

Spring 2021 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. A complete copy of the [questionnaire](#) is available online. NC State's Institutional Strategy and Analysis office (ISA) collaborates with the Office for Faculty Excellence in overseeing the administration of the survey, with ISA responsible for providing the survey population file, analyzing the data, and providing reports on results.

NC State has participated in the COACHE Survey every three years since Spring 2006, most recently in Spring 2021. Of the 2,090 tenure track and professional track faculty invited to participate in the survey in Spring 2021, 606 did so, for a response rate of 29 percent. More information about the survey administration is available online in the [Introduction and Research Methods report](#). However, a couple of important points to keep in mind when reading this report are described below.

First, for the spring 2021 survey, it is important to remember that NC State, like all other institutions around the world, was still dealing with the COVID-19 pandemic. The vast majority of classes switched to exclusively remote in March, 2020. Classes started in-person for the fall 2020 semester, but within just a few weeks were again switched to remote. While students and faculty returned to campus for the spring 2021 semester, and the majority of classes were in-person, extensive safety precautions were in place throughout the semester, creating a challenging environment for faculty (and others) who were attempting to work in the ongoing pandemic during the spring semester when the COACHE survey was administered.

Second, NC State's response rate is notably lower than in past years, dropping from 49 percent in the spring 2018 survey, to 29 percent in the spring 2021 survey, and is notably lower than that of our COACHE peers.¹ While overall response rates of our COACHE peers also declined from those found in the 2018 survey, from 48 percent to 41 percent, the drop was not as severe as that for NC State.

¹ NC State's peer group for AY20-21 COACHE survey consists of four of our official peers at that time: Purdue University, University of California-Davis, University of Maryland-College Park, and Virginia Polytechnic Institute and State University, along with Iowa State University. It is important to note that when comparing our results to those of our aggregated peer group, as per COACHE practice, data can be included from previous administrations of the survey. While both Iowa State and UC-Davis participated in COACHE in Spring 2021, the data for UM-College Park and Virginia Tech come from their Spring 2020 participation, while the data from their 2018 participation is used for Purdue.

The decline in participation varied slightly between groups. At both NC State and our COACHE peer institutions, drops were most significant for pre-tenured faculty, men, and faculty of color. Whereas in past years pre-tenured faculty were notably more likely than tenured faculty to participate, in the spring 2021 survey the response rate for both groups at NC State was 30 percent. And, while response rates for faculty of color have always lagged behind that of white faculty, and the response rates for men lower than that for women, the difference in participation rates between these groups is even larger in the 2021 survey.

It is important to note that despite the decline in participation, ratings from faculty overall in the 2021 survey generally align with those from the 2018 survey. As is show in the “trend” reports, while ratings on most of the over 200 items in the survey tend to be slightly less favorable in 2021 than in 2018, for only three of those items are ratings notably lower for faculty overall.

Reports on Results

This document provides detailed results from the AY20-21 COACHE Survey for each of the 25 COACHE-identified 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, between ratings in the AY20-21 survey compared to those from the AY17-18 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 ISA [website](#). Other narrative reports on results focus on those for faculty overall, and results for individual demographic groups.

Benchmarks

COACHE categorized the majority of the more than 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 3.87 (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 (*tenured faculty only*) (mean = 3.87)
- Nature of work: teaching (3.86)
- Department collegiality (3.79)
- Facilities and work resources (3.78)
- Departmental quality (3.75)
- Collaboration (3.74)
- Leadership: departmental (3.72)

Benchmarks with the least favorable ratings were:²

- Governance: productivity (2.94)
- Governance: adaptability (mean = 2.94)
- Interdisciplinary work (2.95)
- Governance: understanding the issue at hand (2.97)

² 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
(Average ratings are based on a 5 point scale, with “5” being the most favorable rating)

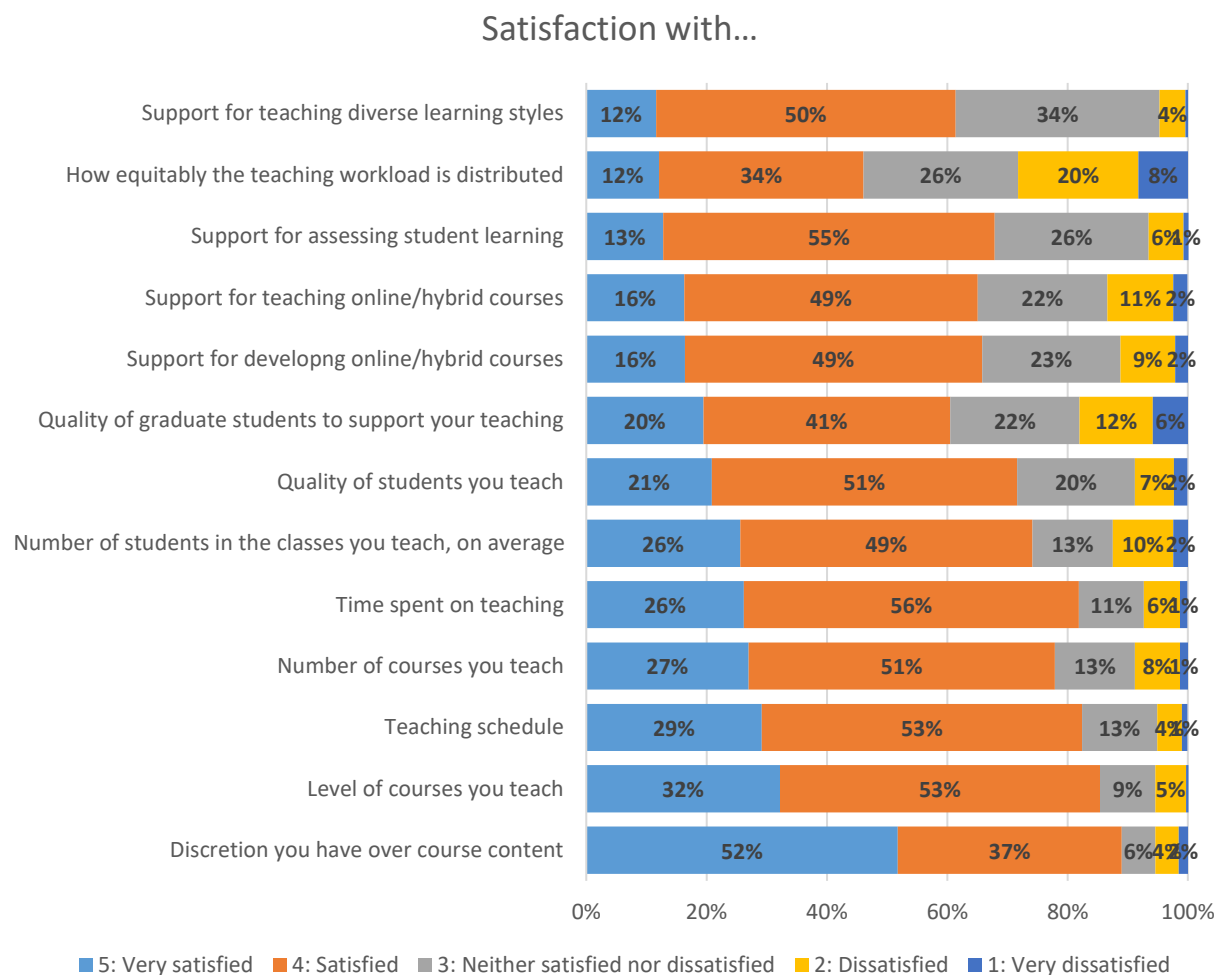


Nature of Work: Research, Service and Teaching Benchmarks

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

Teaching: The *teaching* benchmark received the second most positive average rating of all 25 benchmarks on the survey. NC State average ratings on the 13 specific aspects included in the *teaching* benchmark are similar to those at our COACHE peer institutions, and there are no differences in ratings from the AY20-21 survey compared to those in AY17-18. Faculty overall were most likely to give positive average ratings to “discretion you have over course content” - - one of the most favorably rated items on the survey. Faculty also give especially high ratings to “level of courses you teach,” “teaching schedule,” and “time spent on teaching.” With respect to teaching, faculty give lowest ratings to “how equitability the teaching workload is distributed.”

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

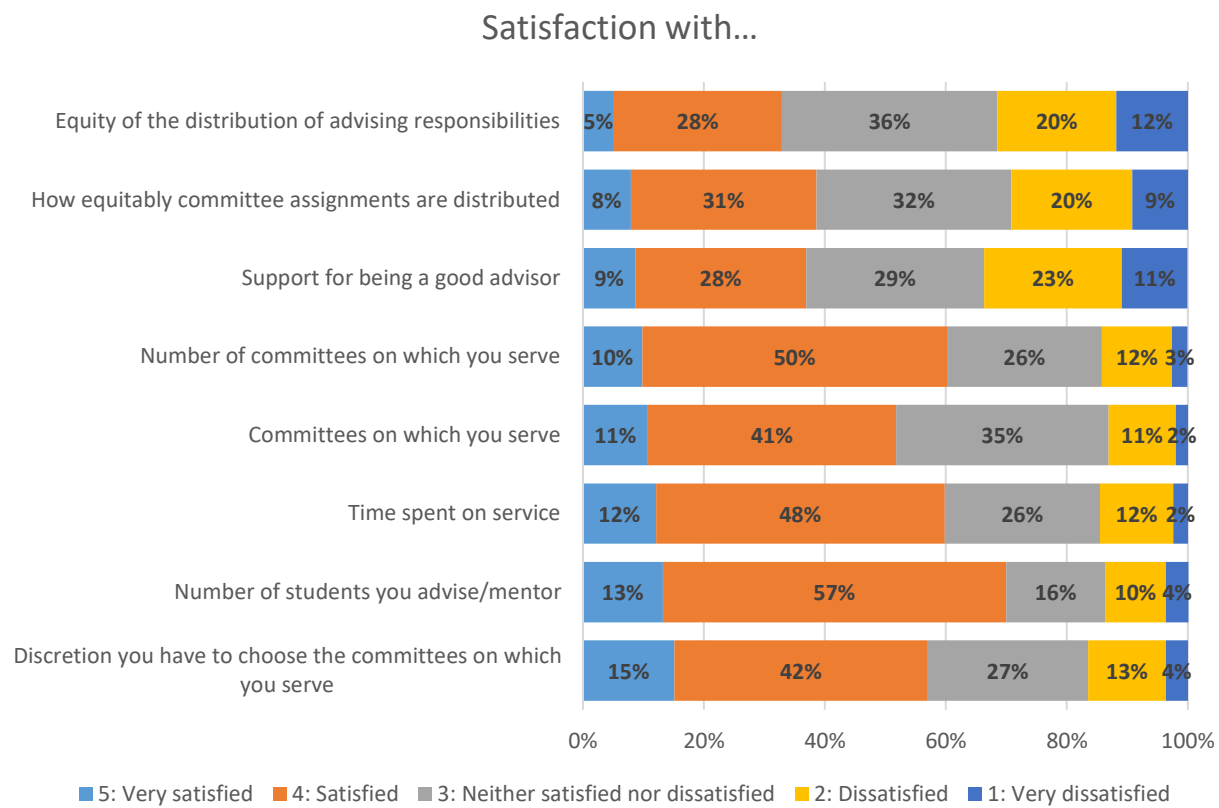


There are relatively few differences between groups in average ratings of items included in the *teaching* benchmark. In the information below, the group listed has a notably higher, or more favorable average rating, than their respective counterpart (i.e., tenure track vs professional track, pre-tenured vs tenured, full vs associate professors, men vs women, white vs underrepresented minority, and white vs Asian faculty).

- “Teaching schedule”
 - Tenured
- “Quality of graduate students to support teaching”
 - URM faculty
- “Support for developing online/hybrid courses”
 - Professional track
- “How equitability the teaching workload is distributed”
 - Pre-tenured
 - Asian faculty

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 the eight aspects of *service* asked about. In addition, there has been no change in the average ratings of faculty overall on various aspects of work related to *service* since the AY17-18 survey. Of the various aspects of *service* asked about, faculty overall give the most positive ratings to “number of student you advisee/mentor,” and the least favorable rating to “support for being a good advisor” and “equity of the distribution of advising responsibilities.” 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.”

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



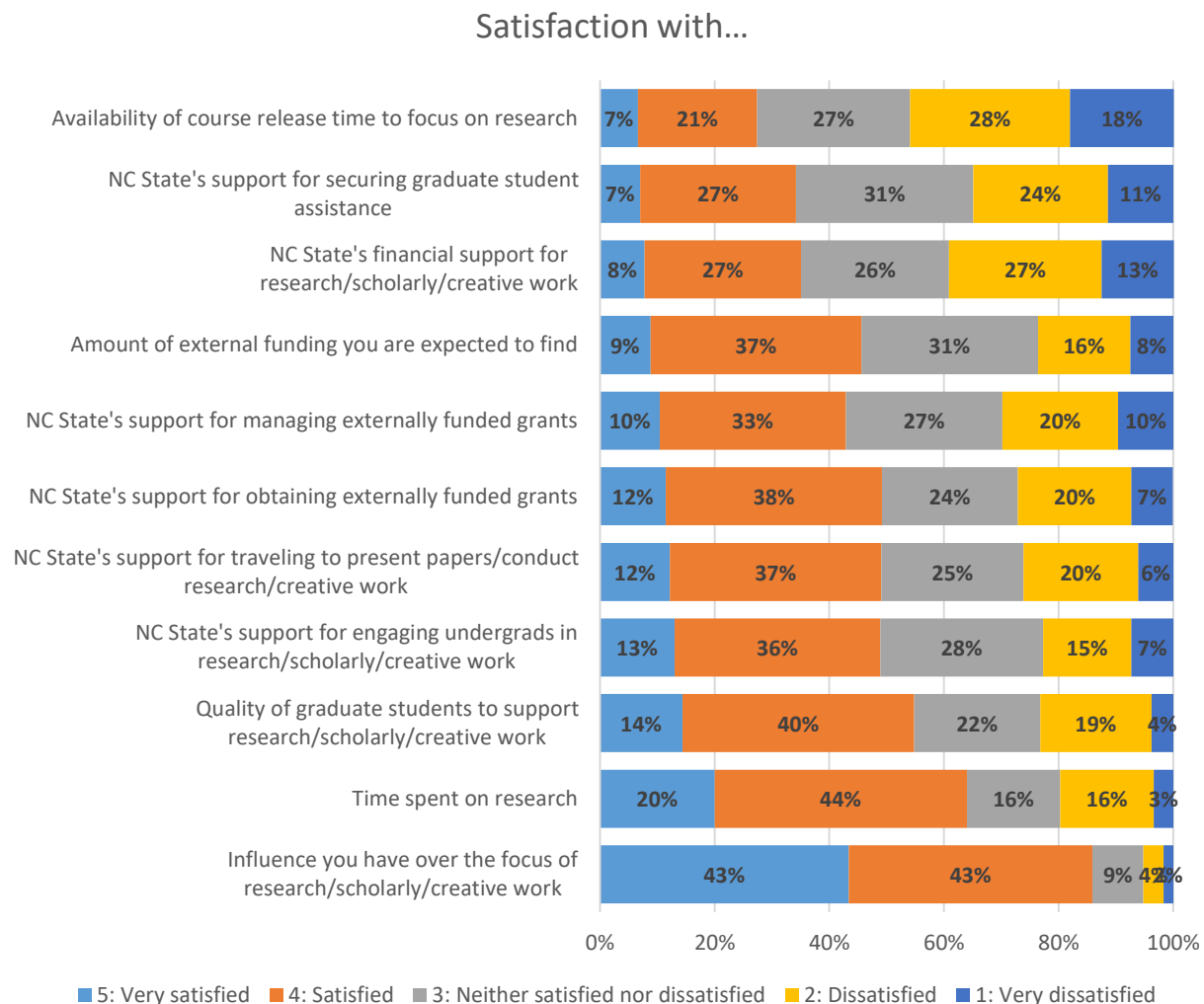
Listed below are the measures included in the *service* benchmark for which there are notable differences between groups in their average ratings. In the information below, the group listed has a notably higher, or more favorable average rating, than their respective counterpart.

- *Nature of work: service* benchmark overall
 - Asian faculty
- “Number of student you advise/mentor”
 - Full professors
 - Men
- “Support for being a good advisor”
 - Professional track
 - Asian faculty
- “How equitably committee assignments are distributed”
 - Men
- “Equity of the distribution of advising responsibilities”
 - Asian faculty

Research: NC State faculty overall give similar average ratings as those at our COACHE peer institutions each of the 11 specific aspects of *research* asked about. There are wide variations in faculty ratings of the various aspect of *research*. On average, NC State faculty are most likely to

be satisfied with their “influence you have over the focus of research/scholarly/creative work” and their “time spent on research,” and less likely to be satisfied with the “availability of course release for time to focus on research,” “support for securing graduate student assistance,” and “financial support for research/scholarly/creative work.” Overall, faculty ratings of the various aspects of research asked about are very similar to those found in the AY17-18 COACHE survey, with no notable differences in ratings for any of the 11 aspects.

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



Listed below are the measures included in the *teaching* benchmark for which there are notable differences between groups in their average ratings. In the information below, the group listed has a notably higher, or more favorable average rating, than their respective counterpart.

