

# College and University Teaching Environment Survey Analysis

Report created by OPEIR  
Fall Semester 2021

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<sup>1</sup> This analysis was produced by OPEIR in response to a specific data request. Results are not necessarily generalizable and attempts to use results outside the scope of this project should be avoided.

 THE UNIVERSITY OF TENNESSEE  
CHATTANOOGA

## Demographics

UTC distributed the College and University Teaching Environment (CUTE) survey to faculty during the Fall 2021 semester and received 206 responses. This is an attempt to summarize major themes of those responses; a full set of responses is also included.<sup>2</sup> Demographic questions appeared at the end of the survey and around 20% of respondents did not respond to these questions. Some basic information on respondent characteristics include:

- Likely to have appointments in Arts and Humanities (23%), Social Sciences (12%), and Business (11%).
- Primarily Tenured (32%) or Non-Tenure Track (30%) with a smaller proportion On Tenure Track (17%). About one in five respondents are in administrative positions (19%).
- Common academic ranks include Professor (20%), Associate Professor (15%), Assistant Professor (15%) or Lecturer (10%).
- Fairly evenly split between people who identify as Men (38%) or Women (37%).
- Most respondents indicated they were White (138 responses) followed by Prefer Not to respond (12 responses).

Snapshots of key findings across five different areas are included in the following pages of this analysis:

- Time spent on teaching and other responsibilities
- Value, connectedness, and self-concept
- Teaching quality and support
- Diversity, equity, and inclusion
- Hiring, merit, tenure, and promotion

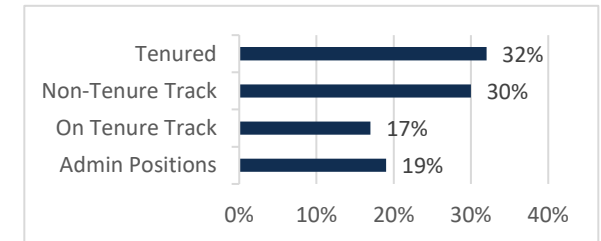
## Overall Positive Findings

- Faculty overall report high agreement that they have access to various supports to support high-quality teaching.
- Faculty report higher levels of belonging, positive relationships, and support for quality teaching with their department heads and in their departments than across the institution.
- Faculty report a high sense of personal value alignment in their teaching and work.

## Overall Opportunities

- Faculty report lower dimensions of personal relationships related to teaching and sense of belonging institutionally.
- Work life balance is a source of stress and factor for faculty considering leaving the institution.
- About one in three respondents indicated they have experienced offensive behavior, discrimination, isolation, or harassment at UTC.

Tenure Status



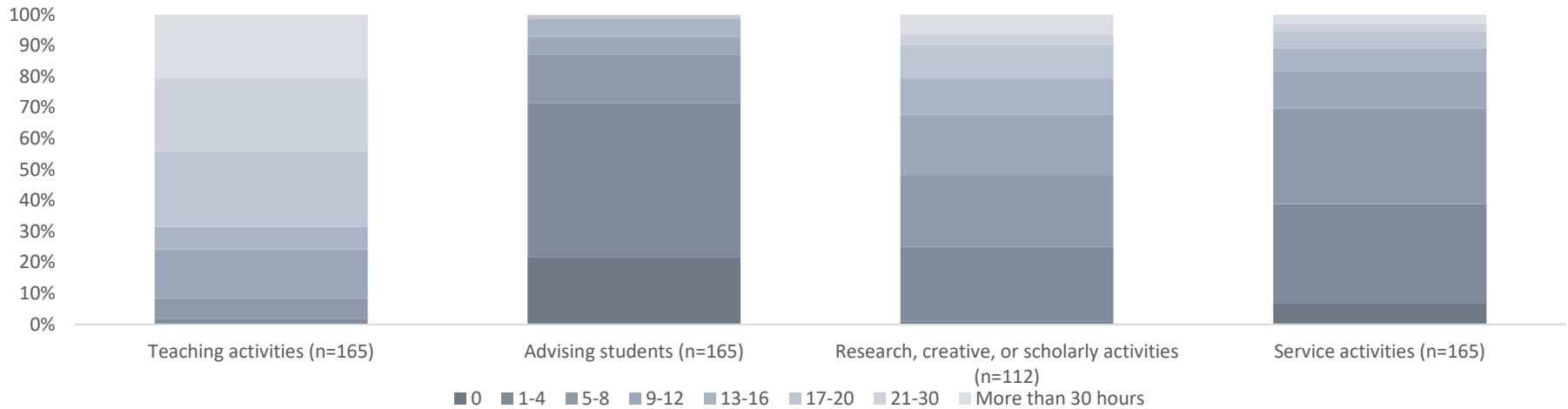
<sup>2</sup> This analysis only presents some available answer choices to many of the questions in which visuals are provided and may abbreviate answer options for visual impact. Full responses are provided as well in a separate document

