

COACHE

The Collaborative on Academic Careers in Higher Education

EXECUTIVE SUMMARY

Introduction. This Executive Summary provides you with a broad brush portrait of the satisfaction and experiences of your full-time, pre-tenure, tenure-track faculty. It is, in short, an overview of several hundred pages of data and analysis. The report and appendices accompanying this summary offer a fine-grained picture of specific policies and practices as well as comparisons by gender, race, and academic areas within your institution and across the peer group of five other COACHE members which you, or your designee, selected. In all probability, you will derive the greatest value from the full report by suggesting some lines of inquiry to institutional research staff, and by asking them to delve into the data and report noteworthy findings to you.

Contents. The Executive Summary is divided into four parts. A brief description of each section follows. Throughout the Executive Summary favorable scores are in green, unfavorable scores in red, and mixed results in yellow. Other results of interest are shaded gray.

I. Institutional snapshot by theme.

The survey's workplace questions (Questions 19-50) were organized around five themes: (I) Tenure, (II) Nature of the Work, (III) Policies and Practices, (IV) Climate, Culture, and Collegiality, and (V) Global Satisfaction. The chart on page *iii* summarizes your faculty's scores for each theme taken as a whole. Green, gray, and red bars indicate the percentage of survey items *within each theme* whose scores at your institution were ranked at the top (1 or 2), middle (3 or 4), or bottom (5 or 6) relative to the mean scores at your five peers. Looking at these data, you can see whether there are certain realms of faculty work life where your institution excels or lags in relation to its peers. Strong suits might be featured in efforts to recruit and retain faculty; weak suits might be targets for heightened scrutiny.

II. Results presented by theme.

For each theme, we display the responses to each survey item from *highest to lowest* mean score on a 5-point scale (5 = highest).

Column 1 allows you to see quickly where your junior faculty are on average most satisfied and least satisfied.

Columns 2, 3, and 4 show, for each item, how the mean score of your junior faculty ranks in relation to the means at your five peers, for faculty overall, grouped by gender, and grouped by race (i.e., white faculty and faculty of color*). A plus sign (+) in a cell indicates that your faculty's mean score on that item ranked in the top two out of six peers (your institution plus your five peer institutions). A minus sign (-) indicates that your faculty's mean score on that item ranked in the bottom two out of six peers. A blank cell indicates a score ranking third or fourth among peer scores. For Columns 3 and 4, we used the following symbols: *F* = *Females*, *M* = *Males*, *W* = *White Faculty*, and *C* = *Faculty of Color*. As with the overall scores, a "+" or "-" symbol indicates respectively a mean score in the top or bottom third of your peer group. For example, "F+" indicates that the female faculty at your institution had a mean score on that item ranking in the top two out of six peers (your institution plus your five peer institutions).

* To ensure the confidentiality of all responses, "faculty of color" is not further disaggregated by racial and ethnic groups.

The next two columns highlight for each question any disparities *within your institution* based on gender (*Column 5*) and race (*Column 6*). Because each of these columns compares means between two distinct groups on your campus (i.e., men and women; whites and faculty of color), we used a test of statistical significance. The letter designations (e.g., F, M, W, C) in a given cell indicate responses where the difference between the two means is large enough that it is very unlikely (less than 5% chance) to have occurred by chance alone. Where there are no statistically significant differences, the cells are left blank. The letter designations and “more than” (>) and “less than” (<) symbols indicate which group has the higher score.

III. Policies and practices summary.

This section excerpts the results of questions 34a and 34b. For a list of 16 policies, faculty members rated how important each is or would be to their success, as well as how effective the policy is at their institution. Respondents could indicate that their institution did not have the policy by choosing *Not offered* instead of rating the policy’s effectiveness.

