

COACHE

Tenure-Track Faculty Job Satisfaction Survey Executive Summary

COACHE

The Collaborative on Academic Careers in Higher Education

EXECUTIVE SUMMARY

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: Teaching

- level of courses you teach
- number of students you teach
- teaching services
- professional assistance for improving teaching

Climate, culture, collegiality

- fairness of immediate supervisor's evaluations
- opportunities to collaborate with tenured faculty
- amount of professional interaction with tenured colleagues
- amount of personal interaction with tenured colleagues
- amount of professional interaction with pre-tenure colleagues
- amount of personal interaction with pre-tenure colleagues
- how well you fit

Global satisfaction

- department as a place to work
- would again choose to work at this institution

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 practices

- clarity of tenure process
- clarity of tenure criteria
- clarity of tenure body of evidence
- consistent messages about tenure from tenured colleagues
- upper limit on committee assignments

Tenure expectations: Clarity

- clarity of expectations: scholar
- clarity of expectations: colleague in department

Tenure expectations: Reasonableness

- reasonableness of expectations: scholar

reasonableness of expectations: teacher
 reasonableness of expectations: colleague in department
 reasonableness of expectations: campus citizen
 reasonableness of expectations: member of community

Nature of the work: Research

amount of time to conduct research
 influence over focus of research
 research services
 professional assistance in obtaining grants
 travel funds
 paid/unpaid research leave

Work and home

stop-the-clock

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).

Tenure practices

consistent messages about tenure from tenured colleagues
 upper limit on committee assignments

Nature of the work: Overall

amount of access to TA's, RA's, etc.

Nature of the work: Research

paid/unpaid research leave

Nature of the work: Teaching

number of courses you teach
 upper limit on teaching obligations
 professional assistance for improving teaching

Work and home

stop-the-clock
 paid/unpaid personal leave
 colleagues make having children and tenure-track compatible
 colleagues make raising children and tenure-track compatible

Compensation and benefits

compensation

Global satisfaction

institution as a place to work

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).

Tenure practices

- clarity of sense of achieving tenure
- periodic, formal performance reviews

Tenure expectations: Clarity

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

Tenure expectations: Reasonableness

- reasonableness of expectations: scholar
- reasonableness of expectations: teacher
- reasonableness of expectations: advisor
- reasonableness of expectations: colleague in department
- reasonableness of expectations: campus citizen
- reasonableness of expectations: member of community

Nature of the work: Overall

- clerical/administrative services

Nature of the work: Research

- travel funds

Nature of the work: Teaching

- level of courses you teach
- degree of influence over which courses you teach
- discretion over course content

Work and home

- institution makes raising children and tenure-track compatible

Climate, culture, collegiality

- informal mentoring
- interest tenured faculty take in your professional development
- opportunities to collaborate with tenured faculty
- amount of professional interaction with tenured colleagues
- amount of personal interaction with tenured colleagues

Benchmarks



The Collaborative on Academic Careers in Higher Education

Tenure-Track Faculty Job Satisfaction Survey

Survey Administration 2008-09

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	faculty of color
TENURE	Q19	clarity of tenure process	3.49	▼		
	Q20	clarity of tenure criteria	3.42	▼		
	Q21	clarity of tenure standards	3.29			
	Q22	clarity of tenure body of evidence	3.20	▼		
	Q23	clarity of sense of achieving tenure	3.64			
	Q24A	clarity of expectations: scholar	3.39	▼		
	Q24B	clarity of expectations: teacher	3.76			
	Q24C	clarity of expectations: advisor	3.20			
	Q24D	clarity of expectations: colleague in department	3.03	▼	▼	
	Q24E	clarity of expectations: campus citizen	2.92		▼	
	Q24F	clarity of expectations: member of community	2.75	▼	▼	
	Q25A	reasonableness of expectations: scholar	3.51	▼		
	Q25B	reasonableness of expectations: teacher	3.70	▼	▼	
	Q25C	reasonableness of expectations: advisor	3.48			
	Q25D	reasonableness of expectations: colleague in department	3.43	▼	▼	
	Q25E	reasonableness of expectations: campus citizen	3.22	▼	▼	
	Q25F	reasonableness of expectations: member of community	3.23	▼	▼	
Q26	consistent messages about tenure from tenured colleagues	2.86	▼		▼	
Q27A	tenure decisions based on performance	3.63				
NATURE OF THE WORK	Q28	way you spend your time as a faculty member	3.68			
	Q28B	number of hours you work as a faculty member	3.25		▲	▼
	Q29A	level of courses you teach	4.21	▲		
	Q29B	number of courses you teach	3.63			
	Q29C	degree of influence over which courses you teach	4.22			
	Q29D	discretion over course content	4.49			
	Q29E	number of students you teach	4.10	▲		▼
	Q29F	quality of undergraduate students	3.16			
	Q29G	quality of graduate students	3.65			▲
	Q30B	amount of time to conduct research	2.27	▼		▼
	Q30C	expectations for finding external funding	2.87			
	Q30D	influence over focus of research	4.17	▼		
	Q31	quality of facilities	3.18			
	Q32	amount of access to TA's, RA's, etc.	2.75			
	Q33A	clerical/administrative services	3.57			▼
	Q33B	research services	2.78	▼		▲
	Q33C	teaching services	4.07	▲		▲
Q33D	computing services	3.49			▲	

