The Collaborative on Academic Careers in Higher Education
at the Harvard Graduate School of Education

COACHE Results
Survey of Faculty Satisfaction
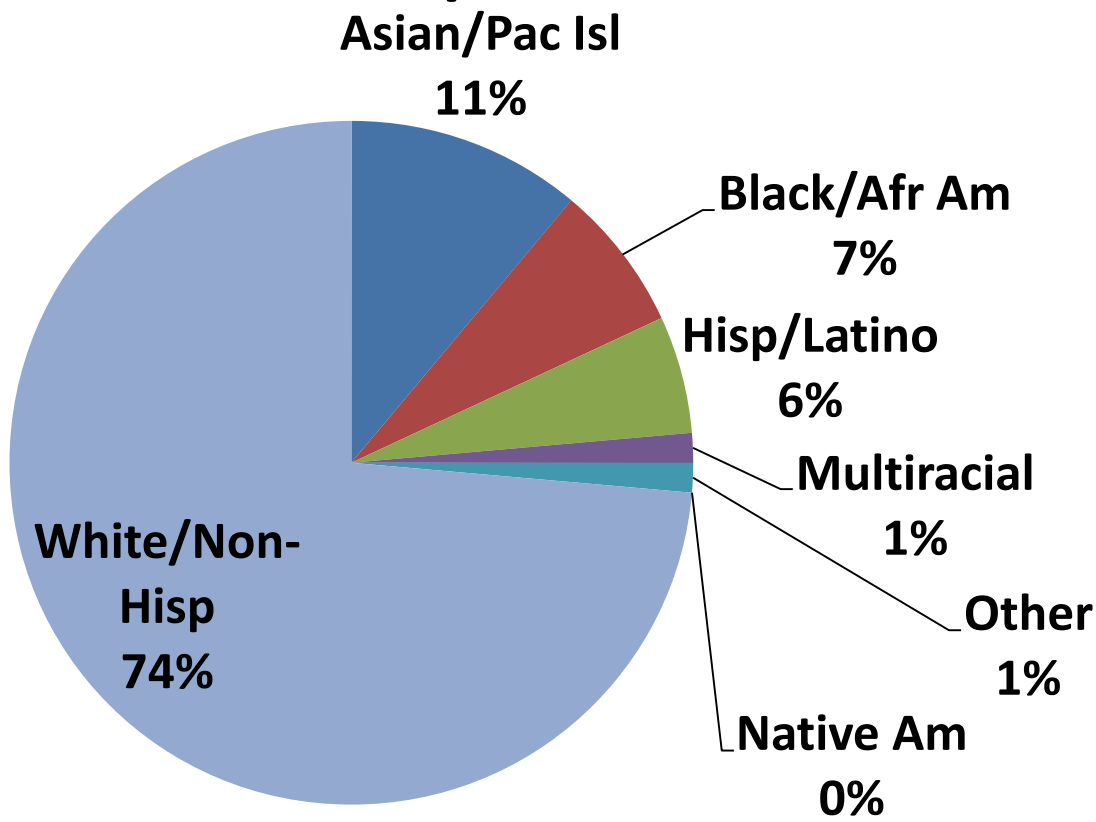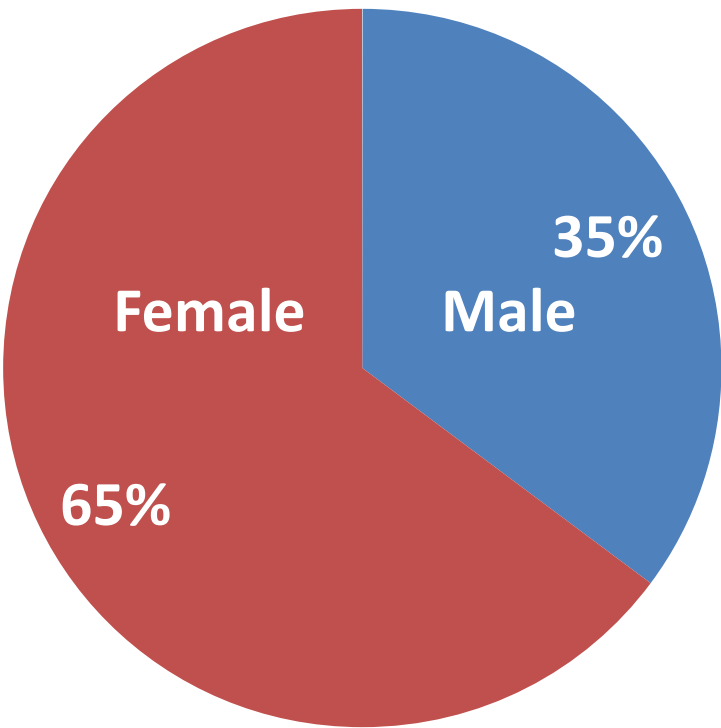
Report to Faculty Assembly

Sep 23 2013

COACHE

- Collaborative on Academic Careers in Higher Education

- Survey conducted at the Harvard Graduate School of Education

- Data collected Autumn 2012 from full time faculty with at least one year of work experience at UWT

- Summary scores shared with other participating schools for comparison

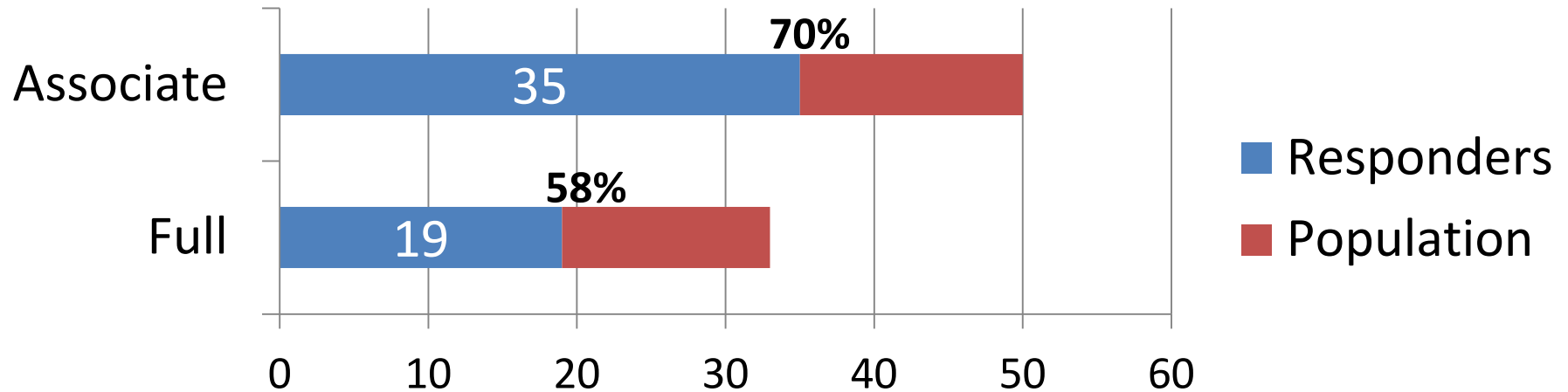# Response Rates

UWT	Overall	Tenured	Pre-tenure	Non-tenure track
Population	115	82	33	34
Responders	73	54	19	23
Response Rate	63%	66%	58%	68%
All Schools	50%	49%	53%	-

