

Spring 2018 COACHE Faculty Satisfaction Survey Detailed Results by Benchmark

Introduction

The Collaborative on Academic Careers in Higher Education (COACHE) Survey is a national survey administered by the Harvard Graduate School of Education, designed to collect information on a wide range of issues identified as critical to faculty satisfaction and engagement, and therefore, to recruitment and retention. The survey consists of about 200 questions, most of which are categorized into one of 25 different benchmark areas.¹ When appropriate, questions are tailored specifically for sub-groups of faculty (e.g., only for full professors, only for pre-tenured faculty). A copy of the [questionnaire](#) is available on the OIRP website for the project.

NC State has participated in the COACHE Survey every three years since Spring 2006, most recently in Spring 2018. Of the over 2,000 tenure track and professional track faculty invited to participate in the survey in Spring 2018, 989 did so, for a response rate of 49%. More information about the survey administration is available online in the [Introduction and Research Methods](#) report.

This document provides detailed results from the AY17-18 COACHE Survey for each of the 25 benchmark measures. In addition to results for faculty overall, the report highlights when there are notable differences in the average ratings between NC State faculty and those at our COACHE peer institutions,² between ratings in the AY17-18 survey compared to those from the AY14-15 survey, and between demographic groups. In order to provide as much information as possible, also included in this report are results for a few other items on the survey that are not part of any specific benchmark (primarily because they do not use the 5-point response scale), but that are related to a given benchmark. Tables with detailed results for all items are available on the OIRP [website](#). Other narrative reports on results focus on those for [faculty overall](#), and results for individual [demographic groups](#).

¹ Responses to all questions included in the benchmarks were based on a 5 point scale, where a "1" represents the least favorable response (e.g., "strongly disagree," "very dissatisfied," "not at all interested," "very unimportant"), and a "5" the most favorable response option (e.g., "strongly agree," "very satisfied," "extremely interested," "very important"). Responses also included a "don't know," "not applicable" and/or "prefer not to answer" options, which have been excluded from the analyses. An average rating given by one group is considered notably different from that of another group when there is a difference of five percent or more of the response scale, i.e., +/- 0.25.

² NC State's peer group for AY17-18 COACHE survey consists of five of our official peers at that time: Georgia Institute of Technology, Iowa State University, Purdue University, University of California-Davis, and Virginia Polytechnic Institute and State University.

Benchmarks

COACHE categorized the approximately 200 specific items on the survey into one of 25 different benchmark areas, and calculated average ratings for each of the individual benchmarks.

Average ratings for NC State faculty overall ranged from a high of 3.88 (on a 5-point scale) to a low of 2.94. The complete list of benchmarks, along with NC State faculty overall rating on each, is found in Figure 1. Benchmarks with the most favorable ratings were:

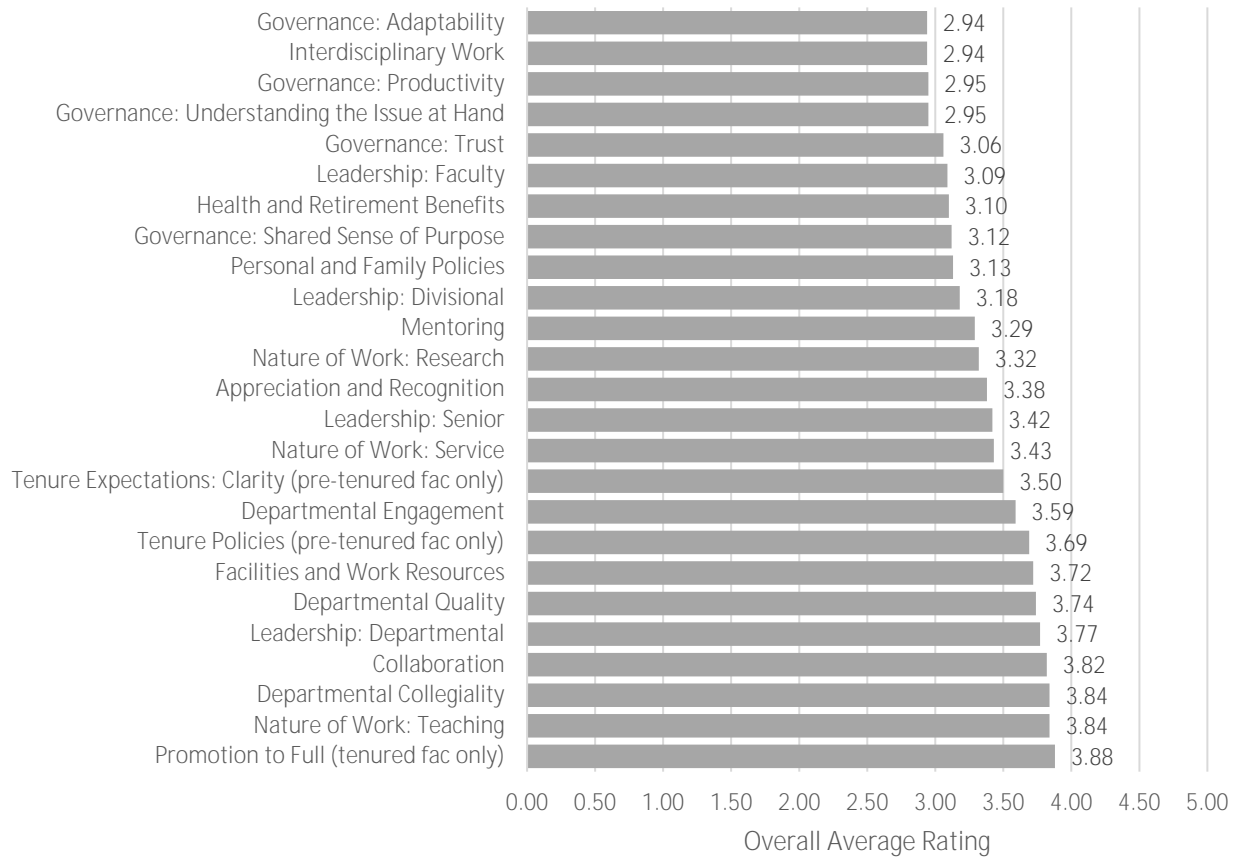
- Promotion to Full (mean = 3.88) (*tenured faculty only*)
- Nature of work: teaching (3.84)
- Department collegiality (3.84)
- Collaboration (3.82)
- Leadership: departmental (3.77)
- Departmental quality (3.74)
- Facilities and work resources (3.72)
- Tenure policies (3.69) (*pre-tenured faculty only*)
- Departmental engagement (3.59)
- Tenure expectations: clarity (3.5) (*pre-tenured faculty only*)

Benchmarks with the least favorable ratings were:³

- Governance: adaptability (mean = 2.94)
- Interdisciplinary work (2.94)
- Governance: productivity (2.95)
- Governance: understanding the issue at hand (2.95)

³ An example of an item included in the "governance: adaptability" benchmark is *this institution regularly reviews the effectiveness of governance*. An example of "productivity" is *there is public recognition of progress*. An example of "understanding the issue at hand" is *faculty and administration have equal say in decisions*.

Figure 1: NC State Faculty Overall Average Ratings on Benchmark Measures



Nature of Work: Research, Service and Teaching Benchmarks

NC State faculty overall give relatively lower average ratings for aspects of their work related to research than as related to service, with most favorable ratings going to their work related to teaching - - the 2nd most favorably rated benchmark on the survey.

Research: NC State faculty overall gave similar average ratings as those at our COACHE peer institutions on most of the 11 specific aspects of *research* asked about, with the single exception that NC State faculty were notably less satisfied than our peers with "support for travel to present/conduct research." On average, NC State faculty were most likely to be satisfied with their "influence over their focus of research" and their "time spent on research," and least satisfied with the "availability of course release for research," "support for research," and "support for securing graduate student assistance." Ratings of the various aspects of research asked about have not changed notably for faculty overall since the AY14-15 administration of the COACHE survey.

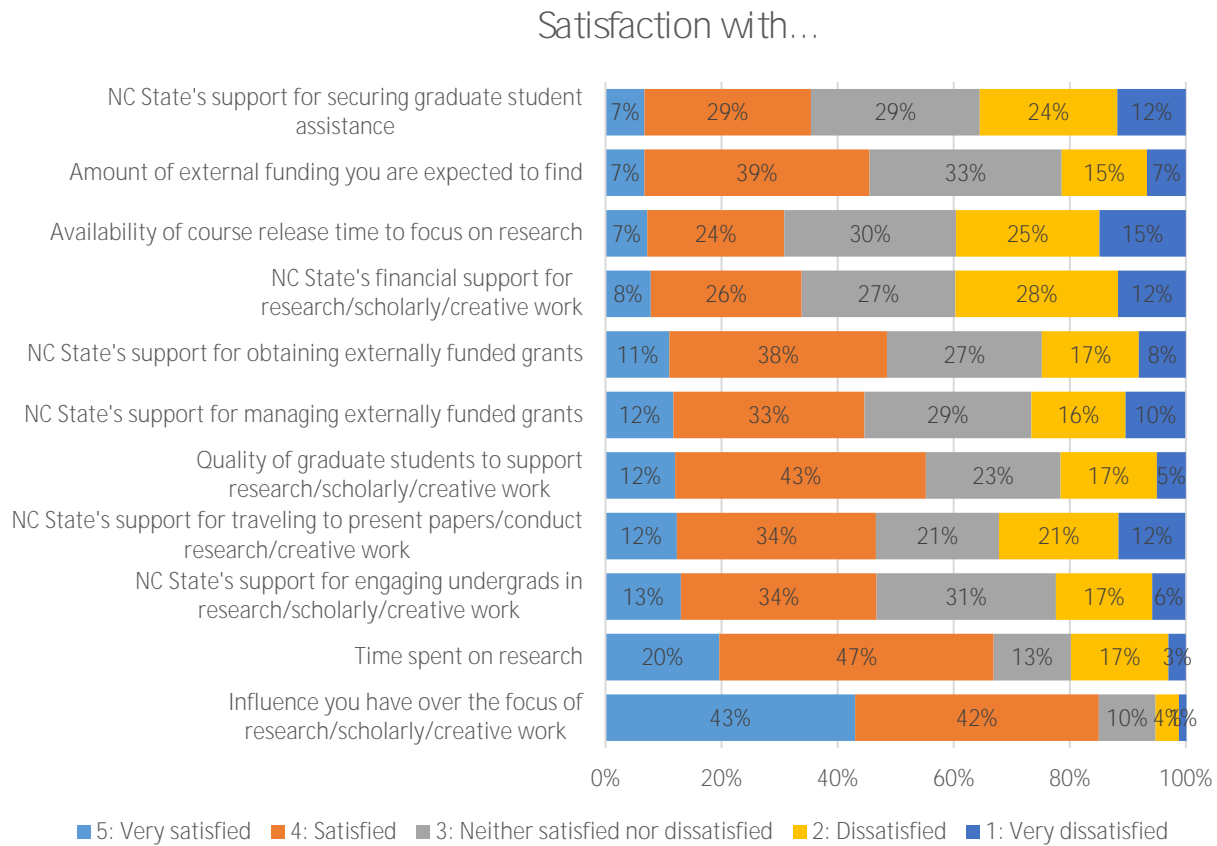
Those on the tenure track give notably higher ratings than professional track faculty to "influence over focus of research" and availability of course release for research," but less favorable ratings to "support for securing graduate student assistance."

Pre-tenured faculty generally give more favorable ratings than tenured faculty at NC State to various aspects of their work related to research, mostly due to lower ratings from associate professors. A notable exception is that pre-tenured faculty give lower ratings than tenured faculty to "quality of graduate students to support research." Pre-tenured faculty give notably more favorable ratings than associate professors to "expectations for finding external funding," "support for research," "support for engaging undergraduates in research," and "support for securing graduate student assistance." Full professors give more favorable ratings than associate professors to "expectations for finding external funding" and "time spent on research."

Men give more favorable ratings than women to "time spent on research" and "availability of course release for research."

Faculty of color are more satisfied than white faculty with "time spent on research," "pre-award support for obtaining grants," "post award support for maintaining grants," and "support for securing graduate student assistance."

Figure 2: Nature of Work: Research; Benchmark Items (NC State faculty overall)



Service: NC State faculty overall do not differ from those at our COACHE peer institutions on their evaluations of their work expectations and experiences as related to **service**. In addition, there has been no change in the average ratings of faculty overall on various aspects of work related to **service** since the AY14-15 survey. Of the various aspects of service asked about, faculty overall give the most positive ratings to “number of student advisees,” and the least favorable rating to “support for being a good advisor,” and “how equitably service work is compensated.” When asked to select from a list the two **worst aspects** of working at NC State, 14 percent of faculty overall selected “too much service/too many assignments” – the second most common response given, following “compensation.”

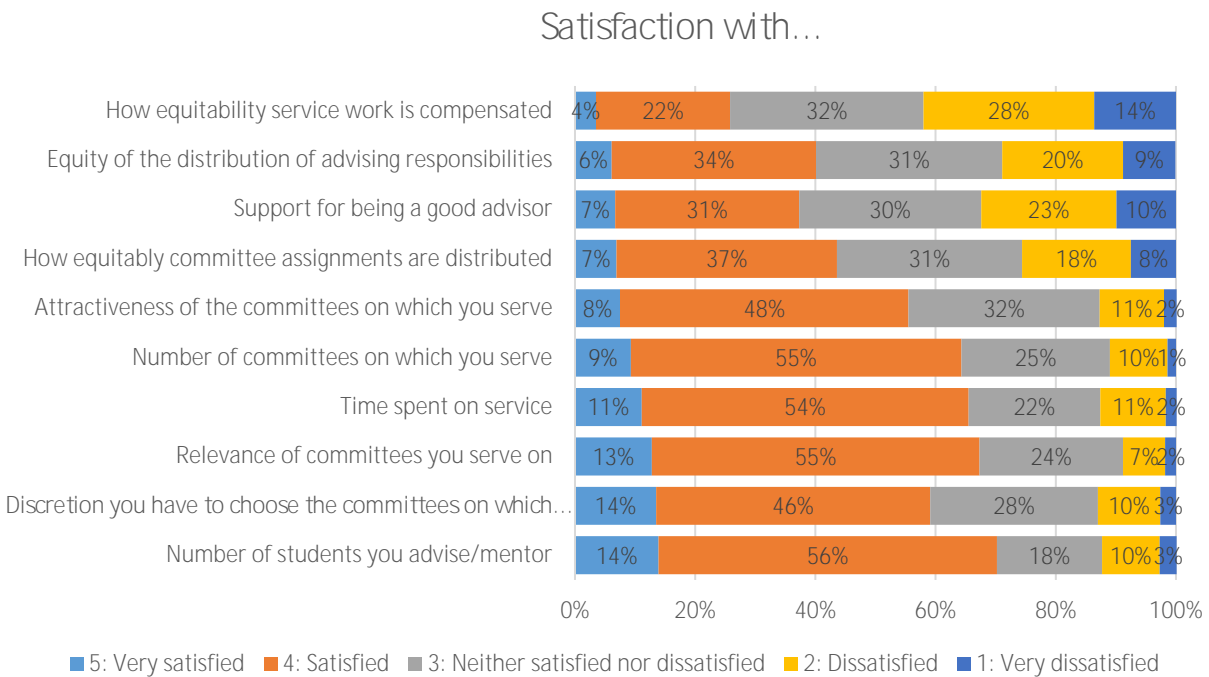
Professional track give more favorable ratings than those on the tenure track to “support for being a good advisor.”

