

COACHE

The Collaborative on Academic Careers in Higher Education

Virginia Polytechnic Institute and State University

The initiative to improve faculty
recruitment, retention,
and work/life quality

Tenure-Track Faculty Job
Satisfaction Survey
Institutional Report
2009-2010



HARVARD
GRADUATE SCHOOL OF EDUCATION

8 Story Street, 5th Floor • Cambridge, Mass. 02138 • 617.496.9348 • coache@gse.harvard.edu • www.coache.org

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Contact information:

The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
8 Story Street, 5th Floor
Cambridge, MA 02138

Email: coache@gse.harvard.edu
URL: <http://www.coache.org>
Voice: 617-496-9348
Fax: 617-496-9350

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The Collaborative on Academic Careers in Higher Education

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PREFACE

One of the great strengths of an institution of higher education is its faculty. A consensus has emerged that college faculty are affected by their perception of the values and rewards in their workplace, and that supportive environments promote faculty satisfaction, which can lead to increased productivity and retention. With this understanding, the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education developed the Tenure-Track Faculty Job Satisfaction Survey.

This core instrument of COACHE was developed, tested, validated, and is continually improved with assistance from participating institutions. Our survey assesses early-career faculty experiences in several areas deemed critical to their success:

- Clarity and reasonableness of tenure processes and review
- Workload and support for teaching and research
- Integration and balance of work and home responsibilities
- Climate, culture and collegiality on campus
- Compensation and benefits
- Global satisfaction

The result is this diagnostic and comparative management tool for college and university leaders. The COACHE Institutional Report pinpoints problem areas, whether within a particular policy or practice, academic area, or demographic. Each of the over 150 colleges and universities in the Collaborative receives a custom version of this benchmarking report and analysis of our job satisfaction database with responses of over 10,000 pre-tenure faculty nationwide.

Membership in the Collaborative, however, does not conclude with delivery of this report. Academic leaders use COACHE results to focus attention, spot successes and weaknesses, and then take concrete steps to make policies and practices more effective and more prevalent.

Our mission to make the academy a more attractive place to work is advanced only when supported by institutional action. To that end, COACHE is your partner and a resource for maximizing the ability of your data to initiate dialogue, recruit talented new scholars, and further the work satisfaction of *all* faculty at your institution. For our advice on making the most of your participation, please review the supplementary material provided with this report. Then, contact us with any questions or new ideas that have emerged.

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GUIDE TO YOUR REPORT

The data, summary tables, and visual displays provided here tell the story of your pre-tenure faculty's satisfaction and experiences working at your institution. Your report is comprised of three sections:

I. Executive summary

The executive summary gives an overview of what your pre-tenure, tenure-track faculty members think about working at your institution. It shows, in a condensed fashion, your institution's strengths and weaknesses, in relation to the five peer institutions you chose for comparison, as well as in relation to all COACHE colleges or universities.

Areas of strength and areas of concern

Translating the visual displays into text produced these lists of survey dimensions for which your faculty's responses overall ranked your institution particularly well or poorly relative to your peers *and* to comparable COACHE sites. If you read nothing else in this report, you will learn the general thrust of your results from this synopsis.

Improving trends and worsening trends

For institutions that have administered the survey more than once, we have compared your current survey results to your prior data by highlighting the dimensions that, overall, have improved or worsened by ten percent or more.

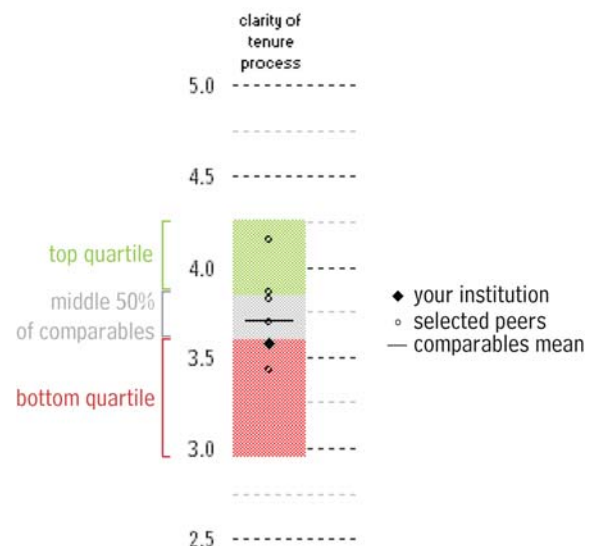
Differences by gender and race

In addition to comparing your results to peers and your cohort, this section will note any survey dimensions with at least a ten percent difference between men and women and between white faculty and faculty of color at your institution.

Dashboards

The benchmark dashboard identifies your institution's results across the ten COACHE benchmarks of tenure-track faculty success. Each benchmark is the average score—along five-point scales—of several survey dimensions that share a common theme. Additional dashboards present the individual components making up the benchmark scores. All dashboards are simplified views of your absolute and comparative results overall; to grasp the nuances of your results by gender and over time (where applicable), we encourage further exploration of the means and frequency data.

The dashboard's visual display represents your mean



rating as a black diamond (◆), your selected peer ratings as circles (○), and the mean of all comparable institutions (i.e., “universities” or “colleges”) as a line (—) on a five-point scale. The green box signifies the performance of the top quartile of campuses in your comparable institutional group; the grey box, the middle 50 percent; and the red box, the bottom quartile.* As you read across the data display, train your eye on the black diamond to discover a) your highest and lowest scores, and b) whether those scores place your faculty among the top, middle, or bottom of your peers and all others. (Note, however, that comparisons are not available for some questions new to the survey since 2008-09 due to insufficient data.)

Index of results

With this list of overall results for nearly all survey dimensions, we have paired comparisons beyond your walls to comparisons within. Alongside the overall mean results, green (▲) and red (▼) arrows suggest where your results are most positive, most negative, or mixed. This table serves best as an index to the fine-grained data tables of your report.

Policies and practices: effectiveness gaps

For the faculty who rated various policies as important to their success, we report the percentage (and rank order) who rated the policy as effective or ineffective (or not offered) at your institution. Higher percentages in the first chart indicate relatively successful policies, but in the second chart indicate policies currently absent or not working well.

Best and worst aspects about working at your institution

From a list of common characteristics of the academic workplace, your faculty chose two “best” and two “worst” aspects about working at your institution. We report the four aspects most frequently cited in each case and how many other peers and comparable COACHE sites share your best or worst qualities. In addition, all responses are grouped into response categories (e.g., tenure, nature of the work, external factors) and presented overall and by sub-groups in a chart format.

Thematic analysis of open-ended responses

Your report includes faculty responses to several open-ended survey questions. Here, we summarize into ten themes the results of the final, open-ended question on improving the workplace. Since the qualitative coding process accounts for responses that touch upon multiple themes, the total number of comments reported in this thematic summary is likely to exceed the actual number of faculty who responded to this question.

Views of global satisfaction

Several survey dimensions in the Global Satisfaction section of the survey instrument do not utilize a response scheme along a five-point Likert scale, and thus, do not lend themselves to mean comparisons. These survey dimensions are reported here for easier interpretation and comparison to groups. These visual displays of items without means will help you to identify quickly differences in *proportion* of faculty responses. Note that, because these items are based on the frequency tables, they represent the aggregate of unweighted responses and that the response set for question 47b includes only the subgroup of faculty who are considering leaving the institution for other employment.

* If you have selected a peer institution outside of your institutional type’s “comparables” (e.g., you are a university and selected a college as a peer in the faculty labor market), some peer symbols (○) may fall outside the shaded percentile boxes. This is because the range of “comparables” includes only institutions of your same type.

II. Data tables and other results

Descriptive data

We provide the survey response rates for your institution, your peers, and for all comparable sites. You will also find here the range of weights used in calculating your results, as well as the names of the five institutions you selected as your peers. (Peer data, however, is kept anonymous throughout this report.)

Demographic data

This is the report of the survey’s initial questions, which ask respondents to provide background information about their careers, family status, and other personal characteristics. Though much of this information is not used later in the report, COACHE analysts are available for follow-up analysis that takes into account any of these demographics variables.

Mean comparisons

The mean comparisons are based on results from all survey respondents at your institution, at the five peer institutions you selected, and at all other comparable institutions participating in this study (i.e., all colleges or all universities). For each survey dimension, the mean is the weighted arithmetic average of faculty responses on a particular item. Means are provided for your institution overall, for your peer institutions individually and overall, for all comparable institutions overall, and—where population size allows—for groups by gender, by race (white faculty or faculty of color), and against prior survey results (if your institution is administering the survey for a second time). In separate columns, the relative position of your results is provided by a rank against your five peers and by a percentile among all comparable institutions. For further context (i.e., of the distribution of results), the means of the institutions at the 75th and 25th percentiles are provided.

