

## COACHE: General and Gender Focused Analysis

### I. Introduction

The Collaborative on Academic Careers in Higher Education (COACHE) survey was developed by the Harvard Graduate School of Education, and surveys faculty about their experiences and views related to the following key areas of their work lives. The key areas below contribute to 20 benchmarks. One benchmark (tenure reasonableness) is excluded for low responses:

- Research, teaching, service
- Resources in support of faculty work
- Benefits, compensation, and work/life
- Interdisciplinary work and collaboration
- Mentoring
- Tenure and promotion practices
- Leadership and governance
- Departmental collegiality, quality, engagement
- Appreciation and recognition

North Carolina A&T State University participated in the COACHE 2015 national survey of tenure-stream (pre-tenured and tenured) faculty job satisfaction. The survey is conducted annually by the Harvard Graduate School of Education. The survey is designed to measure the faculty's level of engagement and satisfaction with their employment. The results were compared within NC A&T and between the University and a selected peer group. The selected group included the following five institutions:

- Clemson University
- East Carolina University
- Indiana State University
- University of North Carolina – Charlotte
- University of North Carolina – Greensboro.

The 2015 survey was distributed online to 398 tenured and pre-tenured faculty. 182 faculty responded, contributing to a 46% response rate, which is slightly lower than the national response rate of 49% and the peer response rate of 50%. Table I is a summary of the 2015 COACHE response rates segmented by tenure status, rank, gender, and race:

*Table 1: 2015 COACHE response rate analysis*

		overall	tenured	pre-tenure	full	associate	men	women	white	faculty of color
<b>NCAT</b>	<i>population</i>	398	293	105	118	185	241	157	111	287
	<i>responders</i>	182	130	52	54	81	109	73	58	124
	<i>response rate</i>	46%	44%	50%	46%	44%	45%	46%	52%	43%
<b>Selected peers</b>	<i>population</i>	3,447	2,608	839	1,146	1,492	2,096	1,351	2,614	833
	<i>responders</i>	1,729	1,315	414	591	719	947	782	1,425	304
	<i>response rate</i>	50%	50%	49%	52%	48%	45%	58%	55%	36%
<b>All</b>	<i>population</i>	62,403	46,927	15,476	25,262	21,911	39,838	22,565	47,033	14,743
	<i>responders</i>	30,405	22,644	7,761	11,946	10,812	17,955	12,450	24,118	6,249
	<i>response rate</i>	49%	48%	50%	47%	49%	45%	55%	51%	42%

Participating institutions can select up to six peers (NCA&T selected five) as a comparison group. The tables included in this report list the institutional mean for each of the 19 dimensions (one additional benchmark is excluded for low response rate). Survey results offer comparisons in the following areas:

- 1) Comparison with COACHE survey results in the past
- 2) Comparison with selected peers (ranking)
- 3) Comparison with the cohort, or all institutions participating in the survey (top 30%, middle 40%, or bottom 30%)
- 4) Comparison within campus (tenured status, tenured rank, gender, and race)

## I. Results at a glance

### 1. Areas of strength

An institution can earn the qualifier ‘area of strength’ in any of the benchmarks by meeting two criteria: Faculty ratings must place the institution first or second (of the selected comparison group listed above), and in the top 30 percent of all COACHE institutions. Unfortunately, NCA&T did not meet these combined thresholds for any of the nineteen benchmarks.

### 2. Areas of concern

Areas of concern are identified as benchmarks where faculty rate them lower than faculty at selected comparison institutions and at most similar-sized institutions. NCA&T faculty ratings identify 14 benchmarks as ‘areas of concern.’

