NC STATE UNIVERSITY

Spring 2024 COACHE Faculty Satisfaction Survey
Narrative Summary of Overall Benchmark Results

Introduction and Background

The Collaborative on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey is a national survey developed and administered by the Graduate School of Education at Harvard University. The COACHE Faculty Satisfaction Survey has been administered triennially at NC State University since AY2005-2006, most recently in Spring 2024. The survey is a comprehensive and confidential assessment tool designed to collect data regarding faculty satisfaction with a wide range of work experiences. Divisions across NC State use the results to determine where the institution is doing a good job in meeting faculty needs and expectations and to identify areas where NC State could implement improvements.

NC State's Institutional Strategy and Analysis (ISA) office and the Office for Faculty Excellence (OFE) led an advisory committee composed of faculty and administrators to prepare for the 2024 survey. The survey was live from February 5 to April 5, 2024. ISA was responsible for preparing publicly available reports and dashboards as well as detailed data tables that were distributed to college leadership.

Of the 2,102 eligible NC State faculty invited to take the Spring 2024 survey, 682 submitted a valid response for an overall response rate of 32 percent. This is a modest increase from Spring 2021 (29%), but it is still a decline in participation rates from past administrations (e.g., Spring 2018 and before).[1] Compared to our five 2024 COACHE peer institutions,[2] NC State's response rate was two percentage points lower.

Participation rates were remarkably similar among NC State faculty ranks and tenure track statuses, ranging from 32 to 33 percent. There was a seven-percentage-point difference between women and men who responded to the survey (36% and 29%, respectively) and a ten-point difference between white faculty and faculty of color (36% and 26%, respectively).

More detailed information about the survey administration and response rates can be found in the Introduction and Research Methods report, available on the ISA website.

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[1] Comparisons between response rates and satisfaction ratings in 2021 to other years should be interpreted with caution, as faculty responses in 2021 were likely influenced by the unique circumstances of the COVID-19 pandemic.

[2] NC State selected five COACHE peers to provide context for how NC State faculty's experiences align with those at comparable institutions. Four universities in the COACHE peer group, Georgia Institute of Technology (2024), Rutgers University - New Brunswick (2023), University of Arizona (2024), and Virginia Polytechnic Institute and State University (2023), are also official NC State peer institutions, while University of Massachusetts – Amherst (2024) was selected for its similarities and the recency with which it completed the survey.

Understanding and Navigating this Overall Benchmarks Report

This report provides a detailed narrative summary of findings from the COACHE Faculty Satisfaction Survey, focusing on faculty's opinions and self-reported experiences with different aspects of day-to-day work, including but not limited to: teaching, research, and service; resources and support; mentoring; leadership; retention; and global satisfaction. There are almost 300 questions on the survey; 183 of these items are grouped by COACHE into 25 thematic "benchmarks." These benchmarks serve as a structured framework for understanding the data, highlighting the areas of greatest satisfaction and concern among faculty.

Use the bookmarks in this pdf document to quickly jump to a benchmark or area of interest.

Overall Benchmark Mean Scores

The first section of the analysis begins with an overview of the *overall benchmark mean scores,* which represent the average faculty ratings across each thematic area. These scores are calculated as the average of all survey items associated with each benchmark. Each survey item uses a five-point Likert scale, where '1' indicates a low rating and '5' indicates a high rating. A '3' indicates a neutral position, which means that scores above '3' tend to be favorable and scores below '3' tend to be unfavorable. The benchmark mean scores follow the same scale, offering a quick overview of faculty's opinions on each theme.

Benchmarks with the highest and lowest mean scores offer a starting point for identifying strengths and areas for improvement. The benchmark scores are also instrumental in identifying notable differences among faculty subgroups at NC State, against peer institutions, and over time (2021 vs. 2024).

Unpacking the Benchmarks – Individual Survey Items

Each benchmark is composed of multiple survey items, and there can be variation in responses to individual items within the same benchmark. The main body of the report examines faculty responses to these items and draws attention to areas where faculty give the most positive and negative ratings. Stacked bar charts visualize the frequency distributions across Likert scale responses, while the mean for each item is displayed in the item label to allow for easy comparison.

For some topics and items, only faculty of specific ranks or tenure statuses were asked to respond. These instances are indicated throughout the report.

Most substantive questions in the faculty satisfaction survey contribute to the 25 benchmarks; some items are thematically related to a benchmark but excluded from its mean score calculation. This could be because COACHE determined that the item was not significantly associated with the others, or simply because the items do not comply

with the 5-point scoring system. These items are marked throughout the visualizations by an asterisk (*) in the question label.

The survey also includes supplemental questions that fall outside the benchmark framework but nonetheless offer valuable insights into faculty opinions and experiences. For instance, all professional-track faculty are asked about contract renewal and promotion clarity, and all faculty are asked to elaborate on recruitment and retention efforts and global satisfaction. Results for these questions are included throughout this report.

Subgroup Differences

In addition to highlighting the most and least favorably rated items, this report lists notable differences[3] for the following comparisons:

- Subgroups at NC State
    - Tenure track status: tenure-track vs. professional-track
    - Tenure status: pre-tenure vs. tenured
    - Rank: associate vs. full
    - Gender: men vs. women
    - Race/ethnicity[4]: faculty of color (FOC) vs. white
    - Race/ethnicity: Asian vs. white
    - Race/ethnicity: faculty who identify as underrepresented minorities (URM) vs. white
- Peers: NC State vs. COACHE peer institutions
- Trends: 2024 vs. 2021 for NC State faculty

The comparisons for individual items are provided in list form. The group with a higher average rating is listed first, and the groups' respective mean scores are in parentheses.

Other Reports and Data Resources

Finally, it is important to acknowledge that this narrative report summarizes key benchmark findings but does not include detailed data tables or charts for all survey items and group comparisons.

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[3] COACHE does not report on tests of statistical significance; instead, they rely on effect sizes, which show the direction and magnitude of difference in means between two comparison groups. The phrase "notable difference" in this report refers to an effect size of 0.25 or greater. For example, the difference between a mean of 2.90 and 3.40 is a notable difference, but the difference between 3.20 and 3.40 is not.
[4] The COACHE race/ethnicity categories are as follows: white (non-Hispanic); Asian, Asian-American, or Pacific Islander; Black or African-American; Hispanic or Latino; Multiracial; Native Hawaiian or Pacific Islander; Middle Eastern, Southwest Asian, or North African; American Indian or Native Alaskan; Other; or Decline to answer. Faculty of color (FOC) refers to all non-white faculty. Underrepresented minorities (URM) refers to all faculty who do not identify as white or Asian.

For more information, please refer to the following resources on the main Spring 2024 COACHE Reports webpage:

- The COACHE 2024 Dashboard and COACHE Trends Dashboard, which provide interactive access to data tables and charts
- The means and frequencies data tables, which offer detailed tables of results and comparisons
- Other narrative reports on results, including a "Fast Facts" infographic, an executive summary, and a report highlighting the greatest subgroup differences

Overview of All COACHE Benchmarks

The benchmarks in Figure 1 represent the categorization of almost 200 survey items pertaining to faculty satisfaction into 25 thematic areas. The average benchmark ratings for all NC State faculty range from a high of 3.8 to a low of 2.8. It is important to note that the middle score of "3" indicates a neutral stance (i.e., neither favorable nor unfavorable); therefore, faculty have a generally favorable opinion about most aspects covered by the survey.

The five benchmarks with the most favorable ratings, each with a mean score of 3.8, are:
1. Promotion to Full *(asked only of tenured faculty at the rank of associate or full)*
2. Nature of Work: Teaching
3. Departmental Collegiality
4. Departmental Quality
5. Collaboration

The six benchmarks with the least favorable ratings are:
1. Governance: Understanding the Issue at Hand (2.8)
2. Governance: Adaptability (2.9)
3. Governance: Productivity (2.9)
4. Interdisciplinary Work (3.0)
5. Governance: Trust (3.0)
6. Governance: Shared Sense of Purpose (3.0)

Of the top eight most favorably rated benchmarks, four relate to departmental experiences, while a fifth relates to collaboration, suggesting that NC State faculty have a high opinion of their departmental communities and opportunities to work with others. In contrast, all five governance topics are among the least favorably rated benchmarks. This suggests that faculty hold neutral or slightly negative opinions of the shared governance structure between the faculty body and senior administration.

Figure 1: Overall benchmark mean scores (all NC State faculty)

Benchmark	Mean Rating
Promotion to Full*	3.8
Nature of Work: Teaching	3.8
Departmental Collegiality	3.8
Departmental Quality	3.8
Collaboration	3.8
Facilities and Work Resources	3.7
Leadership: Departmental	3.6
Departmental Engagement	3.6
Tenure Policies**	3.4
Leadership: Faculty	3.3
Leadership: Divisional	3.3
Nature of Work: Research	3.3
Health and Retirement Benefits	3.3
Tenure Expectations: Clarity**	3.3
Nature of Work: Service	3.3
Mentoring	3.3
Appreciation and Recognition	3.2
Leadership: Senior	3.1
Personal and Family Policies	3.1
Governance: Shared Sense of Purpose	3.0
Governance: Trust	3.0
Interdisciplinary Work	3.0
Governance: Productivity	2.9
Governance: Adaptability	2.9
Governance: Understanding the Issue at Hand	2.8

*Promotion to Full *questions asked only of tenured faculty*
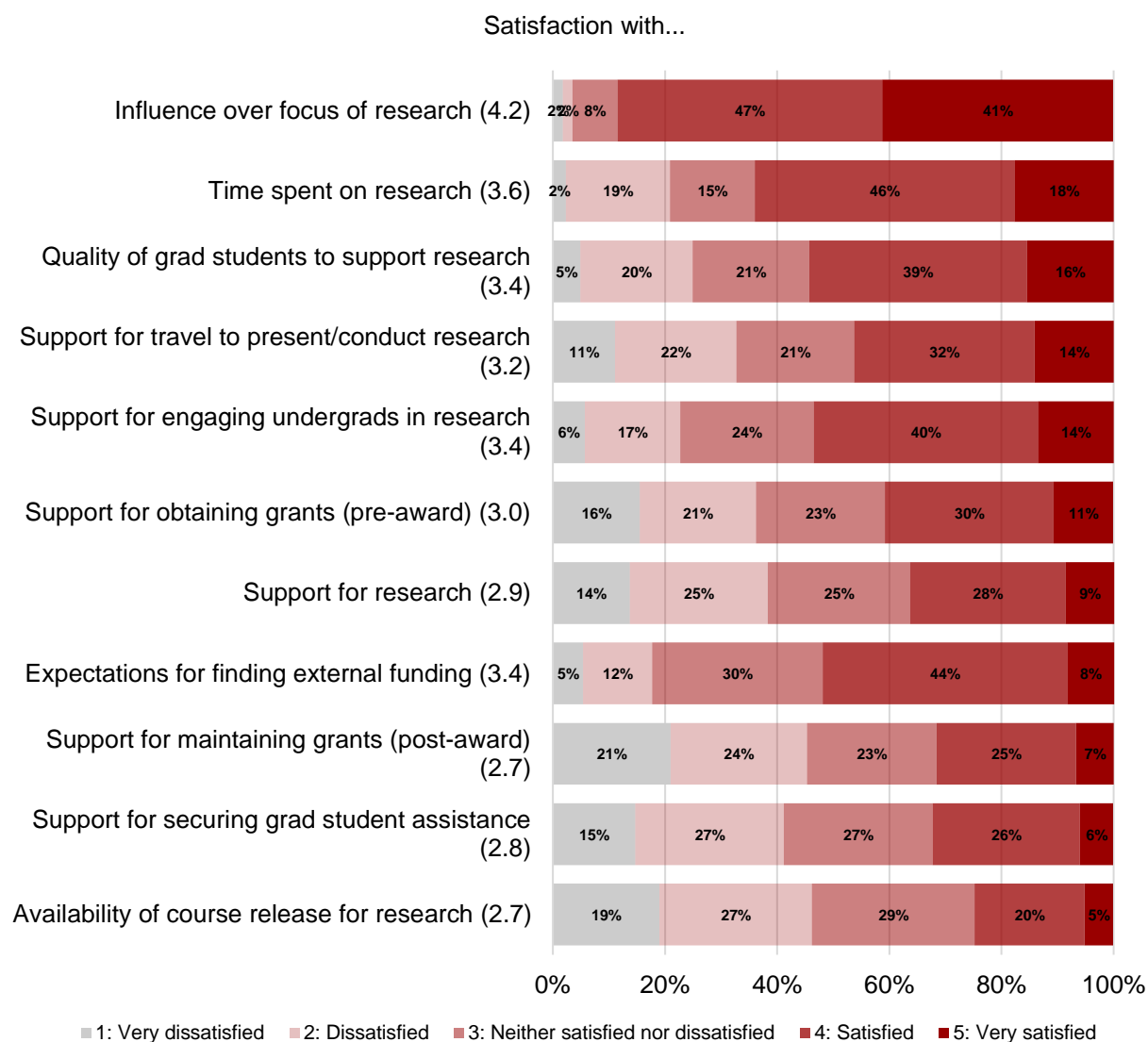**Tenure Policies *and* Tenure Expectations: Clarity *questions asked only of pre-tenure faculty*

Nature of Work: Research Benchmark

The research benchmark has an overall score of 3.3 out of 5. There are no notable differences in ratings for this overall benchmark score among subgroups of faculty at NC State, nor is the benchmark rating notably different from our COACHE peer institutions or NC State faculty responses in 2021.

There is considerable variation of opinion within the individual survey items. Eighty-eight percent of faculty are "very satisfied" or "satisfied" with the amount of influence they have over *the focus of their research, scholarly, and/or creative work* (41% and 47%, respectively). Sixty-four percent are "very satisfied" or "satisfied" with *the portion of their work time spent on research* (18% and 46%, respectively). The item faculty rate the least favorably is *the availability of course release time to focus on their research*; 46 percent are "dissatisfied" or "very dissatisfied" (27% and 19%, respectively). The second least favorably rated item, for which about 45 percent of faculty express dissatisfaction, is *the level of post-award support given to manage and maintain externally funded grants* (24% are "dissatisfied" and 21% are "very dissatisfied").

Figure 2: Nature of Work: Research; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Influence over focus of research (4.2)	2%	2%	8%	47%	41%
Time spent on research (3.6)	2%	19%	15%	46%	18%
Quality of grad students to support research (3.4)	5%	20%	21%	39%	16%
Support for travel to present/conduct research (3.2)	11%	22%	21%	32%	14%
Support for engaging undergrads in research (3.4)	6%	17%	24%	40%	14%
Support for obtaining grants (pre-award) (3.0)	16%	21%	23%	30%	11%
Support for research (2.9)	14%	25%	25%	28%	9%
Expectations for finding external funding (3.4)	5%	12%	30%	44%	8%
Support for maintaining grants (post-award) (2.7)	21%	24%	23%	25%	7%
Support for securing grad student assistance (2.8)	15%	27%	27%	26%	6%
Availability of course release for research (2.7)	19%	27%	29%	20%	5%

Subgroup, Peer, and Trend Comparisons

Time spent on research
- Tenure-track faculty > professional-track faculty (3.67 vs. 3.32)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.80 vs. 3.39)

Influence over focus of research
- White faculty > Asian faculty (4.29 vs. 3.97)
- Tenure-track faculty > professional-track faculty (4.34 vs. 3.99)

Support for research
- Asian faculty > white faculty (3.22 vs. 2.86)
- URM > white faculty (3.13 vs. 2.86)

- Faculty of color > white faculty (3.17 vs. 2.86)
- Professional-track faculty > tenure-track faculty (3.12 vs. 2.87)
- Pre-tenure faculty > tenured faculty (3.15 vs. 2.80)

Support for engaging undergrads in research
- Asian faculty > white faculty (3.60 vs. 3.35)

Support for obtaining grants (pre-award)
- Asian faculty > white faculty (3.35 vs. 2.92)
- URM > white faculty (3.22 vs. 2.92)
- Faculty of color > white faculty (3.28 vs. 2.92)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.26 vs. 2.99)

Support for maintaining grants (post-award)
- Asian faculty > white faculty (3.02 vs. 2.65)
- Faculty of color > white faculty (2.95 vs. 2.65)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.14 vs. 2.72)

Support for securing grad student assistance
- Tenure-track faculty > professional-track faculty (3.11 vs. 2.77)

Support for travel to present/conduct research
- Asian faculty > white faculty (3.44 vs. 3.10)
- URM > white faculty (3.35 vs. 3.10)
- Faculty of color > white faculty (3.39 vs. 3.10)
- Professional-track faculty > tenure-track faculty (3.60 vs. 3.00)
- Pre-tenure faculty > tenured faculty (3.35 vs. 2.91)

Availability of course release for research
- Men > women (2.76 vs. 2.51)
- Asian faculty > white faculty (2.92 vs. 2.63)
- Pre-tenure faculty > tenured faculty (2.87 vs. 2.61)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (2.70 vs. 2.41)

Nature of Work: Service Benchmark

Of the three benchmarks related to the nature of work, the service benchmark has the least favorable ratings. Faculty tend to hold a favorable opinion of the service-related aspects of their jobs, as the mean score for this benchmark is 3.3 out of 5. There are no notable differences in ratings for this overall benchmark score among subgroups of faculty at NC State, nor is the benchmark rating notably different from our COACHE peer institutions or NC State faculty responses in 2021.

About two-thirds of faculty are "very satisfied" or "satisfied" with both of the following items: *the relevance of the committees on which they currently serve* (14% are "very satisfied" and 52% are "satisfied"), and *the number of students they advise/mentor* (15% are "very satisfied" and 52% are "satisfied"). However, almost half of faculty are either "dissatisfied" (29%) or "very dissatisfied" (20%) with *the equitability of how additional service work is compensated within their departments*. The second least favorably rated

service item regards support for faculty in leadership roles; 43 percent of faculty disagree that *the institution helps faculty who take on leadership roles sustain other aspects of their work* (26% "somewhat disagree" and 17% "strongly disagree").

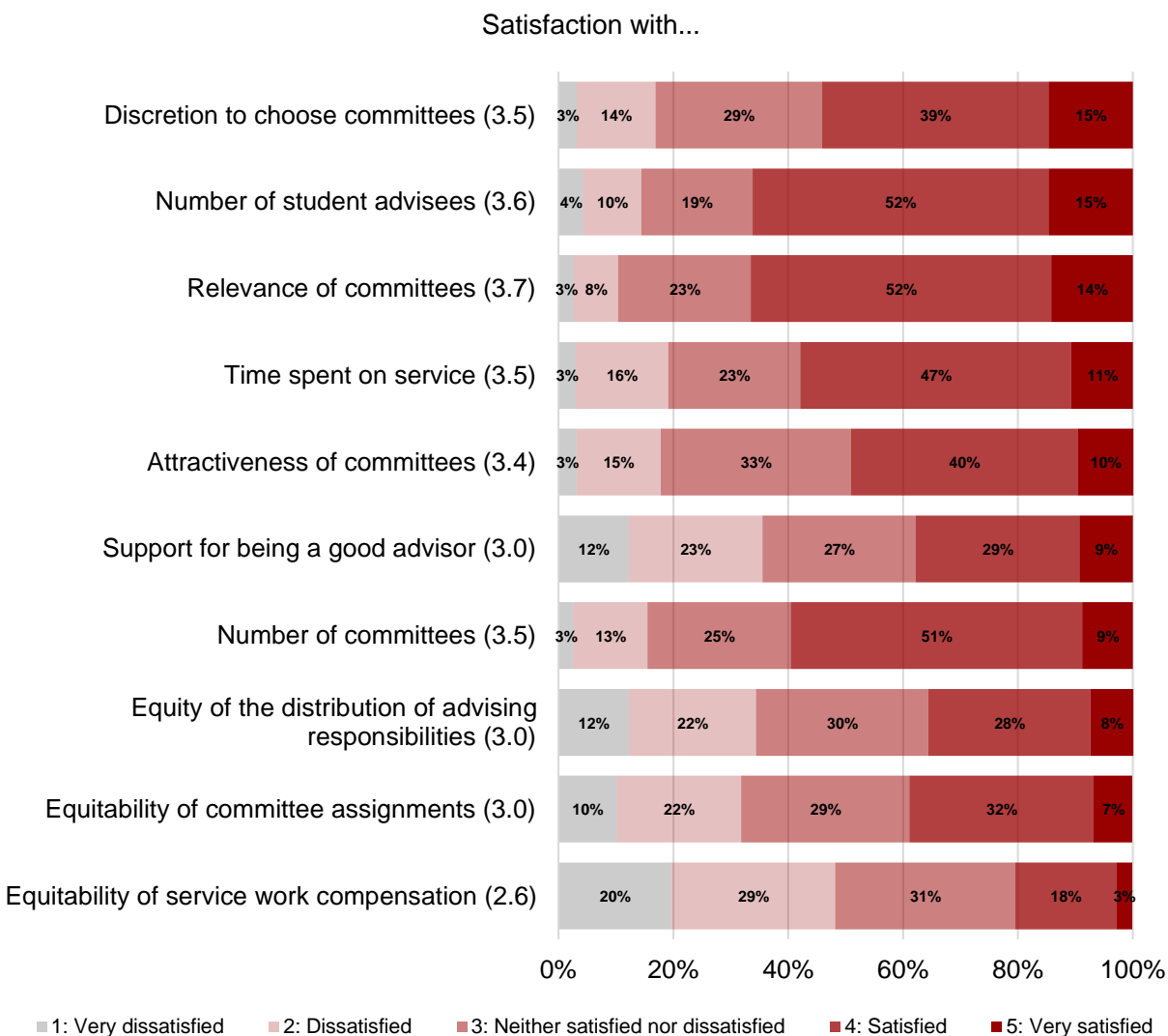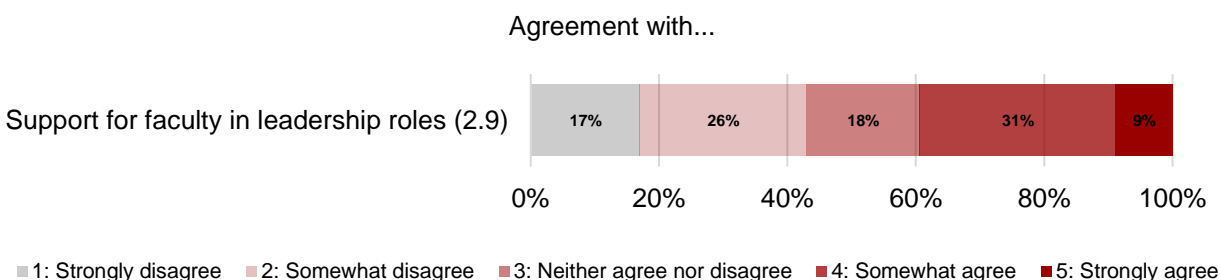**Figure 3a: Nature of Work: Service; frequencies and means (all NC State faculty)**

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Discretion to choose committees (3.5)	3%	14%	29%	39%	15%
Number of student advisees (3.6)	4%	10%	19%	52%	15%
Relevance of committees (3.7)	3%	8%	23%	52%	14%
Time spent on service (3.5)	3%	16%	23%	47%	11%
Attractiveness of committees (3.4)	3%	15%	33%	40%	10%
Support for being a good advisor (3.0)	12%	23%	27%	29%	9%
Number of committees (3.5)	3%	13%	25%	51%	9%
Equity of the distribution of advising responsibilities (3.0)	12%	22%	30%	28%	8%
Equitability of committee assignments (3.0)	10%	22%	29%	32%	7%
Equitability of service work compensation (2.6)	20%	29%	31%	18%	3%

Figure 3b: Nature of Work: Service; frequencies and means (all NC State faculty)

Agreement with...

	1: Strongly disagree	2: Somewhat disagree	3: Neither agree nor disagree	4: Somewhat agree	5: Strongly agree
Support for faculty in leadership roles (2.9)	17%	26%	18%	31%	9%

Subgroup, Peer, and Trend Comparisons

Time spent on service
- Asian faculty > white faculty (3.80 vs. 3.42)
- Tenure-track faculty > professional-track faculty (3.71 vs. 3.35)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.50 vs. 3.23)

Support for faculty in leadership roles
- Men > women (3.04 vs. 2.71)
- Asian faculty > white faculty (3.23 vs. 2.85)
- Tenure-track faculty > professional-track faculty (3.15 vs. 2.76)

Attractiveness of committees
- Professional-track faculty > tenure-track faculty (3.56 vs. 3.30)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.40 vs. 3.14)

Discretion to choose committees
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.56 vs. 3.28)

Equitability of committee assignments
- Men > women (3.16 vs. 2.88)
- White faculty > Asian faculty (3.39 vs. 3.00)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.12 vs. 2.76)

Number of student advisees
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.69 vs. 3.44)

Equitability of service work compensation
- Men > women (2.69 vs. 2.39)
- Asian faculty > white faculty (2.97 vs. 2.51)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (2.68 vs. 2.37)

Relevance of committees
- Professional-track faculty > tenure-track faculty (3.89 vs. 3.58)

Support for being a good advisor
- Asian faculty > white faculty (3.31 vs. 2.94)
- Professional-track faculty > tenure-track faculty (3.27 vs. 2.90)
- Faculty of color > white faculty (3.19 vs. 2.94)

Equity of the distribution of advising responsibilities
- Asian faculty > white faculty (3.47 vs. 2.88)

- Faculty of color > white faculty (3.24 vs. 2.88)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.06 vs. 2.70)

Nature of Work: Teaching Benchmark

NC State faculty rate the teaching aspects of their jobs the second most favorable among all benchmark topics, with a mean benchmark score of 3.8. There are no notable differences in ratings for this overall benchmark score among subgroups of faculty at NC State, nor is the benchmark rating notably different from our COACHE peer institutions or NC State faculty responses in 2021.

For every item within the benchmark except for one, over 50 percent of faculty say they are "satisfied" or "very satisfied." In particular, faculty express the most satisfaction about *their discretion over the content of the courses they teach*, with 88 percent saying they are "very satisfied" or "satisfied" (50% and 39%, respectively); in contrast, only four percent are "dissatisfied" or "very dissatisfied" with *discretion over course content* (3% and 1%, respectively). Faculty also indicate satisfaction with *the level of courses they teach* (55% are "satisfied" and 30% are "very satisfied") and with their *teaching schedule* (54% are "satisfied" and 29% are "very satisfied").

The teaching item rated least favorably is *how equitably the teaching workload is distributed across faculty in their department*, with 24 percent saying they are "dissatisfied" and 12 percent saying they are "very dissatisfied."

