



**2018 Year in Review**

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# The Collaborative on Academic Careers in Higher Education



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GRADUATE SCHOOL OF EDUCATION



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COACHE

Reflections on the Year

Growing and adapting since 2005, the Collaborative on Academic Careers in Higher Education (COACHE) has supported academic decision-making with data, scholarship, leadership development, and communities of practice.

Until recently, these activities proceeded sequentially—and separately. In 2018, however, COACHE’s institutional partners and affiliated researchers came together in what can best be understood as a chemical reaction. The four reagents of COACHE activities, catalyzed by proximity to each other and by fresh ideas, are generating a heat that is transforming higher education.

While this *Year in Review* illustrates the wide range of accomplishments at COACHE in 2018, I want to share three incidents of this particular “collaborative combustion.”

First, the City University of New York (CUNY)—under the leadership of Interim Chancellor and COACHE National Advisory Council member Vita Rabinowitz—launched an innovative project to cultivate greater diversity in its senior leadership. Vita and I, together with Joe Zolner of the Harvard Institutes for Higher Education (HIHE), won two \$50,000 grants from the Harvard Club of New York to support this initiative.

Catalyzed by that seed, CUNY has invested over \$120,000 of its own budget and intends to invest as much or more this year. The result is a

consortium born from strong relationships and a common purpose: the development and inclusion of faculty as leaders of their institutions.

A second COACHE spark ignited a flame at the Association for Public Land-grant Universities (APLU). With the announcement in September that APLU received a five-year, \$10 million NSF INCLUDES Alliance grant, COACHE deepened our partnership with APLU to diversify the professoriate. Selected universities in APLU’s IChange Network will use COACHE metrics to evaluate the conditions in which faculty diversity thrives—or flounders.

Meanwhile, APLU members’ associate, assistant, and vice provosts for faculty affairs—led by three longtime COACHE partners—have taken a cue from our Leaders’ Workshops to launch their own community of practice. APLU has given the group official status, with a session at the Annual Meeting and a midyear working meeting just for them. With our commitment to keep research and practice in lockstep, Todd Benson and I have a seat and a voice at these convenings to form and follow emerging professional standards for “chief faculty affairs officers.”

For the last example of an intellectually induced reaction, take a look at the first *Seminar on Leadership of the Faculty* (p. 12), a program mounted jointly by COACHE and the HIHE. For three and a half days in August, 40 provosts, vice provosts, and deans went back to the classroom with

three preeminent scholars of higher education.

When brought together, higher ed researchers and academic leaders can do better than to share “best practices.” They can push each other to be truly inventive in their work. By applying a framework of the “deliberately developmental organization,” we at the *Seminar* realized that occasional workshops are not enough to change a culture. We started to design a new college—but one not so far from reality—in which faculty helped each other to overcome their biases, to check their assumptions, and to grow every day.

Data and reports, knowledge production, support and consultation, and leadership development: COACHE has come to be so much more than a faculty survey. By creating strong connections with and among our partners, we are helping them consider a new academy, one that is more diverse, inclusive, and equitable.



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



# SURVEYS

## Faculty Job Satisfaction Survey

The 2018 cohort of the Faculty Job Satisfaction Survey was a healthy mix of returning and new partners. Surveying over 32,000 faculty is no small task, and our success depends on close coordination with our partners. On average, the institutional response rates were just below 50%, and the typical respondent took roughly 25 minutes to complete the survey. Looking at our population and the number of respondents, this means that faculty at our partner institutions invested nearly 6,000 hours of their time to share their perspectives. We don't take this investment lightly, and our respect for faculty's attention and candor drives us to ensure that the data is put to good use.



SURVEYED  
**32,830** faculty  
across **31** institutions



**25 minute**  
average response time



**~6,000 hours**  
of faculty time invested

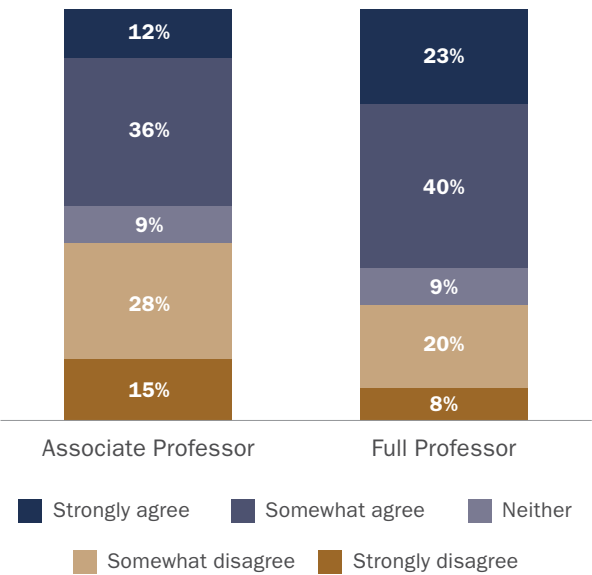
### SELECTED FACULTY JOB SATISFACTION SURVEY RESULTS

## Mid-Career Faculty Findings

Much attention has been directed toward helping mid-career faculty continue to thrive in their roles after obtaining tenure. Over the years, our Faculty Job Satisfaction Survey data suggest that some faculty members' post-tenure malaise can become much more than just a slump. The Faculty Job Satisfaction results from 2018 further confirm what anecdote and the media tell us: Associate Professors are continuing to struggle with feeling under-supported and overlooked.

