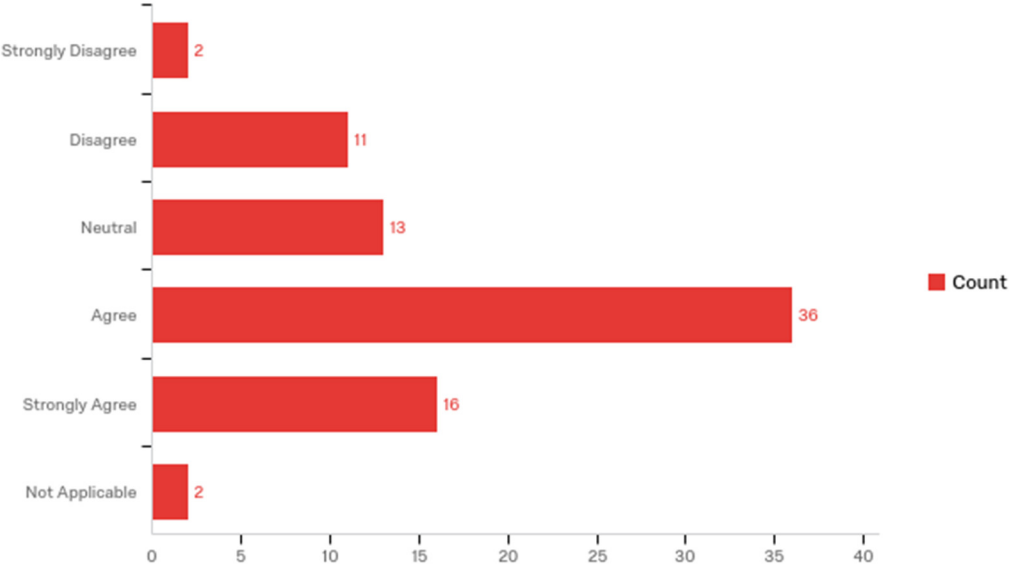
**Question 10 - You are adequately compensated for your responsibilities at UHD:** 52% faculty majority disagree (1/2 strongly disagree) (n=80).



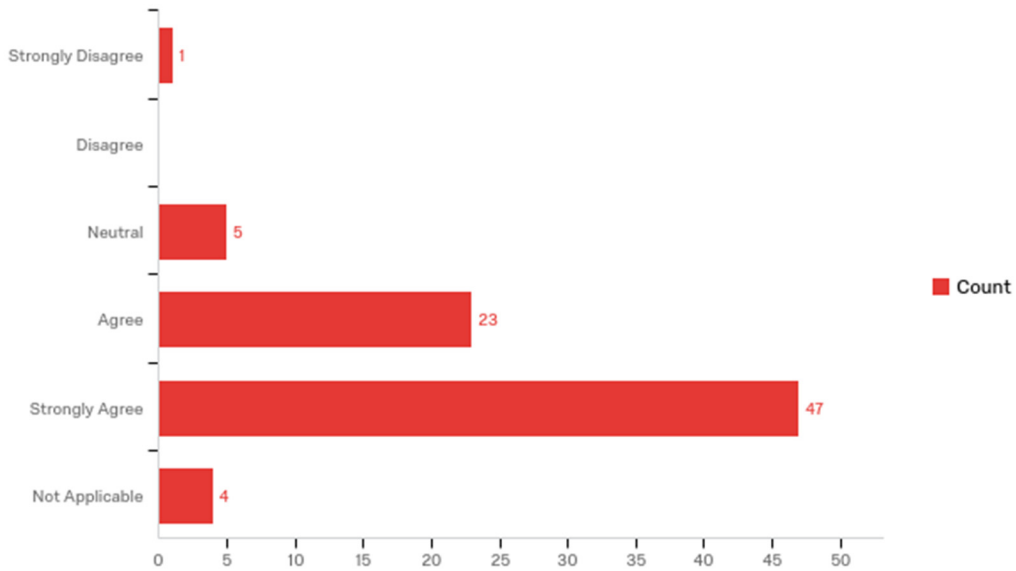
**Question 11 - You consider yourself professionally satisfied: 34% faculty majority agree (n=80).**



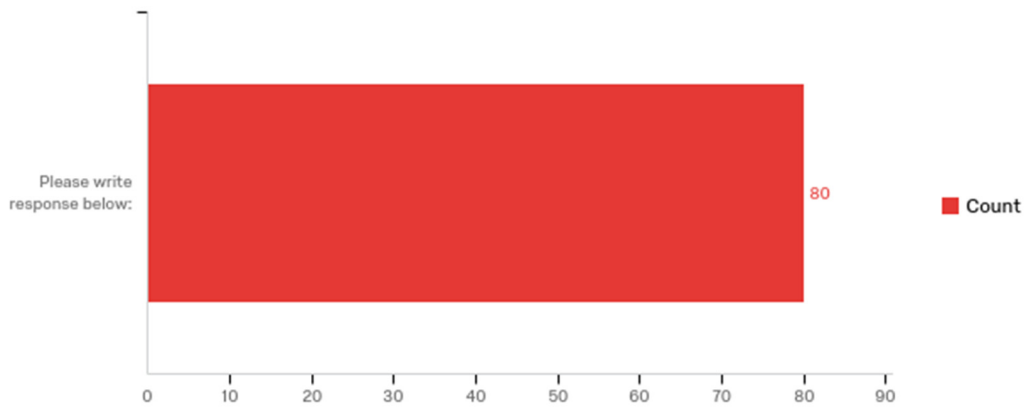
**Question 12 - Library resources are adequate: 45% faculty majority agree (n=80).**



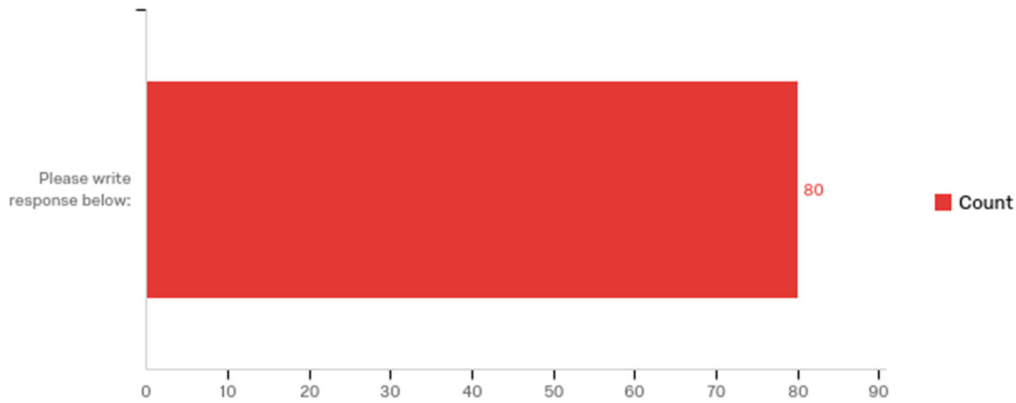
**Question 13 - Library staff are responsive to needs and queries:** 59% faculty majority strongly agree (n=80).



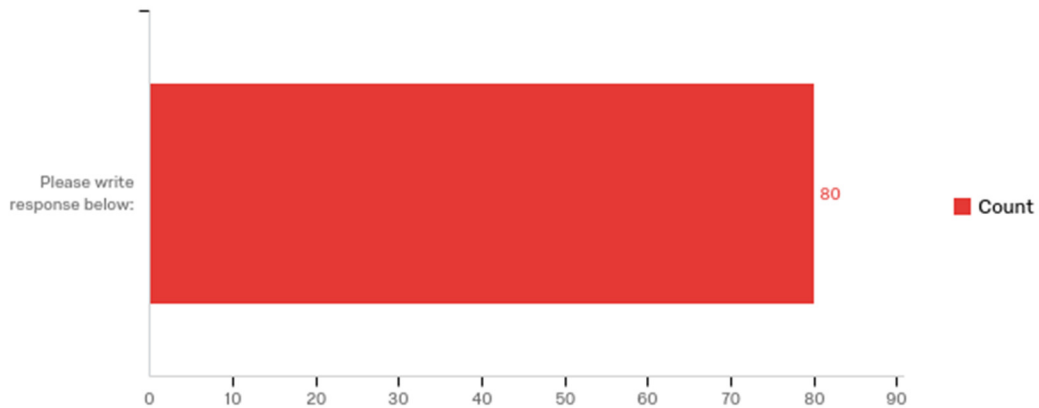
**Question 14 - How many hours per week on average (during regular semesters) do you spend on tenure-related activities (including calls time)?** 42.5% faculty majority stated that they spend between 25 and 60+ hours on tenure activities (n=80).



**Question 15 - How many hours per week on average (during regular semesters) do you spend on scholarly/creative activity? 80% faculty majority reported that, on average per week, they spend between 5 and 25 hours on scholarly/creative activities (n=80).**

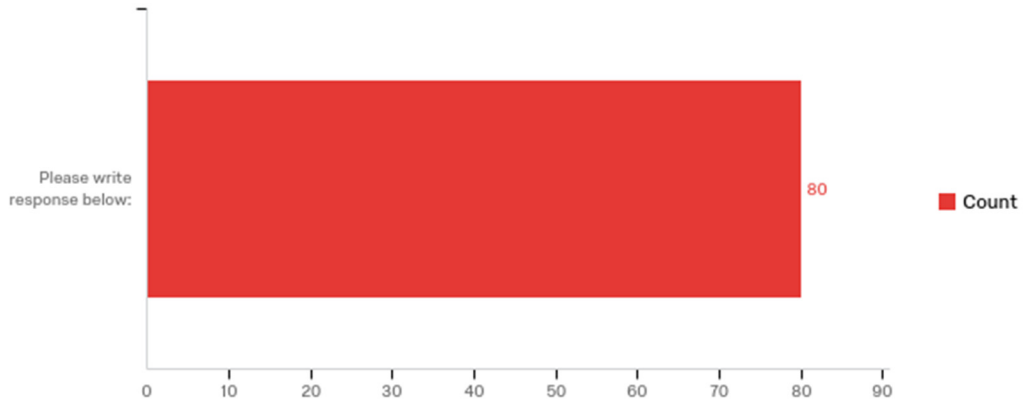


**Question 16 - How many hours per week on average (during regular semesters) do you spend on service (all types non-compensated only)? 68 (85%) faculty majority reported that during regular semesters they spend on average 15 hours or less per week performing noncompensated service (n=80).**