Demographics of Respondents

Female
65%

35%
Male

Asian/Pac Isl
11%

Black/Afr Am
7%

Hisp/Latino
6%

Multiracial
1%

Other
1%

Native Am
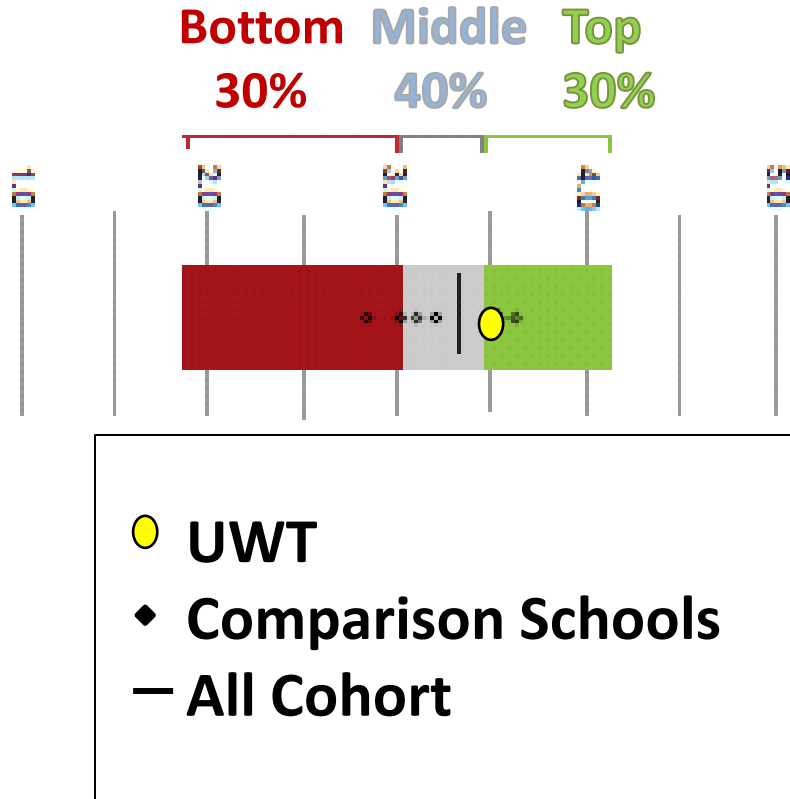**0%**

White/Non-Hisp
74%

Demographics of Respondents

- 81% are married or in a civil union
- 21% have children under age 5
- 30% have school-aged children
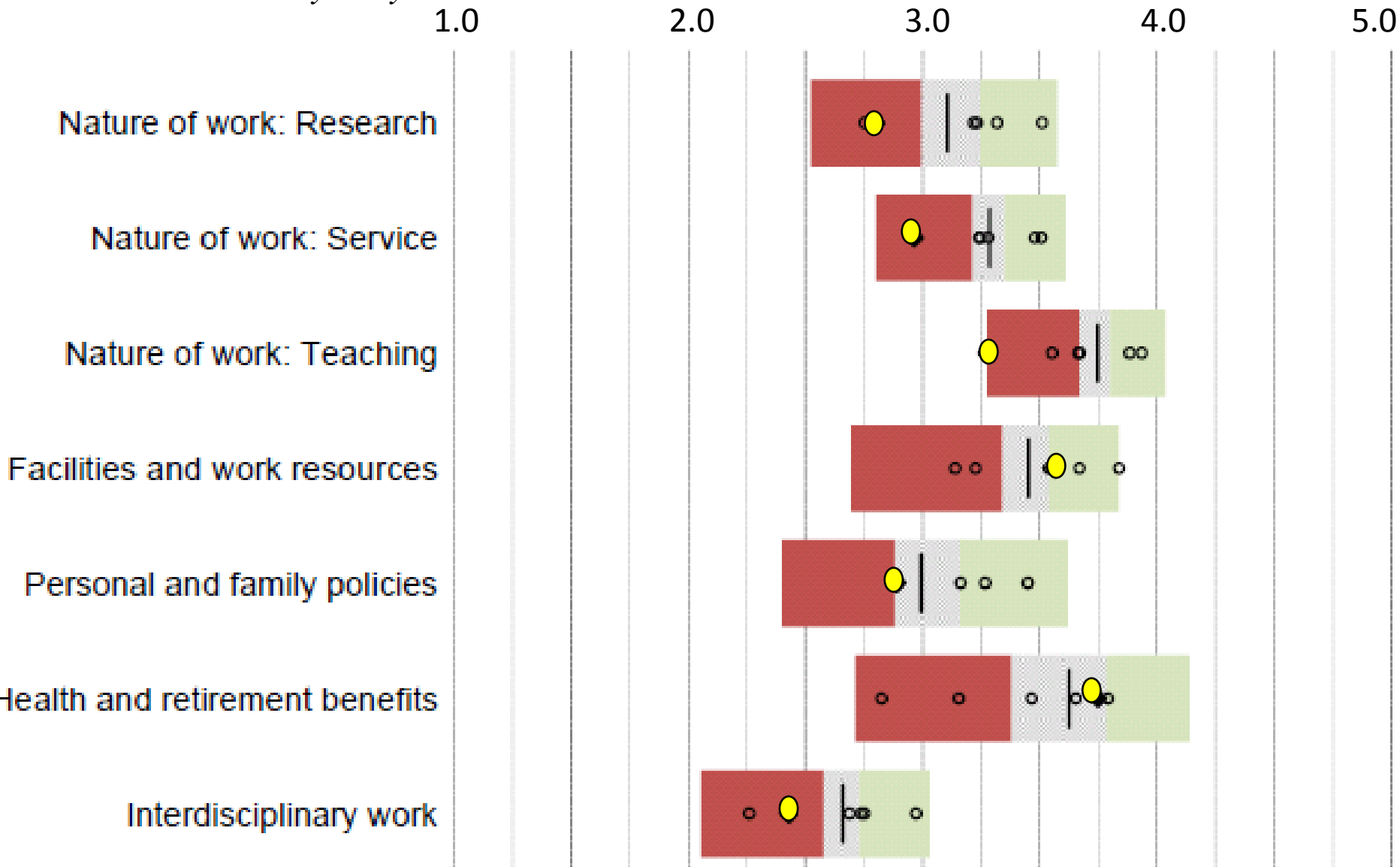- 22% of respondents serve in an administrative position