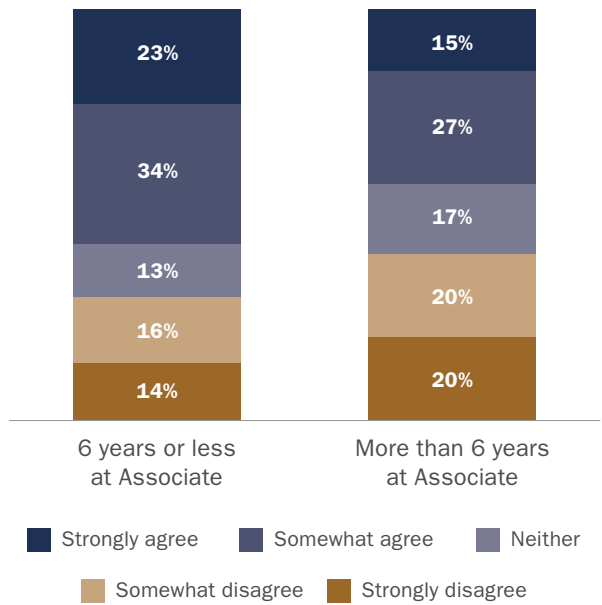
When asked about their ability to balance their teaching, research, and service responsibilities, 43% of Associate Professors **somewhat or strongly disagree** that they have a sense of balance compared with 28% of Full Professors.

### I am able to balance the teaching, research, and service activities expected of me. (n=3,521)



Looking beyond just rank, the data tell us that *time in rank* is of perhaps even more consequence. “New Associates,” those in the role for six years or less, tend to feel more satisfied with their work, but this satisfaction declines the longer they remain at that rank. When asked to rate their feelings about the statement, “My department has a culture where associate professors are encouraged to work towards promotion to full professorship,” 57% of Associates in rank for six years or less agree that their department has a culture that encourages promotion to full. However, for faculty more than six years in rank, the percentage drops by 15 points to just 42%.

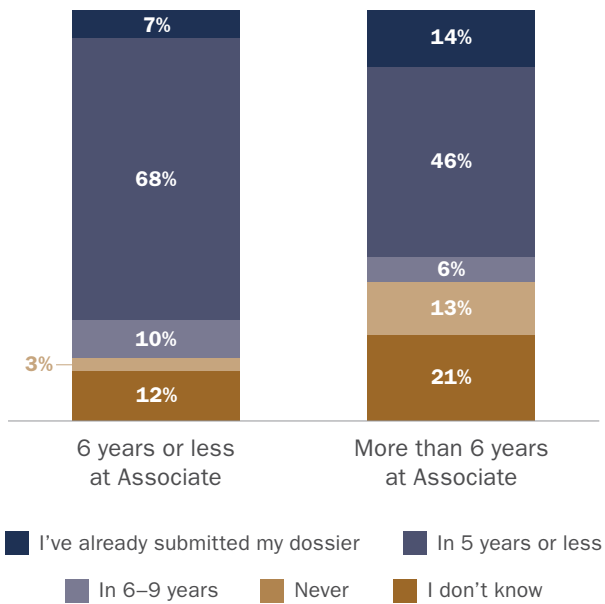
### My department has a culture where Associate Professors are encouraged to work towards promotion to full professorship. (n=3,560)



These results manifest themselves in very real ways. When asked about plans to go up for promotion to Full, only about one out of seven recently-tenured Associates

have no plans at all (“Never” or “I don’t know”). For more experienced Associates, however, **more than one in three will either never submit dossiers or have no idea when they will.**

### When do you plan to submit your dossier for promotion to Full Professor? (n=2,629)



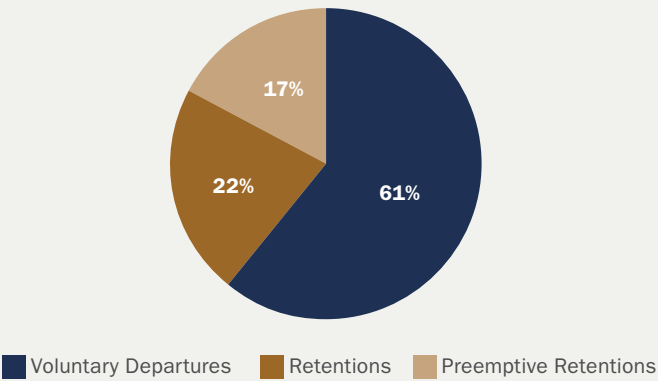


# Faculty Retention and Exit Survey

How much does your institution spend annually on faculty recruitment and retention (advertising, campus visits, startup packages, etc.)? How many hours of faculty and administrative time are allocated to replacing faculty? When negotiating with your faculty, does your university have fair processes in place that ensure equitable treatment? These questions and many others were the foundation for our newest line of research, the Faculty Retention and Exit Survey.

