

2022

SENATE ADVISORY COMMITTEE ON
UNIVERSITY STRATEGIC PLANNING
(SACUSP) FACULTY NEEDS SURVEY

JUNE 2022



Bridging Research, Policy, and Practice

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UEPC. <http://uepc.utah.edu>

Andrea K. Rorrer, Ph.D.
Director
Phone: 801-581-4207
Andrea.rorrer@utah.edu

Cori Groth, Ph.D.
Associate Director
Phone: 801-581-4207
Cori.groth@utah.edu

Ellen Altermatt, PhD.
Assistant Director for Research and Evaluation
Ellen.altermatt@utah.edu

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Executive Summary

The *Senate Advisory Committee on University Strategic Planning* (SACUSP) designed the 2022 Faculty Needs Survey as part of a comprehensive plan to both understand the challenges facing faculty as well as to seek ways the University can mitigate or eliminate those challenges. Likely, the results of the SACUSP Faculty Needs Survey 2022 will sound resoundingly familiar, particularly given the focus on faculty experiences highlighted in the *Chronicle of Higher Education* and *Inside Higher Education*. Moreover, given on-going conversations at the University of Utah within Colleges and among University-based committees and within townhalls, many of these findings will affirm much of what has already been shared in these forums.

The overall participation rate among faculty was 16.1% with a response rate of 23% among main campus faculty and tenure-line faculty. While the responses to the 2022 SACUSP Faculty Needs Survey cannot be generalized to all faculty, there were many consistencies across Departments and Colleges and main campus and health sciences. The results of this survey demonstrate that individual faculty have a unique perspective informed by their individual experiences in the academy. The findings also demonstrate that faculty are far from alone in their experiences. Yet, responses did vary, sometimes considerably, within/between Departments and Colleges and within/between faculty types (e.g., tenure-line, career-line faculty, clinical) and faculty rank (e.g., assistant, associate, full). The SACUSP Survey was not designed to be a job satisfaction survey. However, faculty did share their challenges and information about factors that impacted their job and work satisfaction and feelings of value. For example, overall faculty feel their primary challenges and issues include being oversubscribed in their time commitments, under-compensated, under-valued, under-resourced, and generally over-burdened, particularly relative to the expectations of them.

However, threaded throughout the responses one finds that faculty are eager not only to be seen as productive, but actually to be productive. Yet, the circumstances in which faculty find themselves limit their possibilities. For instance, faculty discuss research, teaching, and service loads that exceed available time. Faculty also address how competing demands for their time often leave them with insufficient time, energy, and resources to both fully engage in research, teaching, and/or service and to feel that their work in any of these domains is deemed “enough.”

The responses regarding faculty feelings of (not) being valued are profound. There were a breadth of responses and experiences shared by faculty, including a derivative of responses from faculty about being bullied with no accompanying resolution, disregarded, excluded, invisible, overtaxed or overextended, and isolated or ignored. It is difficult to decouple these experiences from the remedies sought by faculty to increase satisfaction and feelings of value.

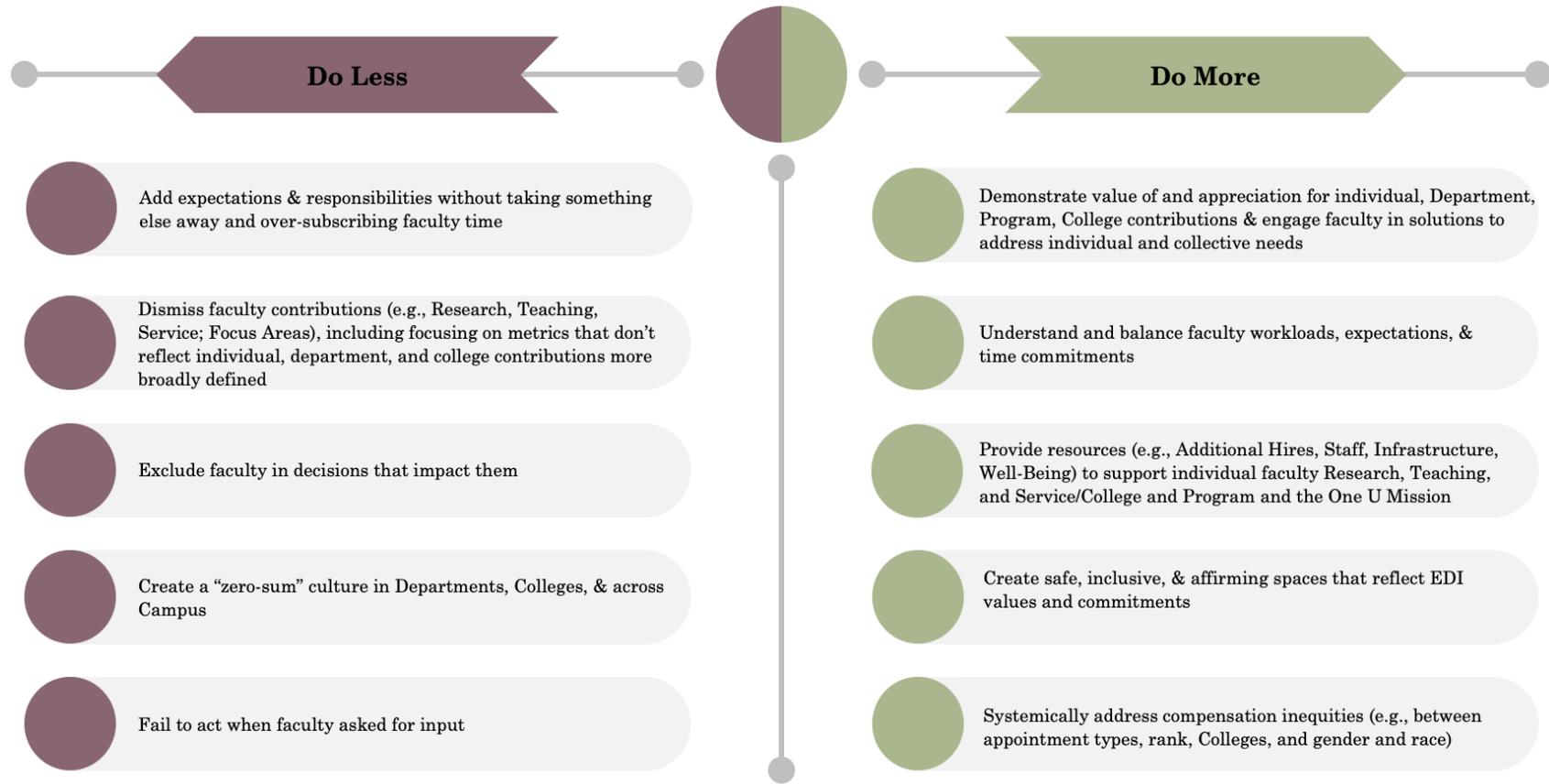
As noted in the findings about what is needed to address challenges and improve job satisfaction and the feeling that faculty are valued, faculty have numerous suggestions. Among the most prevalent suggestions was the need to explicitly, and tangibly, be shown that they are valued and recognized. Notably, faculty indicated that the prevalence of differential treatment by gender and race, across lines of faculty rank, colleges, and departments further undermined feelings of satisfaction and value. Compensation did appear as one of the primary ways the University can

improve satisfaction and demonstrate that it values someone, including providing evidence of how the University recognized the extra labor faculty put into their work. Yet, additional compensation was far from the only suggestion. Faculty also suggested calls for expanded resources such as administrative support, technological support, and child- and family care-supports to recognize both the workload and the additional (differential and above and beyond) contributions of faculty, and the creation and maintenance of a fair, just, safe and inclusive work environment. Moreover, there were significant appeals for further attention to how career and clinical-line faculty are treated, including eliminating a system of stratification, consideration of clear expectations, salary, benefits, and timely and on-going contracts.