Figure 4: Nature of Work: Teaching; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
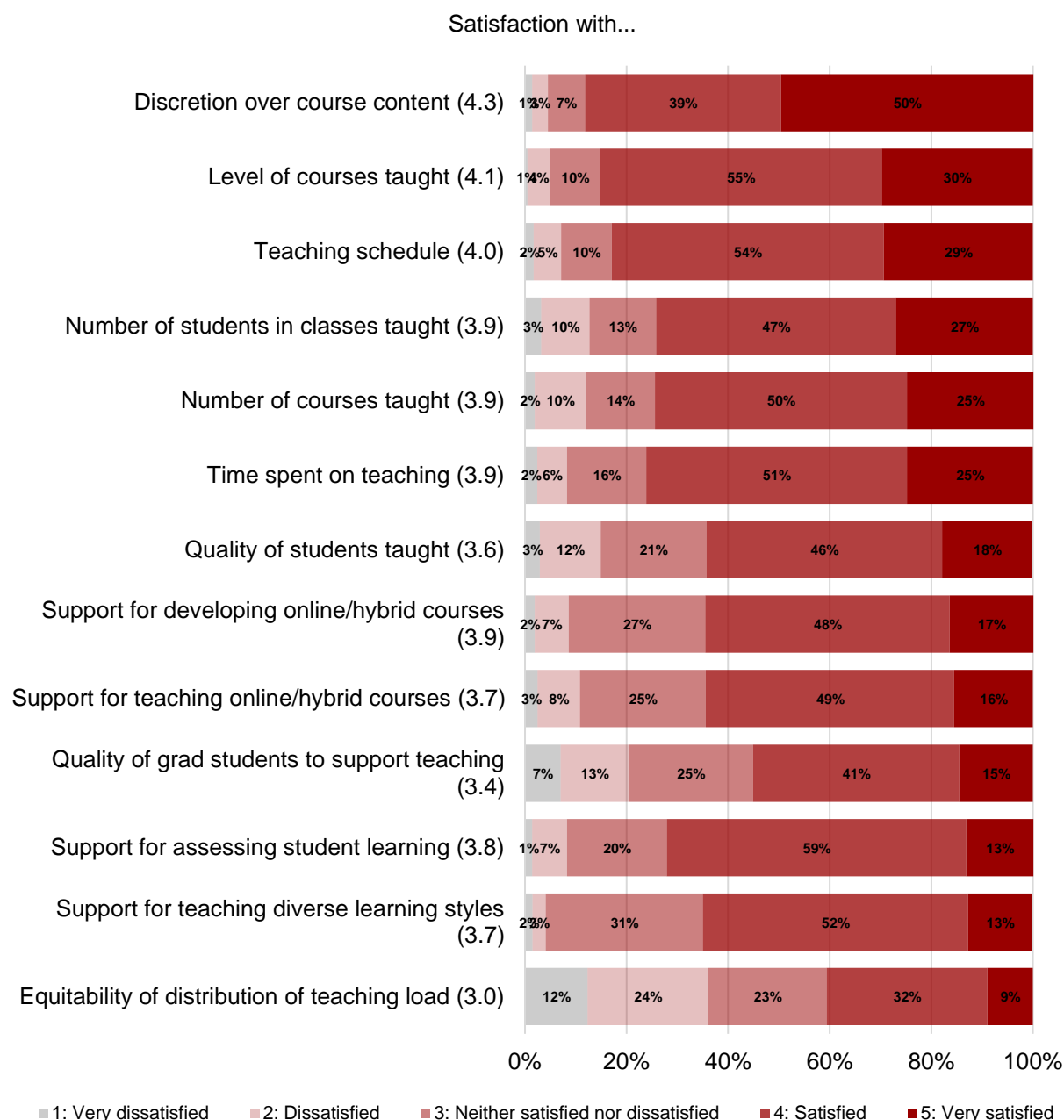
Subgroup, Peer, and Trend Comparisons

Time spent on teaching
- Professional-track faculty > tenure-track faculty (4.17 vs. 3.78)

Quality of students taught
- White faculty > Asian faculty (3.67 vs. 3.40)
- Professional-track faculty > tenure-track faculty (3.85 vs. 3.56)

Equitability of distribution of teaching load
- Asian faculty > white faculty (3.33 vs. 2.94)

- Faculty of color > white faculty (3.25 vs. 2.94)
- Pre-tenure faculty > tenured faculty (3.23 vs. 2.94)

Quality of grad students to support teaching
- Asian faculty > white faculty (3.64 vs. 3.32)
- URM > white faculty (3.82 vs. 3.32)
- Faculty of color > white faculty (3.74 vs. 3.32)
- Pre-tenure faculty > tenured faculty (3.62 vs. 3.34)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.45 vs. 3.19)

Support for developing online/hybrid courses
- NC State faculty > faculty from COACHE peer institutions (3.71 vs. 3.45)

Additional "Nature of Work: Other" Items

The following items are not included in the calculation of the "nature of work" overall benchmark mean scores, but they still provide context for faculty's perceptions of how their time at work is distributed across different areas. Over half of respondents tend to be satisfied with *the amount of time spent on outreach activities* (16% are "very satisfied" and 46% are "satisfied"). In contrast, less than one third of faculty feel satisfied with *the amount of time spent on administrative tasks* (4% are "very satisfied" and 25% are "satisfied").

Faculty who reported any level of dissatisfaction with the amount of time spent on various work activities were asked if they spent too much or too little time on that task. Most faculty report feeling as though they spend "too much" time doing the following work: *administrative tasks* (99%), *teaching* (94%), and *service* (92%). In contrast, 93 percent feel they spend "too little" time on *research*, and 69 percent think they spend "too little" time on *outreach*.

Overall, when asked about whether they are *able to balance the teaching, research, and service activities expected of them*, over half "strongly agree" (16%) or "somewhat agree" (41%) that they can do so.

Figure 5a: Nature of Work: Related Items; frequencies and means (all NC State faculty)

Satisfaction with...

Time spent on outreach (3.7): 2% | 9% | 28% | 46% | 16%
Time spent on administrative tasks (2.7): 15% | 30% | 26% | 25% | 4%

- 1: Very dissatisfied
- 2: Dissatisfied
- 3: Neither satisfied nor dissatisfied
- 4: Satisfied
- 5: Very satisfied
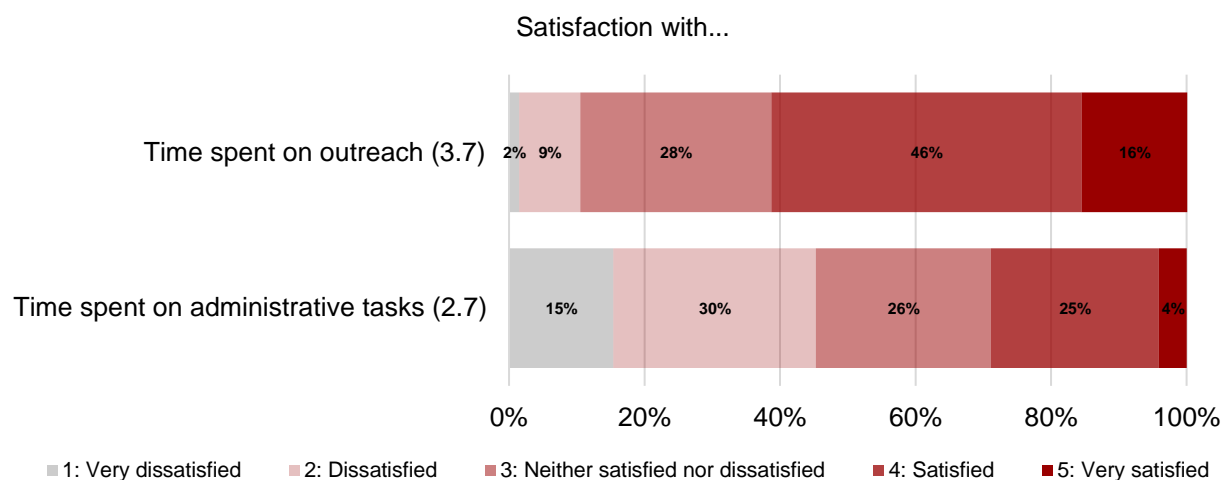
Figure 5b: Nature of Work: Related Items; frequencies (among faculty who indicated dissatisfaction with portion of time spent on task)

How much...

Time spent on administrative tasks (N = 286): 1% | 99%
Time spent on teaching (N = 49): 6% | 94%
Time spent on service (N = 125): 8% | 92%
Time spent on outreach (N = 52): 69% | 31%
Time spent on research (N = 121): 93% | 7%

- Too little
- Too much
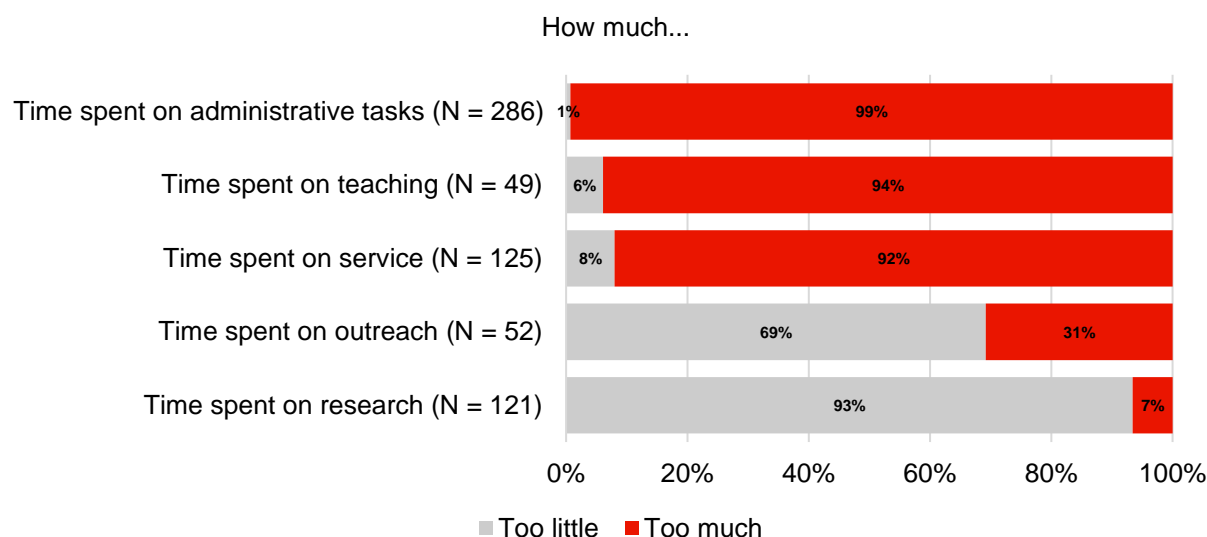
Figure 5c: Nature of Work: Related Items; frequencies and means (all NC State faculty)

Agreement with...

Ability to balance teaching/research/service (3.3): 10% | 21% | 12% | 41% | 16%

- 1: Strongly disagree
- 2: Somewhat disagree
- 3: Neither agree nor disagree
- 4: Somewhat agree
- 5: Strongly agree
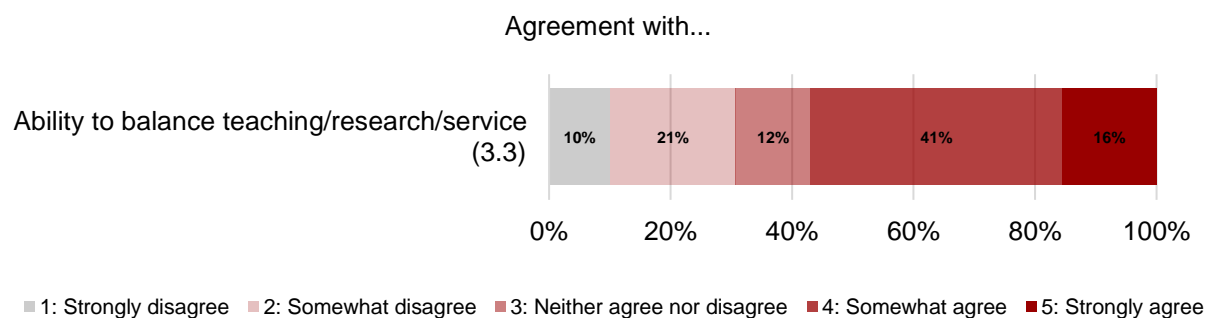
Subgroup, Peer, and Trend Comparisons

Time spent on outreach
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.79 vs. 3.45)

Time spent on administrative tasks
- Asian faculty > white faculty (3.05 vs. 2.67)
- Faculty of color > white faculty (2.93 vs. 2.67)
- Professional-track faculty > tenure-track faculty (3.17 vs. 2.50)

Ability to balance teaching/research/service
- Men > women (3.49 vs. 3.11)
- Asian faculty > white faculty (3.61 vs. 3.29)
- Professional-track faculty > tenure-track faculty (3.52 vs. 3.23)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.44 vs. 2.98)

Facilities and Work Resources Benchmark

Faculty give the facilities and work resources available at NC State a high rating, with a mean benchmark score of 3.7 out of 5. There is variation in the mean overall benchmark score by tenure track status; professional-track faculty (3.83) rate the topic more highly than tenure-track faculty (3.56). There are no notable differences in ratings for this overall benchmark score among any other subgroups of faculty at NC State, nor is the benchmark rating notably different from our COACHE peer institutions or NC State faculty responses in 2021.

Faculty express great satisfaction with the *library resources* available, with 47 percent saying they are "very satisfied" and another 44 percent saying they are "satisfied." In fact, *library resources* has the highest rating of all 183 items included in the 25 benchmarks. The second most highly rated item in this benchmark is *office*; 29 percent are "very satisfied" and 43 percent are "satisfied." For every other item in this benchmark except one, over half of faculty express satisfaction. The only item where less than half of faculty are satisfied is with *clerical and administrative support*, but even then, 17 percent feel neutral, and more faculty gave *clerical and administrative support* a favorable rating (44% are "satisfied" or "very satisfied") than an unfavorable rating (38% are "dissatisfied" or "very dissatisfied").

Satisfaction with *salary* is not a benchmark item, but it is affiliated with this thematic area. The mean score for salary is 2.87 out of 5, which indicates a generally unfavorable rating. About eight percent of faculty are "very satisfied" with their salary, and another 30 percent are "satisfied," while forty-four percent say they are "dissatisfied" or "very dissatisfied" (28% and 16%, respectively).

Figure 6a: Facilities and Work Resources; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Library resources (4.4)	1%	7%		44%	47%
Office (3.8)	7%	8%	14%	43%	29%
Computing and technical support (3.6)	7%	12%	15%	41%	25%
Equipment (3.7)	3%	13%	19%	46%	20%
Classrooms (3.6)	4%	14%	16%	48%	19%
Laboratory, research, studio space (3.3)	13%	16%	17%	37%	18%
Support for improving teaching (3.5)	5%	10%	31%	39%	16%
Clerical/administrative support (3.1)	13%	25%	17%	33%	12%

■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

Figure 6b: Salary; frequencies and means (all NC State faculty)
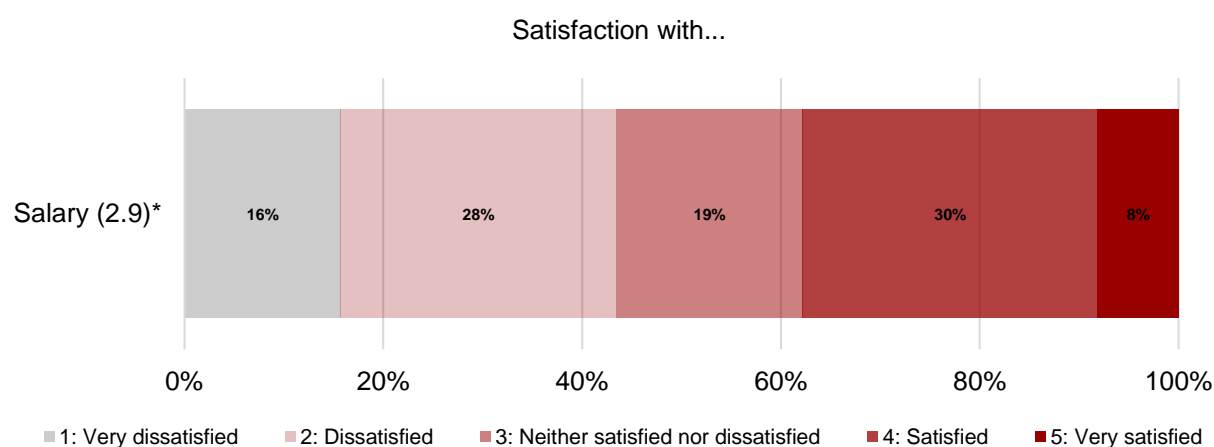
Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Salary (2.9)*	16%	28%	19%	30%	8%

■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

*Item is not included in the average rating for the benchmark.

<u>Subgroup, Peer, and Trend Comparisons</u>

Support for improving teaching
- Professional-track faculty > tenure-track faculty (3.79 vs. 3.38)

Office
- White faculty > Asian faculty (3.80 vs. 3.48)

Laboratory, research, studio space
- Men > women (3.44 vs. 3.17)

Equipment
- Professional-track faculty > tenure-track faculty (3.88 vs. 3.54)

Classrooms
- URM > white faculty (3.91 vs. 3.59)
- NC State faculty > faculty from COACHE peer institutions (3.64 vs. 3.19)

Library resources
- NC State faculty > faculty from COACHE peer institutions (4.35 vs. 3.91)

Computing and technical support
- Professional-track faculty > tenure-track faculty (3.92 vs. 3.48)

Clerical/administrative support
- URM > white faculty (3.26 vs. 3.01)
- Professional-track faculty > tenure-track faculty (3.46 vs. 2.84)

Related item (not included in benchmark):

Salary
- White faculty > Asian faculty (2.93 vs. 2.48)
- White faculty > faculty of color (2.93 vs. 2.67)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.00 vs. 2.74)

Personal and Family Policies Benchmark

On average, faculty have neutral to very slightly positive opinions about the personal and family policies available to them at NC State, with a benchmark mean score of 3.1. There is some variation in the benchmark score by tenure track status; professional-track faculty rate personal and family policies more highly than tenure-track faculty (with a mean of 3.27 vs. 3.01, respectively).

There is no notable difference in this overall benchmark score compared to NC State faculty responses in 2021. NC State's overall benchmark mean score in this area is not notably lower than that of our COACHE peers, but as shown below, NC State faculty's ratings on a number of individual items included in this benchmark are notably lower than our COACHE peers' ratings.

Looking at individual survey items reveals that faculty tend to have a favorable opinion of two aspects in particular. Faculty indicate that they are "satisfied" (49%) or "very

satisfied" (19%) with *the flexible workload and modified duty options available for parental or other family reasons*. A majority of pre-tenure faculty are also "satisfied" (59%) or "very satisfied" (7%) with *stop-the-clock policies for parental or other family reasons*.

There are three policies that only about one in ten faculty members rate as satisfactory. Sixty-one percent are "dissatisfied" or "very dissatisfied" with the *childcare options* available to them (29% and 32%, respectively). Fifty-six percent are "dissatisfied" or "very dissatisfied" with *housing benefits* (26% and 30%, respectively). Forty-one percent are dissatisfied with *eldercare policie*s, while another 47 percent feel "neither satisfied nor dissatisfied" with the available eldercare offerings. Finally, 40 percent are "dissatisfied" (18%) or "very dissatisfied" (22%) with the *spousal/partner hiring program*.

When asked whether they agree that *NC State does what it can to make personal/family obligations and an academic career compatible*, faculty opinions are split. Forty-one percent "somewhat agree" (28%) or "strongly agree" (13%) with this statement, but another 37 percent say they "somewhat disagree" (22%) or "strongly disagree" (15%).

Although not a benchmark item, faculty tend to have slightly favorable opinions regarding the statement, *I have been able to find the right balance, for me, between my professional life and my personal/family life*. This item has a mean score of 3.18; just over half of faculty "somewhat agree" (36%) or "strongly agree" (17%) with the statement. However, 22 percent "somewhat disagree" and 15 percent "strongly disagree."

Figure 7a: Personal and Family Policies; frequencies and means (all NC State faculty)

Satisfaction with...

Flexible workload/modified duties (3.7)	4%	7%	21%	49%	19%
Spousal/partner hiring program (2.8)	22%	18%	30%	15%	15%
Family medical/parental leave (3.3)	8%	12%	30%	39%	10%
Parking benefits (3.1)	10%	23%	23%	34%	10%
Stop-the-clock policies (pre-tenure only) (3.5)	2%	15%	17%	59%	7%
Tuition waivers, remission, or exchange (2.8)	21%	19%	26%	28%	6%
Housing benefits (2.3)	30%	26%	33%	7%	4%
Eldercare (2.5)	23%	18%	47%	9%	3%
Childcare (2.2)	32%	29%	30%	8%	1%

0%   20%   40%   60%   80%   100%

■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

Figure 7b: Personal and Family Policies; frequencies and means (all NC State faculty)
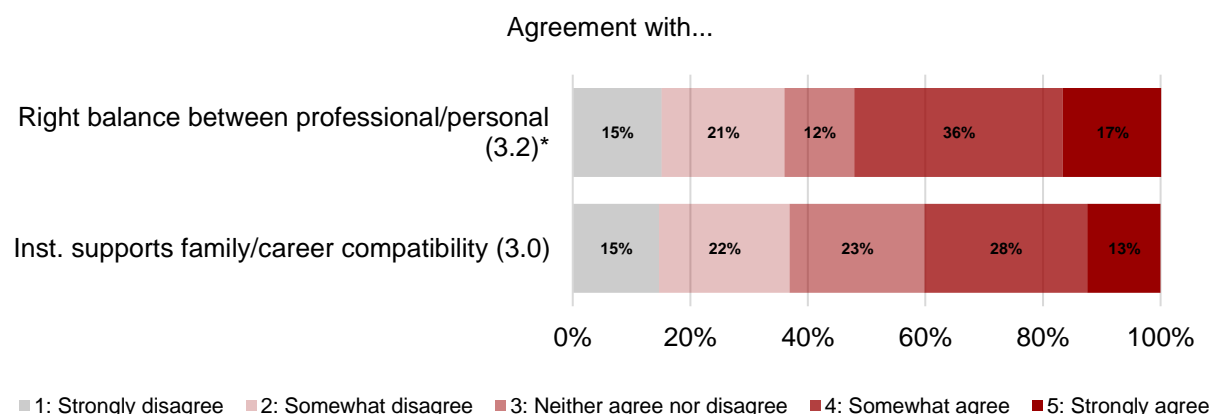
Agreement with...

Right balance between professional/personal (3.2)*: 15% | 21% | 12% | 36% | 17%

Inst. supports family/career compatibility (3.0): 15% | 22% | 23% | 28% | 13%

■ 1: Strongly disagree ■ 2: Somewhat disagree ■ 3: Neither agree nor disagree ■ 4: Somewhat agree ■ 5: Strongly agree

*Item is not included in the average rating for the benchmark.

Subgroup, Peer, and Trend Comparisons

Housing benefits
- Professional-track faculty > tenure-track faculty (2.73 vs. 2.13)

Tuition waivers, remission, or exchange
- Women > men (2.99 vs. 2.64)
- White faculty > Asian faculty (2.84 vs. 2.50)
- Professional-track faculty > tenure-track faculty (3.33 vs. 2.54)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (2.69 vs. 2.36)
- Faculty from COACHE peer institutions > NC State faculty (3.21 vs. 2.81)

Spousal/partner hiring program
- White faculty > Asian faculty (2.90 vs. 2.65)
- White faculty > URM (2.90 vs. 2.44)
- White faculty > faculty of color (2.90 vs. 2.54)

Childcare
- Men > women (2.30 vs. 2.04)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (2.35 vs. 2.00)
- Faculty from COACHE peer institutions > NC State faculty (2.53 vs. 2.17)

Eldercare
- Asian faculty > white faculty (2.73 vs. 2.43)
- Professional-track faculty > tenure-track faculty (2.75 vs. 2.42)
- Pre-tenure faculty > tenured faculty (3.09 vs. 2.32)
- Faculty from COACHE peer institutions > NC State faculty (2.81 vs. 2.5)

Family medical/parental leave
- Professional-track faculty > tenure-track faculty (3.52 vs. 3.21)
- Faculty from COACHE peer institutions > NC State faculty (3.59 vs. 3.31)

Flexible workload/modified duties
- Professional-track faculty > tenure-track faculty (3.97 vs. 3.57)

Stop-the-clock policies (asked of pre-tenure faculty only)
- Asian faculty > white faculty (3.83 vs. 3.45)
- Faculty of color > white faculty (3.75 vs. 3.45)

Parking benefits
- NC State faculty > faculty from COACHE peer institutions (3.10 vs. 2.59)

Inst. supports family/career compatibility
- Asian faculty > white faculty (3.40 vs. 2.96)
- Professional-track faculty > tenure-track faculty (3.28 vs. 2.88)

Related item (not included in benchmark):

Right balance between professional/personal
- Men > women (3.34 vs. 2.99)
- Tenured faculty > pre-tenure faculty (3.18 vs. 2.76)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.33 vs. 2.97)

Health and Retirement Benefits Benchmark

Among all the benchmark topical areas, faculty ratings of health and retirement benefits rank in about the middle. In general, they hold a slightly favorable opinion, with a mean score of 3.3. Faculty at our COACHE peer institutions rate this benchmark more highly than do NC State faculty, with a mean overall benchmark score of 3.6. There are no notable differences in ratings for this overall benchmark score among subgroups of faculty at NC State, nor is the rating notably different from NC State faculty responses in 2021.

The item within this benchmark rated most highly is faculty's *personal health benefits*. Ten percent of faculty are "very satisfied" and 48 percent are "satisfied" with their *personal health benefits*. In contrast, less than half of faculty are satisfied with *health benefits for their families*, which is the least favorably rated item in this benchmark (5% are "very satisfied" and 32% are "satisfied").

Turning to *retirement benefits*, faculty hold generally favorable ratings. Fifty-three percent express some level of satisfaction with their retirement benefits, while another 32 percent are "neither satisfied nor dissatisfied". Similarly, forty-eight percent are "satisfied" (40%) or "very satisfied" (8%) with their *phased retirement options*, and another 40 percent are "neither satisfied nor dissatisfied".

Figure 8: Health and Retirement Benefits; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
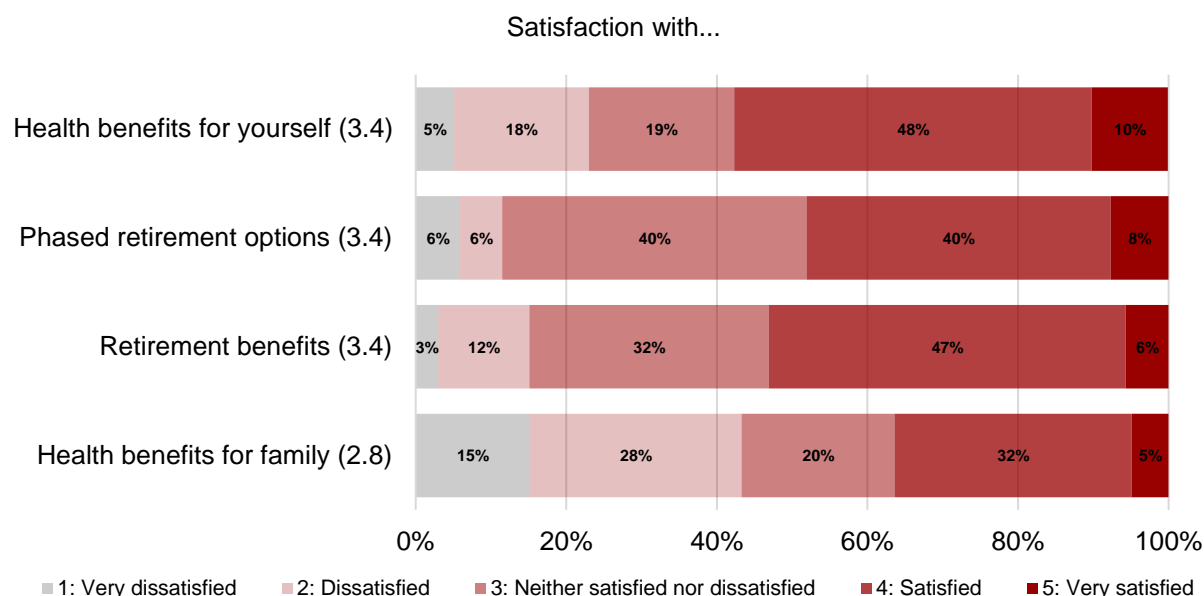
Subgroup, Peer, and Trend Comparisons

Health benefits for yourself
- Professional-track faculty > tenure-track faculty (3.56 vs. 3.31)
- Faculty from COACHE peer institutions > NC State faculty (3.72 vs. 3.40)

Health benefits for family
- White faculty > Asian faculty (2.86 vs. 2.51)
- Faculty from COACHE peer institutions > NC State faculty (3.68 vs. 2.83)

Phased retirement options
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.50 vs. 3.12)

Interdisciplinary Work Benchmark

The seven items that make up the interdisciplinary work benchmark are given an overall mean benchmark score of 3.0, which means that faculty do not rate this area either favorably or unfavorably. There is one notable difference by subgroup; Asian faculty rate this area more highly than do white faculty (with a mean of 3.22 vs. 2.92, respectively). There are no notable differences in this benchmark rating compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

There is not much variation in the distribution of responses among the individual items relating to interdisciplinary work. The topical statement that the largest proportion of faculty agree with is that *interdisciplinary work is rewarded in the tenure process* (asked only of pre-tenure faculty; 15% "strongly agree" and 33% "somewhat agree"). The statement that is rated least favorably is that *budget allocations encourage*

interdisciplinary work, with 29 percent of faculty saying they "somewhat disagree" and 18 percent saying they "strongly disagree."

