VANDERBILT UNIVERSITY ®

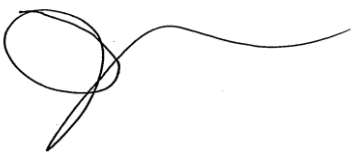# COACHE Faculty Working Group
FINAL REPORT TO THE COMMUNITY

2017

In October 2016, Provost and Vice Chancellor for Academic Affairs Susan R. Wente 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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TABLE OF CONTENTS

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. Wente 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.

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[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

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[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

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[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								
		TENURE-STATUS			GENDER		RACE	
	Overall	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.

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[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 <u>not</u> 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.

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[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 Wente 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,

9

- 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	
Question	*Satisfied or Very Satisfied*
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	
Question	*Satisfied or Very Satisfied*
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	
Question	*Satisfied or Very Satisfied*
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).

- <u>Interdisciplinary Work</u> 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.

- <u>Collaboration</u> questions covered opportunities for collaboration within a department, within the institution but outside the department, and outside the institution.

- <u>Mentoring</u> 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.

- <u>Promotion to Full</u> 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).

- <u>Tenure</u> 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).

- <u>Renewal and Promotion (Non-Tenured)</u> 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).

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

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Very satisfied ........................................................................ 64
Satisfied ............................................................................... 258
Neither satisfied nor dissatisfied ........................................ 233
Dissatisfied ............................................................................ 84
Very dissatisfied .................................................................... 12
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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
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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
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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 <u>the support your institution has offered</u> 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 <u>opportunities for collaboration with</u>:

    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. <u>Whether or not you have received formal or informal mentoring at your current institution,</u> 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 <u>clear</u> 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 unclear 14
Very unclear 15

D. A colleague in your department

Very clear 14
Somewhat clear 28
Neither clear nor unclear 17
Somewhat unclear 20
Very unclear 15

E. A campus citizen

Very clear 11
Somewhat clear 25
Neither clear nor unclear 17
Somewhat unclear 22
Very unclear 18

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 unclear 22
Very unclear 24

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 agree 15
Somewhat agree..32
Neither agree nor disagree 13
Somewhat disagree...25
Strongly disagree 9

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. <u>Undergraduate</u> student learning

Frequently 142
Regularly 169
Occasionally 156
Seldom 103
Never 113

B. [University Faculty] <u>Graduate</u> 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 disagree 74
Somewhat disagree...97
Strongly disagree 38

C. On the whole, my department is collegial.

Strongly agree 299
Somewhat agree.. 240
Neither agree nor disagree 59
Somewhat disagree...65
Strongly disagree 39

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 disagree 83
Somewhat disagree...62
Strongly disagree 32

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 <u>not</u> 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.)

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[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

Frequency / VU Response

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Time spent on research

Frequency / Peer Responses

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Expectations for finding external funding

(top chart) Frequency vs VU Response
- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Expectations for finding external funding

(bottom chart) Frequency vs Peer Responses
- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Influence over focus of research

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Very dissatisfied   Dissatisfied

Frequency

300

100

0

1   2   3   4   5

VU Response

Influence over focus of research

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Very dissatisfied   Dissatisfied

Frequency

1500

500

0

1   2   3   4   5

Peer Responses

Quality of grad students to support research

Frequency (VU Response)

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Quality of grad students to support research

Frequency (Peer Responses)

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Support for research

Frequency / VU Response

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Support for research

Frequency / Peer Responses

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Support for engaging undergrads in research

Frequency / VU Response

Support for engaging undergrads in research

Frequency / Peer Responses

Support for obtaining grants (pre−award)

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Frequency

VU Response

Support for obtaining grants (pre−award)

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Frequency

Peer Responses

Support for maintaining grants (post−award)

Frequency / VU Response

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Support for maintaining grants (post−award)

Frequency / Peer Responses

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Support for securing grad student assistance

VU Response

Support for securing grad student assistance

Peer Responses

Support for travel to present/conduct research

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

VU Response

Support for travel to present/conduct research

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Peer Responses

Availability of course release for research

Frequency (y-axis): 0, 50, 150

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response: 1, 2, 3, 4, 5

Availability of course release for research

Frequency (y-axis): 0, 200, 600

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses: 1, 2, 3, 4, 5

Time spent on service

Time spent on service
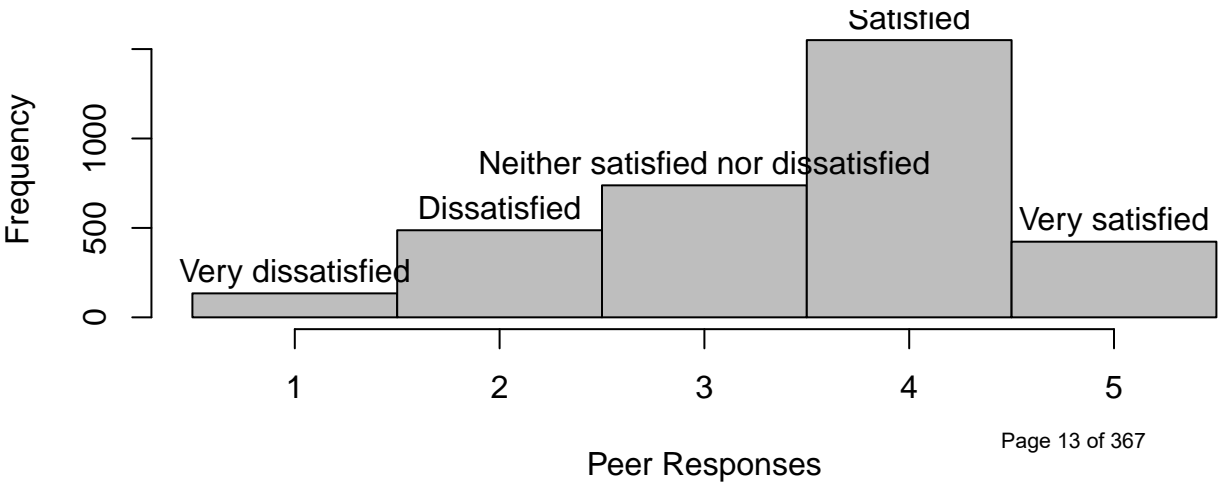
Support for faculty in leadership roles

VU Response

Support for faculty in leadership roles

Peer Responses

Number of committees

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

VU Response

Number of committees

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Peer Responses

Attractiveness of committees

Frequency — VU Response

Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Attractiveness of committees

Frequency — Peer Responses

Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Discretion to choose committees
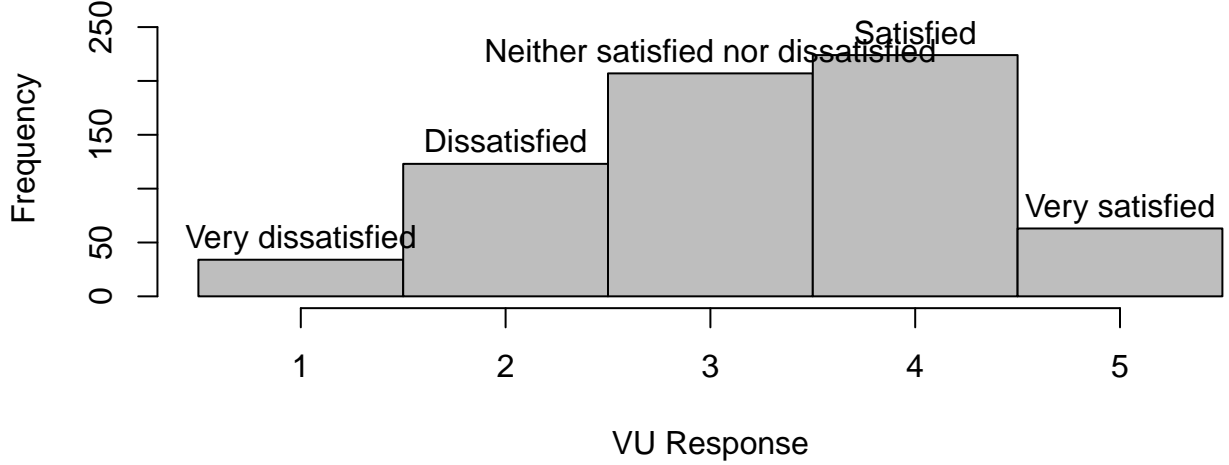
Discretion to choose committees

Equitability of committee assignments

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Equitability of committee assignments

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Number of student advisees

Frequency

300

100

0

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

1   2   3   4   5

VU Response

Number of student advisees

Frequency

1500

500

0

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

1   2   3   4   5

Peer Responses

Time spent on teaching

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Frequency

VU Response

Time spent on teaching

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Frequency

Peer Responses

Number of courses taught

Number of courses taught

Level of courses taught

Frequency

Very dissatisfied Dissatisfied Neither satisfied nor dissatisfied Satisfied Very satisfied

VU Response

Level of courses taught

Frequency

Very dissatisfied Dissatisfied Neither satisfied nor dissatisfied Satisfied Very satisfied

Peer Responses

Discretion over course content

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Very dissatisfied Dissatisfied

Frequency

VU Response

Discretion over course content

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Very dissatisfied Dissatisfied

Frequency

Peer Responses

Number of students in classes taught

(VU Response)

Number of students in classes taught

(Peer Responses)

Quality of students taught

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Quality of students taught

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Equitability of distribution of teaching load

Frequency / VU Response

Very dissatisfied · Dissatisfied · Satisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Equitability of distribution of teaching load

Frequency / Peer Responses

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Quality of grad students to support teaching

Frequency (VU Response)

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Quality of grad students to support teaching

Frequency (Peer Responses)

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Time spent on outreach

Frequency / VU Response

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Time spent on outreach

Frequency / Peer Responses

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Time spent on administrative tasks

Frequency (VU Response)

Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Time spent on administrative tasks

Frequency (Peer Responses)

Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Ability to balance teaching/research/service

Frequency (VU Response)

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Ability to balance teaching/research/service

Frequency (Peer Responses)

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Support for improving teaching

Frequency

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

VU Response

Support for improving teaching

Frequency

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Peer Responses

Office

Frequency — VU Response

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Office

Frequency — Peer Responses

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Laboratory, research, studio space

Frequency — VU Response

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Laboratory, research, studio space

Frequency — Peer Responses

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Equipment

Equipment

Classrooms

Frequency

Very dissatisfied

Dissatisfied Neither satisfied nor dissatisfied

Satisfied

Very satisfied

VU Response

Classrooms

Frequency

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Peer Responses

Library resources

Library resources

Computing and technical support

VU Response

Computing and technical support

Peer Responses

Clerical/administrative support

Satisfied

Very satisfied

Dissatisfied

Neither satisfied nor dissatisfied

Very dissatisfied

VU Response

Clerical/administrative support

Satisfied

Dissatisfied Neither satisfied nor dissatisfied

Very satisfied

Very dissatisfied

Peer Responses

Housing benefits

Frequency — VU Response

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Housing benefits

Frequency — Peer Responses

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied
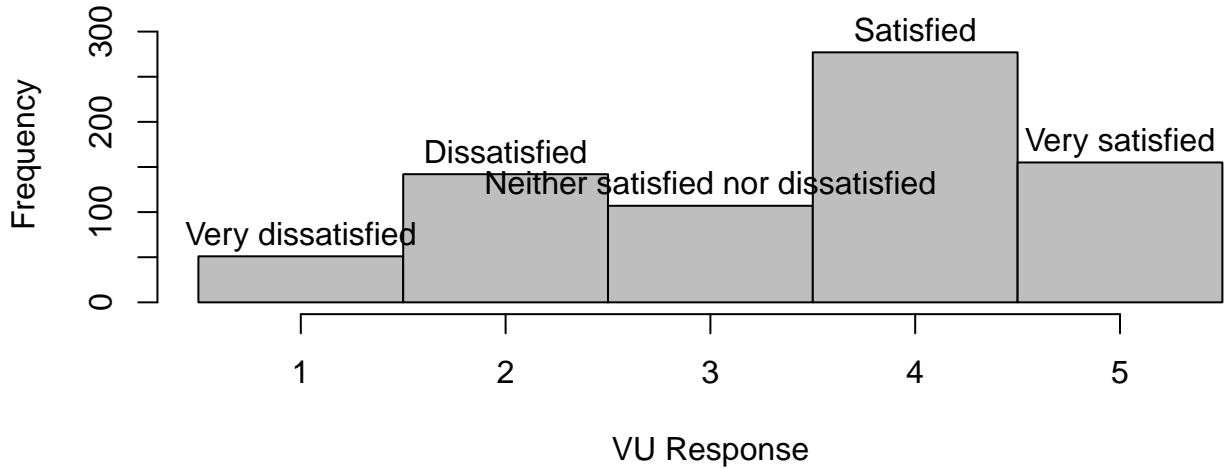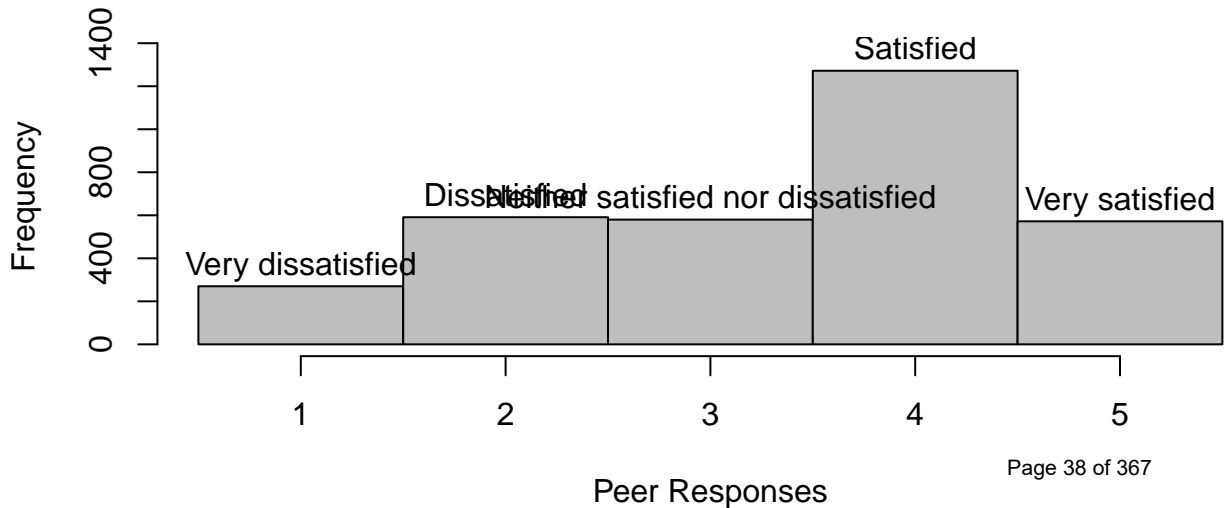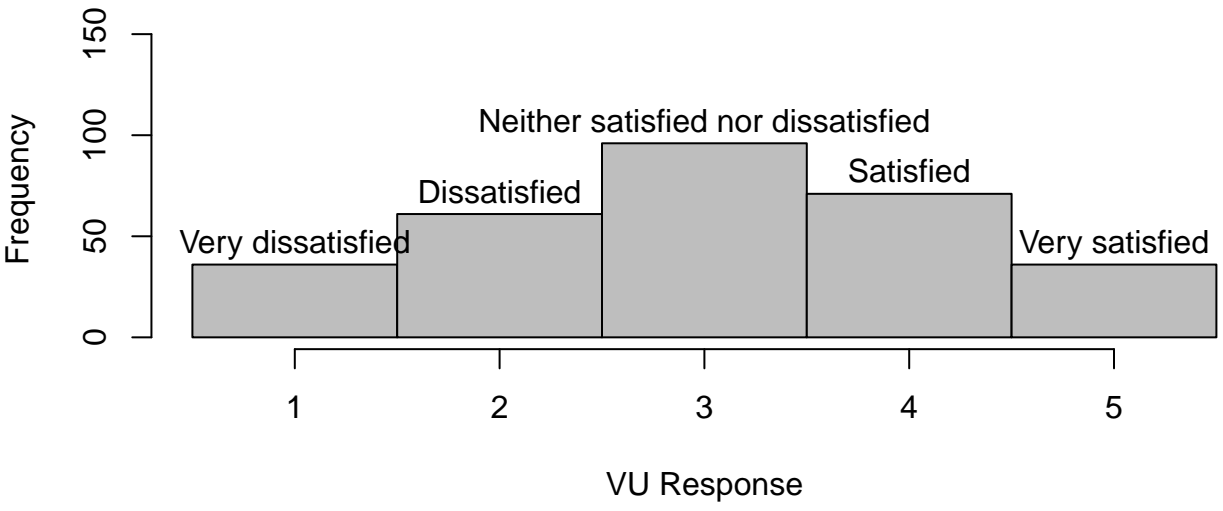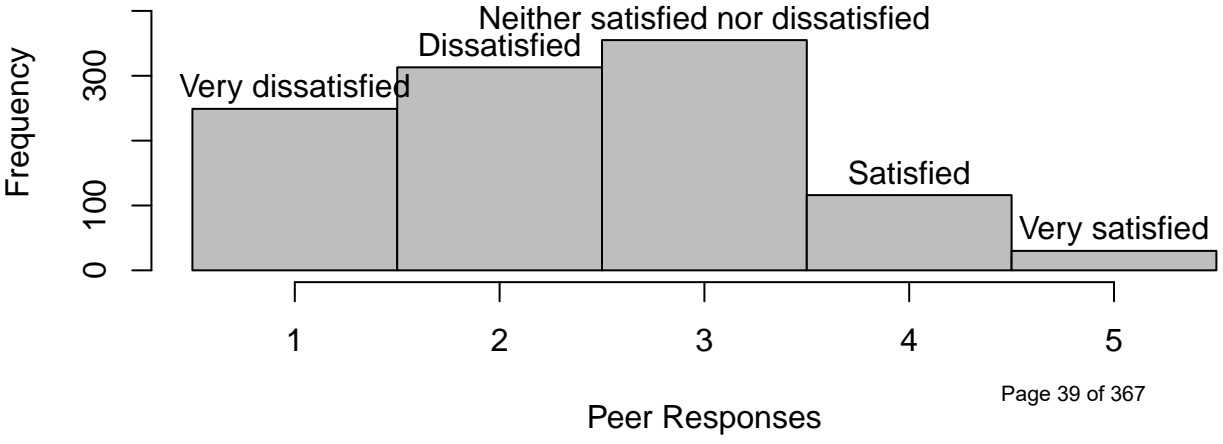
Tuition waivers, remission, or exchange

Tuition waivers, remission, or exchange

Spousal/partner hiring program

Very dissatisfied Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Spousal/partner hiring program

Very dissatisfied Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Childcare

Very dissatisfied Dissatisfied Neither satisfied nor dissatisfied Satisfied Very satisfied

Frequency

VU Response

Childcare

Very dissatisfied Dissatisfied Neither satisfied nor dissatisfied Satisfied Very satisfied

Frequency

Peer Responses

Eldercare

Frequency vs VU Response

Very dissatisfied — Dissatisfied — Neither satisfied nor dissatisfied — Satisfied — Very satisfied

Eldercare

Frequency vs Peer Responses

Very dissatisfied — Dissatisfied — Neither satisfied nor dissatisfied — Satisfied — Very satisfied

Family medical/parental leave

Family medical/parental leave

Flexible workload/modified duties

Frequency vs VU Response histogram with categories: Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Flexible workload/modified duties

Frequency vs Peer Responses histogram with categories: Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Stop−the−clock policies

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied   Satisfied   Very satisfied

VU Response

Stop−the−clock policies

Very dissatisfied   Dissatisfied   Neither satisfied nor dissatisfied   Satisfied   Very satisfied

Peer Responses

Institutional support for family−career compatibility

Frequency (y-axis: 0, 50, 150, 250) — VU Response (x-axis: 1, 2, 3, 4, 5)

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Institutional support for family−career compatibility

Frequency (y-axis: 0, 200, 600) — Peer Responses (x-axis: 1, 2, 3, 4, 5)

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Right balance between professional and personal

VU Response

Right balance between professional and personal

Peer Responses

Health benefits for yourself

Health benefits for yourself

Health benefits for family

Retirement benefits

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Retirement benefits

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Phased retirement options

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Phased retirement options

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Salary

Budgets encourage interdiscip. work

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

Frequency

VU Response

Budgets encourage interdiscip. work

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

Frequency

Peer Responses

Facilities conducive to interdiscip. work

Frequency / VU Response

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Facilities conducive to interdiscip. work

Frequency / Peer Responses

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Interdiscip. work is rewarded in merit

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Frequency

VU Response

Interdiscip. work is rewarded in merit

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Frequency

Peer Responses

Interdiscip. work is rewarded in promotion

Frequency (VU Response)

Somewhat disagree / Neither agree nor disagree

Strongly disagree

Somewhat agree

Strongly agree

Interdiscip. work is rewarded in promotion

Neither agree nor disagree

Somewhat disagree

Somewhat agree

Strongly disagree

Strongly agree

Peer Responses

Interdiscip. work rewarded in tenure

Frequency vs VU Response

Strongly disagree — Somewhat disagree — Neither agree nor disagree — Somewhat agree — Strongly agree

Interdiscip. work rewarded in tenure

Frequency vs Peer Responses

Strongly disagree — Somewhat disagree — Neither agree nor disagree — Somewhat agree — Strongly agree

Dept. knows how to evaluate interdiscip. work

Strongly disagree · Somewhat disagree · Neither agree nor disagree · Somewhat agree · Strongly agree

VU Response

Dept. knows how to evaluate interdiscip. work

Strongly disagree · Somewhat disagree · Neither agree nor disagree · Somewhat agree · Strongly agree

Peer Responses

Collaboration opportunities in dept.

Frequency / VU Response

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Collaboration opportunities in dept.

Frequency / Peer Responses

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Collaboration opportunities within VU

Frequency vs VU Response

Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Collaboration opportunities within VU

Frequency vs Peer Responses

Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Collaboration opportunities external to VU

Collaboration opportunities external to VU

Mentoring within dept.

Somewhat effective

Very effective

Very ineffective Somewhat ineffective Neither effective nor ineffective

Frequency

VU Response

Mentoring within dept.

Somewhat effective

Very effective

Neither effective nor ineffective

Very ineffective Somewhat ineffective

Frequency

Peer Responses

Mentoring witin VU

Frequency — VU Response

Very ineffective
Somewhat ineffective
Neither effective nor ineffective
Somewhat effective
Very effective

Mentoring witin VU

Frequency — Peer Responses

Very ineffective
Somewhat ineffective
Neither effective nor ineffective
Somewhat effective
Very effective

Mentoring of pre−tenure faculty in dept.

Somewhat agree

Strongly agree

Strongly disagree
Somewhat disagree
Neither agree nor disagree

VU Response

Mentoring of pre−tenure faculty in dept.

Somewhat agree

Strongly agree

Strongly disagree
Somewhat disagree
Neither agree nor disagree

Peer Responses

Mentoring of tenured assoc. prof. in dept.

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

VU Response

Mentoring of tenured assoc. prof. in dept.

Somewhat disagree
Strongly disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Peer Responses

Support for faculty mentors

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

VU Response

Support for faculty mentors

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Peer Responses

Being a mentor is fulfilling

Frequency

Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

VU Response

Being a mentor is fulfilling

Frequency

Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Peer Responses

Importance of dept. mentors to success

Frequency — VU Response

Very important — Unimportant — Neither important nor unimportant — Important — Very important

Importance of dept. mentors to success

Frequency — Peer Responses

Very important — Unimportant — Neither important nor unimportant — Important — Very important

Importance of VU mentors outside of dept. to success

Very important

Unimportant

Neither important nor unimportant

Important

Very important

VU Response

Importance of VU mentors outside of dept. to success

Very important

Unimportant

Neither important nor unimportant

Important

Very important

Peer Responses

Importance of external mentors to success
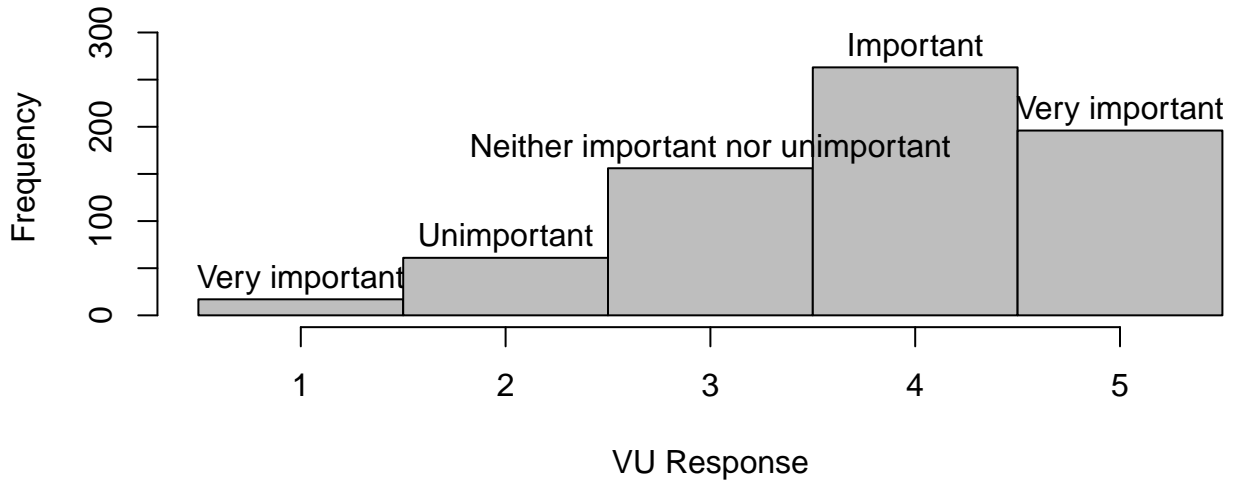
Importance of external mentors to success

Mentoring externally

Frequency — VU Response

Very ineffective | Somewhat ineffective | Neither effective nor ineffective | Somewhat effective | Very effective

Mentoring externally

Frequency — Peer Responses

Very ineffective | Somewhat ineffective | Neither effective nor ineffective | Somewhat effective | Very effective

Clarity of tenure process

VU Response

Clarity of tenure process

Peer Responses

Clarity of tenure criteria

Somewhat clear

Very clear

Very unclear

Somewhat unclear

Neither clear nor unclear

VU Response

Clarity of tenure criteria

Somewhat clear

Very clear

Somewhat unclear

Neither clear nor unclear

Very unclear

Peer Responses

Clarity of tenure standards

Frequency (VU Response)

Very unclear — Somewhat unclear — Neither clear nor unclear — Somewhat clear — Very clear

Clarity of tenure standards

Frequency (Peer Responses)

Very unclear — Somewhat unclear — Neither clear nor unclear — Somewhat clear — Very clear

Clarity of tenure dossier's contents

Frequency — VU Response

Very unclear · Somewhat unclear · Neither clear nor unclear · Somewhat clear · Very clear

Clarity of tenure dossier's contents

Frequency — Peer Responses

Very unclear · Somewhat unclear · Neither clear nor unclear · Somewhat clear · Very clear

Clarity of likelihood of tenure

Very unclear Somewhat unclear Neither clear nor unclear Somewhat clear Very clear

VU Response

Clarity of likelihood of tenure

Very unclear Somewhat unclear Neither clear nor unclear Somewhat clear Very clear

Peer Responses

Consistency of messages about tenure

Frequency — VU Response

Strongly disagree · Somewhat disagree · Neither agree nor disagree · Somewhat agree · Strongly agree

Consistency of messages about tenure

Frequency — Peer Responses

Strongly disagree · Somewhat disagree · Neither agree nor disagree · Somewhat agree · Strongly agree

Tenure is based on performance

Frequency (VU Response)

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Tenure is based on performance

Frequency (Peer Responses)

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Clarity of expectations: Scholar

(top histogram — VU Response)

Frequency axis: 0, 20, 40, 60, 80
VU Response axis: 1, 2, 3, 4, 5

Labels: Very unclear, Somewhat unclear, Neither clear nor unclear, Somewhat clear, Very clear

Clarity of expectations: Scholar

(bottom histogram — Peer Responses)

Frequency axis: 0, 100, 200, 300
Peer Responses axis: 1, 2, 3, 4, 5

Labels: Very unclear, Somewhat unclear, Neither clear nor unclear, Somewhat clear, Very clear

Clarity of expectations: Teacher

Frequency vs VU Response

- Very unclear
- Somewhat unclear
- Neither clear nor unclear
- Somewhat clear
- Very clear

Clarity of expectations: Teacher

Frequency vs Peer Responses

- Very unclear
- Somewhat unclear
- Neither clear nor unclear
- Somewhat clear
- Very clear

Clarity of expectations: Advisor

VU Response

Clarity of expectations: Advisor

Peer Responses

Clarity of expectations: Colleague

Clarity of expectations: Colleague

Clarity of expectations: Campus citizen

Frequency

Very unclear
Somewhat unclear
Neither clear nor unclear
Somewhat clear
Very clear

VU Response

Clarity of expectations: Campus citizen

Frequency

Very unclear
Somewhat unclear
Neither clear nor unclear
Somewhat clear
Very clear

Peer Responses

Clarity of expectations: Broader community

Very unclear / Somewhat unclear / Neither clear nor unclear / Somewhat clear / Very clear

VU Response

Clarity of expectations: Broader community

Neither clear nor unclear / Somewhat unclear / Somewhat clear / Very unclear / Very clear

Peer Responses

Reasonableness of promotion expectations

Reasonableness of promotion expectations

Dept. encourages work toward promotion

Frequency vs. VU Response

Dept. encourages work toward promotion

Frequency vs. Peer Responses

Clarity of promotion process

Clarity of promotion process

Clarity of promotion criteria

Very unclear Somewhat unclear Neither clear nor unclear Somewhat clear Very clear

VU Response

Clarity of promotion criteria

Very unclear Somewhat unclear Neither clear nor unclear Somewhat clear Very clear

Peer Responses

Clarity of promotion standards

Frequency

Somewhat clear

Very clear

Very unclear

Somewhat unclear

Neither clear nor unclear

VU Response

Clarity of promotion standards

Frequency

Somewhat clear

Very clear

Very unclear

Somewhat unclear

Neither clear nor unclear

Peer Responses

Clarity of promotion dossier's contents

Very unclear Somewhat unclear Neither clear nor unclear Somewhat clear Very clear

VU Response

Clarity of promotion dossier's contents

Very unclear Somewhat unclear Neither clear nor unclear Somewhat clear Very clear

Peer Responses

Clarity of promotion time frame

Very unclear Somewhat unclear Neither clear nor unclear Somewhat clear Very clear

VU Response

Clarity of promotion time frame

Very unclear Somewhat unclear Neither clear nor unclear Somewhat clear Very clear

Peer Responses

Clarity of likelihood of promotion

Very unclear
Somewhat unclear
Neither clear nor unclear
Somewhat clear
Very clear

VU Response

Clarity of likelihood of promotion

Very unclear
Somewhat unclear
Neither clear nor unclear
Somewhat clear
Very clear

Peer Responses

VU's priorities are stated consistently by leadership

Frequency / VU Response

Strongly disagree — Somewhat disagree — Neither agree nor disagree — Somewhat agree — Strongly agree

VU's priorities are stated consistently by leadership

Frequency / Peer Responses

Strongly disagree — Somewhat disagree — Neither agree nor disagree — Somewhat agree — Strongly agree

VU's priorities are acted on consistently by leadership

Frequency / VU Response

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

VU's priorities are acted on consistently by leadership

Frequency / Peer Responses

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Changed VU priorities negatively affect my work

Changed VU priorities negatively affect my work
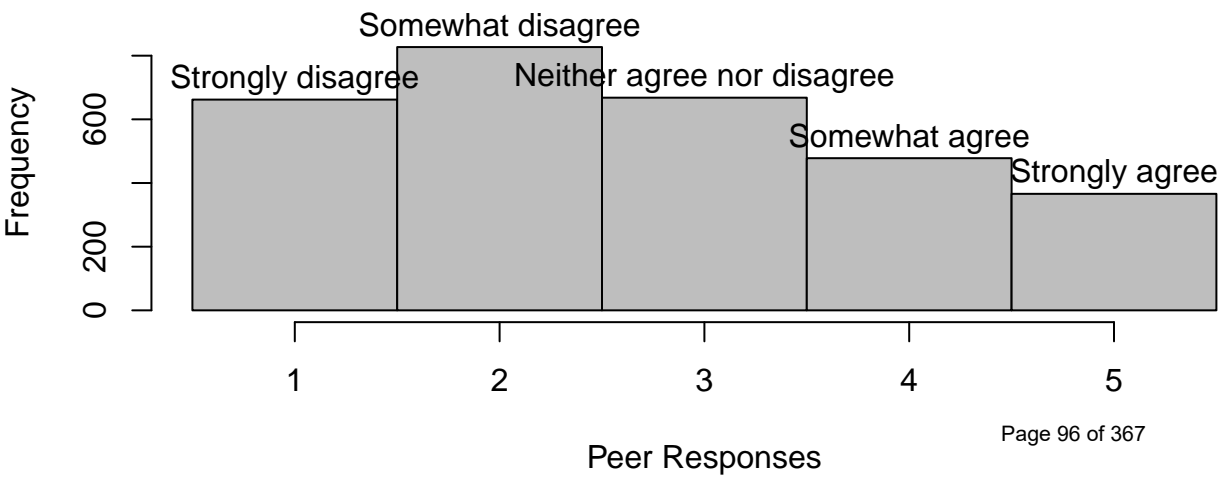
Chancellor: Pace of decision making

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Chancellor: Pace of decision making

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses
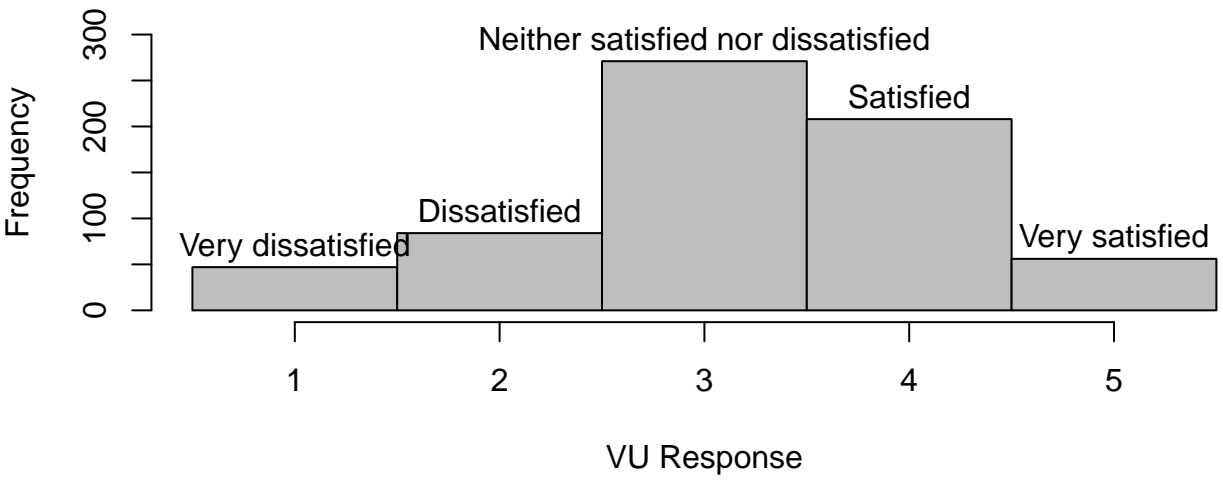
Chancellor: Stated priorities
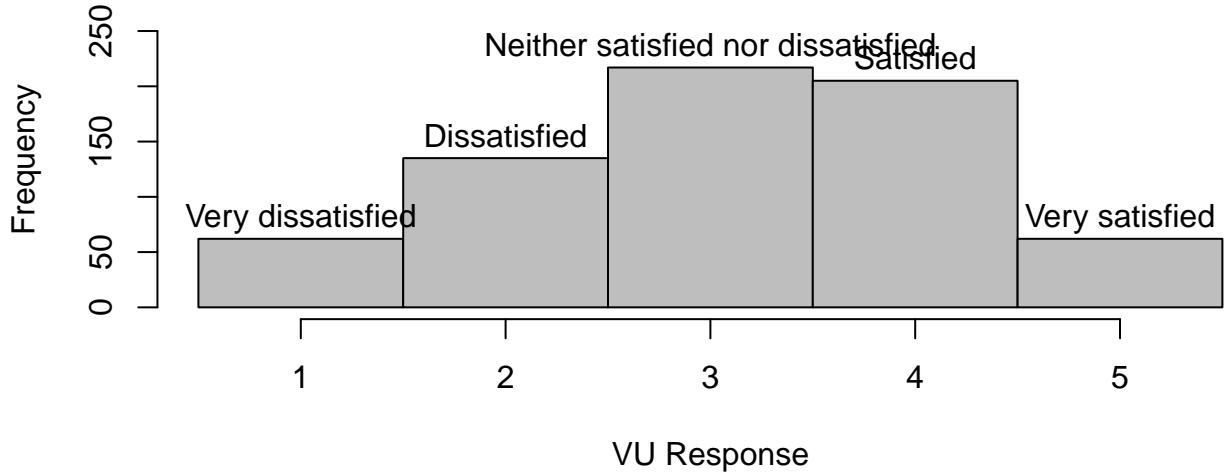
Chancellor: Stated priorities

Chancellor: Communication of priorities
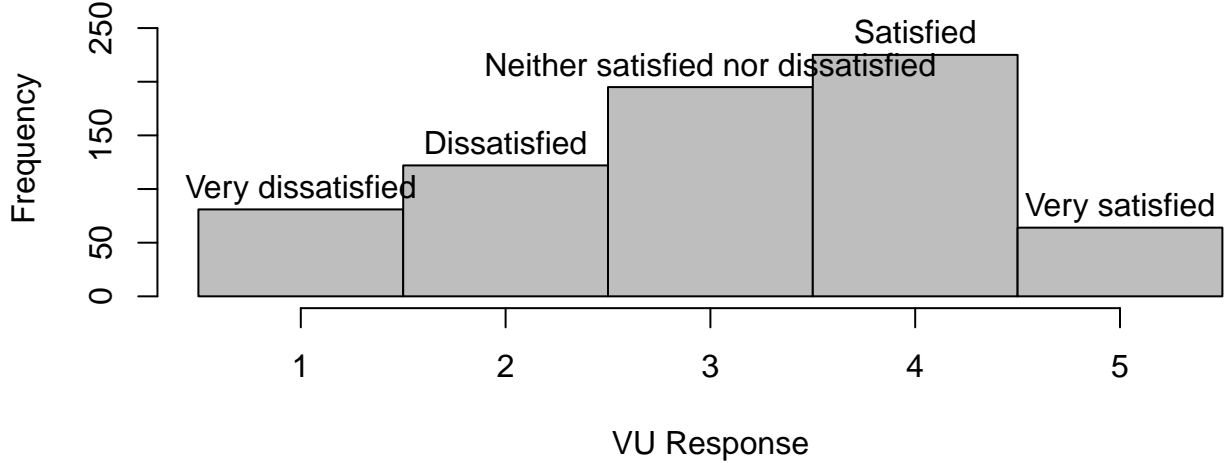
Chancellor: Communication of priorities

Provost: Pace of decision making

Frequency

Neither satisfied nor dissatisfied

Satisfied

Dissatisfied

Very dissatisfied

Very satisfied

1   2   3   4   5

VU Response

Provost: Pace of decision making

Frequency

Neither satisfied nor dissatisfied

Satisfied

Dissatisfied

Very dissatisfied

Very satisfied

1   2   3   4   5

Peer Responses

Provost: Stated priorities

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Provost: Stated priorities

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Provost: Communication of priorities

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Provost: Communication of priorities

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Dean: Pace of decision making

Dean: Pace of decision making

Dean: Stated priorities

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Frequency

VU Response

Dean: Stated priorities

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Frequency

Peer Responses
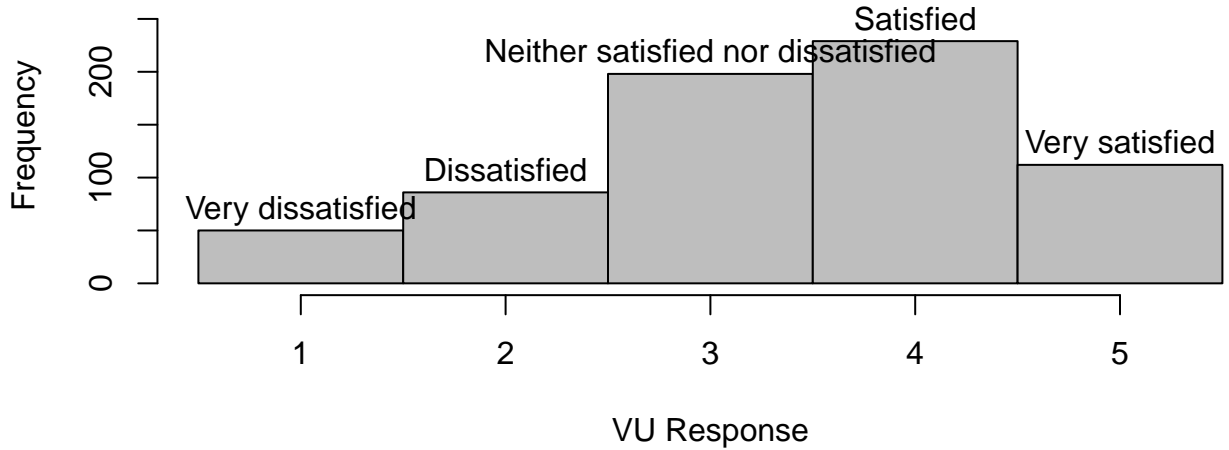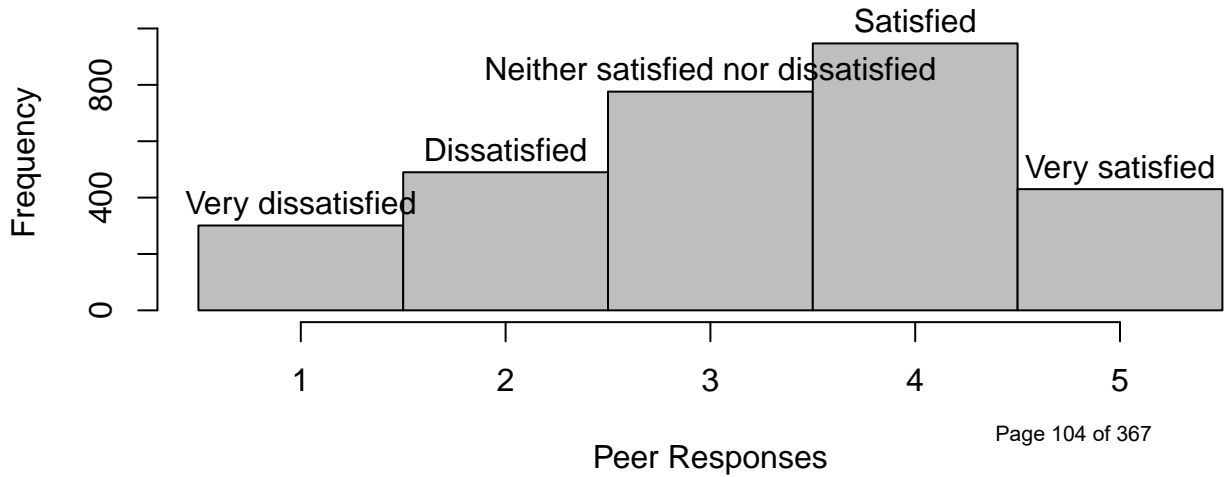
Dean: Communication of priorities
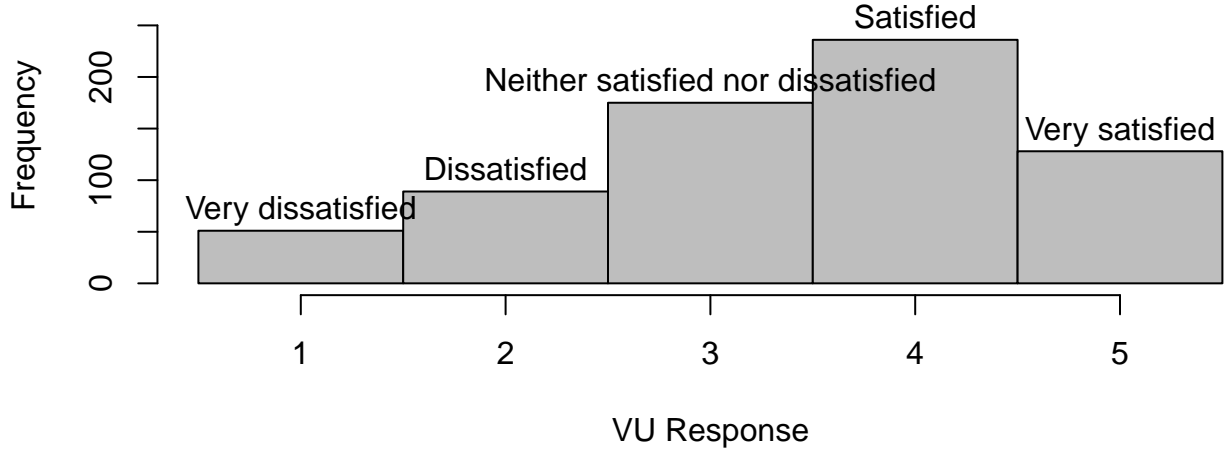
Dean: Communication of priorities

Dean: Ensuring faculty input
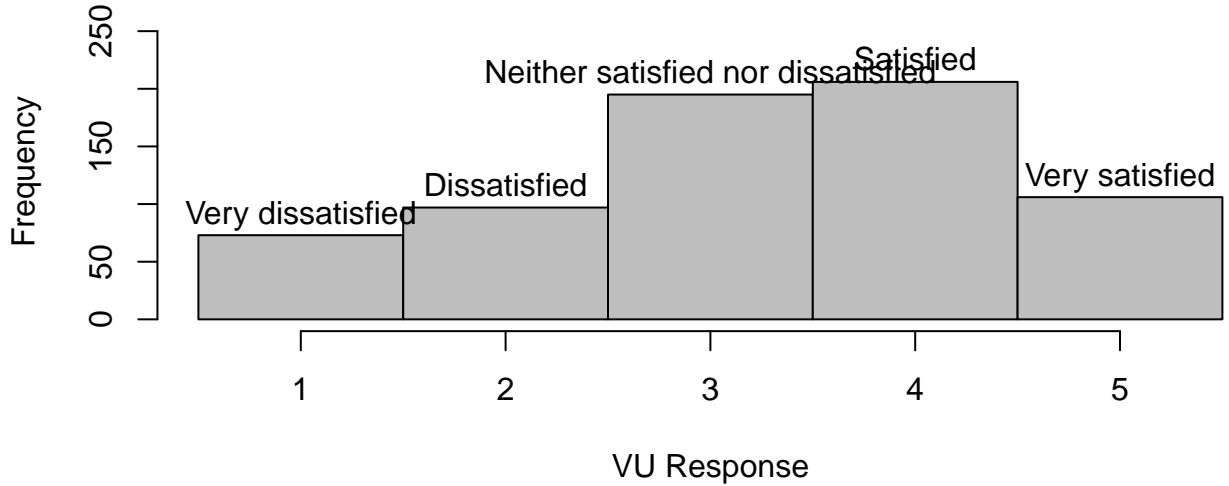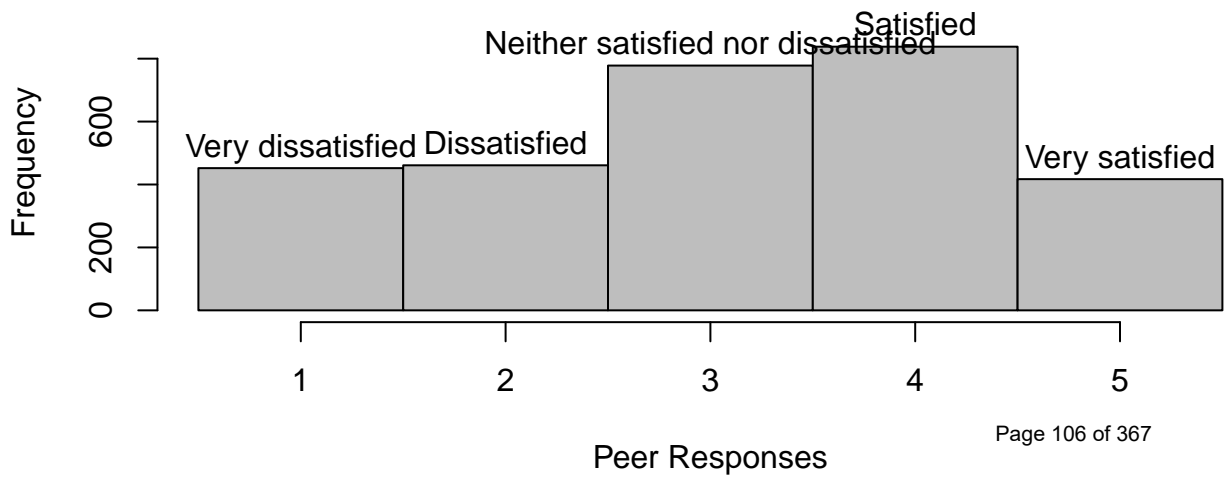
Frequency

VU Response

Dean: Ensuring faculty input

Frequency

Peer Responses

Dean: Support for adapting to changed mission

Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

VU Response

Dean: Support for adapting to changed mission

Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

Peer Responses
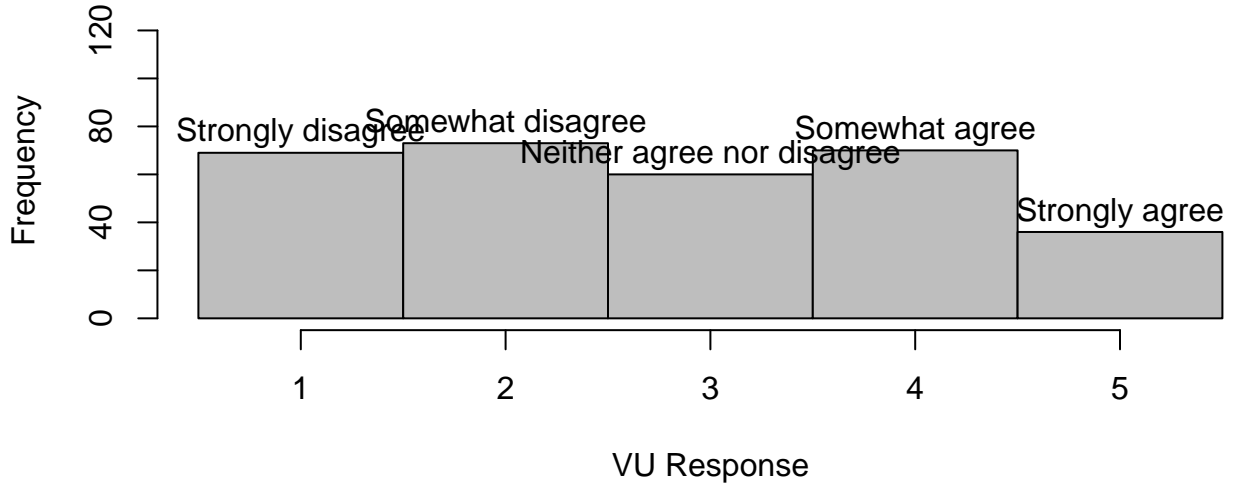
Chair: Pace of decision making
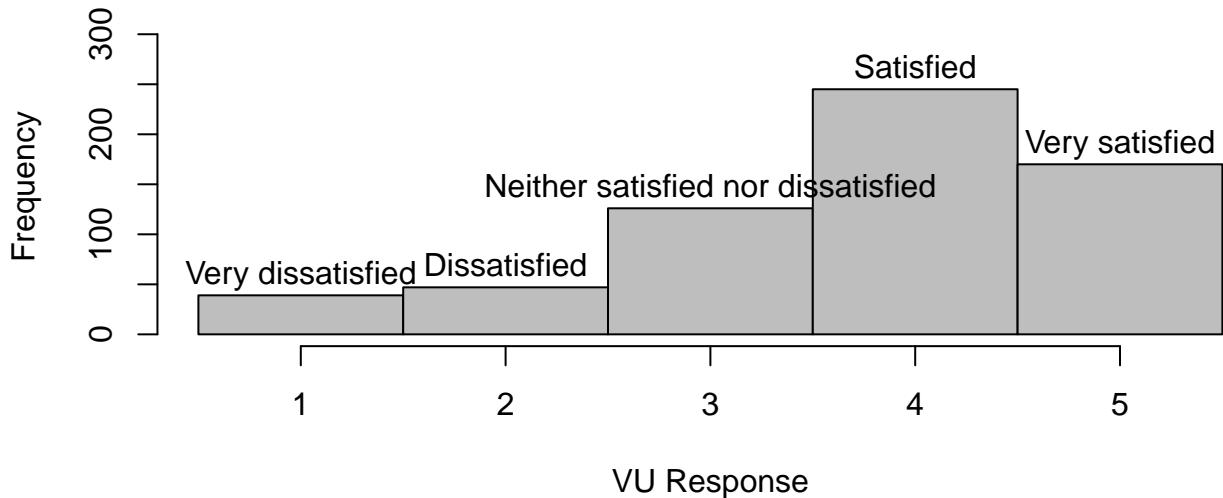
Chair: Pace of decision making