# Results

## Time Spent on Teaching and Other Responsibilities

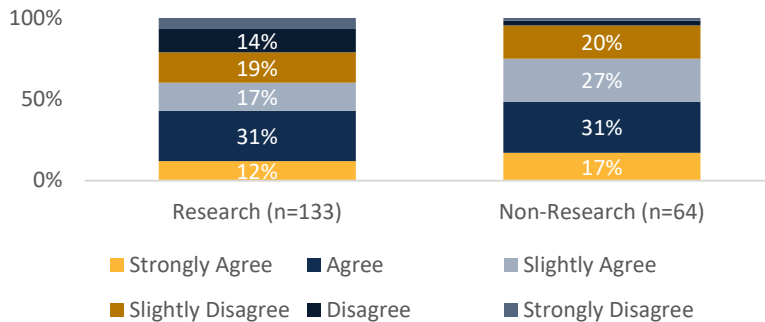
Faculty anticipate spending by far more time on teaching responsibilities than other responsibilities related to advising, research, and service.

Q31. In the coming school year, about how many hours do you anticipate spending on each of the following in a typical 7-day week?



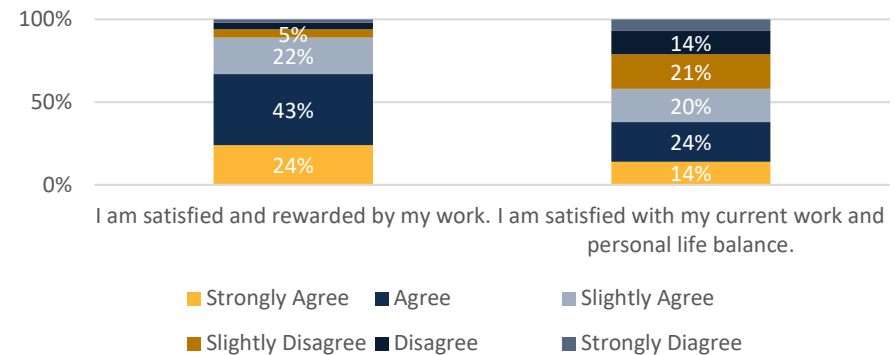
Faculty who reported that they conduct research are less likely to report that the institution's expectations of their workload are reasonable than faculty who do not.

Q4d. My institution's expectations for how much teaching[, research,] and service that I should do are reasonable.



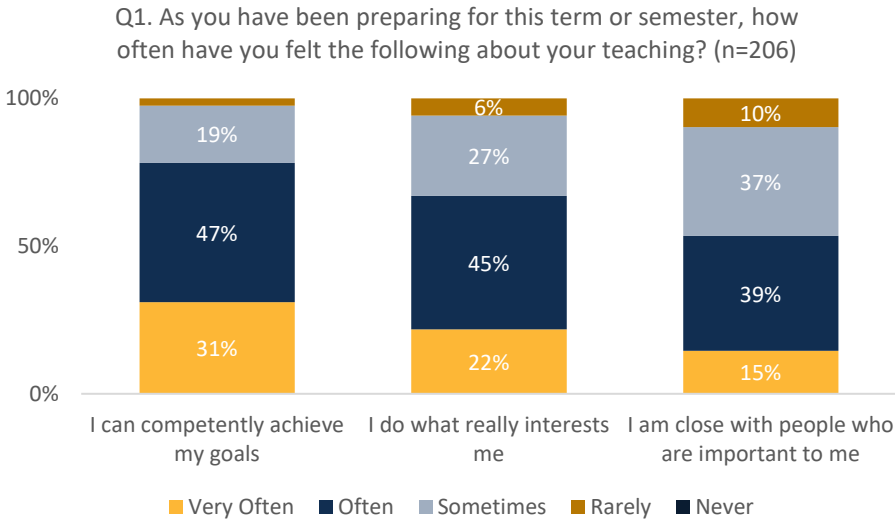
Faculty responses indicate a strong mission and value orientation to their work but lower rates of satisfaction with the amount of time they spent on non-work activities and work-life balance.