- *Nature of work: research* benchmark overall
 - Asian faculty
- “Influence over focus of research/scholarly/creative work”
 - Tenure track

- “Time spent on research”
 - Tenure track
 - Full professors
 - Asian faculty
 - Men
- “Support for engaging undergraduate students in research/scholarly/creative work”
 - Asian faculty
- “Support for traveling to present papers/conduct research/scholarly/creative work”
 - Professional track
 - Asian faculty
- “Support for obtaining externally funded grants”
 - Full professors
 - Asian faculty
- “Support for managing externally funded grants”
 - Professional track
- “Amount of external funding expected to find”
 - Professional track
 - Full professors
 - Asian faculty
- “NC State’s financial support for research/scholarly/creative work”
 - Professional track
 - Pre-tenured
 - Asian faculty
- “Support for securing graduate student assistance”
 - Professional track
 - Asian faculty
- “Availability of course release time to focus on for research”
 - Full professors
 - Asian faculty
 - Men

Nature of Work - Other: Faculty were also asked about their ability to balance the teaching, research, and service expected of them, and their their satisfaction with the amount of time they spend on outreach and on administrative tasks. 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. Well over one-third of faculty overall say they are either “very dissatisfied” (12%) or “dissatisfied” (26%) with the amount of time they spend on administrative tasks - - with 99 percent of those who are dissatisfied indicating they spend “too much” time on such tasks. In addition, as noted above, this is the second most commonly selected aspect 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.

Figure 5a: Nature of Work: Related Items (*NC State faculty overall*)

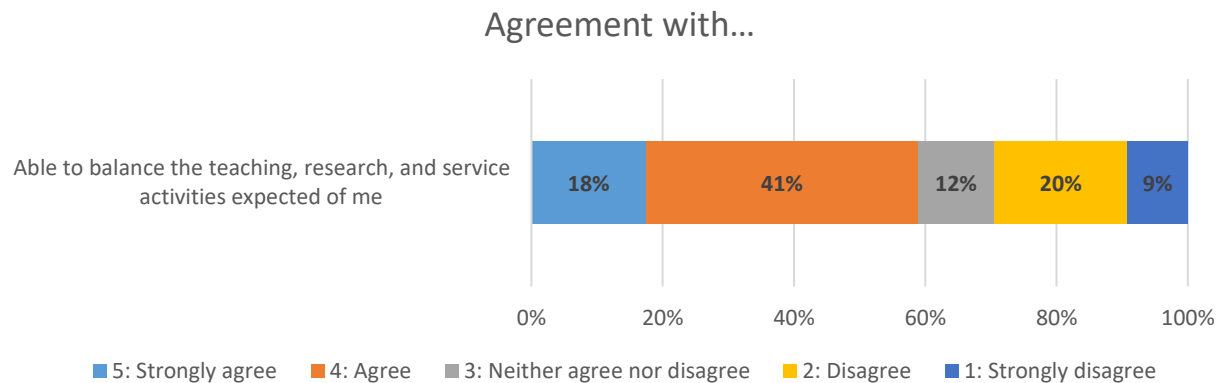
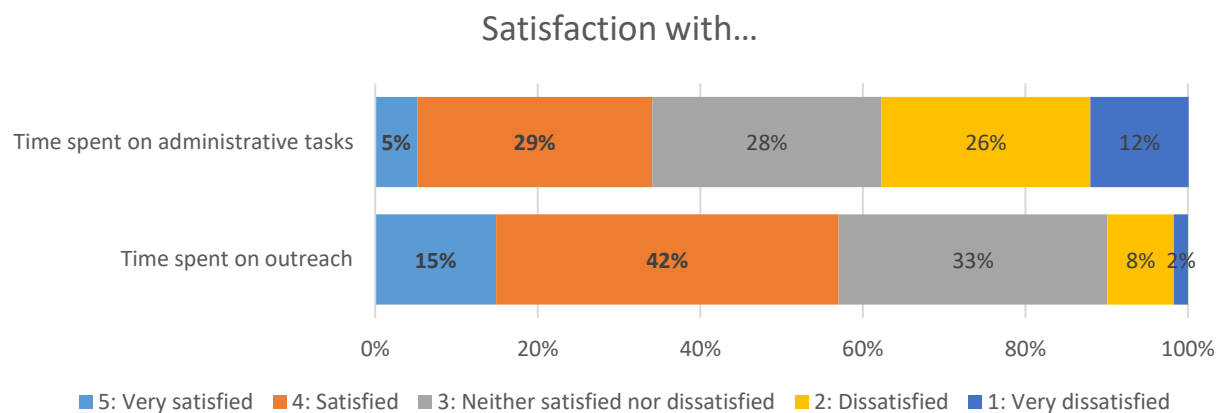


Figure 5b: Nature of Work: Related Items (*NC State faculty overall*)



Listed below are the measures included in the *nature of work - other* benchmark for which there are notable differences between groups in their average ratings. In the information below, the group listed has a notably higher, or more favorable average rating, than their respective counterpart.

- “Ability to balance teaching/research/service”
 - Professional track
 - Full professors
 - Asian faculty
 - Men
- “Time spent on outreach”
 - Full professors
- “Time spent on administrative tasks”
 - Professional track

Department: Collegiality, Engagement, and Quality Benchmarks

NC State faculty, similar to their COACHE peers, give generally positive average ratings to a wide range of areas related to their academic department, with no notable change in ratings compared to the AY17-18 survey. Although 15 percent of faculty overall say they are dissatisfied with their department as a place to work, almost three-fourths say they are satisfied - - one-third of them “very satisfied.” Just over half would strongly recommend their department as a place to work for a candidate of their same rank, with just seven percent saying they would not recommend it.

Collegiality: NC State faculty overall give among the highest average ratings on the survey to the *departmental collegiality* benchmark. In addition, 14 percent of faculty select “support of colleagues” as one of the two *best aspects* of working at NC State. While ratings for each of the items included in this benchmark are consistently high, faculty overall are most likely to agree that “meeting times are compatible with personal needs” and most likely to give unfavorable ratings to “how well you fit in your department.”

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

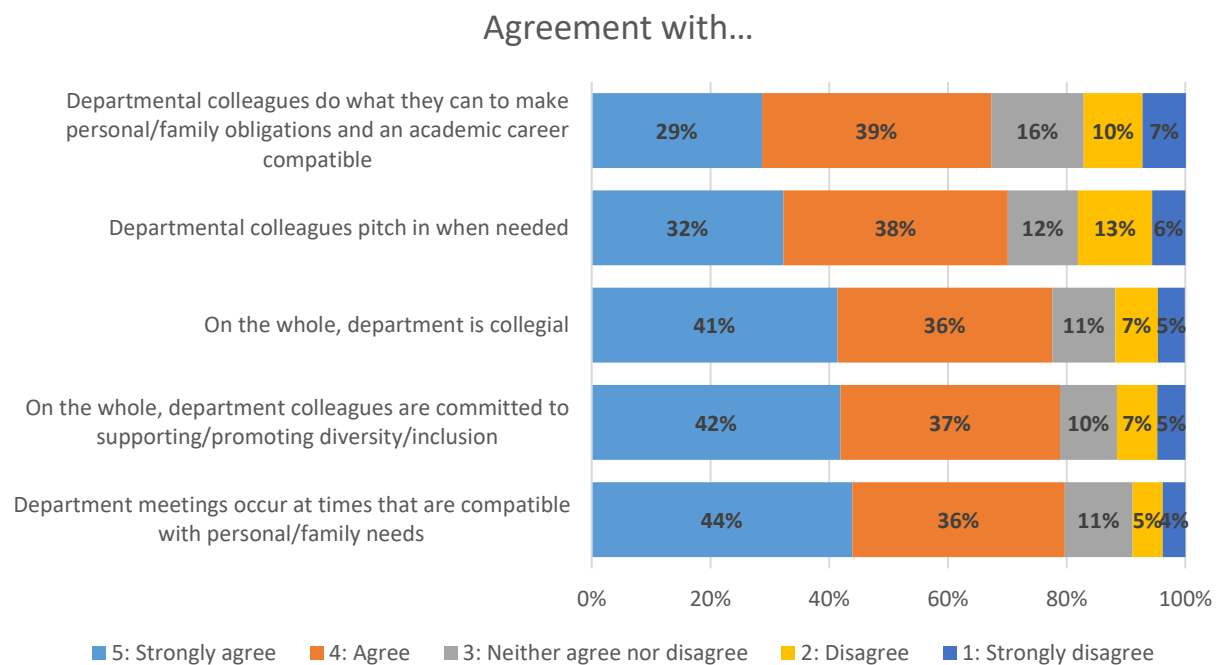
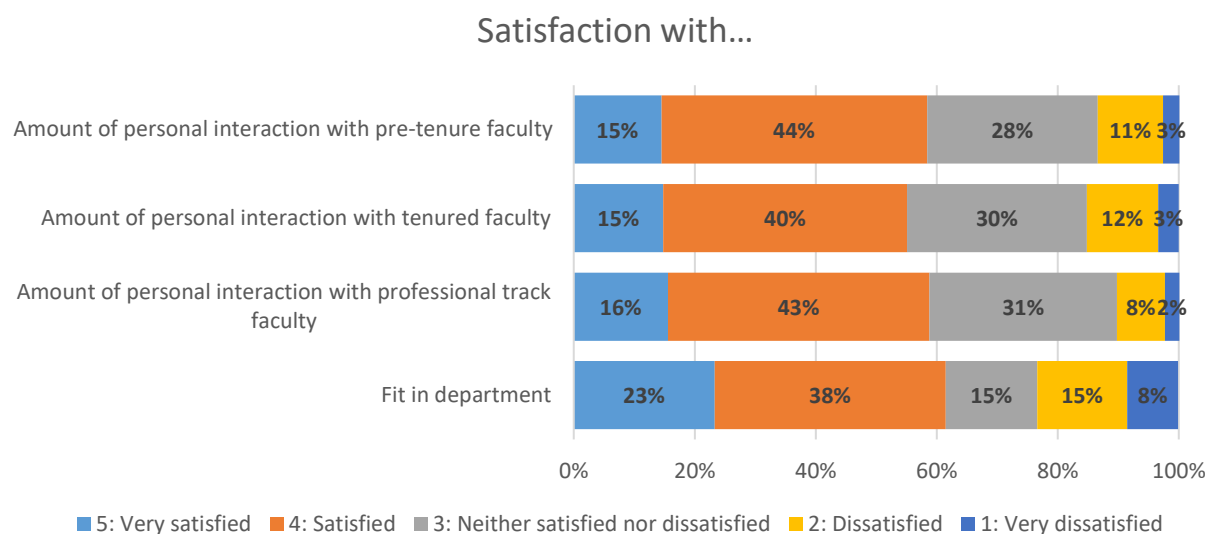


Figure 6b: Department Collegiality; Benchmark Items (*NC State faculty overall*)



Listed below are the measures included in the *collegiality* benchmark for which there are notable differences between groups in their average ratings. In the information below, the group listed has a notably higher, or more favorable average rating, than their respective counterpart.

- *Department collegiality* benchmark overall
 - Asian faculty

- “Department colleagues are committed to supporting/promoting diversity/inclusion”
 - White (vs URM) faculty
 - Men
- “Department is collegial”
 - Asian faculty
- “Department colleagues pitch in when needed”
 - Professional track
 - Asian faculty
- “Department colleagues do what they can to make personal/family obligations and an academic career compatible”
 - Professional track
 - Asian faculty
 - Men
- “Amount of personal interaction with tenured faculty”
 - Tenured

Engagement: NC State faculty overall give favorable ratings to all aspects of departmental *engagement*. Just over one-in-ten faculty cite “opportunities to collaborate with colleagues” as one of the two best aspects of working at NC State. Ratings on the *engagement* measures are similar to those of our COACHE peers, with the exception that NC State faculty overall give more favorable ratings than our peers to “faculty conversations in department about effective use of technology.” Most favorable ratings in the area of *engagement* are given to “amount of professional interaction with pre-tenured faculty” and “... with professional track faculty,” with slightly lower ratings given to “faculty conversations in department about current research methods.”

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

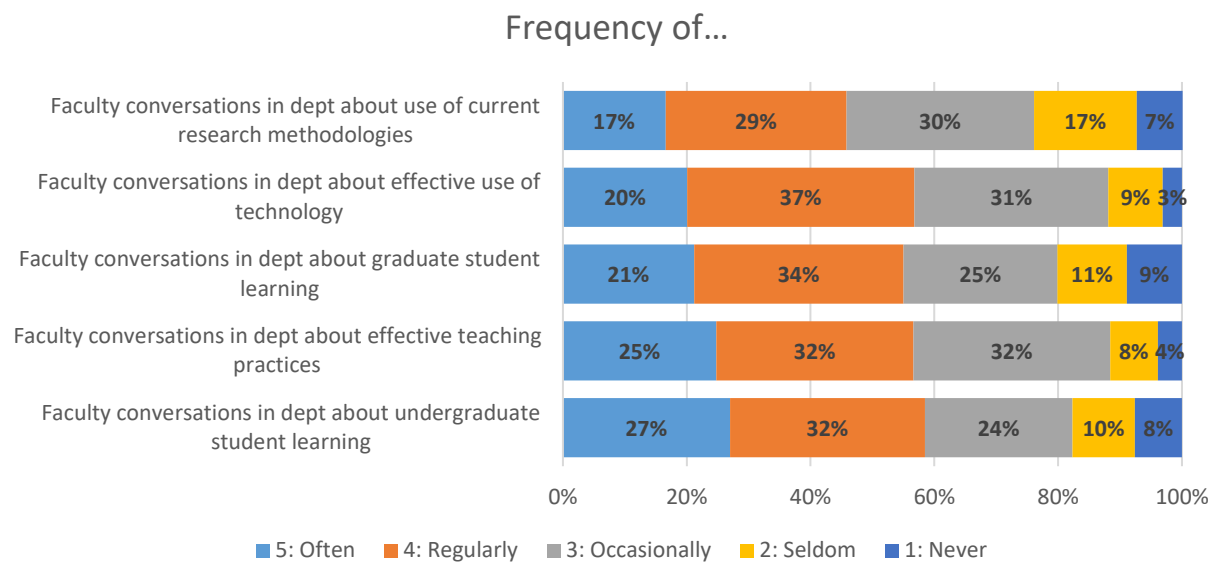
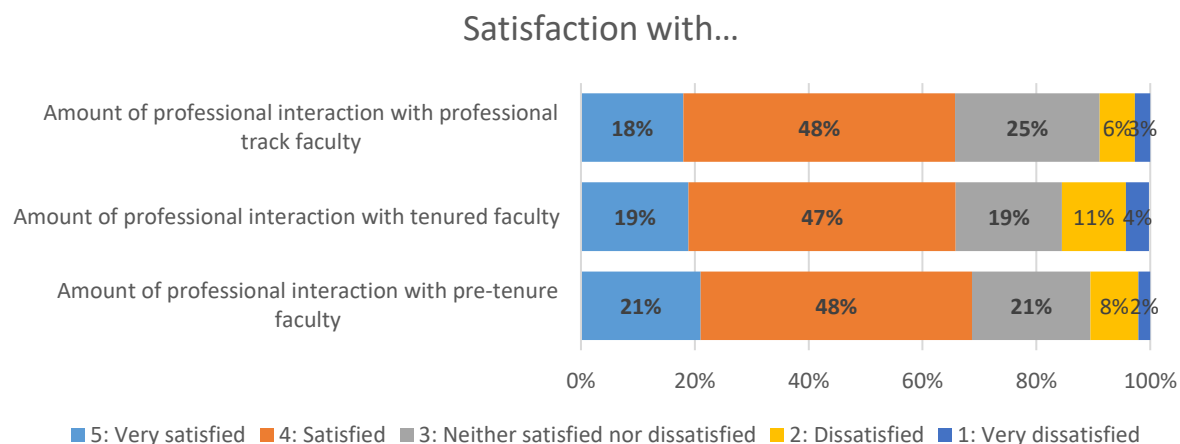


Figure 7b: Department Engagement; Benchmark Items (NC State faculty overall)



Listed below are the measures included in the *engagement* benchmark for which there are notable differences between groups in their average ratings. In the information below, the group listed has a notably higher, or more favorable average rating, than their respective counterpart.

- “Faculty conversations in department about undergraduate student learning”
 - Professional track
 - Associate professors
 - URM faculty
- “Faculty conversations in department about effective teaching practices”
 - Professional track
- “Faculty conversations in department about graduate student learning”
 - Tenure track

- “Faculty conversations in department about effective use of technology”
 - Professional track
- “Faculty conversations in department about current research methods”
 - Tenure track
 - Asian faculty
 - Men
- “Amount of professional interaction with pre-tenured faculty”
 - Tenure track
- “Amount of professional interactions with tenured faculty”
 - Tenure track
 - Tenured
 - Full professors
 - Men

Quality: *Departmental quality* was the fifth most positively rated of the 25 different benchmark measures on the survey. Almost one-third of faculty selected “quality of colleagues” as one of the two best aspects of working at NC State, making it the most commonly selected “best aspect” from the list provided. NC State faculty overall average ratings on this benchmark measure, which has not notably changed since the AY17-18 survey, are similar to those of our COACHE peer institutions. There are, however, notable differences in the ratings of various aspects of departmental quality asked about. Faculty overall give among the most positive ratings on the survey to “intellectual vitality of pre-tenured faculty,” “research/scholarly /creative productivity of pre-tenured faculty,” and “teaching effectiveness of professional track faculty,” but among the lowest ratings to “department is successful at addressing sub-standard tenured faculty performance” and fairly low ratings to “department is successful at faculty retention” (tenured and professional track faculty only).

