2018

COACHE FACULTY SATISFACTION SURVEY: UNC CHARLOTTE

Summary Document

COACHE 2018: CONTENTS

Getting Started › How to Read The Report

The quality of an academic institution depends heavily on its faculty. As teachers, scholars, participants in shared governance and the purveyors of institutional culture and history, faculty are at the heart of the best work being done in higher education today. Not surprisingly, supporting faculty in all the work they do is a central focus for successful academic leaders.

The report is designed to provide the reader with an "at-a-glance" understanding of the views of your faculty with respect to faculty at your comparison institutions and across the sector. COACHE designed this report with the goal of providing your campus with top-level analysis and some indicators of where to dig deeper.

This particular report, prepared by ADVANCE FADO, is an overall summary of the COACHE data.

Additional analyses that allow you to drill down further on the data can be viewed in the full COACHE 2018 Report.

For example:
- College/Unit level Data can be viewed in the Full COACHE Report.
- Also, on the Benchpage pages there is a section to right of the page that illustrates intra-institutional comparisons. These comparisons highlight the meaningful differences between subgroups on your own campus.
- **For more information, please contact the ADVANCE Office**

ADVANCE FADO will use the COACHE data to prepare Diversity Score Cards for each College. These scorecards will be available to view on our website: https://advance.uncc.edu/advance-fado-research/coache-faculty-climate-survey

Benchmarks Analysis

Most of the questions in the COACHE Faculty Job Satisfaction Survey are five point Likert Scale items. **COACHE Benchmarks** are the unweighted arithmetic means of several items that fall within the same theme. Benchmarks allow the reader to understand how faculty feel about a particular issue without reading each individual item. **In these views, the reader gets a general perspective on the results and guides them to the sections that warrant a deeper dive.**

Your results at a glance

These charts summarize the benchmark results for your institution relative to your selected comparison institutions and the entire cohort of participating institutions. Each column represents the range of institutional means (not the distribution of individual respondents) along that dimension. Within each chart, you can see your institution's mean score on the benchmark (♦), the mean scores of your five selected comparison institutions (O), and the distribution of the responses of the entire cohort as signified by the red, grey, and green lines.

You should be most concerned with the placement of your marker (♦).

- A score in the red section of the column indicates that your institution ranked in the bottom 30 percent of all institutions.
- A mark in the green section indicates your faculty rated a benchmark in the top 30 percent of all institutions.
- A mark in the grey area indicates a middle-of-the-road result.

This combination of your cohort comparison and rank relative to your selected comparison institutions establishes the threshold COACHE uses to identify areas of strength and areas of concern.

- An area of strength is identified as any benchmark or survey item where your score is in the top two among your selected comparison institutions and in the top 30 percent across all institutions.
- An area of concern is any benchmark or item where your campus falls in the bottom two among the selected comparison institutions and in the bottom 30 percent compared to the entire survey cohort.

4

This two-step criterion allows you to differentiate between results that are typical of your institutional type and those that are out of the ordinary.

Benchmarks at a Glance › All Faculty
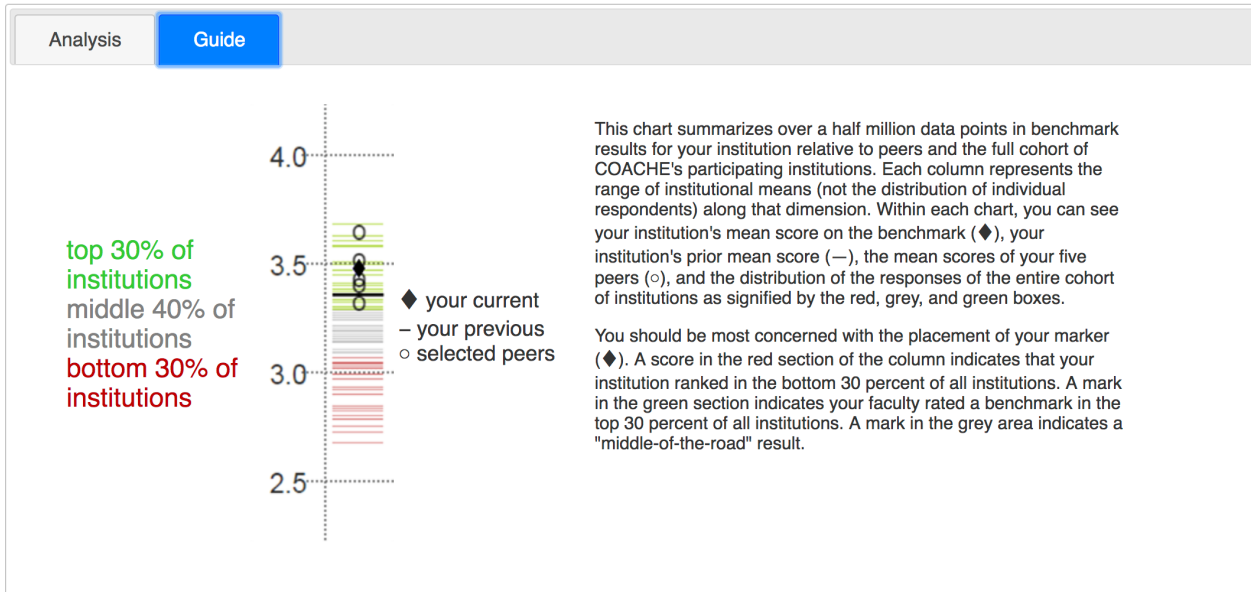
Benchmarks Dashboard

This data display offers a closer view of your faculty. **Each benchmark represents the average of several survey 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: Research
- Nature of Work: Service
- Nature of Work: Teaching
- Facilities and Work Resources
- Personal and Family Policies
- Health and Retirement Benefits
- Interdisciplinary Work
- Collaboration
- Mentoring
- Tenure Policies
- Tenure Expectations: Clarity

- Promotion to Full
- Leadership: Senior
- Leadership: Divisional
- Leadership: Departmental
- Leadership: Faculty
- Governance: Trust
- Governance: Shared Sense of Purpose
- Governance: Understanding the Issue at Hand
- Governance: Adaptability
- Governance: Productivity
- Departmental Collegiality
- Departmental Engagement
- Departmental Quality
- 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 entire COACHE 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;
- Empty triangles ◁▷ signify insufficient data for reporting comparisons, either at your institution or at your peers.

With this iconography, your dashboard page shows your results relative to your selected comparison institutions and the cohort overall, by tenure status, rank, gender, race/ethnicity, and academic area.

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.

Thematic Breakouts

After reviewing the Benchmarks Dashboard, you will have a sense of where, generally, your faculty are most, moderately, and least satisfied. To understand these benchmarks fully, you must explore the individual items within them.

The next section of your report apply the same organization of data in the COACHE Dashboard to each survey dimension.

Using the framework described above, these Dashboard 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. If the question changed even slightly since the last time it was administered, the data are not reported here.

Other displays of data

Some items 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.

Your Chief Academic Officer's Report also includes COACHE's Thematic Analysis of Open-ended Questions. The final open-ended question in the survey asks respondents to identify the one thing they feel their institutions could do to improve the workplace for faculty. COACHE reviews all comments, redacts any identifying information, and codes them thematically.

This table summarizes those themes by rank and provides comparative data. Note that responses often touch upon multiple themes, so the total number of comments reported in this thematic summary is likely to exceed the actual number of faculty who responded to this question. The complete responses are available on the "Comments" tab, and also on the "Related Comments" tab for each Benchmark Dashboard.

Means and frequencies

The Means and Frequencies section of your report includes percentages, counts, means and standard deviations for most survey results, overall and disaggregated by key demographic subgroups. These tables are viewable in the report or may be exported to a comma-separated values (CSV) file appropriate for Microsoft Excel or similar spreadsheet software.

Survey Response Rates

UNC CHARLOTTE COACHE 2018 RESPONSE RATES COMPARED TO OTHER INSTITUTIONS

Response Rates
* For help understanding this visualization, see video tutorial on Response Rates.

		overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
University of North Carolina - Charlotte	*population*	1154	596	216	342	312	340	611	543	812	342	137	205
	responders	501	257	93	151	141	140	258	243	374	127	45	82
	response rate	43%	43%	43%	44%	45%	41%	42%	45%	46%	37%	33%	40%
Selected Comparison Institutions	*population*	5144	2619	882	1643	1311	1593	2837	2307	3737	1393	711	682
	responders	2337	1213	457	667	611	740	1177	1160	1769	566	255	311
	response rate	45%	46%	52%	41%	47%	46%	41%	50%	47%	41%	36%	46%
All	*population*	89030	48024	17637	23369	27579	25194	50534	36123	64108	22345	11483	10862
	responders	41138	23037	8480	9621	12951	12169	21846	19219	31562	9480	4383	5097
	response rate	46%	48%	48%	41%	47%	48%	43%	53%	49%	42%	38%	47%

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:

- Florida International University (2017)
- Kent State University (2018)
- Old Dominion University (2016)
- University of Nevada - Las Vegas (2016)
- Virginia Commonwealth University (2015)

Divisional Response Rates
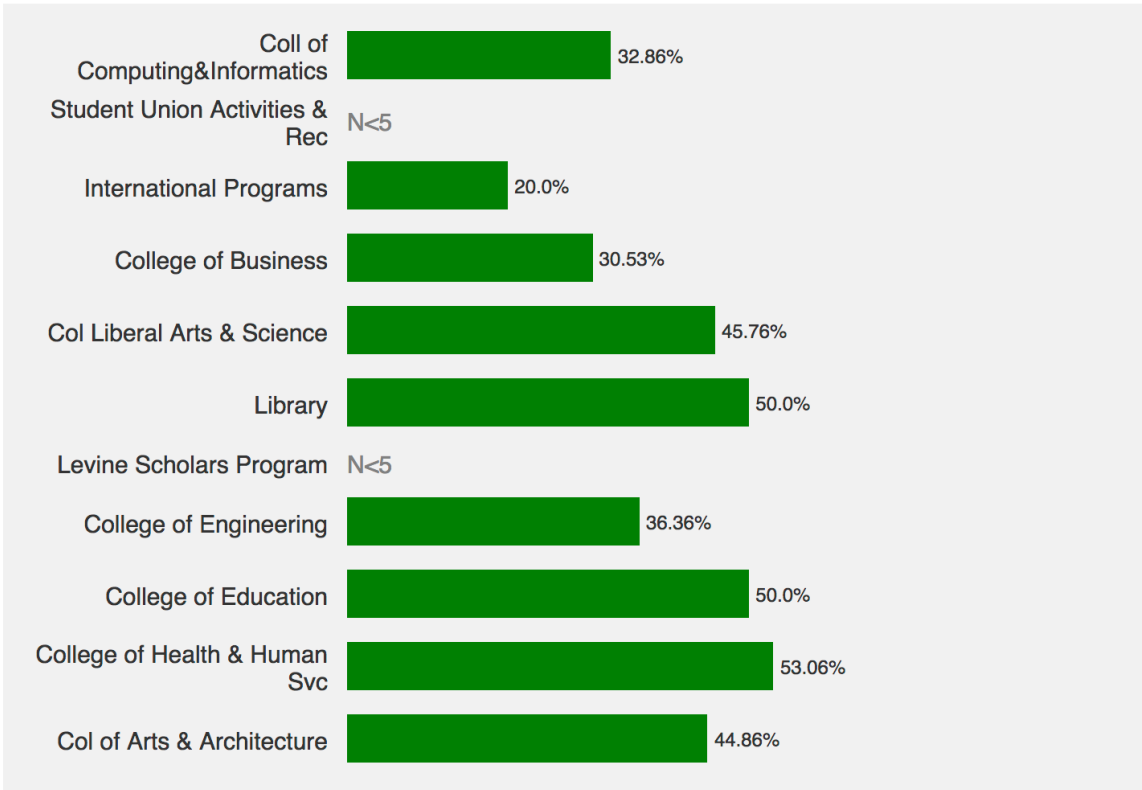
Division	Response Rate
Coll of Computing&Informatics	32.86%
Student Union Activities & Rec	N<5
International Programs	20.0%
College of Business	30.53%
Col Liberal Arts & Science	45.76%
Library	50.0%
Levine Scholars Program	N<5
College of Engineering	36.36%
College of Education	50.0%
College of Health & Human Svc	53.06%
Col of Arts & Architecture	44.86%

BENCHMARKS AT A GLANCE: ALL FACULTY
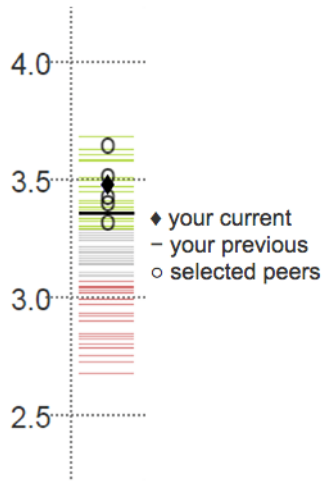
This chart summarizes over a half million data points in benchmark results for your institution relative to peers and the full cohort of COACHE's participating institutions. Each column represents the range of institutional means (not the distribution of individual respondents) along that dimension. Within each chart, you can see your institution's mean score on the benchmark (♦), your institution's prior mean score (—), the mean scores of your five peers (○), and the distribution of the responses of the entire cohort of institutions as signified by the red, grey, and green boxes.

You should be most concerned with the placement of your marker (♦). A score in the red section of the column indicates that your institution ranked in the bottom 30 percent of all institutions. A mark in the green section indicates your faculty rated a benchmark in the top 30 percent of all institutions. A mark in the grey area indicates a "middle-of-the-road" result.

Benchmarks at a Glance › All Faculty

Analysis   Guide

* For help understanding this visualization, see "Guide" tab or [video tutorial on Benchmarks at a Glance](#).
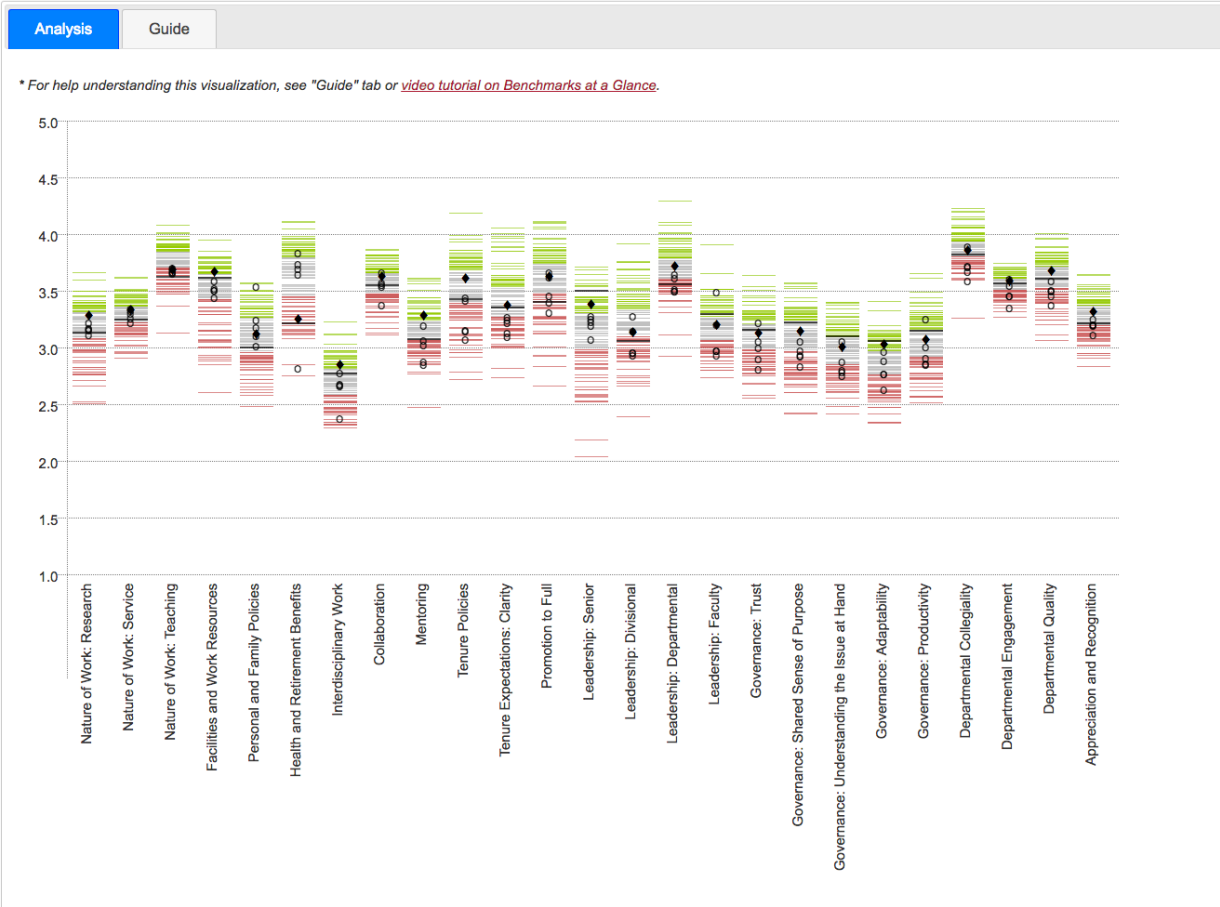
BENCHMARKS AT A GLANCE – DEMOGRAPHIC DATA

Benchmarks at a Glance › All Faculty
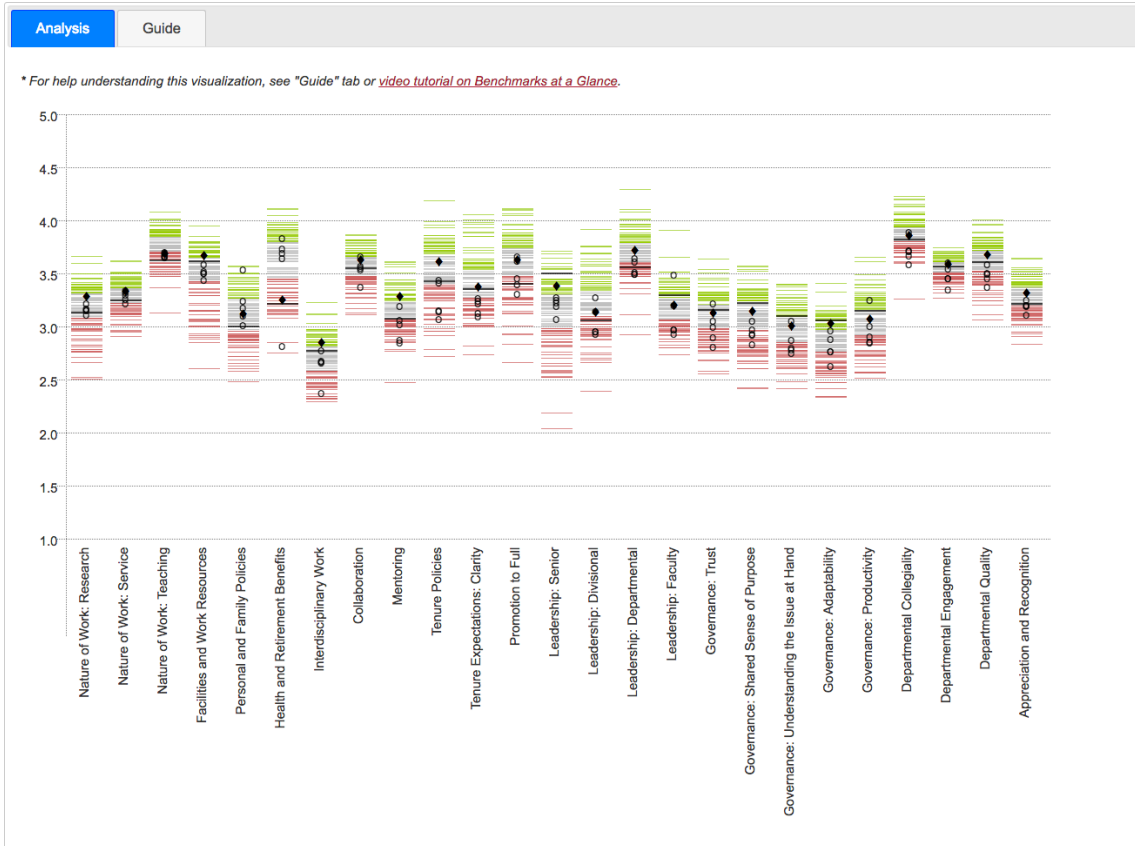
Summary of Benchmarks: ALL FACULTY

Top two: Facilities and Work Resources, Mentoring
Bottom two: Health and Retirement Benefits, Nature of Work - Teaching

Improved since last survey: Majority of benchmarks have improved
Worsened since last survey: Leadership - Senior; Leadership - Faculty; Governance – Shared sense of purpose; Governance – Understanding the issue at hand; Governance - Productivity

Benchmarks at a Glance › Women

Summary of Benchmarks: Women

Top Two: Tenure Policies, Facilities and Work Resources
Bottom Two: Health and Retirement Benefits, Nature of Work- Teaching

Improved since last survey: Majority of Benchmarks
Worsened since last survey: Leadership – Senior, Governance – Shared Sense of Purpose

Benchmarks at a Glance › Men

For help understanding this visualization, see "Guide" tab or video tutorial on Benchmarks at a Glance.