Q2. How much do you agree or disagree with the following statements? (n=206)

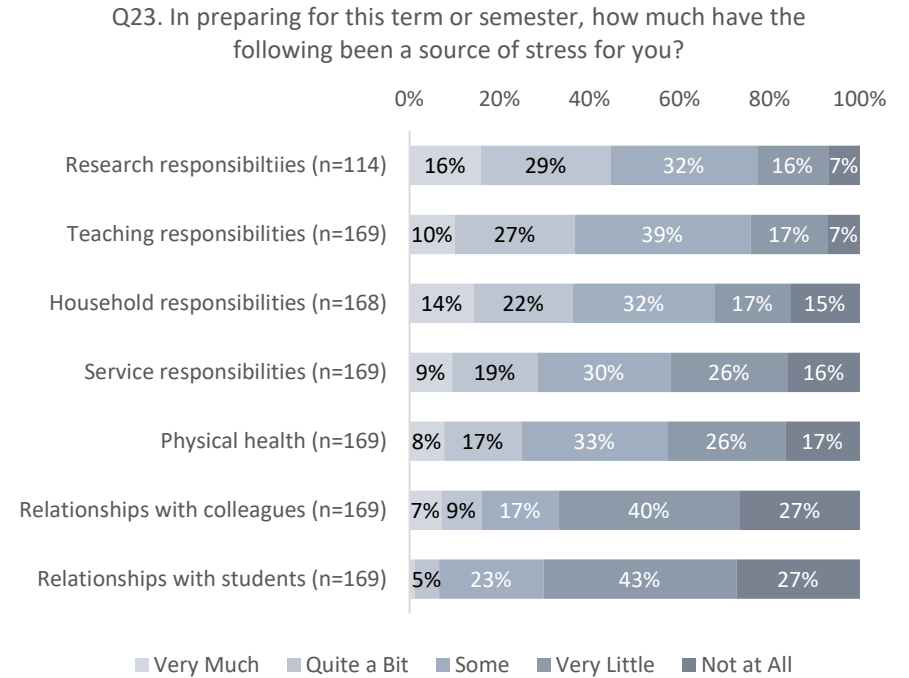


# Value, Connectedness, and Self-Concept

Faculty perceive themselves as competent and see their personal values reflected in their work but report lower perceptions of autonomy and connectedness.



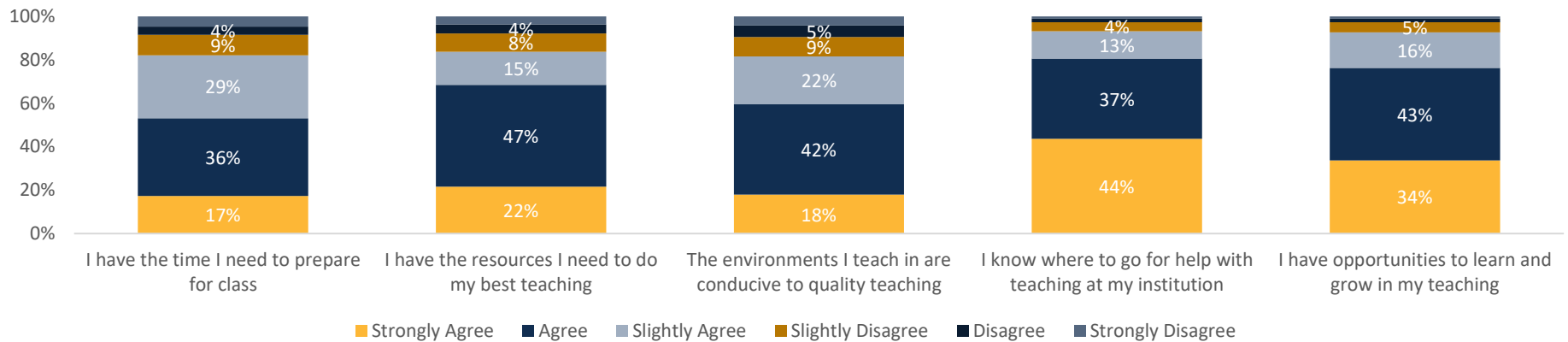
Faculty report higher rates of stress related to teaching and research responsibilities than for other aspects of work and life.



