



2017 Year in Review

The Collaborative on Academic Careers in Higher Education



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GRADUATE SCHOOL OF EDUCATION

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Executive Director and Principal Investigator
COACHE

Reflections on the Year

So many good things, great and humble, come by the dozen. There are eggs, of course, and doughnuts, and roses. There are twelve months, twelve days of Christmas, and twelve hours on a clock. Virgil and Homer offered us epic poetry in books by the dozen (or two).

While we have nothing on the great, humble doughnut, in 2017, the Collaborative on Academic Careers in Higher Education completed its twelfth annual survey cycle. Small but mighty, COACHE is extending its partners’ impact on research, practice, and policy in faculty affairs.

The most recent year—a year of many firsts—could turn out to be our most consequential.

In 2017, we introduced our largest cohort of partners—over 70 institutions, public and private, two- and four-year—to the COACHE Faculty Job Satisfaction Survey, our flagship instrument. Just five months after launch, we delivered our Chief Academic Officer Reports with new analytics and comparative insights into the faculty experience. This year, we were recognized at the Harvard IT Summit for our innovations in data visualization.

Building on a successful pilot at the University of California, we launched the Faculty Retention & Exit Survey, our comparative study of the causes, costs, and conduct of

faculty departures. More than twenty research universities signed on to learn, not just from the people who left, but from those who decided stay. (Most institutions have never had such data!)

In the meantime, our first Visiting Practitioner, Patrick Reynolds of Hamilton College, spent the year in a deep dive into the phenomenon of faculty turnover at selective liberal arts colleges. His thoughtful impressions will be published soon. Importantly, in Pat’s role at COACHE this year, we have found a model for former provosts seeking to advance *researchable propositions* of academic leadership.

Our twelve-year-deep data set generated new, original research, too. When professors and doctoral students who study faculty rely on COACHE survey results to advance their publication records, they also advance our collective understanding of the faculty enterprise. Some examples of their most recent efforts are included in this report, but COACHE voices also appeared this year in *Inside Higher Ed*, the *Chronicle of Higher Education*, and the *Wall Street Journal*.

I mentioned that COACHE is small, and that is true in the technical sense. The addition of Lauren Scungio, our Marketing and Engagement Manager, brought our team to its full complement of four full-time and one part-time staff.

We said goodbye to Brent Maher, a Harvard doctoral student who left COACHE to become Davidson College’s first Director of Academic Assessment. We welcomed four new chancellors and provosts to our National Advisory Council, and saw others end their terms with our goodwill and gratitude.

What this year’s snapshot will tell you, though, is that the reach of COACHE’s partnerships has never been greater. With over 150 active members in COACHE, more faculty affairs professionals than ever are engaging in data-driven sensemaking, organizational development, and leadership networks. I am deeply grateful for another year of support from so many academic leaders who invest in, benefit from, and believe in our collaborative mission. Thanks to them, COACHE is better by the dozen.



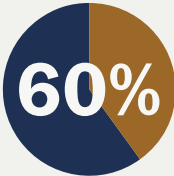
Kiernan Mathews, Ed.D.
Executive Director & Principal Investigator



SURVEYS & REPORTS

Faculty Job Satisfaction Survey

The 2016–17 academic year was a banner year for COACHE’s Faculty Job Satisfaction Survey. Sixty-five universities, liberal arts colleges, and community colleges joined the cohort, making this the largest and most diverse group of institutions ever to participate in the collaborative. The State University of New York was a key partner this year: they had enrolled their four-year institutions several years ago, but now opted to include many SUNY community colleges as well. In conjunction with results across the City University of New York, COACHE’s database now includes an extraordinarily robust set of comparative data for urban, suburban, and rural community college partners. We look forward to using this community college data to support a critically important segment of the professoriate, and continue our work towards expanding the usability and relevance of our survey instruments.



Average response rate of just over **60%**.



Surveyed **29,370** faculty.