The Collaborative on Academic Careers in Higher Education

Tenure-Track Faculty Job Satisfaction Survey

Survey Administration 2008-09

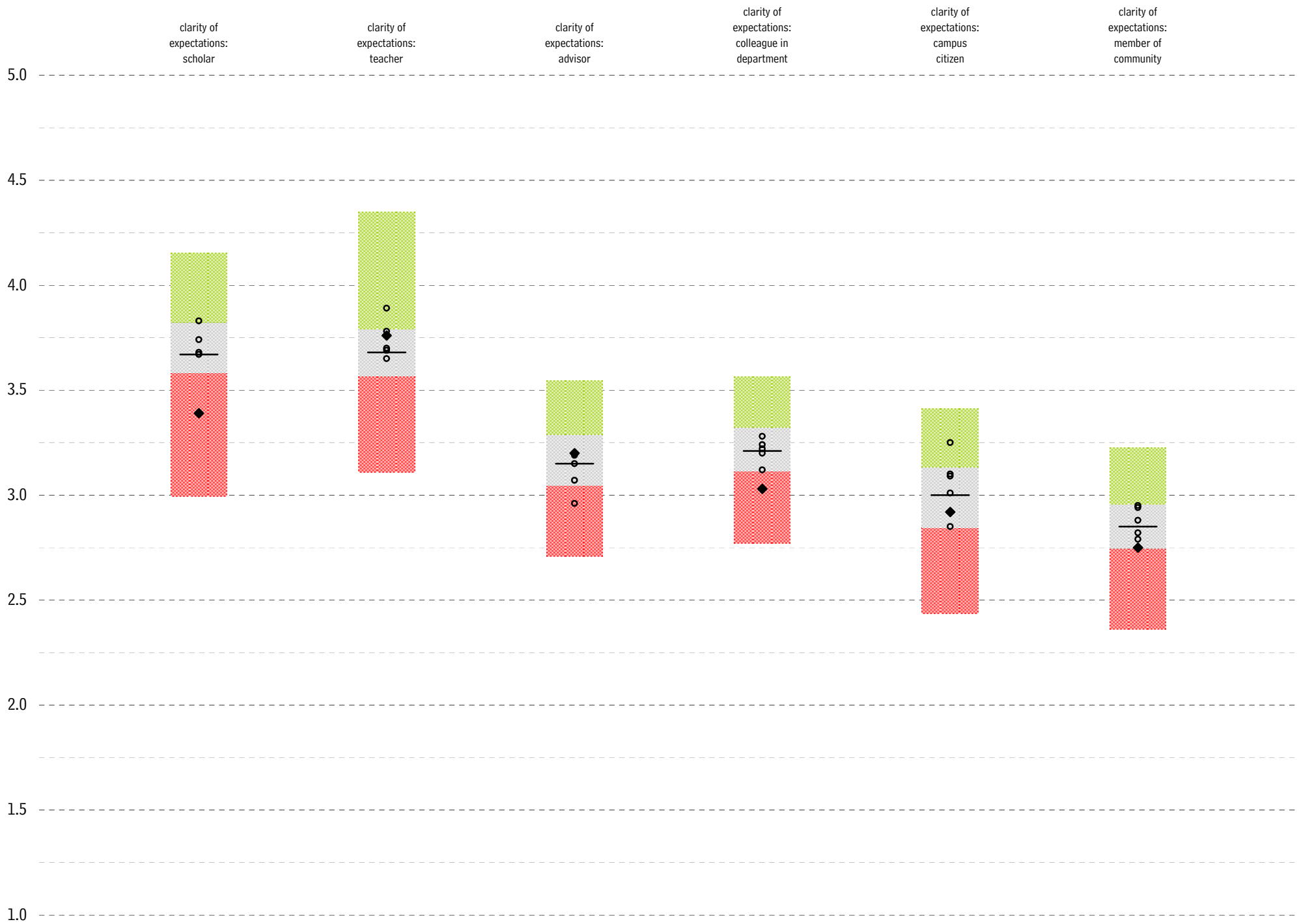
This table summarizes your mean results for each survey dimension. The overall mean is shown. In the "vs others" column, a green arrow signifies that your institution places **first or second amongst peers and in the top quartile overall**; a red arrow indicates that you ranked **fifth or sixth amongst 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	faculty of color
POLICY EFFECTIVENESS	Q34B1	formal mentoring	2.89			▲
	Q34B2	informal mentoring	3.48			
	Q34B3	periodic, formal performance reviews	3.29			▲
	Q34B4	written summary of performance reviews	3.31			
	Q34B5	professional assistance in obtaining grants	2.32	▼		
	Q34B6	professional assistance for improving teaching	4.02	▲		
	Q34B7	travel funds	2.95	▼		▲
	Q34B8	paid/unpaid research leave	2.47	▼	▲	▲
	Q34B9	paid/unpaid personal leave	3.29		▲	▲
	Q34B10	upper limit on committee assignments	2.44	▼		▲
	Q34B11	upper limit on teaching obligations	3.07			▼
	Q34B12	peer reviews of teaching or research	3.21			
	Q34B13	childcare	2.38			▼
	Q34B14	financial assistance with housing	2.16			▲
	Q34B15	stop-the-clock	2.99	▼	▲	▼
	Q34B16	spousal/partner hiring program	2.32			
	Q34B17	elder care	2.37		n/a	▲
	Q34B18	tuition waivers	2.33		n/a	▲
	Q34B19	modified duties for parental or other family reasons	2.84		n/a	▲
	Q34B20	part-time tenure-track position	2.41		n/a	▲
CLIMATE, CULTURE, COLLEGIALITY	Q35A	institution makes having children and tenure-track compatible	2.73			▼
	Q35B	institution makes raising children and tenure-track compatible	2.77			▼
	Q35C	colleagues make having children and tenure-track compatible	3.88			▲
	Q35D	colleagues make raising children and tenure-track compatible	3.80			▼
	Q35E	colleagues are respectful of efforts to balance work/home	3.92		n/a	
	Q36	compensation	3.03		▲	
	Q37	ability to balance between professional and personal time	2.86			▼
	Q38A	fairness of immediate supervisor's evaluations	4.19	▲		
	Q38B	interest tenured faculty take in your professional development	3.57			▼
	Q38C	opportunities to collaborate with tenured faculty	3.58	▲		▼
	Q38D	value faculty in your department place on your work	3.79		n/a	▲
	Q39A	amount of professional interaction with tenured colleagues	3.75	▲		▼
	Q39B	amount of personal interaction with tenured colleagues	3.95	▲		▼
	Q39C	amount of professional interaction with pre-tenure colleagues	4.10	▲		▼
Q39D	amount of personal interaction with pre-tenure colleagues	4.12	▲		▼	
Q40	how well you fit	4.11	▲		▼	
Q41	intellectual vitality of tenured colleagues	3.50		n/a	▼	
Q41A	intellectual vitality of pre-tenure colleagues	4.07		n/a	▼	
Q41B	participation in governance of institution	3.94		n/a		
Q41C	participation in governance of department	3.97		n/a	▼	
Q42	on the whole, institution is collegial	4.22		n/a	▼	
GLOBAL	Q45A	department as a place to work	4.08	▲		
	Q45B	institution as a place to work	3.68			
	Q46B	CAO cares about quality of life for pre-tenure faculty	3.32			▼
	Q48	would again choose to work at this institution	4.10	▲		▼
	Q50	overall rating of institution	3.69			