The majority of faculty at NC State express *interest in teaching and/or performing research with faculty from other disciplines*. Only 16 percent are "not at all" or "slightly interested." In contrast, 31 percent are "very interested" and 29 percent are "extremely interested."

Three-fourths of faculty report that they have *engaged in collaborative research with faculty in other disciplines* during their time working at NC State (75%). Two-thirds also report that they have *performed solo interdisciplinary teaching and/or research* (67%). A little less than half of faculty say they have *engaged in collaborative teaching with faculty in other disciplines* at any point while working at this institution (45%).

Figure 9a: Interdisciplinary Work; frequencies and means (all NC State faculty)

Agreement with...

	1: Strongly disagree	2: Somewhat disagree	3: Neither agree nor disagree	4: Somewhat agree	5: Strongly agree
Interdiscip. work is rewarded in tenure (pre-tenure only) (3.3)	11%	15%	27%	33%	15%
Dept. knows how to evaluate interdiscip. work (3.0)	18%	20%	20%	30%	12%
Facilities conducive to interdiscip. work (3.0)	14%	22%	22%	30%	11%
Interdiscip. work is rewarded in merit (2.9)	16%	22%	25%	27%	10%
Interdiscip. work is rewarded in reappointment (prof track only) (3.0)	14%	25%	22%	31%	9%
Interdiscip. work is rewarded in promotion (tenured and prof track only) (2.9)	16%	23%	21%	31%	9%
Budgets encourage interdiscip. work (2.7)	18%	29%	22%	25%	7%

Figure 9b: Interdisciplinary Work; frequencies and means (all NC State faculty)

Interest in...

Interest in teaching and/or research with faculty from other disciplines (3.7)*

| 2% | 14% | 23% | 31% | 29% |

0%   20%   40%   60%   80%   100%

■ 1: Not at all interested ■ 2: Slightly interested ■ 3: Moderately interested ■ 4: Very interested ■ 5: Extremely interested
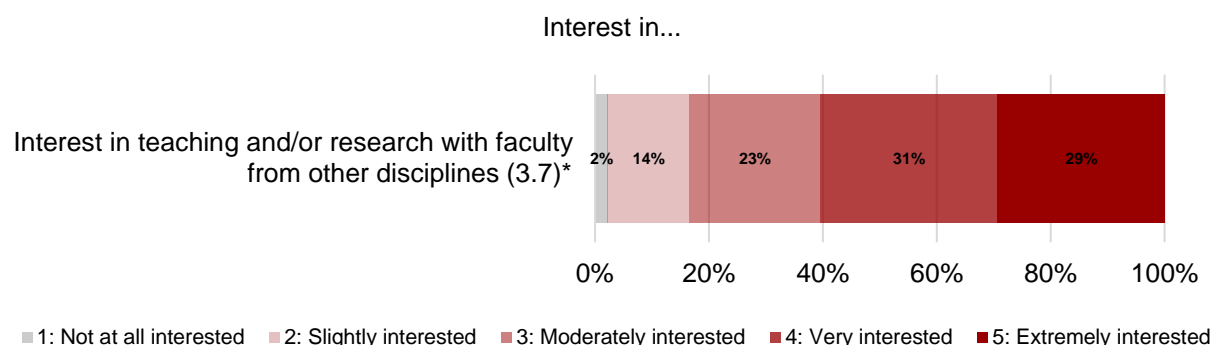
*Item is not included in the average rating for the benchmark.

Figure 9c: Interdisciplinary Work; frequences (all NC State Faculty)
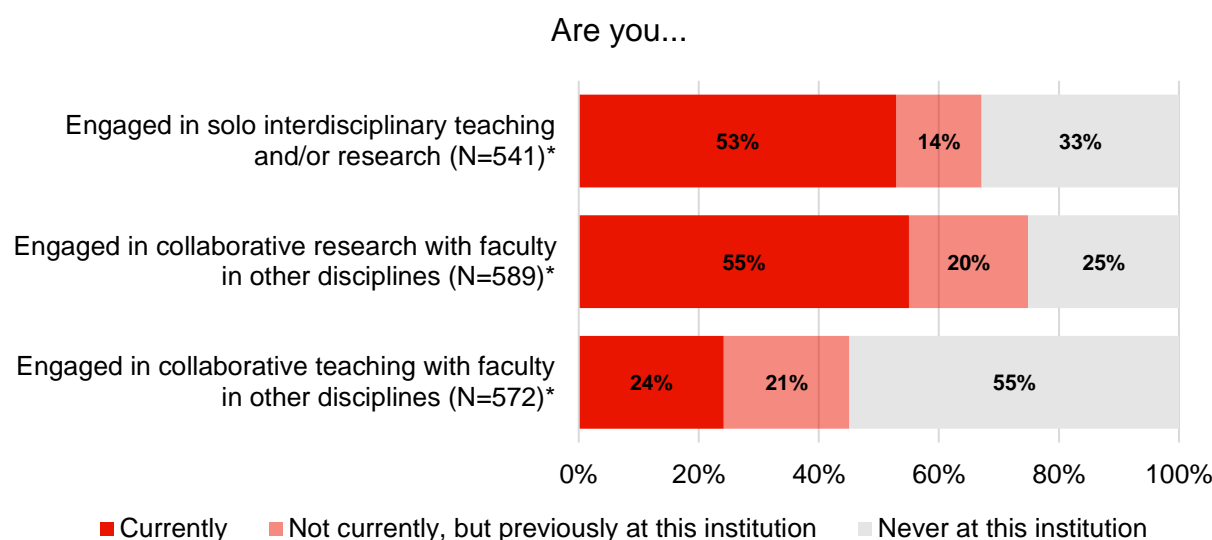
Are you...

Engaged in solo interdisciplinary teaching and/or research (N=541)*

| 53% | 14% | 33% |

Engaged in collaborative research with faculty in other disciplines (N=589)*

| 55% | 20% | 25% |

Engaged in collaborative teaching with faculty in other disciplines (N=572)*

| 24% | 21% | 55% |

0%   20%   40%   60%   80%   100%

■ Currently ■ Not currently, but previously at this institution ■ Never at this institution

*Item is not included in the average rating for the benchmark.

Subgroup, Peer, and Trend Comparisons

Budgets encourage interdisciplinary work
- Asian faculty > white faculty (3.04 vs. 2.66)
- URM > white faculty (2.93 vs. 2.66)
- Faculty of color > white faculty (2.98 vs. 2.66)
- Pre-tenure faculty > tenured faculty (3.05 vs. 2.69)

Facilities conducive to interdisciplinary work
- Pre-tenure faculty > tenured faculty (3.17 vs. 2.91)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.00 vs. 2.71)

Interdisciplinary work is rewarded in merit
- Asian faculty > white faculty (3.24 vs. 2.87)

- Faculty of color > white faculty (3.13 vs. 2.87)

Interdisciplinary work is rewarded in promotion (asked of professional-track or tenured faculty only)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.06 vs. 2.76)

Interdisciplinary work is rewarded in tenure (asked only of pre-tenure faculty)
- Women > men (3.36 vs. 3.05)
- URM > white faculty (3.50 vs. 3.22)
- NC State faculty > faculty from COACHE peer institutions (3.25 vs. 2.59)

Interdisciplinary work is rewarded in reappointment (asked only of professional-track faculty)
- NC State faculty > faculty from COACHE peer institutions (2.97 vs. 2.70)

Department knows how to evaluate interdisciplinary work
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.07 vs. 2.98)

Related item (not included in benchmark):

Interest in interdisciplinary work
- URM > white faculty (3.93 vs. 3.67)
- Tenure-track faculty > professional-track faculty (3.82 vs. 3.50)

Collaboration Benchmark

Although the rating of the interdisciplinary work benchmark by NC State faculty is relatively moderate, faculty express a high regard for opportunities for collaboration. The collaboration benchmark has an overall mean score of 3.8, making it the fifth-highest rated area of work. Amongst faculty subgroups, there is one notable difference; Faculty at the rank of full professor (including both tenure-track and professional-track faculty) (*mean*=3.91) rate this benchmark higher than do faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (*mean*=3.56). There are no notable differences in this benchmark rating compared to our COACHE peer institutions or to NC State faculty responses in 2021.

Seventy percent of faculty are "satisfied" (41%) or "very satisfied" (29%) with *opportunities for collaboration within their department*; seventy percent are also satisfied with *opportunities for collaboration outside the institution* (42% are "satisfied" and 28% are "very satisfied"). Faculty are also generally satisfied with *opportunities for collaboration with colleagues in other departments at NC State*: 21 percent are "very satisfied" and 44 percent are "satisfied."

Figure 10: Collaboration; frequencies and means (all NC State faculty)

Satisfaction with...

■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

Subgroup, Peer, and Trend Comparisons

Opportunities for collaboration within department
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.91 vs. 3.51)

Opportunities for collaboration outside department
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.82 vs. 3.42)

Opportunities for collaboration outside institution
- URM > white faculty (4.07 vs. 3.82)
- Tenure-track faculty > professional-track faculty (3.99 vs. 3.52)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (4.03 vs. 3.75)

Mentoring Benchmark

Faculty tend to have favorable opinions of mentoring, as the overall benchmark score is 3.3 out of 5. There is some subgroup variability in overall benchmark scores. Asian faculty express higher opinions of their mentoring experience than do white faculty (with a mean of 3.58 vs. 3.21, respectively). Pre-tenure faculty have a more favorable rating of mentoring than do tenured faculty (3.67 vs. 3.2). However, faculty at the rank of full professor (including both tenure-track and professional-track faculty) rate this area higher than do faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.39 vs. 2.84), suggesting that the difference between pre-

tenure faculty and tenured faculty is mostly driven by the relative dissatisfaction of those at the associate rank. There are no notable differences in this benchmark rating compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

Faculty were asked a variety of questions relating to their mentoring opinions and experiences, six of which are incorporated into the mentoring benchmark score. An additional twelve associated questions were also asked; those items are indicated below.
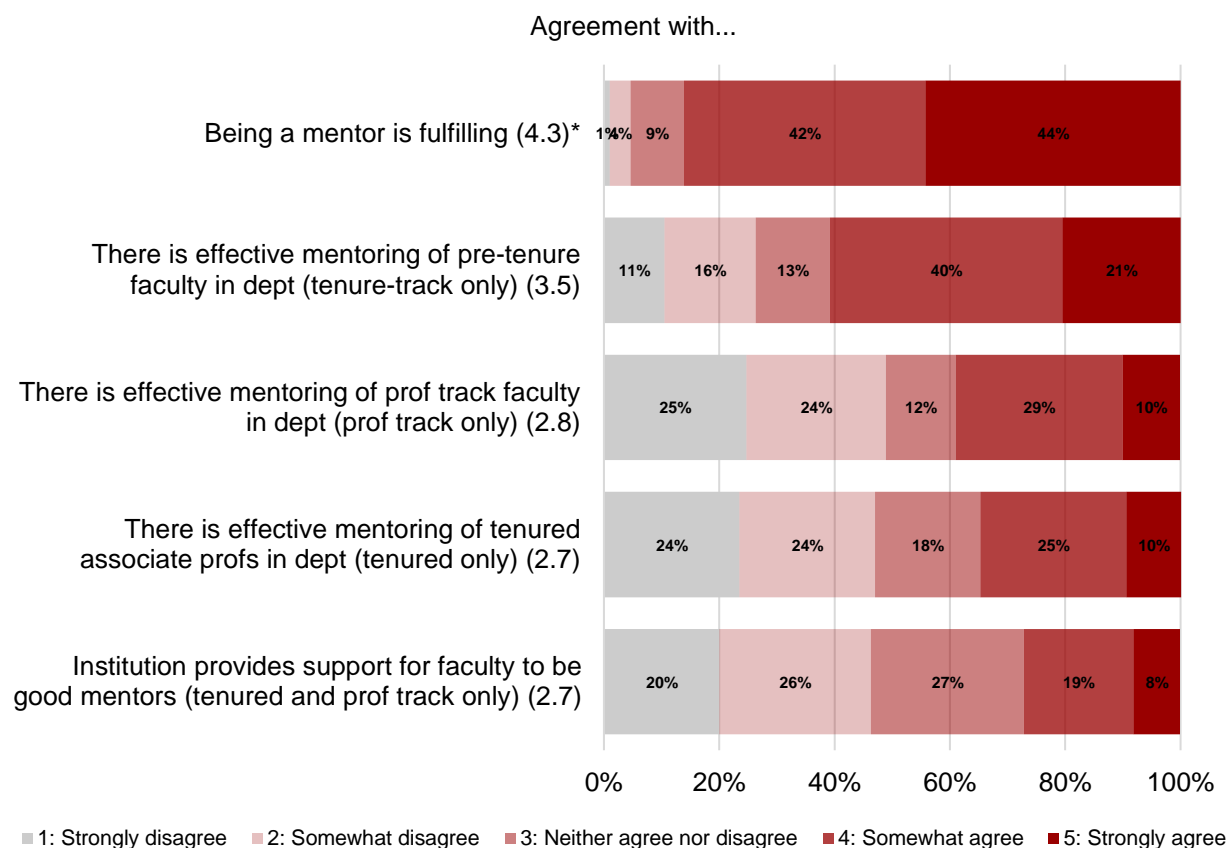
Survey respondents were shown questions asking about the efficacy of mentoring for faculty in their departments based on mentees' tenure status. When asked whether there is *effective mentoring for pre-tenure faculty*, most tenure-track faculty "somewhat agree" (40%) or "strongly agree" (21%) with the statement. Ratings drop for the same statement about tenured faculty at the rank of associate professor; only 35 percent of tenured faculty "somewhat agree" (25%) or "strongly agree" (10%) that there is *affective mentoring of tenured associate professors*. Only professional-track faculty were asked about whether they agree that there is *effective mentoring of professional-track faculty,* and 29 percent "somewhat agree" with the statement, while 10 percent "strongly agree."

When asked more generally about *the effectiveness of mentoring within the department*, most faculty said that it is "very effective" (34%) or "somewhat effective" (42%). Opinions on *the effectiveness of mentoring outside the department but within other departments at NC State* are also high; 22 percent say it is "very effective," and 49 percent say it is "somewhat effective." *The effectiveness of mentoring from someone outside the institution* is the highest scoring survey item in this set of questions, as 38 percent say it is "very effective," and another 43 percent say it is "somewhat effective." Although this last question is not a benchmark item, these results suggest that inter-institutional mentoring relationships are valued by NC State faculty and are rated as even more effective than the mentoring found within their home departments.

Most faculty also agree that *mentoring relationships within and outside of the department*, as well as *mentoring outside the institution*, are important to their success as a faculty member. Almost nine in ten respondents agree that *within-department mentoring*, in particular, is "very important" (50%) or "important" (39%). This is the item with the highest mean score (4.32) within this benchmark.

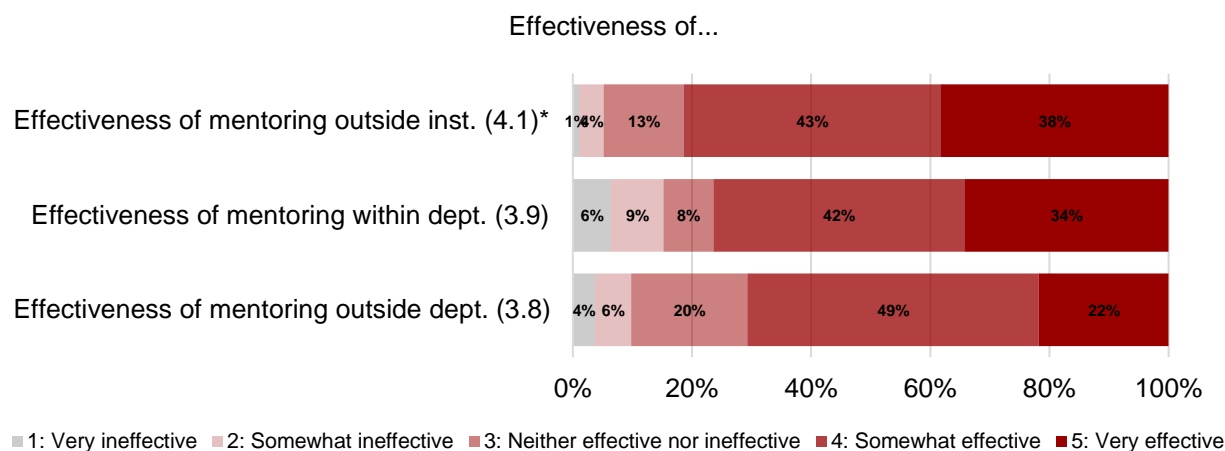Tenured and professional-track faculty at the rank of full or associate professor were asked about whether they have served as a mentor. Seventy percent indicate they *have served as a mentor to faculty within the institution,* most often to pre-tenure faculty in their department (50%). Overall, 44 percent of faculty "strongly agree" and 42 percent "somewhat agree" with the statement that *being a mentor is fulfilling*.

Figure 11a: Mentoring; frequencies and means (all NC State faculty)

Agreement with...

	1: Strongly disagree	2: Somewhat disagree	3: Neither agree nor disagree	4: Somewhat agree	5: Strongly agree
Being a mentor is fulfilling (4.3)*	1%	4%	9%	42%	44%
There is effective mentoring of pre-tenure faculty in dept (tenure-track only) (3.5)	11%	16%	13%	40%	21%
There is effective mentoring of prof track faculty in dept (prof track only) (2.8)	25%	24%	12%	29%	10%
There is effective mentoring of tenured associate profs in dept (tenured only) (2.7)	24%	24%	18%	25%	10%
Institution provides support for faculty to be good mentors (tenured and prof track only) (2.7)	20%	26%	27%	19%	8%

*Item is not included in the average rating for the benchmark.

Figure 11b: Mentoring; frequencies and means (all NC State faculty)

Effectiveness of...

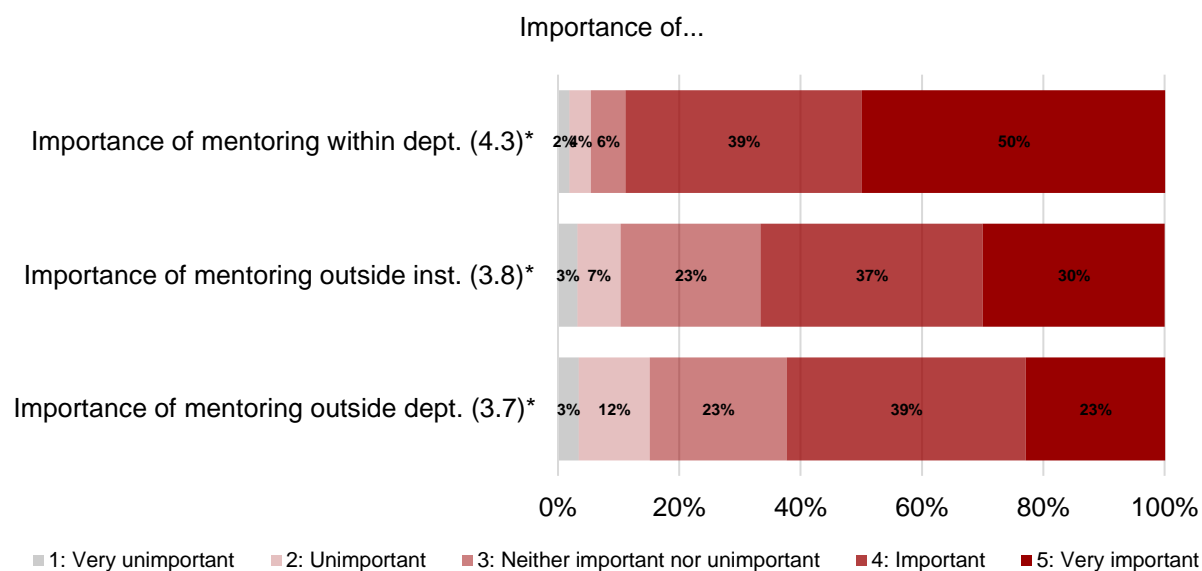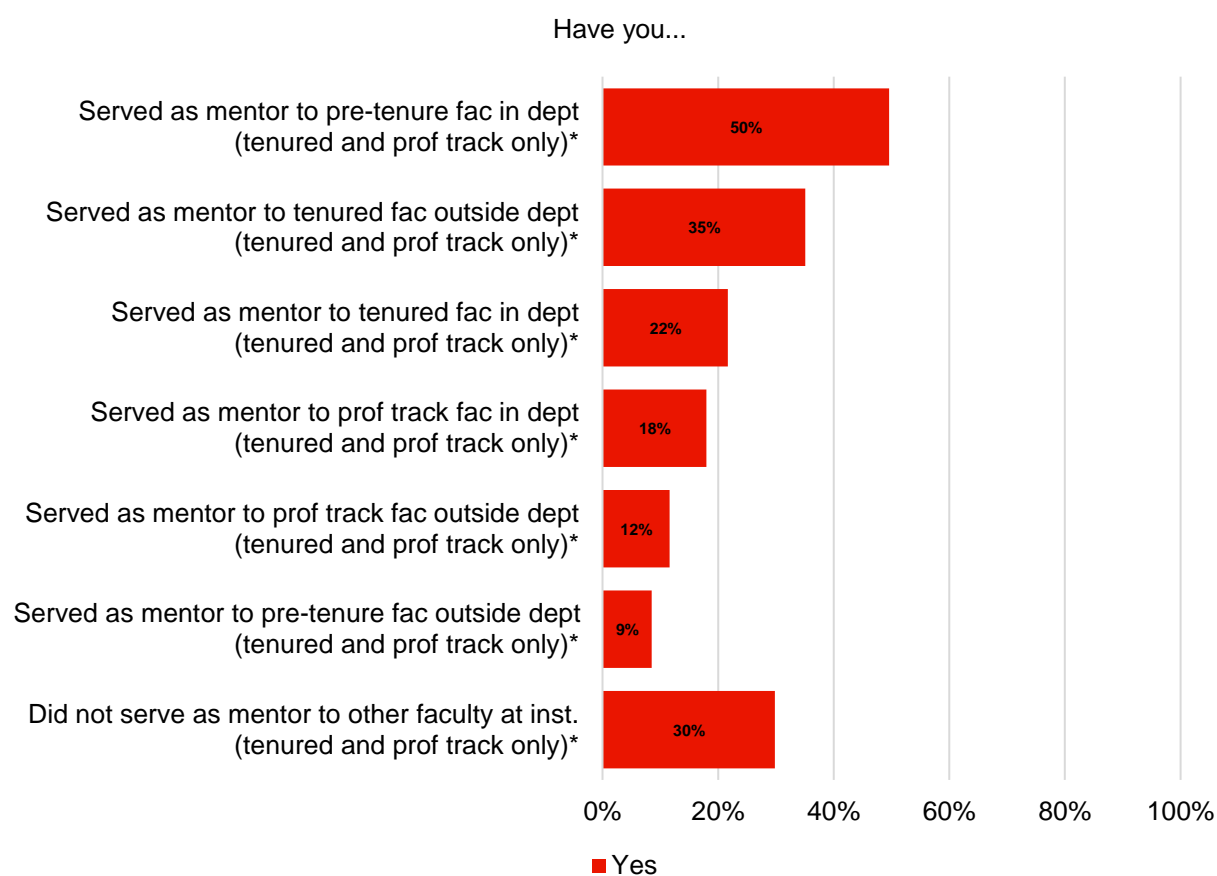|	1: Very ineffective	2: Somewhat ineffective	3: Neither effective nor ineffective	4: Somewhat effective	5: Very effective
Effectiveness of mentoring outside inst. (4.1)*	1%	4%	13%	43%	38%
Effectiveness of mentoring within dept. (3.9)	6%	9%	8%	42%	34%
Effectiveness of mentoring outside dept. (3.8)	4%	6%	20%	49%	22%

*Item is not included in the average rating for the benchmark.

Figure 11c: Mentoring; frequencies and means (all NC State faculty)

Importance of...

Item	1: Very unimportant	2: Unimportant	3: Neither	4: Important	5: Very important
Importance of mentoring within dept. (4.3)*	2%	4%	6%	39%	50%
Importance of mentoring outside inst. (3.8)*	3%	7%	23%	37%	30%
Importance of mentoring outside dept. (3.7)*	3%	12%	23%	39%	23%

■ 1: Very unimportant ■ 2: Unimportant ■ 3: Neither important nor unimportant ■ 4: Important ■ 5: Very important

*Item is not included in the average rating for the benchmark.

Figure 11d: Mentoring; frequencies (tenured and professional-track faculty only; N=567)

Have you...

Item	Yes
Served as mentor to pre-tenure fac in dept (tenured and prof track only)*	50%
Served as mentor to tenured fac outside dept (tenured and prof track only)*	35%
Served as mentor to tenured fac in dept (tenured and prof track only)*	22%
Served as mentor to prof track fac in dept (tenured and prof track only)*	18%
Served as mentor to prof track fac outside dept (tenured and prof track only)*	12%
Served as mentor to pre-tenure fac outside dept (tenured and prof track only)*	9%
Did not serve as mentor to other faculty at inst. (tenured and prof track only)*	30%

■ Yes

*Item is not included in the average rating for the benchmark.