# Teaching Quality and Support

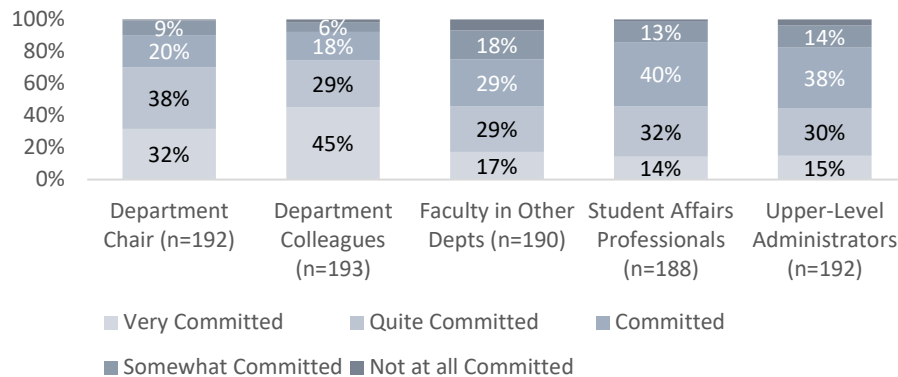
Faculty report strong levels of agreement that supports for their teaching are available.

Q10. How much do you agree or disagree with the following statements? (n=190)



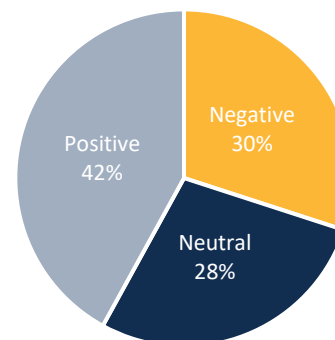
Faculty score their department chair and colleagues as more committed to quality teaching than colleagues in other departments, student affairs professionals, and upper-level administrators.

Q9. In your experience, how committed to quality teaching are the following people at your institution?



When asked to share, “what one word best describes the teaching culture at your institution?” responses were mostly coded as positive. Examples of responses for each coding category are provided on the right.

Q33. What one word best describes the teaching culture at your institution? (n=122)

