2016 COACHE Survey Report

UNIVERSITY *of* VIRGINIA

Overview

<u>COACHE:</u> The Collaborative on Academic Careers in Higher Education

<u>Purpose:</u> To assess the faculty's quality of work-life

<u>Survey:</u> Primarily Likert scaled questions, includes some open-ended and demographic questions; focus areas include **nature of the teaching, research, and service;** the **clarity and reasonableness of tenure and promotion processes**; satisfaction with **personal and family support**; levels of **climate and collegiality**

<u>Target Population:</u> All full-time salaried teaching & research faculty (tenured, tenure-track & General) who have worked at U.Va. for at least 1 year, excluding the School of Medicine as well as senior academic administrators (deans & assoc. deans)

Response rate: 47 % (*n*=612/1307)

UNIVERSITY *of* VIRGINIA

Comparison Institutions

Selected:

- Indiana University - Bloomington
- University of Minnesota - Twin Cities
- University of North Carolina - Chapel Hill
- Vanderbilt University
- Virginia Polytechnic Institute and State University

Overall response rate:
41% (*n=4,790/11,795*)

All:

- 89 total institutions
- Including the entirety of the CUNY, North Carolina, and Missouri systems
- Contains several Tech schools, and several other major research universities

Note: the full list is available on page 26 of this file.

Overall response rate:
47% (*n=34,860/73,923*)

Response Rates and Comparators

Response Rates

		overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
University of Virginia	*population*	1301	823	161	317	583	383	841	460	1065	236	116	120
	responders	612	380	69	163	266	188	347	265	505	107	42	65
	response rate	47%	46%	43%	51%	46%	49%	41%	58%	47%	45%	36%	54%
Selected Comparison Institutions	*population*	11795	6017	1527	4251	4050	3063	7105	4689	9313	2458	1403	1055
	responders	4790	2641	680	1469	1727	1337	2668	2121	3937	852	407	445
	response rate	41%	44%	45%	35%	43%	44%	38%	45%	42%	35%	29%	42%
All	*population*	73923	43965	12940	17018	24515	22191	44014	29898	55701	17572	8511	9061
	responders	34860	21446	6551	6863	11749	10998	19230	15624	27717	7104	3244	3860
	response rate	47%	49%	51%	40%	48%	50%	44%	52%	50%	40%	38%	43%

Selected Comparison Institutions

You selected five institutions as peers against whom to assess your COACHE Survey results. The results at these institutions are included throughout this report in the aggregate or, when cited individually, in random order. Your peer institutions are:

- Indiana University - Bloomington
- University of Minnesota - Twin Cities
- University of North Carolina - Chapel Hill
- Vanderbilt University
- Virginia Polytechnic Institute and State University

The COACHE Dashboard

This data display offers a view of your faculty from 10,000 feet. Each benchmark represents the mean score of several items that share a common theme. Thus, the benchmark scores provide a general sense of how faculty feel about a particular aspect of their work/life. The benchmarks include:

- Nature of work in research, teaching, service
- Resources in support of faculty work
- Benefits, compensation, and work/life
- Interdisciplinary work and collaboration
- Mentoring
- Tenure and promotion practices
- Leadership and governance
- Departmental collegiality, quality, engagement
- Appreciation and recognition

For each result, your report will use two adjacent triangles (◄►) to compare your faculty's rating to those of your selected comparison institutions (the left ◄) and the cohort (the right ►). Red triangles (◄►) indicate an area of concern relative to the comparison group; green triangles (◄►) are areas of strength; grey triangles (◄►) suggest unexceptional performance; and empty triangles (◁▷) signify insufficient data for reporting comparisons.

With this iconography, your dashboard page shows your results relative to your selected comparison institutions and the cohort overall, by tenure status, rank, gender, and race/ethnicity. For example, a finding for females might read ◄► meaning that, compared to women elsewhere, your female faculty's ratings placed your campus in the top two among your selected comparison institutions and in the bottom 30 percent among all COACHE institutions. Thus, although you are generally doing well against your selected comparators, you and your comparators have room for improvement in women's attitudes along this dimension.

On the right side of the page are your intra-institutional comparisons, which highlight the meaningful differences between subgroups on your own campus. Here, effect sizes are indicated as small (text appears in cell), moderate (text appears in cell with yellow highlight), and large (text appears in the cell with orange highlight). Trivial differences remain blank. The name of the group with the lower rating appears in the cell to indicate the direction of the difference. Ideally, this section of your report would be blank, suggesting parity across subgroups. (We did not design a typical red/yellow/green signal here because a large difference is not necessarily a poor outcome, but depends, instead, on the context of the result.)

Even if your campus performs well compared to other institutions, large differences between subgroups can suggest a problem. For example, it is quite possible for a campus to perform very well overall on a particular benchmark (or individual item) while still having great disparity based on rank, race, or gender. This is especially true when the number of faculty in a particular subgroup is small. The underrepresented group may be less satisfied, but because their numbers are so small, their concerns may get lost in the overall result.

Benchmark dashboards

After reviewing the COACHE Dashboard, you will have a sense of where, generally, your faculty are most satisfied, moderately satisfied, and least satisfied. To understand these benchmarks fully, you must explore the individual items within them. The next pages of your report apply the same organization of data in the COACHE Dashboard to each survey dimension. Using the framework described above, these tables display results for the individual items nested in each benchmark.

For those institutions with prior COACHE data, the tables include comparisons of your new data to your most recent past results. A plus sign (+) indicates improvement since your last survey administration. A minus sign (-) indicates a decline in your score. Change over time is only reported for survey items that have not changed since your prior survey administration. Given the update that occurred to the instrument in 2011-12, many questions do not track perfectly to prior versions of the survey. If the question changed even slightly since the last time it was administered, the data are not reported here. However, please feel free to contact COACHE for help comparing more items in this year's report to prior years' reports.

Other displays of data

Some questions in the COACHE Survey do not fit into a benchmark. This happens when an item does not use a five-point Likert scale or when the nature of the question does not lend itself to analysis by a central tendency (i.e., a mean). In most of these exceptions, a separate display highlights those results.

The Retention and Negotiation items are such an example: the COACHE Survey asks faculty about their intent to remain at the institution and details about what, if anything, they would renegotiate in their employment contracts. The Chief Academic Officer's Report includes views dedicated to these items.