Many faculty noted their appreciation of the survey and opportunity to voice their concerns. For instance, one respondent said it this way: “Thank you for asking our opinion. Overall, U of U is a good place to work, however, to make it a great place will take leadership with a vision to transforming education for now and the future.” This appreciation was balanced by those who also noted that they have been asked their perspectives before with minimal resulting action from that feedback. For instance, this comment summarizes this expressed concern within the survey: “This survey may be a start, but I do not hold my breath that it is anything more than an exercise in futility.” Many respondents noted their interest in seeing the synthesis of final results, and some respondents even asked for follow-up surveys to determine whether progress was made on conclusions derived from this analysis. In fact, to maximize responsiveness and evidence of attention to the issues raised by faculty, future data collection (e.g., surveys, interviews/focus groups) can include questions about progress made on the issues identified in the SACUSP Survey results as well as exploration of University, College, and Departmental strengths and opportunities for improvement.

The University of Utah has dedicated significant effort and resources to enhance the student experience. The SACUSP Survey findings illustrate that the University has a unique opportunity to simultaneously focus on the faculty experience. As illustrated in the themes presented in this report, the views and voices of faculty offer an important perspective and guidance for the University. Specifically, results from this survey indicate that to *Inspire, Innovate (Reimagine) and Create Impact* and advance the University’s educational mission requires attention to the conditions that support faculty (and staff) who develop and sustain the experiences of students, create visibility and impact for the University, and ensure that the mission of the University is fulfilled. Ultimately, the SACUSP Faculty Needs Survey and subsequent report offers a “call to action” for the University, particularly as it seeks to achieve status as a “Top 10 Public Institution with Unsurpassed Societal Impact.” To support future conversations and actions, we provide *Key Takeaways for Administrators* (See Figure 1). These *Key Takeaways* were derived from analysis of the overarching findings and themes from the SACUSP Faculty Needs Survey.

Figure 1. Key Takeaways for Administrators from 2022 SACUSP Faculty Needs Survey



Survey Overview

The Senate Advisory Committee on University Strategic Planning (SACUSP) contacted the Utah Education Policy Center, which is an approved research center at the University of Utah, to prepare, administer, and report findings from the 2022 SACUSP Faculty Needs Survey to faculty. The SACUSP Faculty Needs Survey consisted of five open-ended questions related to the primary issues/challenges that faculty face, the types of support they currently receive to address these issues/challenges, the types of support faculty thought should be provided, what could be done to improve job satisfaction and the belief that faculty are valued, and any other comments that faculty wanted to share. Figure 2 shows the questions that were included in the SACUSP 2022 Faculty Needs Survey. In this report, we provide an overview of the method, findings from the survey, and considerations (see Figure 1) based on the totality of findings.

Figure 2. SACUSP 2022 Faculty Needs Survey Questions

- 1** What are the primary issues/challenges you face in successfully carrying out your research, teaching, and service responsibilities?
- 2** What is your (a) department or division, (b) college or school, and (c) the University doing to support your ability to address the challenges identified above that you would like to see continue?
- 3** What additional support and resources should your department or division, college or school, and the University provided to address the challenges you identified?
- 4** What could your (a) department or division, (b) college or school, and (c) the University do to improve your job satisfaction and belief that you are valued?
- 5** What additional comments do you have about the issues that affect you as a faculty member?

Method

In March 2022, invitations to complete the SACUSP Faculty Needs Survey were sent to 3,915 University of Utah employees who were active, career-line or tenure-line faculty. Faculty on leave and emeritus faculty were excluded from survey distribution.

Sample

The survey was completed by 629 faculty. This represents an overall response rate (calculated as n respondents / n invitees) of 16.1%, with response rates above 20% for main campus and tenure-line faculty. Table 1 provides a breakdown of the sample of faculty who were invited to participate and who responded to the survey by campus, faculty appointment category, college, academic rank, gender, and race/ethnicity. Response rates, disaggregated by each of these variables, are also provided. The average length of University of Utah service for survey respondents was 12.9 years (range = 0.2 years to 49.7 years).

Table 1. Educational and demographic characteristics of sample

Variable	Invitees <i>n</i> (percent = $n/3915$)	Respondents <i>n</i> (percent = $n/629$)	Response rate
Campus			
Main Campus	1565 (40.0%)	365 (58.0%)	23.3%
Health Sciences	2350 (60.0%)	264 (42.0%)	11.2%
Faculty Appointment Category			
Career-Line	2142 (54.7%)	224 (35.6%)	10.5%
Tenure-Line	1773 (45.3%)	405 (64.4%)	22.8%
College			
College of Architecture + Planning	32 (0.8%)	11 (1.7%)	34.4%
College of Education	107 (2.8%)	24 (3.8%)	22.4%
College of Engineering	267 (6.9%)	49 (7.8%)	18.3%
College of Fine Arts	136 (3.5%)	34 (5.4%)	25.0%
College of Health	149 (3.9%)	43 (6.8%)	28.9%
College of Humanities	194 (5.0%)	57 (9.1%)	29.3%
College of Law	44 (1.1%)	18 (2.9%)	40.9%
College of Mines & Earth Sciences	81 (2.1%)	15 (2.4%)	18.5%
College of Nursing	101 (2.6%)	31 (4.9%)	30.7%
College of Pharmacy	71 (1.8%)	11 (1.7%)	15.5%
College of Science	236 (6.0%)	40 (6.4%)	16.9%
College of Social & Behavioral Science	185 (4.7%)	43 (6.8%)	23.2%
College of Social Work	47 (1.2%)	13 (2.1%)	27.7%
Eccles Health Science Library	12 (0.3%)	2 (0.3%)	16.7%
Honors College	8 (0.2%)	6 (1.0%)	75.0%
Marriott Library	41 (1.0%)	17 (2.7%)	41.5%
School for Cultural & Social Transformation	14 (0.4%)	6 (1.0%)	42.9%
School of Business	154 (3.9%)	28 (4.5%)	18.2%
School of Dentistry	60 (1.5%)	13 (2.1%)	21.7%
School of Medicine	1969 (50.3%)	166 (26.4%)	8.4%
Undergraduate Studies	7 (0.2%)	2 (0.3%)	28.6%

Academic Rank			
Assistant Professor ¹	1561 (39.9%)	172 (27.3%)	11.0%
Associate Professor ²	1086 (27.7%)	212 (33.7%)	19.5%
Instructor ³	83 (2.1%)	10 (1.6%)	12.0%
Professor ⁴	1125 (28.7%)	211 (33.5%)	18.8%
Librarian ⁵	60 (1.5%)	24 (3.8%)	40.0%
Gender			
Female	1676 (42.8%)	314 (49.9%)	18.7%
Male	2238 (57.2%)	315 (50.1%)	14.1%
Unknown/Other	---	---	---
Race/Ethnicity			
American Indian or Alaskan Native	9 (0.2%)	---	---
Asian	424 (10.8%)	50 (7.9%)	11.8%
Black or African American	42 (1.1%)	4 (0.6%)	9.5%
Hispanic/Latino	159 (4.1%)	37 (5.9%)	23.3%
Native Hawaiian or Other Pacific Islander	4 (0.1%)	---	---
Nonresident Alien	133 (3.4%)	8 (1.3%)	0.6%
Race and Ethnicity Unknown	292 (7.5%)	46 (7.3%)	15.8%
Two or More Races	55 (1.4%)	9 (1.4%)	16.3%
White	2797 (71.4%)	472 (75.0%)	16.8%

--- Data suppressed because of low *n* sizes.