Cohort Comparison

Bottom 30% **Middle 40%** **Top 30%**

○ **UWT**
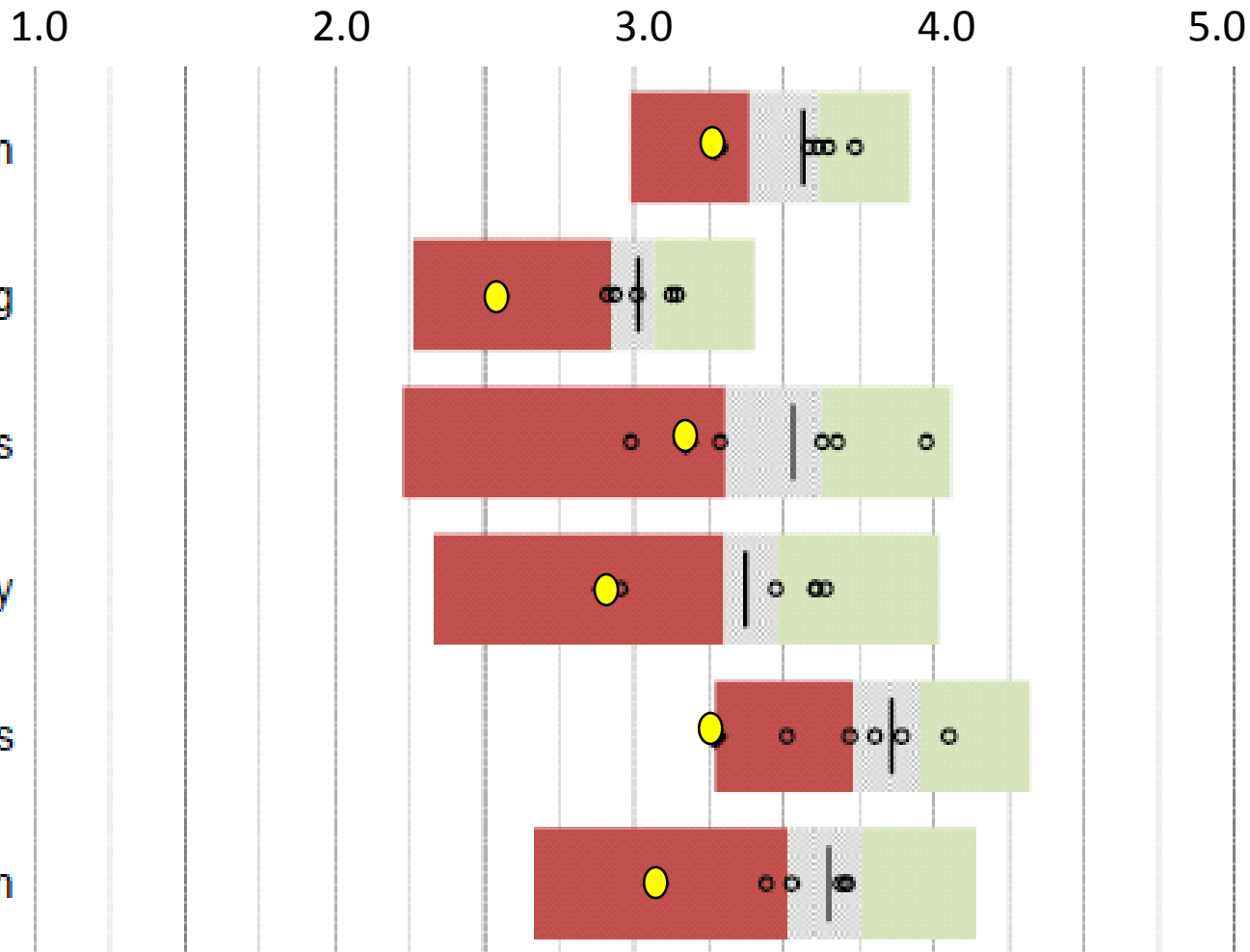◆ **Comparison Schools**
– **All Cohort**

Total Cohort Size:

77 university institutions

Comparison Institutions

North Carolina Central U

SUNY - Buffalo

U of Massachusetts – Lowell

U of North Carolina – Greensboro

U of St. Thomas (MN)

