

# Spring 2015 COACHE Faculty Satisfaction Survey

## Results: Overall and by Sub-Groups

### Introduction

This document provides a broad look at results from the AY14-15 COACHE Faculty Satisfaction Survey, including peer comparisons, trends, a summary of what is going well and opportunities for improvement, and detailed results for faculty overall and with sub-group comparisons. In addition, summaries of findings related to the various COACH benchmarks are provided.

### Peer Comparisons [\(see Appendix A\)](#)

When compared to the **entire cohort of universities** participating in COACHE, NC State pre-tenured and tenured faculty are among the most satisfied on a wide range of aspect of their jobs. Average ratings are in the top 30 percent of all participating universities on about half of the approximately 140 specific areas asked about, including those related to promotion and tenure, nature of work, interdisciplinary work and collaboration, department quality and engagement, facilities and work resources, and the nature of work. NC State faculty satisfaction rank in the bottom 30 percent of all participating universities on 20 of the specific items, most notably those related to divisional leadership and health and retirement benefits.

There are relatively few differences in average ratings between NC State pre-tenured and tenured faculty and those of our aggregated **select peer group** (Iowa State, Purdue, University of Arizona, UC-Davis, and Virginia Tech). NC State faculty gave notably more favorable ratings than our peers to classrooms and library resources, various traits of the Chancellor (e.g., communication), and, for pre-tenured faculty only, the clarity of advising expectations for tenure and interdisciplinary work being rewarded in tenure. The only items for which NC State faculty on average gave notably less favorable ratings than our peers were all related to health and retirement benefits and to personal and family policies.

### Trends [\(see Appendix B\)](#)

Average ratings given by pre-tenured and tenured faculty to the vast majority of individual items asked in the AY14-15 COACHE survey were consistent with those given in the AY11-12 survey. There were no notable declines in ratings for any items. A small number of items received notably more favorable ratings in AY14-15 compared to AY11-12, including those related to salary, health and retirement benefits, stop-the-clock policies, rewards for interdisciplinary work, and clarity for expectations for tenure.

### Sub-Group Differences [\(see Appendix C\)](#)

Results for all questions on the survey(s) are available by tenure status (NTT vs tenure track [pre-tenure and tenured combined]; and pre-tenured vs tenured), rank (associate vs full), gender, and race/ethnicity.<sup>1</sup> While there were no notable differences between the groups on their average ratings on most items, when differences did emerge faculty on the tenure track tended to give less favorable ratings than NTT faculty; tenured faculty less favorable than pre-tenured; associate professors less favorable than full professors; and women less favorable ratings than men. Differences by race were less consistent, with faculty of color sometimes giving more favorable and sometimes less favorable ratings than white faculty.

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<sup>1</sup> Breakouts by college are also available, but not reported here.

### **Summary: What’s Going Well and Opportunities for Improvement**

When asked to identify the best aspects of working at NC State, faculty (NTT, pre-tenure, and tenured combined) were especially likely to select things related to our location (“geographic location” and “cost of living”), their colleagues (“quality” and “support” of colleagues, “opportunities to collaborate with colleagues”) and to “academic freedom.” Average ratings given to specific aspects of their job support this latter finding, with the most favorable ratings of the approximately 140 items included on the survey being given to “discretion over course content,” “influence over focus of research,” and “level of courses taught.” Pre-tenured faculty also get among the highest ratings, specifically for their “intellectual vitality” and “scholarly productivity.” Faculty also give especially high ratings to “library resources.” A couple of items related to personal and family policies, i.e., “meeting times compatible with personal needs” and “stop-the-clock policies” (pre-tenure faculty only) also receive top ratings. Finally, large majorities of faculty believe that mentoring is both important and fulfilling.

Faculty consistently indicate compensation, family and personal policies, and lack of resources as areas that NC State should work on in order to improve their satisfaction working here. Divisional leadership is another area in need of improvement, according to large numbers of faculty. Average ratings given to various specific family and personal policies and benefits (e.g., tuition waivers, childcare, housing, eldercare, family health benefits [some of which NC State does not offer]) are the least favorable of all areas asked about. Faculty also give relatively low ratings to a wide range of aspects of governance, such as faculty inclusion in decision making and the effectiveness of shared governance, and priorities being acted on consistently. Other areas of notable concern for faculty are “deans’ support in adapting to change,” budgets and facilities to support interdisciplinary work, and support for faculty to be good mentors. Finally, NTT faculty rated all aspects of promotion (e.g., clarity of standards, criteria, the process, the body of evidence needed) as among the least satisfactory parts of their job.

## **The Details: Overall Satisfaction**

### **The Positive...**

Faculty were asked to identify the two best aspects of working at their institution from a list of 28 possibilities. Pre-tenured and tenured faculty combined were most likely to identify the following as the “best aspects”:

- Geographic location (mentioned by 35% of the respondents)
- Quality of colleagues (32%)
- Academic freedom (16%)
- Support of colleagues (15%)
- My sense of “fit” here (14%)
- Opportunities to collaborate with colleagues (12%)
- Cost of living (10%)

Of the approximately 140 different specific aspects of their work faculty were asked to evaluate, NC State pre-tenured and tenured faculty (combined) give the most favorable ratings to the following:<sup>2</sup>

- Discretion over course content (4.37)

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<sup>2</sup> Items listed are those with an average rating of 4.0 or higher (based on a 5-point scale).

- Influence over focus of research (4.33)
- Importance of mentoring within the department (4.25)
- Library resources (4.25)
- Meeting times compatible with personal needs (4.15)
- Being a mentor is fulfilling (4.15)
- Intellectual vitality of pre-tenured faculty (4.15)
- Level of courses taught (4.11)
- Stop-the-clock policies (4.05)
- Scholarly productivity of pre-tenured faculty (4.01)
- Clarity of promotion process (4.00)

NC State NTT respondents overall gave a **4.0 or higher average rating** to each of the following:

- Discretion over course content (4.31)
- Time spend on teaching (4.27)
- Importance of mentoring within department (4.25)
- Teaching effectiveness of NTT faculty (4.25)
- Library resources (4.20)
- Meeting times compatible with personal needs (4.18)
- Being a mentor is fulfilling (4.17)
- Intellectual vitality of pre-tenure faculty (4.16)
- Intellectual vitality of NTT faculty (4.11)
- Influence over focus of research (4.08)
- I would again choose this institution (4.08)
- Level of courses taught (4.06)
- Scholarly productivity of pre-tenure faculty (4.04)
- Colleagues committed to diversity/inclusion (4.00)

### **The Less Positive...**

Faculty were also asked to identify the two worst aspects of working at their institution from a list of 28 possibilities. Pre-tenure and tenured faculty combined were most likely to identify the following as the “worst aspects”:

- Compensation (28%)
- “Other” (18%)
- Lack of support for research/creative work (16%)
- Quality of leadership (13%)
- Quality of the facilities (11%)
- Too much service/too many assignments (11%)

