

Introduction to the Final Report to the Community – August 2021

Vanderbilt University Faculty Development Committee

2020 Collaborative on Academic Careers in Higher Education (COACHE) Survey

In Spring 2020 the faculty at Vanderbilt University completed a second COACHE Job Satisfaction Survey, four years after participating in the first one. Once again, participation by Vanderbilt faculty was high—at 59% we responded at a rate 25% higher than our peers—and again the survey included some questions generated by COACHE that were asked of faculty at a wide range of institutions and others generated by Vanderbilt that were particularly relevant to our institution. Of special interest was how responses in 2020 differed in areas identified as concerns in 2016.

In Fall 2020 Tracey George, Vice Provost for Faculty Affairs, convened a new Faculty Development Committee whose task was to prepare a Report that includes an analysis of the results of the 2020 COACHE Survey; the response of the general faculty community to the data; and recommendations for steps the university might take to address the matters made evident by the data.

A key issue in the current survey process was the arrival of a global pandemic; the disruption to university life cannot be overstated. The process itself of completing the survey was affected: the university announced a close to campus on March 9, 2020; 60% of survey responses were submitted prior to this date and 40% after. The Committee invited the faculty to convey its particular experiences during the pandemic: as we have continued to work in the midst of COVID-19, concerns at issue in the survey have remained important during these extraordinary circumstances.

The Faculty Development Committee analyzed the results of the survey and issued a Preliminary Report in February 2021. We then solicited input from colleagues in multiple ways throughout the Spring 2021 semester, accepting invitations to attend meetings hosted by various departments, schools, and task forces. In March the Committee convened two online workshops to discuss the survey and preliminary report with faculty in open fora and in breakout rooms. Based on the information gathered during these conversations, we revised our report and added three new sections suggested by faculty: an analysis of qualitative responses to the survey's open-ended questions; faculty sentiment regarding bureaucracy and administrative burdens; and an analysis of school-specific data. Thanks to your input, the final report now provides a more complete picture of faculty job satisfaction at Vanderbilt.

The Faculty Development Committee completed its analysis of the COACHE Survey in August 2021. Our Final Report contains the following items:

- 1) The Chief Academic Officer Report (CAO) provided by COACHE;
- 2) Committee analysis of the areas with the highest and lowest job satisfaction among all Vanderbilt faculty, both on an absolute scale and in comparison to faculty at peer institutions;
- 3) Committee analysis of job satisfaction from the perspective of select faculty groups, e.g., non-tenure-track faculty or underrepresented minority faculty;

- 4) Committee analysis of job satisfaction with specific aspects of faculty worklife, e.g., tenure, promotion and reappointment or shared governance;
- 5) Committee analysis of faculty job satisfaction by school or college;
- 6) Final remarks and Committee recommendations;
- 7) Appendices listing all standard and custom Vanderbilt-only questions asked on the COACHE survey; and
- 8) An appendix with the underlying data for all survey questions in the form of histograms of faculty responses.

The Final Report is structured to allow readers to approach it in a variety of ways. One could of course read it straight through, and that is likely the best approach for those in department, college, or university leadership. For others, we highly recommend starting with the CAO report, which provides useful background on the COACHE survey and a high-level overview of Vanderbilt results, and then following up with Chapters 2-3, which delve into the areas of strength and concern in job satisfaction for Vanderbilt faculty as a whole and for specific faculty groups. The survey results clearly show that different faculty experience different Vanderbilts. It is important that we all work to better understand our peers' diverse perspectives.

Finally, we expect all faculty will be interested in reading the appropriate section of Chapter 5 to see how job satisfaction compares within their school or college. For those who then want more information on specific areas of job satisfaction, the sections of Chapter 4 can each be read independently for a closer look at various aspects of our jobs. The complete data can also be accessed through the charts and histograms in Appendix C. These histograms provide an opportunity to drill down and see just how many faculty chose each response across the Likert-style spectrum for each and every survey question. Where available, the charts also present peer-comparisons and faculty-group-comparisons by gender, race/ethnicity, tenure status, and rank.

We hope you find the COACHE survey report interesting and enlightening, and most importantly, useful. We feel strongly that Vanderbilt will benefit from having an informed faculty – one that is ready to engage constructively in figuring out how to protect our strengths while making needed improvements. The next steps are up to each of you.

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Special thanks to Jennifer Doersam and Meriel O'Connor with Planning and Institutional Effectiveness (PIE) for helping us navigate and explore the data. The Tableau site built by PIE was an extraordinarily effective tool for exploration and was used to produce most of the graphics in this report.

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1. Preview of the COACHE Chief Academic Officer Report

The pages of this section reproduce a high-level overview of the Chief Academic Officer Report for Vanderbilt University as produced and supplied by the external group COACHE, the Collaborative on Academic Careers in Higher Education.

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Introduction

You are holding in your hands a preview of the COACHE Chief Academic Officer Report. The CAO Report data and design are the culmination of our work since 2003 with faculty focus groups, two pilot studies (for pre-tenure and tenured faculty), and ongoing dialog with academic leaders at our partner institutions.

While there are many approaches to report design, our choices at COACHE leverage our comparative data to help you, your leadership team, and your faculty move more swiftly from survey results into dissemination, engagement and action.

To the uninitiated, the CAO Report can be daunting. However, just a few minutes spent with the Results at a Glance and Benchmark Dashboard will unlock the broad themes of your survey results and the areas deserving of immediate scrutiny.

Your faculty's strengths and concerns will be revealed, layer by layer, as you follow the green, grey, and red colors of your CAO Report. These colors illustrate your faculty's attitudes relative to peers of your own choosing and to a larger, labor-market cohort (e.g., women to women, associate professor to associate professor). The yellow and orange colors will identify gaps between groups within your own institution (e.g., women and men, associate and full professors).

This preview is just a glimpse of what lies within your CAO Report—a beginning, not the end. The digital files that follow this preview contain item-level analysis, faculty's qualitative opinions coded by survey theme, results disaggregated by school/college and discipline, and more tools for understanding the conditions faculty need in order to do their best work.

You are about to discover that many faculty concerns can be dealt with immediately and inexpensively, while others present themselves as opportunities for broad involvement in designing collaborative solutions.

The questions at the end of this preview should help you get this process of inquiry underway. Yet, at COACHE, we have learned that the most important analysis has yet to occur. Analysis is a social process of engagement with your colleagues and—most importantly—your faculty. The COACHE partners who succeed do so by inviting faculty to be agents of institutional improvement.

As you embark upon the next steps of "collective sensemaking" and action, we have many examples to share. Your research-practice partnership with COACHE continues beyond this report delivery for many months of advice and networking. Allow us to develop your capacity for evidence-driven leadership in the academy.

Your Cohort and Peers

Based on the number of Vandy faculty and other organizational characteristics, your comparison "cohort" includes 110 COACHE partners who identify as generally similar. The complete list is available in the CAO Report's appendices. You selected five comparison institutions – "peers" in the report – to represent those most similar to you in the faculty labor market. They are listed at the right.

- Emory University (2020)
- Georgetown University (2020)
- University of Maryland, College Park (2020)
- University of Texas at Austin (2020)
- University of Virginia (2020)

Response Rates

Your report summarizes the findings from 59% of your eligible faculty. Given an average survey completion time of 22 minutes, this report constitutes approximately 310 hours of your faculty's time and, more importantly, their candor. Your response rate is *higher* than your peers by approximately 25.1 percentage points.

Differences in rates of response between demographic groups matter, as well. The table below summarizes response rates by tenure status, rank, gender, and race. As you read this preview and the complete CAO Report, keep in mind how large or small these subgroups' representation is among your survey responses.

Response Rates

	You	Peers	Cohort
All Faculty	59%	34%	44%
Tenured	59%	36%	46%
Pre-tenure	68%	43%	47%
Non-tenure Track	56%	30%	38%
Full Professor	57%	50%	47%
Associate Professor	61%	26%	44%
Men	55%	29%	41%
Women	64%	38%	50%
White	59%	36%	47%
Faculty of Color	57%	31%	41%
Asian/Asian-American	68%	27%	35%
Underrepresented Minorities	50%	35%	46%

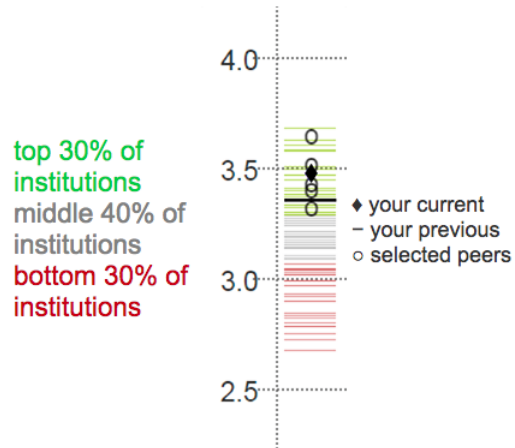
¹ "Faculty of color" are, for the purposes of this report, those individuals not categorized as White, non-Hispanic.

² "Underrepresented minorities" are individuals who identify as neither White, non-Hispanic nor Asian/Asian-American.

Understanding the COACHE Benchmarks

The following five pages offer a view of your faculty from 10,000 feet. Each survey theme is summarized by a “Benchmark,” the mean of several five-point Likert-scale survey questions that share a common theme. A Benchmark score provides a general sense of how faculty feel about a particular aspect of their work/life at your institution; your CAO Report delivers results for Benchmarks and for specific survey items.

In this preview, we compare your Benchmark scores, shown as diamonds, to the scores of other COACHE partners, represented as horizontal lines. Green lines represent the top 30 percent of institutional means, red lines represent the bottom 30 percent, and grey lines represent institutions in the middle 40 percent. The circles locate the five institutions your team selected as most nearly competing with yours (or resembling yours) in the market for faculty. The black line represents your prior results from 2016.



Your Strengths and Concerns

As shorthand, COACHE defines as an "area of strength" any Benchmark where your institution scores first or second among your selected comparison group and in the top 30 percent (the green section) of the cohort.

Conversely, an "area of concern" is where your faculty rating of a Benchmark falls fifth or sixth among your peers and in the bottom 30 percent (the red section) of the cohort. The survey themes at the right met these criteria for Vandy.

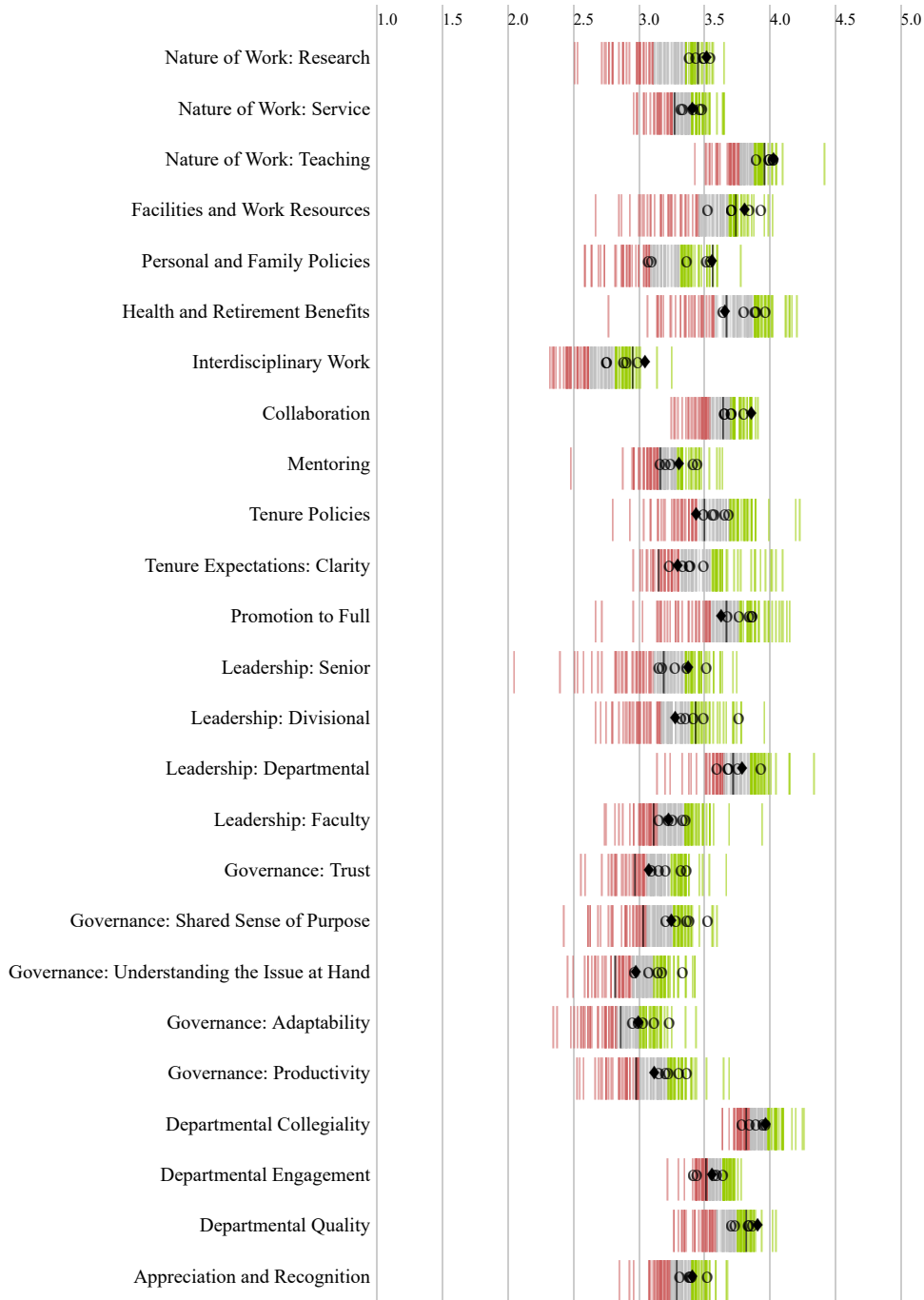
Note that between-group differences could alter your conclusions about these aspects of academic life on your campus—and suggest tailored approaches to improving them. Keep this in mind as you consider, after the overall results, the subsequent charts for pre-tenure faculty, for associate professors, for women, and for faculty of color. Look to your CAO Report for other subgroups and more detailed displays.

Areas of strength (all faculty combined)

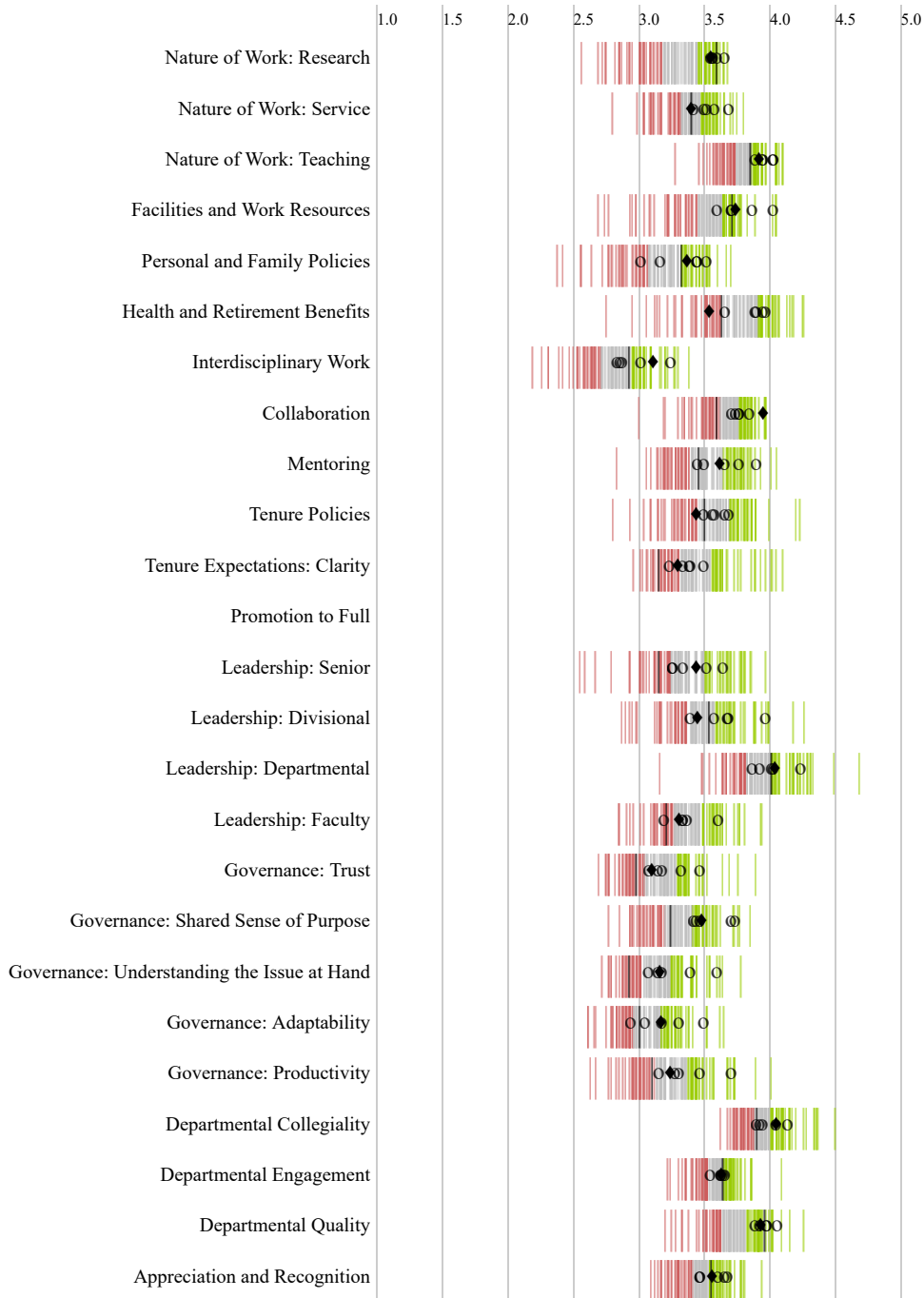
- *Appreciation and Recognition*
- *Collaboration*
- *Departmental Collegiality*
- *Departmental Quality*
- *Interdisciplinary Work*
- *Leadership: Senior*
- *Nature of Work: Research*
- *Nature of Work: Teaching*
- *Personal and Family Policies*

Areas of concern (all faculty combined)