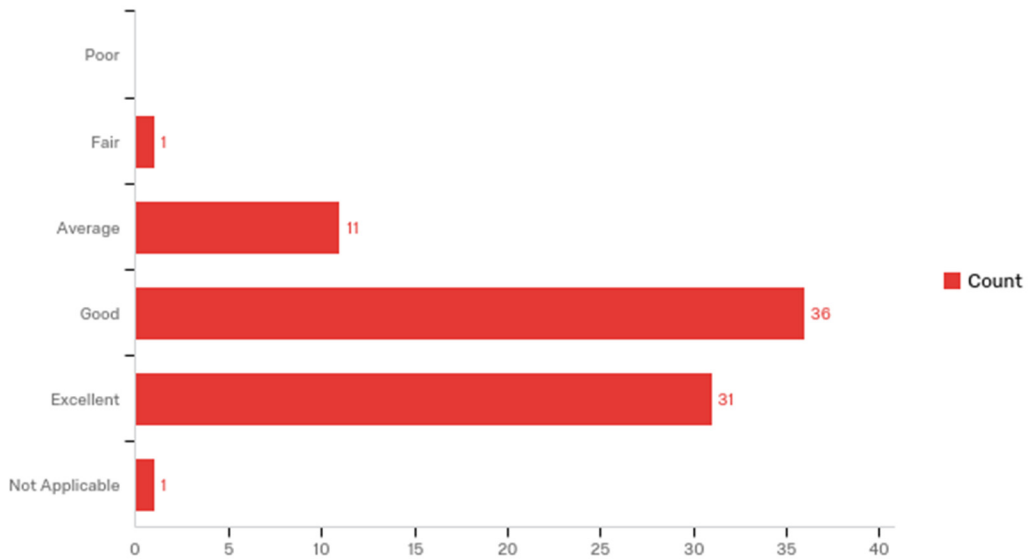




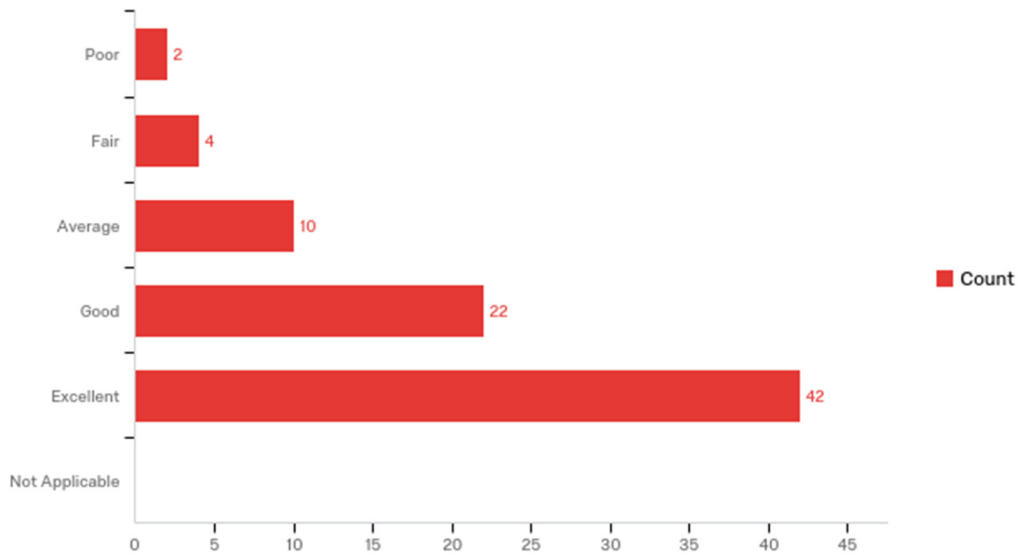
**Question 17 - How many hours per week on average (during regular semesters) do you spend teaching?** 50 (62.5%) faculty majority reported that they spend 20 to 30 hours per week **teaching** (n=80).



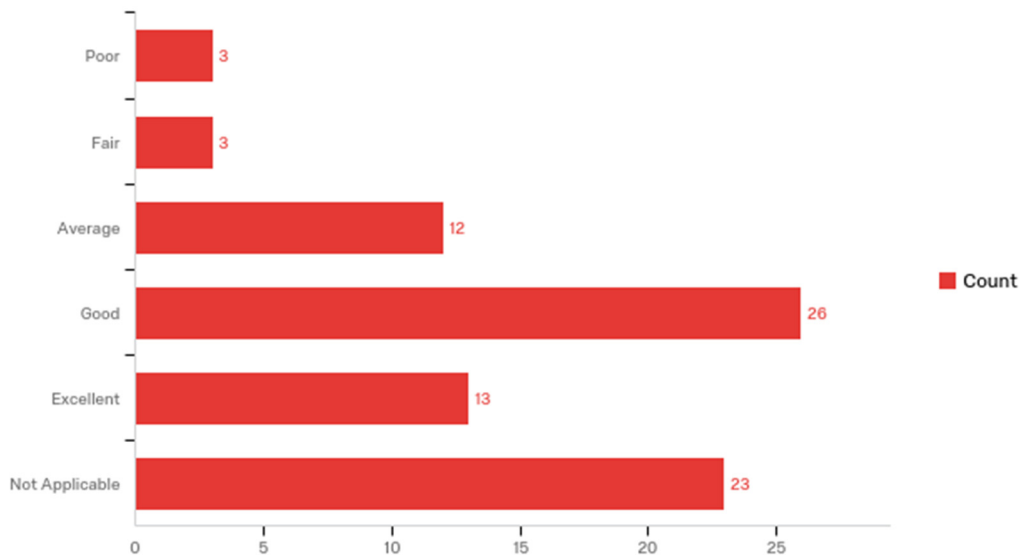
**Question 18 - How would you rate the overall job performance of the following individuals/groups over the last 2 years?: Interim University President Dr. Michael Olivas:** 45% faculty majority rated his performance as “good”; 39% rated his job performance as “excellent,” (n=80).



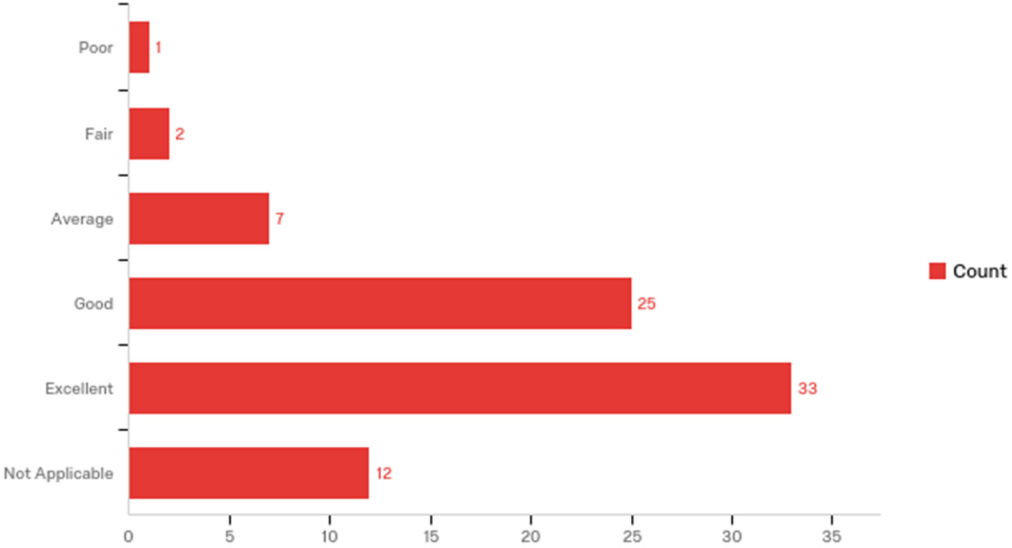
**Question 19 - Interim Senior Vice President for Academic and Student Affairs and Provost Mr. Edward Hugetz:** 53% faculty majority rated his performance as “excellent,” and 28% rated his performance as “good,” (n=80).



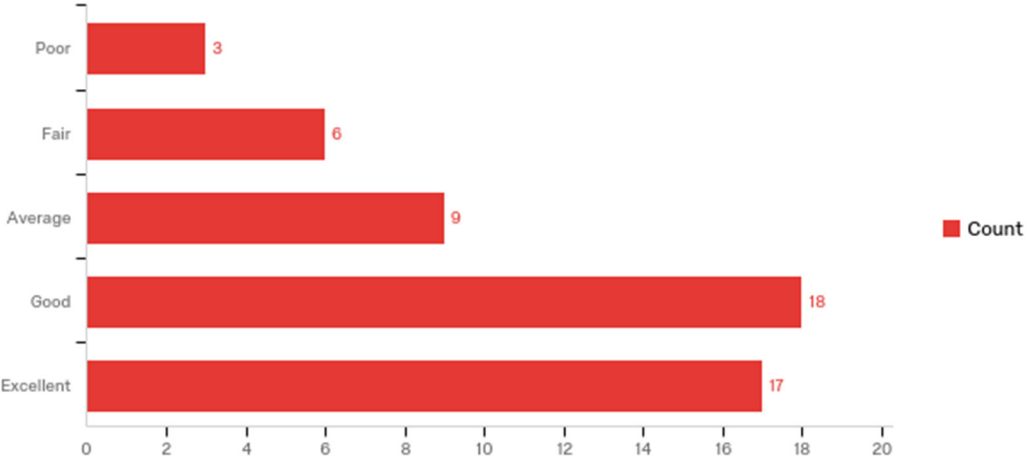
**Question 20 - Vice President Administration and Finance Mr. David Bradley:** 33% faculty majority rated his job performance as “good,” 29% felt that his job performance is unrelated (n=80).



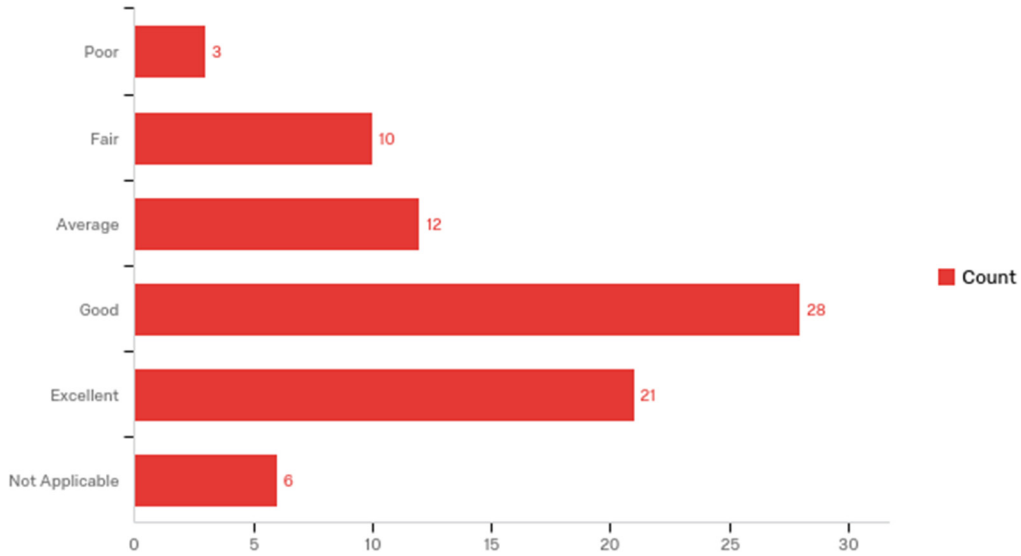
**Question 21 - Associate Vice President Academic Affairs Dr. Faiza Khoja:** 41% faculty majority rated her performance as “excellent,” 31% rated her performance as “good,” (n=80).



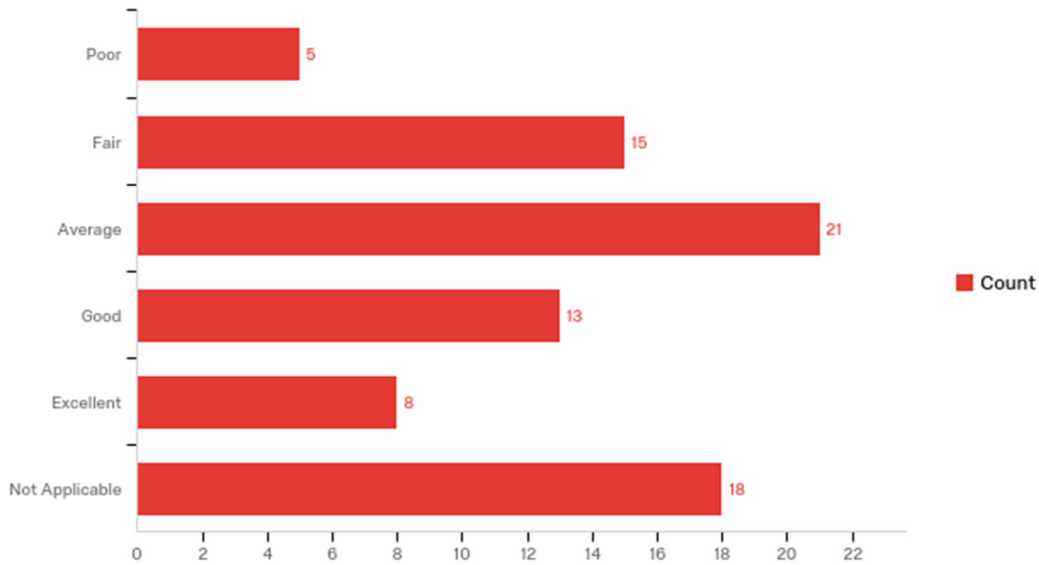
**Question 22 - Vice President for Student Affairs and Enrollment Management Dr. Tomikia LeGrande:** (n=80).