Subgroup, Peer, and Trend Comparisons

Effectiveness of mentoring within department
- Women > men (4.06 vs. 3.73)
- Asian faculty > white faculty (4.26 vs. 3.86)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.98 vs. 3.64)

Effectiveness of mentoring outside department
- URM > white faculty (4.02 vs. 3.74)

Mentoring of pre-tenure faculty in department (asked of tenure-track faculty only)
- Asian faculty > white faculty (3.73 vs. 3.45)
- White faculty > URM (3.45 vs. 3.11)
- Faculty at the rank of full professor > faculty at the rank of associate professor (3.67 vs. 3.07)

Mentoring of associate professors in department (asked of tenured faculty only)
- Asian faculty > white faculty (3.29 vs. 2.68)
- Faculty of color > white faculty (2.96 vs. 2.68)
- Faculty at the rank of full professor > faculty at the rank of associate professor (3.01 vs. 2.20)

Mentoring of professional-track faculty in department (asked of professional-track faculty only)
- Men > women (2.90 vs. 2.65)
- White faculty > Asian faculty (2.75 vs. 2.38)
- Faculty at the rank of full professor > faculty at the rank of associate professor (2.96 vs. 2.33)

Support for faculty to be good mentors (asked of tenured and professional-track faculty only)
- Asian faculty > white faculty (2.91 vs. 2.66)
- Faculty at the rank of full professor > faculty at the rank of associate professor (2.86 vs. 2.34)

Related items (not included in benchmark):

Being a mentor is fulfilling
- Asian faculty > white faculty (4.48 vs. 4.18)
- URM > white faculty (4.48 vs. 4.18)
- Faculty of color > white faculty (4.48 vs. 4.18)

Importance of mentoring within department
- Women > men (4.46 vs. 4.18)

Importance of mentoring outside department
- Women > men (3.92 vs. 3.45)
- Asian faculty > white faculty (3.95 vs. 3.56)
- URM > white faculty (4.20 vs. 3.56)
- Faculty of color > white faculty (4.09 vs. 3.56)

- Pre-tenure faculty > tenured faculty (3.93 vs. 3.62)

Importance of mentoring outside institution
- Women > men (4.08 vs. 3.61)
- URM > white faculty (4.14 vs. 3.77)
- faculty of color > white faculty (4.06 vs. 3.77)
- Tenure-track faculty > professional-track faculty (3.93 vs. 3.62)
- Pre-tenure faculty > tenured faculty (4.25 vs. 3.85)

Effectiveness of mentoring outside the institution
- Women > men (4.29 vs. 3.98)
- Tenure-track faculty > professional-track faculty (4.21 vs. 3.93)

Tenure Policies Benchmark

Pre-tenure faculty were asked to answer a series of questions relating to the clarity of the tenure process and policies at NC State. Overall, the benchmark mean score for this area is 3.4 out of 5. There is one notable subgroup difference: white faculty find tenure policies clearer than do faculty who are underrepresented minorities (with a mean of 3.45 vs. 3.16, respectively). There are no notable differences in this benchmark rating compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

Overall, approximately two-thirds of pre-tenure faculty rate the following aspects as "very clear" or at least "somewhat clear": *the tenure process*, *tenure criteria*, *the body of evidence considered in tenure decisions*, and *whether faculty will achieve tenure*. Of these, *the tenure process* had the highest proportion of "clear" ratings, with 24 percent of faculty saying the process is "very clear" and another 46 percent saying that it is "somewhat clear." However, just over one in five respondents say that *the tenure process* is "somewhat unclear" or "very unclear" (14% and 7%, respectively). Least likely to be seen as clear are *tenure standards*, with 19 percent saying they are "very unclear" and another 19% saying they are "somewhat unclear."

Most pre-tenure faculty agree that *tenure decisions within their departments are based on performance*, rather than non-performance factors. Twenty-seven percent of faculty "strongly agree" and 45 percent "somewhat agree" with that statement. Just five percent "strongly disagree" that decisions are performance-based.

Pre-tenure faculty indicate that there could be improvement regarding communications about tenure. First, only 43 percent of faculty agree that they *have received consistent messages from tenured faculty about the requirements for tenure*. Over one-third disagree with this statement (19% "somewhat disagree" and 18% "strongly disagree"). Second, while about 78 percent of pre-tenure faculty state they *have received formal feedback on their progress toward tenure*, 22 percent say they have not received any formal feedback. This latter item is not a benchmark item contributing to the overall mean score, but it does contribute to understanding how faculty perceive departmental communications regarding tenure policies and processes.

Figure 12a: Tenure Policies; frequencies and means (NC State pre-tenure faculty only)
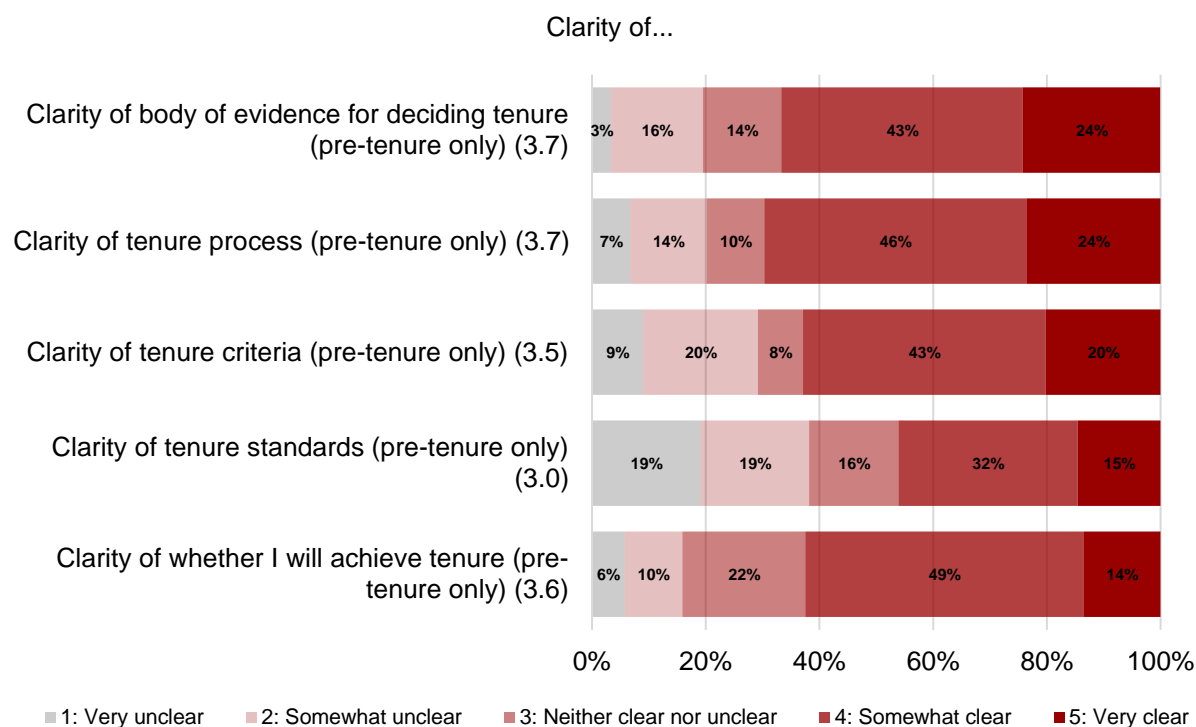
Clarity of...

Clarity of body of evidence for deciding tenure (pre-tenure only) (3.7)	3% · 16% · 14% · 43% · 24%	
Clarity of tenure process (pre-tenure only) (3.7)	7% · 14% · 10% · 46% · 24%	
Clarity of tenure criteria (pre-tenure only) (3.5)	9% · 20% · 8% · 43% · 20%	
Clarity of tenure standards (pre-tenure only) (3.0)	19% · 19% · 16% · 32% · 15%	
Clarity of whether I will achieve tenure (pre-tenure only) (3.6)	6% · 10% · 22% · 49% · 14%	

■ 1: Very unclear   ■ 2: Somewhat unclear   ■ 3: Neither clear nor unclear   ■ 4: Somewhat clear   ■ 5: Very clear

Figure 12b: Tenure Policies; frequencies and means (NC State pre-tenure faculty only)

Agreement with...

Tenure decisions are performance-based (pre-tenure only) (3.8)	5% · 11% · 13% · 45% · 27%	
Consistency of messages about tenure (pre-tenure only) (3.0)	18% · 19% · 19% · 34% · 9%	

■ 1: Strongly disagree   ■ 2: Somewhat disagree   ■ 3: Neither agree nor disagree   ■ 4: Somewhat agree   ■ 5: Strongly agree
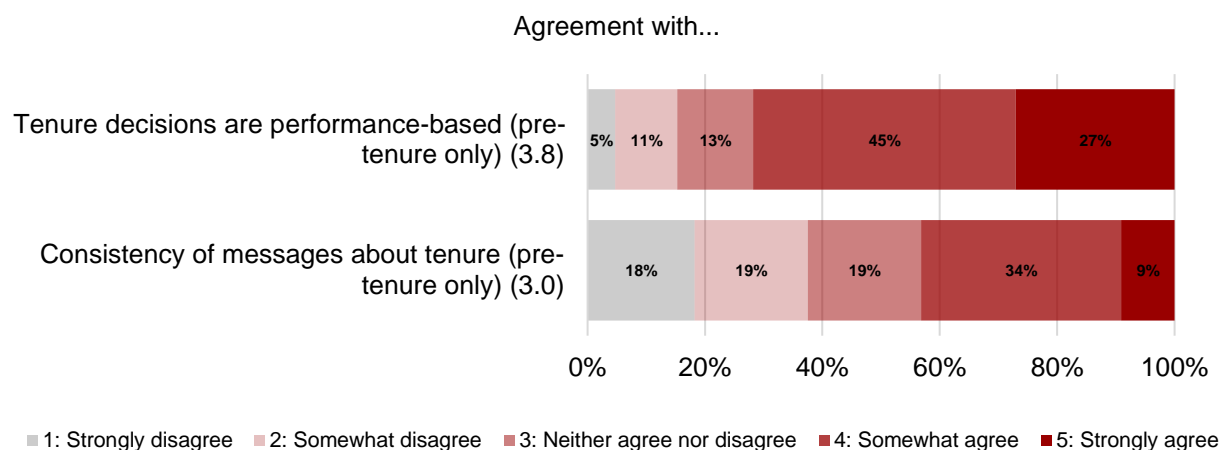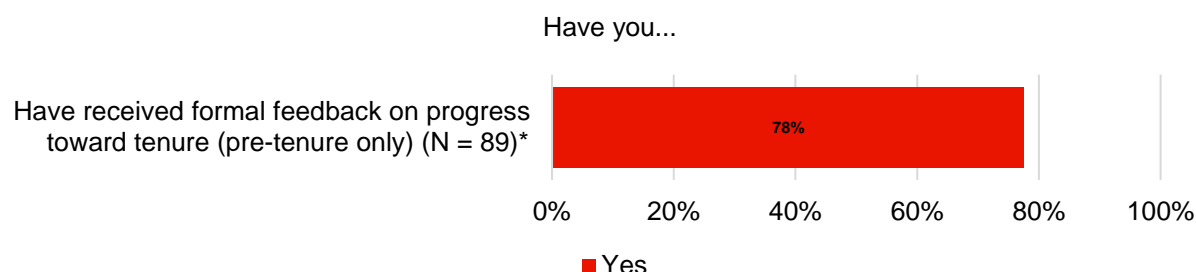
Figure 12c: Tenure Policies; frequencies (NC State pre-tenure faculty only)

Have you...

*Item is not included in the average rating for the benchmark.

Subgroup, Peer, and Trend Comparisons

Clarity of tenure criteria
- Asian faculty > white faculty (3.79 vs. 3.41)

Clarity of tenure standards
- Asian faculty > white faculty (3.43 vs. 3.03)
- White faculty > URM (3.03 vs. 2.55)
- Faculty from COACHE peer institutions > NC State faculty (3.35 vs. 3.03)

Clarity of body of evidence for deciding tenure
- White faculty > URM (3.76 vs. 3.18)
- White faculty > faculty of color (3.76 vs. 3.46)

Consistency of messages about tenure
- White faculty > URM (3.03 vs. 2.27)

Tenure decisions are performance-based
- Faculty from COACHE peer institutions > NC State faculty (4.04 vs. 3.79)
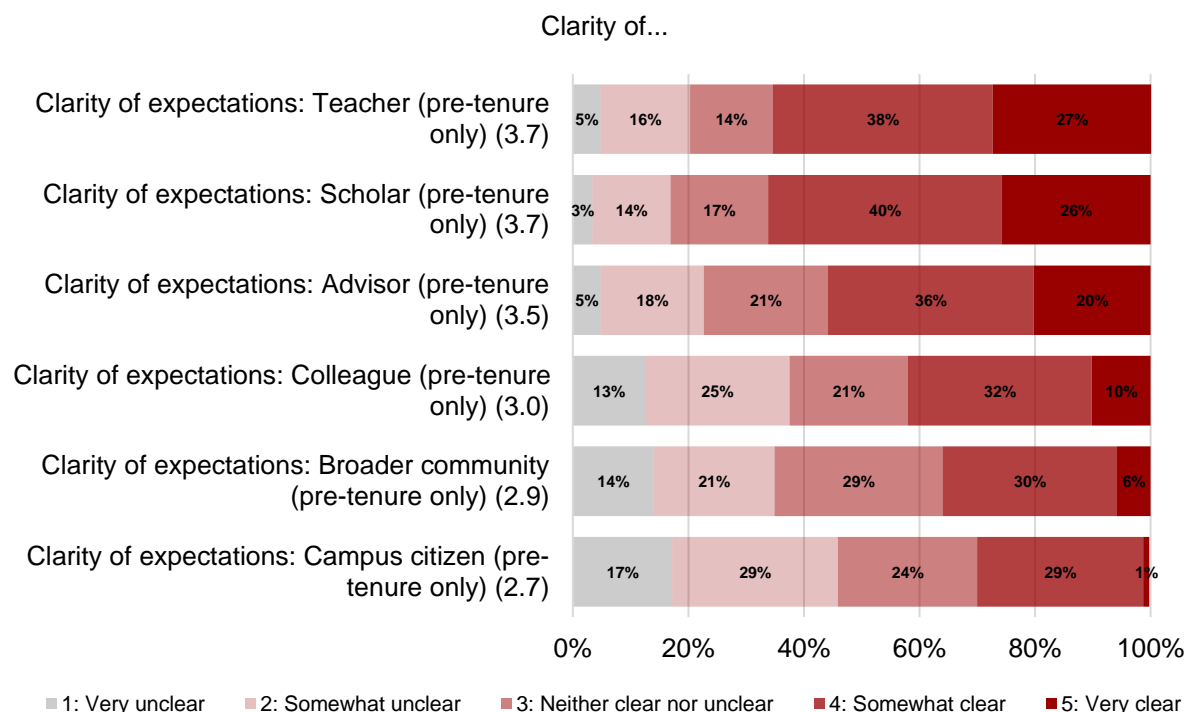
Tenure Expectations: Clarity Benchmark

The survey questions about the clarity of expectations regarding job performance were also asked only of pre-tenure faculty. The overall benchmark mean score for clarity of tenure expectations is 3.3 out of 5. Men report that they find expectations clear at higher rates than do women (with an overall benchmark mean score of 3.42 vs. 3.16, respectively), and Asian faculty also rate this area more highly than do white faculty (3.52 vs. 3.23). There are no notable differences in this benchmark rating compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

Pre-tenure faculty rate the *expectations for their role as a scholar, teacher,* and *advisor* most highly out of the survey items in this area. In particular, two-thirds of faculty say that what is expected of them as a *scholar* and as a *teacher* is "very clear" or at least "somewhat clear." The least favorably rated item is *expectations as a campus citizen*; only one percent say that this is "very clear," and 29 percent say it is "somewhat clear."

Although not included in the calculation of the benchmark score, faculty's belief of whether they will achieve tenure is related to this topical area. Of the 63 percent of pre-tenure faculty who say it is "somewhat clear" or "very clear" whether they will achieve

tenure, virtually all of them also say they *believe that they will achieve tenure* (100%; not shown).

Figure 13a: Tenure Clarity; frequencies and means (NC State pre-tenure faculty only)

Clarity of...

Legend: ■ 1: Very unclear ■ 2: Somewhat unclear ■ 3: Neither clear nor unclear ■ 4: Somewhat clear ■ 5: Very clear

Data represented in the chart:

Item (mean)	1: Very unclear	2: Somewhat unclear	3: Neither clear nor unclear	4: Somewhat clear	5: Very clear
Clarity of expectations: Teacher (pre-tenure only) (3.7)	5%	16%	14%	38%	27%
Clarity of expectations: Scholar (pre-tenure only) (3.7)	3%	14%	17%	40%	26%
Clarity of expectations: Advisor (pre-tenure only) (3.5)	5%	18%	21%	36%	20%
Clarity of expectations: Colleague (pre-tenure only) (3.0)	13%	25%	21%	32%	10%
Clarity of expectations: Broader community (pre-tenure only) (2.9)	14%	21%	29%	30%	6%
Clarity of expectations: Campus citizen (pre-tenure only) (2.7)	17%	29%	24%	29%	1%

Subgroup, Peer, and Trend Comparisons

Clarity of expectations: Scholar
- White faculty > URM (3.73 vs. 3.36)

Clarity of expectations: Teacher
- Men > women (3.90 vs. 3.55)
- Asian faculty > white faculty (4.21 vs. 3.62)
- White faculty > URM (3.62 vs. 3.30)

Clarity of expectations: Advisor
- Men > women (3.81 vs. 3.29)
- Asian faculty > white faculty (3.86 vs. 3.37)
- URM > white faculty (3.70 vs. 3.37)
- Faculty of color > white faculty (3.79 vs. 3.37)

Clarity of expectations: Colleague
- Men > women (3.24 vs. 2.89)
- Faculty from COACHE peer institutions > NC State faculty (3.34 vs. 3.02)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.27 vs. 3.02)

Clarity of expectations: Campus citizen
- Men > women (2.85 vs. 2.57)
- Faculty from COACHE peer institutions > NC State faculty (2.97 vs. 2.68)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.01 vs. 2.68)

Clarity of expectations: Broader community
- Men > women (3.09 vs. 2.83)
- White faculty > URM (2.95 vs. 2.64)

Promotion to Full Benchmark

Tenured faculty at the rank of associate or full professor are asked about the clarity of the promotion process and the criteria to become a full professor. This is the highest rated area of satisfaction at NC State; overall, the benchmark mean score is 3.8 out of 5 possible points. Among this tenured faculty group, full professors rate this area higher than do associate professors (4.11 vs. 3.23, respectively). There is also a notable difference by race/ethnicity, as white faculty find the clarity and expectations for the promotion process more favorable than do faculty who are underrepresented minorities (3.85 vs. 3.3). There are no notable differences in ratings compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

About three-fourths of associate and full professors rate the following three items as "somewhat clear" or "very clear": *the promotion process* (78% overall), *the body of evidence* (i.e., the dossier's contents; 75%), and *the criteria that will be considered for promotion* (i.e., what aspects are evaluated) (74%). Half of tenured associate professors say that they have at least some clarity about *whether they will be promoted to full professor* (37% "somewhat clear" and 13% "very clear"). Another 18 percent say that it is "neither clear nor unclear." This means that one in three tenured associate professors feel as though they do not have a good sense of whether they will be promoted to full professor (13% say it is "somewhat unclear," and 19% say it is "very unclear").

Tenured associate and full professors also rate the more general culture and expectations about promotion within the department highly. Specifically, 78 percent of faculty find *the expectations for promotion* reasonable (41% "strongly agree" and 37% "somewhat agree"). Three-fourths also say that *the departmental culture encourages associate professors to work toward promotion* (45% "strongly agree" and 30% "somewhat agree").

It was previously reported that 22 percent of pre-tenure faculty had not *received formal feedback on their progress toward tenure*, and the number of associate professors who say they have received no formal feedback is even higher, at 68 percent. This means that only a third of associate professors feel as though they have received official guidance of where they stand in relation to their chances of achieving the rank of full professor at NC State.

Figure 14a: Promotion to Full Professor; frequencies and means (NC State tenured faculty only)
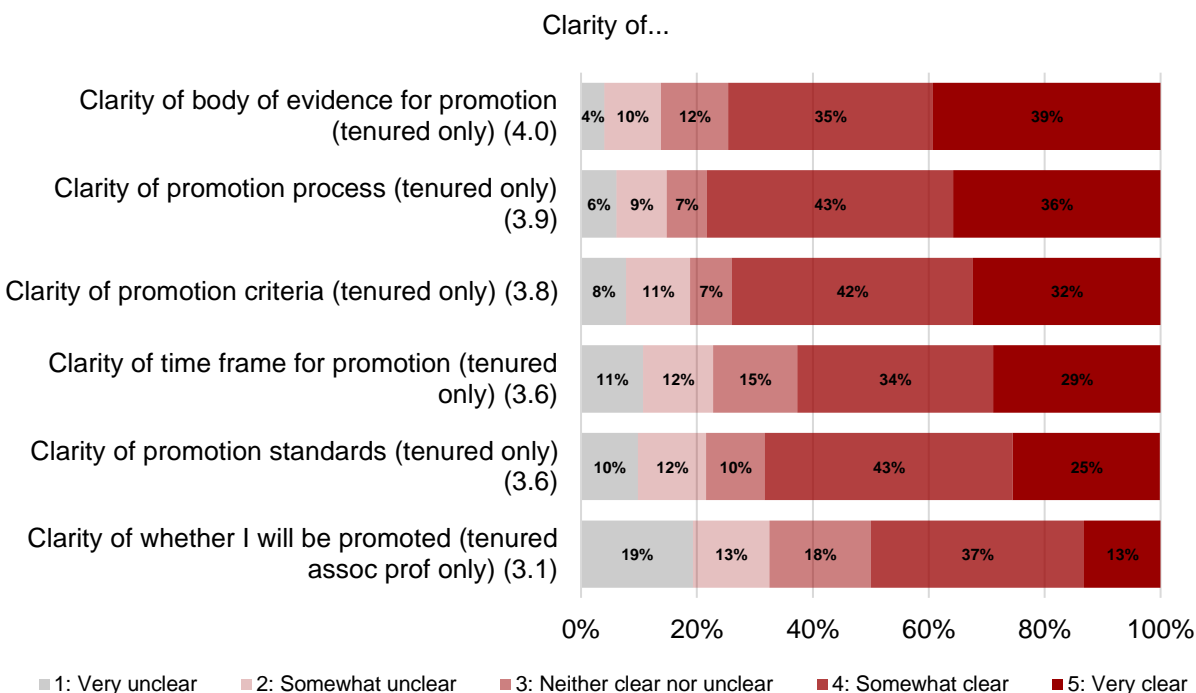
Clarity of...

	1: Very unclear	2: Somewhat unclear	3: Neither clear nor unclear	4: Somewhat clear	5: Very clear
Clarity of body of evidence for promotion (tenured only) (4.0)	4%	10%	12%	35%	39%
Clarity of promotion process (tenured only) (3.9)	6%	9%	7%	43%	36%
Clarity of promotion criteria (tenured only) (3.8)	8%	11%	7%	42%	32%
Clarity of time frame for promotion (tenured only) (3.6)	11%	12%	15%	34%	29%
Clarity of promotion standards (tenured only) (3.6)	10%	12%	10%	43%	25%
Clarity of whether I will be promoted (tenured assoc prof only) (3.1)	19%	13%	18%	37%	13%

■ 1: Very unclear ■ 2: Somewhat unclear ■ 3: Neither clear nor unclear ■ 4: Somewhat clear ■ 5: Very clear

Figure 14b: Promotion to Full Professor; frequencies and means (NC State tenured faculty only)

Agreement with...

	1: Strongly disagree	2: Somewhat disagree	3: Neither agree nor disagree	4: Somewhat agree	5: Strongly agree
Dept. culture encourages promotion (tenured only) (4.0)	8%	9%	9%	30%	45%
Reasonable expectations: Promotion (tenured only) (4.0)	6%	8%	9%	37%	41%

■ 1: Strongly disagree ■ 2: Somewhat disagree ■ 3: Neither agree nor disagree ■ 4: Somewhat agree ■ 5: Strongly agree
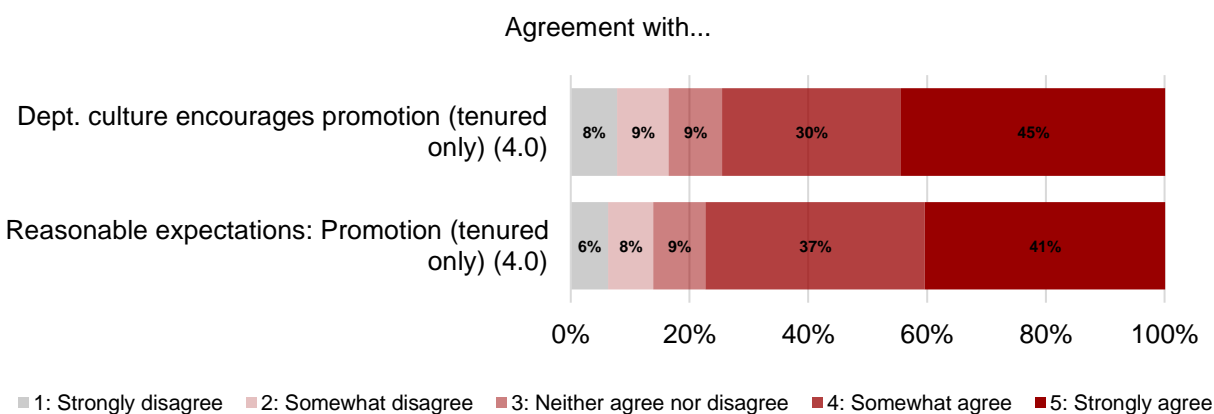
Figure 14c: Promotion to Full Professor; frequencies (NC State tenured faculty only)
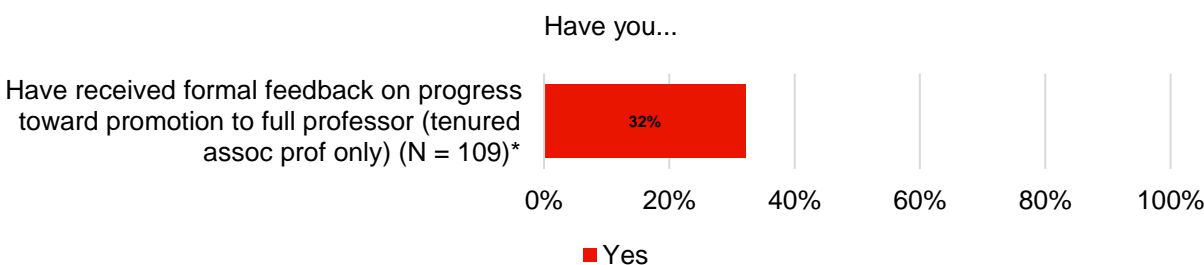
Have you...

	Yes
Have received formal feedback on progress toward promotion to full professor (tenured assoc prof only) (N = 109)*	32%

■ Yes

*Item is not included in the average rating for the benchmark.

Department culture encourages promotion
- White faculty > URM (4.01 vs. 3.22)
- White faculty > faculty of color (4.01 vs. 3.72)
- Full professor > associate professor (4.26 vs. 3.28)

Reasonable expectations: Promotion
- White faculty > URM (4.00 vs. 3.60)
- Full professor > associate professor (4.31 vs. 3.22)

Clarity of promotion process
- White faculty > URM (3.94 vs. 3.55)
- Full professor > associate professor (4.19 vs. 3.41)

Clarity of promotion criteria
- Women > men (4.01 vs. 3.70)
- White faculty > URM (3.82 vs. 3.27)
- Full professor > associate professor (4.04 vs. 3.31)

Clarity of promotion standards
- Asian faculty > white faculty (3.94 vs. 3.65)
- White faculty > URM (3.65 vs. 3.06)
- Full professor > associate professor (3.88 vs. 3.10)

Clarity of body of evidence for promotion
- White faculty > URM (3.99 vs. 3.55)
- Full professor > associate professor (4.18 vs. 3.52)

Clarity of time frame for promotion
- White faculty > URM (3.60 vs. 3.12)
- Full professor > associate professor (3.93 vs. 2.89)

Clarity of whether I will be promoted
- Women > men (3.33 vs. 3.01)
- White faculty > URM (3.19 vs. 2.60)
- White faculty > faculty of color (3.19 vs. 2.84)

Additional "Contract Renewal and Promotion" Items

Professional-track faculty at NC State were asked questions pertaining to the contract renewal and promotion processes. These questions altogether represent a cohesive area of interest. COACHE does not present this as an official benchmark, but the overall mean score for this topical area is approximately 3.1, which is very slightly favorable.[5]

Looking at the five items pertaining to clarity of contract renewal, the mean rating for each item is higher than 3.0, indicating that faculty have a slightly favorable view of the process and its requirements. The statement that faculty express the most clarity about is, *my sense of whether or not my contract will be renewed* (22% say it is "very clear,"

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[5] ISA calculated this overall mean rating by adding the mean scores for all the individual items and dividing by the number of questions. COACHE'S benchmark mean score formula is not publicized, which is why this is only an approximate score for general comparison purposes.

and 41% say it is "somewhat clear"). The second most favorably rated item pertains to *the clarity of the departmental contract renewal process*; 57 percent say it is "somewhat clear" or "very clear." Professional track faculty are only slightly less likely to say they believe *the departmental contract renewal criteria* and *standards* are "somewhat clear" or "very clear;" they are given positive ratings by 55 and 49 percent of professional-track faculty, respectively.