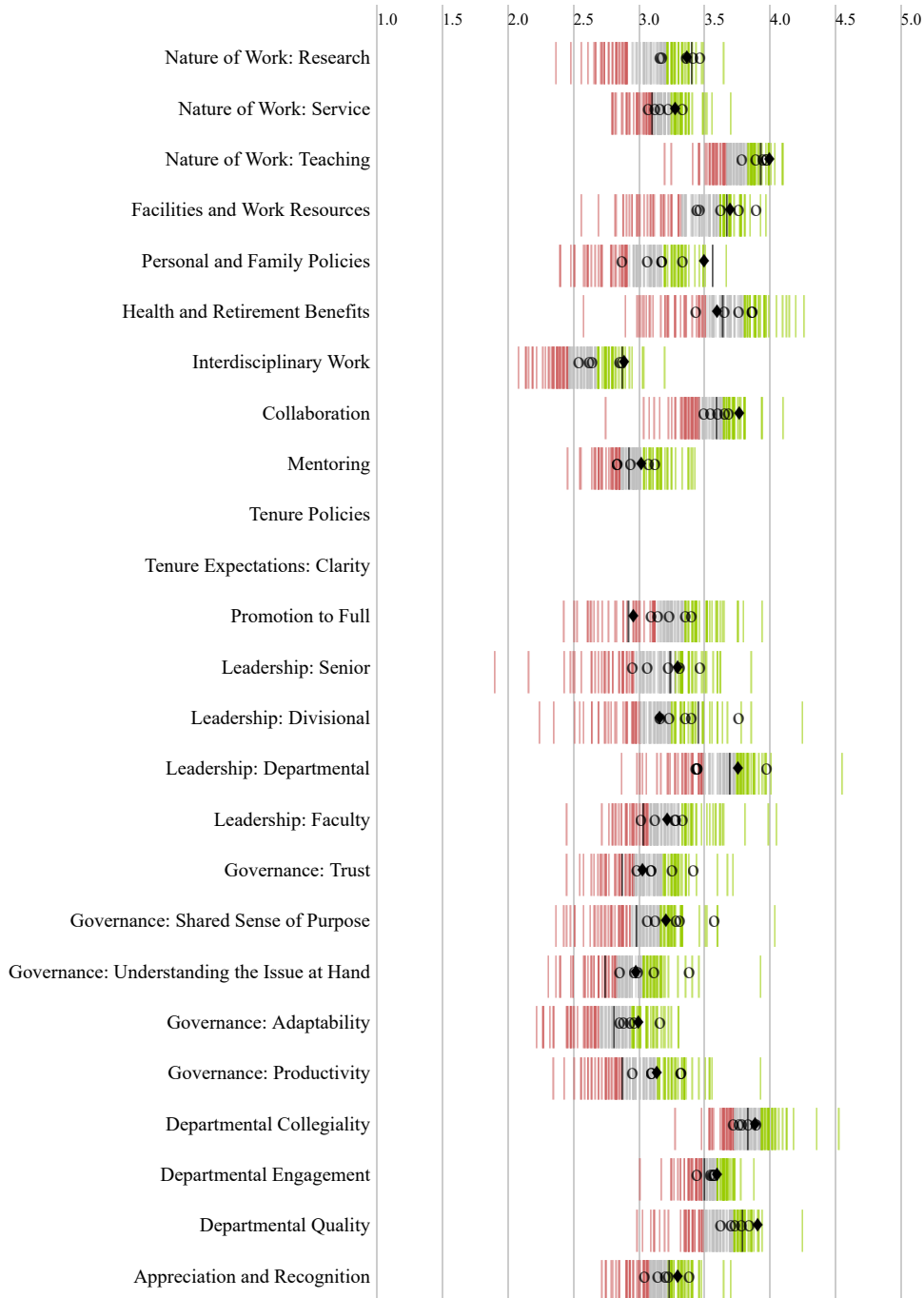
- *(No areas of concern)*



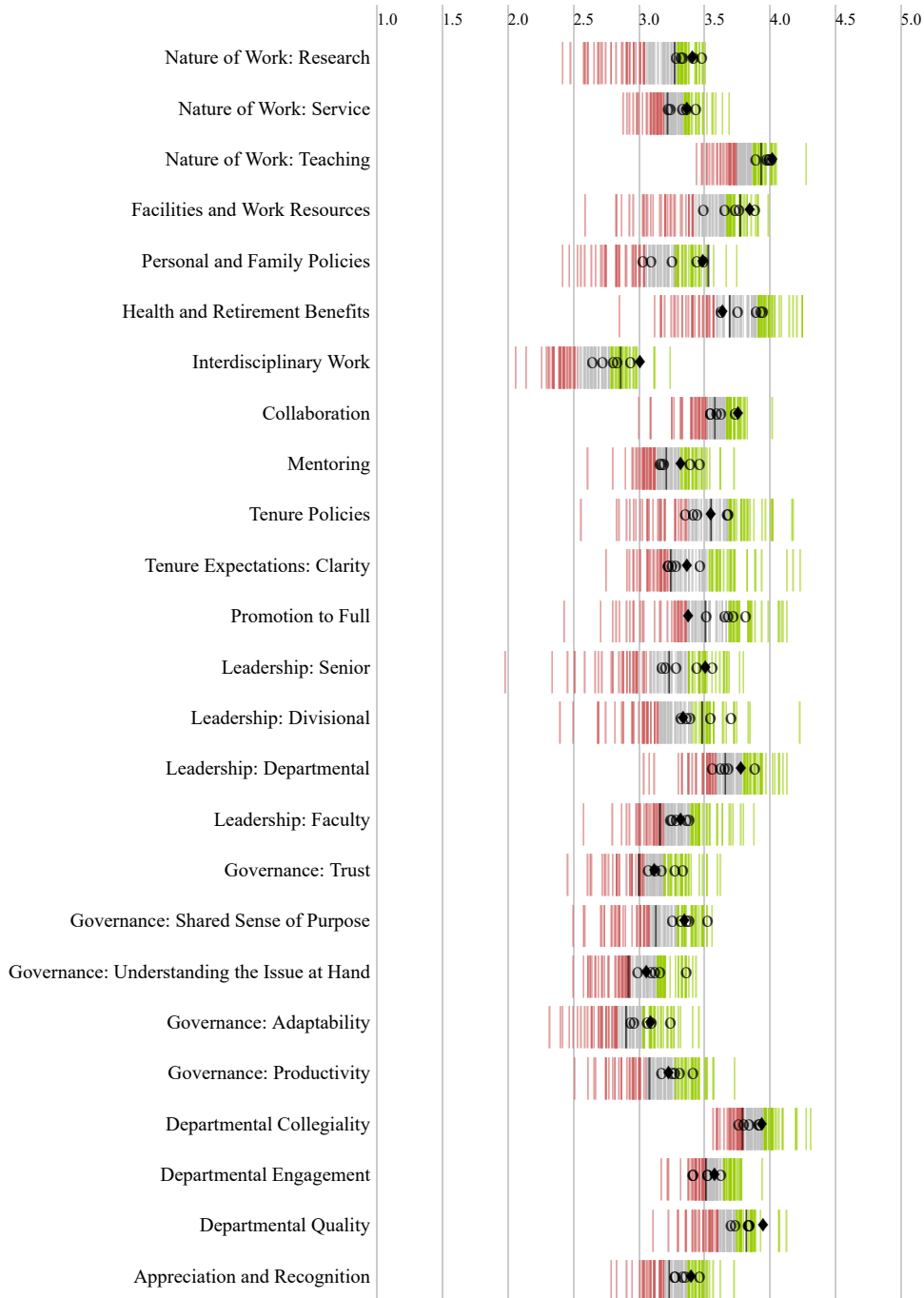
Data are masked in instances where your institution or a peer institution has insufficient data for reporting.



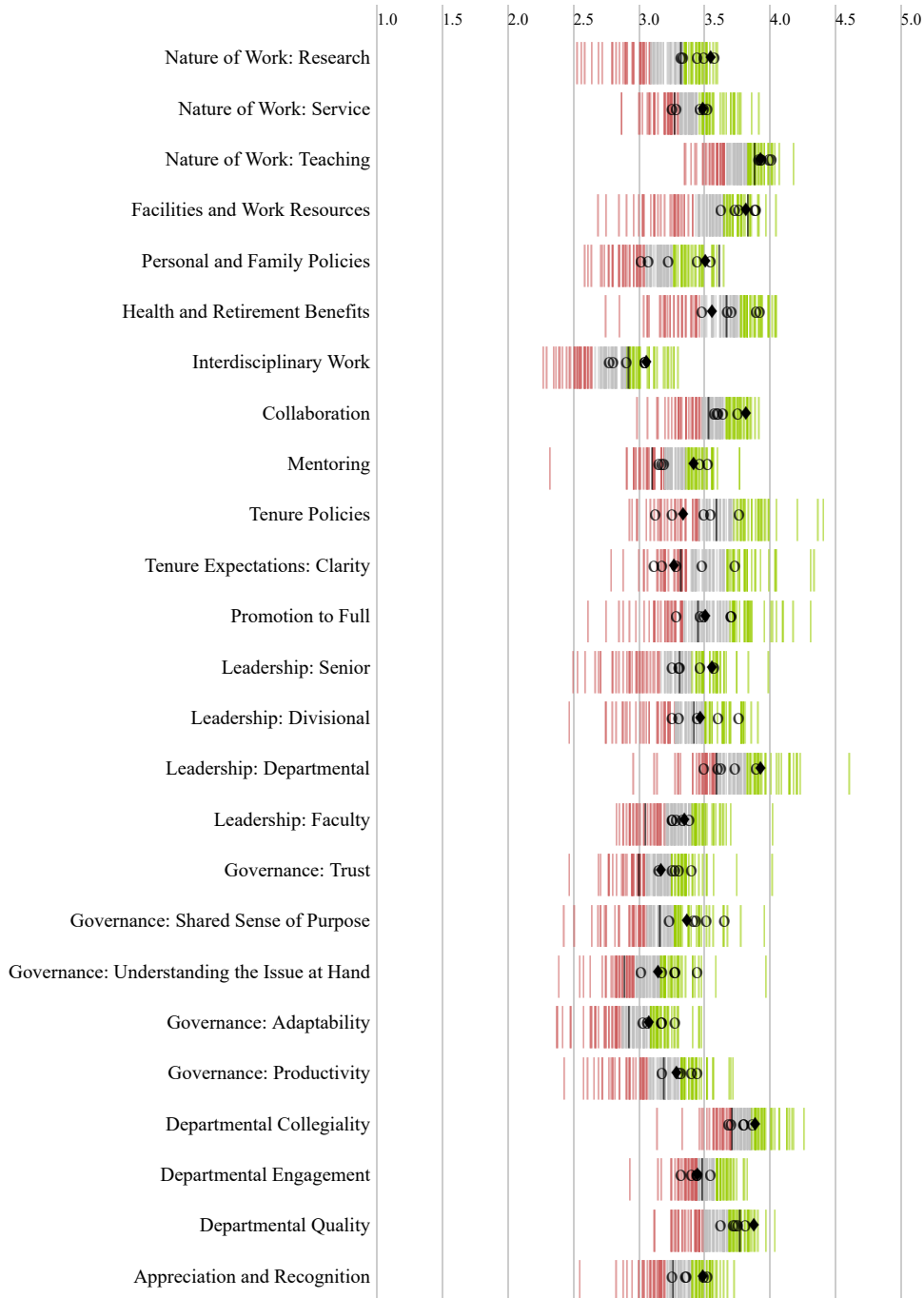
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Near the conclusion of the survey, we ask faculty to think about the institution as a whole and identify those issues (both good and bad) that are most on their minds. Here, faculty are given the opportunity to select the two best aspects of working at your institution. Your CAO Report

includes these results compared to peers and the COACHE cohort and, therefore, your competitive advantages in faculty recruitment and retention. The most frequently cited responses at your institution are highlighted in red.

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	40%	25%	39%	38%	28%
Support of colleagues	14%	26%	13%	16%	19%
Opportunities to collaborate with colleagues	11%	12%	17%	10%	16%
Quality of graduate students	14%	15%	9%	18%	9%
Quality of undergraduate students	27%	18%	32%	28%	18%
Quality of facilities	8%	5%	8%	7%	5%
Compensation	9%	9%	7%	9%	8%
Support for research/creative work	11%	17%	11%	10%	15%
Support for teaching	2%	0%	2%	3%	3%
Support for professional development	2%	2%	3%	4%	3%
Assistance for grant proposals	1%	0%	2%	1%	1%
Childcare policies	2%	2%	3%	3%	4%
Spousal/partner hiring program	1%	3%	1%	1%	2%
Diversity	1%	1%	1%	1%	2%
Presence of others like me	0%	0%	1%	0%	0%
My sense of "fit" here	4%	2%	6%	4%	4%
Geographic location	12%	11%	8%	12%	11%
Commute	2%	1%	3%	2%	3%
Cost of living	4%	6%	4%	3%	7%
Protections from service/assignments	1%	4%	0%	1%	1%
Teaching load	7%	8%	7%	7%	6%
Manageable pressure to perform	2%	1%	2%	1%	2%
Academic freedom	15%	20%	16%	12%	17%
Tenure/promotion clarity or requirements	0%	2%	0%	1%	0%
Quality of leadership	1%	1%	1%	2%	2%
There are no positive aspects	0%	0%	1%	0%	1%
Decline to answer	3%	4%	1%	2%	4%

Faculty are also asked to identify the two worst aspects of working at your institution. The worst aspects can be particularly helpful in narrowing down your priorities, especially when a review of your Benchmarks suggests many concerns to address: when everything needs fixing,

we tend to fix nothing. In the CAO Report, these worst aspects are a heat map of your institution's competitive threats. The most frequently cited responses at your institution are highlighted in red.

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	2%	3%	2%	1%	4%
Support of colleagues	4%	6%	3%	3%	3%
Opportunities to collaborate with colleagues	2%	4%	1%	2%	3%
Quality of graduate students	7%	12%	4%	3%	7%
Quality of undergraduate students	1%	2%	2%	1%	3%
Quality of facilities	6%	5%	8%	5%	3%
Compensation	13%	3%	7%	16%	9%
Lack of support for research/creative work	9%	7%	11%	7%	6%
Lack of support for teaching	3%	2%	3%	4%	3%
Lack of support for professional development	5%	2%	10%	5%	4%
Lack of assistance for grant proposals	5%	5%	8%	5%	4%
Childcare policies	3%	4%	2%	3%	4%
Spousal/partner hiring program	3%	8%	4%	2%	4%
Lack of diversity	7%	8%	7%	9%	14%
Absence of others like me	6%	11%	6%	7%	15%
My sense of "fit" here	6%	7%	9%	5%	6%
Geographic location	7%	7%	5%	5%	8%
Commute	7%	5%	7%	8%	5%
Cost of living	6%	5%	3%	6%	6%
Too much service/too many assignments	12%	7%	16%	14%	9%
Teaching load	6%	9%	5%	8%	6%
Unrelenting pressure to perform	10%	14%	13%	16%	6%
Academic freedom	1%	0%	1%	1%	1%
Tenure/promotion clarity or requirements	10%	15%	13%	12%	9%
Quality of leadership	11%	11%	11%	7%	8%
There are no positive aspects	5%	2%	2%	5%	7%
Decline to answer	5%	8%	3%	5%	8%

Global Considerations: In Your Faculty's Own Words

The final item in our survey is an open-text response to the prompt, "What is the one thing your institution could do to improve the workplace for faculty?" The comments from your faculty were reviewed by our team, redacted of identifying information, and coded according to the survey themes. The five most common themes in your faculty's responses were:

- *Facilities and resources for work* - 33%
- *Leadership: General* - 24%
- *Nature of work: Research* - 19%
- *Compensation and benefits* - 18%
- *Nature of work: General* - 16%

The complete and coded open-text responses in your CAO Report are a tool for prioritizing your results. By adding a dose of humanity to the quantitative results, these comments direct you and your team to be more sensitive to what is in the minds of your faculty. The mean and standard

deviation for Tenure Clarity tell you which faculty are unclear about expectations for tenure. An open-text comment describes the impact on faculty's lives—their careers, their health, their families—and may even include helpful ideas on how to fix the problem.

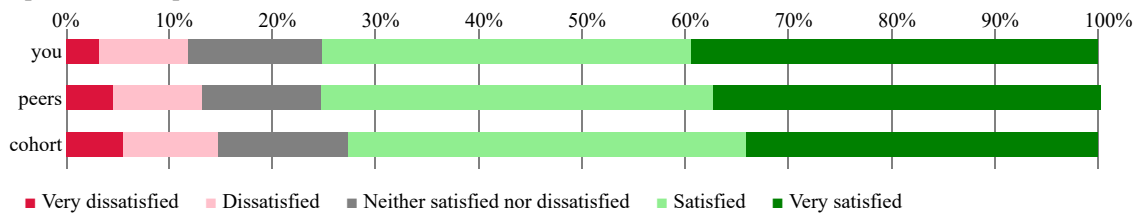
In the complete digital report, you may access these redacted comments all at once, coded thematically, and accompanied by a chart of theme frequencies. In addition, when a comment mentions a topic that is related to a Benchmark, your CAO Report attaches that comment to the appropriate section. With salient, open-text prompts associated with each theme, you will find it easy to incorporate them into your presentations and discussions with faculty. Doing so reinforces that you are listening and trying to understand—the first step toward improving the faculty workplace.

Global Considerations: The Department and Institution as a Place to Work

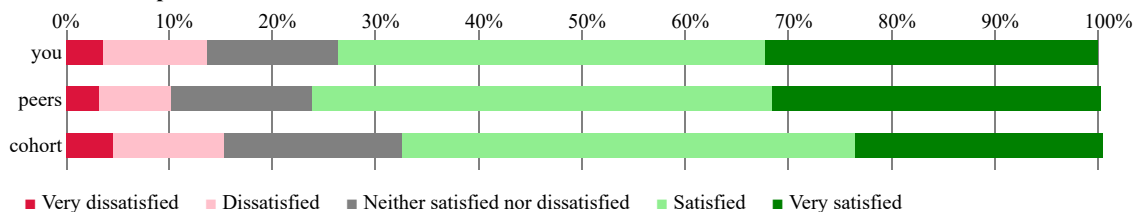
There are other "big picture" results in your report concerning overall satisfaction, intent to leave, and the likelihood that a faculty member would recommend her/his department as a place to work. For the purposes of this

preview, we are sharing respondents' overall satisfaction with their departments and with their institution as a place to work.

Department as a place to work



Institution as a place to work



2. Job Satisfaction among All Vanderbilt faculty

The COACHE CAO Report provided an analysis of faculty survey responses grouped into broad topical categories. That analysis identified nine Vanderbilt categories of strength and noted no categories of high concern. In the sections that follow, we take a deeper dive into the question-level data. This analysis confirms that Vanderbilt faculty overall have a positive sense of job satisfaction, but it also identifies specific strengths and areas of concern that were missed at the category level.

2.1. Comparison to Peer-Institutions

For this review of the data, the first question the Vanderbilt team wanted to ask is for which questions in the survey did Vanderbilt faculty express a substantially higher or lower level of job satisfaction relative to peer institutions – i.e., where are Vanderbilt’s competitive advantages and disadvantages. To make this comparison, we use a metric recommended by COACHE known as effect size, E :

$$E = (\langle x_1 \rangle - \langle x_2 \rangle) / \sigma_1$$

which is the difference of means between two groups, $\langle x_1 \rangle - \langle x_2 \rangle$, divided by the standard deviation of the first group, σ_1 . Effect size intuitively describes how large and in which direction the difference is between two groups, without making assumptions needed to estimate statistical significance. We follow COACHE’s recommendations and classify the absolute value of effect size, $|E|$ via the following ranges:

$0 \leq E < 0.1$	Trivial;
$0.1 \leq E < 0.3$	Small;
$0.3 \leq E < 0.5$	Moderate;
$0.5 \leq E $	Large.

While switching the order of comparison, i.e., peers versus Vanderbilt instead of Vanderbilt versus peers, will certainly change the sign of an effect size, it may also change the absolute value: effect size is calculated using the standard deviation of just the first group. In practice, for groupings with large numbers of respondents, standard deviations within each group tend to be similar, so switching the order of comparison has only small effects on $|E|$.

Figure 2.1 shows how effect sizes vary across all 208 Likert-style questions in the COACHE survey for comparisons of faculty at Vanderbilt to those at selected peer institutions. We will take a closer look at the specific questions with the most positive and most negative effect sizes below, but this overview is provided to show that Vanderbilt faculty generally indicated higher levels of job satisfaction than peer-institution faculty. These are all the bars extending to the right. For only a few questions did Vanderbilt faculty indicate less job satisfaction (bars extending to the left).

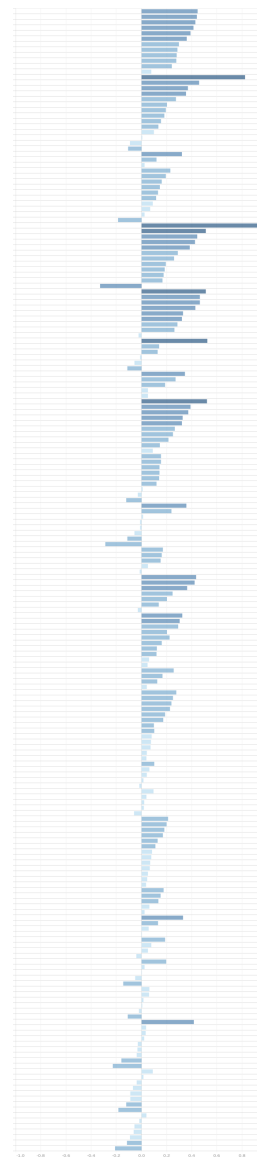


Figure 2.1. Effect sizes for all Likert-style questions in the COACHE survey: Vanderbilt faculty compared to peer-institution faculty.

In comparison to faculty at peer institutions, Vanderbilt faculty expressed a non-trivially higher level of job satisfaction on 114 questions: 77 with small effect sizes, 31 moderate, and 6 large. The specific questions with moderate or large positive effect sizes are highlighted in Figure 2.2. By far and away, the two largest positive effect sizes are for tuition benefits and the quality of students taught. These stand out as clear competitive advantages. These two and many of the other moderate and large positive effect sizes are in categories and sections already highlighted by COACHE as Vanderbilt areas of strength: *Personal and Family Policies*, *Nature of Work-Research*, *Nature of Work-Teaching*, *Interdisciplinary Work*, and *Collaboration*. Interestingly, a few other quite positive effect sizes are found within categories that were not clear strengths. For example, Vanderbilt faculty felt more positive than peer-institution faculty with regard to salary (overall; there are differences among faculty subgroups), their ability to balance teaching/research/service, the teaching effectiveness of NTT faculty, their departments' culture in encouraging promotion, and the institution's cultivation of new faculty leaders. As shown in the next section, faculty are not particularly satisfied with many aspects of *Tenure and Promotion* or *Shared Governance*, but even in these categories, there are specific strengths that may serve as foundations for improving faculty job satisfaction.

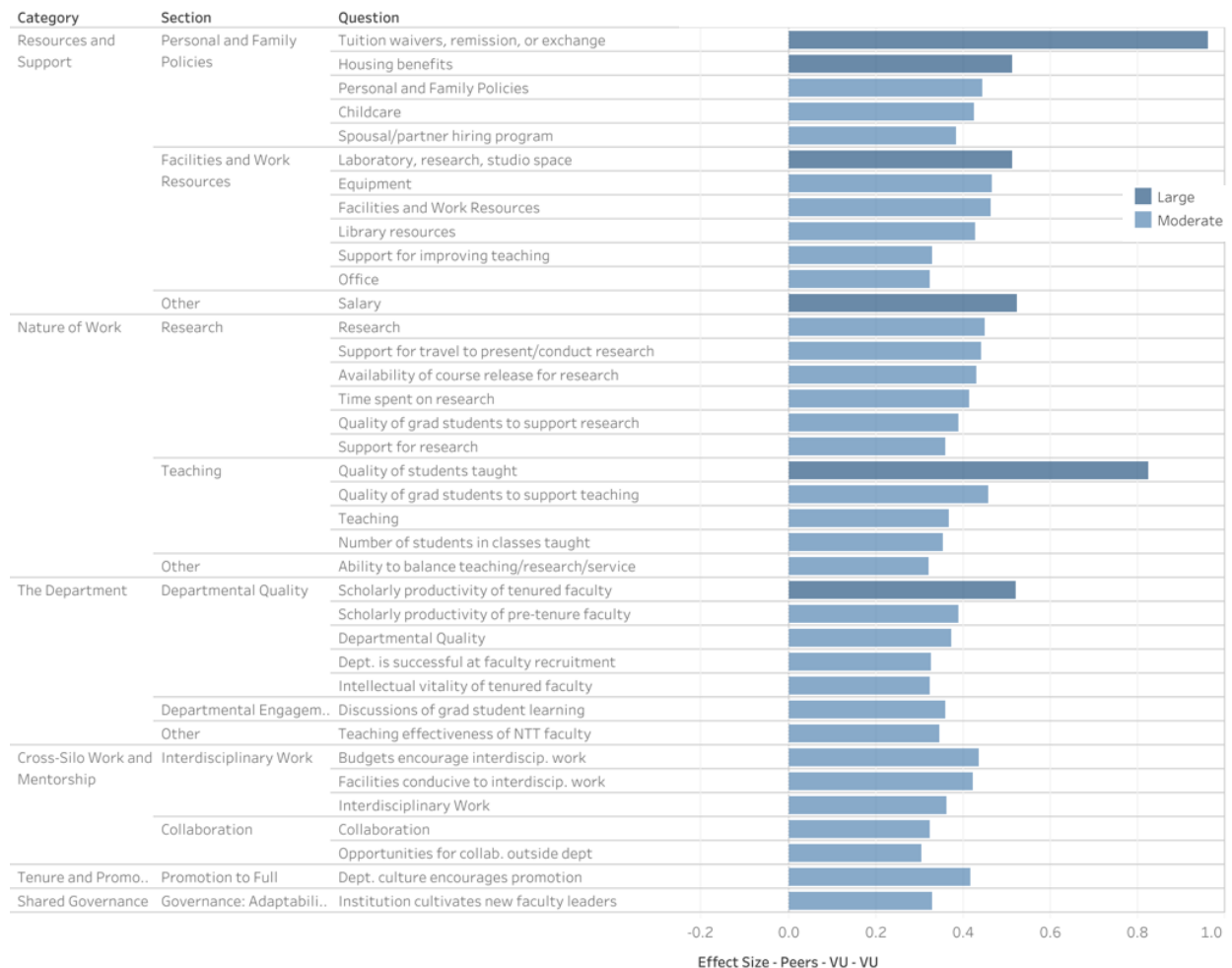


Figure 2.2. Competitive advantages: questions with moderate or large positive effect sizes when compared to peer institutions.