Chair: Stated priorities

Frequency / VU Response

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Chair: Stated priorities

Frequency / Peer Responses

Very dissatisfied · Dissatisfied · Neither satisfied nor dissatisfied · Satisfied · Very satisfied

Chair: Communication of priorities

Satisfied
Very satisfied
Neither satisfied nor dissatisfied
Very dissatisfied Dissatisfied

VU Response

Chair: Communication of priorities

Satisfied
Very satisfied
Neither satisfied nor dissatisfied
Very dissatisfied Dissatisfied

Peer Responses

Chair: Ensuring faculty input

Very dissatisfied Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Chair: Ensuring faculty input

Very dissatisfied Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Chair: Fairness in evaluating work

Very dissatisfied Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Chair: Fairness in evaluating work

Very dissatisfied Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Chair: Support for adapting to changed mission

Frequency — VU Response

Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

Chair: Support for adapting to changed mission

Frequency — Peer Responses

Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

Faculty leaders: Pace of decision making

Faculty leaders: Pace of decision making

Faculty leaders: Stated priorities

Faculty leaders: Comunication of priorities

VU Response

Faculty leaders: Comunication of priorities

Peer Responses

Faculty leaders: Ensuring faculty input

Neither satisfied nor dissatisfied

Satisfied

Dissatisfied

Very dissatisfied

Very satisfied

VU Response

Faculty leaders: Ensuring faculty input

Neither satisfied nor dissatisfied Satisfied

Dissatisfied

Very dissatisfied

Very satisfied

Peer Responses

Effectiveness of shared governance

Very ineffective
Somewhat ineffective
Neither effective nor ineffective
Somewhat effective
Very effective

VU Response

Effectiveness of shared governance

Very ineffective
Somewhat ineffective
Neither effective nor ineffective
Somewhat effective
Very effective

Peer Responses

My governance committee makes progress toward goals

Frequency (VU Response) — histogram showing categories: Never (1), Seldom (2), Occasionally (3), Regularly (4), Freqently (5)

My governance committee makes progress toward goals

Frequency (Peer Responses) — histogram showing categories: Never (1), Seldom (2), Occasionally (3), Regularly (4), Freqently (5)

Shared governance progress is publicly recognized

Shared governance progress is publicly recognized

Understanding of process to express opinions on policies

Frequency

Somewhat disagree / Neither agree nor disagree
Somewhat agree

Strongly disagree

Strongly agree

VU Response

Understanding of process to express opinions on policies

Frequency

Somewhat agree

Somewhat disagree / Neither agree nor disagree

Strongly disagree

Strongly agree

Peer Responses

Clarity of rules on division of authority between faculty and administration

Frequency — VU Response

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Clarity of rules on division of authority between faculty and administration

Frequency — Peer Responses

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Faculty leaders and administrators follow rules of engagement

Frequency vs VU Response

Histogram bars labeled: Never, Seldom, Occasionally, Regularly, Freqently

Faculty leaders and administrators follow rules of engagement

Frequency vs Peer Responses

Histogram bars labeled: Never, Seldom, Occasionally, Regularly, Freqently

Faculty leaders and admin. have open system of communication

VU Response

Faculty leaders and admin. have open system of communication

Peer Responses

Faculty leaders and admin. discuss difficult issues in good faith

VU Response

Faculty leaders and admin. discuss difficult issues in good faith

Peer Responses

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

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

Administrators allow time for faculty input

Frequency vs VU Response

Never, Seldom, Occasionally, Regularly, Freqently

Administrators allow time for faculty input

Frequency vs Peer Responses

Never, Seldom, Occasionally, Regularly, Freqently

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

Frequency — VU Response

Never, Seldom, Occasionally, Regularly, Freqently

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

Frequency — Peer Responses

Never, Seldom, Occasionally, Regularly, Freqently
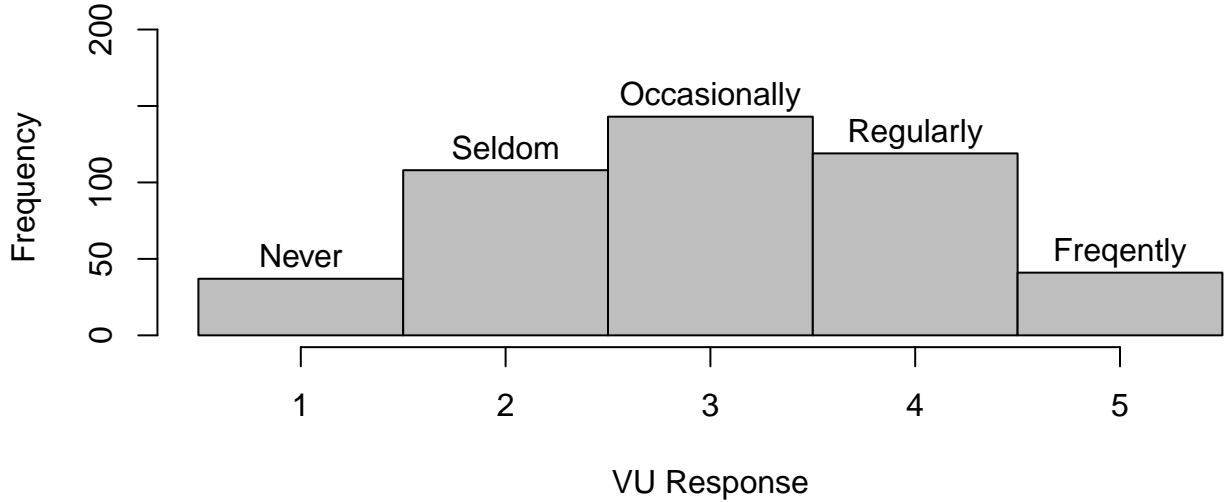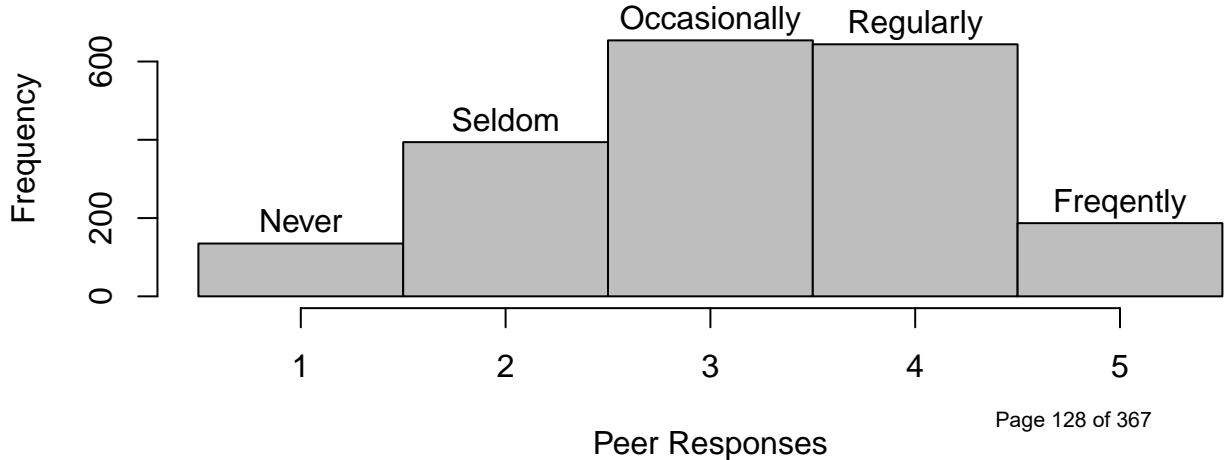
Fac. leaders and admin. share responsibility for VU welfare
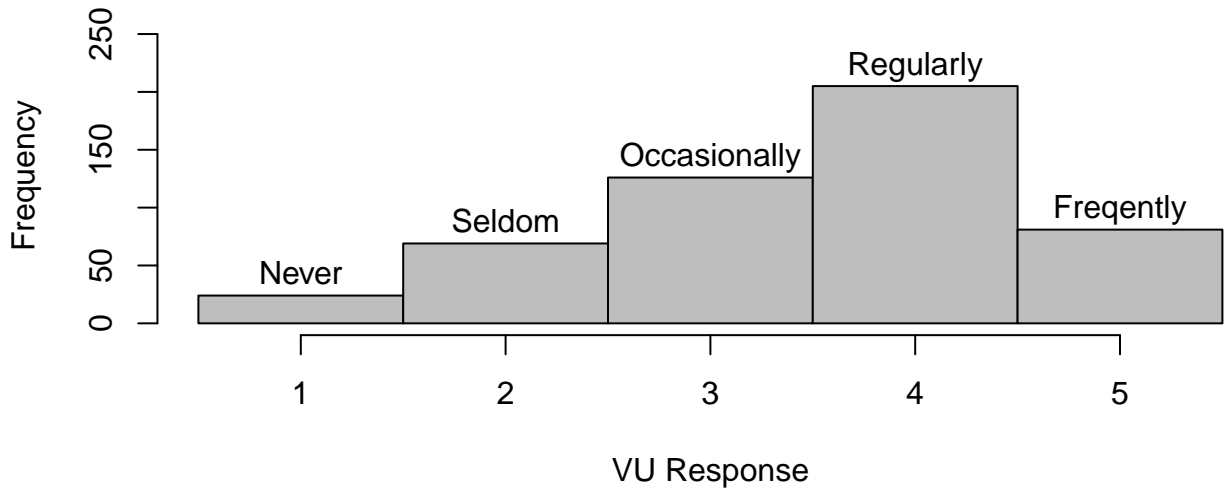
Fac. leaders and admin. share responsibility for VU welfare

Faculty governance structure allows individual input
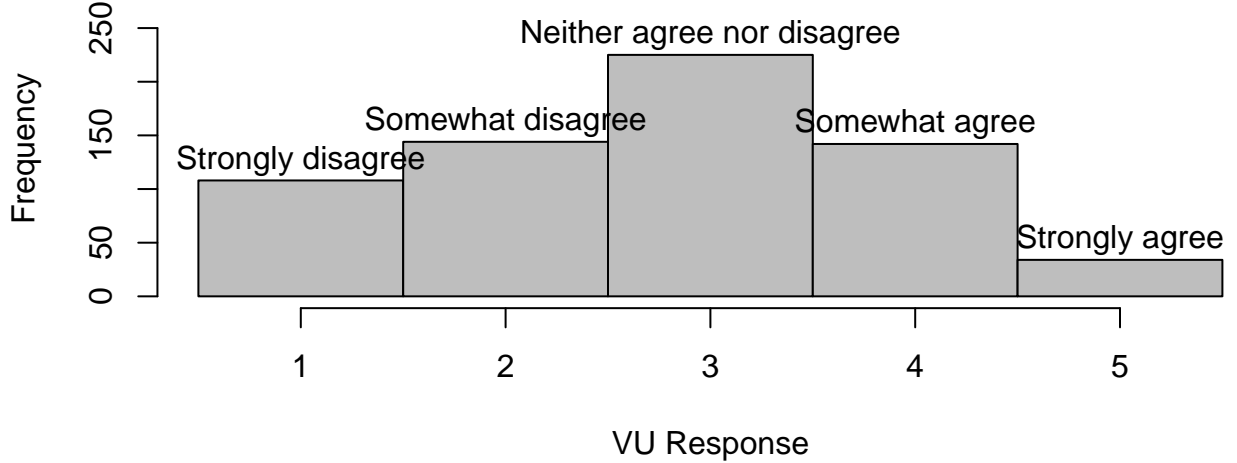
Frequency vs VU Response

Faculty governance structure allows individual input

Frequency vs Peer Responses

Admin. communicate rationale for important decisions
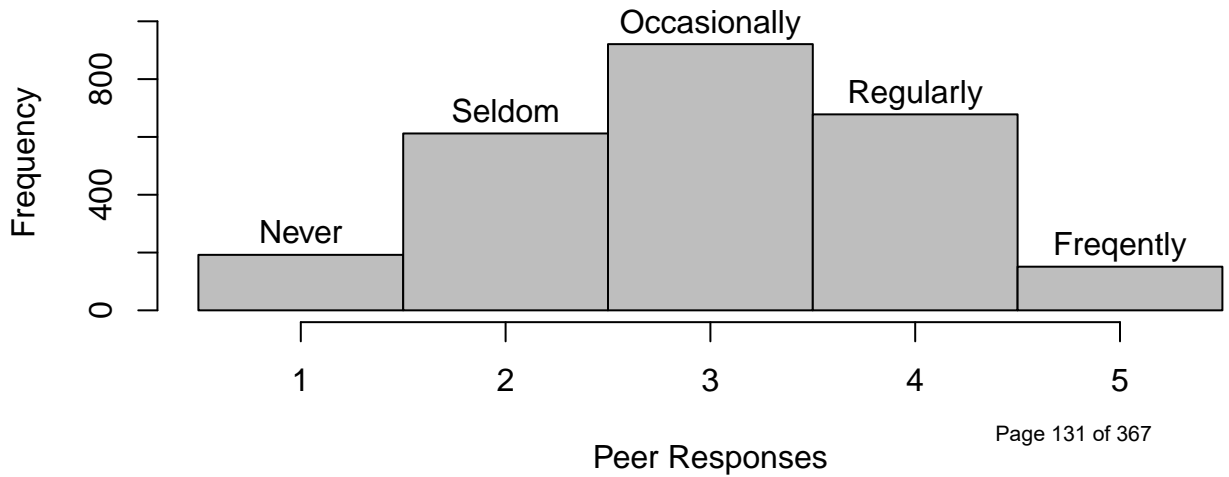
Frequency / VU Response

Never, Seldom, Occasionally, Regularly, Freqently

Admin. communicate rationale for important decisions

Frequency / Peer Responses

Never, Seldom, Occasionally, Regularly, Freqently

Faculty leaders and administrators have equal say in governance

Never · Seldom · Occasionally · Regularly · Freqently

VU Response

Faculty leaders and administrators have equal say in governance

Never · Seldom · Occasionally · Regularly · Freqently

Peer Responses

Faculty leaders and administrators define decision criteria

VU Response

Faculty leaders and administrators define decision criteria

Peer Responses
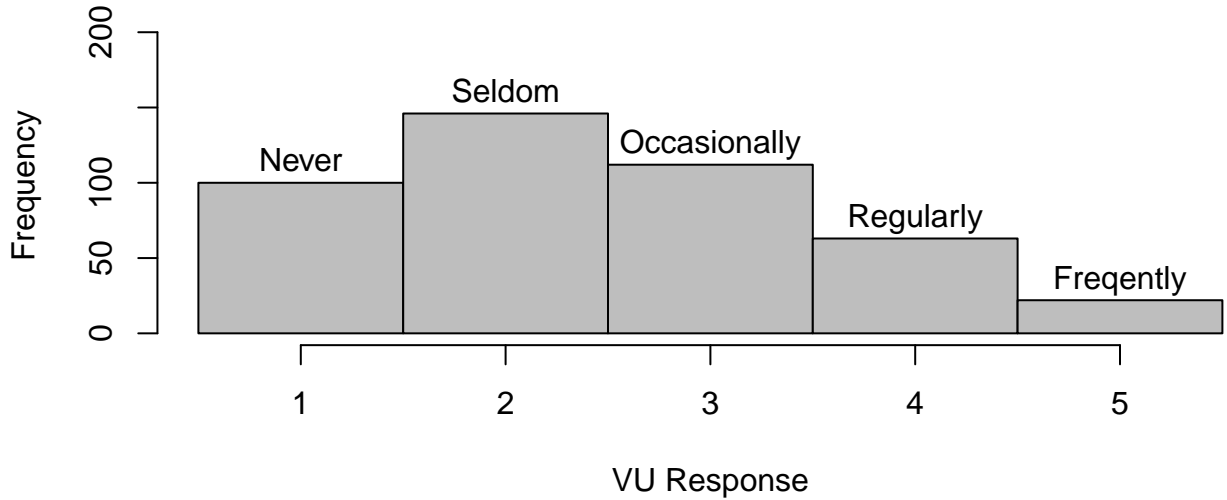
Shared governance holds up under unusual circumstances
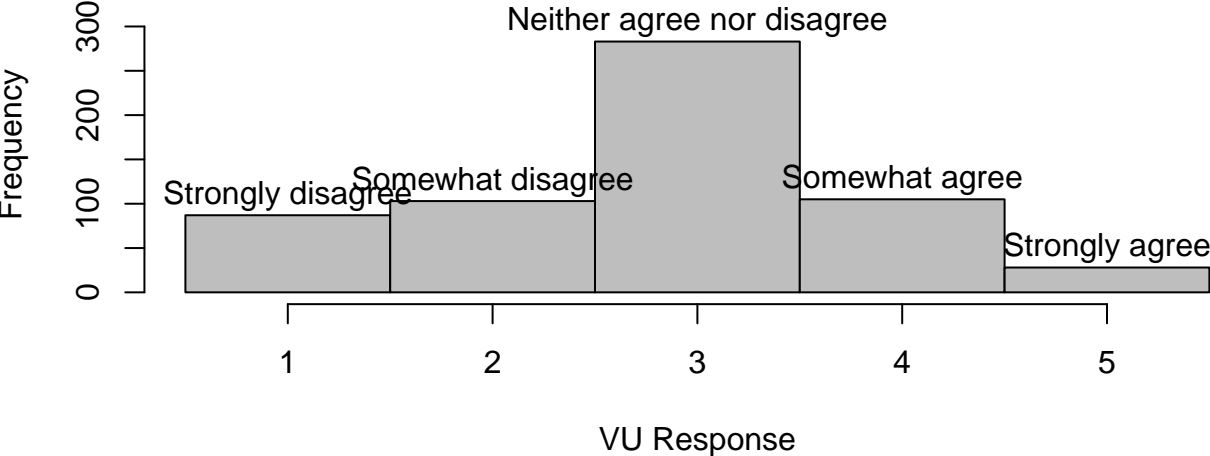
Shared governance holds up under unusual circumstances

Instit. systematically reviewed effectiveness of dec. making processes
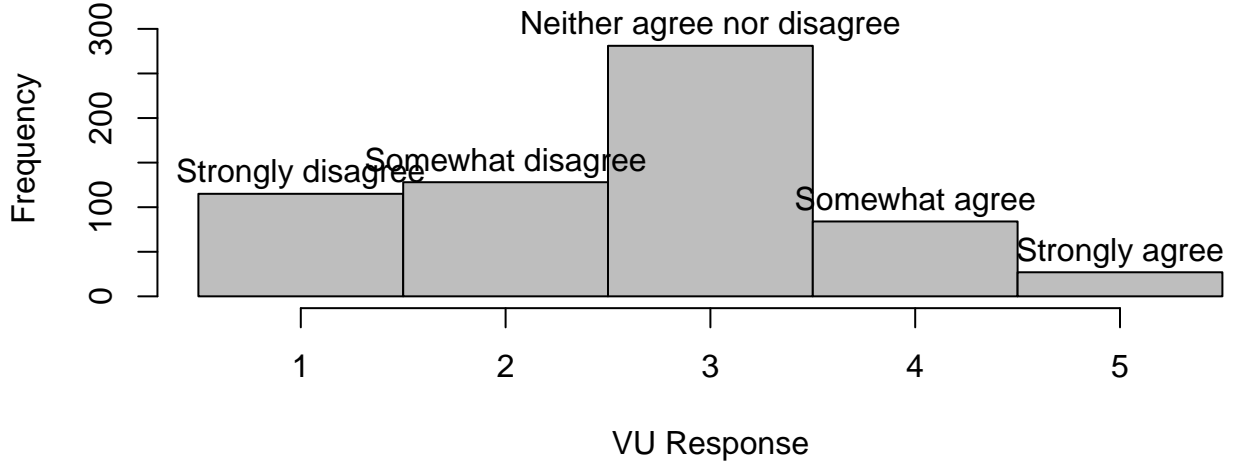
Neither agree nor disagree

Strongly disagree Somewhat disagree

Somewhat agree

Strongly agree

VU Response

Instit. systematically reviewed effectiveness of dec. making processes

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Somewhat agree

Strongly agree

Peer Responses

VU cultivates new faculty leaders

Frequency — VU Response

Never, Seldom, Occasionally, Regularly, Freqently

VU cultivates new faculty leaders

Frequency — Peer Responses

Never, Seldom, Occasionally, Regularly, Freqently

Dept. meetings are at time compatible to family needs

Somewhat agree

Strongly agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Frequency

VU Response

Dept. meetings are at time compatible to family needs

Somewhat agree

Strongly agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

Frequency

Peer Responses
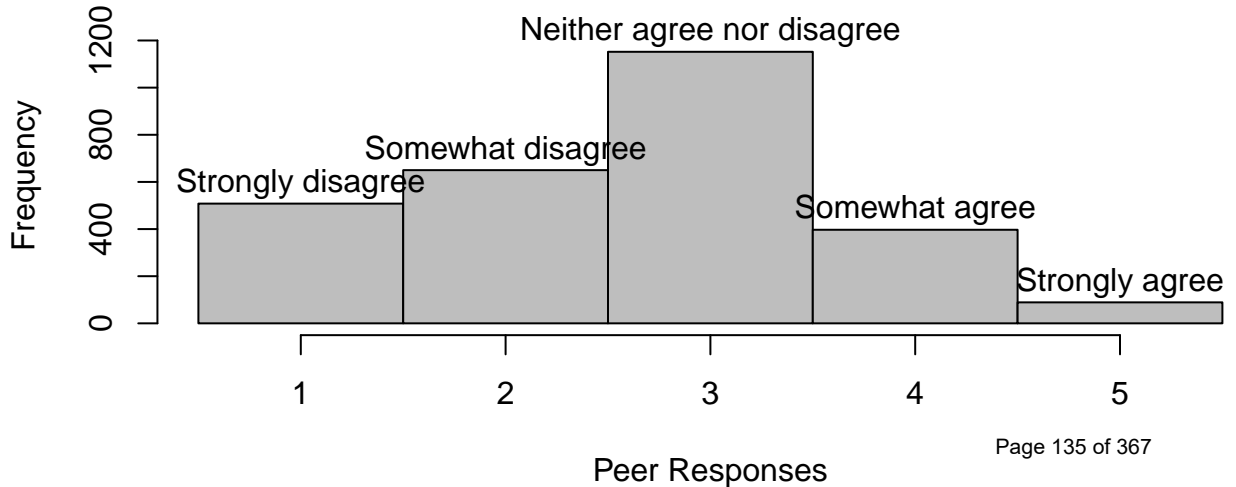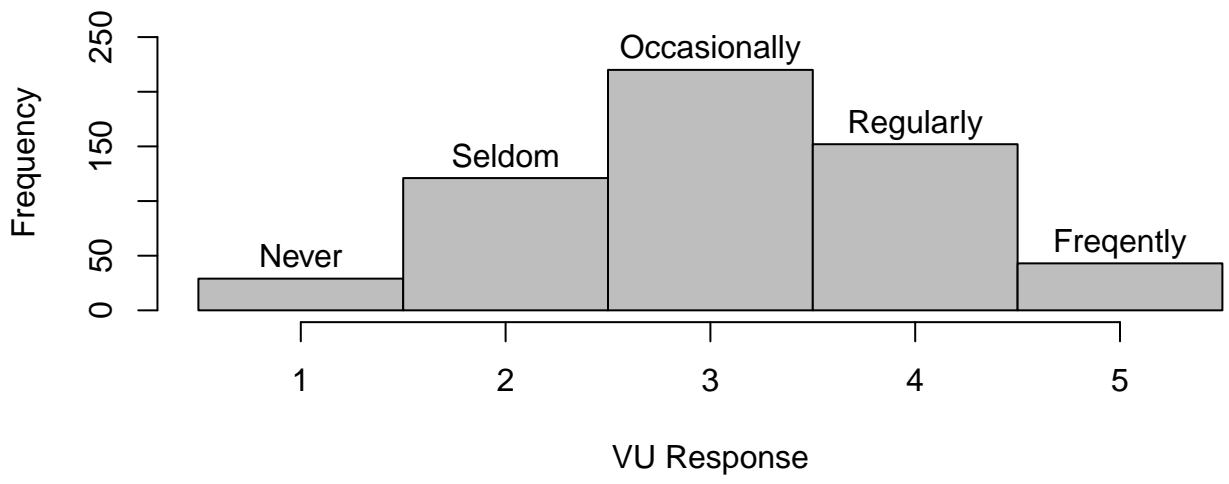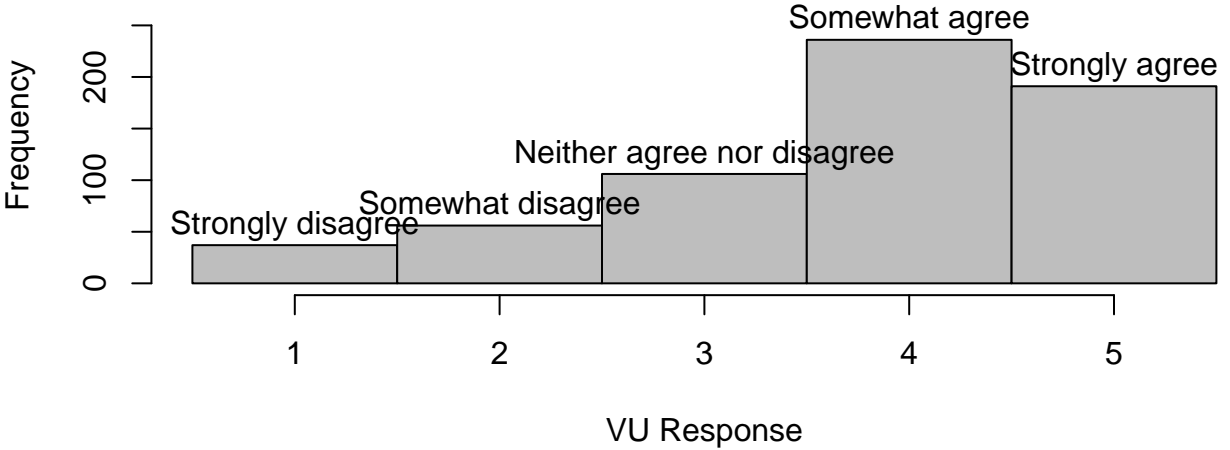
Amount of personal interaction w/Pre−tenure
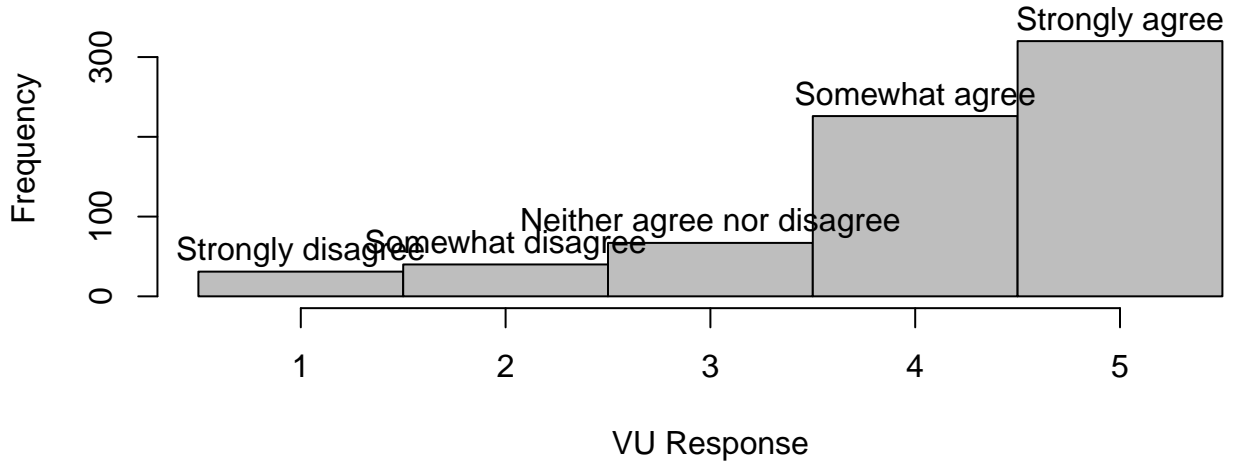
Amount of personal interaction w/Pre−tenure

Fit in dept.

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

VU Response

Fit in dept.

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Peer Responses

Amount of personal interaction w/Tenured

Satisfied

Very satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

Frequency

VU Response

Amount of personal interaction w/Tenured

Satisfied

Very satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

Frequency

Peer Responses

Dept. colleagues pitch in when needed

Frequency

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

VU Response

Dept. colleagues pitch in when needed

Frequency

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Peer Responses

Department is collegial

(top panel: histogram of VU Response, Frequency 0–300)

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

VU Response

Department is collegial

(bottom panel: histogram of Peer Responses, Frequency 0–1200)

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Peer Responses

Dept. colleagues committed to diversity/inclusion

Frequency (VU Response)

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Dept. colleagues committed to diversity/inclusion

Frequency (Peer Responses)

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Discussions of undergrad student learning (frequency)

Discussions of undergrad student learning (frequency)

Discussions of grad student learning (frequency)

Figure axes: Frequency (y-axis, values 0, 50, 150); VU Response (x-axis, values 1, 2, 3, 4, 5). Bar labels: Never, Seldom, Occasionally, Regularly, Freqently.

Discussions of grad student learning (frequency)

Figure axes: Frequency (y-axis, values 0, 400, 800); Peer Responses (x-axis, values 1, 2, 3, 4, 5). Bar labels: Never, Seldom, Occasionally, Regularly, Freqently.

Discussions of effective teaching practices (frequency)

Discussions of effective teaching practices (frequency)

Discussions of effective use of technology (frequency)

Never
Seldom
Occasionally
Regularly
Freqently

VU Response

Discussions of effective use of technology (frequency)

Never
Seldom
Occasionally
Regularly
Freqently

Peer Responses

Discussions of current research methods (frequency)

Frequency / VU Response

Histogram bars labeled: Never, Seldom, Occasionally, Regularly, Freqently

Discussions of current research methods (frequency)

Frequency / Peer Responses

Histogram bars labeled: Never, Seldom, Occasionally, Regularly, Freqently

Amount of professional interaction w/Pre−tenure

Never   Seldom   Occasionally   Regularly   Freqently

VU Response

Amount of professional interaction w/Pre−tenure

Never   Seldom   Occasionally   Regularly   Freqently

Peer Responses

Amount of professional interaction w/Tenured

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

VU Response

Amount of professional interaction w/Tenured

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Peer Responses

Intellectual vitality of tenured faculty in dept.

Frequency (y-axis): 0, 100, 200, 300

Labels: Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

VU Response (x-axis): 1, 2, 3, 4, 5

Intellectual vitality of tenured faculty in dept.

Frequency (y-axis): 0, 400, 800, 1400

Labels: Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Peer Responses (x-axis): 1, 2, 3, 4, 5

Intellectual vitality of pre−tenure faculty in dept.

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Intellectual vitality of pre−tenure faculty in dept.

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Scholarly productivity of tenured faculty in dept.

Frequency

Very dissatisfied Dissatisfied

Neither satisfied nor dissatisfied

Satisfied   Very satisfied

VU Response

Scholarly productivity of tenured faculty in dept.

Frequency

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied   Very satisfied

Peer Responses

Scholarly productivity of pre−tenure faculty in dept.

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Scholarly productivity of pre−tenure faculty in dept.

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Teaching effectiveness of tenured faculty in dept.

VU Response

Teaching effectiveness of tenured faculty in dept.

Peer Responses

Teaching effectiveness of pre−tenure faculty in dept.
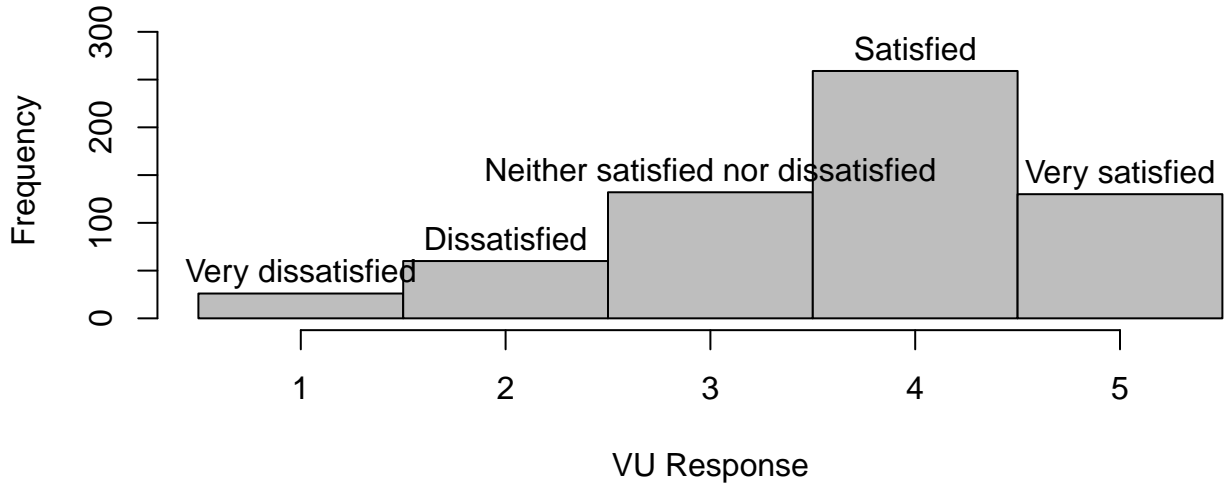
Teaching effectiveness of pre−tenure faculty in dept.

Dept. successful recruiting high−quality faculty

Frequency

Very dissatisfied Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

VU Response

Dept. successful recruiting high−quality faculty

Frequency

Very dissatisfied Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Peer Responses

Dept. successful retaining high−quality faculty

Frequency

VU Response

Dept. successful retaining high−quality faculty

Frequency

Peer Responses

Dept. addresses sub−standard tenured faculty performance

Frequency

Somewhat agree

Strongly agree

Strongly disagree

Somewhat disagree Neither agree nor disagree

VU Response

Dept. addresses sub−standard tenured faculty performance

Frequency

Somewhat agree

Strongly agree

Strongly disagree

Somewhat disagree Neither agree nor disagree

Peer Responses

Recognition: For teaching

VU Response histogram with categories: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Strongly agree.

Recognition: For teaching

Peer Responses histogram with categories: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Strongly agree.

Recognition: For advising

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Recognition: For advising

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Recognition: For scholarship

Frequency

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Recognition: For scholarship

Frequency

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Recognition: For service

Recognition: For service

Recognition: For outreach

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Recognition: For outreach

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Recognition: From dept. colleagues

Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

VU Response

Recognition: From dept. colleagues

Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very satisfied

Peer Responses

Recognition: From Provost

Recognition: From Provost

Recognition: From Dean

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

VU Response

Recognition: From Dean

Very dissatisfied
Dissatisfied
Neither satisfied nor dissatisfied
Satisfied
Very satisfied

Peer Responses

Recognition: From Head/Chair

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Frequency

VU Response

Recognition: From Head/Chair

Very dissatisfied

Dissatisfied

Neither satisfied nor dissatisfied

Satisfied

Very satisfied

Frequency

Peer Responses

School/college is valued by Chancellor and Provost

VU Response

School/college is valued by Chancellor and Provost

Peer Responses

Dept. is valued by Chancellor and Provost

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

VU Response

Dept. is valued by Chancellor and Provost

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Peer Responses

Provost cares about quality of life for faculty at my rank

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

VU Response

Provost cares about quality of life for faculty at my rank

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Peer Responses

Outside offers unnecessary for compensation negotiations

Frequency vs VU Response

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Outside offers unnecessary for compensation negotiations

Frequency vs Peer Responses

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree

Visible leadership support and promotion of diversity

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

VU Response

Visible leadership support and promotion of diversity

Strongly disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

Peer Responses

I would still choose VU

Frequency / VU Response

Strongly disagree — Somewhat disagree — Neither agree nor disagree — Somewhat agree — Strongly agree

I would still choose VU

Frequency / Peer Responses

Strongly disagree — Somewhat disagree — Neither agree nor disagree — Somewhat agree — Strongly agree

Dept. as place to work

Frequency / VU Response

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Dept. as place to work

Frequency / Peer Responses

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

VU as a place to work
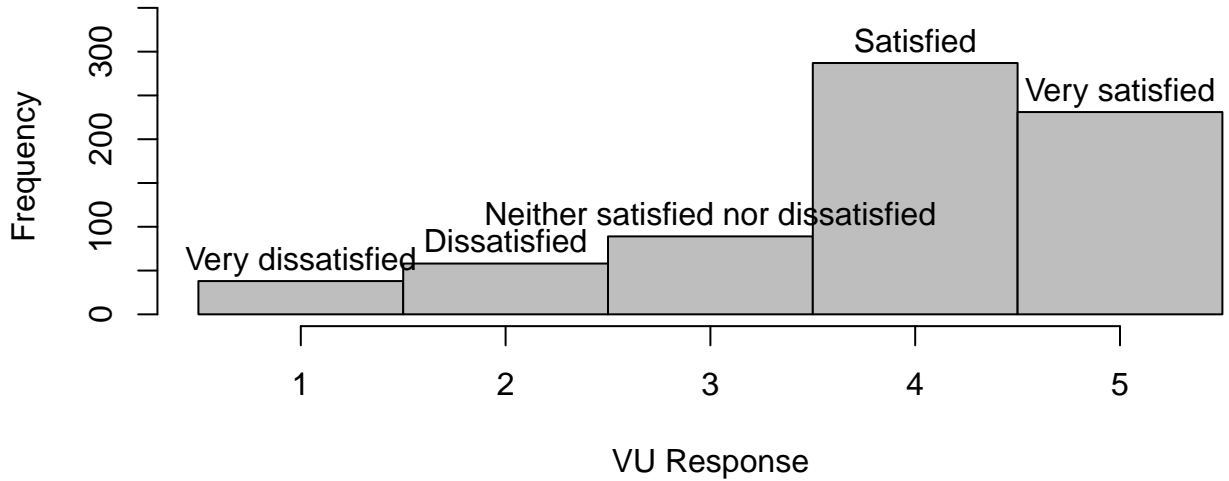
VU as a place to work
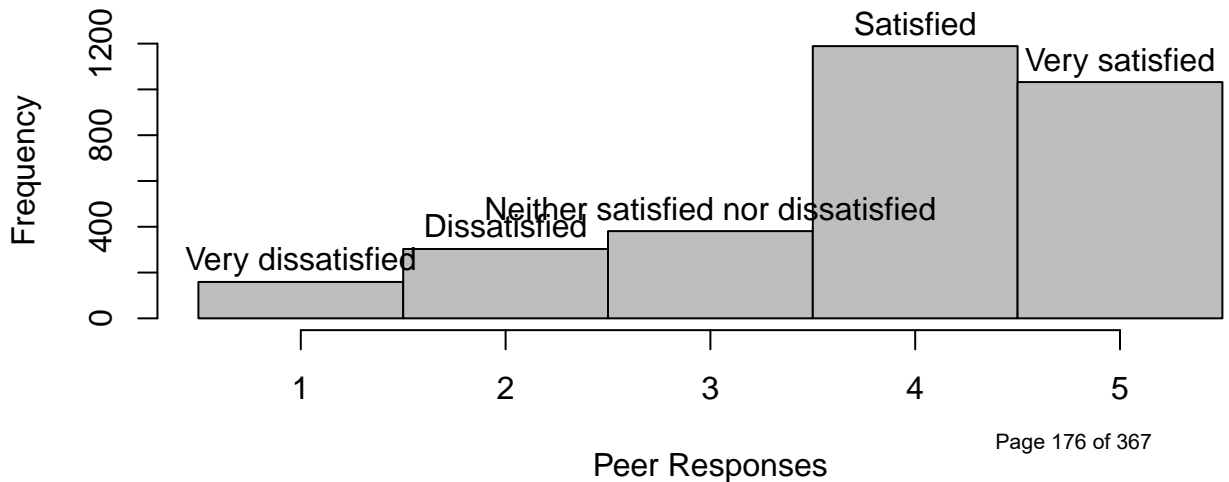
Levels of Satisfaction by Faculty Subgroup

Time spent on research

Percent satisfied or very satisfied

Expectations for finding external funding

URM
22
170
28
134
84
57

Asian
21
125
26
173
51
40

White
204
1397
233
1144
738
479

Male
163
952
183
922
552
340

Female
84
740
103
529
321
236

Asst. Prof.
60
393
47
464
134
147

Assoc. Prof.
69
484
59
490
282
136

Full Prof.
118
762
160
497
419
239

Non−Tenure Trk
0
283
22
350
96
148

Tenure Trk.
74
299
46
279
127
94

Tenured
173
1110
219
822
650
334

Overall
247
1692
287
1451
873
576

Percent satisfied or very satisfied

Influence over focus of research

0.0	0.2	0.4	0.6	0.8	1.0

URM
25
184
33
146
105
67

Asian
22
138
25
184
57
45

White
224
1565
256
1313
891
580

Male
175
1055
203
1009
654
399

Female
96
832
110
634
399
293

Asst. Prof.
64
428
48
535
145
177

Assoc. Prof.
76
526
65
565
328
158

Full Prof.
131
849
174
543
526
268

Non−Tenure Trk
0
359
28
469
134
224

Tenure Trk.
78
316
47
286
137
99

Tenured
193
1212
239
888
782
369

Overall
271
1887
314
1643
1053
692

0.0	0.2	0.4	0.6	0.8	1.0

Percent satisfied or very satisfied

Quality of grad students to support research

URM
9
145
25
125
79
49

Asian
14
105
20
167
47
33

White
125
1266
223
1057
724
443

Male
108
858
181
851
543
325

Female
40
658
86
498
307
200

Asst. Prof.
36
350
45
411
124
140

Assoc. Prof.
36
429
52
456
275
118

Full Prof.
76
691
159
482
427
231

Non−Tenure Trk
0
212
13
301
76
130

Tenure Trk.
49
283
44
258
123
83

Tenured
99
1021
211
790
651
312

Overall
148
1516
268
1349
850
525

Percent satisfied or very satisfied

Support for research

Percent satisfied or very satisfied

Support for engaging undergrads in research

Percent satisfied or very satisfied

Support for obtaining grants (pre−award)

URM	23
	167
	27
	128
	80
	53
Asian	20
	124
	21
	169
	44
	37
White	196
	1390
	219
	1096
	723
	460
Male	154
	938
	175
	881
	548
	324
Female	85
	743
	91
	512
	299
	226
Asst. Prof.	57
	378
	42
	437
	118
	145
Assoc. Prof.	69
	491
	59
	476
	277
	131
Full Prof.	113
	759
	152
	480
	419
	230
Non−Tenure Trk	0
	284
	15
	323
	80
	142
Tenure Trk.	70
	290
	41
	265
	115
	89
Tenured	169
	1107
	211
	805
	652
	319
Overall	239
	1681
	267
	1393
	847
	550

Percent satisfied or very satisfied

Support for maintaining grants (post−award)

URM	16 139 23 112 70 42
Asian	14 116 20 148 38 32
White	167 1283 193 969 615 398
Male	133 876 156 799 483 291
Female	64 662 79 430 240 181
Asst. Prof.	43 322 37 350 85 114
Assoc. Prof.	51 447 49 423 241 110
Full Prof.	103 725 138 456 374 215
Non−Tenure Trk	0 255 13 279 65 116
Tenure Trk.	55 243 36 204 82 67
Tenured	142 1040 187 746 576 299
Overall	197 1538 236 1229 723 472

Percent satisfied or very satisfied

Support for securing grad student assistance

URM	10 / 141 / 24 / 127 / 79 / 46
Asian	13 / 107 / 18 / 164 / 48 / 33
White	130 / 1260 / 210 / 1054 / 734 / 408
Male	108 / 853 / 164 / 855 / 541 / 303
Female	45 / 655 / 87 / 490 / 320 / 184
Asst. Prof.	37 / 335 / 44 / 422 / 115 / 125
Assoc. Prof.	37 / 429 / 49 / 452 / 287 / 110
Full Prof.	79 / 686 / 143 / 471 / 431 / 224
Non−Tenure Trk	0 / 223 / 17 / 304 / 73 / 108
Tenure Trk.	46 / 266 / 43 / 260 / 118 / 81
Tenured	107 / 1019 / 192 / 781 / 670 / 298
Overall	153 / 1508 / 252 / 1345 / 861 / 487

Percent satisfied or very satisfied

Support for travel to present/conduct research

Percent satisfied or very satisfied

Availability of course release for research

URM
22
150
31
132
94
57

Asian
21
110
22
159
50
35

White
202
1236
237
1016
772
486

Male
162
864
181
815
580
335

Female
83
632
108
492
336
243

Asst. Prof.
56
321
42
394
116
138

Assoc. Prof.
71
422
64
455
300
142

Full Prof.
118
708
157
458
472
241

Non−Tenure Trk
0
183
28
269
68
147

Tenure Trk.
66
271
41
253
120
90

Tenured
179
1042
221
785
728
341

Overall
245
1496
290
1307
916
578

Percent satisfied or very satisfied

Time spent on service

0.0	0.2	0.4	0.6	0.8	1.0

URM
25
193
35
157
106
70

Asian
23
141
29
204
64
48

White
227
1636
267
1468
916
611

Male
176
1087
205
1091
668
400

Female
99
883
125
738
418
329

Asst. Prof.
64
442
50
632
153
172

Assoc. Prof.
78
531
65
638
336
169

Full Prof.
133
874
175
559
531
270

Non−Tenure Trk
0
416
42
630
157
257

Tenure Trk.
79
319
49
291
140
99

Tenured
196
1235
240
908
789
373

Overall
275
1970
331
1829
1086
729

Percent satisfied or very satisfied

Support for faculty in leadership roles

Percent somewhat or strongly agree

Number of committees

0.0	0.2	0.4	0.6	0.8	1.0

URM
25
187
35
155
102
67

Asian
22
130
24
192
59
39

White
220
1581
258
1414
882
565

Male
175
1059
201
1054
643
369

Female
92
839
115
707
400
302

Asst. Prof.
61
414
47
581
141
150

Assoc. Prof.
77
523
63
626
326
160

Full Prof.
129
859
172
554
523
264

Non−Tenure Trk
0
370
36
584
134
207

Tenure Trk.
76
307
46
282
132
98

Tenured
191
1221
235
895
777
366

Overall
267
1898
317
1761
1043
671

0.0	0.2	0.4	0.6	0.8	1.0

Percent satisfied or very satisfied

Attractiveness of committees

Percent satisfied or very satisfied

Discretion to choose committees

URM
25
188
34
154
101
63

Asian
21
133
24
188
58
34

White
216
1568
258
1408
876
554

Male
171
1049
202
1051
638
359

Female
91
840
113
699
397
292

Asst. Prof.
59
413
46
576
134
140

Assoc. Prof.
76
519
63
621
324
158

Full Prof.
127
854
170
553
525
260

Non−Tenure Trk
0
371
38
577
132
201

Tenure Trk.
73
305
45
281
127
91

Tenured
189
1213
233
892
776
359

Overall
262
1889
316
1750
1035
651

Percent satisfied or very satisfied

Equitability of committee assignments

Percent satisfied or very satisfied

Number of student advisees

Percent satisfied or very satisfied

Time spent on teaching

URM
25
192
35
164
106
71

Asian
23
142
29
198
63
46

White
226
1605
268
1444
907
608

Male
176
1081
206
1074
659
399

Female
98
858
125
732
417
326

Asst. Prof.
63
437
50
624
152
169

Assoc. Prof.
77
531
65
630
332
167

Full Prof.
134
862
176
552
526
269

Non−Tenure Trk
0
392
42
613
148
253

Tenure Trk.
77
319
49
292
140
99

Tenured
197
1228
241
901
788
373

Overall
274
1939
332
1806
1076
725

Percent satisfied or very satisfied

Number of courses taught

0.0	0.2	0.4	0.6	0.8	1.0

URM
- 25
- 167
- 35
- 150
- 107
- 69

Asian
- 22
- 115
- 27
- 169
- 61
- 45

White
- 220
- 1424
- 262
- 1320
- 897
- 586

Male
- 173
- 954
- 204
- 968
- 652
- 386

Female
- 94
- 752
- 119
- 671
- 413
- 314

Asst. Prof.
- 62
- 368
- 48
- 532
- 147
- 163

Assoc. Prof.
- 76
- 482
- 65
- 585
- 329
- 160

Full Prof.
- 129
- 762
- 172
- 522
- 526
- 265

Non−Tenure Trk
- 0
- 281
- 40
- 495
- 143
- 236

Tenure Trk.
- 76
- 301
- 47
- 274
- 136
- 99

Tenured
- 191
- 1124
- 237
- 870
- 786
- 365

Overall
- 267
- 1706
- 324
- 1639
- 1065
- 700

0.0	0.2	0.4	0.6	0.8	1.0

Percent satisfied or very satisfied

Level of courses taught

Percent satisfied or very satisfied

Discretion over course content

URM
Asian
White
Male
Female
Asst. Prof.
Assoc. Prof.
Full Prof.
Non−Tenure Trk
Tenure Trk.
Tenured
Overall

25
167
35
149
107
67
22
117
27
171
62
46
219
1426
263
1324
897
586
173
957
204
970
653
387
93
753
120
674
413
312
62
364
48
540
146
162
75
484
65
579
329
161
129
767
173
525
528
265
0
284
40
504
142
235
75
299
47
274
136
98
191
1127
238
866
788
366
266
1710
325
1644
1066
699

Percent satisfied or very satisfied

Number of students in classes taught

Categories (top to bottom): URM, Asian, White, Male, Female, Asst. Prof., Assoc. Prof., Full Prof., Non−Tenure Trk, Tenure Trk., Tenured, Overall

Sample sizes (right margin, top to bottom):
24, 164, 35, 151, 107, 67
22, 115, 27, 166, 61, 46
218, 1418, 262, 1320, 894, 586
172, 954, 203, 967, 651, 386
92, 743, 120, 670, 411, 313
61, 365, 48, 534, 144, 161
75, 479, 64, 580, 329, 160
128, 759, 173, 523, 526, 265
0, 278, 40, 495, 141, 235
74, 300, 47, 275, 135, 98
190, 1119, 237, 867, 786, 366
264, 1697, 324, 1637, 1062, 699