The shaded areas contain mean comparisons between groups within your institution. Differences of 5 percent or more (of the response scale’s range) are highlighted in green or red, depending on the direction of the difference.

Survey item	Mean results at your institution are shaded in yellow			MALES				GENDER			FEMALES					
	You mean	All selected peers mean	peer rank	mean	25th %ile mean	75th %ile mean	your %ile	mean	net diff (vs M)	% diff (vs M)	mean	peer rank	mean	25th %ile mean	75th %ile mean	your %ile
I find the tenure process in my department to be...	3.64	3.76	5	3.74	3.63	3.80	28	3.02	-0.62	-16%	3.34	5	3.65	3.48	3.82	4

The white areas display mean results at your peers and at all universities. The means of the schools at the 25th and 75th percentiles provide context for your results.

Be sure to consider both your rank among peers and your percentile among all universities. A favorable result in one comparison could be mitigated by an unfavorable result in another.

Frequency distributions

As with the mean comparisons, these frequency distribution tables are based on results from all survey respondents at your institution and at all other institutions participating in this study. Provided here are the weighted number and percentage of faculty responses on each survey dimension. We provide comparisons overall and between the same sub-groups identified in the mean comparisons (i.e., by gender, race/ethnicity, and current/prior survey administrations).

A note on interpreting means and frequencies

Relative frequencies of responses for each item can provide crucial information not given by the mean score alone. While a group's mean score on an item gives valuable information about the group's central tendency, the frequency can tell you the extent to which the group is polarized in their responses. For example, consider the following two hypothetical cases:

- 1) In one case, half of a group of pre-tenure faculty chose "Very dissatisfied" (1) on a 5-point scale, and half chose "Very satisfied" (5);
- 2) In the second case, every respondent in the group chose "Neither satisfied nor dissatisfied" (3).

In both cases, the mean score is 3.0; however, whereas in the second case the mean reflects individuals' attitudes very accurately, in the first case, the mean (*Neither satisfied nor dissatisfied*) does not actually reflect the attitude of anyone in the group. Rather, this group seems to be made up of two sub-groups with very different attitudes. It is important to take into account the polarization of scores when considering policy changes in order to gain a greater understanding of how faculty members will be affected.

Policies and practices: detail

These tables provide a deeper glimpse at your faculty's ratings of the importance and effectiveness of twenty policies and practices at your institution.

Responses to open-ended questions

This section shows the comments written by your pre-tenure faculty in response to follow-up questions to five survey items and to one open-ended question:

Q27b. On what are tenure decisions in your department primarily based? Subjects were asked this follow-up question if they responded "Somewhat disagree" or "Strongly disagree" to Question 27a ("From what I can gather, tenure decisions here are based primarily on performance rather than on politics, relationships, or demographics.").

Q44a. Please check the two (and only two) best aspects about working at your institution. Subjects responding "Other" were asked to specify.

Q44b. Please check the two (and only two) worst aspects about working at your institution. Subjects responding "Other" were asked to specify.

Q46a. Who serves as the chief academic officer at your institution? Subjects responding "other" were asked to specify.

Q47b. Assuming you achieve tenure, how long do you plan to remain at your institution? Subjects responding "For no more than 5 years after earning tenure" to Q47 were prompted in Q47b to specify their reasons.

Q51. Please use the space below to tell us the number one thing that you, personally, think your institution should do in order to be a great place to work.

III. Appendices

A. Participating institutions

A list of institutions, by type, control, and cohort, whose data comprise the COACHE database. If your institutional type is “college,” then your comparables in this report are all colleges; if your type is “university,” your “comparables” are all universities.

B. Survey instrument

A static, coded version of the web-based instrument is provided in the first appendix. Please note that this medium does not accurately indicate survey “adaptive branching” behavior, where some items are skipped because of responses to previous questions.

C. Suggestions for action

Selections from COACHE’s extensive policy response database (a resource for COACHE members), included here to provide a range of possible next steps as you involve your campus in discussions around your COACHE results.

D. Results of custom questions (if applicable)

For institutions that appended additional, custom questions to the COACHE survey, the results are displayed here in cross-tabulations and/or open-ended narrative.

METHOD

Background

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

The core element of COACHE is a web-based survey designed and tested in focus groups and a rigorous pilot study with twelve sites (see *Survey Design* below). The survey asked full-time tenure-track faculty to rate the attractiveness of various terms and conditions of employment and to assess their own level of work satisfaction. While there are many faculty surveys, the COACHE instrument is unique in that it was designed expressly to take account of the concerns and experiences of full-time, pre-tenure, tenure-track faculty, especially with regard to the promotion and tenure process, work-family balance, and organizational climate and culture.

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

Survey design

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

First, six focus groups were conducted with a total of 57 tenure-track faculty to learn how they view certain work-related issues, including specific institutional policies and practices, work climate, the ability to balance professional and personal lives, issues surrounding tenure, and overall job satisfaction.

Drawing from the focus groups, prior surveys on job satisfaction among academics and other professionals, and consultation with Harvard University and advisory board experts on survey development, COACHE researchers developed a web-based survey prototype that was then tested in a pilot study of 1,188 pre-tenure faculty members at 12 institutions.

COACHE solicited feedback about the survey by conducting follow-up interviews with a sub-sample of the respondents of the pilot study. The survey was revised in light of this feedback. The current version of the survey was revised further, taking into account feedback provided by respondents in survey administrations since the pilot study.

Survey administration

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

- Full-time
- Tenure-track/ladder rank
- Pre-tenure
- Hired prior to 2009 (new hires are unable to respond meaningfully to many questions)
- Not *clinical* faculty in such areas as Medicine, Dentistry, Nursing, Pharmacy, and Veterinary Medicine
- Not in terminal year after being denied tenure

See “Descriptive data” in your report for response rates at your institution by gender and by race.

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

Participants accessed a secure web server through their own unique link provided by COACHE and responded to a series of multiple-choice and open-ended questions (see *Appendix B*). The average survey completion time was approximately 20 minutes.

Data conditioning

For a participant's responses to be included in the data set, s/he had to provide at least one meaningful response beyond the demographic section of the instrument. The responses of faculty who either terminated

the survey before completing the demographic section or chose only *N/A* or *Decline to Respond* for all questions were removed from the data set. The impact of such deletions, however, is relatively small: on average, greater than 90 percent of respondents who enter the COACHE survey go on to complete it in its entirety.

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

DEFINITIONS

Cohort

Within the report, comparisons between your institution and the comparable cohort group provides context for your results in the broader faculty labor market. Because the experiences, demands, and expectations for faculty vary by institutional type, COACHE differentiates colleges and universities by size and institutional mission and compares your scores with only those schools in your comparable cohort. "Colleges" typically refer to smaller institutions with a primary focus on undergraduate education. "Universities" refer to larger institutions with a greater emphasis on research and graduate degree production.

Data weighting or "weight scale"

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

In some cases, small numbers of underrepresented groups with strong over- or under-representation in the response set can unintentionally influence the mean scores overall and/or within the subgroups. In such cases, the weights of these smaller groups were merged with other subgroups to create weights that are more balanced.

Faculty of color

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

n < 5

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

Percentage difference (% diff)

In reporting comparisons of means, many studies express the result as a percentage difference based on one of the subgroup means. For example, if females (group1) rated clarity of the tenure criteria at 2.40 on a five-

point scale, and males (group2) rated the same dimension at 2.00, one might report that “women find tenure criteria 20 percent clearer than do men.”

$$\frac{\text{group1} - \text{group2}}{\text{group2}}$$

By this method, however, the same difference in rating (0.40) at the higher end of the five-point scale would seem narrower if expressed as a percentage. If we compare a female (group1) mean of 4.40 against a male (group2) mean of 4.00, we find just 10 percent difference—half the difference of our earlier example—even though the absolute difference between the results is the same. Thus, using a variable divisor (group2) exaggerates differences at the low end of a scale, or conversely, mutes differences at the high end of a scale.

Another problem caused by this method is that the percentage value of the difference changes depending on how you express the comparison: “Women find tenure clarity 20 percent clearer than do men,” but “Men find tenure clarity 16.7 percent less clear than do women.”

Still, expressing comparative results as a percentage is a universal method of deciding whether or not a difference is “important,” “practical,” or “meaningful.” Therefore, your COACHE report expresses differences as a percentage of the *range* on our five point scale.

$$\frac{\text{group1} - \text{group2}}{\text{scale high} - \text{scale low}}$$

To cite the examples above, the 0.40 that separates female and male results—whether at the low or high end of the scale—will always be 10 percent of the range of possible clarity responses, or $5 - 1 = 4$. Likewise, a 10 percent difference always translates into a 0.40 difference in means.