There are less favorable feelings about the promotion process for professional-track faculty; almost all the items on this topic have a mean rating of less than 3. The highest-rated item in this area is, "*My sense of whether or not my contract will be renewed.*" Less than half say this is "very clear" (16%) or "somewhat clear" (31%). Just 38 to 43 percent of professional-track faculty find the following four items "somewhat clear" or "very clear": *promotion standards* (38%), *the body of evidence for promotion decisions* (40%), *the criteria for promotion* (41%), and *the promotion process* (43%).

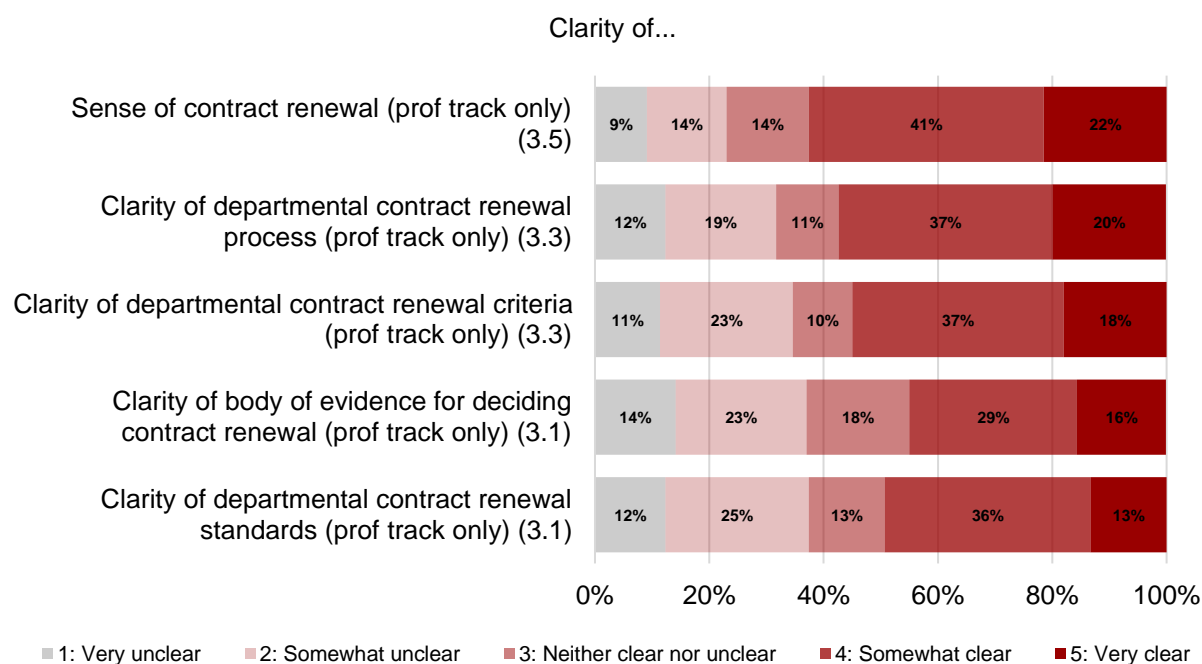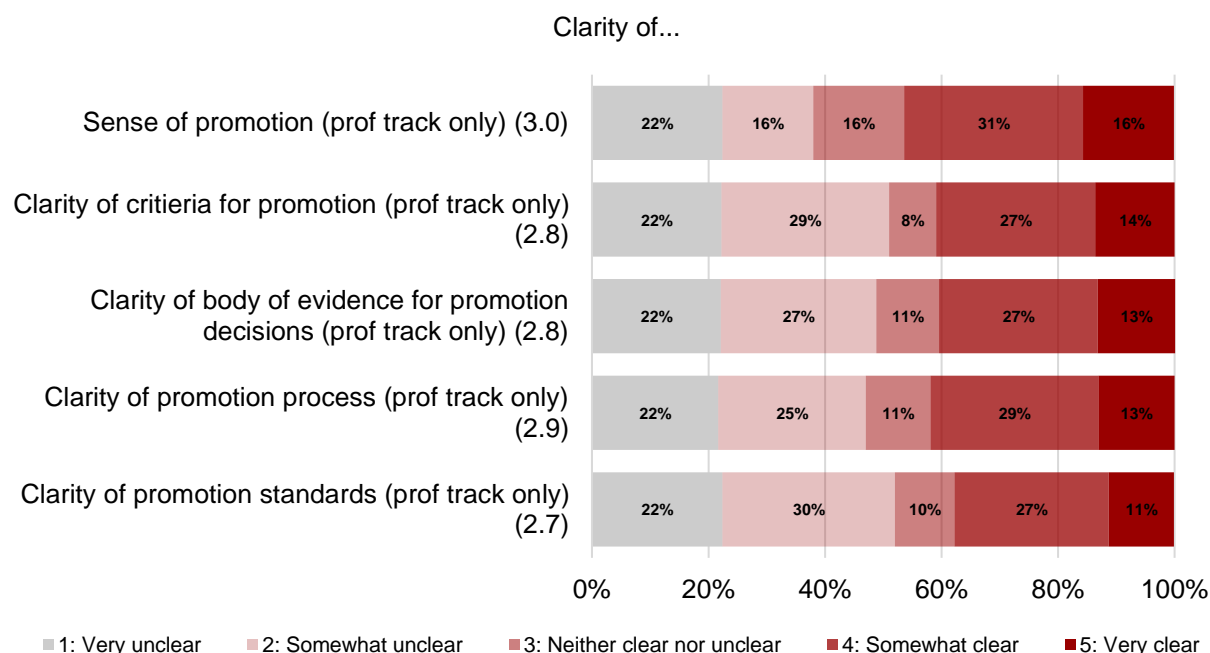**Figure 15a: Contract Renewal; frequencies and means (NC State professional-track faculty only)**

Clarity of...

	1: Very unclear	2: Somewhat unclear	3: Neither clear nor unclear	4: Somewhat clear	5: Very clear
Sense of contract renewal (prof track only) (3.5)	9%	14%	14%	41%	22%
Clarity of departmental contract renewal process (prof track only) (3.3)	12%	19%	11%	37%	20%
Clarity of departmental contract renewal criteria (prof track only) (3.3)	11%	23%	10%	37%	18%
Clarity of body of evidence for deciding contract renewal (prof track only) (3.1)	14%	23%	18%	29%	16%
Clarity of departmental contract renewal standards (prof track only) (3.1)	12%	25%	13%	36%	13%

■ 1: Very unclear ■ 2: Somewhat unclear ■ 3: Neither clear nor unclear ■ 4: Somewhat clear ■ 5: Very clear

Figure 15b: Promotion Process; frequencies and means (NC State professional-track faculty only)

Clarity of...

	1: Very unclear	2: Somewhat unclear	3: Neither clear nor unclear	4: Somewhat clear	5: Very clear
Sense of promotion (prof track only) (3.0)	22%	16%	16%	31%	16%
Clarity of critieria for promotion (prof track only) (2.8)	22%	29%	8%	27%	14%
Clarity of body of evidence for promotion decisions (prof track only) (2.8)	22%	27%	11%	27%	13%
Clarity of promotion process (prof track only) (2.9)	22%	25%	11%	29%	13%
Clarity of promotion standards (prof track only) (2.7)	22%	30%	10%	27%	11%

Subgroup, Peer, and Trend Comparisons *(professional track faculty only)*

Clarity of departmental contract renewal process
- Men > women (3.57 vs. 3.15)
- White faculty > Asian faculty (3.35 vs. 3.00)

Clarity of departmental contract renewal criteria
- Men > women (3.55 vs. 3.05)
- Professional-track faculty at the rank of full > professional-track faculty at the rank of associate (3.43 vs. 3.10)

Clarity of departmental contract renewal standards
- Men > women (3.48 vs. 2.86)

Clarity of body of evidence for deciding contract renewal
- Men > women (3.30 vs. 2.93)
- URM > white faculty (3.34 vs. 3.05)

Sense of contract renewal
- White faculty > Asian faculty (3.58 vs. 3.22)
- White faculty > URM (3.58 vs. 3.31)
- White faculty > faculty of color (3.58 vs. 3.29)
- Professional-track faculty at the rank of full > professional-track faculty at the rank of associate (3.85 vs. 3.20)

Clarity of promotion process
- White faculty > Asian faculty (2.87 vs. 2.12)
- Professional-track faculty at the rank of full > professional-track faculty at the rank of associate (3.56 vs. 3.17)
- Faculty from COACHE peer institutions > NC State faculty (3.17 vs. 2.86)

Clarity of criteria for promotion
- White faculty > Asian faculty (2.79 vs. 2.38)
- URM > white faculty (3.06 vs. 2.79)
- Professional-track faculty at the rank of full > professional-track faculty at the rank of associate (3.48 vs. 3.05)
- Faculty from COACHE peer institutions > NC State faculty (3.14 vs. 2.81)

Clarity of promotion standards
- URM > white faculty (3.06 vs. 2.69)
- Faculty of color > white faculty (2.97 vs. 2.69)
- Professional-track faculty at the rank of full> professional-track faculty at the rank of associate (3.33 vs. 2.95)

Clarity of body of evidence for promotion decisions
- White faculty > Asian faculty (2.75 vs. 2.50)
- URM > white faculty (3.32 vs. 2.75)
- Faculty of color > white faculty (3.15 vs. 2.75)
- Professional-track faculty at the rank of full > professional-track faculty at the rank of associate (3.41 vs. 3.12)

Sense of promotion
- White faculty > Asian faculty (3.07 vs. 2.38)
- White faculty > faculty of color (3.07 vs. 2.82)
- Professional-track faculty at the rank of full > professional-track faculty at the rank of associate (4.00 vs. 3.16)

Leadership: Senior Benchmark

There are four benchmarks relating to leadership at the university, ranging from departmental to senior leadership and administration. The lowest-rated leadership benchmark is for senior leadership, with an overall mean score of 3.1 out of 5. NC State faculty rated senior leadership's performance higher in 2021 than in 2024 (with a mean of 3.44 vs. 3.14, respectively). However, NC State faculty have a more favorable opinion of senior leadership than do faculty from our COACHE peer institutions (3.14 vs. 2.88, respectively). There are no notable differences in ratings for the senior leadership benchmark between faculty subgroups.

For no item under this benchmark do a majority of respondents give a favorable rating, but between 29 and 38 percent of faculty say they have neutral feelings about each question. The item that faculty express the most satisfaction about is *the chancellor's stated priorities* (12% are "very satisfied" and 36% are "satisfied"), followed by *the provost's stated priorities* (11% are "very satisfied" and 30% are "satisfied"), *the chancellor's communication of priorities* (10% are "very satisfied" and 31% are "satisfied"), and the *chancellor's pace of decision-making* (10% are "very satisfied" and 30% are "satisfied").

The *provost's communication of priorities* to faculty is slightly more likely than other items in this benchmark to get an unfavorable rating, with 14 percent of faculty saying they are "very dissatisfied" and 19 percent saying they are "dissatisfied."

Figure 16: Senior Leadership; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
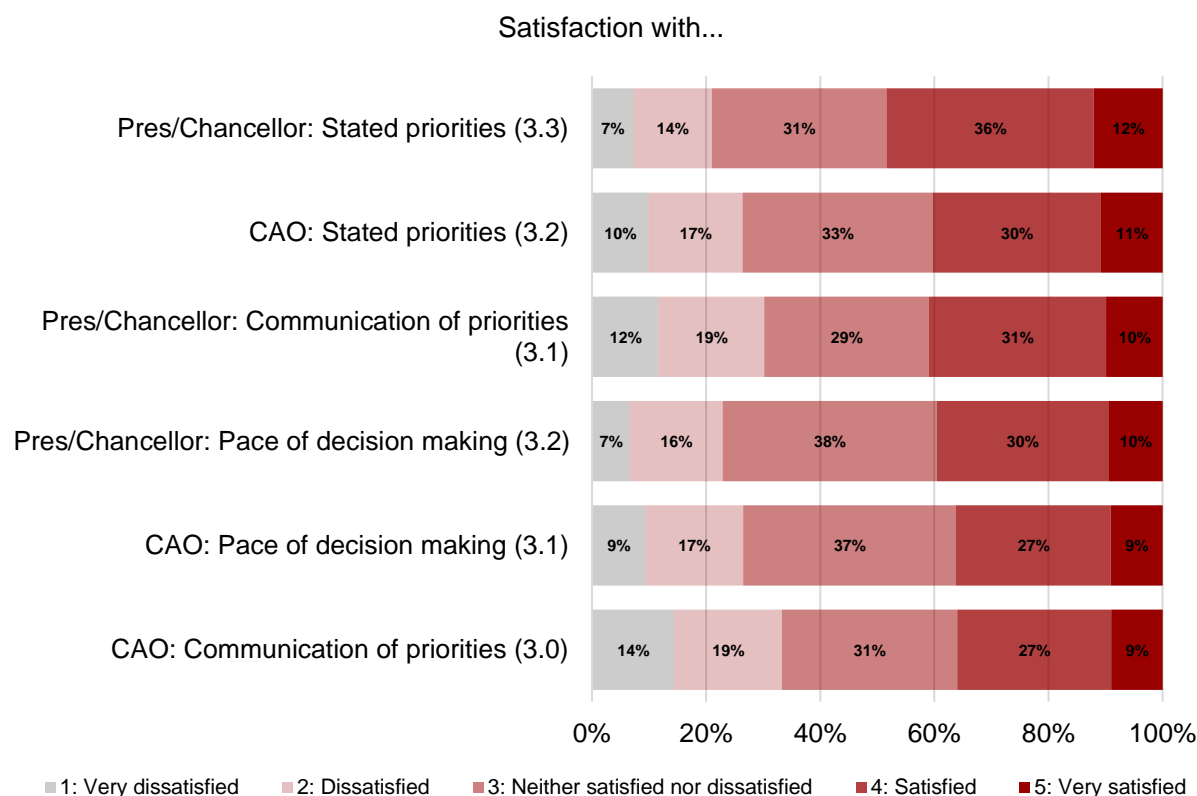
Subgroup, Peer, and Trend Comparisons

Pres/Chancellor: Pace of decision making
- Asian faculty > white faculty (3.39 vs. 3.14)
- Tenured faculty > pre-tenure faculty (3.21 vs. 2.87)
- NC State faculty > faculty from COACHE peer institutions (3.20 vs. 2.85)

Pres/Chancellor: Stated priorities
- NC State faculty > faculty from COACHE peer institutions (3.32 vs. 2.91)

Pres/Chancellor: Communication of priorities
- Tenured faculty > pre-tenure faculty (3.08 vs. 2.78)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.20 vs. 2.93)
- NC State faculty > faculty from COACHE peer institutions (3.09 vs. 2.81)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.43 vs. 3.09)

CAO: Pace of decision making
- URM > white faculty (3.29 vs. 3.04)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.43 vs. 3.10)

CAO: Stated priorities
- URM > white faculty (3.37 vs. 3.10)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.46 vs. 3.15)
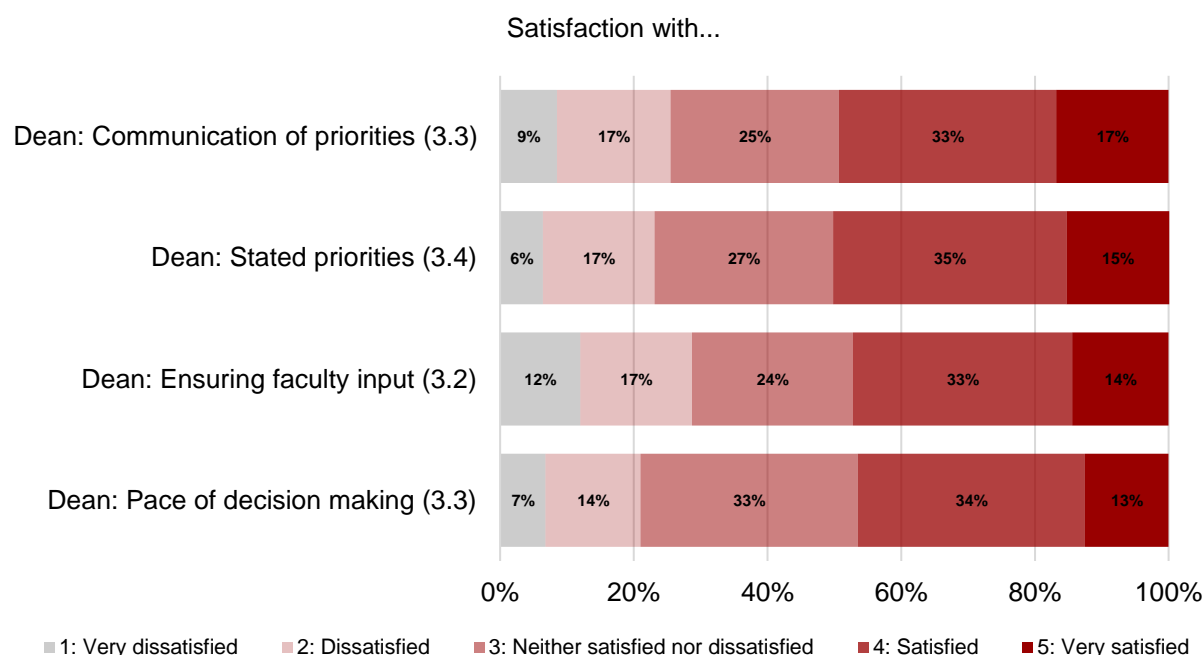
CAO: Communication of priorities
- URM > white faculty (3.22 vs. 2.92)
- Faculty of color > white faculty (3.18 vs. 2.92)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.04 vs. 2.77)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.40 vs. 2.97)

Leadership: Divisional Benchmark

Divisional leadership (e.g., college deans or equivalent) received slightly above average ratings; the benchmark mean score for this topical area is 3.3 out of 5. One notable difference in overall ratings is by tenure status; pre-tenure faculty rate this item more highly than tenured faculty (3.48 vs. 3.17, respectively). There is no notable difference in this benchmark rating compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

Among all items in this benchmark, there is only a three-point difference in the percentage of faculty who are "satisfied" or "very satisfied," suggesting that faculty hold consistent opinions about various aspects of their dean's performance. Half of faculty indicated they have generally positive opinions about *the dean or division leader's stated priorities* (with 15% being "very satisfied" and 35% being "satisfied"), which is the top-rated item under this benchmark. The lowest-rated item is whether the dean/division leader *ensures opportunities for faculty to have input into school/college priorities.* Still, almost half of faculty are satisfied with this item; 13 percent say they are "very satisfied" and 34 percent say they are "satisfied."

Figure 17: Divisional Leadership; frequencies and means (all NC State faculty)

Satisfaction with...

Item	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Dean: Communication of priorities (3.3)	9%	17%	25%	33%	17%
Dean: Stated priorities (3.4)	6%	17%	27%	35%	15%
Dean: Ensuring faculty input (3.2)	12%	17%	24%	33%	14%
Dean: Pace of decision making (3.3)	7%	14%	33%	34%	13%

■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

Subgroup, Peer, and Trend Comparisons

Dean: Stated priorities
- Asian faculty > white faculty (3.57 vs. 3.31)

Dean: Communication of priorities
- Professional-track faculty > tenure-track faculty (3.50 vs. 3.23)
- Pre-tenure faculty > tenured faculty (3.50 vs. 3.17)

Dean: Ensuring faculty input
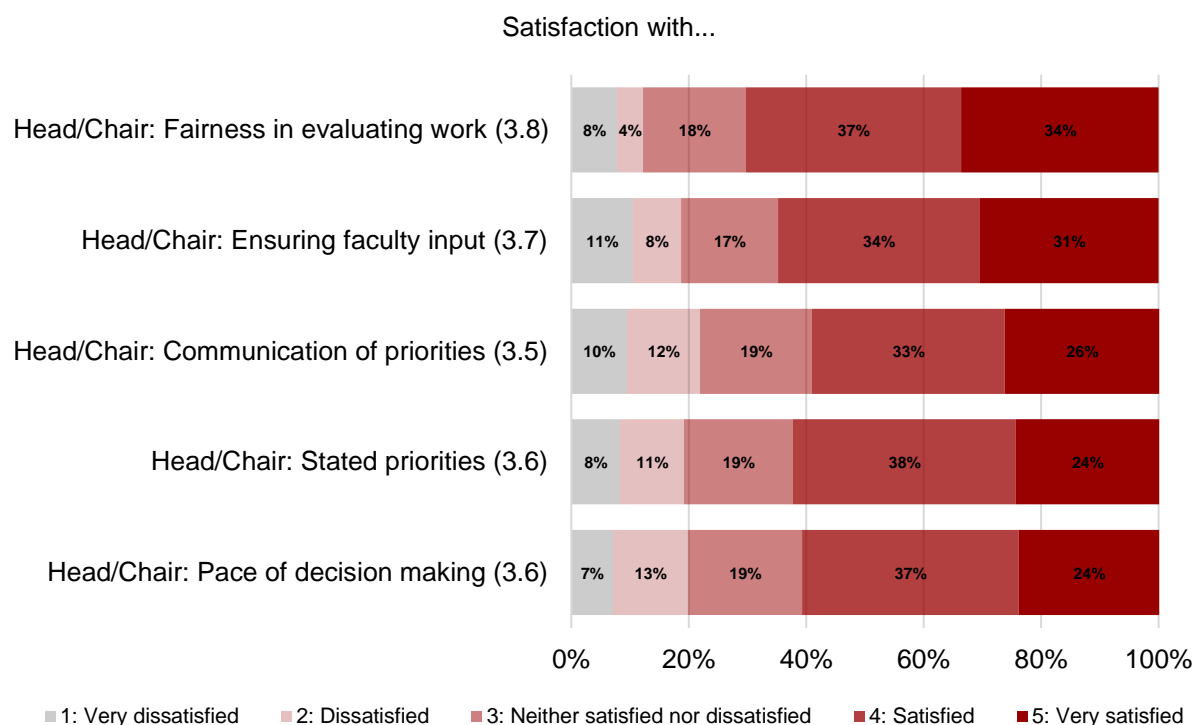- Pre-tenure faculty > tenured faculty (3.52 vs. 3.04)

Leadership: Departmental Benchmark

The departmental leadership benchmark refers to the department head's performance. This is the highest rated "leadership" benchmark and one of the highest rated of all 25 benchmarks, with a mean score of 3.6, signaling that opinion of leadership improves as it more closely relates to respondents' everyday work and experiences. In general, as will be discussed in subsequent sections in this report, NC State faculty rated department work culture highly.

There are two notable subgroup differences in ratings for this topical area. First, the mean rating for this benchmark for faculty who are on the professional track (3.80) is higher than the rating for tenure-track faculty (3.55). Second, among those who are on the tenure track, pre-tenure faculty rate this area more highly than do tenured faculty (3.75 vs. 3.50). There are no notable differences in this benchmark rating compared to our COACHE peer institutions or to NC State faculty responses in 2021.

Overall, faculty are highly satisfied with the perceived fairness and inclusive practices of their department heads; mean ratings for the five items under this benchmark range from 3.5 to 3.8. The most favorably rated items is *the fairness of the head in evaluating faculty's work*; 34% indicate they are "very satisfied," and 38% are "satisfied." The lowest rated item in this topic is *the head's communication of priorities*, but the majority of faculty still have a favorable opinion, with 59 percent saying they are "very satisfied" or "satisfied" (26% and 33%, respectively).

Figure 18: Departmental Leadership; frequencies and means (all NC State faculty)

Satisfaction with...

■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

Subgroup, Peer, and Trend Comparisons

Head/Chair: Pace of decision making
- Professional-track faculty > tenure-track faculty (3.77 vs. 3.48)
- Pre-tenure faculty > tenured faculty (3.67 vs. 3.42)

Head/Chair: Stated priorities
- Pre-tenure faculty > tenured faculty (3.71 vs. 3.46)

Head/Chair: Communication of priorities
- Professional-track faculty > tenure-track faculty (3.71 vs. 3.45)

Head/Chair: Ensuring faculty input
- Professional-track faculty > tenure-track faculty (3.84 vs. 3.57)
- Pre-tenure faculty > tenured faculty (3.89 vs. 3.48)

Head/Chair: Fairness in evaluating work
- White faculty > URM (3.89 vs. 3.60)
- Pre-tenure faculty > tenured faculty (3.99 vs. 3.73)
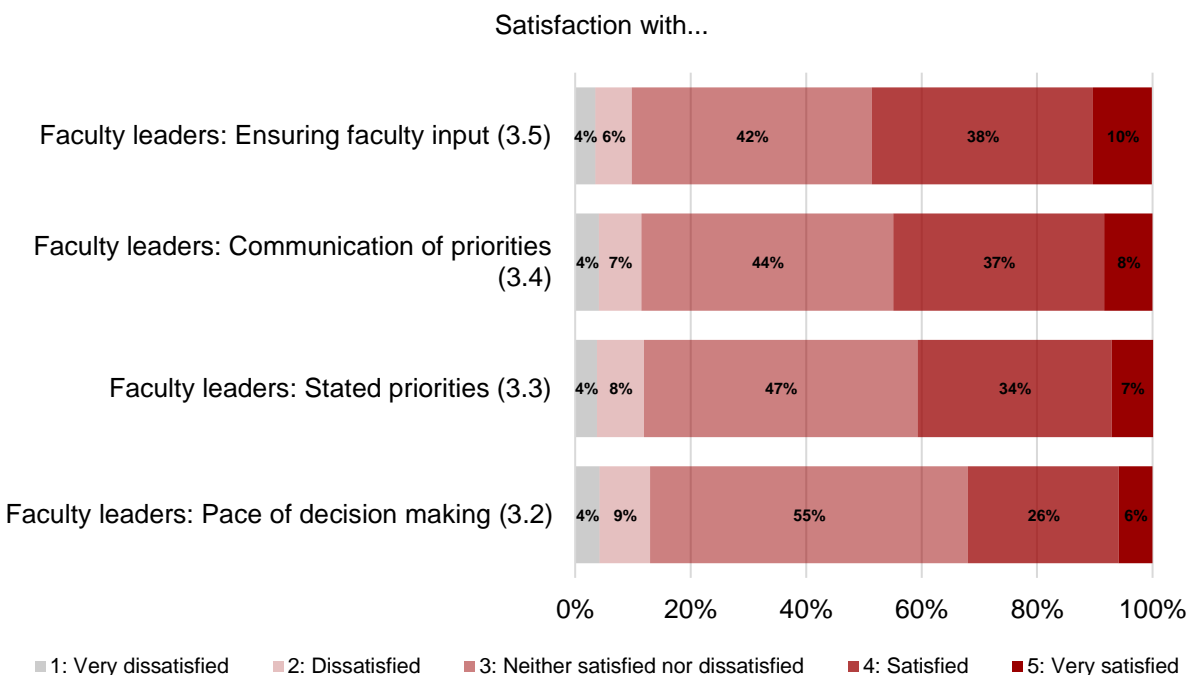
Leadership: Faculty Benchmark

Respondents rate faculty leadership (e.g., Faculty Senate, the institution-wide faculty governing body) more highly than senior and divisional leadership, but a little less highly than departmental leadership. The overall mean score for this benchmark is 3.3, but there are some notable differences between subgroups. First, professional-track faculty rate the governing body's performance more highly than do tenure-track faculty (with a mean of 3.55 vs. 3.24, respectively). In addition, looking at NC State's benchmark score

over time, faculty rated this area more favorably in 2024 than they did in 2021 (3.34 vs. 3.09). There is no notable difference in this mean benchmark score compared to our COACHE peer institutions.