NC State pre-tenured and tenured faculty respondents overall gave a rating of 3.0 or lower on about 50 of the specific items asked about (including those asked on the pilot “governance” questions). **Lowest average ratings** (on the 5-point scale) were given to the following:

- Tuition waivers, remission, or exchange (2.15)
- Childcare (2.24)
- Housing benefits (2.33)
- Dean: support in adapting to change (2.35)
- Important decisions are not made until there is consensus (2.36) [*governance survey*]

- Faculty and administrators have equal say in decisions (2.38) *[governance survey]*
- Support for faculty to be good mentors (2.38)
- Health benefits for family (2.50)
- Eldercare (2.54)
- Overall effectiveness of shared governance (2.62) *[governance survey]*
- Changed priorities negatively affect my work (2.62) *[note: reverse coded so low mean = less good]*
- Public recognition of progress (2.65) *[governance survey]*
- Priorities are acted on consistently (2.66)
- Institution regularly reviews effectiveness of governance (2.67) *[governance survey]*
- Budgets encourage interdisciplinary work (2.67)
- Facilities are conducive to interdisciplinary work (2.67)
- Departments address sub-standard performance (2.71)
- Mentoring of associate faculty (2.72)

NTT respondents overall gave an average rating of less than 3.0 on 30 of the individual items asked about. Among those the items received the least favorable ratings are

- Childcare (2.30)
- Dean: support in adapting to change (2.34)
- Effectiveness of mentoring of NTT faculty (2.42)
- Support for faculty to be good mentors (2.49)
- Clarity of promotion standards (2.49)
- Housing benefits (2.53)
- Clarity of promotion criteria (2.59)
- Clarity of promotion process (2.59)
- Clarity of whether I will be promoted (2.63)
- Department addresses sub-standard performance (2.64)
- Availability of course release for research (2.65)
- Clarity of body of evidence for promotion (2.67)
- Important decisions are not made until there is consensus (2.71)
- Interdisciplinary work is rewarded in merit (2.74)
- Spousal/hiring program (2.74)

Finally, when faculty were asked to describe in their own words one thing their institution could do to improve the workplace for faculty, NC State pre-tenure and tenured faculty combined were most likely to mention improvements to:<sup>3</sup>

- Compensation, benefits, facilities and other resources (mentioned by just over 50% of those responding)
- Senior, divisional, departmental leadership (mentioned by between 34%-40% of those responding)
- Research, teaching, service (mentioned by between 25%-30% of those responding)

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<sup>3</sup> COACHE coded responses into several different themes. Verbatim responses are available.

## Summaries by COACHE Benchmarks

Another helpful way to view the results is to summarize the finding by the various topics, or benchmarks, included in the survey. In this section we focus on these benchmarks, noting when relevant comparisons to our peers, changes in our trend data, and differences by sub-group.

### Governance

Faculty give very favorable ratings to their departmental leadership and, to a slightly lesser degree, to senior leadership at NC State. In addition, while NC State ratings are notably more positive than those of our COACHE peers on only a very few items, those items for which we do have more favorable ratings include several related specifically to the leadership of the Chancellor. NC State faculty are notably less satisfied with divisional leadership.

Faculty give among some of the least favorable ratings in the COACHE survey to items related to governance with respect to adaptability (e.g., “Institution regularly reviews effectiveness of governance”), understanding (e.g., “Faculty and administration have equal say in decisions”), productivity (e.g., “Public recognition of progress”), shared purpose (e.g., “Important decisions are not made until there is consensus”), and trust (e.g., “Faculty and administration have an open system of communication”). When asked to provide suggestions as to the most important thing the institution should do to improve the workplace for faculty, more than one-third of faculty mentioned something about governance/leadership. Tenured faculty are generally somewhat less satisfied with issues related to governance than are pre-tenured, men less satisfied than women, and white faculty less satisfied than faculty of color.

### Interdisciplinary Work

While there were very few changes in ratings given in the AY14-15 COACHE survey compared to those given in the AY11-12 survey, ratings for two items related to interdisciplinary work improved, specifically, “Interdisciplinary work is rewarded in tenure” (pre-tenured faculty only) and “Interdisciplinary work is rewarded in merit” (although pre-tenured faculty were much more likely than tenured faculty to agree). However, despite improvements in these areas faculty overall give among the least favorable ratings in the survey to budgets and facilities encouraging/supporting interdisciplinary work.

### Tenure and Promotion

**Tenure** (*pre-tenured faculty only*): NC State pre-tenured faculty give notably more favorable ratings than our COACHE peers to the “clarity of tenure expectations as an advisor” and to “interdisciplinary work is rewarded in tenure.” In addition, ratings for clarity of expectations as an advisor, along with as a teacher, and interdisciplinary work being rewarded in tenure are all more favorably in the recent survey than they were in the AY11-12 survey. In the current surveys pre-tenured faculty evaluations of various aspects of tenure are neither among the highest nor lowest rated items. However, women gave notably less favorable rating than men to the “clarity of the tenure process,” the “clarity of whether I will achieve tenure,” and to the “clarity of the body of evidence for deciding tenure.” Similarly, faculty of color gave less favorable ratings than white faculty to the “clarity of the tenure process.”

**Promotion** (*tenured faculty only*): NC State tenured faculty ratings for various aspects of promotion have remained generally stable over time, and are similar to those of our COACHE peers. Overall, faculty give positive ratings to various aspects of promotion, with “clarity of the promotion process”

being among the highest rated items on the survey. However, there are consistent differences by rank, gender and race in evaluations of promotion, with associate professors, women, and faculty of color giving much lower ratings than their respective counterparts to every aspect of promotion asked about.

**Promotion** (*non-tenure track faculty only*): NC State NTT faculty ratings of various aspects of promotion have not changed since the AY11-12 COACHE survey, and remain among the least favorable of all items on the survey. This includes clarity of the promotion process, standards, criteria, and body of evidence for promotion, as well as “clarity about whether I will be promoted.”

### **Nature of Work: Research, Service and Teaching**

Faculty ratings of the research, service and teaching aspect of their work have remained consistent over time, and are generally similar to that of our COACHE peers. Several specific aspects of teaching and research, however, receive the most favorable ratings of all areas asked about on the survey, including “discretion over course content,” “level of courses taught,” and “influence of focus of research.” Among NTT faculty “time spent on teaching” was the second most favorably rated item on the survey. Less favorably rated are various specific aspects of research, most notably “availability of course release for research,” “support in securing graduate student assistance,” “support for research,” and “support for maintaining grants (post-award).” Also receiving relatively low ratings were a couple of aspects of service: “time spent on administrative tasks” and “support for faculty in leadership roles.”