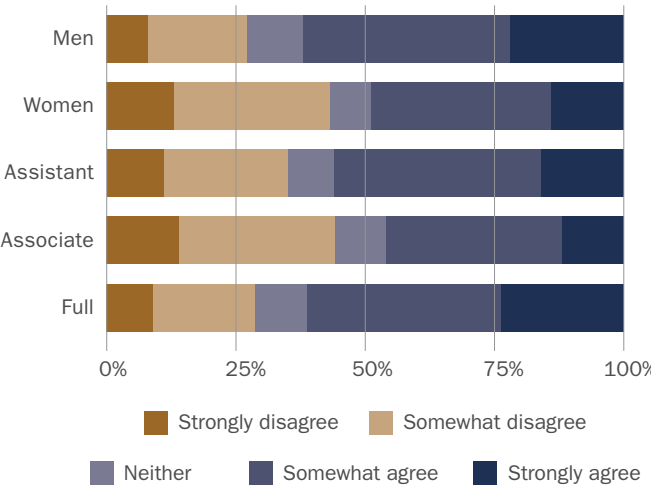
SELECTED FACULTY JOB SATISFACTION SURVEY RESULTS

Workload Balance by Gender and Rank

How faculty spend their time and workload equity continue to be pressing issues for academic leaders. Disparities in perceptions about workload can impact hard metrics (e.g. time to promotion to full, research productivity, etc.) as well as perceptions of departmental collegiality. In particular, differences by gender and by rank are indicative of problems that continue to require the attention of those who support faculty.

The following data points highlight some of the largest differences uncovered in the 2017 survey administration cycle.

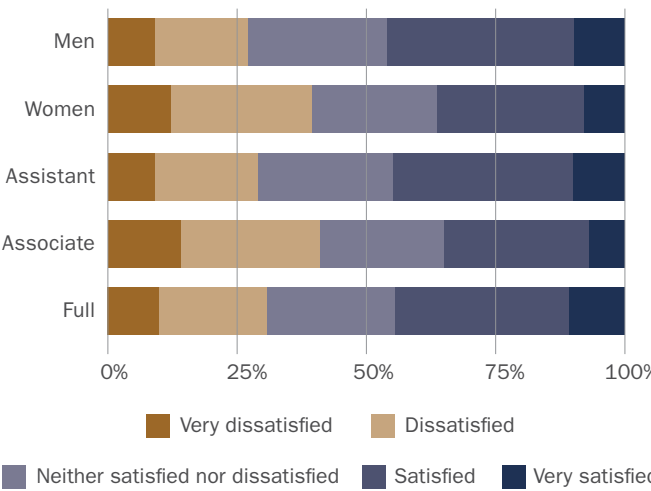
I am able to balance the teaching, research, and service activities expected of me.



43% of women faculty reported either somewhat or strongly disagreeing with the statement “I am able to balance the teaching, research, and service activities

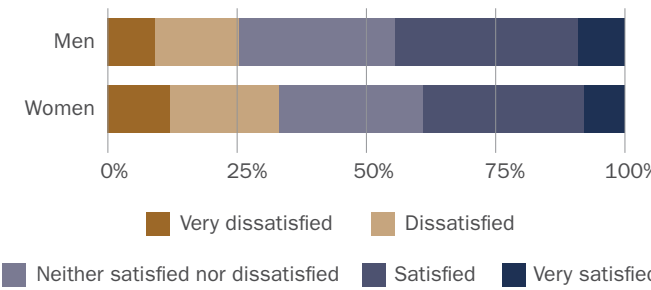
expected of me,” compared to just **27% of men**. Similarly, **44% of associate professors** reported either somewhat or strongly disagreeing with the same statement, compared to just **29% and 35% of full and associate professors** respectively.

How satisfied or dissatisfied are you with how equitably committee assignments are distributed across faculty in your department?



Just **35% of associate professors** and **36% of women** reported being either satisfied or very satisfied with how committee assignments are distributed.

How satisfied or dissatisfied are you with how equitably advising responsibilities are distributed across faculty in your department?