Arguably, the fixed divisor could be the number (5), not the range (4) of responses. We provide your data in a format allowing you to substitute your own assumptions. (Be aware that such a change will make smaller the relative differences between groups.) However, we believe that these assumptions strengthen the consistency of the analysis from item to item across the dimensions of the survey.

Response rate

The percent of all eligible pre-tenure faculty, by gender and by race, whose responses, following the data conditioning process, were deemed eligible to be included in this analysis. These response rates determine the weight scale used to balance the sample.

Please contact COACHE with any additional questions about methodology and definitions, about survey administration, or about any aspects of this institutional report.

COACHE

Tenure-Track Faculty Job Satisfaction Survey Executive Summary

COACHE

The Collaborative on Academic Careers in Higher Education

EXECUTIVE SUMMARY

The *COACHE Tenure-Track Faculty Job Satisfaction Survey* was administered online from October 2009 through January 2010. This executive summary highlights faculty responses to most items in the survey, which fall into ten primary survey domains:

Tenure practices	Nature of the work: Overall
Tenure expectations: Clarity	Nature of the work: Teaching
Tenure expectations: Reasonableness	Nature of the work: Research
Work and home	Compensation & Benefits
Climate, Culture, Collegiality	Global Satisfaction

Population data and completion rates

		Overall	Male	Female	White, non-Hispanic	Faculty of Color
Virginia Polytechnic Institute and State University	<i>population</i>	307	173	134	206	101
	<i>responders</i>	211	117	94	148	63
	<i>response rate</i>	69%	68%	70%	72%	62%
All selected peers	<i>population</i>	1555	947	608	1046	509
	<i>responders</i>	828	474	354	574	254
	<i>response rate</i>	53%	50%	58%	55%	50%
All comparables*	<i>population</i>	14580	8263	6317	10126	4383
	<i>responders</i>	8315	4443	3872	5959	2356
	<i>response rate</i>	57%	54%	61%	59%	54%

Peer group

Your institution selected five institutions as peers against whom to compare your survey results. The results of COACHE survey administration at these peer institutions are included throughout this report in the aggregate or, when cited individually, in a randomized order. Your peer institutions are:

- Iowa State University
- North Carolina State University
- University of Illinois at Urbana-Champaign
- University of Missouri - Columbia
- Washington State university

Areas of strength

Your faculty's ratings of the following survey dimensions placed your institution **first or second (out of six) compared to peers and in the top quartile** compared to all comparable COACHE participants. We recommend sharing these findings (e.g., in job postings, with search committees and prospective faculty) as compelling aspects of your institution as a workplace.

Nature of the work: Overall

- quality of facilities
- amount of access to TA's, RA's, etc.

Work and home

- stop-the-clock
- paid/unpaid personal leave
- institution makes having children and tenure-track compatible

Climate, culture, collegiality

- peer reviews of teaching or research

Areas of concern

Your faculty's ratings of the following survey dimensions placed your institution **fifth or sixth (out of six) compared to peers and in the bottom quartile** compared to all comparable COACHE participants. We recommend targeting these areas for intervention.

Tenure expectations: Clarity

- clarity of expectations: teacher
- clarity of expectations: colleague in department
- clarity of expectations: campus citizen
- clarity of expectations: member of community

Tenure expectations: Reasonableness

- reasonableness of expectations: colleague in department
- reasonableness of expectations: campus citizen

Work and home

- ability to balance between professional and personal time

Climate, culture, collegiality

- formal mentoring
- amount of professional interaction with tenured colleagues
- amount of professional interaction with pre-tenure colleagues
- how well you fit
- intellectual vitality of tenured colleagues

Improving trends

Compared to your prior survey results, the following dimensions appear to have improved to an extent you might consider meaningful (i.e., by five percent or more).

Work and home

institution makes having children and tenure-track compatible

institution makes raising children and tenure-track compatible

Global satisfaction

CAO cares about quality of life for pre-tenure faculty

Worsening trends

Compared to your prior survey results, the following dimensions appear to have worsened to an extent you might consider meaningful (i.e., by five percent or more).

Compensation and benefits

compensation

Differences by gender at your institution

Female faculty at your institution did not rate the any survey dimensions **at least 10 percent higher** than did male faculty at your institution.

Male faculty at your institution rated the following survey dimensions **at least 10 percent higher** than did female faculty at your institution.

Nature of the work: Overall

quality of facilities

clerical/administrative services

Nature of the work: Research

research services

Climate, culture, collegiality

amount of professional interaction with tenured colleagues

Differences by race/ethnicity at your institution

Faculty of color at your institution did not rate any survey dimensions **at least 10 percent higher** than did white faculty at your institution.

White faculty at your institution rated the following survey dimensions **at least 10 percent higher** than did faculty of color at your institution.

Nature of the work: Teaching

professional assistance for improving teaching

Work and home

modified duties for parental or other family reasons

Climate, culture, collegiality

informal mentoring

opportunities to collaborate with tenured faculty

value faculty in your department place on your work

amount of personal interaction with tenured colleagues

participation in governance of department

Global satisfaction

would again choose to work at this institution

Benchmarks



The Collaborative on Academic Careers in Higher Education
 Tenure-Track Faculty Job Satisfaction Survey
 Survey Administration 2009-10

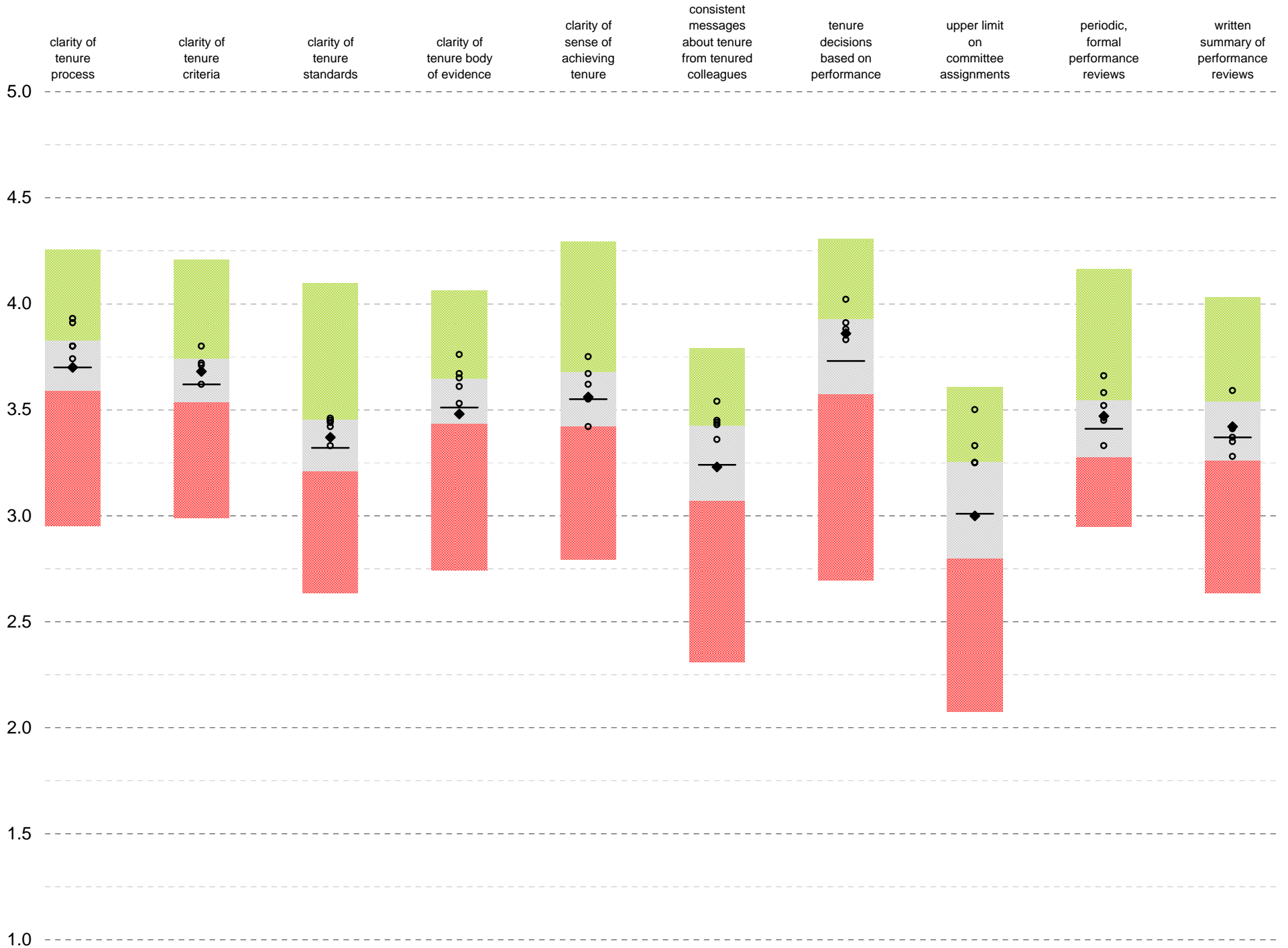
This table summarizes your mean results for each survey dimension. The overall mean is shown. In the "vs others" column, a green arrow signifies that your institution places first or second amongst peers and in the top quartile overall; a red arrow indicates that you ranked fifth or sixth amongst peers and the bottom quartile overall. In all other columns, the arrows demonstrate that the mean is better (green) or worse (red) than the comparable group's mean by 10 percent or more.