There are some noteworthy subgroup difference in ratings of various aspects of the nature of work. Tenured faculty give less favorable ratings than pre-tenured faculty to “support for faculty in leadership roles” and to “support for travel to present/conduct research.” Associate professors give less favorable ratings than full professors to many of the specific aspects of work as related to research, service and teaching, most notably for “time spent on research.” Finally, NTT faculty are much *more* satisfied than pre-tenured and tenured faculty (combined) on time spend on “administrative tasks,” on “service” and on “teaching.”

### **Department: Collegiality, Engagement, and Quality**

NC State faculty, similar to their COACHE peers, give generally positive ratings to a wide range of areas related to their academic department, with no notable change in ratings over time. Of all aspects of their department asked about faculty overall give the most favorable ratings to the “intellectual vitality” and “scholarly productivity” of the pre-tenured faculty in their department. The only area of department life getting notably less favorable ratings is “department addresses sub-standard performance.” While associate professors, women, and faculty of color are consistently slightly less satisfied than their respective counterparts with a wide range of aspect of department life, the most notable difference are with respect to their colleagues being committed to diversity/inclusion.

### **Mentoring**

Among faculty overall, the “importance of mentoring within the department” and “being a mentor is fulfilling” were among the highest rated items in the survey. However, there were strong and consistent patterns in ratings related to mentoring, with women and associate professors being much more likely than men and full professors to see mentoring activities as important and fulfilling, but then being more likely to be dissatisfied with the actual training of faculty to be mentors and with the mentoring of faculty. While there were no differences in their assessment of training for mentors and the mentoring of faculty, NTT faculty and faculty of color are notably more likely than tenure-track faculty and white faculty to see mentoring as important.

### **Personal and Family Policies**

Pre-tenured ratings of stop-the-clock policies are notably more favorable in the AY14-15 survey than they were in the AY11-12 survey. In addition, ratings for stop-the-clock policies now rank among the highest of all aspects of working at NC State asked about in the survey. However, as in the AY12-13 survey, ratings for other personal and family policies not only get the lowest average ratings of all specific areas asked about, but are also notably less favorable than our peers (i.e., “housing benefits,” “tuition waivers,” “childcare,” and “eldercare”). That said, given that NC State does not offer some of the benefits asked about (e.g., housing benefit, tuition waivers) it is difficult to interpret responses to these questions. Pre-tenured faculty, associate professors, and women give notably less favorable ratings than others to childcare and to “right balance between professional and personal lives.”

### **Health and Retirement Benefits**

While faculty ratings for “health benefits for yourself” and for “salary” are notably more favorable in the AY14-15 survey than in the AY11-12 survey, NC State continues to have significantly lower ratings than our COACHE peers on the overall benchmark measure of “Health and retirement benefits,” and for the specific items “health benefits for yourself,” “health benefits for your family,” and “retirement benefits” that are included in it. “Compensation” (including salary and benefits) is selected by more than one-fourth of faculty from a long list of aspects of work as the worst thing about working at NC State. In addition, more than half of faculty mention something about compensation/benefits as one thing NC State could do to improve the workplace. “Health benefits for family” is one of the least favorably rating aspects of work asked about on the survey. Ratings on health and retirement benefits are generally fairly consistent between subgroups, with the exception that tenured faculty are less satisfied than pre-tenured faculty with retirement benefits.

### **Facilities and Work Resources**

NC State faculty give notably more favorably ratings than our COACHE peers to “library resources” and “classrooms,” with “library resources” getting among the highest ratings of all items on the survey. Other facilities and resources asked about (e.g., office, labs, equipment, clerical support) get generally favorable ratings, with no real subgroup differences.

### **Appreciation and Recognition**

Faculty give generally positive ratings to the appreciation and recognition they get for a range of different work responsibilities and from a range of different people/positions on campus. While associate professors, women, and faculty of color are consistently less satisfied with the appreciation and recognition they receive, the differences are relatively small.

## APPENDIX A: Peer Comparisons

### COACHE AY14-15

#### NC State vs All Participating University and vs Aggregated Selected Peers Pre-Tenured + Tenured Faculty Only

##### Notes:

- 1) **Survey Items:** The following summary of results are based on average ratings on approximately 170 of the individual items in the survey, including summary benchmark measures.
- 2) **“Cohort of Universities”** includes approximate 130 universities (see appendix A)
- 3) **Peers**
  - Iowa State
  - Purdue University
  - University of Arizona
  - University of California – Davis
  - Virginia Tech

*(Note: 2 peer schools participated in AY14-15; the data from the other 3 schools is from either AY12-13 or AY13-14. Those items that were new on the AY14-15 survey [so comparisons are based on just the 2 AY14-15 participating schools] are noted with an asterisk below.)*
- 4) Not presented here, but can do sub-group analysis with peers (e.g., NC State women compared to women at peer institutions).

#### NC State vs Aggregate Peers

- NC State notably higher ratings than peers to:
  - Classrooms (3.69 vs 3.27)
  - Library resources (4.24 vs 3.87)
  - Interdisciplinary work rewarded in tenure\* [pre-tenured only] (3.36 vs 2.93)
  - Clarity of tenure expectations: Advisor\* [pre-tenured only] (3.62 vs 3.26)
  - Pres/Chancellor: Pace of decision making (3.42 vs 3.10)
  - Pres/Chancellor: Stated priorities (3.25 vs 2.91)
  - Pres/Chancellor: Communication of priorities (3.38 vs 3.01)
- NC State notably lower ratings than peers to:
  - Housing benefits (2.33 vs 2.63)
  - Tuition waivers, remission, or exchange (2.15 vs 2.58)
  - Childcare (2.24 vs 2.70)
  - Eldercare (2.54 vs 2.88)
  - **Benchmark:** Health and retirement benefits (3.06 vs 3.68)
  - Health benefits for yourself (3.11 vs 3.81)
  - Health benefits for family (2.50 vs 3.76)
  - Retirement benefits (3.28 vs 3.64)



## **NC State vs COACHE Cohort of Universities**

- NC State ratings were in the top 30% of all participating universities in our cohort on 73 of the individual items, including the benchmark items for:
  - Promotion
  - Collaboration
  - Department quality
  - Tenure policies
  - Facilities and work resources
  - Departmental engagement
  - Tenure clarity
  - Nature of work: service
  - Nature of work: research
  - Mentoring
  - Interdisciplinary work
  
- NC State ratings were in the bottom 30% of all participating universities in our cohort on 20 of the individual items, including the benchmark items for:
  - Health and retirement benefits
  - Leadership: divisional

