

Spring 2018 COACHE Faculty Satisfaction Survey

Introduction and Research Methods

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 COACHE Survey was most recently administered at NC State during Spring 2018. NC State faculty also participated in the survey in Spring 2015 and 2012, while only pre-tenured faculty participated in AY08-09 and in AY05-06.

Questionnaires

The COACHE Survey includes about 200 questions, designed to get in depth feedback from faculty on a breadth of issues related to their job satisfaction. When appropriate, questions are tailored specifically for sub-groups of faculty (e.g., only for full professors, only for pre-tenured faculty). The following topics (or “benchmarks”) are included in the survey:

- Nature of work (research, service teaching)
- Facilities and work resources
- Personal and family policies
- Health and retirement benefits
- Interdisciplinary work
- Collaboration
- Mentoring
- Tenure policies, clarity
- Promotion
- Institutional leadership (senior, divisional, departmental, faculty)
- Shared governance
- Departmental engagement, quality, and collegiality
- Appreciation and recognition
- Retention and negotiations
- Global satisfaction

COACHE also provides the option for institutions to include up to 15 locally developed questions to be administered to their faculty. See Appendix A for a copy of the campus-specific questions administered to NC State faculty.

Population

The COACHE Survey population criteria are designed to be as inclusive as possible; no sampling is done. In addition, NC State takes advantage of the option to include professional track faculty (PrfTr) in the survey. A total of 1,397 pre-tenured and tenured faculty (combined; TenTr), and 637 professional track faculty (including extension faculty and librarians) meeting the eligibility criteria below were invited to participate in the survey:

- Full-time
- Not hired in current year (i.e., hired prior to July 1, 2017)
- Not in terminal year after being denied tenure
- Not in a senior administrative position

Peers

A key benefit of participating in the COACHE survey is the ability to compare our results to the aggregated results of a select peer group of other participating institutions. NC State's peer group for AY17-18 consists of five of our official peers at that time:

- Georgia Institute of Technology
- Iowa State University
- Purdue University
- University of California, Davis
- Virginia Polytechnic Institute and State University

Response Rates

NC State and our combined peer group had similar overall response rates, with 49 percent of the NC State faculty invited to participate in the survey doing so, compared to 48 percent of those at our COACHE peer institutions. However, there were some variations in participation rates by group. Our pre-tenured faculty were much more likely than either tenured or professional track faculty at NC State to participate. They were also more likely than the pre-tenured track faculty at our peer institutions to complete the survey, while our professional track faculty were much less likely than those at our peer institutions to do so. There were no notable difference in participation between associate and full professors.

In looking at participation by gender and race/ethnicity, while women were consistently more likely than men to participate in the survey, men at NC State had higher participation rates and women lower participation rates than their respective counterparts at our peer institutions. Faculty of color at NC State and at our peer institutions were less likely than white faculty to participate in the survey. Underrepresented minorities at NC State were especially less likely than those at our peer institutions to participate.

Table 1: Response rates; overall, by tenure status and rank

		Overall	Tenure Status			Rank (tenured faculty)	
			Tenured	Pre-tenure	Professional track	Full prof	Assoc prof*
NC State	<i>population</i>	2,034	1,122	275	637	709	430
	<i>responders</i>	989	544	152	293	340	213
	<i>response rate</i>	49%	48%	55%	46%	48%	50%
Peers	<i>population</i>	8,766	5,640	1,782	1,344	3,724	2,242
	<i>responders</i>	4,205	2,664	837	704	1,798	1,072
	<i>response rate</i>	48%	47%	47%	52%	48%	48%
All Participating Institutions	<i>population</i>	88,150	47,498	17,578	23,074	27,182	25,104
	<i>responders</i>	40,650	22,750	8,421	9,479	12,752	12,096
	<i>response rate</i>	46%	48%	48%	41%	47%	48%

*17 Associate professors in the population, and 9 of those who responded, did not have tenure at the time of the survey.