ITEM	NAME	OVERALL RESULTS			SUBGROUPS	
		mean	vs others	vs prior	females vs males	faculty of color vs white
Tenure practices						
Q19	clarity of tenure process	3.70				
Q20	clarity of tenure criteria	3.68				
Q21	clarity of tenure standards	3.37				
Q22	clarity of tenure body of evidence	3.48				
Q23	clarity of sense of achieving tenure	3.56				
Q26	consistent messages about tenure from tenured colleagues	3.23				
Q27A	tenure decisions based on performance	3.86				
Q34B3	periodic, formal performance reviews	3.47				
Q34B4	written summary of performance reviews	3.42				
Q34B10	upper limit on committee assignments	3.00				
Tenure expectations: Clarity						
Q24A	clarity of expectations: scholar	3.81				
Q24B	clarity of expectations: teacher	3.48	▼			
Q24C	clarity of expectations: advisor	3.06				
Q24D	clarity of expectations: colleague in department	2.90	▼			
Q24E	clarity of expectations: campus citizen	2.61	▼			
Q24F	clarity of expectations: member of community	2.70	▼			
Tenure expectations: Reasonableness						
Q25A	reasonableness of expectations: scholar	3.77				
Q25B	reasonableness of expectations: teacher	3.71				
Q25C	reasonableness of expectations: advisor	3.42				
Q25D	reasonableness of expectations: colleague in department	3.36	▼			
Q25E	reasonableness of expectations: campus citizen	3.23	▼			
Q25F	reasonableness of expectations: member of community	3.27				
Nature of the work: Overall						
Q28	way you spend your time as a faculty member	3.82				
Q28B	number of hours you work as a faculty member	3.44	N/A	N/A		
Q31	quality of facilities	3.43	▲		▼	
Q32	amount of access to TA's, RA's, etc.	3.15	▲			
Q33A	clerical/administrative services	3.51			▼	
Q33D	computing services	3.58				
Nature of the work: Teaching						
Q29A	level of courses you teach	4.04				
Q29B	number of courses you teach	3.97				
Q29C	degree of influence over which courses you teach	4.13				
Q29D	discretion over course content	4.43				
Q29E	number of students you teach	3.83				
Q29F	quality of undergraduate students	3.48				
Q29G	quality of graduate students	3.57				
Q33C	teaching services	3.63				
Q34B6	professional assistance for improving teaching	3.37				▼
Q34B11	upper limit on teaching obligations	3.45				

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ITEM	NAME	OVERALL RESULTS			SUBGROUPS	
		mean	vs others	vs prior	females vs males	faculty of color vs white
Nature of the work: Research						
Q30B	amount of time to conduct research	3.10				
Q30C	expectations for finding external funding	2.98				
Q30D	influence over focus of research	4.31				
Q33B	research services	3.30			▼	
Q34B5	professional assistance in obtaining grants	2.70				
Q34B7	travel funds	3.00				
Q34B8	paid/unpaid research leave	3.15				
Work and home						
Q34B9	paid/unpaid personal leave	3.53	▲			
Q34B13	childcare	2.35				
Q34B15	stop-the-clock	4.20	▲			
Q34B16	spousal/partner hiring program	2.64				
Q34B17	elder care	3.15	N/A	N/A		
Q34B19	modified duties for parental or other family reasons	3.53	N/A	N/A		▼
Q34B20	part-time tenure-track position	2.61	N/A	N/A		
Q35A	institution makes having children and tenure-track compatible	3.60	▲	▲		
Q35B	institution makes raising children and tenure-track compatible	3.34		▲		
Q35C	colleagues make having children and tenure-track compatible	3.64				
Q35D	colleagues make raising children and tenure-track compatible	3.64				
Q35E	colleagues are respectful of efforts to balance work/home	3.81	N/A	N/A		
Q37	ability to balance between professional and personal time	2.79	▼			
Climate, culture, and collegiality						
Q34B1	formal mentoring	2.73	▼			
Q34B2	informal mentoring	3.39				▼
Q34B12	peer reviews of teaching or research	3.26	▲			
Q38A	fairness of immediate supervisor's evaluations	4.00				
Q38B	interest tenured faculty take in your professional development	3.41				
Q38C	opportunities to collaborate with tenured faculty	3.44				▼
Q38D	value faculty in your department place on your work	3.50	N/A	N/A		▼
Q39A	amount of professional interaction with tenured colleagues	3.38	▼		▼	
Q39B	amount of personal interaction with tenured colleagues	3.60				▼
Q39C	amount of professional interaction with pre-tenure colleagues	3.71	▼			
Q39D	amount of personal interaction with pre-tenure colleagues	3.82				
Q40	how well you fit	3.59	▼			
Q41	intellectual vitality of tenured colleagues	3.20	▼			
Q41A	intellectual vitality of pre-tenure colleagues	3.91	N/A	N/A		
Q41B	participation in governance of institution	3.52	N/A	N/A		
Q41C	participation in governance of department	3.71	N/A	N/A		▼
Q42	on the whole, institution is collegial	4.07	N/A	N/A		
Compensation and benefits						
Q34B14	financial assistance with housing	2.08				
Q34B18	tuition waivers	1.76	N/A	N/A		
Q36	compensation	2.91		▼		
Global satisfaction						
Q45A	department as a place to work	3.79				
Q45B	institution as a place to work	3.57				
Q46B	CAO cares about quality of life for pre-tenure faculty	3.56		▲		
Q48	would again choose to work at this institution	3.87				▼
Q50	overall rating of institution	3.83				

