

COACHE

PARTNERSHIP
PROGRESS
IMPACT *20*
years



collaborative on academic
careers in higher education



LOOKING BACK & MOVING FORWARD

A message from the Executive Director

As the Collaborative on Academic Careers in Higher Education (COACHE) marks its 20th anniversary, I am reminded of one provost’s valuable insight that has become a guiding principle: colleges and universities are rife with data, and collecting and managing that data is becoming ever cheaper and easier, higher education institutions often lack the support needed to transform data into meaningful action.

Over the past 20 years, COACHE has responded to new challenges by deepening the support it provides partners as they look to improve both faculty and institutional success. This has included reports designed to ensure transparency and accessibility for all faculty. Our partners through the years have told us that this transparency has been key in building trust, and trust is foundational to institutional resilience.

Another pillar of our work is including faculty in both sense-making and decision-making processes. When faculty are involved from the outset, through data analysis and policy recommendations, institutions make better decisions that endure over time.

We’ve also learned the value of creating a community of practice for academic leaders. Providing a space where leaders can speak candidly about their work with each other and the broader challenges they face is a cornerstone of our theory of impact. This includes growing to include a focus on teaching and learning.

COACHE nests its data in the environment where they are collected. Contextualizing the data is crucial to interpreting the results and honoring our charge to improve the workplace for faculty. With that in mind, two issues become clear. First, the descriptions of faculty in the current media landscape often mischaracterize their work. The COACHE of the past focused on telling the story of faculty to academic leaders. Moving forward, COACHE commits to sharing the stories of faculty and their impact with a broader audience. Secondly, the COACHE data continue to bolster the evidence that some groups of faculty experience the workplace in very different ways and those experiences shape their research and their work with students. COACHE’s approach to addressing this challenge has and always will center on the data. Moving forward, COACHE remains committed to highlighting these differences—not out of ideology, but because of our commitment to honest, data-driven discussions about how higher education can best serve its many constituencies.

As we look ahead, COACHE reaffirms its commitment to these guiding principles. Most importantly, we will continue to listen and respond to the needs of institutional leaders, researchers, and faculty. We have no other path forward — and we wouldn’t want it any other way.

R. Todd Benson, Ed.D.
Executive Director and Principal Investigator



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20 years OF COACHE PARTNERSHIPS

Through 20 years of collaboration with hundreds of higher education institutions and senior faculty administrators, COACHE has a unique understanding of faculty needs and the intricacies of life in higher education. Our work brings together faculty and academic leaders who believe in the value of

data-based decision making to drive positive change — for the benefits of faculty, higher education institutions, and the sector at large. As a research-practice partnership based at the Harvard Graduate School of Education, COACHE is the leading voice in the faculty experience in higher education.

COACHE BY THE NUMBERS

350+

Institutions have partnered with COACHE

Nearly 200,000

Faculty surveyed

25

Number of states in which COACHE has worked with institutional partners

20 years

Duration of longest standing COACHE partnership

ADVANCING SCHOLARSHIP

As a research-practice partnership, COACHE is dedicated to advancing scholarship on the professoriate, academic culture, and related faculty issues. We further this mission by selectively providing access to our robust survey data to scholars and their doctoral students. Their work has resulted in a wealth of published journal articles, books, and dissertations rooted in COACHE insights. With more than 10 years since the last federally funded National Study of Postsecondary Faculty, COACHE data has emerged as an indispensable resource for understanding the experiences of full-time postsecondary faculty across the United States.

Scholars interested in accessing COACHE data should visit the COACHE website's "Data Request" page to review the available datasets, opportunities, and limitations before submitting a request.

OUR TIMELINE

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|-------------|--|-------------|--|
| 2005 | COACHE founded with support from the Atlantic Philanthropies and the Ford Foundation. COACHE Faculty Job Satisfaction Survey launches for tenure-track faculty | 2020 | COACHE launches Deans' Comparative Reports

Non-tenure track faculty automatically included in survey administration |
| 2010 | COACHE Faculty Job Satisfaction Survey expands to include tenured faculty, with additional questions specific to their experience | 2021 | COVID-19 question modules added for all surveys |
| 2011 | Non-Tenure Track module added to COACHE Faculty Job Satisfaction Survey | 2024 | Debut of COACHECast, a podcast from COACHE exploring leadership and the faculty experience in higher education |
| 2015 | COACHE Faculty Job Satisfaction Survey extended to include Community Colleges | 2025 | COACHE Retention and Exit Survey relaunches with dynamic online reporting platform |
| 2016 | COACHE Retention and Exit Survey piloted in partnership with the University of California | | COACHE Faculty Job Satisfaction Survey is migrated over to the new online reporting platform |
| 2017 | COACHE Retention and Exit Survey launches | | COACHE Celebrates 20 years supporting faculty and leadership in higher education |



COACHEcast: A thought-provoking podcast with leaders in higher education

Launched in 2024, the COACHEcast podcast features guests from across the higher education sector in dynamic conversations exploring the faculty experience and leadership in higher ed.

