



COACHE Faculty Working Group FINAL REPORT TO THE COMMUNITY

2017

PREFACE

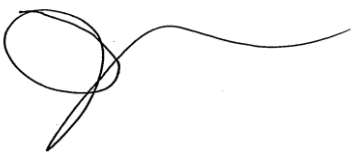
In October 2016, Provost and Vice Chancellor for Academic Affairs Susan R. Wentz and then-Vice Chancellor for Equity, Diversity and Inclusion George C. Hill appointed the COACHE Faculty Working Group and charged it with analyzing and assessing the results of the COACHE faculty survey conducted during the spring of 2016.

The Faculty Working Group members are:

- Tracey George, co-chair, Charles B. Cox III and Lucy D. Cox Family Professor in Law and Liberty;
- David Owens, co-chair, professor of the practice of management and innovation;
- André Churchwell, Levi Watkins Jr. M.D. Professor, professor of medicine, biomedical engineering and radiology and radiological sciences, senior associate dean for diversity affairs, and chief diversity officer for Vanderbilt University Medical Center;
- Joshua Clinton, Abby and Jon Winkelried Professor of Political Science;
- Brian Heuser, associate professor of the practice of international educational policy; vice chair of the Faculty Senate;
- Sarah Igo, associate professor of history;
- Kane Jennings, professor of chemical and biomolecular engineering;
- Jeannette Mancilla-Martinez, associate professor of literacy instruction; and
- Phillis Sheppard, associate professor of religion, psychology and culture.

The Faculty Working Group releases this final report to the community, completing its work.

On behalf of the COACHE Faculty Working Group



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I. INTRODUCTION

Vanderbilt University recognizes that the core strength of an institution of higher education is its faculty. To learn more about faculty satisfaction, Vanderbilt partnered with the Collaborative on Academic Careers in Higher Education (COACHE) to survey Vanderbilt faculty on their perceptions of the workplace and the support provided by the University. The results will allow the University to evaluate our practices and implement improvements informed by these data.

Vanderbilt's participation in the COACHE survey has three stages. In year 1 (2016), the survey was designed and administered and COACHE tabulated the results. Year 2 (2017) was devoted to examining, compiling, and disseminating the results in the community. In year 3 (2018), the results can be used to inform goals and plans.

This final report to the Vanderbilt University faculty community begins with an explanation of the COACHE survey including its origin, design, and methodology. It next explains the appointment of the COACHE faculty committee and its work during the 2016-2017 academic year. The report then offers a summary and analysis of important findings for each category of questions. The final section provides more detailed information about the results including frequencies for each questions, relative frequencies based on different categories of respondents, and comparisons across peers.

II. THE COACHE SURVEY

A. Background on COACHE

The Collaborative on Academic Careers in Higher Education, or "COACHE", was founded in 2002 at Harvard University Graduate School of Education with support from the Ford Foundation and Atlantic Philanthropies. Its original purpose was to develop and implement surveys to learn about the experiences and attitudes of tenure-track faculty to inform workplace improvements for pre-tenure faculty. While still based at Harvard, COACHE has evolved into a membership organization that includes more than 200 institutions and has expanded its surveys to include tenured faculty and full-time non-tenure track faculty.

The COACHE survey is administered annually to a subset of member universities. Most members opt to participate every three years. COACHE designed the survey instrument and implementation plan. COACHE administers the survey and retains the responses, sharing only the results, but not the raw data, with a participating school. By retaining the data, COACHE protects confidentiality. By releasing only results that would not risk revealing a

respondent's identity, COACHE ensures anonymity of respondents.¹ The end result is a reliable and informative survey that is more likely to secure faculty participation and candor and to produce results that are credible and trustworthy.

B. Vanderbilt Participation in COACHE

In fall 2015, Vanderbilt partnered with COACHE to identify the drivers of faculty success in order to implement informed changes.² Vanderbilt joined COACHE with the intent of administering the COACHE survey at regular intervals, allowing comparison of faculty satisfaction over time. The Office of the Provost solicited input from all full-time faculty reporting to the Provost in the new university organization. COACHE launched their survey at Vanderbilt in February 2016 and closed the survey in mid-April. (The full survey is available on Vanderbilt's COACHE Survey website: <http://vanderbilt.edu/faculty-development-diversity/faculty-development/COACHE.php>.)

Vanderbilt has previously surveyed its faculty. In 2012, the Vanderbilt Institutional Research Group ("VIRG") administered a survey that covered similar issues but was much broader than the COACHE survey. The VIRG Faculty Survey was sent to tenured, tenure-track, and non-tenure track faculty in university-central. VIRG issued a detailed report.³ The VIRG report is informative, but the underlying survey has shortcomings. Those shortcomings include concerns about the confidentiality and anonymity of responses since the survey was internal to Vanderbilt, the subset of faculty who were included in the survey, and the lack of external benchmarks and validation.

In fall 2016, COACHE provided preliminary results from the COACHE survey to Provost and Vice Chancellor for Academic Affairs Susan R. Wentz and Vice Chancellor for Equity, Diversity and Inclusion George C. Hill.⁴ COACHE provided additional results, including statistics used as the basis for this report, during the 2016-2017 academic year.

¹ COACHE will not release results where fewer than five respondents answered a question.

² The Provost Office contracted with COACHE and manages the relationship between Vanderbilt and COACHE.

³ The VIRG 2012 survey, results, and report are available to Vanderbilt faculty on the VIRG website. <https://virg.vanderbilt.edu/virgweb/tools.aspx?show=38>.

⁴ Vanderbilt does not have access to the raw survey data. No one at Vanderbilt University has access to the individual responses to the surveys.

Vanderbilt's current plan is to participate in the COACHE Survey again in 2019. By repeating the survey, the University will be able to measure the effects of initiatives informed by the 2016 results and to continue to gauge the satisfaction of faculty over time.

C. Survey Design

The COACHE survey includes a standard set of questions for all participating institutions. The survey begins with a set of simple biographical questions related to the respondent's job (including tenure status, rank, scope of work, and length of employment) and demographic characteristics (such as race and/or ethnicity, sex, age, citizenship, LGBT identification, and family circumstances).⁵ All results are based on self-reported biographical information. A respondent could decline to answer any question. (Results include only respondents who provided a substantive answer to a question.)

The majority of COACHE questions are substantive, focusing on respondent's evaluation of specific issues related to work and workplace. The substantive questions are grouped into eight broad subject areas:

1. Nature of Work,
2. Resources and Support,
3. Interdisciplinary Work, Collaboration, & Mentoring,
4. Tenure & Promotion,⁶
5. Leadership,
6. Governance,
7. Department, and
8. Appreciation.

The COACHE survey is designed to measure faculty satisfaction. Thus, unsurprisingly, many of the questions ask respondent's level of satisfaction with a specific feature of work (e.g., "Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on research") or the workplace (e.g., "Please rate your level of satisfaction or dissatisfaction with computing and technical support"). The next most common question format asks the level of agreement with a normatively positive statement about the institution (e.g., "My

⁵ The exact number of preliminary questions depends on the respondent's answers to certain questions.

⁶ The Tenure and Promotion subject area includes questions related to contract renewal and promotion of non-tenure track faculty. Thus, we refer to this area as "Tenure, Promotion, and Renewal" in our discussion of the Vanderbilt survey results.

department is successful at retaining high-quality faculty members”). Aside from the COACHE biographical questions (and some of the Vanderbilt-specific questions discussed below), COACHE questions offer a Likert scale response format where two responses are normatively positive about the institution, one is neutral, and two are negative. In addition, a respondent could choose not to answer any question.

In addition to the standard COACHE questions, COACHE included a set of Vanderbilt-specific questions in the survey completed by Vanderbilt faculty. The VU-specific questions were created by COACHE in collaboration with the offices of the Provost and Vice Chancellor Hill. The VU-specific questions focus on issues of equity, diversity, and inclusion. The questions included Likert scale questions about levels of satisfaction, similar to those asked in the general COACHE survey, but focused specifically on equity, diversity, and inclusion. The VU-specific questions also asked about the frequency with which a respondent had experienced discriminatory behavior.

While most questions were posed to all respondents, some questions were posed to only a subset of respondents. Such questions focused on issues common to faculty with shared characteristics. Only tenure-track faculty (pre-tenure), for example, were asked questions about the tenure process. Only non-tenured track faculty were asked questions about the length and renewability of their current contracts. Since respondents are not asked all questions, the number of potential respondents is lower for certain questions.

The questions, including both the COACHE questions and the VU-specific equity, diversity, and inclusion questions, is available at the end of this report. The number of respondents choosing each answer is noted for each question. The survey question results indicate if the question was posed to only a subset of faculty.

D. Vanderbilt Respondents

The COACHE results are based on responses from fifty-six percent (56%) of faculty who were surveyed.⁷ The COACHE survey was distributed to all tenured, tenure-track, and non-tenure track faculty who report to the Provost with two exceptions: senior administrators with faculty appointments and clinical faculty employed by VUMC. The spring 2016 administration of the COACHE survey excluded VUMC clinical faculty because VUMC had recently requested their participation in a different survey covering some of the same issues. Rather than impose on VUMC clinical faculty again in such a short-time frame, VUMC and the

⁷ The initial survey invitation was sent by email in February 2016 and the survey closed in April 2016.

Provost’s office agreed not to include them in the 2016 administration but to include them in future administrations.

Vanderbilt’s response rate of 56% is markedly higher than other institutions in general and in every category of respondent. The five selected institutions in the 2016 survey cohort had an average response rate of 43%. Vanderbilt’s response rate varies by tenure-status, gender, and race: pre-tenure, women, and white faculty were more likely to respond than the other group(s) in their category.⁸ However, with one exception, at least half of those surveyed in each category responded. Non-tenure track faculty had the lowest response rate as a group, but the response rate was still as high or higher than the response rate at peer institutions.

Table 1. COACHE Survey Response Rates: Overall and by Category of Respondent

	Overall	TENURE-STATUS			GENDER		RACE	
		Tenured	Pre-Tenure	NTT	Men	Women	Fac. of Color	White
Vanderbilt	56%	63%	65%	47%	54%	59%	50%	58%
Peers	43%	47%	47%	37%	40%	48%	38%	45%

The response rate for the COACHE Survey is roughly the same as that for the 2012 Vanderbilt University Faculty Survey that was administered by the Vanderbilt Institutional Research Group. That 2012 Survey was designed, administered, and analyzed inside the University.

The identity of individual respondents remains anonymous. COACHE keeps all individual level data. COACHE releases frequency data to universities. However, it will not include frequencies if the cell value is less than five in order to ensure protection of the identity of respondents.

⁸ Tenure-status, gender, and race are based on self-identification by respondents. White includes any faculty member who chose White (non-Hispanic). Faculty of Color includes any respondent who chose one of the following answers: American Indian or Native Alaskan; Asian, Asian-American, or Pacific Islander; Black or African-American; Hispanic or Latino; Other; or Multiracial. Respondents who declined to answer are excluded from the breakdowns based on race. Elsewhere in the report, we refer to results based on URM faculty. URM – or Under-Represented Minority – is categorized by COACHE to include any Faculty of Color who are not Asian, Asian-American, or Pacific Islander.

E. Benchmark Institutions and Respondents

The COACHE Survey has been administered to faculty at more than 230 universities over the past decade. COACHE provides basic statistics on the responses to survey questions based on all respondents from the same year. In addition, participating universities may request institution-level responses for a group of five “peer” universities, chosen from institutions whose faculty took the survey in the same year.

In 2016, twenty-three institutions in addition to Vanderbilt participated in the COACHE survey.⁹ From those, Vanderbilt selected the following five as our comparison institutions:

- Brown University,
- Dartmouth College,
- University of Missouri-Columbia,
- University of North Carolina-Chapel Hill, and
- University of Virginia.

Vanderbilt chose these five universities based on an assessment of an array of considerations including: AAU and Research 1 status; presence of comparable departments, schools and programs; location; athletic conference; and others. During discussions with faculty about this report, a number of colleagues inquired about the choice of the University of Missouri-Columbia over Georgetown University. The decision appears to be based on, among other things, the conclusion that University of Missouri was a better match to Vanderbilt in terms of its schools and departments and the desire to include an institution from the Southeastern Conference, of which Vanderbilt is a member.

For every substantive question, COACHE provides two ways to compare our survey responses to results at other institutions. First, COACHE provides detailed results for our selected five peer institutions, broken out by peer. Peers are not identified by name. Instead, they are identified by a neutral number (“Peer 1,” “Peer 2,” and so on). Second, COACHE also reports a summary of all faculty respondents from all institutions that participated in the 2016 COACHE Survey (listed in footnote 9). COACHE does not have peer comparison data for the equity, diversity, and inclusion questions created by Vanderbilt for inclusion at the end of the 2016 survey since those questions are unique to Vanderbilt.

⁹ The following institutions participated in the COACHE survey in 2016 and could have been chosen as one of the five: Brown University, Colby College, Dartmouth College, Georgetown University, Indiana University, James Madison University, Merrimack College, Middlebury College, Missouri University of Science & Technology, Oklahoma State University, Old Dominion University, Radford University, Rochester Institute of Technology, Tufts University, University of Baltimore, University of Houston-Clear Lake, University of Missouri-Columbia, University of Missouri-St. Louis, University of Nevada-Las Vegas, University of North Carolina-Chapel Hill, University of Pittsburgh, University of Richmond, and University of Virginia.

The COACHE Survey also allows us to compare survey responses across demographic groups within Vanderbilt. The results are broken out by the following categories as self-identified by respondents:

- Tenure Status (pre-tenure, tenured, non-tenure track),
- Rank (full professor, associate, assistant),
- Gender (men, women), and
- Race/Ethnicity (white, faculty of color (anyone who responded they are not white), Asian/Asian American, Under-Represented Minorities (anyone who responded they are African-American or Hispanic/Latino)).

IV. THE COACHE FACULTY WORKING GROUP

In order to provide context for the analysis that follows, the report reviews the composition and work of the committee that authored it. This section explains the charge and composition of the committee, the timeline of its workflow, the release of the preliminary report, the outreach to the faculty community, and the final work.

A. Charge and Composition

In September 2016, Provost and Vice Chancellor for Academic Affairs Susan Wentz charged the Faculty Working Group (“FWG”) to develop a faculty-driven report to the community. The FWG has a diverse membership. The members come from eight schools, include faculty of different ranks and tenure status, and reflect the racial, ethnic, and gender diversity of the University faculty. The Provost charged the FWG to guide the overall assessment and dissemination of the results with the key deliverable being this Final Report to the Community. The Faculty Working Group worked to create a culture of transparency and critical discussion throughout the analysis and assessment process.

B. Timeline

From September 2016 through April 2017, the FWG met regularly to fulfill its charge. In October 2016, the FWG received the first release of survey results from COACHE. The group requested supplemental information from COACHE and received additional reports in December 2016 and January 2017. The FWG reviewed and analyzed all of the results. The members decided to release a preliminary report in order to solicit input and guidance from all faculty about the appropriate form of the final report. The committee acted independently of faculty administrators and leaders.

C. Preliminary Report

In February 2017, the FWG released a preliminary report based on results released by COACHE. The FWG simultaneously released charts displaying the frequency distribution of responses to all questions in the COACHE survey. The information in that report is included in the current Final Report. The goal of the report was to engender discussion, reveal any sources of confusion or uncertainty from our compilation of the results, and to engage in dialogue with colleagues.

D. Community Outreach

Having invested significant time and thought to the review of the COACHE data, the FWG was eager to hear from colleagues. During the spring 2017 semester, the FWG actively sought input on findings through multiple avenues:

- The report and concurrent statistical analysis was made available online to all faculty.
- Results were formally presented to campus leaders at a meeting of academic deans and to the COACHE Deans' Working Group.
- Two town halls were open to all members of the faculty community. The town halls are being held on different parts of campus and different days of the week to maximize opportunities for participation.
- Four roundtables focused on issues of special interest to groups of faculty.
- All FWG members invited faculty to call, email, or visit our offices. As a result, we had numerous one-on-one meetings and other exchanges with colleagues from across campus.
- An anonymous online comment box allowing faculty to submit feedback was created.

E. Final Work

This final report incorporates and responds to the feedback we received. The most common request was to offer greater detail about the responses to each question, which prompted us to create the question by question breakdown that immediately follows this report.

III. The 2016 COACHE Survey Results

The COACHE Survey results offer a great deal of information worthy of consideration. We do not attempt to provide an exhaustive review of those results in this report. Instead, we provide a summary of the results along with an observation about discernable patterns in the results. The goal of this preliminary report is to provide sufficient information to allow productive discussion and feedback as we move to the creation of a final report.

We review the COACHE survey results by offering a small number of high-level findings and then focusing on the subject areas into which COACHE organizes the survey. Each section begins with an explanation of the questions asked in each subject area. We then offer a consideration of the key findings and consider any noteworthy variations. You can find a full review of the answers to each question in the statistical appendix. The appendix includes graphics showing the percentage of respondents selecting each answer option for each question (i.e., the distribution of responses). To allow a comparison of Vanderbilt respondents, we provide a second set of graphics that reports the percentage of faculty subgroups (based on tenure-status, race/ethnicity, and gender) who responded favorably to a question. This set of graphics includes the same figures for five peer institutions.

A. High-Level Findings

The Vanderbilt faculty reports high levels of satisfaction across a wide range of areas, but the faculty also expresses dissatisfaction and even strong dissatisfaction on certain issues. We identified the following areas of strength when our faculty responses are compared to those of five other institutions (“peers”):

- Satisfaction with support for obtaining and maintaining grants,
- Satisfaction with facilities and work resources,
- Satisfaction with opportunities for and support of interdisciplinary work,
- Satisfaction with personal and family policies,
- Satisfaction with the quality of departments and students, and
- Satisfaction with health and retirement benefits.

We also note areas of concern, including:

- Lack of clarity of tenure expectations reported by pre-tenure Vanderbilt faculty as compared to peers’ pre-tenure faculty,
- Lack of clarity of expectations and timeline for promotion to full reported by tenured associate professors as compared to tenured full professors,
- Dissatisfaction with recognition of interdisciplinary work in the tenure process,
- Dissatisfaction with the opportunities to engage undergraduates in research relative to peers’ levels of satisfaction,

- Dissatisfaction with support for and availability of mentoring across respondents, and
- Dissatisfaction with the nature of faculty governance (lowest of all survey questions and lower than peers).

The survey also reveals that the level of satisfaction varies depending on tenure-status, rank, gender, and race and ethnicity. Tenured faculty are generally more satisfied than pre-tenure faculty and non-tenure track faculty, full professors are generally more satisfied than associate professors, and white (non-Hispanic) faculty are generally more satisfied than faculty of color. These differences are more pronounced in certain areas than others.

B. Nature of Work: Research, Service and Teaching

The Nature of Work questions explore levels of satisfaction with the central work of a faculty member: research (11 questions), service (9), and teaching (9). The survey also included three additional questions regarding time spent on outreach, time spent on administrative tasks, and ability to balance the areas of teaching, research, and service. For each of the three main areas, respondents were queried about their satisfaction levels with the amount of time they spent on that activity, the expectations of their work in the area, and perceived university support for their efforts. There were also more specific questions pertaining to each domain. We review the survey questions and responses by area. We then offer our analysis.

Vanderbilt faculty are generally satisfied with the nature of their work. On a five-point scale where 5 is the high score and 1 is the low score, the mean response is at or above 3 for all questions but one and also at or above peers in all categories. For example, Vanderbilt faculty are satisfied with time spent on research (more than 60% are satisfied), on service (nearly 60%), and on teaching (nearly 80%).

The **research** questions ask about various aspects of research including time devoted to research, academic freedom, and support for research. Faculty are generally satisfied with the nature of their research work. They are more satisfied than peers with respect to not only time spent on research but also support for research. Faculty report less satisfaction with expectations for securing external funding (43% are satisfied), the support for engaging undergraduates in research (less than half are satisfied), and the availability of course release time to focus on research (just over 40%). Table 2 shows the percentage of all faculty respondents who report being satisfied or very satisfied with regard to each item.

Table 2. Nature of Work-Research: Relative Frequencies	
<i>Question</i>	<i>Satisfied or Very Satisfied</i>
Portion of your time spent on research	63%
The amount of external funding you are expected to find	43%
The influence you have over the focus of your research/scholarly/creative work	86%
The quality of graduate students to support your research/scholarly/creative work	55%
Institutional support for your research/scholarly/creative work	51%
The support your institution provides you for engaging undergraduates in your research/scholarly/creative work	46%
The support your institution has offered you for obtaining externally funded grants (pre-award)	51%
The support your institution has offered you for managing externally funded grants (post-award)	51%
The support your institution has offered you for securing graduate student assistance	40%
The support your institution has offered you for traveling to present papers or conduct research/creative work	55%
The availability of course release time to focus on your research	40%

The **service** questions centered on: time devoted to service; support for those taking on leadership positions; the number and attractiveness of committee assignments; the amount of discretion to choose committees and the equitability of assignments; the number of student advisees; the equitability of advising responsibilities; and level of support for faculty doing advising. While faculty are relatively satisfied with their service obligations including committee work, fewer faculty report satisfaction with the distribution of committee work across their department (only 38% are satisfied), discretion over choice of committee assignments (44%), and institutional support for taking on additional leadership roles including chairing committees (41%).

Table 3 shows the relative frequency with which respondents reported being satisfied or very satisfied on key service questions.

Table 3. Nature of Work-Service: Relative Frequencies	
<i>Question</i>	<i>Satisfied or Very Satisfied</i>
Portion of your time spent on service	57%
The number of committees on which you serve	56%
The attractiveness of the committees on which you serve	49%
The discretion you have to choose the committees on which you serve	44%
How equitably committee assignments are distributed across faculty in your department	38%

Teaching questions asked about: time devoted to teaching; the number and level of courses taught; discretion regarding course content; the number and quality of students taught; equitability of teaching load; the quality of graduate student teaching assistance; and teaching schedule. Faculty report remarkably high levels of satisfaction with most aspects of teaching with satisfaction rates ranging from 70% to nearly 90%. Thus, the 49% satisfaction rate for the distribution of teaching workload stands out as a particularly low score in this area. However, faculty concern about the equitable distribution of teaching workload is consistent with the response to the equitable distribution of committee work.

Table 4. Nature of Work-Teaching: Relative Frequencies	
<i>Question</i>	<i>Satisfied or Very Satisfied</i>
Portion of your time spent on teaching	78%
The number of courses you teach	79%
The level of courses you teach	82%
The discretion you have over the content of the courses you teach	87%
The number of students in the classes you teach, on average	80%
The quality of students you teach, on average	82%
The quality of graduate students to support your teaching	61%
The support your institution has offered you for improving your teaching	57%
How equitably the teaching workload is distributed across faculty in your department	49%

Our top-line assessment of faculty satisfaction with the teaching, service, and research environment is that the teaching and research environment is both positively perceived by most faculty and also a clear strength of Vanderbilt when judged either in absolute terms or relative to the performance of the peer institutions. There are hints of slightly higher levels of dissatisfaction in the distribution of teaching and committee assignments, especially among female and under-represented minority faculty. Further investigation may be warranted as to the gender and race-based differences, which are not present across all

“nature of work” questions. While our peer institutions report similar subgroup differences, the issue still merits additional exploration.

That said, it is again important to emphasize that when we compare our scores to those of our peers, we do not find a systematic or consistent gap. However, we do fare better on some questions and worse on others when compared to peers. Our average was higher than our peers for 13 of the 35 items, the same for 8 items, and lower for 14 items. The relative rankings do not tell us much about satisfaction in these areas. First, the differences between peers within an area of work can be slight. For example, Vanderbilt’s average score for the summary measure of *Nature of Work: Research* is no different from our peers, but Vanderbilt appears to be slightly better on questions related to time spent on research (we are better than 2 peers, worse than 1 peer, and the same as 2 peers) and support for research (we are better than 3 peers, worse than 1 peer, and the same as 1 peer) and slightly worse on support for engaging undergrads in research (worse than 2 peers, better than 1 peer and the same as 2 peers). Second, even when Vanderbilt faculty express lower satisfaction, the comparison may not show that Vanderbilt is normatively worse than its peers. For example, Vanderbilt faculty express lower satisfaction with expectations for securing external funding. But if this reflects that Vanderbilt has relatively high expectations with respect to grants, it could be considered a good thing. And, Vanderbilt faculty report higher levels of satisfaction with support for obtaining and maintaining grants.

A meaningful number of faculty are either neutral or dissatisfied with some of the core work that they do and the differences often track individual characteristics. Tenure-track, associate professors, women, and under-represented minorities (“URM”) are less satisfied with certain aspects of workload. Tenure-track faculty and URM faculty, for example, report relatively lower levels of satisfaction with time spent on teaching (the level of satisfaction is 15 percentage points lower than for all faculty). Women and URM faculty report relatively lower levels of satisfaction with time spent on service. Finally, non-tenure track faculty, women, and URM faculty express lower levels of satisfaction with expectations for the amount of external funding they should secure and with institutional support, such as internal grants, for their work.

C. Resources and Support

The survey included 25 questions in the category of “Resources and Support,” ranging from the material conditions of work (offices and laboratory space) to university policies (support for managing family and career) to financial benefits (tuition, childcare, and parking). In all, nine questions related to facilities and work resources; 12 to personal and family policies; and four to health and retirement benefits.

- Facilities and Work Resources questions covered: support for improving teaching; office, lab, research and studio spaces; classrooms and equipment; library resources as well as computing and technical support; clerical and administrative support; and salary.
- Personal and Family Policies items included: professional-personal balance and institutional support for family and career compatibility; housing and tuition benefits; spousal/partner hiring; childcare and eldercare; family medical and parental leave; flexible workload; stop-the-clock policies; and commuter and parking benefits.
- Health and Retirement Benefits questions included: health benefits for the employee and the employee's family; retirement benefits; and phased retirement options.

Our top-line assessment is that the resources and support that are given to faculty is a clear strength of Vanderbilt – a strength that should be praised, continued, and even strengthened given that the benefits are both a source of great satisfaction among the faculty and also seemingly a point of comparative advantage. Moreover satisfaction is not only generally high across the various items that were asked about, but there are also no real systematic differences between different faculty groups at Vanderbilt; regardless of tenure status, rank, gender, race, or ethnicity there was common agreement and satisfaction with the resources and support that they received from Vanderbilt.

In general, most faculty report satisfaction with resources, family policies, and benefits. In terms of Resources and Support, the average responses of our faculty compare very favorably to those of our peers. Our average responses were statistically greater than all five peers for questions involving: Institutional supports for family/career compatibility, housing benefits, spousal/partner hiring program, childcare, eldercare, family medical/parental leave, and flexible workload/modified duties. We performed worse than our peers in only two areas: satisfaction with computing and technical support (three of our peers had higher scores and two were indistinguishable) and satisfaction with office space (two had a higher average, two had the same average, and one peer had a worse average). The Resources and Support responses do not reveal any consistent pattern of less satisfaction for a demographic or tenure-status group.

D. Interdisciplinary Work, Collaboration, And Mentoring

The COACHE survey includes questions that explore support for and opportunities to work with others on interdisciplinary work (5), collaboration (3), and mentoring (8).

- Interdisciplinary Work questions asked about level of agreement with the following statements: budget allocations encourage interdisciplinary work; campus facilities are conducive to interdisciplinary work; interdisciplinary work is rewarded; and department's ability to evaluate interdisciplinary work.
- Collaboration questions covered opportunities for collaboration within a department, within the institution but outside the department, and outside the institution.
- Mentoring questions centered on the role and effectiveness of mentoring within the department, outside the department but within the institution, and outside the institution.

Faculty are generally satisfied with opportunities to collaborate and with mentoring. Faculty at Vanderbilt, as at most of our peers, express the view that there is insufficient support for being a good mentor and insufficient mentoring of tenured associate professors and non-tenure track faculty. Of note, though, faculty overwhelmingly report that mentoring has been fulfilling to them (more than 80%) and is important (87%).

Less than half of respondents are satisfied with support for and recognition of interdisciplinary work, but our faculty's reported level of satisfaction with interdisciplinary work is as high or higher than the rates of satisfaction at peer institutions. The one exception to our relative strength on interdisciplinary work is among tenure-track faculty who report a very low level of satisfaction with the treatment of interdisciplinary work in the tenure process (18%) which ties for the lowest among our peers.

E. Tenure, Promotion, and Renewal

The COACHE Survey posed different tenure, promotion, and renewal questions to faculty based on their tenure-status and rank. Vanderbilt scores generally were lower than our peers on tenure, promotion, and renewal questions.

- Promotion to Full questions were posed to tenured associate and full professors and focused on: support within the department for achieving promotion to full;

reasonability of promotion expectations; and clarity of numerous aspects of the promotion process (such as criteria, standards, evidence, and timing).

- Tenure questions were posed to tenure-track faculty and inquired about: clarity of numerous aspects of the tenure process (such as criteria, standards, evidence, and time frame); clarity of tenure expectations; consistency of communications about tenure; and the basis for tenure decisions (performance-based or not).
- Renewal and Promotion (Non-Tenured) questions were posed to non-tenure track faculty and centered on: the clarity of the contract renewal process (criteria, standards, and evidence) and the promotion process.

The majority of Vanderbilt tenure-track respondents rated the tenure process, criteria, standards, and evidence as clear. (Women and URM faculty responded comparably to men and non-URM faculty.) They also agreed that the decision was based on performance. (URM faculty agreed with this statement more often than non-URM faculty.) But, they expressed uncertainty about whether they would earn tenure.

Tenured full professors report much higher rates of satisfaction with the promotion-to-full process than do tenured associate professors. Most full professors rate the promotion process, criteria, standards, and body of evidence as clear and the expectations as reasonable. But roughly half or slightly less than half of associate professors agree. Less than one-quarter of associate professors describe the time-frame for promotion as clear. And, many associate professors are unsure as to whether they will be promoted.

Non-tenured track faculty view all aspects of the renewal and promotion process as less clear than tenure-track faculty and tenured associate professors rate their respective advancement processes. The differences are meaningful. For example, the mean score for clarity of the renewal/tenure process is 3.2 for non-tenure track faculty versus 3.7 for tenure-track faculty. The difference between the mean score for clarity of the promotion process is 1.3 (2.6 for non-tenure track faculty versus 3.8 for tenured associate professors).

F. Institutional Leadership and Shared Governance

The Institutional Leadership questions explore levels of satisfaction with all levels of leadership: Senior (Chancellor and Provost) (7 questions), Divisional (College/School Dean) (4), Departmental (Chair) (5), and Faculty (Senate) (4). The survey also included four additional questions regarding consistency of statements and actions on priorities across levels of leadership, the effect of changing priorities, and leaders' support for diversity. For each level of leadership, respondents were queried about their satisfaction levels with the

pace of decision making, stated priorities, communication of priorities, and support for faculty input.

The Shared Governance questions explore attitudes about collaboration between faculty and administration in making institutional decisions. The questions explore the institution's model of shared governance, the effectiveness of the model, and the opportunities and support for faculty participation in governance.

Vanderbilt's mean scores for satisfaction with senior, divisional, and departmental leadership are as high or higher than all but one peer. The percentage of Vanderbilt faculty who report they are satisfied with senior, divisional, and departmental leaders is the same or greater than the percentage of peers' faculties who are satisfied. Vanderbilt's mean scores for faculty leaders are roughly in the middle of our peers. Vanderbilt responses to senior, divisional, and faculty leadership questions include many neutral responses. Vanderbilt faculty report higher levels of satisfaction with departmental leadership than with senior and divisional leadership.

Vanderbilt's mean scores for shared governance are slightly higher than our peers but among the lowest scores on the survey. Tenured faculty and URM faculty give the lowest scores on the shared governance questions.

G. Department Engagement, Quality, And Collegiality

The COACHE survey includes questions about departmental engagement (5), quality (9), and collegiality (7).

- Departmental Engagement questions inquired into: the frequency of faculty conversations about undergraduate student learning; graduate student learning; teaching; technology; and research.
- Departmental Quality items focused on satisfaction with: intellectual vitality; scholarly productivity; and teaching effectiveness of tenured, pre-tenure, and non-tenured faculty.
- Collegiality asked about: personal and professional interaction with colleagues; ability to find a balance between professional and personal life; and support for finding the right balance.

Vanderbilt faculty report high levels of satisfaction with the quality of their departments and with collegiality within their departments. (Both are comparable to peers.) Vanderbilt faculty report that graduate student learning and research are more frequently discussed than undergraduate learning, teaching, and technology. Vanderbilt's mean scores for the latter three place us in the middle of our peers.

H. Appreciation and Recognition

The COACHE survey asks faculty whether they are satisfied with the recognition they receive for different types of work (teaching, advising, scholarship, service, and outreach) and from their department chair and colleagues. The survey also asks tenured faculty whether they agree that their college and department are valued by the chancellor and provost and whether they personally feel valued by the provost and dean.

Vanderbilt faculty are generally satisfied with the recognition for their scholarship and teaching, but neutral or dissatisfied with the recognition for their advising, service, and outreach. These numbers are consistent across groups although slightly lower for women and URM faculty. Vanderbilt's mean responses are comparable to those of peers.

Most faculty are satisfied with the level of recognition from their colleagues, although non-tenure-track, women, and URM faculty are less satisfied. More than sixty percent of tenured faculty feel that their college is valued by senior leadership, but slightly less than fifty percent feel that their department is valued. Tenured faculty are neutral or dissatisfied with the recognition which they receive from the provost and dean. But, those scores place us above most of our peers.

I. Equity, Diversity, and Inclusion

The Vanderbilt version of the COACHE survey included a set of questions focused on issues of equity, diversity, and inclusion. Faculty were asked whether the environment is inclusive and equitable for community members regardless of background and whether they were satisfied with efforts to recruit and retain a diverse faculty.

Vanderbilt faculty respond unevenly to the questions of whether our environment is inclusive and equitable. Tenured faculty, full professors, men, and White (non-Hispanic) faculty agree in large numbers that the university is an inclusive environment (more than 60% across categories) and an equitable environment (more than 60% across categories). Women respondents were less likely than men to rate the environment as inclusive (57% versus 71%) or equitable (54% versus 69%). URM respondents were much less likely than White (non-Hispanic) respondents to rate the environment as inclusive (35% versus 68%) or equitable (35% versus 66%).

Vanderbilt faculty are somewhat divided on the university's efforts to recruit a diverse faculty. URM faculty are roughly half as likely as other faculty to be satisfied with recruitment of diverse faculty (26% compared to 54%).

The survey also asked how frequently over the prior year a respondent had personally experienced discriminatory behavior based on personal characteristics. For each of the following characteristics, the number reflects the rounded percentage of faculty who answered that they had experienced the type of discrimination very often, often, or sometimes:

- Age: 1%
- Disability: 1.5%
- English language proficiency: 3%
- Ethnicity/national origin: 6%
- Gender identity: 13%
- Physical characteristics: 5%
- Political views/affiliation: 8%
- Pregnancy: 3%
- Race: 6%
- Religious views: 6%
- Sexual orientation: 3%
- Socioeconomic Status: 4%

IV. CONCLUSION

The COACHE Faculty Satisfaction Survey is a useful tool that provides helpful information about faculty attitudes. However, the data has inherent limitations. The results are not a precise measure of faculty satisfaction. The responses reflect the time when the survey was administered and the faculty who chose to respond. Because the survey is constructed to be used by faculty from a range of disciplines and work settings, some questions likely were interpreted differently by different faculty. The peer comparisons often turn on small differences in means and/or large variance. Yet, the survey remains useful and information. We recommend that the University use it to inform and build on what we already know and to question some of our assumptions about the faculty's attitudes.

The survey supports the conclusion that the University has numerous successes that merit continued support. Benefits, work-life balance, departmental satisfaction, teaching satisfaction, and research satisfaction are all signs of a positive work environment that we should continue to foster. Vanderbilt's support for our faculty and their families is a strength and should be a point of both pride and distinction.

The survey also reveals some mixed attitudes. For example, pre-tenure faculty as a whole agree that the tenure process is generally clear. But, they are less positive about the tenure process than pre-tenure faculty at our peer institutions. And, while they report that the expectations for their performance as a scholar or teacher is clear, the majority report that expectations for other roles is not clear and that the messages from tenured colleagues about tenure requirements are not consistent. The pre-tenure faculty's responses are not associated with race or gender. Another example of mixed results are associated with interdisciplinary work: faculty are satisfied with support for such work but do not believe their departments know how to value the work in renewal, tenure, and promotion decisions.

Finally, the survey reveals what appear to be pressing concerns meriting special attention. For example, it shows large race and gender differences on the distribution of teaching and service obligations. Tenured associate professors and tenured full professors report sharply different views on the clarity of the standards and process for promotion to full.

We end by drawing attention to the responses to the final questions on the survey. On the penultimate question, 73% of faculty agrees "If I had to do it all over, I would again choose to work at this institution" (and only 15% disagreed with the remainder unsure). And, on the ultimate question, 71% report they are satisfied with Vanderbilt as a place to work (and only 13% are dissatisfied and 16% are neither).

COACHE Survey Questions with Response Frequencies

In the spring of 2016, Vanderbilt University faculty were asked to complete the Collaborative on Academic Careers in Higher Education (COACHE) survey that is administered by COACHE, which is based at the Harvard Graduate School of Education. Fifty-six percent of Vanderbilt faculty participated in the survey. The substantive questions and possible answers are reprinted below. The number of respondents choosing each answer is listed after the answer. (COACHE does not report the number of respondents who declined to answer a question.)

SECTION 2. NATURE OF WORK – OVERALL

Q45. Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following:

A. Teaching

Very satisfied.....	207
Satisfied.....	356
Neither satisfied nor dissatisfied	101
Dissatisfied.....	55
Very dissatisfied.....	6

B. Research

Very satisfied.....	178
Satisfied.....	262
Neither satisfied nor dissatisfied	101
Dissatisfied.....	133
Very dissatisfied.....	26

C. Service (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents)The

Very satisfied.....	90
Satisfied.....	329
Neither satisfied nor dissatisfied	179
Dissatisfied.....	108
Very dissatisfied.....	23

D. Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)

Very satisfied.....	95
Satisfied.....	213
Neither satisfied nor dissatisfied	186
Dissatisfied.....	43
Very dissatisfied.....	9

E. Administrative tasks(e.g., creating and submitting reports, routine paperwork)

Very satisfied.....	63
Satisfied.....	205
Neither satisfied nor dissatisfied	210
Dissatisfied.....	173
Very dissatisfied.....	51

Q55. Please rate your level of agreement or disagreement with the following statements:

A. I am able to balance the teaching, research, and service (and clinical, if applicable) activities expected of me.

Strongly agree	179
Somewhat agree	275
Neither agree nor disagree.....	63
Somewhat disagree	158
Strongly disagree	52

B. My institution does what it can to help faculty who take on additional leadership roles (e.g. major committee assignments, department chairmanship), to sustain other aspects of their faculty work.

Strongly agree	179
Somewhat agree	275
Neither agree nor disagree.....	63
Somewhat disagree	158
Strongly disagree	52

SECTION 3. NATURE OF WORK – SERVICE

Q60. Please rate your level of satisfaction or dissatisfaction with the following:

A. The number of committees on which you serve

Very satisfied	81
Satisfied	295
Neither satisfied nor dissatisfied	193
Dissatisfied	89
Very dissatisfied	13

B. The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve

Very satisfied	64
Satisfied	258
Neither satisfied nor dissatisfied	233
Dissatisfied	84
Very dissatisfied	12

C. The discretion you have to choose the committees on which you serve

Very satisfied	63
Satisfied	224
Neither satisfied nor dissatisfied	207
Dissatisfied	123
Very dissatisfied	34

D. How equitably committee assignments are distributed across faculty in your department

Very satisfied	58
Satisfied	193
Neither satisfied nor dissatisfied	181
Dissatisfied	144
Very dissatisfied	82

SECTION 4. NATURE OF WORK – TEACHING

Q70. Please rate your level of satisfaction or dissatisfaction with the following:

A. The number of courses you teach

Very satisfied	237
Satisfied	317
Neither satisfied nor dissatisfied	73
Dissatisfied	65
Very dissatisfied	8

B. The level of courses you teach

Very satisfied	263
Satisfied	314
Neither satisfied nor dissatisfied	64
Dissatisfied	50
Very dissatisfied	12

C. The discretion you have over the content of the courses you teach

Very satisfied	396
Satisfied	213
Neither satisfied nor dissatisfied	52
Dissatisfied	30
Very dissatisfied	8

D. The number of students in the classes you teach, on average

Very satisfied	258
Satisfied	299
Neither satisfied nor dissatisfied	73
Dissatisfied	57
Very dissatisfied	12

E. The quality of students you teach, on average

Very satisfied	258
Satisfied	299
Neither satisfied nor dissatisfied	73
Dissatisfied	42
Very dissatisfied	11

I. The quality of graduate students to support your teaching

Very satisfied	120
Satisfied	154
Neither satisfied nor dissatisfied	91
Dissatisfied	58
Very dissatisfied	26

F. The support your institution has offered you for improving your teaching

Very satisfied	157
Satisfied	233
Neither satisfied nor dissatisfied	188
Dissatisfied	65
Very dissatisfied	43

G. How equitably the teaching workload is distributed across faculty in your department

Very satisfied	101
Satisfied	236
Neither satisfied nor dissatisfied	138
Dissatisfied	143
Very dissatisfied	72

SECTION 5. NATURE OF WORK – RESEARCH

Q80. Please rate your level of satisfaction or dissatisfaction with the following:

A. The amount of external funding you are expected to find

Very satisfied	66
Satisfied	184
Neither satisfied nor dissatisfied	196
Dissatisfied	93
Very dissatisfied	37

B. The influence you have over the focus of your research/scholarly/creative work

Very satisfied	374
Satisfied	221
Neither satisfied nor dissatisfied	54
Dissatisfied	31
Very dissatisfied	12

C. The quality of graduate students to support your research/scholarly/creative work

Very satisfied	94
Satisfied	194
Neither satisfied nor dissatisfied	117
Dissatisfied	80
Very dissatisfied	40

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

Very satisfied	115
Satisfied	233
Neither satisfied nor dissatisfied	134
Dissatisfied	126
Very dissatisfied	74

E. The support your institution provides you for engaging undergraduates in your research/scholarly/creative work

Very satisfied	66
Satisfied	189
Neither satisfied nor dissatisfied	174
Dissatisfied	92
Very dissatisfied	35

Q85. Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for:

A. Obtaining externally funded grants (pre-award)

Very satisfied	84
Satisfied	194
Neither satisfied nor dissatisfied	137
Dissatisfied	100
Very dissatisfied	35

B. Managing externally funded grants (post-award)

Very satisfied	66
Satisfied	174
Neither satisfied nor dissatisfied	115
Dissatisfied	81
Very dissatisfied	36

C. Securing graduate student assistance

Very satisfied	51
Satisfied	143
Neither satisfied nor dissatisfied	140
Dissatisfied	104
Very dissatisfied	49

D. Traveling to present papers or conduct research/creative work

Very satisfied	157
Satisfied	223
Neither satisfied nor dissatisfied	116
Dissatisfied	120
Very dissatisfied	69

E. The availability of course release time to focus on your research

Very satisfied	69
Satisfied	168
Neither satisfied nor dissatisfied.....	151
Dissatisfied	121
Very dissatisfied	69

SECTION 6. RESOURCES & SUPPORT

Q90. Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment:

A. Office

Very satisfied.....	257
Satisfied.....	312
Neither satisfied nor dissatisfied.....	79
Dissatisfied.....	62
Very dissatisfied.....	26

B. Laboratory, research, or studio space

Very satisfied.....	124
Satisfied.....	220
Neither satisfied nor dissatisfied.....	82
Dissatisfied.....	58
Very dissatisfied.....	25

C. Equipment

Very satisfied.....	148
Satisfied.....	358
Neither satisfied nor dissatisfied.....	117
Dissatisfied.....	61
Very dissatisfied.....	16

D. Classrooms

Very satisfied.....	130
Satisfied.....	342
Neither satisfied nor dissatisfied.....	103
Dissatisfied.....	109
Very dissatisfied.....	25

E. Library resources

Very satisfied.....	255
Satisfied.....	333
Neither satisfied nor dissatisfied.....	99
Dissatisfied.....	34
Very dissatisfied.....	12

F. Computing and technical support

Very satisfied	147
Satisfied	310
Neither satisfied nor dissatisfied	137
Dissatisfied	101
Very dissatisfied	45

G. Salary

Very satisfied	135
Satisfied	275
Neither satisfied nor dissatisfied	116
Dissatisfied	167
Very dissatisfied	50

H. Clerical/administrative support

Very satisfied	155
Satisfied	277
Neither satisfied nor dissatisfied.....	107
Dissatisfied	142
Very dissatisfied	51

Q95. Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment:

A. Health benefits for yourself

Very satisfied	169
Satisfied	370
Neither satisfied nor dissatisfied	105
Dissatisfied	61
Very dissatisfied.....	24

B. Health benefits for your family (i.e. spouse, partner, and dependents)

Very satisfied	130
Satisfied	310
Neither satisfied nor dissatisfied	106
Dissatisfied	67
Very dissatisfied.....	25

C. Retirement benefits

Very satisfied 102
Satisfied 345
Neither satisfied nor dissatisfied 159
Dissatisfied 74
Very dissatisfied 17

D. Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage)

Very satisfied..... 36
Satisfied..... 71
Neither satisfied nor dissatisfied 96
Dissatisfied 61
Very dissatisfied..... 36

E. Tuition waivers, remission, or exchange

Very satisfied 215
Satisfied 200
Neither satisfied nor dissatisfied 71
Dissatisfied 22
Very dissatisfied 15

F. Spousal/partner hiring program

Very satisfied 33
Satisfied 62
Neither satisfied nor dissatisfied 94
Dissatisfied 38
Very dissatisfied 37

G. Childcare

Very satisfied 46
Satisfied 72
Neither satisfied nor dissatisfied 68
Dissatisfied 27
Very dissatisfied 23

H. Eldercare

Very satisfied..... 5
Satisfied..... 23
Neither satisfied nor dissatisfied..... 69
Dissatisfied..... 8
Very dissatisfied..... 9

I. Phased retirement options

Very satisfied..... 32
Satisfied..... 125
Neither satisfied nor dissatisfied..... 132
Dissatisfied..... 36
Very dissatisfied..... 24

J. Family medical/parental leave

Very satisfied..... 95
Satisfied..... 192
Neither satisfied nor dissatisfied..... 100
Dissatisfied..... 30
Very dissatisfied..... 19

K. Flexible workload/modified duties for parental or other family reasons

Very satisfied..... 106
Satisfied..... 164
Neither satisfied nor dissatisfied..... 87
Dissatisfied..... 26
Very dissatisfied..... 24

L. [Pre-tenure Faculty] Stop-the-clock for parental or other family reasons

Very satisfied..... 14
Satisfied..... 21
Neither satisfied nor dissatisfied..... 13
Dissatisfied..... 5
Very dissatisfied..... 3

SECTION 7. INTERDISCIPLINARY WORK

Q100. Please rate your level of agreement or disagreement with the following statements:

A. Budget allocations encourage interdisciplinary work.

Strongly agree.....	67
Somewhat agree.....	186
Neither agree nor disagree	130
Somewhat disagree	145
Strongly disagree.....	65

B. Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.

Strongly agree.....	77
Somewhat agree.....	218
Neither agree nor disagree	134
Somewhat disagree	147
Strongly disagree.....	62

C. Interdisciplinary work is rewarded in the merit process.

Strongly agree.....	42
Somewhat agree.....	119
Neither agree nor disagree	140
Somewhat disagree	140
Strongly disagree.....	90

D. [NTT or Tenured Associate or Tenured Full] Interdisciplinary work is rewarded in the promotion process.

Strongly agree.....	38
Somewhat agree.....	93
Neither agree nor disagree	119
Somewhat disagree	121
Strongly disagree.....	73

E. [Pre-tenure Faculty] Interdisciplinary work is rewarded in the tenure process

Strongly agree.....	4
Somewhat agree.....	7
Neither agree nor disagree	14
Somewhat disagree	19
Strongly disagree.....	16

F. My department understands how to evaluate interdisciplinary work.

Strongly agree.....	61
Somewhat agree.....	149
Neither agree nor disagree	135
Somewhat disagree.....	133
Strongly disagree.....	87

SECTION 8. COLLABORATION

Q105. Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with:

A. Other members of your department

Very satisfied	201
Satisfied	292
Neither satisfied nor dissatisfied.....	108
Dissatisfied	88
Very dissatisfied	38

F. Within your institution, faculty outside your department

Very satisfied	145
Satisfied	282
Neither satisfied nor dissatisfied.....	156
Dissatisfied	87
Very dissatisfied	33

D. Faculty outside your institution

Very satisfied	168
Satisfied	311
Neither satisfied nor dissatisfied.....	138
Dissatisfied	66
Very dissatisfied	23

SECTION 9. MENTORING

Q110 for NTT or Tenured Associate or Tenured Full

Q115. Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?

Strongly agree	173
Somewhat agree.....	164
Neither agree nor disagree	52
Somewhat disagree.....	17
Strongly disagree	5

Q120. Whether or not you have received formal or informal mentoring at your current institution, please indicate how important or unimportant each of the following is to your success as a faculty member:

A. Having a mentor or mentors in your department

Very important	343
Important	269
Neither important nor unimportant.....	43
Unimportant	29
Very unimportant.....	19

B. Having a mentor or mentors outside your department at your institution

Very important	173
Important	248
Neither important nor unimportant.....	157
Unimportant	90
Very unimportant.....	27

C. Having a mentor or mentors outside your institution

Very important	196
Important	263
Neither important nor unimportant.....	156
Unimportant	61
Very unimportant.....	17

Q125. Please rate the effectiveness or ineffectiveness of the following for you:

A. Mentoring from someone in your department

Very effective.....	170
Somewhat effective.....	220
Neither effective nor ineffective.....	60
Somewhat ineffective	59
Very ineffective	57

B. Mentoring from someone outside your department at your institution

Very effective.....	80
Somewhat effective.....	183
Neither effective nor ineffective.....	101
Somewhat ineffective	36
Very ineffective	44

C. Mentoring from someone outside your institution

Very effective.....	157
Somewhat effective.....	207
Neither effective nor ineffective.....	96
Somewhat ineffective	16
Very ineffective	15

Q130. Please rate your level of agreement or disagreement with the following statements:

A. [Pre-tenure or Tenured Faculty] There is effective mentoring of pre-tenure faculty in my department.

Strongly agree	100
Somewhat agree.....	180
Neither agree nor disagree	49
Somewhat disagree.....	65
Strongly disagree	50

B. [Tenured Associate or Tenured Full Faculty] There is effective mentoring of tenured associate professors in my department.

Strongly agree	23
Somewhat agree.....	73
Neither agree nor disagree	68
Somewhat disagree.....	80
Strongly disagree	88

C. [NTT or Tenured Associate or Tenured Full Faculty] My institution provides adequate support for faculty to be good mentors.

Strongly agree	32
Somewhat agree.....	94
Neither agree nor disagree	131
Somewhat disagree.....	165
Strongly disagree	123

SECTION 10. TENURE AND PROMOTION

Q135B-Q135E for Tenured Faculty

Q135. Please rate your level of agreement or disagreement with the following statements:

B. [Associate and Full Faculty] My department has a culture where associate professors are encouraged to work towards promotion to full professorship.

Strongly agree	140
Somewhat agree.....	116
Neither agree nor disagree	36
Somewhat disagree	34
Strongly disagree.....	33

C. [Associate and Full Faculty] Generally, the expectations for promotion from associate to full professor are reasonable to me.

Strongly agree	113
Somewhat agree.....	136
Neither agree nor disagree	31
Somewhat disagree	33
Strongly disagree.....	35

Q132, Q133, Q136A-Q136F Q137A-Q137G and Q139A-Q139B for Pre-tenure Faculty

Q136. Please rate the clarity of the following aspects of earning tenure in your department:

A. The tenure process in my department

Very clear.....	26
Somewhat clear.....	42
Neither clear nor unclear.....	5
Somewhat unclear	16
Very unclear	6

B. The tenure criteria (what things are evaluated) in my department

Very clear.....	23
Somewhat clear.....	46
Neither clear nor unclear.....	5
Somewhat unclear	15
Very unclear	6

C. The tenure standards (the performance thresholds) in my department

Very clear.....	18
Somewhat clear.....	35
Neither clear nor unclear.....	5
Somewhat unclear	26
Very unclear	11

D. The body of evidence (the dossier’s contents) that will be considered in making my tenure decision

Very clear.....	28
Somewhat clear.....	35
Neither clear nor unclear.....	14
Somewhat unclear	14
Very unclear	4

E. My sense of whether or not I will achieve tenure

Very clear.....	10
Somewhat clear.....	28
Neither clear nor unclear.....	21
Somewhat unclear	18
Very unclear	15

Q137. Is what's expected in order to earn tenure clear to you regarding your performance as:

A. A scholar

Very clear.....	33
Somewhat clear.....	34
Neither clear nor unclear.....	2
Somewhat unclear	15
Very unclear	10

B. A teacher

Very clear.....	22
Somewhat clear.....	46
Neither clear nor unclear.....	5
Somewhat unclear	14
Very unclear	7

C. An advisor to students

Very clear 9
Somewhat clear 31
Neither clear nor unclear 23
Somewhat unclear14
Very unclear15

D. A colleague in your department

Very clear 14
Somewhat clear 28
Neither clear nor unclear 17
Somewhat unclear20
Very unclear15

E. A campus citizen

Very clear 11
Somewhat clear 25
Neither clear nor unclear 17
Somewhat unclear22
Very unclear18

F. [College and University Faculty] A member of the broader community (e.g.,outreach)

Very clear 8
Somewhat clear 18
Neither clear nor unclear 20
Somewhat unclear22
Very unclear24

Q139. Please rate your level of agreement or disagreement with the following statements:

A. I have received consistent messages from tenured faculty about the requirements for tenure.

Strongly agree15
Somewhat agree.....32
Neither agree nor disagree13
Somewhat disagree.....25
Strongly disagree9

B. 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).

Strongly agree	27
Somewhat agree.....	41
Neither agree nor disagree	16
Somewhat disagree.....	7
Strongly disagree	10

Q140A-Q140F for Tenured Associate or Tenured Full Faculty

Q140. Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor:

A. The promotion process in my department

Very clear.....	144
Somewhat clear.....	115
Neither clear nor unclear	35
Somewhat unclear	43
Very unclear	27

B. The promotion criteria (what things are evaluated) in my department

Very clear.....	134
Somewhat clear.....	125
Neither clear nor unclear	31
Somewhat unclear	43
Very unclear	31

C. The promotion standards (the performance thresholds) in my department

Very clear.....	102
Somewhat clear.....	131
Neither clear nor unclear	39
Somewhat unclear	53
Very unclear	40

D. The body of evidence (the dossier's contents) considered in making promotion decisions

Very clear.....	140
Somewhat clear.....	125
Neither clear nor unclear	27

Somewhat unclear	38
Very unclear	34

E. The time frame within which associate professors should apply for promotion

Very clear.....	78
Somewhat clear.....	104
Neither clear nor unclear	62
Somewhat unclear	60
Very unclear	59

F. [Tenured Associate Faculty] My sense of whether I will be promoted from associate to full professor

Very clear.....	16
Somewhat clear.....	31
Neither clear nor unclear	12
Somewhat unclear	28
Very unclear	33

SECTION 11. INSTITUTIONAL GOVERNANCE & LEADERSHIP

Q170. Please rate your level of agreement or disagreement with the following statements:

A. My institution's priorities are stated consistently across all levels of leadership (i.e. president, provost, deans/division heads, and department chairs/heads).

Strongly agree.....	79
Somewhat agree.....	214
Neither agree nor disagree	135
Somewhat disagree	167
Strongly disagree.....	71

C. My institution's priorities are acted upon consistently across all levels of leadership (i.e. president, provost, deans/division heads, and department chairs/heads).

Strongly agree.....	62
Somewhat agree.....	179
Neither agree nor disagree	139
Somewhat disagree	174
Strongly disagree.....	95

D. In the past five years, my institution's priorities have changed in ways that negatively affect my work in my department.

Strongly agree.....	89
Somewhat agree.....	99
Neither agree nor disagree	143
Somewhat disagree	195
Strongly disagree.....	145

Q175. In adapting to the changing mission, I have received sufficient support from:

A. My dean or division head

Strongly agree.....	36
Somewhat agree.....	70
Neither agree nor disagree	60
Somewhat disagree	73
Strongly disagree.....	69

B. My department head or chair

Strongly agree.....	65
Somewhat agree.....	78
Neither agree nor disagree	43
Somewhat disagree	46
Strongly disagree.....	46

Q180. Please rate your level of satisfaction or dissatisfaction with the

following: My institution’s president’s/chancellor’s:

A. Pace of decision making

Very satisfied.....	56
Satisfied.....	208
Neither satisfied nor dissatisfied	271
Dissatisfied.....	84
Very dissatisfied.....	47

B. Stated priorities

Very satisfied.....	62
Satisfied.....	205
Neither satisfied nor dissatisfied	217
Dissatisfied.....	135
Very dissatisfied.....	62

C. Communication of priorities to faculty

Very satisfied.....	64
Satisfied.....	225
Neither satisfied nor dissatisfied	195
Dissatisfied.....	122
Very dissatisfied.....	81

My institution’s chief academic officer’s (provost, VPAA, dean of faculty):

L. Pace of decision making

Very satisfied.....	69
Satisfied.....	207
Neither satisfied nor dissatisfied	269
Dissatisfied.....	73
Very dissatisfied.....	45

M. Stated priorities

Very satisfied.....	72
Satisfied.....	212
Neither satisfied nor dissatisfied	225
Dissatisfied.....	108
Very dissatisfied.....	55

N. Communication of priorities to faculty

Very satisfied.....	81
Satisfied.....	230
Neither satisfied nor dissatisfied	222
Dissatisfied.....	89
Very dissatisfied.....	55

Q185D-Q185G for University Faculty

Q185. Please rate your level of satisfaction or dissatisfaction with the

following: My dean's or division head's:

D. Pace of decision making

Very satisfied.....	126
Satisfied.....	245
Neither satisfied nor dissatisfied	201
Dissatisfied.....	61
Very dissatisfied.....	43

E. Stated priorities

Very satisfied.....	112
Satisfied.....	229
Neither satisfied nor dissatisfied	198
Dissatisfied.....	86
Very dissatisfied.....	50

F. Communication of priorities to faculty

Very satisfied.....	128
Satisfied.....	236
Neither satisfied nor dissatisfied	175
Dissatisfied.....	89
Very dissatisfied.....	51

G. Ensuring opportunities for faculty to have input into school/college priorities

Very satisfied.....	106
Satisfied.....	206
Neither satisfied nor dissatisfied	195
Dissatisfied.....	97
Very dissatisfied.....	73

My department head's or chair's:

H. Pace of decision making

Very satisfied.....	170
Satisfied.....	245
Neither satisfied nor dissatisfied	126
Dissatisfied.....	47
Very dissatisfied.....	39

I. Stated priorities

Very satisfied.....	167
Satisfied.....	218
Neither satisfied nor dissatisfied	129
Dissatisfied.....	61
Very dissatisfied.....	51

J. Communication of priorities to faculty

Very satisfied.....	184
Satisfied.....	221
Neither satisfied nor dissatisfied	110
Dissatisfied.....	55
Very dissatisfied.....	58

K. Ensuring opportunities for faculty to have input into departmental policy decisions

Very satisfied.....	200
Satisfied.....	213
Neither satisfied nor dissatisfied	89
Dissatisfied.....	60
Very dissatisfied.....	64

L. Fairness in evaluating my work

Very satisfied.....	219
Satisfied.....	207
Neither satisfied nor dissatisfied	108
Dissatisfied.....	35
Very dissatisfied.....	44

Q186. Please rate your level of satisfaction or dissatisfaction with the following:

A. The pace of decision making by my institution-wide faculty governing body

Very satisfied.....	33
Satisfied.....	155
Neither satisfied nor dissatisfied	305
Dissatisfied.....	85
Very dissatisfied.....	46

B. The stated priorities of my institution-wide faculty governing body

Very satisfied.....	41
Satisfied.....	166
Neither satisfied nor dissatisfied	288
Dissatisfied.....	90
Very dissatisfied.....	45

C. The communication of priorities by my institution-wide faculty governing body

Very satisfied.....	43
Satisfied.....	174
Neither satisfied nor dissatisfied	266
Dissatisfied.....	111
Very dissatisfied.....	40

D. The steps taken by my institution-wide faculty governing body to ensure faculty are included in that body's decision making

Very satisfied.....	40
Satisfied.....	190
Neither satisfied nor dissatisfied.....	252
Dissatisfied.....	97
Very dissatisfied.....	53

SECTION 11A. SHARED GOVERNANCE

Q187B. On the whole, rate the effectiveness or ineffectiveness of the shared governance system at your institution.

Very effective.....	32
Somewhat effective.....	180
Neither effective nor ineffective	90
Somewhat ineffective.....	139
Very ineffective.....	125

Q188. Please rate your level of agreement or disagreement with the following:

A. The existing faculty governance structures offer sufficient opportunities for me to provide input on institution-wide policies

Strongly agree	34
Somewhat agree.....	142
Neither agree nor disagree	225
Somewhat disagree.....	144
Strongly disagree	108

B. I understand the process by which I can express my opinions about institutional policies

Strongly agree	50
Somewhat agree.....	161
Neither agree nor disagree	179
Somewhat disagree.....	183
Strongly disagree	98

C. My institution has clear rules about the various roles and authority of the faculty and administration

Strongly agree	61
Somewhat agree.....	187
Neither agree nor disagree	209
Somewhat disagree.....	132
Strongly disagree	68

D. My institution's shared governance model holds up under unusual situations

Strongly agree	28
Somewhat agree.....	105
Neither agree nor disagree	283
Somewhat disagree.....	103
Strongly disagree	87

E. My institution systematically reviews the effectiveness of its decision making processes

Strongly agree	27
Somewhat agree.....	84
Neither agree nor disagree	281
Somewhat disagree.....	128
Strongly disagree	115

Q189A. How often do you experience the following?

A. The governance committees on which I currently serve make observable progress toward goals.

Frequently	35
Regularly	124
Occasionally	146
Seldom	50
Never	21

B. The progress achieved through governance efforts is publicly recognized.

Frequently	32
Regularly	115
Occasionally	201
Seldom	134
Never	30

C. My institution cultivates new leaders among faculty.

Frequently	43
Regularly	152
Occasionally	220
Seldom	121
Never	29

D. Important institutional decisions are not made until consensus among faculty leaders and senior administrators is achieved.

Frequently	19
Regularly	67
Occasionally	132
Seldom	153
Never	106

E. Senior administrators ensure that there is sufficient time for faculty to provide input on important decisions.

Frequently	33
Regularly	150
Occasionally	176
Seldom	146
Never	52

F. Once an important decision is made, senior administrators communicate their rationale (e.g., data used for decision, weight of faculty input, etc.).

Frequently	37
Regularly	140
Occasionally	215
Seldom	150
Never	46

Q189B. How often do faculty leaders and senior administrators...

A. Have equal say in governance matters.

Frequently	22
Regularly	63
Occasionally	112
Seldom	146
Never	100

B. Engage each other in defining decision criteria used to evaluate options.

Frequently	34
Regularly	110
Occasionally	125
Seldom	114
Never	38

C. Respectfully consider one another's views before making important decisions.

Frequently	41
Regularly	119
Occasionally	143
Seldom	108
Never	37

D. Follow agreed-upon rules of engagement when there are disagreements.

Frequently	38
Regularly	108
Occasionally	107
Seldom	74
Never	35

E. Have an open system of communication for making decisions.

Frequently	37
Regularly	110
Occasionally	135
Seldom	150
Never	57

F. Share a sense of responsibility for the welfare of the institution.

Frequently	81
Regularly	205
Occasionally	126
Seldom	69
Never	24

G. Discuss difficult issues in good faith.

Frequently	47
Regularly	139
Occasionally	143
Seldom	107
Never	38

SECTION 12. ENGAGEMENT

Q190. How often do you engage with faculty in your department in conversations about:

A. Undergraduate student learning

Frequently	142
Regularly	169
Occasionally	156
Seldom	103
Never	113

B. [University Faculty] Graduate student learning

Frequently	180
Regularly	222
Occasionally	145
Seldom	72
Never	66

C. Effective teaching practices

Frequently	148
Regularly	209
Occasionally	197
Seldom	117
Never	43

D. Effective use of technology

Frequently	116
Regularly	178
Occasionally	239
Seldom	127
Never	49

E. Use of current research methodologies

Frequently	155
Regularly	216
Occasionally	191
Seldom	90
Never	55

Q195. Please rate your level of satisfaction or dissatisfaction with the following:

A. The intellectual vitality of tenured faculty in your department

Very satisfied	225
Satisfied	288
Neither satisfied nor dissatisfied	78
Dissatisfied	62
Very dissatisfied	24

B. The intellectual vitality of pre-tenure faculty in your department

Very satisfied	277
Satisfied	295
Neither satisfied nor dissatisfied	59
Dissatisfied	19
Very dissatisfied	5

C. The research/scholarly/creative productivity of tenured faculty in your department

Very satisfied	213
Satisfied	292
Neither satisfied nor dissatisfied	95
Dissatisfied	52
Very dissatisfied	18

D. The research/scholarly/creative productivity of pre-tenure faculty in your department

Very satisfied	242
Satisfied	295
Neither satisfied nor dissatisfied	80
Dissatisfied	25
Very dissatisfied	6

F. The teaching effectiveness of tenured faculty in your department

Very satisfied	130
Satisfied	259
Neither satisfied nor dissatisfied	132
Dissatisfied	60
Very dissatisfied	26

G. The teaching effectiveness of pre-tenure faculty in your department

Very satisfied 165
Satisfied 285
Neither satisfied nor dissatisfied 115
Dissatisfied 13
Very dissatisfied 9

SECTION 13. WORK & PERSONAL LIFE BALANCE

Q200. Please rate your level of agreement or disagreement with the following statements:

A. I have been able to find the right balance, for me, between my professional life and my personal/family life.

Strongly agree.....	163
Somewhat agree.....	261
Neither agree nor disagree	66
Somewhat disagree	153
Strongly disagree.....	61

B. My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.

Strongly agree.....	119
Somewhat agree.....	211
Neither agree nor disagree	123
Somewhat disagree	103
Strongly disagree.....	59

C. My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.

Strongly agree.....	191
Somewhat agree.....	236
Neither agree nor disagree	106
Somewhat disagree.....	56
Strongly disagree.....	37

D. Department meetings occur at times that are compatible with my personal/family needs.

Strongly agree.....	320
Somewhat agree.....	226
Neither agree nor disagree	67
Somewhat disagree.....	40
Strongly disagree.....	31

SECTION 14. CLIMATE

Q205. Please rate your level of satisfaction or dissatisfaction with the following:

A. The amount of professional interaction you have with pre-tenure faculty in your department

Very satisfied	166
Satisfied	318
Neither satisfied nor dissatisfied.....	113
Dissatisfied	43
Very dissatisfied	15

B. The amount of personal interaction you have with pre-tenure faculty in your department

Very satisfied	135
Satisfied	281
Neither satisfied nor dissatisfied.....	168
Dissatisfied	49
Very dissatisfied	14

C. How well you fit in your department (e.g. your sense of belonging in your department)

Very satisfied	178
Satisfied	245
Neither satisfied nor dissatisfied.....	109
Dissatisfied	101
Very dissatisfied	58

D. The amount of professional interaction you have with tenured faculty in your department

Very satisfied	155
Satisfied	291
Neither satisfied nor dissatisfied.....	117
Dissatisfied	80
Very dissatisfied	32

E. The amount of personal interaction you have with tenured faculty in your department

Very satisfied	134
Satisfied	260
Neither satisfied nor dissatisfied.....	172
Dissatisfied	77

Very dissatisfied 27

Q210. Please rate your level of agreement or disagreement with the following statements:

A. My departmental colleagues “pitch in” when needed.

Strongly agree 227
Somewhat agree..... 262
Neither agree nor disagree74
Somewhat disagree.....97
Strongly disagree38

C. On the whole, my department is collegial.

Strongly agree 299
Somewhat agree..... 240
Neither agree nor disagree59
Somewhat disagree.....65
Strongly disagree39

Q212. Please rate your level of agreement or disagreement with the following statements:

A. On the whole, my department colleagues are committed to supporting and promoting diversity and inclusion in the department.

Strongly agree 280
Somewhat agree..... 241
Neither agree nor disagree83
Somewhat disagree.....62
Strongly disagree32

B. There is visible leadership at my institution for the support and promotion of diversity on campus.

Strongly agree..... 317
Somewhat agree..... 242
Neither agree nor disagree 71
Somewhat disagree 38
Strongly disagree..... 29

SECTION 15. APPRECIATION & RECOGNITION

Q215. Please rate your level of satisfaction or dissatisfaction with the

following: How satisfied are you with the recognition you receive

for your...

A. Teaching efforts

Very satisfied	89
Satisfied	240
Neither satisfied nor dissatisfied.....	166
Dissatisfied	12
Very dissatisfied	56

B. Student advising

Very satisfied	50
Satisfied	173
Neither satisfied nor dissatisfied.....	204
Dissatisfied	127
Very dissatisfied	70

C. Scholarly/creative work

Very satisfied	97
Satisfied	260
Neither satisfied nor dissatisfied.....	159
Dissatisfied	98
Very dissatisfied	56

D. Service contributions (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents)

Very satisfied	61
Satisfied	198
Neither satisfied nor dissatisfied.....	219
Dissatisfied	119
Very dissatisfied	71

E. [College or University Faculty] Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)

Very satisfied	34
Satisfied	129

Neither satisfied nor dissatisfied.....	210
Dissatisfied	70
Very dissatisfied	50

For all of your work, how satisfied are you with the recognition you receive from...

**J. [Tenured Associate and Tenured Full] Your chief academic officer
(provost, VPAA, dean of faculty)**

Very satisfied.....	31
Satisfied	73
Neither satisfied nor dissatisfied.....	115
Dissatisfied	69
Very dissatisfied	49

K. [Tenured Associate and Tenured Full] Your dean or division head

Very satisfied.....	59
Satisfied	95
Neither satisfied nor dissatisfied.....	88
Dissatisfied	61
Very dissatisfied	40

L. Your department head or chair

Very satisfied.....	171
Satisfied	209
Neither satisfied nor dissatisfied.....	109
Dissatisfied	72
Very dissatisfied	60

I. Your colleagues/peers

Very satisfied.....	151
Satisfied	291
Neither satisfied nor dissatisfied.....	156
Dissatisfied	63
Very dissatisfied	33

Q220A-Q220B for Tenured Associate and Tenured Full

Q220. Please rate your level of agreement or disagreement with the following statements:

A. [University Faculty] I feel that my school/college is valued by this institution's President/Chancellor and Provost.

Strongly agree	122
Somewhat agree.....	104
Neither agree nor disagree	46
Somewhat disagree.....	57
Strongly disagree	28

B. I feel that my department is valued by this institution's President/Chancellor and Provost.

Strongly agree.....	72
Somewhat agree.....	85
Neither agree nor disagree	61
Somewhat disagree	74
Strongly disagree.....	48

SECTION 16. RECRUITMENT & RETENTION

Q240. Please rate your level of agreement or disagreement with the following statement(s):

A. [NTT or Tenured Associate or Tenured Full Faculty] Outside offers are not necessary as leverage in compensation negotiations

Strongly agree	30
Somewhat agree.....	62
Neither agree nor disagree	48
Somewhat disagree.....	141
Strongly disagree	239

My department is successful at...

B. [NTT or Tenured Associate or Tenured Full Faculty] Recruiting high-quality faculty members

Strongly agree	204
Somewhat agree.....	235
Neither agree nor disagree	75
Somewhat disagree.....	49
Strongly disagree	35

C. [NTT or Tenured Associate or Tenured Full Faculty] Retaining high-quality faculty members

Strongly agree	156
Somewhat agree.....	247
Neither agree nor disagree	72
Somewhat disagree.....	70
Strongly disagree	46

D. Addressing sub-standard tenured faculty performance

Strongly agree	49
Somewhat agree.....	131
Neither agree nor disagree	116
Somewhat disagree.....	164
Strongly disagree	91

SECTION 17. GLOBAL SATISFACTION

Q245. Please rate your level of agreement or disagreement with the following statements:

- A. 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.

Strongly agree	106
Somewhat agree.....	164
Neither agree nor disagree	135
Somewhat disagree.....	87
Strongly disagree	72

- D. If I had it to do all over, I would again choose to work at this institution.

Strongly agree	288
Somewhat agree.....	194
Neither agree nor disagree	79
Somewhat disagree.....	55
Strongly disagree	43

Q250. Please rate your level of satisfaction or dissatisfaction with the following:

A. All things considered, your department as a place to work

Very satisfied.....	231
Satisfied.....	287
Neither satisfied nor dissatisfied	89
Dissatisfied.....	58
Very dissatisfied.....	38

B. All things considered, your institution as a place to work

Very satisfied.....	217
Satisfied.....	283
Neither satisfied nor dissatisfied	111
Dissatisfied.....	66
Very dissatisfied.....	27

GUIDE TO GRAPHICS

The Final Report includes three sets of graphics in an effort to communicate as much detail as possible while still making meaningful comparison possible.

The first set of graphics shows the distribution of responses to all questions (pages 1-176 of the graphics).¹⁰ For each question, we have created two histograms: the top diagram shows the relative frequency with which Vanderbilt respondents chose each answer (labeled “VU Response”) and the bottom diagram shows the frequency with which peer institutions’ respondents chose each answer (labeled “Peer Response”). The histograms allow readers to see the distribution of responses, to visually compare it to Vanderbilt faculty’s responses to other questions, and to visually compare it to peers’ responses. There are more peer respondents because the Peer Response graph includes responses from all five of the provided peer institutions.

The second set of graphics compares levels of satisfaction by faculty subgroup (Pages 177-352 of the graphics). Most COACHE questions offer a Likert scale response format where two responses are normatively positive about the institution, one is neutral, and two are negative. The most common question format asks respondent’s level of satisfaction with a specific feature of work or the workplace. The next most common question format asks the level of agreement with a normatively positive statement about the institution. Thus, the satisfaction graphic reports the percentage of faculty who pick the top two answers to a question. The horizontal axis label indicates the question format for the specific question. The question itself is indicated by the main title for each graphic.

The satisfaction graphs are broken out by faculty subgroup. The subgroup is listed on the left vertical axis. A respondent is assigned to a subgroup based on self-identification. (If a respondent refused to identify, she is excluded from the responses when broken out by subgroup, but is reflected in the “Overall” number.) COACHE reports results based on the following subgroups:

- Race or Ethnicity: Asian/Asian-American (“Asian”), Under-Represented Minority (“URM”),¹¹ or White (Non-Hispanic) (“White”).
- Gender: Male or Female.
- Rank: Assistant Professor, Associate Professor, or Full Professor. (Rank reflects title not tenure-status.)

¹⁰ The survey is available at <https://www4.vanderbilt.edu/secure/provost/SurveyQuestionsCOACHE.pdf>.

¹¹ The URM category includes any respondent who answered the race/ethnicity questions and did not identify as Asian, Asian-American or Pacific Islander or as White (Non-Hispanic).

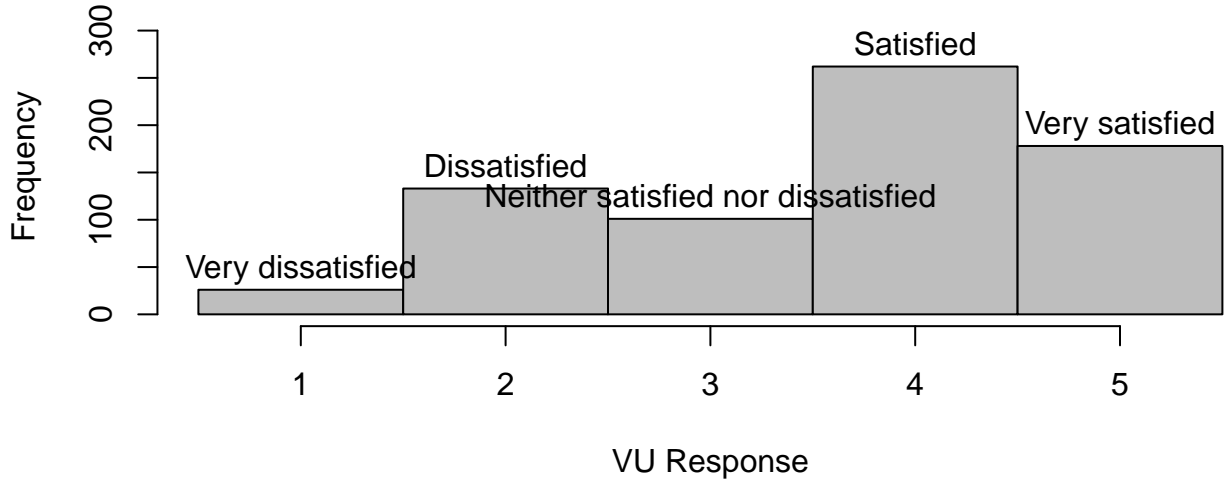
- Tenure Status: Non-tenure track, tenure-track (pre-tenure), or tenured.

Vanderbilt responses in each subgroup are noted by a black dot and the corresponding rate of satisfaction for each of the five peer institutions is plotted using different colored dots. The line segments around each dot are the 95% confidence interval based on the responses and sample size in each group. The number on the right vertical axis is the number of respondents in each category for each institution. We include the overall satisfaction level for all respondents as the bottom category.

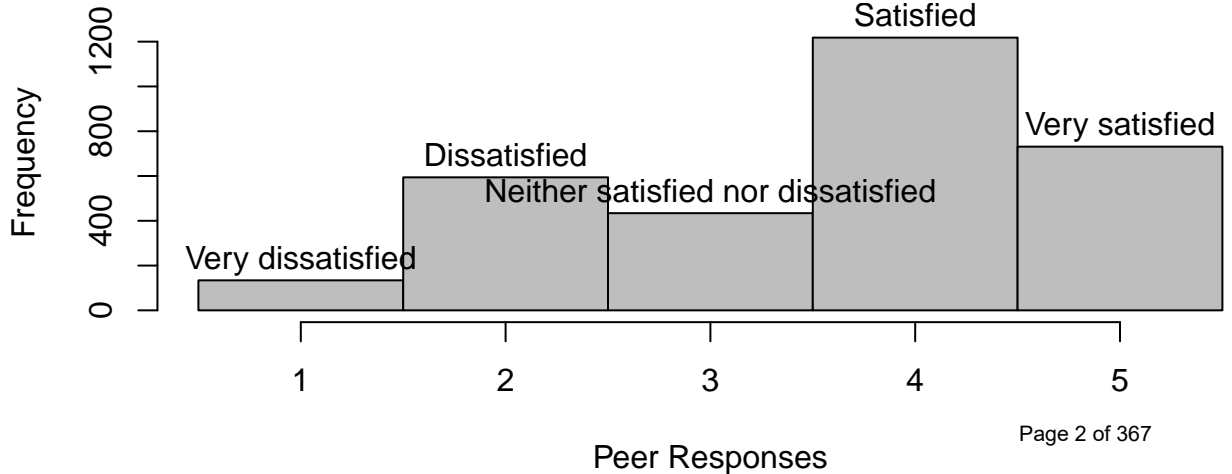
The third set of graphics shows the distribution of responses to the Vanderbilt-specific questions on equity, diversity, and inclusion (pages 352-367 of the graphics). We do not have peer data on these questions, thus the graphics only report the distribution for Vanderbilt respondents.

Distribution of Responses to All Questions

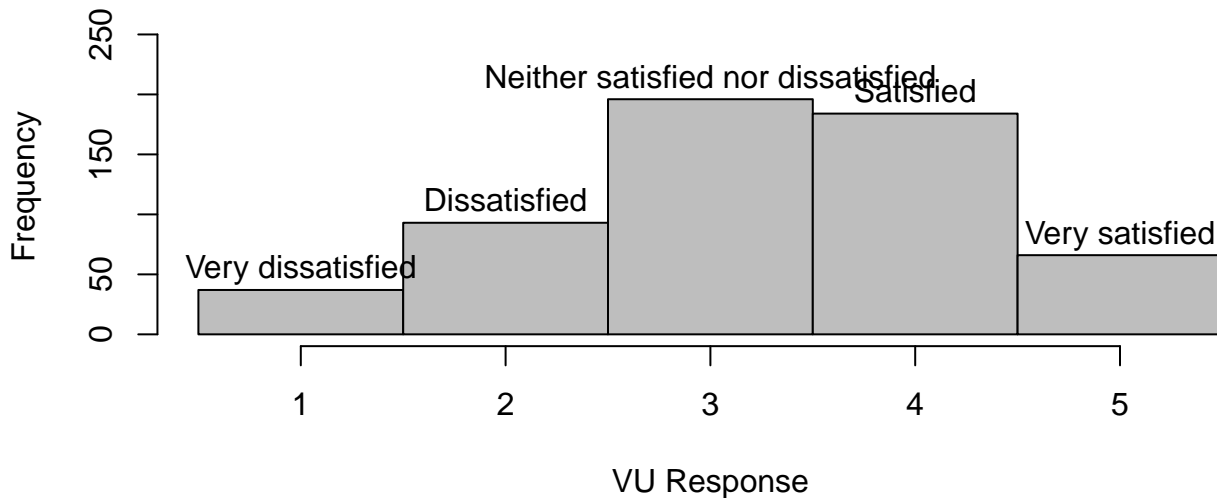
Time spent on research



Time spent on research



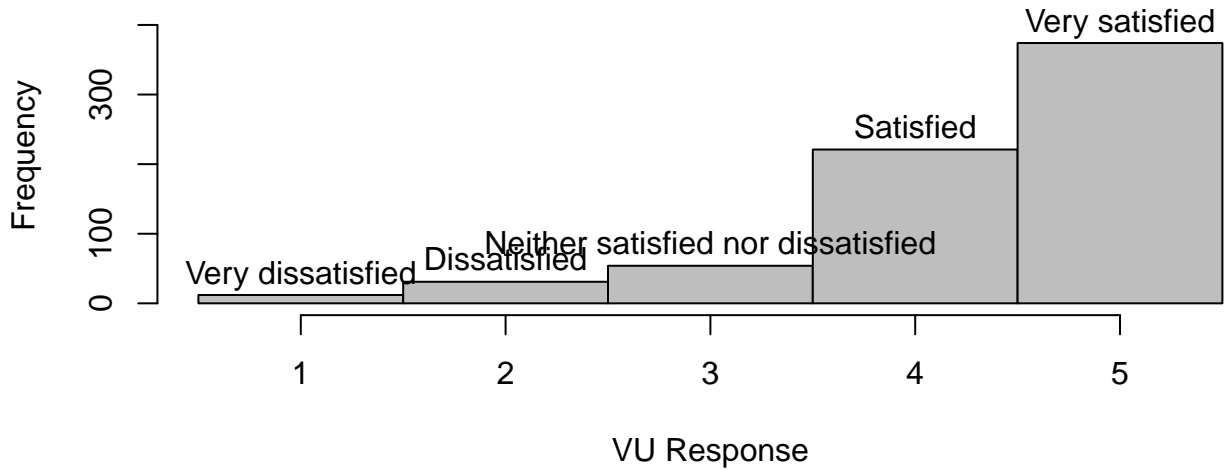
Expectations for finding external funding



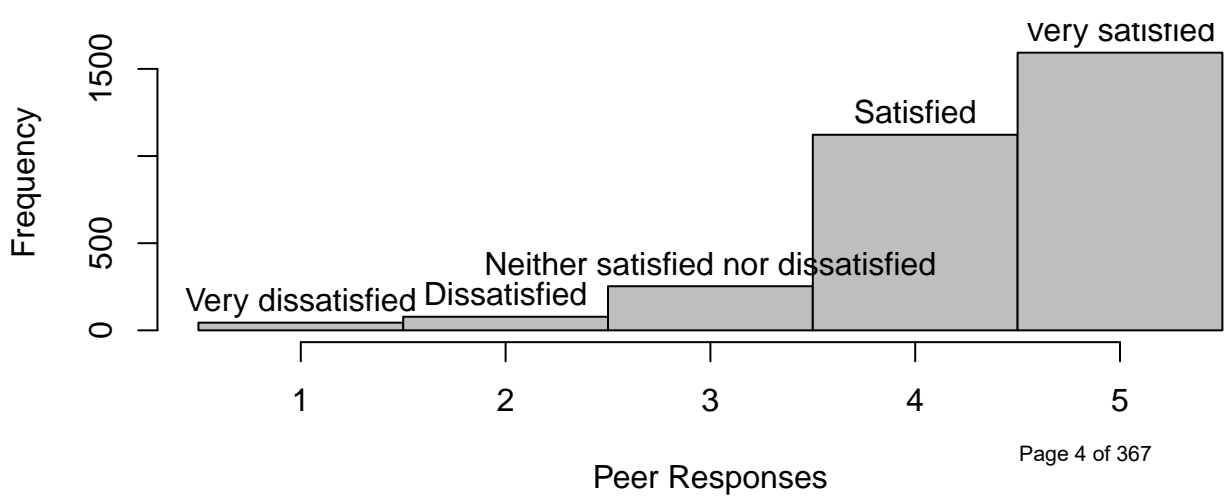
Expectations for finding external funding



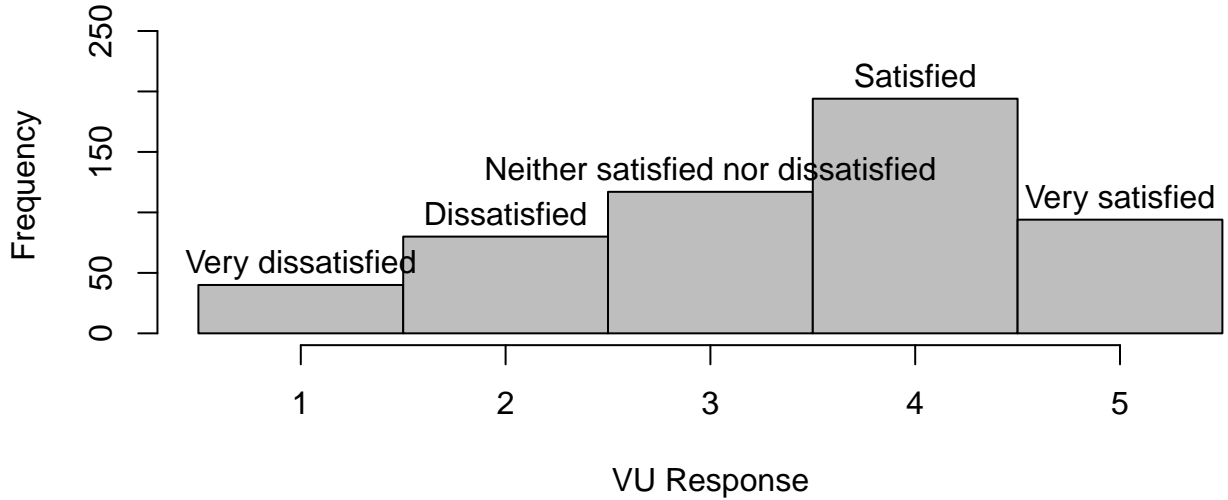
Influence over focus of research



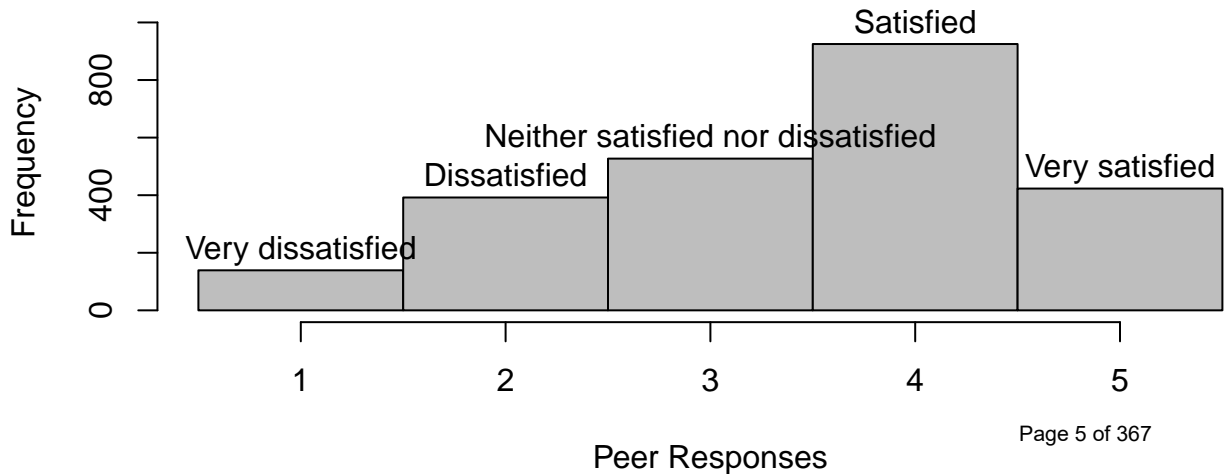
Influence over focus of research



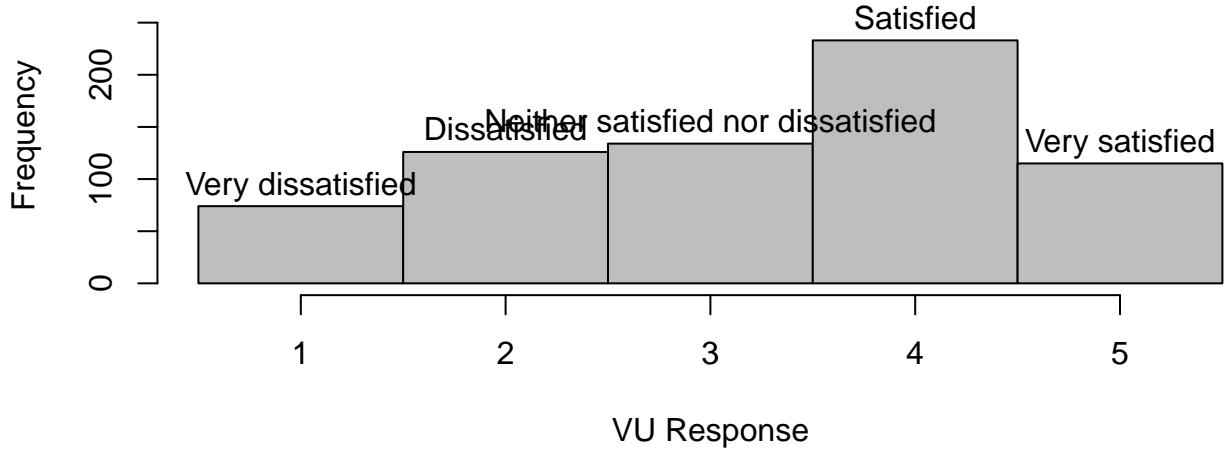
Quality of grad students to support research



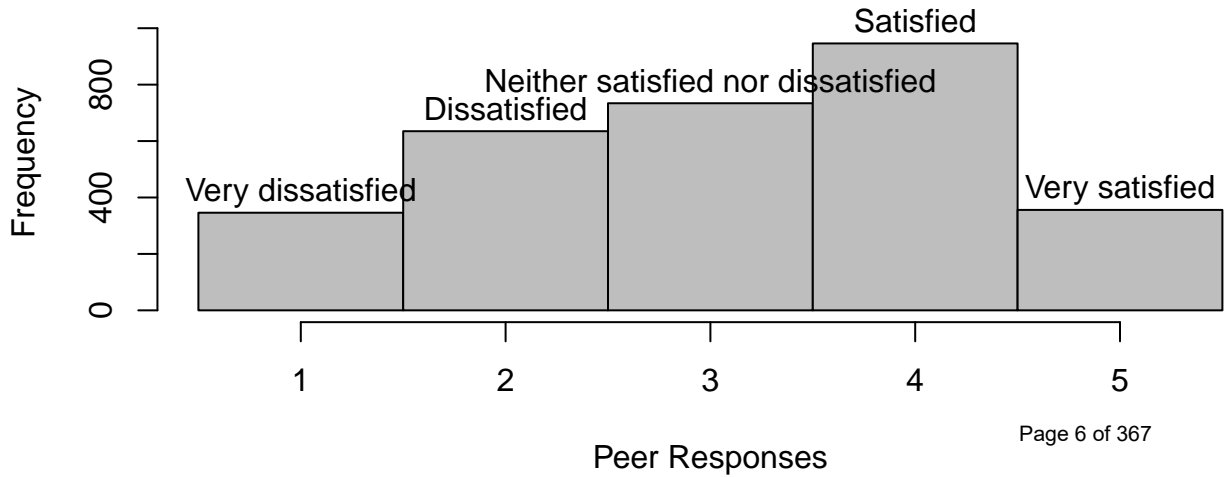
Quality of grad students to support research



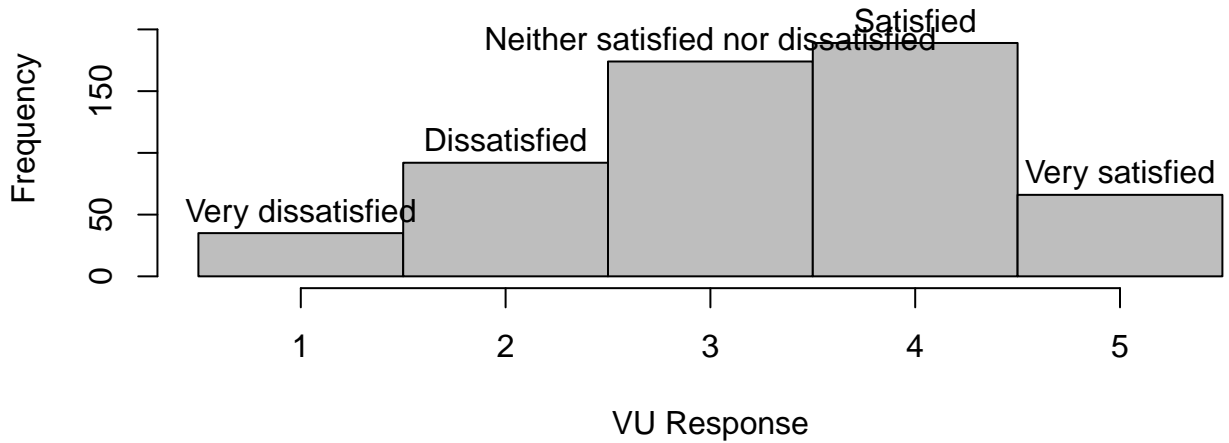
Support for research



Support for research



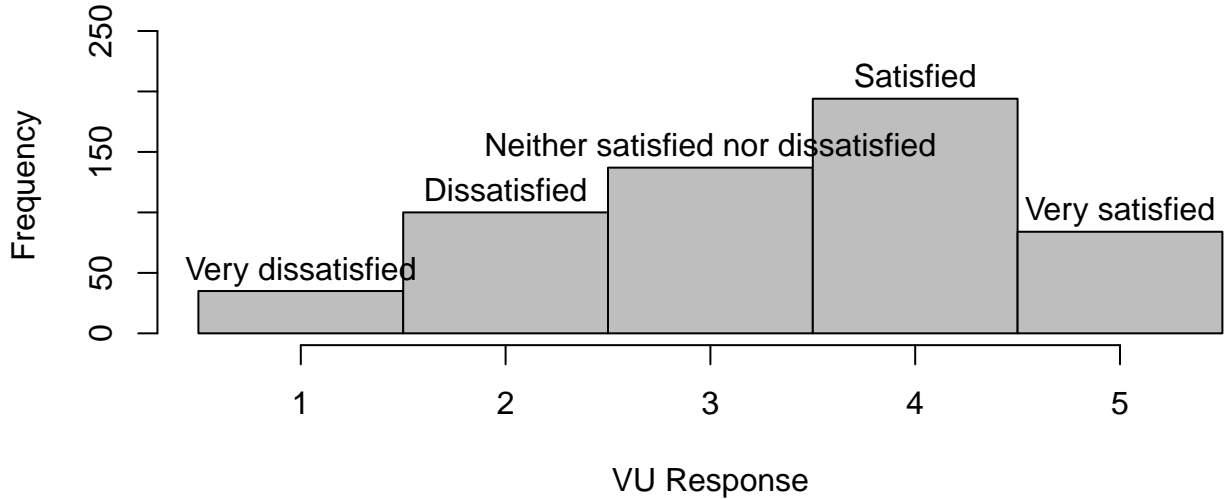
Support for engaging undergrads in research



Support for engaging undergrads in research



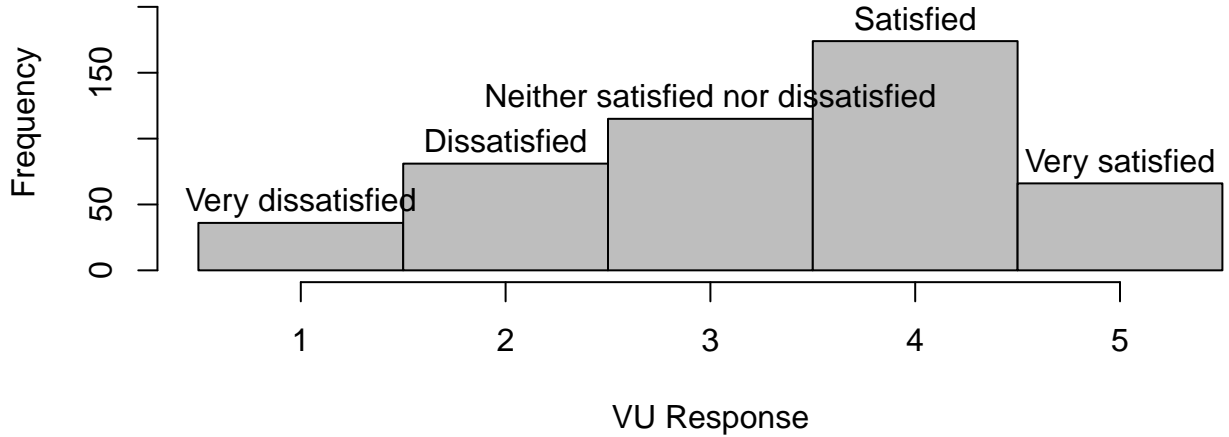
Support for obtaining grants (pre-award)



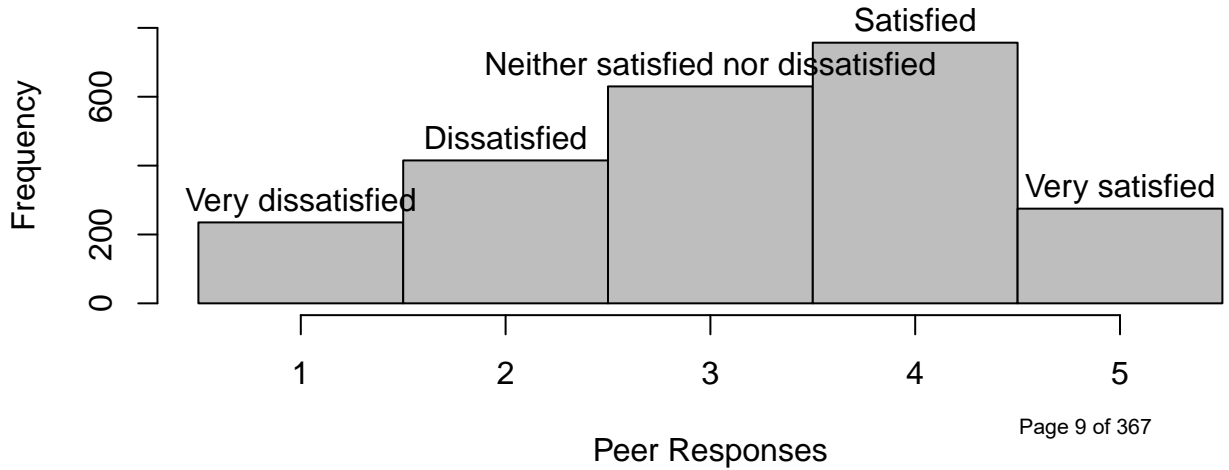
Support for obtaining grants (pre-award)



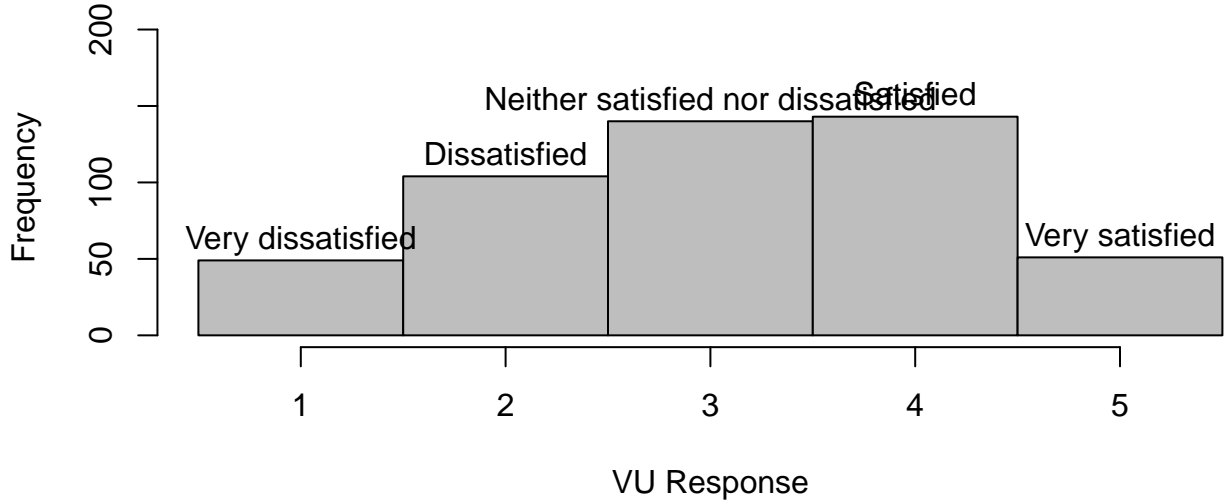
Support for maintaining grants (post-award)



Support for maintaining grants (post-award)



Support for securing grad student assistance



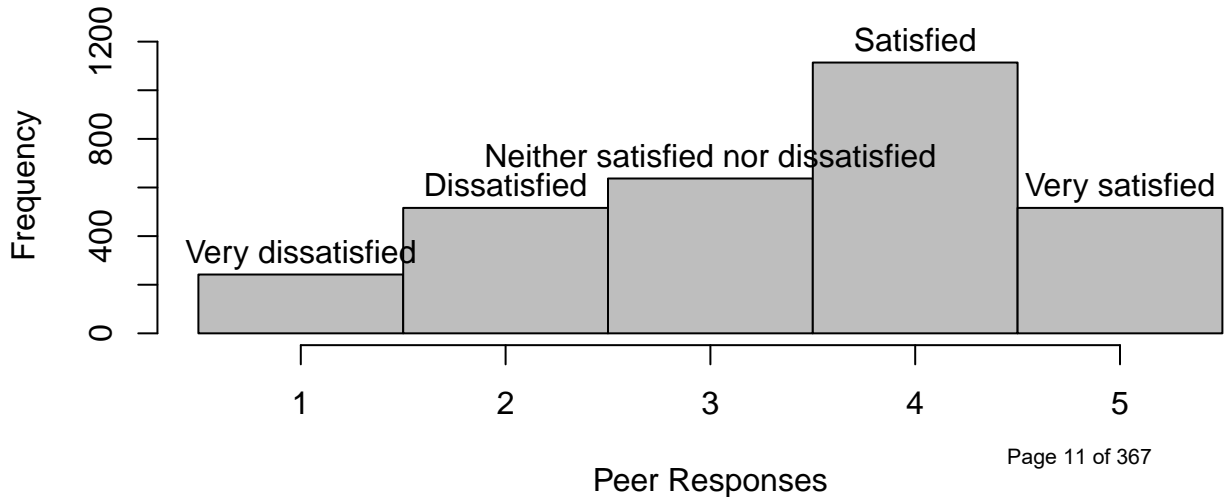
Support for securing grad student assistance



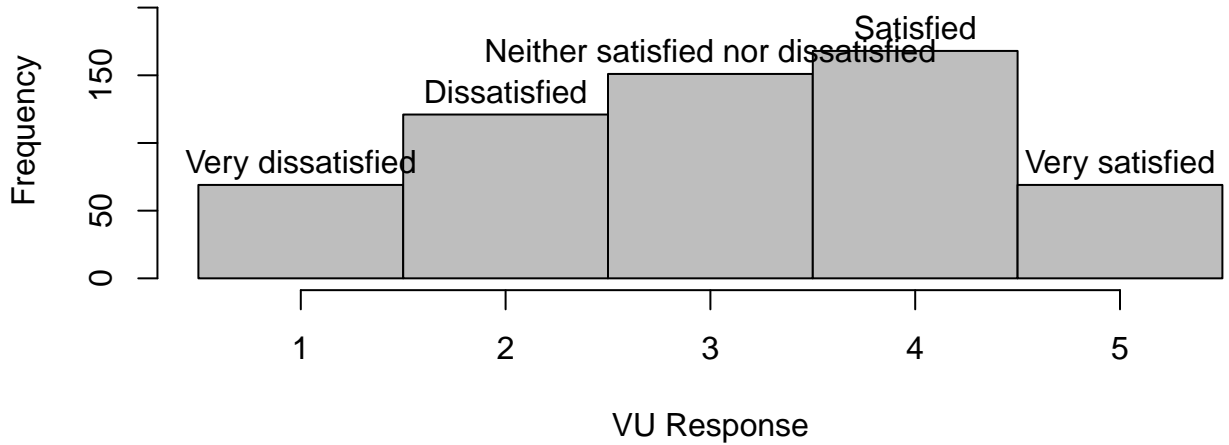
Support for travel to present/conduct research



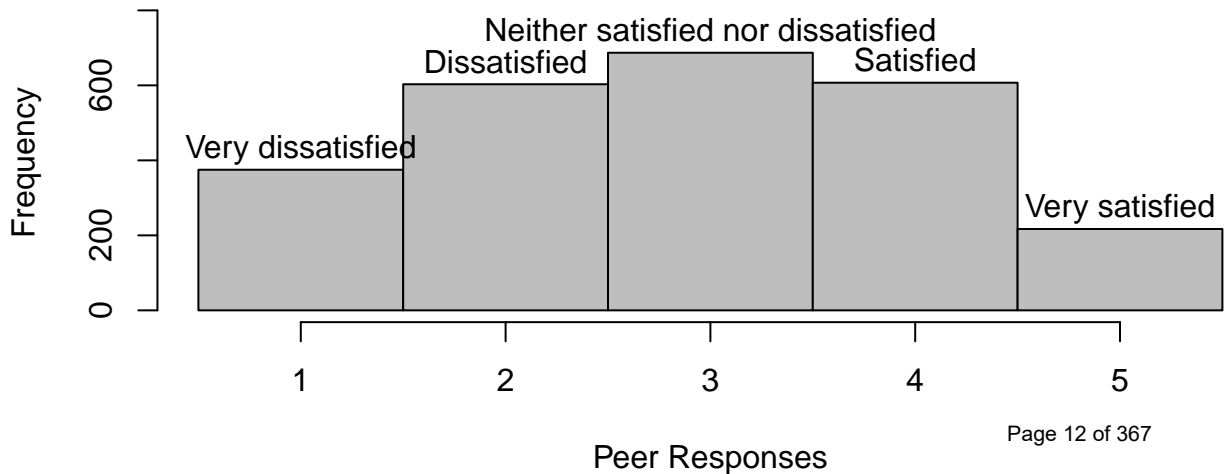
Support for travel to present/conduct research



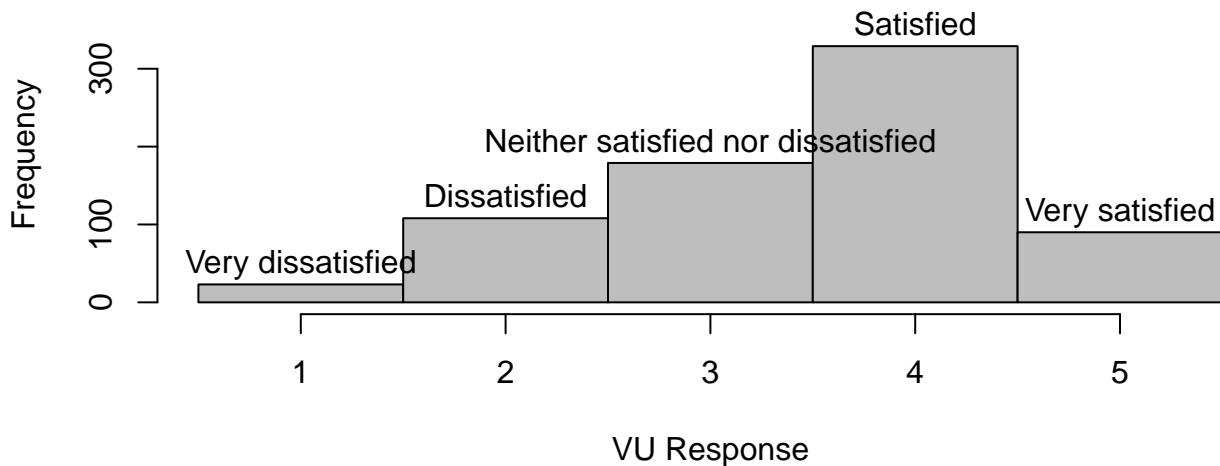
Availability of course release for research



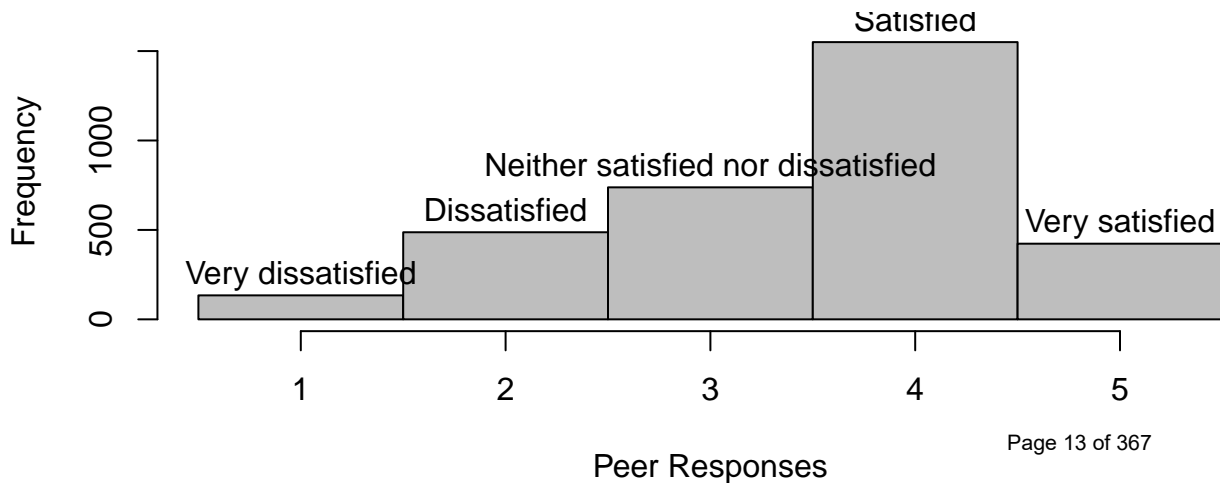
Availability of course release for research



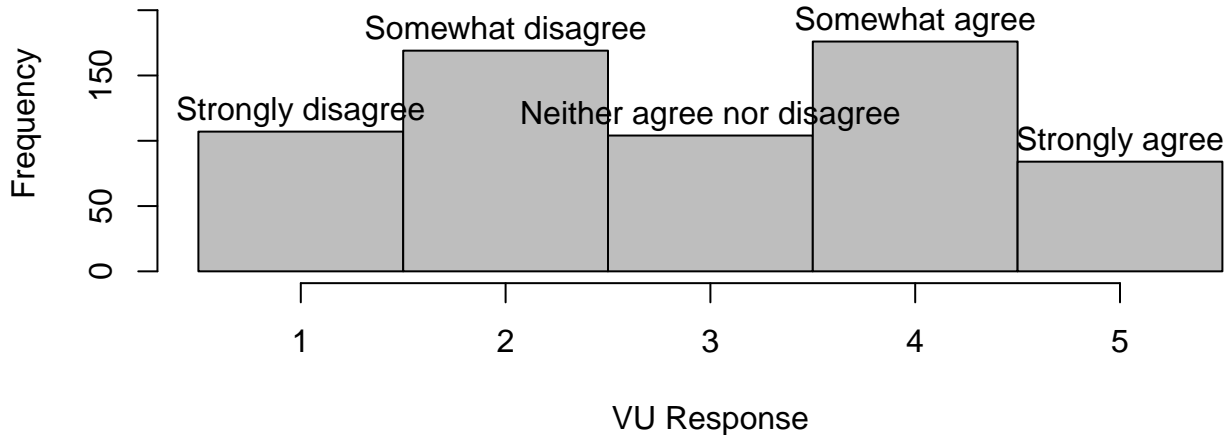
Time spent on service



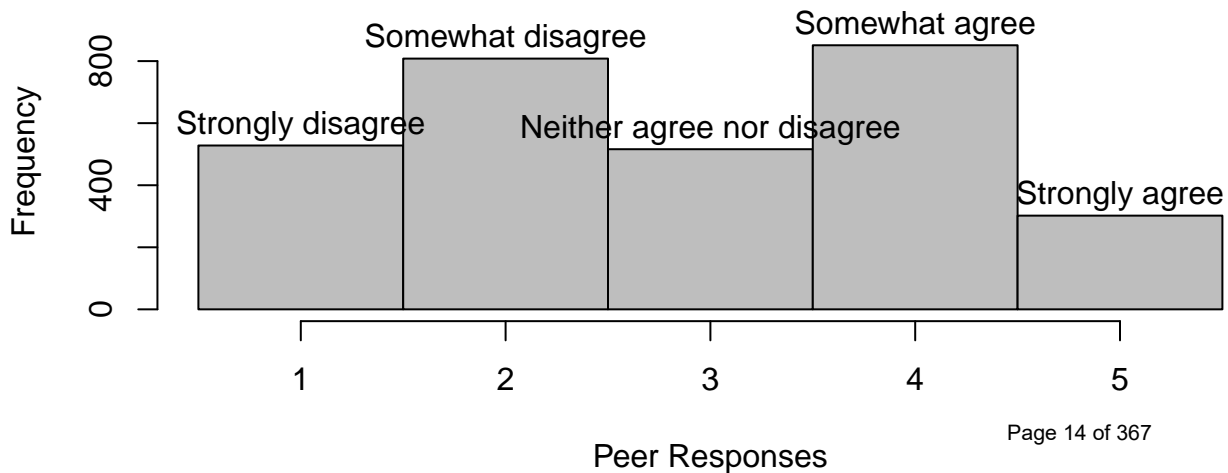
Time spent on service



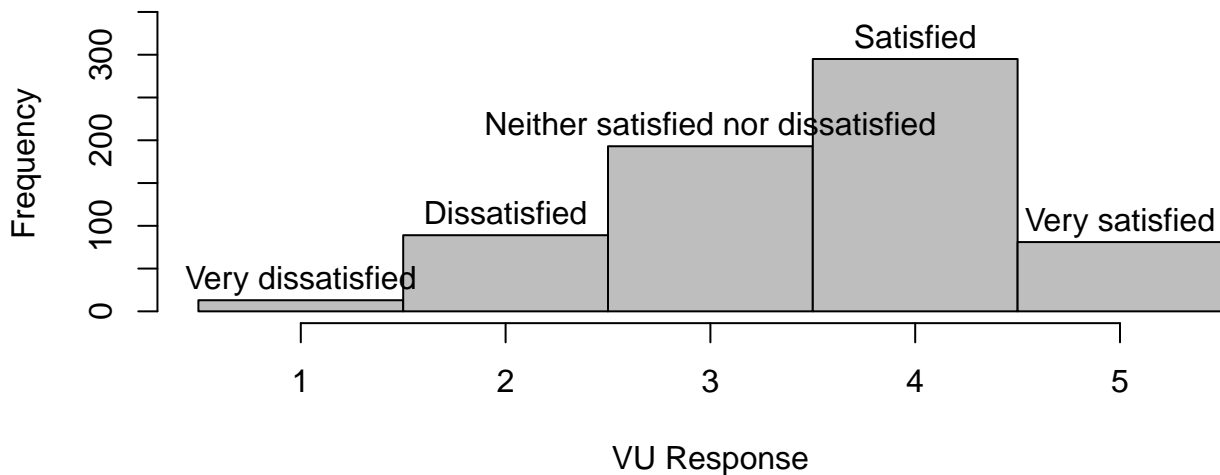
Support for faculty in leadership roles



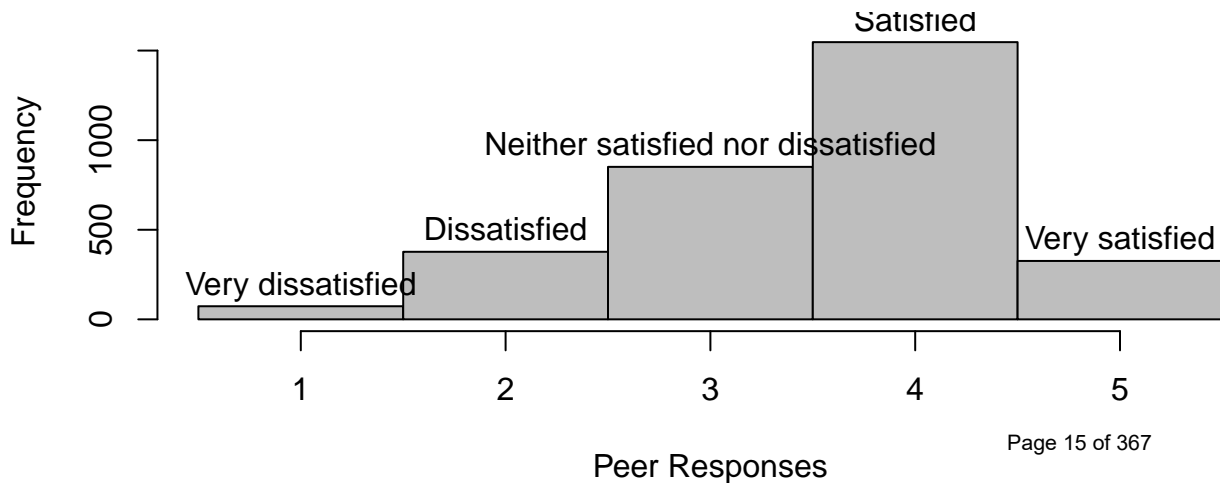
Support for faculty in leadership roles



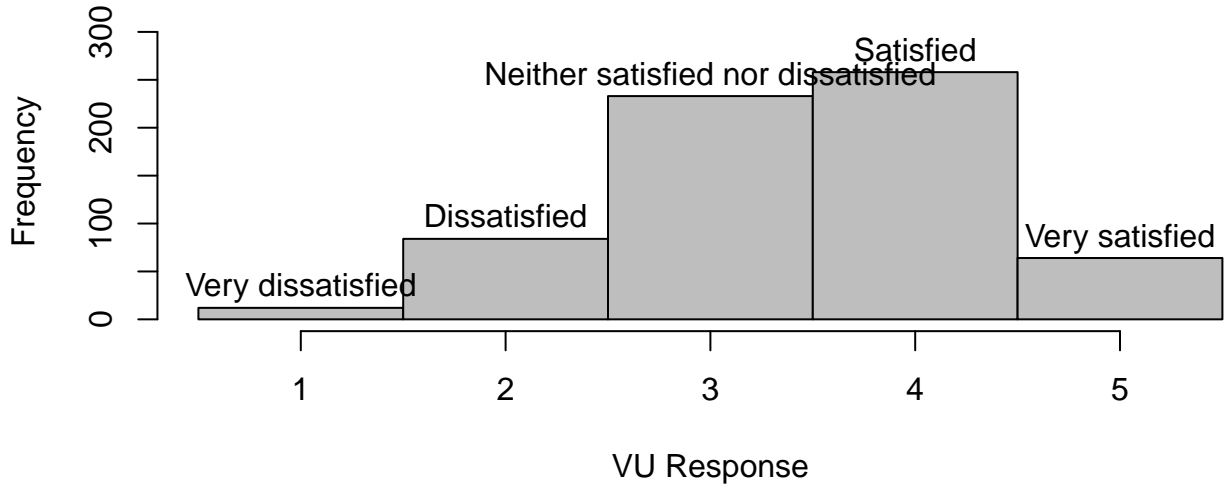
Number of committees



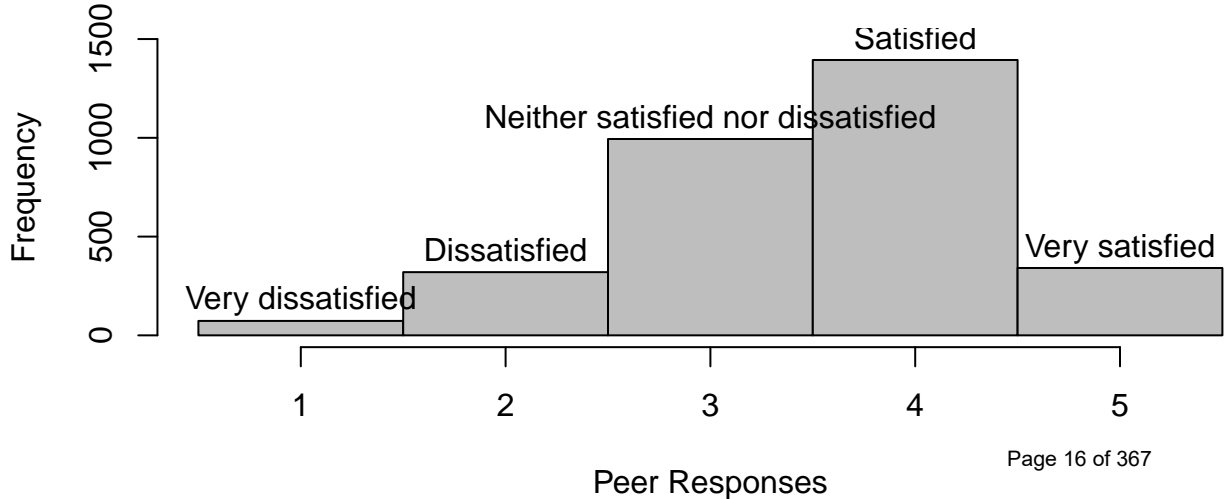
Number of committees



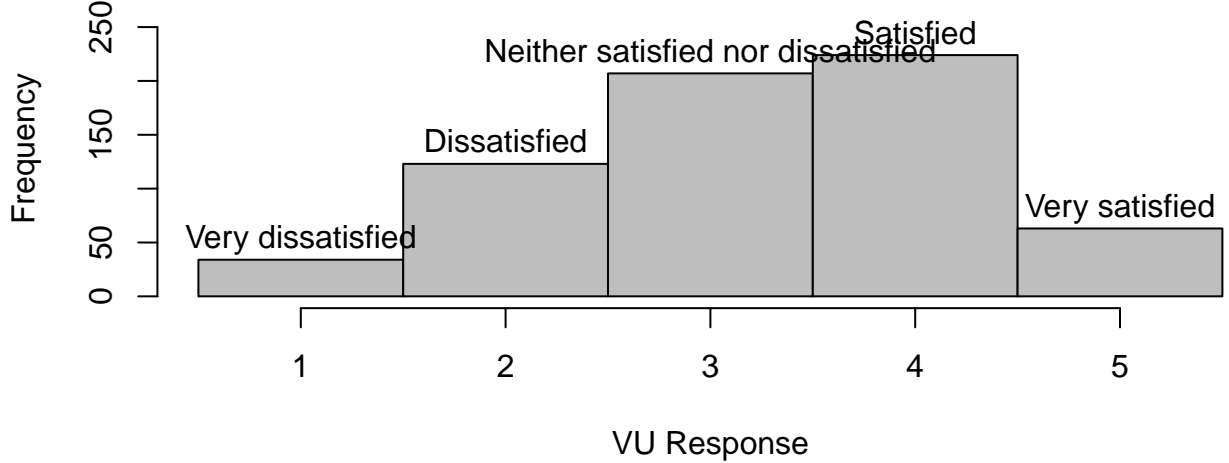
Attractiveness of committees



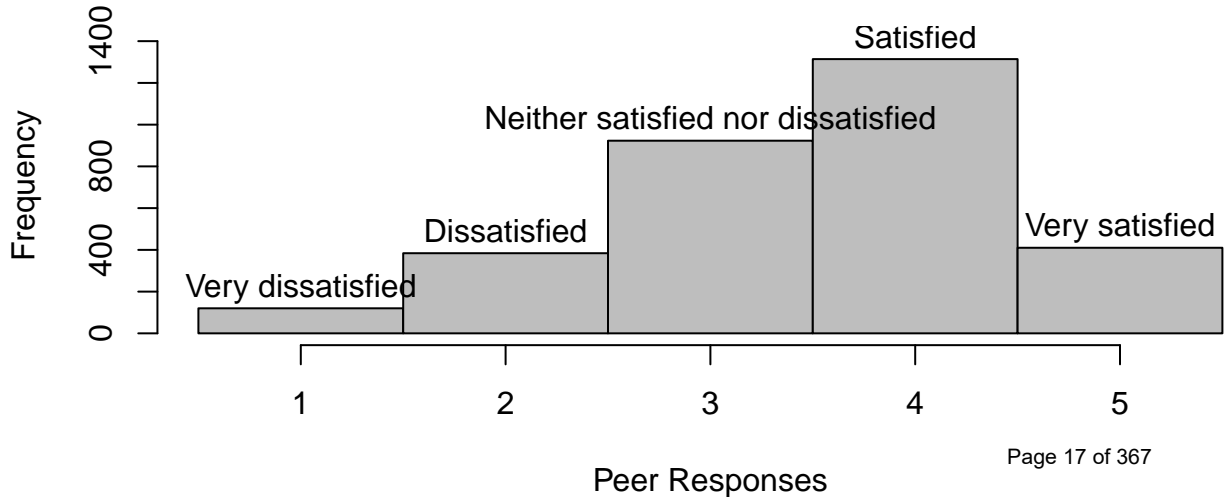
Attractiveness of committees



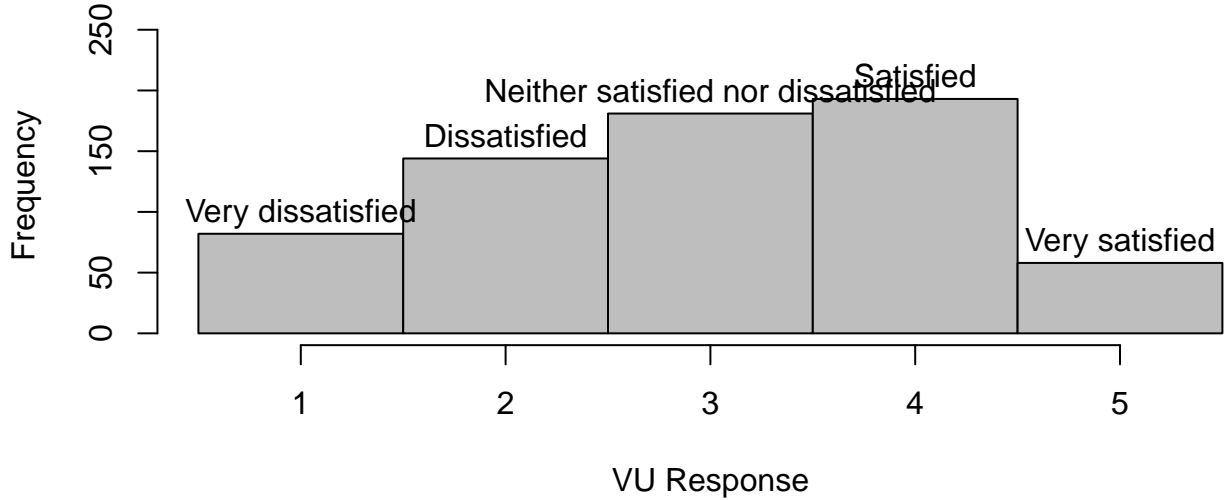
Discretion to choose committees



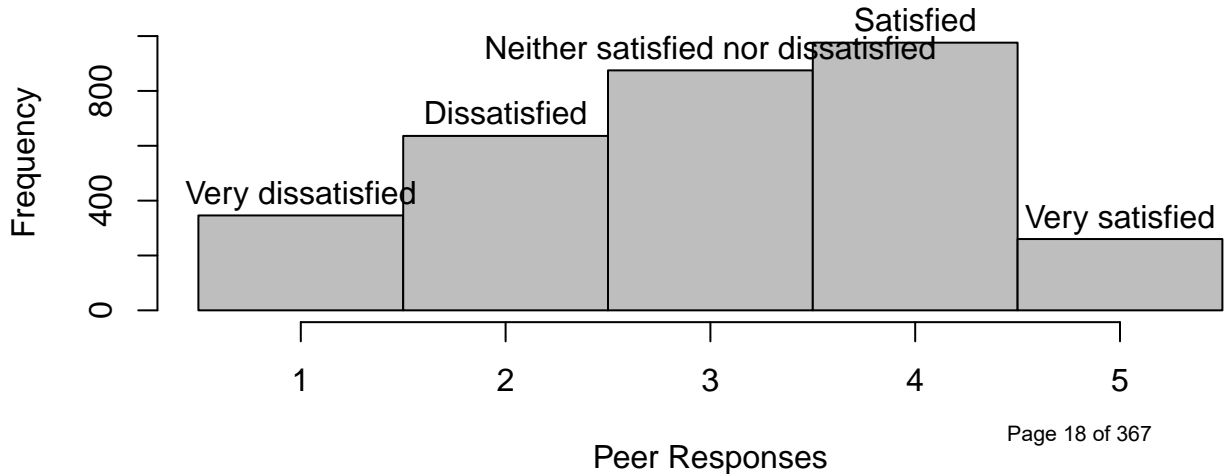
Discretion to choose committees



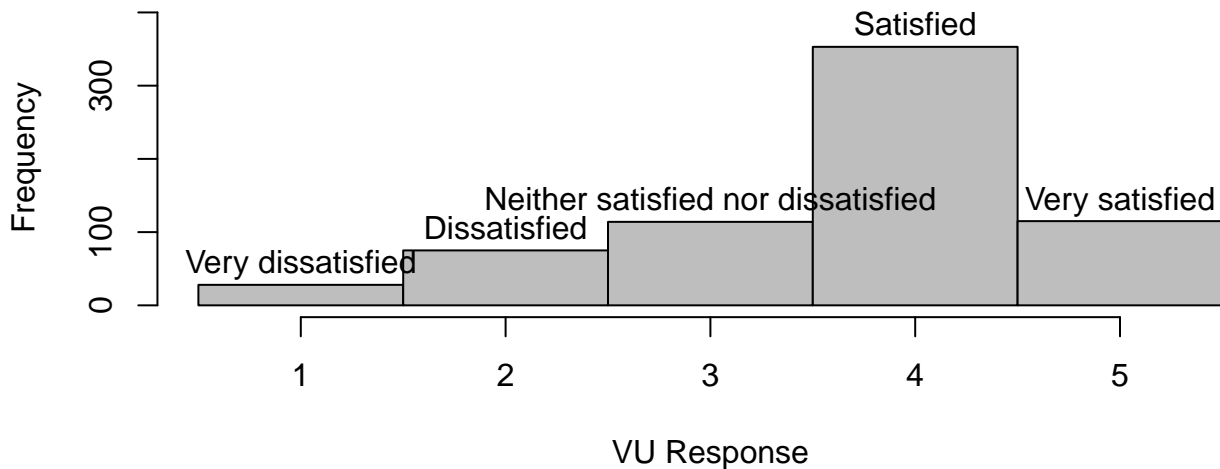
Equitability of committee assignments



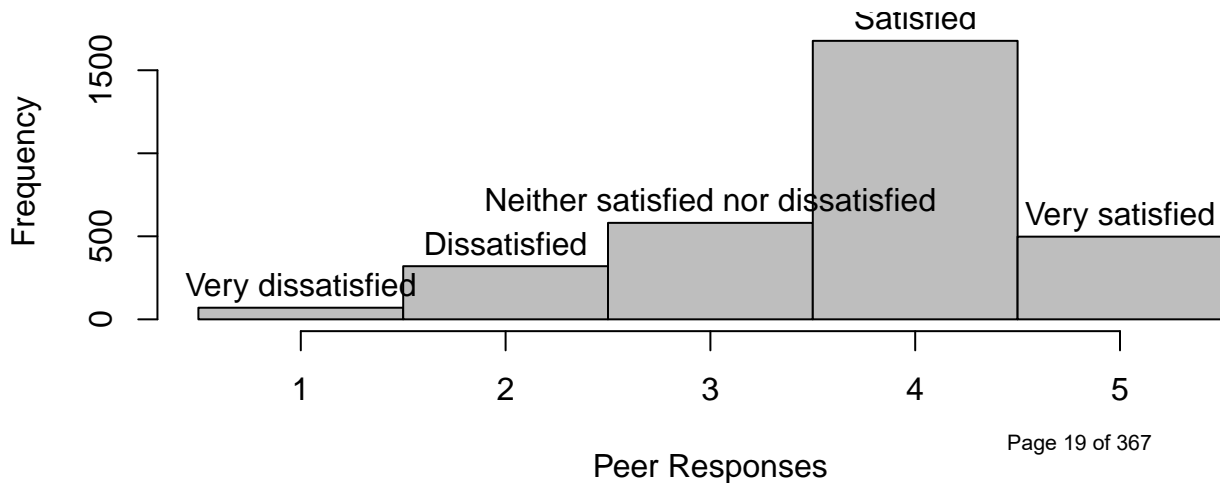
Equitability of committee assignments



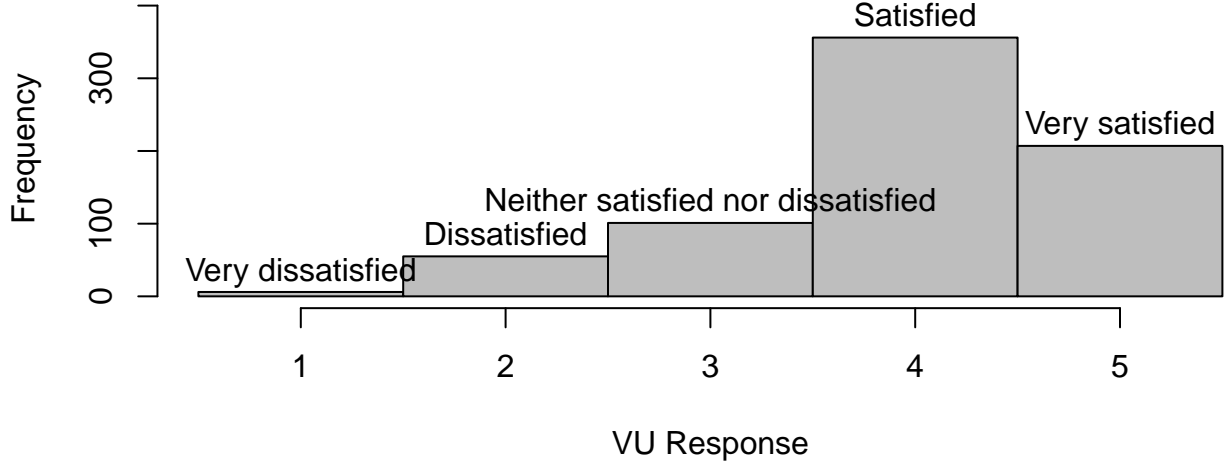
Number of student advisees



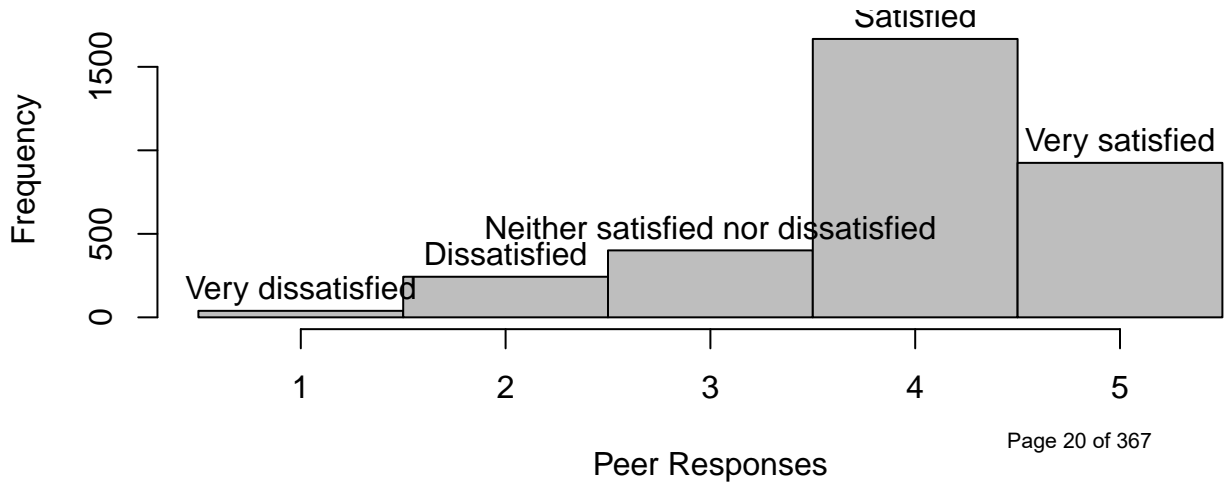
Number of student advisees



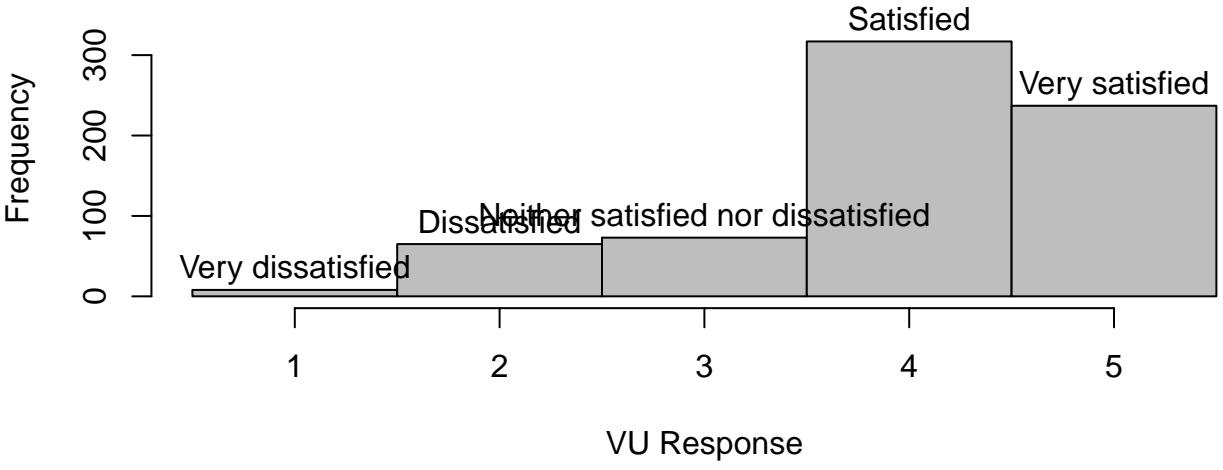
Time spent on teaching



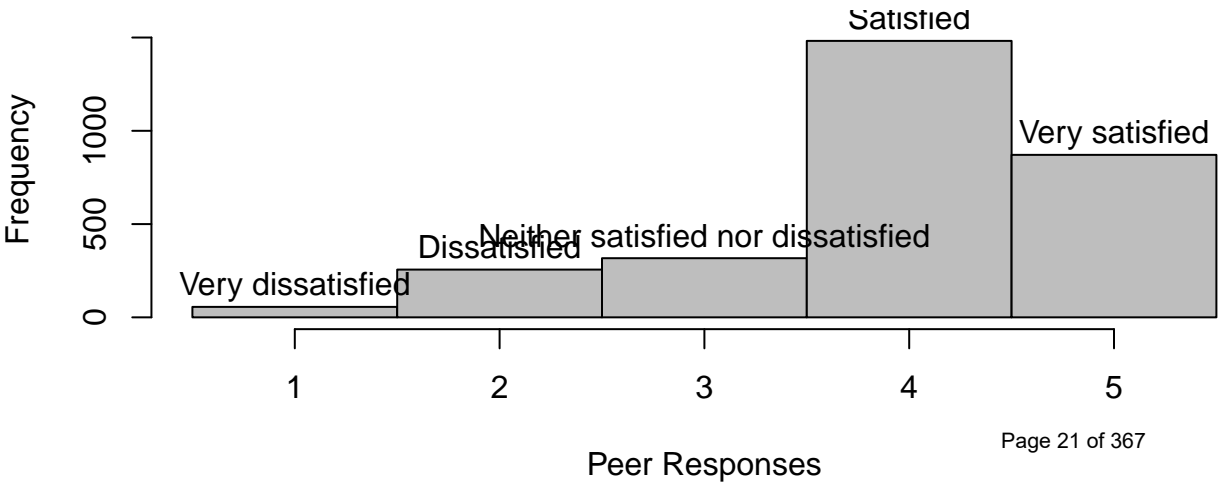
Time spent on teaching



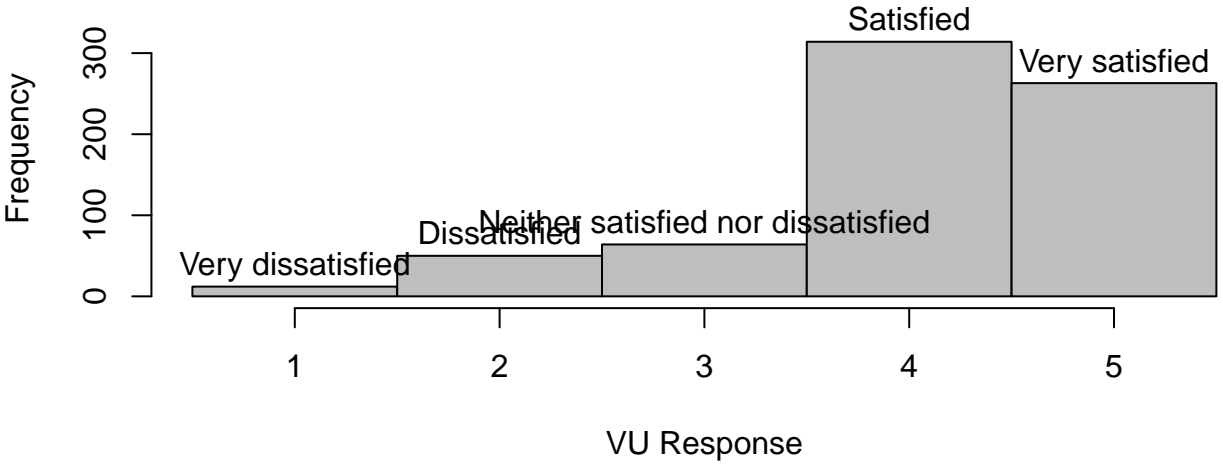
Number of courses taught



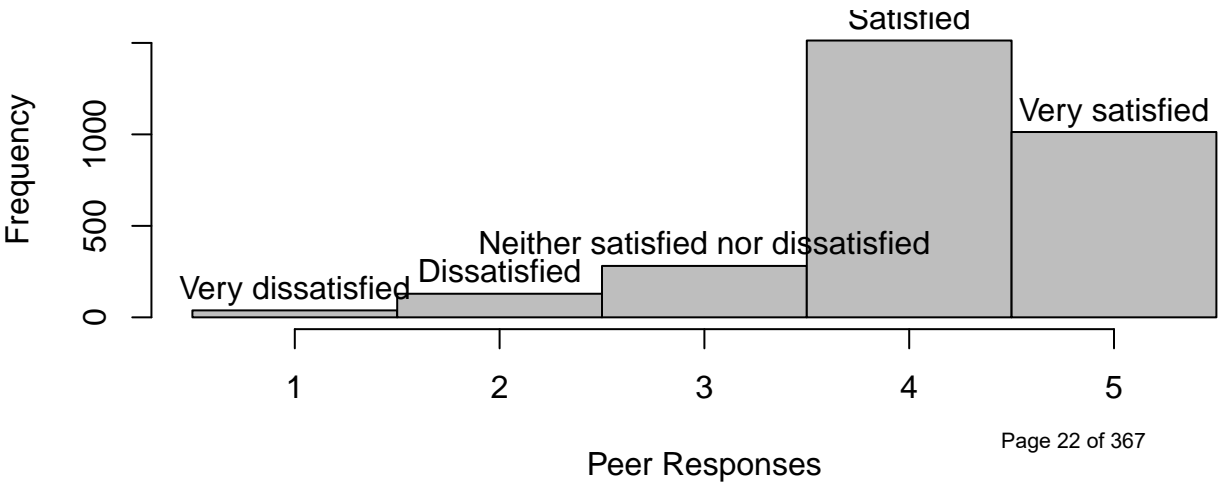
Number of courses taught



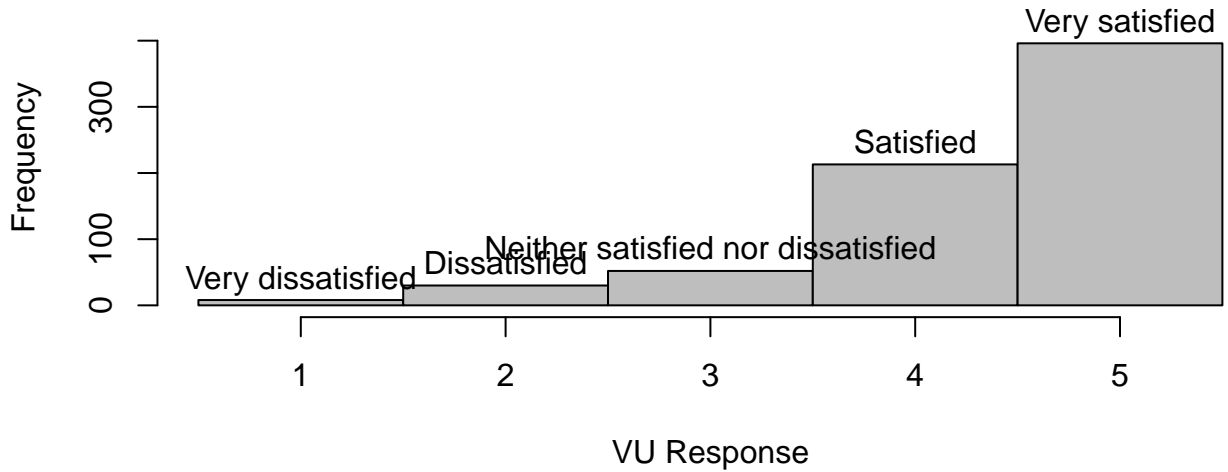
Level of courses taught



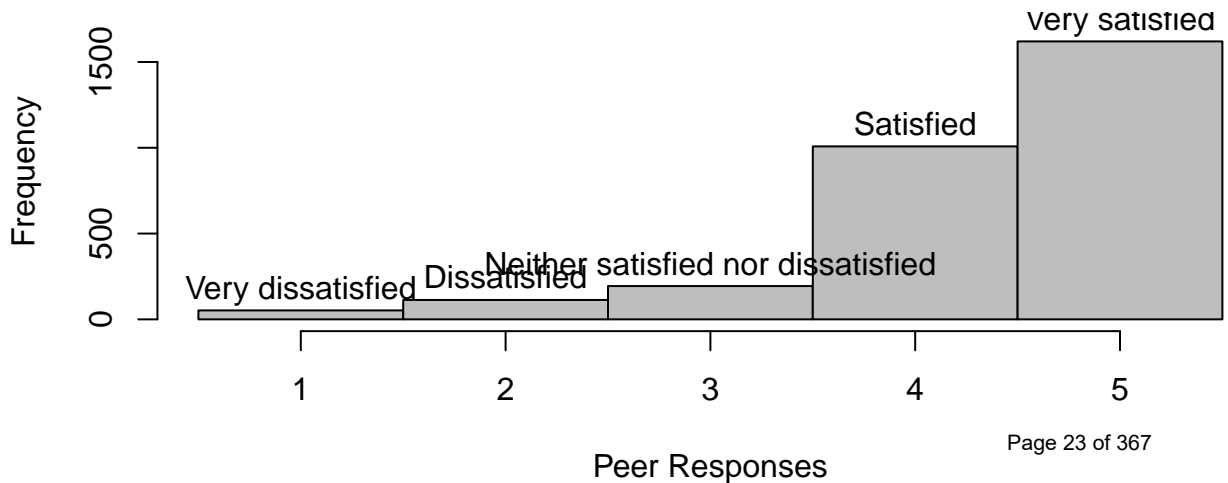
Level of courses taught



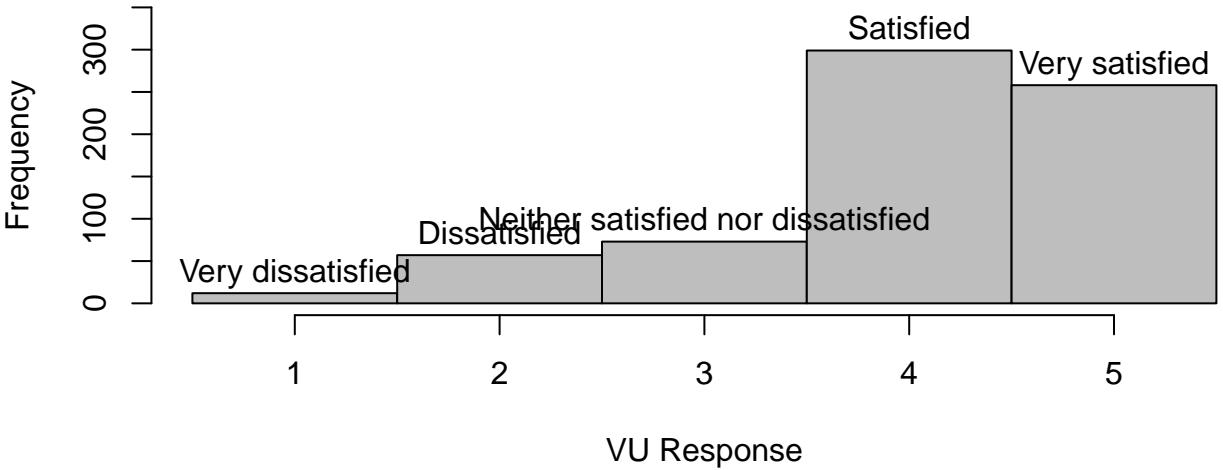
Discretion over course content



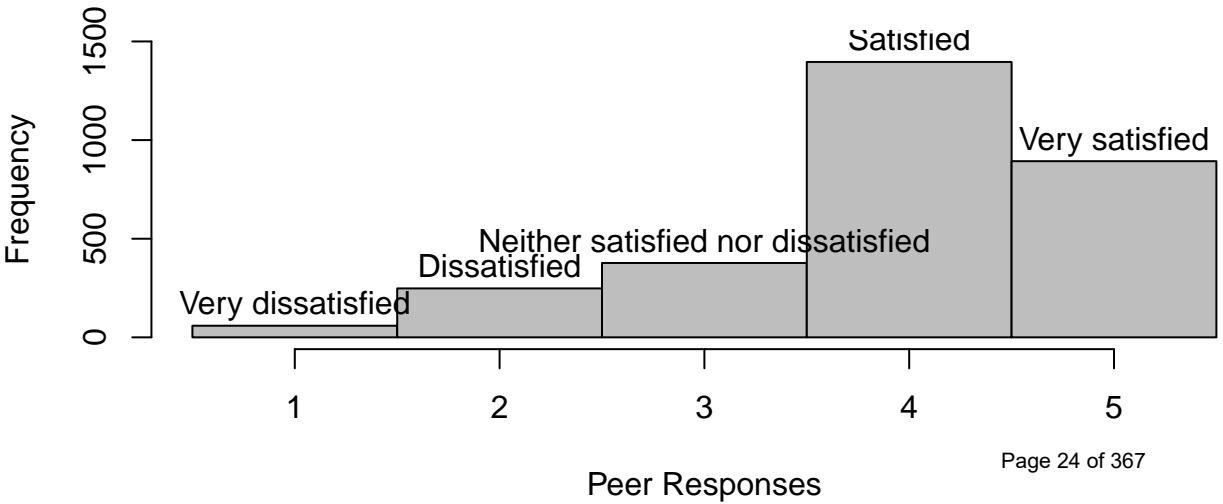
Discretion over course content



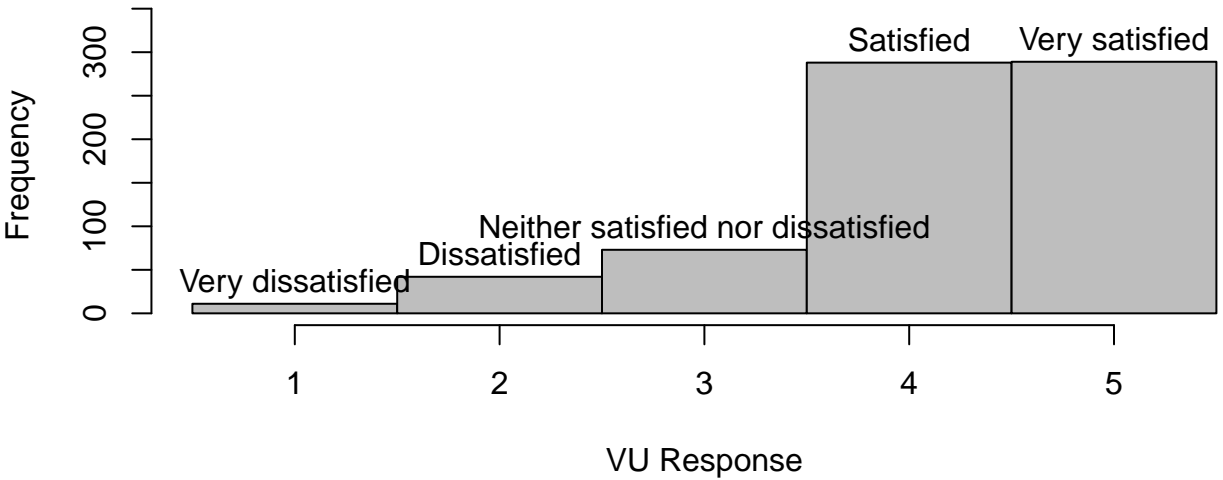
Number of students in classes taught



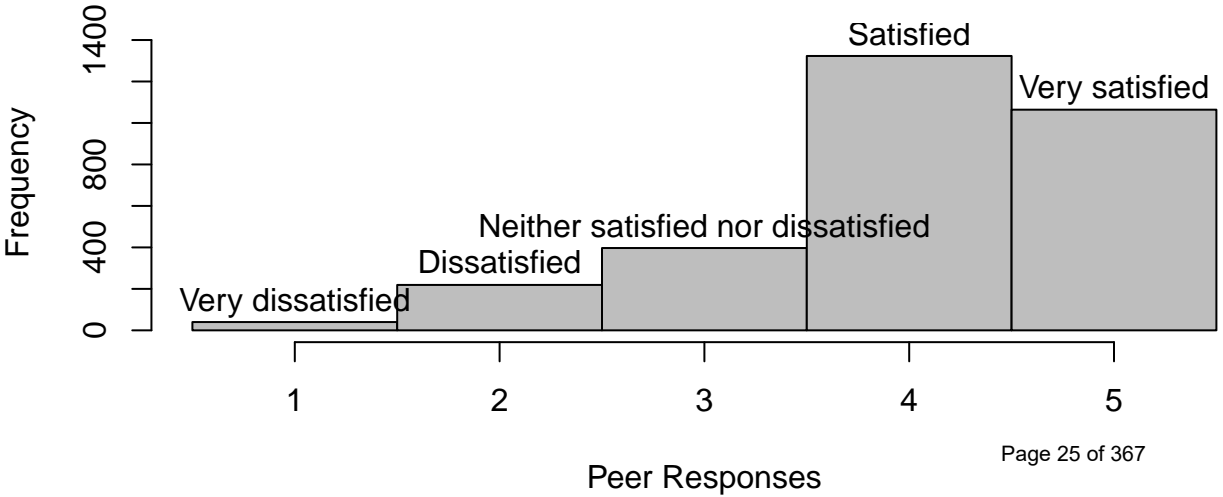
Number of students in classes taught



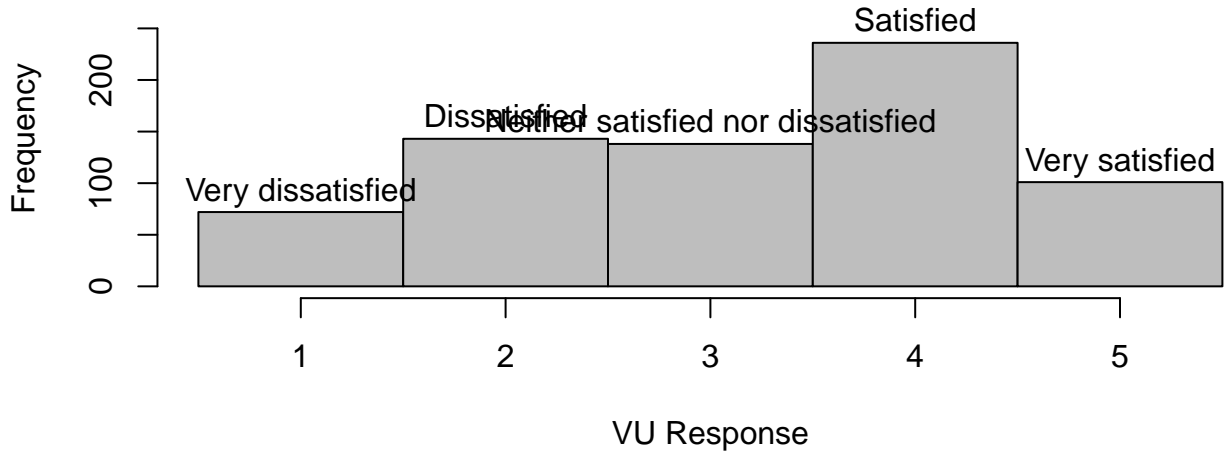
Quality of students taught



Quality of students taught



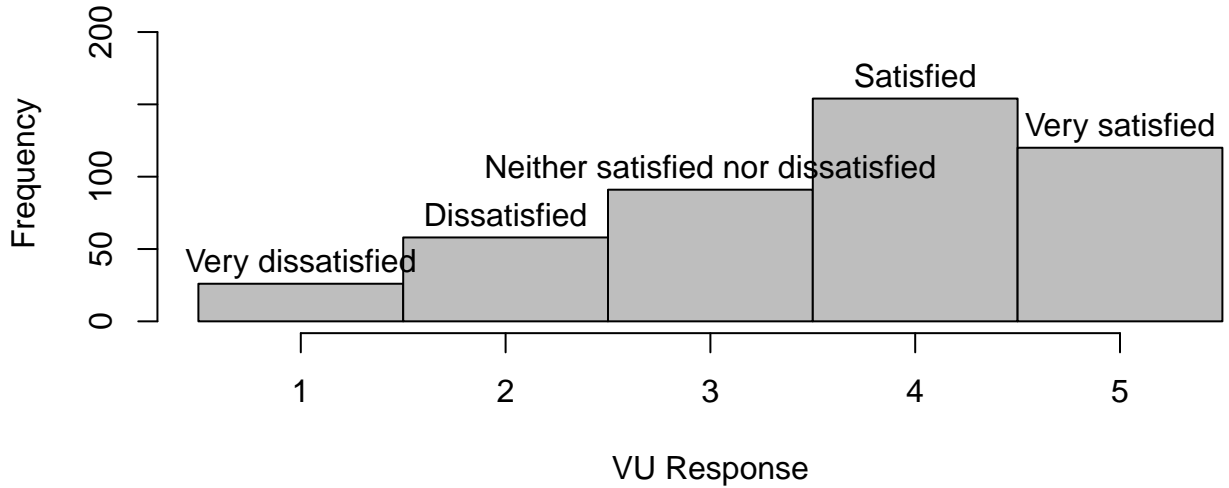
Equitability of distribution of teaching load



Equitability of distribution of teaching load



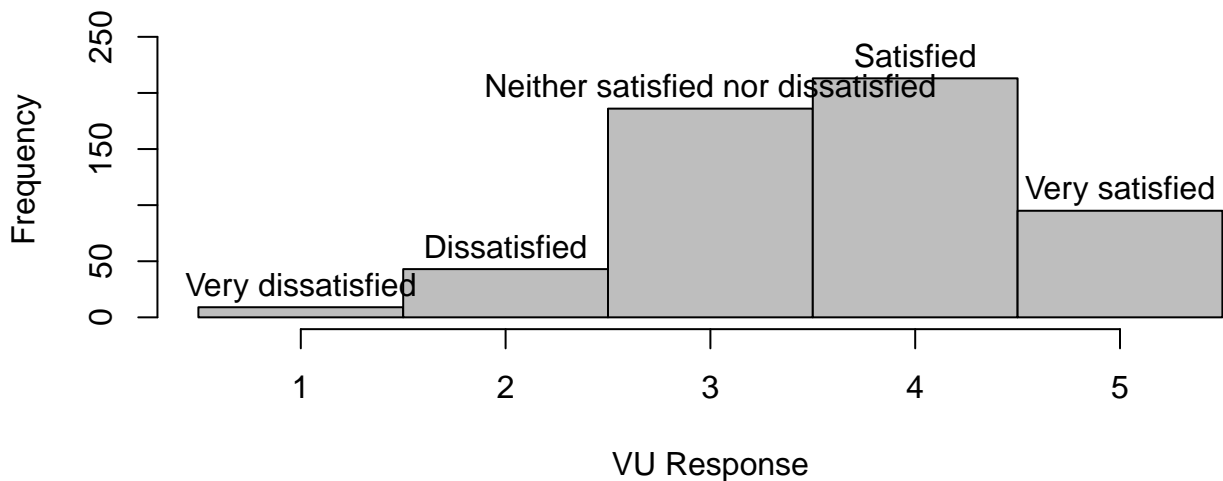
Quality of grad students to support teaching



Quality of grad students to support teaching



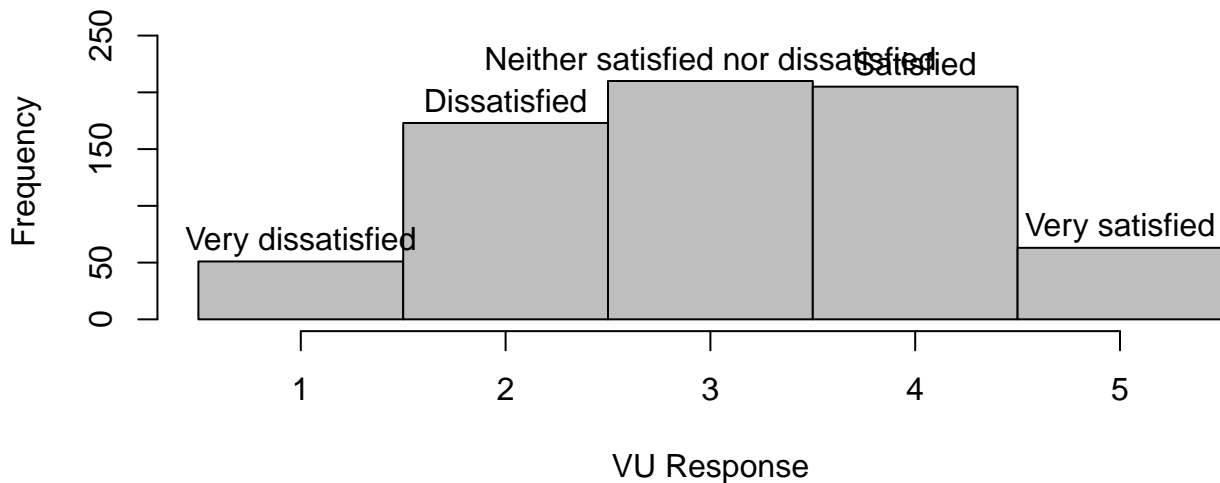
Time spent on outreach



Time spent on outreach



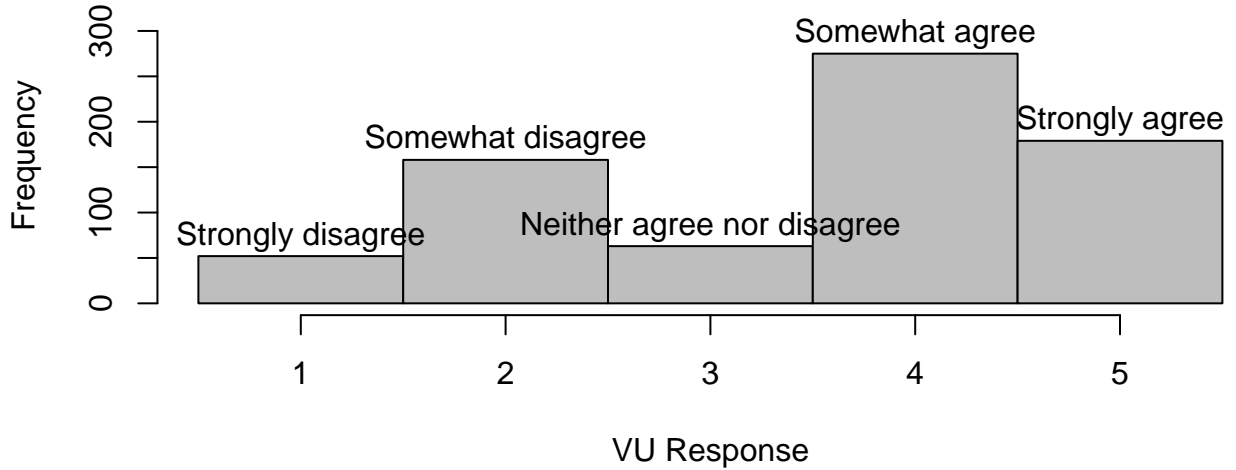
Time spent on administrative tasks



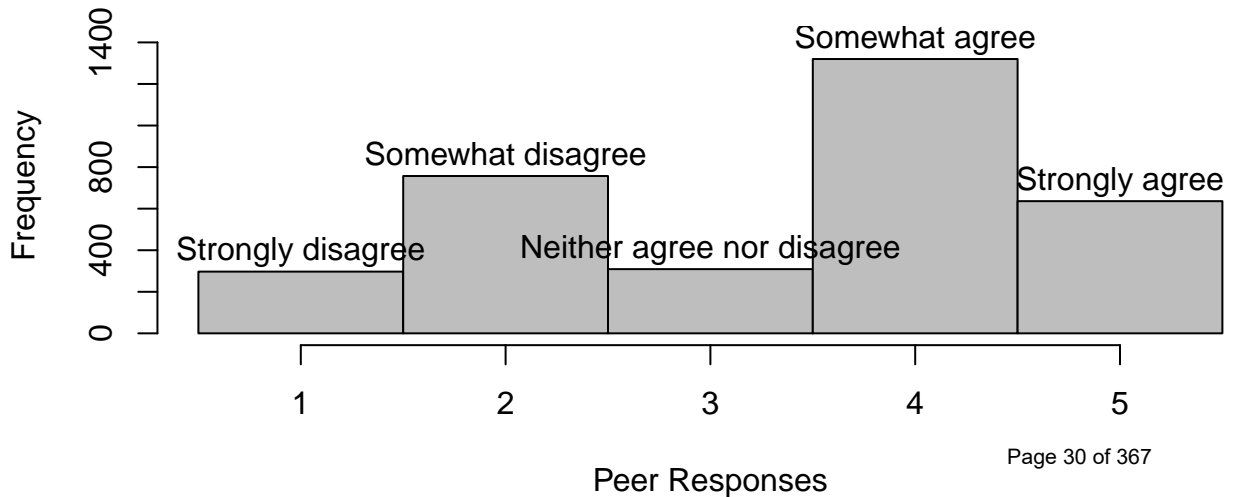
Time spent on administrative tasks



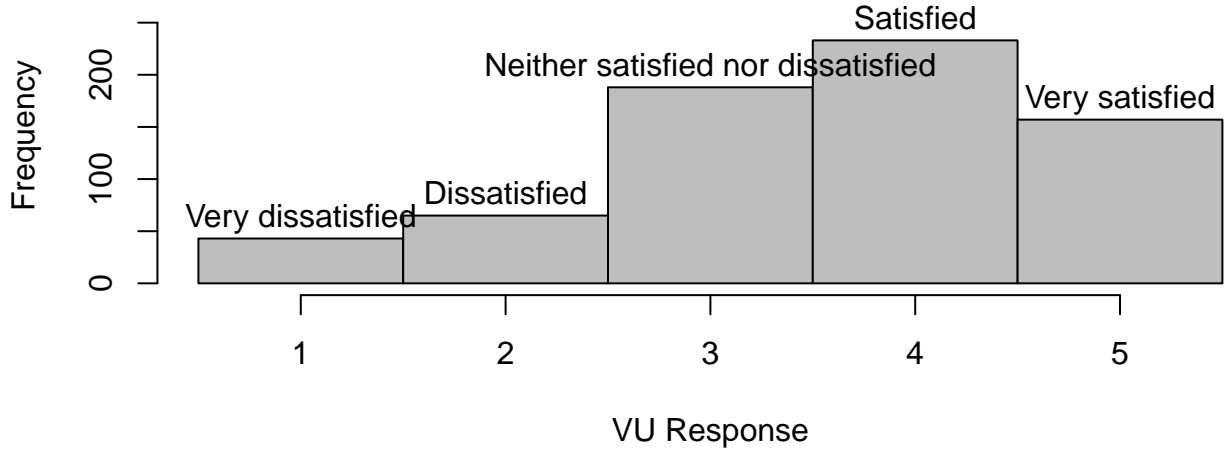
Ability to balance teaching/research/service