Summary of Benchmarks: Men

Top Two: Facilities and Work Resources, Leadership- Senior
Bottom Two: Health and Retirement Benefits, Tenure Expectations- Clarity

Improved since last survey: Majority of Benchmarks
Worsened since last survey: Tenure expectations – Clarity; Leadership – Faculty; Governance - Productivity

Benchmarks at a Glance › White

* For help understanding this visualization, see "Guide" tab or video tutorial on Benchmarks at a Glance.
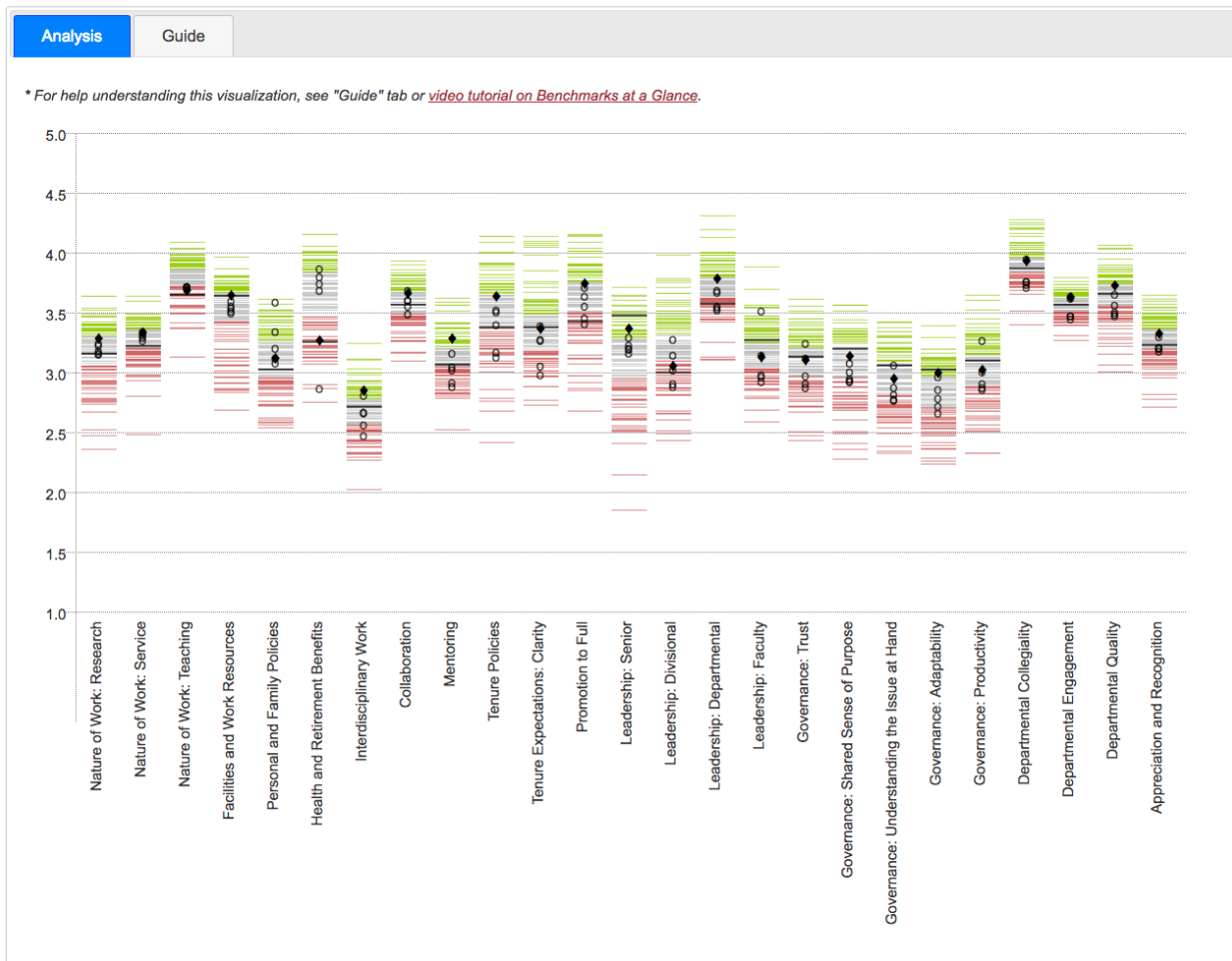
Summary of Benchmarks: White

Top Two: Interdisciplinary work, Mentoring
Bottom Two: Health and Retirement Benefits; Leadership = Divisional and Nature of Work – Teaching (tie)

Improved since last survey: Majority of Benchmarks
Worsened since Last Survey: Leadership – Senior; Leadership – Faculty; Governance – Shared Sense of Purpose; Governance – Understanding the Issue at Hand; Governance - Productivity

Benchmarks at a Glance › Faculty of Color
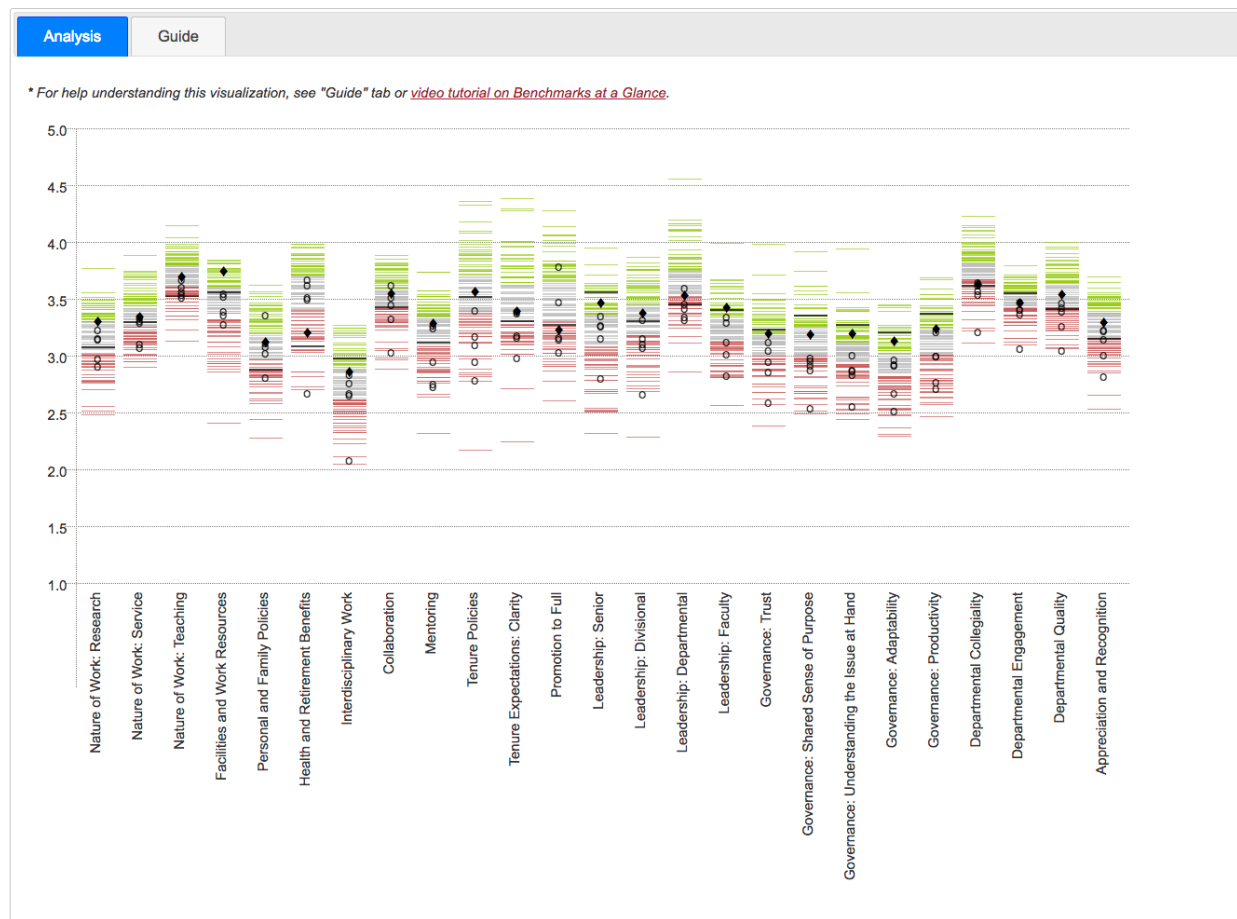
Summary of Benchmarks: Faculty of Color

Top Two: Facilities and Work Resources; Governance- Adaptability and Governance – Understanding the Issues at Hand (tie)
Bottom Two: Health and Retirement Benefits; Promotion to Full

Improved Since last Survey: Majority of Benchmarks
Worsened Since last Survey: Interdisciplinary Work; Leadership – Senior; All Governance Measures except Adaptability; Departmental Engagement

Benchmarks at a Glance › Underrepresented Minorities
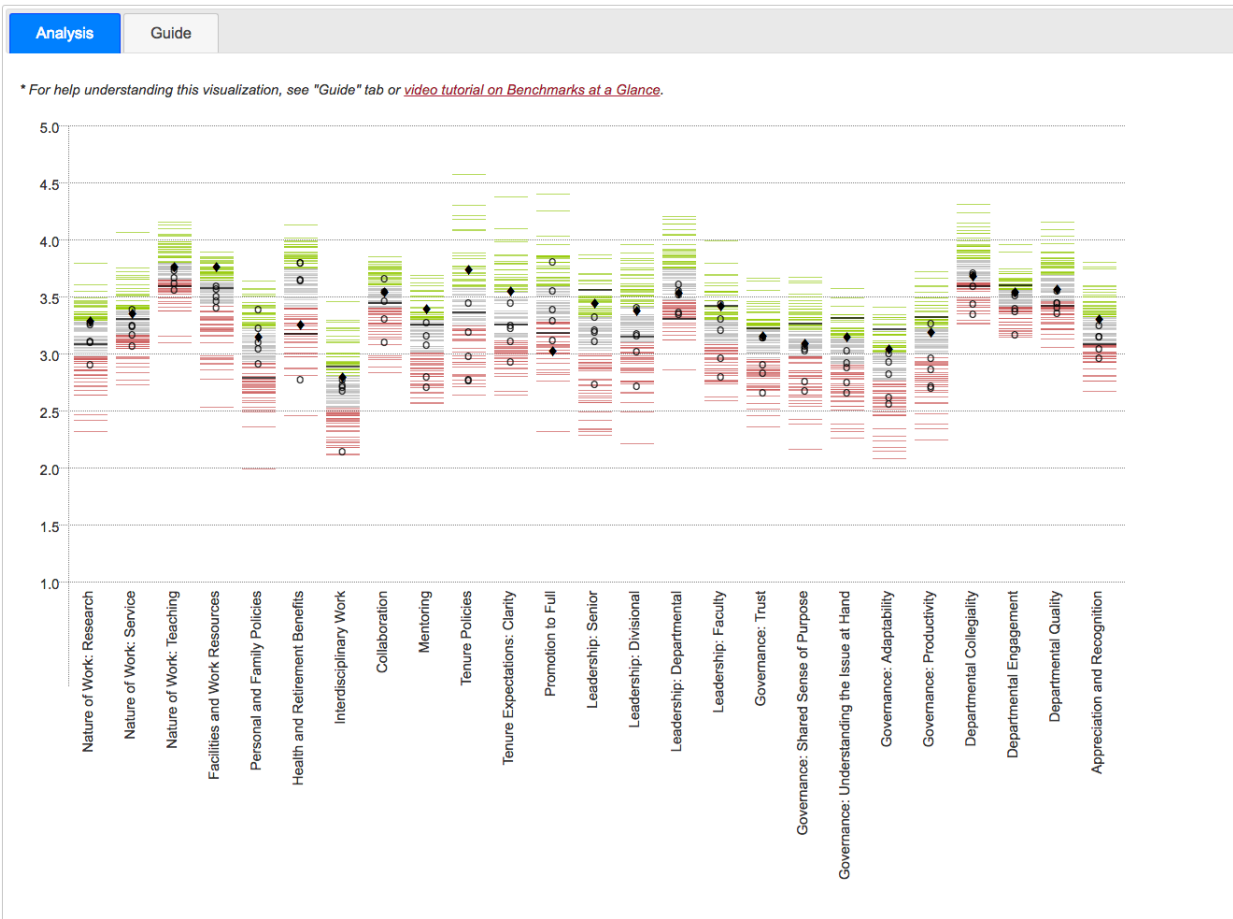
Summary of Benchmarks: Underrepresented Minorities

Top Two: Facilities and Work Resources; Tenure Policies and Leadership Senior and Leadership –
Faculty (Tie)
Bottom Two: Health and Retirement Benefits; Promotion to Full

Improved Since Last Survey: Majority of Benchmarks
Worsened Since Last Survey: Interdisciplinary Work; Promotion to Full; Leadership – Senior; All
Governance Measures

Benchmarks at a Glance › Asian/Asian-American

Analysis   Guide

* For help understanding this visualization, see "Guide" tab or video tutorial on Benchmarks at a Glance.
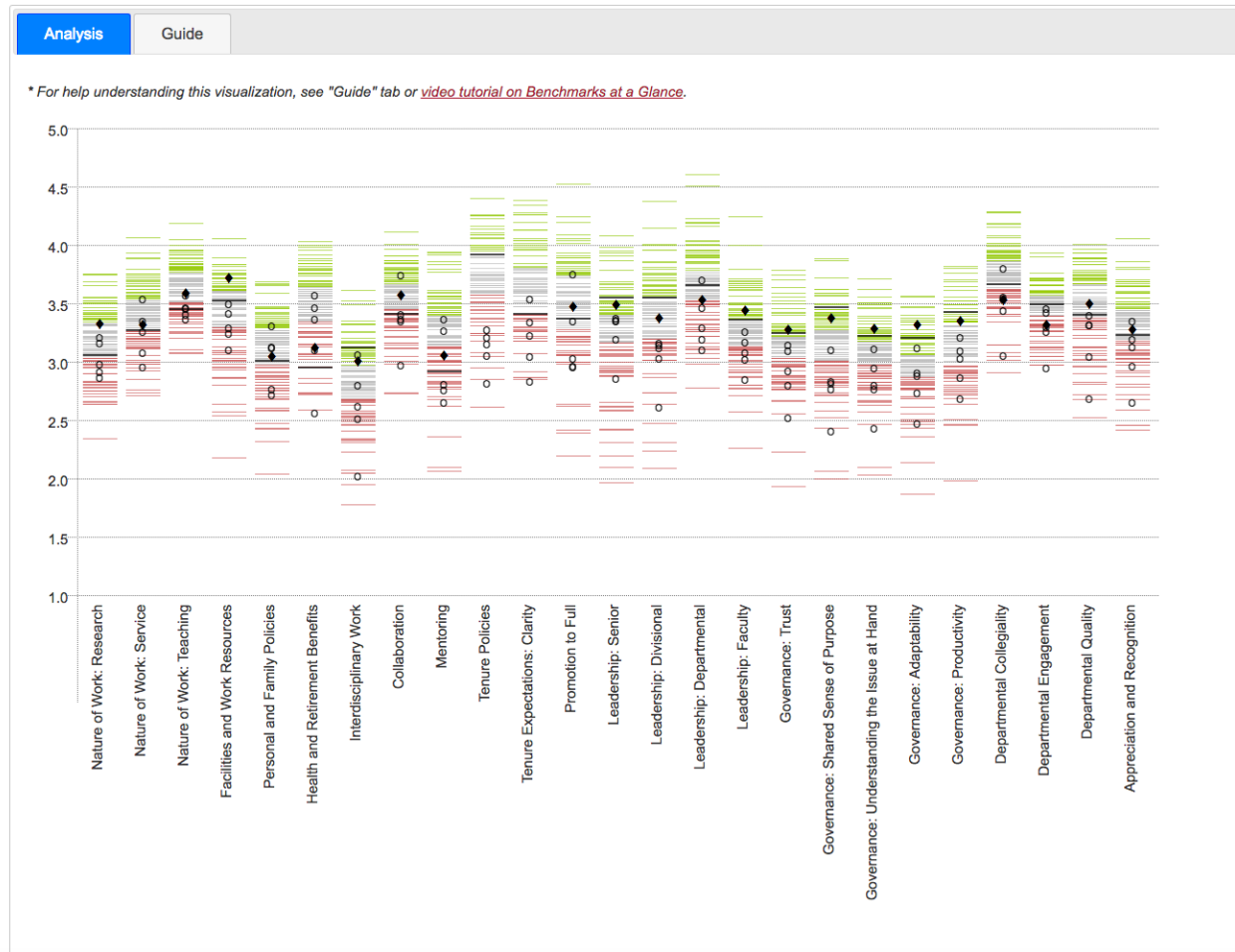
Summary of Benchmarks: Asian/Asian Americans

Top Two: Facilities and Work Resources; Governance- Adaptability
Bottom Two: Mentoring; Department Collegiality

Improved Since Last Survey:
Worsened Since Last Survey: Interdisciplinary Work; Leadership – Divisional, Leadership – Departmental; Governance – Productivity; Department – Collegiality; Department - Engagement

BENCHMARKS AT A GLANCE BY FACULTY RANK

Benchmarks at a Glance › All Faculty
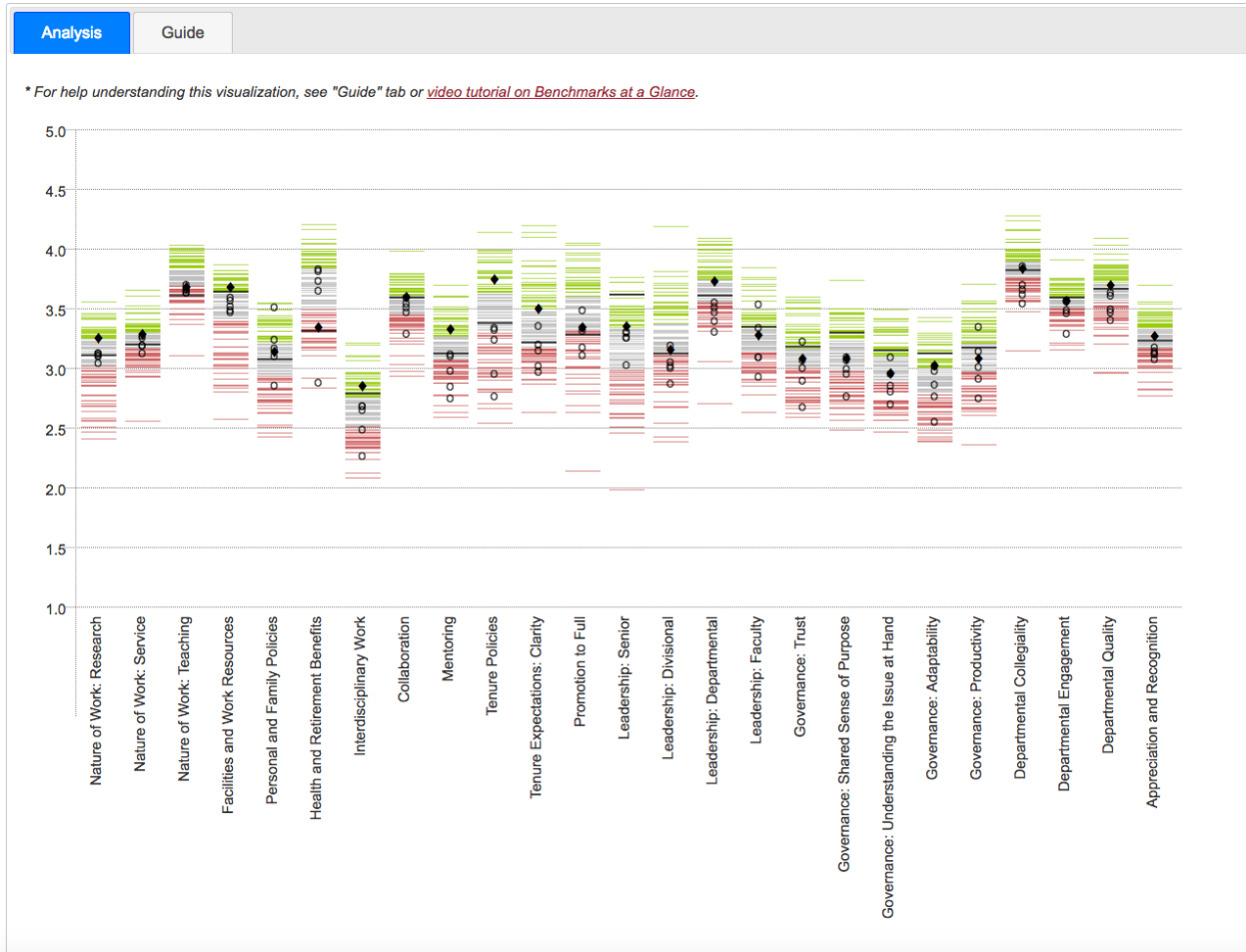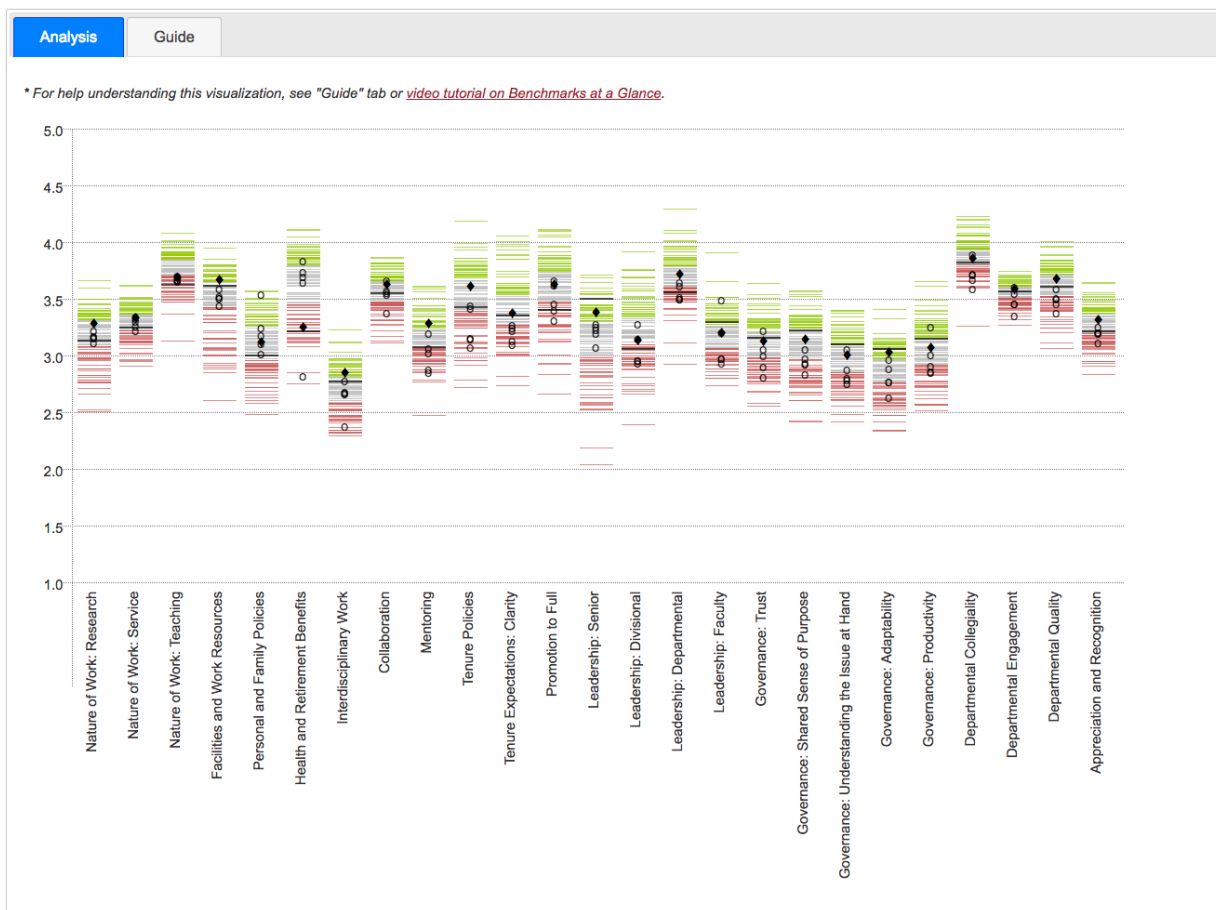