Percent satisfied or very satisfied

Quality of students taught

Percent satisfied or very satisfied

Equitability of distribution of teaching load

Percent satisfied or very satisfied

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

| | 0.0 | 0.2 | 0.4 | 0.6 | 0.8 | 1.0 |

URM
23
189
34
146
101
63

Asian
22
136
26
163
55
45

White
225
1605
264
1383
891
594

Male
173
1063
201
1013
642
391

Female
97
867
122
679
405
311

Asst. Prof.
61
438
48
574
148
173

Assoc. Prof.
77
520
65
601
327
165

Full Prof.
132
851
172
517
514
256

Non−Tenure Trk
0
420
40
598
147
248

Tenure Trk.
76
309
47
256
135
96

Tenured
194
1201
237
838
765
359

Overall
270
1930
324
1692
1047
702

Percent satisfied or very satisfied

Ability to balance teaching/research/service

URM
25
191
35
159
107
68

Asian
23
141
28
201
65
48

White
227
1634
267
1461
914
611

Male
177
1091
204
1091
669
408

Female
98
875
125
730
417
319

Asst. Prof.
63
446
49
626
153
174

Assoc. Prof.
78
532
65
633
334
169

Full Prof.
134
872
175
562
534
267

Non−Tenure Trk
0
419
42
622
155
259

Tenure Trk.
78
312
48
293
141
96

Tenured
197
1235
240
906
790
372

Overall
275
1966
330
1821
1086
727

Percent somewhat or strongly agree

Support for improving teaching

Percent satisfied or very satisfied

Office

Percent satisfied or very satisfied

Laboratory, research, studio space

Percent satisfied or very satisfied

Equipment

URM
22
179
32
153
104
64

Asian
22
130
23
183
59
54

White
208
1508
234
1370
839
582

Male
166
1011
185
1031
614
388

Female
86
806
103
675
388
312

Asst. Prof.
61
417
43
606
142
175

Assoc. Prof.
71
494
56
582
312
154

Full Prof.
120
790
156
518
485
250

Non−Tenure Trk
0
397
35
599
149
265

Tenure Trk.
74
291
42
272
130
93

Tenured
178
1129
212
835
723
342

Overall
252
1817
289
1706
1002
700

Percent satisfied or very satisfied

Classrooms

URM
24
173
35
151
105
67

Asian
22
122
27
178
62
47

White
220
1453
262
1350
898
595

Male
172
975
203
1010
649
394

Female
94
773
120
669
416
315

Asst. Prof.
62
378
48
567
147
163

Assoc. Prof.
76
481
65
580
326
159

Full Prof.
128
791
172
532
528
270

Non−Tenure Trk
0
307
40
537
145
244

Tenure Trk.
76
293
47
273
134
96

Tenured
190
1148
237
869
786
369

Overall
266
1748
324
1679
1065
709

Percent satisfied or very satisfied

Library resources

Percent satisfied or very satisfied

Computing and technical support

0.0	0.2 0.4 0.6 0.8 1.0

URM
25
192
35
158
105
69

Asian
22
139
27
197
62
55

White
223
1630
261
1463
906
616

Male
174
1083
202
1082
657
410

Female
96
878
120
736
416
330

Asst. Prof.
64
443
48
637
149
183

Assoc. Prof.
76
536
65
625
331
164

Full Prof.
130
856
171
556
526
268

Non−Tenure Trk
0
432
40
642
160
275

Tenure Trk.
78
311
47
286
135
98

Tenured
192
1218
236
890
778
367

Overall
270
1961
323
1818
1073
740

Percent satisfied or very satisfied

Clerical/administrative support

Percent satisfied or very satisfied

Housing benefits

	0.0	0.2	0.4	0.6	0.8	1.0

URM
17
72
18
49
37
37

Asian
16
66
15
77
23
19

White
142
523
92
263
295
244

Male
117
403
79
271
229
173

Female
58
258
45
118
126
127

Asst. Prof.
48
166
21
141
56
80

Assoc. Prof.
54
186
28
130
113
65

Full Prof.
73
278
64
118
166
114

Non-Tenure Trk.
0
109
12
129
43
75

Tenure Trk.
56
122
21
70
56
57

Tenured
119
430
92
190
256
168

Overall
175
661
125
389
355
300

Percent satisfied or very satisfied

Tuition waivers, remission, or exchange

Percent satisfied or very satisfied

Spousal/partner hiring program

Percent satisfied or very satisfied

Childcare

Percent satisfied or very satisfied

Eldercare
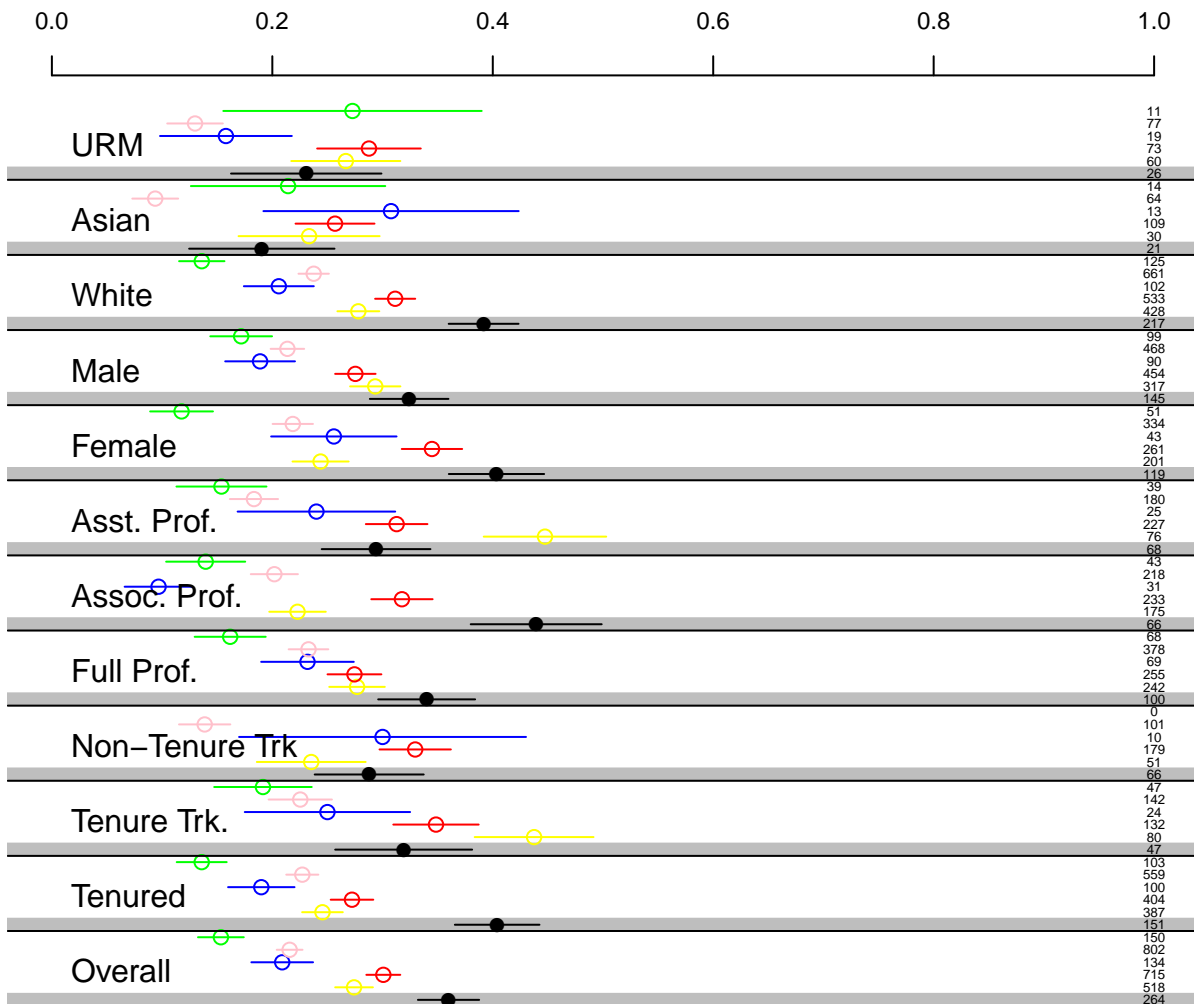
Percent satisfied or very satisfied
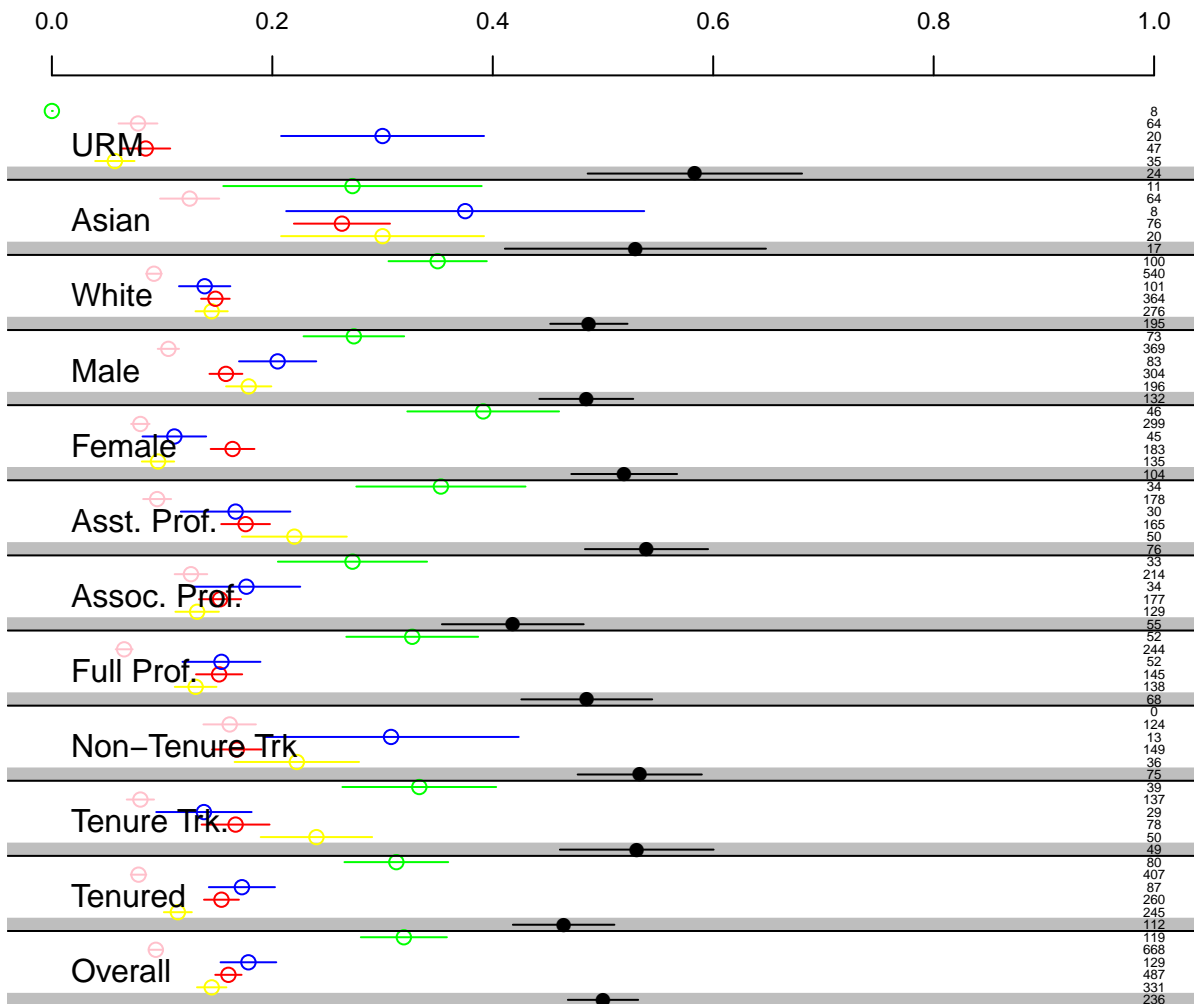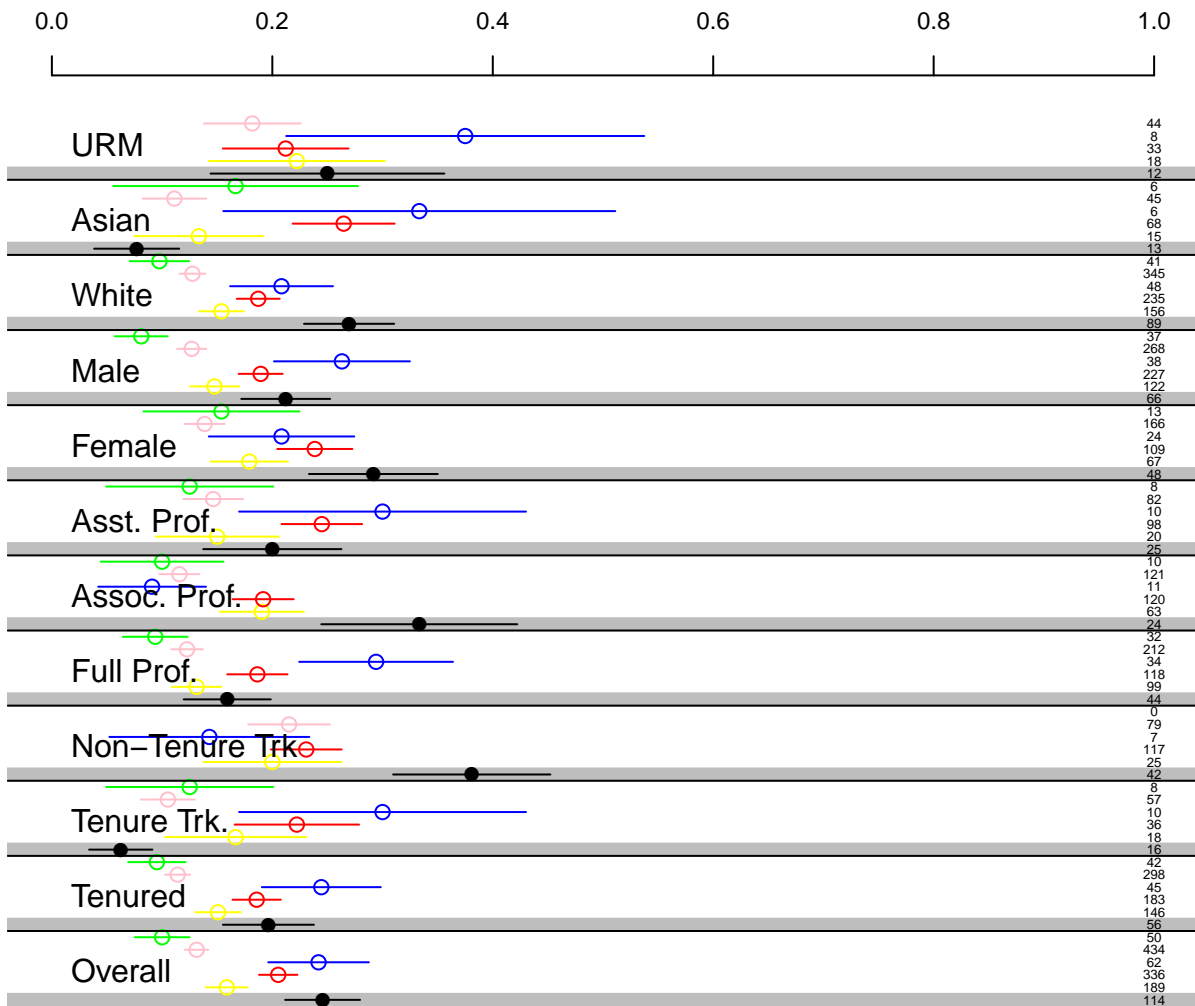
Family medical/parental leave

Percent satisfied or very satisfied

Flexible workload/modified duties

Percent satisfied or very satisfied
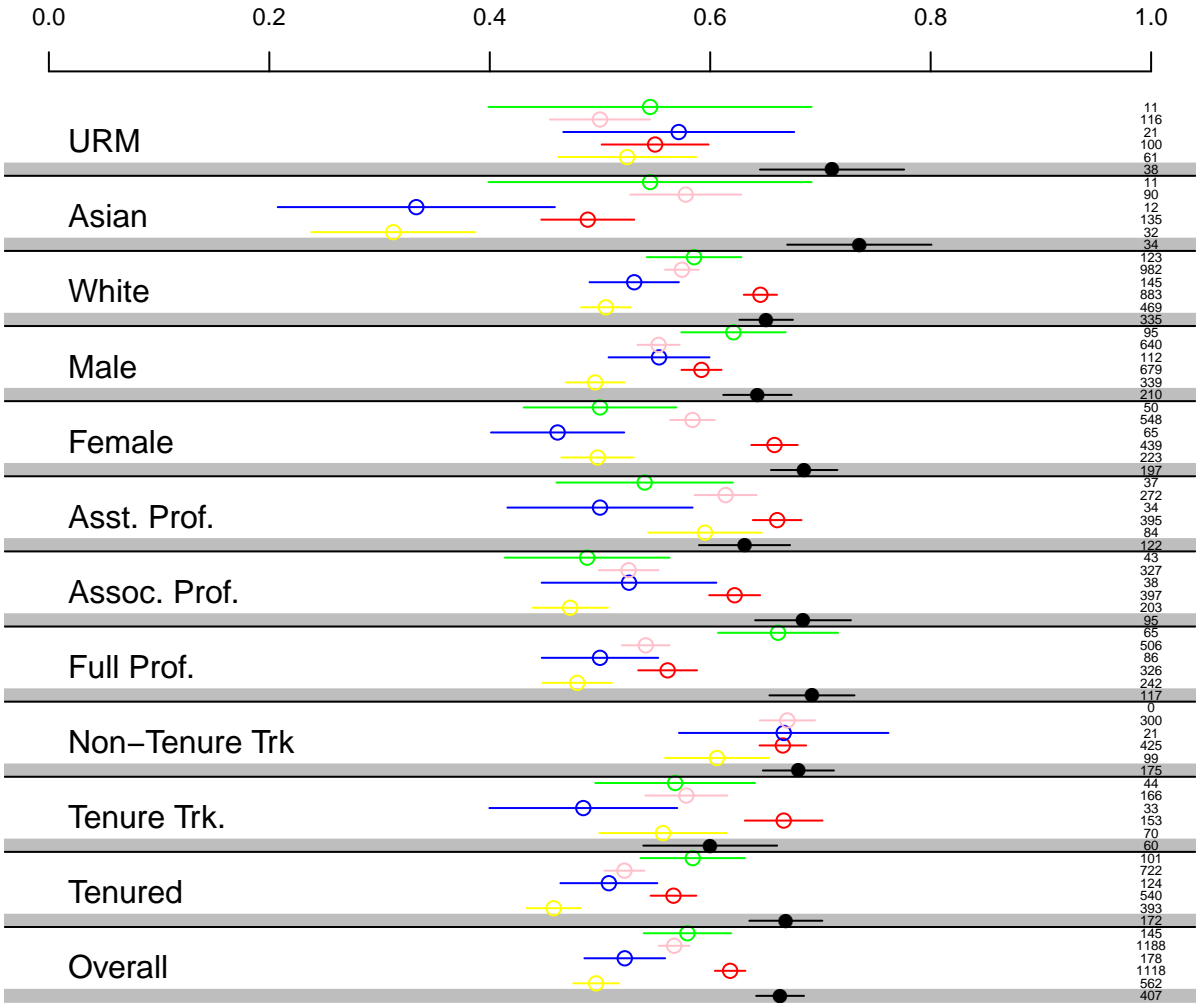
Stop−the−clock policies
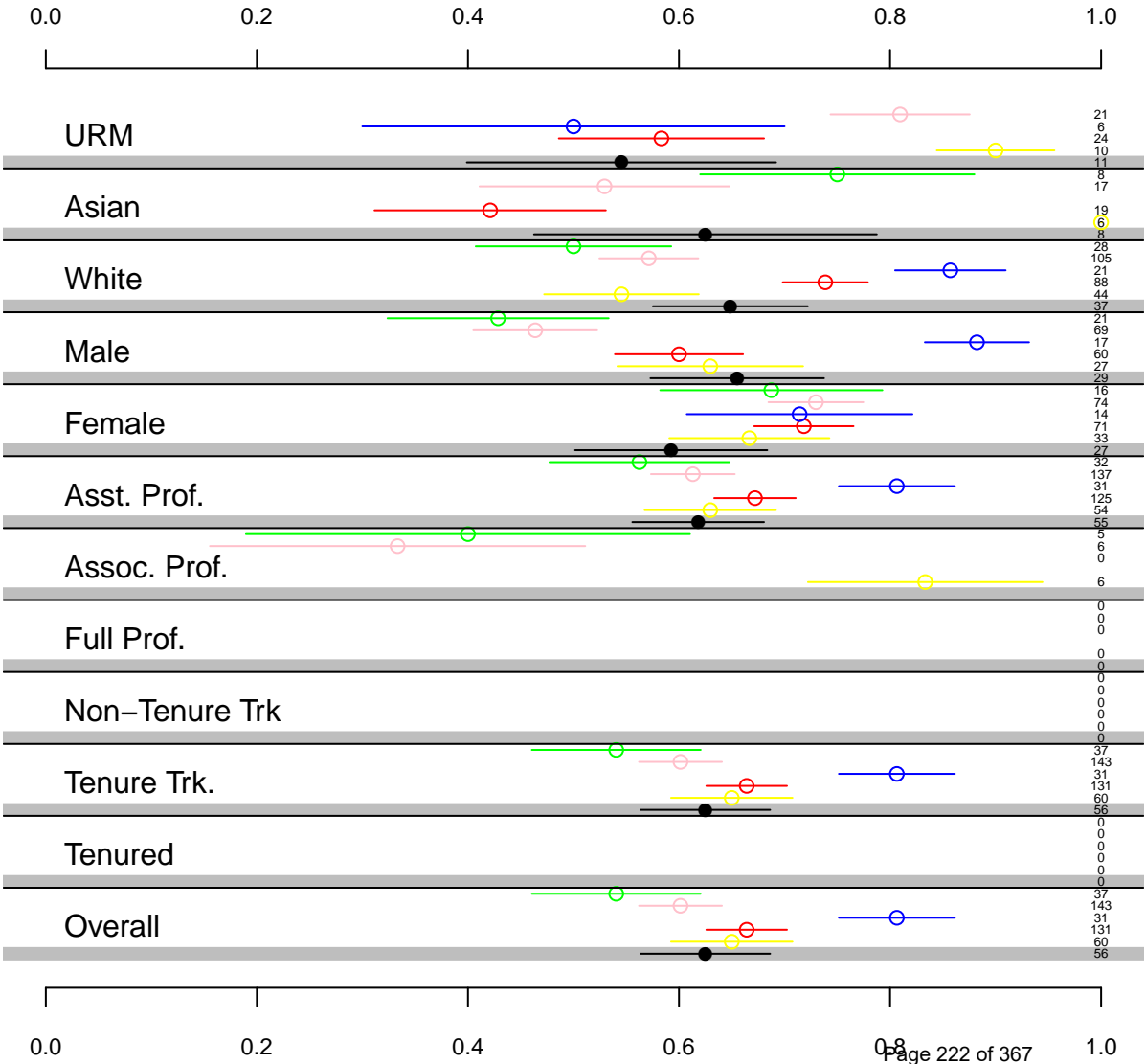
Percent satisfied or very satisfied

Institutional support for family−career compatibility

URM	15 149 32 124 85 53
Asian	19 114 21 148 46 46
White	185 1345 210 1214 719 516
Male	145 881 164 900 523 332
Female	74 727 98 586 327 283
Asst. Prof.	55 354 40 507 110 153
Assoc. Prof.	62 454 56 509 275 147
Full Prof.	102 704 136 470 408 213
Non−Tenure Trk	0 351 32 546 133 233
Tenure Trk.	66 242 39 212 97 80
Tenured	153 1015 192 728 620 302
Overall	219 1608 263 1486 850 615

Percent somewhat or strongly agree

Right balance between professional and personal

0.0 0.2 0.4 0.6 0.8 1.0

URM
- 20
- 173
- 35
- 149
- 103
- 62

Asian
- 20
- 128
- 25
- 179
- 61
- 52

White
- 212
- 1540
- 243
- 1410
- 870
- 590

Male
- 162
- 1026
- 192
- 1040
- 637
- 390

Female
- 90
- 815
- 110
- 698
- 397
- 314

Asst. Prof.
- 59
- 415
- 44
- 595
- 140
- 172

Assoc. Prof.
- 74
- 499
- 61
- 600
- 324
- 159

Full Prof.
- 119
- 814
- 163
- 543
- 507
- 260

Non−Tenure Trk
- 0
- 396
- 36
- 606
- 153
- 257

Tenure Trk.
- 73
- 287
- 43
- 269
- 126
- 92

Tenured
- 179
- 1158
- 224
- 863
- 755
- 355

Overall
- 252
- 1841
- 303
- 1738
- 1034
- 704

0.0 0.2 0.4 0.6 0.8 1.0

Percent somewhat or strongly agree

Health benefits for yourself

Percent satisfied or very satisfied

Health benefits for family

Percent satisfied or very satisfied

Retirement benefits

Percent satisfied or very satisfied

Phased retirement options

Percent satisfied or very satisfied

Salary

URM
24
192
35
158
107
69

Asian
22
139
26
196
62
55

White
219
1630
259
1462
913
619

Male
171
1083
201
1082
663
411

Female
94
878
118
734
419
332

Asst. Prof.
63
446
47
638
149
183

Assoc. Prof.
74
535
64
623
334
163

Full Prof.
128
854
170
555
532
271

Non−Tenure Trk
0
435
40
642
160
275

Tenure Trk.
77
311
46
288
135
98

Tenured
188
1215
234
886
787
370

Overall
265
1961
320
1816
1082
743

Percent satisfied or very satisfied

Budgets encourage interdiscip. work

URM	19 / 149 / 30 / 123 / 88 / 53
Asian	20 / 112 / 19 / 154 / 48 / 39
White	193 / 1339 / 213 / 1160 / 787 / 501
Male	150 / 912 / 170 / 886 / 571 / 343
Female	82 / 688 / 91 / 551 / 352 / 250
Asst. Prof.	53 / 338 / 42 / 449 / 125 / 143
Assoc. Prof.	69 / 430 / 54 / 504 / 288 / 135
Full Prof.	110 / 758 / 145 / 484 / 469 / 245
Non−Tenure Trk	0 / 292 / 22 / 426 / 114 / 183
Tenure Trk.	66 / 246 / 41 / 227 / 114 / 81
Tenured	166 / 1062 / 199 / 784 / 695 / 329
Overall	232 / 1600 / 262 / 1437 / 923 / 593

Percent somewhat or strongly agree

Facilities conducive to interdiscip. work

Percent somewhat or strongly agree

Interdiscip. work is rewarded in merit

Percent somewhat or strongly agree

Interdiscip. work is rewarded in promotion

URM

Asian

White

Male

Female

Asst. Prof.

Assoc. Prof.

Full Prof.

Non−Tenure Trk

Tenure Trk.

Tenured

Overall

Percent somewhat or strongly agree

Interdiscip. work rewarded in tenure

Percent somewhat or strongly agree

Dept. knows how to evaluate interdiscip. work

URM
20
150
31
131
85
58

Asian
21
113
19
154
49
33

White
193
1368
236
1176
778
474

Male
150
934
189
904
570
327

Female
84
697
96
557
342
238

Asst. Prof.
52
308
42
442
105
125

Assoc. Prof.
68
469
55
519
287
135

Full Prof.
114
784
162
500
474
238

Non−Tenure Trk
0
284
28
418
116
165

Tenure Trk.
64
227
41
228
96
75

Tenured
170
1120
217
815
700
325

Overall
234
1631
286
1461
912
565

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.

Percent somewhat or very effective

Mentoring witin VU

| | 0.0 | 0.2 | 0.4 | 0.6 | 0.8 | 1.0 |

URM
16
131
23
101
78
49

Asian
16
94
16
141
43
34

White
145
1003
169
891
491
361

Male
101
666
123
691
346
230

Female
76
562
84
442
266
214

Asst. Prof.
49
279
45
381
104
119

Assoc. Prof.
52
357
45
407
201
110

Full Prof.
76
531
97
345
272
148

Non−Tenure Trk
0
251
22
372
83
150

Tenure Trk.
61
196
44
186
98
74

Tenured
116
781
142
575
431
220

Overall
177
1228
208
1133
612
444

| 0.0 | 0.2 | 0.4 | 0.6 | 0.8 | 1.0 |

Percent somewhat or very effective

Mentoring of pre−tenure faculty in dept.

Percent somewhat or strongly agree

Mentoring of tenured assoc. prof. in dept.

Percent somewhat or strongly agree

Support for faculty mentors

Percent somewhat or strongly agree

Being a mentor is fulfilling

Percent somewhat or strongly agree

Importance of dept. mentors to success

Percent important or very important

Importance of VU mentors outside of dept. to success

Percent important or very important

Importance of external mentors to success

URM
22
182
34
154
101
63

Asian
22
131
26
184
59
51

White
217
1550
249
1403
868
579

Male
168
1016
193
1032
627
378

Female
93
847
115
709
401
315

Asst. Prof.
63
434
47
608
144
178

Assoc. Prof.
72
514
62
603
324
157

Full Prof.
126
804
165
530
498
243

Non−Tenure Trk
0
404
36
606
150
257

Tenure Trk.
77
304
46
278
132
97

Tenured
184
1155
227
857
746
339

Overall
261
1863
309
1741
1028
693

Percent important or very important

Mentoring externally

Percent somewhat or very effective

Clarity of tenure process

Percent somewhat or very clear

Clarity of tenure criteria

Percent somewhat or very clear

Clarity of tenure standards

Percent somewhat or very clear

Clarity of tenure dossier's contents

Percent somewhat or very clear

Clarity of likelihood of tenure

URM

Asian

White

Male

Female

Asst. Prof.

Assoc. Prof.

Full Prof.

Non−Tenure Trk

Tenure Trk.

Tenured

Overall

Percent somewhat or very clear

Consistency of messages about tenure

Percent somewhat or strongly agree

Tenure is based on performance

URM
Asian
White
Male
Female
Asst. Prof.
Assoc. Prof.
Full Prof.
Non−Tenure Trk
Tenure Trk.
Tenured
Overall

Percent somewhat or strongly agree

Clarity of expectations: Scholar

Percent somewhat or very clear

Clarity of expectations: Teacher

Percent somewhat or very clear

Clarity of expectations: Advisor

Percent somewhat or very clear

Clarity of expectations: Colleague

Percent somewhat or very clear
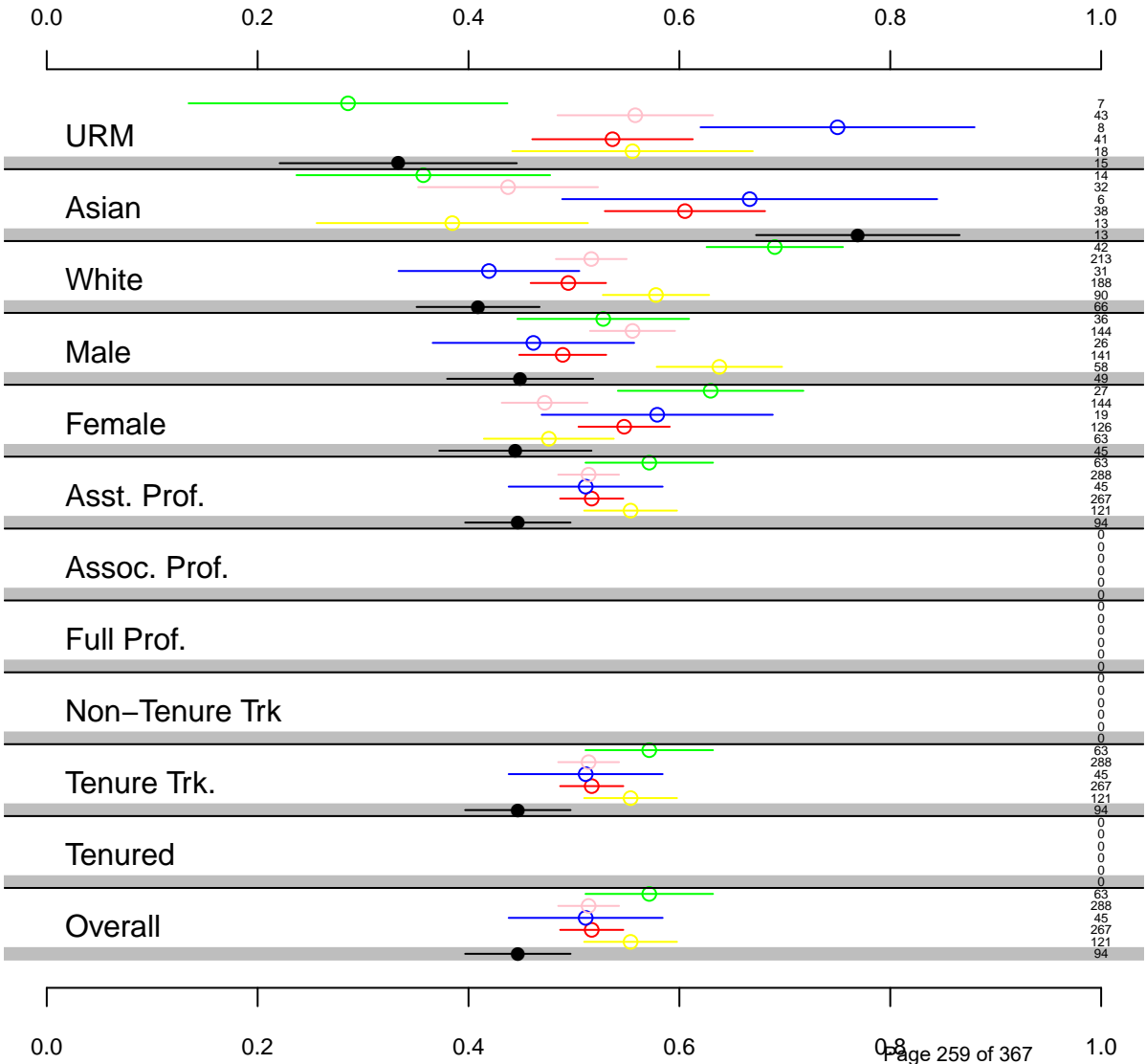
Clarity of expectations: Campus citizen
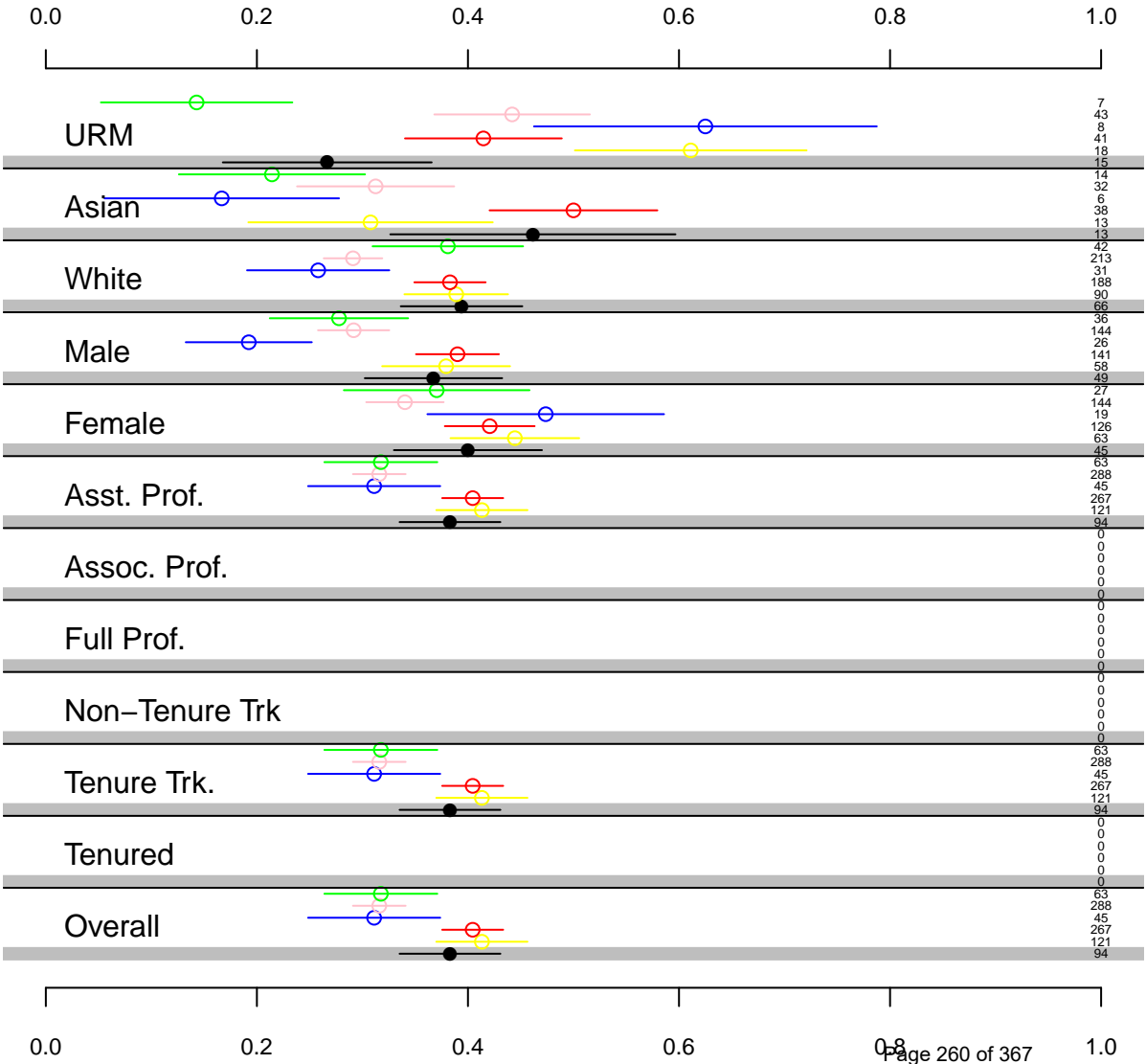
Percent somewhat or very clear

Clarity of expectations: Broader community
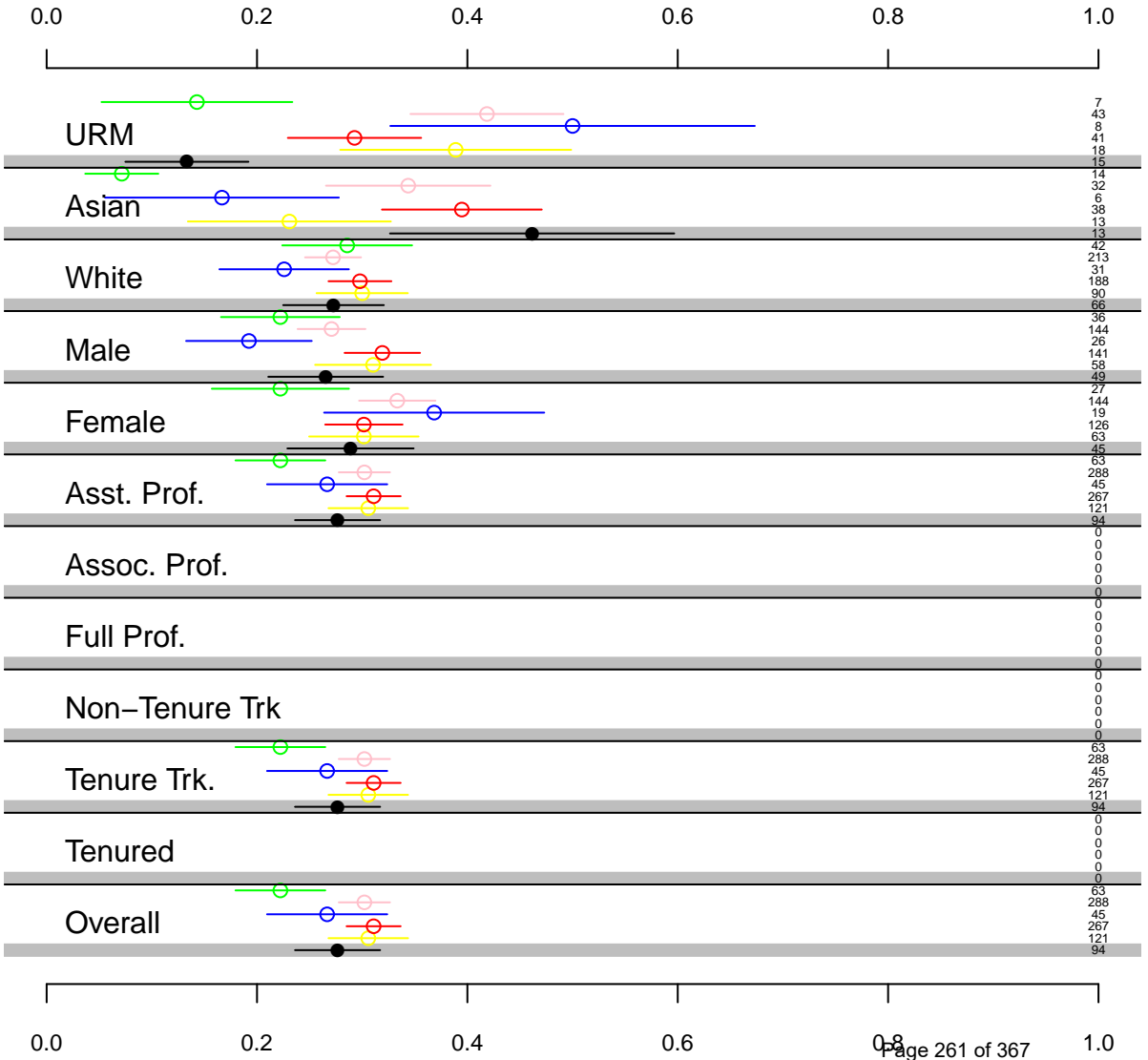
Percent somewhat or very clear

Reasonableness of promotion expectations

URM
15
80
19
68
64
29

Asian
6
57
10
88
29
16

White
153
1003
185
680
638
303

Male
116
714
156
584
505
238

Female
58
426
63
252
226
110

Asst. Prof.
0
0
0
0
0
0

Assoc. Prof.
48
360
52
373
246
108

Full Prof.
126
780
168
463
485
240

Non−Tenure Trk
0
0
0
0
0
0

Tenure Trk.
0
0
0
0
0
0

Tenured
174
1140
220
836
731
348

Overall
174
1140
220
836
731
348

Percent somewhat or strongly agree

Dept. encourages work toward promotion

Percent somewhat or strongly agree

Clarity of promotion process

URM	15 94 22 71 69 30
Asian	7 66 17 95 33 16
White	166 1037 193 715 665 318
Male	125 741 162 610 522 249
Female	63 456 69 271 245 115
Asst. Prof.	0 0 0 0 0
Assoc. Prof.	60 410 63 411 280 122
Full Prof.	128 787 169 470 487 242
Non−Tenure Trk	0 0 0 0 0
Tenure Trk.	0 0 0 0 0
Tenured	188 1197 232 881 767 364
Overall	188 1197 232 881 767 364

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
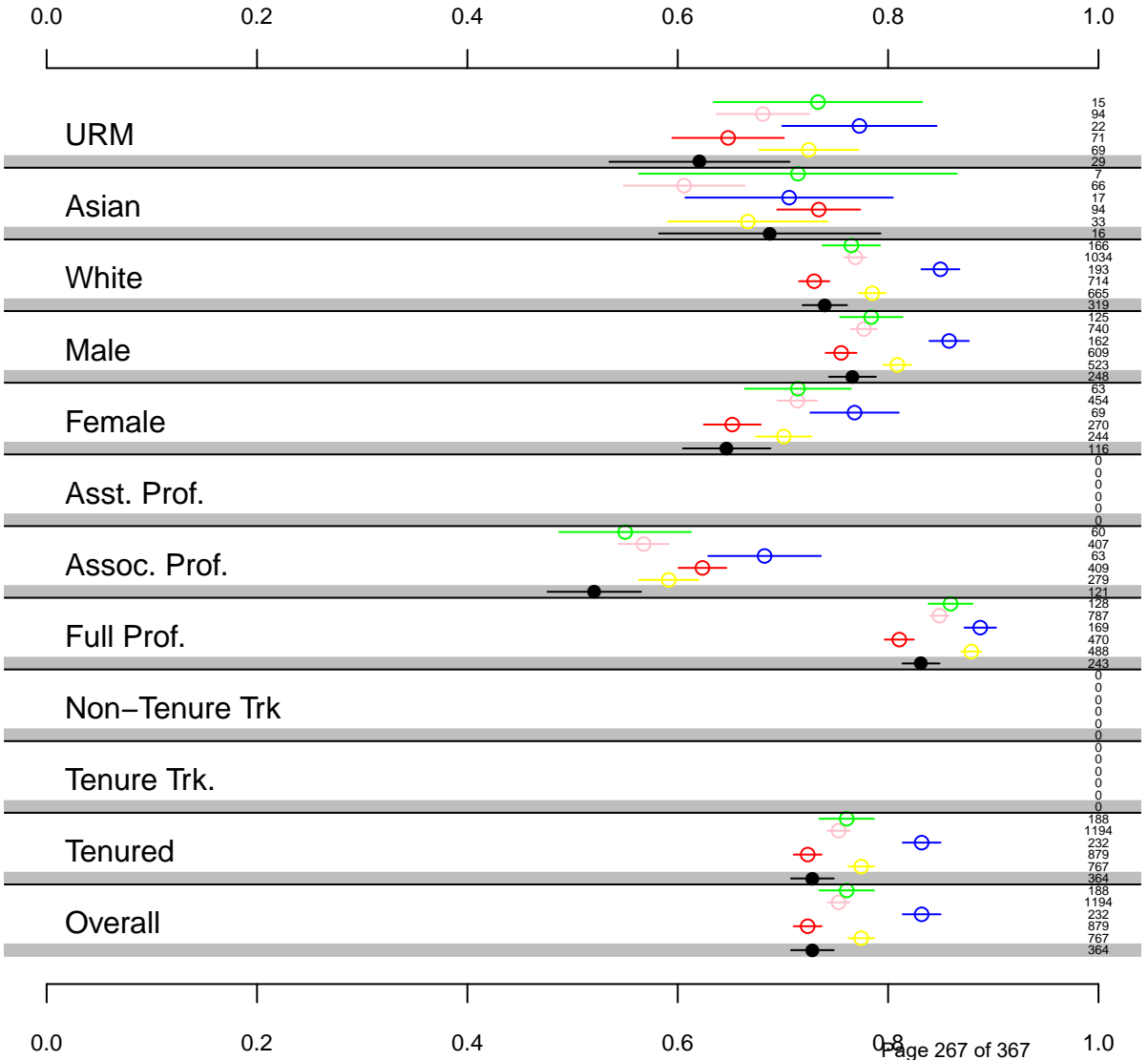
Percent somewhat or very clear

Clarity of promotion time frame
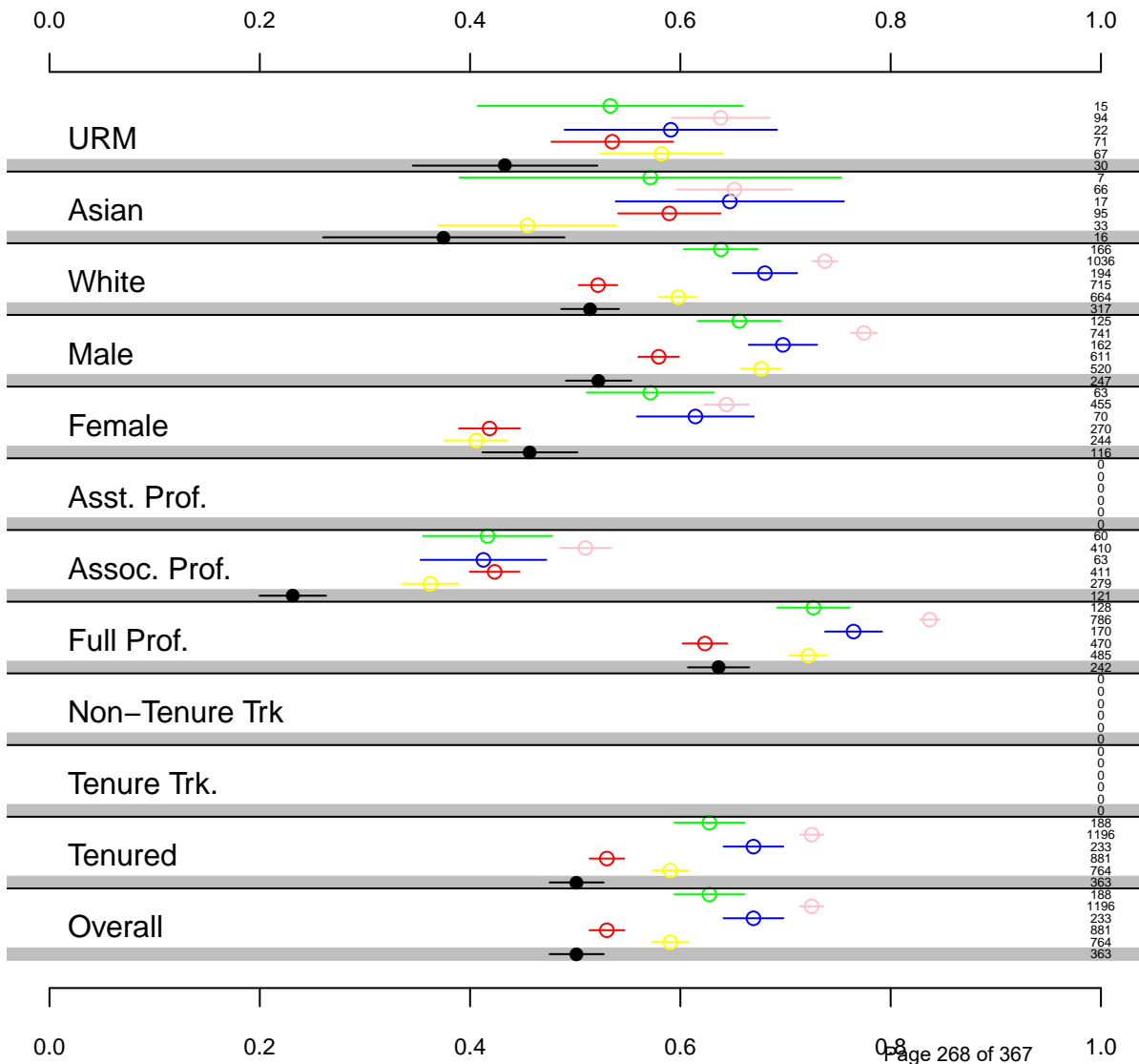
Percent somewhat or very clear