The Best and Worst Aspects pages are another example of important survey items that do not fit a benchmark factor scale. The survey asks faculty to identify, from a list of common characteristics of the academic workplace, the two best and two worst aspects of working at your institution. The most frequently mentioned "best" and "worst" aspects are highlighted.

Finally, the Demographic Characteristics section includes self-reported background information about respondents' careers, family status, and other personal qualities. Though most of this information is not used explicitly in our analysis of your results, your online reporting tool (see below) and COACHE staff are available for deeper analysis that deploys these and other survey or institutional variables.

Benchmarks Dashboard

Reading Your Results

COACHE Dashboard Guide

This is the overall score (*between 1 and 5*) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure	rank	gender	race	2008
Health and retirement benefits	3.43	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	pre-ten	full	women		
Interdisciplinary work	3.00	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	pre-ten	assoc	women	white	
Collaboration	3.46	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	tenured		women	white	
Mentoring	3.18	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	tenured	assoc		foc	
Tenure policies	3.64	◄►	N/A	◄►	N/A	N/A	◄►	◄►	◄►	N<5	N/A	N/A			+
Tenure clarity	3.33	◄►	N/A	◄►	N/A	N/A	◄►	◄►	◄►	N<5	N/A	N/A	men		
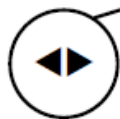
What do these triangles mean?

These symbols represent results that fit COACHE's criteria (adjustable in Excel) for "areas of strength" (in green) and "areas of concern" (in red).

Your ranking among peers:			Your percentile among all members:
1st or 2nd	◄	►	Top 30%
3rd or 4th	◄	►	Middle 40%
5th or 6th	◄	►	Bottom 30%
insufficient data for reporting	◁		

*This result, for example, shows that your female faculty are **less satisfied** than are women at your peers (◄), but **more satisfied** than are women at 70% of other institutions (►). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.*

And these results?

Here, the faculty subgroup with the *lower* rating appears. Shading conveys the *magnitude* of sub-group differences: small effects appear as text only, moderate effects are shaded yellow, and large effects are shaded orange. Trivial differences remain blank. Change over time appears as +/-.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

Benchmarks Dashboard

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in **GREEN**
Areas of concern in **RED**

Within campus differences
sm (.1) med. (.3) lrg. (.5)

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Nature of Work: Research	3.36													tenured		assoc	women	foc	asian	urm	
Nature of Work: Service	3.29													tenured	tenured	assoc	women				
Nature of Work: Teaching	4.02															assoc		foc	asian	urm	
Facilities and Work Resources	3.79														tenured	assoc			asian		+
Personal and Family Policies	3.01													tenured	tenured	assoc	women			urm	+
Health and Retirement Benefits	3.63													tenured	tenured	assoc		foc	asian	urm	
Interdisciplinary Work	2.74													tenured		assoc		foc		urm	+
Collaboration	3.64														ntt	assoc	women	foc	asian	urm	+
Mentoring	3.18													tenured		assoc			white		+
Tenure Policies	3.49		N/A		N/A	N/A	N/A							N/A	N/A	N/A		foc	asian	urm	
Tenure Expectations: Clarity	3.44		N/A		N/A	N/A	N/A							N/A	N/A	N/A		foc	asian		
Promotion to Full	3.83			N/A	N/A									N/A	N/A	assoc	women	foc	asian	urm	
Leadership: Senior	3.22													tenured	tenured	full	men	white		white	-
Leadership: Divisional	3.40													tenured	ntt	full	men	foc	asian		+
Leadership: Departmental	3.76													tenured							
Leadership: Faculty	3.18													tenured	tenured	full				white	N/A
Governance: Trust	3.10													tenured		assoc		foc	asian	urm	N/A
Governance: Shared sense of purpose	3.26													tenured	tenured		men		asian	white	N/A
Governance: Understanding the issue at hand	3.01													tenured	tenured		men				N/A
Governance: Adaptability	3.04													tenured					asian		N/A
Governance: Productivity	3.06													tenured	tenured		men		white		N/A
Departmental Collegiality	3.89													tenured		assoc			asian		+
Departmental Engagement	3.58													tenured	ntt				asian		+
Departmental Quality	3.78													tenured		assoc		foc	asian	urm	+
Appreciation and Recognition	3.37													tenured		assoc	women				+

Nature of Work: Research, Service, Teaching

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1)   med. (.3)   lrg. (.5)

	mean	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Nature of Work: Research	3.36	tenured		assoc	women	foc	asian	urm	
Time spent on research	3.47	tenured	ntt	assoc	women	foc		urm	-
Expectations for finding external funding	3.37	tenured	ntt	assoc	women	foc	asian	urm	+
Influence over focus of research	4.43		ntt	assoc	women	foc	asian	urm	
Quality of grad students to support research	3.39		tenured	assoc		foc	asian	urm	
Support for research	3.14	tenured	ntt	assoc	women			urm	+
Support for engaging undergrads in research	3.31	tenured		assoc		foc	asian		+
Support for obtaining grants (pre-award)	2.99	tenured	ntt	assoc	women		asian	urm	
Support for maintaining grants (post-award)	3.11	tenured		assoc		foc		urm	
Support for securing grad student assistance	3.03	tenured		assoc	women				
Support for travel to present/conduct research	3.38	tenured		assoc	women			urm	+
Availability of course release for research	2.78	tenured	ntt	assoc	women	foc		urm	
Nature of Work: Service	3.29	tenured	tenured	assoc	women				
Time spent on service	3.43	tenured	tenured	assoc	women		white		
Support for faculty in leadership roles	2.84	tenured	tenured	assoc	women		white		+
Number of committees	3.41	tenured	tenured	assoc	women		white	urm	
Attractiveness of committees	3.52		tenured	assoc		foc		urm	
Discretion to choose committees	3.41	tenured	tenured	assoc	women	foc	asian	urm	+
Equitability of committee assignments	3.02	tenured	tenured	assoc	women				
Number of student advisees	3.62			assoc	women		asian		
Support for being a good advisor	3.03			assoc	women				N/A
Equity of the distribution of advising responsibilities	3.08	tenured		assoc	women				N/A
Nature of Work: Teaching	4.02			assoc		foc	asian	urm	
Time spent on teaching	4.09		tenured	assoc			asian		
Number of courses taught	4.06		ntt	assoc					
Level of courses taught	4.18		ntt	assoc	women	foc	asian	urm	
Discretion over course content	4.47	pre-ten	ntt	assoc	women	foc	asian	urm	
Number of students in classes taught	4.01	tenured		assoc		foc	asian	urm	
Quality of students taught	4.22		tenured		men	foc	asian		
Equitability of distribution of teaching load	3.44	tenured	ntt	assoc			white		+
Quality of grad students to support teaching	3.61		ntt	assoc		foc	asian	urm	
Teaching schedule	4.20		ntt	assoc	women	foc	asian	urm	N/A
Support for teaching diverse learning styles	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Support for assessing student learning	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Support for developing online/hybrid courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Support for teaching online/hybrid courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Related Survey Items	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Time spent on outreach	3.58			assoc		foc	asian	urm	
Time spent on administrative tasks	2.96	tenured	tenured	assoc		white	white		
Ability to balance teaching/research/service	3.42	tenured	tenured	assoc	women		white	urm	

