BINGHAMTON UNIVERSITY

COACH FACULTY SATISFACTION SURVEY REPORT 2011-12

PREPARED BY

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EXECUTIVE SUMMARY

Binghamton University administered the Faculty Satisfaction Survey developed by COACHE (The Collaborative on Academic Careers in Higher Education) at the Harvard Graduate School of Education during the Fall semester of 2011. COACHE’s faculty survey is designed to give provosts, deans, and faculty leaders robust data, rather than anecdotes or headlines, that describe whether and why faculty feel valued and satisfied in their work. The instrument sticks to those aspects of faculty work/lives that are within the power of faculty leaders and administrators to improve. Hence, the purpose of this survey is to evaluate the level of faculty satisfaction with different aspects of personal and professional life.

In September 2011, a sample of 342 faculty from Binghamton University received an invitation from the Executive Vice Chancellor for Academic Affairs and Provost of SUNY Central to participate in the survey and 193 (56%) faculty responded to the survey. Among the respondents, 63% (121) were male while 37% (72) were female; 76% (136) were married/partnered while 24% (44) were single/unmarried. A vast majority of the faculty were from Harpur College of Arts and Sciences (72%, 139) while 9% (18) were from the Watson School of Engineering and Applied Sciences (second largest). More than three quarters of the respondents were white (76%) while 14% were Asian American (second largest). The vast majority of the respondents were tenured faculty (78%, 151) while almost 22% (42) were tenure-track faculty.

Primarily this report is divided into the following major sections:

- Background Information
- Benchmark Analyses and
  - Nature of work: Teaching
  - Nature of work: Research
  - Nature of work: Service
  - Facilities and work resources
  - Personal and family benefits
  - Health and retirement benefits
  - Interdisciplinary work
  - Collaboration
  - Mentoring
  - Tenure policies
  - Tenure clarity
  - Tenure reasonableness
  - Promotion
  - Leadership: Senior
  - Leadership: Divisional
  - Leadership: Departmental
  - Departmental collegiality
  - Departmental engagement
  - Departmental quality
  - Appreciation and recognition
- Theme Analyses
Highlights from the Results

Benchmark Analyses

- Overall, BU faculty are most likely to be satisfied with the health and retirement benefits they receive while they are least likely to be satisfied with the interdisciplinary work conditions.
- Female faculty are less likely to be satisfied than their male counterparts.
- Associate professors are less likely to be satisfied (majority of the items) than their assistant/full professor counterparts.

Theme Analyses

Nature of Work

- About 83% of the BU faculty reported satisfaction (satisfied/very satisfied) with the portion of time they spent on teaching while a massive 94% reported satisfaction (satisfied/very satisfied) with the discretion they had over the course content they teach.
- About 89% of the BU faculty reported overall satisfaction (satisfied/very satisfied) with the influence they had over research/scholarly/creative work while only 28% reported satisfaction with securing graduate student assistance; only 34% reported satisfaction with the availability of course release time to focus on research; 36% reported satisfaction with the institutional support for research/scholarly/creative work; and 38% with the amount of external funding they were expected to find.
- Only 37% of the faculty who performed administrative tasks reported satisfaction (satisfied/very satisfied) with their administrative responsibilities.

Resources and Support

- More than three quarters of the respondents (83%) reported satisfaction (satisfied/very satisfied) with their health benefits.
Only 10% of the respondents reported satisfaction (satisfied/very satisfied) with the tuition waivers, remission, or exchange benefits.

About one third of the respondents (35%) reported satisfaction (satisfied/very satisfied) with their phased retirement options.

A little over one third of the respondents (38%) reported satisfaction (satisfied/very satisfied) with the spousal/partner hiring program. The same percentage respondents (38%) also reported satisfaction (satisfied/very satisfied) with their family/medical leave options.

Only 40% of the BU faculty reported satisfaction (satisfied/very satisfied) with classroom facilities while less than half (49%) reported satisfaction (satisfied/very satisfied) with the computer and technical support.

Just over half of the faculty (51%) reported satisfaction (satisfied/very satisfied) with their salary.

**Interdisciplinary Work and Collaboration**

- Less than a quarter of the faculty (24%) agree (somewhat agree or strongly agree) that the campus facilities are conducive to interdisciplinary work.
- Just over a quarter of the faculty (27%) agree (somewhat agree or strongly agree) that interdisciplinary work is rewarded in the tenure process.
- About 29% of the faculty agree (somewhat agree or strongly agree) that interdisciplinary work is rewarded in the promotion process.
- Less than one third of the faculty (30%) agree (somewhat agree or strongly agree) that interdisciplinary work is rewarded in the merit process.
- Less than one third of the faculty (31%) agree (somewhat agree or strongly agree) that budget allocations encourage interdisciplinary work.
- About one third of the faculty (33%) agree (somewhat agree or strongly agree) that their department understands how to evaluate interdisciplinary work.

**Mentoring**

- Only 12% of the respondents agree (somewhat agree or strongly agree) that BU provides adequate support for faculty to be good mentors.
- Less than a quarter of the tenured faculty (25%) agree (somewhat agree or strongly agree) that there is effective mentoring of tenured associate professors in their department.
- Less than half of the respondents (46%) agree (somewhat agree or strongly disagree) that there is effective mentoring of pre-tenured faculty in their department.

**Tenure and Promotion Practices**
A huge majority of the pre-tenured faculty (85%) believe the expectations in order to earn tenure regarding their performance as a scholar are clear (somewhat clear/very clear) while 84% of these respondents believe the expectations in order to earn tenure regarding their performance as a scholar are reasonable (somewhat reasonable/very reasonable).

More than three quarters of the pre-tenured faculty (80%) believe the expectations in order to earn tenure regarding their performance as a teacher are clear (somewhat clear/very clear) while 85% of these respondents believe the expectations in order to earn tenure regarding their performance as a teacher are reasonable (somewhat reasonable/very reasonable).

A little over one third of the pre-tenured faculty (37%) believe the expectations in order to earn tenure regarding their performance as a campus citizen are clear (somewhat clear/very clear).

About a quarter of the pre-tenured faculty (26%) believe the expectations in order to earn tenure regarding their performance as a member of broader community are clear (somewhat clear/very clear).

**Institutional Governance and Leadership**

- Only 32% of the faculty agree (somewhat agree or strongly agree) that BU’s priorities are acted upon consistently across all levels of leadership.
- About the same percentage (34%) of the faculty agree (somewhat agree or strongly agree) that BU’s priorities are stated consistently across all level of leadership.

**Department**

- One third of the faculty (33%) reported they engaged in conversation regularly or frequently with other faculty in their department regarding effective use of technology while 40% reported they engaged in conversation regularly or frequently with other faculty in their department regarding effective teaching practices.
- More than three quarters of the faculty (78%) reported satisfaction (somewhat satisfied/very satisfied) with the intellectual vitality of pre-tenured faculty in their department.
- The same percentage of the faculty (78%) agree (somewhat agree/strongly agree) that overall their department is collegial.

**Appreciation and Recognition**

- Less than half of the faculty (49%) reported satisfaction (satisfied/very satisfied) with the recognition they receive for their teaching efforts.
A little over one third of the faculty (37%) reported satisfaction (satisfied/very satisfied) with the recognition they receive for their student advising.

About one third of the faculty (34%) reported satisfaction (satisfied/very satisfied) with the recognition they receive for their outreach activities.

**Recruitment and Retention**

- Only one fifth of the faculty (20%) agree (somewhat agree or strongly agree) that outside offers are not necessary as leverage in compensation negotiations.
- Less than a quarter of the faculty (24%) agree (somewhat agree or strongly agree) that their departments are successful at addressing sub-standard tenured faculty performance.