- **Nature of work in research, teaching, service:** All three benchmark ratings are within the lower 30 percent of institutions. Faculty satisfaction with research is within the lower 30 percent of peer institutions and for the following paired subgroups of all institutions: tenured/pre-tenure, full/associate, men/women, and white/faculty of color) (See Figure 1).
- **Facilities, personal/family policies, benefits and salary:** NC A&T faculty expressed more satisfaction than institutional peers in ‘health and retirement benefits’ benchmark. However, all three categories (facilities and work resources, personnel and family policies, and health and retirement benefits) are within the lower 30 percent of all institutions. Faculty satisfaction with facilities and work resources is within the lower 30 percent of both peer institutions and all institutions for following paired subgroups: tenured/pre-tenure, full/associate, men/women, and white/faculty of color (See Figure 1).
- **Interdisciplinary work, collaboration and mentoring:** Almost all categories\* are in the lower 30 percent of peers and all institutions. Only 62 percentage of white faculty have served as a mentor in the past five years while 80% have served as mentors at peer institutions and 80% among white faculty at all institutions (See Figure 1).
- **Tenure policies, tenure clarity, and promotion:** Both tenure policies and tenure clarity benchmarks are above the cohort means and are in the upper middle 40 percent of all institutions. However, the promotion benchmark is in the lower 30 percent of all institutions (See Figure 1).
- **Leadership and governance:** Senior Leadership and Divisional Leaderships benchmarks are in the middle 40 percent of institutions. However, departmental leadership benchmark is in the lower 30 percent for all paired subgroups which is mainly a result of responses from tenured faculty (See Figure 1).
- **Departmental collegiality, engagement, and quality:** All three benchmarks are in the lower 30 percent of all institutions. Although, Faculty of Color (foc) subgroup exhibited higher scores than peers in collegiality (See Figure 1).

- **Appreciation and recognition:** This benchmark is in the lower 30% of both peer and all institutions (See Figure 1). Faculty of Color, however, shows higher scores in five categories\*\*. White subgroup shows small to large effects in all categories\*\*\*.

**\*Budgets encourage interdisciplinary work, facilities conducive to interdisciplinary work, interdisciplinary work is rewarded in merit, interdisciplinary work is rewarded in promotion, department knows how to reward interdisciplinary work, opportunities for collaboration within department, mentoring or pre-tenure and associate faculty, and support for faculty to be good mentors.**

**\*\*Recognition for teaching, recognition for advising, recognition for service, recognition from colleagues, and recognition from dean.**

**\*\*\*Recognition for teaching, advising, scholarship, service, outreach, from colleagues, from CAO, dean, head/chair, school/college is valued by Pres/Provost, Dept. is valued by Pres/Provost, and CAO cares about faculty of my rank.**