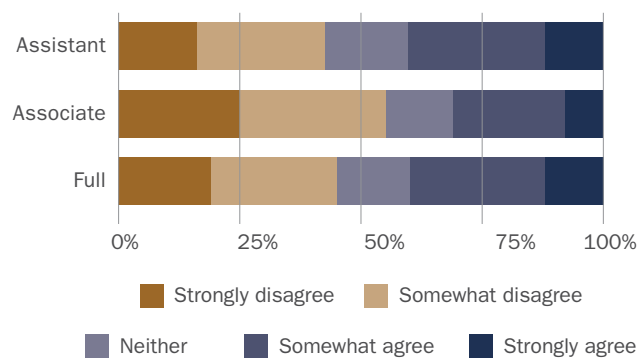


33% of women faculty reported feeling dissatisfied or very dissatisfied with how equitably advising responsibilities are distributed in their department, compared to just **25% of men**.



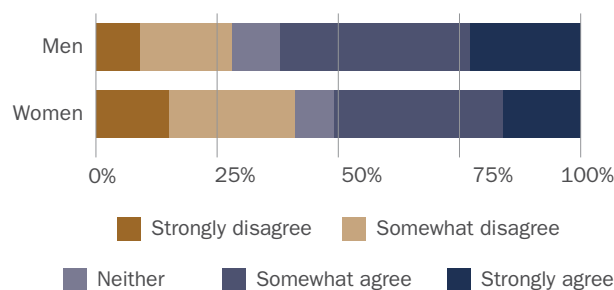
SELECTED FACULTY JOB SATISFACTION SURVEY RESULTS (CONTINUED)

My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work.



Only **31% of associate professors** felt that their institution was doing what it could to support those who took on additional leadership roles in all aspects of their faculty work.

I have been able to find the right balance, for me, between my professional life and my personal/family life.



62% of men reported somewhat or strongly agreeing with the statement “I have been able to find the right balance, for me, between my professional life and my personal/family life,” compared to just **51% of women**.



To view more findings from the 2016 pilot, please visit coache.net/ExitPilot

Faculty Retention and Exit Study

The Faculty Retention and Exit Study completed two rounds of survey administration in 2017 after a successful pilot with the University of California System. This study represents the first multi-institutional survey of faculty retention and departure. Until now, there has been no systematic, coordinated effort for like-minded universities to collaborate in research design or data analysis to develop a common understanding of faculty mobility. Together, COACHE and its institutional partners will better understand how to succeed at retention actions, how to prevent departures in the first place, and how to make smarter investments in faculty development and success.

Twelve institutions participated in the inaugural launch in February, with twenty-two launching in the fall.

Key Findings from the Pilot



Salary is Only So Important

71% of departing faculty did not cite salary as a primary factor in their decision. **One in four departures accepted external offers with less than \$6,000 increase in base salary.**

Departmental Collegiality

67% of faculty said quality of colleagues was a compelling factor in their decision to stay or leave.



Opportunities for a Spouse or Partner

60% of married or partnered respondents reported that their partner’s career was related to their consideration of an outside offer.

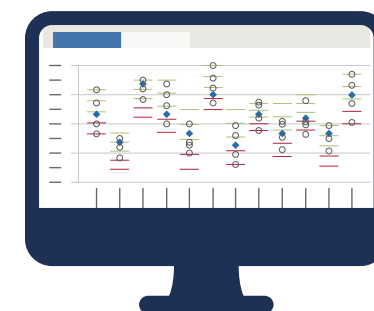
The Gender Gap in Negotiation

The fogginess of the retention and renegotiation process is particularly disadvantageous to women. Among those who didn’t ask for a counter offer, **men were more than two times as likely to receive one.**



COACHE ANALYTICS: UPDATES & IMPROVEMENTS

Each year, the COACHE team strives to improve our reporting platform by trying to answer the questions that matter most to our partners. After all, having the most pertinent analytics on hand means that academic leaders can spend less time in front of a computer and more time in front of their faculty. In 2017, this mission led us to several significant report design improvements.



Digital Reporting Platform

COACHE has moved the vast majority of its analytics out of PDF and Excel files and onto an all-digital web platform. This new environment improves security and allows for increased interactivity with the data. As the COACHE team develops and expands upon our reporting features, our partners will be able to filter and manipulate the presentation of their results to be relevant to each stakeholder’s unique perspective.