Ability to balance teaching/research/service



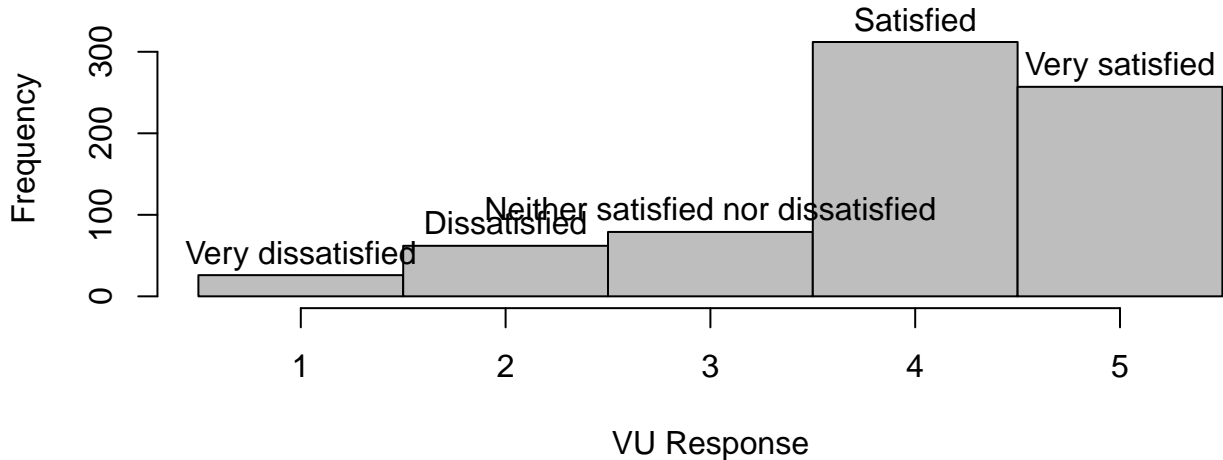
Support for improving teaching



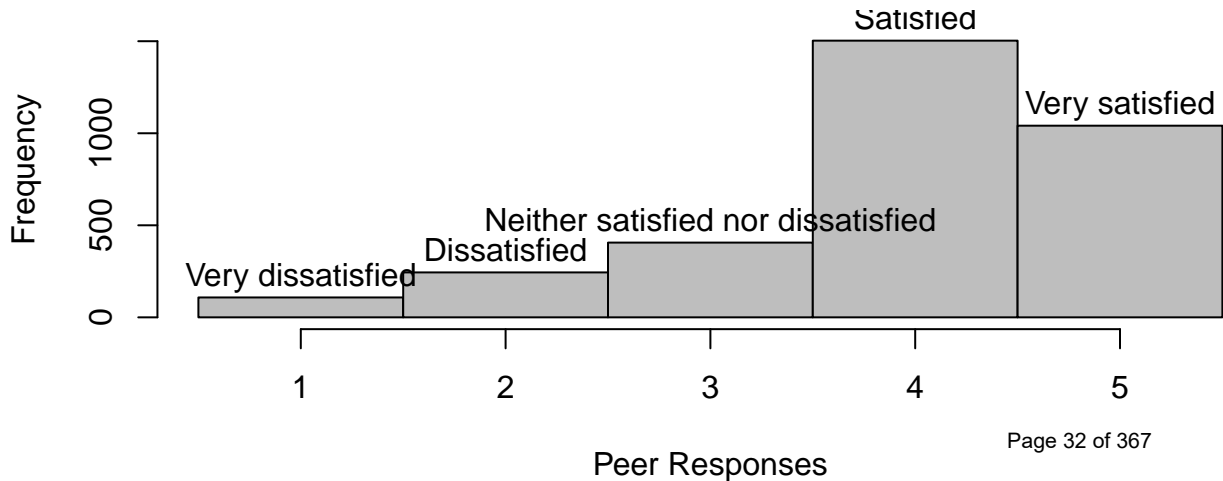
Support for improving teaching



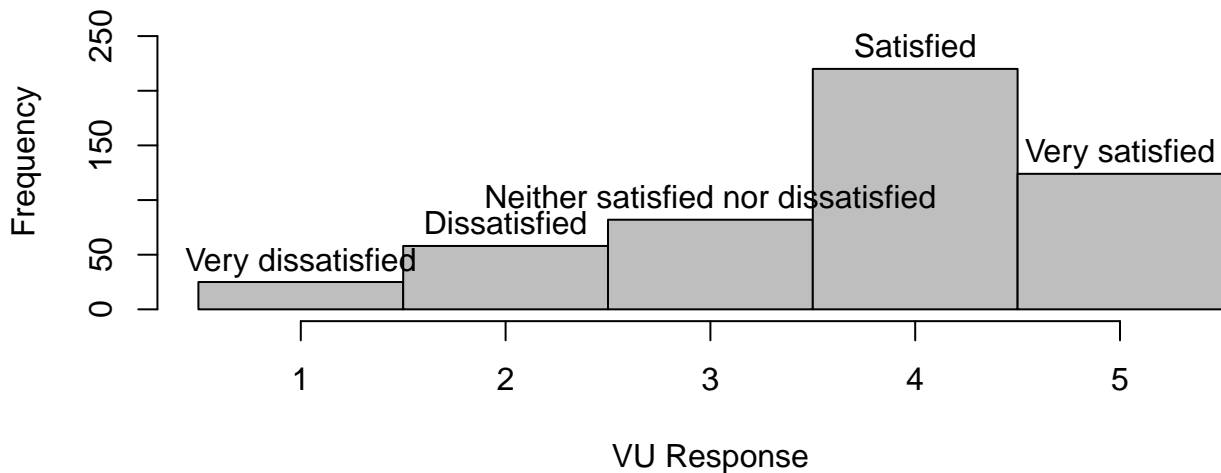
Office



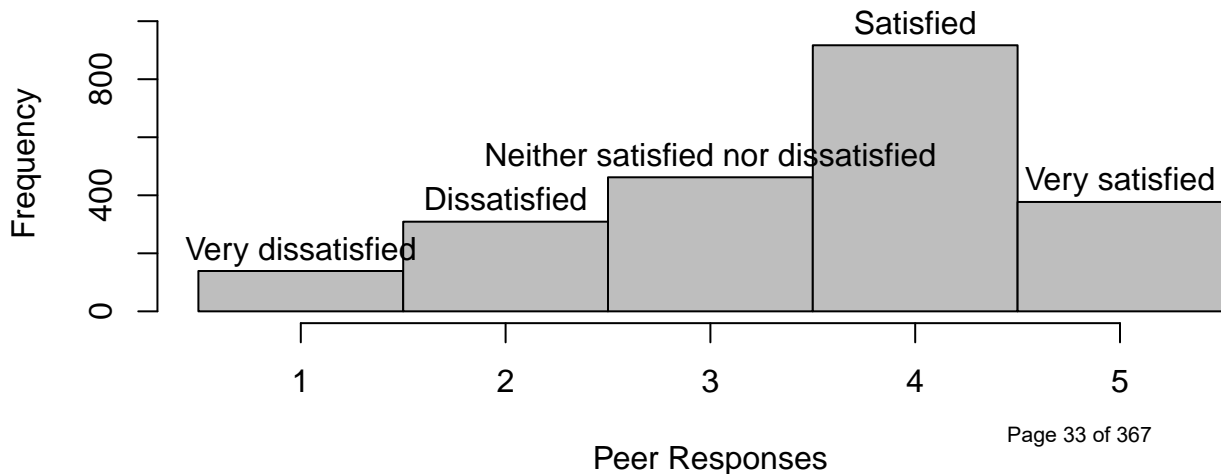
Office



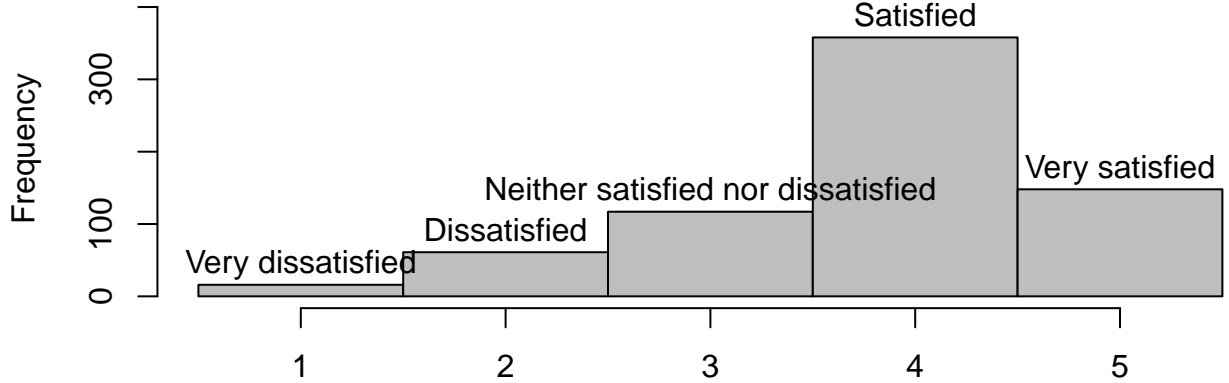
Laboratory, research, studio space



Laboratory, research, studio space

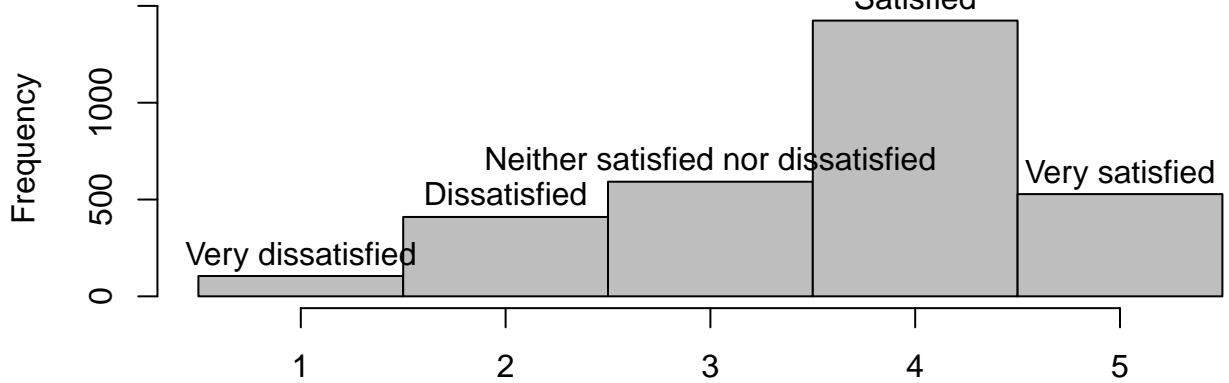


Equipment



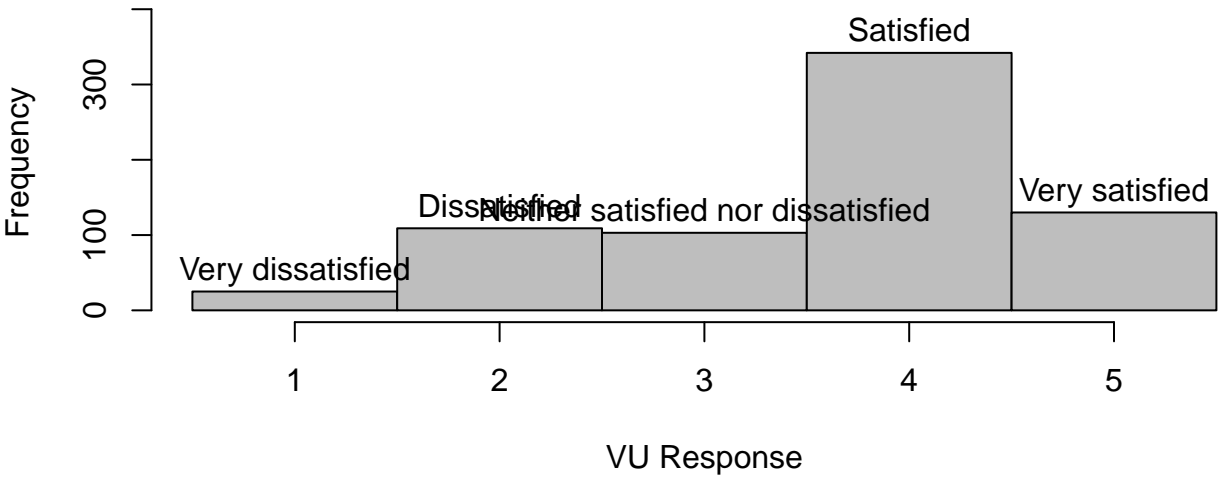
VU Response

Equipment



Peer Responses

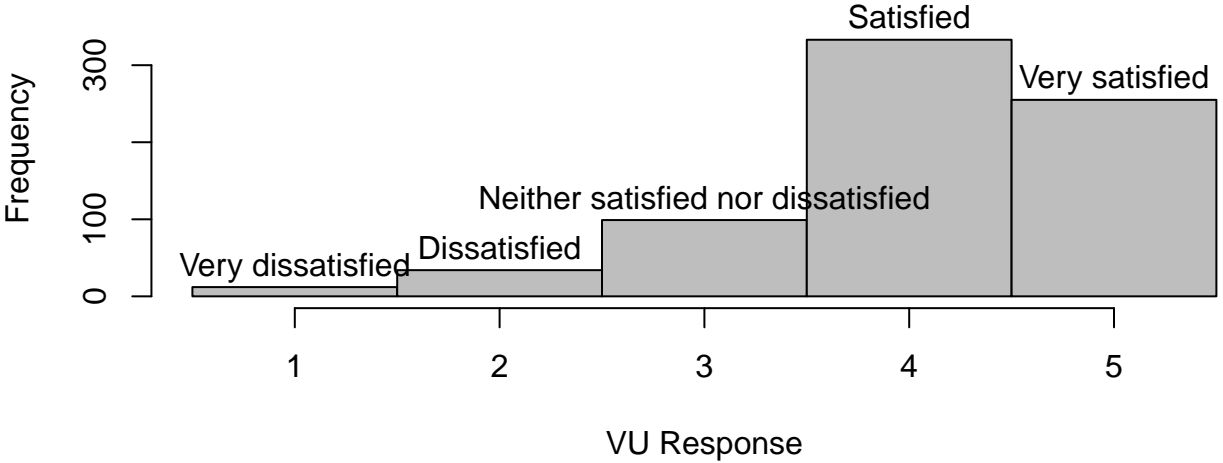
Classrooms



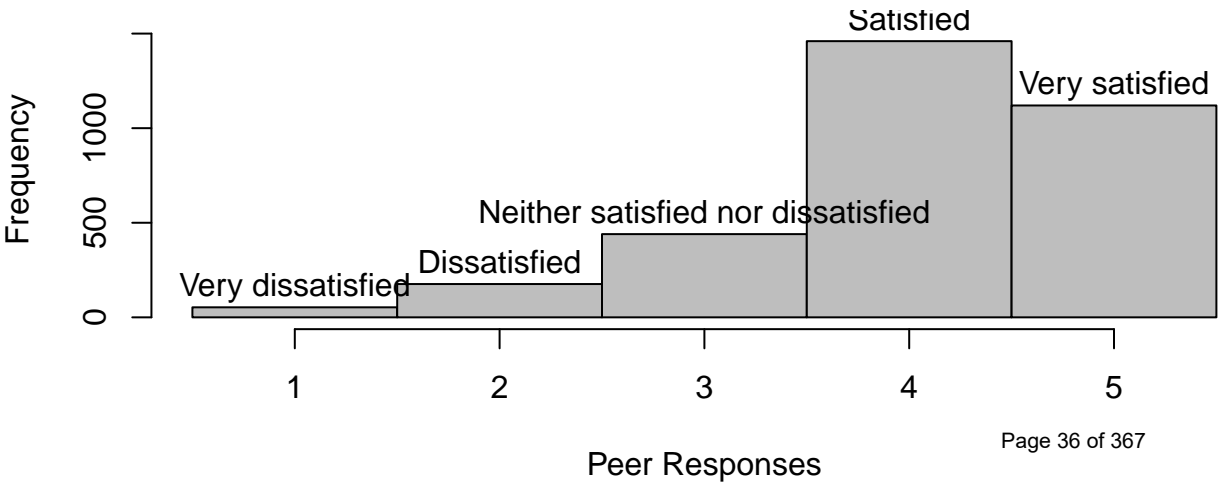
Classrooms



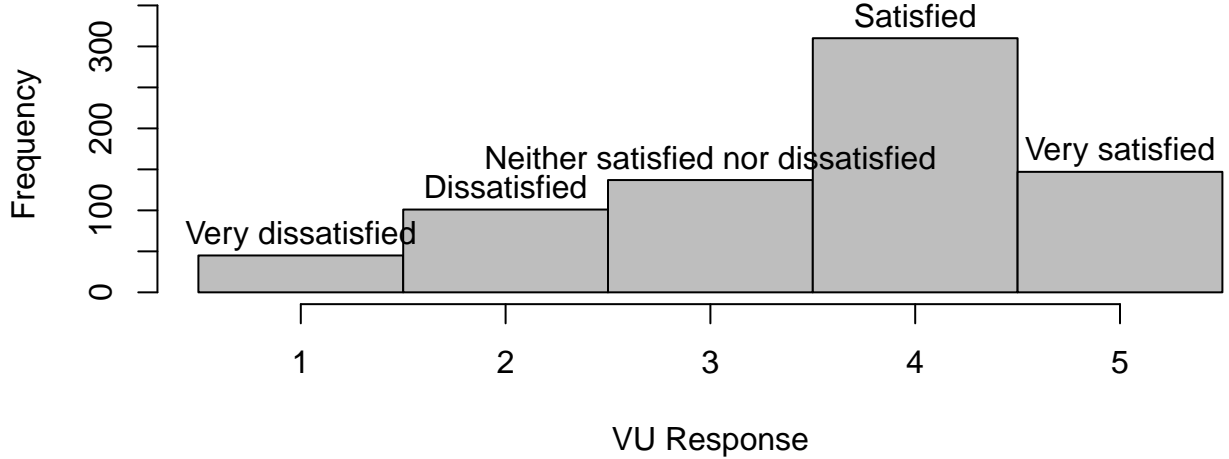
Library resources



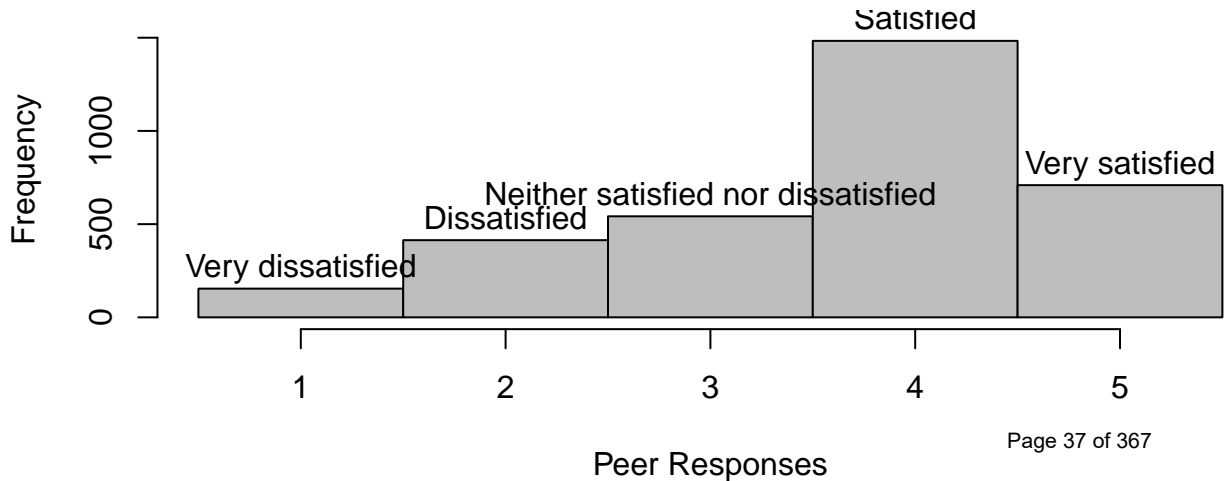
Library resources



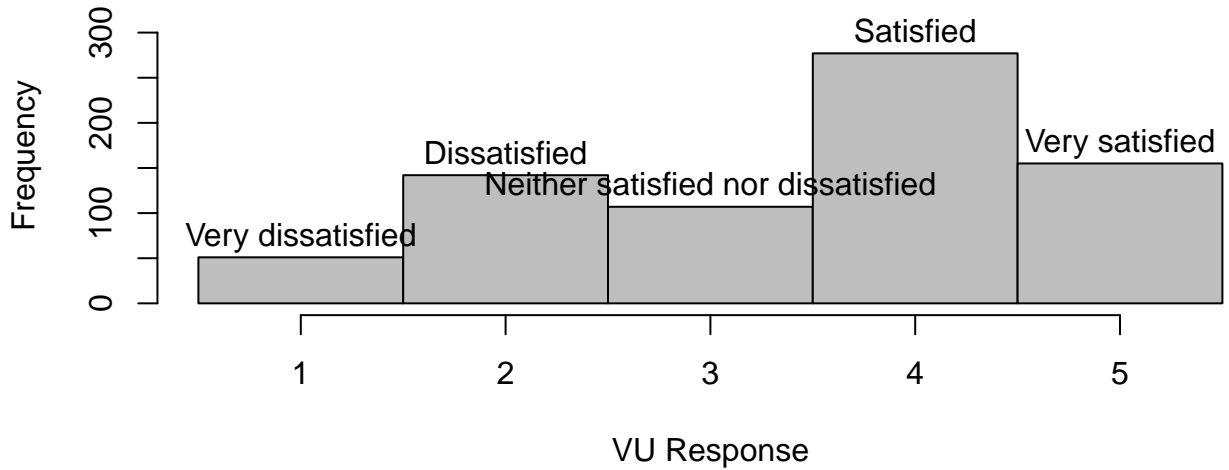
Computing and technical support



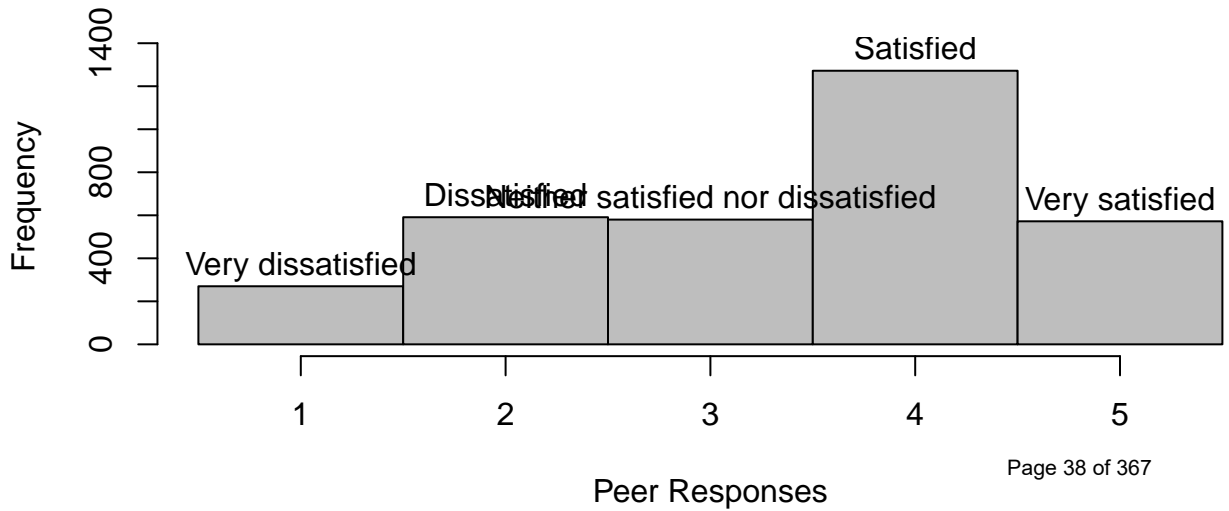
Computing and technical support



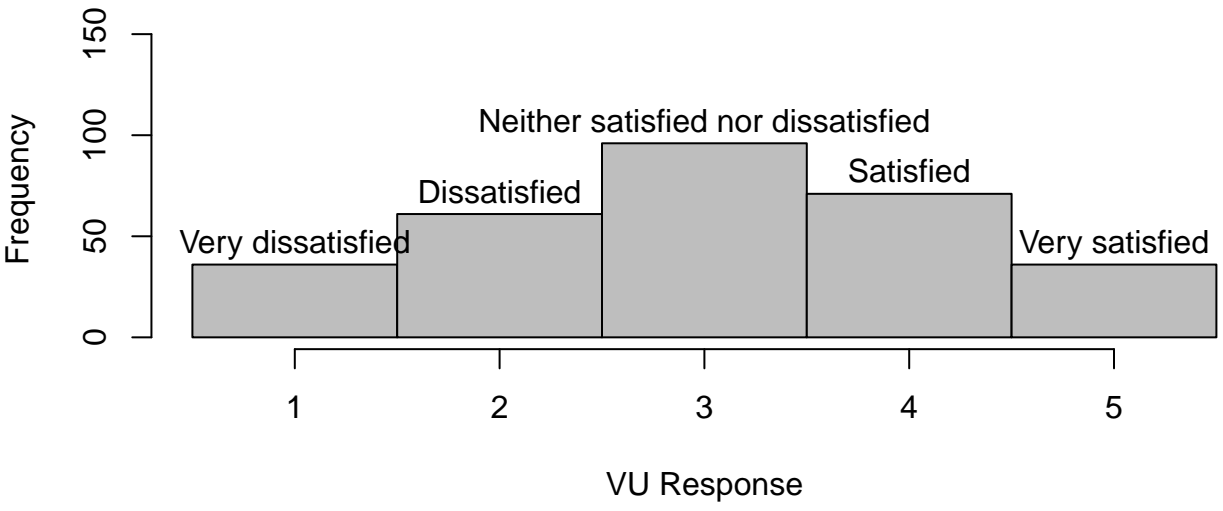
Clerical/administrative support



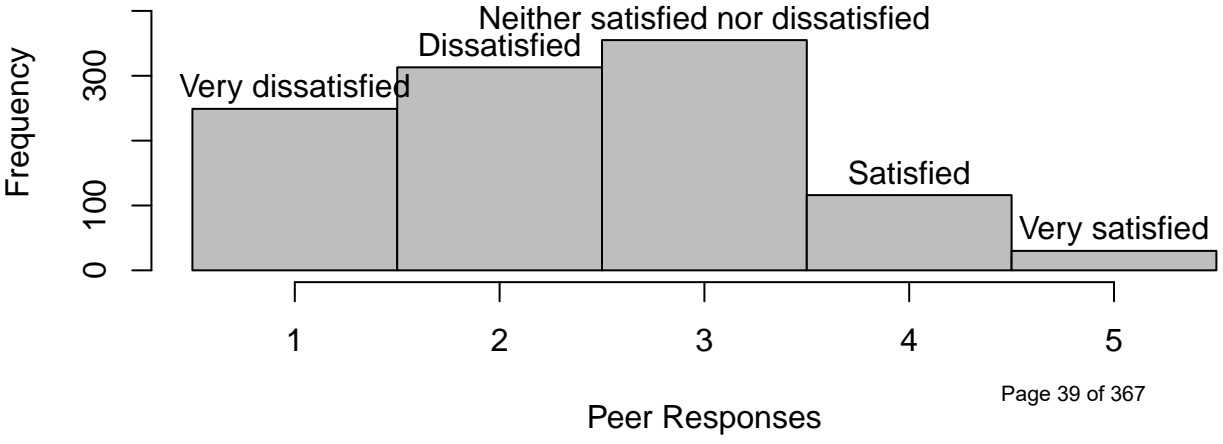
Clerical/administrative support



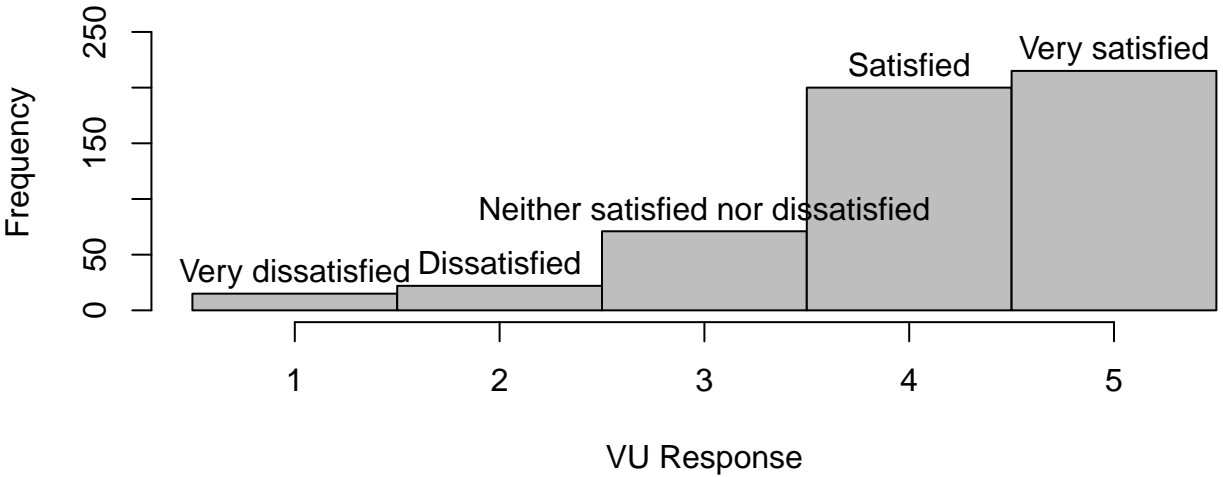
Housing benefits



Housing benefits



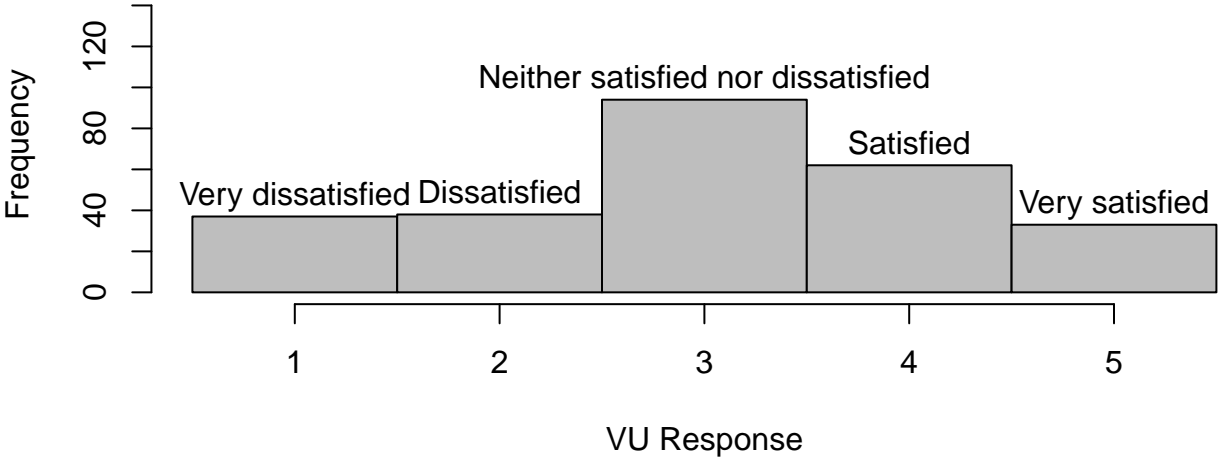
Tuition waivers, remission, or exchange



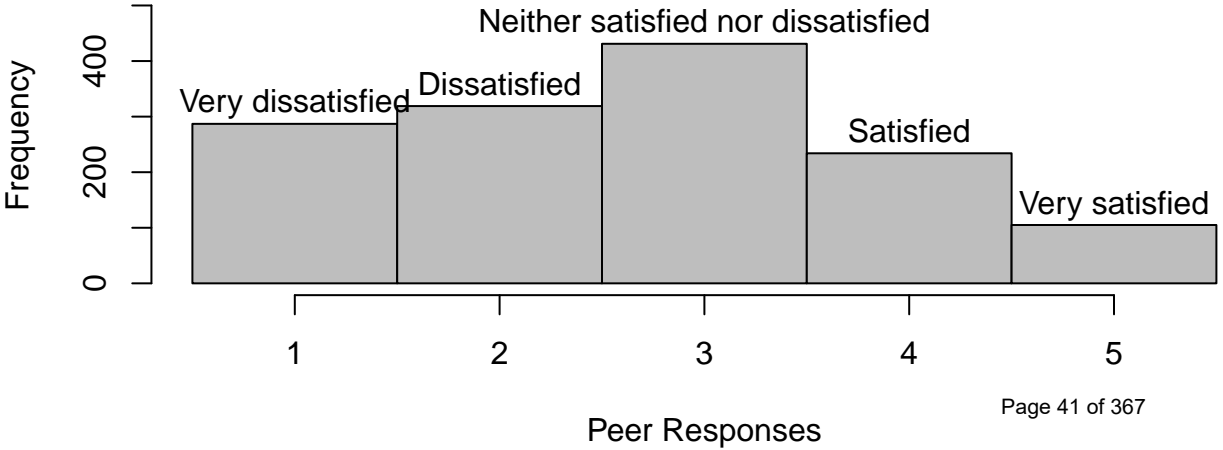
Tuition waivers, remission, or exchange



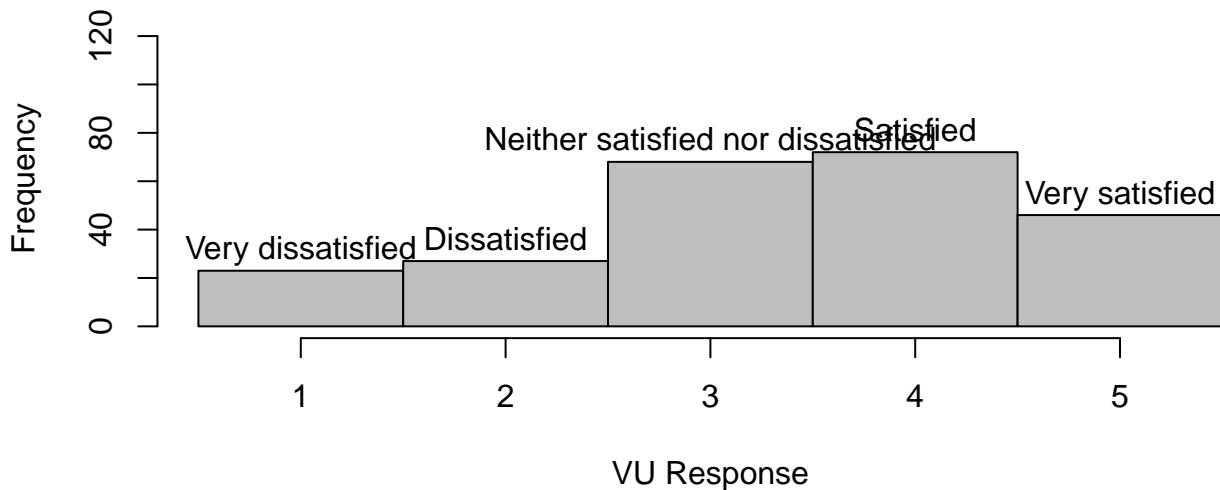
Spousal/partner hiring program



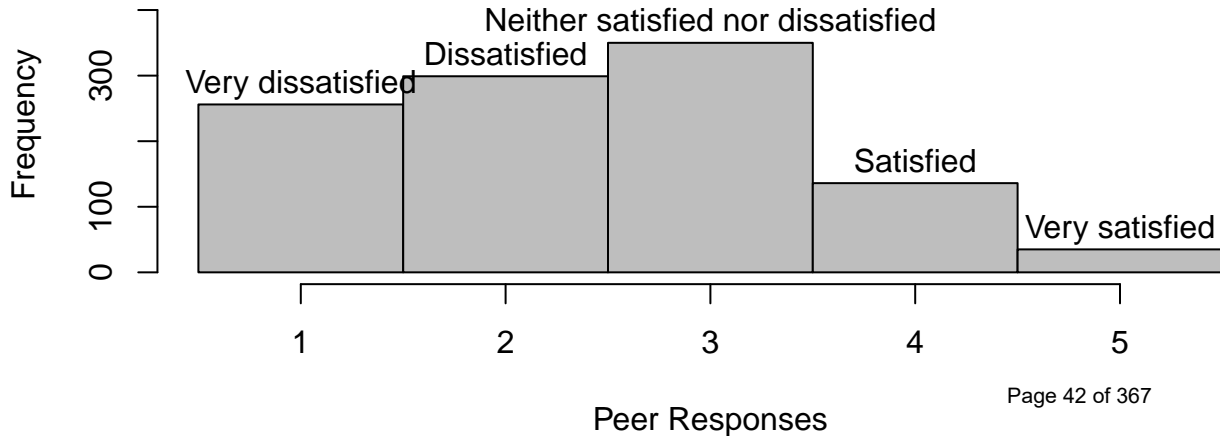
Spousal/partner hiring program



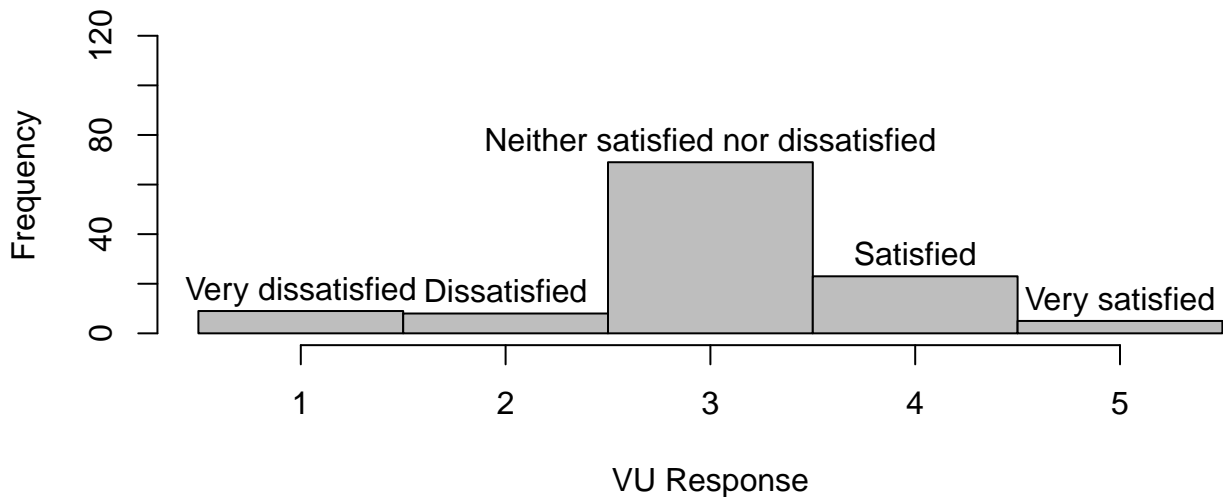
Childcare



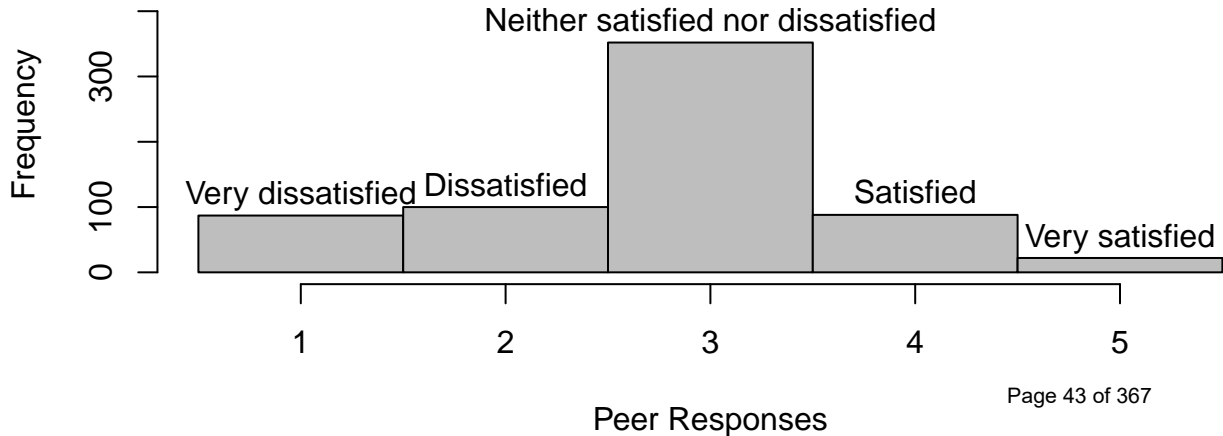
Childcare



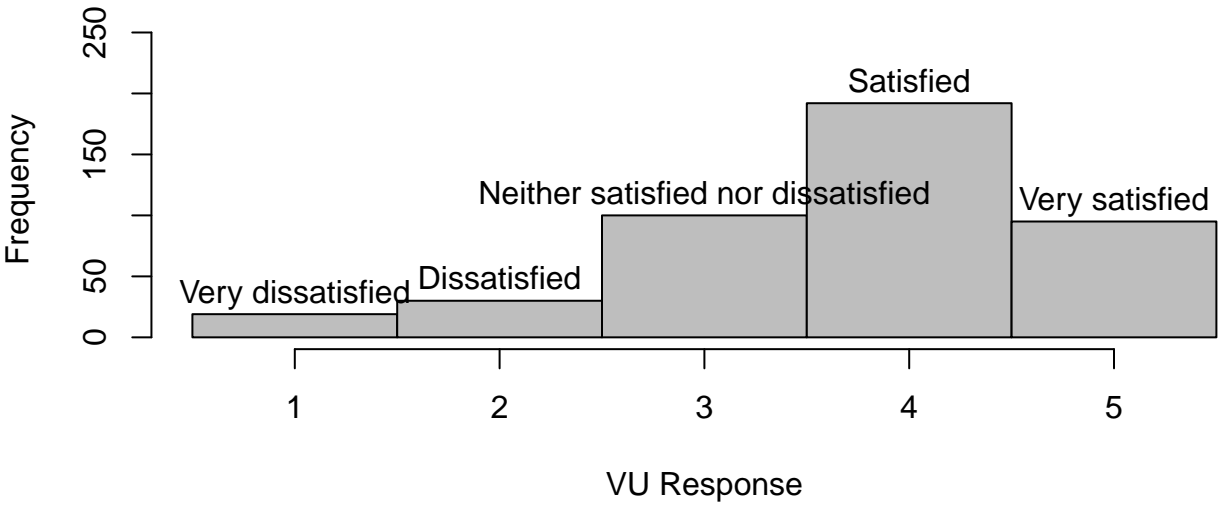
Eldercare



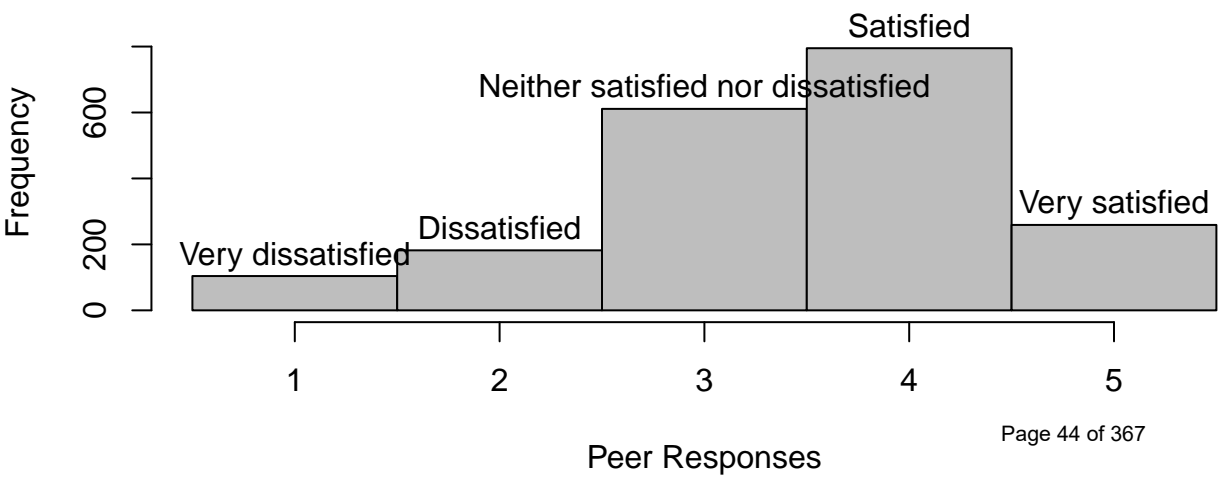
Eldercare



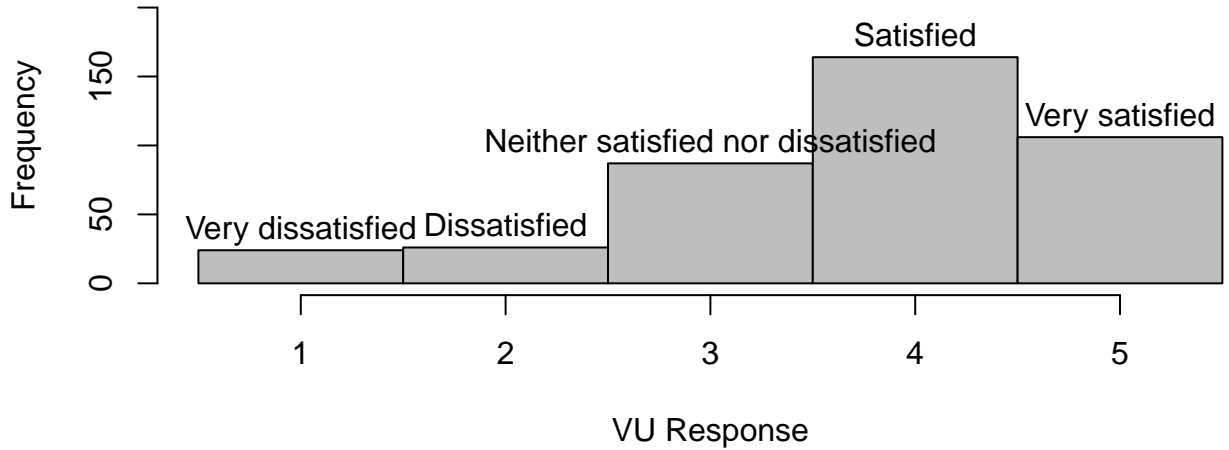
Family medical/parental leave



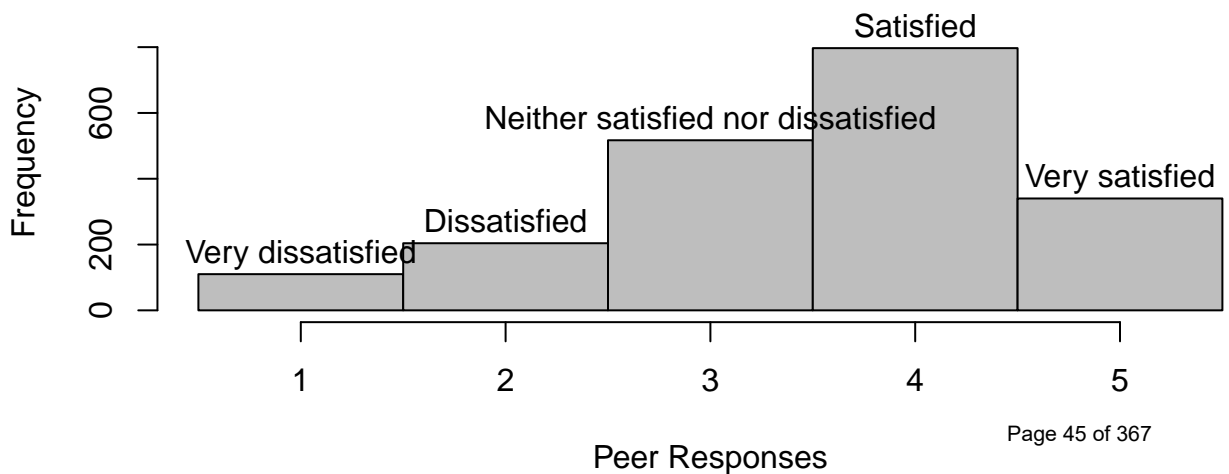
Family medical/parental leave



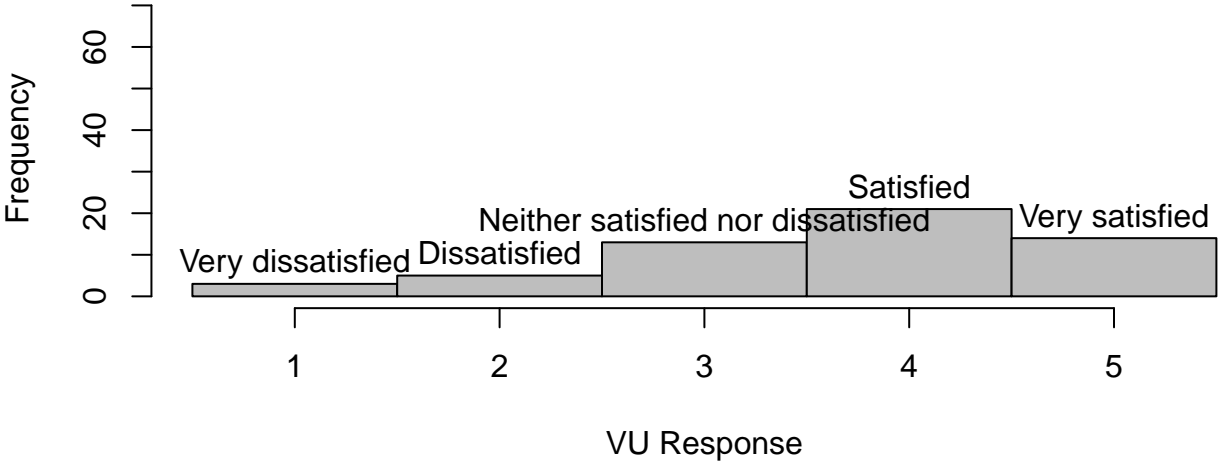
Flexible workload/modified duties



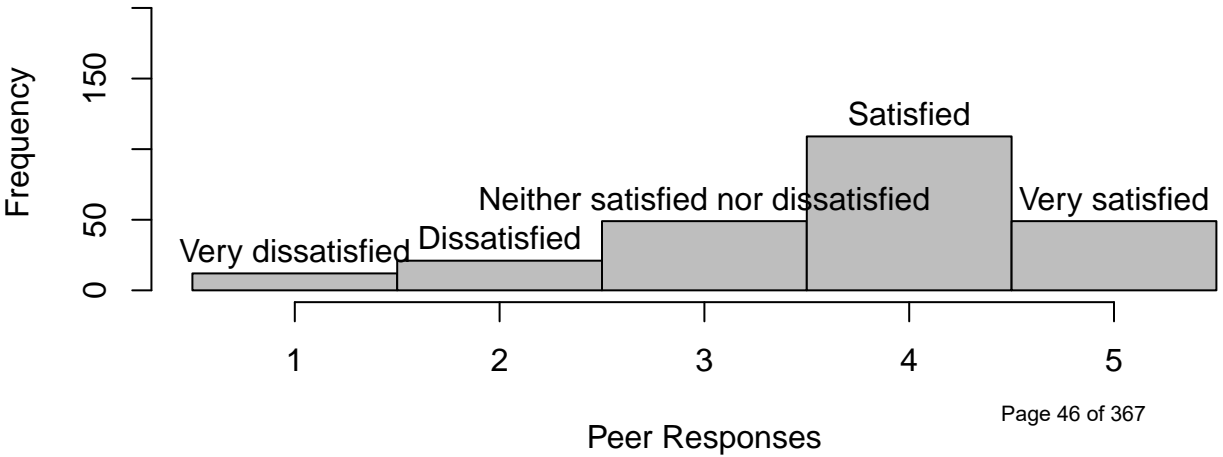
Flexible workload/modified duties



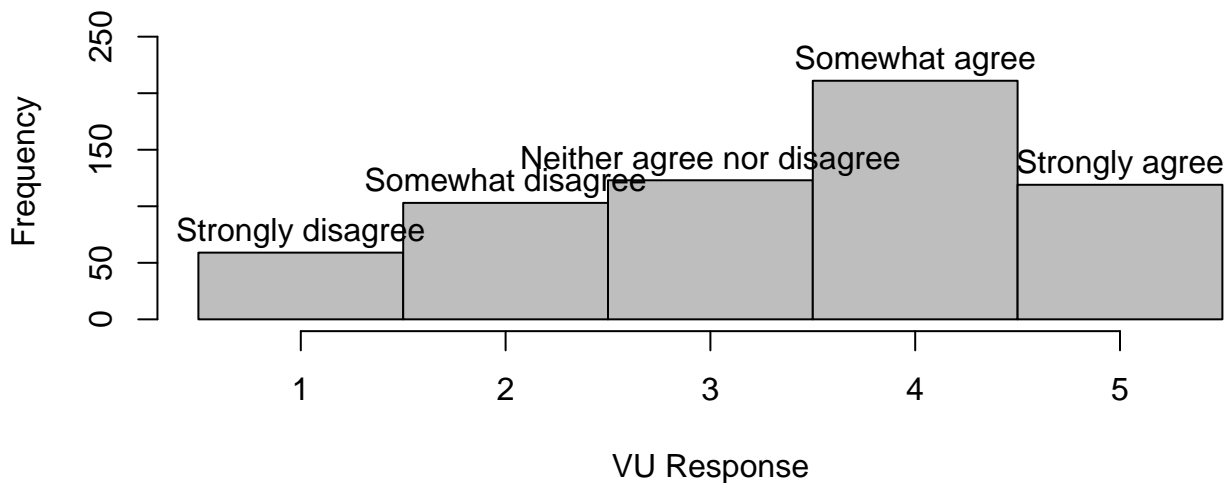
Stop-the-clock policies



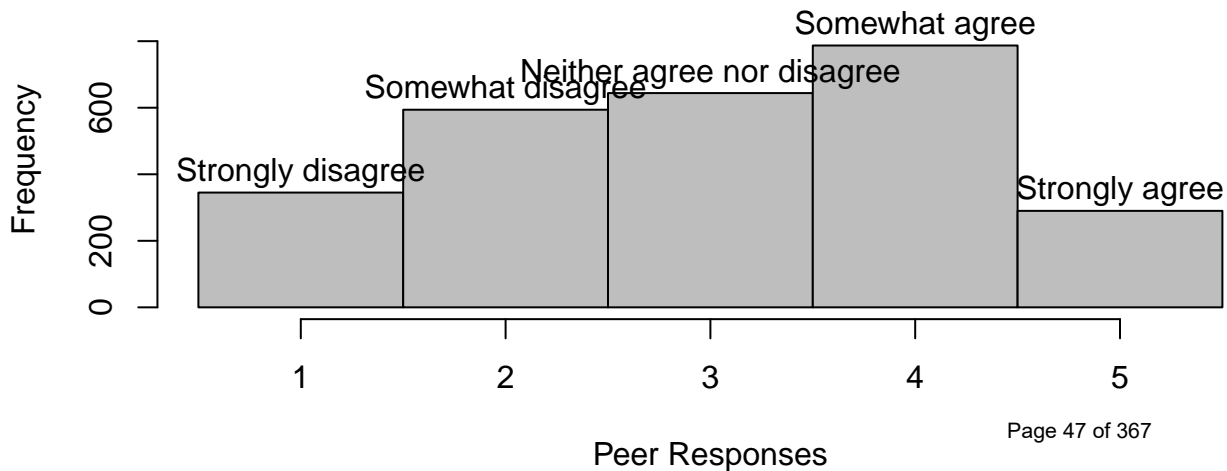
Stop-the-clock policies



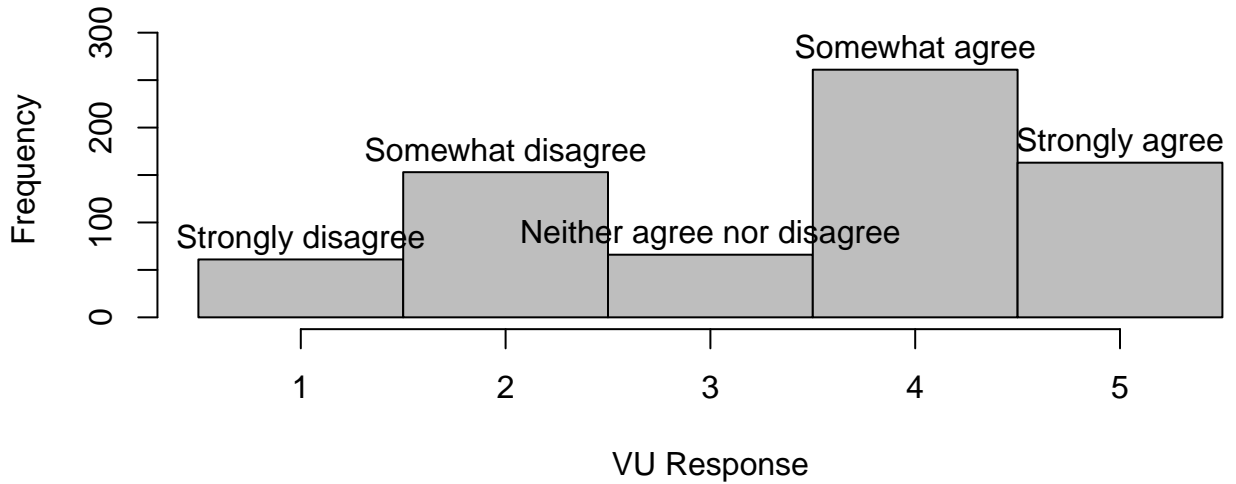
Institutional support for family-career compatibility



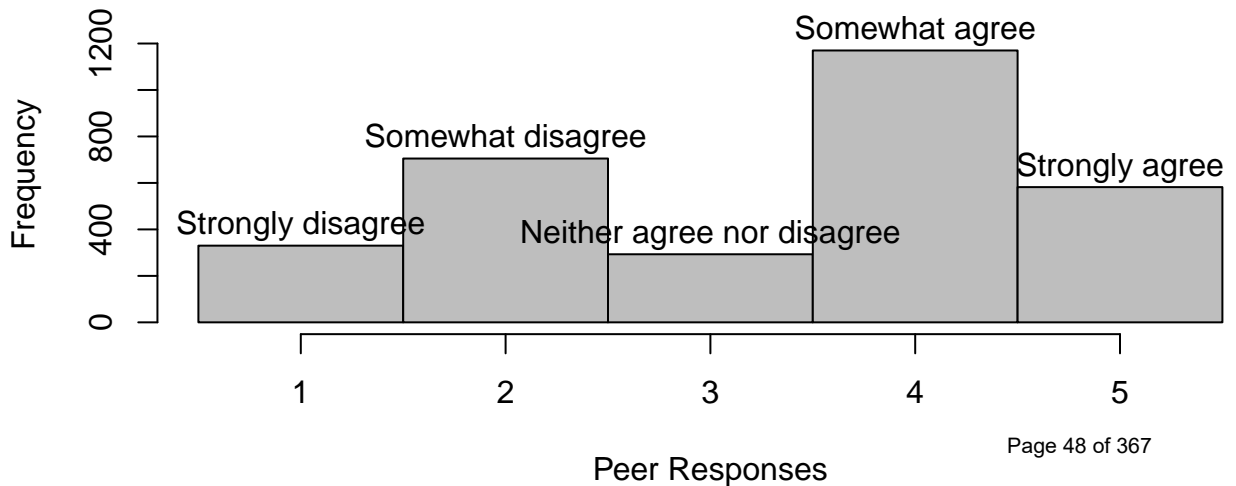
Institutional support for family-career compatibility



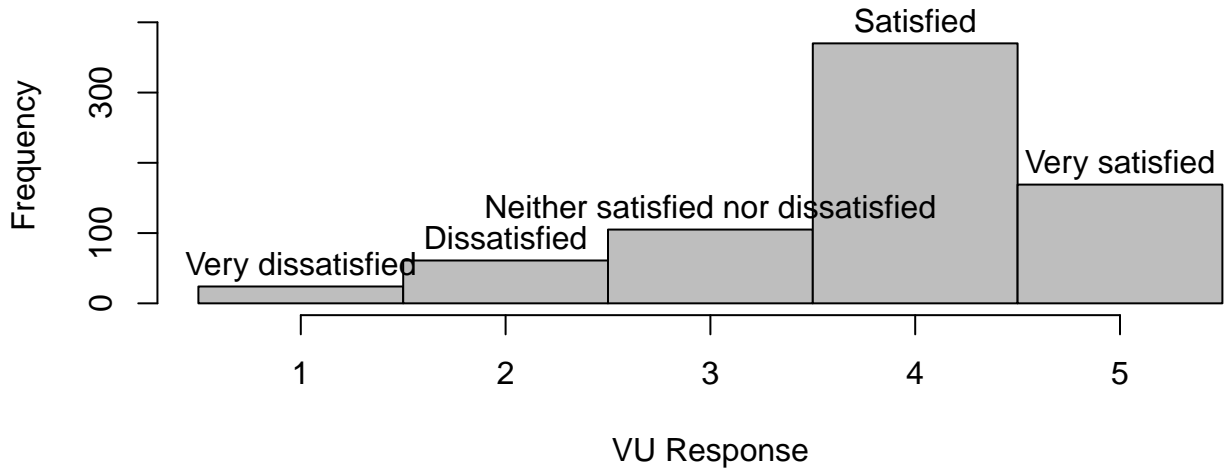
Right balance between professional and personal



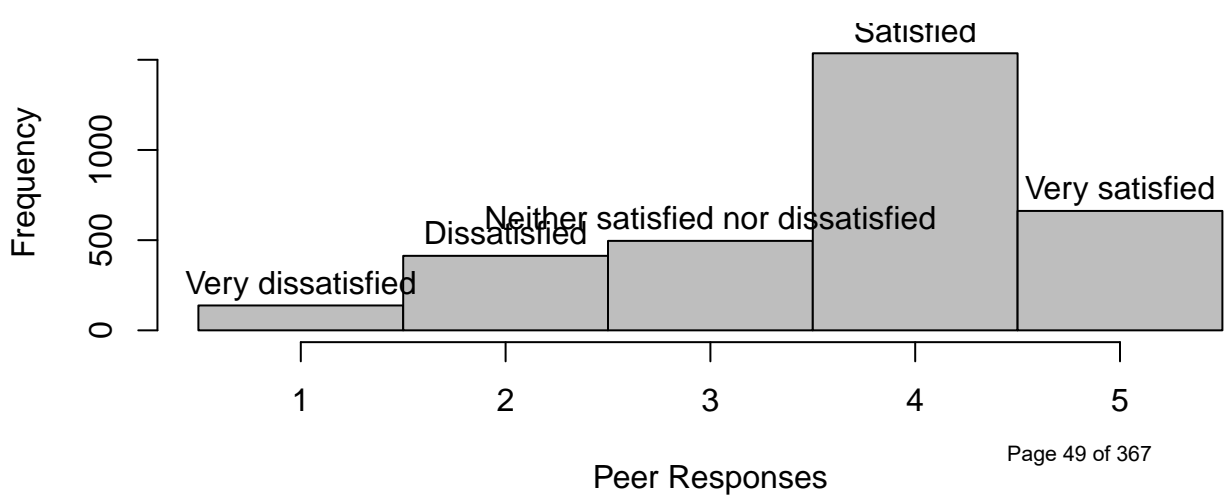
Right balance between professional and personal



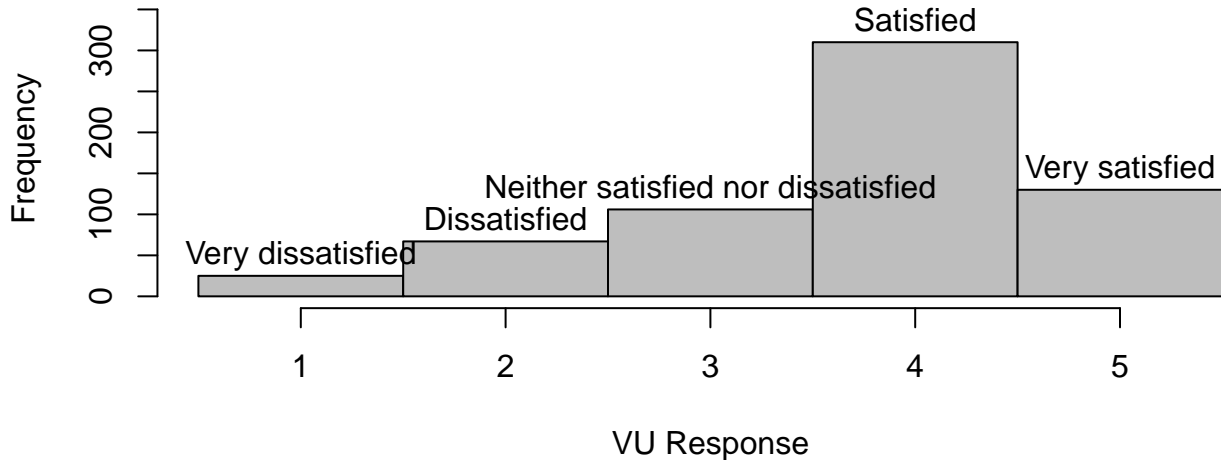
Health benefits for yourself



Health benefits for yourself



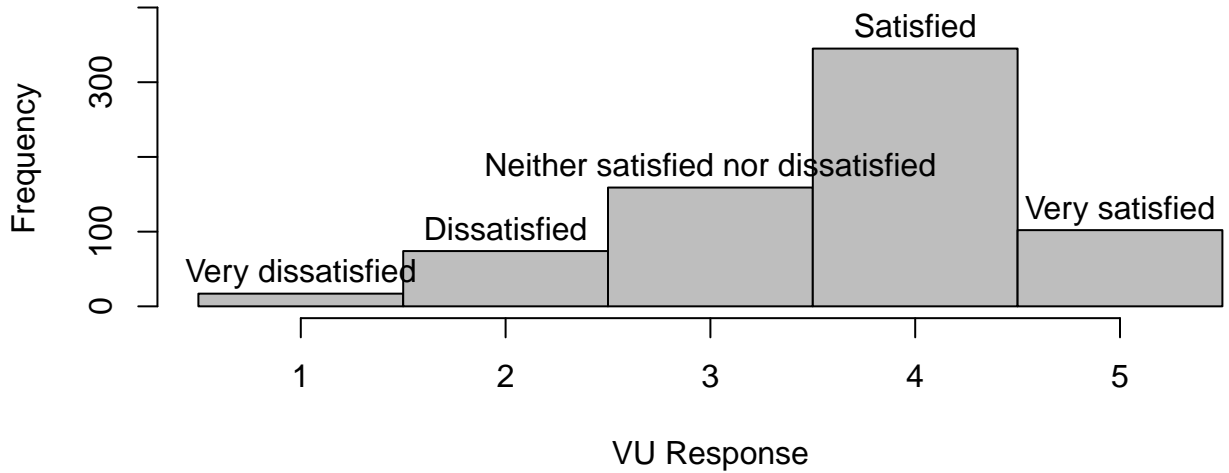
Health benefits for family



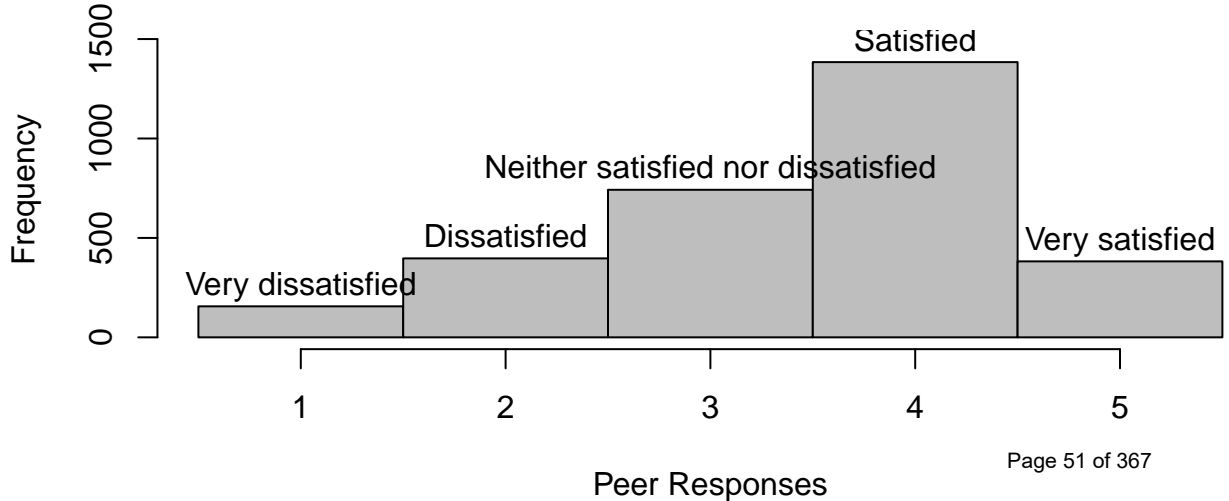
Health benefits for family



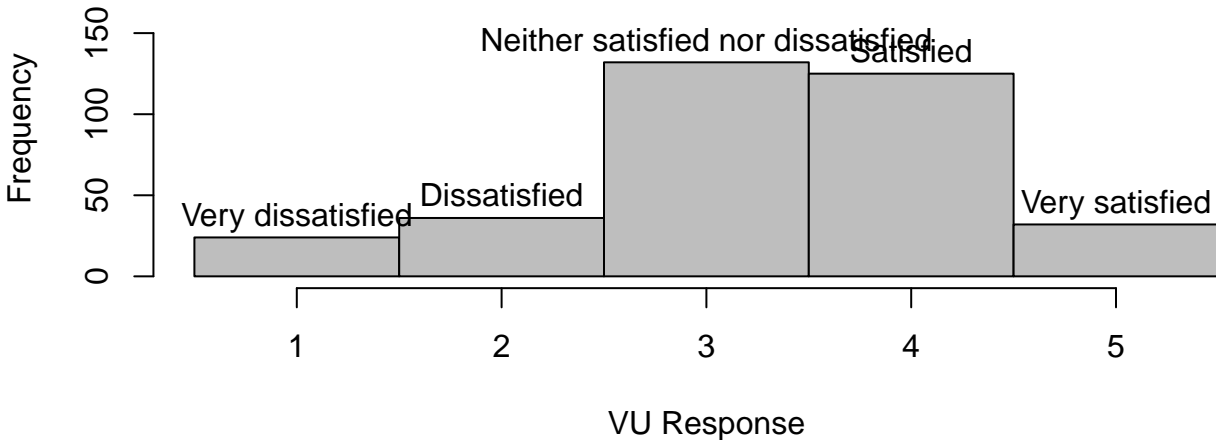
Retirement benefits



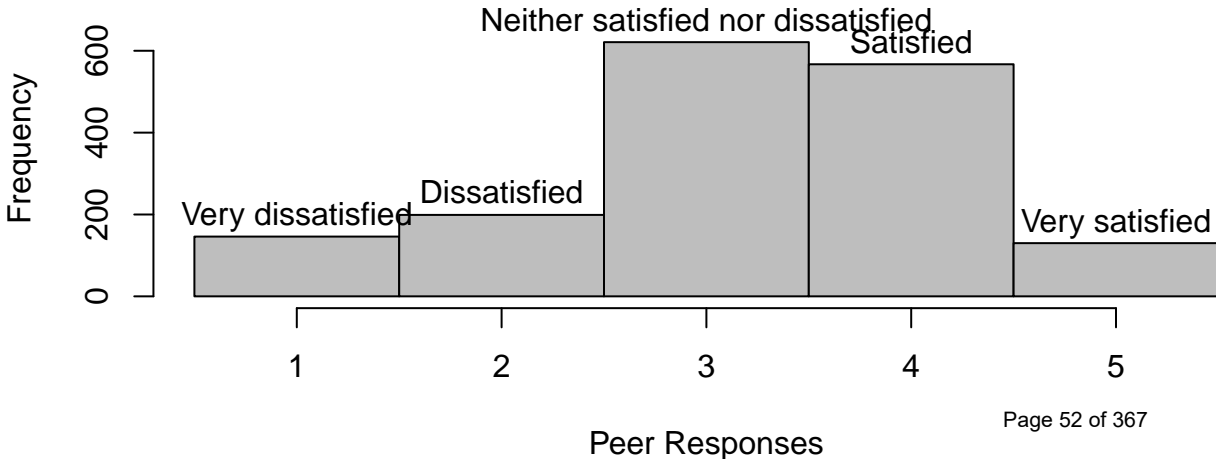
Retirement benefits



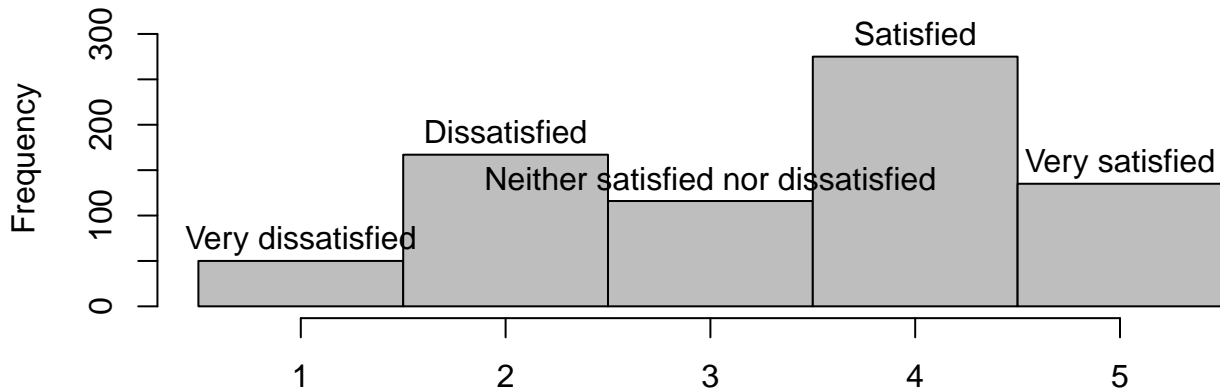
Phased retirement options



Phased retirement options

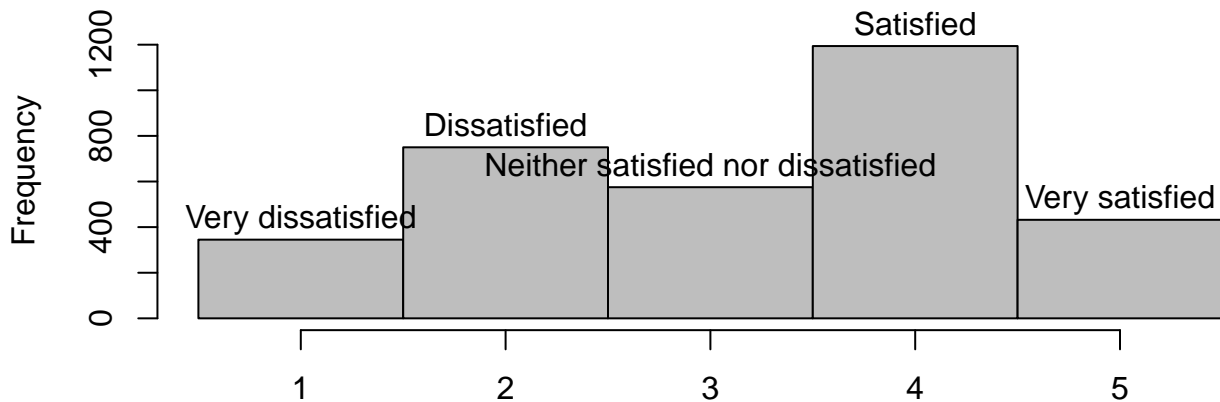


Salary



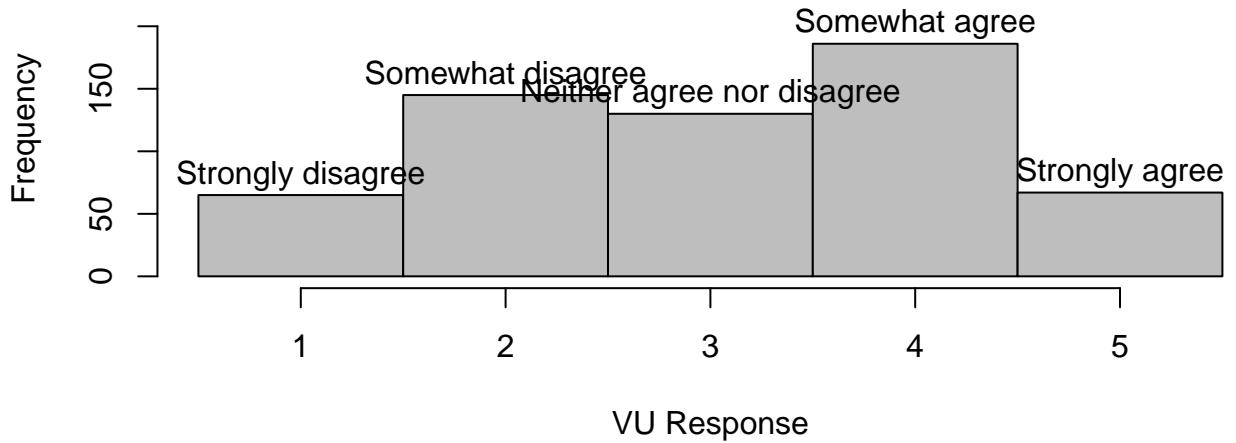
VU Response

Salary

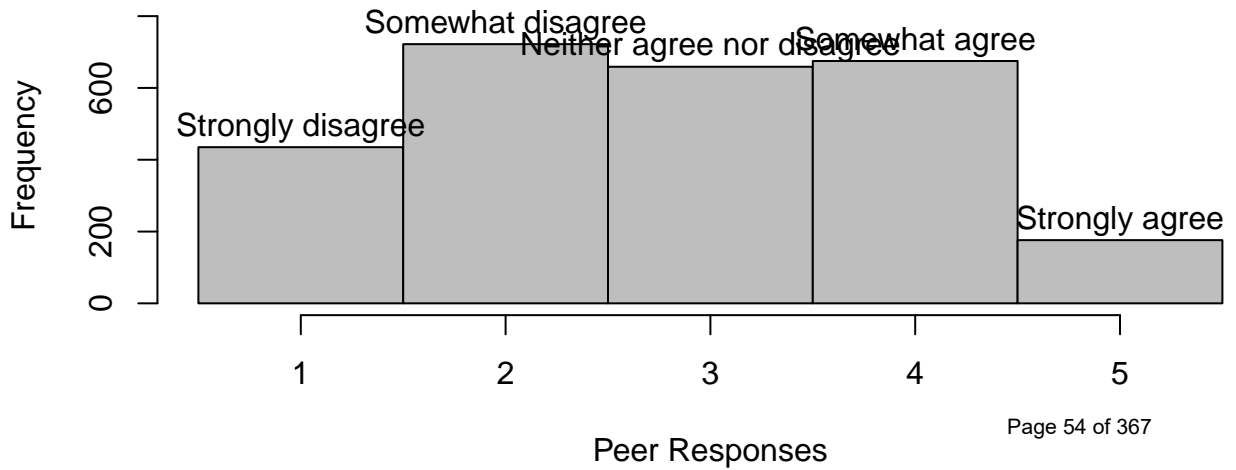


Peer Responses

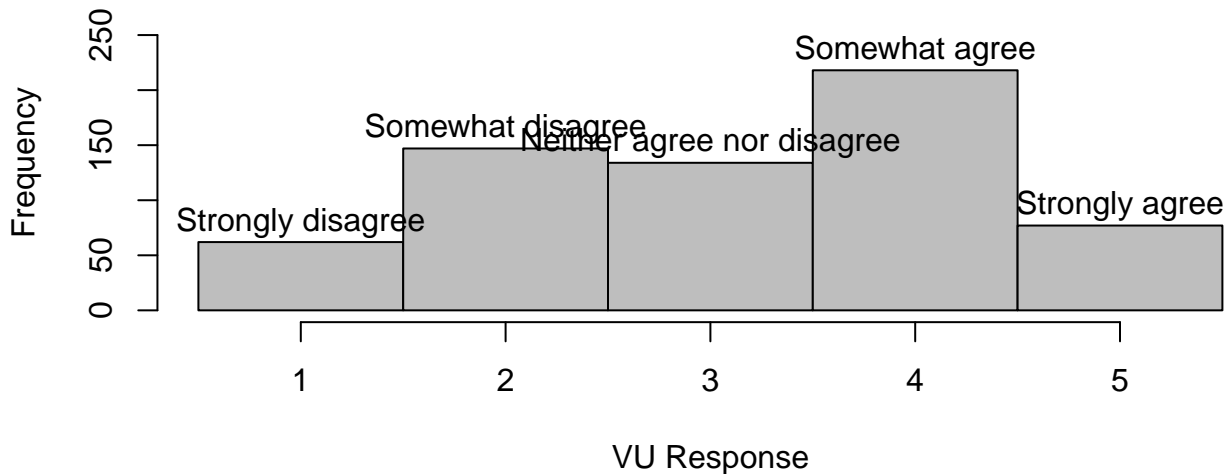
Budgets encourage interdiscip. work



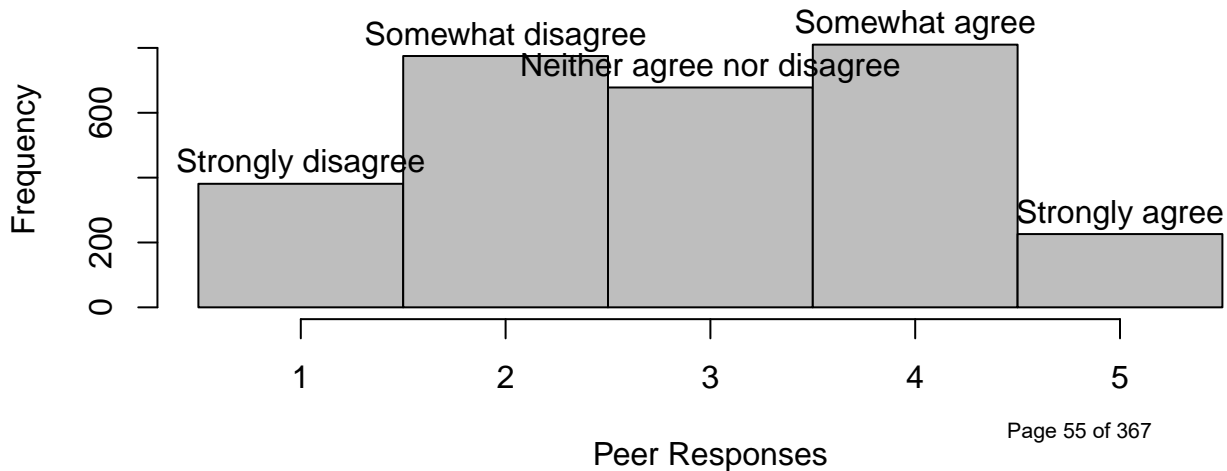
Budgets encourage interdiscip. work



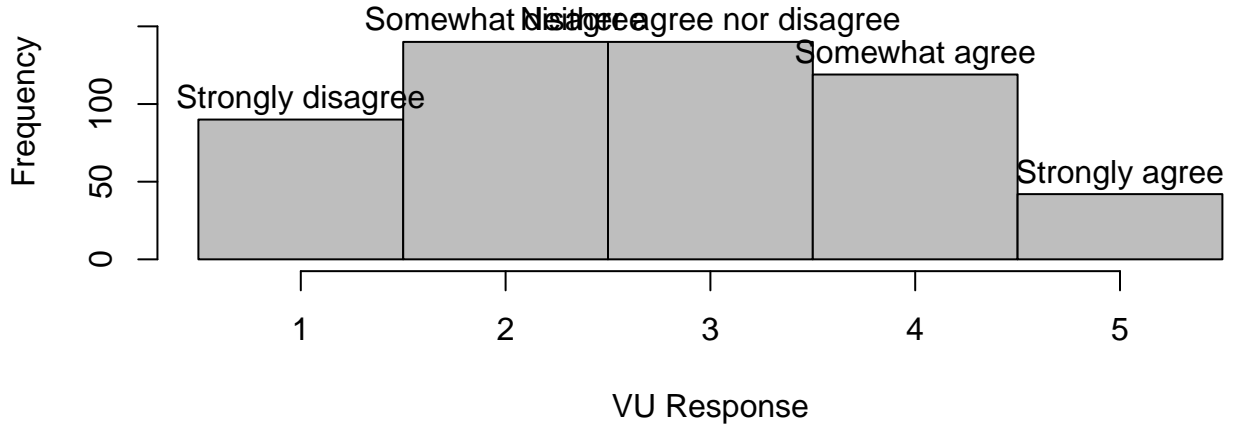
Facilities conducive to interdiscip. work



Facilities conducive to interdiscip. work



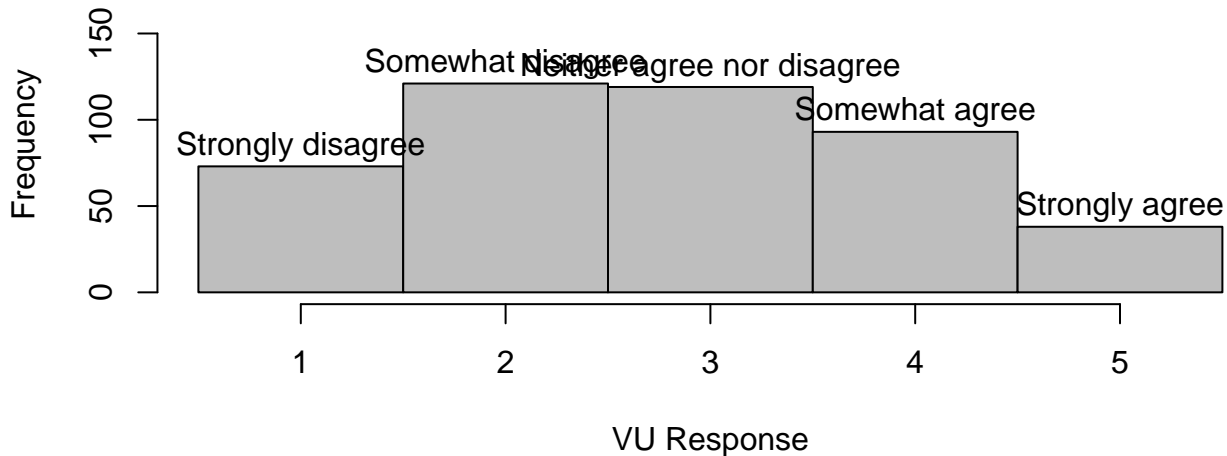
Interdiscip. work is rewarded in merit



Interdiscip. work is rewarded in merit



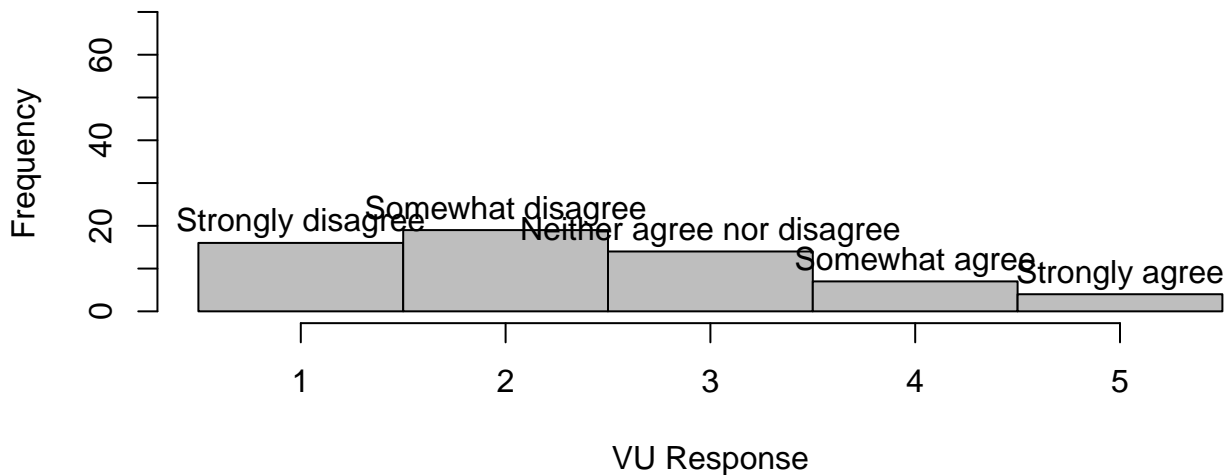
Interdiscip. work is rewarded in promotion



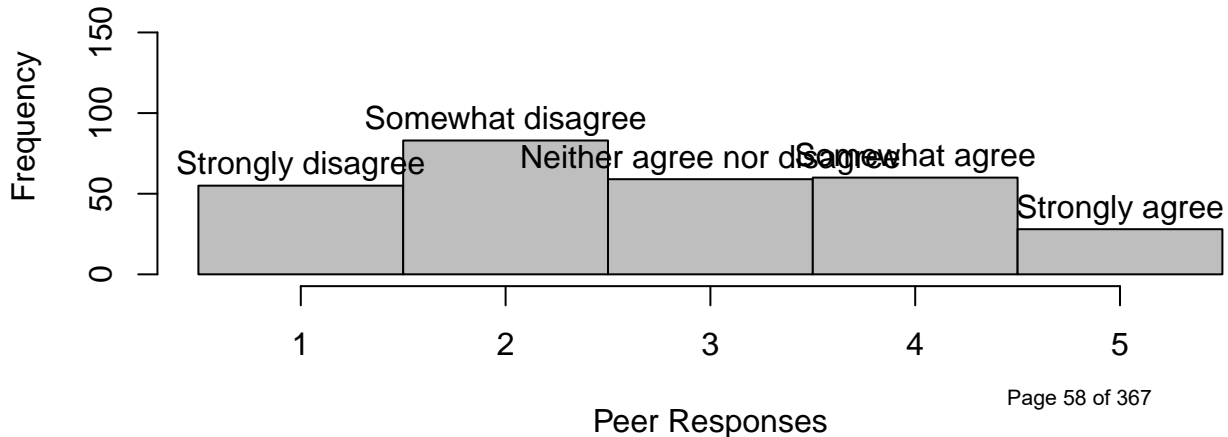
Interdiscip. work is rewarded in promotion



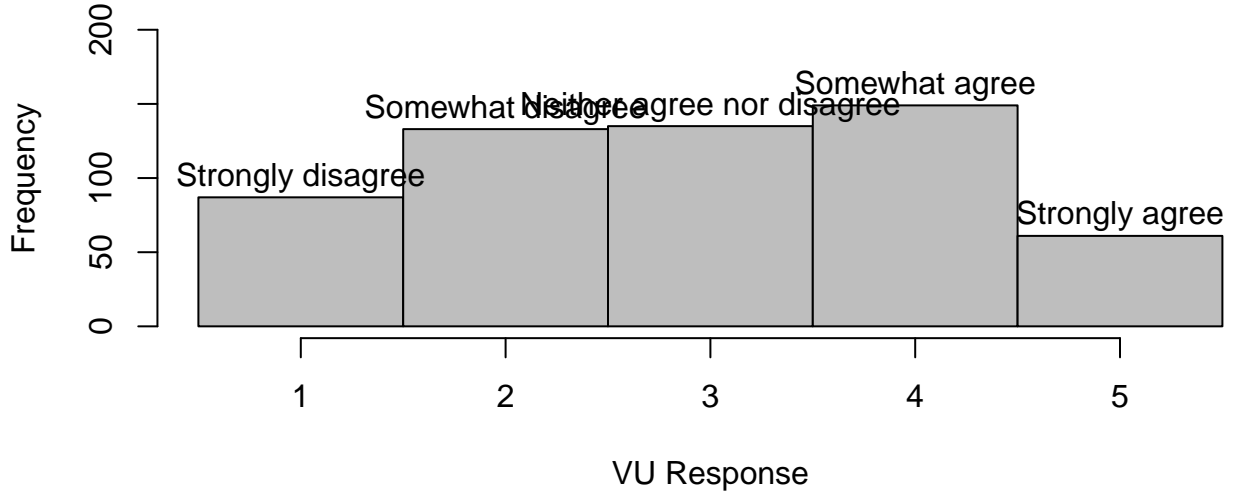
Interdiscip. work rewarded in tenure



Interdiscip. work rewarded in tenure



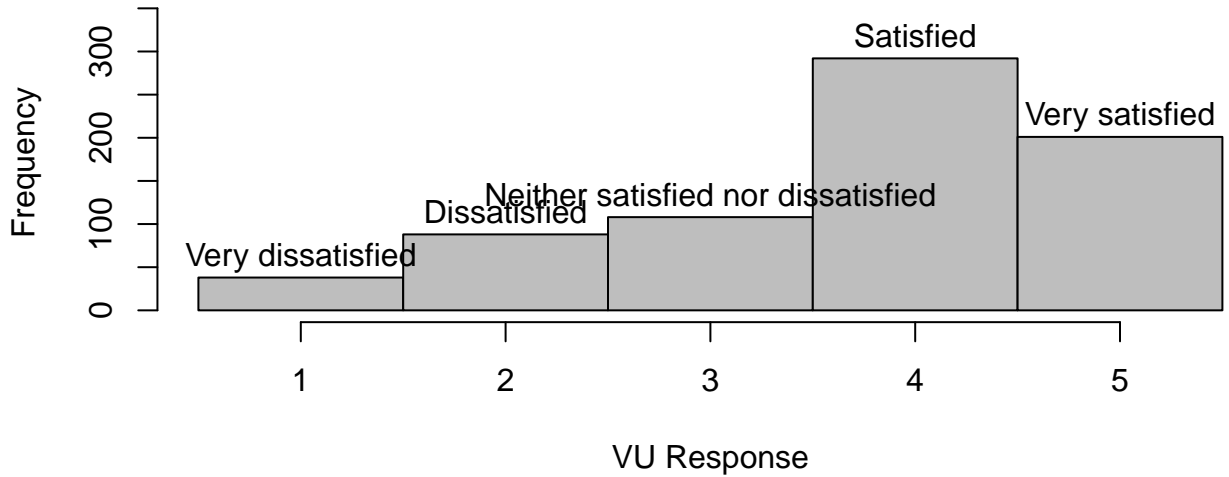
Dept. knows how to evaluate interdiscip. work



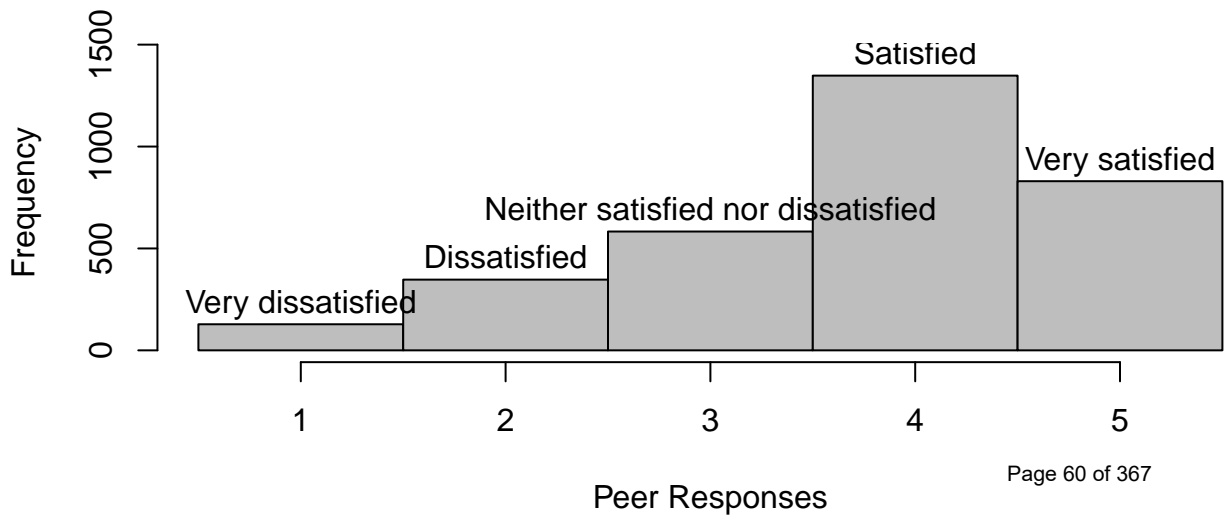
Dept. knows how to evaluate interdiscip. work



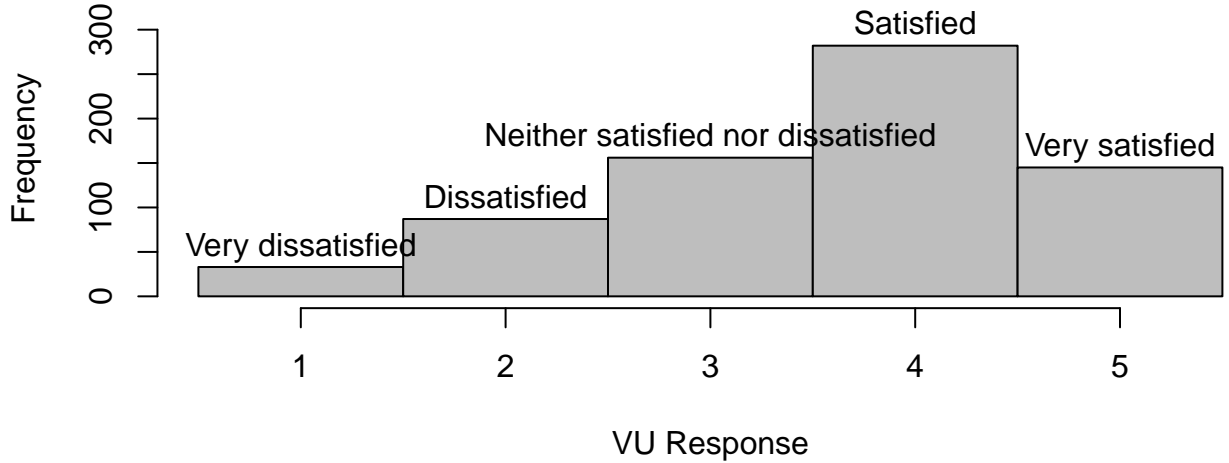
Collaboration opportunities in dept.



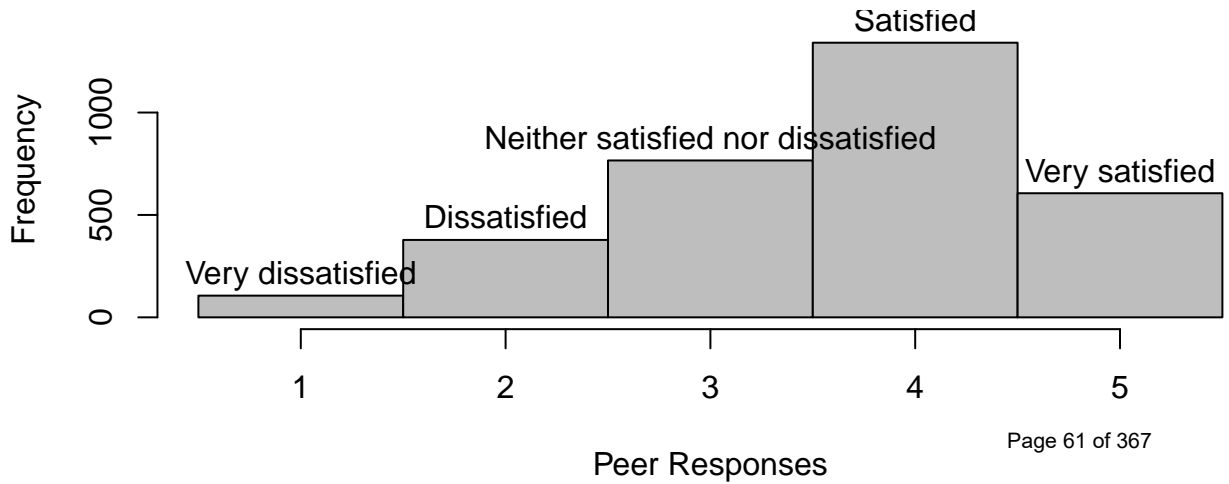
Collaboration opportunities in dept.



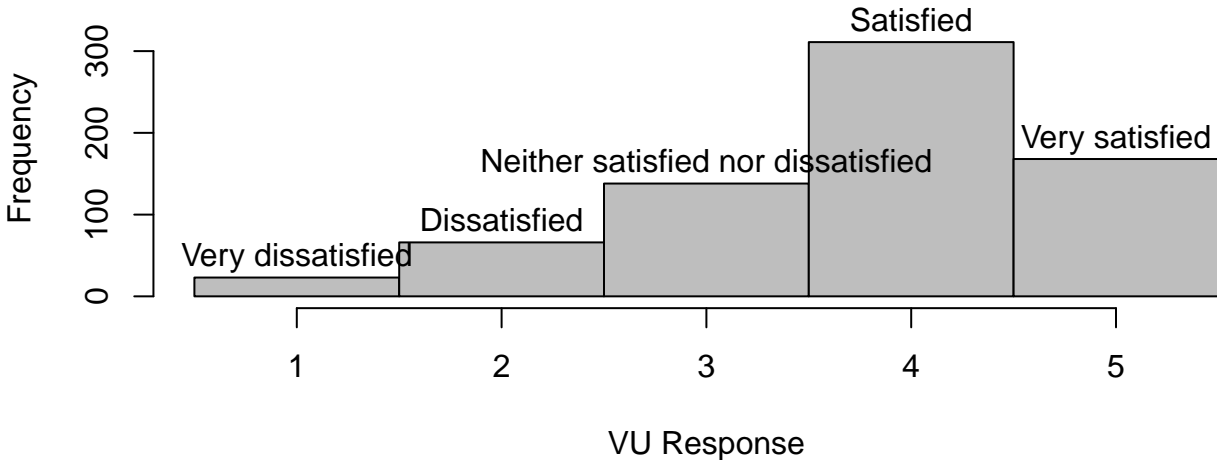
Collaboration opportunities within VU



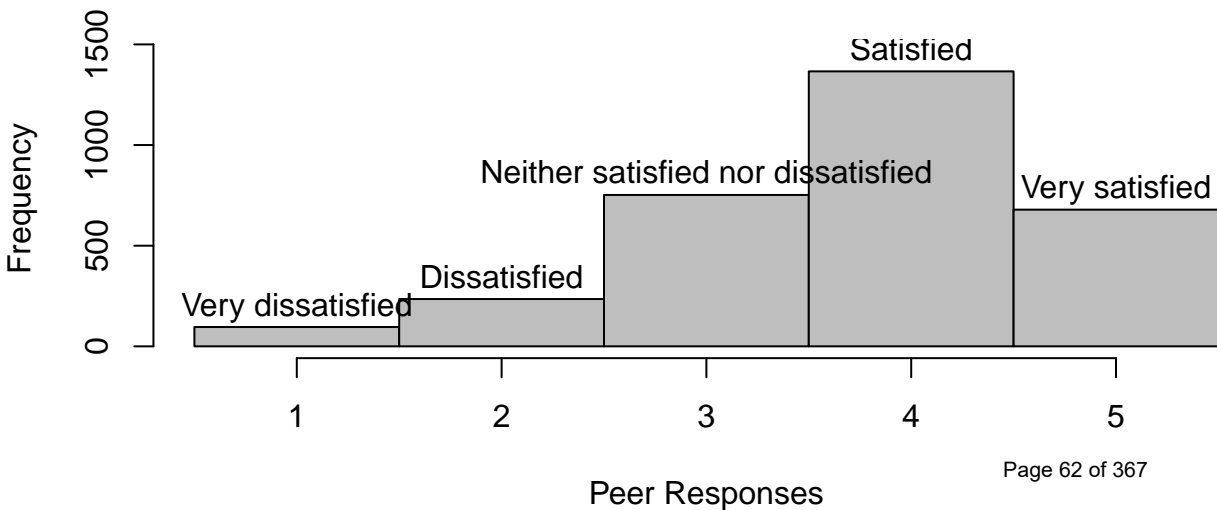
Collaboration opportunities within VU



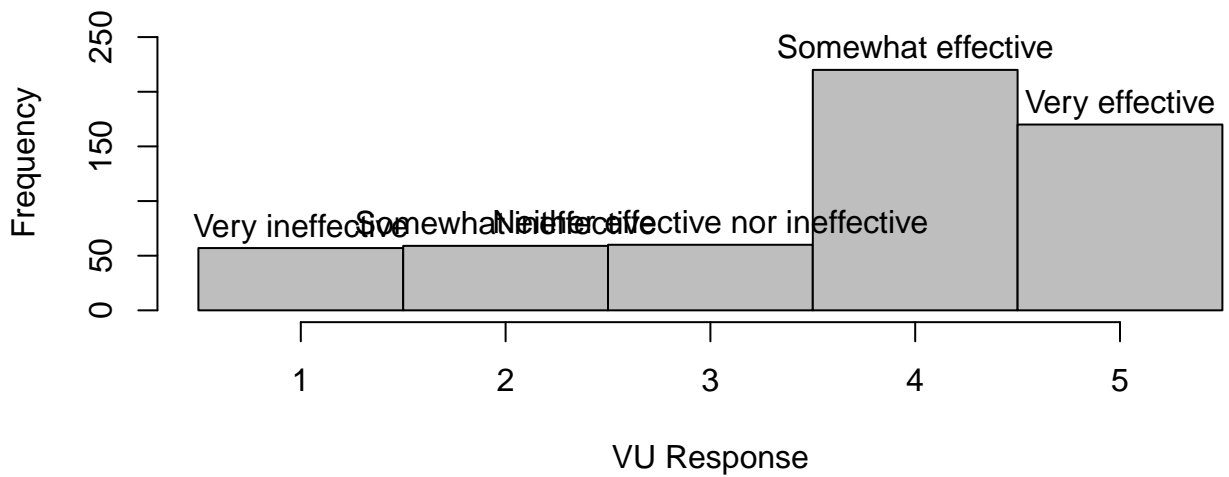
Collaboration opportunities external to VU



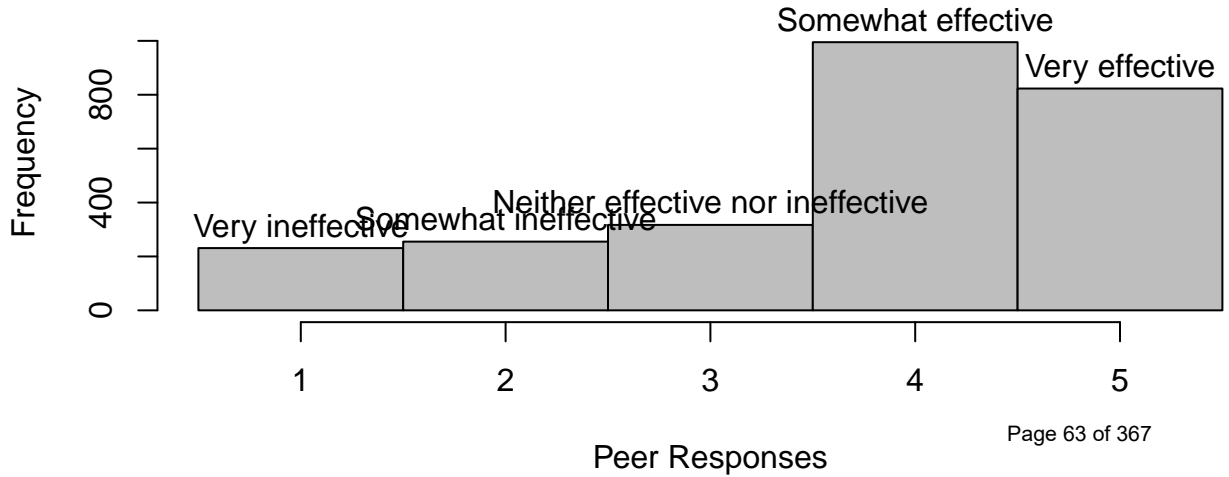
Collaboration opportunities external to VU



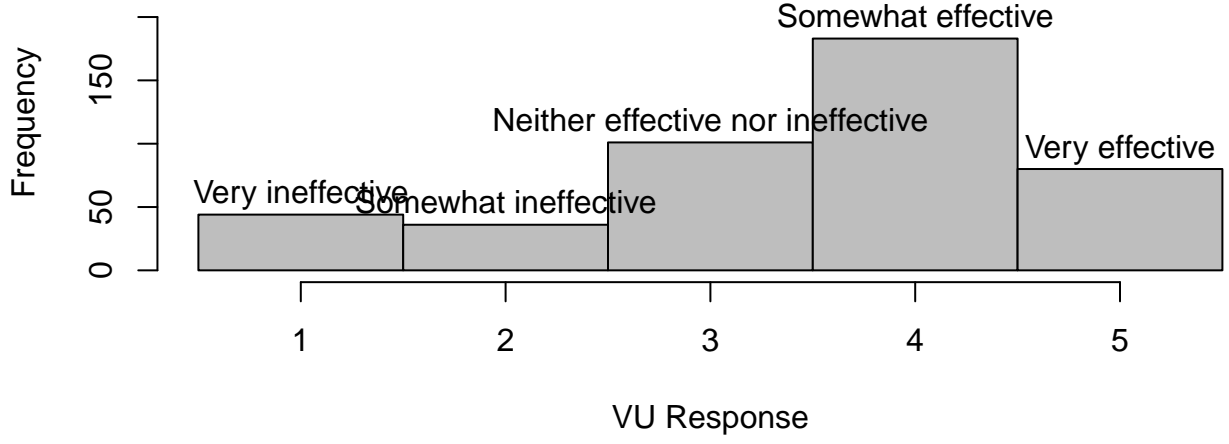
Mentoring within dept.



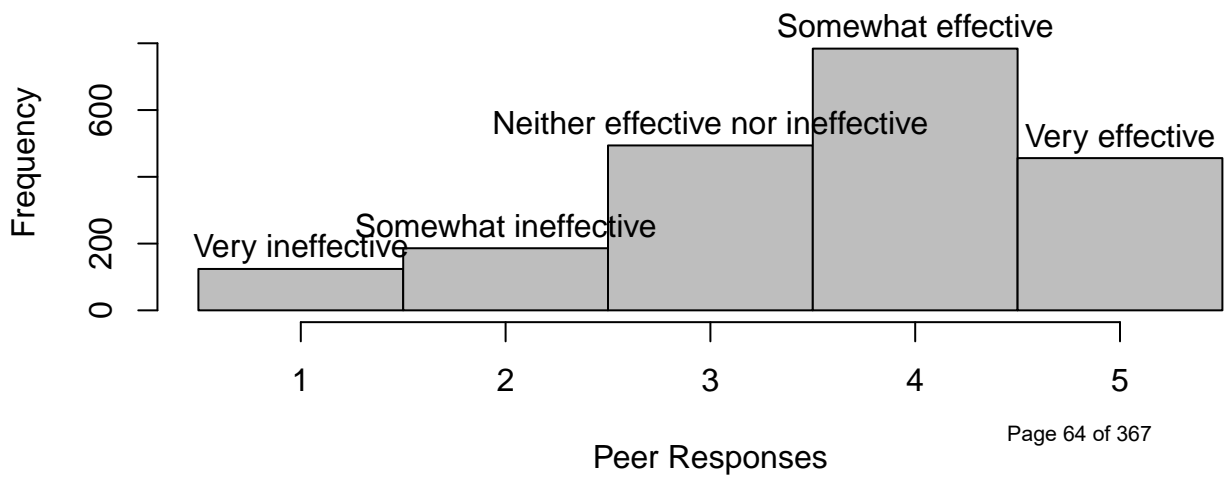
Mentoring within dept.



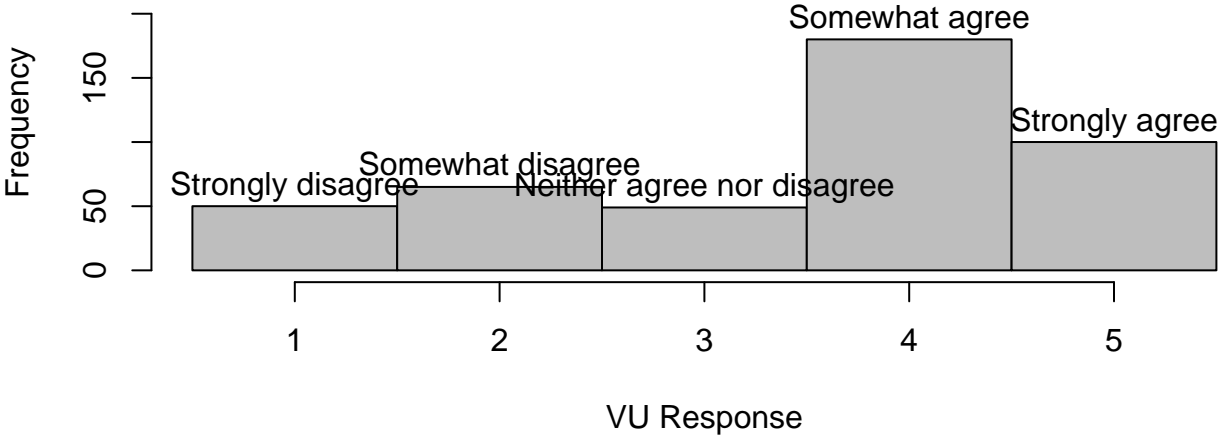
Mentoring witin VU



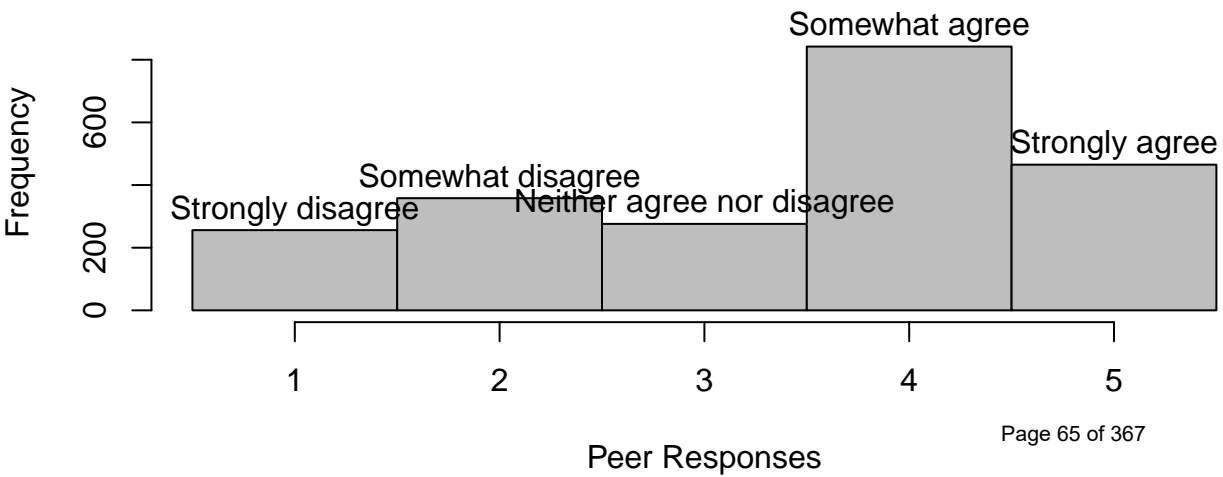
Mentoring witin VU



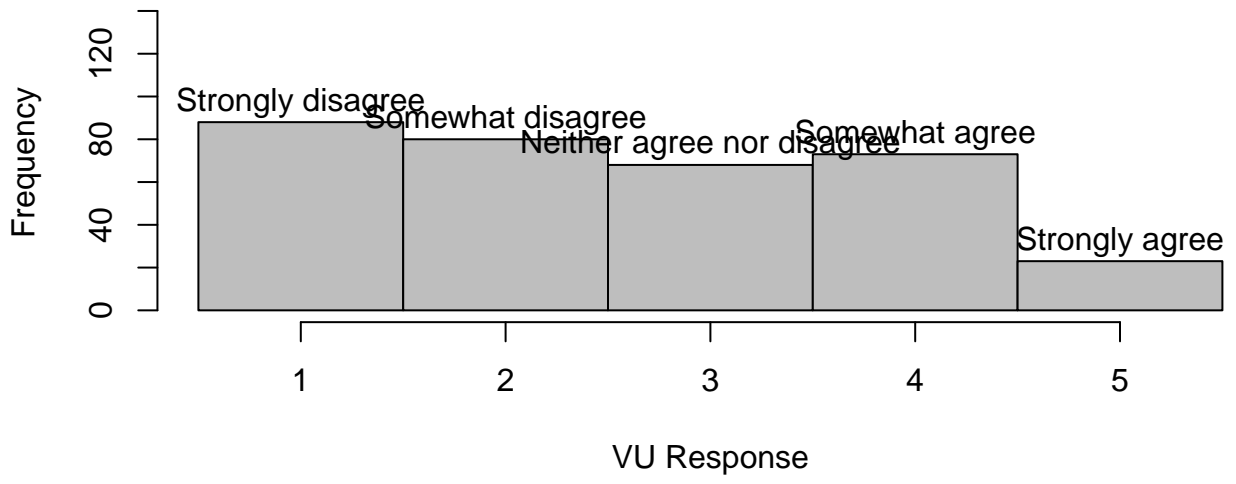
Mentoring of pre-tenure faculty in dept.



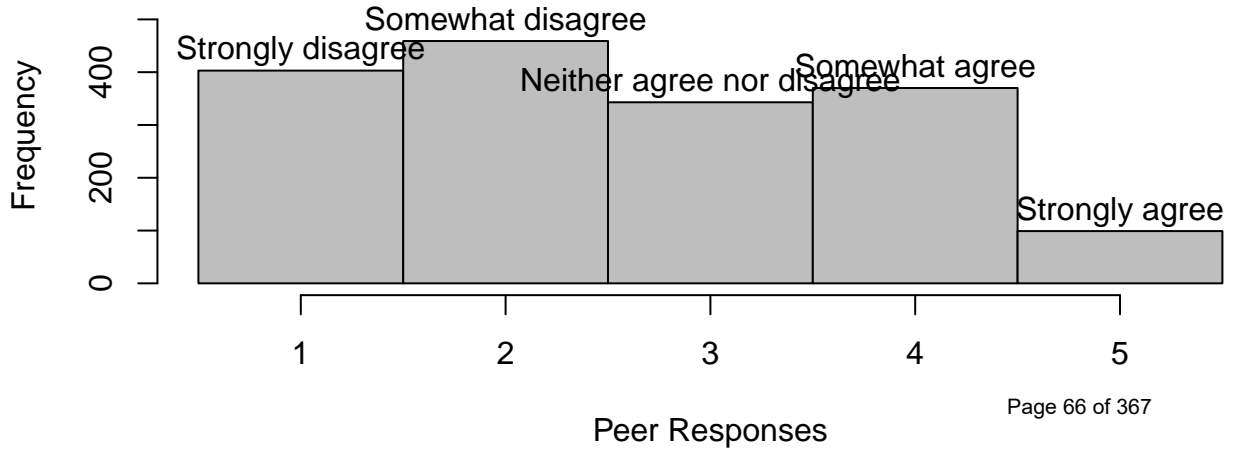
Mentoring of pre-tenure faculty in dept.



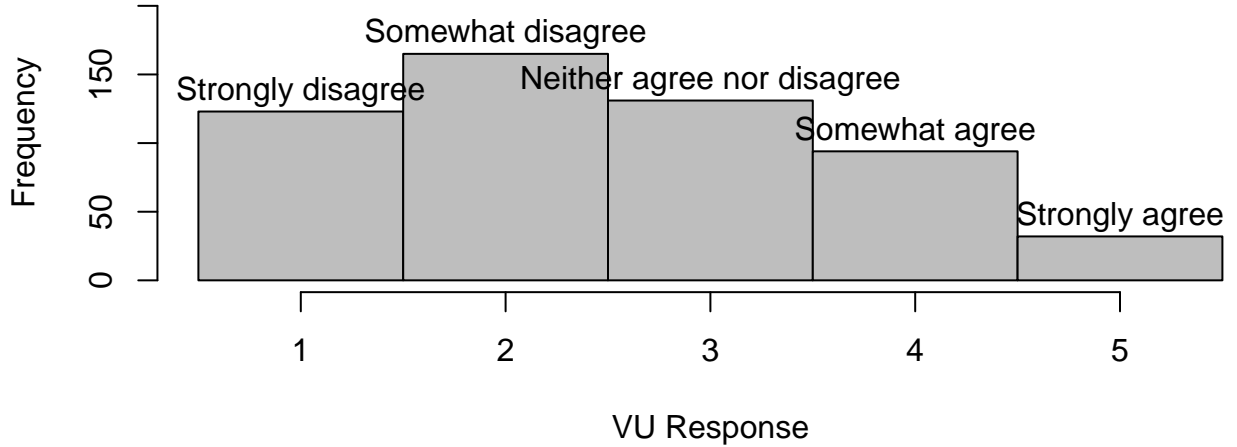
Mentoring of tenured assoc. prof. in dept.



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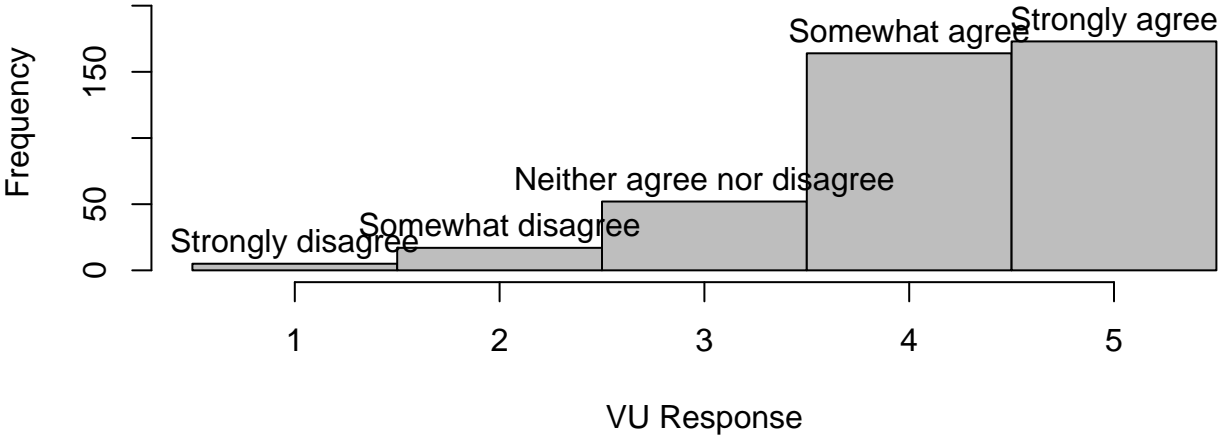
Support for faculty mentors



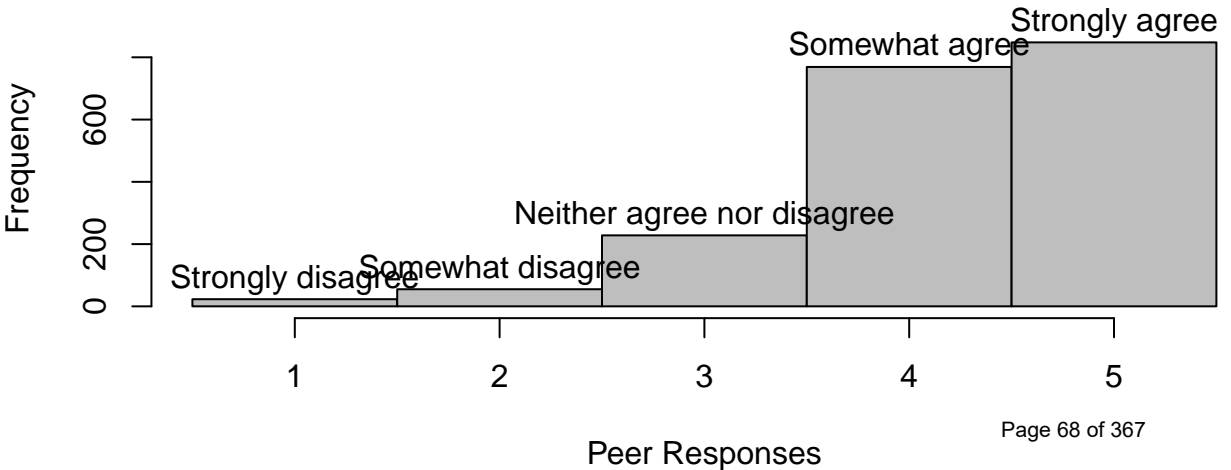
Support for faculty mentors



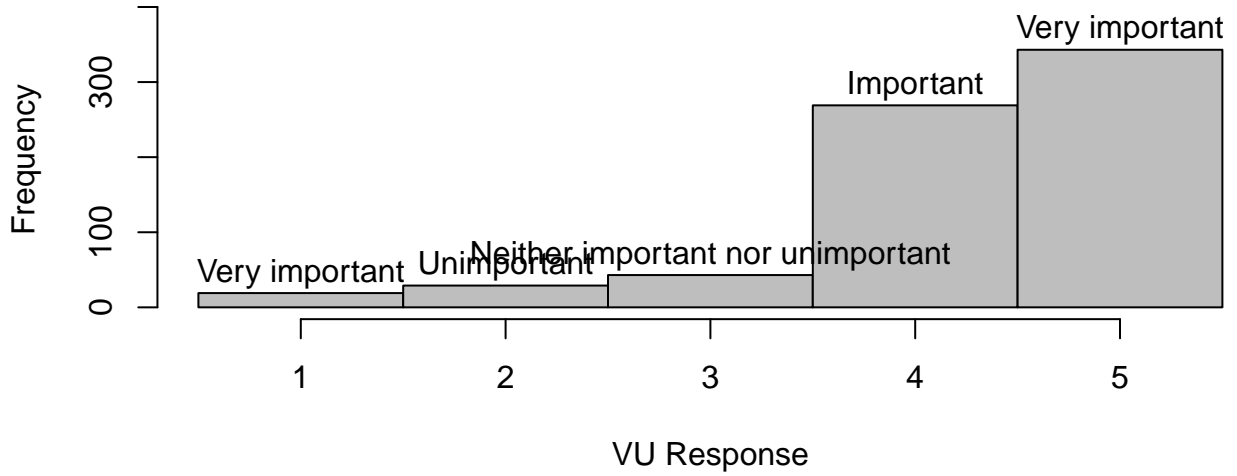
Being a mentor is fulfilling



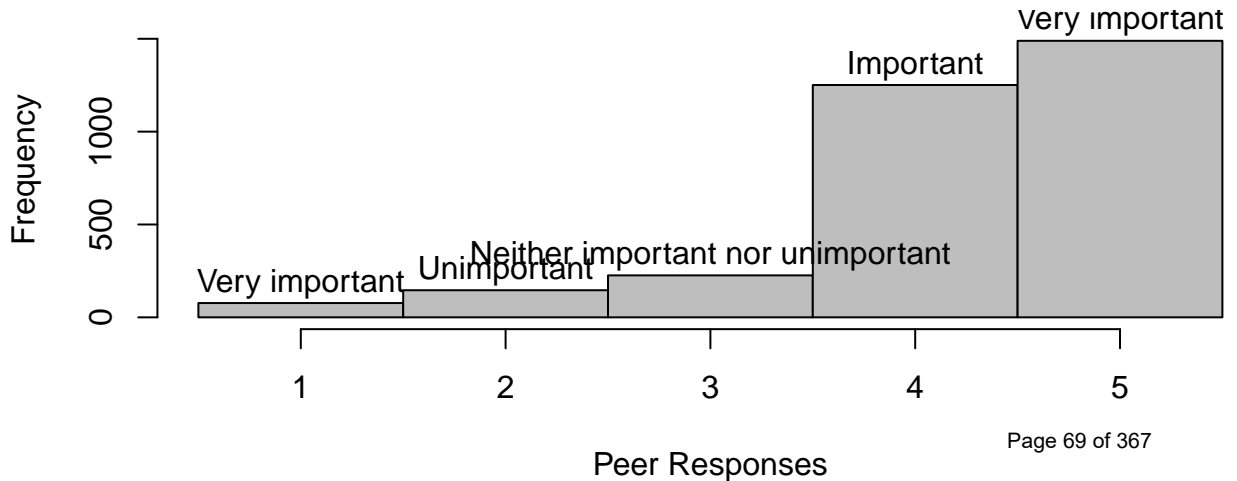
Being a mentor is fulfilling



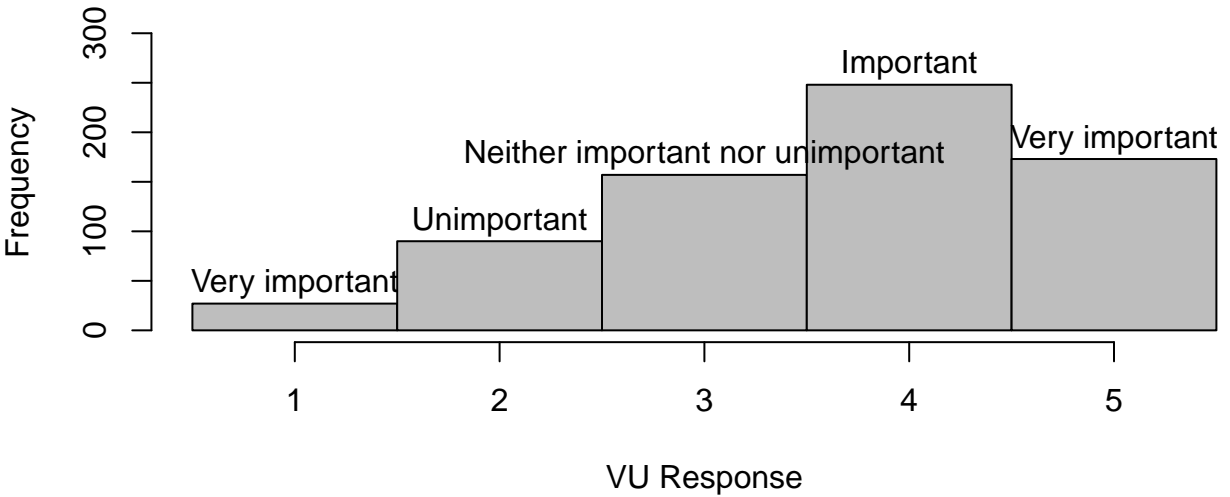
Importance of dept. mentors to success



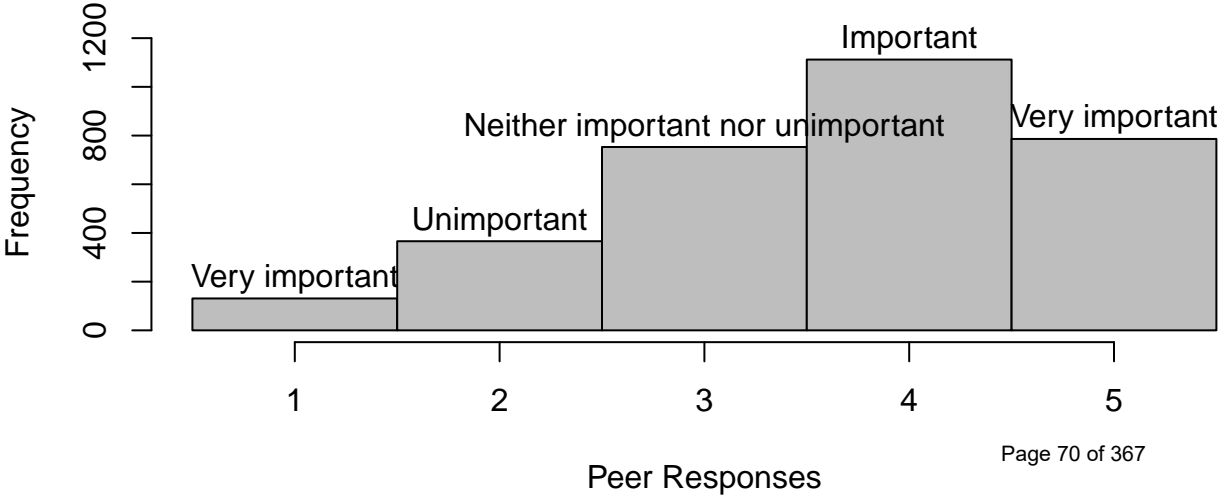
Importance of dept. mentors to success



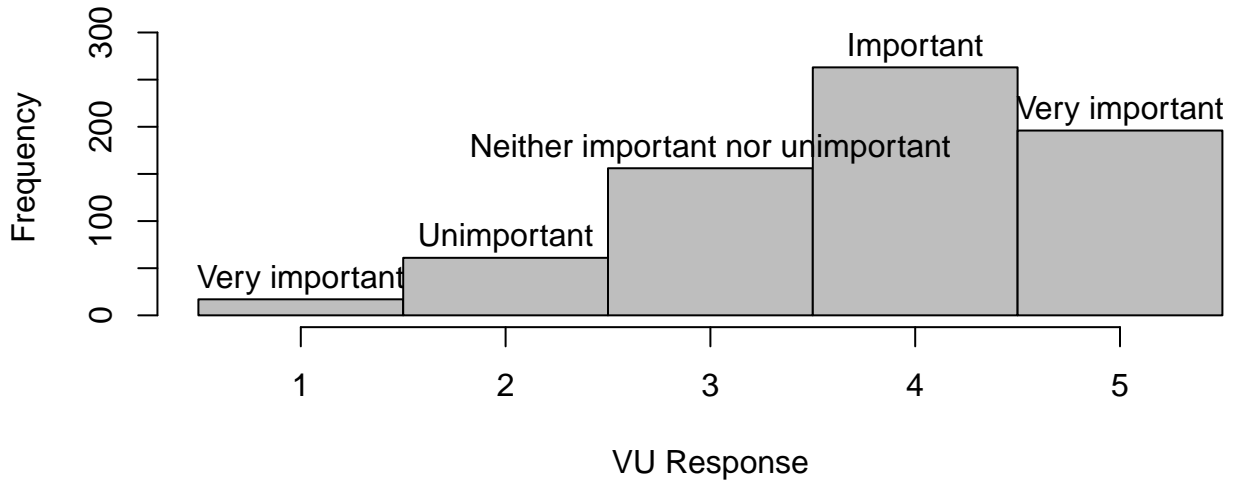
Importance of VU mentors outside of dept. to success



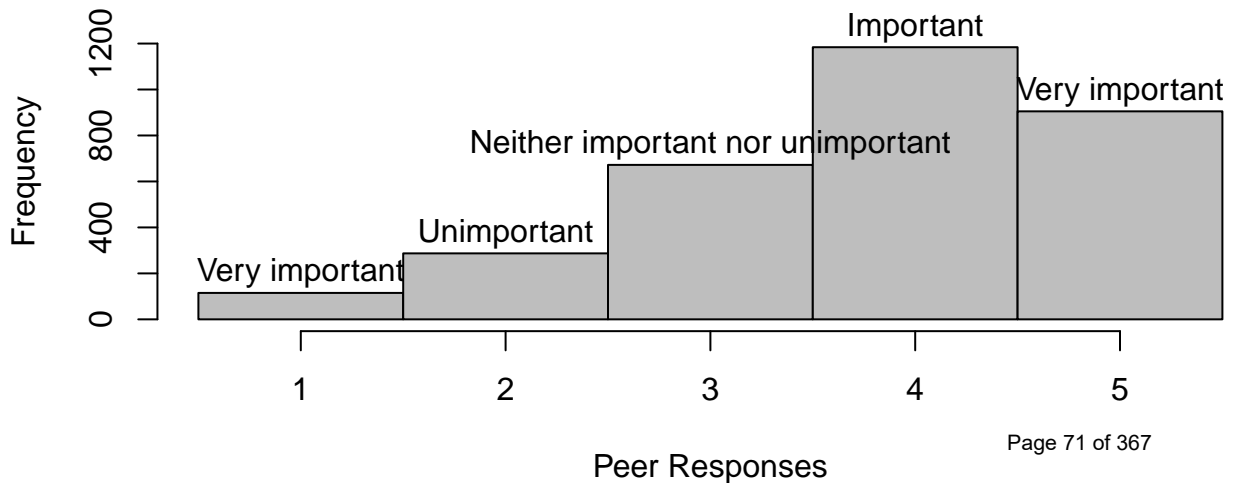
Importance of VU mentors outside of dept. to success



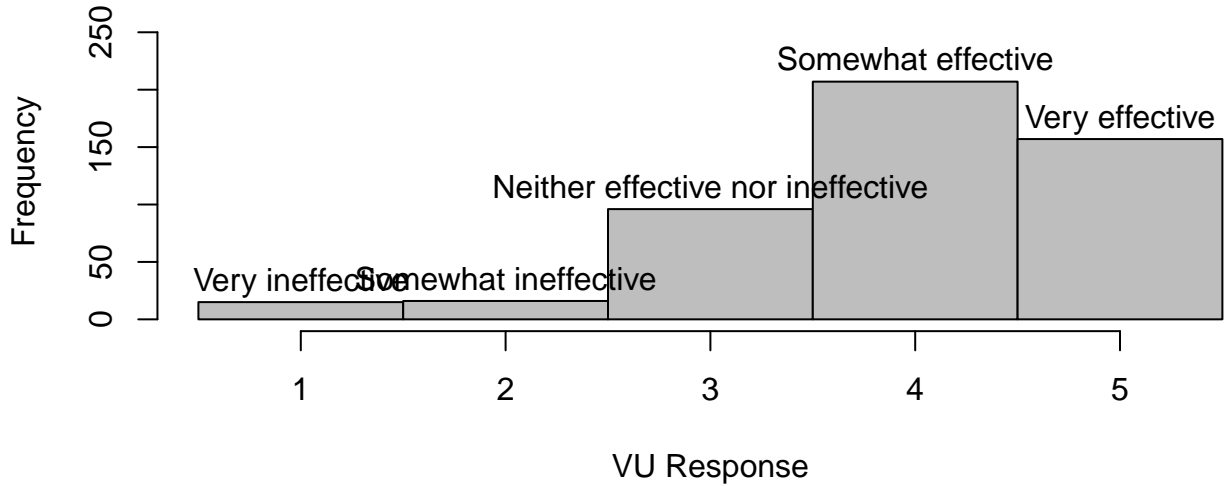
Importance of external mentors to success



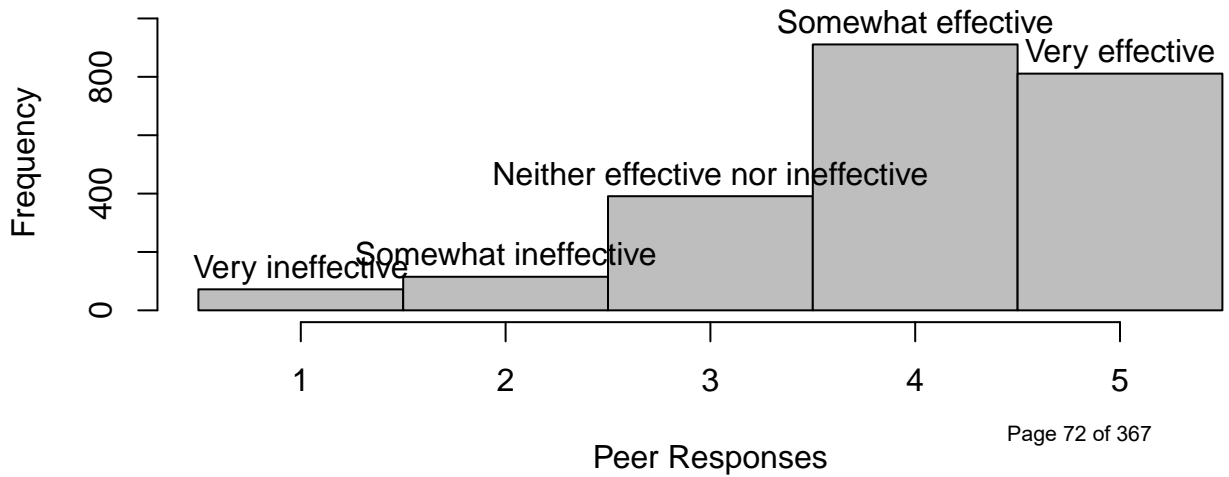
Importance of external mentors to success