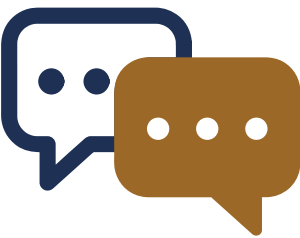
In 2018, COACHE launched its third round of data collection for the Faculty Retention and Exit Survey. This year we surveyed 31 institutions, for an average institutional response rate of 48%. Many of our partners have told us that before joining this study, they had no central repository for faculty exit data. However, researchers like KerryAnn O'Meara tell us that when decisions are made at the department and divisional level and never shared across the institution, inequities thrive. When institutions begin to gather these data intentionally, they shed light on these foggy retention and departure processes. By democratizing access to this data, institutions will be able to implement more equitable and effective retention policies that positively impact the faculty experience.

2018 Survey Population



	Respondents	Non-respondents	Total
Voluntary Departures	339	407	746
Retentions	125	145	270
Preemptive Retentions	93	115	208
Total	557	667	1,224

# Findings on “Counteroffer Culture” from the Pilot Study



Of the faculty who actively searched for a position, 35% sought an external offer to use as leverage to renegotiate the terms of their employment.

Half of these respondents actually accepted their external offers and left their home institutions.

Approximately 80% of both departing and retained faculty either “quite seriously” or “extremely seriously” considered accepting their external offers. This finding suggests that it is risky to assume that faculty are seeking counteroffers to renegotiate their terms of employment, that is, without serious intentions to leave.

Base salary, research support, and supplemental salary were the most common counteroffer components. Research support, including equipment, infrastructure, and graduate student support, may be effective non-salary tools to entice faculty to stay.

Faculty feel best about negotiations when they believe that the institution is taking seriously their needs, such as additional research support or a job opportunity for their spouse. Additionally, transparency about terms and the process matter. The chair is the linchpin between faculty and the institution and must advocate on behalf of faculty while balancing the needs of the department, the division, and the institution.





To view more findings from the pilot, please visit [coache.net/ExitPilot](https://coache.net/ExitPilot)



Critical to our impact as a research-practice partnership is the selective sharing of COACHE survey data with scholars of higher education. In 2018, 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, Volume 59, Issue 2

**Authors:**  
Nida Denson, Western Sydney University  
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.

## Gender and Race Differences in Faculty Assessment of Tenure Clarity: The Influence of Departmental Relationships and Practices

Sociology of Race and Ethnicity, Article first published online: March 5, 2018

**Authors:**  
Rodica Lisnic, University of Arkansas, Fayetteville  
Anna Zajicek, University of Arkansas, Fayetteville  
Shauna Morimoto, University of Arkansas, Fayetteville

**Summary:**  
The authors used COACHE data of tenure-track faculty job satisfaction to study how the intersection of gender and race influences pre-tenure faculty members’ perceptions of the clarity of tenure expectations. Four intersectionally defined groups were included in the study. Results revealed no significant difference in underrepresented minority women (URMW) perceptions of tenure compared to all other faculty members. The findings did indicate, however, that URMW

faculty are less likely to agree that mentoring is effective, that tenure decisions are fair, and that messages about tenure are consistent.

## International Faculty Perceptions of Departmental Climate and Workplace Satisfaction

Innovative Higher Education, Volume 43, Issue 5

**Authors:**  
Ketevan Mamiseishvili, University of Arkansas, Fayetteville  
Donghun Lee, University of Arkansas, Fayetteville

**Summary:**  
The authors used 2011-2014 Faculty Job Satisfaction Survey data to examine the degree of international faculty members’ satisfaction with autonomy, interactions with colleagues, departmental climate, and recognition, and the effect of these elements on the overall workplace satisfaction of international faculty members relative to their U.S. citizen peers. This study helped to identify factors



that can enhance international faculty members' satisfaction in order to aid institutions in their efforts to recruit, support, and retain such talent.

Gender Differences in Faculty Member Job Satisfaction: Equity Forestalled?

Research in Higher Education, Volume 59, Issue 8

**Authors:**  
Karen Webber, Institute of Higher Education, University of Georgia, Athens  
Samantha Rogers, Institute of Higher Education, University of Georgia, Athens

**Summary:**  
This study examined job satisfaction for approximately 30,000 tenured and tenure-track faculty members in 100 U.S. colleges and universities. Findings revealed similarity between female and male faculty members in some aspects of work satisfaction, but difference in other areas in which women reported lower satisfaction, such as the salary levels. The results

indicated that women in private institutions are more likely to report satisfaction than peers in public institutions. Findings also revealed that perceptions of department fit, recognition, work role balance, and mentoring are more important to women faculty's satisfaction than to male peers.