Importance versus effectiveness of policies and practices. This section shows the effectiveness judgments of those respondents who rated a given policy as *fairly* or *very important* (i.e., rated the policy either 4 or 5 on the *importance* question). The top table displays, for each of 16 policies, the percent of your junior faculty (overall and grouped by race and gender) who rated the policy as: 1) *fairly* or *very important*, and 2) *fairly* or *very effective*. The policies and practices with the highest percent of respondents showing this response pattern can be viewed as exemplars of relatively successful policies. The bottom table displays, for each policy, the percent of your junior faculty who rated the policy as: 1) *fairly* or *very important*, and 2) *fairly* or *very ineffective* (or *not offered*). Policies with the highest percent of respondents with this pattern of responses can be targeted for improvement.

IV. Best and worst aspects.

The survey asked respondents to select, from a list of 28 items, the two best and two worst aspects of working at their institution. This section summarizes your junior faculty’s responses. We list, in rank order, the four aspects most frequently chosen by your junior faculty as one of the best aspects, and the four most frequently chosen as one of the worst. We also indicate, for each of the eight policies, the number of your five peer institutions, as well as the number of all universities, at which that policy was also among the best (or worst) four. In addition, the answers are grouped by gender and race. Taken together with the results by theme, these results show you what to celebrate and where to concentrate your efforts.

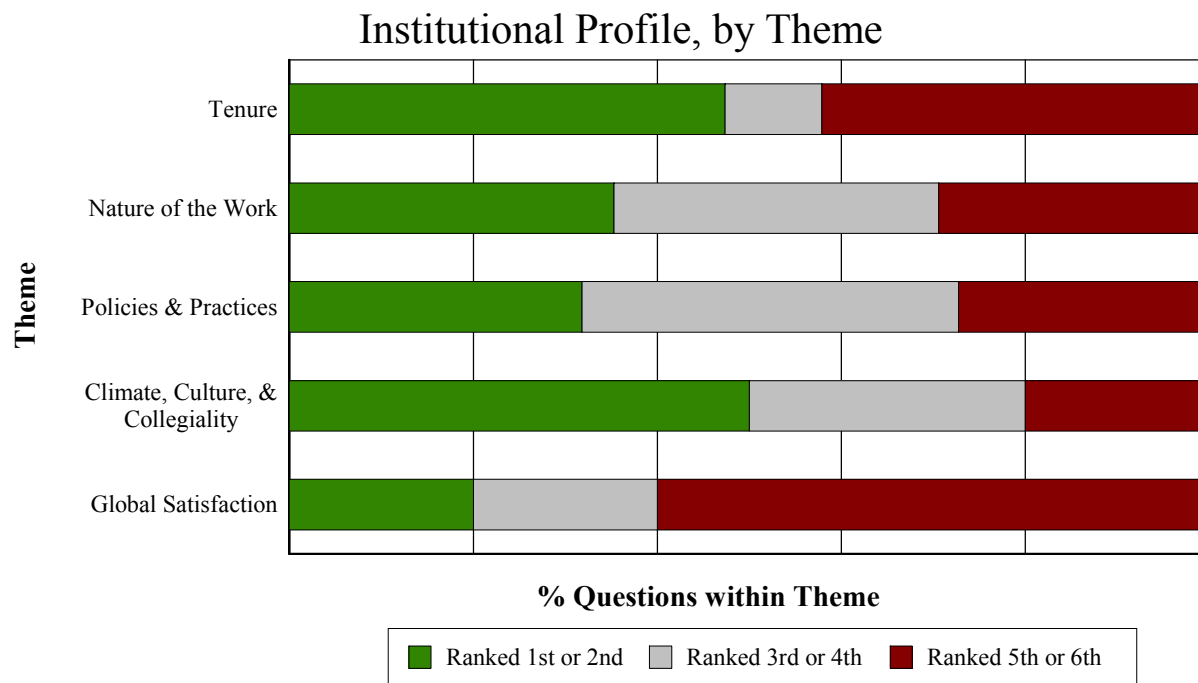
Interpretation. The Executive Summary, again, is but a thumbnail sketch. It is a place to begin, not a place to end. The Executive Summary gives you an overall sense of the work life of your junior faculty *as they see it*. The data presented here offer you a springboard for further analysis of the data herein, for discussion, and ultimately, for action.