Summary of Benchmarks: ALL FACULTY
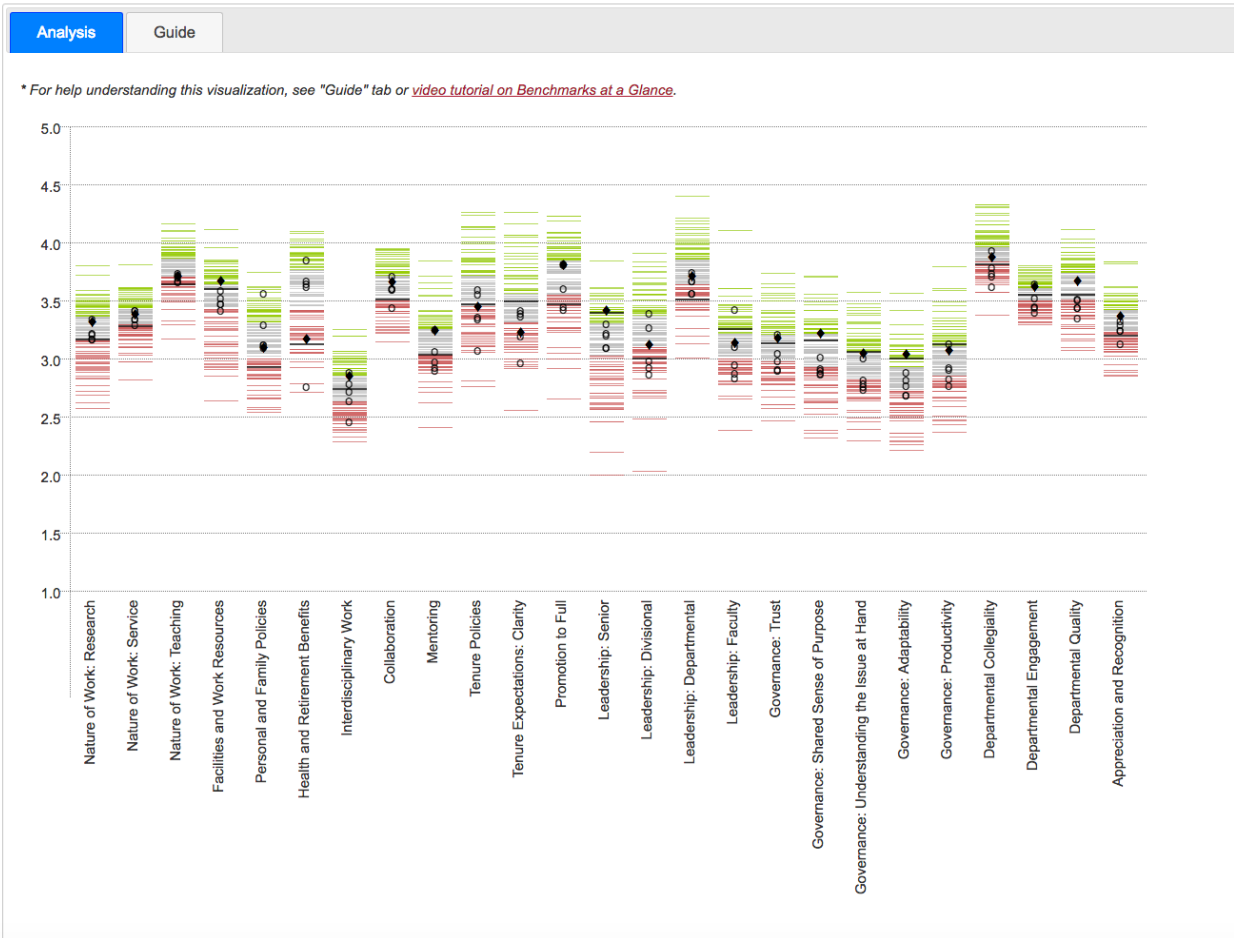
Top two: Facilities and Work Resources, Mentoring
Bottom two: Health and Retirement Benefits, Nature of Work - Teaching

Improved since last survey: Majority of benchmarks have improved
Worsened since last survey: Leadership - Senior; Leadership - Faculty; Governance – Shared sense of purpose; Governance – Understanding the issue at hand; Governance - Productivity

Benchmarks at a Glance › Pre-tenure

Analysis | Guide

For help understanding this visualization, see "Guide" tab or video tutorial on Benchmarks at a Glance.
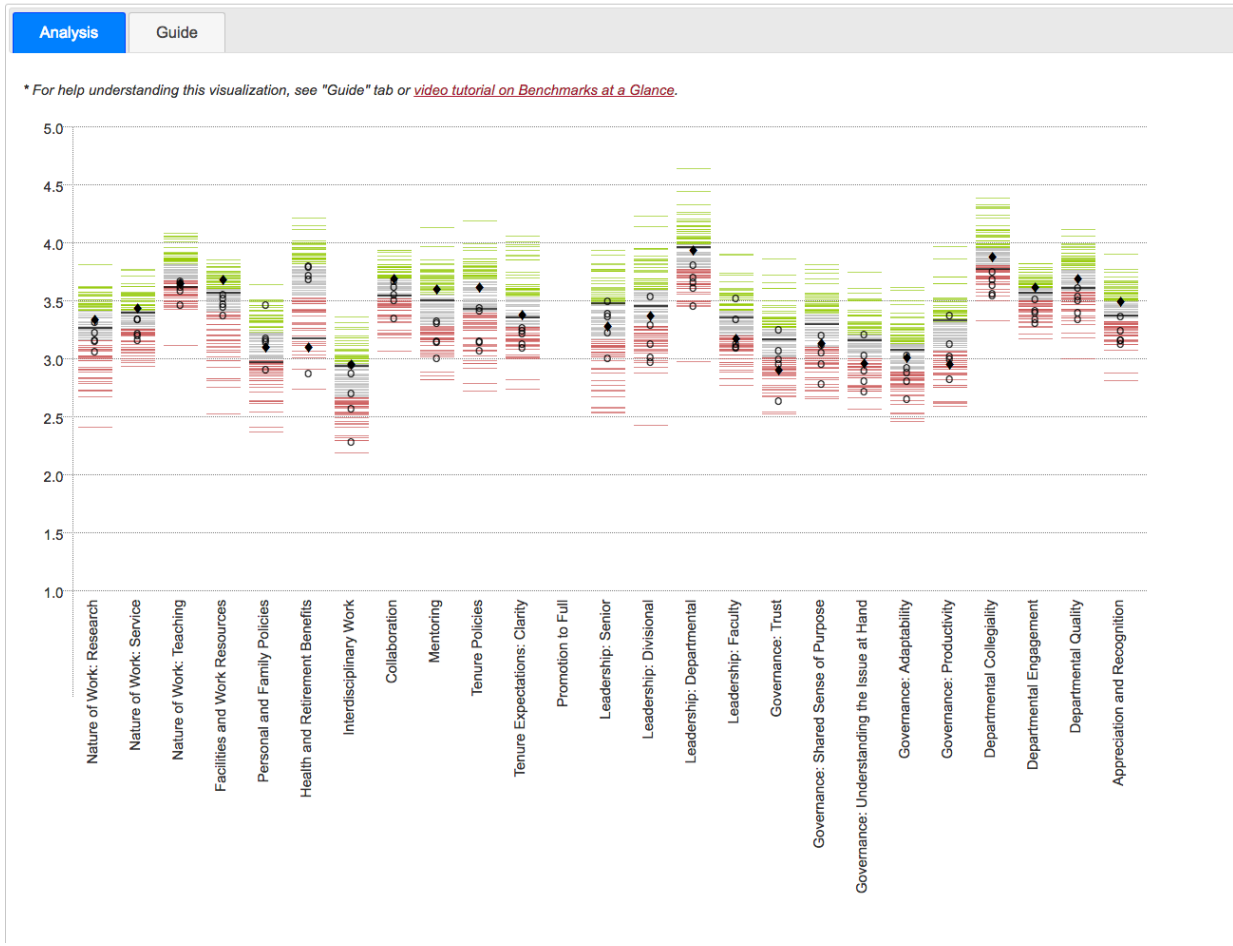
Summary of Benchmarks: Pre- Tenure

Top Two: Facilities and Work Resources; Mentoring and Departmental Engagement (Tie)
Bottom Two: Health and Retirement Benefits; Governance – Trust and Governance – Productivity (Tie)

Improved Since Last Survey: Majority of Benchmarks
Worsened Since Last Survey: Health and Retirement Benefits; Leadership – Divisional; Leadership – Senior; Leadership – Faculty; All Governance Measures

Benchmarks at a Glance › Tenured
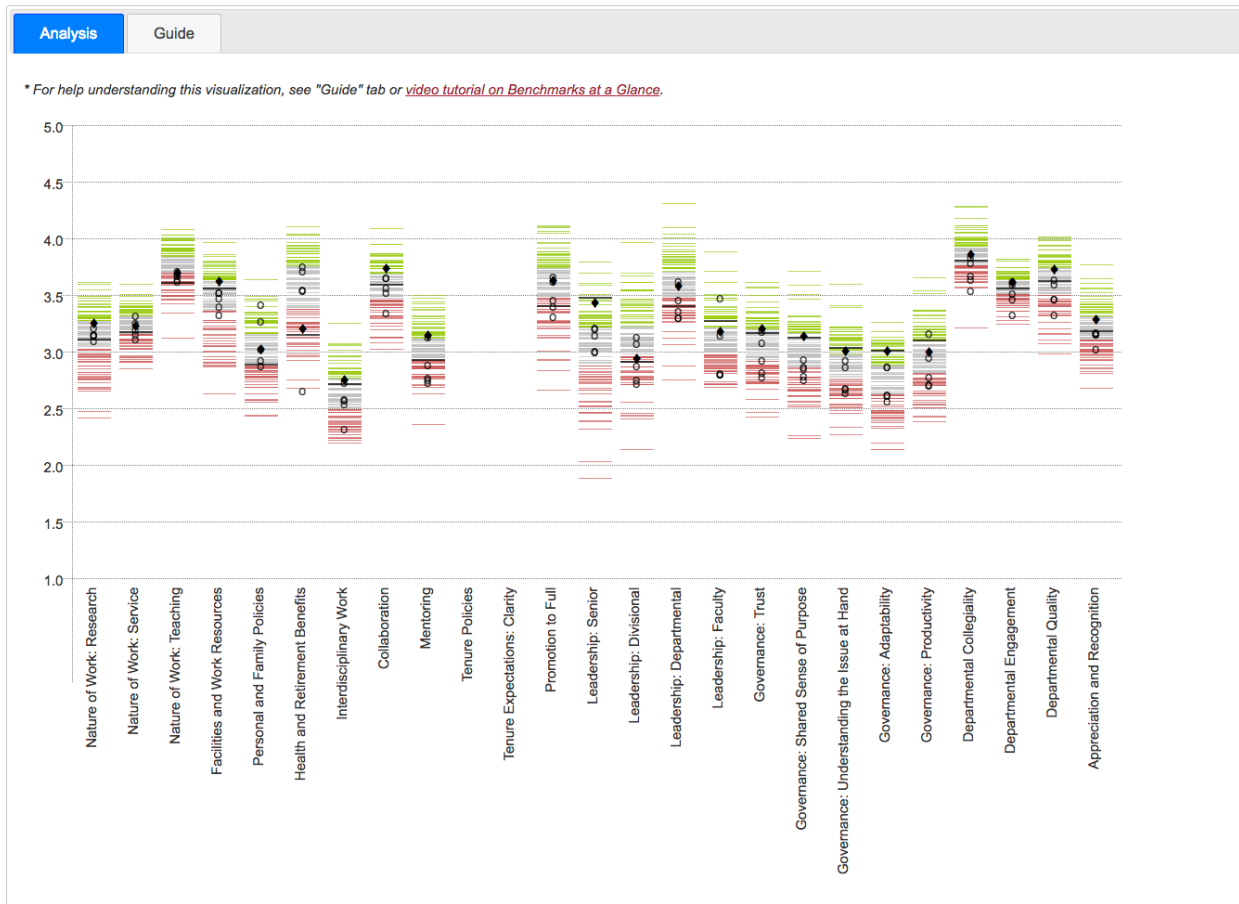
Summary of Benchmarks: Tenured

Top Two: Leadership – Senior; Governance - Adaptability
Bottom Two: Health and Retirement Benefits; Nature of Work – Teaching and Leadership – Divisional (Tie)
Improved Since Last Survey: ALL Benchmarks – except
Worsened Since Last Survey: Governance - Productivity

Benchmarks at a Glance › Associate Professor

* For help understanding this visualization, see "Guide" tab or video tutorial on Benchmarks at a Glance.
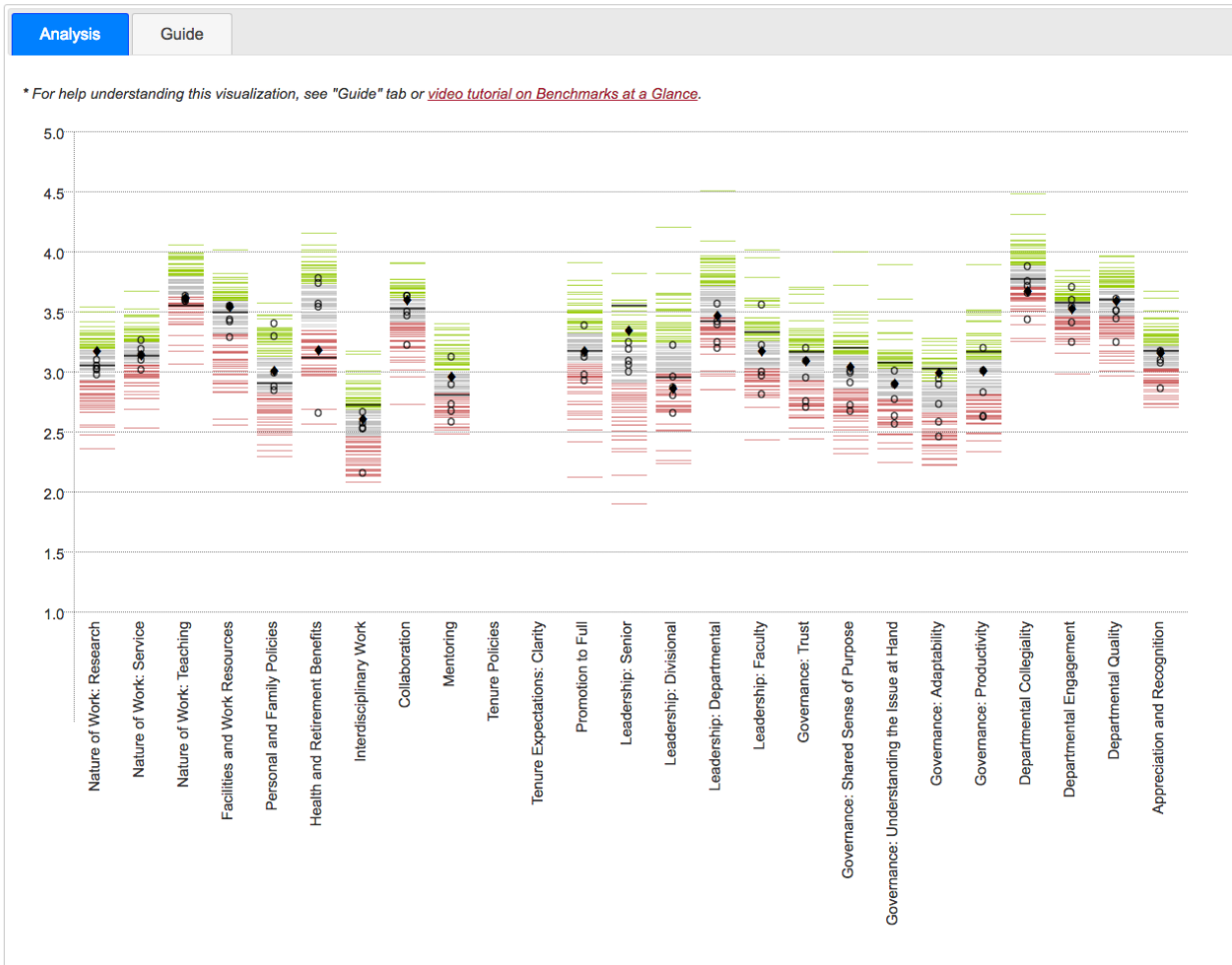
Summary of Benchmarks: Associate Professors

Top Two: Leadership – Senior; Collaboration
Bottom Two: Health and Retirement Benefits; Leadership – Divisional

Improved Since Last Survey: Majority of Measures
Worsenend Since Last Survey: Interdisciplinary Work; Leadership – Senior; Leadersip – Divisional; Leadership – Senior; Leadership – Faculty; All Governance Measures, except Adaptabilty

Benchmarks at a Glance › Full Professor
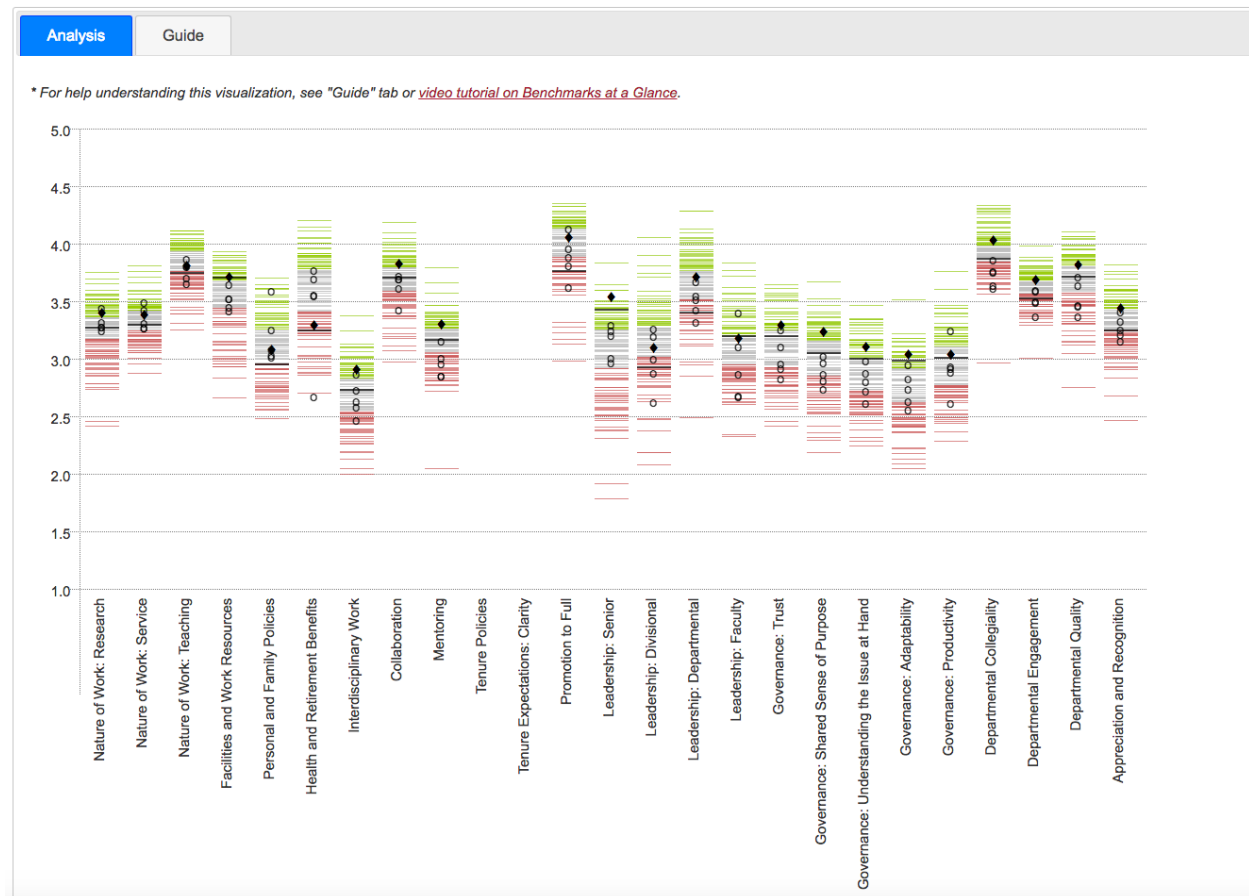
Summary of Benchmarks: Full Professors