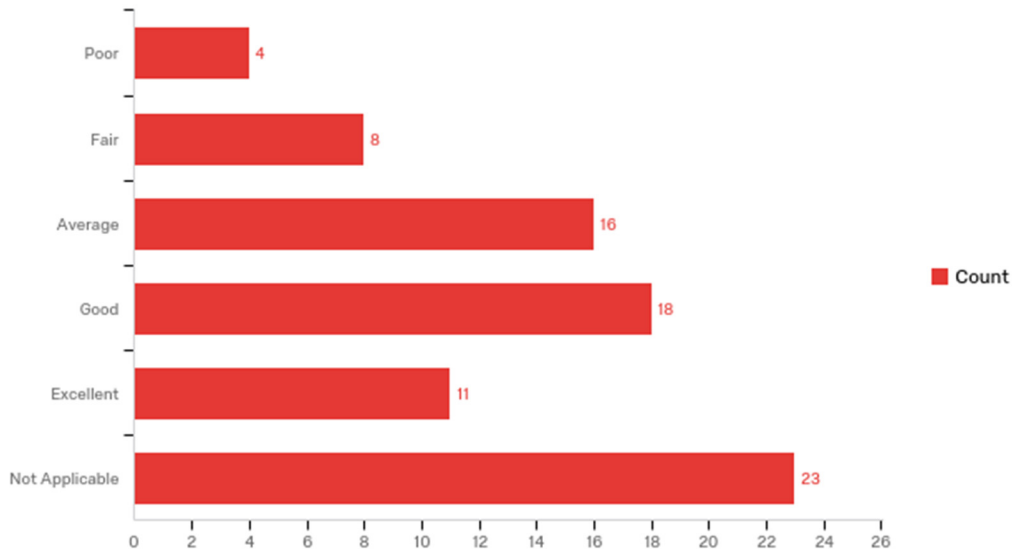
**Question 23 - Assistant Vice President for Research & Sponsored Programs Dr. Jerry Johnson, Jr.:** 21 faculty rated his performance as excellent—28 good (n=80).



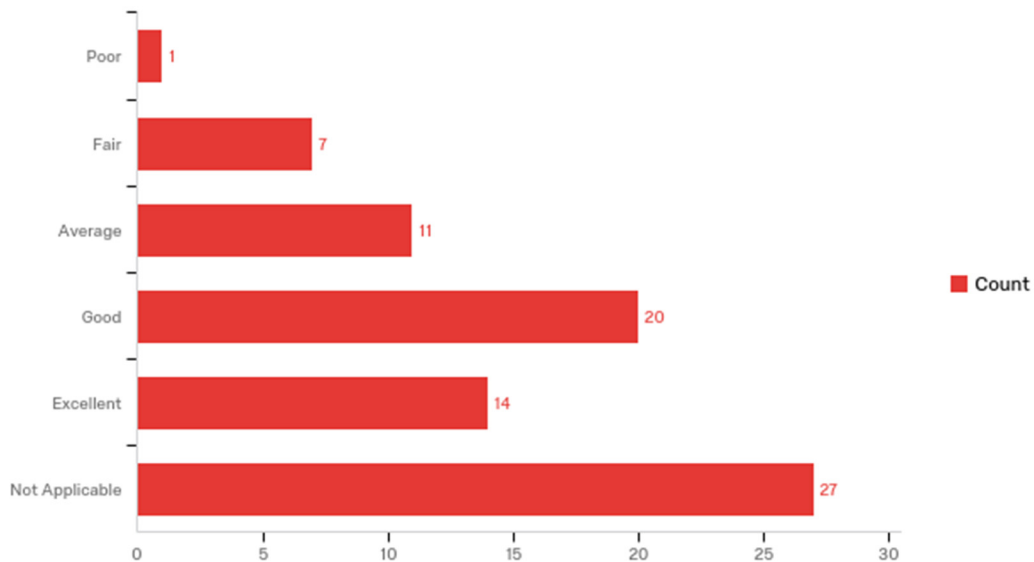
**Question 24 - Vice President Employment Services and Operations Ms. Ivonne Montalbano:** 26% faculty majority rated her performance as “average,” 23% rated her performance as “unrelated,” 19% rated her performance as “fair,” 16% rated her performance as “good,” (n=80).



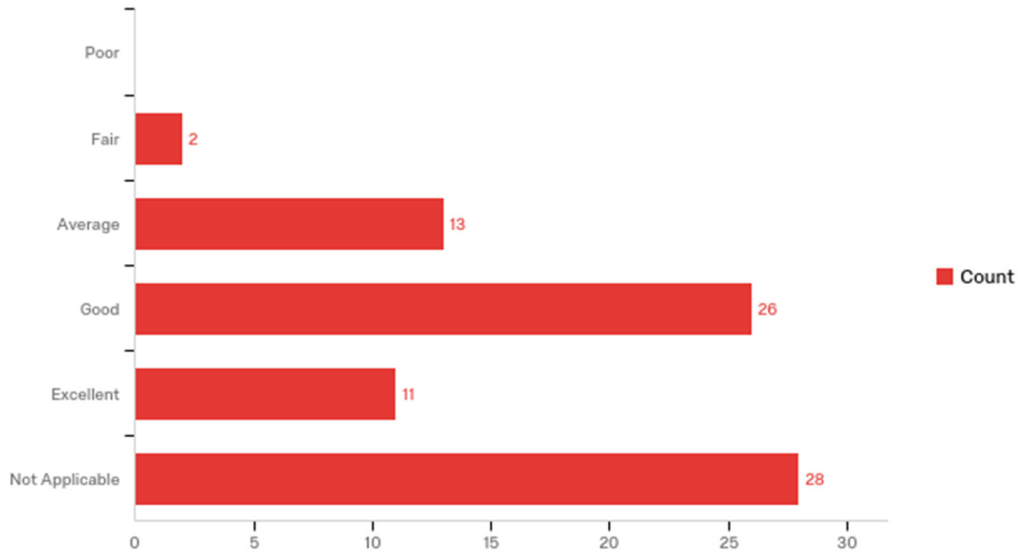
**Question 25 - Vice President Advancement and External Relations Ms. Johanna Wolfe:** 29% faculty majority rated her performance as “unrelated,” 23% as “good,” 20% as “average,” and 14% as “excellent,” (n=80).



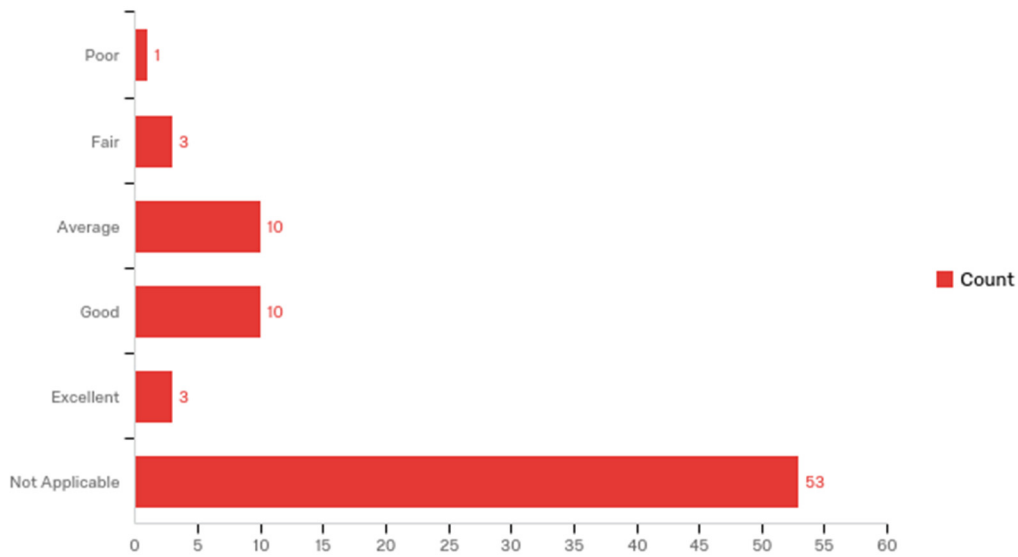
**Question 26 - Associate Vice President Information Technology Mr. Hossein Shahrokhi:** 34% faculty majority rated his performance as “unrelated,” 25% as “good,” 18% as “excellent,” and 14% as “fair,” (n=80).



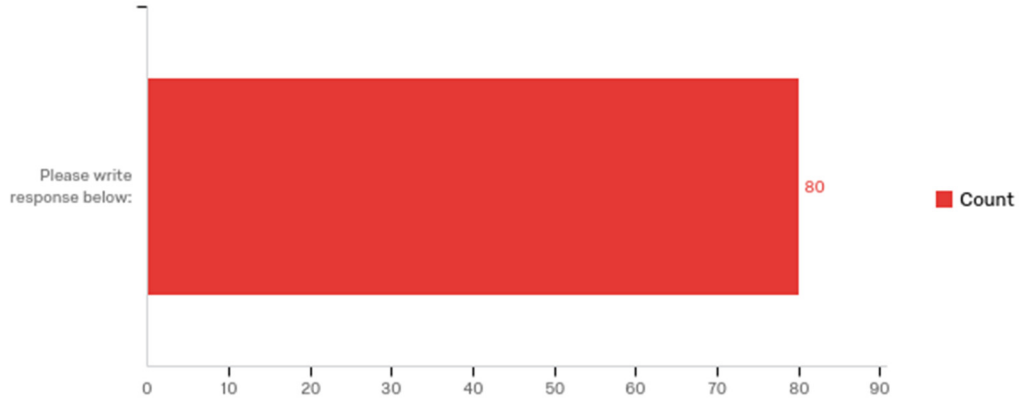
**Question 27 - Assistant Vice President Facilities Management Mr. Christopher McCall:** 35% faculty majority rated his performance as “unrelated,” 33% as “good,” 16% as “average,” and 14% as “excellent,” (n=80).



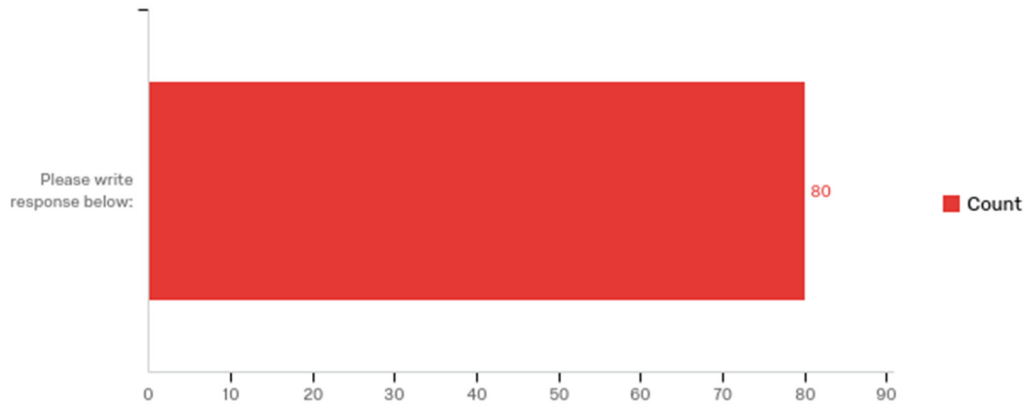
**Question 28 - Assistant Vice President Business Affairs, Administration and Finance Mr. George Anderson:** 66% faculty majority rated his job performance as “unrelated,” (n=80).



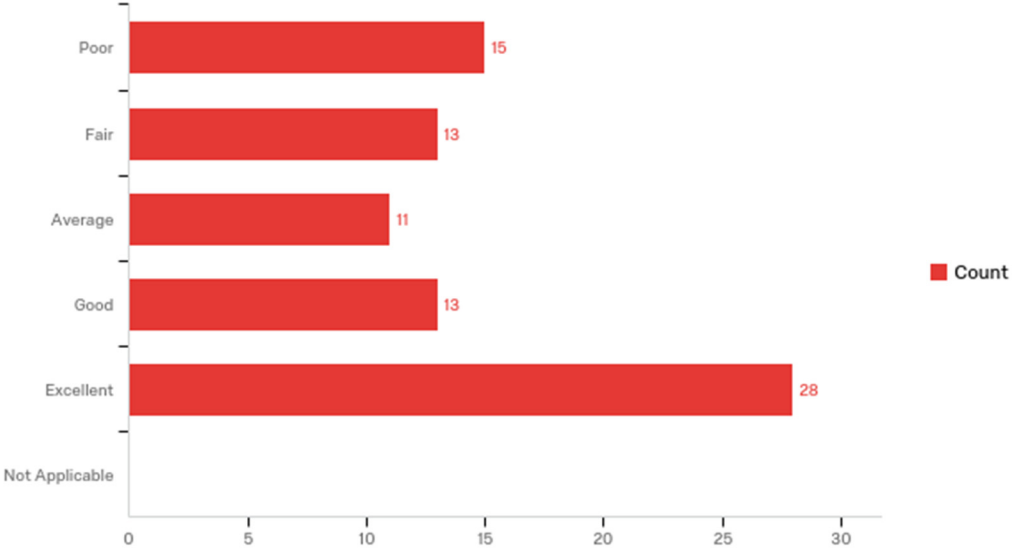
**Question 29 - Please identify. I am in the College of:** 42% faculty majority from the College of Humanities & Social Sciences—20%—Public Services—21%—Science & Technology, and 17%—Davies College of Business, (n=80).