Tenure Stream Faculty Only
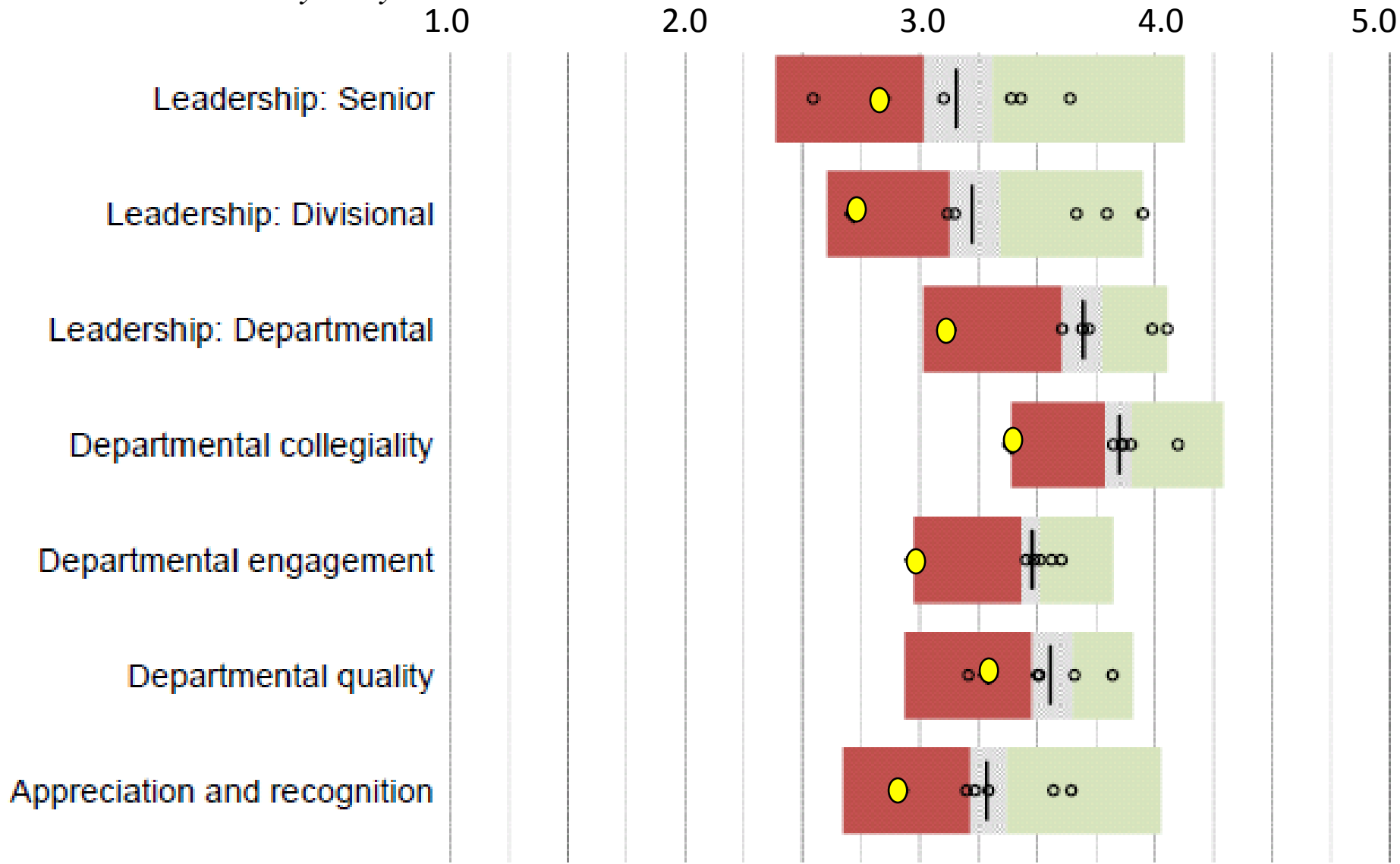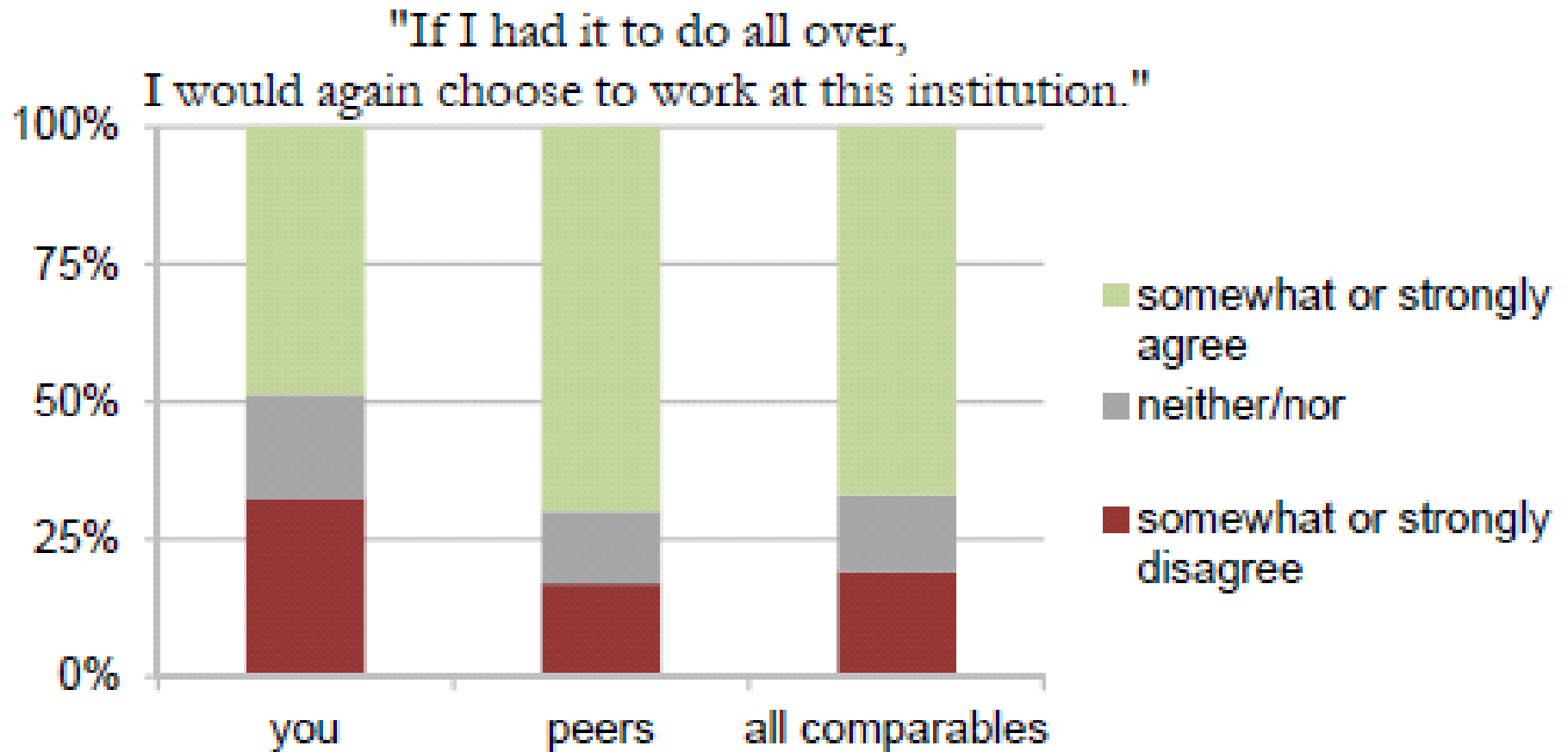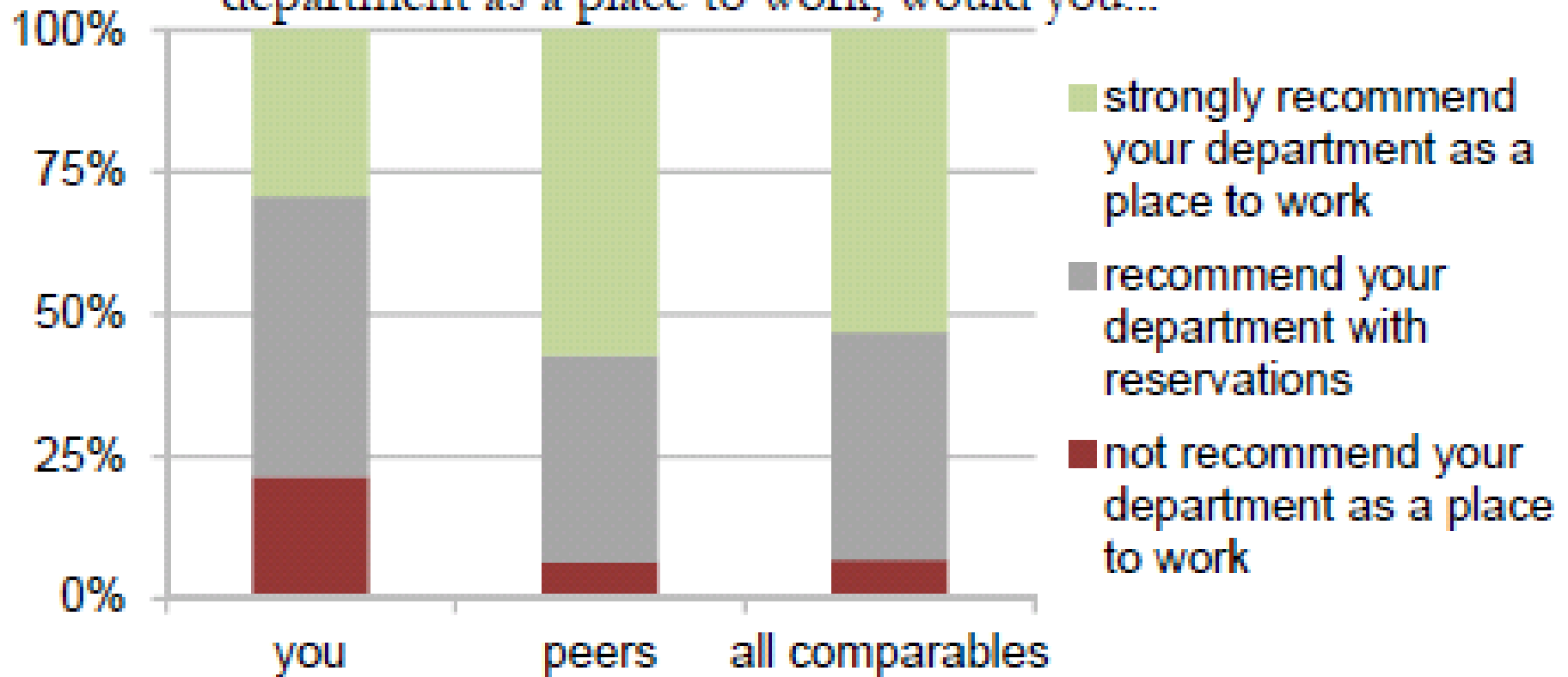
Tenure Stream Faculty Only