Note. Educational and demographic data reported in Table 1 are based on primary academic appointment, within PeopleSoft, as of March 2022. Questions about educational and demographic data can be directed to the Office of Budget and Institutional Analysis (<https://www.obia.utah.edu>).

Data Analysis Approach

Figure 3 provides an overview of the process followed in this qualitative analysis and reporting of data. As noted in Figure 3, SACUSP Faculty Needs Survey responses were read and coded using the inductive approach of in vivo coding, which allowed data to be represented by the participants' own words. Memoing occurred throughout each stage of the analysis. Initially, codes by survey question were grouped into thematic areas. As themes were generated, we also sought to better understand the dimensions of the themes. For instance, faculty compensation was a theme that appeared across responses to multiple survey questions. Dimensions of this theme included salary equity, the need for additional compensation, and possible rewards and incentives. All data from the faculty responses were coded to value and represent the multitude

¹ Includes Assistant Professor, Assistant Professor (Clinical), Assistant Professor (Lecturer), Clinical Assistant Professor, and Research Assistant Professor

² Includes Associate Professor, Associate Professor (Clinical), Associate Professor (Lecturer), Clinical Associate Professor, and Research Associate Professor

³ Includes Instructor, Instructor (Clinical), Instructor (Lecturer), Clinical Instructor, and Research Instructor

⁴ Includes Professor, Professor (Clinical), Professor (Lecturer), Distinguished Professor, Presidential Professor, Clinical Professor, and Research Professor

⁵ Includes Assistant Librarian, Associate Librarian, Associate Librarian (Clinical), Librarian, Librarian (Clinical), Research Assistant Librarian, and Research Associate Librarian

of perspectives throughout the survey. However, themes were concluded when data saturation occurred. Importantly, the analysis demonstrated that five factors, which can be found in Figure 4, seemed to influence faculty perspectives to the SACUSP Faculty Needs Survey.

Figure 3. Qualitative Analysis and Reporting

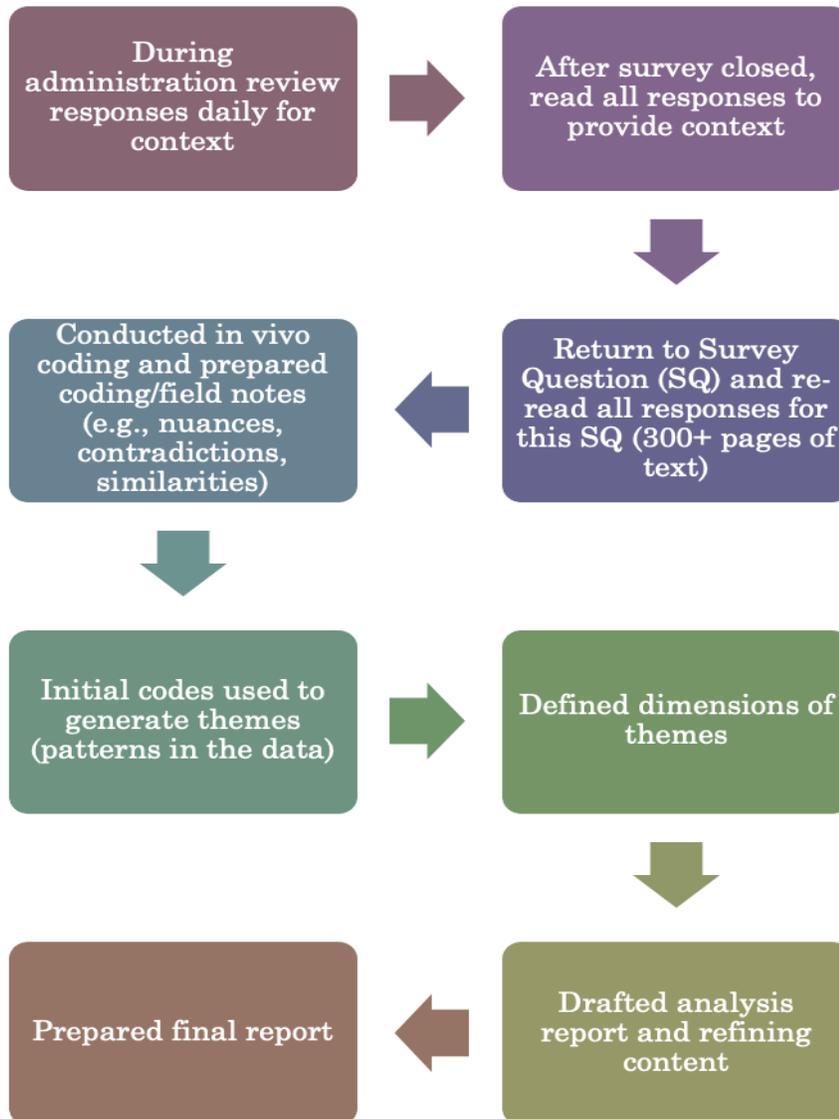


Figure 4. Factors that Influence Faculty Perspective



SACUSP Faculty Needs Survey Results

In this section of the report, we describe the overarching findings of the SACUSP Faculty Needs Survey. It is worth noting that, overall, fewer responses were given to the College- and University-level Survey prompts than to those prompts about the Department-level for the questions regarding what should be done to address challenges and to improve job satisfaction and the belief that faculty are valued. While five questions were asked on the SACUSP Faculty Needs Survey, we report our findings in three sections, as responses to the three questions about mitigating challenges, improving job satisfaction and conditions so that faculty felt they were valued, and additional comments were so similar. The three primary questions that guide the description of the findings are:

- What are the primary issues/challenges faculty face in successfully carrying out your research, teaching, and service responsibilities? (question 1 from the Faculty Needs Survey)
- What supports have faculty received and would like to see continue to address the challenges identified? (question 2 from the Faculty Needs Survey)
- What opportunities exist to mitigate challenges and improve job satisfaction and the belief that faculty are valued? (questions 3-5 from the Faculty Needs Survey)

To support understanding of the vast amount of data collected, findings are described thematically for each of these questions. First, we provide a summary of each theme and subtheme and then we provide illustrative quotes as both evidence of the theme and an opportunity to ensure the “voice” of faculty can be heard. Again, the findings presented here informed the Key Takeaways from the SACUSP Faculty Needs Survey, which are presented in Figure 1. The Takeaways are presented as a “Do Less” and “Do More” comparison, a framework which can support a pathway to action and improvement.

Question 1: Challenges for Faculty Scholarly and/or Creative Research, Teaching and Service

In this section, we first describe themes that were applicable to research, teaching, and service. Then, we describe additional findings specific to each of these domains. Notably, many faculty highlighted the imbalance in expectations for their research, teaching, and service workloads. Faculty addressed the rise in expectations and the increasing demands to do more in all areas—research, teaching, and service—without anything being taken away as one of their primary challenges to successfully carrying out their research, teaching and service. This condition resulted in faculty feeling the need to juggle competing demands across research, teaching, and service, which they indicated often resulted in one area or more receiving less attention than faculty found ideal. Faculty also reported that another challenge was their belief that they did not believe their contributions were valued. Relatedly, a lack of general recognition, the choice of metrics used to evaluate or “count” contributions and a work environment that is perceived as not safe nor conducive created further challenges for faculty. The final theme that spanned

faculty responses to challenges to research, teaching, and service included the limited availability of resources, particularly lack of compensation and compensation inequities and limited administrative support that often resulted in additional administrative burden for faculty. This section will be followed by a discussion of the challenges that were more specific to research, teaching, and service respectively.