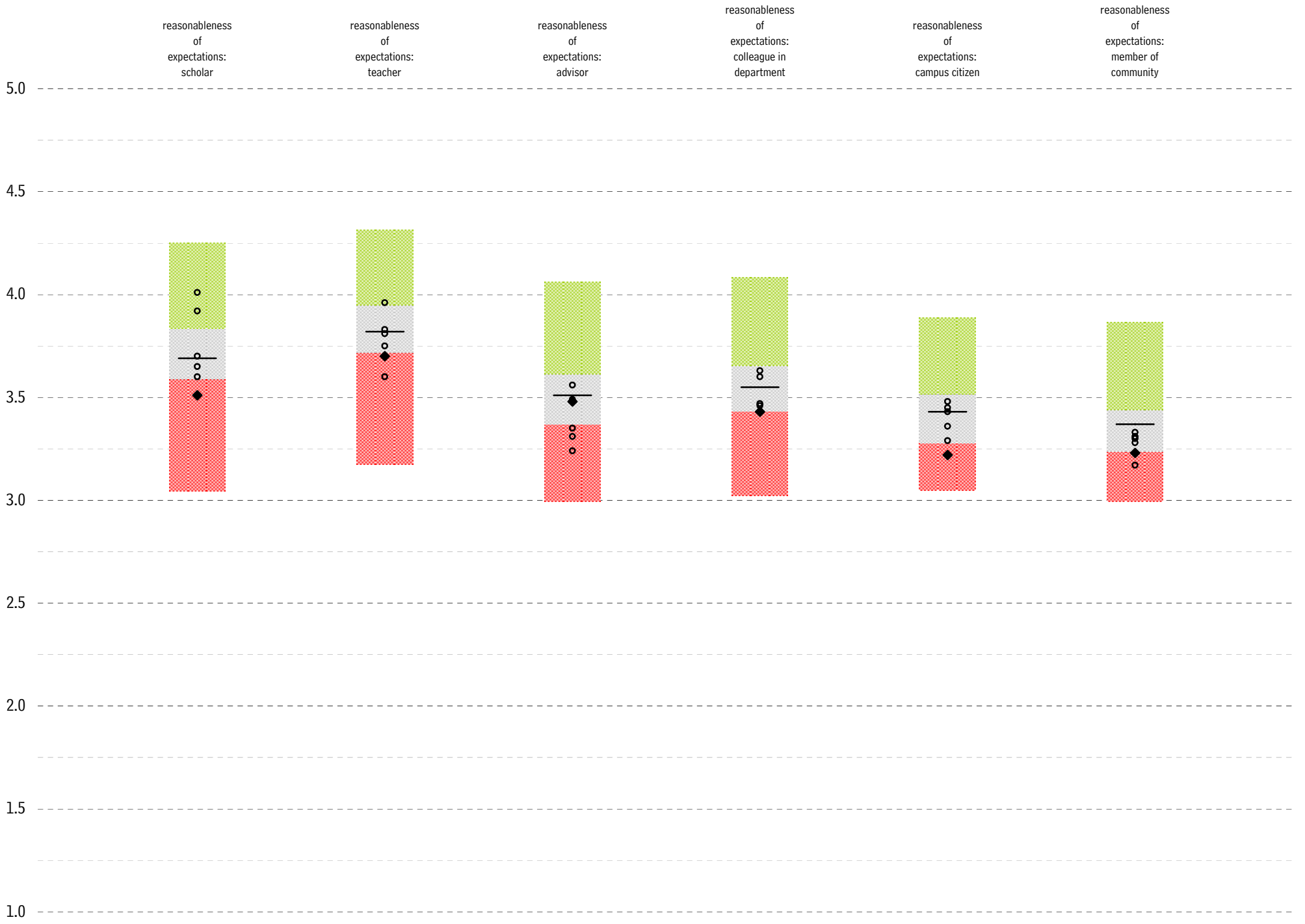
Tenure Practices



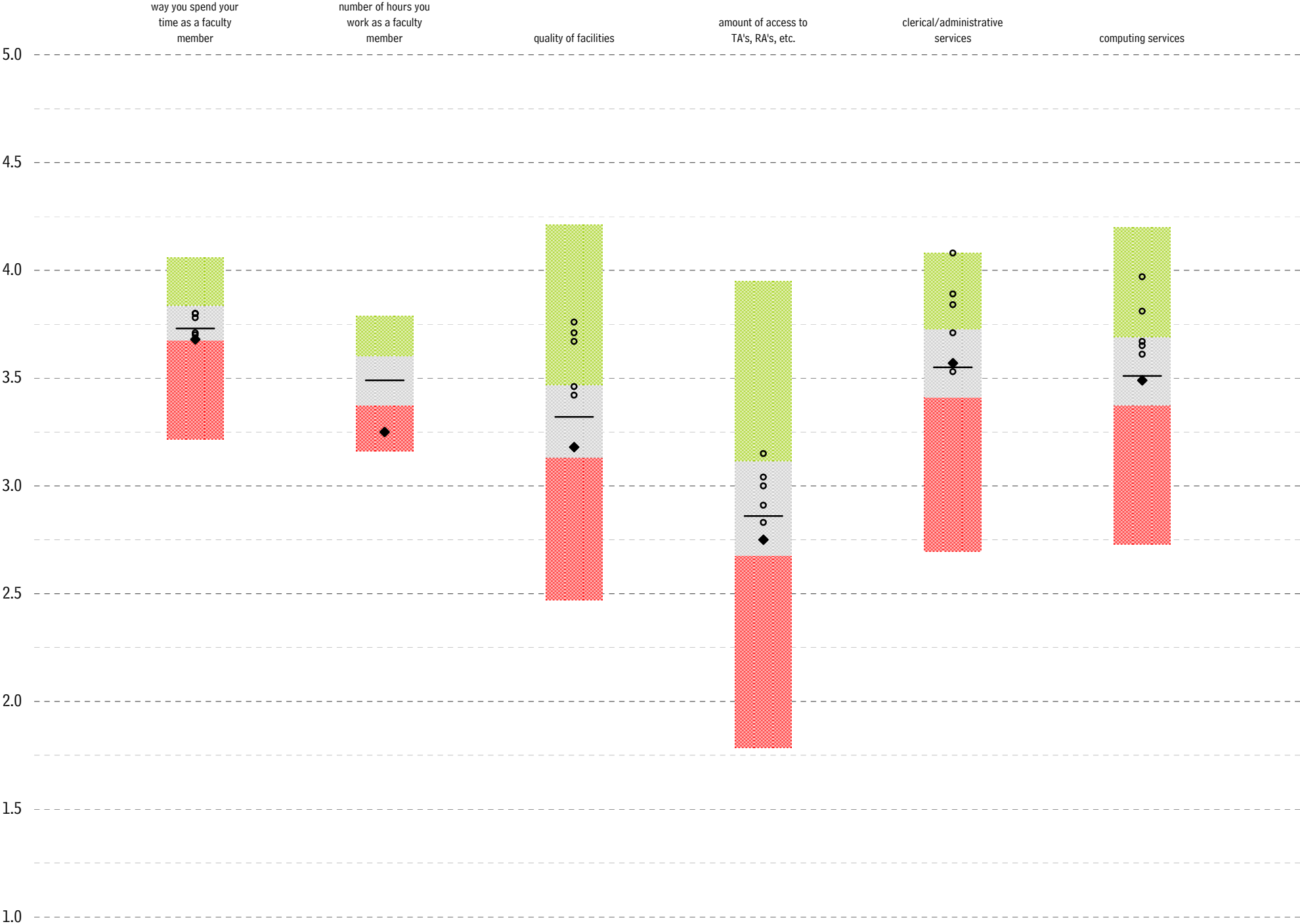
Tenure Expectations: Clarity



Tenure Expectations: Reasonableness



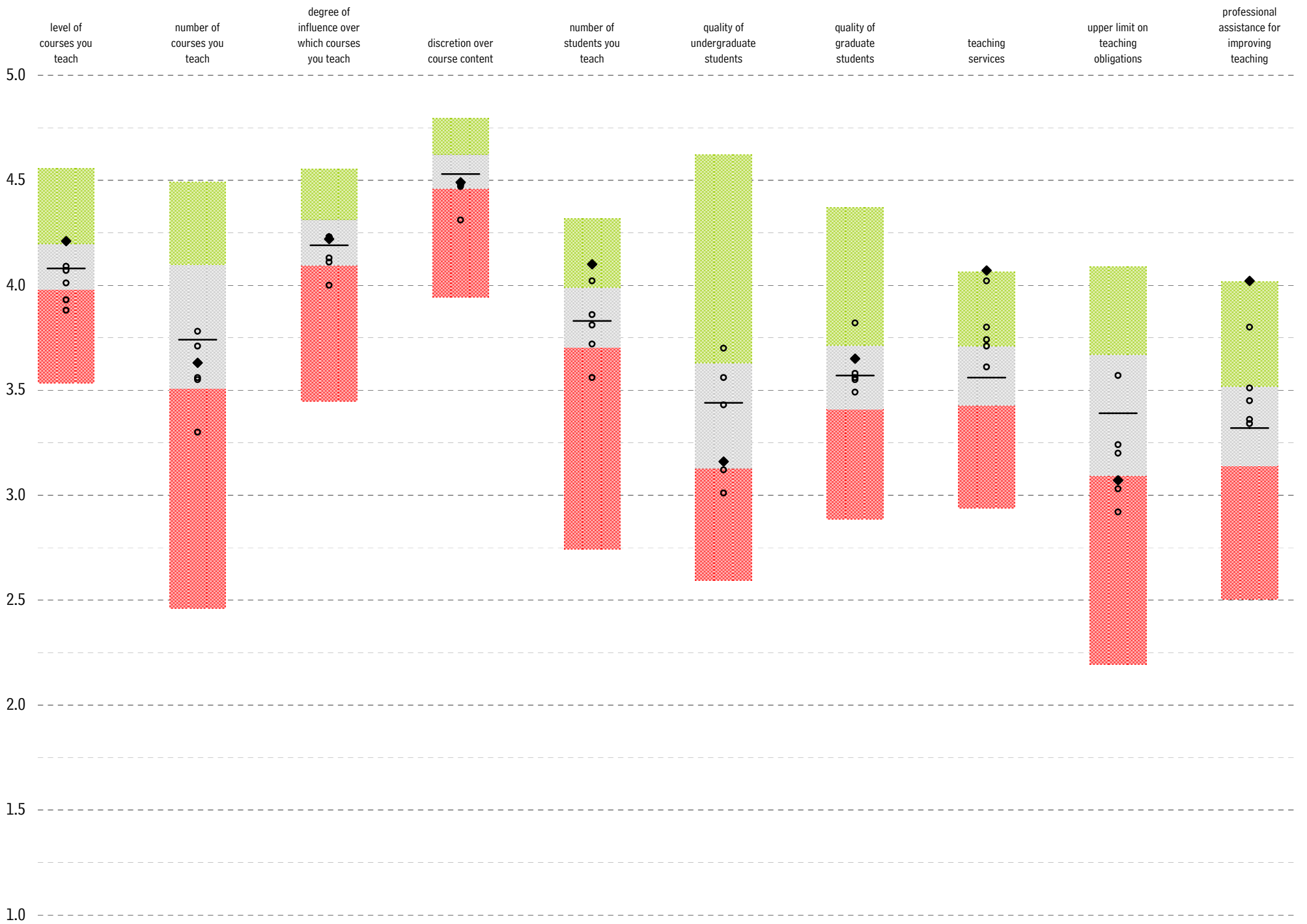
Nature of Work: Overall



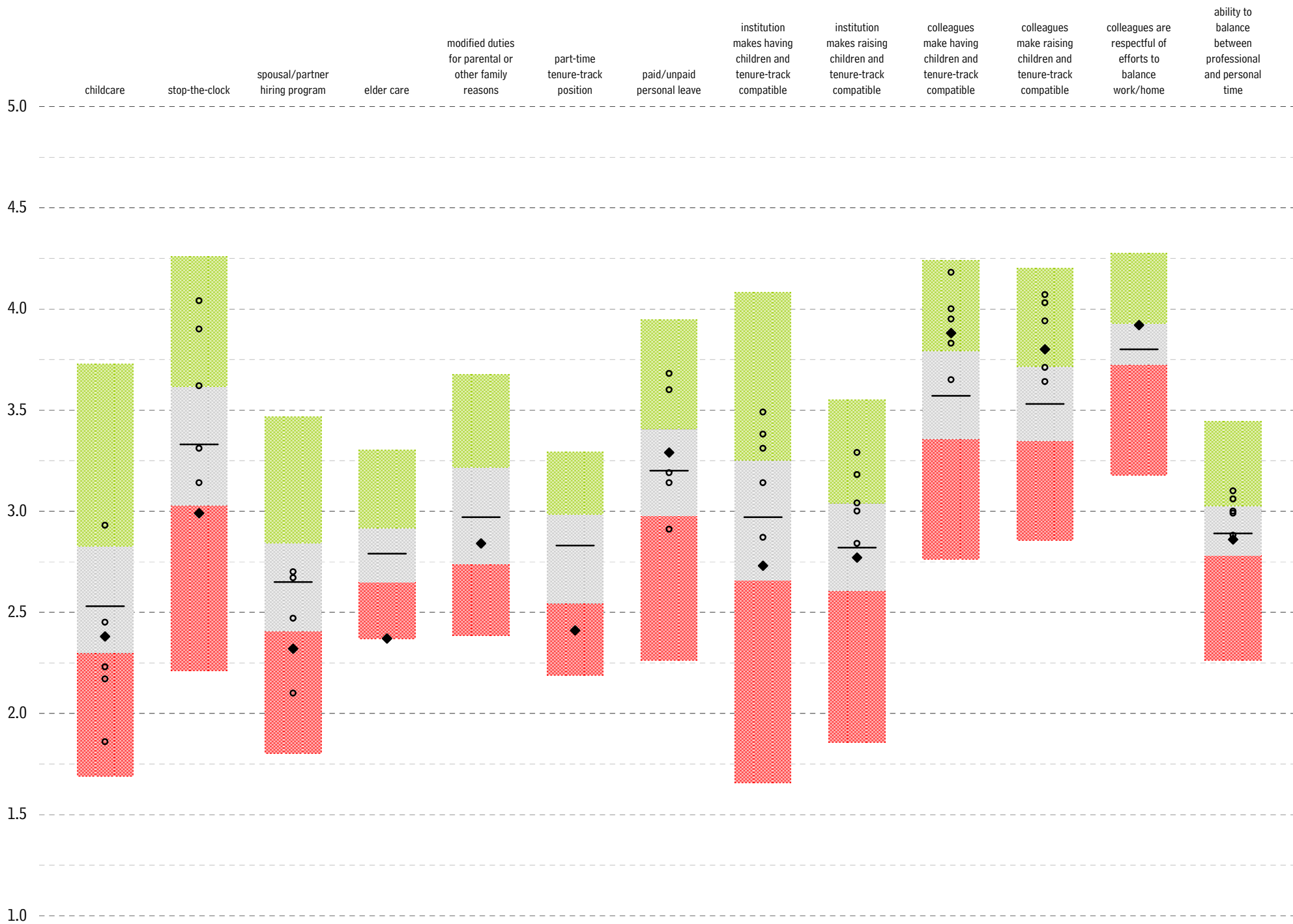
Nature of Work: Research



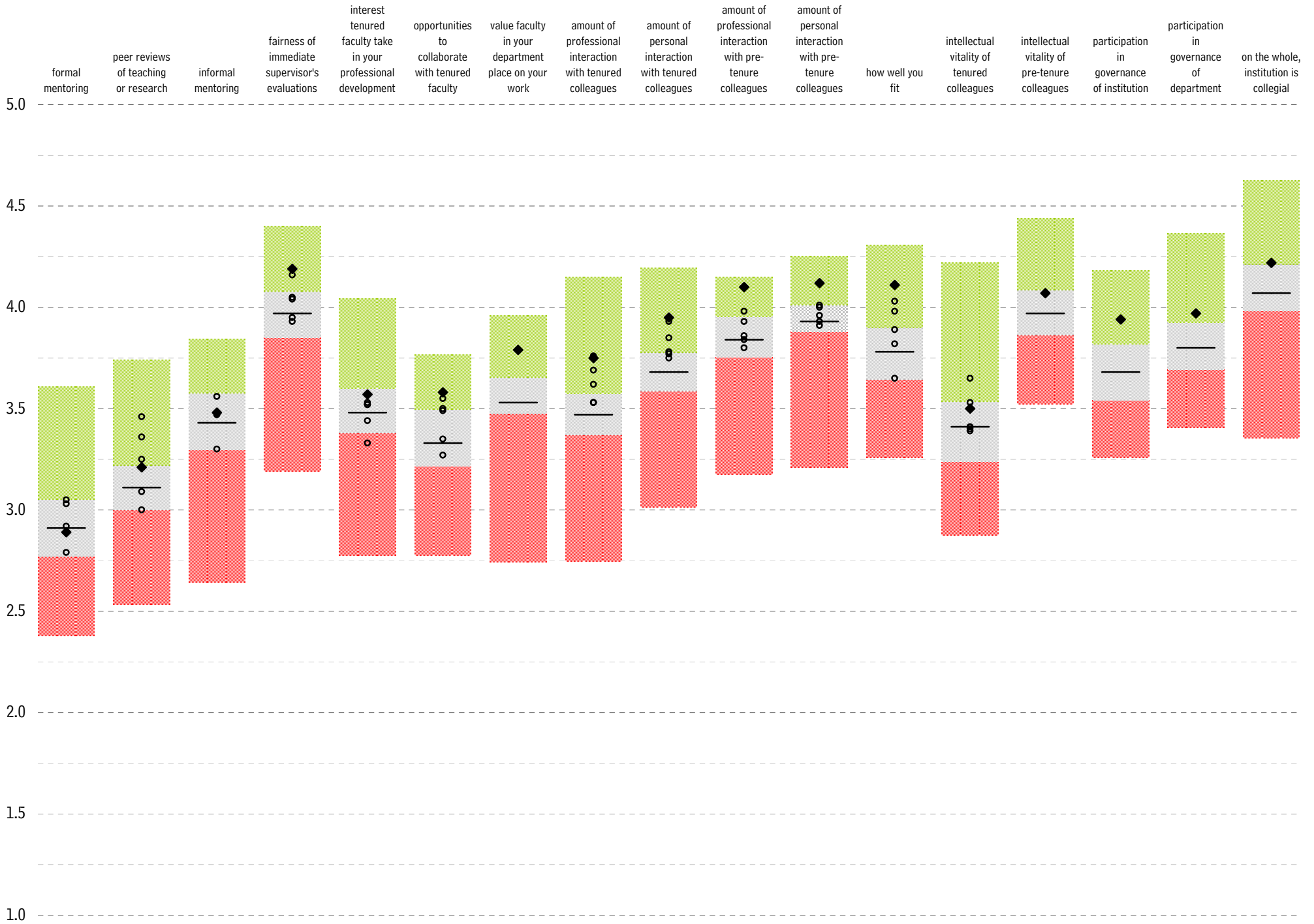
Nature of Work: Teaching



Work and Home



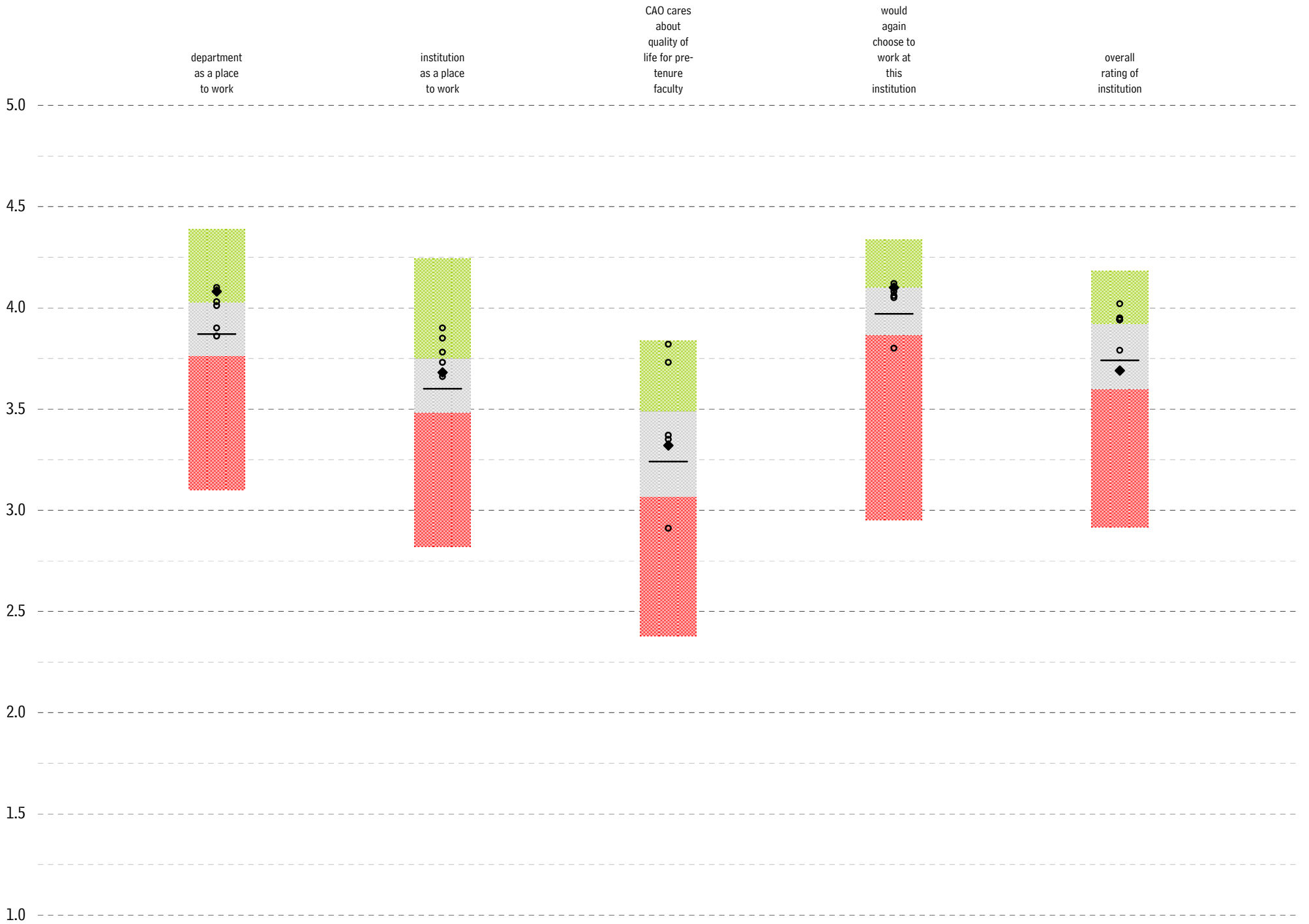
Climate, Culture, Collegiality



Compensation and Benefits



Global Satisfaction



The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2008-09

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
Professional assistance for improving teaching	95	72% ()	58% ()	85% ()	71% ()	82% ()
Periodic, formal performance reviews	98	55% (1)	50% (1)	60% (1)	53% (1)	75% (1)