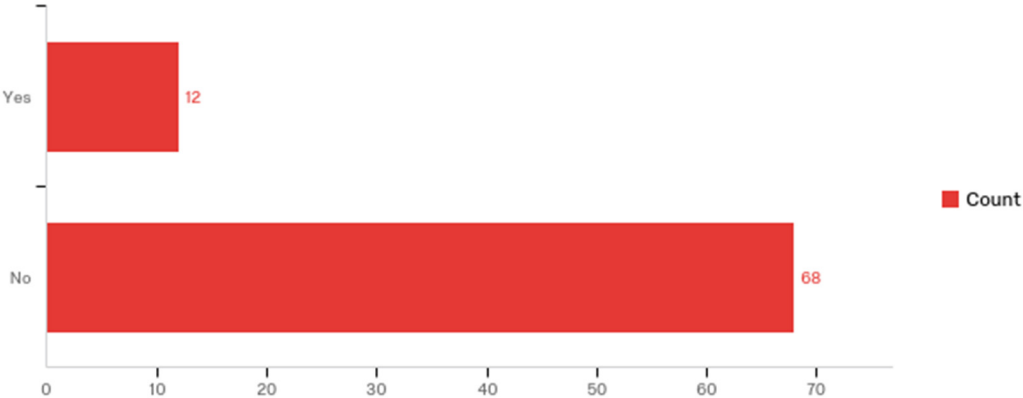
**Q30 - Please identify. The Dean of my College is:** 42% faculty majority—Fulton—20%—Van Horn—21%—Uzman, and 17%—Fields, (n=80).



**Question 31 - Please rate the Dean of your College:** 35% faculty majority rated the Dean’s job performance as “excellent,” 19% “poor,” 16% “good”, 16% “fair,” and 14% “average,” (n=80).

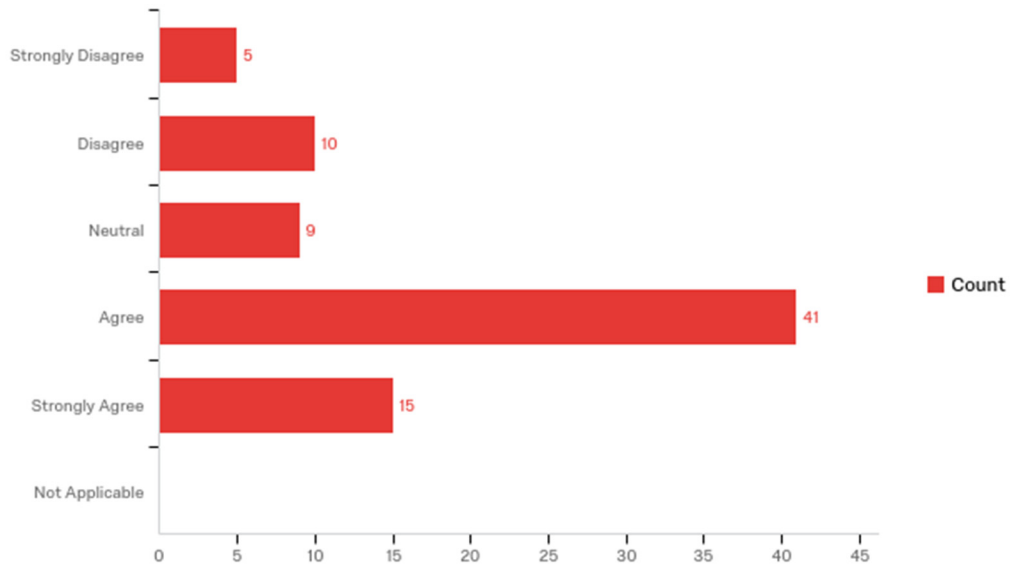


**Question 32 - I am in the faculty senate:** 85% faculty majority are not in the faculty senate, (n=80).

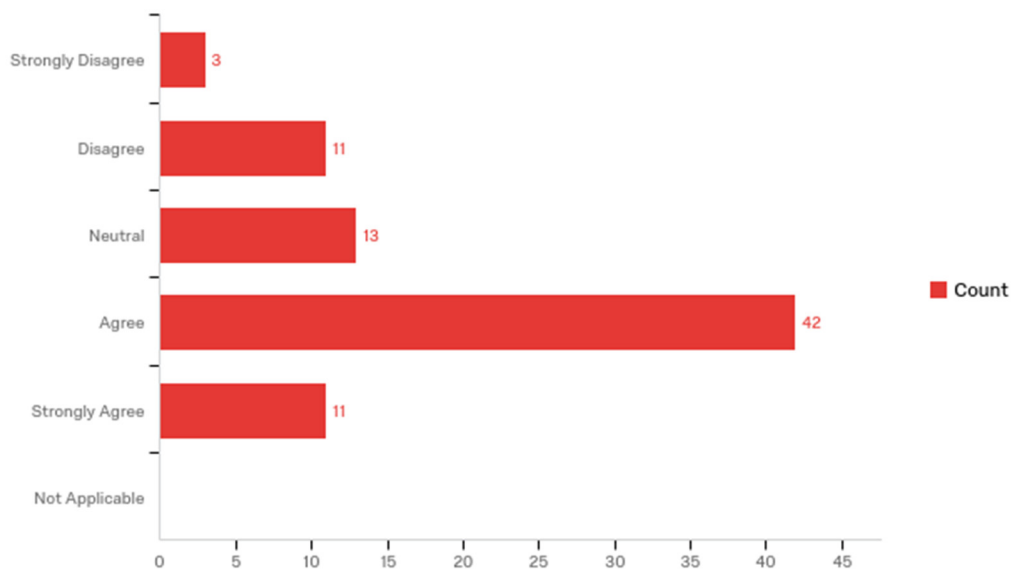




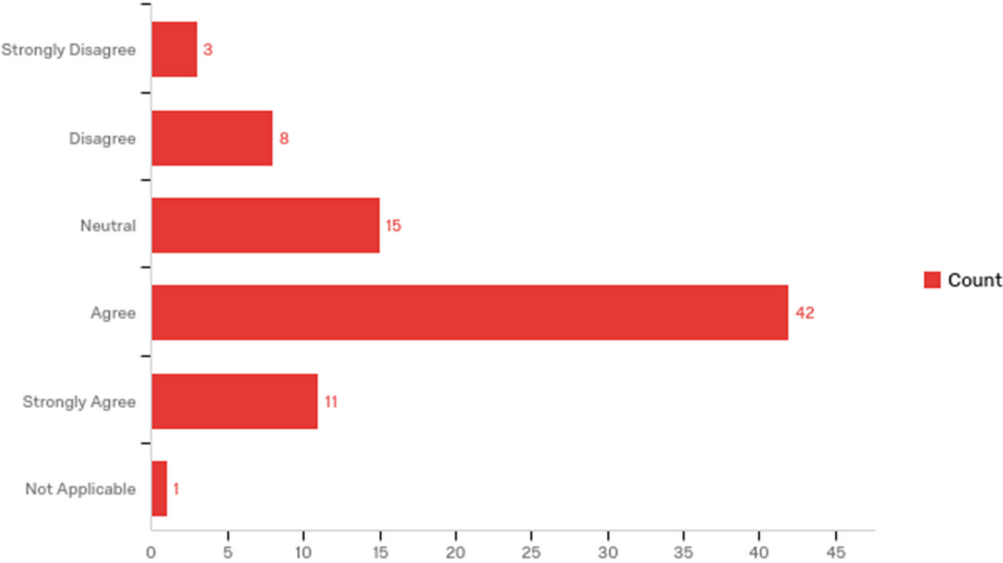
**Question 33 - Classroom space is adequate: 51% faculty majority agree (n=80)**



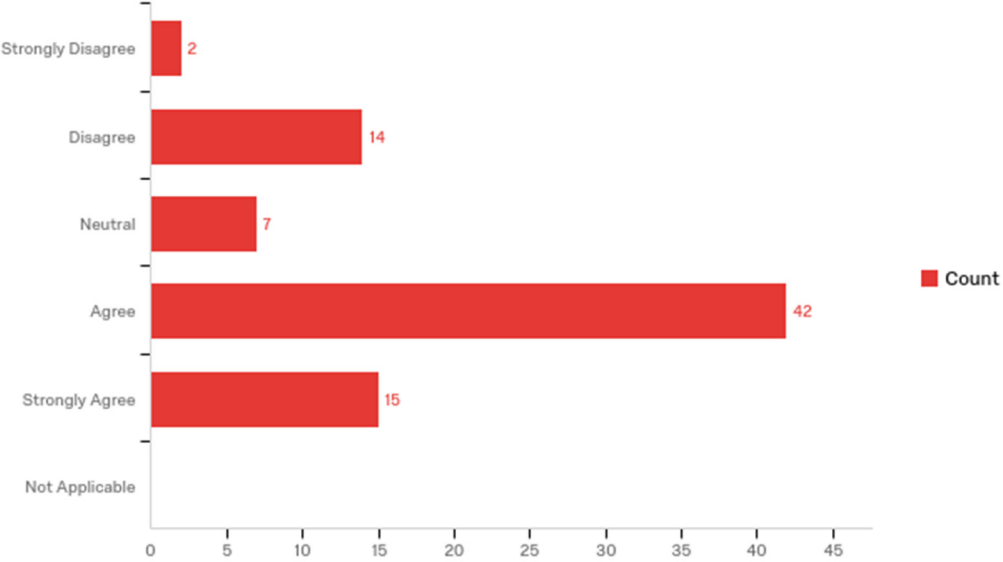
**Question 34 - The furniture in my classroom is adequate: 53% faculty majority agree (n=80).**



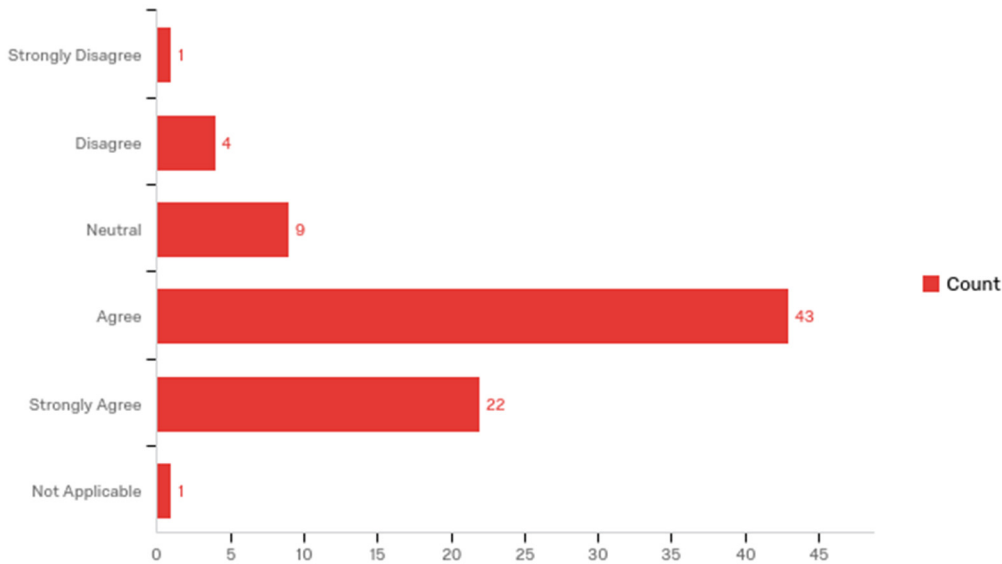
**Question 35 - The whiteboards/smartboards in my classroom are adequate: 53% faculty majority agree (n=80).**



