



2019 Year in Review

The Collaborative on Academic Careers in Higher Education



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GRADUATE SCHOOL OF EDUCATION

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Reflections on the Year

Welcome to a new edition of the COACHE *Year in Review*, our third to highlight the Collaborative's discoveries, partnerships, and impact.

This year, we report on the progress our small team continues to make beyond our footprint: on surveys and reports, on scholarship, on supporting institutions, and on leadership development. We are learning together—collaboratively—what we could never have understood alone.

Our longtime partners already recognize what we are doing differently this year, but for those who are not subscribed to our newsletter, here are a few highlights:

- This year marked the enrollment of our largest cohort ever of small liberal arts colleges, including four members of the Women's College Coalition (see p. 17–19).
- We launched two new initiatives—in the Faculty Job Satisfaction Survey and in the Seminar on Leadership of the Faculty—to expand opportunities for Historically Black Colleges and Universities (HBCUs) to engage in the Collaborative (see p. 11).
- Our streamlined program of COACHE data dissemination is seeding scholarship on the professoriate at a quickening pace, with new inquiries from scholars and several publications in top-tier journals and magazines (see p. 8–10).

As you read about these accomplishments and more in the following pages, you might notice that the

people who most defined 2019 for COACHE were faculty who *leave* and faculty who *lead*:

Leaving. The patience of our partners in the Faculty Retention and Exit Survey was finally rewarded this year as we reached a project milestone: the delivery of institutional reports. Key among these comparative analyses are the contrasts between faculty who leave and faculty who had an opportunity to leave, but stayed. Why do they leave? Why do they stay? How much is it all costing us? Perhaps most importantly, can we spot—and arrest—inequities in the conduct of retention negotiations?

Leading. Whether framed as “organizational citizenship behavior,” “faculty engagement,” or simply “service,” faculty leadership has become a focus of our research-practice partnership. I published an article in *Change* to advocate for investment in it; Brian Norman used COACHE data to publish strategies for cultivating it. Sharing his findings at the AAC&U Annual Meeting, Brian challenged us to interrogate what *counts* as faculty leadership. Then, in his session on “leading from the middle,” COACHE's own Todd Benson revealed which faculty in leadership roles are less likely to get the help they need to sustain other aspects of their work (answer: women, faculty in humanities, faculty at master's-level institutions).

What counts as leadership and how can opportunities be more fairly distributed? At this year's Seminar

on Leadership of the Faculty, KerryAnn O'Meara equipped deans and provosts with manageable tools for advancing workload equity on their cam-

puses. In a guest blog post for COACHE afterward, Adrianna Kezar offered this reflection and her own solution:



Every time I hear a proclamation about the need for change on college campuses, it is followed by ‘...and faculty leadership is essential to this effort.’ We are increasingly hearing calls for revitalizing shared governance... The notion of the ‘design team’ is our path to decipher this puzzle for each campus. This is a case where one size will not fit all—so let's design our way forward.”

Beyond the leavers and the leaders, this *Year in Review* takes the measure of COACHE's impact this year across surveys and reports, support and consultation, leadership development and knowledge production. I hope that our impact will include lessons you can take from its contents.

Kiernan Mathews, Ed.D.
Executive Director
& Principal Investigator

SURVEYS

Faculty Job Satisfaction Survey

Now in its fourteenth year, the Faculty Job Satisfaction Survey continues to set the standard for national studies of the faculty experience. Our flagship instrument captures faculty sentiment with regard to a variety of themes that are not merely “interesting” to researchers, but are actionable for faculty and academic leaders. With 41 colleges, universities, and specialized programs in the 2019 cohort, COACHE invited over 28,000 faculty to participate in the study. The average institutional response rate was 54 percent, an improvement over 2018.

At COACHE, we are constantly challenging ourselves to consider the many different ways in which faculty diversity is expressed. In 2019, we augmented our Faculty Job Satisfaction Survey with questions related to disability status. We look forward to exploring the data next year deepening our understanding of the experiences of faculty who volunteer to share this information.



SURVEYED
28,080 *faculty*
across **41** *institutions*



1,903
women in
STEM surveyed



8,473
faculty of
color surveyed

5,600+ hours
of faculty time invested



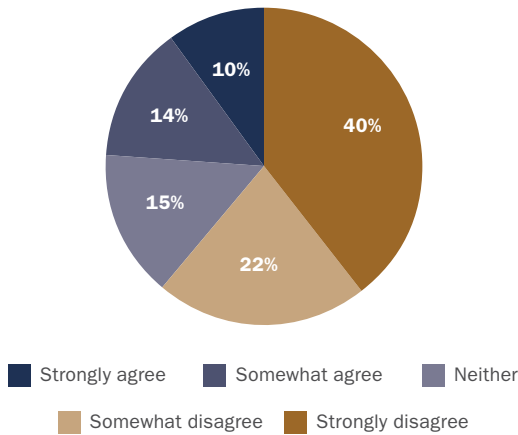
SELECTED FACULTY JOB SATISFACTION SURVEY RESULTS

Levers of Faculty Turnover

While the Faculty Retention and Exit Survey helps us understand the experiences of faculty who receive outside offers, the Faculty Job Satisfaction Survey provides the broader context for faculty who are even considering leaving. Their numbers are substantial: In 2019, 23.7 percent of respondents reported that they had sought an outside job offer in the past five years.