The mean scores for each item are slightly favorable, partially driven by a substantial portion of respondents selecting a neutral stance. For each item, between 42 and 55 percent of respondents indicated neither satisfaction nor dissatisfaction.

The statement that faculty rate most favorably is that *the Senate takes steps to ensure that faculty are included in the body's decision making* (10% are "very satisfied" and 38% are "satisfied"). Faculty indicate that *the pace of decision-making* is their least favorite aspect of the Faculty Senate's performance, with just 32 percent saying they are "satisfied" or "very satisfied" (26% and 6%, respectively).

Figure 19: Faculty Leadership; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Faculty leaders: Ensuring faculty input (3.5)	4%	6%	42%	38%	10%
Faculty leaders: Communication of priorities (3.4)	4%	7%	44%	37%	8%
Faculty leaders: Stated priorities (3.3)	4%	8%	47%	34%	7%
Faculty leaders: Pace of decision making (3.2)	4%	9%	55%	26%	6%

Subgroup, Peer, and Trend Comparisons

Faculty leaders: Pace of decision making
- Professional-track faculty > tenure-track faculty (3.41 vs. 3.11)

Faculty leaders: Stated priorities
- Professional-track faculty > tenure-track faculty (3.54 vs. 3.22)

Faculty leaders: Communication of priorities
- Women > men (3.51 vs. 3.26)
- Professional-track faculty > tenure-track faculty (3.58 vs. 3.28)
- NC State faculty > faculty from COACHE peer institutions (3.38 vs. 3.11)
- All NC State faculty in 2024 > all NC State faculty in 2021 (3.38 vs. 3.09)

Faculty leaders: Ensuring faculty input
- Women > men (3.60 vs. 3.33)
- Professional-track faculty > tenure-track faculty (3.70 vs. 3.34)
- All NC State faculty in 2024 > all NC State faculty in 2021 (3.45 vs. 3.13)

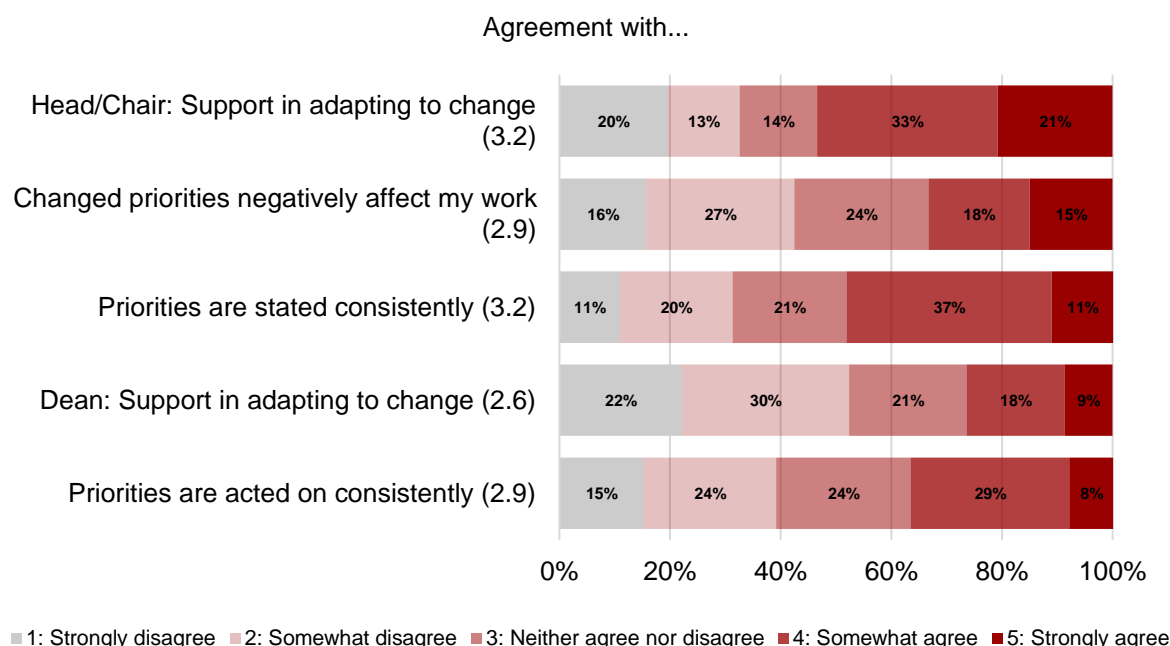**Additional "Institutional Governance and Leadership" Items**

All faculty were asked supplemental questions about the institution's priorities and support from leadership in adapting to the changing mission. This is not a benchmark, but this information supplements the faculty's ratings on other aspects of leadership performance.

Faculty have mixed opinions on whether institutional priorities are stated and acted upon consistently across all levels of leadership. Forty-eight percent agree that *priorities are consistently stated* (11% "strongly agree" and 37% "somewhat agree"), but 31 percent disagree (11% "strongly disagree" and 20% "somewhat disagree"). A slightly greater percentage of respondents disagree rather than agree that *priorities are consistently acted upon* (39% either "somewhat disagree" or "strongly disagree," and 37% either "somewhat agree" or "strongly agree").

When considering the statements of whether *departmental* and *divisional leadership provide support to faculty in adapting to the changing mission*, faculty give much more favorable ratings to the head of their department than to their college dean. Over half agree that the head offers sufficient support (21% "strongly agree" and 33% "somewhat agree"), but only 27 percent said the same for the dean (9% "strongly agree" and 18% "somewhat agree").

About one in four respondents feel neutral about the way in which the institution's changing priorities over the past five years may have affected their work in their respective departments (24%). However, one-third of faculty agree that *the institution's changed priorities have negatively impacted their work* (15% "strongly agree" and 18% "somewhat agree").

Figure 20: Institutional Governance and Leadership; frequencies and means (all NC State faculty)

Agreement with...

| | 1: Strongly disagree | 2: Somewhat disagree | 3: Neither agree nor disagree | 4: Somewhat agree | 5: Strongly agree |

Head/Chair: Support in adapting to change (3.2): 20% | 13% | 14% | 33% | 21%
Changed priorities negatively affect my work (2.9): 16% | 27% | 24% | 18% | 15%
Priorities are stated consistently (3.2): 11% | 20% | 21% | 37% | 11%
Dean: Support in adapting to change (2.6): 22% | 30% | 21% | 18% | 9%
Priorities are acted on consistently (2.9): 15% | 24% | 24% | 29% | 8%

Subgroup, Peer, and Trend Comparisons

Priorities are stated consistently
- Asian faculty > white faculty (3.52 vs. 3.11)
- Professional-track faculty > tenure-track faculty (3.37 vs. 3.07)
- Faculty of color > white faculty (3.36 vs. 3.11)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.22 vs. 2.90)
- NC State faculty > faculty from COACHE peer institutions (3.17 vs. 2.79)

Priorities are acted on consistently
- Asian faculty > white faculty (3.19 vs. 2.81)
- URM > white faculty (3.15 vs. 2.81)
- Faculty of color > white faculty (3.17 vs. 2.81)
- NC State faculty > faculty from COACHE peer institutions (2.90 vs. 2.57)

Changed priorities negatively affect my work
- Asian faculty > white faculty (3.20 vs. 2.87)
- Professional-track faculty > tenure-track faculty (3.09 vs. 2.81)
- NC State faculty > faculty from COACHE peer institutions (2.90 vs. 2.62)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.20 vs. 2.90)

Dean: Support in adapting to change
- Women > men (2.81 vs. 2.39)
- Asian faculty > white faculty (3.06 vs. 2.53)
- Faculty of color > white faculty (2.80 vs. 2.53)

Head/Chair: Support in adapting to change

- Asian faculty > white faculty (3.88 vs. 3.18)
- Professional-track faculty > tenure-track faculty (3.49 vs. 3.11)
- Pre-tenure faculty > tenured faculty (3.48 vs. 3.02)

Shared Governance Benchmarks

The Shared Governance area includes five benchmarks related to faculty governing structures and their relationship with senior administration. All five fall among the six lowest-rated items overall, each receiving a benchmark score of 3.0 or below. These results suggest that shared governance is an area of relatively lower faculty satisfaction. Benchmarks indicating a shared sense of purpose and trust have neutral mean benchmark scores, while the remaining three—understanding the issues at hand, adaptability, and productivity—are given a mean score of below 3.0, reflecting slight dissatisfaction.

Shared Governance: Trust Benchmark

With a benchmark mean score of 3.0 out of 5, faculty express neutral feelings of trust in the shared governance system. There are no notable differences in ratings for this overall benchmark score among subgroups of faculty at NC State, nor are there notable differences in this mean benchmark score compared to our COACHE peer institutions or NC State faculty in 2021.

The item rated most highly in this benchmark concerns whether *faculty leaders and senior administrators follow the agreed-upon rules of engagement when there are disagreements* (8% say this occurs "frequently" and 37% say it occurs "regularly"). However, only 29 percent say that *faculty leaders and senior administrators* "frequently" (5%) or "regularly" (24%) *have an open system of communication for making decisions*. Furthermore, 38 percent of faculty do not *understand the process of how to voice opinions about institutional policies* (26% "disagree" and 12% "strongly disagree" with the statement saying they understand how to do so).

Figure 21a: Shared Governance: Trust; frequencies and means (all NC State faculty)

Agreement with...

	1: Strongly disagree	2: Somewhat disagree	3: Neither agree nor disagree	4: Somewhat agree	5: Strongly agree
Clear rules about the roles of faculty and administration (3.1)	8%	20%	34%	29%	8%
I understand how to voice opinions about policies (2.9)	12%	26%	27%	28%	7%

■ 1: Strongly disagree ■ 2: Somewhat disagree ■ 3: Neither agree nor disagree ■ 4: Somewhat agree ■ 5: Strongly agree
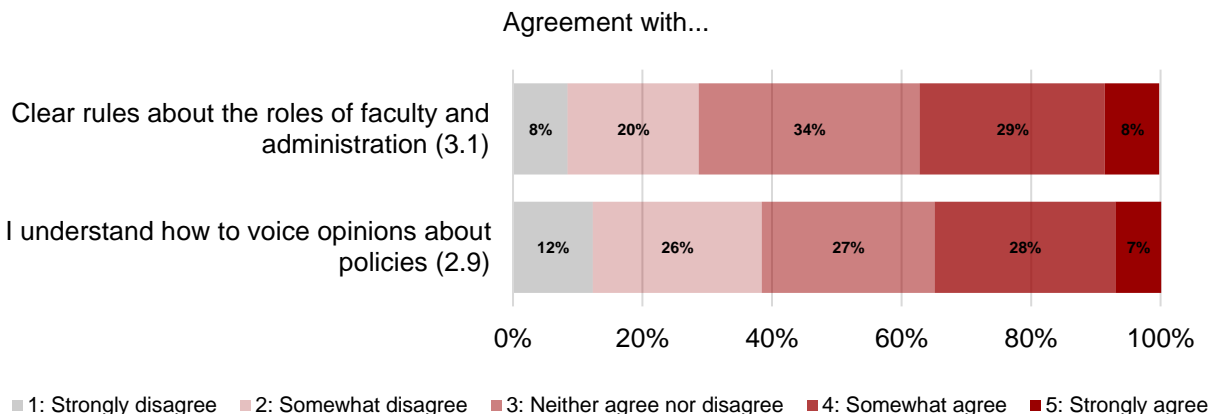
Figure 21b: Shared Governance: Trust; frequencies and means (all NC State faculty)

How often...

Faculty and admin discuss difficult issues in good faith (3.1)	7%	23%	32%	29%	10%
Faculty and admin follow rules of engagement (3.2)	8%	16%	31%	37%	8%
Faculty and admin have an open system of communication (2.9)	11%	26%	34%	24%	5%

■ 1: Never   ■ 2: Seldom   ■ 3: Occasionally   ■ 4: Regularly   ■ 5: Frequently
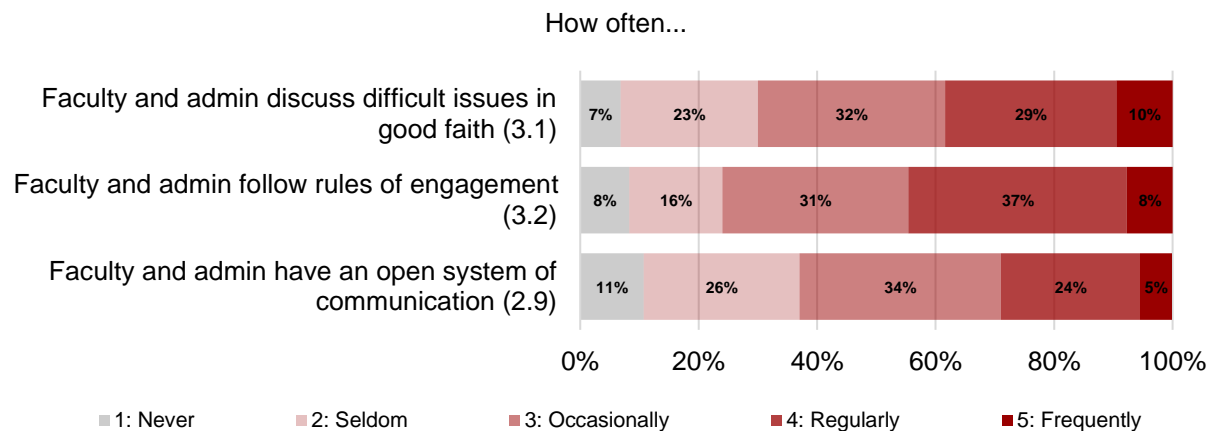
Subgroup, Peer, and Trend Comparisons

Clear rules about the roles of faculty and administration
- URM > white faculty (3.28 vs. 3.03)
- Professional-track faculty > tenure-track faculty (3.33 vs. 2.96)

Faculty and administration follow rules of engagement
- Asian faculty > white faculty (3.42 vs. 3.17)
- Pre-tenure faculty > tenured faculty (3.57 vs. 3.09)

Faculty and administration have an open system of communication
- Asian faculty > white faculty (3.23 vs. 2.77)
- URM > white faculty (3.21 vs. 2.77)
- Faculty of color > white faculty (3.22 vs 2.77)
- Pre-tenure faculty > tenured faculty (3.08 vs. 2.75)

Faculty and administration discuss difficult issues in good faith
- Asian faculty > white faculty (3.38 vs. 3.03)
- URM > white faculty (3.45 vs. 3.03)
- Faculty of color > white faculty (3.42 vs. 3.03)
- Pre-tenure faculty > tenured faculty (3.29 vs. 3.03)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.36 vs. 3.11)
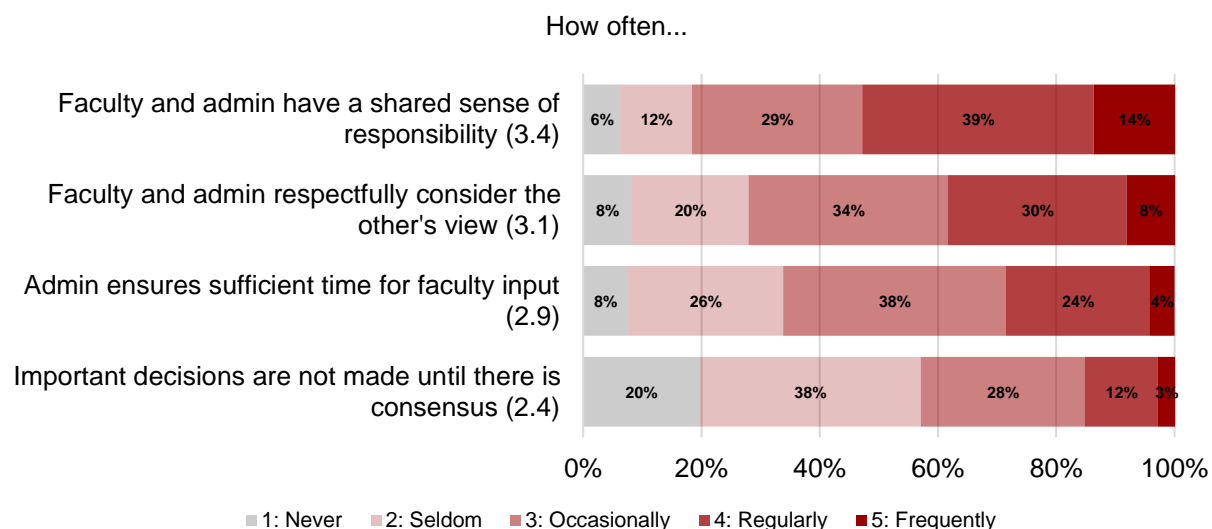
Shared Governance: Shared Sense of Purpose Benchmark

The shared sense of purpose between faculty leaders and senior administrators is tied with the trust benchmark for having the most favorable average rating (mean score of 3.0 out of 5) among the shared governance topics. However, it is still the 6th lowest-rated benchmark. Two subgroups of faculty rate this area higher than their counterparts. First, faculty who identify as underrepresented minorities have a more favorable benchmark rating than white faculty (with a mean of 3.21 vs. 2.96, respectively). Second, pre-tenure faculty have a higher benchmark rating than do tenured faculty (3.15 vs. 2.88). There are no notable differences in this benchmark rating compared to our COACHE peer institutions or to NC State faculty responses in 2021.

The aspect of shared governance that over half of faculty say happens at least regularly is that *faculty and administration share a sense of responsibility for the welfare of the institution* (14% say it happens "frequently" and 39% say it happens "regularly").

One area that faculty express dissatisfaction with is how often *important institutional decisions are made only when there is consensus among faculty leaders and senior administrators*. Just 15 percent of faculty overall think this happens "frequently" or "regularly"; 28 percent say it happens "occasionally"; and 58 percent believe that they experience this "seldom" or "never."

Figure 22: Shared Governance: Shared Sense of Purpose; frequencies and means (all NC State faculty)

How often...

	1: Never	2: Seldom	3: Occasionally	4: Regularly	5: Frequently
Faculty and admin have a shared sense of responsibility (3.4)	6%	12%	29%	39%	14%
Faculty and admin respectfully consider the other's view (3.1)	8%	20%	34%	30%	8%
Admin ensures sufficient time for faculty input (2.9)	8%	26%	38%	24%	4%
Important decisions are not made until there is consensus (2.4)	20%	38%	28%	12%	3%

Subgroup, Peer, and Trend Comparisons

Important decisions are not made until there is consensus
- Asian faculty > white faculty (2.71 vs. 2.33)
- URM > white faculty (2.70 vs. 2.33)
- Faculty of color > white faculty (2.70 vs. 2.33)

Administration ensures sufficient time for faculty input
- URM > white faculty (3.20 vs. 2.85)
- Faculty of color > white faculty (3.15 vs. 2.85)
- Professional-track faculty > tenure-track faculty (3.11 vs. 2.84)
- Pre-tenure faculty > tenured faculty (3.07 vs. 2.79)

Faculty and administration respectfully consider the other's view
- Pre-tenure faculty > tenured faculty (3.30 vs. 3.04)

Faculty and administration have a shared sense of responsibility
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.47 vs. 3.15)

- All NC State faculty in 2021 > all NC State faculty in 2024 (3.67 vs. 3.42)

Shared Governance: Understanding the Issues at Hand Benchmark

The following three shared governance benchmarks —understanding the issues at hand, adaptability, and productivity —are the three areas for which NC State faculty express the most amount of dissatisfaction. Each has an overall benchmark mean score of less than 3 out of 5, which indicates slightly unfavorable opinions. Understanding the issues at hand, which is comprised of four items that center around the theme of different parties working together and providing input into decisions, has a mean score of 2.8 out of 5; this is the lowest of the 25 COACHE benchmarks.

There are notable differences in average responses to this benchmark area by race and tenure track status. Faculty of color rate this area higher than do white faculty (with a mean of 3.08 vs. 2.77, respectively), and when broken out by different race/ethnicity groups (Asian vs. white, URM vs. white), the pattern holds. Professional-track faculty rate this area higher than do tenure-track faculty (3.01 vs. 2.76). There are no notable differences in this benchmark rating compared to our COACHE peer institutions or to NC State faculty responses in 2021.

Breaking the benchmark down into its individual components reveals that, while a sizeable number of faculty select the middle response option (3) for each item, a greater percentage of respondents give each item a negative score (i.e., a 1 or 2) rather than a positive one (i.e., a 4 or 5).

The least positively rated item in this topical area is whether *faculty and administration have an equal say in decisions*. Half of faculty say this happens "seldom" (33%) or "never" (18%), compared to 21 percent who say it happens "regularly" (18%) or "frequently" (3%).

Figure 23a: Shared Governance: Understanding the Issue at Hand; frequencies and means (all NC State faculty)
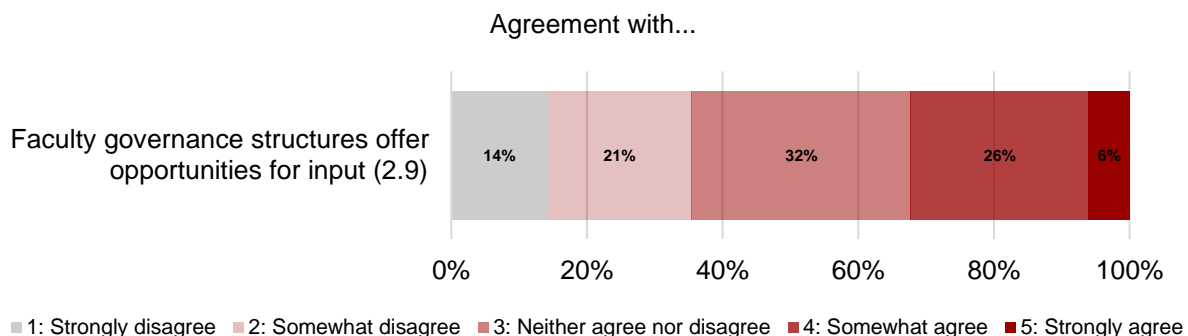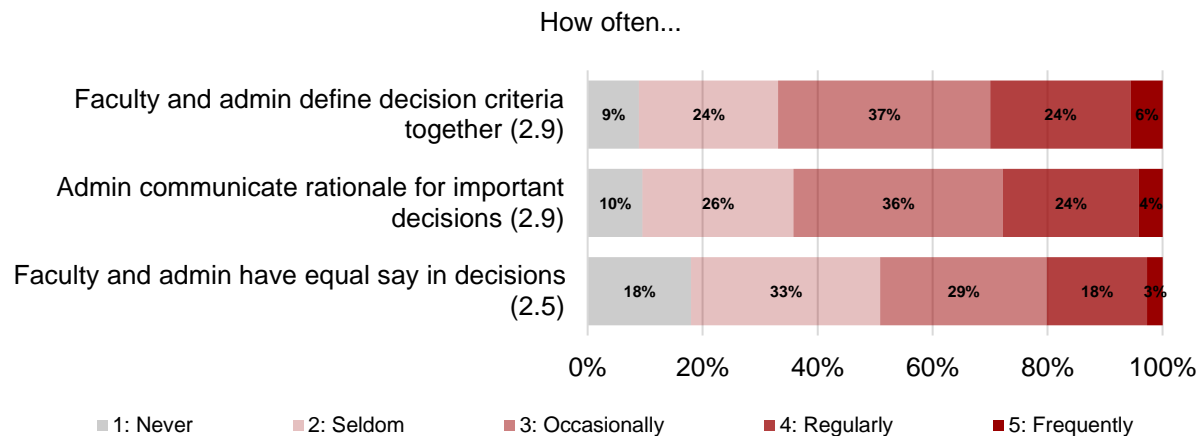

Agreement with...

Faculty governance structures offer opportunities for input (2.9): 14% | 21% | 32% | 26% | 6%

- 1: Strongly disagree
- 2: Somewhat disagree
- 3: Neither agree nor disagree
- 4: Somewhat agree
- 5: Strongly agree

Figure 23b: Shared Governance: Understanding the Issue at Hand; frequencies and means (all NC State faculty)

How often...

	1: Never	2: Seldom	3: Occasionally	4: Regularly	5: Frequently
Faculty and admin define decision criteria together (2.9)	9%	24%	37%	24%	6%
Admin communicate rationale for important decisions (2.9)	10%	26%	36%	24%	4%
Faculty and admin have equal say in decisions (2.5)	18%	33%	29%	18%	3%

Subgroup, Peer, and Trend Comparisons

Faculty governance structures offer opportunities for input
- Asian faculty > white faculty (3.15 vs. 2.81)
- URM > white faculty (3.13 vs. 2.81)
- Faculty of color > white faculty (3.14 vs. 2.81)
- Professional-track faculty > tenure-track faculty (3.10 vs. 2.79)

Administration communicates rationale for important decisions
- Asian faculty > white faculty (3.20 vs. 2.81)
- Faculty of color > white faculty (3.07 vs. 2.81)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (2.89 vs. 2.61)

Faculty and administration have equal say in decisions
- Asian faculty > white faculty (3.03 vs. 2.44)
- URM > white faculty (2.90 vs. 2.44)
- Faculty of color > white faculty (2.96 vs. 2.44)
- Pre-tenure faculty > tenured faculty (2.71 vs. 2.43)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (2.58 vs. 2.25)

Faculty and administration define decision criteria together
- Asian faculty > white faculty (3.39 vs. 2.84)
- URM > white faculty (3.23 vs. 2.84)
- Faculty of color > white faculty (3.30 vs. 2.84)

Shared Governance: Adaptability Benchmark

Faculty give the adaptability of the shared governance system at NC State the second-lowest benchmark mean score of 2.9 out of 5. Much of this score is driven by

respondents having neutral opinions; between 42 and 45 percent of faculty selected the median option for each of the three items in this benchmark. Asian faculty have a slightly favorable opinion of the adaptability of shared governance (with a mean of 3.07), compared to white faculty who have a slightly unfavorable rating with a mean score of 2.81. There are no notable differences in the benchmark rating compared to our COACHE peer institutions or to NC State faculty responses in 2021.

When asked about their level of agreement with the statement, *the institution systematically reviews the effectiveness of its decision-making processes*, only 17 percent of faculty agree (5% "strongly agree" and 12% "somewhat agree"). In contrast, 25 percent "somewhat disagree" with that statement, and 16 percent "strongly disagree." Faculty hold slightly more favorable opinions about the statement that *shared governance holds up in unusual circumstances*; 4 percent "strongly agree" and 19 percent "somewhat agree."

Just over one-third of faculty say that *the institution cultivates new leaders among faculty* "frequently" (6%) or "regularly" (28%); about one in five faculty members say this "seldom" (16%) or "never" (5%) happens.

Figure 24a: Shared Governance: Adaptability; frequencies and means (all NC State faculty)

Agreement with...

■ 1: Strongly disagree ■ 2: Somewhat disagree ■ 3: Neither agree nor disagree ■ 4: Somewhat agree ■ 5: Strongly agree
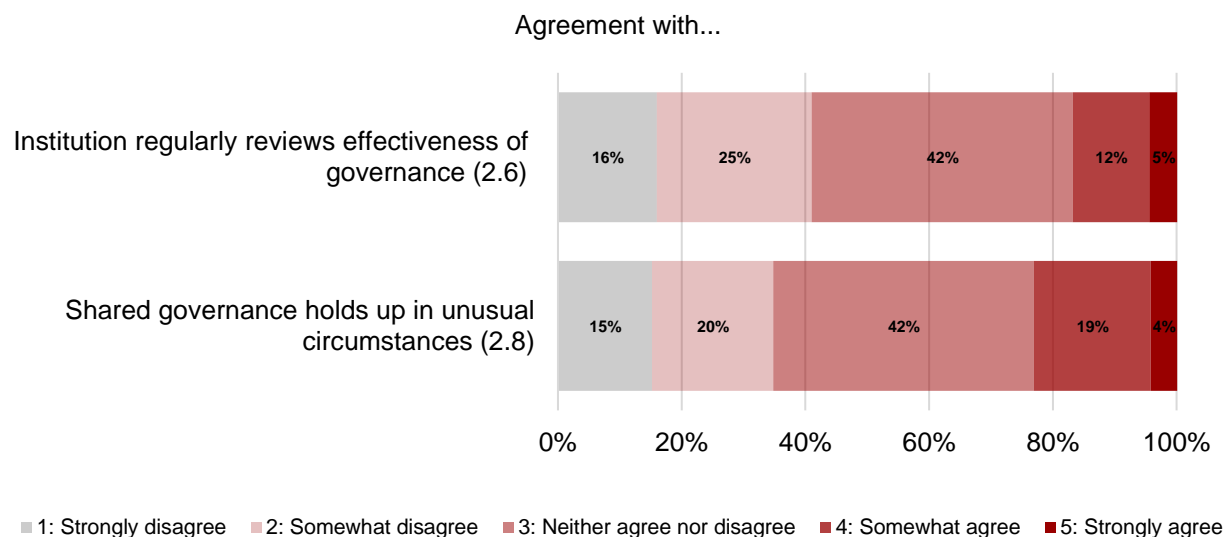
Figure 24b: Shared Governance: Adaptability; frequencies and means (all NC State faculty)

How often...