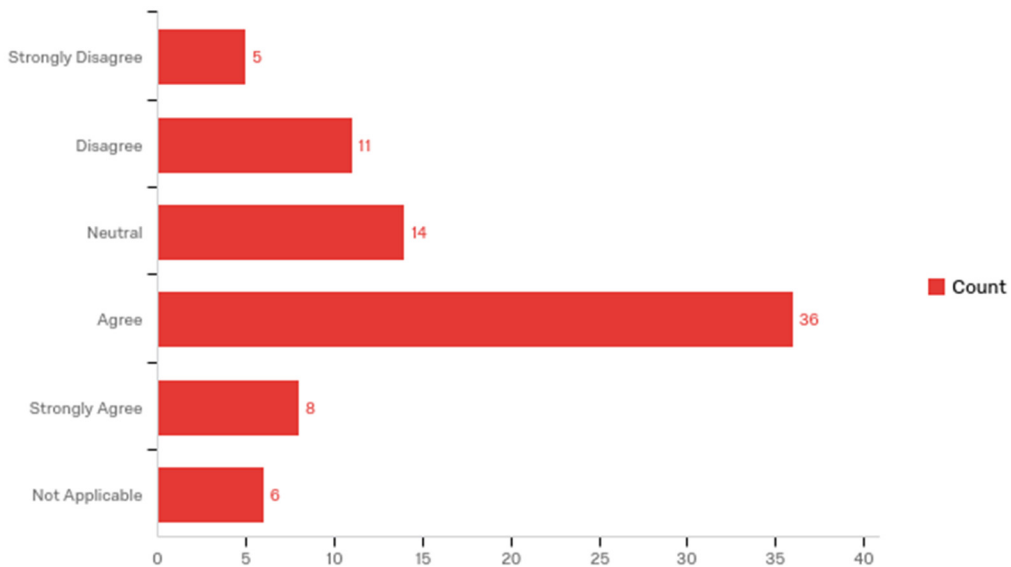
**Question 36 - The technology in my classroom is adequate: 53% faculty majority agree (n=80).**



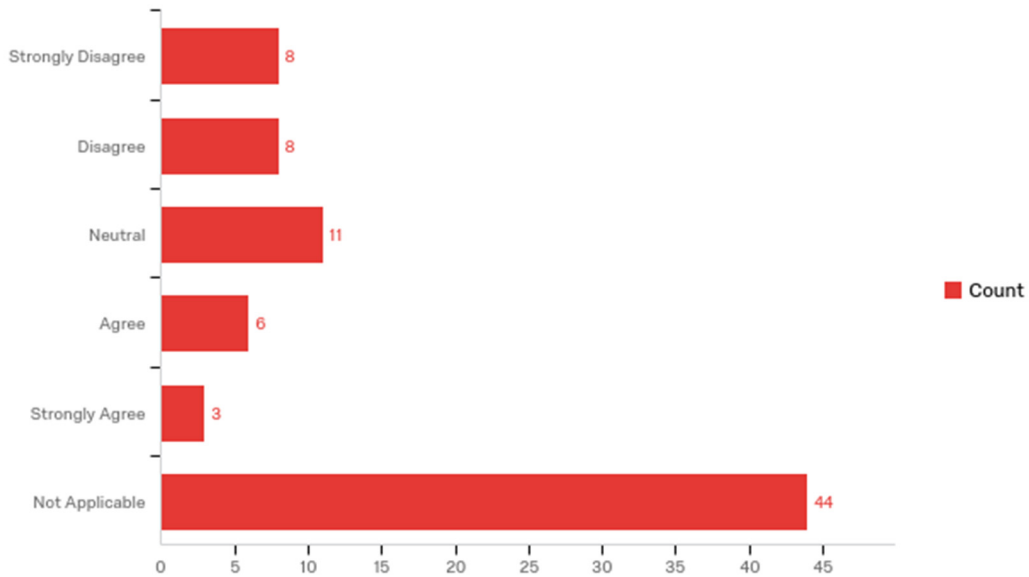
**Question 37 - The technology in my classroom is properly supported:** 54% faculty majority agree (n=80).



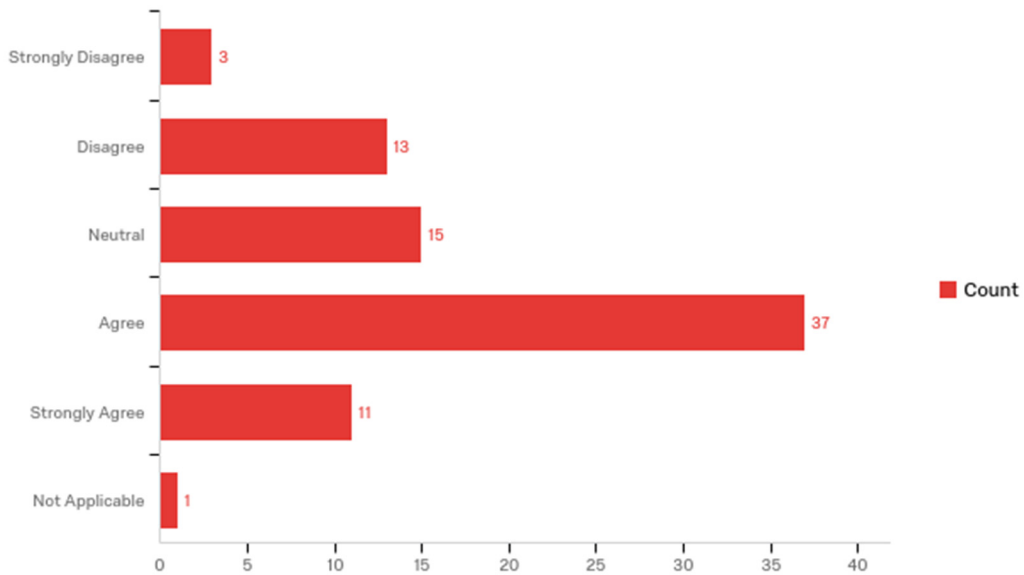
**Question 38 - Space for special events or programs is adequate:** 45% faculty majority agree (n=80).



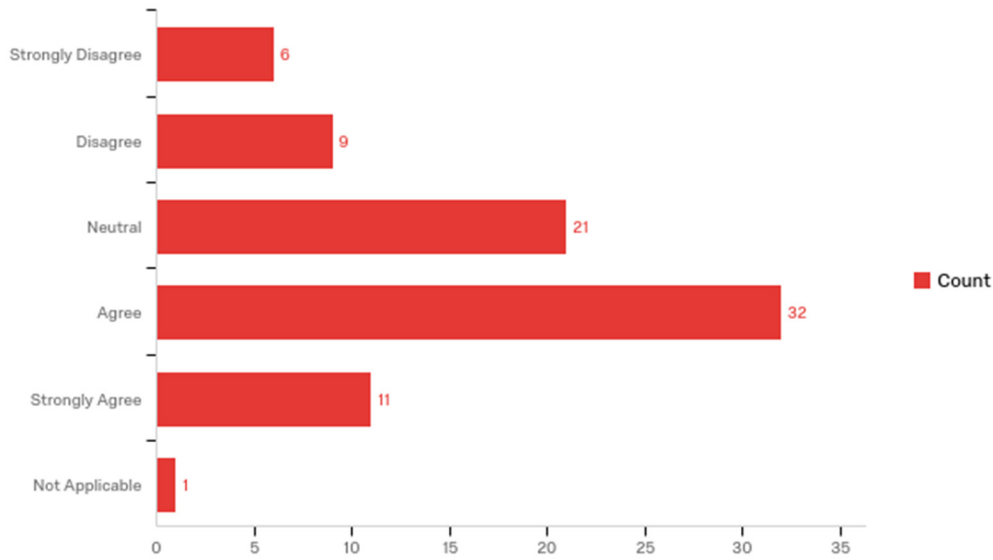
**Question 39 - Laboratory facilities are adequate:** 55% faculty majority rated this facility as “unrelated,” (n=80).



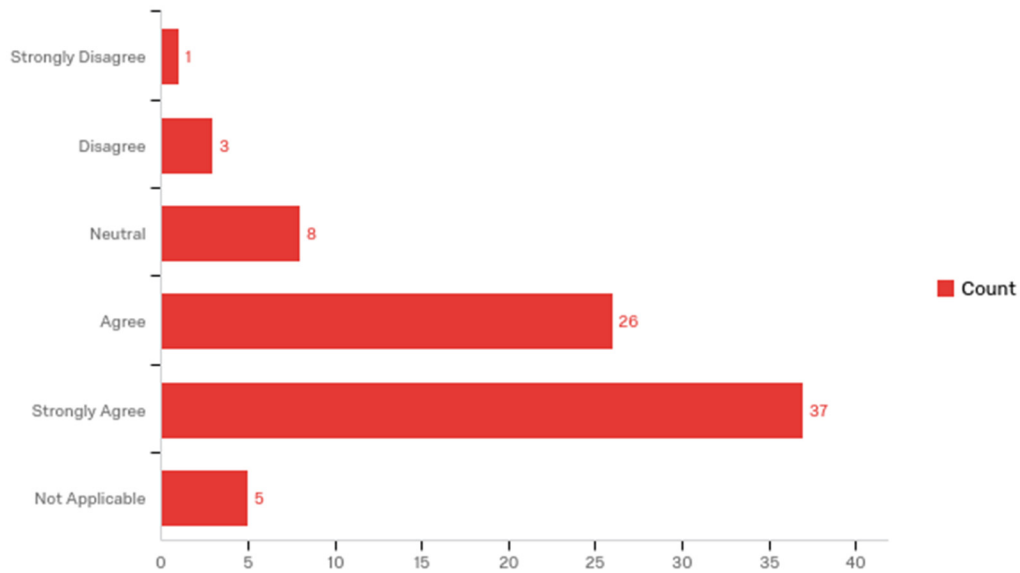
**Question 40 - Office facilities are adequate:** 46% faculty majority agree (n=80).



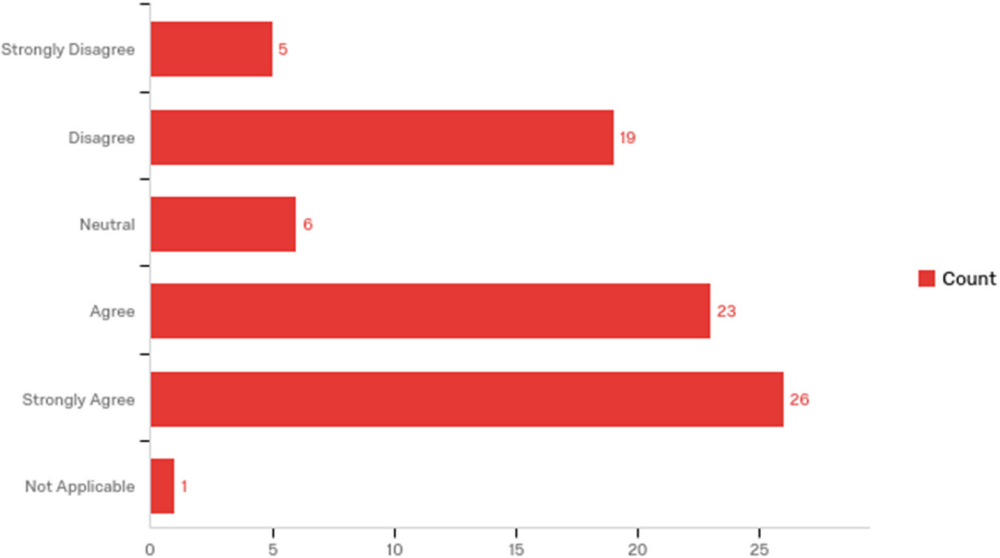
**Question 41 - Campus security is adequate: 40% faculty majority agree (n=80).**