Written summary of periodic performance reviews	99	51% (2)	46% (4)	55% (2)	50% (2)	55% (5*)
Informal mentoring	89	47% (3)	42% (6)	52% (3)	48% (3)	46% (9)
Peer reviews of teaching or research/creative work	96	45% (4)	44% (5)	46% (4)	44% (4)	53% (7)
Travel funds to present papers or conduct research	103	43% (5)	47% (2*)	40% (5)	41% (5)	62% (3)
An upper limit on teaching obligations	93	39% (6)	47% (2*)	32% (7)	37% (6)	58% (4)
Paid or unpaid personal leave	56	34% (7)	33% (8)	34% (6)	29% (7)	64% (2)
Formal mentoring program	78	23% (8)	19% (9)	26% (8)	18% (8)	55% (5*)
Stop-the-clock for parental or other family reasons	42	16% (9)	35% (7)	4% (16*)	13% (11)	52% (8)
Modified duties for parental or other family reasons (e.g., course release)	45	15% (10*)	13% (12)	17% (9)	14% (9*)	44% (10)
An upper limit on committee assignments for tenure-track faculty	80	15% (10*)	15% (10)	14% (11*)	12% (12)	36% (12)
Paid or unpaid research leave	72	14% (12)	14% (11)	13% (13)	11% (13)	37% (11)
Spousal/partner hiring program	50	12% (13)	8% (14*)	16% (10)	14% (9*)	0% (15*)
Professional assistance in obtaining externally funded grants	80	10% (14)	8% (14*)	12% (14)	7% (15)	29% (13)
Tuition waivers (e.g., for child, spouse/partner)	70	9% (15)	3% (17)	14% (11*)	9% (14)	0% (15*)
Childcare	45	7% (16)	9% (13)	5% (15)	5% (16*)	18% (14)
Part-time tenure-track position	43	5% (17)	5% (16)	4% (16*)	5% (16*)	0% (15*)
Financial assistance with housing	57	0% (18*)	0% (18*)	0% (18*)	0% (18*)	0% (15*)
Elder care	39	0% (18*)	0% (18*)	0% (18*)	0% (18*)	0% (15*)

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)	70	64% ()	63% ()	66% (1*)	63% ()	83% ()