Top Two: Leadership – Senior; Department Collegiality [also close to top – All Measures of Governance]
Bottom Two: Health and Retirement Benefits; Nature of Work - Teaching

Improved Since Last Survey: All Measures except Leadership – Faculty [stayed the same]
Worsened Since Last Survey: None

DIVISIONAL ANALYSIS OF COACHE BENCHMARKS

The following graphs summarize the mean scores for the COACHE Benchmarks by Academic Division i.e. Colleges

ALL COLLEGES

Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

* For help understanding this visualization, see video tutorial on Divisional Analysis.
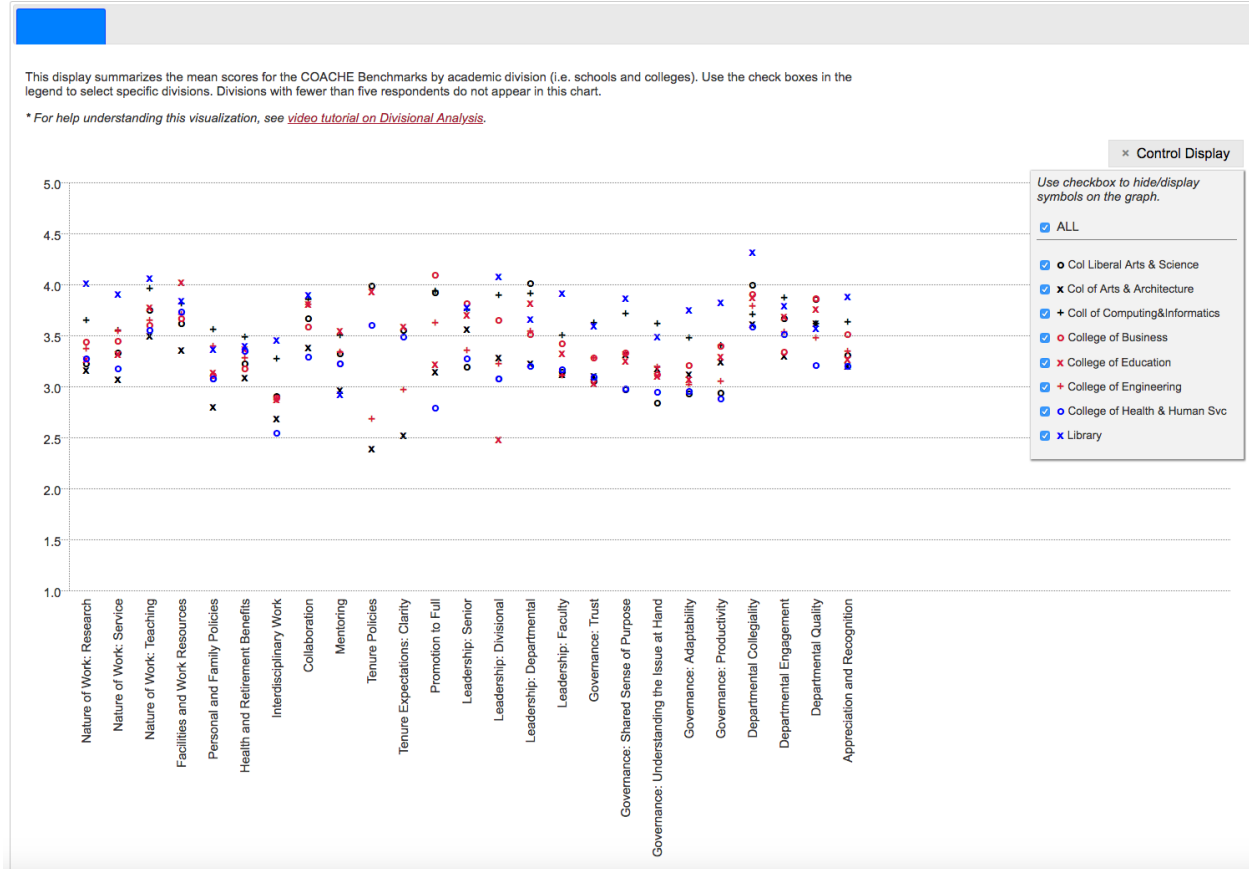
COLLEGE OF LIBERAL ARTS AND SCIENCE

Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

For help understanding this visualization, see video tutorial on Divisional Analysis.
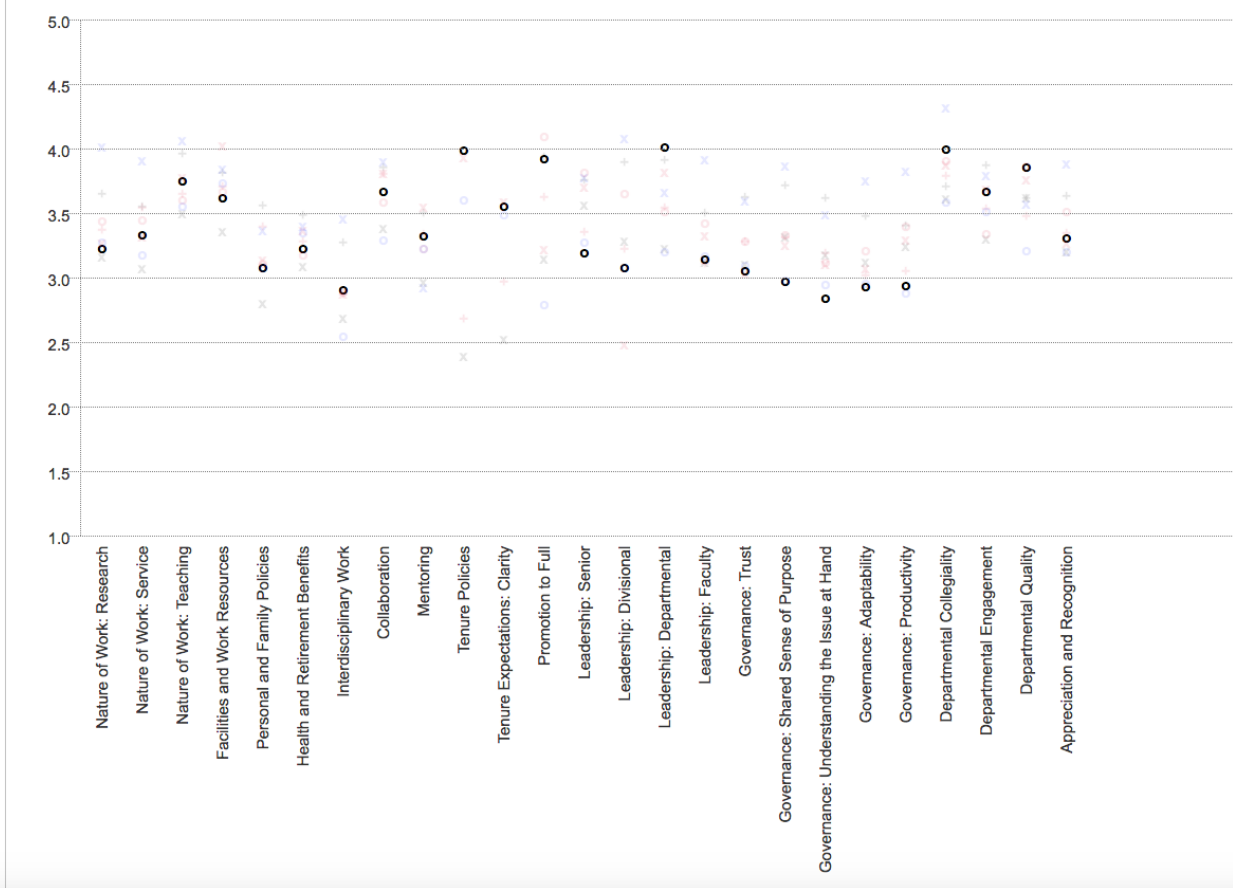
Summary: CLAS

Top Two: Leadership- Department and Departmental Collegiality and Tenure Policies [Very close]
Bottom Two: Governance – Understanding issues at Hand; Interdisciplinary Work

COLLEGE OF ARTS AND ARCHITECTURE

Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

For help understanding this visualization, see video tutorial on Divisional Analysis.
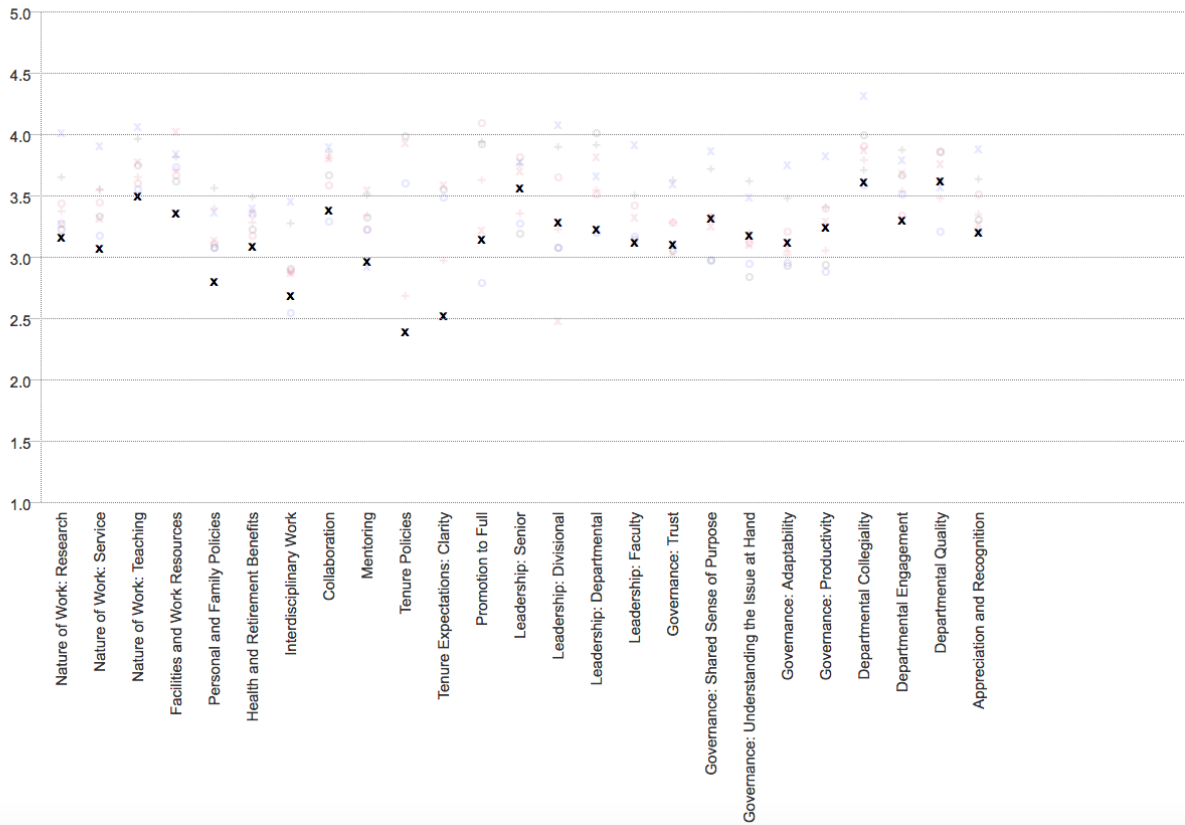
Summary: College of Arts and Architecture

Top Two: Department – Collegiality; Department Quality
Bottom Two: Tenure Policies; Tenure Expectations

COLLEGE OF COMPUTING AND INFORMATICS
Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

For help understanding this visualization, see video tutorial on Divisional Analysis.
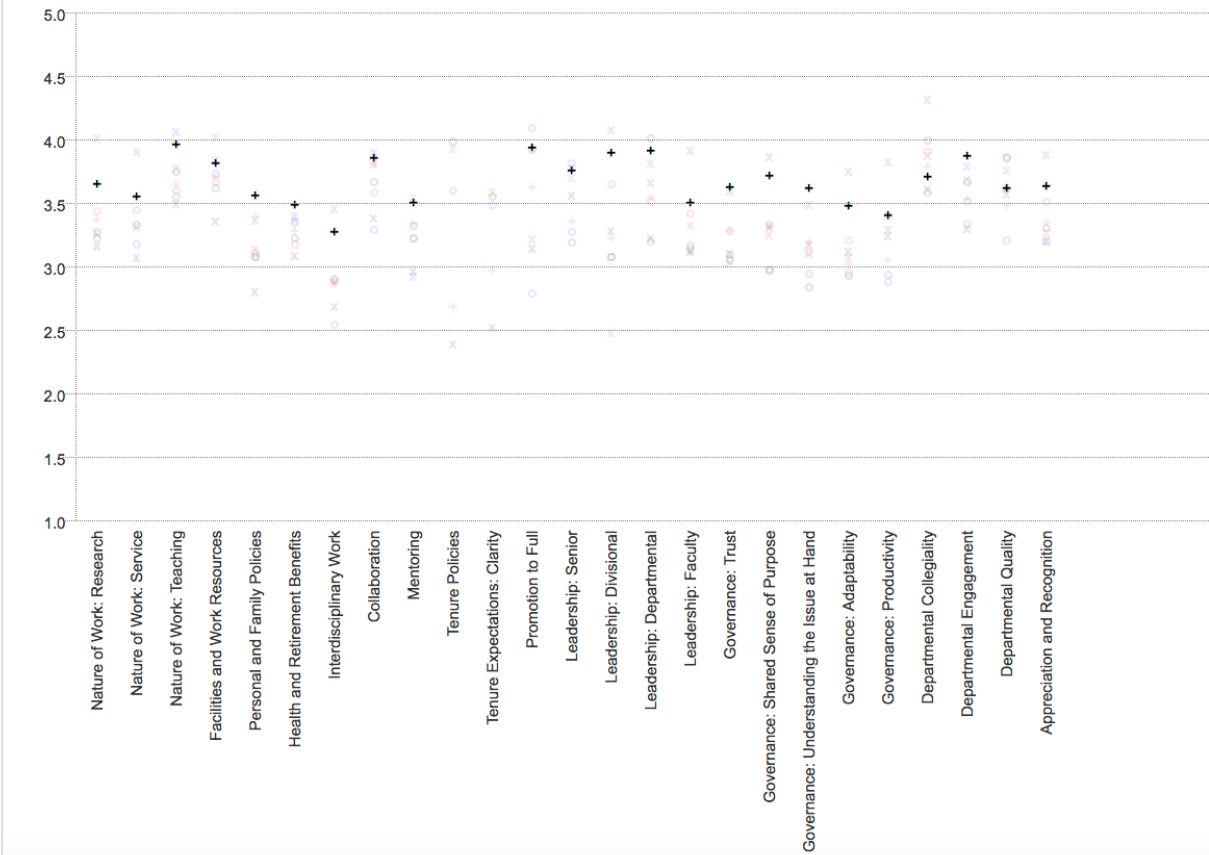
Summary: College of Computing and Informatics

Top Two: Nature of Work – Teaching, Promotion to Full
Bottom Two: Interdisciplinary Work; Governance - Productivity

COLLEGE OF EDUCATION
Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

* For help understanding this visualization, see _video tutorial on Divisional Analysis_.
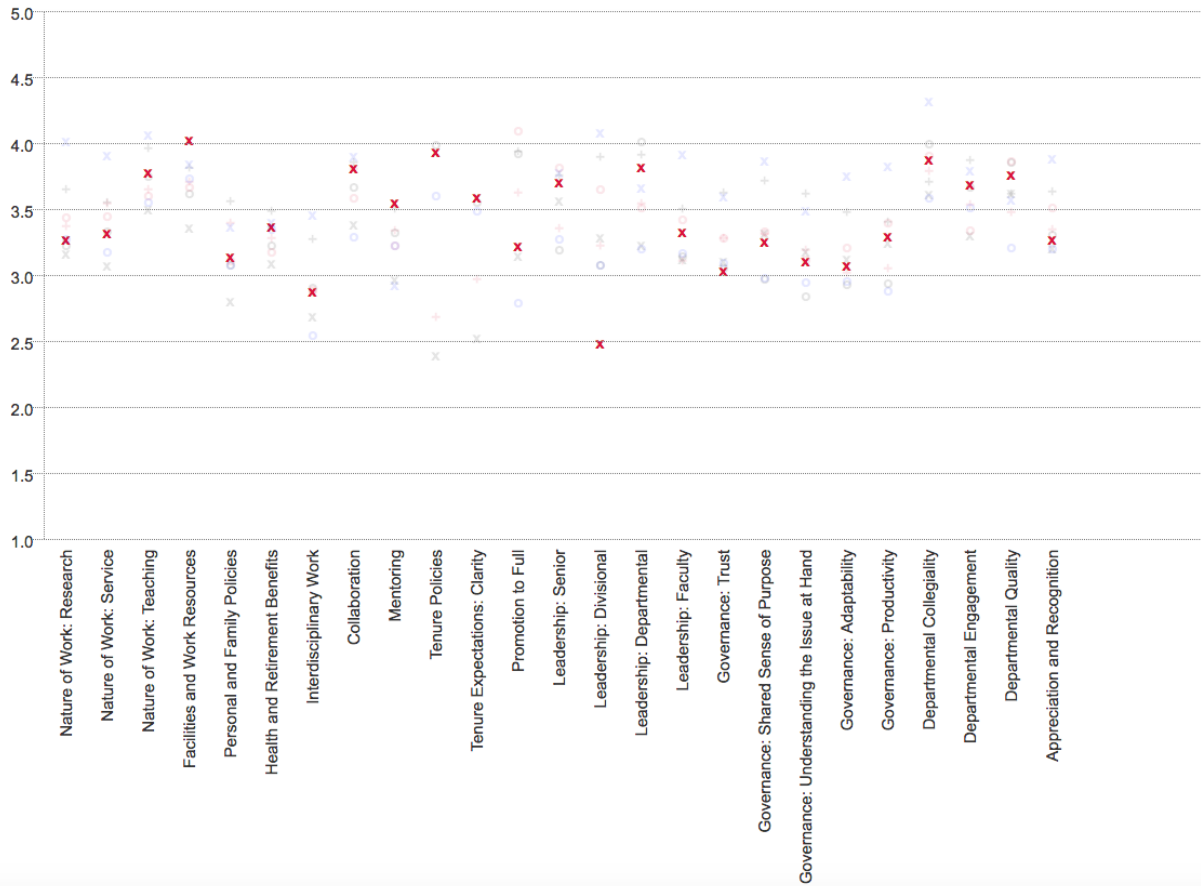
Summary – College of Education

Top Two: Facilities and Work Resources; Tenure Policies
Bottom Two: Leadership – Divisional; Interdisciplinary Work