Pre-tenured faculty give more favorable ratings than both associate and full professors to “support for faculty in leadership roles,” and more favorable ratings than associate professors to “equity of committee assignments” and “equity of the distribution of advising responsibilities.”

Men give more favorable ratings than women to “number of student advisees.”

There were no notable differences in ratings related to **service** by race/ethnicity.

Figure 3: Nature of Work: Service; Benchmark Items (*NC State faculty overall*)



Teaching: The *teaching* benchmark received the second most positive average rating of all 25 benchmarks on the survey. NC State average ratings on the teaching benchmark are similar to those at our COACHE peer institutions, and there are no differences in ratings from the AY17-18 survey compared to those in AY14-15. Faculty overall were most likely to give positive average ratings to “discretion over course content” - - one of the most favorably rated items on the survey. Faculty also give especially high ratings to “level of courses taught,” “teaching schedule,” and “time spent on teaching.” With respect to teaching, faculty give lowest ratings to “equitability of distribution of teaching load.”

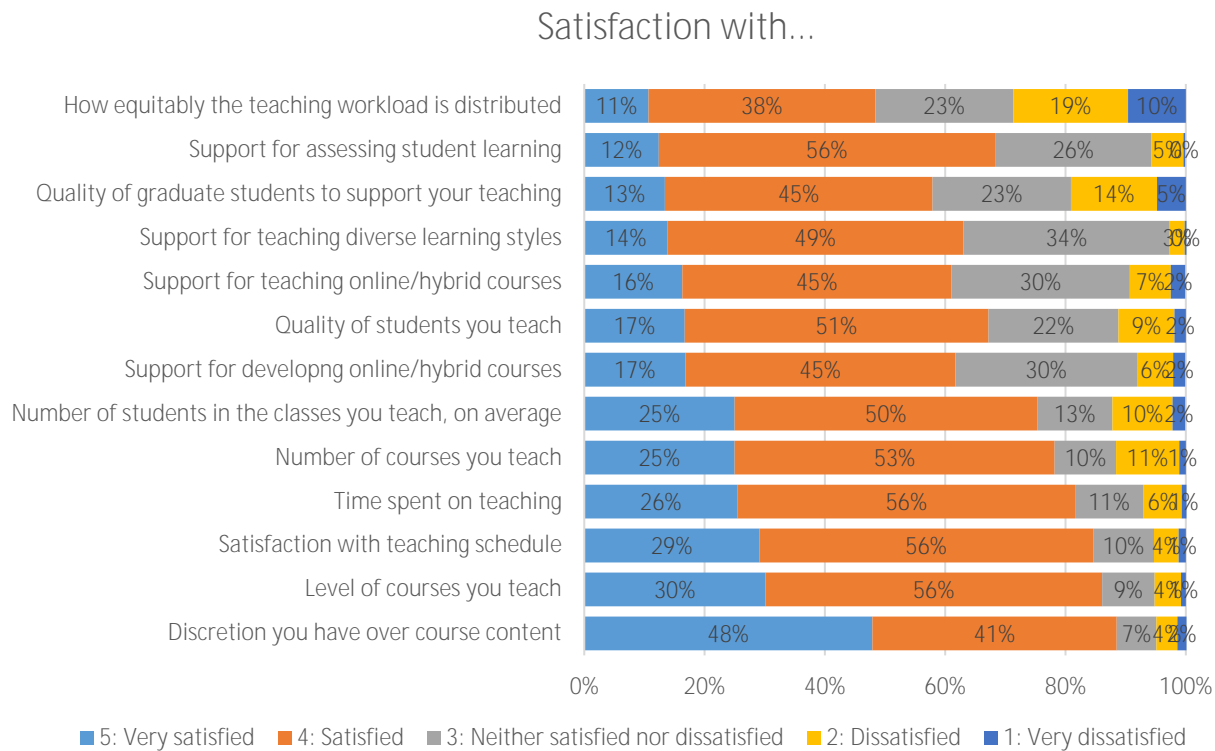
With the exception of professional track faculty giving less favorable ratings than pre-tenured faculty to “equitability of distribution of teaching load,” professional track faculty give consistently higher ratings than pre-tenured faculty to various aspects of their work as related to *teaching*. Professional track faculty are more positive than tenured faculty regarding “quality of students taught” and “support for teaching online/hybrid courses.”

Associate professors are less satisfied than full professors with the “quality of graduate students to support teaching,” and less satisfied than pre-tenured faculty with “equitability of distribution of teaching load.”

There were no notable gender differences in ratings related to *teaching*.

Asian faculty give notably more favorable ratings than white faculty to “equitability of distribution of teaching load” and to “quality of graduate students to support teaching. White faculty give more favorable ratings than Asians to “number of students in classes taught” and “quality of students taught.”

Figure 4: Nature of Work: Teaching; Benchmark Items (*NC State faculty overall*)

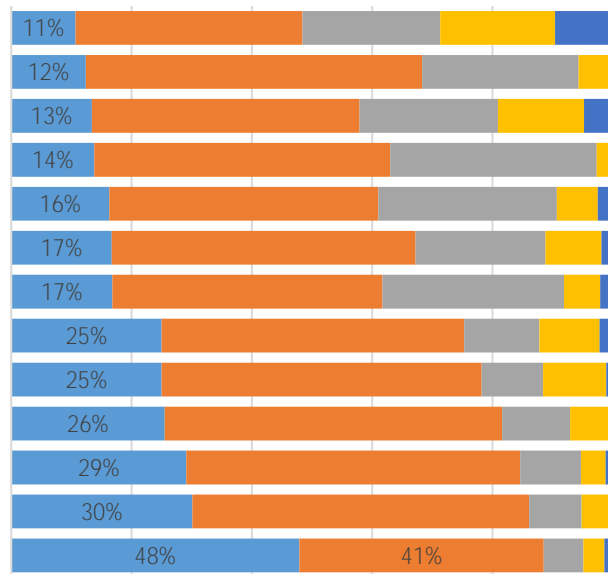


Other Nature of Work: Faculty were also asked their satisfaction with the amount of time they spend on outreach and on administrative tasks, and about their ability to balance the teaching, research, and service expected of them. While “time spent on outreach” and “ability to balance teaching/research/service” get generally favorable overall average ratings, “time spent on administrative tasks” is among the less favorably rated aspects of work asked about. Just over one-third of faculty overall say they are either “very dissatisfied” (9%) or “dissatisfied” (25%) with the amount of time they spend on administrative tasks - - with literally all of them indicating they spend “too much” time on such tasks. In addition, as noted above, this area is the second most commonly selected when asked to pick the *worst aspects* of working at NC State. NC State faculty, however, do not differ notably from our COACHE peers in their ratings of these areas, nor has there been any notable change in ratings over time.

Professional track faculty are more satisfied than both pre-tenured and tenured faculty with “time spent on administrative tasks,” and more satisfied than pre-tenured faculty with “ability to balance teaching/research/service.”

Tenured faculty give higher ratings than pre-tenured faculty to “ability to balance teaching/research/service.” Full professors give higher ratings than associate professors to both “ability to balance teaching/research/service” and to “time spent on outreach.” Men are more satisfied than women with “ability to balance teaching/research/service.” Asian faculty are more satisfied than white faculty with both “ability to balance teaching/research/service” and with “time spent on administrative tasks.”

Figure 4: Nature of Work: Teaching; Benchmark Items (*NC State faculty overall*)



Other Nature of Work: Faculty were also asked their satisfaction with the amount of time they spend on outreach and on administrative tasks, and about their ability to balance the teaching, research, and service expected of them. While “time spent on outreach” and “ability to balance teaching/research/service” get generally favorable overall average ratings, “time spent on administrative tasks” is among the less favorably rated aspects of work asked about. Just over one-third of faculty overall say they are either “very dissatisfied” (9%) or “dissatisfied” (25%) with the amount of time they spend on administrative tasks - - with literally all of them indicating they spend “too much” time on such tasks. In addition, as noted above, this area is the second most commonly selected when asked to pick the **worst aspects** of working at NC State. NC State faculty, however, do not differ notably from our COACHE peers in their ratings of these areas, nor has there been any notable change in ratings over time.

Professional track faculty are more satisfied than both pre-tenured and tenured faculty with “time spent on administrative tasks,” and more satisfied than pre-tenured faculty with “ability to balance teaching/research/service.”

Tenured faculty give higher ratings than pre-tenured faculty to “ability to balance teaching/research/service.” Full professors give higher ratings than associate professors to both “ability to balance teaching/research/service” and to “time spent on outreach.” Men are more satisfied than women with “ability to balance teaching/research/service.” Asian faculty are more satisfied than white faculty with both “ability to balance teaching/research/service” and with “time spent on administrative tasks.”

Men are more likely than women to believe that "colleagues are committed to diversity and inclusion."

Whites are less likely than Asian and URM faculty agree that "colleagues pitch in when needed, and less likely than URM faculty to agree their "department is collegial." URM faculty, however, are less likely than white faculty to agree their "colleagues are committed to diversity and inclusion."

Figure 6a: Department Collegiality; Benchmark Items (*NC State faculty overall*)

Figure 6b: Department Collegiality; Benchmark Items (*NC State faculty overall*)

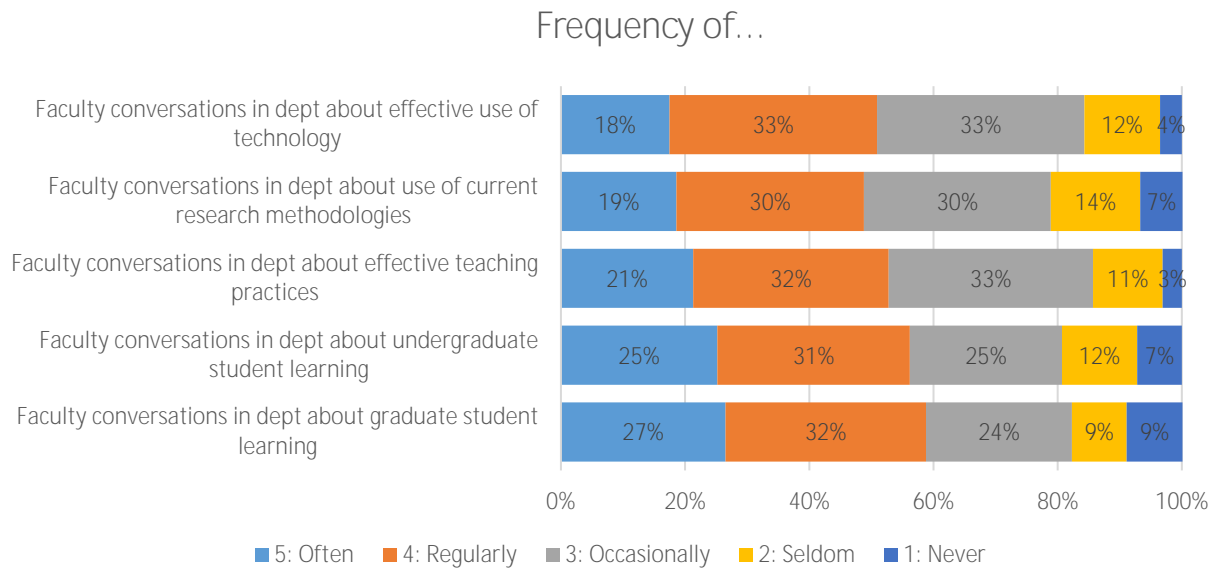
Engagement:

Pre-tenured faculty give more favorable ratings than professional track faculty to “discussions of graduate student learning” and to the “amount of professional interaction with pre-tenured faculty,” while professional track faculty give more favorable ratings than pre-tenured faculty to “discussions of effective use of technology” and “amount of professional interaction with professional track faculty.” Professional track faculty give more favorable ratings than tenured faculty to “discussions of undergraduate student learning,” “discussions of effective teaching practices,” and “discussions of effective use of technology,” as well as to “amount of professional interaction with professional track faculty.” Tenured faculty give more favorable ratings than professional track faculty to “discussions of graduate student learning,” and “discussions of current research methods,” as well as to “amount of professional interaction with pre-tenured faculty” and “amount of professional interaction with tenured faculty.”

Pre-tenured faculty are more likely than associate professors to give positive ratings to the extent to which they have “discussions of current research methods.”

Asian faculty are more likely than white faculty to give positive ratings to the extent to which they have “discussions of current research methods.”

Figure 7a: Department Engagement; Benchmark Items (*NC State faculty overall*)



Pre-tenured faculty give more favorable ratings than professional track faculty to “discussions of graduate student learning” and to the “amount of professional interaction with pre-tenured faculty,” while professional track faculty give more favorable ratings than pre-tenured faculty to “discussions of effective use of technology” and “amount of professional interaction with professional track faculty.” Professional track faculty give more favorable ratings than tenured faculty to “discussions of undergraduate student learning,” “discussions of effective teaching practices,” and “discussions of effective use of technology,” as well as to “amount of professional interaction with professional track faculty.” Tenured faculty give more favorable ratings than professional track faculty to “discussions of graduate student learning,” and “discussions of current research methods,” as well as to “amount of professional interaction with pre-tenured faculty” and “amount of professional interaction with tenured faculty.”

Pre-tenured faculty are more likely than associate professors to give positive ratings to the extent to which they have “discussions of current research methods.”

Asian faculty are more likely than white faculty to give positive ratings to the extent to which they have “discussions of current research methods.”

