

COACHE Faculty Survey

Prabhas V. Moghe

*Provost and Executive Vice Chancellor for Research
and Academic Affairs*

New Brunswick Faculty Council Meeting

28 February, 2020

About the COACHE Survey

- Collaborative On Academic Careers in Higher Education at Harvard's Graduate School of Education
- Faculty job satisfaction survey
- Consortium of 300 institutions
- 103 institutions in our cohort
- Anonymous: de-identified data provided only to OIRAP

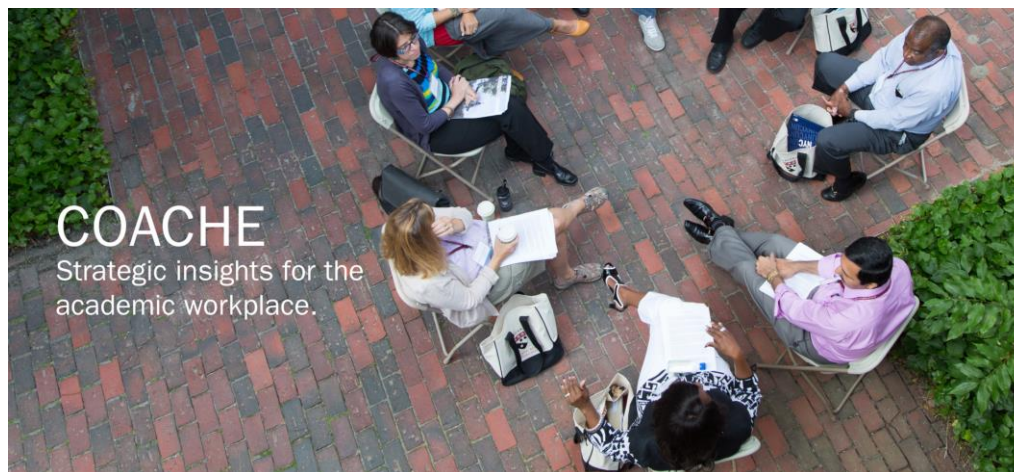
Faculty Job Satisfaction Survey: Our Goals

- **To support and build faculty excellence:** in alignment with the strategic priorities of the University Strategic Plan
- **To open a dialogue:** the survey is a first step in a process of engaging with faculty to determine ways in which we can enhance their satisfaction
- **To give the faculty a collective voice** to better inform our decisions as we identify actionable areas for impacting change
- **To create a baseline** of satisfaction in key areas by which we can implement and measure change

Survey Themes

- **Nature of Work:
Research, Teaching,
Service**
- **Resources and Support**
- **Interdisciplinary Work,
Collaboration, and
Mentoring**
- **Tenure and Promotion**
- **Institutional Leadership**
- **Shared Governance**
- **Departmental Engagement,
Quality, and Collegiality**
- **Appreciation and
Recognition**
- **Retention and Negotiation**

Survey Administration



- **Survey opened from April 1 – April 20, 2019**
- **Eligible participants included full time tenured, tenure track, and non-tenure track faculty members**
- **Our Response Rate: 37% (779 responses)**