Resources and Support

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1)　med. (.3)　lrg. (.5)

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Facilities and Work Resources	3.79														tenured	assoc			asian		+
Support for improving teaching	3.72													tenured	ntt	assoc					+
Office	4.13															assoc			asian		+
Laboratory, research, studio space	3.51															assoc	women	foc	asian	urm	
Equipment	3.71													tenured	tenured	assoc			asian		+
Classrooms	3.76													tenured		assoc					+
Library resources	4.17													pre-ten	tenured	assoc		foc	asian		-
Computing and technical support	3.69													pre-ten	tenured						
Clerical/administrative support	3.43														tenured	assoc	women			white	+
Personal and Family Policies	3.01													tenured	tenured	assoc	women			urm	+
Right balance between professional/personal	3.34													pre-ten		assoc	women	foc	asian	urm	
Inst. supports family/career compatibility	3.13														tenured	assoc	women		white		+
Housing benefits	2.49													tenured	tenured	assoc	women	white	white	white	+
Tuition waivers, remission, or exchange	2.42													tenured	tenured	assoc			white	white	
Spousal/partner hiring program	2.66													tenured		assoc	women			urm	
Childcare	2.54													tenured	tenured	assoc	women		white	urm	
Eldercare	2.87													tenured	tenured	full	women		asian	white	-
Family medical/parental leave	3.20													tenured	tenured	assoc	women	foc	asian	urm	
Flexible workload/modified duties	3.50													tenured	tenured	assoc	women	foc	asian		+
Stop-the-clock policies	3.70		N/A		N/A	N/A	N<5						N<5	N/A	N/A	N/A		white	white	N<5	
Commuter benefits	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Parking benefits	2.83															assoc	men		asian		N/A
Health and Retirement Benefits	3.63													tenured	tenured	assoc		foc	asian	urm	
Health benefits for yourself	3.81													tenured	tenured	assoc		foc	asian	urm	
Health benefits for family	3.59														tenured	assoc	women	foc	asian	urm	
Retirement benefits	3.66													tenured	tenured	assoc					+
Phased retirement options	3.06													tenured	tenured	full	men	white	white	white	
Related Survey Items	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Salary	3.38													tenured	ntt	assoc	women	foc	asian	urm	+

Interdisciplinary Work, Collaboration, and Mentoring

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Interdisciplinary Work	2.74													tenured		assoc		foc		urm	+
Budgets encourage interdisc. work	2.71													tenured					asian		+
Facilities conducive to interdisc. work	2.64													tenured	tenured						
Interdisc. work is rewarded in merit	2.73													tenured		assoc	women	foc	asian	urm	+
Interdisc. work is rewarded in promotion	2.67			N/A										N/A		assoc	women	foc	asian	urm	+
Interdisc. work is rewarded in tenure	2.74		N/A		N/A	N/A	N/A					N<5		N/A	N/A	N/A	women			N<5 urm	
Dept. knows how to evaluate interdisc. work	2.79															assoc	women	foc	asian	urm	
Collaboration	3.64														ntt	assoc	women	foc	asian	urm	+
Opportunities for collab. within dept	3.77													pre-ten		assoc	women	foc	asian	urm	
Opportunities for collab. outside inst	3.65													tenured	ntt	assoc	women	foc	asian	urm	
Opportunities for collab. outside dept	3.48													tenured	ntt	assoc	women	foc	asian	urm	+
Mentoring	3.18													tenured		assoc			white		+
Effectiveness of mentoring within dept.	3.75													tenured	tenured	assoc			asian		
Effectiveness of mentoring outside dept.	3.64																men	white	white	white	
Mentoring of pre-tenure faculty in dept	3.47				N/A										N/A	assoc	women	foc	asian	urm	+
Mentoring of tenured associate profs in dept	2.59			N/A	N/A									N/A	N/A	assoc	women	foc	asian	urm	
Support for faculty to be good mentors	2.48			N/A										N/A		assoc	women	foc	asian	urm	
Related Survey Items	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Interdisc. work is rewarded in reappointment	2.64		N/A	N/A										N/A	N/A	assoc	women	foc	asian		N/A
Being a mentor is fulfilling	4.22			N/A										N/A		assoc	men	foc	asian	urm	+
Effectiveness of mentoring outside the inst.	4.10													tenured	ntt	full	men	white		white	+
Mentoring of NTT faculty in dept	2.43		N/A	N/A										N/A	N/A	assoc		foc	asian		N/A

Institutional Leadership

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1)　med. (.3)　lrg. (.5)