Figure 7a: Department Engagement; Benchmark Items (*NC State faculty overall*)

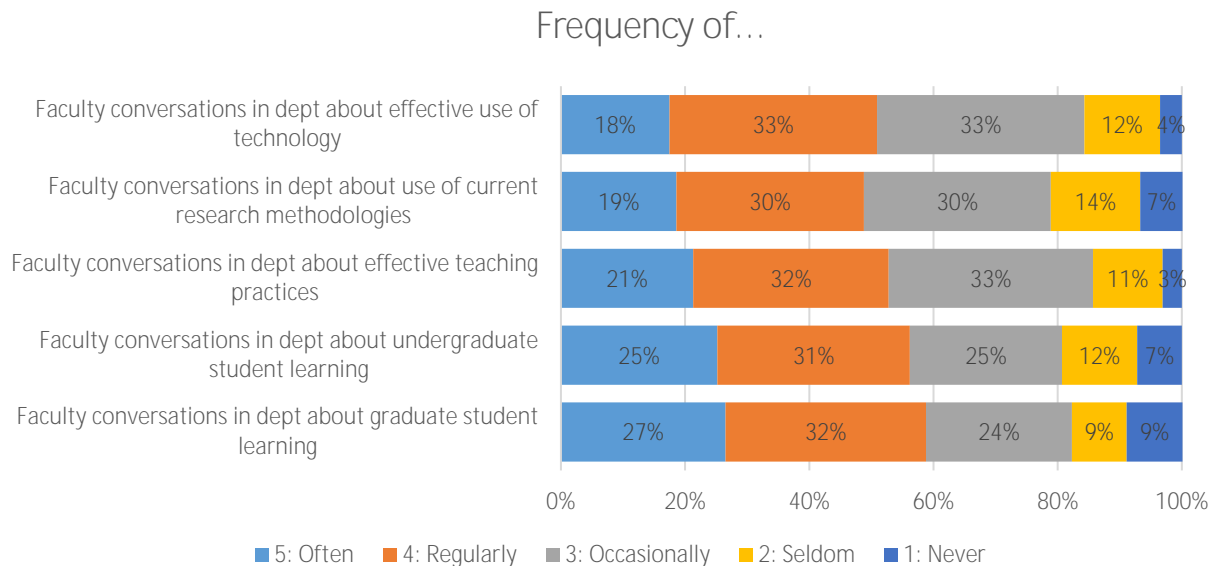


Figure 8: Department Quality; Benchmark Items (*NC State faculty overall*)

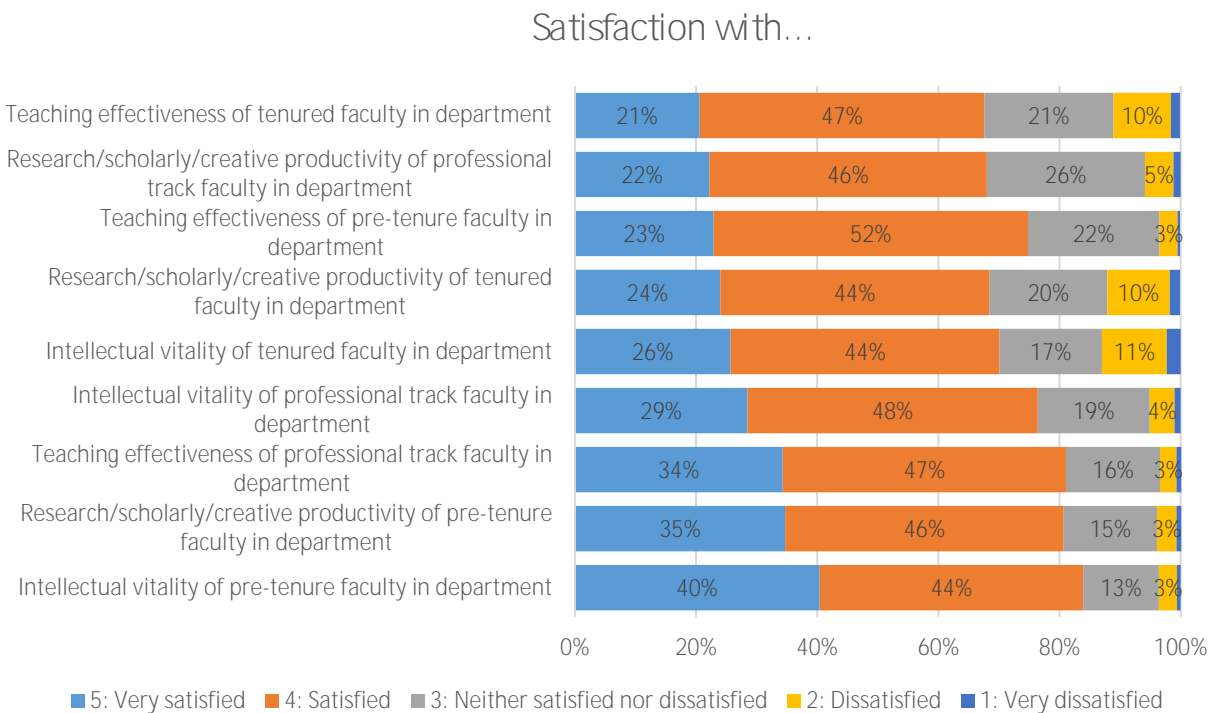
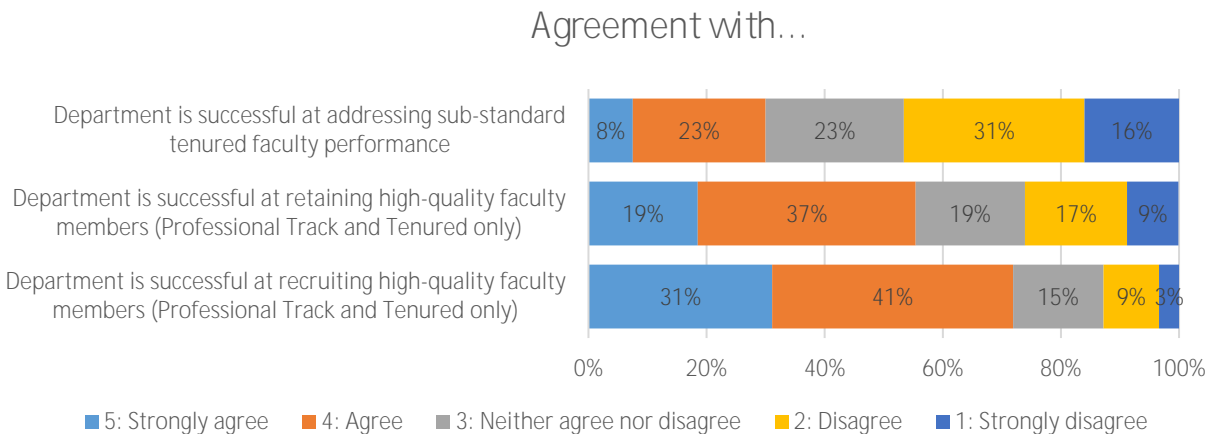


Figure 9: Other Department Measures (*NC State faculty overall*)



Leadership: Senior, Divisional, Departmental, and Faculty Benchmarks

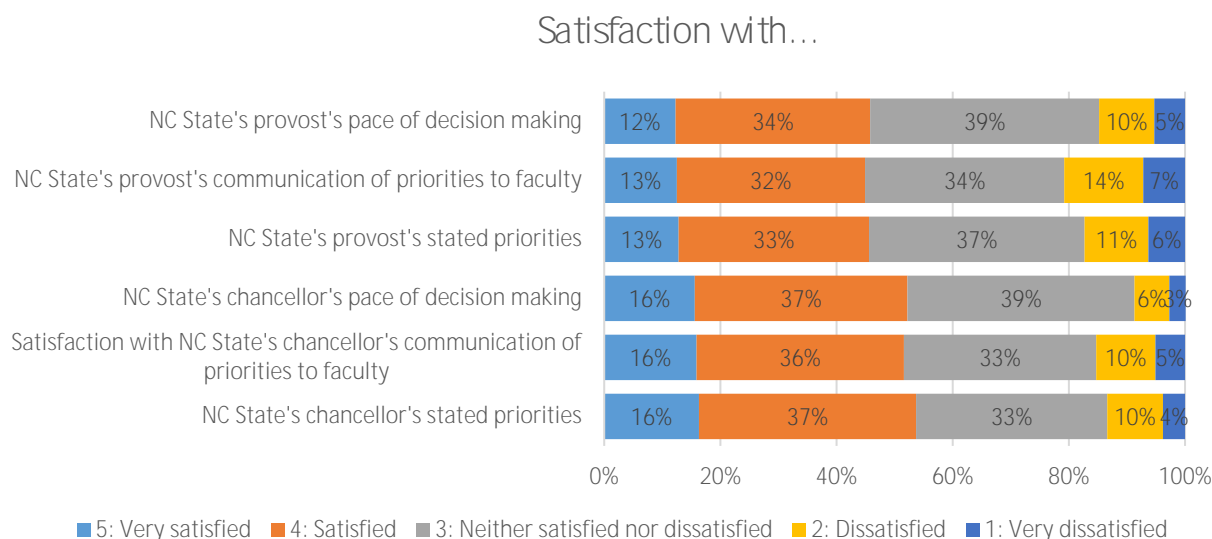
NC State faculty members’ assessment of benchmarks related to different levels of leadership on campus vary widely. They give the most favorable average ratings to *departmental leadership* (which ranked in the top five of all 25 benchmarks), followed by *senior leadership*, then *divisional leadership*, and lastly *faculty leadership* (which ranked 19th). In open-end comments, about 15 percent of the NC State respondents mention leadership in general as something in which they would like to see improvements. When asked to select from a list two of the *worst aspects* of working at NC State, nine percent of the faculty selected “quality of

leadership," whereas only one percent selected it as one of the two **best aspects** of working here.

Senior Leadership: Overall, faculty ratings of **senior leadership** are favorable, with no differences in evaluations with respect to their "pace of decision making," "stated priorities," or "communication of priorities." Average ratings for each of these items related to the leadership of the Chancellor, however, are slightly higher than those for the leadership of the Provost. NC State faculty ratings on all items related to **senior leadership** are notably more favorable than those at our COACHE peer institutions. In addition, the ratings of tenure track faculty for both the Chancellor's and Provost's "stated priorities" have grown more favorable since the AY14-15 survey. NC State faculty are generally united in offering favorable ratings of **senior leadership**, with few notable differences between groups. The only exceptions are:

White faculty give less favorable ratings than URM faculty to the Provost's "pace of decision making" and "stated priorities," and less favorable ratings than both URM and Asian faculty to the Provost's "communication of priorities."

Figure 10: Senior Leadership; Benchmark Items (*NC State faculty overall*)



Divisional Leadership: While overall faculty ratings of **divisional leadership** are high, faculty give their dean slightly lower average ratings for "ensuring faculty input" than for other areas asked about. NC State faculty overall do not differ from their COACHE peers in their ratings of **divisional leadership**, nor have there been any notable change from ratings in the AY14-15 survey. However, there are differences in ratings in the current survey by tenure status, rank and race/ethnicity.

Professional track faculty give notably more favorable ratings than tenured faculty to three of the four specific measures related to the leadership of their dean: "stated priorities," "communication of priorities," and "ensuring faculty input."

Pre-tenured faculty give notably more favorable ratings than tenured faculty to all four measures - - the above three and "pace of decision making."

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White faculty give less favorable ratings than URM faculty to the Provost's "pace of decision making" and "stated priorities," and less favorable ratings than both URM and Asian faculty to the Provost's "communication of priorities."

Figure 10: Senior Leadership; Benchmark Items (*NC State faculty overall*)



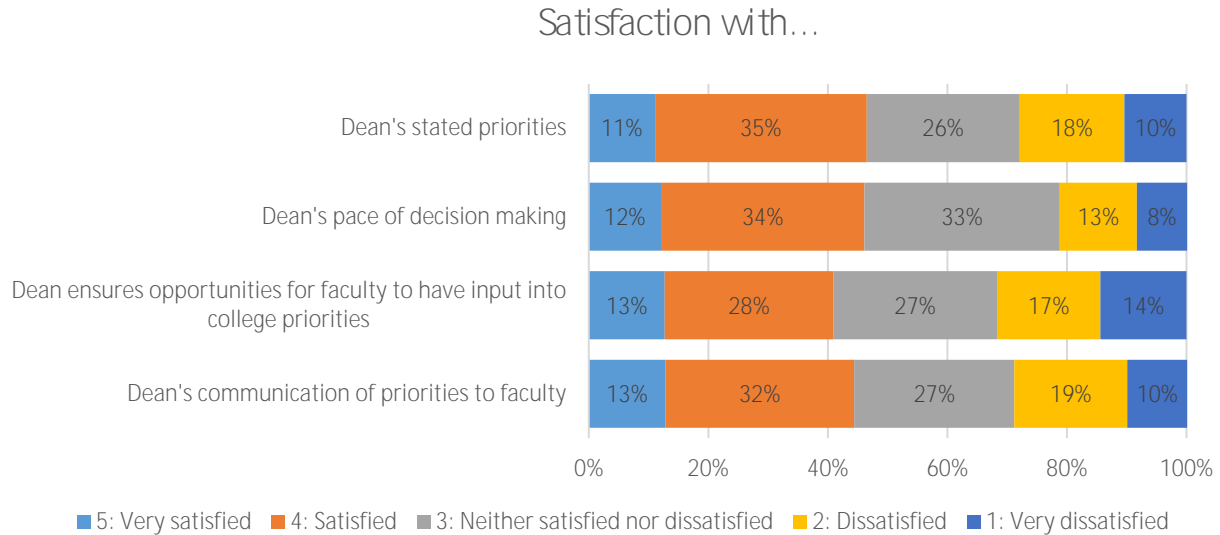
Divisional Leadership: While overall faculty ratings of **divisional leadership** are high, faculty give their dean slightly lower average ratings for "ensuring faculty input" than for other areas asked about. NC State faculty overall do not differ from their COACHE peers in their ratings of **divisional leadership**, nor have there been any notable change from ratings in the AY14-15 survey. However, there are differences in ratings in the current survey by tenure status, rank and race/ethnicity.

Professional track faculty give notably more favorable ratings than tenured faculty to three of the four specific measures related to the leadership of their dean: "stated priorities," "communication of priorities," and "ensuring faculty input."

Pre-tenured faculty give notably more favorable ratings than tenured faculty to all four measures - - the above three and "pace of decision making."

Both Asian and URM faculty give more favorable ratings than white faculty on all four measures related to their dean.

Figure 11: Divisional Leadership; Benchmark Items (*NC State faculty overall*)



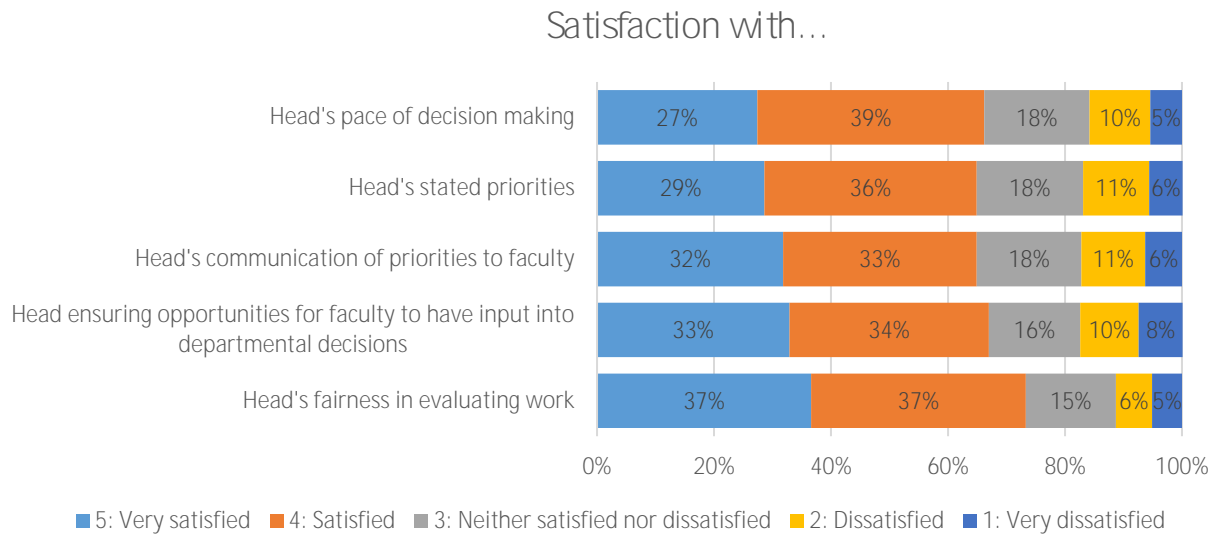
Departmental Leadership: As noted above, *departmental leadership* was one of the most favorably rated benchmarks in the survey. However, NC State's average ratings overall have not changed notably over time, nor are they different from those at our COACHE peer institutions. Of the five specific areas asked about, department heads get the most favorable ratings from faculty overall for "fairness in evaluating work." Again, there are, however, notable differences in ratings between groups of faculty.

Professional track faculty give notably more favorable ratings than tenured faculty to their head's "stated priorities." In contrast, professional track faculty give less favorable ratings than pre-tenured faculty to their head "ensuring faculty input."