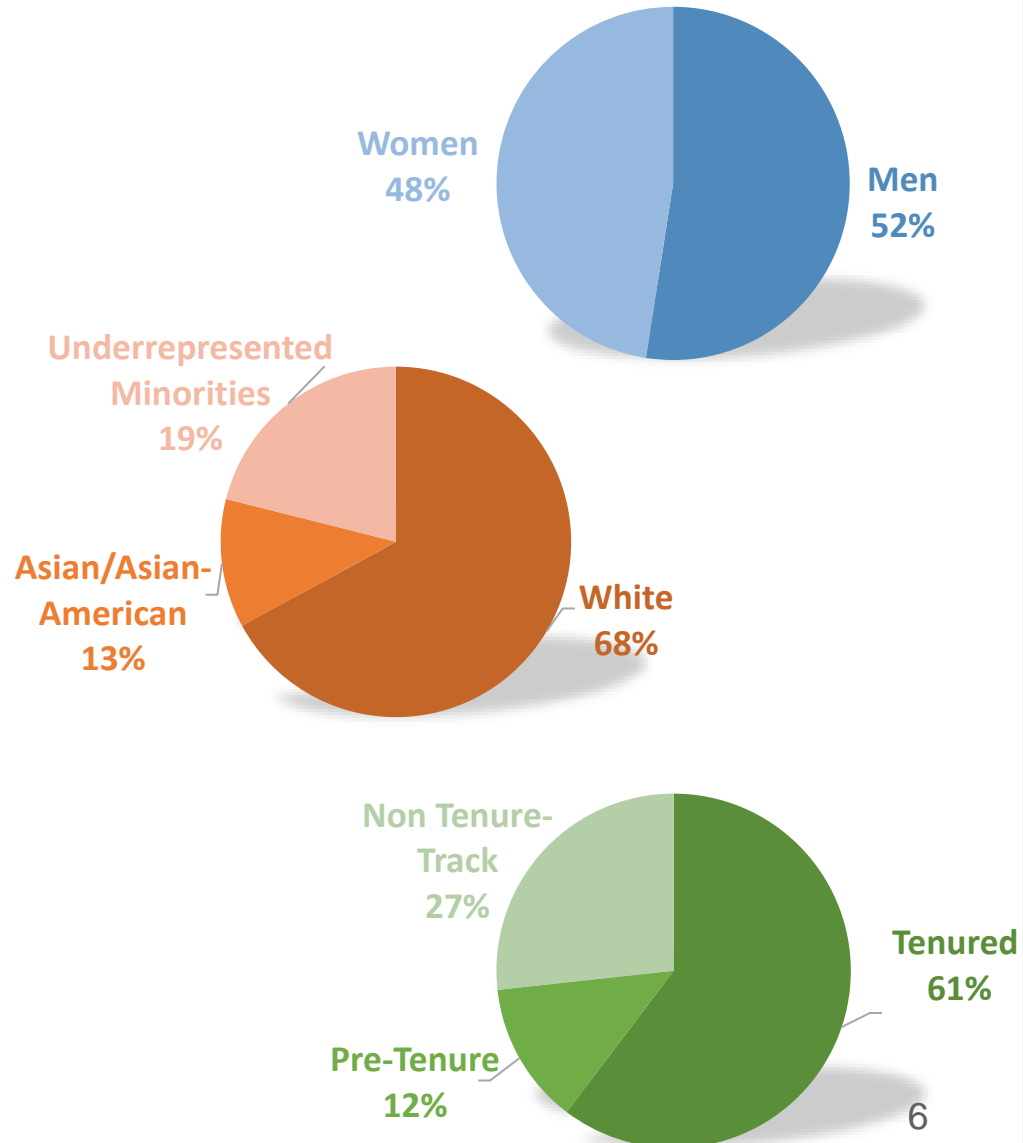
Survey Response

- RU response rate: 37%
- Eligible survey population: 2081
- Survey responses: 779

Of the eligible survey population:

Demographic	Number of Respondents	Response Rate
Tenured	478	41%
Pre-Tenure	91	32%
NTT	210	33%
Full Professor	309	40%
Associate Professor	224	43%
Men	406	34%
Women	370	41%
White	532	43%
Faculty of Color	247	30%
Asian/Asian American	99	34%
Underrepresented Minorities	148	27%

Of survey respondents:



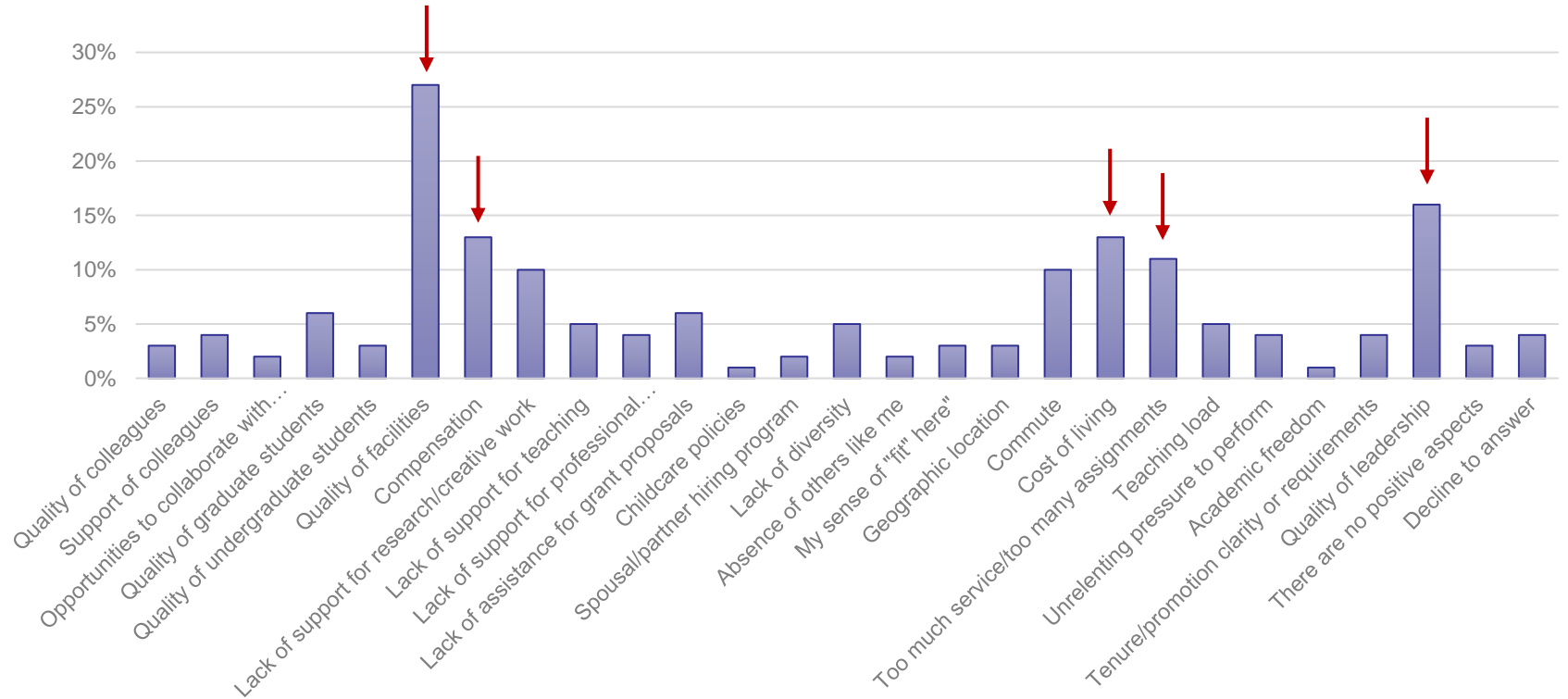
Survey Results

- Survey themes are broken out into 25 benchmarks
- Each benchmark number is the mean of responses from several related Likert-scale questions
- Within these benchmarks there are hundreds of thousands of data points
- The data produced by the survey highlights areas where current policies and procedures need to be assessed

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied	3
Dissatisfied	2
Very dissatisfied.....	1