In this same peer comparison, Vanderbilt faculty expressed a non-trivially lower level of job satisfaction on 15 questions: 14 with small effect sizes and 1 moderate. There were no large negative effect sizes. Six of the 15 negative comparisons are related to clarity surrounding *Tenure and Promotion*: clarity of whether an individual faculty member will achieve tenure or be promoted; clarity of tenure standards and expectations with regard to being a good colleague or campus citizen; and clarity of the time frame for promotion to full professor. The other negative comparisons are not clustered in any particular category. Some of these concerns arise at department/school levels, e.g., insufficient departmental discussions of undergraduate student learning and effective teaching practices, questions of collegiality and fit, discretion to choose service committees, and support for developing online/hybrid courses. Others are concerns about University-wide policies, e.g., individual health benefits, parking – the single most negative peer-comparison – and dissatisfaction with opportunities to offer input and voice opinions through shared governance.

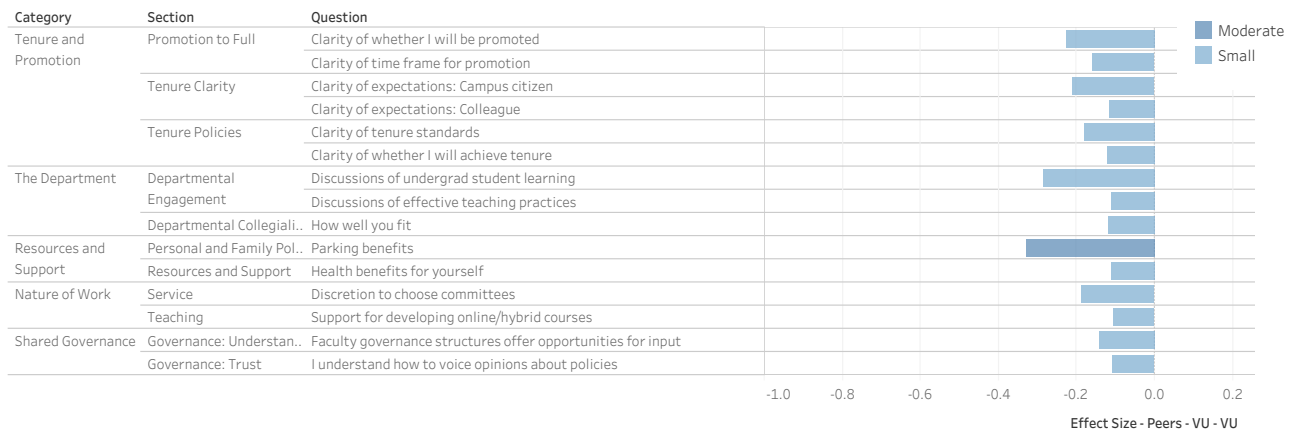


Figure 2.3. Competitive disadvantages: questions with non-trivial negative effect sizes when compared to peer institutions.

2.2. Absolute Job Satisfaction Levels

The above analyses identified specific aspects of faculty job satisfaction for which Vanderbilt led or trailed a select group of peer institutions. Although this is a key comparison, it does risk missing areas in which faculty are similarly dissatisfied at both Vanderbilt and our peer institutions. If any institution found ways to improve in these areas, they could quickly become competitive advantages.

To identify areas of overall dissatisfaction, we focus on those questions where the mean response among Vanderbilt faculty was below neutral (mean score less than 3.0 on a 1 to 5 Likert scale). This analysis identifies 25 questions on which faculty expressed dissatisfaction as shown in Figure 2.4. Most of these questions fall into two categories: *Shared Governance* and *Cross-Silo Work and Mentorship*. Two aspects of the former were already identified as competitive disadvantages, but the analysis here shows that dissatisfaction with shared governance is generally broad and deep, encompassing concern over its adaptability,

effectiveness, and openness to faculty input. The latter area of dissatisfaction, *Interdisciplinary Work*, is interesting because it was identified above as a relative area of strength in which Vanderbilt holds a competitive advantage. Nonetheless, Vanderbilt faculty satisfaction in this area is low, particularly with regard to how interdisciplinary work is rewarded; our advantage arises because faculty at peer institutions are even more dissatisfied.

In addition to these two broad categories, Vanderbilt faculty expressed dissatisfaction on a few specific aspects across a range of categories. First, there is dissatisfaction with certain aspects of *Mentoring*, e.g., with regard to support provided to help faculty become good mentors and the degree to which mentoring is offered for NTT faculty and for tenured associate professors. Second, there is dissatisfaction with the clarity of some less well-defined expectations for tenure like being a good campus citizen and the importance of one’s impact on the broader community. In addition, perceptions of whether an individual faculty member will be promoted to full professor are not only low compared to our peer institutions, but also slightly negative overall. Third, there is dissatisfaction with a perceived lack of consistency in the priorities of institutional leaders. Fourth, Vanderbilt faculty are quite dissatisfied with parking benefits, a disadvantage already noted in our peer comparison, and with housing benefits, which was interestingly a competitive advantage because faculty at peer institutions are even more dissatisfied. Finally, the one area where faculty overall are less than satisfied with their departments is the degree to which departments address sub-standard performance. This is a widely shared and frankly even stronger area of dissatisfaction at our peer institutions.

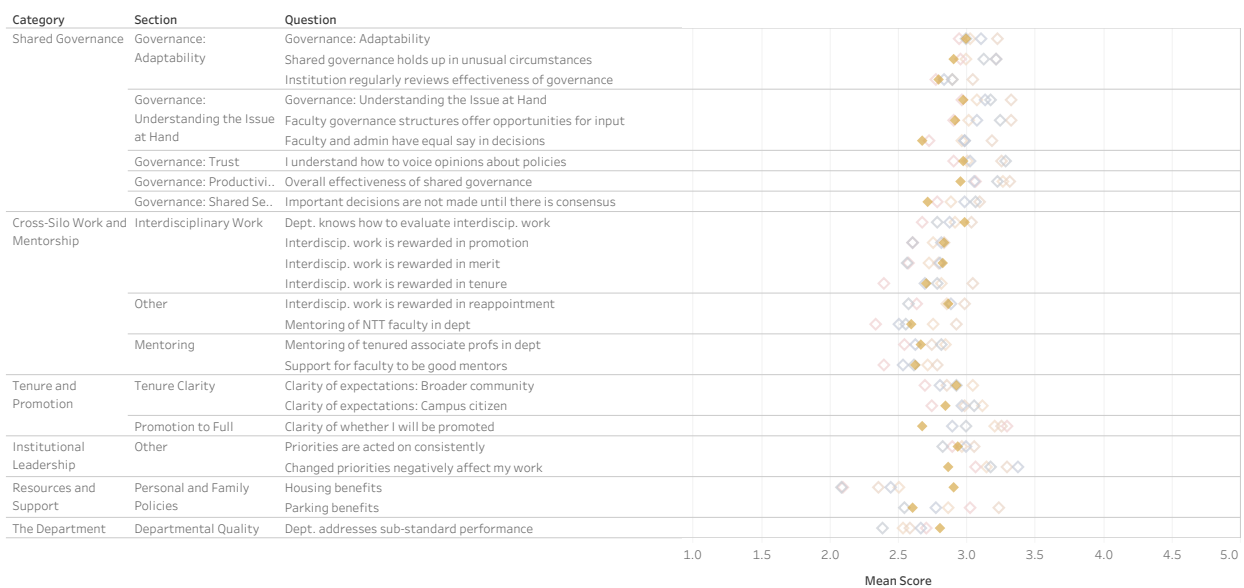


Figure 2.4. Questions for which Vanderbilt faculty expressed dissatisfaction (mean score < 3.0 on a 1 to 5 Likert scale). Closed, gold markers are mean response of Vanderbilt faculty; open markers are mean responses at five peer institutions.

2.3. Changes in Job Satisfaction Since the Previous COACHE Survey

The previous COACHE survey report, written in 2017, noted six areas of concern:

1. Lack of clarity of tenure expectations reported by pre-tenure Vanderbilt faculty as compared to peers' pre-tenure faculty,
2. Lack of clarity of expectations and timeline for promotion to full reported by tenured associate professors as compared to tenured full professors,
3. Dissatisfaction with recognition of interdisciplinary work in the tenure process,
4. Dissatisfaction with the opportunities to engage undergraduates in research relative to peers' levels of satisfaction,
5. Dissatisfaction with support for and availability of mentoring across respondents, and
6. Dissatisfaction with the nature of faculty governance (lowest of all survey questions and lower than peers).

Since 2016, Vanderbilt has undertaken a number of initiatives to address these concerns. The full list of action items taken by school is posted online at <https://www.vanderbilt.edu/faculty-affairs/coache/college-and-school-initiatives-and-action-items/>. Below we look at the 2020 survey results to see if there has been improvement in these particular areas.

1.C.1. Lack of clarity in tenure expectations. On average, Vanderbilt pre-tenure faculty are satisfied with the clarity of tenure standards, but their level of satisfaction still trails that of pre-tenure faculty at peer institutions (small negative effect size in Figure 2.3). When asked about specific aspects of Vanderbilt's tenure standards, our pre-tenure faculty are just as satisfied as those at peer institutions (trivial peer-comparison effect sizes) with regard to the aspects we would consider of primary importance, namely scholarly activity and teaching. Our pre-tenure faculty do express dissatisfaction overall and less satisfaction than pre-tenure faculty at peer institutions with regard to more secondary aspects, such as being a good colleague, being a good campus citizen, and impacting the broader community. Pre-tenure faculty at Vanderbilt are also less confident than those at peer institutions with regard to whether they will earn tenure. Overall, there has been progress in addressing this area of concern, but there remains room for improvement.

1.C.2. Lack of clarity in expectations and timeline for promotion to full professor. On average, tenured associate professors at Vanderbilt are satisfied with the clarity of promotion standards. This prior concern seems to have been addressed for faculty as a whole. On the other hand, our faculty are still less satisfied than those at peer institutions with regard to clarity in the timeline for promotion to full. In addition, Vanderbilt tenured associate professors are less than confident overall and with respect to similar faculty at peer institutions in terms of whether they will be promoted to full professor. As above, progress, but still room for improvement.

1.C.3. Dissatisfaction with recognition of interdisciplinary work in the tenure process. This area of dissatisfaction remains largely unchanged. In fact, one should broaden the concern to include dissatisfaction with how interdisciplinary work is recognized in all faculty evaluations –

tenure, promotion, reappointment, and even annual merit reviews. Faculty at peer institutions are similarly dissatisfied.

1.C.4. Dissatisfaction with opportunities to engage undergraduates in research. This area of comparative dissatisfaction has been reversed and is now a slight competitive advantage. In the 2020 peer-institution comparison, Vanderbilt faculty express a higher level of satisfaction (at small effect size) with regard to support for engaging undergraduates in research. The roll-out of Immersion Vanderbilt may have played a role in this improvement.

1.C.5. Dissatisfaction with support for and availability of mentoring. Although not a competitive disadvantage for Vanderbilt, mentoring remains an area in which there is faculty dissatisfaction. In particular, support for mentoring is still seen as somewhat lacking. In addition, faculty remain dissatisfied with mentoring for two groups: NTT faculty and tenured associate professors. As a bright spot, faculty are currently satisfied with the availability of mentoring for pre-tenure faculty.

1.C.6. Dissatisfaction with the nature of faculty governance. As in the 2016 survey, shared governance is the category in which Vanderbilt faculty express the most dissatisfaction. This dissatisfaction encompasses shared governance's adaptability, its effectiveness, and its openness to faculty input. In fact, for this year's survey, a perceived lack of opportunities to offer input and to voice opinions through shared governance now rises to the level of a competitive disadvantage (albeit at the small effect level; Figure 2.3).

2.4. Qualitative Responses to the COACHE Survey

We note the robust levels of faculty engagement in providing feedback beyond completing the quantitative sections of the survey. These responses came in various forms over the course of the Spring 2021 semester: our faculty colleagues participated in two workshops and accompanying breakout sessions, hosted by members of the Faculty Development Committee; we accepted invitations to attend various faculty committees (NTT Faculty Advisory Council, Faculty Senate Executive Committee, Task Force on Administrative Efficiency, and others), and we presented at school- and department-level faculty meetings whereby we collected our colleagues' responses. We have also included faculty comments to free-response sections of the COACHE Survey itself.

We think it useful to read faculty comments as a companion piece to the final report. On occasion, we include direct quotes that reflect a larger, more generalized aspect of satisfaction levels of working at Vanderbilt. We believe these comments shine a light on faculty experiences from various corners of the University, exposing legitimate concerns that we hope provide clarity as the administration considers how to utilize the data gathered in the survey. Indeed, we heard repeatedly that Vanderbilt faculty see their work as a vocation, more than simply a job. This was true across the board, for faculty in all ranks.

In sum, faculty respondents want to frame negatives as opportunities to become an industry leader, through improved clarity in the tenure process, broader recognition of and better salaries for non-tenure-track faculty, greater efficacy in administrative tasks, and generally improving what they consider to be a good work environment. Many comments reflect process-related discontent in administrative tasks; in addition, our faculty want less fracturing of the university, which they see as work silos' unintended consequences, creating a Vanderbilt whose faculty experience is uneven and less efficient than they would like. Respondents often mention a greater need for transparency between faculty and the administration.

Our faculty colleagues want to expand understanding of the interconnectedness of DEI issues as they relate to faculty concerns, and they advocate for greater inclusion of all our colleagues. Comments also registered a sense of frustration with encountering structural barriers to work efficacy: Where to take concerns about workload and administrative effectiveness? Whom to ask about salary and raises? Clarity in promotion? Childcare? Finally, we thought it important to share those comments pertaining to working at Vanderbilt during the pandemic.

We believe the engagement of faculty in providing comments on their job satisfaction indicates an energetic interest in participating in our institution's larger mission of creating a significant impact through teaching, research, and service.

Our faculty colleagues' comments, written and verbal, coalesced around the following topics:

- 1) Lack of shared governance and calls for greater transparency
- 2) Increased bureaucracy and barriers to efficiency
- 3) Treatment of NTT faculty, including low salaries
- 4) Lack of clarity regarding the tenure and promotion process
- 5) Need to improve equity and diversity in hiring, inclusion, and retention
- 6) Pandemic-related comments

1) Lack of shared governance and a call for greater transparency

Faculty pointed out the pervasive element of “top-down” leadership and voiced concerns that they are not involved in making important decisions (e.g., immersion, health insurance, compensation). Some of their comments reflect frustration when the administration failed to make visible the process by which certain policies had arrived. We believe these comments reflect a desire for increased participation and engagement in the university’s activities, and a desire for moral and intellectual leadership.

- *“Less top-down decision-making by upper administration without true input from faculty. Too many initiatives are presented pre-decided to the faculty for so-called input that never really amounts to real input...”*
- *“Over and over, changes are made that influence us greatly (recently, how we can pay subjects in our experiments) without any warning, without any apparent understanding of the impact on our research and without any flexibility.”*
- *“There is no transparency about how compensation and promotion are evaluated, which has resulted in huge gender and race disparities.”*
- *“Improve communication between Deans and Department, as crucial decisions are made regarding our future without input from us, and the rationale provided often seems illogical, misguided, or even capricious.”*

2) Increased bureaucracy and barriers to efficiency

Colleagues want to reduce the overabundance of administrative responsibilities for faculty. They highlighted the burden of imperfect financial management software, for instance, and called for additional administrative support.

- *“...faculty in my well-funded department spend most of their time working with Oracle and working for the head of finance... vendors are not being paid for equipment and supplies. Grad students aren't being paid stipends correctly, and faculty are not being reimbursed for expenses due to 'software' problems.”*
- *“...the non-service administrative workload ([administrative platform], fiscal reporting, reimbursements, procurement, effort reporting, invoice approvals etc.) feels unending. There is poor staff support for such tasks and staff turnover is insane.”*
- *“.. the university's financial management software is opaque... there have been incident after incident of an inability of admin people to tell us accurately how much money we have left on grants which has led to disruption of research.”*
- *“Reduce the bureaucratic burden on principal investigators with regards to issues such as ordering, institutionally issued credit cards, travel arrangements, expense reporting, etc. principal investigators either have to devote significant amounts of time to manage these issues at the expense of more productive research time or*

have to hire a lab manager to deal with these issues at the expense of using funds for research.”

3) Treatment of NTT faculty, including low salaries

Faculty across the board registered a large number of comments on the treatment of NTT faculty. There were calls for greater transparency (e.g., the need for *“clear metrics for non-tenure track promotion and expectations for contract renewal”*, *“clarify and enforce policies regarding leave, promotion, research, funding access etc. for non-tenure track faculty”*), a path for NTT faculty to transition to TT positions, and better compensation. Colleagues underscored the high cost of living in the area and consequently having longer driving times to find affordable housing; and they voiced concerns about the persistent lack of merit raises (exacerbating the issue of low salaries). Not surprisingly, NTT faculty echoed a general call for improvements in transportation-related services (more and/or closer parking options, better shuttle services, reduced parking costs).

NTT faculty themselves mentioned the lack of clarity in promotion, and the lack of process that created arbitrary barriers. Our colleagues expressed concern that their treatment often seems to vary according to department (even voting rights in meetings remains unclear for some). They expressed frustration at how they are treated and stated repeatedly they wish to be seen as integral to the mission of the university, seen and acknowledged in various ways, as many now feel their work is not recognized. We heard about the need for better integration into decision making and intellectual life of departments and the university.

- *“A lot needs to be done to improve how we treat our non-tenure-track faculty colleagues. They face ever-changing, and often unspecified, criteria for their contract renewal. Their work is disrespected and unvalued by far too many tenured faculty.”*
- *“Non-tenure track faculty still feel like secondary faculty at my institution. We are not allowed in the room during certain votes, some older faculty look down on us as ‘less than’.”*
- *“I wish that the institution created more opportunity for non-tenure track faculty and administrators to participate in the intellectual life of the community.”*
- *“Pay older women equitably. We started off at lower salaries than men years ago. We can't catch up because everyone gets percentage raises so the gap gets bigger every year. No one seems willing to make a one-time increase to let us catch up.”*
- *“Non-tenure track faculty face serious problems achieving their professional goals. The administration needs to actively incorporate non-tenure track faculty feedback into pervasive policy changes.”*
- *[Need] “...a leadership structure to attend to the professional roles and development needs of long-term non-tenure track/administrative faculty... many are held in a permanent, hopeful limbo with unclear performance expectations... Especially if more of those people are women and minorities.”*
- *“Equity: valuing a variety of scholarship contributions. Providing more transparency in decision-making processes. Allowing more upper mobility for non-tenure track faculty. Provide more equal distributions of work loads.”*

4) Lack of clarity regarding the tenure process

There were many calls for increased clarity of expectations for tenure and promotion. Respondents detailed the pressing need for establishing an objective, published set of criteria; strengthening mentoring during the process (*“re-think tenure process and shift to mentoring and support vs. adversarial/weed out”*); and recognizing work beyond teaching/research. Faculty also voiced their concerns about the lack of representation of non-white colleagues in senior appointments.

- *“Clarity of tenure expectations is paramount. Administrators and department heads frequently provide vague and conflicting information.”*
- *“More transparency in the promotion process. Avoid display of favoritism/nepotism when speeding up some cases for promotion while letting others just drag on and/or not even considering some cases for early promotion.”*
- *“Recognize the workload associated with responsibilities other than teaching or research. This is particularly true for program directors”*
- *“More recognition from my institution for graduate-student advising, service-related work and research accomplishments.”*
- *“The work of teaching, mentoring our students, and collaborating with community partners is often “deemed” invisible by the rewards of the institution. Why is this? It is the lifeblood of what we do.”*
- *“It’s too late for me, but the University should ensure that standards for tenure and promotion—including promotion to full—are equitable between the schools.”*

5) Need to improve equity and diversity in hiring, inclusion, and retention

Our colleagues mentioned the gains in making our campus more diverse, but even faculty that view present efforts to increase diversity as successful believe that more needs to be done to promote inclusion. Others pointed to the low numbers of non-white faculty, and from many corners we heard concerns around issues of diversity, equity, and inclusion along many dimensions (race/ethnicity, gender, religious orientation, nationality, political/economic ideologies). The tenor of comments regarding racial diversity seems to sound a general call to recognize the risks of not addressing the need to continue expanding our faculty ranks, and also shore up our support of those we hire.

- *“...[Vanderbilt] needs to work to move beyond the black/white binary in terms of diversity, promotion, and hires. it also needs to recognize that more than 10% of the student body is Latinx.”*
- *“Hire and support (meaning retain) underrepresented scholars of color. every underrepresented faculty scholar I know at [institution] is unhappy.”*
- *“...Christianity is very clearly favored over other religions (or no religion) at all levels.”*

- *“There is a growing lack of viewpoint diversity within my department, college, and university. My colleagues are lovely and respectful people, but they largely teach through the same ideological lens. That is to the detriment of our students.”*
- *“Protect its international employees against the xenophobic policies from the current US government.”*
- *“Recognize the range of necessary diversity throughout the institution: academic potential instead of past performance; gender spectrum; of course, ethnicity; income; etc.”*

6) Pandemic-related comments

At Zoom meetings in the Spring 2021 semester, we asked faculty to address their experience working at Vanderbilt during the pandemic. The Center for Teaching’s support of the transition to online and hybrid teaching through workshops offered in the Summer 2020 was often acknowledged, as was the flexibility granted by the administration in constantly changing circumstances. We find several important subtopics emerged as part of these conversations: access to childcare; a problematic teaching evaluation process; questions about the nature of collaborative work; and amplified gaps in gender and race equity.