COLLEGE OF ENGINEERING

Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

For help understanding this visualization, see video tutorial on Divisional Analysis.
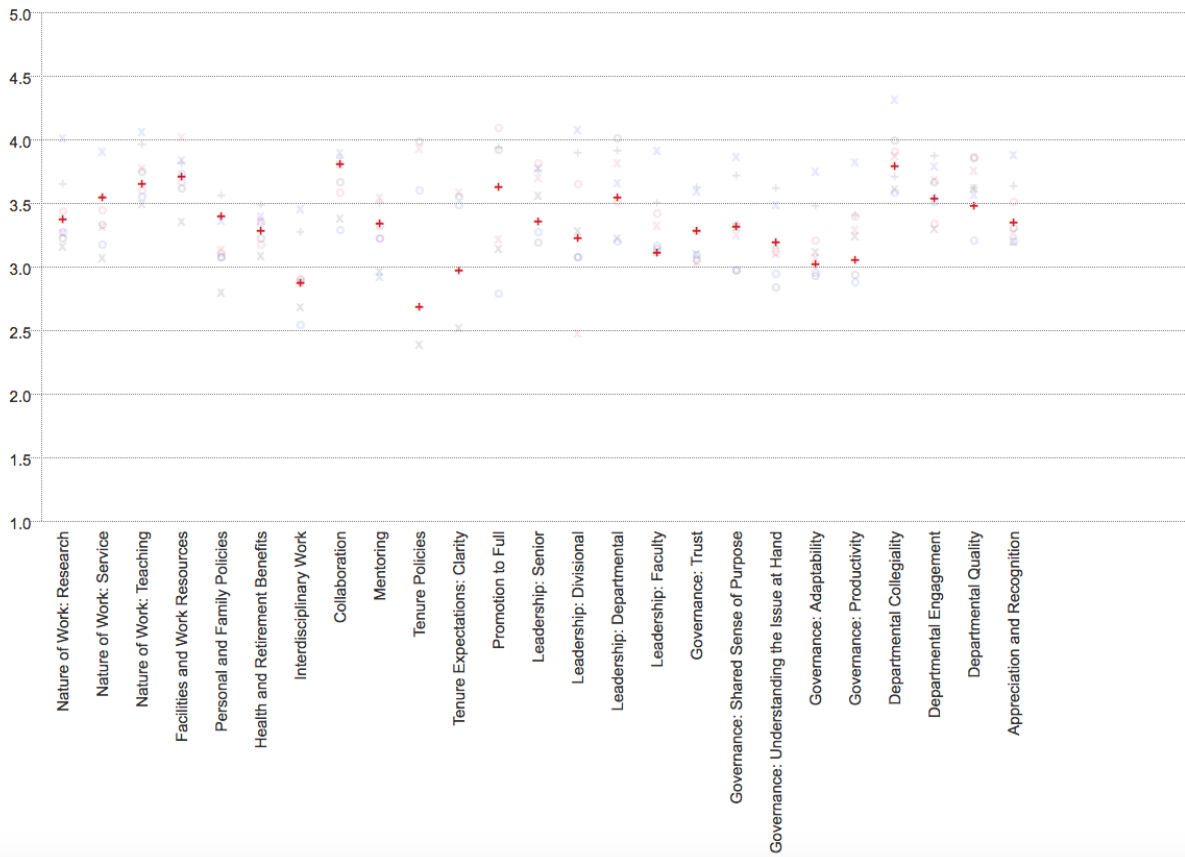
Summary: Engineering

Top Two: Departmental Collegiality; Collaboration
Bottom Two: Tenure Policies; Interdisciplinary Work

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COLLEGE OF HEALTH AND HUMAN SERVICES

Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

For help understanding this visualization, see video tutorial on Divisional Analysis.
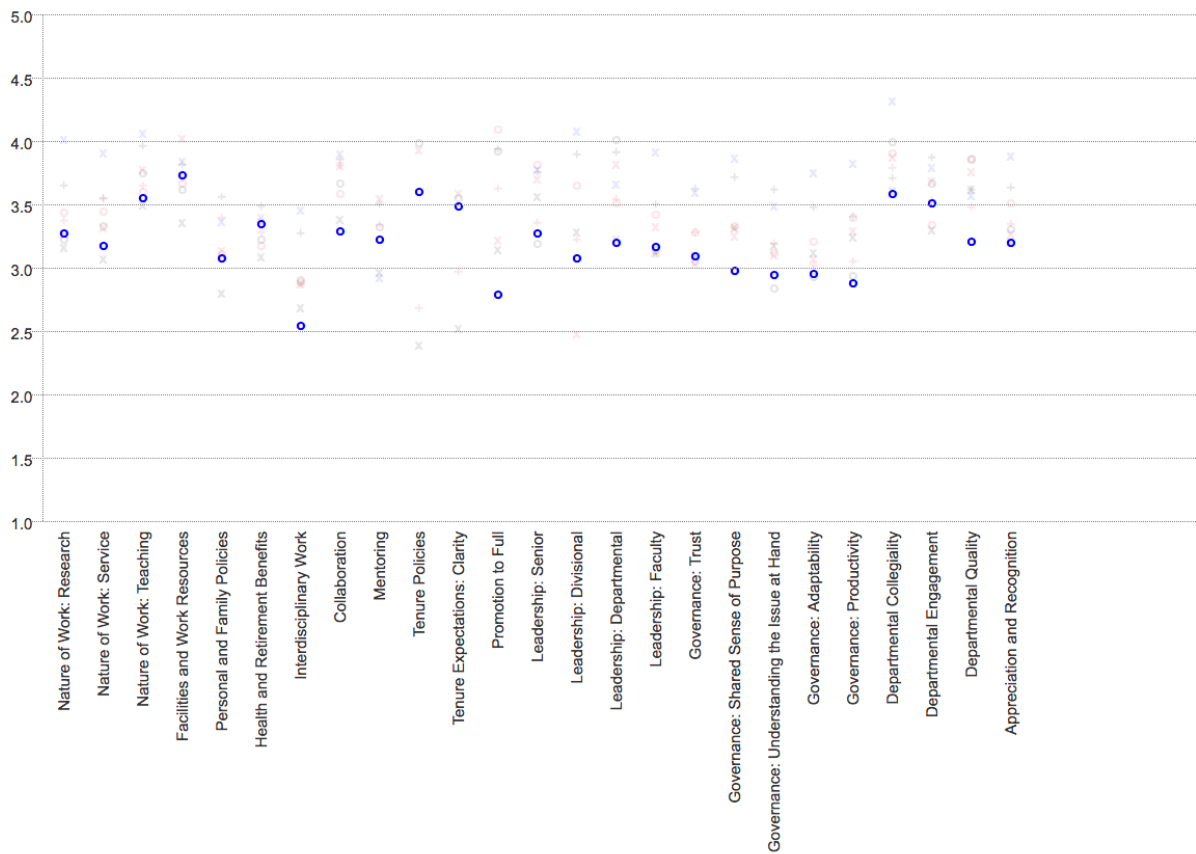
Summary: College of Health and Human Services

Top Two: Facilities and Work Resources
Bottom Two: Interdisciplinary Work; Promotion to Full

COLLEGE OF BUSINESS

Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

For help understanding this visualization, see video tutorial on Divisional Analysis.
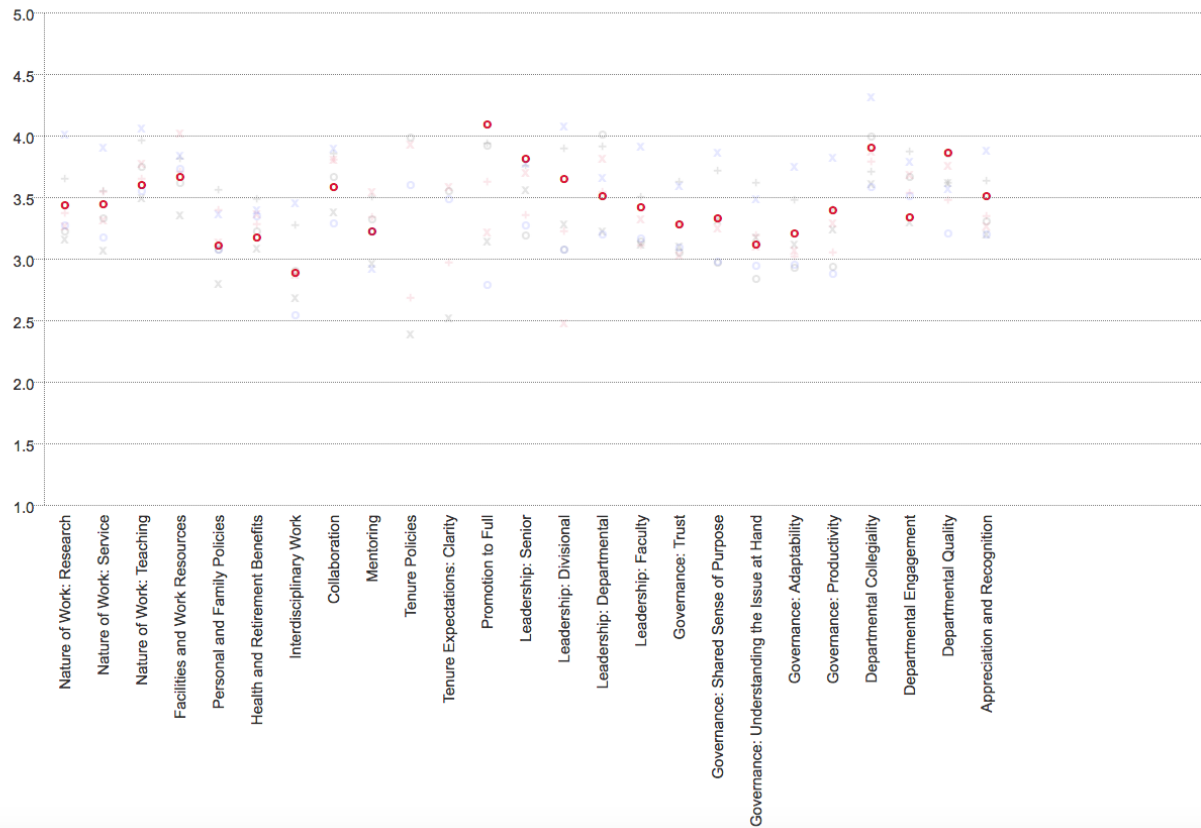
Summary: College of Business

Top Two: Promotion to Full; Departmental Collegiality
Bottom Two: Interdisciplinary Work; Personal and Family Policies and Governance – Understanding the Issues at Hand (Tie)

LIBRARY

Divisional Analysis

This display summarizes the mean scores for the COACHE Benchmarks by academic division (i.e. schools and colleges). Use the check boxes in the legend to select specific divisions. Divisions with fewer than five respondents do not appear in this chart.

For help understanding this visualization, see video tutorial on Divisional Analysis.
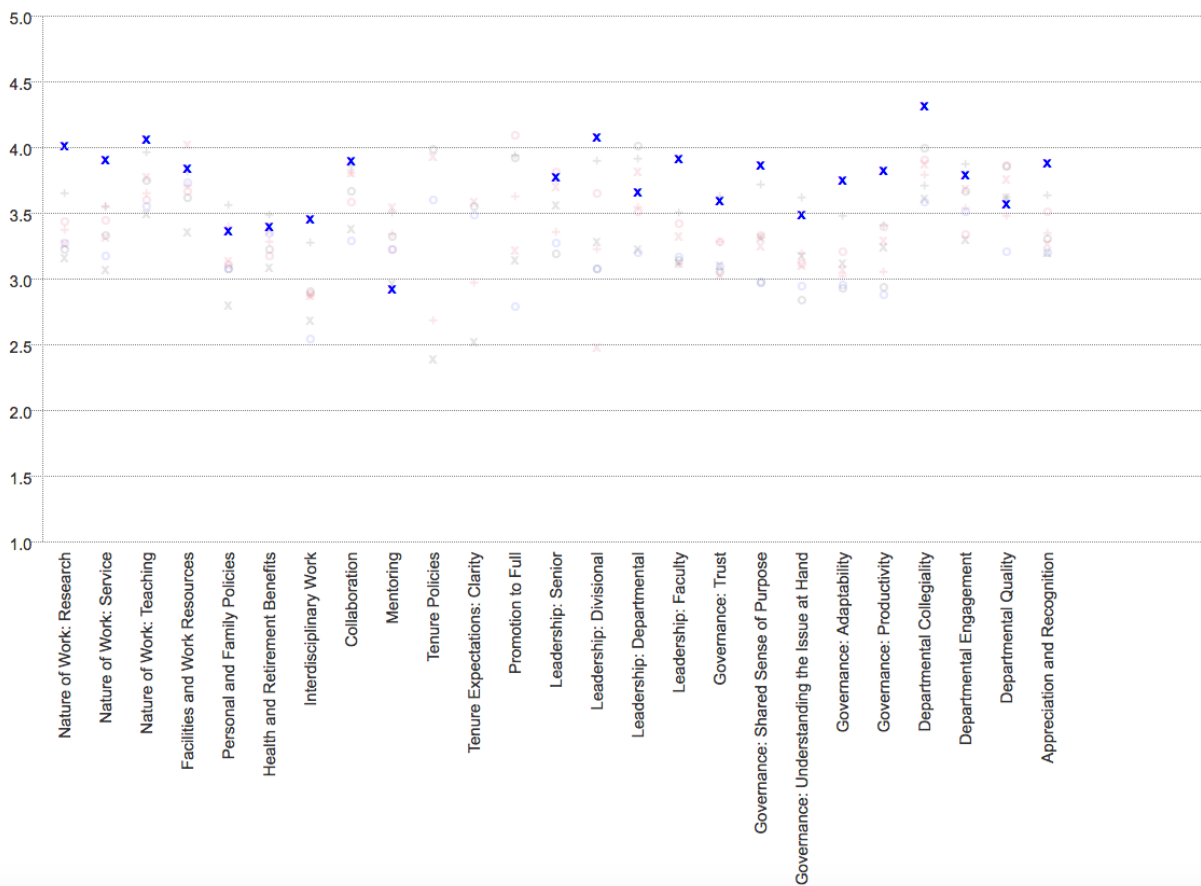
Summary: Library

Top Two: Department – Collegiality; Leadership – Divisional and Nature of Work – Teaching (Tie)
Bottom Two: Mentoring; Facilities and Work Resources and Personal and Family Policies (Tie)

BENCHMARKS DASHBOARD: DEMOGRAPHIC AND DISCIPLINARY ANALYSIS

- After reviewing the Benchmarks Dashboards (above), you will have a sense of where, generally, faculty are most, moderately, and least satisfied.
- Each Benchmark is made up of **several survey items** that are related to the theme.
- To understand these benchmarks fully, you must explore the individual items within them.

The Benchmarks Dashboard Tables (below) display survey results for the individual items nested in each benchmark

* Also see *video tutorial on Benchmarks Dashboard*.

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.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
Health and retirement benefits	3.43	◀▶	◁▷	◀▶	◀▶	◁▷	◁▷	◀▶	◀▶	◁▷
Interdisciplinary work	3.00	◁▷	◁▷	◀▷	◁▷	◁▷	◁▷	◀▷	◀▷	◁▷
Collaboration	3.46	◀▷	◀▷	◀▷	◀▷	◀▷	◀▷	◀▷	◀▷	◁▷
Mentoring	3.18	◁▷	◁▷	◁▷	◁▷	◀▷	◁▷	◁▷	◁▷	◀▷
Tenure policies	3.64	◁▷	N/A	◁▷	N/A	N/A	◁▷	◁▷	◁▷	N<5
Tenure clarity	3.33	◀▷	N/A	◀▷	N/A	N/A	◀▷	◀▷	◀▷	N<5

What do these triangles mean?

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

Your ranking among peers:		Your percentile among your cohort:
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.

BENCHMARK DATA WITHOUT BREAKDOWN OF ITEMS WITHIN THE THEMES

DEMOGRAPHIC ANAYLSIS

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
		Your results compared to PEERS ◀ Your results compared to COHORT ▶						Areas of strength in **GREEN** Areas of concern in **RED**					
Nature of Work: Research	3.28	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Nature of Work: Service	3.33	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Nature of Work: Teaching	3.69	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Facilities and Work Resources	3.67	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Personal and Family Policies	3.11	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Health and Retirement Benefits	3.25	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Interdisciplinary Work	2.84	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Collaboration	3.63	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Mentoring	3.28	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Tenure Policies	3.61	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N<5	◀▶
Tenure Expectations: Clarity	3.37	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N<5	◀▶
Promotion to Full	3.62	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Senior	3.38	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Divisional	3.13	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Departmental	3.72	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Faculty	3.20	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Trust	3.12	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Shared Sense of Purpose	3.14	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Understanding the Issue at Hand	3.00	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Adaptability	3.02	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Governance: Productivity	3.06	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Departmental Collegiality	3.86	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Departmental Engagement	3.59	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Departmental Quality	3.68	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Appreciation and Recognition	3.31	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

BENCHMARK DATA WITHOUT BREAKDOWN OF ITEMS WITHIN THE THEMES

DISCIPLINARY ANALYSIS

* For help understanding this visualization, see "Guide" tab.
* To see the full name of column header, hover pointer over short name in external comparison column header.

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

Areas of strength in GREEN
Areas of concern in RED

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Nature of Work: Research	3.28								N<5	N<5				
Nature of Work: Service	3.33								N<5	N<5				
Nature of Work: Teaching	3.69								N<5	N<5				
Facilities and Work Resources	3.67								N<5	N<5				
Personal and Family Policies	3.11								N<5	N<5				
Health and Retirement Benefits	3.25								N<5	N<5				
Interdisciplinary Work	2.84								N<5	N<5				
Collaboration	3.63								N<5	N<5				
Mentoring	3.28								N<5	N<5				
Tenure Policies	3.61				N<5	N<5			N<5	N<5	N<5			N<5
Tenure Expectations: Clarity	3.37				N<5	N<5			N<5	N<5	N<5			N<5
Promotion to Full	3.62								N<5	N<5				
Leadership: Senior	3.38								N<5	N<5				
Leadership: Divisional	3.13								N<5	N<5				
Leadership: Departmental	3.72								N<5	N<5				
Leadership: Faculty	3.20								N<5	N<5				
Governance: Trust	3.12								N<5	N<5				
Governance: Shared Sense of Purpose	3.14								N<5	N<5				
Governance: Understanding the Issue at Hand	3.00								N<5	N<5				
Governance: Adaptability	3.02								N<5	N<5				
Governance: Productivity	3.06								N<5	N<5				
Departmental Collegiality	3.86								N<5	N<5				
Departmental Engagement	3.59								N<5	N<5				
Departmental Quality	3.68								N<5	N<5				
Appreciation and Recognition	3.31								N<5	N<5				

BENCHMARK DATA WITH BREAKDOWN OF ITEMS WITHIN THE THEMES

THEMATIC ANALYSES

Nature of Work: Research
Guiding Principles

Faculty satisfaction with research is a function not just of the time faculty members have to commit to research, but importantly, of the clarity and consistency of institutional expectations for research productivity and the resources colleges and universities provide faculty to meet them. When faculty are criticized for falling short of others' expectations for research, consider the demands, obstacles, mixed signals, and lack of meaningful support that may be undermining their ability to do their best work.

The COACHE instrument invites faculty to assess the environmental qualities conducive to research productivity. The questions are designed to be agnostic on institutional type (e.g., research university, liberal arts college) and research area (in the disciplines, creative work, the scholarship of teaching and learning). It is in the analysis where participating colleges and universities can determine whether faculty feel they are being supported in fulfilling the expectations of them.

Nature of Work: Teaching
Guiding Principles

Among the core areas of faculty work explored by the COACHE survey, teaching--and the supports institutions provide faculty to teach well--is bound by significant constraints, but also by great opportunities. The challenge for every faculty member is to strike a balance between institutional expectations for teaching and the time and ability available to invest in it.

Dissatisfaction can occur when expectations for teaching are unreasonable or contrary to what faculty were promised at the point of hire, when institutional support is lacking, or when the distribution of work is inequitable. Time is the common denominator: if expectations for teaching outstrips the time available to meet them, morale and productivity can suffer.

When considering COACHE results on this benchmark, keep in mind that our instrument measures not teaching load, but faculty satisfaction with teaching load. While reducing teaching load is often "off the table" as a short-term fix, increasing faculty

satisfaction with teaching load can be accomplished through workshops and seminars about improving teaching, mentoring students, using instructional technologies, and experimenting with new pedagogical techniques. These opportunities may be housed in centers of teaching and learning (or of "faculty success" or "faculty excellence"), where other resources and advice are dispensed by seasoned experts. The implementation of and communication about these supports can increase faculty satisfaction with the nature of teaching.

Most COACHE institutions with exemplary results on this benchmark had a number of qualities in common. They make expectations for teaching clear from the point of hire.

Nature of Work: Service
Guiding Principles
Among the top three responsibilities of the tenure--stream faculty--but almost always the third--service is infused in the ethos of shared governance and the DNA of faculty life. In COACHE focus groups, faculty included in their definition of their most "vital" colleagues an engagement in service to the discipline and university. Yet, tenured faculty expressed their dissatisfaction with their service work: too many committees doing unfulfilling work, too many reports sitting unread on administrators' shelves, and too many good soldiers picking up the slack of faculty colleagues who, whether by influence or incompetence, seem always to evade service commitments. Meanwhile, college and universities are often encouraged as a best practice to "protect" pre-tenure faculty from too many time commitments outside of the teaching and research that will make their tenure case. The aggregate result is a gulf between institutional expectations for service and the recognition it receives in evaluations of faculty.

The COACHE survey instrument invites faculty to explore these tensions with questions about the quantity, quality, and equitable distribution of their service work broadly defined, as well as their institutions' efforts to help faculty be service leaders and sustain their other commitments as faculty. In follow-up interviews with faculty and institutional leaders, a common refrain emerged: faculty are eager to participate not in more service, but in more meaningful service, and we must do better to engage and to reward those contributions.

NATURE OF WORK: DEMOGRAPHIC ANALYSIS

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

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

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Nature of Work: Research	3.28												
Time spent on research	3.40												
Expectations for finding external funding	3.16												
Influence over focus of research	4.15												
Quality of grad students to support research	3.06												
Support for research	3.12												
Support for engaging undergrads in research	3.16												
Support for obtaining grants (pre-award)	3.15												
Support for maintaining grants (post-award)	3.02												
Support for securing grad student assistance	2.85												
Support for travel to present/conduct research	3.54												
Availability of course release for research	2.85												
Nature of Work: Service	3.33												
Time spent on service	3.46												
Support for faculty in leadership roles	2.95												
Number of committees	3.45												
Attractiveness of committees	3.40												
Discretion to choose committees	3.51												
Equitability of committee assignments	3.11												
Number of student advisees	3.65												
Support for being a good advisor	2.98												
Equity of the distribution of advising responsibilities	3.08												
Nature of Work: Teaching	3.69												
Time spent on teaching	3.89												
Number of courses taught	3.83												
Level of courses taught	4.01												
Discretion over course content	4.25												
Number of students in classes taught	3.63												
Quality of students taught	3.17												
Equitability of distribution of teaching load	3.26												
Quality of grad students to support teaching	3.28												
Teaching schedule	3.98												
Support for teaching diverse learning styles	3.72												
Support for assessing student learning	3.68												
Support for developing online/hybrid courses	3.55												
Support for teaching online/hybrid courses	3.57												
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--
Time spent on outreach	3.58												
Time spent on administrative tasks	3.06												
Ability to balance teaching/research/service	3.26												

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Nature of Work › Disciplinary Analysis

Analysis	Guide

* For help understanding this visualization, see "Guide" tab.
* To see the full name of column header, hover pointer over short name in external comparison column header.