## APPENDIX B: Trends

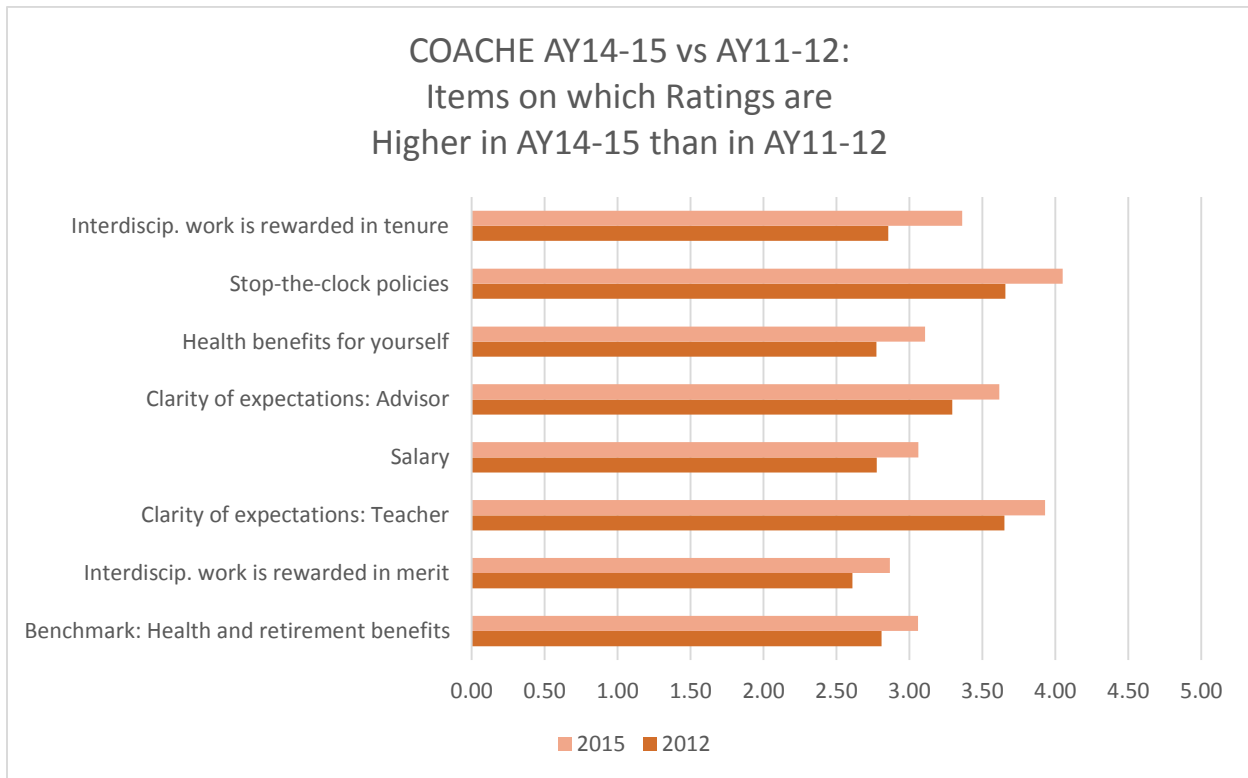
### COACHE AY14-15

#### NC State Trend Comparisons:

#### Pre-tenured and tenured faculty AY14-15 results compared to AY11-12 results

Average ratings given to the vast majority of individual items asked in the AY14-15 COACHE survey were consistent with those given in the AY11-12 survey. There were no notable declines in ratings for any items. Each of the following were rating slightly more positively in AY14-15 than in AY11-12:

- Interdisciplinary work is rewarded in tenure (3.36 vs 2.86)
- Stop-the-clock policies (4.05 vs 3.66)
- Health benefits for yourself (3.11 vs 2.78)
- Clarity of expectations for tenure: Advisor (3.62 vs 3.30)
- Salary (3.06 vs 2.78)
- Clarity of expectations for tenure: Teacher (3.93 vs 3.65)
- Interdisciplinary work is rewarded in merit (2.87 vs 2.61)
- *Benchmark:* Health and retirement benefits (3.06 vs 2.81)



## APPENDIX C: Sub-Group Differences

### Sub-Group Differences

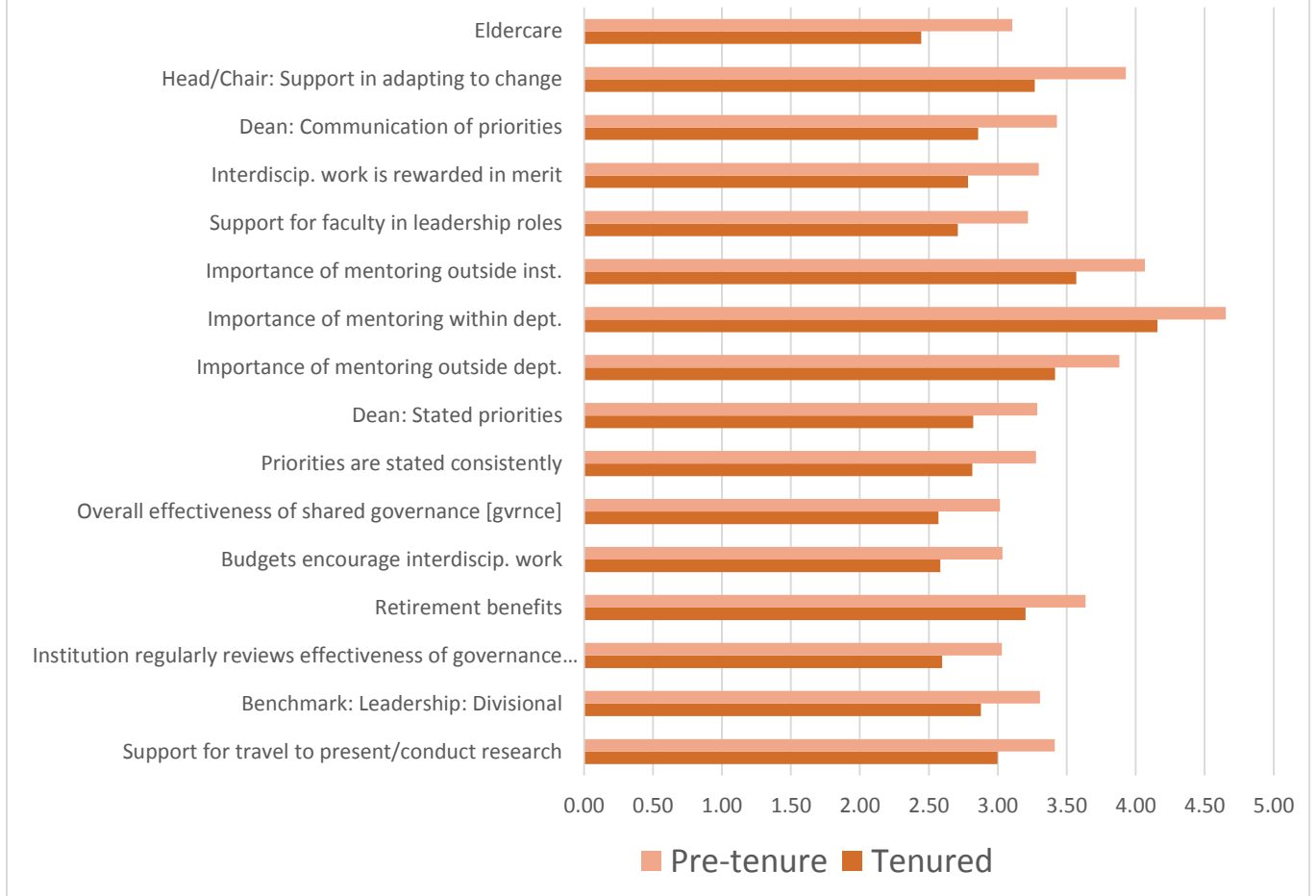
*The following provides a detailed look at differences in ratings between various sub-groups of the population, separately for those on the tenure track (“TT”) (i.e., pre-tenured and tenured faculty) and then for non-tenure track faculty. Comparisons include: pre-tenured vs tenured; associate professors vs full professors; women vs men; faculty of color vs white faculty; and NTT vs those on the tenure track. (Note: Other than for the tenured vs pre-tenured and the associate vs full professor comparisons, sub-group differences exclude the items included only on the governance pilot survey.)*