Growing Our Own: Cultivating Faculty Leadership

Change: The Magazine of Higher Learning, 50 (3-4), 88-92

**Authors:**  
Kiernan Mathews, COACHE, Harvard University

**Summary:**  
In Change's 50th anniversary issue, Mathews talks about the importance of choosing leadership from the faculty rather than from professional administrators, who might not be fully aware of faculty needs. The article explains that higher education must embrace and strengthen its capacity for diversified, distributed, and developmental leadership, and explains how administrators can demonstrate a commitment

to the lifelong development of faculty members—not just into better faculty, but into faculty leaders.

Evidence-Based Faculty Development

Success After Tenure: Lessons in Engaging Mid-Career Faculty, Stylus Publishing, LLC

**Authors:**  
Kiernan Mathews, COACHE, Harvard University  
R. Todd Benson, COACHE, Harvard University

**Summary:**  
This chapter discusses how COACHE's research-practice partnership (RPP) model can be used as a promising tool for engaging mid-career faculty in understanding and creating the conditions in which they do their best work. Mathews and Benson explain that these partnerships help faculty gain deeper understanding of their broader institutional narratives through data and provide examples of how this partnership model is affecting lasting policy change on campuses across the nation.

Updates on Data Use and Dissemination

As a research-practice partnership, we work to advance scholarship on the professoriate, academic culture, diversity and equity, and related faculty issues by selectively sharing our survey data with established scholars and their doctoral students, many of whom have published journal articles, books, and dissertations analyzing COACHE data. With more than a decade passing since Congress has funded a National Survey of Postsecondary Faculty, our data set has become an increasingly valuable tool to understanding full-time college faculty in the United States.

In 2018, we worked to overhaul our internal processes to make data provisioning faster, easier, and more sustainable over the long-run. COACHE staff worked with Harvard's Institutional Research Board (IRB) and Office of Sponsored Programs (OSP) to develop a consistent process and data use agreement to govern COACHE's research data-sharing activities. With this work complete in December 2018, we look forward in 2019 to facilitating new research and new voices on academic culture, faculty diversity, and the professoriate.

Requesting Access to Data

- 1. Request an application:** Requester must be a faculty member at an accredited institution of higher education. Doctoral students may request data if sponsored by a faculty member.
- 2. Describe study & data security:** Requester prepares a statement describing the study and plans for data security to meet Harvard standards for high-risk confidential information.
- 3. Submit data use agreement:** Requester's university and Harvard sign data use agreement (DUA) governing terms of data release. Requesting faculty member and graduate students also sign DUA.



For more information and to request access to our data, visit: [coache.gse.harvard.edu/research](https://coache.gse.harvard.edu/research)



Characteristics of the Faculty Job Satisfaction Data Set

In total, the data set includes information on approximately 70,000 respondents and 74,000 non-respondents for an overall response rate of 49%. The tables below summarize the potential breadth of our data.

Number of Survey Administrations	Number of Institutions
1	108
2 or more	78
Total	186

Carnegie Classification	Number of Institutions
Associates	25
Baccalaureate	43
Masters	46
Research	70
Other	2
Total	186

Demographic Category	Number of Records
Amer. Indian, Native Alaskan	692
Asian, Asian-Amer., Pac. Isl.	17,140
White (non-Hispanic)	109,802
Black or African-American	6,996
Hispanic or Latinx	5,641
Multiracial	1,406
Other Race/Ethnicity	2,571
Male	86,840
Female	58,175
Total	145,045







# SUPPORTING INSTITUTIONS

VISITING PRACTITIONER’S NOTE:

## Maximizing the impact of the research-practice partnership

Altruism is a common characteristic among chief academic officers. Sure, there are many reasons to join the administration in that particular role—most of which are rewarding—but a “selfless concern for the well-being of



Beau Breslin

others” typically ranks at, or close to, the top. Certainly, it was the chief reason I signed on as Skidmore College’s Dean of the Faculty and Vice President for Academic Affairs in 2011, and it remained the primary motive for me to accept the appointment, while on sabbatical, as COACHE’s 2018 Visiting Practitioner.

COACHE was founded on the idea that data and dialogue can help improve faculty job satisfaction and equity in the academic workplace. The major goal of this important research-practice partnership is to provide support for colleges and universities as they attempt to improve the overall experience of today’s professoriate. No work in higher education is more crucial.

A good deal of my attention throughout the year was focused on developing the leadership capacities required of academic leaders responsible for managing change through the faculty. To that end, we asked several critical questions: How can institutions maximize the use of their Faculty Job Satisfaction Survey data and reports when the terrain of higher education, and the faculty that make up the fertile soil of that landscape, is shifting so dramatically? How can COACHE be a more effective partner at every step along the way, but especially once the data and reports are released? What strategies have faculty affairs leaders employed to enhance collaboration, transparency, and dialogue among

faculty and between faculty and administration? And, finally, how might COACHE partner with institutions to help move the needle on important policy initiatives?

We surveyed faculty affairs leaders across the country and found that many could benefit from broad guidelines—a general roadmap, if you will—around the most effective use of their data. We then set out to construct “modules” that will enable faculty affairs leaders to improve the professional lives of particular demographic groups, as well as address specific constituent challenges. For example, we created a module entitled, “COACHE data as a Voice for Underrepresented Faculty” aimed at exploring how administrators and faculty members alike can use their data to advance policies and practices around inclusion, equity, and belonging. Similarly, we created a module entitled “Using COACHE data to elicit Faculty Feedback” intended to guide colleagues in the all-important dissemination of the COACHE data. Preliminary feedback on these modules has been quite positive. The key, we think, is to scale the COACHE partnership for maximum impact.