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Leadership: Senior	3.22	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	tenured	full	men	white		white	-
Pres/Chancellor: Pace of decision making	3.21	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	tenured	full	men	white	white	white	-
Pres/Chancellor: Stated priorities	3.32	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	tenured	full	men				-
Pres/Chancellor: Communication of priorities	3.23	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	tenured	full	men				-
CAO: Pace of decision making	3.20	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶				men	white		white	
CAO: Stated priorities	3.24	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	tenured		men	white		white	
CAO: Communication of priorities	3.17	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	tenured		men	white	white	white	
CAO: Ensuring faculty input	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Leadership: Divisional	3.40	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	ntt	full	men	foc	asian		+
Dean: Pace of decision making	3.45	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	ntt			foc	asian		+
Dean: Stated priorities	3.38	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured		full	men		asian		+
Dean: Communication of priorities	3.42	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶				men	foc	asian	urm	+
Dean: Ensuring faculty input	3.37	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured		full			asian		+
Leadership: Departmental	3.76	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured							
Head/Chair: Pace of decision making	3.71	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured				foc		urm	
Head/Chair: Stated priorities	3.66	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured				foc		urm	
Head/Chair: Communication of priorities	3.72	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured							
Head/Chair: Ensuring faculty input	3.80	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	ntt				asian		+
Head/Chair: Fairness in evaluating work	3.94	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured				foc	asian		
Leadership: Faculty	3.18	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	tenured	tenured	full				white	N/A
Faculty leaders: Pace of decision making	3.11	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	tenured		full				white	N/A
Faculty leaders: Stated priorities	3.18	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	tenured	tenured		men	white	white	white	N/A
Faculty leaders: Communication of priorities	3.19	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	tenured			men		white		N/A
Faculty leaders: Ensuring faculty input	3.25	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	◁▷	tenured						white	N/A
Related Survey Items	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Priorities are stated consistently	2.87	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured	tenured		men	foc	asian		+
Priorities are acted on consistently	2.72	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured		assoc					+
Changed priorities negatively affect my work	3.02	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	tenured				white		white	+
CAO: Support in adapting to change	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Visible leadership for support of diversity	3.98	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶		ntt	assoc	women	foc	asian	urm	+

Governance

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1)   med. (.3)   lrg. (.5)

The center columns (overall, tenured, pre-ten, ntt, full, assoc, men, women, white, foc, asian, urm) contain graphical left/right comparison arrows and are omitted below.

Item	mean	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Governance: Trust	3.10			assoc		foc	asian	urm	N/A
I understand how to voice opinions about policies	3.10	pre-ten	ntt	assoc		foc	asian	urm	N/A
Clear rules about the roles of faculty and administration	3.01	tenured (med)	tenured						N/A
Faculty and admin follow rules of engagement	3.32	tenured (med)	tenured			foc (med)	asian (lrg)	urm	N/A
Faculty and admin have an open system of communication	3.04	tenured (med)				foc	asian		N/A
Faculty and admin discuss difficult issues in good faith	3.34	tenured	tenured			foc	asian (med)		N/A
Governance: Shared sense of purpose	3.26	tenured (lrg)	tenured		men		asian	white	N/A
Important decisions are not made until there is consensus	2.81	tenured (lrg)		assoc	women	white	asian	white (med)	N/A
Admin ensures sufficient time for faculty input	3.16	tenured	tenured		men	foc	asian		N/A
Faculty and admin respectfully consider the other's view	3.36	tenured		assoc		foc	asian (med)	urm	N/A
Faculty and admin have a shared sense of responsibility	3.69	tenured (med)			men	foc	asian (lrg)		N/A
Governance: Understanding the issue at hand	3.01	tenured (med)	tenured		men				N/A
Faculty governance structures offer opportunities for input	3.09	tenured							N/A
Admin communicate rationale for important decisions	3.05	tenured (med)	tenured		men			white	N/A
Faculty and admin have equal say in decisions	2.70	tenured (med)	tenured			white		white	N/A
Faculty and admin define decision criteria together	3.09	tenured	tenured (med)	full			asian	white	N/A
Governance: Adaptability	3.04	tenured (med)					asian		N/A
Shared governance holds up in unusual circumstances	3.20	tenured							N/A
Institution regularly reviews effectiveness of governance	2.75	tenured (med)	tenured						N/A
Institution cultivates new faculty leaders	3.17		ntt	assoc		foc	asian (lrg)	white	N/A
Governance: Productivity	3.06	tenured (lrg)	tenured (med)		men			white	N/A
Overall effectiveness of shared governance	2.99	tenured (lrg)	tenured (med)	full	men				N/A
My committees make measureable progress towards goals	3.30	tenured	tenured						N/A
Public recognition of progress	3.00	tenured (lrg)	tenured		men	white		white	N/A

Departmental Engagement, Quality, and Collegiality

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in **GREEN**
Areas of concern in **RED**

Within campus differences
sm (.1)   med. (.3)   lrg. (.5)

Item	mean	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Departmental Collegiality	3.89	tenured		assoc			asian		+
Colleagues support work/life balance	3.78			assoc	women		white		+
Meeting times compatible with personal needs	4.18			assoc		foc	asian		
Amount of personal interaction w/Pre-tenure	3.76	tenured	ntt	assoc			asian		+
How well you fit	3.69	tenured	ntt	assoc		foc		urm	
Amount of personal interaction w/Tenured	3.69	tenured	ntt	assoc		foc	asian		
Colleagues pitch in when needed	3.93	tenured	tenured	assoc					+
Department is collegial	4.12	tenured		assoc			asian		+
Colleagues committed to diversity/inclusion	3.99			assoc	women	foc	asian	urm	
Departmental Engagement	3.58	tenured	ntt				asian		+
Discussions of undergrad student learning	3.56	pre-ten		full		white		white	
Discussions of grad student learning	3.68	tenured	ntt	assoc		foc	asian		+
Discussions of effective teaching practices	3.57	tenured				white		white	+
Discussions of effective use of technology	3.24		tenured				white		
Discussions of current research methods	3.40	tenured	ntt	assoc	women	foc		urm	
Amount of professional interaction w/Pre-tenure	3.86	tenured	ntt	assoc	women		asian		
Amount of professional interaction w/Tenured	3.78		ntt	assoc	women	foc	asian	urm	
Departmental Quality	3.78	tenured		assoc		foc	asian	urm	+
Intellectual vitality of tenured faculty	3.88		tenured	assoc		foc	asian	urm	
Intellectual vitality of pre-tenure faculty	4.27	tenured	ntt		men	foc	asian		+
Scholarly productivity of tenured faculty	3.72		tenured	assoc	women	foc	asian		
Scholarly productivity of pre-tenure faculty	4.07					foc	asian		
Teaching effectiveness of tenured faculty	3.91	tenured	ntt	assoc			asian		
Teaching effectiveness of pre-tenure faculty	4.02		ntt	assoc			asian		
Dept. is successful at faculty recruitment	3.86	N/A		assoc	men	foc	asian	urm	+
Dept. is successful at faculty retention	3.57	N/A		assoc		foc	asian	urm	+
Dept. addresses sub-standard performance	2.61	tenured	tenured		women		asian		
Related Survey Items	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Intellectual vitality of NTT faculty	3.86	tenured	tenured		men	foc	asian		N/A
Scholarly productivity of NTT faculty	3.66	tenured	tenured				asian	white	N/A
Teaching effectiveness of NTT faculty	4.04		tenured		men		asian	white	N/A
Amount of professional interaction w/NTT	3.82	tenured	tenured			foc	asian	urm	N/A
Amount of personal interaction w/NTT	3.73	tenured	tenured	assoc		foc	asian	urm	N/A
Recruiting part-time faculty	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Managing part-time faculty	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Page 14 of 28