Global Views: Worst Aspects

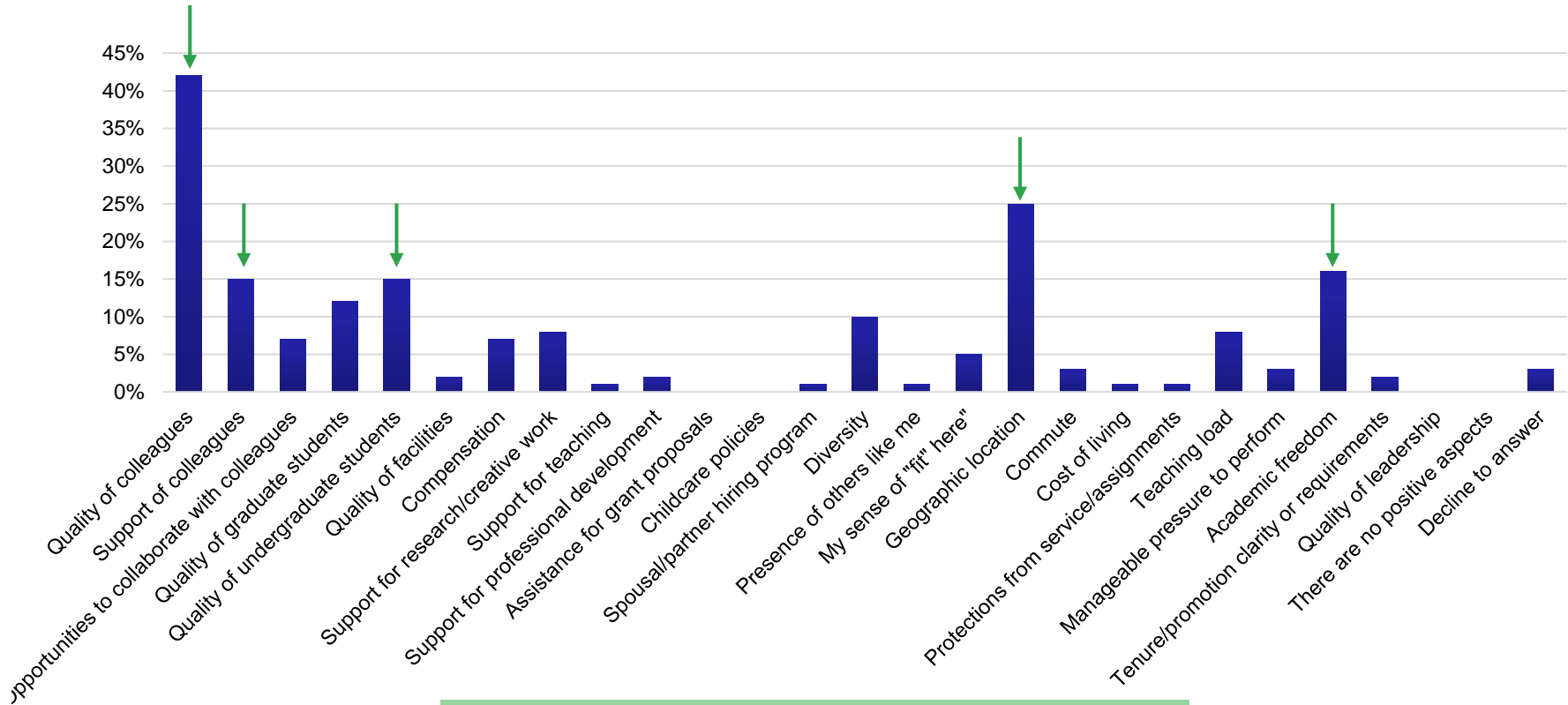
Faculty were asked to identify the two worst aspects of working at Rutgers.



- **Quality of facilities**
- **Compensation**
- **Cost of living**
- **Quality of leadership**
- **Too much service/too many assignments**

Global Views: Best Aspects

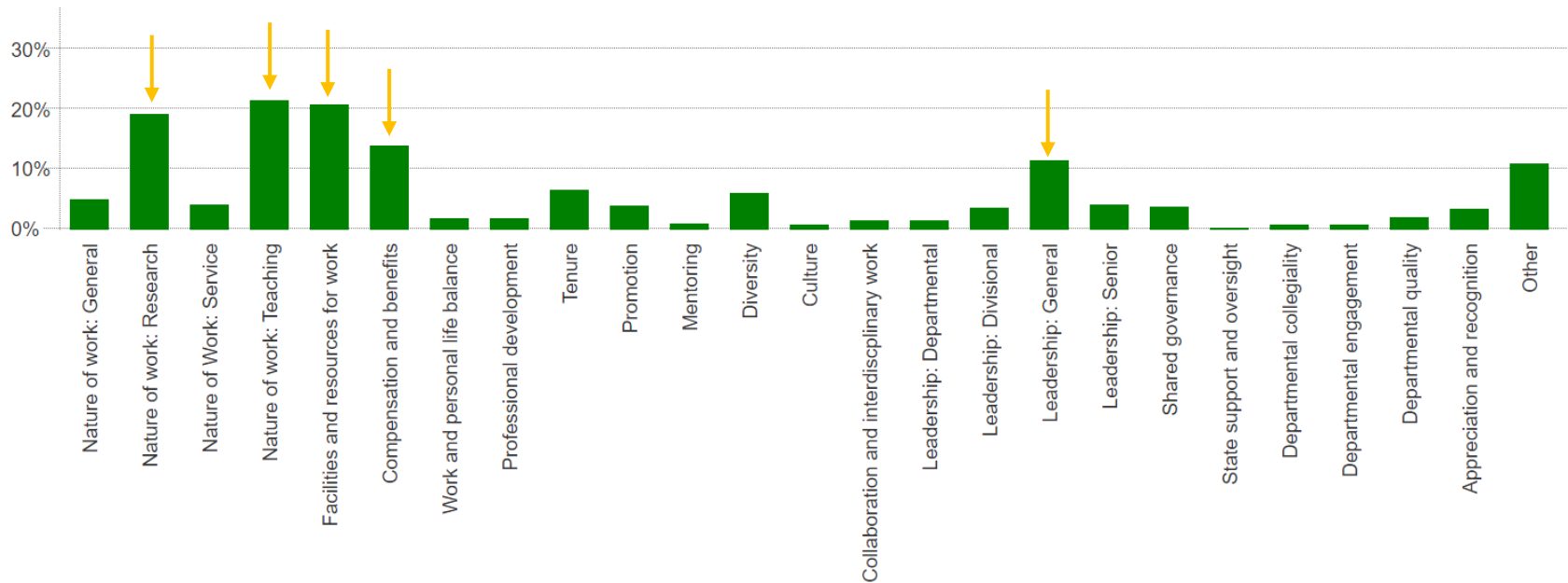
Faculty were asked to identify the two best aspects of working at Rutgers.



