

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.

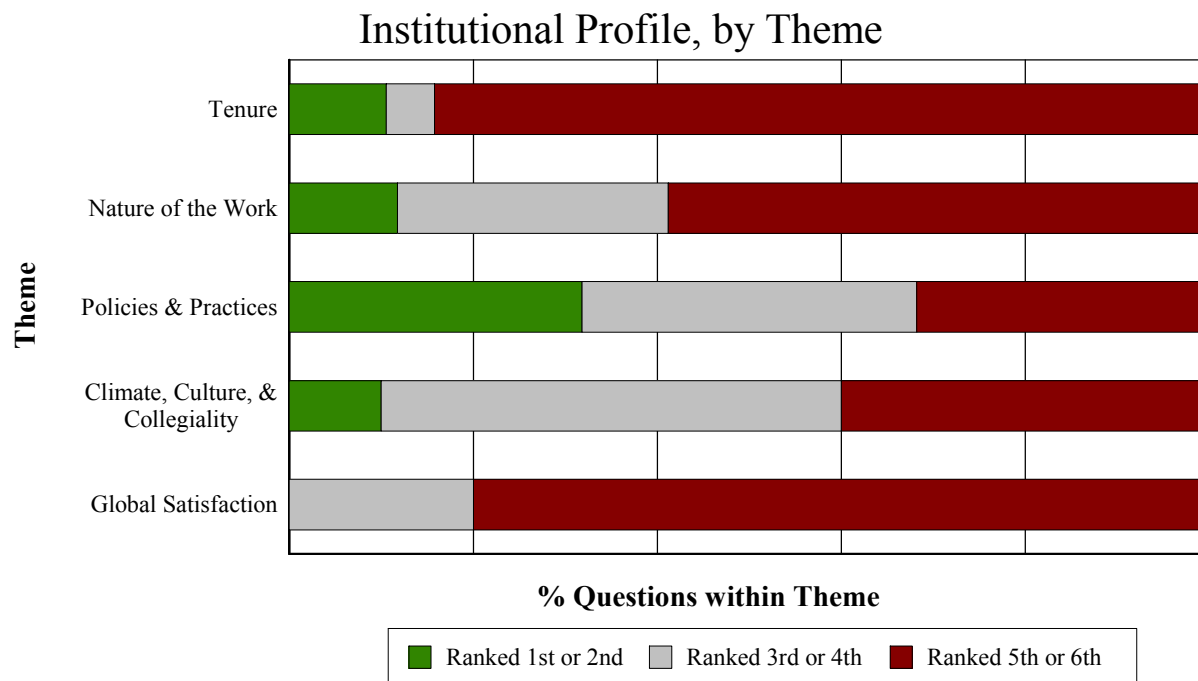
Interpretation. The Executive Summary, again, is but a thumbnail sketch. It is a place to begin, not a place to end. The Executive Summary gives you an overall sense of the work life of your junior faculty *as they see it*. The data presented here offer you a springboard for further analysis of the data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

- Iowa State University
- Michigan State University
- North Carolina State University
- Ohio State University
- University of Illinois at Urbana-Champaign