Pandemic-related comments were overwhelmingly in response to childcare issues: the difficulty of working from home with children present; the lack of substantive help from the university; stress about delays in publishing and other professional activities (limited clinical exposure, for instance); effect on performance reviews. Faculty believe the university should prioritize childcare and ask, *“Does it help me do my best work?”* and view this task as an opportunity to become an industry leader in this key labor issue.

The matter of teaching evaluations generated many comments as well: current instruments are viewed as an agent of inequity—long evidenced by research—that can no longer be ignored.

As a consequence of the shifts brought about by the pandemic, colleagues discussed at length their thoughts on the nature of collaborative work, including equity of access and its evaluation: *“How is it rewarded? What are the funding structures that facilitate co-teaching? Where are the gaps in conveying what is deemed ‘interdisciplinary’?”*

At less than 6% of the faculty, Asian-American invisibility on campus was magnified during the pandemic. This is one example raised in conversation, when our colleagues asked questions about the representation of our faculty as the pandemic forced much of our interaction to be online, and we relied on official transmissions and images generated by the university to conduct our work.

Finally, we want to note comments that voiced the greatest satisfaction with working at Vanderbilt. These coalesced most positively around the categories of flexibility, tuition benefits, and support for research.

3. Job Satisfaction from Select Perspectives

The sections in this chapter take a closer look at job satisfaction among specific faculty demographics: non-tenure track faculty, tenure-track faculty at different ranks, men and women faculty, and faculty of different race/ethnicity. The results highlight that there are clear subgroup-specific concerns among Vanderbilt faculty. In formulating actions to take in response to this year's survey results, these diverse perspectives need to be recognized and addressed.

Note that the select perspectives in this chapter do not provide cross-sectional analysis, e.g., looking at the specific concerns of women associate professors or of NTT faculty from under-represented minorities. Given the manner in which survey data was reported from COACHE, such analyses are not possible. Vanderbilt specifically chose to receive only the distribution of responses to each question for select demographics, rather than receiving a table of (de-identified) individual responses. This choice was made to avoid any possible loss of anonymity. We welcome faculty feedback on this choice for future instances of the COACHE survey.

3.1. Non-Tenure Track Faculty

Non-tenure track (NTT) faculty at Vanderbilt take on a wide variety of roles and titles that vary among colleges, e.g., Senior Lecturers, Professors of the Practice, and multiple ranks of Research Professors. We believe it is important to note the high participation rate among NTT faculty in completing the 2020 COACHE Survey: at 56% this is similar to the 59% rate of participation among all VU faculty (and reflects a 26% increase over response rates among peers); we note that 47% of NTT faculty participated in the 2016 survey. The higher degree of NTT engagement in this university-wide process of reflection and assessment may reflect positively on policy changes that have been put in place since 2017, and may also indicate a desire to build on these advances to become fully participant in university life and governance. While several gains have been made in NTT’s work at Vanderbilt (e.g., removal of the barriers to vote for and serve on the A&S Faculty Council and Senate), the survey reveals that the largest gap in NTT satisfaction is with regard to salary. Other concerns are detailed below.

Mean Scores



Figure 3.1. Mean job satisfaction scores for NTT and T/TT faculty with regard to Cross-Silo Work and Mentorship.

In reviewing the Mean scores for NTT (Figure 3.1 above), some of the lowest scores were found in *Mentoring of NTT faculty in departments* (2.59) and *Support for faculty to be good mentors* (2.61). We found this interesting considering the 2016 COACHE survey revealed mentoring to be a concern as well; subsequently (in 2018) the Faculty Development Committee was charged with exploring and making recommendations regarding mentoring practices across the university.

Other low Mean scores were found in the Resources and Support category, where *Housing Benefits* (2.62) and *Parking Benefits* (2.47) rated low, echoing a concern around these benefits in general for faculty. Also ranking below a 3.0 Mean score for NTT were responses in the *Cross-Silo (or Interdisciplinary) Work and Mentorship* category (Figure 3.1 above). We found this interesting as it may show a lower-than-expected sense of engagement among NTT. Nonetheless, these lower mean scores were higher than most peers. In the Research section within the *Nature of Work* category, NTT responses were mostly above 3.0 with one exception – *Availability of course release for research* (2.90). However, this was 2nd from the top in relation to peers. In the Governance: Trust section, there was one mean score slightly below 3.0 - *I understand how to voice opinions about policies* (2.99). Finally, within the Department category, all responses were higher than a 3.0 except *Department addresses sub-standard performance* (2.80).

Effect Sizes

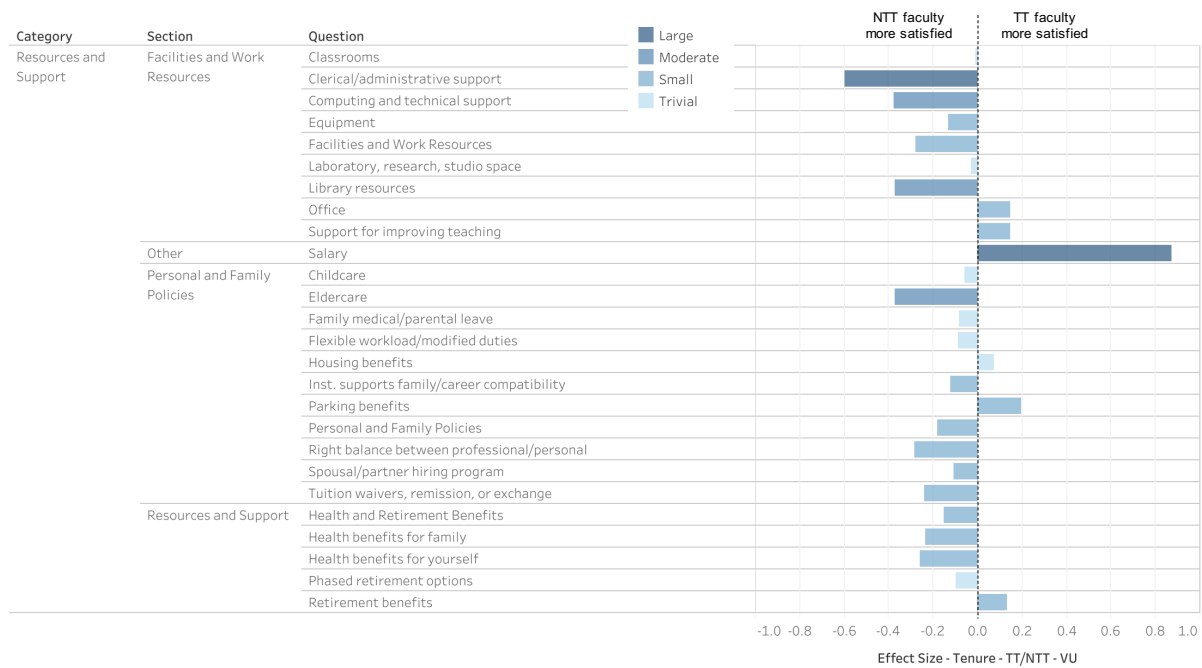


Figure 3.2. Effect sizes for comparing job satisfaction among TT and NTT faculty with regard to Resources and Support.

In reviewing the Effect Sizes, we found the largest differentials within the TT/NTT comparison. Here again, NTT felt significantly less satisfied in the area of *Salary* (0.874). The 2020 survey identified other significant gaps in three areas: *opportunities for collaboration outside institution* (0.654); *amount of professional interaction with Pre-tenure faculty* (0.608); and *amount of personal interaction with Pre-tenure faculty* (0.584).

Salary concerns (Figure 3.2 above) did not seem to be a surprise, as the topic has been raised frequently by NTT faculty. The other three may be an indication of some culture/climate issues within departments, as NTT were more satisfied (negative effect size for TT – NTT) in *time spent*

on administrative tasks (-0.556), in *Clerical/Administrative support* (-0.597), and in *time spent on teaching* (-0.495).

In relation to Tenured faculty, the largest differentials were all found in areas in which NTT faculty were less satisfied: again, *Salary* (0.578), *Housing benefits* (0.504), and *Opportunities for collaboration outside institution* (0.495). The effect size was greatest on the question: *Influence over focus of research* (0.815). However, this seems to fit within an environment where research expectations are high for T/TT faculty; and the mean score for NTT of 4.12 shows a generally positive response.

In comparing VU NTT to Peers, there were no large negative effect sizes. However, a few moderate negative effect sizes include *Parking benefits* (-0.352) and *Discussions of undergrad student learning* (-0.338). By far the largest positive effect size in relation to Peers was on the question *Quality of students taught* (0.711), an area that is consistent with other faculty responses.

3.2. Tenure-Track Rank

The COACHE survey results reported to Vanderbilt do not include peer-institution data broken down by tenure-track rank. For tenure-track rank perspectives, we are thus limited to intra-Vanderbilt comparisons.

Comparisons between tenure-track (TT) and tenured (T) colleagues' job satisfaction are shown in Figure 3.3. There were 31 survey questions for which the intra-Vanderbilt T/TT comparison yielded a moderate or large effect size. For the large majority of these, TT faculty expressed higher levels of satisfaction, particular with relation to almost all aspects of Institutional Leadership and Shared Governance. TT faculty had a much more positive view (large effect size) for *Faculty and admin have a shared sense of responsibility; Important decisions are not made until there is consensus; and Faculty and admin have equal say in decisions*. One could of course view this alternatively as tenured faculty having a much more negative view of leadership and governance and ask whether tenured faculty are more aware of these issues or more emboldened to share their opinions. TT faculty were also more positive with respect to *Mentoring, to whether Budgets encourage interdisciplinary work, and towards the Amount of personal interactions w/Pre-tenure [faculty]*.



Figure 3.3. Largest differences in job satisfaction comparing pre-tenure (tenure-track) faculty to tenured faculty. Questions shown are limited to those for which the effect sizes were moderate or large.

On the other hand, tenured faculty were more satisfied than their pre-tenure colleagues with respect to several Personal and Family Policies, notably those that pertain to family benefits. The single largest positive effect was found for tenured faculty's satisfaction with *Tuition waivers, remission, or exchange*, which likely reflects a correlation between tenure-track rank and age (and thus the age of a faculty member's children, if any). Interestingly, tenured faculty were also more positive than pre-tenure faculty on their *Influence over focus of research* and *Time spent on teaching*. They were also more positive as to whether the *Dept addresses sub-standard performance*.

Comparisons between tenured associate professors and full professors at Vanderbilt showed that associate professors were significantly less satisfied. As shown in Figure 3.4, there were 27 questions for which an associate/full professor comparison yielded moderate or large effect sizes; for 26 of these 27, associate professors were more negative (full professors more positive). Not surprisingly, the largest negative effect sizes fell in the Promotion to Full section and with regard to *Mentoring of tenured associate profs in dept*. Associate professors were also less satisfied with collaborative opportunities and the rewards for interdisciplinary work (although both associate and full professors were largely satisfied in this area), with multiple aspects of the research thrust of their worklife, and with respect to whether they were able to reach the right balance in their lives, whether comparing teaching/research/service or their professional/personal lives. Associate professors were also less satisfied with salary. The only question for which associate professors were moderately more positive was *My committees make measurable progress towards goals*. Clearly, much work remains to improve work/life balance and the promotion process for associate professors.



Figure 3.4. Largest differences in job satisfaction comparing associate and full professors. Questions shown are limited to those for which the effect sizes were moderate or large.

Additional observations related to tenure-track rank that are not evident in the graphs above

- In terms of *Mentoring of pre-tenure faculty in the department*, more women (32%) than men (22%) had a negative response and fewer pre-tenure women (58%) compared to men (67%) had a positive response.
- Among all faculty, there were 49% negative responses related to *Mentoring of associate professors* and 51% negative responses for *Support for faculty to be a mentor*.
- Both associate and full professors noted an overall positive response to *Opportunities to collaborate outside of the department* (63% and 73%, respectively); negative responses to this question were 12% and 9% respectively.
- Given the large effect sizes with regard to Promotion to Full, we note the following:
 - Men were generally more positive on Promotion to Full issues;
 - *Clarity of whether I will be promoted* had a mean of just 2.39 for women and 2.86 for men;
 - With regard to *Formal feedback on promotion to full*, 73% of all Vanderbilt responses were negative.
- Tenured and TT faculty differ slightly (Trivial to Small) regarding Appreciation and Recognition, with TT faculty slightly more satisfied in all questions; Full professors are generally more satisfied in this area than associate professors with some exceptions (*Dept or School/College is Valued by Pres/Provost*).
- Regarding faculty experiences within the university, TT faculty felt most respected, with 85% positive responses compared to 64% positive for tenured faculty.
- Pre-tenure felt more positive than tenured faculty, and full professors felt more positive than associate professors, when asked if their *Department/school/college is a place where all faculty feel free to express their views and opinions to colleagues*. This combination of results suggests that associate professors are less comfortable than others in expressing their views.
- Regarding whether the *University is an inclusive environment for community members from all backgrounds*, TT faculty were slightly less positive than tenured faculty (66 to 70%) and associate professors were less positive than full professors (61 to 73%).
- Nearly half of TT faculty had sought outside offers (48%) compared to just 38% of tenured faculty; associate professors were somewhat more likely to have sought an outside offer than full professors (43 to 37%). There were not meaningful differences by title or tenure status of who received a formal offer.
- Satisfaction with ability to renegotiate went up with tenure-track rank: 28% for TT, 29% for associate professors, and 33% for full professors.
- Among faculty who received a counter-offer, 95% of TT faculty said they met the offer positively, compared to just 61% of tenured faculty.

3.3. Gender¹

Overall, the outlook for female faculty at Vanderbilt is very positive. Evidence of this can be seen by comparing the answers to a question from the Global Satisfaction category, *Institution as a Place to Work*:

	Positive	Neutral	Negative	Decline/Don't know
Women at Vanderbilt	76%	10%	14%	0%
Men at Vanderbilt	71%	15%	14%	1%
Women at Cohort Universities	67%	17%	15%	1%

In fact, Vanderbilt women were more positive than all the other subgroups at VU for this question except for pre-tenure faculty. When comparing the results of the question *Department as a Place to Work* to *Institution as a Place to Work*, there is a slight dip to 74% positive (satisfied or very satisfied), but in those answers, almost 9% moved from the satisfied rating to the very satisfied rating.

It seems that when comparing the overall satisfaction of Vanderbilt women and men, there are very similar results. The vast majority of questions show a small or trivial effect size for the difference. Only 10 questions had an effect size greater than small, and they were all to a moderate degree. Most of these fell in the Tenure and Promotion category, and almost all of those were in the Promotion to Full section, where Vanderbilt women are less satisfied. Nearly half of the questions were to a moderate effect size. There was one question that came close to a large effect size, *Department Culture Encourages Promotion*:



Figure 3.5. Satisfaction within Tenure and Promotion: effect sizes comparing women and men faculty at Vanderbilt.

¹ Gender was self-reported; COACHE only reported cumulative distributions for men and women faculty.

In the rest of the Tenure and Promotion category, Vanderbilt women are more positive than men, with only two questions to a moderate effect size. It should be noted that this is a category where Vanderbilt as a whole falls a little short compared to our peers, but always to a small effect size or less. There are two other interesting questions where Vanderbilt women are less satisfied than Vanderbilt men to a moderate degree. The first is *Mentoring of Tenured Associate Professors in Department*. This makes sense, as it ties in with women’s dissatisfaction in the Promotion to Full section above. The second question is *Time Spent on Research*.

When comparing Vanderbilt women to women at selected peer institutions, Vanderbilt female faculty are more satisfied in every category except Tenure and Promotion, where it is more mixed. Again, in the section of Promotion to Full, VU women are more negative in almost every question.

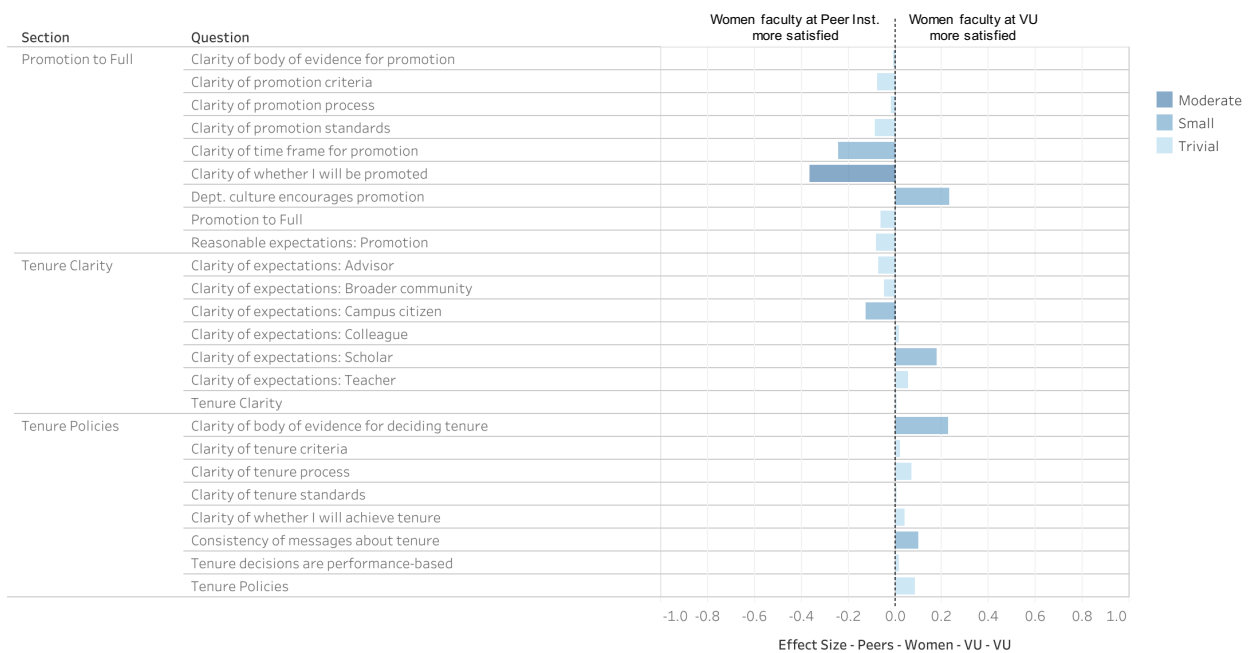


Figure 3.6. Satisfaction within Tenure and Promotion: effect sizes comparing women faculty at Vanderbilt and peer institutions.

As shown below, women faculty at Vanderbilt are significantly more satisfied than those at peer institutions for several other survey categories and sections.

Category	Section	# of questions for which Vanderbilt women are more satisfied than peers to a moderate or large effect size
Institutional Leadership	Leadership: senior	5 of 7
Nature of Work	Research	7 of 12
Resources and Support	Facilities and Resources	8 of 9
	Other (salary)	1 of 1
	Personal and Family Policies	6 of 12
The Department	Departmental Quality	6 of 10
	Other (NTT faculty)	3 of 4

3.4. Race/Ethnicity

Satisfaction with various facets of our jobs varies among Vanderbilt faculty from different racial and ethnic groups. The COACHE survey asked respondents to self-report their race/ethnicity and provided response distributions for four categories: Asian/Asian-American, Under-Represented Minorities (URM), Faculty of Color (FOC) and White. Among responding Vanderbilt faculty, the Faculty of Color category is a nearly even combination of URM and Asian/Asian-Americans². Within this report section, we analyze COACHE survey responses in relation to race and ethnicity in four ways: (1) each group's response rates; (2) an intra-Vanderbilt comparison of job satisfaction by race/ethnicity; (3) identification of job aspects in which any race/ethnicity group reports job dissatisfaction; and (4) a comparison of job satisfaction among URM faculty at Vanderbilt to URM faculty at peer/cohort institutions.

As noted in the preview provided by COACHE (Ch. 1), response rates for all faculty categories were higher at Vanderbilt than at our selected peer institutions or among the wider cohort. Response rates for White faculty and Faculty of Color at Vanderbilt are similar (59% and 57%), but grouping URM and Asian/Asian-Americans as Faculty of Color obscures important differences in the response rate patterns. Response rates were lowest among Asian/Asian-American faculty at peer and cohort institutions (27% and 35% respectively), but at Vanderbilt, Asian/Asian-American faculty had the highest response rates (68%). In addition, while there were only small differences in response rates for White and URM faculty at peer and cohort institutions (36% among White faculty to 35% among URM faculty at peer institutions; 47% to 46% at cohort institutions), there was a larger difference at Vanderbilt (59% to 50%). Looked at in another way, URM faculty at Vanderbilt were slightly more likely to respond than URM faculty elsewhere, while Asian/Asian-American faculty at Vanderbilt were exceptionally almost twice as likely to respond as Asian/Asian-American faculty elsewhere.

To delineate how job satisfaction varies with race/ethnicity among Vanderbilt faculty, we present three pairwise effect-size comparisons of Asian/Asian-American, URM and White faculty as shown in Figure 3.7. In general, White and Asian/Asian-American faculty expressed more job satisfaction than URM faculty; however, this trend was far from universal among specific job aspects. Altogether, there were 51 questions for which one or more pairwise comparisons yielded a moderate or large effect size. Among the key differences, we note:

- Asian/Asian-American faculty are less satisfied than other faculty with respect to salary.
- Asian/Asian-American faculty are more satisfied than other faculty with respect to multiple aspects of shared governance.
- URM faculty express much less satisfaction than White faculty with respect to diversity, equity and inclusion (DEI) efforts. This difference is evident for DEI efforts at both the Institutional and Department levels via large effect sizes for *visible leadership for support of diversity* and *colleagues committed to diversity/inclusion*. Asian/Asian-American faculty express an intermediate level of satisfaction with DEI efforts.

² For the purposes of this report, "Faculty of Color" are individuals who identify as any category besides White, non-Hispanic; "Under-Represented Minorities" are individuals who identify as neither White, non-Hispanic nor Asian/Asian-American. Thus, the responses of Faculty of Color are the combined responses of Under-Represented Minorities and Asian/Asian-Americans.