Race and Ethnicity Reporting

In previous iterations, the COACHE reporting dashboard and subsequent analyses disaggregated race/ethnicity results into only two categories: ‘Faculty of Color’ and ‘White, non-Hispanic’. In an effort to provide more meaningful insights, results now also include an ‘Asian’ faculty group, and an ‘underrepresented minority’ faculty group (non-white and non-Asian faculty). These groups are then compared to their contemporaries at peer institutions and to their internal comparison groups across all benchmark themes.



Academic Area Analysis

After a nearly ten year hiatus, comparative analyses by ‘academic area’ are back. These findings show differences in the faculty experience depending on their field of study, and also tell our institutional partners whether their faculty of a particular discipline are faring better or worse than their counterparts in the same discipline at peer institutions. In twelve broad categories (e.g., Humanities, Physical Sciences, Business), academic areas allow university deans to account for disciplinary distinctions within a diverse school or college (e.g., “Arts & Sciences”) and allow completely new avenues of analysis for small liberal arts colleges.



SCHOLARSHIP

Critical to our impact as a research-practice partnership is the selective sharing of COACHE survey data with scholars of higher education. In 2017, these research partners saw their COACHE analyses appear in several new, peer-reviewed publications.

Correlates of Work-Life Balance for Faculty Across Racial/Ethnic Groups

Research in Higher Education, Online only, June 19 2017

Authors:
Nida Denson, Western Sydney University, Penrith, Australia
Katalin Szelényi, University of Massachusetts, Boston
Kate Bresonis, MCPHS University

Summary:
This study examined COACHE data from nearly 3,000 faculty members across 69 institutions and concluded that 1) perceptions of work-life balance were highest for Asian American faculty; 2) white faculty who were single with no children were significantly less likely to report having work-life balance than their married counterparts with children; and 3) faculty rank, departmental/institutional support for making personal/family obligations and an academic

career compatible, and satisfaction with time spent on research all had significant, positive correlations on work-life balance across all faculty.

Academic Nursing Administrators' Workplace Satisfaction and Intent to Stay

Nursing Outlook, Volume 65, Issue 1

Authors:
Jan Emory
Peggy Lee
Michael Miller
Thomas Kippenbrock
Chris Rosen

Summary:
Researchers from the University of Arkansas, Fayetteville, using a subset of COACHE data about nursing faculty, found no great surprises in a negative correlation between age and intent to stay and that tenured faculty report a lower likelihood of leaving. Several work factors, however, were positively

correlated with intent to stay—and some of them unexpectedly—including institutional leadership, shared governance, and departmental engagement.

College Nursing Faculty Job Satisfaction and Retention: A National Perspective

Journal of Professional Nursing, Volume 33, Issue 4

Authors:
Peggy Lee
Michael Miller
Thomas Kippenbrock
Chris Rosen
Jan Emory

Summary:
Another study out of the University of Arkansas looked at job satisfaction and intent to stay across a broader range of nursing faculty. COACHE results from over 1,350 nurse educators were examined to identify variables correlated to the job satisfaction and intent to stay of this faculty subset. Findings indicated a variety of modifiable variables viewed as important to nurse faculty, strongest among which was institutional leadership. The implications of this study can inform future efforts by academic administrators seeking to retain nursing faculty.

Visiting Practitioner's Message: Turnover at small liberal arts colleges

I was very pleased to join the COACHE team during the 2016–17 academic year as Visiting Practitioner. Having completed a term as VP Academic Affairs and Dean of Faculty at Hamilton College, during which faculty work-life issues dominated our work, I wanted to use my ensuing sabbatical, in part, to continue thinking about faculty careers in ways that would apply my experience at a broader, more comparative level. At Hamilton, we had collaborated over several years with the COACHE group, and as a result of their faculty survey instrument, we brought several important improvements to processes and support, in particular to pre-tenure faculty, which were very well received by that demographic. In conversations with COACHE, we recognized our mutual interests in the issue of faculty mobility, and the challenges of recruitment and retention particularly as they pertain to faculty diversification, partner employment, and mentorship towards tenure. COACHE had recently undertaken a study of these issues among larger, research universities, and the circumstances seemed to align for me to conduct a similar, preliminary study on the higher education sector with which I had the most experience, residential liberal arts colleges.