#### Pre-Tenured vs Tenured

Pre-tenured faculty give **more favorable ratings** than tenured faculty on about 35 items, most notably those related to health and retirement benefits, and divisional and departmental leadership. Largest differences between pre-tenured and tenured faculty, respectively, were on their ratings for

- Personal and family policies: Eldercare (3.11 vs 2.45)
- Head/Chair: support in adapting to change (3.93 vs 3.27)
- Dean: communication of priorities (3.43 vs 2.86)
- Interdisciplinary work is rewarded in merit (3.30 vs 2.78)
- Support for faculty in leadership roles (3.22 vs 2.71)

## Items on which Pre-Tenured Give Notably More Favorable Average Ratings than Tenured



The only items for which pre-tenured faculty gave **less favorable ratings** than tenured faculty were

- Right balance between professional and personal lives (2.88 vs 3.35)
- Personal and family policies: Childcare (2.04 vs 2.31)
- Department addresses sub-standard performance (2.49 vs 2.74)

### **Associate vs Full Professors**

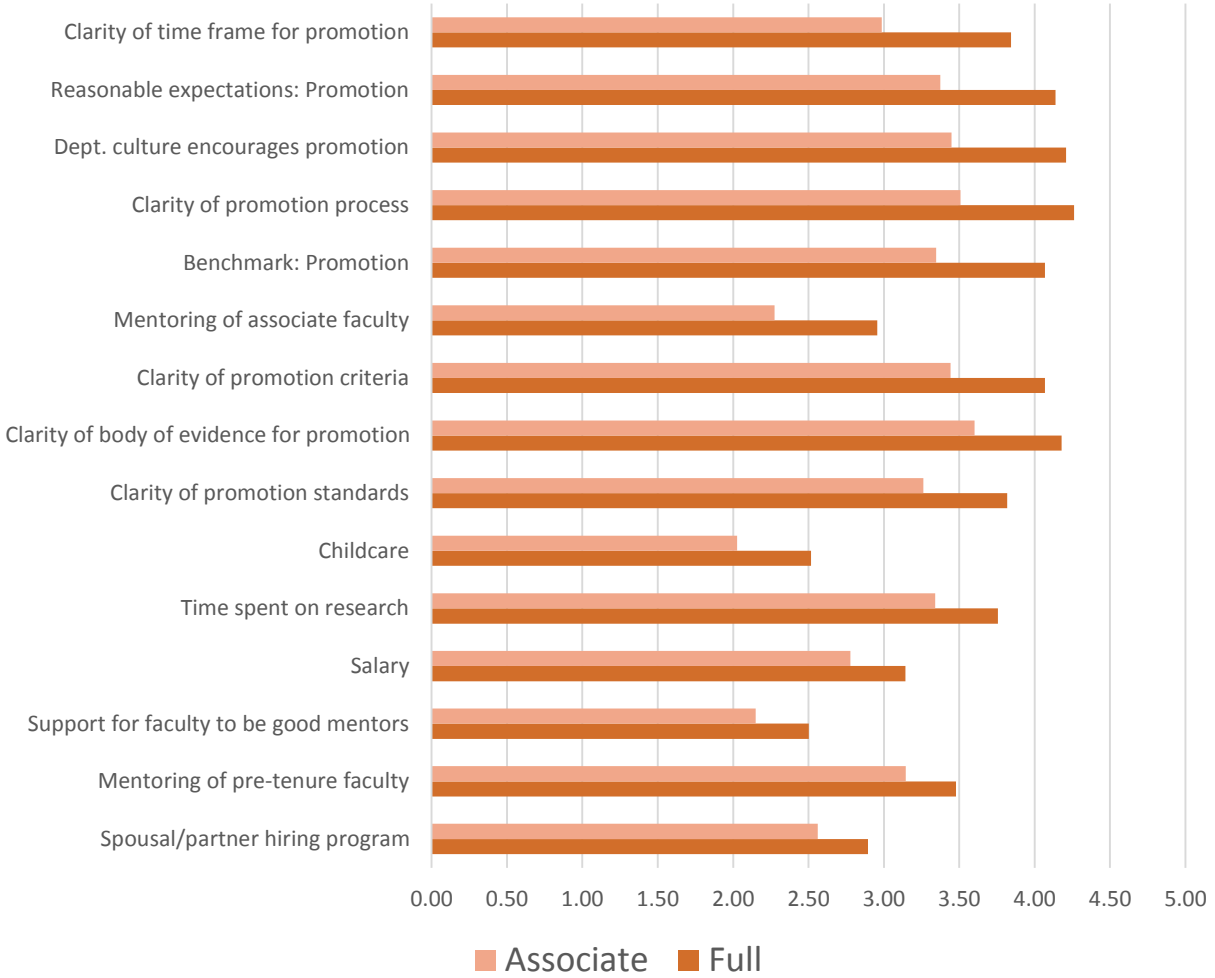
The only items for which associate professors gave notably **more positive ratings** than full professors were all related to the importance of mentoring. However, while associate professors are more likely than full professors to see mentoring as important, but less likely to give actual mentoring activities on campus favorable ratings.