- URM faculty are less satisfied than other faculty with recognition from their Dean.
- URM faculty are generally less satisfied than other faculty with respect to Collaboration and Interdisciplinary Work. Asian/Asian-American faculty are a little more satisfied in this area than White faculty with the strong exception of whether *interdisciplinary work is rewarded in tenure*, for which White faculty are much more satisfied than either URM or Asian/Asian-American faculty.
- URM faculty are less satisfied than other faculty with respect to childcare and “spousal/partner hiring programs”.
- URM faculty are less satisfied than other faculty with respect to multiple aspects of tenure and promotion. White and Asian/American faculty express only small differences in satisfaction in this area except for *clarity of whether I will be promoted*, where Asian/Asian-American faculty are more satisfied.
- White faculty are more satisfied with multiple aspects of teaching than are URM faculty, who in turn are more satisfied than Asian/Asian-American faculty.
- White faculty are more satisfied than other faculty with respect to their personal and professional interactions with NTT faculty.

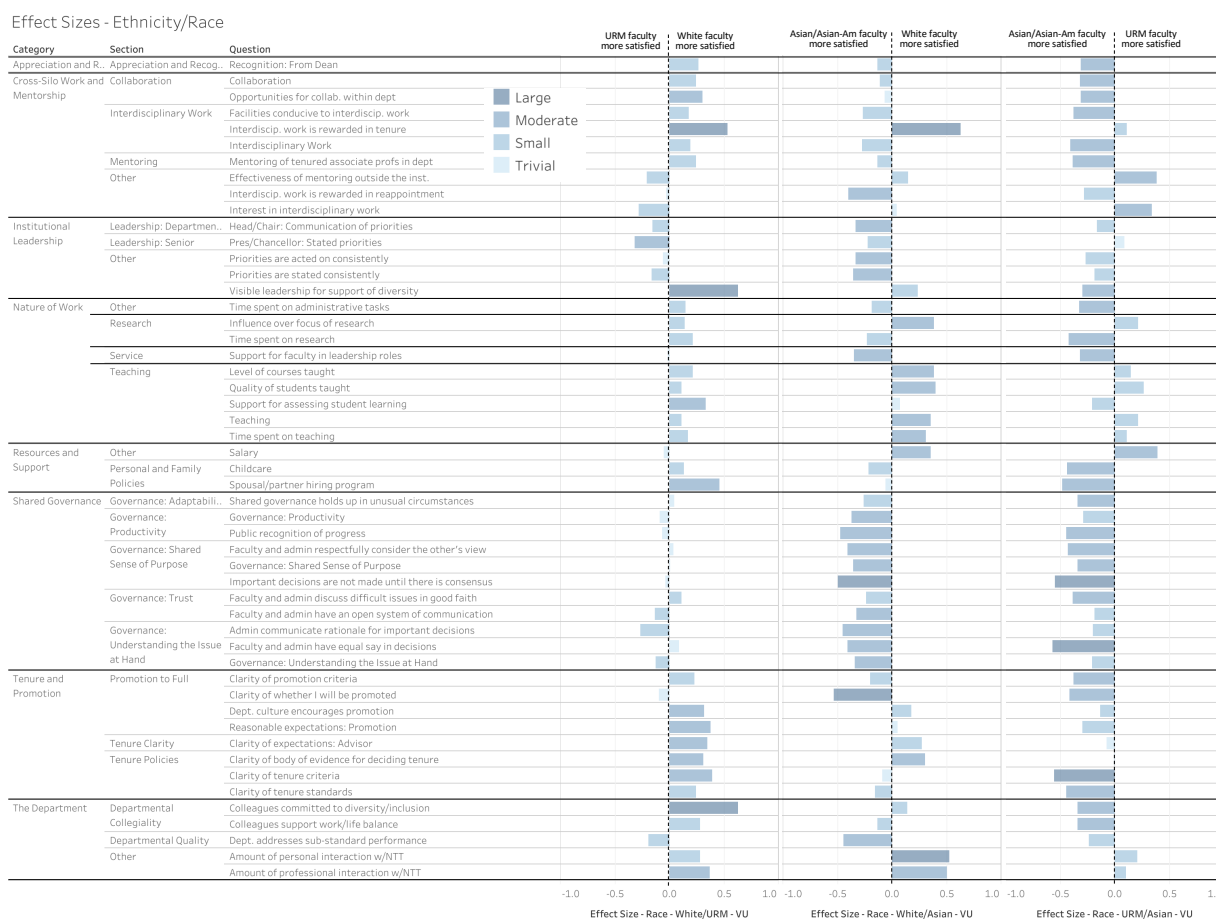


Figure 3.7. Differences in job satisfaction among faculty groups based on race/ethnicity. Effect sizes shown graphically for each pairwise group comparison. Note that White/FOC effect sizes are not shown, but fall nearly halfway between White/URM and White/Asian comparisons.

In addition to seeing how faculty satisfaction differs with race/ethnicity, we would like to know if there are aspects of faculty work for which one or more race/ethnicity groups are dissatisfied (mean score of < 3.0 on a 1 to 5 Likert scale). There are 36 such questions, which includes 25 already-identified areas of dissatisfaction among all Vanderbilt faculty. The 11 subgroup-specific areas of dissatisfaction are labeled with stars in Figure 3.8. For 9 of these 11, the most dissatisfied group was URM faculty. These URM-specific areas of dissatisfaction include several identified above as having moderate to large effect sizes in pairwise comparisons of race/ethnicity groups, e.g., recognition from one's Dean, interdisciplinary work, childcare, spousal/partner hiring programs, and clarity of tenure standards. Interestingly, these areas of URM faculty dissatisfaction do not include DEI efforts, for which URM faculty are certainly not as satisfied as other faculty, but for which there is at least some degree of satisfaction among all race/ethnicity groups.

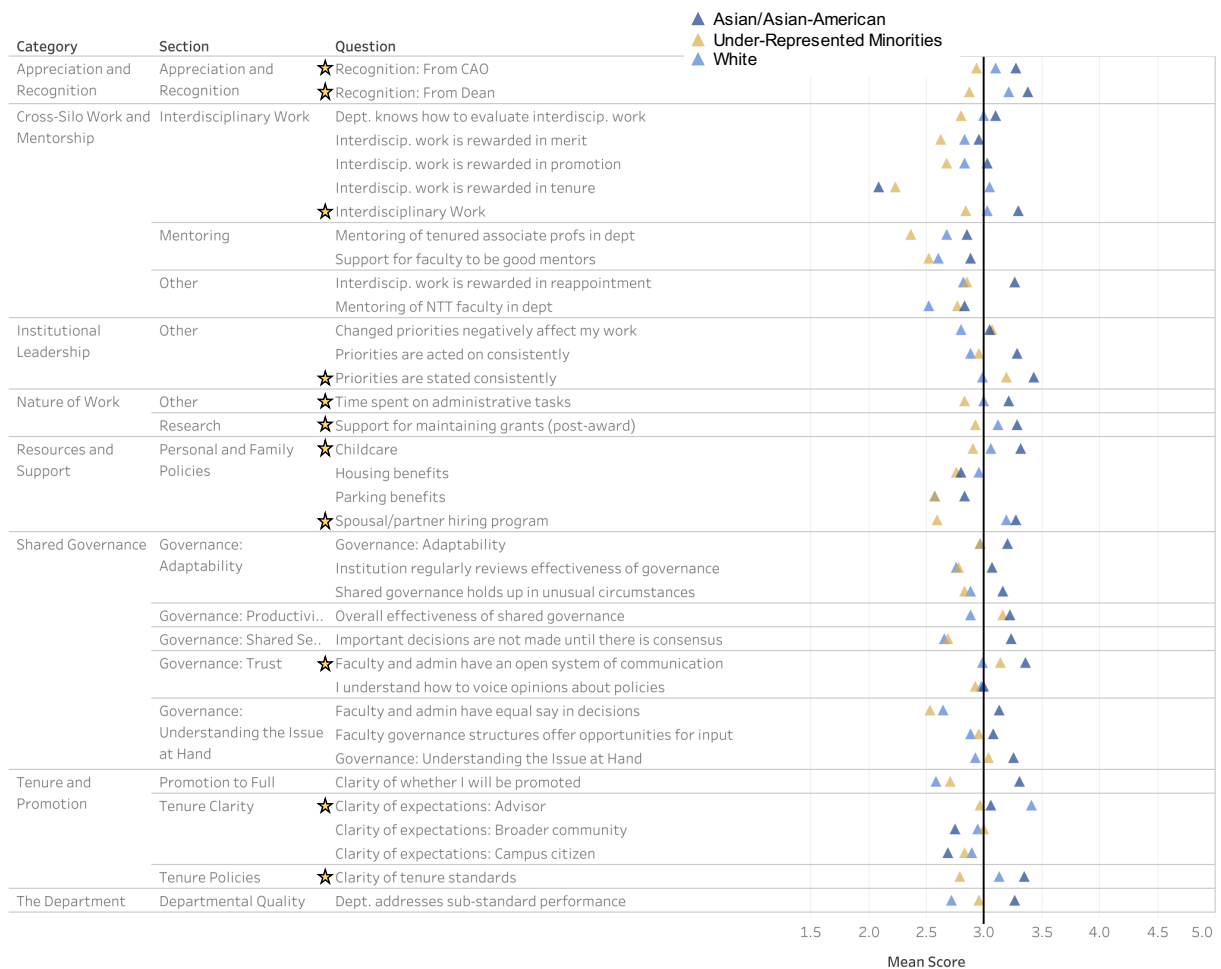


Figure 3.8. Questions for which one or more race/ethnicity groups among Vanderbilt faculty expressed dissatisfaction (mean score < 3.0 on a Likert 1-5 scale). Stars denote questions not already identified as areas of dissatisfaction among all faculty.

There are also two of the 11 subgroup-specific areas for which the group expressing the most dissatisfaction is White faculty. These two questions focus on communications from Vanderbilt

leadership and whether *priorities are stated consistently* and *faculty and administration have an open system of communication*.

Finally, we would like to identify areas where Vanderbilt has advantages or disadvantages in recruitment and retention of URM faculty. To do so, we compared job satisfaction among URM faculty at Vanderbilt to that among URM faculty at peer and cohort institutions. Similar to the earlier all-faculty peer-institution comparison (Ch. 2.1), URM faculty expressed overall higher job satisfaction at Vanderbilt than at peer institutions. We then compiled a list of all questions for which this comparison yielded moderate or large effect sizes. There were 46 such questions: 43 with a positive effect size (36 moderate and 7 large) denoting an advantage, i.e., greater job satisfaction for Vanderbilt URM faculty; and 3 with a negative effect size (all moderate) denoting a disadvantage. These questions and effect sizes are shown in Figure 3.9. Among the

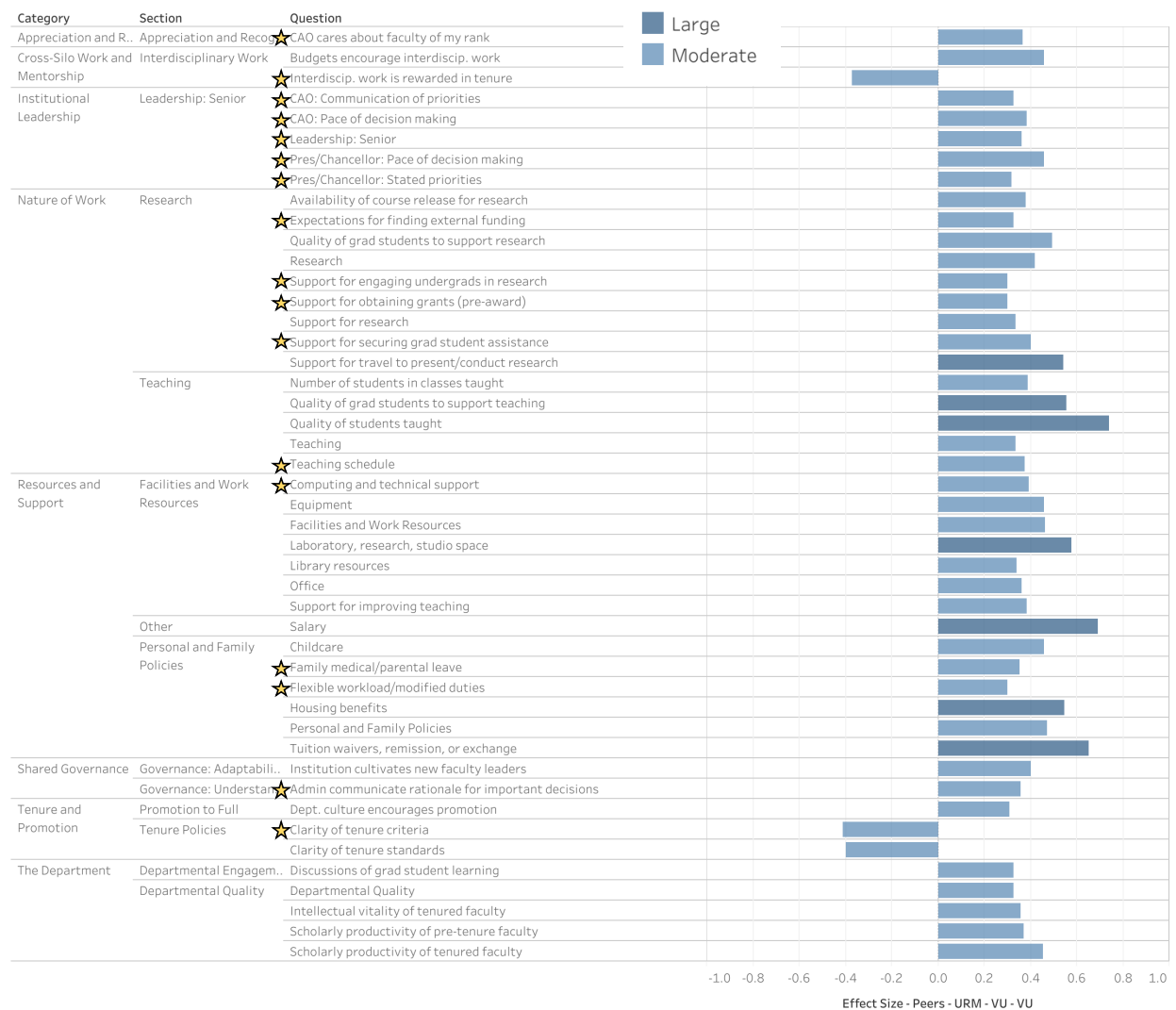


Figure 3.9. Competitive advantages and disadvantages in recruitment and retention of URM faculty: all survey questions having moderate or large effect sizes in a comparison of URM faculty at Vanderbilt to URM faculty at peer institutions. Stars denote areas that were not previously identified as advantages or disadvantages in all-faculty peer-institution comparisons.

moderate to large positive effect sizes, most were previously identified as competitive advantages for all faculty (Ch. 2.1), but 15 represent new URM-specific areas in which Vanderbilt is doing better than its peers. These URM-specific competitive advantages are spread across multiple aspects of faculty worklife, but there are notable concentrations of advantages in how senior institutional leadership is viewed, in support for research, and in personal and family policies.

The three negative effect sizes in Figure 3.9 all have to do with tenure and promotion: clarity of tenure criteria, clarity of tenure standards and the degree to which interdisciplinary work is rewarded in tenure. While the earlier all-faculty peer comparison showed some aspects of tenure and promotion as small or trivial competitive disadvantages for Vanderbilt, none had anywhere near as large a negative effect size as these three in the URM-specific peer comparison (see table below; for reference, all three of these effect sizes are more negative than that for any question from any category in the all-faculty comparison). These questions around tenure represent Vanderbilt’s current worst competitive disadvantage in recruitment and retention of URM faculty.

Question	Effect Size from Peer-Institution Comparison	
	URM-specific	All-faculty
<i>Interdisc. work is rewarded in tenure</i>	-0.371	-0.027
<i>Clarity of tenure criteria</i>	-0.412	-0.087
<i>Clarity of tenure standards</i>	-0.400	-0.182

4. Satisfaction with Specific Facets of Faculty Work life

The following sections look at the 2020 COACHE survey results grouped into ten categories of questions. Although there will be some redundancy with earlier sections of this report, we provide these analyses for those interested in a deeper dive into job satisfaction with regard to specific facets of faculty work life.

4.1. Nature of work

Vanderbilt faculty were quite positive compared to peer institutions when responding to the Nature of Work category questions (i.e., research, service, teaching, other). Overall, of the 39 items under the Nature of Work category (see Figure 4.1), one item (*Quality of students taught*) demonstrated a large effect and competitive advantage. Vanderbilt faculty are very impressed and satisfied with the quality of our students. Ten additional items demonstrated moderate effects and competitive advantages, 18 items demonstrated small effects, eight items demonstrated trivial effects, and only two items yielded small negative effects, both related to dissatisfaction with administrative support for hybrid/online teaching. Within the *Other* category (3 items), Vanderbilt faculty expressed a more positive attitude than peers on their ability to balance teaching, research, and service. When assessing time spent on administrative tasks, Vanderbilt intra-group differences indicated that tenured faculty felt more negative than tenure-track faculty, who felt more negative than Vanderbilt NTT faculty.

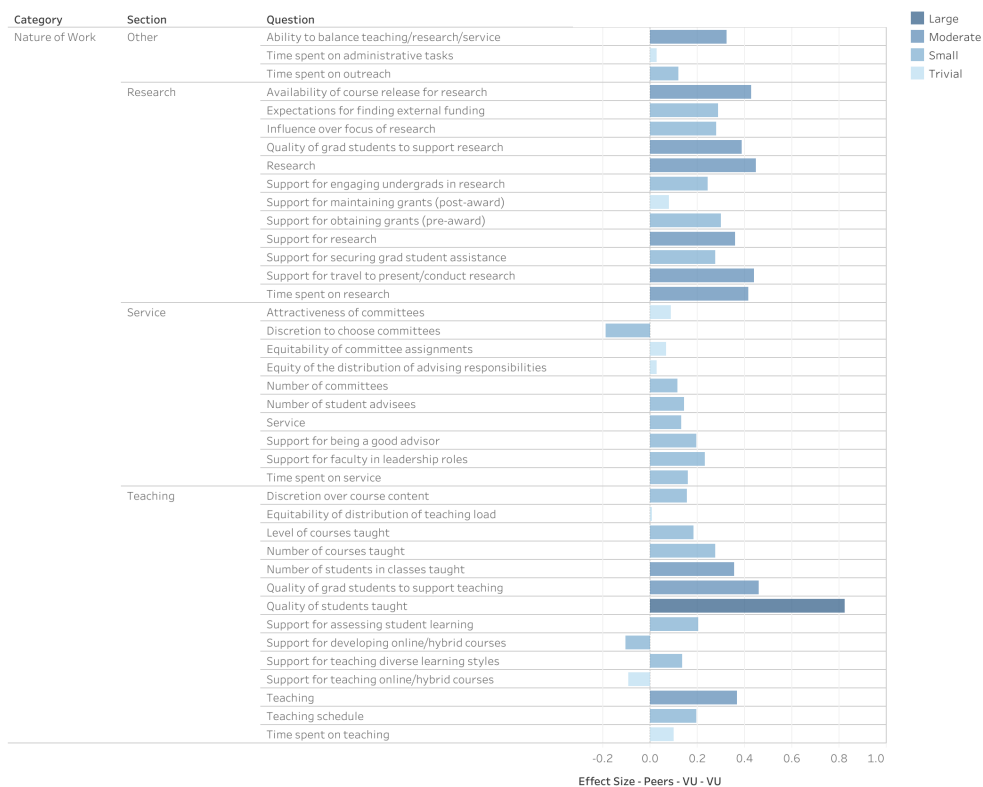


Figure 4.1. Competitive advantages and disadvantages in the Nature of Work category: effect sizes for comparison of all Vanderbilt faculty and all peer-institution faculty.

Regarding research support, Vanderbilt faculty were more positive than peer institutions on all 12 items assessed, making this entire area in aggregate a competitive advantage. Still, there were some intra-Vanderbilt differences noted. Vanderbilt tenured faculty felt more positive regarding their influence over the focus of their research than tenure-track faculty, and tenure-track faculty likewise felt more positive than Vanderbilt NTT faculty. In general, Vanderbilt NTT faculty were far less positive about support for their research agendas and productivity than tenured faculty.

Vanderbilt faculty were slightly more positive overall than peer institutions on the ten questions regarding service activities, resulting in six small positive and three trivial effects. One small negative effect size was observed on discretion to choose committees. Several service items demonstrated intra-group differences among Vanderbilt faculty. Both White and URM faculty felt more negative compared to Vanderbilt faculty of Asian descent about support for faculty in leadership roles. Vanderbilt tenured faculty also felt more negative than NTT about the number, attractiveness, and the amount of time spent on committee service.

Vanderbilt faculty satisfaction was also more positive overall than peer institutions on the 14 questions related to teaching activities, demonstrating one large (quality of students), three medium, and six small effect size estimates. Two trivial/small negative effect size estimates were noted related to support for developing and teaching online/hybrid courses. Related to lack of support for online/hybrid teaching, these somewhat negative perceptions were reflected in Vanderbilt NTT faculty compared to peer institution NTT faculty. And intra-group differences were also noted on the hybrid/online teaching items as Vanderbilt tenured faculty had more negative feelings than Vanderbilt NTT faculty, and Vanderbilt faculty who are men had more negative perceptions than women about the level of support available for online/hybrid course development and teaching.

A number of additional intra-group differences of moderate effect sizes were noted in the teaching area. Vanderbilt tenured faculty felt more negative than NTT faculty about time spent on teaching, while Vanderbilt tenure-track faculty felt more negative than tenured faculty in their discretion over directing course content. In addition, Vanderbilt faculty who are men felt more negative than women about the available support for student assessment and diverse learning styles. Finally, a few racial group differences were noted in teaching items among Vanderbilt faculty. Vanderbilt faculty who identify as White felt more positive than URM faculty regarding support for assessment of student learning, and more positive than Vanderbilt faculty who identify as Asian about satisfaction with the level of courses taught, quality of students taught, and the overall teaching experience at Vanderbilt.

One primary area (*grant support*) was addressed since the 2016 report recommendations, resulting in a positive effect on Nature of Work faculty perceptions. Intentional increases in incentives and support for extra-mural and intra-mural grant writing and management resulted in a competitive edge for VU faculty over peer institutions.