Juggling Competing Demands and Insufficient Time

Many faculty noted the competing demands for their time. These demands ranged from competition between their research, teaching, and service and even competitions between their role expectations as library faculty and clinical faculty (e.g., clinical time vs research time) and administrative work. For example, faculty cited limited availability to “carv[e] out time” to actually do the research, do “deep work” required by research, or write about the research. Similarly, they highlighted competing demands between their roles, including finding fewer substantive blocks of uninterrupted time or time not encumbered by other meetings, service responsibilities (e.g., committee membership), teaching and teaching preparation, and student advising (e.g., communications, mentoring). Importantly, many faculty reported working nights and weekends to get their work done, including their own research, as so many other professional tasks and responsibilities absorbed their time during the work week. Meeting schedules were a frequently cited concern.

Moreover, across the responses to questions regarding the challenges to scholarly and/or creative work, teaching, and service, many faculty explained that they really weren’t clear about expectations for review and promotion. In part, this lack of clarity was attributed to differences between stated contracts and verbal expectations or even those illustrated in faculty reviews, which sometimes seemed to have stark contradictions. As noted by faculty respondents, expectations for research (e.g., publications, acquiring funding), teaching (e.g., how many courses were required, how many students should they advise), and service (e.g., how many committees should one participate in) varied both across campus as well as sometimes between faculty rank (e.g., assistant, associate, and full) and faculty appointment type (e.g., career-line, research-line and clinical line). Faculty discussed the impact of their time allocations and demands, including contracts, schedules, work hours, and other responsibilities.

Faculty Question Whether They and Their Contributions Are Valued

There are many faculty across campus who reported that they did not believe their particular contributions in research, teaching, and service were of perceived as value to the department, College, or University. The examples here were quite varied and spanned the responses to questions about challenges to research, teaching, and service. Faculty described how their Department, College, and/or the University (implicitly or explicitly) contributed to their feelings, including how factors such as faculty expertise, rank (assistant, associate, and full professor), and appointment type (career-line, clinical, library, and more general tenure track faculty) seemed to be the issue. Faculty further noted that certain areas of research seemed to be under-valued of their research endeavors. In addition, some faculty explained that there is a perception that if a field of study will not yield significant research funding then it too is not as valued. Next, while faculty who reported doing work related to issues of EDI did not feel their research was valued,

other faculty indicated that the absence of an EDI focus resulted in their research not being valued. In numerous units across campus, faculty are expected to generate sufficient revenue for themselves and, in some instances, others or other entities. This results in a heavy burden for many individuals, as well as what some referred to as a “competitive” environment, including one that does not promote collaboration. Faculty noted that this types of environment deters from the “One U” mission.

Choice of Metrics Distrusted

There were numerous questions raised about the metrics used to determine value of faculty generally, and faculty productivity, quality, and impact more generally. Faculty questioned use of Academic Analytics, for instance, as a measure of faculty productivity, teaching evaluations as a measure of faculty teaching quality and contributions, and participation on a committee as a proxy for service contributions. The focus of concerns about Academic Analytics included the University use of the “rankings” and other metrics as a way to reward faculty. Some faculty believed these metrics had a negative impact on the quality of publications produced (e.g., a publication counts the same regardless of what journal it appears in or what the acceptance rate is) and incentivized publications that may be less impactful. Other metrics cited as problematic included teaching evaluations, number of students enrolled, and grant dollars generated. Ultimately, regardless of what metrics were to be selected, faculty called for transparent metrics that could be easily understood regardless of the faculty role.

Work Environment Conditions

These examples exemplify the types of harassment and bullying that some faculty have endured, including the impact these conditions have had on their mental and emotional well-being, their research productivity, teaching, and engagement in their departments and the University. Some faculty described specific situations of harassment and bullying that have occurred during their time here at the U. Faculty shared instances of verbal abuse and harassment, sexual harassment, discrimination based on gender, race, nationality, and religion. Numerous faculty recounted situations where they believed that favoritism, and even occasionally nepotism, resulted in increased workloads, reduced visibility and value, and negative impact on research productivity for other faculty. Some faculty also noted that both teaching and service were often negatively impacted in these situations as well. For this section, some specific instances included in faculty responses are not shared due to efforts to maintain the anonymity of respondents.

Limited Resources Available to Meet Needs of Faculty

Faculty identified numerous resource challenges to their contributions and productivity across scholarly and/or creative works, teaching, and service. One resource—time—was addressed earlier. Additional resource challenges included inadequate compensation (e.g., salary, benefits, rewards and incentives) and compensation inequities, lack of additional funding (e.g., start-up, pilot-project, and/or bridge-funding), and limited administrative support, technology and infrastructure, students support, and even family care (e.g., child care) to maintain a positive trajectory and productivity. As will be explained throughout this report, faculty noted additional resource allocations, or even differentiated allocation of resources, could provide research

support (e.g., offer support for research assistants, pay for publication submission costs, lab/technical support, travel support), teaching supports (e.g., training, course load reductions, teaching assistants, materials and resources), and service support.

Lack of Compensation and Compensation Inequities

Faculty noted that two compensation challenges related to compensation impacted their ability to successfully carry out their research, teaching, and service responsibilities. These challenges included the relative lack of sufficient compensation and inequities in compensation. With regard to lack of compensation, faculty cited comparative data to other R1 institutions of higher education, salary to expectation and responsibility ratios, and cost of living in Salt Lake City as evidence of the need for additional compensation. These factors were cited as deterrents to faculty decisions to join and remain at the University. Next, faculty addressed compensation inequities across campus, including inequities attributed to gender and race wage gaps, salary compression, salary not commensurate with load and effort, and gaps between faculty by appointment type. As the following excerpts from faculty responses demonstrate, often responses about salary appear with comments about load, cost of living, and perceptions of lack of value.

Moreover, as noted below, faculty discuss the differentials in how Career-Line, Clinical, and Tenure-Line professors are compensated (and treated). This issue was cited across responses in the challenges to research, teaching, and service. For instance, many faculty noted significantly lower compensation for career line faculty despite the significant role of career-line faculty in sustaining programs and courses to students.

Increased Administrative Work Combined with Limited Administrative Support

Faculty highlighted administrative duties as a severe impediment to their productivity across the domains, especially research productivity. For some, administrative demands were a result of an official leadership position appointment (e.g., chair, associate dean, director, etc.). In other cases, faculty described challenges they faced, and increased administrative burden, because they did not have sufficient staff support (e.g., graduate assistants, teaching assistants, clerical staff, pre- and post-award staff) to engage in their research and teaching or navigate procedural requirements (e.g., IRB, travel, HR). At the same time, it is important to note that numerous faculty questioned what would be referred to as some derivative of leadership/administrative bloat.

Diminished Student Support and Availability of Research and Teaching Assistants

There were numerous issues related to student support cited as challenges to research, teaching and service. In addition to citing insufficient numbers of graduate assistants (e.g., research, teaching, and post-docs), faculty highlighted having difficulty finding graduate students who met their needs and ability to pay competitively or provide other benefits (e.g., tuition benefits) as other challenges. A related issue raised by faculty was the manner in which student assistants were assigned in Departments and Colleges.

Challenges Specific to Each Domain of Faculty Work

Specific Challenges to Scholarly and/or Creative Research

Faculty were asked about the challenges they face with regard to scholarly and/or creative research. Responses to this question varied dramatically from a few faculty indicating that there were “none at this time” to responses that indicated that scholarly and/or creative work was interrupted, abbreviated, or even halted. As discussed previously, faculty discussed challenges to their scholarly and/or creative research, teaching, and service such as not having sufficient time, not feeling they or their contributions were valued, concerns that the metrics used don’t recognize their work, working in an environment that wasn’t safe or conducive and limited resources generally. Moreover, for those who indicated that their scholarly and/or creative work was interrupted, abbreviated, or even halted, some faculty discussed the incongruence between the U’s focus on productivity and its expectations for teaching and available resource allocations, including providing preserved time for research.