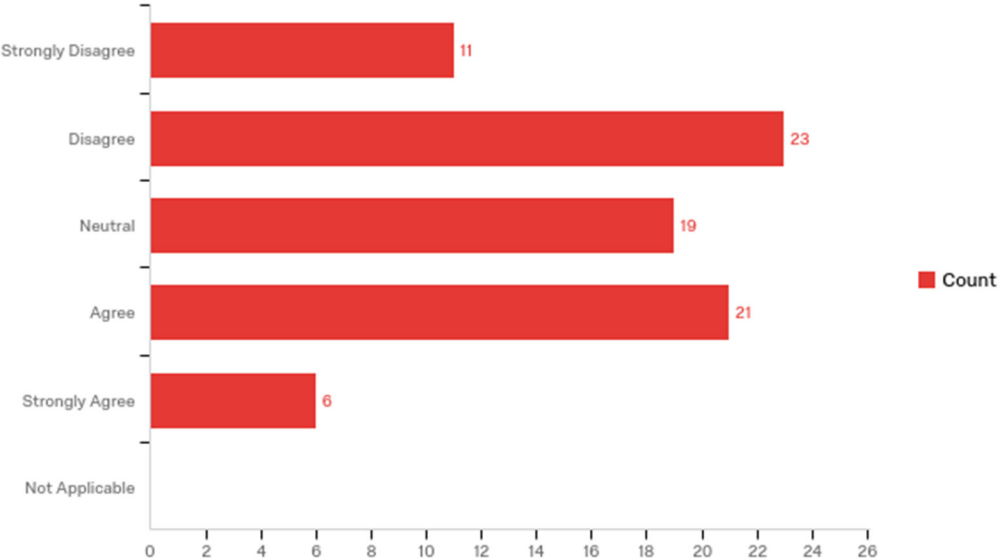
**Question 42 - I favor developing on/near campus-child care services for students, staff, and faculty: 46% faculty majority strongly agree (n=80).**



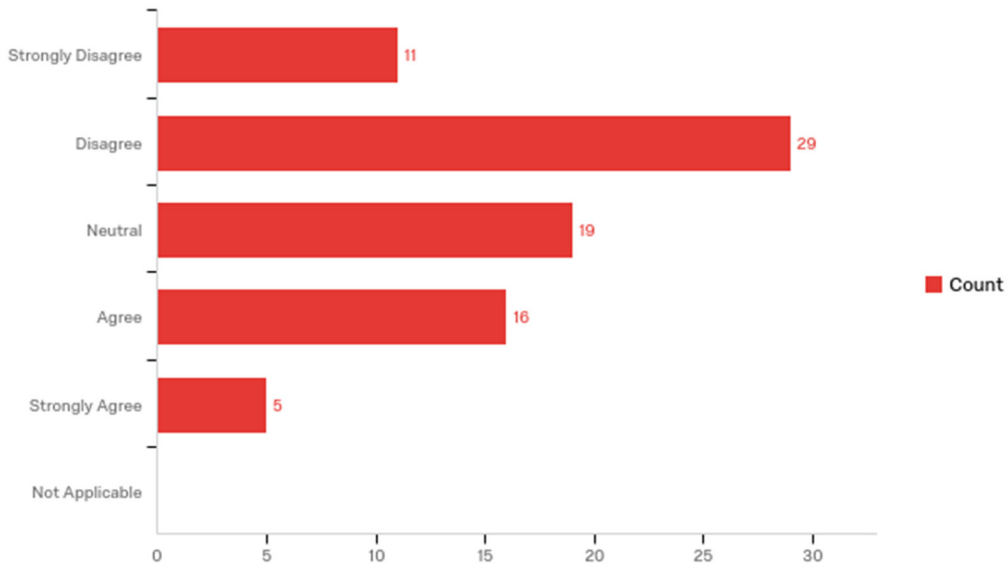
**Question 43 - My department is respected by my college dean and provost:** 33% faculty majority strongly agree, 29% agree, 24% disagree (n=80).



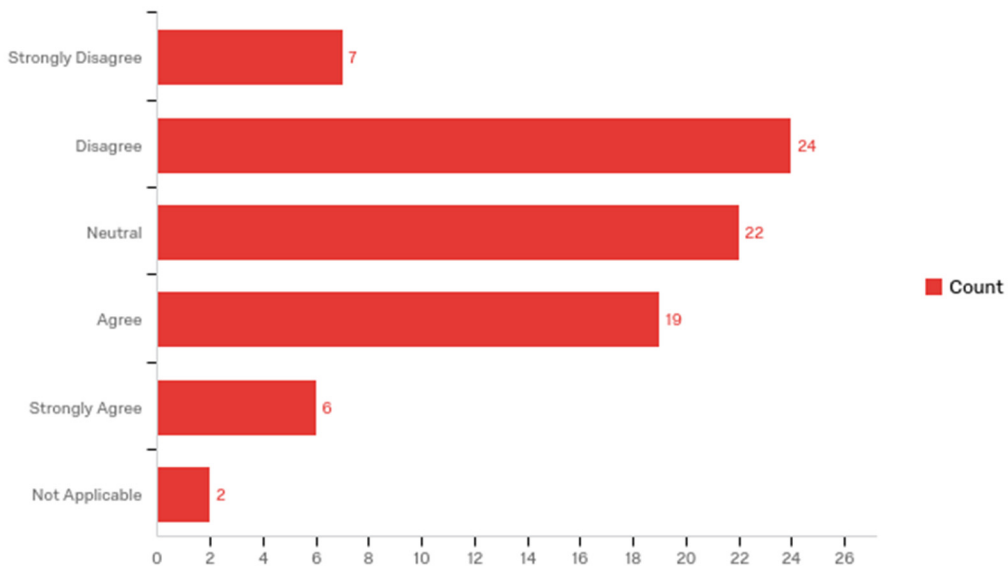
**Question 44 - UHD's website is effectively searchable:** 29% faculty majority disagree (14% strongly disagree) (n=80).



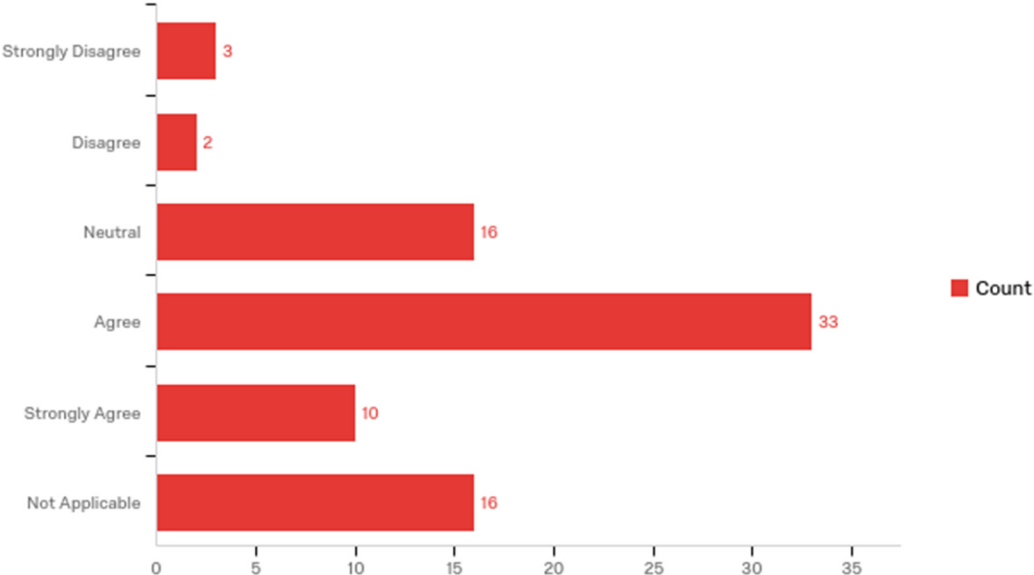
**Question 45 - UHD's website is effectively organized:** 40% faculty majority disagree (14% strongly disagree) (n=80).



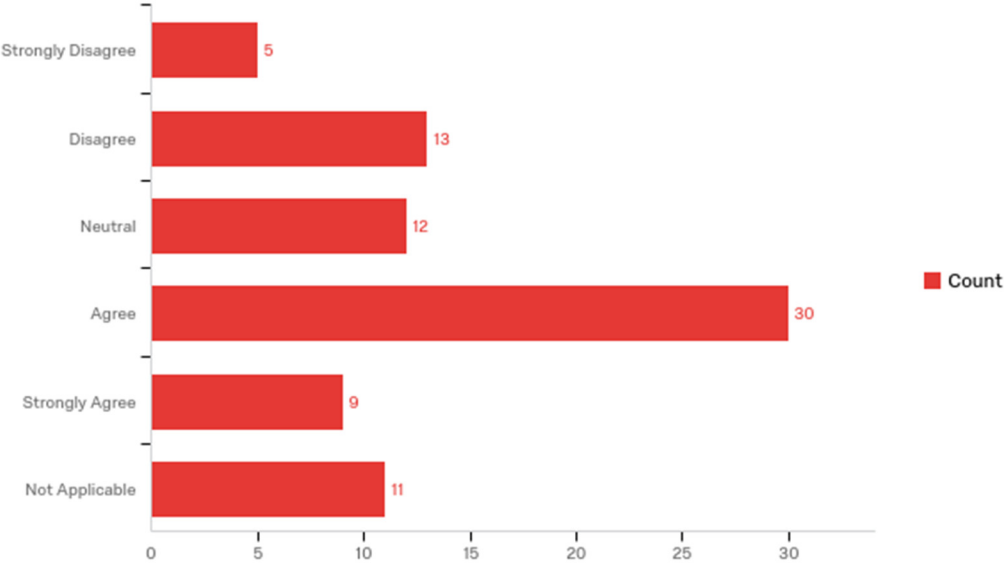
**Question 46 - UHD's website is up to date:** 30% faculty majority disagree, 9% strongly disagree, 28% are neutral (n=80).