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

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

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Nature of Work: Research	3.28								N<5	N<5				
Time spent on research	3.40								N<5	N<5				
Expectations for finding external funding	3.16								N<5	N<5				
Influence over focus of research	4.15								N<5	N<5				
Quality of grad students to support research	3.06						N<5		N<5	N<5				
Support for research	3.12								N<5	N<5				
Support for engaging undergrads in research	3.16								N<5	N<5				
Support for obtaining grants (pre-award)	3.15								N<5	N<5				
Support for maintaining grants (post-award)	3.02								N<5	N<5				
Support for securing grad student assistance	2.85								N<5	N<5				
Support for travel to present/conduct research	3.54								N<5	N<5				
Availability of course release for research	2.85								N<5	N<5				
Nature of Work: Service	3.33								N<5	N<5				
Time spent on service	3.46								N<5	N<5				
Support for faculty in leadership roles	2.95								N<5	N<5				
Number of committees	3.45								N<5	N<5				
Attractiveness of committees	3.40								N<5	N<5				
Discretion to choose committees	3.51								N<5	N<5				
Equitability of committee assignments	3.11								N<5	N<5				
Number of student advisees	3.65								N<5	N<5				
Support for being a good advisor	2.98								N<5	N<5				
Equity of the distribution of advising responsibilities	3.08								N<5	N<5				
Nature of Work: Teaching	3.69													
Time spent on teaching	3.89													
Number of courses taught	3.83													
Level of courses taught	4.01													
Discretion over course content	4.25													
Number of students in classes taught	3.63													
Quality of students taught	3.17													
Equitability of distribution of teaching load	3.26													
Quality of grad students to support teaching	3.28													
Teaching schedule	3.98													
Support for teaching diverse learning styles	3.72													
Support for assessing student learning	3.68													
Support for developing online/hybrid courses	3.55													
Support for teaching online/hybrid courses	3.57													
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Time spent on outreach	3.58													
Time spent on administrative tasks	3.06													
Ability to balance teaching/research/service	3.26													

Guiding Principles

Facilities and support. COACHE found a number of facets of the physical workplace for faculty to be especially important to faculty satisfaction, including office, lab, research or studio space, equipment, and classrooms. In addition, many faculty need support for technology, administrative work, and improvements to teaching.

Personal and family policies. The COACHE survey measures faculty beliefs about the effectiveness of various policies--many of them related to work-family balance and support for families. This is especially important because more than two-thirds of COACHE respondents are married; three-fifths, half, and one-third of assistant, associate, and full professors, respectively, have children under the age of 18. In addition, more than one in 10 professors are providing care for an elderly, disabled, or ill family member.

Health and retirement benefits. Health benefits, once a given, have been steadily eroding as the costs of insurance skyrocket, and many faculty put their retirements on hold in the wake of the recent economic recession. To encourage timely retirements, phased programs have become more prevalent. Some allow individuals to enjoy institutional affiliation, intellectual engagement, and contact with students and colleagues, while the institutions realize salary savings and more reliable staffing projections.

fairness and equity. Written policies concerning dual-career hiring; early promotion and tenure; parental leave; modified duties; part-time tenure options; and stop-the-tenure-clock provision are also indicators of how family-friendly a campus actually is.

Ensure that written policies are communicated to everyone--pre-tenure and tenured faculty members, chairs, heads, and deans. COACHE research indicates that written policies are particularly important to women and under-represented minorities. Make certain the policies are easily accessible online, and provide personnel to assist faculty in choosing the right healthcare option.

*Provide additional accommodations***:** Childcare, eldercare, lactation rooms, flexibility, and opportunities for social occasions in which kids can be included are all relevant practices that help ensure a viable workplace for the future. Communicating their availability is critical.

Offer phased retirement for faculty to ease into retirement gradually. At the same time, institutions have the flexibility to fill the void left by retiring faculty more easily. Retiring faculty can continue their contributions to the institution by developing the teachers, scholars, and leaders who follow them.

RESOURCES AND SUPPORT: DEMOGRAPHIC ANALYSIS

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

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

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Facilities and Work Resources	3.67												
Support for improving teaching	3.61												
Office	3.86												
Laboratory, research, studio space	3.44												
Equipment	3.64												
Classrooms	3.35												
Library resources	4.03												
Computing and technical support	3.73												
Clerical/administrative support	3.65												
Personal and Family Policies	3.11												
Right balance between professional/personal	3.22												
Inst. supports family/career compatibility	3.15												
Housing benefits	2.26												
Tuition waivers, remission, or exchange	2.77												
Spousal/partner hiring program	2.45												
Childcare	2.17												
Eldercare	2.79												
Family medical/parental leave	3.66												
Flexible workload/modified duties	3.66												
Stop-the-clock policies	3.59		N<5		N<5	N<5	N<5					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
Parking benefits	2.26												
Health and Retirement Benefits	3.25												
Health benefits for yourself	3.31												
Health benefits for family	2.75												
Retirement benefits	3.50												
Phased retirement options	3.40												
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--
Salary	3.06												

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RESOURCES AND SUPPORT: DISCIPLINARY ANALYSIS

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Your results compared to PEERS ◄ / Your results compared to COHORT ►								Areas of strength in GREEN / Areas of concern in RED						
Facilities and Work Resources	3.67								N<5	N<5				
Support for improving teaching	3.61								N<5	N<5				
Office	3.86								N<5	N<5				
Laboratory, research, studio space	3.44								N<5	N<5				
Equipment	3.64								N<5	N<5				
Classrooms	3.35								N<5	N<5				
Library resources	4.03								N<5	N<5				
Computing and technical support	3.73								N<5	N<5				
Clerical/administrative support	3.65								N<5	N<5				
Personal and Family Policies	3.11								N<5	N<5				
Right balance between professional/personal	3.22								N<5	N<5				
Inst. supports family/career compatibility	3.15								N<5	N<5				
Housing benefits	2.26				N<5	N<5			N<5	N<5				
Tuition waivers, remission, or exchange	2.77								N<5	N<5				
Spousal/partner hiring program	2.45								N<5	N<5				
Childcare	2.17								N<5	N<5				
Eldercare	2.79				N<5	N<5	N<5		N<5	N<5				
Family medical/parental leave	3.66								N<5	N<5				
Flexible workload/modified duties	3.66								N<5	N<5				
Stop-the-clock policies	3.59		N<5		N<5	N<5	N<5		N<5	N<5	N<5		N<5	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
Parking benefits	2.26								N<5	N<5				
Health and Retirement Benefits	3.25								N<5	N<5				
Health benefits for yourself	3.31								N<5	N<5				
Health benefits for family	2.75								N<5	N<5				
Retirement benefits	3.50								N<5	N<5				
Phased retirement options	3.40								N<5	N<5				
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Salary	3.06								N<5	N<5				

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Interdisciplinary Work and Collaboration
Guiding Principles

Interdisciplinary Work. First, universities (and also many liberal arts colleges) have seen widespread growth in research collaboration within and between institutions and with off-campus partners. Although not exclusively the province of the sciences, interdisciplinary research has become the predominant model there. Second, public and private funding for interdisciplinary research has increased. Third, there is a great deal of interest and intrinsic motivation for researchers to cross-fertilize; this type of work attracts many graduate students and early-career faculty. However, because the academy has not yet fully embraced interdisciplinary work, unchanged policies, structures and cultures are institutional disincentives, as they are still best-suited to narrower work within disciplines. This includes publication vehicles, multiple authors, peer review, and reward structures (for promotion and tenure; merit pay; incentives), to name a few.

Collaboration. Despite a popular perception of faculty as soloists, most faculty work requires collaboration whether with students, peers, administrators, or other colleagues inside and outside of the institution, in the classroom or the lab, and with the broader community through service or outreach programs. Although many faculty members value the work they do independently, they also enjoy collaborative projects within and across their disciplines. In addition, many early career faculty members report an expectation for collaboration, having come to enjoy and expect such intellectual commerce during graduate school.

If interdisciplinary work is important on your campus, discuss and potentially remove the barriers to its practice. The common obstacles to interdisciplinary work extend beyond the disciplinary criteria for promotion and tenure to include also discipline-based budgets and environmental limitations such as space and facilities.

Likewise, discuss the importance of teaching and research collaborations on your campus and the factors that enhance or inhibit it; then determine ways to remove the barriers.

Mentoring
Guiding Principles

Mentoring has always been important in the academic workplace. Only in recent years, however, has the practice evolved more widely from incidental to intentional as academic leaders have come to appreciate that mentorship is too valuable to be left to chance. Many pre-tenure faculty members feel mentoring is essential to their success, but such support is also instrumental for associate professors on their path to promotion

in rank. While some institutions rely on the mentor-protégé approach (a senior faculty member formally paired with a junior faculty member), new models encourage mutual mentoring (where faculty members of all ages and career stages reap benefits), team mentoring (a small group approach), and strategic collaborations (in which faculty members build networks beyond their departments and colleges).

INTERDISCIPLINARY WORK, COLLABORATION AND MENTORING: DEMOGRAPHIC ANALYSIS

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

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

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Interdisciplinary Work	2.84	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Budgets encourage interdisc. work	2.72	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Facilities conducive to interdisc. work	2.84	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Interdisc. work is rewarded in merit	2.79	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Interdisc. work is rewarded in promotion	2.78	◄►	◄►	N<5	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Interdisc. work is rewarded in tenure	2.95	◄►	N<5	◄►	N<5	N<5	N<5	◄►	◄►	◄►	◄►	N<5	◄►
Dept. knows how to evaluate interdisc. work	2.94	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Collaboration	3.63	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Opportunities for collab. within dept	3.73	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Opportunities for collab. outside inst	3.69	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Opportunities for collab. outside dept	3.46	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Mentoring	3.28	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Effectiveness of mentoring within dept.	3.90	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Effectiveness of mentoring outside dept.	3.52	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Mentoring of pre-tenure faculty in dept	3.50	◄►	◄►	◄►	N<5	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Mentoring of tenured associate profs in dept	2.74	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Support for faculty to be good mentors	2.66	◄►	◄►	N<5	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--
Interdisc. work is rewarded in reappointment	3.02	◄►	N<5	N<5	◄►	N<5	◄►	◄►	◄►	◄►	◄►	N<5	◄►
Being a mentor is fulfilling	4.22	◄►	◄►	N<5	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Effectiveness of mentoring outside the inst.	4.07	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Mentoring of NTT faculty in dept	2.65	◄►	N<5	N<5	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Interest in interdisciplinary work	3.52	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►

| Analysis | Guide |

* For help understanding this visualization, see "Guide" tab.
* To see the full name of column header, hover pointer over short name in external comparison column header.

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

Areas of strength in GREEN
Areas of concern in RED

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Interdisciplinary Work	2.84								N<5	N<5				
Budgets encourage interdisc. work	2.72								N<5	N<5				
Facilities conducive to interdisc. work	2.84								N<5	N<5				
Interdisc. work is rewarded in merit	2.79								N<5	N<5				
Interdisc. work is rewarded in promotion	2.78								N<5	N<5				
Interdisc. work is rewarded in tenure	2.95				N<5	N<5			N<5	N<5	N<5		N<5	N<5
Dept. knows how to evaluate interdisc. work	2.94								N<5	N<5				
Collaboration	3.63								N<5	N<5				
Opportunities for collab. within dept	3.73								N<5	N<5				
Opportunities for collab. outside inst	3.69								N<5	N<5				
Opportunities for collab. outside dept	3.46								N<5	N<5				
Mentoring	3.28								N<5	N<5				
Effectiveness of mentoring within dept.	3.90								N<5	N<5				
Effectiveness of mentoring outside dept.	3.52								N<5	N<5				
Mentoring of pre-tenure faculty in dept	3.50								N<5	N<5				
Mentoring of tenured associate profs in dept	2.74								N<5	N<5				
Support for faculty to be good mentors	2.66								N<5	N<5				
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Interdisc. work is rewarded in reappointment	3.02				N<5	N<5			N<5	N<5	N<5			
Being a mentor is fulfilling	4.22								N<5	N<5				
Effectiveness of mentoring outside the inst.	4.07								N<5	N<5				
Mentoring of NTT faculty in dept	2.65					N<5			N<5	N<5				
Interest in interdisciplinary work	3.52								N<5	N<5				

Guiding Principles

Tenure. Administrators and faculty alike acknowledge that, at most institutions, the bar to achieve tenure has risen over time. While it is impossible to eliminate anxiety from the minds of all pre-tenure faculty members, or the pressures exerted on their lives en route to tenure, academic leaders can improve the clarity of tenure policies and expectations, and the satisfaction of their faculty, without sacrificing rigor. After so much has been invested to recruit and to hire them, pre-tenure faculty are owed consistent messages about what is required for tenure and credible assurances of fairness and equity, that is, that tenure decisions are based on performance, not influenced by demographics, relationships, or departmental politics.

Promotion. While the academy has recently improved many policies for assistant professors, it has done far less for associate professors. Fortunately, new practices-- some truly novel, others novel only to this rank--have emerged from COACHE's research on tenured faculty. These include modified duties such as reduced teaching load; sabbatical planning and other workshops; workload shifts (i.e., more teaching or more research); improved communication about timing for promotion and a nudge to stand for full; small grants to support mid-career faculty (e.g., matching funds, travel support); a trigger mechanism, such as a ninth year review; and broader, more inclusive criteria.

Host Q&A sessions or provide other venues where pre-tenure faculty can safely ask difficult questions.

Teach departments chairs to deliver plenty of feedback along the way--annually, and then more thoroughly in a third- or fourth-year review. Written summaries of such conversations are particularly important to women and underrepresented minorities. Provide sample dossiers to pre-tenure faculty and sample feedback letters to those responsible for writing them.

Ensure open doors for early-career faculty to chairs and senior faculty members in the department. The most clear and satisfied pre-tenure faculty have such access for questions about tenure, for feedback, for opportunities to collaborate, and for colleagueship.

Be cognizant of the workload placed on associate professors. They often find themselves buried suddenly with more service, mentoring, and student advising, as well as more leadership and administrative duties that may get in the way of their trajectory to promotion.

TENURE AND PROMOTION: DEMOGRAPHIC ANALYSIS

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

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

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Tenure Policies	3.61	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of tenure process	3.77	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of tenure criteria	3.72	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of tenure standards	3.47	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of body of evidence for deciding tenure	3.85	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of whether I will achieve tenure	3.60	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
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
Consistency of messages about tenure	3.13	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Tenure decisions are performance-based	3.79	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Tenure Expectations: Clarity	3.37	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of expectations: Scholar	4.04	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of expectations: Teacher	3.74	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of expectations: Advisor	3.35	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of expectations: Colleague	3.24	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of expectations: Campus citizen	2.99	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Clarity of expectations: Broader community	2.90	◄►	N/A	◄►	N/A	N/A	N/A	◄►	◄►	◄►	◄►	N<5	◄►
Promotion to Full	3.62	◄►	◄►	N/A	N/A	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Dept. culture encourages promotion	3.69	◄►	◄►	N/A	N/A	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Reasonable expectations: Promotion	3.50	◄►	◄►	N/A	N/A	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Clarity of promotion process	3.79	◄►	◄►	N/A	N/A	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Clarity of promotion criteria	3.67	◄►	◄►	N/A	N/A	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Clarity of promotion standards	3.46	◄►	◄►	N/A	N/A	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Clarity of body of evidence for promotion	3.76	◄►	◄►	N/A	N/A	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Clarity of time frame for promotion	3.70	◄►	◄►	N/A	N/A	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Clarity of whether I will be promoted	2.92	◄►	◄►	N/A	N/A	N<5	◄►	◄►	◄►	◄►	◄►	◄►	◄►
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--

TENURE AND PROMOTION: DISCIPLINARY ANALYSIS

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in GREEN
Areas of concern in RED

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Tenure Policies	3.61	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of tenure process	3.77	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of tenure criteria	3.72	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of tenure standards	3.47	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of body of evidence for deciding tenure	3.85	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of whether I will achieve tenure	3.60	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
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
Consistency of messages about tenure	3.13	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Tenure decisions are performance-based	3.79	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Tenure Expectations: Clarity	3.37	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of expectations: Scholar	4.04	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of expectations: Teacher	3.74	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of expectations: Advisor	3.35	◀▶	◀▶	◀▶	N<5	N<5	N<5	◀▶	N<5	N<5	N<5	◀▶	N<5	N<5
Clarity of expectations: Colleague	3.24	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of expectations: Campus citizen	2.99	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Clarity of expectations: Broader community	2.90	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	N<5
Promotion to Full	3.62	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	◀▶	◀▶
Dept. culture encourages promotion	3.69	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	◀▶	◀▶
Reasonable expectations: Promotion	3.50	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	◀▶	◀▶
Clarity of promotion process	3.79	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	◀▶	◀▶
Clarity of promotion criteria	3.67	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	◀▶	◀▶
Clarity of promotion standards	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	◀▶	◀▶
Clarity of body of evidence for promotion	3.76	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	◀▶	◀▶
Clarity of time frame for promotion	3.70	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N<5	N<5	◀▶	◀▶	◀▶	◀▶
Clarity of whether I will be promoted	2.92	◀▶	◀▶	◀▶	N<5	◀▶	◀▶	◀▶	N<5	N<5	N<5	◀▶	◀▶	◀▶
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Tenure and Promotion › Additional Analysis

Formal feedback on promotion to full
Have you received formal feedback on your progress toward promotion to full professor?

- No
- Yes
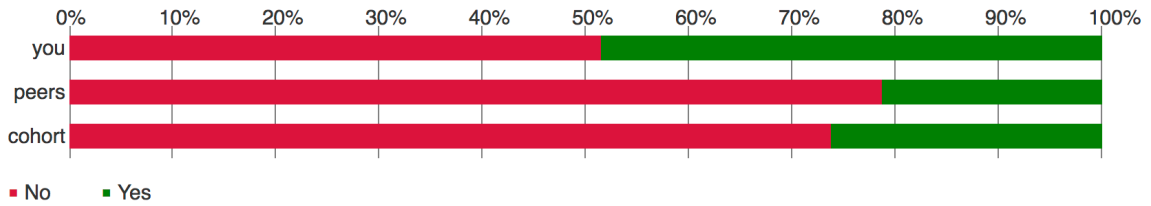
Formal feedback on progress toward tenure
Have you received formal feedback on your progress toward tenure?

- No
- Yes

-
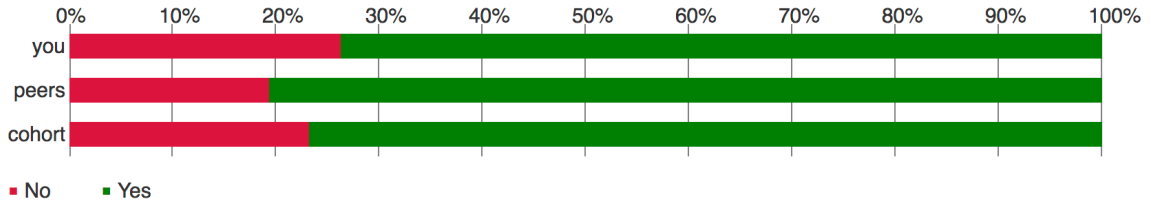
Guiding Principles

Academic leaders--especially the provost, dean, and department chair--play critical roles in shaping the satisfaction or dissatisfaction of faculty members. COACHE research has found that tenured faculty desire from the administration a clearly-articulated institutional mission and vision that do not change in ways that adversely affect faculty work (e.g., increased focus on research over teaching or vice versa; raised expectations for generating funding from outside grants). Faculty also wish for clear and consistent expectations for the mix of research, teaching, and service or outreach; support for research (pre- and post-award) and teaching; and a sense that their work is valued.

Deans and department chairs (or heads) can improve faculty morale through honest communication, and particularly by involving faculty in meaningful decisions that affect them. Deans and chairs are also responsible for ensuring opportunities for faculty input and supporting faculty in adapting to any changes to mission and institutional priorities. Equity and fairness in faculty evaluation are also important factors when assessing department head or chair leadership.