In addition to increased workloads, faculty noted that their unique area of expertise is not easily replaced within a Department. In these cases, faculty described how they were limited in their ability to seek opportunities (e.g., course-buyouts, research leaves, fellowships) to support their research. In part, faculty in these cases indicated how availing themselves of these opportunities would result in unanticipated negative impacts because of increased departmental costs. For example, securing some research opportunities may result in a program not having sufficient persons with relevant expertise to provide core courses or advising for students, financial costs (e.g., paying adjuncts), or even overburdening other faculty.

Faculty also described expanding service responsibilities, including the increased demand and expansion of service obligations as well as being among faculty who carried excessive loads of faculty. For many who described carrying what they believed to be excessive service loads, they often cited being in departments where the service loads were not equally distributed or overwhelming fell to a few faculty. Some examples of this increased for participation in service was attributed to gender, race, and even perceptions of the under-valuing of a person’s research area over another colleagues. Service loads that are “crushing”.

Limited Resources to Support Scholarly and/or Creative Research Activities

There are numerous costs (e.g., time to conduct research, apply for grants, and build collaborations and manage funding; limited available sources of funding; increased pool of competition for funding; infrastructure, computing, and technology needs) associated with doing research and engaging in other scholarly activities. Many faculty believed these costs are neither considered nor addressed by the University. The shift in the culture at the University to be one that is a “grant seeking/acquiring” institution is recognized. Yet, many faculty indicated that the University doesn’t recognize that some fields are not as viable for federal, state, industry, or even development funding or that when funding is available it is limited to smaller awards. Next, faculty noted that the “costs of doing research” (e.g., book collections, bridge/pilot funding, lab supplies), similar to many other things, has increased while available funding hasn’t kept pace.

Increased costs coupled with stagnate or even declining grant resources has resulted in reduced research opportunities for faculty and students. While appreciative of the opportunities from the University, particularly the Office of the VPR and certain Colleges, many faculty noted that “seed funding” prospects were insufficient to provide start-up for new projects, provide sufficient time for faculty to engage in the research activities, and/or meet the funding need on campus.

Limited Availability of Administrative Support for Research Endeavors

Faculty both noted the importance of and questioned the existence of bureaucratic systems at the University. However, in addition to the time constraints imposed by administratively working on research and/or grants for which someone is PI, faculty explained that this bureaucracy and accompanying regulatory requirements impeded their research productivity. Although this topic was addressed as an overarching finding previously, it is addressed here relative to the specific issues that it presents for research endeavors.

Many faculty explained how they are responsible for work beyond the scope of their PI roles, including clerical work, administrative tasks (e.g., purchasing, traveling), and even sometimes serving as a liaison with human resources. Some faculty explained that current processes make doing research and submitting grants difficult, if not sometimes impossible. Examples of processes that seemed to be burdensome were University and College timelines, regulatory processes and requirements, review procedures, information that was inadvertently wrong, process errors, and lagging communications. Faculty also noted the (lack of) availability and quality of staff and personnel (e.g., sufficient pre- and post- award personnel), proposal and publication writers, research study personnel and project managers, methodological support personnel and even graduate student support (i.e., quality personnel, number of personnel) as hinderances to their productivity. Relatedly, numerous faculty across colleges also noted lack of information coordination (e.g., PIVOT, OSP, IRB), and ambiguous processes also impeded their research efforts. These types of support, particularly technical and administrative support in these areas, was seen as essential to the research continuity and productivity.

Availability of Infrastructure and Technology Support

Although fewer persons noted the existence of challenges related to hardware and software issues, for those who did address this it was significant. Where it was mentioned, there were concerns about the availability, cost of equipment, and access to resources to acquire and maintain the technology. Some of the issues were more related to software capabilities for teaching vs research, including the need to address infrastructure in classrooms. Technology support infrastructure was addressed, including support for research and teaching. Other faculty mentioned onerous systems like two-factor authentication, zoom, and other programs that require multiple log-in, even when one checks the “stay logged in”.

COVID Impact on Research

Due to the nature of research among some faculty, they have had limited access to research sites during the pandemic. For many, COVID was noted as a primary challenge. These challenges related to COVID varied among faculty, including variances among faculty by rank and

appointment type. For instance, faculty discussed difficulties with maintaining their research agendas and programs; in getting to, if not full exclusion from, research sites. This occurred either because sites had been closed down, political and health issues, travel restrictions, and the general decline in participation among study participants. For some, they have tried to recover or redirect their research by shifting the nature, or focus, of their research. However, this has not been easy.

Specific Challenges for Teaching

As discussed previously, faculty discussed challenges to their scholarly and/or creative research, teaching, and service such as not having sufficient time, not feeling they or their contributions were valued, concerns that the metrics used don't recognize their work, working in an environment that wasn't safe or conducive and limited resources generally. Here we address the challenges reported by faculty that are specific to their teaching, including the lack of value given to teaching, changes in both expectations and teaching responsibilities (e.g., time investments, teaching load, treatment by students, expanding needs of students, and even lack of student preparedness and engagement). Moreover, faculty addressed the impact of limited resources such as staff and teaching assistants and limited technological supports. As discussed here, faculty, regardless of faculty appointment type, reported similar issues when discussing how their teaching responsibilities impeded their scholarly and/or creative work productivity. Faculty addressed the impact of their teaching loads (e.g., number of courses, preparation number of students, absence of TAs) and demands related to their loads, including the increase in load and responsibilities during COVID as they delivered virtual instruction.

Lack of Value Given to Teaching

First, faculty discussed the lack of value they believe was given to teaching. For instance, faculty explained that there is often a "lack of credit" for teaching, and teaching was rarely recognized as important as their research endeavors. In numerous instances, faculty described the tension in their departments or colleges between the research expectations and teaching expectations, and often expressed that they were unclear if the education mission of the University is valued. Many faculty indicated that they wanted to be excellent in teaching and thought, particularly if more time permitted, they could do so. Some faculty noted their desire to receive training on successful teaching methods. While CTLE was often noted as a supportive resource, faculty indicated that additional opportunities to learn other methods would be useful. Several examples of this included: flipped classrooms, group and collaborative work.

Changes and Expectations in Teaching Responsibilities

Next, faculty discussed the changes and the expectations associated with their teaching responsibilities as a challenge. Faculty, for example, commented on the changes in teaching both over the years and most recently with COVID as challenges. Among the changes cited were: increased need for coordination across instructors in a program; increased class sizes coupled with limited time with students; teaching either remotely or in a hybrid situation and working to engaging students who may or may not be fully prepared for the course; limited resources and teaching supports (e.g., training, CTLE); technology issues; and again, competing demands.

Increased Demand for Time Investments and Teaching Load

As faculty explained, high quality teaching takes time, including time for planning, developing materials and assessments, meeting with students, and providing meaningful feedback. The continued increase in demands on faculty time often meant that they could not spend adequate time planning more and/or providing different meaningful learning experiences, mentoring and advising.

Shifts in Treatment by Students while Teaching

Faculty discussed many issues that impact that teaching, including concerns for safety and support. Student incivility, discrimination, and harassment towards professors were among the challenges discussed. Moreover, faculty addressed their concerns that when students were uncivil or retaliated in course evaluations the Departments and the University would not support them, including when faculty addressed (or didn't address) issues related to equity, diversity, and inclusion.