Clarity of likelihood of promotion
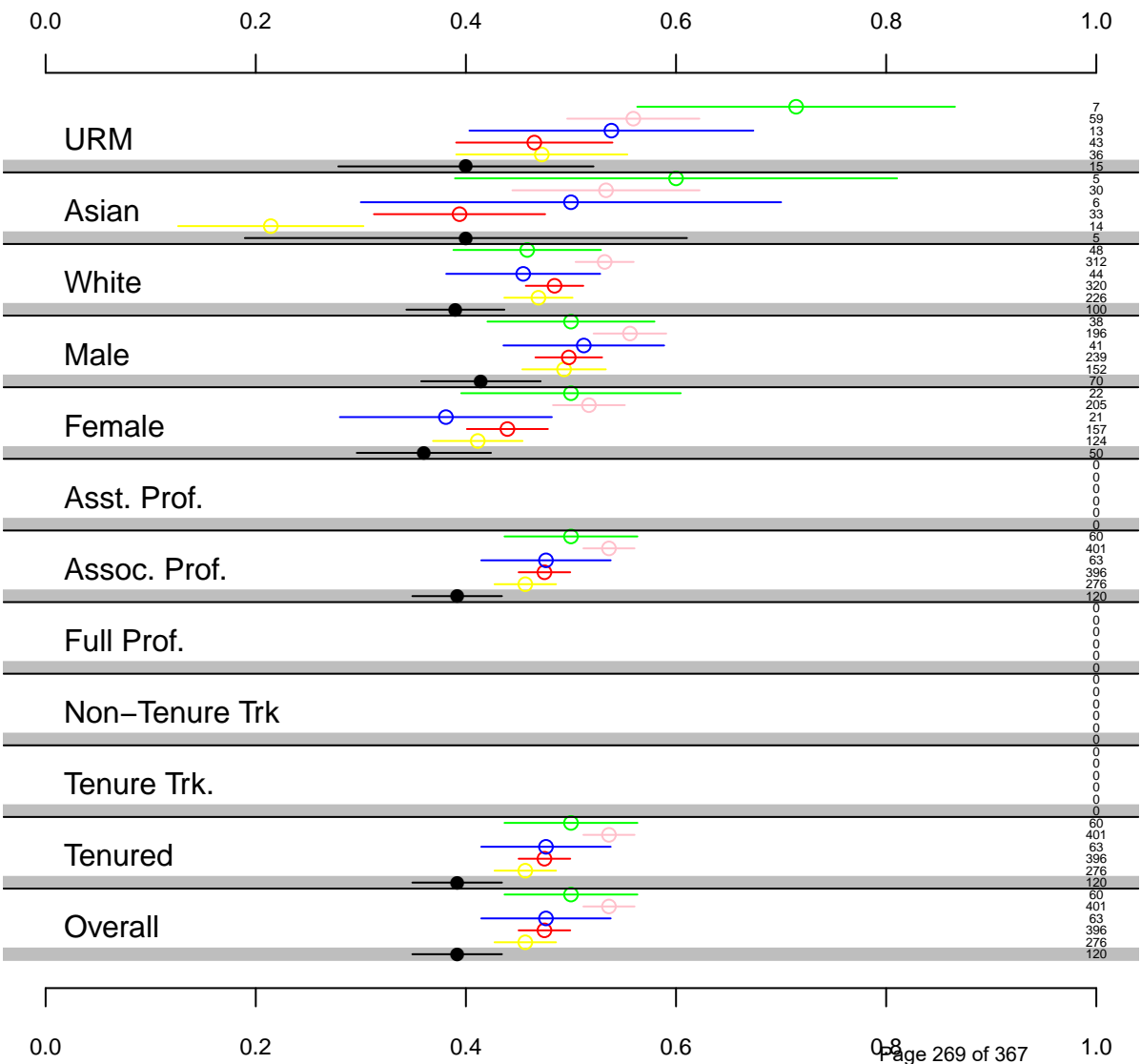
Percent somewhat or very clear

VU's priorities are stated consistently by leadership
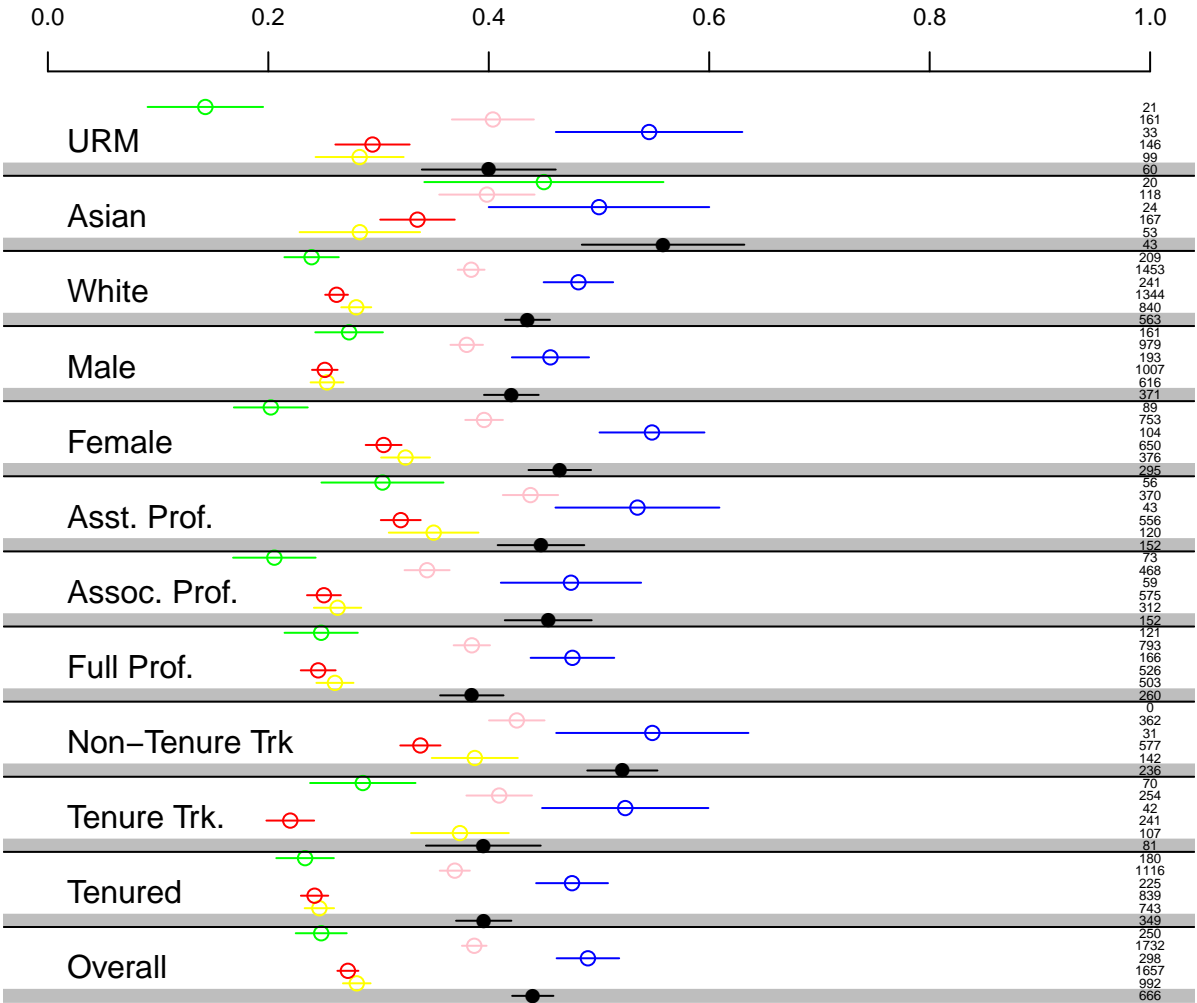
Percent somewhat or strongly agree

VU's priorities are acted on consistently by leadership

Percent somewhat or strongly agree

Changed VU priorities negatively affect my work

URM					20 169 34 146 92 61
Asian					20 116 20 165 55 41
White					208 1469 239 1362 829 569
Male					162 985 188 1021 613 374
Female					86 769 104 652 363 297
Asst. Prof.					52 369 39 553 111 148
Assoc. Prof.					73 481 59 589 310 155
Full Prof.					123 803 165 531 504 260
Non−Tenure Trk					0 368 31 577 140 240
Tenure Trk.					65 247 38 244 94 78
Tenured					183 1139 224 852 742 353
Overall					248 1754 293 1673 976 671
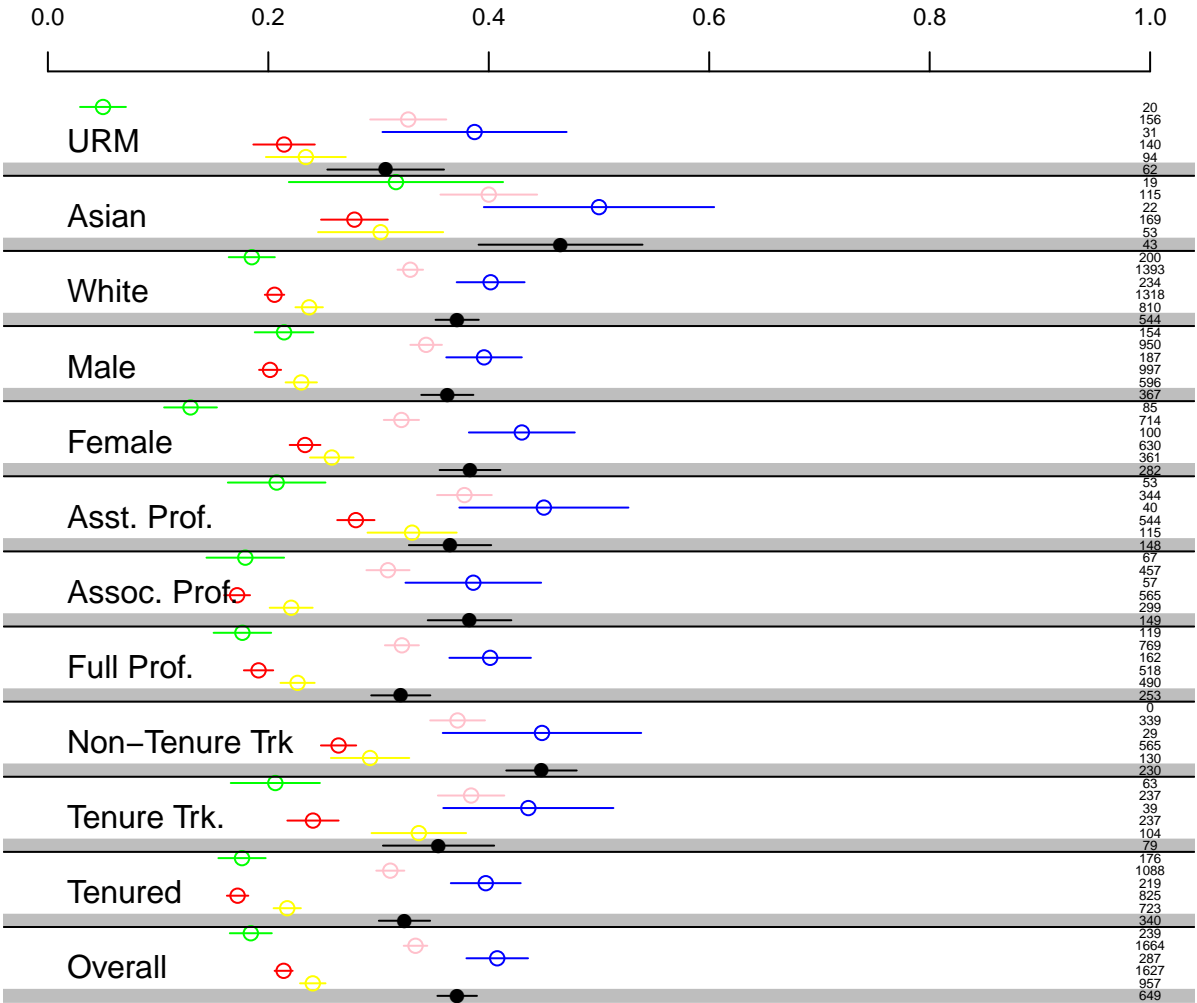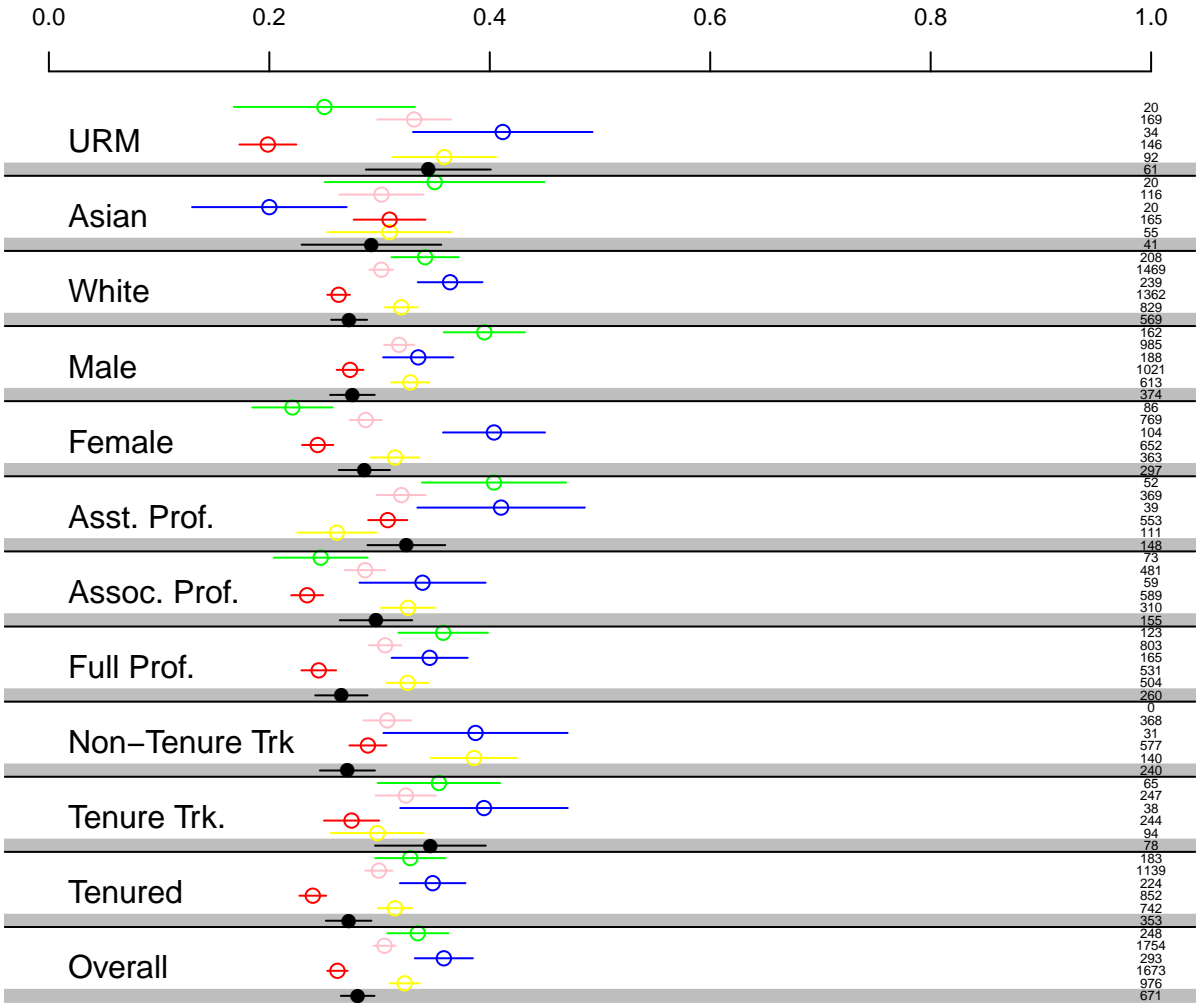
Percent somewhat or strongly agree

Chancellor: Pace of decision making
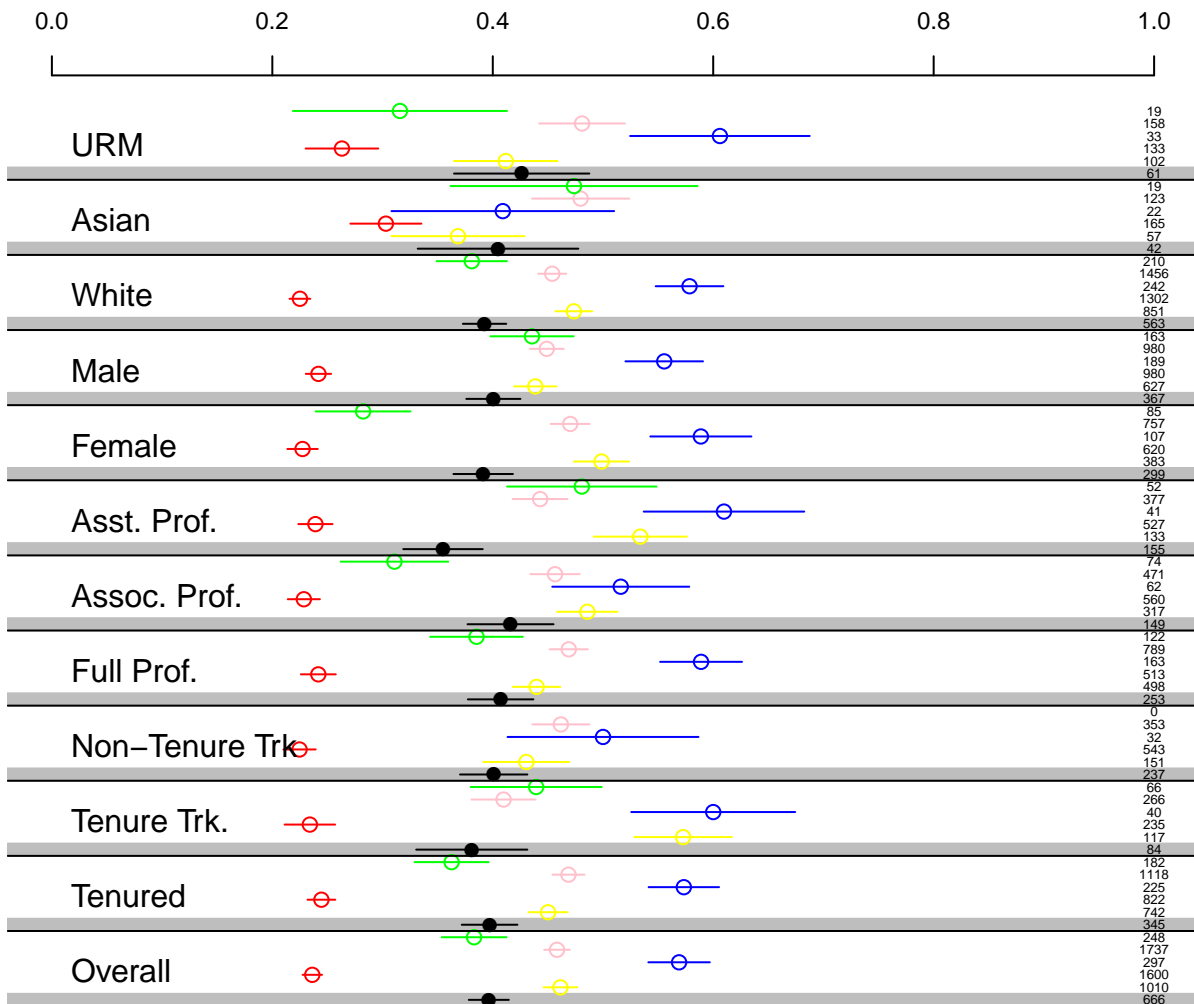
Percent satisfied or very satisfied

Chancellor: Stated priorities
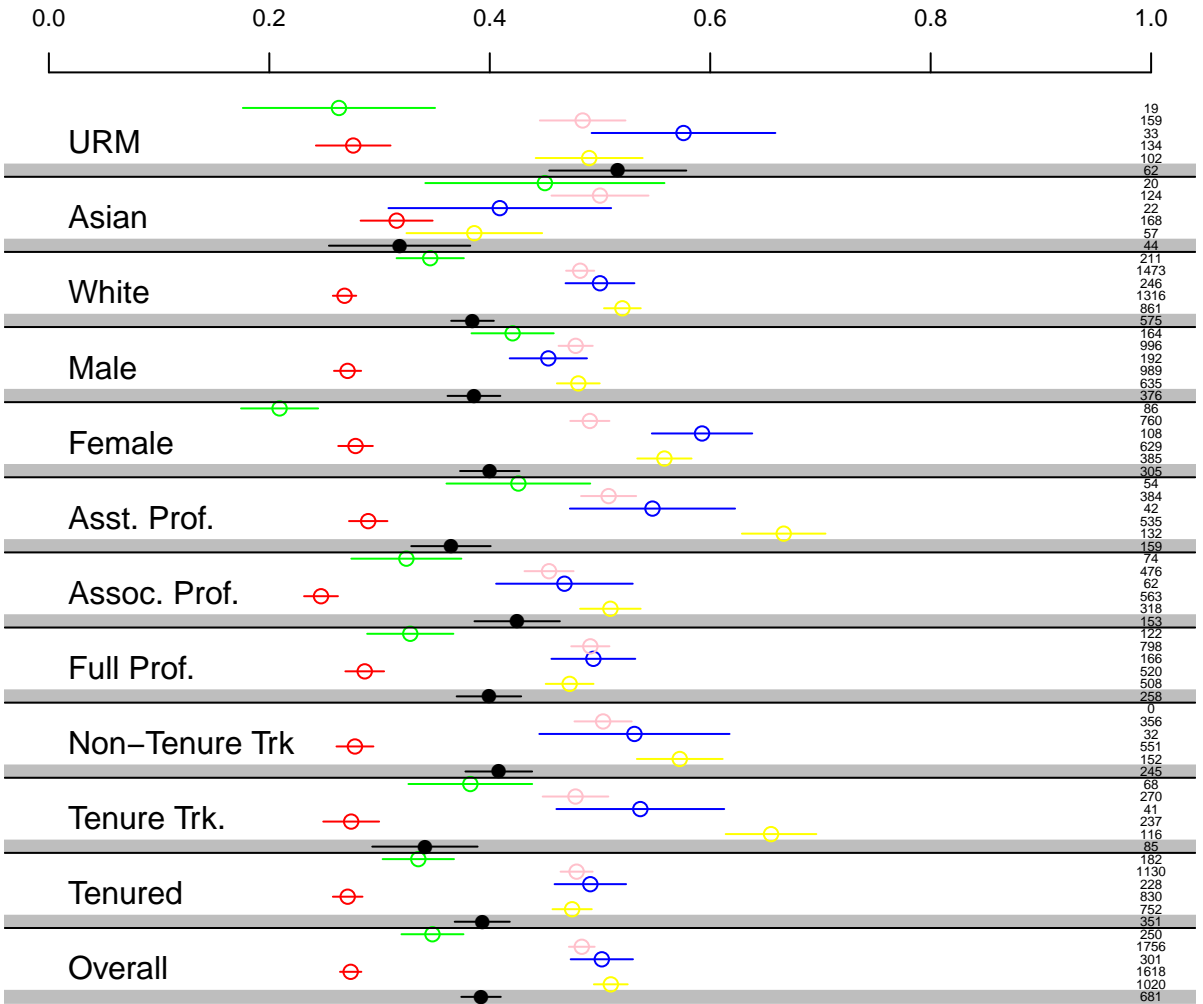
Percent satisfied or very satisfied

Chancellor: Communication of priorities
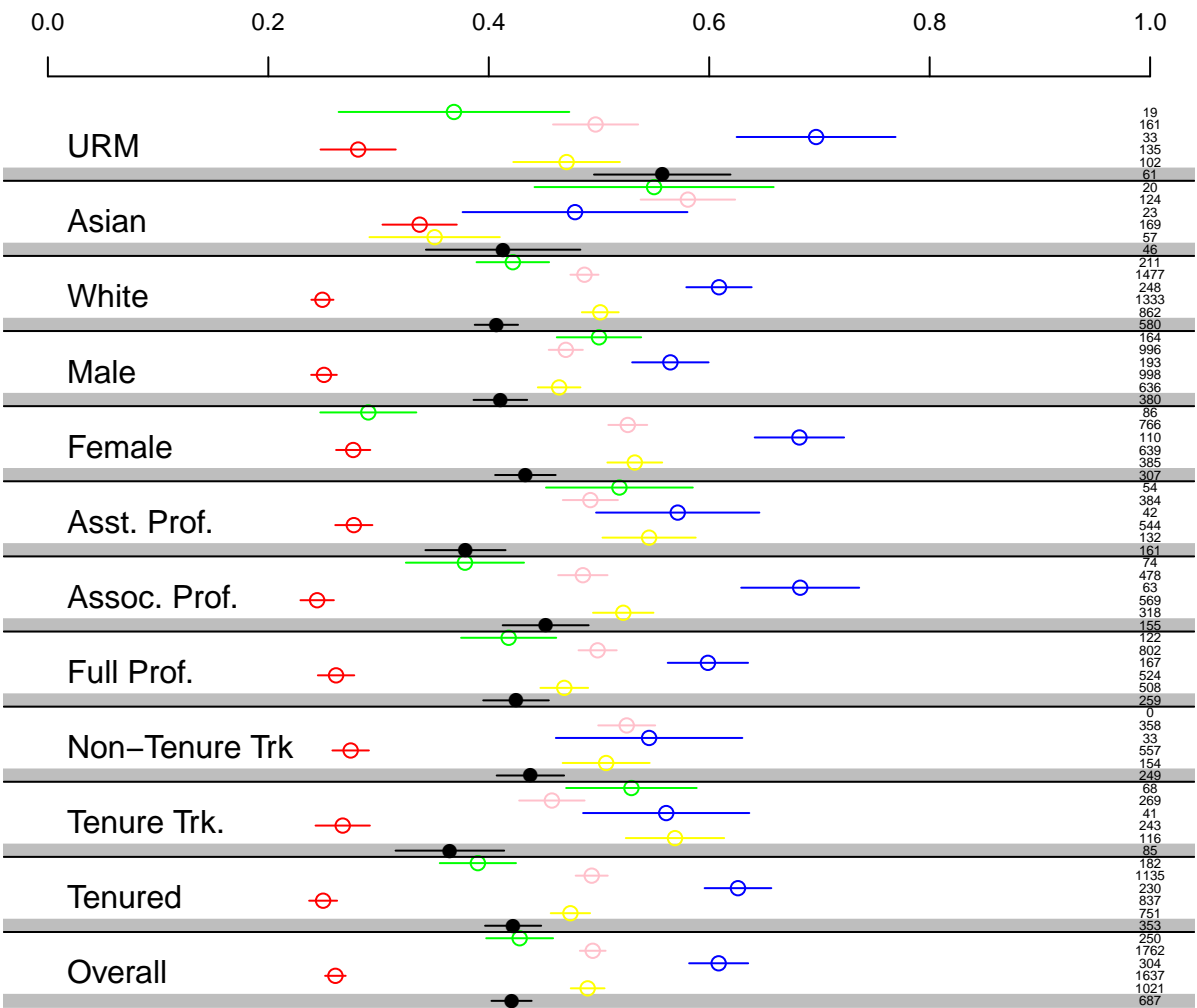
Percent satisfied or very satisfied

Provost: Pace of decision making

Percent satisfied or very satisfied

Provost: Stated priorities
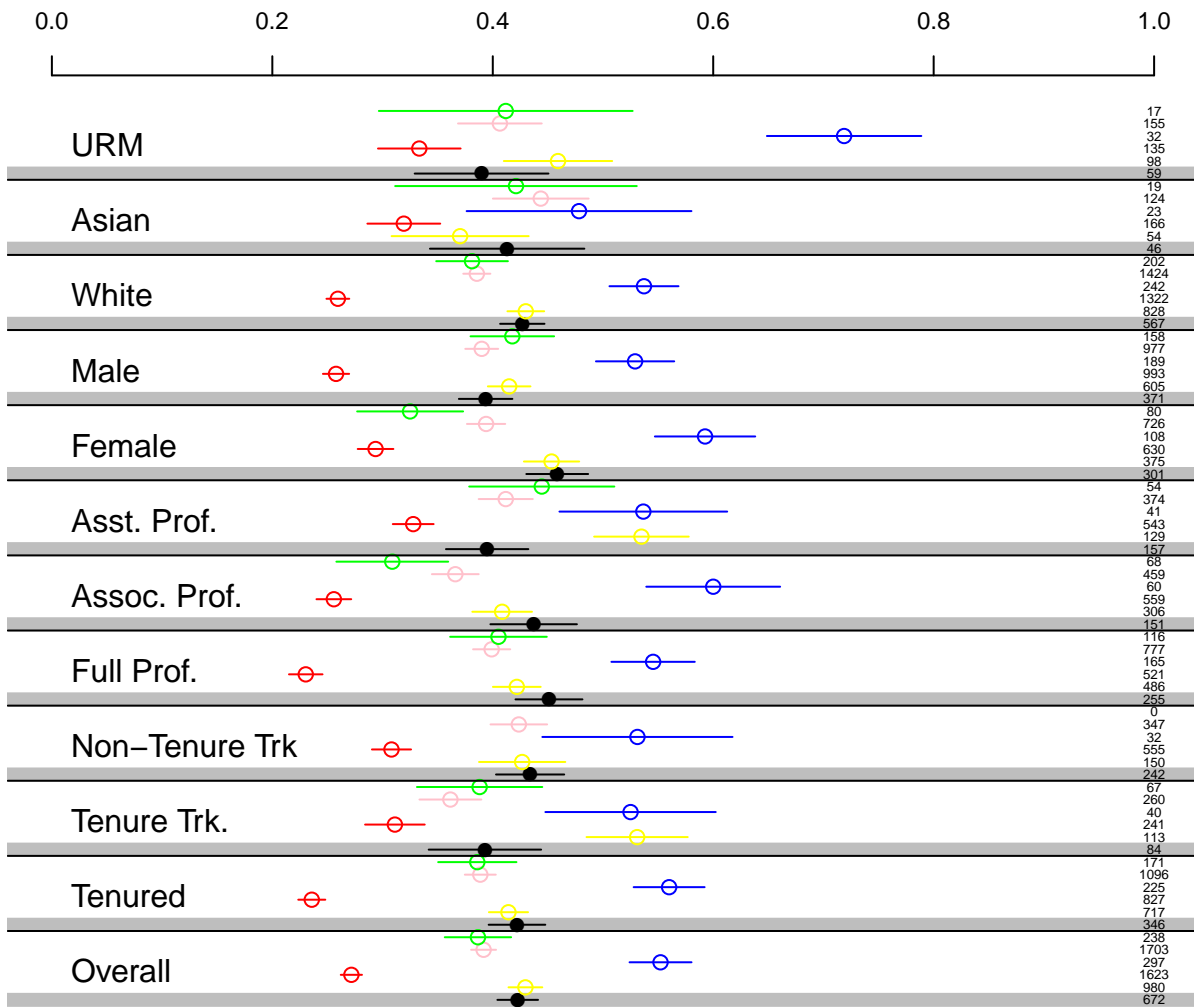
Percent satisfied or very satisfied

Provost: Communication of priorities

Percent satisfied or very satisfied

Dean: Pace of decision making

Percent satisfied or very satisfied

Dean: Stated priorities

Percent satisfied or very satisfied

Dean: Communication of priorities

Percent satisfied or very satisfied

Dean: Ensuring faculty input

URM	19
	156
	28
	136
	98
	60
Asian	21
	122
	20
	169
	57
	45
White	213
	1417
	232
	1354
	840
	572
Male	166
	949
	176
	1004
	614
	374
Female	87
	746
	103
	655
	381
	303
Asst. Prof.	58
	381
	41
	566
	136
	162
Assoc. Prof.	74
	468
	61
	572
	317
	152
Full Prof.	121
	752
	149
	521
	483
	253
Non−Tenure Trk	0
	353
	30
	569
	140
	249
Tenure Trk.	72
	267
	40
	256
	126
	86
Tenured	181
	1075
	210
	834
	729
	342
Overall	253
	1695
	280
	1659
	995
	677
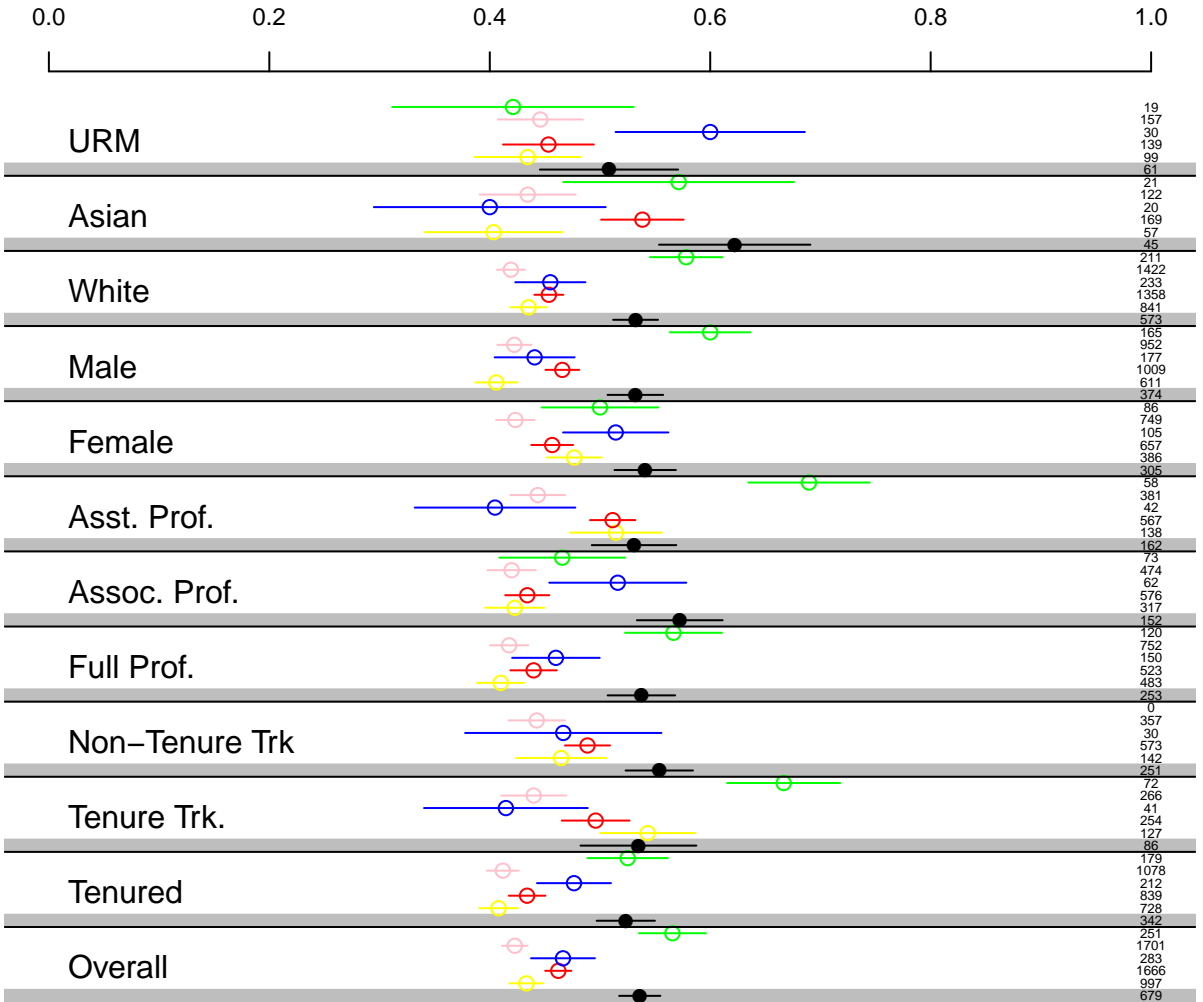
Percent satisfied or very satisfied

Dean: Support for adapting to changed mission

Percent somewhat or strongly agree

Chair: Pace of decision making

Percent satisfied or very satisfied

Chair: Stated priorities

0.0	0.2	0.4	0.6	0.8	1.0

URM

14
163
33
139
93
60

Asian

19
117
22
171
55
49

White

190
1311
218
1243
752
517

Male

147
887
170
917
544
336

Female

76
704
102
636
356
290

Asst. Prof.

57
407
43
585
138
165

Assoc. Prof.

66
447
58
531
299
138

Full Prof.

100
638
140
437
402
211

Non−Tenure Trk

0
373
33
572
143
247

Tenure Trk.

69
283
42
260
123
87

Tenured

154
935
198
721
634
292

Overall

223
1591
273
1553
900
626

0.0	0.2	0.4	0.6	0.8	1.0

Percent satisfied or very satisfied

Chair: Communication of priorities

URM		15 164 33 139 95 60
Asian		19 116 22 171 55 50
White		190 1315 219 1246 754 518
Male		147 888 170 916 546 336
Female		77 707 103 640 358 292
Asst. Prof.		58 407 44 585 139 165
Assoc. Prof.		66 450 58 533 300 138
Full Prof.		100 640 140 438 404 212
Non−Tenure Trk		0 374 33 573 144 248
Tenure Trk.		70 283 43 260 123 87
Tenured		154 938 198 723 637 293
Overall		224 1595 274 1556 904 628

Percent satisfied or very satisfied

Chair: Ensuring faculty input

Percent satisfied or very satisfied
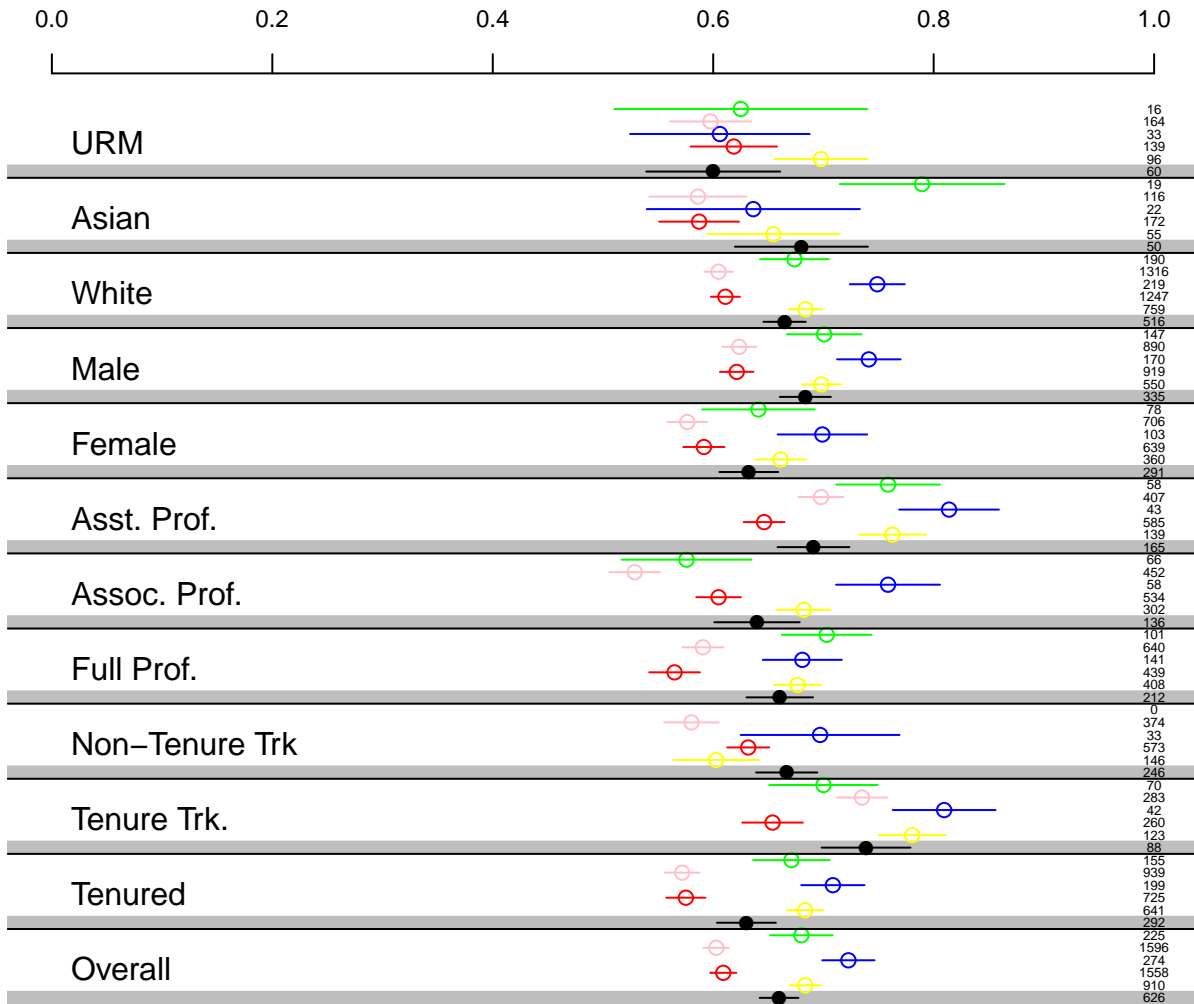
Chair: Fairness in evaluating work

Percent satisfied or very satisfied

Chair: Support for adapting to changed mission

Percent somewhat or strongly agree

Faculty leaders: Pace of decision making

URM
16
91
30
64
60
55

Asian
20
64
21
87
34
42

White
181
721
219
677
439
527

Male
139
465
174
490
297
343

Female
78
411
95
338
236
281

Asst. Prof.
45
205
36
268
68
140

Assoc. Prof.
64
242
56
292
174
136

Full Prof.
108
355
149
268
235
250

Non−Tenure Trk
0
288
30
299
143
220

Tenure Trk.
57
108
35
114
49
75

Tenured
160
480
205
415
341
329

Overall
217
876
270
828
533
624

Percent satisfied or very satisfied

Faculty leaders: Stated priorities

Percent satisfied or very satisfied

Faculty leaders: Comunication of priorities

Percent satisfied or very satisfied

Faculty leaders: Ensuring faculty input

URM
17
93
31
65
60
56

Asian
20
63
22
88
34
39

White
183
733
225
683
443
537

Male
139
474
177
493
300
349

Female
81
415
100
343
237
283

Asst. Prof.
48
208
36
272
68
141

Assoc. Prof.
64
245
56
294
176
139

Full Prof.
108
361
155
270
236
255

Non−Tenure Trk
0
290
32
303
144
221

Tenure Trk.
61
111
35
116
50
76

Tenured
159
488
211
417
343
335

Overall
220
889
278
836
537
632

Percent satisfied or very satisfied

Effectiveness of shared governance

URM
Asian
White
Male
Female
Asst. Prof.
Assoc. Prof.
Full Prof.
Non−Tenure Trk
Tenure Trk.
Tenured
Overall
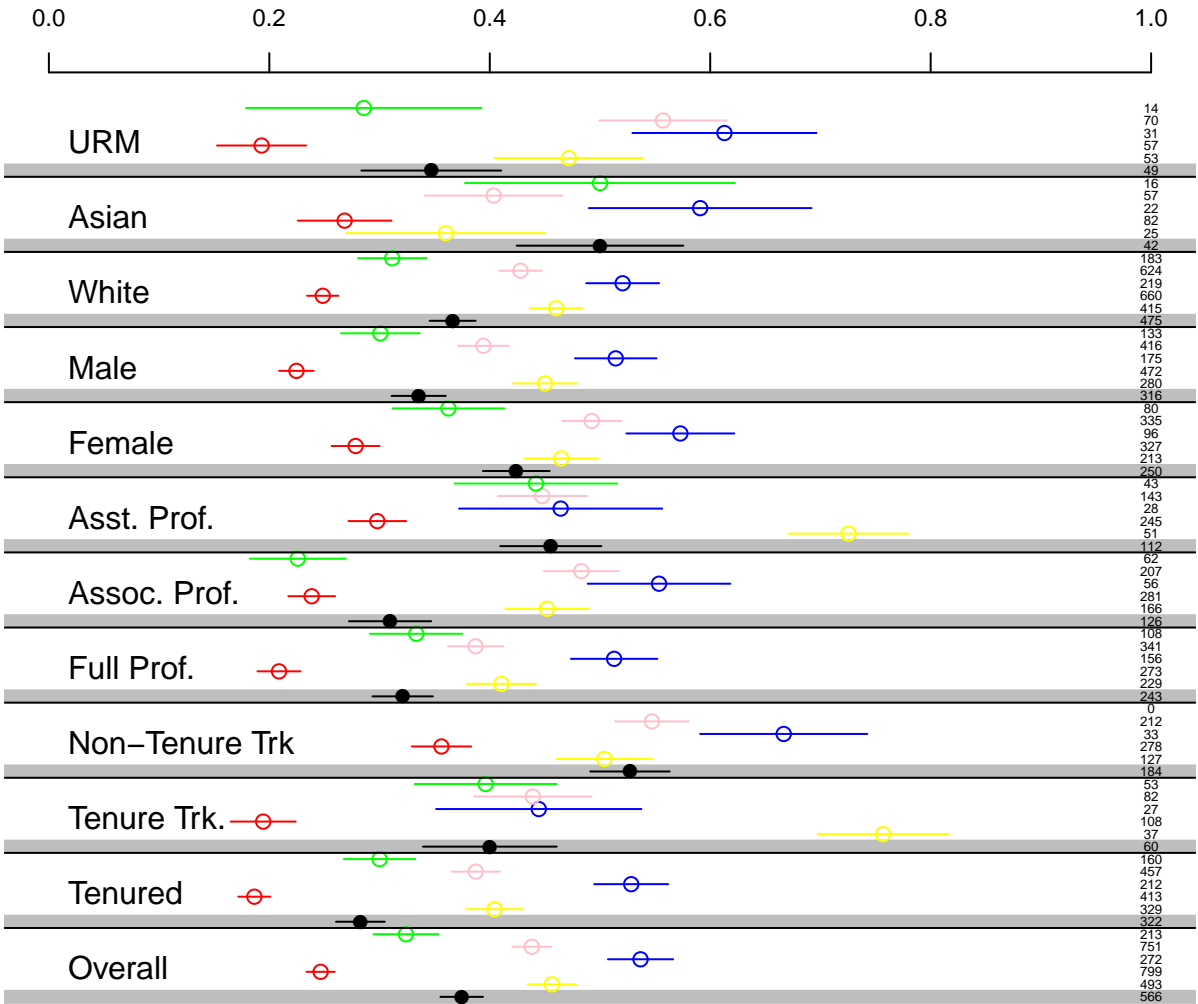
Percent somewhat or very effective

My governance committee makes progress toward goals
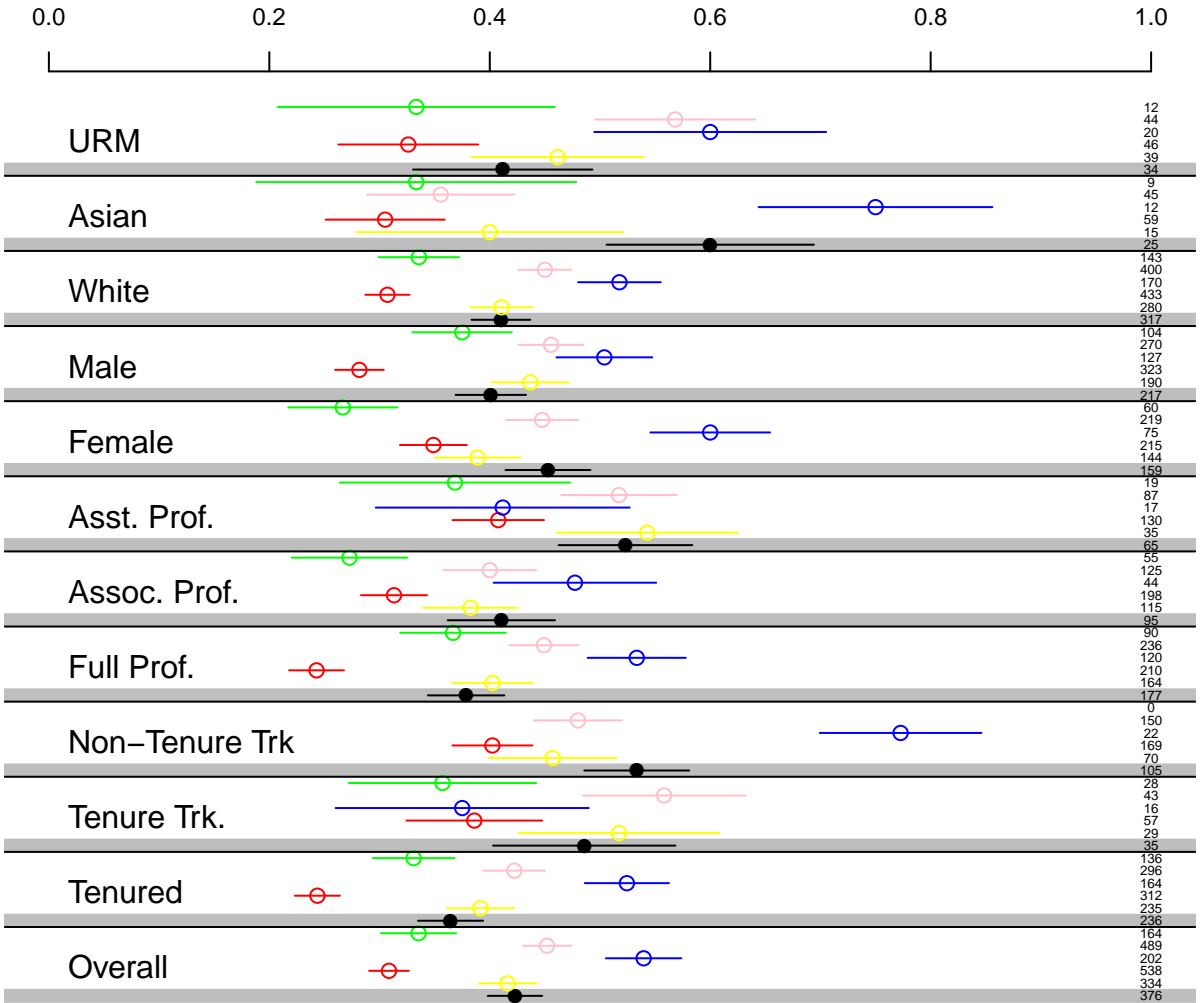
Percent regularly or frequently

Shared governance progress is publicly recognized

Percent regularly or frequently

Understanding of process to express opinions on policies

The figure shows a forest plot with confidence intervals for the following categories, plotted on a scale from 0.0 to 1.0 labeled "Percent somewhat or strongly agree":