**Global Satisfaction**

- All things considered, a little less than three quarters (71%) of the faculty reported satisfaction (satisfied/very satisfied) with their departments as a place to work.
- All things considered, about two thirds of the faculty (66%) reported satisfaction (satisfied/very satisfied) with Binghamton University as a place to work.
- If asked by a candidate for a faculty position, an enormous 94% of the faculty would recommend (strongly recommend/recommend with reservation) their departments as a place to work.
BACKGROUND INFORMATION

School

Gender and Marital Status
**Parenthood**

- Parent: 49%
- Not Parent: 51%
- Parent of infant, toddler, or preschool: 10%
- Parent of school-aged children: 31%
- Parent of college student: 20%
- Caregiver for dependent adult: 7%

**Race**

- Asian American, or: 14%
- White (non-Hispanic): 76%
- Black or African American: 4%
- Hispanic of Latino: 4%
- Other: 2%
- Multiracial: 1%
Citizenship

Tenure Status and Rank
**Current Salary**

![Current Salary graph]

**Spouse/Partner Employment Status**

![Spouse/Partner Employment Status graph]
Are you currently serving in an administrative position? If yes, what title do you hold?

Not counting your current institution, at how many other colleges/universities have you held a tenured or tenure-track faculty position?
BENCHMARK ANALYSES

In an effort to make it easier for people on and off campus to discuss faculty satisfaction and the institutional improvement, COACHE created the Benchmark Scores of Effective Practice. The benchmarks represent clusters of items on the survey and the scores are the weighted arithmetic average (mean) of the corresponding survey items, calculated by dividing the sum of values for each item by the total number of faculty responding to that item. The Benchmarks and the relevant means (Lowest = 1, highest = 5) are:

- Nature of work: Teaching - 3.83
- Nature of work: Research – 3.27
- Nature of work: Service – 3.38
- Facilities and work resources – 3.37
- Personal and family benefits – 3.09
- Health and retirement benefits – 3.85
- Interdisciplinary work – 2.70
- Collaboration – 3.55
- Mentoring – 2.84
- Tenure policies – 3.55
- Tenure clarity – 3.52
- Tenure reasonableness – 3.97
- Promotion – 3.55
- Leadership: Senior – 3.01
- Leadership: Divisional – 3.58
- Leadership: Departmental – 3.76
- Departmental collegiality – 3.78
- Departmental engagement – 3.49
- Departmental quality – 3.48
- Appreciation and recognition – 3.31

The findings indicate those BU faculty (Tenure track faculty only) are most likely to be satisfied with the tenure reasonableness while they are least likely to be satisfied with the interdisciplinary work.

Nature of Work: Teaching

The benchmark for Nature of Work: Teaching includes items related to time spent on teaching, courses taught, quality of students, etc. The related items and the relevant means are:
The findings reveal that BU faculty are most likely to be satisfied with the discretion they have over course content while they are least likely to be satisfied with the support BU offers for improving their teaching.

Nature of Work: Research

The benchmark for Nature of Work: Research includes items related to time spent on research, funding, support, etc. The related items and the relevant means are:

- Time spent on research – 3.56
- Expectations for finding external funding – 3.15
- Influence over focus of research – 4.45
- Quality of grad students to support – 3.14
- Support for research – 2.95
- Support for engaging undergrads in research – 3.08
- Support for obtaining grants (pre-award) – 3.09
- Support for maintaining grants (post-award) – 3.45
- Support for securing grad student assistance – 2.91
- Support for travel to present/conduct research – 3.09
- Availability of course release for research – 2.93

The findings indicate that BU faculty are most likely to be satisfied with the influence they have over the focus of their research/scholarly/creative work while they are least likely to be satisfied with the support for securing graduate assistance.

Nature of Work: Service
The Benchmark for Nature of Work: Service includes items related to time spent on service, service to committees, student advisees, etc. The related items and the relevant means are:

- Time spent on service – 3.40
- Support for faculty in leadership roles – 3.03
- Number of committees – 3.57
- Attractiveness of committees – 3.46
- Discretion to choose committees – 3.61
- Equitability of committee assignments – 3.25
- Number of student advisees – 3.66

The findings indicate that BU faculty are most likely to be satisfied with the discretion they have to choose the committees on which they serve while they are least likely to be satisfied with the support they receive for the faculty who take on additional leadership roles.

Facilities and Work Resources

The items in this Benchmark include a number of facets of the physical workplace for faculty including office, lab, research or studio space, equipment, and classrooms. In addition, it includes items related to faculty support for technology, administrative work, and improvements to teaching. The related items and the relevant means are:

- Support for improving teaching – 3.36
- Office – 3.77
- Laboratory, research, studio space – 3.50
- Equipment – 3.28
- Classrooms – 2.99
- Library resources – 3.52
- Computing and technical support – 3.22
- Clerical/administrative support – 3.35

The results reveal that BU faculty are most likely to be satisfied with their offices while they least likely to be satisfied with their classrooms.

Personal and Family Benefits

In this Benchmark, faculty perceptions regarding the effectiveness of various benefit policies are measured. The items included in this benchmark and relevant means are:
Coaching & Organizational Development

Housing benefits – 2.44
Tuition waivers, remission, or exchange – 2.24
Spousal/partner hiring program – 2.92
Childcare – 3.14
Eldercare – 2.72
Family medical/parental leave – 3.18
Flexible workload/modified duties – 3.46
Stop-the-clock policies – 2.73
Inst. does what it can for work/life compatibility – 3.03
Right balance between professional/personal – 3.35

The results reveal that BU faculty are most likely to be satisfied with the flexible workload and modified duties for parental or other family reasons while they are least likely to be satisfied with the tuition waivers, remission, or exchange.

**Health and Retirement Benefits**

In this Benchmark, faculty perceptions regarding the effectiveness of various health and retirement benefit policies are measured. The items included in this benchmark and relevant means are:

- Health benefits for yourself – 4.01
- Health benefits for family – 3.90
- Retirement benefits – 3.75
- Phased retirement options – 3.32

The findings indicate that BU faculty are most likely to be satisfied with their health benefits while they are least likely to be satisfied with phased retirement option.

**Interdisciplinary Work**

In this Benchmark, faculty perceptions of various issues regarding interdisciplinary work are measured. The items included in this benchmark and relevant means are:

- Budgets encourage interdisciplinary work – 2.75
- Facilities conducive to interdisciplinary work – 2.63
- Interdisciplinary work is rewarded in merit – 2.63
- Interdisciplinary work is rewarded in promotion 2.64
- Interdisciplinary work is rewarded in tenure 2.59
- Department knows how to evaluate interdisciplinary work – 2.84
The findings indicate that among the items included in this category BU faculty are most likely to be in agreement with the statement that their respective departments understand how to evaluate interdisciplinary work while they least likely to be in agreement with the statement that interdisciplinary work is rewarded in the tenure process. However, it should be noted here that all scores are relatively low (less than 3.00).

**Collaboration**

In this Benchmark, BU faculty were asked to provide information regarding their satisfaction level on several collaboration relevant items. The items included in this benchmark and relevant means are:

- Opportunities for collaboration within department – 3.59
- Opportunities for collaboration outside department – 3.65
- Opportunities for collaboration outside institution – 3.39

**Mentoring**

Faculty mentoring has become an important aspect of academia. In this Benchmark, faculty perceptions of various issues regarding mentoring are measured. The items included in this benchmark and relevant means are:

- Effectiveness of mentoring from within department – 3.17
- Effectiveness of mentoring from outside department – 3.07
- Effectiveness of mentoring from outside institution – 3.10
- Mentoring of associate faculty within department – 2.38
- Institutional Support for faculty to be good mentors – 2.26

The findings indicate that BU faculty believe ‘mentoring from within department’ is most effective while they believe ‘institutional support for faculty in order to be good mentors’ to be least effective.

**Tenure Policies**

In this Benchmark, faculty (Tenure Track) perceptions of the clearness of tenure policies are measured. The items included in this benchmark and relevant means are:

- Clarity of tenure process – 3.45
- Clarity of tenure criteria – 3.50
Clarity of tenure standards – 3.34
Clarity of body of evidence for deciding tenure – 3.78
Clarity of whether I will achieve tenure – 3.62
Consistency of messages about tenure – 3.18
Tenure decisions are performance-based – 3.95

The results indicate that BU Tenure Track faculty are most likely to believe that the tenure decisions are made primarily on performance based (e.g., research/creative work, teaching, and/or service) rather than on non-performance-based criteria (e.g., politics, relationships, and/or demographics). On the other hand, they are least likely to believe that they receive consistent messages from tenured faculty about the requirements for tenure.