Student Preparedness, Engagement, and Expectations

In many cases, faculty described the lack of preparedness, engagement, and expectations of some students for the demands of particular courses, programs, even for the University as a primary challenge to their teaching. While there was recognition of the impact of the pandemic on these conditions, others, however, noted that this decline began prior to the pandemic. Another challenge facing faculty was the increased expectations (e.g., 24/7 availability, course requirements, and course expectations) from students.

Difficulty Addressing Student Needs during COVID

In addition to the challenges expressed in the previous section on student preparedness, engagement, and expectations, some faculty expressed the increased challenges associated with trying to support and address student needs, including those needs compounded by COVID. Student stress, anxiety, mental and emotional health were noted as increasingly more difficult to address, particularly because of lack of faculty training and preparation in these areas as well as limited available resources.

Teaching Evaluations Remain Area of Concern

Many faculty explained that existing teaching evaluations are problematic. Faculty further offered that they do want feedback on their teaching, but do not get feedback from supervisors or others. The student evaluation system is seen as inadequate for providing meaningful feedback that would lead to instructional improvement. Instead, as faculty noted, high course or instructor expectations are met with lower course evaluations and retaliation from students. Given the weight of the teaching evaluations in decisions regarding Retention, Promotion, and Tenure, these conditions were even more alarming to faculty. The general desire was for reviews to include more attention to what occurred "in the classroom" rather than focusing so much on reports from students at the end of the course.

Limited Resources for Support of Teaching

Limited Teaching Assistants

Similar to the discussion within challenges to research, faculty noted the need for increased graduate student support, including availability of resources to support recruitment, increased number of assistantships and fellowships, and compensations for assistantships, as a challenge. In addition to the difficulty of not having sufficient numbers, faculty also addressed the need for higher quality teaching assistants for both undergraduate and graduate programs. As discussed earlier, faculty tethered the absence of teaching assistants to their overall concern regarding limited available resources (e.g., sufficient funding for teaching assistants, available tuition benefit allocations, livable wage for students). Faculty raised questions regarding the reliance on resources from Departments or faculty grants as a sustainable means for supporting student assistantships.

Inadequate Technology and Technological Support for Teaching

Faculty cited multiple challenges in both access to and ability to use technology and technological support for teaching. Factors that were addressed included not having physical classrooms that were sufficiently modernized and equipped with usable technology, and not having sufficient training for the technology that was available. While many faculty expressed their appreciation for CTLE, others described not having sufficient access or training in utilizing the technology that was available on campus.

Specific Challenges to Service

Increase in Service Obligations

Faculty reported multiple challenges to service. First, the increased demand, expectations, and obligations for faculty to expand their Department, College, and University and field specific-service contributions was one of the primary challenges cited. Faculty explained that these service demands have risen while demands for research and teaching have risen as well. Faculty described that in some cases their service loads increased because the availability of colleagues in their own Departments/Units had decreased or there weren't sufficient numbers of faculty within their area. The growing amount of time, and mental/emotional energy, service required created stress for faculty, who discussed how they are being "stretched so thin" that it is difficult to attend to their research and teaching expectations, as well as their personal lives. Finally, faculty further noted that issues of not having clear expectations about what is expected or acceptable in terms of service, not ensuring that all service commitments that involve committees have clear agendas, boundaries and goals, and expectations for actions often resulted in over-commitments, poor use of time, and no action.

Continued Unbalanced Service Loads

Service responsibilities, including committee membership and responsibilities, were often viewed as “not evenly distributed,” “imbalanced,” and “overwhelming.” An “unevenness” in service expectations, particularly if it resulted in other faculty attending to their research and teaching while others performing the service couldn’t, was viewed as even more problematic. Notably, Faculty of Color, women, and those serving in multiple departments/unit reported higher service loads and expectations (“service burdened”). In other instances, pre-tenure faculty indicated that they were overloaded with service because more senior faculty were doing research or otherwise engaged. Similarly, some senior faculty believed they were doing more service because of efforts to minimize the impact of pre-tenure faculty. Ultimately, faculty recommended giving consideration to not only the type of service performed, but requirements of service obligations when considering efforts to “balance” service loads (e.g., some committees require more work than others).

To the issue of distribution of service, some faculty reported that on occasion (prime) service opportunities was designated, or reserved, for certain faculty, but not all. In these situations, faculty explained that sometimes there was a hierarchy, often by rank or appointment type, of who received what service appointments, which they found challenging to their own engagement in service. In some cases, faculty explained that the imbalance in their service load occurred because there were insufficient faculty available in a particular unit.

Minimal Recognition and Value for Service

In part, faculty noted that additional service loads should be formally recognized, including that some faculty carry heavier service loads than others. Next, faculty cited the absence of compensation as evidence that service is not valued. Course releases, compensation, and incentivizing service were among the types of recognition suggested for service. Notably, many faculty explained that their service didn’t really count in the RPT process, or was seen as a “lesser priority.” There were certain types of service that were not viewed as valuable at all, including service performed with and/or on behalf of diverse communities.

Question 2: Perspectives on Support Provided by Departments/Units, Colleges, and University

Faculty were asked to describe the supports provided to address the challenges they identified in the initial part of the survey. The previous section has described the challenges faculty encountered as they pursued their scholarly and/or creative work, teaching, and service. The responses to the questions regarding what supports are provided were difficult to categorize in themes. In part, this difficulty arose from the very personal and individualized supports faculty reported.

Interestingly, responses to this question across response categories—Department/Unit, College, and University—included a significant number of statements expressing a perceived absence of

any support. Notably, almost half of responses to the question of “what is the University doing to support you” received a response in the nature of “?”, “none,” “none that I know of,” “unaware of any.” If systemic support mechanisms exist at the Departmental/Unit, College, or University level, they are not well known or thoroughly discussed, perhaps even perceived, by faculty.

For the responses regarding the type of support provided at the Departmental/Unit level, faculty most often commented on examples of efforts the Department had made to attempt to balance, or at least recognize, differential work loads (See Table 1). While there were scattered examples of support such as increased communication, problem solving, networking and mentorship, provision of support staff, training, funding, and flexibility, none of these were pervasive across faculty responses. There were several faculty respondents who addressed the efforts of their chair or department head to advocate on their behalf, and this was greatly appreciated.

For the responses regarding the type of support provided at the College level, responses again were quite varied. Although there were no pervasive categories of support noted for Colleges, faculty did note that there were some College supports for staffing for things such as grants support and administrative support—when they occurred—seed grants, space allocations and additional hires were helpful. As noted in Table 2, faculty also addressed issues with getting support in the College, including visibility of efforts, transparency, and engagement of faculty in decision making.

Finally, for those who did comment on support from the University, areas such as available resources, training, and support from CTLE; seed grants; faculty fellowships; and in some cases direct resource allocation to a particular unit. (See Table 3.) The most commonly cited area of supports provided were those coming from the Vice President for Research Office such as seed grants. Ultimately, the responses in this series of questions about supports indicated that there is a lack systemic approaches to providing supports to faculty, individually or collectively.

Question 3: Faculty Perspectives on Improvements Necessary to Address Challenges and Improve Their Job Satisfaction and Belief that They Are Valued

The SACUSP asked the following questions separately.

- What additional supports and resources should your department or division, college or school, and the University provide to address the challenges you identified?
- What could your (a) department or division (b) college or school, and (c) the University do to improve your job satisfaction and belief that you are valued?
- What additional comments do you have about the issues that affect you as a faculty member?

