

2021 COACHE Faculty Job Satisfaction Survey Analysis: COVID-19 Custom Questions

The 2021 UC Davis COACHE Faculty Job Satisfaction Survey queried faculty about the impact of COVID-19 on workload, online teaching experience, institutional engagement, and support from departments, administration, and senior leadership. This report presents an analysis of faculty responses to those survey items.¹

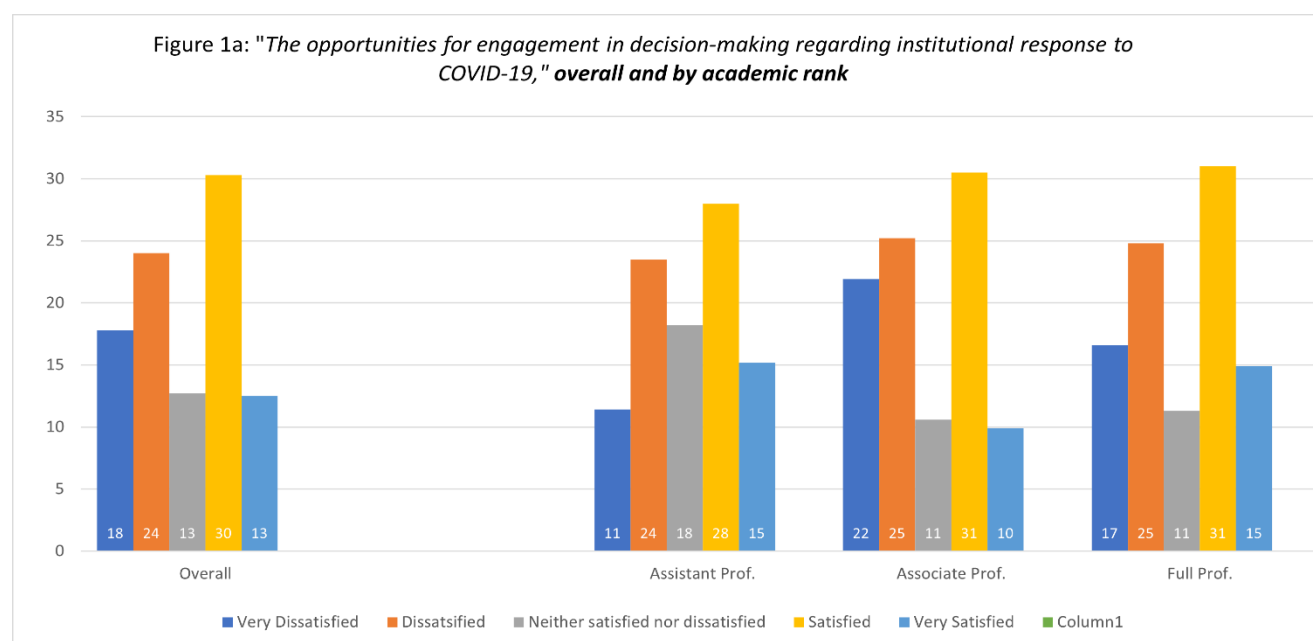
FACULTY PERCEPTIONS OF INSTITUTIONAL RESPONSE TO COVID-19 AND SUPPORT RECEIVED:

To assess faculty perceptions about how UC Davis responded to COVID-19 and the support provided at various levels, faculty were asked to report their level of satisfaction with the following:

- *The opportunities for engagement in decision-making regarding institutional response to COVID-19.*
- *The effectiveness of the support you are receiving to manage during the pandemic from:*
 - *your department head or chair*
 - *your department colleagues*
 - *your dean's or division head's office*
 - *your faculty governing body (e.g., senate)*
 - *the Office of the Chief Academic Officer*
 - *the Office of the President/Chancellor*