Through these in-depth discussions on a wide range of topics, provosts and other academic stakeholders can gain valuable knowledge and practical strategies to improve the experience and engagement of faculty, and support broader institutional success.

COACHEcast is available on all major podcast platforms.

COACHE STUDIES

COACHE’s research instruments go far beyond simple surveys. They are dynamic studies about the faculty experience. They inform actionable strategies that drive meaningful change to allow faculty to do their best work.

Whether with small or large campuses, wide-reaching systems, or public or private institutions, the COACHE team works in partnership with faculty and leadership to support robust survey administration that delivers high-quality data and enables actionable insights.

As a research-practice partnership, COACHE also creates opportunities for its partners to engage on important topics to improve their faculty’s experience — with the COACHE team, researchers in the sector, and other exemplary institutions within COACHE’s community of practice.

More than 350 higher education institutions of all kinds have partnered with COACHE to inform data-driven process and policy changes that have contributed to increased faculty engagement and trust, recruitment and development of the best talent, retention, and more.

More than 350 higher education institutions of all kinds have partnered with COACHE

FACULTY RETENTION AND EXIT SURVEY

As the only comparative study of faculty retention and departures in U.S. higher education, the Faculty Retention and Exit survey enables leaders to make more targeted and effective investments in faculty engagement, development, and retention.

Faculty Retention and Exit Survey themes include:

- The search for a new position
- Nature of the outside offer
- Compelling factors in a decision to depart or stay
- Influence of spouses’ and partners’ careers
- The counteroffer process
- Transition to a new institution
- Work environment
- Demographic characteristics of population

The survey provides critical insights to an organization from three groups: faculty who ultimately left and institution, faculty who received an offer to work elsewhere in the past year, but were ultimately retained; and optionally, faculty who were preemptively retained by an institution.

In 2025, the survey’s new reporting platform launched with additional features and data visualizations for more efficient and effective access to the data. As a partner, COACHE also provides ongoing support to help institutions interpret and act on the data in a meaningful way through its dedicated team, custom tools, and COACHE’s community of practice — from communications to policies and processes.

More than 50 institutions have taken part since the Faculty Retention and Exit Survey began in 2017.

FACULTY JOB SATISFACTION SURVEY

COACHE’s flagship instrument for faculty data and insight

The Faculty Job Satisfaction Survey is a catalyst to ignite real-time change and meaningful progress at higher education institutions. The proprietary survey instrument provides rich data and insights to help leaders understand and act on issues affecting faculty’s overall satisfaction and their ability to do their best work.

The Faculty Job Satisfaction Survey continues to set the standard for national studies of the faculty experience. Using the research-practice partnership framework detailed by the William T. Grant Foundation, COACHE enables partners to affect institutional progress and drives the research agenda for scholars of higher education.

COACHE partners not only have the ability to study and track progress against their own data sets, they can compare their data to a self-selected set of peer institutions.

Moreover, COACHE also provides tools, templates, and support to institutions throughout the survey process. This allows institutions to better understand, assess, and communicate survey findings. COACHE also facilitates connections that help institutions develop specific, measurable strategies for improvement in key areas relevant to their institution, implement these strategies, and track their progress.

Faculty Job Satisfaction Survey results provide insights on a variety of themes that reflect faculty attitudes about their workplaces:

- Nature of work: research, teaching, and service
- Tenure and promotion
- Interdisciplinary work, collaboration, and mentoring
- Departmental collegiality, engagement, and quality
- Leadership: senior, divisional, departmental, and faculty
- Institutional governance
- Facilities and work resources
- Appreciation and recognition
- Recruitment and retention
- Personal and family policies
- Health and retirement benefits
- Global satisfaction
- Clinical work (if applicable)
- Other metrics informed by custom questions developed in partnership with participating colleges or universities

COACHE FOR DEANS

For deans, COACHE can provide an independent study for an individual division that provides data and insights through the Faculty Job Satisfaction Survey, even if their institution is not yet participating in the COACHE process overall.

As a result, deans are better able to pinpoint unique strengths, challenges, and opportunities for them to take specific action in their unit. In addition, contextual benchmarking allows deans to see how their school division compares to a national cohort of peer divisions.

PARTNERS IN IMPACT

COACHE is proud to support the many leading institutions and individuals who are committed to making continued strides in the academic workplace — ultimately benefiting faculty, students and the Academy at large. The following stories highlight a selection of the remarkable results of our partners' efforts.

LONG-TERM PARTNERSHIP WITH COACHE ENHANCES INSIGHT FOR SUCCESS

Virginia Tech leadership committed to continuous improvement informed by faculty feedback

PARTNER SPOTLIGHT

Virginia Tech • COACHE partner 2006–2025

Hundreds of colleges and universities have used data gained from COACHE surveys to cultivate a deeper understanding of their faculty's experience and how to best make improvements, but few institutions have had such a long and impactful partnership with COACHE as Virginia Tech.