INSTITUTIONAL LEADERSHIP: DEMOGRAPHIC ANALYSIS

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in GREEN
Areas of concern in RED

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Leadership: Senior	3.38	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Pres/Chancellor: Pace of decision making	3.45	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Pres/Chancellor: Stated priorities	3.32	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Pres/Chancellor: Communication of priorities	3.34	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
CAO: Pace of decision making	3.49	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
CAO: Stated priorities	3.37	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
CAO: Communication of priorities	3.35	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
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
Leadership: Divisional	3.13	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Dean: Pace of decision making	3.23	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Dean: Stated priorities	3.20	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Dean: Communication of priorities	3.10	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Dean: Ensuring faculty input	3.01	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Departmental	3.72	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Pace of decision making	3.71	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Stated priorities	3.66	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Communication of priorities	3.65	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Ensuring faculty input	3.70	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Head/Chair: Fairness in evaluating work	3.88	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Leadership: Faculty	3.20	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Faculty leaders: Pace of decision making	3.19	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Faculty leaders: Stated priorities	3.20	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Faculty leaders: Communication of priorities	3.16	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Faculty leaders: Ensuring faculty input	3.23	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--
Priorities are stated consistently	3.09	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Priorities are acted on consistently	2.97	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Changed priorities negatively affect my work	2.90	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
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
Visible leadership for support of diversity	3.95	◀▶	◀▶	◀▶	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

INSTITUTIONAL ANALYSIS: DISCIPLINARY ANALYSIS

Analysis | Guide

* For help understanding this visualization, see "Guide" tab.
* To see the full name of column header, hover pointer over short name in external comparison column header.

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

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

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Leadership: Senior	3.38								N<5	N<5				
Pres/Chancellor: Pace of decision making	3.45								N<5	N<5				
Pres/Chancellor: Stated priorities	3.32								N<5	N<5				
Pres/Chancellor: Communication of priorities	3.34								N<5	N<5				
CAO: Pace of decision making	3.49								N<5	N<5				
CAO: Stated priorities	3.37								N<5	N<5				
CAO: Communication of priorities	3.35								N<5	N<5				
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
Leadership: Divisional	3.13								N<5	N<5				
Dean: Pace of decision making	3.23								N<5	N<5				
Dean: Stated priorities	3.20								N<5	N<5				
Dean: Communication of priorities	3.10								N<5	N<5				
Dean: Ensuring faculty input	3.01								N<5	N<5				
Leadership: Departmental	3.72								N<5	N<5				
Head/Chair: Pace of decision making	3.71								N<5	N<5				
Head/Chair: Stated priorities	3.66								N<5	N<5				
Head/Chair: Communication of priorities	3.65								N<5	N<5				
Head/Chair: Ensuring faculty input	3.70								N<5	N<5				
Head/Chair: Fairness in evaluating work	3.88								N<5	N<5				
Leadership: Faculty	3.20								N<5	N<5				
Faculty leaders: Pace of decision making	3.19								N<5	N<5				
Faculty leaders: Stated priorities	3.20								N<5	N<5				
Faculty leaders: Communication of priorities	3.16								N<5	N<5				
Faculty leaders: Ensuring faculty input	3.23								N<5	N<5				
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Priorities are stated consistently	3.09								N<5	N<5				
Priorities are acted on consistently	2.97								N<5	N<5				
Changed priorities negatively affect my work	2.90								N<5	N<5				
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
Visible leadership for support of diversity	3.95								N<5	N<5				

Institutional Leadership › Additional Analysis

Support for faculty affected negatively by changed priorities

Faculty were asked if, in the past five years, changes in institutional priorities had a negative impact on their work. **35.6% of faculty at your institution** agreed with this statement. In comparison, **40.5% of faculty at your selected comparison institutions** and **41.7% of faculty in the cohort** agreed with that statement. As a follow up, faculty were asked to rate their level of satisfaction or dissatisfaction with the support they received from their deans as well as their department head/chair, in adjusting to those changing priorities. The bar charts below summarize the responses to those items in the survey.

In adapting to the changing mission, I have received sufficient support from: My dean or division head

■ Strongly disagree   ■ Somewhat disagree   ■ Neither agree nor disagree   ■ Somewhat agree   ■ Strongly agree

In adapting to the changing mission, I have received sufficient support from: My department head or chair

■ Strongly disagree   ■ Somewhat disagree   ■ Neither agree nor disagree   ■ Somewhat agree   ■ Strongly agree
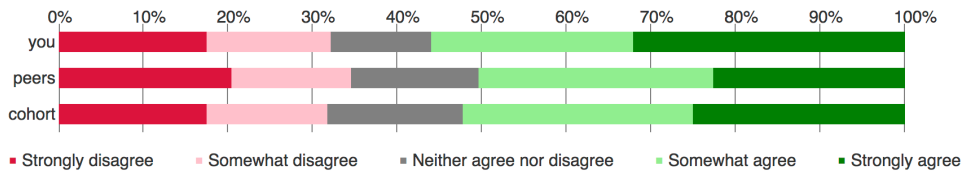
Shared Governance › About this Theme

Guiding Principles

"Shared governance" means something different to each group (perhaps even to each person) on a college campus. Whatever their definition may be, though, they know that governance is working when faculty, administrators, and other stakeholders listen respectfully to different perspectives and then work together to make decisions aligned with their shared understanding of their institution's best interests. Faculty and administrative leaders also sense when governance is not working, with potentially disastrous - even existential - consequences.

The Association of Governing Boards' landmark report, *Consequential Boards*, called for a more sustainable higher education not through a diminution, but through reinvigoration of faculty shared governance, including reviews of policies and practices with faculty. Your COACHE report provides a vehicle for such a collaborative review.

To understand why shared governance is more effective at some institutions than at others, COACHE conducted a study based on a review of the literature and on nearly two dozen interviews with chief academic officers. The study identified five factors that contribute to the vitality of shared governance:

- Trust: Do the stakeholders involved in governance trust each other and the decision-making processes at their institution?
- Shared Purpose: Are stakeholders with diverse interests and perspectives united by a shared sense of purpose?
- Understanding Issues: Is decision-making informed by inclusive dialog that promotes fuller understanding of the complex issues facing the institution?
- Adaptability: Do stakeholders reflect on the effectiveness of their governance practices and pursue improvements in the status quo?
- Productivity: Does governance produce meaningful results?

The answers to these questions depend, to some extent, on an institution's governance structures and processes. More important, however, seem to be the culture and climate surrounding governance, which create the conditions that foster - or undermine - collaborative relationships between faculty and administrators. This is why our instrument draws attention not to the board, but to the faculty's own communication and decision making structures, on the culture among faculty, and on the working interactions between faculty leaders and senior administrators.
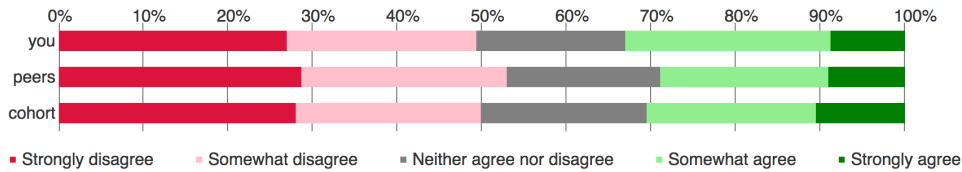
SHARED GOVERNANCE: DEMOGRAPHIC ANALYSIS

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

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

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Governance: Trust	3.12												
I understand how to voice opinions about policies	3.01												
Clear rules about the roles of faculty and administration	3.17												
Faculty and admin follow rules of engagement	3.32												
Faculty and admin have an open system of communication	3.08												
Faculty and admin discuss difficult issues in good faith	3.27												
Governance: Shared Sense of Purpose	3.14												
Important decisions are not made until there is consensus	2.60												
Admin ensures sufficient time for faculty input	2.98												
Faculty and admin respectfully consider the other's view	3.27												
Faculty and admin have a shared sense of responsibility	3.54												
Governance: Understanding the Issue at Hand	3.00												
Faculty governance structures offer opportunities for input	3.00												
Admin communicate rationale for important decisions	3.04												
Faculty and admin have equal say in decisions	2.80												
Faculty and admin define decision criteria together	3.18												
Governance: Adaptability	3.02												
Shared governance holds up in unusual circumstances	3.00												
Institution regularly reviews effectiveness of governance	2.89												
Institution cultivates new faculty leaders	3.15												
Governance: Productivity	3.06												
Overall effectiveness of shared governance	3.06												
My committees make measureable progress towards goals	3.25												
Public recognition of progress	2.85												

SHARED GOVERNANCE: DISCIPLINARY ANALYSIS

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Your results compared to PEERS ◄							Your results compared to COHORT ►			Areas of strength in GREEN		Areas of concern in RED		
Governance: Trust	3.12	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
I understand how to voice opinions about policies	3.01	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Clear rules about the roles of faculty and administration	3.17	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Faculty and admin follow rules of engagement	3.32	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Faculty and admin have an open system of communication	3.08	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Faculty and admin discuss difficult issues in good faith	3.27	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Governance: Shared Sense of Purpose	3.14	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Important decisions are not made until there is consensus	2.60	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Admin ensures sufficient time for faculty input	2.98	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Faculty and admin respectfully consider the other's view	3.27	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Faculty and admin have a shared sense of responsibility	3.54	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Governance: Understanding the Issue at Hand	3.00	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Faculty governance structures offer opportunities for input	3.00	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Admin communicate rationale for important decisions	3.04	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Faculty and admin have equal say in decisions	2.80	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Faculty and admin define decision criteria together	3.18	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Governance: Adaptability	3.02	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Shared governance holds up in unusual circumstances	3.00	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Institution regularly reviews effectiveness of governance	2.89	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Institution cultivates new faculty leaders	3.15	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Governance: Productivity	3.06	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Overall effectiveness of shared governance	3.06	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
My committees make measureable progress towards goals	3.25	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Public recognition of progress	2.85	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►

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Guiding Principles

Faculty are employed by institutions, but they spend most of their time in departments, where culture has perhaps the greatest influence on faculty satisfaction and morale. We have highlighted three broad areas in which faculty judge the departments in which they work: engagement, quality, and collegiality.

Engagement. It is increasingly common to talk about student engagement, but less so faculty engagement. Yet, it is difficult to imagine an engaged student population without an engaged faculty. COACHE and the Faculty Survey of Student Engagement (FSSE) complement one another in that FSSE considers the faculty--student connection, while COACHE measures faculty engagement with one another--by their professional interactions and their departmental discussions about undergraduate and graduate learning, pedagogy, the use of technology, and research methodologies.

Quality. Departmental quality is a function of the intellectual vitality of faculty, the scholarship that is produced, the effectiveness of teaching, how well the department recruits and retains excellent faculty, and whether and how poor faculty performance is handled.

Collegiality. While many factors comprise faculty members' opinions about departmental collegiality, COACHE has discovered that faculty are especially cognizant of their sense of "fit" among their colleagues, their personal interactions with colleagues, whether their colleagues "pitch in" when needed, and colleague support for work/life balance. There is no substitute for a collegial department when it comes to faculty satisfaction, and campus leaders--both faculty and administrators-can create opportunities for more and better informal engagement.

Celebrate! All institutions in our related Benchmark Best Practices report foster departmental engagement, quality, and collegiality by hosting social gatherings once or twice a month.

Create forums for faculty to work together: convene to discuss research, methodology, interdisciplinary ideas, pedagogy, and technology.

Provide chair training for handling performance feedback for tenure-track faculty members (e.g., annual reviews, mid-probationary period reviews), tenured faculty members (e.g., post-tenure review, annual or merit review, informal feedback); and non-tenure-track faculty members.

DEPARTMENTAL ENGAGEMENT, QUALITY AND COLLEGIALITY: DEMOGRAPHIC ANALYSIS

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

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

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Departmental Collegiality	3.86												
Colleagues support work/life balance	3.79												
Meeting times compatible with personal needs	4.14												
Amount of personal interaction w/Pre-tenure	3.75												
How well you fit	3.69												
Amount of personal interaction w/Tenured	3.65												
Colleagues pitch in when needed	3.83												
Department is collegial	4.01												
Colleagues committed to diversity/inclusion	4.02												
Departmental Engagement	3.59												
Discussions of undergrad student learning	3.89												
Discussions of grad student learning	3.35												
Discussions of effective teaching practices	3.65												
Discussions of effective use of technology	3.43												
Discussions of current research methods	3.26												
Amount of professional interaction w/Pre-tenure	3.85												
Amount of professional interaction w/Tenured	3.72												
Departmental Quality	3.68												
Intellectual vitality of tenured faculty	3.74												
Intellectual vitality of pre-tenure faculty	4.11												
Scholarly productivity of tenured faculty	3.68												
Scholarly productivity of pre-tenure faculty	4.03												
Teaching effectiveness of tenured faculty	3.65												
Teaching effectiveness of pre-tenure faculty	3.87												
Dept. is successful at faculty recruitment	3.70			N<5									
Dept. is successful at faculty retention	3.50			N<5									
Dept. addresses sub-standard performance	2.65												
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--
Intellectual vitality of NTT faculty	3.76												
Scholarly productivity of NTT faculty	3.61												
Teaching effectiveness of NTT faculty	3.96												
Amount of professional interaction w/NTT	3.81												
Amount of personal interaction w/NTT	3.77												
Recruiting part-time faculty	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
Managing part-time faculty	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

DEPARTMENTAL ENGAGEMENT, QUALITY AND COLLEGIALITY: DISCIPLINARY ANALYSIS

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Your results compared to PEERS ◄ / **Your results compared to COHORT ►** — Areas of strength in **GREEN**, Areas of concern in **RED**														
Departmental Collegiality	3.86	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Colleagues support work/life balance	3.79	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Meeting times compatible with personal needs	4.14	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Amount of personal interaction w/Pre-tenure	3.75	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
How well you fit	3.69	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Amount of personal interaction w/Tenured	3.65	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Colleagues pitch in when needed	3.83	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Department is collegial	4.01	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Colleagues committed to diversity/inclusion	4.02	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Departmental Engagement	3.59	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Discussions of undergrad student learning	3.89	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Discussions of grad student learning	3.35	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Discussions of effective teaching practices	3.65	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Discussions of effective use of technology	3.43	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Discussions of current research methods	3.26	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Amount of professional interaction w/Pre-tenure	3.85	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Amount of professional interaction w/Tenured	3.72	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Departmental Quality	3.68	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Intellectual vitality of tenured faculty	3.74	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Intellectual vitality of pre-tenure faculty	4.11	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Scholarly productivity of tenured faculty	3.68	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Scholarly productivity of pre-tenure faculty	4.03	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Teaching effectiveness of tenured faculty	3.65	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Teaching effectiveness of pre-tenure faculty	3.87	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Dept. is successful at faculty recruitment	3.70	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Dept. is successful at faculty retention	3.50	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Dept. addresses sub-standard performance	2.65	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Intellectual vitality of NTT faculty	3.76	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Scholarly productivity of NTT faculty	3.61	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Teaching effectiveness of NTT faculty	3.96	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Amount of professional interaction w/NTT	3.81	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Amount of personal interaction w/NTT	3.77	◄►	◄►	◄►	◄►	◄►	◄►	◄►	N<5	N<5	◄►	◄►	◄►	◄►
Recruiting part-time faculty	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
Managing part-time faculty	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

•

Guiding Principles

Faculty, at all ranks, are just like other employees when it comes to wanting to be appreciated by colleagues and recognized for doing good work. Focus group research conducted by COACHE showed that while many tenured faculty members feel valued by undergraduate and graduate students, with whom research relationships were especially gratifying, they do not receive much recognition from other faculty and upper-level administrators. The degree to which appreciation and recognition themes appeared in our 2010 study of tenured faculty far surpassed their appearance in our pre-tenure faculty research.

In our recent study, tenured faculty (especially at smaller institutions) felt that extramural service that increases the reputation of their colleges, while expected of them, is not recognized and goes unrewarded. Being engaged in the local community or on the board of a nationally-recognized association yields little recognition from senior colleagues or others at their home institutions. This gap between expectations and appreciation discouraged many faculty from external service that increased the reputation of the institution.

Appreciation and Recognition › Demographic Analysis

Analysis | Guide

* For help understanding this visualization, see "Guide" tab.
* To see the full name of column header, hover pointer over short name in external comparison column header.

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

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

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Appreciation and Recognition	3.31												
Recognition: For teaching	3.24												
Recognition: For advising	3.06												
Recognition: For scholarship	3.37												
Recognition: For service	3.11												
Recognition: For outreach	3.14												
Recognition: From colleagues	3.66												
Recognition: From CAO	3.05			N<5	N<5								
Recognition: From Dean	3.04			N<5	N<5								
Recognition: From Head/Chair	3.61												
School/college is valued by Pres/Provost	3.62			N<5	N<5								
Dept. is valued by Pres/Provost	3.33			N<5	N<5								
CAO cares about faculty of my rank	3.28												

Appreciation and Recognition › Disciplinary Analysis

Analysis | Guide

* For help understanding this visualization, see "Guide" tab.
* To see the full name of column header, hover pointer over short name in external comparison column header.

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

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

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Appreciation and Recognition	3.31								N<5	N<5				
Recognition: For teaching	3.24								N<5	N<5				
Recognition: For advising	3.06								N<5	N<5				
Recognition: For scholarship	3.37								N<5	N<5				
Recognition: For service	3.11								N<5	N<5				
Recognition: For outreach	3.14								N<5	N<5				
Recognition: From colleagues	3.66								N<5	N<5				
Recognition: From CAO	3.05								N<5	N<5				
Recognition: From Dean	3.04								N<5	N<5				
Recognition: From Head/Chair	3.61								N<5	N<5				
School/college is valued by Pres/Provost	3.62								N<5	N<5				
Dept. is valued by Pres/Provost	3.33								N<5	N<5				
CAO cares about faculty of my rank	3.28								N<5	N<5				

Appreciation and Recognition › Additional Analysis

CAO cares about faculty of my rank

The person who serves as the chief academic officer at my institution seems to care about the quality of life for faculty of my rank.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree
- I don't know

overall
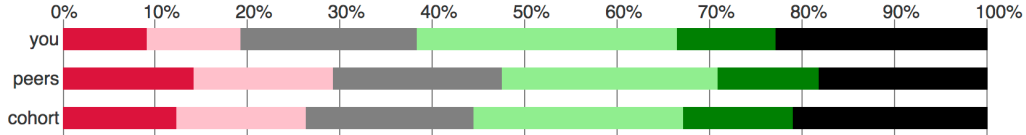
pre-tenure faculty
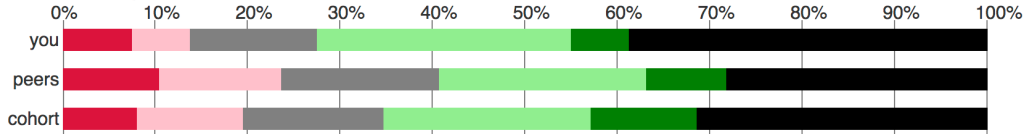
associate professors
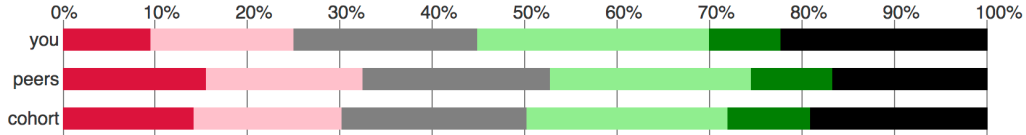
full professors
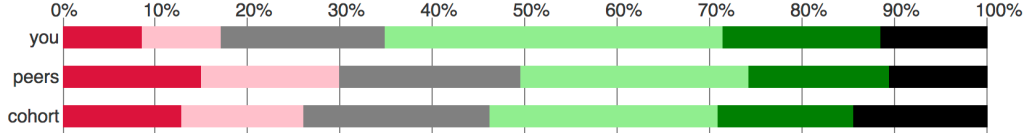
Retention and Negotiation › About this Theme

Guiding Principles

Research on the professoriate confirms: the academy's culture of requiring faculty to seek external offers in order to renegotiate the terms of their employment actually pushes them toward accepting a position elsewhere (O'Meara, 2015). Most literature on faculty departure, like this COACHE survey of faculty at your institution, informs our understanding of the factors influencing faculty members' intent to leave, rather than reasons for actually leaving. While the COACHE Faculty Retention & Exit Survey fills that gap, a survey of faculty at your institution can still shed light on the differences between faculty groups on your campus and your differences in the faculty labor market. This module of the COACHE Survey captures (a) what faculty most wish to change about the nature of their employment (and whether those wishes differ by gender, rank, tenure status, etc.); and the extent to which your institution is, in the next five years, likely to lose or push away pre-tenure or tenured faculty.

Retention and Negotiation › Demographic Analysis

Analysis	Guide

* For help understanding this visualization, see "Guide" tab.
* To see the full name of column header, hover pointer over short name in external comparison column header.

	Your results compared to PEERS ◄ Your results compared to COHORT ▶								Areas of strength in **GREEN** Areas of concern in **RED**			
	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--
How serious was consideration of outside offer?	3.92	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶
Counteroffer satisfaction	3.16	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶	◁▶
Outside offers are NOT necessary in negotiations	2.20	◀▶	◀▶	N<5	◁▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

Retention and Negotiation › Disciplinary Analysis

Analysis	Guide

* For help understanding this visualization, see "Guide" tab.
* To see the full name of column header, hover pointer over short name in external comparison column header.