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

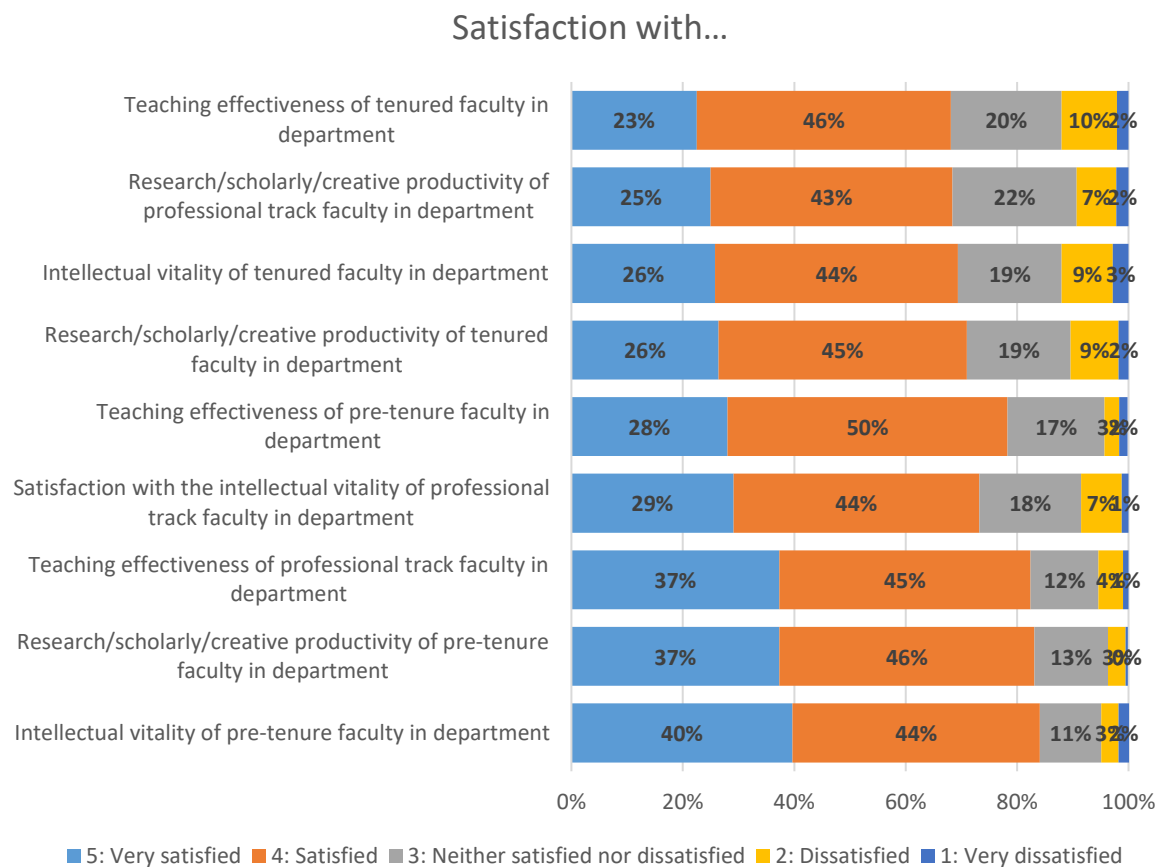
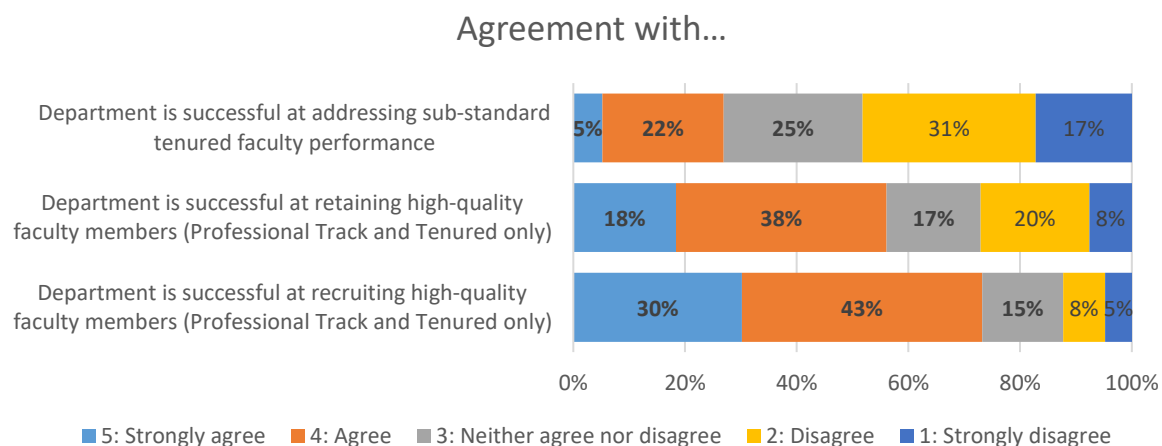


Figure 9: Department Quality: Other (NC State faculty overall)



Listed below are the measures included in the *department quality* benchmark for which there are notable differences between groups in their average ratings. In the information below, the group listed has a notably higher, or more favorable average rating, than their respective counterpart.

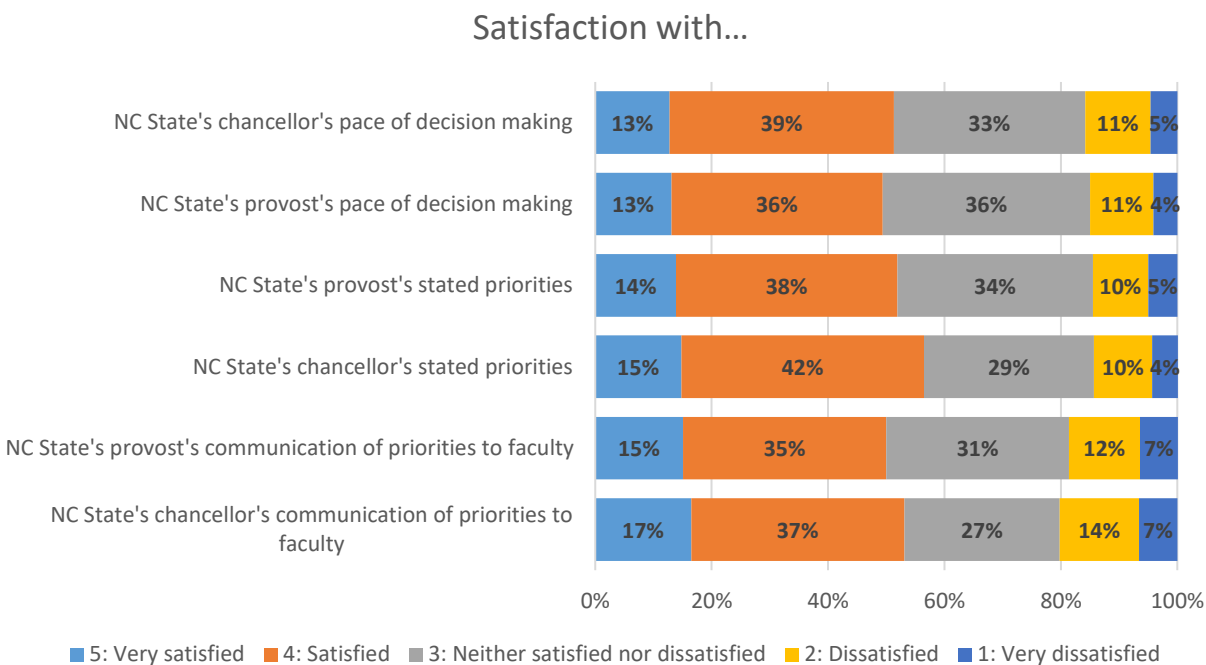
- “Teaching effectiveness of tenured faculty in the department”
 - Tenure track
 - Asian faculty
- “Teaching effectiveness of pre-tenured faculty in the department”
 - Tenure track
- “Teaching effectiveness of professional track faculty in the department”
 - Professional track
- “Intellectual vitality of tenured faculty in the department”
 - White faculty (vs URM)
- “Research/scholarly/creative productivity of professional track faculty in the department”
 - Pre-tenured faculty
 - White (vs URM) faculty
- “Department is successful at addressing sub-standard tenured faculty performance”
 - Tenured faculty
 - Asian faculty

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 ranks seventh of all 25 benchmarks), followed by *senior leadership*, then *divisional leadership*, and lastly *faculty leadership* (which ranks 20th). In open-end comments, about 20 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, eight percent of the faculty selected “quality of leadership,” whereas only two 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.” In addition, average ratings for each of these items related to the leadership of the Chancellor are similar to those given for the leadership of the Provost. While average ratings for NC State faculty overall have not notably changed since the AY17-18 survey, NC State faculty ratings for “Chancellor: stated priorities” and “Chancellor: communication of priorities to faculty” in the current survey are notably more favorable than those of our COACHE peer institutions.

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

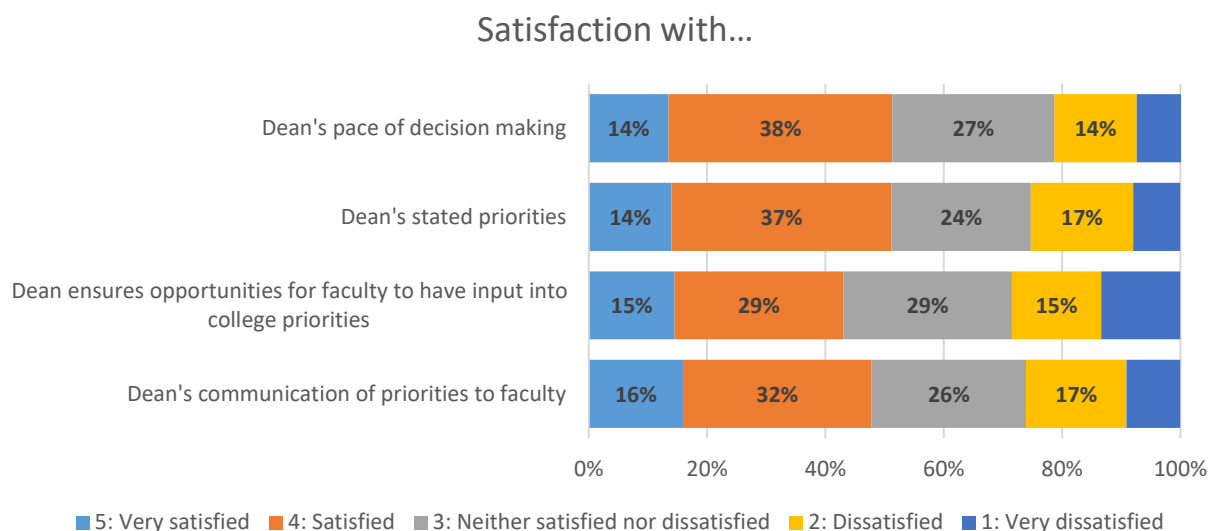


NC State faculty are generally united in offering favorable ratings of *senior leadership*, with few notable differences between groups. Listed below are the measures included in the *senior leadership* benchmark for which there are notable differences between groups in their average ratings.

- Asian faculty members have a higher average rating on the overall benchmark, giving more favorable ratings than white faculty to each of the six *senior leadership* measures.
- “Chancellor’s stated priorities”
 - Full professors
- “Chancellor’s communication of priorities to faculty”
 - Full professors
- “Chancellor’s pace of decision making”
 - Full professors

Divisional Leadership: While overall faculty ratings of *divisional leadership* are high, faculty give their dean slightly lower average ratings for “dean ensures opportunities for faculty to have input into college priorities” 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 AY17-18 survey.

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

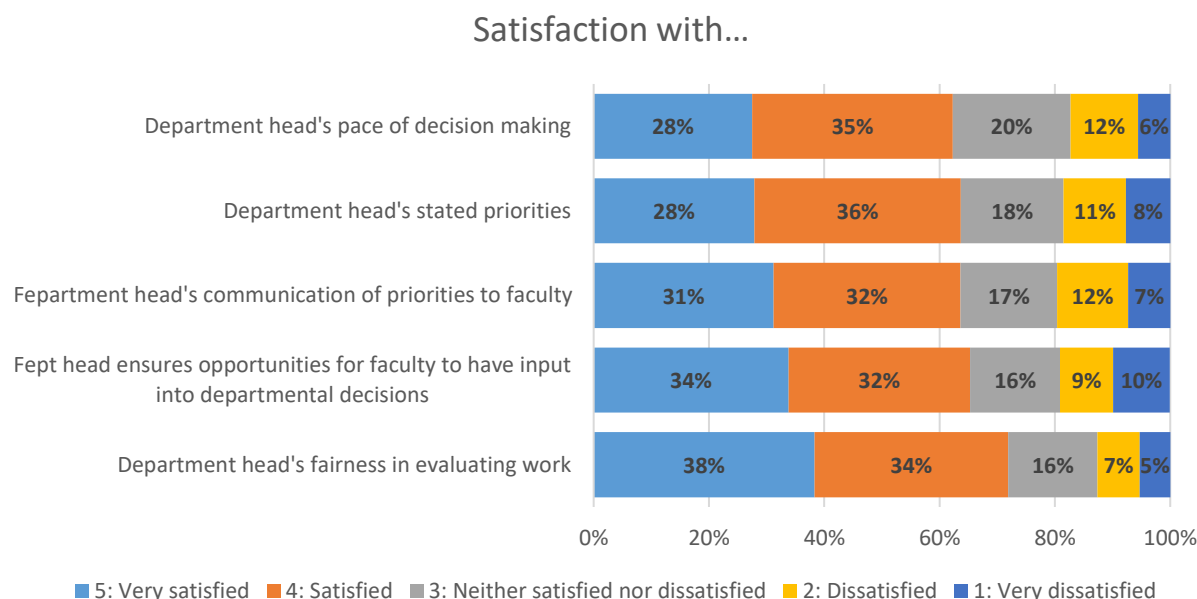


There are differences in ratings for *divisional leadership* on the current survey by tenure status, rank and race/ethnicity, with professional track faculty, pre-tenured faculty, and Asian faculty consistently giving more favorable ratings than their respective counterparts.

- *Divisional leadership* benchmark overall
 - Professional track faculty
 - Pre-tenured faculty
 - Asian faculty
- “Dean’s pace of decision making”
 - Pre-tenured faculty
 - Asian faculty
- “Dean’s stated priorities”
 - Professional track
 - Pre-tenured
 - Asian faculty
- “Dean’s communication of priorities”
 - Professional track
 - Pre-tenured
 - Asian faculty
- “Dean ensures opportunities for faculty to have input into college priorities”
 - Professional track
 - Pre-tenured
 - Asian faculty

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 are not notably different from those at our COACHE peer institutions, nor have they changed since the AY17-18 survey. Of the five specific areas asked about, department heads get the most favorable ratings from faculty overall for “fairness in evaluating work.”

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

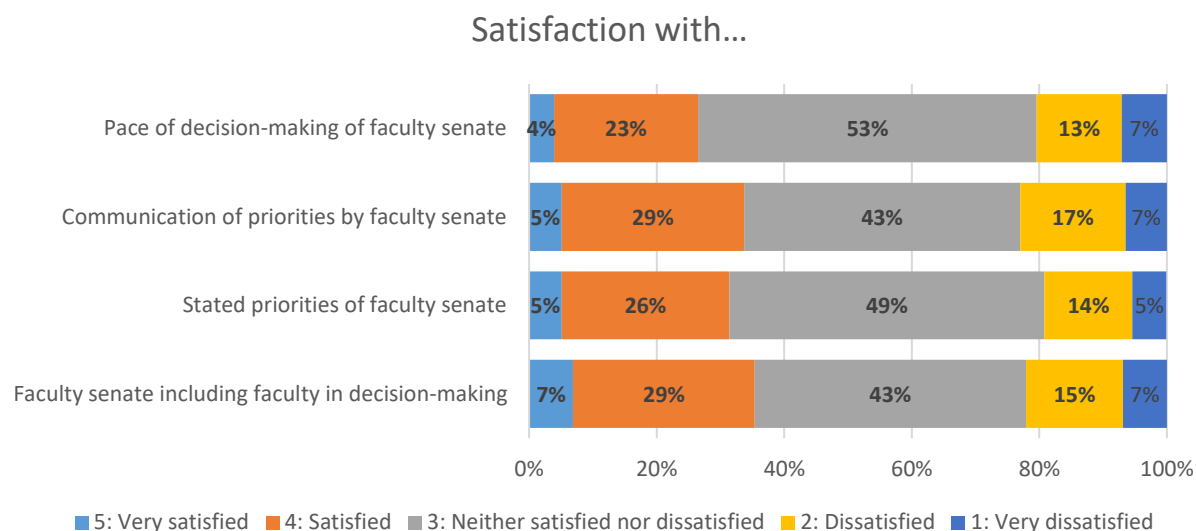


Again, there are notable differences in ratings between some groups of faculty, with pre-tenured faculty and Asian faculty consistently giving higher ratings than their respective counterparts.

- *Departmental leadership* benchmark overall
 - Pre-tenured faculty
 - Asian faculty
- “Head’s pace of decision making”
 - Pre-tenured faculty
 - Asian faculty
- “Head’s stated priorities”
 - Pre-tenured faculty
 - Asian faculty
- “Head’s communication of priorities”
 - Professional track faculty
 - Pre-tenured faculty
 - Asian faculty
- “Head ensures opportunities for faculty to have input into departmental processes”
 - Pre-tenured faculty
- “Head’s fairness in evaluating work”
 - Pre-tenured faculty

Faculty Senate Leadership: The *faculty senate 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.