INSTITUTIONAL PROFILE, BY THEME

The COACHE survey is organized around five themes:

- I. Tenure
- II. Nature of the work
- III. Policies and practices
- IV. Climate, culture, and collegiality
- V. Global satisfaction

This chart summarizes your institution's mean scores *relative to your peer group* (see below) for each theme taken as a whole. Green, grey, and red bars indicate the percentage of survey items within each theme whose scores at your institution rank in the top two, middle two, or bottom two of your peer group.



Who are my peers? At the conclusion of COACHE survey administration, we asked your institutional representative to select five peer COACHE institutions that would form the comparison group for this report. In alphabetical order, those peers are:

- Appalachian State University
- Fayetteville State University
- UNC Pembroke
- UNC Wilmington
- Western Carolina University

California State University at Fullerton

RESULTS PRESENTED BY THEME

Theme I. Tenure		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q24b	clarity of the expectations for performance as a teacher.	4.26	+	M+/F+	W+		
Q19	clarity of the tenure process.	4.26	+	M+/F+	W+		
Q20	clarity of the criteria for tenure.	4.21	+	M+/F+	W+		
Q23	clarity of their own prospects for earning tenure.	4.21	+	F+	W+		
Q27a	perception that tenure decisions are based primarily on performance.	4.11	+	M+/F+	W+/C+		
Q21	clarity of the standards for tenure.	4.10	+	M+/F+	W+		W > C
Q22	clarity of the body of evidence that will be considered in making decisions about their own tenure.	4.06	+	M+/F+	W+		W > C
Q24a	clarity of the expectations for performance as a scholar.	4.06	+	M+/F+	W+		
Q25b	reasonableness of the expectations for performance as a teacher.	3.93	-	M-/F-	W-/C-		
Q25a	reasonableness of the expectations for performance as a scholar.	3.82		M-	W+/C-		
Q26	receiving consistent messages from senior colleagues about the requirements of tenure.	3.71	+	M+/F+	W+/C+		
Q25d	reasonableness of the expectations for performance as a department colleague.	3.71	-	M-/F-	W-/C-		
Q25c	reasonableness of the expectations for performance as a student advisor.	3.70	-	M-/F-	C-		
Q25e	reasonableness of the expectations for performance as a campus citizen.	3.62	-	M-/F-	W-/C-		
Q25f	reasonableness of the expectations for performance as a community member.	3.57	-	M-	W-/C-		
Q24d	clarity of the expectations for performance as a department colleague.	3.51		M-/F+	W+/C-	F > M	
Q24e	clarity of the expectations for performance as a campus citizen.	3.41	-	M-/F-	W-/C-		
Q24c	clarity of the expectations for performance as a student advisor.	3.41	-	M-/F-	C-		
Q24f	clarity of the expectations for performance as a community member.	3.17	-	M-	W-		C > W

RESULTS PRESENTED BY THEME (cont.)

Theme II. Nature of the Work		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q29d	satisfaction with the discretion they have over the content of the courses they teach.	4.59	-	M-/F+	C-		
Q29c	satisfaction with the influence they have over which courses they teach.	4.43	+	F+	W+		
Q30d	satisfaction with the influence they have over the focus of their research.	4.37		F+	C-		
Q29a	satisfaction with the level of the courses they teach.	4.19		M-/F+			
Q33d	satisfaction with the quality of computing services.	4.09	+	M+/F+	W+		
Q33c	satisfaction with the quality of teaching services.	3.85			W+		
Q28	satisfaction with the way they spend their time as faculty members.	3.80		M-/F+			
Q33a	satisfaction with the quality of clerical/administrative services.	3.62			C-		W > C
Q29g	satisfaction with the quality of graduate students with whom they interact.	3.57	+				
Q29e	satisfaction with the number of students they teach.	3.46	-	M-/F-	W-/C-		
Q31	satisfaction with the quality of facilities.	3.29	+	M+/F+	W+/C-		
Q29b	satisfaction with the number of courses they teach.	3.18	-	M-/F-	C-		
Q29f	satisfaction with the quality of undergraduate students with whom they interact.	3.10		F-	C+		
Q30c	satisfaction with the amount of research funding they are expected to find.	2.91	+	M+/F+	W+		
Q33b	satisfaction with the quality of research services.	2.68	-	F-	C-		
Q30b	satisfaction with the amount of time they have to conduct research.	2.39	+	F+	W+		
Q32	satisfaction with the amount of access they have to Teaching Fellows, Graduate Assistants, et al.	2.31	-	F-	C-		