Pre-tenured faculty give more favorable ratings than tenured faculty to four of the five areas asked about regarding the performance of their dean: "stated priorities," "communication of priorities," "ensuring faculty input," and "fairness in evaluating my work."

URM faculty give notably more favorable ratings than do white faculty to their head's "communication of priorities" and in "ensuring faculty input."

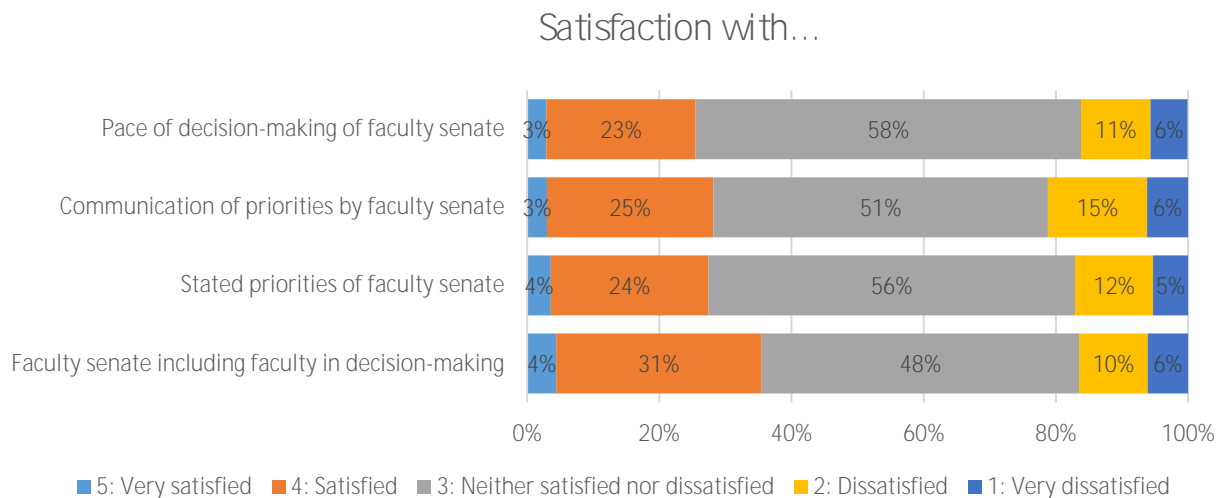
Figure 12: Departmental Leadership; Benchmark Items (*NC State faculty overall*)



Faculty Leadership: The *faculty leadership* benchmark average rating is notably lower than that for the other leadership benchmarks, with no real difference in ratings for the individual measures included in the benchmark. NC State faculty overall do not notably differ from our COACHE peers in their ratings in this benchmark area, nor have the ratings notably changed over time.

Professional track and pre-tenured faculty both give more favorable ratings than tenured faculty to faculty leaders' "pace of decision making" and "stated priorities." Asian faculty give more favorable ratings than white faculty to three of the four items related to faculty leadership: "pace of decision making," "stated priorities," and "communication of priorities."

Figure 13: Faculty Leadership; Benchmark Items (*NC State faculty overall*)



There are no notable gender differences among NC State pre-tenured faculty on items related to *tenure policies*.

While white pre-tenured faculty generally give similar ratings as URM faculty, they consistently give notably lower ratings to various aspects of *tenure policies* than do Asian pre-tenured faculty.

Figure 15a: Tenure Policies; Benchmark Items (*NC State pre-tenured faculty only*)

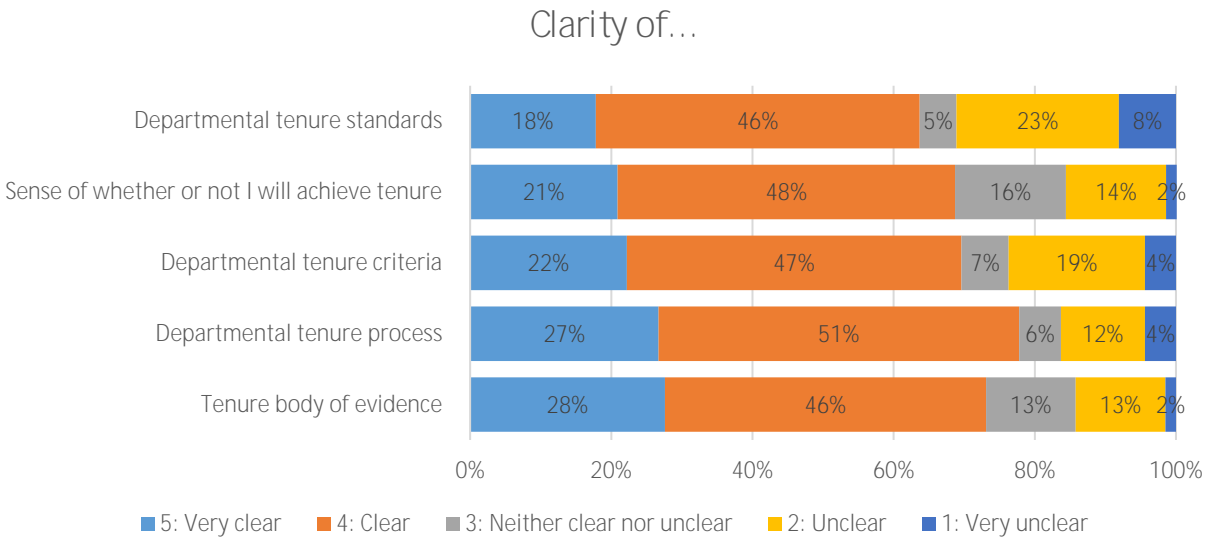
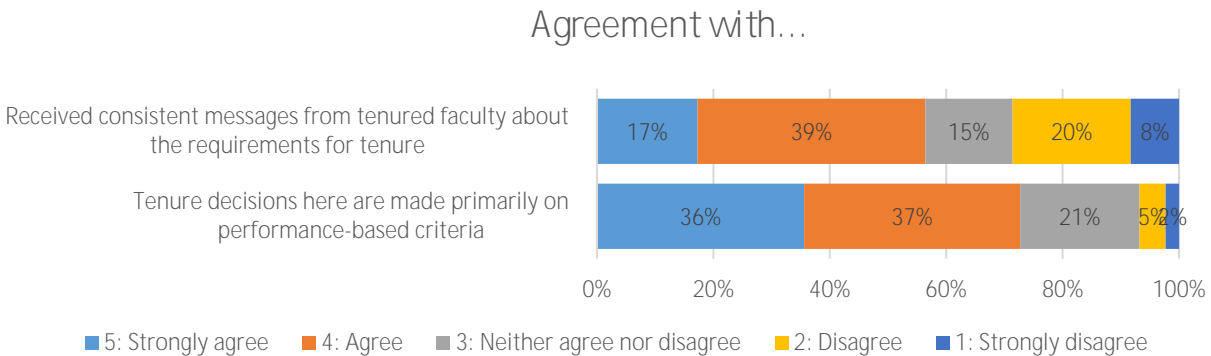


Figure 15b: Tenure Policies; Benchmark Items (*NC State pre-tenured faculty only*)



Clarity of Expectations: Pre-tenured faculty's average ratings of various aspects of the *clarity of expectations for tenure* asked about are more varied than are those for *tenure policies*. While "clarity of expectations as a scholar" was one of the highest rated items on the survey, "clarity of expectations as a member of the community (e.g., outreach)" and "...as a campus citizen" got notably lower ratings. Almost 20 percent of the pre-tenured faculty said that as of the time they were taking the survey they had not received any formal feedback on their progress toward tenure (18%). Similar to tenure policies, there have been no notable changes in ratings on this benchmark since the AY14-15 COACHE survey, and there are no notable differences in the ratings of NC State pre-tenured faculty compared to those at our COACHE peer institutions.

There are no notable gender differences among NC State pre-tenured faculty on items related to *tenure policies*.

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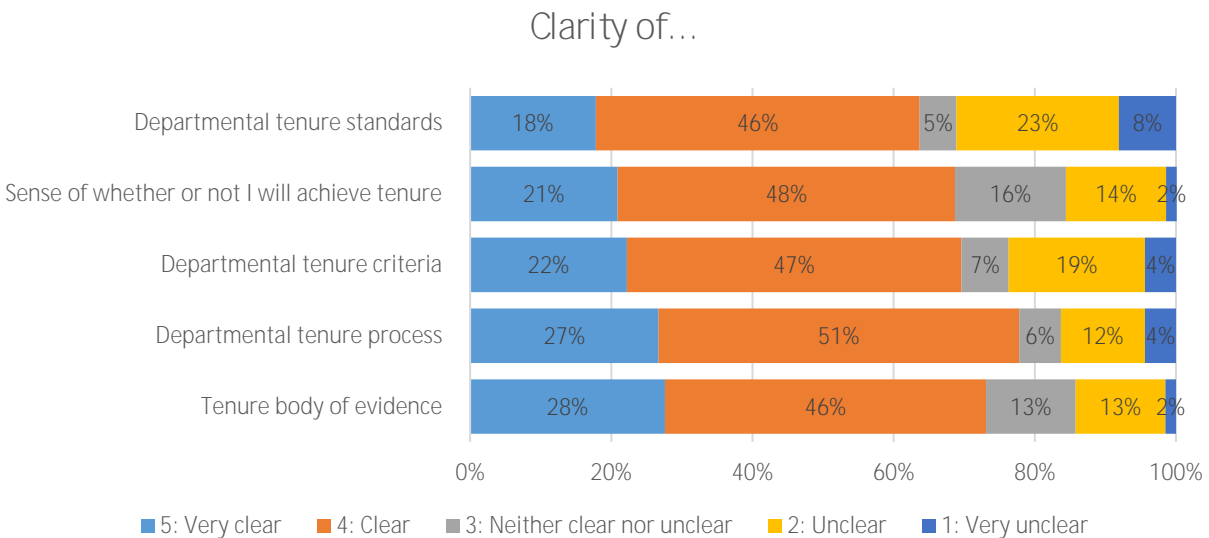
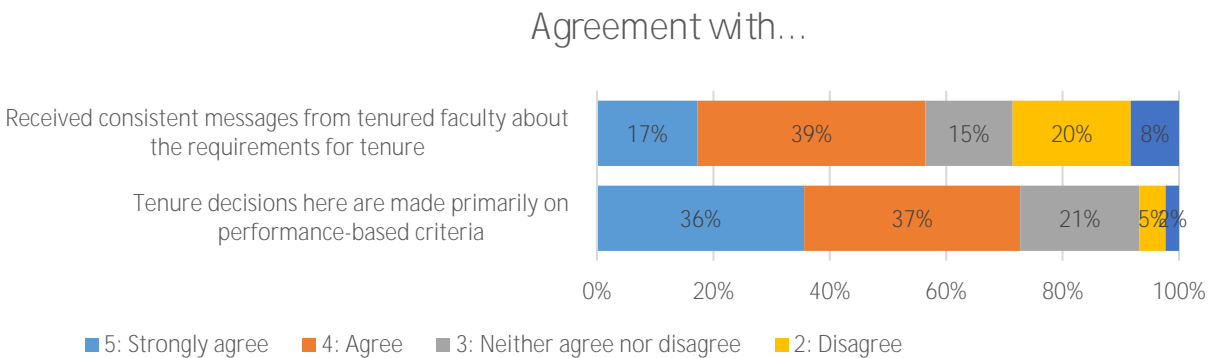


Figure 15b: Tenure Policies; Benchmark Items (*NC State pre-tenured faculty only*)



Clarity of Expectations Pre-tenured faculty's average ratings of various aspects of the *clarity of expectations for tenure* asked about are more varied than are those for *tenure policies*. While "clarity of expectations as a scholar" was one of the highest rated items on the survey, "clarity of expectations as a member of the community (e.g., outreach)" and "...as a campus citizen" got notably lower ratings. Almost 20 percent of the pre-tenured faculty said that as of the time they were taking the survey they had not received any formal feedback on their progress toward tenure (18%). Similar to tenure policies, there have been no notable changes in ratings on this benchmark since the AY14-15 COACHE survey, and there are no notable differences in the ratings of NC State pre-tenured faculty compared to those at our COACHE peer institutions.

Figure 17a: Promotion to Full Professor; Benchmark Items (*NC State tenured faculty only*)

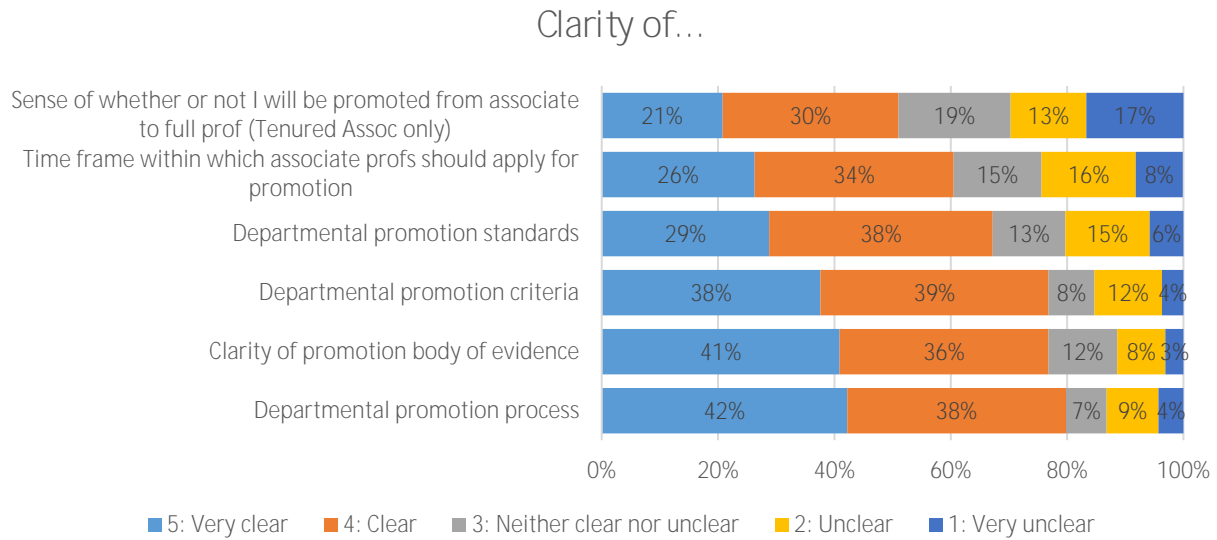
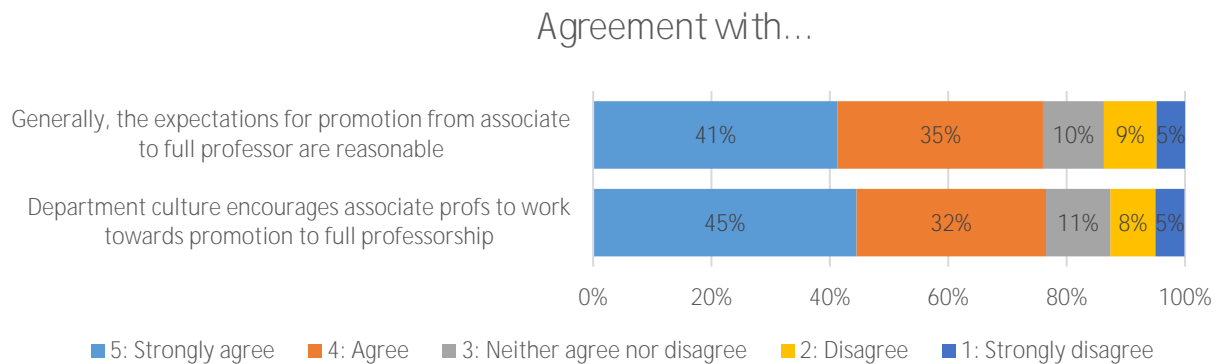