Tenure Practices



Tenure Expectations: Clarity



Tenure Expectations: Reasonableness



Nature of Work: Overall



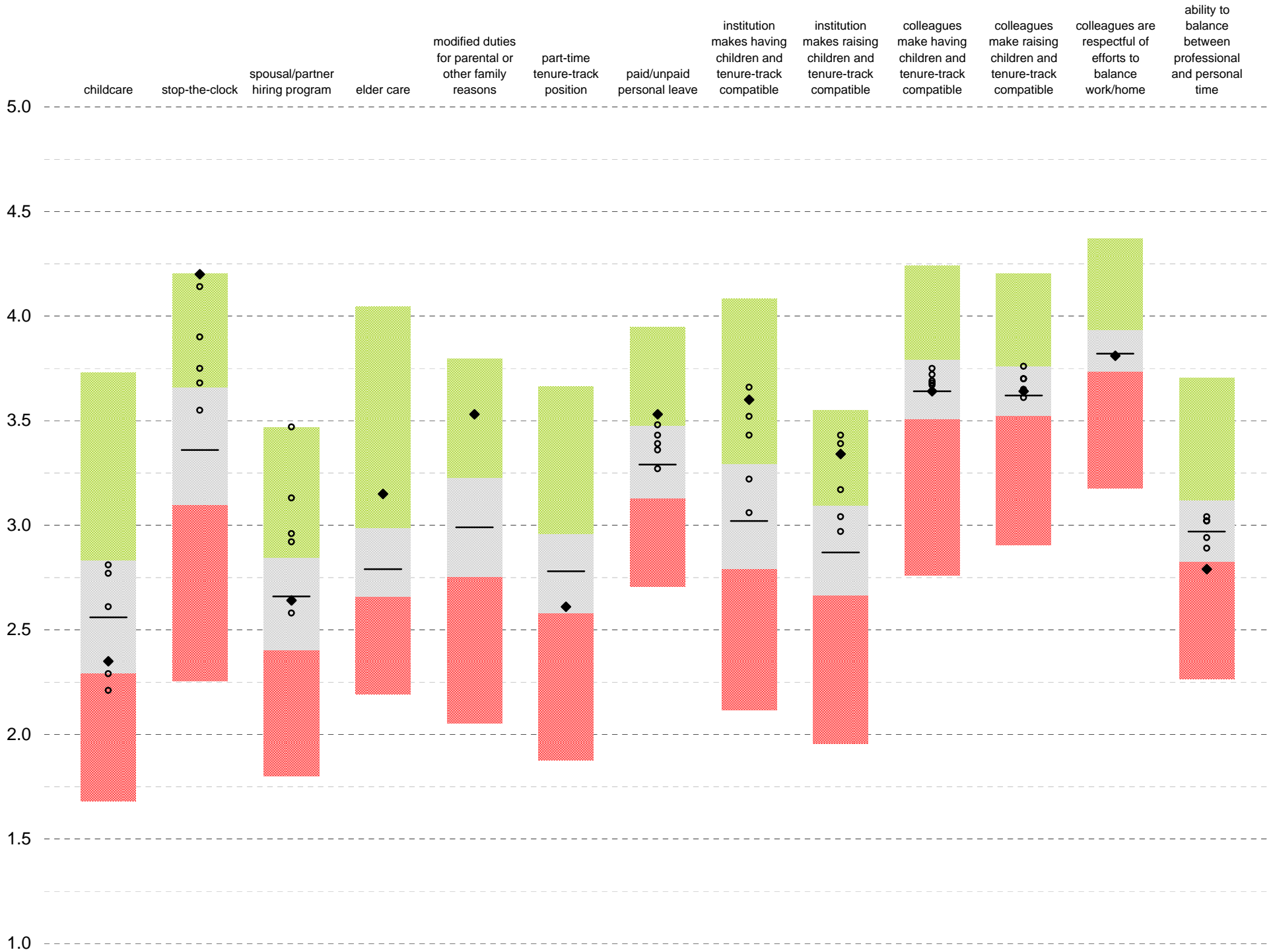
Nature of Work: Research



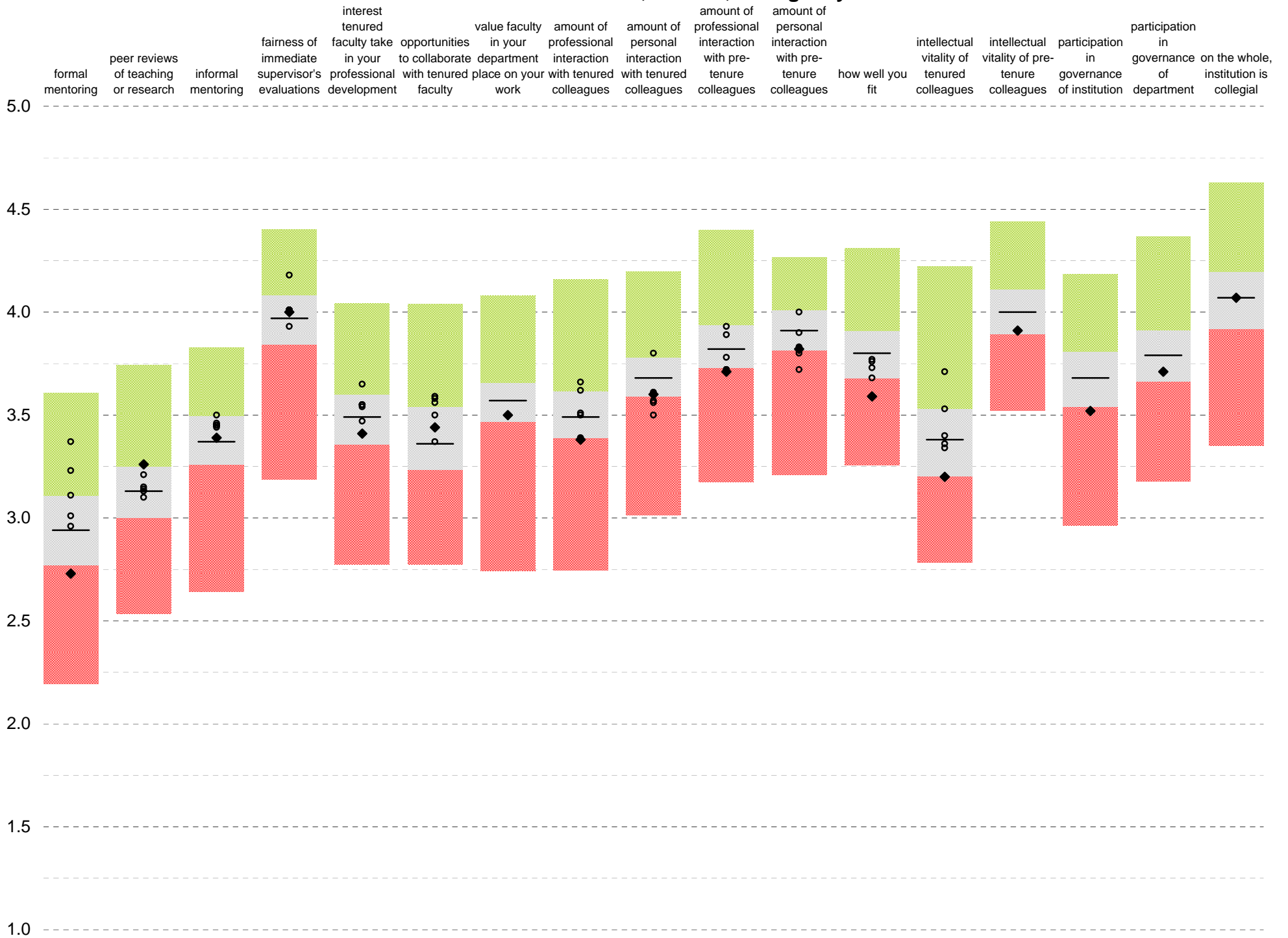
Nature of Work: Teaching



Work and Home



Climate, Culture, Collegiality



Compensation and Benefits



Global Satisfaction

CAO cares
about
quality of
life for pre-
tenure
faculty

would
again
choose to
work at this
institution

department
as a place
to work

institution
as a place
to work

overall
rating of
institution

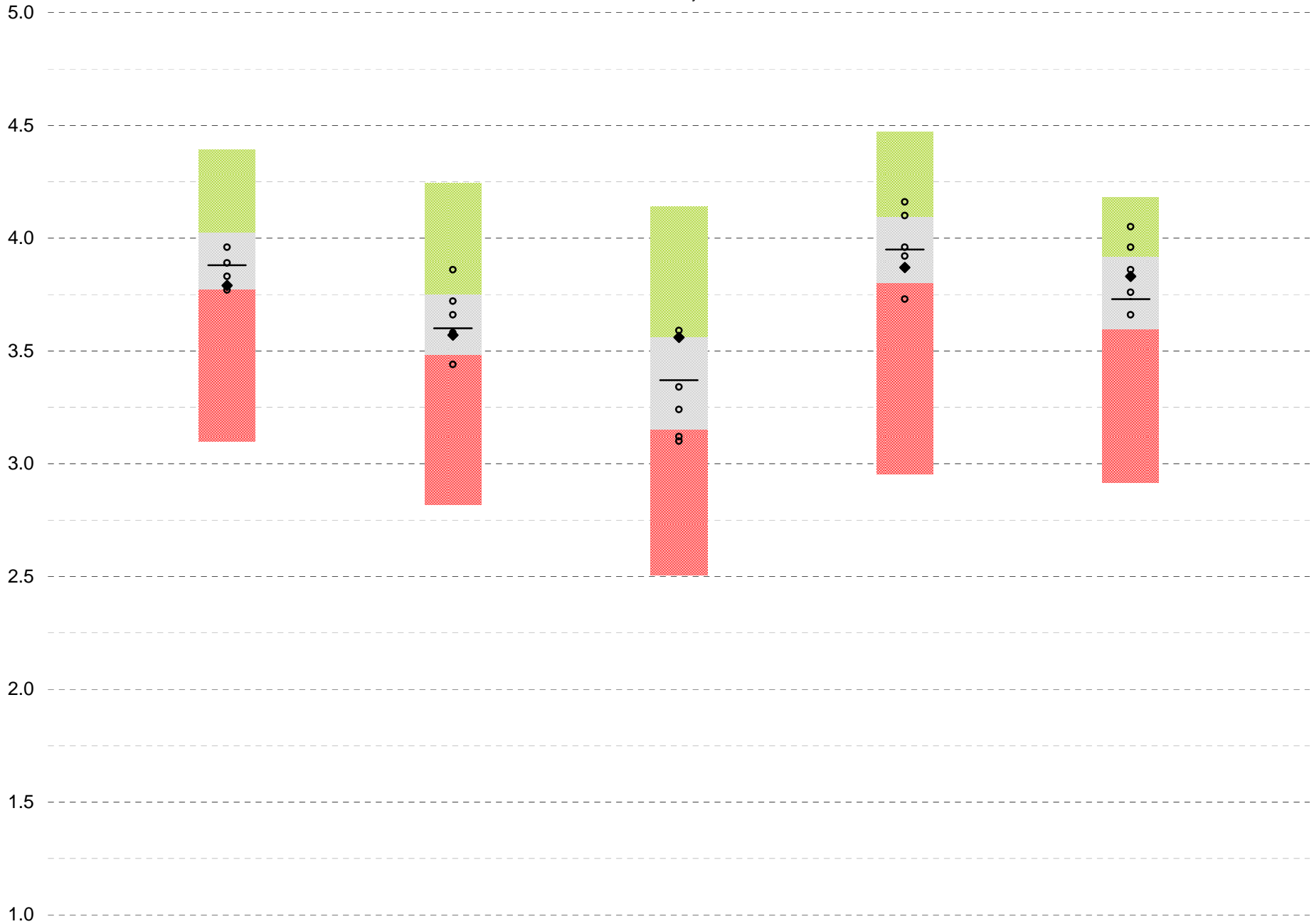


Table 1. Policies rated by faculty as *important* and *effective*

This table shows, for each of 20 policies, 1) the number of faculty who provided a valid response for both the importance and the effectiveness questions (34a and 34b); and 2) the percent of your junior faculty (overall and grouped by gender and race) who rated the policy as *important* or *very important to their success*, and *effective* or *very effective*. The policies and practices with the highest percent of faculty with this response pattern can be viewed as exemplars of successful policies at your institution.