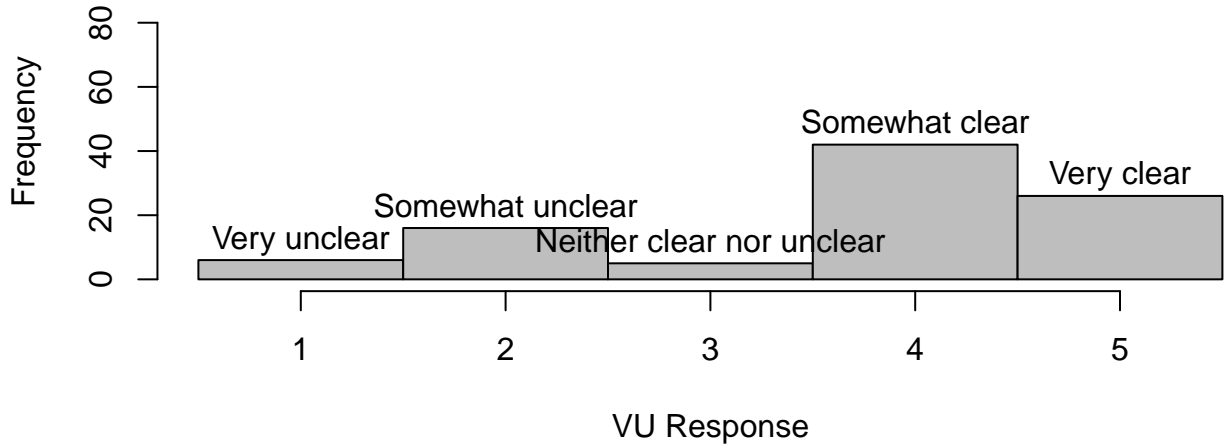
Mentoring externally



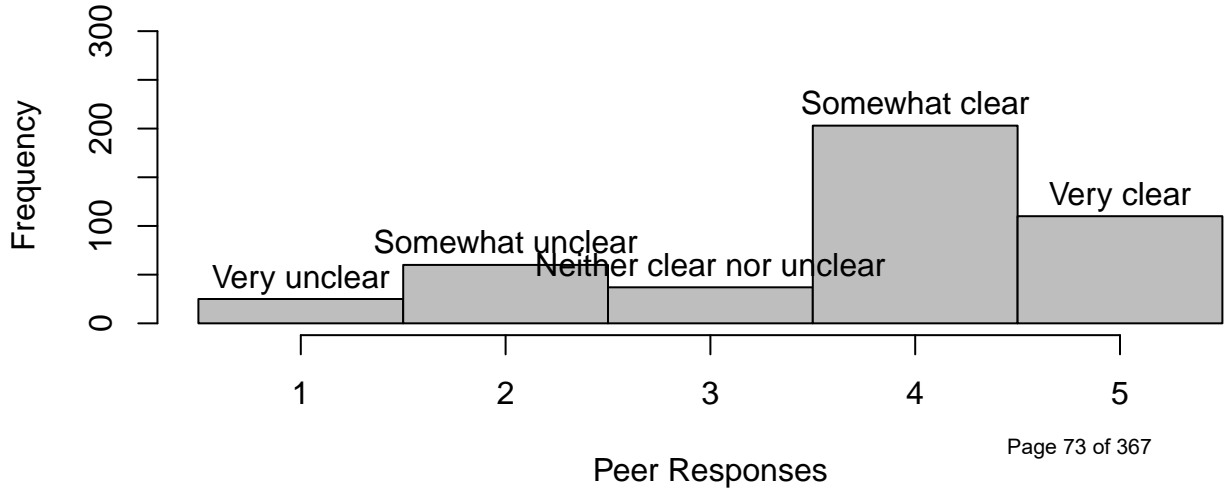
Mentoring externally



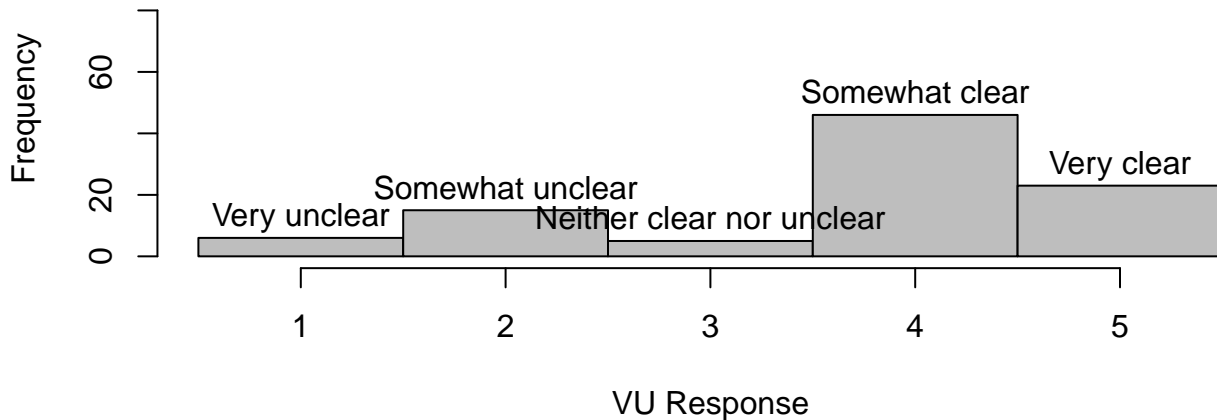
Clarity of tenure process



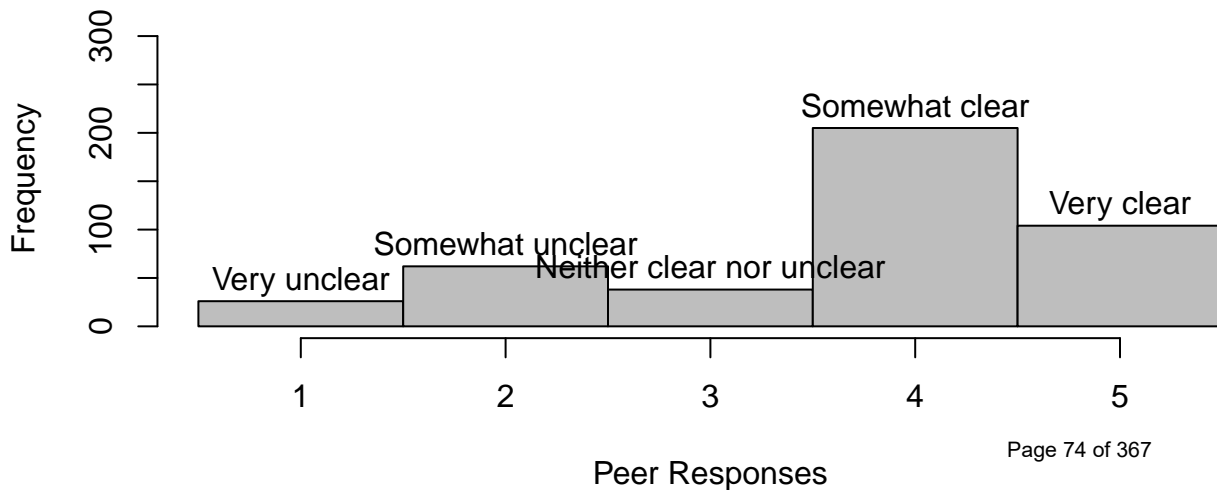
Clarity of tenure process



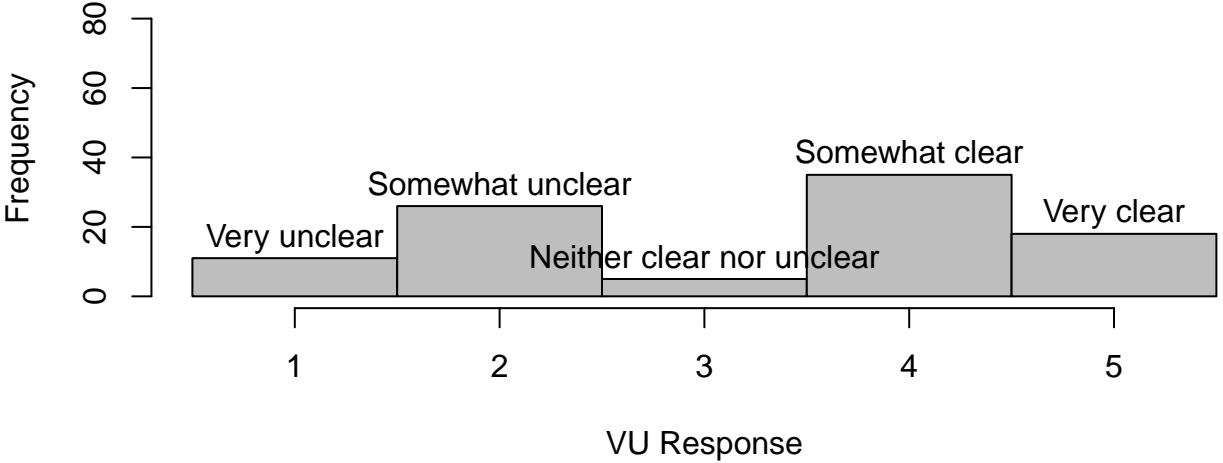
Clarity of tenure criteria



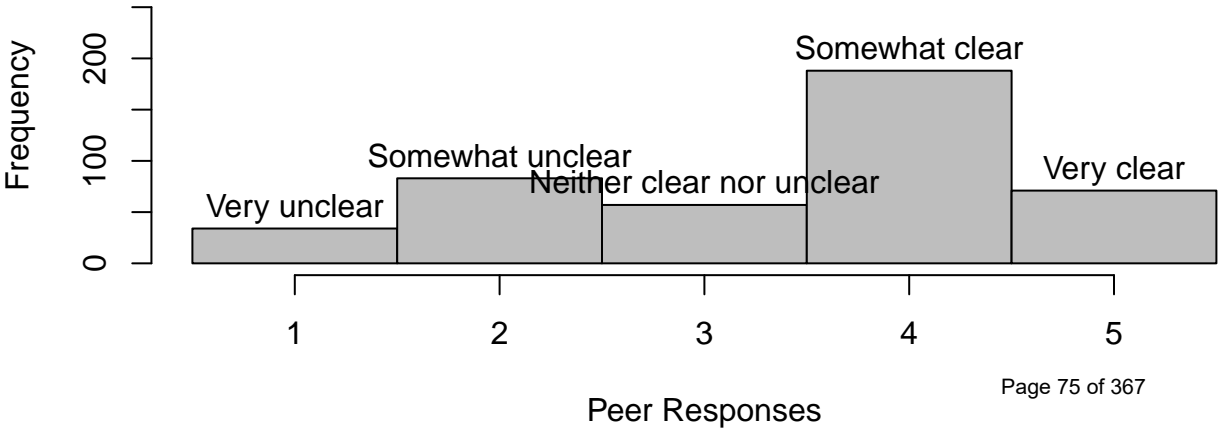
Clarity of tenure criteria



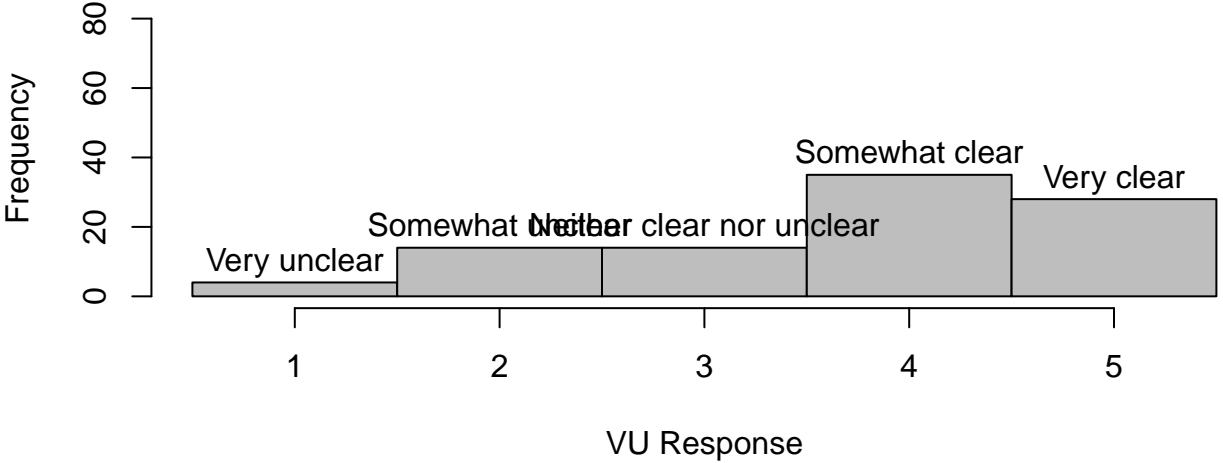
Clarity of tenure standards



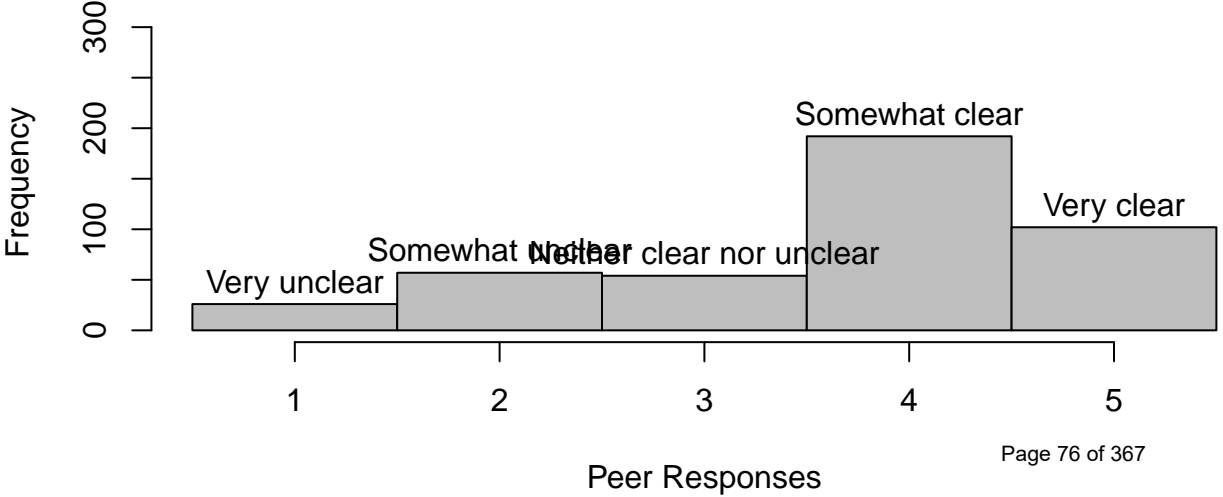
Clarity of tenure standards



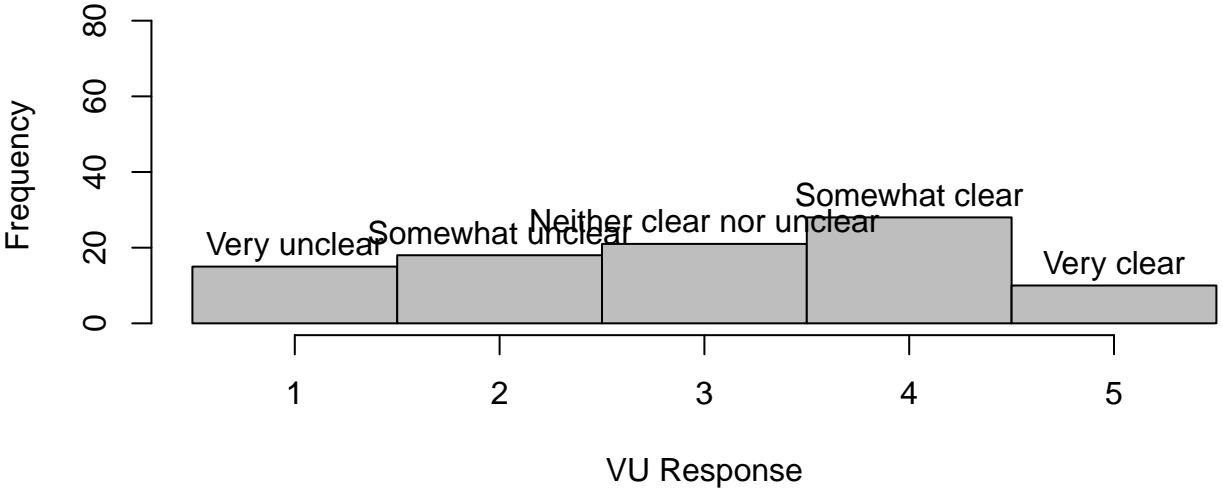
Clarity of tenure dossier's contents



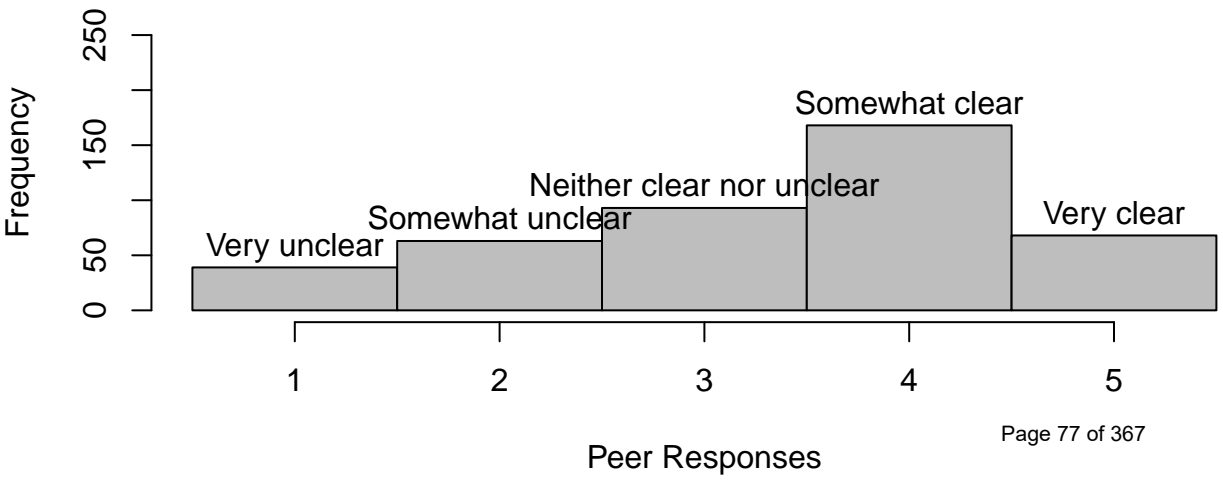
Clarity of tenure dossier's contents



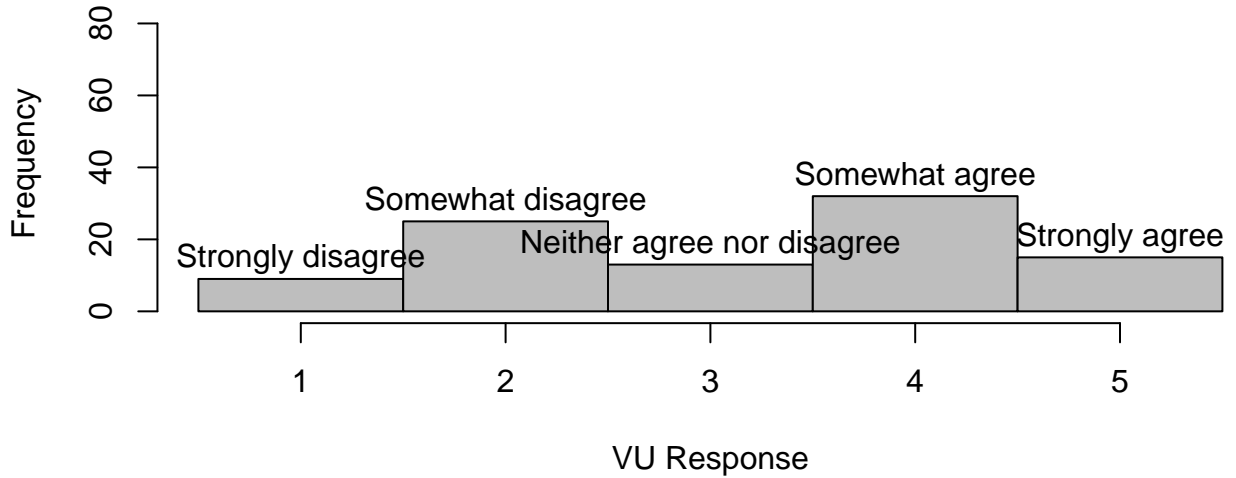
Clarity of likelihood of tenure



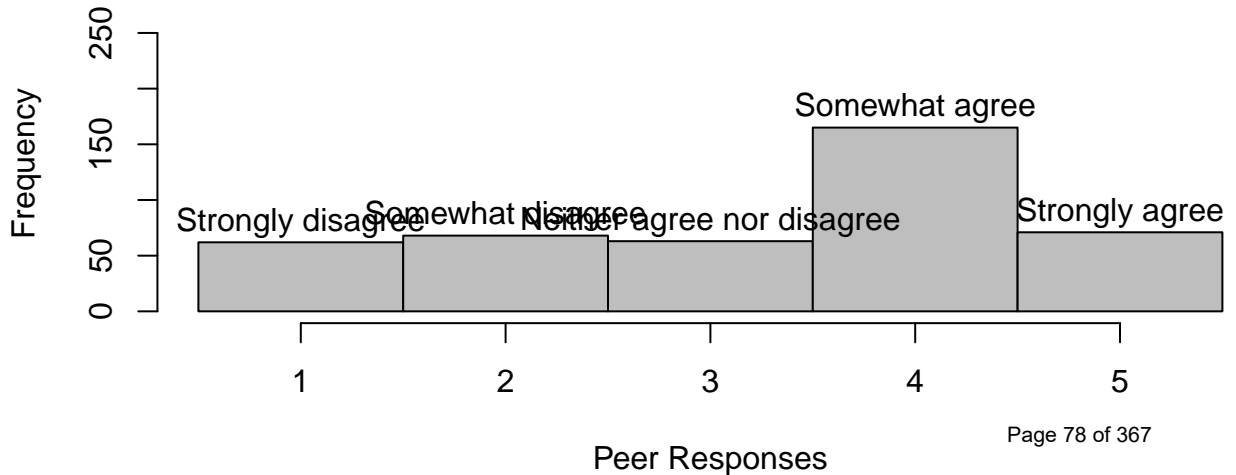
Clarity of likelihood of tenure



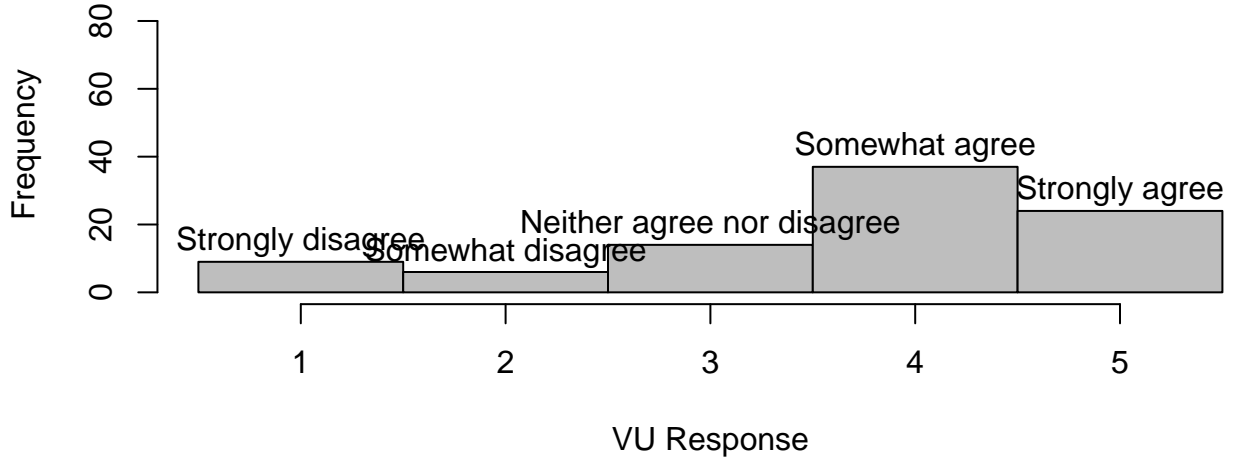
Consistency of messages about tenure



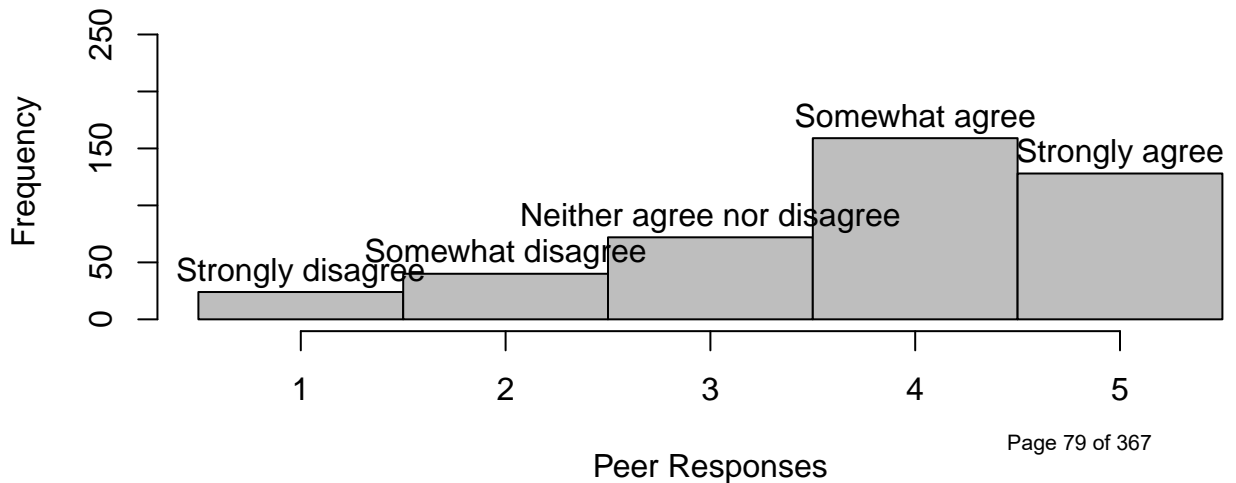
Consistency of messages about tenure



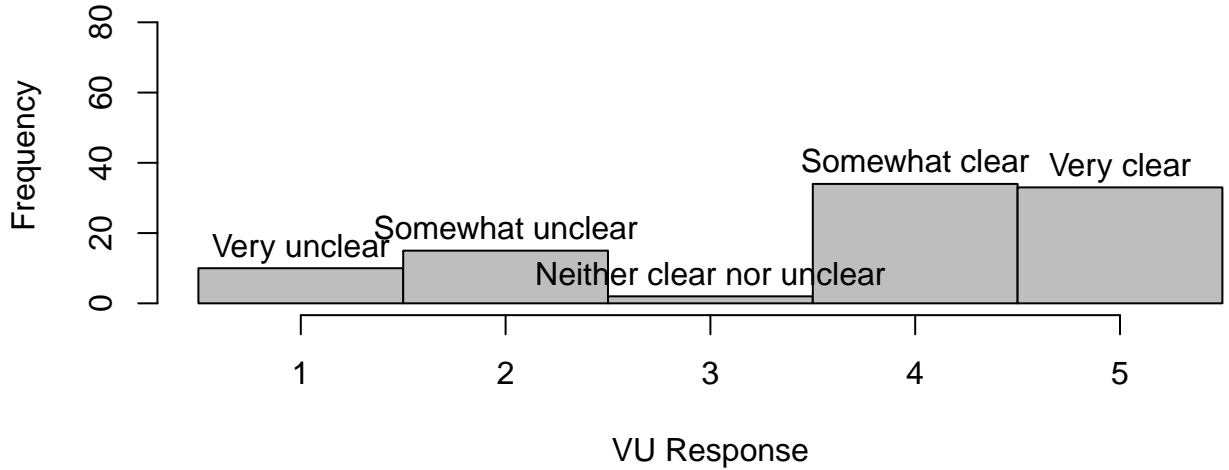
Tenure is based on performance



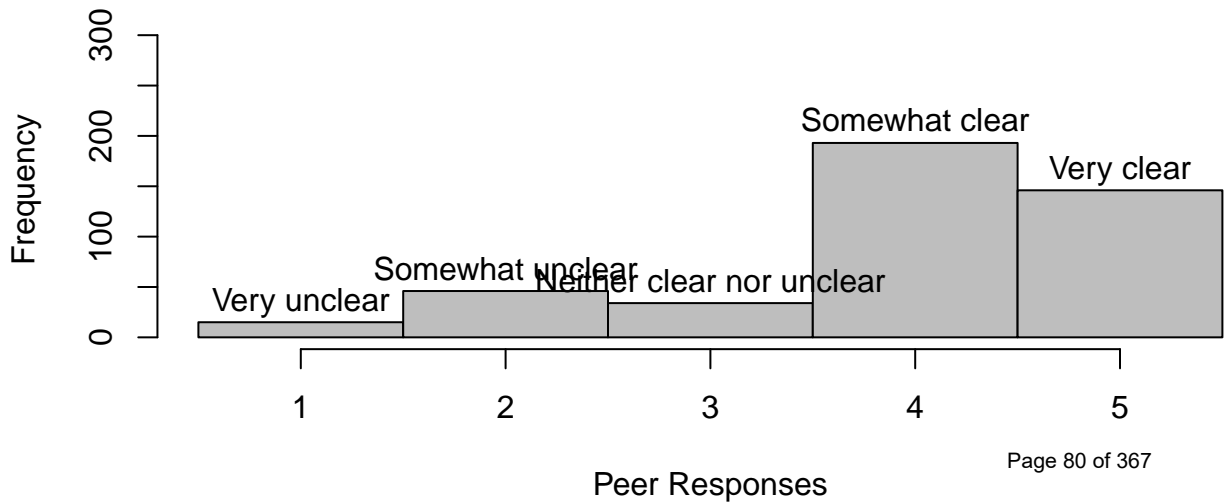
Tenure is based on performance



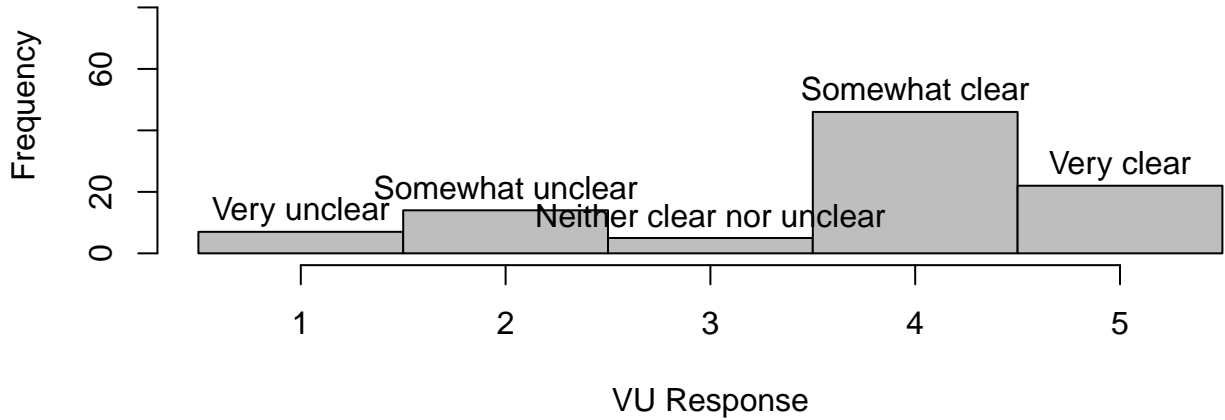
Clarity of expectations: Scholar



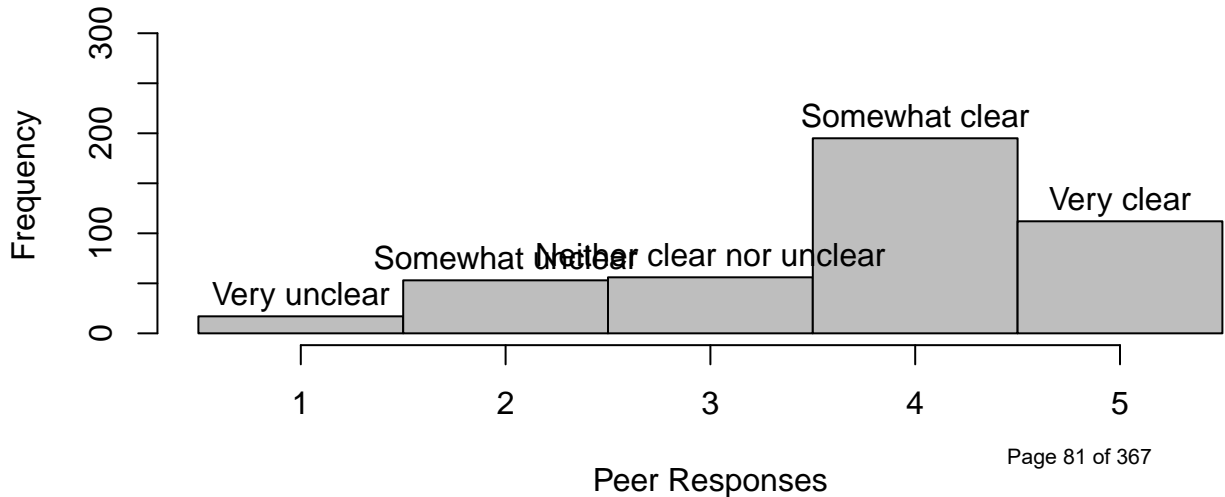
Clarity of expectations: Scholar



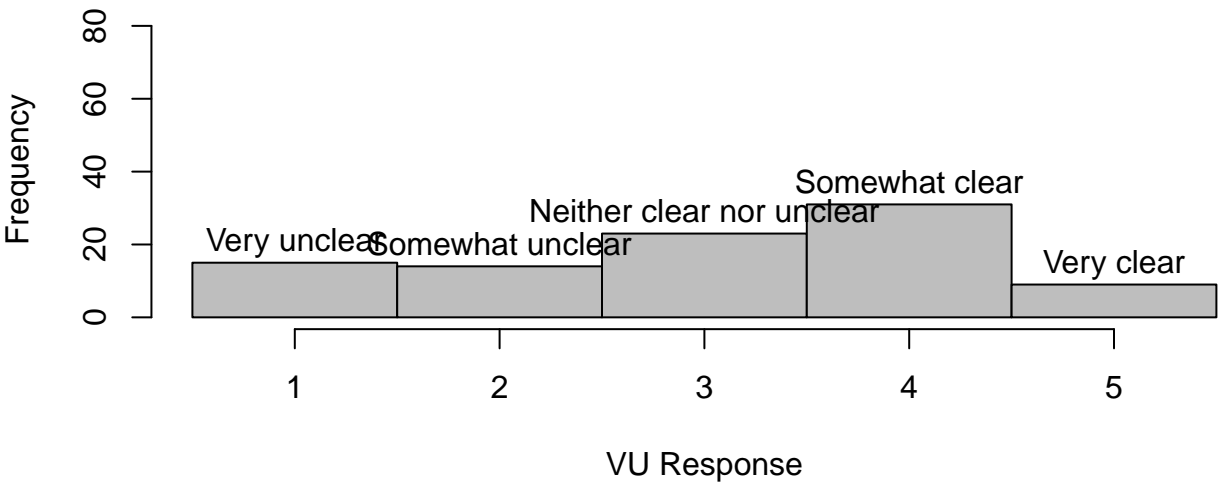
Clarity of expectations: Teacher



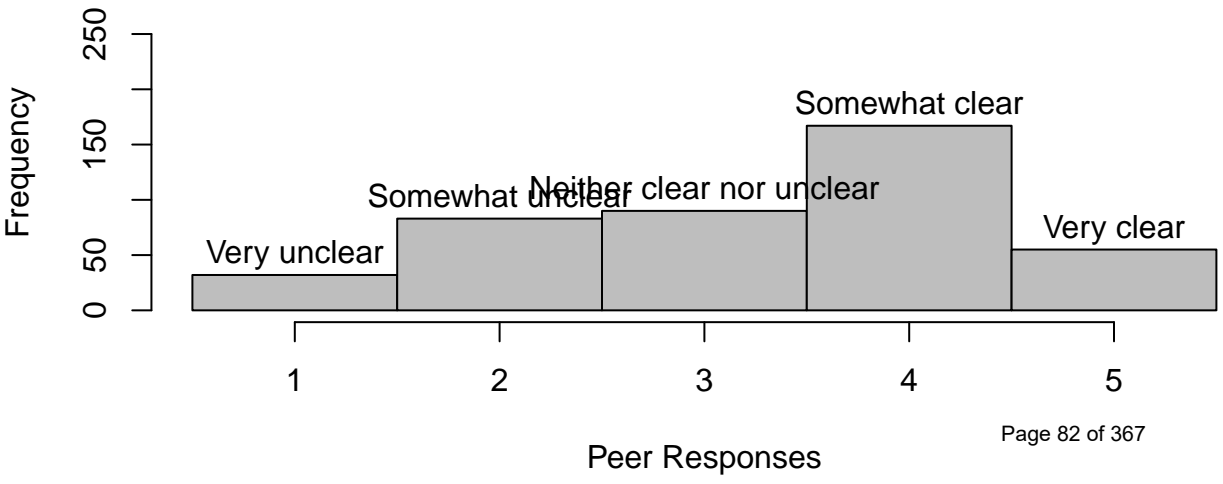
Clarity of expectations: Teacher



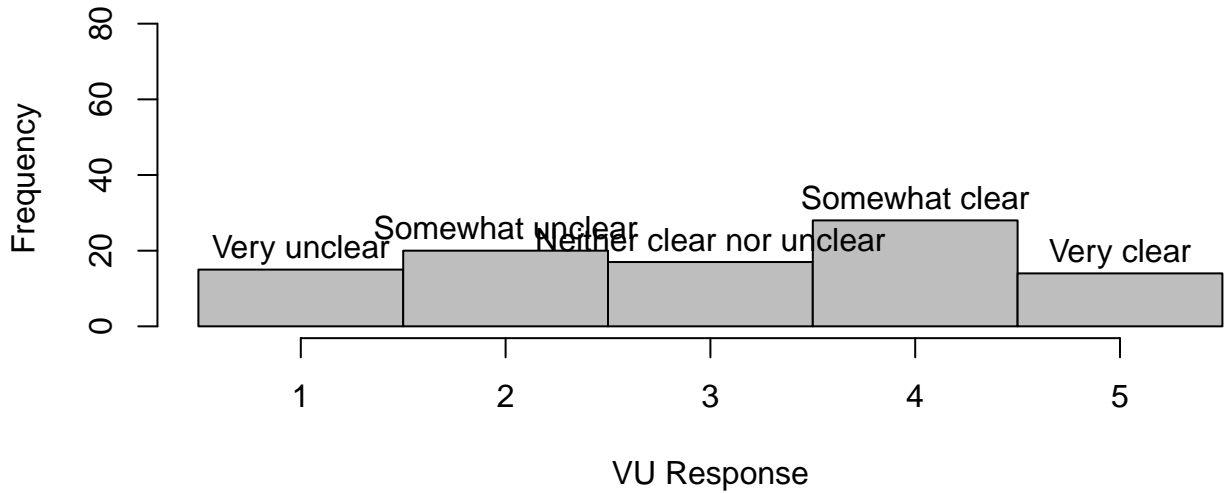
Clarity of expectations: Advisor



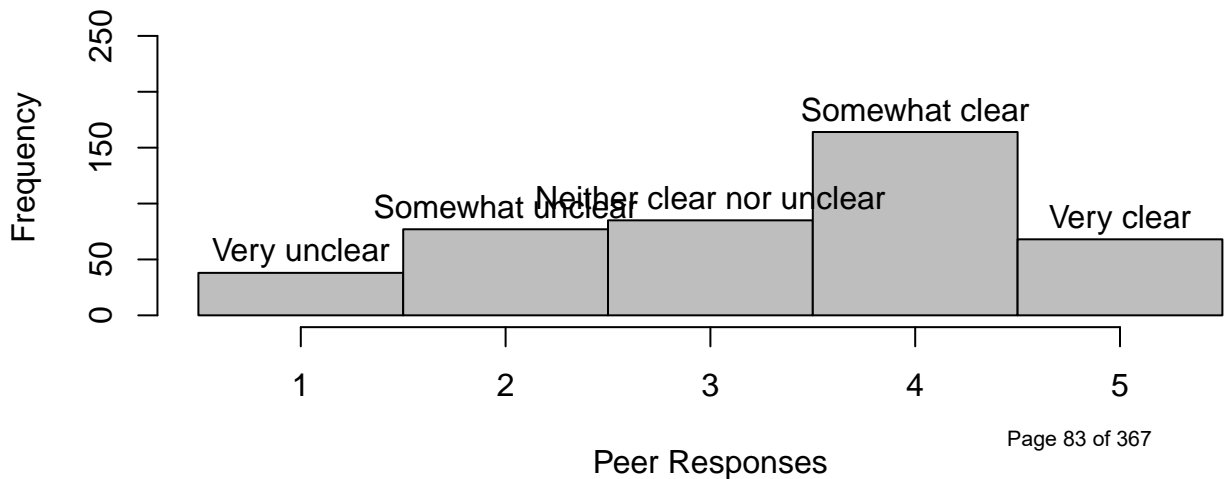
Clarity of expectations: Advisor



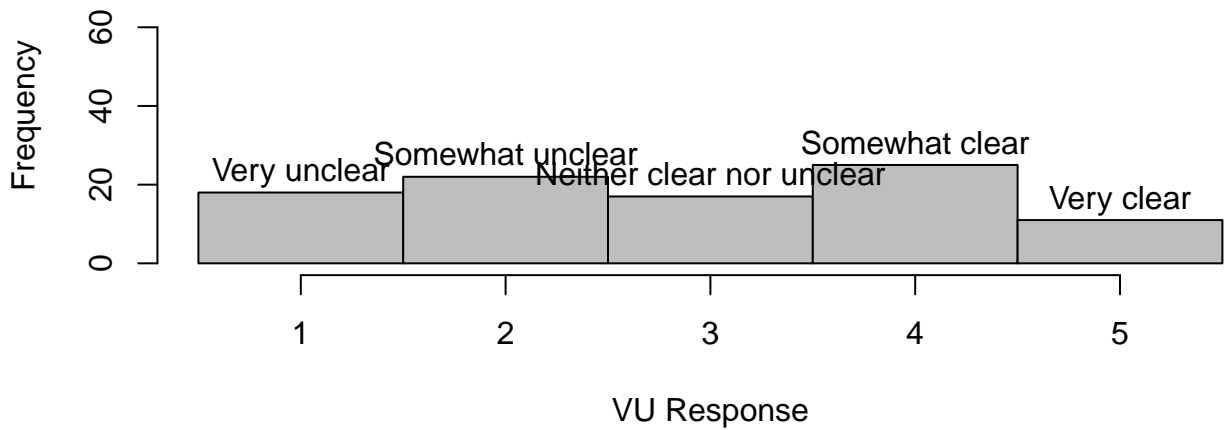
Clarity of expectations: Colleague



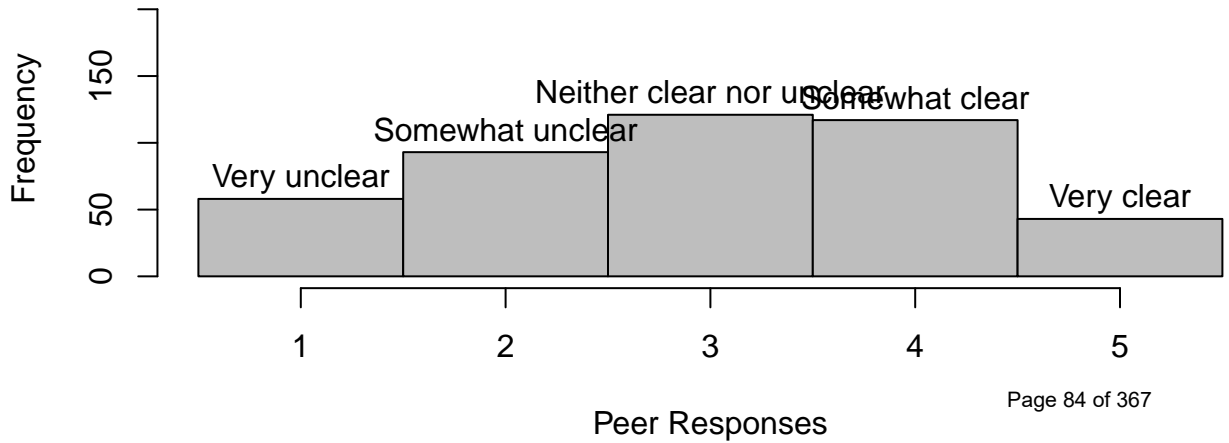
Clarity of expectations: Colleague



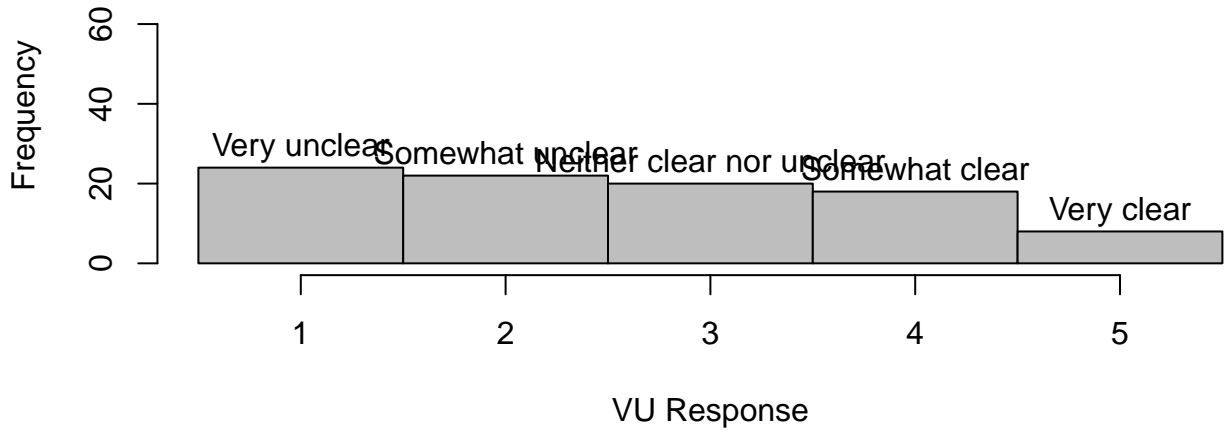
Clarity of expectations: Campus citizen



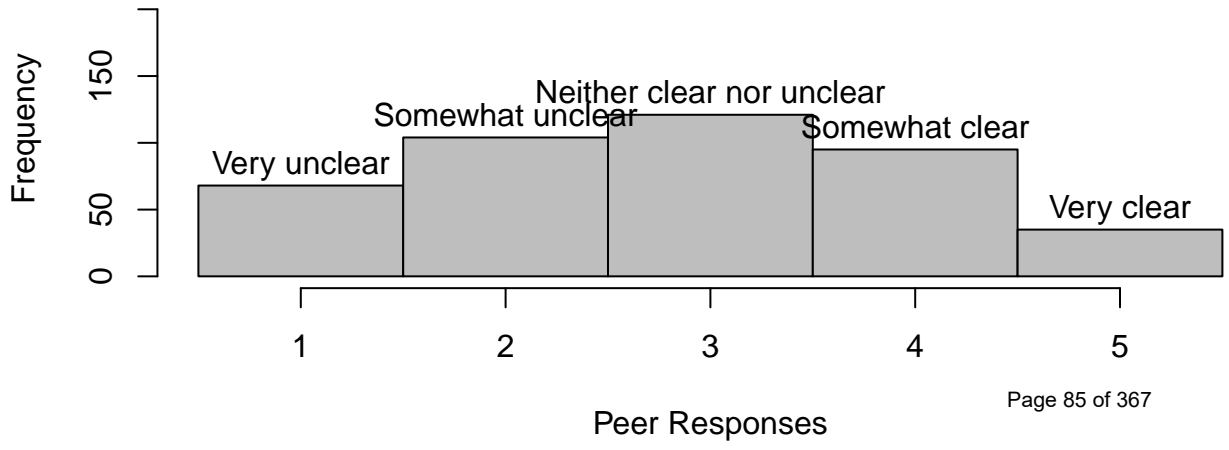
Clarity of expectations: Campus citizen



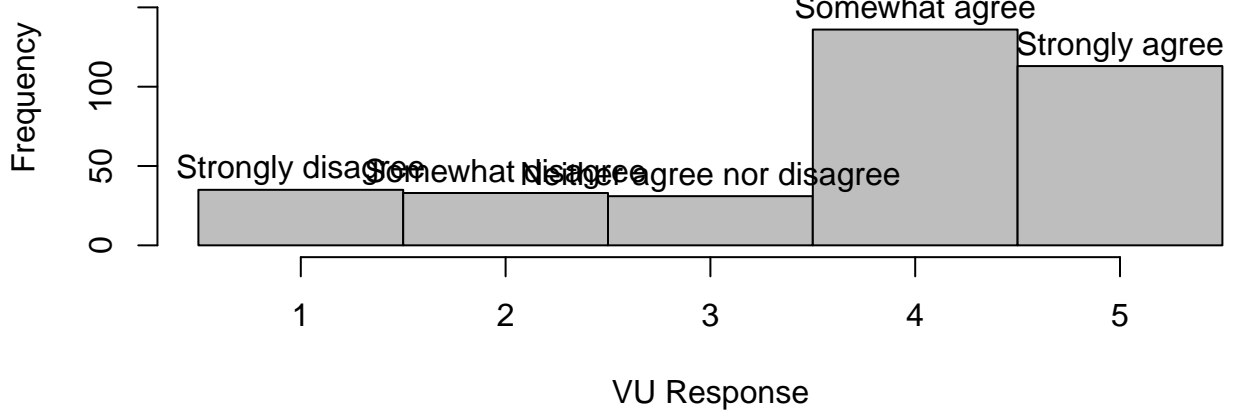
Clarity of expectations: Broader community



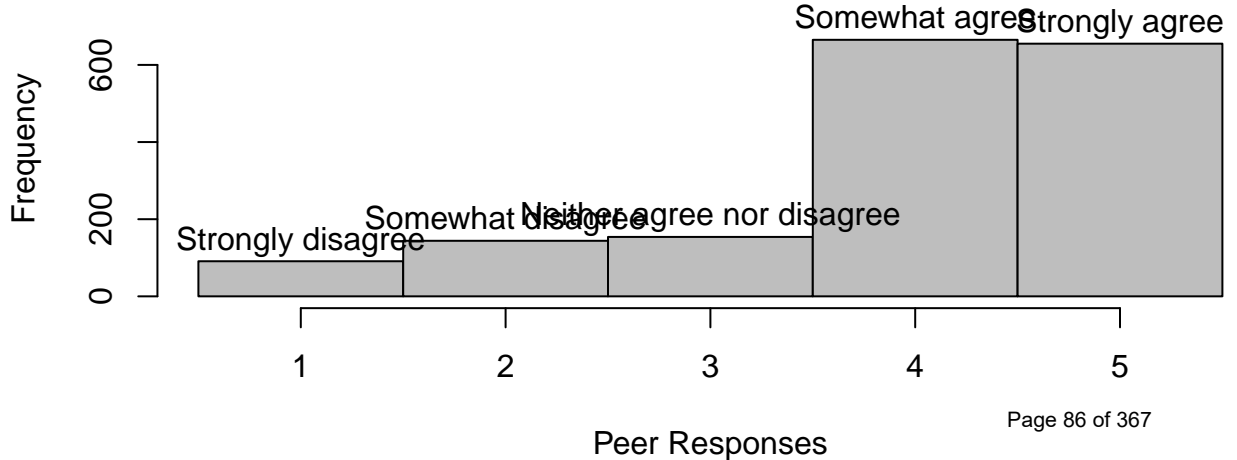
Clarity of expectations: Broader community



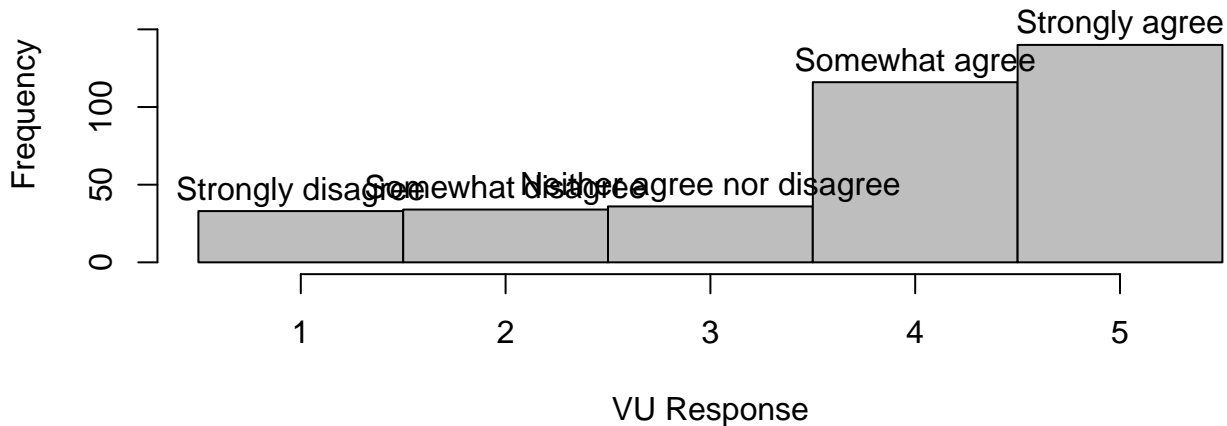
Reasonableness of promotion expectations



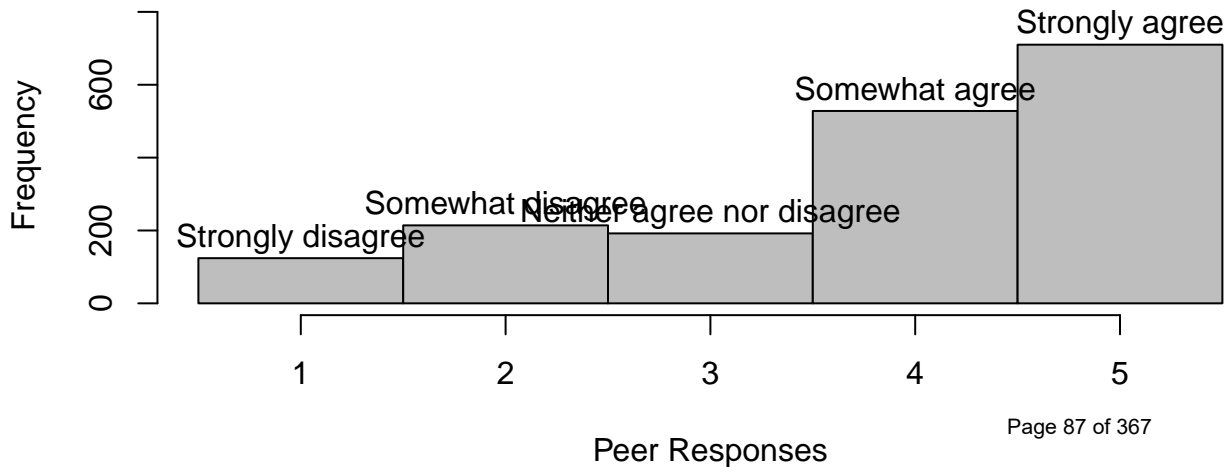
Reasonableness of promotion expectations



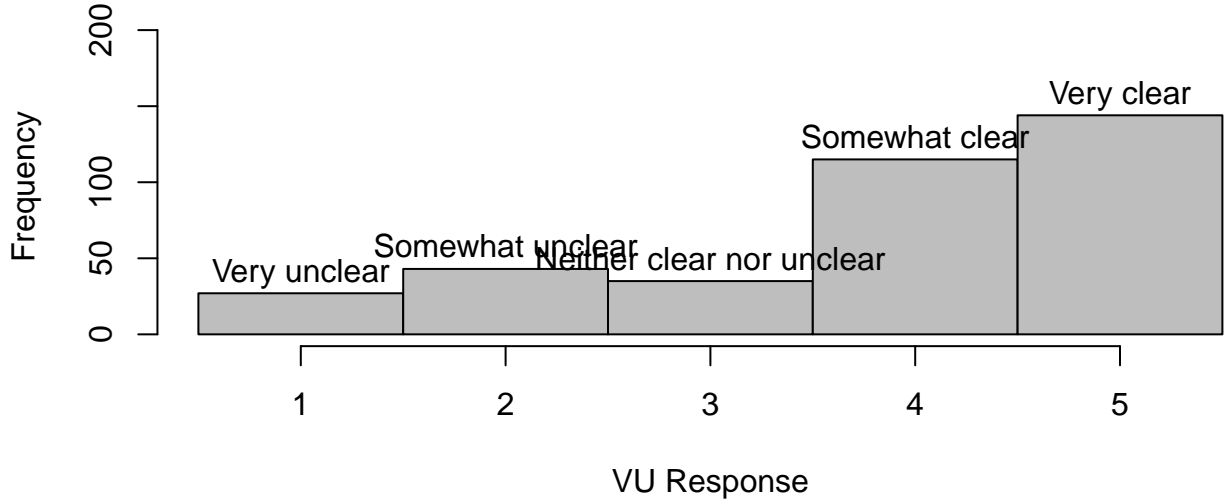
Dept. encourages work toward promotion



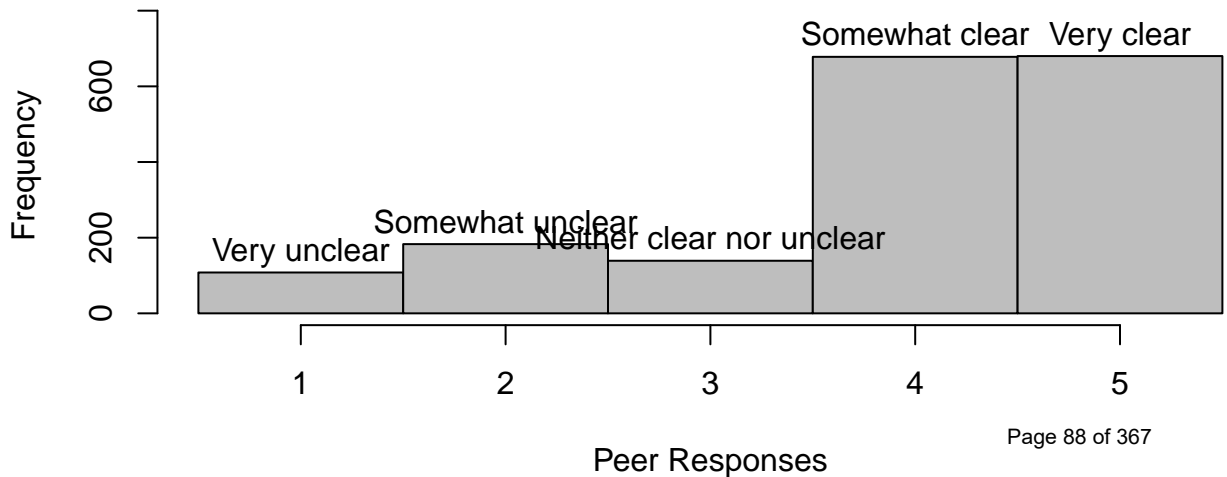
Dept. encourages work toward promotion



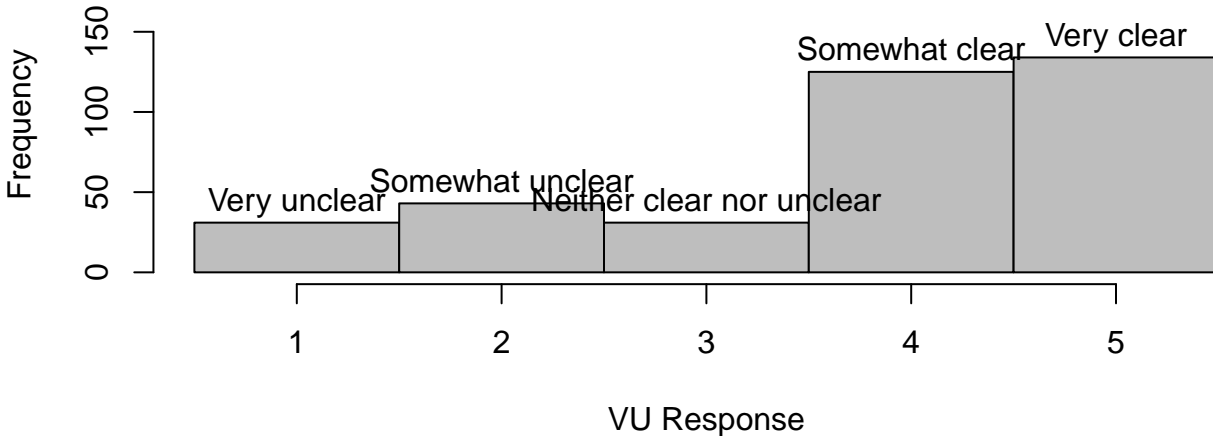
Clarity of promotion process



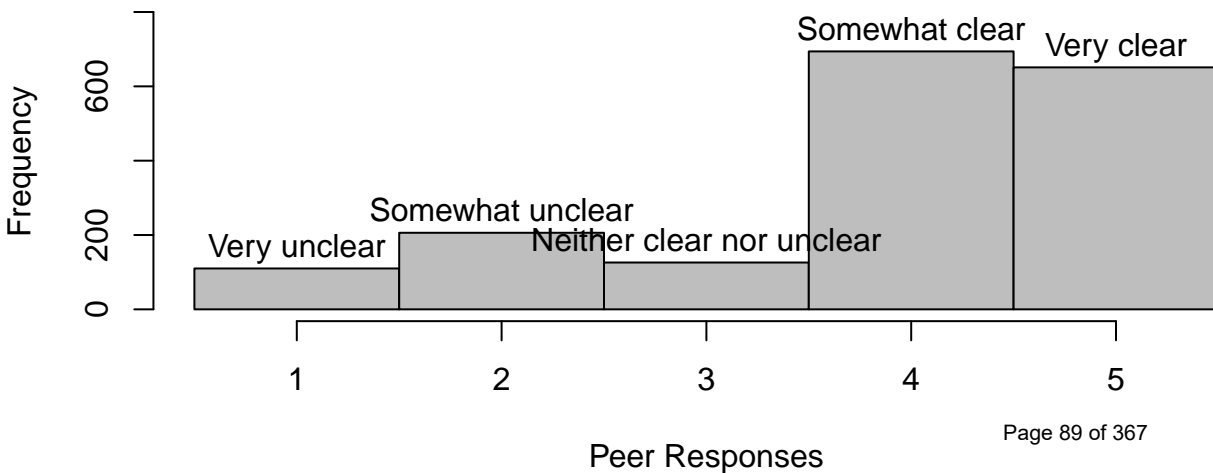
Clarity of promotion process



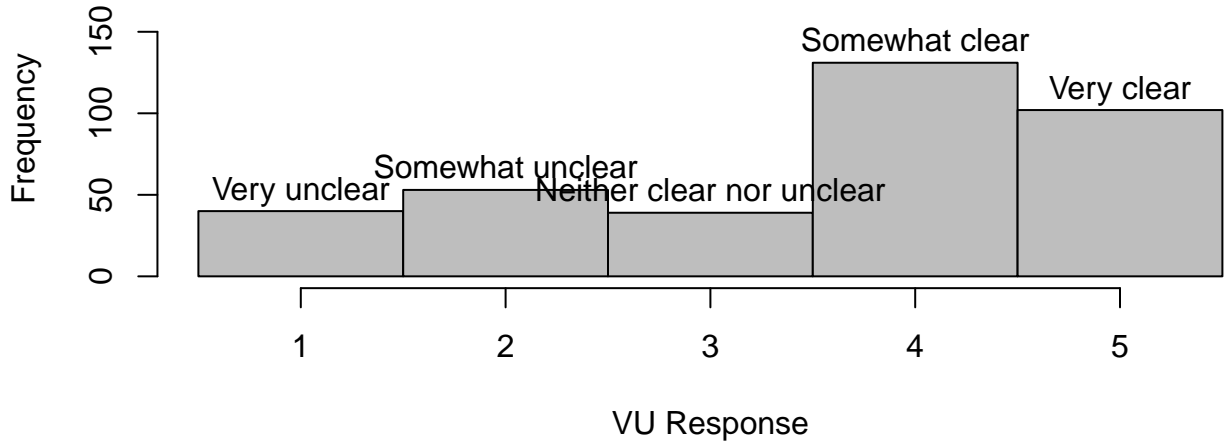
Clarity of promotion criteria



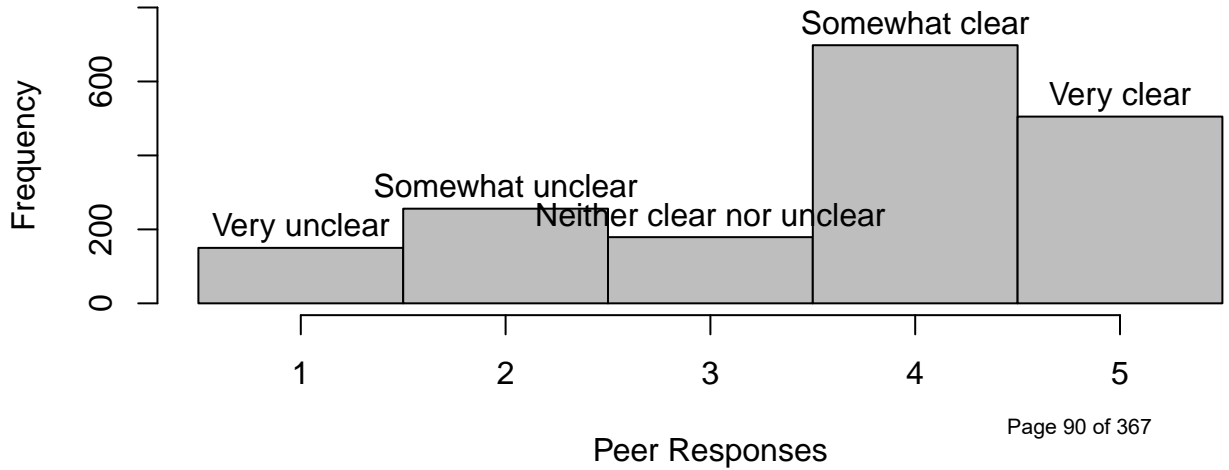
Clarity of promotion criteria



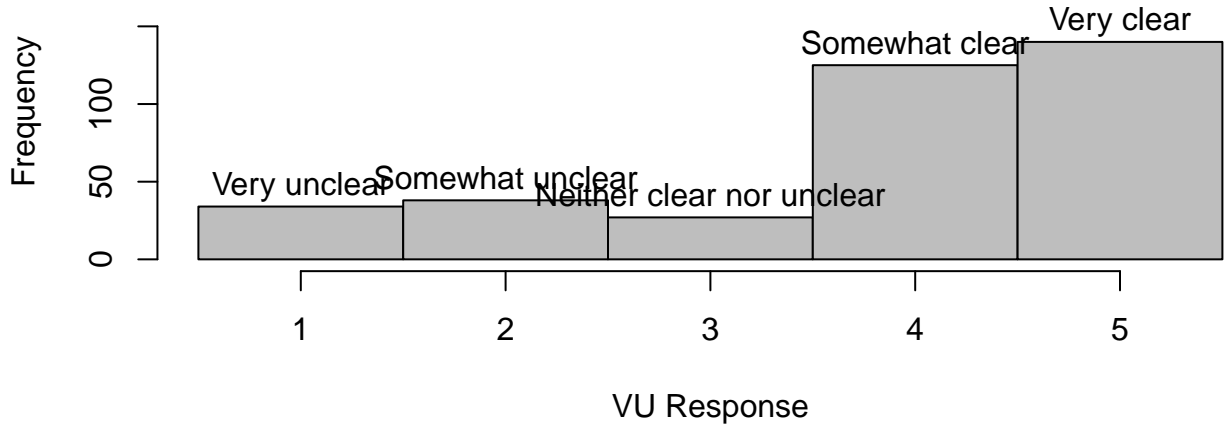
Clarity of promotion standards



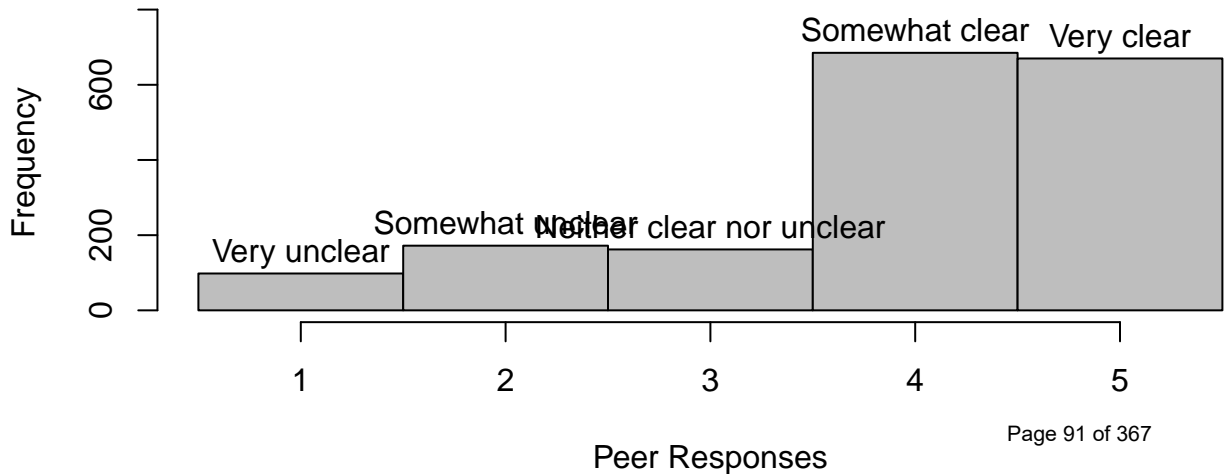
Clarity of promotion standards



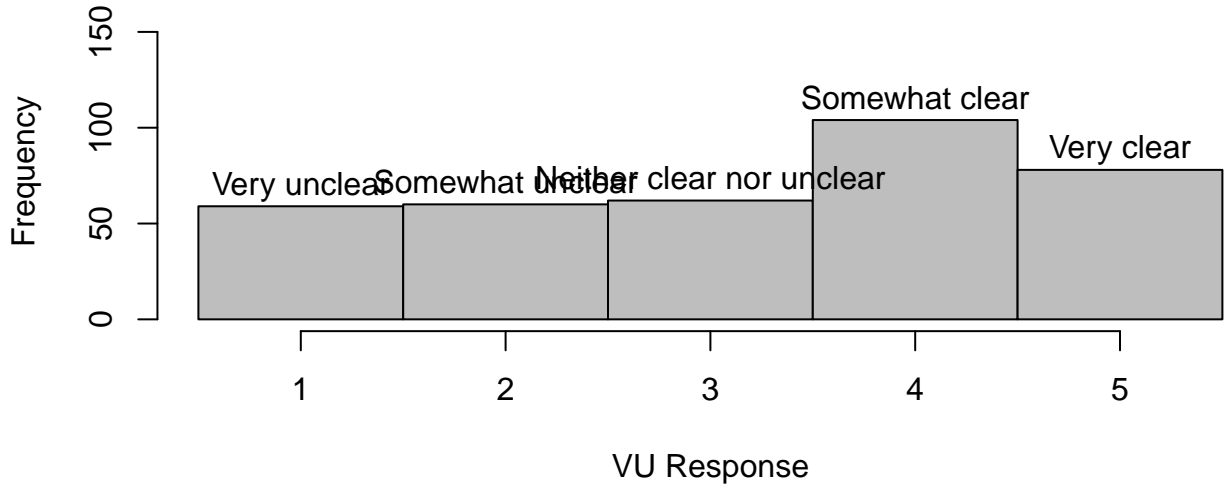
Clarity of promotion dossier's contents



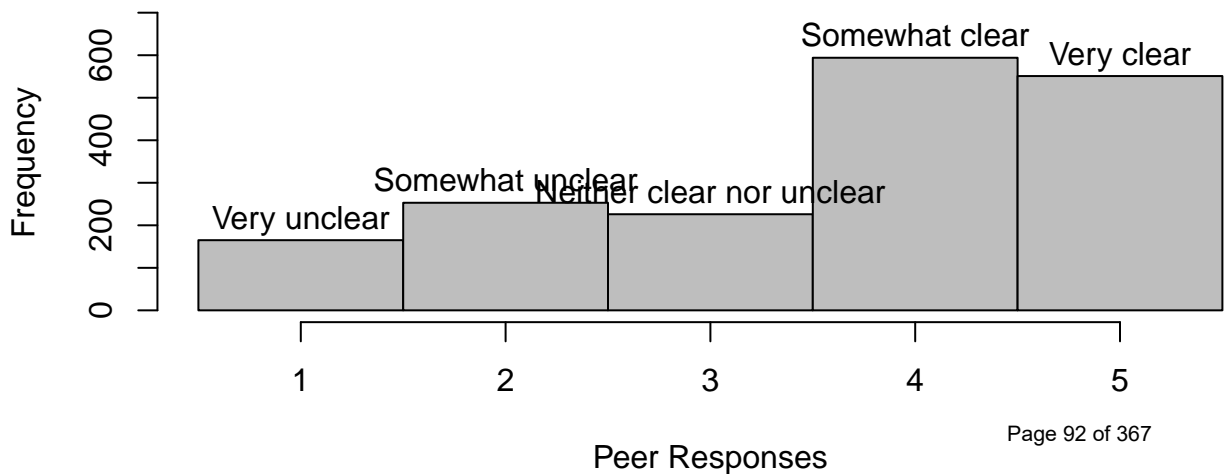
Clarity of promotion dossier's contents



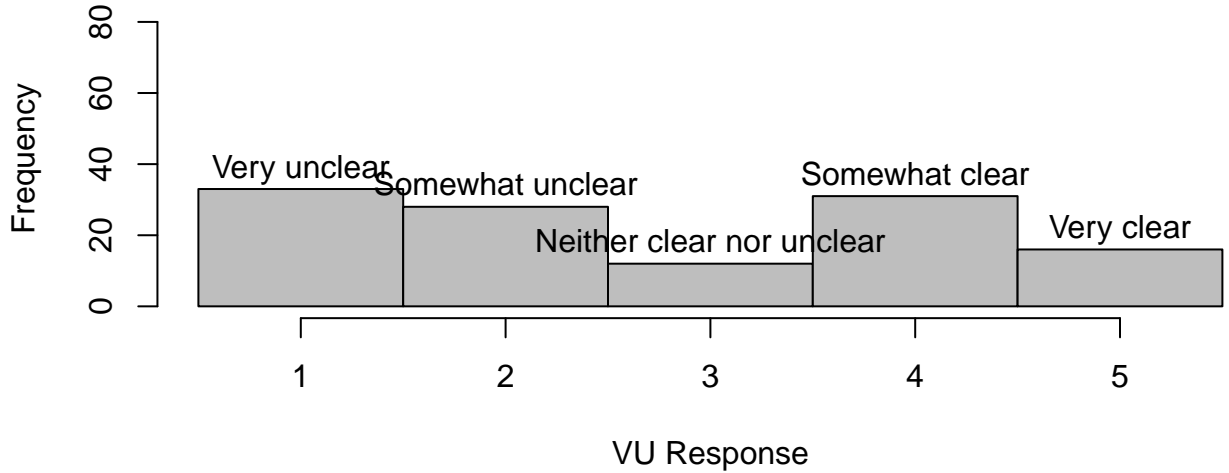
Clarity of promotion time frame



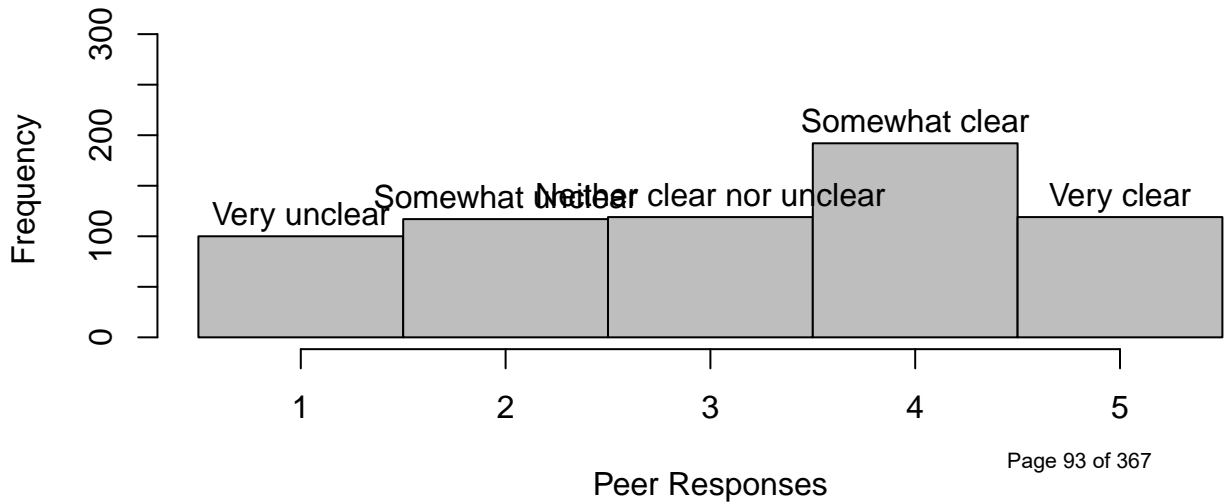
Clarity of promotion time frame



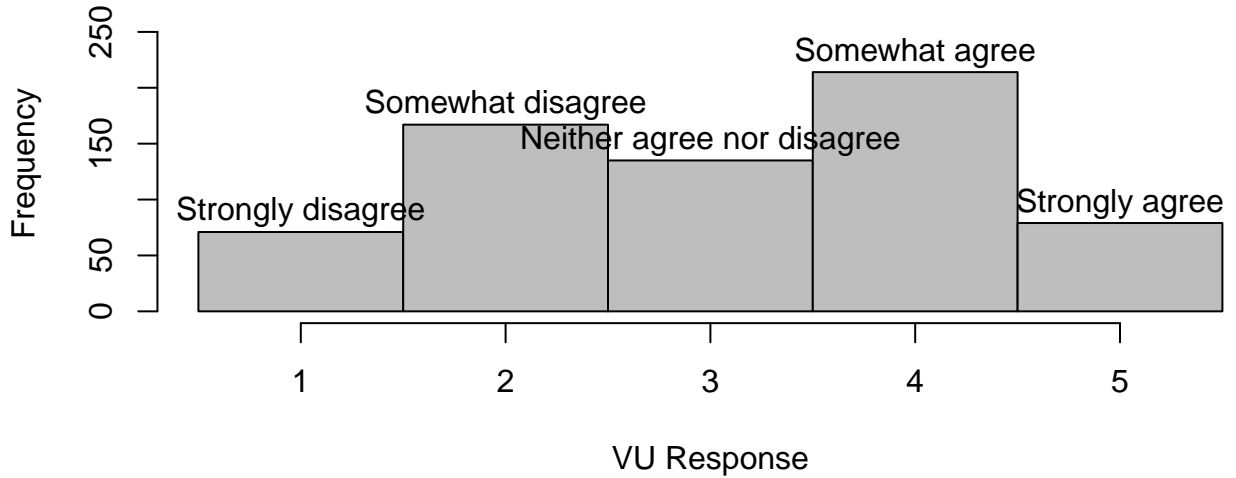
Clarity of likelihood of promotion



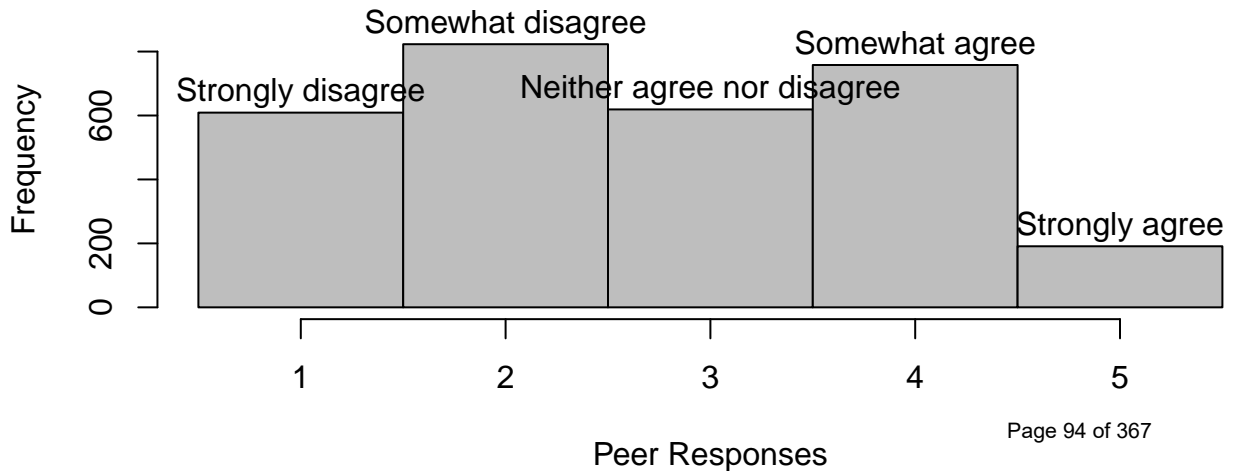
Clarity of likelihood of promotion



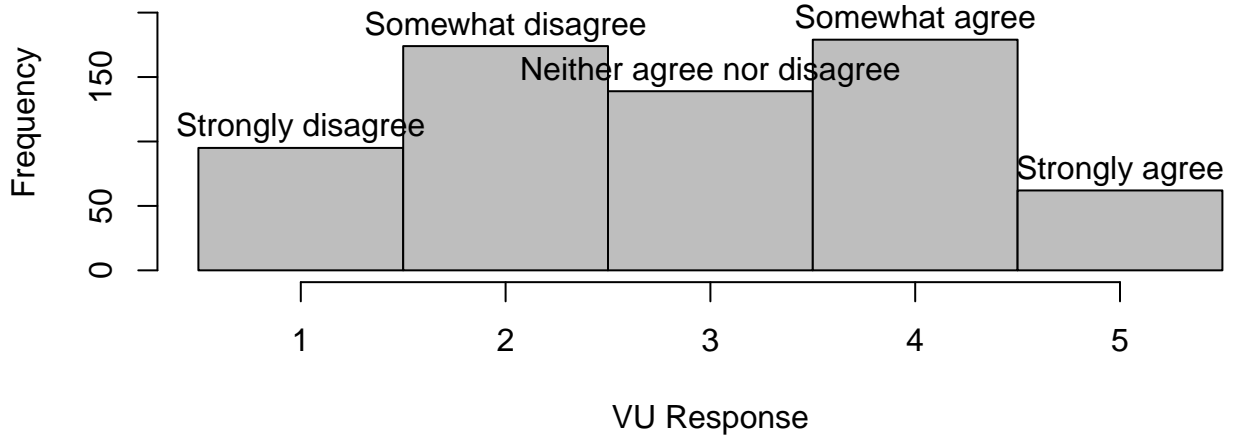
VU's priorities are stated consistently by leadership



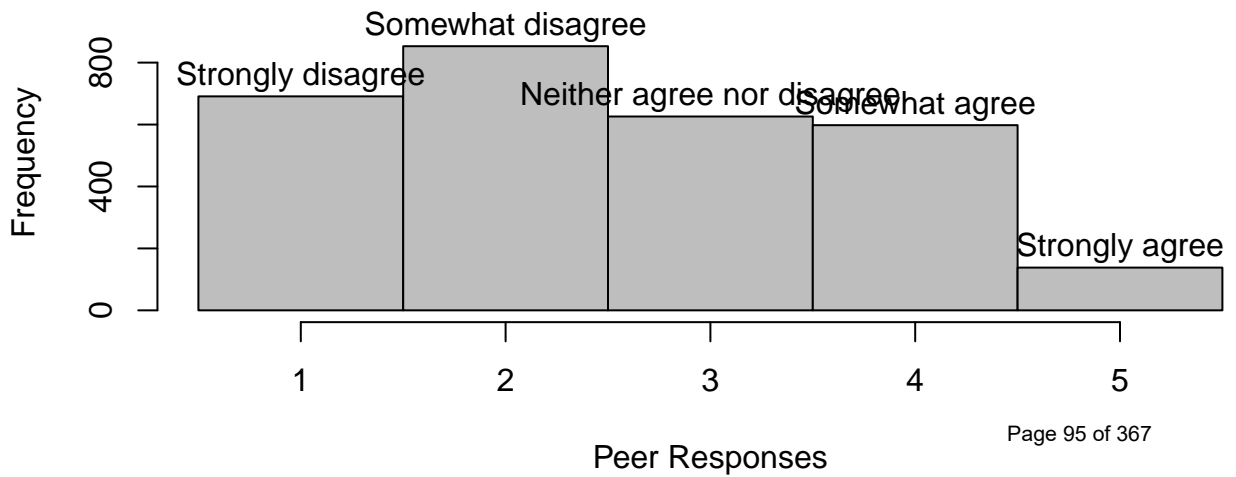
VU's priorities are stated consistently by leadership



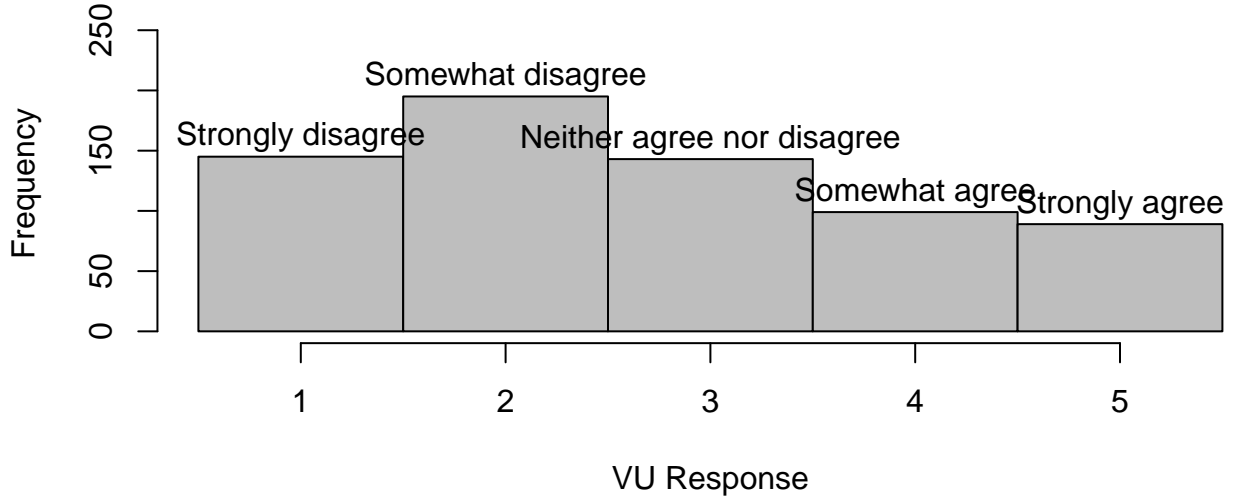
VU's priorities are acted on consistently by leadership



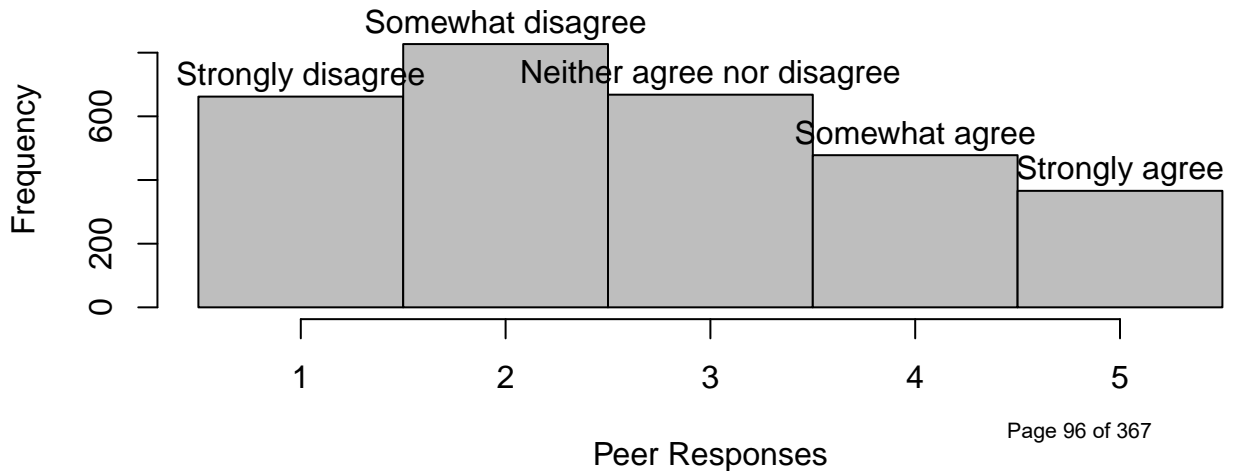
VU's priorities are acted on consistently by leadership



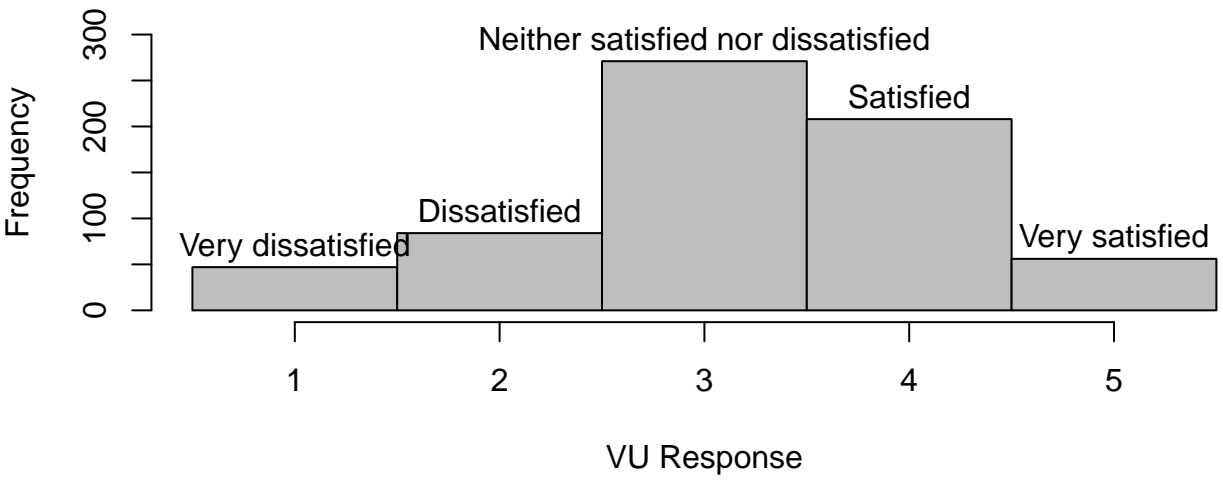
Changed VU priorities negatively affect my work



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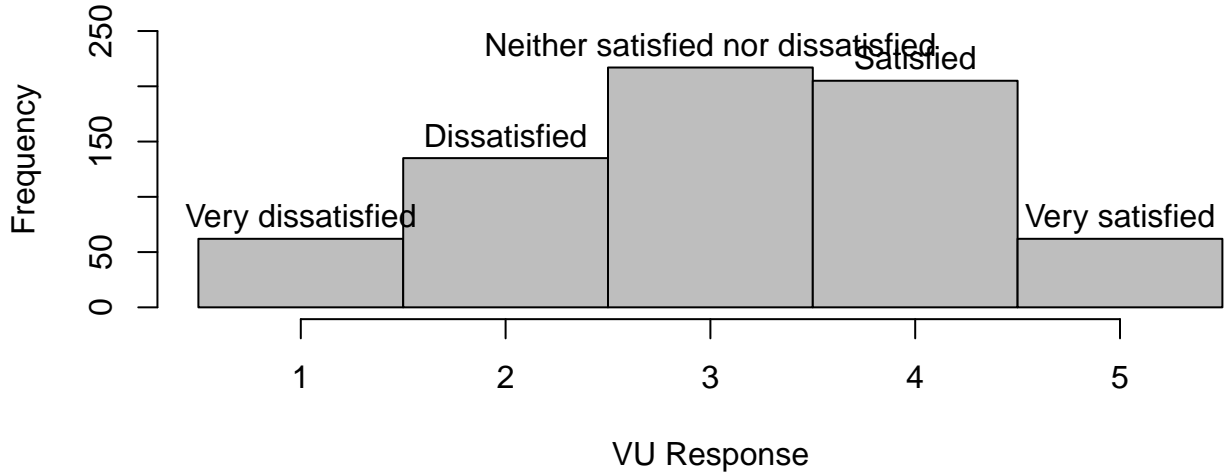
Chancellor: Pace of decision making



Chancellor: Pace of decision making



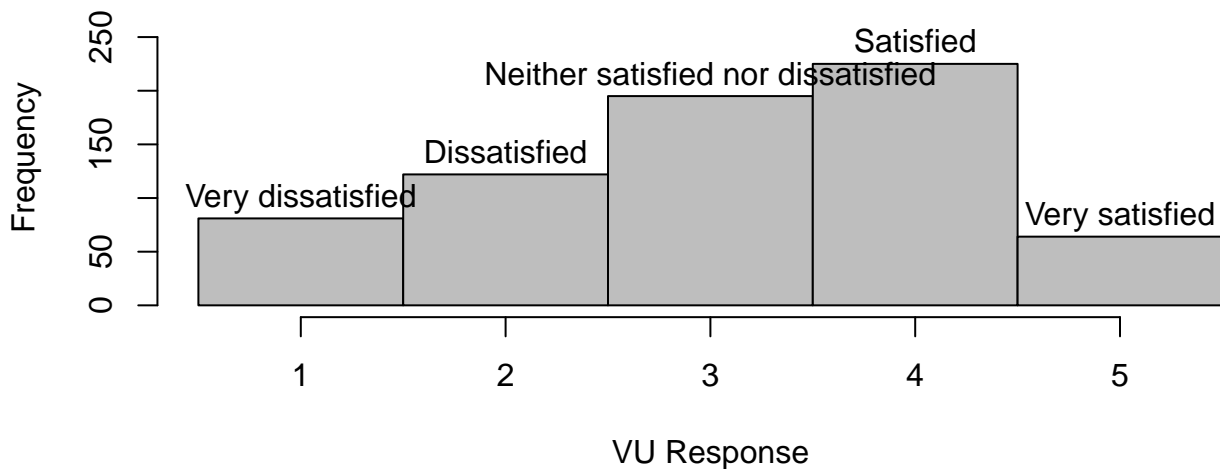
Chancellor: Stated priorities



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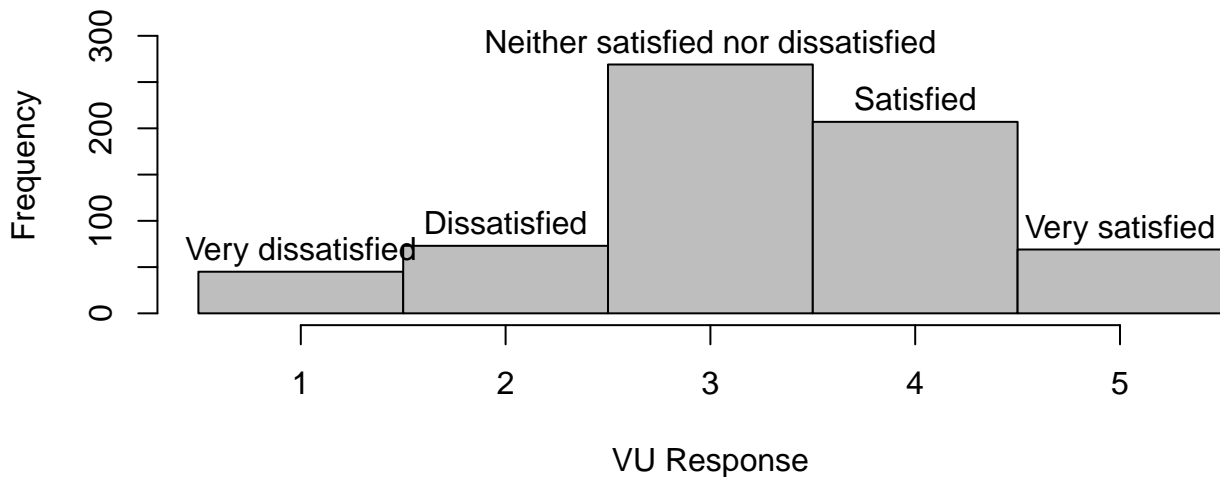
Chancellor: Communication of priorities



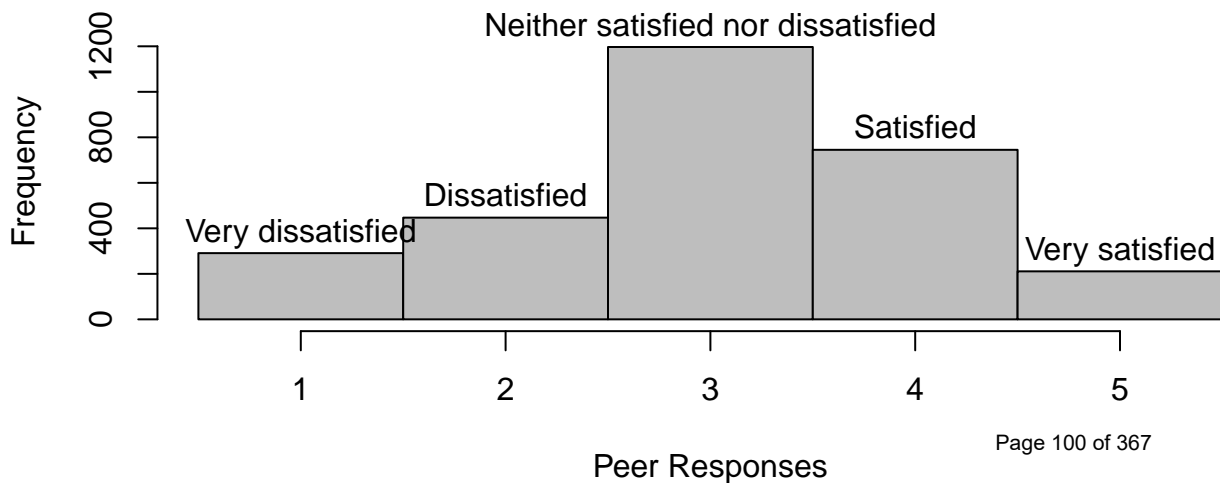
Chancellor: Communication of priorities



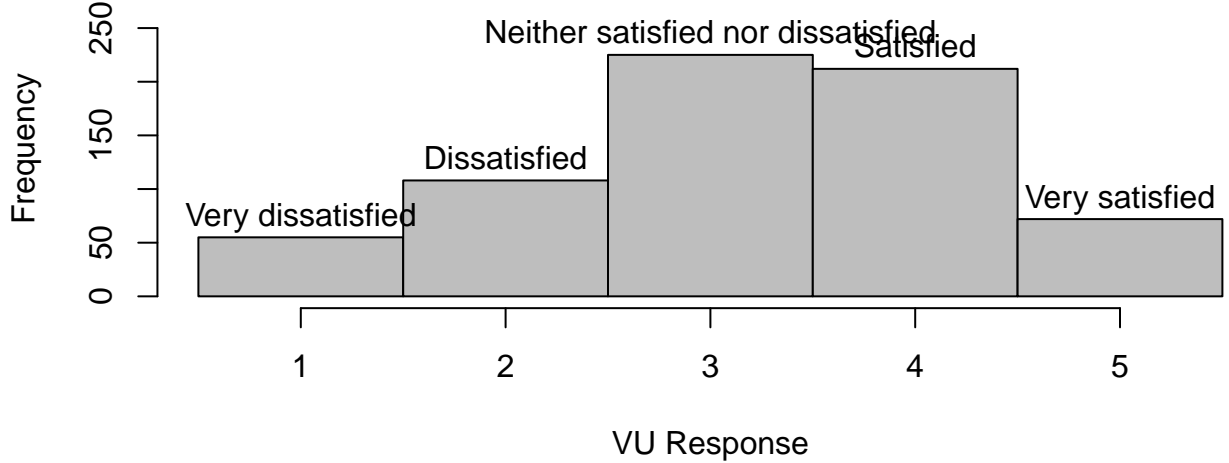
Provost: Pace of decision making



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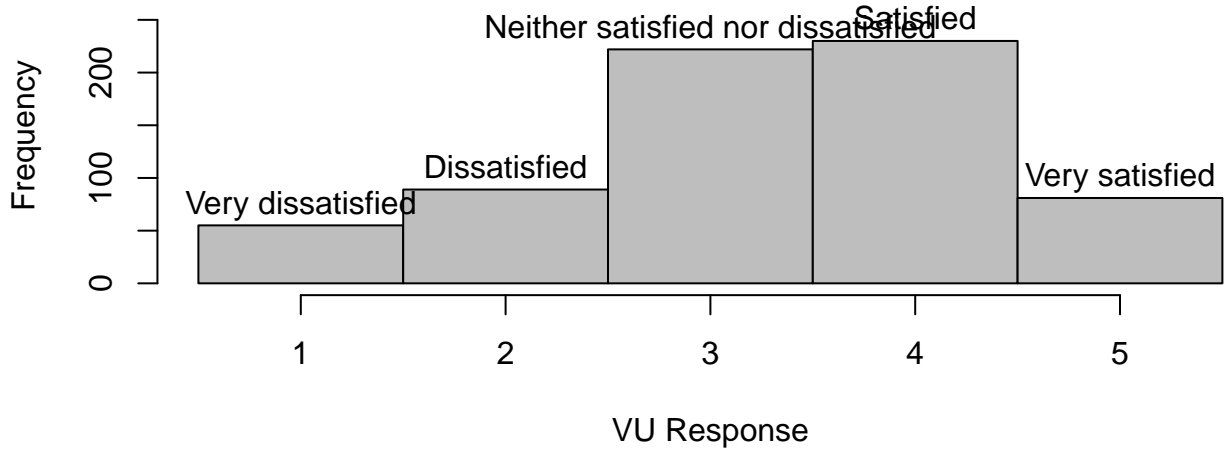
Provost: Stated priorities



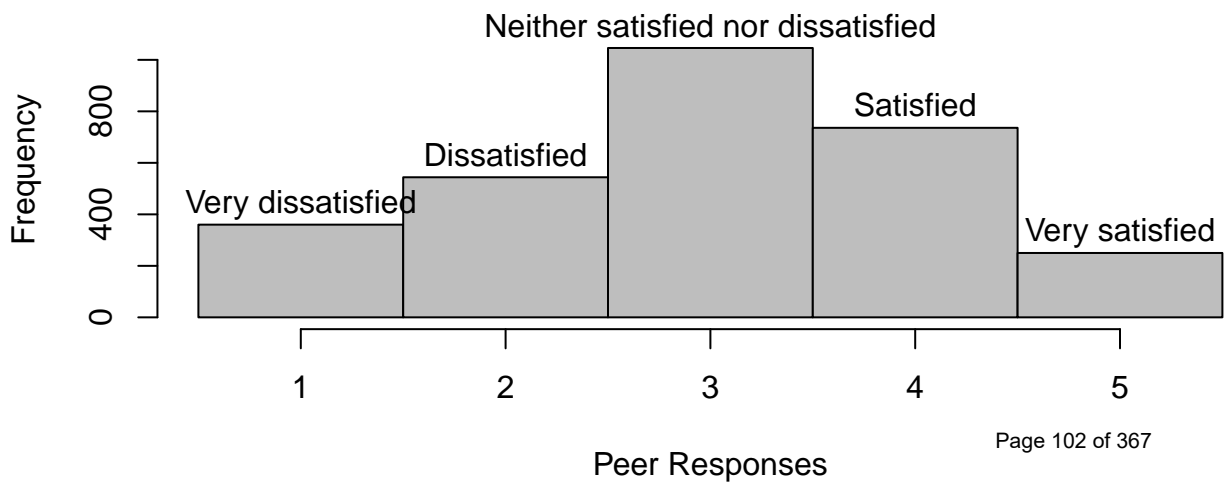
Provost: Stated priorities



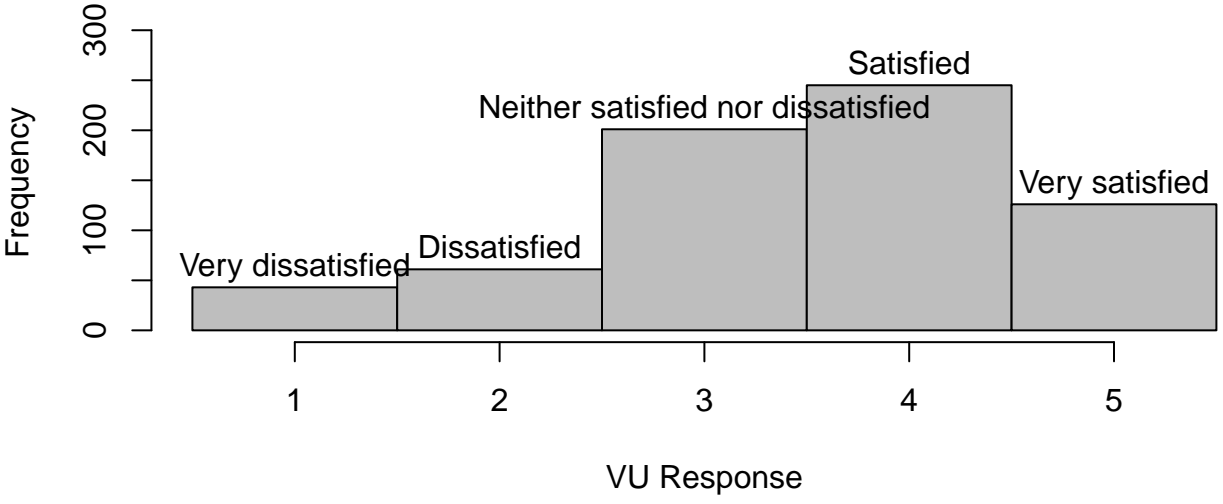
Provost: Communication of priorities



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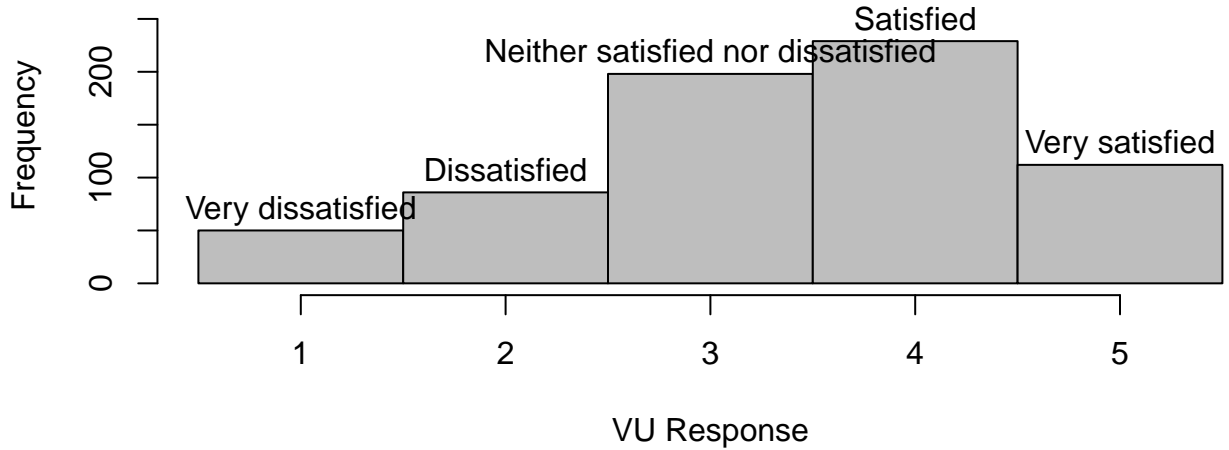
Dean: Pace of decision making



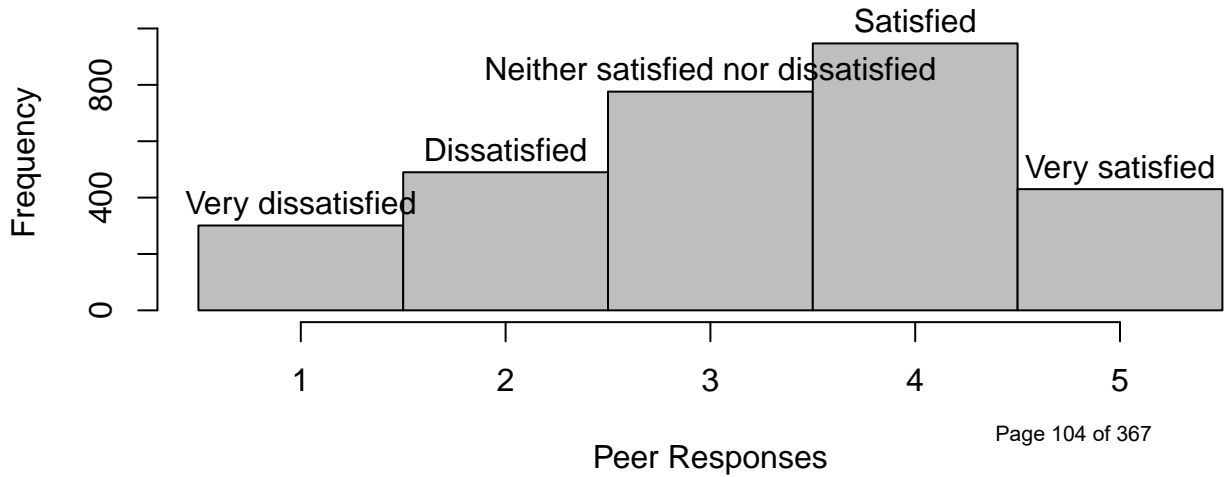
Dean: Pace of decision making



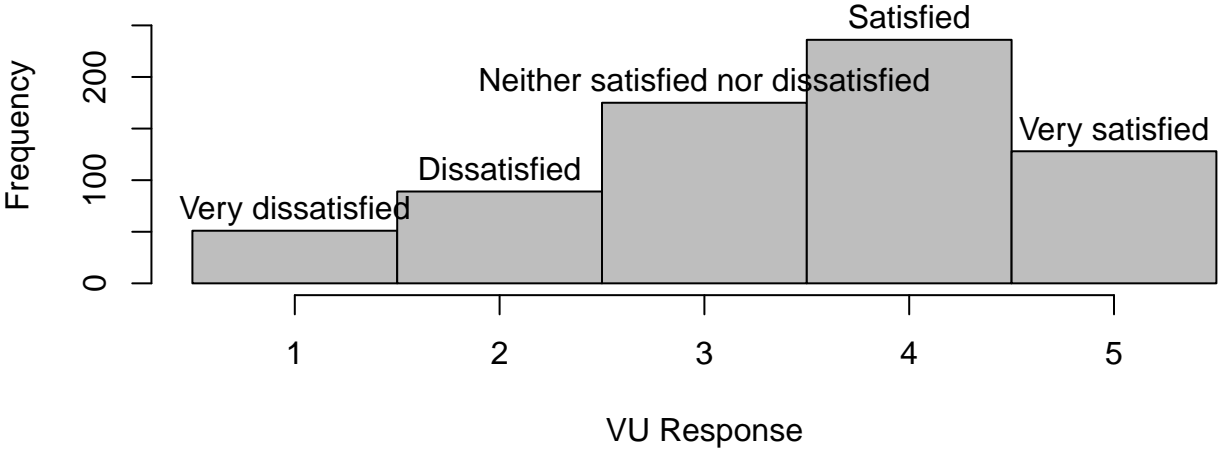
Dean: Stated priorities



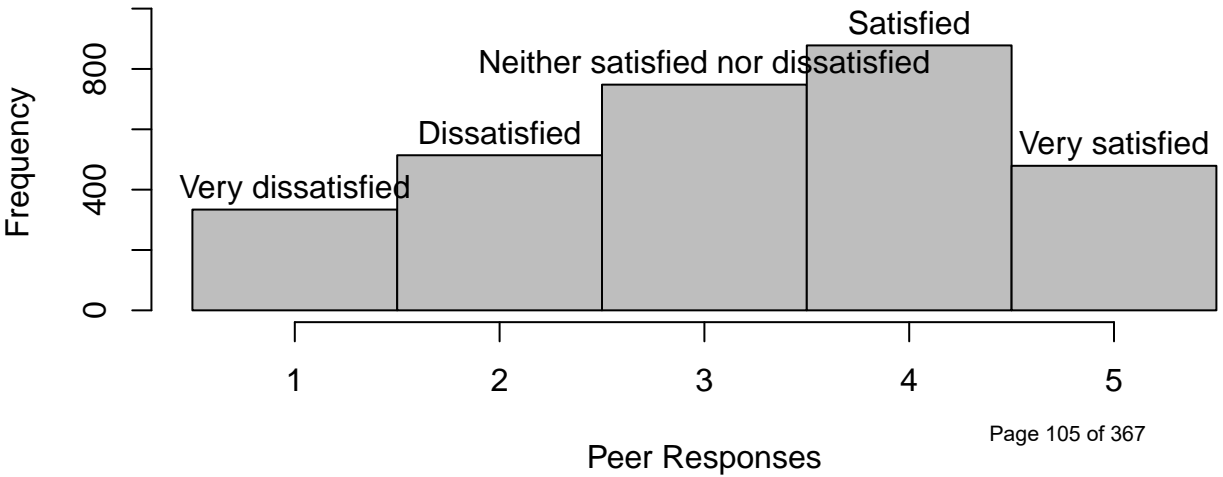
Dean: Stated priorities



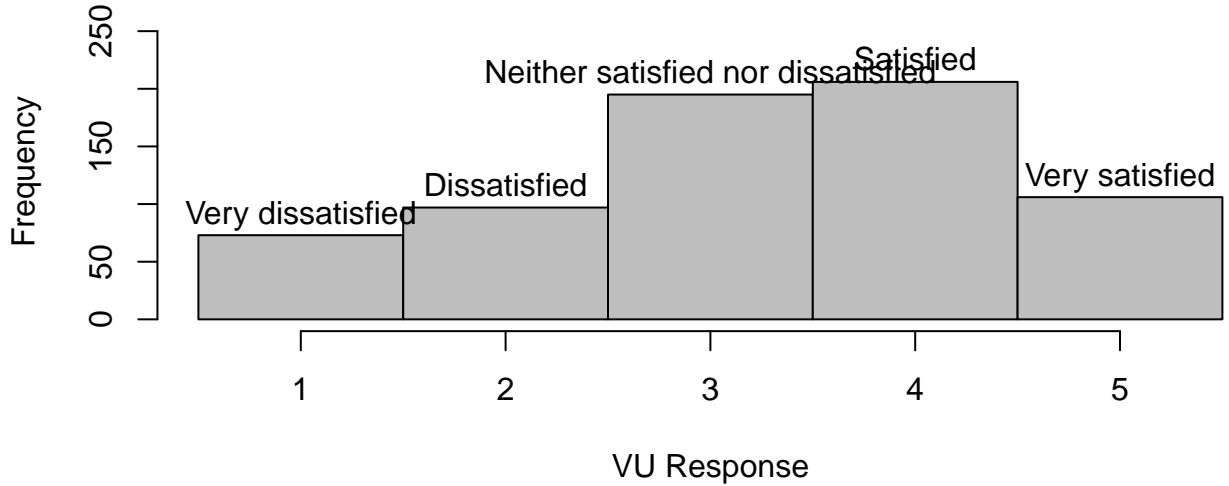
Dean: Communication of priorities



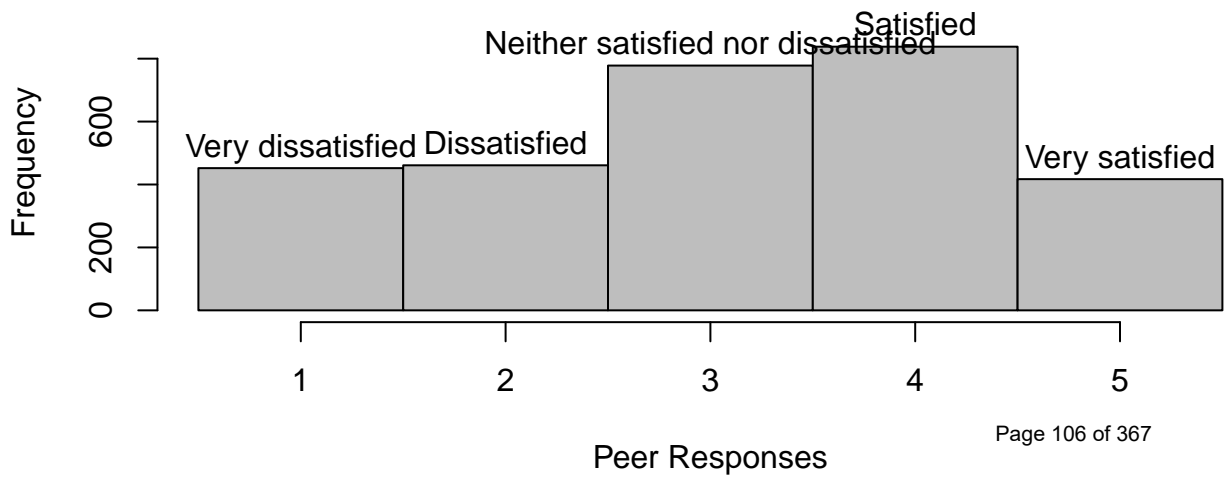
Dean: Communication of priorities



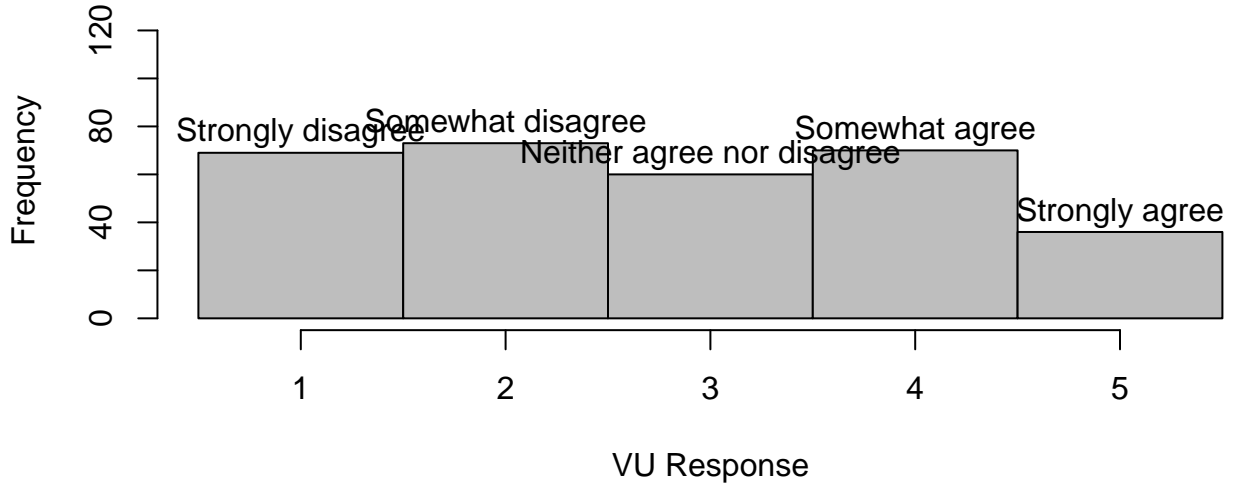
Dean: Ensuring faculty input



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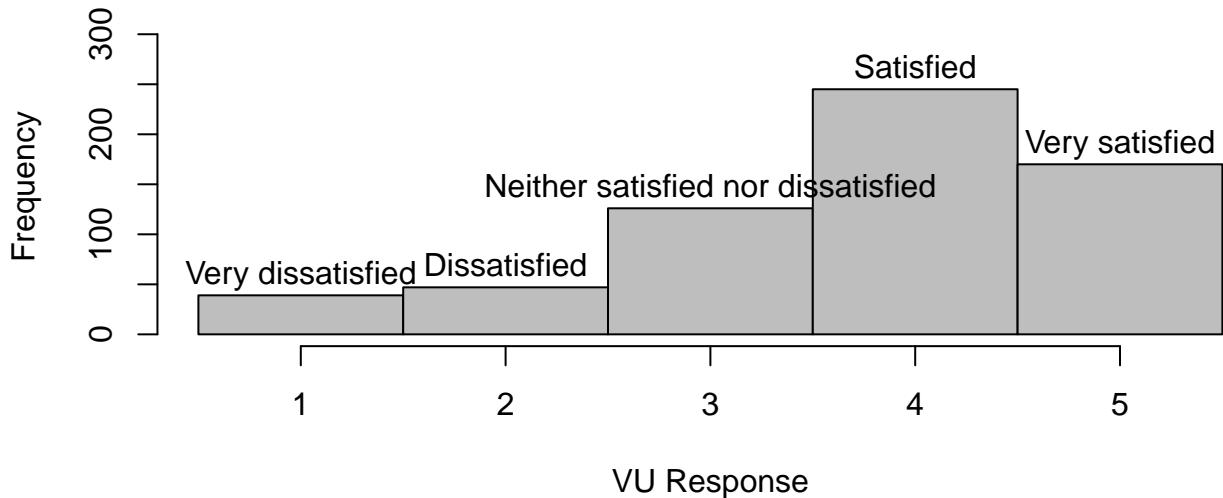
Dean: Support for adapting to changed mission



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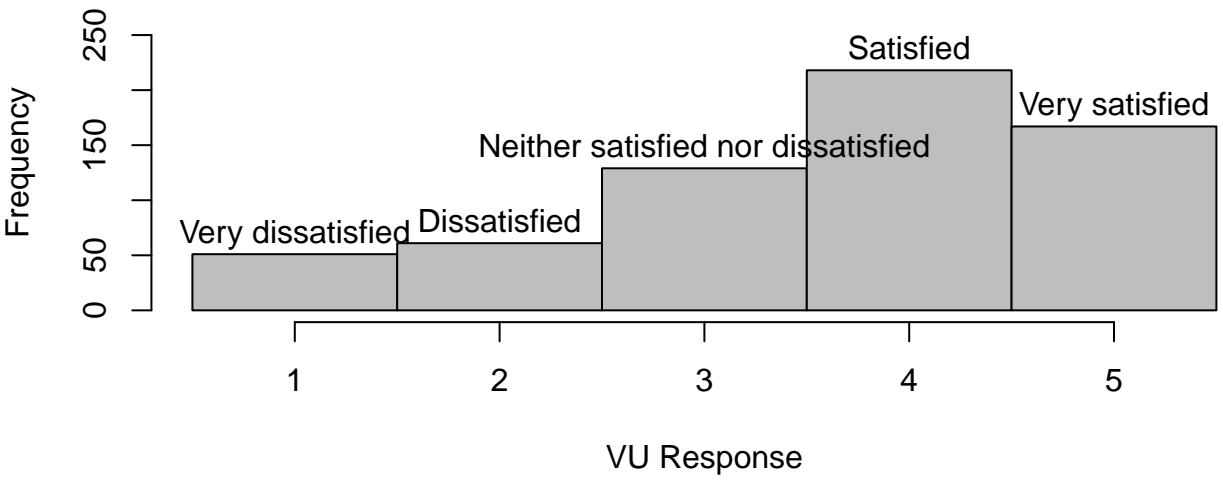
Chair: Pace of decision making



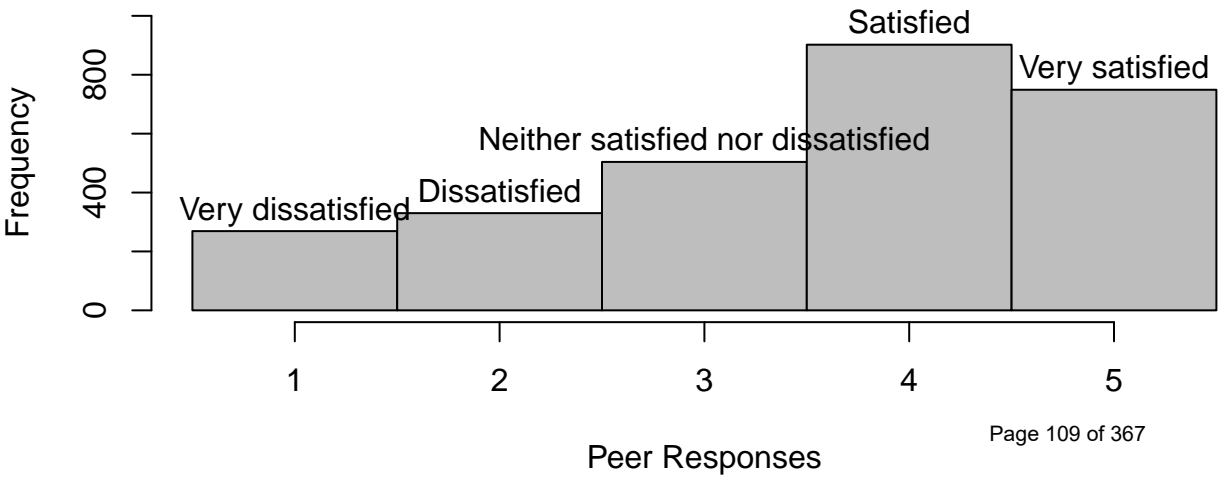
Chair: Pace of decision making



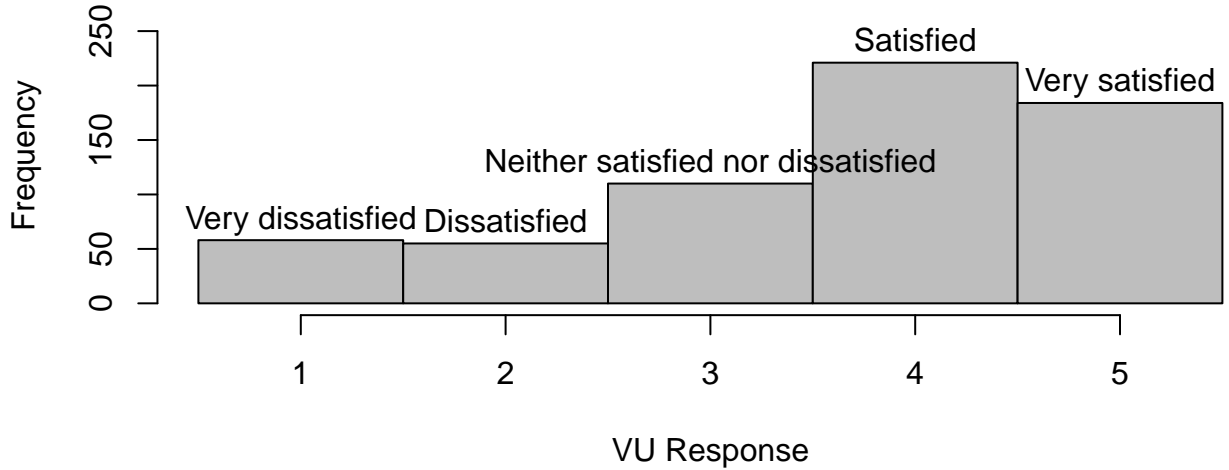
Chair: Stated priorities



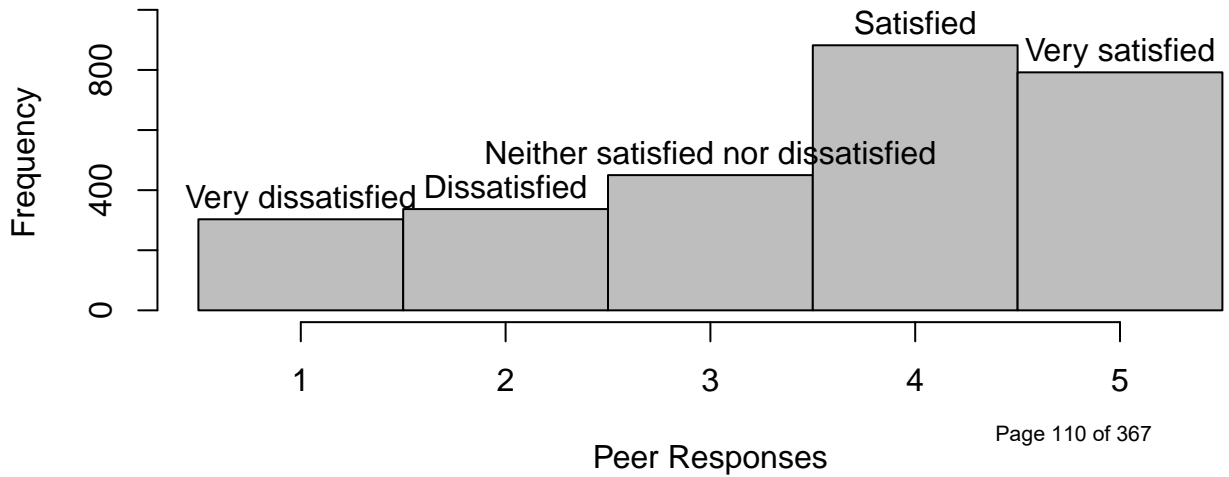
Chair: Stated priorities



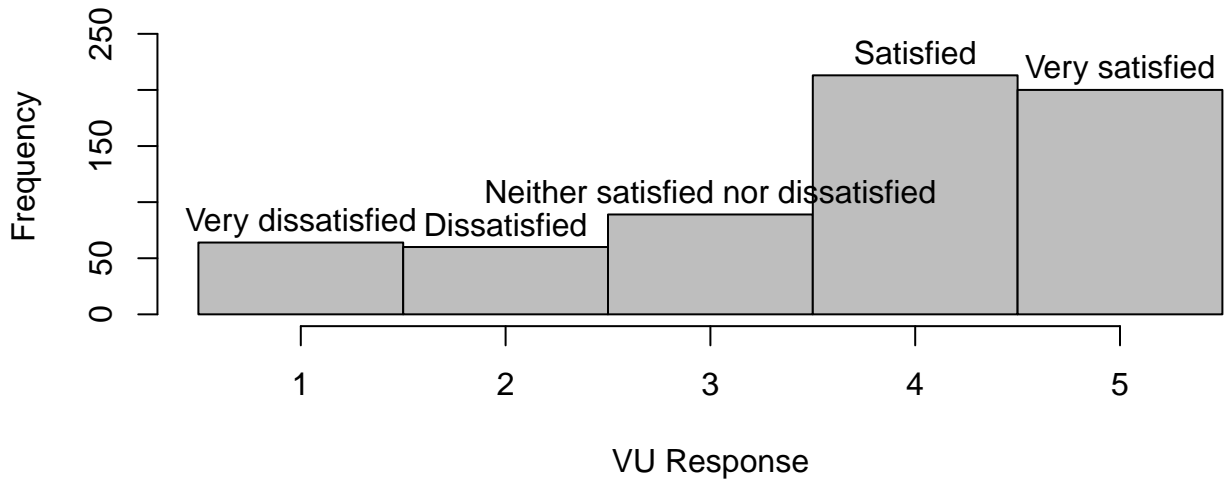
Chair: Communication of priorities



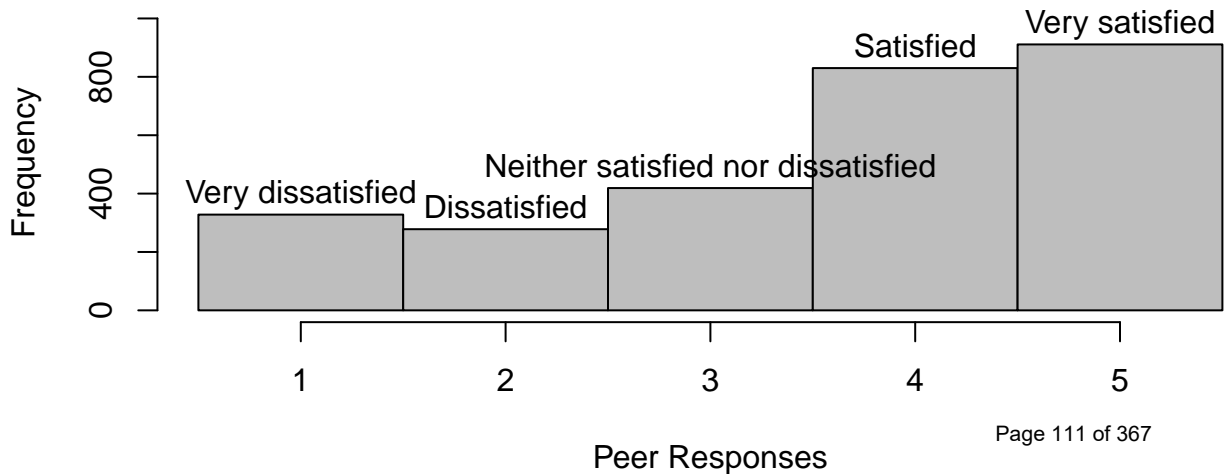
Chair: Communication of priorities



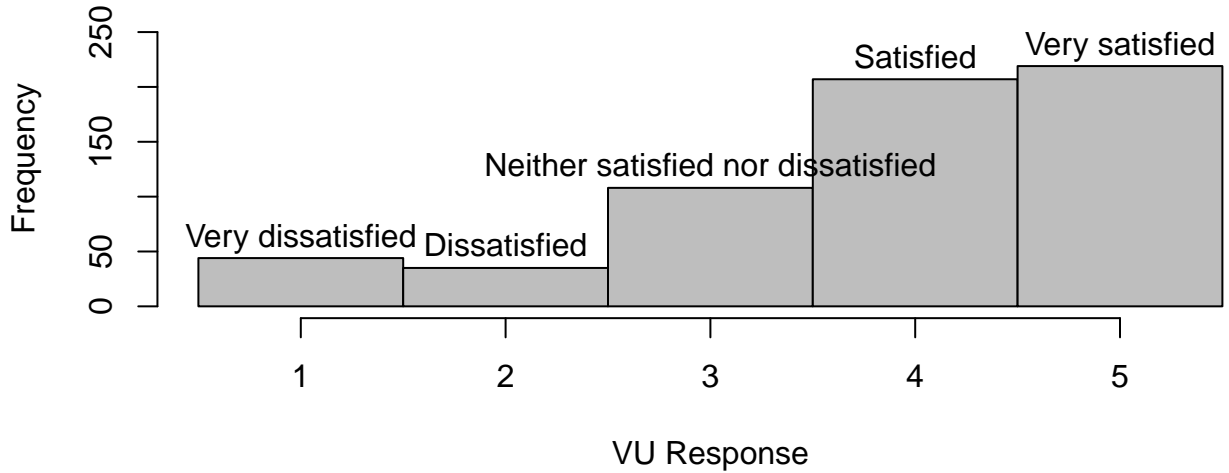
Chair: Ensuring faculty input



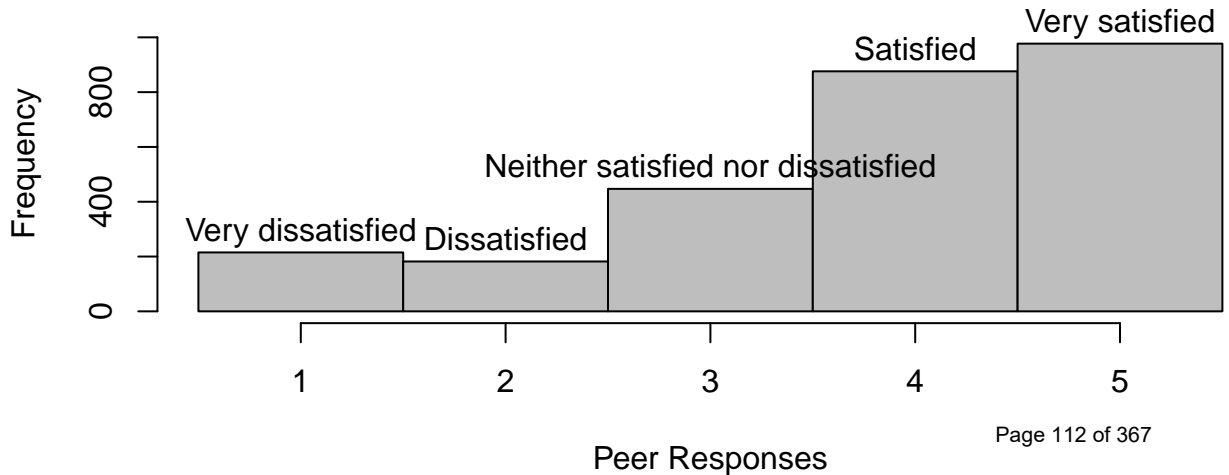
Chair: Ensuring faculty input



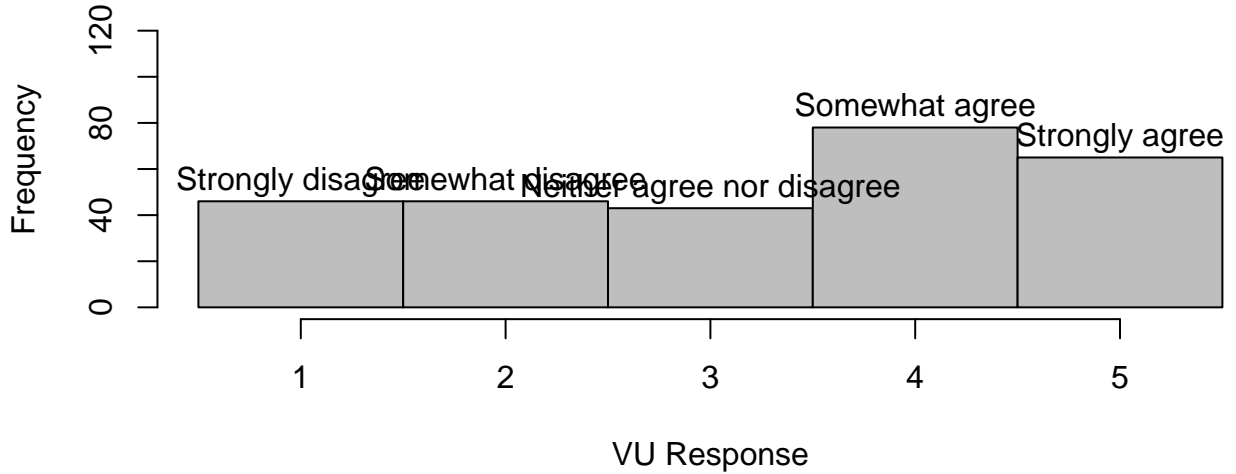
Chair: Fairness in evaluating work



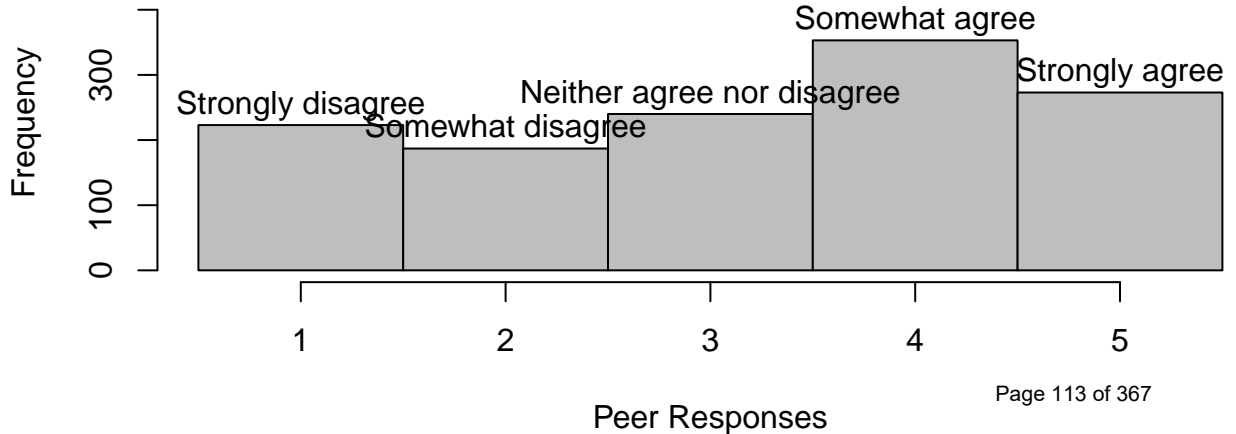
Chair: Fairness in evaluating work



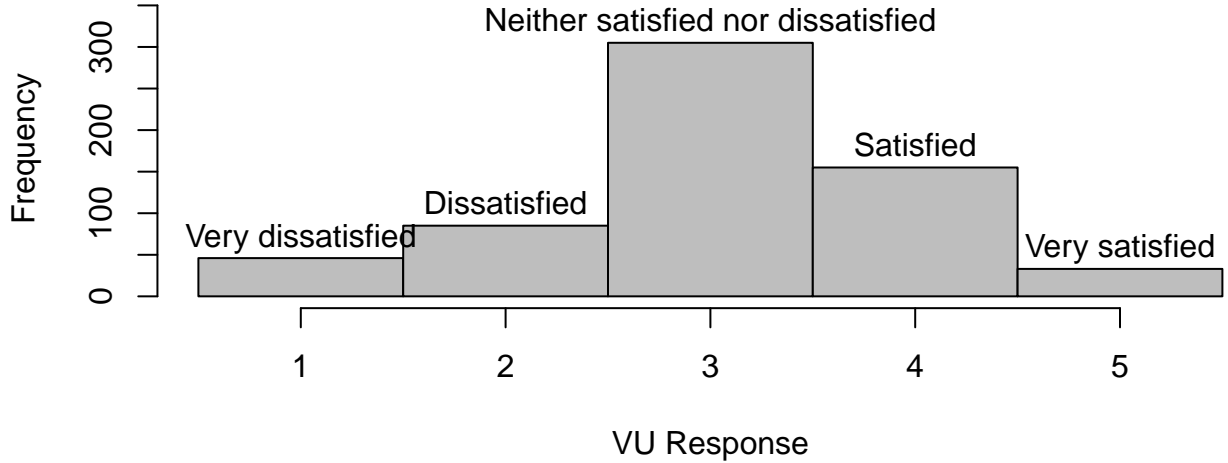
Chair: Support for adapting to changed mission



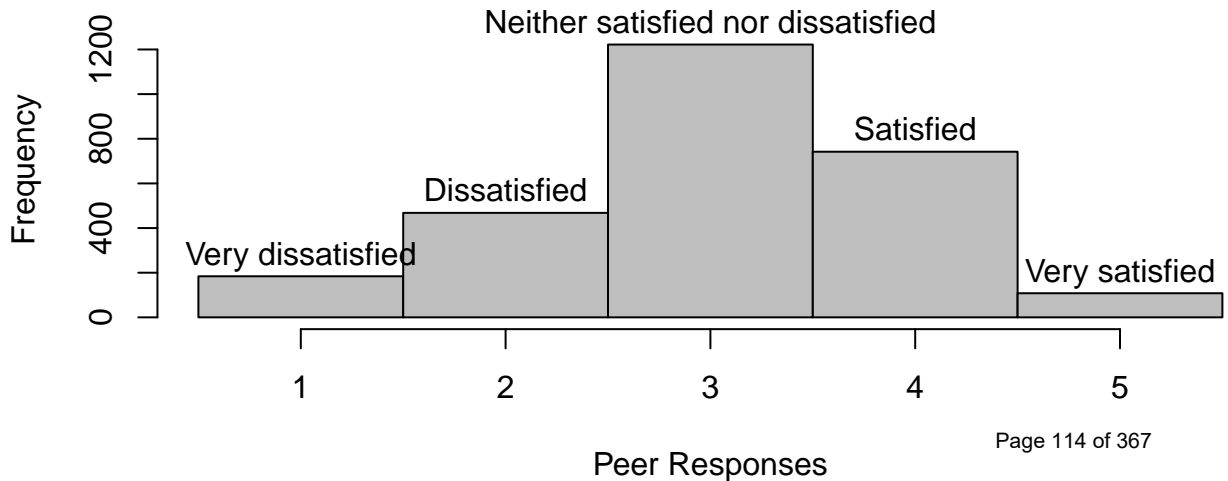
Chair: Support for adapting to changed mission



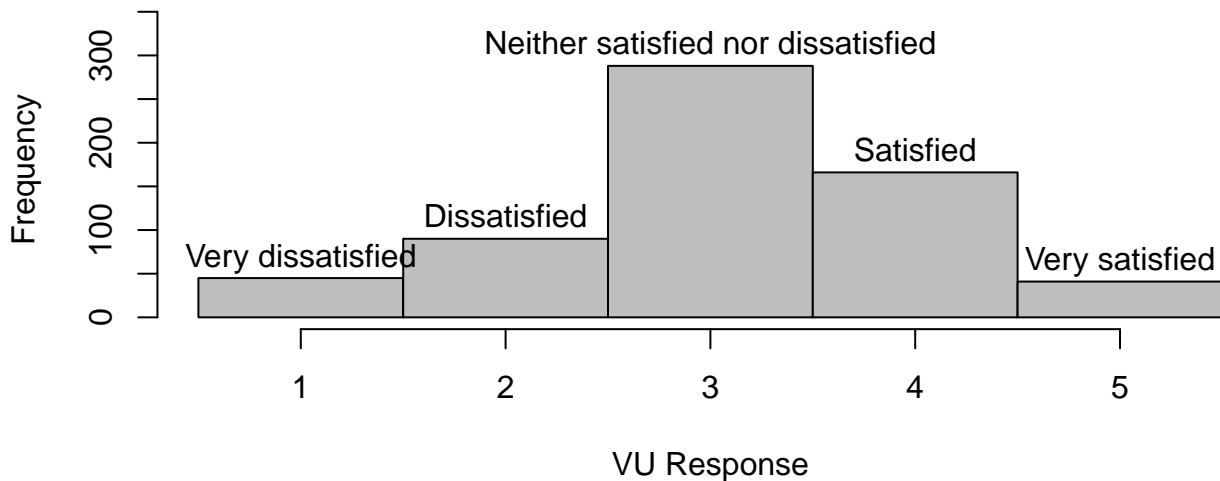
Faculty leaders: Pace of decision making



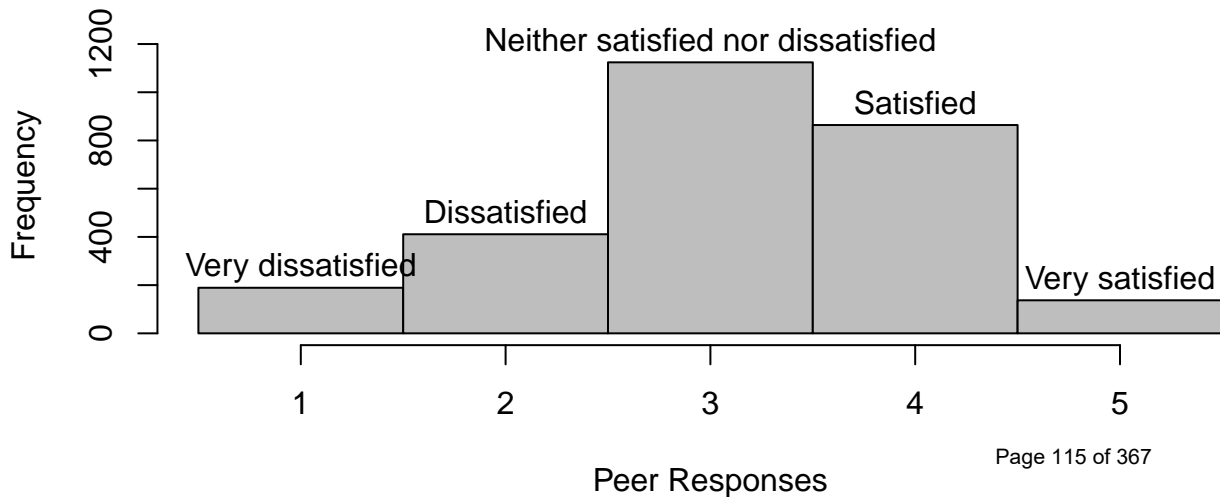
Faculty leaders: Pace of decision making



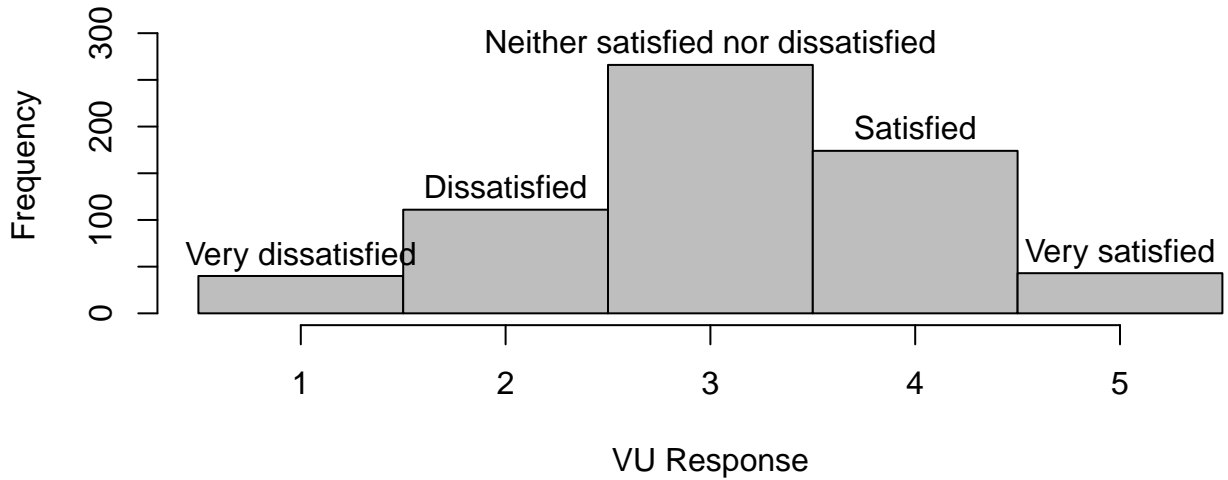
Faculty leaders: Stated priorities



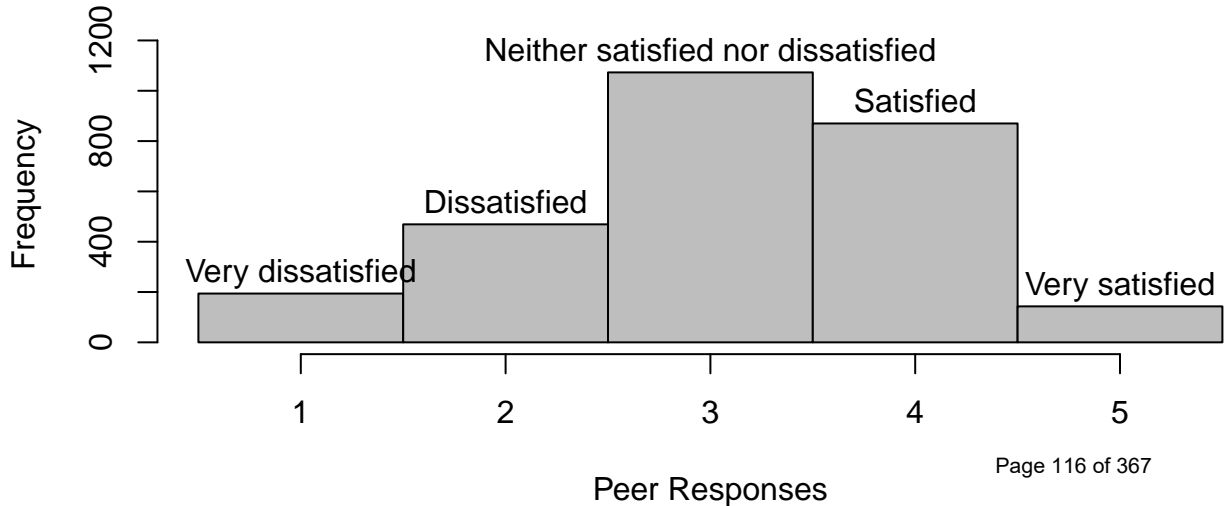
Faculty leaders: Stated priorities



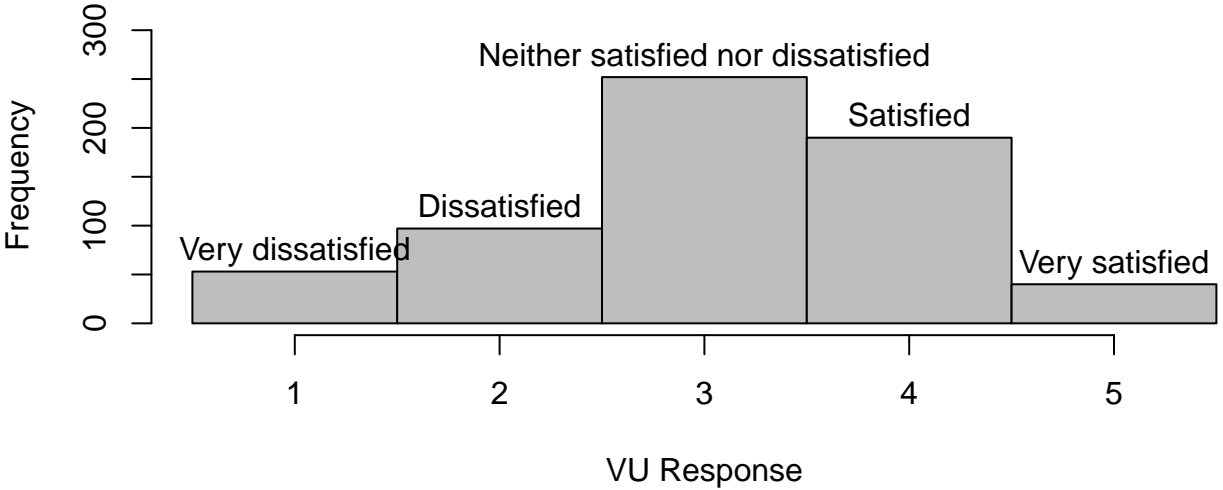
Faculty leaders: Communication of priorities



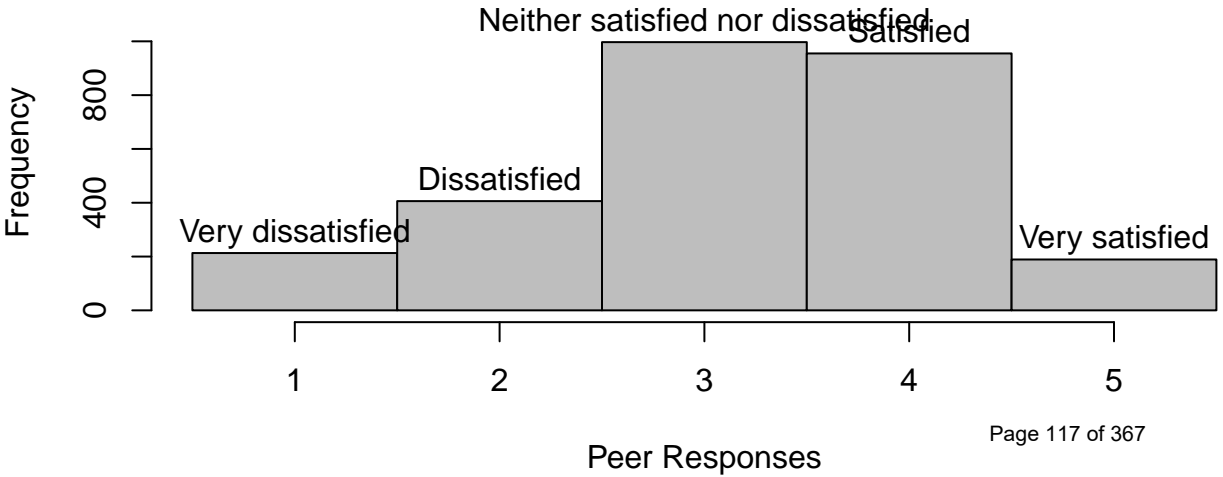
Faculty leaders: Communication of priorities



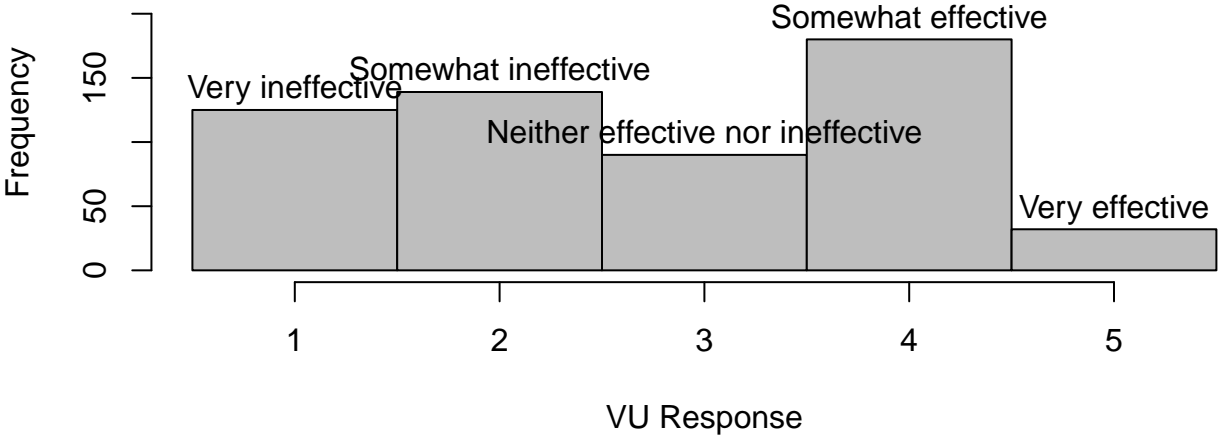
Faculty leaders: Ensuring faculty input



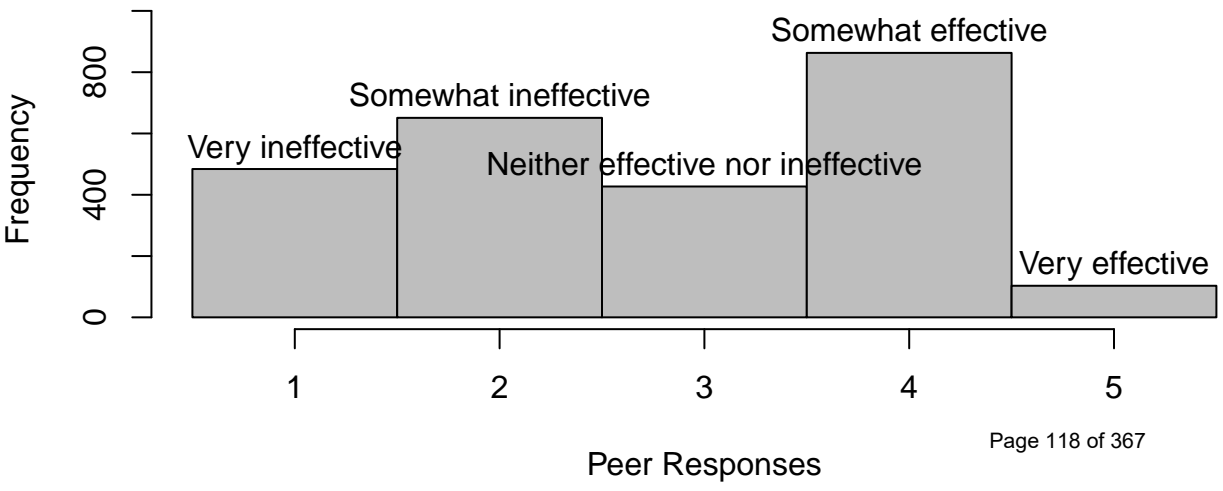
Faculty leaders: Ensuring faculty input



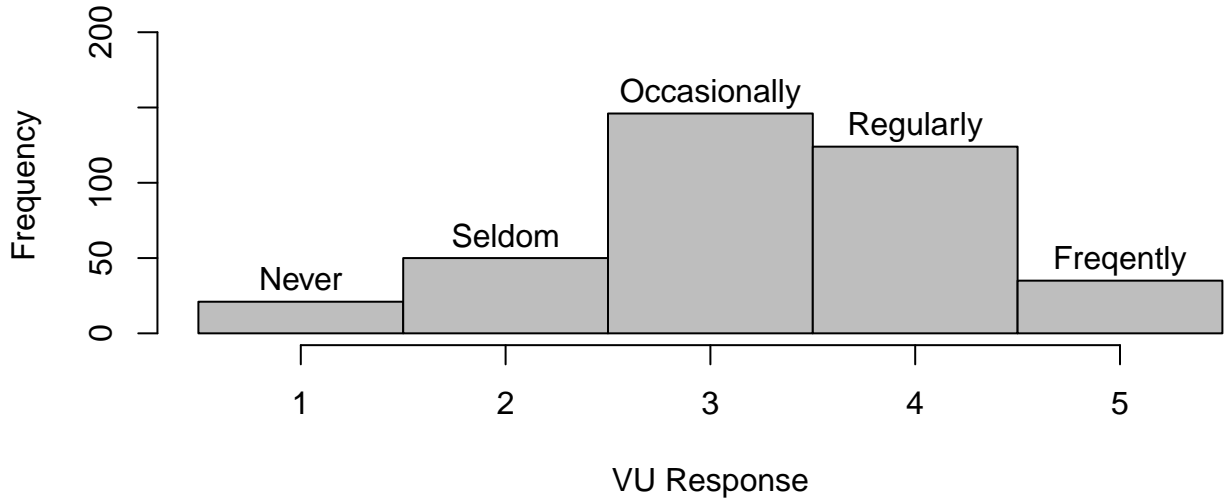
Effectiveness of shared governance



Effectiveness of shared governance



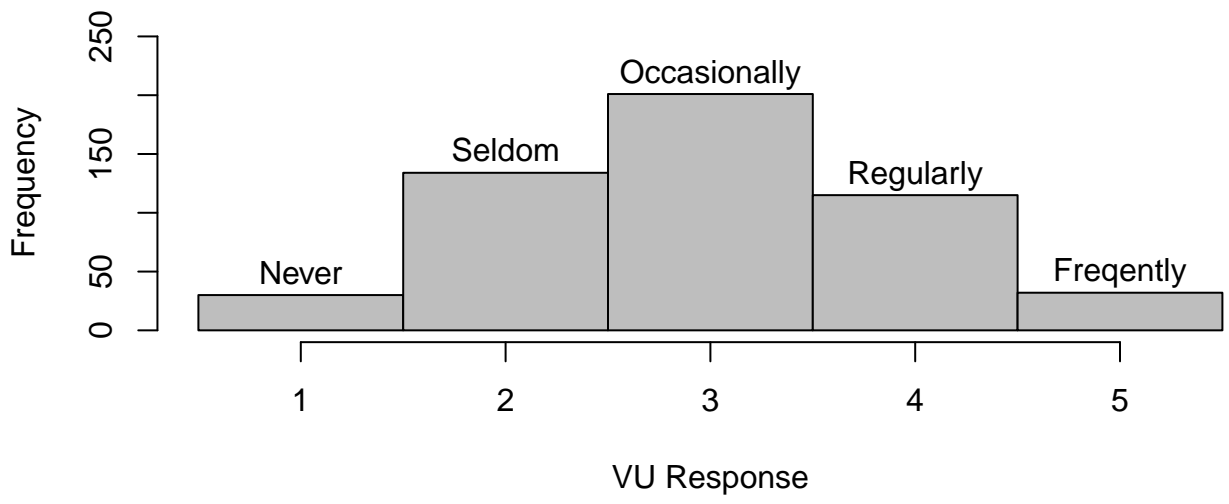
My governance committee makes progress toward goals



My governance committee makes progress toward goals



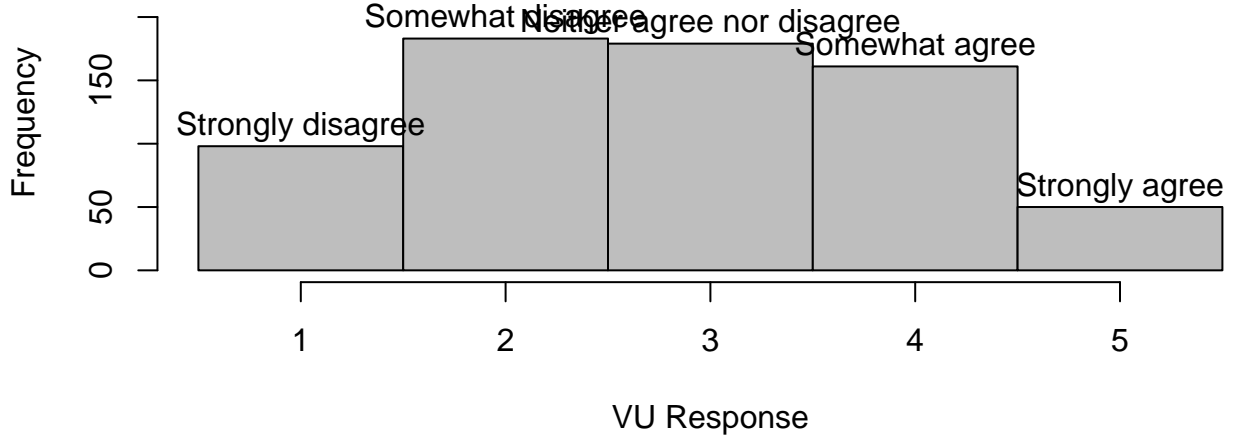
Shared governance progress is publicly recognized



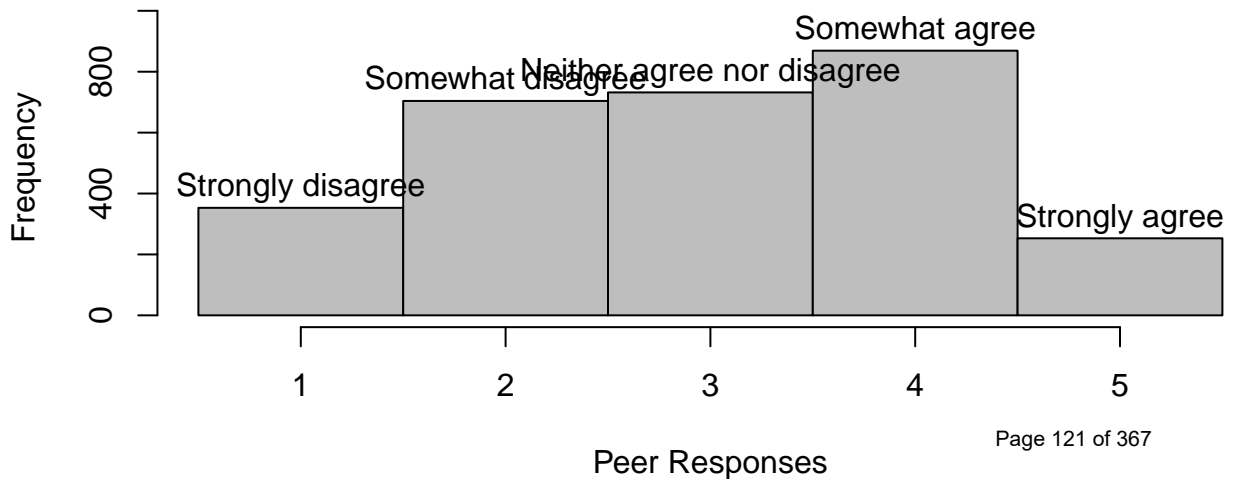
Shared governance progress is publicly recognized



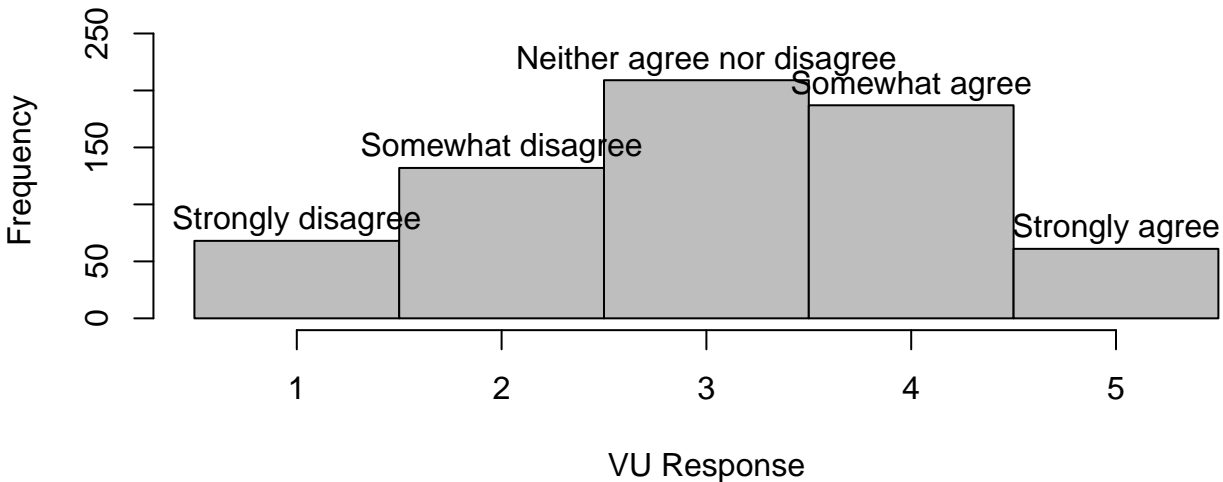
Understanding of process to express opinions on policies



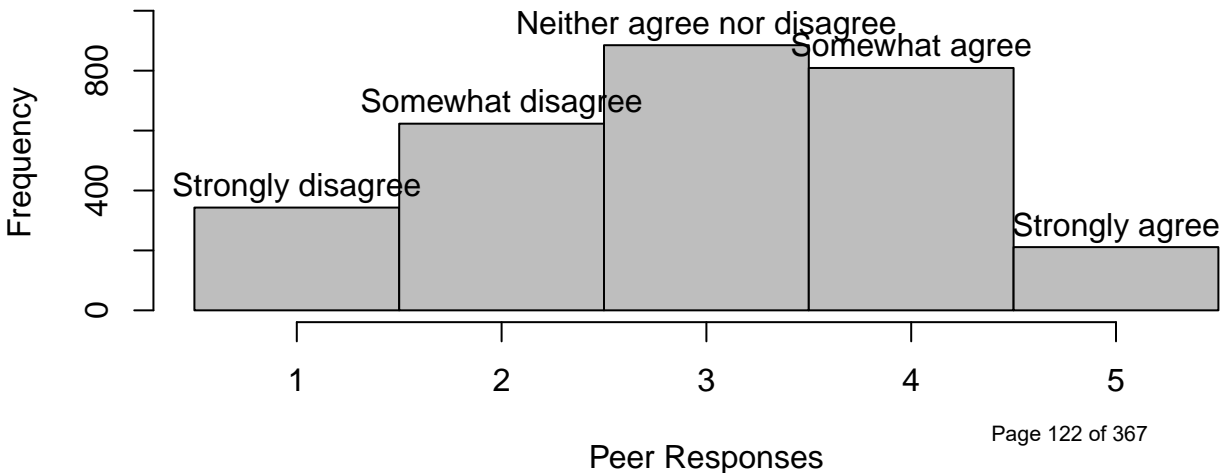
Understanding of process to express opinions on policies



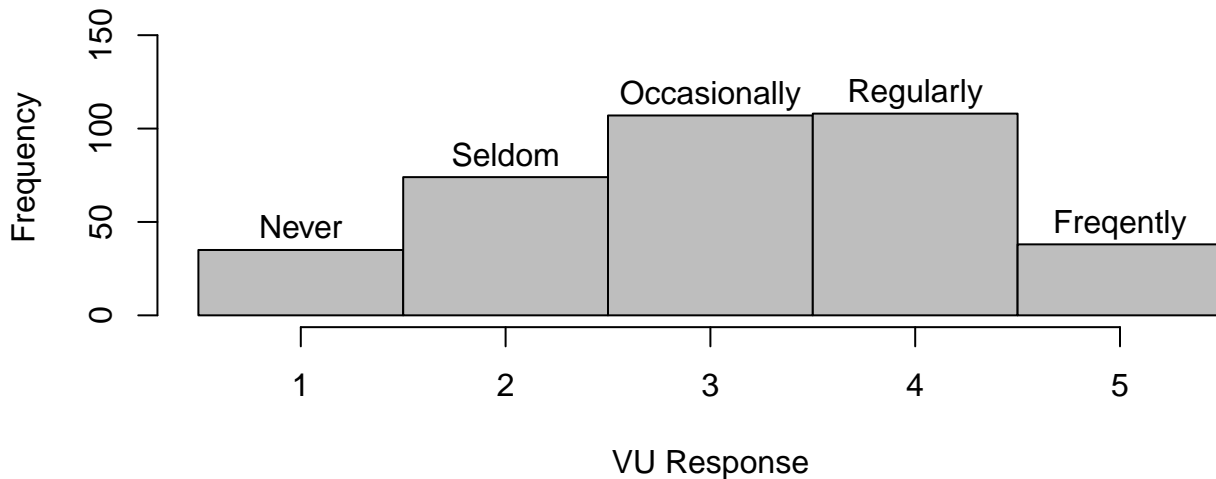
Clarity of rules on division of authority between faculty and administration



Clarity of rules on division of authority between faculty and administration



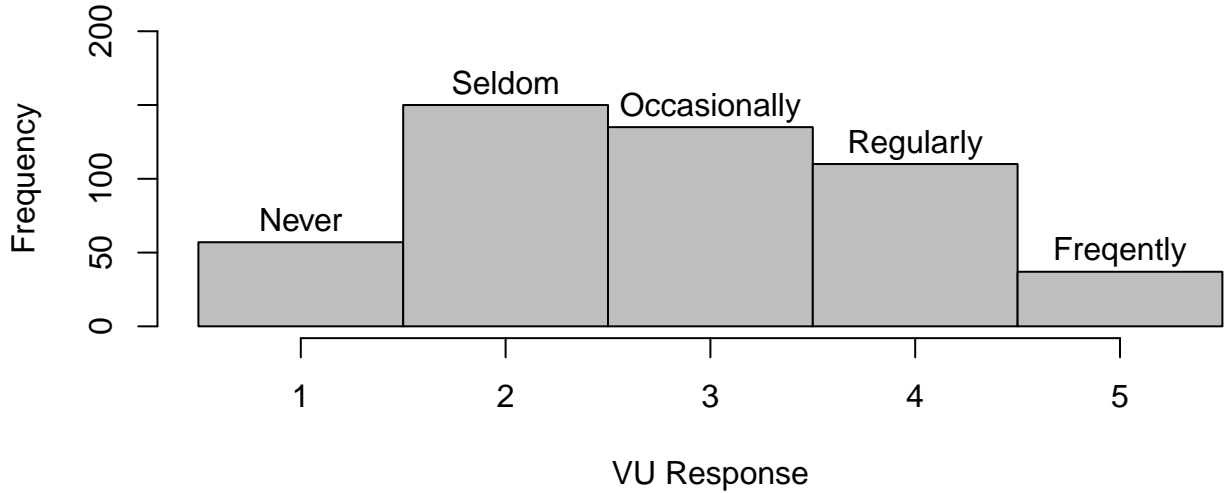
Faculty leaders and administrators follow rules of engagement



Faculty leaders and administrators follow rules of engagement



Faculty leaders and admin. have open system of communication



Faculty leaders and admin. have open system of communication



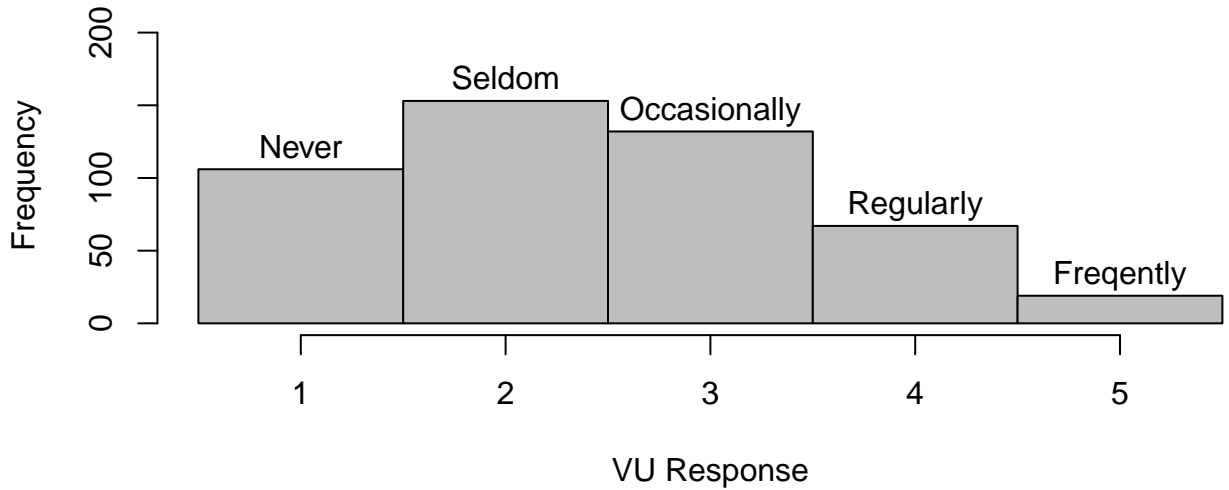
Faculty leaders and admin. discuss difficult issues in good faith



Faculty leaders and admin. discuss difficult issues in good faith



Imp. decisions are not made until consensus among fac. leaders and admin.