Our research involved interviews with about two dozen chief academic officers from a variety of small liberal

arts institutions, to learn about patterns of faculty departures, particular challenges to small colleges, and the level of satisfaction with current departure management practices. We were interested in discovering successful approaches to faculty retention which could be adopted by other institutions.

The chief academic officers were impressive in their thoughtfulness and commitment to improving the work lives of their faculty. This was especially evident in our conversations focusing on the issues that were most difficult to ameliorate, such as partner employment and faculty diversification; losing faculty members in relation to these issues was keenly felt. Those chief academic officers who were most successful, or perhaps had the most nuanced understanding of the challenges, displayed a range of proactive approaches to recruitment and retention, were committed to the evolving circumstances of career interests and working environment, and took a more systematic and analytical approach to the faculty departures that did occur.

I have long been impressed with the foresight and analytical rigor of COACHE research, and with its invaluable role in providing a comparative understanding of higher education issues to those of us in roles—or at institutions—that incline towards

self-reflection or administrative isolation. My experience as Visiting Practitioner provided an opportunity to contribute to that important work, and to gain insight into the professional world of higher education research and, perhaps more importantly, how that can contribute to improvement in faculty work lives. I greatly enjoyed engaging with colleagues at COACHE and across the liberal arts college sector who were similarly dedicated to serving their faculty and their institutional mission, and shared their respect for the experience and expertise of the higher education community in tackling some of the more difficult issues facing the professoriate today.



Patrick Reynolds, Ph.D.
Stone Professor of Natural History and Former Vice President for Academic Affairs and Dean of the Faculty, Hamilton College



LEADERSHIP DEVELOPMENT & NETWORKING

Expanding Continuing Education Offerings for Faculty Affairs Administrators

Each summer from 2007 to 2015, COACHE convened partners at what came to be called our Leaders Workshop. There, peers engaged in substantive dialog and candid exchanges about the challenges and opportunities of recruiting, engaging, and advancing the faculty. We spent much of 2017 making plans to take our initial concept to scale, and are now proud to announce a new four-day, on-campus seminar dedicated to the leadership development and intellectual engagement of chief academic officers and senior faculty affairs administrators.

Developed in partnership with our colleagues at the Harvard Institutes for Higher Education, the **Seminar on Leadership of the Faculty** (August 14–17, 2018) will gather leaders with institution-wide oversight of the faculty domain to examine and reconsider, under a new lens and informed by the latest research, the persistent challenges of developing and leading college faculty. This program will provide attendees with the opportunity to be inspired by sound research, share evidence-based practices with like-minded colleagues, and network with subject matter experts and faculty affairs administrators. Our hope is that you will leave the seminar with new insights, fresh ideas, a greater sense of agency, and a new community of practice which you can draw upon in the months and years ahead.

To learn more about the program, please visit gse.harvard.edu/ppe/slof

Additional Engagement with Practitioners and Scholars

Association of American Colleges and Universities

**“Exit, Voice, and Equity: Collaborating
to Measure the Causes & Costs of
Faculty Turnover”**

January 26, 2017

Kiernan Mathews, Executive Director
& Principal Investigator, COACHE;
Susan Carlson, Vice Provost for
Academic Personnel and Programs,
University of California; **Patrick
Reynolds**, Former Dean of Faculty,
Hamilton College

Associated Professional Sleep Societies

“Diversity Matters”

June 7, 2017

R. Todd Benson, Associate Director,
COACHE

COACHE Webinar

**“Commitment Climate: Drivers of
Retention Among Mid-Career Faculty
of Color”**

June 16, 2017

Jeraul Mackey, Ph.D. Candidate, Harvard
Graduate School of Education and
Kiernan Mathews, Executive Director
& Principal Investigator, COACHE