RESULTS PRESENTED BY THEME (cont.)

Theme III. Policies and Practices		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q35c	departmental colleagues do what they can to make having children and the tenure-track compatible.	3.81			W+		
Q34b-03	effectiveness of periodic, formal performance reviews.	3.78	+	M+/F+	W+/C-		
Q35d	departmental colleagues do what they can to make raising children and the tenure-track compatible.	3.69		F-	C-		
Q34b-02	effectiveness of informal mentoring.	3.62	-	M-	C-		
Q34b-04	effectiveness of written summary of periodic performance reviews.	3.60		F+			
Q34b-06	effectiveness of professional assistance for improving teaching.	3.54	+	M+	W+		
Q34b-12	effectiveness of peer reviews of teaching and research.	3.10	-	M+/F-	W-/C-		
Q34b-07	effectiveness of travel funds to present papers or conduct research.	3.10	-	M-/F-	W-/C-		
Q34b-11	effectiveness of an upper limit on teaching obligations.	3.06		M+/F-	W+/C-		
Q34b-01	effectiveness of formal mentoring program.	3.00					
Q34b-15	effectiveness of stop-the-tenure-clock for parental or other family reasons.	2.95	+	F+	W+/C+		
Q35a	institution does what it can to make having children and the tenure-track compatible.	2.94			C-		
Q34b-13	effectiveness of childcare.	2.84	+	M+/F+	W+		
Q34b-09	effectiveness of paid or unpaid personal leave during the probationary period.	2.84	+	M+/F+	W+/C-		
Q37	satisfaction with the balance they are able to strike between professional time and personal or family time.	2.83	-	M-	W-/C-		
Q35b	institution does what it can to make raising children and the tenure-track compatible.	2.67	-	M-/F-	W-/C-		
Q34b-10	effectiveness of an upper limit on committee assignments.	2.65			C-		
Q34b-05	effectiveness of professional assistance in obtaining externally funded grants.	2.58			C-		
Q36	satisfaction with compensation.	2.57	-	F-	C-		
Q34b-14	effectiveness of financial assistance with housing.	2.56	+	M+/F+	W+		
Q34b-08	effectiveness of paid or unpaid research leave during the probationary period.	2.48	+	M+	W+/C-		
Q34b-16	effectiveness of spousal/partner hiring program.	2.38		F+			

RESULTS PRESENTED BY THEME (cont.)

Theme IV. Climate, Culture, and Collegiality		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q38a	satisfaction with the fairness of their immediate supervisor's evaluation of their work.	4.29	+	M+	W+		
Q39d	satisfaction with the amount of personal interaction they have with junior colleagues in their dept.	4.25	+	M-/F+	W+/C+	F > M	
Q43	sense that their department treats junior faculty fairly compared to one another.	4.17	+	M+/F+	W+		
Q40	satisfaction with how well they "fit" in their department.	4.15	+	M-/F+	W+		
Q39c	satisfaction with the amount of professional interaction they have with junior colleagues in their dept.	4.07		M-/F+			
Q39b	satisfaction with the amount of personal interaction they have with senior colleagues in their dept.	3.89		M-/F+			
Q38b	satisfaction with the interest senior faculty take in their professional development.	3.81	+	F+	W+		
Q39a	satisfaction with the amount of professional interaction they have with senior colleagues in their dept.	3.56	-		C-		
Q38c	satisfaction with their opportunities to collaborate with senior faculty.	3.46					
Q41	satisfaction with the intellectual vitality of the senior colleagues in their department.	3.36	-	M-	W-		