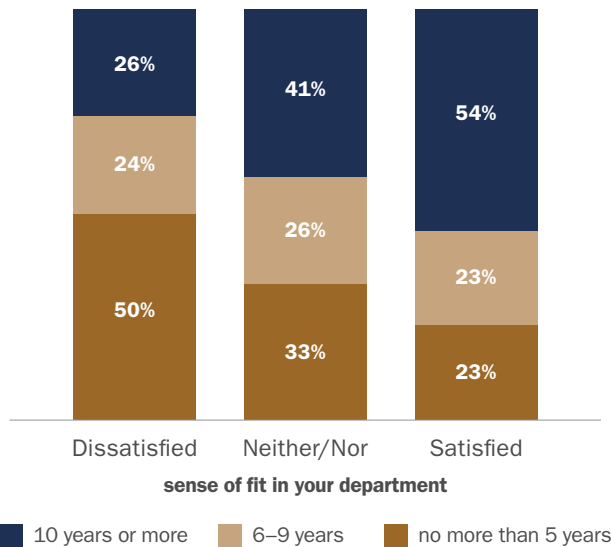
What explains the prevalence of faculty looking elsewhere? There is an explanation for the academy’s “counteroffer culture” in the nearly two-thirds (62 percent) of respondents who told us that an outside offer is necessary for negotiating their terms of employment. This prerequisite leads 32 percent of faculty who pursue outside offers to do so without an actual desire to leave the institution. And yet, many end up leaving after being courted.

Outside offers are *not* necessary as leverage in compensation negotiations.



Our data also suggest that a faculty member's sense of fit within the department may be a critical component in the development of their intention to leave. More than half of faculty dissatisfied with their sense of fit plan to leave their institutions within five years, 74 percent intend to leave within 10 years. Conversely, 54 percent of respondents who are satisfied with their departmental fit plan to stay at their institutions beyond 10 years.

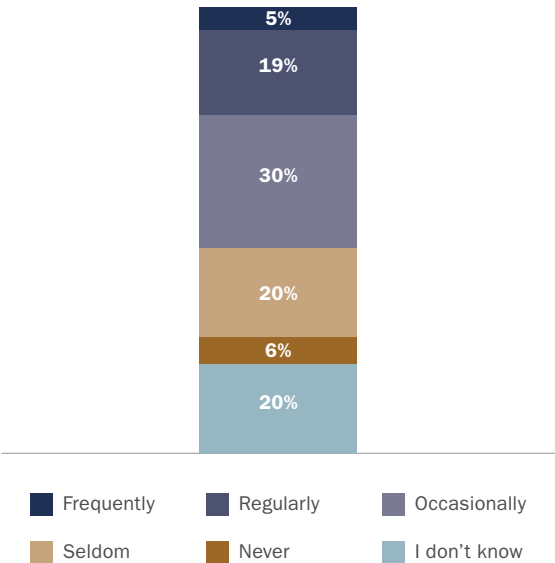
How long do you plan to remain at your institution?



How, then, do we cultivate fit? The literature and our own data point to efforts that academic leaders can make to engage more and diverse faculty in the civic life of their

institutions. After all, to be full members of the campus community, professors must feel they have agency in that community. Yet, the Faculty Job Satisfaction Survey reveals that many respondents believe that their institutions “never” (6 percent) or “seldom” (20 percent) cultivate new leaders from among the faculty—or that they do not know (20 percent).

My institution cultivates new leaders among faculty.



Read on (p. 8–9) for details on a recent study by Brian Norman, who interrogated this particular finding to show how presidents, provosts, and deans can foster a leadership pipeline through the faculty ranks.



Faculty Retention and Exit Survey

In 2016, COACHE completed a successful pilot of the Faculty Retention and Exit Survey across seven campuses of a state university system. Since then, we have administered the updated instrument to successively growing cohorts of research university faculty who left and to those who had an opportunity to leave, but stayed. To date, over 33 institutions have joined us in this effort.

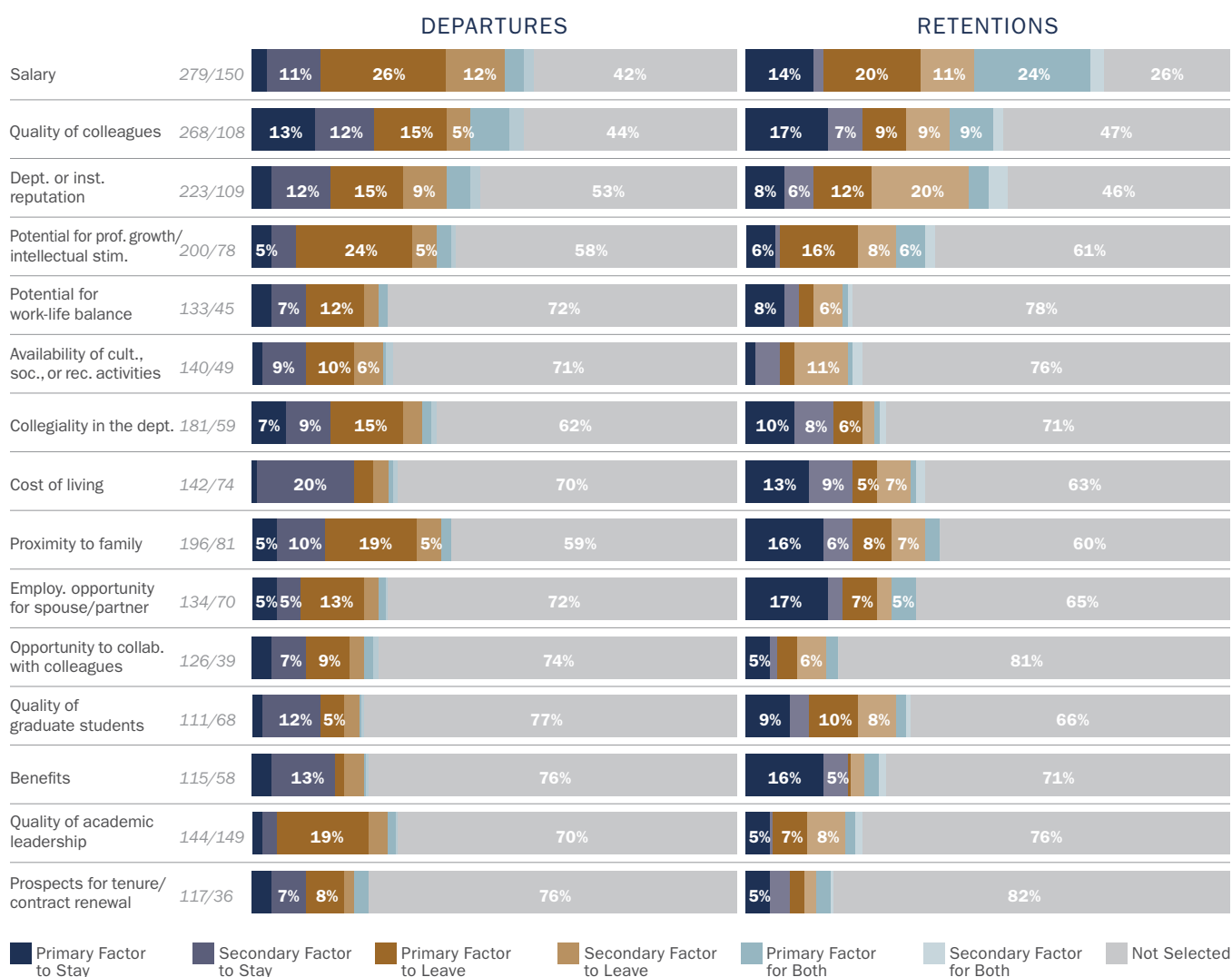
In 2019, we reached an important milestone: the third year of survey administration. By design, we have waited until this year to aggregate our data for the