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



Different groups give consistently similar ratings with one exception:

- Asian faculty give more favorable ratings than white faculty to the overall benchmark of *faculty leadership*, including for each of the four items related to it: “faculty senate including faculty in decision-making,” and “pace of decision making,” stated priorities,” and “communication of priorities” of faculty senate.

Institutional Leadership: The survey included five additional items related to *institutional leadership* that were not in any of the leadership benchmark measures: “there is visible leadership for the support/promotion of diversity on campus,” “NC State’s priorities are stated consistently across all levels of leadership,” “NC State’s priorities are acted on consistently across all levels of leadership,” “in the past five years, NC State’s priorities have changed priorities have changed in ways that negatively affect my work,” and “dean/division head supports adaptation to the changing mission.” These items asked faculty to think about “all levels of leadership,” or the institution as a whole. Average ratings on these items are similar to those at our COACHE peer institutions and to those found in the AY17-18 COACHE survey. The most favorable rating for faculty overall on these four items is given to there being “there is visible leadership at NC State for the support/promotion of diversity on campus” - - one of the highest rated items on the survey.

Figure 14a: Institutional Leadership Items (NC State faculty overall)

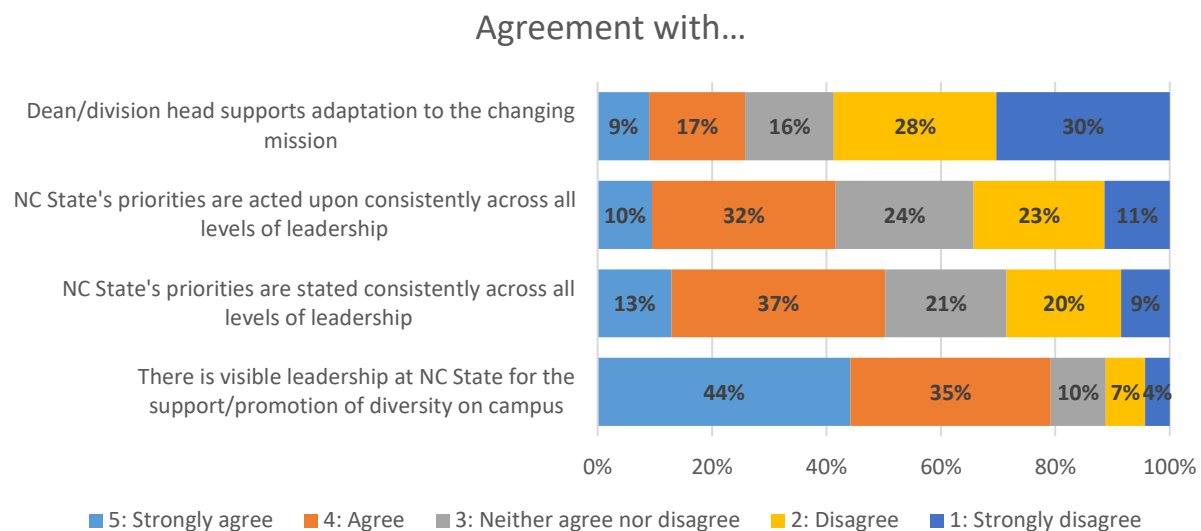
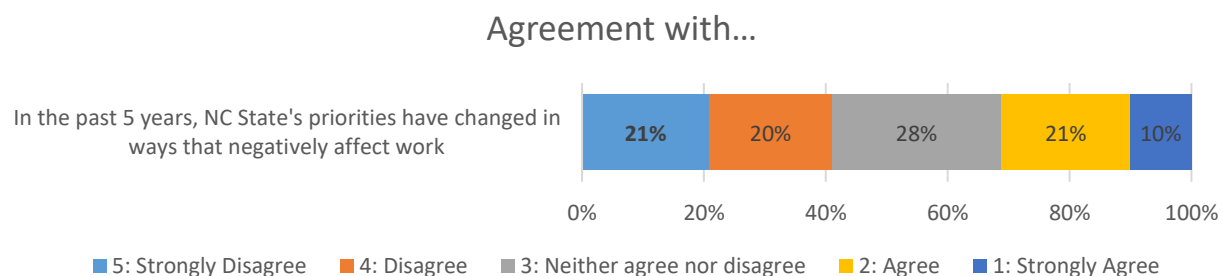


Figure 14b: Institutional Leadership Items (NC State faculty overall)



There are a few notable differences between groups of faculty in their average ratings for the individual items related to institutional leadership. The items and the groups with the more favorable rating, relative to their respective counterpart are:

- “NC State’s priorities are stated consistently across all levels of leadership”
 - Pre-tenured faculty
 - Asian faculty
- “NC State’s priorities are acted upon consistently across all levels of leadership”
 - Full professors
 - Whites (vs URM)
 - Asian faculty
- “There is visible leadership at NC State for the support/promotion of diversity on campus”
 - Whites (vs URM)
- “In the past five years, NC States priorities have changed in ways that negatively affect my work”³
 - Professional track faculty

³ To clarify, professional track and pre-tenured faculty are less likely than their respective counterparts (i.e., tenure track and tenured faculty) to believe that changing priorities have negatively impacted their work.

- Pre-tenured faculty

Clarity of Tenure Policies and Expectations Benchmarks (NC State pre-tenured faculty only)

Policies: NC State pre-tenured faculty give favorable ratings to each of the seven aspects of the clarity of *tenure policies* asked about. Ratings for clarity of “departmental tenure standards” and “received consistent messages from tenured faculty about the requirements for tenure,” however, were notably lower than the other aspects of *tenure policies* asked about. While there are no notable differences in ratings compared to those of our COACHE peers, NC State pre-tenured faculty in the AY20-21 survey gave lower average ratings to “dean ensures opportunities for faculty to have input into college priorities” and to clarity of “the body of evidence for deciding tenure” than was found in the AY17-18 survey.

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

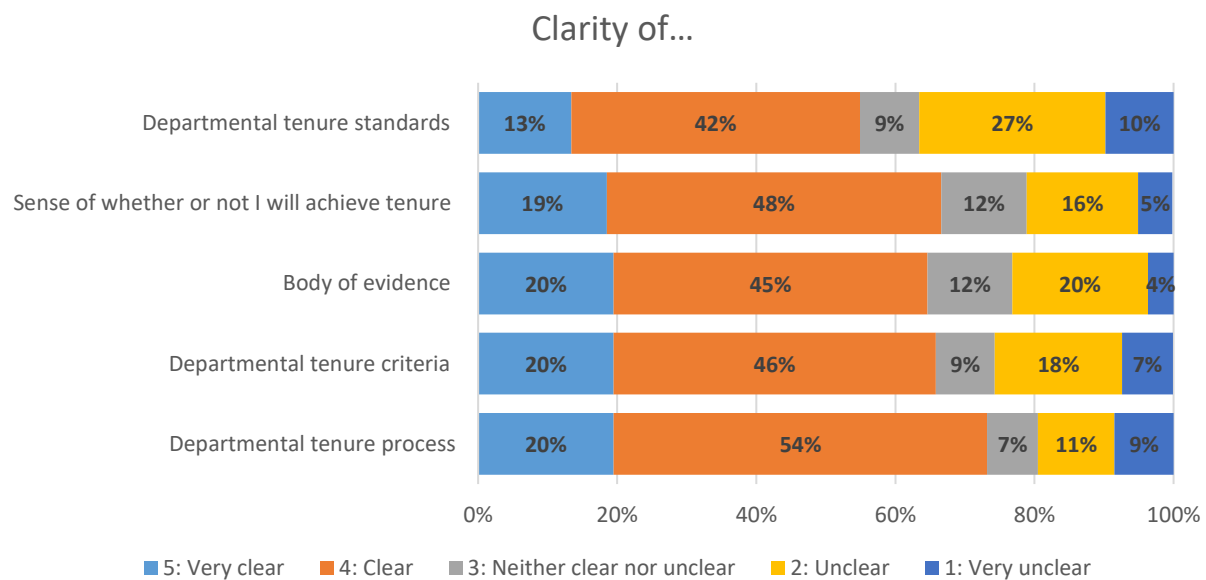
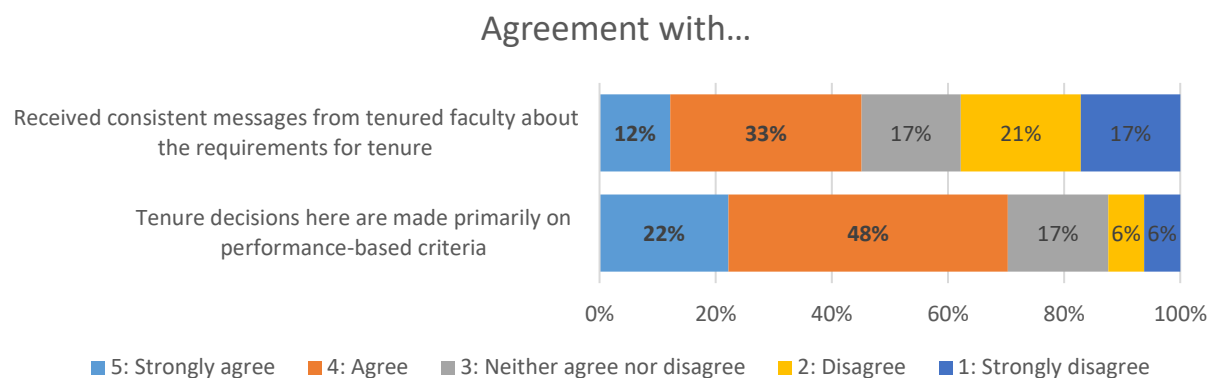


Figure 15b: Tenure Policies; Benchmark Items (NC State pre-tenured faculty only)

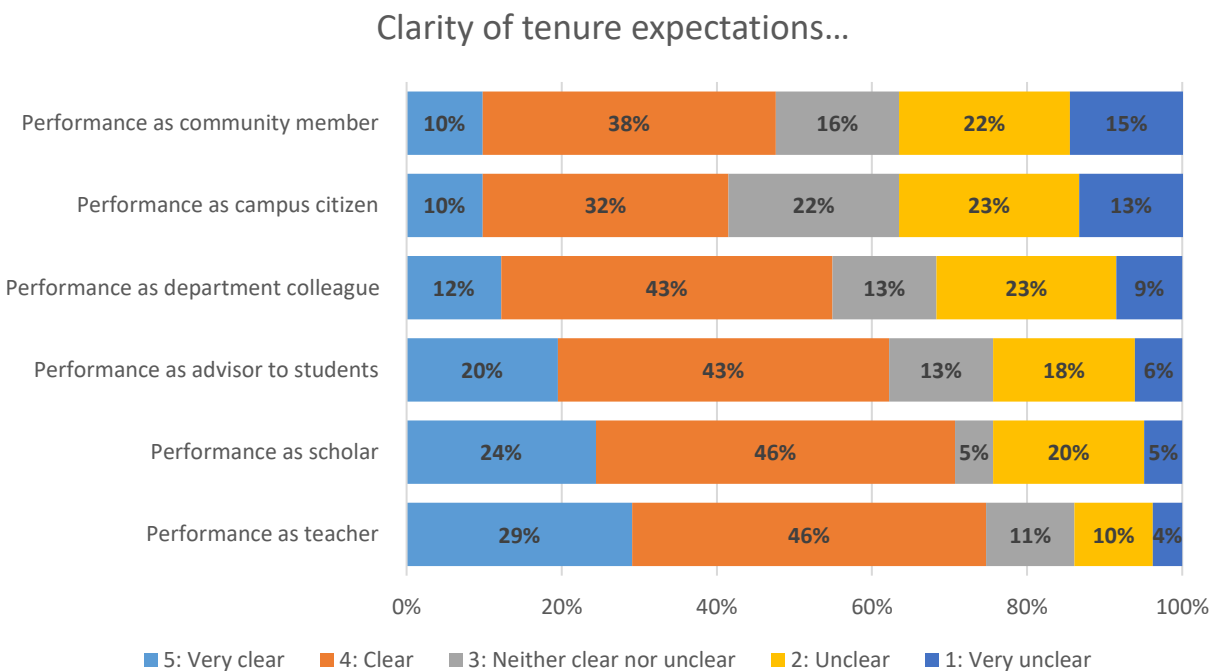


There are notable differences by gender and race/ethnicity among pre-tenured faculty in their ratings of the various aspects of tenure policies. Those with the more favorable ratings are listed below.

- *Clarity of tenure policies* benchmark overall
 - Asian faculty
 - Men
- “Clarity of departmental tenure process”
 - White (vs URM)
 - Asian faculty
 - Men
- “Clarity of departmental tenure criteria”
 - Asian faculty
- “Clarity of body of evidence for achieving tenure”
 - Asian faculty
- “Clarity of sense of whether I will achieve tenure”
 - Men
- “Clarity of departmental tenure standards”
 - White (vs URM) faculty
 - Asians faculty
- “Received consistent messages from tenured faculty about the requirements for tenure”
 - Asian faculty
 - Men
- “Tenure decisions are made primarily on performance-based criteria”
 - White (vs URM) faculty
 - Asian faculty
 - Men

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 for “performance as a teacher” was one of the highest rated items on the survey, clarity of expectations for “performance as a community member” and “...as a campus citizen” got notably lower ratings. Just over 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 (21%). Average ratings for clarity of expectations “for performance as a scholar” have notably declined since the AY17-18 COACHE survey. However, there are no notable differences in the ratings of NC State pre-tenured faculty in the current survey compared to those at our COACHE peer institutions.

Figure 16: Tenure Expectations; Benchmark Items (*NC State pre-tenured faculty only*)



Similar to the tenure policies benchmark, there are also notable gender and racial/ethnic differences in rating for items in the *tenure expectations* benchmark. The items and group(s) giving the more favorable rating are listed below.

- *Clarity of tenure expectations* benchmark overall
 - Asian faculty
 - *Note: Asian faculty give more favorable ratings than whites to each of the six items included in this benchmark*
 - Men
- Clarity of expectations of “performance as an advisor”
 - Men
- “... as a colleague”
 - White (vs URM) faculty
 - Men
- “... as a campus citizen”
 - White (vs URM) faculty
 - Men
- “... as a member of the broader community”
 - White (vs URM) faculty
 - Men

Promotion to Full Professor Benchmark (*Tenured faculty only*):

Promotion to full professor was the most favorably rated of the 25 benchmarks on the survey. Average ratings by tenured NC State faculty, however, are similar to those at our COACHE peer institutions, and have not notably changed since the AY17-18 survey. NC State tenured faculty

give among the highest ratings on the survey to clarity of the “departmental promotion process,” “generally, the expectations for promotion from associate to full professor are reasonable,” and “the department culture encourages associate professors to work towards promotion to full professorship.” While well over half of associate professors said they had either already submitted their materials for promotion or that they would do so within five years, less than half said they had received formal feedback on being promoted to full professor.

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

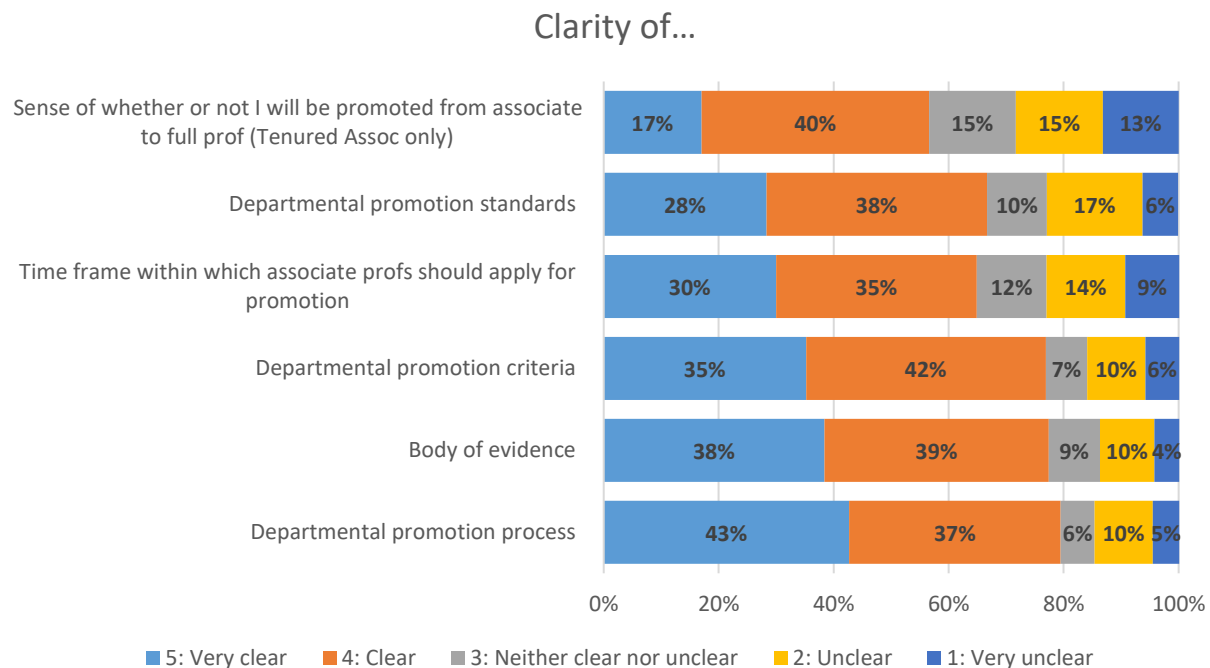
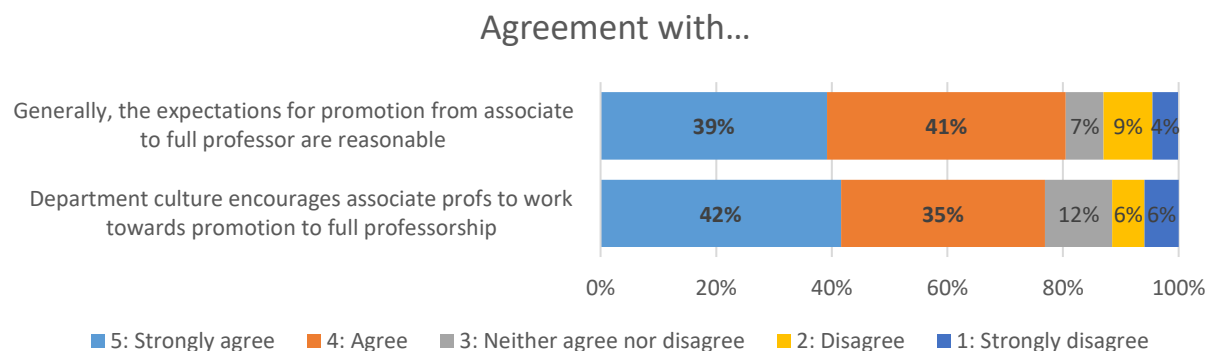


Figure 17b: Promotion to Full Professor; Benchmark Items (NC State tenured faculty only)



Ratings for the items included in the promotion to full benchmark vary notably between groups. The items, and the group giving the relatively more favorable rating, are listed below.