**Tenure Clarity**

In this Benchmark, faculty (Tenure Track) perceptions of tenure clarity are measured. The items included in this benchmark and relevant means are:

- Clarity of expectations: Scholar – 4.13
- Clarity of expectations: Teacher – 4.05
- Clarity of expectations: Advisor – 3.56
- Clarity of expectations: Colleague – 3.38
- Clarity of expectations: Campus citizen – 3.08
- Clarity of expectations: Broader community – 2.79

The results indicate that BU Tenure Track faculty are most likely to believe that in order to earn tenure, expectations regarding their performances as a scholar are clear while they are least likely to believe that expectations regarding their performances as a member of the broader community are not so clear.

**Tenure Reasonableness**

In this Benchmark, faculty (Tenure Track) perceptions of tenure reasonableness are measured. The items included in this benchmark and relevant means are:

- Reasonable expectations: Scholar – 4.16
- Reasonable expectations: Teacher – 4.31
- Reasonable expectations: Advisor – 4.05
- Reasonable expectations: Colleague – 3.83
- Reasonable expectations: Campus citizen – 3.72
Reasonable expectations: Community member – 3.67

The results indicate that BU Tenure Track faculty are most likely to believe that in order to earn tenure, expectations regarding their performances as teacher are reasonable. On the other hand, they are least likely to believe expectations regarding their performances as a community member are reasonable.

Promotion

In this Benchmark, faculty perceptions of the clearness of the promotion process are measured. The items included in this benchmark and relevant means are:

- Reasonable expectations: Promotion – 3.53
- Department culture encourages promotion – 3.83
- Clarity of promotion process – 3.70
- Clarity of promotion criteria – 3.65
- Clarity of promotion standards – 3.44
- Clarity of body of evidence for promotion – 3.74
- Clarity of time frame for promotion – 3.23
- Clarity of whether I will be promoted – 3.10

The results indicate that BU tenured faculty are most likely to believe that their respective department has a culture where associate professors are encouraged to work towards promotion to full professorship. On the other hand, they are least likely to believe that they have a clear sense whether they will be promoted to full professorship.

Senior Leadership

In this Benchmark, faculty satisfaction with the senior leadership at Binghamton University is measured. The items included in this benchmark and relevant means are:

- Pres/Chancellor: Pace of decision making – 3.06
- Pres/Chancellor: Stated priorities – 2.91
- Pres/Chancellor: Communication of priorities – 2.87
- CAO: Pace of decision making – 3.16
- CAO: Stated priorities – 3.06
- CAO: Communication of priorities – 2.99
The results indicate that BU faculty are most likely to be satisfied with the pace of decision making by their chief academic officer (provost) while they are least likely to be satisfied with the President’s communication of priorities.

**Divisional Leadership**

In this Benchmark, faculty satisfaction with the divisional leadership at Binghamton University is measured. The items included in this benchmark and relevant means are:

- Dean: Pace of decision making – 3.61
- Dean: Stated priorities – 3.66
- Dean: Communication of priorities – 3.64
- Dean: Ensuring faculty input – 3.44

The results indicate that BU faculty are most likely to be satisfied with their respective dean/division head’s stated priorities while they are least likely to be satisfied with their respective dean/division head’s efforts to ensure opportunities for faculty to have input into school/college priorities.

**Departmental Leadership**

In this Benchmark, faculty satisfactions with the departmental leadership at Binghamton University are measured. The items included in this benchmark and relevant means are:

- Head/Chair: Pace of decision making – 3.66
- Head/Chair: Stated priorities – 3.83
- Head/Chair: Communication of priorities – 3.67
- Head/Chair: Ensuring faculty input – 3.85
- Head/Chair: Fairness in evaluating work – 3.92

The results indicate that BU faculty are most likely to be satisfied with their respective department chair/head’s fairness in evaluating their work while they are least likely to be satisfied with their respective department chair/head’s stated priorities.

**Departmental Engagement**
In this Benchmark, faculty engagements within their respective departments are measured. The items included in this benchmark and relevant means are:

- Discussions of undergrad student learning – 3.58
- Discussions of grad student learning – 3.67
- Discussions of effective teaching practices – 3.34
- Discussions of effective use of technology – 3.09
- Discussions of current research methods – 3.28
- Amount of professional interaction w/tenured – 3.71

The results indicate that BU faculty are most likely to be engaged in conversations with tenured faculty in their respective departments about graduate student learning while they are least likely to be engaged in discussion regarding the use of technology.

**Departmental Quality**

In this Benchmark, faculty satisfaction with the departmental quality is measured. The items included in this benchmark and relevant means are:

- Intellectual vitality of tenured faculty – 3.53
- Intellectual vitality of pre-tenured faculty – 3.96
- Scholarly productivity of tenured faculty – 3.33
- Scholarly productivity of pre-tenured faculty – 3.73
- Teaching effectiveness of tenured faculty men – 3.53
- Teaching effectiveness of pre-tenured faculty – 3.77
- Dept. is successful at faculty recruitment – 3.44
- Dept. is successful at faculty retention - 3.38
- Dept. addresses sub-standard performance - 2.48

The results indicate that BU faculty are most likely to be satisfied with the intellectual vitality of pre-tenured faculty in their respective departments while they are least likely to be satisfied with their respective department’s success regarding addressing sub-standard tenured faculty performance.

**Departmental Collegiality**

In this Benchmark, BU faculty satisfaction with departmental collegiality is measured. The items included in this benchmark and relevant means are:

- Colleagues support work/life balance - 3.58
Meeting times compatible with personal needs – 4.13
Amount of personal interaction with pre-tenured faculty – 3.77
How well you fit - 3.61
Amount of personal interaction with tenured faculty – 3.70
Amount of professional interaction with tenured faculty – 3.71
Colleagues pitch in when needed – 3.76
My department is collegial – 3.99
Colleagues are committed to support and promote diversity – 3.86

The results indicate that BU faculty are most likely to be satisfied with the compatibility of the occurrences of department meetings with their personal/family needs while they are least likely to agree that their respective departmental colleagues do what they can to make their personal/family obligations and academic careers compatible.

Appreciation and Recognition

In this Benchmark, faculty satisfactions with the departmental qualities are measured. The items included in this benchmark and relevant means are:

Recognition: For teaching – 3.11
Recognition: for advising – 3.11
Recognition: For scholarship – 3.40
Recognition: For service – 3.20
Recognition: For outreach – 3.11
Recognition: From colleagues – 3.50
Recognition: From CAO – 3.10
Recognition: From Dean – 3.41
Recognition: From Head/Chair – 3.68
School/college is valued by Pres/Provost – 3.44
Department is valued by Pres/Provost – 3.31

The results indicate that BU faculty are most likely to be satisfied with the recognition they receive from their respective department chair while they are least likely to be satisfied with the recognition they receive from their Chief Academic Officer.
Benchmark Scores

The following charts present benchmark scores by gender and self-reported rank:

Nature of Work - Teaching

Nature of Work - Research
**Nature of Work - Service**

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<th>Female</th>
<th>Tenure Track</th>
<th>Tenured</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor (or &quot;Full Professor&quot;)</th>
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**Facilities And Work Resources**

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### Interdisciplinary Work

- Male: 2.74
- Female: 2.64
- Tenure Track: 2.76
- Tenured: 2.69
- Assistant Professor: 2.71
- Associate Professor: 2.60
- Professor (or "Full Professor") BU: 2.81
- BU: 2.70

### Collaboration

- Male: 3.63
- Female: 3.40
- Tenure Track: 3.49
- Tenured: 3.56
- Assistant Professor: 3.46
- Associate Professor: 3.49
- Professor (or "Full Professor") BU: 3.66
- BU: 3.55
Tenure Reasonableness

- Male: 3.95
- Female: 4.00
- Tenure Track: 3.97
- Tenured: 3.97
- Assistant Professor: 3.97
- Associate Professor: 3.97
- Professor (or "Full Professor"): 3.97
- BU: 3.97

Tenure Clarity

- Male: 3.53
- Female: 3.50
- Tenure Track: 3.52
- Tenured: 3.52
- Assistant Professor: 3.52
- Associate Professor: 3.52
- Professor (or "Full Professor"): 3.52
- BU: 3.52
THEME ANALYSES