- Quality of colleagues
- Geographic location
- Academic freedom
- Support of colleagues
- Quality of undergraduate students

Global Views: One thing to improve

Faculty were asked to describe the one thing the institution can do to improve the workplace for faculty. Responses were categorized among one or more common themes:



- Research
- Teaching
- Facilities and resources for work
- Compensation and benefits
- Leadership: General

Survey Results - Overall

Survey Results – Faculty Development and Mentoring

Survey Results – Research and Infrastructure

Survey Results – Communication & Strategic Planning

Other Notable Takeaways – Diversity

- ❖ 73% of faculty agree that their department climate is accepting and respectful of all faculty. However, this number is lower (62%) for underrepresented minority faculty.
- ❖ 45% percent of faculty indicated that they have personally experienced discriminatory behavior based on an aspect of their identity within the past year.
- ❖ Faculty were asked, “Within the past year, how often (if ever) have you personally experienced **any discriminatory behavior** at Rutgers University-New Brunswick that you believe was **based on aspects of your identity?**”
Of the respondents who answered the question:
 - 76% responded “Seldom” or “Never”
 - 16% responded “Occasionally”
 - 9% responded “Frequently” or “Regularly”

Other Notable Takeaways – RU-specific Qs

- ❖ When asked about the quality of services provided by our **sponsored research office** (ORSP/ORED), 27.3% responded that they are satisfied and 32.1% responded they are dissatisfied.
- ❖ One in five faculty members responded that they are satisfied with the level of support provided by **Rutgers Division of Continuing Education - DOCS** for incorporating emerging technologies in their teaching.
- ❖ 31% of faculty responded that they are satisfied with the quality of programs provided by Rutgers **Center for Teaching Advancement and Assessment Research** (CTARR).



RUTGERS

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2019 COACHE Survey Results

Interactive Dashboard

[OIRAP Home](#)

[COACHE Provost Site](#)

[Sign Out](#)

User: jm2252

Results of the COACHE Survey are organized under eight themes (see table below). Questions are rated by faculty along a five-point Likert scale. (1-Very Dissatisfied, 2-Dissatisfied, 3-Neither, 4-Satisfied, 5-Very Satisfied.) The following interactive dashboards are presented to navigate through the results of the COACHE faculty survey. To access the dashboards, click on the links below.

Institutional Overview

The first dashboard displays a campus-wide view of the quality of faculty work life at Rutgers–New Brunswick. Mean scores of questionnaire items that share common themes are presented. Users are able to obtain campus-wide views for subgroups of faculty based on rank or tenure status and selected demographics. A second dashboard provides a similar campus-wide view of responses, organized by theme, to individual COACHE survey questions.

The COACHE survey asked faculty to identify the two best and two worst aspects of working at Rutgers. The responses to these questions are presented in the following dashboard display, with responses disaggregated by rank or tenure status and selected demographics.

Individual Question Statistics

Frequency statistics for individual survey questions are displayed. Users are able to select questions grouped by theme and then filter by rank or tenure status and selected demographics.

Faculty were asked a number of customized questions that were designed to address their needs and concerns specific to Rutgers–New Brunswick, including questions about diversity and inclusion. Users may filter on various characteristics to understand how different subgroups of faculty responded to these items.

Comparative Analytics

Interactive data displays are presented to allow users to take a deeper dive into the data. Users are able to compare different faculty groups across selected themes and individual questions.

Overview of Academic Units

A data view of the COACHE survey's common themes is presented across Rutgers–New Brunswick academic units. Users are able to filter on rank or tenure status. More detail is presented in the next dashboard, which presents responses to individual COACHE survey questions for each academic unit.

CHOOSE FACULTY CLASSIFICATION

Faculty Classification

Rank

THEN CHOOSE ANY OR ALL FILTERS

Rank/Tenure

(All)

Gender

(All)

Race/Ethnicity*

All

RUTGERS-NEW BRUNSWICK CAMPUS-WIDE OVERVIEW

(When number of respondents is less than 5, results will not be shown)



CHOOSE FACULTY CLASSIFICATION

Faculty Classification

Rank

THEN CHOOSE ANY OR ALL FILTERS

Rank/Tenure

(All)

Theme

Nature of Work - Research

Statistic

Mean

Gender

(All)

Race/Ethnicity*

All

**RUTGERS-NEW BRUNSWICK CAMPUS-WIDE QUESTIONS
BY RANK OR TENURE AND DEMOGRAPHICS**

(When number of respondents is less than 5, results will not be shown)

**Benchmark
Average**

Nature of Work

Research

3.24

Nature of Work - Research

Q80B - The influence you have over the focus of your research/scholarly/creative work

4.29

Q45B - Satisfaction with the portion of your time spent on research

3.58

Q80C - The quality of graduate students to support your research/scholarly/creative work

3.31

Q85D - Traveling to present papers or conduct research/creative work

3.30

Q80A - The amount of external funding you are expected to find

3.22

Q80E - The support your institution provides you for engaging undergraduates in your research/scholarly/creative work

3.21

Q85A - Obtaining externally funded grants (pre-award)

2.93

Q85E - The availability of course release time to focus on your research

2.84

Q80D - Institutional support (e.g., internal grants/seed money) for your research/scholarly/creative work

2.83

Q85B - Obtaining externally funded grants (post-award)

2.81

Q85C - Securing graduate student assistance

2.73

1.00 1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00

SCALE:

5-Very Satisfied

4-Satisfied

3-Neither

2-Dissatisfied

1-Very Dissatisfied

CHOOSE FACULTY CLASSIFICATION AND A THEME

Faculty Classification

Rank

Theme

Nature of Work - Research

THEN CHOOSE ANY OR ALL FILTERS

Rank/Tenure

(All)

Gender

(All)