■ 1: Never ■ 2: Seldom ■ 3: Occasionally ■ 4: Regularly ■ 5: Frequently
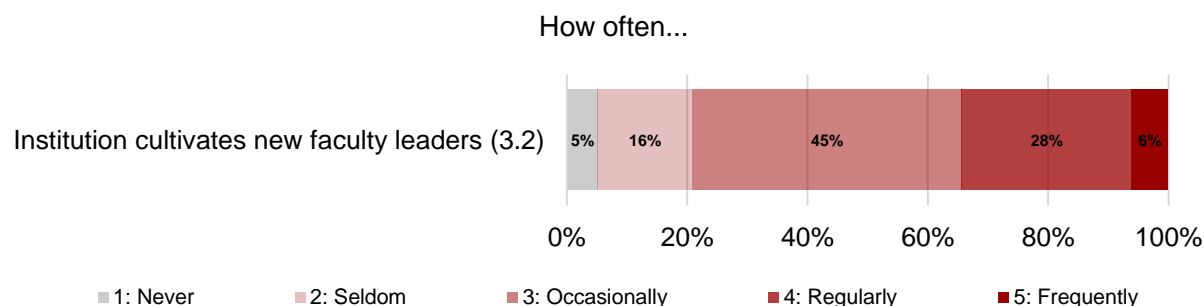
Subgroup, Peer, and Trend Comparisons

Shared governance holds up in unusual circumstances
- Asian faculty > white faculty (3.04 vs. 2.70)
- URM > white faculty (3.00 vs. 2.70)
- Faculty of color > white faculty (3.02 vs. 2.70)
- Professional-track faculty > tenure-track faculty (3.01 vs. 2.67)

Institution regularly reviews effectiveness of governance
- Asian faculty > white faculty (2.98 vs. 2.57)
- URM > white faculty (2.84 vs. 2.57)
- Faculty of color > white faculty (2.90 vs. 2.57)
- Professional-track faculty > tenure-track faculty (2.88 vs. 2.53)

Shared Governance: Productivity Benchmark

On average, the perceived productivity of leaders who participate in shared governance is rated below average, with a benchmark mean score of 2.9 out of 5. While white faculty have an average score of 2.84, other race/ethnicity subgroups have higher ratings for this benchmark, with scores ranging from 3.12 for Asian faculty to 3.17 for faculty who identify as underrepresented minorities. Professional-track faculty give this thematic area a favorable rating of 3.1, but tenure-track faculty rate it less favorably, with a mean score of 2.82. There are no notable differences in the benchmark rating compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

The first item in this benchmark area pertains to *the overall effectiveness of shared governance* at NC State. While 39 percent of faculty say that it is "very effective" (7%) or "somewhat effective" (32%), a slightly larger group of faculty, 41 percent, say that it is "somewhat ineffective" (24%) or "very ineffective" (17%).

For the statement, *the governance committees on which I currently serve make observable progress toward goals*, five percent of faculty say this occurs "frequently," and 33 percent say it occurs "regularly." The most poorly rated item in this benchmark relates to *the public recognition of the progress made through governance efforts*, with 42% saying it happens "never" (10%) or "seldom" (32%).

Figure 25a: Shared Governance: Productivity; frequencies and means (all NC State faculty)

Effectiveness of...

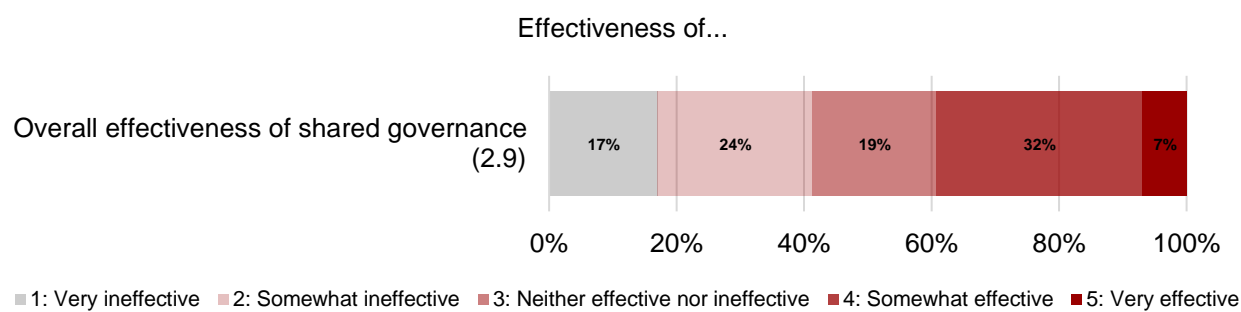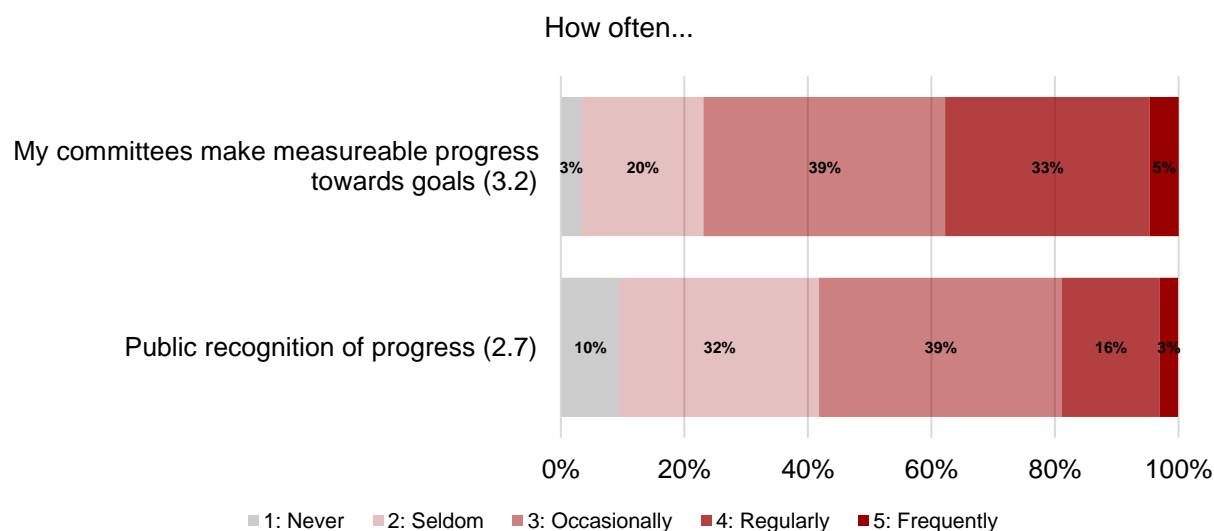Overall effectiveness of shared governance (2.9): 17% | 24% | 19% | 32% | 7%

■ 1: Very ineffective ■ 2: Somewhat ineffective ■ 3: Neither effective nor ineffective ■ 4: Somewhat effective ■ 5: Very effective

Figure 25b: Shared Governance: Productivity; frequencies and means (all NC State faculty)

How often...

My committees make measureable progress towards goals (3.2): 3%, 20%, 39%, 33%, 5%

Public recognition of progress (2.7): 10%, 32%, 39%, 16%, 3%

■ 1: Never ■ 2: Seldom ■ 3: Occasionally ■ 4: Regularly ■ 5: Frequently

Subgroup, Peer, and Trend Comparisons

Overall effectiveness of shared governance
- Asian faculty > white faculty (3.14 vs. 2.81)
- URM > white faculty (3.08 vs. 2.81)
- Faculty of color > white faculty (3.11 vs. 2.81)
- Professional-track faculty > tenure-track faculty (3.11 vs. 2.78)
- Pre-tenure faculty > tenured faculty (3.01 vs. 2.73)

My committees make measurable progress towards goals
- Asian faculty > white faculty (3.38 vs. 3.10)
- URM > white faculty (3.36 vs. 3.10)
- Faculty of color > white faculty (3.37 vs. 3.10)

Public recognition of progress
- Asian faculty > white faculty (3.05 vs. 2.59)
- URM > white faculty (3.15 vs. 2.59)
- Faculty of color > white faculty (3.11 vs. 2.59)
- Professional-track faculty > tenure-track faculty (2.91 vs. 2.61)

Departmental Collegiality Benchmark

The next three topics in this report center around department interactions, work quality, and culture. Faculty give high ratings to these departmental benchmarks, suggesting that department functions align with faculty's beliefs about what practices are important for facilitating faculty success and well-being.

The benchmark score for departmental collegiality is 3.8, making it the third-highest rated area. There is one notable subgroup difference: professional-track faculty have an overall benchmark mean score of 3.95, while tenure-track faculty have a score of 3.69.

There are no notable differences in this benchmark rating compared to our COACHE peer institutions or to NC State faculty responses in 2021.

All nine items under this benchmark have a mean score of at least 3.5, and three items have a mean score of 4.0 or higher. Two-thirds of faculty or more "somewhat agree" or "strongly agree" with each of the following five statements: *colleagues are committed to diversity and inclusion* (78%), *the department is collegial* (77%), *meeting times are compatible with personal needs* (75%), *colleagues support work/life balance* (70%), and *colleagues pitch in when needed* (66%).

When asked about *the amount of personal interaction with pre-tenure, tenured,* and *professional-track faculty* in their department, an average of 60 percent of faculty say they are "satisfied" or "very satisfied." While relatively few faculty are dissatisfied with the amount of personal interaction they have with each group, they are most likely to be "dissatisfied" (11%) or "very dissatisfied" (4%) with the amount of personal interaction they have with tenured faculty. They are least likely to be dissatisfied with the amount of interaction they have with professional-track faculty (7% are "dissatisfied" and 2% are "very dissatisfied").

Although a majority of respondents are satisfied with *how well they fit in their department (e.g., their sense of belonging in the department),* almost one in four are dissatisfied (13% are "dissatisfied" and 10% are "very dissatisfied").

Figure 26a: Department Collegiality; frequencies and means (all NC State faculty)

Agreement with...

■ 1: Strongly disagree ■ 2: Somewhat disagree ■ 3: Neither agree nor disagree ■ 4: Somewhat agree ■ 5: Strongly agree

Figure 26b: Department Collegiality; frequencies and means (all NC State faculty)

Satisfaction with...

Legend: ■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

Subgroup, Peer, and Trend Comparisons

Colleagues support work/life balance
- Professional-track faculty > tenure-track faculty (4.11 vs. 3.66)

Meeting times compatible with personal needs
- URM > white faculty (4.24 vs. 3.94)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (4.04 vs. 3.77)

Amount of personal interaction with pre-tenure faculty
- Asian faculty > white faculty (3.88 vs. 3.61)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.76 vs. 3.50)

How well you fit
- Asian faculty > white faculty (3.78 vs. 3.47)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.60 vs. 3.32)

Amount of personal interaction with tenured faculty
- Asian faculty > white faculty (3.86 vs. 3.56)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.74 vs. 3.43)

Amount of personal interaction with professional-track faculty
- Professional-track faculty > tenure-track faculty (3.90 vs. 3.60)

Colleagues pitch in when needed
- Asian faculty > white faculty (4.10 vs. 3.64)

- Professional-track faculty > tenure-track faculty (4.00 vs. 3.52)

Department is collegial
- Asian faculty > white faculty (4.24 vs. 3.96)
- Professional-track faculty > tenure-track faculty (4.20 vs. 3.85)

Colleagues committed to diversity/inclusion
- White faculty > URM (4.11 vs. 3.63)
- White faculty > faculty of color (4.11 vs. 3.84)
- Tenured faculty > pre-tenure faculty (4.04 vs. 3.73)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (4.16 vs. 3.87)

Departmental Engagement Benchmark

The benchmark score for departmental engagement is 3.6 out of 5, and it is one of the four department-related benchmarks that make up the top eight most favorably rated work dimensions among NC State faculty. There are no notable differences in ratings among subgroups of faculty at NC State, nor are there notable differences compared to our COACHE peer institutions or NC State faculty responses in 2021.

Faculty responses about the frequency of teaching and research discussions with their departmental colleagues are pretty evenly distributed among the five survey items in this area. For example, 30 percent of faculty say that *discussions of undergraduate learning* happen "frequently," and 24 percent say that discussions of *graduate student learning* happen "frequently." One in four say that *discussions of current research methodologies* occur "seldom" (18%) or "never" (8%), which was the lowest-rated item in this benchmark.

Faculty are generally satisfied with the amount of professional engagement they have with others of different tenure track and rank statuses; between 64 and 68 percent are "satisfied" or "very satisfied" with the *amount of professional interaction with pre-tenure, tenured,* and *professional-track faculty* in their departments. Similar to opinions about personal interactions with faculty in their departments, faculty are most likely to be "dissatisfied" (12%) or "very dissatisfied" (4%) with professional interactions with tenured faculty in their departments, and they are least likely to be dissatisfied with professional interactions with professional-track faculty in their departments (11% are "dissatisfied" and 2% are "very dissatisfied").

Figure 27a: Department Engagement; frequencies and means (all NC State faculty)

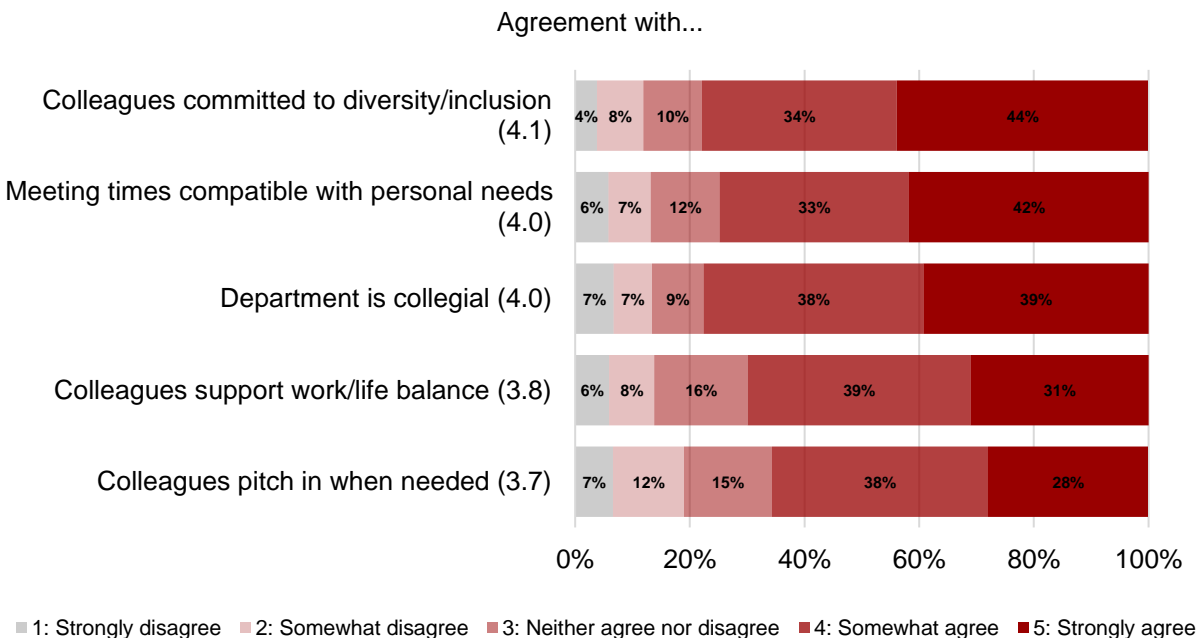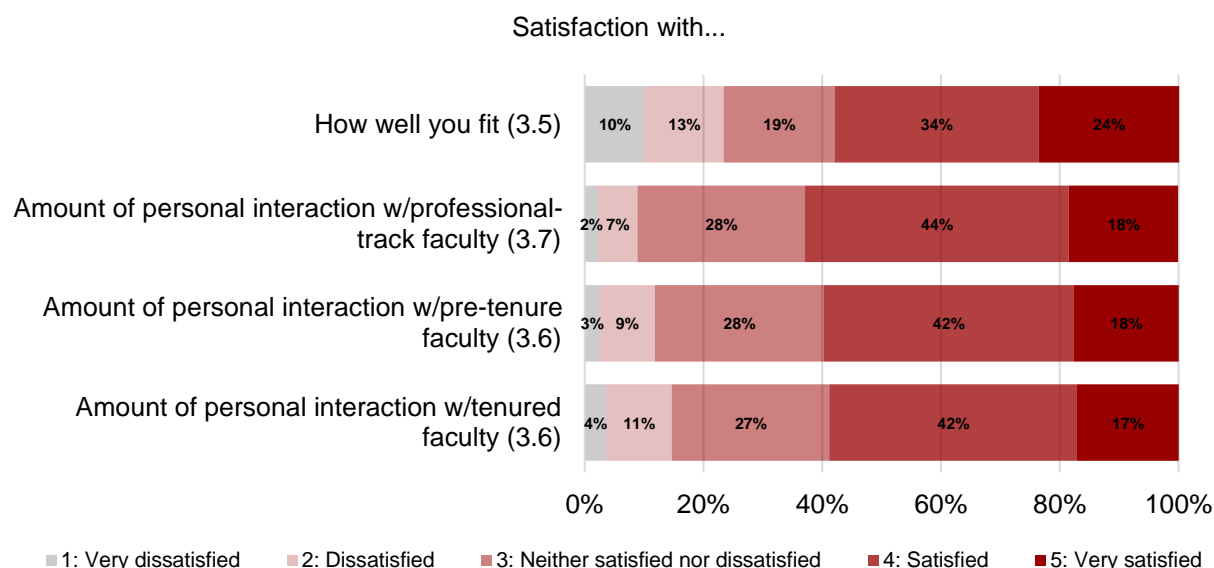Frequency of...

	1: Never	2: Seldom	3: Occasionally	4: Regularly	5: Frequently
Discussions of undergrad student learning (3.6)	8%	11%	20%	31%	30%
Discussions of grad student learning (3.6)	9%	10%	23%	34%	24%
Discussions of effective teaching practices (3.6)	6%	9%	28%	38%	20%
Discussions of effective use of technology (3.5)	4%	12%	30%	35%	19%
Discussions of current research methods (3.3)	8%	18%	26%	31%	17%
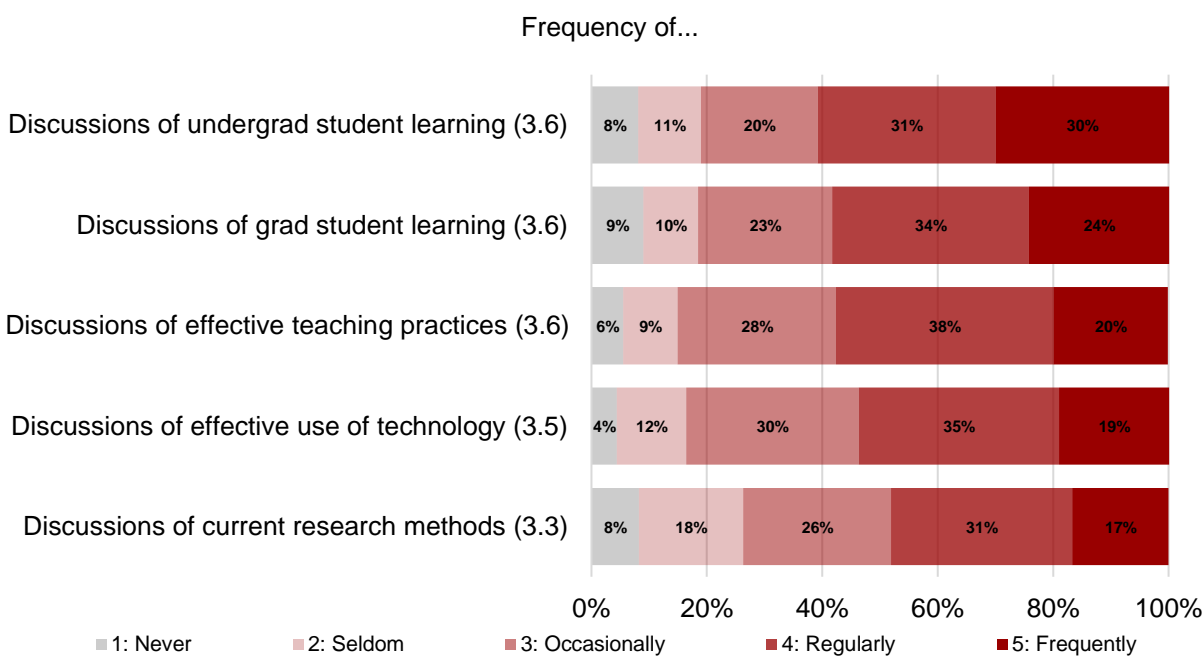
Figure 27b: Department Engagement; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Amount of professional interaction w/pre-tenure faculty (3.7)	2%	11%	18%	46%	22%
Amount of professional interaction w/professional-track faculty (3.8)	2%	7%	24%	47%	20%
Amount of professional interaction w/tenured faculty (3.7)	4%	12%	20%	44%	20%
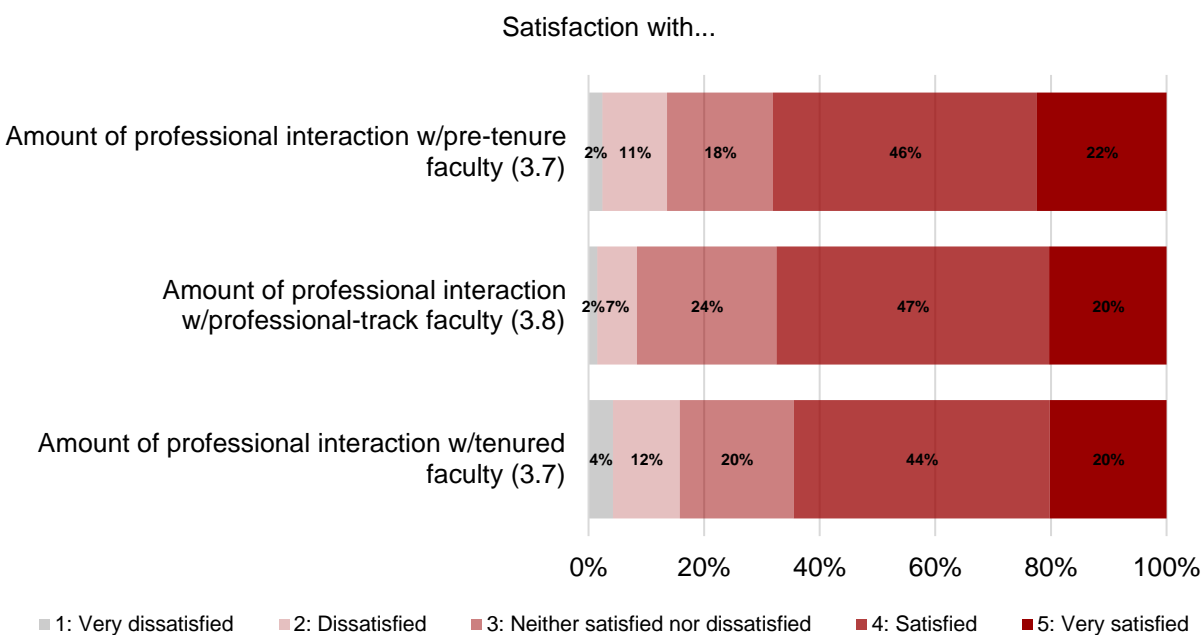
Subgroup, Peer, and Trend Comparisons

Discussions of undergrad student learning
- Professional-track faculty > tenure-track faculty (3.91 vs. 3.50)

Discussions of grad student learning
- Tenure-track faculty > professional-track faculty (3.75 vs. 3.14)

Discussions of effective teaching practices
- Professional-track faculty > tenure-track faculty (3.82 vs. 3.44)

Discussions of effective use of technology
- Professional-track faculty > tenure-track faculty (3.72 vs. 3.42)

Discussions of current research methods
- Asian faculty > white faculty (3.63 vs. 3.26)
- Tenure-track faculty > professional-track faculty (3.49 vs. 2.92)

Amount of professional interaction with pre-tenure faculty
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.87 vs. 3.58)

Amount of professional interaction with tenured faculty
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.84 vs. 3.51)

Amount of professional interaction with professional-track faculty
- Professional-track faculty > tenure-track faculty (3.99 vs. 3.67)

Departmental Quality Benchmark

Just like departmental collegiality and engagement, faculty perceive that the quality of their department's teaching, scholarship, and recruitment and retention efforts is high; the benchmark mean score is 3.8 out of 5. Tenured and professional-track faculty at the rank of full professor rate this area higher than do tenured and professional-track faculty at the rank of associate professor (with a mean of 3.85 vs. 3.57, respectively). There are no notable differences in the benchmark rating compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

The set of questions about the teaching effectiveness, intellectual vitality, and scholarly productivity of their peers reveals that faculty have high opinions of the quality of their colleagues; no item had a mean score of less than 3.7. The quality of the performance of professional-track and pre-tenure faculty is generally rated more highly than that of tenured faculty.

Faculty at the rank of associate or full professor (including both tenure-track and professional-track faculty) were asked whether *the department is successful at recruiting* and *retaining high-quality faculty members*. Seventy percent say that they are successful at recruitment (41% "somewhat agree" and 29% "strongly agree"), but only 52 percent say the same about retention (35% "somewhat agree" and 17% "strongly agree"). Thirty percent of faculty "somewhat disagree," and 22 percent "strongly disagree" with the statement that *the department is successful at addressing sub-standard tenured faculty performance*.

Figure 28a: Department Quality; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Teaching effectiveness of prf tr faculty (4.2)	1%	4%	12%	43%	40%
Intellectual vitality of pre-tenured faculty (4.1)	2%	5%	12%	42%	40%
Scholarly productivity of pre-tenured faculty (4.1)	2%	5%	16%	40%	37%
Intellectual vitality of prf tr faculty (4.0)	2%	6%	15%	44%	33%
Scholarly productivity of prf tr faculty (3.8)	2%	6%	23%	41%	27%
Scholarly productivity of tenured faculty (3.8)	2%	9%	19%	44%	26%
Teaching effectiveness of pre-tenured faculty (3.9)	1%	3%	21%	50%	25%
Intellectual vitality of tenured faculty (3.8)	3%	9%	17%	47%	24%
Teaching effectiveness of tenured faculty (3.7)	3%	9%	22%	44%	22%

■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

Figure 28b: Department Quality; frequencies and means (all NC State faculty)

Agreement with...