2017 Harvard Institutes for Higher Education: Management Development Program, Management & Leadership In Education, and Institute for Educational Management

**“Stuck in the Middle with You:
Understanding & Supporting
Associate Professors”**

June 14, June 27, and July 24, 2017

Kiernan Mathews, Executive Director
& Principal Investigator, COACHE

COACHE Webinar

**“Building a Better Exit Study: A
National Effort to Understand Faculty**

Retention & Turnover”

September 8, 2017

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

Association for Collaborative Leadership

**“Using Technology to Develop and Manage
Collaboration”**

October 19, 2017

Kiernan Mathews, Executive Director & Principal
Investigator and **Lauren Scungio**, Marketing and
Engagement Manager, COACHE

Association for Public Land-grant Universities

**“Faculty Affairs Provosts: Founding a Community
of Practice”**

November 12, 2017

Kiernan Mathews, Executive Director & Principal
Investigator, COACHE

Press & Media

The Chronicle of Higher Education, May 12, 2017,
Coping with Midcareer Malaise

The Chronicle of Higher Education, April 28, 2017,
Want Happier Professors? Try Being Nice

The Wall Street Journal, February 14, 2017,
*Colleges, Faced With Funding Cuts, Target
Tenure Trims*

In 2017, COACHE was invited to be a “national partner” on APLU INCLUDES, a \$2M NSF project, positioning the Collaborative as an important player in diversifying the professoriate for over 200 public universities. For more information, visit: aplu.org/projects-and-initiatives



Looking ahead

Many citizens today are questioning the value of higher education—and are suspicious of the role of faculty. Almost daily, *Inside Higher Education* and *The Chronicle of Higher Education* report evidence of a trend: professors attacked by ideologues, scholars’ travel visas denied, legislators seeking to end tenure, or “gotcha” video clips selectively edited to mislead and embarrass. In mass media and in civic chambers, from sprawling conferences to more intimate meetings of trustees and regents, a true narrative of the faculty condition has never been more necessary.

In this environment and because every dollar matters, standing up for—and investing in—the faculty can seem like an act of bravery.

So, we applaud the presidents, chancellors, provosts, deans, and faculty leaders who join COACHE in our mutual commitment to data, to transparency, and to actions that strengthen the professoriate. We have named these partners on the following pages. They understand the link between faculty support and student success.

After COACHE’s dozen years, we have learned how those who lead the faculty need support, too. That is why we are building our capacity to deliver not merely data, but meaning. These changes will involve more collaboration between our partners; more self-paced learning modules on communication and dissemination; more templates, guides, and agendas for engaging faculty in COACHE

activities; a new half-day workshop in Cambridge on COACHE strategies; and of course, the new Seminar on Leadership of the Faculty to bring our partners in touch with exciting research—and researchers in touch with our partners’ challenges.

In the twelfth book of the *Odyssey*, Ulysses overcame the perils of the Sirens, Scylla, and Charybdis; in the thirteenth, he returned to Ithaca for a new beginning. Our thirteenth cycle, too, will be a time of renewal and of anticipation. We hope you will join our Collaborative in fulfilling the promise of the professoriate.