COACHE also organizes the items into themes. Theme reports combine relevant items/benchmarks together for easy access. By examining these items together, these reports illustrate what contributes to specific areas of interest on campus and to facilitate discussion on campus. The themes are:

- **Nature of Work** – Items in this theme illustrate faculty satisfaction primarily in three areas – teaching, research, and services.
- **Resources and Support** – Items in this theme illustrate faculty satisfaction with office, lab, research or studio space, personal and family benefits, and health and retirement benefits.
- **Interdisciplinary Work and Collaboration** – Items in this theme area illustrate faculty satisfaction and level of agreement regarding interdisciplinary work and collaboration within and outside of department.
- **Mentoring** – Items in this theme area illustrate faculty perceptions of importance and effectiveness of several mentoring practices.
- **Tenure and Promotion Practices** – Items in this theme area illustrate faculty perception of tenure and promotion practices.
- **Institutional Leadership and Governance** – Items in this theme area illustrate faculty satisfaction and their levels of agreement with institutional, divisional, and departmental leadership qualities and effectiveness.
- **Department** – Items in this theme area illustrate faculty satisfaction with the departmental culture, such as, faculty engagement, collegiality, quality, climate, etc.
- **Appreciation and Recognition** – Items in this theme area illustrate faculty satisfaction with the appreciation and recognition they receive from different constituents.
- **Recruitment and Retention** – items in this theme area illustrate faculty perception of the effectiveness of faculty recruiting and retaining practices.
- **Global Satisfaction** – Items in this theme area illustrate overall faculty satisfaction with the institution.

The following charts present the frequency distributions for each item in all theme categories:
Nature of Work

Overall

Teaching - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following. (n = 190)

Research - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following. (n = 187)
Service (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents) - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following. (n = 191)

- Very dissatisfied: 5%
- Dissatisfied: 16%
- Neither satisfied nor dissatisfied: 25%
- Satisfied: 43%
- Very satisfied: 11%
- Other: 54%

Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education) - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following. (n = 135)

- Very dissatisfied: 1%
- Dissatisfied: 6%
- Neither satisfied nor dissatisfied: 37%
- Satisfied: 41%
- Very satisfied: 15%
- Other: 56%
Administrative tasks (e.g., creating and submitting reports, routine paperwork) - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following. (n = 182)

If you indicated ‘dissatisfied/very dissatisfied’ for any of the items above, please indicate whether you feel you spend too much or too little time on the following items: (Teaching: n = 16; Research: n = 51; Service: n = 37; Outreach: n = 8; and Administrative Task: n = 62)
I am able to balance the teaching, research, and service activities expected of me. - Please rate your level of agreement or disagreement with the following statements. (n = 190)

My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work. - Please rate your level of agreement or disagreement with the following statements. (n = 175)
Teaching

The number of courses you teach - Please rate your level of satisfaction or dissatisfaction with the following. (n = 188)

- Very dissatisfied: 1%
- Dissatisfied: 9%
- Neither satisfied nor dissatisfied: 10%
- Satisfied: 47%
- Very satisfied: 33%

Other: 80%

The level of courses you teach - Please rate your level of satisfaction or dissatisfaction with the following. (n = 188)

- Very dissatisfied: 2%
- Dissatisfied: 6%
- Neither satisfied nor dissatisfied: 9%
- Satisfied: 49%
- Very satisfied: 34%

Other: 83%
The discretion you have over the content of the courses you teach - Please rate your level of satisfaction or dissatisfaction with the following. (n = 187)

- Very dissatisfied: 1%
- Dissatisfied: 3%
- Neither satisfied nor dissatisfied: 2%
- Satisfied: 37%
- Very satisfied: 57%

The number of students in the classes you teach, on average - Please rate your level of satisfaction or dissatisfaction with the following. (n = 188)

- Neither satisfied nor dissatisfied: 14%
- Dissatisfied: 19%
- Very dissatisfied: 3%
- Satisfied: 43%
- Very satisfied: 21%
- Other: 64%
The quality of students you teach, on average - Please rate your level of satisfaction or dissatisfaction with the following. (n = 186)

- Satisfied: 46%
- Very satisfied: 16%
- Neither satisfied nor dissatisfied: 22%
- Dissatisfied: 14%
- Very dissatisfied: 2%
- Other: 62%

The support your institution has offered you for improving your teaching - Please rate your level of satisfaction or dissatisfaction with the following. (n = 178)

- Satisfied: 35%
- Very satisfied: 14%
- Neither satisfied nor dissatisfied: 30%
- Dissatisfied: 15%
- Very dissatisfied: 6%
- Other: 49%
How equitably the teaching workload is distributed across faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 186)

- Very dissatisfied: 8%
- Dissatisfied: 18%
- Neither satisfied nor dissatisfied: 18%
- Satisfied: 39%
- Very satisfied: 17%

Other: 56%

The quality of graduate students to support your teaching - Please rate your level of satisfaction or dissatisfaction with the following. (n = 149)

- Very dissatisfied: 5%
- Dissatisfied: 17%
- Neither satisfied nor dissatisfied: 21%
- Satisfied: 42%
- Very satisfied: 15%

Other: 57%
Research

The amounts of external funding you are expected to find - Please rate your level of satisfaction or dissatisfaction with the following. (n = 171)

- Very dissatisfied: 4%
- Dissatisfied: 22%
- Neither satisfied nor dissatisfied: 36%
- Satisfied: 32%
- Very satisfied: 6%
- Other: 38%

The influence you have over the focus of your research/scholarly/creative work - Please rate your level of satisfaction or dissatisfaction with the following. (n = 186)

- Very satisfied: 57%
- Satisfied: 32%
- Other: 89%
- Very satisfied: 57%
- Neither satisfied nor dissatisfied: 10%
- Dissatisfied: 1%
The quality of graduate students to support your research/scholarly/creative work - Please rate your level of satisfaction or dissatisfaction with the following. (n = 156)

![Pie chart showing satisfaction levels for graduate student support](image1)

- Very dissatisfied: 10%
- Dissatisfied: 20%
- Neither satisfied nor dissatisfied: 30%
- Satisfied: 26%
- Very satisfied: 14%
- Other: 40%

Institutional support (e.g., internal grants/seed money) for your research/scholarly/creative work - Please rate your level of satisfaction or dissatisfaction with the following. (n = 182)

![Pie chart showing satisfaction levels for institutional support](image2)

- Very dissatisfied: 14%
- Dissatisfied: 23%
- Neither satisfied nor dissatisfied: 27%
- Satisfied: 25%
- Very satisfied: 11%
- Other: 36%
The support your institution provides you for engaging undergraduates in your research/scholarly/creative work - Please rate your level of satisfaction or dissatisfaction with the following. (n = 157)

- Very dissatisfied: 10%
- Dissatisfied: 20%
- Neither satisfied nor dissatisfied: 31%
- Satisfied: 29%
- Very satisfied: 10%
- Other: 39%

Obtaining externally funded grants (pre-award) - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for. (n = 164)

- Very dissatisfied: 11%
- Dissatisfied: 21%
- Neither satisfied nor dissatisfied: 27%
- Satisfied: 30%
- Very satisfied: 11%
- Other: 41%
Managing externally funded grants (post-award) - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for. (n = 137)

- Very dissatisfied: 5%
- Dissatisfied: 15%
- Neither satisfied nor dissatisfied: 29%
- Satisfied: 32%
- Very satisfied: 19%
- Other: 5%

Securing graduate student assistance - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for. (n = 158)

- Very dissatisfied: 9%
- Dissatisfied: 26%
- Neither satisfied nor dissatisfied: 37%
- Satisfied: 20%
- Very satisfied: 8%
- Other: 28%
Traveling to present papers or conduct research/creative work - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for. (n = 186)

- Very dissatisfied: 11%
- Dissatisfied: 23%
- Neither satisfied nor dissatisfied: 21%
- Satisfied: 36%
- Very satisfied: 9%
- Other: 45%

The availability of course release time to focus on your research - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for. (n = 172)

