



## COACHE Summary Tables 2019

### Selected Dimensions of the Faculty Workplace Experience

<https://coache.net/summarytables2019>

In conjunction with the AAC&U Annual Meeting, COACHE is providing access to digital spreadsheets summarizing results from its *Faculty Job Satisfaction Survey*, including responses from approximately 43,000 faculty at 2- and 4-year colleges and universities. *COACHE Summary Tables 2019* provides responses organized by major Carnegie Classification and disciplinary groups, then by faculty rank (and tenure status), race/ethnicity, or gender. Visit the URL above to explore these data.

The following tables were extracted from *COACHE Summary Tables 2019* for use in our discussion today.

#### Characteristics of the Survey Population and Analytic Sample\*

			Response Status		Total
			Respondent	Nonrespondent	
Rank (and Tenure Status)	Non-Tenure-Track	Count	6,262	8,377	14,639
		% within Tenure x Rank	43%	57%	
	Assistant	Count	8,227	6,977	15,204
		% within Tenure x Rank	54%	46%	
	Associate	Count	12,448	11,644	24,092
		% within Tenure x Rank	52%	48%	
	Full	Count	14,417	14,674	29,091
		% within Tenure x Rank	50%	50%	
	Other/Unspecified	Count	1,508	2,169	3,677
		% within Tenure x Rank	41%	59%	
Race/Ethnicity	White, non-Hispanic	Count	33,653	31,776	65,429
		% within Race/Ethnicity	51%	49%	
	Faculty of Color	Count	9,322	11,899	21,221
		% within Race/Ethnicity	44%	56%	
Gender	Male	Count	23,971	28,644	52,615
		% within Gender	45%	54%	
	Female	Count	19,049	15,577	34,626
		% within Gender	55%	45%	
Total	Count	42,862	43,841	86,703	
	% within Total	49%	51%		

\* For a complete set of the data tables used for this presentation please contact Lauren Scungio at [lauren\\_scungio@gse.harvard.edu](mailto:lauren_scungio@gse.harvard.edu)

## Asking faculty to do their core work differently

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Bridging the Liberal Arts and Business Education

The Well-Being Bridge: Connecting the Curriculum and Cocurriculum through Holistic High-Impact Practices

Creating High-Impact Learning Experiences through the Use of a Model for Evidence-Based Teaching

Leadership for Equity and Inclusion in STEM: Practical Strategies that Help Colleagues Improve Student Learning and Success

The Amazing Impacts of Service Learning in Intercultural Experiences: 16 years of Lingnan W.T. Chan Fellowship

Proven Methodologies to Advance Global Civic Engagement on Campus

Missing Student Veteran Voices on Campus: Model Programs

Creating a Virtuous Cycle of Quality, Assessment, and Equity in High-Impact Practices

Faculty Centrality in Fulfilling the Promise of LEAP ELOs, HIPs, and VALUE

Free Speech and Liberal Education: Creating an Environment for Open Dialogue with the Other

Metrics of Mission: Measuring and Articulating the Value of Undergraduate Research

Yes, It Works; But for Whom?

Raising “Unheard Voices”: Transforming Pedagogy and Knowledge through Change-based Civic Engagement

New Strategies for Assessing the Impact of High Impact Practices

The Unhidden Curriculum: Legitimizing HIPs in the Public Context

Preparing Students for Civic Life through Active and Experiential Learning

Civic Learning through the Major: Getting the Departmental Conversation and Blueprints Started

Budget-Driven Program Review: Lessons Learned, Outcomes Tested

Campus Speech in an Age of Unrest: Principles for Negotiating Speech, Inclusion, and Diversity on Today’s College Campuses

Designing Professional Development to Engage Adjunct Faculty in the Student Success Movement

Have a Teaching Problem? There’s a Technique for That!