much-anticipated comparative reports of our inaugural cohort of 11 research universities.

The following is a sample display from these new reports. This visualization emphasizes and compares the factors that faculty selected as compelling them (a) to stay at their institutions, and (b) to accept their outside offers.

Our university partners have these data both for their own institution and for the comparison cohort, but the visualization below shows just the aggregated cohort's results.

Weighing the Factors*



*These are representative visualizations from the COACHE Faculty Retention and Exit Survey. They are not definitive findings from the study.

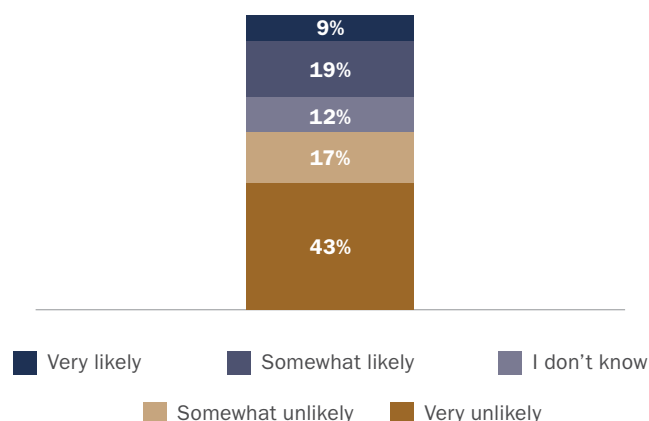
On the left are results from departures, and on the right, from retentions. The reader can see that salary is much more likely to be selected as a factor in the decisions of those who stay compared to those who leave. Among those who leave, the “potential for professional growth and intellectual stimulation” is nearly as compelling a factor as “salary” in the decision to accept an outside offer. Among retentions, “employment opportunities for spouses and partners” is tied with “quality of colleagues” as the factor most likely to be selected as compelling them to stay at their institutions.

If we focus on the factors that were not chosen, 42 percent of faculty who left their institutions and 26 percent of those who stayed did NOT select salary as a factor in their decision. In fact, 67 percent of departures and 40 percent of retentions ranked salary as a secondary factor or did not rank it at all.

What other factors does this visualization reveal are at play? A comparable proportion of departures noted that “quality of colleagues” played some part in their decision making, either as a reason to stay or as a reason to leave. Nearly one in five faculty who left their institutions cited “quality of academic leadership” as a primary factor compelling them away. Also, 15 percent of departures cited “collegiality in the department” as a primary reason to leave.

As for the retentions, we are learning that not every retention should be considered, as an outcome, an unqualified success. In 2019, we added a new question for faculty with outside offers who elected to remain at their institutions: “How likely are you to seek or entertain a job offer in the next 12 months?” Fully 40 percent of respondents said they were at least somewhat likely or didn’t know.

How likely are you to seek or entertain a job offer in the next 12 months? (n=79 retentions)



Source: COACHE Faculty Retention and Exit Survey, 2016–18

What might explain their ambivalence, even after choosing to stay? Fortunately, our study is gathering rich qualitative data about the nuances of the conduct, costs, and causes. They suggest the importance of spousal circumstances and of departmental equity:

*I think the most disheartening part was the sense that [my institution] was trying to do only the minimum necessary to retain me. I have heard this from many other colleagues with their retention situations. **While I decided to stay, it leaves a very bad taste, and increases the chances that I will consider other offers in the future.***

*The department and college response to my notification of recruitment elsewhere was swift and enthusiastically and unequivocally positive. I was told that I was valued and was understood as an asset worth retaining. That communication added to my decision. It will not, however, retain me. As a woman of color, I was happy to be retained. Not long after this happened to me, I became aware of a white man in my college who was also being recruited by another university. The retention efforts directed toward him included a much stronger financial incentive that was not offered to me. While I took what was offered, **what I note here is the discrepancy between what a university will do to retain a white man and woman of color.***

So, as prior qualitative research on the professoriate has suggested, we are wrong to blame only money (or lack of it) as the reason why faculty leave—and to think money is what keeps them on campus. Rather, we should focus on expanding opportunities to engage faculty in universities’ missions and communities. This ongoing study aims to identify the interventions that make a difference before it is too late.