Race/Ethnicity*

All

RESPONSE DISTRIBUTION OF RUTGERS-NEW BRUNSWICK THEMATIC QUESTIONS BY RANK OR TENURE AND DEMOGRAPHICS

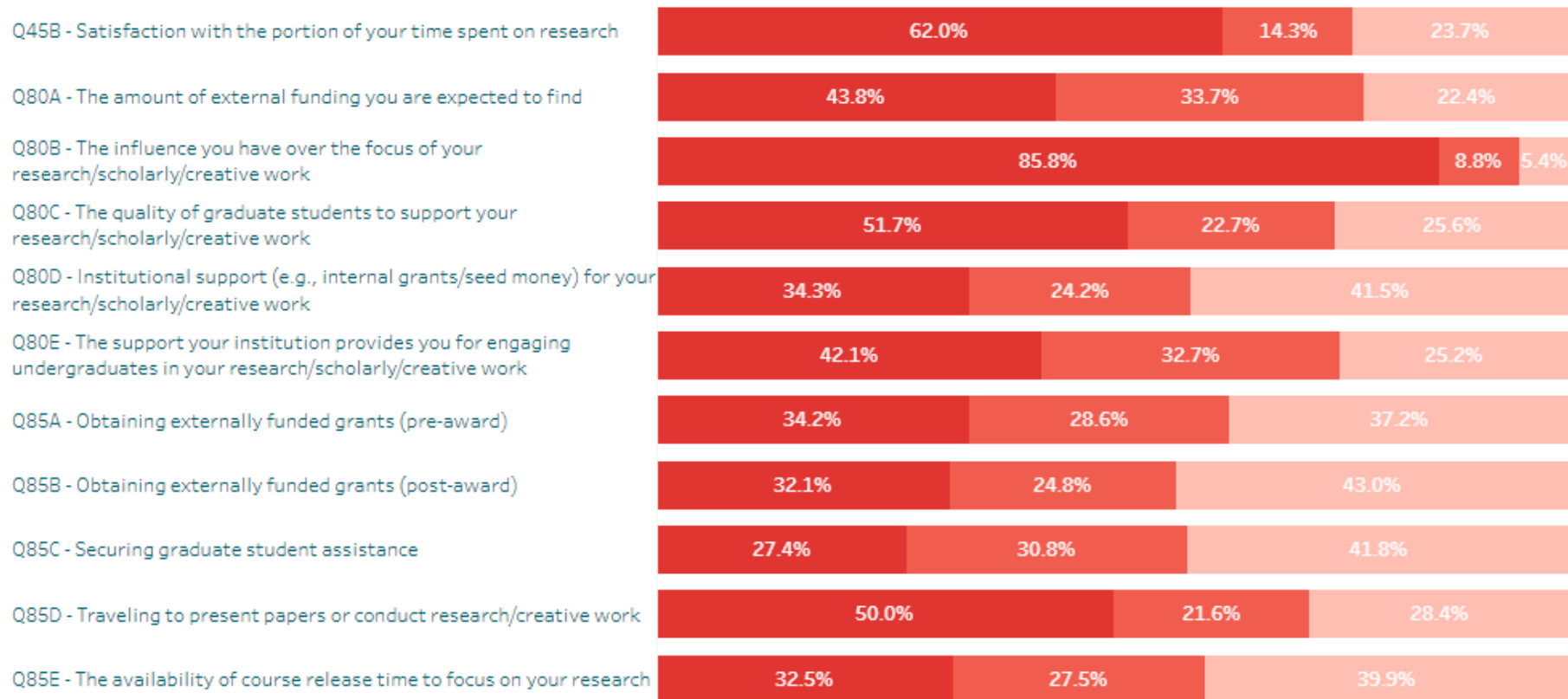
(When number of respondents is less than 5, results will not be shown)