Table 2: Response rates; by gender and race/ethnicity

		Gender		Race/Ethnicity*			
		Men	Women	White	Faculty of color	Asian	Under-rep minority
NC State	<i>population</i>	1,259	772	1,547	487	223	264
	<i>responders</i>	576	410	786	203	91	112
	<i>response rate</i>	46%	53%	51%	42%	41%	42%
Peers	<i>population</i>	5,749	3,016	6,221	2,545	1,663	882
	<i>responders</i>	2,500	1,704	3,111	1,094	616	478
	<i>response rate</i>	43%	56%	50%	43%	37%	54%
All Participating Institutions	<i>population</i>	49,886	35,894	63,373	22,200	11,397	10,803
	<i>responders</i>	21,528	19,052	31,150	9,404	4,337	5,067
	<i>response rate</i>	43%	53%	49%	42%	38%	47%

*"Faculty of color" includes all those who identify as Asian, Black/African American, Hispanic, Native American, or Pacific Islander. "Underrepresented minority" consists of this same group of faculty, minus those who identify as Asian.

Reports on Results

COACHE provides NC State with summary reports on results, as well as a unit record data file with all responses. A summary of key findings is found in the Highlights report. A narrative report on overall results, trends, peer comparisons, and variations in results by sub-groups is provided in the Overall Results report. In addition, from the website for the survey readers can link to tables of results, including overall peer comparisons and peer comparisons by subgroup (e.g., for women, for tenured faculty); means and frequencies for all questions; comparison of average ratings by subgroup (e.g., women vs men, full vs associate); and trend comparisons (i.e., AY17-18 COACHE vs AY14-15 COACHE). Finally, results from the 15 campus-specific questions asked of NC State faculty are provided.

APPENDIX A: NC State Local Questions

1. I am proud to say that I work at this institution.
(strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree, don't know, decline to answer)
2. Faculty in my department value the substantive area of my research/creative work.
(strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree, don't know, decline to answer)
3. Senior administration at this institution values Interdisciplinary work.
(strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree, don't know, decline to answer)
4. Please rate the clarity with which NC State institutional policies related to reappointment, promotion and tenure address the evaluation of interdisciplinary work.
(very clear, somewhat clear, neither clear nor unclear, somewhat unclear, very unclear, don't know, decline to answer)
5. How important to you is it that you feel connected with faculty in other departments in your college?
(very important, important, neither important nor unimportant, unimportant, very unimportant, don't know, decline to answer)
6. How connected do you feel to faculty in other departments in your college?
(very connected, somewhat connected, neither connected nor unconnected, somewhat unconnected, very unconnected, don't know, decline to answer)
7. At NC State, the faculty as a whole feel generally connected to one another, regardless of their discipline or where they work on campus.
(strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree, don't know, decline to answer)
8. My department actively works to recruit faculty members from historically underrepresented groups.
(strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree, don't know, decline to answer)
9. My department actively works to retain faculty members from historically underrepresented groups.
(strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree, don't know, decline to answer)
10. How important do you think it is for NC State to have a commitment to the environmental, social and economic dimensions of sustainability?
(very important, important, neither important nor unimportant, unimportant, very unimportant, don't know, decline to answer)

11. How important do you think it is for NC State to devote funds to support spousal/partner accommodations in the faculty hiring process?
(very important, important, neither important nor unimportant, unimportant, very unimportant, don't know, decline to answer)
12. This institution is committed to supporting spousal/partner accommodations in the faculty hiring process.
(strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree, don't know, decline to answer)
13. Which of the following best describes where your spouse/partner is employed?
- My spouse/partner works on one of the NC State campuses (including as a Centennial partner)
 - My spouse/partner works at an institution of higher education other than NC State, but within 30 miles of our home
 - My spouse/partner works at an institution of higher education more than 30 miles from our home
 - My spouse/partner is employed, but not at an institution of higher education
 - My spouse/partner is not employed
 - My spouse/partner is retired
 - Not applicable, I do not have a spouse/partner
 - Decline to answer
14. In general, how often do you talk with your faculty colleagues about issues related to balancing work and life commitments?
(frequently, regularly, occasionally, seldom, never, don't know, decline to answer)
15. How important do you think it is for faculty to talk with graduate students about issues related to balancing school, work and life commitments?
(very important, important, neither important nor unimportant, unimportant, very unimportant, don't know, decline to answer)