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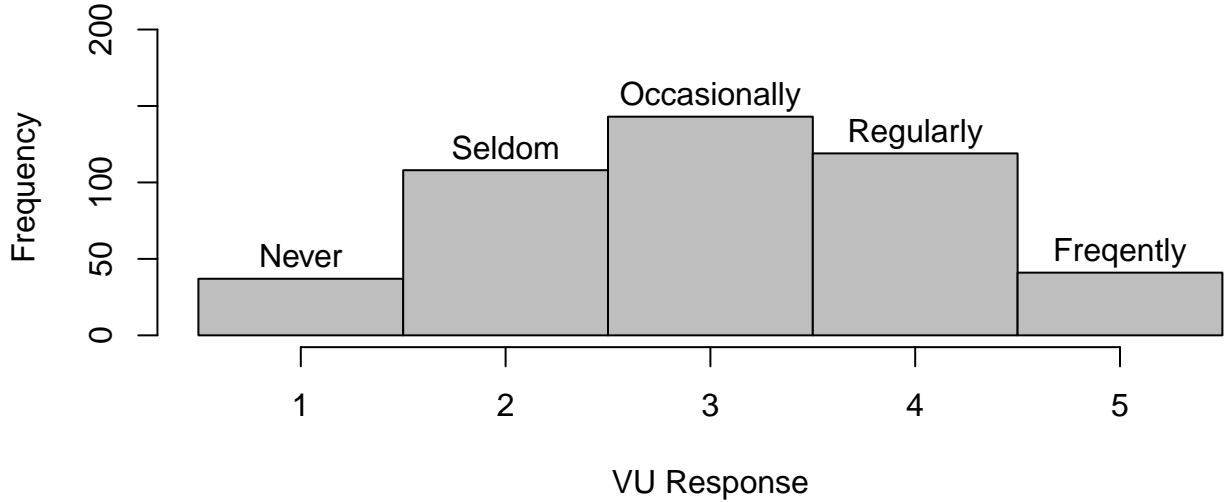
Administrators allow time for faculty input



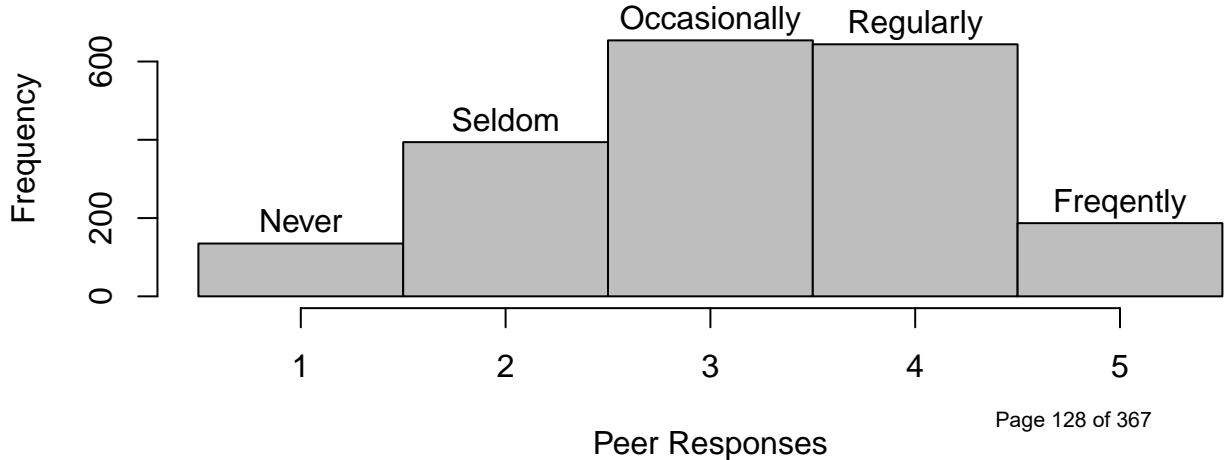
Administrators allow time for faculty input



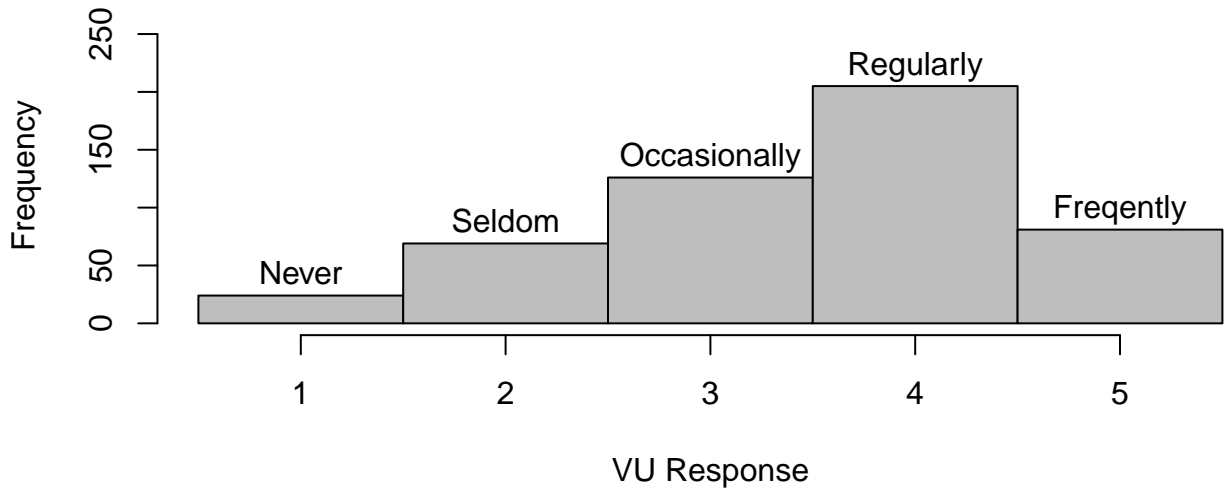
Fac. leaders and admin. respectfully consider the other's view



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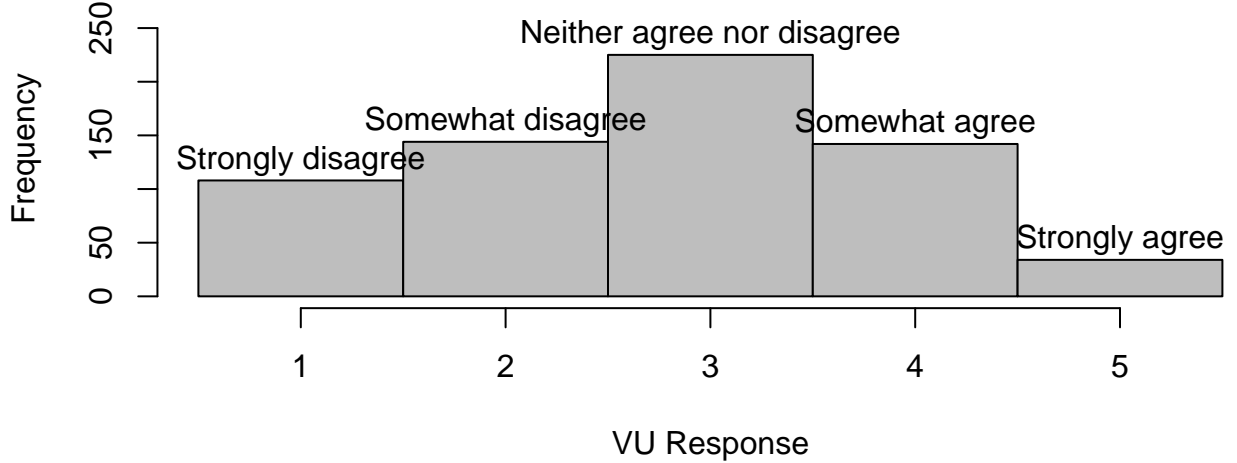
Fac. leaders and admin. share responsibility for VU welfare



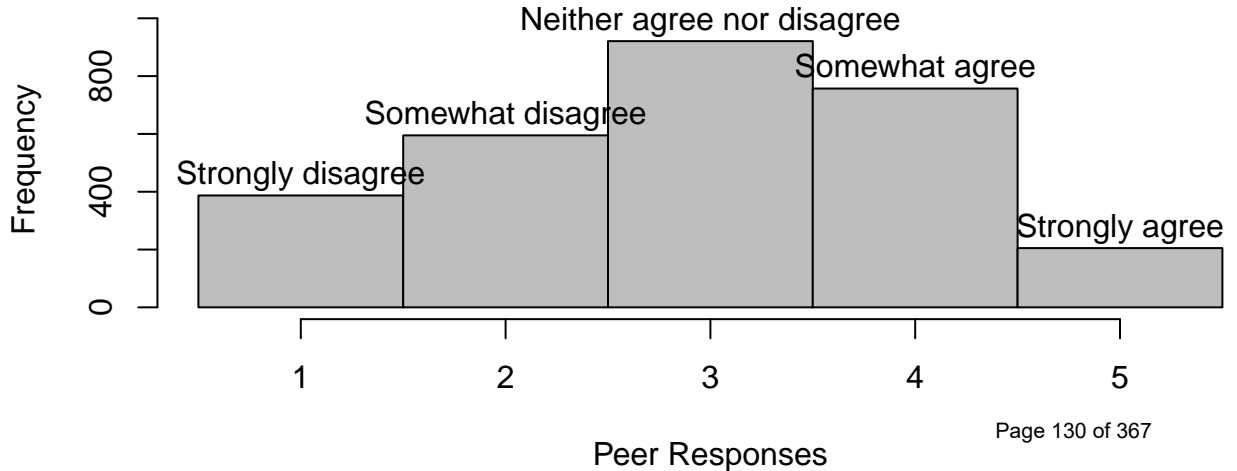
Fac. leaders and admin. share responsibility for VU welfare



Faculty governance structure allows individual input



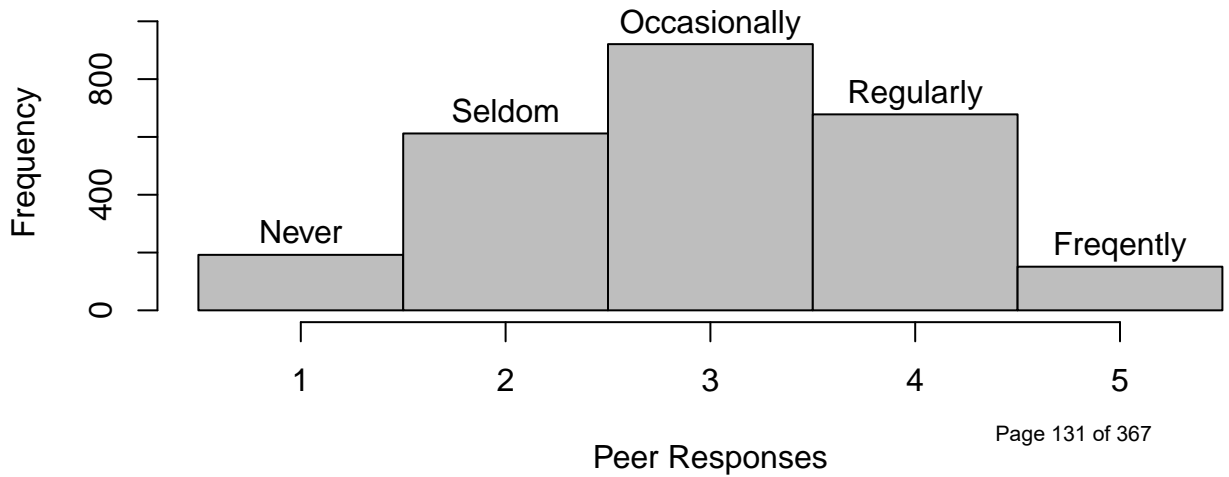
Faculty governance structure allows individual input



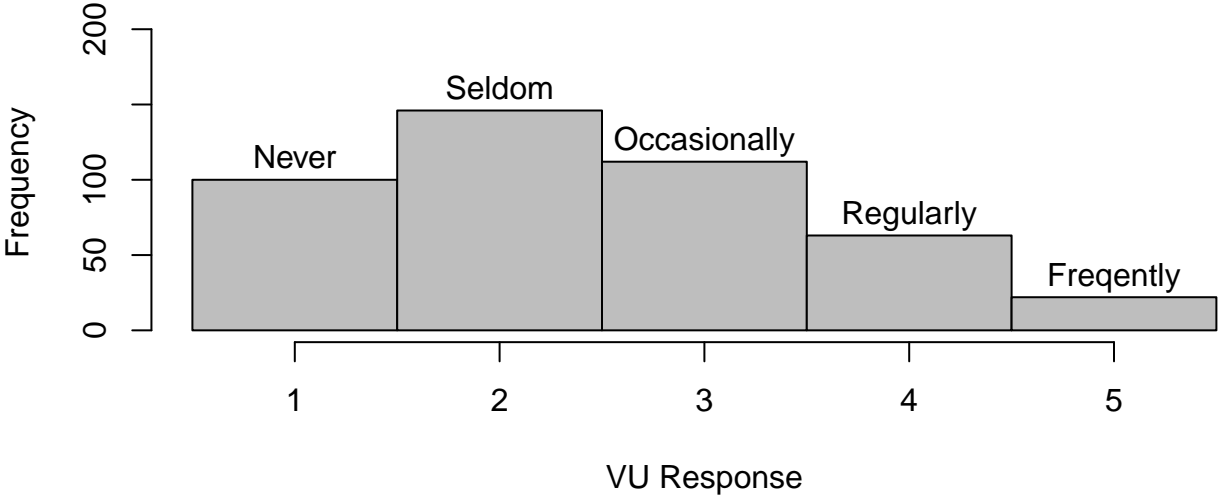
Admin. communicate rationale for important decisions



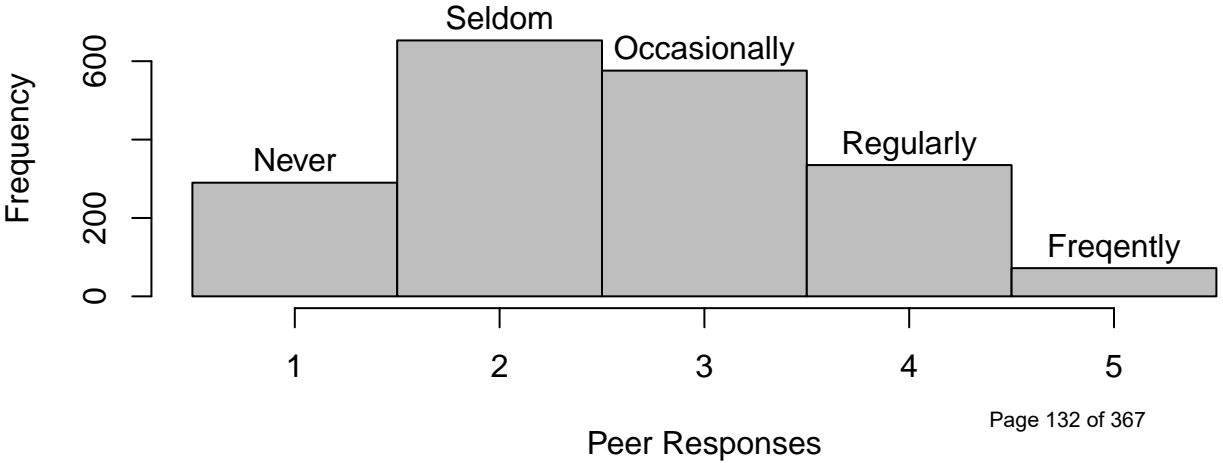
Admin. communicate rationale for important decisions



Faculty leaders and administrators have equal say in governance



Faculty leaders and administrators have equal say in governance



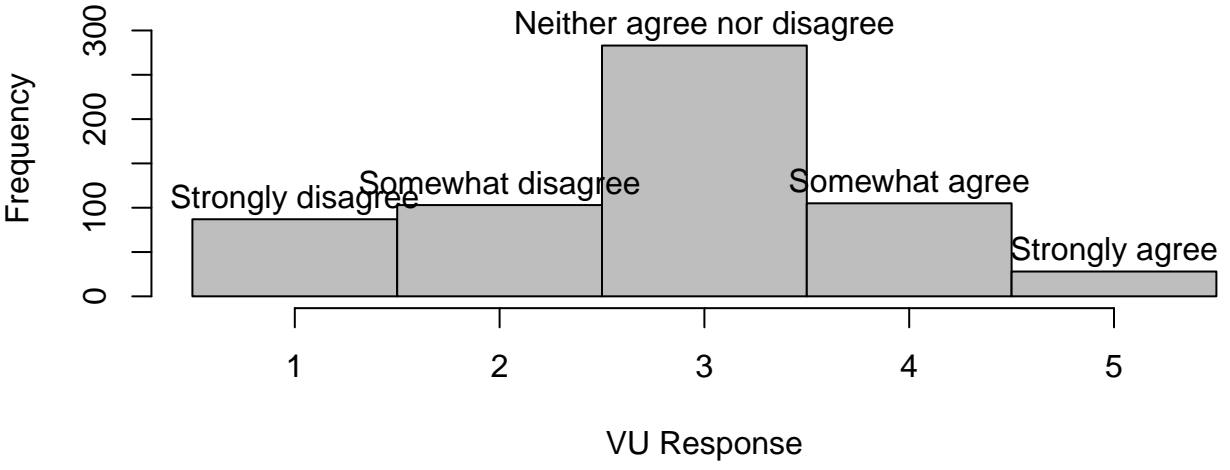
Faculty leaders and administrators define decision criteria



Faculty leaders and administrators define decision criteria



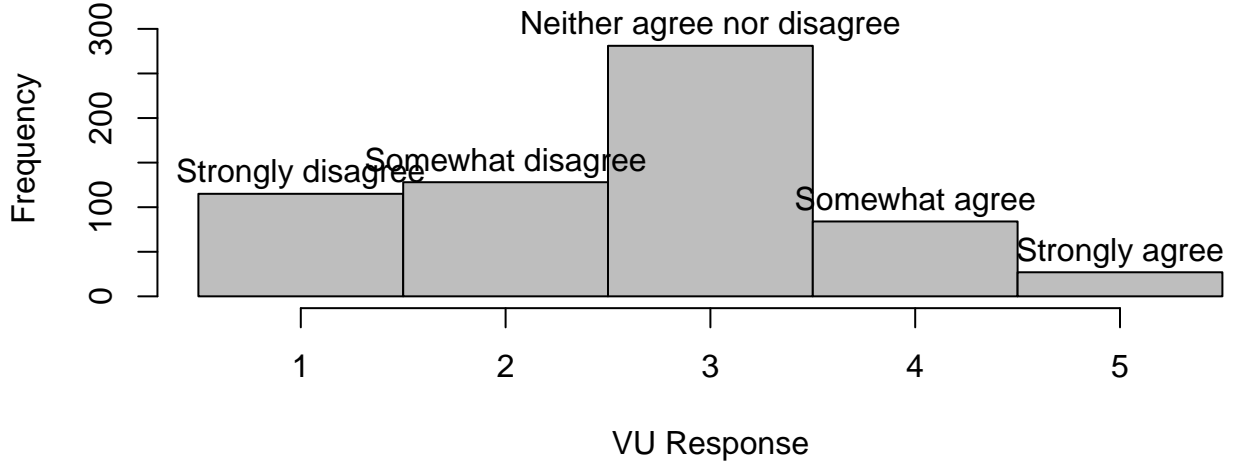
Shared governance holds up under unusual circumstances



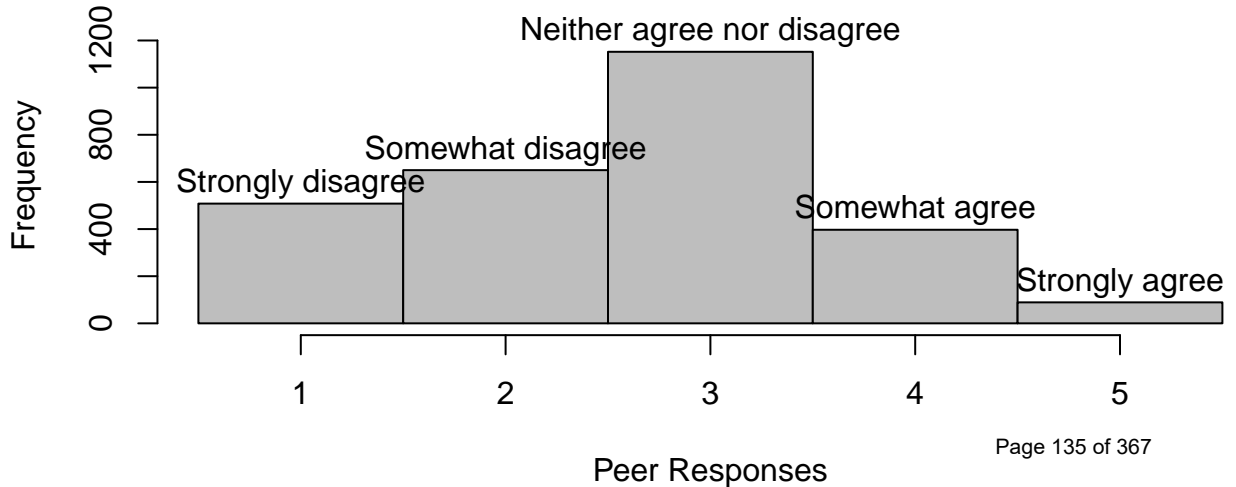
Shared governance holds up under unusual circumstances



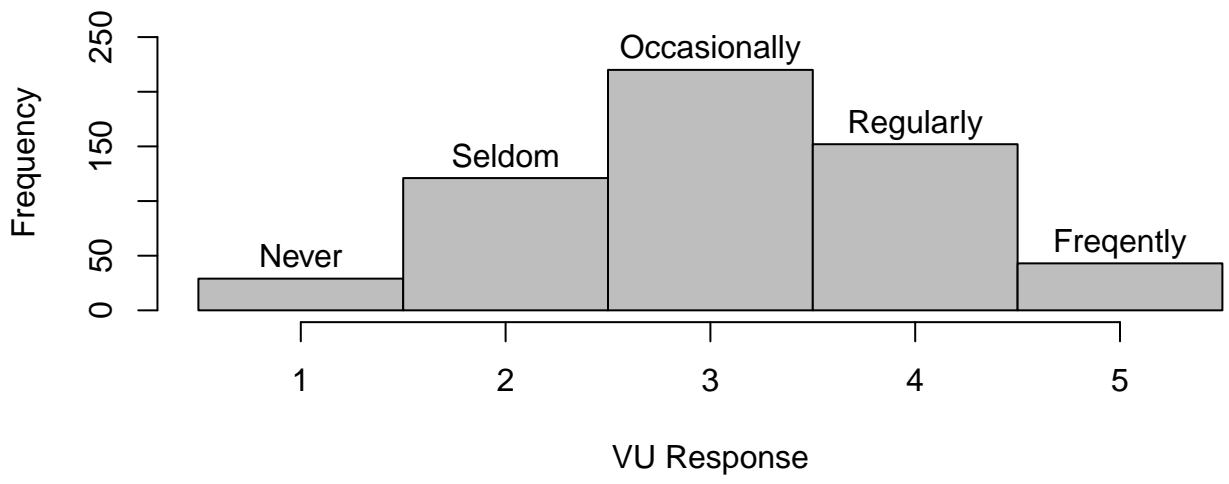
Instit. systematically reviewed effectiveness of dec. making processes



Instit. systematically reviewed effectiveness of dec. making processes



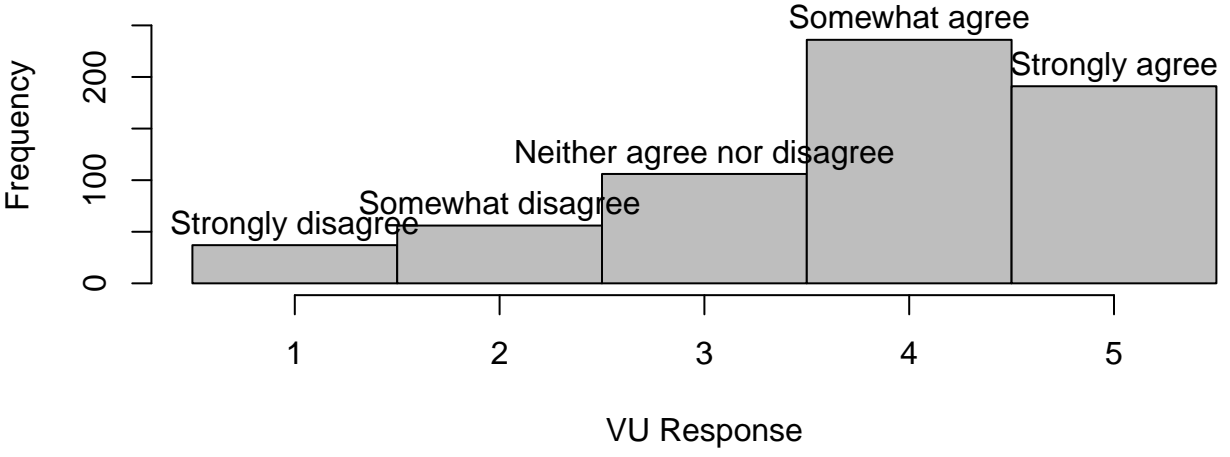
VU cultivates new faculty leaders



VU cultivates new faculty leaders



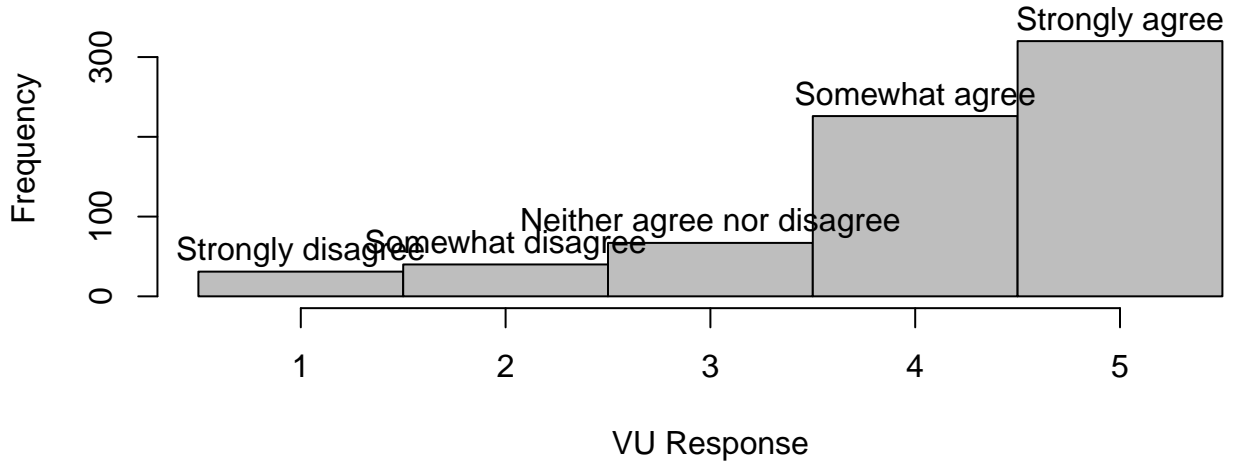
Dept. meetings are at time compatible to family needs



Dept. meetings are at time compatible to family needs



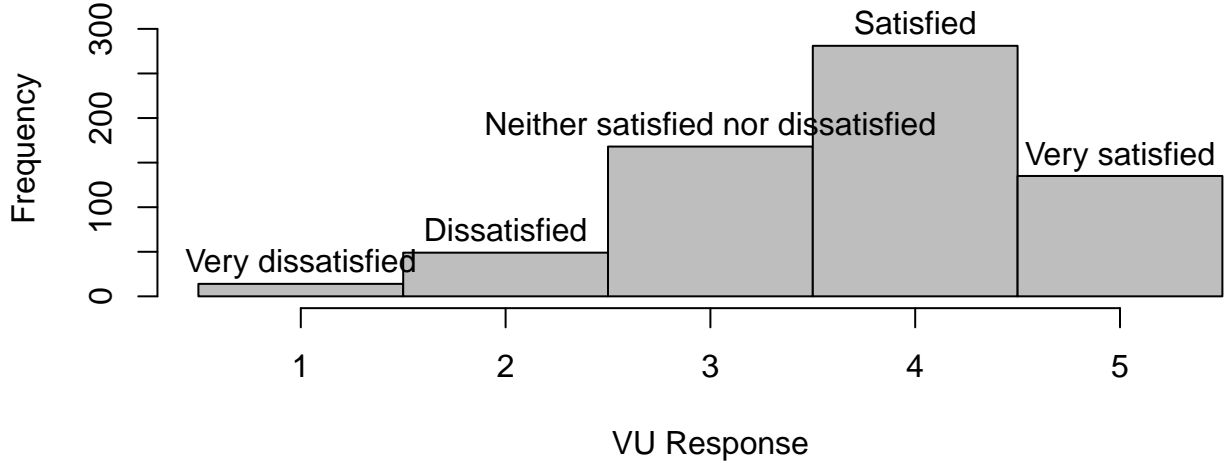
Amount of personal interaction w/Pre-tenure



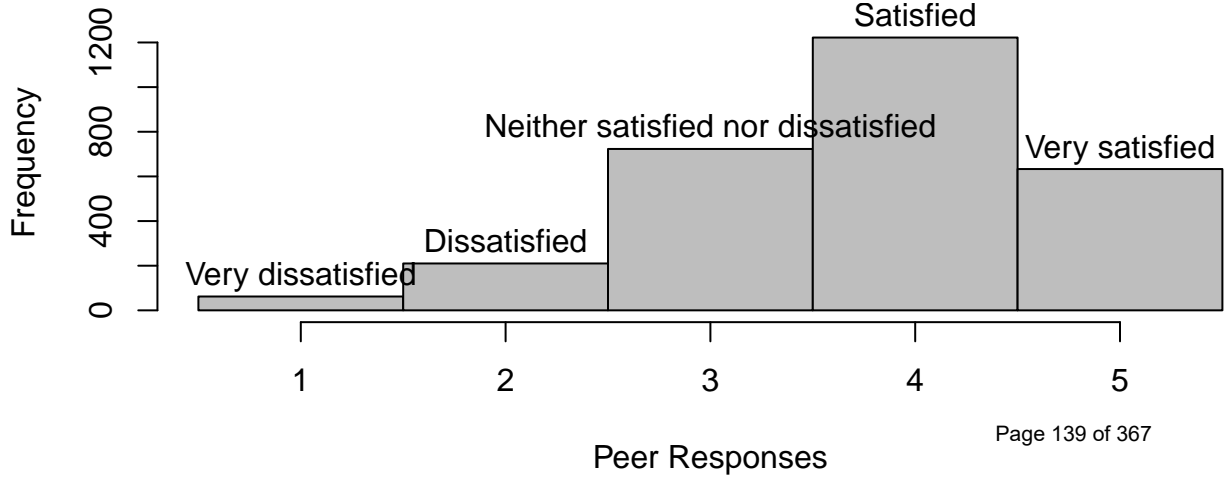
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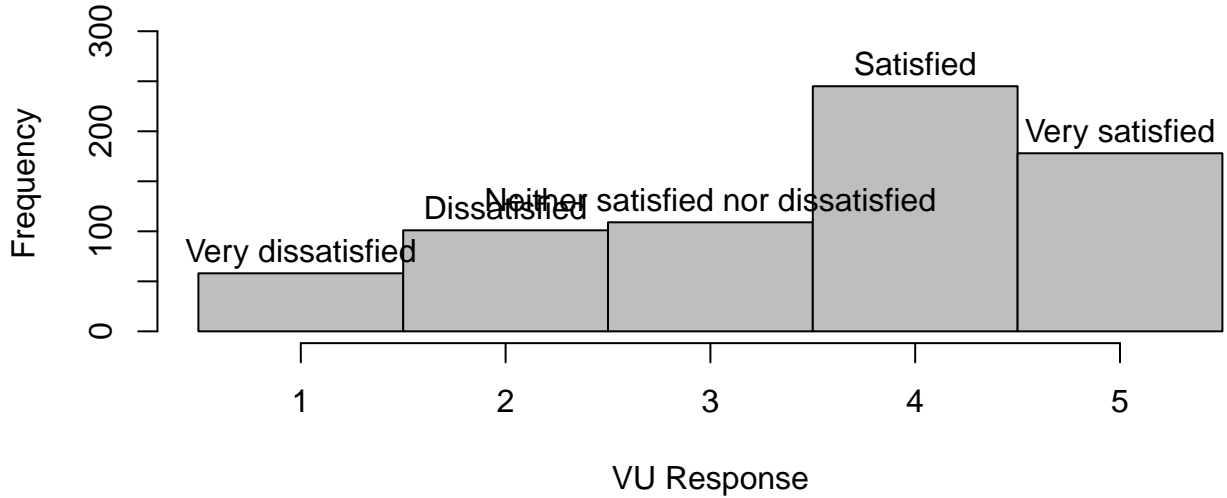
Fit in dept.



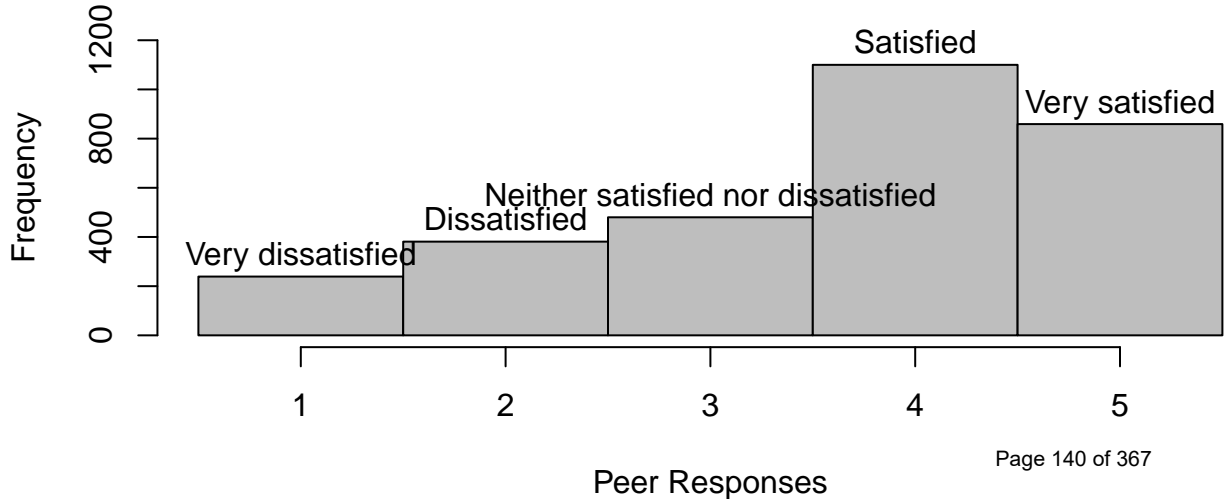
Fit in dept.



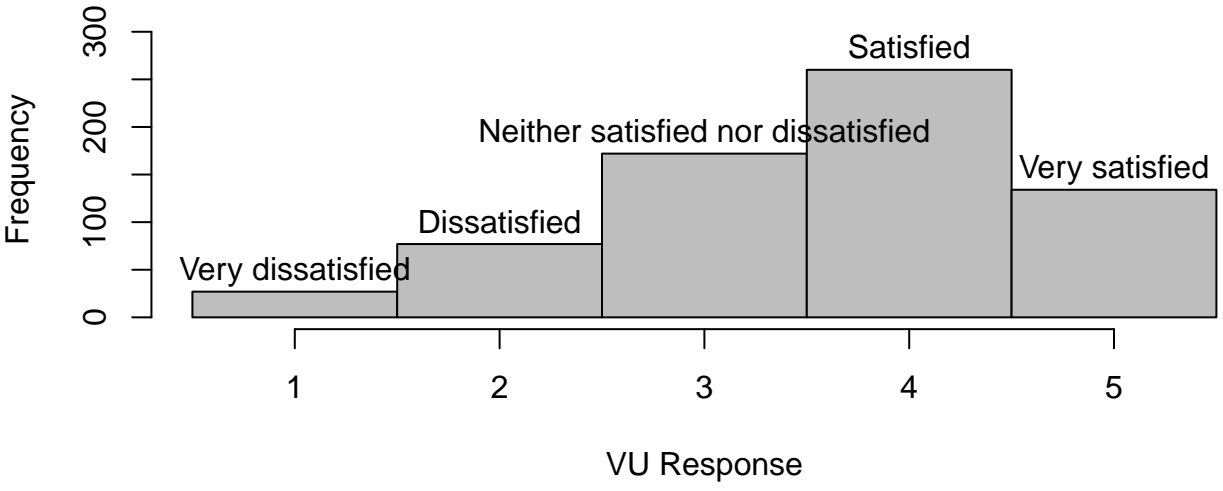
Amount of personal interaction w/Tenured



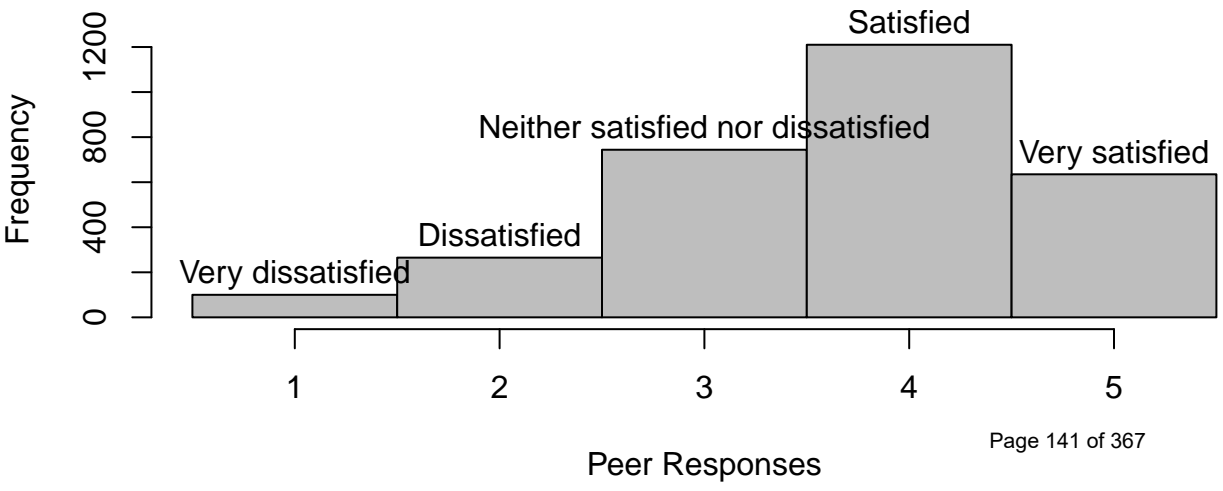
Amount of personal interaction w/Tenured



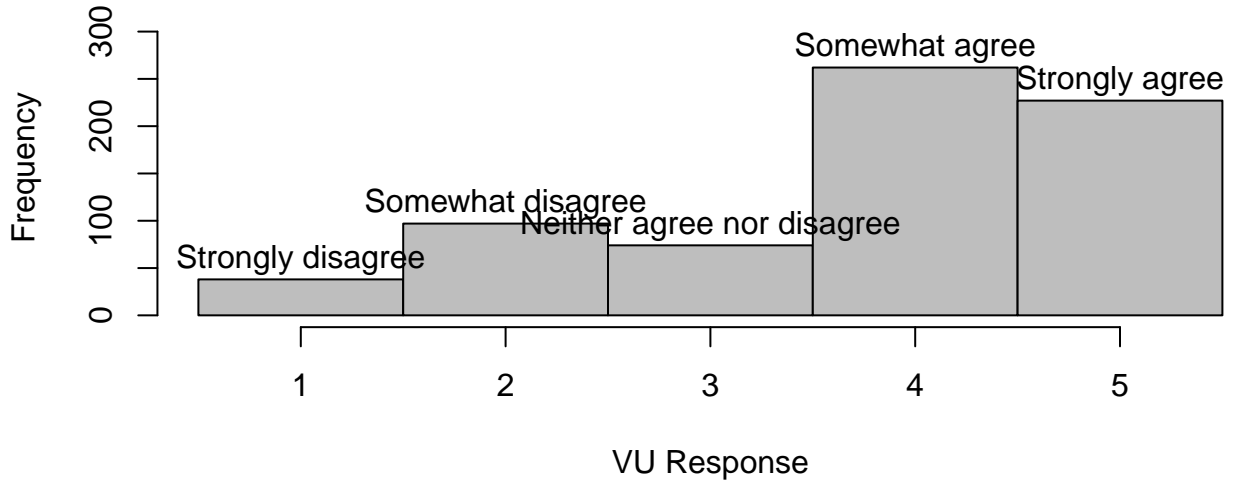
Dept. colleagues pitch in when needed



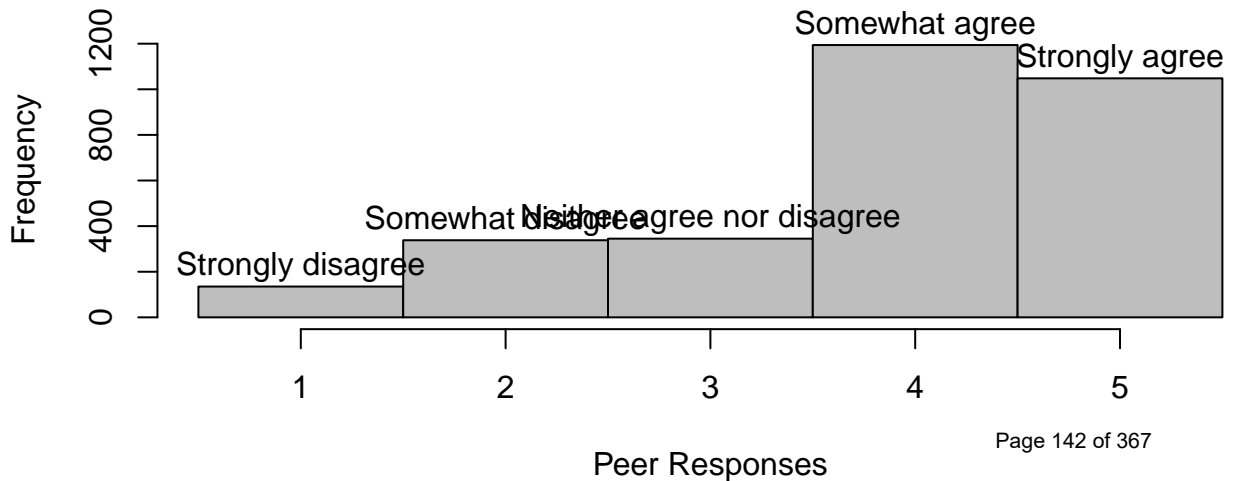
Dept. colleagues pitch in when needed



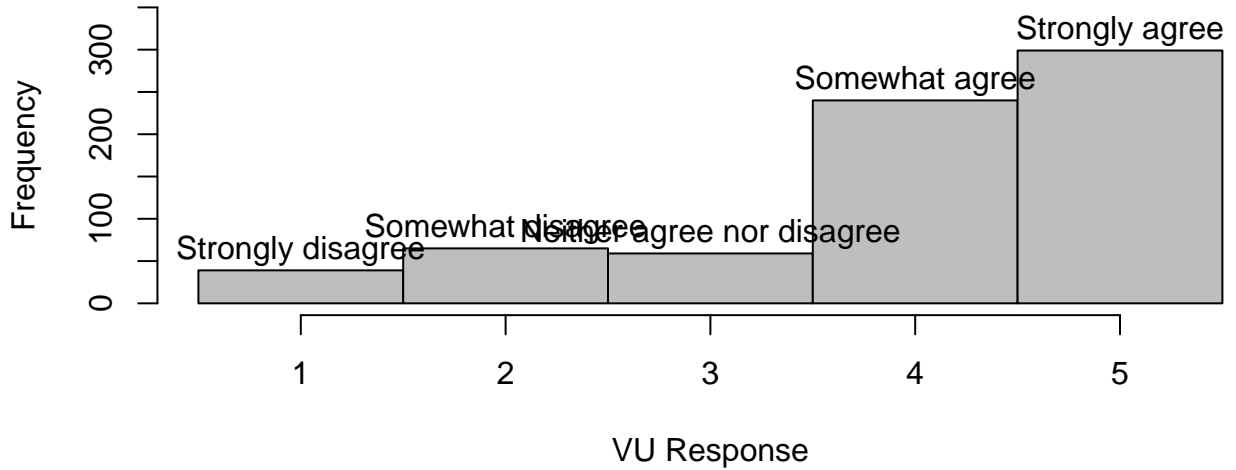
Department is collegial



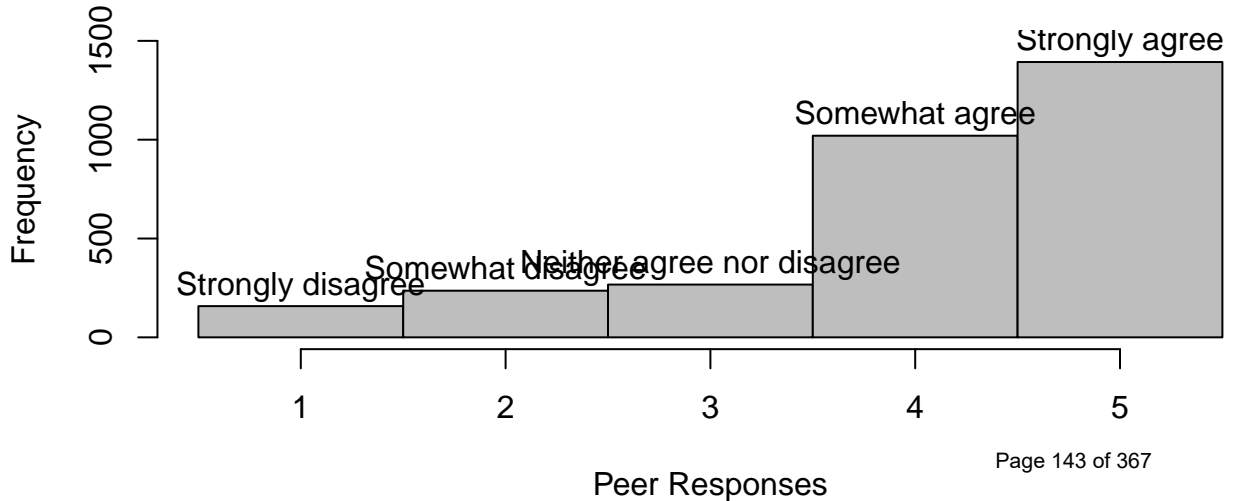
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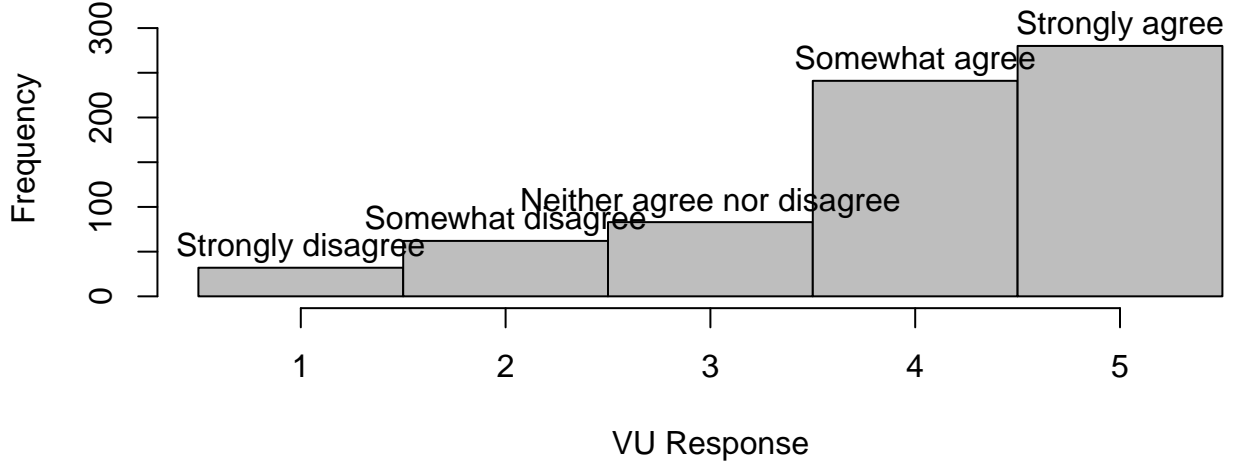
Dept. colleagues committed to diversity/inclusion



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Discussions of undergrad student learning (frequency)



Discussions of undergrad student learning (frequency)



Discussions of grad student learning (frequency)



Discussions of grad student learning (frequency)



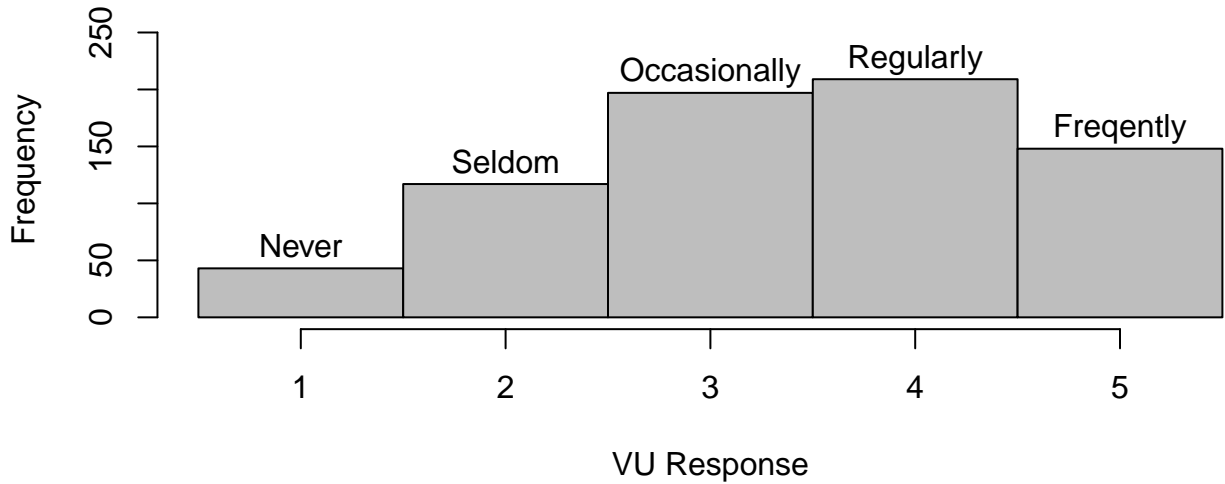
Discussions of effective teaching practices (frequency)



Discussions of effective teaching practices (frequency)



Discussions of effective use of technology (frequency)



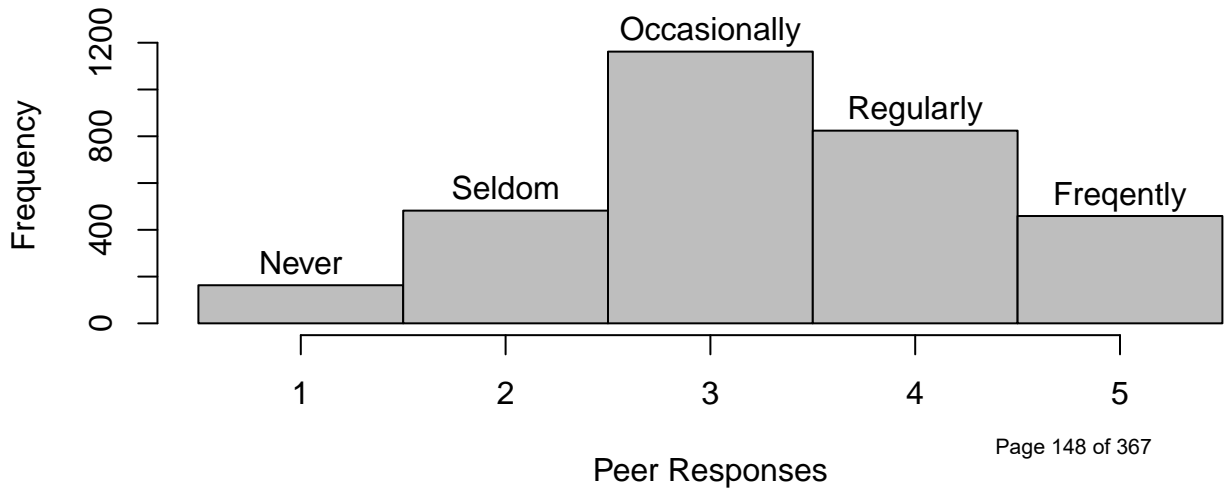
Discussions of effective use of technology (frequency)



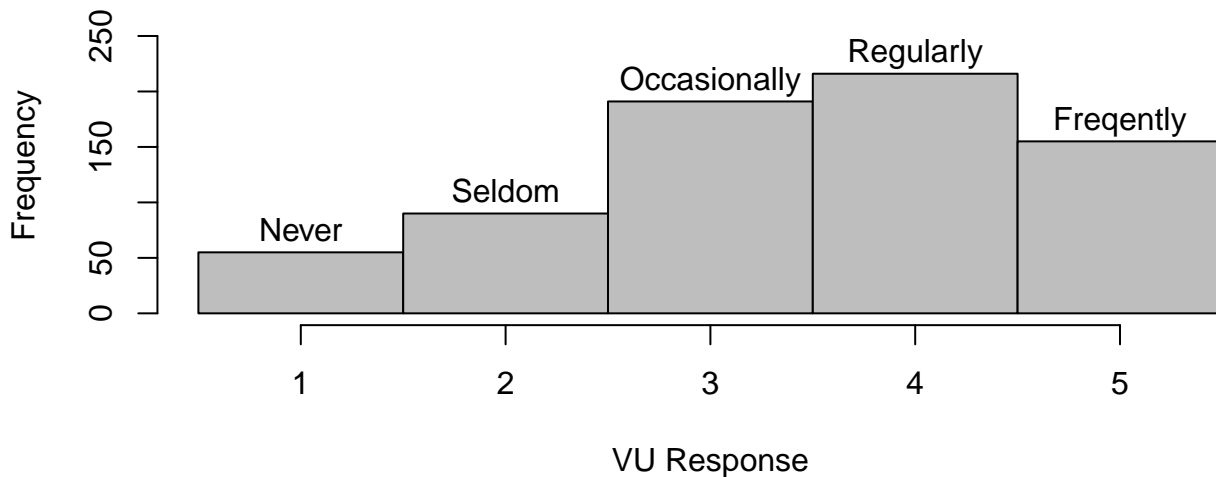
Discussions of current research methods (frequency)



Discussions of current research methods (frequency)



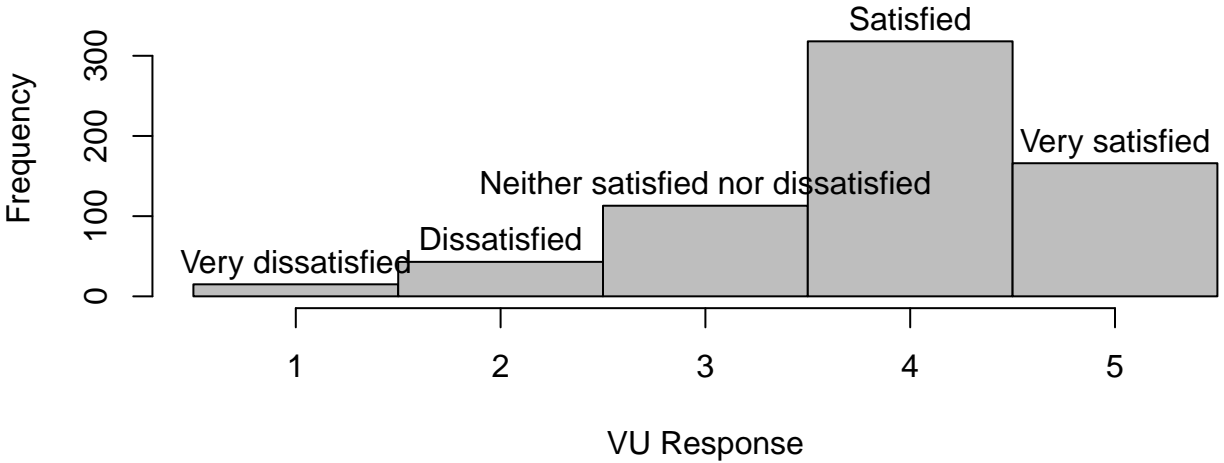
Amount of professional interaction w/Pre-tenure



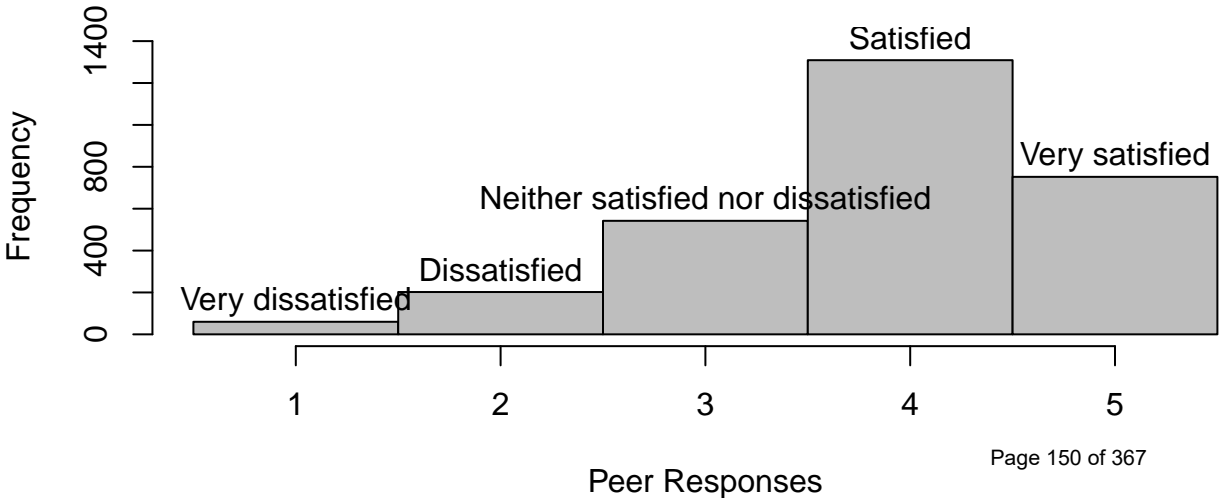
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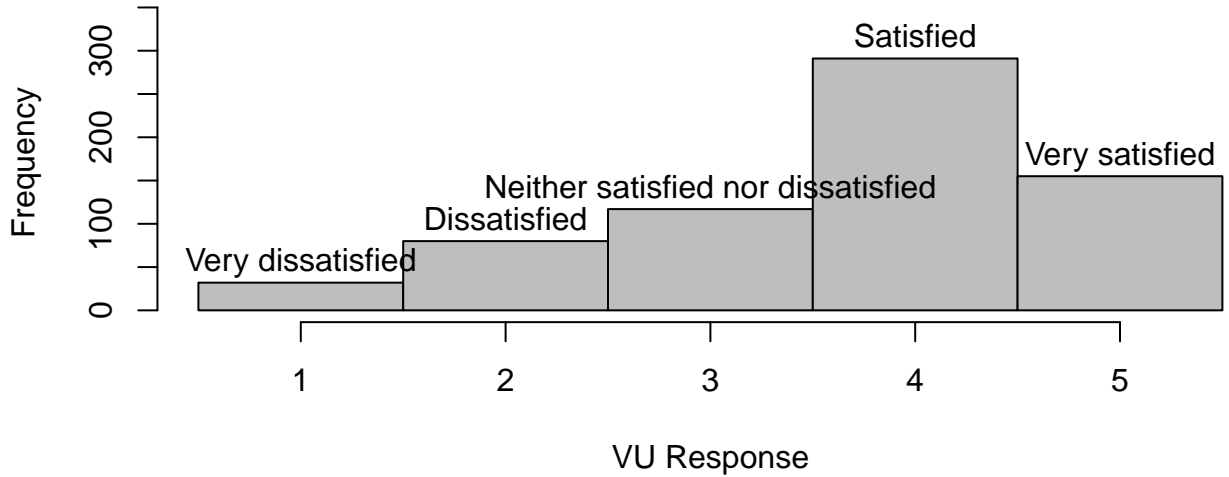
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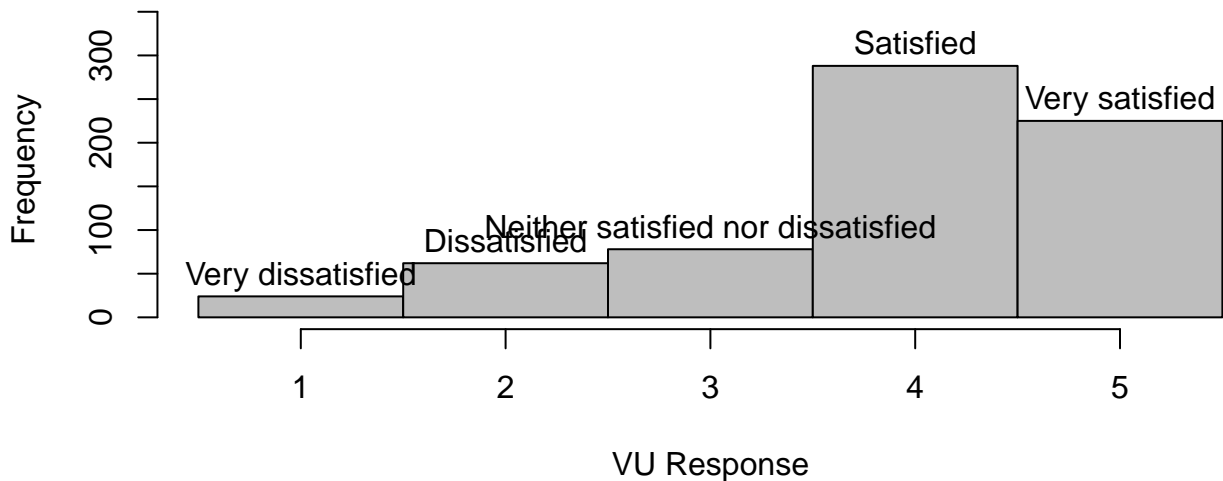
Intellectual vitality of tenured faculty in dept.



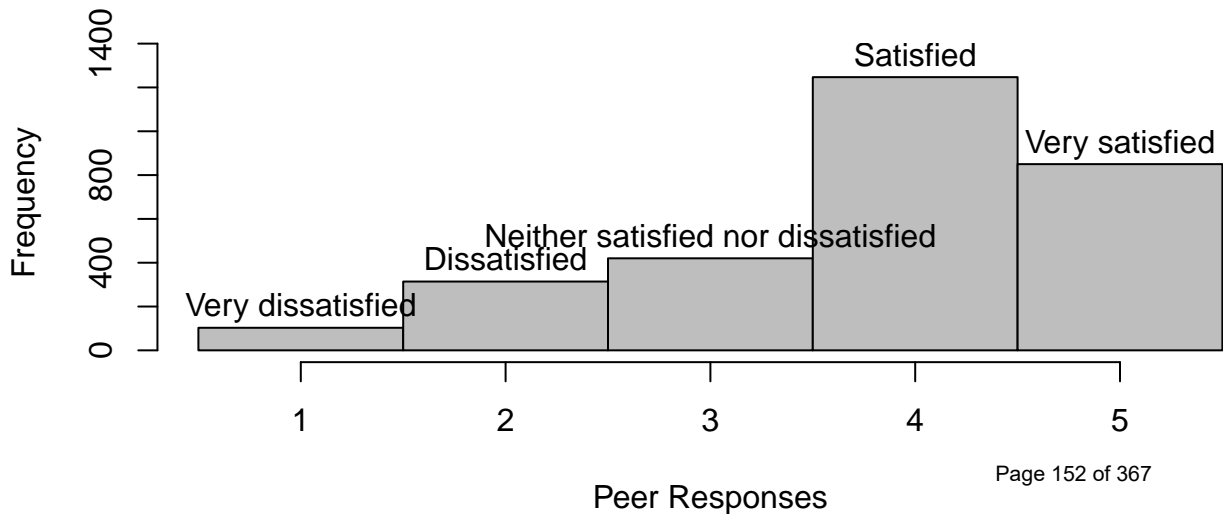
Intellectual vitality of tenured faculty in dept.



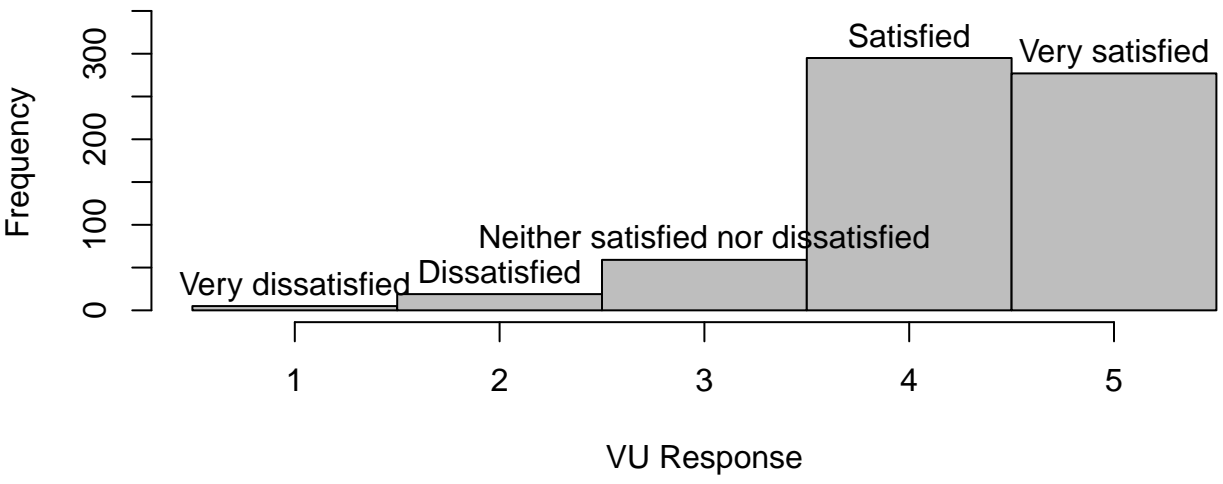
Intellectual vitality of pre-tenure faculty in dept.



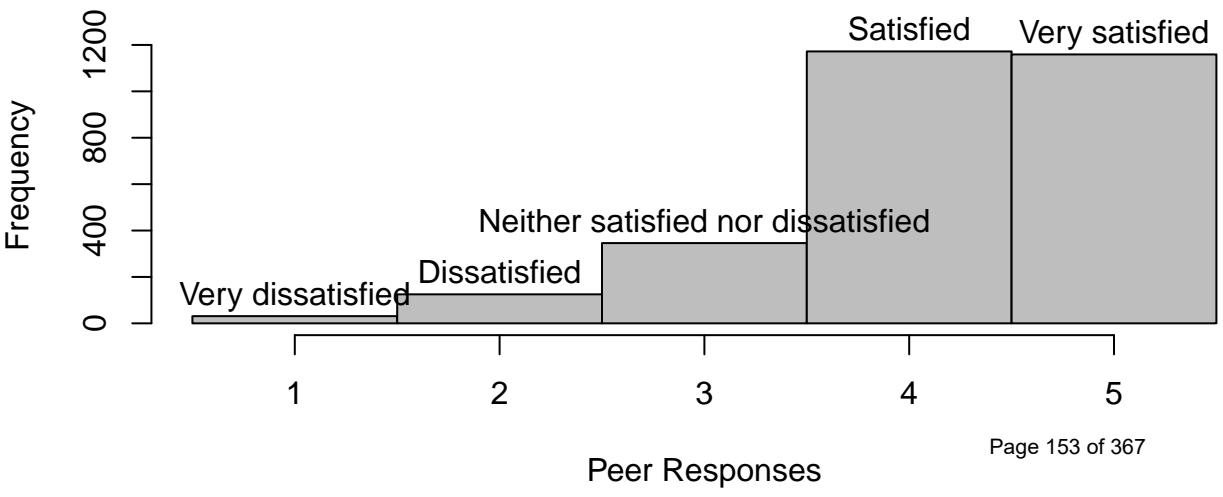
Intellectual vitality of pre-tenure faculty in dept.



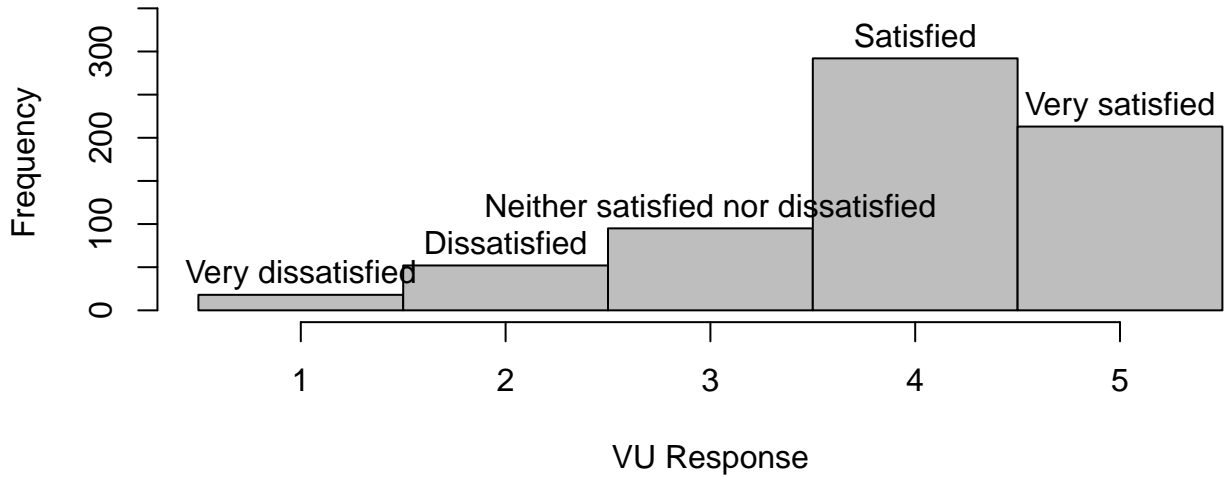
Scholarly productivity of tenured faculty in dept.



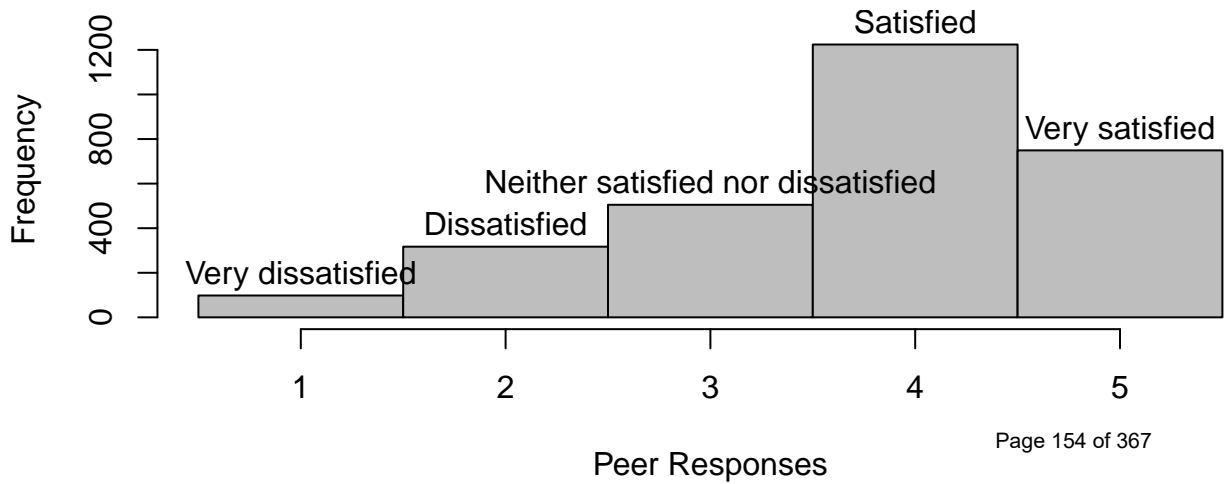
Scholarly productivity of tenured faculty in dept.



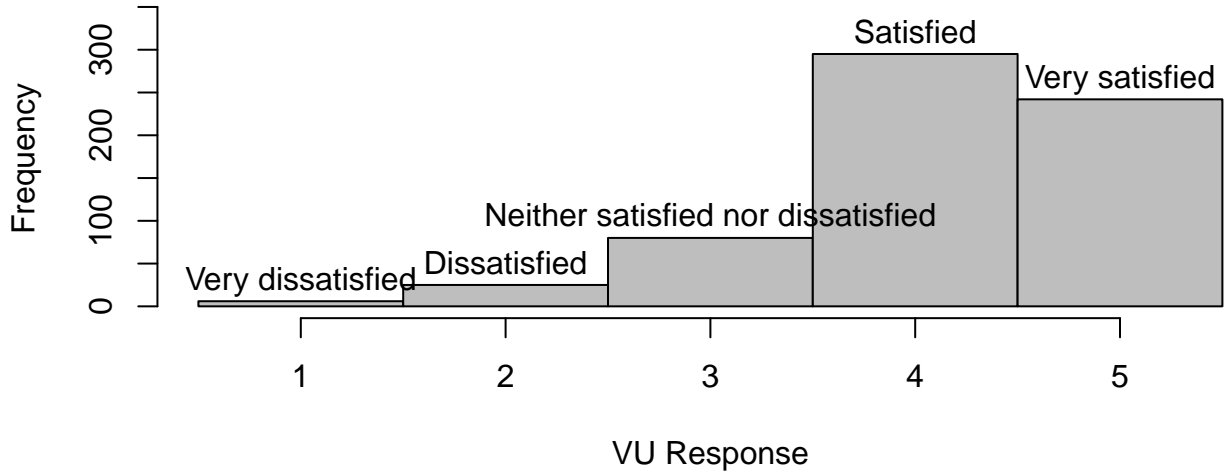
Scholarly productivity of pre-tenure faculty in dept.



Scholarly productivity of pre-tenure faculty in dept.



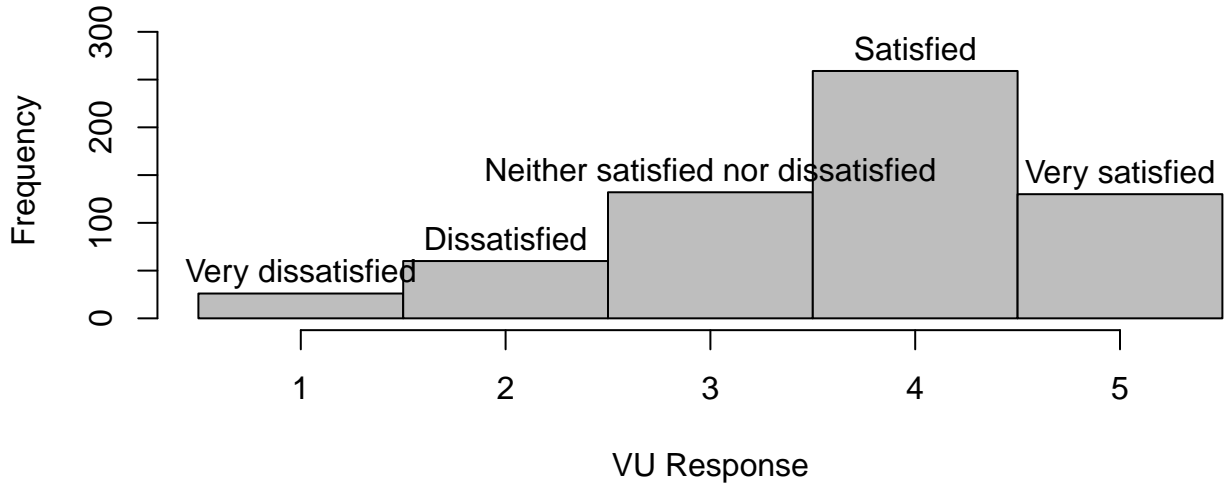
Teaching effectiveness of tenured faculty in dept.



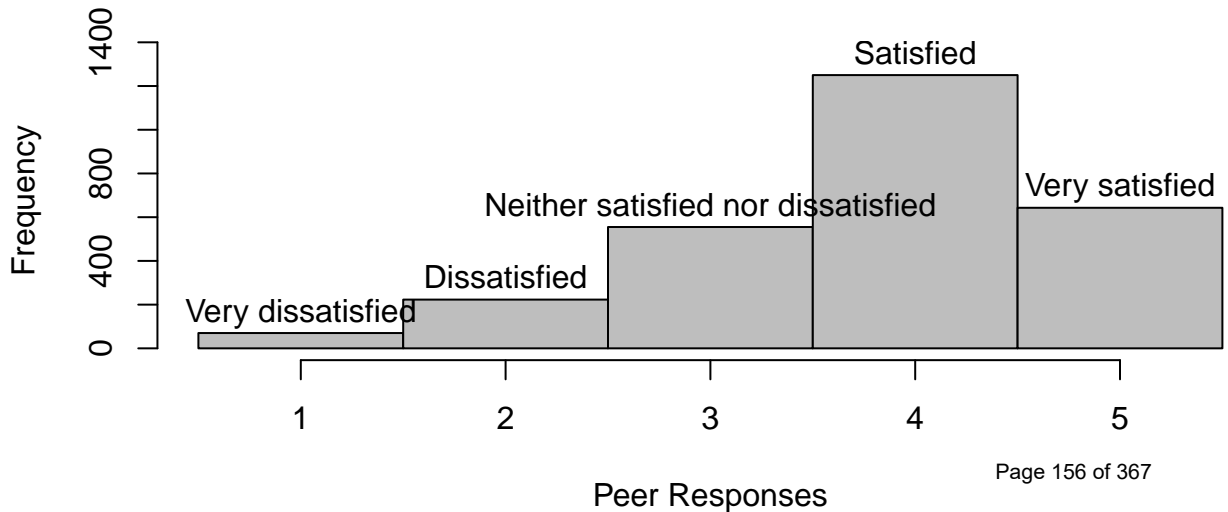
Teaching effectiveness of tenured faculty in dept.



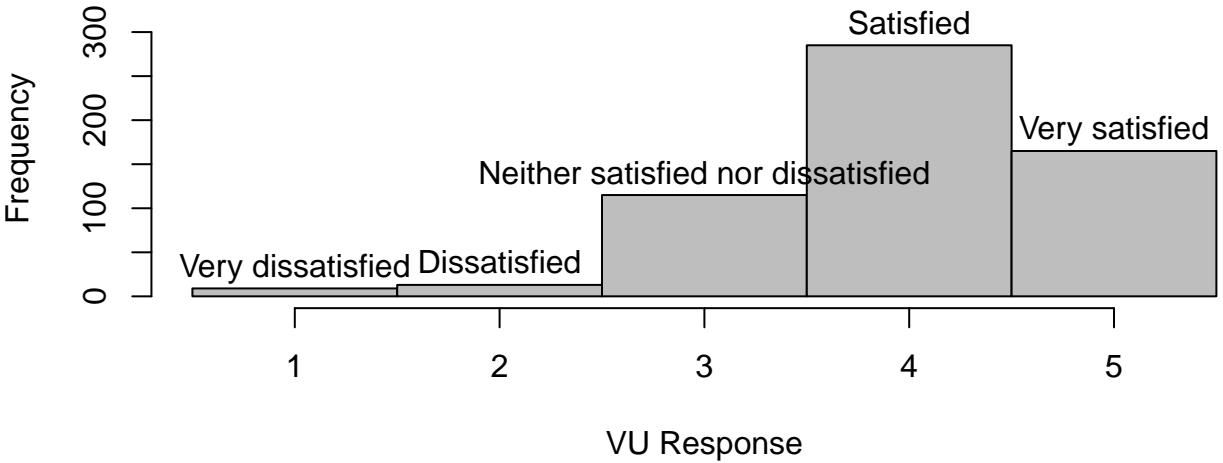
Teaching effectiveness of pre-tenure faculty in dept.



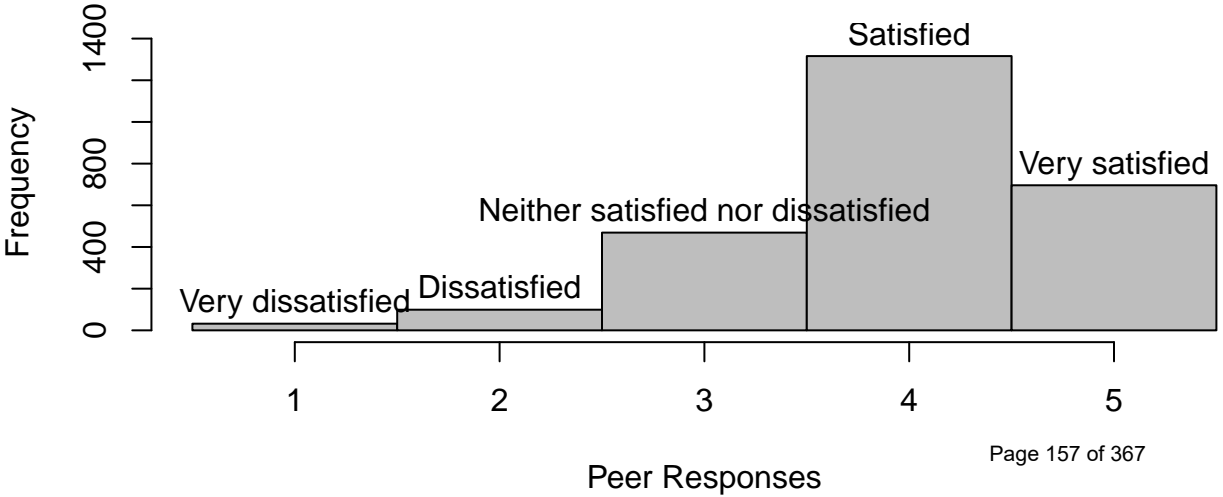
Teaching effectiveness of pre-tenure faculty in dept.



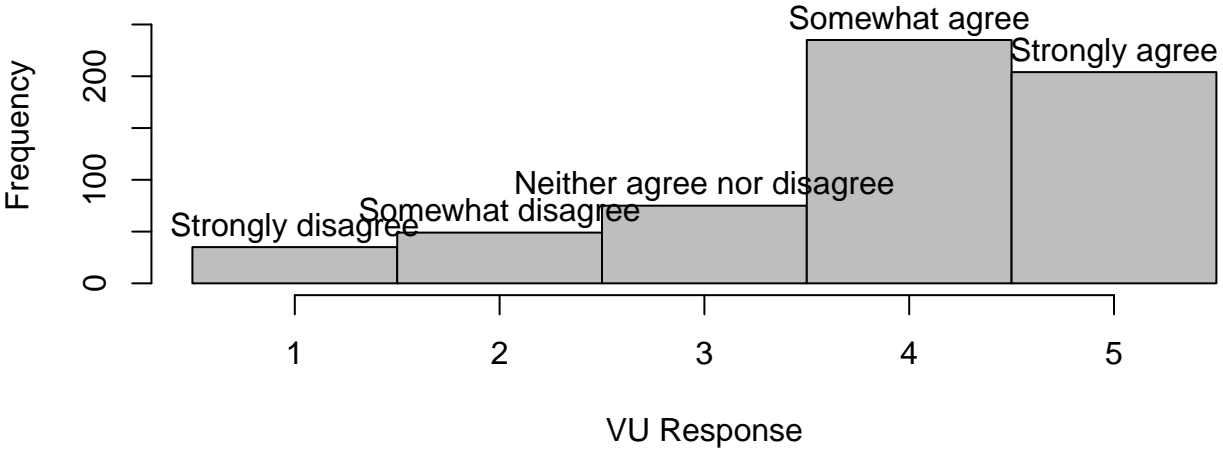
Dept. successful recruiting high-quality faculty



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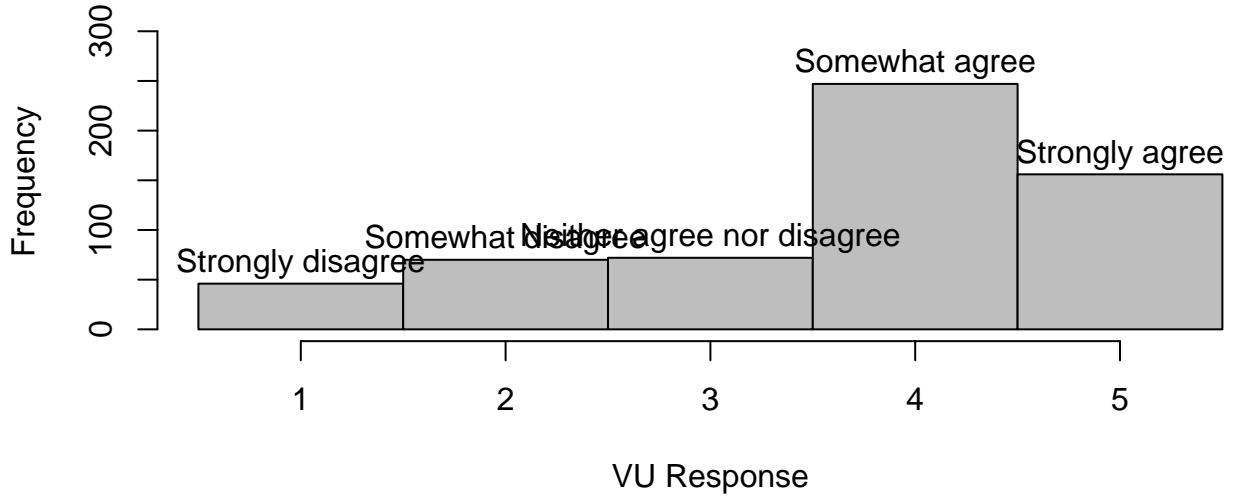
Dept. successful retaining high-quality faculty



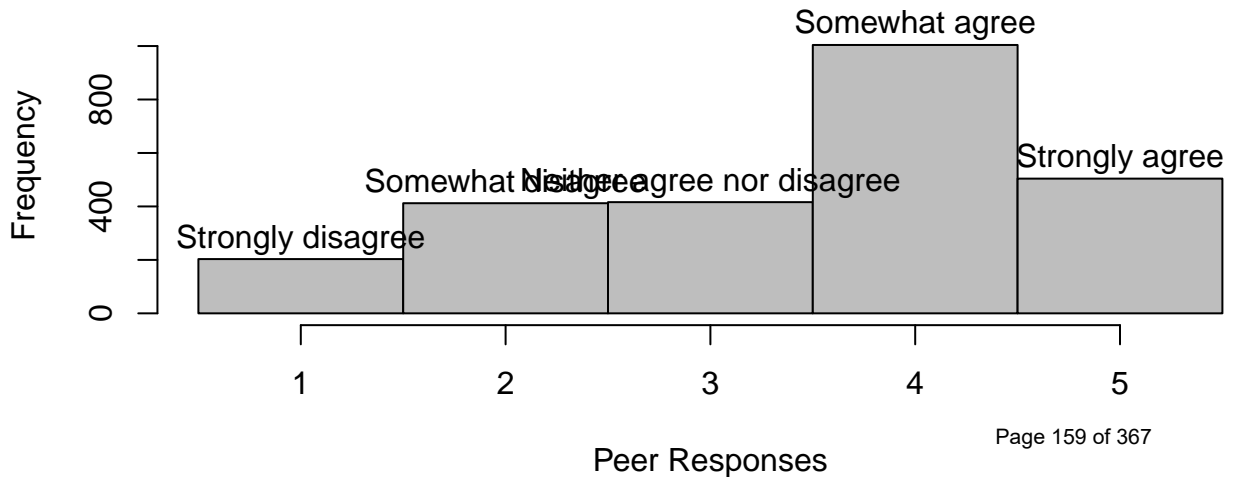
Dept. successful retaining high-quality faculty



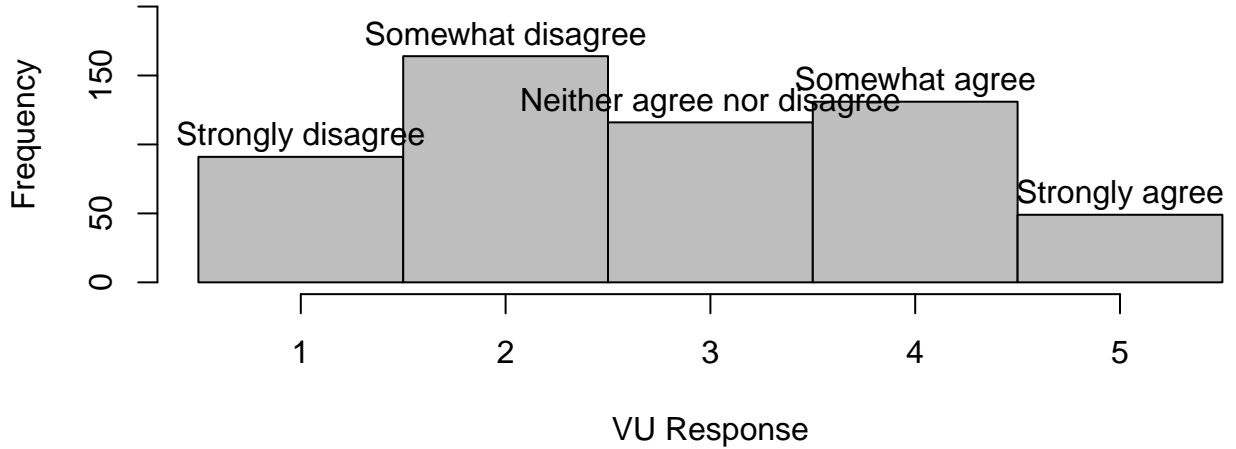
Dept. addresses sub-standard tenured faculty performance



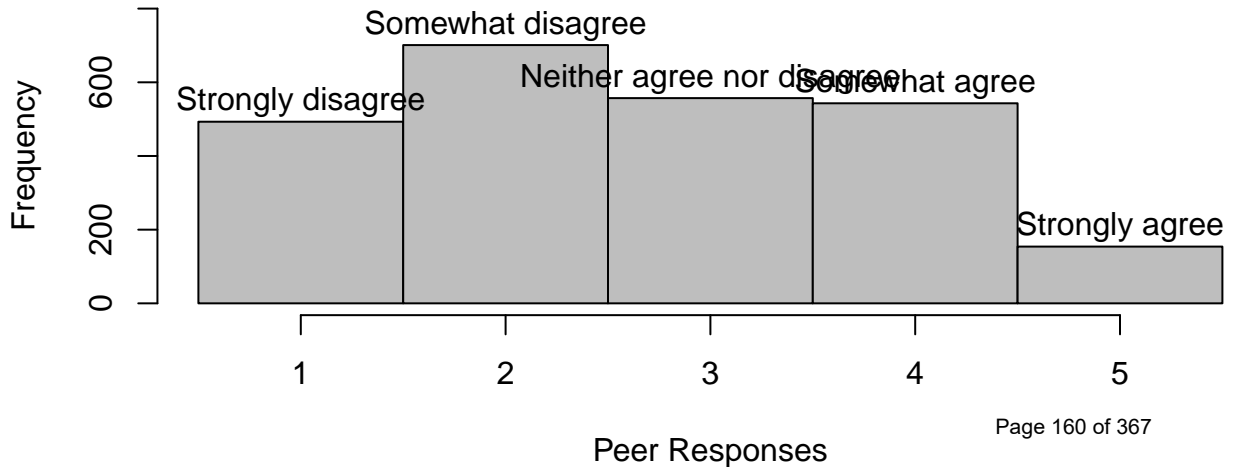
Dept. addresses sub-standard tenured faculty performance



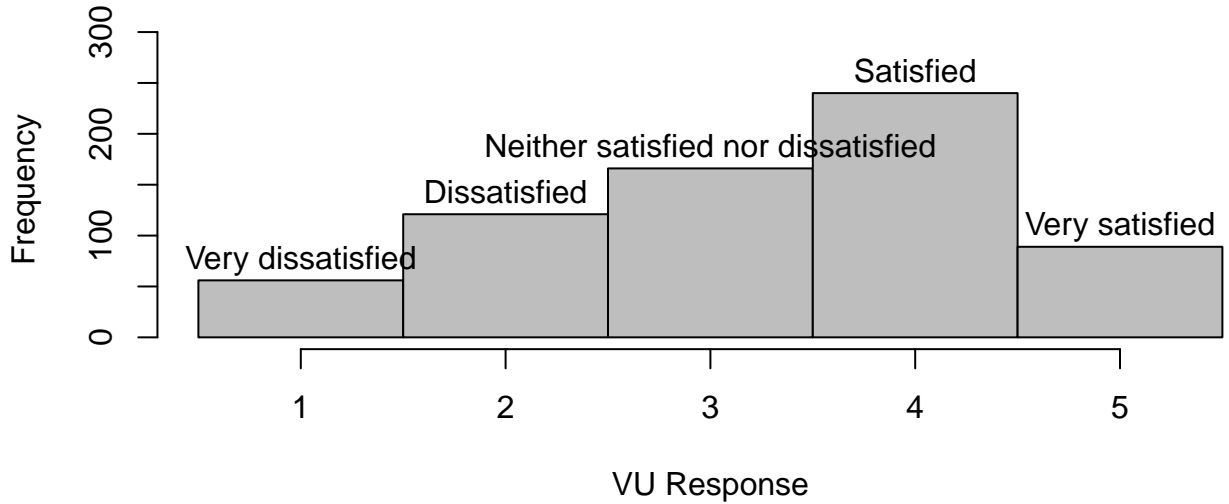
Recognition: For teaching



Recognition: For teaching



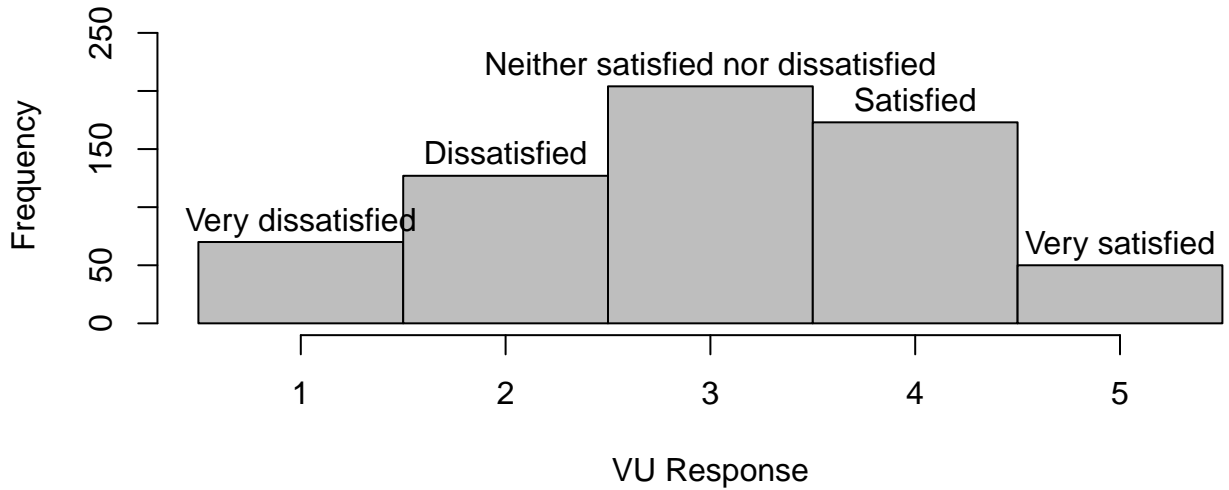
Recognition: For advising



Recognition: For advising



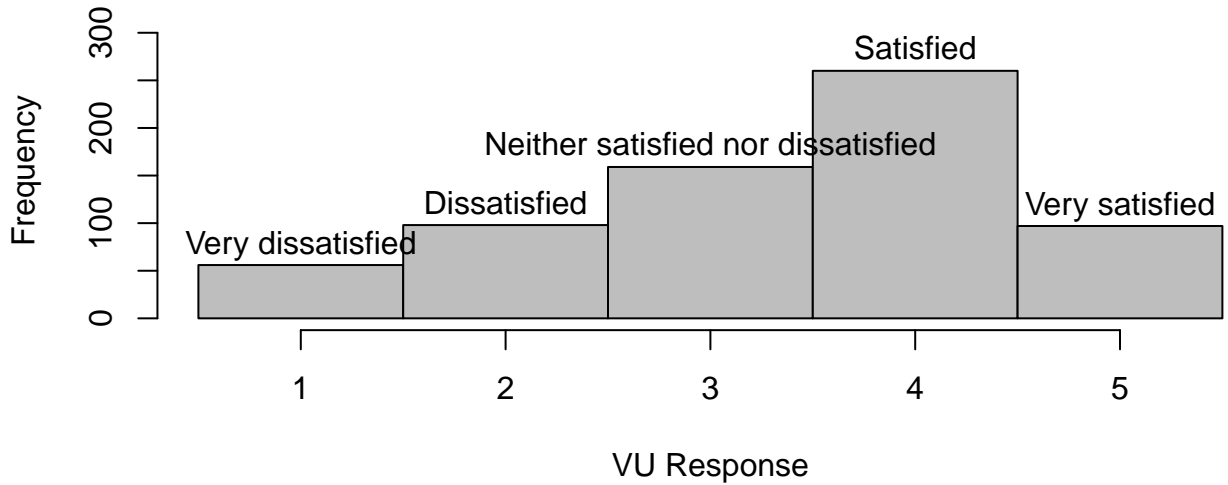
Recognition: For scholarship



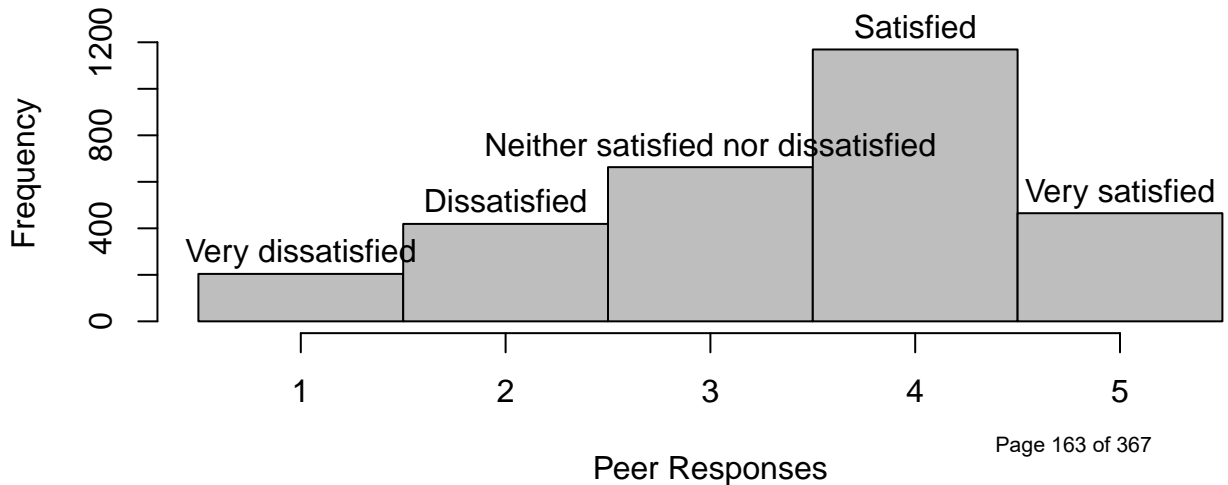
Recognition: For scholarship



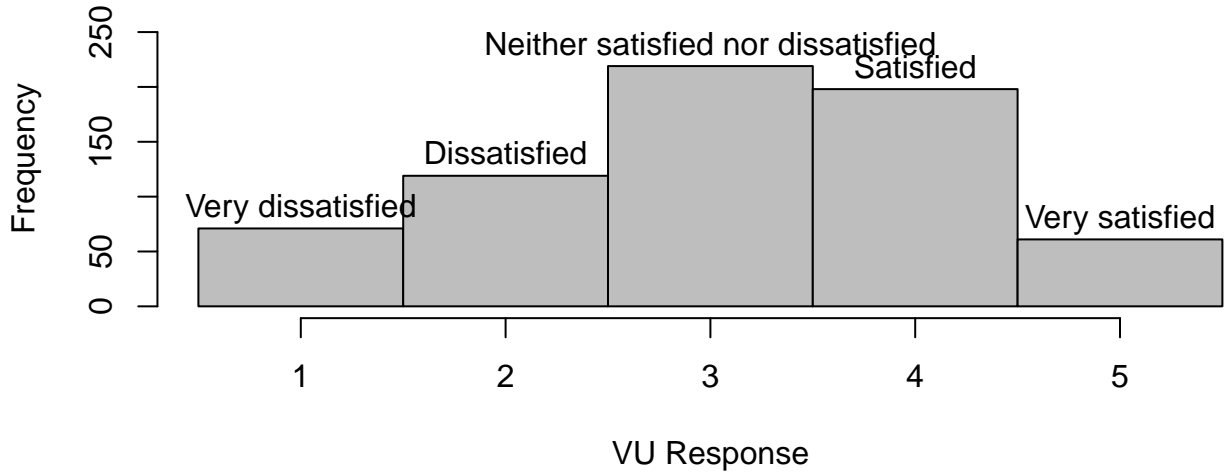
Recognition: For service



Recognition: For service



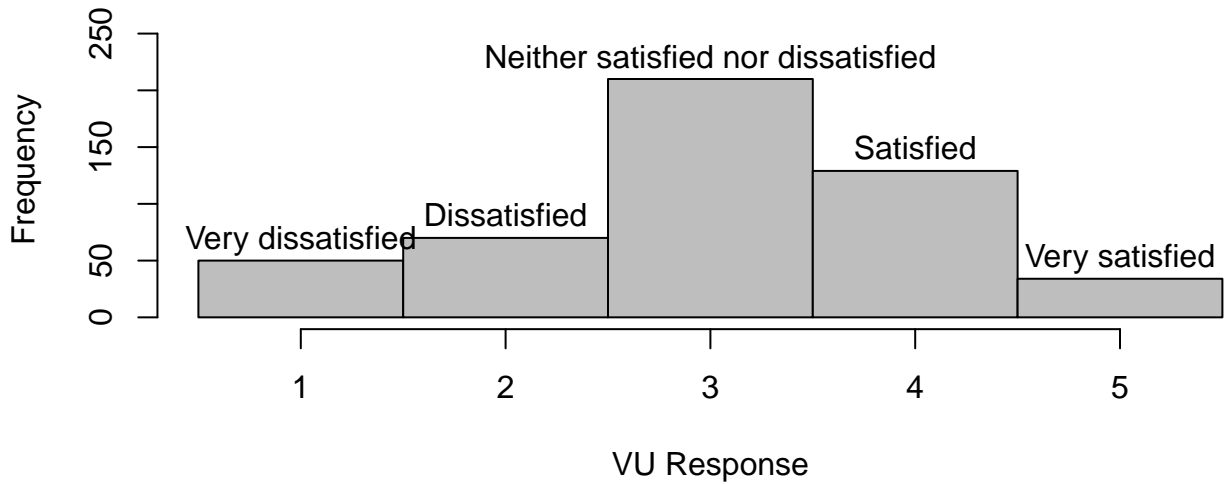
Recognition: For outreach



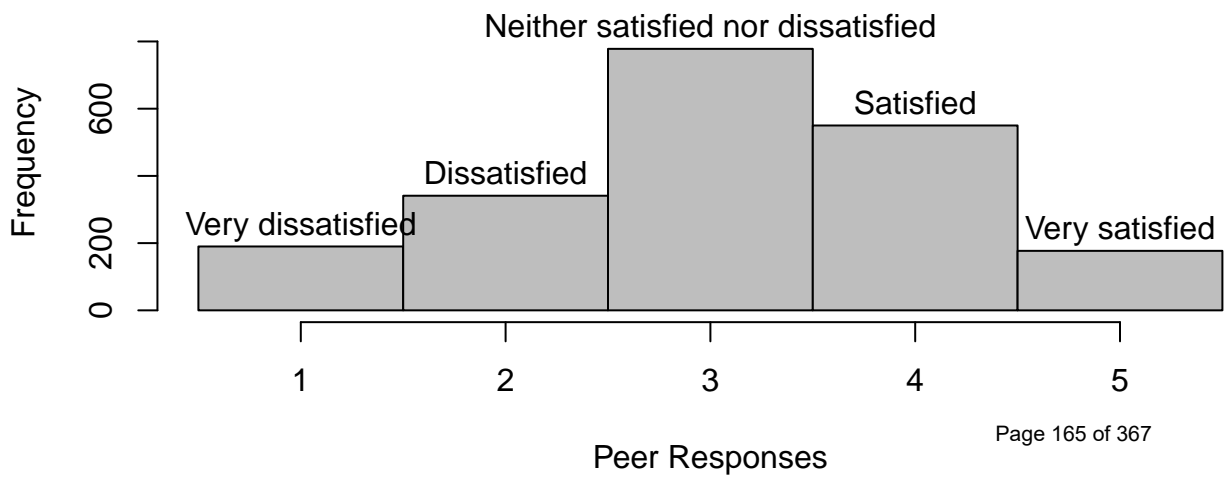
Recognition: For outreach



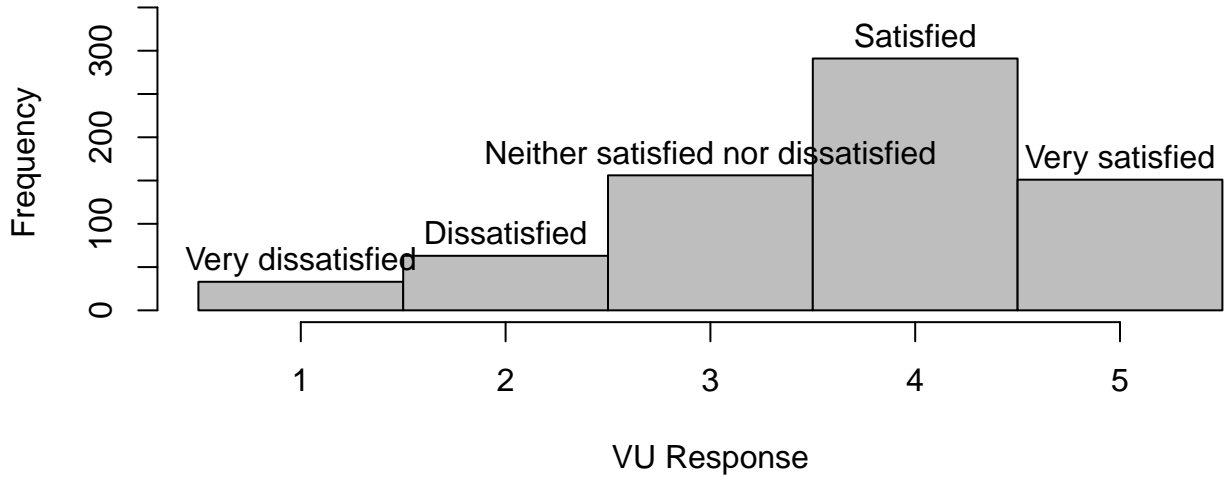
Recognition: From dept. colleagues



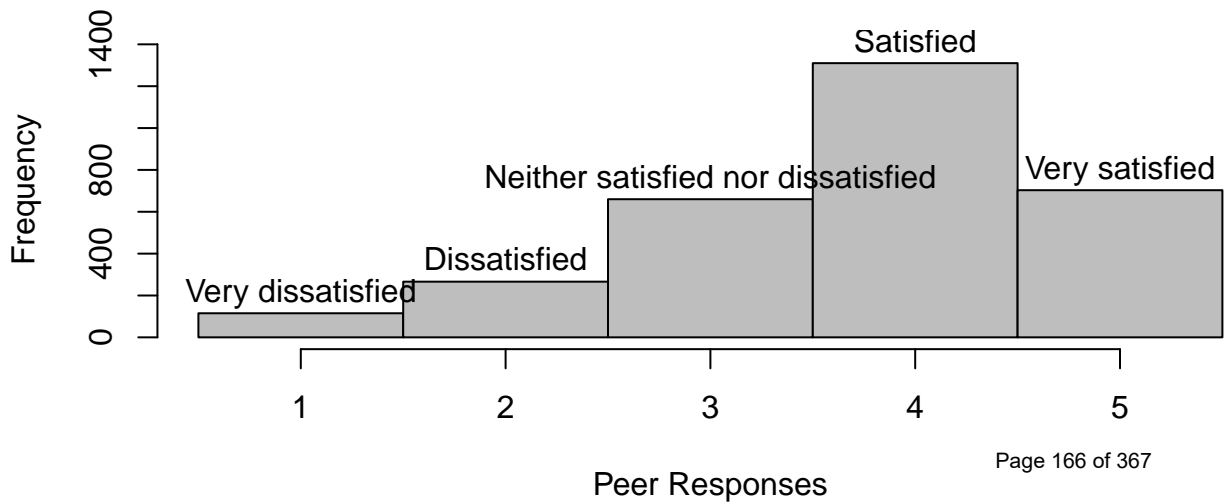
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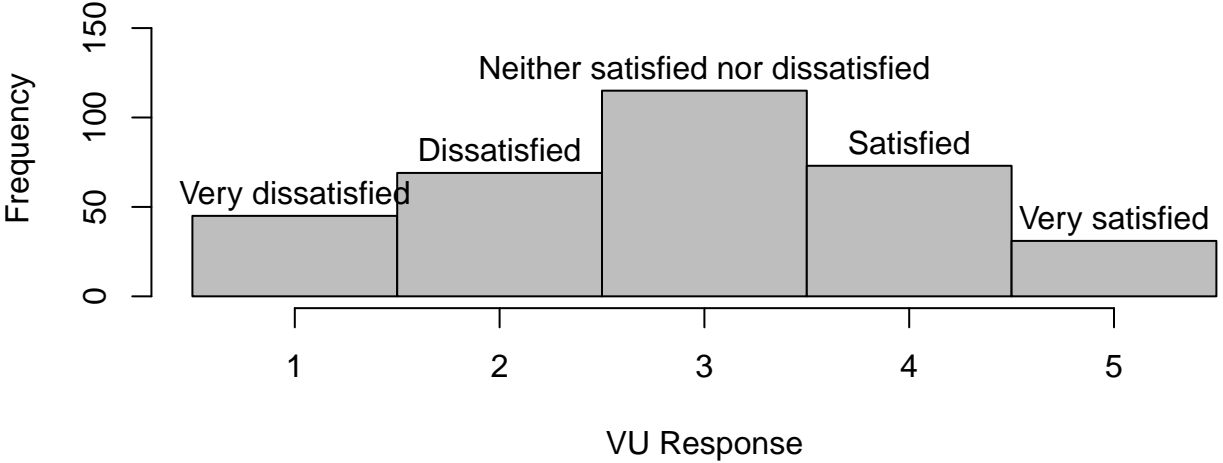
Recognition: From Provost



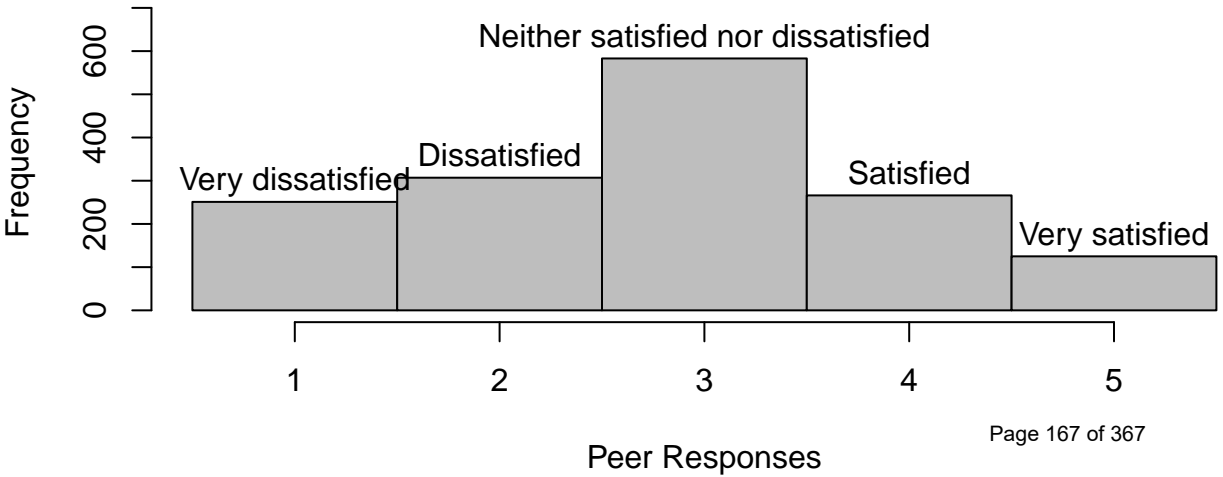
Recognition: From Provost



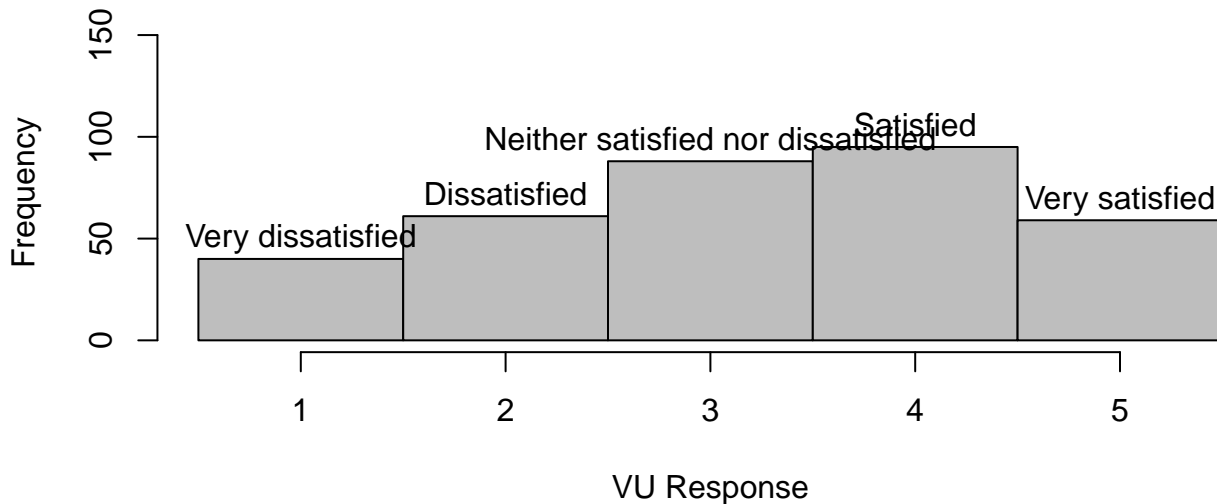
Recognition: From Dean



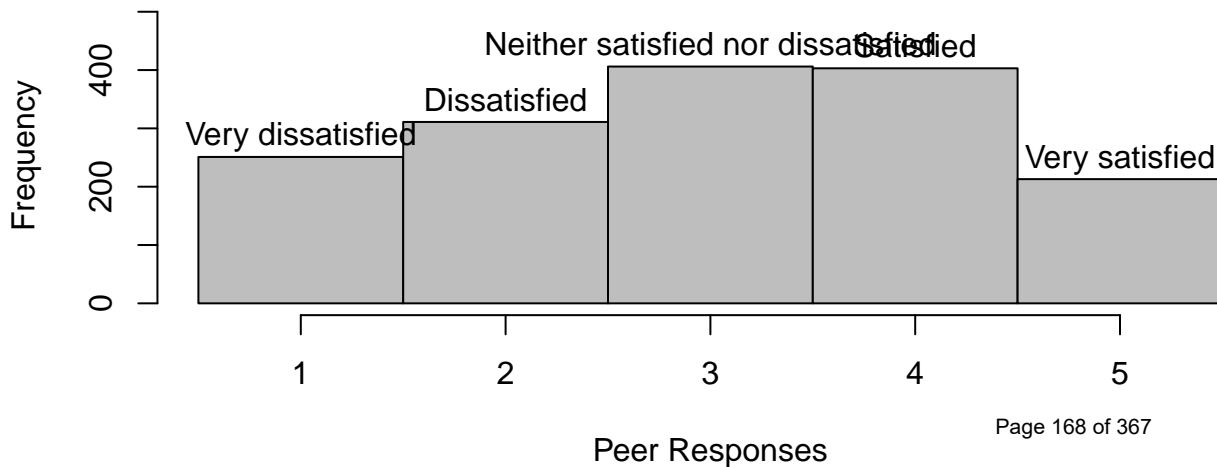
Recognition: From Dean



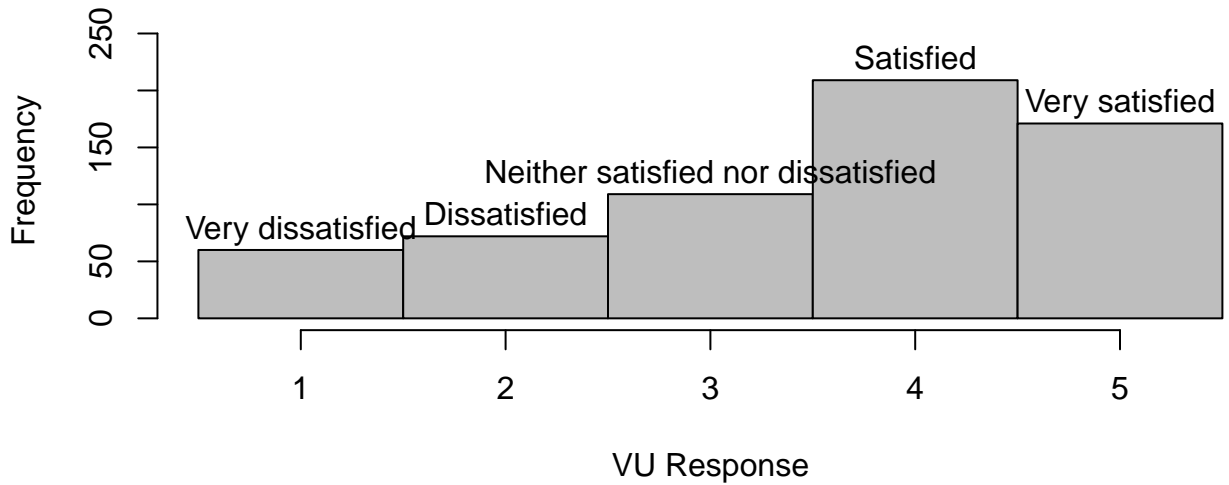
Recognition: From Head/Chair



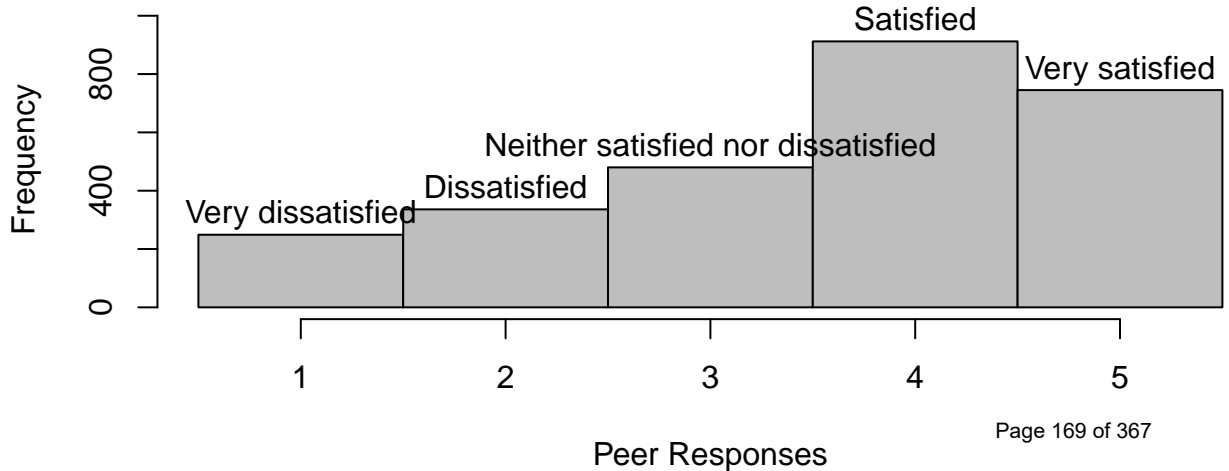
Recognition: From Head/Chair



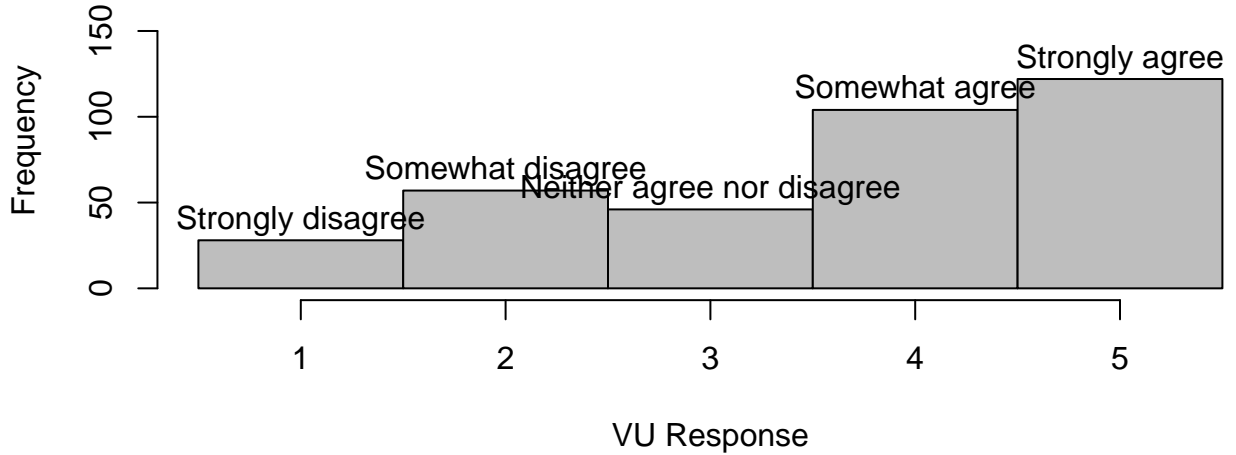
School/college is valued by Chancellor and Provost



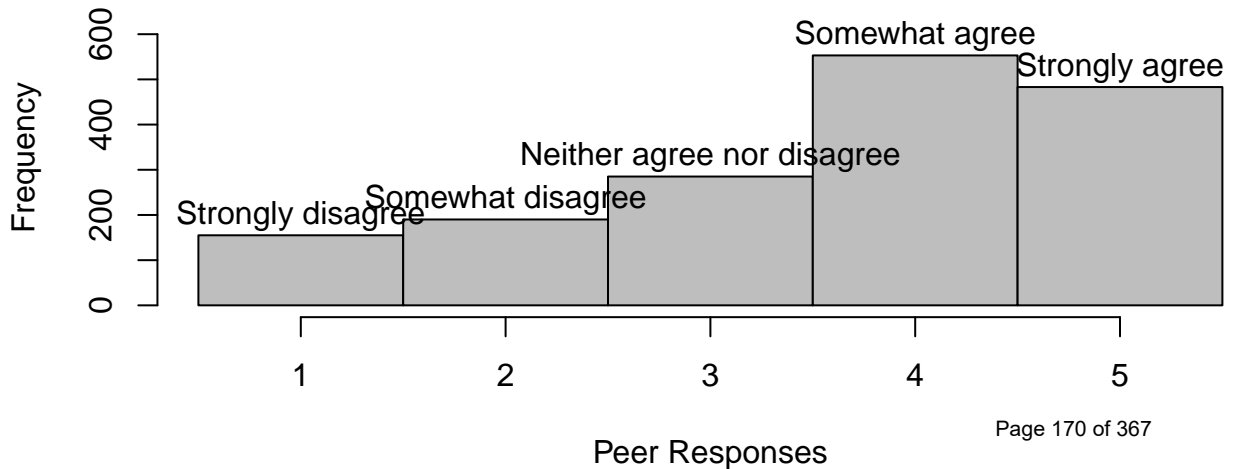
School/college is valued by Chancellor and Provost



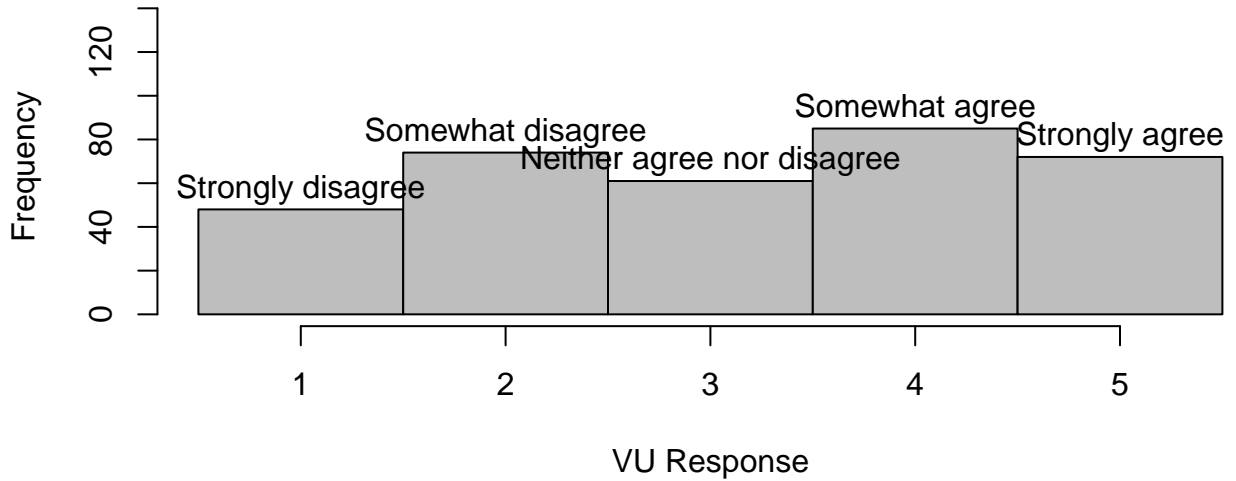
Dept. is valued by Chancellor and Provost



Dept. is valued by Chancellor and Provost



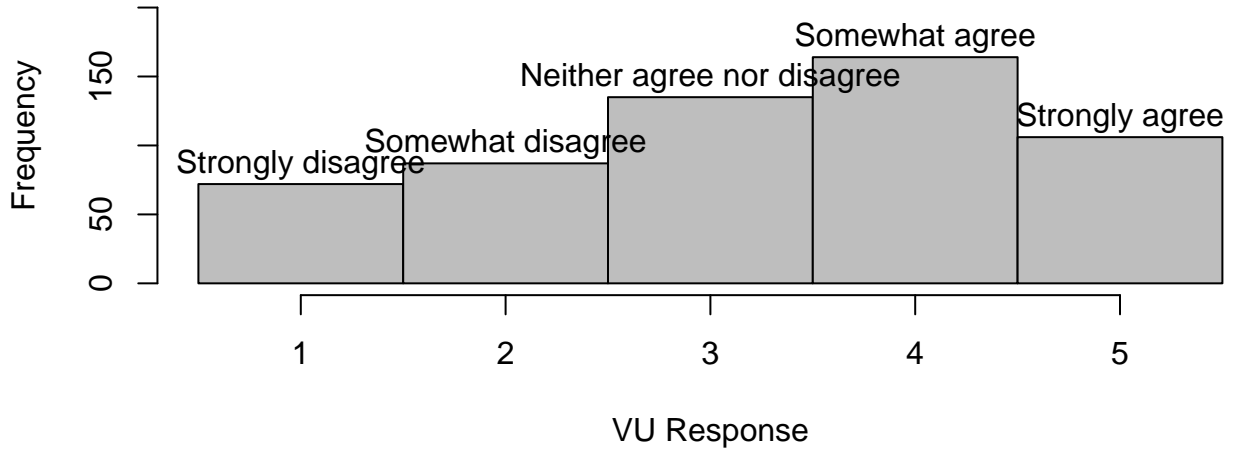
Provost cares about quality of life for faculty at my rank



Provost cares about quality of life for faculty at my rank



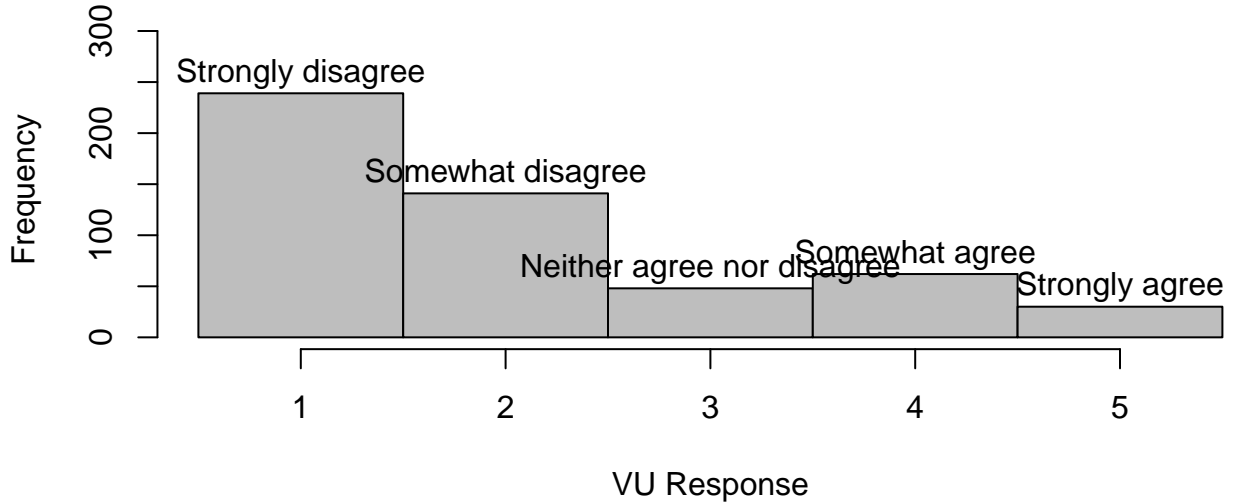
Outside offers unnecessary for compensation negotiations



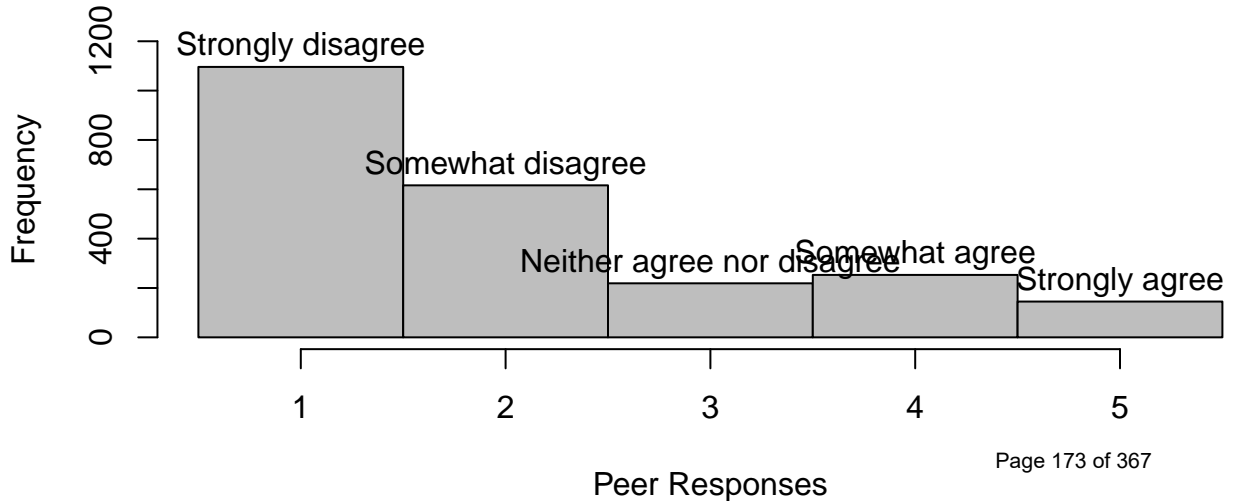
Outside offers unnecessary for compensation negotiations



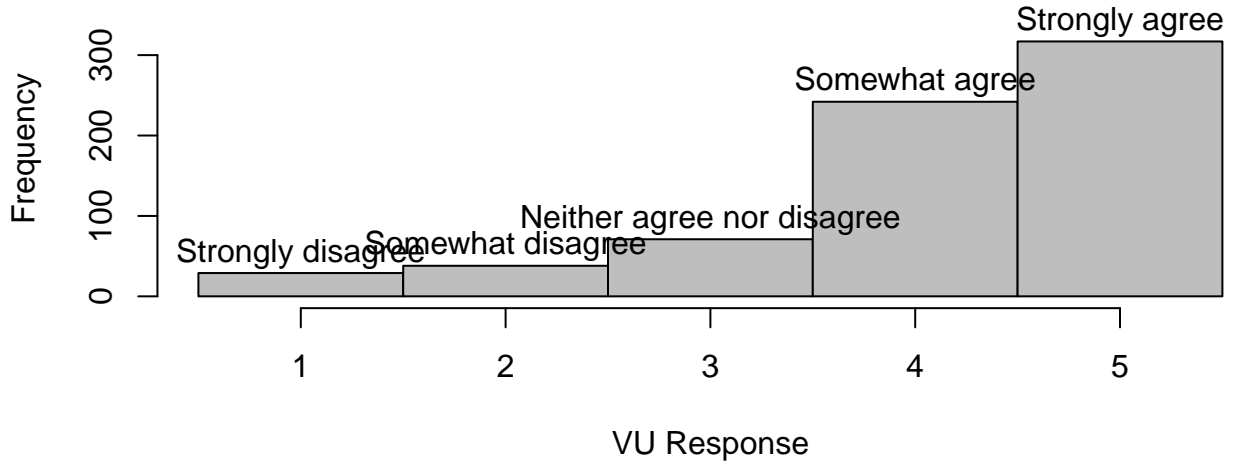
Visible leadership support and promotion of diversity



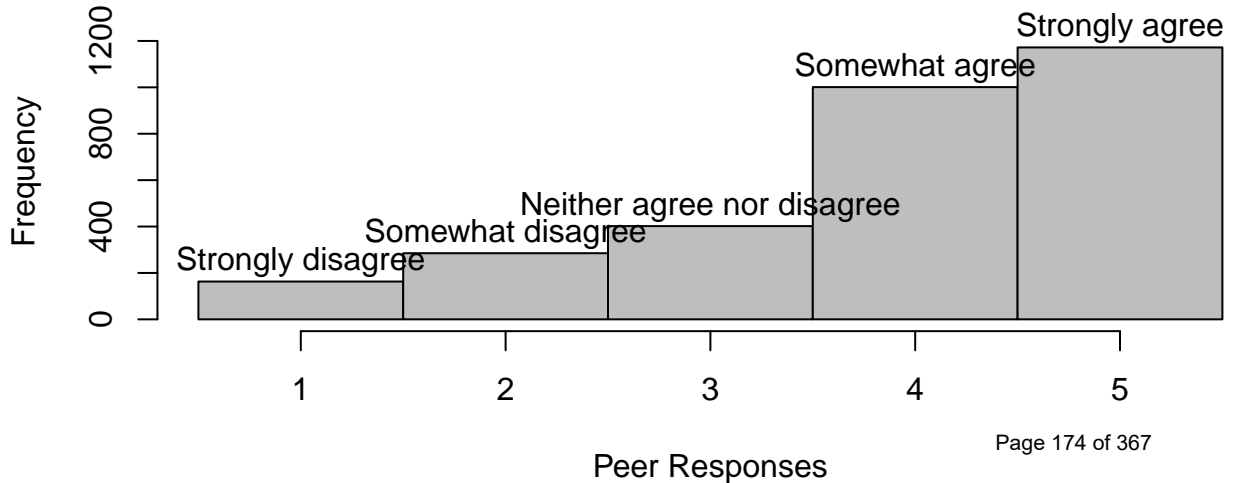
Visible leadership support and promotion of diversity



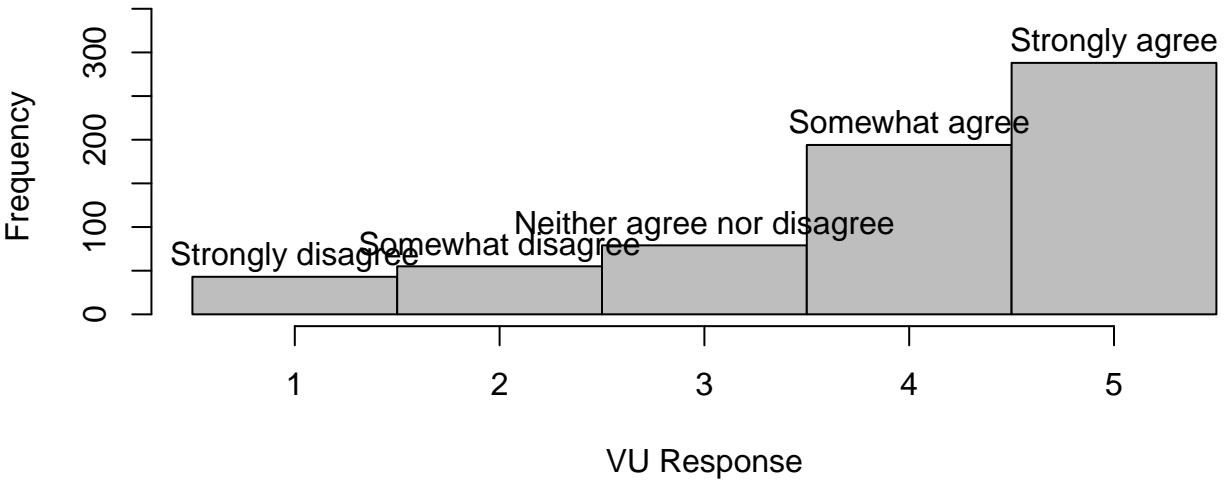
I would still choose VU



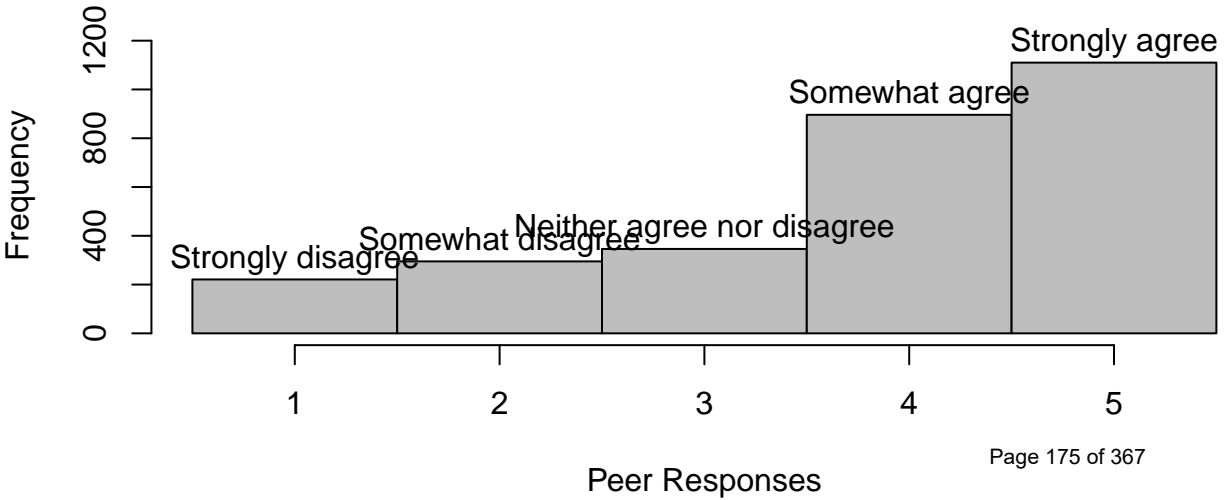
I would still choose VU



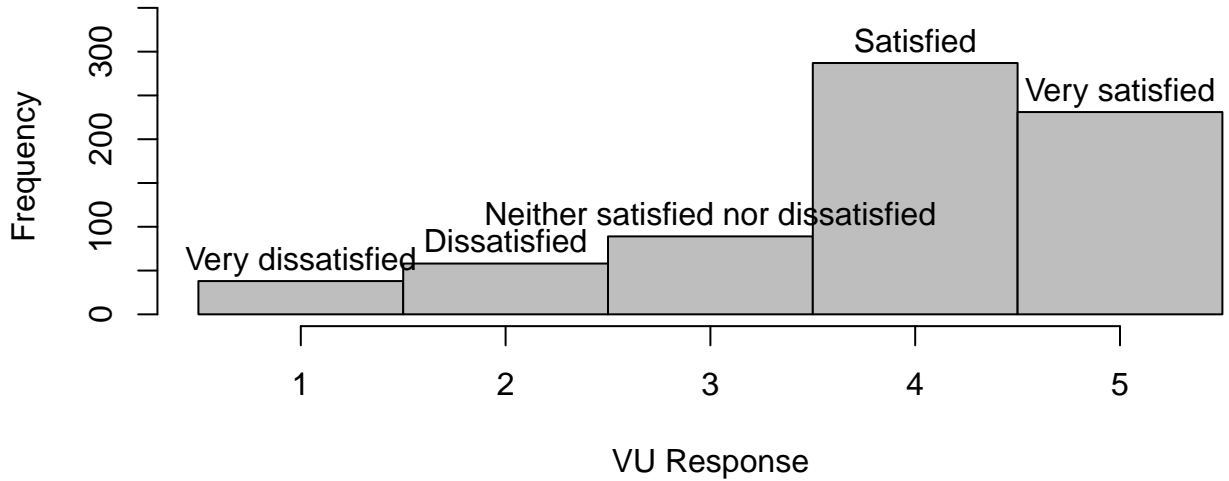
Dept. as place to work



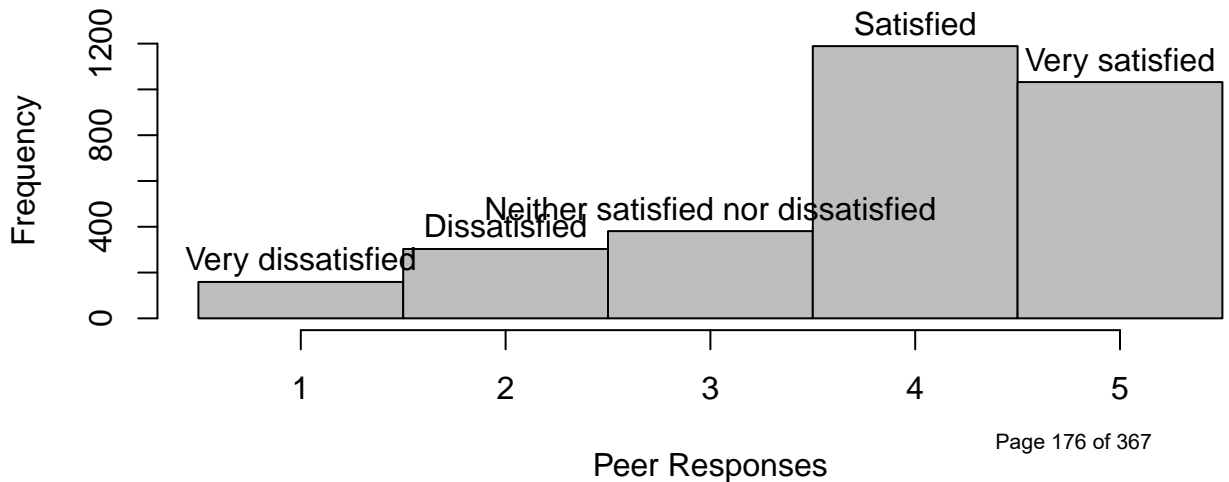
Dept. as place to work



VU as a place to work

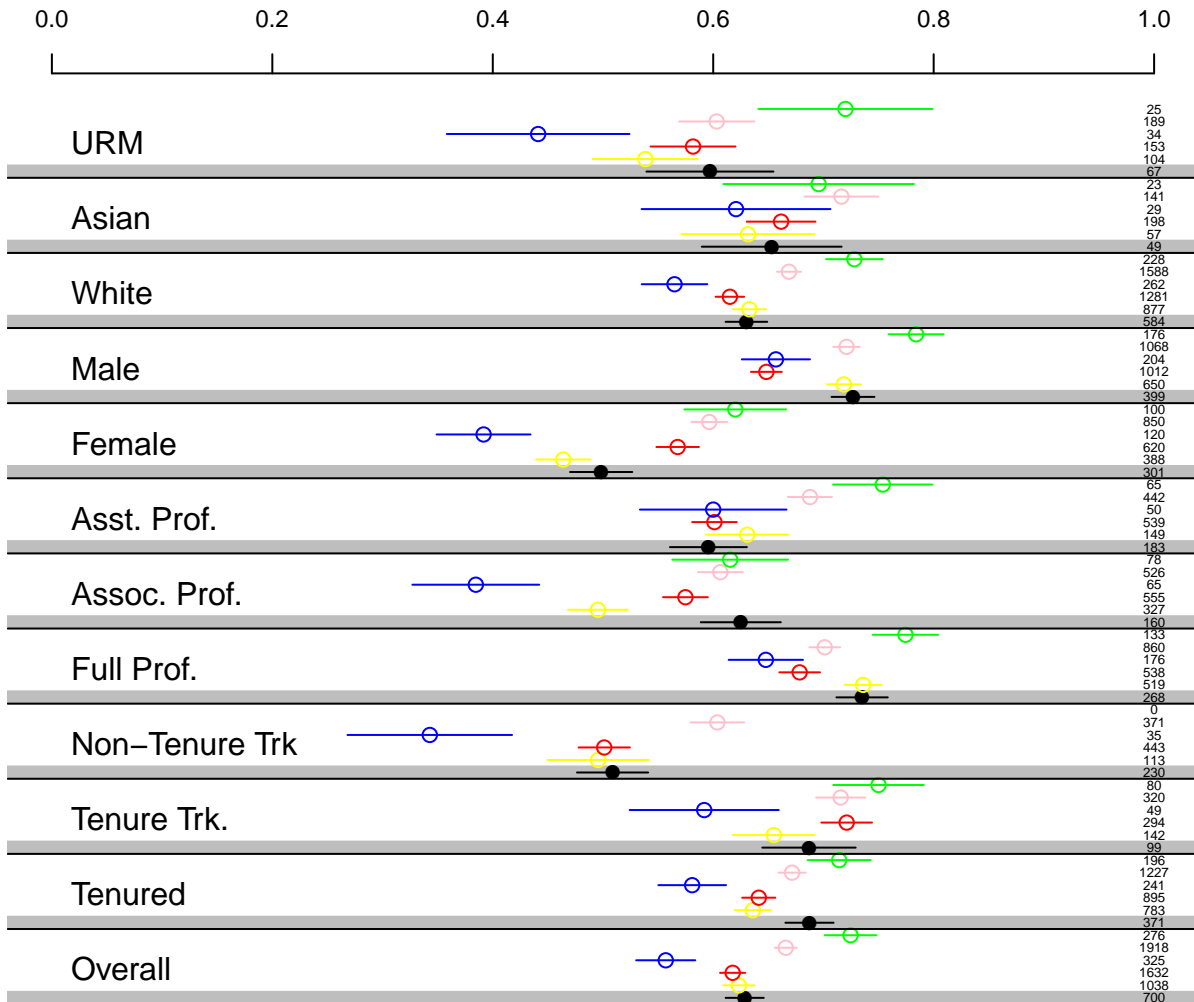


VU as a place to work

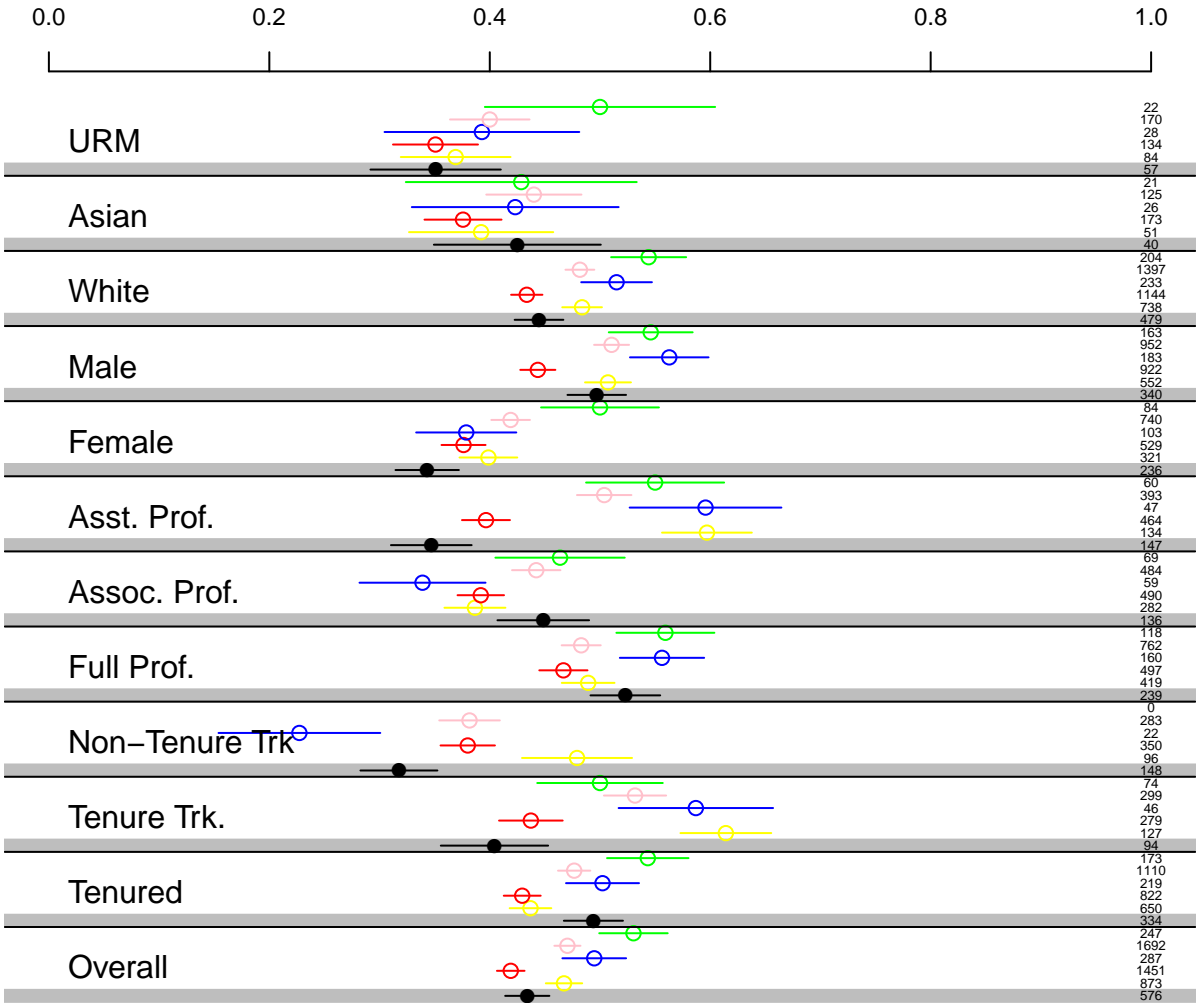


Levels of Satisfaction by Faculty Subgroup

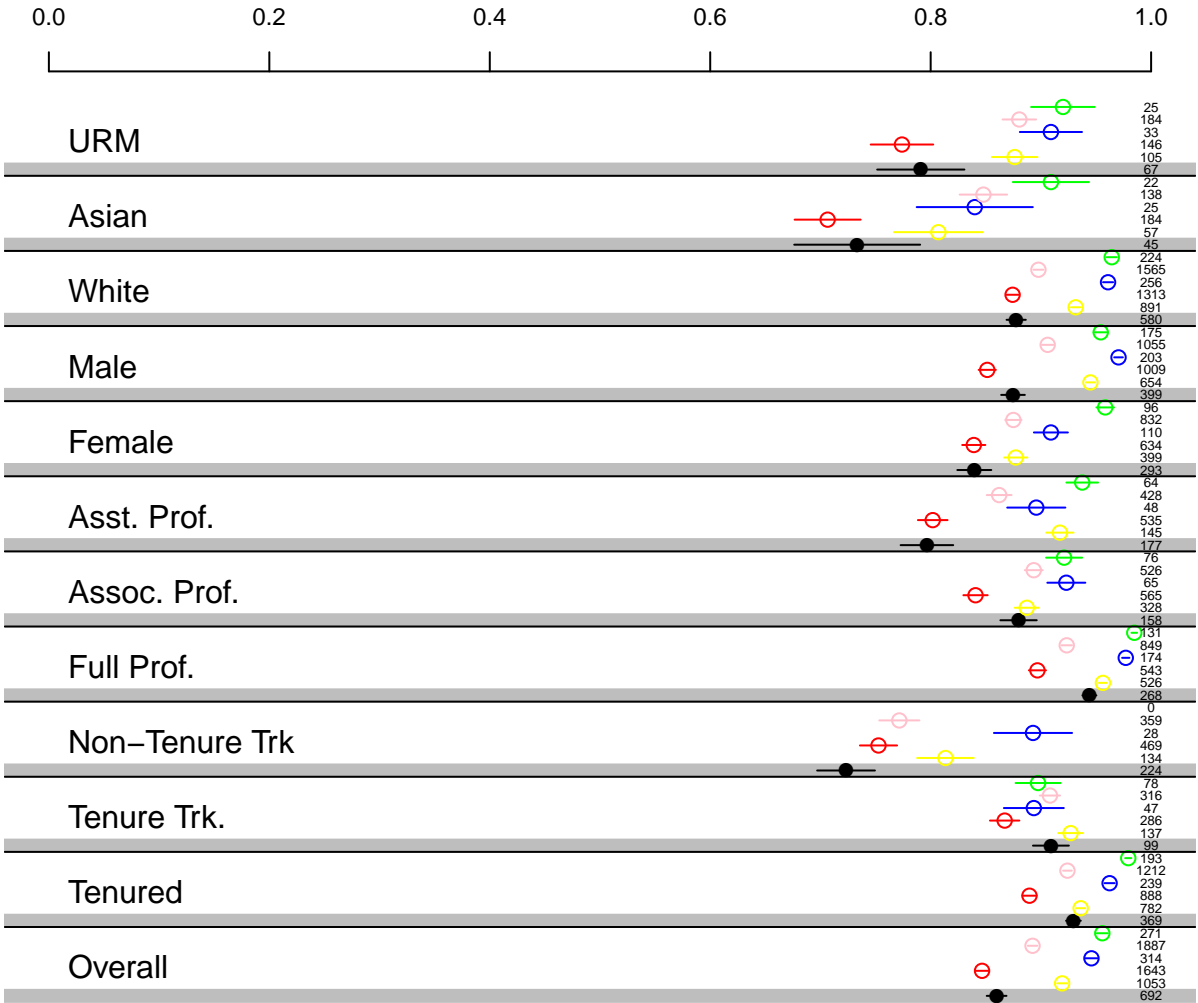
Time spent on research



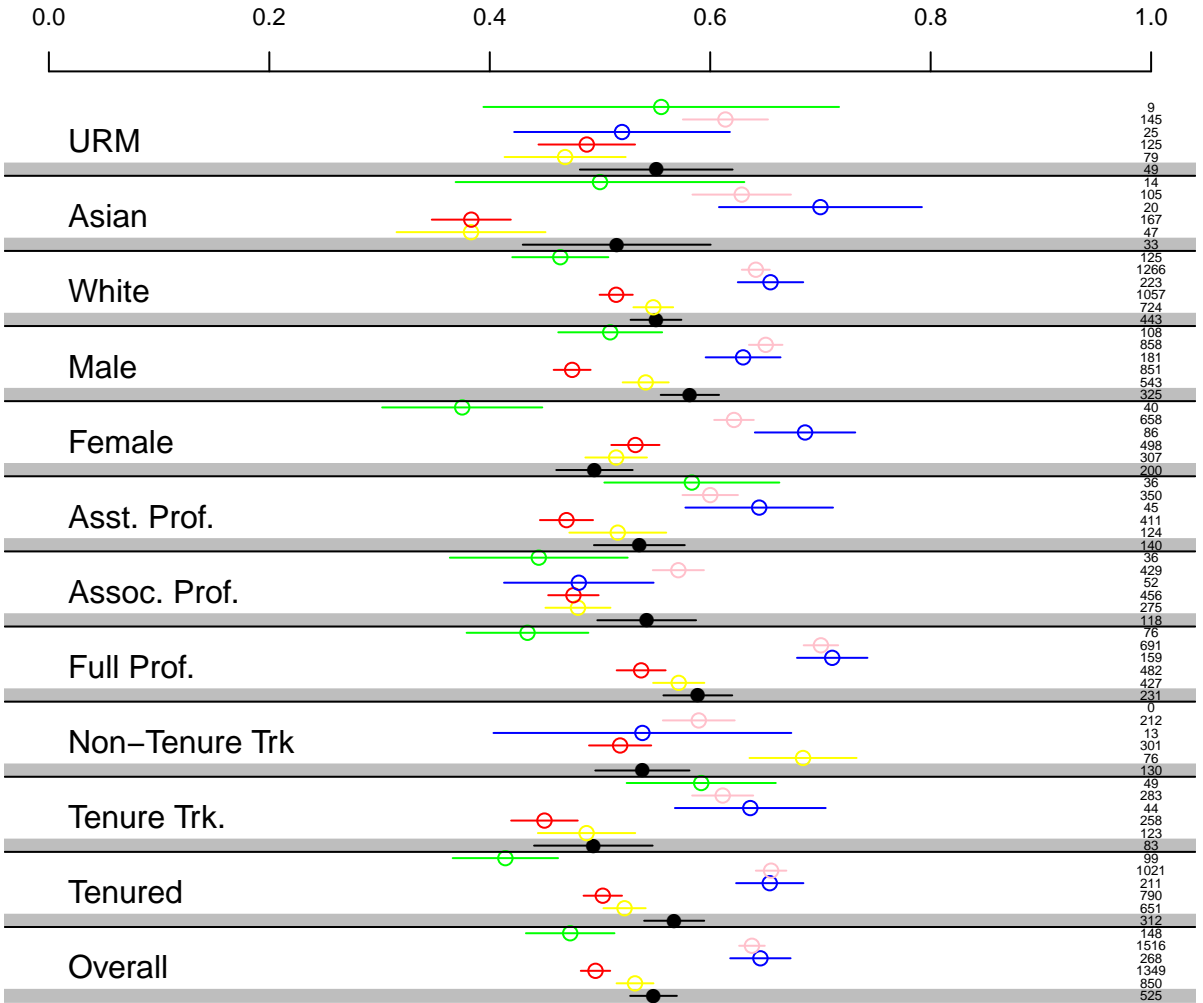
Expectations for finding external funding



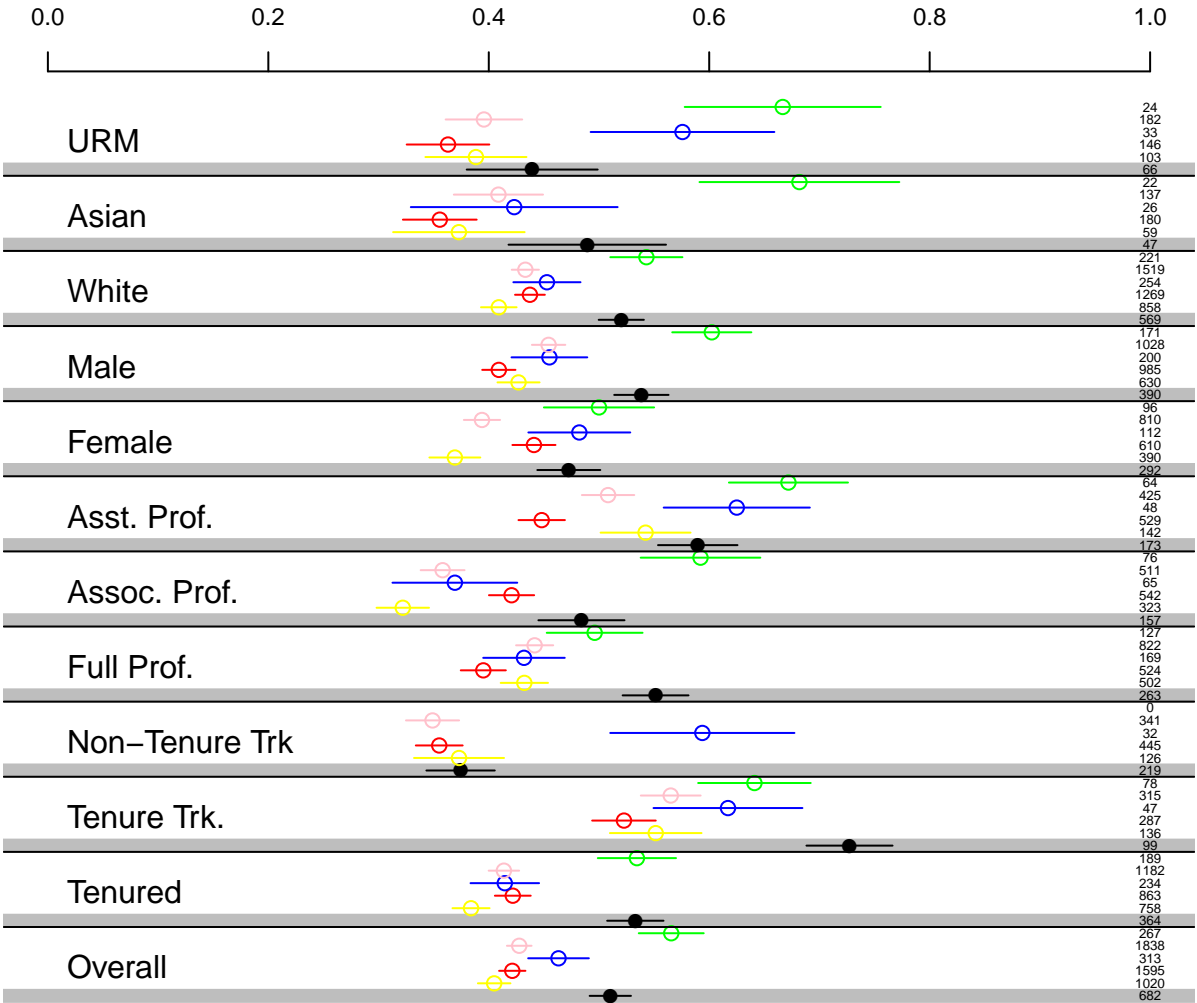
Influence over focus of research



Quality of grad students to support research

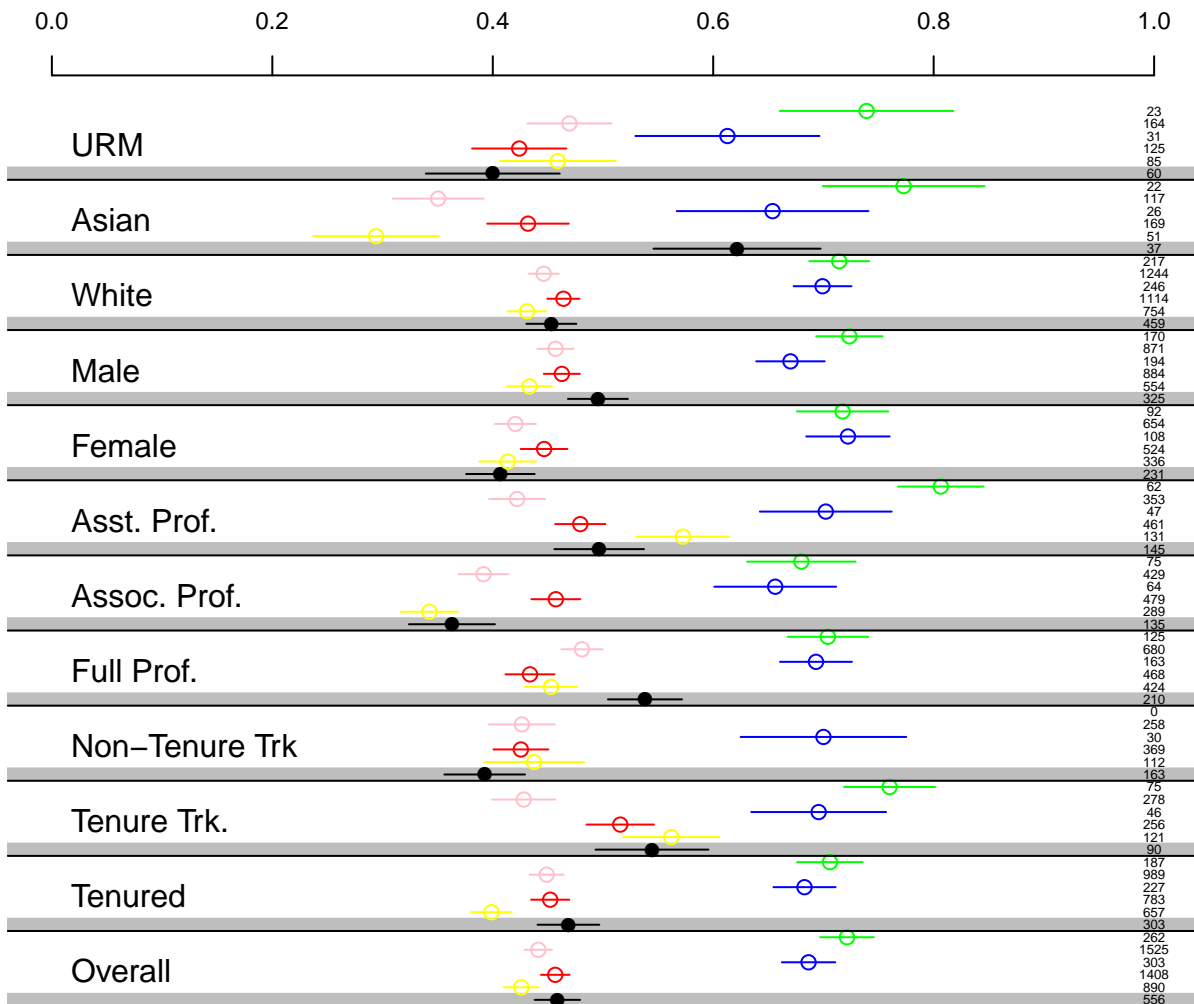


Support for research

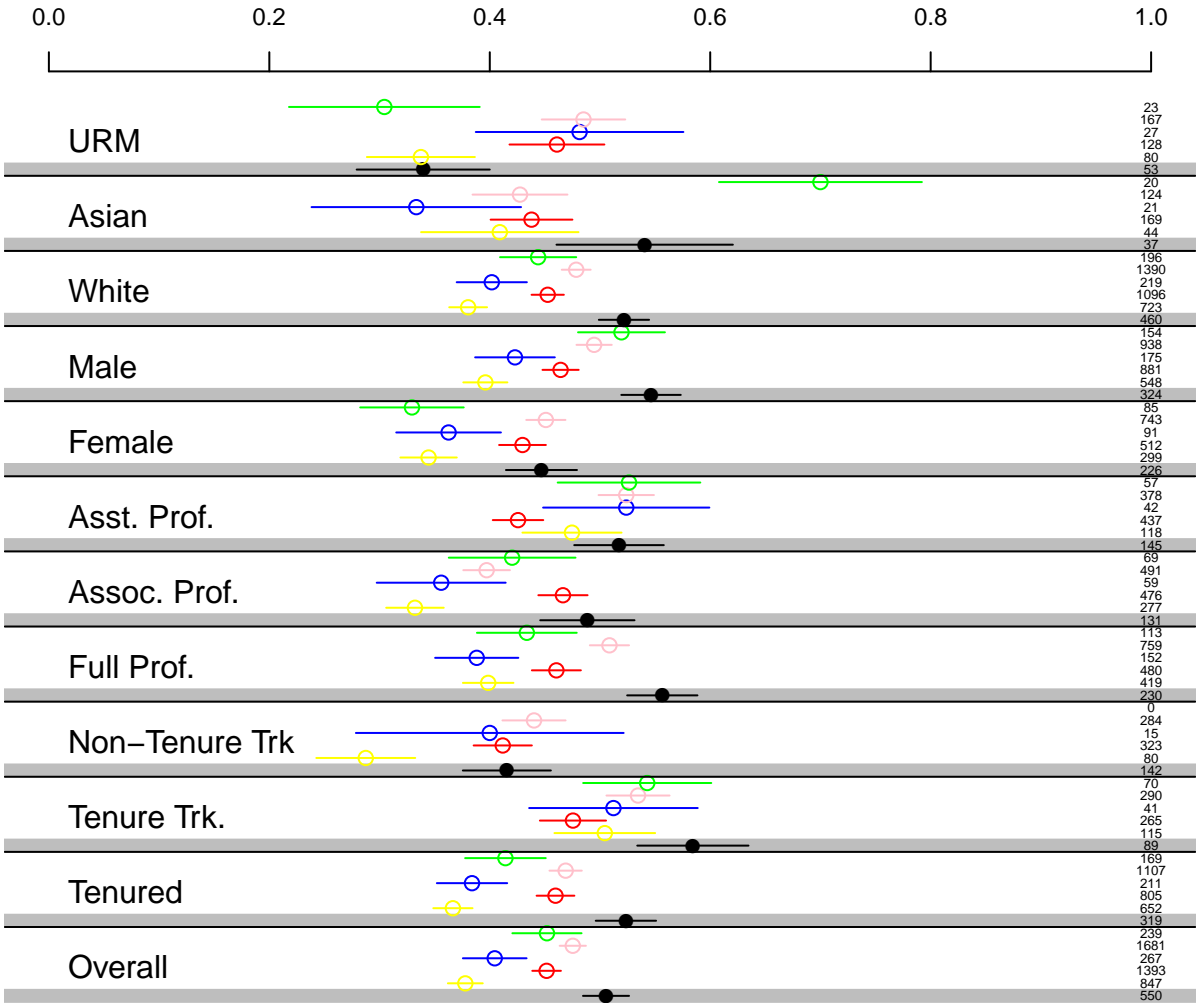


Percent satisfied or very satisfied

Support for engaging undergrads in research



Support for obtaining grants (pre-award)



0.0

0.2

0.4

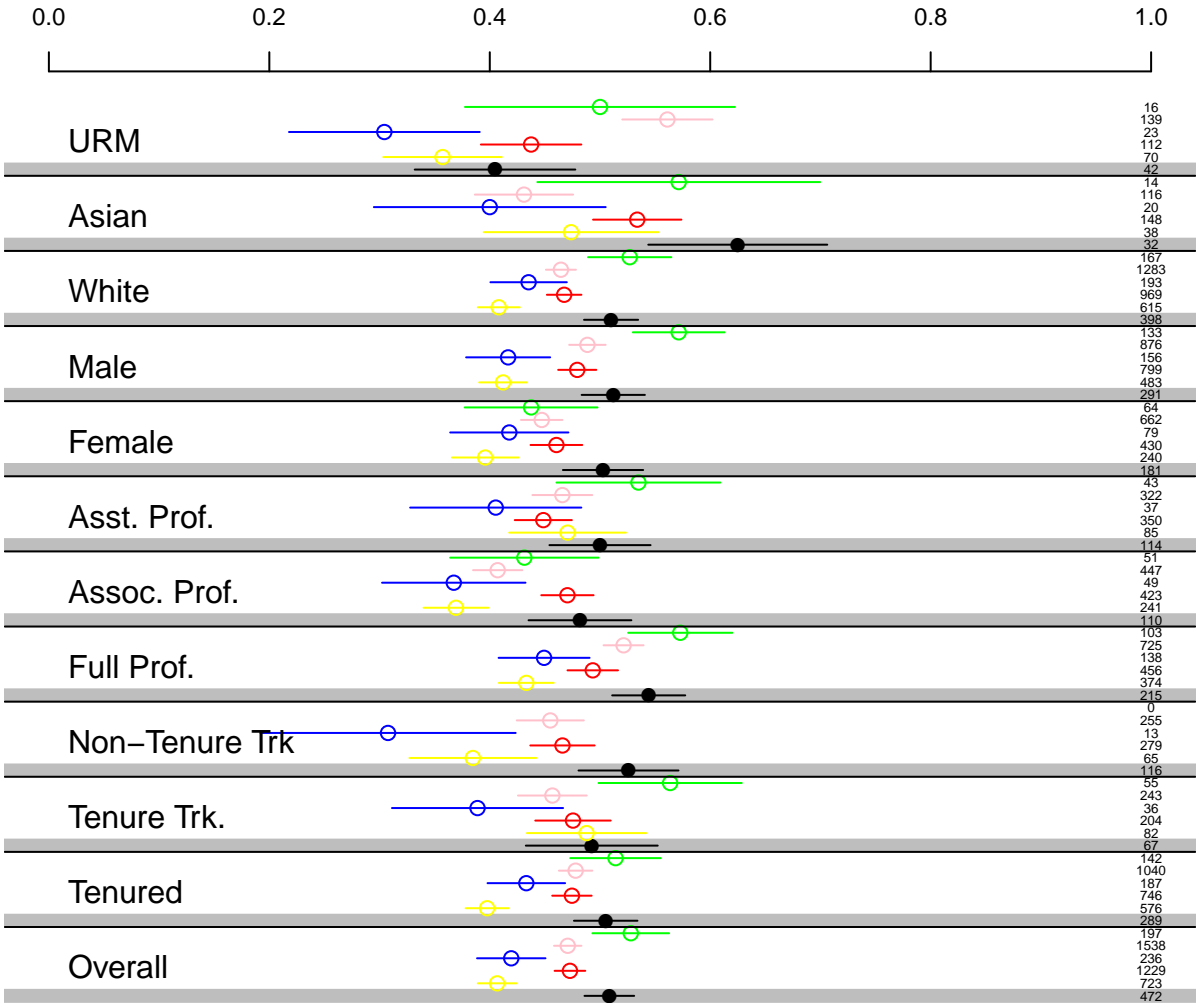
0.6

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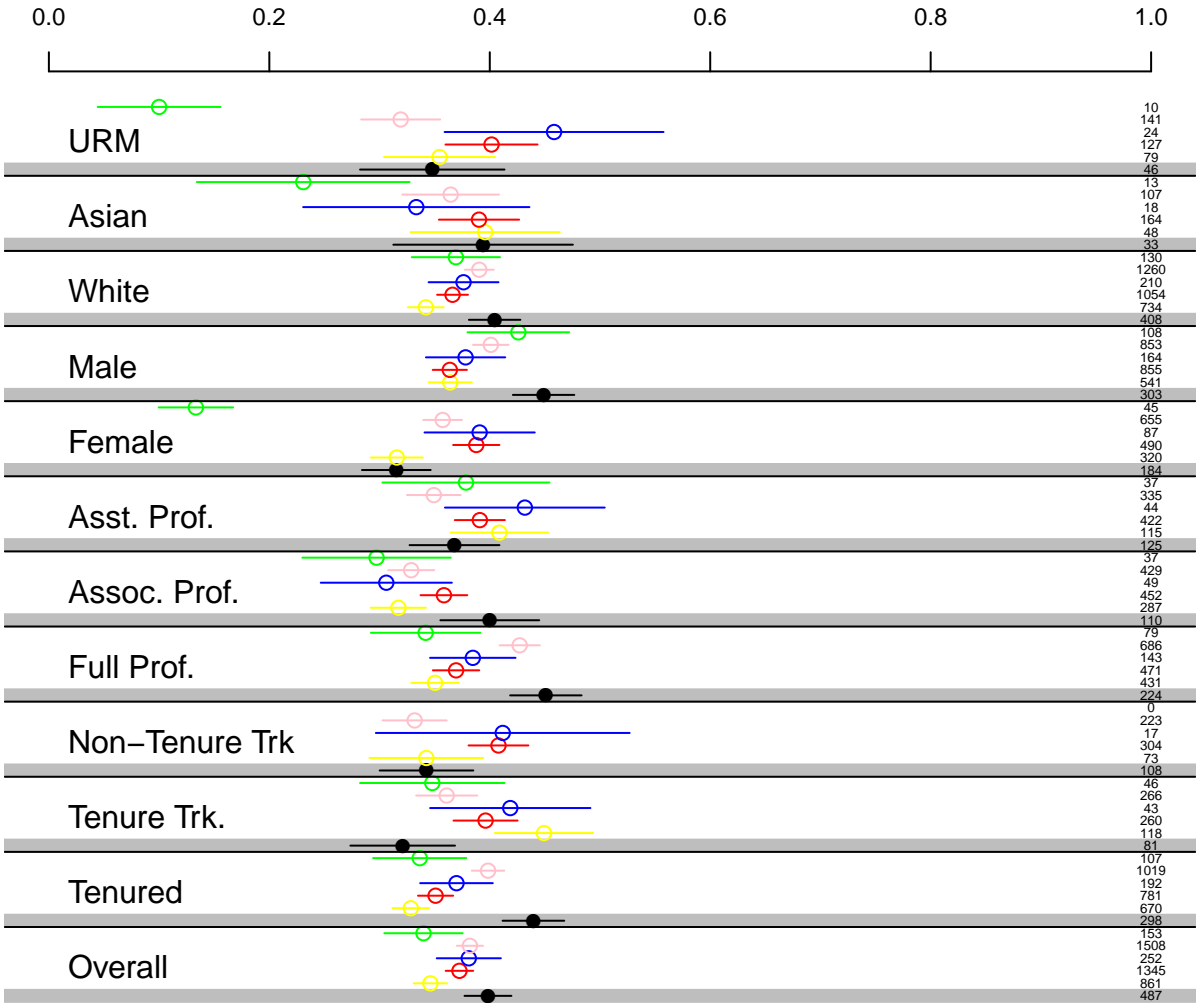
1.0

Percent satisfied or very satisfied

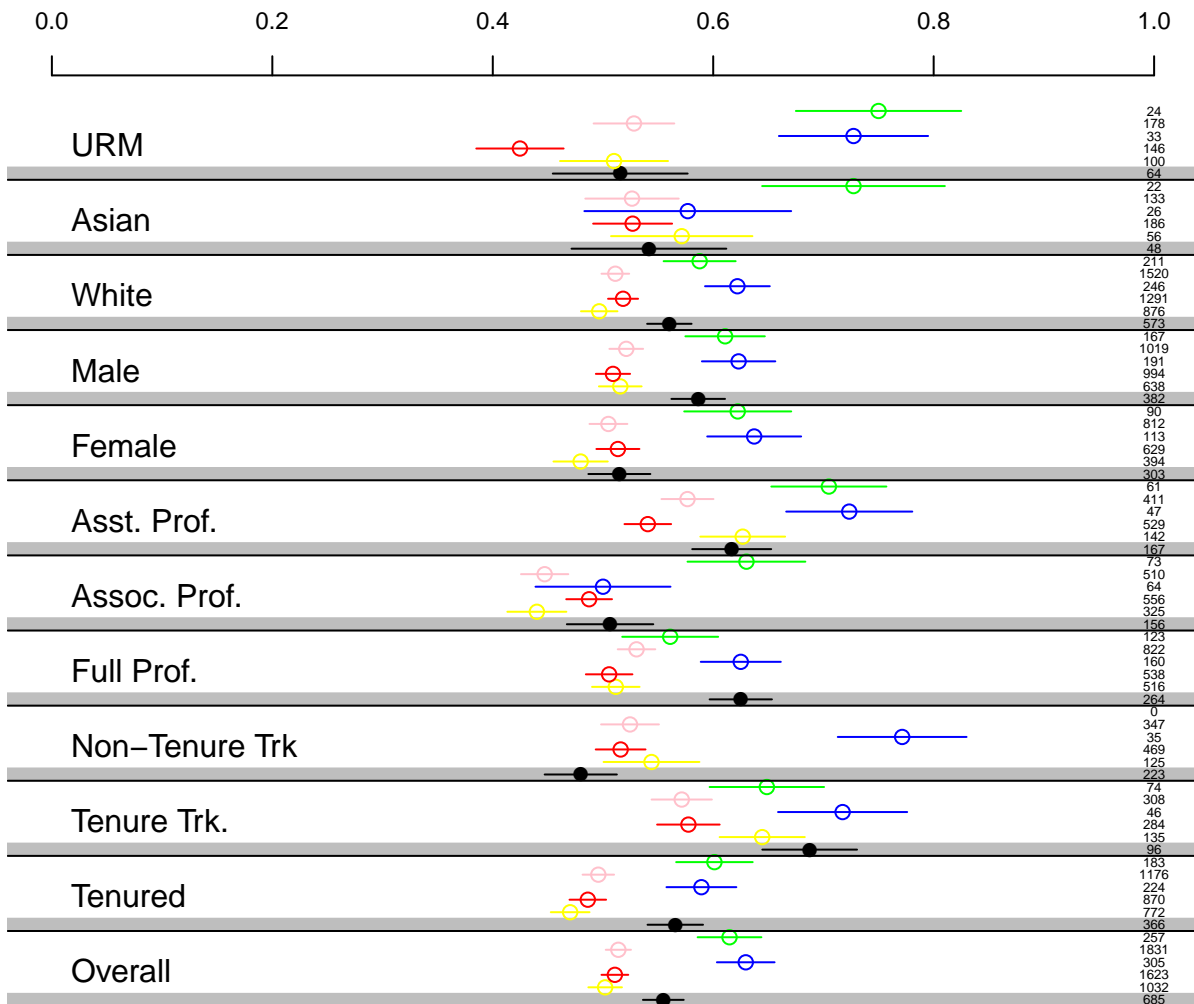
Support for maintaining grants (post-award)