4.2. Resources and Support

Personal and family policies

Vanderbilt faculty were broadly satisfied with the university’s policies in this area. As shown in Figure 4.2 (with policies ordered according to the share of Vanderbilt faculty who responded that they were very satisfied), there were four areas in which the majority of respondents were either satisfied or very satisfied: policies relating to tuition (74%), work flexibility (64%), family leave (61%), and tenure clock pauses (61%). The policy area in which there is the most room for improvement is the provision of parking benefits, where 22% of faculty respondents were strongly dissatisfied and an additional 31 percent were dissatisfied.

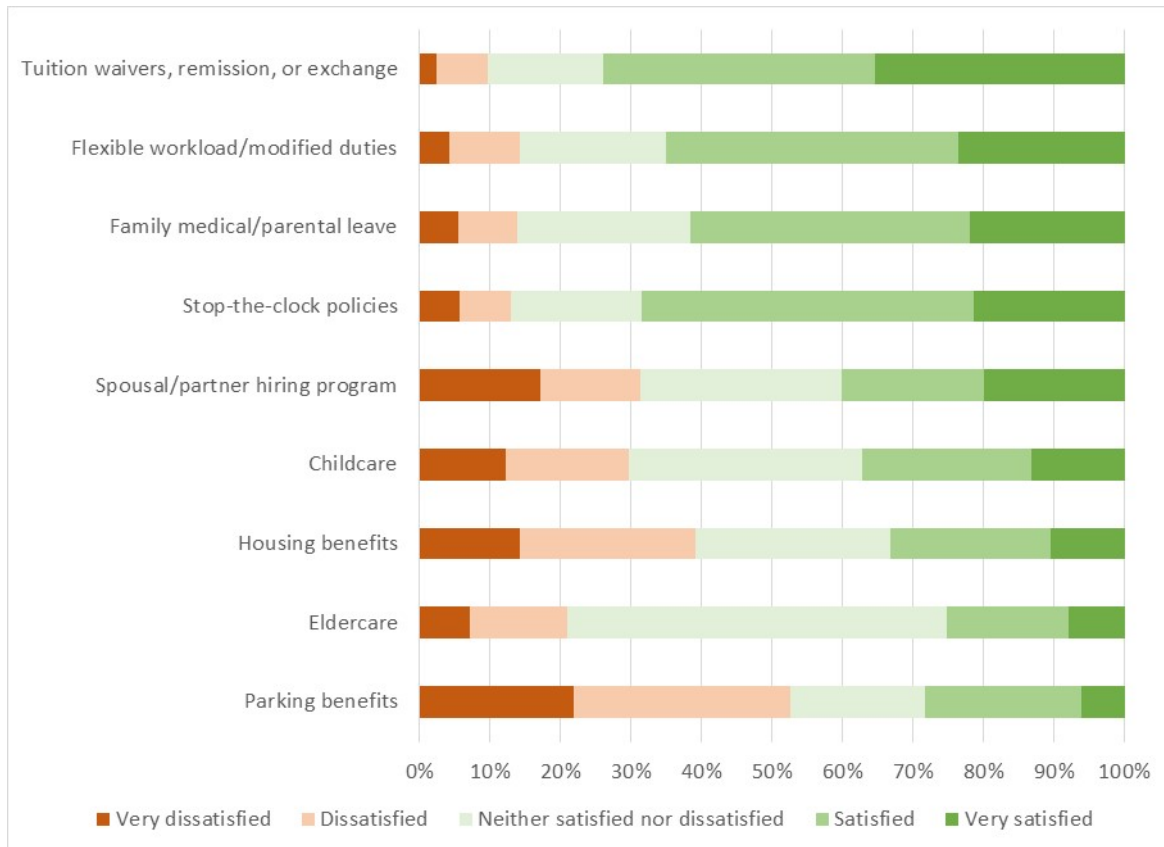


Figure 4.2. Distribution of faculty satisfaction levels with respect to personal and family policies. Note that this chart excludes respondents reporting “Not offered by my institution.”

Notably, there were a few areas in which faculty reported that they didn’t believe such policies were available at Vanderbilt. Figure 4.3 shows that 23% of faculty did not realize that Vanderbilt offers eldercare assistance and 20% believe that Vanderbilt does not offer housing benefits. A small number of faculty were unaware of spousal/partner hiring and childcare assistance or the availability of flexible scheduling, tuition assistance, or family leave. To the extent that these benefits are available to faculty, many could benefit from better information on how to access them.

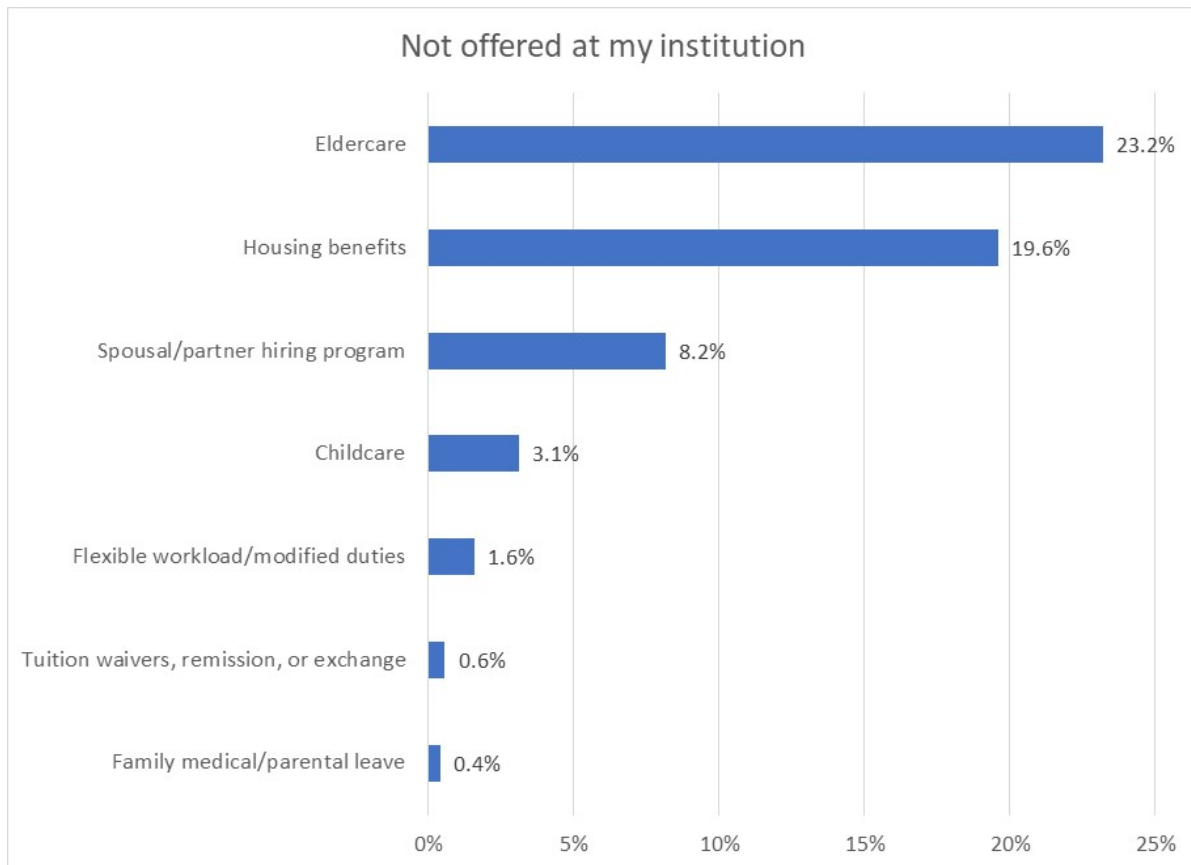


Figure 4.3. Percentage of faculty responding "Not offered at my institution" for various benefits.

A second set of questions in this area focused on work/life balance. Faculty were largely in agreement that they were able to balance their personal and work obligations and that Vanderbilt offered appropriate support in this area.

Relative to faculty at institutional peers, Vanderbilt faculty were more satisfied with all benefits/policies in this area except for those related to parking, where faculty at peer institutions were moderately more satisfied. At the other end of the spectrum, Vanderbilt faculty were substantially more satisfied with tuition-related benefits.

Within-Vanderbilt comparisons:

- Moderate negative differences between URM and white/Asian faculty for spousal hiring program (white/Asian faculty more positive)
- Large positive differences between tenured and tenure track for tuition waivers (tenured more positive) – could be due to differences in utilization – and moderate positive differences between tenured and tenure track for family medical/parental leave, housing benefits, personal and family policies
- Tenured more positive than non-TT for housing (large) and tuition waivers (medium)
- Pre-tenure more negative than non-TT in terms of elder care (medium)

Salary

The majority of faculty reported being either satisfied (38%) or very satisfied (23%) with their salaries. An additional 15% were neither satisfied or dissatisfied, 16% were dissatisfied, and 8% were very dissatisfied. Overall, the difference in satisfaction with salaries between Vanderbilt faculty and faculty at peer institutions was large (Figure 4.4). Within all measured comparison groups (female faculty, URM faculty, and non-tenure-track faculty), Vanderbilt faculty were more satisfied with their salaries than faculty at peer institutions.

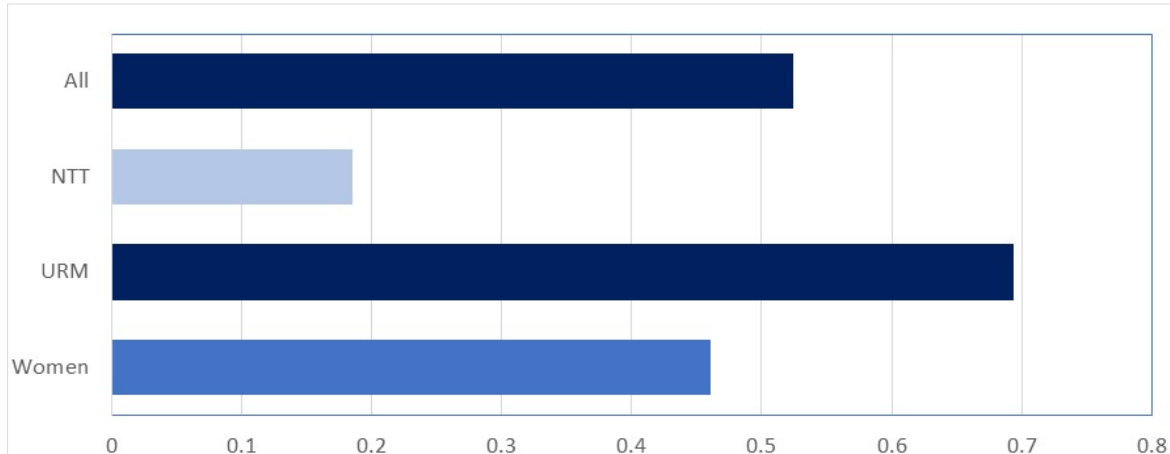


Figure 4.4. Effect sizes for satisfaction with salary comparing select faculty groups at Vanderbilt and peer institutions. Notes: color of bars denotes magnitude of the difference in effect size (dark bars = large difference, medium blue = medium difference, light blue = small difference).

Within-Vanderbilt comparisons:

- Small positive difference in salary satisfaction between men and women within Vanderbilt (male faculty more positive than female faculty)
- Moderate positive difference between full versus associate professors
- No difference between white/URM
- Small positive difference between white/FOC (white more positive), FOC/Asian
- Moderate positive difference between white/Asian, URM/Asian
- Small negative difference between TT/tenured (TT more positive than tenured)
- Large negative differences between NTT and tenured faculty (NTT more negative) and NTT and TT faculty (largest difference between these groups)

Employment benefits

Again, Vanderbilt faculty were largely satisfied with health and retirement benefits and policies. In each of the four areas, the majority of respondents were satisfied or very satisfied (Figure 4.5). Differences in satisfaction between Vanderbilt faculty and peer institutions were all small or trivial overall, however, non-tenure track faculty and female faculty were moderately less satisfied than their counterparts in peer institutions when it came to health benefits. Under-represented minority faculty at Vanderbilt were moderately more satisfied with retirement

benefits than their counterparts at peer institutions, but moderately less satisfied with their own health benefits.

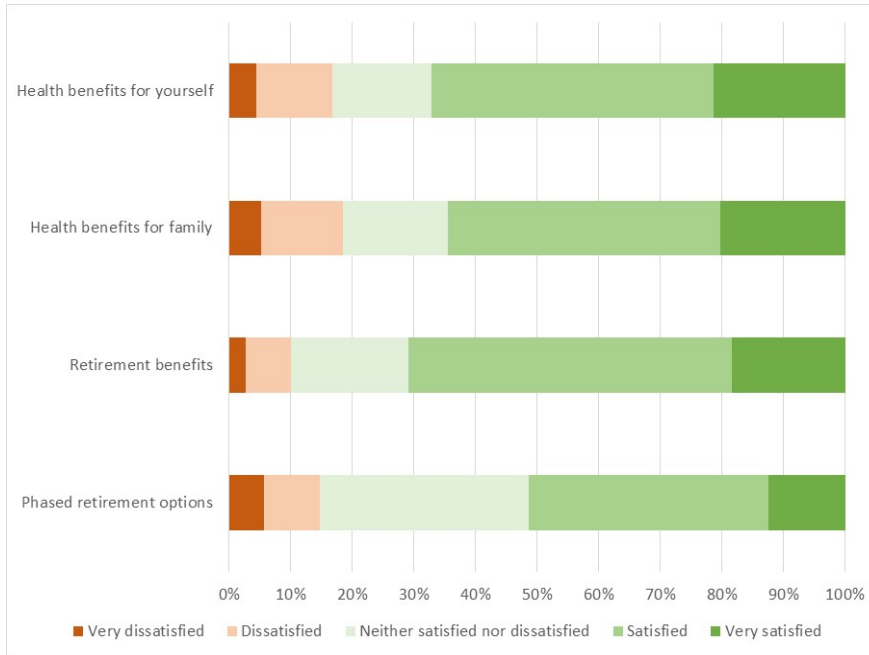


Figure 4.5. Distribution of faculty satisfaction levels with respect to health and retirement benefits. Note that this chart excludes respondents reporting “Not offered by my institution.”

Within-Vanderbilt comparisons:

- Only small or trivial within-Vanderbilt differences by gender, associate versus full, all possible race comparisons, tenured versus NTT, and TT versus NTT
- Moderate positive difference between tenured/TT faculty in terms of family health benefits (tenured more positive)

Facilities and work resources

Overall, Vanderbilt faculty were satisfied with available facilities and work resources. In every area covered by questions, the majority of faculty reported being satisfied or very satisfied. Overall differences between Vanderbilt and peer institutions were favorable with clerical and administrative support as the one exception (trivial difference in satisfaction). This is also true for all of the subgroup comparisons with peer institutions.

Within-Vanderbilt comparisons:

- No large within-Vanderbilt differences by gender (all differences are small or trivial), by any of the race/ethnicity comparisons, or by tenured versus pre-tenure
- Moderate (positive) difference between full and associate professors in terms of lab/research/studio space
- Moderate or large (negative) difference between tenured/TT and non-TT faculty in terms of clerical/admin support, computing/technical support, library resources, and facilities/work resources (tenured/TT were more negative)

4.3. Interdisciplinary Work, Collaboration and Mentoring

Overall, faculty rated **collaboration** positively, with small to moderate effect sizes. Faculty rank was not a mediator of this response, since for example a close percentage of Associate Professors and Full Professors (63% and 73%, respectively) noted a positive response to opportunities to collaborate outside of the department. Also, in terms of rank, a similar percentage of Associate Professors (12%) and Full Professors (9%) rated opportunities to collaborate negatively.

Broadly and compared to peer institutions, VU faculty are positive about opportunities for **interdisciplinary work**, the only item with a negative effect size (albeit trivial) was related to *interdisciplinary work rewarded for tenure*. Logistical aspects related to interdisciplinary collaboration, for example related to *budget* and *facilities* were rated positively with moderate effect sizes (0.42-0.43).

Question Responses - All Vanderbilt (Excluding No Answer)



Figure 4.6. Distribution of positive, neutral and negative responses for satisfaction with cross-silo work and mentorship.

Compared to peer institutions, effect sizes for **mentoring** were almost all positive, but small/trivial (ranged from 0.048 to 0.224) across all questions. The only negative was for mentoring of NTT faculty (effect size = -0.014). There were more positive responses for mentoring of pre-tenure faculty (effect size = 0.224) compared to tenured associate professors (effect size = 0.119). When examining mentoring percentage data related to race/ethnicity and gender responses, some notable patterns were observed. For example, 55% of men and 57% of women rated mentoring of NTT faculty negatively, while the remaining percent were positive (29% men, 32% women) or neutral (16% men, 11% women). Furthermore, a high percentage of Asian/Asian-American (44%), faculty of color (49%), URM (57%) and white (58%) rated mentoring of NTT faculty negatively. Compared to NTT faculty *less* pre-tenure faculty rated mentoring negatively (pre-tenure 27% [average of men and women] vs. 56% NTT [average of

men and women]). In terms of mentoring of pre-tenure faculty in the department, more women (32%) than men (22%) had a negative response and less pre-tenure women (58%) compared to men (67%) had a positive response. Across all race/ethnicities, negative responses were between 24% - 34%, with URM having the highest percentage of negative responses (34%) and white faculty the lowest percentage of negative responses (24%). Compared to the COACHE 2016 data, it appears that perhaps improvements in the mentorship of pre-tenure faculty have occurred at VU; however, continued improvement is still needed in the mentorship of NTT faculty.

As shown in Figure 4.6 above, there were 49% negative responses related to *mentoring of tenured associate professors* and 51% negative responses *for support for faculty to be a mentor*. These data appear to be not much changed from the 2016 COACHE data, in which both of the latter were not rated well. Importantly, based upon the 2020 COACHE data, support for being a *good mentor* received similar negative responses from both TT (49%) and NTT (54%) faculty.

Conclusions:

- 1) VU needs to develop strategies to better recognize and demonstrate value for mentorship of faculty.
- 2) Strategies/process need to be further developed for the mentorship of NTT.
- 3) Overall, mentorship of Associate Professors needs to be addressed.

4.4. Tenure, Promotion and Reappointment

In this section, we review the responses to questions related to tenure, promotion, and renewal. A few main themes emerge that point to a need for action as faculty responses to these questions varied noticeably by race/ethnicity and gender. Steps should be taken to clarify the process and to clarify the requirements for promotion to Associate Professor and to Full Professor. For example, White Vanderbilt faculty felt more positive about tenure, promotion, and renewal than URM faculty on most questions. Vanderbilt URM faculty also gave more negative responses generally compared to peer URM faculty related to tenure issues. Vanderbilt women and men differed on tenure-related matters as well: Women were less positive in their responses relative to men on nearly all questions about promotion to full, but women were more positive than men on questions related to clarity of the process and tenure policies. Nearly three-quarters of faculty responded with some dissatisfaction regarding the formal feedback they received on the process of being promoted to full professor.

These trends are especially concerning given that variations in responses by race/ethnicity and gender seem to have widened and become more negative than responses to the 2016 survey, especially by URM faculty. From the 2016 survey: “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.)” Perceptions of performance-based tenure decisions also appear to have degraded. From the 2016 COACHE report “[Women and URM faculty] also agreed that the decision was based on performance. (URM faculty agreed with this statement more often than non-URM faculty.)”

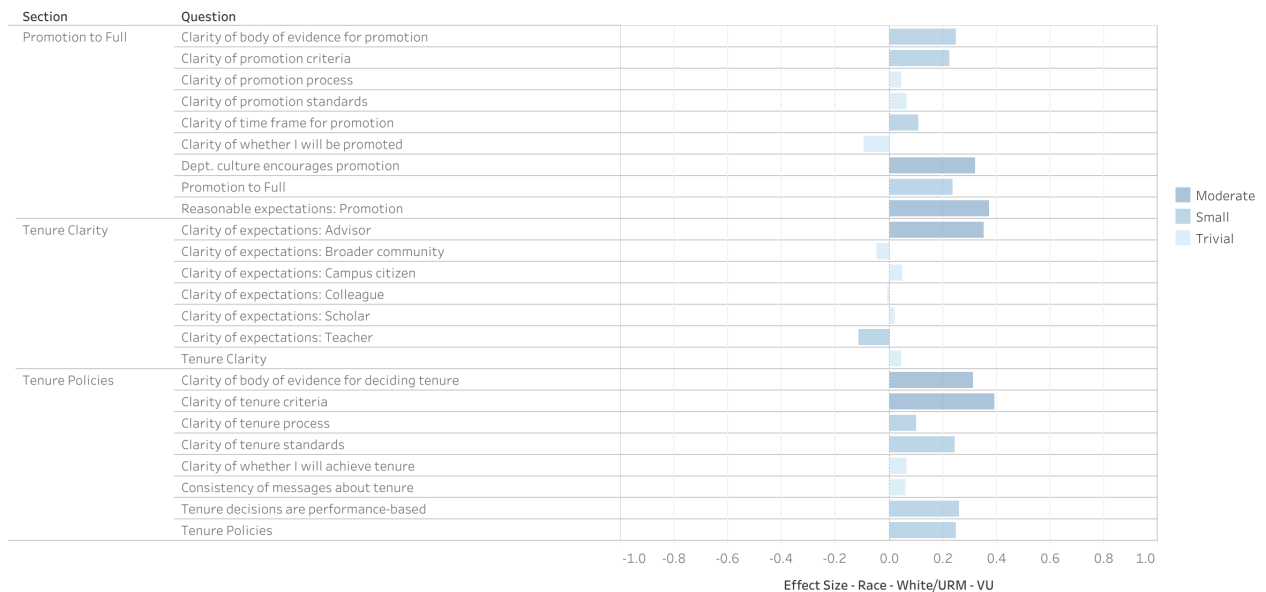


Figure 4.7. Effect sizes comparing satisfaction of white and URM faculty with regard to tenure and promotion. Bars extending to the right are those for which white faculty were more satisfied than URM faculty.