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

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

	mean	overall	Hum	Soc	Phy	Bio	VPA	ECM	HHE	Agr	Bus	Edu	Med	Oth
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--	--
How serious was consideration of outside offer?	3.92	◁▷	◁▷	◁▶	N<5	N<5	N<5	◁▷	N<5	N<5	N<5	◁▷	◁▷	◁▷
Counteroffer satisfaction	3.16	◁▷	◁▷	◁▶	N<5	N<5	N<5	◁▶	N<5	N<5	N<5	◁▶	◁▶	◁▷
Outside offers are NOT necessary in negotiations	2.20	◀▶	◀▶	◀▶	◀▶	◀▷	◀▶	◀▷	N<5	N<5	◀▷	◀▷	◀▶	◁▷

Retention and Negotiation › Additional Analysis

Analysis A	Analysis B
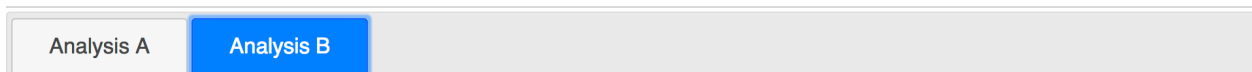
Outside offers are NOT necessary in negotiations

Outside offers are not necessary as leverage in compensation negotiations

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree
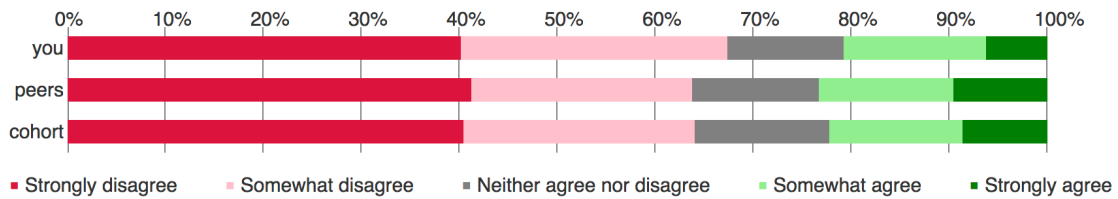
Intent to leave: Tenured

How long do you plan to remain at this institution?

- For no more than five years
- More than five years but less than ten
- Ten years or more
- I don't know
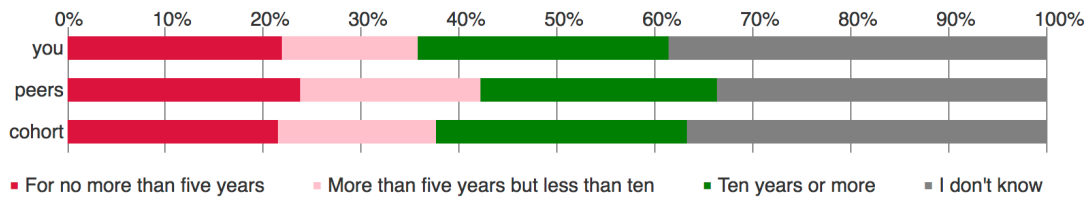
Intent to leave: Pre-tenure

Assuming you achieve tenure, how long do you plan to remain at this institution?

- For no more than five years
- More than five years but less than ten
- Ten years or more
- I don't know
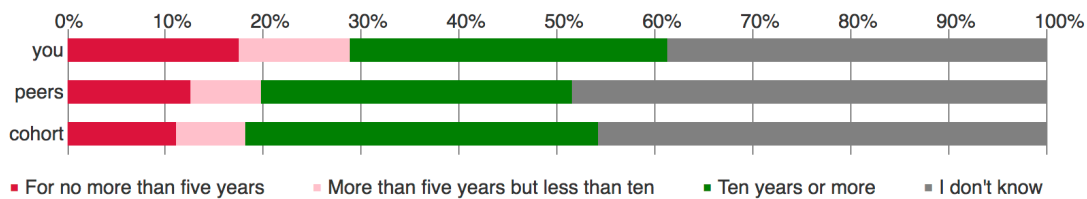
BEST ASPECTS OF WORKING AT UNC CHARLOTTE

Faculty were asked to identify 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.

BEST ASPECTS BY FACULTY RANK

Download Table

	Men			Women			White			Faculty of Color			Asian			URM		
	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)
Quality of colleagues	34%	5	103	30%	5	105	35%	5	106	22%	4	94	25%	4	80	21%	5	89
Support of colleagues	17%	3	56	25%	3	90	21%	4	79	20%	2	73	22%	2	66	19%	2	60
Opportunities to collaborate with colleagues	7%	0	4	10%	0	2	8%	0	2	9%	0	12	3%	0	19	12%	0	12
Quality of graduate students	4%	0	9	6%	0	9	5%	0	14	4%	1	11	3%	0	11	4%	1	14
Quality of undergraduate students	6%	0	42	5%	1	45	6%	0	44	5%	1	35	3%	0	23	6%	1	43
Quality of facilities	6%	0	0	4%	0	1	5%	0	2	5%	0	2	11%	0	0	1%	0	3
Compensation	4%	0	0	4%	0	1	5%	0	1	3%	0	2	0%	0	2	4%	0	5
Support for research/creative work	9%	0	2	7%	0	2	7%	0	2	12%	0	8	8%	0	7	13%	0	6
Support for teaching	4%	0	2	8%	0	2	6%	0	2	5%	0	3	8%	0	9	3%	0	5
Support for professional development	2%	0	0	6%	0	0	4%	0	0	3%	0	1	3%	0	4	3%	0	5
Assistance for grant proposals	1%	0	0	1%	0	0	1%	0	0	2%	0	1	3%	0	3	1%	0	1
Childcare policies	0%	0	0	1%	0	0	1%	0	0	0%	0	0	0%	0	0	0%	0	0
Spousal/partner hiring program	1%	0	0	3%	0	0	2%	0	0	2%	0	0	0%	0	1	3%	0	0
Diversity	4%	1	10	5%	1	13	5%	1	11	2%	1	15	0%	1	18	3%	1	16
Presence of others like me	1%	0	1	2%	0	0	1%	0	0	2%	0	0	3%	0	2	1%	0	1
My sense of "fit" here	6%	2	33	9%	2	32	8%	1	26	7%	0	22	6%	0	21	7%	2	23
Geographic location	28%	4	75	28%	4	69	27%	4	69	30%	4	69	39%	4	55	25%	4	62
Commute	2%	0	1	4%	0	4	3%	0	2	4%	0	4	3%	0	7	4%	1	7
Cost of living	7%	2	29	6%	1	22	6%	2	24	9%	3	40	6%	4	39	10%	1	36
Protections from service/assignments	2%	0	0	1%	0	0	1%	0	0	2%	0	0	0%	0	1	3%	0	0
Teaching load	9%	0	3	8%	0	3	8%	0	2	12%	0	12	11%	0	14	12%	0	15
Manageable pressure to perform	9%	0	3	6%	0	4	8%	0	1	8%	1	13	8%	1	22	7%	0	16
Academic freedom	21%	4	80	13%	3	54	17%	3	66	16%	5	78	19%	4	67	15%	4	72
Tenure/promotion clarity or requirements	0%	0	1	2%	0	0	1%	0	1	1%	0	2	0%	0	4	1%	0	1
Quality of leadership	2%	0	0	1%	0	0	2%	0	0	1%	0	0	3%	0	1	0%	0	2
There are no positive aspects	1%	0	0	0%	0	0	0%	0	1	1%	0	1	0%	0	1	1%	0	1
Decline to answer	4%	0	0	3%	0	0	3%	0	1	7%	0	5	6%	1	13	7%	0	6

65

BEST ASPECTS BY DEMOGRAPHICS

	Men			Women			White			Faculty of Color			Asian			URM		
	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)
Quality of colleagues	34%	5	103	30%	5	105	35%	5	106	22%	4	94	25%	4	80	21%	5	89
Support of colleagues	17%	3	56	25%	3	90	21%	4	79	20%	2	73	22%	2	66	19%	2	60
Opportunities to collaborate with colleagues	7%	0	4	10%	0	2	8%	0	2	9%	0	12	3%	0	19	12%	0	12
Quality of graduate students	4%	0	9	6%	0	9	5%	0	14	4%	1	11	3%	0	11	4%	1	14
Quality of undergraduate students	6%	0	42	5%	1	45	6%	0	44	5%	1	35	3%	0	23	6%	1	43
Quality of facilities	6%	0	0	4%	0	1	5%	0	2	5%	0	2	11%	0	0	1%	0	3
Compensation	4%	0	0	4%	0	1	5%	0	1	3%	0	2	0%	0	2	4%	0	5
Support for research/creative work	9%	0	2	7%	0	2	7%	0	2	12%	0	8	8%	0	7	13%	0	6
Support for teaching	4%	0	2	8%	0	2	6%	0	2	5%	0	3	8%	0	9	3%	0	5
Support for professional development	2%	0	0	6%	0	0	4%	0	0	3%	0	1	3%	0	4	3%	0	5
Assistance for grant proposals	1%	0	0	1%	0	0	1%	0	0	2%	0	1	3%	0	3	1%	0	1
Childcare policies	0%	0	0	1%	0	0	1%	0	0	0%	0	0	0%	0	0	0%	0	0
Spousal/partner hiring program	1%	0	0	3%	0	0	2%	0	0	2%	0	0	0%	0	1	3%	0	0
Diversity	4%	1	10	5%	1	13	5%	1	11	2%	1	15	0%	1	18	3%	1	16
Presence of others like me	1%	0	1	2%	0	0	1%	0	0	2%	0	2	3%	0	2	1%	0	1
My sense of "fit" here	6%	2	33	9%	2	32	8%	1	26	7%	0	22	6%	0	21	7%	2	23
Geographic location	28%	4	75	28%	4	69	27%	4	69	30%	4	69	39%	4	55	25%	4	62
Commute	2%	0	1	4%	0	4	3%	0	2	4%	0	4	3%	0	7	4%	1	7
Cost of living	7%	2	29	6%	1	22	6%	2	24	9%	3	40	6%	4	39	10%	1	36
Protections from service/assignments	2%	0	0	1%	0	0	1%	0	0	2%	0	0	0%	0	1	3%	0	0
Teaching load	9%	0	3	8%	0	3	8%	0	2	12%	0	12	11%	0	14	12%	0	15
Manageable pressure to perform	9%	0	3	6%	0	4	8%	0	1	8%	1	13	8%	1	22	7%	0	16
Academic freedom	21%	4	80	13%	3	54	17%	3	66	16%	5	78	19%	4	67	15%	4	72
Tenure/promotion clarity or requirements	0%	0	1	2%	0	0	1%	0	1	1%	0	2	0%	0	4	1%	0	1
Quality of leadership	2%	0	0	1%	0	0	2%	0	0	1%	0	0	3%	0	1	0%	0	2
There are no positive aspects	1%	0	0	0%	0	0	0%	0	1	1%	0	1	0%	0	1	1%	0	1
Decline to answer	4%	0	0	3%	0	0	3%	0	1	7%	0	5	6%	1	13	7%	0	6

WORST ASPECTS

Faculty were asked to identify 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.

WORST ASPECTS BY FACULTY RANK

	Overall			Tenured			Pre-Tenure			Full Prof			Associate Prof		
	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)
Quality of colleagues	2%	0	2	3%	0	2	2%	1	6	3%	1	5	3%	0	1
Support of colleagues	6%	0	0	6%	0	1	6%	0	0	8%	0	4	4%	0	1
Opportunities to collaborate with colleagues	2%	0	0	2%	0	0	1%	0	0	1%	0	0	3%	0	0
Quality of graduate students	9%	0	4	8%	0	4	20%	4	26	8%	0	8	7%	0	5
Quality of undergraduate students	14%	1	14	14%	1	16	16%	0	17	18%	1	23	8%	0	13
Quality of facilities	9%	3	30	10%	3	33	7%	2	34	9%	3	42	9%	1	24
Compensation	23%	5	104	23%	4	102	14%	4	84	16%	5	94	31%	5	100
Lack of support for research/creative work	11%	4	77	15%	5	76	15%	5	77	9%	4	64	19%	5	85
Lack of support for teaching	5%	0	0	4%	0	1	2%	0	2	3%	0	4	5%	0	1
Lack of support for professional development	3%	0	1	3%	0	1	2%	0	5	2%	0	2	3%	0	6
Lack of assistance for grant proposals	3%	0	0	4%	0	0	5%	0	3	6%	0	1	2%	0	0
Childcare policies	10%	0	2	12%	0	1	6%	0	12	12%	0	0	12%	0	2
Spousal/partner hiring program	4%	0	1	4%	0	1	10%	0	22	5%	0	2	3%	0	1
Lack of diversity	7%	0	14	4%	0	11	15%	0	25	3%	0	7	6%	0	16
Absence of others like me	4%	0	0	2%	0	0	5%	0	3	2%	0	0	2%	0	0
My sense of "fit" here	3%	0	0	3%	0	0	5%	0	3	2%	0	0	3%	0	1
Geographic location	3%	0	16	1%	0	17	7%	1	37	1%	0	15	1%	0	15
Commute	6%	0	3	6%	0	3	5%	1	12	6%	1	6	5%	0	6
Cost of living	1%	1	19	0%	1	14	0%	1	19	0%	1	12	0%	1	19
Too much service/too many assignments	14%	2	67	16%	1	69	9%	1	39	17%	2	65	14%	3	79
Teaching load	9%	1	36	9%	0	35	9%	1	36	8%	0	34	10%	1	32
Unrelenting pressure to perform	6%	0	4	7%	0	1	5%	0	14	5%	0	2	8%	0	5
Academic freedom	1%	0	0	2%	0	0	0%	0	0	1%	0	0	3%	0	0
Tenure/promotion clarity or requirements	5%	0	3	4%	0	2	9%	1	16	1%	0	1	8%	1	6
Quality of leadership	10%	3	48	13%	5	65	7%	2	16	11%	4	80	14%	5	56
There are no positive aspects	3%	0	0	3%	0	1	1%	0	1	5%	0	3	3%	0	0
Decline to answer	7%	0	1	7%	0	5	6%	0	5	12%	0	11	3%	0	1

WORST ASPECTS BY DEMOGRAPHICS

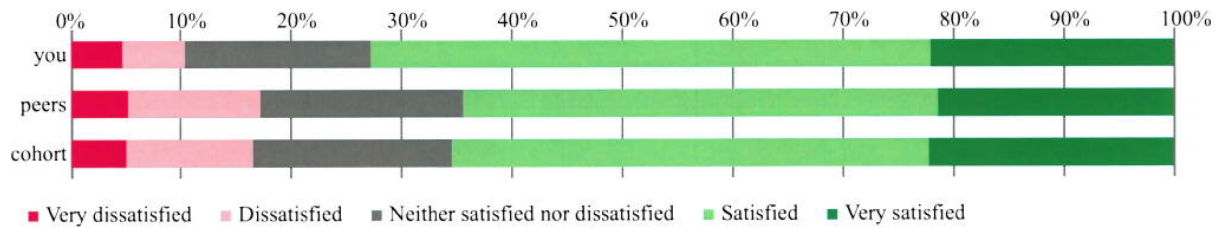|	Men			Women			White			Faculty of Color			Asian			URM	
	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers	all (109)	you	peers
Quality of colleagues	3%	0	4	2%	0	1	3%	0	1	1%	1	8	3%	1	13	0%	0
Support of colleagues	7%	0	0	5%	0	1	7%	0	1	4%	0	3	8%	0	5	1%	1
Opportunities to collaborate with colleagues	2%	0	0	2%	0	0	3%	0	0	1%	0	0	3%	0	1	0%	0
Quality of graduate students	12%	0	10	5%	0	1	8%	0	2	11%	2	17	11%	3	31	10%	0
Quality of undergraduate students	17%	1	19	11%	0	6	14%	1	16	13%	1	15	19%	2	26	10%	1
Quality of facilities	9%	3	39	8%	2	30	10%	3	36	5%	0	18	6%	0	20	4%	0
Compensation	24%	5	104	23%	5	98	23%	5	103	22%	4	97	28%	3	80	19%	4
Lack of support for research/creative work	10%	4	67	12%	4	75	12%	4	74	7%	5	72	0%	5	59	10%	4
Lack of support for teaching	5%	0	0	5%	0	0	6%	0	0	2%	0	2	0%	0	0	3%	0
Lack of support for professional development	4%	0	0	3%	1	3	3%	0	0	5%	0	4	6%	0	12	4%	0
Lack of assistance for grant proposals	4%	0	0	3%	0	0	3%	0	0	4%	0	3	6%	0	6	3%	0
Childcare policies	7%	0	0	14%	0	6	9%	0	2	13%	0	2	14%	0	4	13%	0
Spousal/partner hiring program	6%	0	2	3%	0	2	4%	0	2	7%	0	12	0%	0	28	10%	1
Lack of diversity	6%	0	6	8%	0	22	5%	0	5	14%	1	42	3%	0	14	21%	3
Absence of others like me	3%	0	0	5%	0	0	2%	0	0	11%	0	2	3%	0	6	15%	1
My sense of "fit" here	3%	0	1	3%	0	1	4%	0	0	2%	0	4	0%	1	4	3%	0
Geographic location	2%	0	19	3%	0	16	3%	0	19	2%	1	26	0%	0	28	3%	1
Commute	6%	0	3	5%	0	6	5%	0	4	6%	0	8	8%	1	6	4%	0
Cost of living	1%	1	22	0%	1	13	1%	1	18	0%	1	21	0%	0	22	0%	1
Too much service/too many assignments	9%	2	49	20%	3	82	15%	2	73	12%	0	31	17%	0	22	9%	0
Teaching load	11%	0	36	8%	2	39	10%	1	36	6%	1	38	14%	1	42	1%	2
Unrelenting pressure to perform	3%	0	0	9%	0	9	6%	0	6	6%	0	4	8%	0	6	4%	0
Academic freedom	1%	0	0	1%	0	0	2%	0	0	0%	0	1	0%	0	1	0%	0
Tenure/promotion clarity or requirements	4%	0	4	5%	1	5	4%	0	5	7%	1	5	3%	1	12	9%	1
Quality of leadership	12%	4	66	9%	2	32	10%	3	52	12%	1	33	11%	2	31	12%	1
There are no positive aspects	3%	0	1	4%	0	1	3%	0	0	4%	0	2	3%	0	13	4%	0
Decline to answer	8%	0	6	6%	0	1	7%	0	2	8%	1	12	6%	2	29	9%	0

GLOBAL CONSIDERATIONS

Here are a few more "big picture" results in the COACHE Report for UNC Charlotte concerning overall satisfaction; intent to leave; and the likelihood that a faculty member would recommend his/her department as a place to work.
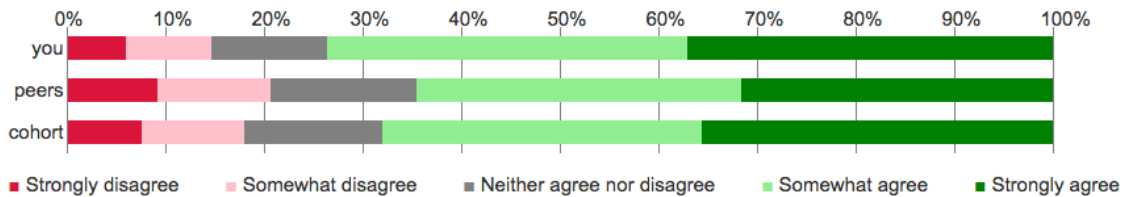
Department as a place to work

■ Very dissatisfied ■ Dissatisfied ■ Neither satisfied nor dissatisfied ■ Satisfied ■ Very satisfied
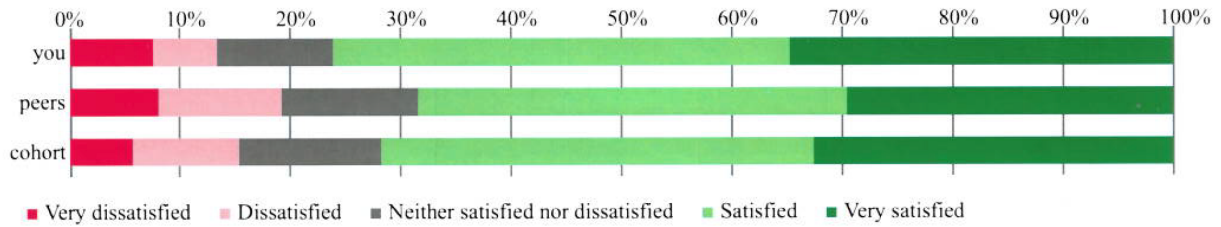
Institution as a place to work

■ Very dissatisfied ■ Dissatisfied ■ Neither satisfied nor dissatisfied ■ Satisfied ■ Very satisfied

I would again choose this institution

If I had it to do all over, I would again choose to work at this institution.

■ Strongly disagree ■ Somewhat disagree ■ Neither agree nor disagree ■ Somewhat agree ■ Strongly agree

Recommend department

If a candidate for a faculty position asked you about your department as a place to work, would you...

■ Not recommend your department as a place to work ■ Recommend your department with reservations
■ Strongly recommend your department as a place to work
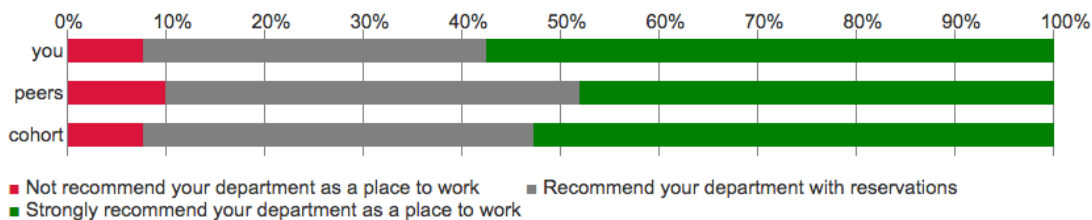
HOW TO IMPROVE THE WORKPLACE FOR FACULTY

The final question in the COACHE survey asked 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. The 5 most common themes in faculty responses were:

- Facilities and resources for work – 26%
- Compensation and benefits – 23%
- Culture – 20%
- Leadership: General – 18%
- Nature of Work: General – 16%

How to improve the workplace for faculty

| Analysis | Comments |

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. Click on the "Comments" tab for the (redacted) responses and more detailed coding.

For help understanding this visualization, see video tutorial on "Improving Workplace".