- *Promotion to full* benchmark overall
 - Full professors

- Note: Full professors give notably more favorable ratings than associate professors to each of the seven relevant items included in the benchmark⁴
 - White (vs URM) faculty
- Clarity of “departmental promotion process”
 - White (vs URM) faculty
- “.. body of evidence”
 - White (vs URM) faculty
- “... promotion criteria”
 - White (vs URM) faculty
- “Time frame within which associate professors should apply for promotion”
 - White (vs URM) faculty
 - Asian faculty
- “...promotion standards”
 - White (vs URM) faculty
- “Sense of clarity of whether I will be promoted from associate to full” (tenured associate only)
 - White (vs both URM and Asian) faculty
- “Department culture encourages associate professors to work towards promotion to full professorship”
 - White (vs URM) faculty
 - Men

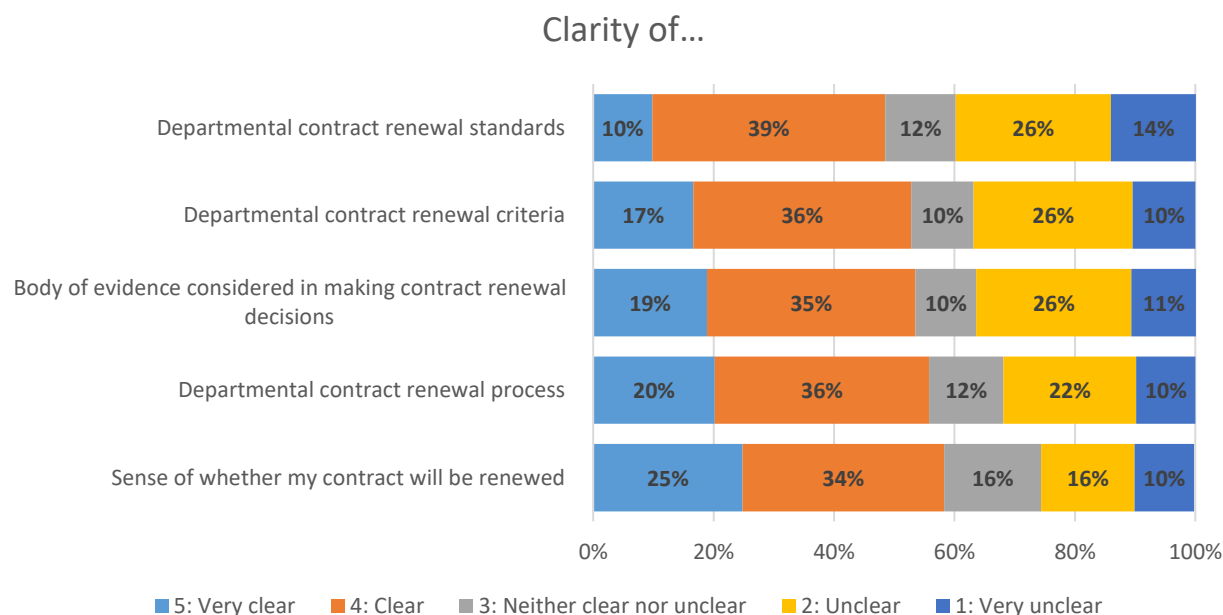
Contract Renewal and Promotion of Professional Track Faculty (Professional track faculty only)

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 in this area were given to the clarity of “sense of whether my contract will be renewed” and lowest ratings to clarity of “departmental contract renewal standards.” Ratings from professional track faculty on measures related to contract renewal have not changed since the AY17-18 survey.

⁴ The eight item in this benchmark, “Sense of clarity of whether I will be promoted from associate to full,” was not asked of full professors.

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

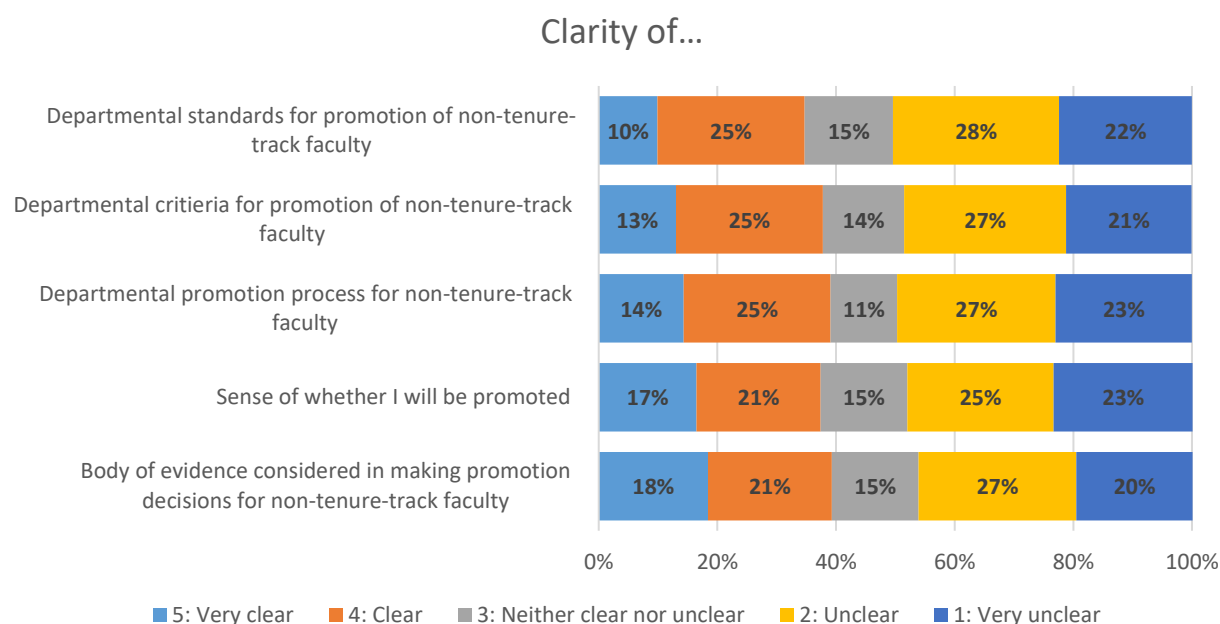


Professional track faculty ratings of the contract renewal process vary by gender and race/ethnicity. Those items where notably different ratings exist, and the group with the more favorable rating, are listed below.

- Clarity of “departmental contract renewal process”
 - URM faculty
 - Asian faculty
- “... contract renewal criteria”
 - URM faculty
 - Men
- “... contract renewal standards”
 - Asian faculty
 - Men
- “Body of evidence considered in making contract renewal decisions”
 - Men

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 overall give among the lowest average ratings on the survey for the items in this area, with about half of the professional track faculty indicating each of the promotion processes asked about are “unclear” or “very unclear.” There is little difference in ratings between items, and no notable change in ratings compared to the AY17-18 survey.

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



There are relatively few differences between different groups of professional track faculty with respect to the clarity of the promotion process. Those items where there are differences, and the group with the more favorable rating, are listed below.

- Clarity of “department promotion process”
 - Asian faculty
 - Men
- “... criteria for promotion”
 - Asian faculty
- “... body of evidence considered in making promotion decisions”
 - Asian faculty
- “Sense of whether I will be promoted”
 - Asian faculty

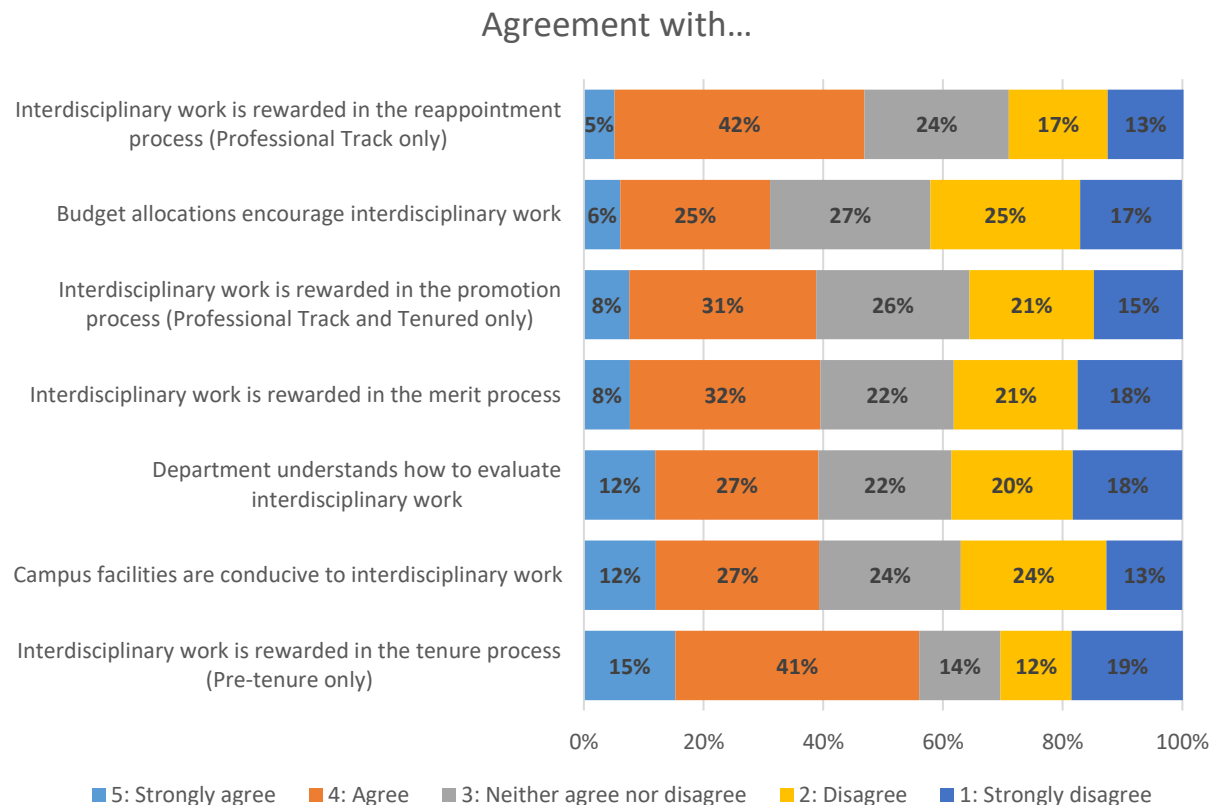
Interdisciplinary Work, Collaboration, and Mentoring Benchmarks

Faculty overall give among the highest ratings on the survey to the *collaboration* benchmark, while the average rating for the *interdisciplinary work* benchmark was the third lowest of the 25 benchmarks.

Interdisciplinary Work: When asked their level of interest in engaging in interdisciplinary work, 30 percent of NC State faculty overall say they are “extremely interested” and another 32 percent say they are “very interested.” However, compared to other benchmarks included on the survey, NC State faculty overall give relatively low ratings to items related *interdisciplinary work*, with lowest average ratings going to “budget allocations encourage interdisciplinary work.” The ratings on the *interdisciplinary work* benchmark, which have not changed since the

AY17-18 survey, are similar to those at our COACHE peer institutions, with the exception that NC State pre-tenured faculty are more likely than those at peer institutions to agree that “interdisciplinary work is rewarded in the tenure process.”

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



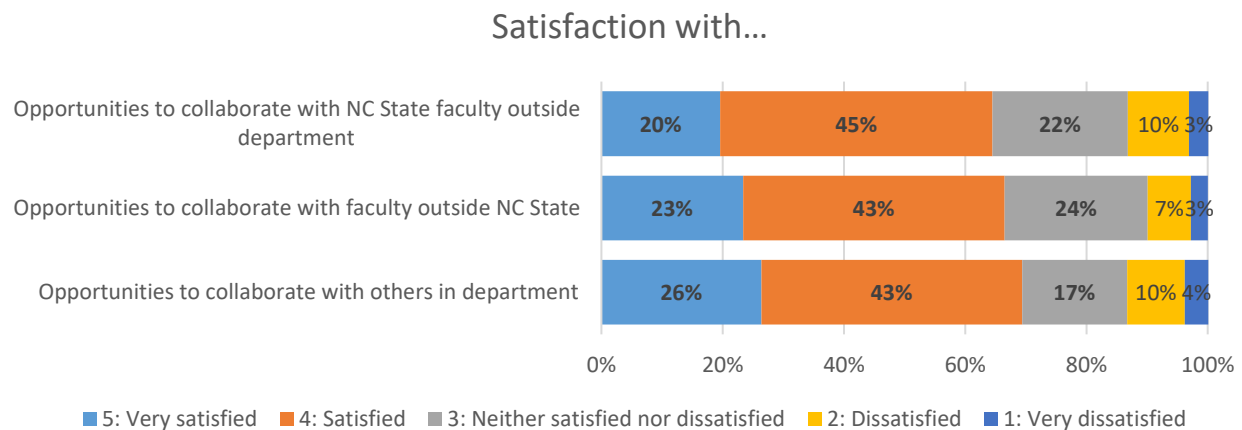
Groups giving a relatively more favorable rating to the individual items included in the *interdisciplinary work* benchmark are listed below.

- *Interdisciplinary work* benchmark overall
 - Asian faculty
- “Interdisciplinary work is rewarded in the tenure process” (pre-tenure only)
 - Asian faculty
- “Campus facilities are conducive to interdisciplinary work”
 - Professional track
 - Asian faculty
 - URM faculty
- “Department understands how to evaluate interdisciplinary work”
 - Asian faculty
- “Interdisciplinary work is rewarded in the merit process”
 - Pre-tenured
 - Asian faculty
- “Budget allocations encourage interdisciplinary work”
 - Pre-tenured

- Asian faculty
- Men

Collaboration: The *collaboration* benchmark was the sixth most favorably rated of the 25 benchmarks on the survey. Faculty overall give relatively high average ratings on the survey to each of the three measures included in this benchmark: 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.

Figure 21: Collaboration; Benchmark Items (NC State faculty overall)



There are just a few notable differences between groups in their ratings of the various measures of collaboration. Those items, and the groups giving the more favorable rating, are listed below.

- “Opportunities to collaborate with others in the department”
 - Full professors
- “Opportunities to collaborate with NC State faculty outside the department”
 - Tenure track
 - Full professors
- “Opportunities to collaborate with faculty outside NC State”
 - Tenure track

Mentoring: Over half of faculty believe it is “very important” to have a mentor in the department, with another one-third saying it is “important.” Almost three-fourths of the tenured and professional track faculty indicate that they have served as a mentor in some capacity while working at NC State. NC State faculty evaluations of various aspects of mentoring, however, which are similar to our COACHE peers and have not changed notably over time, vary widely. While faculty give among the highest ratings on the survey to “being a mentor is/has been fulfilling in role as a faculty member (tenured and professional track only),” some of the lowest ratings of all measures on the survey are given to “NC State provides adequate support for faculty to be good mentors” (tenured and professional track faculty only),

and to effective “mentoring of associate professors in my department” (tenured faculty only), and “mentoring of professional track faculty in my department” (professional track faculty only).”