Figure 4.7 shows that white faculty felt more positive about tenure, promotion and renewal than URM faculty on most questions. None of the effects were large, but five were of moderate size: *Dept. culture encourages promotion; Reasonable expectations: Promotion; Clarity of expectations: Advisor; Clarity of body of evidence for deciding tenure; Clarity of tenure criteria.*

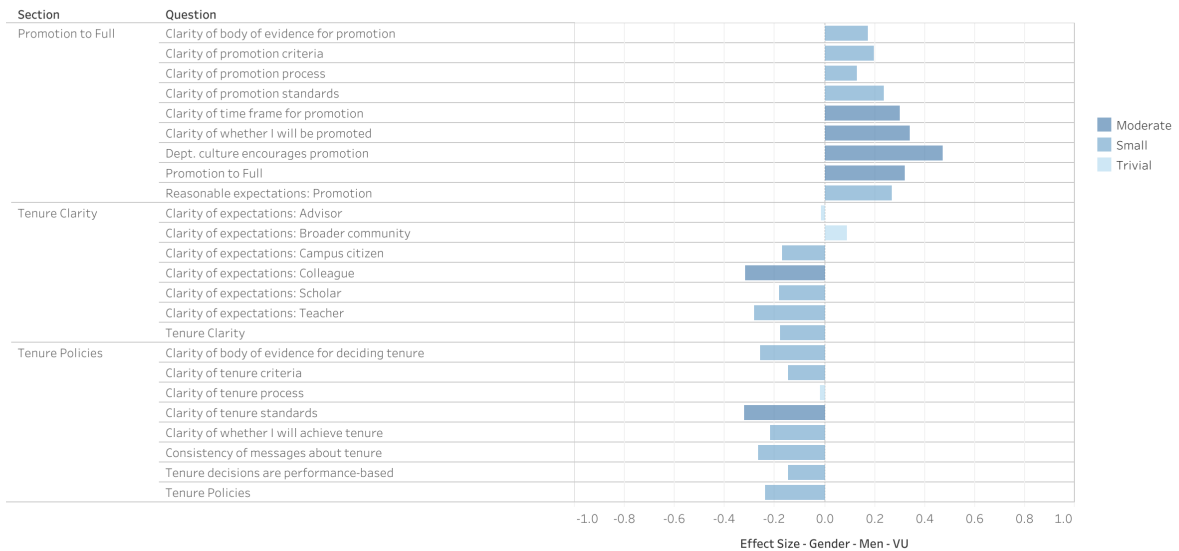


Figure 4.8. Effect sizes comparing satisfaction of men and women faculty with regard to tenure and promotion. Bars extending to the right are those for which men faculty were more satisfied than women faculty.

Figure 4.8 shows the differences in Vanderbilt women and men on tenure-related matters. Responses shown in top third of the figure shows that women generally responded more negatively about issues related to Promotion to Full. The four largest effects were moderate in size: *Clarity of time frame for promotion; Clarity of whether I will be promoted; Dept. culture encourages promotion; Dept. culture encourages promotion.* The question *Clarity of whether I will be promoted* had a mean of just 2.39 for women (2.86 for men).

Looking at the bottom part of the figure, we see that for issues related to Tenure Clarity and Tenure Policies, men were more negative than women. The only two effects that were moderately-sized are *Clarity of expectations: Colleague* and *Clarity of Tenure Standards.*

In 2017, after the first COACHE survey, Vanderbilt undertook several action items targeted to helping faculty navigate promotion processes, such as the law school’s continued dedication to its mentoring program for junior faculty; Peabody’s efforts for expanded mentoring of junior tenure-track faculty; and the School of Engineering Faculty Development and Diversity Committee’s efforts to “expanded its portfolio of faculty mentoring activities to include content designed for mid-career and non-tenure track faculty.” More rigorous efforts on this front may still be needed.

Additional observations

- 73% of Vanderbilt responses were negative for *Formal feedback on promotion to full*: this is an area that could use improvement.
- 62% and 63% of White and Asian faculty were positive on *Tenure decisions are performance-based*, but just 45% and 53% of URM and faculty of color agreed.
- The biggest effect relative to our peer institutions is that Vanderbilt faculty felt moderately more positive than peers regarding *Dept. culture encourages promotion*. Vanderbilt faculty felt more negative than peers on the *Clarity of whether I will be promoted*, but the effect is small.
- URM faculty at Vanderbilt felt more negative than URM peers on clarity of tenure criteria and standards and female Vanderbilt faculty felt more negative than female peers about *Clarity of whether I will be promoted*.
- Not surprisingly, full professors were more positive on questions around the clarity of promotion to full than were associate professors.
- *Clarity of whether I will be promoted* has a large negative effect when comparing white and Asian/Asian-American faculty at Vanderbilt, i.e., white faculty felt much more negative than Asian/Asian-American faculty. The response means were 2.58 and 3.31 respectively out of 5.
- White faculty at Vanderbilt felt more positive than Asian/Asian-American faculty to a moderate degree on *Clarity of body of evidence for deciding tenure*. White faculty also felt more positive than Faculty of Color to a moderate degree on *Clarity of expectations: Advisor* and *Clarity of body of evidence for deciding tenure*.
- More than half of Vanderbilt faculty responded affirmatively that tenure decisions are performance-based, but this was less than all peers and cohort institutions: 59% of Vanderbilt faculty responded positively; the overall cohort was at 67%; and our five peers ranged from 73-80%. Vanderbilt women were less likely to respond positively to this question (60%) than women among our five peer institutions and cohort.
- Just 43% of Vanderbilt URM faculty responded that tenure decisions are performance-based. This was lower than our cohort (63%) and four of our peers.
- Women and URM faculty at Vanderbilt responded more positively with regard to receiving formal feedback on progress towards tenure than at peer institutions. 78% of Vanderbilt women faculty responded positively, higher than any peer or our cohort. At a 73% positive rate, Vanderbilt URM faculty were more positive on this question than any peers or our cohort.

4.5. Retention and Negotiation

Faculty were asked several questions about retention and negotiation. In general, responses were broadly positive when asked what they would like to change. Salary stood out as a factor faculty would like to change and NTT faculty appeared to be most dissatisfied with salary.

Unlike the 2016 survey where Vanderbilt performed worse than our peers in the area of *satisfaction with computing and technical support*, almost no one mentioned a desire to improve *equipment* when asked what they would like to renegotiate about their job. This positive change suggests computing and lab needs are currently being better met. The efforts taken to expand resources to faculty since that last COACHE survey appear to have aided these positive changes. These include: 1) the annual rewards programs by SOM Basic Sciences to *provide unrestricted research funds* to some faculty meeting certain requirements; 2) A&S's initiative beginning in 2019 to *foster incentives to seek external funding, and support faculty recruitment and retention efforts*; and matching-funds commitments by SOM Basic Sciences to help in the *acquisition of major research instrumentation*.

There were some differences in responses to questions on outside job searchers, offers and counter offers by race/ethnicity, gender and rank but no obvious, consistent discrepancies between groups emerges from the data.

Faculty were asked "Which of the following have you done at this institution in the last five years?" and given three response options (plus *None of the above*):

1. *Actively sought an outside job offer*

40% of respondents had actively sought an outside job offer. Asian/Asian-Americans were the most likely at 46% and White faculty were slightly lower (41%). FOC and URM faculty were less likely at 36% and 31% respectively. 41% of men and 39% of women had actively sought out an outside job offer. Nearly half of pre-tenured faculty sought outside offers (48%). Non-tenure and tenured faculty were less likely at 38% and 41% respectively. Associate professors were more likely than full professors to seek an offer (43% versus 37%).

2. *Received a formal job offer*

31% reported receiving a formal job offer. The frequency of formal job offers did not vary substantially by race: Asian/Asian-Americans (33%); White (27%) Faculty of Color (32%) and URM faculty (32%). Women had the lowest frequency of receiving a formal outside offer: men (31%) and women (24%). Of those who received a formal offer, there were not meaningful differences by title or tenure status: pre-tenure (24%); tenured (28%); NTT (28%); associate (28%); full (30%).

3. *Renegotiated the terms of your employment*

31% responded that they had renegotiated the terms of their employment with some variation by race. Asian/Asian-American faculty had the lowest response to this question at 22%. FOC were 31%; White 32%; and URM were most likely to have renegotiated the terms of their

employment (38%). More women respondents had renegotiated the terms of their employment: 37% versus 28%. Renegotiation propensity did not differ substantially by tenure status and title: pre-tenure (28%); tenured (32%); NTT (33%); associate (29%); full (33%).

Faculty receiving a counteroffer from Vanderbilt were asked how that offer was met. The majority of respondents said it was met favorably. The highest positive response to this question was pre-tenured faculty at 95%. Others were quite a bit lower: tenured and NTT were 61% and 54%, respectively. Men (65%), women (58%), full (61%) and associate (55%) were not much different.

Faculty seemed to take the outside offers seriously. Most (82% overall) responded with a high level of seriousness in considering the offer, which varied some by race. URM faculty were the highest at 91%. Men were more serious about the offer than women: 80% of men versus 65% of men responded that the offer was considered highly (quite or extremely) seriously. Pre-tenured were more likely to take the offer highly seriously: 92% compared to 85% for tenured and 60% for NTT.

Faculty were asked what motivates them to search for outside offers. It was much more likely for faculty to respond that they were looking to leave the institution rather than to use an offer as leverage to “renegotiate the terms of my employment” at Vanderbilt. As shown in Figure 4.9, that effect was fairly consistent across race, gender, title and tenure status.



Figure 4.9. Motivations for searching for outside offers: intra-Vanderbilt comparisons of faculty subgroups.

Peer comparisons

VU faculty were slightly less likely to seek an outside offer compared to faculty at peer institutions (40% versus 43% among our 5 selected peers). Among the wider cohort of schools, 28% of faculty were likely to seek an outside offer. Compared to this wider cohort, faculty at Vanderbilt and its 5 peers were more likely to have sought an outside offer, received an outside offer, or renegotiate terms of their employment.

VU women were more likely to renegotiate the terms of their employment relative to peers: VU women 37% versus 31%, 30%, 31%, 33% and 33% at the five peers. We do not observe large differences by VU women compared to peers in the other responses in this category.

VU faculty were more likely to respond positively to satisfaction of their counteroffer: 61% of VU faculty were positive; peer faculty ranges from 52-57% positive. VU URM faculty were much more likely to report positively on counteroffer satisfaction: 75% at VU compared to the range of just 46%-67% at peers. VU URM had the lowest negative responses to this question at just 7%. VU women, VU NTT and our peer women and peer NTT all had around 50-60% positive responses to the question about counteroffer satisfaction.

Three-quarters of VU Faculty were highly serious about an outside offer. This response was higher than for any peers. URM faculty were particularly likely to respond that they took the outside offer highly seriously (91%). That was above any peer URM responses.

The large majority of faculty reported that they sought an outside offer to change institutions rather than renegotiate terms of employment—that ratio of roughly 3 to 1 was fairly consistent across all different groups and peers. One notable exception was that Vanderbilt URM faculty were more motivated to search for outside offers to leave the institution compared to our cohort and our 5 selected peers as shown in Figure 4.10.

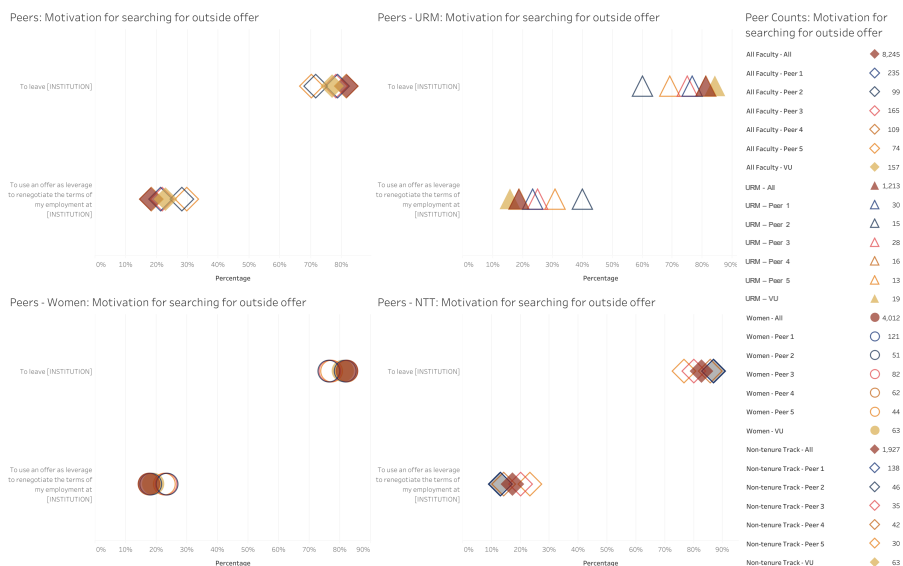


Figure 4.10. Motivations for searching for outside offers: comparisons to peer and cohort institutions.

Renegotiation

Two-thirds of all VU faculty think outside offers *are* necessary as leverage in renegotiations.

When asked what faculty would most like to renegotiate, 58% of non-tenure track faculty wanted to renegotiate base salary, but others were more satisfied with compensation. As one can see in Figure 4.11 below, base salary was the most common response for what faculty wanted to renegotiate but still was less than 50% (responses ranged from 31%-45%).

The majority of faculty had at least *something* about their employment that they wanted to adjust: Just 10% and 15% of women and men at VU respectively responded that “there is nothing about my employment that I wish to adjust.”

Lower percentages of URM, FOC and Asian/Asian-American faculty than White faculty responded that there was nothing they wanted to adjust: URM (6%); FOC (7%); Asian (7%); White (15%). Full professors were the most likely to find nothing to modify at 21%.

Reponses regarding a desire to modify teaching load also varied by race: 23% of URM faculty compared to just 3% of Asian/Asian-American faculty. 13% of both FOC and White faculty wanted to modify teaching load.

Men wanted to negotiate sabbatical or other leave time slightly more than women (10% versus 6%), but the overall low numbers suggest faculty are generally happy with leave policies.

Very few faculty expressed a desire to modify their tenure clock or equipment.

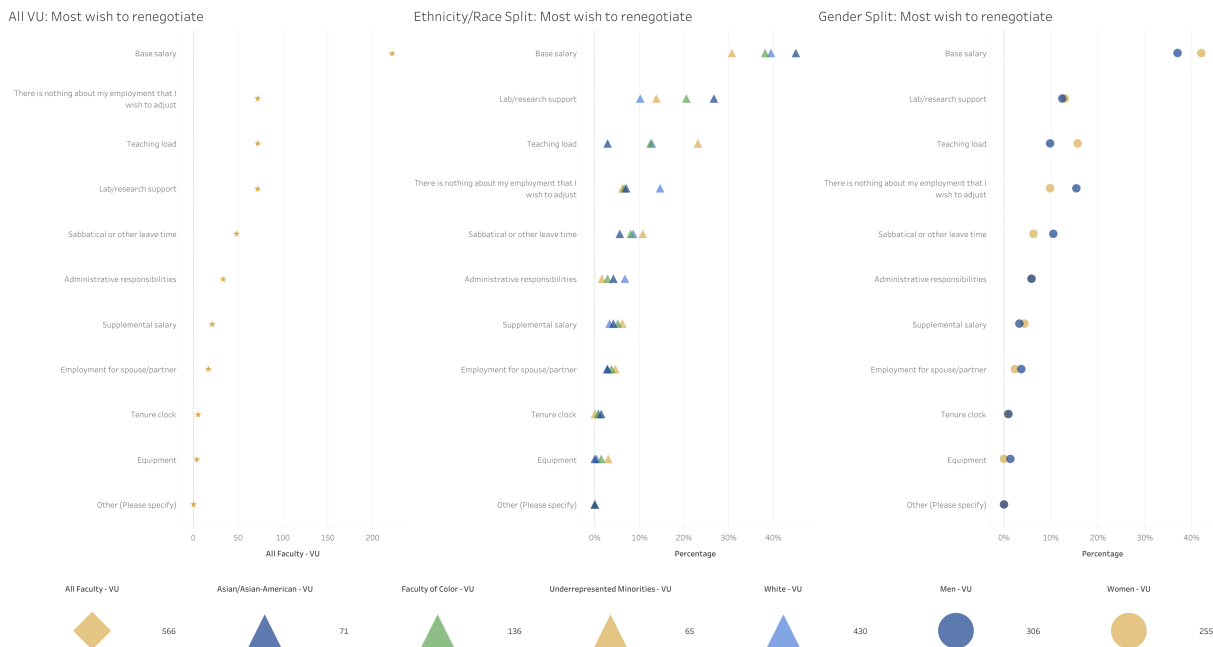


Figure 4.11. Distribution of responses when asked what aspects of employment faculty would most like to renegotiate.

4.6. Institutional Leadership and Shared Governance

Overall, governance was a category where clear themes emerged from the COACH survey suggesting Vanderbilt is improving but has key opportunities for improvement, especially at the Divisional level. Governance was evaluated across four levels of *Institutional leadership* (*Senior, Divisional, Departmental, and Faculty*) and five core concepts of *Shared Governance* between leadership and faculty (*Trust, Shared Purpose, Understanding Issues, Adaptability, Productivity*). See the next section for definitions of these terms.

In terms of *Institutional Leadership*, Senior and Departmental leaders showed improvements from 2016 and had better raw scores. In contrast, communication at the Divisional level of government stood out as a perceived issue in multiple points within the sentiment survey. As a result, Divisional leadership's overall 2020 score decreased from Vanderbilt's 2016 overall score and was ranked the lowest within our peer group of 5 institutions (Figure 4.12). The clear issue emerging from the sentiment survey was that priorities and expectations from the Divisional leaders were not clearly communicated and appeared to be changing negatively.

In terms of *Shared Governance*, improvements were seen in every category relative to 2016 with Vanderbilt generally moving scores from poor to neutral (Figure 4.13, black diamond representing 2020 is in the grey, whereas black line representing 2016 is in the red). However, Vanderbilt was consistently in the bottom two of our peer group for all five areas of Shared Governance (Figure 4.13, *Trust, Shared Purpose, Understanding Issues, Adaptability, Productivity*).

Issues driving these overall scores are explored below. Additionally, these summary views obscure important differences between subgroups of faculty within Vanderbilt. Notable issues included higher dissatisfaction among tenured Associate and Full Professors that may reflect

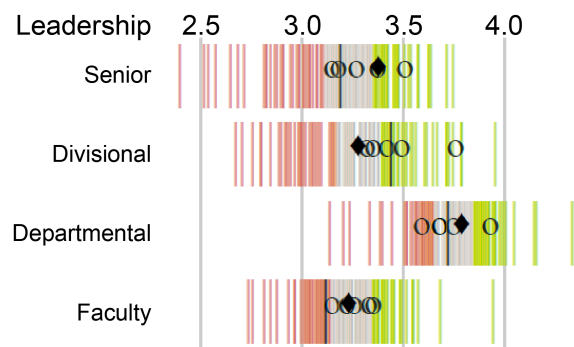


Figure 4.12. **Summary of Institutional leadership.** Colored lines represent scores from institutions, with 5.0 being the best score. Vanderbilt's 2016 score (black line) and 2020 score (filled black diamond) are compared to peer institutions (open shapes). Issues with *Divisional leadership* resulted in part from poor communication around shifting priorities. These high-level views also obscure key differences in sentiment within subgroups, including faculty at different career stages and faculty of color.

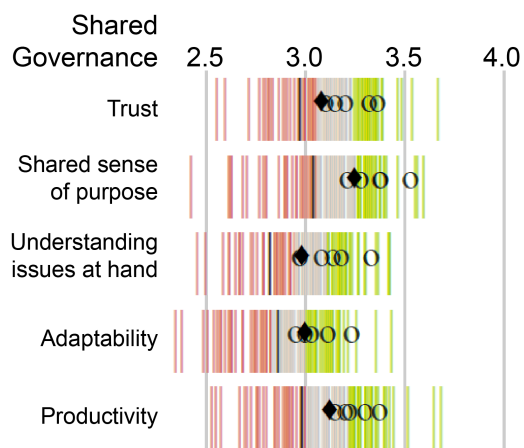


Figure 4.13. **Summary of Shared governance.** Colored lines represent scores from institutions, with 5.0 being the best score. Vanderbilt's 2016 score (black line) and 2020 score (filled black diamond) are compared to peer institutions (open shapes). While improvements were seen in every category relative to 2016, Vanderbilt was consistently in the bottom two of our peer group for all five areas of Shared Governance.

greater experience with institutional leadership and striking differences in how white faculty and faculty of color perceive leadership's sense of respectful consideration of different viewpoints.

Notably, since this survey was taken before the COVID-19 pandemic and leadership groups scored negatively on communication and adaptability, it would be especially important to see whether sentiment has changed during 2020. Based on the survey responses, the response to the pandemic in 2020 and 2021 is likely to have a major impact on whether leadership will be able to improve relative to the 2020 COACHE survey. A key focal point will likely be integration of priorities and messaging through all leadership levels so that the priorities are clear and consistent across governance levels.

Definition of Key Terms

Both the 2016 and 2020 COACHE Surveys made use of two categories, *Institutional Leadership* and *Shared Governance*, to assess faculty views.

Institutional Leadership was divided into four major areas:

1. *Senior leadership*, corresponding to Chancellor, Vice-Chancellors and Provost
2. *Divisional leadership*, corresponding to Deans (School-level leadership)
3. *Departmental leadership*, corresponding to Department Chairs
4. *Faculty leadership*, corresponding to elected individuals in the Senate where leadership is not formally part of their job description

Shared Governance corresponds to aspects of leadership that rely on both members of the administration and faculty. Survey questions considered the areas of adaptability, productivity, shared sense of purpose, and trust. As these areas coincide and are related in aspects of work, they are combined below.

4.6.1. High-level Themes

Institutional Leadership

One warning sign in the survey was that *Quality of Leadership* was ranked among the worst five aspects of working at Vanderbilt (cited by 11% of faculty); however, this result combines dissatisfaction with any level of leadership and there was decidedly good news at specific levels. *Senior leadership* showed the most positive gains over past four years and was generally rated neutrally or well. The most positive overall responses were within *Departmental leadership*, especially in communication, pace of decisions, and stated priorities. *Faculty leadership* showed modest gains over the past four years, although there is still room to improve. *Divisional leadership* stood out as the area needing the most attention among the leadership levels. This category showed lower marks on communication with the faculty; on stating and acting on priorities consistently; and that the changes in priorities are negatively impacting people.

The strongest negative responses were with Dean's perceived ability to adapt to change. As the survey was taken before COVID-19, we think it important to update this information. During spring 2021 discussions, we invited our faculty colleagues to share their views of how effectively the Deans' offices responded to the unprecedented era of the pandemic.