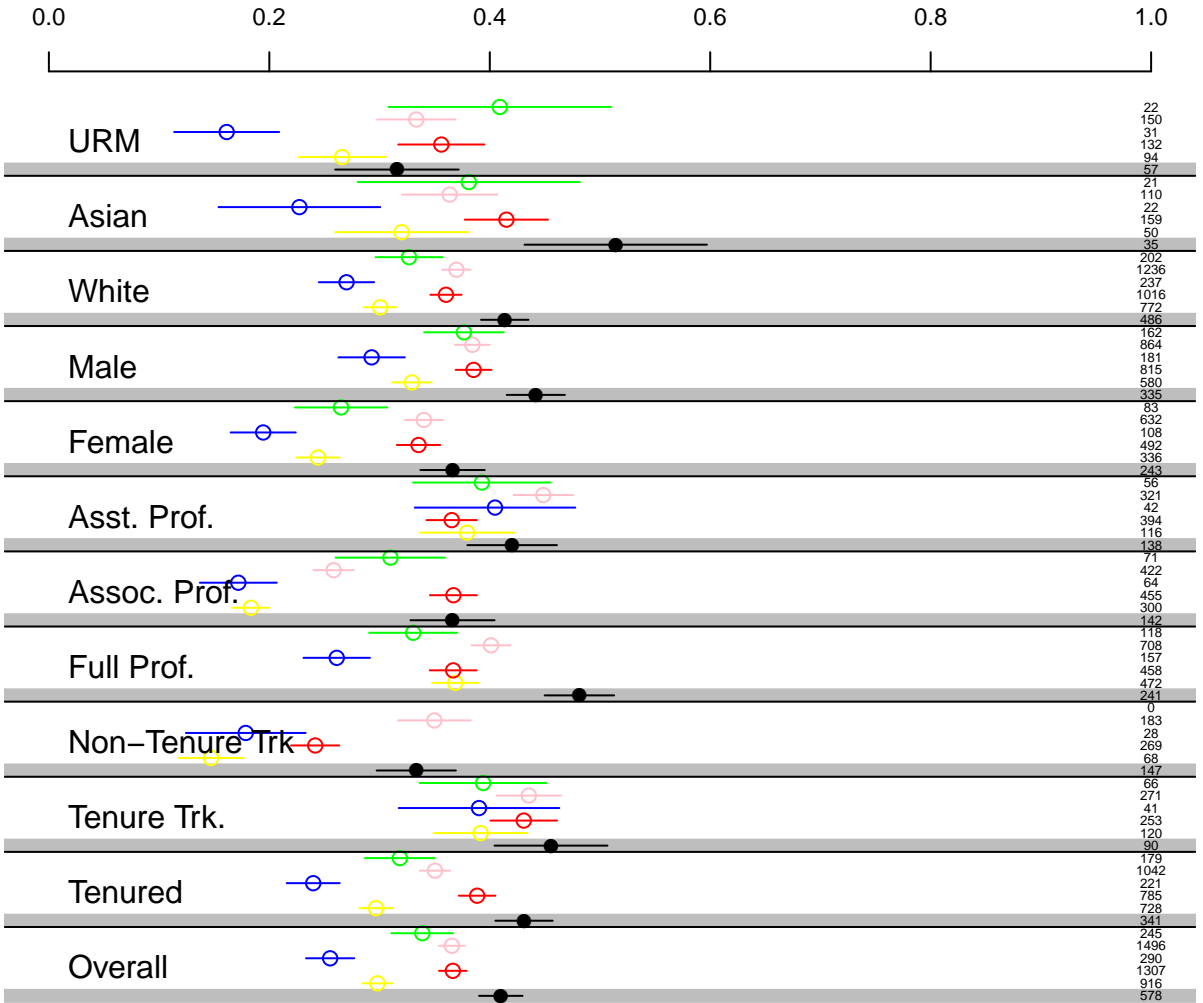
Support for securing grad student assistance



Support for travel to present/conduct research



Availability of course release for research



0.0

0.2

0.4

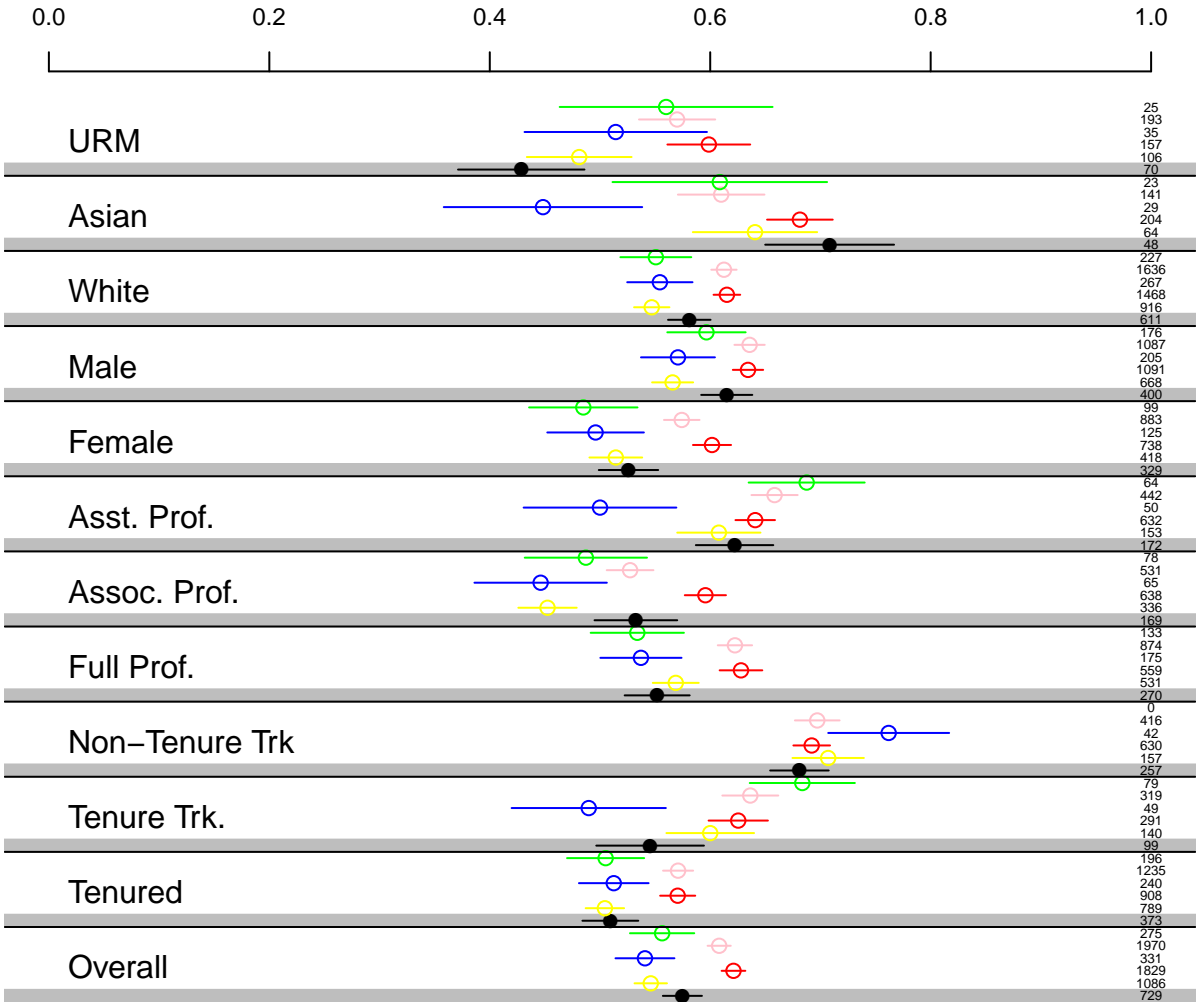
0.6

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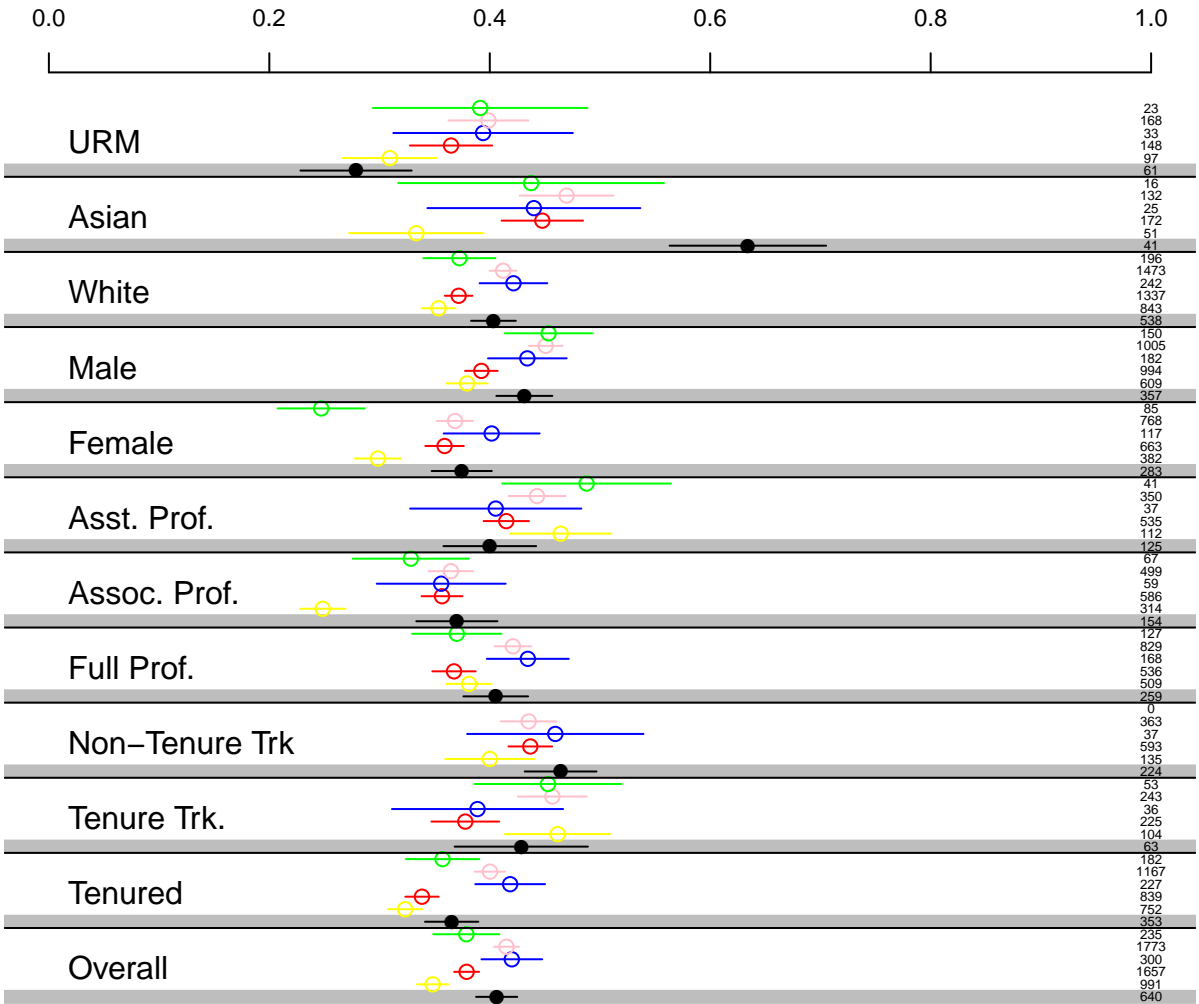
1.0

Percent satisfied or very satisfied

Time spent on service



Support for faculty in leadership roles



0.0

0.2

0.4

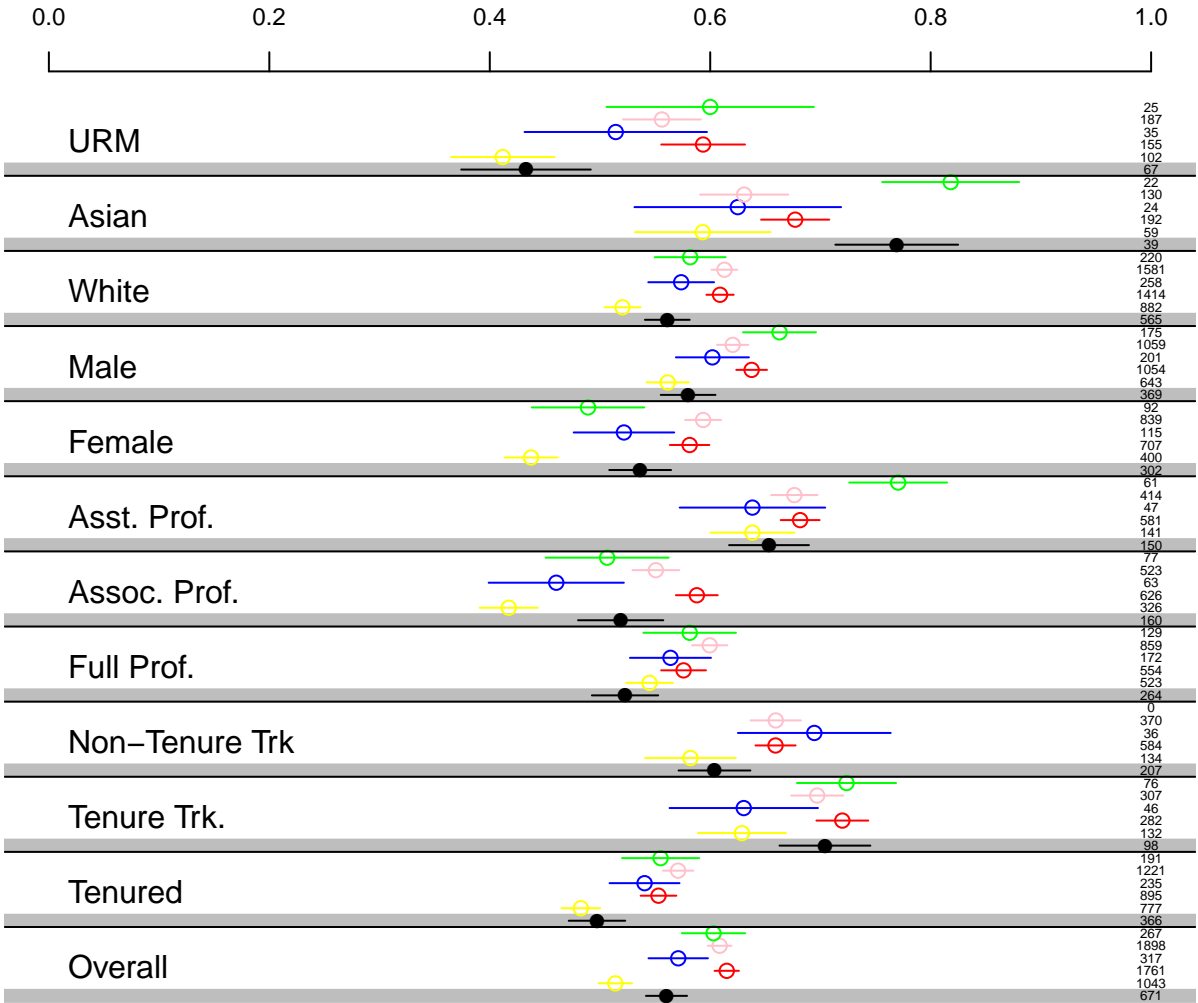
0.6

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1.0

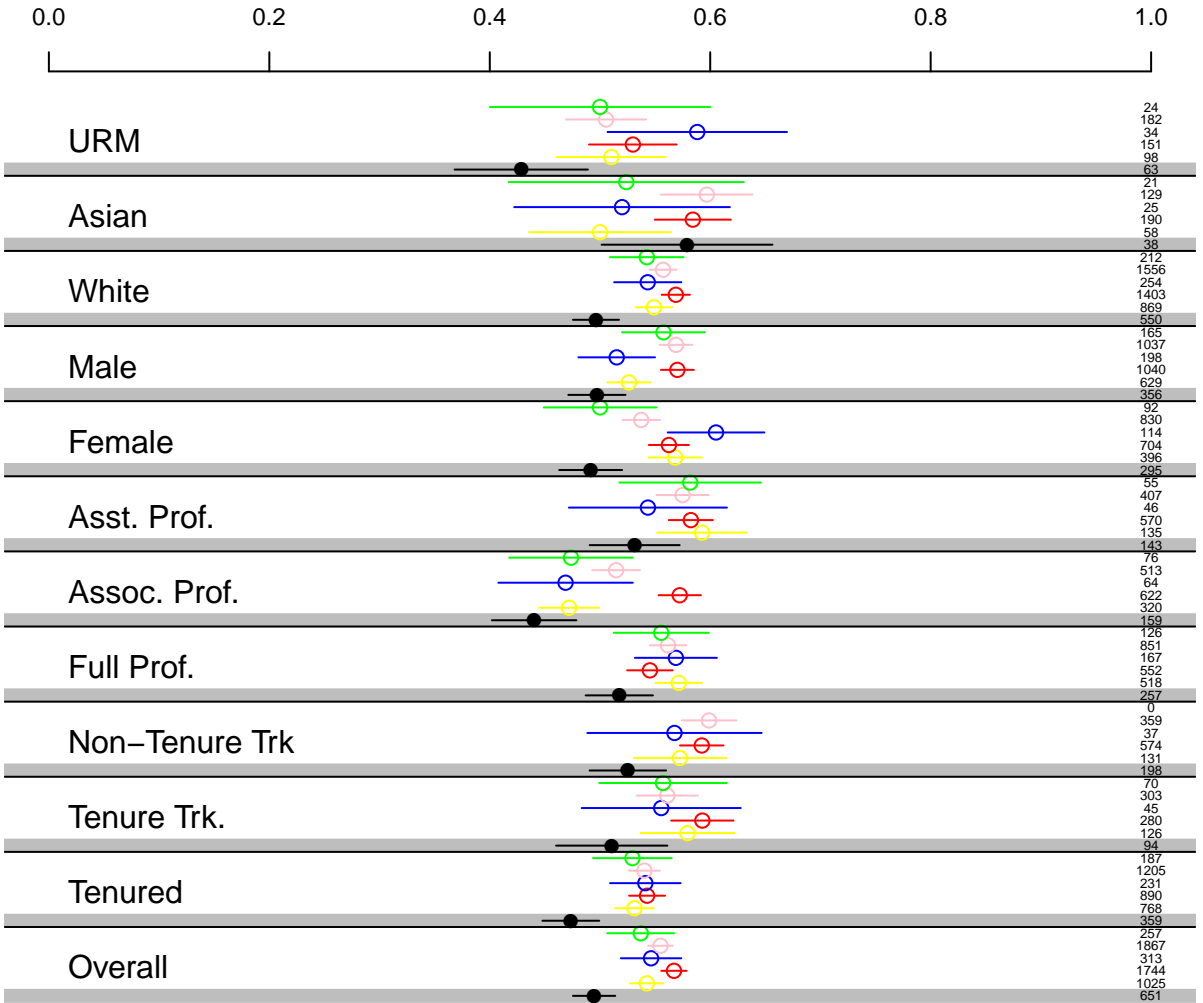
Percent somewhat or strongly agree

Number of committees

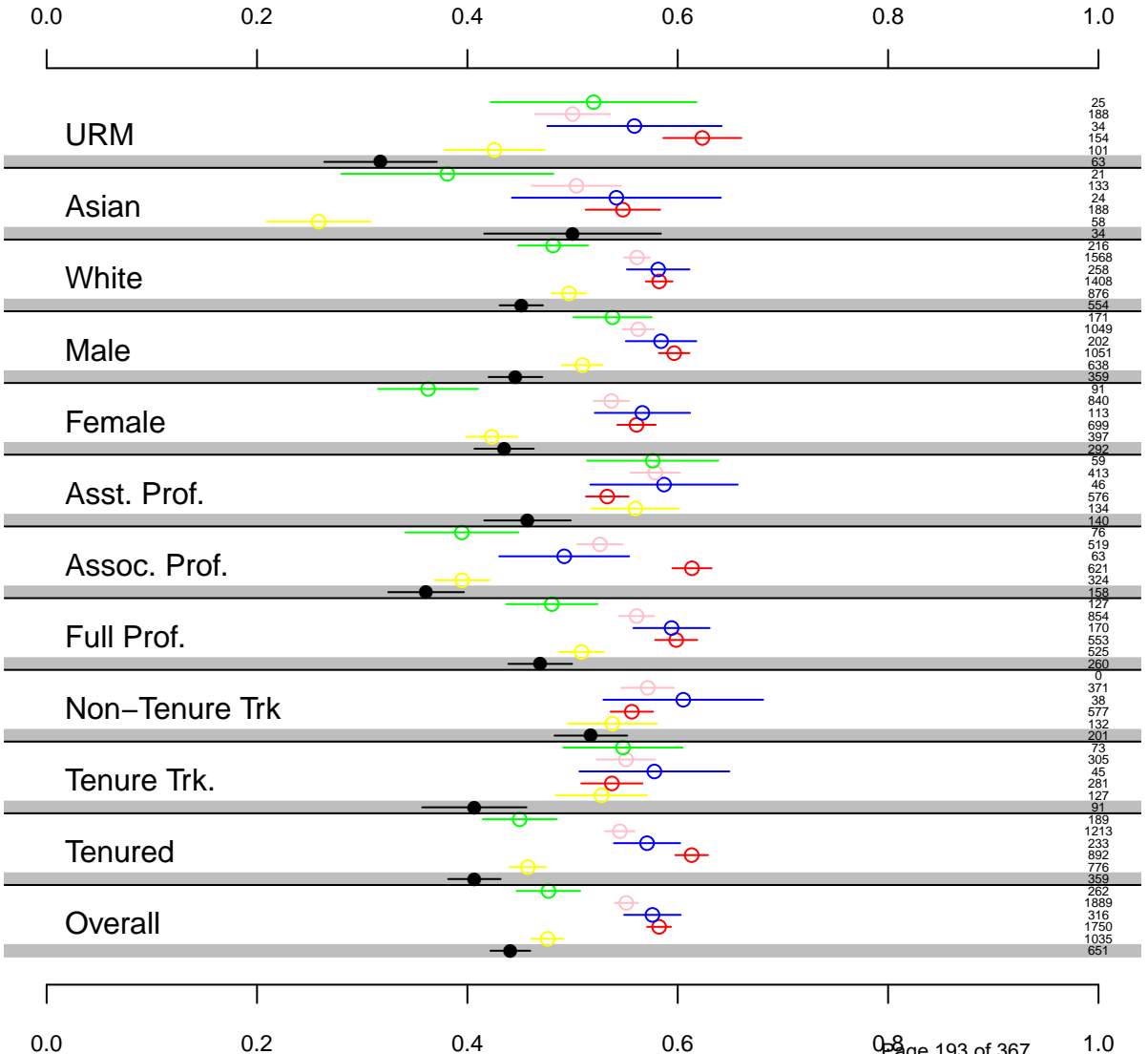


Percent satisfied or very satisfied

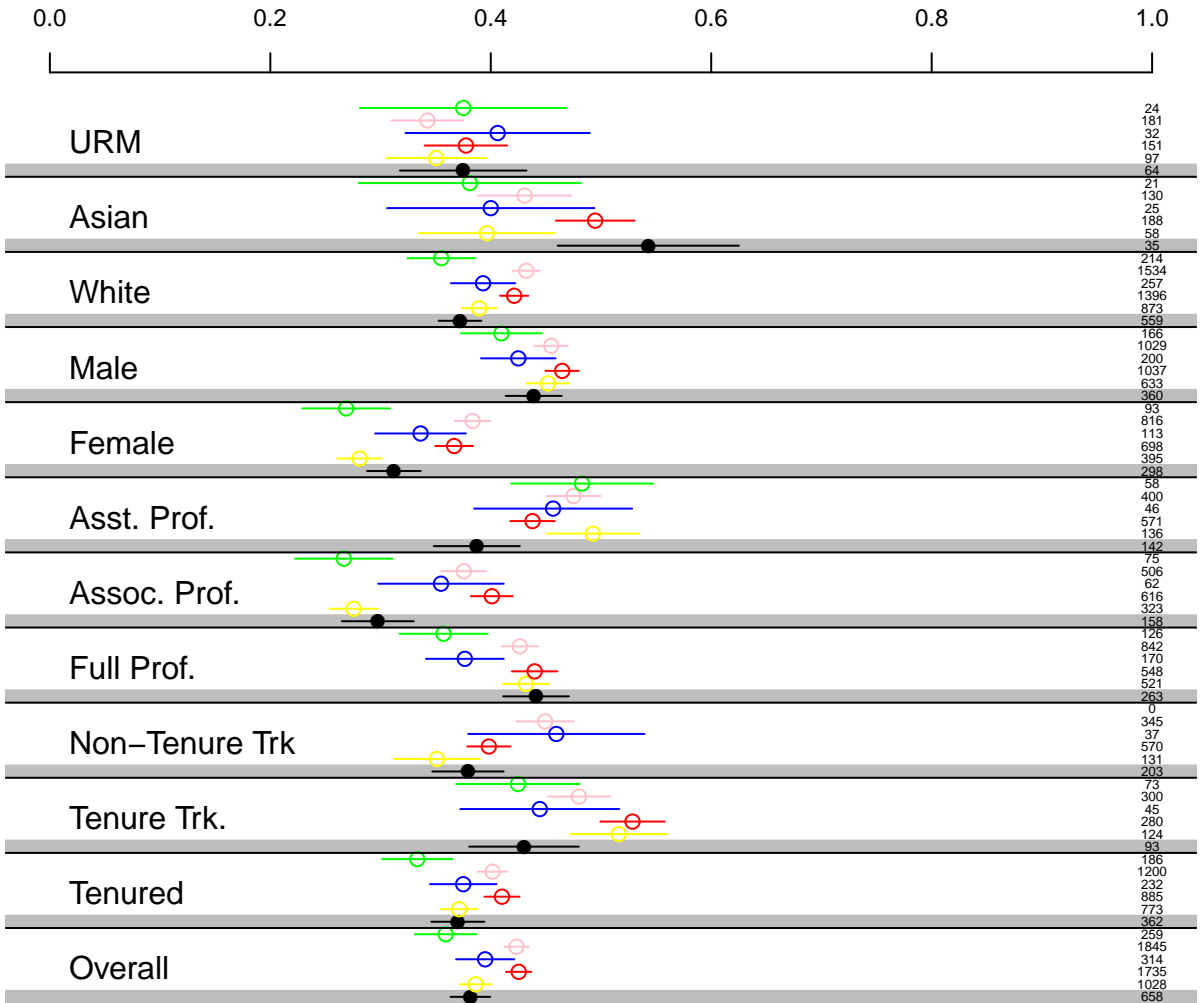
Attractiveness of committees



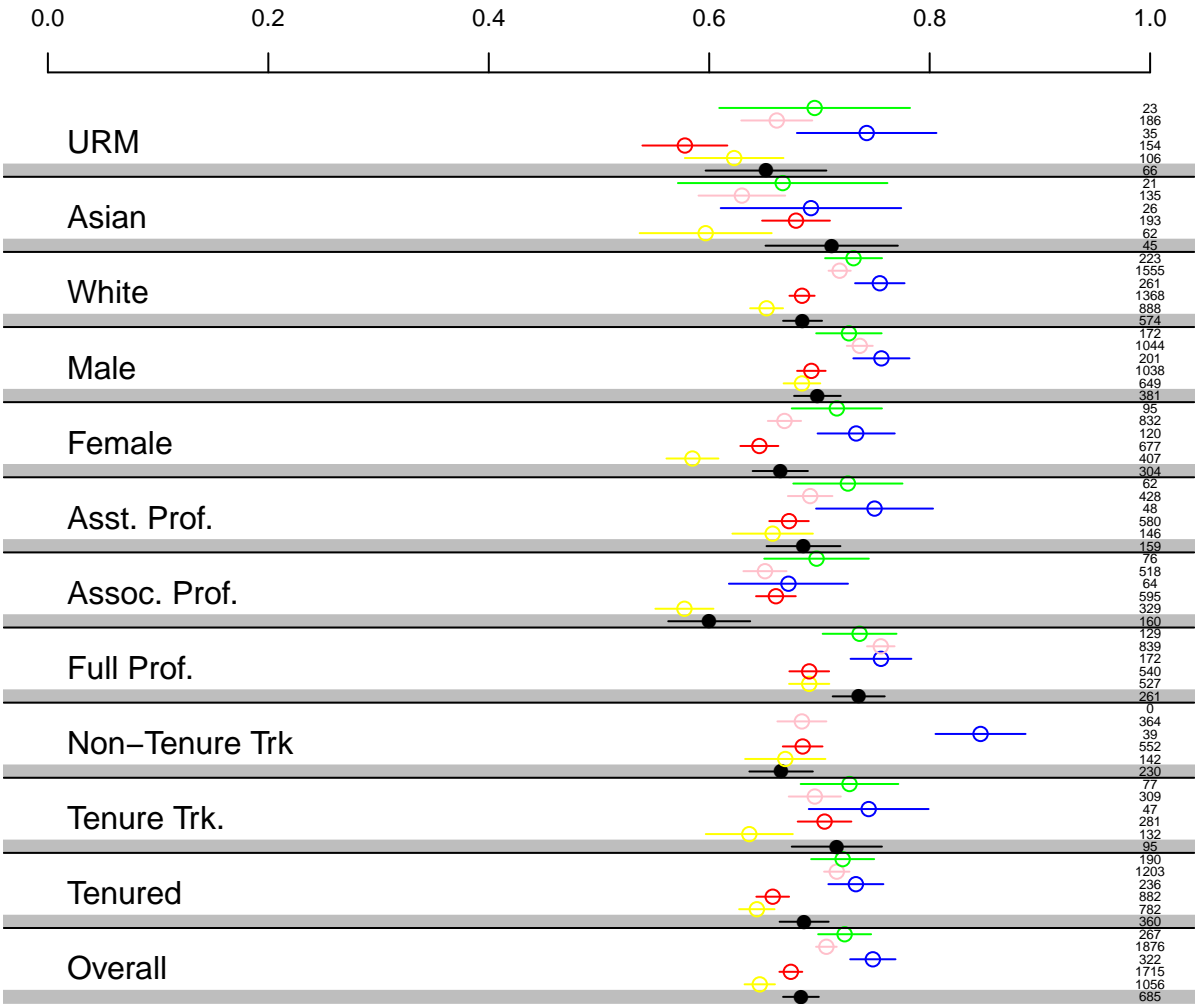
Discretion to choose committees



Equitability of committee assignments

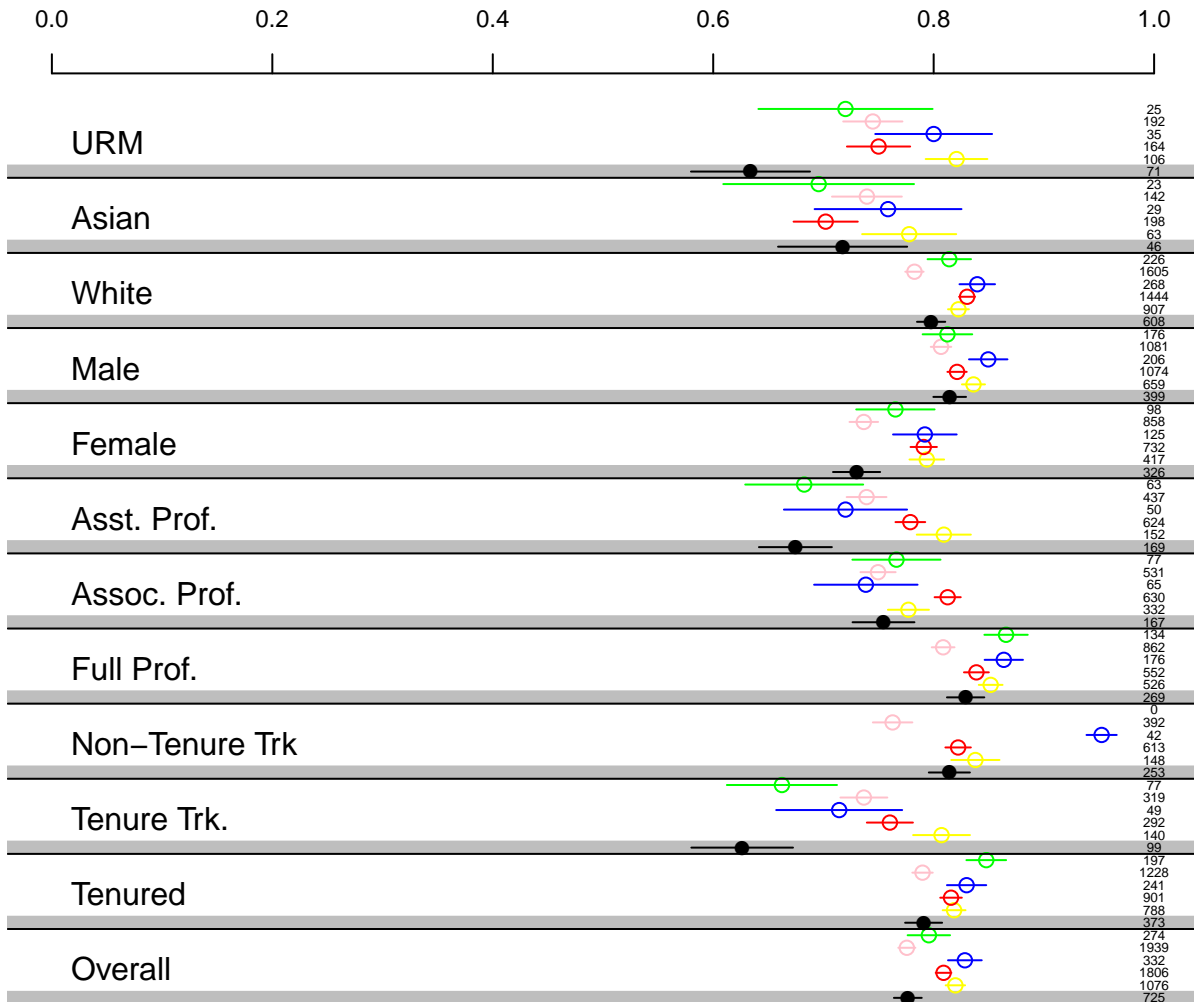


Number of student advisees

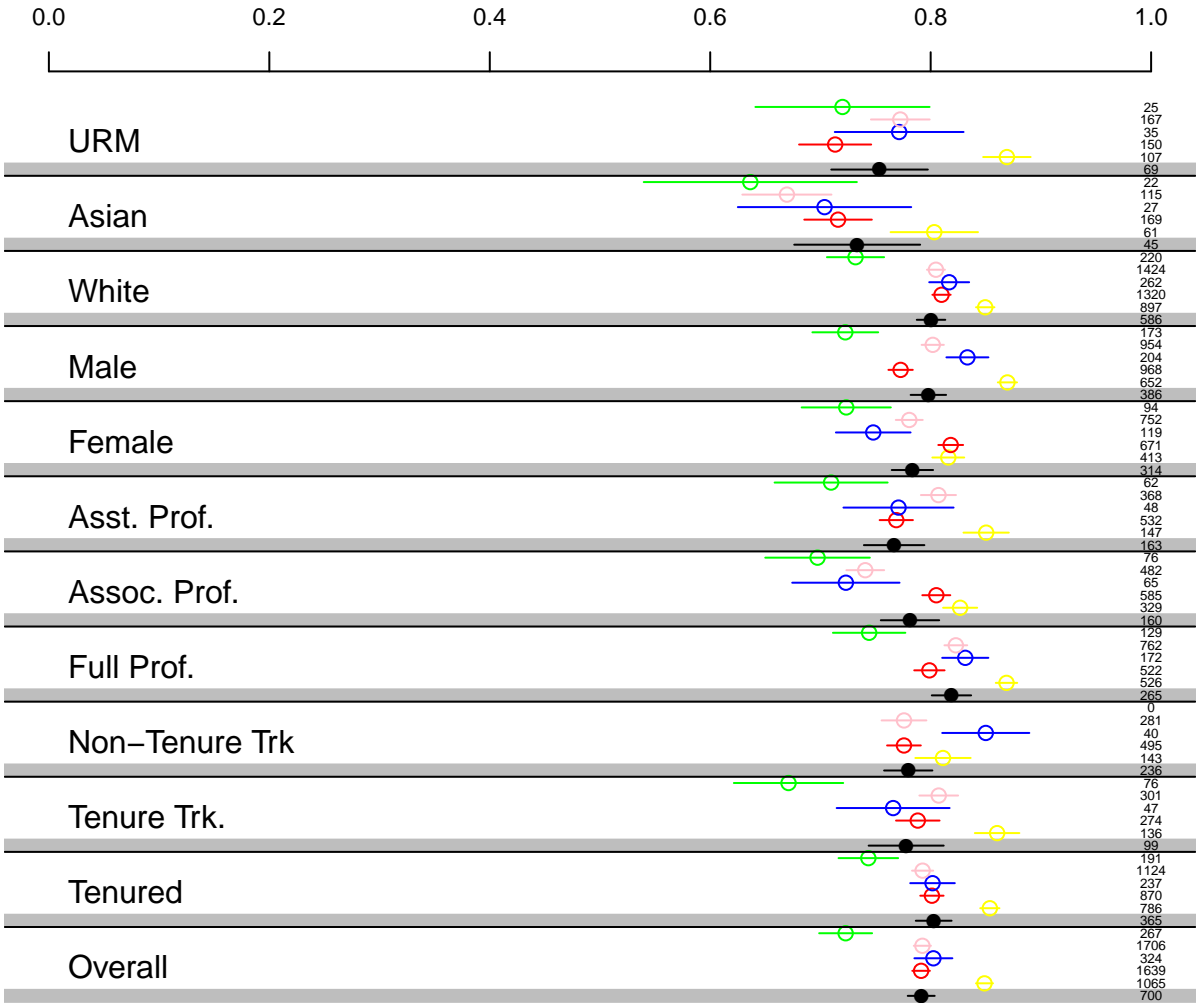


Percent satisfied or very satisfied

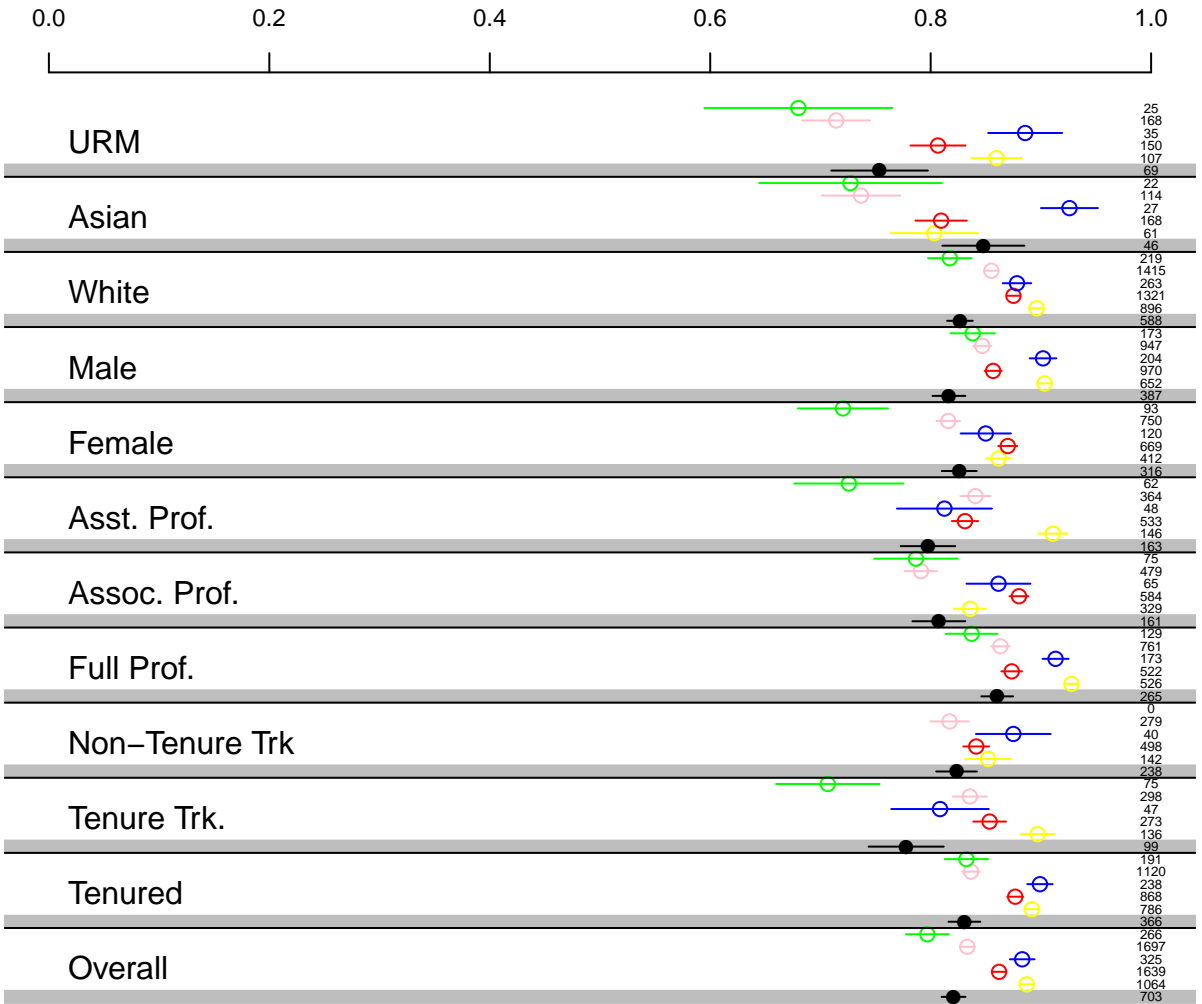
Time spent on teaching



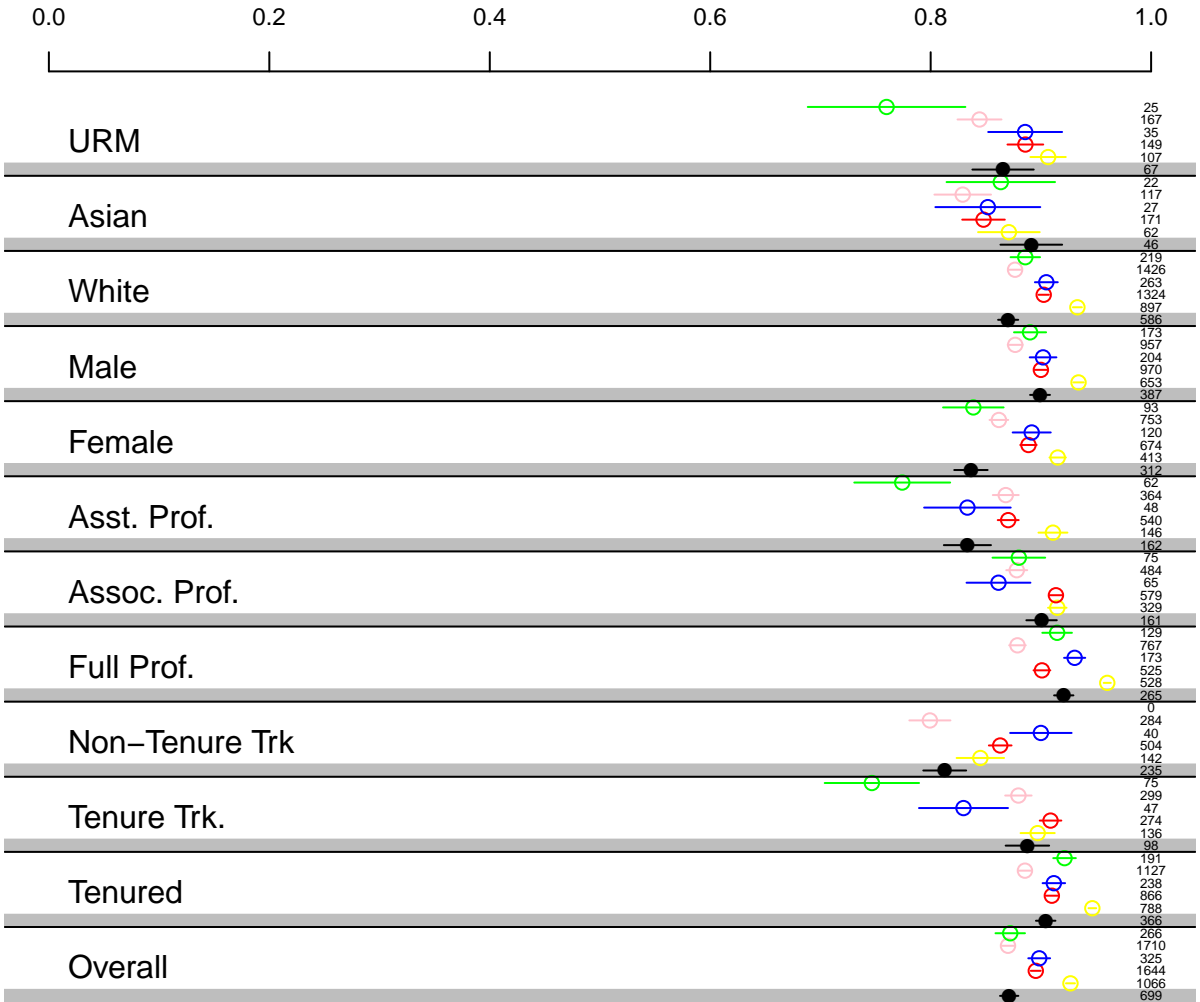
Number of courses taught



Level of courses taught

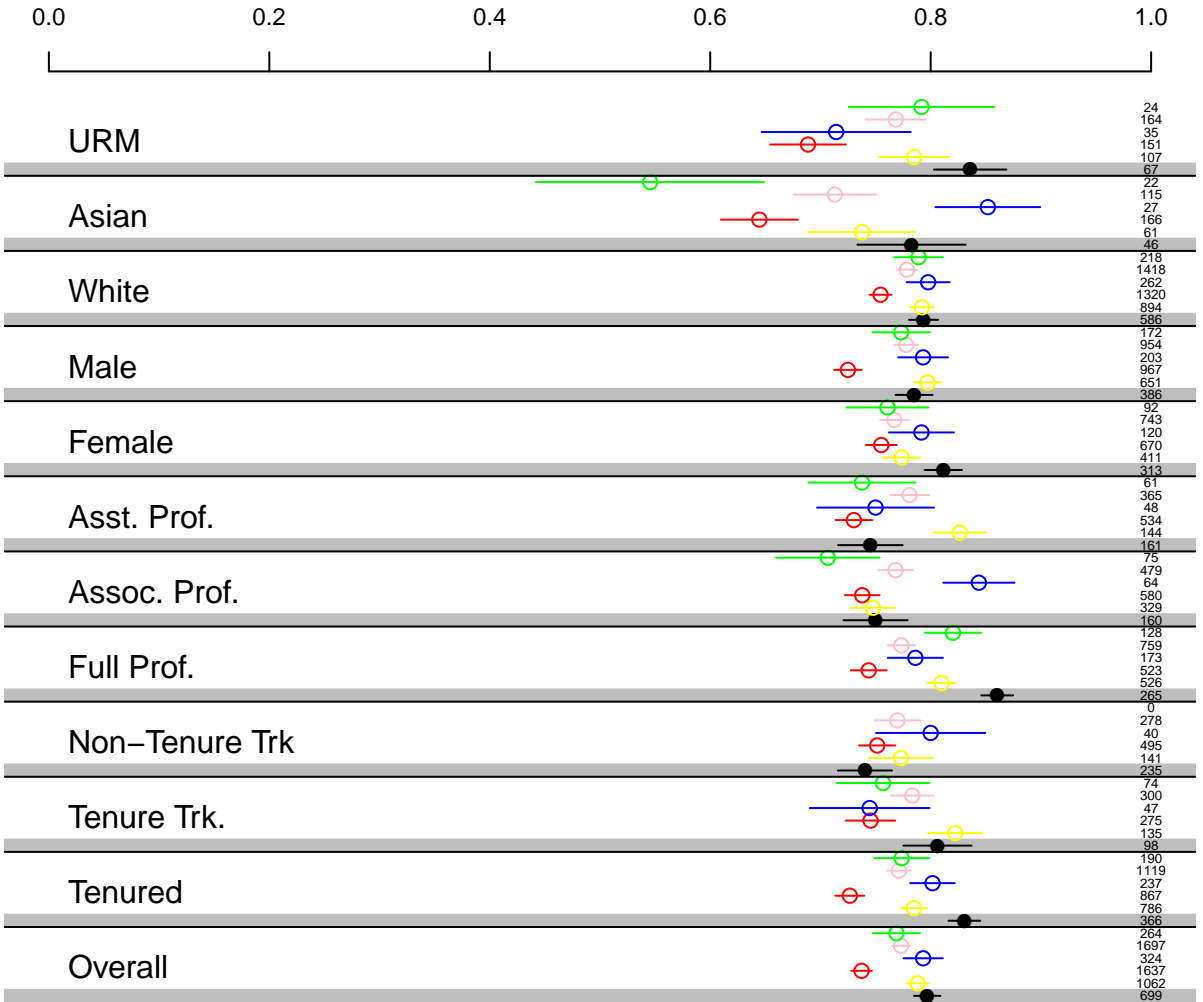


Discretion over course content

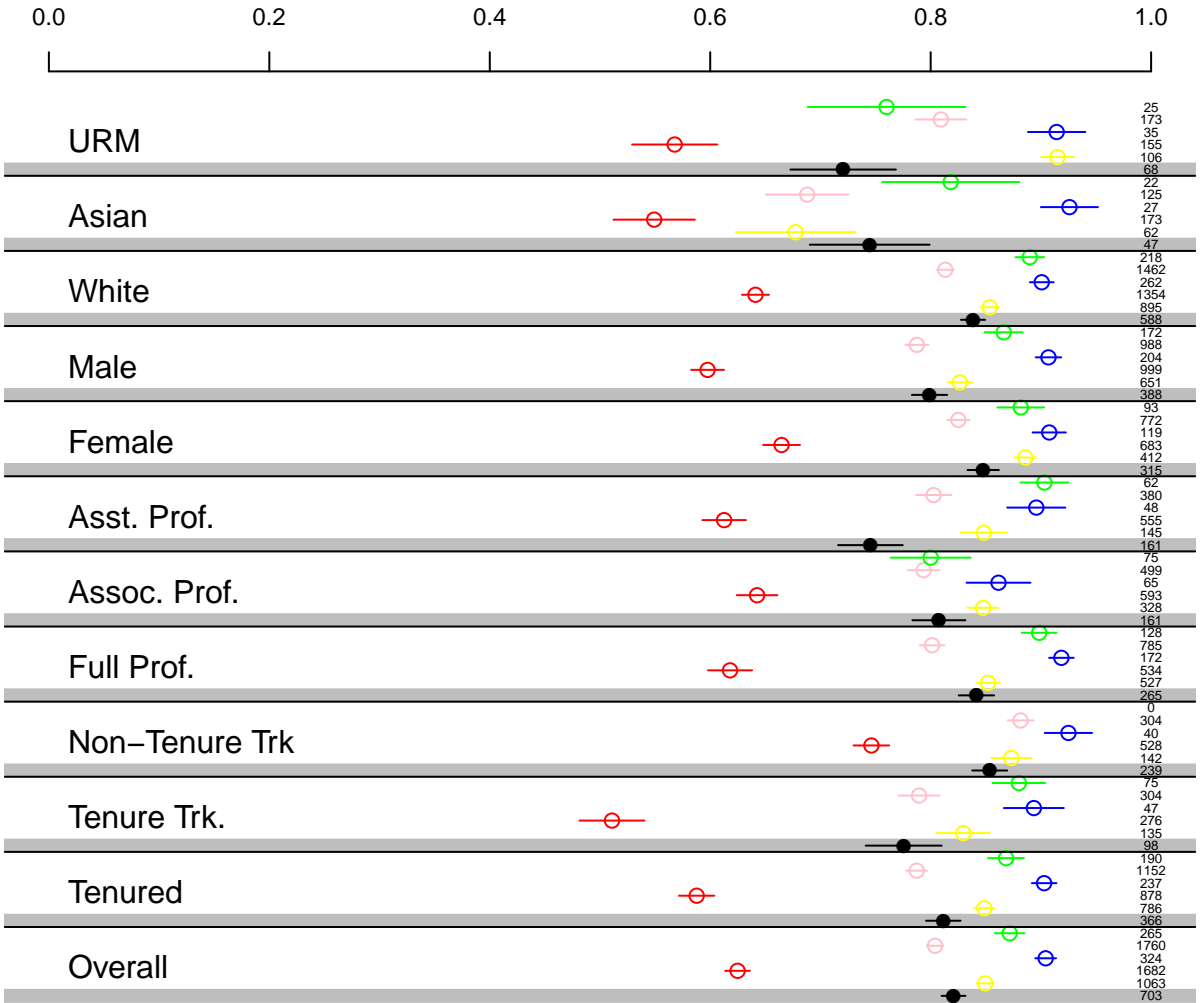


Percent satisfied or very satisfied

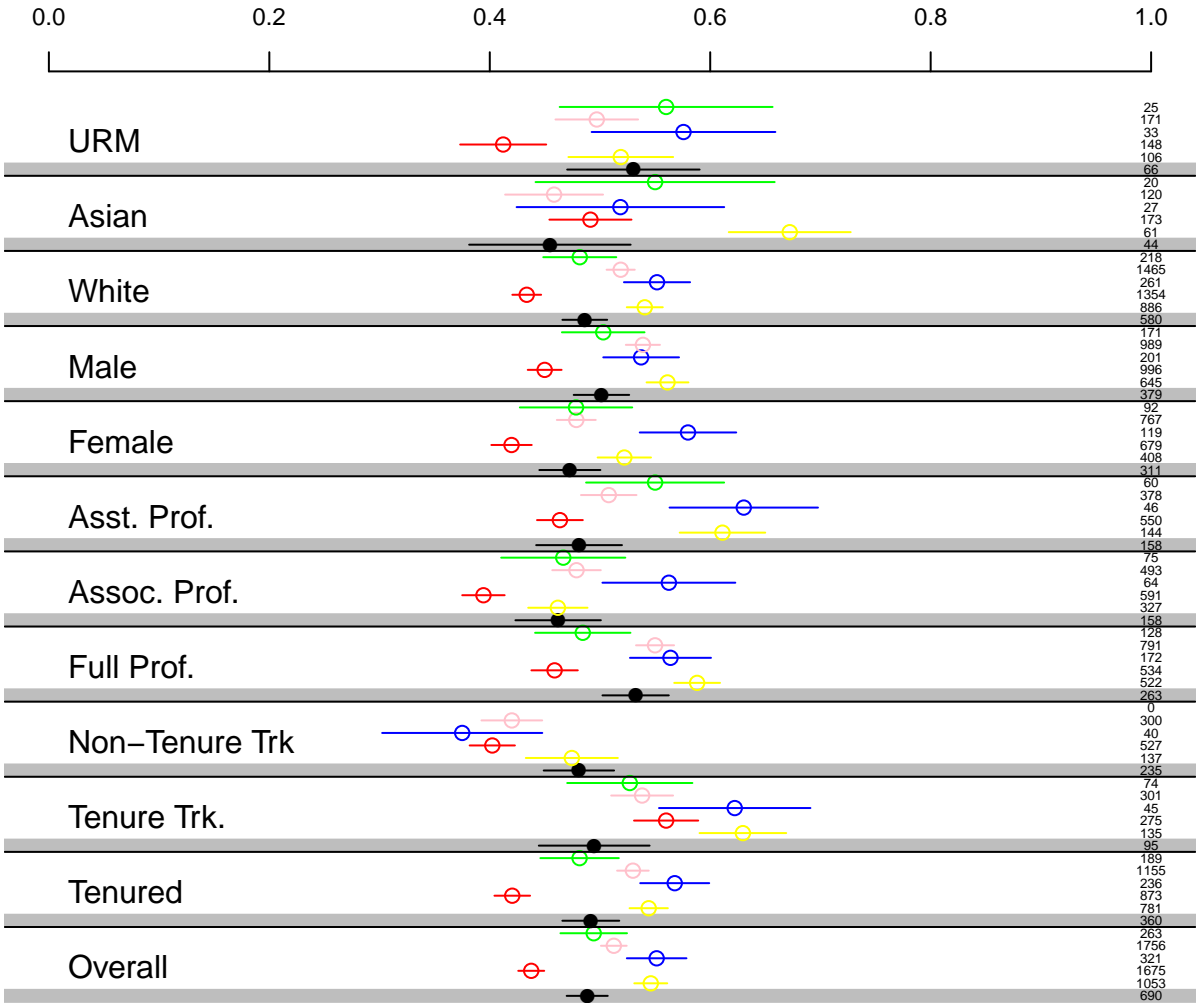
Number of students in classes taught



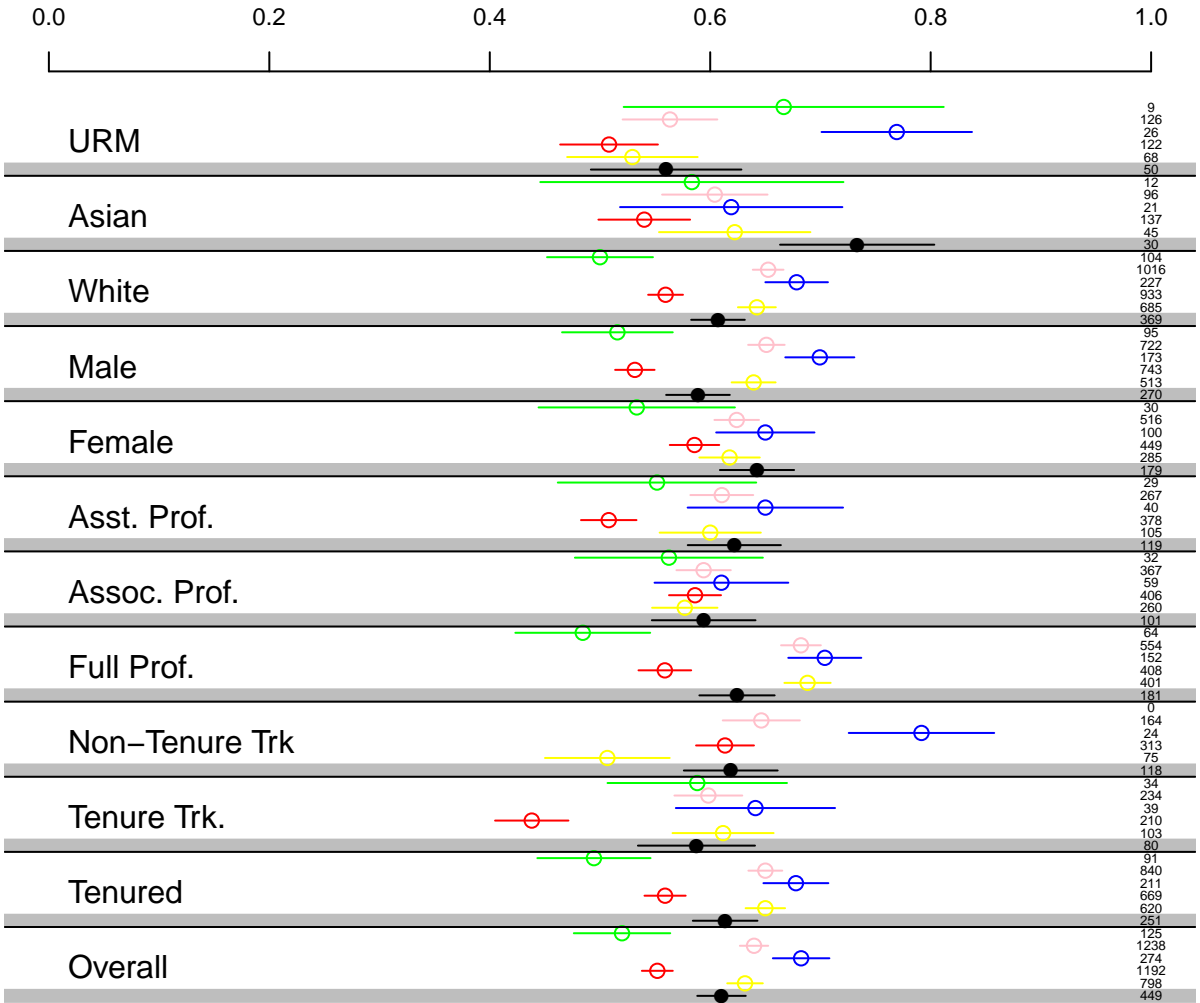
Quality of students taught



Equitability of distribution of teaching load

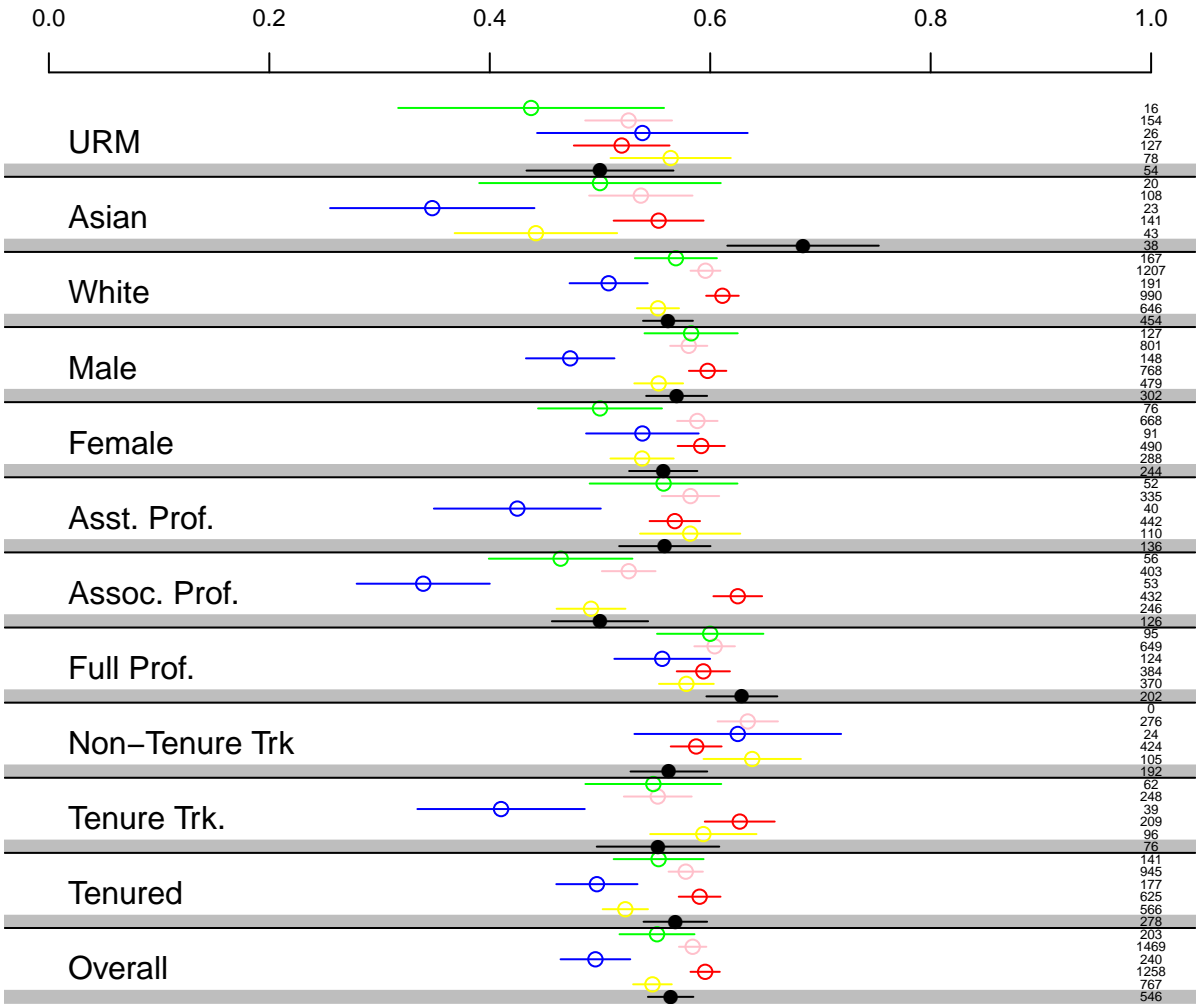


Quality of grad students to support teaching



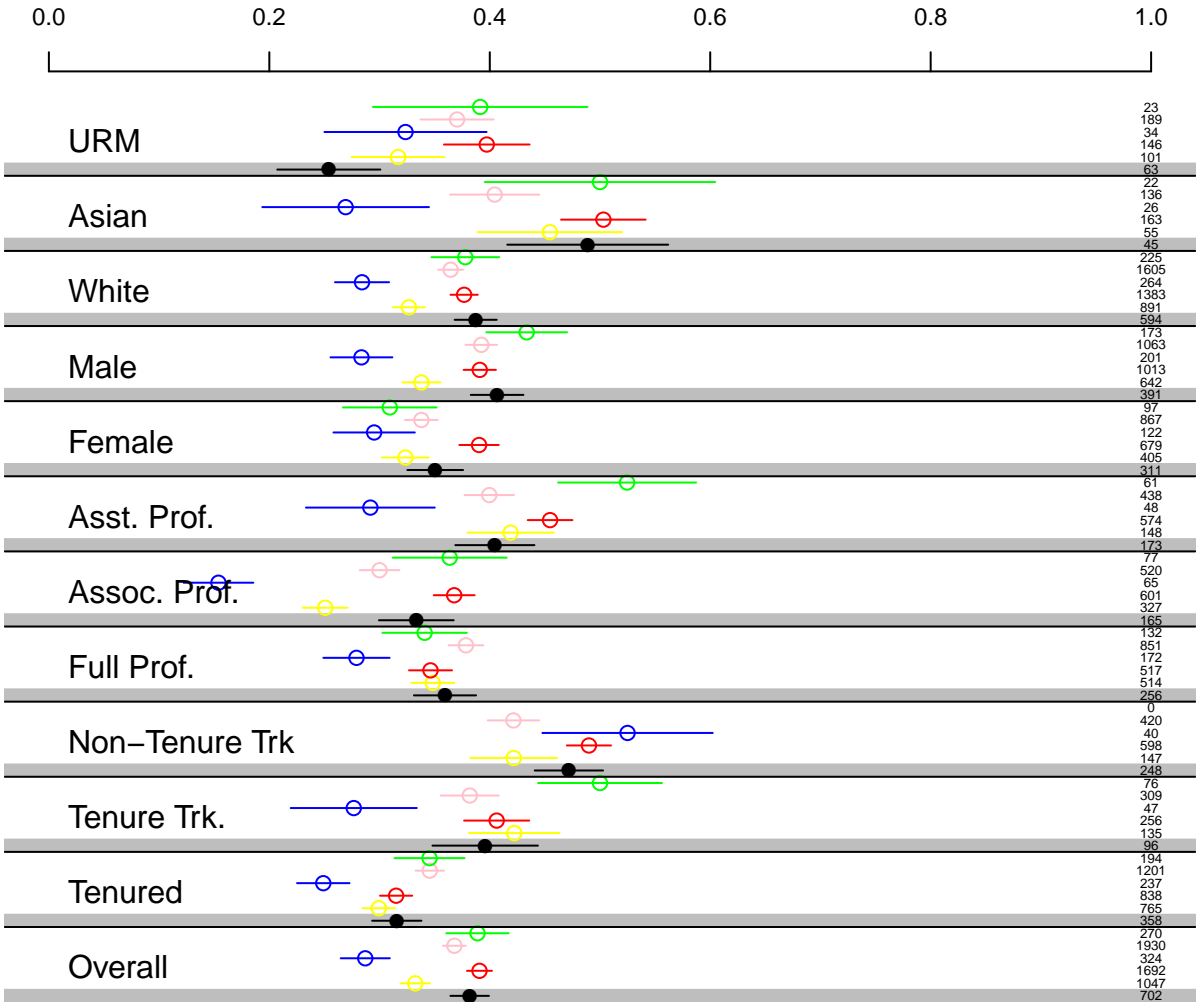
Percent satisfied or very satisfied

Time spent on outreach

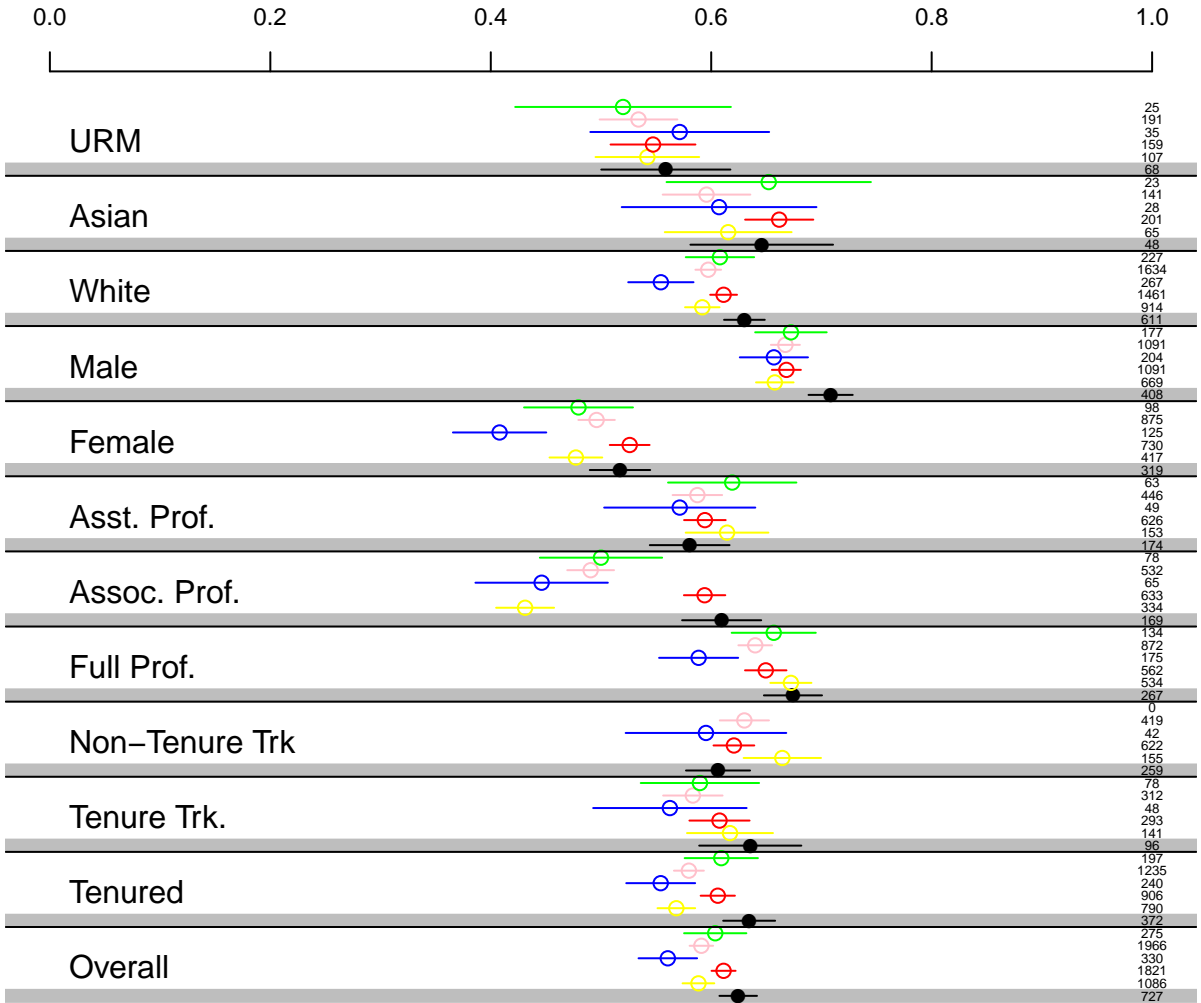


Percent satisfied or very satisfied

Time spent on administrative tasks



Ability to balance teaching/research/service



0.0

0.2

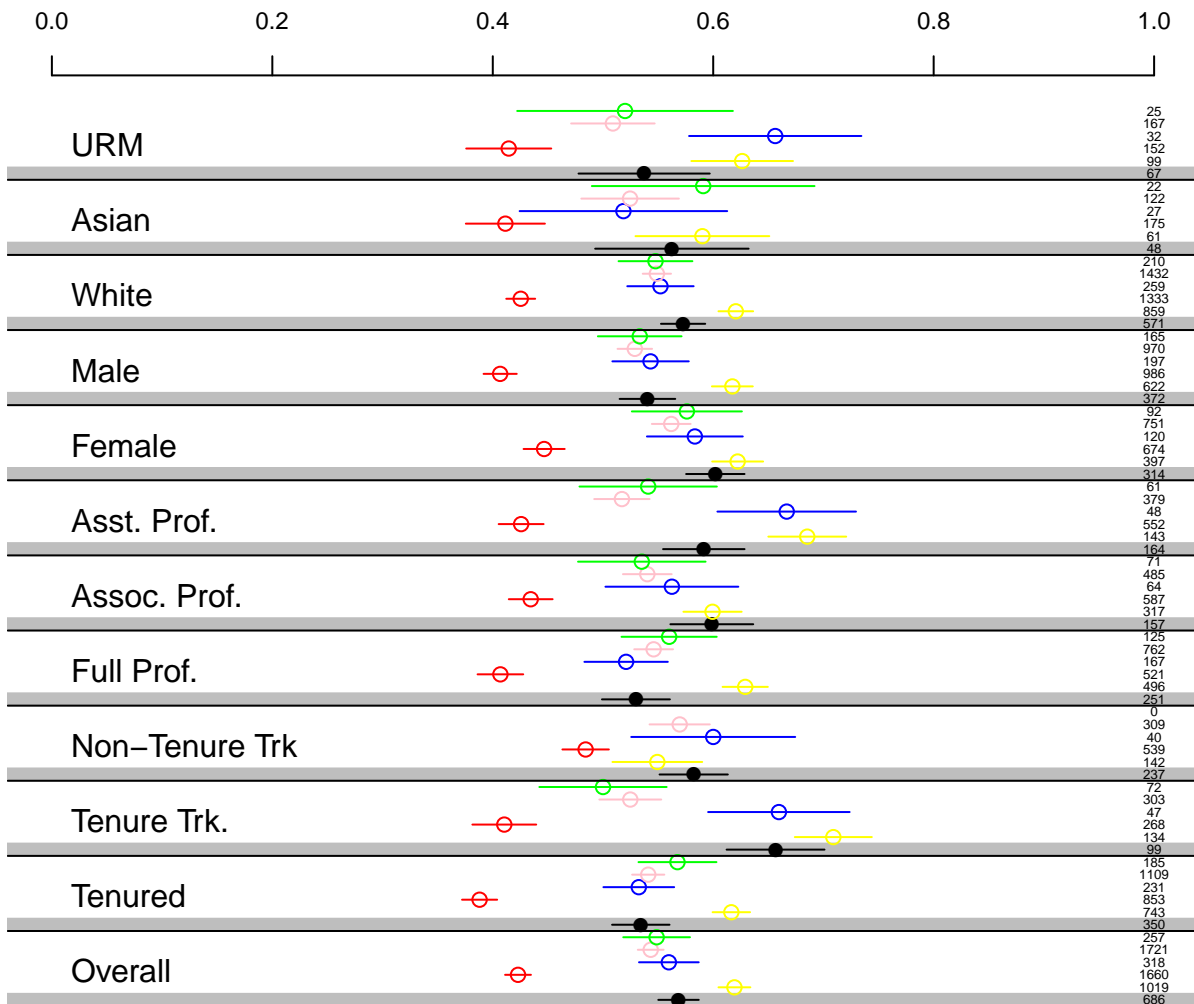
0.4

0.6

0.8

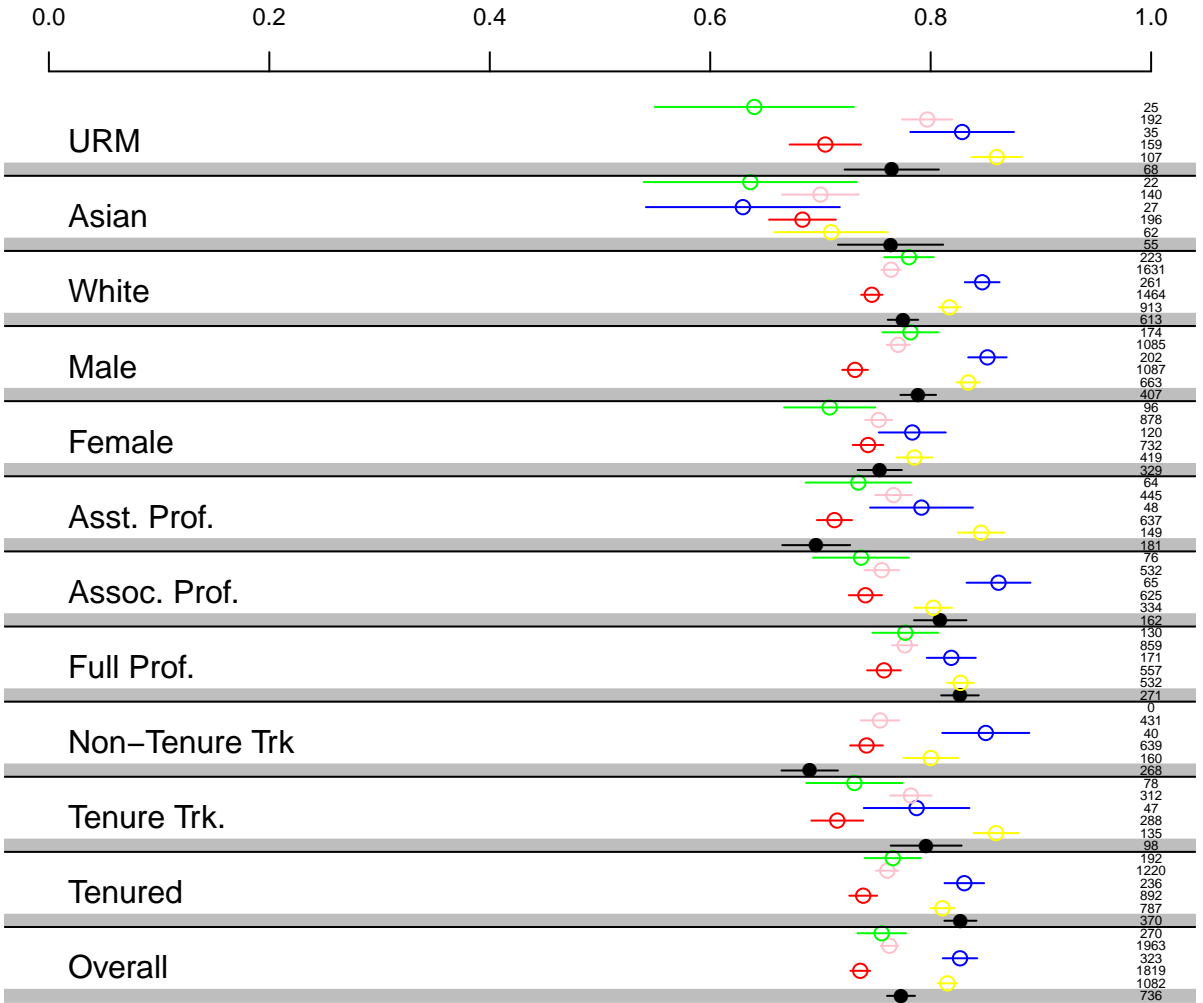
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Support for improving teaching

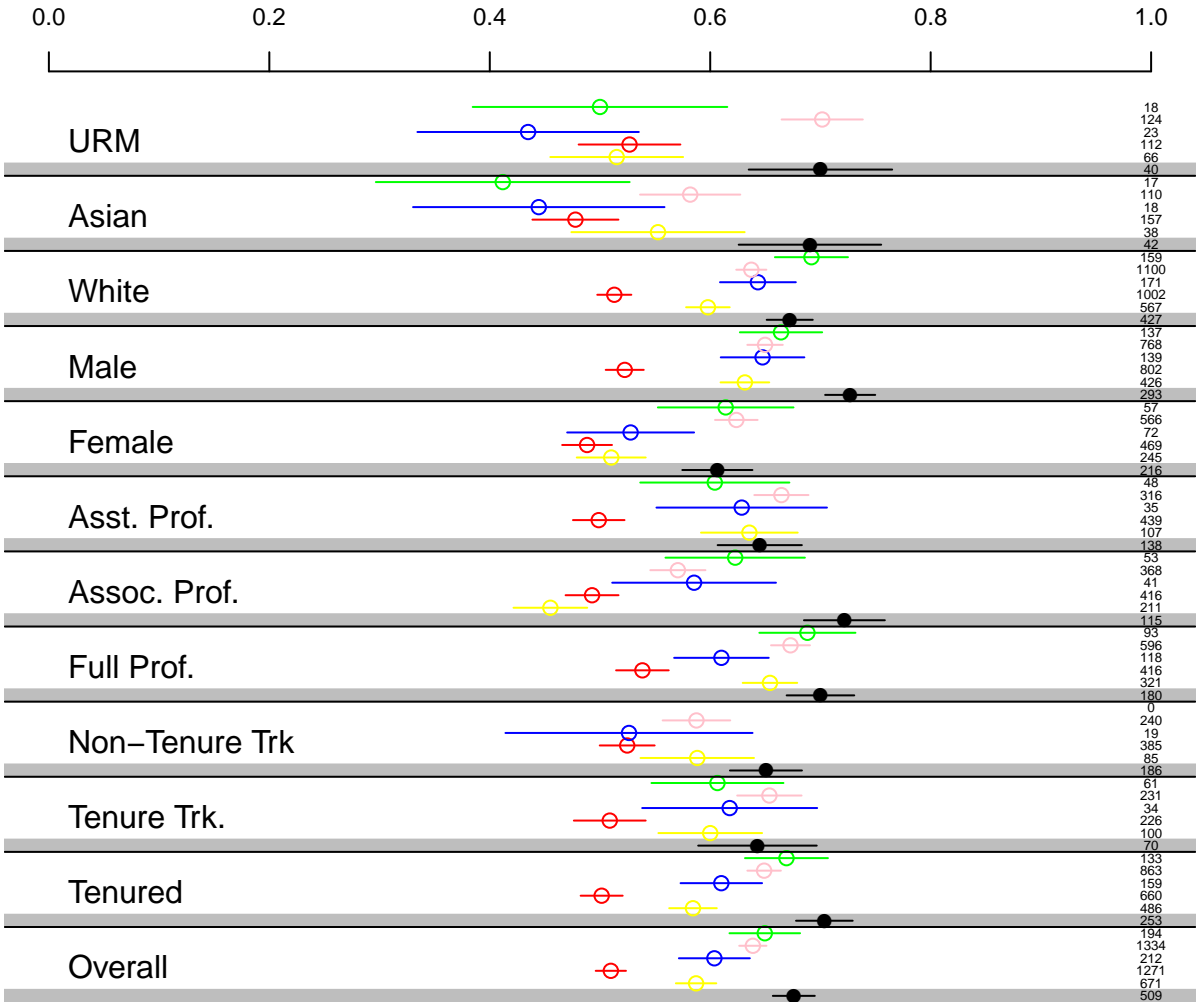


Percent satisfied or very satisfied

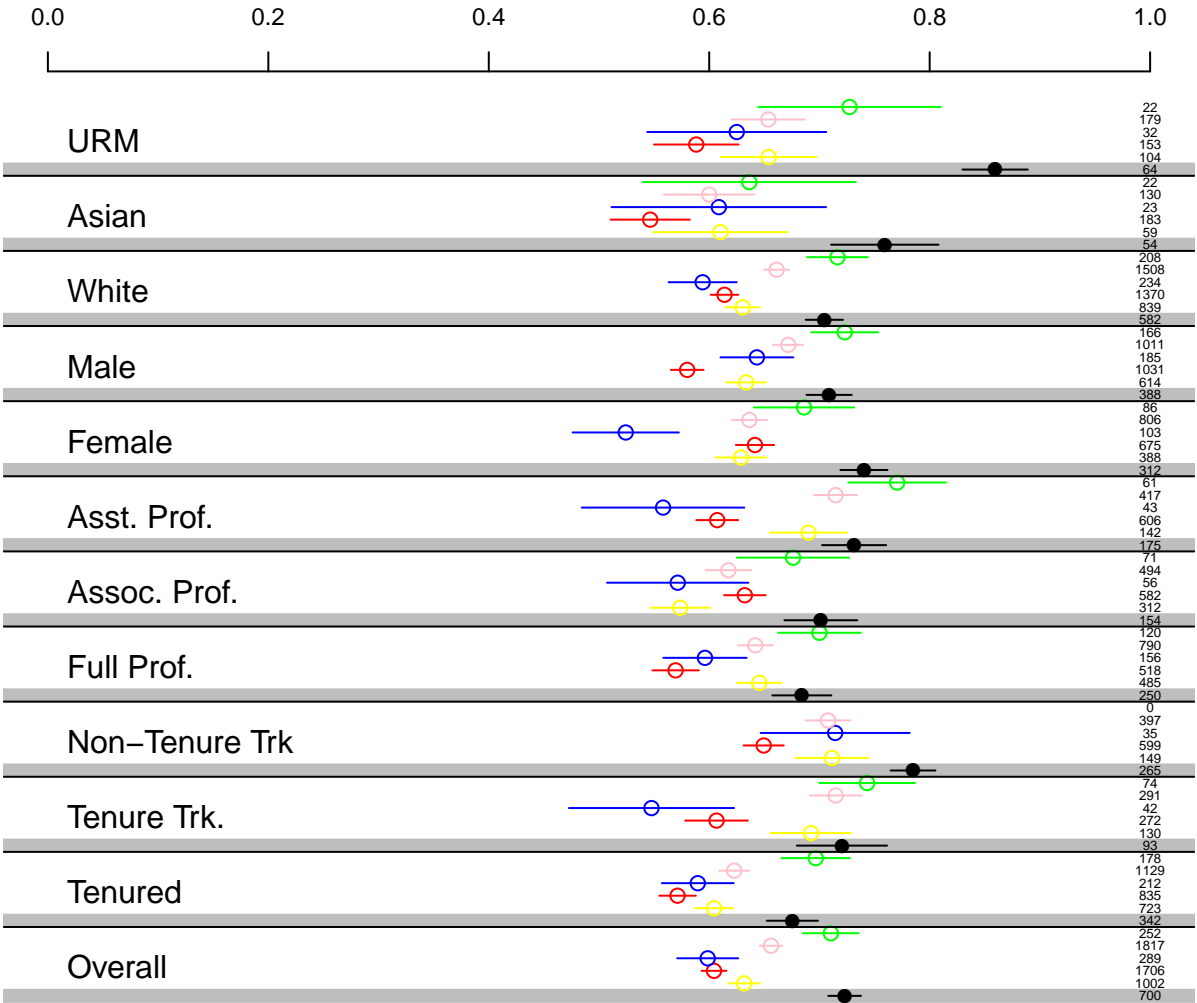
Office



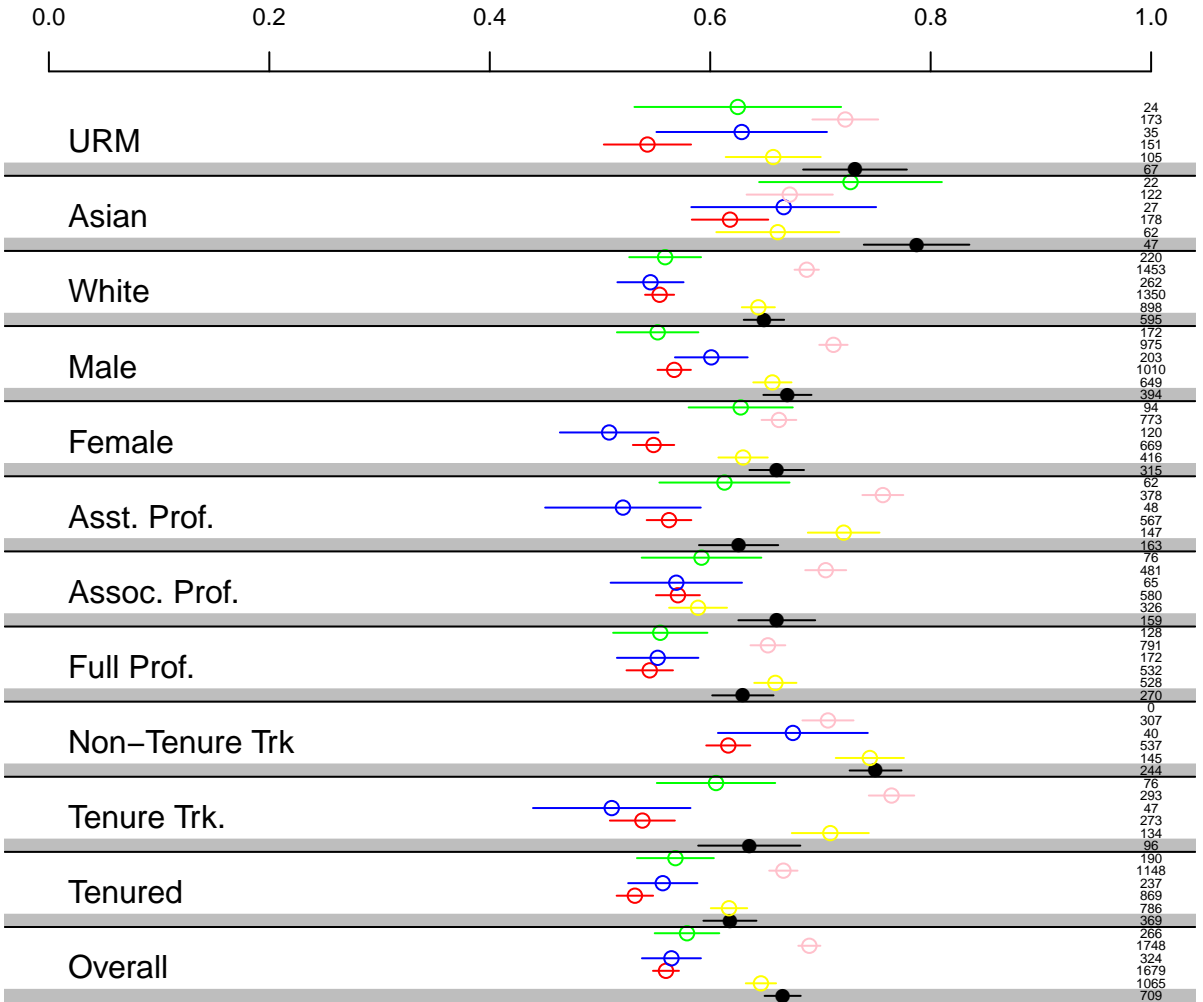
Laboratory, research, studio space



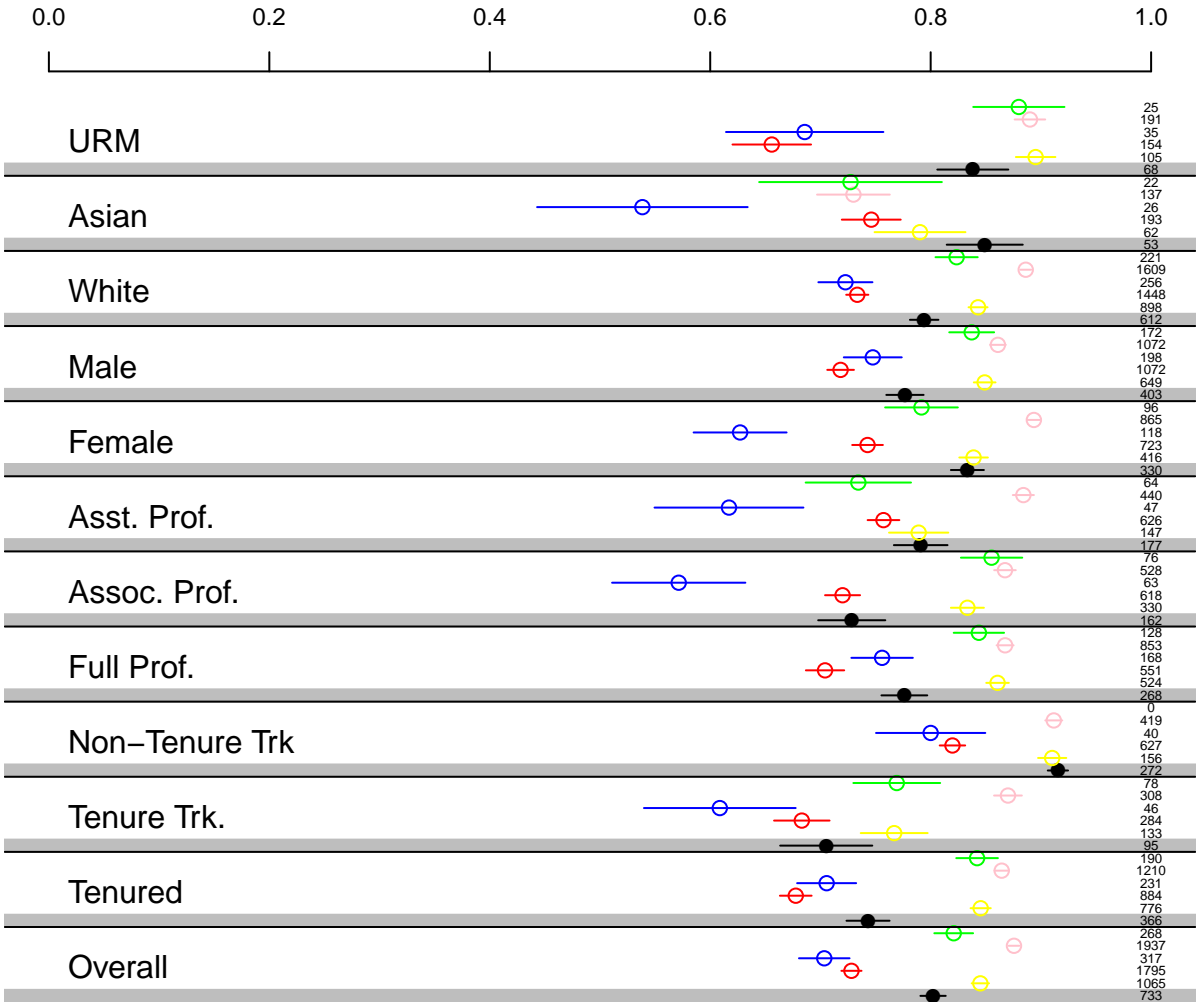
Equipment



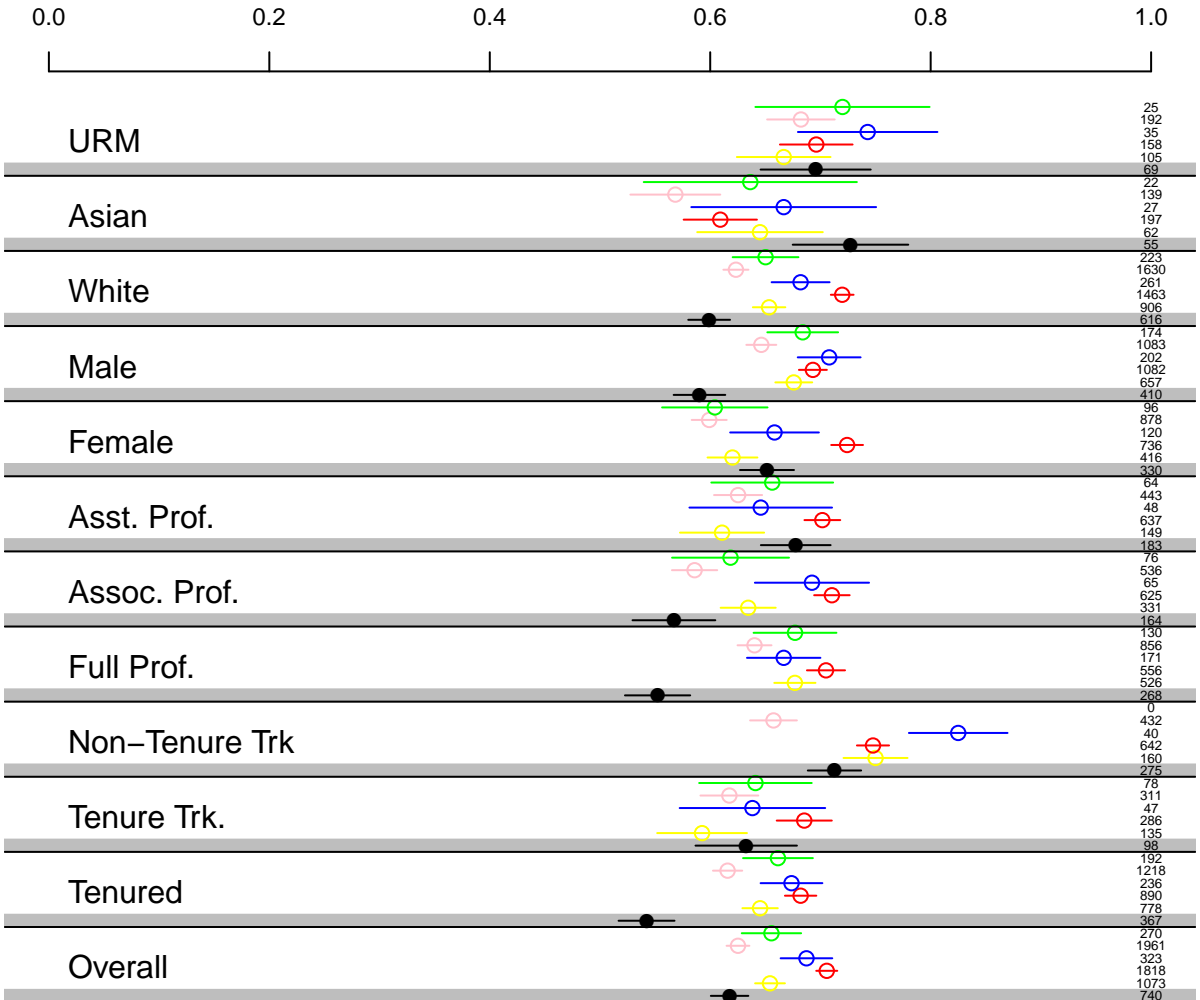
Classrooms



Library resources

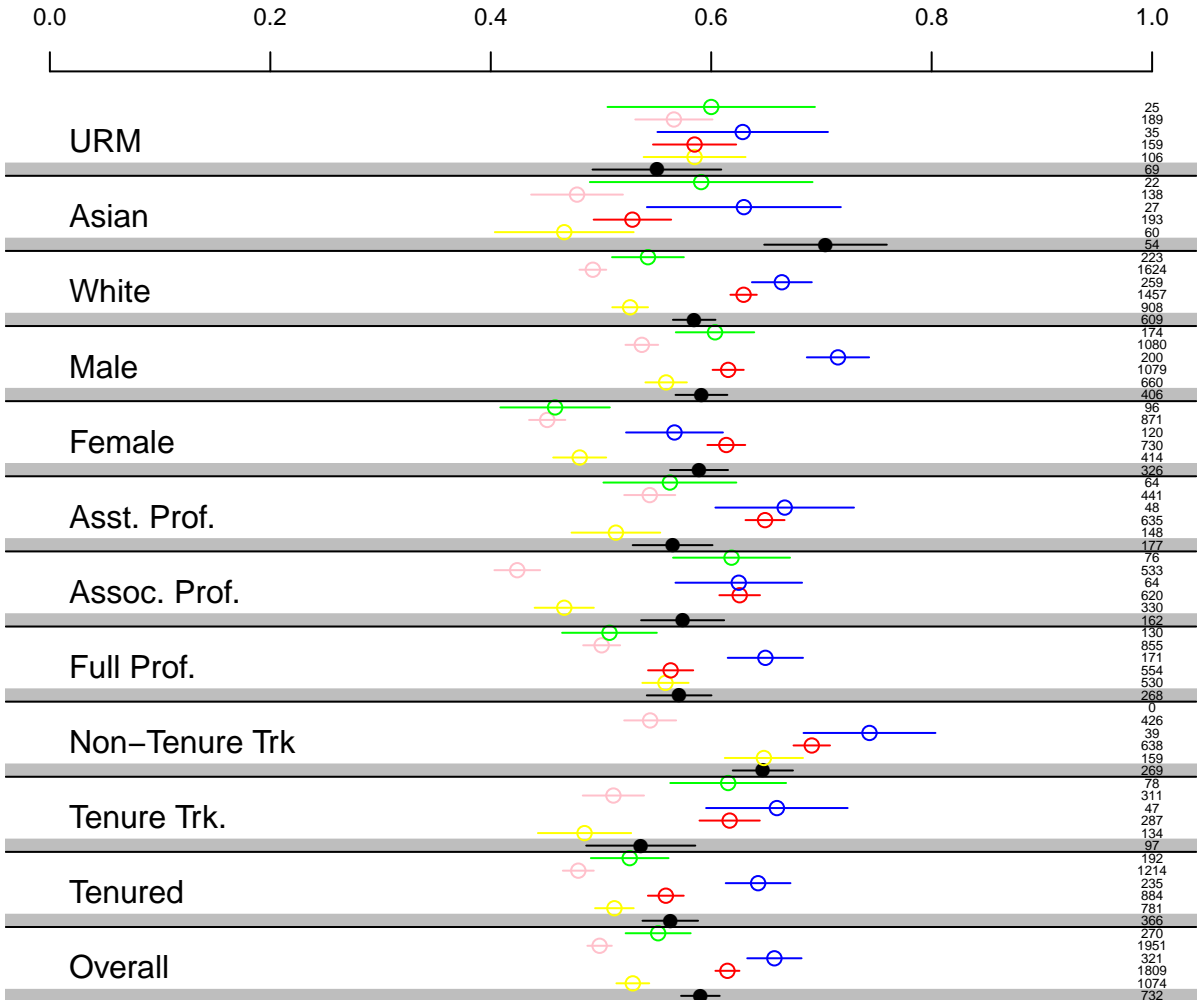


Computing and technical support

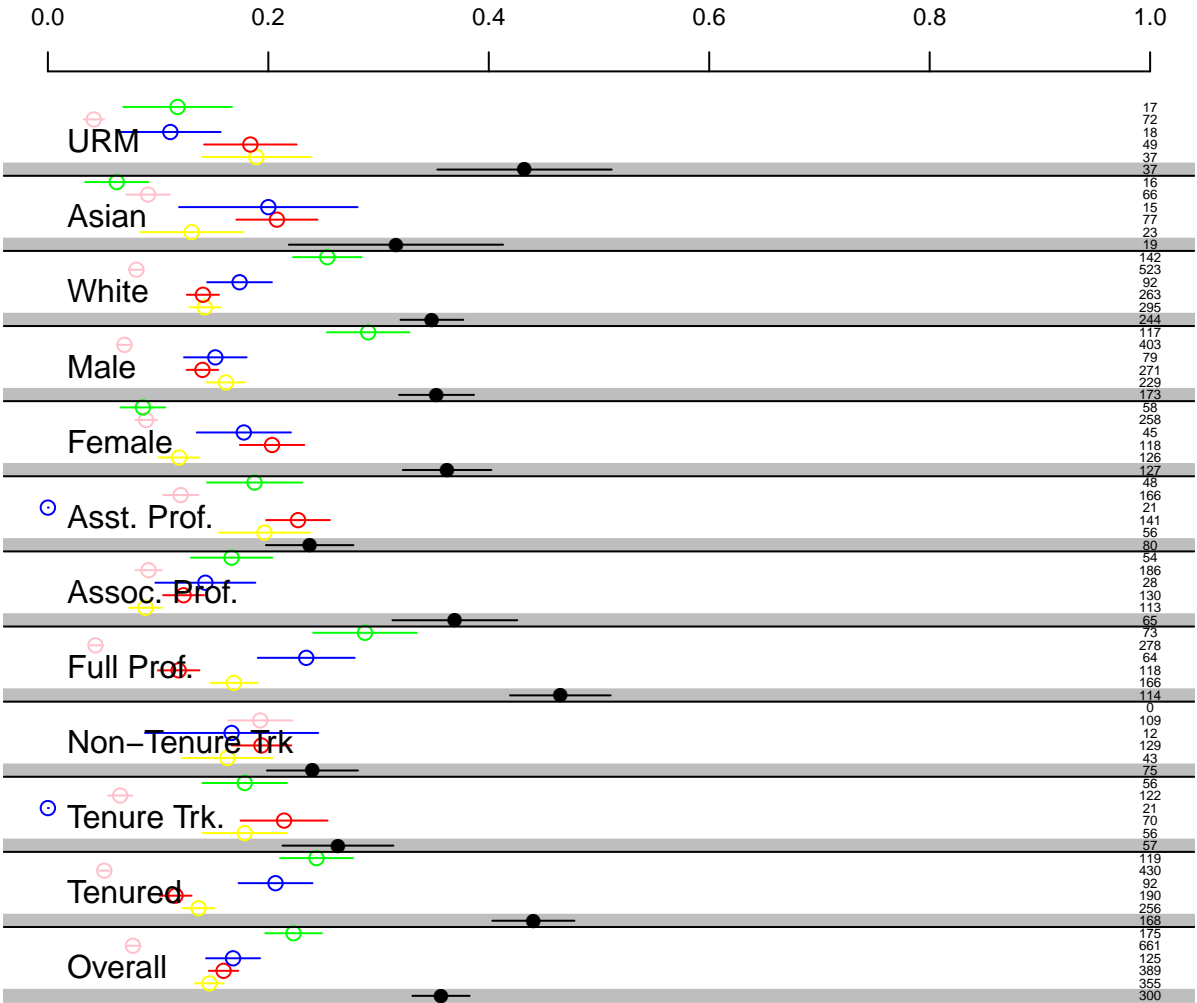


Percent satisfied or very satisfied

Clerical/administrative support



Housing benefits



0.0

0.2

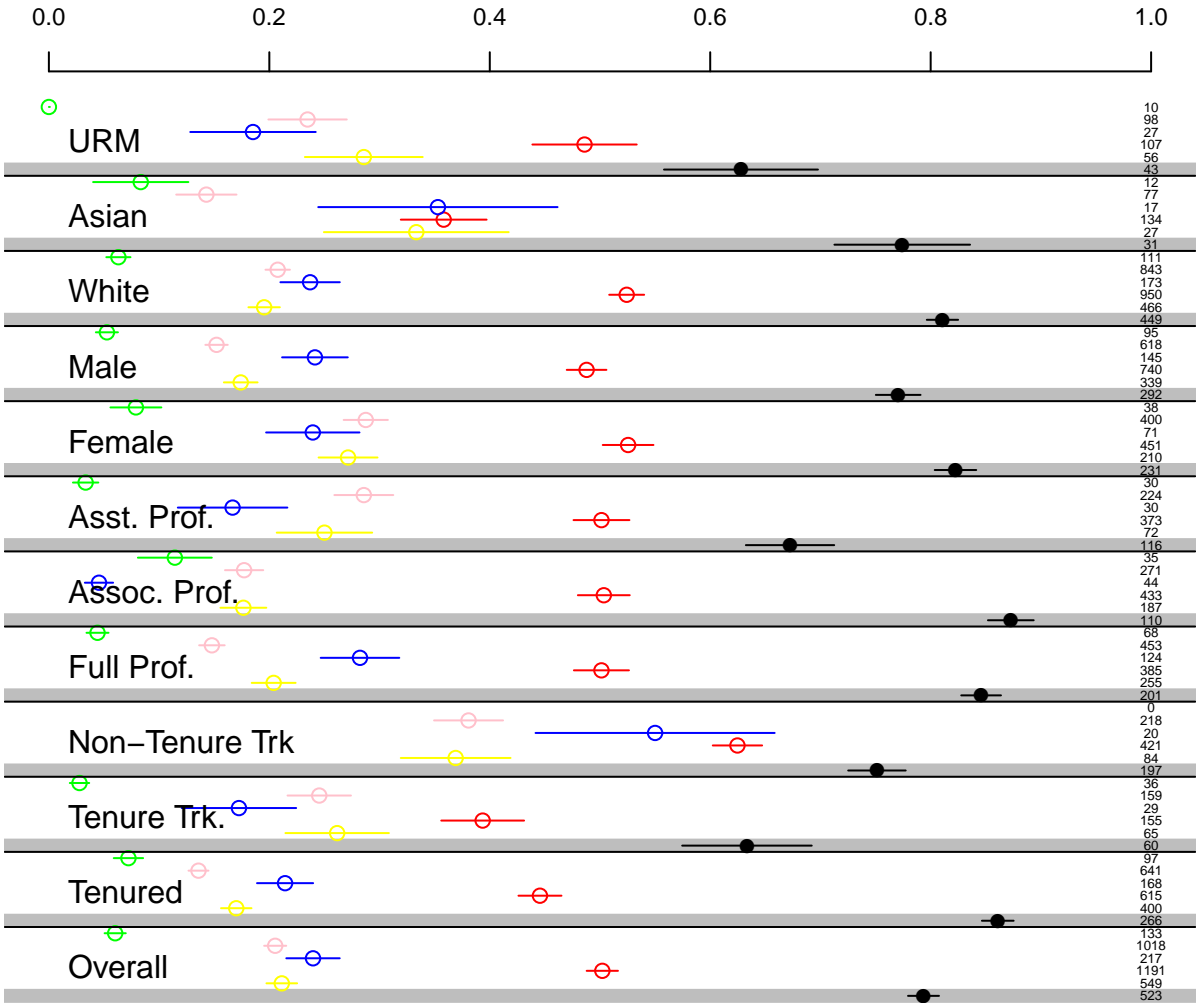
0.4

0.6

0.8

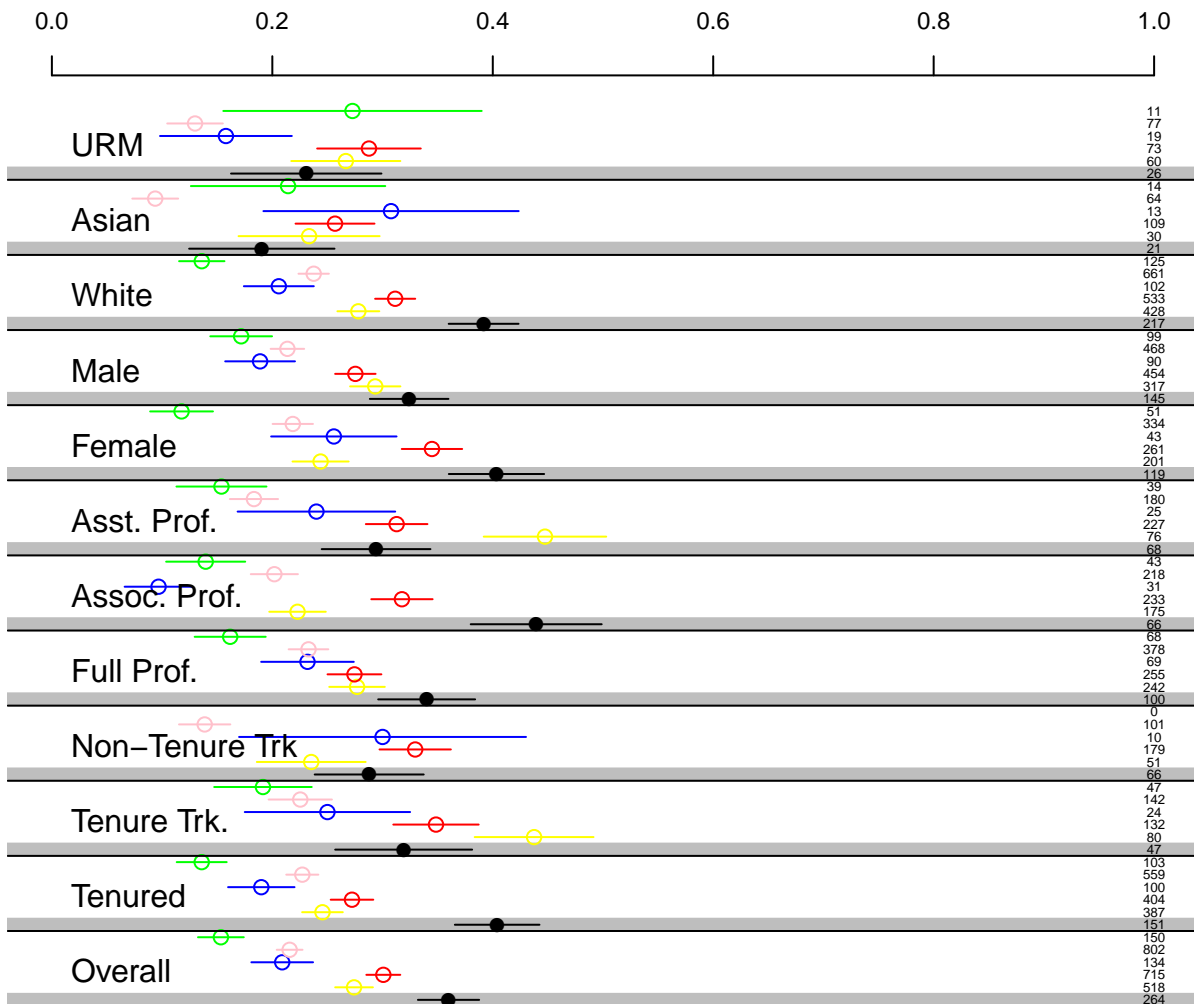
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Tuition waivers, remission, or exchange

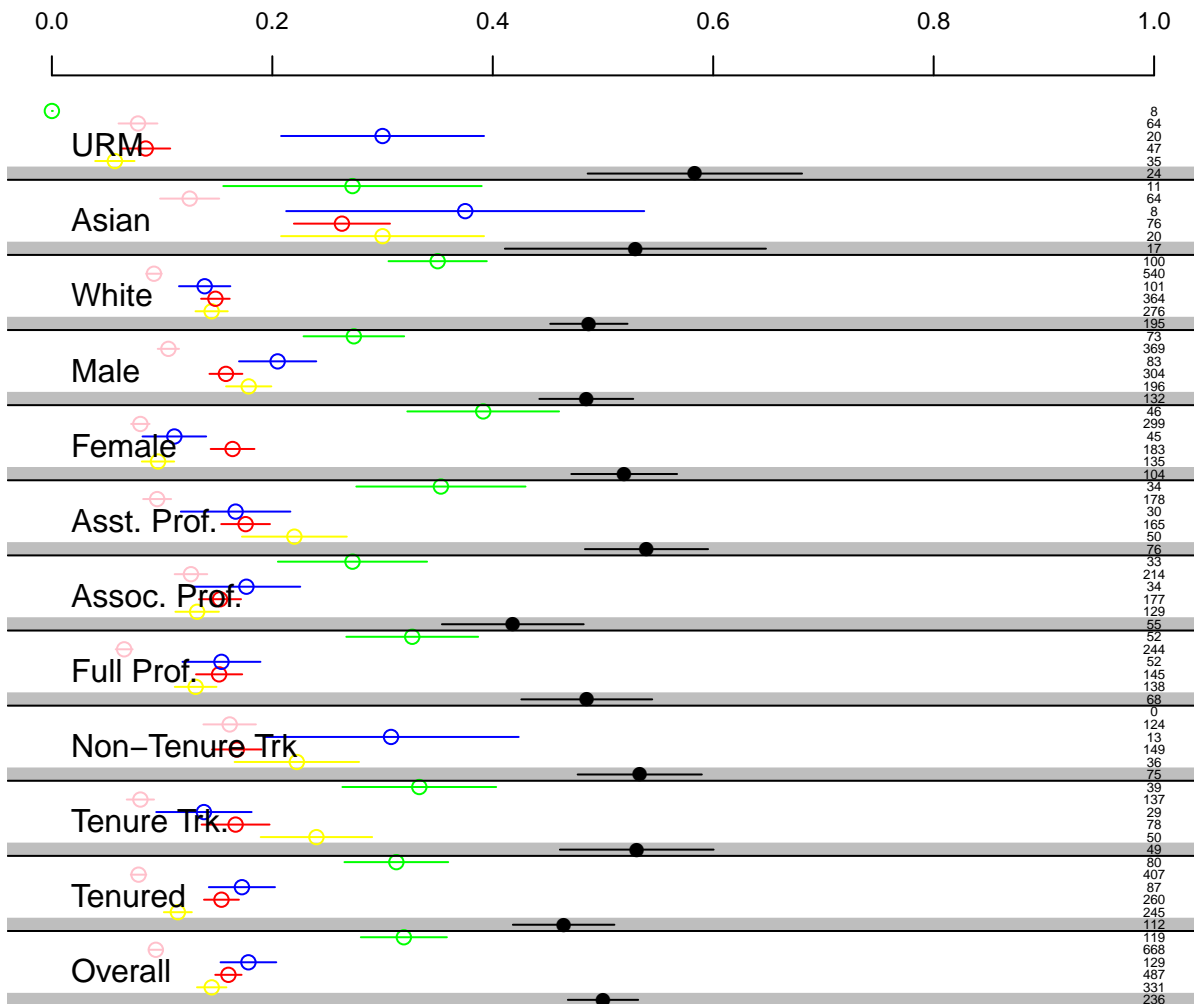


Percent satisfied or very satisfied

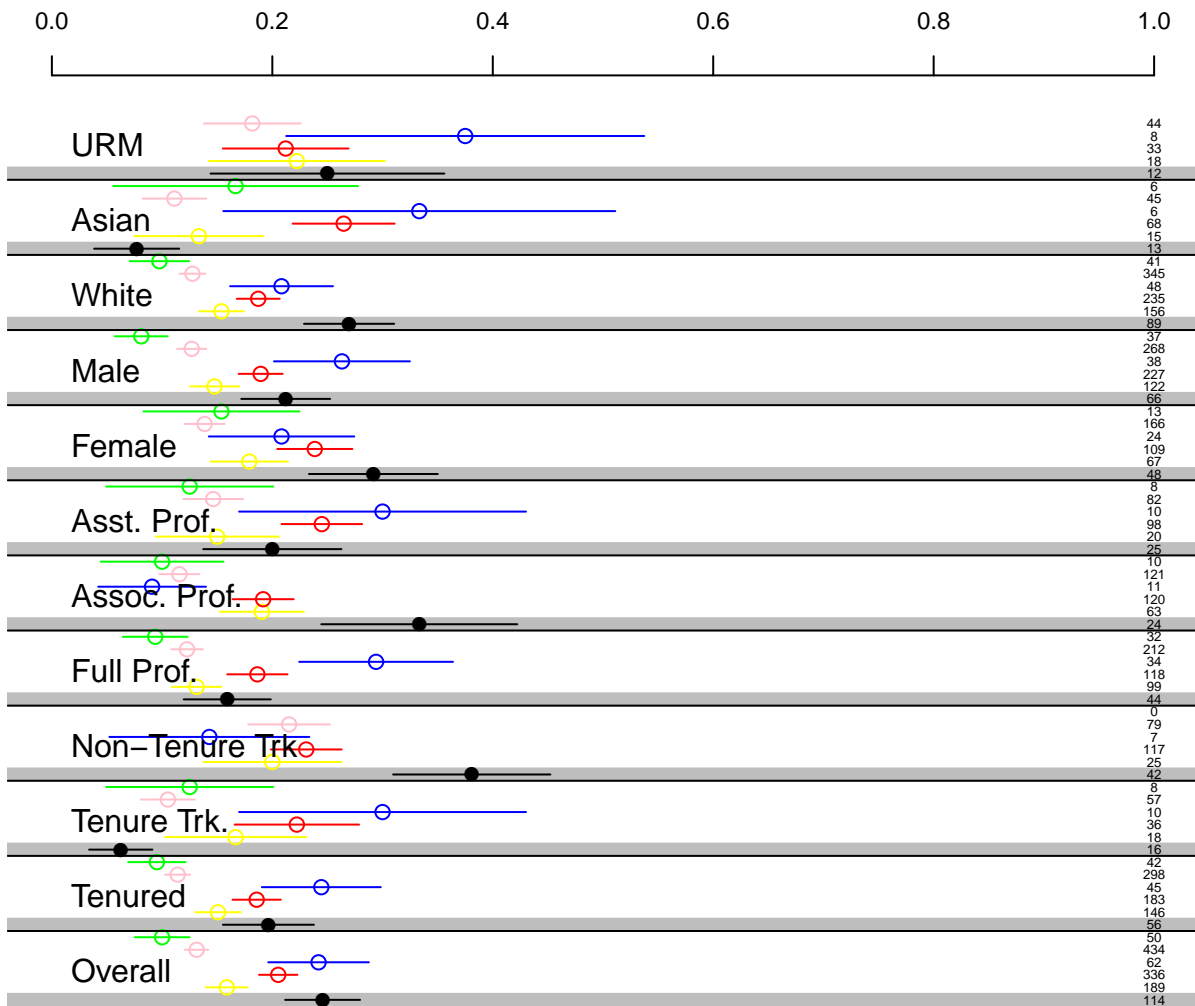
Spousal/partner hiring program



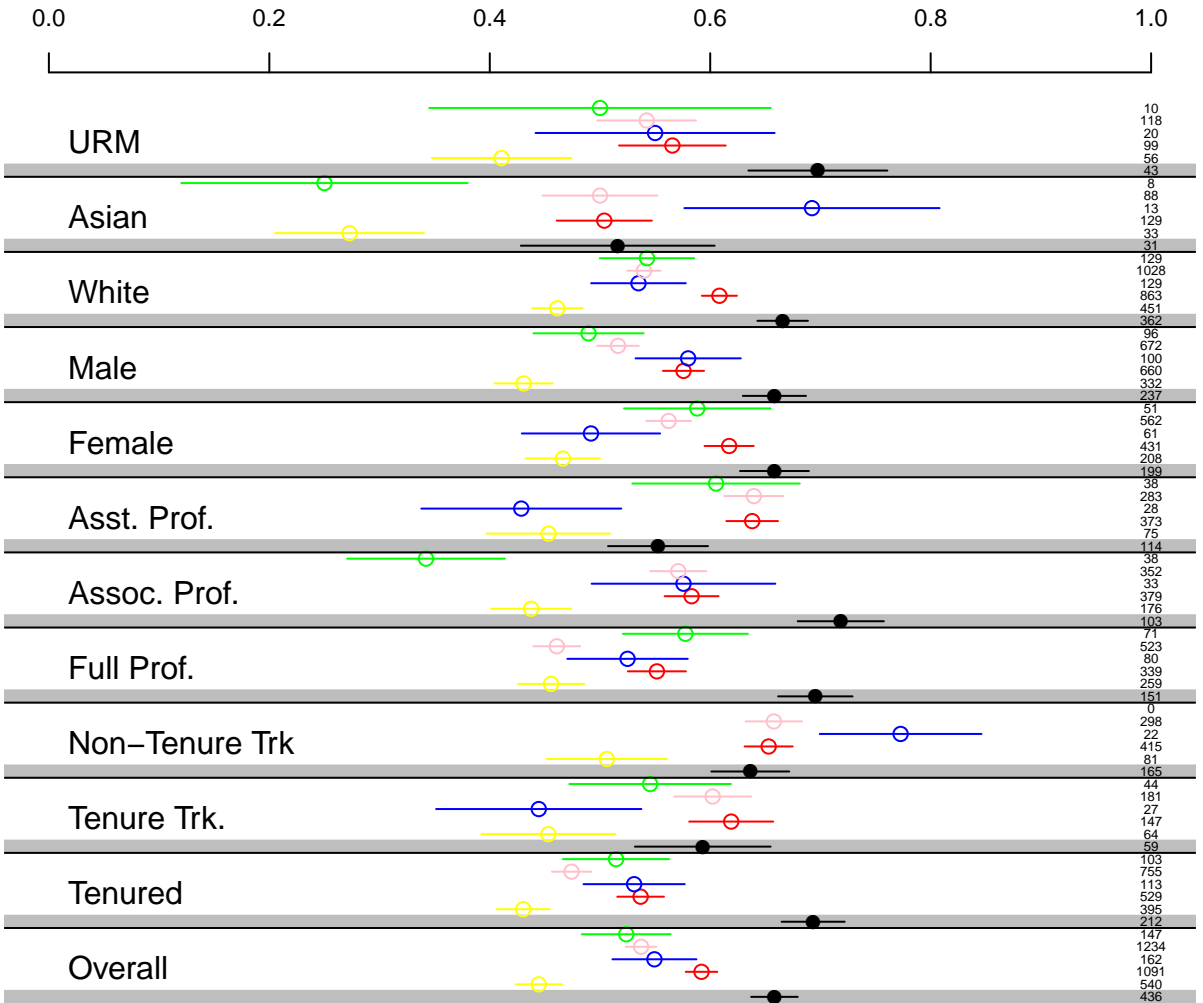
Childcare



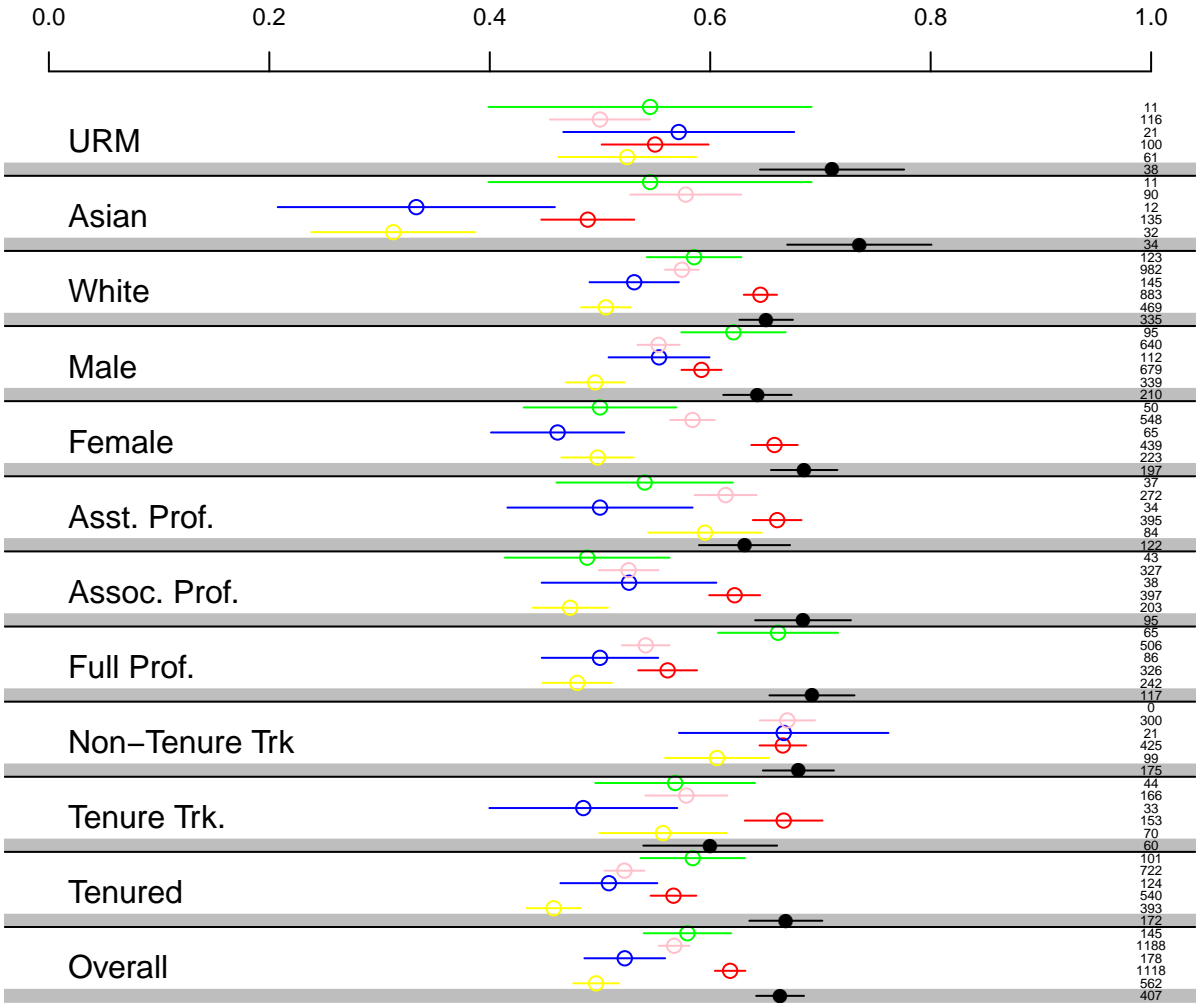
Eldercare



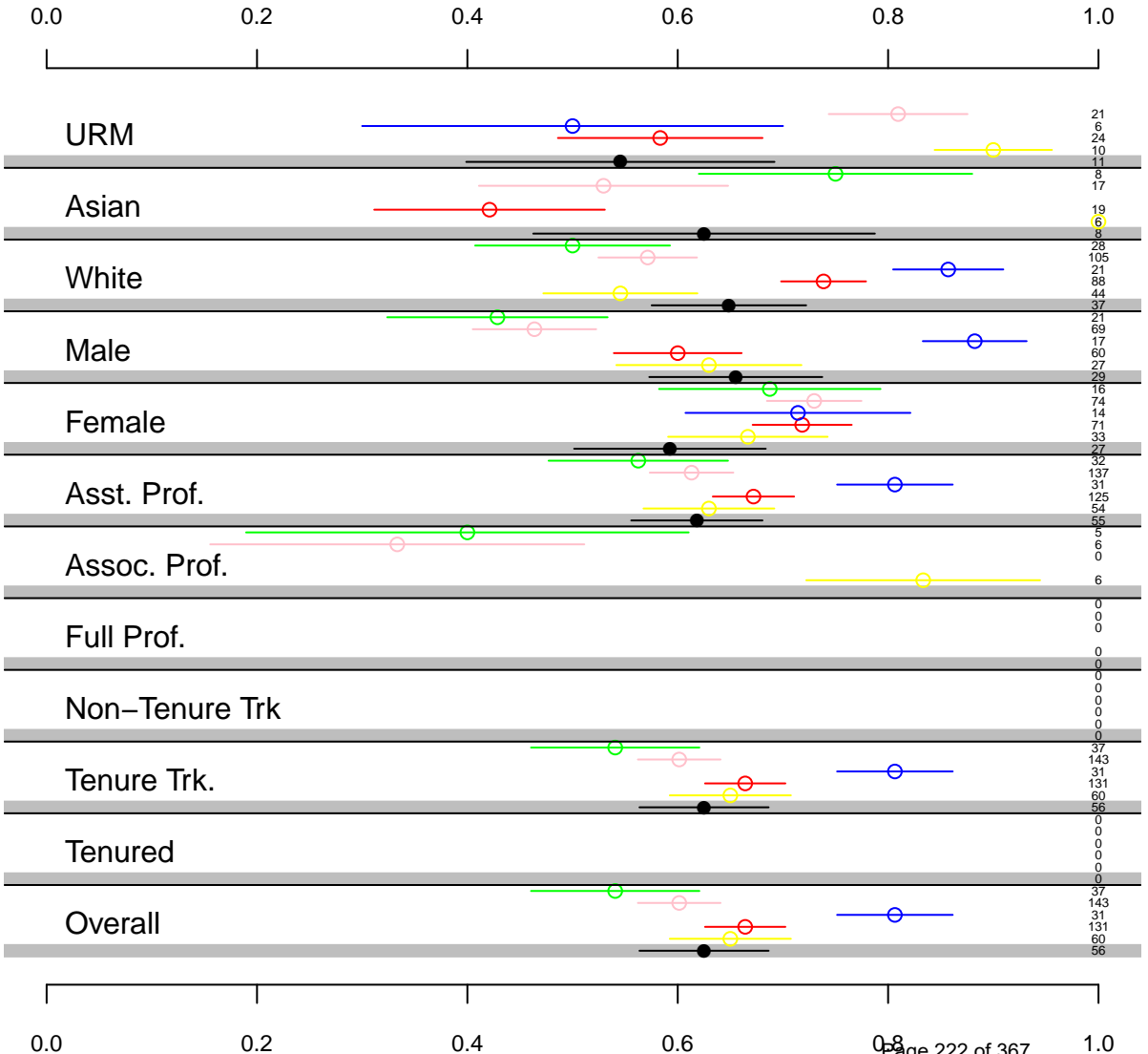
Family medical/parental leave



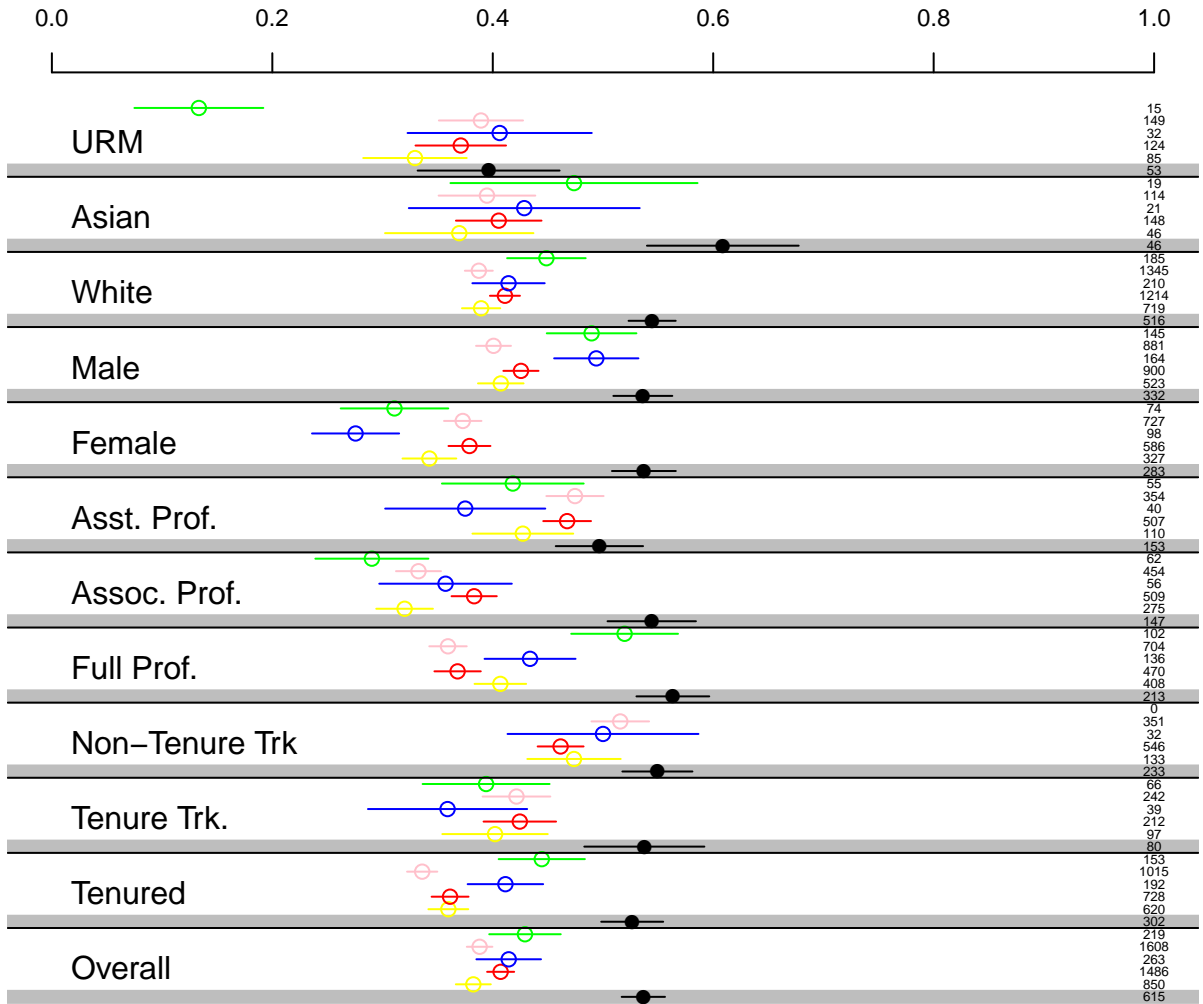
Flexible workload/modified duties



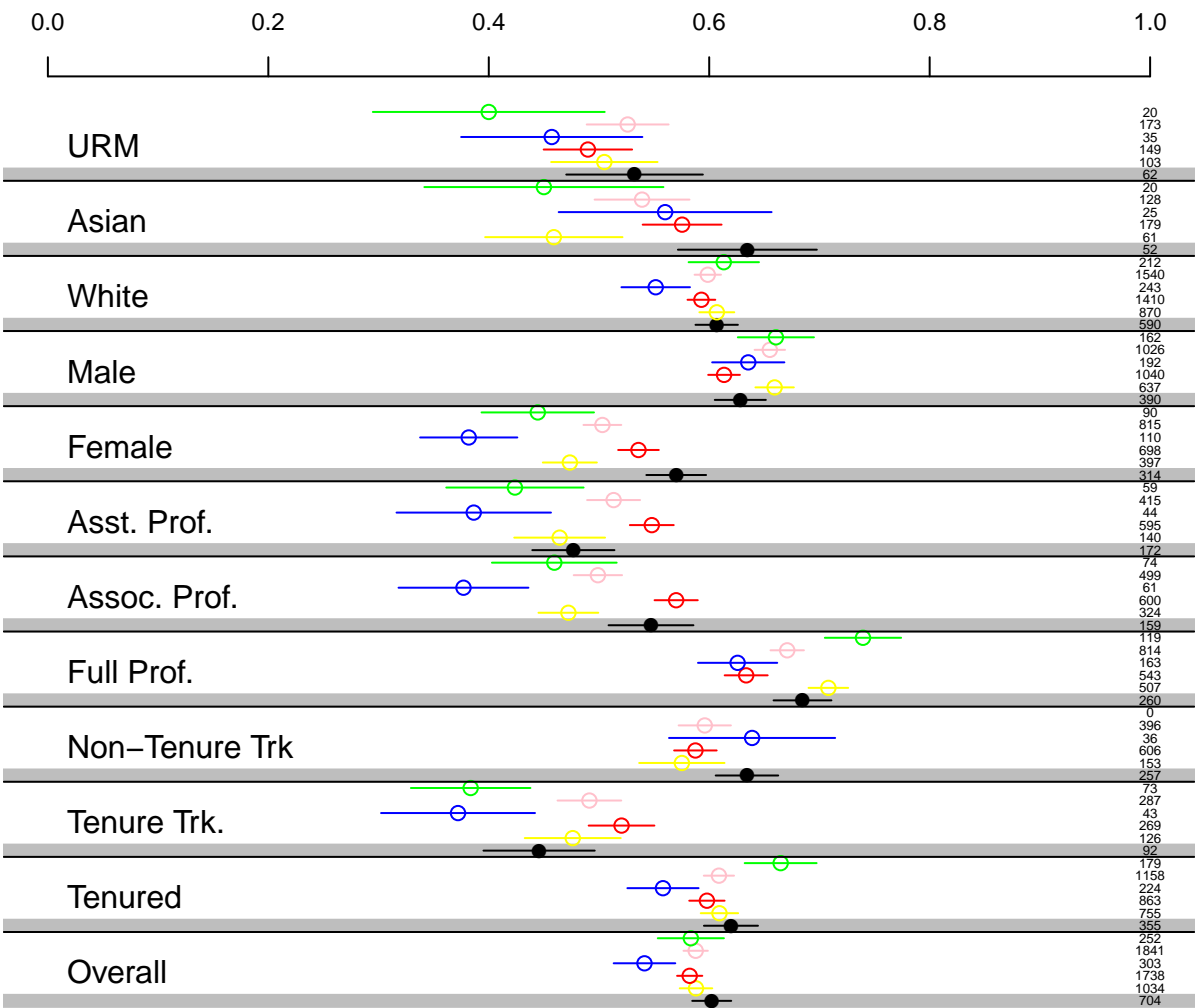
Stop-the-clock policies



Institutional support for family-career compatibility

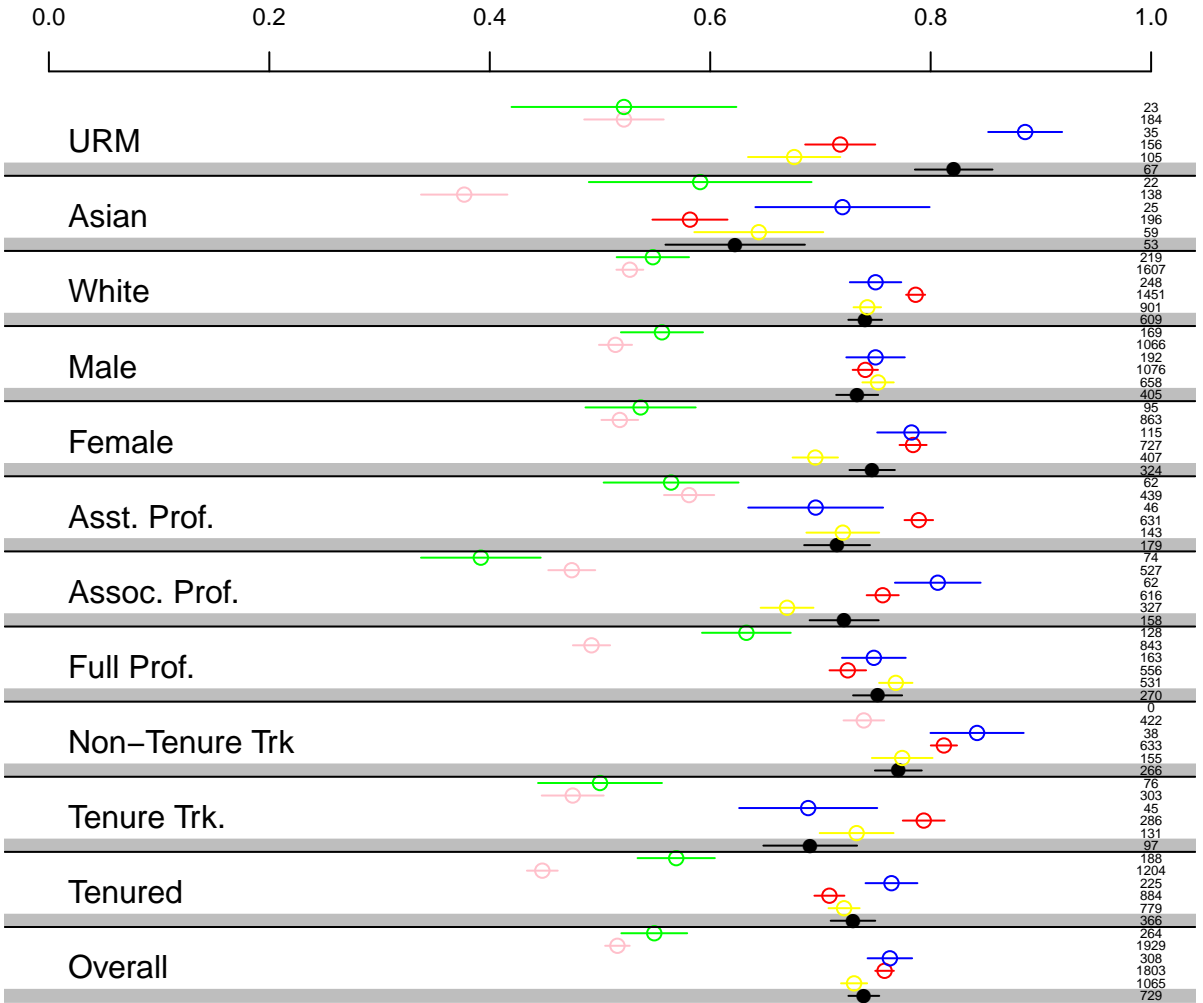


Right balance between professional and personal

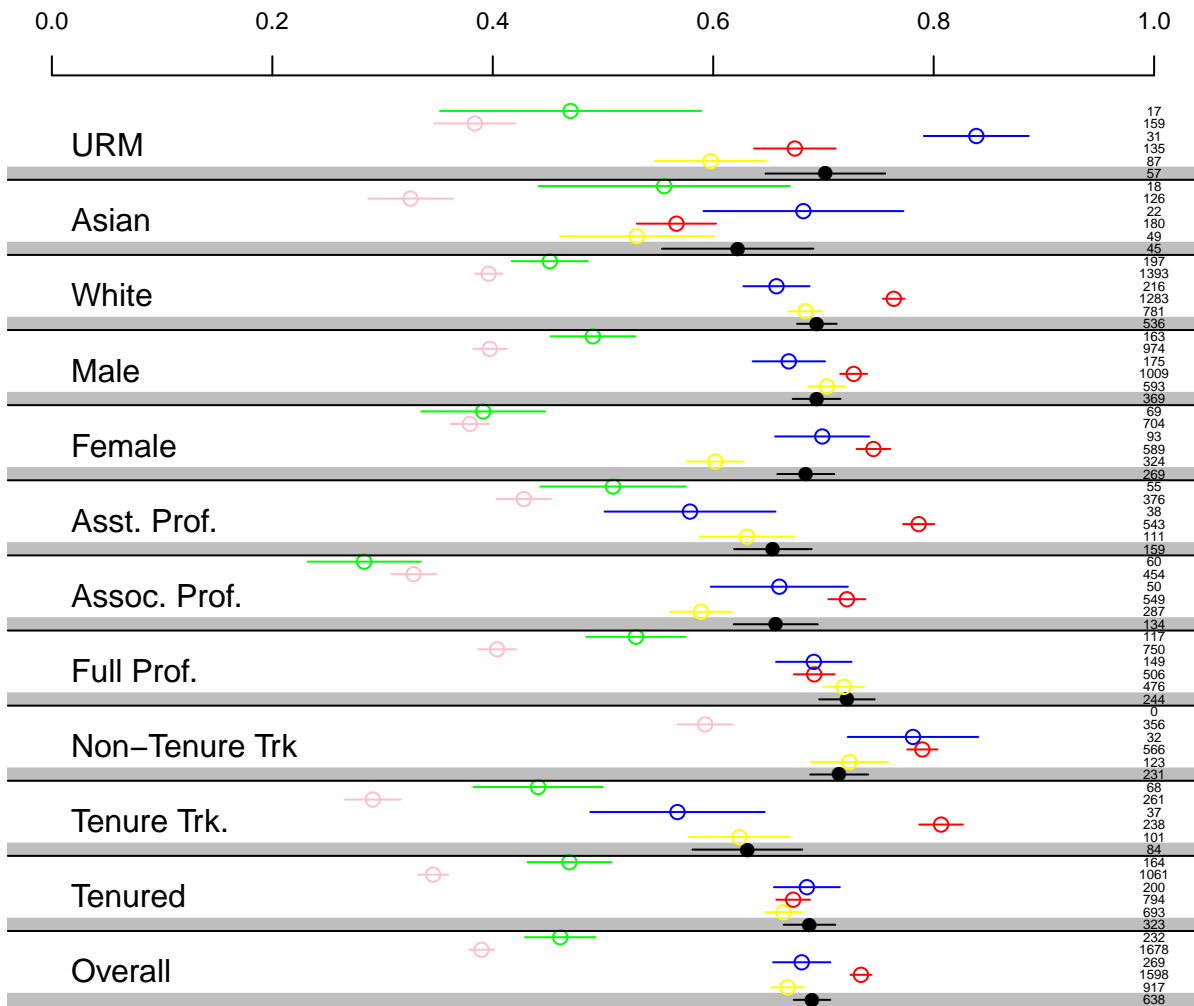


Percent somewhat or strongly agree

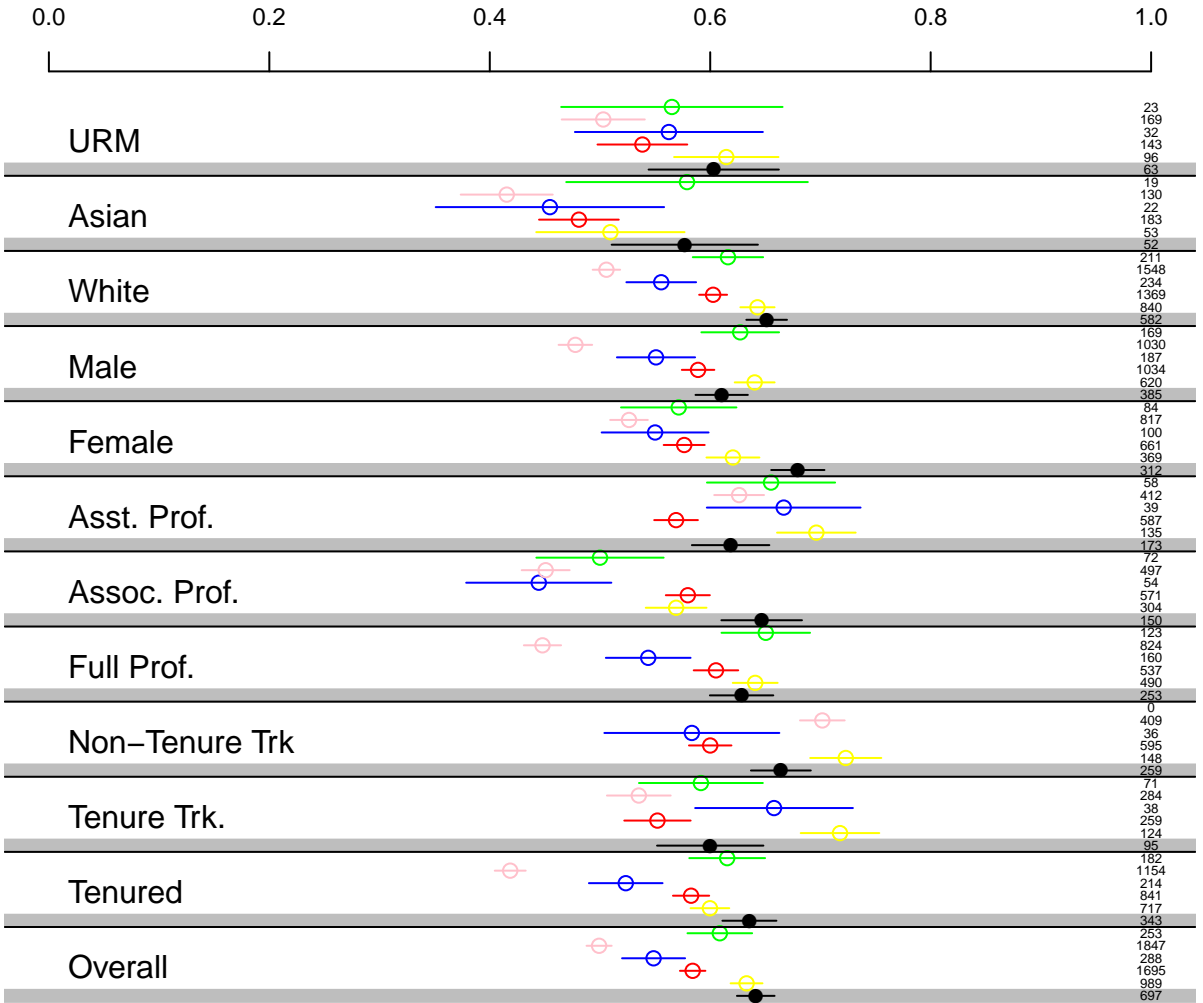
Health benefits for yourself



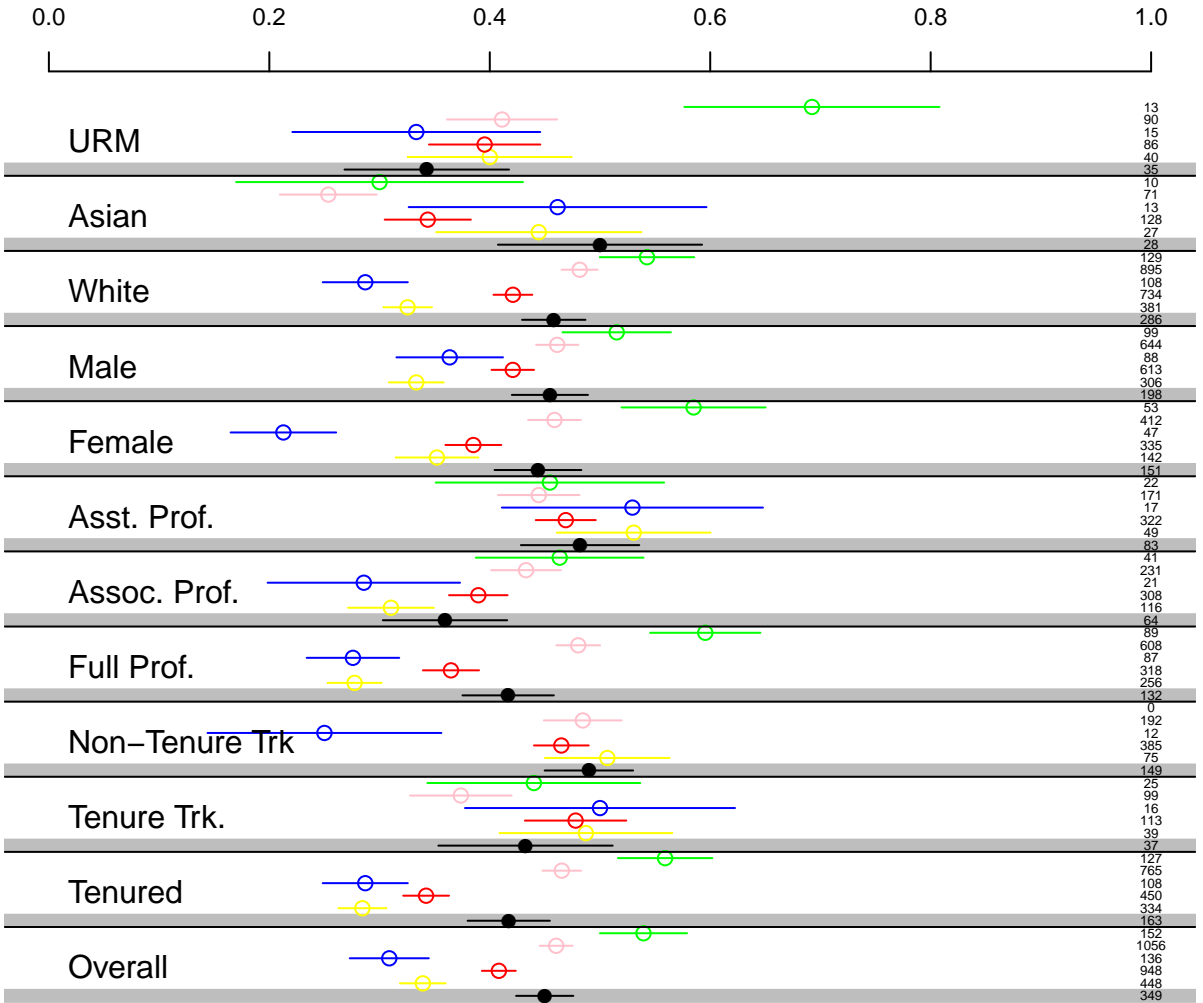
Health benefits for family



Retirement benefits



Phased retirement options



0.0

0.2

0.4

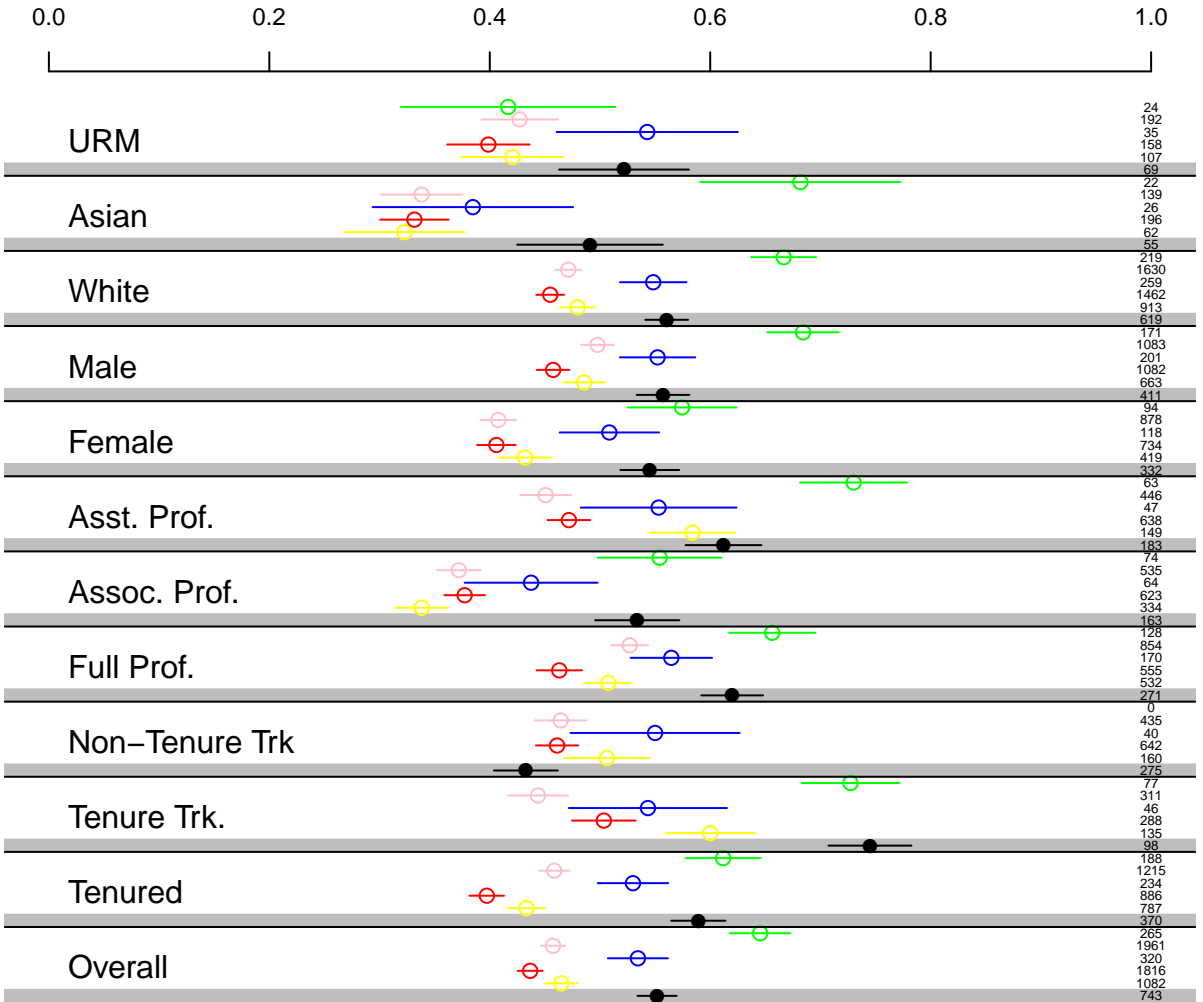
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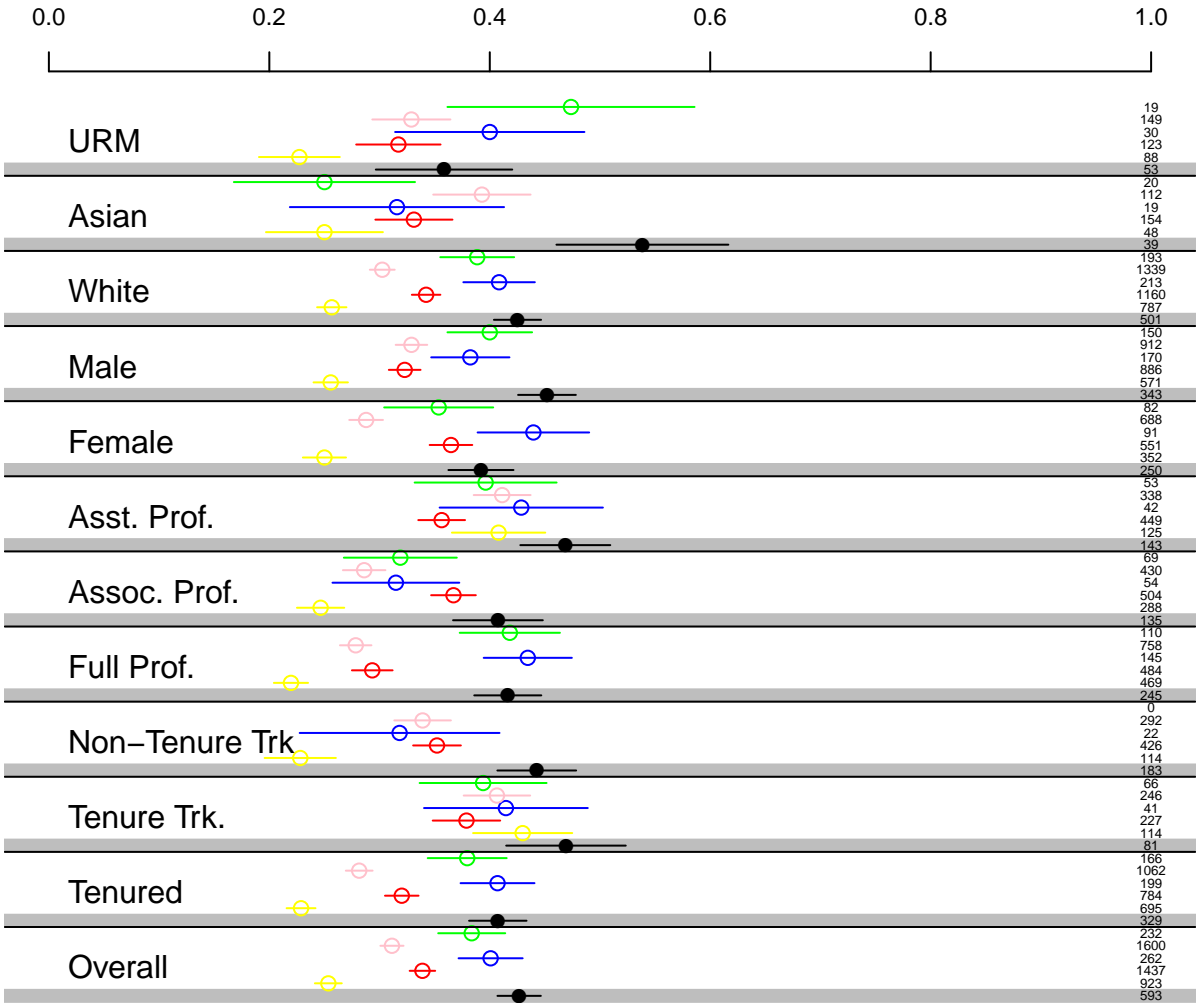
1.0

Percent satisfied or very satisfied

Salary



Budgets encourage interdiscip. work



0.0

0.2

0.4

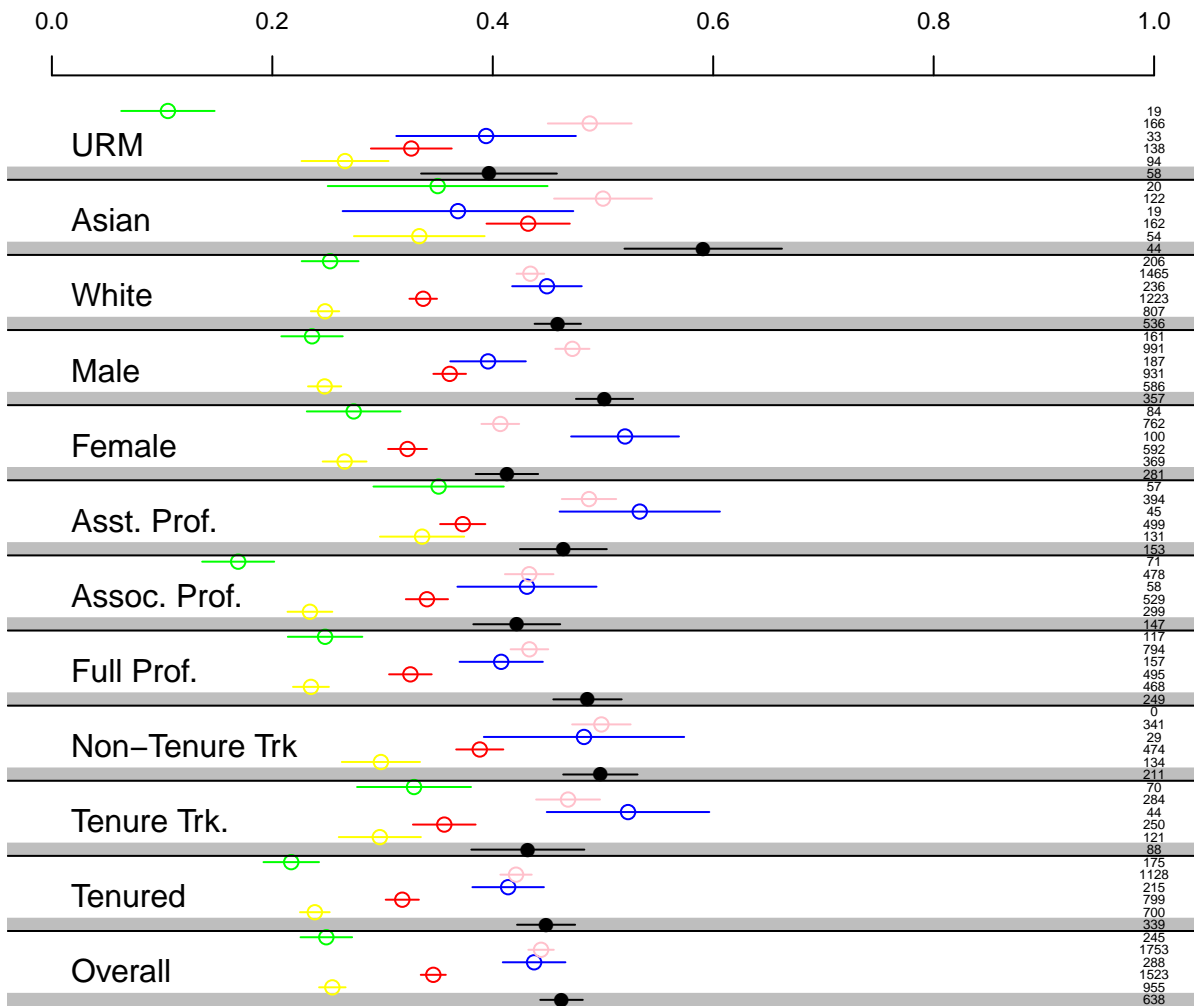
0.6

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1.0

Percent somewhat or strongly agree

Facilities conducive to interdiscip. work



0.0

0.2

0.4

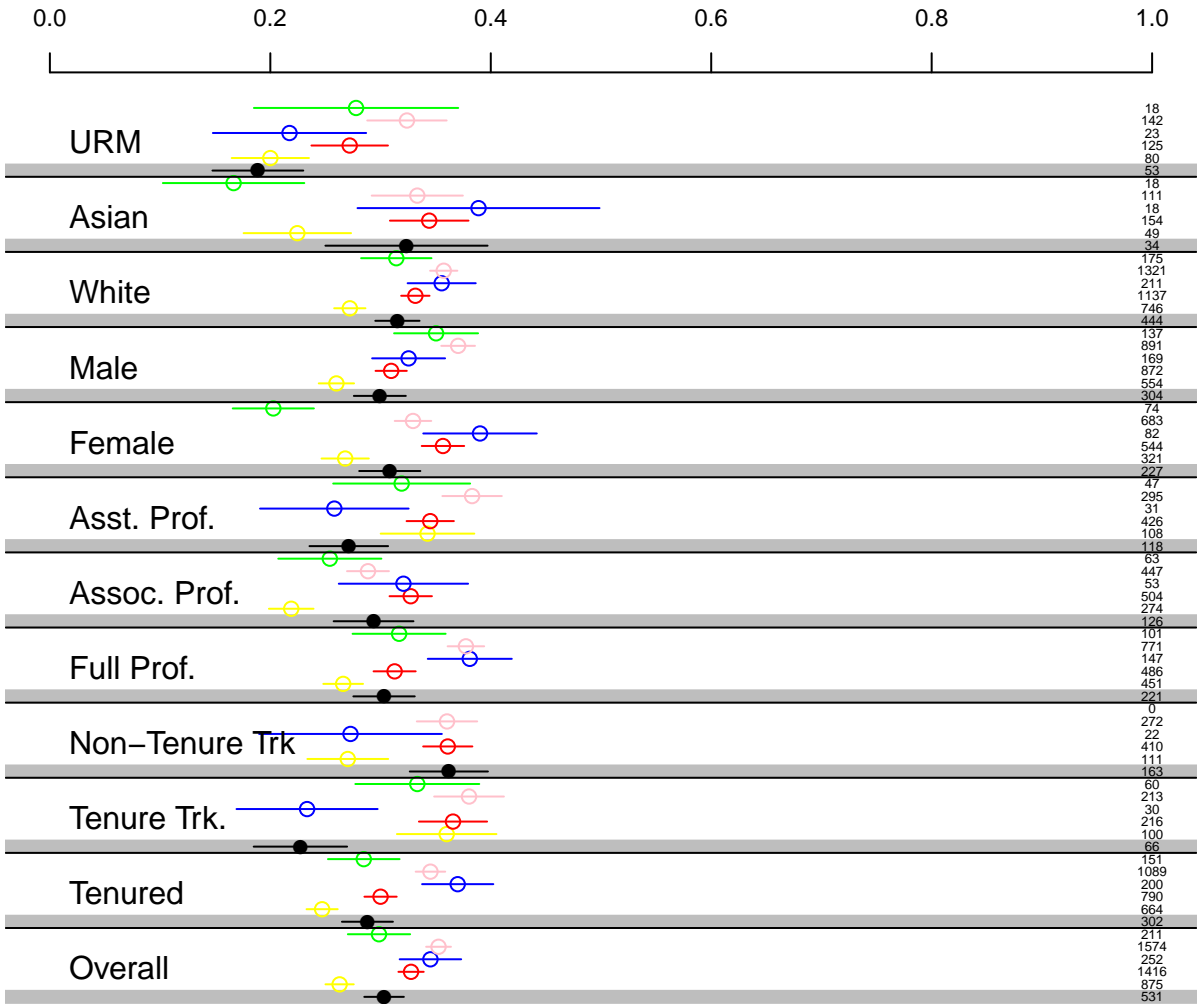
0.6

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1.0

Percent somewhat or strongly agree

Interdiscip. work is rewarded in merit



0.0

0.2

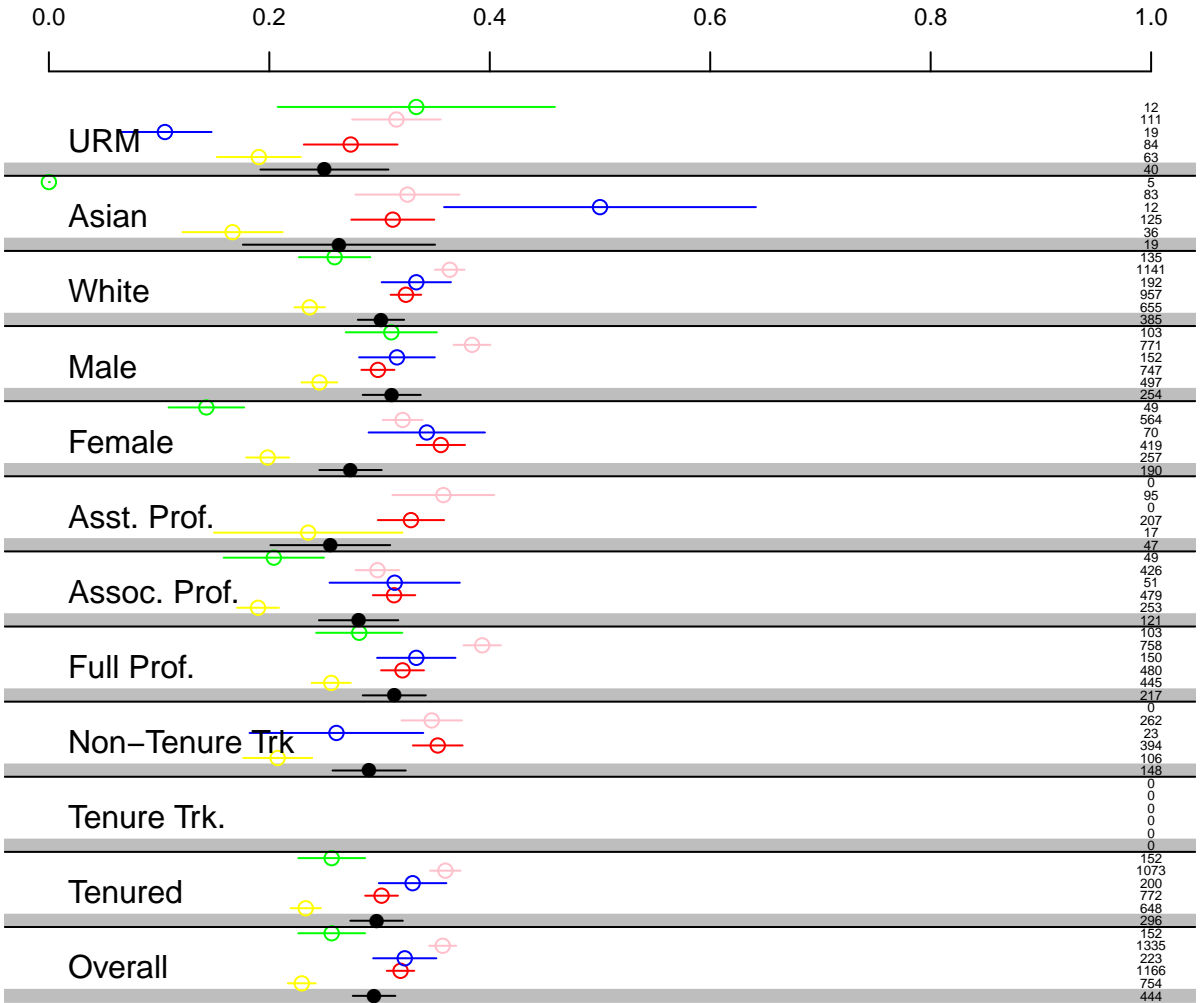
0.4

0.6

0.8

1.0

Interdiscip. work is rewarded in promotion



0.0

0.2

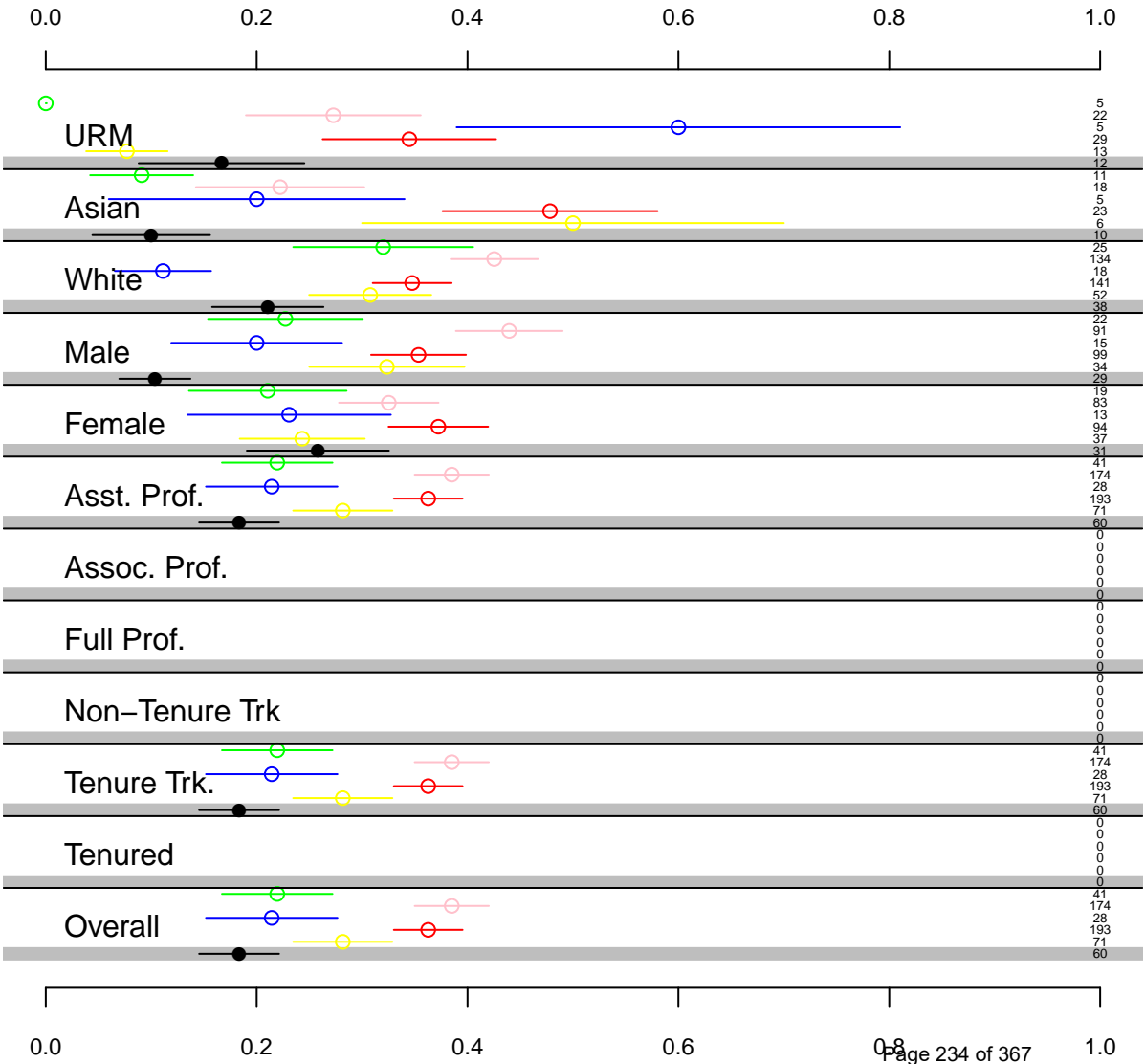
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0.6

0.8

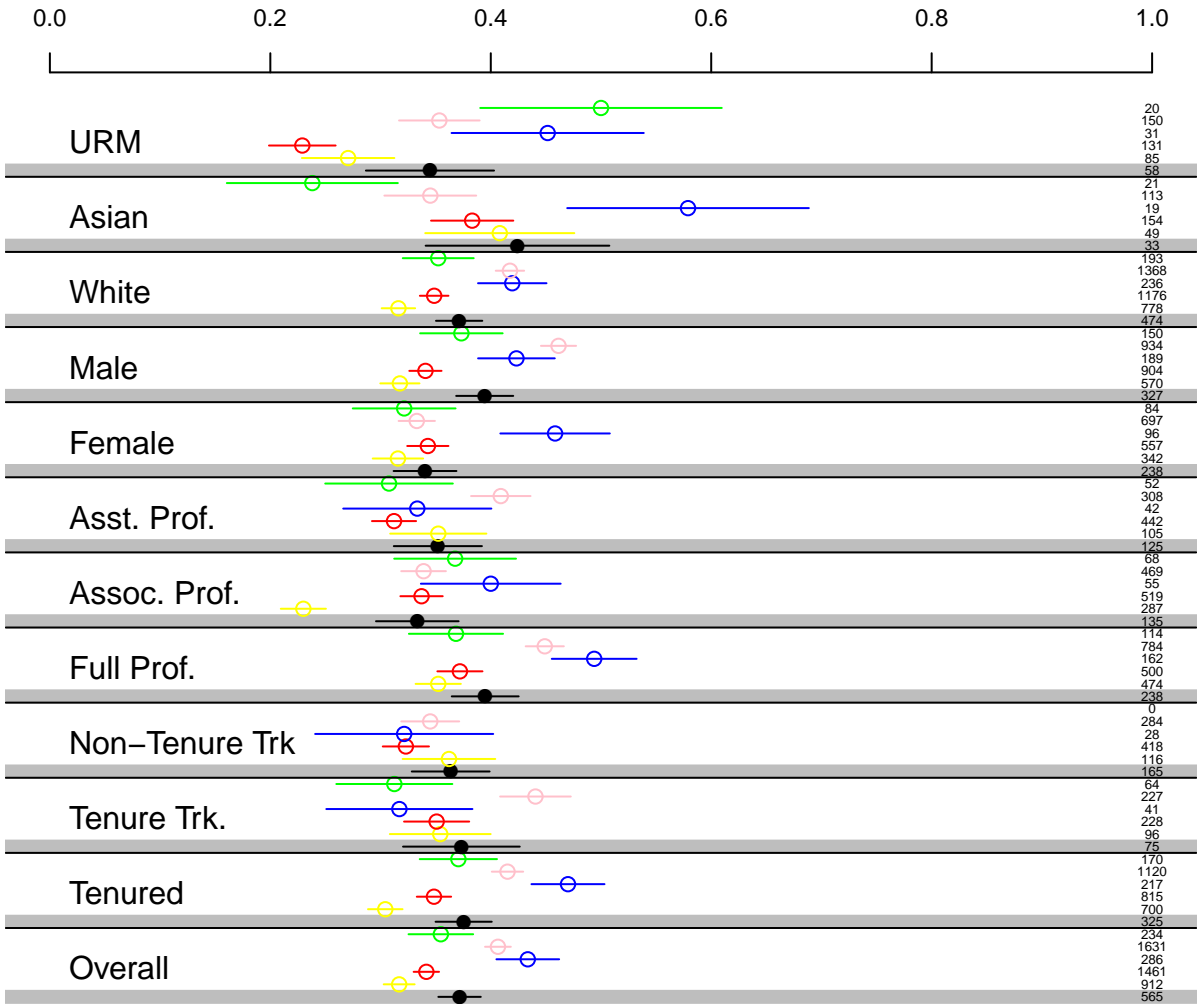
1.0

Interdiscip. work rewarded in tenure



Percent somewhat or strongly agree

Dept. knows how to evaluate interdiscip. work



0.0

0.2

0.4

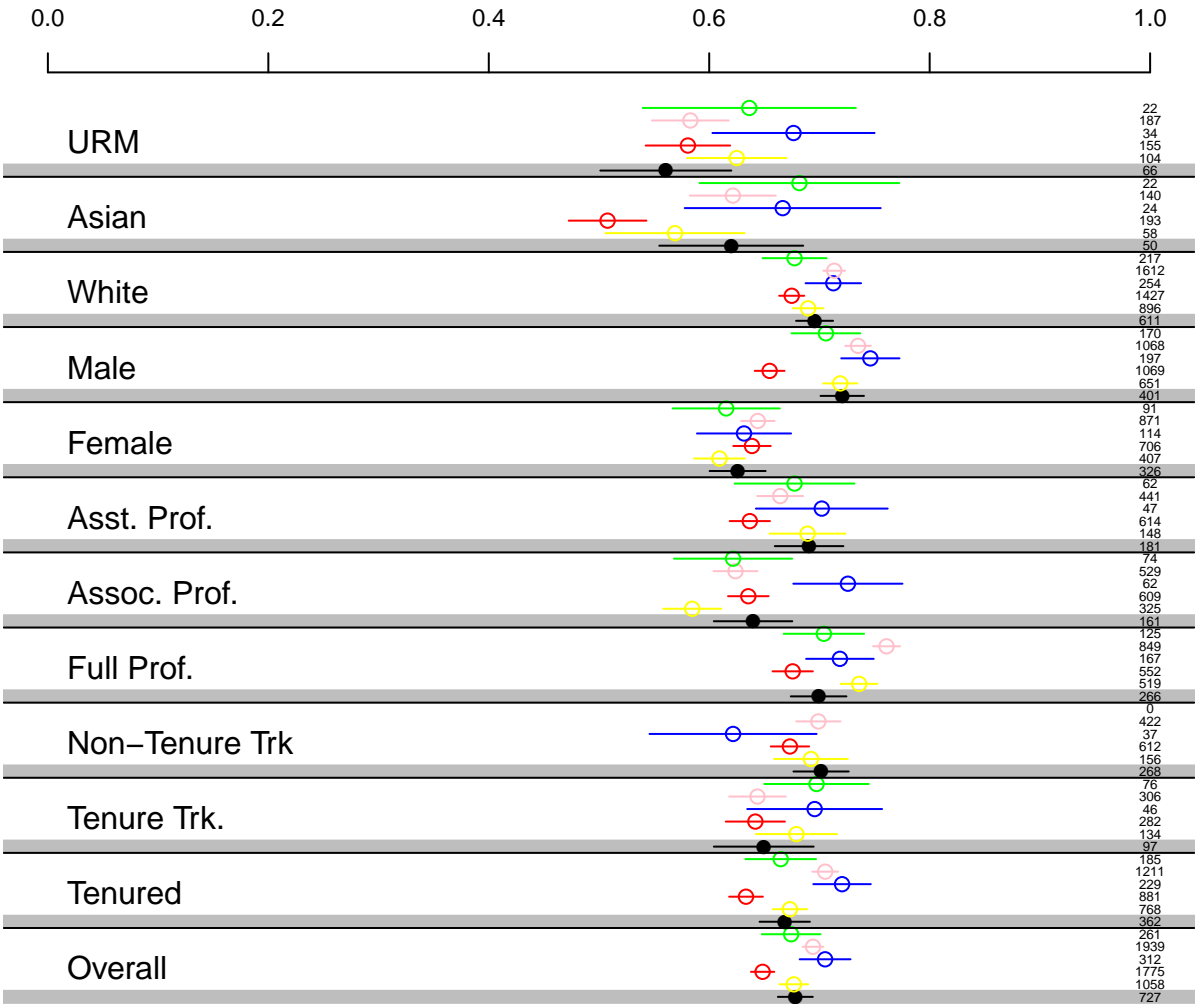
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0.8 Page 235 of 367

1.0

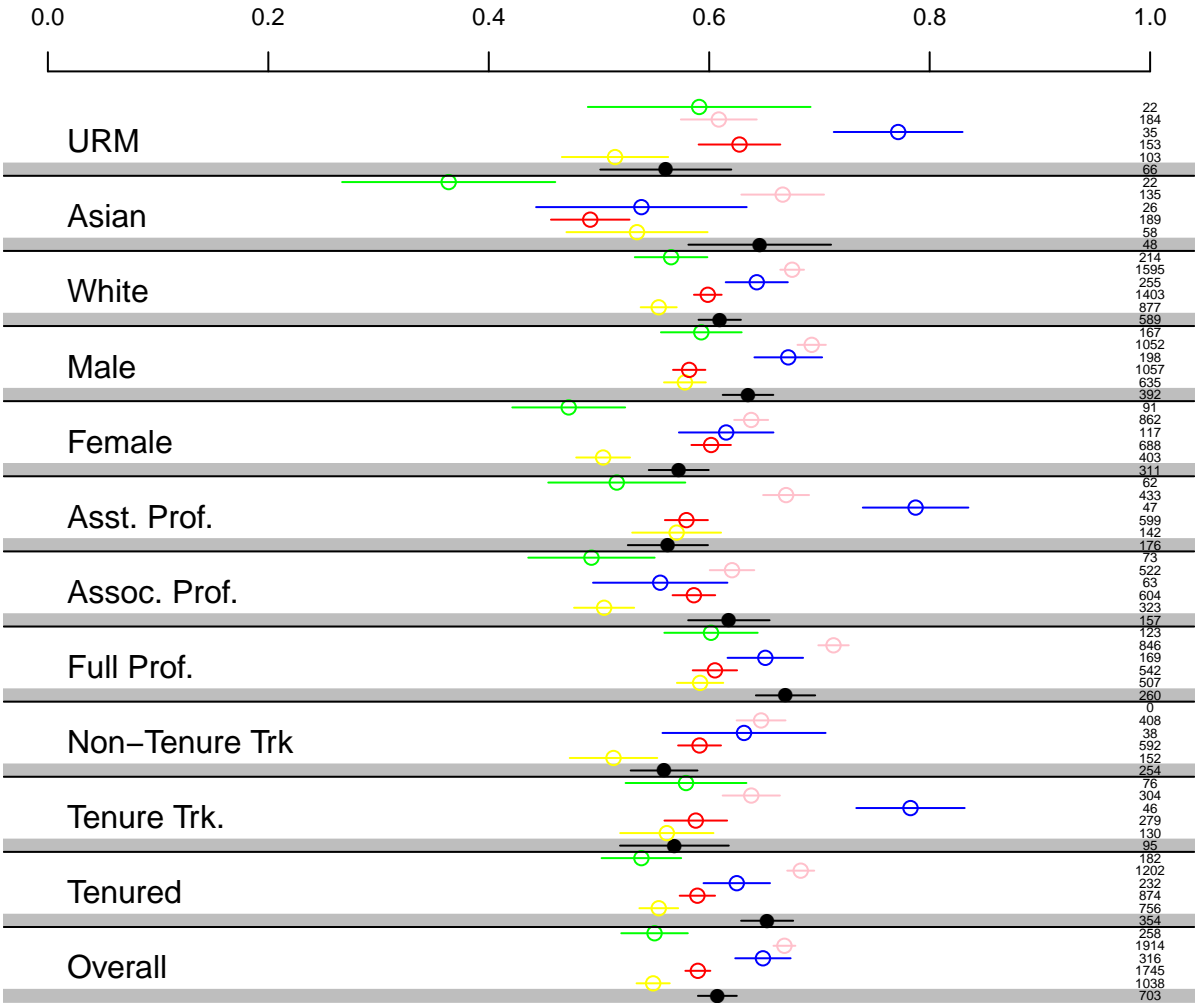
Percent somewhat or strongly agree

Collaboration opportunities in dept.