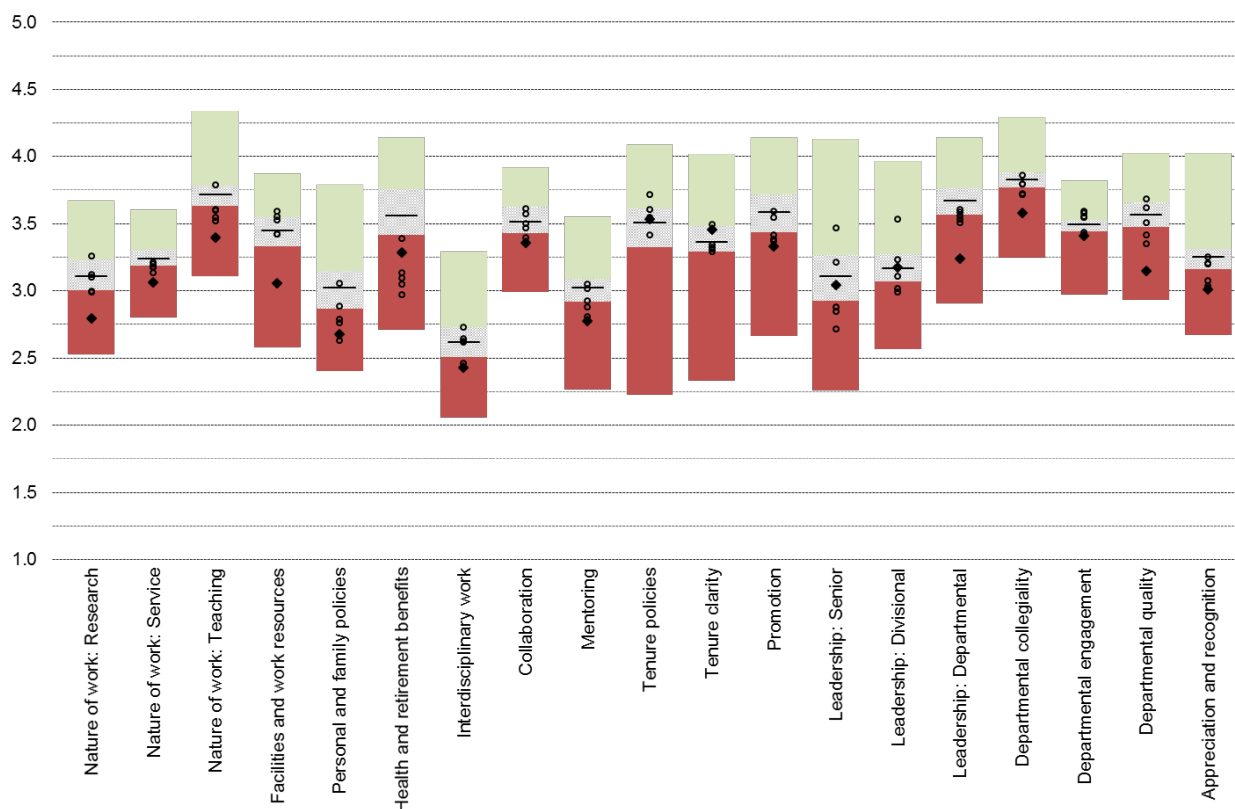


Figure 1: Graphical summary of responses to the 19 benchmarks. Each column represents the range of institutional means along that dimension. NCA&T's mean score on the benchmark is indicated by (◆), the mean scores of the five selected comparison institutions by (o), and the distribution of the responses of the entire cohort as signified by the red (bottom 30%), grey (middle 40%), and green (top 30%) boxes.

II. COACHE: Gender Analysis:

First, effect sizes in the COACHE report measure the differences between paired subgroups within NCA&T (i.e. men and women, tenured and pre-tenure faculty, associate and full professors, white faculty and faculty of color). Effect size describes the magnitude of difference between two groups, regardless of statistical significance.

Second, as a faculty subgroup, the analysis focused on the magnitude of differences or where women or men faculty responded with a lower rating. Differences could be small (.1), medium (.3) or large (.5). In the overall results, NCAT women faculty show small subgroup differences in the three benchmarks of nature of work (research), collaboration, and senior leadership; and a medium difference in the two benchmarks of nature of work (service), and promotion.

NCAT’s mean score on those benchmarks is included below:

- Nature of work: research – 2.79
- Collaboration – 3.36
- Senior leadership – 3.04
- Nature of work: service – 3.06
- Promotion – 3.33

*The following tables highlight small (text only-no color), medium (yellow) or large (green) differences where men and women rated benchmarks lower than mean.*

Table 2: Benchmarks and mean scores with gender analysis

Benchmarks	Mean	
Nature of work: Research	2.79	women
Nature of work: Service	3.06	women
Nature of work: Teaching	3.40	
Facilities and work resources	3.06	
Personal and family policies	2.68	
Health and retirement benefits	3.28	men
Interdisciplinary work	2.43	
Collaboration	3.36	women
Mentoring	2.77	
Tenure policies	3.54	men
Tenure clarity	3.46	
Tenure reasonableness	N/A	
Promotion	3.33	women
Leadership: Senior	3.04	women
Leadership: Divisional	3.17	
Leadership: Departmental	3.24	men
Departmental collegiality	3.58	
Departmental engagement	3.41	
Departmental quality	3.15	
Appreciation and recognition	3.01	

Table 3: Nature of faculty work: Research, Teaching & Service with survey categories and gender analysis