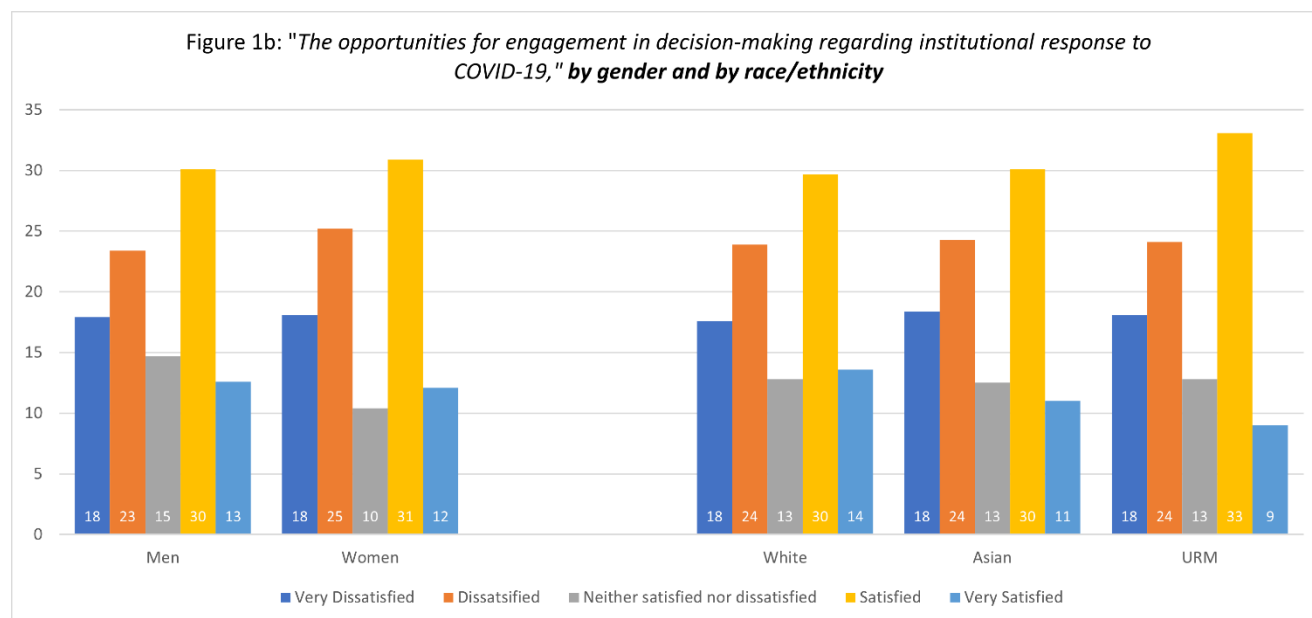
Opportunities for engagement in decision-making

Among all survey respondents, there is an almost equal split between those who were satisfied or very satisfied (43%) compared to those who were dissatisfied or very dissatisfied (42%) with the “opportunities for engagement in decision-making regarding institutional response to COVID-19.” Associate professors were the most polarized, with 47% reporting dissatisfied or very dissatisfied with their opportunity for engagement.



¹ Distributions in this report are based on 808 valid responses received for these survey questions (total number of responses = 998). Sample sizes for faculty subpopulations are: 398 full, 141 associate, and 122 assistant professors; 403 men, 378 women; 563 Whites, 123 Asian/Asian-Americans, and 122 Underrepresented Minorities.

Between faculty of all demographic groups, there is an almost even split between faculty reporting satisfaction and those reporting dissatisfaction with their opportunity for engagement. There is a slight lean (~1%) towards positive perception for Men and White faculty, and a slight (~1%) lean towards negative perception from Asian faculty.