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

Legend:
- somewhat or strongly agree
- neither/nor
- somewhat or strongly disagree

Categories: you, peers, all comparables

Mean score on 1 to 5 point scale (low to high)

|	TT	NTT
Benchmark: Nature of Work Research	**2.80**	**3.21**
Time spent on research	2.54	2.80
Expectations for finding external funding	2.93	3.00
Influence over focus of research	4.25	4.47
Quality of grad students to support research	1.81	2.00
Support for research	2.74	2.88
Support for engaging undergrads in research	2.88	3.57
Support for obtaining grants (pre-award)	2.93	2.00
Support for maintaining grants (post-award)	2.73	2.20
Support for securing grad student assistance	1.66	2.33
Support for travel to present/conduct research	2.79	3.59
Availability of course release for research	2.08	2.17
Benchmark: Nature of Work: Service	**2.96**	**3.55**
Time spent on service	2.92	3.59
Support for faculty in leadership roles	2.35	3.24
Number of committees	3.13	3.91
Attractiveness of committees	3.16	3.67
Discretion to choose committees	3.43	3.86
Equitability of committee assignments	2.76	2.95
Number of student advisees	3.27	3.81

	TT	NTT
Benchmark: Nature of Work: Teaching	3.28	**3.88**
Time spent on teaching	3.51	4.30
Number of courses taught	3.06	3.82
Level of courses taught	3.71	4.00
Discretion over course content	4.15	4.64
Number of students in classes taught	3.23	3.59
Quality of students taught	2.80	3.50
Equitability of distribution of teaching load	2.75	3.32
Quality of grad students to support teaching	1.79	2.50
Related survey items		
Time spent on outreach	3.23	
Time spent on administrative tasks	2.77	
Ability to balance teaching/research/service	2.49	

|	TT	NTT
Benchmark: Facilities and work resources	**3.56**	**3.88**
Support for improving teaching	3.03	3.32
Office	3.83	3.82
Laboratory, research, studio space	2.97	3.89
Equipment	3.49	3.81
Classrooms	3.66	3.50
Library resources	4.28	4.23
Computing and technical support	3.80	4.23
Clerical/administrative support	3.06	4.23
Benchmark: Personal and family policies	**2.89**	**3.38**
Housing benefits	2.63	3.25
Tuition waivers, remission, or exchange	2.48	3.33
Spousal/partner hiring program	2.30	2.80
Childcare	2.00	1.75
Eldercare	3.23	3.00
Family medical/parental leave	3.47	3.40
Flexible workload/modified duties	3.27	3.43
Stop-the-clock policies	3.67	--
Inst. does what it can for work/life compatibility	2.57	3.23
Right balance between professional/personal	2.96	3.64

	TT	NTT
Benchmark: Health and retirement benefits	**3.75**	**4.0**
Health benefits for yourself	3.81	4.29
Health benefits for family	3.80	4.40
Retirement benefits	3.79	4.06
Phased retirement options	3.55	3.56
Related survey items		
Salary	2.59	3.00
Benchmark: Interdisciplinary work	**2.43**	**2.79**
Budgets encourage interdiscip. work	2.15	2.65
Facilities conducive to interdiscip. work	2.36	2.85
Interdiscip. work is rewarded in merit	2.46	2.50
Interdiscip. work is rewarded in promotion	2.57	2.42
Interdiscip. work is rewarded in tenure	2.00	--
Dept. knows how to evaluate interdiscip. work	2.51	2.65
Benchmark: Collaboration	**3.27**	**3.58**
Opportunities for collab. within dept.	3.34	3.77
Opportunities for collab. outside dept.	3.04	3.39
Opportunities for collab. outside inst.	3.40	3.80

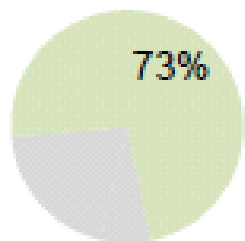|	TT	NTT
Benchmark: Mentoring	**2.54**	**3.21**
Effectiveness of mentoring within dept.	2.98	3.95
Effectiveness of mentoring outside dept.	3.37	3.92
Mentoring of pre-tenure faculty	2.60	--
Mentoring of associate faculty	1.82	--
Support for faculty to be good mentors	1.74	2.25
Being a mentor is fulfilling	4.16	4.09
Related survey items		
Importance of mentoring within dept.	4.17	4.19
Importance of mentoring outside dept.	3.59	3.76
Importance of mentoring outside inst.	4.10	3.95
Effectiveness of mentoring outside the inst.	4.00	4.17

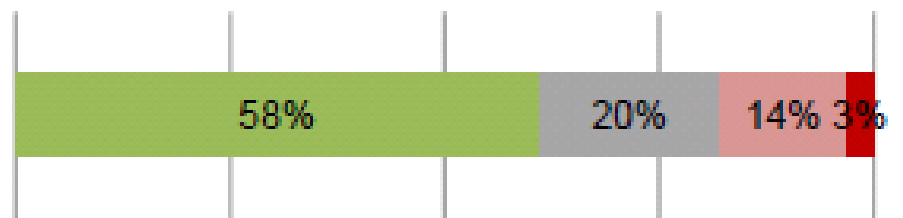% faculty rating mentoring from within dept. as important — 85%
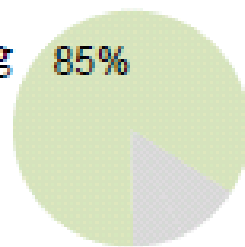
% faculty rating mentoring from outside dept. as important — 55%
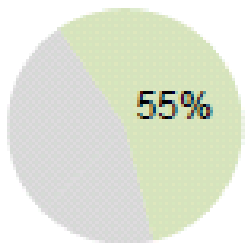
% faculty rating mentoring from outside inst. as important — 73%