- Very dissatisfied: 12%
- Dissatisfied: 24%
- Neither satisfied nor dissatisfied: 30%
- Satisfied: 27%
- Very satisfied: 7%
- Other: 34%
Service

The number of committees on which you serve - Please rate your level of satisfaction or dissatisfaction with the following. (n = 188)

- Very dissatisfied: 2%
- Dissatisfied: 12%
- Neither satisfied nor dissatisfied: 25%
- Satisfied: 49%
- Very satisfied: 12%
- Other: 61%

The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve - Please rate your level of satisfaction or dissatisfaction with the following. (n = 183)

- Very dissatisfied: 3%
- Dissatisfied: 12%
- Neither satisfied nor dissatisfied: 35%
- Satisfied: 37%
- Very satisfied: 13%
- Other: 50%
The discretion you have to choose the committees on which you serve - Please rate your level of satisfaction or dissatisfaction with the following. (n = 184)

- Very dissatisfied: 2%
- Dissatisfied: 11%
- Neither satisfied nor dissatisfied: 28%
- Satisfied: 41%
- Very satisfied: 18%
- Other: 59%

How equitably committee assignments are distributed across faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 185)

- Very dissatisfied: 9%
- Dissatisfied: 16%
- Neither satisfied nor dissatisfied: 30%
- Satisfied: 33%
- Very satisfied: 12%
- Other: 45%
The number of students you advise/mentor (including oversight of independent study, research projects, internships, study abroad) - Please rate your level of satisfaction or dissatisfaction with the following. (n = 187)

- Very dissatisfied: 3%
- Dissatisfied: 10%
- Neither satisfied nor dissatisfied: 19%
- Satisfied: 55%
- Very satisfied: 13%
- Other: 68%
RESOURCES AND SUPPORT

Facilities and Work Resources

Office - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 189)

Laboratory, research, or studio space - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 131)
Equipment - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 179)

Classrooms - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 189)
Library resources - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 188)

- Very dissatisfied: 4%
- Dissatisfied: 14%
- Neither satisfied nor dissatisfied: 22%
- Satisfied: 47%
- Very satisfied: 13%
- Other: 60%

Computing and technical support - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 188)

- Very dissatisfied: 10%
- Dissatisfied: 17%
- Neither satisfied nor dissatisfied: 24%
- Satisfied: 39%
- Very satisfied: 10%
- Other: 49%
Clerical/administrative support - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 188)
Salary

Salary - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 190)

- Very satisfied: 15%
- Satisfied: 36%
- Neither satisfied nor dissatisfied: 20%
- Dissatisfied: 22%
- Very dissatisfied: 7%
- Other: 51%
**Health and Retirement Benefits**

**Health benefits for yourself** - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. \(n = 186\)

- Very dissatisfied: 1%
- Dissatisfied: 2%
- Neither satisfied nor dissatisfied: 14%
- Satisfied: 60%
- Very satisfied: 23%
- Other: 83%

**Health benefits for your family (i.e. spouse, partner, and dependents)** - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. \(n = 160\)

- Neither satisfied nor dissatisfied: 17%
- Dissatisfied: 3%
- Very dissatisfied: 2%
- Satisfied: 57%
- Very satisfied: 21%
- Other: 78%
Retirement benefits - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 168)

- Very dissatisfied: 2%
- Dissatisfied: 6%
- Neither satisfied nor dissatisfied: 24%
- Satisfied: 52%
- Very satisfied: 16%
- Other: 68%

Phased retirement options - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 74)

- Very dissatisfied: 3%
- Dissatisfied: 9%
- Neither satisfied nor dissatisfied: 53%
- Satisfied: 32%
- Very satisfied: 3%
- Other: 35%
Personal and Family Benefits

Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage) - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 41)

- Neither satisfied nor dissatisfied: 44%
- Dissatisfied: 20%
- Very dissatisfied: 24%
- Satisfied: 12%
- Other: 12%

Tuition waivers, remission, or exchange - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 74)

- Neither satisfied nor dissatisfied: 31%
- Dissatisfied: 31%
- Very dissatisfied: 28%
- Satisfied: 7%
- Very satisfied: 3%
- Other: 10%
Spousal/partner hiring program - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 83)

![Pie chart showing satisfaction levels for spousal/partner hiring program.]

- Very dissatisfied: 21%
- Dissatisfied: 13%
- Neither satisfied nor dissatisfied: 28%
- Satisfied: 31%
- Very satisfied: 7%
- Other: 38%

Childcare - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 59)

![Pie chart showing satisfaction levels for childcare.]

- Very dissatisfied: 10%
- Dissatisfied: 17%
- Neither satisfied nor dissatisfied: 31%
- Satisfied: 34%
- Very satisfied: 8%
- Other: 42%
Eldercare - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 25)

- Dissatisfied: 12%
- Neither satisfied nor dissatisfied: 60%
- Satisfied: 8%
- Very satisfied: 4%
- Other: 12%

Family medical/parental leave - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 87)

- Dissatisfied: 8%
- Very dissatisfied: 10%
- Neither satisfied nor dissatisfied: 44%
- Satisfied: 29%
- Very satisfied: 9%
- Other: 38%
Flexible workload/modified duties for parental or other family reasons - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 91)

Stop-the-clock for parental or other family reasons - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment. (n = 15)
INTERDISCIPLINARY WORK AND COLLABORATION

Interdisciplinary Work

Budget allocations encourage interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements. (n = 160)

Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements. (n = 165)
Interdisciplinary work is rewarded in the merit process. - Please rate your level of agreement or disagreement with the following statements. (n = 153)

Interdisciplinary work is rewarded in the promotion process. - Please rate your level of agreement or disagreement with the following statements. (n = 122)
Interdisciplinary work is rewarded in the tenure process. - Please rate your level of agreement or disagreement with the following statements. (n = 22)

My department understands how to evaluate interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements. (n = 166)
Collaboration

Other members of your department - Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with. (n = 184)

- Very dissatisfied: 7%
- Dissatisfied: 8%
- Neither satisfied nor dissatisfied: 24%
- Satisfied: 42%
- Very satisfied: 19%
- Other: 61%

Within your institution, faculty outside your department - Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with. (n = 185)

- Very dissatisfied: 5%
- Dissatisfied: 10%
- Neither satisfied nor dissatisfied: 36%
- Satisfied: 37%
- Very satisfied: 12%
- Other: 49%
Faculty outside your institution - Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with. (n =182)
MENTORING

At this institution and in the past five years, I have served as either a formal or informal mentor to... (n = 145)

Having a mentor or mentors in your department - Please indicate how important or unimportant each of the following is to your success as a faculty member. (n = 175)

...
Having a mentor or mentors outside your department at your institution - Please indicate how important or unimportant each of the following is to your success as a faculty member. (n = 173)

- Very unimportant: 6%
- Unimportant: 16%
- Neither important nor unimportant: 34%
- Other: 44%
- Important: 28%
- Very important: 16%

Having a mentor or mentors outside your institution - Please indicate how important or unimportant each of the following is to your success as a faculty member. (n = 175)

- Very unimportant: 4%
- Unimportant: 12%
- Neither important nor unimportant: 22%
- Other: 62%
- Important: 31%
- Very important: 31%
Mentoring from someone in your department - Please rate the effectiveness or ineffectiveness of the following for you. (n = 143)

- Very ineffective: 15%
- Somewhat ineffective: 18%
- Neither effective nor ineffective: 18%
- Effective: 34%
- Very effective: 15%
- Other: 49%

Mentoring from someone outside your department at your institution - Please rate the effectiveness or ineffectiveness of the following for you. (n = 102)

- Neither effective nor ineffective: 31%
- Somewhat ineffective: 13%
- Very ineffective: 15%
- Effective: 33%
- Very effective: 8%
- Other: 41%
Mentoring from someone outside your institution - Please rate the effectiveness or ineffectiveness of the following for you. (n = 126)

- Neither effective nor ineffective: 22%
- Somewhat ineffective: 4%
- Very ineffective: 5%
- Effective: 47%
- Very effective: 22%
- Other: 69%

There is effective mentoring of pre-tenured faculty in my department - Please rate your level of agreement or disagreement with the following statements. (n = 180)