33

Appreciation and Recognition

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in **GREEN**
Areas of concern in **RED**

Within campus differences
sm (.1) med. (.3) lrg. (.5)

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Appreciation and Recognition	3.37													tenured		assoc	women				+
Recognition: For teaching	3.44													tenured		assoc				urm	+
Recognition: For advising	3.05													tenured	ntt	assoc	women		white		+
Recognition: For scholarship	3.45													tenured	ntt	assoc	women	foc	asian	urm	+
Recognition: For service	3.20													tenured		assoc	women	foc	asian	urm	+
Recognition: For outreach	3.07													tenured	ntt	assoc	women	foc	asian	urm	+
Recognition: From colleagues	3.75															assoc	women		asian		
Recognition: From CAO	2.81			N/A	N/A									N/A	N/A	assoc	women		white	urm	+
Recognition: From Dean	3.05			N/A	N/A									N/A	N/A	assoc	women		white	urm	+
Recognition: From Head/Chair	3.71													tenured					white		
School/college is valued by Pres/Provost	3.80			N/A	N/A									N/A	N/A	assoc	men				+
Dept. is valued by Pres/Provost	3.32			N/A	N/A									N/A	N/A	assoc	women		white		+
CAO cares about faculty of my rank	3.24													tenured	ntt	assoc	women	white	white		white

Tenure and Promotion

Your results compared to PEERS ◄
Your results compared to COHORT ▶

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1)   med. (.3)   lrg. (.5)

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2013
Tenure Policies	3.49	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A		foc	asian	urm	
Clarity of tenure process	3.54	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A	women	foc		urm	
Clarity of tenure criteria	3.57	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A		foc	asian	urm	
Clarity of tenure standards	3.20	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A		foc	asian	urm	-
Clarity of body of evidence for deciding tenure	3.55	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A		foc	asian	urm	-
Clarity of whether I will achieve tenure	3.41	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A		white	white	white	
Clarity of tenure process in department	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Consistency of messages about tenure	3.12	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A	women	foc		urm	-
Tenure decisions are performance-based	4.07	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A	men	foc	asian	urm	+
Tenure Expectations: Clarity	3.44	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A		foc	asian		
Clarity of expectations: Scholar	3.70	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A		foc	asian	urm	-
Clarity of expectations: Teacher	4.04	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A	women	foc	asian	urm	+
Clarity of expectations: Advisor	3.45	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A					+
Clarity of expectations: Colleague	3.46	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A	women	foc	asian		+
Clarity of expectations: Campus citizen	3.11	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A			asian	white	
Clarity of expectations: Broader community	2.89	◄▶	N/A	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A			asian	white	
Promotion to Full	3.83	◄▶	◄▶	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	assoc	women	foc	asian	urm	
Dept. culture encourages promotion	3.84	◄▶	◄▶	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	assoc	women	foc	asian	urm	
Reasonable expectations: Promotion	3.91	◄▶	◄▶	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	assoc	women	foc	asian	urm	
Clarity of promotion process	3.94	◄▶	◄▶	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	assoc	women	foc	asian		
Clarity of promotion criteria	3.90	◄▶	◄▶	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	assoc	women	foc	asian	urm	
Clarity of promotion standards	3.66	◄▶	◄▶	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	assoc	women	foc	asian		
Clarity of body of evidence for promotion	3.98	◄▶	◄▶	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	assoc	women	foc	asian	urm	
Clarity of time frame for promotion	3.58	◄▶	◄▶	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	assoc	women	foc	asian	urm	+
Clarity of whether I will be promoted	3.14	◄▶	◄▶	N/A	N/A	N/A	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	◄▶	N/A	N/A	N/A	women	foc	asian	urm	

Best Aspects

Your Results

Faculty were asked to identity the two (and only two) **best aspects** of working at your institution. The top four responses for your institution are shown in red and disaggregated by tenure status, rank, gender, and race. The columns labeled Peer show the total number of times an item appeared as a top four item amongst any of your five peer institutions. The All column reflects the number of times an item appeared in the top four at any of the institutions in your comparable cohort. When a **best aspect** at your institution is also shown as a best aspect for your peers and/or the cohort, the issue may be seen as common in the faculty labor market. Best aspects that are unique to your campus are market differentiators, which can be highlighted in your institution's recruitment and retention efforts.

	Overall			Pre-Tenure			Women			Asian			URM		
	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)
Quality of colleagues	39%	5	82	31%	5	79	33%	5	85	25%	5	64	30%	5	76
Support of colleagues	12%	0	51	22%	4	67	18%	3	69	12%	2	52	22%	3	48
Opportunities to collaborate with colleagues	7%	3	8	16%	3	12	6%	2	6	2%	2	20	2%	1	8
Quality of graduate students	14%	1	5	7%	0	2	18%	1	3	8%	2	6	5%	2	12
Quality of undergraduate students	30%	1	19	19%	0	13	28%	1	17	28%	1	16	30%	1	22
Quality of facilities	3%	0	1	2%	0	1	2%	0	1	0%	0	7	3%	0	9
Support for research/creative work	5%	0	2	7%	0	1	7%	0	2	10%	0	9	11%	0	5
Support for teaching	3%	0	2	2%	0	4	4%	0	4	5%	0	11	5%	0	7
Support for professional development	2%	0	0	2%	0	0	3%	0	0	2%	0	7	5%	0	3
Assistance for grant proposals	0%	0	0	0%	0	0	0%	0	0	0%	0	5	0%	0	1
Childcare policies/practices	0%	0	0	0%	0	0	0%	0	0	0%	0	2	0%	0	0
Availability/quality of childcare facilities	0%	0	0	0%	0	0	0%	0	0	0%	0	2	0%	0	0
Spousal/partner hiring program	2%	0	0	10%	0	0	3%	0	0	5%	0	2	3%	0	0
Compensation	4%	0	0	5%	1	3	4%	0	0	2%	0	3	3%	1	5
Geographic location	27%	4	63	17%	3	58	23%	4	63	25%	1	54	21%	4	66
Diversity	0%	0	12	2%	0	13	0%	0	13	2%	0	14	0%	0	14
Presence of others like me	1%	0	0	0%	0	0	0%	0	0	5%	0	4	0%	0	0
My sense of "fit" here	9%	2	45	14%	2	47	8%	2	45	2%	3	34	6%	0	34
Protections from service/assignments	0%	0	0	2%	0	0	0%	0	0	0%	0	4	0%	0	1
Commute	3%	0	2	7%	0	1	4%	0	4	8%	1	13	6%	1	13
Cost of living	3%	1	27	2%	1	29	2%	1	22	5%	4	44	2%	2	38