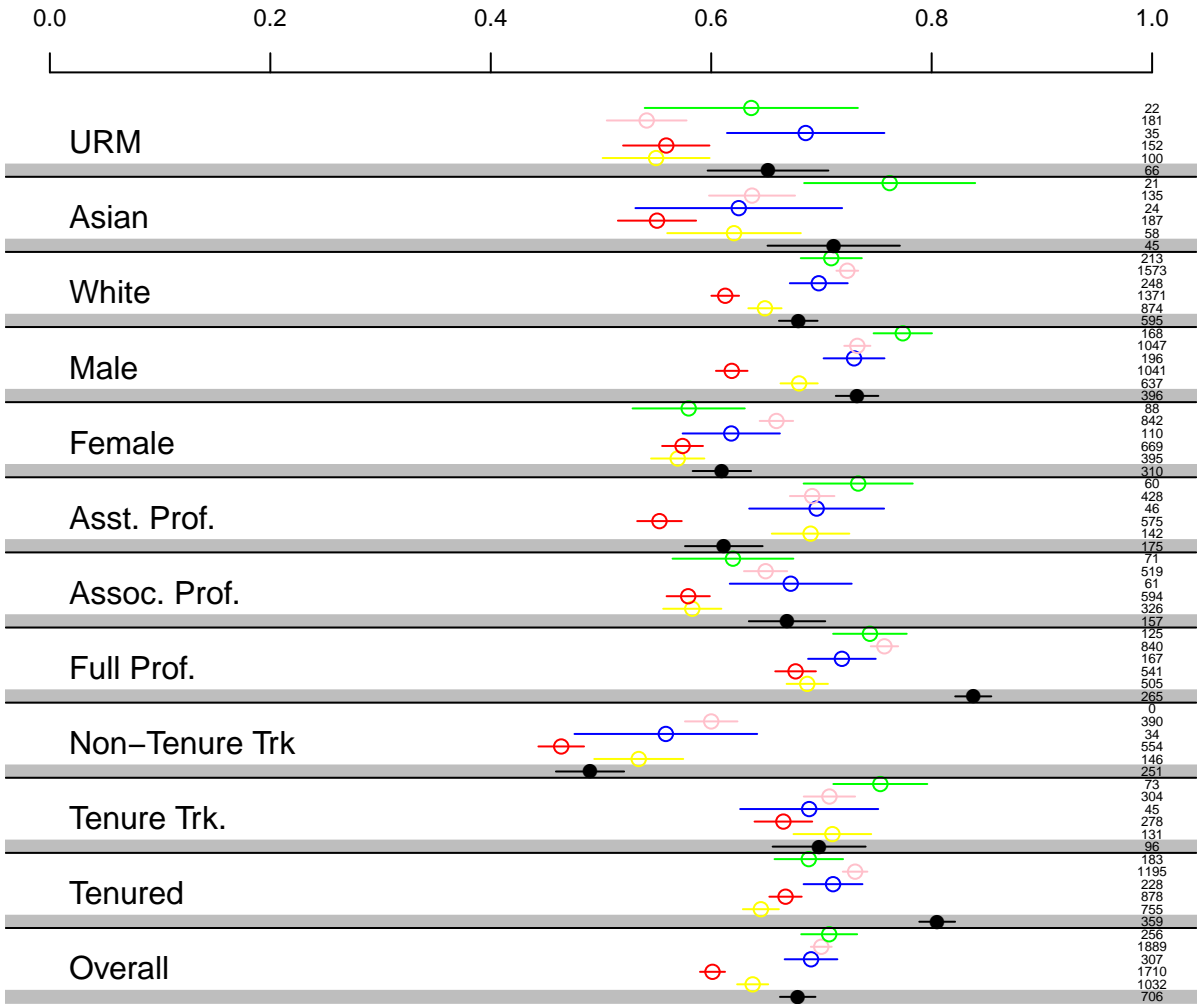
Percent satisfied or very satisfied

Collaboration opportunities within VU



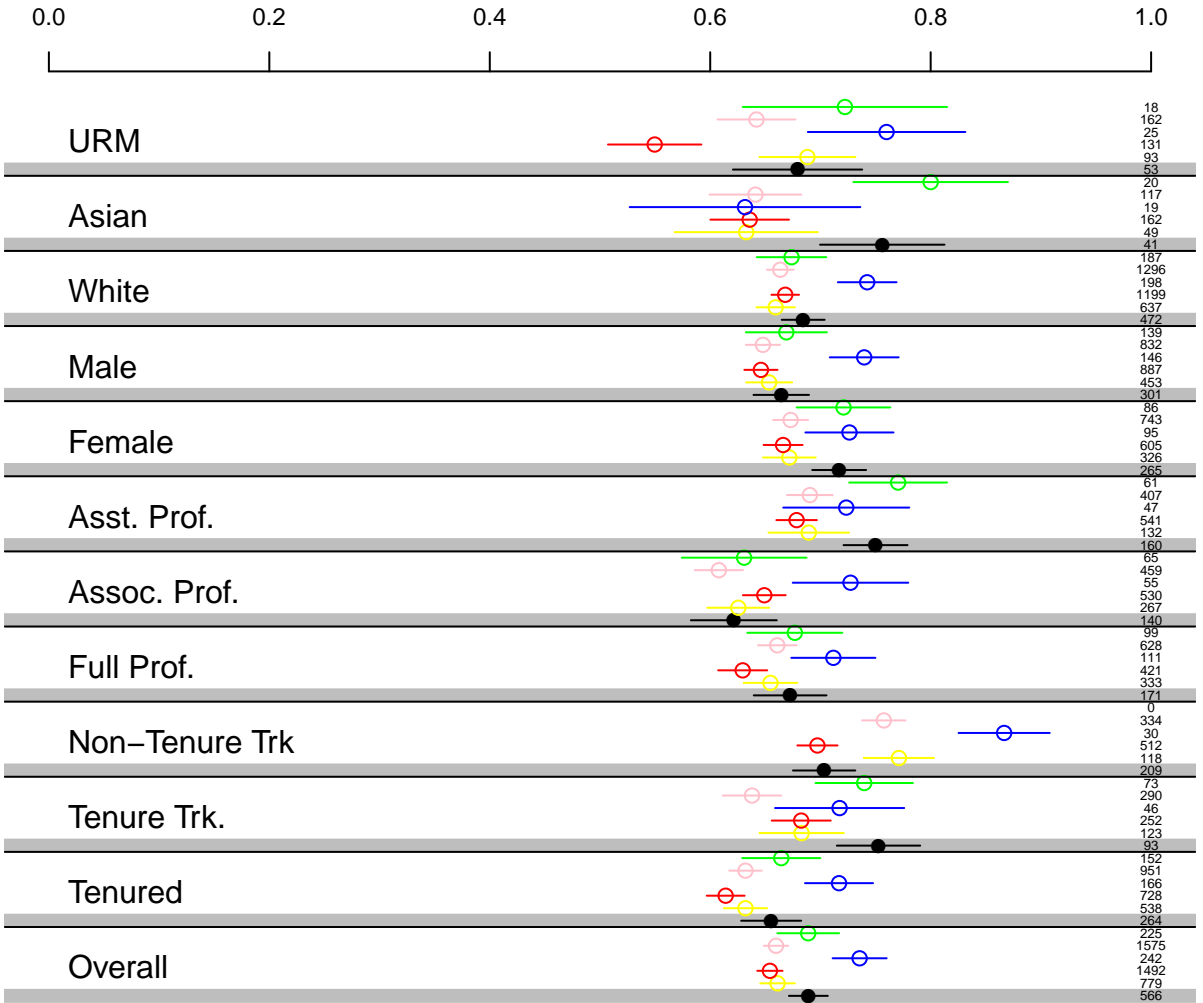
Percent satisfied or very satisfied

Collaboration opportunities external to VU

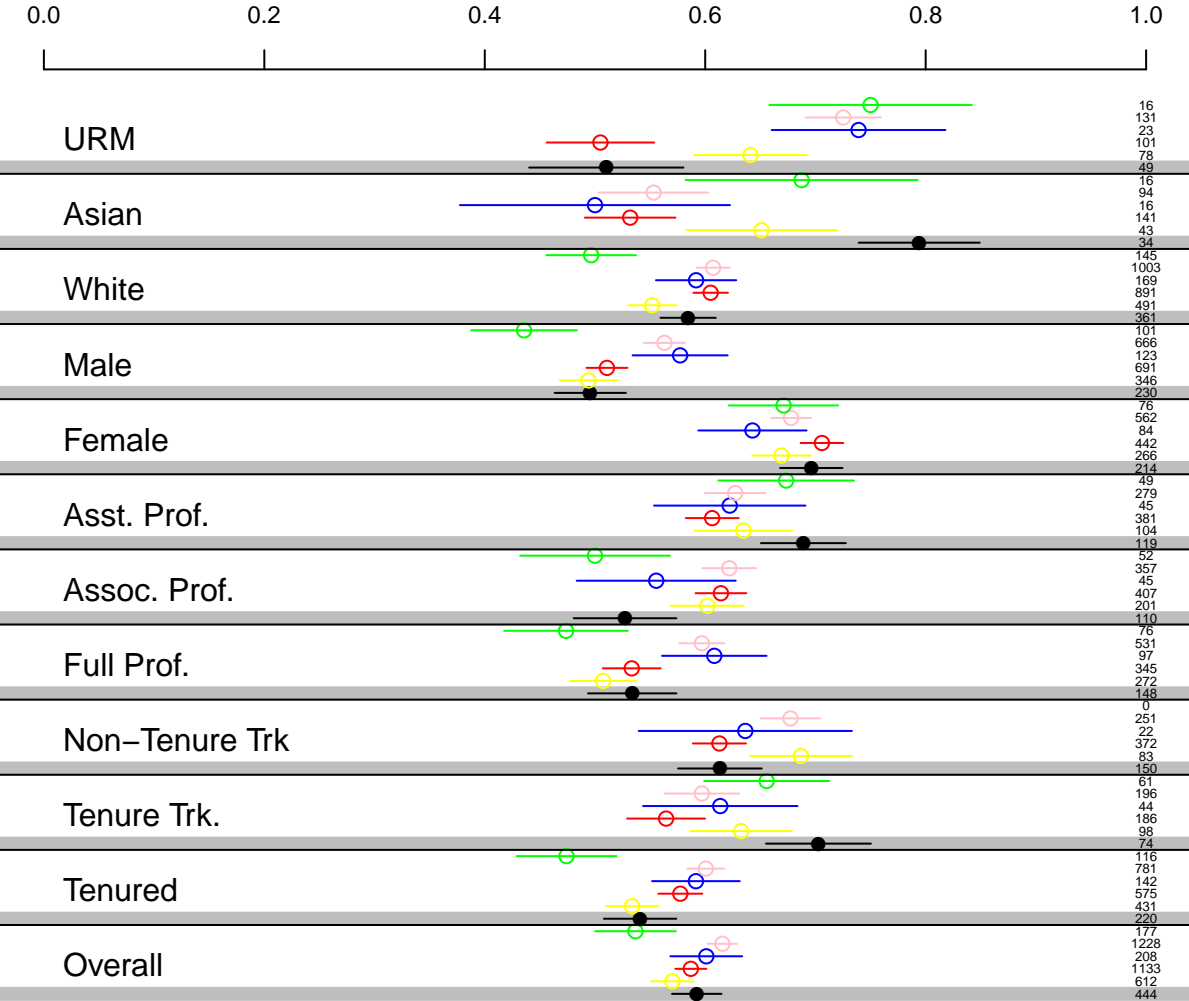


Percent satisfied or very satisfied

Mentoring within dept.

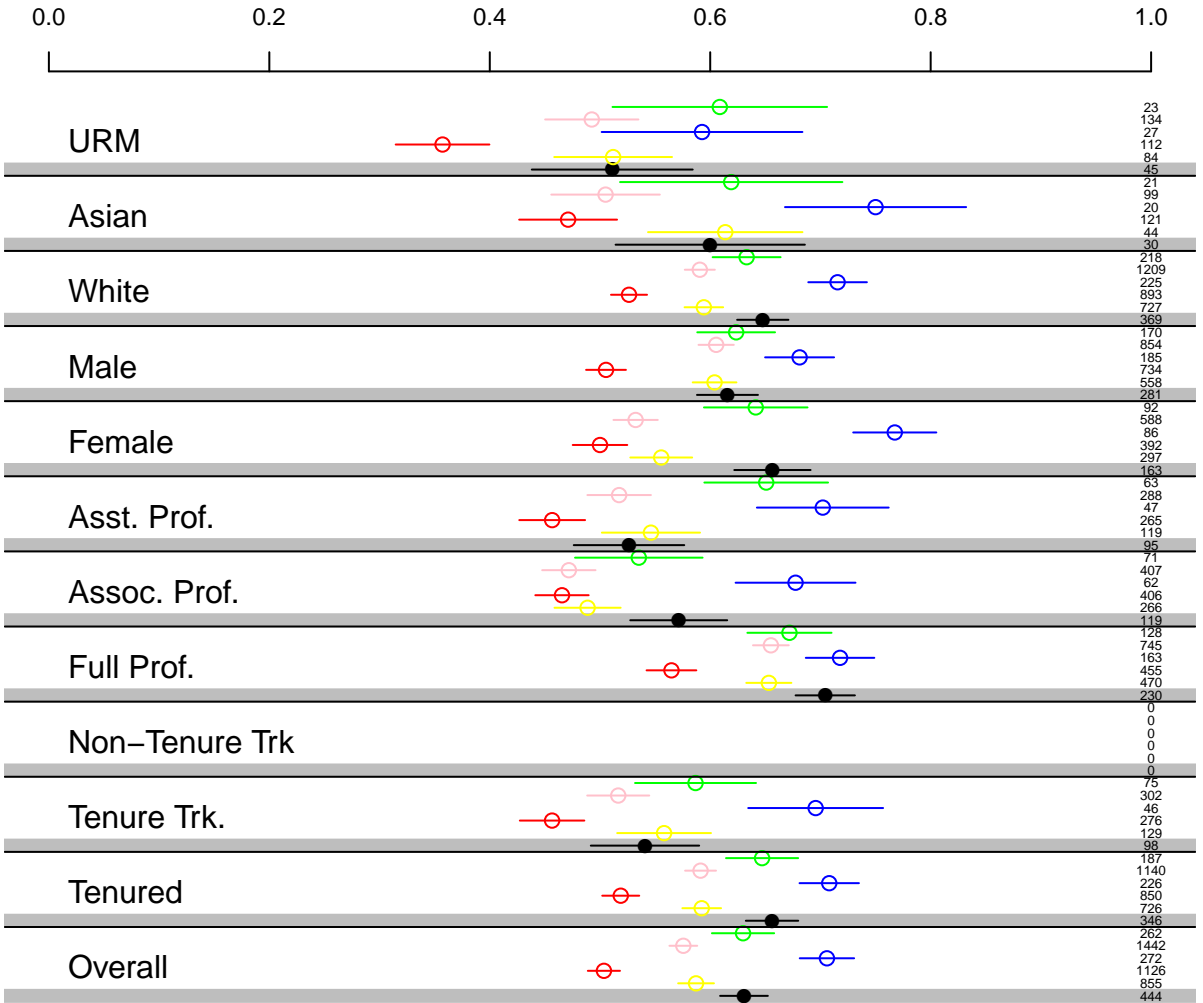


Mentoring witin VU



Percent somewhat or very effective

Mentoring of pre-tenure faculty in dept.



0.0

0.2

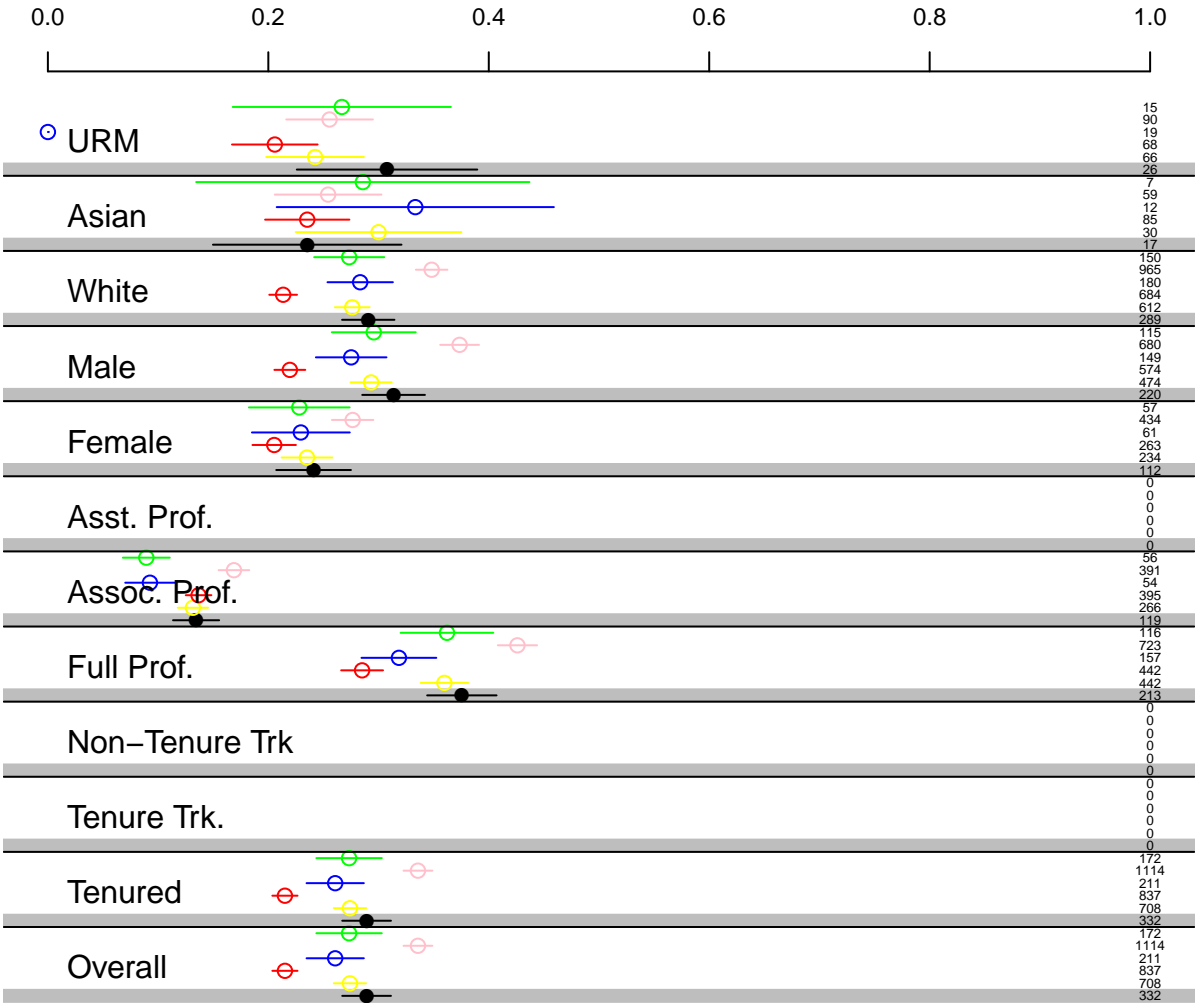
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0.6

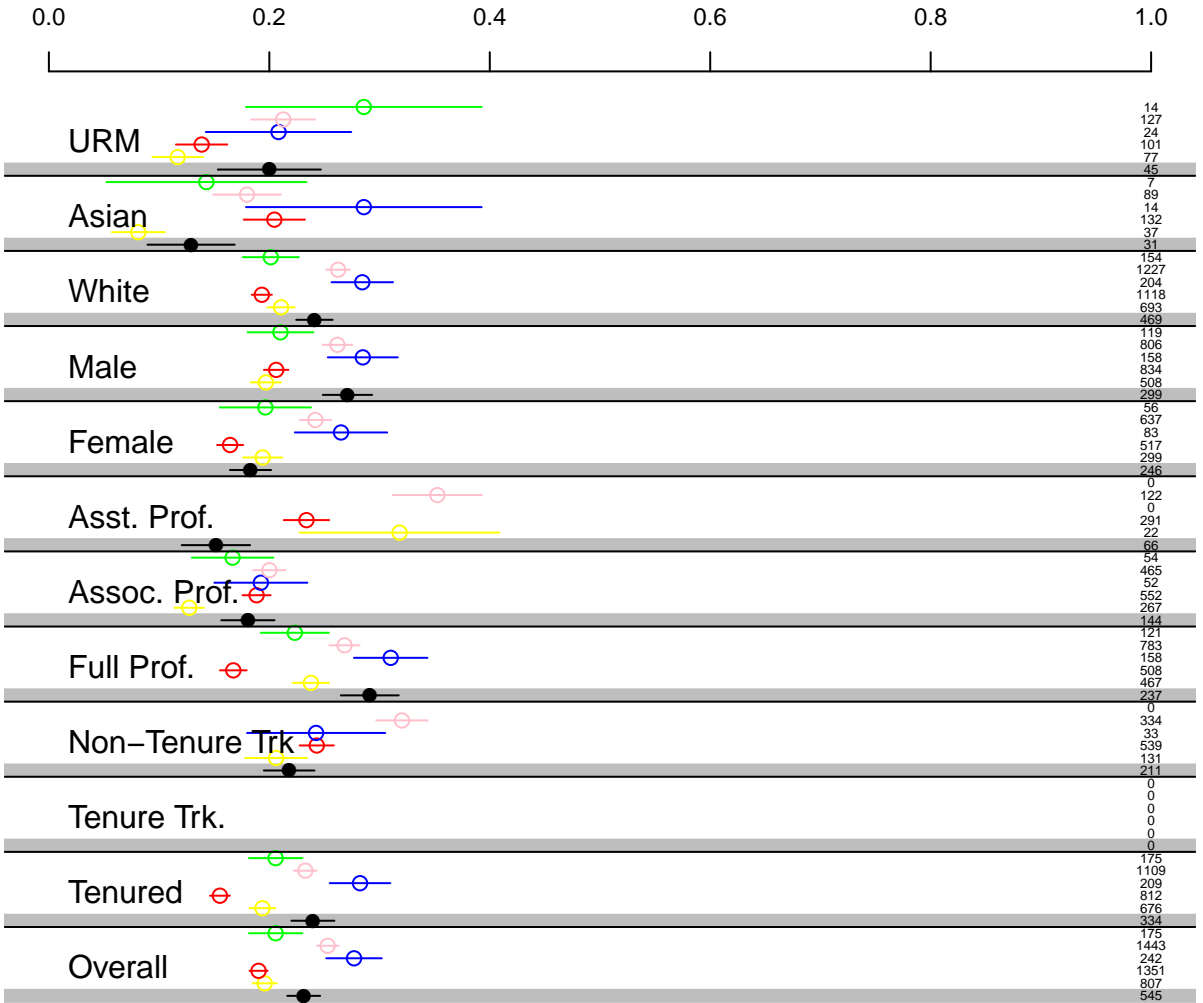
0.8

1.0

Mentoring of tenured assoc. prof. in dept.



Support for faculty mentors



0.0

0.2

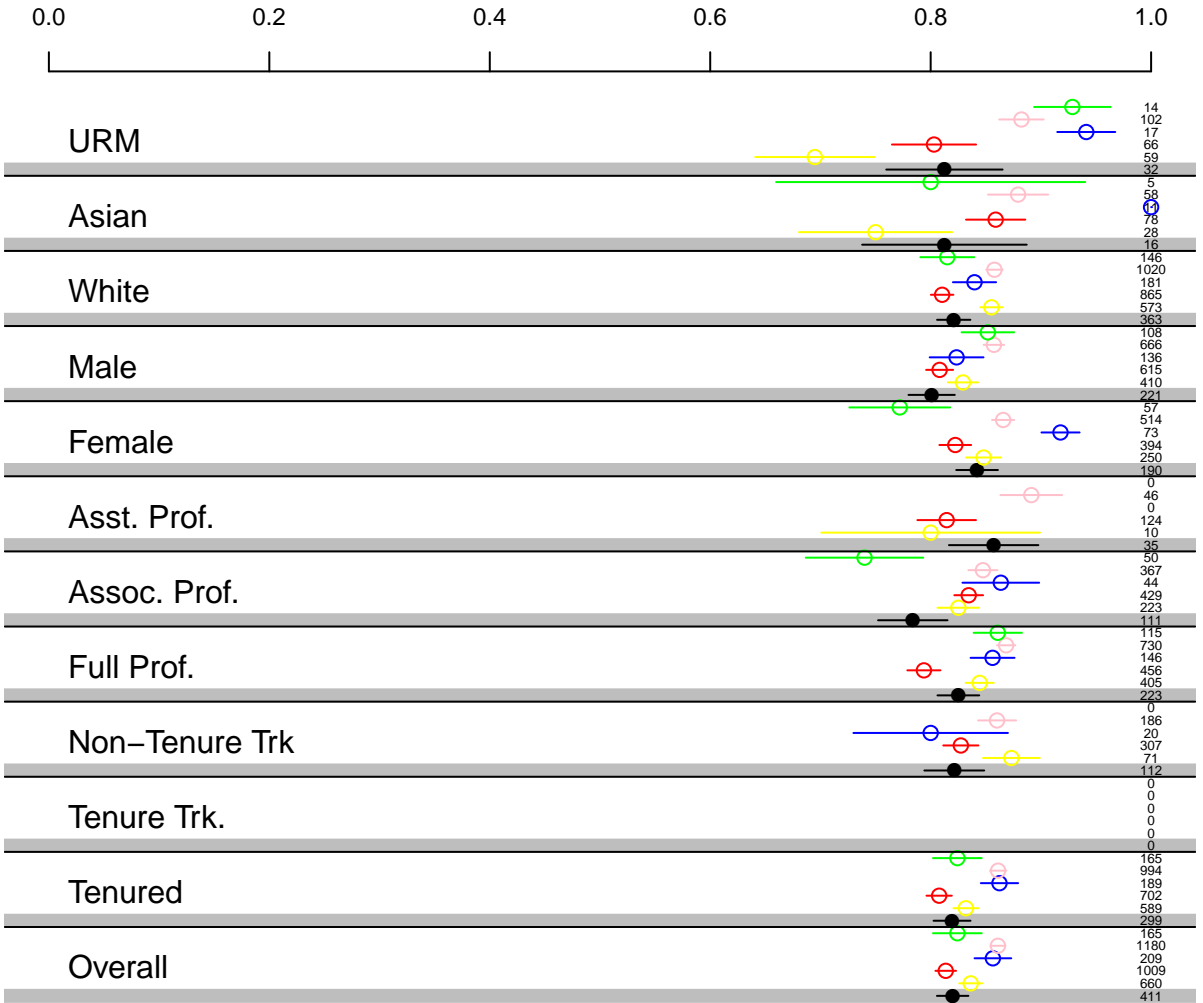
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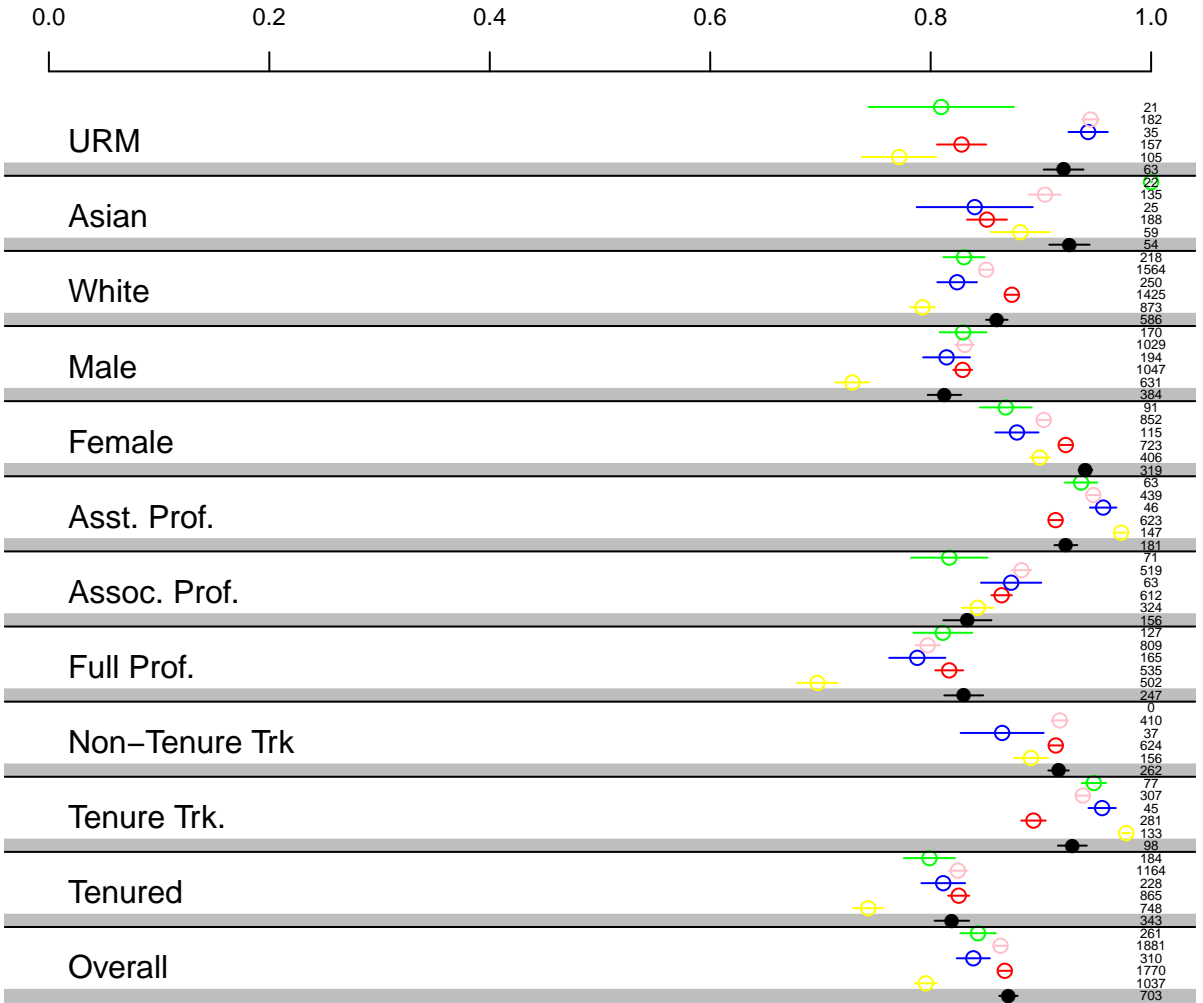
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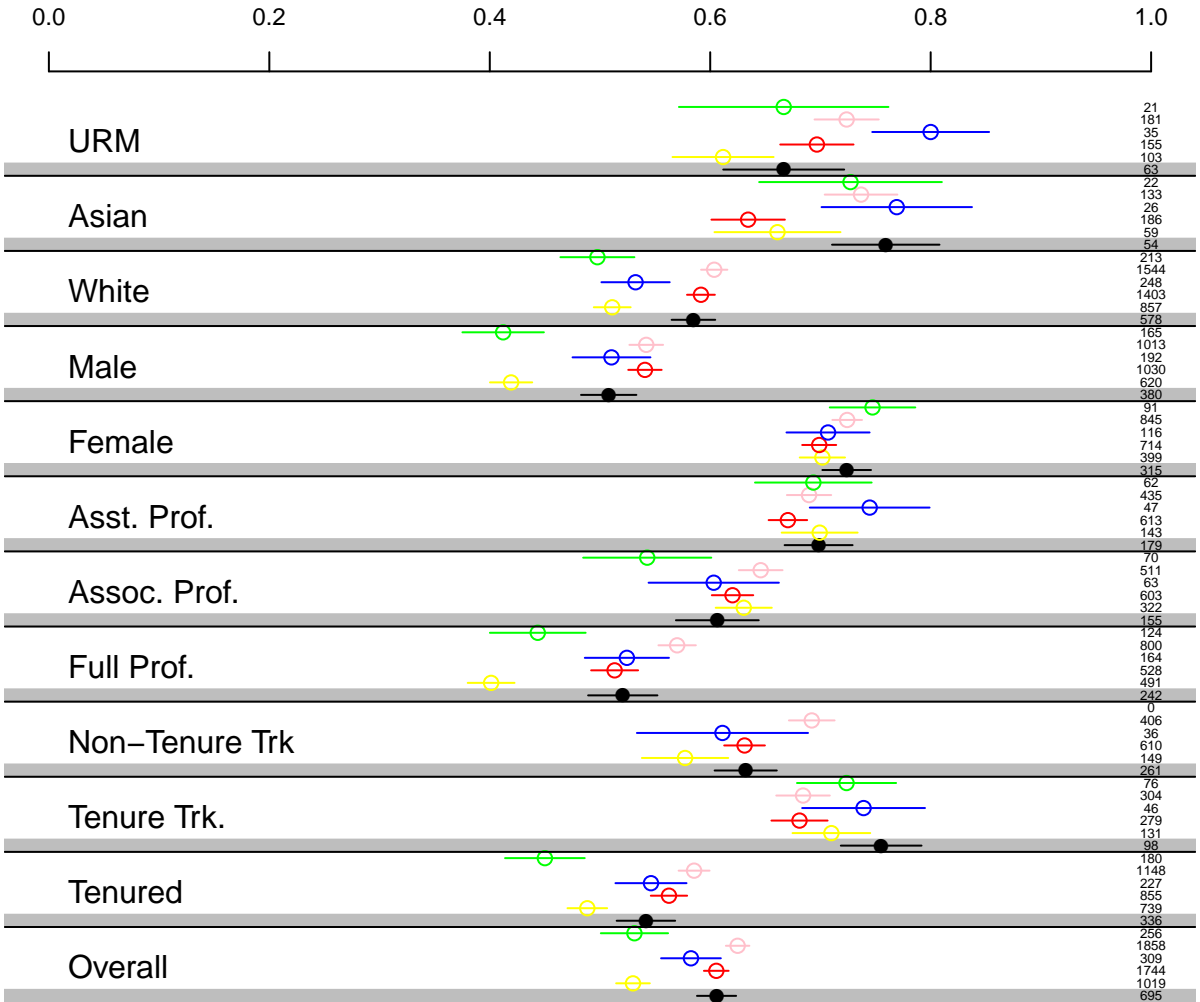
Being a mentor is fulfilling



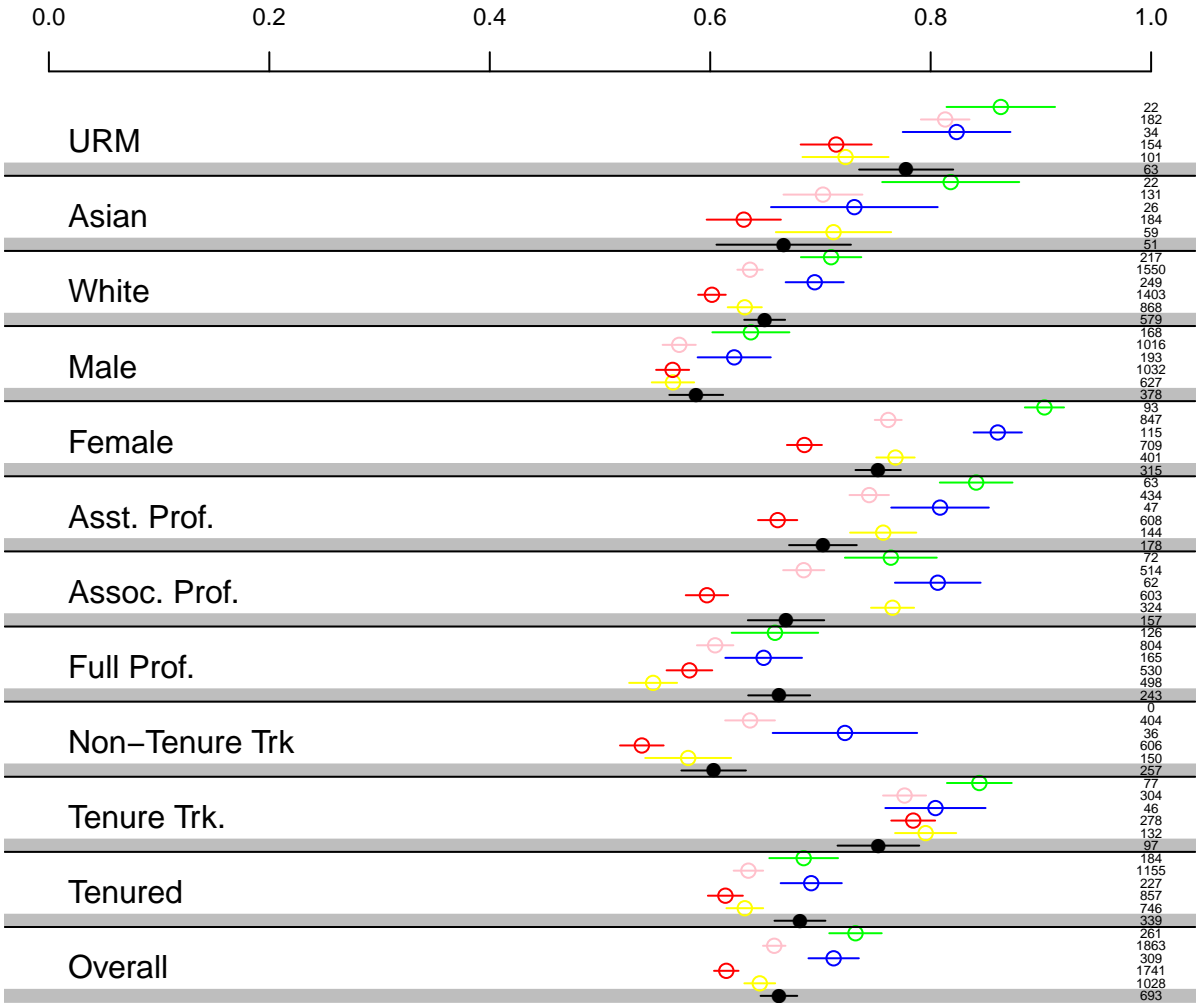
Importance of dept. mentors to success



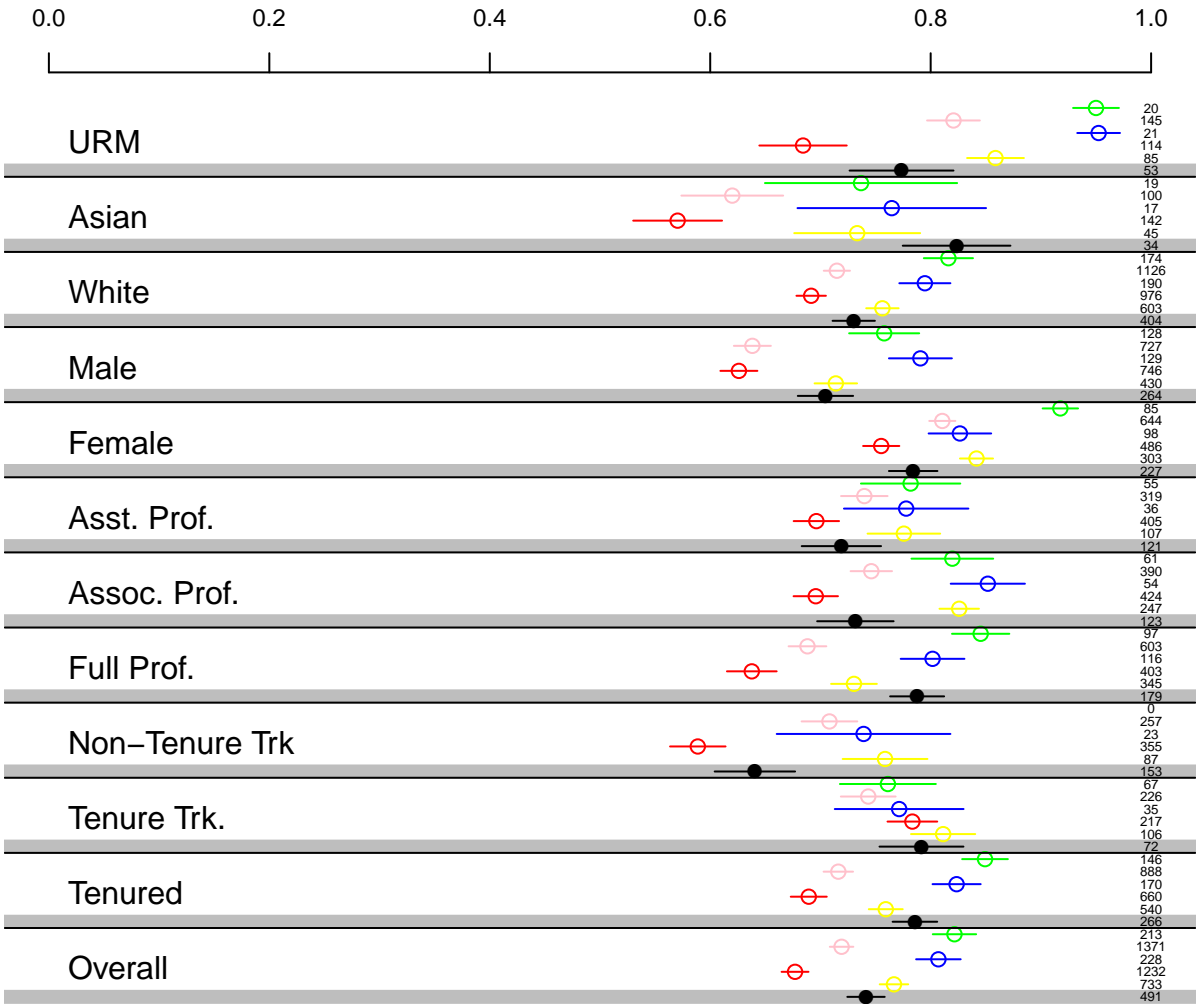
Importance of VU mentors outside of dept. to success



Importance of external mentors to success

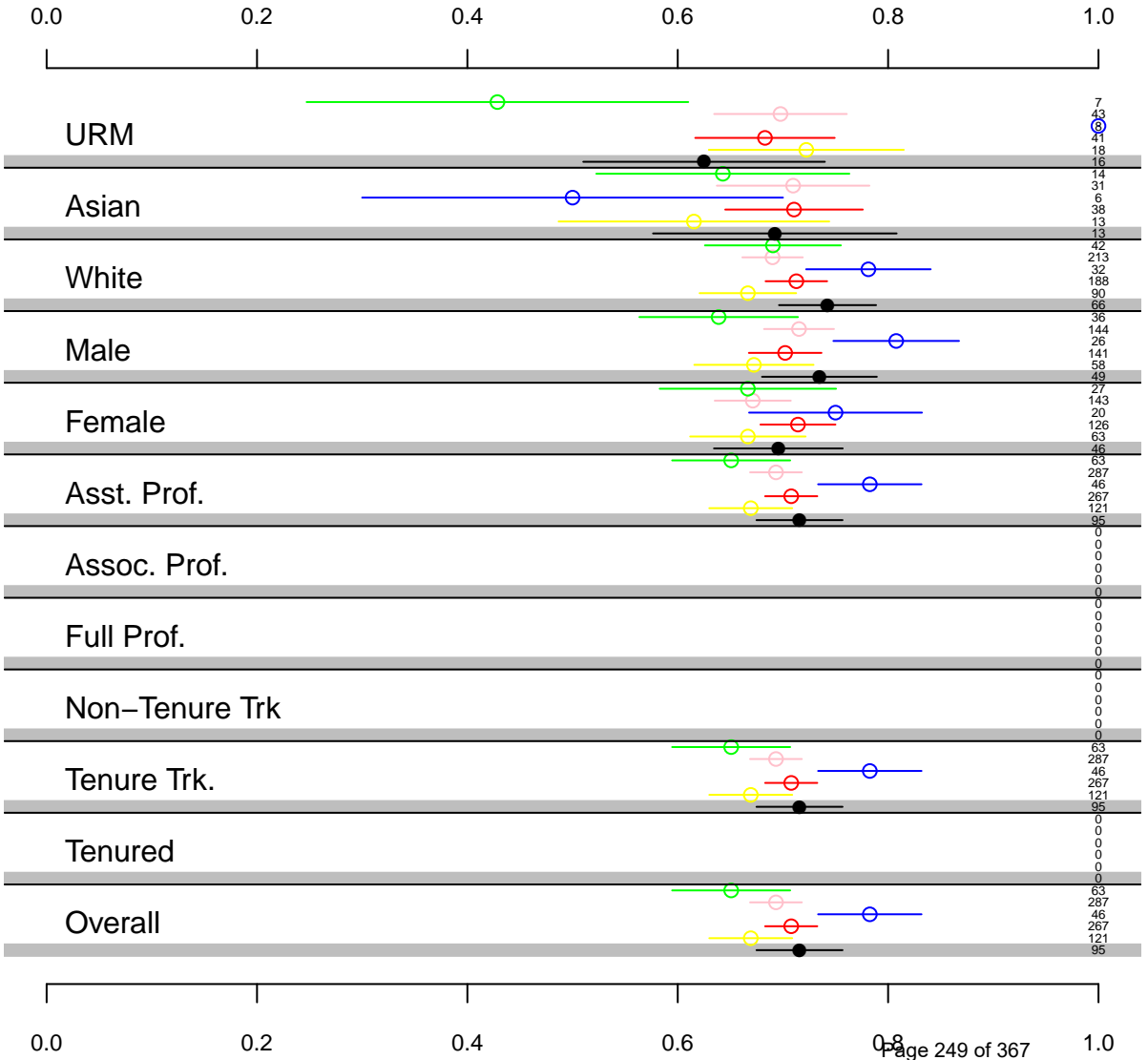


Mentoring externally



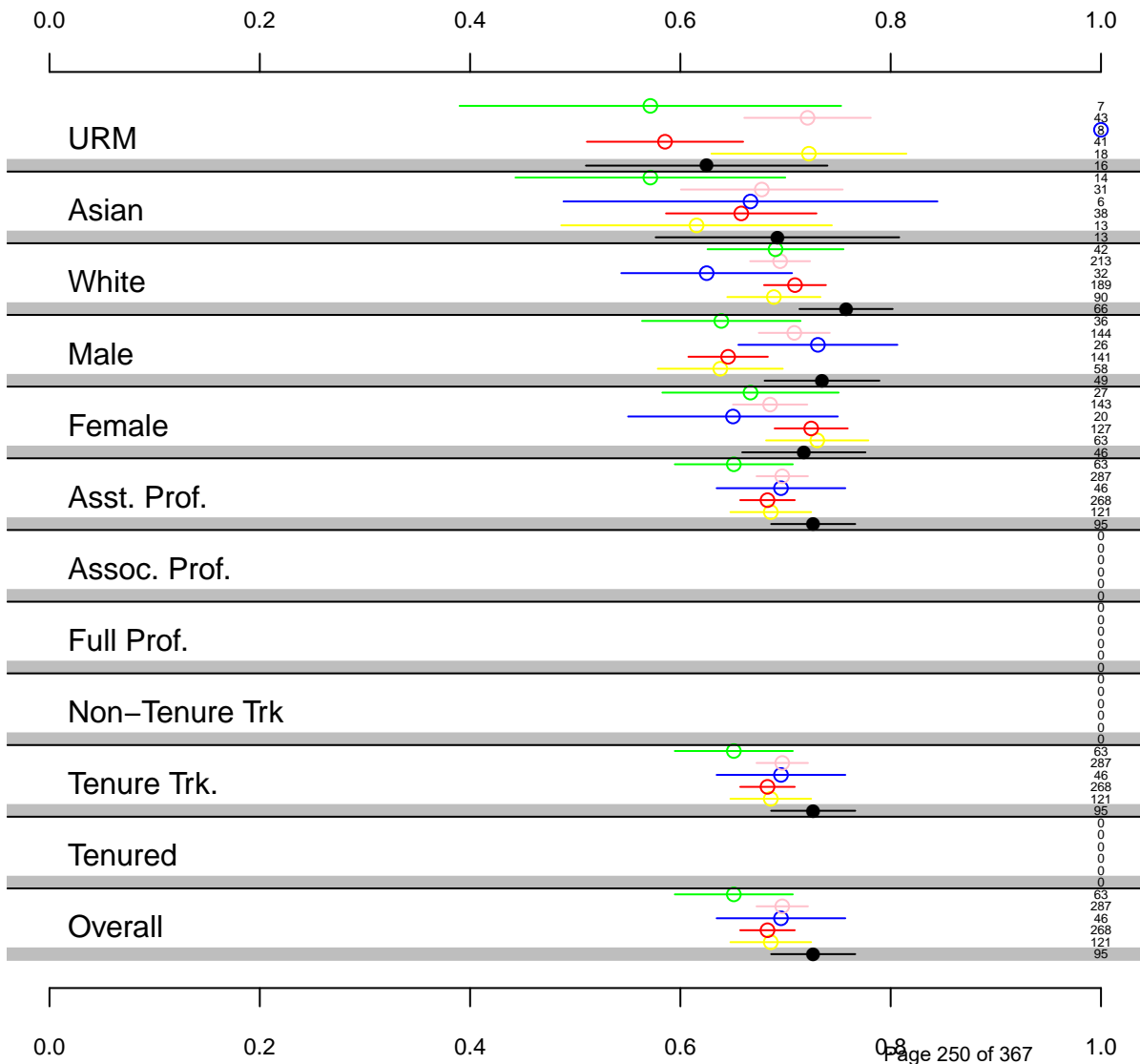
Percent somewhat or very effective

Clarity of tenure process

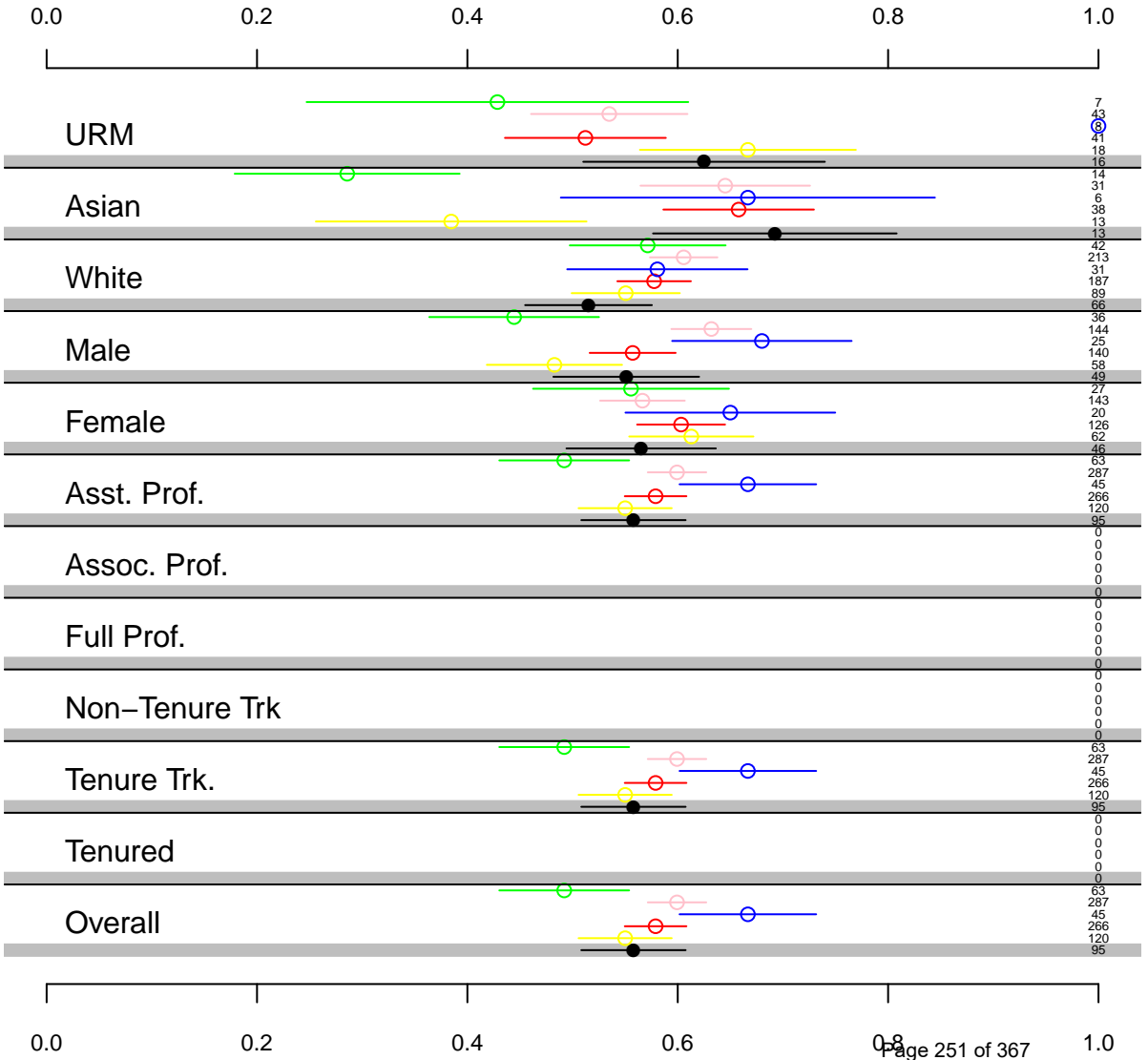


Percent somewhat or very clear

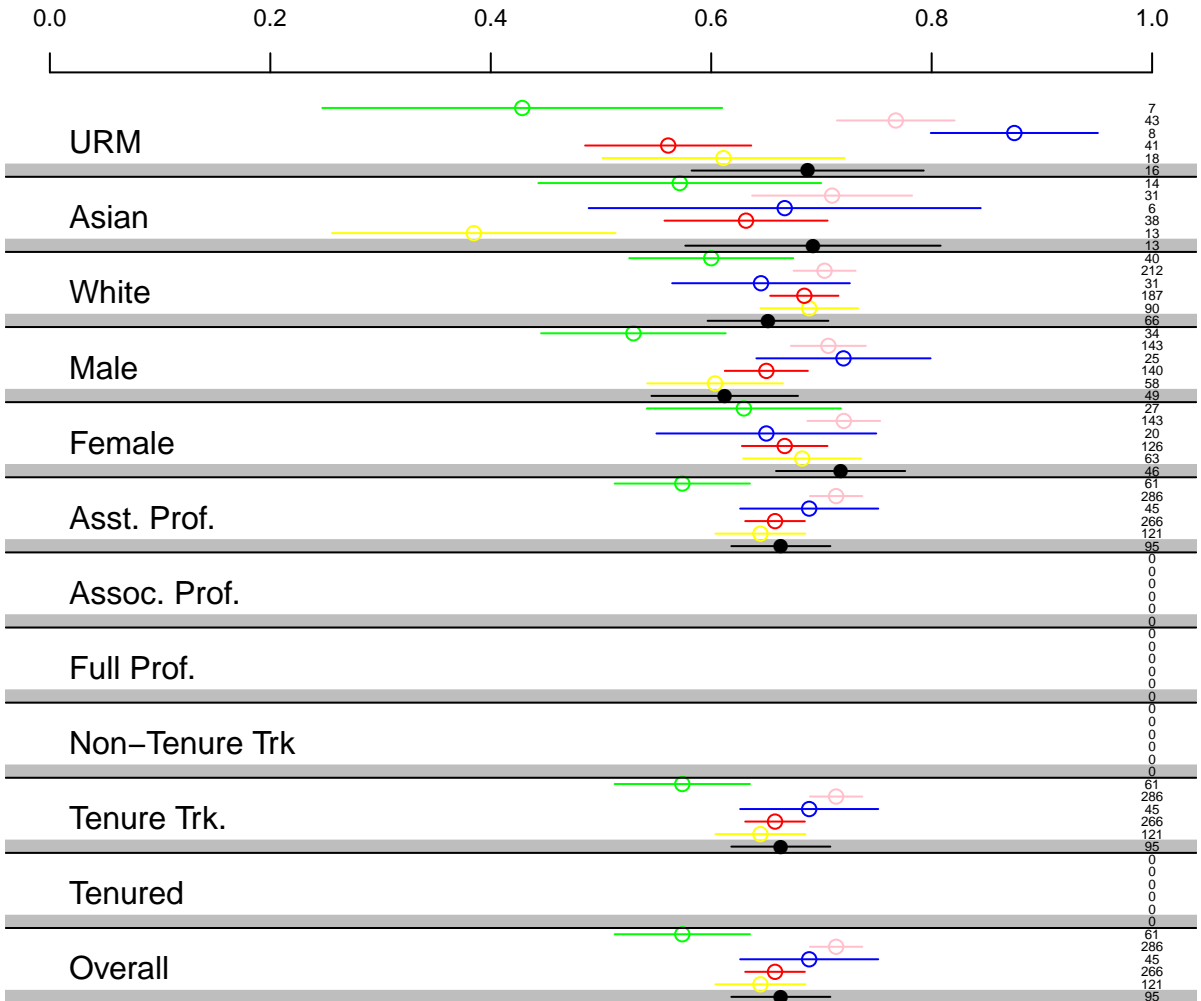
Clarity of tenure criteria



Clarity of tenure standards

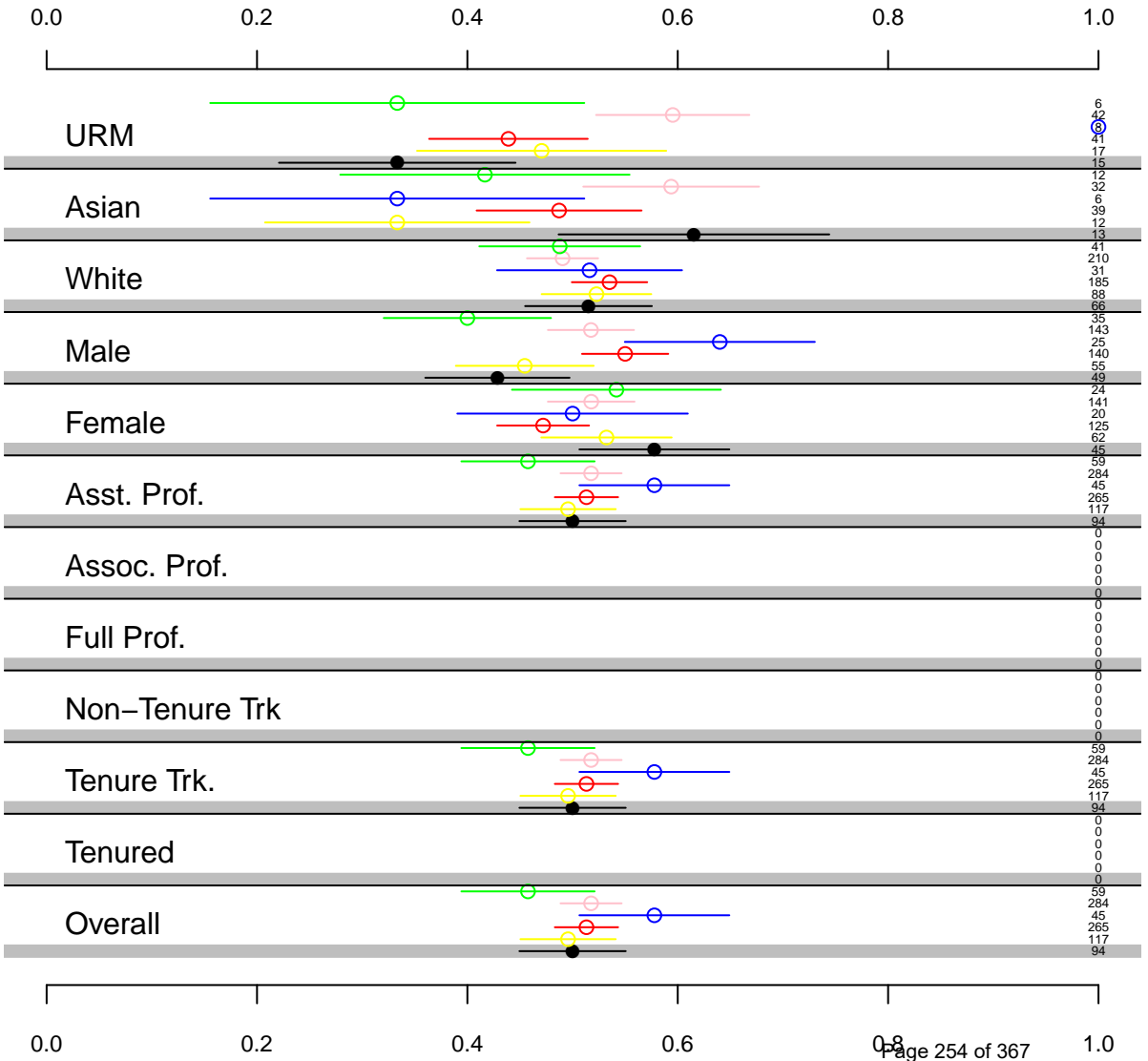


Clarity of tenure dossier's contents



Percent somewhat or very clear

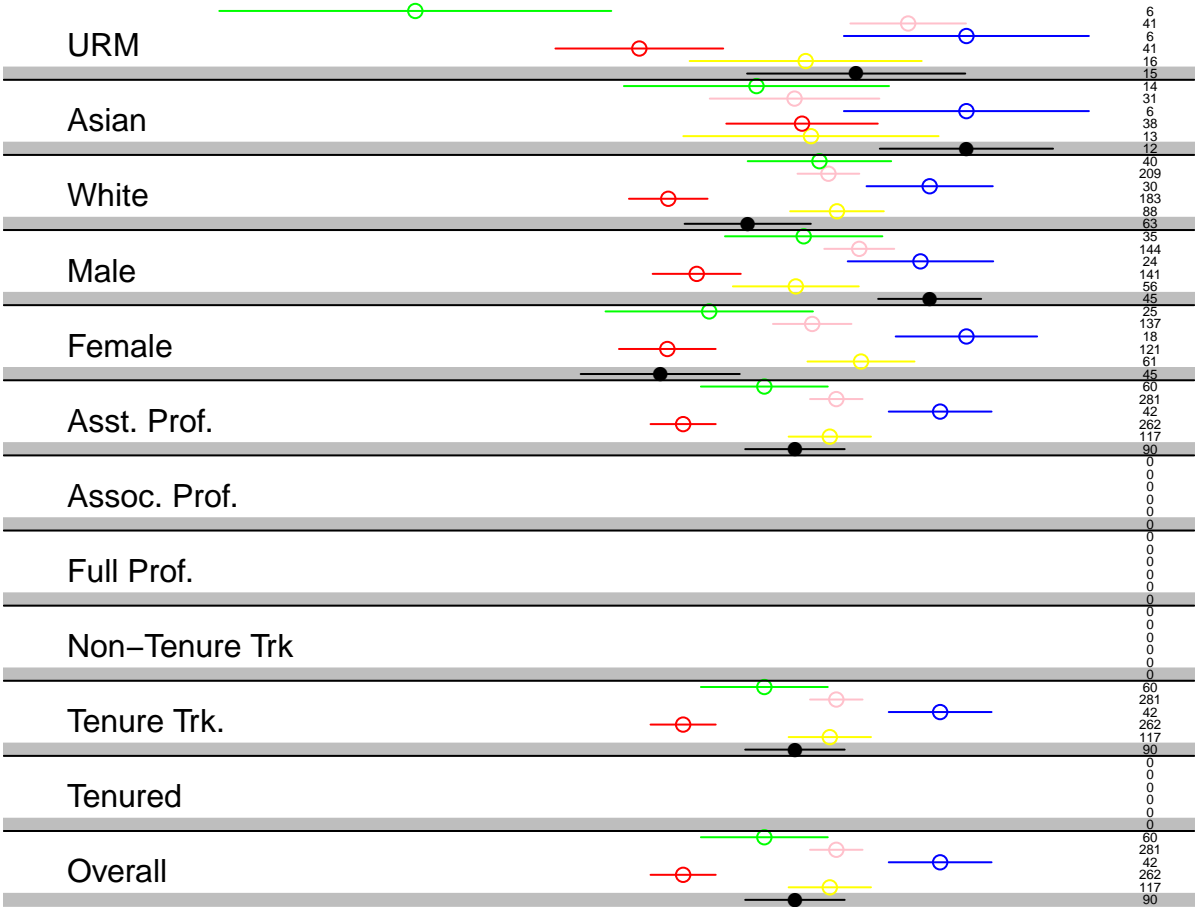
Consistency of messages about tenure



Percent somewhat or strongly agree

Tenure is based on performance

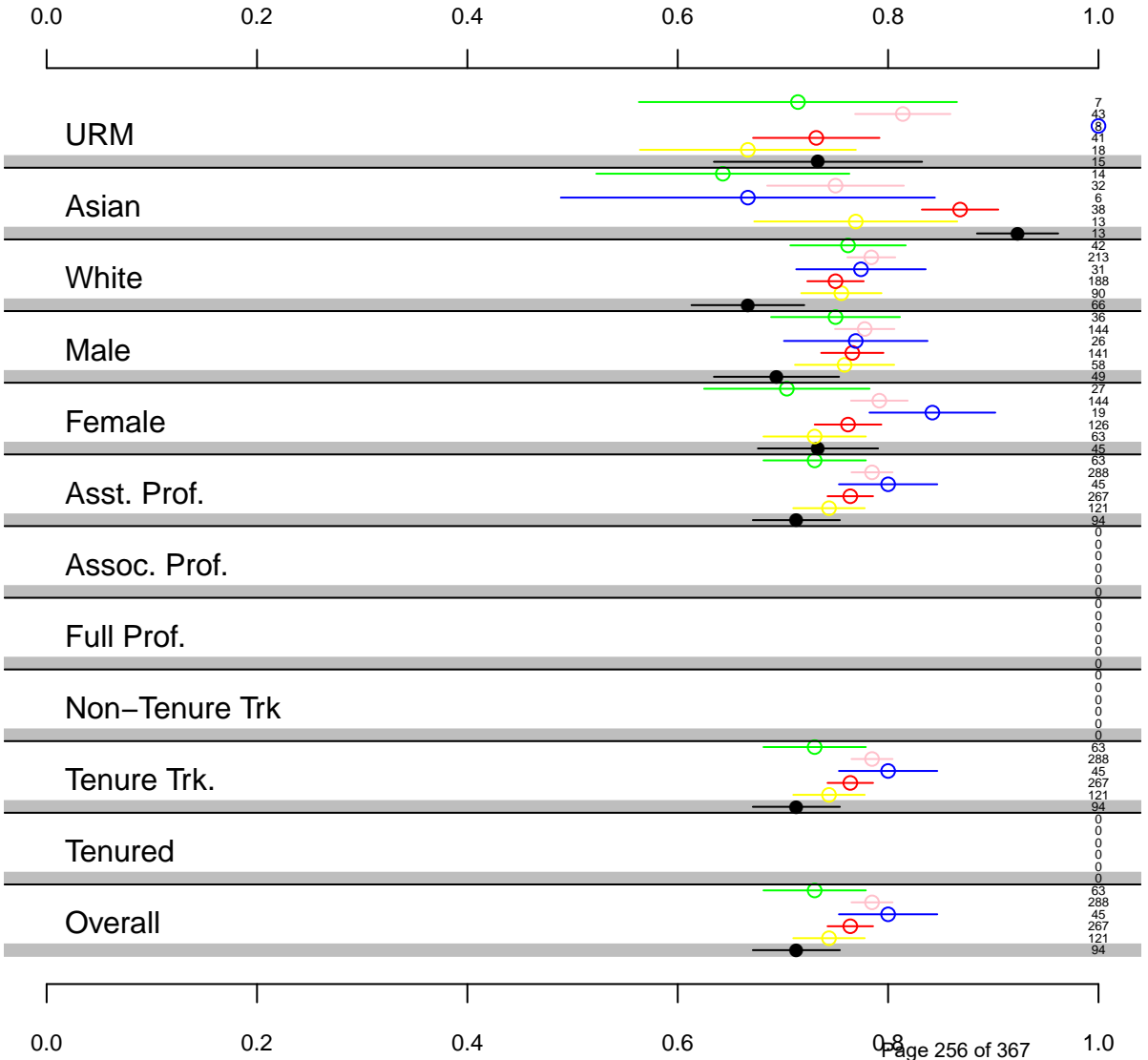
0.0 0.2 0.4 0.6 0.8 1.0



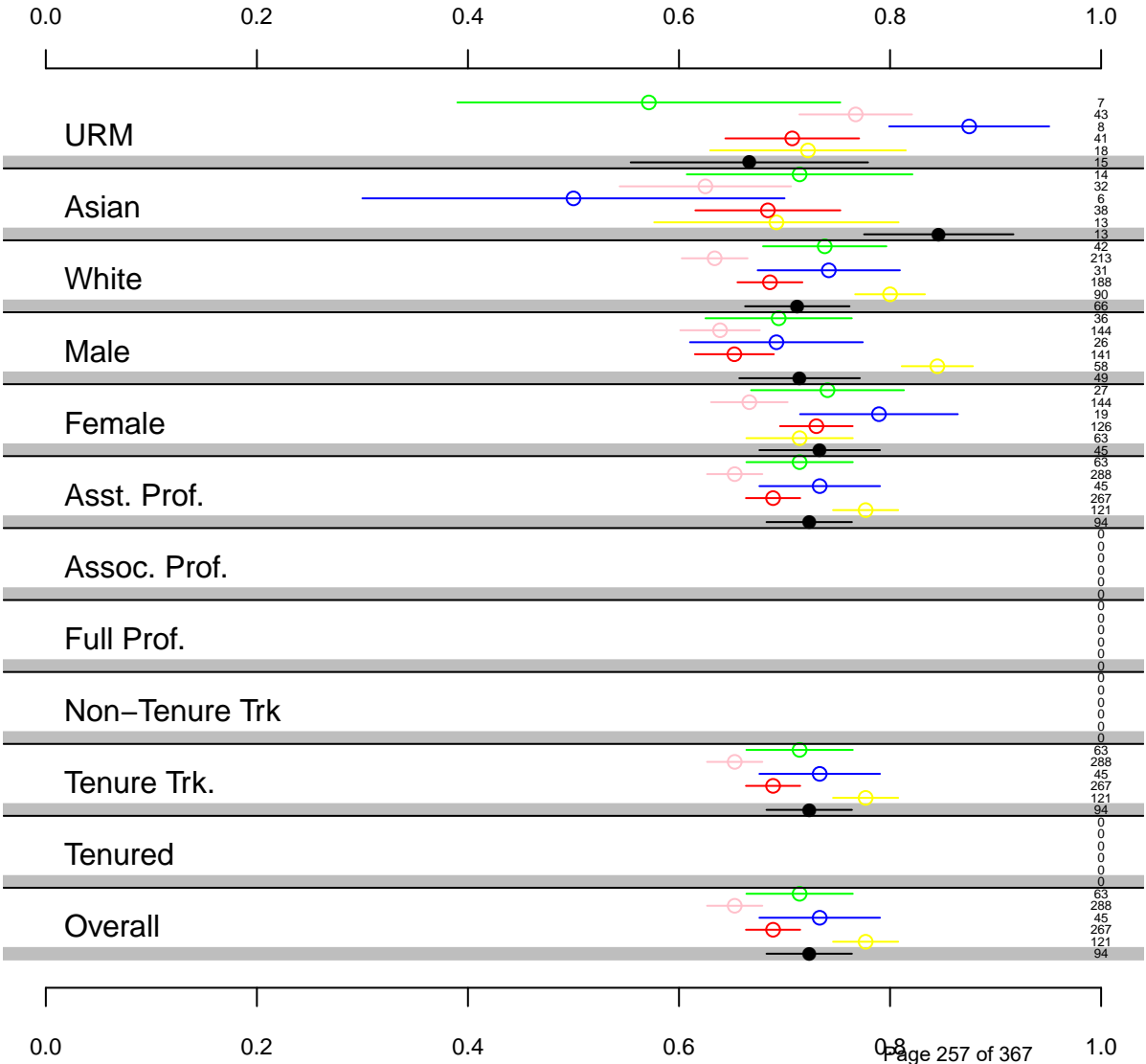
0.0 0.2 0.4 0.6 0.8 1.0

Percent somewhat or strongly agree

Clarity of expectations: Scholar

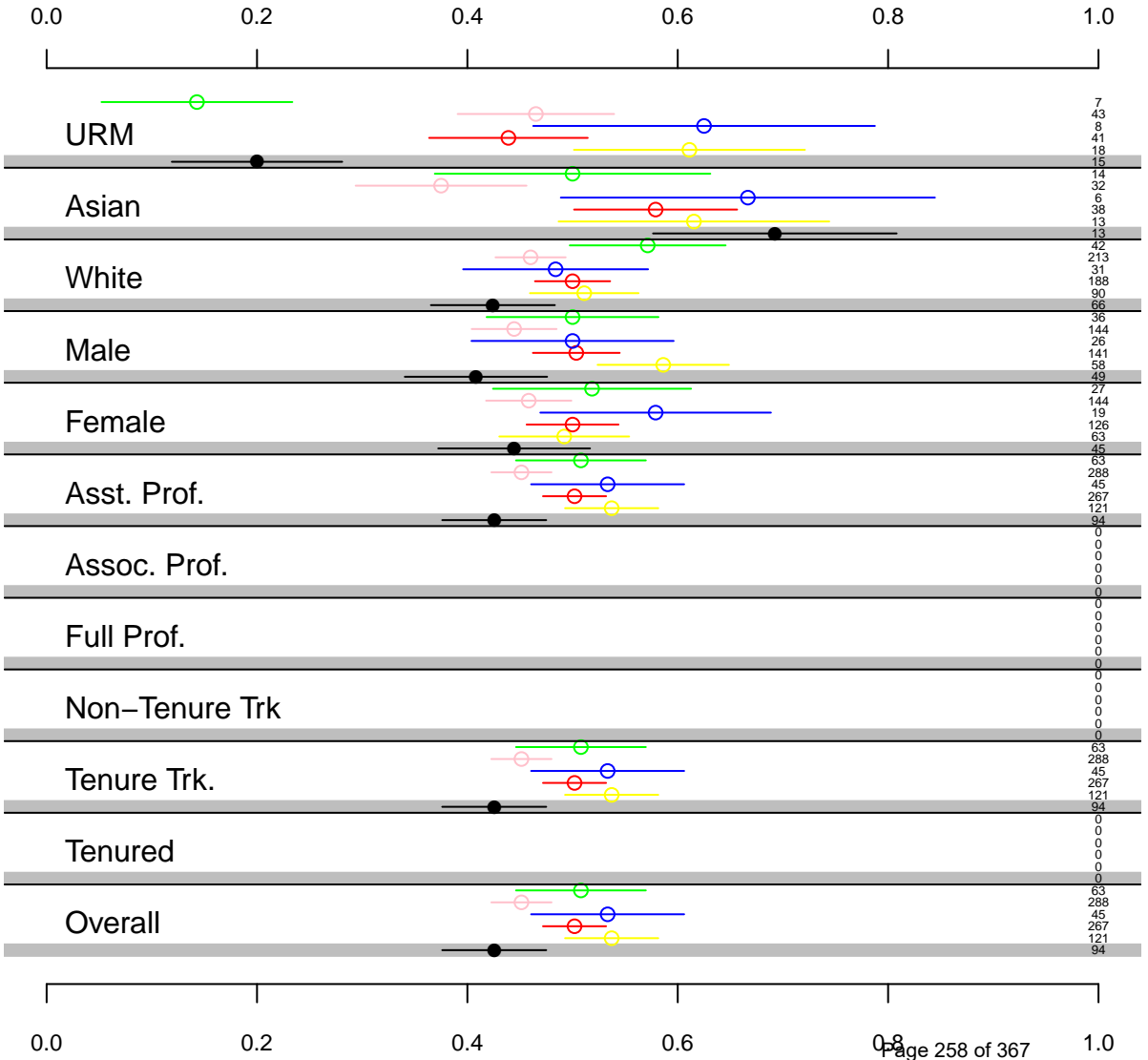


Clarity of expectations: Teacher

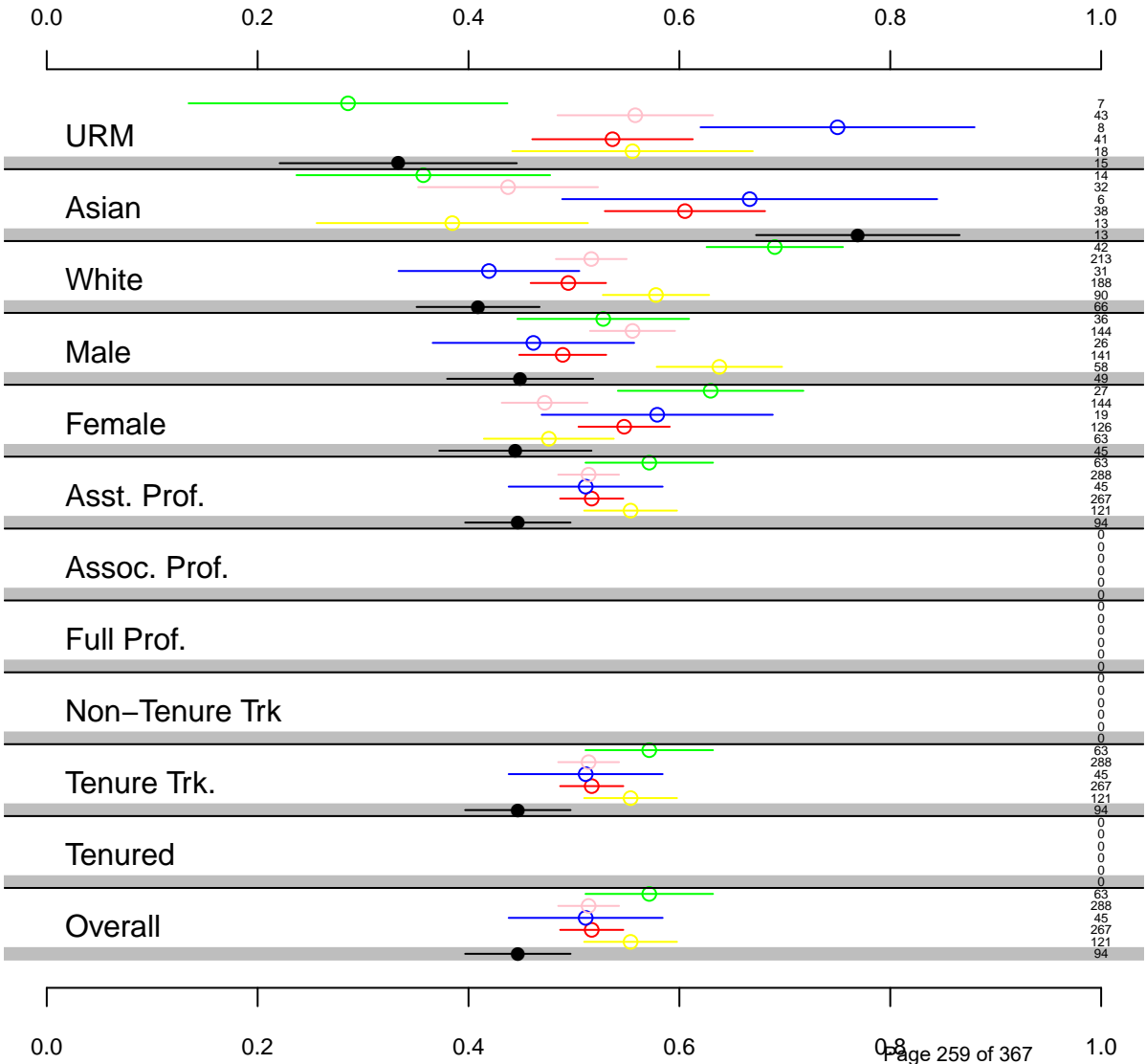


Percent somewhat or very clear

Clarity of expectations: Advisor

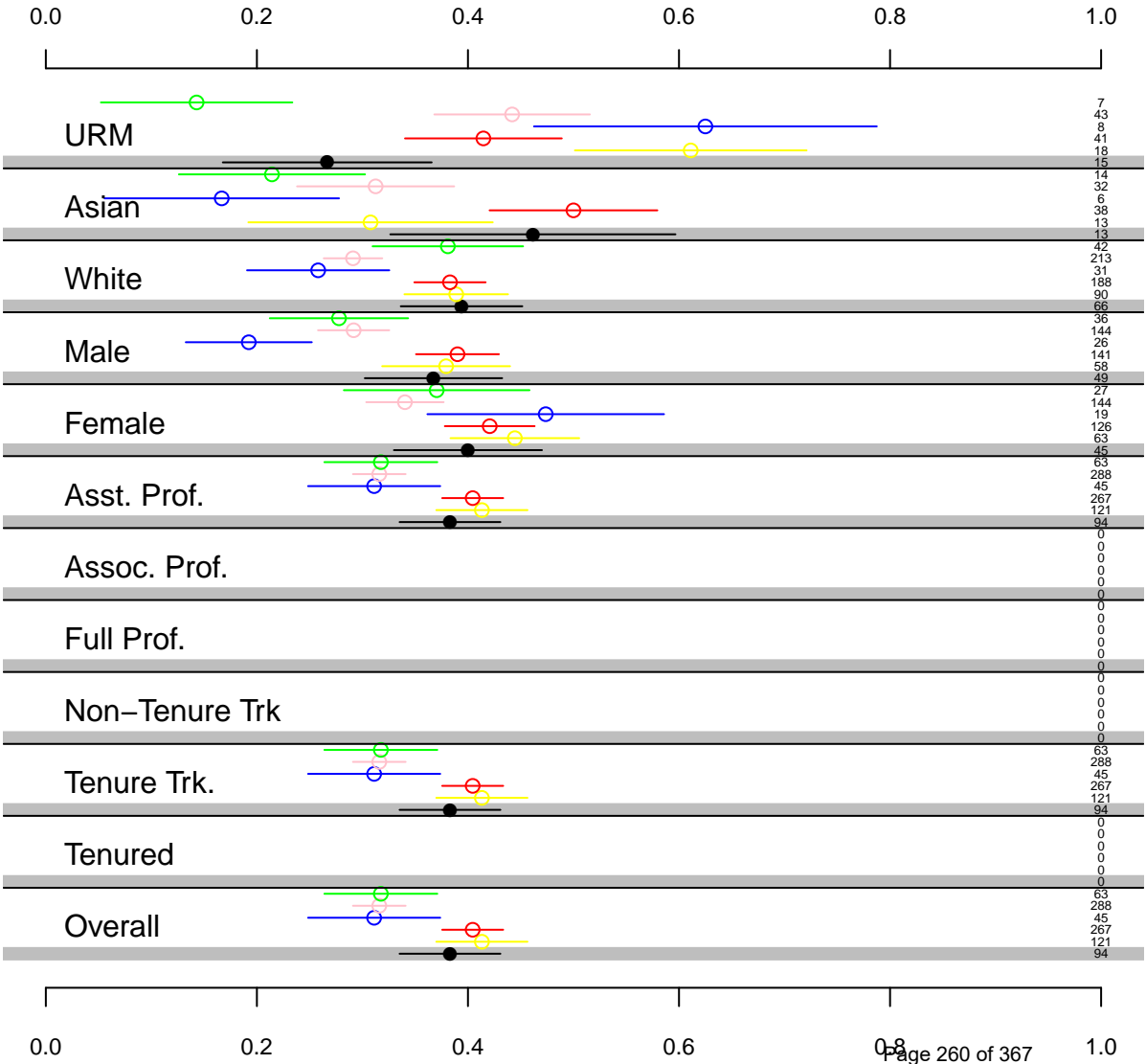


Clarity of expectations: Colleague



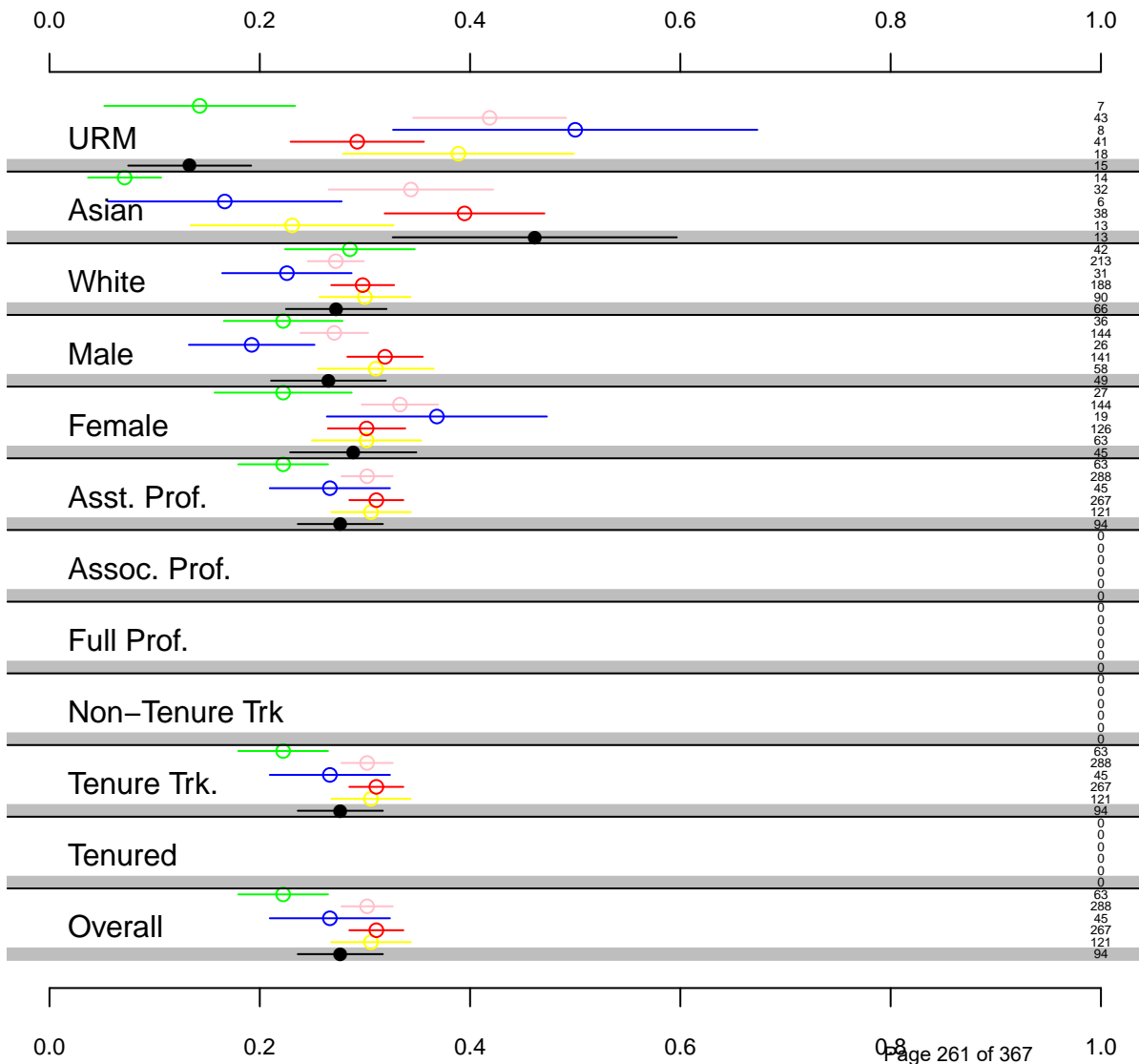
Percent somewhat or very clear

Clarity of expectations: Campus citizen



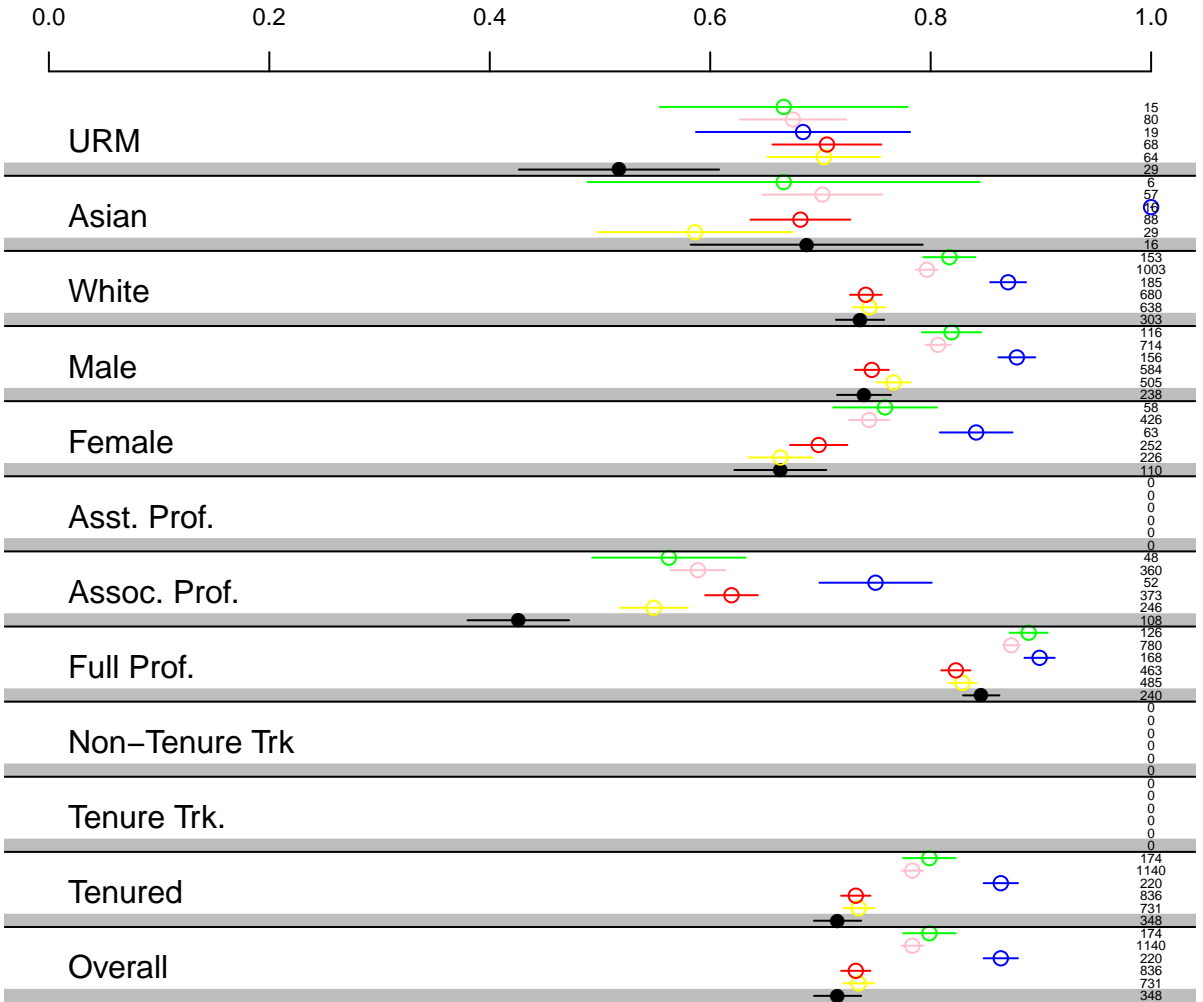
Percent somewhat or very clear

Clarity of expectations: Broader community

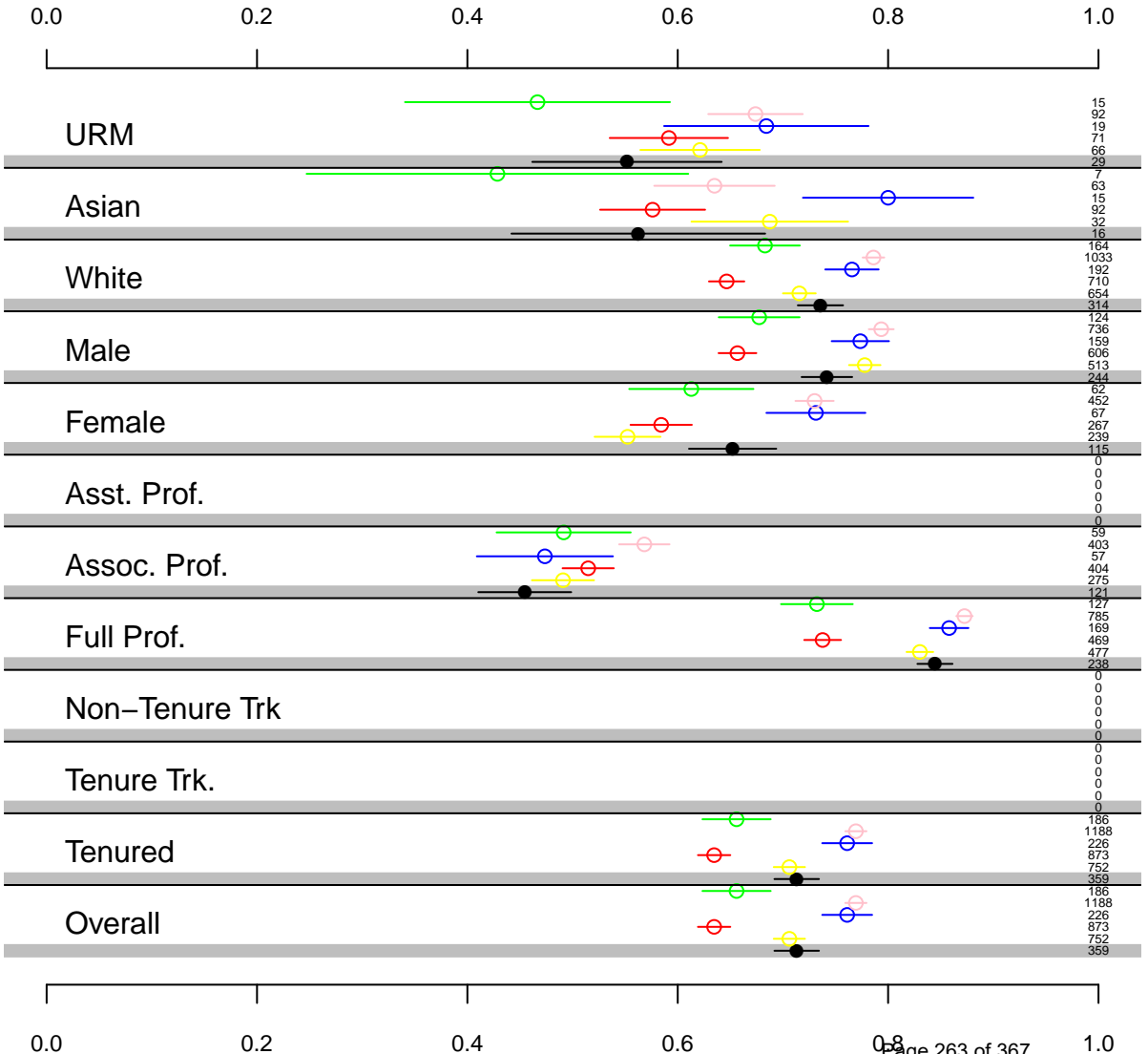


Percent somewhat or very clear

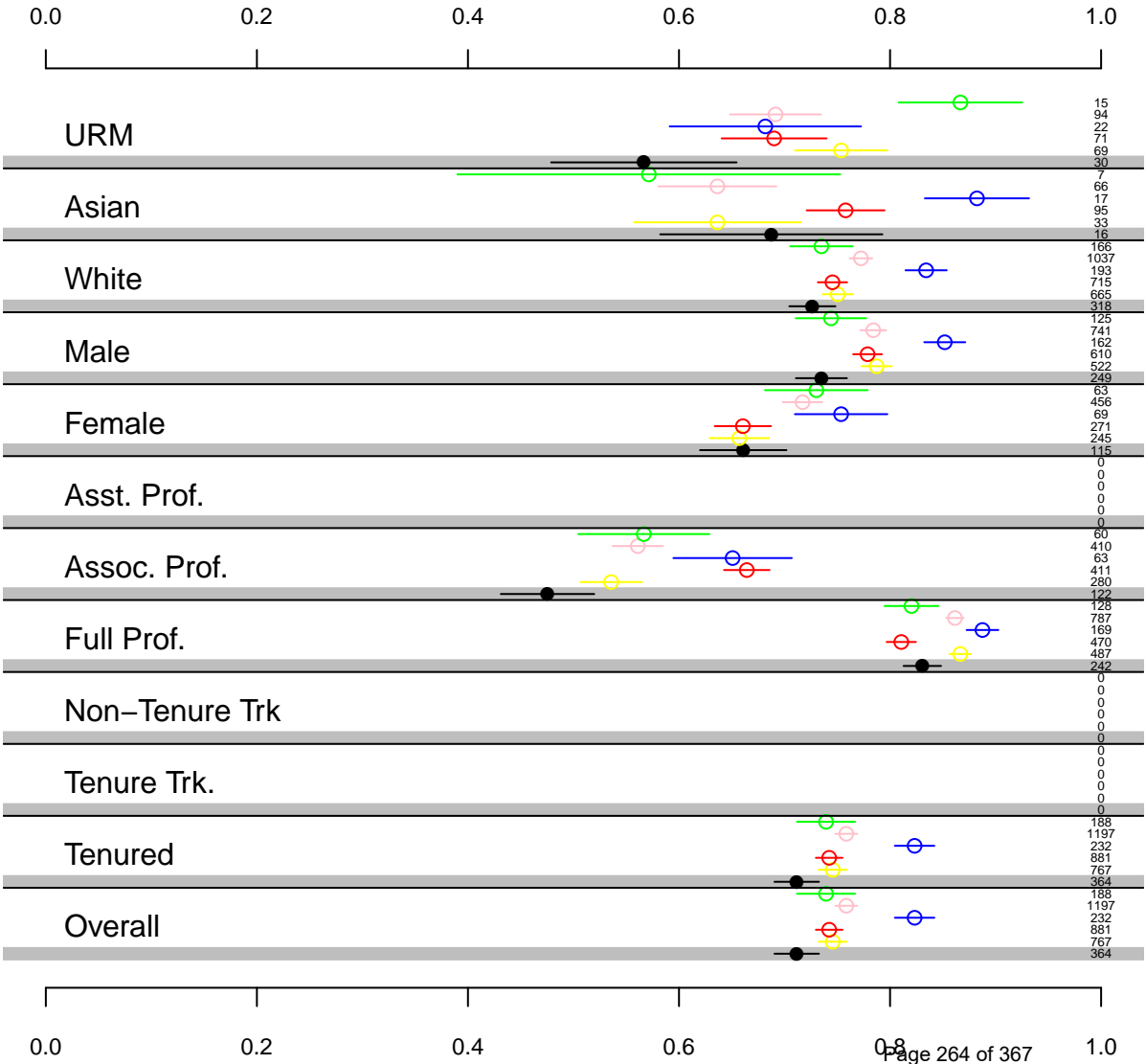
Reasonableness of promotion expectations



Dept. encourages work toward promotion

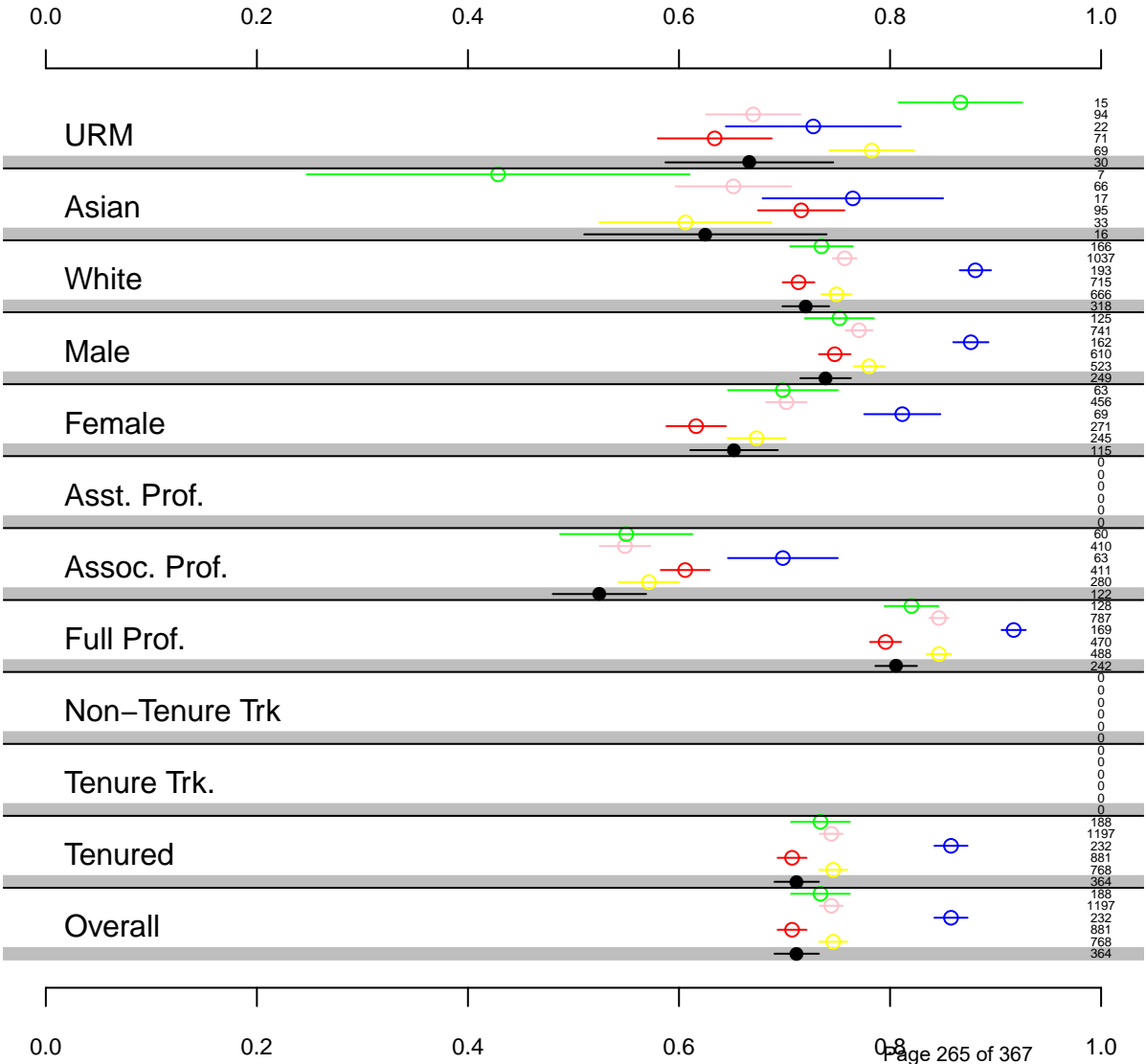


Clarity of promotion process



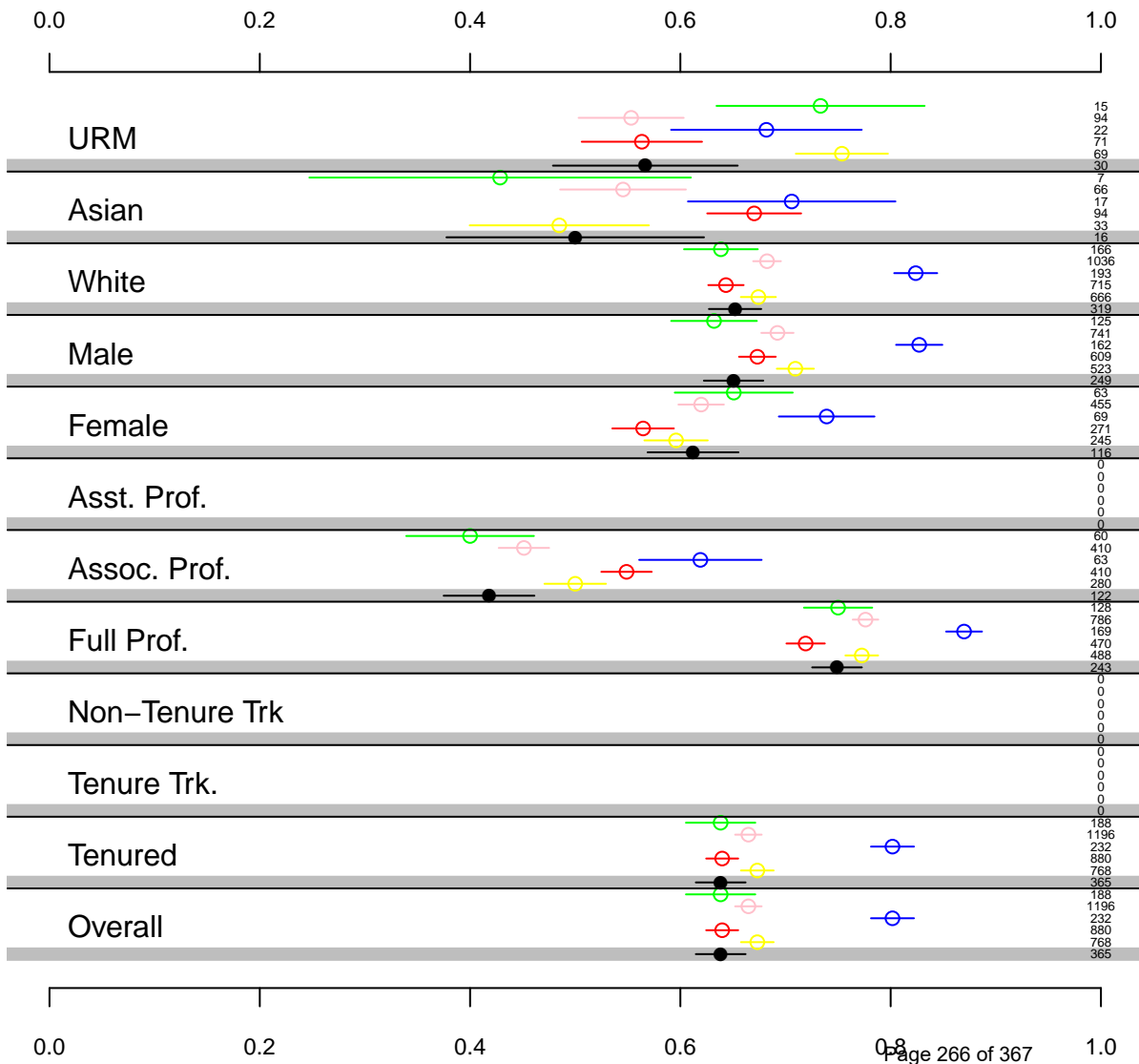
Percent somewhat or very clear

Clarity of promotion criteria



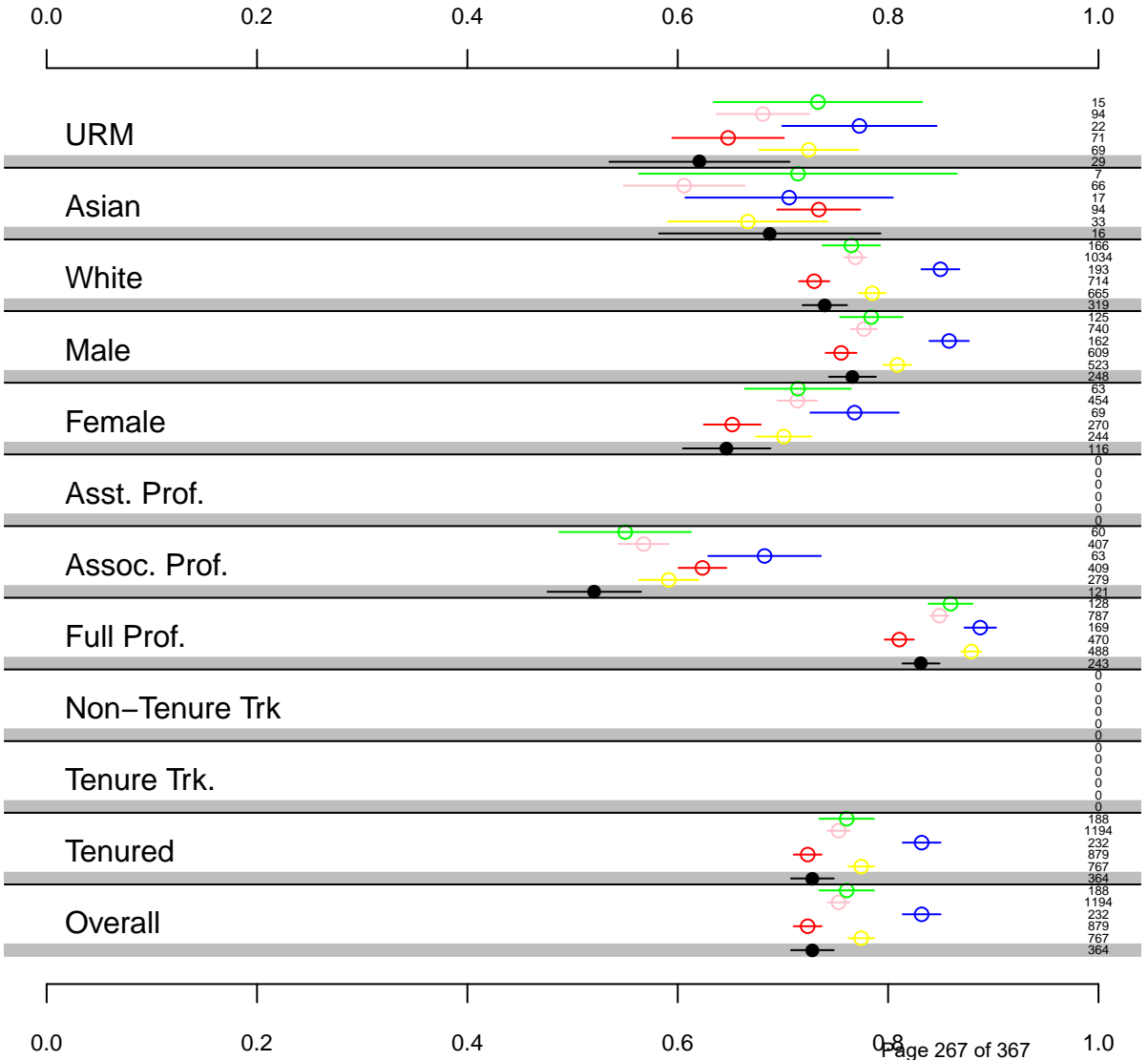
Percent somewhat or very clear

Clarity of promotion standards



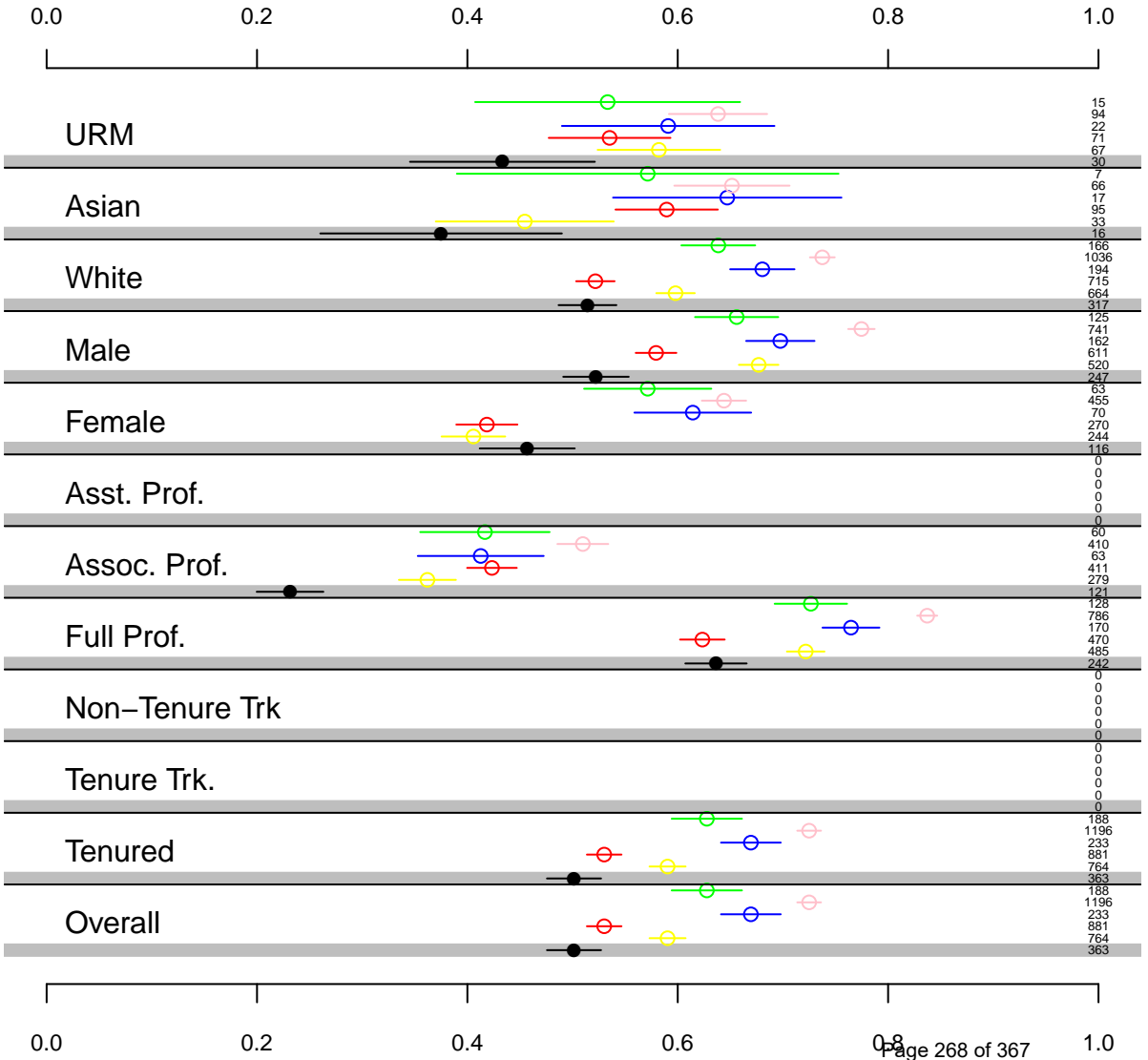
Percent somewhat or very clear

Clarity of promotion dossier's contents



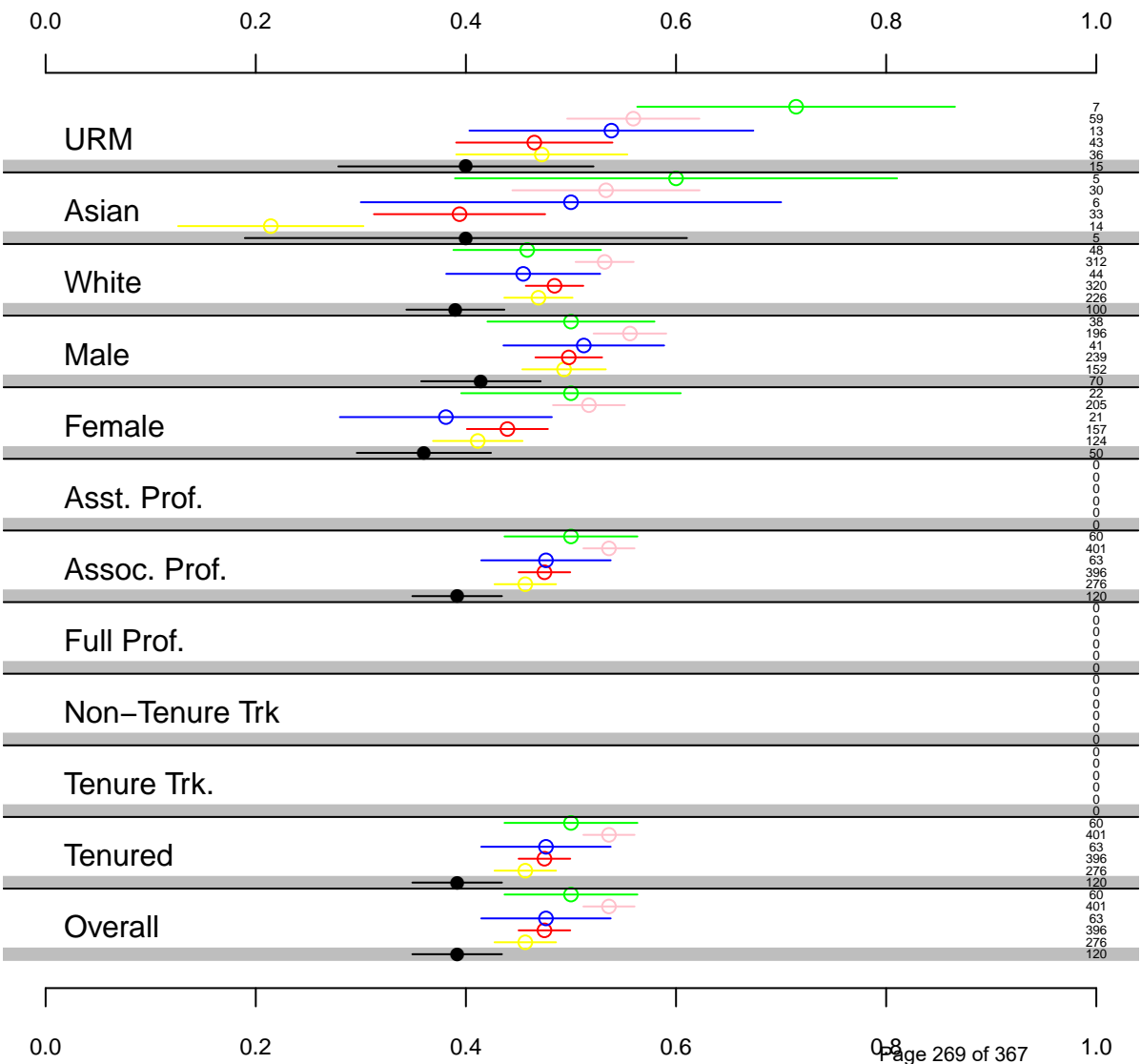
Percent somewhat or very clear

Clarity of promotion time frame



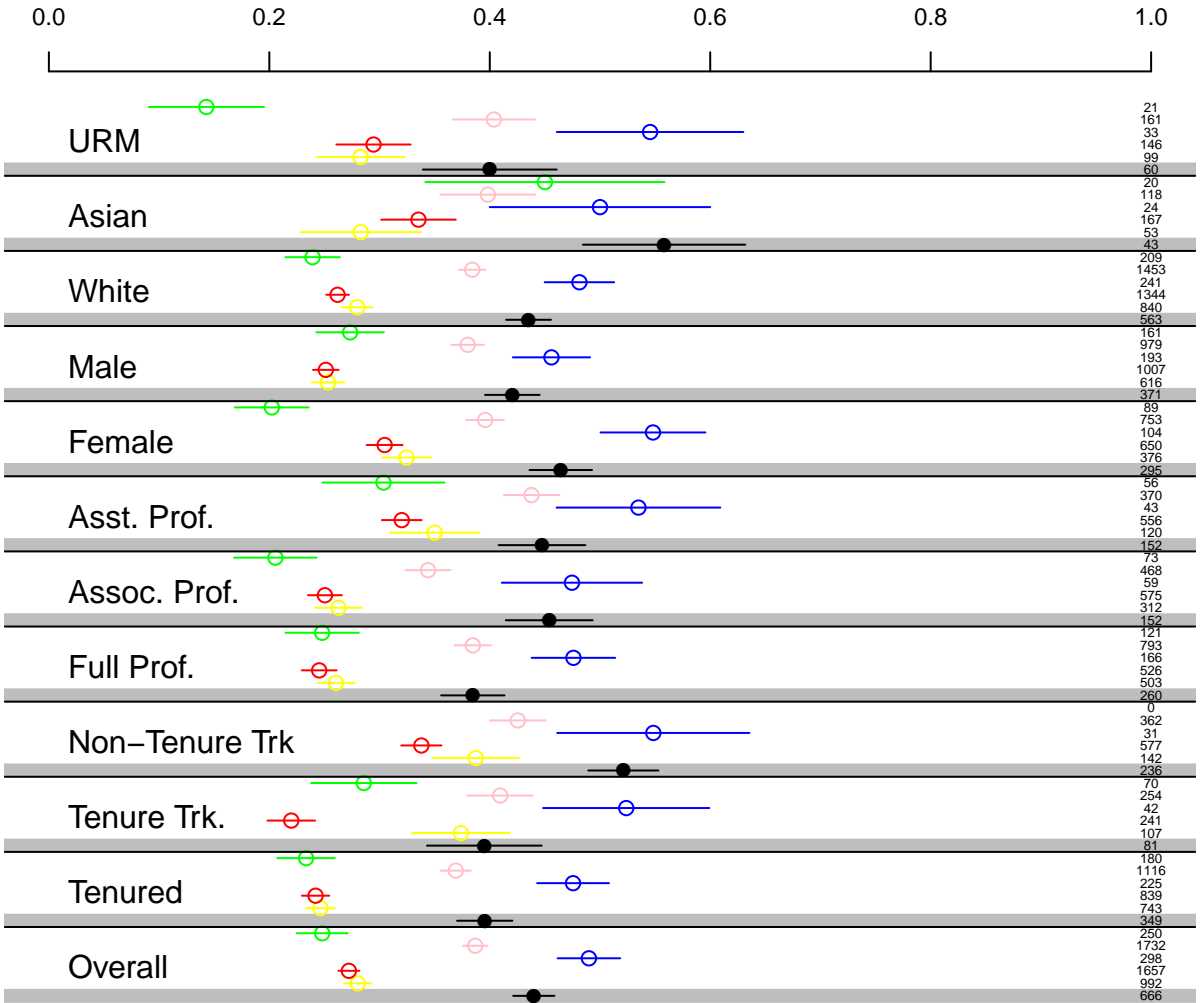
Percent somewhat or very clear

Clarity of likelihood of promotion



Percent somewhat or very clear

VU's priorities are stated consistently by leadership



0.0

0.2

0.4

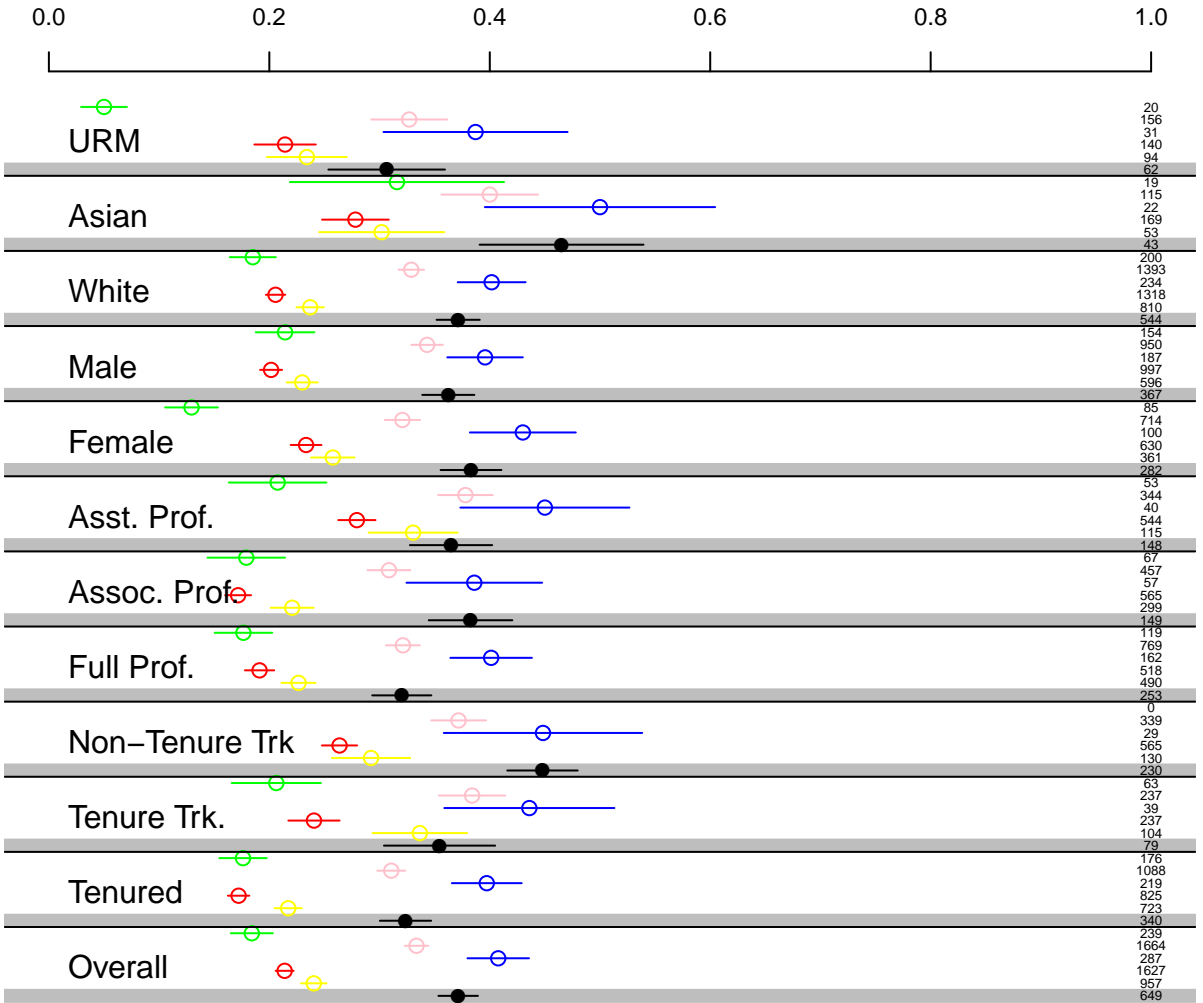
0.6

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1.0

Percent somewhat or strongly agree

VU's priorities are acted on consistently by leadership



0.0

0.2

0.4

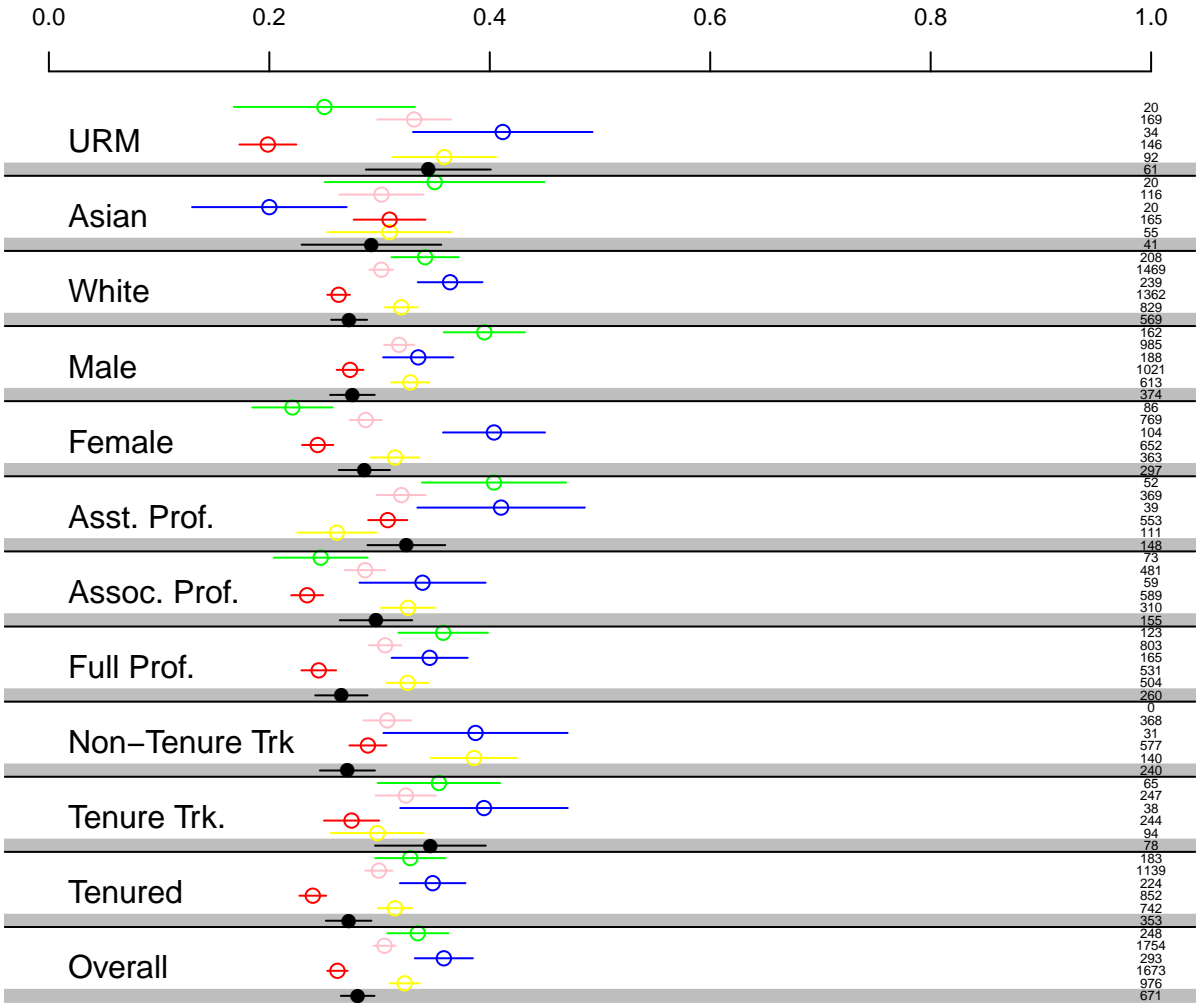
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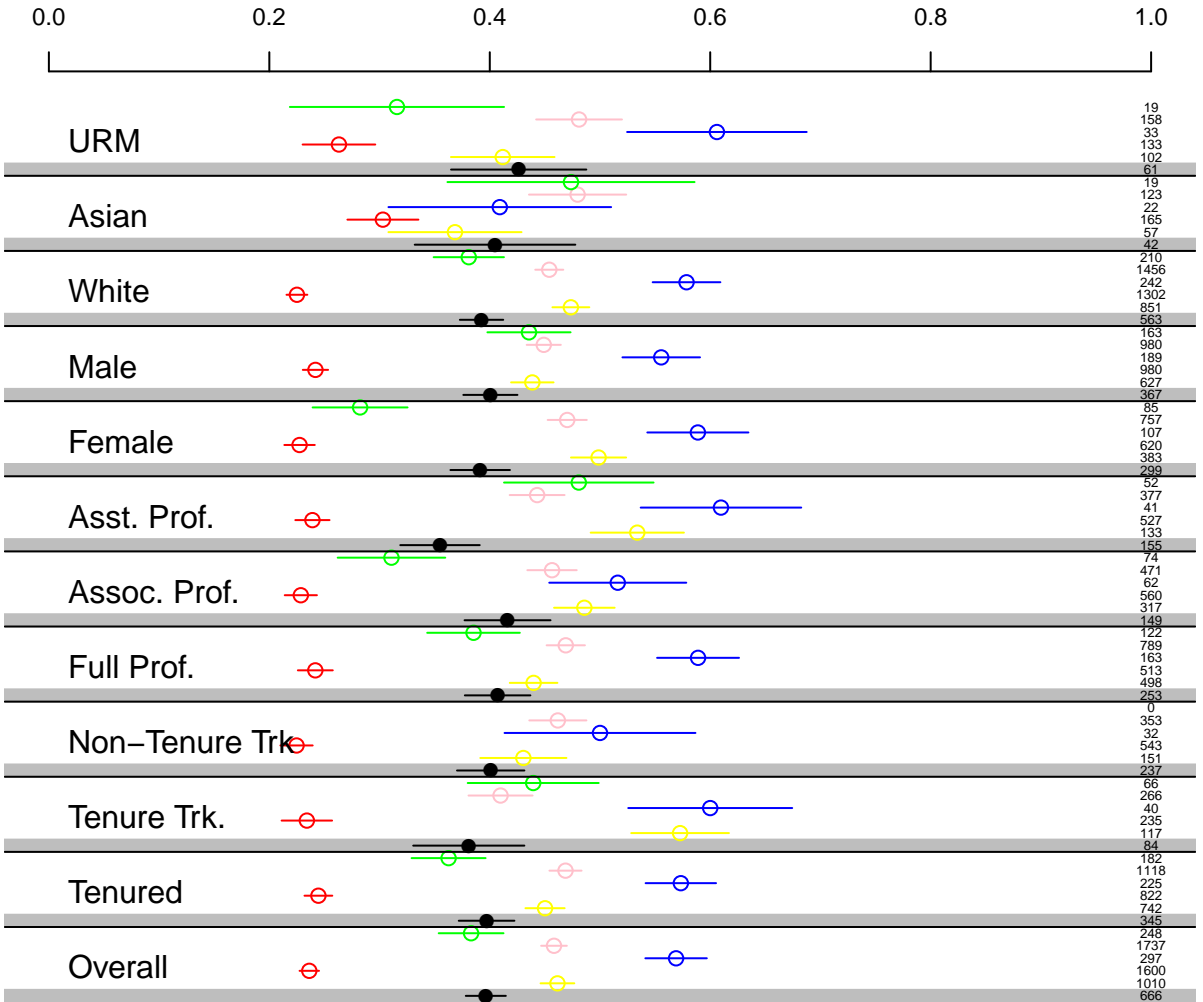
1.0

Percent somewhat or strongly agree

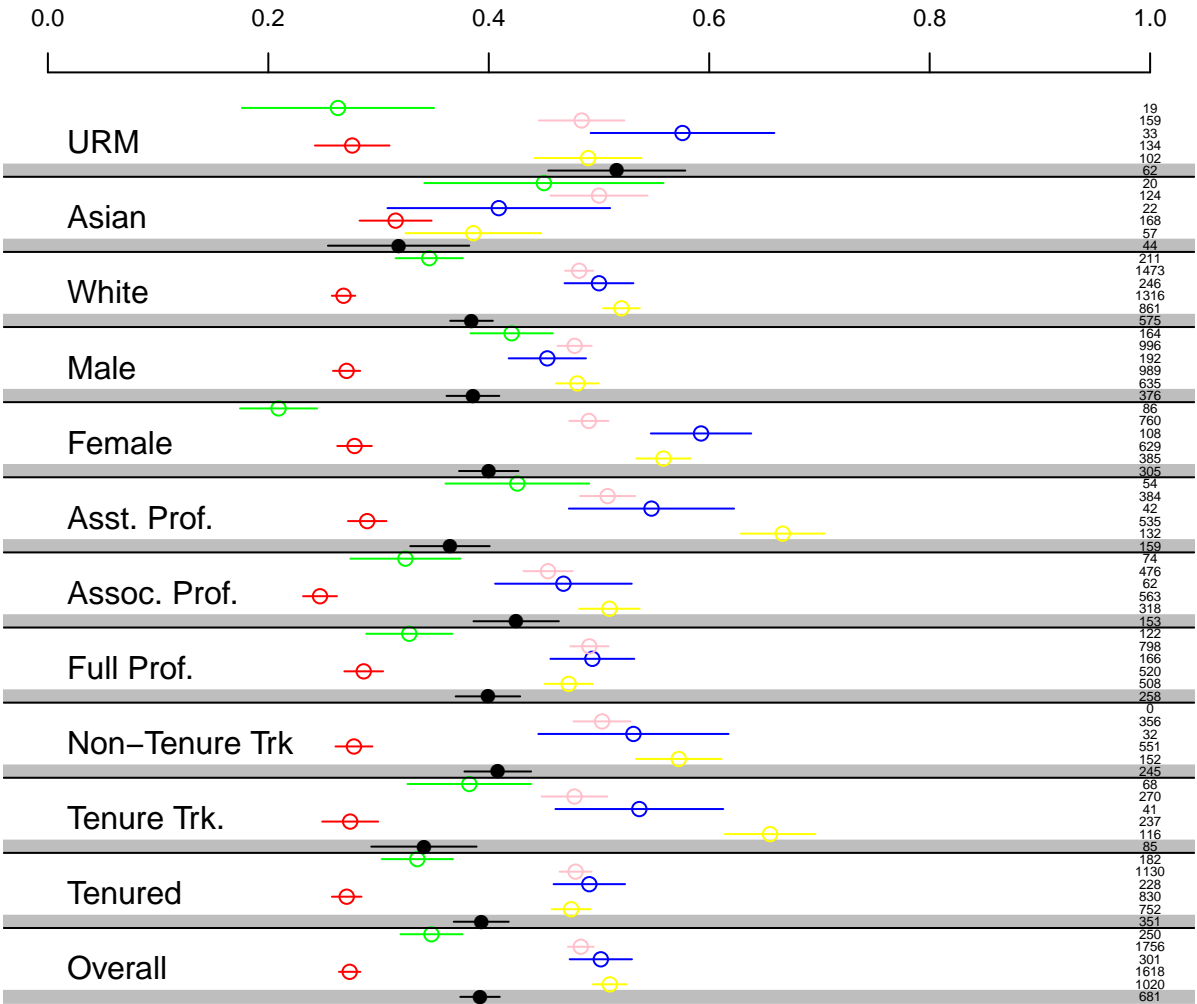
Changed VU priorities negatively affect my work