- Strongly disagree: 13%
- Somewhat disagree: 23%
- Neither agree nor disagree: 18%
- Somewhat agree: 32%
- Strongly agree: 14%
- Other: 46%
There is effective mentoring of tenured associate professors in my department. - Please rate your level of agreement or disagreement with the following statements. (n = 133)

My institution provides adequate support for faculty to be good mentors. - Please rate your level of agreement or disagreement with the following statements. (n = 131)
My department has a culture where associate professors are encouraged to work towards promotion to full professorship. - Please rate your level of agreement or disagreement with the following statements. (n = 137)

- Strongly disagree
  - 10%
- Somewhat disagree
  - 15%
- Neither agree nor disagree
  - 18%
- Somewhat agree
  - 28%
- Strongly agree
  - 29%

Generally, the expectations for promotion from associate to full professor are reasonable to me. - Please rate your level of agreement or disagreement with the following statements. (n = 125)

- Strongly disagree
  - 9%
- Somewhat disagree
  - 13%
- Neither agree nor disagree
  - 7%
- Somewhat agree
  - 29%
- Strongly agree
  - 42%

Other
- 57%

Neither agree nor disagree
- 57%
TENURE AND PROMOTIONS PRACTICES

Tenure Policies

The tenure process in my department - Please rate the clarity of the following aspects of earning tenure in your department. (n = 38)

- Very unclear: 8%
- Somewhat unclear: 27%
- Neither clear nor unclear: 5%
- Somewhat clear: 34%
- Very clear: 26%
- Other: 60%

The tenure criteria (what things are evaluated) in my department - Please rate the clarity of the following aspects of earning tenure in your department. (n = 38)

- Very unclear: 5%
- Somewhat unclear: 24%
- Neither clear nor unclear: 2%
- Somewhat clear: 53%
- Very clear: 16%
- Other: 69%
The tenure standards (the performance thresholds) in my department - Please rate the clarity of the following aspects of earning tenure in your department. (n = 38)

- Very unclear: 8%
- Somewhat unclear: 26%
- Neither clear nor unclear: 8%
- Somewhat clear: 40%
- Very clear: 18%
- Other: 58%

The body of evidence (the dossier's contents) that will be considered in making my tenure decision - Please rate the clarity of the following aspects of earning tenure in your department. (n = 37)

- Neither clear nor unclear: 14%
- Somewhat unclear: 16%
- Other: 70%
- Somewhat clear: 46%
- Very clear: 24%
My sense of whether or not I will achieve tenure - Please rate the clarity of the following aspects of earning tenure in your department. (n = 38)

I have received consistent messages from tenured faculty about the requirements for tenure. - Please rate your level of agreement or disagreement with the following statements. (n = 38)
In my opinion, tenure decisions here are made primarily on performance-based criteria (e.g., research/creative work, teaching, and/or service) rather than on non-performance-based criteria (e.g., politics, relationships, and/or demographics). (n = 38)
**Tenure Clarity**

A scholar - Is what’s expected in order to earn tenure clear to you regarding your performance as. (n = 39)

![Pie chart showing tenure clarity for scholars](image)

- Very unclear: 5%
- Somewhat unclear: 10%
- Neither clear nor unclear: 13%
- Somewhat clear: 36%
- Very clear: 49%
- Other: 85%

A teacher - Is what’s expected in order to earn tenure clear to you regarding your performance as. (n = 39)

![Pie chart showing tenure clarity for teachers](image)

- Very unclear: 2%
- Somewhat unclear: 5%
- Neither clear nor unclear: 13%
- Somewhat clear: 44%
- Very clear: 36%
- Other: 80%
An advisor to students - Is what's expected in order to earn tenure clear to you regarding your performance as. (n = 39)

![Pie chart showing distribution of responses](chart1.png)

A colleague in your department - Is what's expected in order to earn tenure clear to you regarding your performance as. (n = 39)

![Pie chart showing distribution of responses](chart2.png)
A campus citizen - Is what's expected in order to earn tenure clear to you regarding your performance as. (n = 38)

A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure clear to you regarding your performance as. (n = 38)
Tenure Reasonableness

A scholar - Is what's expected in order to earn tenure reasonable to you regarding your performance as. (n = 38)

- Somewhat unreasonable: 8%
- Neither reasonable nor unreasonable: 8%
- Somewhat reasonable: 45%
- Very reasonable: 39%
- Other: 84%

A teacher - Is what's expected in order to earn tenure reasonable to you regarding your performance as. (n = 39)

- Neither reasonable nor unreasonable: 15%
- Somewhat reasonable: 39%
- Very reasonable: 46%
- Other: 85%
An advisor to students - Is what's expected in order to earn tenure reasonable to you regarding your performance as. (n = 39)

![Pie chart showing responses to advisor satisfaction]

A colleague in your department - Is what's expected in order to earn tenure reasonable to you regarding your performance as. (n = 37)

![Pie chart showing responses to colleague satisfaction]
A campus citizen - Is what's expected in order to earn tenure reasonable to you regarding your performance as. (n = 36)

Neither reasonable nor unreasonable: 44%
Somewhat reasonable: 39%
Very reasonable: 17%
Other: 56%

A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure reasonable to you regarding your performance as. (n = 36)

Neither reasonable nor unreasonable: 50%
Somewhat reasonable: 33%
Very reasonable: 17%
Other: 50%
Promotion

My department has a culture where associate professors are encouraged to work towards promotion to full professorship. - Please rate your level of agreement or disagreement with the following statements. (n = 137)

[Chart showing distribution of responses]

Generally, the expectations for promotion from associate to full professor are reasonable to me. - Please rate your level of agreement or disagreement with the following statements. (n = 125)

[Chart showing distribution of responses]
The promotion process in my department - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor. (n = 141)

![Pie chart showing survey results]

- Very unclear: 9%
- Somewhat unclear: 15%
- Neither clear nor unclear: 10%
- Somewhat clear: 28%
- Very clear: 38%
- Other: 66%

The promotion criteria (what things are evaluated) in my department - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor. (n = 142)

![Pie chart showing survey results]

- Neither clear nor unclear: 11%
- Somewhat unclear: 17%
- Very unclear: 9%
- Somewhat clear: 26%
- Very clear: 37%
- Other: 63%
The promotion standards (the performance thresholds) in my department - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor. (n = 142)

- Neither clear nor unclear: 11%
- Somewhat unclear: 20%
- Very unclear: 11%
- Somewhat clear: 31%
- Very clear: 27%
- Other: 58%

The body of evidence (the dossier's contents) considered in making promotion decisions - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor. (n = 141)

- Neither clear nor unclear: 13%
- Somewhat unclear: 11%
- Very unclear: 10%
- Somewhat clear: 27%
- Very clear: 39%
- Other: 66%
The time frame within which associate professors should apply for promotion - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor. (n = 141)

- Very unclear: 14%
- Somewhat unclear: 17%
- Neither clear nor unclear: 22%
- Somewhat clear: 26%
- Very clear: 21%
- Other: 47%

My sense of whether I will be promoted from associate to full professor - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor. (n = 69)

- Very unclear: 16%
- Somewhat unclear: 22%
- Neither clear nor unclear: 20%
- Somewhat clear: 20%
- Very clear: 22%
- Other: 42%
Have you received formal feedback on your progress toward the following?