Category	Counts
URM	18, 100, 32, 67, 63, 59
Asian	18, 68, 23, 90, 34, 45
White	199, 794, 231, 722, 452, 567
Male	149, 497, 183, 511, 309, 370
Female	86, 465, 102, 368, 240, 301
Asst. Prof.	51, 233, 36, 293, 73, 157
Assoc. Prof.	68, 264, 60, 308, 171, 155
Full Prof.	116, 375, 159, 278, 244, 254
Non−Tenure Trk	0, 334, 32, 325, 150, 237
Tenure Trk.	65, 122, 35, 125, 53, 86
Tenured	170, 506, 219, 429, 346, 345
Overall	235, 962, 286, 879, 549, 671
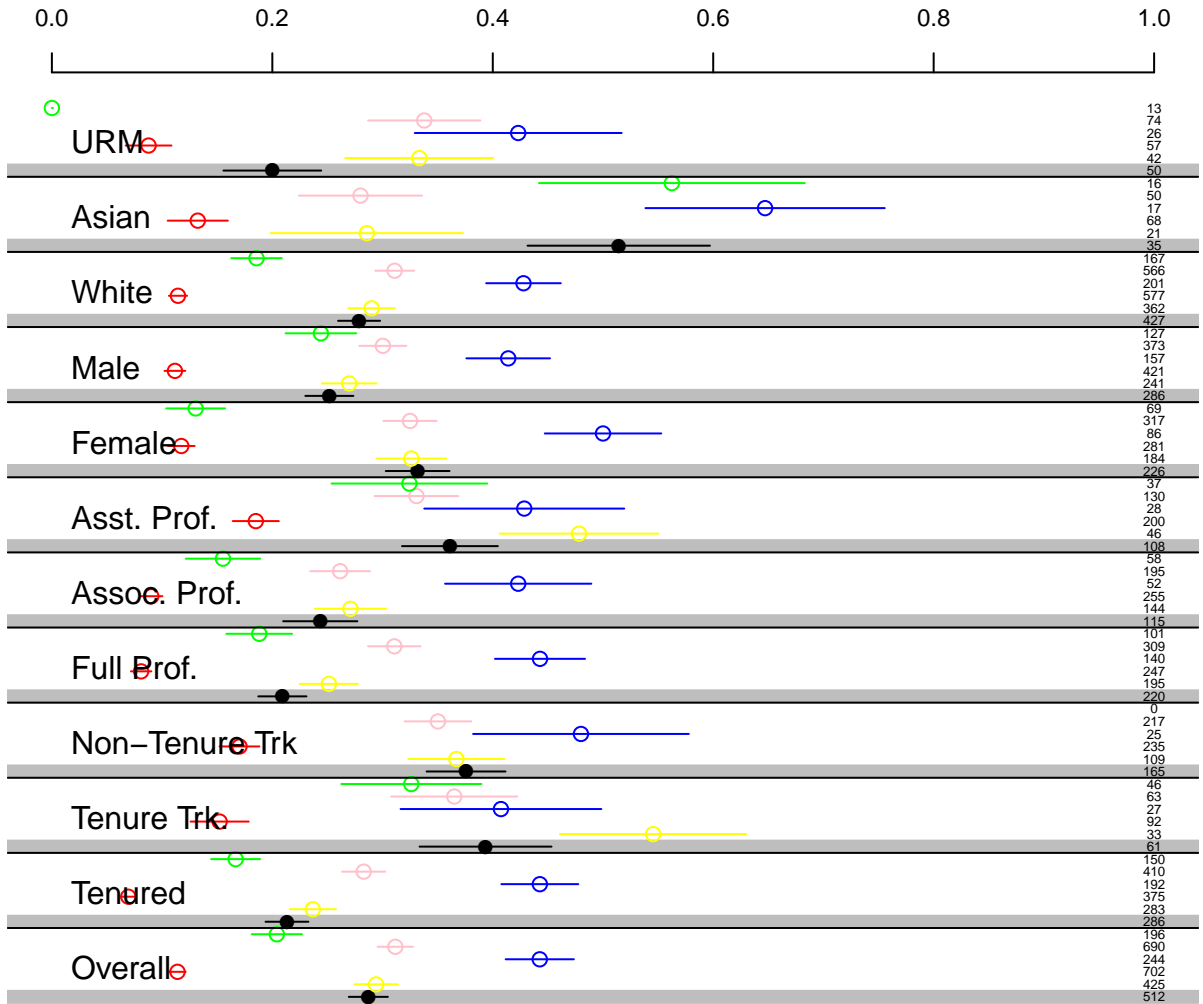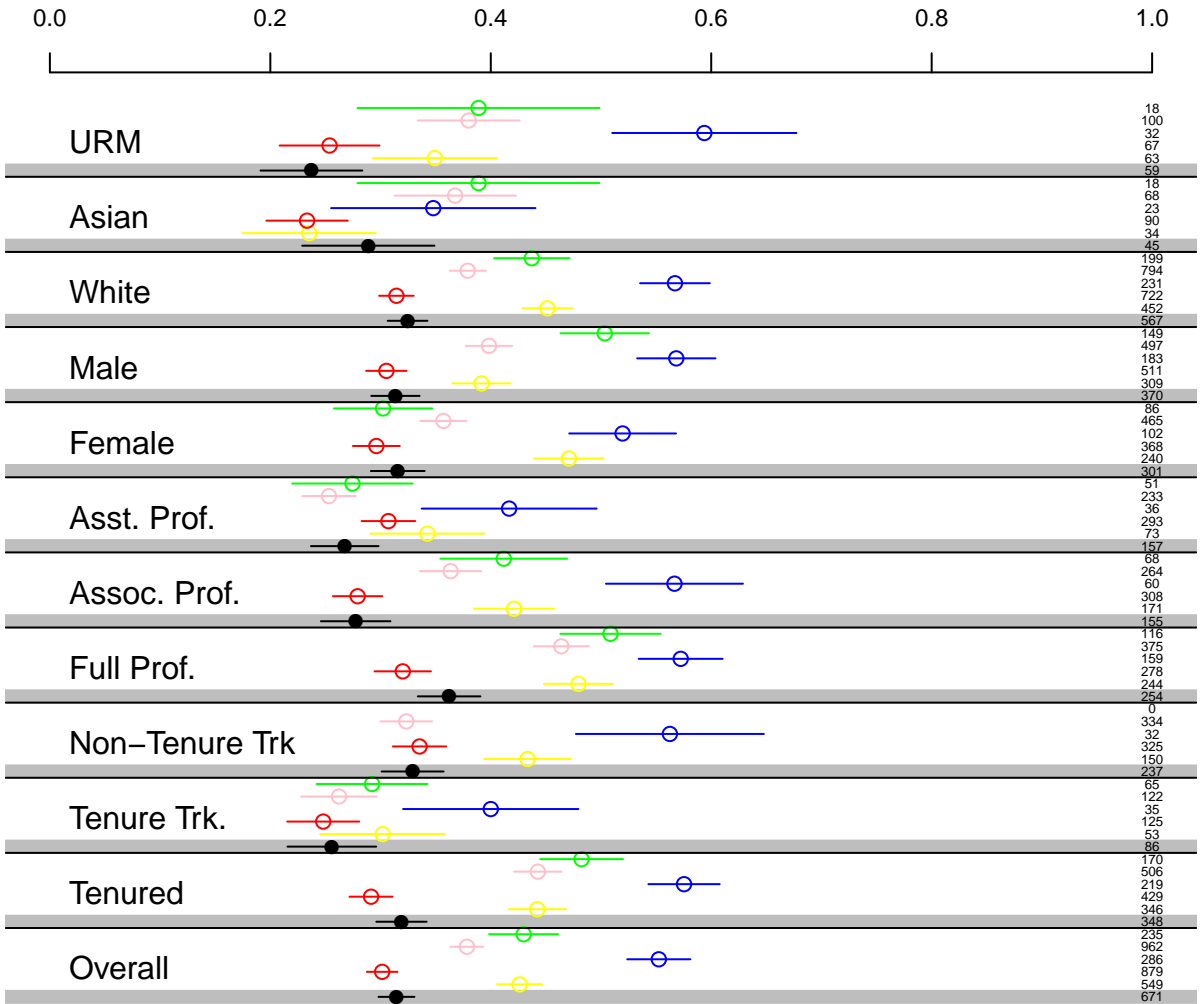
Percent somewhat or strongly agree

Clarity of rules on division of authority between faculty and administration

Percent somewhat or strongly agree

Faculty leaders and administrators follow rules of engagement

Percent regularly or frequently

Faculty leaders and admin. have open system of communication
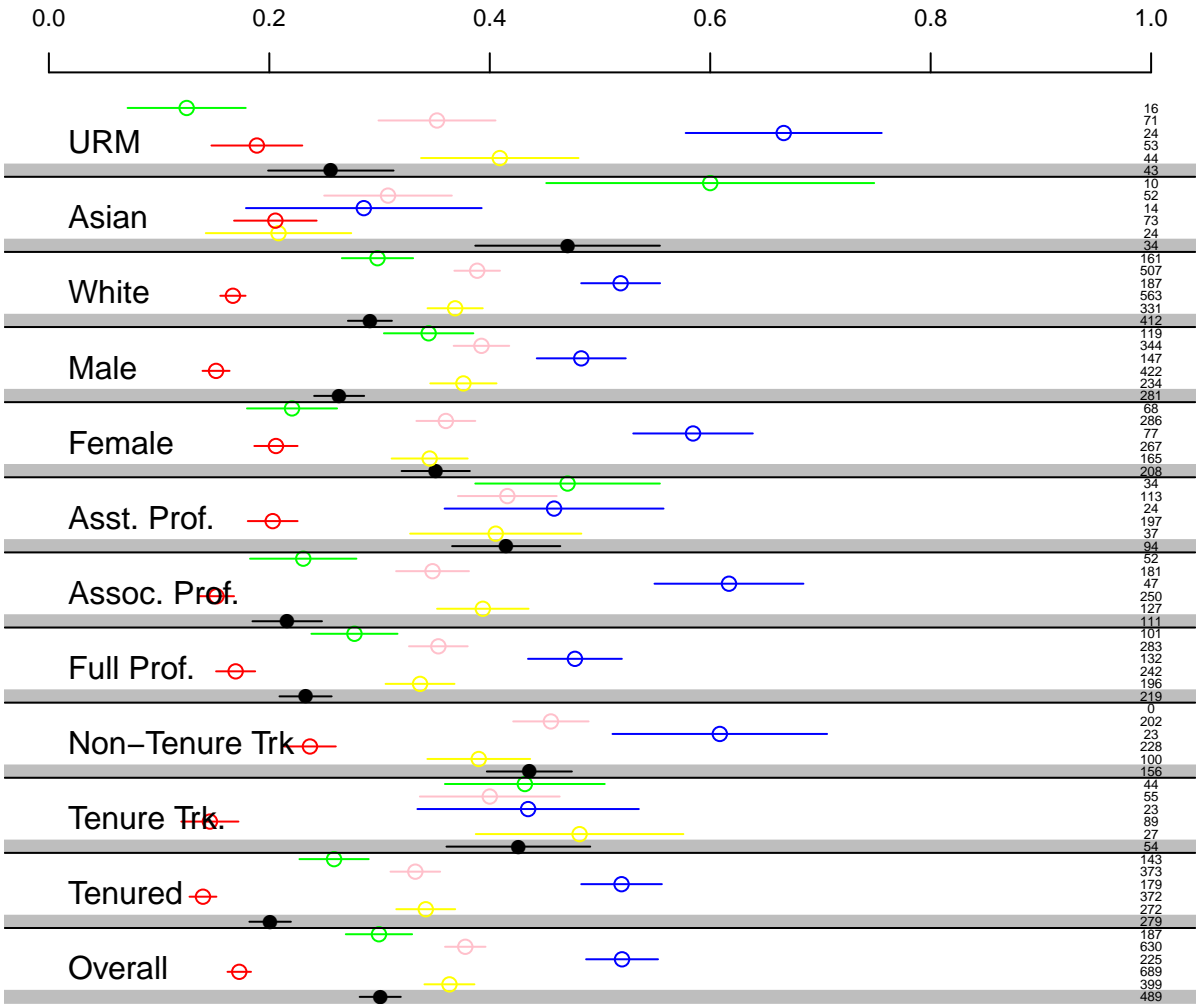
Percent regularly or frequently

Faculty leaders and admin. discuss difficult issues in good faith
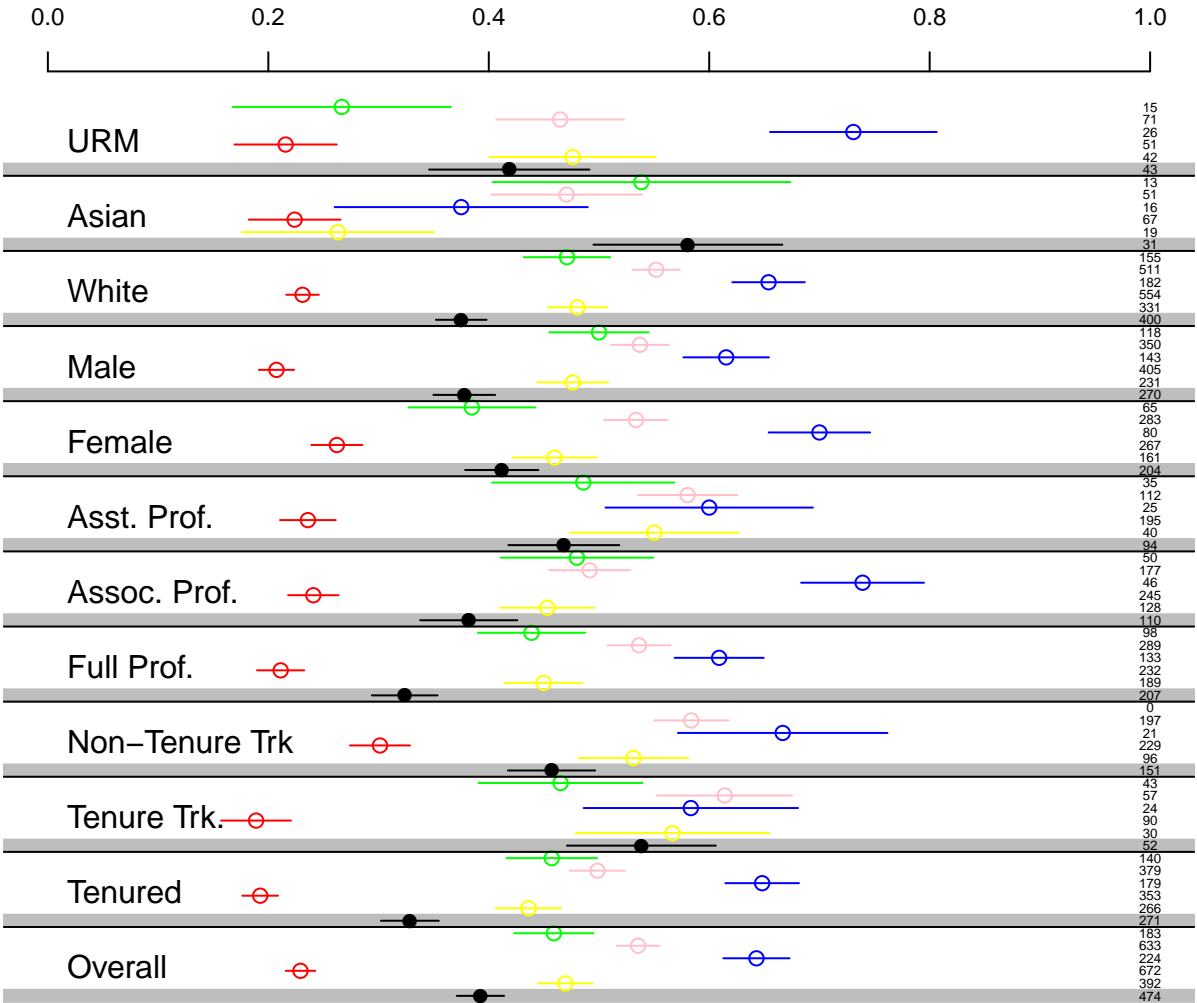
Percent regularly or frequently

Imp. decisions are not made until consensus among fac. leaders and admin.
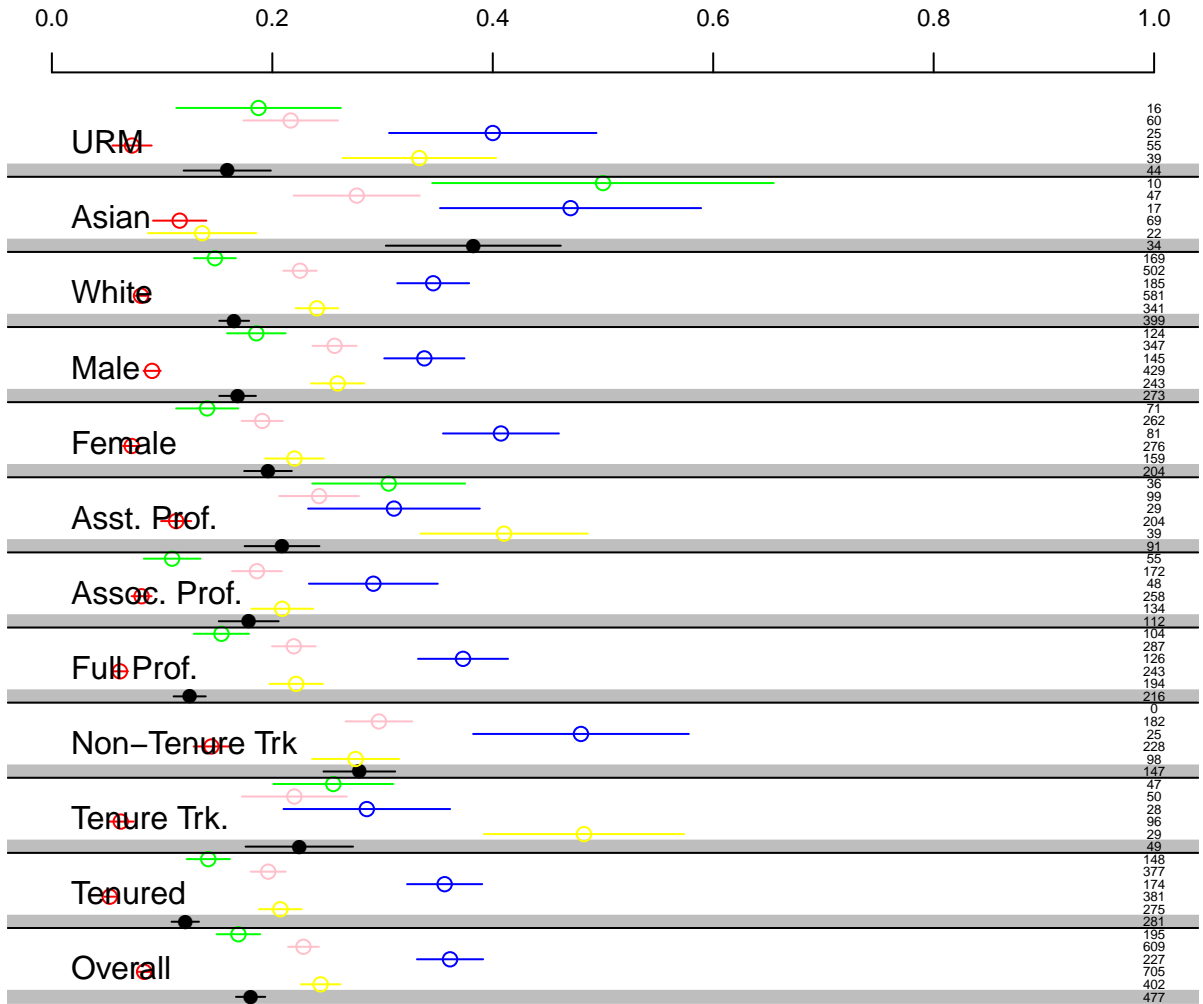
Percent regularly or frequently

Administrators allow time for faculty input

URM

Asian

White

Male

Female

Asst. Prof.

Assoc. Prof.

Full Prof.

Non−Tenure Trk

Tenure Trk

Tenured

Overall

Percent regularly or frequently
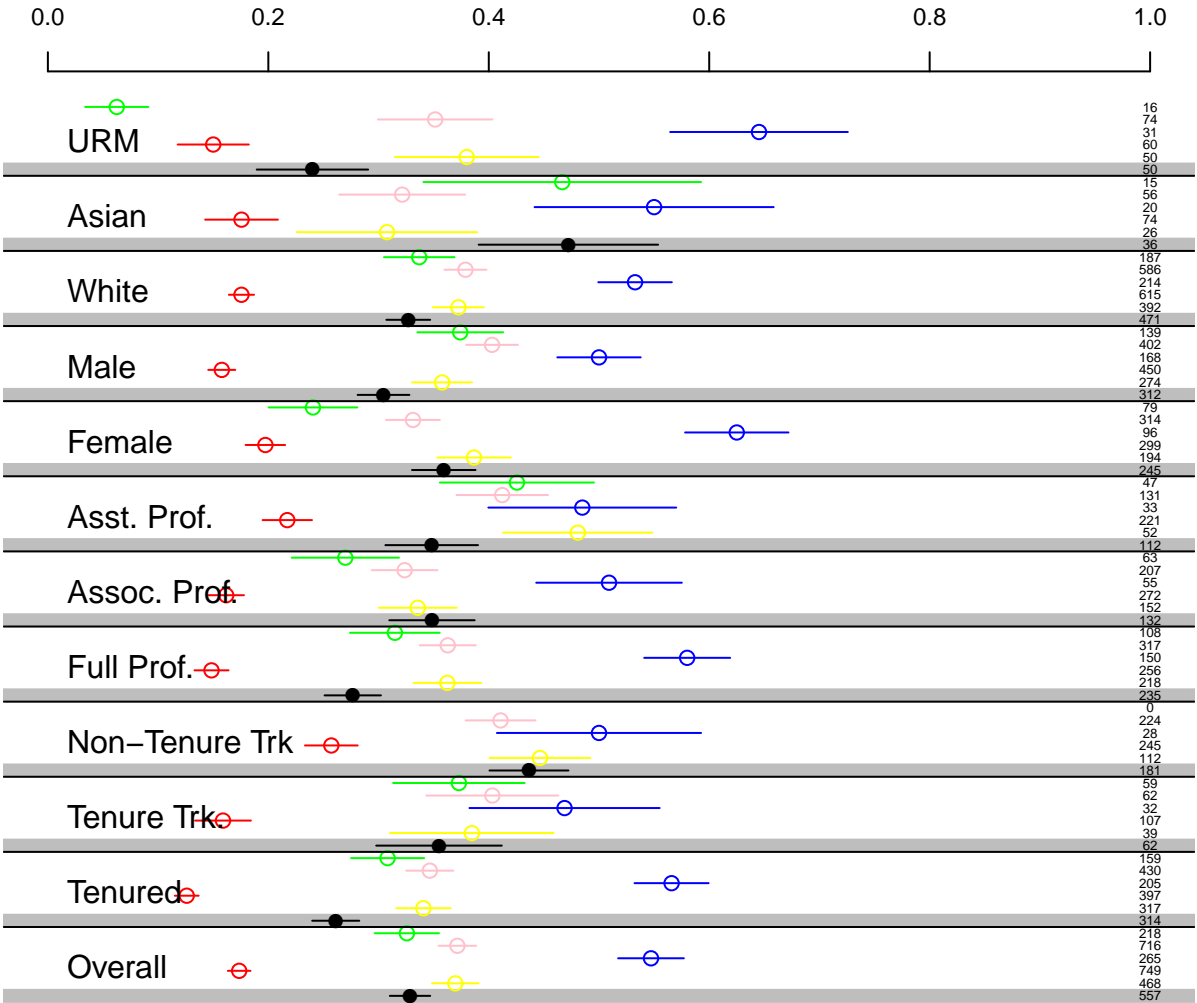
Fac. leaders and admin. respectfully consider the other's view

Percent regularly or frequently

Fac. leaders and admin. share responsibility for VU welfare

URM
14
75
26
54
47
47

Asian
14
53
18
69
26
35

White
162
560
195
568
353
423

Male
121
376
153
421
245
287

Female
69
312
85
270
181
218

Asst. Prof.
39
127
26
199
47
104

Assoc. Prof.
52
190
53
255
139
114

Full Prof.
99
310
138
237
200
226

Non−Tenure Trk
0
220
23
233
109
162

Tenure Trk.
49
64
25
91
34
55

Tenured
141
404
191
367
283
266

Overall
190
688
239
691
426
505
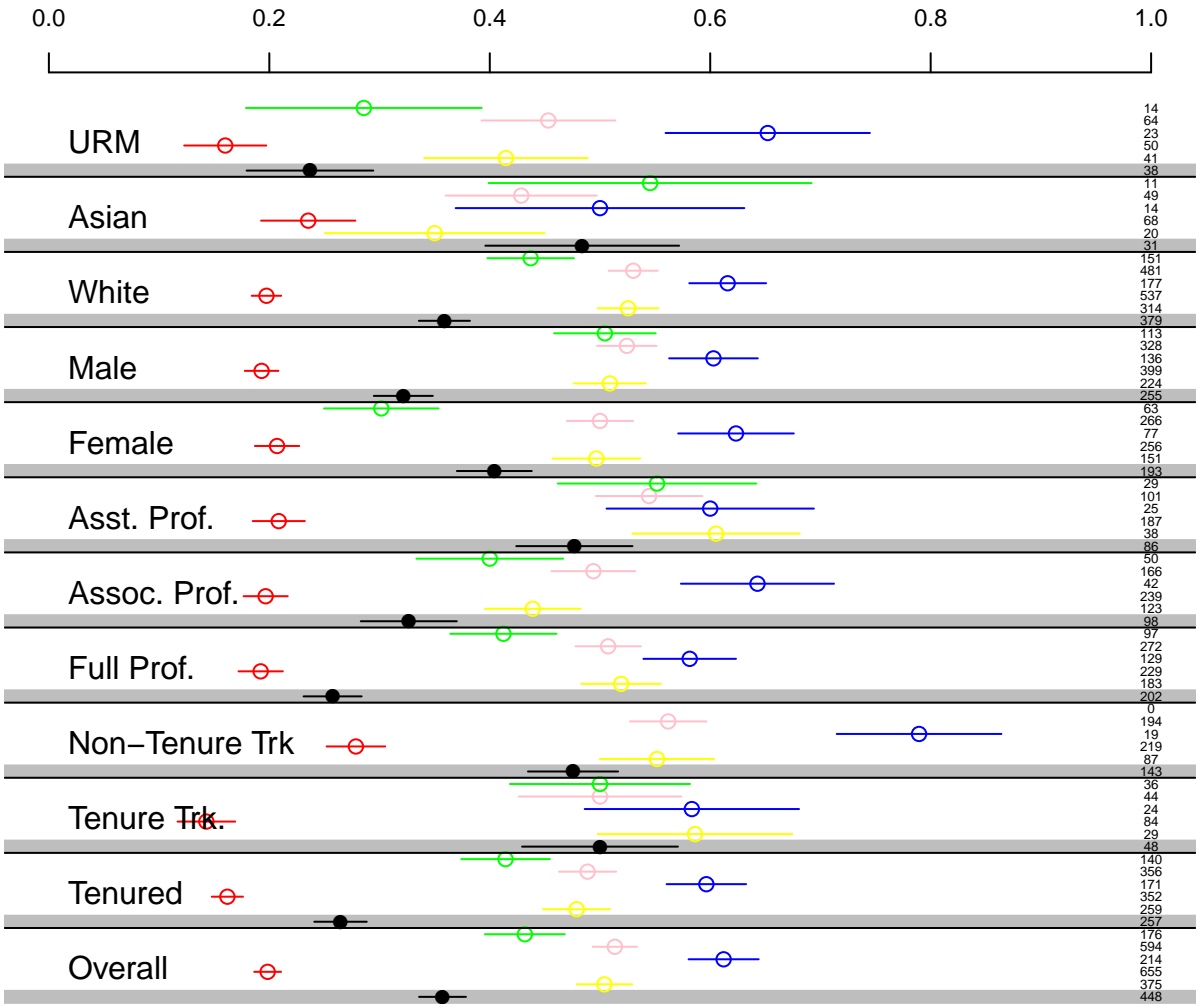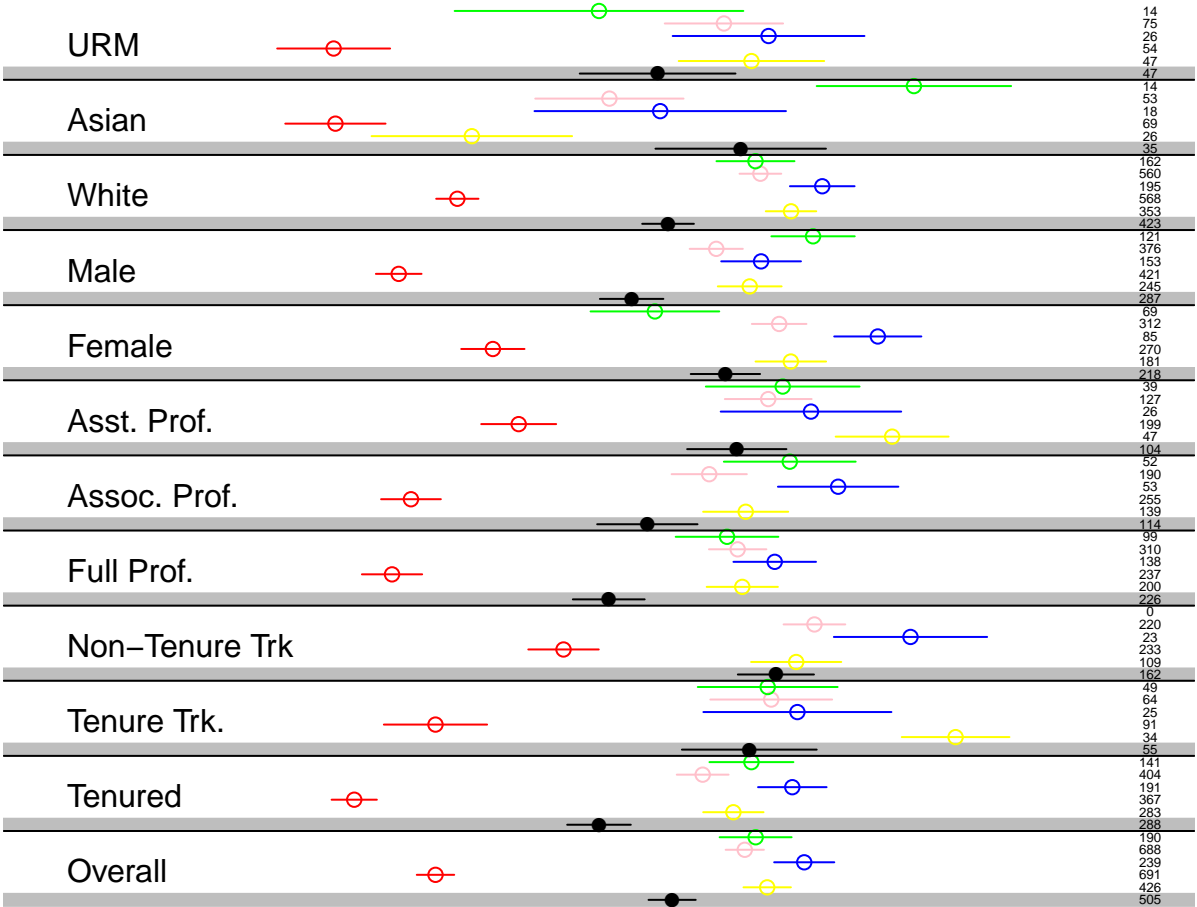
Percent regularly or frequently

Faculty governance structure allows individual input
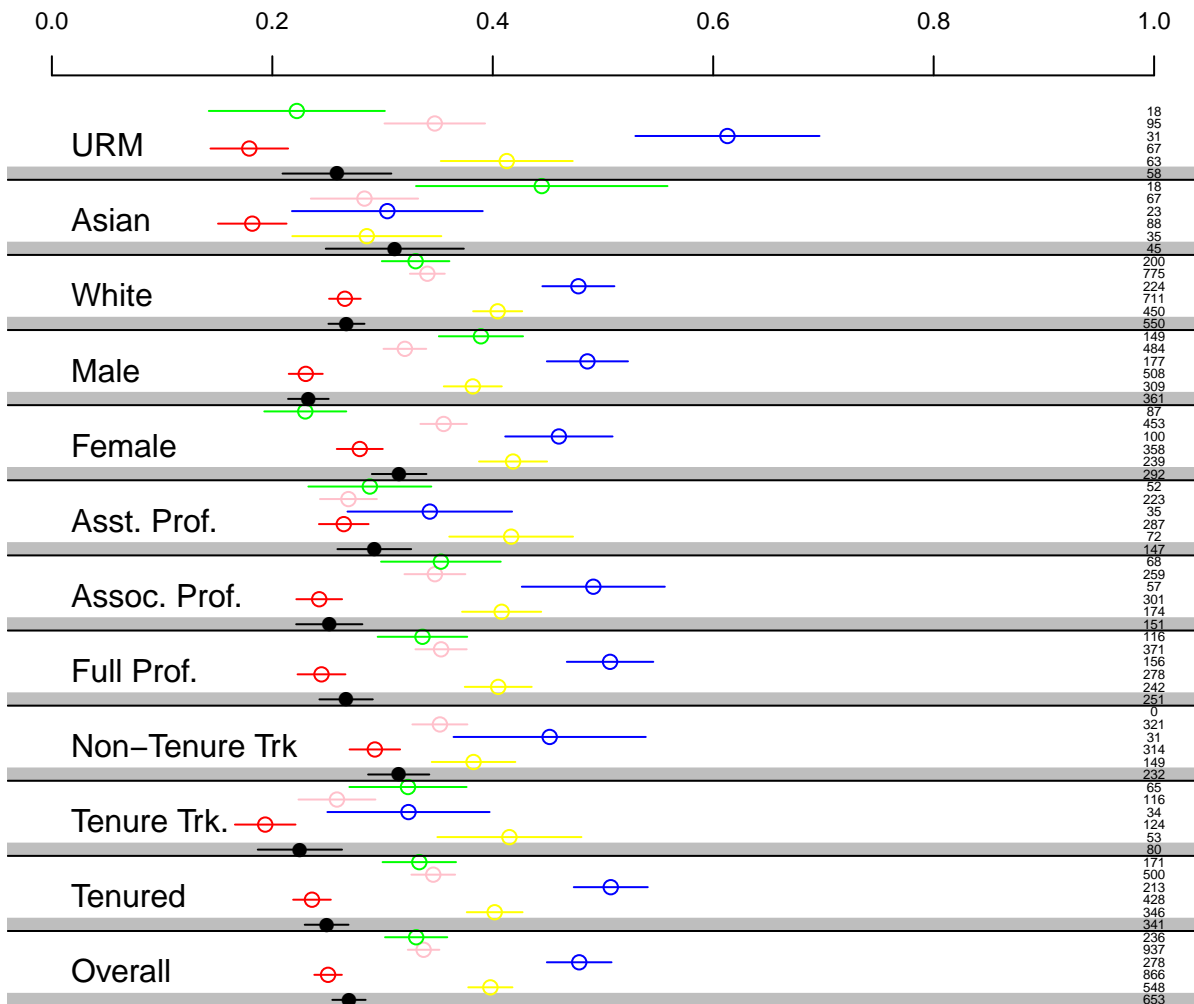
Percent regularly or frequently

Admin. communicate rationale for important decisions

Percent regularly or frequently

Faculty leaders and administrators have equal say in governance

Percent regularly or frequently

Faculty leaders and administrators define decision criteria

Percent regularly or frequently

Shared governance holds up under unusual circumstances

URM — 18, 95, 28, 66, 62, 55

Asian — 17, 67, 21, 86, 35, 42

White — 187, 759, 215, 704, 438, 509

Male — 142, 479, 170, 503, 300, 342

Female — 80, 442, 94, 353, 235, 264

Asst. Prof. — 46, 220, 29, 281, 72, 133

Assoc. Prof. — 65, 254, 54, 298, 170, 143

Full Prof. — 111, 364, 153, 277, 237, 234

Non−Tenure Trk — 0, 310, 29, 312, 143, 214

Tenure Trk — 58, 117, 28, 120, 53, 70

Tenured — 164, 494, 207, 424, 339, 322

Overall — 222, 921, 264, 856, 535, 606
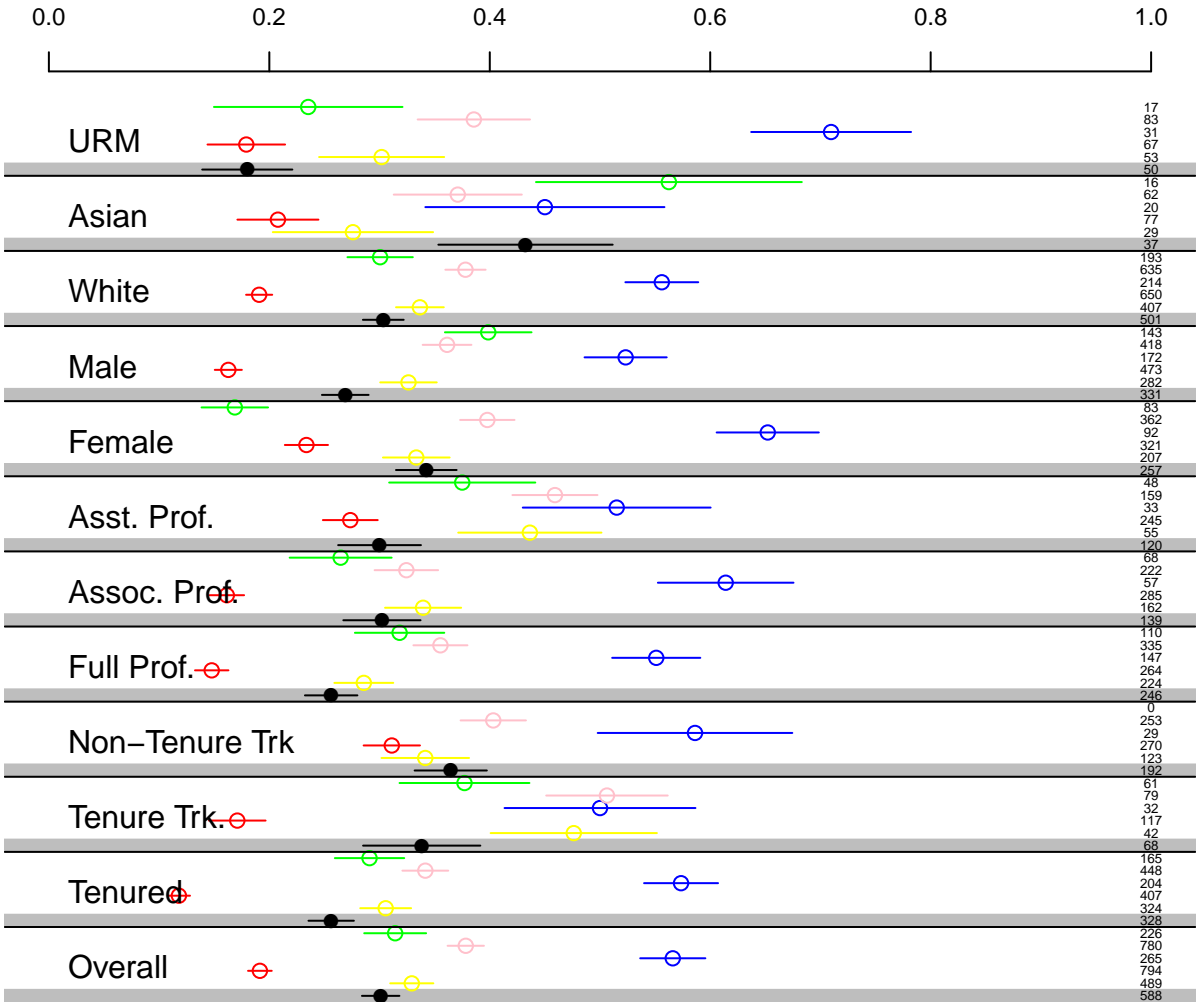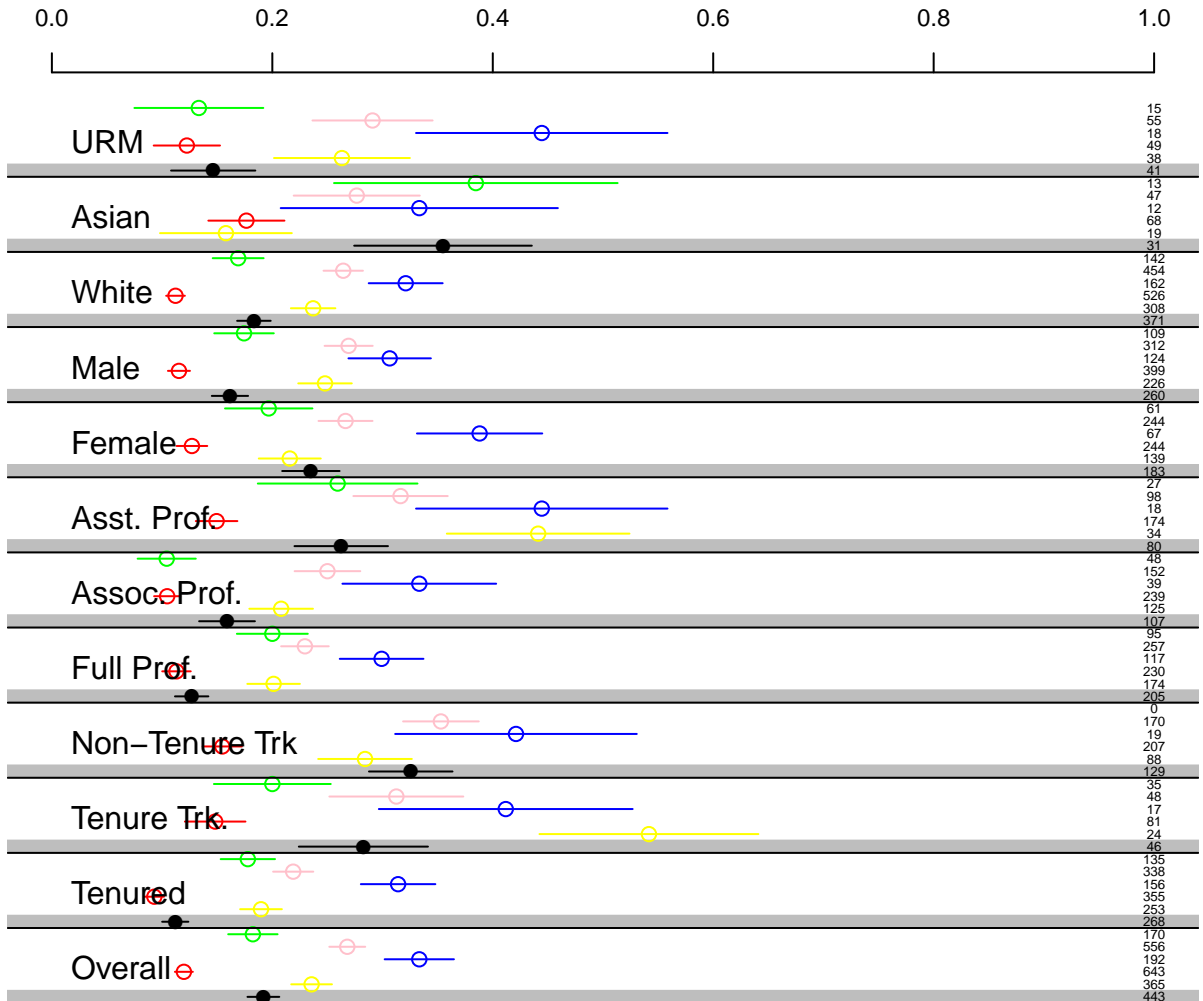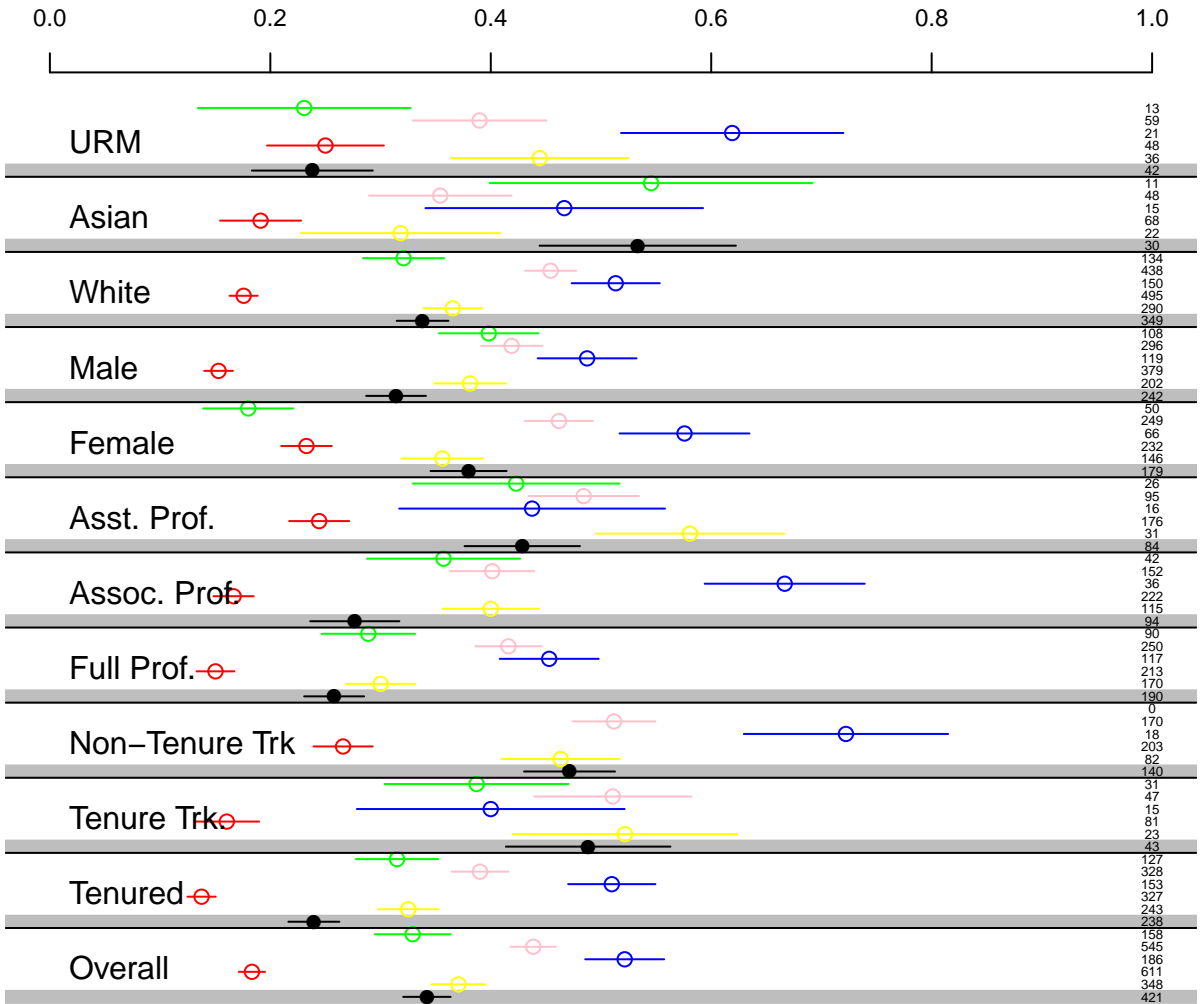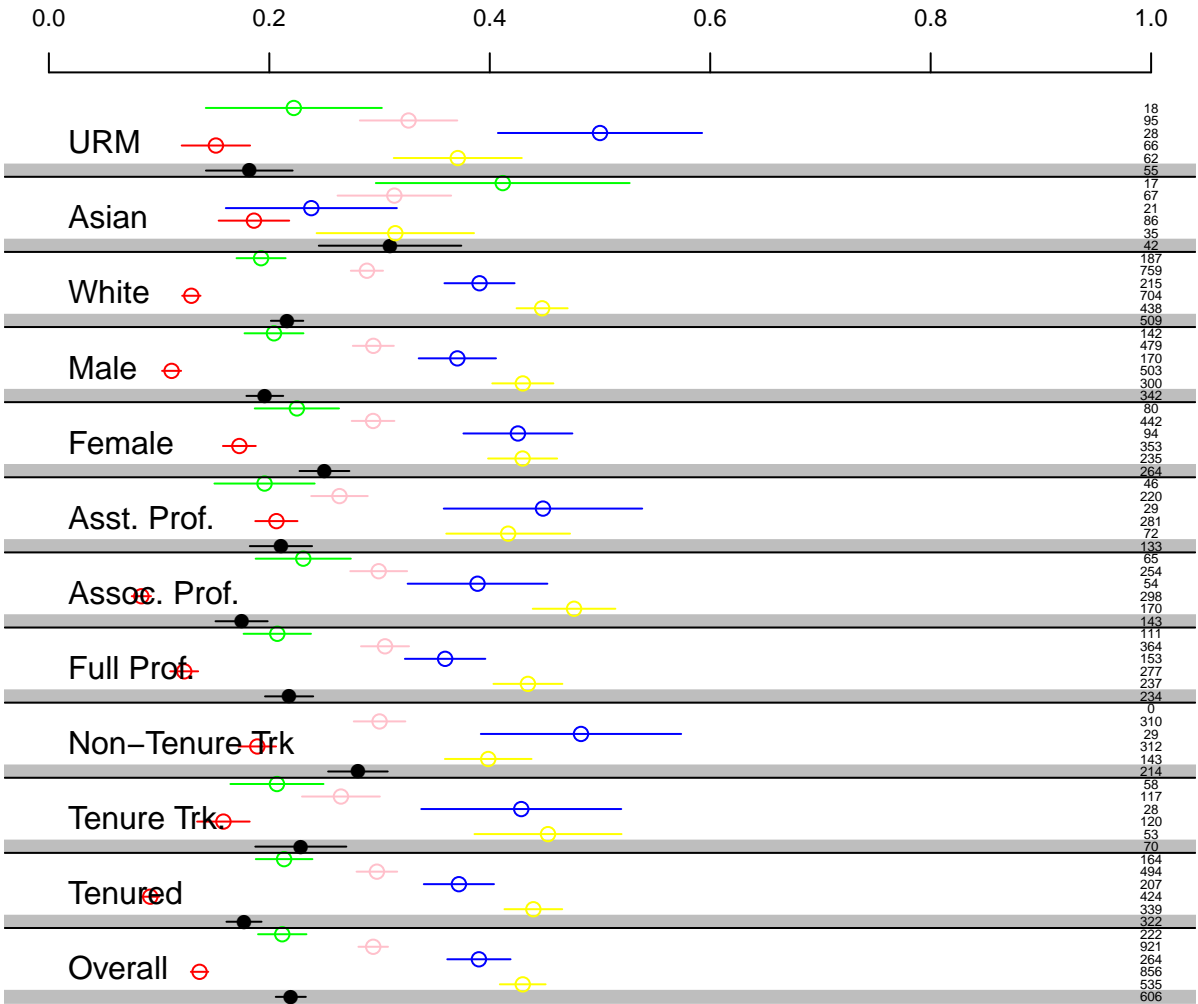
Percent regularly or frequently

Instit. systematically reviewed effectiveness of dec. making processes

Percent regularly or frequently
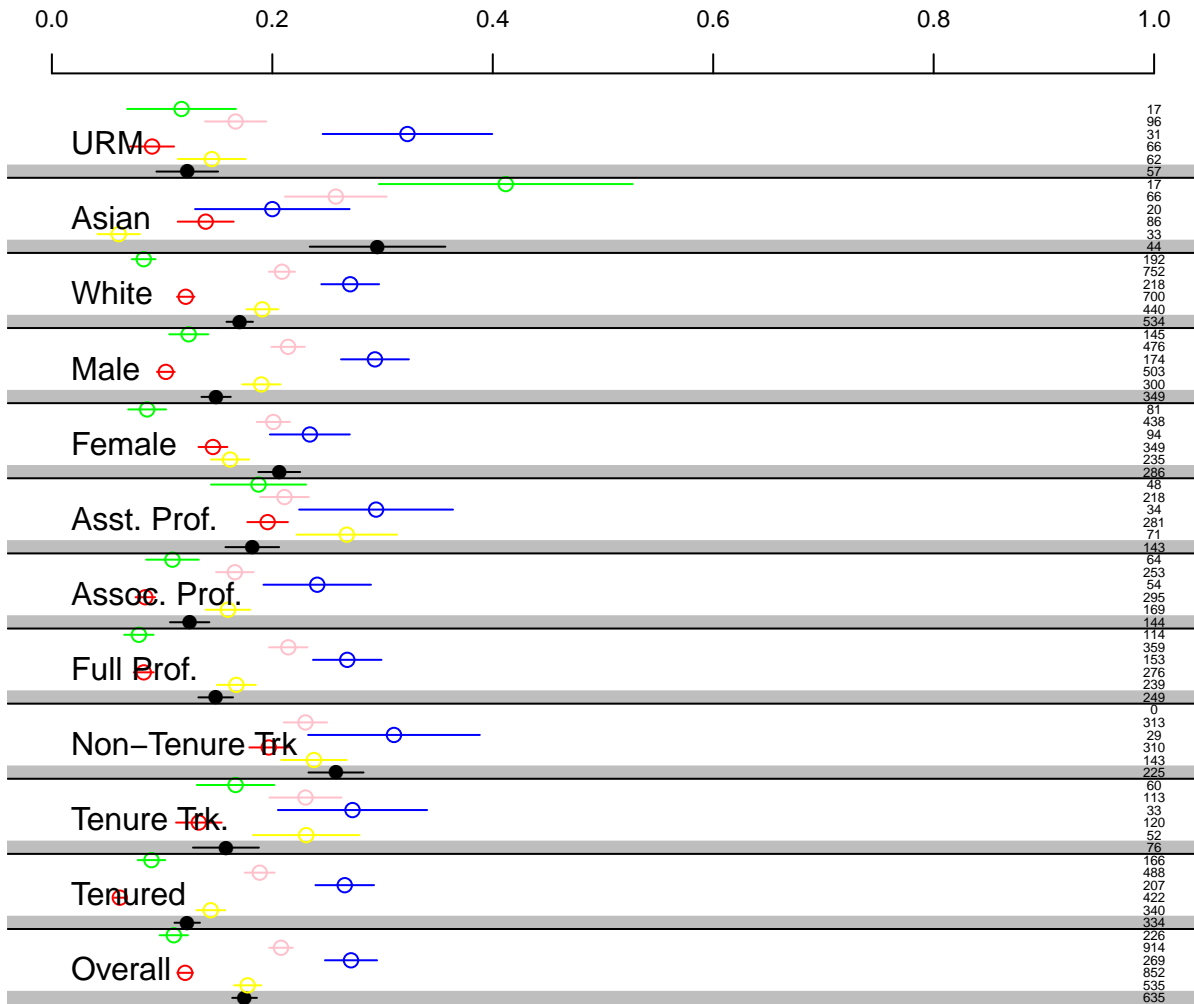
VU cultivates new faculty leaders
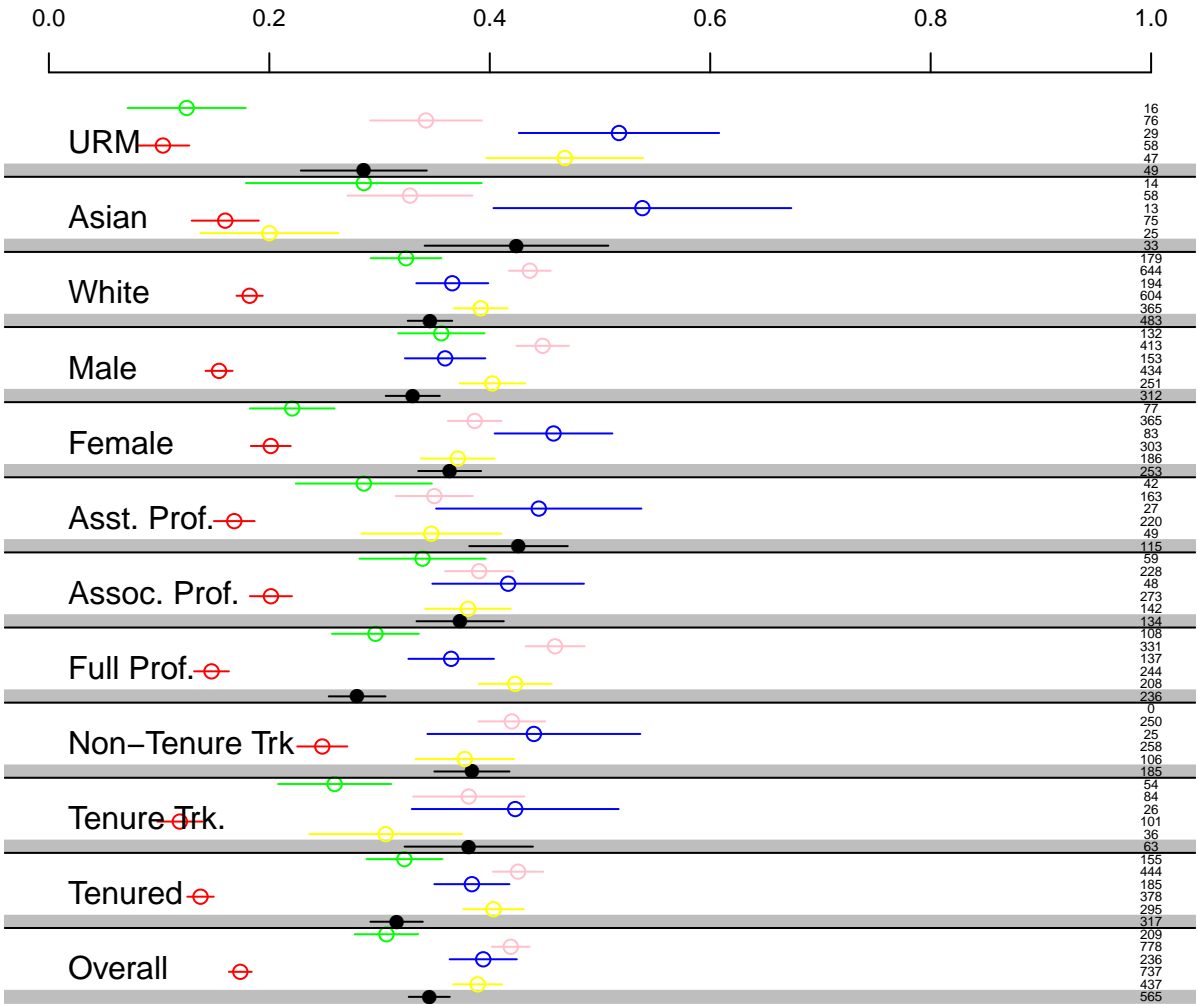
Percent regularly or frequently

Dept. meetings are at time compatible to family needs

URM
16
164
31
133
92
52

Asian
20
117
25
153
54
45

White
200
1424
223
1296
775
529

Male
152
934
176
948
564
335

Female
84
771
102
634
357
291

Asst. Prof.
57
376
42
540
126
157

Assoc. Prof.
72
469
55
546
290
147

Full Prof.
107
758
149
496
449
215

Non−Tenure Trk
0
371
34
563
138
238

Tenure Trk.
70
256
41
239
113
82

Tenured
166
1078
204
780
670
306

Overall
236
1705
279
1582
921
626

Percent somewhat or strongly agree

Amount of personal interaction w/Pre-tenure

0.0	0.2	0.4	0.6	0.8	1.0

URM
19
167
35
149
101
59

Asian
21
126
24
171
60
51

White
211
1509
241
1365
852
574

Male
160
1006
191
1011
625
381

Female
91
796
108
674
388
303

Asst. Prof.
60
405
45
569
137
164

Assoc. Prof.
72
489
60
586
319
158

Full Prof.
119
803
162
530
497
257

Non−Tenure Trk
0
378
34
585
143
240

Tenure Trk.
73
283
44
257
125
92

Tenured
178
1141
222
843
745
352

Overall
251
1802
300
1685
1013
684

0.0	0.2	0.4	0.6	0.8	1.0

Page 314 of 367

Percent satisfied or very satisfied

Fit in dept.