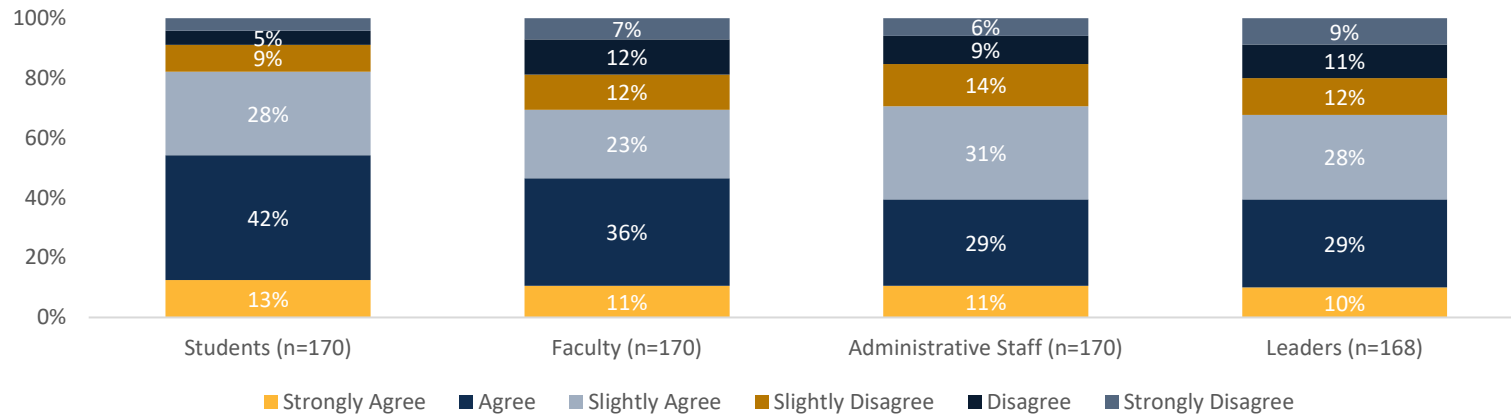


Q33 Comment Code	Common Responses
Positive	Committed, Dedicated, Engaged, Freedom, Supportive
Neutral	Adequate, Average, Conflicted, Varied
Negative	Demanding, Inconsistent, Mediocre, Undervalued

# Diversity, Equity, and Inclusion

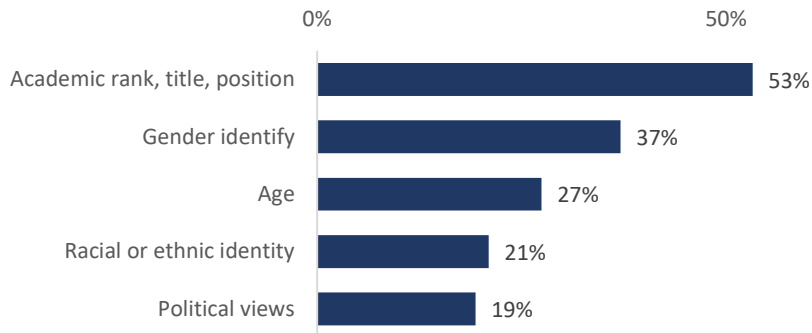
Faculty indicated higher rates of agreement that the institution is committed to retaining and supporting diverse students as compared with faculty, staff, and leaders.

Q19. My institution is committed to supporting and retaining diverse:



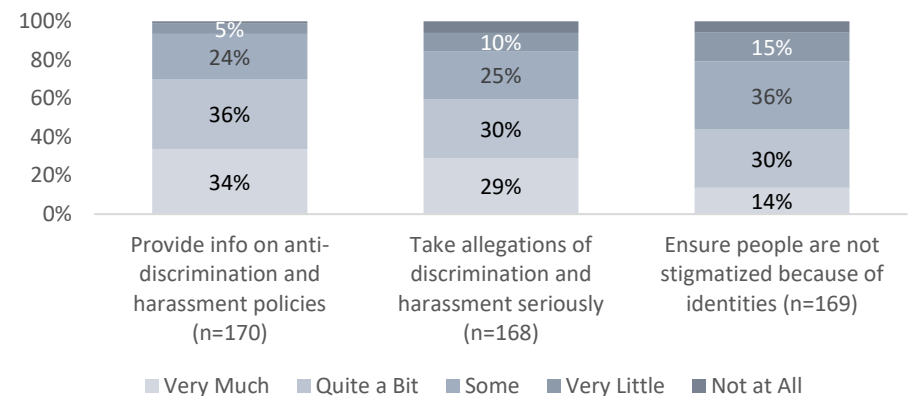
35% of respondents indicated they have experienced offensive behavior, discrimination, isolation, or harassment at UTC. Participants could select multiple responses to indicate upon what the harassment was based; top five responses are presented.

Q17b. [If yes response to "Have you experienced offensive behavior, discrimination, isolation, or harassment at your institution."] Upon what was it based? (Select all that apply.) (n=62)



Faculty displayed a range of responses when asked about level of agreement with statements about actions administrators take around discrimination and harassment.