	Mean	
<b>Benchmark: Nature of Work Research</b>	<b>2.79</b>	women
Time spent on research	3.00	women
Expectations for finding external funding	2.83	women
Influence over focus of research	3.70	
Quality of grad students to support research	2.58	women
Support for research	2.38	
Support for engaging undergrads in research	2.73	women
Support for obtaining grants (pre-award)	2.81	women
Support for maintaining grants (post-award)	2.51	women
Support for securing grad student assistance	2.62	
Support for travel to present/conduct research	2.84	women
Availability of course release for research	2.30	women
<b>Benchmark: Nature of Work: Service</b>	<b>3.06</b>	women
Time spent on service	3.24	women
Support for faculty in leadership roles	2.39	women
Number of committees	3.23	women
Attractiveness of committees	3.36	women
Discretion to choose committees	3.11	women
Equitability of committee assignments	2.86	women
Number of student advisees	3.24	women
<b>Benchmark: Nature of Work: Teaching</b>	<b>3.40</b>	
Time spent on teaching	3.67	
Number of courses taught	3.27	
Level of courses taught	3.77	
Discretion over course content	4.01	men
Number of students in classes taught	3.46	
Quality of students taught	2.89	men
Equitability of distribution of teaching load	3.12	women
Quality of grad students to support teaching	2.71	women
<b>Related survey items</b>		
Time spent on outreach	3.46	women
Time spent on administrative tasks	2.69	women
Ability to balance teaching/research/service	2.84	women

Table 4: Facilities, Personal/Family Policies, Benefits & Salary with survey categories and gender analysis

	Mean	
<b>Benchmark: Facilities and work resources</b>	<b>3.06</b>	
Support for improving teaching	3.03	men
Office	3.62	men
Laboratory, research, studio space	2.88	
Equipment	2.93	
Classrooms	2.95	men
Library resources	3.40	
Computing and technical support	2.77	women
Clerical/administrative support	2.79	
<b>Benchmark: Personal and family policies</b>	<b>2.68</b>	

Housing benefits	2.25	men
Tuition waivers, remission, or exchange	2.65	men
Spousal/partner hiring program	2.20	men
Childcare	2.36	men
Eldercare	2.53	women
Family medical/parental leave	3.10	
Flexible workload/modified duties	3.05	women
Stop-the-clock policies	3.17	men
Inst. does what it can for work/life compatibility	2.50	women
Right balance between professional/personal	2.97	women
<b>Benchmark: Health and retirement benefits</b>	<b>3.28</b>	men
Health benefits for yourself	3.32	men
Health benefits for family	2.95	men
Retirement benefits	3.42	women
Phased retirement options	3.23	
<b>Related survey items</b>		
Salary	2.62	men

Table 5: Interdisciplinary work, collaboration and mentoring with survey categories and gender analysis

	Mean	
<b>Benchmark: Interdisciplinary work</b>	<b>2.43</b>	
Budgets encourage interdiscip. work	2.28	
Facilities conducive to interdiscip. work	2.40	men
Interdiscip. work is rewarded in merit	2.29	women
Interdiscip. work is rewarded in promotion	2.36	women
Interdiscip. work is rewarded in tenure	2.88	women
Dept. knows how to evaluate interdiscip. work	2.53	women
<b>Benchmark: Collaboration</b>	<b>3.36</b>	women
Opportunities for collab. within dept.	3.41	
Opportunities for collab. outside dept.	3.25	women
Opportunities for collab. outside inst.	3.42	
<b>Benchmark: Mentoring</b>	<b>2.77</b>	
Effectiveness of mentoring within dept.	3.63	women
Effectiveness of mentoring outside dept.	3.58	
Mentoring of pre-tenure faculty	2.64	women
Mentoring of associate faculty	2.17	women
Support for faculty to be good mentors	1.98	women
Being a mentor is fulfilling	4.14	women
<b>Related survey items</b>		
Importance of mentoring within dept.	4.37	
Importance of mentoring outside dept.	3.94	men
Importance of mentoring outside inst.	3.98	men
Effectiveness of mentoring outside the inst.	3.92	men

Related Survey Items:

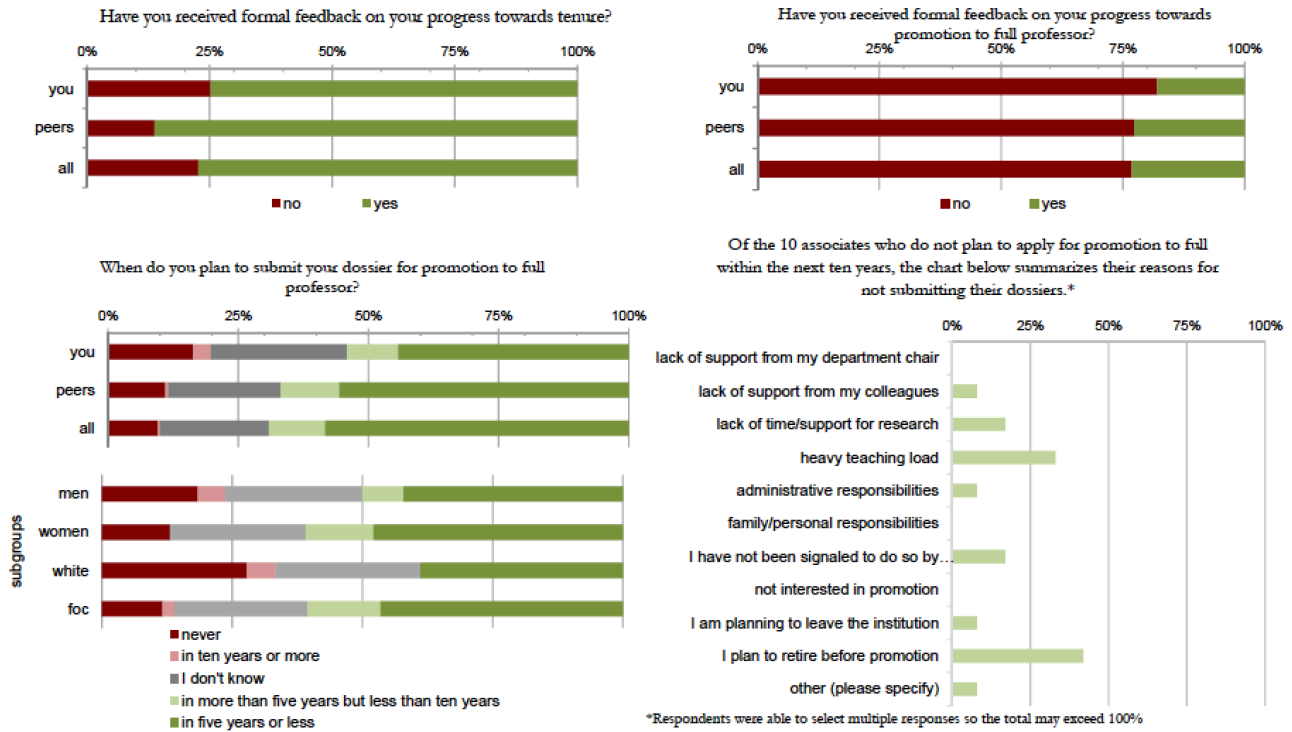


Table 6: Tenure and promotion with survey categories and gender analysis

	mean	
<b>Benchmark: Tenure policies</b>	<b>3.54</b>	<b>men</b>
Clarity of tenure process	3.82	men
Clarity of tenure criteria	3.73	men
Clarity of tenure standards	3.60	men
Clarity of body of evidence for deciding tenure	3.64	men
Clarity of whether I will achieve tenure	3.54	men
Consistency of messages about tenure	3.16	men
Tenure decisions are performance-based	3.25	men
<b>Benchmark: Tenure clarity</b>	<b>3.46</b>	
Clarity of expectations: Scholar	3.73	
Clarity of expectations: Teacher	3.89	
Clarity of expectations: Advisor	3.62	men
Clarity of expectations: Colleague	3.29	
Clarity of expectations: Campus citizen	3.20	
Clarity of expectations: Broader community	3.00	
<b>Benchmark: Promotion</b>	<b>3.33</b>	<b>women</b>
Reasonable expectations: Promotion	3.16	women
Dept. culture encourages promotion	2.86	women
Clarity of promotion process	3.58	women
Clarity of promotion criteria	3.52	women
Clarity of promotion standards	3.41	women
Clarity of body of evidence for promotion	3.37	women
Clarity of time frame for promotion	3.42	women
Clarity of whether I will be promoted	3.08	women