Virginia Polytechnic Institute and State University

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
Q27a	perception that tenure decisions are based primarily on performance.	3.82	+	M+/F+	C+		
Q25b	reasonableness of the expectations for performance as a teacher.	3.78	-	M-/F-	W-/C-		
Q19	clarity of the tenure process.	3.69	-	M-/F-	W-		
Q24a	clarity of the expectations for performance as a scholar.	3.61	-	M-/F-	W-/C-		
Q20	clarity of the criteria for tenure.	3.58	-	M-/F-	W-		
Q25a	reasonableness of the expectations for performance as a scholar.	3.50	-	M-/F-	W-/C-	M > F	
Q24b	clarity of the expectations for performance as a teacher.	3.48	-	M-/F-	W-/C-		
Q22	clarity of the body of evidence that will be considered in making decisions about their own tenure.	3.47	-	M-	W-/C-		
Q25c	reasonableness of the expectations for performance as a student advisor.	3.40	-	M-/F-	W-/C-		
Q25d	reasonableness of the expectations for performance as a department colleague.	3.37	-	M-/F-	W-/C-	M > F	
Q23	clarity of their own prospects for earning tenure.	3.35	-	M-/F-	W-/C-		
Q25f	reasonableness of the expectations for performance as a community member.	3.29	-	M-/F-	W-/C-		
Q25e	reasonableness of the expectations for performance as a campus citizen.	3.26	-	M-/F-	W-/C-		
Q26	receiving consistent messages from senior colleagues about the requirements of tenure.	3.25	+	M+/F+	W+/C+		
Q21	clarity of the standards for tenure.	3.21		M-	W-		
Q24c	clarity of the expectations for performance as a student advisor.	3.15	-	M-/F-	W-/C-		C > W
Q24d	clarity of the expectations for performance as a department colleague.	3.00	-	M-/F-	W-/C-		
Q24f	clarity of the expectations for performance as a community member.	2.89	-	M-/F-	W-/C-		
Q24e	clarity of the expectations for performance as a campus citizen.	2.74	-	M-/F-	W-/C-		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.	4.56	-	M-	W-		
Q29c	satisfaction with the influence they have over which courses they teach.	4.35	+	M+/F+	W+/C+	M > F	
Q29a	satisfaction with the level of the courses they teach.	4.27	+	M+/F+	W+/C+		
Q30d	satisfaction with the influence they have over the focus of their research.	4.26	-	M-/F-	W-/C-		W > C
Q29b	satisfaction with the number of courses they teach.	4.14					
Q29e	satisfaction with the number of students they teach.	3.81		M-	C-		
Q28	satisfaction with the way they spend their time as faculty members.	3.70	-	M-/F-	W-	M > F	
Q29g	satisfaction with the quality of graduate students with whom they interact.	3.65		F+	W+/C-		W > C
Q33d	satisfaction with the quality of computing services.	3.58	-	M-	W+/C-		W > C
Q33a	satisfaction with the quality of clerical/administrative services.	3.51		M+/F-	C-	M > F	
Q33c	satisfaction with the quality of teaching services.	3.47	-	F-	W-/C-		
Q29f	satisfaction with the quality of undergraduate students with whom they interact.	3.24	-	F-	C-		
Q33b	satisfaction with the quality of research services.	3.22	-	F-	C-	M > F	
Q31	satisfaction with the quality of facilities.	3.15	-	M-/F-	W-/C-	M > F	
Q30b	satisfaction with the amount of time they have to conduct research.	3.01		M+/F-		M > F	
Q32	satisfaction with the amount of access they have to Teaching Fellows, Graduate Assistants, et al.	2.98	-	M-/F+			
Q30c	satisfaction with the amount of research funding they are expected to find.	2.75	-	M-/F-	W-/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
Q34b-15	effectiveness of stop-the-tenure-clock for parental or other family reasons.	4.00	+	M+/F+	W+/C+	F > M	W > C
Q34b-03	effectiveness of periodic, formal performance reviews.	3.70	+	M+	W+		
Q34b-11	effectiveness of an upper limit on teaching obligations.	3.69	-	M-/F-	W-		
Q34b-04	effectiveness of written summary of periodic performance reviews.	3.64	+	M+/F-			
Q34b-09	effectiveness of paid or unpaid personal leave during the probationary period.	3.61	+	M+/F+	W+/C+		
Q34b-02	effectiveness of informal mentoring.	3.55	-	M-/F-	W-/C-		
Q34b-06	effectiveness of professional assistance for improving teaching.	3.53	+	M+/F+	W+/C-		W > C
Q36	satisfaction with compensation.	3.40					
Q35c	departmental colleagues do what they can to make having children and the tenure-track compatible.	3.35		F-	W-/C-		
Q34b-12	effectiveness of peer reviews of teaching and research.	3.29			W+		
Q35d	departmental colleagues do what they can to make raising children and the tenure-track compatible.	3.27	-	M+/F-	W-/C-		
Q34b-10	effectiveness of an upper limit on committee assignments.	3.22	-	M-/F-	W-/C-		
Q34b-08	effectiveness of paid or unpaid research leave during the probationary period.	3.22					
Q35a	institution does what it can to make having children and the tenure-track compatible.	3.19	+	F+	W+/C+		
Q34b-07	effectiveness of travel funds to present papers or conduct research.	3.19	-	M-/F-	W-/C-		
Q34b-01	effectiveness of formal mentoring program.	3.04		M-/F+	C-		
Q35b	institution does what it can to make raising children and the tenure-track compatible.	2.86		F+	C+		
Q34b-05	effectiveness of professional assistance in obtaining externally funded grants.	2.76	+		W+		
Q37	satisfaction with the balance they are able to strike between professional time and personal or family time.	2.66	-	F-	W-	M > F	
Q34b-16	effectiveness of spousal/partner hiring program.	2.56		F-	W-		
Q34b-13	effectiveness of childcare.	2.36	-	M-	W-		C > W
Q34b-14	effectiveness of financial assistance with housing.	2.32		M-/F+	W-		