Policy/Practice	Valid <i>n</i>	At Your Institution				
		Overall	Males	Females	White Faculty	Faculty of Color
Stop-the-clock for parental or other family reasons	134	81% (1)	72% (1)	89% (1)	84% (1)	75% (1)
Periodic, formal performance reviews	197	58% (2)	58% (2*)	59% (2*)	60% (3)	54% (2)
An upper limit on teaching obligations	179	55% (3)	58% (2*)	53% (7)	61% (2)	45% (5)
Written summary of periodic performance reviews	193	52% (4)	50% (4)	54% (6)	55% (6)	43% (7)
Informal mentoring	196	51% (5)	45% (5)	59% (2*)	56% (5)	41% (9)
Paid or unpaid personal leave	109	46% (6*)	38% (6)	56% (5)	45% (7)	47% (4)
Modified duties for parental or other family reasons (e.g., course release)	92	46% (6*)	36% (9)	57% (4)	57% (4)	29% (12)
Peer reviews of teaching or research/creative work	181	42% (8)	37% (7*)	48% (8)	37% (10)	51% (3)
Professional assistance for improving teaching	177	37% (9*)	29% (13)	47% (9)	43% (8)	26% (14)
Travel funds to present papers or conduct research	202	37% (9*)	37% (7*)	36% (11)	33% (11)	44% (6)
Paid or unpaid research leave	118	35% (11*)	31% (11*)	43% (10)	39% (9)	27% (13)
An upper limit on committee assignments for tenure-track faculty	166	35% (11*)	35% (10)	35% (12)	32% (12)	42% (8)
Spousal/partner hiring program	131	29% (13)	31% (11*)	28% (14)	28% (13*)	31% (11)
Formal mentoring program	179	27% (14)	24% (15)	31% (13)	28% (13*)	24% (15*)
Professional assistance in obtaining externally funded grants	180	23% (15)	27% (14)	17% (15)	16% (15)	35% (10)
Childcare	122	18% (16)	19% (16)	16% (16)	14% (16)	24% (15*)
Part-time tenure-track position	58	9% (17)	12% (17)	4% (18*)	10% (17)	6% (17)
Elder care	50	6% (18)	7% (18)	4% (18*)	8% (18)	0% (19*)
Tuition waivers (e.g., for child, spouse/partner)	112	3% (19)	1% (19)	5% (17)	2% (19)	3% (18)
Financial assistance with housing	129	0% (20)	0% (20)	0% (20)	0% (20)	0% (19*)

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

This table shows, for each of 20 policies, 1) the number of faculty who provided a valid response for both the importance and the effectiveness questions (34a and 34b); and 2) the percent of your junior faculty (overall and grouped by gender and race) who rated the policy as *important* or *very important to their success*, but *ineffective* or *very ineffective* (or *not offered*) at your institution. The policies and practices with the highest percent of faculty with this response pattern should be targeted for improvement.

Policy/Practice	Valid <i>n</i>	At Your Institution				
		Overall	Males	Females	White Faculty	Faculty of Color
Tuition waivers (e.g., for child, spouse/partner)	112	76% (1)	76% (1)	77% (1)	74% (1)	82% (1)
Childcare	122	59% (2)	53% (2)	68% (2)	65% (2)	47% (4)
An upper limit on committee assignments for tenure-track faculty	166	46% (3*)	39% (5)	56% (3)	47% (3)	44% (5)
Financial assistance with housing	129	46% (3*)	46% (3)	45% (6*)	33% (8*)	65% (2)
Spousal/partner hiring program	131	45% (5)	43% (4)	46% (5)	41% (5)	51% (3)
Professional assistance in obtaining externally funded grants	180	40% (6)	31% (8)	51% (4)	43% (4)	32% (10)
Travel funds to present papers or conduct research	202	37% (7)	33% (7)	42% (8)	36% (6)	37% (8)
Formal mentoring program	179	36% (8)	35% (6)	38% (9)	35% (7)	39% (6)
Part-time tenure-track position	58	35% (9)	27% (9)	45% (6*)	33% (8*)	38% (7)
Paid or unpaid research leave	118	28% (10)	22% (12)	36% (10)	26% (10)	31% (11*)
Modified duties for parental or other family reasons (e.g., course release)	92	25% (11*)	26% (10)	25% (13*)	20% (12*)	34% (9)
An upper limit on teaching obligations	179	25% (11*)	24% (11)	26% (11*)	22% (11)	31% (11*)
Peer reviews of teaching or research/creative work	181	20% (13)	17% (13*)	25% (13*)	20% (12*)	21% (14*)
Informal mentoring	196	19% (14)	17% (13*)	21% (16)	16% (14*)	25% (13)
Elder care	50	16% (15)	8% (17)	26% (11*)	14% (17)	21% (14*)
Written summary of periodic performance reviews	193	14% (16*)	7% (18*)	23% (15)	16% (14*)	11% (19)
Periodic, formal performance reviews	197	14% (16*)	11% (15)	18% (17)	15% (16)	13% (17*)
Professional assistance for improving teaching	177	11% (18)	10% (16)	11% (19)	7% (19)	18% (16)
Paid or unpaid personal leave	109	9% (19)	7% (18*)	13% (18)	8% (18)	13% (17*)
Stop-the-clock for parental or other family reasons	134	4% (20)	5% (20)	3% (20)	1% (20)	10% (20)

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

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Most frequently cited *best aspects* about working at your institution (Q44a)

**# of institutions where item ranked
among the top four responses**

	<i>rank</i>	<i>category</i>	<i>name</i>	<i>Selected peers</i>	<i>All comparables</i>
Overall	1	nature of the work	academic freedom	2	39
	2	climate, culture and collegiality	support of colleagues	2	61
	2	external factors	geographic location	2	53
	4	climate, culture and collegiality	my sense of "fit" here	4	69
Male	1	nature of the work	academic freedom	2	48
	2	external factors	geographic location	2	57
	2	climate, culture and collegiality	support of colleagues	1	49
	4	climate, culture and collegiality	my sense of "fit" here	5	69
	4	external factors	cost of living	3	31
	4	tenure	research/creative work requirements for tenure	0	5
Female	1	climate, culture and collegiality	support of colleagues	3	60
	1	external factors	geographic location	2	50
	1	nature of the work	academic freedom	1	42
	4	tenure	research/creative work requirements for tenure	0	5
	4	climate, culture and collegiality	my sense of "fit" here	4	68
White Faculty	1	external factors	geographic location	2	57
	2	climate, culture and collegiality	my sense of "fit" here	4	74
	3	tenure	research/creative work requirements for tenure	0	5
	3	climate, culture and collegiality	support of colleagues	1	53
Faculty of Color	1	nature of the work	academic freedom	3	44
	2	climate, culture and collegiality	support of colleagues	4	53
	3	external factors	cost of living	2	33
	4	external factors	commute	1	10

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Most frequently cited *worst aspects* about working at your institution (Q44b)