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

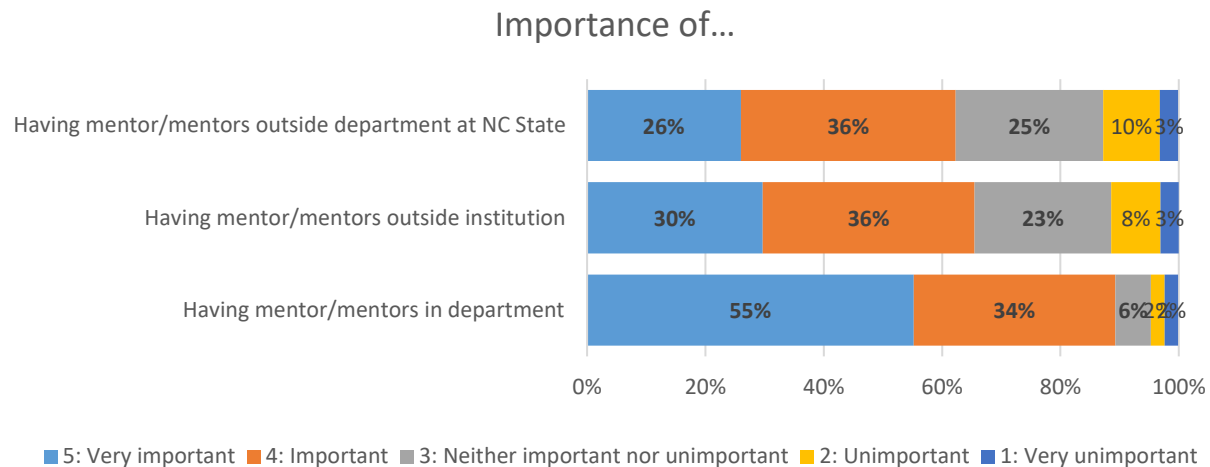


Figure 22b: Mentoring; Benchmark Items (NC State faculty overall)

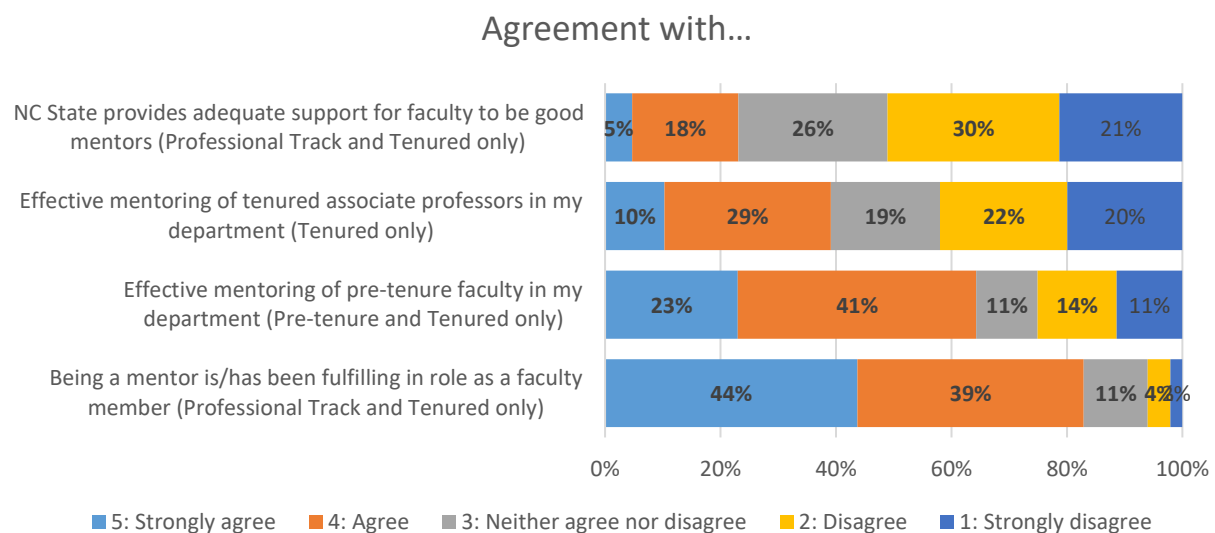
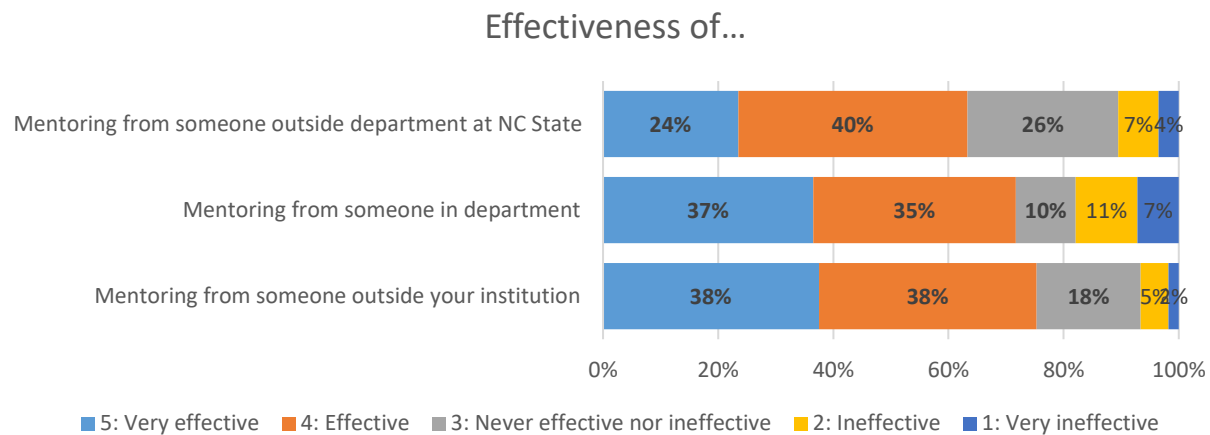


Figure 22c: Mentoring; Benchmark Items (NC State faculty overall)



Groups giving notably more favorable ratings than their respective counterparts to items in the mentoring benchmark are listed below.

- *Mentoring* benchmark overall
 - Full professors
 - Asian faculty
- Effectiveness of mentoring “from someone within the department”
 - Professional track
 - Asian faculty
- “... from someone outside of the department”
 - Full professors
- “... from someone outside the institution”
 - Tenure track
 - Pre-tenure
- “... of pre-tenured faculty in the department” (tenure track only)
 - Tenured
 - Full
 - White (vs URM) faculty
 - Asian faculty
- “... of tenured associate professors” (tenured only)
 - Full professors
 - White faculty
 - Men
- “... of professional track faculty” (professional track only)
 - URM faculty
 - Asian faculty
 - Men
- “NC State provides adequate support for faculty to be good mentors” (professional track and tenured only)
 - Full professors

- Asian faculty
- Men

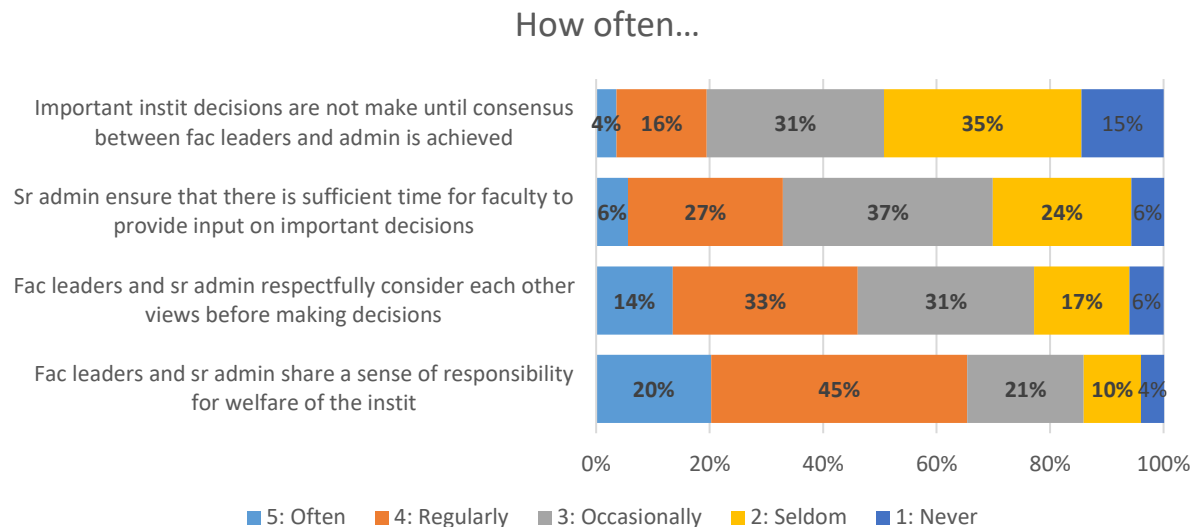
Shared Governance: Shared Sense of Purpose, Trust, Understanding the Issue at Hand, Adaptability, and Productivity Benchmarks

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 each of the shared governance 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”), *trust* (e.g., “Faculty and administration have an open system of communication”), and *shared sense of purpose* (e.g., “Faculty and administration respectfully consider the other’s view”) ranked in the bottom eight of the 25 benchmark areas included on the survey.

NC State faculty ratings for measures related to shared governance have not changed since the AY17-18 survey, and do not notably differ from those of our COACHE peer group on any measure. In addition, there are no notable differences in average ratings between URM and white faculty for any of the 19 total measures included in the shared governance benchmarks, and for only one of the measures is there a notable difference in ratings between full and associate professors, or between women and men. Full professors give higher ratings than associates, and men higher than women to “I understand how to voice opinions about policies.”

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 consensus between faculty and administration is achieved” - - the fourth lowest rated item on the survey.

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



There are a few notable differences between groups in their ratings of the items included in the *shared sense of purpose* benchmark. Those given relatively more favorable ratings are:

- *Shared sense of purpose* benchmark overall
 - Pre-tenured
 - Asian faculty
- Important decisions are not made until consensus between faculty leaders and administration is achieved
 - Pre-tenured
 - Asian faculty
- Faculty leaders and senior administration respectfully consider each others views before making decisions
 - Asian faculty
- Faculty leaders and senior administration share a sense of responsibility for the welfare of the institution
 - Professional track
 - Asian faculty

Trust: The shared governance *trust* benchmark had the fifth lowest average rating of the 25 benchmarks on the survey. Of the five specific items included in this benchmark, NC State faculty overall give lowest average ratings to “I understand the process for expressing opinions about institutional policies,” and highest ratings to “faculty leaders and senior administration follow agreed-upon rules of engagement when there are disagreements” and “faculty leaders and senior administration discuss difficult issues in good faith.”

Figure 24a: Shared Governance: Trust; Benchmark Items (NC State faculty overall)

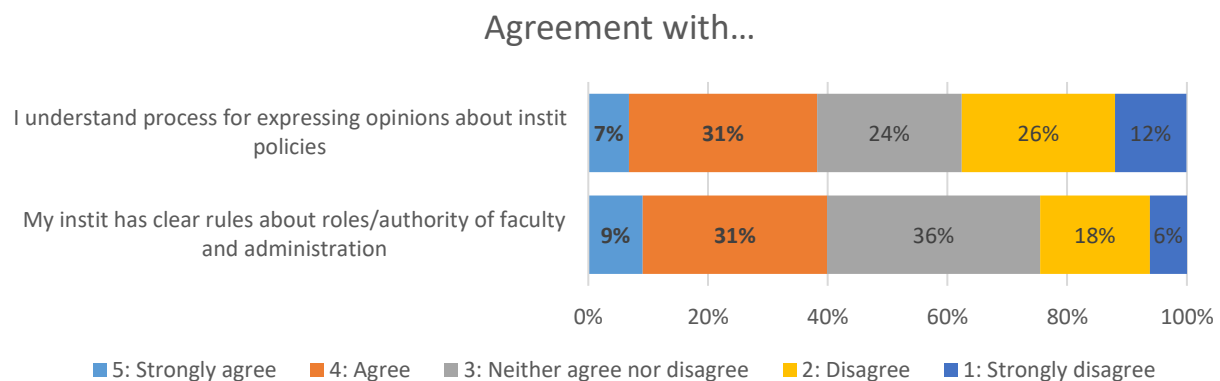
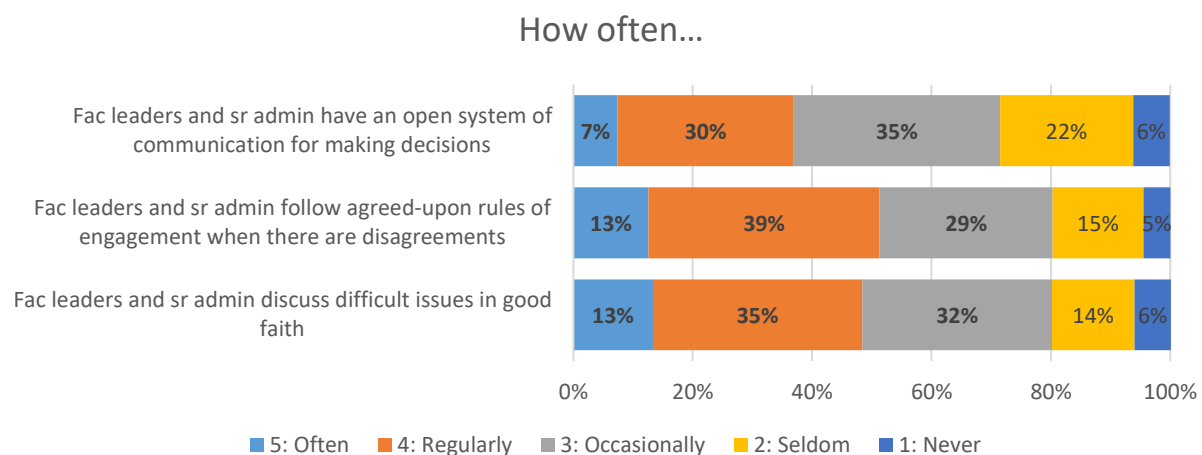


Figure 24b: Shared Governance: Trust; Benchmark Items (NC State faculty overall)



Those items in the *trust* benchmark for which certain groups give more favorable ratings than their respective counterpart are listed below.

- *Trust* benchmark overall
 - Asian faculty
- I understand the process for expressing opinions about institutional policies
 - Full professors
 - Asian faculty
 - Men
- My institution has clear rules about roles/authority of faculty and administration
 - Asian faculty
- Faculty leaders and senior administration follow agreed-upon rules of engagement when there are disagreements
 - Pre-tenured
 - Asian faculty
- Faculty leaders and senior administration have an open system of communication for making decisions
 - Professional track

- Asian faculty

Understanding the Issue at Hand: The shared governance benchmark measure *understanding the issue at hand* had the fourth lowest overall rating of all 25 benchmarks, with “faculty leaders and senior administration have equal say in governance matters” being one of the lowest rated items on the survey.

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

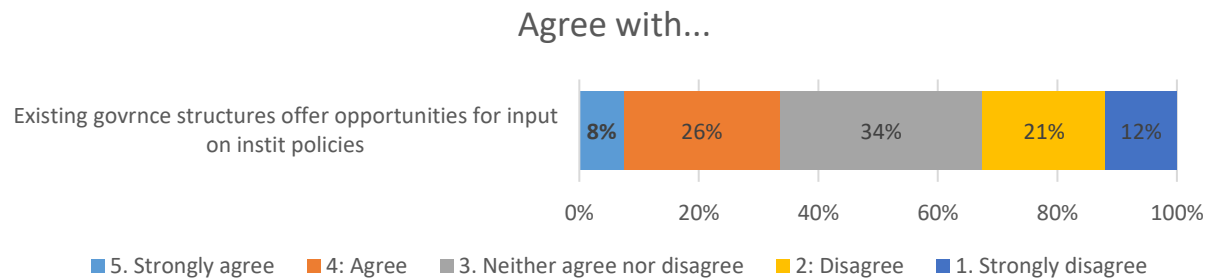
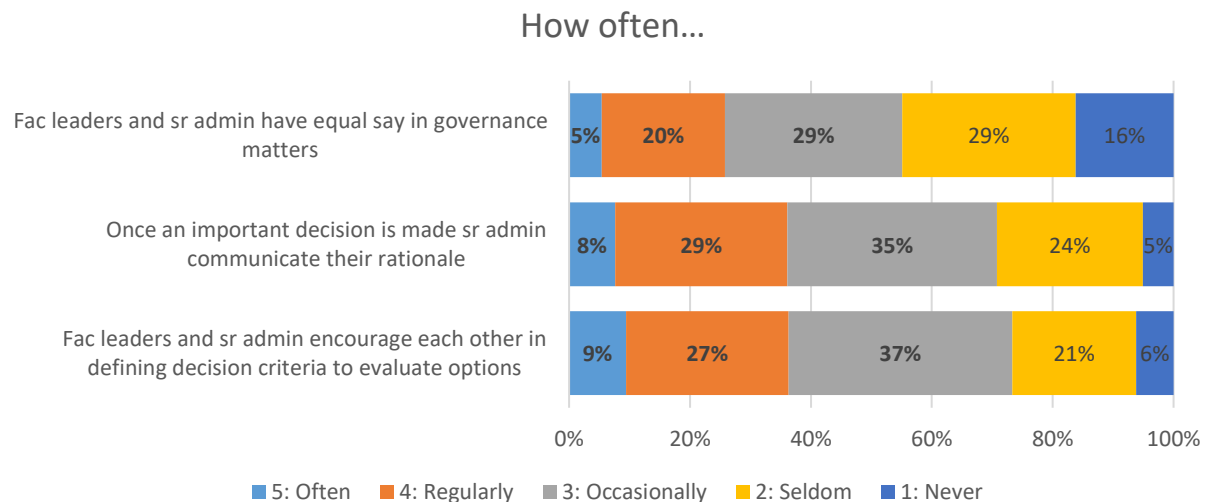


Figure 25b: Shared Governance: Understanding the Issue at Hand; Benchmark Items (NC State faculty overall)



Those items for which a group of faculty give more favorable ratings to items related to understanding the issue at hand than their respective counterparts are:

- *Understanding the issue at hand* benchmark overall
 - Professional track
 - Asian faculty
- Existing governance structures offer opportunities for input on institutional policies
 - Asian faculty
- Faculty leaders and senior administration have an equal say in governance matters
 - Professional track
 - Pre-tenured faculty

- Asian faculty
- Once an important decision is made, senior administration communicates their rationale
 - Professional track
- Faculty leaders and senior administration encourage each other in defining decision criteria to evaluate option
 - Professional track
 - Asian faculty

Adaptability: The shared governance benchmark measure *adaptability* tied with that for *productivity* for the lowest rated benchmark on the survey. Overall average ratings for each of the three items in the *adaptability* benchmark were generally similar, with those for “institution systematically reviews effectiveness of its decision making processes” and “my institution’s shared governance model holds up in unusual circumstances” being particularly low.