Effectiveness of mentoring for those faculty who rated mentoring as important

Within dept.: 35% | 17% | 18% | 27%

Outside dept.: 31% | 18% | 28% | 11%

Outside inst.: 58% | 20% | 14% | 3%
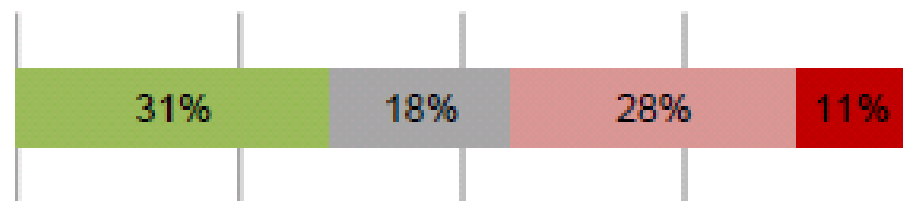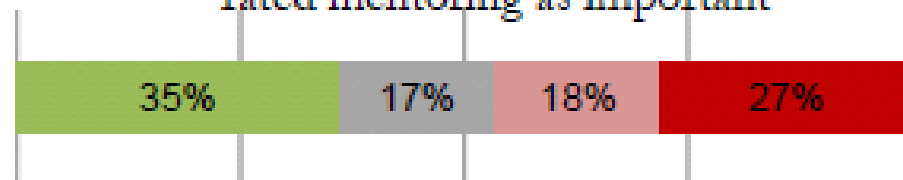
■ somewhat or very effective   ■ neither/nor   ■ have not received   ■ somewhat or very ineffective

UNIVERSITY of WASHINGTON | TACOMA

■ % of respondents reporting s/he has not received mentoring within the department

■ % of respondents reporting s/he has not received mentoring outside the department at this institution
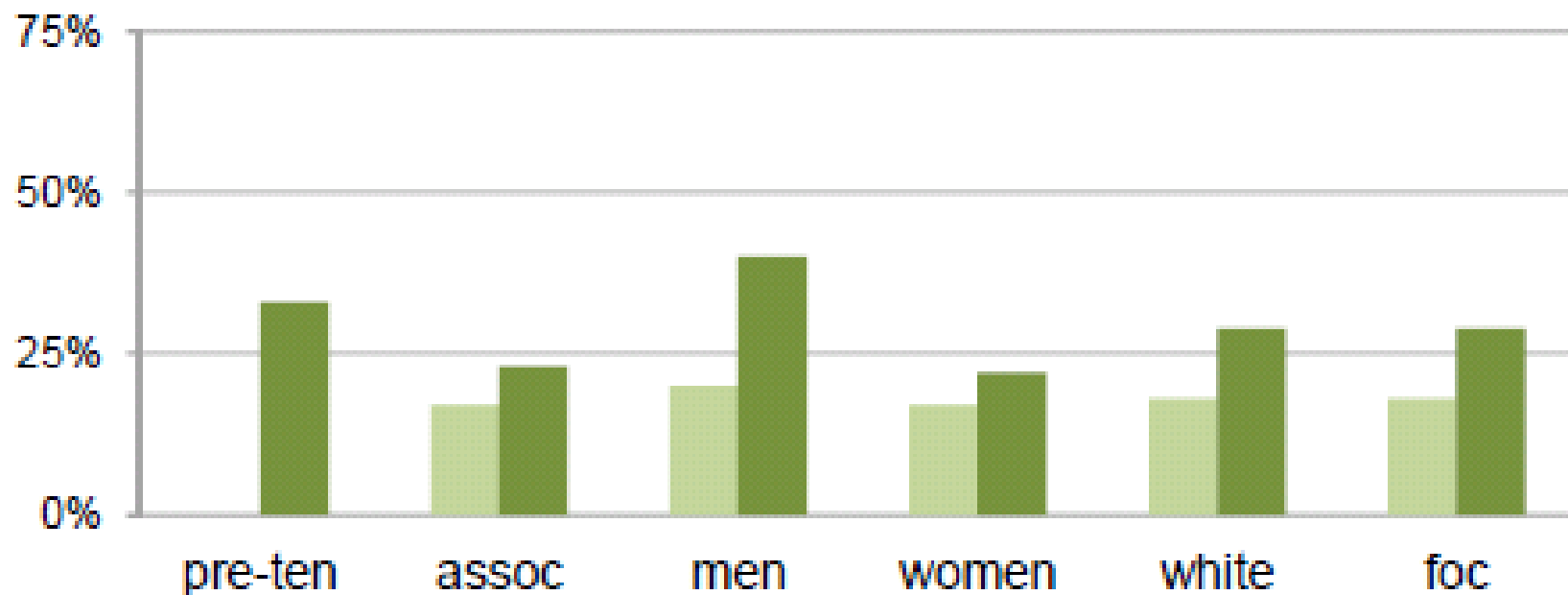
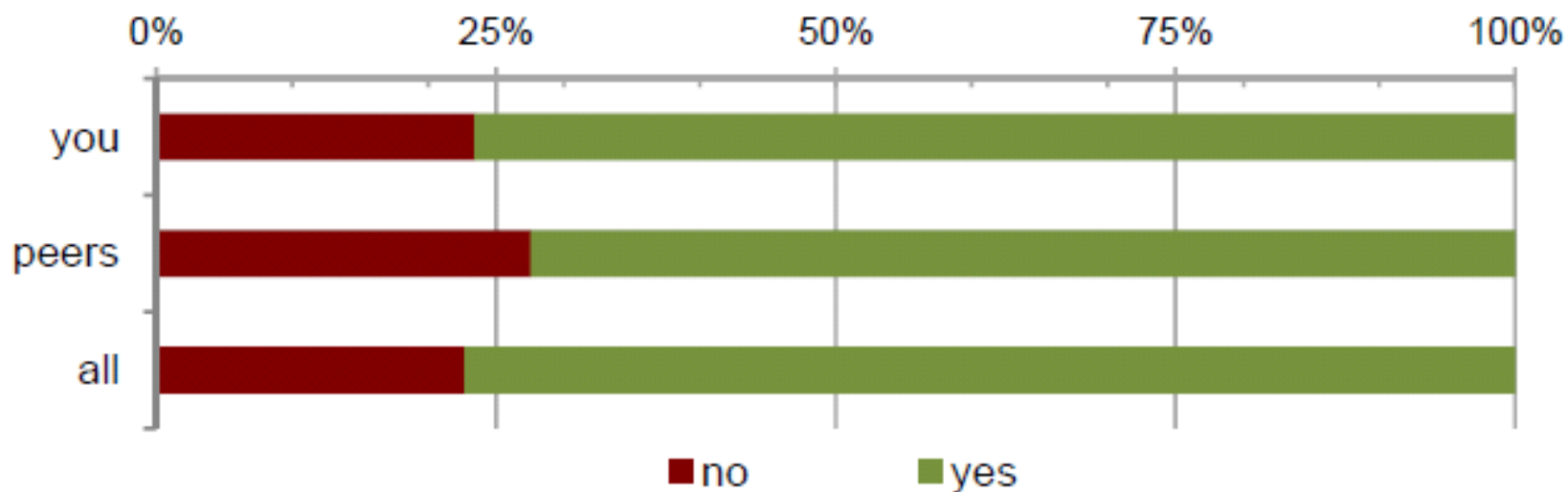|	TT	NTT
Benchmark: Tenure policies	**3.17**	**N/A**
Clarity of tenure process	3.61	
Clarity of tenure criteria	3.33	
Clarity of tenure standards	2.83	
Clarity of body of evidence for deciding tenure	3.17	
Clarity of whether I will achieve tenure	3.06	
Consistency of messages about tenure	2.67	
Tenure decisions are performance-based	3.47	
Benchmark: Tenure clarity	**2.90**	**N/A**
Clarity of expectations: Scholar	3.11	
Clarity of expectations: Teacher	3.72	
Clarity of expectations: Advisor	2.53	
Clarity of expectations: Colleague	2.78	
Clarity of expectations: Campus citizen	2.44	
Clarity of expectations: Broader community	2.67	