**Promotion to Full Professor (n=66)**
- Yes: 83%
- No: 17%

**Tenure (n=36)**
- Yes: 53%
- No: 47%

When do you plan to submit your dossier for promotion to full professor? (n = 47)

- In five years or less: 68%
- In more than five years but less than ten years: 8%
- Never: 13%
- Other: 11%
- I've already submitted my dossier: 11%
Would you agree or disagree that, on the whole, your decision to remain at this institution for the rest of your career depends on whether or not you are promoted to full professor? (n = 69)
INSTITUTIONAL GOVERNANCE AND LEADERSHIP

Overall

My institution’s priorities are stated consistently across all levels of leadership. - Please rate your level of agreement or disagreement with the following statements. (n = 168)

![Pie chart showing responses](chart1.png)

My institution’s priorities are acted upon consistently across all levels of leadership. - Please rate your level of agreement or disagreement with the following statements. (n = 164)

![Pie chart showing responses](chart2.png)
In the past five years, my institution's priorities have changed in ways that negatively affect my work in my department. - Please rate your level of agreement or disagreement with the following statements. (n = 164)

My dean or division head - In adapting to the changing mission, I have received sufficient support from. (n = 66)
My department head or chair - In adapting to the changing mission, I have received sufficient support from. (n = 54)

![Chart showing responses](chart1.png)

There is visible leadership at my institution for the support and promotion of diversity on campus. - Please rate your level of agreement or disagreement with the following statements. (n = 177)

![Chart showing responses](chart2.png)
Senior Leadership

My institution’s president’s/chancellor’s: Pace of decision making - Please rate your level of satisfaction or dissatisfaction with the following. (n = 154)

![Pace of decision making satisfaction chart]

My institution’s president’s/chancellor’s: Stated priorities - Please rate your level of satisfaction or dissatisfaction with the following. (n = 161)

![Stated priorities satisfaction chart]
My institution’s president’s/chancellor’s: Communication of priorities to faculty - Please rate your level of satisfaction or dissatisfaction with the following. (n = 161)

- Very dissatisfied: 14%
- Dissatisfied: 19%
- Neither satisfied nor dissatisfied: 38%
- Satisfied: 25%
- Very satisfied: 4%
- Other: 29%

My institution’s chief academic officer’s (provost, VPAA, dean of faculty): Pace of decision making - Please rate your level of satisfaction or dissatisfaction with the following. (n = 158)

- Very dissatisfied: 7%
- Dissatisfied: 13%
- Neither satisfied nor dissatisfied: 42%
- Satisfied: 32%
- Very satisfied: 6%
- Other: 38%
My institution’s chief academic officer’s (provost, VPAA, dean of faculty): Stated priorities - Please rate your level of satisfaction or dissatisfaction with the following. (n = 161)

- Satisfied: 27%
- Very satisfied: 8%
- Neither satisfied nor dissatisfied: 35%
- Dissatisfied: 22%
- Very dissatisfied: 8%
- Other: 35%

My institution’s chief academic officer’s (provost, VPAA, dean of faculty): Communication of priorities to faculty - Please rate your level of satisfaction or dissatisfaction with the following. (n = 162)

- Satisfied: 26%
- Very satisfied: 7%
- Neither satisfied nor dissatisfied: 38%
- Dissatisfied: 18%
- Very dissatisfied: 11%
- Other: 33%
Divisional Leadership

My dean’s or division head’s: Pace of decision making - Please rate your level of satisfaction or dissatisfaction with the following. (n = 175)

My dean’s or division head’s: Stated priorities - Please rate your level of satisfaction or dissatisfaction with the following. (n = 175)
My dean’s or division head’s: Communication of priorities to faculty - Please rate your level of satisfaction or dissatisfaction with the following. (n = 176)

- Very dissatisfied: 7%
- Dissatisfied: 10%
- Neither satisfied nor dissatisfied: 22%
- Satisfied: 36%
- Very satisfied: 25%
- Other: 61%

My dean’s or division head’s: Ensuring opportunities for faculty to have input into school/college priorities - Please rate your level of satisfaction or dissatisfaction with the following. (n = 173)

- Very dissatisfied: 9%
- Dissatisfied: 14%
- Neither satisfied nor dissatisfied: 22%
- Satisfied: 34%
- Very satisfied: 21%
- Other: 55%
Departmental Leadership

My department head's or chair's: Pace of decision making - Please rate your level of satisfaction or dissatisfaction with the following. (n = 143)

- Very dissatisfied: 6%
- Dissatisfied: 12%
- Neither satisfied nor dissatisfied: 22%
- Satisfied: 29%
- Very satisfied: 31%
- Other: 60%

My department head's or chair's: Stated priorities - Please rate your level of satisfaction or dissatisfaction with the following. (n = 143)

- Very dissatisfied: 10%
- Dissatisfied: 6%
- Neither satisfied nor dissatisfied: 24%
- Satisfied: 31%
- Very satisfied: 29%
- Other: 60%
My department head's or chair's: Communication of priorities to faculty - Please rate your level of satisfaction or dissatisfaction with the following. (n = 143)

- Very dissatisfied: 11%
- Dissatisfied: 6%
- Neither satisfied nor dissatisfied: 18%
- Satisfied: 34%
- Very satisfied: 31%
- Other: 65%

My department head's or chair's: Ensuring opportunities for faculty to have input into departmental policy decisions - Please rate your level of satisfaction or dissatisfaction with the following. (n = 143)

- Neither satisfied nor dissatisfied: 12%
- Dissatisfied: 8%
- Very dissatisfied: 10%
- Satisfied: 28%
- Very satisfied: 42%
- Other: 70%
My department head's or chair's: Fairness in evaluating my work - Please rate your level of satisfaction or dissatisfaction with the following. (n = 142)

- Very dissatisfied: 7%
- Dissatisfied: 6%
- Neither satisfied nor dissatisfied: 16%
- Satisfied: 30%
- Very satisfied: 41%
- Other: 71%
DEPARTMENT

Departmental Engagement

Undergraduate student learning - How often do you engage with faculty in your department in conversations about. (n = 178)

Graduate student learning - How often do you engage with faculty in your department in conversations about. (n = 180)
Effective teaching practices - How often do you engage with faculty in your department in conversations about? (n = 182)

- Never: 3%
- Seldom: 18%
- Occasionally: 39%
- Regularly: 24%
- Frequently: 16%
- Other: 40%

Effective use of technology - How often do you engage with faculty in your department in conversations about? (n = 182)

- Never: 8%
- Seldom: 20%
- Occasionally: 39%
- Regularly: 22%
- Frequently: 11%
- Other: 33%
Use of current research methodologies - How often do you engage with faculty in your department in conversations about? (n = 181)
Departmental Quality

The intellectual vitality of tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 175)

![Pie chart showing responses to the satisfaction level of tenured faculty]

The intellectual vitality of pre-tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 173)

![Pie chart showing responses to the satisfaction level of pre-tenured faculty]
The research/scholarly/creative productivity of tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 177)

- Very dissatisfied: 6%
- Dissatisfied: 22%
- Neither satisfied nor dissatisfied: 23%
- Satisfied: 32%
- Very satisfied: 17%
- Other: 49%

The research/scholarly/creative productivity of pre-tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 169)

- Very dissatisfied: 2%
- Dissatisfied: 8%
- Neither satisfied nor dissatisfied: 23%
- Satisfied: 48%
- Very satisfied: 19%
- Other: 67%
The teaching effectiveness of tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 173)

- Not satisfied or dissatisfied: 27%
- Dissatisfied: 9%
- Very dissatisfied: 5%
- Satisfied: 46%
- Very satisfied: 13%
- Other: 59%

The teaching effectiveness of pre-tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 159)

- Not satisfied or dissatisfied: 20%
- Dissatisfied: 7%
- Very dissatisfied: 3%
- Satisfied: 50%
- Very satisfied: 20%
- Other: 70%
Work and Personal Life Balance

I have been able to find the right balance, for me, between my professional life and my personal/family life. - Please rate your level of agreement or disagreement with the following statements. (n = 181)

My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible. - Please rate your level of agreement or disagreement with the following statements. (n = 148)
My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible. - Please rate your level of agreement or disagreement with the following statements. (n = 160)

Department meetings occur at times that are compatible with my personal/family needs. - Please rate your level of agreement or disagreement with the following statements. (n = 171)
Climate

The amount of professional interaction you have with pre-tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 171)

![Pie chart showing satisfaction levels for professional interaction.](chart1)

The amount of personal interaction you have with pre-tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 171)

![Pie chart showing satisfaction levels for personal interaction.](chart2)
How well you fit in your department (e.g. your sense of belonging in your department) - Please rate your level of satisfaction or dissatisfaction with the following. (n = 179)

- Very dissatisfied: 8%
- Dissatisfied: 14%
- Neither satisfied nor dissatisfied: 14%
- Satisfied: 35%
- Very satisfied: 29%
- Other: 64%

The amount of professional interaction you have with tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 179)