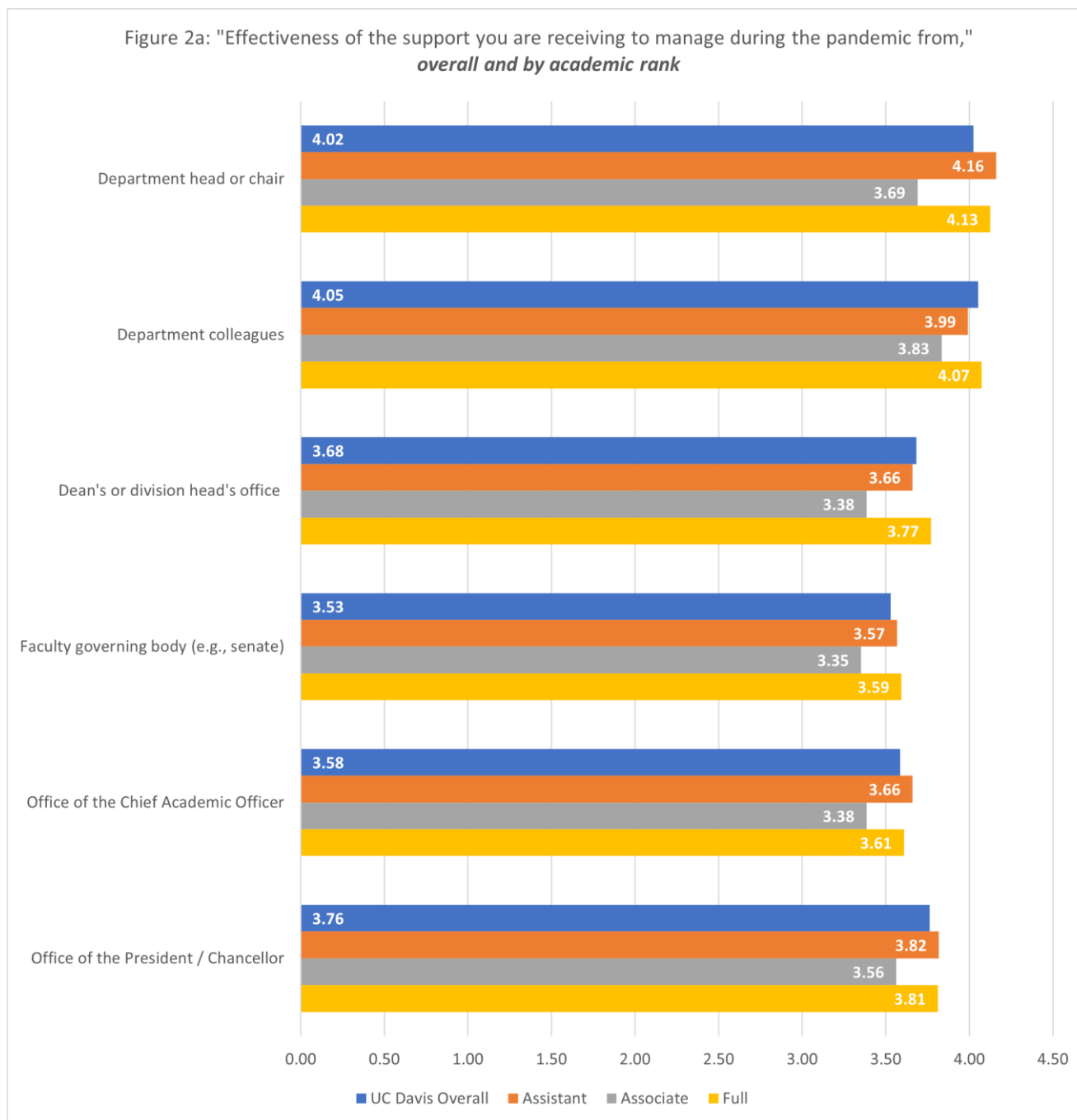


Effectiveness of support received

Faculty were asked to rank the effectiveness of the support they received to manage during the pandemic from their department head or chair, department colleagues, dean's or division head's offices, faculty governing body, office of the Chief Academic Officer and Office of the President / Chancellor. On average, UC Davis faculty ranked the effectiveness of support from their department colleagues the highest, with a variable mean of 4.05. UC Davis faculty were least satisfied with the effectiveness of support from their faculty governing body, with a variable mean of 3.53.

Department heads and/or chairs were ranked highly – with both Assistant and Full professors indicating the support received from the department heads and/or chairs were the most helpful, with a variable mean of 4.16 (Assistant) and 4.13 (Full). Associate professors found the support from their department heads and/or chairs to be less effective, and instead indicated the support from department colleagues as the most effective.