With a relationship spanning six cycles of the COACHE Faculty Job Satisfaction Survey and two cycles of the Faculty Retention & Exit Survey over 18 years, Virginia Tech has deeply engaged with its COACHE data to inform strategic planning, prioritization, and the development of unique programs that improve the workplace for faculty and drive Virginia Tech forward.

“Our long partnership with COACHE has given us the benefit of such rich historical, longitudinal data about where we started and where we are at this moment,” says Dr. Rachel Gabriele, Associate Vice Provost for Faculty Affairs at Virginia Tech. Dr. Gabriele says that faculty, administration, and leadership all see the value in the COACHE process and having data available to show progress over time — particularly in complex areas that require ongoing attention.

Growing credibility and faculty participation

The COACHE process clearly resonates with faculty, says Dr. Gabriele, noting that there's a recognition that the data is academically rigorous and has contributed in measurable ways to the many benefits created and communicated at the university level. She adds that the partnership has also resulted in heightened credibility for COACHE results university-wide, inspiring more data-driven decision making at all levels.



Our long partnership with COACHE has given us the benefit of such rich historical, longitudinal data about where we started and where we are at this moment.

Dr. Gabriele notes that the university has benefited from robust faculty response rates over the years not found with other surveys. She says this is a reflection of faculty trusting the COACHE process, and

understanding that it is a highly effective way to have their voices heard. In the most recent cycle of the COACHE survey, Virginia Tech included custom questions focused on institution-specific areas of concern as a strategy to improve response rates and enable tracking of these topics over time — rather than developing a new, separate survey that was less likely to attract the same level of faculty engagement.

Data offers transformative insights and meaningful action

Virginia Tech leadership is highly purposeful in incorporating COACHE survey results into university-wide action plans, says Dr. Gabriele. For example, data showing perennial issues around clarity of tenure expectations led to specific efforts toward improving policies around promotion and tenure, with notable improvements in this area shown in the last survey cycle.

Informed by COACHE data, a greater focus has also been put on work/life balance policies in recent years, resulting in steady improvement in faculty satisfaction with programs, including a novel dependent care travel grant to address childcare concerns in the school's rural location. The program is an outcome of digging into survey comments from faculty as well as continued conversations, which have led to the program being broadened to encompass care giving.

“In addition to the valuable benefit it provides [to faculty], the signal it sends about the support the university is trying to give — trying to remove barriers so our faculty go and be awesome — is really important,” says Dr. Gabriele.

With the data at the university level proving so valuable, Virginia Tech provides opportunities for

deans and department heads to better engage with the data through a dashboard for departments and colleges to be able to compare their data over the last three cycles. At the department level, data is often being parsed year by year, with department chairs being able to identify specific actions that led to results.

“How people are using the data — outside of our office — is fascinating, surprising, inspiring. Faculty are really trying to find the answers in this data. Watching them make sense of this data and what it is doing in their department is much more noticeable than what we

are seeing at the university level, and that's amazing to experience,” says Dr. Gabriele.

Deep partnership fosters continuous improvement

Virginia Tech was an early partner of COACHE, and continues to develop and apply best practices — in both administering the survey and acting on the results. Over its many years of partnership with COACHE, Virginia Tech has benefited from and contributed to the COACHE community of practice, through COACHE's strategy workshops and other one-on-one conversations with institutional peers.

Virginia Tech was also among the first to participate in the COACHE Faculty Retention and Exit Survey, seeking out additional information to add to its data-based insights that help leaders to continue to improve the faculty experience.

Dr. Gabriele is already looking toward the future with COACHE, commenting on the close partnership that exists beyond the surveys themselves. “COACHE knows Virginia Tech and what our interests are. When new opportunities are popping up or there are new ways of looking at something that would benefit us, they know when to reach out to us.”



Dr. Rachel Gabriele

FACULTY SENATE TAKES UNIQUE ROLE IN LEADING IMPROVEMENTS AT UTA

Faculty ownership in COACHE survey is key to meaningful outcomes

PARTNER SPOTLIGHT

University of Texas at Arlington

• COACHE partner 2021–2024

In a time when relationships between faculty and administration can often be strained, the Faculty Senate and administration at the University of Texas Arlington (UTA) forged a unique path — driving both change for faculty, and change in the relationship between faculty and administration.

As part of its efforts to create movement in addressing faculty concerns, the UTA Faculty Senate set about implementing the first faculty satisfaction survey at UTA in more than a decade. Selecting the COACHE Faculty Job Satisfaction Survey as the survey instrument of choice, UTA became the first institution in COACHE's community of practice where the Faculty Senate was the primary driver of COACHE, rather than the administration.

