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 2019, 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 Joseph Zoller—launched an innovative project to cultivate greater diversity in its senior leadership. Vita and I, together with Joe Zoller 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 emergent partnerships and a common purpose: the consortium born from strong relationships and a common purpose: the development and inclusion of faculty as leaders of their institutions.

For the last example of an intellectually induced reaction, take a look at the first Seminar on Leadership of the Faculty (p. 16), a program mounted jointly by COACHE and the W.K. Kellogg Foundation. 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 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 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 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 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 their biases, to check their assumptions, and to grow every day.
SELECTED FACULTY JOB SATISFACTION SURVEY RESULTS

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.

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)

<table>
<thead>
<tr>
<th></th>
<th>Associate Professor</th>
<th>Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12%</td>
<td>23%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>Neither</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>28%</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>6 years or less at Associate</th>
<th>More than 6 years at Associate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>34%</td>
<td>27%</td>
</tr>
<tr>
<td>Neither</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>6 years or less at Associate</th>
<th>More than 6 years at Associate</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've already submitted my dossier</td>
<td>68%</td>
<td>14%</td>
</tr>
<tr>
<td>In 5 years or less</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Never</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>In 6–9 years</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td>I don't know</td>
<td>12%</td>
<td>6%</td>
</tr>
</tbody>
</table>

... and more graphs and data...
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 Keryn 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.

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 Keryn 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.

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.

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

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

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.

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 Széléné, 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 Listnic, 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.

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.
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 some aspects of work satisfaction, female and male faculty members in

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 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 professorate.

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

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.

<table>
<thead>
<tr>
<th>Number of Survey Administrations</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>166</td>
</tr>
<tr>
<td>2 or more</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Carnegie Classification</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
<td>26</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>43</td>
</tr>
<tr>
<td>Masters</td>
<td>46</td>
</tr>
<tr>
<td>Research</td>
<td>70</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>Number of Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amer. Indian, Native Alaskan</td>
<td>692</td>
</tr>
<tr>
<td>Asian, Asian-Am., Pac. Isl.</td>
<td>17,140</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>109,802</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>6,396</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>5,641</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1,406</td>
</tr>
<tr>
<td>Other Race/Ethnicity</td>
<td>2,571</td>
</tr>
<tr>
<td>Male</td>
<td>86,840</td>
</tr>
<tr>
<td>Female</td>
<td>58,175</td>
</tr>
<tr>
<td>Total</td>
<td>145,015</td>
</tr>
</tbody>
</table>
Enhance collaboration, transparency, and dialogue among 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 is more crucial.

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 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 officers 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.

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.
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 KenyAnn 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.

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/lf

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.

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 Michigan System; 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

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

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

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

January 25, 2018
Kiernan Mathews, Executive Director & Principal Investigator, COACHE

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

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

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

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

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

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

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

Lessons Learned from a Decade of Faculty Research

June 25, 2018
R. Todd Benson, Associate Director, COACHE
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; Down 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

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

Vi C 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

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

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
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.

Kim 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
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

The Collaborative on Academic Careers in Higher Education

Giang Pham, Financial and Operations Associate
Lauren Scungio, Marketing and Engagement Manager

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 Breelin, 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.

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 unaccompanied with our work. Will your institution be among them?

BACCALAUREATE

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred State College</td>
<td>2016; 2011</td>
</tr>
<tr>
<td>Amherst College</td>
<td>2016; 2012; 2006</td>
</tr>
<tr>
<td>Baldwin College</td>
<td>2018</td>
</tr>
<tr>
<td>Bard College</td>
<td>2016; 2010; 2005</td>
</tr>
<tr>
<td>Bates College</td>
<td>2017; 2008</td>
</tr>
<tr>
<td>Colgate University</td>
<td>2017; 2010; 2007</td>
</tr>
<tr>
<td>CUNY School of Law at Queens College</td>
<td>2018; 2014</td>
</tr>
<tr>
<td>Farmingdale State College</td>
<td>2016; 2011</td>
</tr>
<tr>
<td>Hamilton College</td>
<td>2017; 2014; 2011; 2008; 2005</td>
</tr>
<tr>
<td>Harvey Mudd College</td>
<td>2016</td>
</tr>
<tr>
<td>Kenyon College</td>
<td>2017; 2014; 2011; 2008</td>
</tr>
<tr>
<td>Medgar Evers College</td>
<td>2018; 2014; 2009</td>
</tr>
<tr>
<td>Morrisville State College</td>
<td>2016; 2011</td>
</tr>
<tr>
<td>New York City College of Technology</td>
<td>2018; 2014; 2011; 2008</td>
</tr>
<tr>
<td>Occidental College</td>
<td>2017; 2008</td>
</tr>
<tr>
<td>Ohio Wesleyan University</td>
<td>2018</td>
</tr>
<tr>
<td>Purchase College</td>
<td>2015; 2011</td>
</tr>
<tr>
<td>Saint Mary’s College of Maryland</td>
<td>2016; 2011</td>
</tr>
<tr>
<td>SUNY Canton</td>
<td>2016; 2011</td>
</tr>
<tr>
<td>SUNY Coblesville</td>
<td>2016; 2011</td>
</tr>
<tr>
<td>SUNY College of Optometry</td>
<td>2016</td>
</tr>
<tr>
<td>SUNY Delhi</td>
<td>2016; 2011</td>
</tr>
<tr>
<td>SUNY Downstate Medical Center</td>
<td>2016</td>
</tr>
<tr>
<td>University of North Carolina at Ashville</td>
<td>2017; 2014; 2008; 2005</td>
</tr>
</tbody>
</table>