Blazing New HIP Trails in Secondary to Postsecondary Transitions

Transforming the Evaluation of Teaching to Improve Student Learning

Integrated Approaches to Advising and Mentoring to Prepare Students for Meaningful Lives and Careers

Humanities, STEM, and Management: New Interdisciplinary Pathways for 21st-Century Learning

Democratically Engaged Assessment: A New Framework for Reimagining Assessment

Student Veterans: A Valuable Asset to Higher Education

System Approaches to Taking Student Success to Scale: High-Impact Practices and Faculty Development

Building Programs That Demonstrably Increase Civic Engagement: Let’s Do It Together

Galvanizing Students, Faculty, and Institutions by Making Learning Meaningful: Reacting-to-the-Past at Different Institutions

Communicating with Students about the Value of General Education

Residential Learning Communities as a High-Impact Practice

Liberal Education vs. Vocational Education: A False Dichotomy

Authentic Assessment of Faculty Development for High-Impact Practices

Scaling Up High-Impact Practices through Systematic Faculty Support on a Large Campus

Raising Voices and Preparing Students for What Is Ahead through Social Media

Transforming Power in the Classroom: A Freirean Model of Student Leadership

Academic Coaching: Empowering Students to Succeed through Strategic Learning Plans

Articulating the Value of Global Learning for Workforce Employability

High-Impact Signature Work: Case Studies in Community-Engaged Capstones

Teaching for Global Readiness in Indiana: A Case Study of State Initiatives and Teacher Practices

In Their Own Voice: Undergraduates Make the Case for Accessing a Career Pipeline in K-16 Education Settings

Using the Excellence in Assessment Designation to Communicate the Value of Higher Education Reflecting on Good Assessment Practice

## **Asking faculty to engage in systemic change**

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Creating Curricular Coherence: Three Examples of Institutional Change

Beyond Food, Festivals, and Fun: Engaging Oppression, Inequality, and Hierarchy in General Education

Revitalizing Higher Education's Commitment to Civic Learning for Democratic Engagement: Three Statewide Models

Consciousness Raising for Transformative Institutional Practices

Transforming Core Curricula—and Campus Cultures

Using a Shared Leadership Model to Foster Institutional Transformation

Scaling High-Impact Practices: Across the State System and the Institution

Designing Purposeful Pathways: Faculty Planning for Curricular Coherence

Using Planning for Learning Spaces as an Institutional Change Lever: Multiple Perspectives

Relationships Matter: Moving Relationship-Rich Experiences from the Periphery to the Center of Undergraduate Education

Understanding the Ecosystem of Institutional Change: How Colleges are Leveraging Technology to Provide Holistic Student Support

The Case of UMKC: Using Vision and Values to Move from Crisis Management to Transformation Opportunity

Examining our Persistently White Institutions: Helping Academic Leaders Create a Path Forward for Diversity and Hospitality

“Are You Crazy?” How to Revise an Entire Curriculum (and more) at Once

Revising General Education While Reclaiming Its Civic Purpose

Leading and Launching an Academic Innovation Initiative

Constructing a Narrative of Change Implementation in Academic Affairs

## **Asking faculty to cultivate new partnerships**

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Working Across University Divisions: An Action Research Approach to Student Success

Collaboration versus Competition: A Tale of Four Deans

Faculty Roles in Supporting Students Beyond the Classroom

“Through Renovated Eyes”: Tales from a Three-Year Journey of Interdisciplinary Exploration

Community Engaged Learning and the Future of Higher Education: Rust-Belt Responses

Applied Liberal Learning: Gastrodiplomacy and Professional Education

From “At Least” to “At Last”: Strategies for Connecting Athletics and Academics

Internationalization on Small Innovative Campuses

Strengthening Diversity and Inclusion on Campus: High-Impact Student Employment with Community-Based Organization

## **Asking faculty to engage in professional development**

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Bridging the 21st-Century Skills Gap: New Educational Development Models for Teaching and Curriculum

Faculty as Learners in Complex Classroom Spaces: Aligning Development Needs and Effective Models for Inclusion and Equity

Best Practices in Minority Faculty Recruitment & Retention

Faculty and Staff Intercultural Development: Amplifying Voices and Expanding the Table

Development, Engagement, Reinvention: Approaches to Faculty Mentoring and Growth at Small Liberal Arts Institutions

Faculty-Centered Development for Student-Centered Teaching

Developing Effective Anti-bias Workshops for Institutional Change

Leading from the Middle: How to Build Effective Relationships and Create Allies

Raising Faculty Voices: Best Practices in Cultivating Faculty Leadership for Institutional Quality and Change

Interrupting Our Own Practices: Redesigning Faculty Development for these Chaotic Times

Virtual Faculty Mentoring: Can it be Accomplished through Embodied Conversational Agents?