“Offering to undertake the work of a faculty survey — rather than just asking for one — proved to be a very good strategy for effective collaboration,” says Dr. Jacqueline Fay, Professor of English and past Chair of the UTA Faculty Senate. She says that after the survey “faculty were eager to get around the table and be a part of the discussions.”

Partnership and communication foster collaboration

Dr. Fay, together with Dr. Bill Carroll, co-chaired the survey's administration and analysis, working with committees to develop recommendations informed by the survey findings. The faculty then presented results to Dr. Tamara L. Brown, Provost and Senior Vice President for Academic Affairs, and Dr. Jennifer Cowley,

President of UTA, both of whom had stepped into their roles during the COACHE process.

This spirit of collaboration and resulting transparency proved especially important when working through difficult issues that had been identified through the COACHE survey.

“Acknowledging that an issue exists is really a huge step forward — it's part of a solution in and of itself. To be able to have those conversations and build on that has been amazing.”

When survey data reflecting dissatisfaction with faculty salaries was presented, leadership began by saying they were in agreement, Dr. Fay says. “Acknowledging that an issue exists is really a huge step forward — it's part of a solution in and of itself. To be able to have those conversations and build on that has been amazing.”



Dr. Jacqueline Fay



Dr. Tamara Brown

Provost Brown also praised the communicative and collaborative process. “We were able to give full transparency about the things that were shared: ‘Here's what we're thinking. Here's what we can do, here's what we can't do. And here's why.’”

Clarity on ownership of actions, priorities, and progress

To quickly and easily share recommendations with others, Dr. Fay has created a COACHE scorecard which is shared with the full faculty and at every level of leadership. The scorecard includes recommendations yielded from the seven faculty committees and provides a way to record how issues are being addressed, check off accomplishments, and track progress over time.

Another clear benefit of the Senate-led COACHE model is that faculty members take responsibility for communicating to their peers that some of the changes need to be owned by faculty themselves — a message that might be difficult for an administrator to deliver. Dr. Fay notes that many of those changes are about the culture surrounding faculty roles, and faculty's impressions, evaluations, and treatment of one another.

“Some of the recommendations are really in the hands of faculty members themselves and some of them don't even cost any money — they're about how people feel and experiences that they've had that maybe not ev-

everyone knew about. As a group, we really need to own some of those,” says Dr. Fay.

More than this, Dr. Fay explains that actions arising from the survey have reached far beyond faculty themselves: the recommendations have been incorporated into UTA's strategic planning, and Dr. Fay has also made connections between the COACHE survey and UTA's people and culture survey.

Faculty engagement in the COACHE process grows

UTA has recently completed its second COACHE survey. Dr. Fay says that everyone is excited to see results, but her biggest goal is to continue to harness the desire that people now have in wanting to be involved in the COACHE process — either as part of the steering committee or in the analysis portion. “People are enthusiastic to get involved,” says Dr. Fay. “I want to see a lot more people stepping up at that stage.”

Dr. Fay is also happy to see more faculty getting involved in COACHE at other institutions. “From sitting in workshops and talking to my colleagues at the campuses, I am seeing more faculty involved and more faculty wanting to be involved. I'm proud to be able to share more about our model with colleagues.”

INNOVATIVE INSTITUTIONAL SURVEY PROCESS DELIVERS MORE THAN DATA INSIGHTS AT THE UNIVERSITY OF KANSAS

Institutional Research leads the charge on university-wide improvement efforts using COACHE survey as model

PARTNER SPOTLIGHT

University of Kansas

• COACHE partner 2005–2025

COACHE survey administration teams look different at every institution, usually made up of a varying array of stakeholders. Institutional Research is often a key player in COACHE teams — particularly when reviewing and interpreting results. The University of Kansas (KU) took this one step further: not only did the institution have its Analytics, Institutional Research, and Effectiveness (AIRE) team lead the COACHE process from end-to-end, the team used the COACHE model to revamp the entire institutional survey process at KU. In doing so, it also transformed the culture surrounding surveys — leading to greater trust, collaboration, and accountability in taking action to create long-term progress.

COACHE as a model for survey best practices

The transformation of KU's campus survey process has been directed by Dr. Corinne Bannon, Chief Strategy and Data Officer, Vice Chancellor and her team, under the leadership of Dr. Barbara Bichelmeyer, Provost and Executive Vice Chancellor. The process highlights the important role IR is playing in the development of strategic initiatives at KU.

Dr. Bannon says the COACHE survey process, with its clear roles and responsibilities, served as a highly valuable model for the creation of a new constituent survey process for undergraduate students, graduate students, and staff surveys as well — all of which are

now led by AIRE. In fact, she adds, the importance of improving the overall survey process came as a result of delving into some of the issues identified in KU's 2022 COACHE Faculty Job Satisfaction Survey, the first COACHE survey the institution had conducted in 10 years.

Previously, constituent surveys had been conducted inconsistently, and there was a clear lack of engagement in the process from a range of stakeholders, as well as the respondents. In addition, the university had seen years of reduced state budget allocations plus relatively new executive leadership and transitions in Faculty Affairs leadership.