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

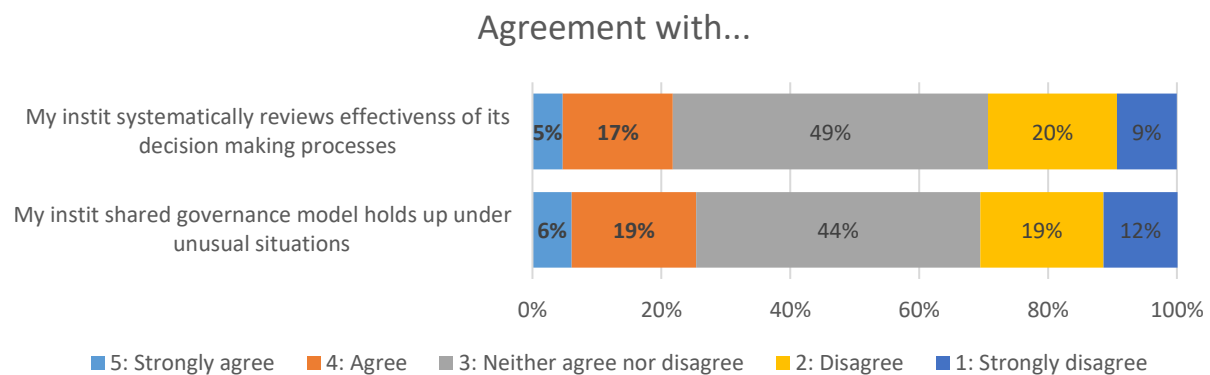
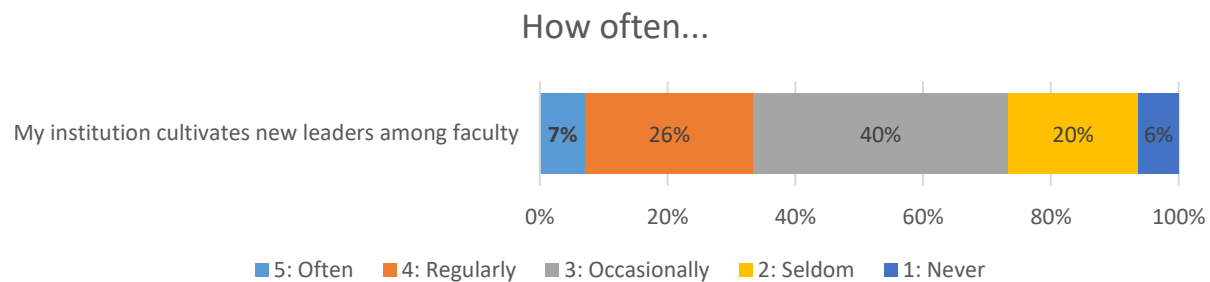


Figure 26b: Shared Governance: Adaptability; Benchmark Items (NC State faculty overall)



Faculty give similar ratings to all measures related to *adaptability*, with one exception. Asian faculty gave notably higher average ratings than white faculty on each of the three measures in the benchmark.

Productivity: As noted above, *productively* tied with the *adaptability* benchmark for the lowest rated benchmark on the survey. There was, however, variance in the ratings for each of the three items in the *productivity* benchmark, with overall average ratings for “governance

committees I serve on make observable progress towards goals” notably higher than those for “progress achieved through governance efforts is publically recognized” and “overall effectiveness of shared governance at NC State” – two of the lowest rated measures on the survey.

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

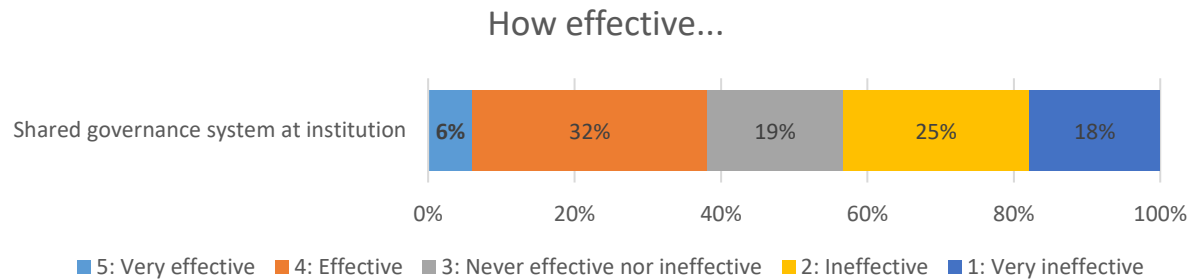
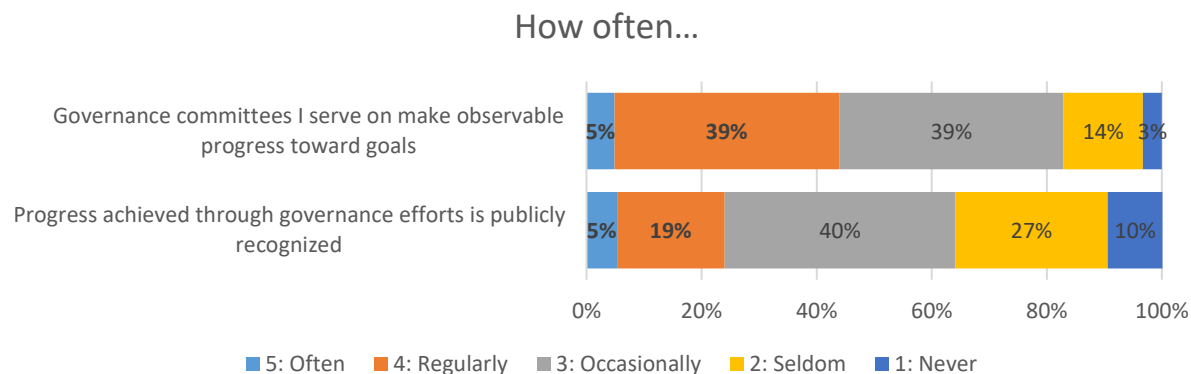


Figure 27b: Shared Governance: Productivity; Benchmark Items (*NC State faculty overall*)



Those groups giving a notably more favorable rating than their respective counterpart to the items included in the productivity benchmark are:

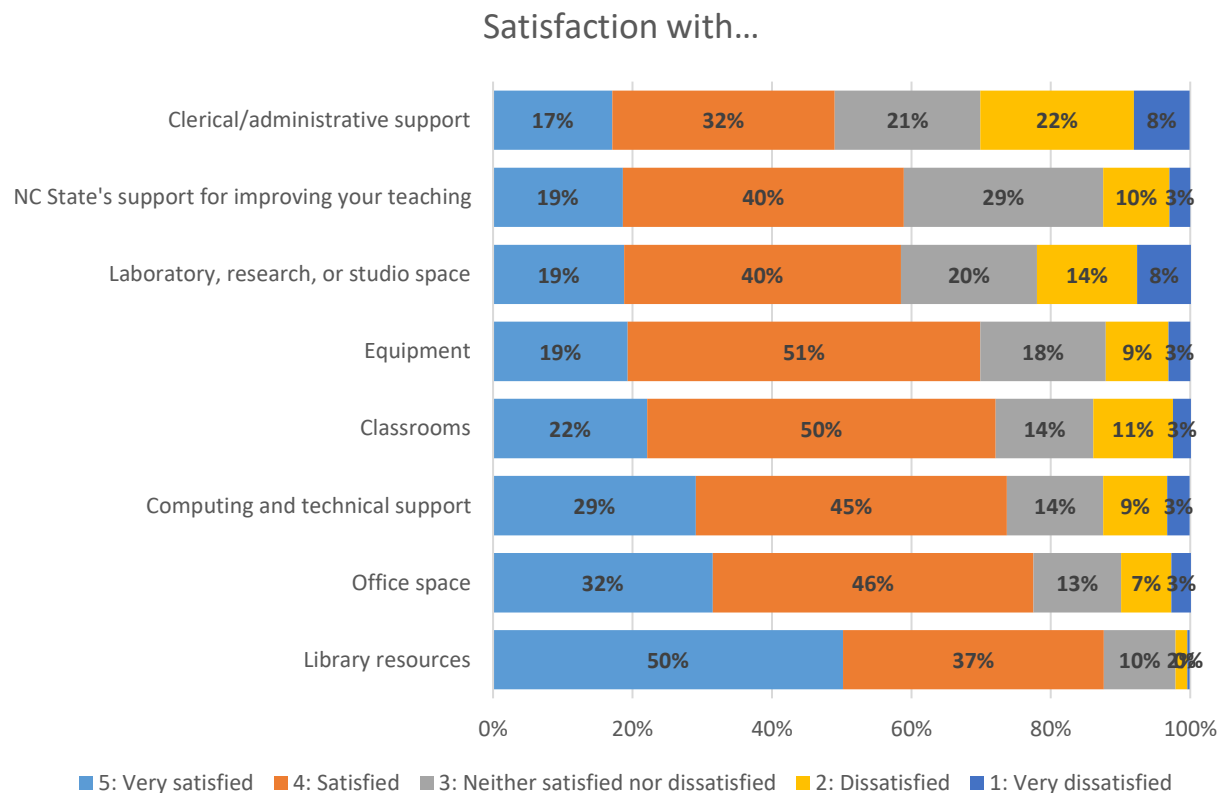
- **Productivity benchmark overall**
 - Professional track
 - Pre-tenured
 - Asian faculty
- **Effectiveness of shared governance system at the institution**
 - Professional track
 - Pre-tenured
 - Asian faculty
- **Progress achieved through governance efforts is publicly recognized**
 - Pre-tenured
 - Asian faculty

Facilities and Work Resources Benchmark

NC State faculty’s average rating on the *facilities and work resources* benchmark is the fourth highest of the 25 benchmark measures included in the survey. The average rating for “library

resources” - - which are notably more positive than at our COACHE peer institutions - - is the highest of the more than 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.” When asked to select the two worst aspects of working at NC State, 12 percent of faculty selected “quality of facilities,” whereas half as many (6%) selected “quality of facilities” as one of the two “best aspects.” Ratings for the various measures of *facilities and work resources* have not changed notably since the AY17-18 survey.

Figure 28: Facilities and Work Resources; Benchmark Items (NC State faculty overall)



Some groups of faculty are more likely than their respective counterparts to be satisfied with various measures included in facilities and work resources benchmark:

- Support to improve teaching
 - Professional track
- Laboratory, research, or studio space
 - Full professors
- Equipment
 - Professional track
- Classrooms
 - Pre-tenured
 - Asian faculty

- Clerical/administrative support
 - Professional track
 - Pre-tenured
 - Asian faculty

Personal and Family Policies Benchmark⁵

The *personal and family policies* benchmark has the sixth lowest average rating of the 25 benchmarks. NC State faculty overall give five of the eleven specific areas in the benchmark an average rating of less than 3.0 on a 5-point scale. Two of the items have the lowest ratings of all questions on the survey: “childcare” and “housing benefits.” Most favorable ratings in this benchmark were given by faculty overall to “flexible workload/modified duties for parental//family reasons,” and “stop-the-clock policies (pre-tenured only).” NC State faculty ratings of several areas under *personal and family policies* are notably less favorable than those of our COACHE peer institutions, specifically “housing benefits,” “childcare,” “eldercare,” “stop-the-clock policies (pre-tenured only)” and “family medical/parental leave.” Overall faculty average ratings on the measures in the *personal and family policies* benchmark have not notably changed since the AY17-18 survey.

⁵ It is important to note that NC State does not offer some of the benefits asked about on the survey, so results are difficult to interpret.

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

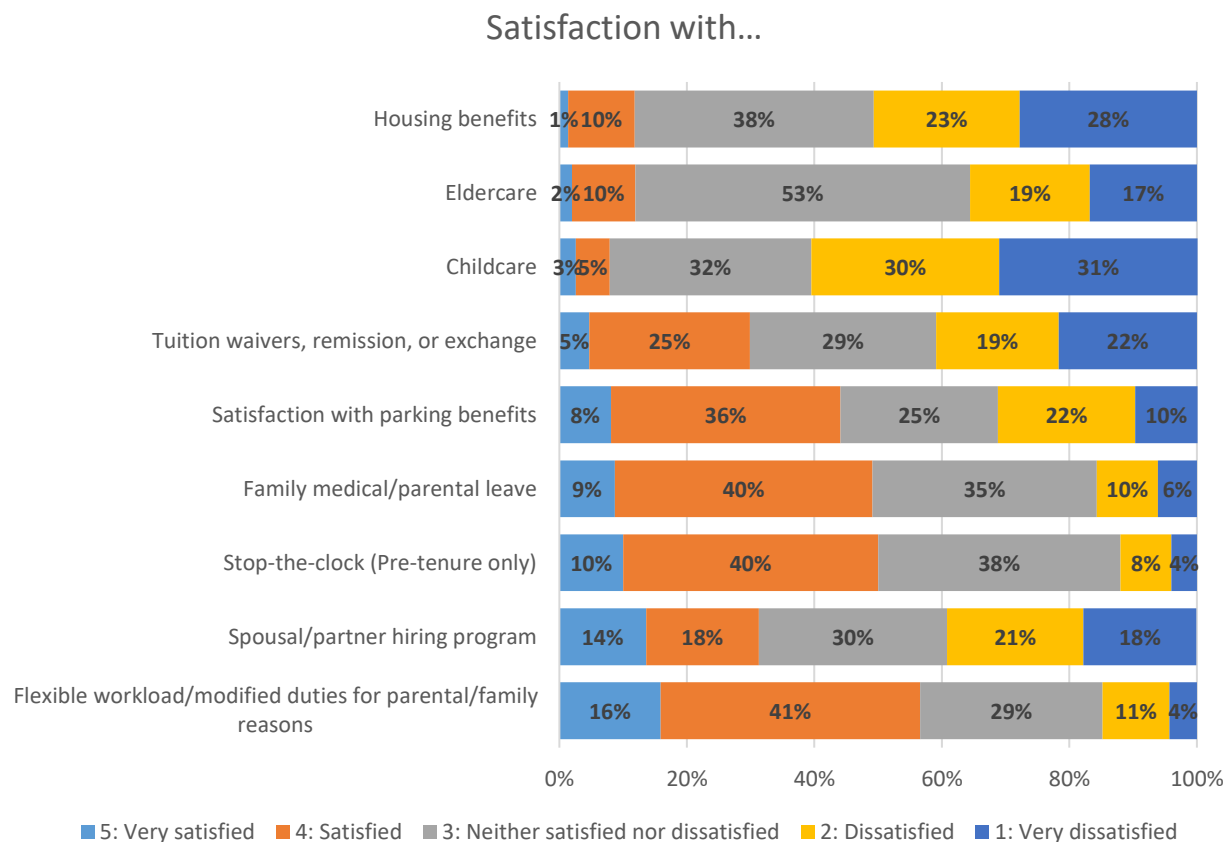
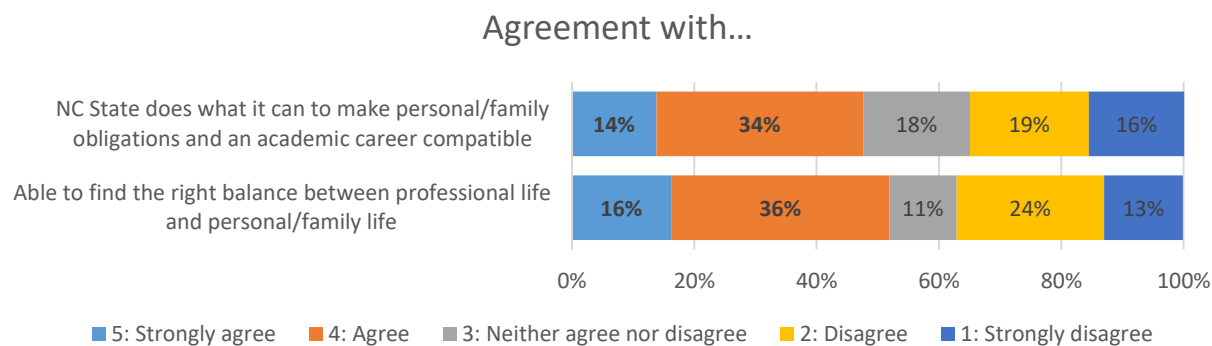


Figure 29b: Personal and Family Policies; Benchmark Items (NC State faculty overall)



Those groups of faculty giving more favorable ratings to items included in the personal and family policies benchmark than their respective counterparts are:

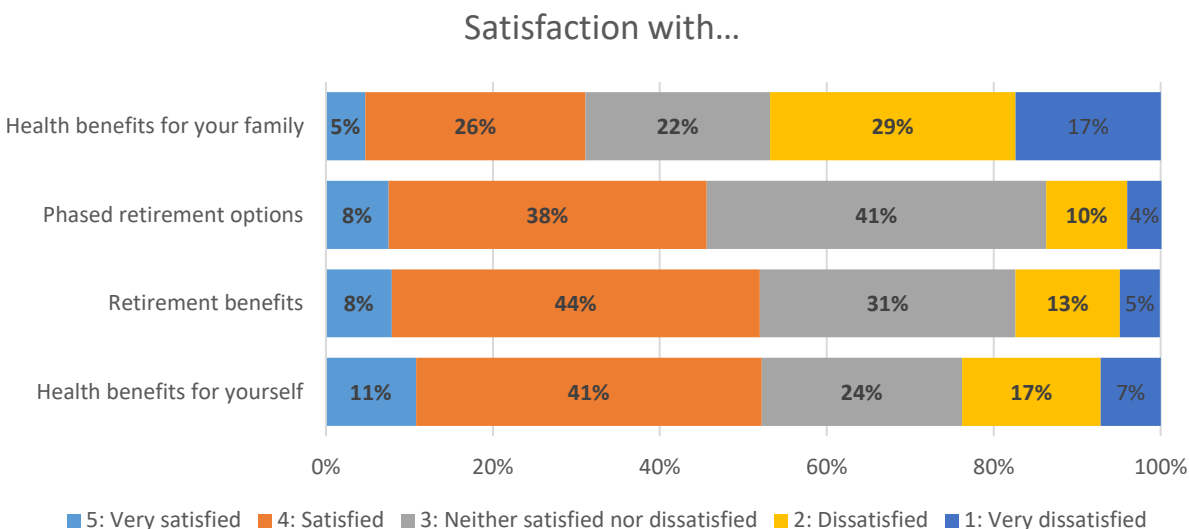
- *Personal and family policy* benchmark overall
 - Professional track
- I am able to find the right balance between my professional life and my personal/family life
 - Tenured
 - Full professors
 - URM and Asian faculty

- Men
- NC State does what it can to make personal/family obligations and an academic career compatible
 - Professional track
 - Asian faculty
 - Men
- Tuition waivers, remission, or exchange
 - Professional track
- Spousal/partner hiring programs
 - White faculty (vs URM and Asian) faculty
- Childcare
 - Asian faculty
 - Men
- Flexible workload/modified duties
 - Full professors
- Stop-the-clock policies (pre-tenured faculty only)
 - White faculty (vs URM and Asian) faculty
 - Women

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," "phased retirement options," and "health benefits for self" are relatively favorable, "health benefits for family" has the tenth lowest average rating of all items on the survey. Ratings for all measures in this benchmark are similar to those in the AY17-18 survey.

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



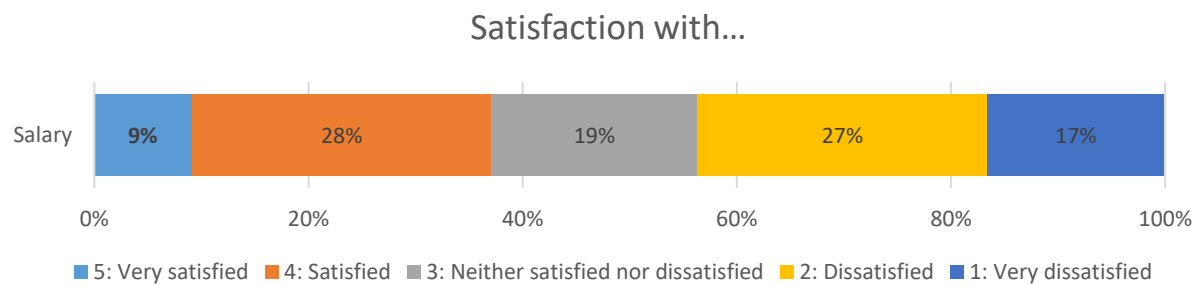
Ratings of health and retirement benefits varied only minimally between groups of faculty. Those giving more favorable ratings than their respective counterparts are:

- *Health and retirement benefits* benchmark overall
 - Professional track
- Health benefits for yourself
 - Professional track faculty
- Health benefits for your family
 - Professional track
- Retirement benefits
 - Professional track
 - Pre-tenured

Salary

NC State's faculty overall average rating of their satisfaction with their salary was 2.86 on a five-point scale, a rating similar to that in the AY17-18 COACHE survey, but notably lower than that of our COACHE peer institutions. Forty-four percent of NC State faculty overall indicate they are "very dissatisfied" or "dissatisfied" with their salary, while just nine percent are "very satisfied." Just over one-third of faculty select "compensation" as one of the two worst aspects of working at NC State. Further, one-fourth of faculty say the primary reason they would leave NC State would be to "improve their salary or benefits."

Figure 31: Salary (*NC State faculty overall*)



Those more satisfied than their respective counterparts with their salary are:

- Full professors
- White (vs URM) faculty

Appreciation and Recognition Benchmark

The *appreciation and recognition* benchmark rating ranked in about the middle of all the benchmarks. Faculty overall are most likely to give favorable ratings to “recognition from colleagues/peers” and “recognition from Head/Chair,” and least likely to “recognition for service contributions” and “recognition for student advising.” “Recognition from Dean” and “recognition from CAO,” both of which were only asked of tenured faculty, had the lowest ratings in this benchmark. NC State faculty overall do not notably differ from those at our COACHE peer institutions on any of the specific items in this benchmark, nor have they notably changed since the AY17-18 survey.

Figure 32a: Appreciation and Recognition; Benchmark Items (NC State faculty overall)

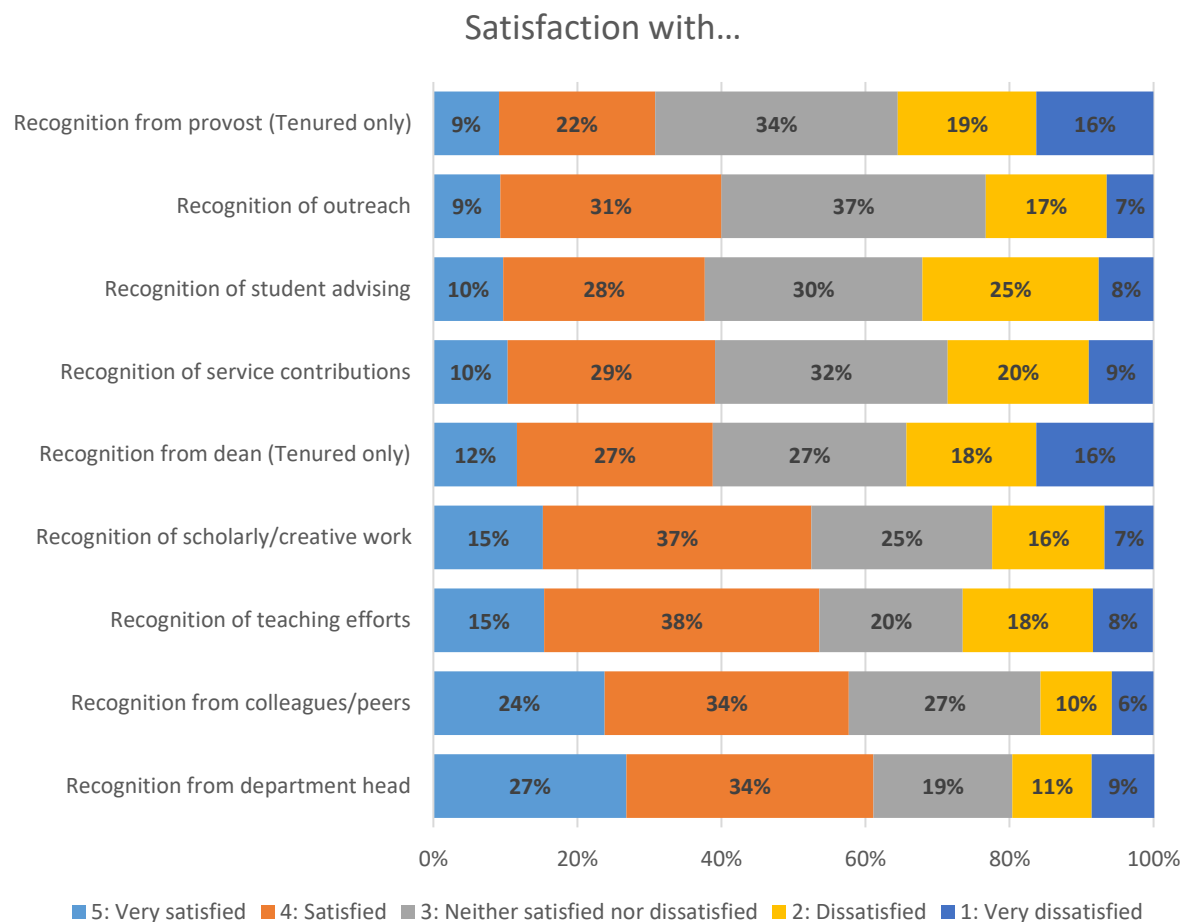
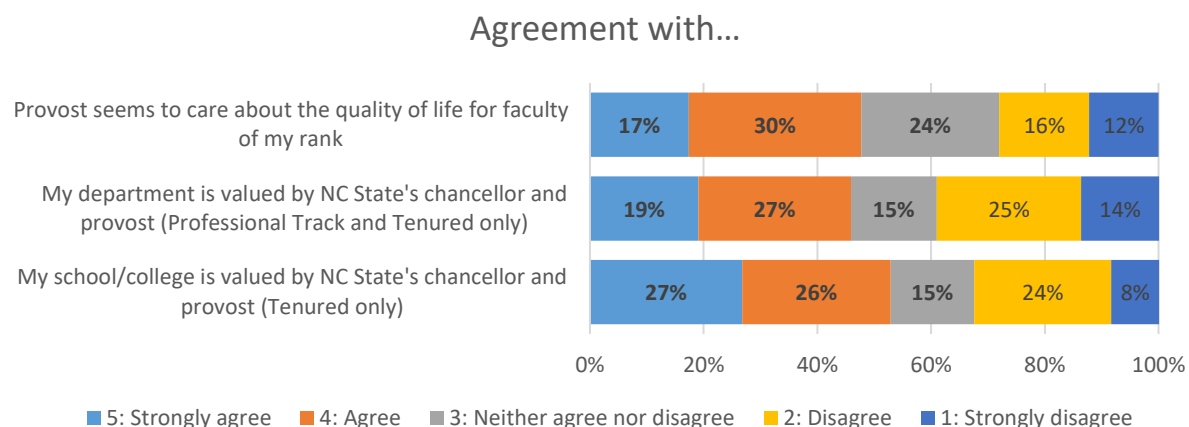


Figure 32b: Appreciation and Recognition; Benchmark Items (NC State faculty overall)



Faculty generally gave similar ratings to the various measures included in the appreciation and recognition benchmark, with a few exceptions. Those giving notably more favorable ratings than their respective counterpart are:

- *Appreciation and recognition benchmark overall*
 - Asian faculty

- Recognition of teaching
 - Full professors
 - Asian faculty
- Recognition of advising
 - Professional track
 - Asian faculty
- Recognition of scholarship
 - Full professors
- Recognition of service contributions
 - Asian faculty
- Recognition from Provost (tenured faculty only)
 - Asian faculty
- Recognition from Head
 - Asian faculty
- My school/college is valued by NC State's chancellor and provost (tenured faculty only)
 - URM and Asian faculty
- My department is valued by NC State's chancellor and provost (professional track and tenured faculty only)
 - Asian faculty
 - Men
- The provost seems to care about the quality of life for faculty of my rank
 - URM faculty

Global Satisfaction

Finally, the COACHE survey included a few questions to tap faculty's overall satisfaction in working at their institution that were not included in any benchmark. While 41 percent of faculty overall "strongly agree" that they would again choose to work at this institution, and another 31 percent "somewhat agree" they would do so, 15 percent disagree (5 percent of them strongly) they would again choose to work at NC State. These sentiments, which are similar to those at our COACHE peer institutions, have not changed since the AY17-18 survey.

Those faculty who are more likely than their respective counterparts to agree they would again choose to work at NC State are:

- Professional track
- Pre-tenured
- Full professors
- Women
- URM and Asian (vs white) faculty

Just over half of faculty say they would "strongly recommend" their department as a place to work. Another 40 percent would "recommend with reservation," while seven percent say they would "not recommend" their department as a place to work. Again, these findings are similar

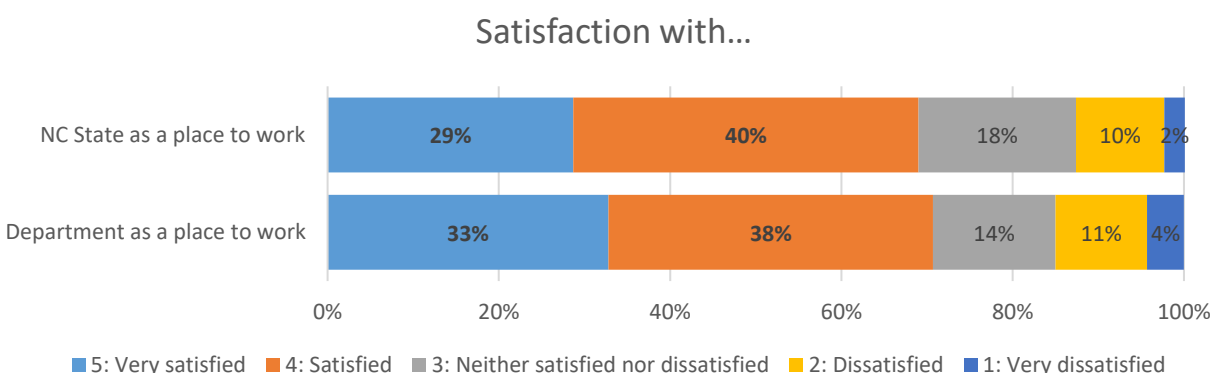
to those at our COACHE peer institutions, and to the findings from the AY17-18 survey. In addition, there are few notable differences between subgroups in whether or not a faculty member would recommend their department as a place to work.

The following are more likely than their respective counterparts to “strongly recommend” their department as a place to work:

- Professional track
- Asian faculty

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 slightly more likely to be “very satisfied” with their department than the institution as a whole (33% vs 29%, respectively). Faculty satisfaction with their department and with the institution has not changed notably since the AY17-18 survey.

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



There are differences between groups of faculty in their satisfaction with their department and with NC State as a place to work. Those notably more likely than their respective counterpart to be “very satisfied” with both NC State as a place to work and their department as a place to work are

- Professional track
- Pre-tenured
- Full professors
- URM and Asian faculty
- Men

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” (34%) and “geographic location” (33%) were the most commonly selected *best aspects*. Also selected by notable numbers of faculty were “academic freedom,” “support of colleagues,” “opportunities to collaborate with colleagues,” “quality of undergraduate students,” and “quality of graduate students.” These findings are similar to those found in the AY17-18 survey, except that the percentage of faculty

selecting “quality of colleagues” has decreased three percentage points from 37 percent of faculty selecting that as one of the two best aspects of working at NC State in the previous survey.

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 aspects* of working here, cited by less than 15 percent of faculty, are “too much service/too many assignments,” “quality of facilities,” “lack of support for research/creative work,” and “lack of diversity.” There have been a few notable changes in what faculty identify as the worst aspects of working at NC State. Most significantly, the percentage of faculty selecting “lack of diversity” as one of the two worst aspects of working at NC State has doubled from five percent in the AY17-18 survey to ten percent in the current survey. Also notably increasing are the number of faculty citing “lack of support for research/creative work” (from 10% in AY17-18 to 13% in AY20-21), and “lack of support for professional development” (from 2% to 5%) as the worst aspects of working at NC State.

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

	Yes
Quality of colleagues	34%
Geographic location	33%
Academic freedom	20%
Support of colleagues	14%
Opportunities to collaborate with colleagues	12%
Quality of undergraduate students	11%
Quality of graduate students	10%
Quality of facilities	6%
Manageable pressure to perform	6%
My sense of fit here	5%
Cost of living	5%
Teaching load	5%
Support for teaching	5%
Support for research/creative work	4%
Compensation	3%
Tenure/promotion clarity or requirements	3%
Support for professional development	2%
Commute	2%
Spousal/partner hiring program	2%
Diversity	2%
Quality of leadership	2%
Assistance for grant proposals	1%
Protections from service/assignments	1%
Childcare policies/practices	0%
Presence of others like me	0%

Table 2: Worst Aspects of Working at NC State (*NC State faculty overall*)

	Yes
Compensation	34%
Too much service/too many assignments	14%
Quality of facilities	12%
Lack of support for research/creative work	10%
Lack of diversity	10%
Quality of leadership	8%
Unrelenting pressure to perform	7%
Lack of assistance for grant proposals	6%
Teaching load	6%
Quality of graduate students	6%
Childcare policies/practices (or lack thereof)	5%
Support of colleagues	4%
Tenure/promotion clarity or requirements	4%
Absence of others like me	4%
My lack of “fit” here	4%
Lack of support for teaching	4%
Commute	3%
Quality of colleagues	3%
Spousal/partner hiring program (or lack thereof)	3%
Quality of undergraduate students	2%
Lack of support for professional development	2%
Geographic location	2%
Opportunities to collaborate with colleagues	2%
Cost of living	1%
Academic freedom	1%