**The major goal of this research-practice partnership is to provide support for colleges and universities as they attempt to improve the overall experience of today’s professoriate.**

Next, I partnered with the talented COACHE team in bringing to light several important trends shared by faculties at small, residential, liberal arts colleges. Using aggregate data from the past six years, we examined topics such as the challenges of shared governance, the burden of college service, the sometimes-opaque path to tenure, and the overall job satisfaction of underrepresented faculty and faculty of color. We spoke to chief academic officers at schools that are successfully—or at least more successfully—addressing these challenges, and then we shared both the

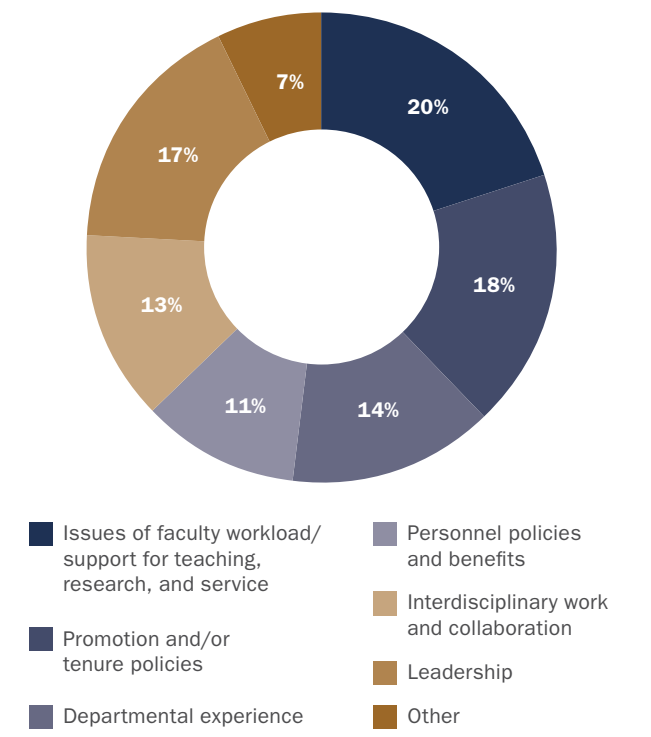
findings and the promising practices with colleagues at the annual meeting of the Northeast Deans. We will revive portions of this presentation at the Association of American Colleges and Universities (AAC&U) 2019 Annual Meeting in our ongoing attempt to keep the conversation alive.

In the end, my experience as part of COACHE was both fascinating and enlightening. It has been a distinctive honor to work so closely with a group of individuals whose talents are beyond measure and whose commitment to the professoriate cannot be overstated. I look forward to finding different ways to advance the organization’s critical work.

**Beau Breslin**  
*Professor of Political Science and Former Dean of the Faculty and Vice President for Academic Affairs, Skidmore College*

## Lessons from Our Partners

When asked what priorities institutions will focus their attention on based on their Faculty Job Satisfaction Survey data, partners responded:



Of those citing ‘other’ priorities, examples included facilities and resources for work, shared governance, diversity and inclusion, and faculty development.

We also asked partners to rank the importance of several proposed educational resources, and the top results were:

1. How to use their data as a voice for underrepresented faculty;
2. How to use the data to elicit faculty feedback; and
3. How to work with Deans to address faculty concerns at the divisional level.

## Strategy Workshop



The first ever COACHE Strategy Workshop launched this summer for institutions beginning the first and second years of their Faculty Job Satisfaction Survey partnerships. The aim of the workshop

was to bring together like-minded peers for an afternoon of strategizing, sharing best practices, and setting in place tactics to advance efforts around boosting participation and interpreting and sharing data.

Partner institutions sent delegations (in many cases teams) to work together to consider their goals and action items. More importantly, each team had several opportunities to offer and receive feedback from peers along the way. The positive feedback from participants has encouraged us to offer this workshop again in August 2019.

The success of the event has affirmed what we have suspected for some time: there is a real but unmet appetite for learning and community in academic leadership. More importantly, COACHE’s work is at the nexus of research and practice, making it uniquely positioned to meet some of those needs. Registration for the 2019 Strategy Workshop will begin in February.





# LEADERSHIP DEVELOPMENT & NETWORKING

## Expanding Continuing Education Offerings for Faculty Affairs Leaders

One of the ways that we aspire to improve the academic workplace is by providing the support and developmental opportunities that academic leaders need. It has become increasingly clear that learning on the job is no longer a satisfactory approach to leadership development in the academy. There are many programs across the country that provide leadership development within the context of higher education but none that specifically address the unique challenges of leading the faculty. Somewhat related is the disconnect between the practice of academic affairs and the growing body of scholarship on the topic. Further complicating these issues is the lack of a professional association

for academic leaders. There is no equivalent to the National Association of Student Personnel Administrators (NASPA), for example, for chief faculty affairs officers. Such leaders have to cherry-pick their development opportunities from other associations. On top of all these issues is the sense of isolation that many academic leaders feel on their own campuses. Department chairs and assistant deans can look to their contemporaries for ideas and commiseration, but CAOs and their direct reports lack that community.