Figure 17b: Promotion to Full Professor; Benchmark Items (*NC State tenured faculty only*)



Contract Renewal and Promotion of Professional Track Faculty (Professional track faculty only)

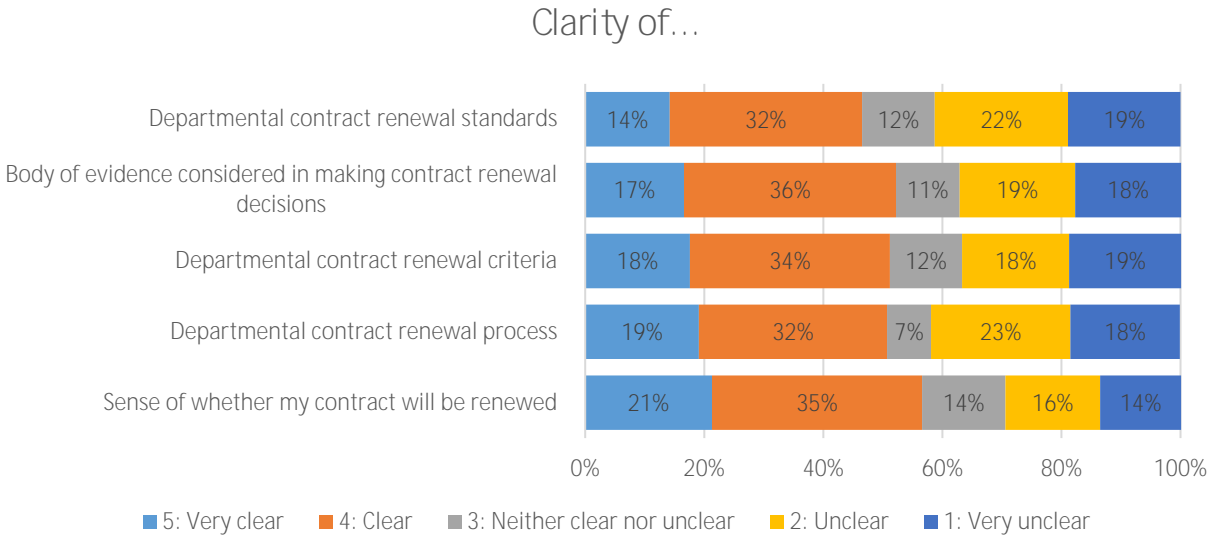
The COACHE survey includes a series of questions asked only of professional track faculty to get at their opinions and experiences related to the contract renewal and promotion processes for professional track faculty. These items are not included in any benchmark measure, nor are aggregated peer comparisons available.

Contract Renewal: Professional track faculty were asked a series of questions about the clarity of various aspects of the contract renewal process for professional track faculty. Highest average ratings were given to the “clarity of whether my contract will be renewed” – the only item in this area that saw a notable improvement in ratings since the AY14-15 survey. Professional track faculty give lowest ratings in this area to “clarity of departmental contract renewal standards.”

Men on the professional track give notably higher ratings than women to “clarity of the contract renewal process,” and “clarity of contract renewal standards.”

Professional track faculty of color give notably higher ratings than whites to “clarity of body of evidence for contract renewal.”

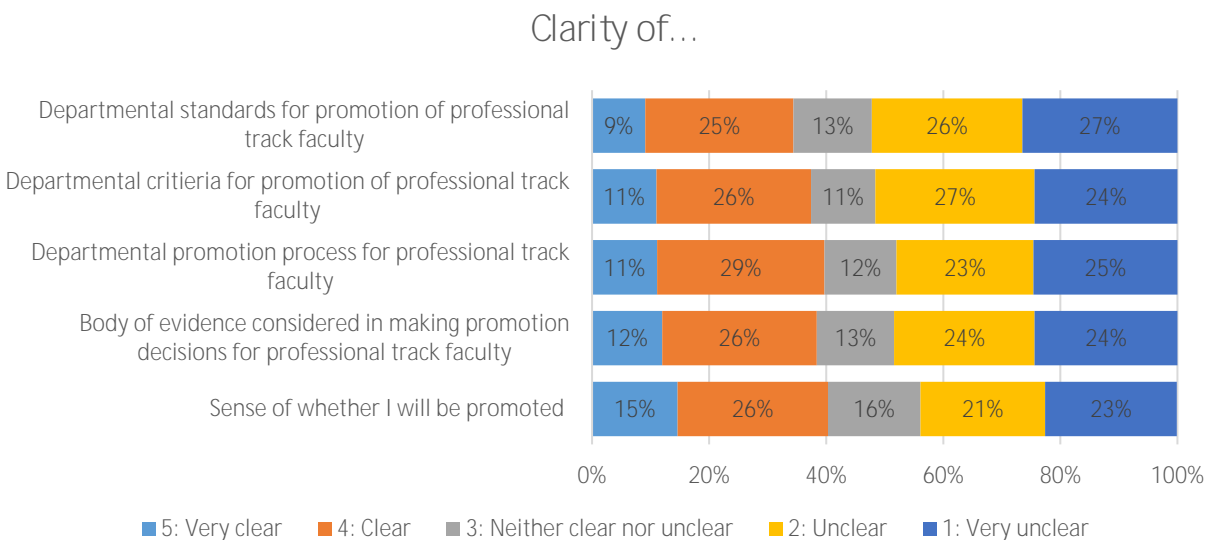
Figure 18: Contract Renewal (*NC State professional track faculty only*)



Professional Track Promotion: Professional track faculty were also asked a series of questions about the clarity of various aspects of promotion for professional track faculty. Professional track faculty give among the lowest average ratings for the items in this area, with little difference in ratings between items. However, ratings have grown notably more favorable since the AY14-15 survey for “clarity of sense of whether I will be promoted.”

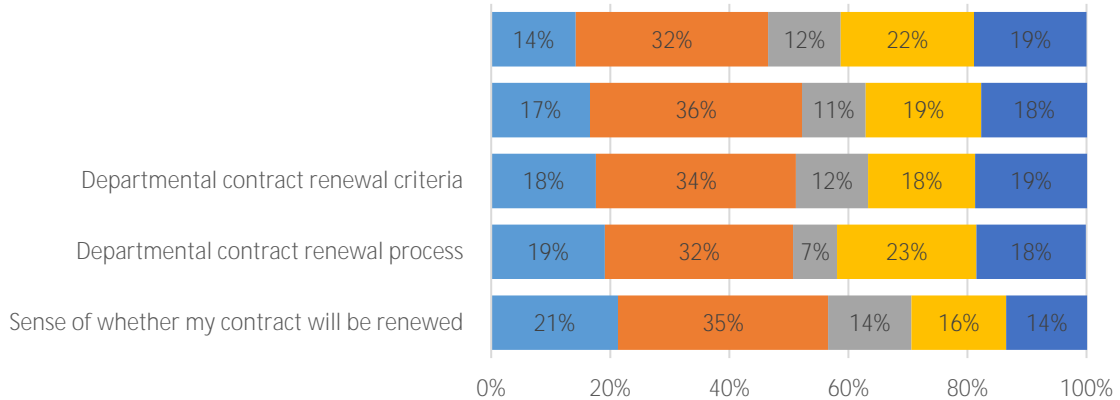
Men on the professional track give notably higher ratings than women to “clarity of whether I will be promoted.”

Figure 19: Promotion Process; Benchmark Items (*NC State professional track faculty only*)



Professional track faculty of color give notably higher ratings than whites to "clarity of body of evidence for contract renewal."

Figure 18: Contract Renewal (*NC State professional track faculty only*)

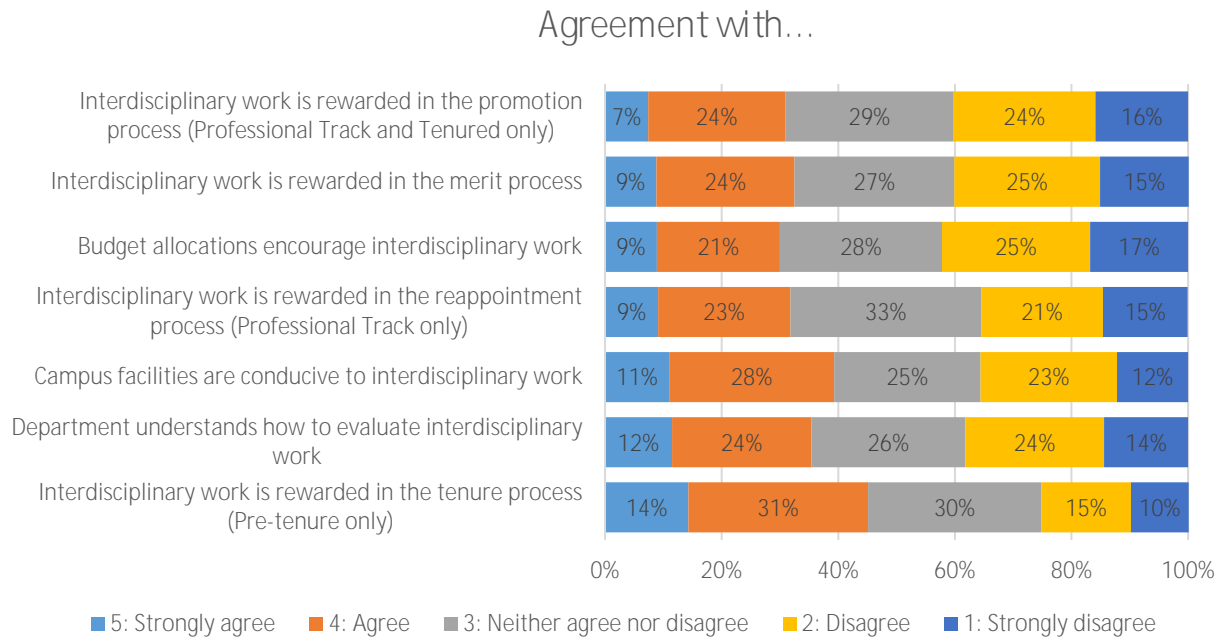


Professional Track Promotion: Professional track faculty were also asked a series of questions about the clarity of various aspects of promotion for professional track faculty. Professional track faculty give among the lowest average ratings for the items in this area, with little difference in ratings between items. However, ratings have grown notably more favorable since the AY14-15 survey for "clarity of sense of whether I will be promoted."

Men on the professional track give notably higher ratings than women to "clarity of whether I will be promoted."

Figure 19: Promotion Process; Benchmark Items (*NC State professional track faculty only*)

Figure 20: Interdisciplinary Work; Benchmark Items (*NC State faculty overall*)



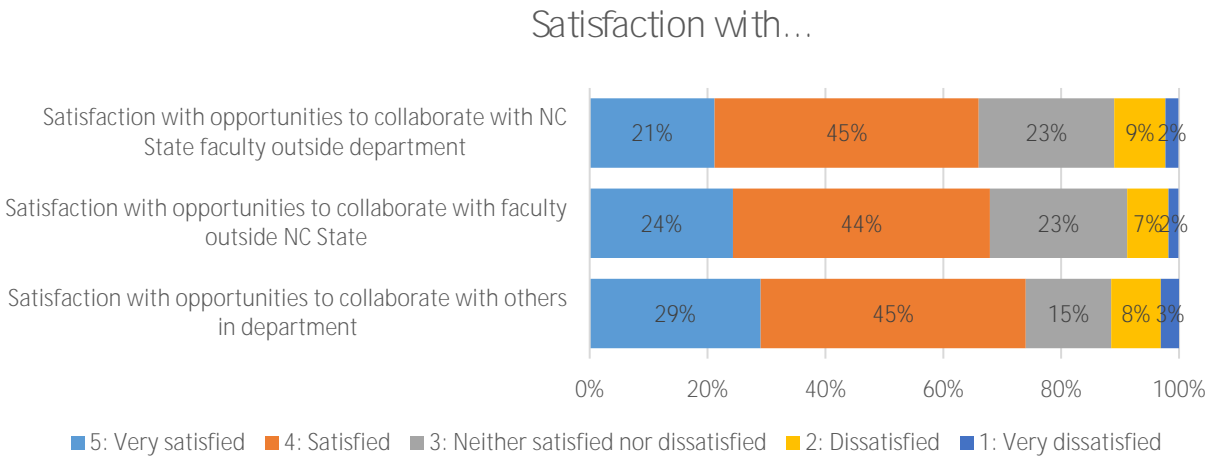
Collaboration: Faculty give among the highest average ratings on the survey to opportunities for *collaboration within the department, outside the department, and outside the institution*. Ratings for the benchmark measure, which have not changed since the last survey, are similar to those at our COACHE peer institutions.

Professional track faculty give less favorable ratings than both tenured and pre-tenured faculty to “opportunities to collaborate outside the institution,” and less favorable ratings than pre-tenured faculty to “opportunities to collaborate outside the department.”

Associate professors give less favorable ratings than both full professors and pre-tenured faculty to “opportunities to collaborate outside the department.” Associate professors also give less favorable ratings than full professors to “opportunities to collaborate outside the institution.”

There are no notable gender or race/ethnicity differences in ratings related to *collaboration*.

Figure 21: Interdisciplinary Work; Benchmark Items (*NC State faculty overall*)



Mentoring: NC State faculty evaluations of various aspects of mentoring, which are similar to our COACHE peers and have not changed notably over time, vary widely. While faculty give some of the lowest average ratings on the survey to “support for faculty to be good mentors” (*tenured and professional track faculty only*), “mentoring of associate professors” (*tenured faculty only*), and “mentoring of professional track faculty” (*professional track faculty only*), they give among the most favorable ratings on the survey to “being a mentor is fulfilling.”

Professional track faculty and those on the tenure track give similar ratings to various aspects of mentoring, with the exception that pre-tenured faculty give more favorable ratings than professional track faculty to “effectiveness of mentoring outside the institution.”

Associate professors tend to give less favorable ratings than others to the mentoring of faculty at NC State. Specifically, associate professors give lower ratings than full professors and pre-tenured faculty to “mentoring of pre-tenured faculty,” and lower ratings than full professors to “mentoring of associate professors” and to “support for faculty to be good mentors.”

Differences by gender are mixed, with men giving more favorable ratings than women to “mentoring of associate professors,” and women more favorable ratings than men to “the effectiveness of mentoring in the department” and “...outside the institution.”

There are no notable racial/ethnic differences in ratings of mentoring, with the exception that white faculty give more favorable ratings than Asian faculty to “effectiveness of mentoring outside the institution.”