Chancellor: Pace of decision making

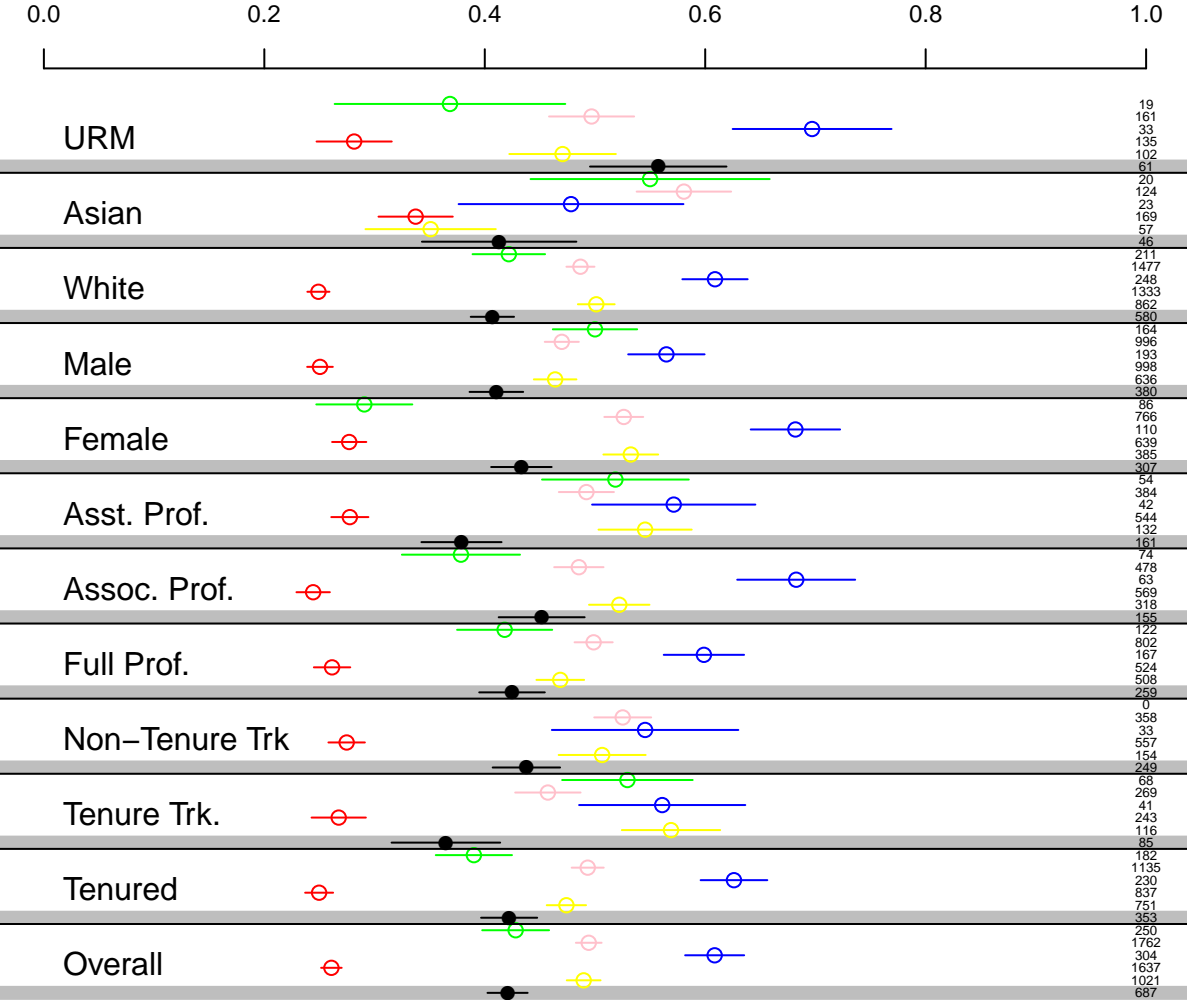


Chancellor: Stated priorities



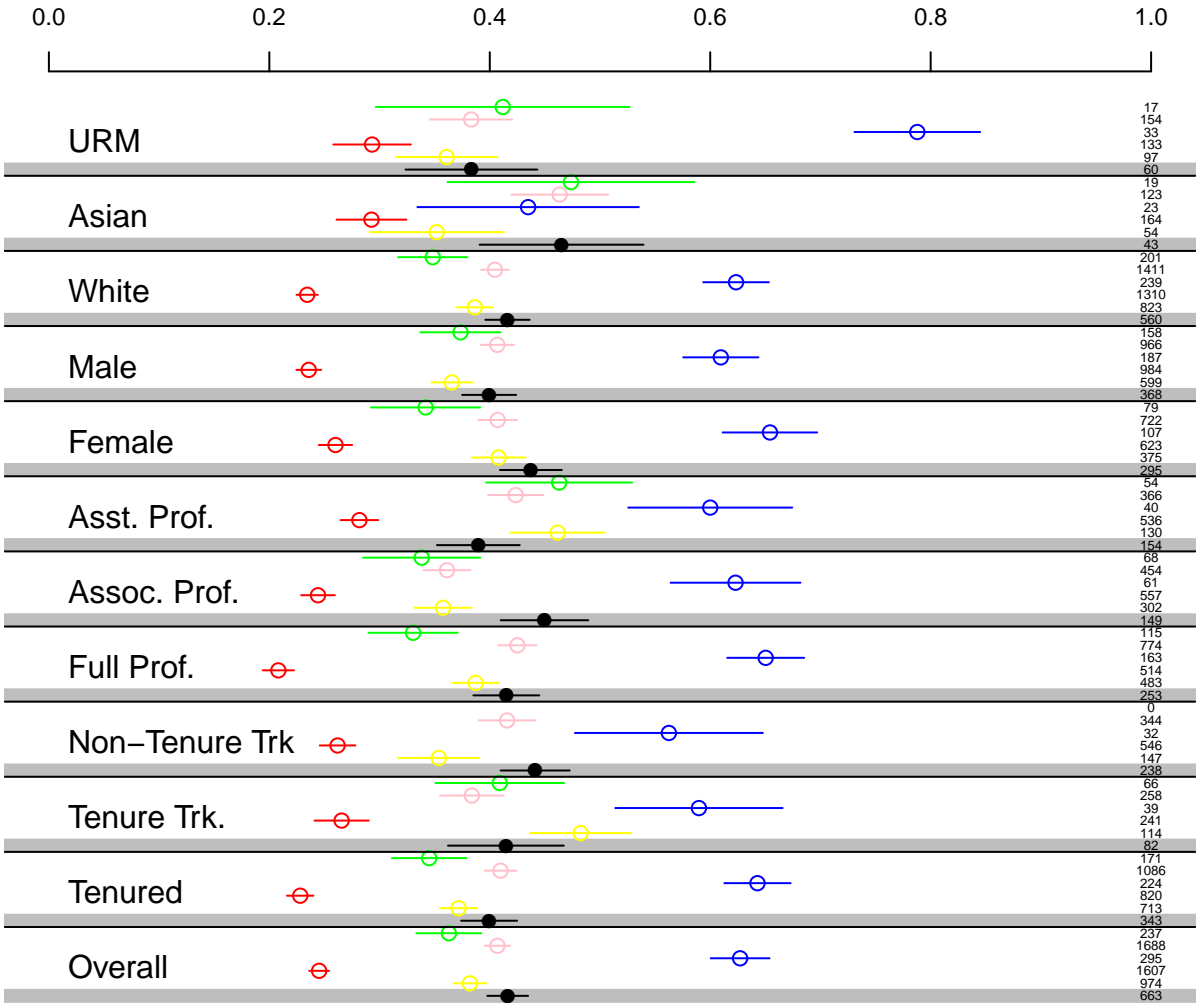
Percent satisfied or very satisfied

Chancellor: Communication of priorities



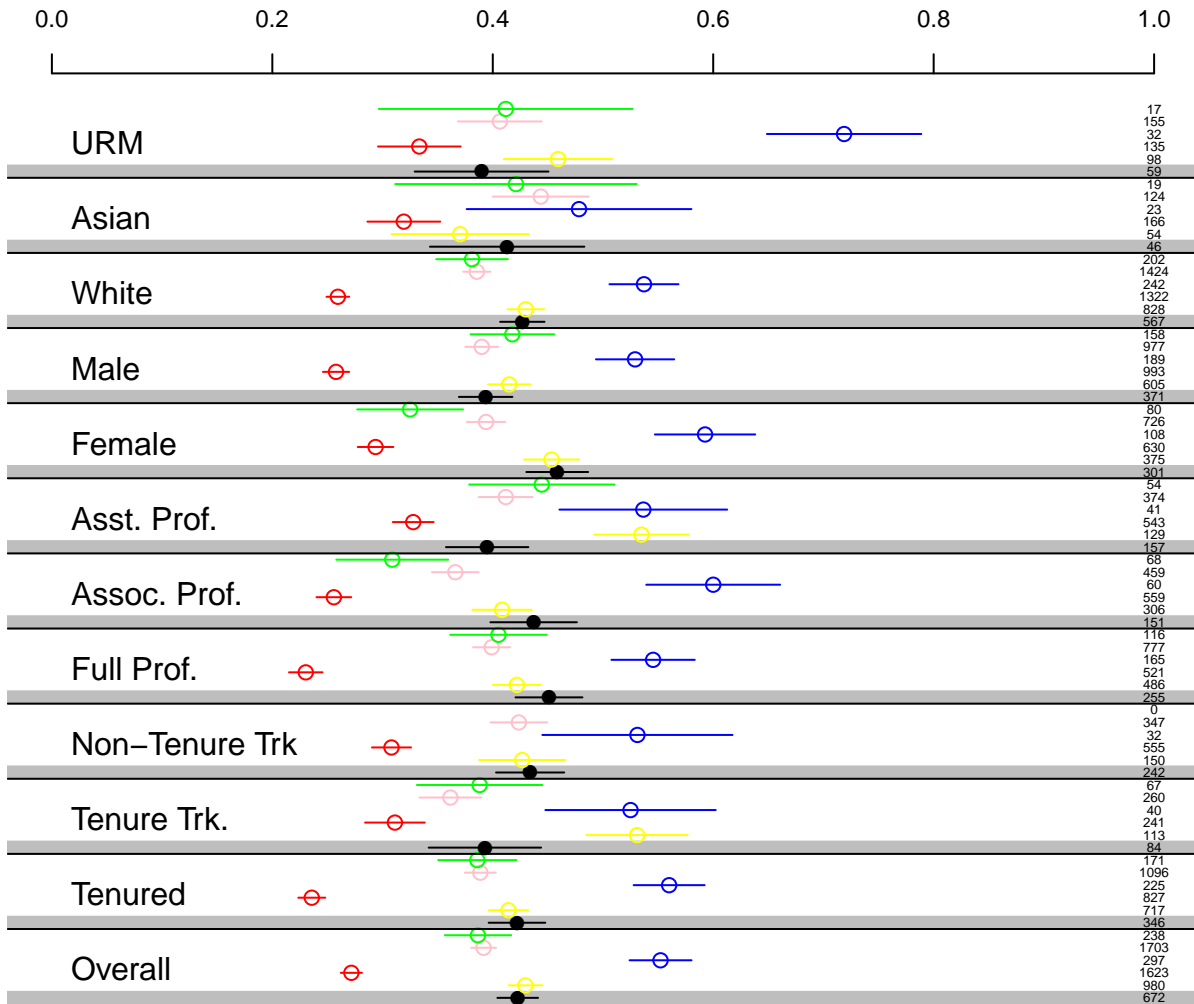
Percent satisfied or very satisfied

Provost: Pace of decision making

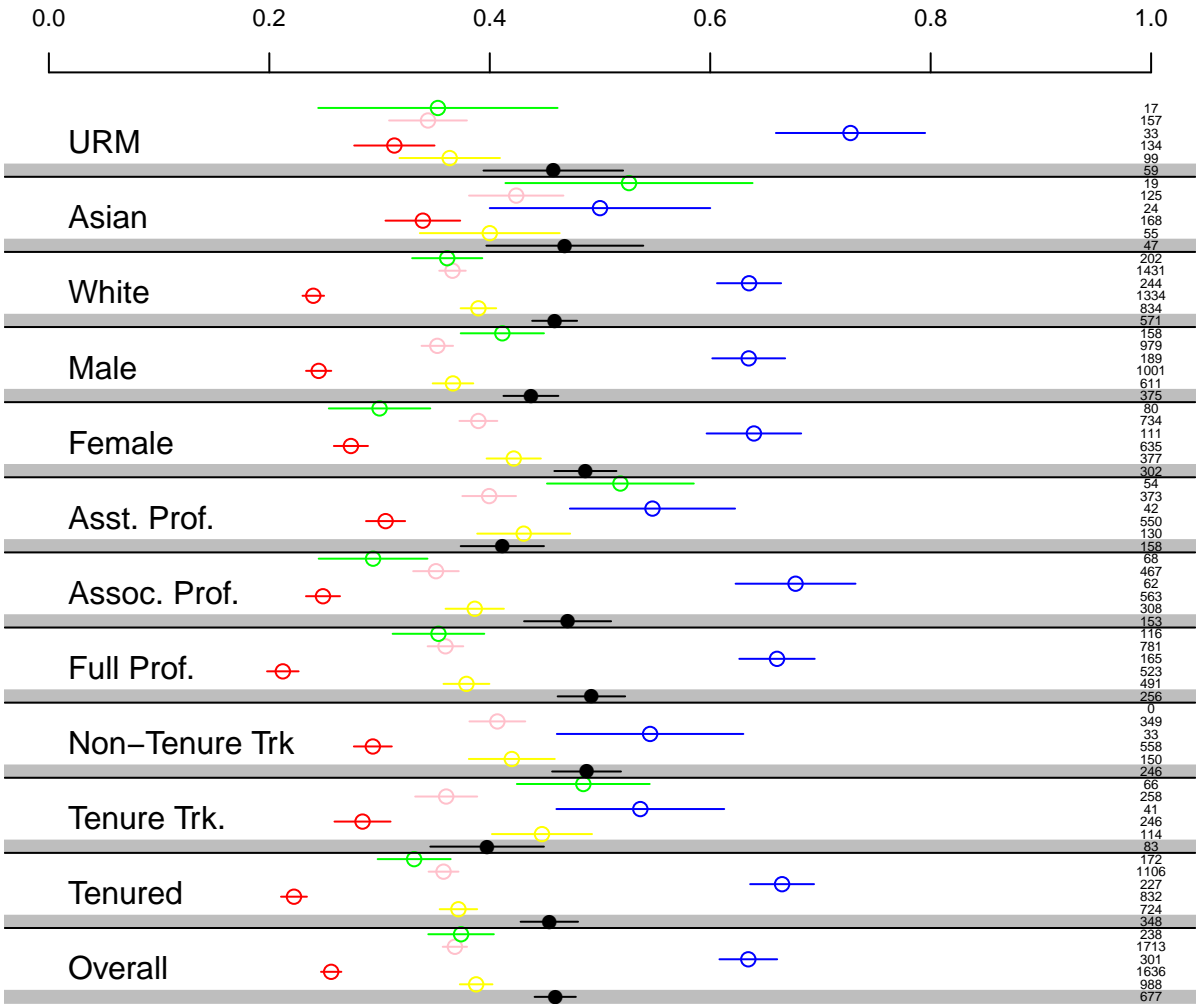


Percent satisfied or very satisfied

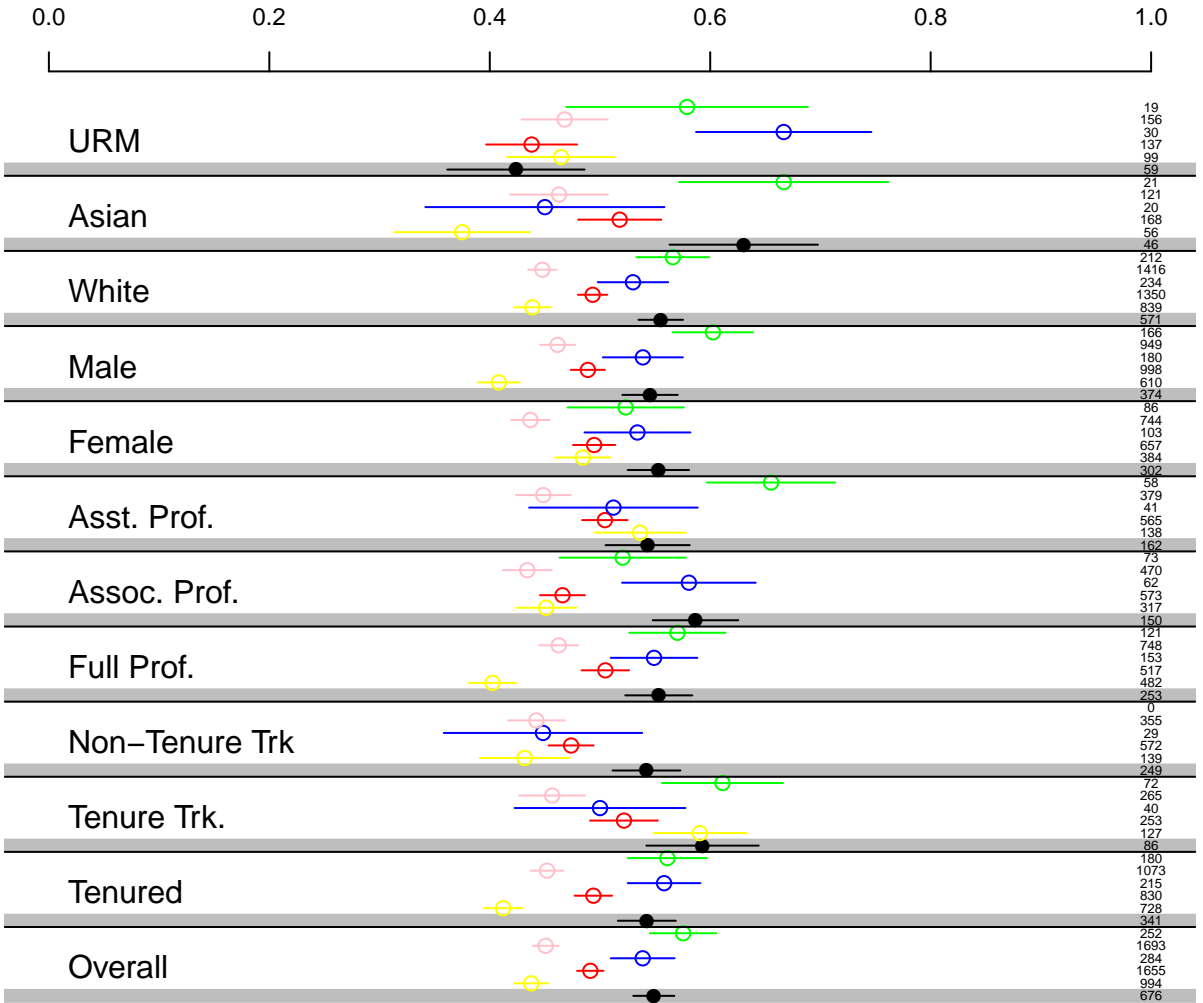
Provost: Stated priorities



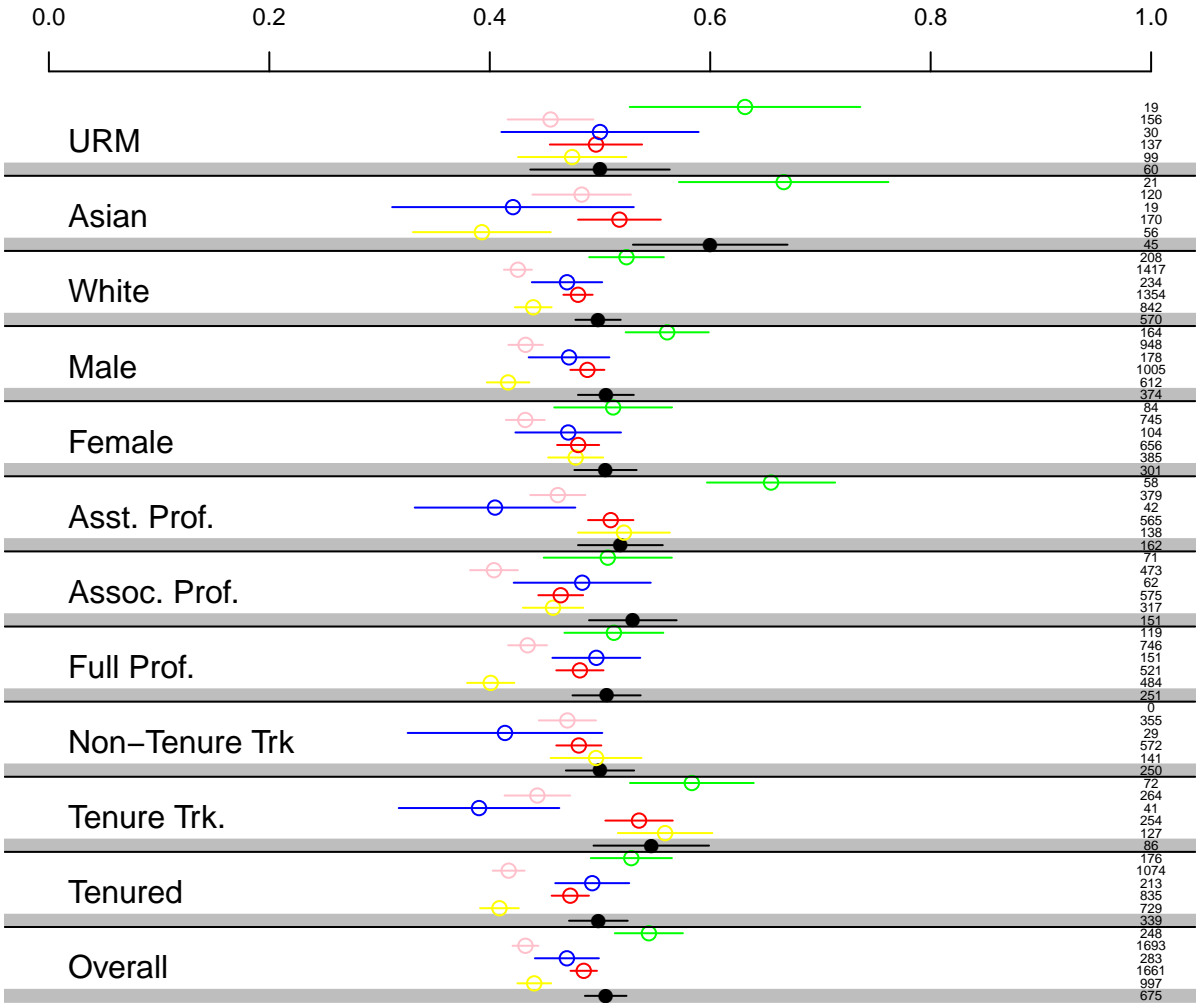
Provost: Communication of priorities



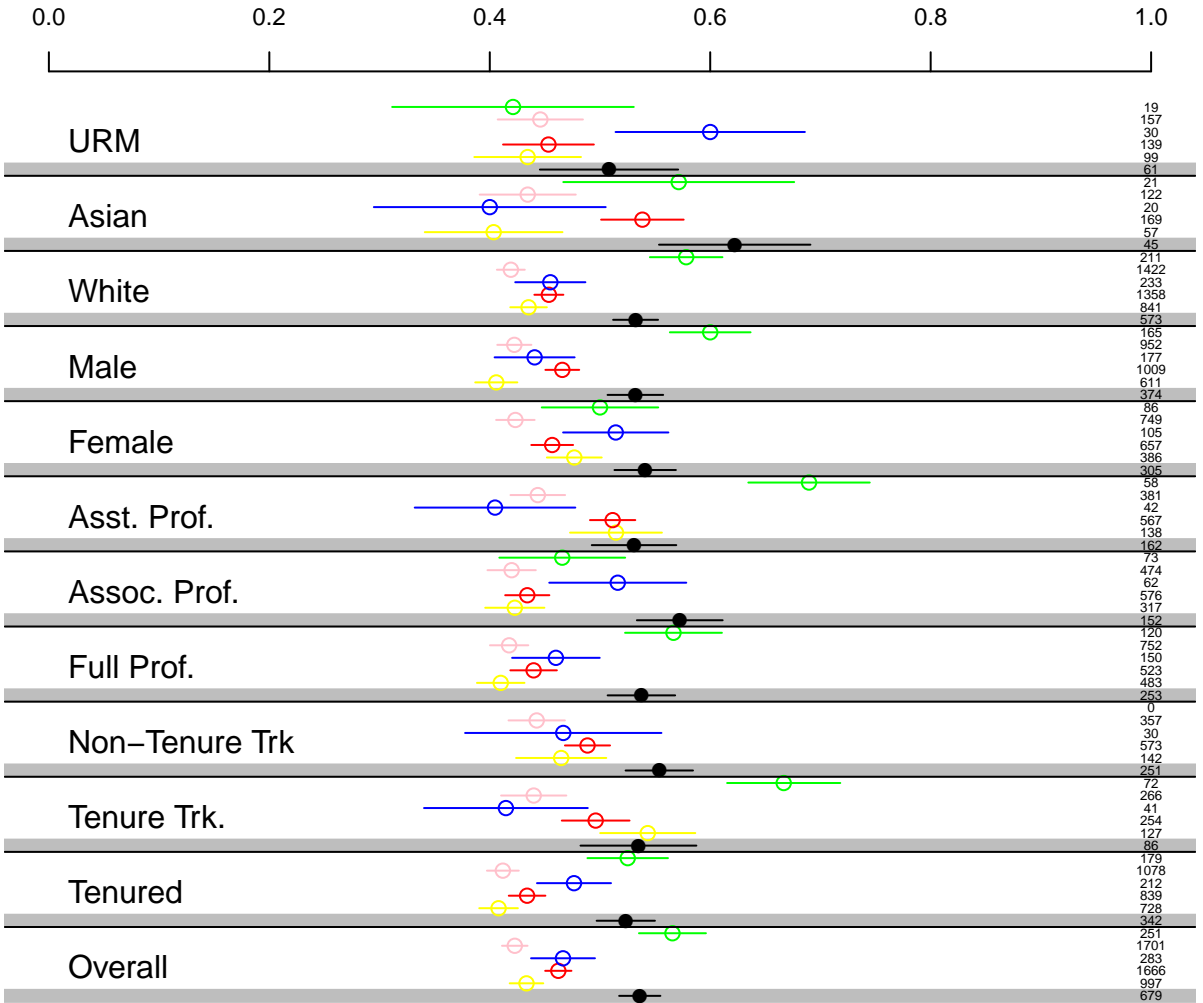
Dean: Pace of decision making



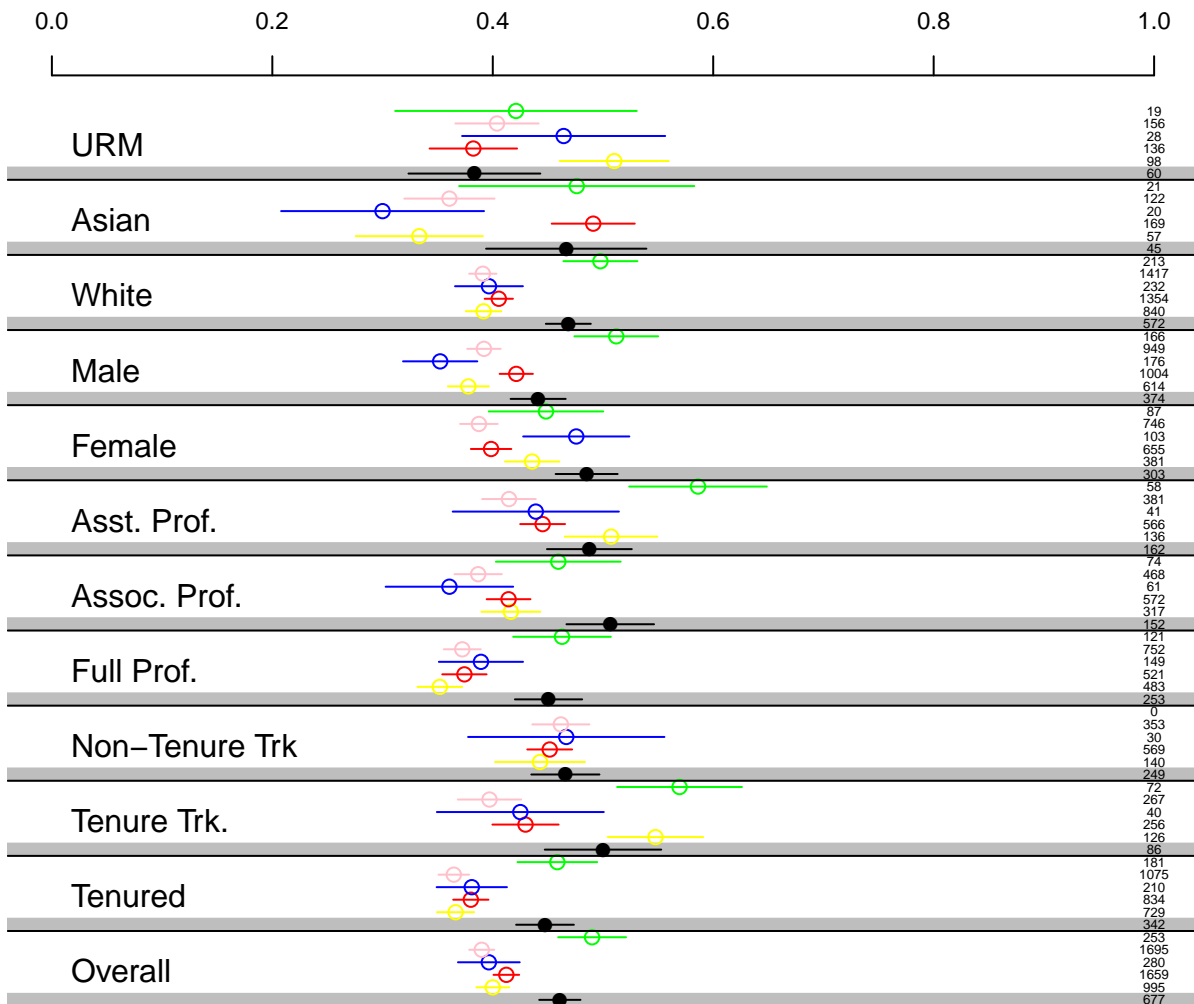
Dean: Stated priorities



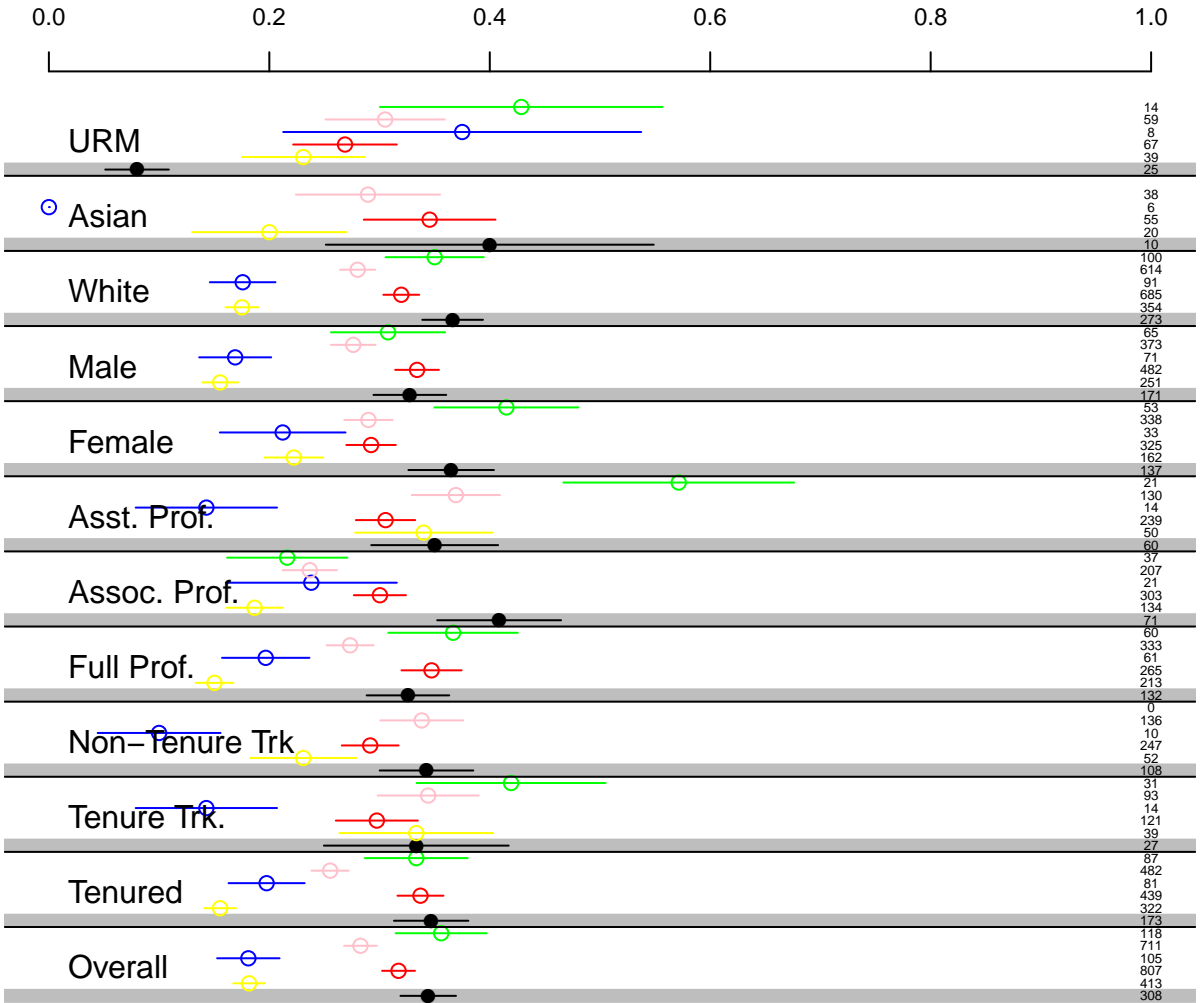
Dean: Communication of priorities



Dean: Ensuring faculty input



Dean: Support for adapting to changed mission



0.0

0.2

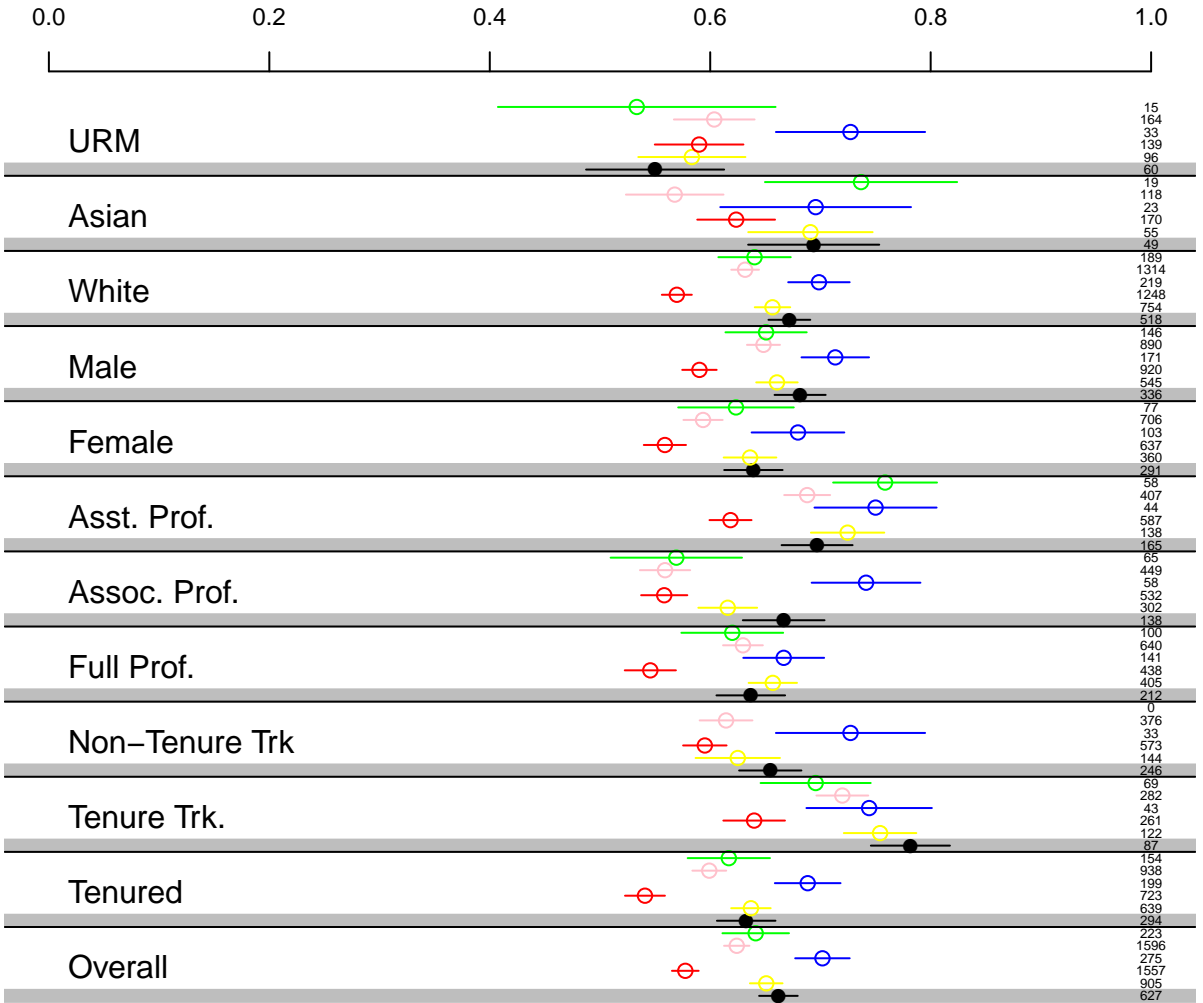
0.4

0.6

0.8

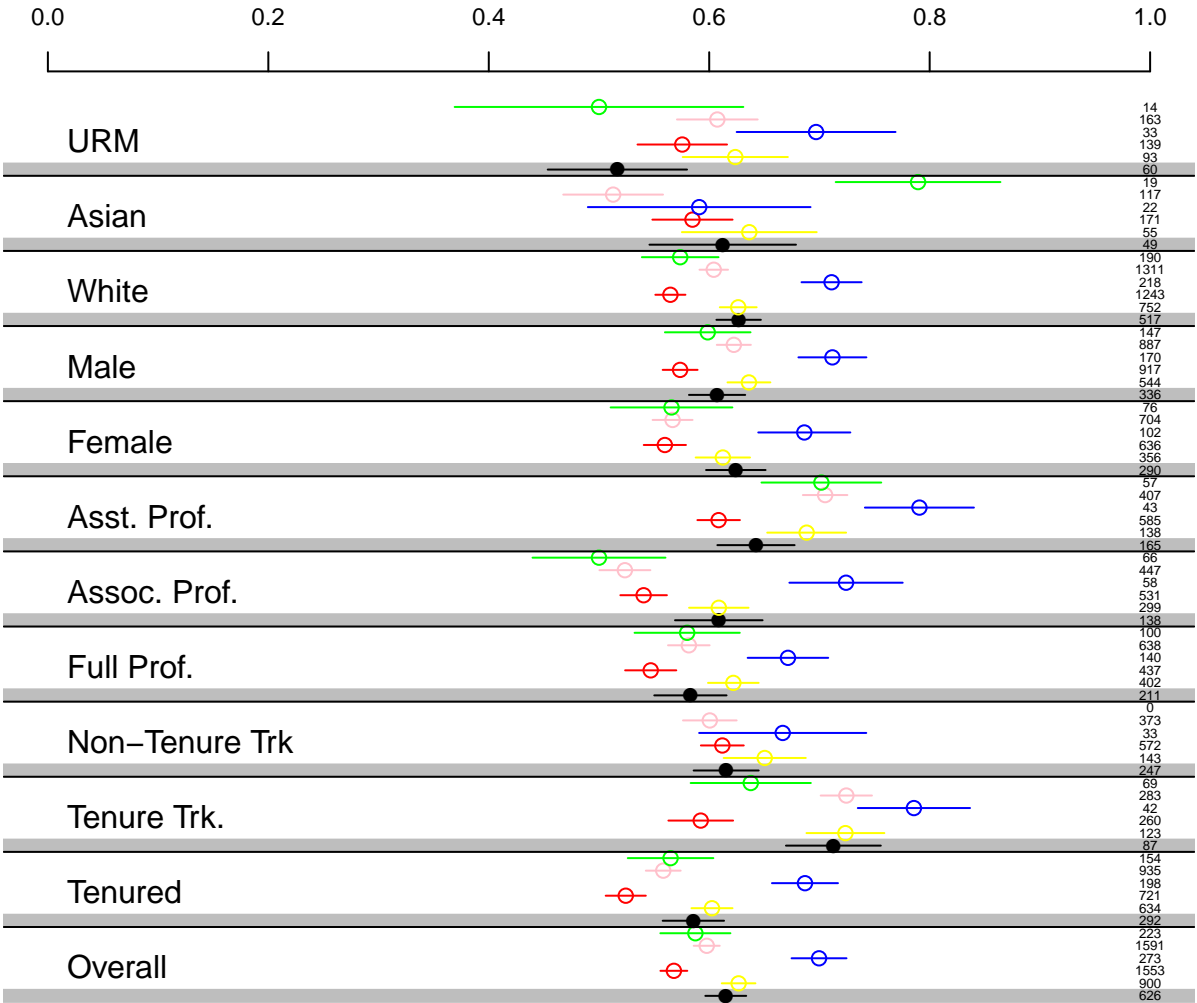
1.0

Chair: Pace of decision making



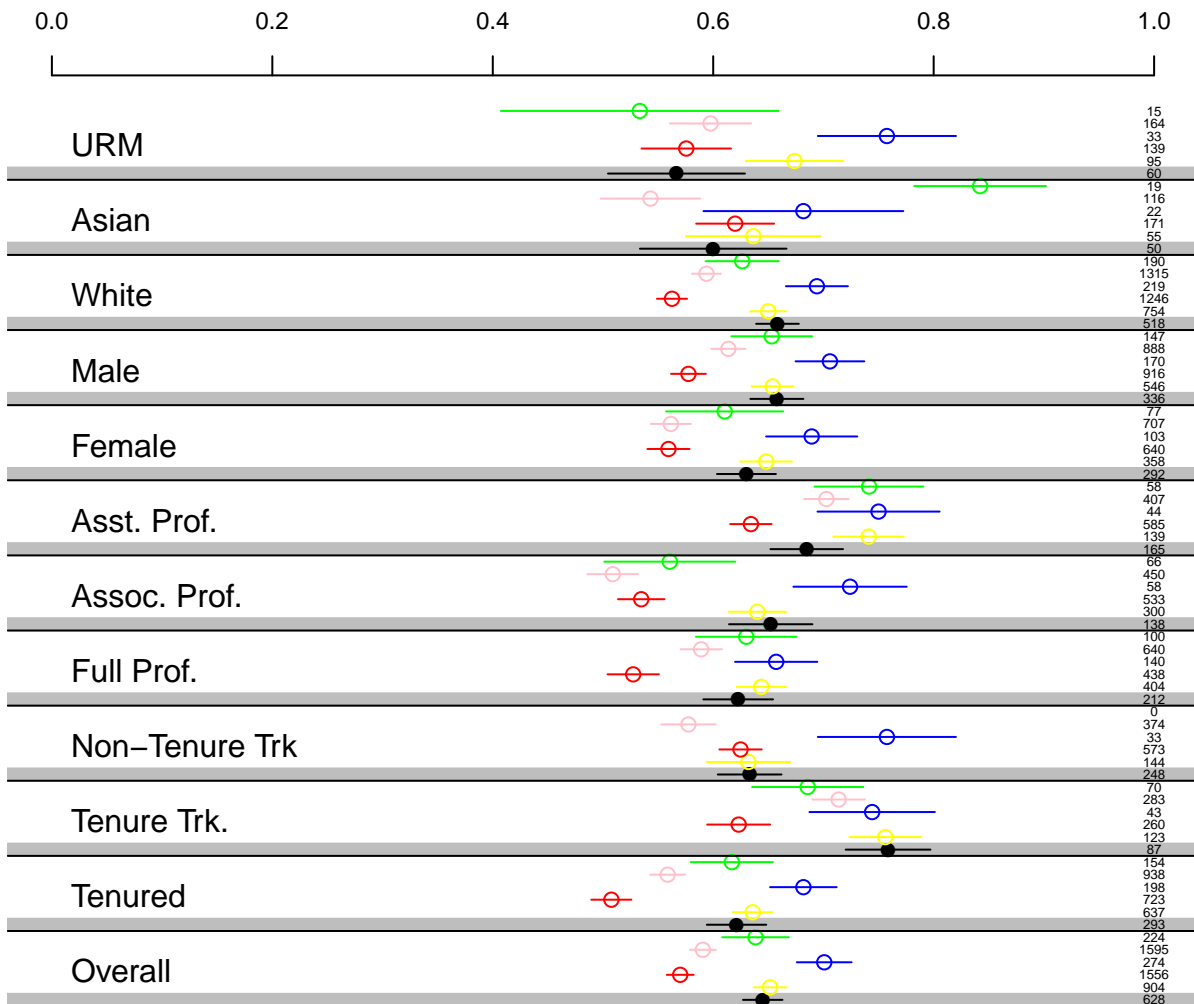
Percent satisfied or very satisfied

Chair: Stated priorities



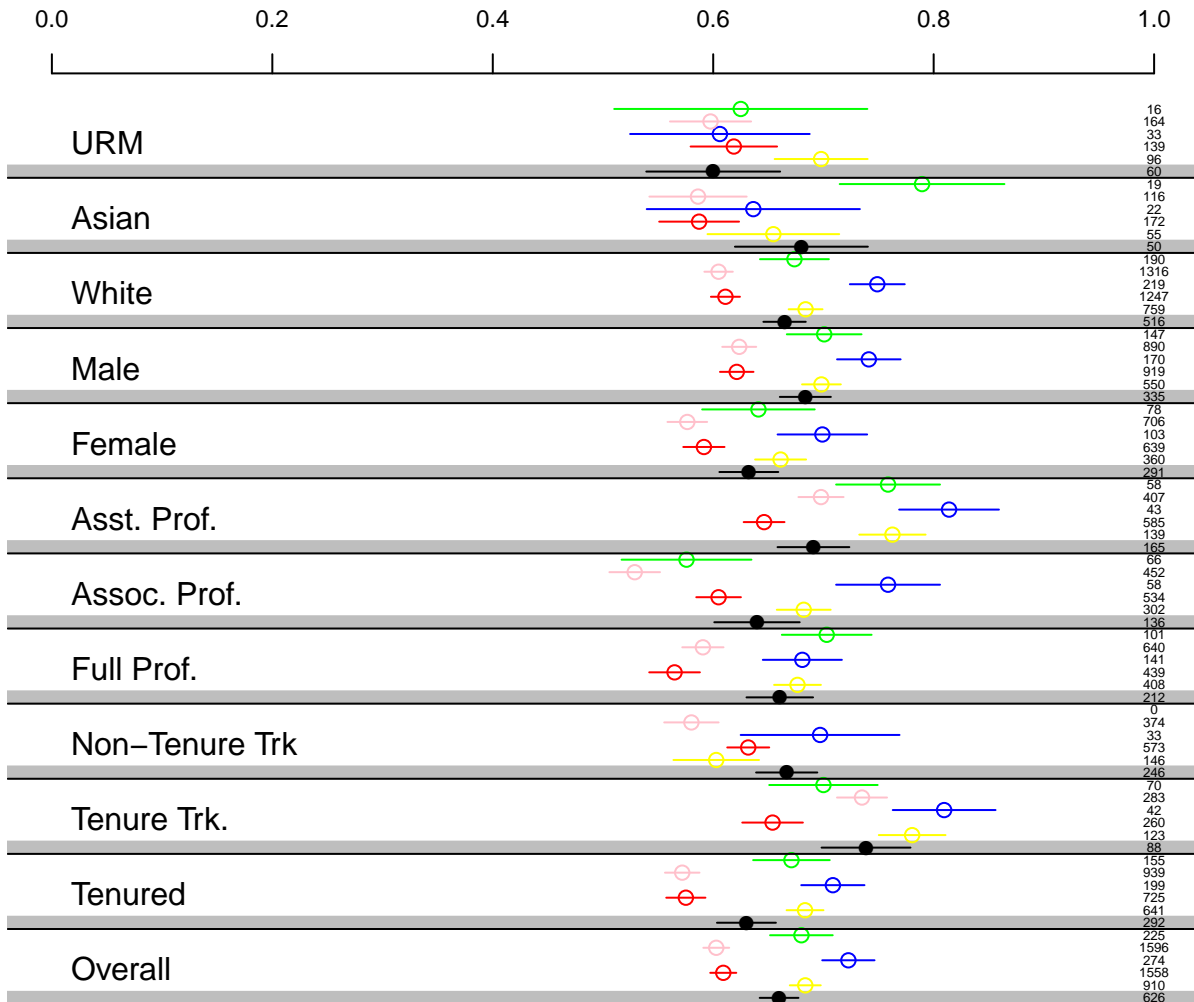
Percent satisfied or very satisfied

Chair: Communication of priorities

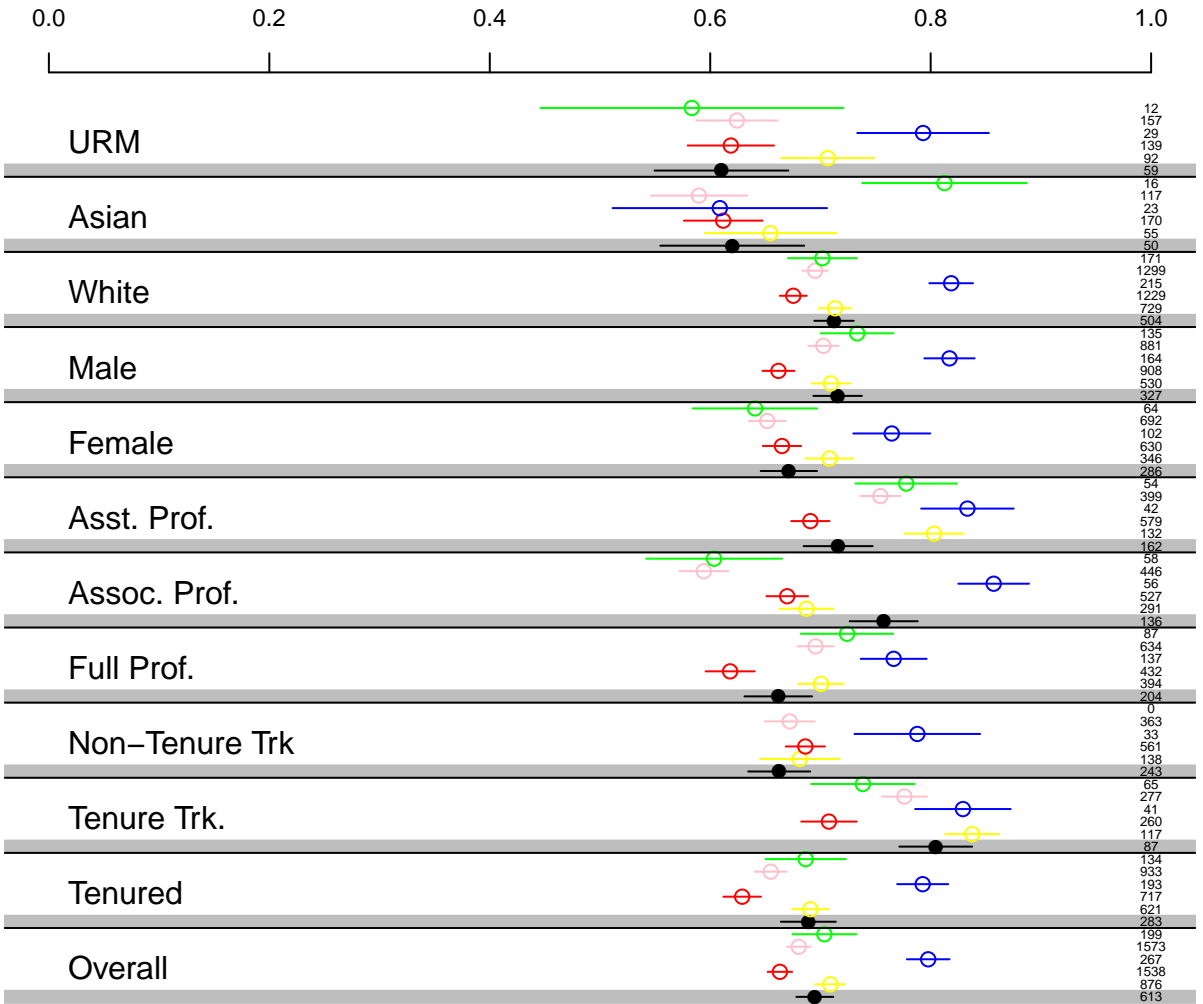


Percent satisfied or very satisfied

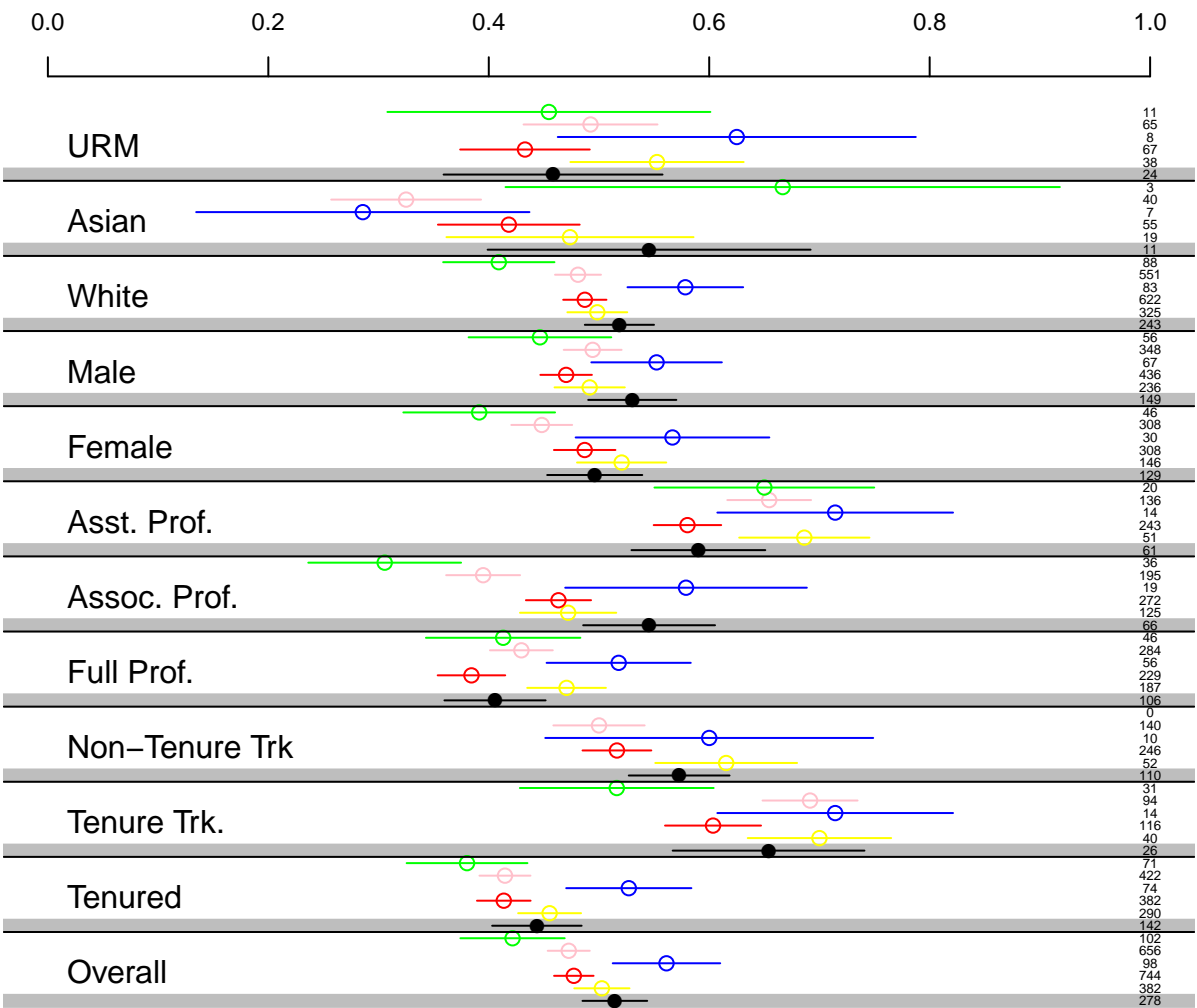
Chair: Ensuring faculty input



Chair: Fairness in evaluating work

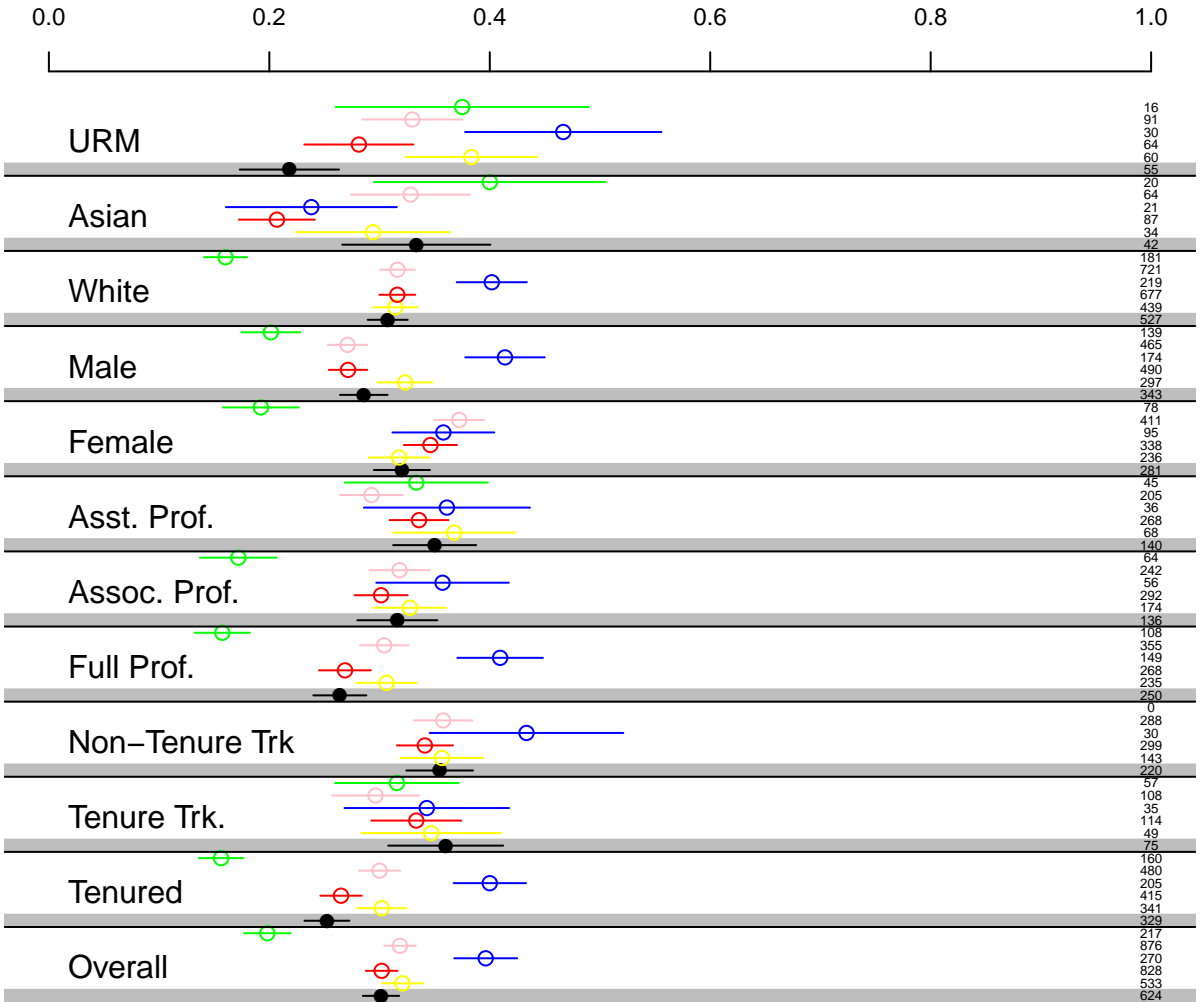


Chair: Support for adapting to changed mission



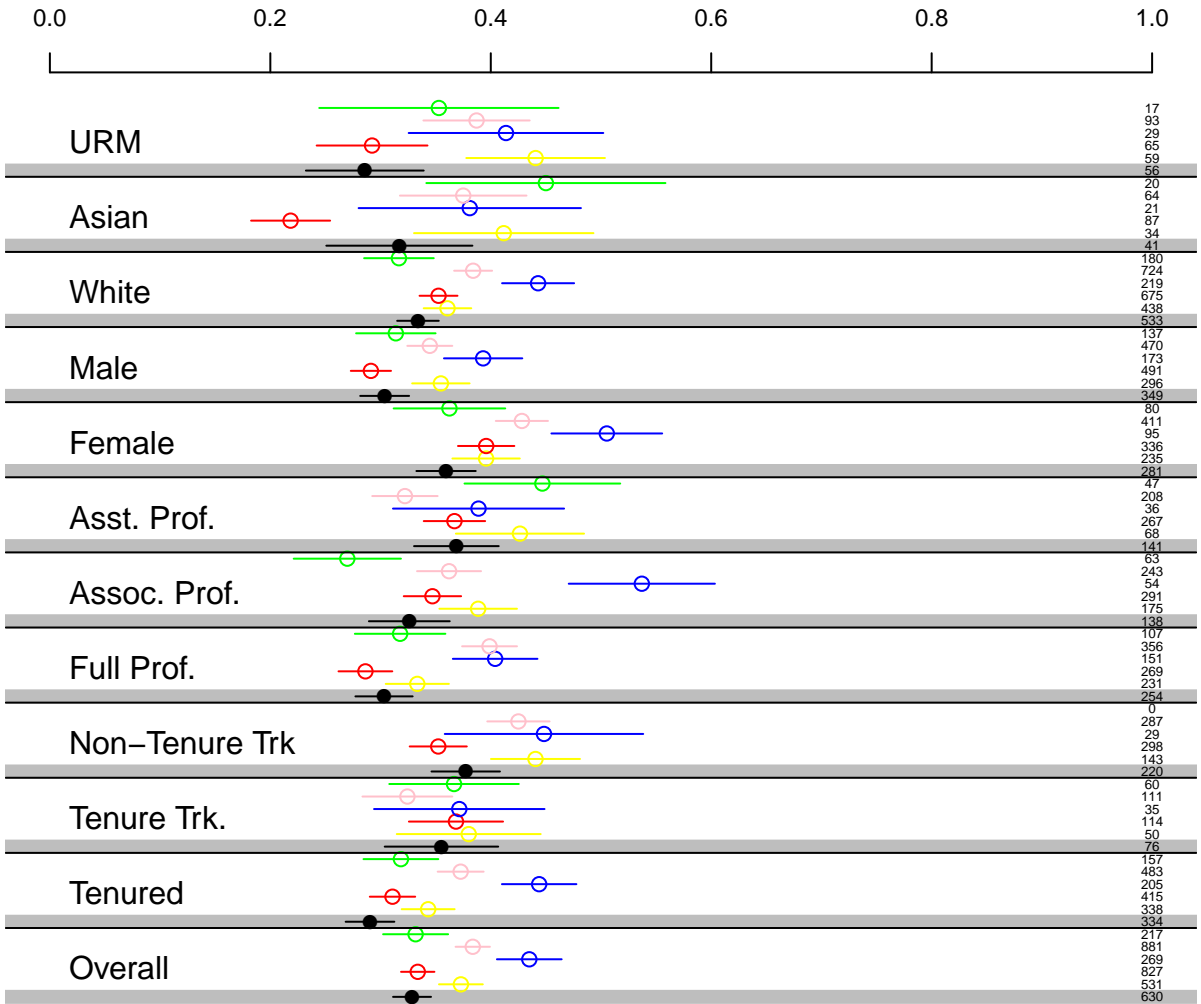
Percent somewhat or strongly agree

Faculty leaders: Pace of decision making

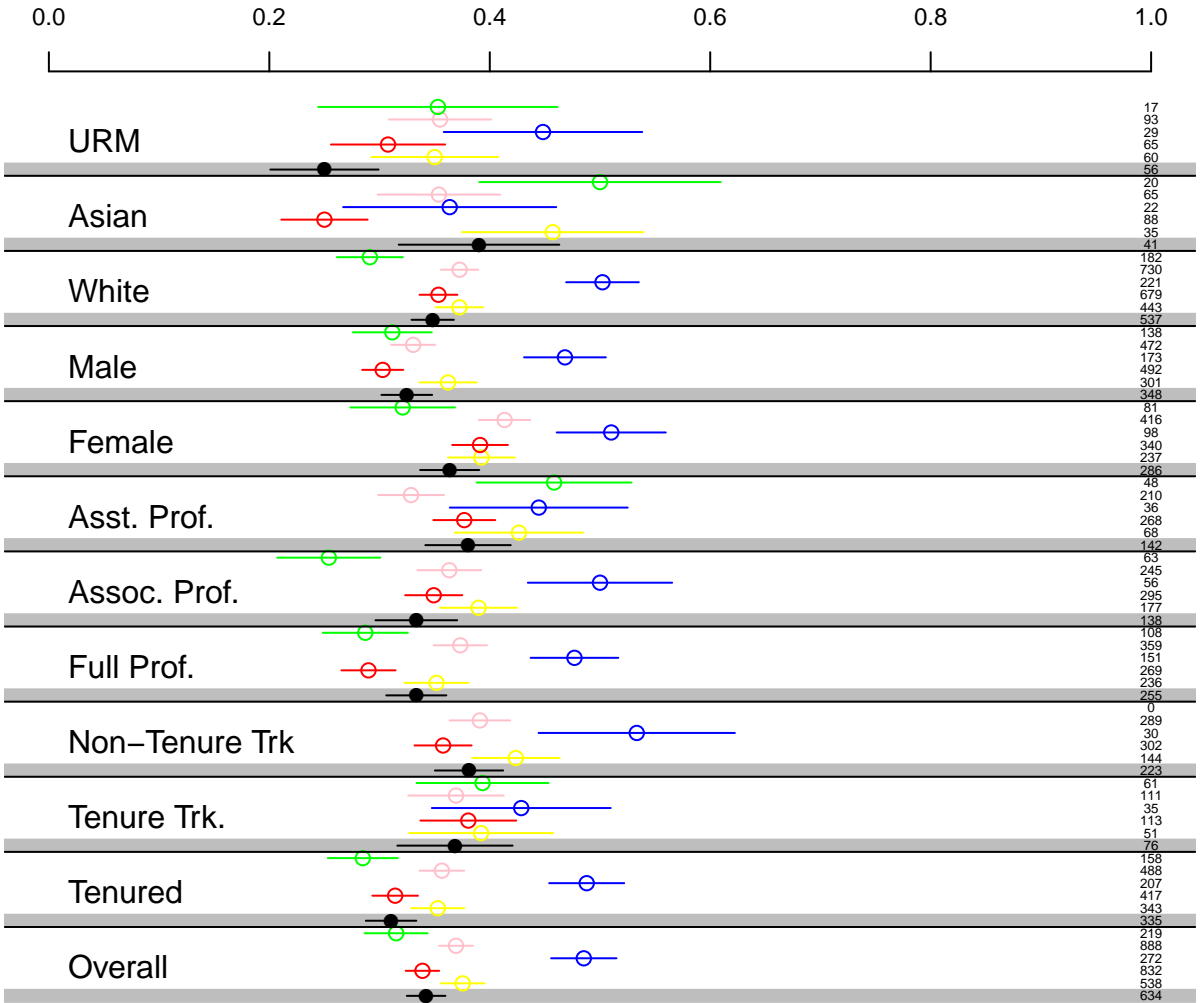


Percent satisfied or very satisfied

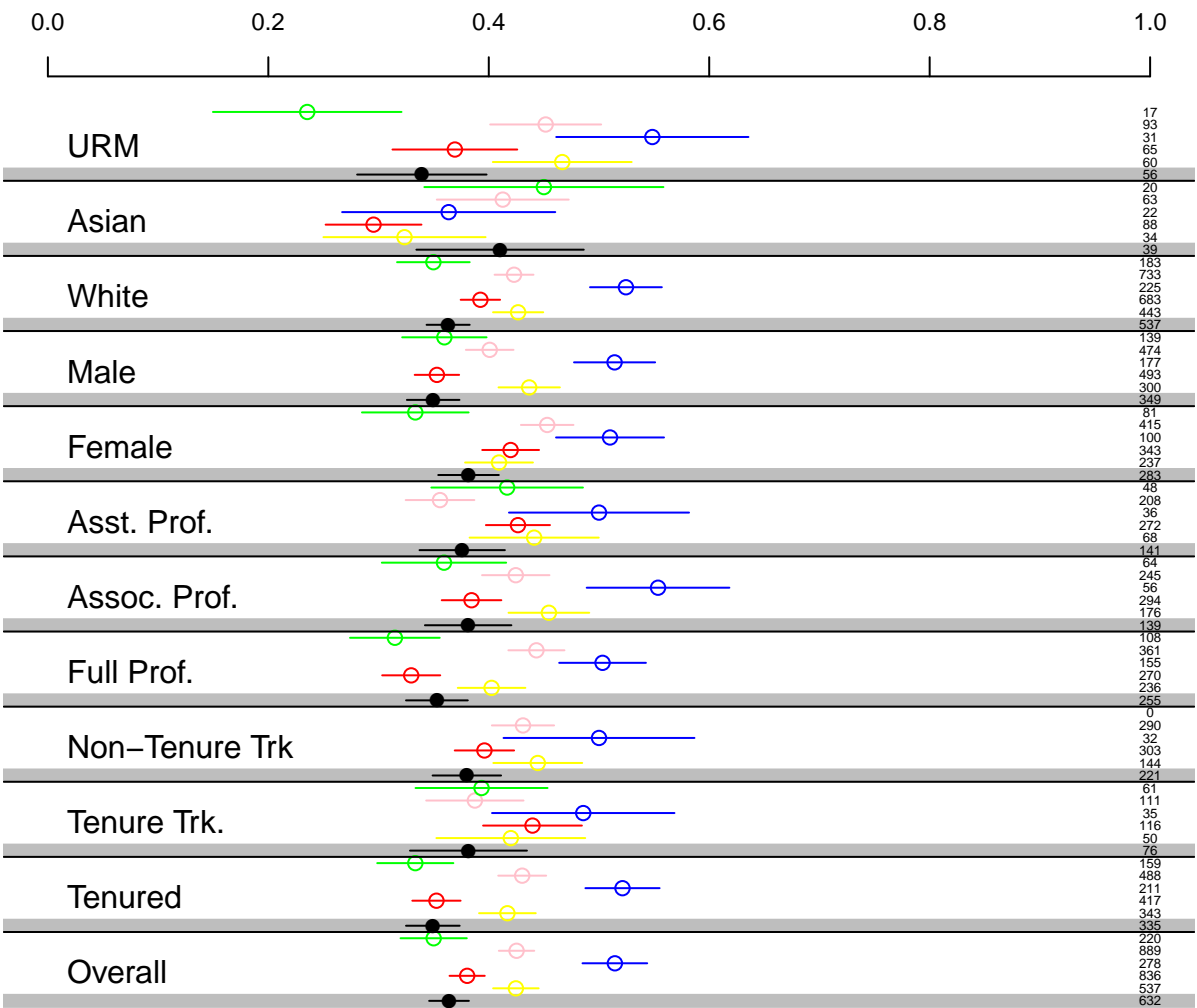
Faculty leaders: Stated priorities



Faculty leaders: Communication of priorities

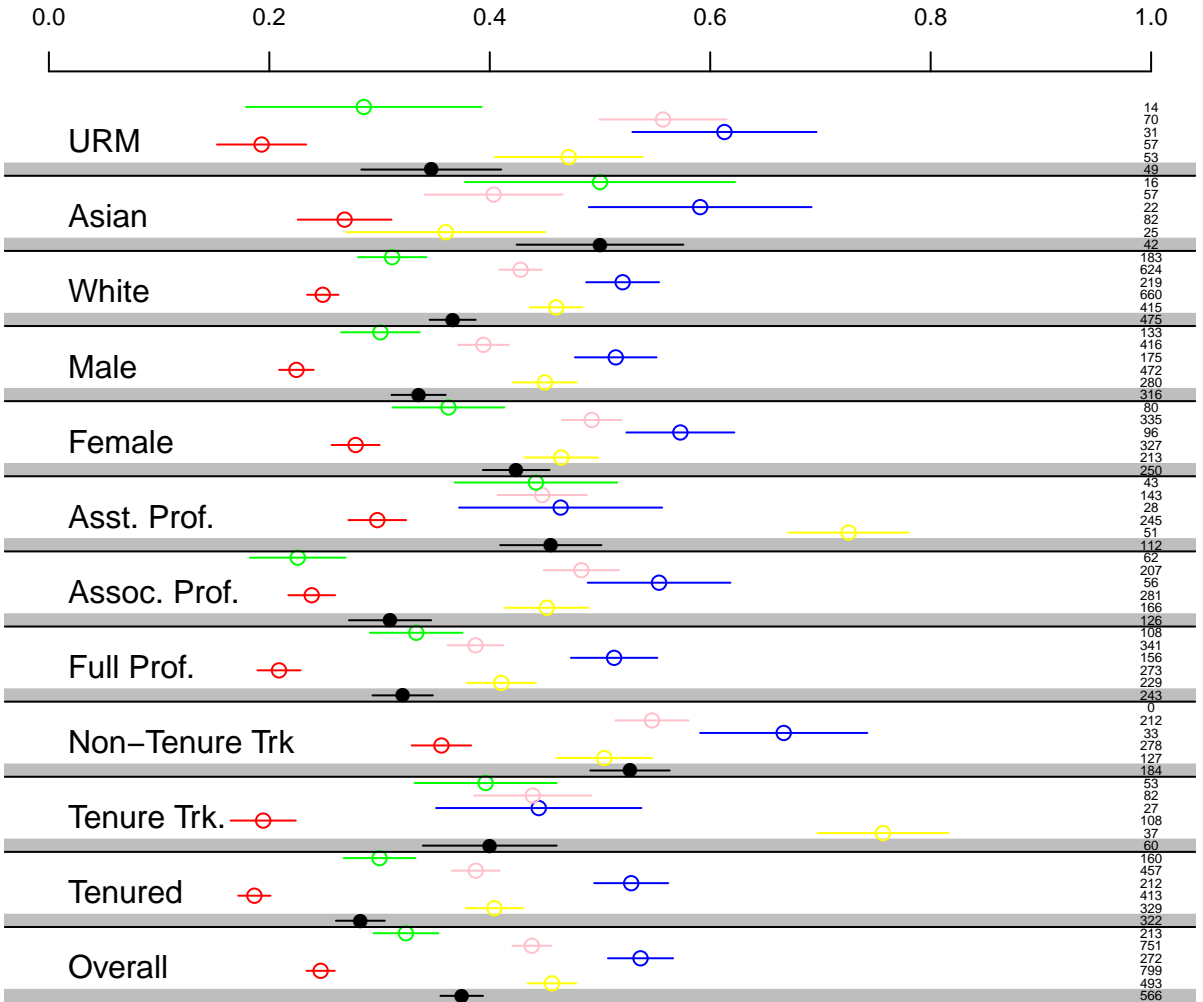


Faculty leaders: Ensuring faculty input



Percent satisfied or very satisfied

Effectiveness of shared governance



0.0

0.2

0.4

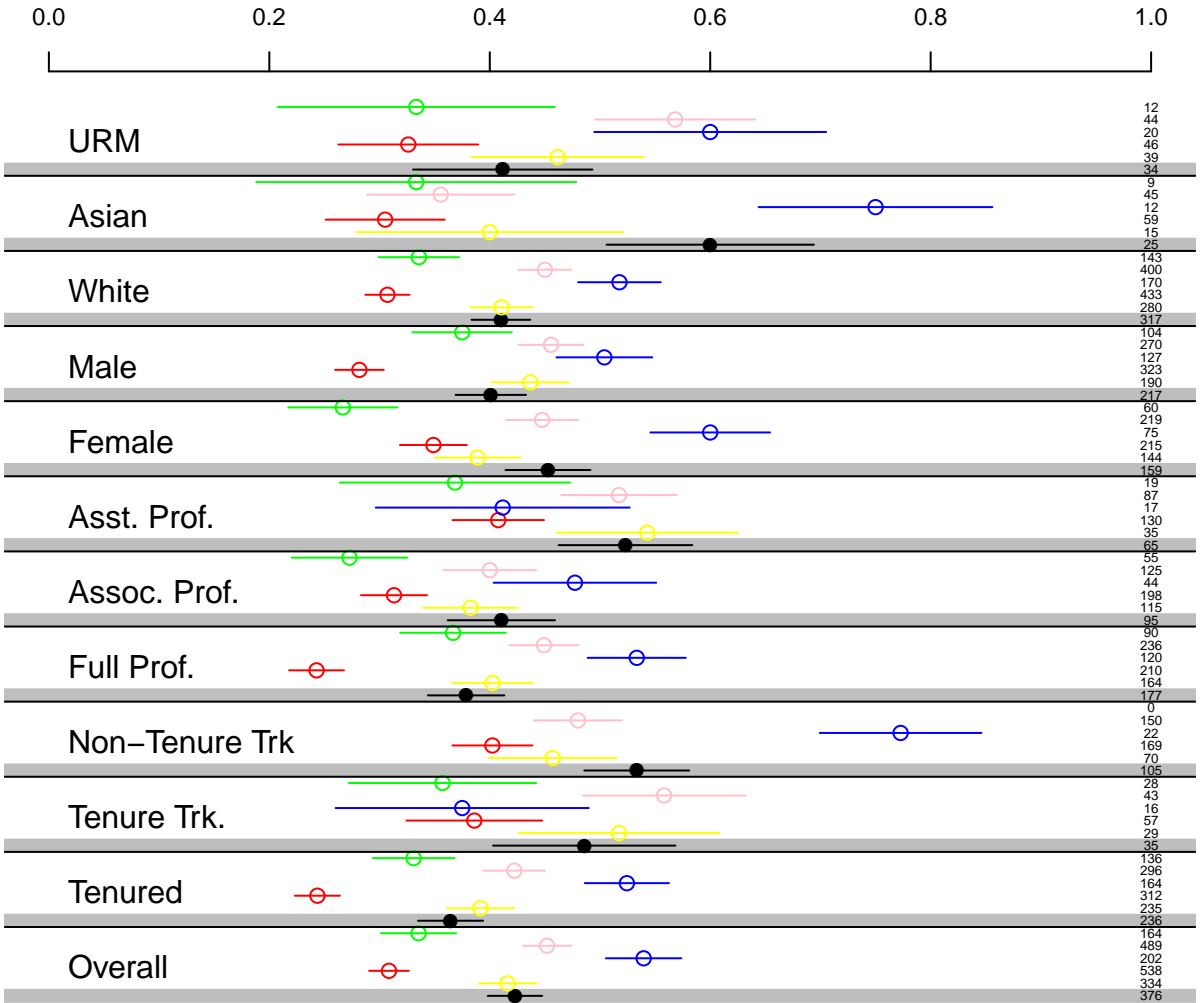
0.6

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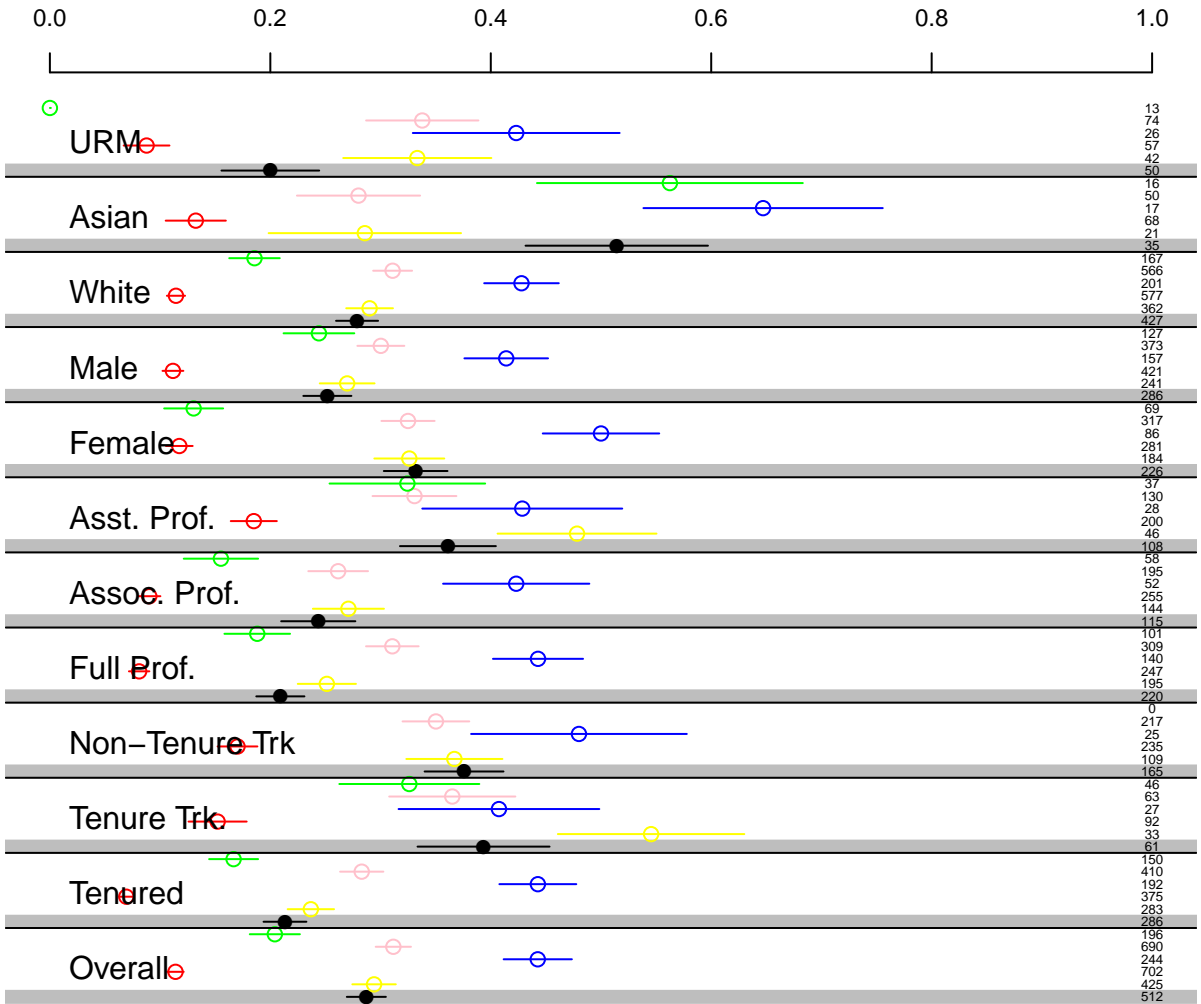
1.0

Percent somewhat or very effective

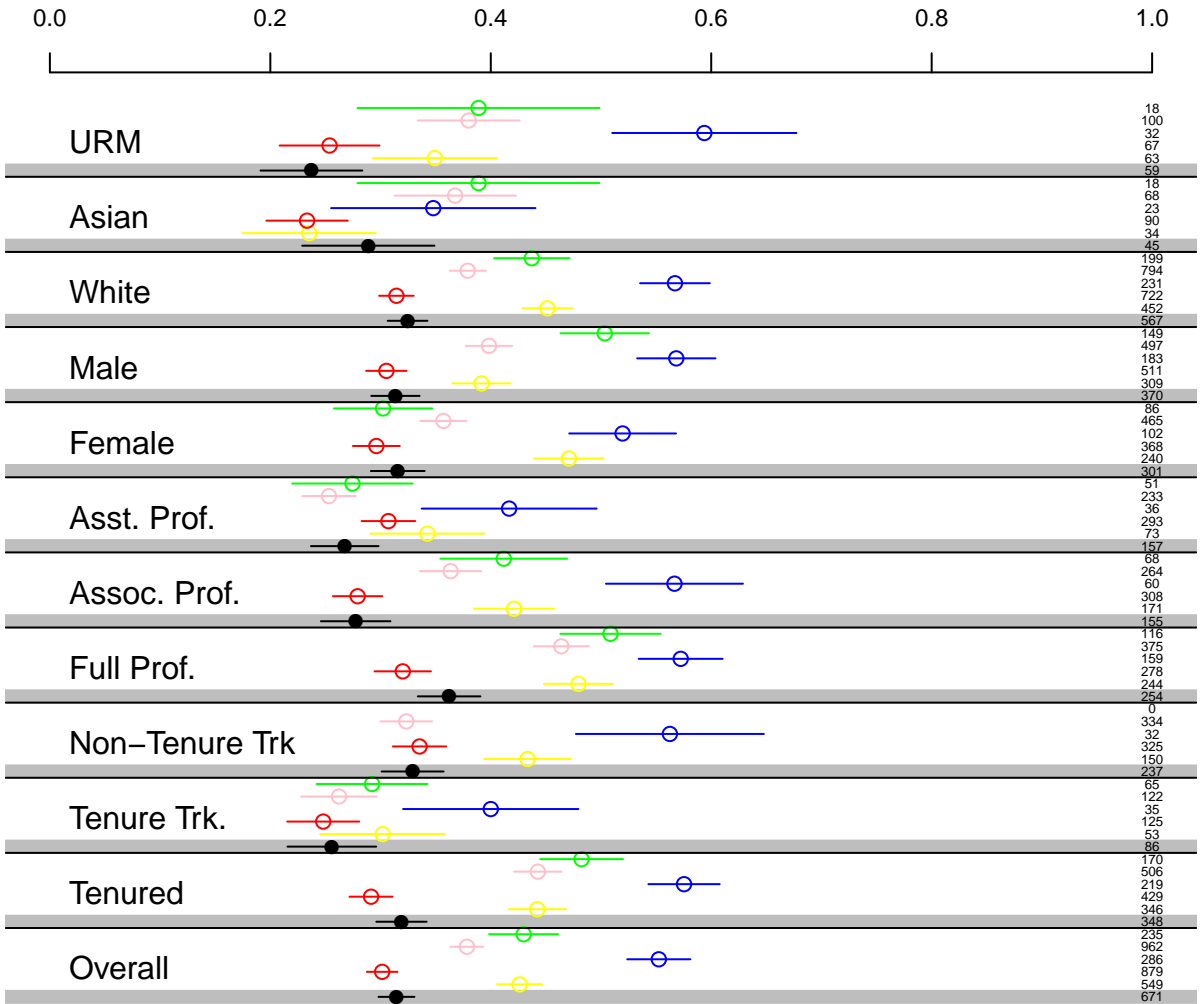
My governance committee makes progress toward goals



Shared governance progress is publicly recognized

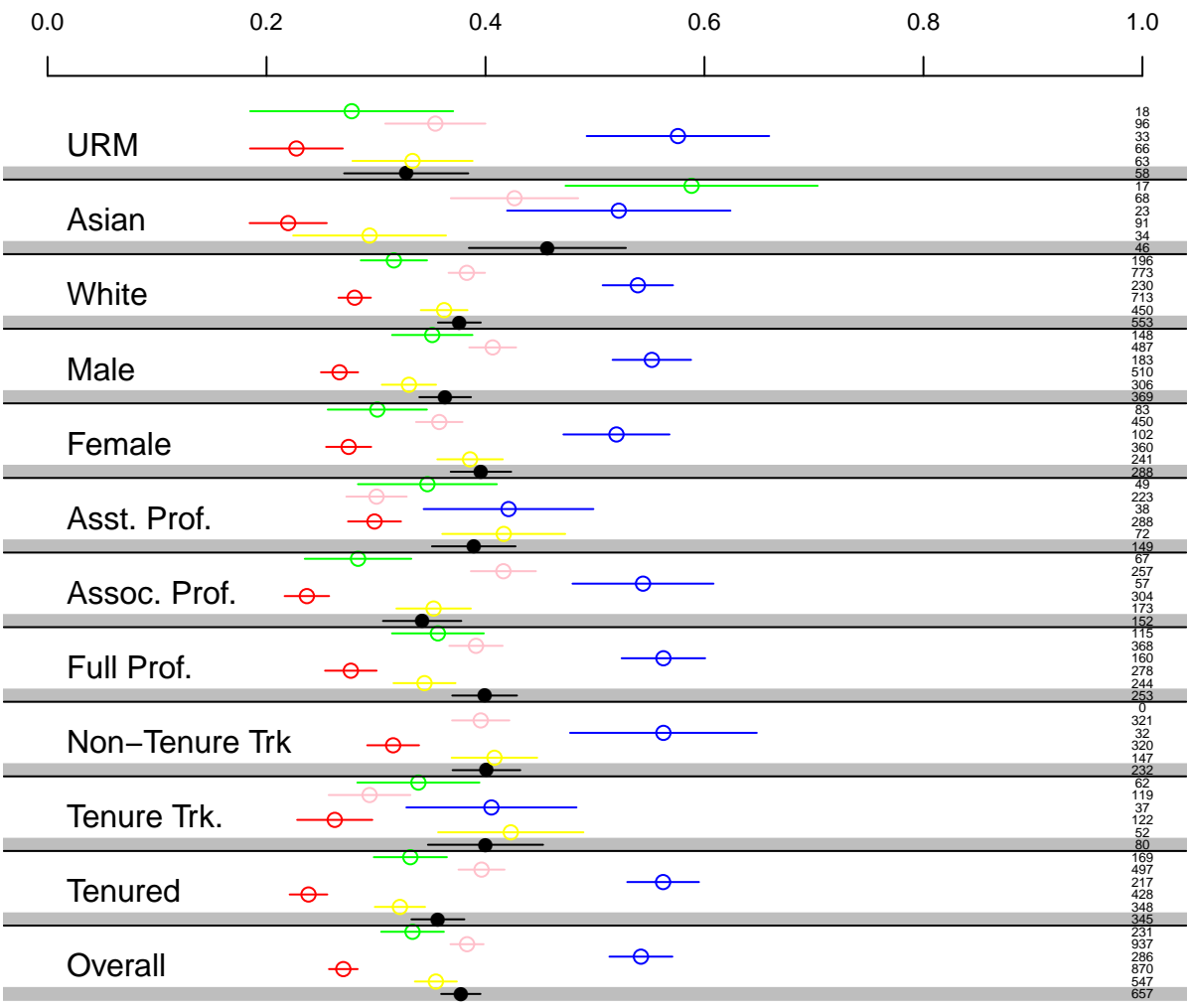


Understanding of process to express opinions on policies



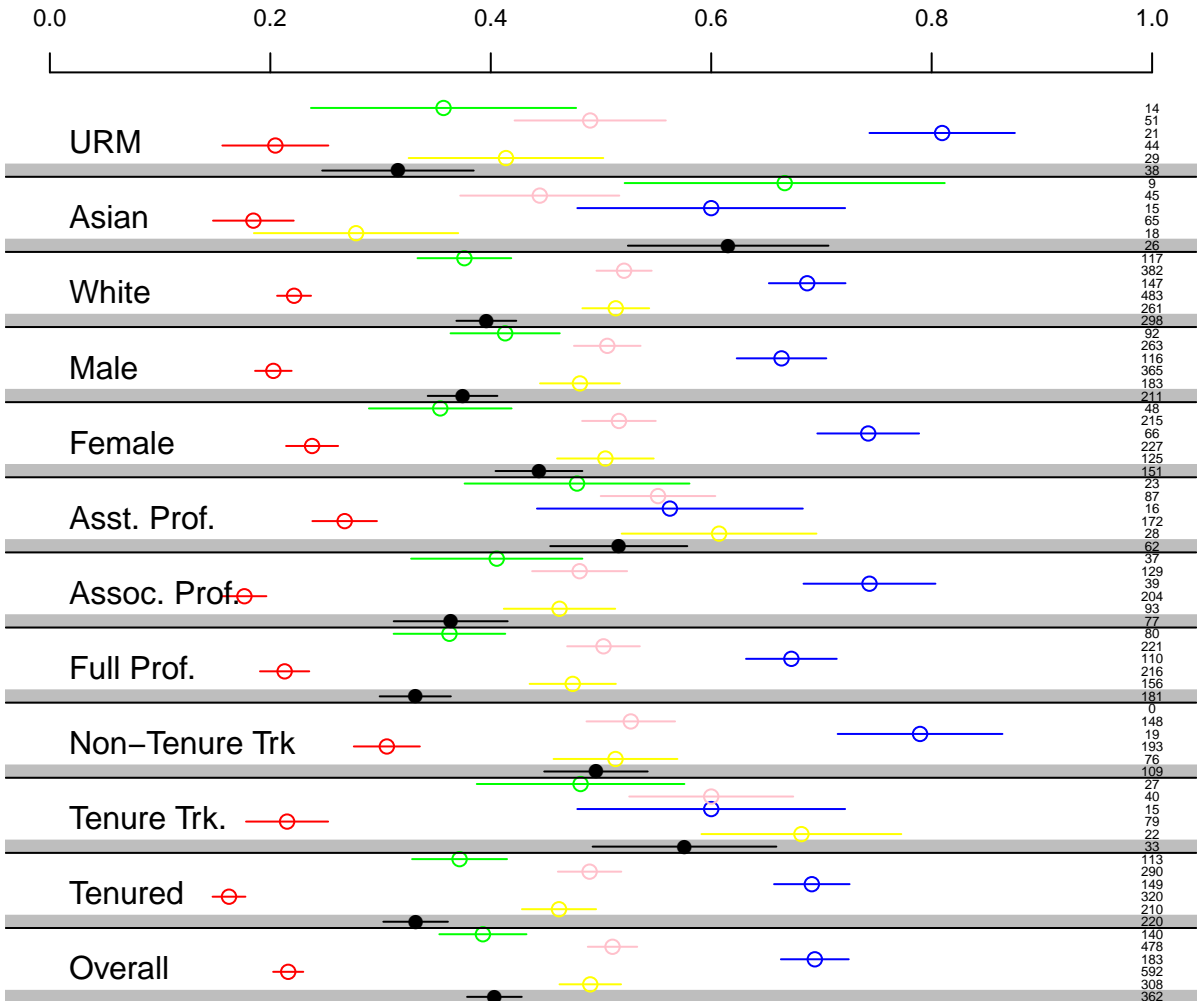
Percent somewhat or strongly agree

Clarity of rules on division of authority between faculty and administration

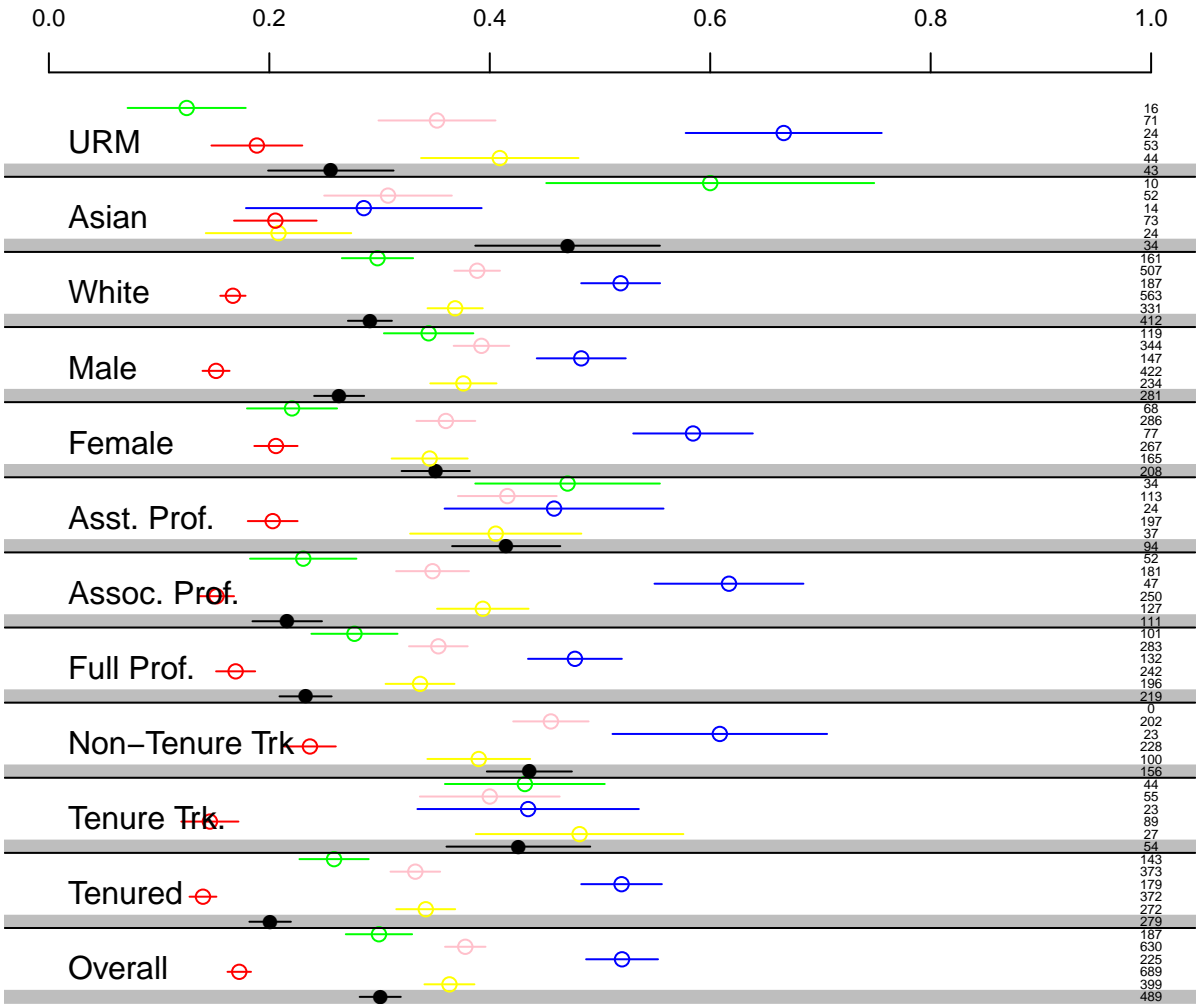


Percent somewhat or strongly agree

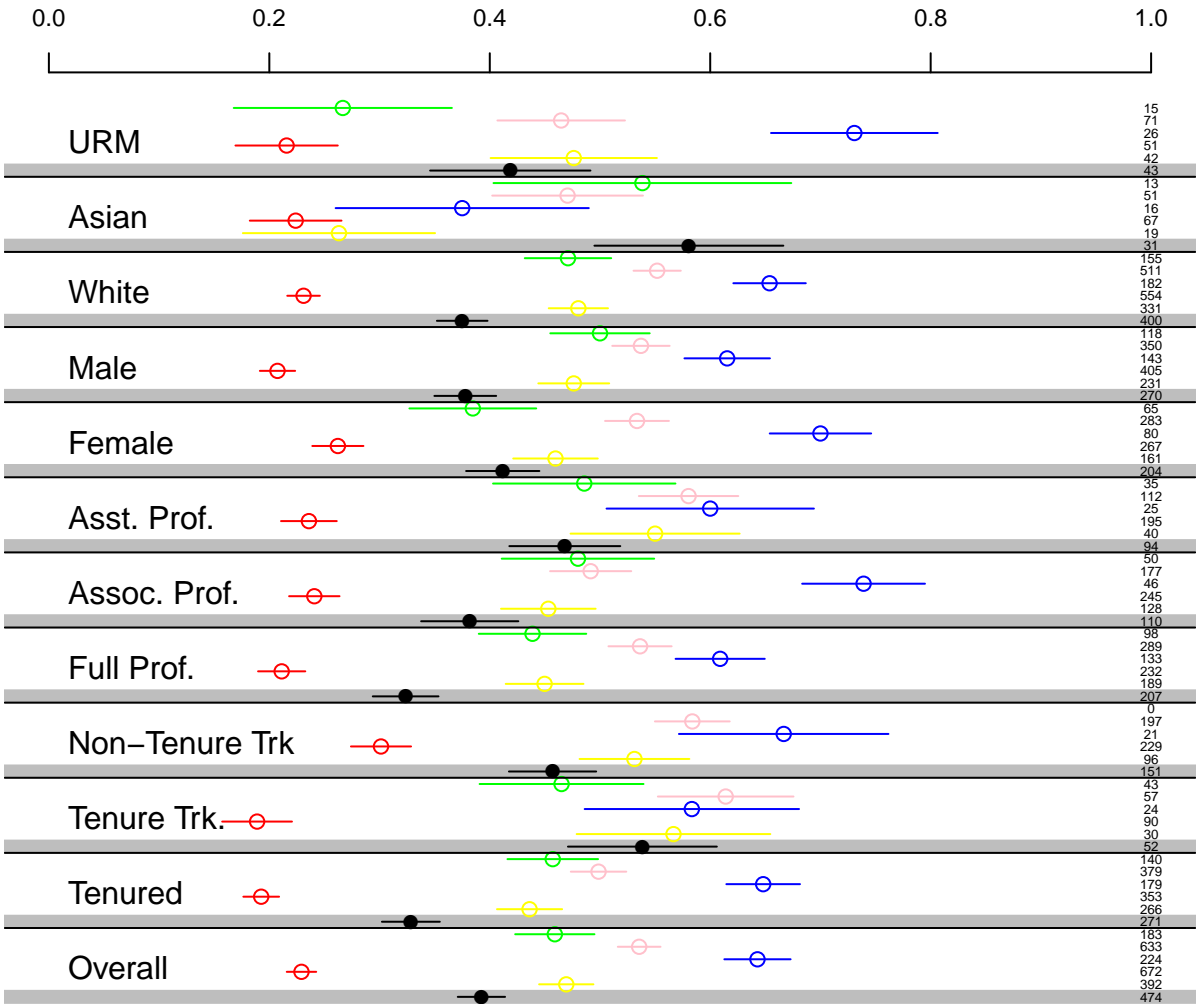
Faculty leaders and administrators follow rules of engagement



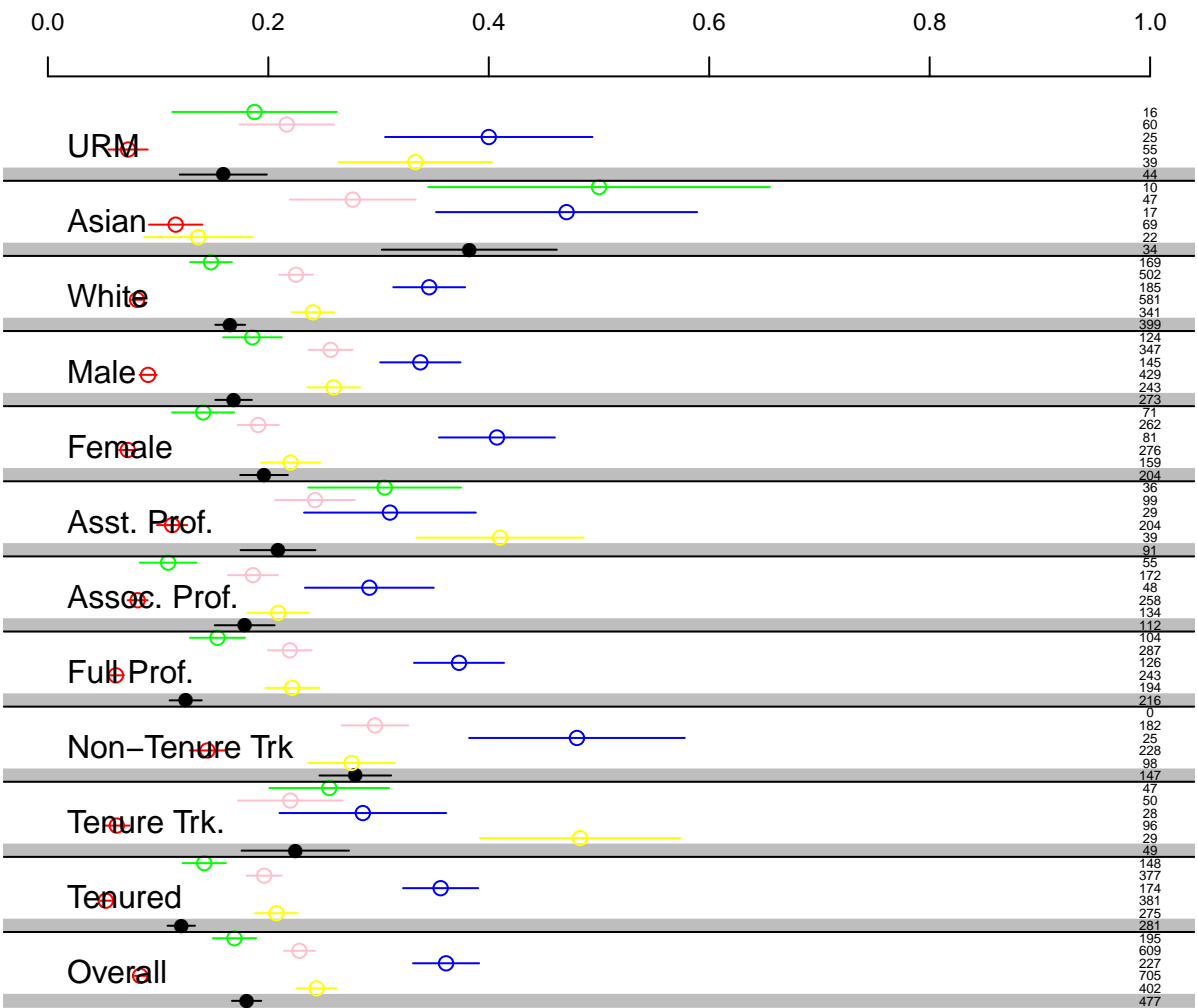
Faculty leaders and admin. have open system of communication



Faculty leaders and admin. discuss difficult issues in good faith

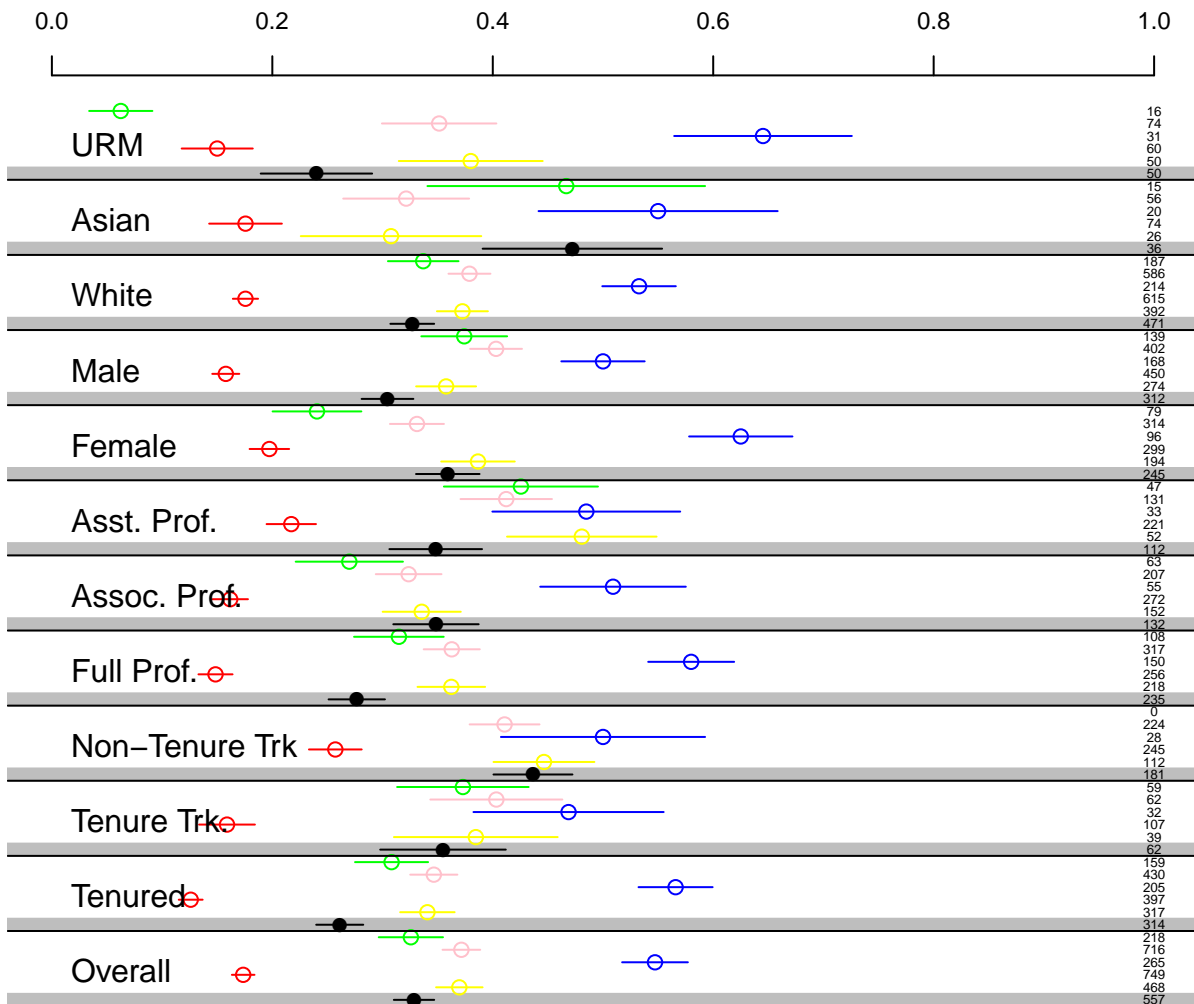


Imp. decisions are not made until consensus among fac. leaders and admin.

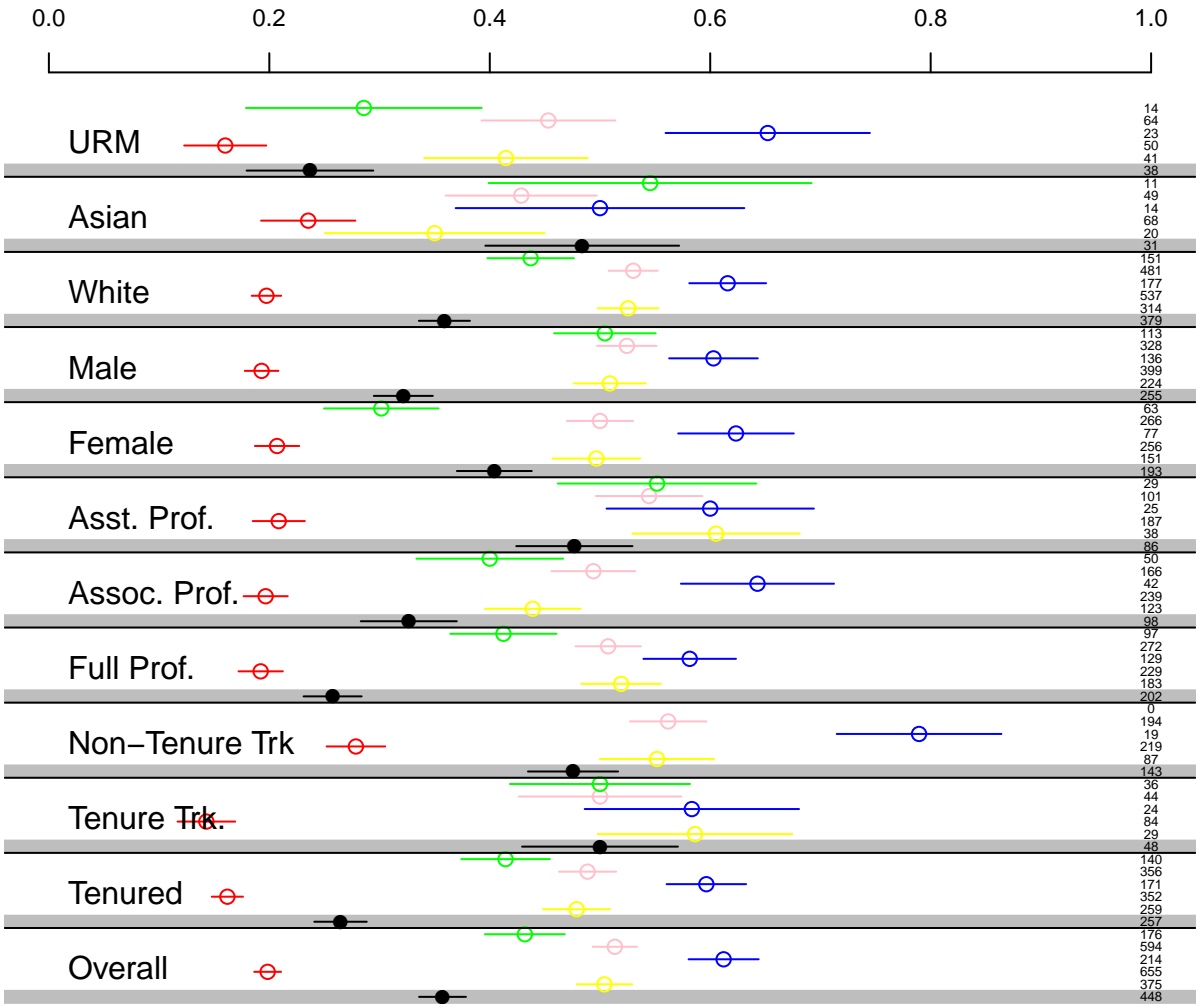


Percent regularly or frequently

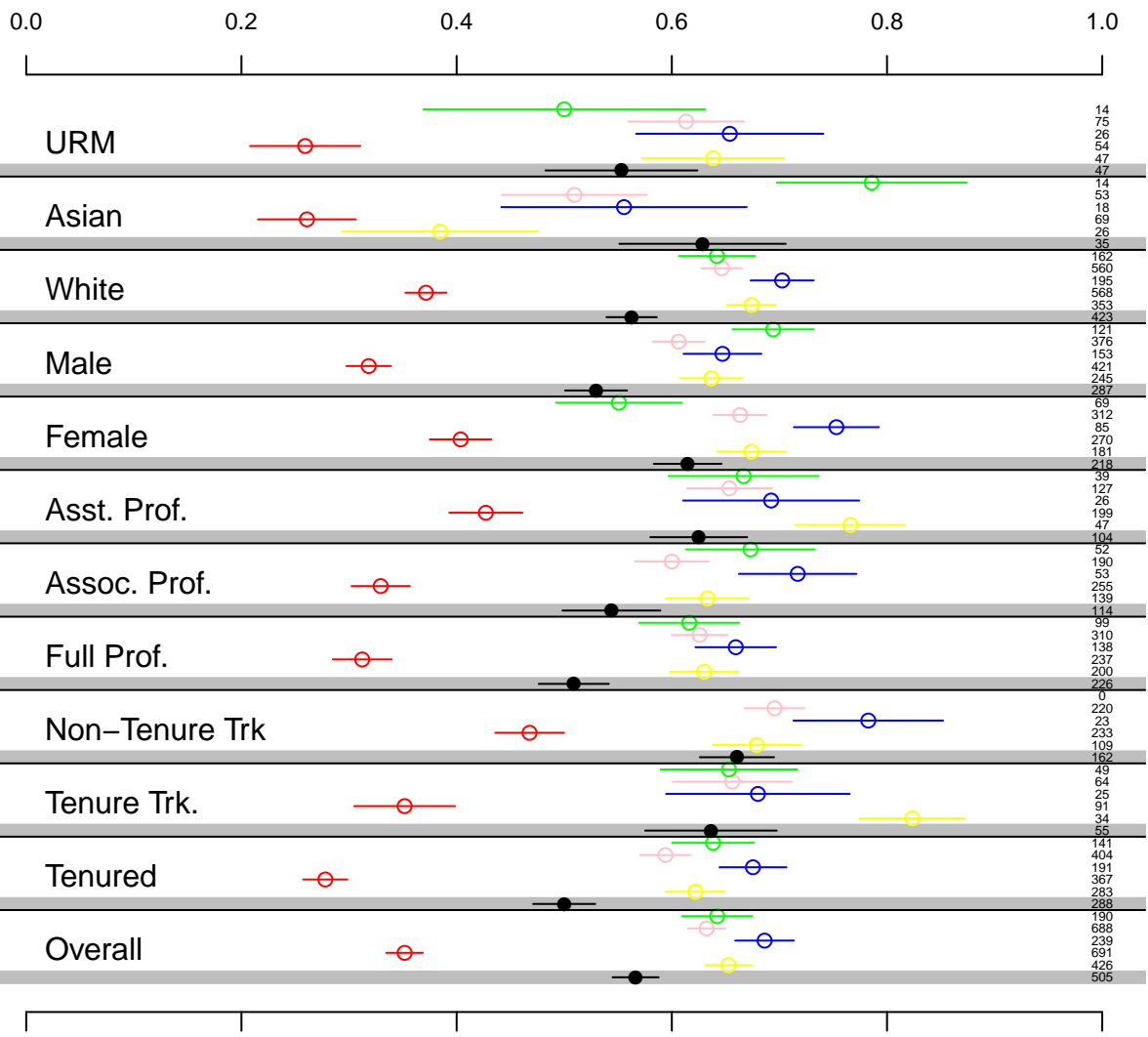
Administrators allow time for faculty input



Fac. leaders and admin. respectfully consider the other's view

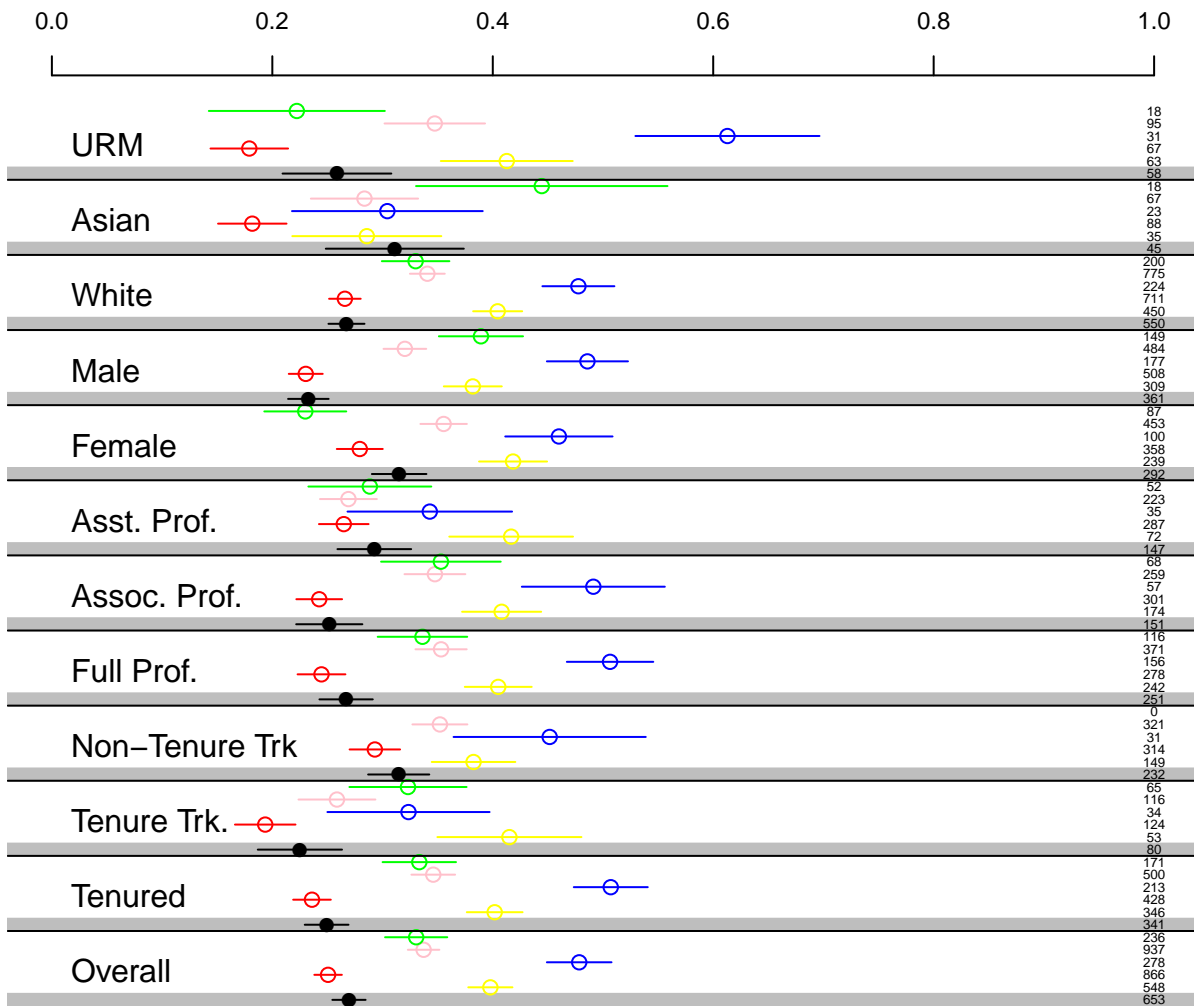


Fac. leaders and admin. share responsibility for VU welfare

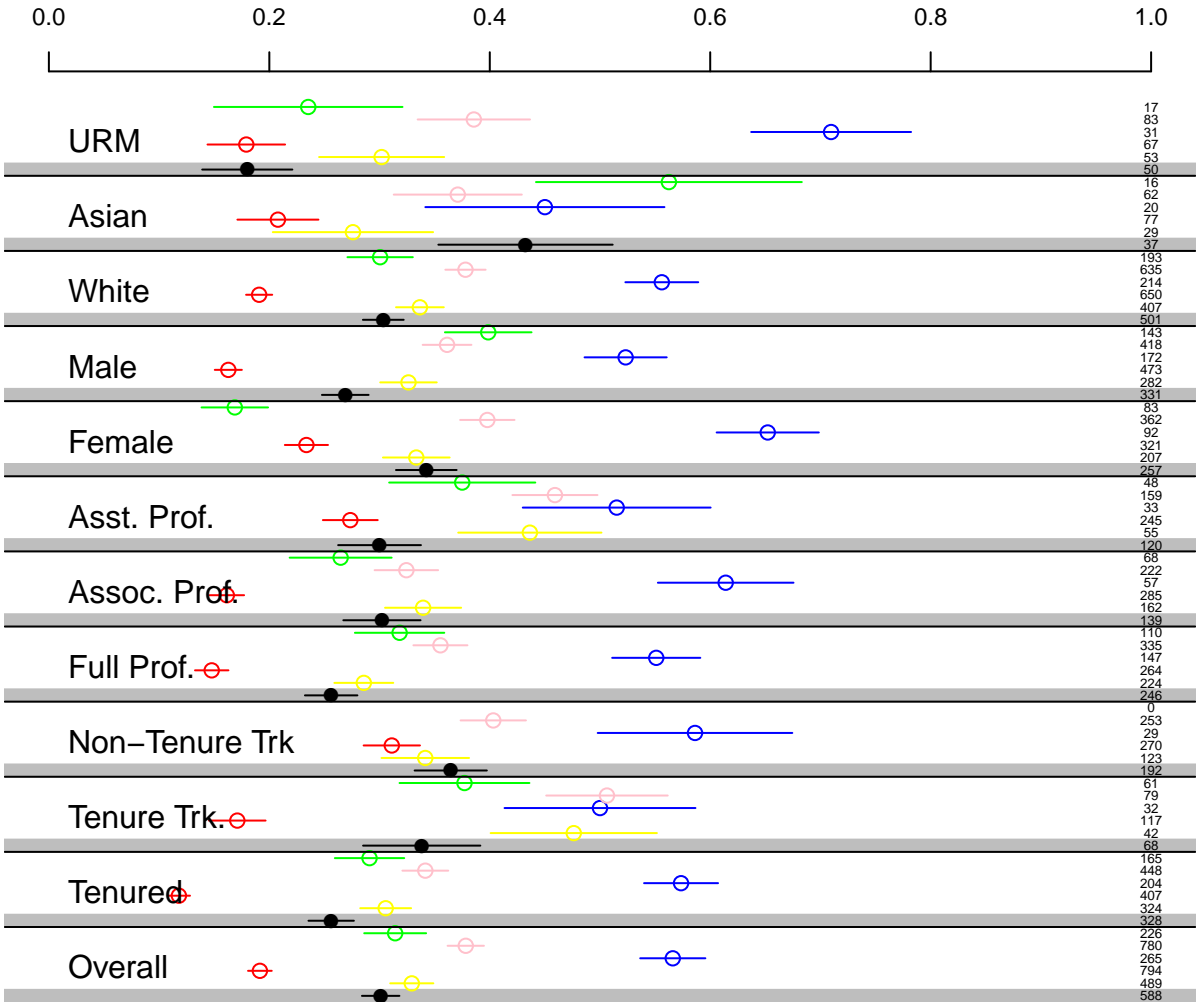


Percent regularly or frequently

Faculty governance structure allows individual input

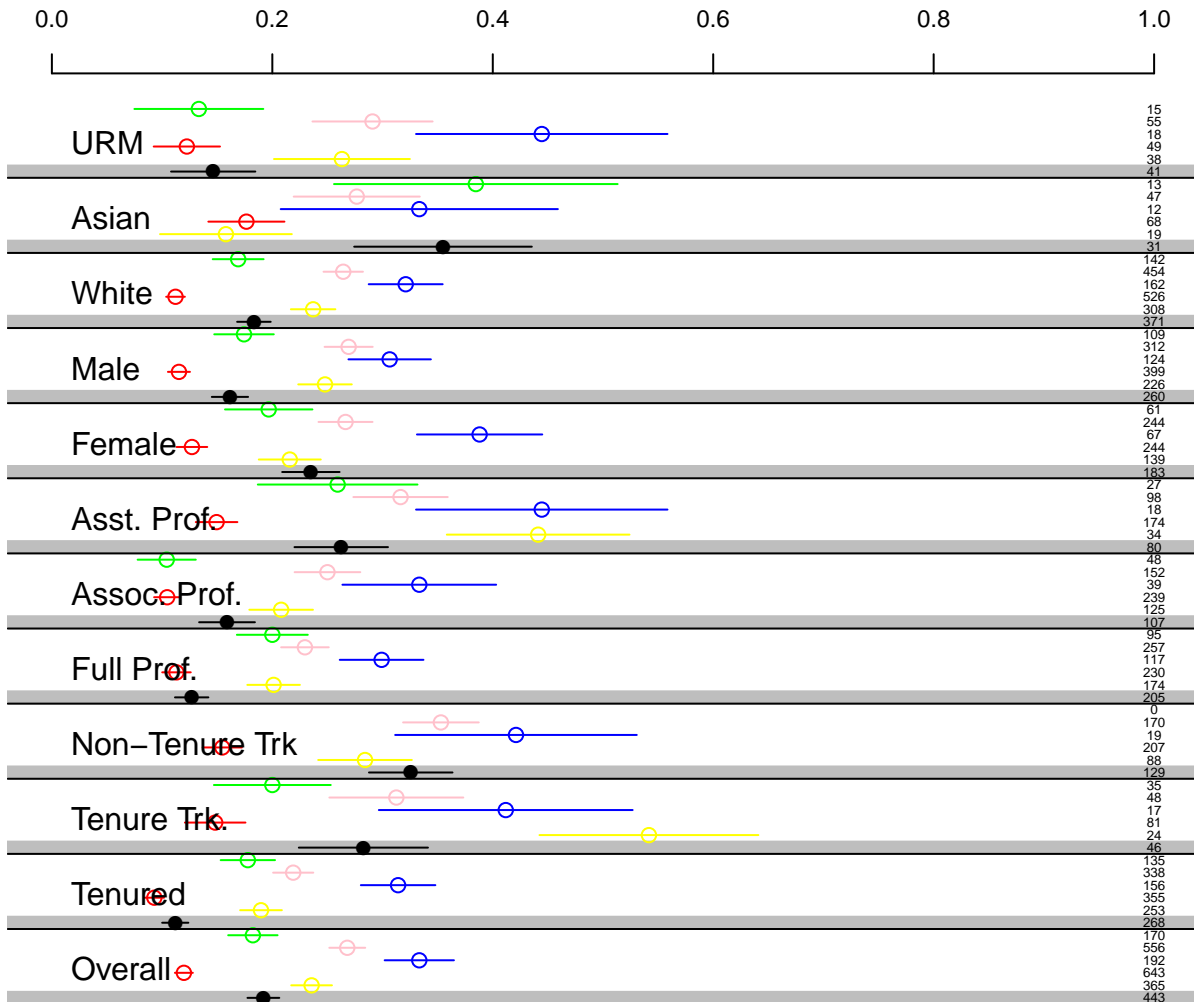


Admin. communicate rationale for important decisions



Percent regularly or frequently

Faculty leaders and administrators have equal say in governance



0.0

0.2

0.4

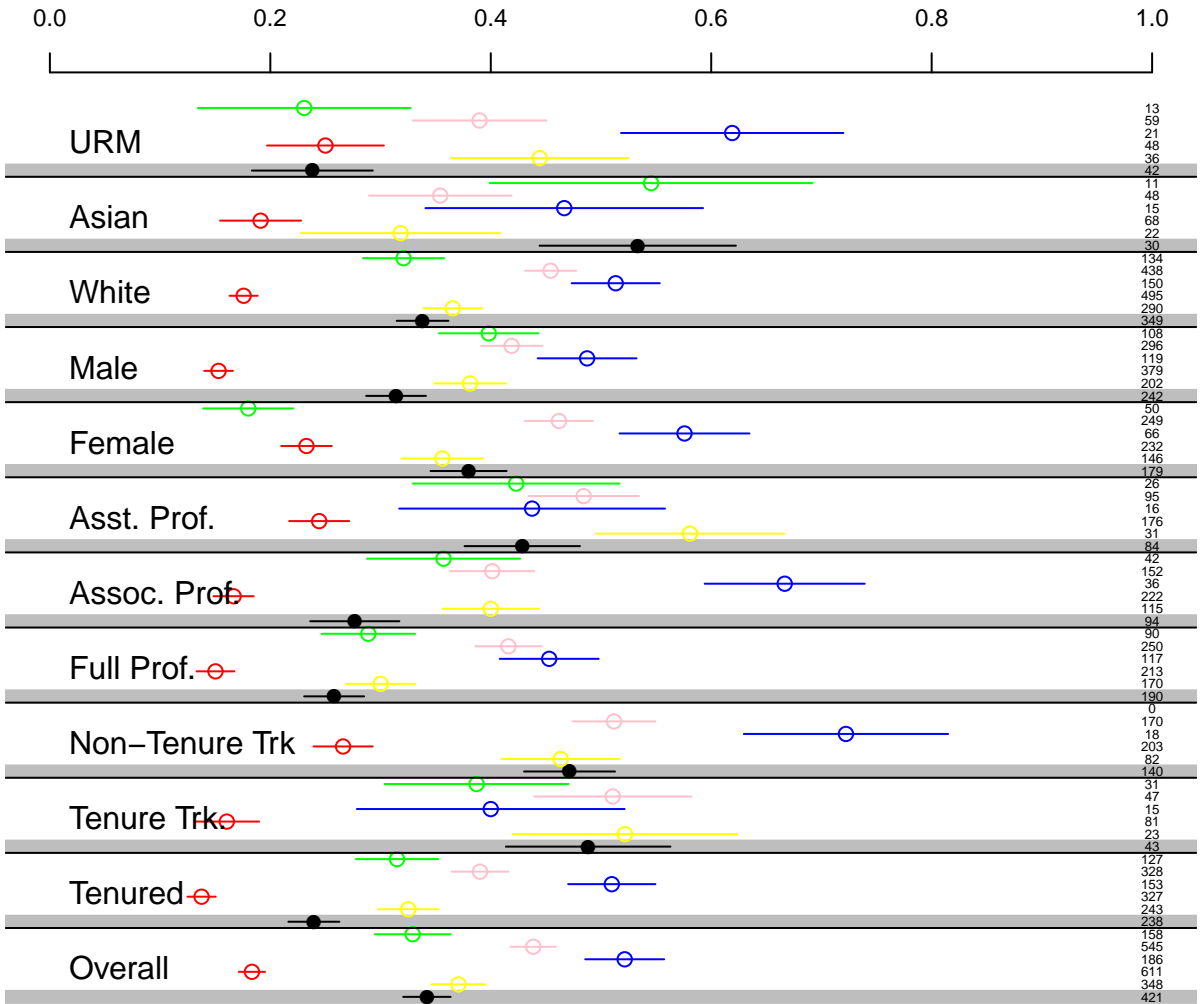
0.6

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1.0

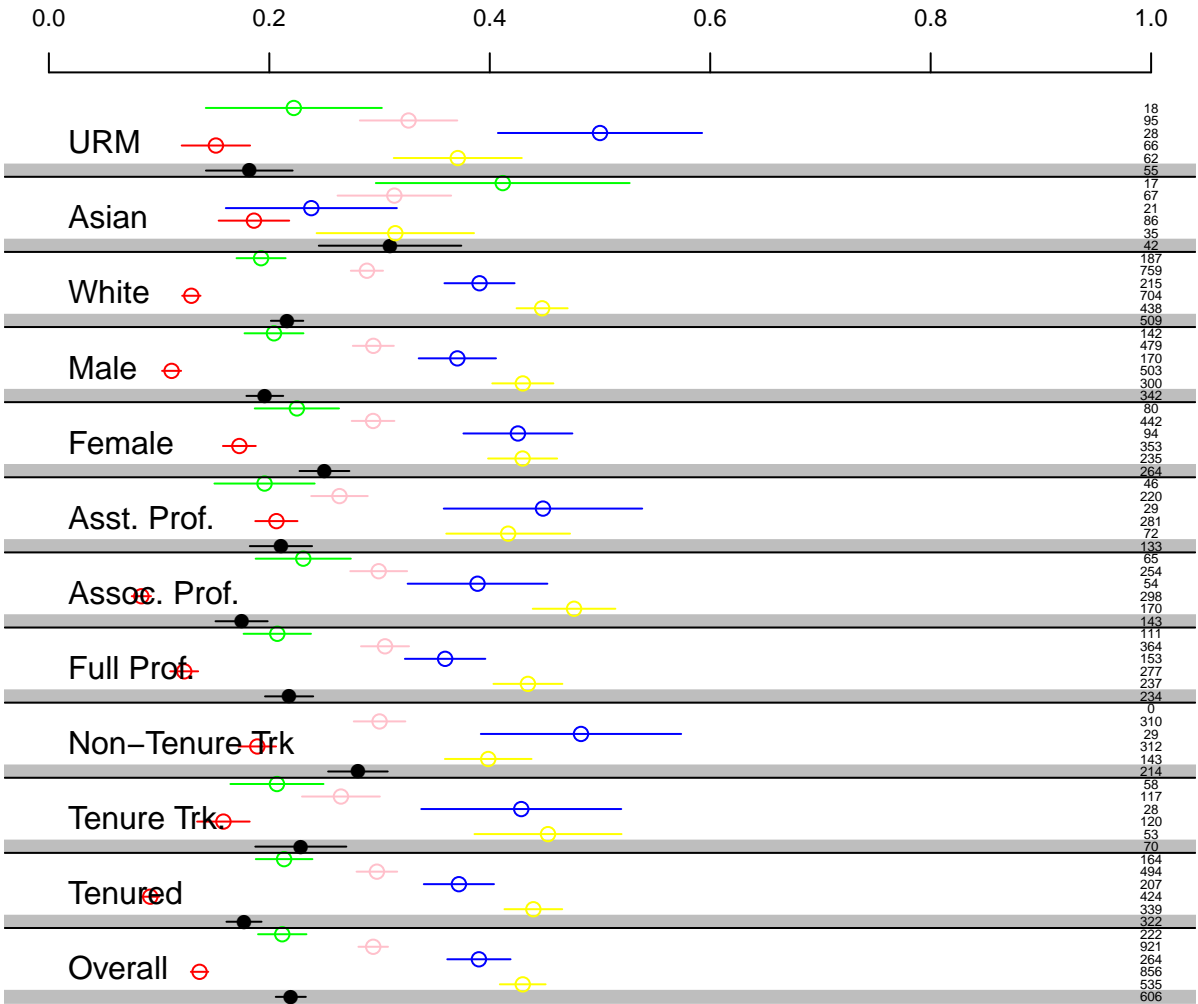
Percent regularly or frequently

Faculty leaders and administrators define decision criteria

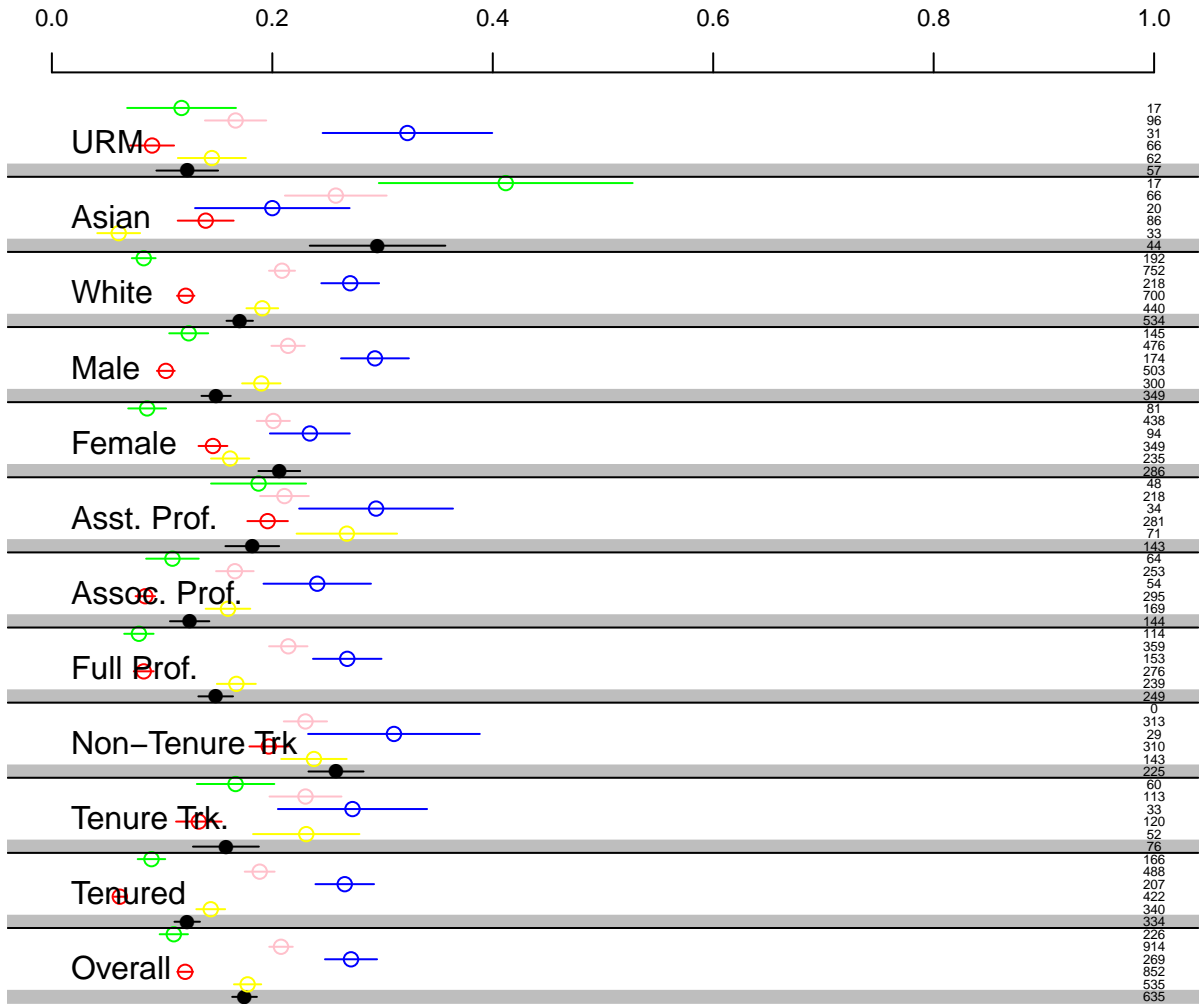


Percent regularly or frequently

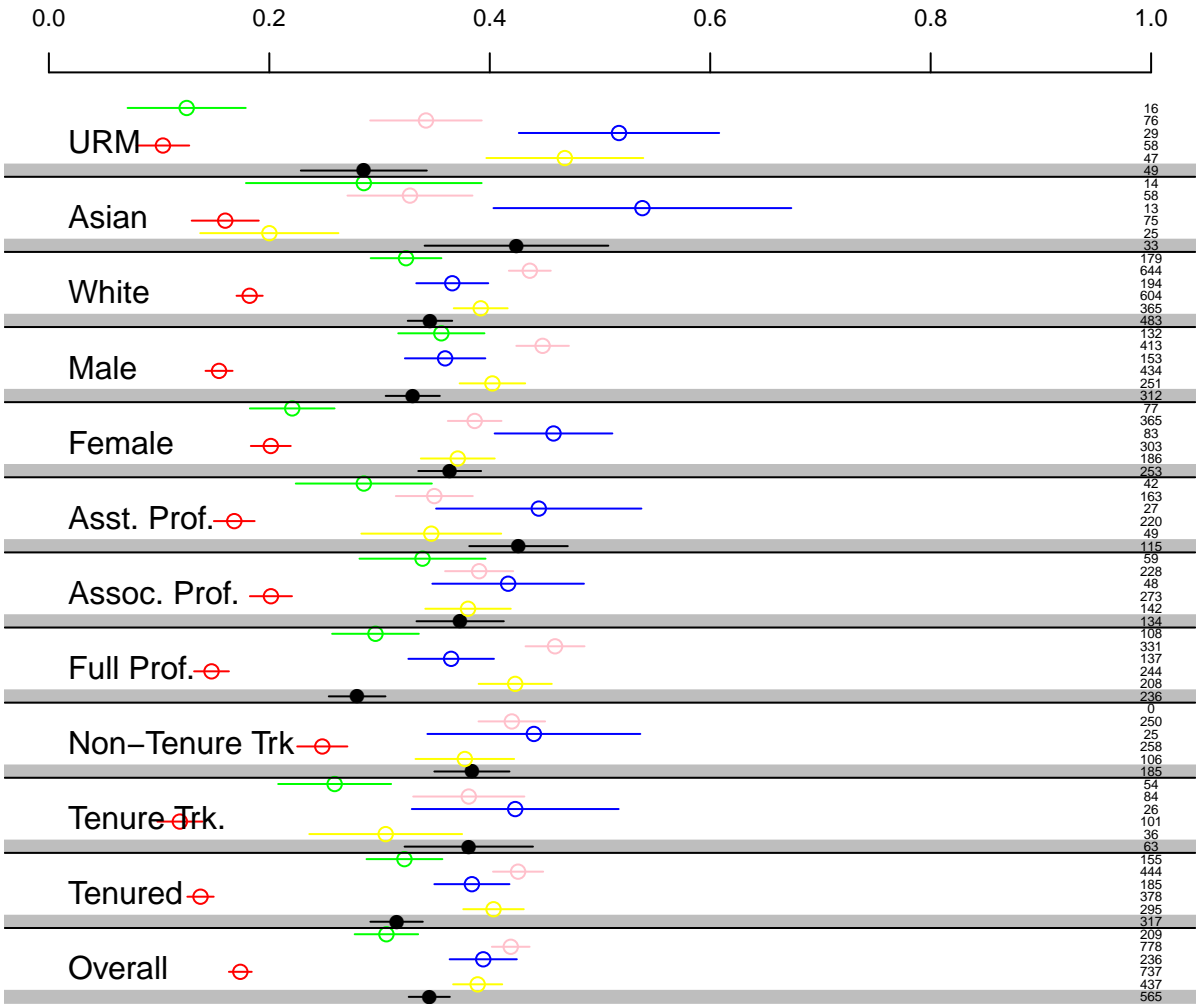
Shared governance holds up under unusual circumstances



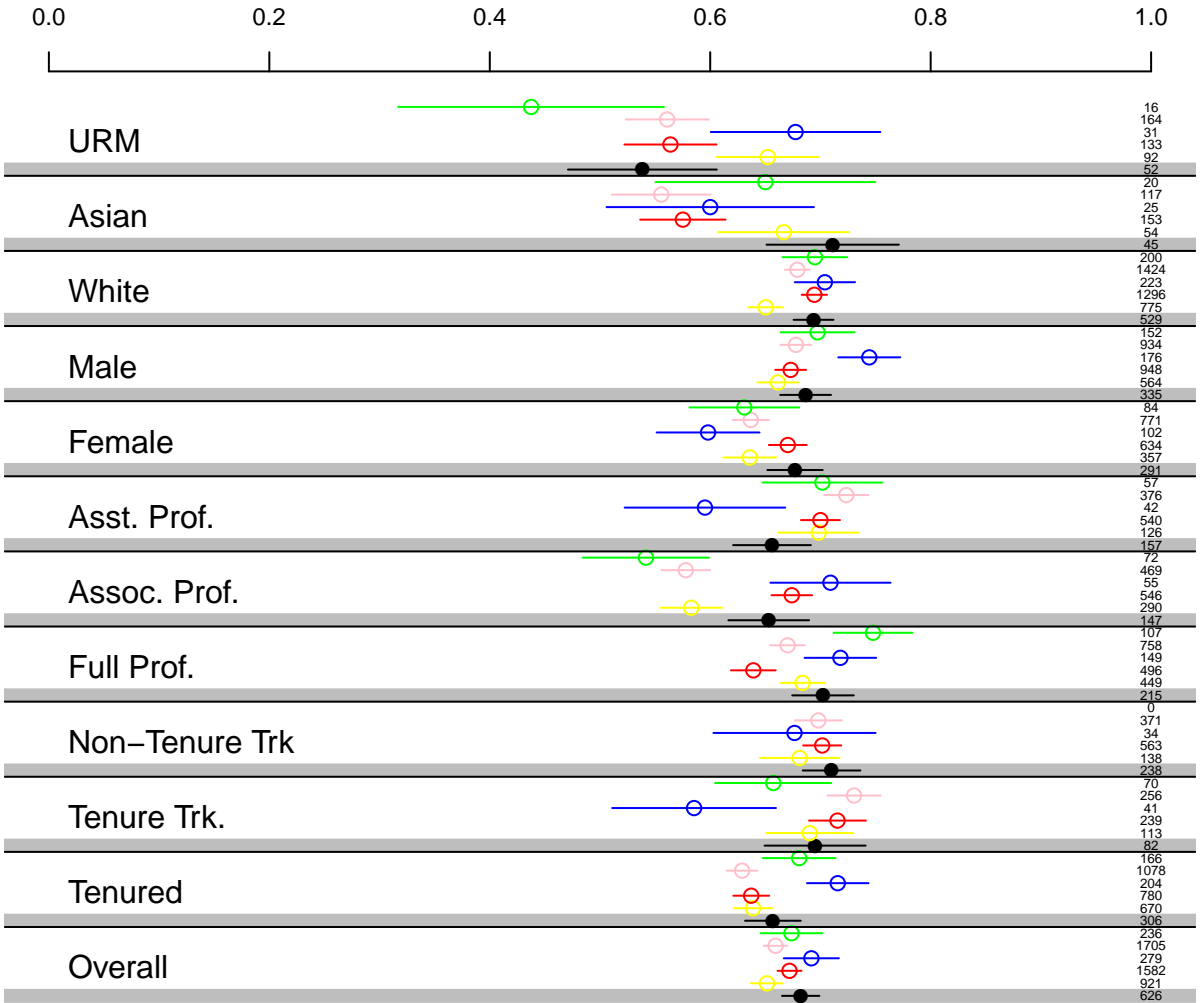
Instit. systematically reviewed effectiveness of dec. making processes



VU cultivates new faculty leaders



Dept. meetings are at time compatible to family needs



0.0

0.2

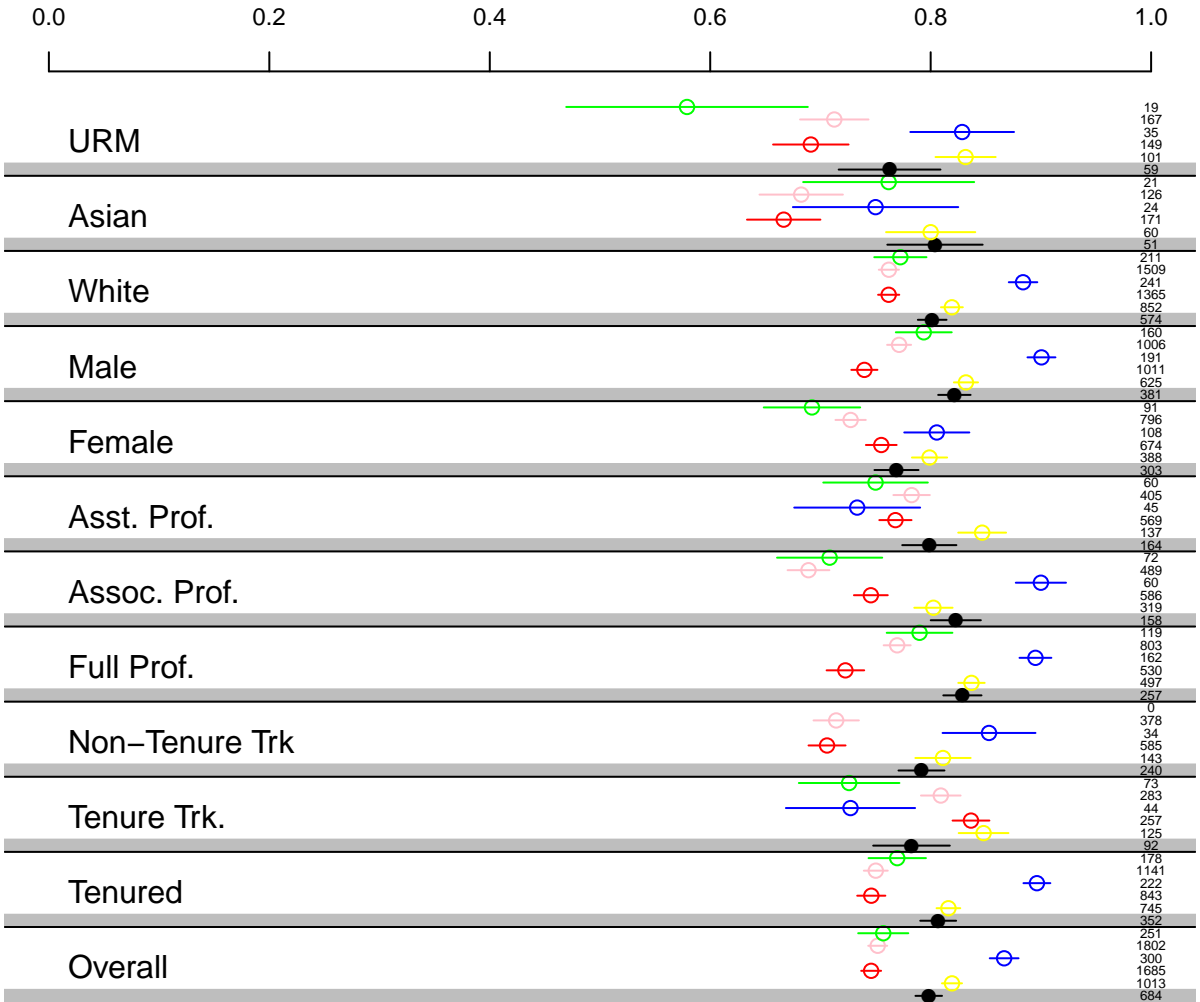
0.4

0.6

0.8

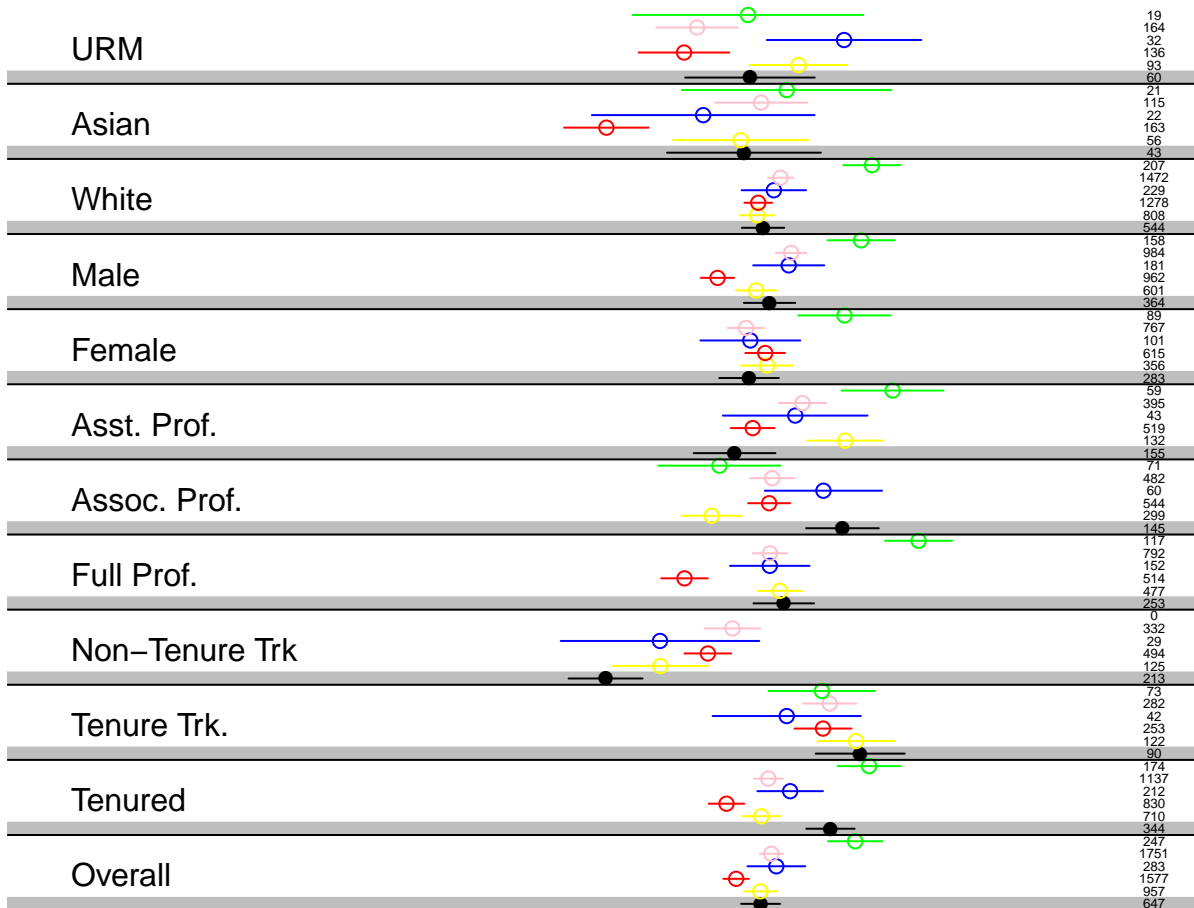
1.0

Amount of personal interaction w/Pre-tenure



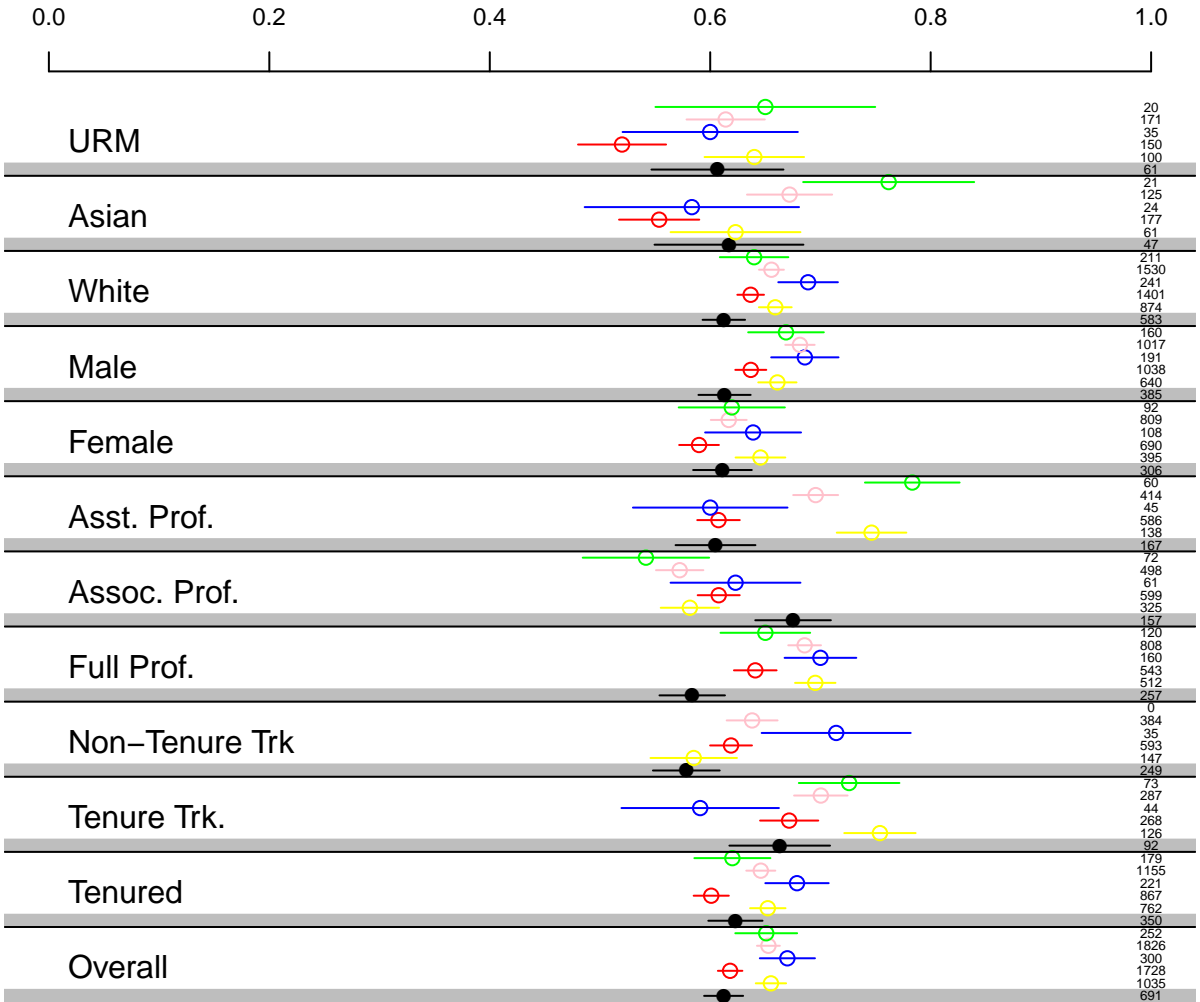
Fit in dept.