This year, to connect academic leaders with each other and with the preeminent scholars of the professoriate, we launched **The Seminar on Leadership of the Faculty** in partnership with the Harvard Institutes for Higher Education. Representing twenty-one states and five countries, this seminal cohort brought together a range of professional roles, levels of experience, and institutional types. Kiernan Mathews, Educational Chair, used the novel framework of the “deliberately developmental

organization”, or DDO, to facilitate discussions about leadership and growth. Scholars KerryAnn O’Meara, Adrianna Kezar, and Jerlando Jackson introduced participants to their work on faculty and organizational change. Perhaps more importantly, campus leaders had the opportunity to listen to perspectives outside their own, cultivate the seeds of a community of practice, and hit the pause button in order to reflect.

After the success of this inaugural year, we look forward to welcoming another cohort in Cambridge from August 5th–8th.

**The Seminar on Leadership of the Faculty is an exceptional professional development leadership opportunity that provides stimulating research, practical tools, and access to ideas from professionals throughout the nation and world. It was an amazing experience with excellent speakers and attracted wonderful participants to interact with on a daily basis.**

Praise for the Seminar

**This was an outstandingly envisioned and executed program. The topics were timely and substantial and fit together well. Faculty were thought leaders and the curriculum was based on extensive research. The Seminar will help me make the scholarly case for change that faculty need.**

**I have attended numerous leadership development programs through my career. This was by far the best. It was thought-provoking, challenging, and left me with great ideas and strategies to take back to my university.**

**For more details on the program and to register, visit [gse.harvard.edu/ppe/ifi](https://gse.harvard.edu/ppe/ifi)**



## Additional Engagement with Practitioners and Scholars

### 2018 Annual Meeting of the Association of American Colleges and Universities

#### *Less Is More: Data-driven Strategies for Reducing Faculty Workload*

January 25, 2018

Kiernan Mathews, Executive Director & Principal Investigator, COACHE; Beau Breslin, Professor of Political Science, Skidmore College; Amy Marcus-Newhall, Vice President of Academic Affairs and Dean of Faculty, Scripps College; Lisa Sullivan, Vice President and Dean of the Faculty, Harvey Mudd College

#### *Bringing Research to Practice—and Practice to Research—in Faculty Affairs*

January 25, 2018

Ann Austin, Assistant Provost for Faculty Development, Michigan State University; Steve Graham, Senior Associate Vice President for Academic Affairs, University of Missouri System; Kiernan Mathews, Executive Director & Principal Investigator, COACHE; Muriel Poston, Chair, Education Section of the American Association for the Advancement of Science

### Harvard Institutes for Higher Education

#### *Lessons Learned from a Decade of Faculty Research*

June 25, 2018

R. Todd Benson, Associate Director, COACHE

#### *Understanding and Supporting Faculty at Mid-Career*

June 12; July 23, 2018

Kiernan Mathews, Executive Director & Principal Investigator, COACHE

### Harvard Institutes for Higher Education

#### *Seminar on Leadership of the Faculty: A COACHE Program at the Harvard Institutes for Higher Education*

August 14–17, 2018

Kiernan Mathews, Executive Director & Principal Investigator, COACHE; Adrianna Kezar, University of





Southern California; **KerryAnn O’Meara**, University of Maryland; **Jerlando Jackson**, University of Wisconsin

**Michigan State University Mid-Career Symposium**

**Keynote Address: *Understanding & Supporting Faculty at Mid-Career***

April 30, 2018

**Kiernan Mathews**, Executive Director & Principal Investigator, COACHE

**Association for Public Land-grant Universities (APLU) Faculty Success and Development Meeting**

***Using Data to Inform Decision Making about Faculty Issues***

May 31, 2018

**Tilman Baumstark**, Associate Vice Provost for Faculty Affairs, University at Buffalo; **Dawn Bratsch-Prince**, Associate Provost for Faculty, Iowa State University; **Yvette Huett**, Director of ADVANCE Faculty Affairs and Diversity Office, UNC Charlotte; **Kiernan Mathews**, Executive Director & Principal Investigator, COACHE; **Eliza Pavalko**, Vice Provost for Faculty and Academic Affairs, Indiana University

**COACHE Webinar**

***Success After Tenure: Lessons in Engaging Mid-Career Faculty***

October 26, 2018

**Vicki L. Baker**, Professor, Albion College; **R. Todd Benson**, Associate Director, COACHE; **Anne Marie Canale**, Faculty Development Research Consultant, Rochester Institute of Technology; **Cheryl Herdklotz**, Faculty Development Research Consultant, Rochester Institute of Technology