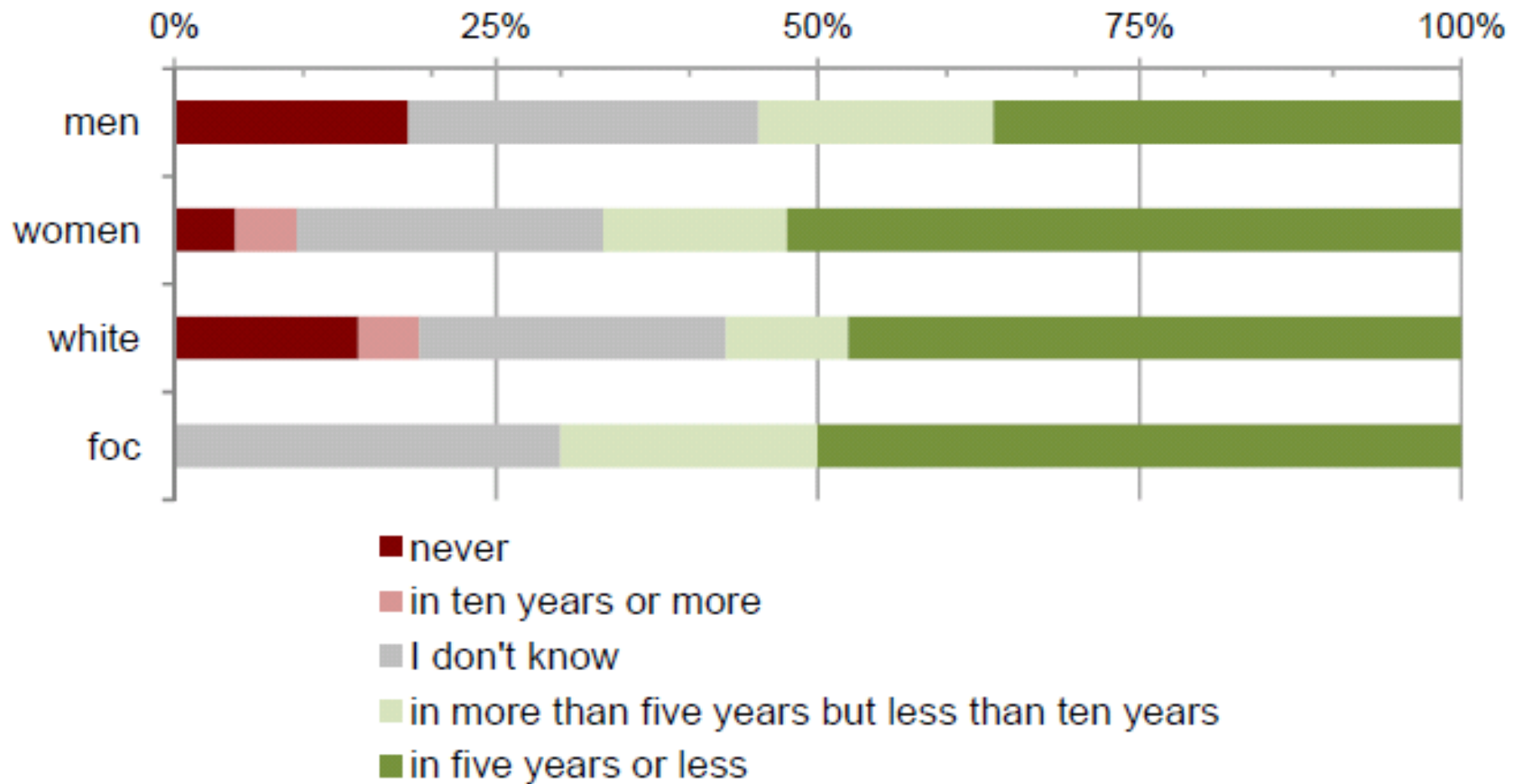|	TT	NTT
Benchmark: Tenure reasonableness	**3.27**	**N/A**
Reasonable expectations: Scholar	3.06	
Reasonable expectations: Teacher	3.50	
Reasonable expectations: Advisor	3.14	
Reasonable expectations: Colleague	3.33	
Reasonable expectations: Campus citizen	3.29	
Reasonable expectations: Community member	3.21	
Benchmark: Promotion	**3.07**	**N/A**
Reasonable expectations: Promotion	3.33	--
Dept. culture encourages promotion	2.76	--
Clarity of promotion process	3.53	2.46
Clarity of promotion criteria	3.28	2.46
Clarity of promotion standards	2.92	2.32
Clarity of body of evidence for promotion	3.38	2.27
Clarity of time frame for promotion	2.59	--
Clarity of whether I will be promoted	2.46	1.76

Have you received formal feedback on your progress towards tenure?