- Importance of mentoring outside the institution (3.84 vs 3.42)
- Importance of mentoring within the department (4.40 vs 4.03)
- Importance of mentoring outside the institution (3.84 vs 3.42)

Associate professors gave **less favorable ratings** than full professors to about 25 items, especially those related to promotion. Largest difference between ratings given by full and by associate professors, respectively, were for

- Clarity of time for promotion (3.84 vs 2.99)
- Reasonableness of expectations for promotion (4.14 vs 3.37)
- Department culture encourages promotion (4.21 vs 3.45)
- Clarity of promotion process (4.26 vs 3.51)
- Mentoring of associate faculty (2.96 vs 2.28)
- Clarity of promotion criteria (4.07 vs 3.44)
- Clarity of body of evidence for promotion (4.18 vs 3.60)
- Clarity of promotion standards (3.82 vs 3.26)

## Items for Which Associate Professors Give Notably Less Favorable Ratings than Full Professors



### Tenure Track Women vs Men

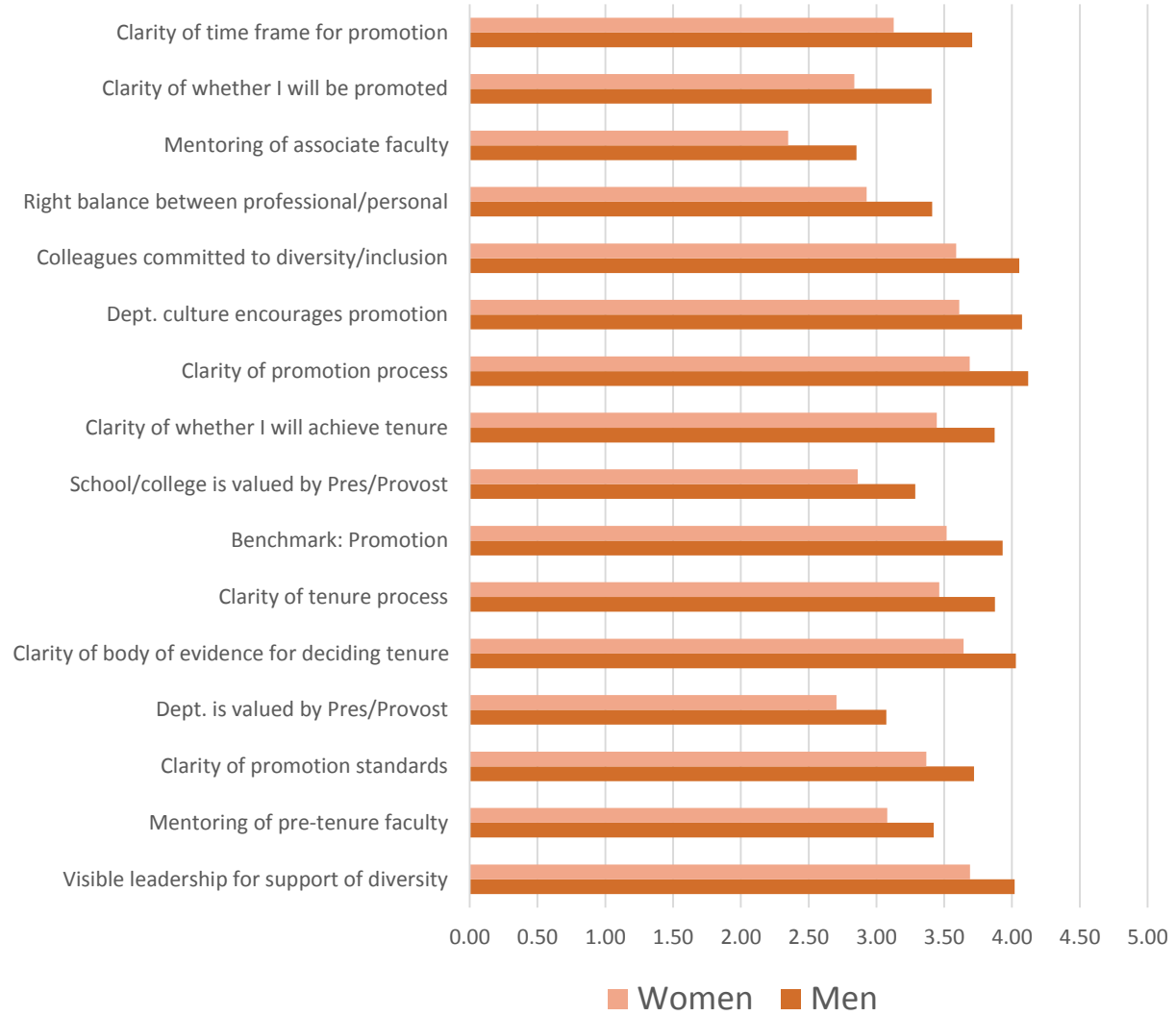
With one exception (satisfaction with tuition waivers, remission or exchange), the only items on which women gave notably **higher ratings** than men were all related to mentoring, specifically

- Importance of mentoring outside the department (4.01 vs 3.28)
- Importance of mentoring outside the institution (4.16 vs 3.45)
- Importance of mentoring within the department (4.55 vs 4.12)
- Effectiveness of mentoring outside the institution (4.17 vs 3.76)

Women gave notably **less favorable ratings** than men to about 40 items, most consistently those related to tenure policies and promotion, and departmental leadership. Largest differences in average ratings given by women and men, respectively, were for

- Clarity of time frame for promotion (3.13 vs 3.71)
- Clarity of whether I will be promoted (2.84 vs 3.41)
- Mentoring of associate faculty (2.35 vs 2.85)
- Right balance between professional and personal life (2.93 vs 3.41)
- Colleagues are committed to diversity/inclusion (3.59 vs 4.05)
- Department culture encourages promotion (3.61 vs 4.07)
- Clarity of promotion process (3.69 vs 4.12)
- Clarity of whether I will achieve tenure (3.45 vs 3.87)
- School/college is valued by Provost (2.86 vs 3.29)
- Clarity of tenure process (3.46 vs 3.93)