**Northeast Dean’s Meeting**

***What COACHE Reveals: Faculty Trends at Liberal Arts Colleges***

November 1, 2018

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

**Summit 2018: Transforming the Culture of Faculty Service Engagement**

***Exploring the Faculty Service & Engagement Landscape***

November 7, 2018

Moderator: **William Gaudelli**, Dean, College of Education, Lehigh University; **Paula Krebs**, Executive Director, Modern Language Association; **Kiernan Mathews**, Executive Director & Principal Investigator, COACHE; **Hariet Nembhard**, School Head—Mechanical, Industrial, and Manufacturing Engineering, Oregon State University; **Darryl Williams**, Senior Vice President of Science and Education, The Franklin Institute

**Muhlenberg College: Expanding and Welcoming a Diverse Professoriate**

***Developing a Culture to Support Wellbeing & Success***

November 10, 2018

**Kiernan Mathews**, Executive Director & Principal Investigator, COACHE

**2018 Professional and Organizational Development (POD) Network Conference**

***The Faculty Have Spoken: Supporting a Teaching and Learning Campus***

November 16, 2018

**R. Todd Benson**, Associate Director, COACHE

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

***The Power of the Ask: Examining the Role of Climate Surveys in the Woke Academy***

November 17, 2018

**Kiernan Mathews**, Executive Director & Principal Investigator, COACHE



**Press & Media**

*Inside Higher Ed*, January 26, 2018, “Less Is More”

*The Chronicle of Higher Education*, March 8, 2018, “College Culture Drives Professors’ Job Satisfaction, Study Finds”

*The Chronicle of Higher Education*, July 11, 2018, “A Professor Faked an Offer Letter to Get More Money. What’s a Better Way?”

*Usable Knowledge*, September 27, 2018, “The Balancing Act”

*The Chronicle of Higher Education*, October 28, 2018, “Want to Keep Your Talented Professors? Sponsor Their Professional Development”

*The Chronicle of Higher Education*, October 28, 2018, “Professors Are People. Take Care of Them”



# Looking ahead

Reflecting on this annual compendium of the activities and impact of COACHE, we are reminded of the energy and dedication of every person who puts the “Collaborative” in our project’s name.

After the survey logs have quieted, we at COACHE are always two degrees of separation away from the faculty whose conditions we wish to improve. We rely on the teams at our partner institutions to use our data and advice to help their faculty thrive.

Add to this roster the scholars who are diligently combing our data set for new insights into the faculty experience and how to lead them. Their painstaking efforts toward publication keep COACHE at the nexus of research, policy, and practice.



**Kiernan Mathews,**  
*Executive Director and Principal Investigator*



**R. Todd Benson,**  
*Associate Director*

## 2018 INTERNS

**Jacob Abrams,** *Ed.M., Harvard Graduate School of Education*

**Ama Asamoah,** *B.A. Candidate, Bates College*

**Paige Austin,** *B.S. Candidate, Wentworth Institute of Technology*

**Gil Brandt,** *Ed.M. Candidate, Harvard Graduate School of Education*

There’s more: the Faculty Steering Committee and National Advisory Council ensure our research maintains Harvard’s standards of academic integrity and has practical relevance to presidents, provosts, deans, and chairs. This year’s visiting practitioner, Beau Breslin, extended COACHE’s visibility through countless hours of work on a forthcoming tool for academic leaders to get the most out of their partnership with us.

More than a dozen interns, co-ops, and graduate and undergraduate students from Harvard, Emerson, Wentworth, and Bates made many and diverse contributions to our operations and publications this year. Without them, COACHE HQ would have been quieter and certainly duller.



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



**Amal Kumar,**  
*Doctoral Fellow*

**Christopher Clayton,** *Ed.M., Harvard Graduate School of Education*

**Saumya Joshi,** *Ed.M., Harvard Graduate School of Education*

**Andrew Marshall,** *Ed.M. Candidate, Harvard Graduate School of Education*

**Jacqueline Miller,** *Ed.M., Harvard Graduate School of Education*

This is how a research unit of just five FTE (plus one part-time doctoral fellow) scales its impact: through consequential collaborations in every aspect of our work. Each dollar that is invested by partners in our studies of the faculty experience we take care to spend in ways that meet many goals—ours, and those of everyone who comes into contact with COACHE.

We are grateful to everyone for the parts they played in our progress in 2018. Without them, this *Year in Review* would be quick reading, indeed.

Our work isn’t done. We are excited about the new partnerships we will strike in 2019, when we extend the reach of COACHE’s activities to whole sectors of colleges and universities so far unacquainted with our work. Will your institution be among them?