“We were facing a perfect storm of issues, and steps needed to be taken to ensure faculty felt heard and could trust leaders to respond,” says Dr. Bannon, who credits university leadership for not wanting to hide from the negative issues. Tackling these challenges head-on set the stage for the new university-wide process.

“When we created the new process, it was essentially the response to those bad survey results. We went through the COACHE process of continuous improvement, and we learned so much about how further listening to people doesn't solve everything, but that being honest and communicating consistently goes far in building trust,” says Dr. Bannon.

As they continued to learn from the COACHE process, Dr. Bannon and her team found themselves asking, “Why would we not do this for our other constituent survey processes and commit to the efforts to do it the right way?”

Photo courtesy of University of Kansas

Developing and implementing a consistent approach to surveys

AIRE led the development of the “Campus Constituent Survey Process” to provide a consistent approach to surveys. It adapted key elements of the COACHE process to ensure effective administration, participation, engagement, and tracked the implementation of the recommendations arising from the surveys. The AIRE-designed constituent survey process is now used as a model to implement the National Survey of Student Engagement (NESSE) focused on undergraduate students, a nationally benchmarked survey focused on graduate students, and Great Colleges to Work For focused on staff.

In alignment with the COACHE survey model, the constituent surveys are now conducted on a three-year cycle to offer consistency while also providing a useful cadence to help demonstrate actions as a result of survey responses. The new standardized survey process is a critical tool to help the university prioritize, implement, and track improvement recommendations made by faculty, undergraduate students, graduate students, and staff.

The process is supported by KU’s Campus Constituent Surveys Implementation Team. This model, originally developed to support the implementation of actions arising from the COACHE survey, is made up of leadership from a wide range of campus leaders, including student affairs, research, HR, and academic success. The team now supports the implementation work for all surveys, helping constituent needs and key actions to be elevated beyond a single stakeholder. It ensures university-wide prioritization and collaboration by reviewing recommendations and communicating the status of actions every four months.

Prioritizing communication at every step

Communications are also highly visible and prioritized throughout the survey process — from the initial email about a particular survey in coordination with governance and university leaders, to consistent

updates about progress. To support these efforts, a communications lead is embedded in the teams from AIRE and key departments, such as Faculty Affairs and the Provost Office.

This has been an especially relevant part of the new approach given earlier frustrations with the inconsistency in the survey processes and lack of follow-up on what actions may have taken place as a result, with faculty having previously challenged leadership to “just show us one thing you did based on survey results.”

Dr. Bannon highlights this as one of the reasons communicating with constituents is so important. “People need those reminders about how things are better because of what they helped us identify as an improvement we could make,” she says.

Shifting culture brings stakeholders together

The standardized process and consistent exposure to communication about the constituent survey process and results have led to a greater interest across campus in improving engagement and satisfaction.

Dr. Bannon says she is particularly proud of seeing the relationships that have been developed through this work, and how they have positively impacted other critical activities beyond the surveys themselves — such as budgeting and strategic planning.

“Our work has brought a feeling of ‘we’re all in this together’ when it comes to making the decisions that are going to have the most impact for KU. I’ve seen a building of relationships across those leaders and an understanding of what each of their pieces are — making a better place for people to work and research.”

KU is currently preparing for its next COACHE Faculty Job Satisfaction Survey. Dr. Bannon says that having that long-term commitment upfront helps establish trust for what people can expect going forward in efforts to affect positive change.

“We are building it so much into the fabric of what people expect — that is part of the culture building taking place,” says Dr. Bannon. “I think what we’re doing at KU is to be very intentional in our process, and I’m proud of that.”



We went through the COACHE process of continuous improvement, and we learned so much about how further listening to people doesn’t solve everything, but that being honest and communicating consistently goes far in building trust.





UNIVERSITY SYSTEMS INVEST IN HIGHLY TAILORED PATHS TO PROGRESS

System partnerships with COACHE result in measurable changes at system-wide and campus levels

System leaders often begin their partnerships with COACHE by noting their system is completely different from everybody else — and after partnering with eight systems over two decades, COACHE agrees.

Since its very start, COACHE has helped systems reach their unique goals as they overcome distinct challenges related to the relationships, cultures, resources, and capacities at each campus, as well as the wide variation of the roles of systems and differing expectations from stakeholders in each state.

Through its continued experience with systems, COACHE has developed a highly tailored process to help them gather meaningful data and progress toward their desired results. This process includes expert investigation into the level of each system's expected participation, specialized survey question development, and individualized support and resources.

Systems benefit from a customized approach to the COACHE process. It offers both a pathway to identify tangible changes and a greater return on their investment by being able to tackle issues top-down at a system level, rather than campus by campus. For example, based on the insight provided by COACHE, systems are often able to develop solutions to broad-based issues that are most effectively addressed across multiple campuses, such as support for research, salary, mentoring, and recognition.