An upper limit on committee assignments for tenure-track faculty	80	54% (1)	41% (4)	66% (1*)	57% (1)	37% (5)
Spousal/partner hiring program	50	50% (2)	48% (1*)	52% (3*)	48% (3*)	65% (1)
Paid or unpaid research leave	72	46% (3)	40% (5)	52% (3*)	49% (2)	27% (8*)
Modified duties for parental or other family reasons (e.g., course release)	45	45% (4)	43% (3)	46% (6*)	46% (5)	0% (13*)
Financial assistance with housing	57	44% (5)	48% (1*)	40% (10*)	43% (6)	50% (3)
Stop-the-clock for parental or other family reasons	42	43% (6)	30% (9)	53% (2)	48% (3*)	0% (13*)
Part-time tenure-track position	43	40% (7)	35% (6)	43% (8)	40% (7*)	0% (13*)
An upper limit on teaching obligations	93	38% (8*)	26% (11)	50% (5)	40% (7*)	27% (8*)
Professional assistance in obtaining externally funded grants	80	38% (8*)	33% (7)	42% (9)	37% (10)	40% (4)
Travel funds to present papers or conduct research	103	37% (10)	28% (10)	46% (6*)	38% (9)	31% (7)
Elder care	39	36% (11)	31% (8)	40% (10*)	35% (11)	56% (2)
Childcare	45	29% (12)	21% (13*)	36% (12)	28% (12)	32% (6)
Peer reviews of teaching or research/creative work	96	23% (13)	21% (13*)	25% (14)	25% (13)	10% (12)
Written summary of periodic performance reviews	99	21% (14)	22% (12)	20% (15*)	20% (15)	27% (8*)
Formal mentoring program	78	20% (15)	11% (16)	26% (13)	23% (14)	0% (13*)
Periodic, formal performance reviews	98	18% (16)	19% (15)	18% (17)	18% (16)	17% (11)
Informal mentoring	89	12% (17)	2% (19)	20% (15*)	13% (17*)	0% (13*)
Paid or unpaid personal leave	56	11% (18)	10% (17)	12% (18)	13% (17*)	0% (13*)
Professional assistance for improving teaching	95	4% (19)	4% (18)	4% (19)	5% (19)	0% (13*)