2019 Survey Population

	Respondents	Non-respondents	Total
Voluntary Departures	341	413	754
Retentions	112	89	201
Preemptive Retentions	256	213	469
Total	709	715	1,424



SCHOLARSHIP

The selective sharing of COACHE survey data with scholars of higher education is critical to our impact as a research-practice partnership. In 2019, these research partners saw their COACHE analyses appear in several new, peer-reviewed publications.

The Possibility of Promotion: How Race and Gender Predict Promotion Clarity for Associate Professors

Teachers College Record, Volume 121, No. 5

Authors:

Amanda M. Kulp, *University of North Florida*

Lisa E. Wolf-Wendel, *University of Kansas*

Daryl G. Smith, *Claremont Graduate University*

Summary: Existing research on promotion to full professor has suggested the presence of equity issues in advancement through the academic pipeline. Using COACHE data collected from 2010–12, this study examines the extent to which tenured faculty members are clear about their prospects of being promoted to full and the impact of factors related to background and institutional characteristics. Findings indicate that regardless of race/ethnicity, women are less clear than men about their prospects of promotion to full. For faculty of color, satisfaction with one's service load, department, department chair, and having an encouraging department culture all carried significant weight in predicting perceptions of promotion clarity. For every group, satisfaction with service was a significant predictor of promotion clarity. Additionally, associate professors at research institutions and those in the sciences, engineering, computer science, and math were less likely to be clear about what is expected for promotion to full.

The Academic Environment and Faculty Well-Being: The Role of Psychological Needs

Journal of Career Assessment, Volume 27, Issue 1

Authors:

Lisa Larson, Matthew Seipel, Mack Shelley, Sandra Gahn, Stacy Ko, Mary Schenkenfelder, Diane Rover, Beate Schmittmann, Megan Heitmann, *Iowa State University*

Summary: Recent research has examined the well-being of higher education faculty, but has typically lacked a theoretical model. This study uses self-determination theory to model the well-being of 581 tenured and tenure-eligible faculty members at a large Midwestern university. Volitional autonomy, perceived competence, and perceived relatedness were hypothesized to partially mediate the relationships between several environmental factors (e.g., administrative support, research support, promotion and tenure support) and faculty well-being (i.e., teaching/service satisfaction and global satisfaction). Results indicated that all relations between the environment and teaching/service satisfaction were fully mediated by volitional autonomy and perceived competence, whereas all relations between the environment and global satisfaction were partially mediated by perceived relatedness. These findings highlight the centrality of psychological needs in understanding the relations between the environment and faculty well-being.

Faculty Leadership and Institutional Resilience: Indicators, Promising Practices, and Key Questions

Change: The Magazine of Higher Learning, Volume 51, Issue 4

Author:

Brian Norman, *Simmons University*

Summary: Shared governance is critically important for senior leaders concerned with institutional resilience and effectiveness. But how can you measure the health of faculty

leadership at your institution? With Faculty Job Satisfaction Survey data and his own interviews of our top-performing partners, Norman has identified five “indicators” that your institution is successfully cultivating faculty leadership:

1. Your “best” faculty are seeking out governance positions.
2. Faculty take public stands with one another.
3. There are contested elections for key roles.
4. Faculty show up in times of stress or crisis.
5. Faculty experience reasonable access to leaders.

Norman also poses five key questions that every provost, dean, and faculty leader should be asking themselves to gauge the health of their shared governance practices.

Does the Environment Matter? Faculty Satisfaction at Four-Year Colleges and Universities in the USA

Higher Education, Volume 78, Issue 2

Author:

Karen L. Webber, *University of Georgia–Athens*

Summary: This study uses Faculty Job Satisfaction Survey data to examine the effect of institution type and control (public vs. private) on faculty satisfaction. Webber’s research indicates that respondents at baccalaureate institutions reported significantly higher overall satisfaction than respondents in all other institution types. Communication from and support of the dean was found to be a significant contributor to department satisfaction for faculty in all settings except research universities. Although differences that contributed to satisfaction by type were limited, results showed that faculty perceptions of the institutional environment firmly contribute to their satisfaction.

Personal and Institutional Predictors of Work-Life Balance among Women and Men Faculty of Color

The Review of Higher Education, Volume 43, No. 2

Authors:

Katalin Szelényi, *University of Massachusetts–Boston*
Nida Denson, *Western Sydney University*

Summary: Szelényi and Denson have published the first large-scale study to focus on the role of both gender and race in shaping faculty of color’s perceptions of work-life balance and the ability to attain both professionally and personally satisfying lives. Existing literature predominantly describes the gender-based challenges of achieving

work-life balance in the academy and has masked important differences by racial background.

This study finds that satisfaction with the *amount of time spent on research* is a positive predictor of work-life balance among faculty of color. Yet, the level of research activity of the institution was negatively related to the work-life balance perceptions of African American women and men. Additionally, both Asian American single women and men without children noted significantly more difficulty attaining work-life balance than their counterparts who were married with children.

Characteristics of the Faculty Job Satisfaction Survey Dataset

In total, the dataset includes information on approximately 101,988 respondents and 112,494 non-respondents for an overall response rate of 47.6 percent. The tables below summarize the potential breadth of our data.