Teaching load	5%	0	0	0%	0	5	5%	0	2	5%	0	12	10%	0	10
Manageable pressure to perform	6%	0	2	10%	0	17	8%	0	3	12%	0	18	8%	0	10
Academic freedom	11%	3	44	12%	2	36	11%	2	32	18%	2	60	14%	3	52
Tenure/promotion clarity or requirements	0%	0	0	2%	0	0	0%	0	0	0%	0	6	2%	0	0
Quality of leadership	2%	0	0	0%	0	0	2%	0	0	0%	0	5	0%	0	2
There are no positive aspects	2%	0	0	3%	0	0	1%	0	0	5%	0	4	5%	0	3
Decline to answer	1%	0	0	0%	0	0	0%	0	0	0%	0	7	2%	0	4

Worst Aspects

Your Results

Faculty were asked to identity the two (and only two) **worst aspects** of working at your institution. The top four responses for your institution are shown in red and disaggregated by tenure status, rank, gender, and race. The columns labeled Peer show the total number of times an item appeared as a top four item amongst any of your five peer institutions. The All column reflects the number of times an item appeared in the top four at any of the institutions in your comparable cohort. When a **worst aspect** at your institution is also shown as a worst aspect for your peers and/or the cohort, the issue may be seen as common in the faculty labor market. More attention should be paid to the worst aspects that are unique to your institution. These distinctions cast the institution in a negative light.

	Overall			Pre-Tenure			Women			Asian			URM		
	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)
Quality of colleagues	3%	0	1	0%	0	5	2%	0	1	5%	0	13	3%	0	6
Support of colleagues	4%	0	0	4%	0	1	4%	0	1	2%	0	6	3%	0	9
Opportunities to collaborate with colleagues	2%	0	0	0%	0	1	1%	0	0	0%	0	3	5%	0	0
Quality of graduate students	7%	0	4	14%	3	27	5%	0	2	2%	2	34	6%	0	4
Quality of undergraduate students	1%	0	4	0%	0	12	1%	0	0	2%	1	15	3%	0	8
Quality of facilities	5%	0	20	9%	1	26	2%	0	22	5%	0	23	5%	0	20
Support for research/creative work	15%	2	70	18%	2	67	16%	1	73	5%	2	67	13%	1	54
Support for teaching	3%	0	0	0%	0	1	4%	0	0	5%	0	3	0%	0	2
Support for professional development	4%	0	1	0%	0	3	4%	0	4	5%	3	11	6%	0	6
Assistance for grant proposals	4%	0	0	7%	1	5	4%	0	1	5%	0	5	3%	0	5
Childcare policies/practices	3%	0	0	5%	0	2	4%	0	1	2%	0	3	8%	0	2
Availability/quality of childcare facilities	1%	0	0	2%	0	2	1%	0	1	0%	0	3	2%	0	1
Spousal/partner hiring program	8%	0	2	14%	1	18	8%	0	2	10%	1	17	8%	1	8
Compensation	18%	5	82	7%	3	71	15%	5	79	15%	4	74	18%	5	77
Geographic location	3%	2	16	0%	4	29	4%	2	14	2%	3	23	2%	3	20
Diversity	13%	2	9	21%	2	17	16%	2	13	10%	1	14	31%	5	52
Presence of others like me	4%	0	0	7%	0	3	5%	0	1	2%	0	7	10%	2	12
My sense of "fit" here	6%	0	1	7%	0	1	9%	0	2	0%	1	5	10%	2	9
Protections from service/assignments	17%	3	45	12%	2	27	20%	4	63	10%	0	18	13%	1	23
Commute	1%	0	3	4%	0	6	3%	0	6	2%	0	9	3%	0	4
Cost of living	5%	0	13	2%	0	15	4%	0	8	5%	0	17	5%	0	13

Teaching load	5%	0	29	7%	0	25	5%	0	29	8%	0	31	3%	0	24
Manageable pressure to perform	7%	1	5	12%	2	17	9%	4	13	2%	2	7	2%	1	8
Academic freedom	0%	0	0	0%	0	0	0%	0	0	0%	0	2	0%	0	2
Tenure/promotion clarity or requirements	6%	0	3	9%	1	10	7%	0	4	10%	1	12	6%	1	12
Quality of leadership	8%	5	55	0%	0	15	4%	2	36	5%	2	36	3%	1	34
There are no positive aspects	5%	0	0	5%	0	1	3%	0	0	12%	1	14	6%	0	4
Decline to answer	6%	0	0	5%	0	2	5%	0	1	12%	0	21	0%	0	7