Percent satisfied or very satisfied

Amount of personal interaction w/Tenured

Percent satisfied or very satisfied

Dept. colleagues pitch in when needed
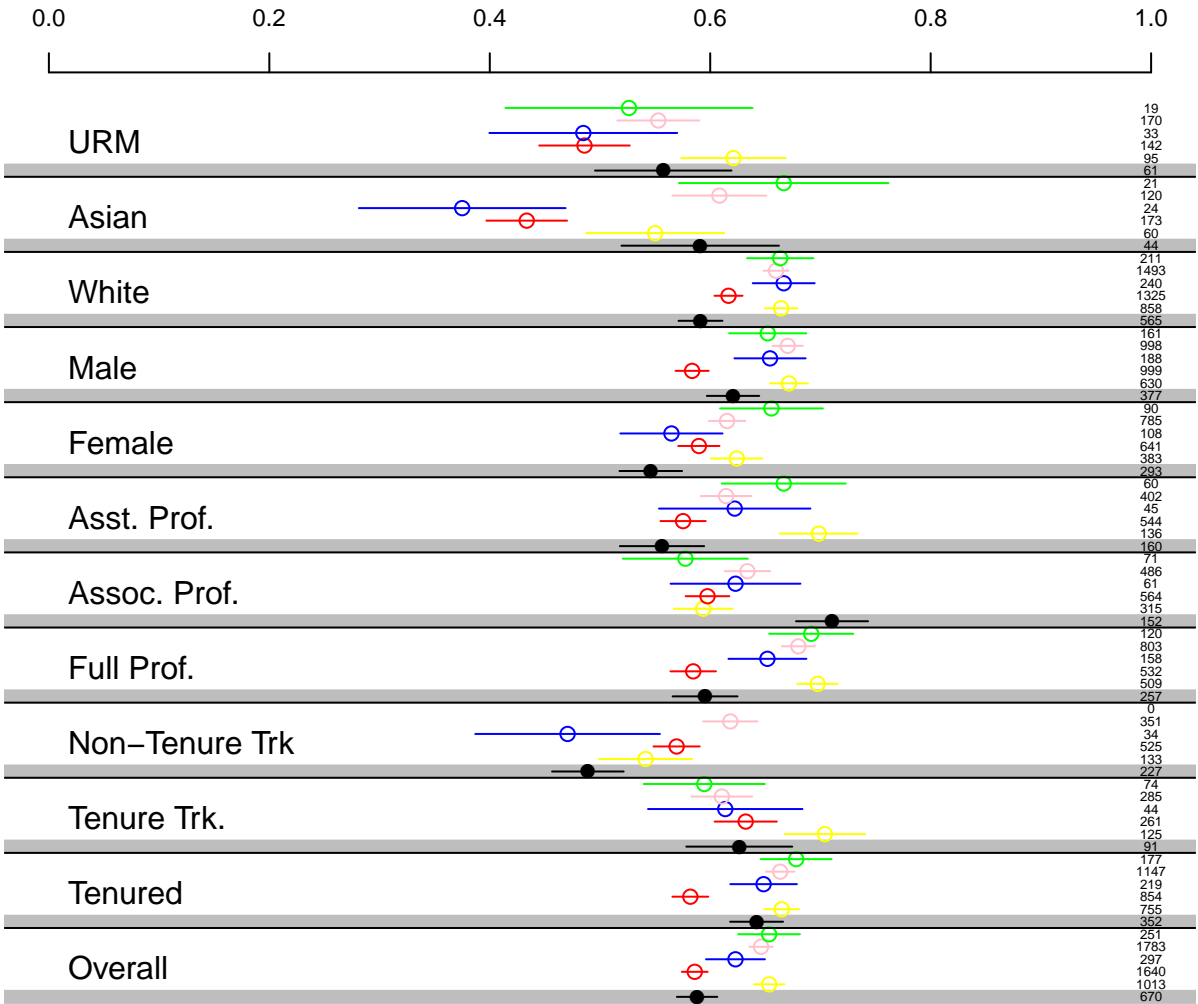
Percent somewhat or strongly agree

Department is collegial
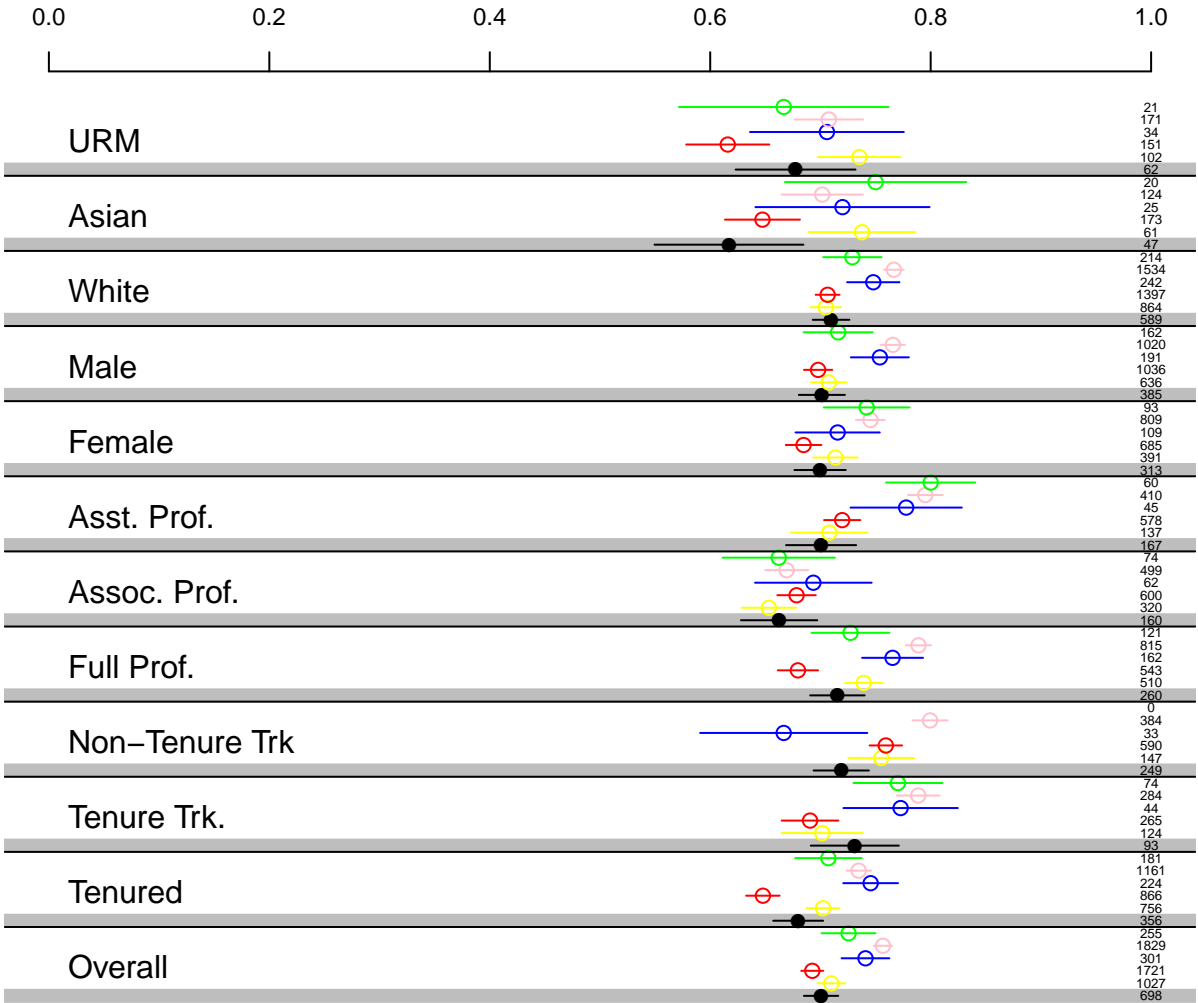
Percent somewhat or strongly agree
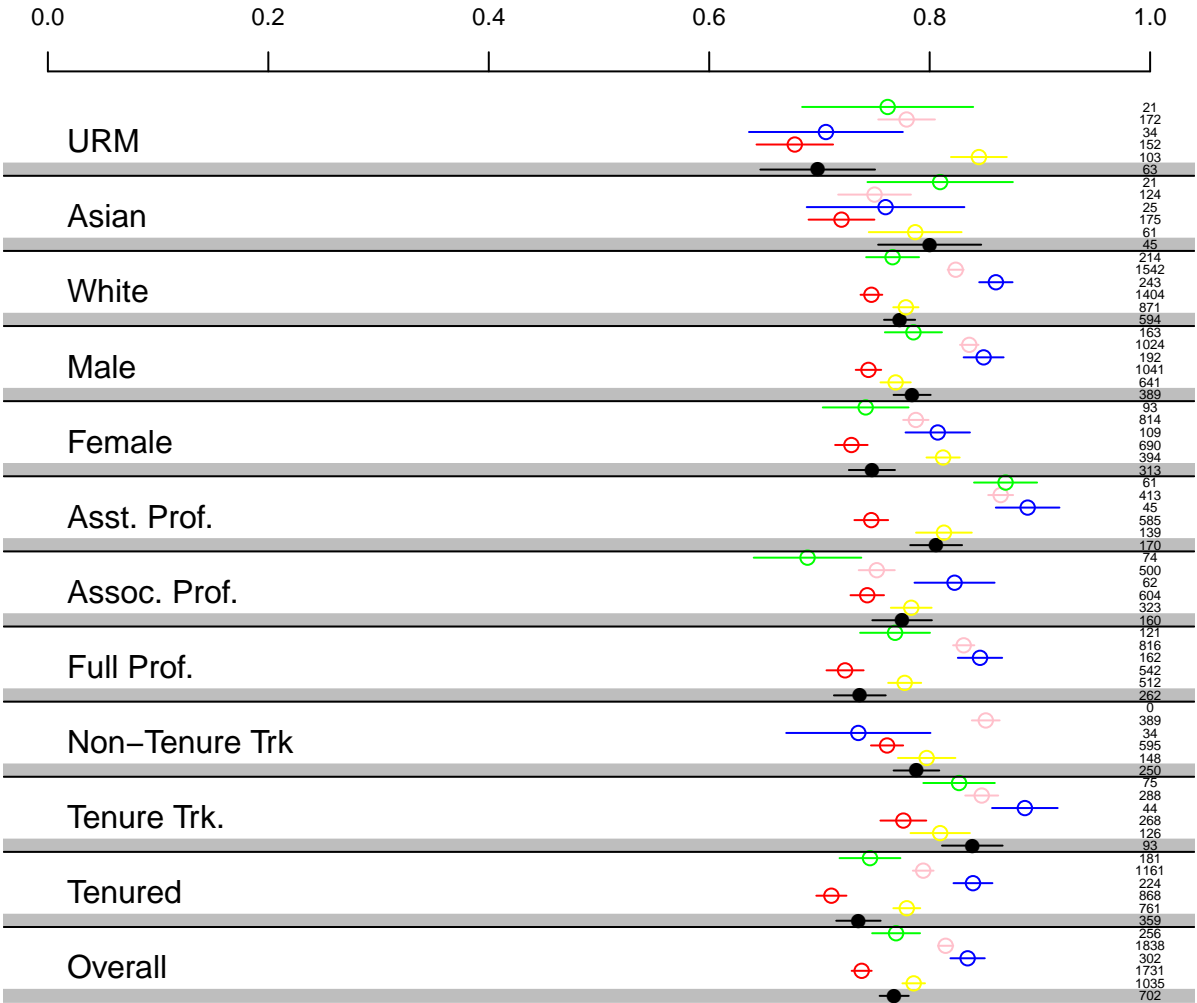
Dept. colleagues committed to diversity/inclusion

URM
21
172
34
152
103
63

Asian
21
124
25
175
61
45

White
214
1542
243
1404
871
594

Male
163
1024
192
1041
641
389

Female
93
814
109
690
394
313

Asst. Prof.
61
413
45
585
139
170

Assoc. Prof.
74
500
62
604
323
160

Full Prof.
121
816
162
542
512
262

Non−Tenure Trk
0
389
34
595
148
250

Tenure Trk.
75
288
44
268
126
93

Tenured
181
1161
224
868
761
359

Overall
256
1838
302
1731
1035
702

Percent somewhat or strongly agree

Discussions of undergrad student learning (frequency)

Percent regularly or frequently

Discussions of grad student learning (frequency)

Percent regularly or frequently

Discussions of effective teaching practices (frequency)

Percent regularly or frequently

Discussions of effective use of technology (frequency)

URM
20
171
35
151
102
64

Asian
21
127
25
179
61
49

White
213
1545
246
1414
876
601

Male
162
1022
192
1047
638
393

Female
92
821
113
697
401
321

Asst. Prof.
60
415
46
592
139
173

Assoc. Prof.
73
504
63
606
324
161

Full Prof.
121
817
162
546
514
263

Non−Tenure Trk
0
388
36
596
151
260

Tenure Trk.
74
288
45
273
127
94

Tenured
180
1167
225
875
761
360

Overall
254
1843
306
1744
1039
714
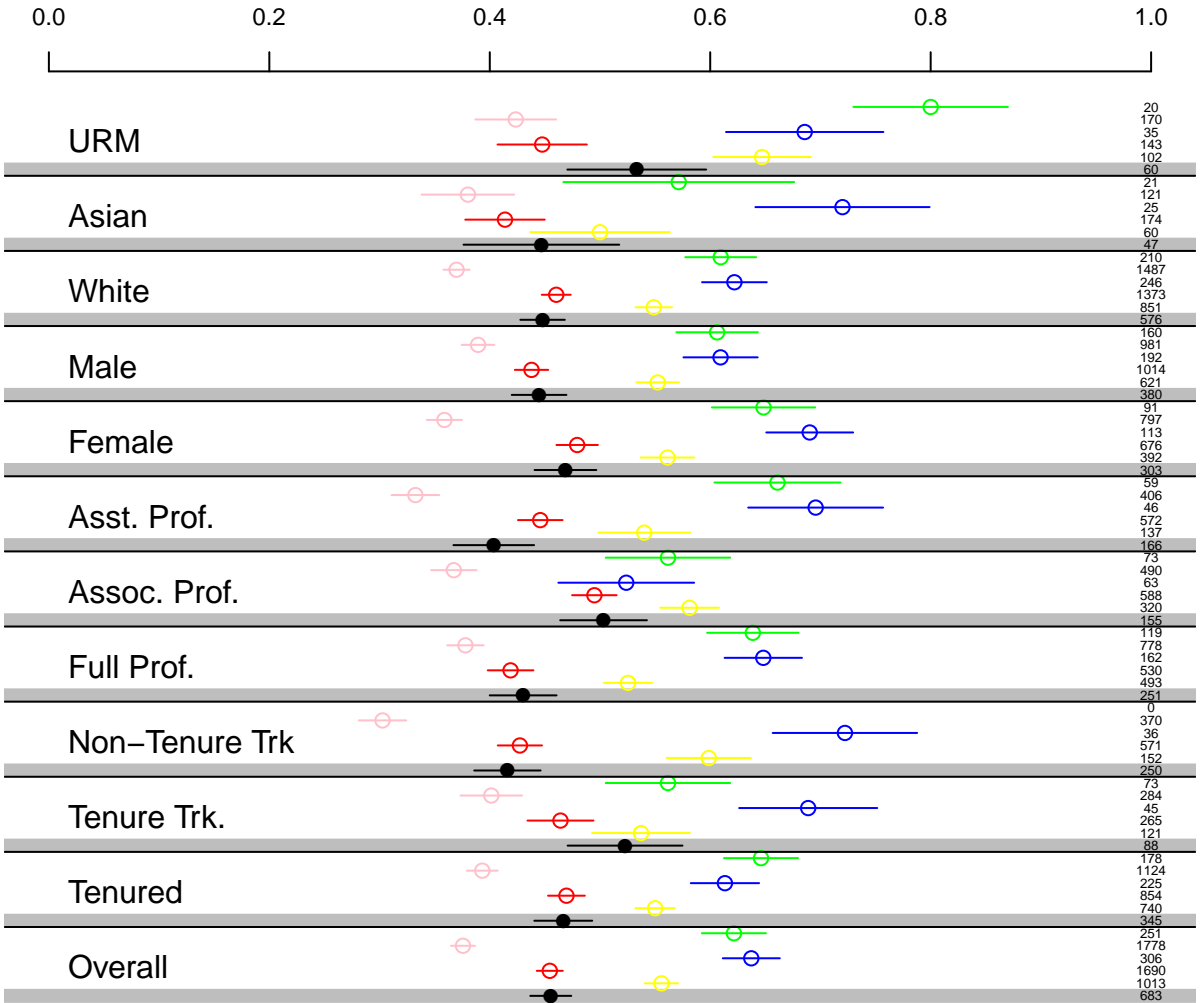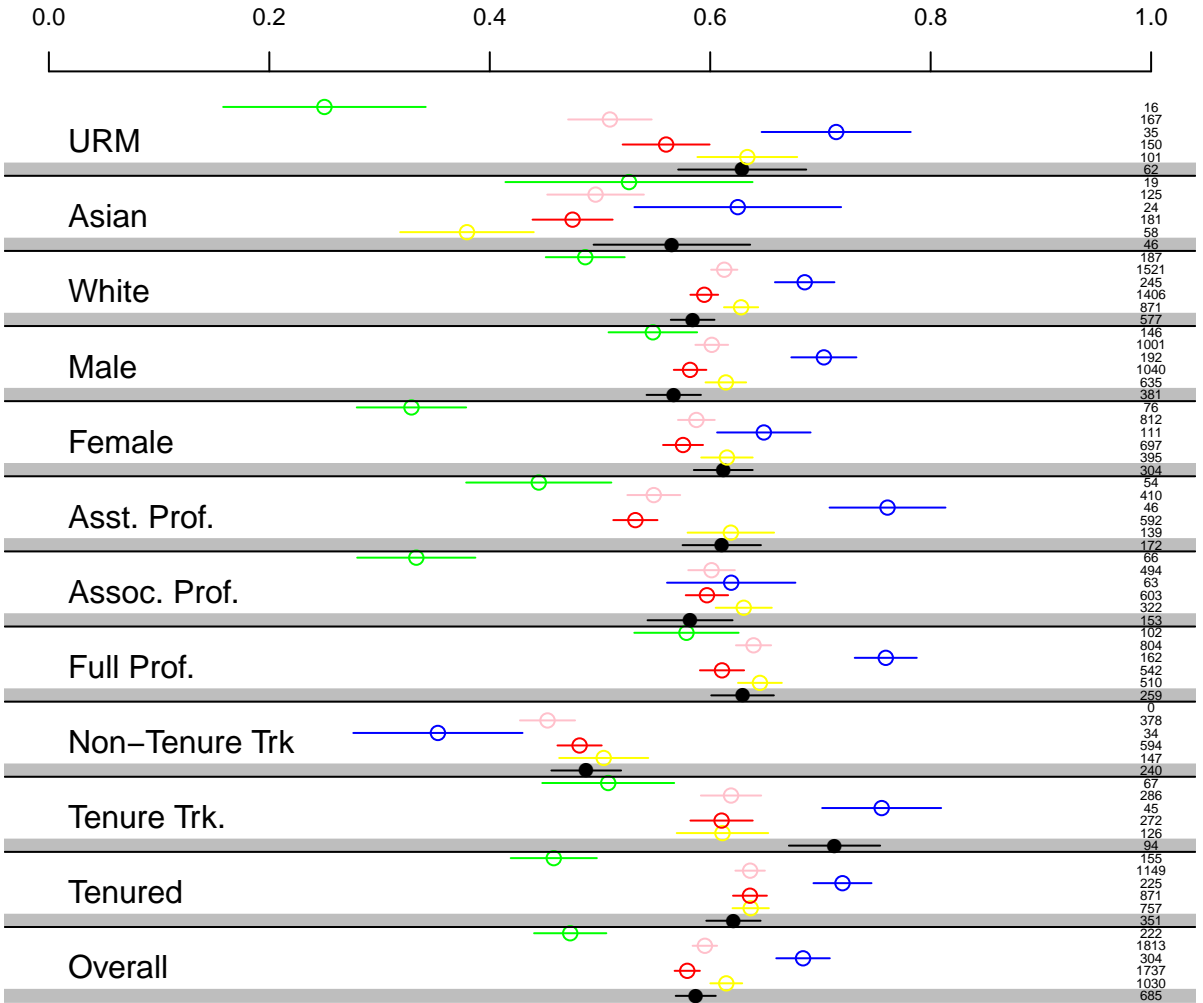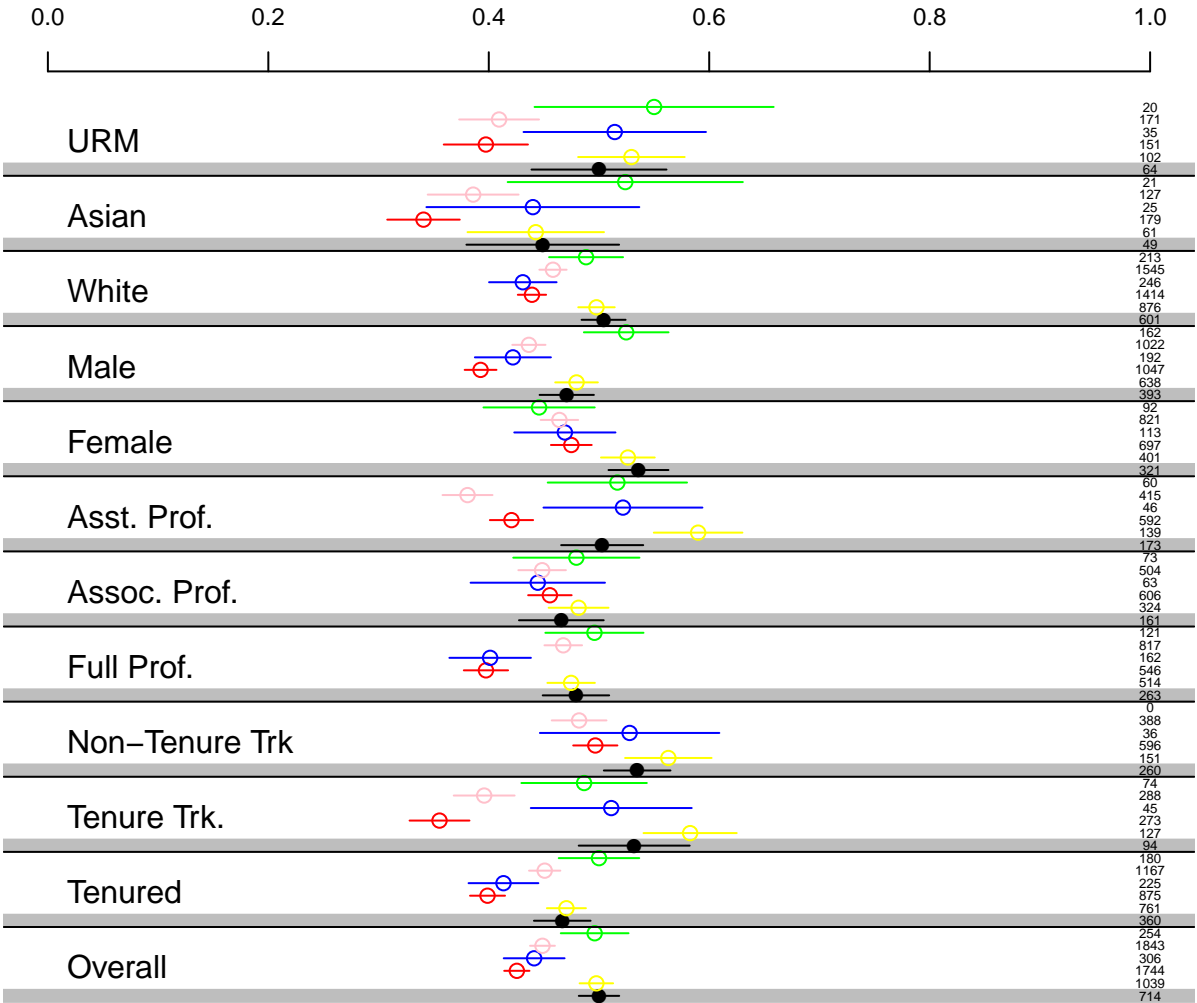
Percent regularly or frequently

Discussions of current research methods (frequency)
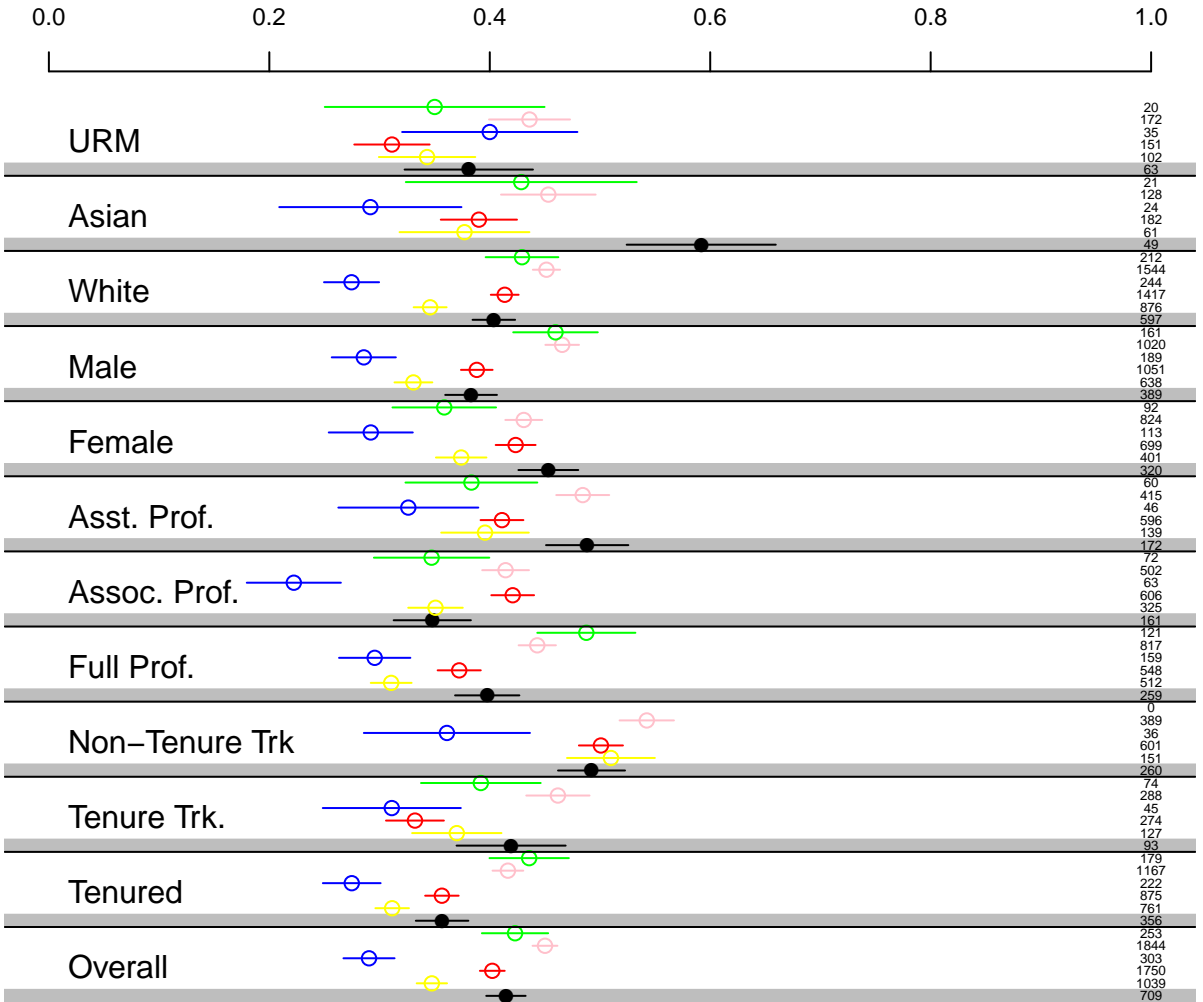
Percent regularly or frequently

Amount of professional interaction w/Pre−tenure

URM	20 171 34 148 100 63
Asian	21 127 24 180 61 49
White	213 1532 245 1406 868 595
Male	162 1012 189 1046 635 391
Female	92 818 113 688 394 316
Asst. Prof.	60 410 46 590 139 172
Assoc. Prof.	73 502 63 600 321 158
Full Prof.	121 814 159 544 509 262
Non−Tenure Trk	0 381 36 589 146 256
Tenure Trk.	74 285 45 274 127 94
Tenured	180 1164 222 871 756 357
Overall	254 1830 303 1734 1029 707

Percent satisfied or very satisfied

Amount of professional interaction w/Tenured

0.0	0.2	0.4	0.6	0.8	1.0

URM
20
164
33
135
95
61

Asian
21
116
21
164
55
42

White
208
1484
229
1287
810
552

Male
158
990
182
968
603
369

Female
91
774
100
618
357
286

Asst. Prof.
59
396
43
520
131
157

Assoc. Prof.
73
488
60
545
300
147

Full Prof.
117
798
153
521
480
257

Non−Tenure Trk
0
334
28
494
126
216

Tenure Trk.
73
283
42
253
121
91

Tenured
176
1147
213
839
713
348

Overall
249
1764
283
1586
960
655

0.0	0.2	0.4	0.6	0.8	1.0

Percent satisfied or very satisfied

Intellectual vitality of tenured faculty in dept.

URM
Asian
White
Male
Female
Asst. Prof.
Assoc. Prof.
Full Prof.
Non−Tenure Trk
Tenure Trk.
Tenured
Overall

Percent satisfied or very satisfied

Intellectual vitality of pre−tenure faculty in dept.

URM	19 / 164 / 33 / 141 / 99 / 60
Asian	20 / 122 / 22 / 164 / 57 / 47
White	212 / 1495 / 242 / 1312 / 859 / 570
Male	161 / 1003 / 191 / 992 / 631 / 383
Female	90 / 778 / 105 / 625 / 384 / 294
Asst. Prof.	58 / 399 / 45 / 516 / 136 / 157
Assoc. Prof.	73 / 484 / 61 / 566 / 315 / 154
Full Prof.	120 / 811 / 163 / 535 / 514 / 262
Non−Tenure Trk	0 / 338 / 29 / 496 / 130 / 229
Tenure Trk.	72 / 287 / 44 / 258 / 123 / 91
Tenured	179 / 1156 / 224 / 863 / 762 / 357
Overall	251 / 1781 / 297 / 1617 / 1015 / 677

Percent satisfied or very satisfied

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.

Percent satisfied or very satisfied

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
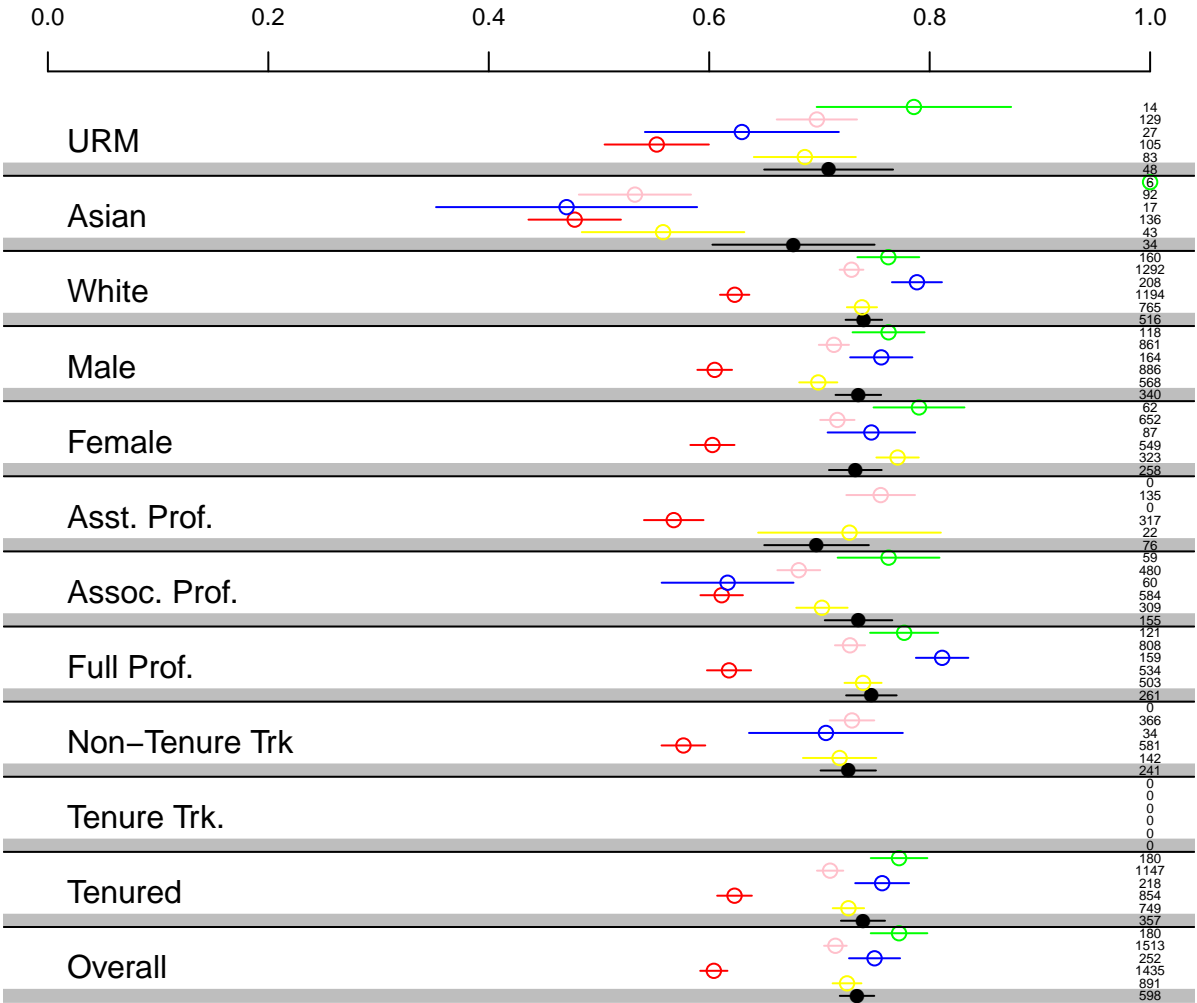
Percent somewhat or strongly agree

Dept. addresses sub−standard tenured faculty performance
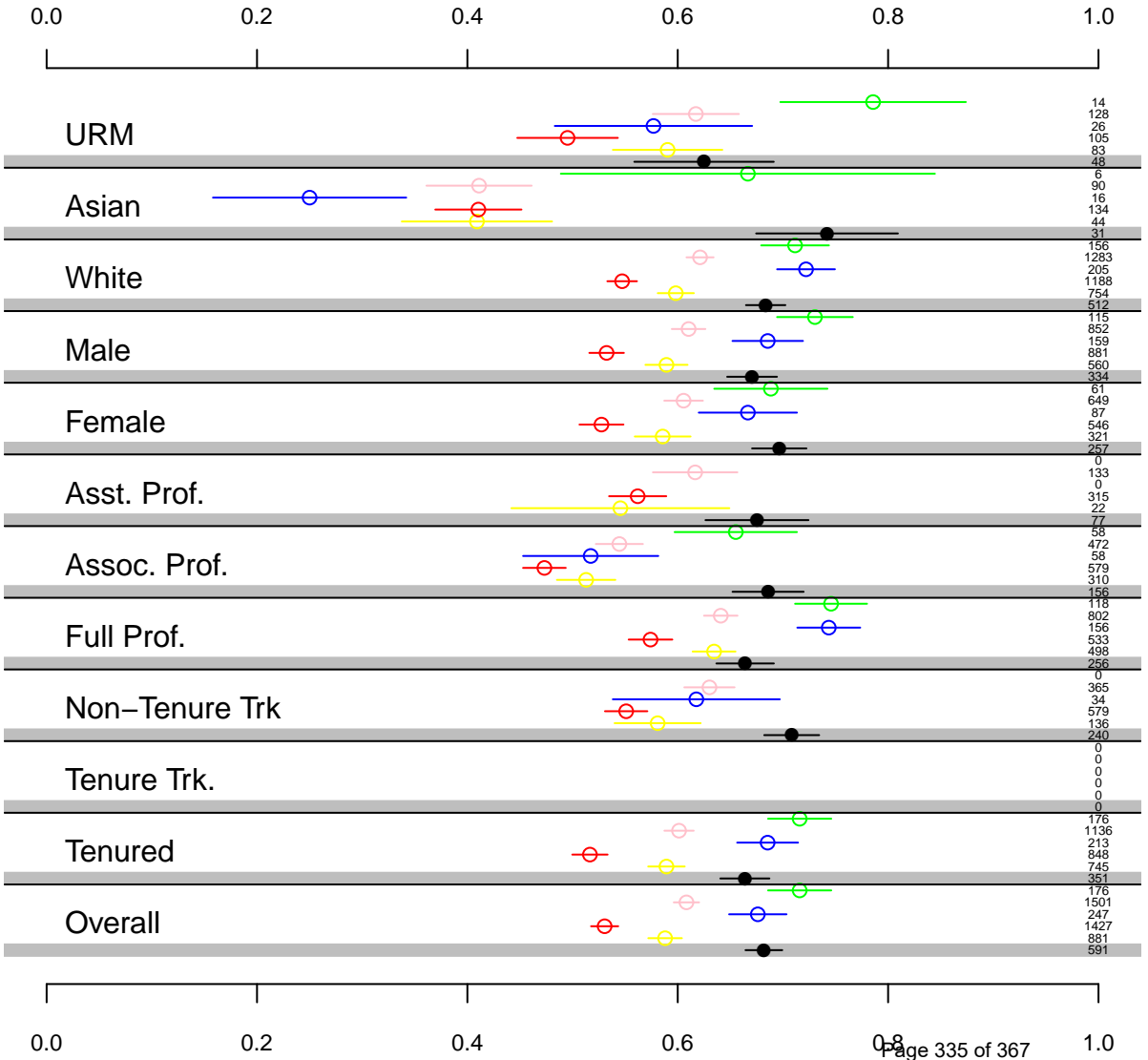
URM

	14
	128
	26
	105
	83
	48

Asian

	6
	90
	16
	134
	44
	31

White

	156
	1283
	205
	1188
	754
	512

Male

	115
	852
	159
	881
	560
	334

Female

	61
	649
	87
	546
	321
	257

Asst. Prof.

	0
	133
	0
	315
	22
	77

Assoc. Prof.

	58
	472
	58
	579
	310
	156

Full Prof.

	118
	802
	156
	533
	498
	256

Non−Tenure Trk

	0
	365
	34
	579
	136
	240

Tenure Trk.