The Collaborative on Academic Careers in Higher Education



Kiernan Mathews,
*Executive Director and
Principal Investigator*



Nduka Obinna (“Obie”) Azubuike,
*Application
Developer*



Courtney Rodland,
Project Assistant



R. Todd Benson,
Associate Director



Lauren Scungio,
*Marketing and
Engagement Manager*

CURRENT FACULTY JOB SATISFACTION PARTNERS

BACCALAUREATE

Institution	Year(s)
Alfred State College	2016; 2011
Amherst College	2016; 2012; 2006
Barnard College	2016; 2010; 2005
Bates College	2017; 2008
Colby College	2015
Colgate University	2017; 2010; 2007
College of the Holy Cross	2014; 2011; 2006
CUNY School of Law at Queens College	2014
Farmingdale State College	2016; 2011
Hamilton College	2017; 2014; 2011; 2008; 2005
Harvey Mudd College	2016
Kenyon College	2017; 2014; 2011; 2008; 2005
Medgar Evers College	2014; 2009
Middlebury College	2015; 2011
Morrisville State College	2016; 2011
Mount Holyoke College	2014; 2011; 2008
NYC College of Technology	2014; 2011; 2008
Occidental College	2017; 2008
Purchase College	2016; 2011
Saint Mary’s College of Maryland	2016; 2011
SUNY, Canton	2016; 2011
SUNY, Cobleskill	2016; 2011
SUNY, College of Optometry	2016
SUNY, Delhi	2016; 2011
SUNY, Downstate Medical Center	2016

University of North Carolina, Asheville	2017; 2014; 2008; 2005
University of Richmond	2015; 2012; 2009; 2006
University of the South	2017; 2013
Upstate Medical University	2016
York College	2014; 2009

RESEARCH

Institution	Year(s)
Auburn University	2016; 2013; 2010; 2008; 2005
Binghamton University	2016; 2011
Bowling Green State University	2014; 2012
Brown University	2015; 2008; 2005
Clemson University	2017; 2014; 2011; 2007; 2005
CUNY Graduate School and University Center	2014
Dartmouth College	2014; 2008; 2005
East Carolina University	2014; 2011; 2008; 2005
Florida International University	2016; 2013; 2010
Florida State University	2017; 2013
Georgetown University	2017; 2015; 2013
Georgia Institute of Technology	2016
Indiana University	2015; 2012; 2009; 2005
Iowa State University	2016; 2013; 2009; 2005
Johns Hopkins University	2017; 2011
Kent State University	2017; 2014
Lehigh University	2016; 2013; 2007

Missouri University of Science & Technology	2015; 2008
Montana State University	2016; 2008
North Carolina A&T State University	2014; 2011; 2008; 2005
North Carolina State University	2017; 2014; 2011; 2008; 2005
Oklahoma State University	2015
Old Dominion University	2015; 2012; 2009
Purdue University	2017; 2014; 2011
Rochester Institute of Technology	2015; 2012
Saint Louis University	2016
Stony Brook University	2016; 2011
SUNY College of Environmental Science and Forestry	2016; 2011
Syracuse University	2014; 2005
Texas Tech University	2016; 2005
Tufts University	2015; 2008; 2005
Tulane University	2017; 2014; 2011; 2008
University at Albany	2016; 2011; 2005
University at Buffalo	2016; 2011; 2009; 2005
University of Arizona	2017; 2013; 2005
University of Arkansas	2017; 2013; 2009
University of California, Davis	2016; 2012
University of Central Florida	2017; 2014
University of Cincinnati	2017; 2006
University of Connecticut	2014; 2010; 2006
University of Missouri, Columbia	2015; 2012; 2008

CURRENT FACULTY JOB SATISFACTION PARTNERS (CONT.)

University of Missouri, Kansas City	2016; 2013; 2008
University of Missouri, St. Louis	2015; 2008
University of Nevada, Las Vegas	2015
University of North Carolina, Chapel Hill	2017; 2014; 2011; 2008; 2005
University of North Carolina, Charlotte	2017; 2014; 2011; 2008; 2005
University of North Carolina, Greensboro	2014; 2011; 2008; 2005
University of North Texas	2017; 2010; 2008
University of Pittsburgh	2015
University of Tennessee, Knoxville	2017; 2014; 2011; 2009; 2006
University of Texas, Austin	2016
University of the Pacific	2014
University of Tulsa	2017; 2012
University of Virginia	2015; 2012; 2008; 2005
Vanderbilt University	2015
Virginia Commonwealth University	2018; 2014; 2008; 2006
Virginia Polytechnic Institute and State University	2016; 2012; 2009; 2006
West Virginia University	2014; 2011; 2008
Worcester Polytechnic Institute	2016; 2013

MASTERS

Institution	Year(s)
Appalachian State University	2017; 2014; 2011; 2008; 2005
Bernard M. Baruch College	2014; 2009
Brooklyn College	2014; 2009