## Items for Which TT Women Give Notably Less Favorable Ratings than Men

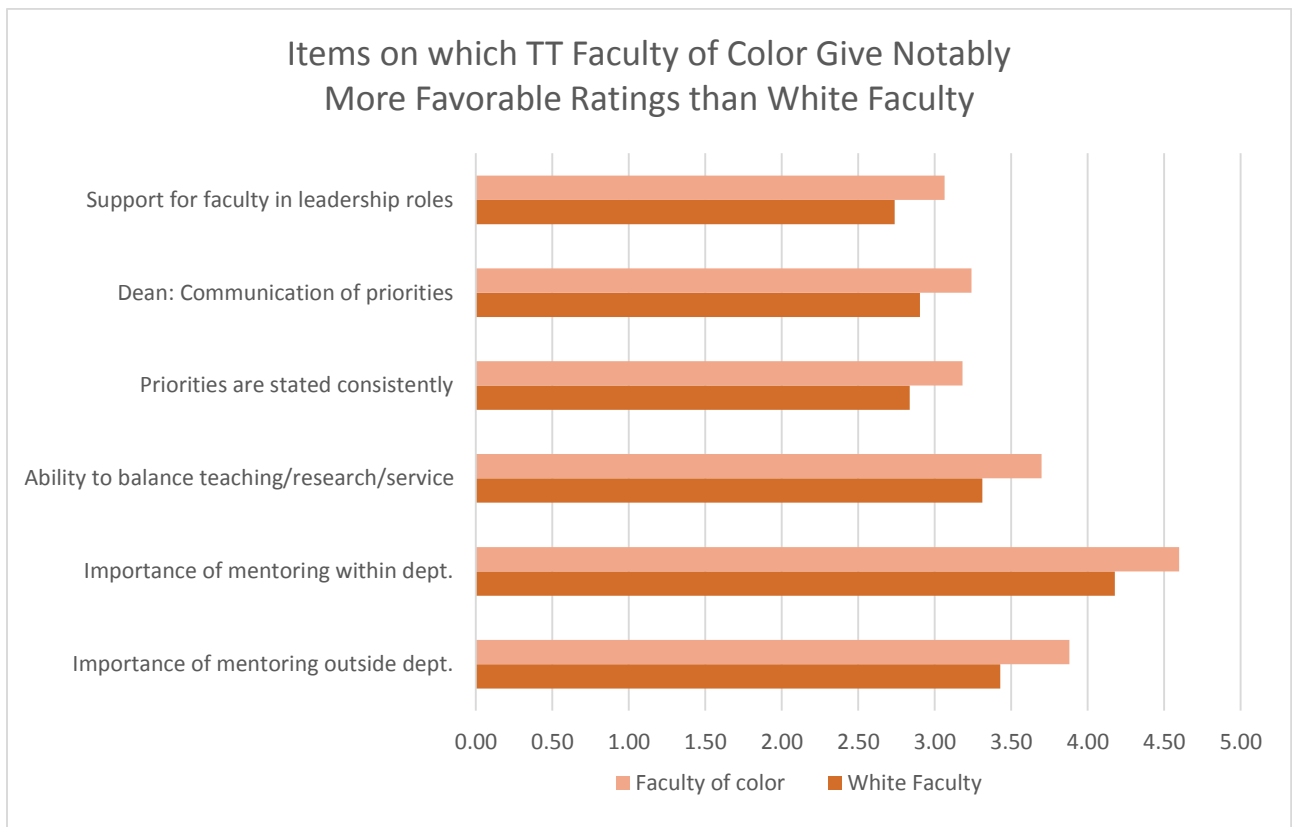




### Tenure Track Faculty of Color vs White Faculty

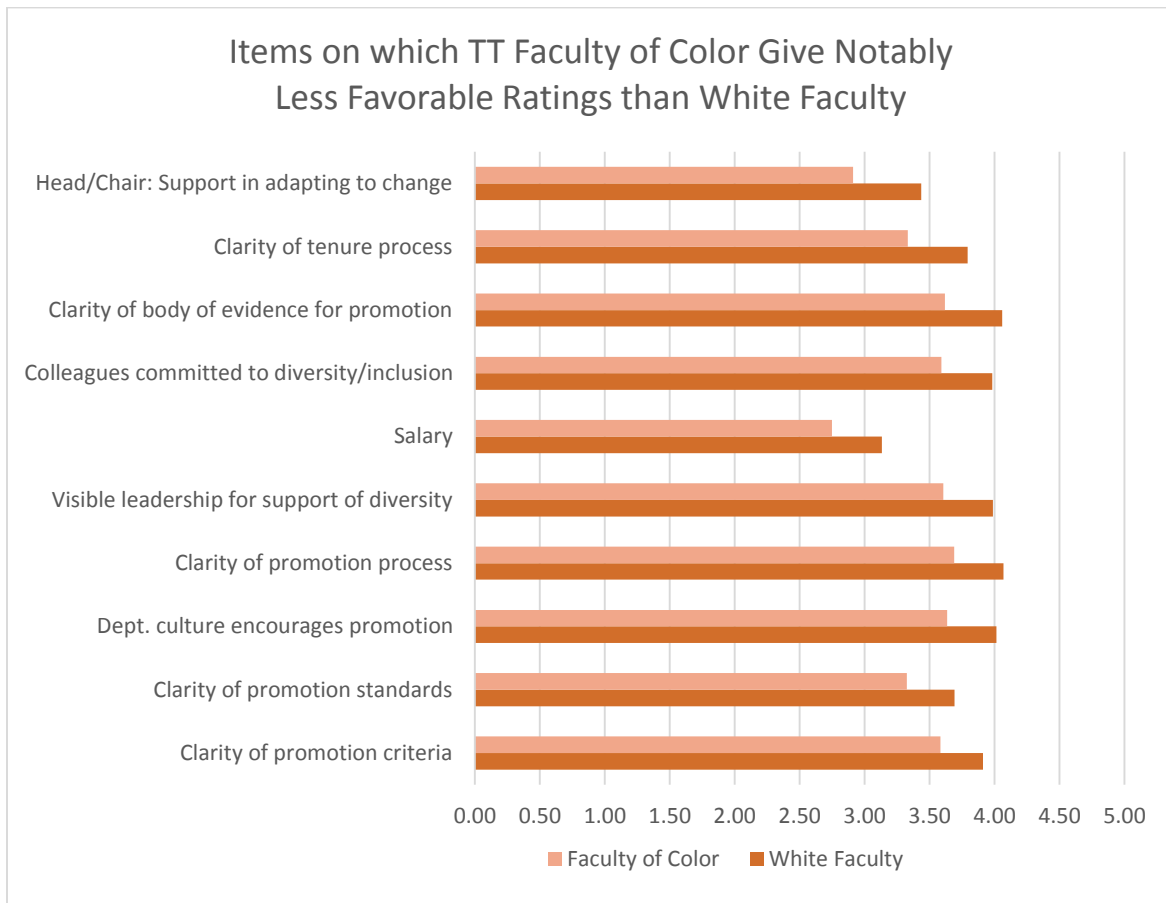
There were notable racial differences in average rating on about 40 of the specific items, with few patterns other than faculty of color being less satisfied than white faculty with various aspects of promotion and with diversity and inclusion. Faculty of color gave **more favorable ratings** than white faculty on about 15 specific items, including

- Importance of mentoring outside the department (3.88 vs 3.43)
- Importance of mentoring within the department (4.60 vs 4.18)
- Ability to balance teaching/research/service (3.70 vs 3.31)
- Priorities are stated consistently (3.18 vs 2.84)
- Department: communication of priorities (3.24 vs 2.90)
- Support for faculty in leadership roles (3.06 vs 2.74)