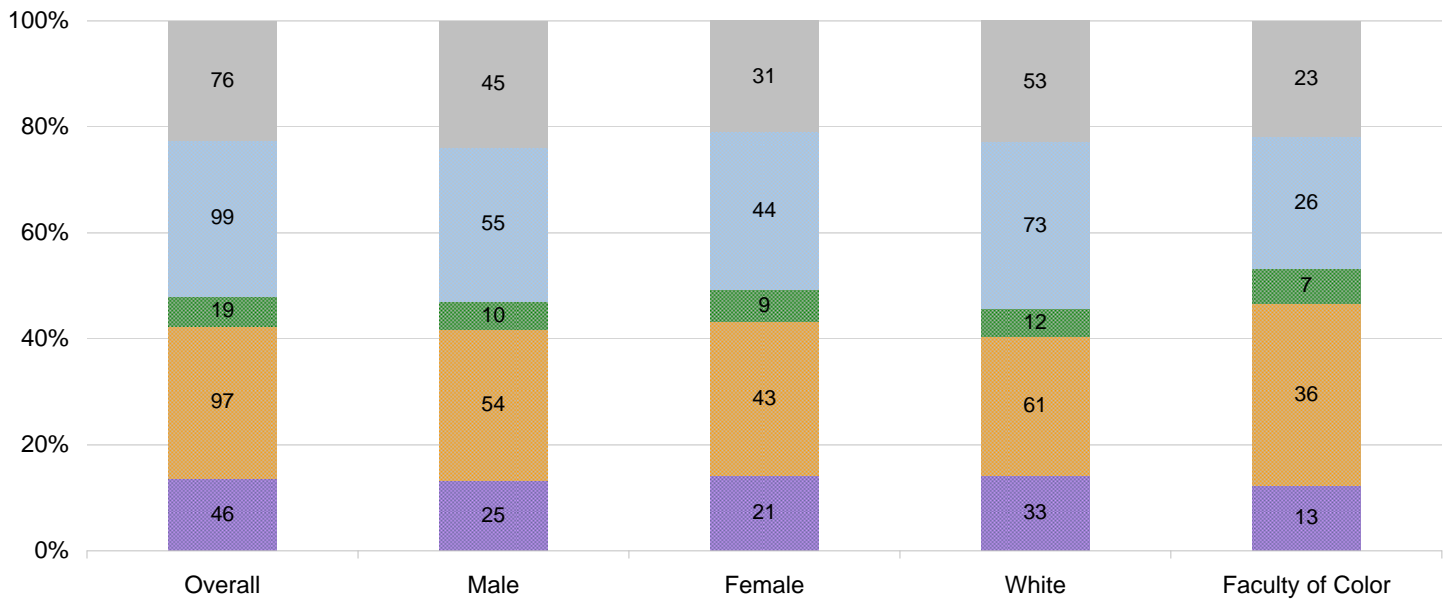
**# of institutions where item ranked
among the top four responses**

	<i>rank</i>	<i>category</i>	<i>name</i>	<i>Selected peers</i>	<i>All comparables</i>
Overall	1	external factors	geographic location	4	24
	1	policies and practices	compensation	5	64
	3	policies and practices	spousal/partner hiring program (or lack thereof)	1	8
	3	climate, culture and collegiality	absence of others like me	2	17
Male	1	policies and practices	compensation	5	60
	2	external factors	geographic location	4	28
	3	nature of the work	quality of graduate students	3	33
	4	policies and practices	spousal/partner hiring program (or lack thereof)	0	7
	4	climate, culture and collegiality	absence of others like me	0	15
Female	1	external factors	geographic location	4	27
	2	policies and practices	spousal/partner hiring program (or lack thereof)	0	11
	2	climate, culture and collegiality	absence of others like me	2	15
	4	climate, culture and collegiality	lack of diversity	4	22
White Faculty	1	policies and practices	compensation	5	57
	2	external factors	geographic location	4	27
	3	policies and practices	spousal/partner hiring program (or lack thereof)	0	6
	4	nature of the work	quality of facilities	1	39
	4	climate, culture and collegiality	absence of others like me	2	15
	4	nature of the work	lack of assistance for grant proposals	1	5
	4	policies and practices	too much service/too many assignments	1	40
	4	nature of the work	unrelenting pressure to perform	1	13
Faculty of Color	1	external factors	geographic location	4	27
	2	nature of the work	quality of graduate students	2	27
	3	climate, culture and collegiality	lack of diversity	2	24
	4	policies and practices	compensation	5	52

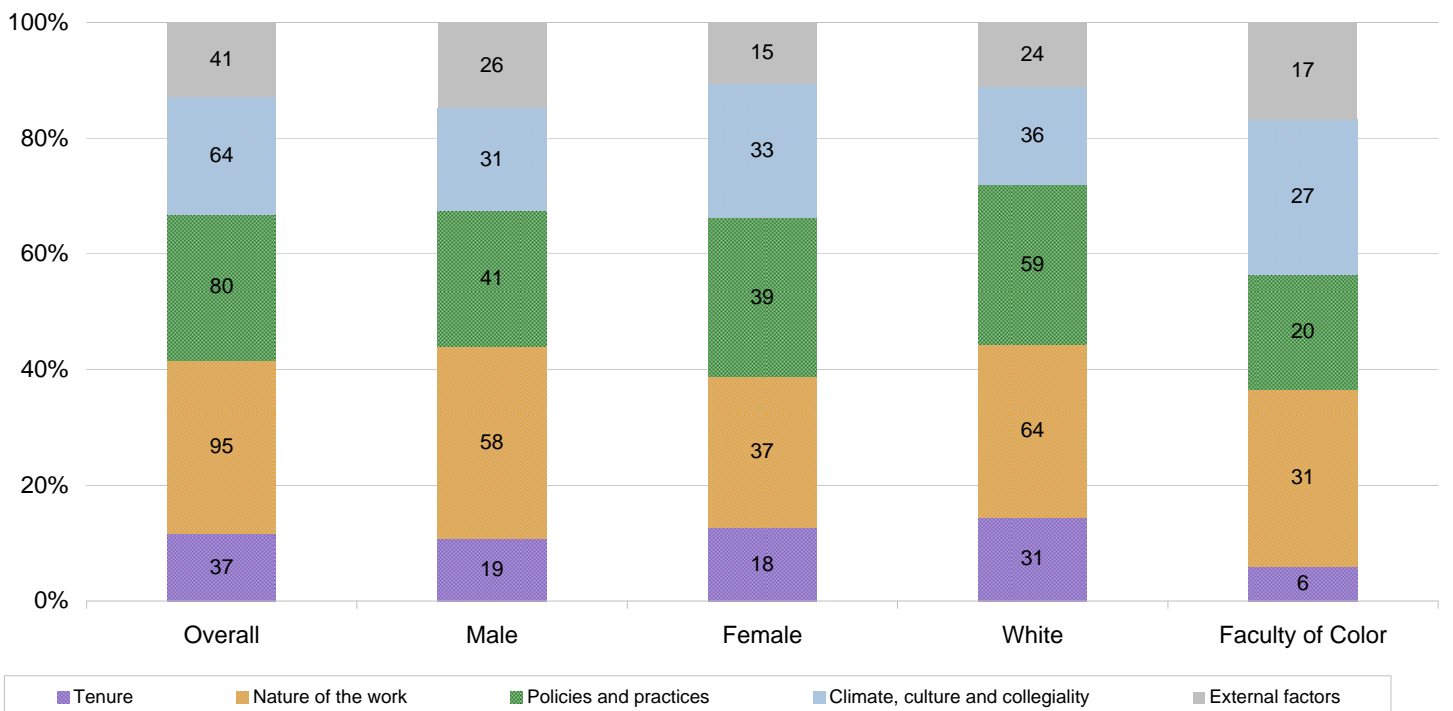
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The following charts summarize the data in the Best Aspects and Worst Aspects section of the report. The chart labeled Q44a. displays the items reported as best aspects of working at your institution organized by theme. The chart labeled Q44b. displays the items reported as worst aspects of working at your institution organized by theme.

