

## 2023 COACHE Facilities and Work Resources Summary Report

### Committee Members:

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### ISSUE ADDRESSED AND WHY

Our group addressed faculty dissatisfaction/satisfaction with facilities and work resources. Prior to reviewing COACHE data it was known that faculty had concerns regarding facilities deferred maintenance (especially post-COVID), however, less was known about specific concerns and differences by unit. Based on the COACHE report data and faculty comments, this was one of the top issues for our faculty. When examining the data we identified differences by units and among faculty rank. How we examined the data, and our findings, are summarized below.

### DATA USED TO INFORM DISCUSSIONS AND RECOMMENDATIONS

To identify the main issues, we first looked at the mean comparisons between the current COACHE report and the one from 2017, as well as between UMKC's data and those from our peer institutions. We found that the main concerns overall were physical spaces and support. Tenured faculty showed declines in satisfaction with office and computer/tech support compared to 2017, whereas pre-tenured faculty showed declines in satisfaction with physical spaces (e.g. laboratory, studios, classrooms). In addition, we found that some schools, such as Visual and Performing Arts (VPA) and Education, rated particularly low in these categories.

Next, we looked at the Analysis & Visualizations provided in the report in order to find further details. Analysis of the Global Views subsection showed that 23.8% of faculty believe that we must improve Facilities and Work Resources. This is the second highest result after improving Compensation (24.3%). Faculty stated that the *Worst Aspects* of this issue are the quality of facilities (24%) and the lack of support for research (18%). To put this in a perspective, 39% of faculty stated that the worst aspect is inadequate Compensation. UMKC ratings on this issue are in line with our peer institutions on these concerns.

Further, we looked at Demographic and Disciplinary analyses of the data on Facilities and Work Resources and noted differences among certain groups by rank and identity: the most dissatisfied were pre-tenured faculty, women, faculty of color, and historically underrepresented minority faculty. These differences were magnified in the Physical Sciences, Biology, VPA and Education disciplines. In contrast, the faculty who were most satisfied with their FWR include non-tenure track faculty, men, and Asian faculty, especially in the Engineering and Business disciplines. When considering overall satisfaction with facility and work resources, the worst marks were given by faculty from the Conservatory, followed by Education, then Hum & Soc Sci, Science and Engineering and Dentistry.

**KEY RECOMMENDATIONS THAT WOULD LIKELY STRENGTHEN FACULTY SATISFACTION**

RECOMMENDATIONS	ACTION ITEMS
<p>Learning more about faculty satisfaction and dissatisfaction around this topic is essential. We recommend a focus group with faculty of the dissatisfied units (e.g. Education, Conservatory, SHSS, Dentistry); and ask them specific questions about their concerns regarding work resources and facilities. Some questions to consider:</p> <ul style="list-style-type: none"> <li>• What areas of facility improvement are the most important to your professional well-being? (e.g. classroom space/furniture, lab space, office space)</li> <li>• What is more important to you: improved facilities or higher salary?</li> <li>• With regard to improved facilities what is the most important to you: improved classrooms or improved research space?</li> </ul>	<p>Deans will be asked to assess views regarding facilities and work resources. Information gathered will be used to identify feasible projects, which will in turn be prioritized for funding and execution.</p> <p>Have Deans maintain a list within their own units prioritizing their needs. Submit list of priorities annually to Chancellor and Provost.</p>
<p>For some units, there are already plans in place to address deferred maintenance and/or to improve physical facilities on campus. However, it is possible that the plans have not been broadly communicated to the affected faculty. Thus, we need to clearly communicate a plan for addressing deferred maintenance across campus, and to have the master plan online and accessible for others to see. Communication regarding what is currently being done; in particular in the areas mentioned above. If faculty knows that there is change/improvement on the horizon,</p>	<p>Deans will work with Associate Deans for buildings and space to devise a yearly communication that will update the faculty on the state of various projects, and plans for the future/schedule of events as it relates to facility improvement.</p> <p>Deans will make sure faculty are aware of how to access UMKC’s facilities Master Plan, here: <a href="https://www.umkc.edu/chancellor/initiatives/master-plan.html">https://www.umkc.edu/chancellor/initiatives/master-plan.html</a></p> <p>Work with UBC to make sure that information about maintenance and improvements is communicated through faculty senate, DCD meetings, etc.</p>

satisfaction is likely to increase (at least for the short-term).	Click <a href="#">here</a> for listing of major projects as of September, 2024.
Considering support for work resources, we recommend that we provide increased support for new TT faculty by helping them identify how to use their start-up funds to maximize work resources and research effort (e.g. through CAFE).	CAFE can address this issue specifically, as many mentoring efforts mentioned elsewhere in COACHE subcommittee reports; The objective will be to assist new TT faculty with startup funds to know how to access them and maximize their effectiveness in order to support their research agenda.

**HOW RECOMMENDATIONS WOULD IMPROVE FACULTY LIVES/JOB SATISFACTION**

The above recommendations clearly address faculty concerns regarding the physical plant in terms of addressing needed improvements of the oldest buildings on campus and/or communication to faculty regarding plans already “in the works.” It is our belief that improved communication around these issues would go a long way to improving faculty satisfaction, although distinct improvements to the physical plant and addressing deferred maintenance of specific facilities identified would have the most significant and long-lasting impact on faculty satisfaction and retention. Additionally, we believe that new TT faculty have a specific need for mentoring around how to use their resources (e.g. startup funds) to improve their work experience. This is one way that we can specifically support new faculty without changing the financial support already given to them but by making them more empowered and successful in the use of these time-limited funds.