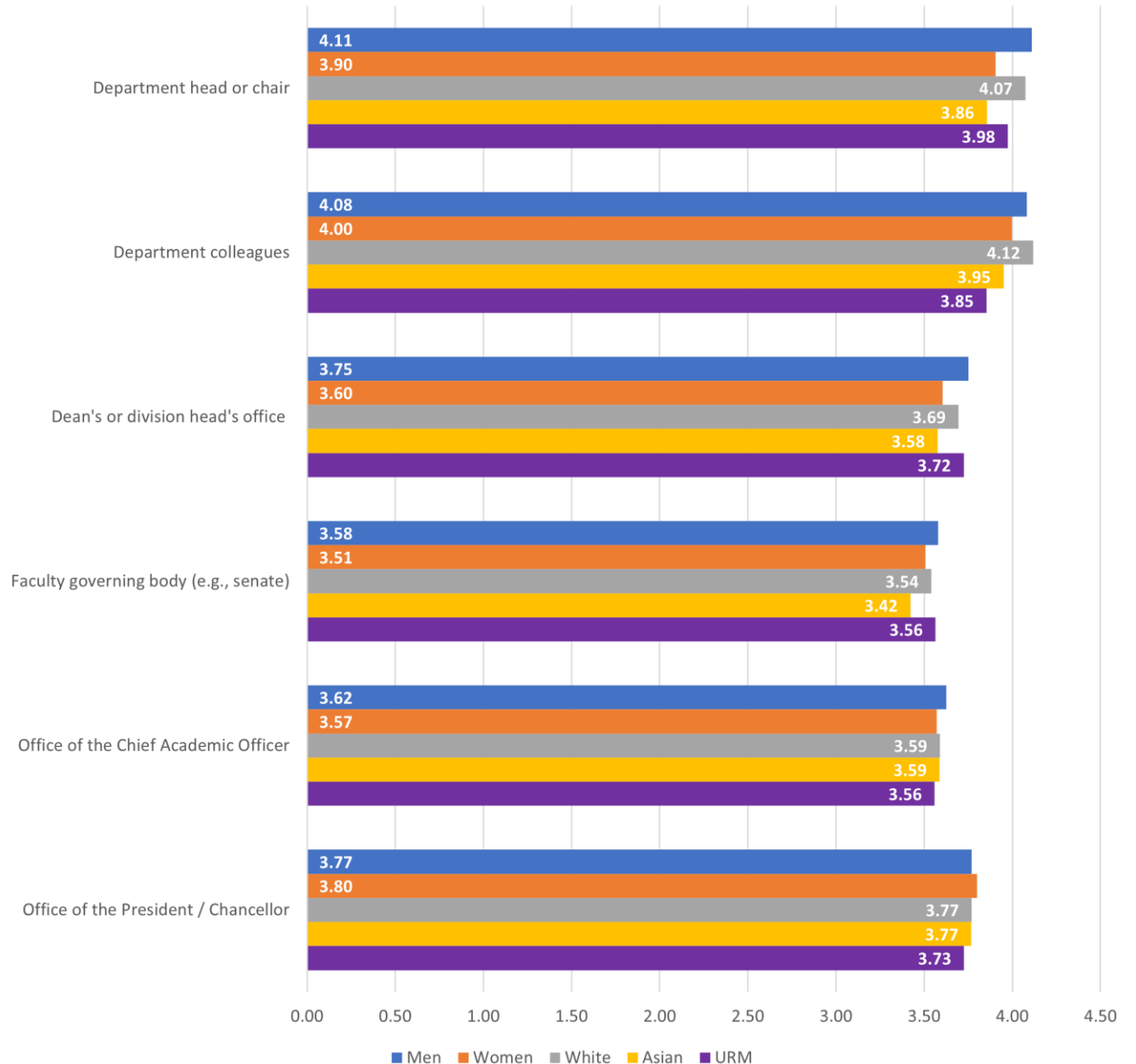
On average, associate professors were less satisfied with the support they received from all levels of the institution compared to Full and assistant professors.



When looking by demographic, male faculty consistently ranked the support they received as more effective when compared to female faculty, except for support received from the Office of the President / Chancellor. Male faculty found support from their department head or chair the most effective, with a variable mean of 4.11. Female faculty also found support from their department head or chair effective (3.90), but less effective than the support received from their department colleagues (4.00).

White and Asian faculty also reported support from their department colleagues as the most effective (4.12 and 3.95), but URM faculty found support from their department head or chair slightly more effective. On average, Asian faculty reported that the support they received were less effective in comparison to their White and URM peers.