■ Satisfied & Very Satisfied

■ Neither Satisfied nor Dissatisfied

■ Dissatisfied & Very Dissatisfied

Nature of Work - Research



0%

100%

CHOOSE FACULTY CLASSIFICATION AND A THEME

Faculty Classification **Theme**
 Rank Nature of Work - Research

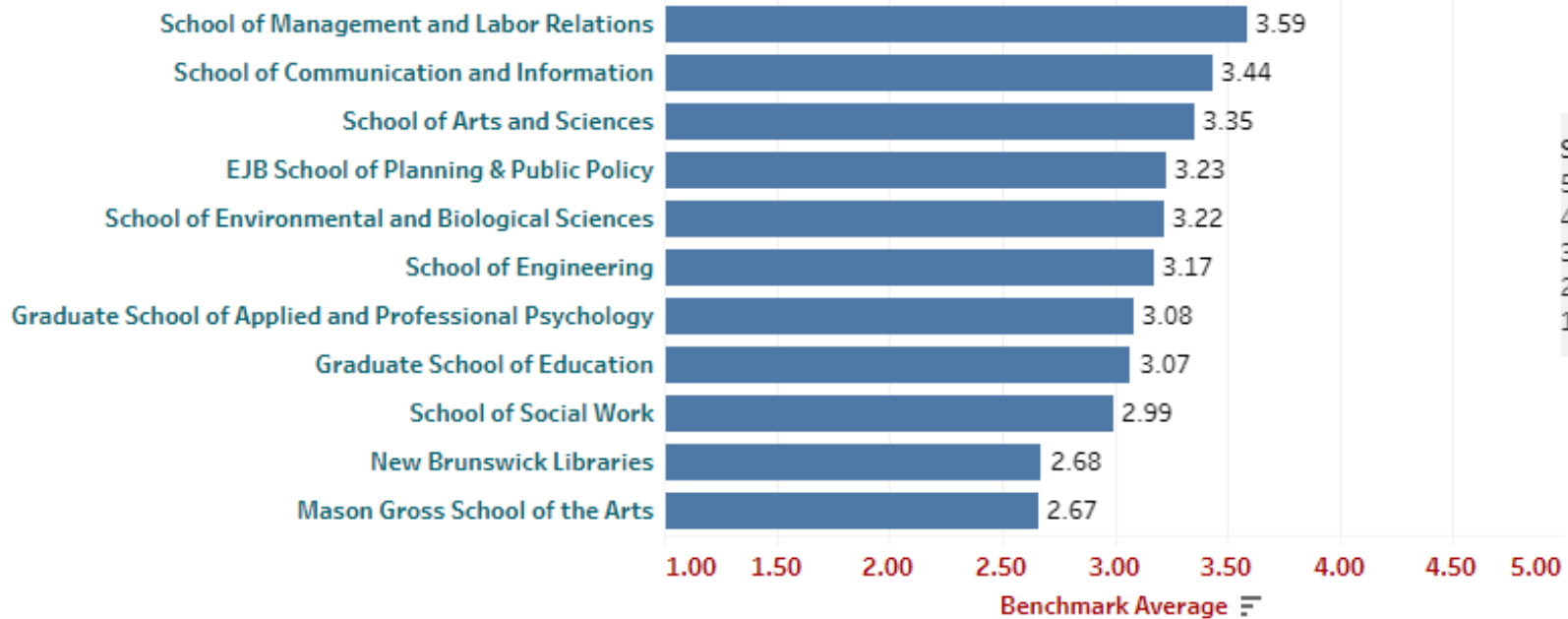
THEN CHOOSE RANK/TENURE

Rank/Tenure
 (All)

THEMATIC QUESTIONS ACROSS RUTGERS-NEW BRUNSWICK ACADEMIC UNITS BY RANK OR TENURE

(When number of respondents is less than 5, results will not be shown)

Nature of Work - Research



SCALE:
 5-Very Satisfied
 4-Satisfied
 3-Neither
 2-Dissatisfied
 1-Very Dissatisfied

Survey Results – Benchmarking against peers

- **Our results are compared to:**
 - **Our cohort:** 103 participating “similar” institutions
 - **Our peers:** 5 select institutions
 - Indiana University - Bloomington (2019)
 - Purdue University (2018)
 - University of California, Davis (2017)
 - University of North Carolina - Chapel Hill (2018)
 - University of Texas at Austin (2017)

Mentoring: Peer/Cohort Comparison

	mean	overall	ten vs pre-ten	full vs assoc
Mentoring	3.16		tenured	assoc
Effectiveness of mentoring within dept.	3.77		tenured	
Effectiveness of mentoring outside dept.	3.65			
Mentoring of pre-tenure faculty in dept	3.57			assoc
Mentoring of tenured associate profs in dept	2.41		N<5	assoc
Support for faculty to be good mentors	2.39		N<5	assoc

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in **GREEN**
Areas of concern in **RED**

Within campus differences
sm (.1) **med. (.3)** **lrg. (.5)**

Tenure: Peer/Cohort Comparison

	mean	overall	men	women	men vs women
Tenure Policies	3.57				women
Clarity of tenure process	3.67				women
Clarity of tenure criteria	3.63				women
Clarity of tenure standards	3.24				women
Clarity of body of evidence for deciding tenure	3.70				women
Clarity of whether I will achieve tenure	3.45				women
Clarity of tenure process in department	N/A	N/A	N/A	N/A	N/A
Consistency of messages about tenure	3.38				women
Tenure decisions are performance-based	3.93				women

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Facilities/Resources: Peer/Cohort Comparison

	mean	overall	tenured	pre-ten	ntt	full	assoc
Facilities and Work Resources	3.32	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Support for improving teaching	3.10	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Office	3.45	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Laboratory, research, studio space	3.11	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Equipment	3.28	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Classrooms	3.09	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Library resources	3.66	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Computing and technical support	3.41	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Clerical/administrative support	3.24	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

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Departmental Collegiality and Engagement: Peer/Cohort Comparison

	mean	overall	tenured	pre-ten	ntt	full	assoc
Departmental Collegiality	3.82	◀▶	▶◀	▶◀	◀▶	▶◀	▶◀
Colleagues support work/life balance	3.84	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀
Meeting times compatible with personal needs	4.19	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀
Amount of personal interaction w/Pre-tenure	3.61	◀▶	▶◀	▶◀	◀▶	▶◀	◀▶
How well you fit	3.55	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶
Amount of personal interaction w/Tenured	3.56	◀▶	▶◀	▶◀	◀▶	◀▶	▶◀
Colleagues pitch in when needed	3.75	▶◀	▶◀	▶◀	◀▶	◀▶	▶◀
Department is collegial	4.04	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀
Colleagues committed to diversity/inclusion	3.98	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀
Departmental Engagement	3.48	◀▶	▶◀	▶◀	◀▶	▶◀	◀▶
Discussions of undergrad student learning	3.61	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀
Discussions of grad student learning	3.54	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀
Discussions of effective teaching practices	3.38	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Discussions of effective use of technology	3.21	◀▶	▶◀	▶◀	◀▶	▶◀	◀▶
Discussions of current research methods	3.30	▶◀	▶◀	▶◀	▶◀	▶◀	◀▶
Amount of professional interaction w/Pre-tenure	3.74	◀▶	▶◀	▶◀	◀▶	▶◀	◀▶
Amount of professional interaction w/Tenured	3.66	◀▶	▶◀	▶◀	◀▶	▶◀	◀▶

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sm (.1) med. (.3) lrg. (.5)

Divisional & Senior Leadership: Peer/Cohort Comparison

	mean	overall	tenured	pre-ten	ntt	full	assoc
Leadership: Senior	2.48	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Pres/Chancellor: Pace of decision making	2.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Pres/Chancellor: Stated priorities	2.30	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Pres/Chancellor: Communication of priorities	2.27	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
CAO: Pace of decision making	2.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
CAO: Stated priorities	2.61	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
CAO: Communication of priorities	2.56	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
CAO: Ensuring faculty input	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Leadership: Divisional	2.88	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Dean: Pace of decision making	2.95	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Dean: Stated priorities	2.95	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Dean: Communication of priorities	2.86	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Dean: Ensuring faculty input	2.77	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

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The data is in: what now?