Faculty of Color give notably **less positive ratings** than white faculty to

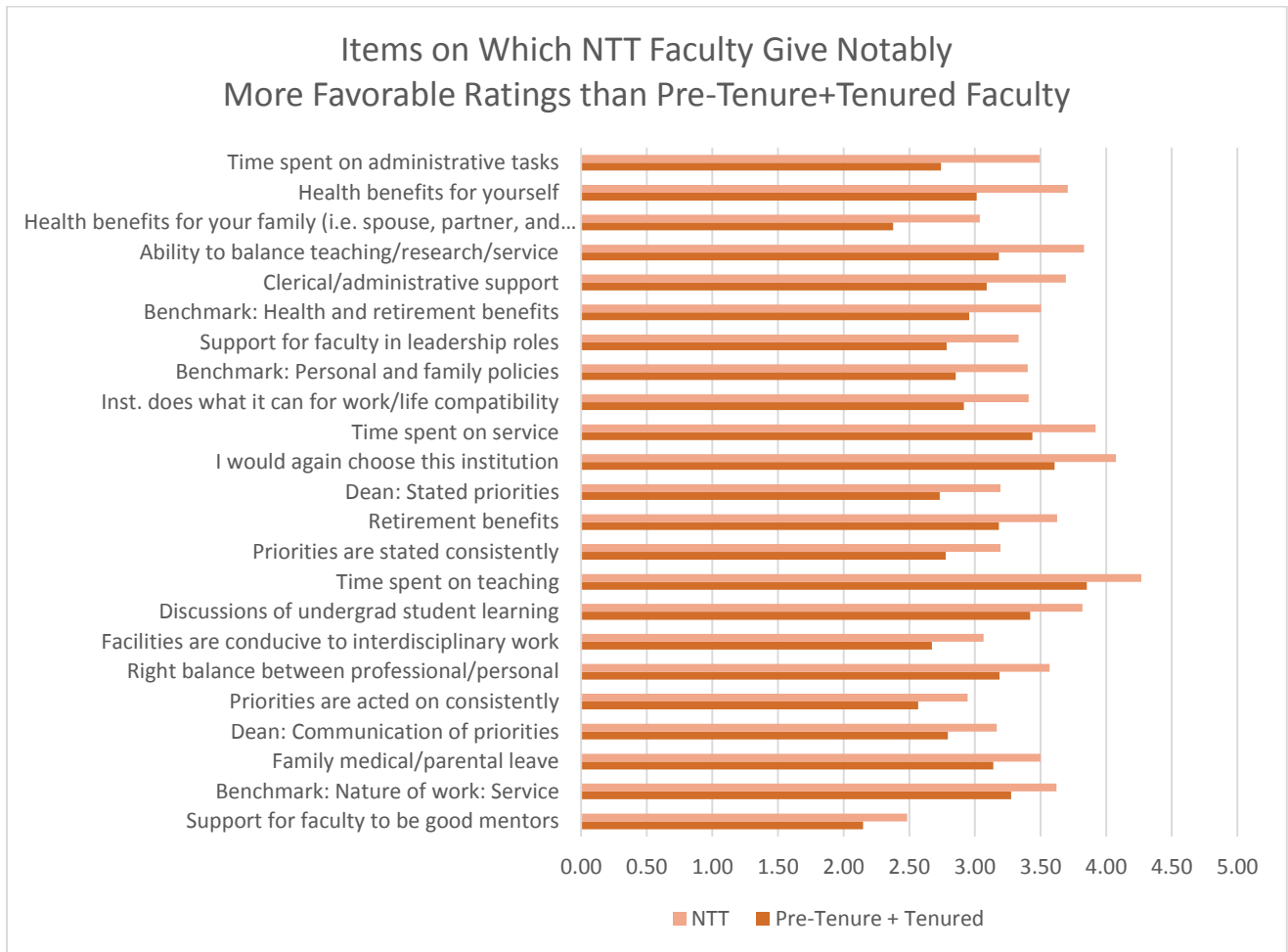
- Head/Chair: Support in adapting to change (2.91 vs 3.44)
- Clarity of tenure process (3.33 vs 3.79)
- Clarity of body of evidence for promotion (3.62 vs 4.06)
- Colleagues committed to diversity/inclusion (3.59 vs 3.98)
- Salary (2.75 vs 3.13)
- Visible leadership for support of diversity (3.61 vs 3.99)
- Clarity of promotion process (3.69 vs 4.07)
- Department culture encourages promotion (3.64 vs 4.02)
- Clarity of promotion standards (3.32 vs 3.69)
- Clarity of promotion criteria (3.58 vs 3.91)



**NTT vs Pre-Tenure and Tenured Faculty (combined)**

The COACHE survey included about 140 questions to which both NTT and tenure-track (pre-tenure and tenured) were asked to respond. NTT faculty gave more favorable ratings than tenure-track faculty on more than 40 of these common items. Differences in average ratings were especially large for

- Time spent on administrative tasks (3.49 vs 2.74)
- Health benefits for yourself (3.71 vs 3.01)
- Health benefits for your family (3.04 vs 2.38)
- Ability to balance teaching/research/service (3.83 vs 3.18)
- Clerical/administrative support (3.69 vs 3.09)
- Benchmark: Health and retirement benefits (3.51 vs 2.96)
- Support for faculty in leadership roles (3.33 vs 2.78)
- Benchmark: Personal and family policies (3.40 vs 2.85)



NTT give notably less favorable ratings than pre-tenure and tenured faculty on only a few items:

- Discussions of graduate student learning (2.78 vs 3.78)
- Importance of mentoring outside the institution (3.36 vs 3.84)
- Discussions of current research methods (3.00 vs 3.48)
- Effectiveness of mentoring outside the institution (3.61 vs 3.94)
- Opportunities for collaboration outside the institution (3.38 vs 3.71)

### **NTT Women vs Men**

Among NTT faculty, women gave more favorable average ratings than did men for about 25 of the individual items asked about, most notably for

- CAO cares about faculty of my rank (3.21 vs 2.57)
- Interdisciplinary work is rewarded in promotion (3.06 vs 2.42)
- Quality of graduate students to support teaching (3.82 vs 3.26)
- Interdisciplinary work is rewarded in merit (2.98 vs 2.43)
- Interdisciplinary work is rewarded in the reappointment process (3.08 vs 2.60)
- Importance of mentoring outside the department (3.75 vs 3.31)
- Budget encourages interdisciplinary work (3.04 vs 2.66)
- Support for managing grants (post-award) (3.41 vs 3.07)
- Health benefits for yourself (3.86 vs 3.52)

NTT female faculty give notably less favorable ratings than male NTTs to 11 of the items:

- Availability of course release for research (2.42 vs 2.94)
- Childcare (2.05 vs 2.56)
- Opportunities to collaborate outside the institution (3.21 vs 3.60)
- Clarity of body of evidence for contract renewal (3.07 vs 3.44)
- Clarity of contract renewal criteria (3.00 vs 3.36)
- Amount of personal interaction with tenured faculty (3.28 vs 3.63)
- Head/chair support in adapting to change (3.17 vs 3.53)
- Spousal hiring program (2.56 vs 2.91)
- Clarity of contract renewal standards (2.87 vs 3.21)
- Colleagues support work/life balance (3.702 vs 4.06)
- Clarity of body of evidence for promotion (2.56 vs 2.85)