0.0 0.2 0.4 0.6 0.8 1.0

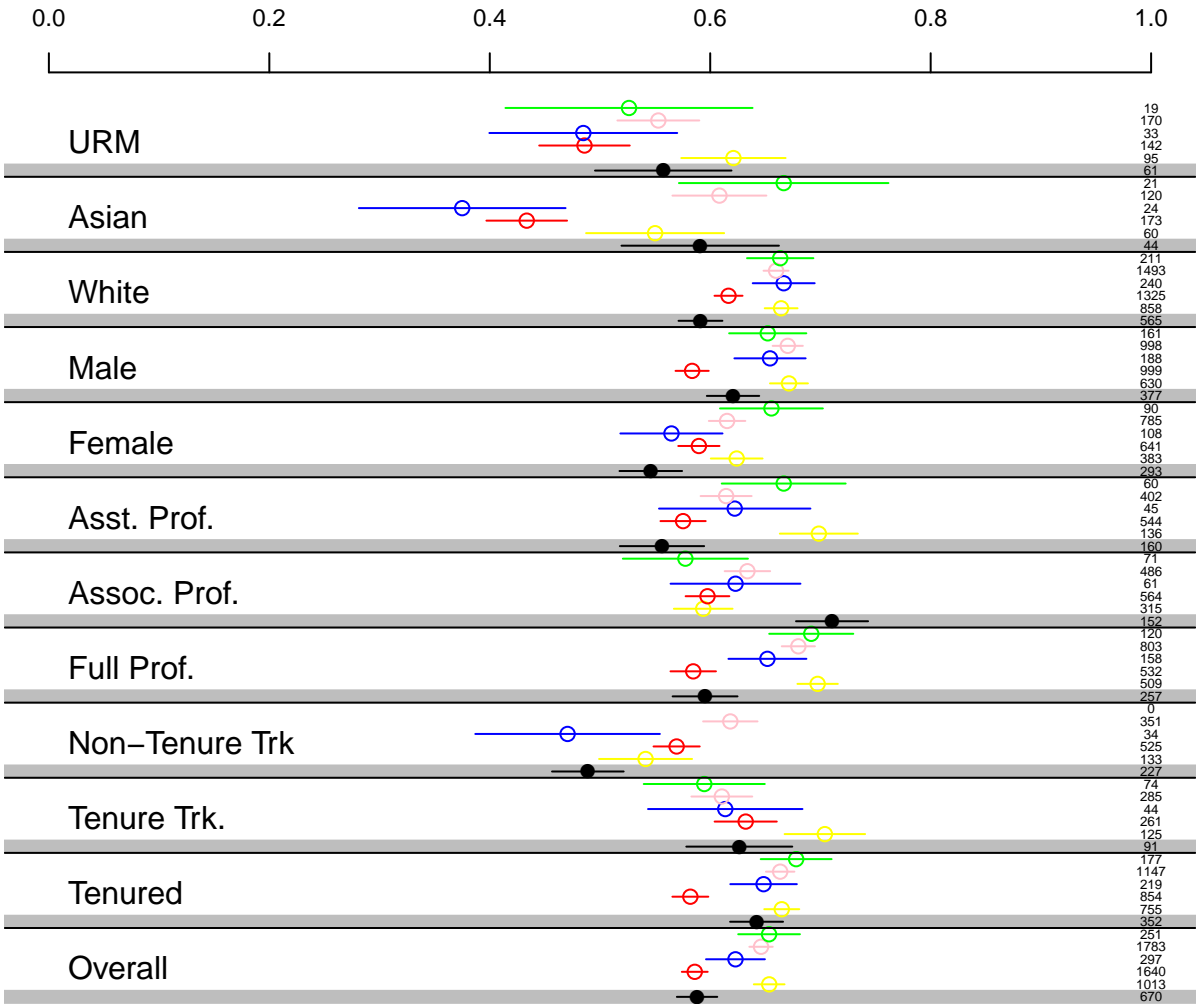


0.0 0.2 0.4 0.6 0.8 1.0

Amount of personal interaction w/Tenured

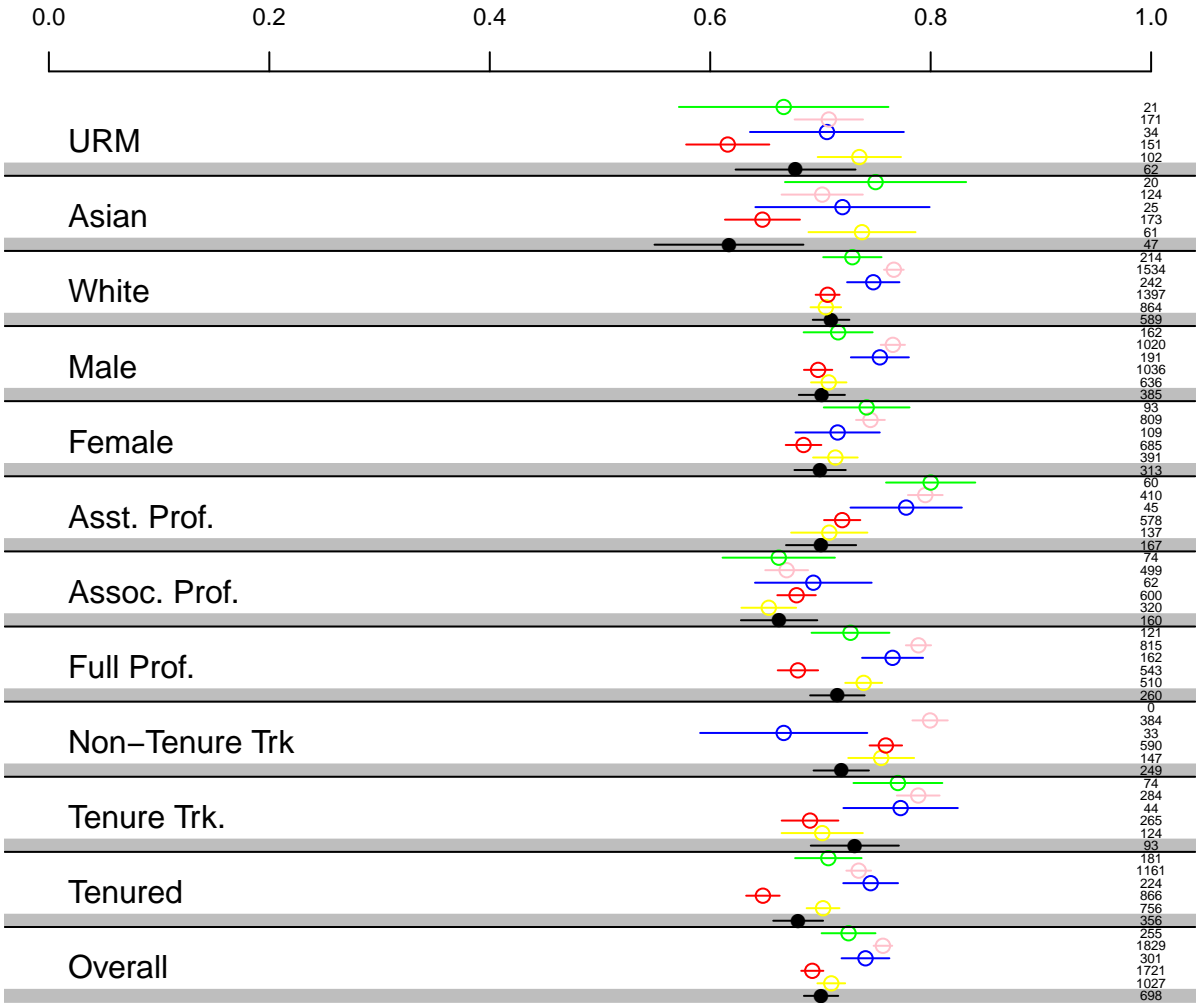


Dept. colleagues pitch in when needed

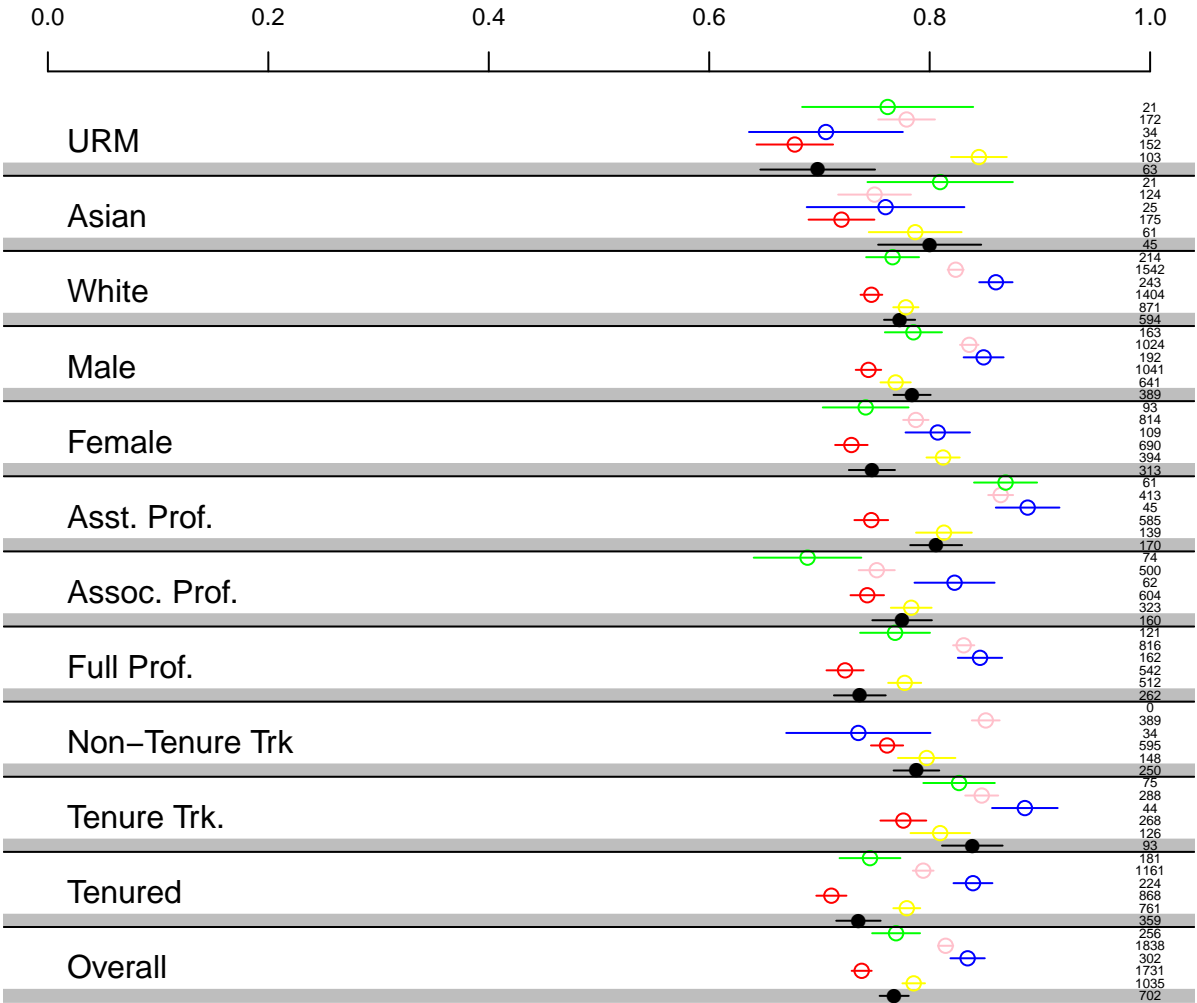


Percent somewhat or strongly agree

Department is collegial

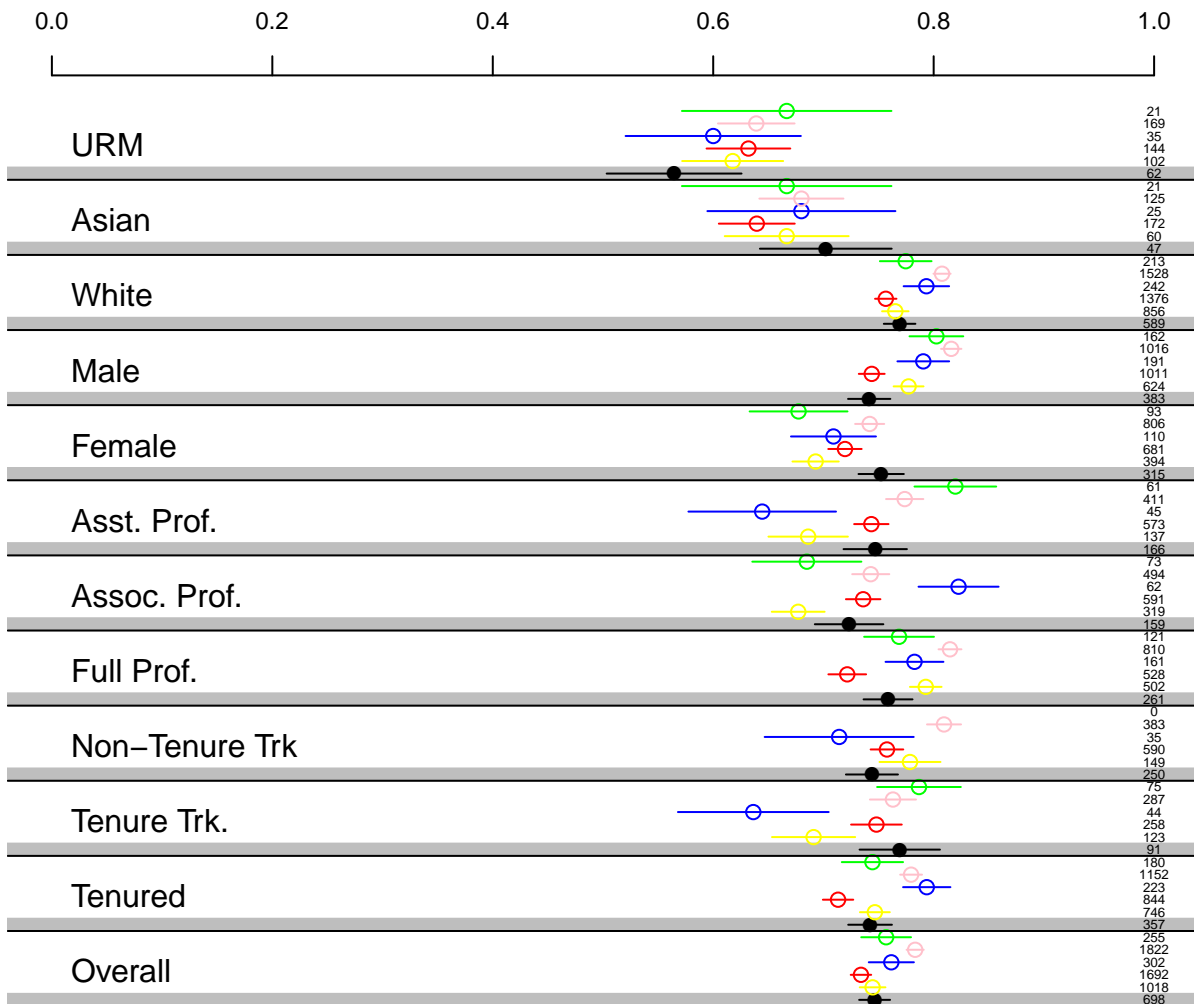


Dept. colleagues committed to diversity/inclusion

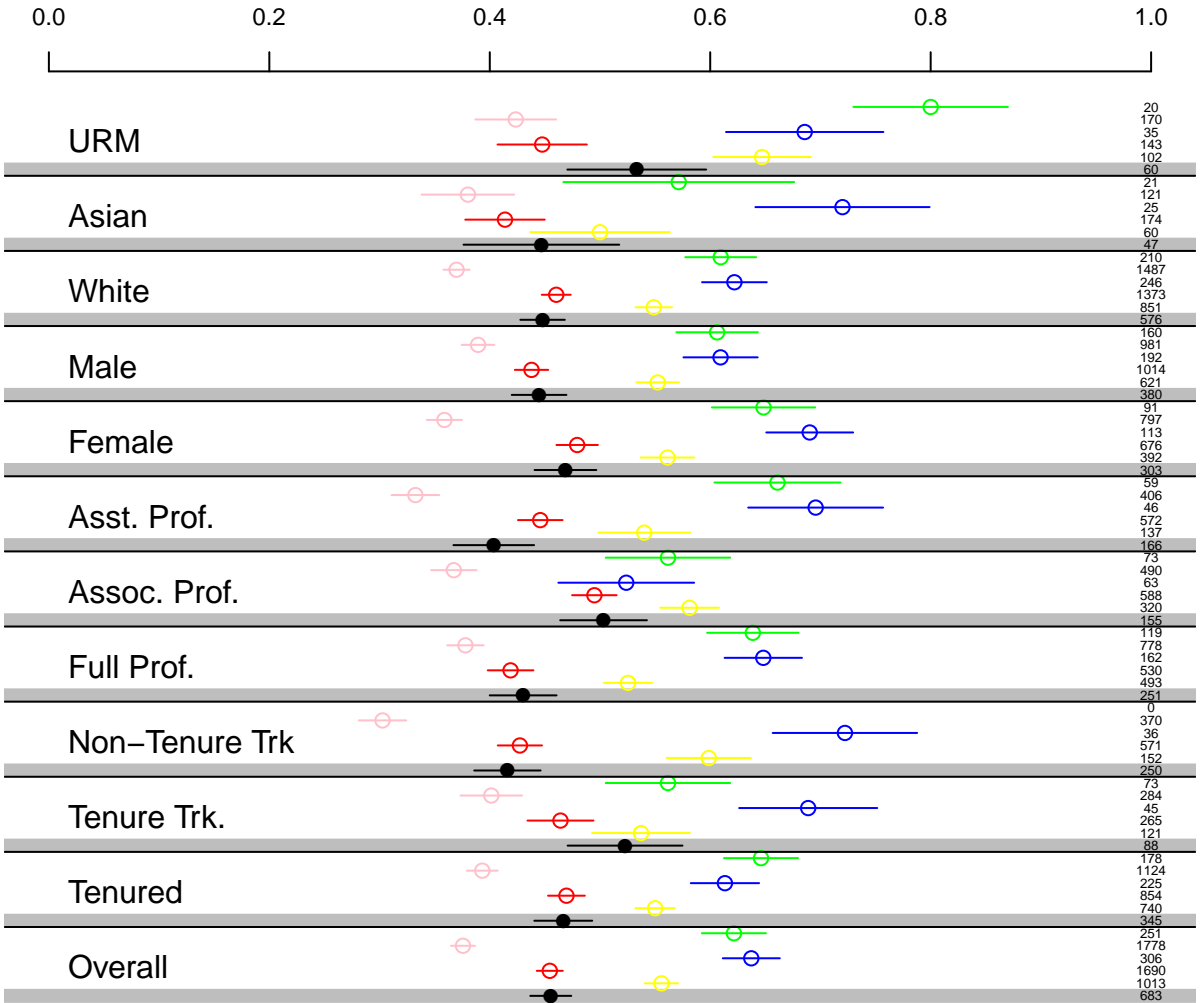


Percent somewhat or strongly agree

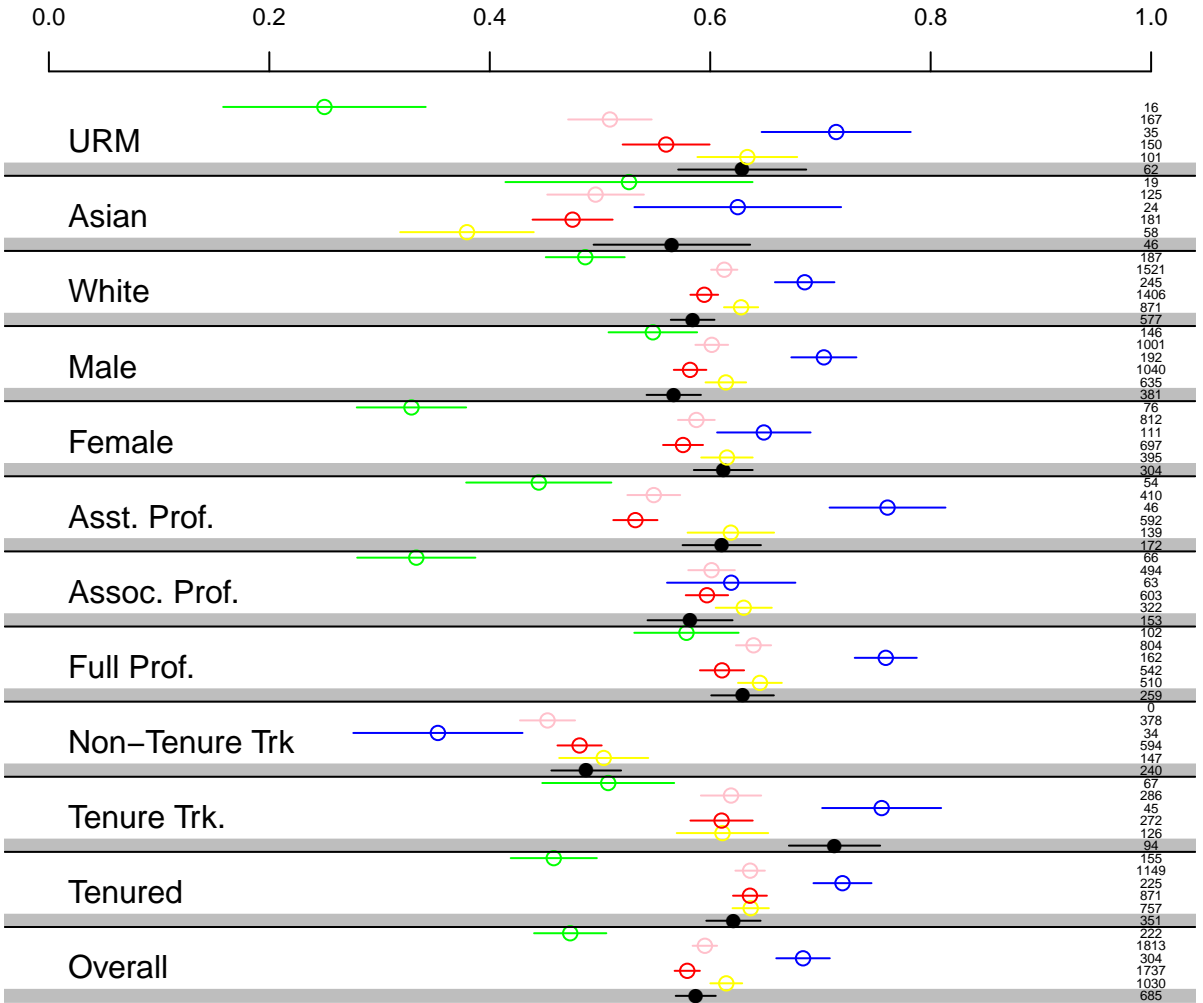
Discussions of undergrad student learning (frequency)



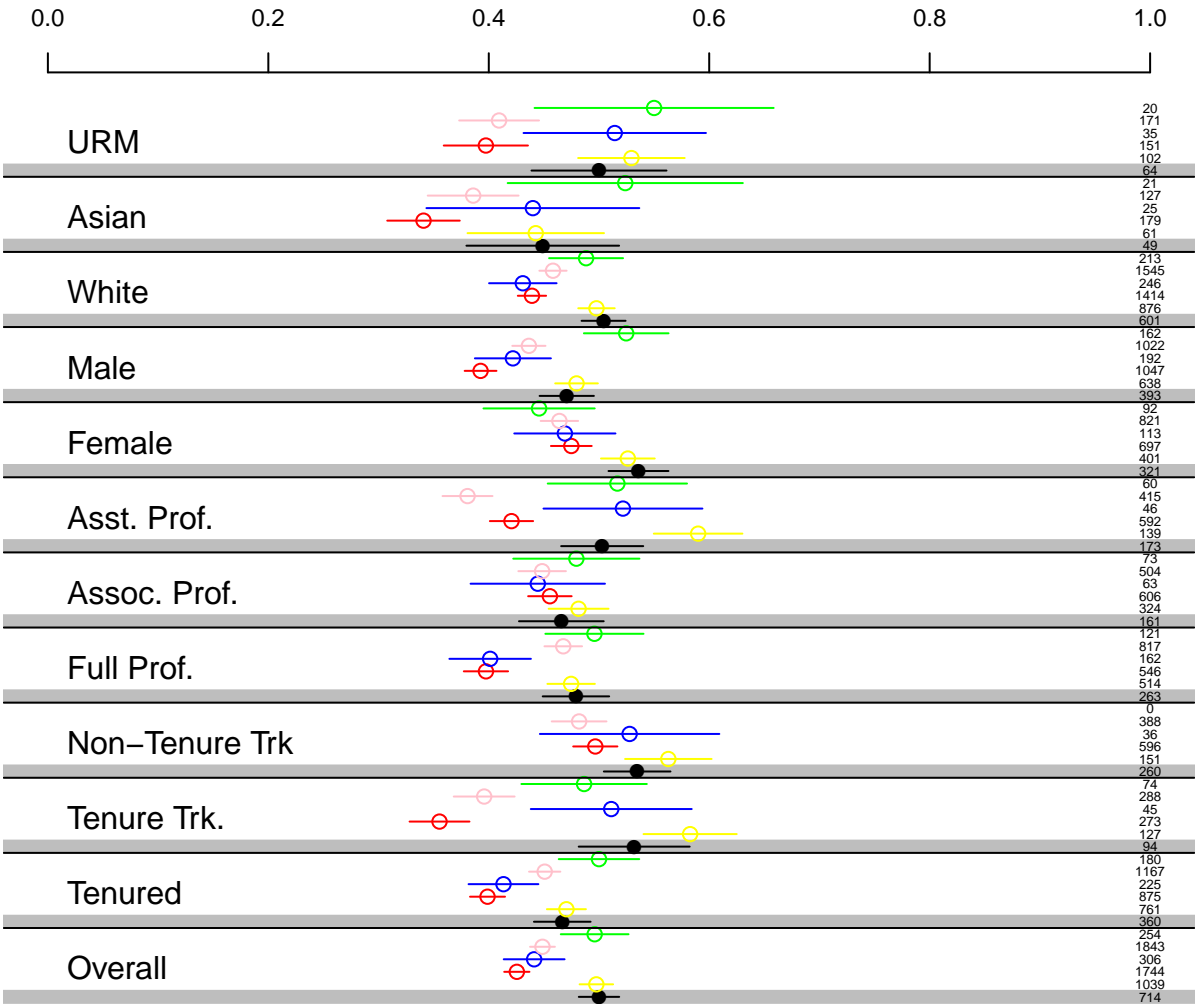
Discussions of grad student learning (frequency)



Discussions of effective teaching practices (frequency)

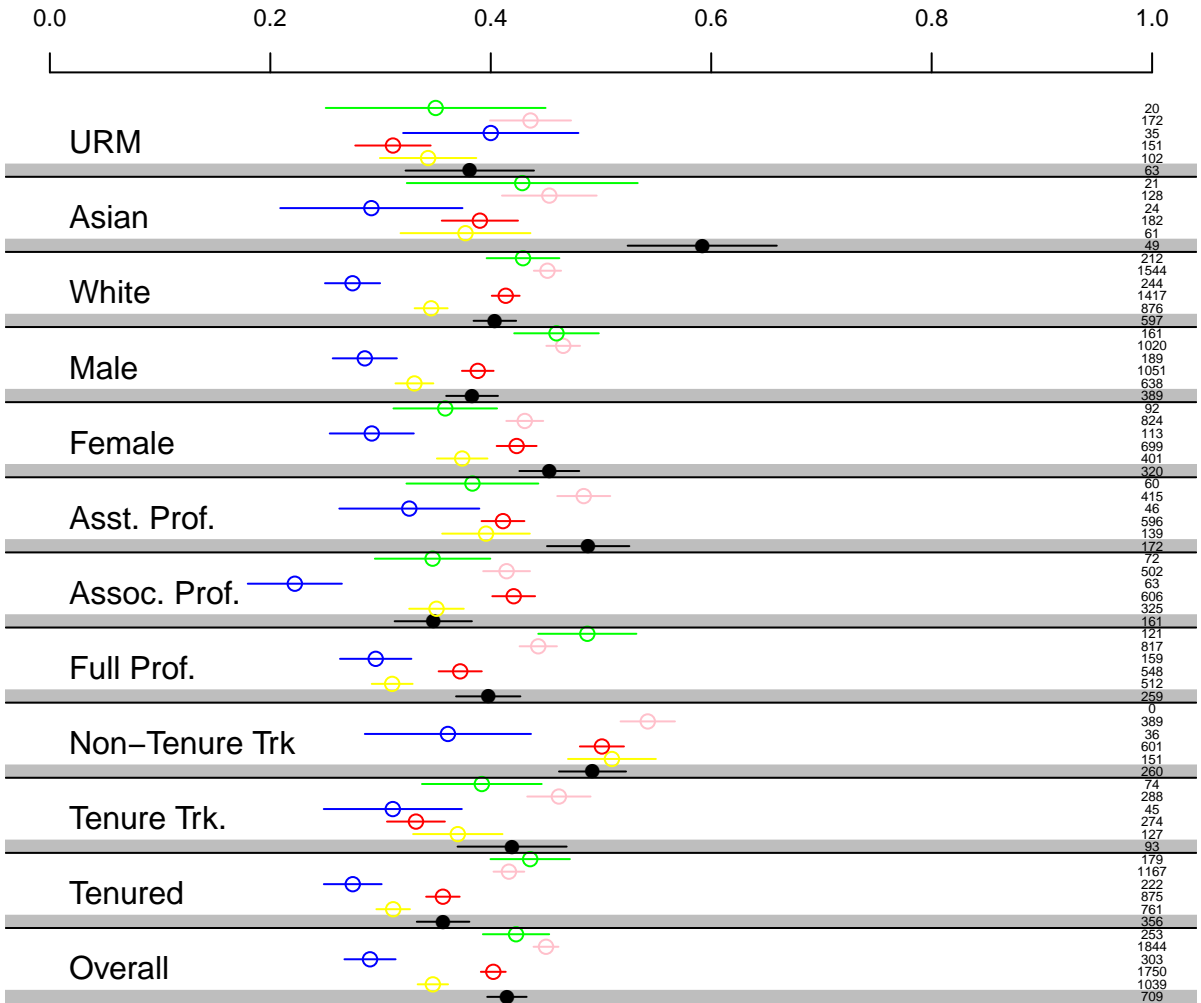


Discussions of effective use of technology (frequency)

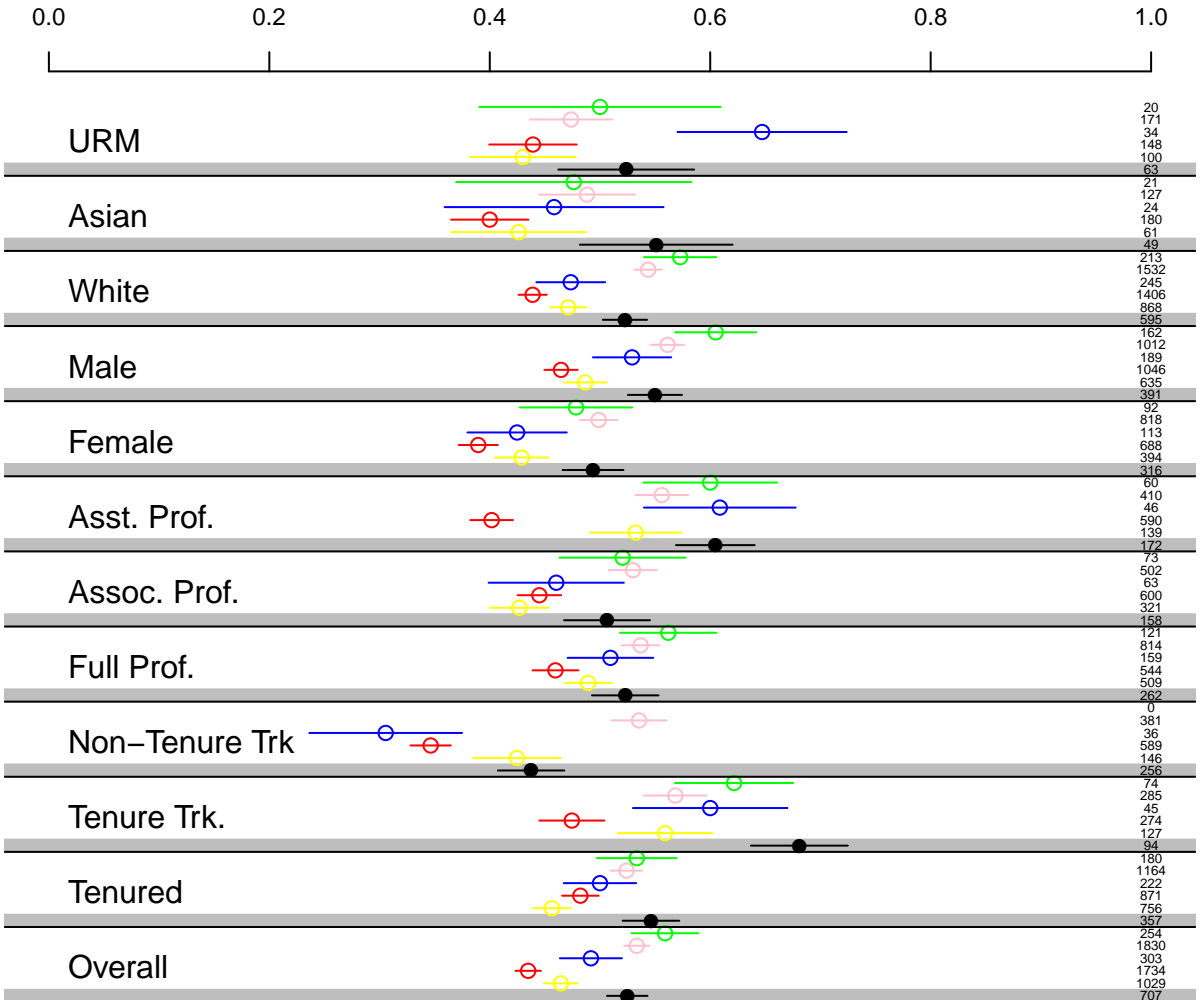


Percent regularly or frequently

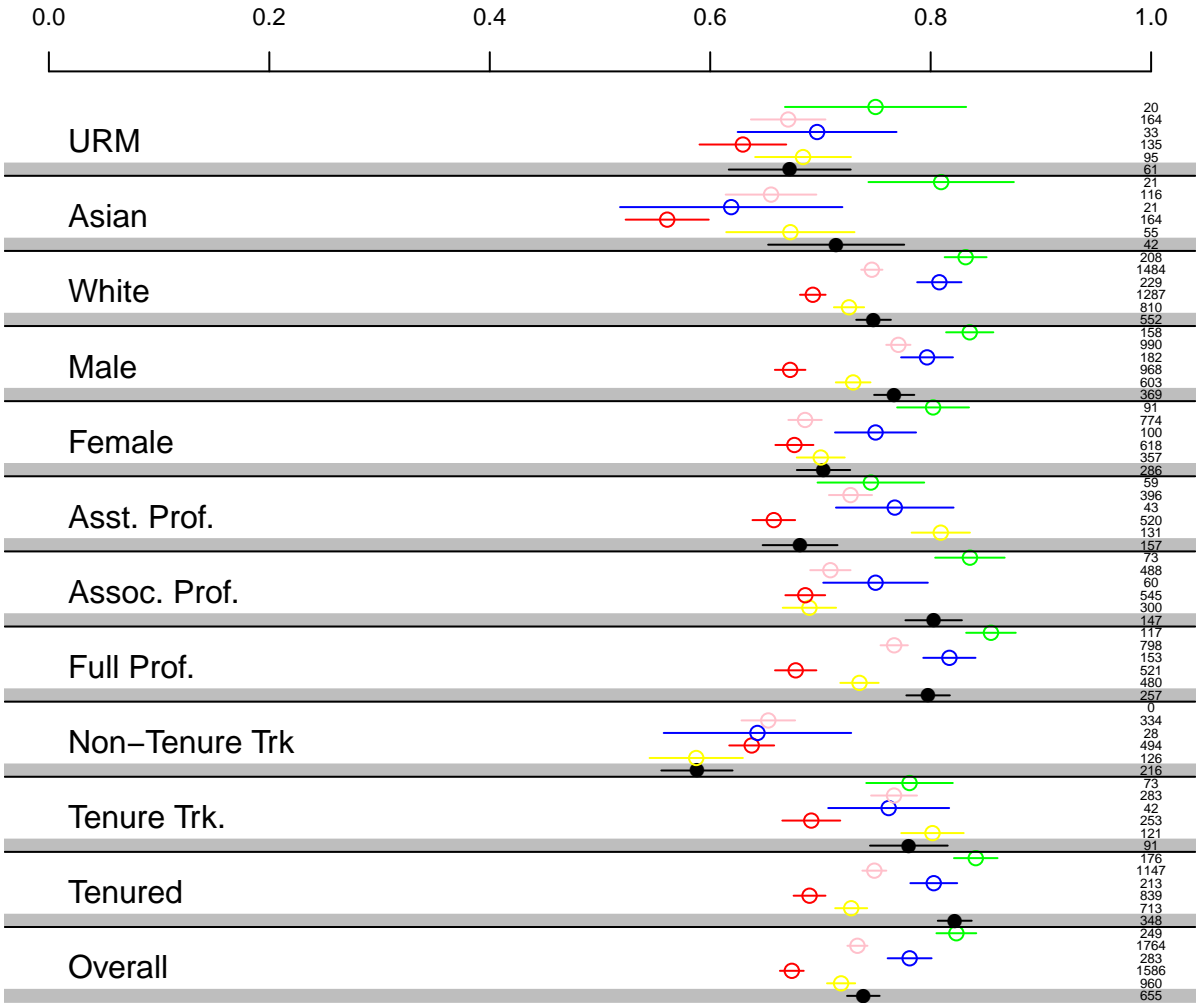
Discussions of current research methods (frequency)



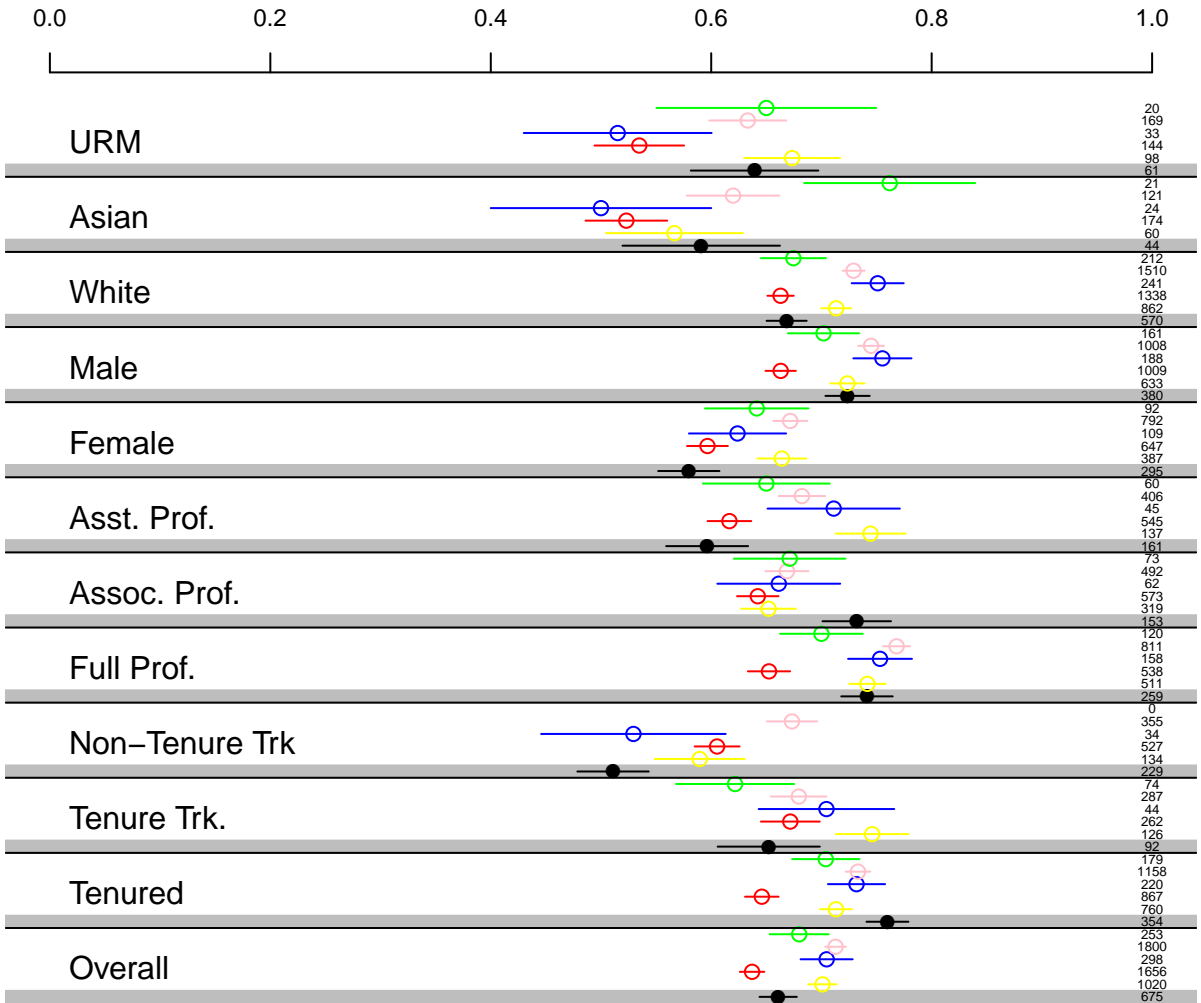
Amount of professional interaction w/Pre-tenure



Amount of professional interaction w/Tenured

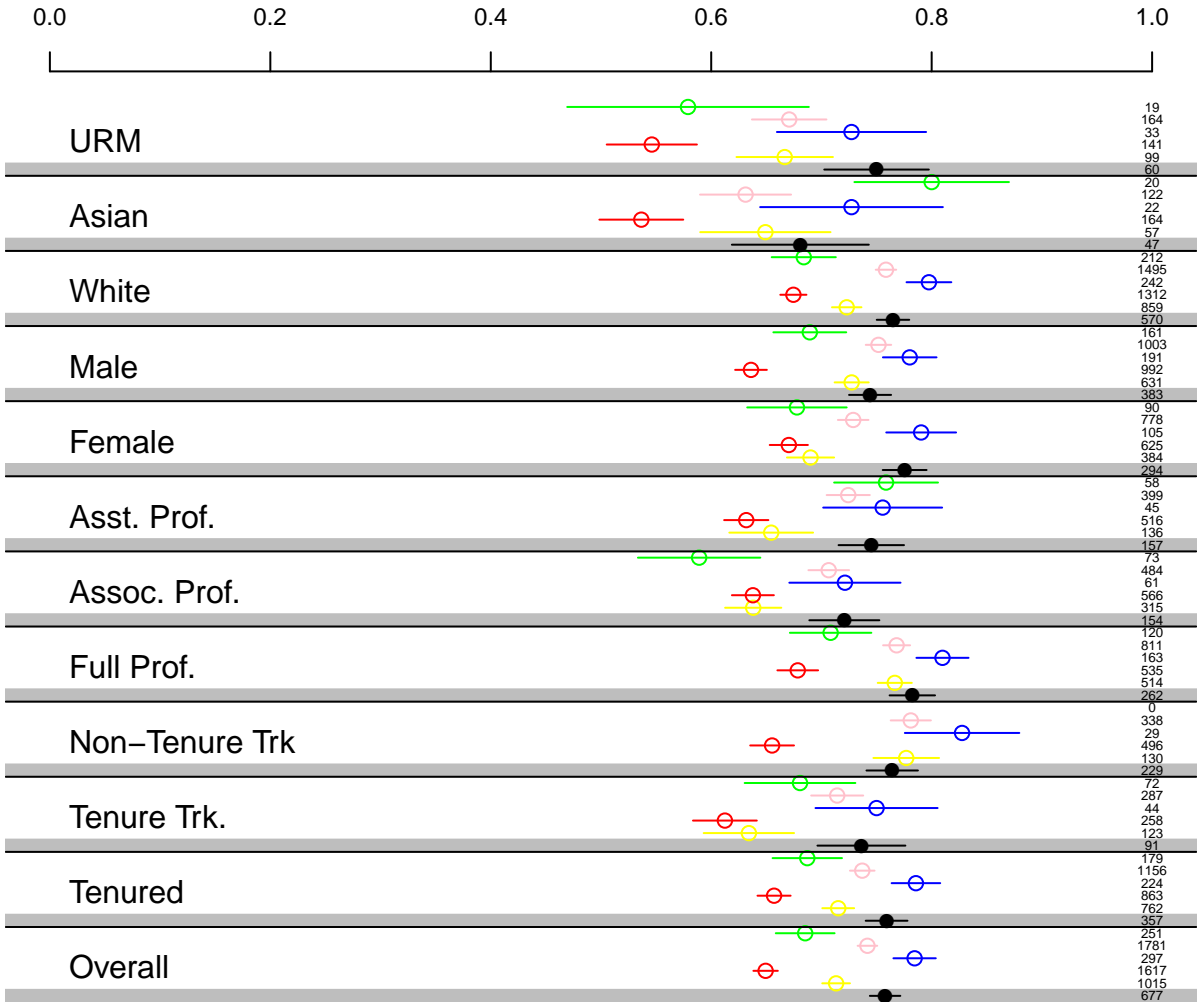


Intellectual vitality of tenured faculty in dept.

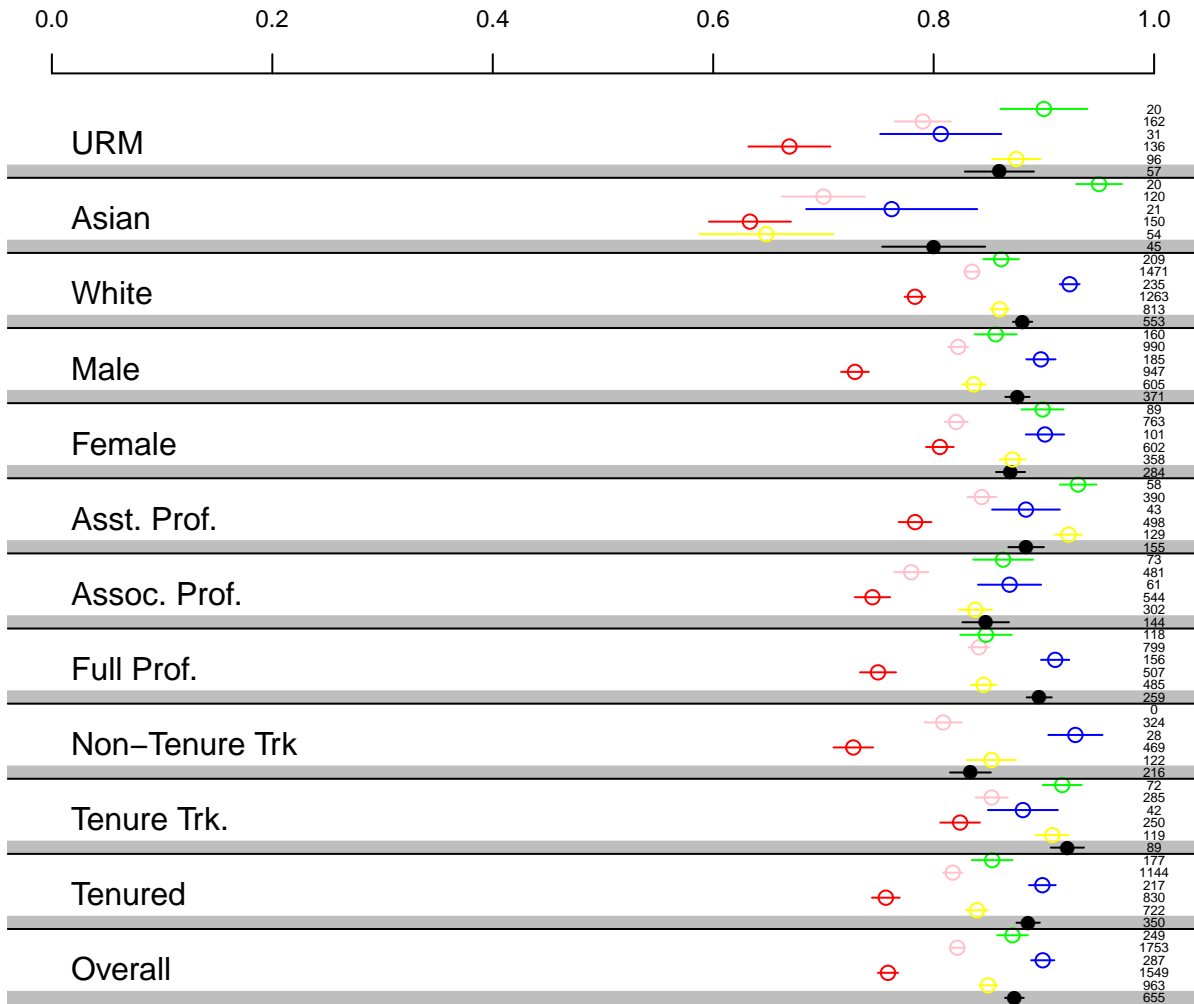


Percent satisfied or very satisfied

Intellectual vitality of pre-tenure faculty in dept.

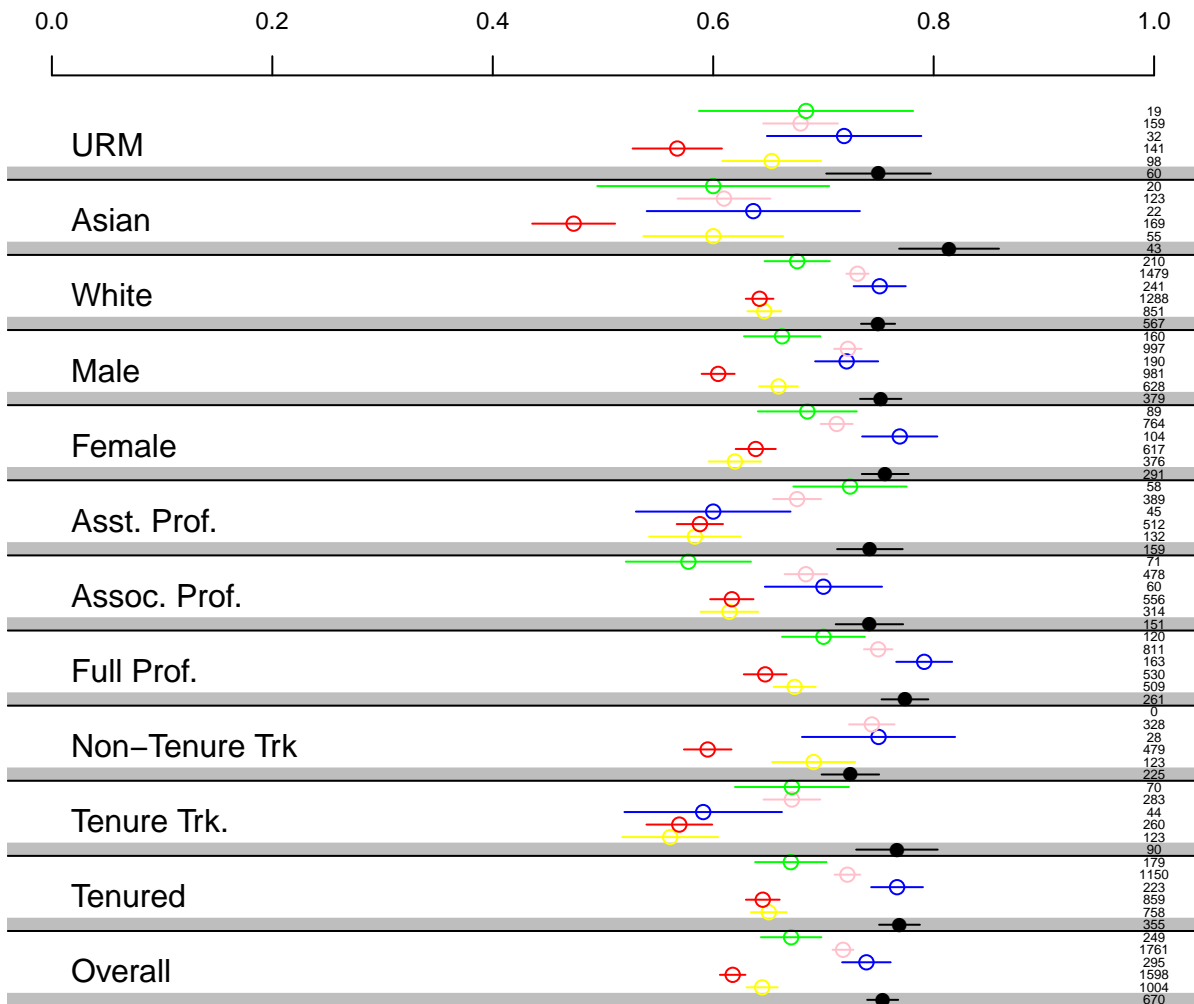


Scholarly productivity of tenured faculty in dept.



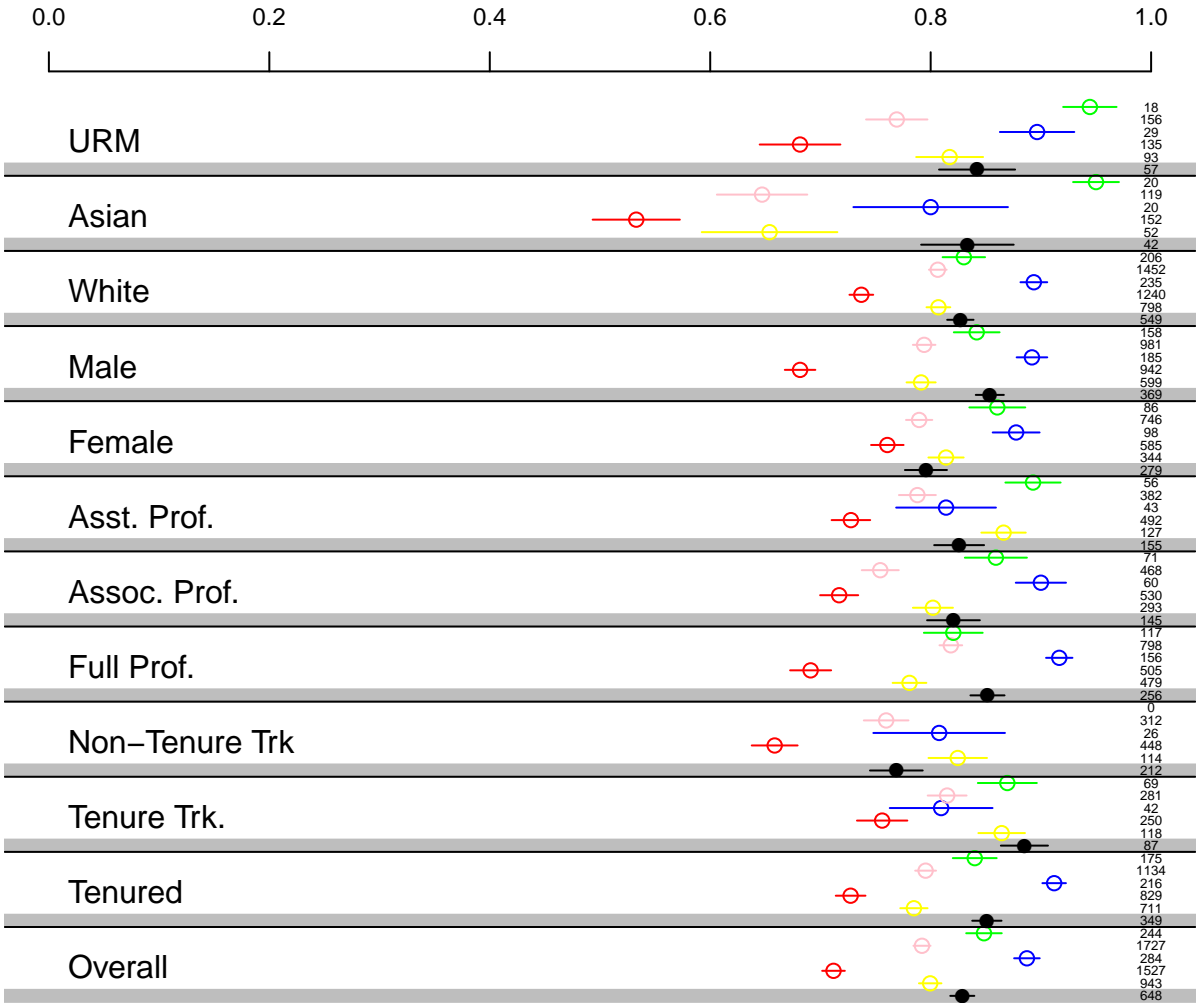
Percent satisfied or very satisfied

Scholarly productivity of pre-tenure faculty in dept.

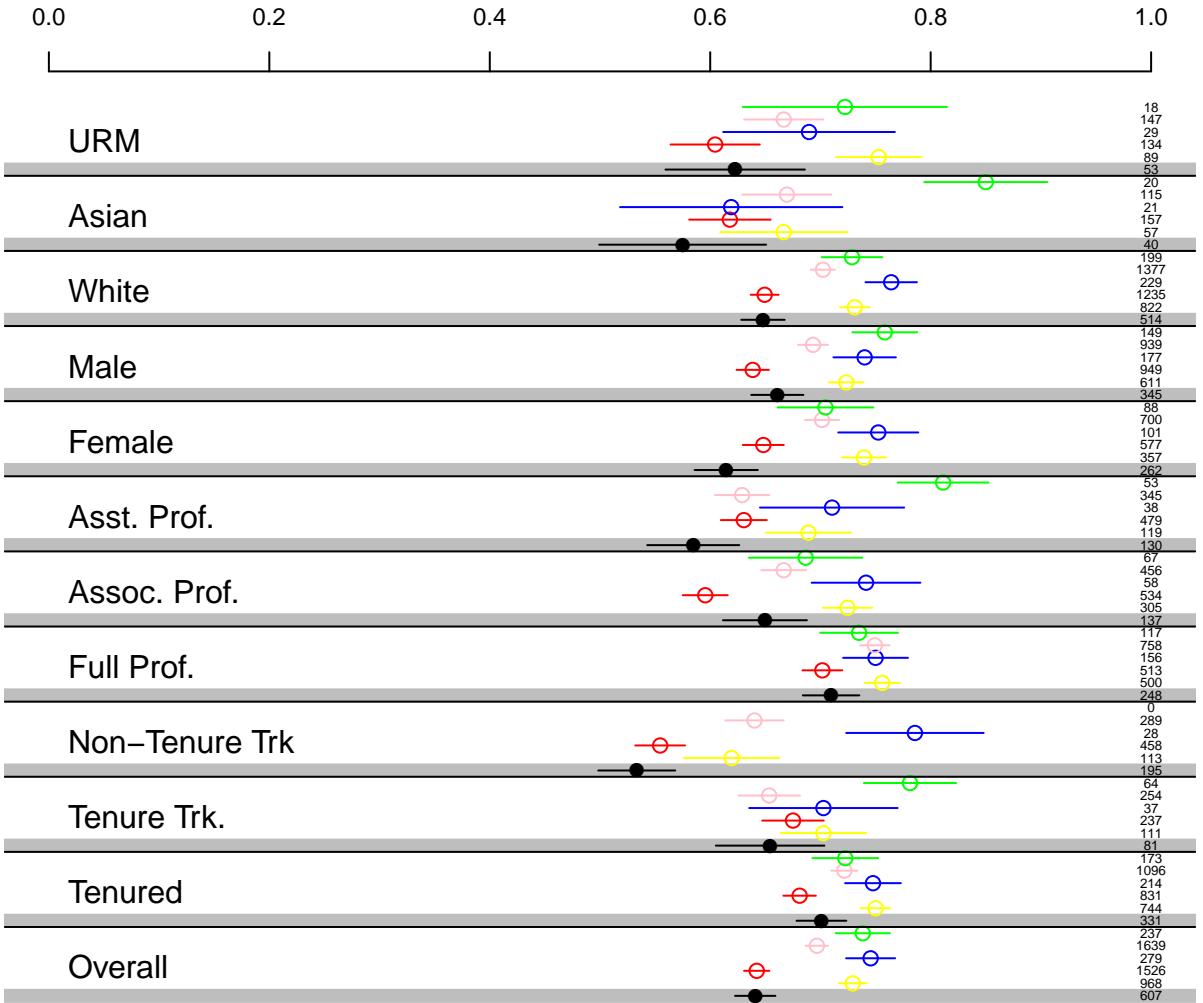


Percent satisfied or very satisfied

Teaching effectiveness of tenured faculty in dept.

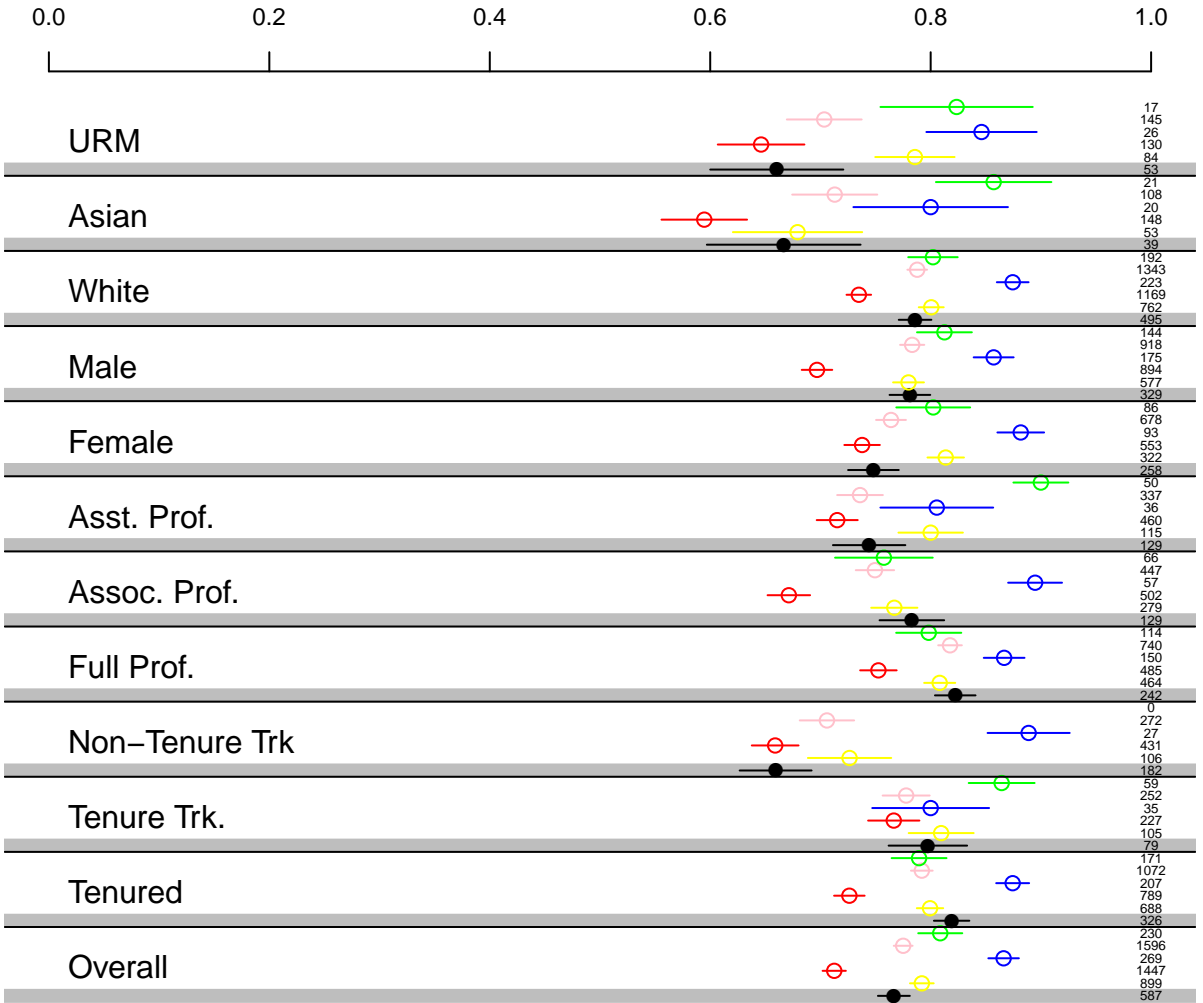


Teaching effectiveness of pre-tenure faculty in dept.



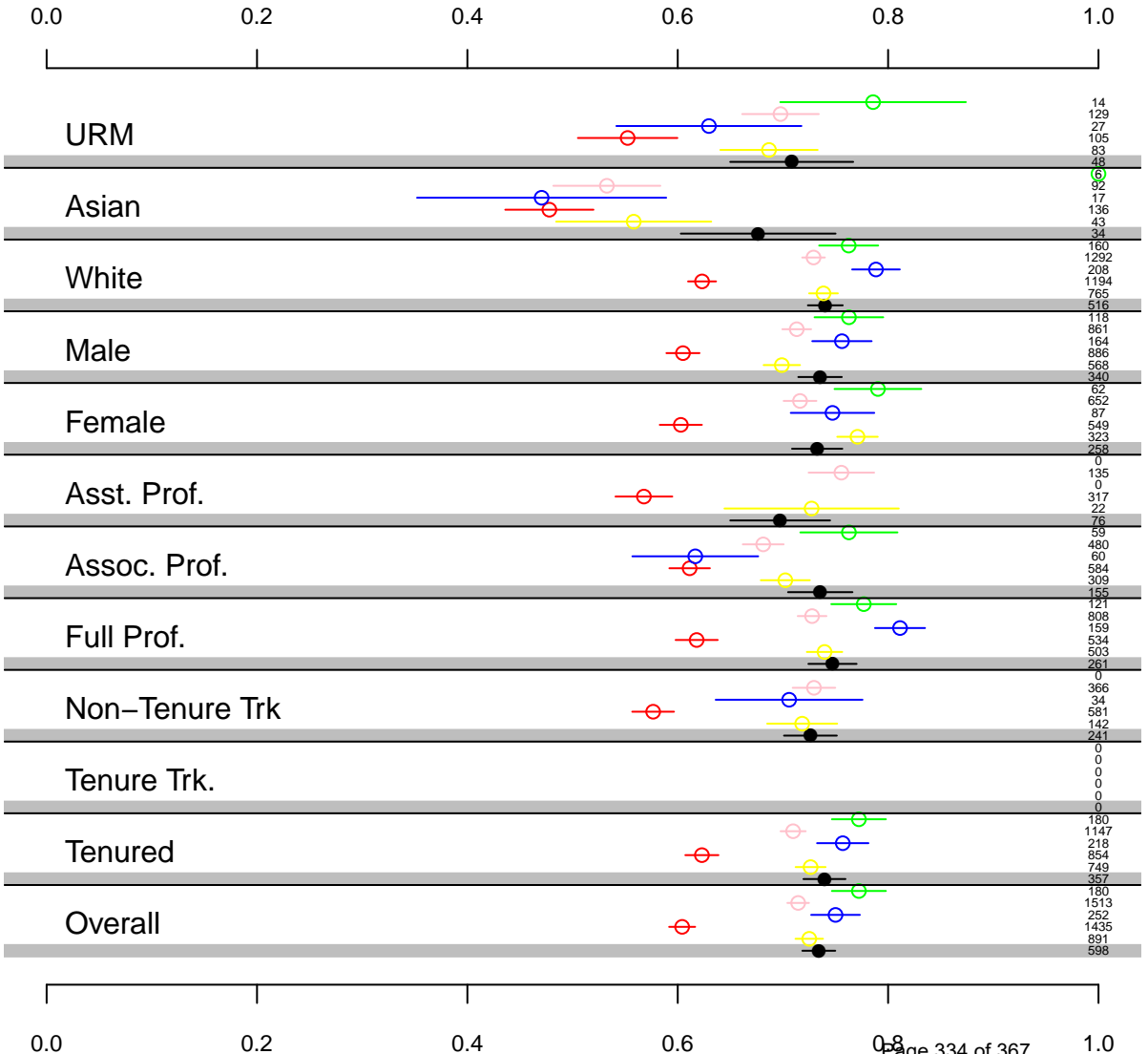
Percent satisfied or very satisfied

Dept. successful recruiting high-quality faculty



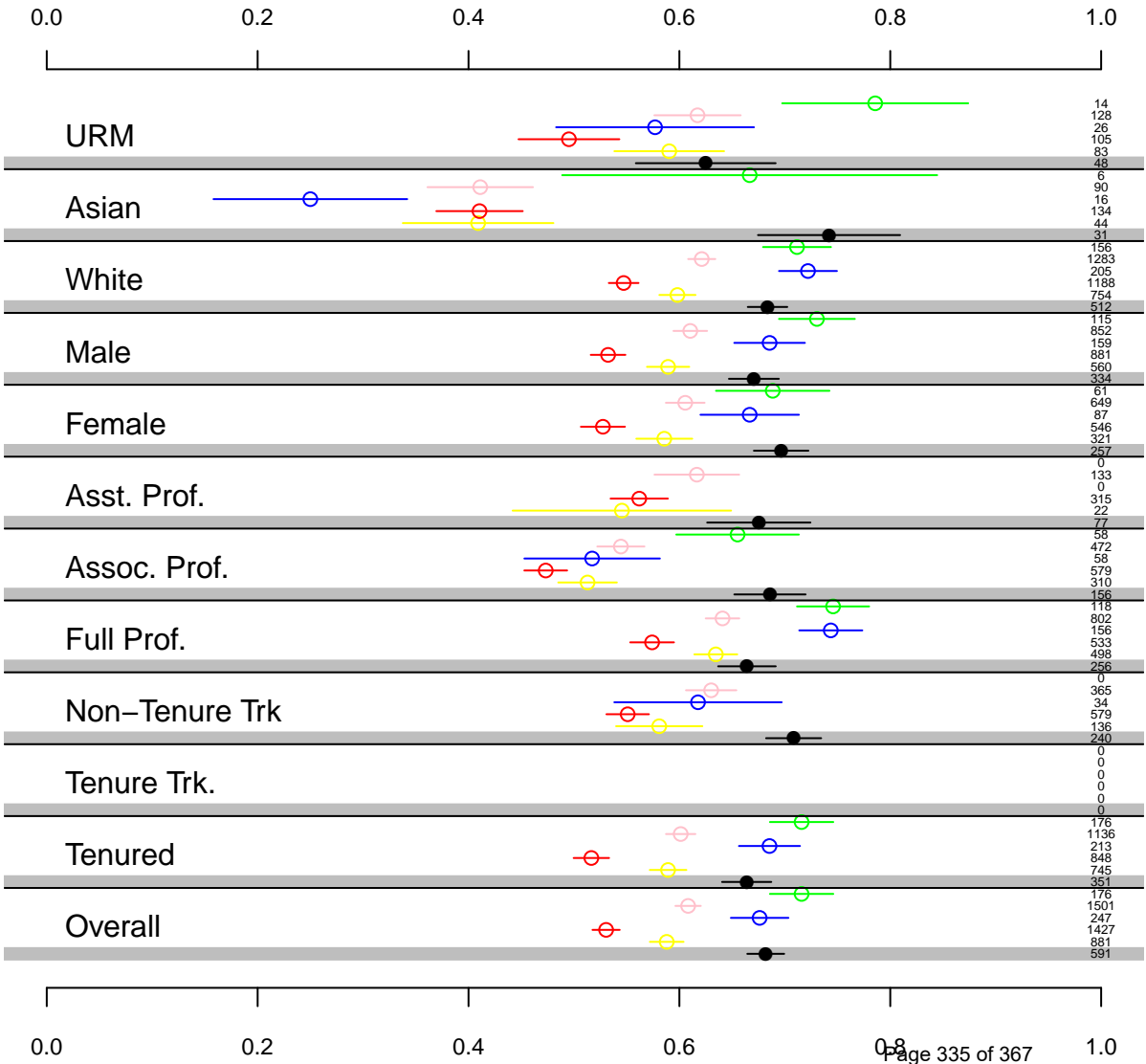
Percent somewhat or strongly agree

Dept. successful retaining high-quality faculty



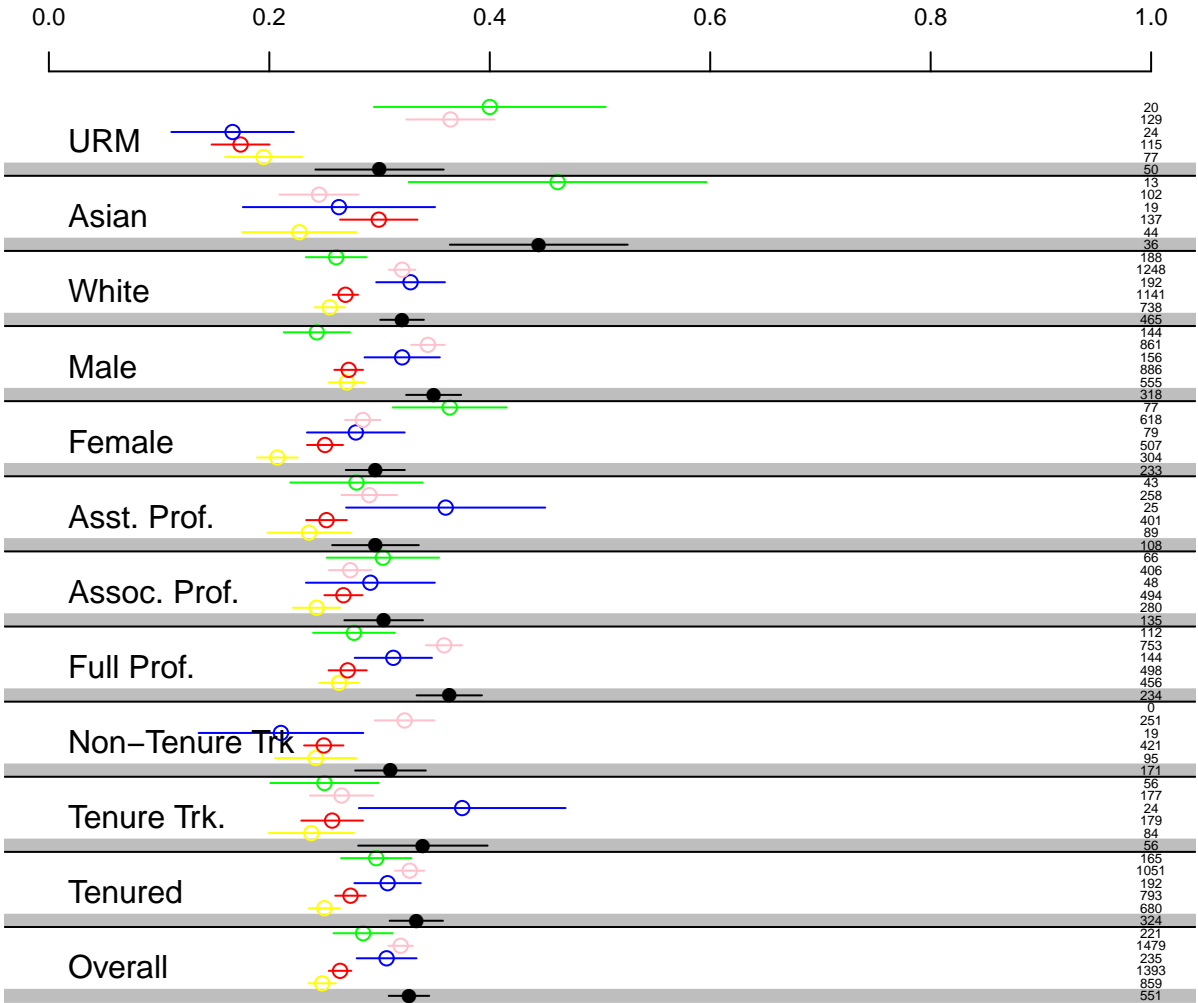
Percent somewhat or strongly agree

Dept. addresses sub-standard tenured faculty performance

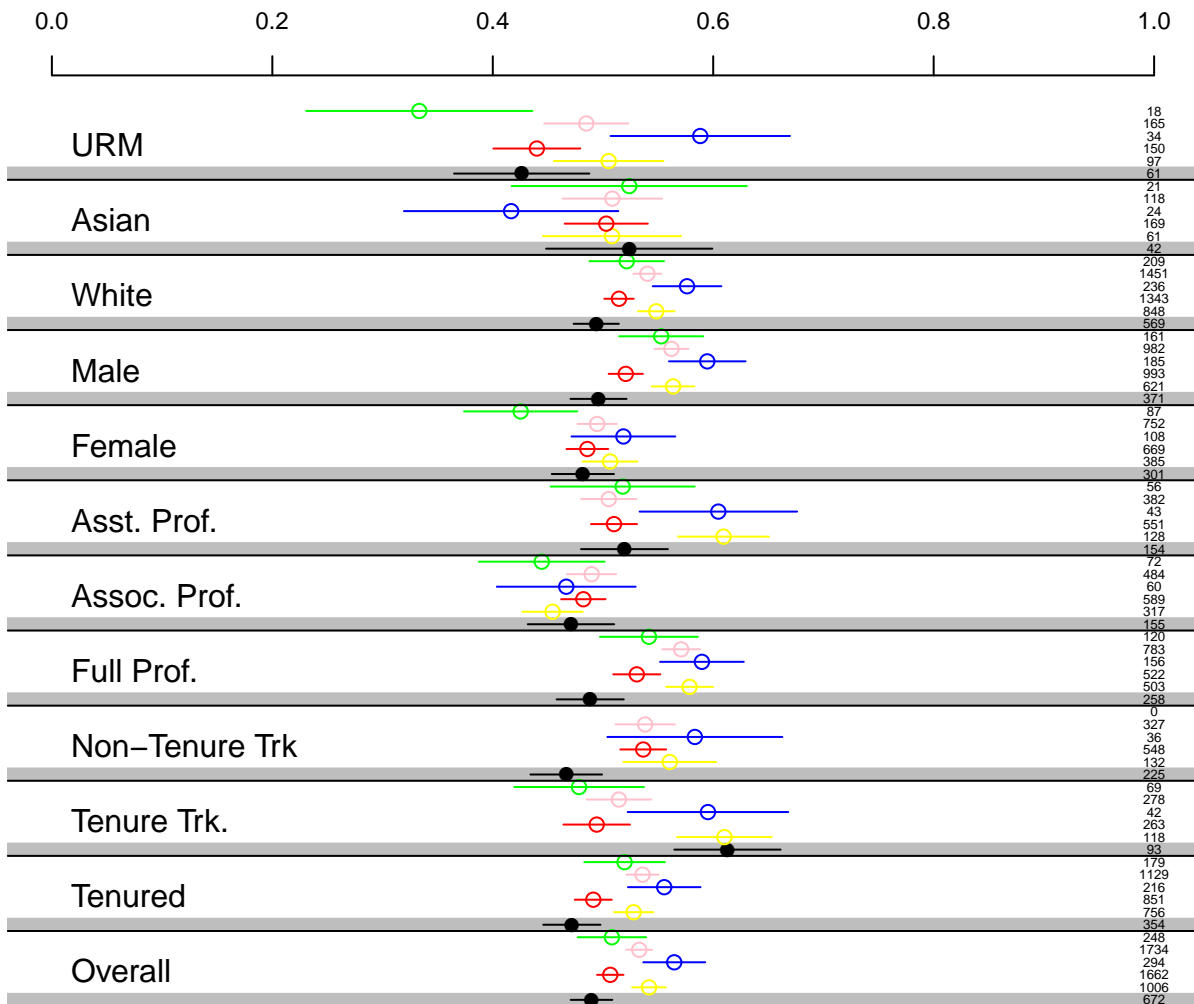


Percent somewhat or strongly agree

Recognition: For teaching



Recognition: For advising



0.0

0.2

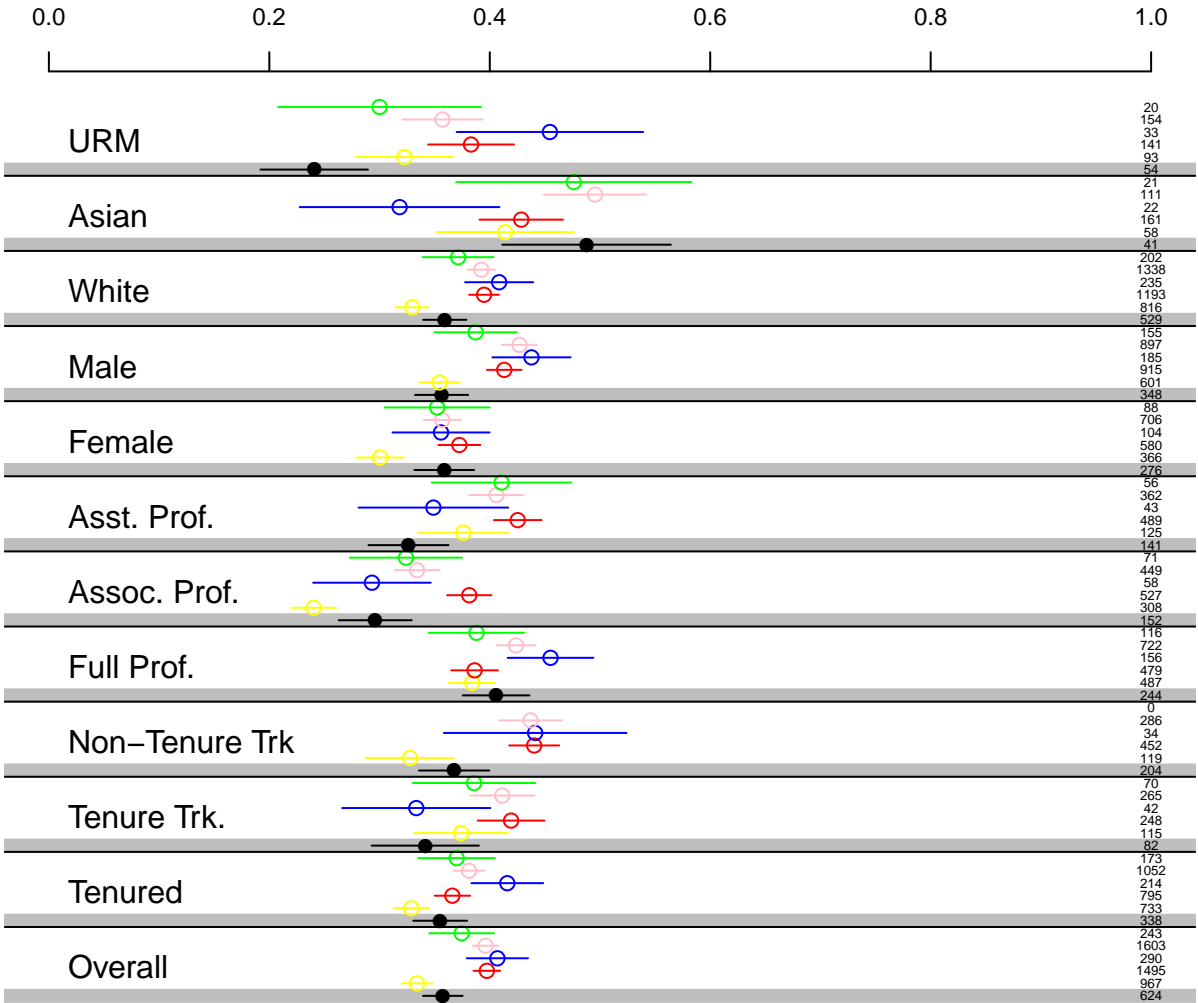
0.4

0.6

0.8

1.0

Recognition: For scholarship



0.0

0.2

0.4

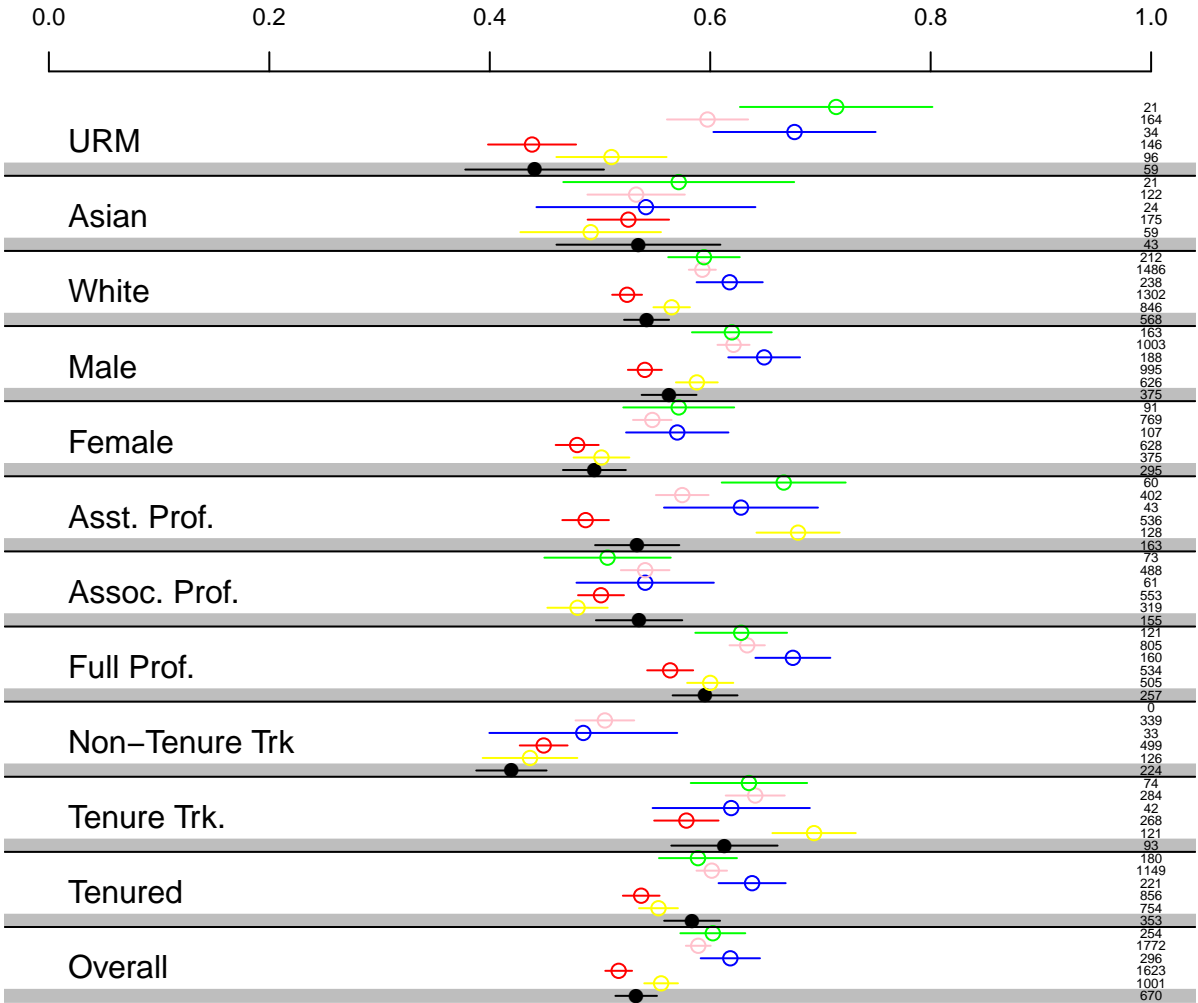
0.6

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1.0

Percent satisfied or very satisfied

Recognition: For service



0.0

0.2

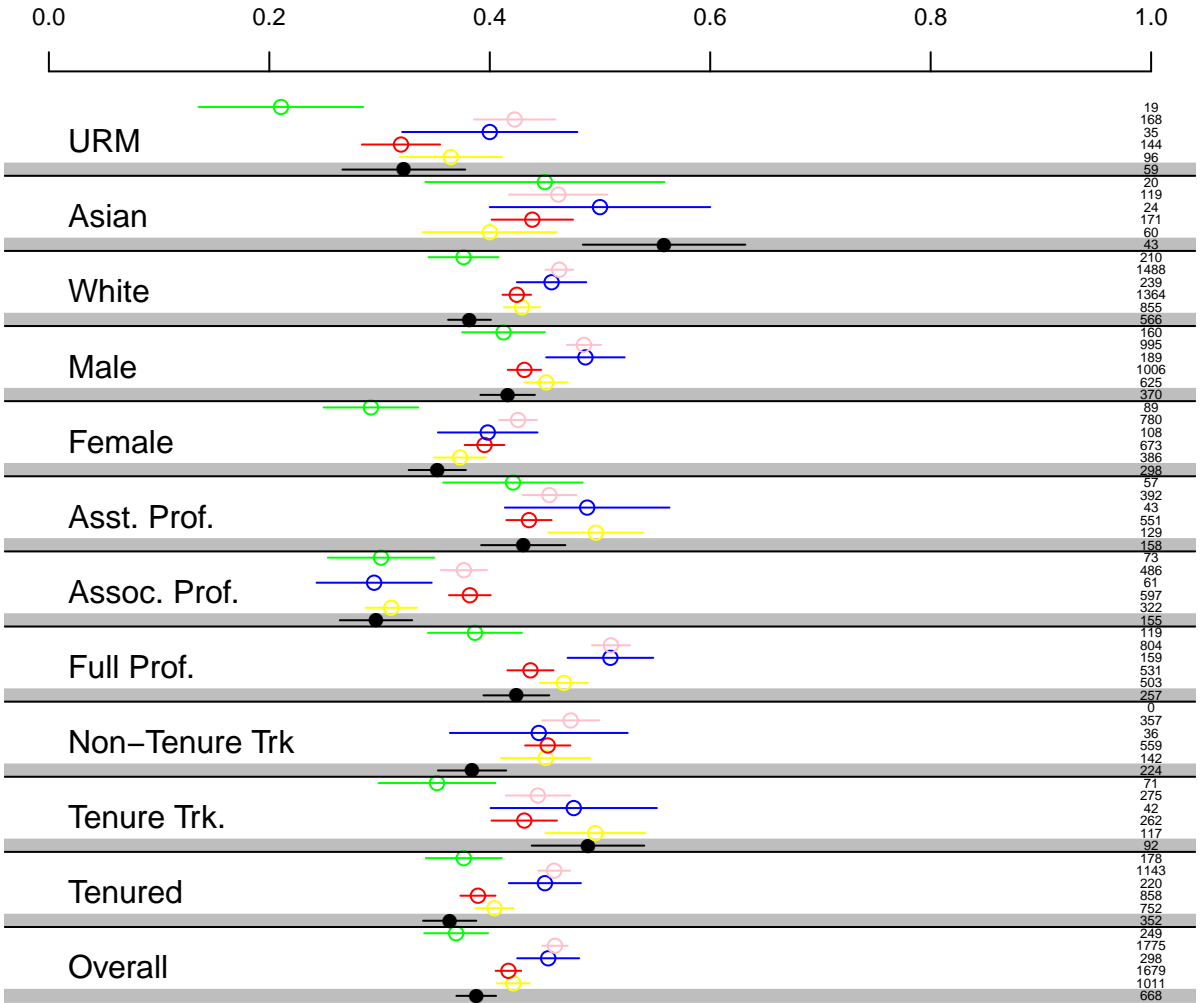
0.4

0.6

0.8

1.0

Recognition: For outreach



0.0

0.2

0.4

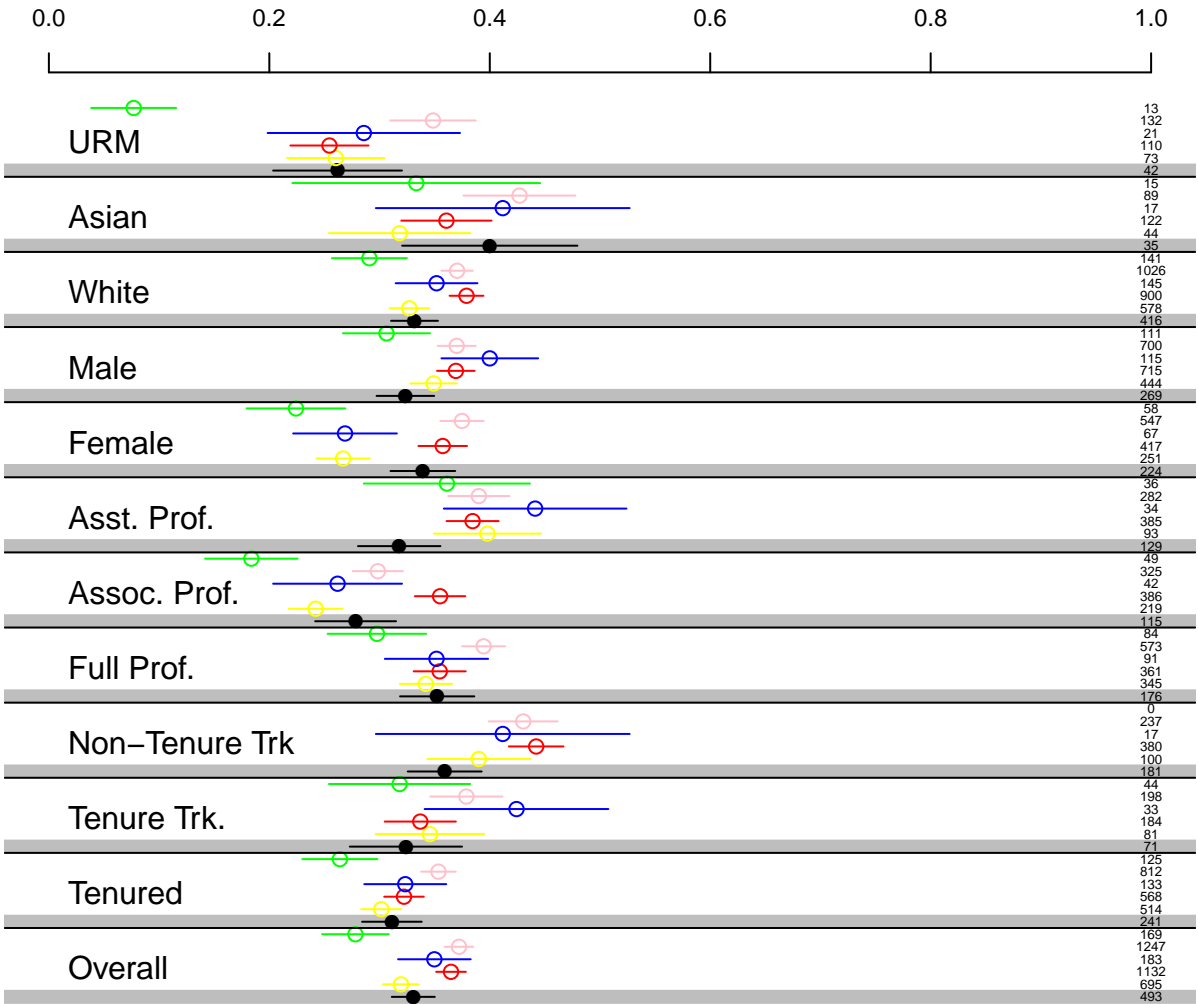
0.6

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1.0

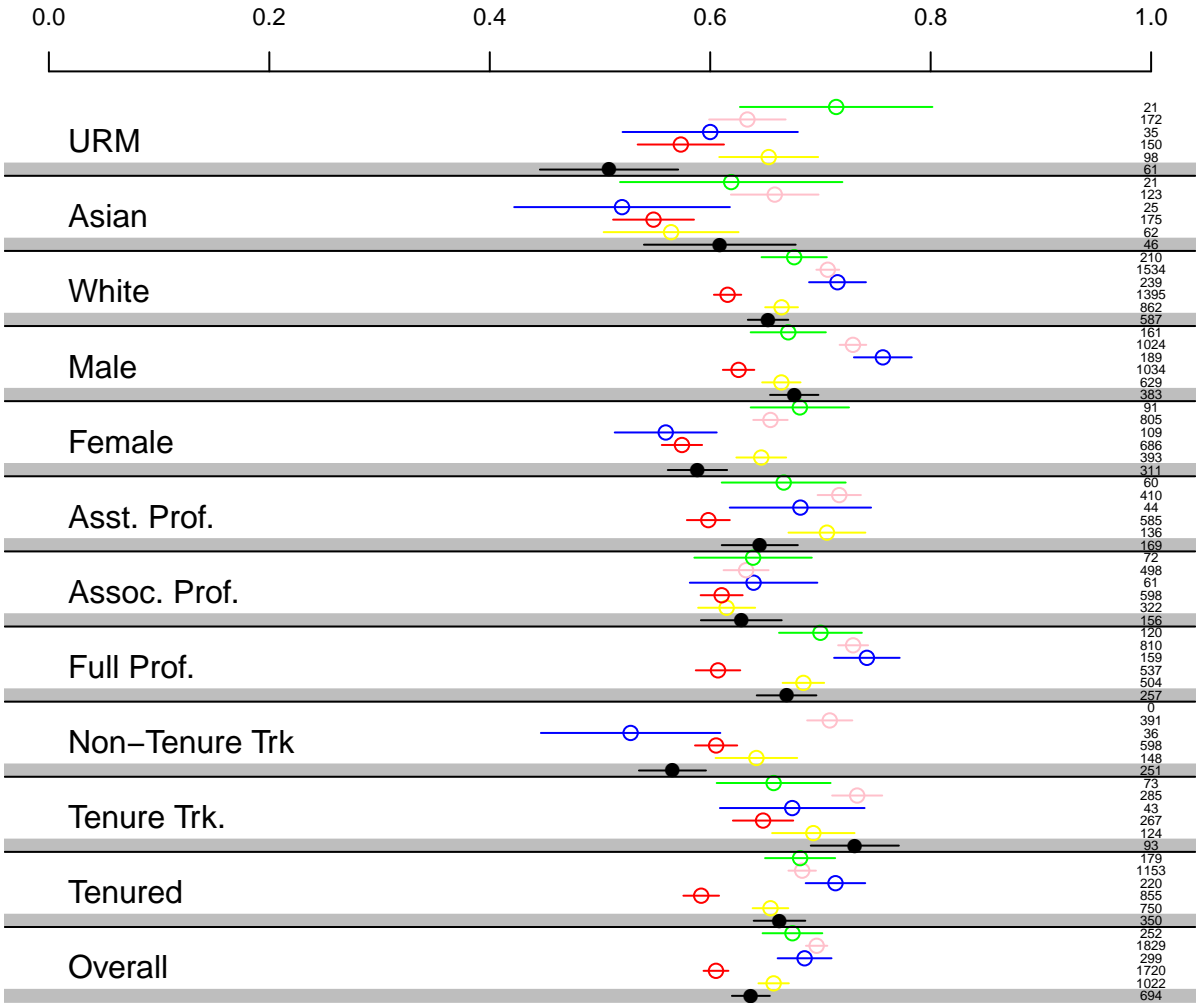
Percent satisfied or very satisfied

Recognition: From dept. colleagues

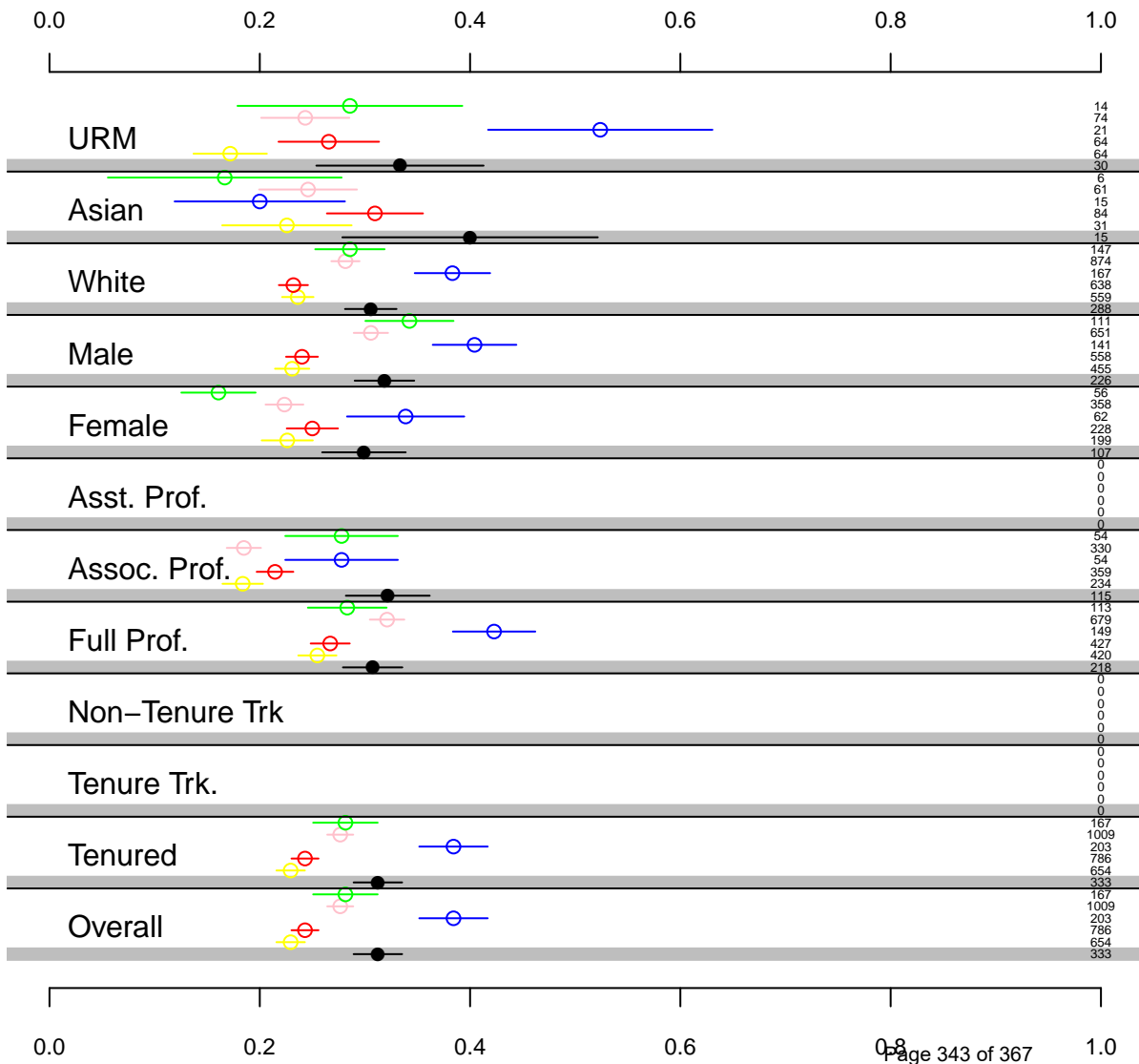


Percent satisfied or very satisfied

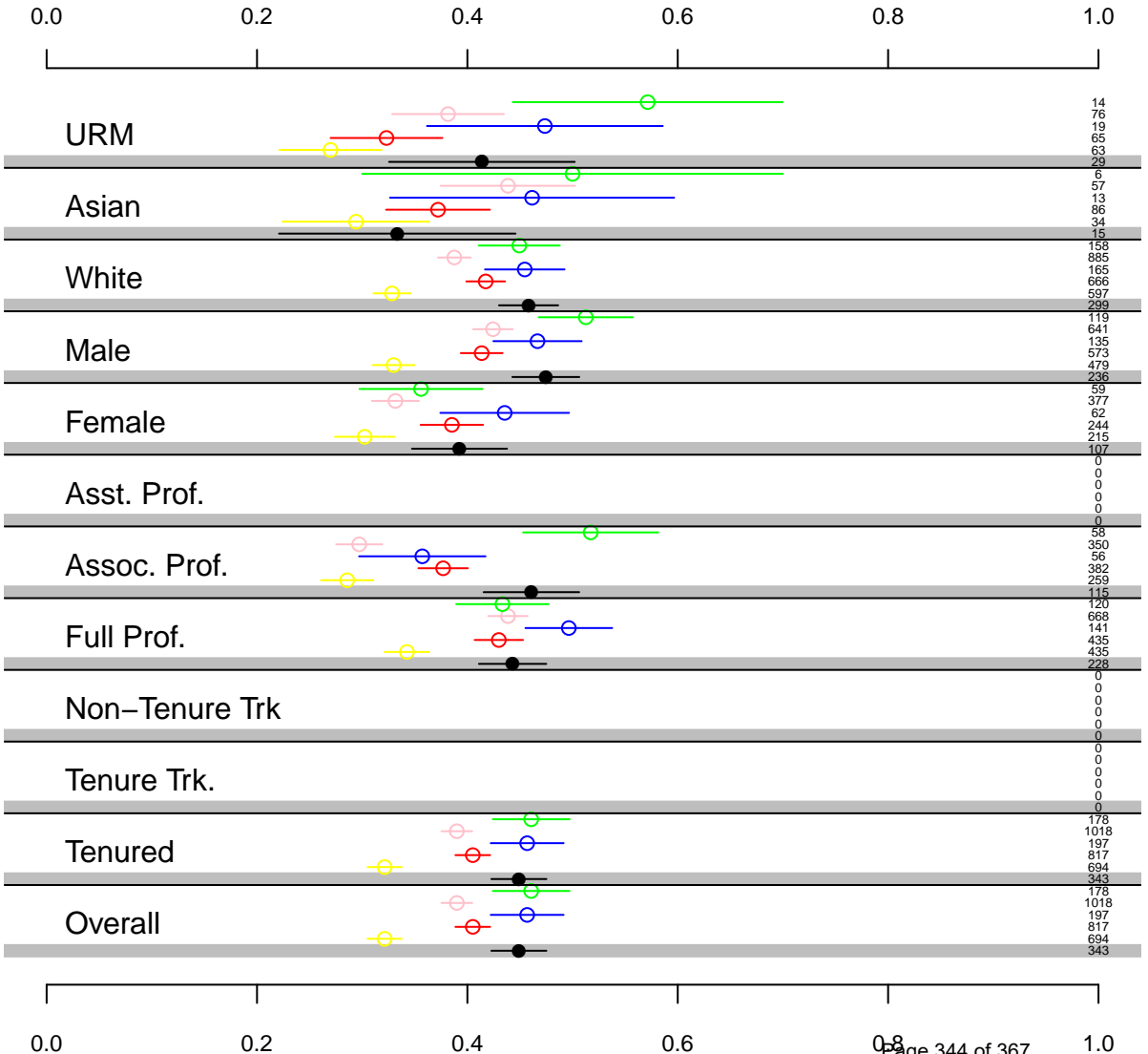
Recognition: From Provost



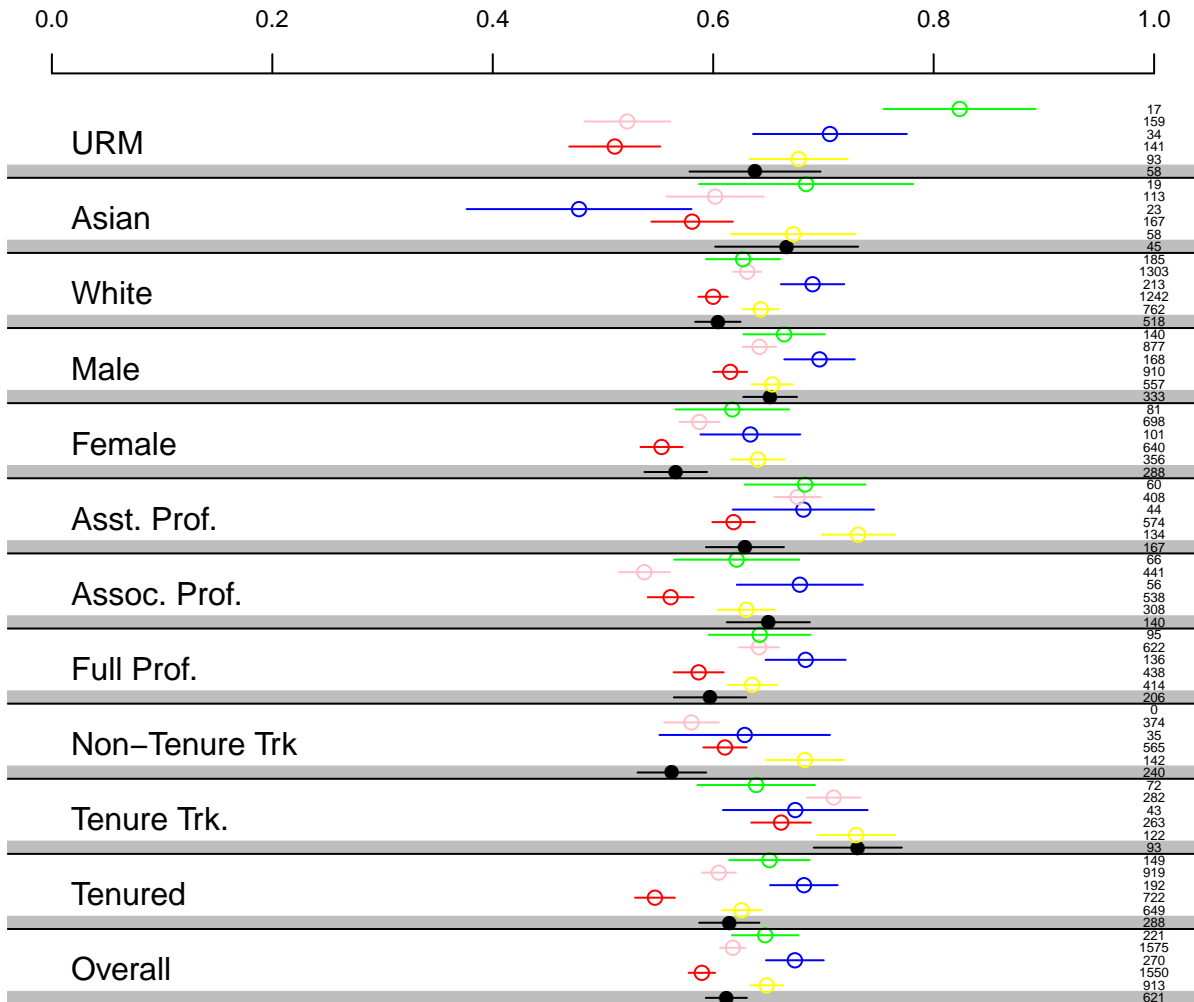
Recognition: From Dean



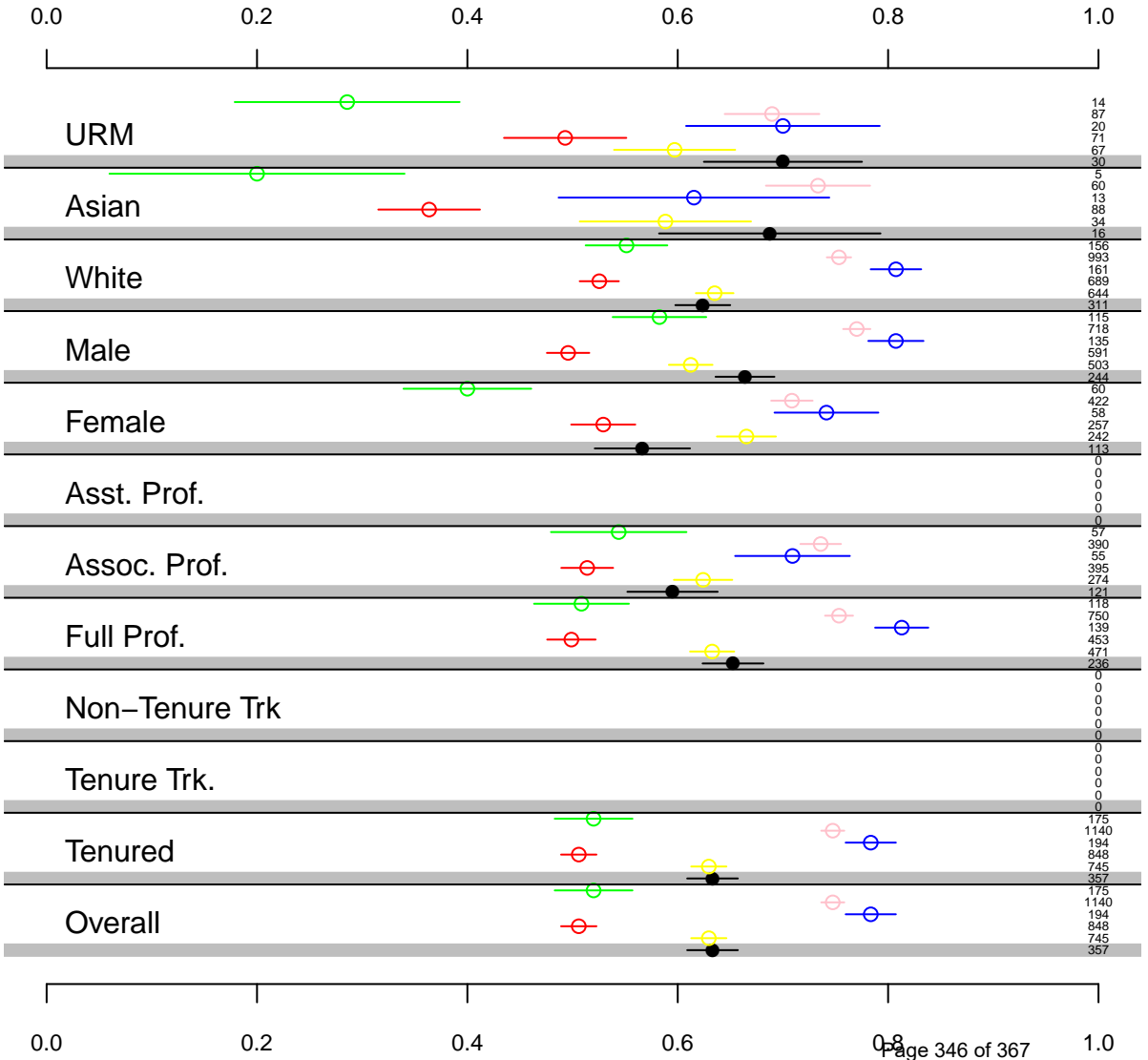
Recognition: From Head/Chair



School/college is valued by Chancellor and Provost

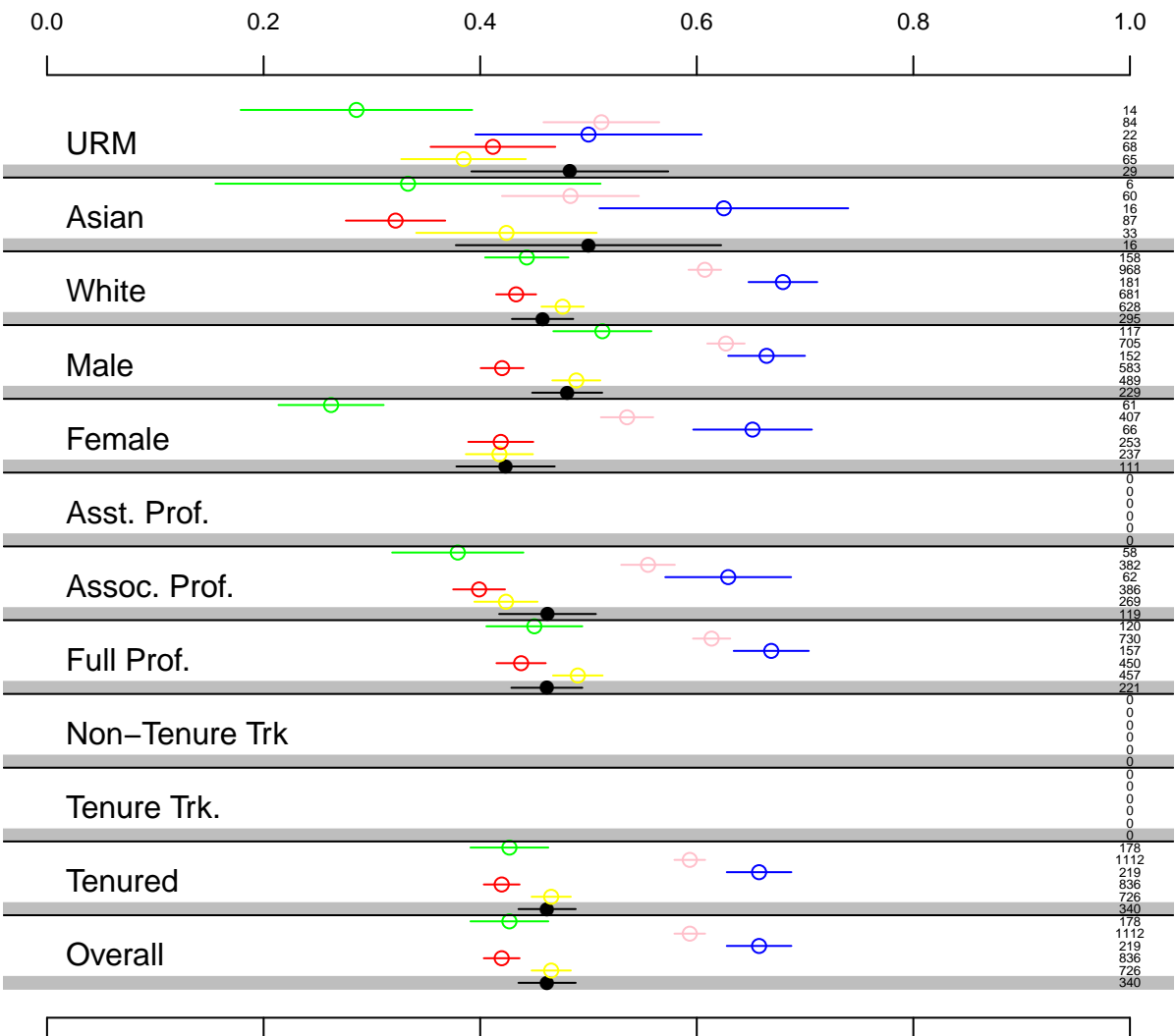


Dept. is valued by Chancellor and Provost



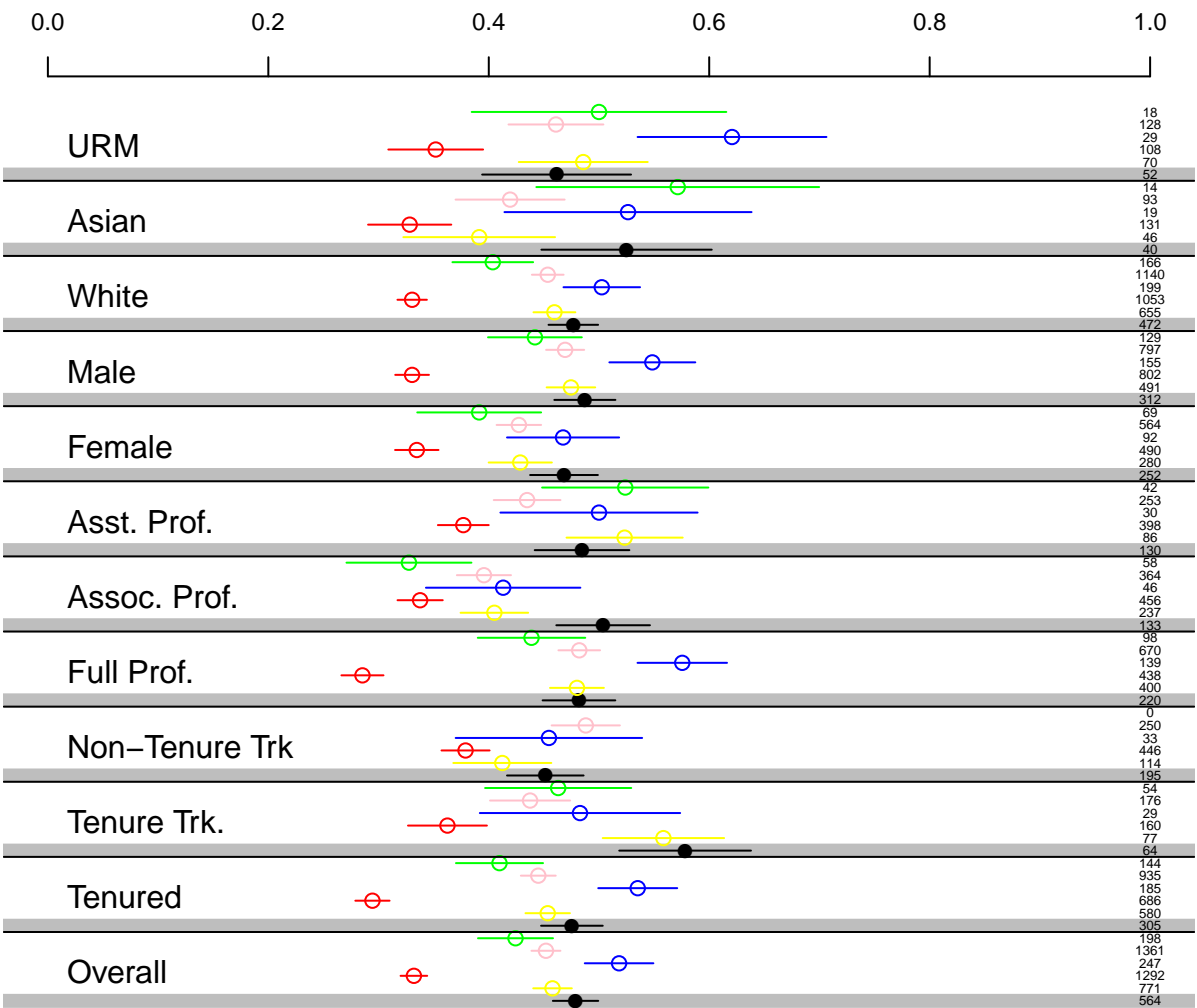
Percent somewhat or strongly agree

Provost cares about quality of life for faculty at my rank



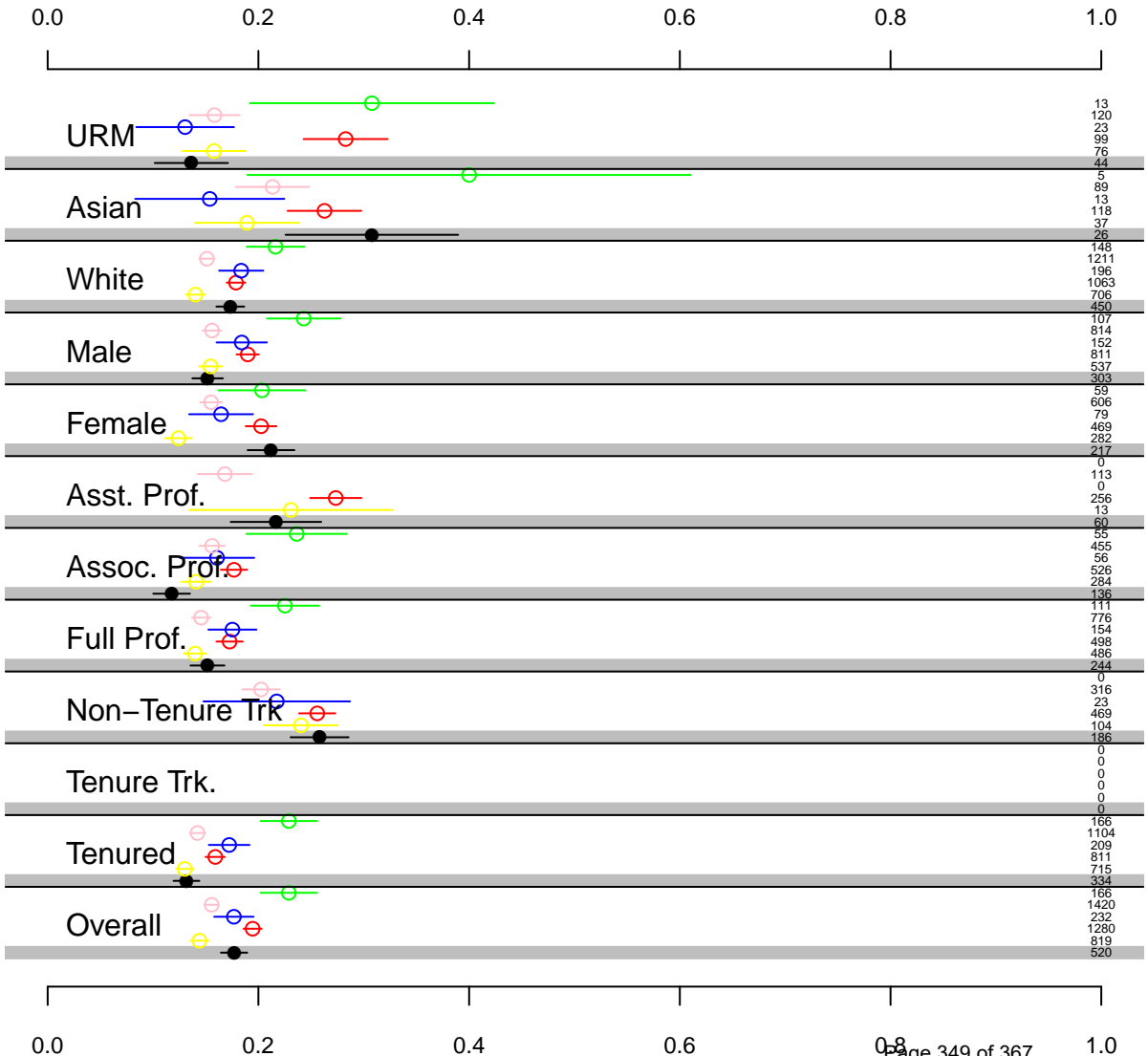
Percent somewhat or strongly agree

Outside offers unnecessary for compensation negotiations



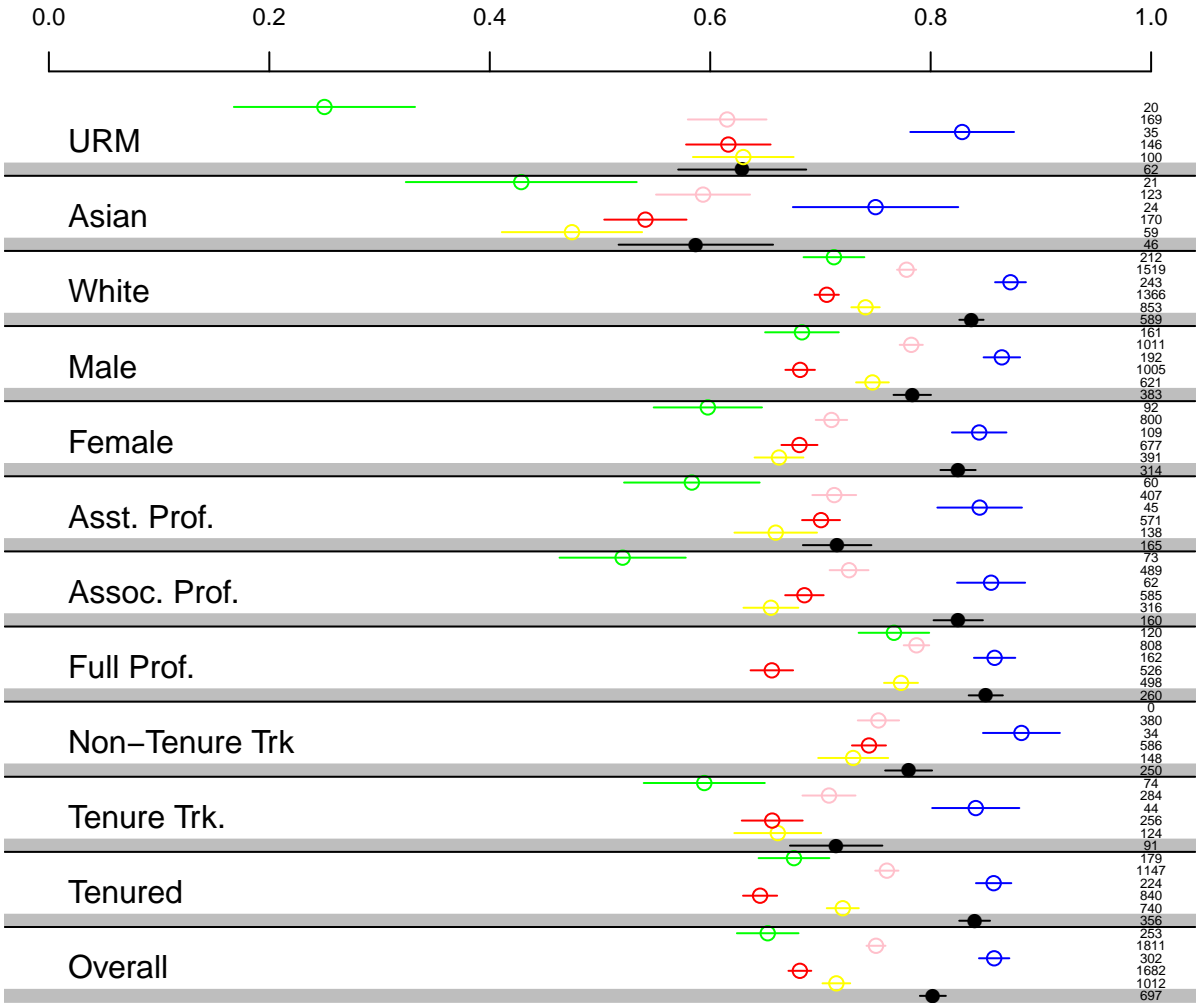
Percent somewhat or strongly agree

Visible leadership support and promotion of diversity

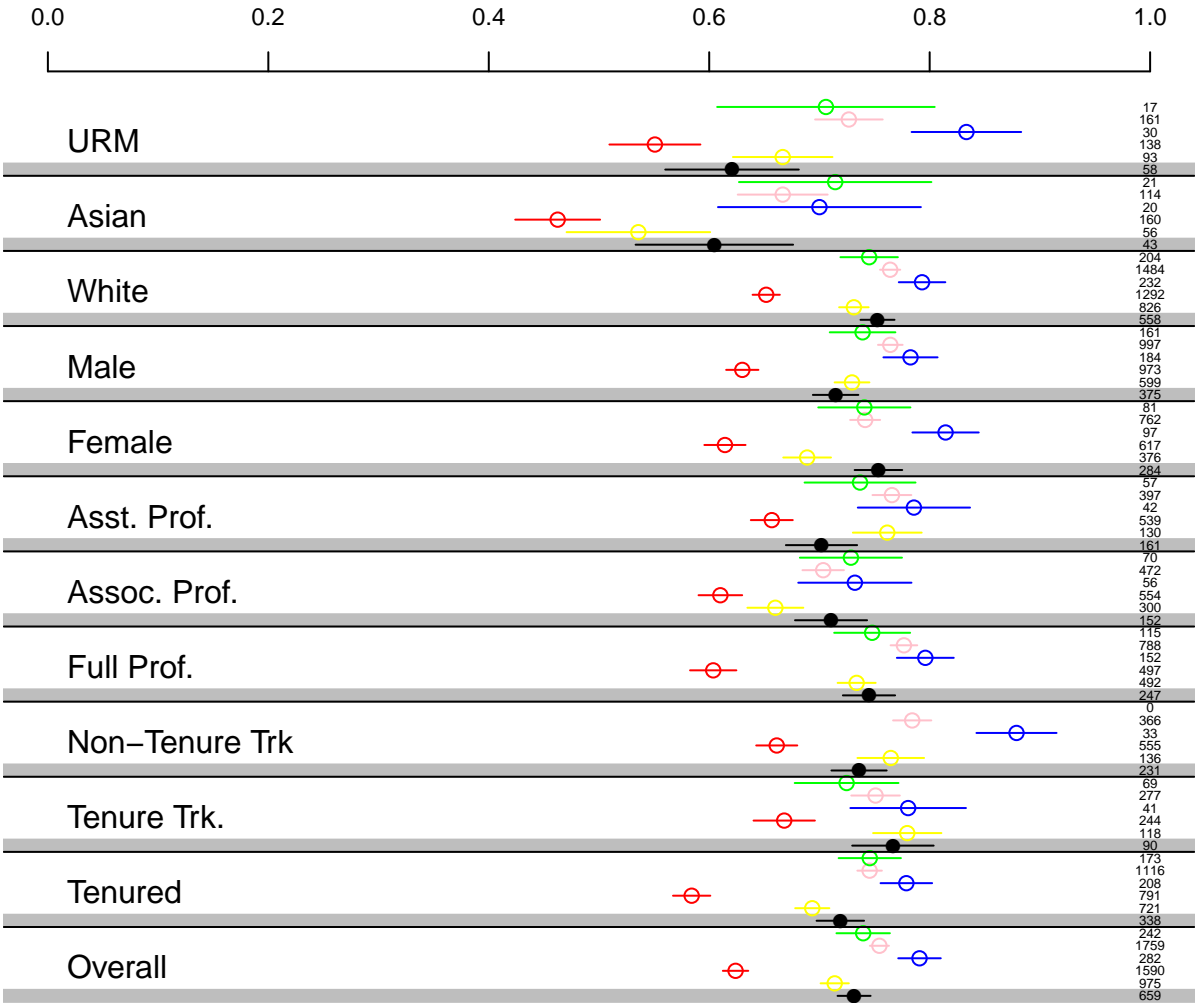


Percent somewhat or strongly agree

I would still choose VU

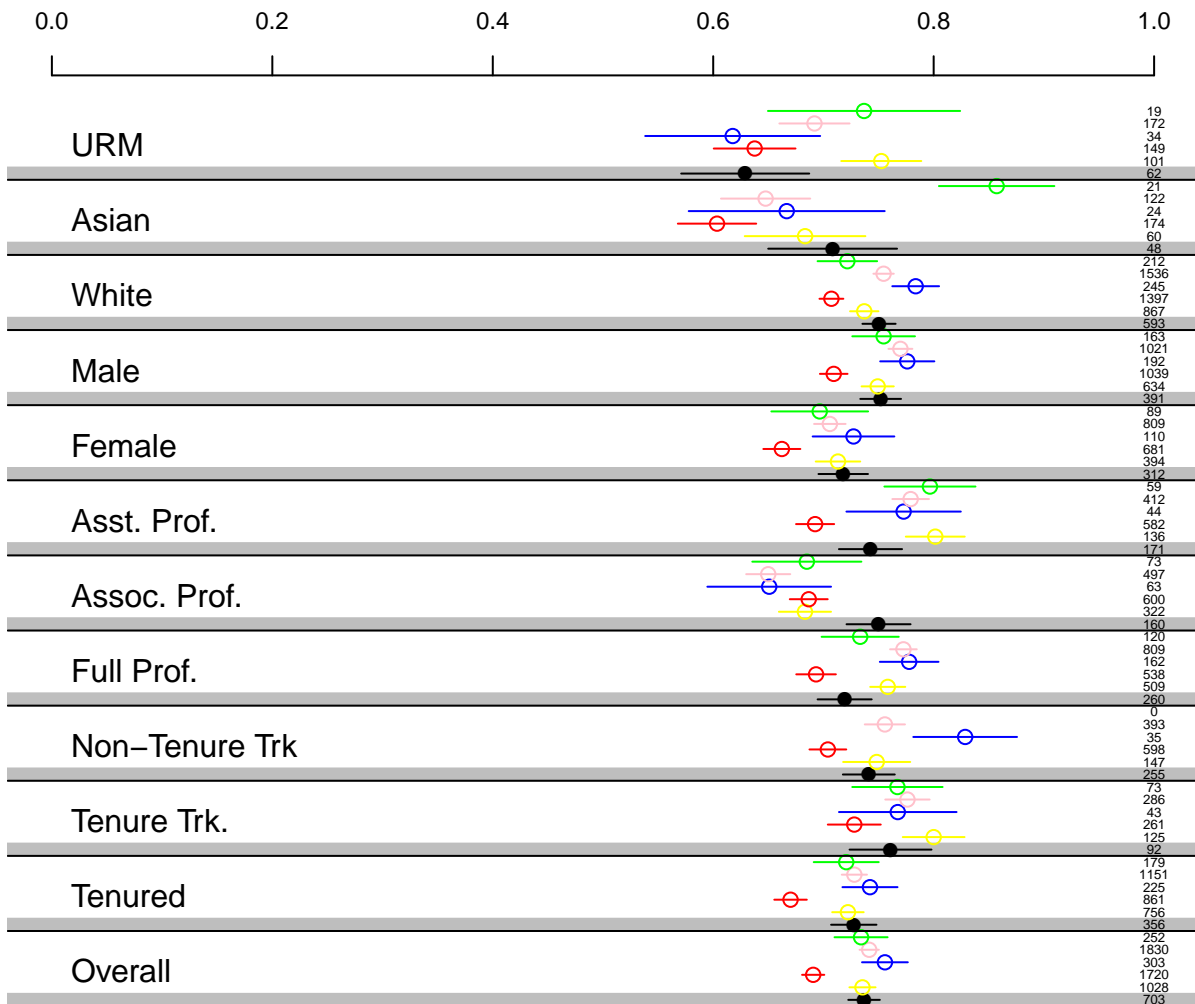


Dept. as place to work



Percent satisfied or very satisfied

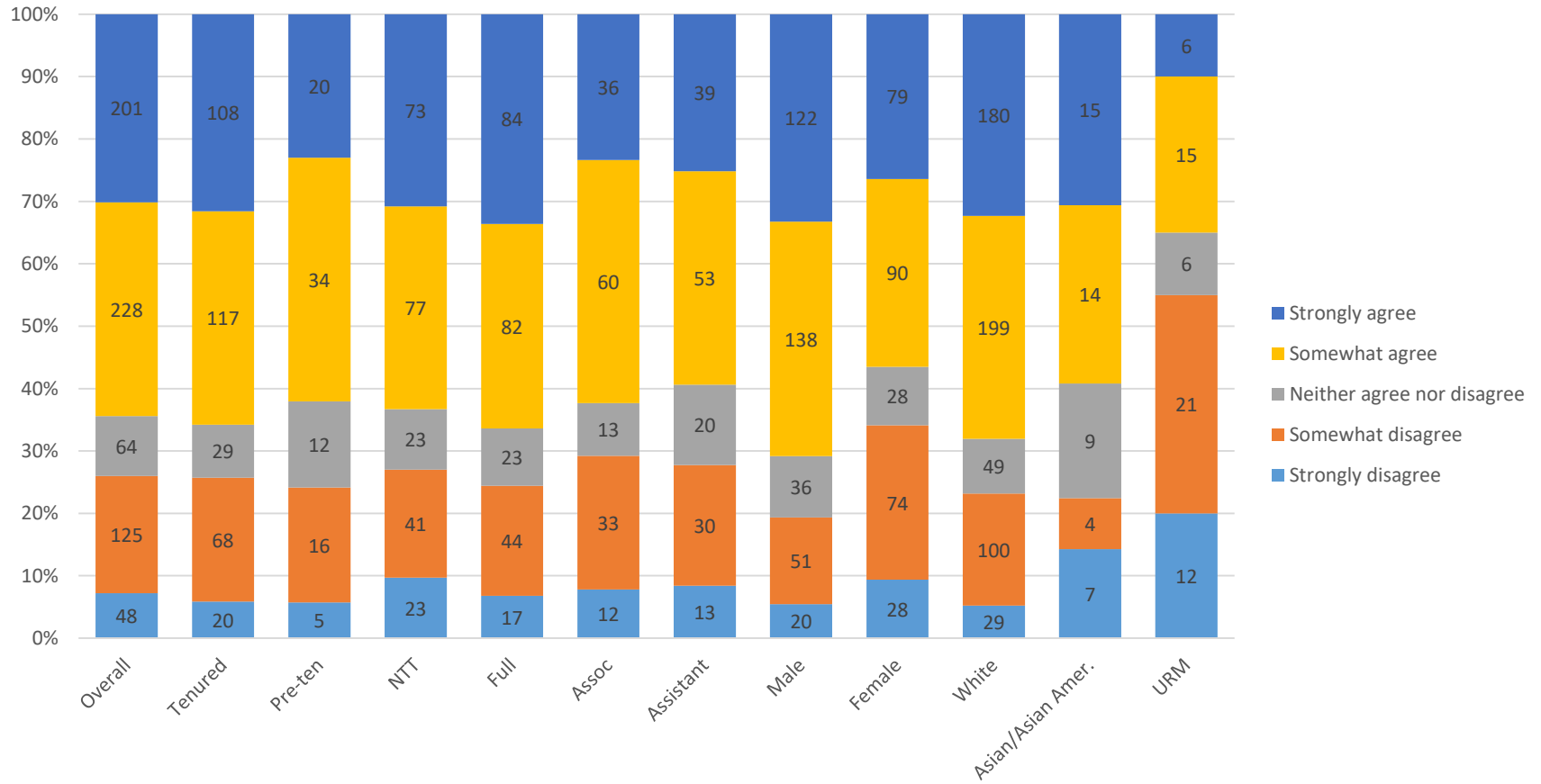
VU as a place to work



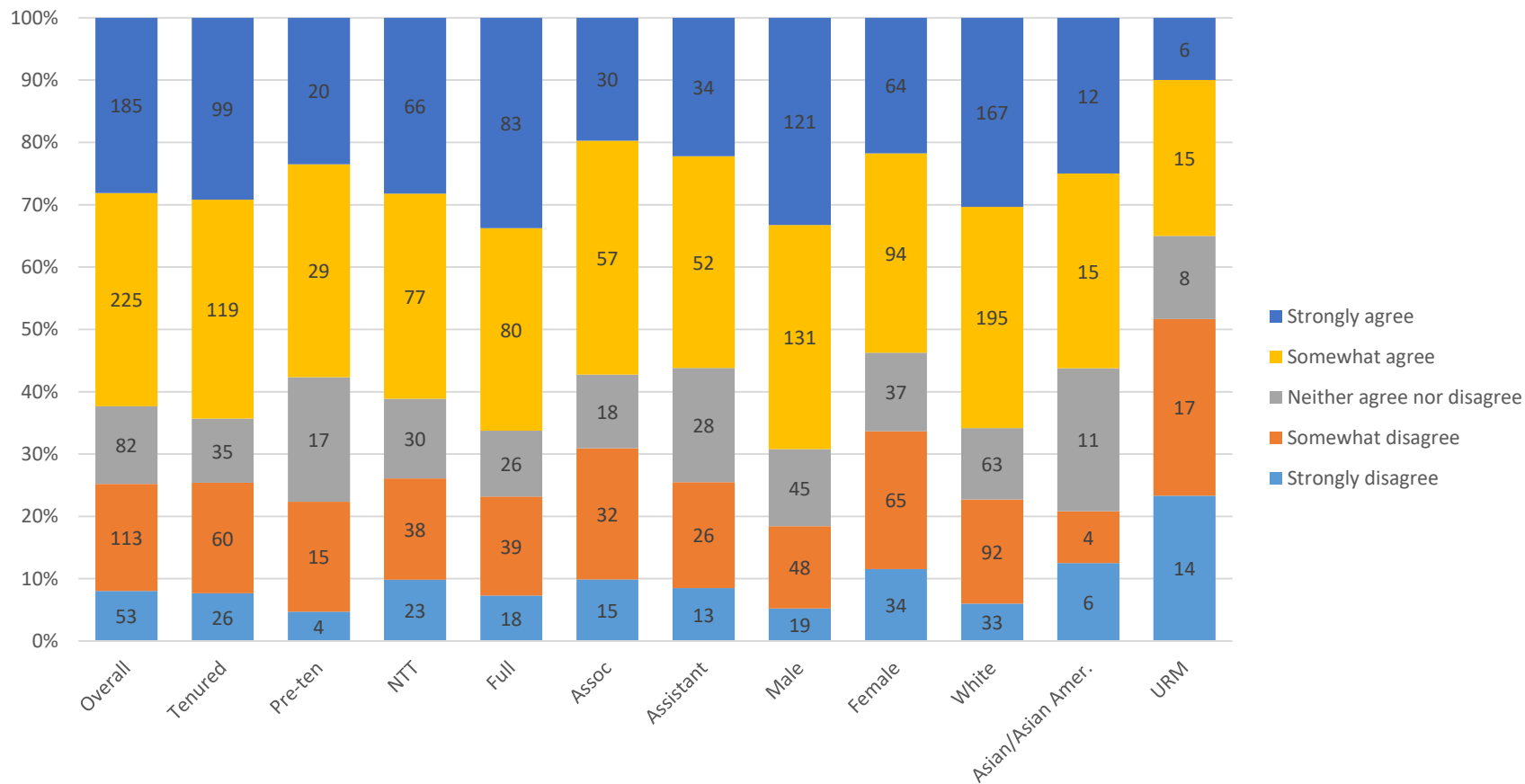
Percent satisfied or very satisfied

Vanderbilt-Specific Questions

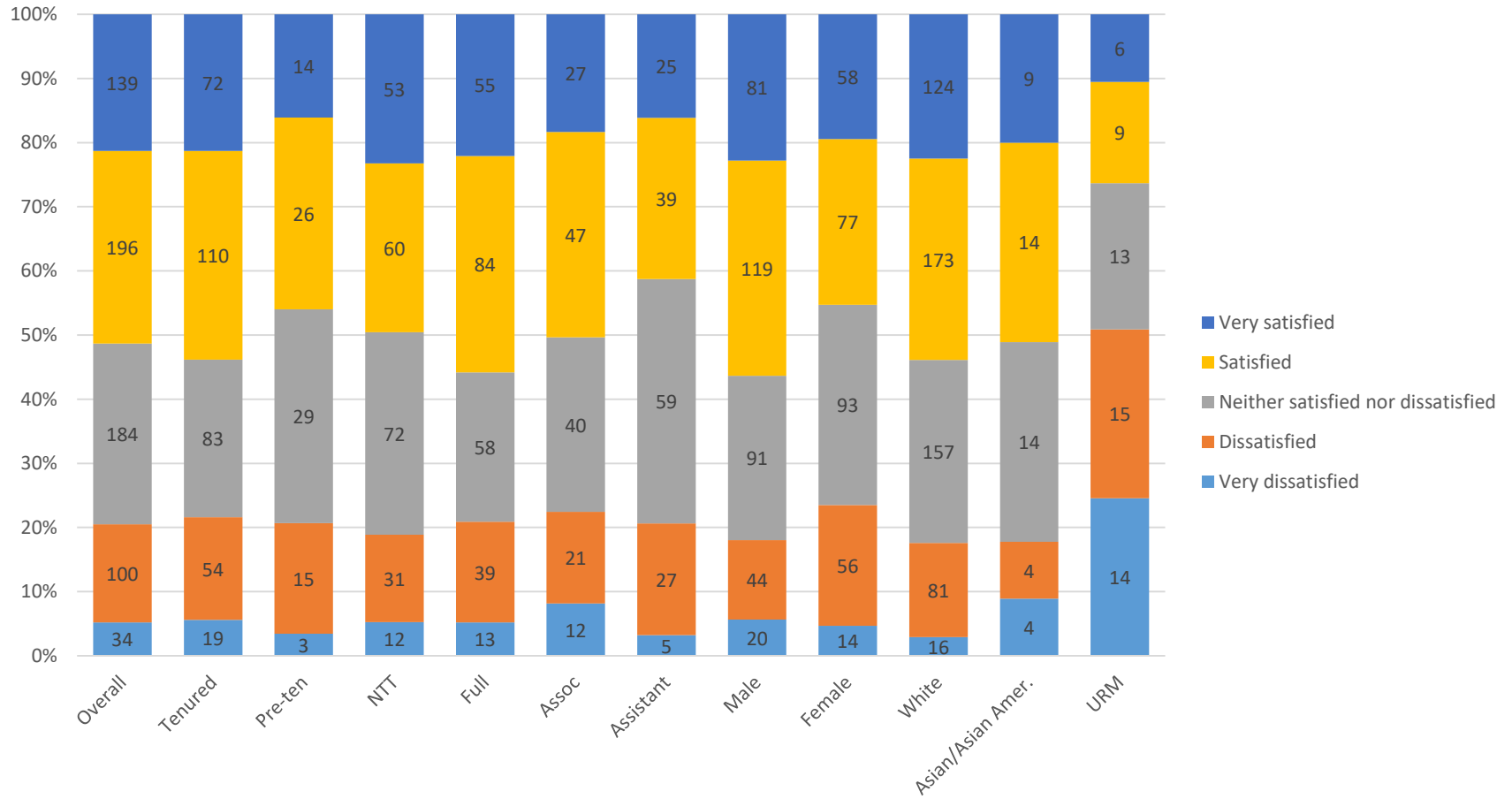
Overall, do you feel the university is an inclusive environment for community members from all backgrounds?



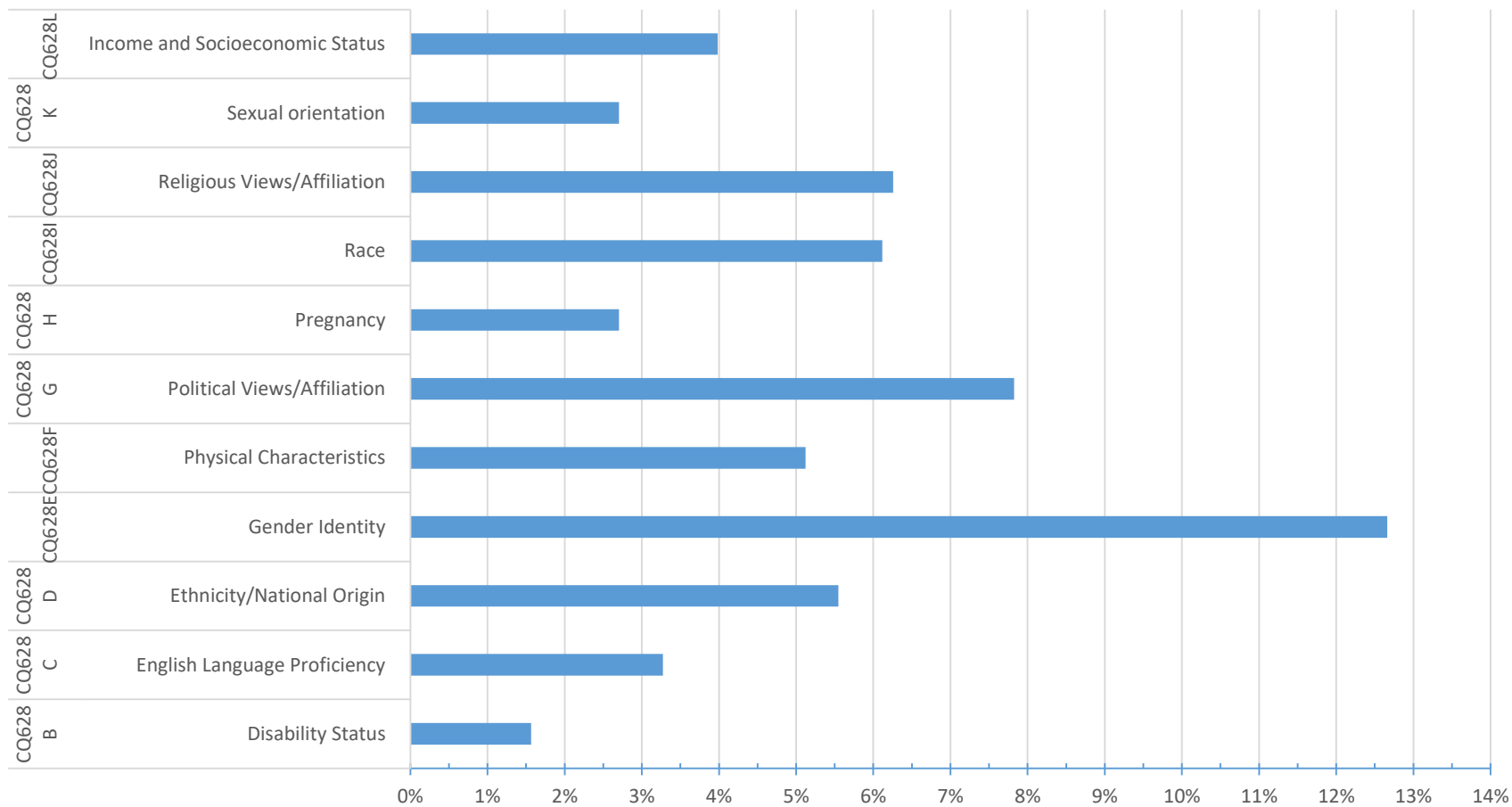
Overall, do you feel the university is an equitable environment for community members from all backgrounds?



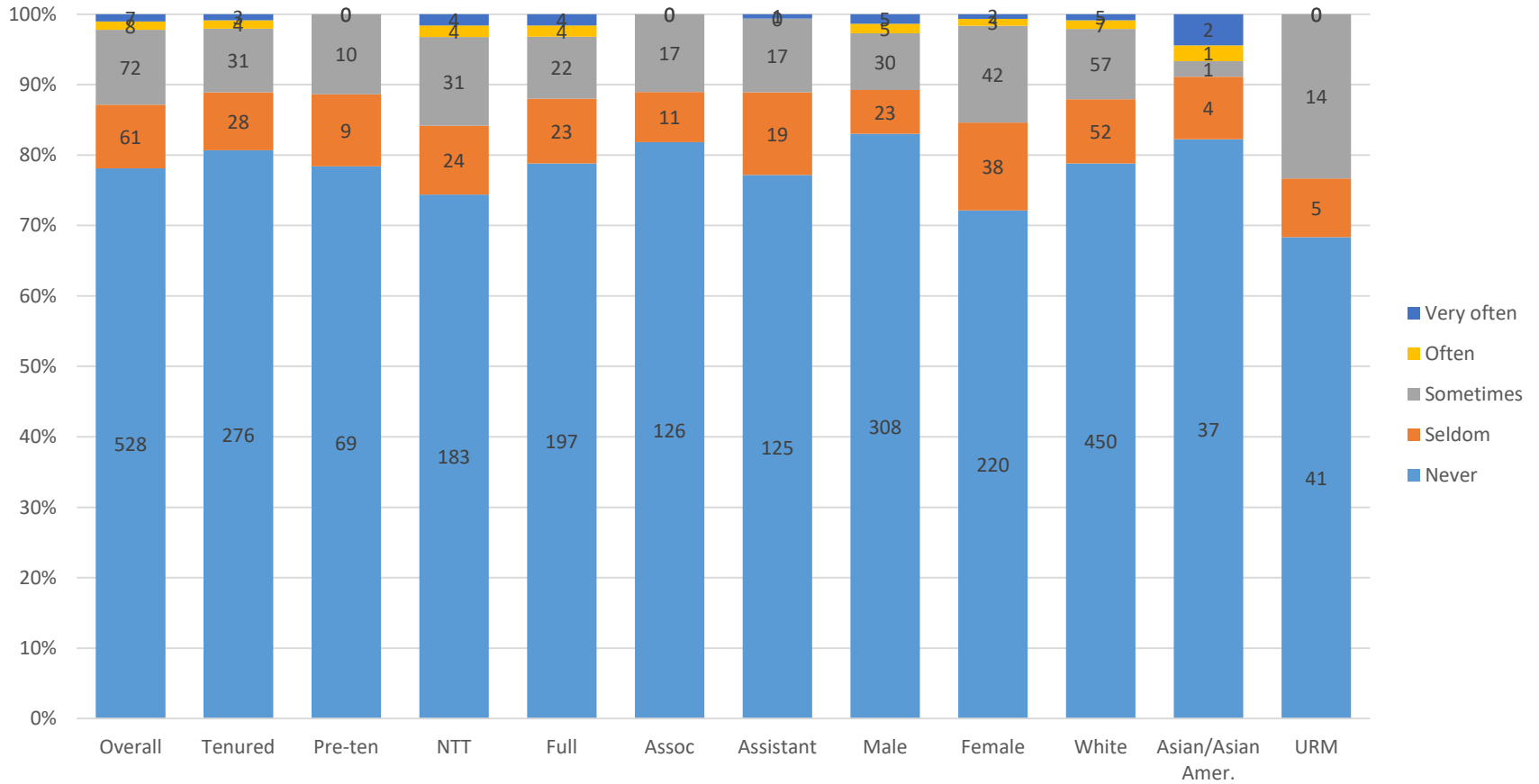
How satisfied are you with the university's efforts to recruit a diverse faculty?



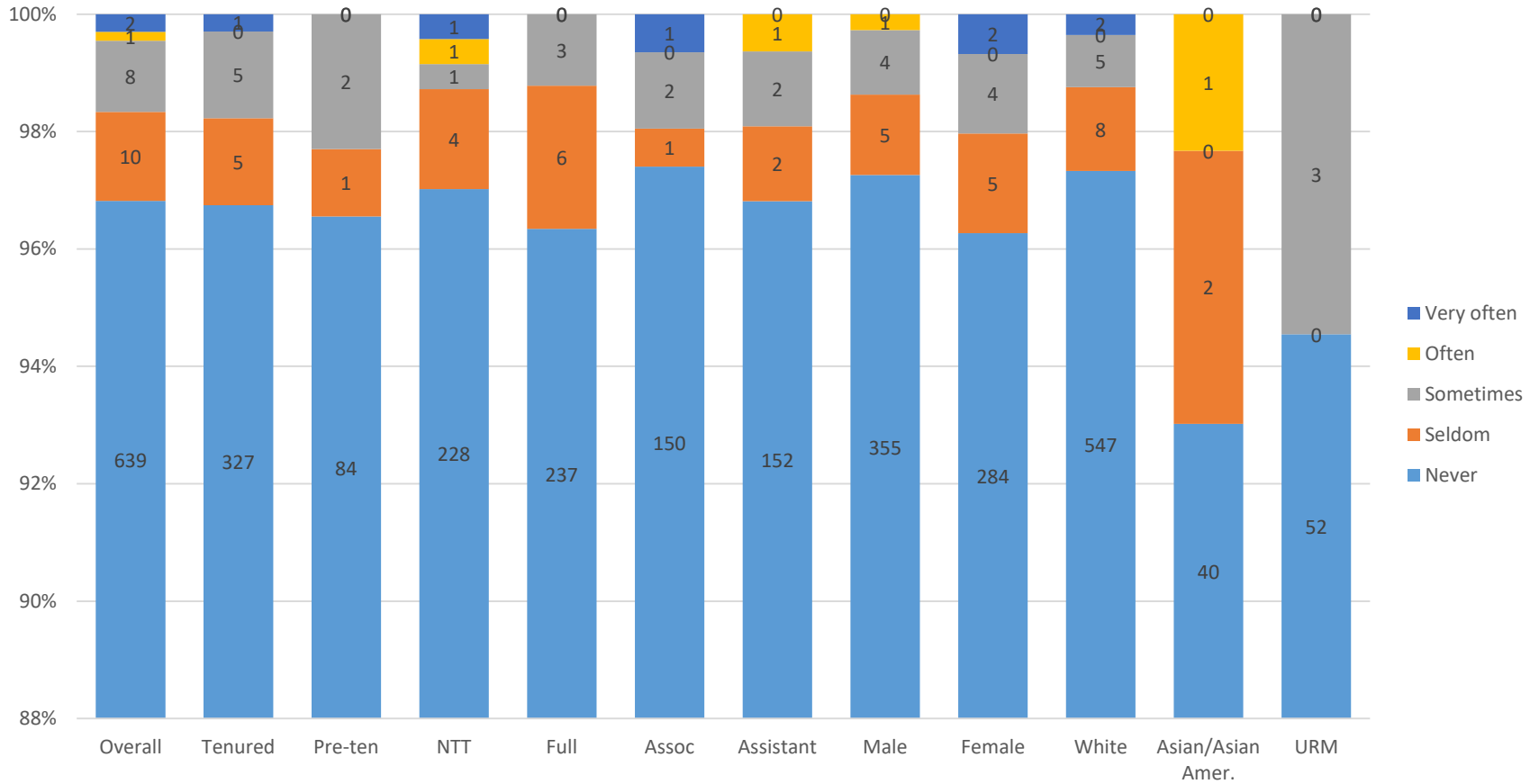
Experience of Discriminatory Behavior in Last Year: Percent Answering Very Often, Often, or Sometimes



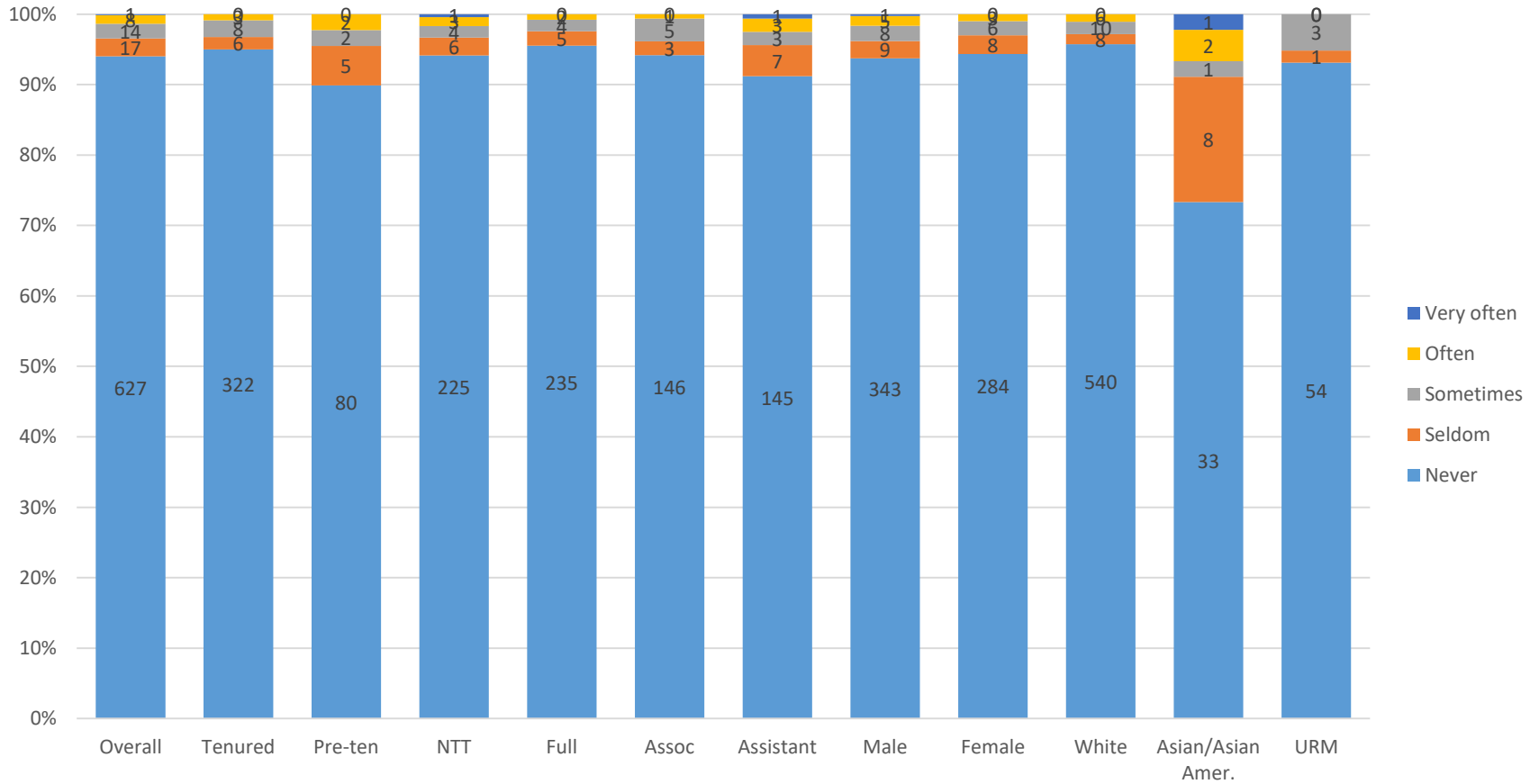
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your age?



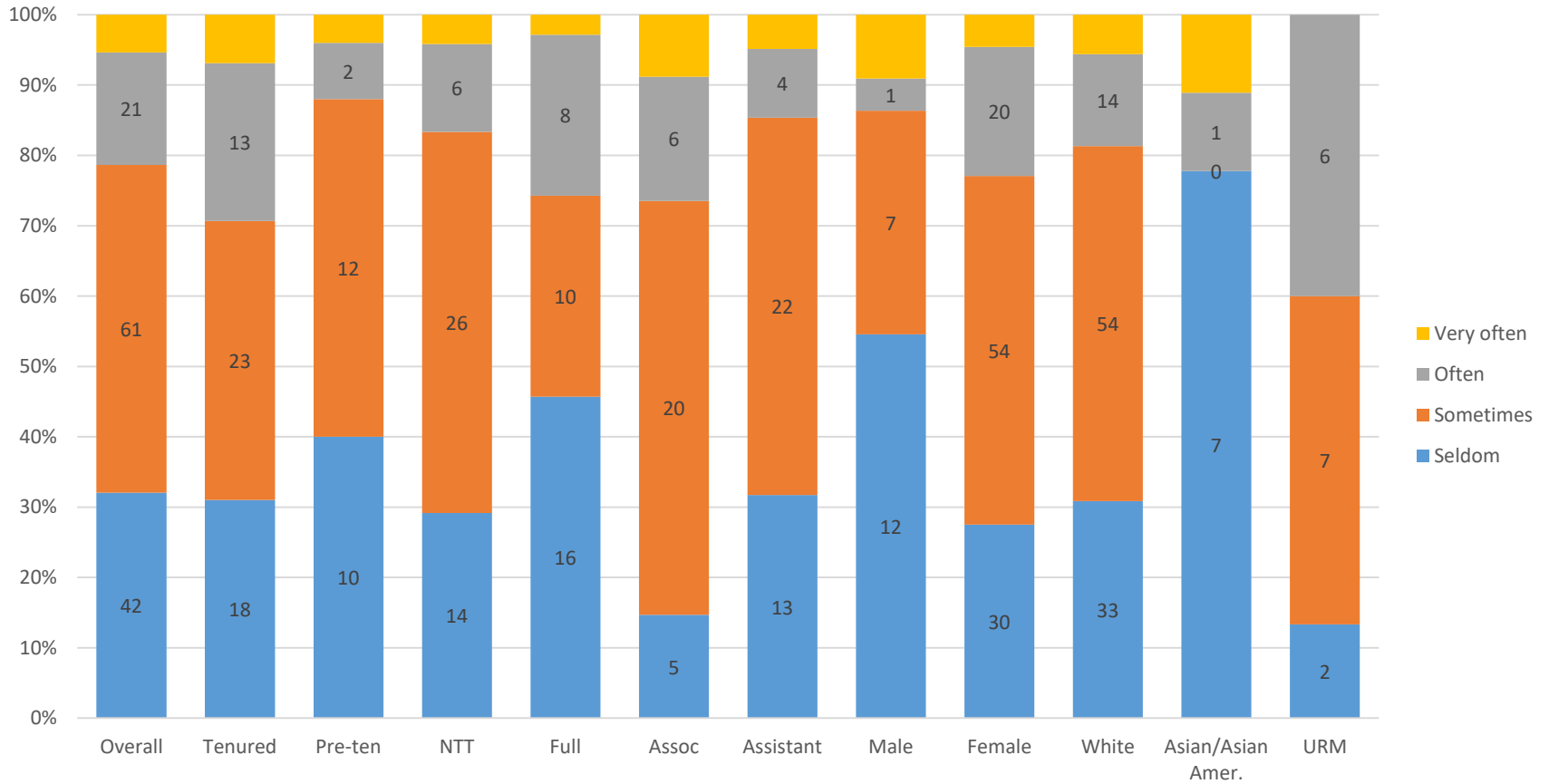
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your disability status?



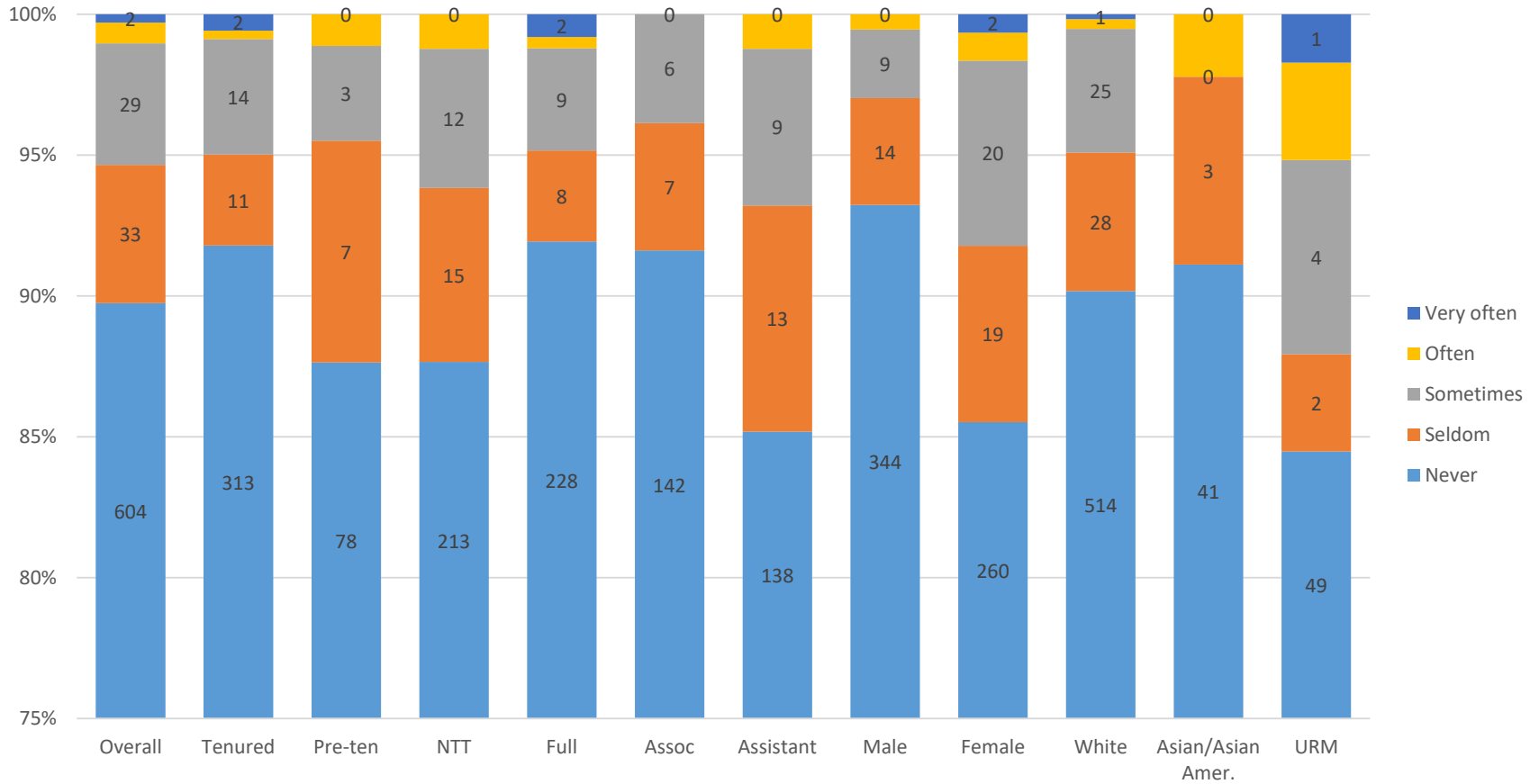
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your English language proficiency?



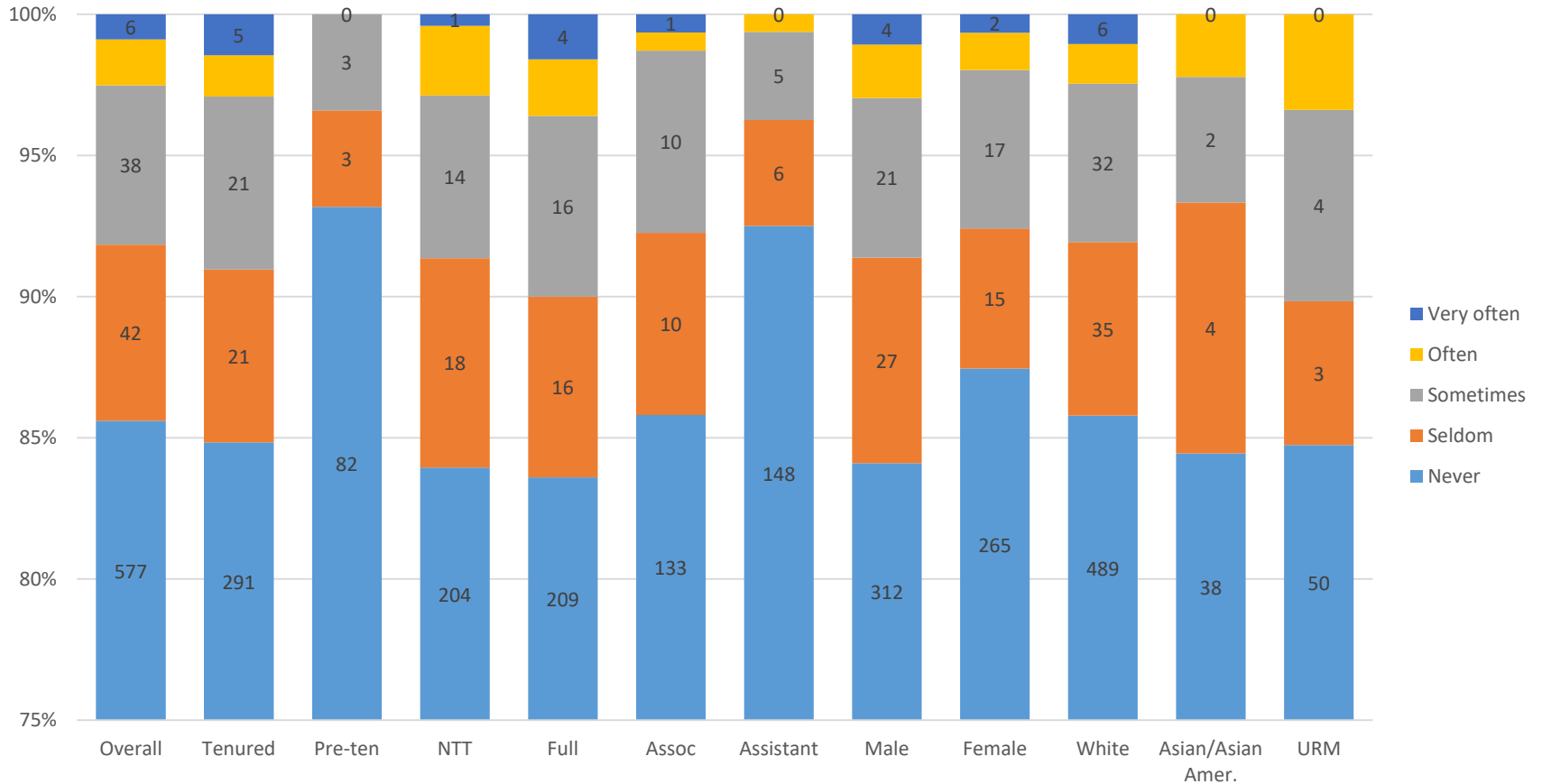
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your gender identity?



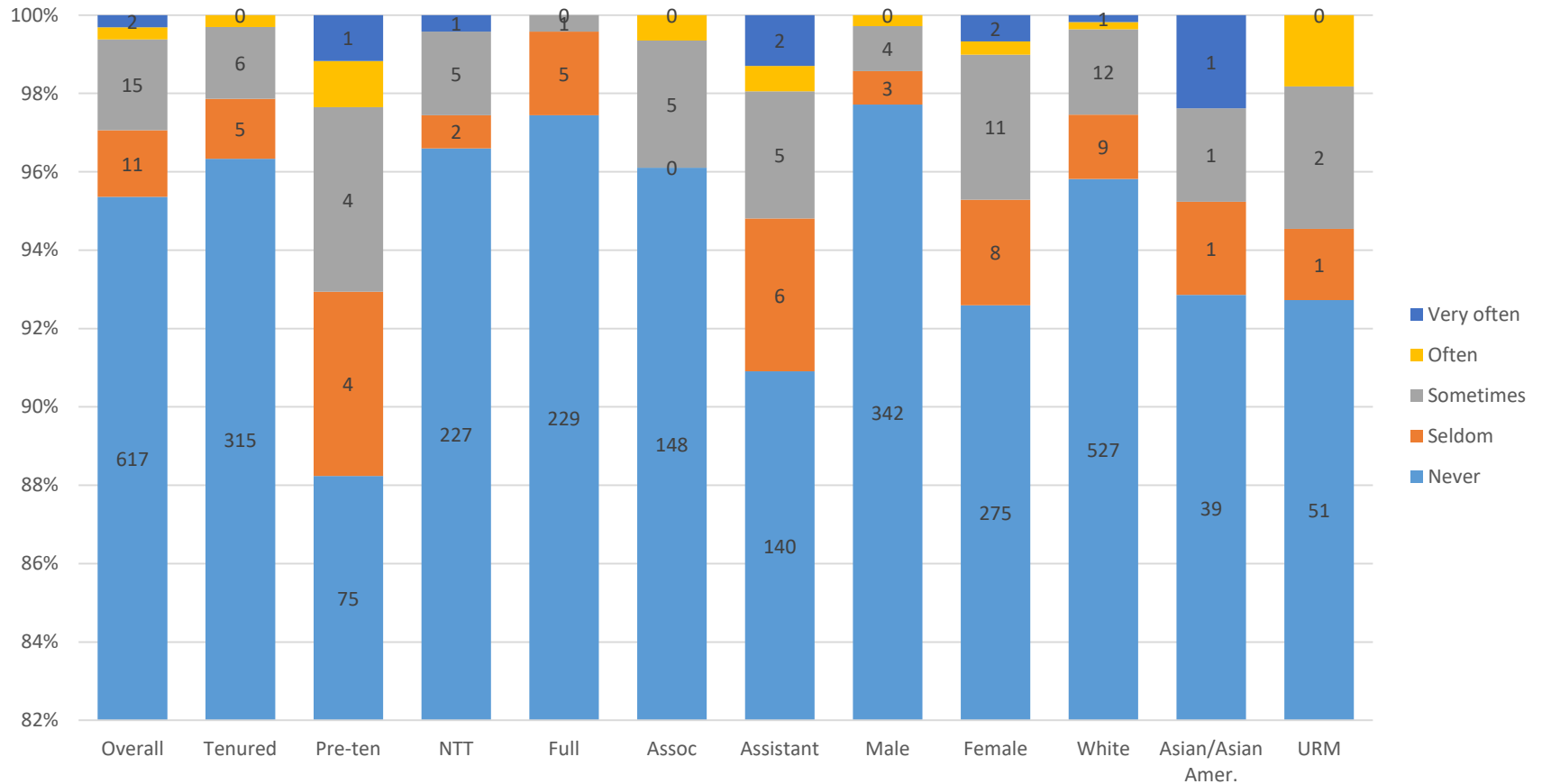
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your physical characteristics?



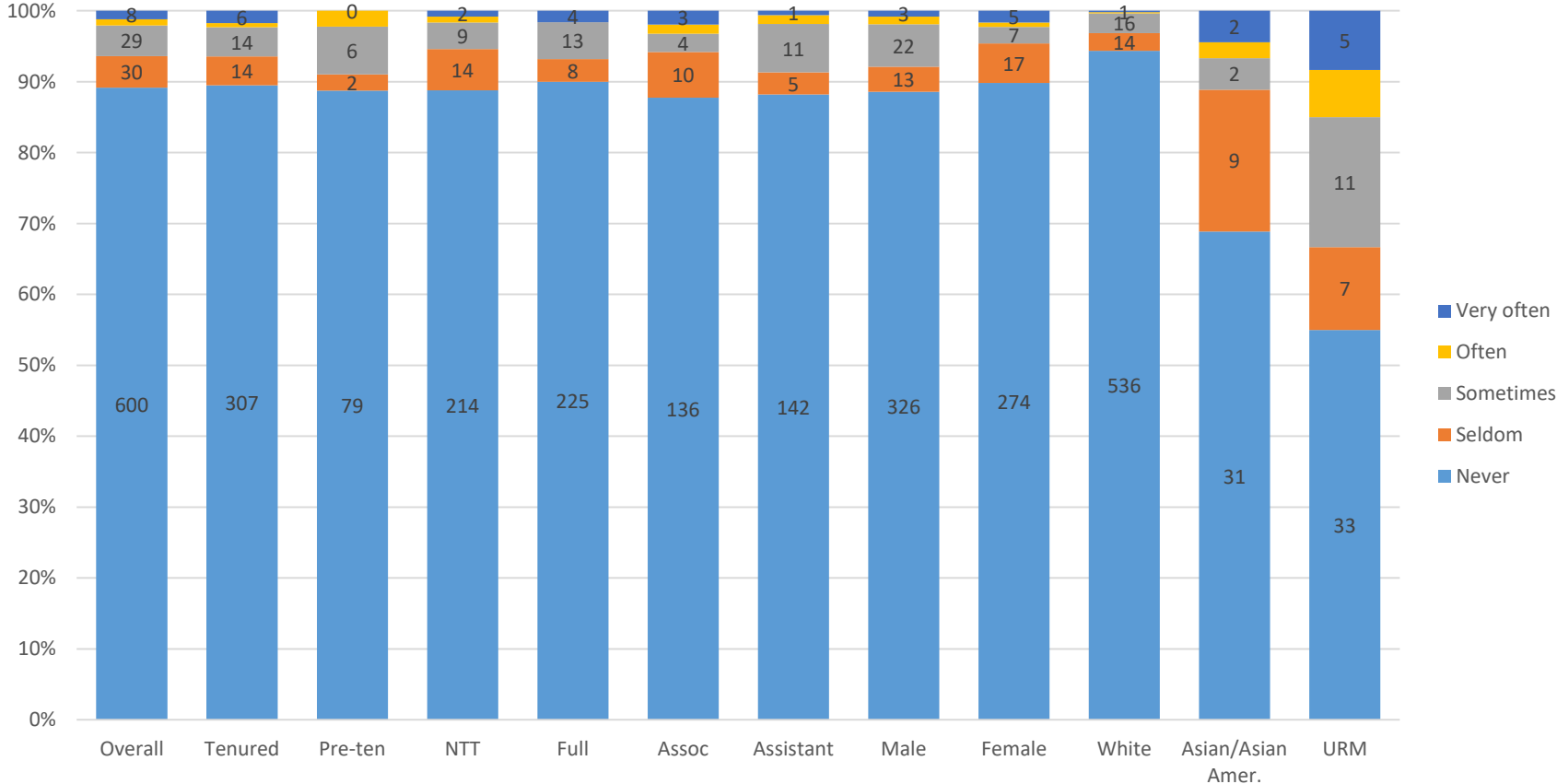
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your political affiliation?



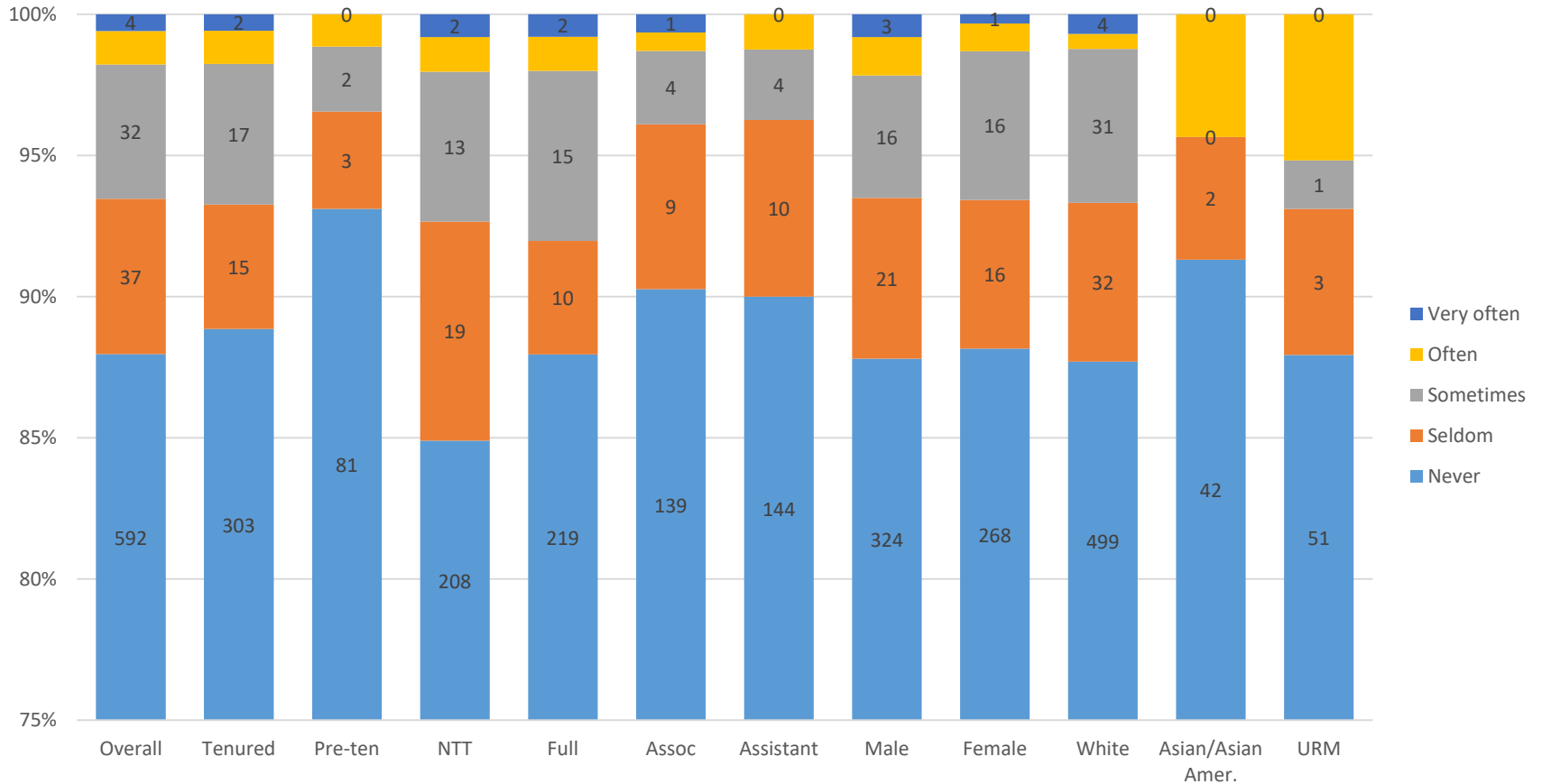
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your pregnancy?



Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your race?



Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your religious views/affiliation?



Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your income and socioeconomic status?