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.	4.14		M+	W+/C+		
Q43	sense that their department treats junior faculty fairly compared to one another.	3.91	+	F+	W+		
Q39d	satisfaction with the amount of personal interaction they have with junior colleagues in their dept.	3.83		F-			
Q39c	satisfaction with the amount of professional interaction they have with junior colleagues in their dept.	3.80		M+/F-	C-		
Q40	satisfaction with how well they "fit" in their department.	3.63	-	M-	W-/C-		
Q38b	satisfaction with the interest senior faculty take in their professional development.	3.63		M+	W+/C-		
Q39b	satisfaction with the amount of personal interaction they have with senior colleagues in their dept.	3.54	-	M-/F+	C-		
Q39a	satisfaction with the amount of professional interaction they have with senior colleagues in their dept.	3.50		F+	W+/C-		
Q38c	satisfaction with their opportunities to collaborate with senior faculty.	3.31	-	M-/F-	W-/C-		
Q41	satisfaction with the intellectual vitality of the senior colleagues in their department.	3.23	-	M-/F-	C-		

Theme V. Global Satisfaction		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q48	sense that if they had to do it over again, they would accept their current position.	3.92	-	F-	W-/C-		
Q45a	satisfaction with their departments as places to work.	3.86		M+	W+		
Q50	rating their institution as a place for junior faculty to work.	3.64	-	M-/F-	W-/C-		
Q45b	satisfaction with their institution as a place to work.	3.46	-	F-	W-/C-		
Q46b	satisfaction that the CAO at their institution seems to care about the quality of life for junior faculty.	3.09	-	F-			