	0
	0
	0
	0
	0
	0

Tenured

	176
	1136
	213
	848
	745
	351

Overall

	176
	1501
	247
	1427
	881
	591

Percent somewhat or strongly agree

Recognition: For teaching

Percent satisfied or very satisfied

Recognition: For advising

Percent satisfied or very satisfied

Recognition: For scholarship
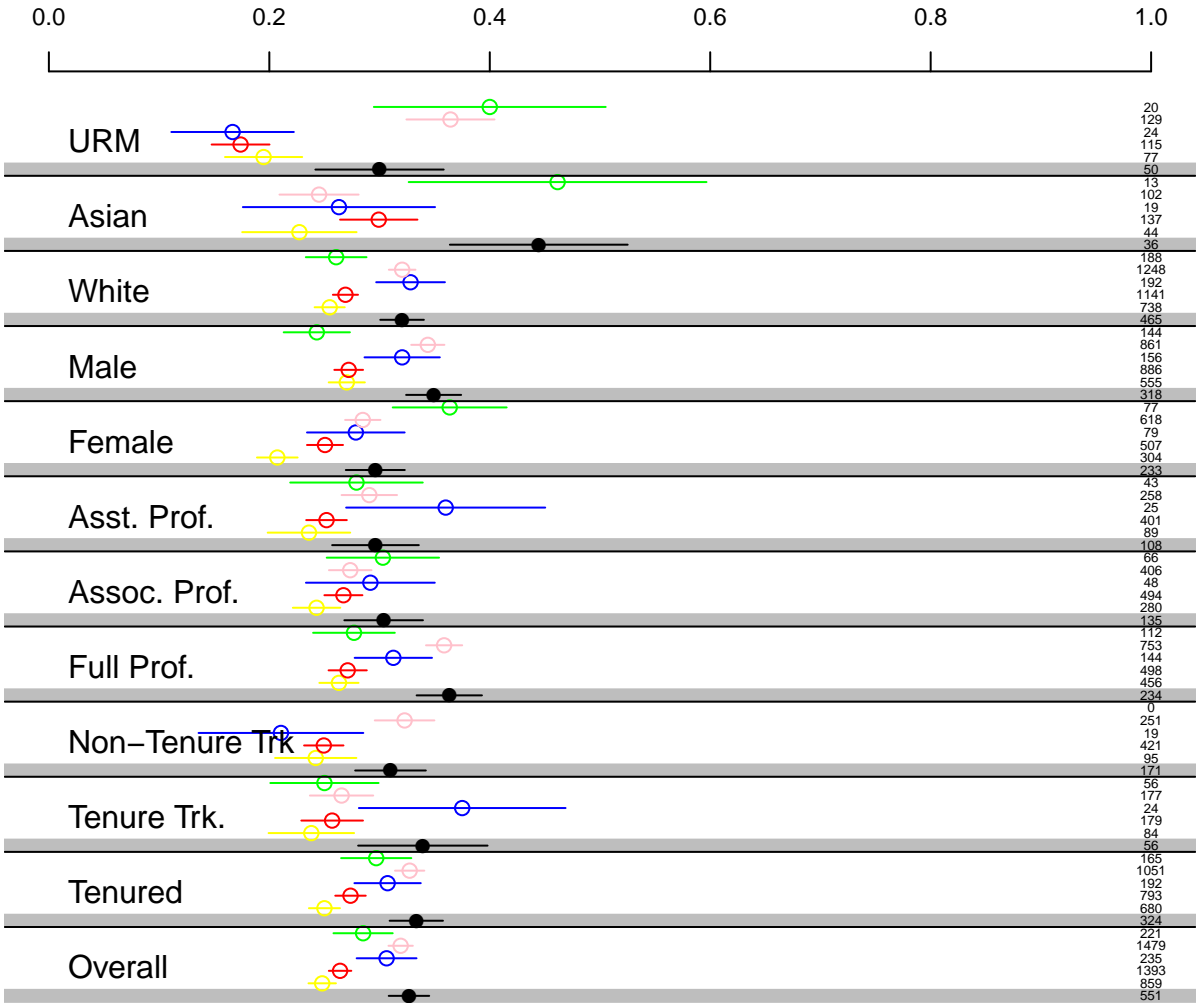
Percent satisfied or very satisfied
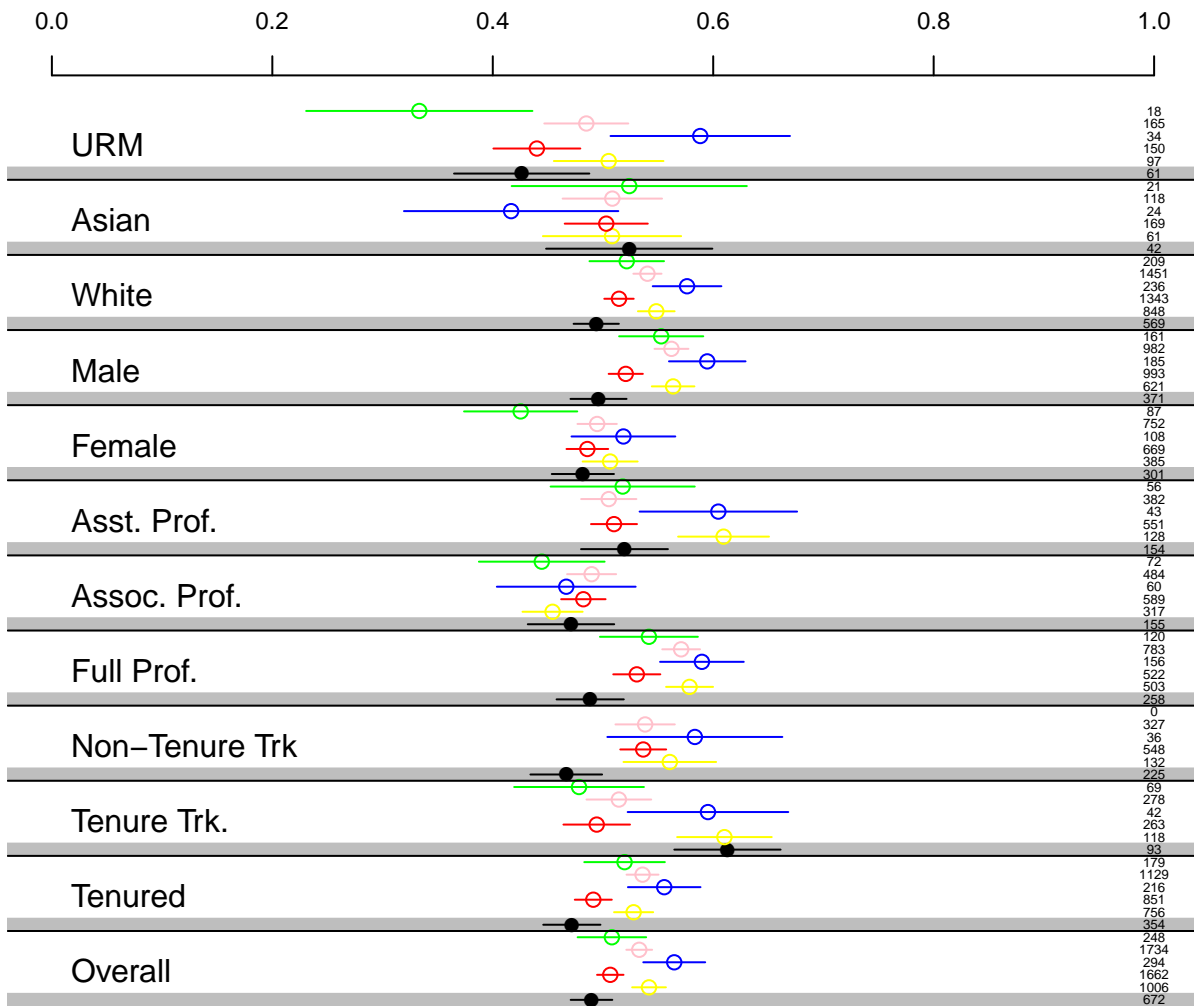
Recognition: For service
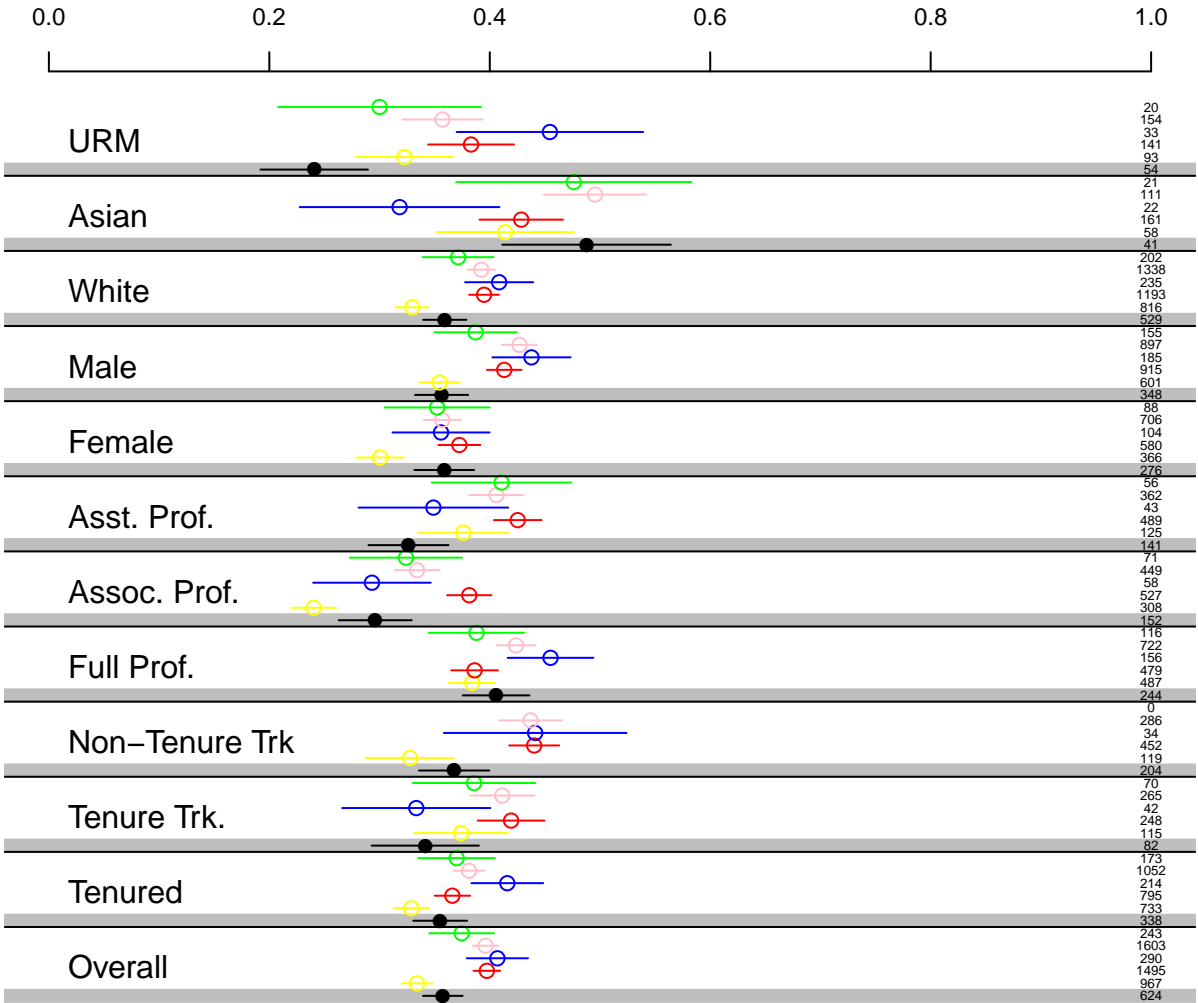
Percent satisfied or very satisfied
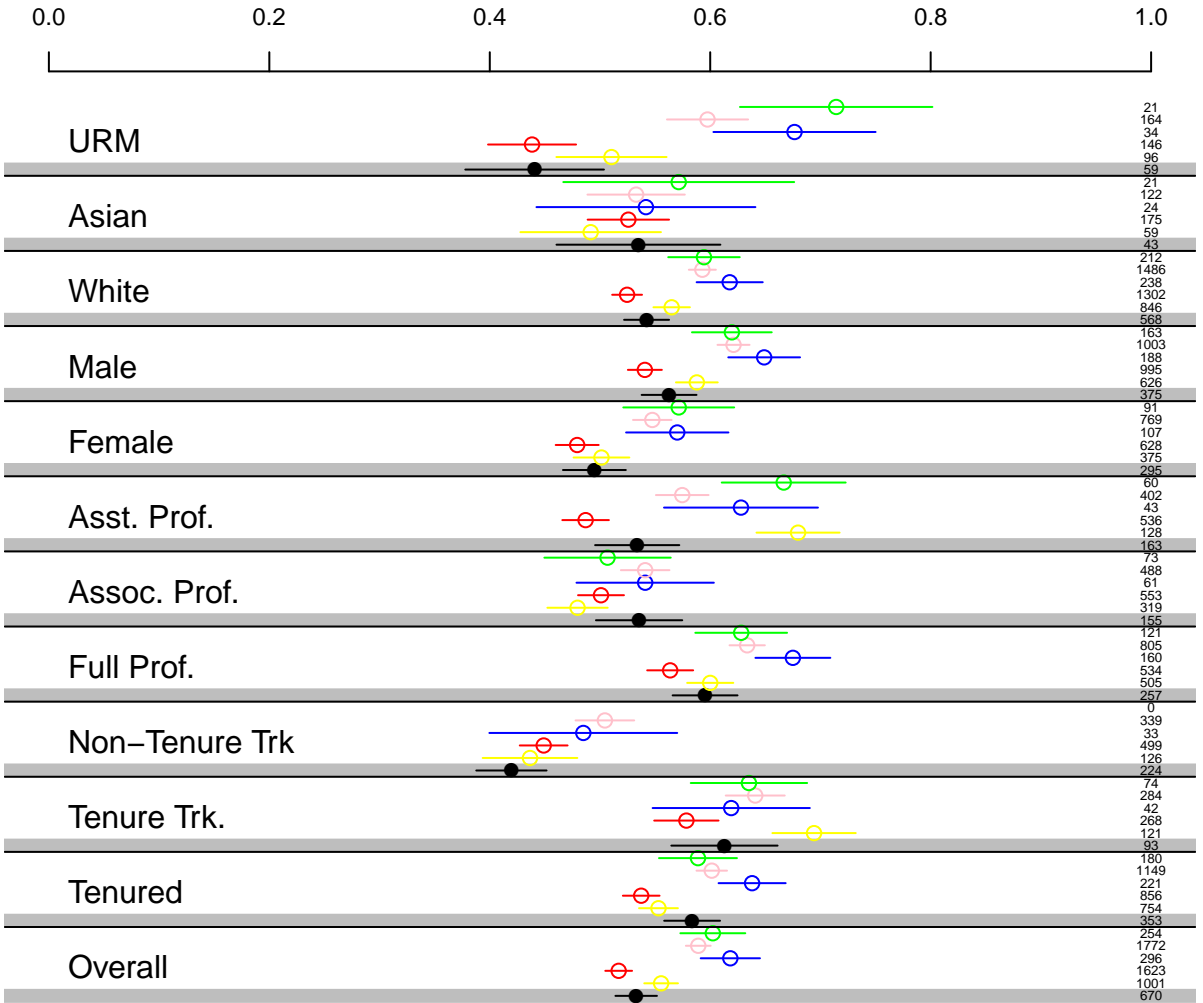
Recognition: For outreach

Percent satisfied or very satisfied

Recognition: From dept. colleagues

Percent satisfied or very satisfied

Recognition: From Provost

0.0	0.2	0.4	0.6	0.8	1.0

URM
21
172
35
150
98
61

Asian
21
123
25
175
62
46

White
210
1534
239
1395
862
587

Male
161
1024
189
1034
629
383

Female
91
805
109
686
393
311

Asst. Prof.
60
410
44
585
136
169

Assoc. Prof.
72
498
61
598
322
156

Full Prof.
120
810
159
537
504
257

Non−Tenure Trk
0
391
36
598
148
251

Tenure Trk.
73
285
43
267
124
93

Tenured
179
1153
220
855
750
350

Overall
252
1829
299
1720
1022
694

Percent satisfied or very satisfied
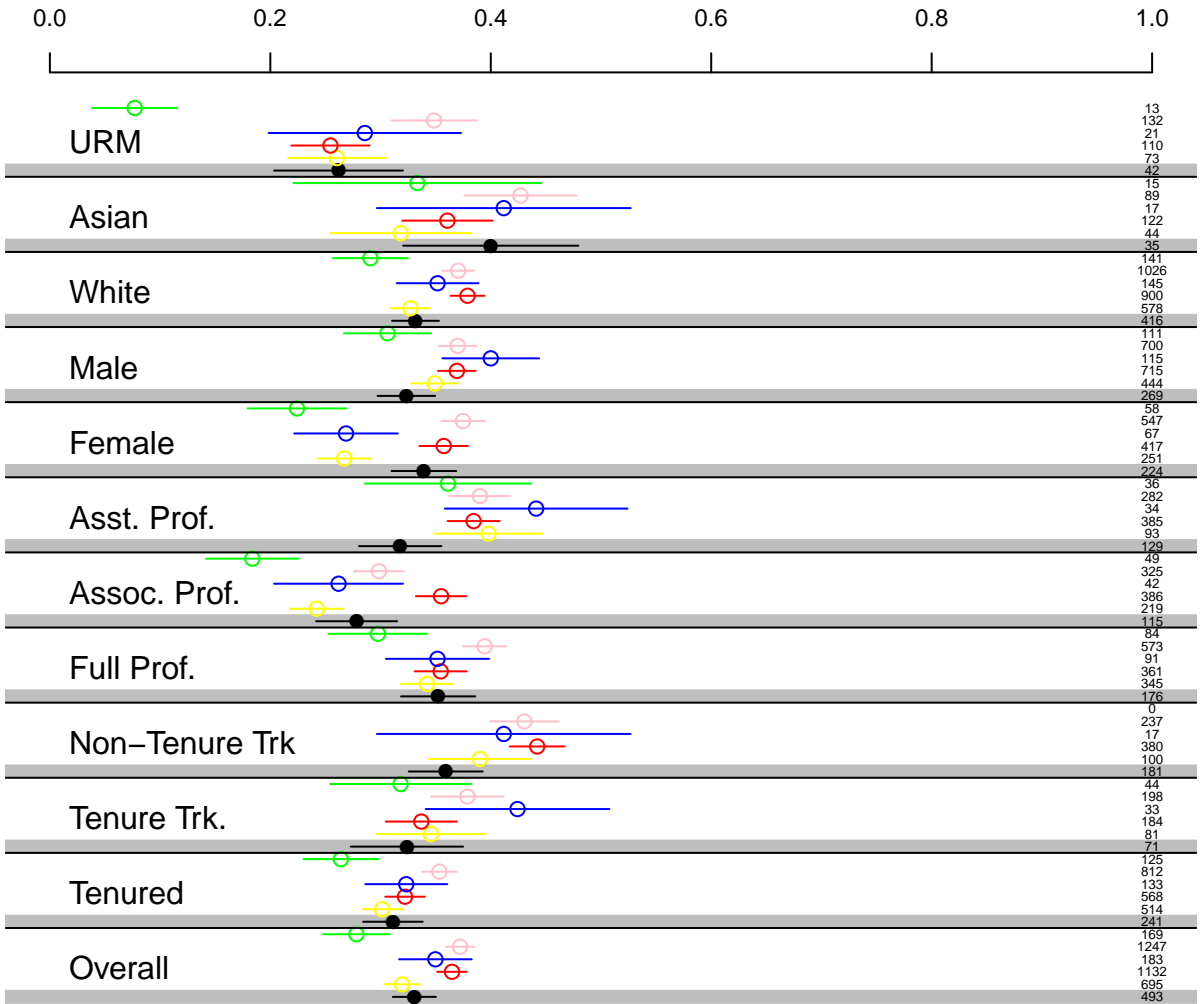
Recognition: From Dean
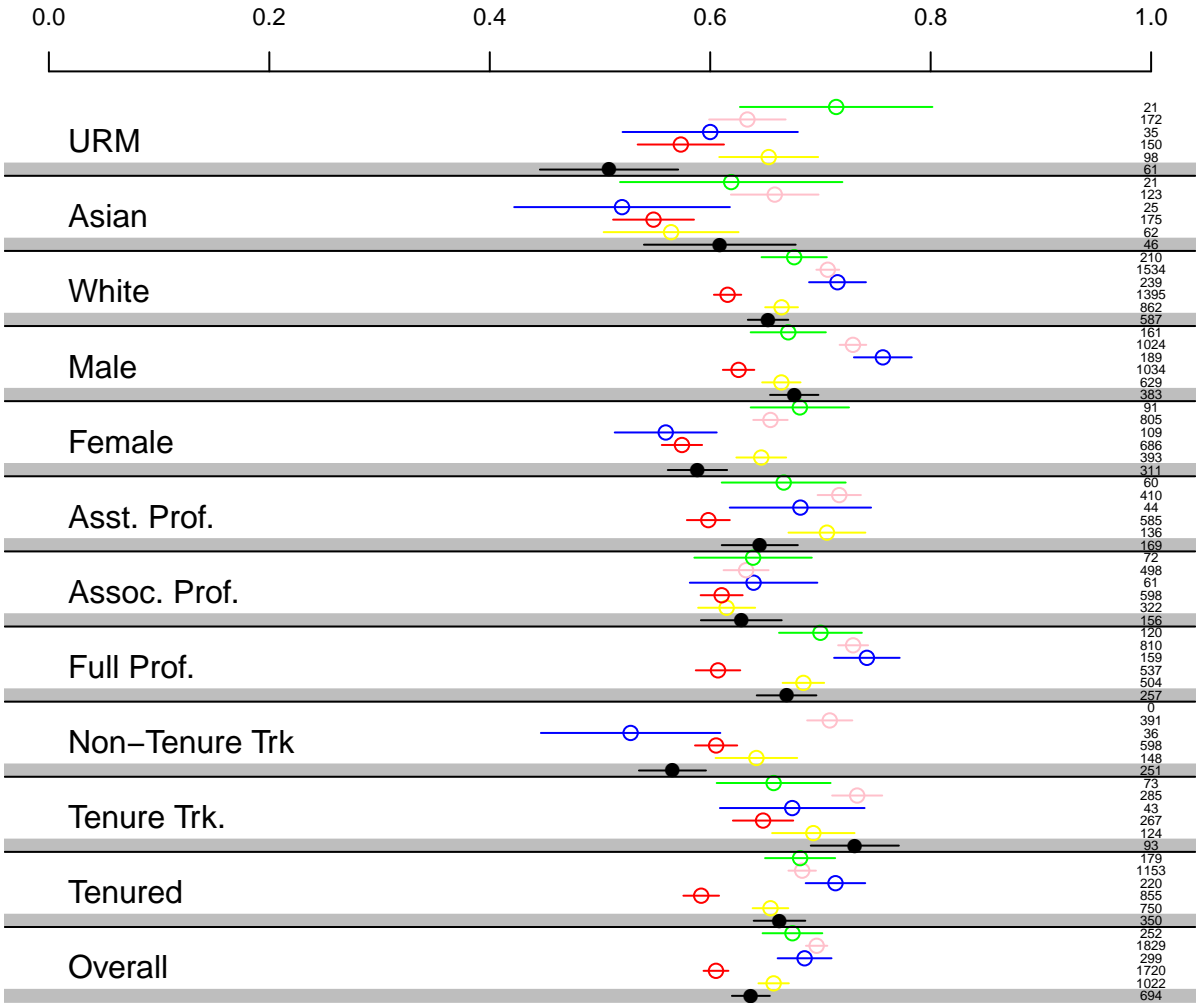
Percent satisfied or very satisfied
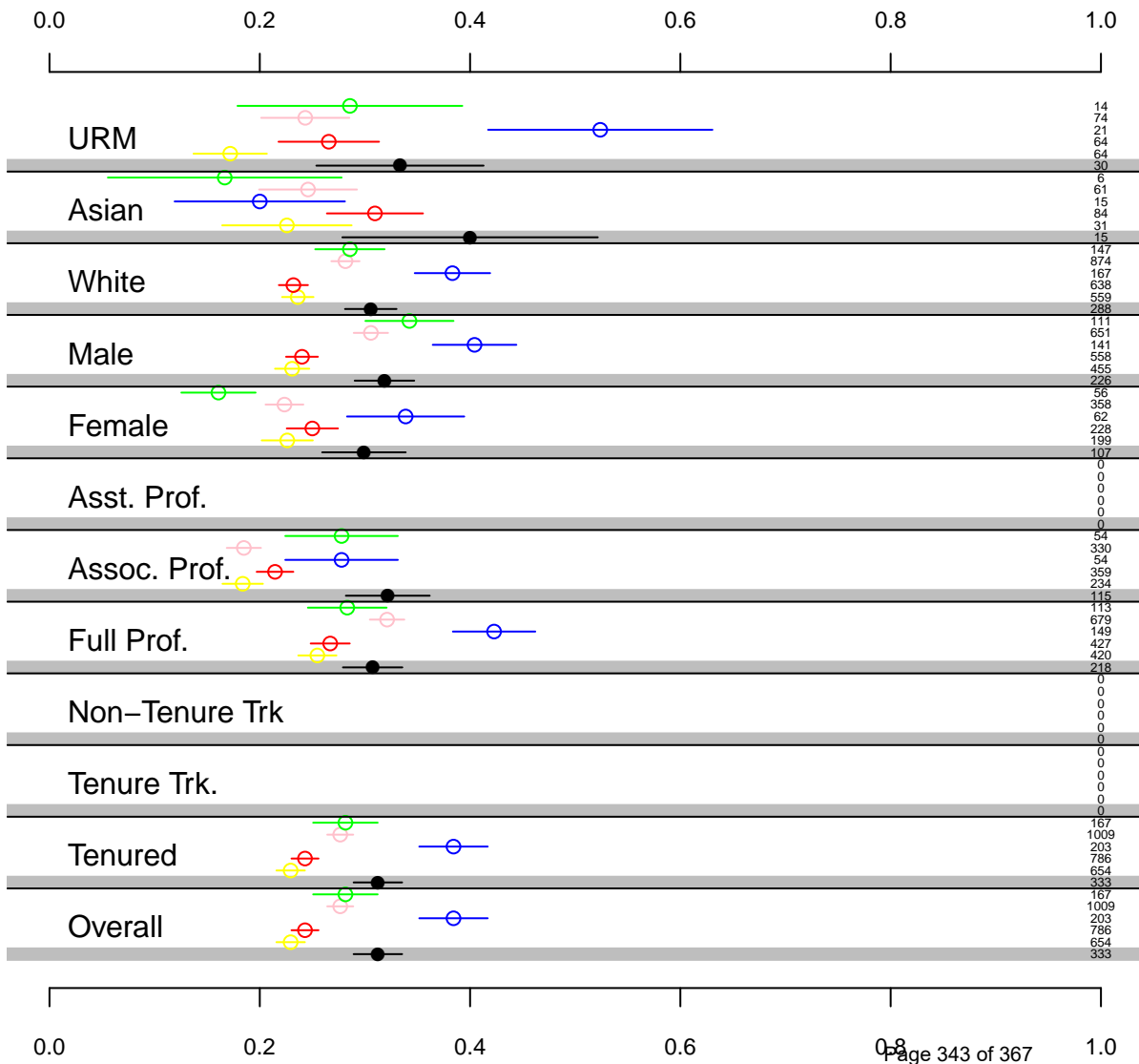
Recognition: From Head/Chair
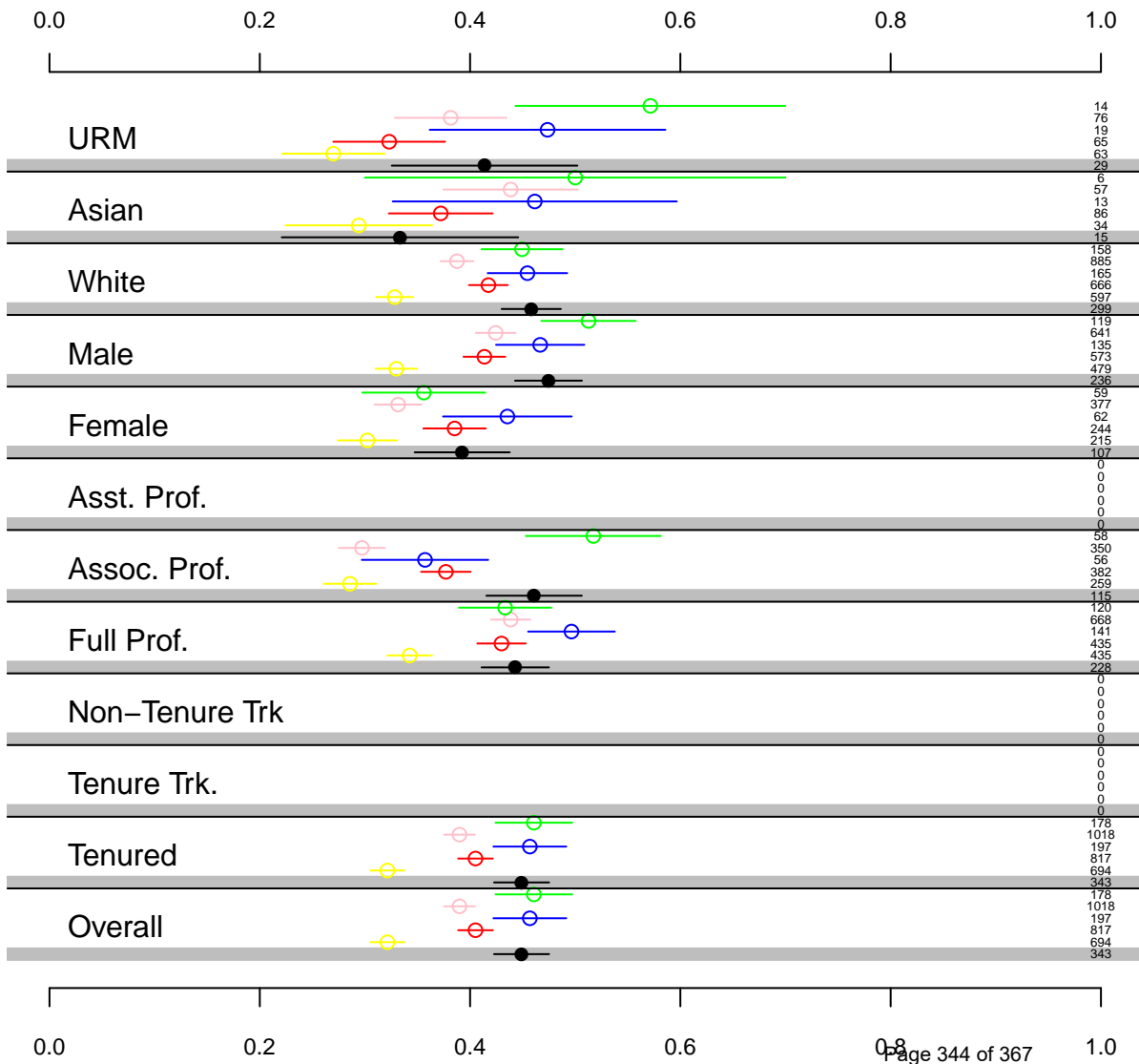
Percent satisfied or very satisfied

School/college is valued by Chancellor and Provost

Percent somewhat or strongly agree
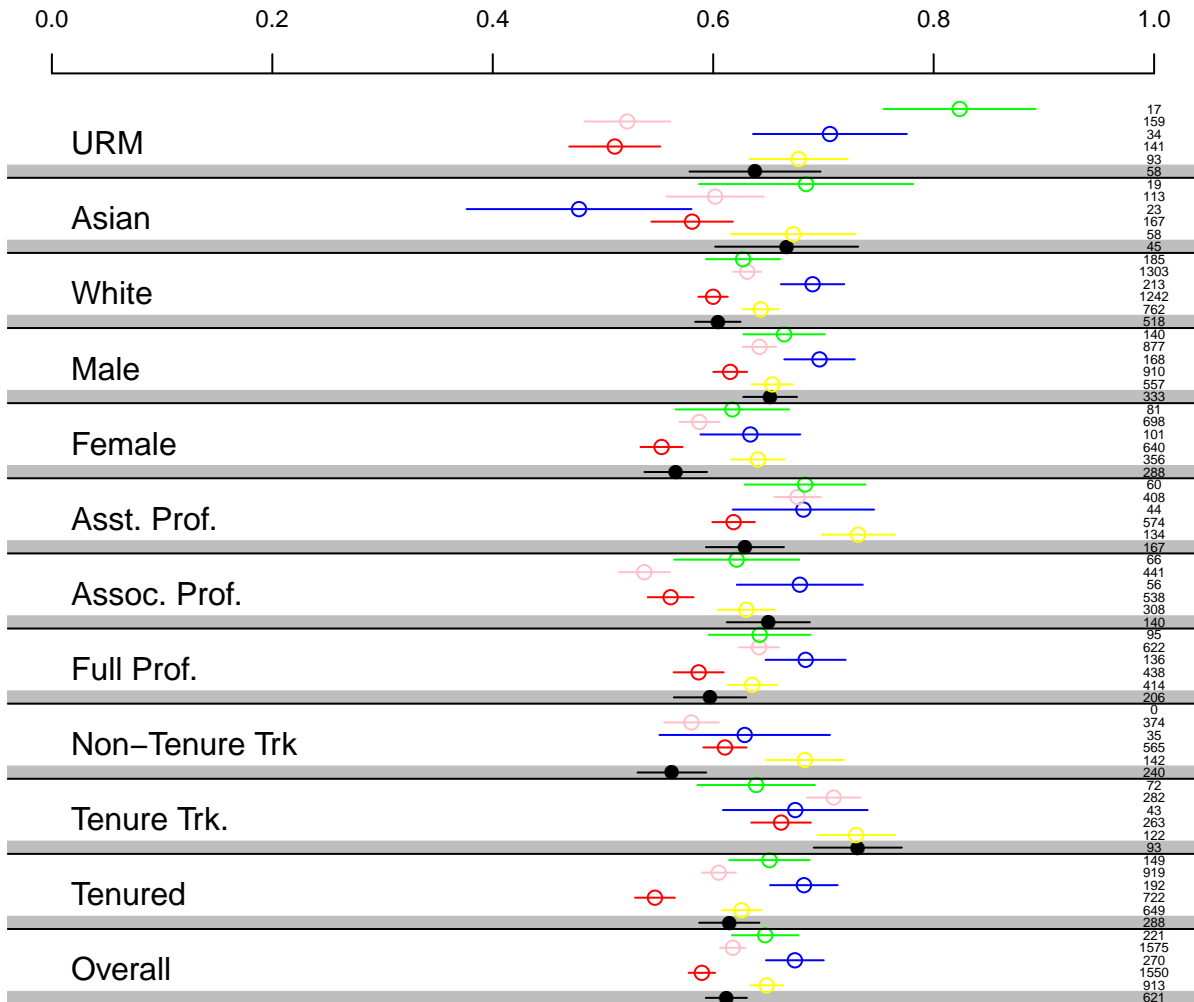
Dept. is valued by Chancellor and Provost
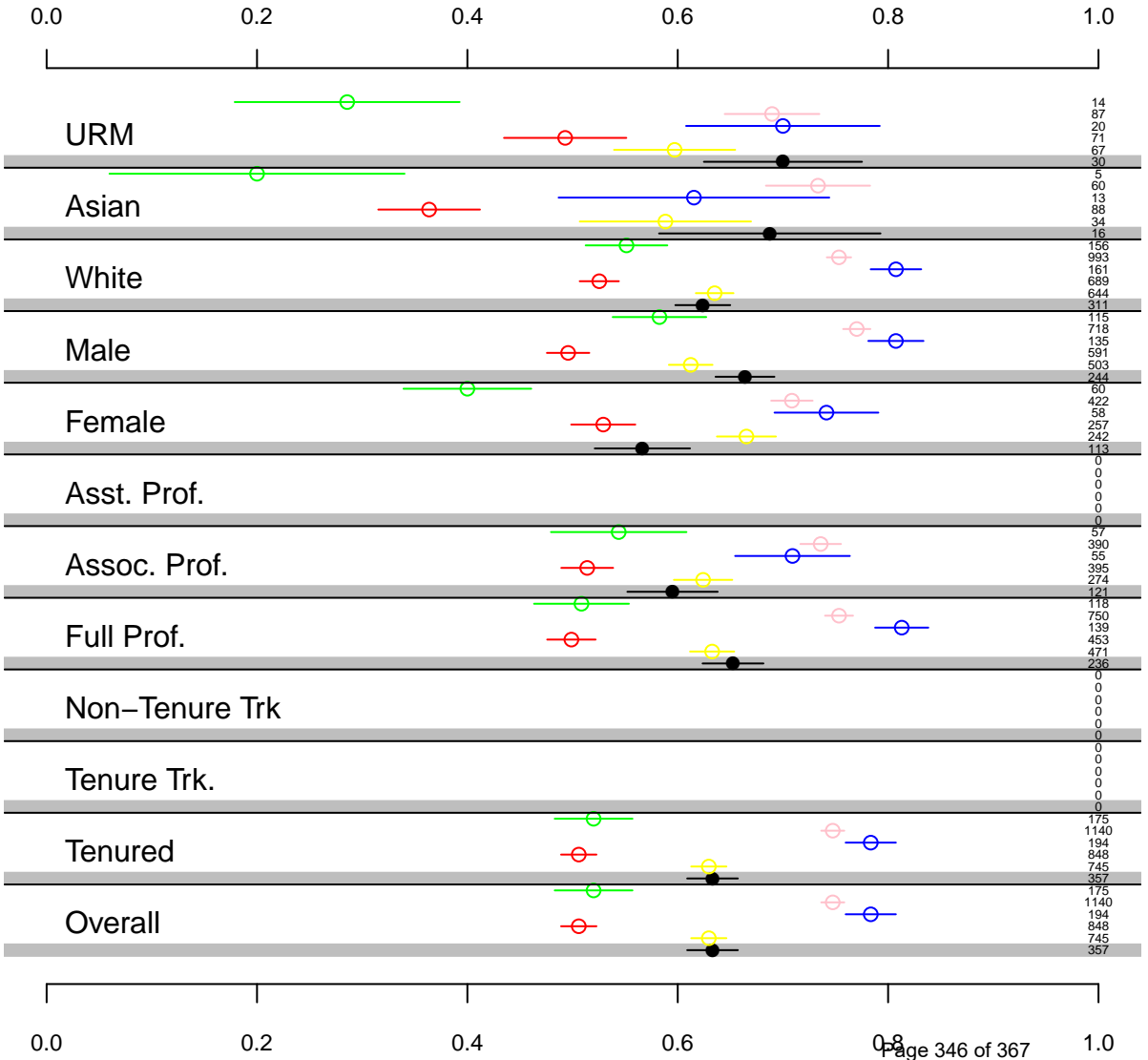
Percent somewhat or strongly agree

Provost cares about quality of life for faculty at my rank
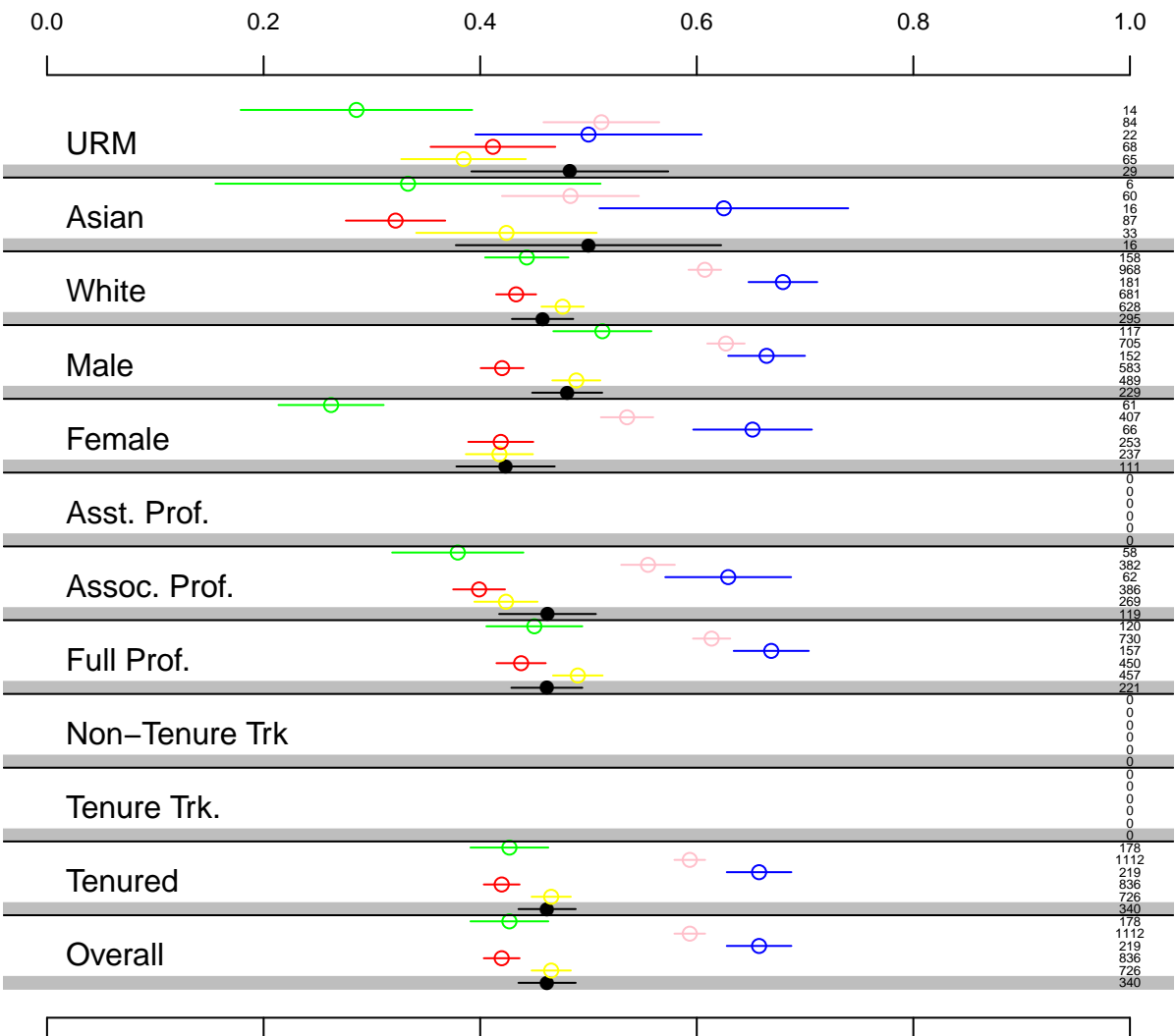
Percent somewhat or strongly agree

Outside offers unnecessary for compensation negotiations
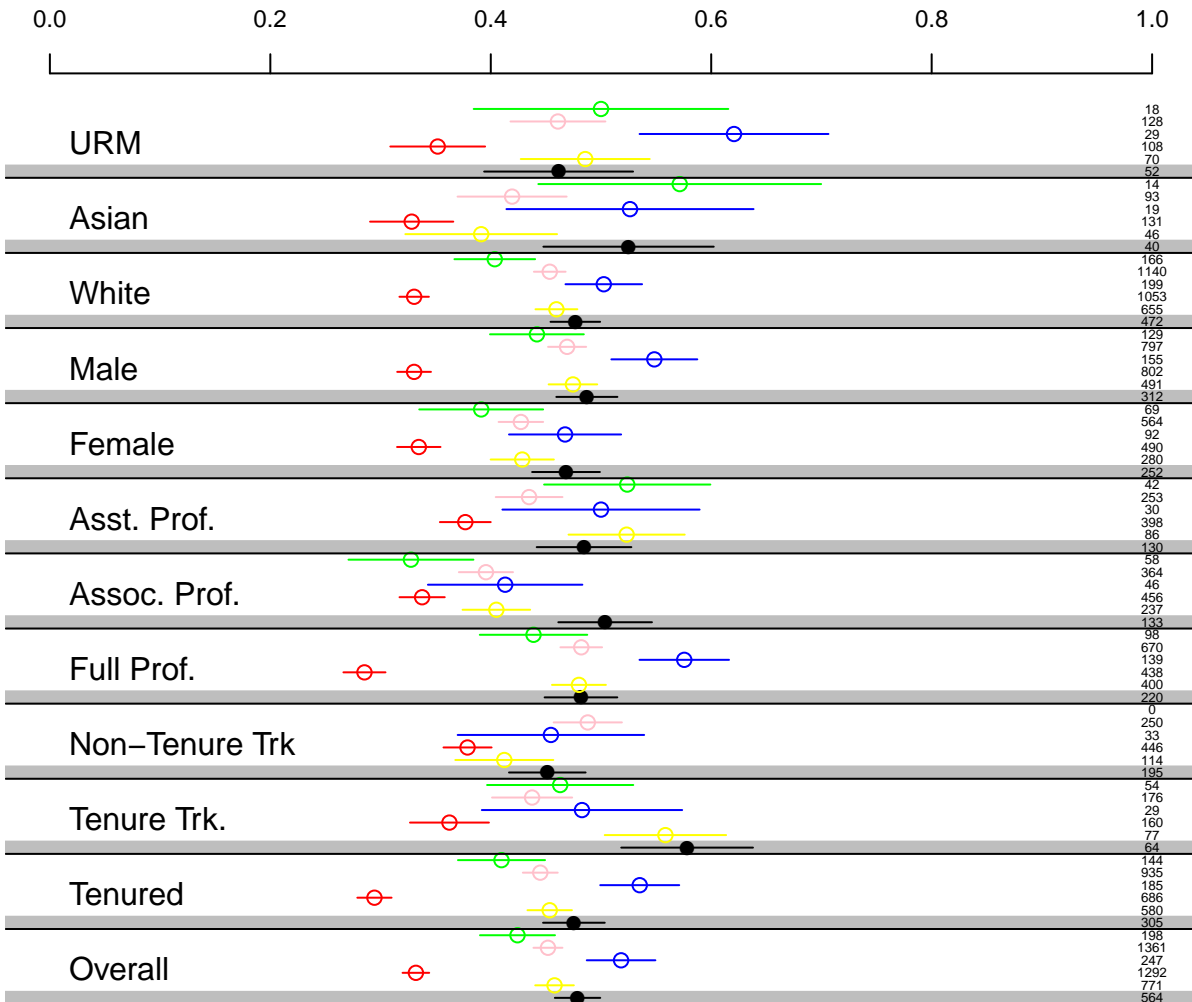
Percent somewhat or strongly agree

Visible leadership support and promotion of diversity

Percent somewhat or strongly agree
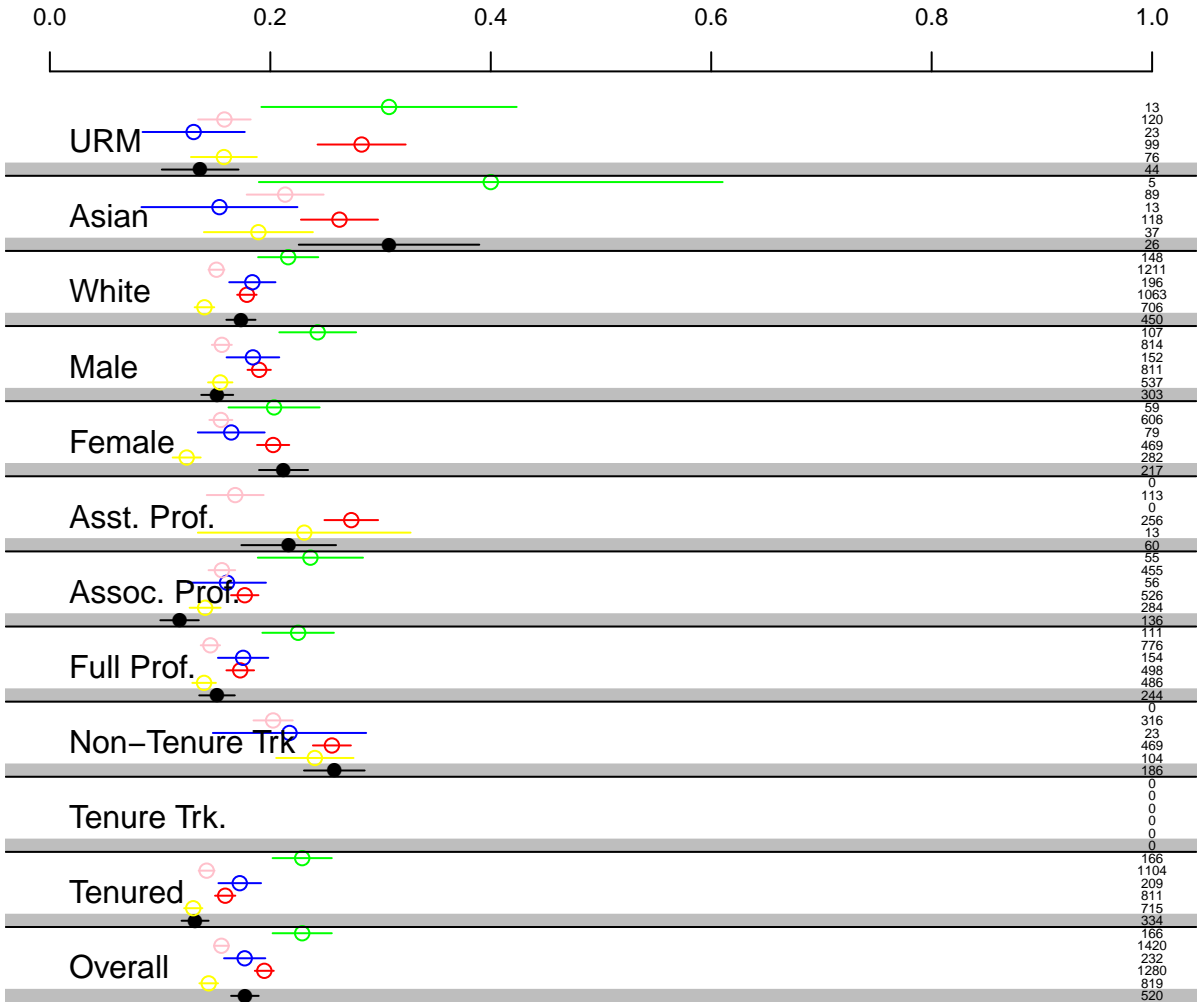
I would still choose VU

Percent somewhat or strongly agree
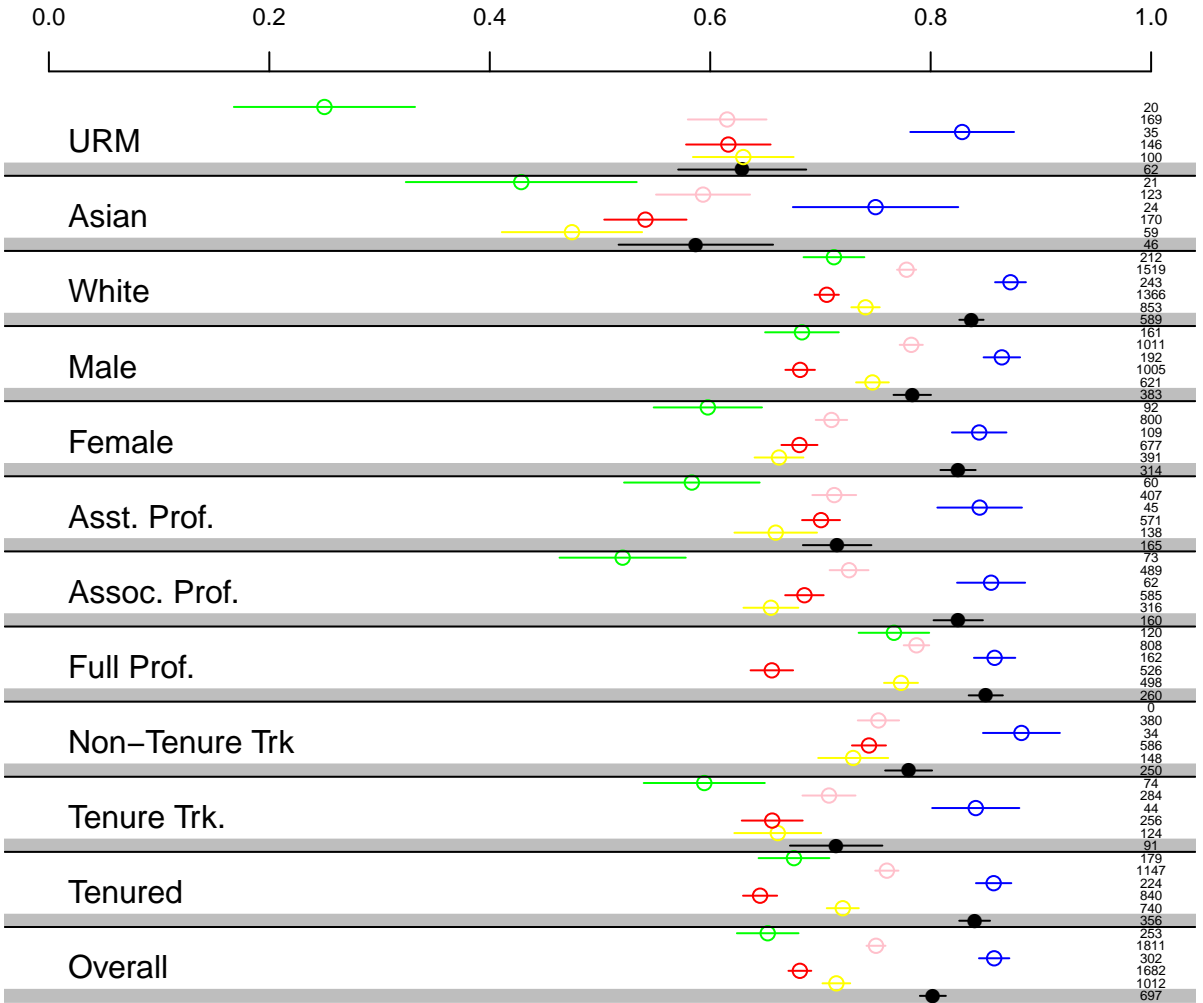
Dept. as place to work
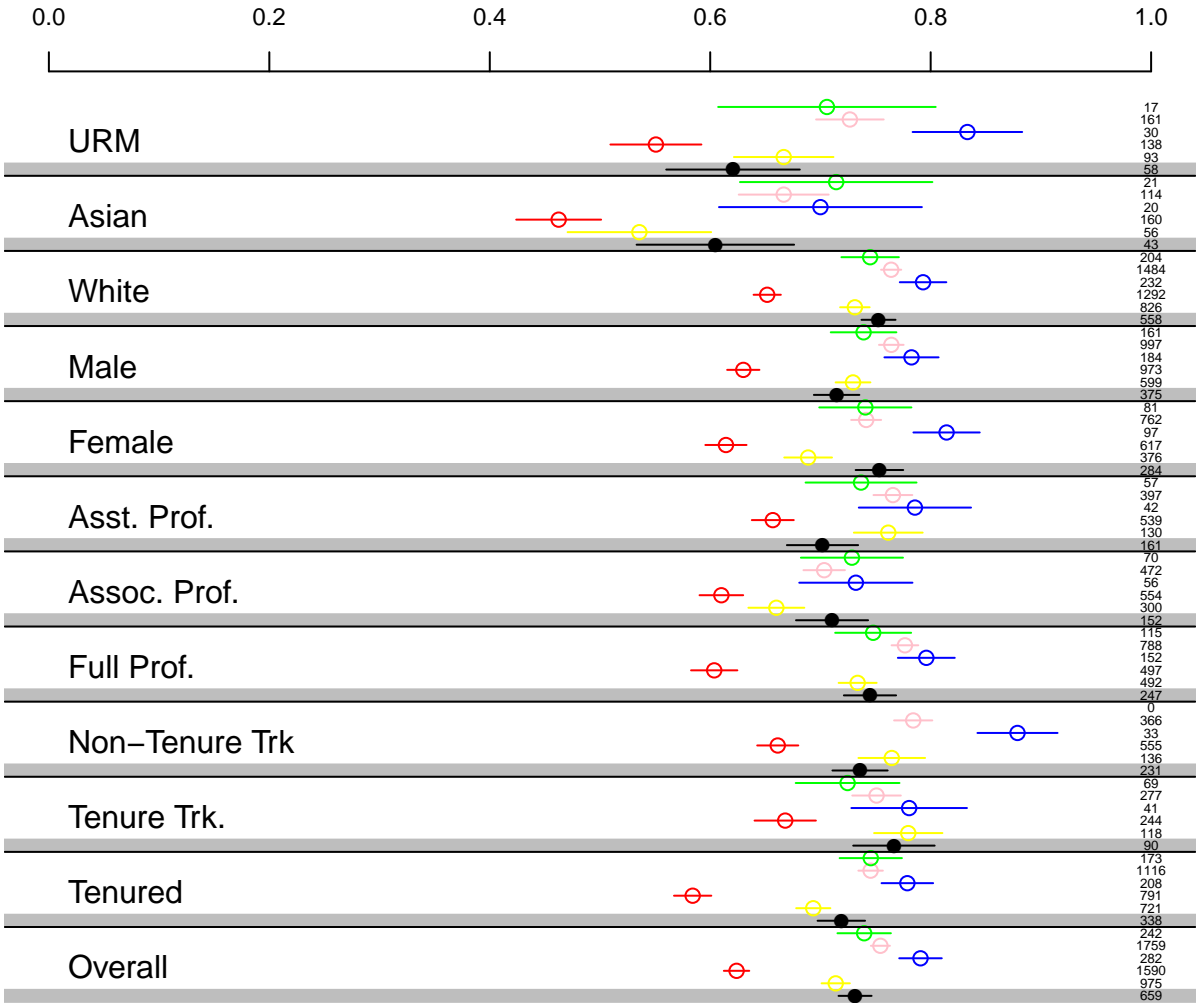
Percent satisfied or very satisfied