**Question 47 - I have access to adequate hardware for my research: 41% faculty majority agree (n=80).**

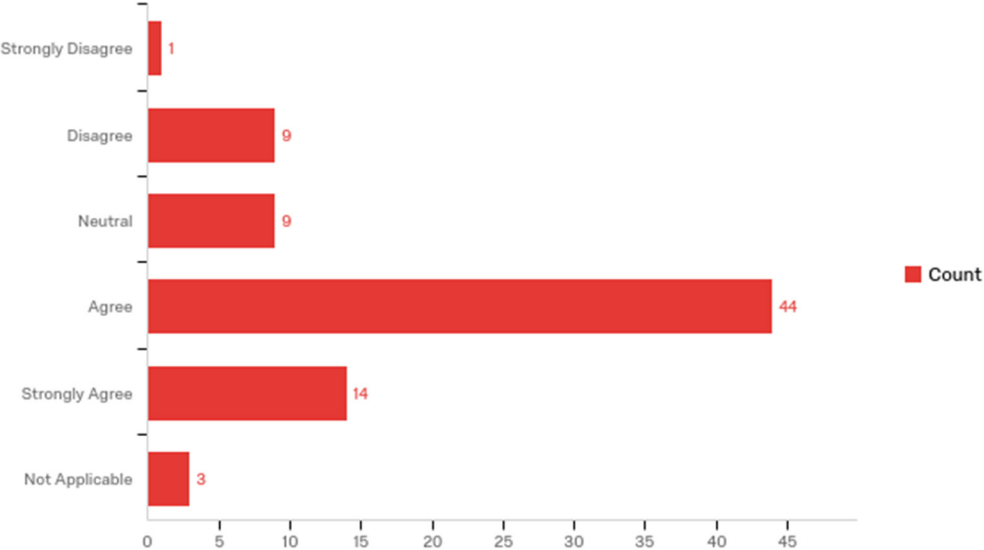


**Question 48 - I have access to adequate software to do my research: 38% faculty majority agree (n=80).**

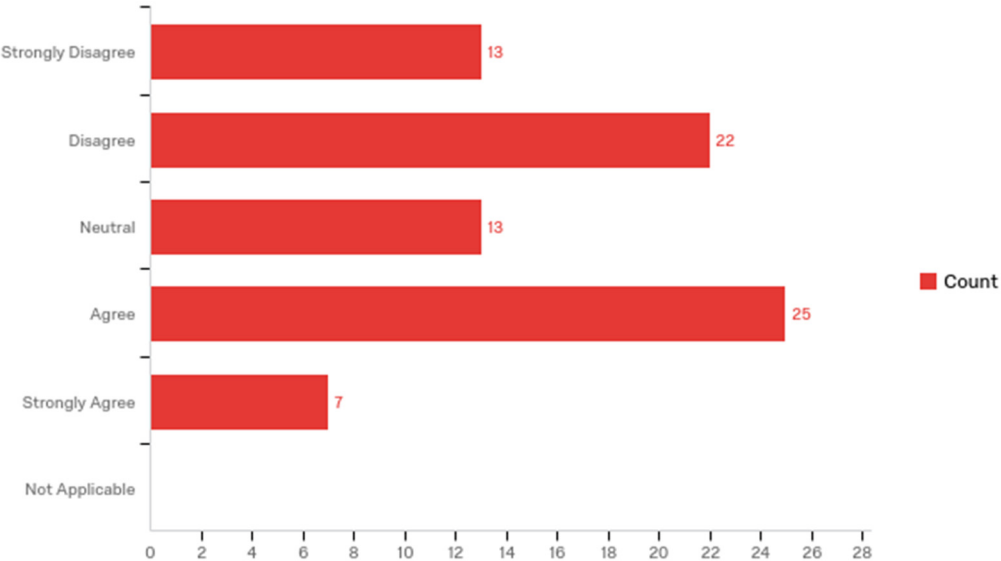




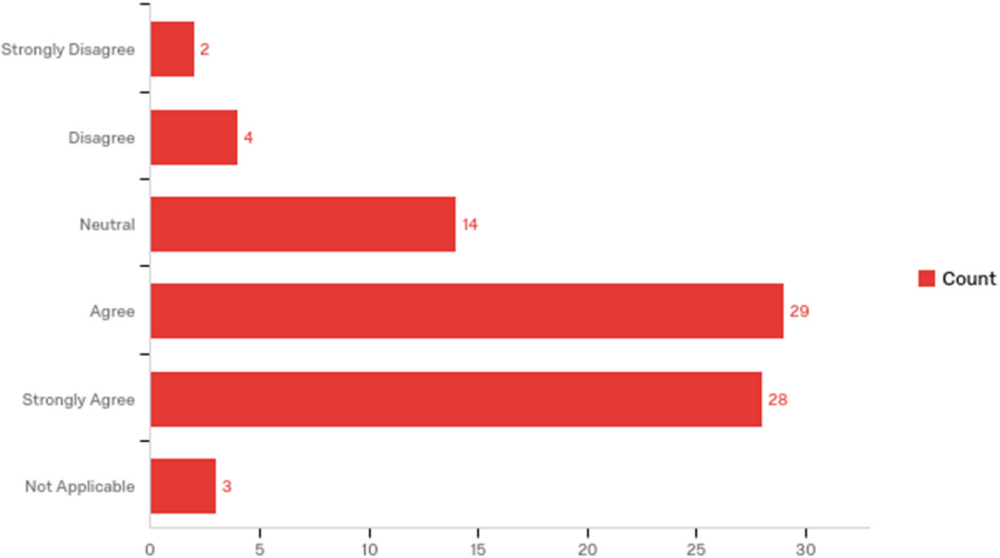
**Question 49 - Inside and outside the classroom, I have access to adequate hardware for my teaching: 55% faculty majority agree (n=80).**



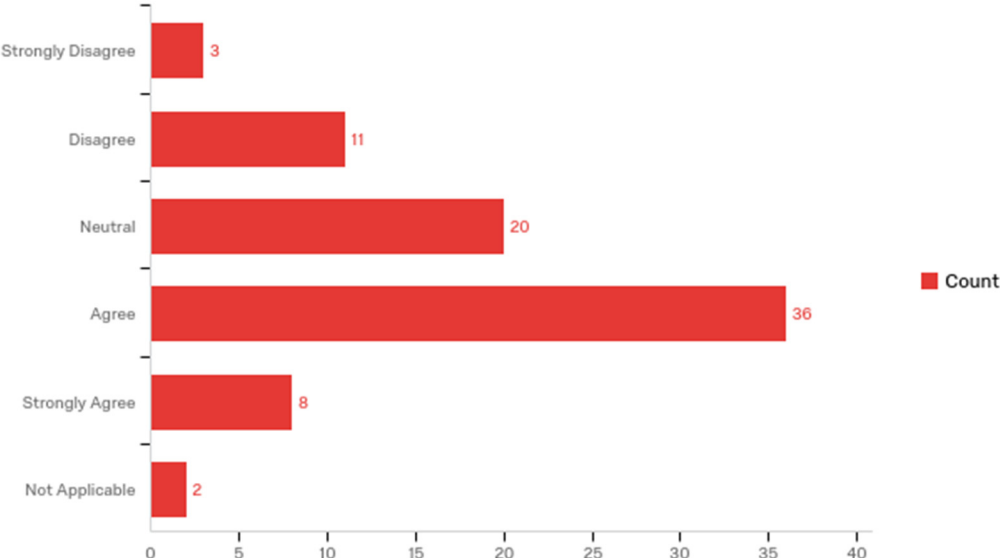
**Question 50 - I am adequately informed about issues relating to UHD's budget: 31% faculty majority agree (n=80).**



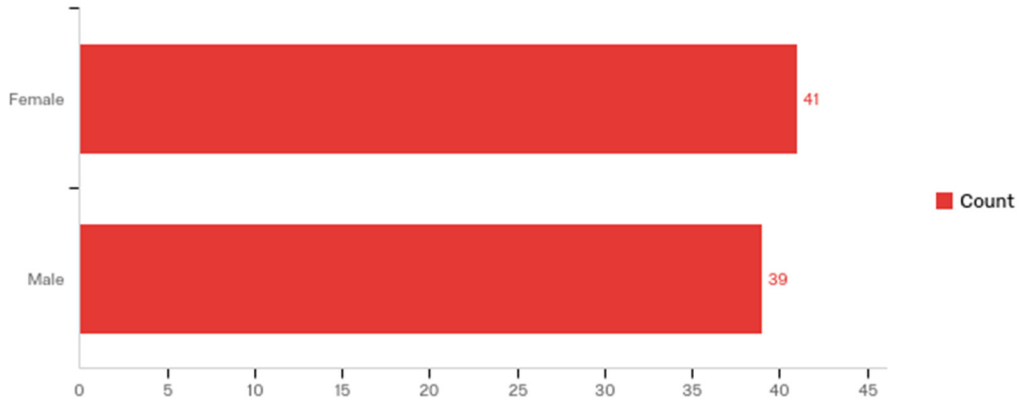
**Question 51 - I favor the expansion of the testing center to support hybrid, face-to-face and online course delivery: 36% faculty majority agree, 35% strongly agree (n=80).**



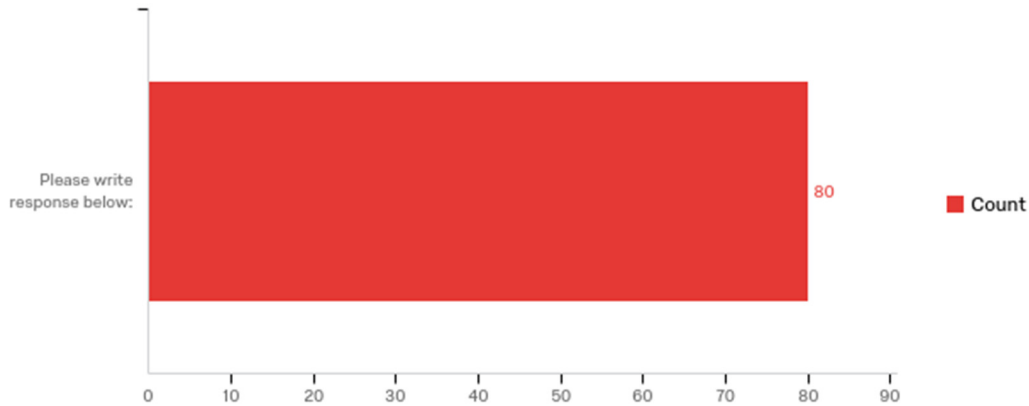
**Question 52 - UHD provides adequate services to support student success: 45% faculty majority agree (n=80).**



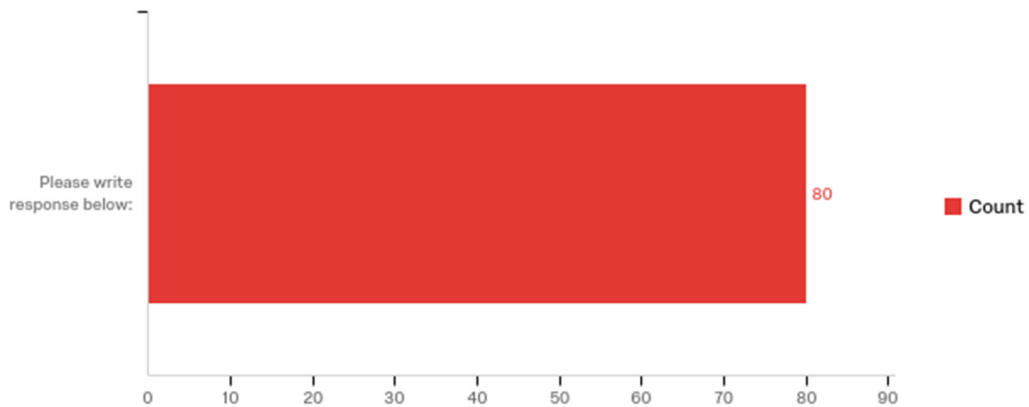
**Question 53 - Gender:** 51% of respondents are female, and 49% are male (n=80).



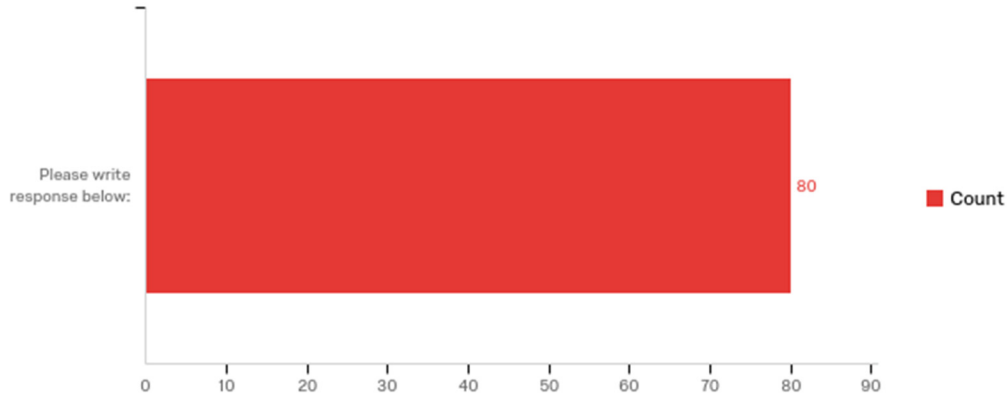
**Question 54 - Please indicate your ethnicity:** 42 (52.5%) faculty claimed to be **White**—5 **Black**—5 **Asian**—6 **Hispanic**—22 (27.5%) faculty skipped this question (n=80).



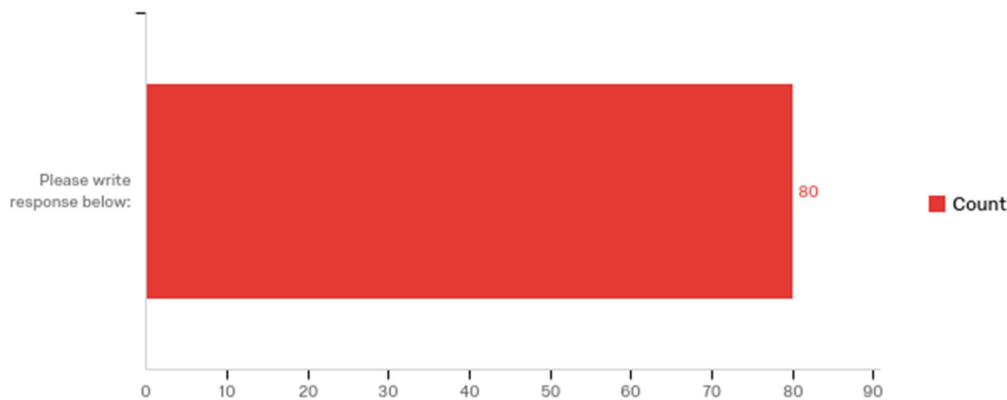
**Question 55 - What is your current rank at UHD?:** 51 (63.75%) faculty majority reported **Assistant- or Associate-Professor** as their rank (n=80).