Table 1. How do faculty feel about being asked to do their core work differently?

		Tenure/Rank				Sex		Race	
		<i>NTT</i>	<i>Assist</i>	<i>Assoc</i>	<i>Full</i>	<i>Men</i>	<i>Women</i>	<i>White</i>	<i>Faculty of Color</i>
I am able to balance the teaching, research, and service activities expected of me.	Strongly disagree	7%	11%	16%	9%	9%	15%	11%	12%
	Somewhat disagree	18%	25%	31%	20%	20%	30%	25%	21%
	Neither agree nor disagree	9%	9%	9%	9%	10%	8%	9%	10%
	Somewhat agree	41%	39%	33%	38%	39%	34%	37%	38%
	Strongly agree	26%	15%	10%	23%	22%	13%	18%	20%
The support your institution provides you for engaging undergraduates in your research/scholarly/creative work	Very dissatisfied	8%	8%	9%	8%	8%	9%	8%	10%
	Dissatisfied	19%	18%	20%	17%	17%	20%	18%	19%
	Neither satisfied nor dissatisfied	29%	29%	32%	31%	31%	31%	31%	31%
	Satisfied	32%	32%	30%	32%	33%	29%	32%	29%
	Very satisfied	13%	13%	9%	12%	12%	11%	12%	11%
My institution does what it can to help faculty who take on additional leadership roles (e.g. major committee assignments, department chairmanship) to sustain other aspects of their work.	Strongly disagree	13%	16%	26%	20%	18%	23%	14%	16%
	Somewhat disagree	25%	27%	31%	27%	25%	31%	21%	19%
	Neither agree nor disagree	17%	18%	14%	14%	17%	13%	22%	24%
	Somewhat agree	30%	28%	23%	27%	28%	24%	29%	28%
	Strongly agree	15%	11%	7%	12%	12%	9%	13%	13%
My departmental colleagues pitch in when needed.	Strongly disagree	4%	5%	7%	5%	5%	6%	5%	6%
	Somewhat disagree	10%	11%	15%	11%	11%	14%	13%	11%
	Neither agree nor disagree	11%	11%	12%	11%	12%	10%	10%	14%
	Somewhat agree	37%	38%	38%	39%	39%	37%	38%	38%
	Strongly agree	37%	34%	29%	35%	33%	33%	34%	30%

Table 2. How do faculty feel about being asked to engage in systemic change?

		Tenure/Rank				Sex		Race	
		NTT	Assist	Assoc	Full	Men	Women	White	Faculty of Color
The shared governance system at your institution.	Very ineffective	11%	12%	20%	22%	20%	16%	19%	16%
	Somewhat ineffective	20%	23%	26%	24%	23%	24%	25%	20%
	Neither effective nor ineffective	17%	16%	15%	15%	16%	14%	15%	18%
	Somewhat effective	44%	42%	35%	34%	35%	40%	37%	38%
	Very effective	9%	8%	5%	6%	6%	6%	6%	9%
The existing faculty governance structures offer sufficient opportunities for me to provide input on institution-wide policies	Strongly disagree	11%	9%	14%	15%	13%	12%	13%	12%
	Somewhat disagree	19%	19%	22%	21%	19%	22%	21%	18%
	Neither agree nor disagree	33%	34%	27%	25%	29%	27%	27%	31%
	Somewhat agree	29%	30%	31%	30%	31%	30%	30%	29%
	Strongly agree	8%	8%	7%	9%	8%	9%	8%	9%
Agreement/Disagreement: I understand the process by which I can express my opinions about institutional policies	Strongly disagree	12%	12%	12%	11%	11%	12%	11%	12%
	Somewhat disagree	25%	28%	23%	19%	21%	25%	23%	21%
	Neither agree nor disagree	26%	25%	22%	22%	25%	22%	22%	26%
	Somewhat agree	29%	27%	34%	36%	34%	32%	33%	31%
	Strongly agree	8%	8%	9%	13%	11%	10%	10%	10%
My institution has clear rules about the various roles and authority of the faculty and administration	Strongly disagree	7%	8%	13%	13%	11%	11%	11%	11%
	Somewhat disagree	18%	19%	23%	22%	20%	22%	22%	18%
	Neither agree nor disagree	32%	34%	27%	25%	29%	27%	27%	30%
	Somewhat agree	33%	31%	30%	31%	32%	31%	31%	32%
	Strongly agree	10%	9%	7%	9%	9%	9%	8%	10%

Table 3. How do faculty feel about being asked to cultivate new partnerships?