	1: Strongly disagree	2: Somewhat disagree	3: Neither agree nor disagree	4: Somewhat agree	5: Strongly agree
Dept. is successful at faculty recruitment (tenured and prf tr only) (3.8)	6%	10%	13%	41%	29%
Dept. is successful at faculty retention (tenured and prf tr only) (3.3)	10%	20%	18%	35%	17%
Dept. addresses sub-standard performance (2.6)	22%	30%	23%	19%	7%

■ 1: Strongly disagree ■ 2: Somewhat disagree ■ 3: Neither agree nor disagree ■ 4: Somewhat agree ■ 5: Strongly agree

Subgroup, Peer, and Trend Comparisons

Scholarly productivity of tenured faculty
- Tenured faculty > pre-tenure faculty (3.87 vs. 3.61)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.97 vs. 3.71)

Scholarly productivity of pre-tenure faculty
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (4.13 vs. 3.87)

Teaching effectiveness of tenured faculty
- Asian faculty > white faculty (3.98 vs. 3.72)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.90 vs. 3.47)

Teaching effectiveness of pre-tenure faculty
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (4.04 vs. 3.77)

Department is successful at faculty recruitment (tenured and professional-track faculty only)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.85 vs. 3.54)

Department is successful at faculty retention (tenured and professional-track faculty only)
- Asian faculty > white faculty (3.58 vs. 3.30)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.34 vs. 3.04)

Department addresses sub-standard performance
- Asian faculty > white faculty (3.24 vs. 2.53)
- Faculty of color > white faculty (2.88 vs. 2.53)
- Tenure-track faculty > professional-track faculty (2.68 vs. 2.30)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (2.81 vs. 2.33)

Appreciation and Recognition Benchmark

NC State faculty give the appreciation and recognition benchmark an overall score of 3.2 out of 5, ranking it in the bottom third of the 25 benchmarks. Asian faculty rate this area higher than do white faculty (with a mean of 3.6 vs. 3.19, respectively). Faculty at the rank of full professor (including both tenure-track and professional-track faculty) rate it higher than do faculty at the rank of associate professor (including both tenure-track

and professional-track faculty) (3.3 vs. 3.03). There are no notable differences in this benchmark rating compared to our COACHE peer institutions, nor to NC State faculty responses in 2021.

Faculty are most likely to report being satisfied with the *recognition they receive from their colleagues* (40% are "satisfied" and 21% are "very satisfied") and from *their department head or chair* (36% are "satisfied" and 25% are "very satisfied"). Faculty are less likely to be satisfied with the recognition they receive from *their college dean* (24% are "satisfied" and 12% are "very satisfied") or *the provost* (22% are "satisfied" and 8% are "very satisfied"). However, while all faculty are asked about their department, only tenured faculty are asked about deans and the provost, which might contribute to the difference in ratings.

Faculty are more likely to report satisfaction with *recognition for scholarship* and *teaching efforts* than they are *for outreach*, *service,* or *advising*.

Faculty report less satisfaction with the perceived amount of appreciation that senior leadership has for faculty and their departments. One third or more of faculty disagree that *the provost cares about faculty of their rank* (38%), *the department is valued by the chancellor and provost* (38%), and *their college is valued by the chancellor and provost* (33%). However, a greater percentage of faculty agree than disagree with those statements.

Figure 29a: Appreciation and Recognition; frequencies and means (all NC State faculty)

Satisfaction with...

	1: Very dissatisfied	2: Dissatisfied	3: Neither satisfied nor dissatisfied	4: Satisfied	5: Very satisfied
Recognition: From Head/Chair (3.6)	9%	12%	18%	36%	25%
Recognition: From colleagues (3.6)	5%	10%	24%	40%	21%
Recognition: For scholarship (3.3)	8%	14%	27%	38%	13%
Recognition: For teaching (3.2)	11%	19%	20%	37%	13%
Recognition: From Dean (tenured only) (3.0)	14%	19%	31%	24%	12%
Recognition: For outreach (3.2)	9%	15%	36%	29%	10%
Recognition: For service (3.1)	11%	20%	29%	31%	9%
Recognition: For advising (3.0)	11%	22%	28%	30%	9%
Recognition: From CAO (tenured only) (2.8)	18%	20%	32%	22%	8%

Figure 29b: Appreciation and Recognition; frequencies and means (all NC State faculty)

Agreement with...

| | 1: Strongly disagree | 2: Somewhat disagree | 3: Neither agree nor disagree | 4: Somewhat agree | 5: Strongly agree |
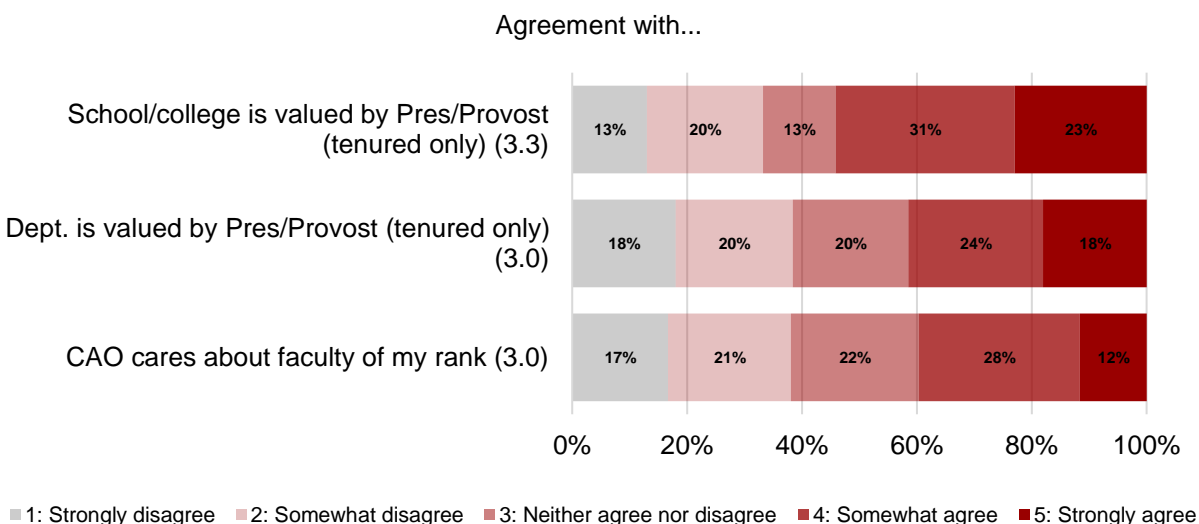
Subgroup, Peer, and Trend Comparisons

Recognition: For teaching
- Asian faculty > white faculty (3.51 vs. 3.18)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.37 vs. 2.99)

Recognition: For advising
- Asian faculty > white faculty (3.70 vs. 2.97)
- Faculty of color > white faculty (3.32 vs. 2.97)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.17 vs. 2.85)

Recognition: For scholarship
- Asian faculty > white faculty (3.61 vs. 3.31)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.49 vs. 3.23)

Recognition: For service
- Asian faculty > white faculty (3.56 vs. 3.02)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.16 vs. 2.87)

Recognition: For outreach
- Asian faculty > white faculty (3.54 vs. 3.10)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.26 vs. 2.87)

Recognition: From colleagues
- Asian faculty > white faculty (3.90 vs. 3.58)

Recognition: From CAO (tenured faculty only)
- Asian faculty > white faculty (3.44 vs. 2.73)
- Faculty of color > white faculty (3.18 vs. 2.73)
- Faculty at the rank of full professor > faculty at the rank of associate professor (2.94 vs. 2.58)

Recognition: From Dean (tenured faculty only)
- Asian faculty > white faculty (3.64 vs. 2.92)
- Faculty of color > white faculty (3.28 vs. 2.92)
- Faculty at the rank of full professor > faculty at the rank of associate professor (3.13 vs. 2.74)

Recognition: From Head/Chair
- Pre-tenure faculty > tenured faculty (3.71 vs. 3.46)

School/college is valued by Pres/Provost (tenured faculty only)
- Men > women (3.41 vs. 3.15)
- Asian faculty > white faculty (3.83 vs. 3.23)
- Faculty of color > white faculty (3.60 vs. 3.23)
- Faculty at the rank of full professor > faculty at the rank of associate professor (3.39 vs. 3.13)
- NC State faculty > faculty from COACHE peer institutions (3.31 vs. 3.05)

Dept. is valued by Pres/Provost (tenured only)
- Asian faculty > white faculty (3.63 vs. 2.93)
- Faculty of color > white faculty (3.40 vs. 2.93)

CAO cares about faculty of my rank
- Asian faculty > white faculty (3.36 vs. 2.90)
- Faculty of color > white faculty (3.21 vs. 2.90)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (3.15 vs. 2.67)
- All NC State faculty in 2021 > all NC State faculty in 2024 (3.25 vs. 2.97)

Additional "Recruitment and Retention" Items

Faculty were asked a number of questions about the efforts that NC State makes to recruit and retain quality faculty. This topic is not a benchmark but provides supplemental information about faculty's opinions and considerations regarding position adjustments and other job opportunities.

Fully half of the faculty participating in the survey say that in the past five years they have actively *sought an outside offer, received a formal job offer, or renegotiated their employment* (49%).

Specifically, about one-third of all faculty say they *have actively sought an outside job offer within the past five years* (32%), and about one-fifth *have renegotiated the terms of*

their employment within the past five years (21%). Fourteen percent *received a formal job offer*. Of those who *received a formal job offer*, almost three-fourths either "extremely seriously" (42%) or "quite seriously" (31%) considered accepting the offer. This group of faculty, as well as those who renegotiated their terms of employment, were also asked about their *satisfaction with the institution's effort to retain them*. Forty-four percent were satisfied (27% "satisfied" and 17% "very satisfied"), but one in four were "dissatisfied" (11%) or "very dissatisfied" (14%), with NC State's retention efforts.

When given a list of various aspects regarding their employment as faculty members and asked which they would most like to adjust, half say they would most like to adjust their *base salary* (50%). The next most selected aspect of work they would like to adjust is their *lab or research support*, selected by 11 percent of the faculty. Less than ten percent chose the other predefined suggestions, such as their *teaching load* or *administrative responsibilities* (6% each).

Figure 30a: Recruitment and Retention; frequencies (all NC State faculty; N = 624)

Have You…

	Yes
Have actively sought an outside job offer in the past five years	32%
Have renegotiated the terms of employment in the past five years	21%
Have received a formal job offer in the past five years	14%
Have done none of the above in the past five years	49%
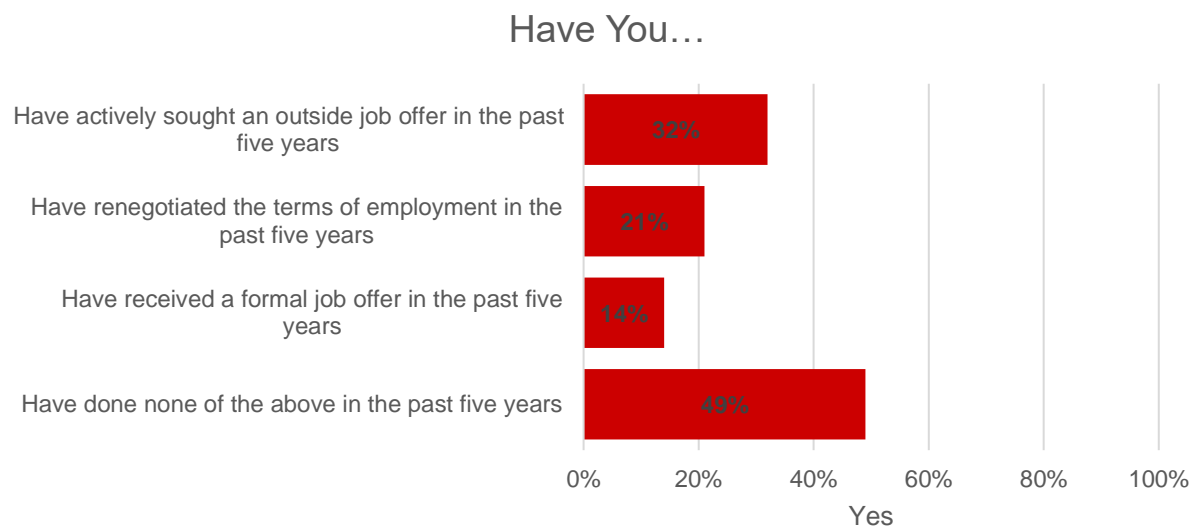
Figure 30b: Recruitment and Retention; frequencies and means (all NC State faculty)

How seriously...

How seriously considered another job offer in last five years (4.0): 2% | 14% | 11% | 31% | 42%

■ 1: Not at all ■ 2: Slightly seriously ■ 3: Moderately seriously ■ 4: Quite seriously ■ 5: Extremely seriously
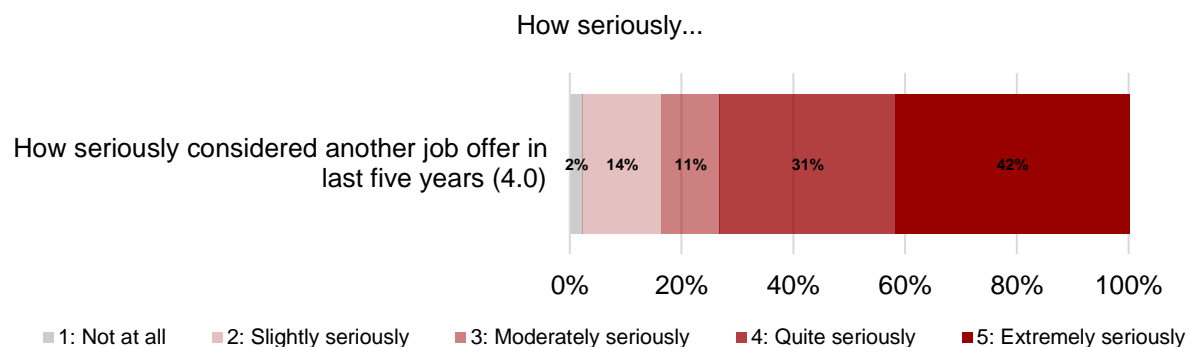
Figure 30c: Recruitment and Retention; frequencies and means (all NC State faculty)

Satisfaction with...

Satisfaction with institution's efforts to retain you (3.2)

| 14% | 11% | 31% | 27% | 17% |

0%   20%   40%   60%   80%   100%

■ 1: Very dissatisfied   ■ 2: Dissatisfied   ■ 3: Neither satisfied nor dissatisfied   ■ 4: Satisfied   ■ 5: Very satisfied
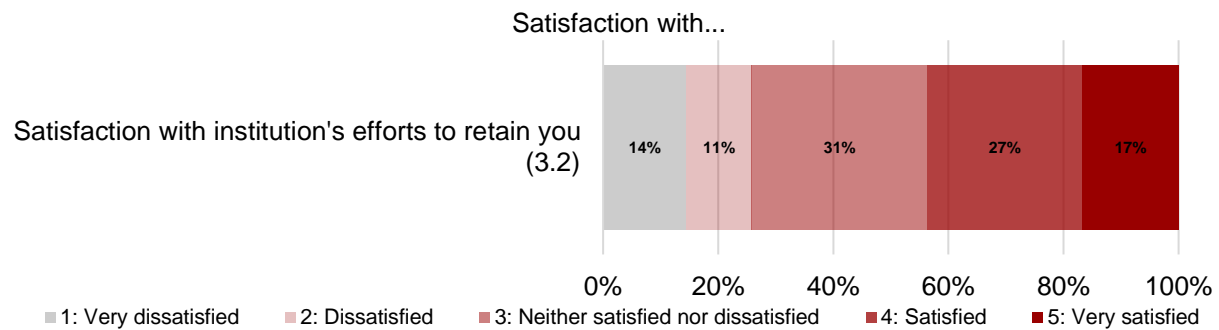
Figure 30d: Recruitment and Retention; frequencies and means (all NC State faculty)

Agreement with...

Outside offers not necessary as leverage in compensation negotiations (2.1)

| 51% | 21% | 8% | 11% | 9% |

0%   20%   40%   60%   80%   100%

■ 1: Strongly disagree   ■ 2: Somewhat disagree   ■ 3: Neither agree nor disagree   ■ 4: Somewhat agree   ■ 5: Strongly agree
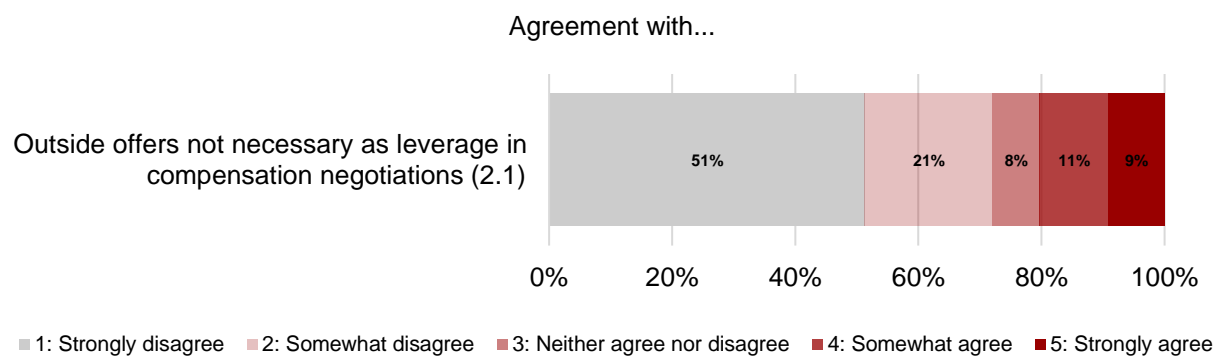
Figure 30e: Recruitment and Retention; frequencies (all NC State faculty; N=487)

Would most like to adjust...

Base salary	50%
Lab/research support	11%
Other	9%
Teaching load	6%
There is nothing about my employment that I wish to adjust	6%
Administrative responsibilities	6%
Sabbatical or other leave time	5%
Supplemental salary	3%
Employment for spouse/partner	2%
Equipment	2%
Tenure clock	0%

■Yes
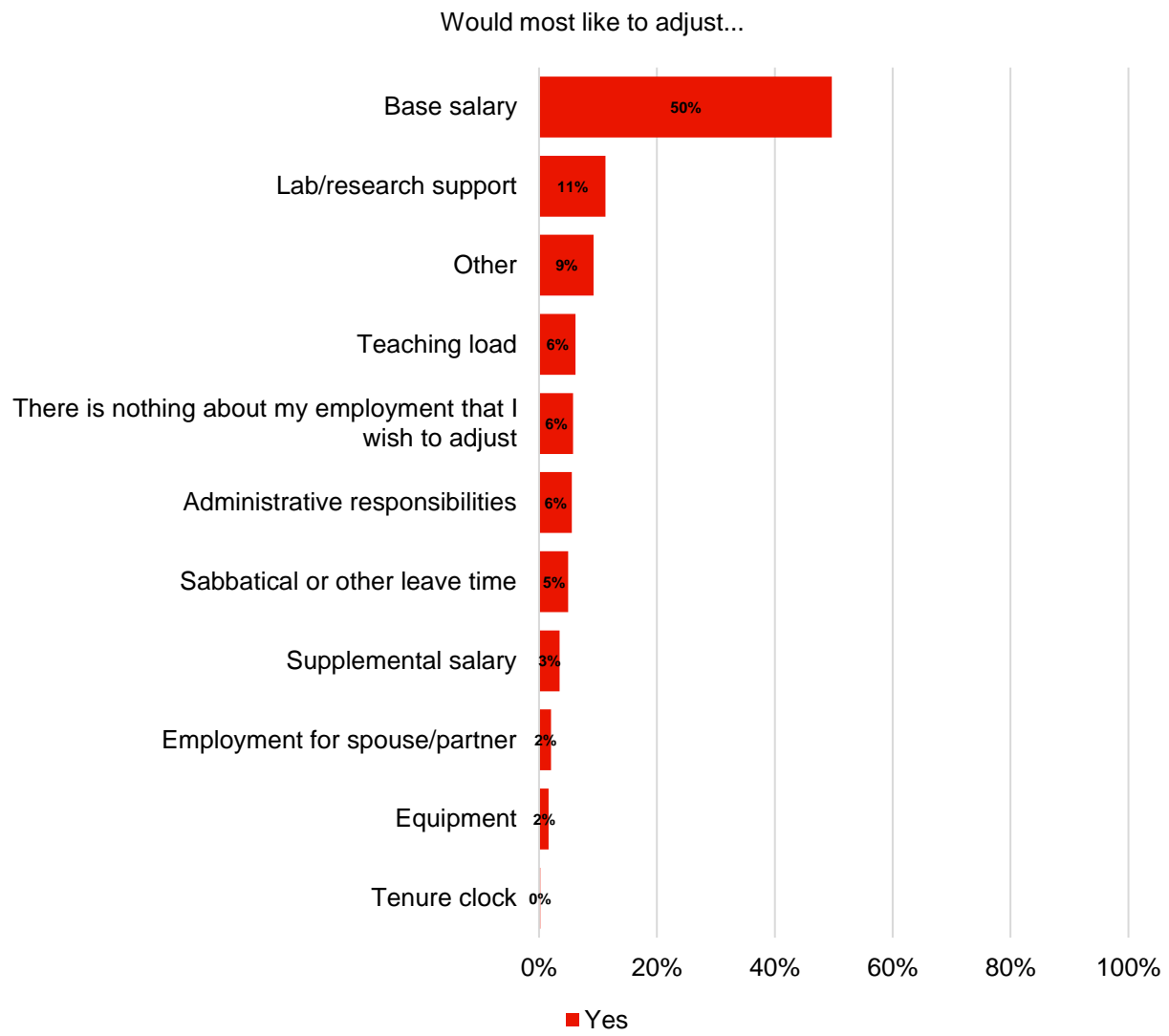
Additional "Global Satisfaction" Items

Faculty were asked at the end of the survey to share their final thoughts about their satisfaction with the university, its leaders, and community; what employment conditions might induce them to leave; and the best and worst aspects about working at NC State.

First, global satisfaction ratings for the department are high, with 33 percent of faculty saying they are "very satisfied" and 41 percent saying they are "satisfied" with their *department as a place to work*. Forty-eight percent say they would "strongly recommend" their department as a place to work to a faculty candidate, and 45 percent say they would "recommend it with reservations." Just eight percent say they would "not recommend" working in their department.

The *institution as a place to work* received less favorable ratings, but a majority of faculty are still satisfied (22% are "very satisfied" and 43% are "satisfied"). Overall, just over two-thirds of current faculty say they *would choose to work at NC State again* (36% "strongly agree" and 32% "somewhat agree" with this statement).

Three-fourths of faculty who responded to the survey say that there is *visible leadership for the support of diversity* (37% "somewhat agree" and 38% "strongly agree").

In order to better understand what job conditions faculty see as areas for improvement, they were asked why they might leave the institution. One fourth of faculty say they would leave to *improve their salary and benefits* (25%). Just over one in five (21%) say that they would leave the institution *to retire*, which speaks to the desire of some faculty to stay with NC State long-term.

Faculty were asked to identify from a list of 29 options what, if any, are the worst two aspects about working at NC State. Again, faculty point to *compensation* as an area where they would like to see improvement, as 31% say this was one of the worst aspects of employment. They also point to *the quality of the facilities* (14%), *the quality of leadership* (10%), *the lack of support for research/creative work* (10%), and *too much service/assignments* (10%) as areas of concern.

In contrast, when asked to select the two best aspects, faculty point to *the geographic location* of the NC State campus as one of the best aspects of working at the institution (37%), closely followed by *the quality of colleagues* (35%). Two other items that received many votes are *academic freedom* (18%) and *the support of colleagues* (16%), reinforcing the positive opinions that faculty expressed throughout the survey regarding their department and colleagues.

Figure 31a: Overall Satisfaction; frequencies and means (all NC State faculty)

Satisfaction with...

Satisfaction with department as a place to work (3.8): 7% | 9% | 11% | 41% | 33%

Satisfaction with institution as a place to work (3.7): 5% | 12% | 18% | 43% | 22%

■ 1: Very dissatisfied ■ 2: Dissatisfied ■ 3: Neither satisfied nor dissatisfied ■ 4: Satisfied ■ 5: Very satisfied

Figure 31b: Overall Satisfaction; frequencies (all NC State faculty)

Response if …

Response if faculty candidate asked about department as a place to work (N = 603): 48% | 45% | 8%

■ Strongly recommend your department as a place to work
■ Recommend your department with reservations
■ Not recommend your department as a place to work

Figure 31c: Overall Satisfaction; frequencies and means (all NC State faculty)

Agreement with...

I would again choose to work at this institution (3.8): 6% | 10% | 17% | 32% | 36%

■ 1: Strongly disagree ■ 2: Somewhat disagree ■ 3: Neither agree nor disagree ■ 4: Somewhat agree ■ 5: Strongly agree

Figure 31d: Overall Satisfaction; frequencies and means (all NC State faculty)

Agreement with...

Visible leadership for support of diversity (4.0): 4% | 9% | 13% | 37% | 38%

(scale 0% to 100%)

■ 1: Strongly disagree ■ 2: Somewhat disagree ■ 3: Neither agree nor disagree ■ 4: Somewhat agree ■ 5: Strongly agree

Figure 31e: Overall Satisfaction; frequencies (all NC State faculty; N = 600)

Primary reason why would leave institution

Reason	Percent
To improve salary/benefits	25%
To retire	21%
To improve quality of life	10%
To find employer who provides more resources to support work	9%
To work at an institution whose priorities match own	6%
To pursue an administrative position	6%
For other family or personal needs	5%
To move to preferred geographic location	5%
To find a more collegial work environment	3%
To pursue a nonacademic job	3%
To improve employment opportunities for spouse/partner	3%
Other	4%
There is no reason why I would choose to leave this institution	1%

Figure 31f: Overall Satisfaction; frequencies (all NC State faculty; N = 621)

Two best aspects about working at institution

Aspect	Percentage
Geographic location	37%
Quality of colleagues	35%
Academic freedom	18%
Support of colleagues	16%
Quality of undergraduate students	12%
Quality of graduate students	11%
Opportunities to collaborate with colleagues	11%
Manageable pressure to perform	7%
My sense of fit here	6%
Teaching load	5%
Cost of living	5%
Quality of facilities	4%
Support for research/creative work	4%
Compensation	3%
Support for professional development	3%
Support for teaching	2%
Diversity	2%
Quality of leadership	2%
Tenure/promotion clarity or requirements	1%
Spousal/partner hiring program	1%
Assistance for grant proposals	1%
Protections from service/assignments	0%
Presence of others like me	0%
Childcare policies/support/availability	0%

Figure 31g: Overall Satisfaction; frequencies (all NC State faculty; N = 620)

Two worst aspects about working at institution

Aspect	Percentage
Compensation	31%
Quality of facilities	14%
Lack of support for research/creative work	10%
Quality of leadership	10%
Too much service/too many assignments	10%
Lack of assistance for grant proposals	9%
Unrelenting pressure to perform	7%
Cost of living	7%
Childcare policies/support/availability (or lack thereof)	7%
Quality of graduate students	6%
Teaching load	6%
Tenure/promotion clarity or requirements	5%
My lack of fit here	5%
Support of colleagues	4%
Lack of diversity	4%
Absence of others like me	3%
Geographic location	3%
Lack of support for professional development	3%
Lack of support for teaching	3%
Quality of undergraduate students	2%
Spousal/partner hiring program (or lack thereof)	2%
Opportunities to collaborate with colleagues	2%
Academic freedom	2%
Quality of colleagues	2%

Subgroup, Peer, and Trend Comparisons

Visible leadership for support of diversity[6]
- White faculty > URM (4.04 vs. 3.37)
- White faculty > faculty of color (4.04 vs. 3.61)
- Faculty at the rank of full professor (including both tenure-track and professional-track faculty) > faculty at the rank of associate professor (including both tenure-track and professional-track faculty) (4.12 vs. 3.66)

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[6] This is the only "global satisfaction" benchmark item for which there are notable differences in means between faculty subgroups.