Some examples of the benefits of engaging in the COACHE survey process as a system include:

Collaboration for problem solving

Working as a system affords opportunities for campuses within the system to collaborate on problem solving.

If a pattern emerges among a subset of institutions, there exists a real possibility to have those campuses problem solve together in a way that is completely contextualized within their system, creating a solution for the benefit of all.

Optimal data comparisons

Another benefit of participating as a system is that it offers a built-in peer set. All COACHE partners can see near peer data to compare to their own, but when a system participates in a COACHE survey, campuses can select each other as peers helping to provide a true sense of faculty sentiment within their region. For example, a system within a particular region may benefit more by comparing its own campuses rather than comparing a campus to the national landscape.

Transparency and best-practice sharing

Campuses have the opportunity to learn more about each other through the COACHE reports, which provides healthy role modeling of transparency and opportunities for sharing effective campus-level programs and best practices. In this way, programs or initiatives driving positive outcomes at one campus may more effectively be duplicated at others across the system — either through changes made through the central office or by the campuses themselves.

Over the years, systems have also found success with transparency using various partnership models, ranging from COACHE as a facilitator and providing key resources to hands-on, high-level involvement with the data and help in extrapolating insights. The COACHE team applauds its system partners and their meaningful work to improve the faculty experience.

SYSTEMS FIND SUCCESS THROUGH INSIGHT FROM COACHE

CASE STUDIES

CITY UNIVERSITY OF NEW YORK (CUNY)

System and individual campuses take charge for positive changes

The City University of New York (CUNY) is a compelling example of how a system can successfully increase faculty satisfaction through system-wide changes as well as targeted changes within individual campuses.

From a system-wide perspective, three noteworthy outcomes emerged from the COACHE Faculty Job Satisfaction Survey findings from 2015 and 2019: ensuring more input from faculty on the activities of the Central Office; the charging of a task force to make recommendations about the development of clear guidelines on how research, teaching, and service are considered in tenure and promotion; and negotiating a reduced teaching workload.

From a campus perspective, new programs were developed to deal with faculty issues, new faculty awards and recognition opportunities, as well as mentoring, DEI, and leadership development programs.

Dr. John Verzani, Chair of the CUNY University Faculty Senate, was involved in both COACHE Faculty Job Satisfaction Surveys. He says the ability to do cross-campus comparisons has been valuable, as well as comparing the university level and the campus level — particularly when looking at the results over a period of time and comparing several survey cycles.

Dr. Verzani also sees that trust is growing among faculty as they engage with the COACHE process and see that their voices are being heard. “There’s steady progress — and there’s a measurable outcome from that progress that makes a big difference in cultivating real trust. It’s creating a real appreciation of faculty and administrators working together to try to make things better.”

CUNY completed its most recent COACHE survey cycle in 2023 and is currently implementing the recommendation actions that resulted from that survey.





UNIVERSITY OF CALIFORNIA

System-wide commitment to research continues to impact higher education across nation

The University of California (UC) system and its partnership with COACHE highlight the high-level involvement a system can take when it is committed to making data-driven improvements. Together, the UC system and COACHE developed the Faculty Retention and Exit Survey, which remains the only multi-institutional survey of faculty retention and departure in higher education.

As one of the largest public university systems in the U.S., the UC system was instrumental in creating the large data set needed to test an effective tool to capture the experiences of faculty who face the prospect of leaving their universities.

After the successful pilot with six of the UC campuses in the 2015–2016 academic year, COACHE launched the Faculty Retention and Exit Survey nationwide in 2017, which has since been administered to more than 50 universities.

“Because of the initial research-pilot phase of the study, UC can now draw from a national database of those universities participating in the survey, a database we helped generate,” according to Dr. Susan Carlson, Professor Emerita, University of California, Davis and Vice Provost Emerita, UC Office of the President.

This year COACHE has introduced a new iteration of the Faculty Retention and Exit Survey with a new reporting platform. It offers dynamic features and data visualizations that enhance usability and facilitate data analysis, including segmenting and cross-tabulating data in real time.

UNIVERSITY OF TENNESSEE

Expanding insight to inform system-wide change

After the successful partnership between the University of Tennessee, Knoxville and COACHE beginning in 2012, the full University of Tennessee system decided to participate in the COACHE Faculty Job Satisfaction Survey in 2021.

The system immediately moved to leverage the COACHE process as a way to understand specific issues across its campuses as part of its efforts to promote mental health and well-being among students, faculty, and employees. The system’s first Chief Wellness Officer, Dr. Jessi Gold, created a bank of custom COACHE questions to dig into faculty wellness, grounded in research on important issues such as burnout and stress.

Dr. John Zomchick, Provost of the University of Tennessee, Knoxville, said he is happy that the four other University of Tennessee campuses have signed on to participate in COACHE. He notes that implementing multiple cycles of the Faculty Job Satisfaction Survey on his campus has helped communicate to the faculty that leadership cares about their opinions, and wants opportunities for them to be heard.