How to improve the workplace for faculty

Your Results

The final question in the COACHE survey asks faculty to describe the one thing your institution can do to improve the workplace for faculty. COACHE analysts assigned all responses to one or more common themes.
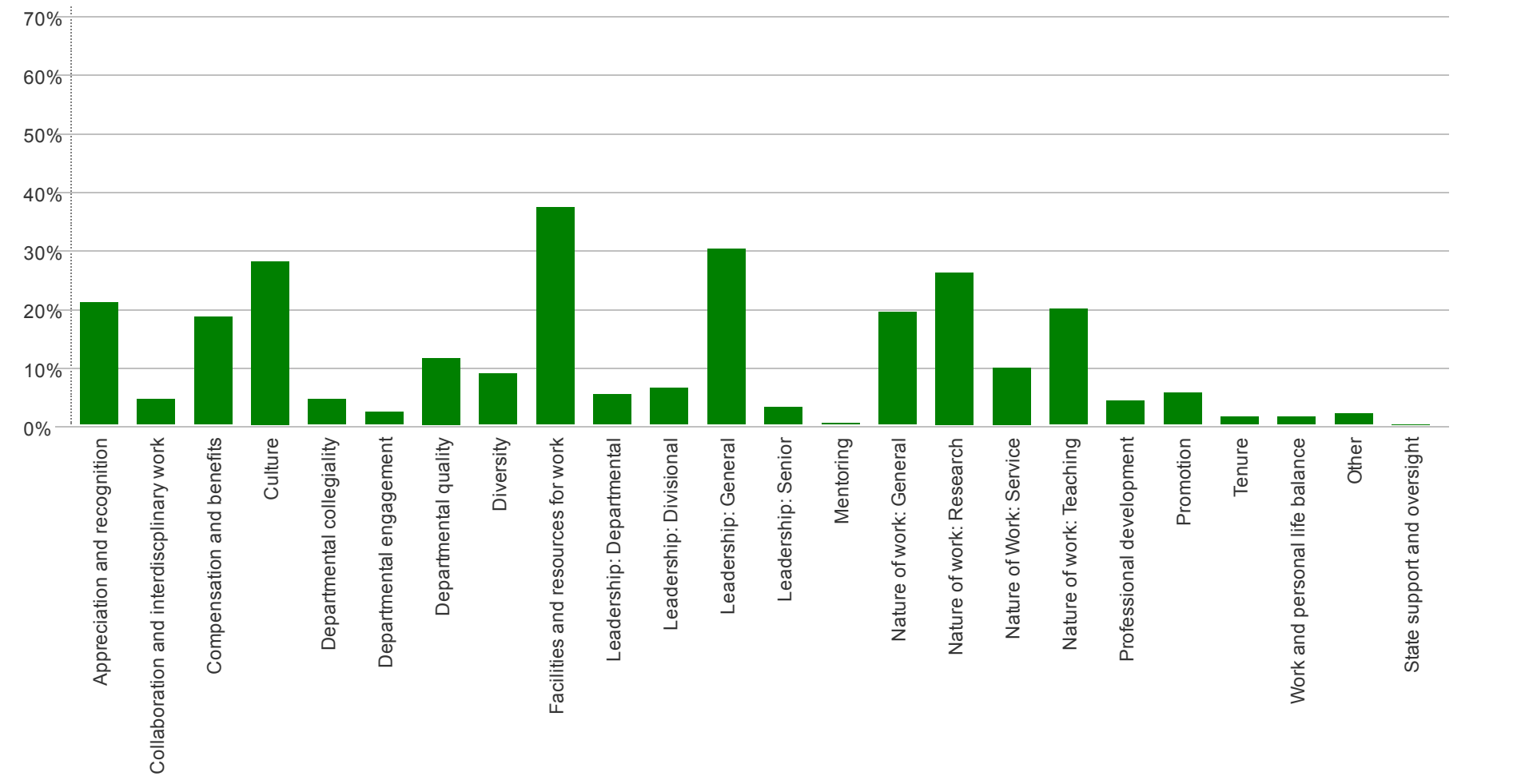
Background and Definitions

Background

The principal purposes of the Collaborative on Academic Careers in Higher Education (COACHE) survey are two-fold: (1) to enlighten academic leaders about the experiences and concerns of full-time, faculty; and (2) to provide data that lead to informed discussions and appropriate actions to improve the quality of work/life for those faculty. Over time, we hope these steps will make the academy an even more attractive and equitable place for talented scholars and teachers to work.

The core element of COACHE is a web-based survey designed on the basis of extensive literature reviews; of themes emerging from multiple focus groups; of feedback from senior administrators in academic affairs; and of extensive pilot studies and cognitive tests in multiple institutional contexts. While there are many faculty surveys, the COACHE instrument is unique in that it was designed expressly to take account of the concerns and experiences of faculty on issues with direct policy implications for academic leaders.

This COACHE Faculty Job Satisfaction Survey provides academic leaders with a lever to enhance the quality of work-life for faculty. The report portfolio provides not only interesting data, but also actionable diagnoses - a springboard to workplace improvements, more responsive policies and practices, and an earned reputation as a great place for faculty to work.

Survey Design

The chief aim in developing the COACHE Faculty Job Satisfaction Survey was to assess, in a comprehensive and quantitative way, faculty's work-related quality of life. The survey addresses multiple facets of job satisfaction and includes specific questions that would yield unambiguous, actionable data on key policy-relevant issues.

The COACHE instrument was developed and validated in stages over a period of several years. Focus groups were conducted with faculty to learn how they view certain work-related issues, including specific institutional policies and practices, work climate, the ability to balance professional and personal lives, issues surrounding tenure, and overall job satisfaction.

Drawing from the focus groups, prior surveys on job satisfaction among academics and other professionals, and consultation with subject matter and advisory board experts on survey development, COACHE researchers developed web-based survey prototypes that were then tested in pilot studies across multiple institutions.

COACHE solicited feedback about the survey by conducting follow-up interviews with a sub-sample of the respondents of the pilot study. Cognitive interviews were conducted with faculty from a broad range of institutional types to test the generalizability of questions across various institutional types. The survey was revised in light of this feedback. The current version of the survey was revised further, taking into account feedback provided by respondents in survey administrations annually since 2005.

Survey administration

All eligible subjects at participating institutions were invited to complete the survey. Eligibility was determined according to the following criteria:

- Full-time

- Not hired in the same year as survey administration

- Not in terminal year after being denied tenure

Subjects first received a letter about the survey from a senior administrator (e.g., president, provost, or dean) at their institution. Next, subjects received an email from COACHE inviting them to complete the survey. Over the course of the survey administration period, three automated reminders were sent via email to all subjects who had not completed the survey.

Participants accessed a secure web server through their own unique link provided by COACHE and, agreeing to an informed consent statement, responded to a series of multiple-choice and open-ended questions (see Supplemental Materials). Generally, respondents completed the survey in less than twenty-five minutes; the mode (most frequent) completion time was approximately 21 minutes.