**Giang Pham,**  
*Financial and Operations Associate*



**Lauren Scungio,**  
*Marketing and Engagement Manager*

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

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

**Jason Terry,** *Ed.M. Candidate, Harvard Graduate School of Education*

# CURRENT FACULTY JOB SATISFACTION SURVEY PARTNERS

## BACCALAUREATE

Institution	Year(s)
Alfred State College	2016; 2011
Amherst College	2016; 2012; 2006
Babson College	2018
Barnard College	2016; 2010; 2005
Bates College	2017; 2008
Colgate University	2017; 2010; 2007
CUNY School of Law at Queens College	2018; 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	2018; 2014; 2009
Morrisville State College	2016; 2011
New York City College of Technology	2018; 2014; 2011; 2008
Occidental College	2017; 2008
Ohio Wesleyan University	2018
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 at Asheville	2017; 2014; 2008; 2005

University of Richmond	2018; 2015; 2012; 2009; 2006
University of the South	2017; 2013
Upstate Medical University	2016
York College	2018; 2014; 2009

## RESEARCH

Institution	Year(s)
Auburn University	2016; 2013; 2010; 2008; 2005
Binghamton University	2016; 2011
Bowling Green State University	2018; 2014; 2012
Clemson University	2017; 2014; 2011; 2007; 2005
CUNY Graduate School and University Center	2018; 2014
Florida International University	2016; 2013; 2010
Florida State University	2017; 2013
George Mason University	2018
Georgetown University	2017; 2015; 2013
Georgia Institute of Technology	2016
Indiana University	2018; 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
Montana State University	2016; 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
Saint Louis University	2016
Stony Brook University	2016; 2011
SUNY College of Environmental Science and Forestry	2016; 2011
Texas Tech University	2018; 2016; 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 Denver	2018
University of Missouri—Columbia	2018; 2015; 2012; 2008
University of Missouri—Kansas City	2016; 2013; 2008
University of North Carolina at Chapel Hill	2017; 2014; 2011; 2008; 2005



For more information on enrolling your institution in either of our faculty surveys, please email [coache@gse.harvard.edu](mailto:coache@gse.harvard.edu)



CURRENT FACULTY JOB SATISFACTION SURVEY PARTNERS (CONT.)

University of North Carolina at Charlotte	2017; 2014; 2011; 2008; 2005
University of the Pacific	2018; 2014
University of North Texas	2017; 2010; 2008
University of Pittsburgh	2018; 2015
University of South Carolina	2018; 2007
University of Tennessee Knoxville	2017; 2014; 2011; 2009; 2006
University of Texas at Austin	2016
University of Tulsa	2017; 2012
Virginia Commonwealth University	2018; 2014; 2008; 2006
Virginia Polytechnic Institute and State University	2016; 2012; 2009; 2006
Worcester Polytechnic Institute	2016; 2013

MASTERS

Institution	Year(s)
Appalachian State University	2017; 2014; 2011; 2008; 2005
Bernard M. Baruch College	2018; 2014; 2009
Brooklyn College	2018; 2014; 2009
Buffalo State College	2016; 2011
City College of New York	2018; 2014; 2009
College at Brockport	2016; 2011
College of Staten Island	2018; 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	2018; 2014; 2011; 2009
John Jay College of Criminal Justice	2018; 2014; 2011; 2009
Lehman College	2018; 2014; 2011; 2009
Manhattan College	2018
Maritime College	2016; 2011
New Jersey City University	2016; 2013
New York Institute of Technology	2017
Providence College	2016; 2013
Queens College	2018; 2014; 2011; 2009; 2007
Radford University	2018; 2015; 2012
San José State University	2018
State University of New York at Fredonia	2016; 2011
State University of New York at Geneseo	2016; 2011
State University of New York at New Paltz	2016; 2011
State University of New York at Oneonta	2016; 2011
State University of New York at Oswego	2016; 2011
State University of New York at Plattsburgh	2016; 2011
State University of New York at Potsdam	2016; 2011
Stetson University	2016
Stockton University	2016; 2013; 2005
SUNY College at Old Westbury	2016; 2011
SUNY Cortland	2016; 2011
SUNY Empire State College	2016
SUNY Polytechnic Institute	2016; 2011

COMMUNITY COLLEGES

Institution	Year(s)
Adirondack Community College	2016
Borough of Manhattan Community College	2018; 2014
Bronx Community College	2018; 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	2018; 2014
Hudson Valley Community College	2016
Jamestown Community College	2016
Jefferson Community College	2016
Kingsborough Community College	2018; 2014
LaGuardia Community College	2018; 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
Queensborough Community College	2018; 2014
Rockland Community College	2016

Schenectady County Community College	2016
Stella and Charles Guttman Community College	2018
SUNY Broome Community College	2016
Tompkins-Cortland Community College	2016
Ulster County Community College	2016

SYSTEMS

Institution	Year(s)
City University of New York	2018; 2014; 2011; 2009
State University of New York	2016; 2011
University of North Carolina	2017; 2014; 2011; 2008; 2005

CURRENT FACULTY RETENTION AND EXIT SURVEY PARTNERS

Institution	Year
Auburn University	2016
Clemson University	2017
Columbia University	2017
Florida State University	2017
George Mason University	2018
Indiana University	2016
Iowa State University	2016
Massachusetts Institute of Technology	2017
Tufts University	2018
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 Nebraska—Kearney	2018
University of Nebraska at Omaha	2018
University of Nebraska Lincoln	2018
University of Rochester	2017
University of South Carolina	2018
University of Tennessee Knoxville	2018
University of Texas at Austin	2017
University of Texas at San Antonio	2018
Virginia Commonwealth University	2017
Virginia Polytechnic Institute and State University	2018



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