“I think COACHE has helped us think more creatively about how to engage faculty and how to ensure that when they come to work here, they feel it’s a place where they can share what matters to them, connect with others, and know that we truly appreciate their efforts,” he said. 🍷



PARTNERS

The wide range of institutions below highlights current and recent partners of COACHE.

(Includes partners 2005–2025, blue indicates current partners.)

FACULTY JOB SATISFACTION SURVEY

BACCALAUREATE

Agnes Scott College
Albright College
Alfred State College
Amherst College
Babson College
Barnard College
Bates College
Berea College
Bowdoin College
Carleton College
Centre College
Colby College
Colgate University
College of Saint Benedict and Saint John’s University
College of the Holy Cross
College of Wooster
Connecticut College
Davidson College
Denison University
DePauw University
Elizabeth City State University
Farmingdale State College
Fisk University
Franklin and Marshall College
Gettysburg College
Goucher College
Hamilton College
Hampshire College
Harvey Mudd College
Hendrix College
Hobart and William Smith Colleges
Juniata College
Kenyon College
Lafayette College
Lewis and Clark College

Lincoln University
Macalester College
Medgar Evers College
Middlebury College
Mount Holyoke College
Muhlenberg College
New York City College of Technology
Oberlin College
Occidental College
Ohio Wesleyan University
Pitzer College
Pomona College
Purchase College
Scripps College
Skidmore College
Spelman College
St. Mary’s College of Maryland
St. Olaf College
Stonehill College
SUNY Canton
SUNY Cobleskill
SUNY Delhi
SUNY Morrisville
Susquehanna University
Trinity College
Union College
University of North Carolina at Asheville
University of Puget Sound
University of Richmond
University of Tennessee Southern
Ursinus College
Wabash College
Washington and Lee University
Wellesley College
Wesleyan University
Wheaton College
Whitman College
Wofford College
York College

COMMUNITY COLLEGES

Amarillo College
Borough of Manhattan Community College
Bronx Community College
Broome Community College
Clinton Community College
Columbia-Greene Community College
Corning Community College
Dutchess Community College
Erie Community College
Fulton-Montgomery Community College
Genesee Community College
Georgia State University: Perimeter College
Guttman Community College
Herkimer County Community College
Hostos Community College
Jamestown Community College
Jefferson Community College
Kingsborough Community College
LaGuardia Community College
Mohawk Valley Community College
Nassau Community College
Niagara County Community College
Onondaga Community College
Queensborough Community College
Rockland Community College
SUNY Adirondack
Tompkins Cortland Community College
Ulster County Community College

MASTERS

Appalachian State University
Bernard M. Baruch College
Brooklyn College
Buffalo State College
California Polytechnic State University Pomona
California State University - San Marcos
Central Washington University
Christopher Newport University
College of Staten Island
Craig Newmark Graduate School of Journalism at CUNY
CUNY Graduate School of Public Health & Health Policy

(Includes partners 2005–2025, blue indicates current partners.)

CUNY School of Labor and Urban Studies
CUNY School of Law
Delaware State University
Emerson College
Empire State University
Fashion Institute of Technology
Fayetteville State University
Hunter College
Ithaca College
John Jay College of Criminal Justice
Lehman College
Loyola University Maryland
Manhattan College
Manhattanville College
Marist College
Merrimack College
Mills College at Northeastern University
New Jersey City University
New York Institute of Technology
North Carolina Central University
Otterbein University
Pacific Lutheran University
Providence College
Queens College
Rollins College
San José State University
Sonoma State University
State University of New York at New Paltz
Stetson University
SUNY at Fredonia
SUNY Brockport
SUNY College at Geneseo
SUNY College of Optometry
SUNY Cortland
SUNY Maritime College
SUNY Old Westbury
SUNY Oneonta
SUNY Oswego
SUNY Plattsburgh
SUNY Polytechnic Institute
SUNY Potsdam
The City College of New York
University of Baltimore
University of Houston—Clear Lake



University of North Carolina at Pembroke
University of Tennessee Health Science Center
University of Tennessee—Martin
University of Washington Tacoma
University of Wisconsin—Parkside
University of Wisconsin—Platteville

RESEARCH

Arizona State University
Auburn University
Ball State University
Baylor University
Binghamton University
Boston University
Bowling Green State University
Brown University
California Polytechnic State University - San Luis Obispo
California State University—Fullerton
California State University—Long Beach
California State University—San Bernardino
Case Western Reserve University
Central Michigan University
Clarkson University
Clemson University
CUNY Graduate Center
Dartmouth College
Drexel University
Duke University
East Carolina University
Emory University
Florida A&M University
Florida Gulf Coast University
Florida International University
Florida State University
Fordham University
Fred Hutchinson Cancer Center
George Mason University
Georgetown University
Georgia Institute of Technology
Georgia State University
Gonzaga University
Grand Valley State University
Harvard University
Hofstra University

