

NC State University
 AY20-21 COACHE Survey
 Mean Ratings
 Tenured vs. Pre-tenured (1 = low to 5 = high)

Theme	Measure	Tenured	Pre-Ten	Diff ¹
	<i>Benchmark: Nature of Work: Research</i>	3.29	3.38	
	Time spent on research	3.72	3.68	
	Expectations for finding external funding	3.18	3.16	
	Influence over focus of research	4.33	4.29	
	Quality of grad students to support research	3.42	3.30	
Nature of Work: Research	Support for research	2.74	3.11	↓
	Support for engaging undergrads in research	3.30	3.39	
	Support for obtaining grants (pre-award)	3.20	3.43	
	Support for maintaining grants (post-award)	3.10	3.03	
	Support for securing grad student assistance	2.87	3.00	
	Support for travel to present/conduct research	3.19	3.39	
	Availability of course release for research	2.68	2.86	
	<i>Benchmark: Nature of Work: Service</i>	3.33	3.39	
	Time spent on service	3.49	3.51	
	Support for faculty in leadership roles	2.88	3.12	
	Number of committees	3.48	3.58	
Nature of Work: Service	Attractiveness of committees	3.46	3.37	
	Discretion to choose committees	3.55	3.38	
	Equitability of committee assignments	3.04	3.27	
	Number of student advisees	3.69	3.61	
	Support for being a good advisor	2.93	2.88	
	Equity of the distribution of advising responsibilities	2.88	3.02	
	<i>Benchmark: Nature of Work: Teaching</i>	3.84	3.85	
	Time spent on teaching	3.93	3.90	
	Number of courses taught	3.96	3.94	
	Level of courses taught	4.13	4.01	
	Discretion over course content	4.39	4.31	
	Number of students in classes taught	3.89	3.93	
Nature of Work: Teaching	Quality of students taught	3.75	3.75	
	Equitability of distribution of teaching load	3.10	3.41	↓
	Quality of grad students to support teaching	3.52	3.51	
	Teaching schedule	4.05	3.79	↑
	Support for teaching diverse learning styles	3.68	3.63	
	Support for assessing student learning	3.68	3.70	
	Support for developing online/hybrid courses	3.62	3.60	
	Support for teaching online/hybrid courses	3.60	3.63	
Other Work Activities	Time spent on outreach	3.64	3.47	
	Time spent on administrative tasks	2.73	2.67	
	Ability to balance teaching/research/service	3.32	3.25	
	<i>Benchmark: Facilities and Work Resources</i>	3.69	3.79	
	Support for improving teaching	3.52	3.60	
	Office	3.98	3.90	
Facilities and Work Resources	Laboratory, research, studio space	3.46	3.35	
	Equipment	3.63	3.66	
	Classrooms	3.70	4.02	↓
	Library resources	4.31	4.34	
	Computing and technical support	3.78	3.86	
	Clerical/administrative support	2.99	3.44	↓

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Personal and Family Policies	<i>Benchmark: Personal and Family Policies</i>	2.99	3.07	
	Right balance between professional/personal	3.22	2.80	↑
	Inst. supports family/career compatibility	2.97	2.93	
	Housing benefits	2.29	2.32	
	Tuition waivers, remission, or exchange	2.46	2.51	
	Spousal/partner hiring program	2.92	2.91	
	Childcare	2.15	2.18	
	Eldercare	2.71	2.69	
	Family medical/parental leave	3.32	3.24	
	Flexible workload/modified duties	3.55	3.38	
Stop-the-clock policies (<i>pre-tenured only</i>)	N/A	3.44		
Parking benefits	3.08	3.16		
Health and Retirement Benefits	<i>Benchmark: Health and Retirement Benefits</i>	3.10	3.25	
	Health benefits for yourself	3.21	3.31	
	Health benefits for family	2.59	2.80	
	Retirement benefits	3.24	3.49	↓
Phased retirement options	3.39	3.19		
Salary	Salary	2.88	3.08	
Interdisciplinary Work	<i>Benchmark: Interdisciplinary Work</i>	2.87	3.00	
	Budgets encourage interdiscip. work	2.74	3.01	↓
	Facilities conducive to interdiscip. work	2.91	3.09	
	Interdiscip. work is rewarded in merit	2.84	3.13	↓
	Interdiscip. work is rewarded in promotion (<i>NTT and tenured only</i>)	2.93	N/A	
	Interdiscip. work is rewarded in tenure (<i>pre-tenured only</i>)	N/A	3.22	
	Dept. knows how to evaluate interdiscip. work	2.93	2.84	
	Interdiscip. work is rewarded in reappointment (<i>NTT only</i>)	N/A	N/A	
Interest in interdisciplinary work	3.80	3.86		
Collaboration	<i>Benchmark: Collaboration</i>	3.85	3.79	
	Opportunities for collab. within dept	3.84	3.64	
	Opportunities for collab. outside inst	3.93	4.05	
	Opportunities for collab. outside dept	3.77	3.69	
Mentoring	<i>Benchmark: Mentoring</i>	3.22	3.54	↓
	Effectiveness of mentoring within dept.	3.74	3.78	
	Effectiveness of mentoring outside dept.	3.77	3.70	
	Mentoring of pre-tenure faculty in dept (<i>tenure track only</i>)	3.57	3.31	↑
	Mentoring of tenured associate profs in dept (<i>tenured only</i>)	2.88	N/A	
	Mentoring of NTT faculty in dept (<i>NTT only</i>)	N/A	N/A	
	Support for faculty to be good mentors (<i>tenured and NTT only</i>)	2.55	N/A	
Being a mentor is fulfilling (<i>tenured and NTT only</i>)	4.26	N/A		
Effectiveness of mentoring outside the inst.	4.04	4.39	↓	