Number of Survey Administrations	Number of Institutions
1	101
2	88
3 or more	29
Total	218

Carnegie Classification	Number of Institutions
Associates	27
Baccalaureate	51
Masters	52
Research	81
Other	7
Total	218

Demographic Category	Number of Records
Amer. Indian, Native Alaskan	984
Asian, Asian Amer., Pac. Isl.	25,821
White (non-Hispanic)	157,680
Black or African American	10,460
Hispanic or Latinx	8,771
Multiracial	2,629
Other Race/Ethnicity	3,712
Male	124,913
Female	86,986
Total	214,482

Topics Submitted for Research This Year

Examining Faculty Work-Life Balance and Perceptions of Work-Life Balance Support in Relation to Faculty Outcomes: The Role of Gender, Race/Ethnicity, and Household Status

Gender and Race Differences in Faculty Access to Institutional Structures That Support or Inhibit Advancement

Demystifying the Black Box: Tenure and Diversity in Higher Education

Life in the American University: The Achievements, Struggles, and (Dis)satisfaction Among Non-U.S. Citizen Faculty



For more information and to request access to our data, visit:
coache.gse.harvard.edu/research



SUPPORTING INSTITUTIONS

Strategy Workshop

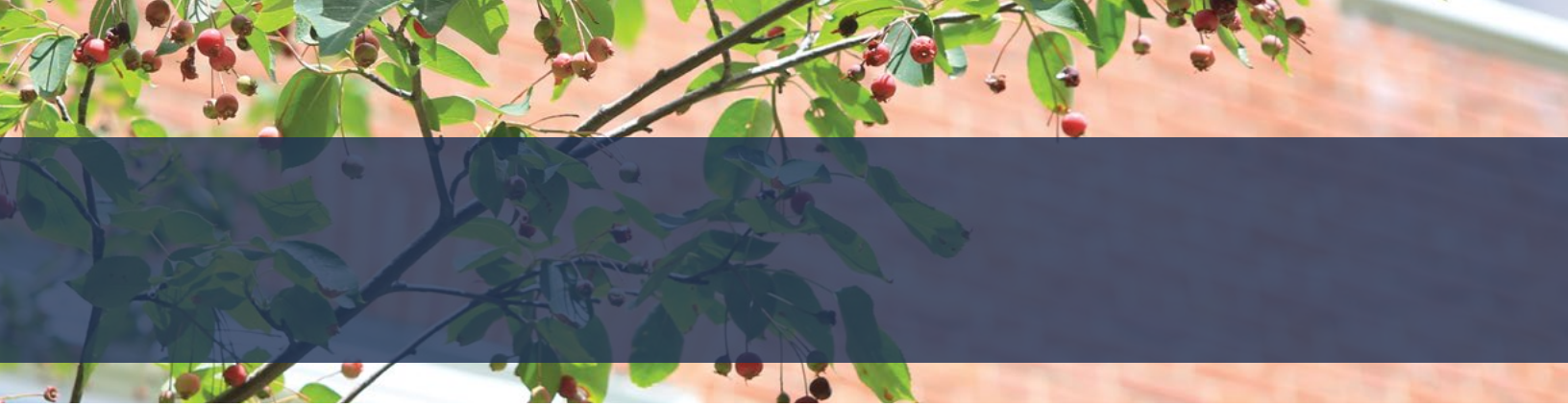
The Strategy Workshop has become a critical component to COACHE's model for engagement with our partners. The workshop has taken several different forms over the past decade but each variation has focused on the underlying commitment to ensuring that our partners convert data into action. Ensuring that data are used strategically to effect change is a challenging issue in higher education, particularly for individuals working with faculty. Faculty are critical consumers of data, and their shared governance responsibilities create additional complications for campus leaders.

The latest iteration of the Strategy Workshop was guided by two principles. First, data without strategy is much less likely to yield results. Second, we tend to learn better in a community with others who understand our profession.

This year, COACHE hosted two Strategy Workshops. The first, a system-wide workshop held in Manhattan, was focused on helping our CUNY partners deploy campus- and system-wide data.

At the general Strategy Workshop, partners from nearly 30 colleges and universities across

90% of attendees would recommend attending the workshop to other partners.



the country came to Cambridge. In this case, there was quite a mix of institutional types and geographic diversity. University partners engaged with baccalaureate institutions. Some institutions came prior to their first-ever survey launch, while others brought years of experience working with COACHE. It is this diversity of institutional types and levels of experience that makes this convening so powerful.



Dates and locations for the 2020 Strategy Workshop will be announced to partners in early spring.

Expanding Access to HBCUs

One way that COACHE aims to achieve our goal of making the academy more appealing and equitable to faculty is to expand our inclusion of Historically Black Colleges and Universities (HBCUs). HBCUs are a critical subset of the higher education market. They serve a mission that is distinctive and a student population that is often underrepresented in higher education, and they produce an overwhelming proportion of African American Ph.D.s in STEM fields. Yet at the same time, HBCUs are often resource-constrained.

Beginning in 2019, COACHE is extending discounted pricing for our three-year Faculty Job Satisfaction Survey partnership to all HBCUs: It will cost just \$4,900, or up to 86 percent less than the rate for predominantly white institutions.



For more information on partnership, contact us at coache@gse.harvard.edu

PARTNER SPOTLIGHT

Borough of Manhattan Community College



Each year, our partners find new and creative ways to understand their faculty. One such approach was used by our partners at the Borough

of Manhattan Community College (BMCC). The team at BMCC wanted to understand the teaching approaches that their faculty used most frequently, and decided to append a set of custom questions to our core Faculty Job Satisfaction Survey to further explore this topic. These custom questions assessed how much classroom time was being spent in faculty-led activities (e.g., lecture) compared with faculty-student shared activities.

The results suggested some notable differences between groups of faculty, and BMCC will spend the next year unpacking these differences. The team hopes to understand why some faculty are more likely to use didactic teaching methods compared with other faculty. Is it the best approach to teaching some subjects? Are these differences a result of faculty development and training? Or, is there some other plausible explanation for the differences?