Illinois State University
Indiana State University
Indiana University—Bloomington
Indiana University—Indianapolis
Iowa State University
James Madison University
Johns Hopkins University
Kansas State University
Kent State University
Lehigh University
Louisiana State University
Loyola Marymount University
Michigan State University
Mississippi State University
Missouri University of Science and Technology
Montana State University
Montclair State University
New Mexico State University
New School University
North Carolina A & T State University
North Carolina State University
North Dakota State University
Northeastern University
Northern Arizona University
Oklahoma State University
Old Dominion University
Pennsylvania State University Abington
Pennsylvania State University Altoona
Pennsylvania State University Beaver
Pennsylvania State University Behrend
Pennsylvania State University Berks
Pennsylvania State University Brandywine
Pennsylvania State University DuBois
Pennsylvania State University Fayette
Pennsylvania State University Great Valley
Pennsylvania State University Greater Allegheny
Pennsylvania State University Harrisburg
Pennsylvania State University Hazleton
Pennsylvania State University Lehigh Valley
Pennsylvania State University Mont Alto
Pennsylvania State University New Kensington
Pennsylvania State University Schuylkill
Pennsylvania State University Scranton
Pennsylvania State University Shenango
Pennsylvania State University University Park
Pennsylvania State University Wilkes-Barre

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Pennsylvania State University York
Purdue University
Radford University
Rochester Institute of Technology
Rowan University
Rutgers University—Camden
Rutgers University—New Brunswick
Rutgers University—Newark
Saint Louis University
Sewanee: The University of the South
St. John’s University
Stanford University
Stockton University
Stony Brook University
SUNY College of Environmental Science and Forestry
Syracuse University
Texas Tech University
The Ohio State University
Tufts University
Tulane University
University at Albany
University at Buffalo
University of Alabama
University of Arizona
University of Arkansas
University of California—Davis
University of Central Florida
University of Chicago
University of Cincinnati
University of Connecticut
University of Delaware
University of Denver
University of Houston
University of Illinois Urbana—Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Louisville
University of Maryland
University of Massachusetts Amherst
University of Massachusetts Lowell
University of Memphis
University of Michigan—Flint
University of Minnesota Twin Cities
University of Missouri—Columbia
University of Missouri—St. Louis

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University of Missouri—Kansas City
University of Nevada Las Vegas
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina Greensboro
University of North Carolina Wilmington
University of North Texas
University of Notre Dame
University of Pittsburgh
University of Rochester
University of Saint Thomas
University of South Carolina
University of South Florida
University of Tennessee at Chattanooga
University of Tennessee Institute of Agriculture
University of Tennessee—Knoxville
University of Texas at Arlington
University of Texas at Austin
University of Texas at Dallas
University of Texas at El Paso
University of the Pacific
University of Tulsa
University of Virginia
University of Wyoming
Vanderbilt University
Virginia Commonwealth University
Virginia Tech
Virginia Tech Carilion School of Medicine
Washington State University
Wayne State University
West Virginia University
Western Carolina University
Wichita State University
Winston-Salem State University
Worcester Polytechnic Institute

SYSTEMS

City University of New York
Pennsylvania State University
Rutgers University
State University of New York
University of California
University of Nebraska
University of North Carolina
University of Tennessee

FACULTY RETENTION AND EXIT SURVEY

MASTERS

University of Nebraska—Kearney

RESEARCH

Auburn University
Baylor University
Carnegie Mellon University
Clemson University
Colorado State University
Columbia University
Emory University
Florida State University
George Mason University
Indiana University Bloomington
Iowa State University
Massachusetts Institute of Technology
Rochester Institute of Technology
Rutgers University—Camden
Rutgers University—New Brunswick
Rutgers University—Newark
Rutgers University—Rutgers Biomedical and Health Sciences
The Ohio State University
Tufts University
University of Alabama
University of Arkansas
University of California—Berkeley
University of California—Davis
University of California—Irvine
University of California—Los Angeles
University of California—Merced
University of California—Riverside
University of California—San Diego
University of California—San Francisco
University of California—Santa Barbara
University of California— Santa Cruz
University of Cincinnati
University of Connecticut
University of Denver
University of Illinois Chicago

University of Maine

University of Massachusetts Amherst
University of Minnesota Twin Cities
University of Missouri—Columbia
University of Missouri—Kansas City
University of Nebraska—Lincoln
University of Nebraska—Omaha
University of Rochester
University of South Carolina
University of Tennessee—Knoxville
University of Texas at Austin
University of Texas at San Antonio
University of Wisconsin—Madison
Virginia Commonwealth University
Virginia Tech
Washington State University
Worcester Polytechnic Institute
Yale University

SYSTEM

Rutgers University
University of California
University of Nebraska

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