In analyzing the data for these questions, responses were quite similar. Moreover, faculty often would copy and paste responses from the first question as the response for the subsequent two questions. In the end, our analysis of the data resulted in similar themes across the three responses, and in some cases indistinguishable data for each question. For clarity and to reduce redundancy in the report, here we present the themes that were salient to the question: What opportunities exist to mitigate challenges and improve job satisfaction and belief that faculty are valued? We learned that numerous opportunities exist for the institution to mitigate the challenges faced by faculty and improve job satisfaction and the belief that faculty are valued. These opportunities for the University include:

- Evaluate and adapt workload demands and expectations;
- Advance equity, diversity, and inclusion;
- Demonstrate the value of all faculty as well as their contributions across research, teaching, and service;
- Recognize, value, and promote each college;
- Ensure supports and resources attend to differences of faculty and college needs (e.g., eliminate stratification among faculty; provide early career support and career development opportunities; focus on faculty well-being; recognize need for family care; and recognize the impacts of COVID were varied and pose long-term issues)
- Address resource needs to support faculty and their scholarly/creative works, teaching and service (e.g., provide fair, equitable, and additional compensation; expand resources to support research and teaching; and Increase Staff and Services to reduce faculty administrative burden and workload);
- Increase transparency, communication and engagement; and
- Build A Community and Eliminate Isolation

Evaluate and Adapt Workload Demands and Expectations

Throughout the survey responses, faculty indicated that the expectations for their workloads—across research, teaching and service—were largely unreasonable. It was obvious that for many of the faculty who responded expectations continued to increase, including sometimes simultaneously across research teaching and service. One faculty member explained that the University should see time as a “commodity.”

Concerns regarding burnout, turnover, and general well-being are high. Moreover, many faculty seem to be asking a derivative of “how much more can I take” and “how much more can I be expected to give.” In the end, faculty explained that to increase satisfaction and feelings of being valued, the University, Colleges, and Departments needed to give further consideration to how loads are determined, distributed, balanced and evaluated. Faculty also called for further evaluation the related issue of “workload-creep” and “administrative-creep,” which will be addressed in the section on “Increase Staff and Services.”

Faculty suggested that considerations of workload and expectations be addressed relative to the particular context and implications for faculty rank and appointment type. A thread within responses here included the need for fairness and equity. As faculty explain, efforts to balance

load must take into account the time necessary to meet the expectations. For instance, some faculty are expected to teach more if they do not have external funding. However, faculty highlight the time and labor intensive nature of preparing courses and teaching. In the instances where adjustments to workload demands and expectations cannot occur, faculty suggested consideration of merit or other support (e.g., additional compensation, increased salary, research assistance or staff support). Relatedly, there was a suggestion to include a requirement for any new policy to come with an analysis of the costs and feasibility of implementation.

Advance Equity, Diversity, and Inclusion in A Substantive Way

Throughout the survey, faculty reported that Equity Diversity, and Inclusion needs to be attentive to issues of race and gender as well as other considerations such as religion, nationality, and ability. Some faculty applauded the University's attempts to address EDI. Others noted the University has significantly more it can do in this area. Examples of this sincere steps were noted as moving from just increasing the number of diverse people at the University to being able to "truly value diversity and inclusivity." Many faculty who identify as a Person of Color and/or female reported not feeling seen or respected in their Departments/Colleges as well as within the University, including "being ignored or not taken seriously," not respected, and overloaded with work. Relatedly, there were calls for Departments, College, and the University leadership to address discrimination, harassment, microaggressions, incivility, abuse, bullying, and a general lack of respect on campus. Many faculty called for the need to "address the toxic culture" while reporting trauma, anxiety, and fear of retribution when they speak up. At the same time, there were requests for revised policies, oversight, and access to those who can address issues.

Demonstrate the Value of All Faculty and Their Contributions across Scholarly and/or Creative Research, Teaching, and Service

The representative quotes in this section and the earlier discussion illustrate both how faculty consistently discussed their feelings of not being valued and how they have suggestions for how to increase satisfaction and how they can see they are valued. Sometimes, this feeling was attributed to the rank or even type of their appointment that a faculty member held or their research area. Sometimes, however, this was attributed to their area of research or their workload. To increase satisfaction and beliefs that they were valued, faculty were often modest in their calls for recognition, including sometimes noting that they just wanted someone to "provide recognition for work done," "celebrate" their accomplishments, or someone to "check in on me." Faculty frequently explained that they wanted recognition by their Departments, Colleges, and the University for the role they serve and the ways *they* contribute and the demands they meet in research, teaching and service and how sometimes these roles change or their contribution levels in these domains may vary. In some cases, faculty noted responses such as "advocate for us," "Thank me for my labor" or "Provide substantive feedback," and "Where obvious support is present, that is where "value" is found. Continue to support, encourage, provide opportunity." Some faculty indicated that they feel valued by the Department, but that this value expressed was undermined because another level of the institution didn't demonstrate similar value and support. Other responses about what could improve satisfaction and feelings of value varied more broadly, and demonstrated that they were often tied to the particular faculty

member's circumstances (e.g., maintaining flexibility in telecommuting/working remotely and setting schedules).

Recognize, Value, and Promote Each Department and College as Integral to the University

In addition to the need to increase demonstrations of value of faculty, numerous respondents addressed a parallel need for Departments and Colleges. Some faculty addressed the efforts of their Departments and Colleges, often to no avail in their opinion, to make their case and be seen as both visible and valuable.

Ensure Supports that Attend to Differences in Faculty & Departmental Needs

As the findings discussed suggest, faculty share similarities in the types of supports and resources they seek. Yet, faculty also note that supports and resources provided may need to vary based on both individual faculty needs and the needs of faculty collectives (e.g., faculty of certain rank, appointment type, location). In achieving this differentiation, faculty note that it is imperative for them (and their Departments and Colleges) to be treated fairly and equitably. Here we address four conditions that faculty expressed could improve their satisfaction and belief that they were valued:

- Eliminate the stratification among faculty
- Focus on faculty well-being
- Recognize the need for family care
- Recognize the impacts of COVID were varied and pose long-term issues

Eliminate the Stratification among Faculty

Eliminating the stratification felt by faculty was one way noted to improve faculty satisfaction and belief that faculty are valued. Throughout the survey faculty recounted experiences that highlighted how their treatment differed from other faculty. There were examples of stratification between faculty rank, between faculty appointment type (career-line, clinical-line, tenure-line), between departments (e.g., well-resourced vs not well-resourced). For instance, on the one hand, there seems to be a recognition that career-line faculty are needed and an important part of fulfilling the mission of the University. Yet, issues around differential contracts and job security, compensation and benefits (e.g., sabbaticals), work load, representation or restricted participation in matters of faculty governance at the University and sometimes even departmental levels leaves many—both tenure-line and career-line faculty—with the impression that they are not as valued or important.

Focus on Faculty Well-Being

For some faculty, they noted that University policies, particularly those around teaching, did not protect their health during the pandemic. Faculty noted that the demands of their positions and workloads have continued to increase alongside increased expectations for productivity. Many

respondents report meeting schedules that are so intense that they do not have time to focus on research and/or teaching.

Recognize the Need for Family Care

In part, as discussed earlier, faculty satisfaction and beliefs about their value are impacted because the current job of a faculty member doesn't permit balance within roles—research, teaching, and service—much less an ability to have a life-work balance. Faculty noted that one area where the imbalance in life-work responsibilities and engagement occurs is with family care. There were three types of family care addressed by faculty—child care, elderly family care, and care of family members who are sick. Faculty explained that insufficient resources (e.g., salary) generally, ability to pay for childcare, available quality and reliability childcare, and even lack of flexibility are significant issues for faculty, and can impede their satisfaction and feelings of being valued. For those who discussed the negative impacts of childcare, they cite daycare issues around accessibility and availability (e.g., childcare centers have reduced hours, escalating costs, exclusion of children when even minor symptoms arise, limited other quality childcare options) as reasons their productivity has been disrupted. This disruption was compounded, particularly during the pandemic, because of the University's decision to close a childcare option on campus.