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	140	65% (1)	65% (1)	66% (2)	66% (2)	63% (2)
Stop-the-clock for parental or other family reasons	97	62% (2)	49% (5)	76% (1)	69% (1)	45% (5)
An upper limit on teaching obligations	131	59% (3)	60%* (2)	58% (4)	58% (4)	64% (1)
Written summary of periodic performance reviews for junior faculty	134	58% (4)	60%* (2)	54% (5)	60% (3)	54% (4)
Informal mentoring	143	55% (5)	53% (4)	59% (3)	55% (5)	56% (3)
Peer reviews of teaching or research/creative work	132	45%* (6)	45% (7)	45% (8)	46%* (8)	44% (6)
Travel funds to present papers or conduct research	144	45%* (6)	43% (8)	48% (7)	49% (7)	37%* (8)
Professional assistance for improving teaching	129	45%* (6)	46% (6)	43% (9)	52% (6)	31%* (13)
Paid or unpaid personal leave during the pre-tenure period	80	43% (9)	35% (10)	53% (6)	46%* (8)	37%* (8)
An upper limit on committee assignments for tenure-track faculty	130	36% (10)	38% (9)	33% (12)	35% (10)	38% (7)
Formal mentoring program for junior faculty	134	31% (11)	28% (11)	36% (11)	29%* (11)	36% (10)
Paid or unpaid research leave during the pre-tenure period	104	30% (12)	23% (13)	38% (10)	29%* (11)	33% (12)
Professional assistance in obtaining externally funded grants	130	23% (13)	27% (12)	18% (15)	19% (13)	31%* (13)
Spousal/partner hiring program	89	21% (14)	17% (14)	25% (14)	14% (14)	34% (11)
Childcare	76	14% (15)	5% (15)	27% (13)	9% (15)	24% (15)
Financial assistance with housing	90	3% (16)	0% (16)	7% (16)	0% (16)	10% (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
Childcare	76	60% (1)	53% (2)	70% (1)	63% (1)	56% (1)
Spousal/partner hiring program	89	51% (2)	57% (1)	46% (3)	56% (2)	43% (2)
Paid or unpaid research leave during the pre-tenure period	104	43% (3)	40% (3)	45% (4)	47% (3)	33% (6)
Professional assistance in obtaining externally funded grants	130	39% (4)	37% (6)	42% (5)	41%* (5)	36% (4)
Formal mentoring program for junior faculty	134	38% (5)	38%* (4)	38% (6)	46% (4)	22% (9)
Financial assistance with housing	90	37% (6)	38%* (4)	35%* (7)	36% (7)	38% (3)
An upper limit on committee assignments for tenure-track faculty	130	35% (7)	23%* (8)	52% (2)	41%* (5)	23% (8)
Travel funds to present papers or conduct research	144	34% (8)	34% (7)	35%* (7)	34% (8)	35% (5)
An upper limit on teaching obligations	131	26% (9)	23%* (8)	30% (9)	30% (9)	17% (10)
Peer reviews of teaching or research/creative work	132	21% (10)	22% (10)	20% (11)	24% (10)	15% (11)
Paid or unpaid personal leave during the pre-tenure period	80	20% (11)	16% (11)	25% (10)	15%* (12)	29% (7)
Informal mentoring	143	14% (12)	13% (12)	15% (14)	17% (11)	7% (14)
Periodic, formal performance reviews for junior faculty	140	12% (13)	10% (13)	16% (13)	15%* (12)	8% (13)
Written summary of periodic performance reviews for junior faculty	134	11% (14)	7% (14)	17% (12)	14% (14)	5% (15)
Professional assistance for improving teaching	129	8% (15)	6% (15)	11% (15)	5% (15)	14% (12)
Stop-the-clock for parental or other family reasons	97	3% (16)	4% (16)	2% (16)	4% (16)	0% (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	2	34	1. Geographic location	4	21
	2. Academic freedom	0	8	2. Unrelenting pressure to perform	3	11
	2. My sense of "fit" here	4	44	3. Quality of graduate students	1	16
	4. Support of colleagues	4	37	4. Spousal/partner hiring program (or lack thereof)	0	6
Male	1. Geographic location	2	35	1. Quality of graduate students	3	22
	2. My sense of "fit" here	4	47	2. Geographic location	4	19
	3. Academic freedom	0	9	3. Compensation	5	41
	4. Quality of colleagues	5	45	4. Quality of facilities	1	17
Female	1. Academic freedom	0	9	1. Unrelenting pressure to perform	3	15
	2. Geographic location	2	36	2. Spousal/partner hiring program (or lack thereof)	0	9
	3. Support of colleagues	4	40	2. Absence of others like me	2	8
	4. Teaching load	3	17	4. Lack of support for research/creative work (e.g., leave)	3	31
White Faculty	1. Geographic location	2	32	1. Unrelenting pressure to perform	2	9
	2. Academic freedom	0	6	2. Geographic location	4	19
	3. My sense of "fit" here	4	46	3. Quality of facilities	2	16
	4. Support of colleagues	4	38	4. Compensation	3	41
Faculty of Color	1. Geographic location	1	29	1. Quality of graduate students	1	18
	2. Cost of living	5	28	2. Geographic location	4	23
	3. My sense of "fit" here	2	32	3. Lack of support for research/creative work (e.g., leave)	0	20
	4. Academic freedom	0	10	4. Lack of diversity	4	18

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