		Tenure/Rank				Sex		Race	
		NTT	Assist	Assoc	Full	Men	Women	White	Faculty of Color
Are you engaged in collaborative teaching with faculty in disciplines other than your own?	Currently	21%	16%	15%	17%	17%	16%	17%	17%
	Not currently, but previously at this institution	18%	11%	27%	32%	25%	23%	25%	22%
	Never at this institution	61%	73%	58%	51%	58%	60%	59%	61%
Are you engaged in collaborative research with faculty in disciplines other than your own?	Currently	25%	46%	36%	41%	40%	35%	36%	45%
	Not currently, but previously at this institution	17%	9%	24%	26%	21%	19%	21%	18%
	Never at this institution	58%	44%	41%	33%	38%	46%	43%	37%
Rate your level of interest in teaching and/or research with faculty in disciplines other than your own.	Not at all interested	5%	2%	3%	5%	5%	3%	5%	3%
	Slightly interested	15%	10%	13%	15%	14%	13%	15%	10%
	Moderately interested	27%	24%	28%	27%	27%	27%	27%	24%
	Very interested	30%	32%	30%	30%	30%	31%	29%	34%
	Extremely interested	23%	31%	25%	23%	24%	26%	24%	29%
Interdisciplinary work is rewarded in the tenure process.	Strongly disagree	0%	19%	0%	0%	18%	21%	20%	19%
	Somewhat disagree	0%	23%	0%	0%	21%	26%	24%	21%
	Neither agree nor disagree	0%	24%	0%	0%	27%	21%	24%	25%
	Somewhat agree	0%	25%	0%	0%	26%	24%	25%	25%
	Strongly agree	0%	9%	0%	0%	8%	9%	8%	10%
My department understands how to evaluate interdisciplinary work.	Strongly disagree	17%	19%	22%	17%	18%	21%	18%	22%
	Somewhat disagree	23%	23%	25%	21%	21%	25%	23%	20%
	Neither agree nor disagree	27%	23%	22%	22%	25%	20%	22%	24%
	Somewhat agree	23%	25%	23%	27%	26%	23%	25%	24%
	Strongly agree	11%	11%	9%	12%	11%	11%	11%	11%

Table 4. How do faculty feel about being asked to engage in professional development?

		Tenure/Rank				Sex		Race	
		<i>NTT</i>	<i>Assist</i>	<i>Assoc</i>	<i>Full</i>	<i>Men</i>	<i>Women</i>	<i>White</i>	<i>Faculty of Color</i>
My institution cultivates new leaders among faculty.	Never	6%	6%	8%	9%	9%	7%	7%	10%
	Seldom	22%	24%	26%	25%	25%	24%	25%	25%
	Occasionally	38%	37%	40%	38%	38%	39%	39%	35%
	Regularly	28%	25%	21%	23%	23%	24%	24%	23%
	Frequently	7%	7%	4%	6%	6%	6%	6%	7%
My institution does what it can to help faculty who take on additional leadership roles (e.g. major committee assignments, department chairmanship) to sustain other aspects of their work.	Strongly disagree	13%	16%	26%	20%	18%	23%	14%	16%
	Somewhat disagree	25%	27%	31%	27%	25%	31%	21%	19%
	Neither agree nor disagree	17%	18%	14%	14%	17%	13%	22%	24%
	Somewhat agree	30%	28%	23%	27%	28%	24%	29%	28%
	Strongly agree	15%	11%	7%	12%	12%	9%	13%	13%
Is what's expected in order to earn tenure clear to you regarding your performance as: A campus citizen	Very unclear	0%	13%	0%	0%	12%	13%	13%	12%
	Somewhat unclear	0%	22%	0%	0%	21%	23%	23%	19%
	Neither clear nor unclear	0%	22%	0%	0%	25%	19%	22%	22%
	Somewhat clear	100%	30%	0%	0%	29%	31%	30%	31%
	Very clear	0%	14%	0%	0%	13%	14%	13%	16%