In this case, the custom questions became a platform for richer discussion about how faculty teach and why they choose to teach that way. These discussions are where the data become richer. When faculty have an opportunity to make sense of the data, two things happen. First, the exercise itself creates a space for reflection. Faculty may not question their teaching approaches, but when we start with institutional data, the discussions begin broadly but eventually create space for introspection. Second, the data provide the institution with an opportunity to tailor faculty development programs to the populations who need additional support. Both of those outcomes create the opportunity for individual and institutional change.

LEADERSHIP DEVELOPMENT & NETWORKING

LEADING AT YOUR GROWING EDGE:

Reflecting on the 2019 Seminar on Leadership of the Faculty

What leadership is required to help faculty do their very best work for our institutions?

This was the organizing question of August's Seminar on Leadership of the Faculty. This year, 60 chief academic officers and senior faculty affairs administrators gathered to explore the latest research about the professoriate, and learn how to connect it back to their own practice as academic leaders. The result? A cohort of administrators who are ready and eager to bring inventive solutions back to their institutions.

We look forward to welcoming another cohort in Cambridge July 7–10, 2020. Read more reflections on the 2019 seminar on our blog: coache.gse.harvard.edu/blog



The topics were timely and fit together well. Leaders and the current extensive research made me make the school faculty need.

– Anne Clark Bartlett
Washington, Tacoma
the Faculty 2018 p



Additional Engagement with Practitioners and Scholars

2019 Annual Meeting of the Association of American Colleges and Universities

But What About the Faculty? Data and Questions for AAC&U Participation

January 24, 2019

R. Todd Benson, Associate Director, COACHE; **Beau Breslin**, Professor of Political Science and Former Dean of the Faculty and Vice President for Academic Affairs, Skidmore College; **Kiernan Mathews**, Executive Director and Principal Investigator, COACHE

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

January 25, 2019

R. Todd Benson, Associate Director, COACHE; **Laura Palucki Blake**, Assistant Vice President of Institutional Research and Effectiveness, Harvey Mudd College; **Katherine Smith**, Associate Professor of Art History, Agnes Scott College

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

January 25, 2019

Kiernan Mathews, Executive Director and Principal Investigator, COACHE; **Brian Norman**, Dean, Gwen Ifill College of Media, Arts, and Humanities, Simmons University

University of California–Davis

Achieving Equity and Diversity in Faculty Recruitment: Research and Practice

April 26, 2019

Kiernan Mathews, Executive Director and Principal Investigator, COACHE

COACHE Webinar

Assessing the Needs of Part-Time Faculty: Lessons Learned from the University at Buffalo

April 26, 2019

Tilman Baumstark, Associate Vice Provost for Faculty Affairs, University at Buffalo; **R. Todd Benson**, Associate Director, COACHE; **Robert Granfield**, Vice Provost for Faculty Affairs, University at Buffalo

Praise for the Seminar

The Seminar on Leadership of the Faculty delivered on its promise of providing participants with an excellent professional development opportunity. The three and a half days of programming was one of the best professional development experiences I have had in my career.

– **Russell Baker**, Vice President for Academic Affairs, Ivy Tech Community College (Seminar on Leadership of the Faculty 2018 participant)

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...ell. Faculty were thought
...rriculum was based on
...a. The seminar will help
...larly case for change that

...t, Dean, University of
...na (Seminar on Leadership of
...participant)



For more details on the
program and to register,
visit gse.harvard.edu/ppe/lfi



2019 Annual Meeting of the Association of American Colleges and Universities

Harvard IT Summit

Faculty Folklore: Deconstructing Myths and Legends

May 14, 2019

Annie Rota, Director of Academic Technology for the Faculty of Arts and Sciences, Harvard University; **Jennifer Ivers**, Associate Dean for Faculty Affairs, Harvard T.H. Chan School of Public Health; **Jennifer Ponting**, Director of Pre-Award Services, Office of Sponsored Programs, Harvard University; **Kiernan Mathews**, Executive Director and Principal Investigator, COACHE; **Robbin Chapman**, Associate Dean for Diversity, Inclusion, and Belonging, Harvard Kennedy School

Association of Public and Land-Grant Universities (APLU) 2nd Annual Faculty Success Professionals Summer Meeting

Creating a Welcoming Environment: Beyond Recruitment to Retention

May 22, 2019

Avery August, Vice Provost for Academic Affairs, Cornell University; **Yael Levitte**, Associate Vice Provost for Faculty Development and Diversity, Cornell University; **Kiernan Mathews**, Executive Director and Principal Investigator, COACHE

Harvard Institutes for Higher Education

Seminar on Leadership of the Faculty: A COACHE Program

August 5–8, 2019

Jerlando Jackson, Professor of Educational Leadership and Policy Analysis, University of Wisconsin; **Adrianna Kezar**, Professor of Higher Education, Co-Director of Pullias Center of Higher Education, University of Southern California; **Kiernan Mathews**, Executive Director and Principal Investigator, COACHE; **KerryAnn O'Meara**, ADVANCE Director, Professor of Higher Education, and Associate Dean, University of Maryland

Retaining and Engaging Your Faculty: Best Practices from Research Presented to the University of Missouri System

August 12, 2019

R. Todd Benson, Associate Director, COACHE; **Kiernan Mathews**, Executive Director and Principal Investigator, COACHE

Westfield State University and Holyoke Medical Center

(How) Are We a Deliberately Developmental Organization?