Mean Ratings

Tenured vs. Pre-tenured (1 = low to 5 = high)

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Tenure Policies (<i>pre-tenured only</i>)	<i>Benchmark: Tenure Policies</i>	N/A	3.47	
	Clarity of tenure process	N/A	3.65	
	Clarity of tenure criteria	N/A	3.52	
	Clarity of tenure standards	N/A	3.22	
	Clarity of body of evidence for deciding tenure	N/A	3.57	
	Clarity of whether I will achieve tenure	N/A	3.59	
	Clarity of tenure process in department	N/A	N/A	
	Consistency of messages about tenure	N/A	3.02	
	Tenure decisions are performance-based	N/A	3.74	
Tenure Clarity (<i>pre-tenured only</i>)	<i>Benchmark: Tenure Expectations: Clarity</i>	N/A	3.39	
	Clarity of expectations: Scholar	N/A	3.66	
	Clarity of expectations: Teacher	N/A	3.86	
	Clarity of expectations: Advisor	N/A	3.51	
	Clarity of expectations: Colleague	N/A	3.27	
	Clarity of expectations: Campus citizen	N/A	3.01	
	Clarity of expectations: Broader community	N/A	3.06	
Promotion (<i>tenured only</i>)	<i>Benchmark: Promotion to Full</i>	3.87	N/A	
	Dept. culture encourages promotion	4.01	N/A	
	Reasonable expectations: Promotion	4.02	N/A	
	Clarity of promotion process	4.03	N/A	
	Clarity of promotion criteria	3.90	N/A	
	Clarity of promotion standards	3.66	N/A	
	Clarity of body of evidence for promotion	3.98	N/A	
	Clarity of time frame for promotion	3.62	N/A	
Leadership: Senior	Clarity of whether I will be promoted	3.32	N/A	
	<i>Benchmark: Leadership: Senior</i>	3.44	3.46	
	Pres/Chancellor: Pace of decision making	3.44	3.41	
	Pres/Chancellor: Stated priorities	3.49	3.55	
	Pres/Chancellor: Communication of priorities	3.43	3.42	
	CAO: Pace of decision making	3.45	3.45	
	CAO: Stated priorities	3.44	3.52	
Leadership: Divisional	CAO: Communication of priorities	3.40	3.40	
	<i>Benchmark: Leadership: Divisional</i>	3.09	3.58	↓
	Dean: Pace of decision making	3.20	3.72	↓
	Dean: Stated priorities	3.10	3.66	↓
	Dean: Communication of priorities	3.08	3.59	↓
Leadership: Departmental	Dean: Ensuring faculty input	2.96	3.33	↓
	<i>Benchmark: Leadership: Departmental</i>	3.59	3.93	↓
	Head/Chair: Pace of decision making	3.57	3.87	↓
	Head/Chair: Stated priorities	3.50	3.86	↓
	Head/Chair: Communication of priorities	3.52	3.83	↓
	Head/Chair: Ensuring faculty input	3.56	3.99	↓
	Head/Chair: Fairness in evaluating work	3.83	4.08	↓