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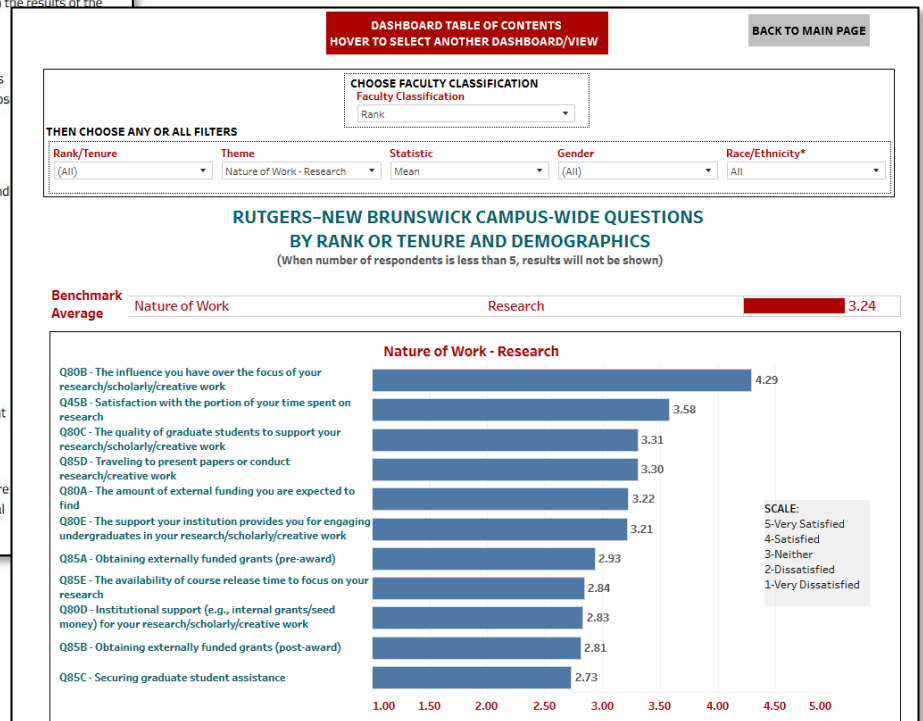
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1. Encourage faculty and administrative leaders to review data



The data is in: what now?

Faculty Job Satisfaction

Inaugural COACHE Survey

In the spring of 2019, Rutgers University–New Brunswick partnered with the Harvard Graduate School of Education Collaborative on Academic Careers in Higher Education® (COACHE) to conduct a faculty job satisfaction survey. COACHE is a consortium of over 250 colleges and universities, committed to improving the academic workplace. The survey evaluates faculty perceptions in the following themes:

- Nature of Work: Research, Service, and Teaching
- Resources and Support
- Interdisciplinary Work, Collaboration, and Mentoring
- Tenure and Promotion
- Institutional Leadership
- Shared Governance
- Departmental Engagement, Quality, and Collegiality
- Appreciation and Recognition
- Retention and Negotiation
- Diversity & Inclusion

The broad goal of this inaugural survey is to identify areas of strength and concern to inform decisions as we assess needs and work to improve key areas that are critical to faculty success. The survey provide actionable data which will be used as a baseline to measure change.

Survey Response

- Eligible participants included all full time tenured, tenure-track, and non-tenure track faculty members
- We received 779 survey responses of the 2081 eligible survey population (37% response rate).
- Survey Respondent Demographics:

48% women 52% men	32% Faculty of Color 68% White	12% Pre-Tenure 27% Non-Tenure Track 61% Tenured
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Survey Data

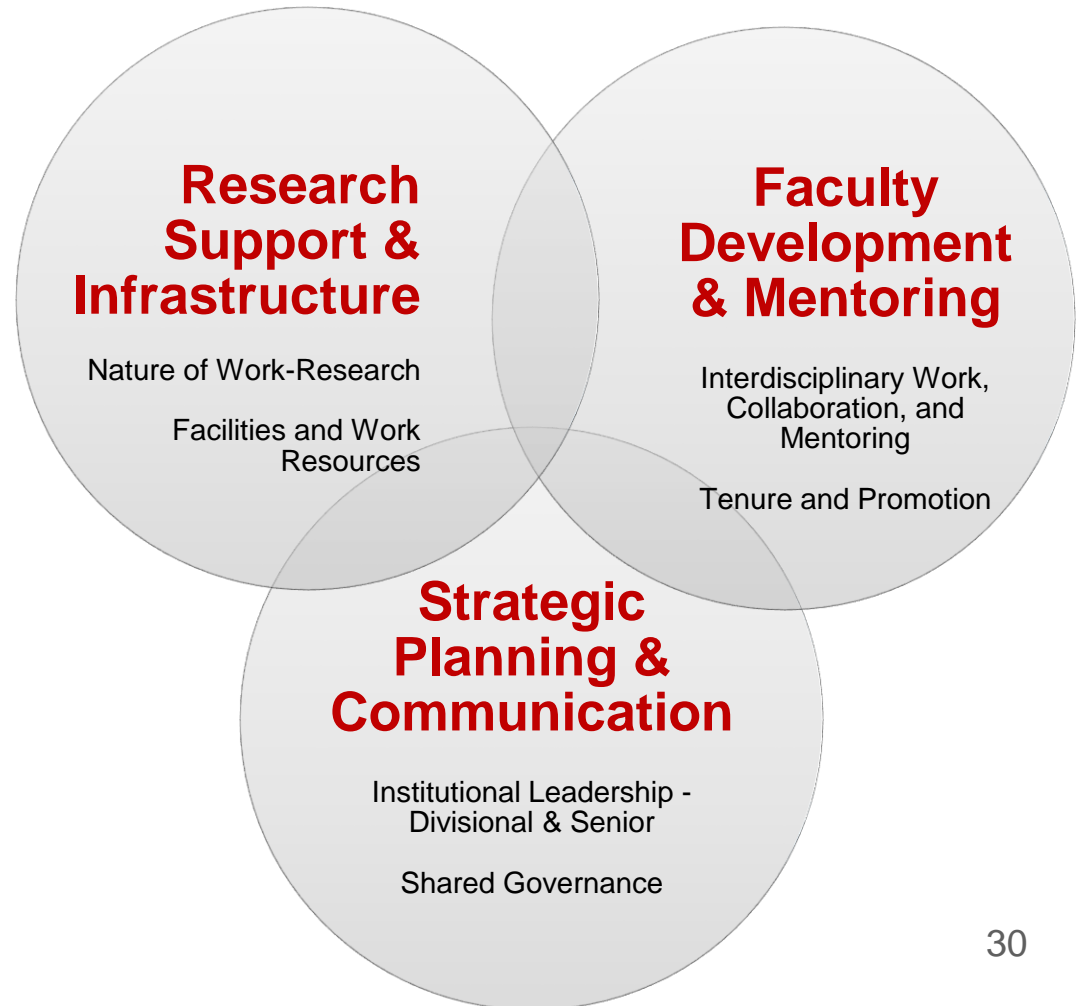
PDFs highlighting key results of the survey can be found at the menu on the right. The Office of the Provost has collaborated with the Office of Institutional Research and Planning to create an interactive portal where faculty can explore the survey data. Faculty and administrators are encouraged to review our survey results and provide feedback.