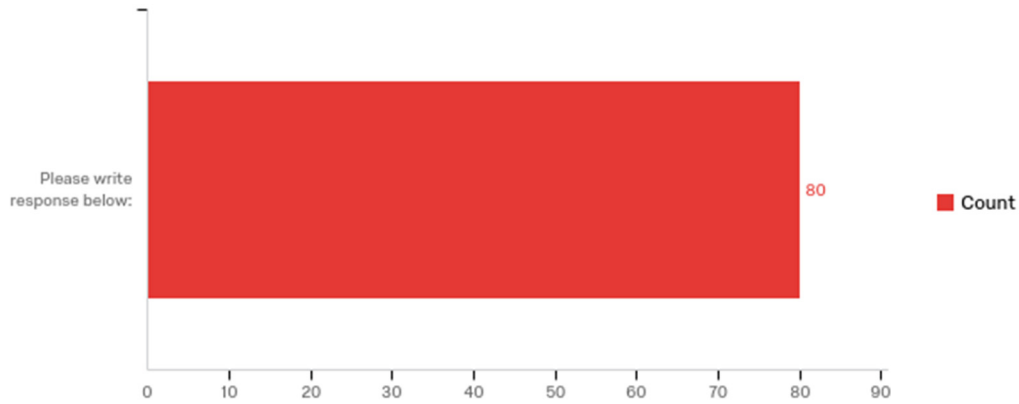
**Question 56 - Length of Employment at UHD:** 64% respondents are tenure/tenure-track faculty. The overall majority of respondents (39%) have been at UHD between 2 and 7 years, the second majority (33%) between 8 and 15 years, and the third majority (14%) between 16 and 26 years. Eleven (14%) respondents chose to evade the question (n=80).



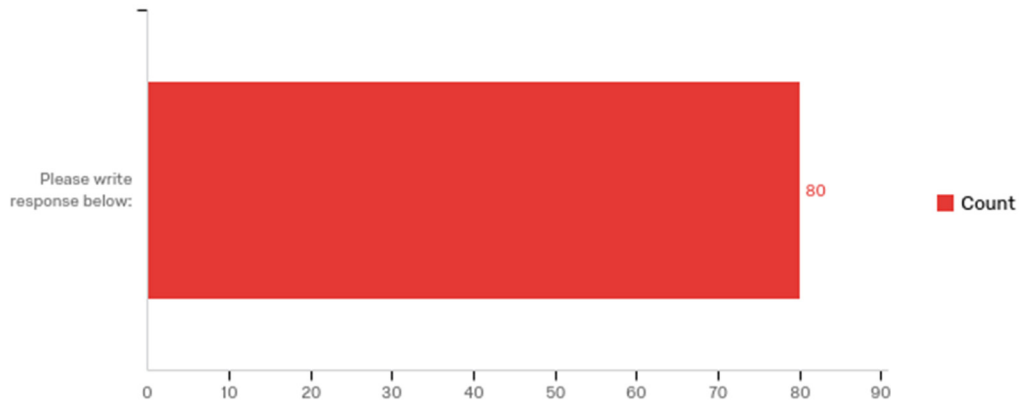
**Question 57 - Please provide your thoughts on the challenges you face at UHD.** 100% faculty cited balancing workload, managing unpaid service requirements, inadequate compensation, and funding and budgeting concerns as challenges—90% cited administration—40% cited ill-prepared students—8% cited poorly equipped labs and scarce resources (n=80).



**Question 58 - What do you think are the most important challenges you face in carrying out your work?** The most important challenges include balancing workload, managing unpaid service requirements, inadequate compensation, funding and budgeting concerns, collaborating with administration, working with ill-prepared students, and working with poorly equipped labs and scarce resources (n=80).

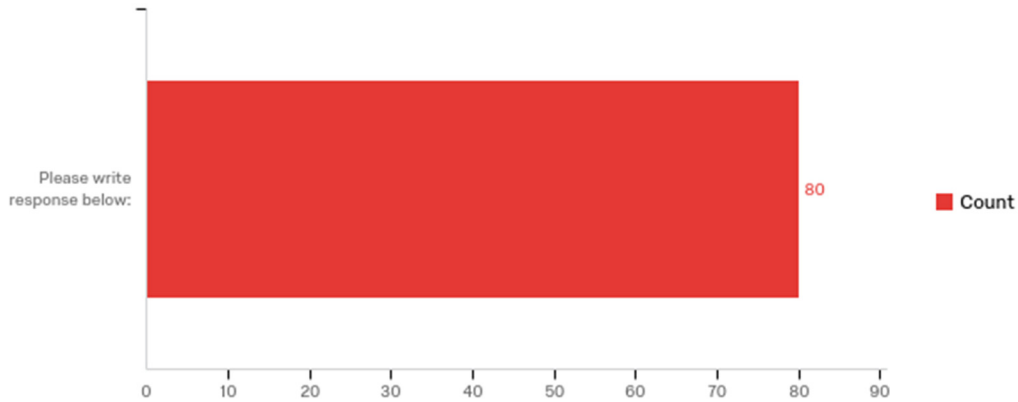


**Question 59 - What are the underlying causes of those challenges?** 27% faculty cited workload as the cause of challenges—22% funding—19% administration—14% declined to answer—9% ill-prepared students—4% compensation, 4% budget, and 1% equipment and resources issues (n=80).

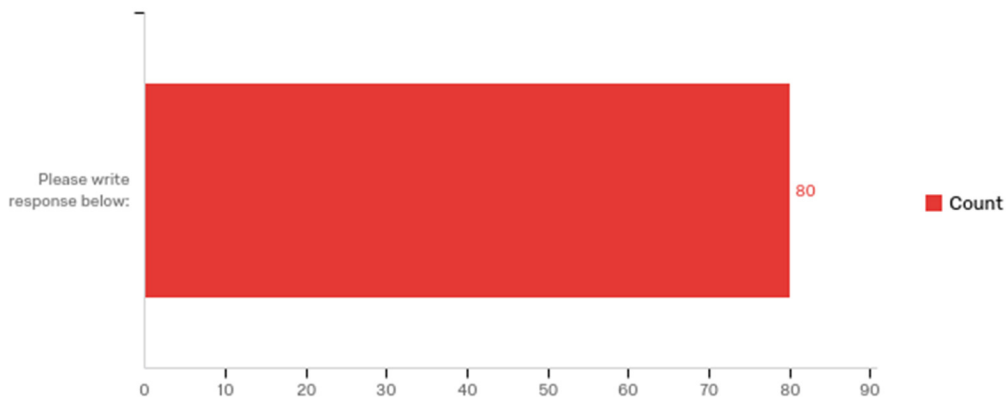


**Question 60 - What solutions do you think would address or resolve these challenges?**

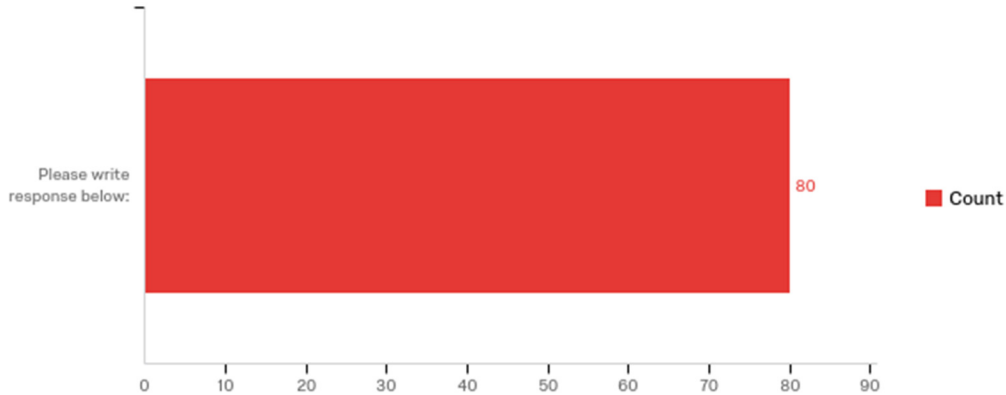
(n=80)—29% faculty suggested workload adjustment favoring a 3:3 teaching load or according to faculty preference, smaller class sizes, and reduced service requirements—23% suggested replacing administration (new leadership, new management)—16% suggested finding ways to increase funding—6% suggested compensation commensurate with other universities—4% suggested providing more online classes, raising admissions standards, and offering remedial options in math, English and writing to help ill-prepared students, 1% suggested increasing the budget—and 21% declined to provide any resolve.



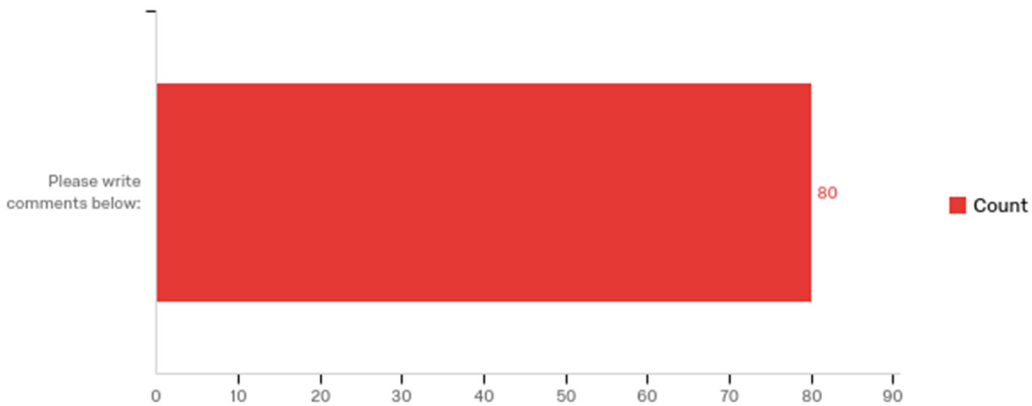
**Question 61 - Please provide your thoughts on the strengths of UHD. What do you see as the greatest strength of UHD right now?** (n=80)—29% faculty cited UHD’s faculty as its greatest strength—21% cited students—19% cited diversity—19% did not answer this question—9% cited unique degree plans—and 4% cited downtown location.



**Question 62 - What do we need to do to capitalize on that strength?** (n=80)—41% faculty felt that aggressive recruiting and support of both faculty and students will help to capitalize on UHD’s strengths—24% suggested that admissions academic standards be raised, and more time, resources, and scholarship be allocated to improve to academic quality—24% did not answer this question—8% cited increased compensation for faculty and increased funding for teaching resources—3% suggested thinking “outside of the box”—perhaps building a dorm.



**Question 63 - If you have any additional comments, please make them here** (n=80) Responses range from “Thanks” and “None” to echoing previously stated concerns.



## Appendix B

### Survey Trend Results 2017 Average Mean Ratings Compared to 2013 and 2015 Ratings

Questions (Comparison of average mean ratings on common questions)	2013 <sup>1</sup>	2015 <sup>2</sup>	2017 <sup>3</sup>
1. UHD maintains high standards for its students	2.94	3.5	3.3
2. The UHD administration promotes and supports research and scholarship	2.98	3.46	3.1
3. The UHD rank and tenure policies assure high professional standards for tenured and tenure-track professors	3	3.98	3.66
4. The UHD rank and tenure procedures are fair and equally applied to all tenured and tenure-track professors	3.3	3.83	3.52
5. The UHD Administration makes decisions congruent with principles of shared governance	3.5	3.49	3.26
6. The UHD administration takes the advice and expertise of the faculty seriously in hiring and personnel decisions	3.6	3.5	3.23
7. The general academic climate at UHD has improved since the last climate survey administered in spring 2015	3.3	3.9	3.47
8. Your current workload at UHD is reasonable	3.4	2.94	<b>2.46</b>
9. You are treated fairly by your immediate supervisor	<b>2.3</b>	4.19	3.77
10. You are adequately compensated for your responsibilities at UHD	4.05	2.79	<b>2.28</b>
11. You consider yourself professionally satisfied	3.02	3.49	3.18
12. The library resources are adequate.	<b>2.4</b>	4.05	3.73
13. The library staff are responsive to needs and queries	<b>1.85</b>	4.51	4.58
14. How many hours per week on average do you spend on tenure-related activities including calls time?	3.3	4	NA
15. How many hours per week on average do you spend on scholarly/creative activity?	<b>1.7</b>	4	NA
16. How many hours per week on average do you spend on service?	<b>2.06</b>	4	NA
17. How would you rate the overall job performance of the following individuals/groups over the last 2 years?:			
The Interim President	NA	NA	4.25
18. VP - Academic Affairs/ Interim Provost	NA	4.4	4.2
19. VP - Administration and Finance	3.02	4.56	4.4
20. Dean of your college	3.05	3.9	3.3

1. Calculated from 2013 Faculty Senate Climate Survey Results.

2. Calculated from 2015 Faculty Senate Climate Survey Results.

3. Calculated from 2017 Faculty Senate Climate Survey Results.