Data conditioning

For a participant's responses to be included in the data set, s/he had to provide at least one meaningful response beyond the initial demographic section of the instrument. The responses of faculty who either terminated the survey before completing the demographic section or chose only N/A or Decline to Respond for all questions were removed from the data set. The impact of such deletions, however, is relatively small: on average, greater than 90 percent of respondents who enter the COACHE survey go on to complete it in its entirety.

When respondents completed the survey in an inordinately short time or when the same response was used for at least 95% of items, the respondents were removed from the population file.

For demographic characteristics which impact a respondent's path through the survey (tenure status and rank) or the COACHE Report (gender and race) institutionally provided data is confirmed by the survey respondent in the demographics section of the survey. When respondent answers differ from institutional data, COACHE always recodes the data to match the respondent's selection.

In responses to open-ended questions, individually-identifying words or phrases that would compromise the respondent's anonymity were either excised or emended by COACHE analysts. Where this occurred, the analyst substituted that portion of the original response with brackets containing an ellipsis or alternate word or phrase (e.g., [...] or [under-represented minority]). In the case of custom open-ended questions, comments were not altered in any way.

Definitions

All comparable institutions, "All comparables," or "All"

Within the report, comparisons between your institution and the cohort group provide context for your results in the broader faculty labor market. While the experiences, demands, and expectations for faculty vary by institutional type - reflected in your peers selections - this comparison to the entire COACHE cohort can add an important dimension to your understanding of your faculty. The institutions included in this year's "all comparables" group are listed in the appendix of your Provost's Report.

Data weighting or "weight scale"

In prior reports, a weighting scale was developed for each institution to adjust for the under- or over-representation in the data set of subgroups defined by race and gender (e.g., White males, Asian females, etc.). Applying these weights to the data thus allowed the relative proportions of subgroups in the data set for each institution to more accurately reflect the proportions in that institution's actual population of pre-tenure faculty.

However, the use of weights poses some methodological challenges. First, and foremost, the actual application of weights in the COACHE report only produced very small changes in results. Because COACHE does not use samples the respondent group typically is representative of the full population. Also, weights applied to an overall mean are less useful when comparing subgroups of the respondent population. When weighted data is disaggregated, the utility of the weights is compromised. For these reasons and other, the use of weights for this type of large scale analysis is becoming less common.

Effect size

Put simply, an effect size describes the magnitude of difference between two groups, regardless of statistical significance. In this report, effect sizes measure the differences between paired subgroups within a campus (i.e., men and women, tenured and pre-tenure faculty, associate and full professors, white faculty and faculty of color).

We do not use tests of statistical significance in part because COACHE is a census, not a sample; differences in means are representative of the population, not of some broader sample. We rely on effect sizes, instead, because they consider both the central tendency and the variance, countering concerns about differences in group sizes. Also, unlike other measures of differences between groups, effect sizes show both the direction and magnitude of differences.

Effect sizes in this report are calculated using the formula below where:

$$(x_1 - x_2)/sd_1$$

In the social science research domain in which COACHE operates, the following thresholds are generally accepted ranges of effect size magnitude.

$$0 < \text{Trivial} < .1$$
$$.1 < \text{Small} < .3$$
$$.3 < \text{Moderate} < .5$$
$$.5 < \text{Large} < 1.0+$$

This report ignores trivial differences, but subgroups appear in the Within Campus Differences tables when their ratings are lower than their comparison group by a small (unshaded), moderate (yellow), or large (orange) effect.

Faculty of color or "foc"

Any respondent identified by his or her institution or self-identifying in the survey as non-White.

Underrepresented minority faculty or "urm"

Any respondent identified by his or her institution or self-identifying in the survey as non-White and non-Asian/Asian-American.

n < 5

To protect the identity of respondents and in accordance with procedures approved by Harvard University's Committee on the Use of Human Subjects, cells with fewer than five data points (i.e., mean scores for questions that were answered by fewer than five faculty from a subgroup within an institution) are not reported. Instead, "n < 5" will appear as the result.

Response rate

The percent of all eligible respondents, by tenure status, rank, gender and by race, whose responses, following the data conditioning process, were deemed eligible to be included in this analysis. Thus, your response rate counts as nonrespondents those faculty who were "screened out" by the survey application or by later processes.

Participating Institutions

Faculty from the following institutions comprise the COACHE database of Universities for this 2016 Chief Academic Officer's Report.

Appalachian State University	Northern Arizona University
Auburn University	Oklahoma State University
Bowling Green State University	Old Dominion University
Brown University	Otterbein University
Central Washington University	Providence College
Clemson University	Purdue University
CUNY - Bernard M Baruch College	Radford University
CUNY - Brooklyn College	Richard Stockton College of NJ
CUNY - City College	Rochester Institute of Technology
CUNY - College of Staten Island	Syracuse University
CUNY - Hunter College	Tufts University
CUNY - John Jay College Criminal Justice	Tulane University of Louisiana
CUNY - Lehman College	University of Alabama
CUNY - Medgar Evers College	University of Arizona
CUNY - New York City College of Technology	University of Arkansas
CUNY - Queens College	University of Baltimore
CUNY - York College	University of California, Davis
Dartmouth College	University of Central Florida
Duke University	University of Connecticut
East Carolina University	University of Houston
Fayetteville State University	University of Houston - Clear Lake
Florida International University	University of Massachusetts - Lowell
Florida State University	University of Minnesota - Twin Cities
Georgetown University	University of Missouri - Columbia
Gonzaga University	University of Missouri - Kansas City
Indiana State University	University of Missouri - St. Louis
Indiana University - Bloomington	University of Nevada - Las Vegas
Iowa State University	University of North Carolina - Asheville
James Madison University	University of North Carolina - Chapel Hill
Kent State University	University of North Carolina - Charlotte
Lehigh University	University of North Carolina - Greensboro
Loyola University Maryland	University of North Carolina - Pembroke
Missouri University of Science and Technology	University of North Carolina - Wilmington
Montclair State University	University of Pittsburgh
New Jersey City University	University of Richmond
New School University	University of Rochester
North Carolina Agricultural and Technical State University	University of Tennessee
	University of the Pacific
North Carolina Central University	University of Toronto
North Carolina State University	University of Tulsa

Participating Institutions continued

University of Washington Tacoma
University of Wisconsin - Platteville
Vanderbilt University
Virginia Commonwealth University

Virginia Polytechnic Institute and State University
Washington State University
West Virginia University
Western Carolina University
Winston-Salem State University
Worcester Polytechnic Institute