Figure 2b: "Effectiveness of the support you are receiving to manage during the pandemic from,"
by gender and by race/ethnicity



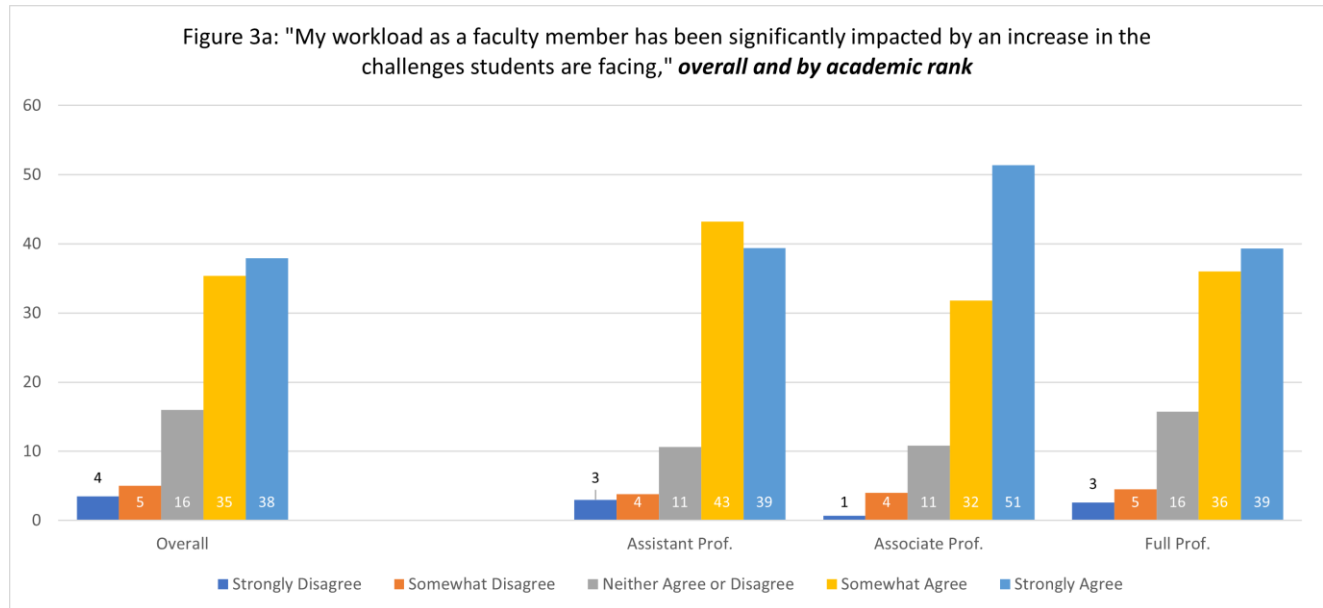
FACULTY PERCEPTIONS OF ONLINE TEACHING, WORKLOAD, AND STUDENT LEARNING

Faculty were also asked to report their level of agreement with the following statements:

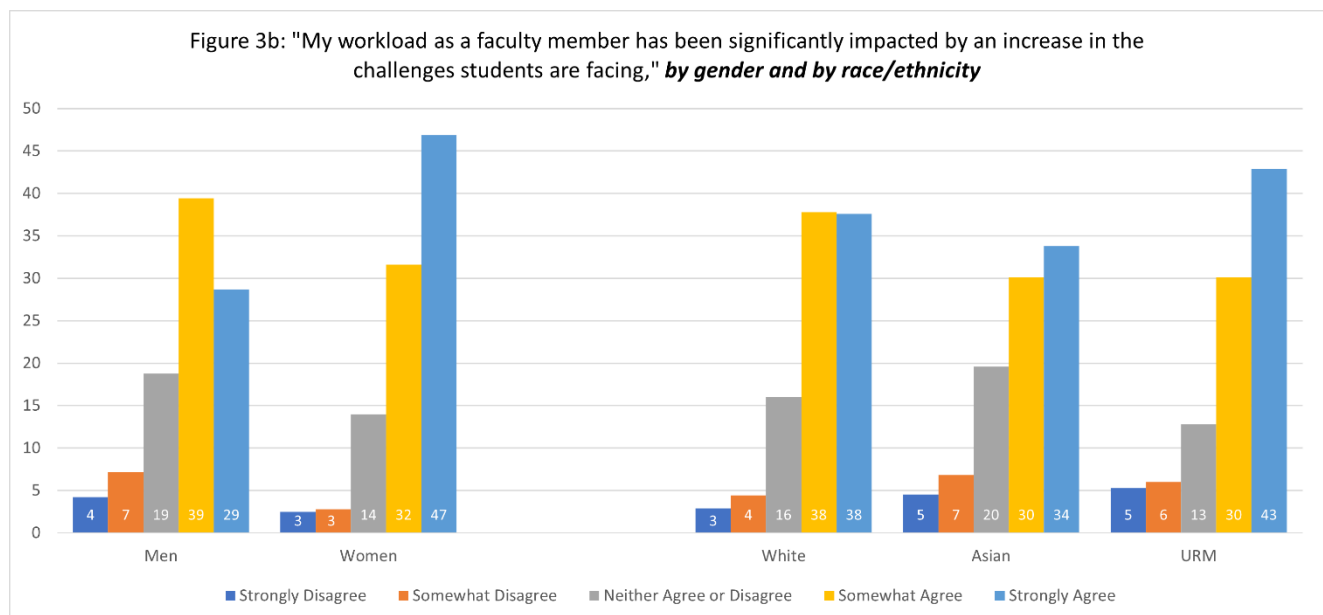
- *My workload as a faculty member has been significantly impacted by an increase in the challenges students are facing (e.g. financial, emotional, physical, or legal stress)*
- *For-credit online courses at UC Davis can achieve student learning outcomes that are at least equivalent to those of in-person courses.*