VU as a place to work
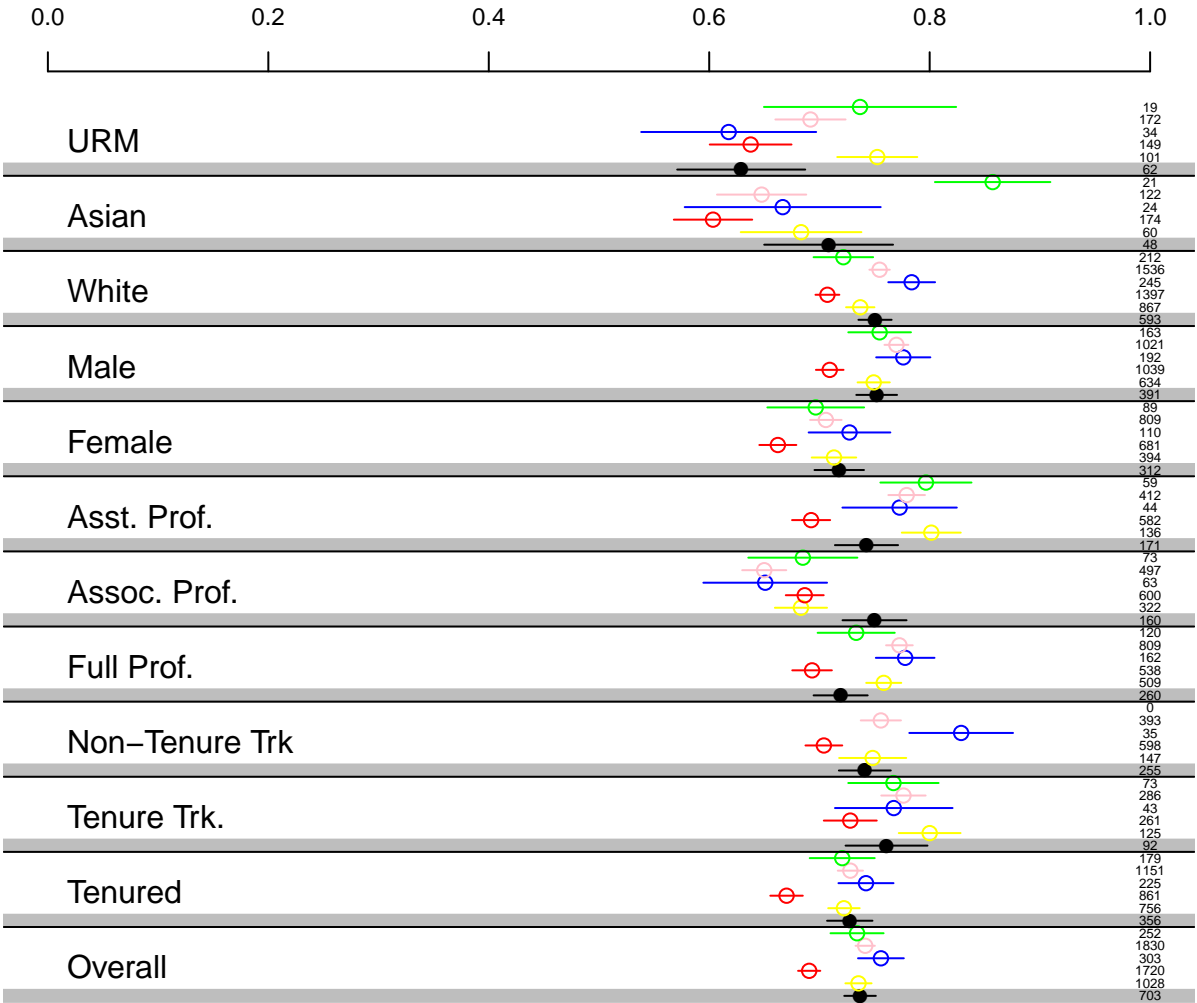
Percent satisfied or very satisfied

Vanderbilt-Specific Questions

Overall, do you feel the university is an inclusive environment for community members from all backgrounds?
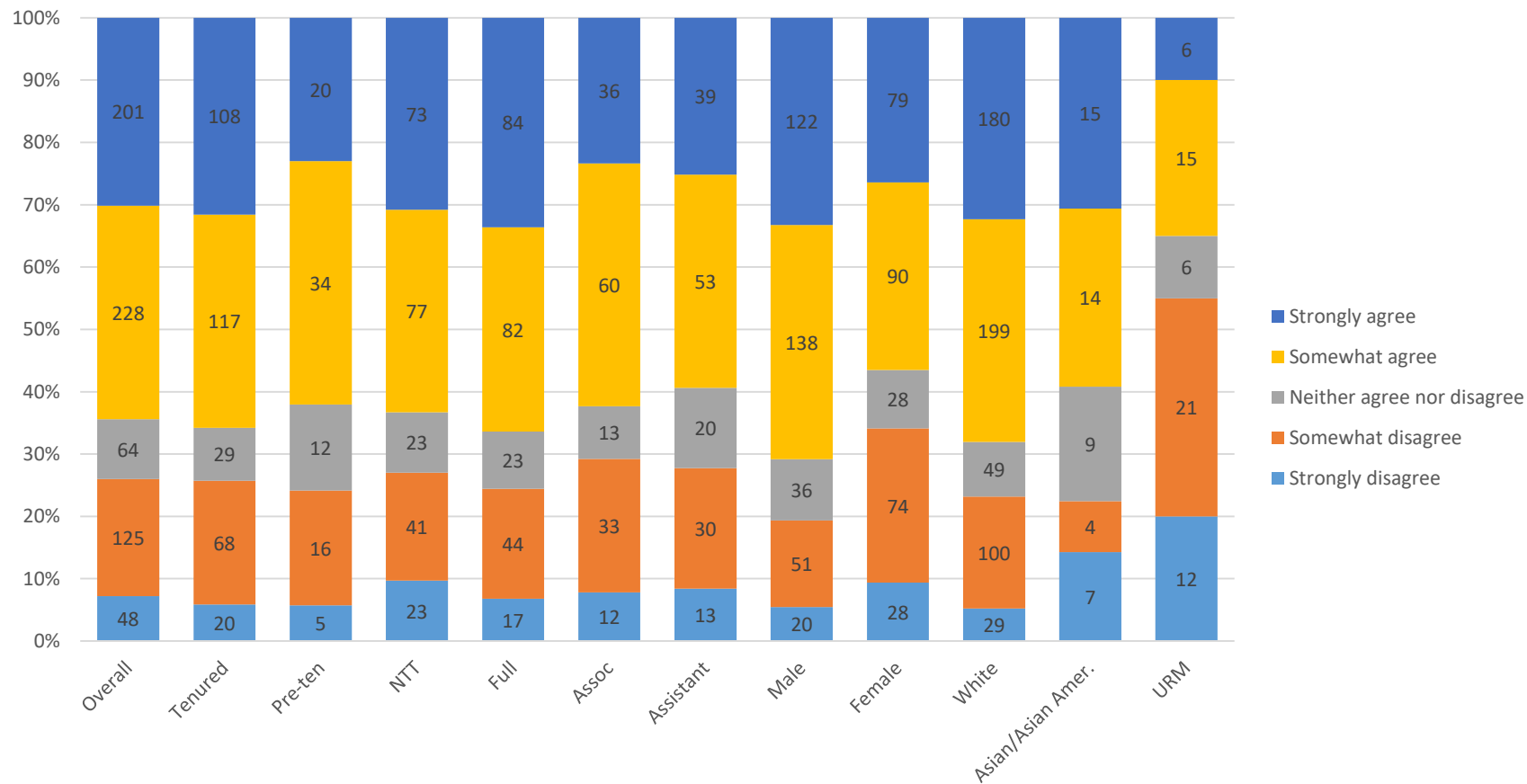
Overall, do you feel the university is an equitable environment for community members from all backgrounds?
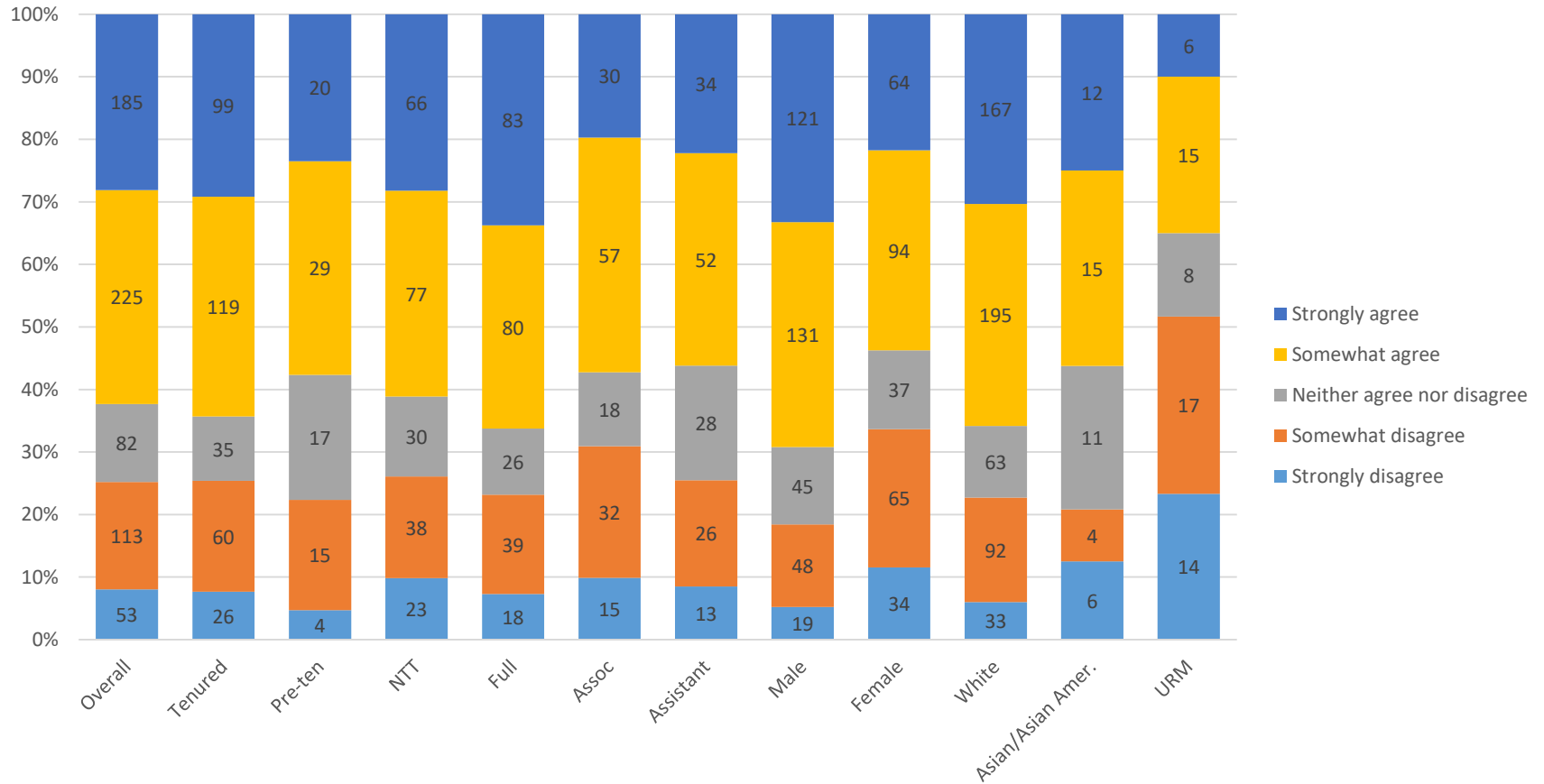
How satisfied are you with the university's efforts to recruit a diverse faculty?
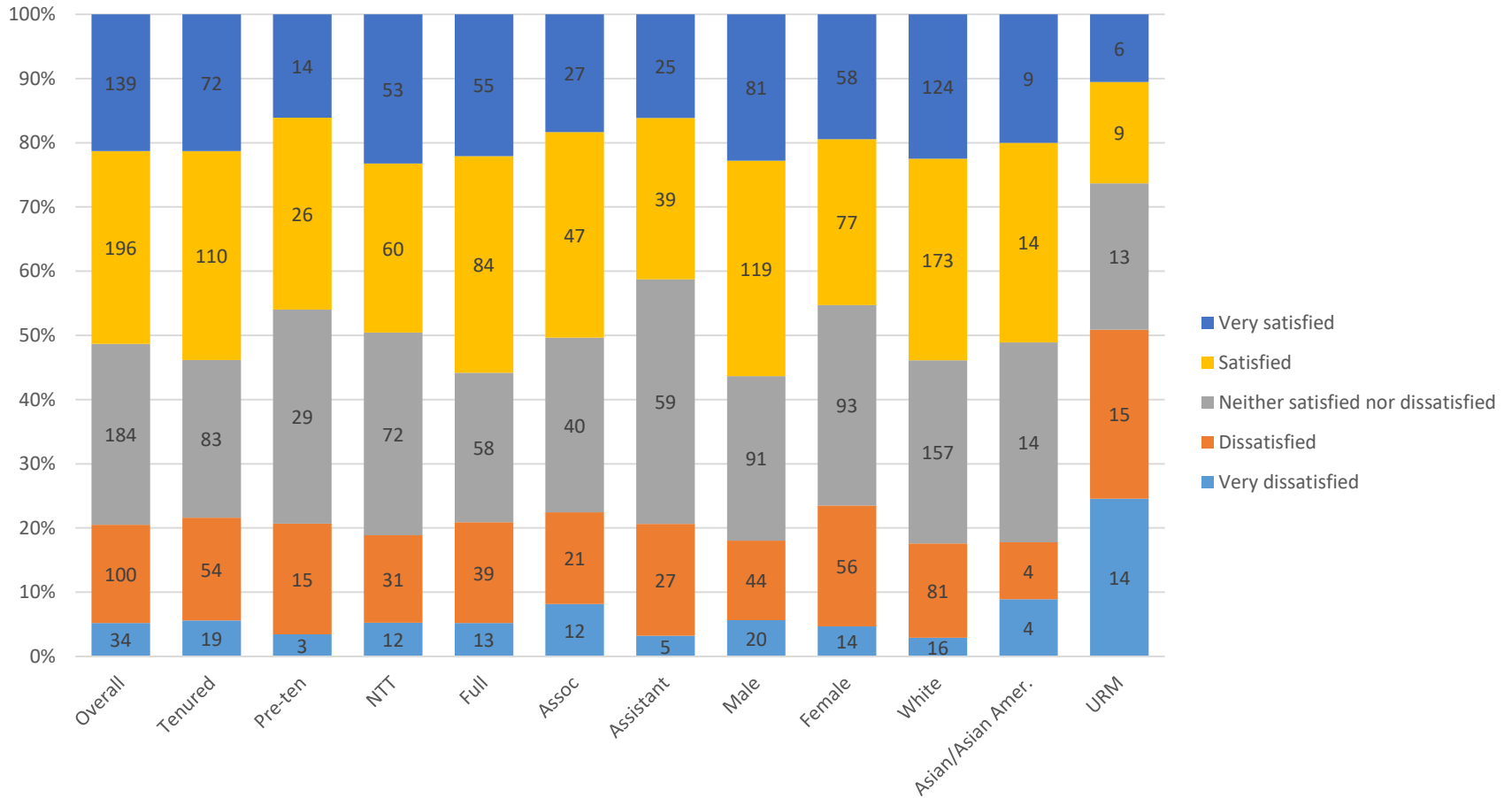
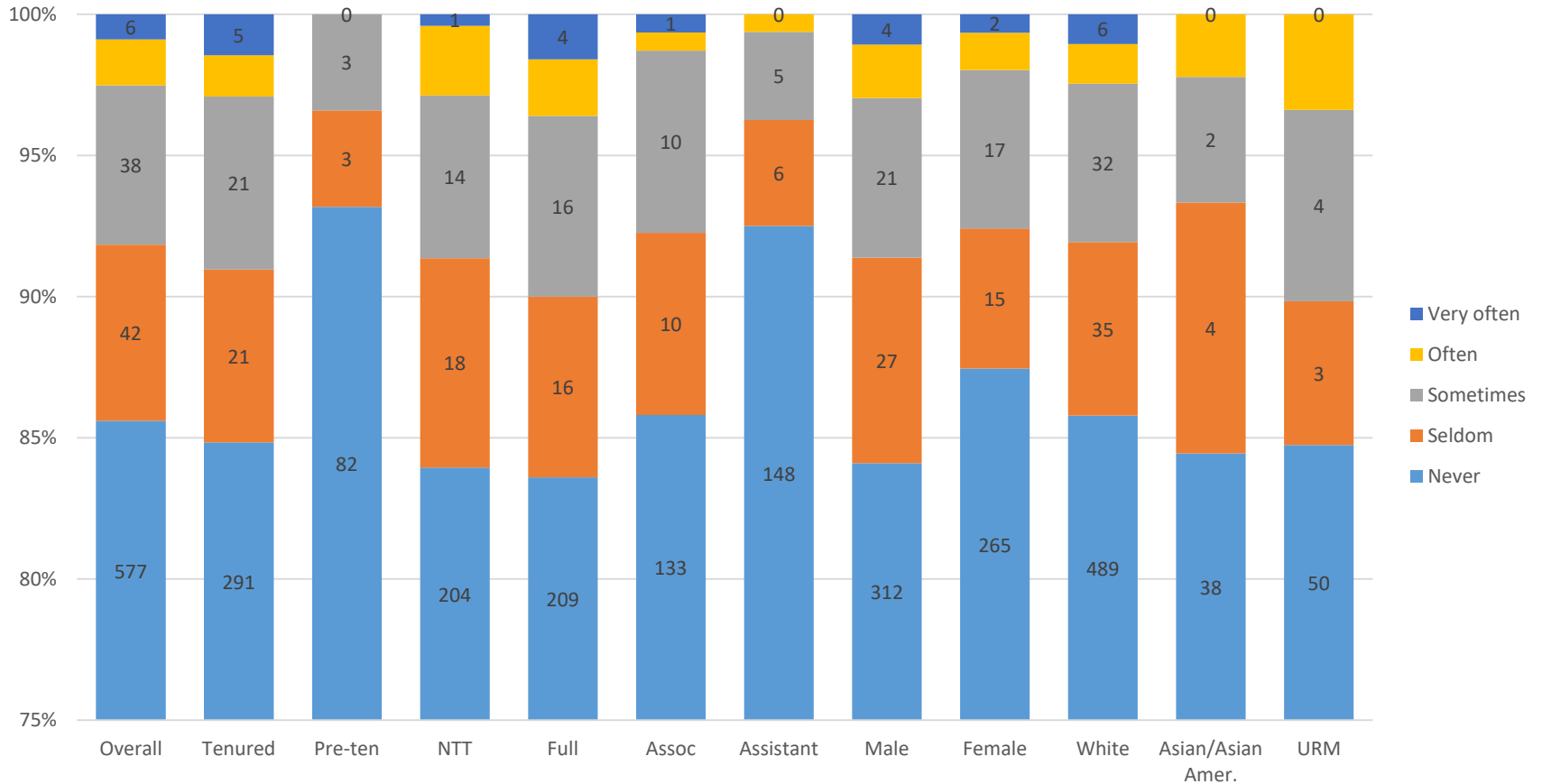Experience of Discriminatory Behavior in Last Year: Percent Answering Very Often, Often, or Sometimes
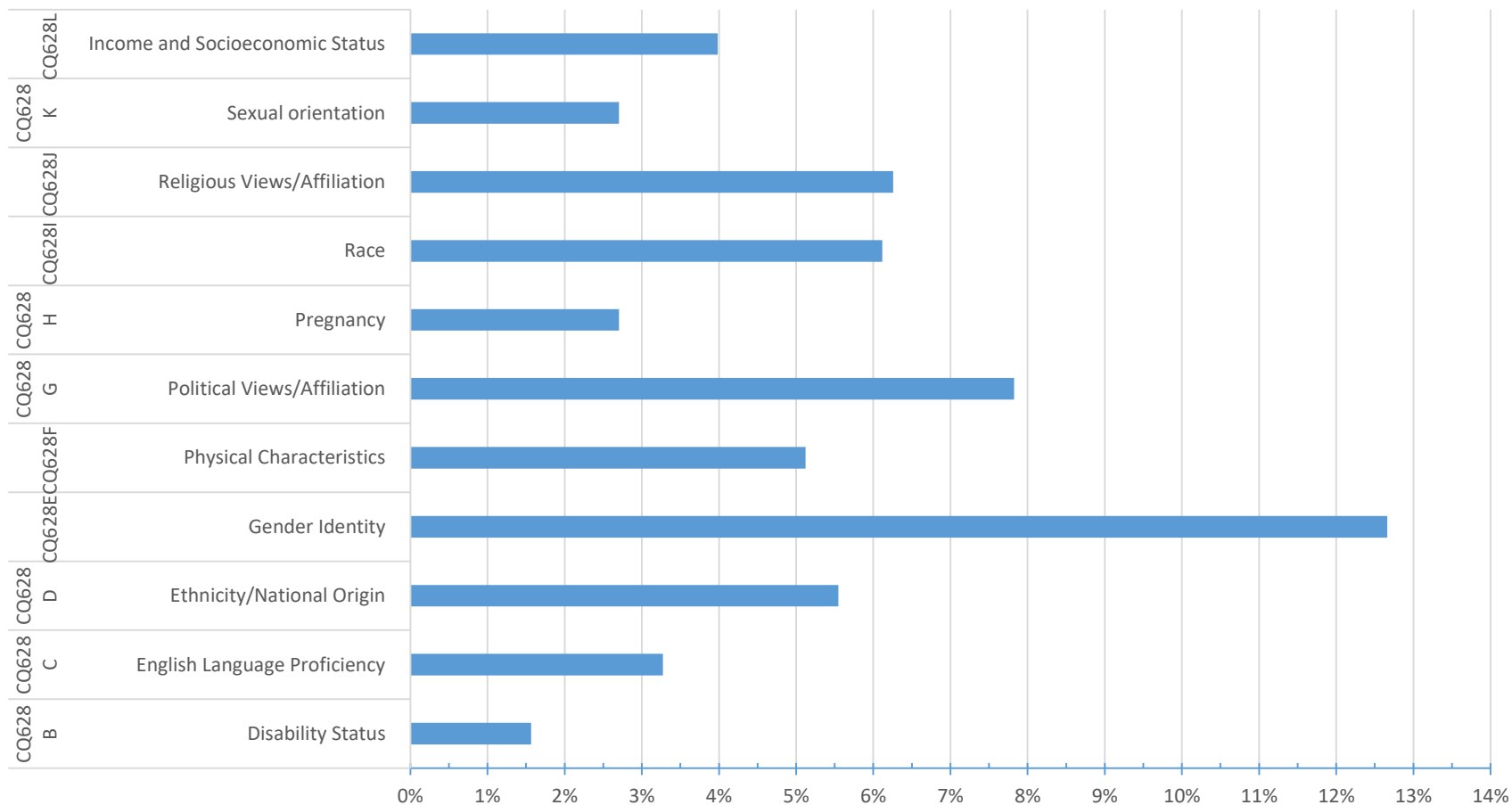
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your age?
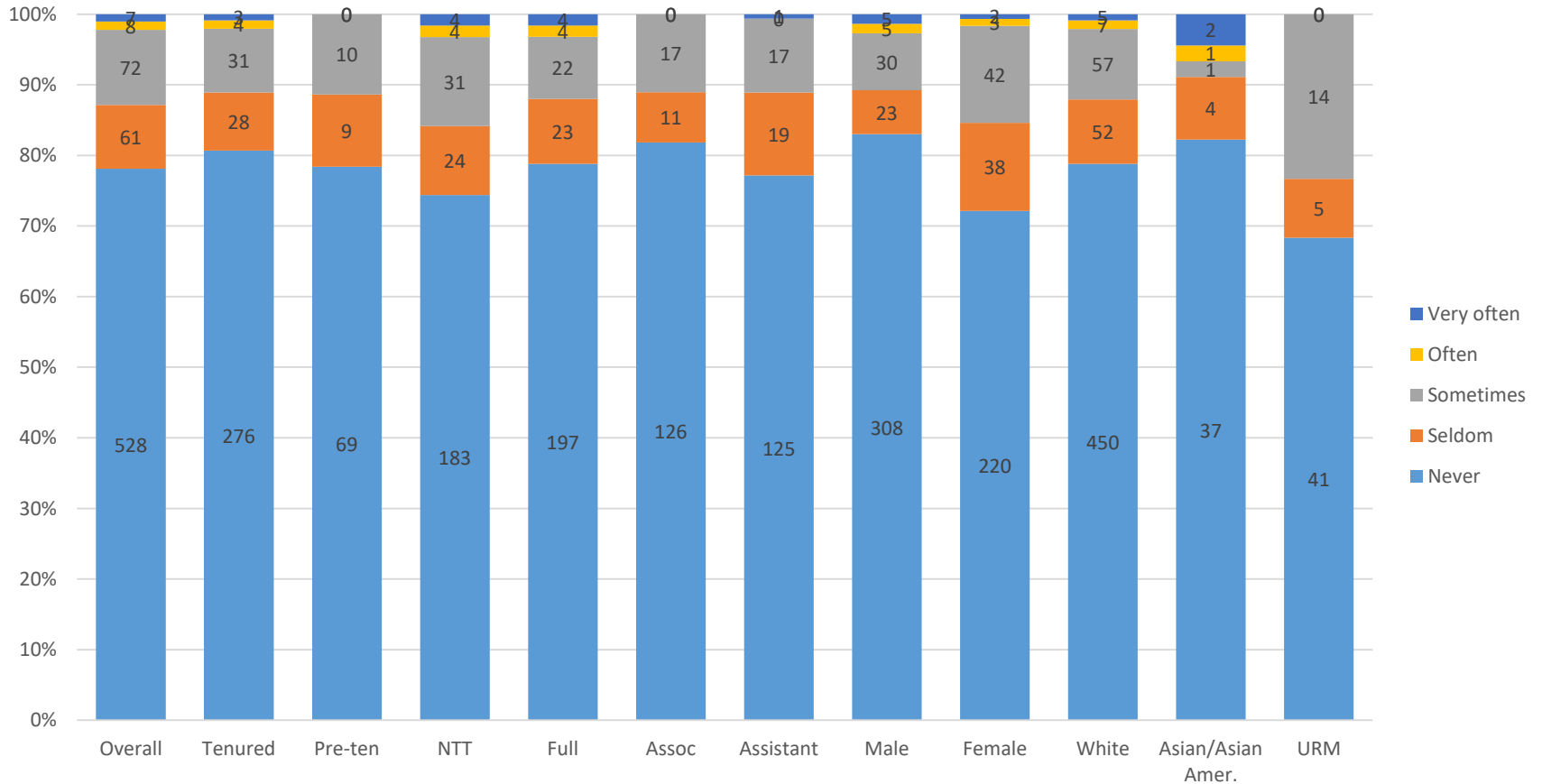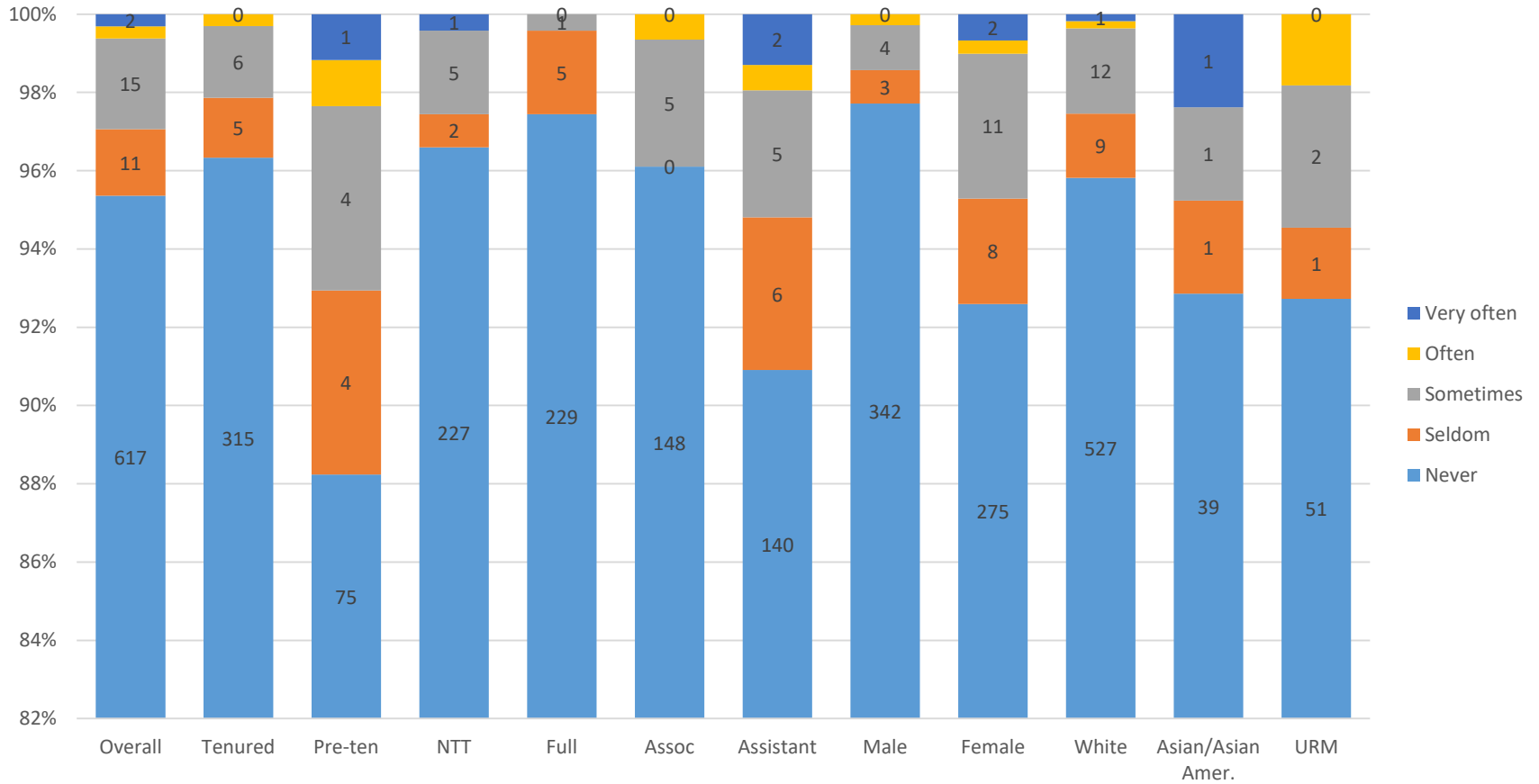
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your disability status?
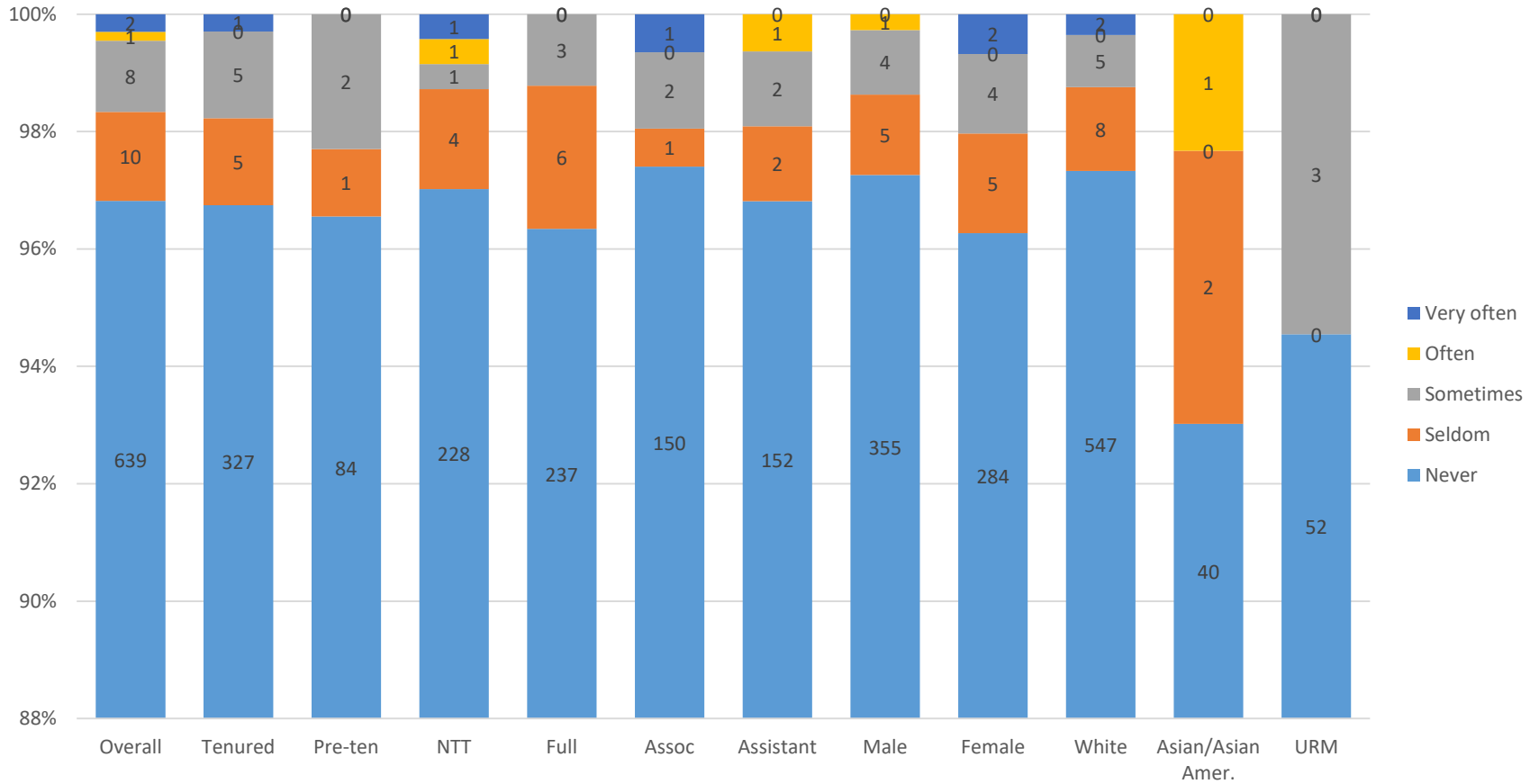
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your English language proficiency?
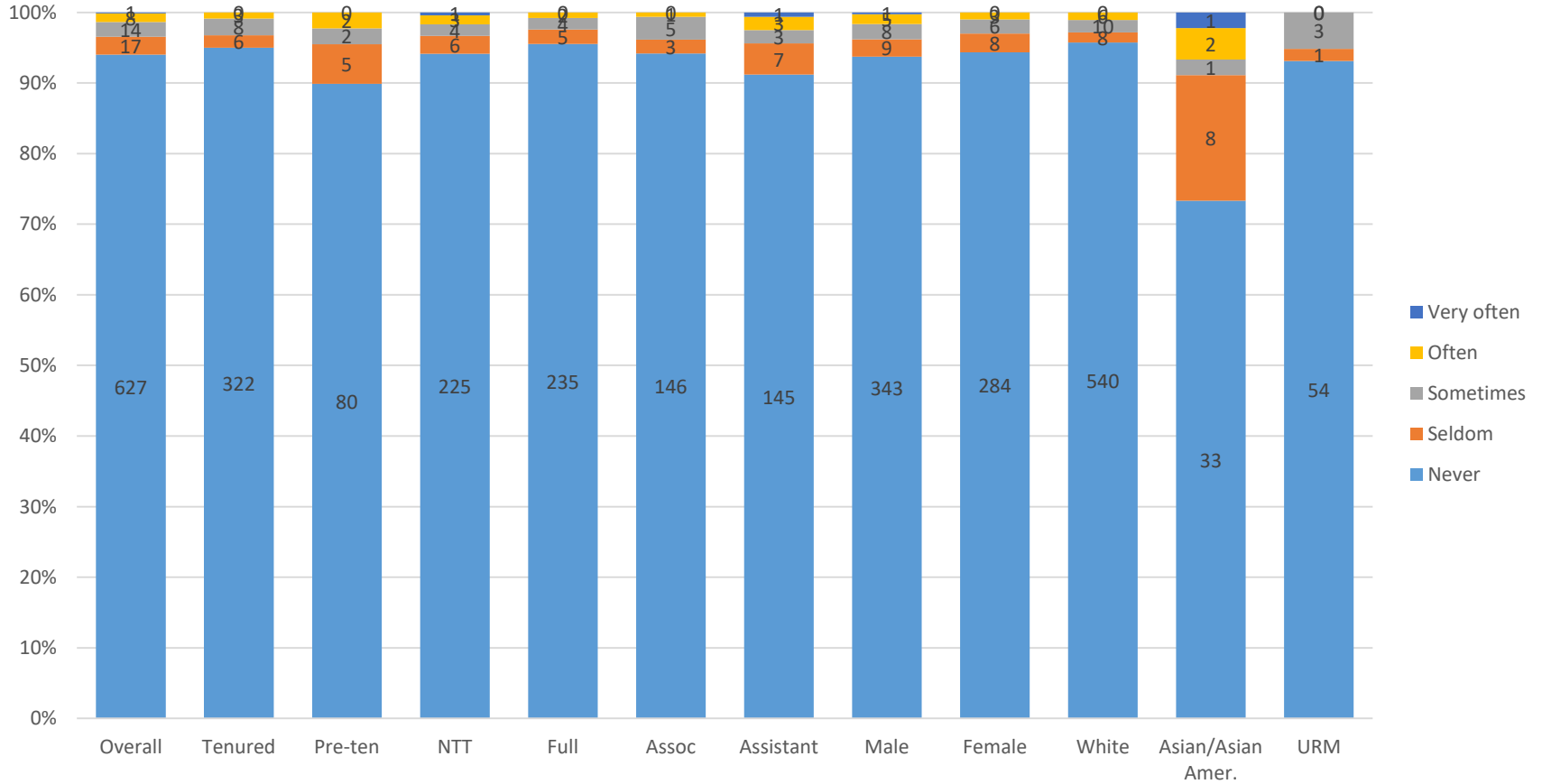
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your gender identity?
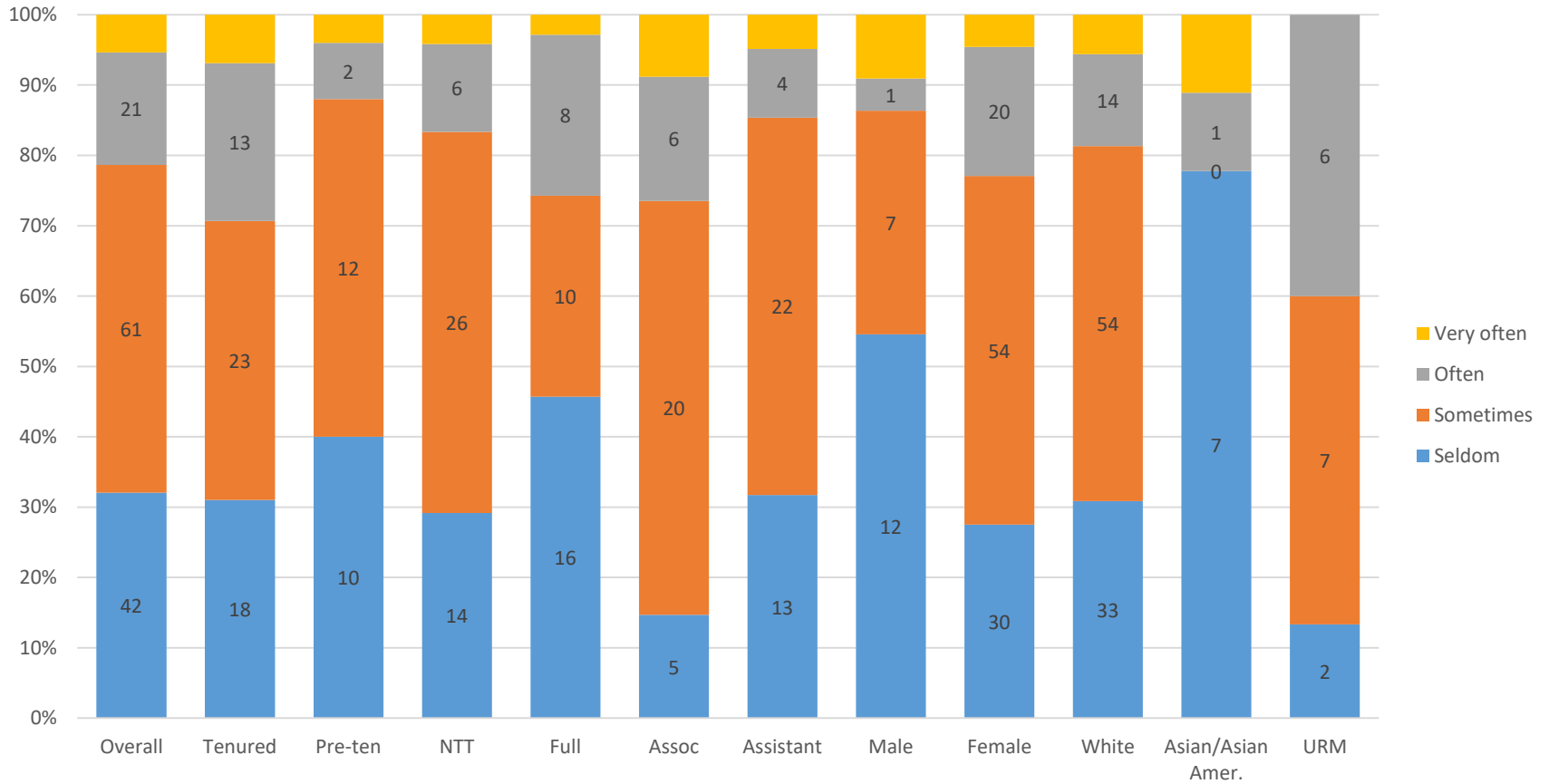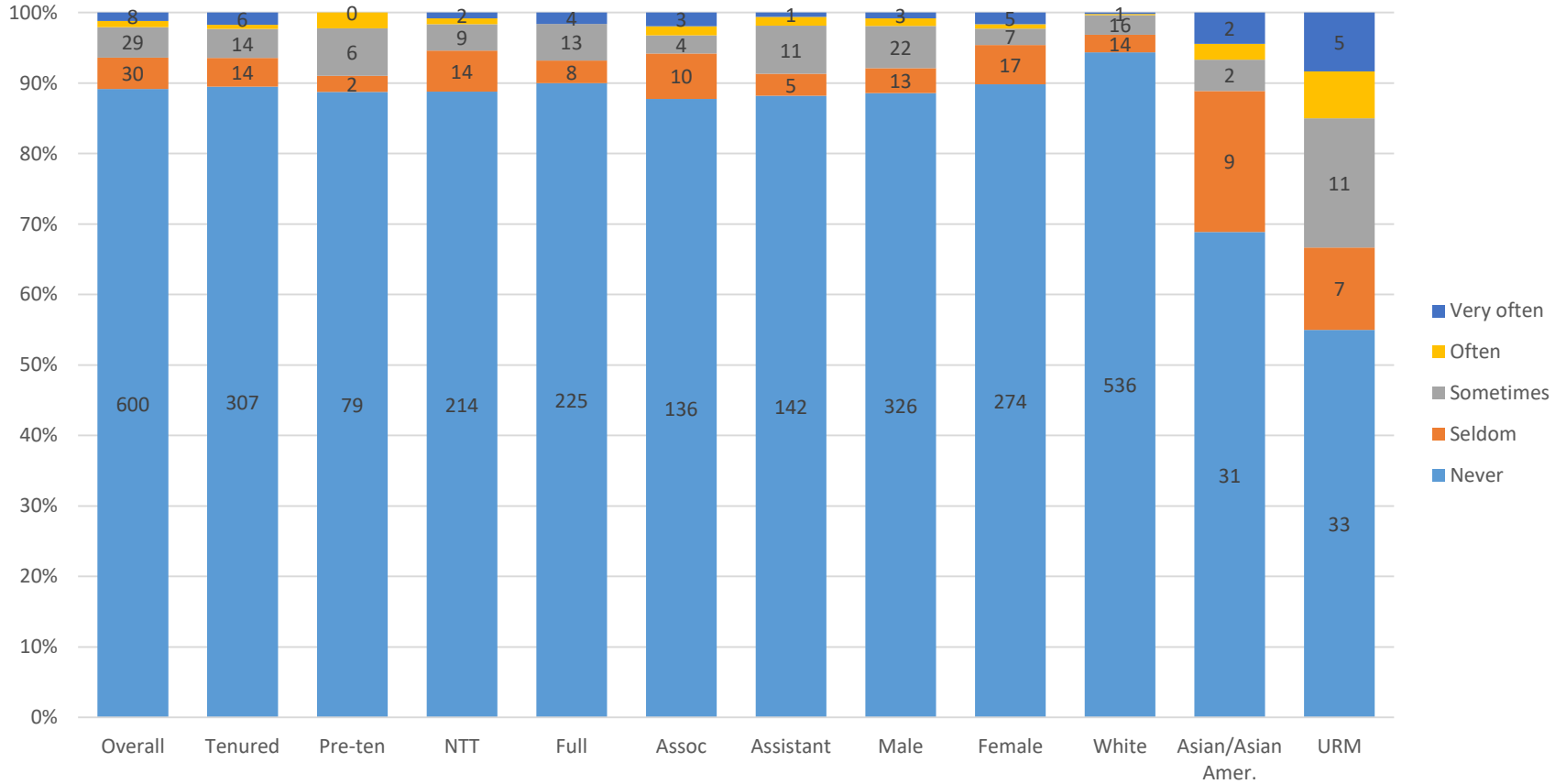
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your physical characteristics?
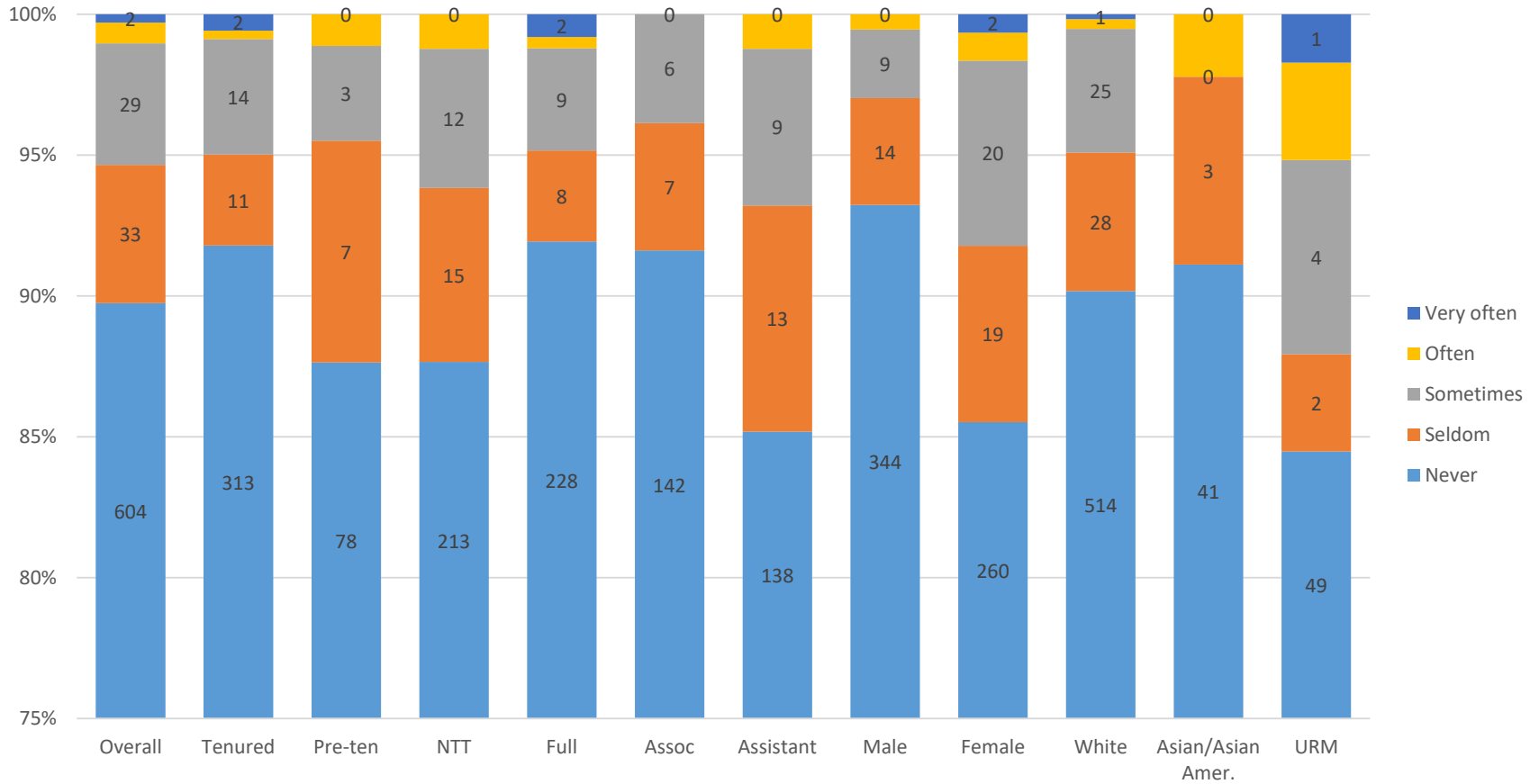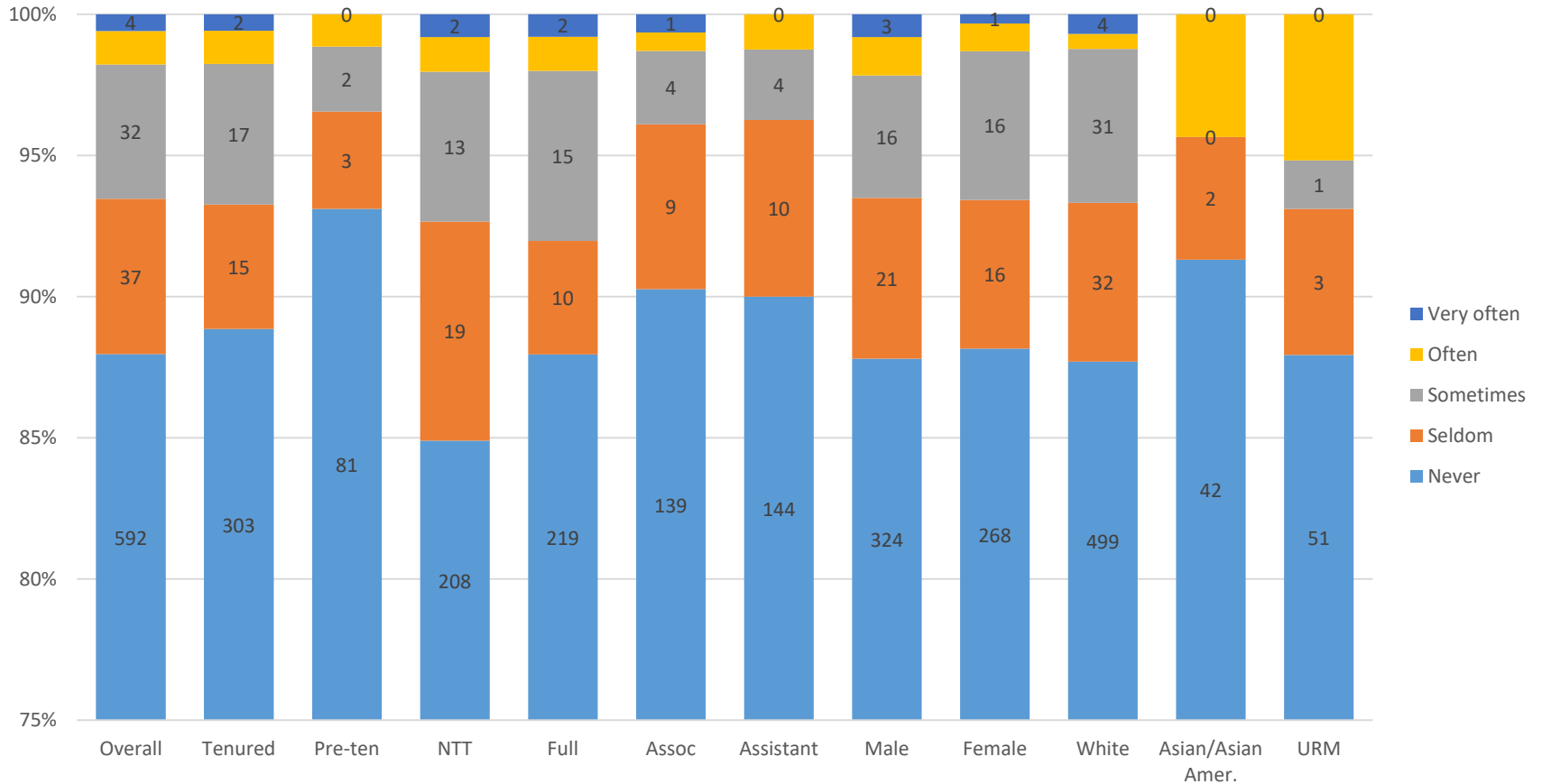
Within the past year, how often (if ever) have you personally experienced any discriminatory behavior at Vanderbilt University that you believe was based on your political affiliation?

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?