Theme V. Global Satisfaction		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q45a	satisfaction with their departments as places to work.	4.14	+	F+	W+/C+		
Q48	sense that if they had to do it over again, they would accept their current position.	4.00		M-/F+	W-/C+		
Q50	rating their institution as a place for junior faculty to work.	3.60	-	M-/F-	W-/C-		
Q45b	satisfaction with their institution as a place to work.	3.48	-	F-	C-		
Q46b	satisfaction that the CAO at their institution seems to care about the quality of life for junior faculty.	2.65	-	M-/F-	W-/C-		

POLICIES AND PRACTICES SUMMARY

Table 1. Policies rated by faculty as *important and effective*

This table shows, for each of 16 policies, 1) the number of faculty who provided a valid response for both the importance and the effectiveness questions (34a and 34b); and 2) the percent of your junior faculty (overall and grouped by gender and race) who rated the policy as *fairly or very important to their success*, and *fairly or very effective*. The policies and practices with the highest percent of faculty with this response pattern can be viewed as exemplars of successful policies at your institution.

Policy or practice for junior faculty	Valid <i>n</i>	At Your Institution				
		Overall	Males	Females	White Faculty	Faculty of Color
Periodic, formal performance reviews for junior faculty	107	70% (1)	65% (1)	74% (1)	71% (1)	68% (3)
Written summary of periodic performance reviews for junior faculty	108	60% (2)	49% (5)	69% (2)	55%* (2)	72% (1)
Informal mentoring	111	59% (3)	52% (3)	64% (3)	54% (4)	70% (2)
Travel funds to present papers or conduct research	109	50% (4)	50% (4)	50% (5)	55%* (2)	39% (8)
Professional assistance for improving teaching	98	49% (5)	44% (7)	53% (4)	46% (5)	55% (4)
An upper limit on teaching obligations	107	45% (6)	48% (6)	42% (7)	43% (6)	50%* (5)
Peer reviews of teaching or research/creative work	104	44% (7)	55% (2)	36% (9)	41% (7)	50%* (5)
Formal mentoring program for junior faculty	106	37% (8)	33% (8)	39% (8)	31% (8)	48% (7)
Stop-the-clock for parental or other family reasons	47	28% (9)	4% (15)	45% (6)	24%* (11)	36% (9)
Childcare	45	26% (10)	24% (10)	28% (10)	25%* (9)	27% (10)
Paid or unpaid personal leave during the pre-tenure period	61	20%* (11)	18%* (12)	22% (12)	25%* (9)	11% (14)
Financial assistance with housing	84	20%* (11)	30% (9)	12% (16)	24%* (11)	13%* (12)
An upper limit on committee assignments for tenure-track faculty	90	20%* (11)	23% (11)	17% (14)	20% (14)	20% (11)
Paid or unpaid research leave during the pre-tenure period	94	18% (14)	9% (14)	24% (11)	22% (13)	10% (15)
Professional assistance in obtaining externally funded grants	92	17% (15)	18%* (12)	16% (15)	19% (15)	13%* (12)
Spousal/partner hiring program	43	9% (16)	0% (16)	19% (13)	14% (16)	0% (16)

Table 2. Policies rated by faculty as *important, but ineffective*

This table shows, for each of 16 policies, 1) the number of faculty who provided a valid response for both the importance and the effectiveness questions (34a and 34b); and 2) the percent of your junior faculty (overall and grouped by gender and race) who rated the policy as *fairly or very important to their success*, but *fairly or very ineffective (or not offered)* at your institution. The policies and practices with the highest percent of faculty with this response pattern should be targeted for improvement.