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

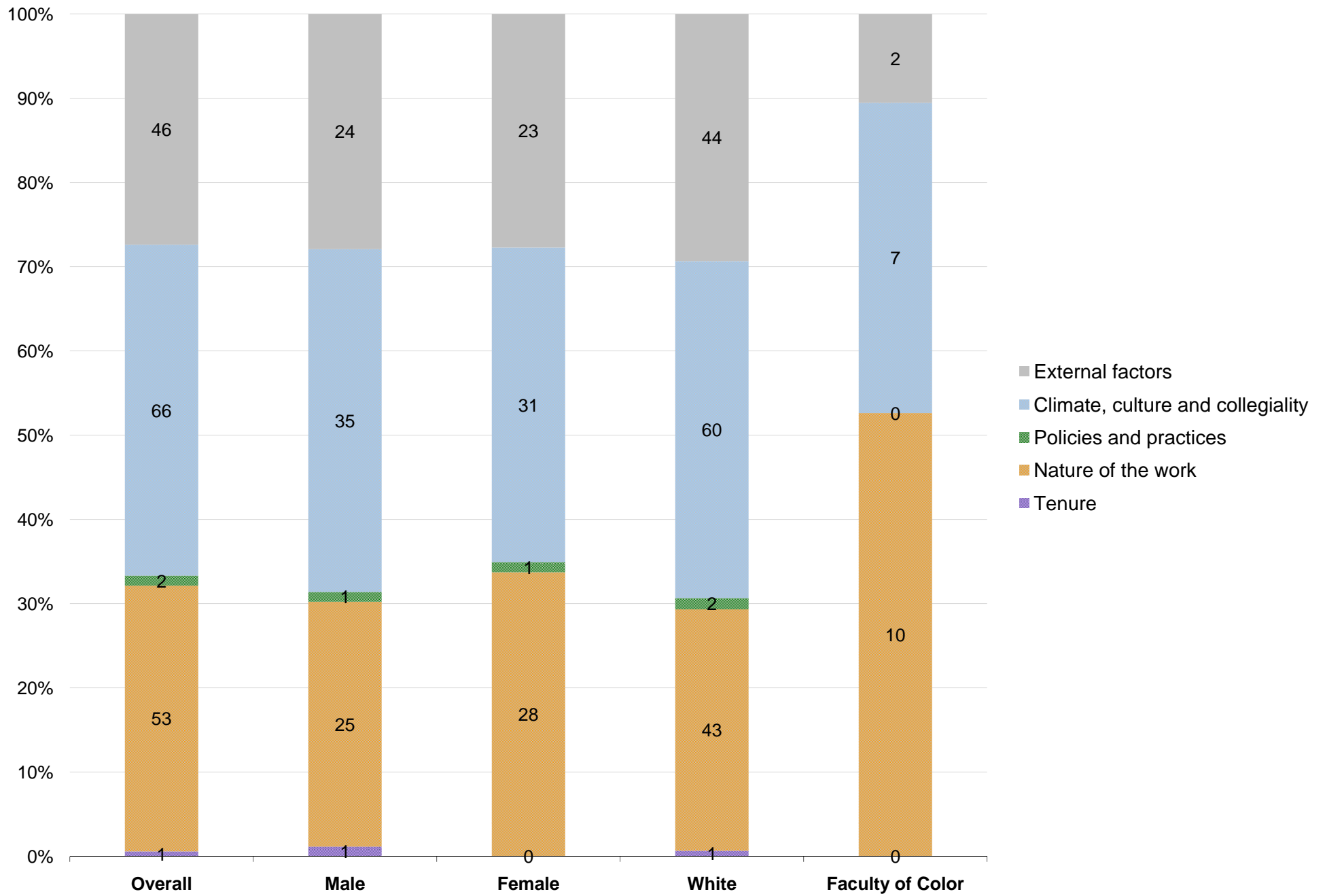
The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2008-09

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	external factors	geographic location	3	42
	2	climate, culture and collegiality	my sense of "fit" here	4	62
	3	climate, culture and collegiality	quality of colleagues	4	56
	4	climate, culture and collegiality	support of colleagues	5	53
Male	1	external factors	geographic location	4	48
	2	climate, culture and collegiality	quality of colleagues	5	60
	2	climate, culture and collegiality	my sense of "fit" here	5	68
	4	climate, culture and collegiality	support of colleagues	0	37
	4	nature of the work	academic freedom	3	36
Female	1	external factors	geographic location	3	42
	2	nature of the work	support for teaching	1	2
	3	climate, culture and collegiality	support of colleagues	5	57
	3	climate, culture and collegiality	my sense of "fit" here	3	57
White Faculty	1	external factors	geographic location	4	46
	2	climate, culture and collegiality	my sense of "fit" here	4	67
	3	climate, culture and collegiality	quality of colleagues	5	61
	4	climate, culture and collegiality	support of colleagues	4	51
Faculty of Color	1	nature of the work	academic freedom	2	33
	2	climate, culture and collegiality	support of colleagues	2	46
	3	nature of the work	manageable pressure to perform	2	5
	4	nature of the work	quality of facilities	1	8
	4	climate, culture and collegiality	my sense of "fit" here	3	47

Best aspects about working at your institution, by category (Q44a)



The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2008-09

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

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

	rank	category	name	# of institutions where item ranked among the top four responses	
				Selected peers	All comparables
Overall	1	nature of the work	lack of support for research/creative work (e.g., leave)	3	37
	2	policies and practices	too much service/too many assignments	4	31
	3	policies and practices	compensation	4	55
	4	climate, culture and collegiality	lack of diversity	1	11
Male	1	nature of the work	lack of support for research/creative work (e.g., leave)	2	31
	2	policies and practices	compensation	4	54
	2	policies and practices	too much service/too many assignments	1	18
	4	nature of the work	quality of facilities	0	32
Female	1	nature of the work	lack of support for research/creative work (e.g., leave)	4	42
	2	tenure	research/creative work requirements for tenure	0	3
	3	policies and practices	too much service/too many assignments	4	38
	4	climate, culture and collegiality	lack of diversity	1	21
White Faculty	1	nature of the work	lack of support for research/creative work (e.g., leave)	3	41
	2	policies and practices	too much service/too many assignments	4	35
	3	policies and practices	compensation	3	55
	4	climate, culture and collegiality	lack of diversity	1	5
	4	nature of the work	quality of facilities	0	27
Faculty of Color	1	nature of the work	quality of undergraduate students	2	12
	2	climate, culture and collegiality	lack of diversity	3	26
	2	nature of the work	lack of support for research/creative work (e.g., leave)	3	35
	4	tenure	research/creative work requirements for tenure	0	2
	4	nature of the work	teaching load	2	33
	4	nature of the work	unrelenting pressure to perform	0	7
	4	policies and practices	childcare policies/practices (or lack thereof)	0	3
	4	policies and practices	spousal/partner hiring program (or lack thereof)	0	11
	4	external factors	geographic location	0	29
	4	tenure	tenure criteria clarity	0	17

Worst aspects about working at your institution, by category (Q44b)