- Very dissatisfied: 6%
- Dissatisfied: 7%
- Neither satisfied nor dissatisfied: 19%
- Satisfied: 46%
- Very satisfied: 22%
- Other: 68%
The amount of personal interaction you have with tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following. (n = 178)

My departmental colleagues "pitch in" when needed. - Please rate your level of agreement or disagreement with the following statements. (n = 181)
On the whole, my department is collegial. - Please rate your level of agreement or disagreement with the following statements. (n = 181)

- Neither agree nor disagree: 7%
- Somewhat disagree: 8%
- Strongly disagree: 7%
- Somewhat agree: 34%
- Strongly agree: 44%
- Other: 78%

On the whole, my department colleagues are committed to supporting and promoting diversity and inclusion in the department. - Please rate your level of agreement or disagreement with the following statements. (n = 179)

- Neither agree nor disagree: 11%
- Somewhat disagree: 11%
- Strongly disagree: 6%
- Somewhat agree: 35%
- Strongly agree: 37%
- Other: 72%
APPRECIATION AND RECOGNITION

There is visible leadership at my institution for the support and promotion of diversity on campus. - Please rate your level of agreement or disagreement with the following statements. (n = 177)

Teaching efforts - How satisfied are you with the recognition you receive for your... (n = 180)
Student advising - How satisfied are you with the recognition you receive for your... (n = 170)

**Pie Chart:**
- Very dissatisfied: 7%
- Dissatisfied: 22%
- Neither satisfied nor dissatisfied: 34%
- Other: 37%
- Satisfied: 28%
- Very satisfied: 9%

Scholarly/creative work - How satisfied are you with the recognition you receive for your... (n = 178)

**Pie Chart:**
- Very dissatisfied: 8%
- Dissatisfied: 14%
- Neither satisfied nor dissatisfied: 22%
- Other: 56%
- Satisfied: 42%
- Very satisfied: 14%
Service contributions (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents) - How satisfied are you with the recognition you receive for your... (n = 177)

![Pie chart showing distribution of satisfaction levels for service contributions]

- Very dissatisfied: 9%
- Dissatisfied: 18%
- Neither satisfied nor dissatisfied: 27%
- Satisfied: 36%
- Very satisfied: 10%
- Other: 46%

Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education) - How satisfied are you with the recognition you receive for your... (n = 122)

![Pie chart showing distribution of satisfaction levels for outreach activities]

- Very dissatisfied: 7%
- Dissatisfied: 16%
- Neither satisfied nor dissatisfied: 43%
- Satisfied: 27%
- Very satisfied: 7%
- Other: 34%
Your colleagues/peers - For all of your work, how satisfied are you with the recognition you receive from... (n = 179)

Your chief academic officer (provost, VPAA, dean of faculty) - For all of your work, how satisfied are you with the recognition you receive from... (n = 130)
Your dean or division head - For all of your work, how satisfied are you with the recognition you receive from... (n = 135)

- Very dissatisfied: 12%
- Dissatisfied: 13%
- Neither satisfied nor dissatisfied: 21%
- Satisfied: 27%
- Very satisfied: 27%
- Other: 54%

Your department head or chair - For all of your work, how satisfied are you with the recognition you receive from... (n = 148)

- Very dissatisfied: 8%
- Dissatisfied: 10%
- Neither satisfied nor dissatisfied: 18%
- Satisfied: 34%
- Very satisfied: 30%
- Other: 64%
I feel that my school/college is valued by this institution's President/Chancellor and Provost. - Please rate your level of agreement or disagreement with the following statements. (n = 134)

- Strongly disagree: 11%
- Somewhat disagree: 17%
- Neither agree nor disagree: 16%
- Somewhat agree: 30%
- Strongly agree: 26%
- Other: 56%

I feel that my department is valued by this institution's President/Chancellor and Provost. - Please rate your level of agreement or disagreement with the following statements. (n = 131)

- Strongly disagree: 13%
- Somewhat disagree: 18%
- Neither agree nor disagree: 16%
- Somewhat agree: 31%
- Strongly agree: 22%
- Other: 53%
RECRUITMENT AND RETENTION

Actively sought an outside job offer - Which of the following have you done at this institution in the past five years? (n = 181)

- Actively sought an outside job offer: 22%
- Received a formal job offer: 16%
- Renegotiated the terms of your employment (with, for example, a department chair or dean): 16%
- None of the above: 52%

Which of the following items were adjusted as a result of those negotiations? (N = 28)

- Base salary: 75%
- Supplemental salary (e.g., summer, intersession): 21%
- Tenure clock: 11%
- Teaching load (e.g., course release): 46%
- Administrative responsibilities: 29%
- Leave time: 11%
- Equipment: 18%
- Employment for spouse/partner: 21%
- Sabbatical or other leave time: 14%
- Lab/research support: 25%
- Other: 4%
- No adjustments resulted from those negotiations: 0%
If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust? (n = 148)

- 11% There is nothing about my employment that I wish to adjust
- 34% Base salary
- 3% Supplemental salary (e.g., summer, intersession, overload)
- 3% Tenure clock
- 8% Teaching load (e.g., course release)
- 4% Administrative responsibilities
- 1% Leave time
- 2% Equipment
- 12% Lab/research support
- 7% Employment for spouse/partner
- 10% Sabbatical or other leave time
- 5% Other (Please specify)
Outside offers are not necessary as leverage in compensation negotiations - Please rate your level of agreement or disagreement with the following statement(s). (n = 123)

- Strongly disagree: 33%
- Somewhat disagree: 33%
- Neither agree nor disagree: 14%
- Somewhat agree: 16%
- Strongly agree: 4%
- Other: 20%

My department is successful at recruiting high-quality faculty members - Please rate your level of agreement or disagreement with the following statement(s). (n = 136)

- Strongly disagree: 10%
- Somewhat disagree: 14%
- Neither agree nor disagree: 16%
- Somewhat agree: 43%
- Strongly agree: 17%
- Other: 60%
My department is successful at retaining high-quality faculty members - Please rate your level of agreement or disagreement with the following statement(s). (n = 133)

My department is successful at addressing sub-standard tenured faculty performance - Please rate your level of agreement or disagreement with the following statement(s). (n = 153)
GLOBAL SATISFACTION

The person who serves as the chief academic officer at my institution seems to care about the quality of life for faculty of my rank. - Please rate your level of agreement or disagreement with the following statements. (n = 135)

[Diagram showing responses]

If I had it to do all over, I would again choose to work at this institution. - Please rate your level of agreement or disagreement with the following statements. (n = 165)

[Diagram showing responses]
All things considered, your department as a place to work - Please rate your level of satisfaction or dissatisfaction with the following. (n = 180)

- Very dissatisfied: 7%
- Dissatisfied: 11%
- Neither satisfied nor dissatisfied: 11%
- Satisfied: 43%
- Very satisfied: 28%
- Other: 71%

All things considered, your institution as a place to work - Please rate your level of satisfaction or dissatisfaction with the following. (n = 180)

- Very dissatisfied: 4%
- Dissatisfied: 16%
- Neither satisfied nor dissatisfied: 14%
- Satisfied: 45%
- Very satisfied: 21%
- Other: 66%
How long do you plan to remain at this institution? (Tenured, N = 76)

Assuming you achieve tenure, how long do you plan to remain at this institution? (Tenure track, N = 14)
If you were to choose to leave your institution, what would be your primary reason? (n = 174)

- There is no reason why I would choose to leave this institution: 1%
- To improve your salary/benefits: 9%
- To find a more collegial work environment: 13%
- To find an employer who provides more resources in support of my research and teaching: 11%
- To work at an institution whose priorities match your own: 3%
- To pursue a nonacademic job: 1%
- To pursue an administrative position in higher education (e.g., dean, provost): 7%
- To improve the employment opportunities for your students: 6%
- To improve your quality of life: 7%
- To retire: 26%
- To move to a preferred geographic location: 11%
- Other (Please specify): 1%

If a candidate for a faculty position asked you about your department as a place to work, would you...

- Not recommend your department as a place to work: 6%
- Recommend your department with reservations: 36%
- Strongly recommend your department as a place to work: 58%
Please check the two (and only two) BEST aspects about working at your institution. (n = 181)
Please check the two (and only two) WORST aspects about working at your institution. (n = 180)