[2019 COACHE Survey Data Portal](#)

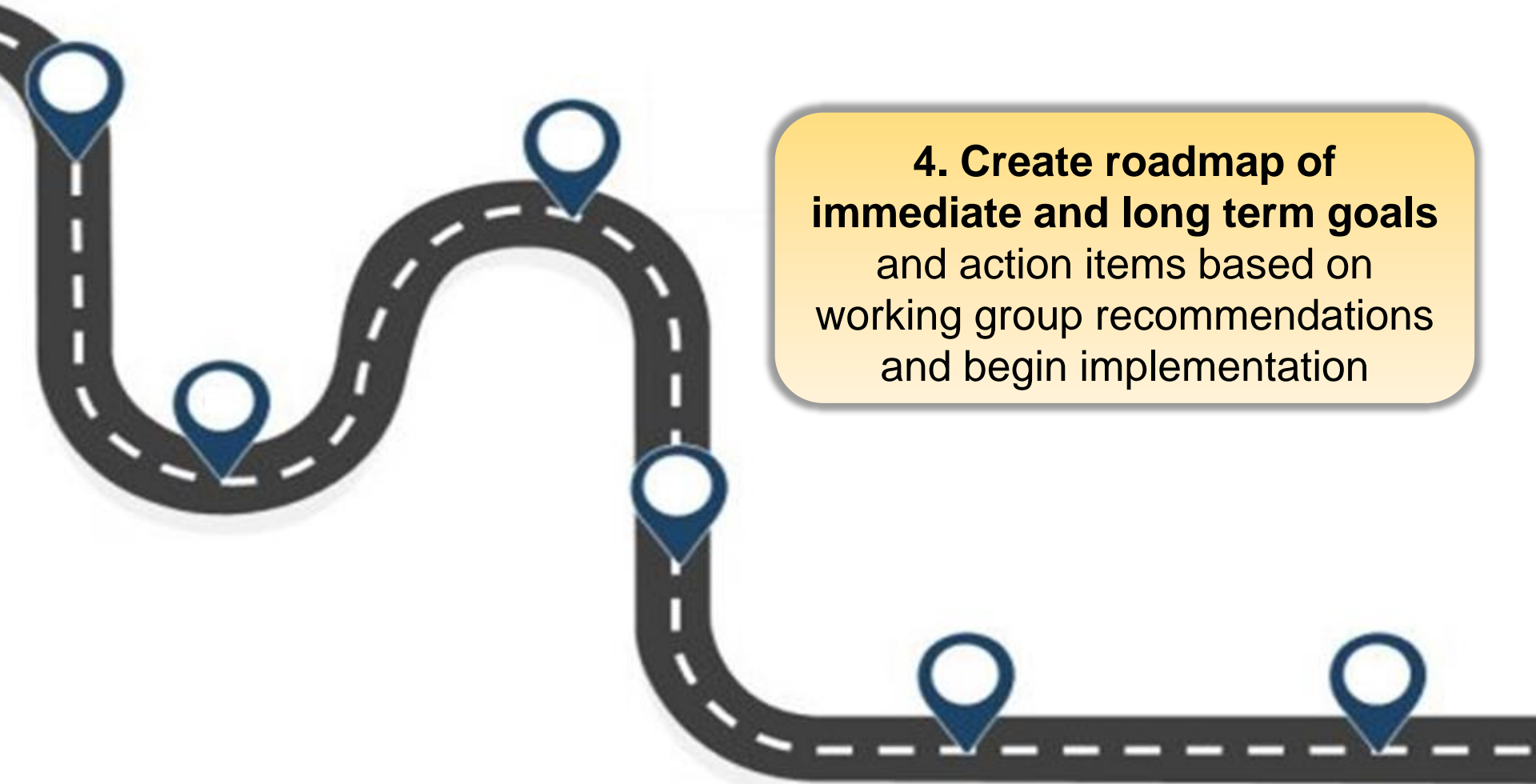
2. Collect Feedback
by convening stakeholders and utilizing web form

The data is in: what now?

3. Form working groups
to assess the critical
areas identified by the
survey:



The data is in: what now?

A graphic of a winding road with dashed white lines on a dark grey background. The road starts from the left, curves down, then up, then down, and finally levels out to the right. There are five blue location pin icons placed at various points along the road: one at the top left curve, one at the bottom left curve, one at the top of the second curve, one at the bottom of the third curve, and two on the straight section at the bottom right.

4. Create roadmap of immediate and long term goals and action items based on working group recommendations and begin implementation

The data is in: what now?

5. Host Town Halls to engage with the faculty community, answer questions, and provide updates



The data is in: what now?

5. Administer the COACHE Survey again in 2022, to measure the impact of implemented changes and to continue to guide our actions for improvement.



Discussion