Figure 22a: Importance of Mentoring; *(NC State faculty overall)*

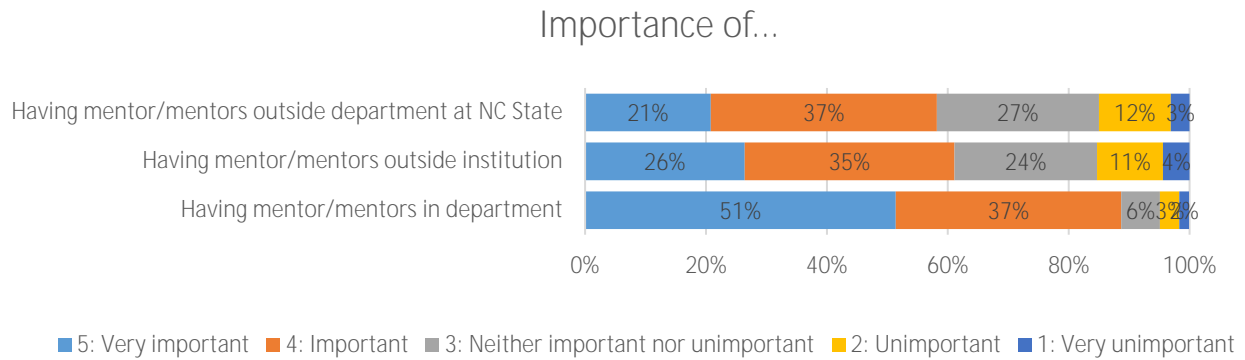


Figure 22b: Mentoring; Benchmark Items *(NC State faculty overall)*

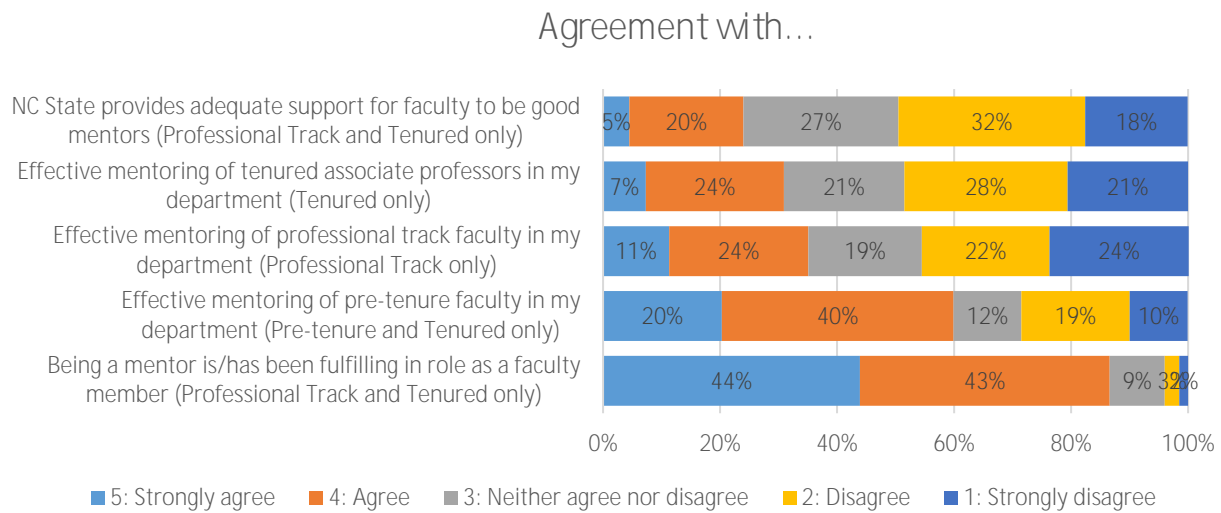
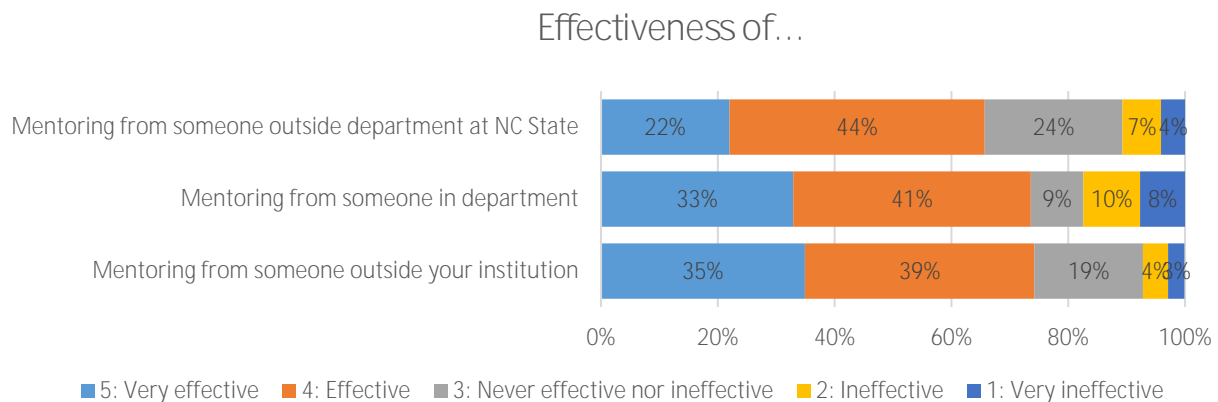


Figure 22c: Mentoring; Benchmark Items *(NC State faculty overall)*



Shared Governance: Shared Sense of Purpose, Trust, Understanding the Issue at Hand, Adaptability, and Productivity Benchmarks

NC State faculty overall give notably lower average ratings to the five benchmarks related to shared governance than to other areas asked about on the survey. Ratings for shared governance related to the benchmarks of *adaptability* (e.g., "Institution regularly reviews effectiveness of governance"), *productivity* (e.g., "Public recognition of progress"), *understanding issues at hand* (e.g., "Faculty and administration have equal say in decisions"), and *trust* (e.g., "Faculty and administration have an open system of communication") ranked in the bottom five of the 25 benchmark areas included on the survey. NC State faculty ratings related to shared governance for the most part have not changed since the AY14-15 survey, and do not notably differ from those of our COACHE peer group on any measure. In addition, when asked what improvements they would most like to see, while about 15 percent of NC State faculty mentioned something about leadership in general, very few specifically mentioned anything related to shared governance.

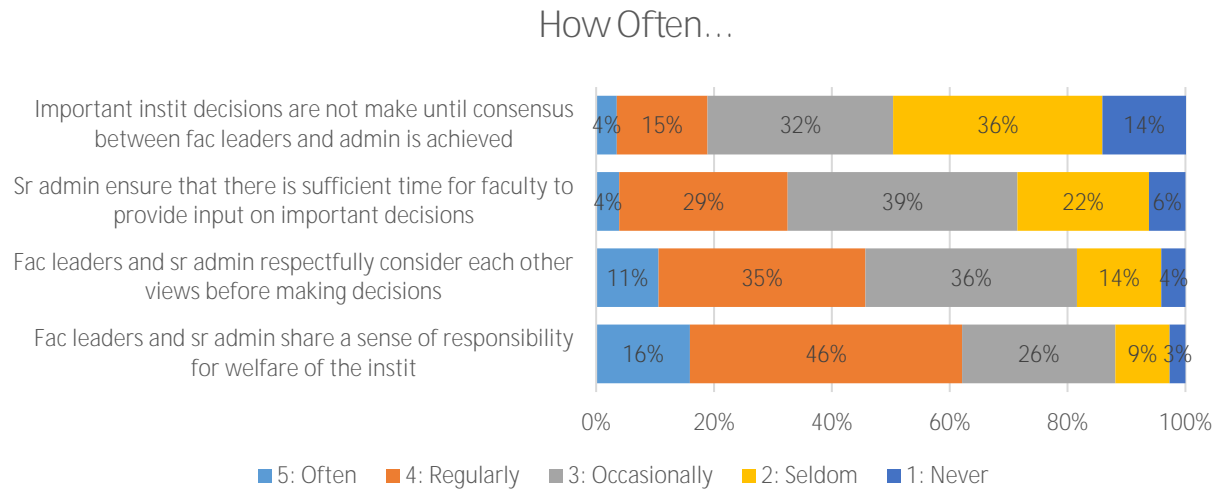
Shared Sense of Purpose: While still ranked in the bottom third of all benchmarks, *shared sense of purpose* was the highest rated shared governance benchmark. However, average ratings of the four individual items in this benchmark varied widely, with "faculty and administrators have a shared sense of responsibility" having a substantially more favorable rating than the lowest rated item, "important decisions are not made until there is consensus" - - the fourth lowest rated item on the survey.

Professional track faculty give higher ratings than tenured faculty to "administration ensures sufficient time for faculty input," "faculty and administration respectfully consider the other's view," and "important decisions are not made until there is consensus." However, on this latter measure professional track faculty ratings are less favorable than those of pre-tenured faculty.

Pre-tenured faculty give more favorable ratings to each of the *shared sense of purpose measures* than do tenured faculty.

White faculty give lower ratings than Asian faculty to three of the measures: "important decisions are not made until there is consensus," "administration ensures sufficient time for faculty input," and "faculty and administration respectfully consider the other's view," and lower ratings than URM faculty to the fourth measure, "faculty and administration have a shared sense of responsibility."

Figure 23: Shared Governance: Shared Sense of Purpose; Benchmark Items (*NC State faculty overall*)



Trust: The shared governance *trust* benchmark had the fifth lowest average rating of the 25 benchmarks on the survey. Of the specific items included in this benchmark, NC State faculty overall give lowest average ratings to "I understand how to voice opinions about policy," and highest ratings to "faculty and administration follow rules of engagement." While NC State faculty overall ratings on measures in this benchmark are similar to those at our COACHE peer institutions, rating from tenure track faculty for "faculty and administration follow rules of engagement," and those from professional track faculty for "faculty and administration have an open system of communication," have improved since their respective ratings in the AY14-15 survey.

Professional track faculty give more favorable ratings than tenured faculty to "faculty and administration follow rules of engagement," "faculty and administration have an open system of communication," and "faculty and administration discuss difficult issues in good faith."

Pre-tenured faculty are more likely than tenured faculty to believe that "faculty and administration follow rules of engagement" and "faculty and administration discuss difficult issues in good faith."

Asian and URM faculty give higher ratings than white faculty on all measures related to *trust*.

Shared Governance: Shared Sense of Purpose, Trust, Understanding the Issue at Hand, Adaptability, and Productivity Benchmarks

NC State faculty overall give notably lower average ratings to the five benchmarks related to shared governance than to other areas asked about on the survey. Ratings for shared governance related to the benchmarks of *adaptability* (e.g., "Institution regularly reviews effectiveness of governance"), *productivity* (e.g., "Public recognition of progress"), *understanding issues at hand* (e.g., "Faculty and administration have equal say in decisions"), and *trust* (e.g., "Faculty and administration have an open system of communication") ranked in the bottom five of the 25 benchmark areas included on the survey. NC State faculty ratings related to shared governance for the most part have not changed since the AY14-15 survey, and do not notably differ from those of our COACHE peer group on any measure. In addition, when asked what improvements they would most like to see, while about 15 percent of NC State faculty mentioned something about leadership in general, very few specifically mentioned anything related to shared governance.

Shared Sense of Purpose While still ranked in the bottom third of all benchmarks, *shared sense of purpose* was the highest rated shared governance benchmark. However, average ratings of the four individual items in this benchmark varied widely, with "faculty and administrators have a shared sense of responsibility" having a substantially more favorable rating than the lowest rated item, "important decisions are not made until there is consensus" - - the fourth lowest rated item on the survey.

Professional track faculty give higher ratings than tenured faculty to "administration ensures sufficient time for faculty input," "faculty and administration respectfully consider the other's view," and "important decisions are not made until there is consensus." However, on this latter measure professional track faculty ratings are less favorable than those of pre-tenured faculty.

Pre-tenured faculty give more favorable ratings to each of the *shared sense of purpose measures* than do tenured faculty.

White faculty give lower ratings than Asian faculty to three of the measures: "important decisions are not made until there is consensus," "administration ensures sufficient time for faculty input," and "faculty and administration respectfully consider the other's view," and lower ratings than URM faculty to the fourth measure, "faculty and administration have a shared sense of responsibility."

Figure 25a: Shared Governance: Understanding the Issue at Hand; Benchmark Items (*NC State faculty overall*)

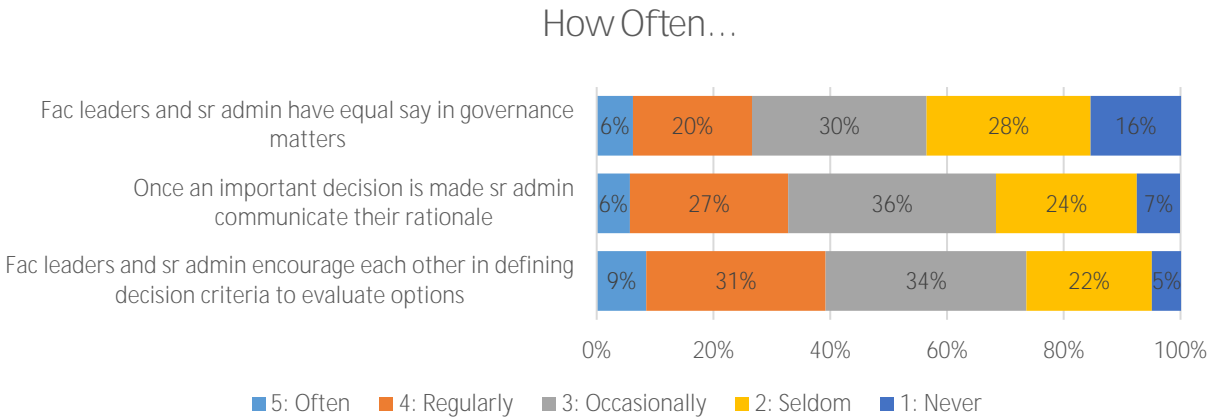
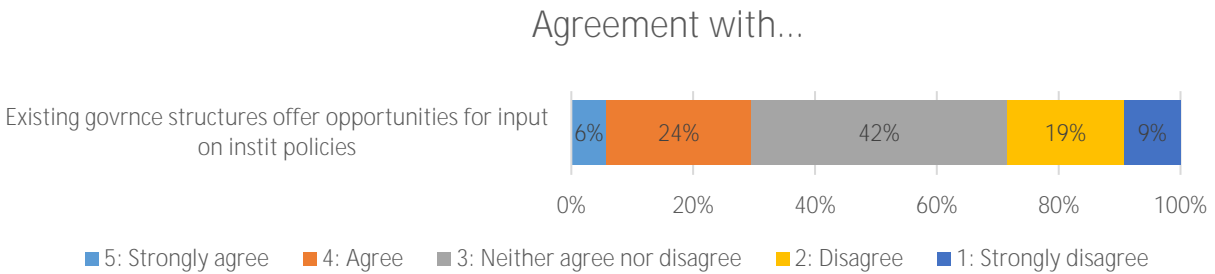


Figure 25b: Shared Governance: Understanding the Issue at Hand; Benchmark Items (*NC State faculty overall*)



Adaptability: The shared governance benchmark measure *adaptability* tied for the lowest rated benchmark on the survey. Overall average ratings for each item in the adaptability benchmark were generally similar, have not changed over time, and do not differ from our COACHE peers. Professional track faculty give more favorable ratings than tenured faculty to two of the three measures included in the adaptability benchmark: “shared governance holds up in unusual circumstances,” and this “institution regularly reviews effectiveness of governance.” Pre-tenured faculty give more favorable ratings than tenured faculty to “shared governance holds up in unusual circumstances.” White faculty give less favorable ratings than Asian faculty on all measures related to *adaptability*, and less favorable ratings than URM faculty to “shared governance holds up in unusual circumstances.”