Related Survey Items:

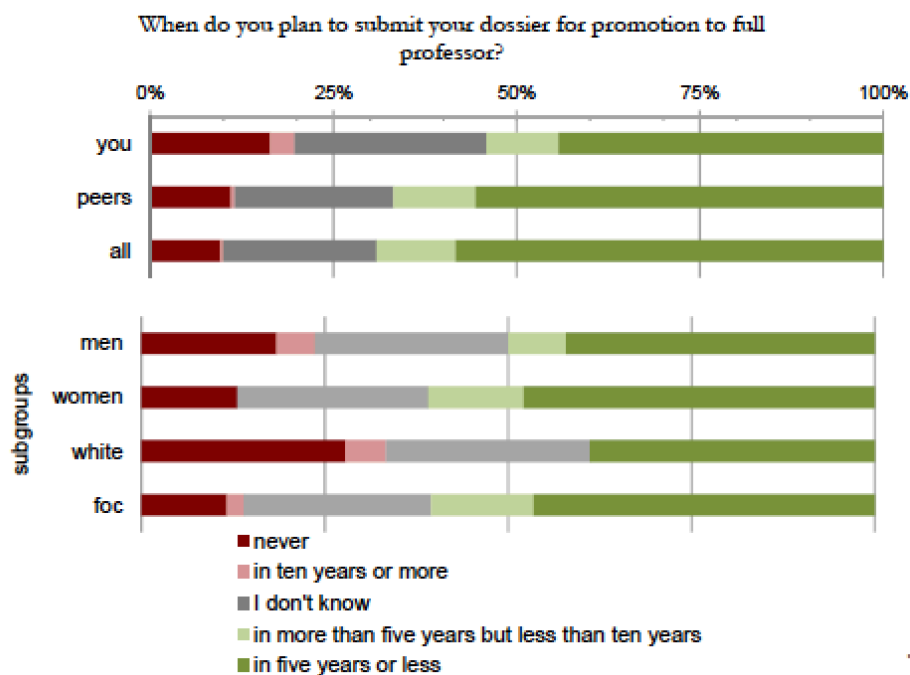


Table 7: Department survey categories with gender analysis

	Mean	
<b>Benchmark: Departmental collegiality</b>	<b>3.58</b>	
Colleagues support work/life balance	3.33	women
Meeting times compatible with personal needs	3.82	women
Amount of personal interaction w/Pre-tenure	3.57	men
How well you fit	3.53	men
Amount of personal interaction w/Tenured	3.52	
Colleagues pitch in when needed	3.60	women
Dept. is collegial	3.59	women
<b>Related survey items</b>		
Colleagues committed to diversity/inclusion	3.70	
<b>Benchmark: Departmental engagement</b>	<b>3.41</b>	
Discussions of undergrad student learning	3.64	
Discussions of grad student learning	2.95	women
Discussions of effective teaching practices	3.46	men
Discussions of effective use of technology	3.40	
Discussions of current research methods	3.16	women
Amount of professional interaction w/Pre-tenure	3.65	men
Amount of professional interaction w/Tenured	3.61	men
<b>Benchmark: Departmental quality</b>	<b>3.15</b>	
Intellectual vitality of tenured faculty	3.13	
Intellectual vitality of pre-tenure faculty	3.48	men
Scholarly productivity of tenured faculty	2.95	
Scholarly productivity of pre-tenure faculty	3.37	men
Teaching effectiveness of tenured faculty	3.17	men
Teaching effectiveness of pre-tenure faculty	3.41	men



Dept. is successful at faculty recruitment	2.97	
Dept. is successful at faculty retention	2.96	
Dept. addresses sub-standard performance	2.63	women