Have you received formal feedback on your progress towards promotion to full professor?
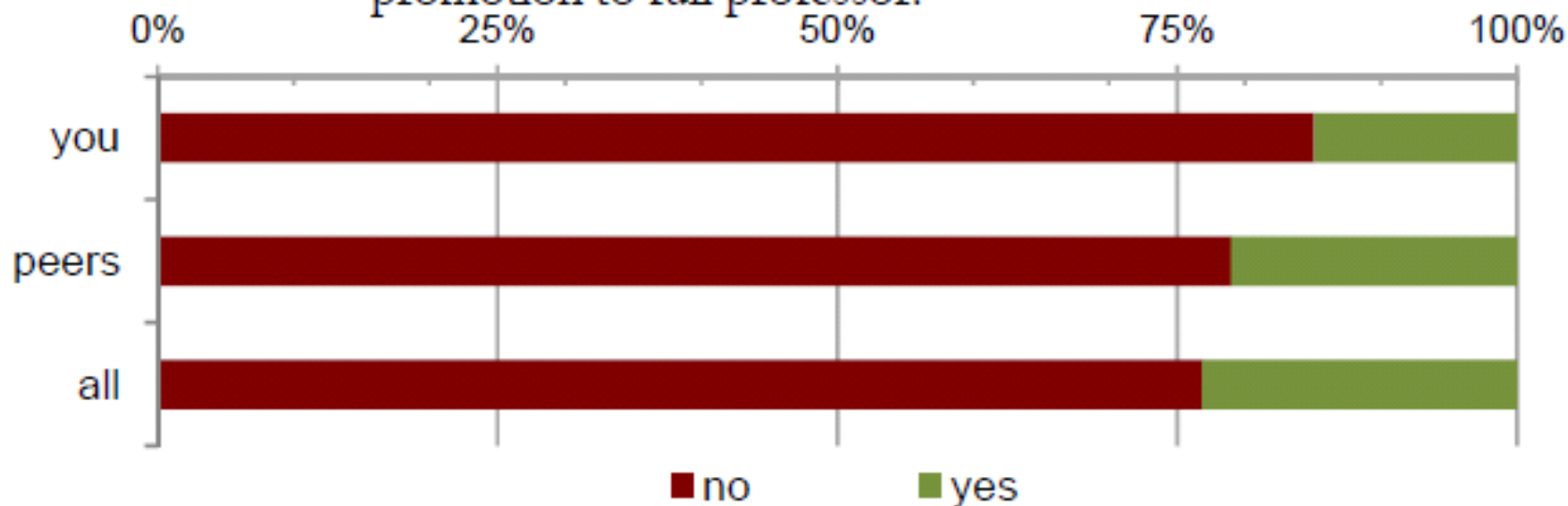
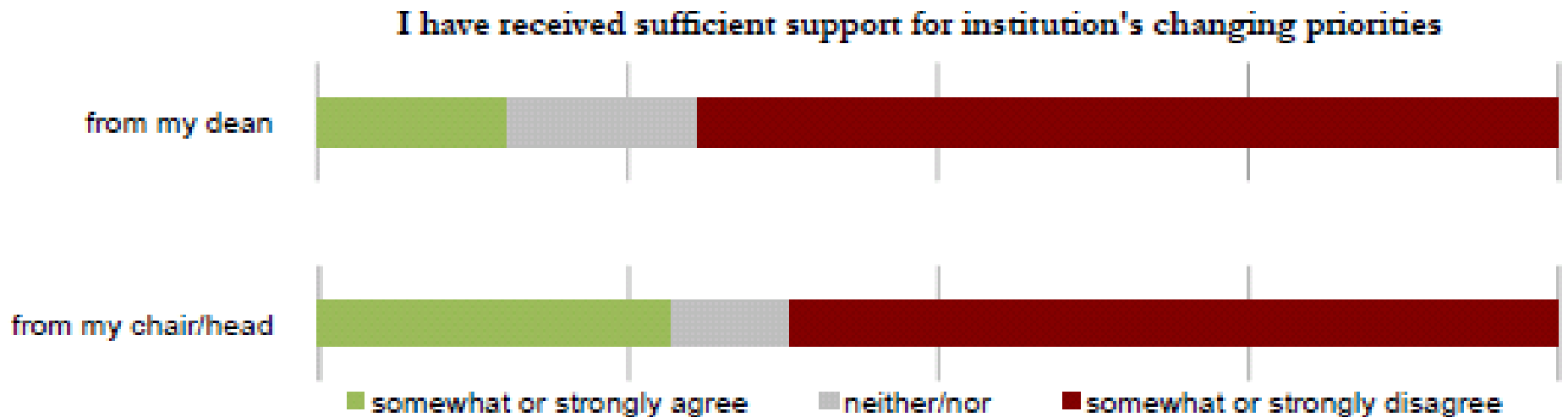When do you plan to submit your dossier for promotion to full professor?

	TT	NTT
Benchmark: Departmental collegiality	**3.39**	**3.78**
Colleagues support work/life balance	3.23	3.87
Meeting times compatible with personal needs	3.91	4.05
Amount of personal interaction w/Pre-tenure	3.52	3.76
How well you fit	3.17	3.91
Amount of personal interaction w/Tenured	3.25	3.75
Colleagues pitch in when needed	3.37	3.67
Dept. is collegial	3.21	3.73
Related survey items		
Colleagues committed to diversity/inclusion	3.46	3.95
Benchmark: Departmental engagement	**2.97**	**3.31**
Discussions of undergrad student learning	3.21	4.14
Discussions of grad student learning	2.39	2.11
Discussions of effective teaching practices	3.14	3.59
Discussions of effective use of technology	2.93	3.23
Discussions of current research methods	2.42	2.48
Amount of professional interaction w/Pre-tenure	3.58	3.82
Amount of professional interaction w/Tenured	3.16	3.65

	TT	NTT
Benchmark: Departmental quality	3.29	**3.50**
Intellectual vitality of tenured faculty	3.20	3.67
Intellectual vitality of pre-tenure faculty	3.62	4.05
Scholarly productivity of tenured faculty	3.21	3.53
Scholarly productivity of pre-tenure faculty	3.54	4.06
Teaching effectiveness of tenured faculty	3.48	3.82
Teaching effectiveness of pre-tenure faculty	3.61	3.36
Dept. is successful at faculty recruitment	3.14	3.55
Dept. is successful at faculty retention	3.16	3.18
Dept. addresses sub-standard performance	2.28	2.74
Intellectual vitality of NTT faculty		4.20
Scholarly productivity of NTT faculty		4.06
Teaching effectiveness of NTT faculty		4.33

	TT	NTT
Benchmark: Appreciation and recognition	**2.92**	**3.28**
Recognition: For teaching	2.91	3.41
Recognition: For advising	2.51	3.37
Recognition: For scholarship	2.91	3.26
Recognition: For service	2.80	3.32
Recognition: For outreach	2.72	3.13
Recognition: From colleagues	2.94	3.76
Recognition: From CAO	2.66	--
Recognition: From Dean	2.31	--
Recognition: From Head/Chair	3.08	3.43
School/college is valued by Pres/Provost	3.36	--
Dept. is valued by Pres/Provost	3.23	--
CAO cares about faculty of my rank	3.08	--

Leadership Items (not included in benchmark scores)	TT	NTT
Priorities are stated consistently	2.44	
Priorities are acted on consistently	2.12	
Changed priorities negatively affect my work**	2.63	
Benchmark: Leadership: Senior	**2.84**	**3.27**
Pres/Chancellor: Pace of decision making	2.94	
Pres/Chancellor: Stated priorities	3.05	
Pres/Chancellor: Communication of priorities	2.60	
CAO: Pace of decision making	2.83	
CAO: Stated priorities	2.87	
CAO: Communication of priorities	2.60	
CAO: Ensuring faculty input	N/A	
Benchmark: Leadership: Divisional	**2.72**	**3.38**
Dean: Pace of decision making	2.77	
Dean: Stated priorities	2.69	
Dean: Communication of priorities	2.85	
Dean: Ensuring faculty input	2.67	
Benchmark: Leadership: Departmental	**3.12**	**3.85**
Head/Chair: Pace of decision making	2.98	
Head/Chair: Stated priorities	3.04	
Head/Chair: Communication of priorities	3.13	
Head/Chair: Ensuring faculty input	3.27	
Head/Chair: Fairness in evaluating work	3.32	

32 (45%) of your faculty reported that institutional priorities have changed in ways that negatively affect their work. Those respondents were asked if they agreed or disagreed that deans and dept. heads provided sufficient support in adapting to these changes.

I have received sufficient support for institution's changing priorities

from my dean

from my chair/head

- somewhat or strongly agree
- neither/nor
- somewhat or strongly disagree

Full Reports available at:
http://www.tacoma.uw.edu/academic-affairs/coache-collaborative

Next Steps

- What is to be done?

- Who can do it?

- How shall we begin?