Figure 26a: Shared Governance: Adaptability; Benchmark Items (*NC State faculty overall*)

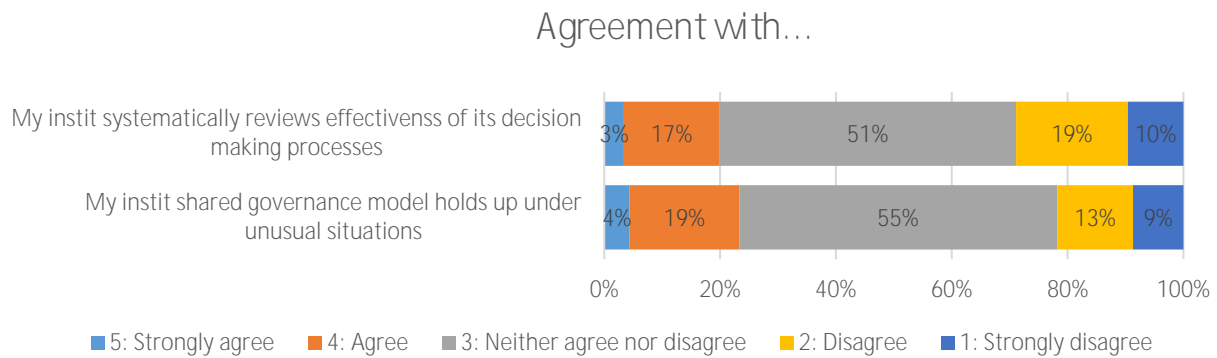
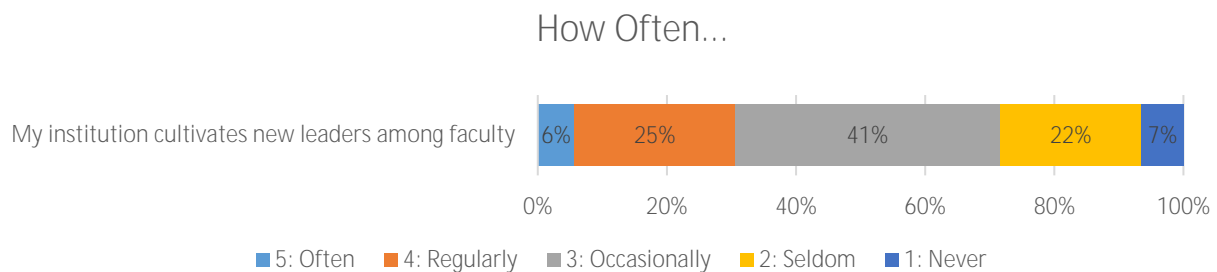


Figure 26b: Shared Governance: Adaptability; Benchmark Items (*NC State faculty overall*)



Productivity: As noted above, *productively* tied with *understanding the issue at hand* benchmark for the second lowest rated benchmark. There was, however, variance in the ratings for each of the three items in the productivity benchmark, with overall average ratings for “my committees make measureable progress towards goals” notably higher than those for “public recognition of progress” and “overall effectiveness of shared governance.”

Professional track faculty give more favorable ratings than tenured faculty to “overall effectiveness of shared governance” and “public recognition of progress.”

Pre-tenured faculty give more favorable ratings than tenured faculty to all measures related to productivity.

Women give more favorable ratings than men to “overall effectiveness of shared governance,” and “my committees make measurable progress toward goals.”

White faculty give consistently lower ratings than Asian and URM faculty to the various measures of *productivity*.

Figure 27a: Shared Governance: Productivity; Benchmark Items (*NC State faculty overall*)
Effectiveness of...

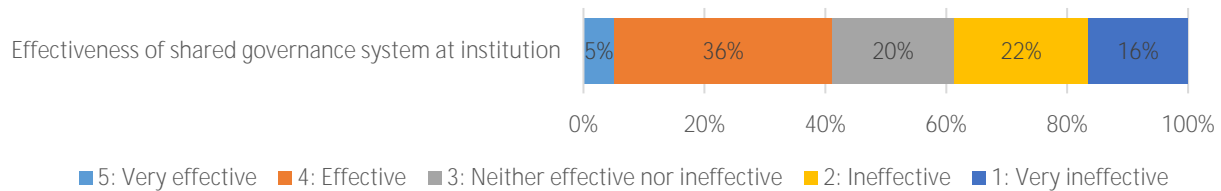
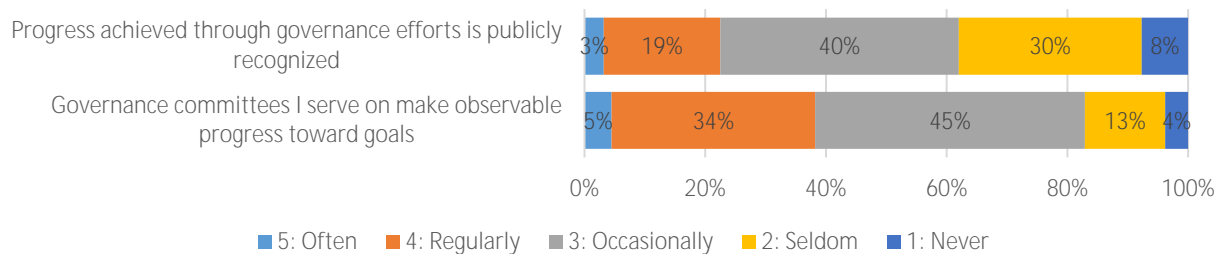


Figure 27b: Shared Governance: Productivity; Benchmark Items (*NC State faculty overall*)
How Often...



Facilities and Work Resources Benchmark

NC State faculty's average rating on the *facilities and work resources* benchmark is among the highest of the 25 benchmark measures included in the survey. Ratings for "library resources" - - which are notably more positive than at our COACHE peer institutions - - is the second highest of all approximately 200 specific aspects of work asked about on the survey. NC State's faculty rating of "classrooms" is also notably more favorable than those at our peer institutions. The specific areas of facilities and work resources that received relatively lower average ratings are "clerical/administrative support" and "laboratory, research, studio space." Ratings for the various measures of *facilities and work resources* have not changed notably since the AY14-15 survey.

Professional track faculty give notably more favorable ratings than both tenured and pre-tenured faculty to "laboratory, research, and studio space" and "clerical/administrative support," and more favorable ratings than tenured faculty to "equipment" and "computing and technical support."

Pre-tenured faculty give more favorable ratings than tenured faculty to "equipment" and "clerical and administrative support."

Figure 26a: Shared Governance: Adaptability; Benchmark Items (*NC State faculty overall*)

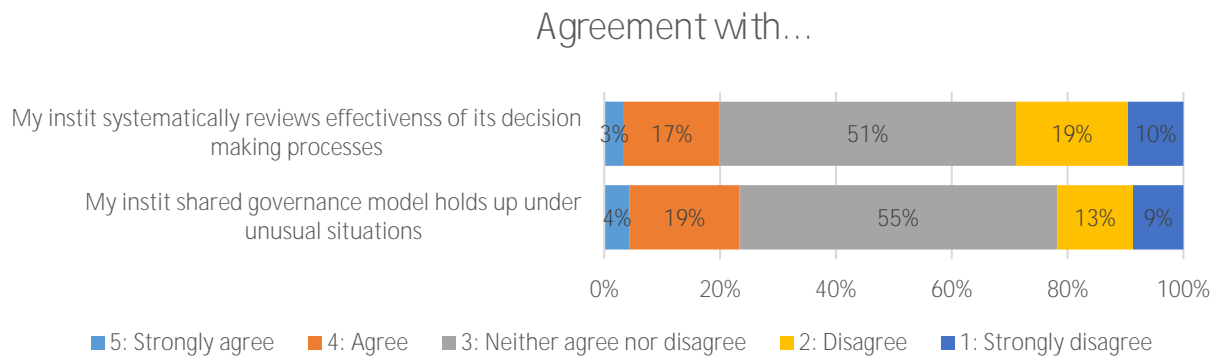
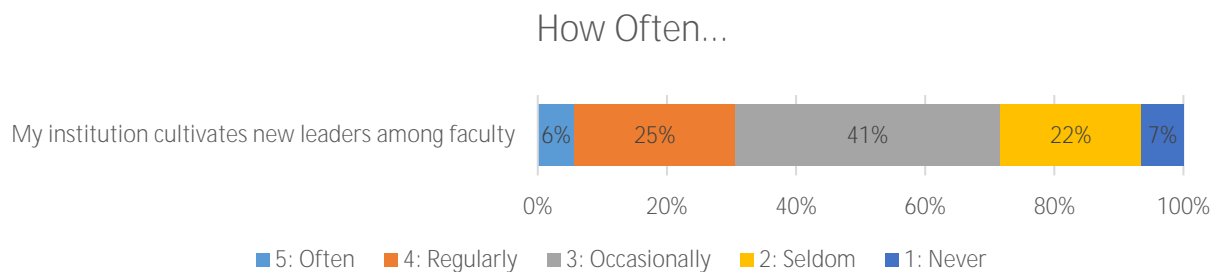


Figure 26b: Shared Governance: Adaptability; Benchmark Items (*NC State faculty overall*)



Productivity: As noted above, *productively* tied with *understanding the issue at hand* benchmark for the second lowest rated benchmark. There was, however, variance in the ratings for each of the three items in the productivity benchmark, with overall average ratings for “my committees make measureable progress towards goals” notably higher than those for “public recognition of progress” and “overall effectiveness of shared governance.”

Professional track faculty give more favorable ratings than tenured faculty to “overall effectiveness of shared governance” and “public recognition of progress.”

Pre-tenured faculty give more favorable ratings than tenured faculty to all measures related to productivity.

Women give more favorable ratings than men to “overall effectiveness of shared governance,” and “my committees make measurable progress toward goals.”

White faculty give consistently lower ratings than Asian and URM faculty to the various measures of *productivity*.

Women give less favorable ratings than men to "right balance between professional/personal," and "childcare," but more favorable ratings to "housing benefits" and "tuition waivers, remission, or exchange."

White faculty give less favorable ratings than Asian faculty to "childcare" and "parking benefits," but more favorable ratings to "housing benefits." White faculty give less favorable ratings than URM faculty to "spousal/partner hiring program" and to "stop-the-clock policies" (pre-tenured faculty only).

Figure 29a: Personal and Family Policies; Benchmark Items (*NC State faculty overall*)

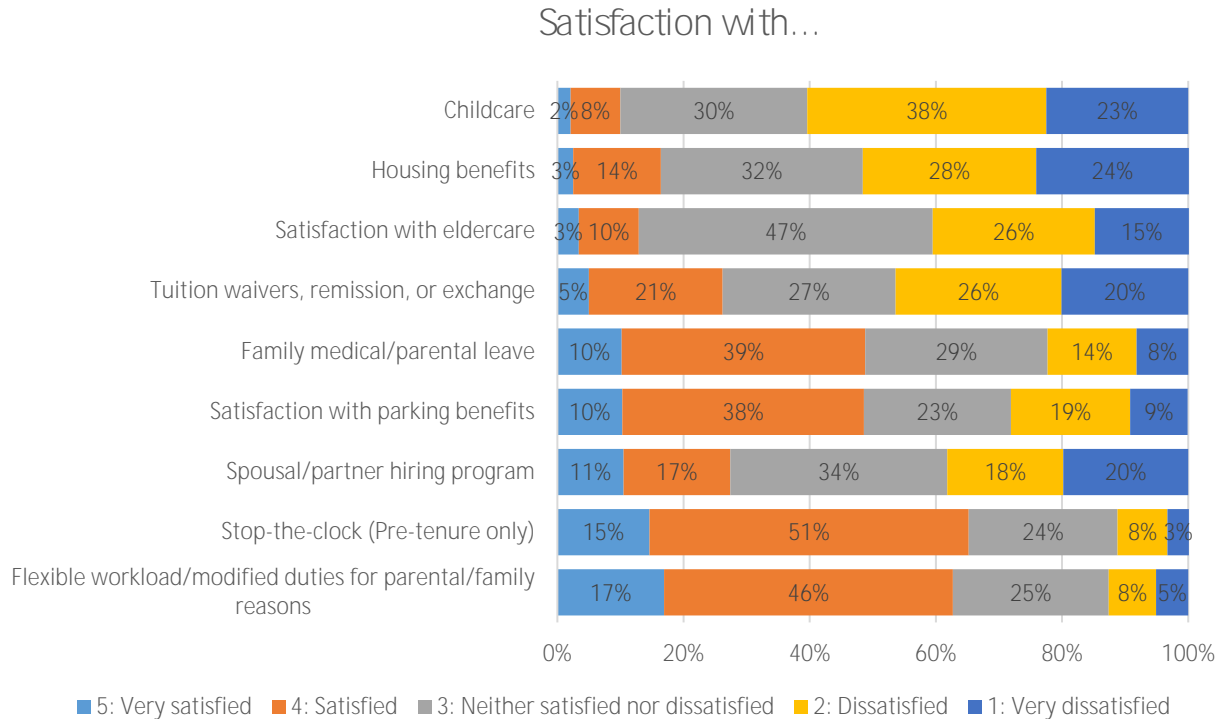
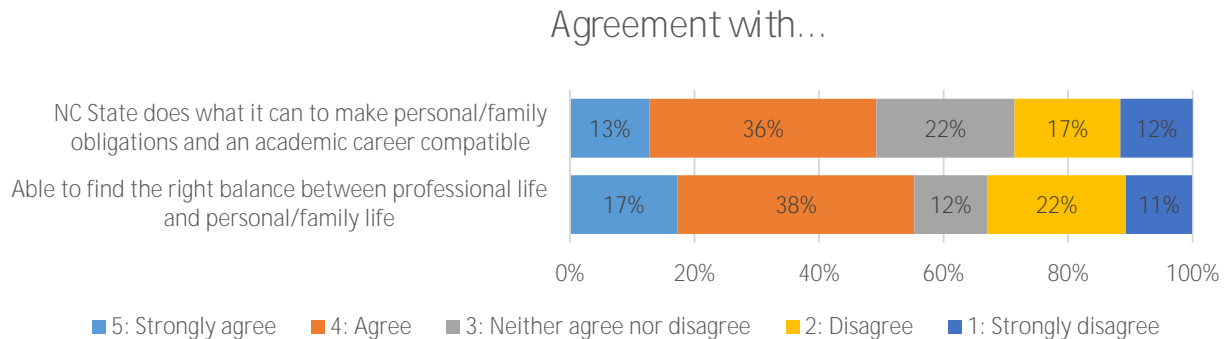


Figure 29b: Personal and Family Policies; Benchmark Items (*NC State faculty overall*)



Health and Retirement Benefits Benchmark

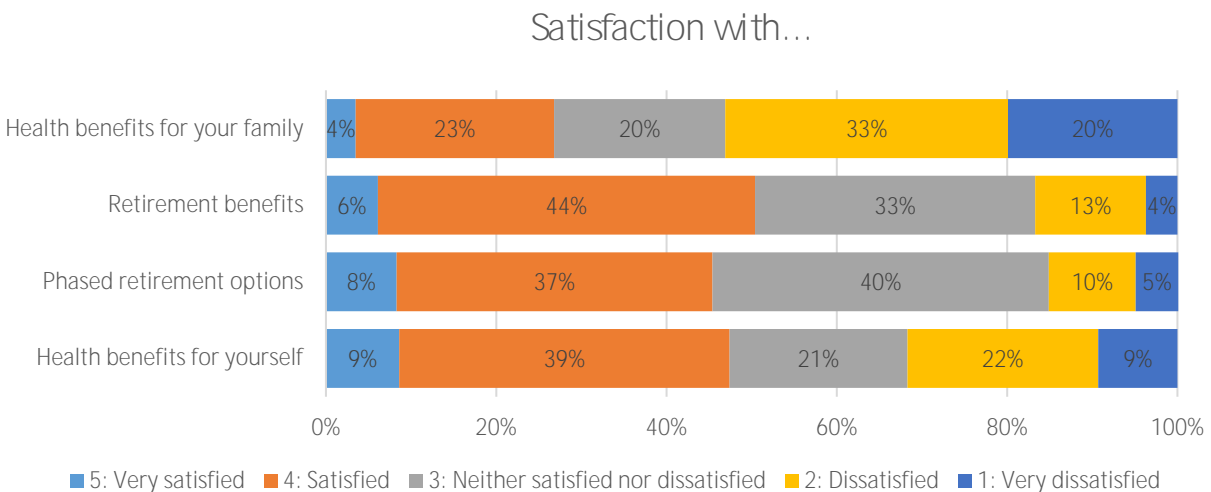
NC State's faculty overall average rating of the *health and retirement benefits* ranked in the bottom third of all benchmarks, and is significantly lower than the rating of those at our COACHE peer institutions. More notably, several specific items in the benchmark - - "health benefits for yourself," "health benefits for your family," and "retirement benefits" - - had the largest differences in average ratings of NC State faculty compared to our peers of all questions asked on the survey. While ratings for "retirement benefits" are relatively favorable, "health benefits for family" has the third lowest average rating of all items on the survey. Ratings for all measures in this benchmark are similar to those in the AY14-15 survey.