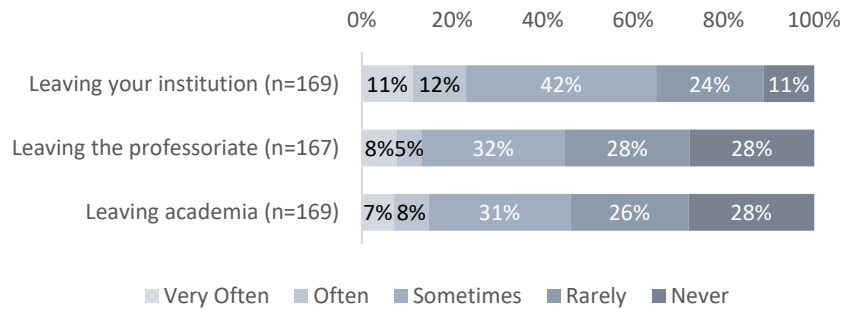
Q20. How much do upper-level administrators at your institution do the following?



# Hiring, Merit, Tenure, and Promotion

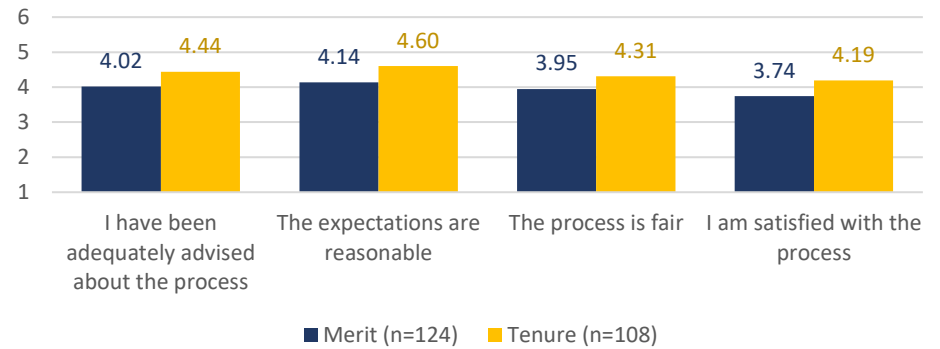
Faculty were more likely to indicate considering leaving UTC than the professoriate or academia. Top factors for those considering leaving include work life balance and feeling a lack of respect or belonging.

25a. During your faculty career, how often have you seriously considered the following?



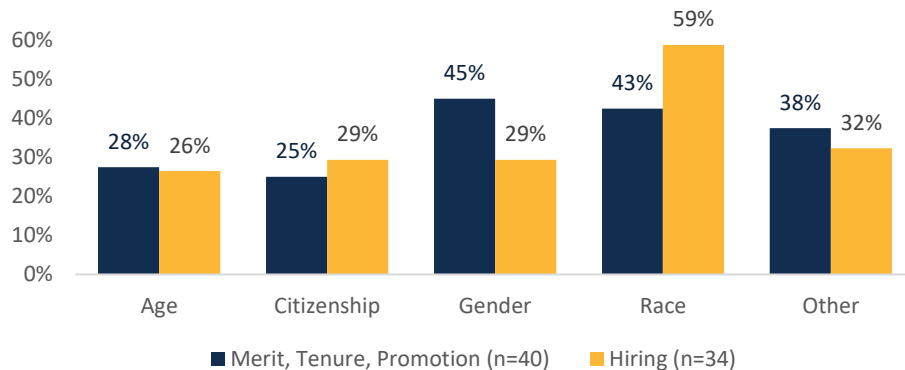
Tenure process faculty rated the fairness of the process higher than merit process faculty.

Q26b & 27b. How much do you agree or disagree with the following statements about the merit / tenure or promotion process at your institution?  
1 Strongly Disagree 6 Strongly Agree (avg shown)



24% indicated they were aware of inappropriate discrimination in the merit, tenure, and promotion processes 20% indicated they were aware of inappropriate discrimination in hiring processes.

Q28b & 30b. [If yes to, "Are you aware of inappropriate discrimination in merit, tenure or promotion / hiring processes at your institution?"] Upon what was it based? Select all that apply.



Other Responses Q28b & 30b	Top Response Categories
Other Merit, Tenure, Promotion	(1) Corruption, favoritism, popularity; (2) Scholarly works, research interests; (3) Inequity of opportunity for women and racially diverse faculty
Other Hiring	(1) Marital, personal, or family relationship; (1) Corruption, favoritism, bias