Workload as a faculty member

There is a consensus that workload as a faculty member has been significantly impacted by the increased challenges students faced during the pandemic. Amongst all UC Davis faculty, over 73% agreed that their workload had been impacted, with over 83% of Assistant and Associate professors in agreement.



All demographics also agreed that their workload as a faculty member was significantly impacted, with Women agreeing at 79%. White and URM faculty also reported impact, at 75% and 73% respectively.

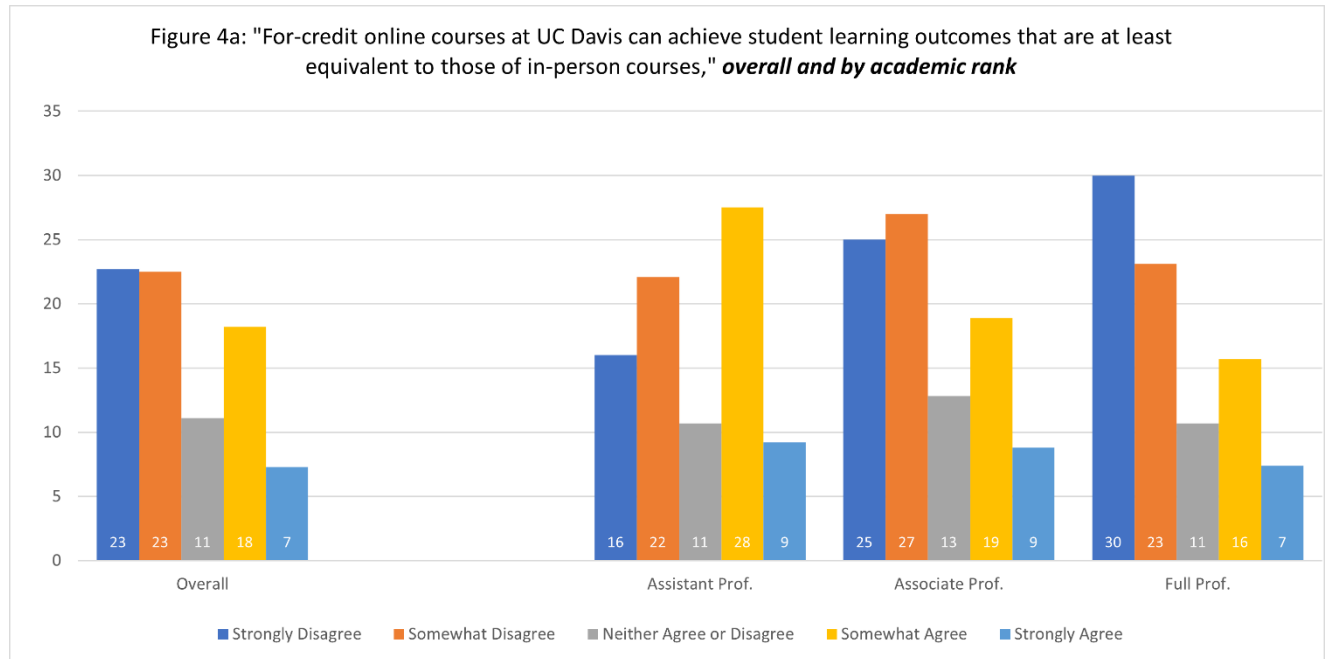


Online courses and Student Learning Outcomes

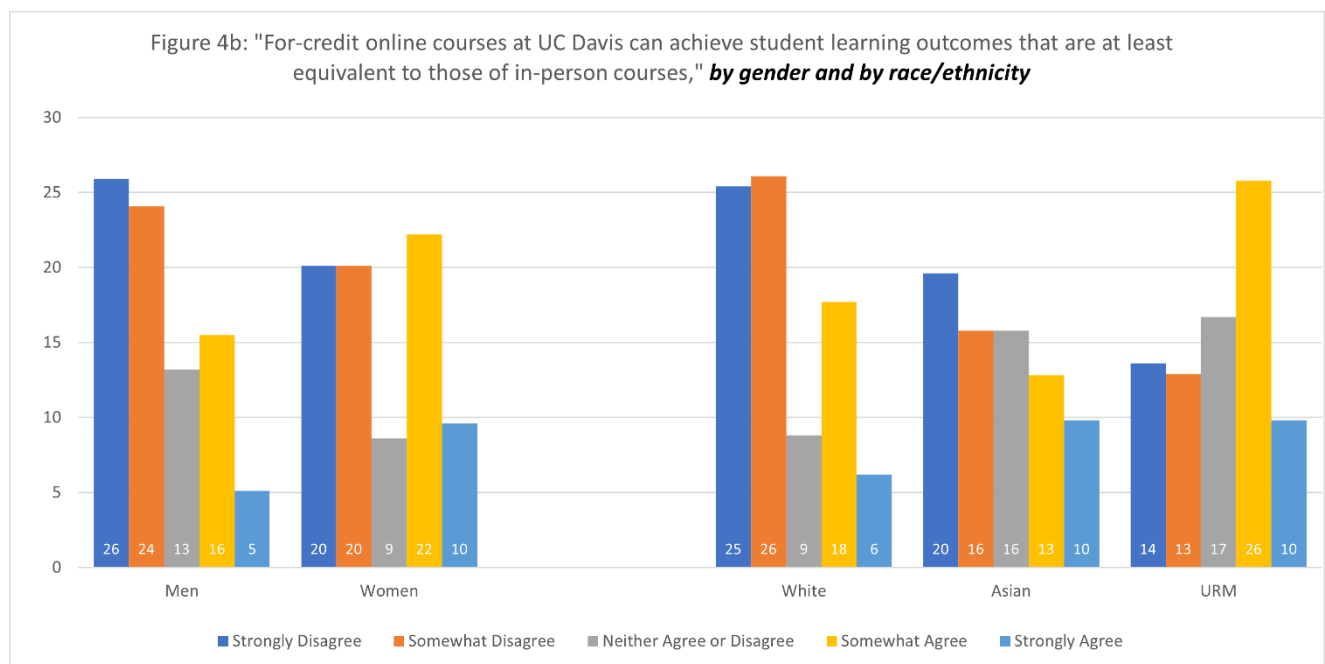
Most UC Davis faculty also indicated that they disagreed (strongly or somewhat) that for-credit online courses at UC Davis could achieve student learning outcomes that are at least equivalent to those of in-person courses. Amongst all UC Davis faculty, 45% disagreed that online courses could achieve equivalent student learning

outcomes to those of in-person courses, while 26% agreed. Similarly, Associate and Full professors reported similar levels of disagreement (52% and 53%).

Assistant professors had the most polarizing responses, with 38% disagreeing that online courses could achieve equivalent student learning outcomes as those of in-person courses, and 37% agreeing.



When examining by demographic, Men, Women, White, and Asian faculty mostly disagreed that online courses could achieve equivalent student learning outcomes (somewhat or strongly). URM faculty were polarized, with 27% expressing disagreement, and 36% expressing agreement.



IMPACT OF ONLINE TEACHING DURING COVID-19

Faculty were also surveyed about ways that their online teaching experiences during the COVID-19 pandemic has impacted their teaching. Almost unanimously, faculty agreed that COVID-19 has impacted their teaching. Amongst all ranks and demographics, many indicated that they:

- think more critically about ways to engage students with content
- make better use of multimedia content
- are more likely to experiment and make change to try to improve the learning experience
- make better use of UC Davis's learning management system
- are more favorably disposed to using remote instruction as a component of their teaching