Buffalo State College	2016; 2011
City College of New York	2014; 2009
College at Brockport	2016; 2011
College of Staten Island	2014; 2011; 2009
Elizabeth City State University	2017; 2011; 2008; 2005
Fashion Institute of Technology	2016
Fayetteville State University	2017; 2014; 2011; 2010; 2008; 2005
Hunter College	2014; 2011; 2009
James Madison University	2015; 2011; 2008
John Jay College of Criminal Justice	2014; 2011; 2009
Lehman College	2014; 2011; 2009
Loyola University Maryland	2017; 2014; 2011; 2008
Maritime College	2016; 2011
Merrimack College	2015; 2011
New Jersey City University	2016; 2013
North Carolina Central University	2014; 2011; 2008; 2005
Providence College	2016; 2013
Queens College	2014; 2011; 2009; 2007
Radford University	2015; 2012
SUNY, Fredonia	2016; 2011
SUNY, Geneseo	2016; 2011
SUNY, New Paltz	2016; 2011
SUNY, Oneonta	2016; 2011
SUNY, Oswego	2016; 2011
SUNY, Plattsburgh	2016; 2011
SUNY, Potsdam	2016; 2011
Stetson University	2016
Stockton University	2016; 2013; 2005
SUNY College, Old Westbury	2016; 2011

SUNY, Cortland	2016; 2011
SUNY Empire State College	2016
SUNY Polytechnic Institute	2016; 2011
University of Baltimore	2015; 2013; 2009
University of Houston, Clear Lake	2015
University of North Carolina, Pembroke	2017; 2014; 2011; 2008; 2005
University of North Carolina, Wilmington	2017; 2014; 2008; 2005
Western Carolina University	2014; 2011; 2008; 2005
Winston-Salem State University	2014; 2011; 2008; 2005

COMMUNITY COLLEGES

Institution	Year(s)
Adirondack Community College	2016
Borough of Manhattan Community College	2014
Bronx Community College	2014
Cayuga Community College	2016
Clinton Community College	2016
Columbia-Greene Community College	2016
Corning Community College	2016
Dutchess Community College	2016
Erie Community College	2016
Fulton-Montgomery Community College	2016
Genesee Community College	2016
Herkimer County Community College	2016
Hostos Community College	2014

Hudson Valley Community College	2016
Jamestown Community College	2016
Jefferson Community College	2016
Kingsborough Community College	2014
LaGuardia Community College	2014
Mohawk Valley Community College	2016
Monroe Community College	2016
Nassau Community College	2016
Niagara County Community College	2016
North Country Community College	2016

Onondaga Community College	2016
Orange County Community College	2016
Queensborough Community College	2014
Rockland Community College	2016
Schenectady County Community College	2016
Stella and Charles Guttman Community College	2014
Suffolk County Community College	2016
Sullivan County Community College	2016
SUNY Broome Community College	2016

Tompkins-Cortland Community College	2016
Ulster County Community College	2016
Westchester Community College	2016

SYSTEMS

Institution	Year(s)
City University of New York	2014; 2011; 2009
State University of New York	2016; 2011
University of Missouri System	2015; 2008
University of North Carolina General Administration	2014; 2011; 2008; 2005

CURRENT FACULTY RETENTION AND EXIT PARTNERS

Institution	Year(s)
Auburn University	2016
Clemson University	2017
Columbia University	2017
Florida State University	2017
Indiana University	2016
Iowa State University	2016
Massachusetts Institute of Technology	2017
University of Arkansas	2017
University of California, Davis	2016

University of California, Irvine	2016
University of California, Los Angeles	2016
University of California, Merced	2016
University of California, Riverside	2016
University of California, San Diego	2016
University of California, Santa Barbara	2016
University of Cincinnati	2016

University of Massachusetts, Amherst	2017
University of Minnesota, Twin Cities	2017
University of Missouri, Columbia	2017
University of Missouri, Kansas City	2016
University of Rochester	2017
University of Texas, Austin	2017
Virginia Commonwealth University	2017

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