Policy or practice for junior faculty	Valid <i>n</i>	At Your Institution				
		Overall	Males	Females	White Faculty	Faculty of Color
Paid or unpaid research leave during the pre-tenure period	94	61% (1)	50% (2)	68% (1)	59% (1)	66% (1)
An upper limit on committee assignments for tenure-track faculty	90	53% (2)	45% (3)	61% (2)	51% (2)	59% (2)
Financial assistance with housing	84	48% (3)	42% (4)	52% (3)	48% (3)	47% (4)
Spousal/partner hiring program	43	46% (4)	51% (1)	40%* (7)	41% (4)	54% (3)
Childcare	45	39%* (5)	25%* (9)	49% (4)	35% (8)	46% (5)
An upper limit on teaching obligations	107	39%* (5)	26% (8)	48% (5)	38% (6)	41% (7)
Professional assistance in obtaining externally funded grants	92	37% (7)	28% (7)	45% (6)	39% (5)	32% (10)
Stop-the-clock for parental or other family reasons	47	35%* (8)	34% (5)	36% (9)	36% (7)	34% (9)
Travel funds to present papers or conduct research	109	35%* (8)	29% (6)	40%* (7)	30% (9)	45% (6)
Paid or unpaid personal leave during the pre-tenure period	61	27% (10)	25%* (9)	28% (12)	23% (11)	35% (8)
Peer reviews of teaching or research/creative work	104	26% (11)	21% (11)	30% (10)	27% (10)	24% (12)
Formal mentoring program for junior faculty	106	24% (12)	17% (12)	29% (11)	21% (12)	30% (11)
Written summary of periodic performance reviews for junior faculty	108	14% (13)	11% (13)	16% (13)	12%* (13)	17% (13)
Informal mentoring	111	12% (14)	9%* (14)	14%* (14)	11% (15)	13% (15)
Periodic, formal performance reviews for junior faculty	107	11% (15)	9%* (14)	12% (16)	10% (16)	14% (14)
Professional assistance for improving teaching	98	10% (16)	5% (16)	14%* (14)	12%* (13)	6% (16)

Note: The values in parenthesis indicate the vertical rank of that response. A * indicates a tie.

BEST AND WORST ASPECTS

Question 44a. Check the two *best aspects* about working at your institution.

Question 44b. Check the two *worst aspects* about working at your institution.

		# of institutions where item ranked among the top four responses			# of institutions where item ranked among the top four responses	
		YOUR PEERS (n = 5)	ALL UNIVERSITIES (n = 54)		YOUR PEERS (n = 5)	ALL UNIVERSITIES (n = 54)
Overall	1. Geographic location	4	34	1. Cost of living	1	14
	2. Support of colleagues	4	37	2. Teaching load	3	22
	3. My sense of "fit" here	5	44	3. Compensation	4	41
	4. Quality of colleagues	3	41	4. Lack of support for research/creative work (e.g., leave)	5	34
Male	1. Geographic location	3	35	1. Cost of living	1	14
	2. Quality of colleagues	5	45	2. Compensation	4	41
	3. Diversity	1	4	3. Teaching load	3	19
	4. Support of colleagues	3	26	4. Quality of facilities	1	17
Female	1. Geographic location	5	36	4. Lack of support for research/creative work (e.g., leave)	5	30
	2. Support of colleagues	4	40	1. Teaching load	4	20
	3. My sense of "fit" here	5	42	2. Cost of living	1	14
	4. Quality of colleagues	4	36	3. Compensation	5	35
White Faculty	1. Support of colleagues	4	38	4. Lack of support for research/creative work (e.g., leave)	4	31
	2. My sense of "fit" here	4	46	1. Cost of living	1	14
	3. Geographic location	4	32	2. Compensation	4	41
	3. Quality of colleagues	5	44	3. Teaching load	4	23
Faculty of Color	1. Geographic location	2	29	4. Lack of support for research/creative work (e.g., leave)	4	34
	2. Diversity	1	4	1. Teaching load	2	17
	3. Support of colleagues	3	34	2. Cost of living	1	17
	4. My sense of "fit" here	4	32	3. Compensation	5	36
				4. Commute	0	4

* See Appendix A for percent of respondents choosing each aspect (overall, by gender, and by race).