Q44a. **Best aspects** about working at your institution, by category

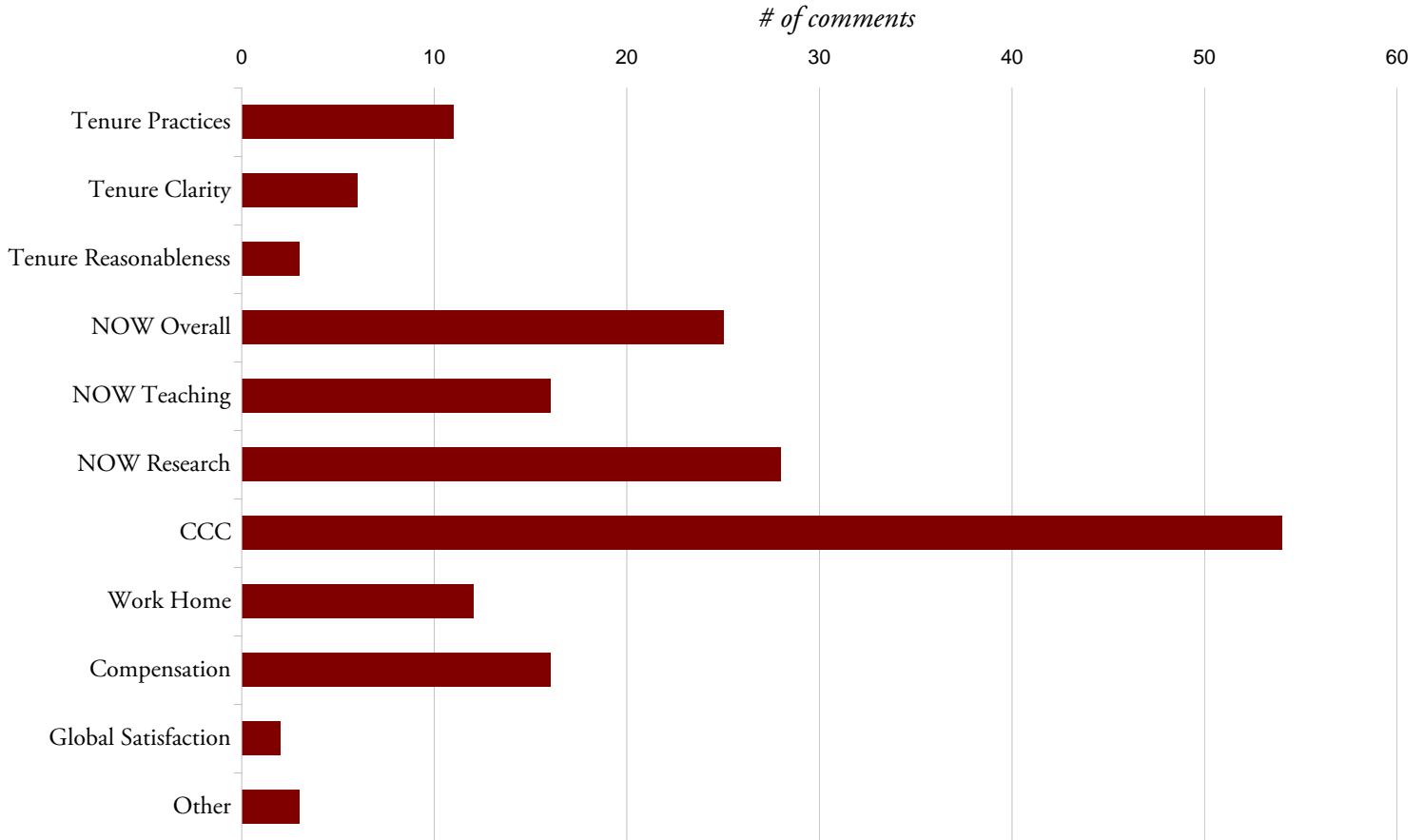


Q44b. **Worst aspects** about working at your institution, by category



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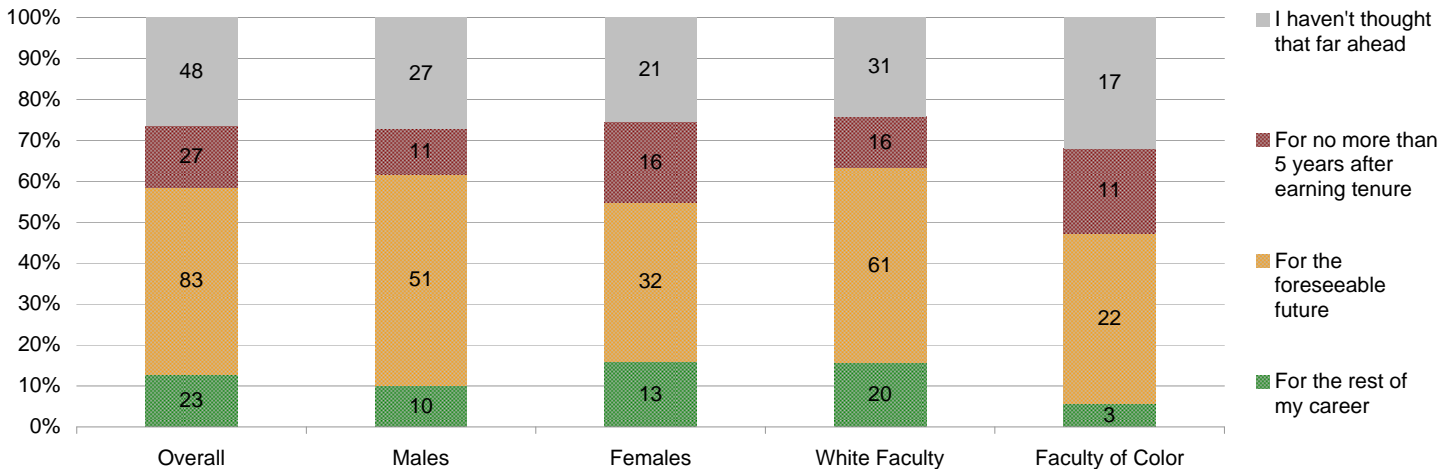
The following chart summarizes by theme the responses to the survey's final question, which asks faculty to tell us the number one thing that they, personally, feel their institution could do to improve the workplace for faculty. All faculty responses are available in your complete COACHE Institutional Report.



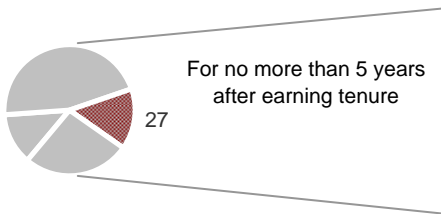
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The following charts report data for non-likert survey items (Q47, Q47b, and Q49). For Items Q47 and Q49, the graphs display the distribution of responses for your institution, as well as disaggregated responses by gender and race. Q47b examines the subgroup of respondents to Q47 who do not plan to remain at your institution for more than five years after receiving tenure.

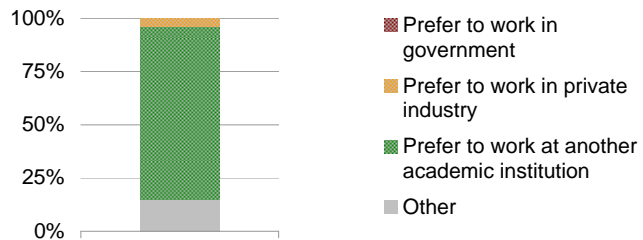
Q47. Assuming you achieve tenure, how long do you plan to remain at your institution?



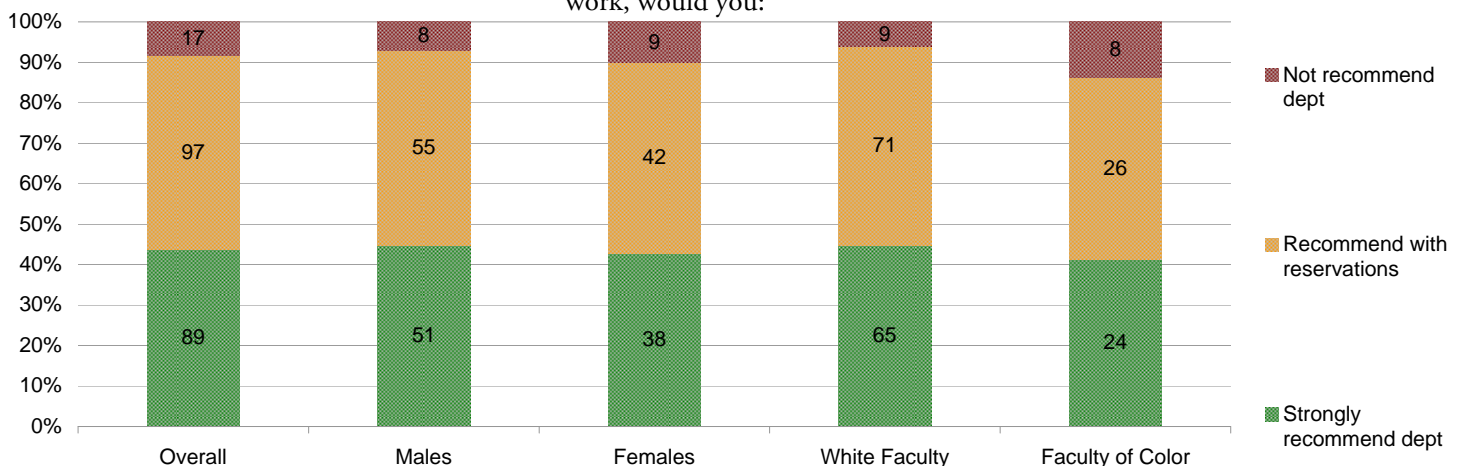
Q47. Assuming you achieve tenure, how long do you plan to remain at your institution?



Q47b. Why do you plan to remain at your institution for no more than five years after earning tenure?



Q49. If a candidate for a tenure-track faculty position asked you about your department as a place to work, would you:





The Collaborative on Academic Careers in Higher Education

Harvard Graduate School of Education

8 Story Street, 5th Floor

Cambridge, MA 02138

Phone: 617.496.9344 or 617.496.9348

coache@gse.harvard.edu

<http://www.coache.org>



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GRADUATE SCHOOL OF EDUCATION