November 1, 2019

Kiernan Mathews, Executive Director and Principal Investigator, COACHE

APLU Advisory Committee on Faculty Affairs

Impressions of Data from the COACHE Faculty Retention and Exit Survey

November 11, 2019

Kiernan Mathews, Executive Director and Principal Investigator, COACHE

2019 Professional and Organizational Development (POD) Network Conference

Using Data to Promote Effective Educational Development Planning and Practice

November 14, 2019

R. Todd Benson, Associate Director, COACHE; Carol Hurney, Associate Provost for Faculty Development and Director of the Center for Teaching and Learning, Colby College; Bonnie Mullinix, Core Faculty, Walden University

Flying COACHE: How Survey Data Bridges Gaps and Informs Practice

November 15, 2019

R. Todd Benson, Associate Director, COACHE; Jim Berg, Associate Dean of Faculty, Borough of Manhattan Community College; Julia Metzker, Director of the Washington Center for Undergraduate Education and Learning & Teaching Commons, The Evergreen State College; Taimi Olsen, Director of the Office of Teaching Effectiveness and Innovation, Clemson University

Association for the Study of Higher Education (ASHE) Annual Conference

Reimagining Our Impact: The Will to Work Across Boundaries in Promoting STEM Equity

November 16, 2019

Presidential Session with Jessica C. Bennett, Erin Dolan, Kiernan Mathews, Melissa McDaniels, Julie Posselt, Tykeia N. Robinson, Lisa E. Wills, Travis T. York

Washington State University

(How) Are We a Deliberately Developmental University?

November 19, 2019

Kiernan Mathews, Executive Director and Principal Investigator, COACHE

Virginia Polytechnic Institute and State University

Faculty Workload and Service Equity

November 20–21, 2019

Kiernan Mathews, Executive Director and Principal Investigator, COACHE; KerryAnn O'Meara, ADVANCE Director, Professor of Higher Education, and Associate Dean, University of Maryland

Press & Media

In 2019, COACHE's research received several mentions in *Inside Higher Ed*, including two opinion pieces by Kiernan Mathews that were informed by our ongoing collaboration with chief academic officers and academic affairs leaders.

January 23, 2019, "Lost Cows and Orphaned Nukes"

January 30, 2019, "Evening Things Out"

February 28, 2019, "Giving Provosts Room to Grow"

March 5, 2019, "What Faculty Members Think"

May 14, 2019, "New Paths to Full Professor"



Looking ahead

As ever, we are grateful to all of the people who make COACHE's impact possible.

Here at Harvard, those people include the Faculty Steering Committee, graduate interns, undergraduate co-ops, and a phalanx of qualitative data analysts. For the Seminar on Leadership of the Faculty, our collaborators include the team at the Programs in Professional Education and the teacher-scholars who elevate the consciousness of our executive learners. We can't forget the quiet, reliable support from the Harvard Graduate School of Education's offices of finance, IT, human resources, and the dean.

Our community extends further afield to include our National Advisory Council, the researchers who interrogate our data and publish their insights, and the faculty affairs leaders who meet with us to share their successes and their struggles. Among these are, of course,

COACHE's partners—the college and university leaders with the courage to invite scrutiny of their institutions, their assumptions, and themselves. They aren't just asking faculty, "How are you doing?" They are asking them, "How am I doing?"

Yet, all of us at Harvard, at our partners' campuses, and elsewhere are merely enablers of faculty equity and success. Without the faculty—their time, their leadership, their trust—there would be no Collaborative.

That's why COACHE is approaching 2020 with a renewed focus on faculty welfare and equity. Our quantitative and qualitative data make it clear: Faculty can share a discipline, an institution, even a department, yet have widely different experiences of those contexts depending on their identities.

After 15 years of learning from these data, we are more emboldened than

ever to spotlight the "sometimes-hidden mechanisms producing racial stratification," as Victor Ray recently described, in order to "provide a better guide for potential interventions into the stunning consistency of racialized organizational inequality."*

In 2020, you can expect fresh and, quite likely, uncomfortable insights about the ways in which our colleges and universities preserve the status quo. An all-new Seminar on Leadership of the Faculty is framed for "equity-mindedness" thanks to a lineup of star educators: Estela Bensimon, Kimberly Griffin, and Sam Museus. In our data analysis, we will be asking: Who really are the winners and losers under the academy's norms of the "counteroffer culture" and subsequent "retention deal"?

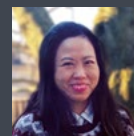
If you believe, as we do, in the faculty, then won't you join us this year—as leaders, as scholars, as colleagues—in shaping their future?



Kiernan Mathews
*Executive Director and
Principal Investigator*



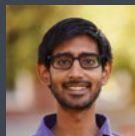
Nduka Obinna
("Obie") Azubuike
Application Developer



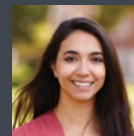
Giang Pham
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Operations Associate*



R. Todd Benson
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Amal Kumar
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2019 INTERNS

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Rachel Sparks, M.A., *Candidate,
Emerson College*

Nishtha Yadav, M.A., *Emerson College*

The Collaborative on Academic Careers in Higher Education

CURRENT FACULTY JOB SATISFACTION SURVEY PARTNERS

RESEARCH

Institution	Year(s)
Auburn University	2019; 2016; 2013; 2010; 2008; 2005
Baylor University	2019
Bowling Green State University	2018; 2014; 2012
Clarkson University	2019
Clemson University	2017; 2014; 2011; 2007; 2005
CUNY Graduate School and University Center	2018; 2014
Florida International University	2019; 2016; 2013; 2010
Florida State University	2017; 2013
George Mason University	2018
Georgetown University	2019; 2017; 2015; 2013
Georgia State University	2019; 2010
Indiana University	2018; 2015; 2012; 2009; 2005
Johns Hopkins University	2017; 2011
Kent State University	2017; 2014
Missouri University of Science and Technology	2019; 2015; 2008
North Carolina A&T State University	2017; 2014; 2011; 2008; 2005
North Carolina State University	2017; 2014; 2011; 2008; 2005