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Leadership: Faculty	<i>Benchmark: Leadership: Faculty</i>	3.03	3.15	
	Faculty leaders: Pace of decision making	2.97	3.09	
	Faculty leaders: Stated priorities	3.03	3.21	
	Faculty leaders: Communication of priorities	3.02	3.18	
	Faculty leaders: Ensuring faculty input	3.08	3.10	
Leadership: Institution-wide	Priorities are stated consistently	3.14	3.39	↓
	Priorities are acted on consistently	2.99	3.22	
	Changed priorities negatively affect my work	3.05	3.31	↓
	Visible leadership for support of diversity	3.99	4.12	
Departmental Collegiality	<i>Benchmark: Departmental Collegiality</i>	3.76	3.80	
	Colleagues support work/life balance	3.63	3.61	
	Meeting times compatible with personal needs	4.07	4.13	
	Amount of personal interaction w/Tenured	3.62	3.43	
	Amount of personal interaction w/Pre-tenure	3.61	3.57	
	Amount of personal interaction w/NTT	3.57	3.47	
	How well you fit	3.56	3.53	
	Colleagues pitch in when needed	3.68	3.82	
	Department is collegial	3.93	4.10	
	Colleagues committed to diversity/inclusion	3.99	4.10	
Departmental Engagement	<i>Benchmark: Departmental Engagement</i>	3.63	3.52	
	Discussions of undergrad student learning	3.54	3.38	
	Discussions of grad student learning	3.72	3.75	
	Discussions of effective teaching practices	3.58	3.44	
	Discussions of effective use of technology	3.55	3.41	
	Discussions of current research methods	3.44	3.36	
	Amount of professional interaction w/Pre-tenure	3.84	3.81	
	Amount of professional interaction w/Tenured	3.80	3.50	↑
Departmental Quality	Amount of professional interaction w/NTT	3.68	3.57	
	<i>Benchmark: Departmental Quality</i>	3.77	3.79	
	Intellectual vitality of tenured faculty	3.84	3.66	
	Intellectual vitality of pre-tenure faculty	4.16	4.22	
	Intellectual vitality of NTT faculty	3.83	4.00	
	Scholarly productivity of tenured faculty	3.87	3.67	
	Scholarly productivity of pre-tenure faculty	4.16	4.16	
	Scholarly productivity of NTT faculty	3.75	4.05	↓
	Teaching effectiveness of tenured faculty	3.83	3.80	
	Teaching effectiveness of pre-tenure faculty	4.04	4.14	
	Teaching effectiveness of NTT faculty	4.05	4.05	
	Dept. is successful at faculty recruitment (<i>tenured and NTT only</i>)	3.86	N/A	
	Dept. is successful at faculty retention (<i>tenured and NTT only</i>)	3.38	N/A	
Dept. addresses sub-standard performance	2.79	2.23	↑	

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Appreciation and Recognition	<i>Benchmark: Appreciation and Recognition</i>	3.24	3.39	
	Recognition: For teaching	3.29	3.43	
	Recognition: For advising	2.98	3.14	
	Recognition: For scholarship	3.44	3.42	
	Recognition: For service	3.10	3.12	
	Recognition: For outreach	3.14	3.16	
	Recognition: From colleagues	3.61	3.59	
	Recognition: From CAO (<i>tenured only</i>)	2.88	N/A	
	Recognition: From Dean (<i>tenured only</i>)	3.00	N/A	
	Recognition: From Head/Chair	3.51	3.72	
	School/college is valued by Pres/Provost (<i>tenured only</i>)	3.39	N/A	
Dept. is valued by Pres/Provost (<i>tenured only</i>)	3.12	N/A		
CAO cares about faculty of my rank	3.22	3.40		
Governance: Trust	<i>Benchmark: Governance: Trust</i>	3.07	3.13	
	I understand how to voice opinions about policies	2.97	2.81	
	Clear rules about the roles of faculty and administration	3.16	3.17	
	Faculty and admin follow rules of engagement	3.29	3.58	↓
	Faculty and admin have an open system of communication	2.99	3.14	
	Faculty and admin discuss difficult issues in good faith	3.29	3.38	
Governance: Shared Sense of Purpose	<i>Benchmark: Governance: Shared Sense of Purpose</i>	3.08	3.34	↓
	Important decisions are not made until there is consensus	2.51	2.81	↓
	Admin ensures sufficient time for faculty input	2.98	3.12	
	Faculty and admin respectfully consider the other's view	3.24	3.37	
	Faculty and admin have a shared sense of responsibility	3.60	3.64	
Governance: Understanding the Issue at Hand	<i>Benchmark: Governance: Understanding the Issue at Hand</i>	2.86	3.04	
	Faculty governance structures offer opportunities for input	2.89	2.93	
	Admin communicate rationale for important decisions	3.00	3.11	
	Faculty and admin have equal say in decisions	2.54	2.90	↓
Governance: Adaptability	Faculty and admin define decision criteria together	3.01	3.21	
	<i>Benchmark: Governance: Adaptability</i>	2.85	3.07	
	Shared governance holds up in unusual circumstances	2.83	2.97	
Governance: Productivity	Institution regularly reviews effectiveness of governance	2.78	2.98	
	Institution cultivates new faculty leaders	3.00	3.20	
	<i>Benchmark: Governance: Productivity</i>	2.81	3.10	↓
	Overall effectiveness of shared governance	2.67	3.02	↓
Governance: Productivity	My committees make measureable progress towards goals	3.26	3.30	
	Public recognition of progress	2.72	3.10	↓

¹ Arrows indicate when mean ratings differ by 5 percent or more of the response scale (i.e., a difference of at least 0.25). Up arrows indicate that the mean rating of the group in the first column is notably higher than that of the group in the second column, whereas down arrows indicate that the mean of the group in the first column is lower than that of the group in the second column. If no arrow is present, differences in mean ratings are not considered large enough to be meaningful.