With the exception of "phased retirement options," professional track faculty give more favorable ratings than tenured faculty on each of the measures in the health and retirement benefits benchmark, and more favorable ratings than pre-tenured faculty to "health benefits for family."

Pre-tenured faculty give more favorable ratings than tenured faculty to "retirement benefits" and "phased retirement benefits."

While white faculty routinely have less favorable ratings than Asians on the various benchmark measures, Asians have less favorable ratings than white faculty on "health benefits for self," "health benefits for family," and "retirement benefits."

Figure 30: Health and Retirement Benefits; Benchmark Items (*NC State faculty overall*)



Salary

NC State's faculty overall average rating of their satisfaction with their salary was 3.0 on a five-point scale, a rating similar to those at our COACHE peer institutions and to that in the AY14-15 COACHE survey. Nine percent of NC State faculty overall say they are "very satisfied" with their salary, and one-third say they are "satisfied." Just over one-fourth are "dissatisfied," while 13 percent are "very dissatisfied."

Pre-tenured faculty are more satisfied than professional track faculty and tenured faculty with their salary. Full professors are more satisfied than associate professors with their salary.

Women give less favorable ratings than men to "right balance between professional/personal," and "childcare," but more favorable ratings to "housing benefits" and "tuition waivers, remission, or exchange."

White faculty give less favorable ratings than Asian faculty to "childcare" and "parking benefits," but more favorable ratings to "housing benefits." White faculty give less favorable ratings than URM faculty to "spousal/partner hiring program" and to "stop-the-clock policies" (pre-tenured faculty only).

Figure 29a: Personal and Family Policies; Benchmark Items (*NC State faculty overall*)

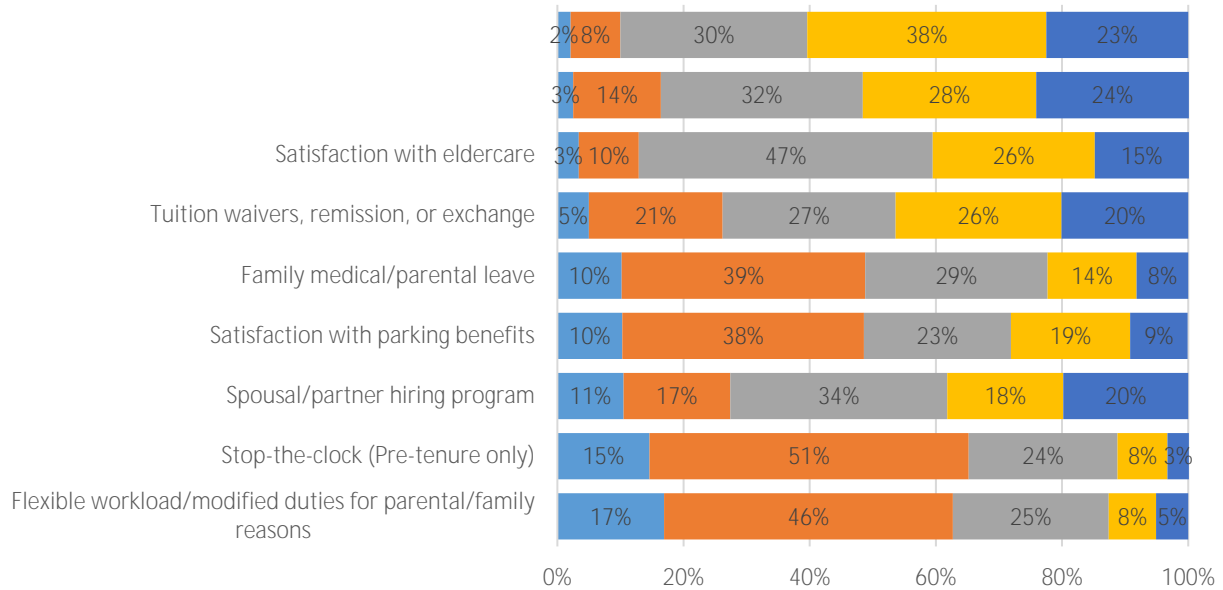


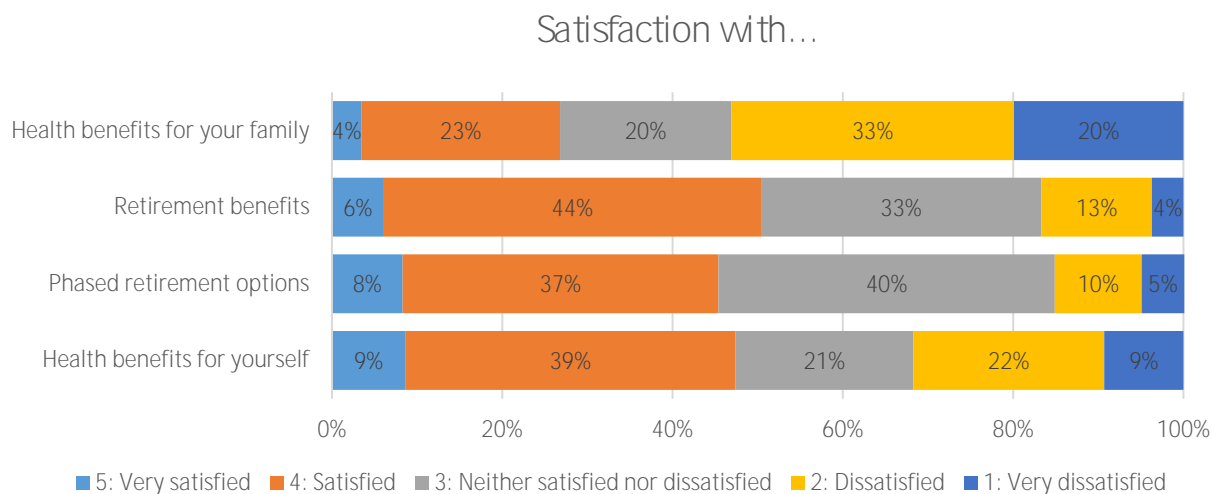
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- x With the exception of "phased retirement options," professional track faculty give more favorable ratings than tenured faculty on each of the measures in the health and retirement benefits benchmark, and more favorable ratings than pre-tenured faculty to "health benefits for family."
- x Pre-tenured faculty give more favorable ratings than tenured faculty to "retirement benefits" and "phased retirement benefits."
- x While white faculty routinely have less favorable ratings than Asians on the various benchmark measures, Asians have less favorable ratings than white faculty on "health benefits for self," "health benefits for family," and "retirement benefits."

Figure 30: Health and Retirement Benefits; Benchmark Items (*NC State faculty overall*)



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- x Pre-tenured faculty are more satisfied than professional track faculty and tenured faculty with their salary. Full professors are more satisfied than associate professors with their salary.

Both pre-tenured and professional track faculty are more likely than tenured faculty to say they would again choose to work at NC State.

URM faculty are more likely than white faculty to once again choose to work at NC State.

A slight majority of faculty (55%) said they would “strongly recommend” their department as a place for someone of their rank to work - - an increase from 50 percent in the AY14-15 survey. Another 39 percent in the current survey said they would do so with reservations, while seven percent said they would not recommend their department as a place to work.

Faculty on the tenure track are more likely than professional track faculty to “strongly recommend” their department.

Pre-tenured faculty are most likely, and associate professors least likely, to “strongly recommend” their department as a place to work.

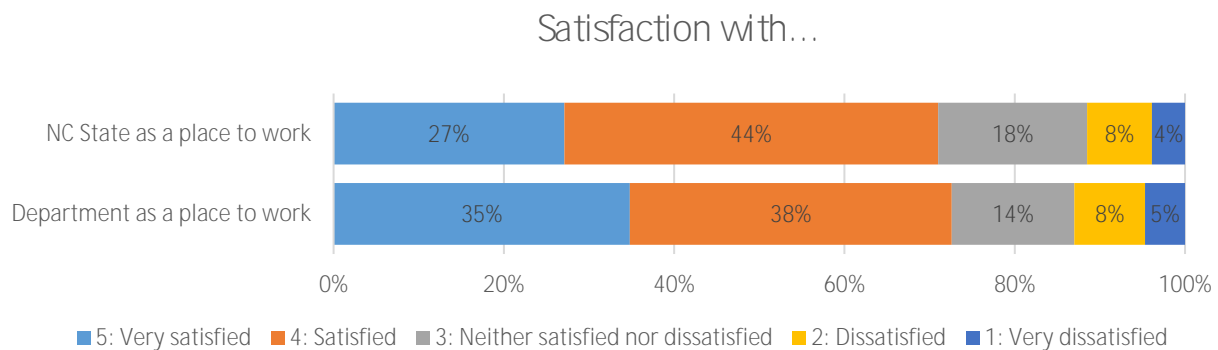
Faculty of color are more likely than white faculty to “strongly recommend” their department.

Just over 70 percent of faculty overall are either “very satisfied” or “satisfied” with their **department as a place to work** and **NC State as a place to work**. However, they are more likely to be “very satisfied” with their department than the institution as a whole (35% vs 27%, respectively). Again, while average ratings on these items have not changed over time, faculty are more likely to say they are “very satisfied” with both their department and NC State in the current survey than they were in AY14-15 (35% vs 29% and 27% vs 20%, respectively).

Both pre-tenured and professional track faculty are more likely than tenured faculty to be satisfied with NC State as a place to work. However, full professors are more likely than associate professors to be satisfied with NC State as a place to work.

Faculty of color are notably more likely than white faculty to be satisfied with NC State as a place to work.

Figure 33: Overall Satisfaction (*NC State faculty overall*)



Faculty were asked to pick from a list the two **best aspects** of working at NC State and the two **worst aspects** of working here. “Quality of colleagues” was most commonly selected as one of the two **best aspects** (37%), closely followed by the “geographic location” of NC State (32%). Also selected by notable numbers of faculty were “academic freedom,” “support of colleagues,” “opportunities to collaborate with colleagues,” “quality of undergraduate students.” By far the most frequently cited **worst aspect** of working at NC State is “salary,” with one-third of faculty selected that option. The next most commonly selected **worst aspect** of working here, selected

by less than 15 percent of faculty, are "too much service/too many assignments," "quality of facilities," and "lack of support for research/creative work."

Table 1: Best Aspects of Working at NC State (*NC State faculty overall*)

	Yes
Quality of colleagues	37%
Geographic location	32%
Academic freedom	18%
Support of colleagues	16%
Opportunities to collaborate with colleagues	12%
Quality of undergraduate students	12%
Quality of graduate students	11%
Teaching load	7%
My sense of fit here	7%
Cost of living	6%
Manageable pressure to perform	5%
Quality of facilities	5%
Support for research/creative work	5%
Support for teaching	4%
Commute	3%
Tenure/promotion clarity or requirements	3%
Compensation	3%
Support for professional development	2%
Diversity	2%
Quality of leadership	1%
Assistance for grant proposals	1%
Presence of others like me	1%
Spousal/partner hiring program	1%
Childcare policies/practices	0%
Protections from service/assignments	0%

- x Both pre-tenured and professional track faculty are more likely than tenured faculty to say they would again choose to work at NC State.
- x URM faculty are more likely than white faculty to once again choose to work at NC State.

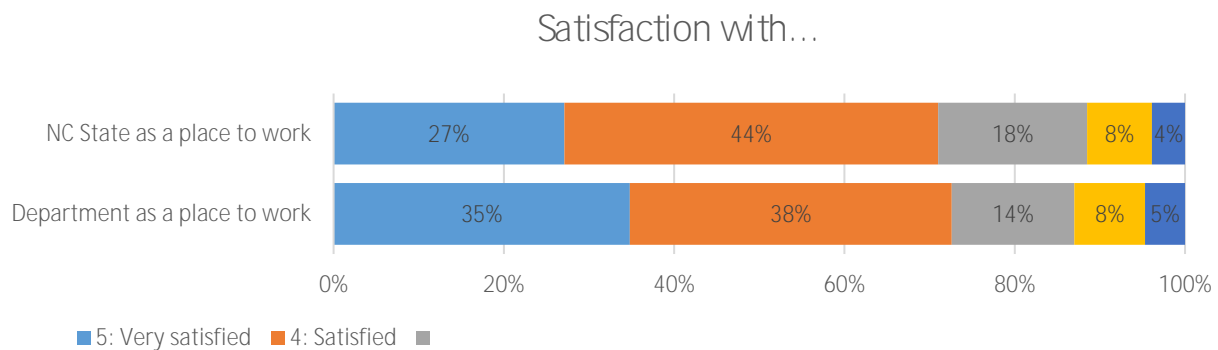
A slight majority of faculty (55%) said they would “strongly recommend” their department as a place for someone of their rank to work - - an increase from 50 percent in the AY14-15 survey. Another 39 percent in the current survey said they would do so with reservations, while seven percent said they would not recommend their department as a place to work.

- x Faculty on the tenure track are more likely than professional track faculty to “strongly recommend” their department.
- x Pre-tenured faculty are most likely, and associate professors least likely, to “strongly recommend” their department as a place to work.
- x Faculty of color are more likely than white faculty to “strongly recommend” their department.

Just over 70 percent of faculty overall are either “very satisfied” or “satisfied” with their **department as a place to work** and **NC State as a place to work**. However, they are more likely to be “very satisfied” with their department than the institution as a whole (35% vs 27%, respectively). Again, while average ratings on these items have not changed over time, faculty are more likely to say they are “very satisfied” with both their department and NC State in the current survey than they were in AY14-15 (35% vs 29% and 27% vs 20%, respectively).

- x Both pre-tenured and professional track faculty are more likely than tenured faculty to be satisfied with NC State as a place to work. However, full professors are more likely than associate professors to be satisfied with NC State as a place to work.
- x Faculty of color are notably more likely than white faculty to be satisfied with NC State as a place to work.

Figure 33: Overall Satisfaction (*NC State faculty overall*)



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