Recognize the Impacts of COVID Were Varied and Pose Long-Term Issues

Faculty explained that additional supports are needed to mitigate the impacts of COVID on research, teaching, and service. Although this was not a focus area for everyone, a few central points resonated. These points included considering the differential impact COVID had on faculty by rank, faculty by appointment type, and faculty well-being generally. For instance, faculty who joined the University during the pandemic noted that they do not feel as connected nor do they feel they have had as many opportunities to establish their research agendas. While pre-tenure were the focus of much of this conversation, they certainly were not alone. In fact, faculty at all stages of their career provided examples of how the pandemic impacted their day-to-day work, their productivity, and their satisfaction.

Address Resource Needs to Support Faculty and Their Scholarly/Creative Works, Teaching, and Service

Faculty satisfaction and feelings of value were often tethered to resounding messages about available resources, particularly those resources that contribute to the ability of faculty to be successful in their research, teaching and service. There was significant discussion of how Colleges and the University could be instrumental in mitigating the challenges faculty face by providing additional resources. One point of contention for faculty, however, was the expectation that Departments absorb the burden or provide resources rather than the College or University. Faculty addressed the need for additional resources to support their research and teaching productivity and success. This expectation included resources to support faculty research (e.g., protected time; course buyouts; support for space; graduate student support; returned overhead; seed grant availability; technology and infrastructure; space; and bridge funding) and teaching (e.g., reduced teaching loads; reduced class sizes; resources for faculty training and professional

development; technological support; space), and faculty (e.g., additional compensation, additional hires).

There were also multiple faculty who questioned the current 40-40-20 budget model. Faculty noted that the current budget model is not fair and differentially impacts departments, particularly those that do not have undergraduate programs, those whose undergraduate programs are small, and those who have a high number of students who may take courses in their programs as electives, requirements for other degrees, or second majors rather than primary major students. Relatedly, faculty questioned how student credit hours were distributed and how the current model accounted for impact on teaching loads within some departments. Despite these concerns over the need for and source of additional resources, a number of faculty also posed concerns about the centralization of resources and determining who had authority to use which resources and in which ways.

Provide Fair, Equitable, and Additional Compensation

Overwhelmingly, faculty indicated that one of the primary responses they seek from the University is to address the challenges they face with regard to the need for increased and fair compensation, and the “devaluation of work”. Faculty noted that current compensation structures were not sufficient nor competitive, and were leading to dissatisfaction, de-valuing, and issues with recruitment and retention.

Furthermore, faculty called attention to the need to address compensation inequities (e.g., insufficient compensation for load and responsibilities; salary compression). Faculty explained that attention to compensation would: “This would go a long way to improving morale and retention.” Addressing inequities included calls for greater transparency and equity reviews to determine disparities between faculty within/across rank and faculty appointment type, as well as between units within a College and between Colleges to address parity between career-, clinical-, and tenure-line faculty.

Furthermore, faculty addressed the need for additional compensation for responsibilities outside the scope of primary duties. For example, some faculty noted that expectations have continued to expand without releases from any other responsibility. And, although some faculty noted that they were doing the extra duties, they also noted that additional compensation could be provided to offset losses of time or lack of perceived value. For instance, faculty suggested that part of seeking a fair compensation model would include understanding, and possibly evaluating, what faculty are doing and contributing to in research, teaching, and service, and giving attention to the rewards and incentives that may be used.

This may, some suggested, require the University to reconsider “what counts” as part of the load and how it ensures adequate leave time for faculty, including not having to compete for sabbaticals, reduced teaching loads, counting mentoring and advising, and recognition and awards for additional service, roles, and responsibilities. Rewards and incentives were also seen as a way for the University, College, and Departments to demonstrate value for faculty and their contributions. Examples of rewards and incentives faculty mentioned would be seen as beneficial included additional compensation for duties, responsibilities, engagement, and productivity in

any/all of the domains of research, teaching, and services. Moreover, faculty noted that having a reward and incentive model that gave particular attention to mission critical aims and goals would also be appreciated. Other faculty offered similar notions of providing incentives aligned with our overall mission as an institution. Some faculty added to this point that it would be beneficial to further reward/incentivize faculty who demonstrated their impact beyond (e.g., professional field, community) the University.

Increase Staff and Services to Reduce Faculty Administrative Burden and Workload

Faculty questioned the continued expansion of administrative staff positions, particularly when the creation of these positions created more work for faculty. However, they also indicated that there were areas where more staff were needed—administrative support for general tasks and committee work, grant support, technology support, methodological support, teaching and technological support, academic advisors. Suggestions were made to continue evaluating whether or not additional staff is warranted, particularly for individual faculty, programs and divisions across campus, to achieve mission critical work. In part, there are a number of faculty who suggested that staff could take on tasks to release overload for faculty. There were also calls for greater competence and flexible supports as well as considerations of compensation to retain highly qualified staff. Finally, faculty expressed concerns about compensation and benefits for staff, including how some units may use better compensation to recruit staff members across the University.

Increase Transparency, Communication and Engagement

Faculty often described that additional transparency and communication would support their feelings of satisfaction as well as sense of being heard and valued. In part, these requests for transparency, communication, and engagement referred to faculty roles in governance and decision making at the U. This expansion of engagement also referred to the inclusion of career-line faculty participation. A decline and/or imbalance (e.g., top-down; power differentials) in participation in decision making has also been noted as hindering faculty research and engagement. Most notably, faculty, including tenure-, career-, and clinical-line, describe their desire to have a voice in decisions that impact them.

Build A Community and Eliminate Isolation

In part, issues related to building (back) community were contextualized around the impact of the pandemic. However, there were other issues such as isolation (e.g., physically, academically) that remained a hinderance to faculty satisfaction and feelings of value. Challenges in this area included issues of space, not having organized events, not having a critical mass of faculty in a similar research area, communication, process/structure, and administrative barrier, and limited ability to find or forge partnerships. These feelings were often acute for faculty who may have joined the University just prior to or during the pandemic or didn't have colleagues or peers with similar research interest. Faculty also explained that they sought opportunities to create and/or expand collaborative and partnership opportunities. Some faculty explained that constraints in hiring within their units (e.g., having access to available qualified applicants, ability to recruit or retain certain persons) limited opportunities to partner or have a community of scholars to

engage with. The isolation from others, including minimal networking opportunities on campus, has also resulted in limited knowledge of what some faculty are working on or even where potential collaborations exist. Yet, faculty described both a desire and need for expanding collaborations both internally and externally to the University.

Conclusion

In conclusion, the 2022 SACUSP Faculty Needs Survey provided an opportunity to better understand the challenges that faculty face in doing their work across research, teaching, and service as well as the supports faculty receive from the Department, College, and University. Moreover, insights were sought regarding what the Department, College, and University could do to improve both the satisfaction and feelings of value of faculty. Ultimately, the results of the Survey highlight some strengths and many opportunities for growth and improvement. While the responses to the 2022 SACUSP Faculty Needs Survey cannot be generalized to all faculty, there were many consistencies across Departments and Colleges and main campus and health sciences. Moreover, it is worth noting that additional attention is needed to the variation in experiences among faculty (e.g., by rank, faculty appointment type, gender and race, area of foci) to ensure that the University of Utah is both served by the strengths and assets that all faculty bring and to ensure that the University of Utah serves the needs of all faculty.