RESEARCH

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auburn University</td>
<td>2016; 2013; 2010; 2008; 2005</td>
</tr>
<tr>
<td>Binghamton University</td>
<td>2016; 2011</td>
</tr>
<tr>
<td>Bowling Green State University</td>
<td>2018; 2014; 2012</td>
</tr>
<tr>
<td>Clemson University</td>
<td>2017; 2014; 2013; 2007; 2005</td>
</tr>
<tr>
<td>CUNY Graduate School and University Center</td>
<td>2018; 2014</td>
</tr>
<tr>
<td>Florida International University</td>
<td>2016; 2013; 2010</td>
</tr>
<tr>
<td>Florida State University</td>
<td>2017; 2013</td>
</tr>
<tr>
<td>Georgia Mason University</td>
<td>2018</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>2017; 2015; 2013</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>2016</td>
</tr>
<tr>
<td>Indiana University</td>
<td>2018; 2015; 2012; 2009; 2005</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>2016; 2013; 2009; 2005</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>2017; 2012</td>
</tr>
<tr>
<td>Kent State University</td>
<td>2017; 2014</td>
</tr>
<tr>
<td>Lehigh University</td>
<td>2016; 2013; 2007</td>
</tr>
<tr>
<td>Montana State University</td>
<td>2016; 2008</td>
</tr>
</tbody>
</table>

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.)

University of North Carolina at Charlotte 2017; 2014; 2011; 2008; 2005

University of the Pacific 2018; 2014; 2011; 2009; 2005

University of North Texas 2017; 2010; 2008

University of Pittsburgh 2018; 2015

University of South Carolina 2018; 2017; 2011; 2008; 2005

University of Tennessee Knoxville 2017; 2014; 2011; 2009; 2005

University of the Pacific 2018; 2014; 2011; 2008; 2005

University of Wisconsin-Milwaukee 2017; 2014; 2011; 2008; 2005

Fayetteville State University 2018; 2014; 2011; 2008; 2005

Hampton University 2018; 2014; 2011; 2008; 2005

John Jay College of Criminal Justice 2018; 2014; 2011; 2009

LaGuardia Community 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 2016; 2014; 2011; 2009; 2007

Radford University 2016; 2011

San José State University 2018

State University of New York at Fredonia 2018; 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 2018; 2011

State University of New York at Potsdam 2016; 2011

Stetson University 2018

Stockton University 2016; 2013; 2009

SUNY College at Old Westbury 2016; 2011

SUNY Cortland 2016; 2011

SUNY Empire State College 2018

SUNY Polytechnic Institute 2016; 2011

University of North Carolina at Pembroke 2017; 2014; 2011; 2008; 2005

University of North Carolina at Wilmington 2008; 2005

COMMUNITY COLLEGES

Institution Year(s)

Adirondack Community College 2016

Borough of Manhattan Community College 2016; 2014

Bronx Community College 2016

Clinton Community College 2016

Columbia-Greene Community College 2016

Cortland 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

Jefferson Community College 2016

Jefferson County Community College 2016

Jonesborough Community College 2016

LaGuardia Community College 2018; 2014

Mohawk Community College 2016

Moreau Community College 2016

Nassau Community College 2016

Niagara County Community College 2016

North Carolina Community College 2016

Onondaga Community College 2016

Queensborough Community College 2018; 2014

Rockland Community College 2016

San José State University 2018

Schenectady County Community College 2018

Stella and Charles Guttman Community College 2018

SUNY Broome Community College 2018

Tompkins-Cortland Community College 2016

Ulster County Community College 2018

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 2018

Fayetteville State University 2017; 2014; 2011; 2006; 2003

Hunter College 2018; 2014; 2011; 2009

John Jay College of Criminal Justice 2018; 2014; 2011; 2009

LaGuardia Community 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 2016; 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 2018; 2011

State University of New York at Potsdam 2016; 2011

Stetson University 2018

Stockton University 2016; 2013; 2009

SUNY College at Old Westbury 2016; 2011

SUNY Cortland 2016; 2011

SUNY Empire State College 2018

SUNY Polytechnic Institute 2016; 2011

University of North Carolina at Pembroke 2017; 2014; 2011; 2008; 2005

University of North Carolina at Wilmington 2008; 2005

CURRENT FACULTY RETENTION AND EXIT SURVEY PARTNERS

Institution Year(s)

Auburn University 2018

Clemson University 2017

Columbia University 2017

Florida State University 2017

George Mason University 2016

Indiana University 2016

Iowa State University 2016

Massachusetts Institute of Technology 2017

Tufts University 2018

University of Arkansas 2017

University of California—Davis 2018

University of California—Irvine 2016

University of California—Merced 2016

University of California—Irvine 2016

University of California—Davis 2016

University of Missouri—Columbia 2017

University of Minnesota—Twin Cities 2017

University of Massachusetts Amherst 2017

University of Nebraska—Lincoln 2018

University of Rochester 2017

University of South Carolina 2016

University of South Florida 2018

University of Southern California 2016

University of Texas at San Antonio 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

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