Old Dominion University	2018; 2015; 2012; 2009
Purdue University	2017; 2014; 2011
Rochester Institute of Technology	2018; 2015; 2012
Rutgers University	2018
Texas Tech University	2018; 2016; 2005
Tulane University	2017; 2014; 2011; 2008
University of Arizona	2017; 2013; 2005
University of Arkansas	2017; 2013; 2009
University of Central Florida	2017; 2014
University of Cincinnati	2017; 2006
University of Connecticut	2019; 2014; 2010; 2006
University of Denver	2018
University of Louisville	2019
University of Maryland	2019
University of Massachusetts–Amherst	2019
University of Missouri–Columbia	2018; 2015; 2012; 2008
University of North Carolina–Chapel Hill	2017; 2014; 2011; 2008; 2005

University of North Carolina–Charlotte	2017; 2014; 2011; 2008; 2005
University of North Texas	2017; 2010; 2008
University of Pittsburgh	2018; 2015
University of South Carolina	2018; 2007
University of South Florida	2019
University of Tennessee–Knoxville	2017; 2014; 2011; 2009; 2006
University of Texas–Austin	2019; 2016
University of Texas–El Paso	2019
University of the Pacific	2019; 2014
University of Tulsa	2017; 2012
University of Virginia	2019; 2015; 2012; 2008; 2005
Vanderbilt University	2019; 2015
Virginia Commonwealth University	2018; 2014; 2008; 2006
Virginia Polytechnic Institute and State University	2019; 2016; 2012; 2009; 2006
Wichita State University	2019



For more information on enrolling your institution in either of our faculty surveys, please email coache@gse.harvard.edu

CURRENT FACULTY JOB SATISFACTION SURVEY PARTNERS (cont.)

MASTERS

Institution	Year(s)
Appalachian State University	2017; 2014; 2011; 2008; 2005
Bernard M. Baruch College	2018; 2014; 2009
Brooklyn College	2018; 2014; 2009
City College of New York	2018; 2014; 2009
College of Staten Island	2018; 2014; 2011; 2009
CUNY Graduate School of Journalism	2018; 2014
CUNY Graduate School of Public Health–Health Policy	2018
CUNY School of Law at Queens College	2018; 2014
Elizabeth City State University	2017; 2011; 2008; 2005
Fayetteville State University	2017; 2014; 2011; 2010; 2008; 2005
Hunter College	2018; 2014; 2011; 2009
James Madison University	2019; 2015; 2011; 2008
John Jay College of Criminal Justice	2018; 2014; 2011; 2009
Lehman College	2018; 2014; 2011; 2009
Manhattan College	2018
New York Institute of Technology	2017
Queens College	2018; 2014; 2011; 2009; 2007
Radford University	2018; 2015; 2012
San José State University	2018
University of Houston–Clear Lake	2019; 2015
University of North Carolina–Pembroke	2017; 2014; 2011; 2008; 2005
University of North Carolina–Wilmington	2017; 2014; 2008; 2005

BACCALAUREATE

Institution	Year(s)
Agnes Scott College	2019
Amherst College	2019; 2016; 2012; 2006
Babson College	2018
Bates College	2017; 2008
Centre College	2019
Colgate University	2017; 2010; 2007
Davidson College	2019; 2005
Hamilton College	2017; 2014; 2011; 2008; 2005
Harvey Mudd College	2019; 2016
Juniata College	2019
Kenyon College	2017; 2014; 2011; 2008; 2005
Medgar Evers College	2018; 2014; 2009
Mills College	2019
Mount Holyoke College	2019; 2014; 2011; 2008
Muhlenberg College	2019
New York City College of Technology	2018; 2014; 2011; 2008
Occidental College	2017; 2008
Ohio Wesleyan University	2018
Rollins College	2019
University of North Carolina–Asheville	2017; 2014; 2008; 2005
University of Richmond	2018; 2015; 2012; 2009; 2006
University of the South	2017; 2013
Ursinus College	2019
Washington and Lee University	2019
Wellesley College	2019; 2012; 2007
Wofford College	2019
York College	2018; 2014; 2009

COMMUNITY COLLEGES

Institution	Year(s)
Amarillo College	2018
Borough of Manhattan Community College	2018; 2014
Bronx Community College	2018; 2014
Hostos Community College	2018; 2014
Kingsborough Community College	2018; 2014
LaGuardia Community College	2018; 2014
Queensborough Community College	2018; 2014
Stella and Charles Guttman Community College	2018

SYSTEMS

Institution	Year(s)
City University of New York	2018; 2014; 2011; 2009
University of North Carolina System	2017; 2014; 2011; 2008; 2005

CURRENT FACULTY RETENTION AND EXIT SURVEY PARTNERS

Institution	Year				
Auburn University	2019; 2018; 2017; 2016	University of Cincinnati	2019; 2018; 2017; 2016	University of Rochester	2019; 2018; 2017
Clemson University	2019; 2018; 2017	University of Connecticut	2019	University of South Carolina	2019; 2018
Emory University	2019	University of Denver	2019	University of Tennessee–Knoxville	2019; 2018
Florida State University	2019; 2018; 2017	University of Massachusetts–Amherst	2019; 2018; 2017	University of Texas–Austin	2019; 2018; 2017
George Mason University	2019; 2018	University of Minnesota– Twin Cities	2019; 2018; 2017	University of Texas– San Antonio	2019; 2018
Massachusetts Institute of Technology	2019; 2018; 2017	University of Missouri–Columbia	2019; 2018; 2017	University of Wisconsin–Madison	2019
Rochester Institute of Technology	2019	University of Nebraska–Kearney	2019; 2018	Virginia Commonwealth University	2019; 2018; 2017
Tufts University	2019; 2018	University of Nebraska–Omaha	2019; 2018	Virginia Polytechnic Institute and State University	2019; 2018
University of Arkansas	2019; 2018; 2017	University of Nebraska–Lincoln	2019; 2018		

The Collaborative would like to thank our institutional partners for their ongoing support and commitment to improving the academic workplace. We look forward to deepening these relationships in the new decade!



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