Shared Governance

Overall, we find that the perception of *Shared Governance* is neutral or ambivalent. The most negative responses include *Understanding how to voice opinions about policy* and *Faculty governance structure offers opportunities for input*. *Shared governance* stood out as it scored low (absolutely, but consistent with peers), and was ranked especially low among TT and URM faculty. It is striking that tenured faculty were the most negative on all responses regarding *Shared governance*.

Two related issues at the *Divisional leadership* level were changing priorities and communication of priorities. These issues may be intertwined, i.e., as priorities changed, the changes may not have been effectively communicated, resulting in poor scores for both. Overall, these results suggest there may be issues with a lack of knowledge/awareness or poor communication to some levels of the faculty about the role of shared governance. Perhaps it is an area where we could stand out compared to peers, if we were to improve. This is especially noteworthy as the survey took place before COVID-19, and we heard more about these issues from our faculty cohort in our spring 2021 discussions (see section 2.4 on qualitative responses).

4.6.2. Comparison to Peer Institutions

We were positive versus peers for support of diversity in ***Institutional Leadership***. Within URM faculty, they were most pleased with the pace of decision making and the senior levels of leadership. Negatives were seen as changes in priorities impacting work, which was a shared theme among all the faculty. For *Divisional leadership*, we are the lowest in our peer group and in the 'neutral' zone for all institutions. Ensuring faculty input was a key issue for the divisional leadership and stood out negatively relative to other institutions. VU was also low versus peer institutions for the question *Important decisions not made until consensus*. And in 5 of 7 questions on institutional leadership, women were more satisfied at VU than at peer institutions.

In the category of ***Shared Governance***, we were lower than peers in several key areas, including URM and Asian/Asian-American faculty's sense of whether *important decisions are not made until consensus* and *faculty and admin have equal say in decisions*. *Shared governance* stood out as it was ranked especially low among URM in several areas: *faculty and administration respectfully considering the other's view*; *discussing difficult issues in good faith*; and *having equal say in decisions*. Vanderbilt URM also responded lowest among peers on *Shared governance* holding up in unusual circumstances, which might serve us well as an opening to further discussions regarding the university's response to the pandemic.

4.6.3. Evaluation and Comparison within VU

- Largest gaps on governance were between tenured faculty and either NTT or TT faculty; tenured faculty were substantially more negative than both about shared governance.
- White faculty felt much more positively than URM faculty about *Visible [institutional] leadership for support of diversity* (effect size = 0.6372; large).
- For shared governance overall, Asian/Asian-American faculty stood out as generally more positive than other groups.
- For almost all questions across shared governance and institutional leadership, women faculty were slightly more positive than men faculty (generally small effect sizes).

Several negative areas regarding *Shared Governance* emerged for tenured faculty versus others, including *Governance: Shared sense of purpose; Faculty and admin follow rules of engagement; Faculty and admin respectfully consider the others' view; Faculty and admin have an open system of communication; and Shared governance holds up in unusual circumstances*. This stands out as a key area just before the pandemic and one where we have a strong opportunity to improve, going forward. We believe tenured faculty might be most aware of these shared governance issues and may be most emboldened to share their opinion. It is not clear whether unfamiliarity leads untenured faculty to feel more satisfied with shared governance than tenured faculty or whether shared governance actually meets their needs better. Equal say in decisions was also one of the strongest negatively perceived issues for tenured faculty.

4.6.4. Changes Since the Previous COACHE Survey

Within the faculty, *Divisional leadership* was the only area to decline versus 2016; *Senior leadership, Departmental leadership, and Faculty leadership* all improved or stayed relatively the same. For *Senior leadership*, we are doing relatively well: we improved from 2016, are second best within our peers, and just barely in the 'good' zone for all institutions. For *Departmental leadership*, we largely stayed the same from 2016. We are second best within our peer group, but in the neutral zone overall and could still improve. (This score may need to be broken down more as diversity within departments or subgroups may impact this greatly.) For *Faculty leadership*, we improved over our low score from 2016 and are now neutral overall and second best among our peers but should nonetheless strive to improve further.

Finally, responses were better overall in 2020 than 2016, with the exception of *Trust*, a key *Shared Governance* issue.

4.7. Department Engagement, Quality and Collegiality

Compared to peer organizations, the overall VU faculty responses were positive to questions in all three of these areas (i.e., positive effect sizes, see below). In the area of **collegiality**, except for the question *how well do you fit in*, all responses were positive with trivial to small effect sizes. A similar percent of pre-tenure (86%) and tenured (78%) faculty had a positive response to the *department is collegial* (data for NTT were not represented in the graph). The negative effect size for the former question (how well do you fit in?) was small (-0.120). When examining the percentage of faculty responding negatively to this question based upon race/ethnicity the following is the percent of negative responses: 18% of Asian/Asian American’s, 20% of faculty of color, 22% of underrepresented minorities (URM) and 23% of white faculty. A similar percentage of men (23%) and women (22%) responded negatively to this question. Comparisons among the different tracks, revealed 16% of pre-tenure track, 22% of NTT and 25% of tenured faculty reported a negatively to the question of *how well you fit in*. VU overall is doing well in the area of collegiality, but should strive to make all faculty, especially URM feel included to enhance positive responses to *how well do you fit in?*

Question Responses - All Vanderbilt (Excluding No Answer)



Figure 4.14. Fraction of faculty responding positively, neutrally or negatively with regard to satisfaction with their department.

Compared to peer institutions for the **Departmental Engagement** category, among the 8 responses, 5 had negative effect sizes, however these were trivial (-0.009 to 0.012) or small. Those with positive effect sizes were *discussions about research methods* (small effect size) and *discussion about graduate teaching* (moderate effect size).

Departmental quality was rated positive in all areas (questions) with effect sizes between small and moderate. Questions in this category related to how well the department addressed sub-standard performance, faculty recruitment and retention. As noted, overall responses were very positive and also, no race/ethnic or gender differences noted within this category.

4.8. Appreciation and Recognition

Overall, in Appreciation and Recognition, VU faculty are somewhat more positive than peer institutions. The strongest positive effect sizes are to the queries *Chief Academic Officer (CAO) Cares about Faculty of My Rank and School/college Valued by Pres/Provost*, with both in the small range. The lower-ranking queries, *Recognition for Outreach; Recognition for Advising; and Recognition for Teaching*, while positive, only rise to the trivial range, suggesting possible areas for improvement. The mean-score peer comparison similarly indicates a range of neutral to positive responses for all questions in the A&R category, with a VU faculty range from 3.77 for *Recognition from Colleagues* to 3.18 for *Recognition from Dean*. The overall mean responses range from 2.84 to 3.90.

In comparison to peer NTT faculty, VU NTT faculty responded with an overall A&R mean of 3.39 (on a five-point scale), quite close to the all-faculty mean of 3.40, and in the mid-range of peer institutions ranking from 3.27 to 3.48. Comparison between peer Women and VU Women faculty render similar results. VU Women faculty's overall A&R mean is 3.39, while the mean for all cohort institutions is 3.23, and peer institutions' means range from 3.26 to 3.45. Comparison between peer URM and VU URM in overall A&R satisfaction shows VU with the highest mean, 3.39, compared to all cohort institutions having a mean of 3.23 and a range among peer institutions from 3.17 to 3.35.

Responses to queries regarding Appreciation and Recognition in all comparisons (Peers, Rank and Tenure, Gender, Race/Ethnicity), while varying, do not stray into wide discrepancies. Responses lean to means > 3. Effect sizes for comparisons hover in the small-trivial positive to small-trivial negative range for most questions. No queries rose to large effect size, and only four queries rose to moderate effect size:

- VU URM faculty are more positive to a moderate degree (0.367) than Peer URM faculty re: COA Cares about Faculty of My Rank.
- VU Women faculty are more positive to a moderate degree (0.378) than Peer Women faculty re: School/College Valued by Pres/Provost.
- VU Tenure Track faculty are more positive to a moderate degree (0.370) than VU NTT faculty re: Recognition for Scholarship.
- VU URM faculty are more negative to a Moderate degree (-0.370) than VU Asian/Asian-American faculty re: Recognition from Dean

In comparison to selected peer institutions and all cohort institutions, VU URM faculty are somewhat more satisfied with Appreciation and Recognition. Effect size differences range from small positive (0.153) to small negative (-0.266). Overall VU URM faculty satisfaction with A&R is in the positive small effect range (0.165).

Within VU, White faculty are slightly more negative regarding overall Appreciation and Recognition than URM faculty (to a trivial degree, effect size = -0.022). Differences between FOC and White VU faculty are in the trivial to small range and indicate that overall FOC faculty are slightly more satisfied with Appreciation and Recognition than are White faculty (small

negative effect size at -0.121). Similarly, differences between Asian/Asian-American and White VU faculty fall in the trivial to small range, with a small negative effect size (-0.231) indicating less satisfaction among White faculty with A&R overall. Among URM and Asian/Asian-American VU faculty, URM faculty are negative in overall satisfaction with A&R to a small effect size (-0.196). Differences to specific A&R queries between VU URM and Asian/Asian-American faculty rise to moderate effect size.

There is little difference between VU FOC and URM faculty. The effect size is trivial in 10 of the 12 questions, with URM slightly more negative (-0.0928) than FOC in overall A&R satisfaction. Differences between VU FOC and Asian/Asian-American faculty range from small positive to trivial negative. Asian/Asian-American faculty are slightly more positive (0.111) than FOC in overall satisfaction with A&R. On individual queries, the range is small to trivial effect size.

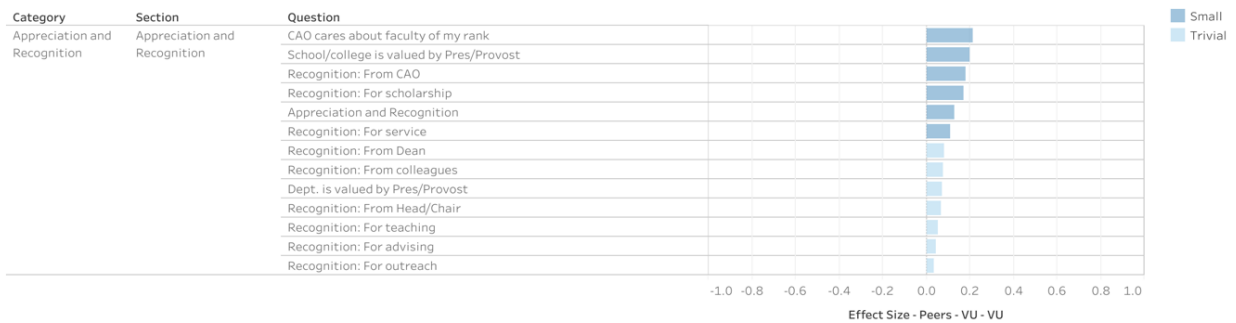


Figure 4.15. Effect Size-Peer comparison indicates that VU faculty are slightly more satisfied relative to peer institutions with regard to Appreciation and Recognition; however, the effect size range is trivial to small. While all question responses were in the positive range, the VU faculty responses range from 0.212 for CAO Cares about Faculty of My Rank to 0.037 for Recognition for Outreach.

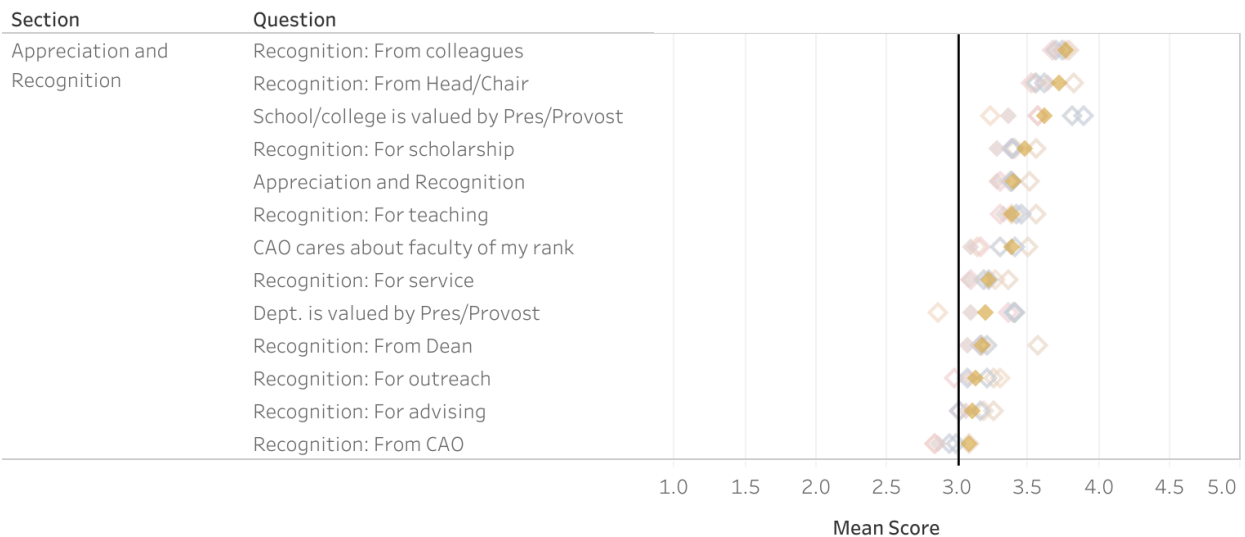


Figure 4.16. Means-Peer comparison similarly indicates a range of neutral to positive responses for all questions in this category, with a VU faculty range from 3.77 for Recognition from Colleagues to 3.18 for Recognition from Dean. The overall responses range from 2.84 to 3.90. VU faculty responses are filled gold markers, selected peers are open markers, and larger cohort are filled brown markers.

Peer Institution Comparisons

Overall, VU faculty are somewhat more satisfied than faculty at peer/cohort institutions regarding Appreciation and Recognition. The mean for VU is 3.40, as compared to the cohort mean of 3.28 and the highest peer mean of 3.51. The differences rise to a small positive effect size in the following areas: *COA Cares about Faculty of My Rank; School/College Is Valued by Pres/Provost; Recognition from CAO; Recognition for Scholarship; Appreciation and Service; Recognition for Service*. The remainder of the questions/categories hover in the trivial positive effect range, with *Recognition for Outreach; Recognition for Advising; and Recognition for Teaching* showing the least difference from peer institutions.

Rank and Tenure Status

In comparison to peer NTT faculty, the VU NTT overall mean is 3.39 (on a five-point scale), quite close to the cohort NTT mean of 3.40, and in the mid-range of peer institutions ranging from 3.27 to 3.48. Comparisons among VU faculty with regard to rank and tenure status show trivial to moderate effect sizes as noted below.

- VU NTT faculty responses are similar to peer NTT faculty regarding Appreciation and Recognition with effect sizes ranging from 0.109 (small positive) for *CAO cares about faculty of my rank* to -0.103 (small negative) for *Recognition: For advising*.
- VU faculty differ slightly (trivial to small effect sizes) between tenure and tenure-track (pre-tenure) faculty regarding Appreciation and Recognition, with tenure-track faculty slightly more satisfied in all questions. Tenured faculty responses to all questions were more negative with effect sizes from -0.019 (*Recognition from colleagues*) to -0.268 (*Recognition from Head/Chair*).
- VU TT faculty are more satisfied than NTT faculty for all Appreciation and Recognition queries. The differences range from trivial to moderate positive, with the exception of *Recognition from Colleagues*, with TT faculty showing a trivial negative effect.
- Differences between VU tenured and NTT faculty are trivial with the exception of Recognition for Scholarship, with tenured Faculty moderately more positive than NTT.
- All responses indicate that full professors are more satisfied regarding Appreciation and Recognition than tenured associate professors, with these exceptions: *Dept. Is Valued by Pres/Provost and School/College Valued by Pres/Provost*, which register VU full professors as less satisfied to a trivial degree.
- In the Appreciation and Recognition section, tenure-track (pre-tenure) faculty register more satisfaction than tenured or NTT faculty; however, all responses are in the positive range (mean > 3.0).

Gender

VU women faculty are somewhat more satisfied with Appreciation and Recognition than women at Peer Institutions. VU women faculty's mean response is 3.39 (out of 5), while the cohort mean is 3.32. Means for VU faculty women and men in overall Appreciation and Recognition are quite close, with women at 3.39 and men at 3.40. Both men and women VU faculty fall in the neutral to positive range (> 3) regarding Appreciation and Recognition, with

the widest gaps occurring in *School/College Valued by Pres/Provost* (men 3.55 and women 3.78) and *Dept Valued by Pres/Provost* (men 3.09 and women 3.46). Additional observations:

- VU Women faculty are more satisfied with Appreciation and Recognition than their peers at other institutions, with scores ranging from trivial to moderate: 0.051 for *Recognition for Teaching* to 0.378 for *School/College Valued by Pres./Provost*.
- Overall differences between VU men and women faculty fall in the trivial range, with a few exceptions falling in the small range.
 - Women are more satisfied to a small degree:
 - *Dept. is valued by Pres./Provost*
 - *School/college is valued by Pres./Provost*
 - Men are more satisfied to a small degree:
 - *Recognition for scholarship*
 - *Recognition for service*

Race/Ethnicity

On the whole, VU URM faculty are more satisfied with Appreciation and Recognition than URM faculty at peer institutions, with scores ranging from trivial to moderate. The one exception is *Recognition from Dean* which shows a small negative effect size, -0.123. All other responses are trivially to moderately positive (up to 0.367 for *CAO Cares about Faculty of My Rank*).

Additional observations for intra-Vanderbilt group comparisons between White and URM faculty include small discrepancies in *Recognition from Dean*, wherein White faculty were more positive than URM faculty (0.266), and *CAO Cares about Faculty of My Rank*, where White faculty were more negative than URM faculty (-0.165). When comparing White and Asian/Asian-American faculty, differences range from trivial to small with the widest discrepancies in *School/College Valued by Pres/Provost*, with White faculty more positive than Asian/Asian-American faculty to a trivial degree (0.038), and in *Recognition from Head/Chair*, with White faculty more negative than Asian/Asian-American faculty to a small degree (-0.235).

When comparing URM and Asian/Asian-American faculty, differences range from trivial to moderate with widest discrepancies in *CAO Cares about Faculty of My Rank*, with URM faculty more positive than Asian/Asian-American faculty to a small degree (0.1016), and in *Recognition from Dean*, with URM faculty more negative than Asian/Asian-American faculty to a moderate degree (-0.3129).

4.9. Diversity, Equity and Inclusion

The bulk of the DEI-related questions were found within the Custom Questions category. These questions were only asked of Vanderbilt faculty, so peer comparisons are not available; however, we can make intra-Vanderbilt comparisons of responses from various faculty subgroups. Below, we highlight those questions we thought were most pertinent to building an understanding of DEI perceptions among VU faculty, including responses of interest.

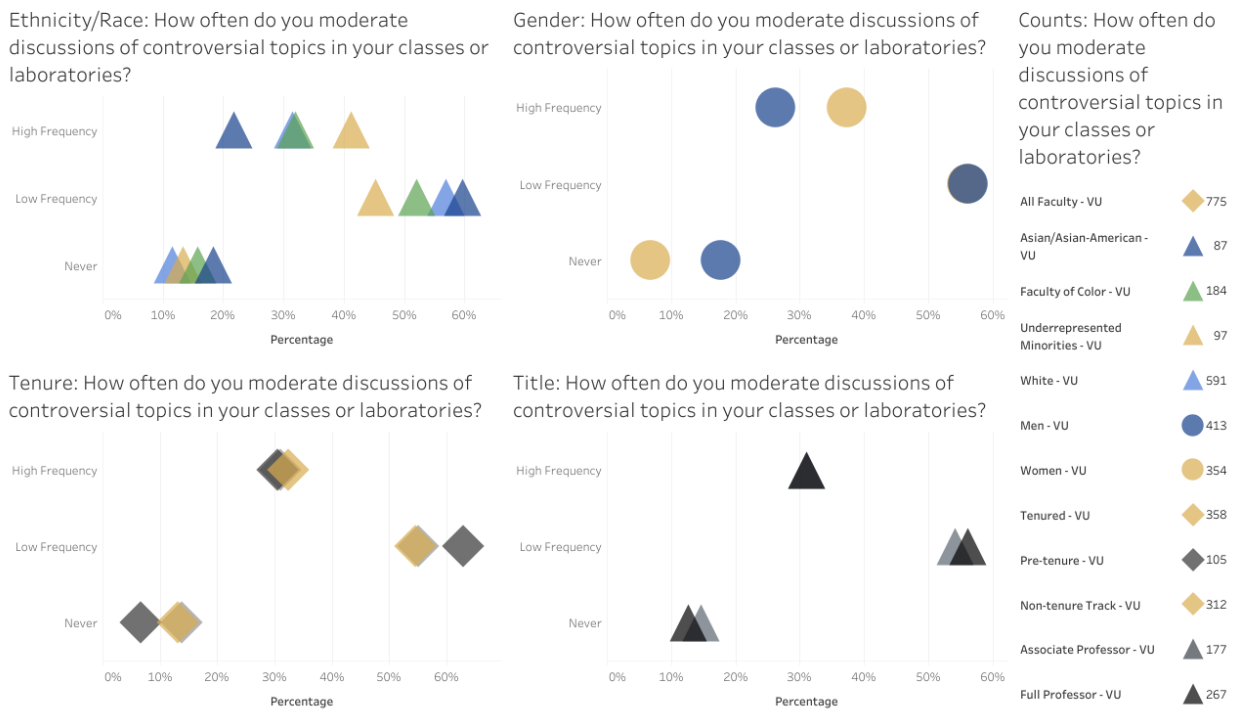


Figure 4.17. Comparison of responses by faculty subgroup to the question "How often do you moderate discussions of controversial topics in your classes or laboratories?"

How often do you moderate discussions of controversial topics in your classes or labs?

- See Figure 4.17 above.
- Asian/Asian-American (60%) and White (57%) said they moderated discussions of controversial topics least often.
- Men and women (56%) both had notably low frequencies, as did TT faculty (63%).

When asked how prepared they felt creating a classroom/lab environment where students felt safe to disagree, it was a generally positive response for most faculty. However, Asian/Asian-American (66% positive response) were the lowest in comparison to other faculty categories. There was a large discrepancy in positive responses when asked how prepared they feel to moderate discussions of controversial topics in their classes/labs, with URM faculty (75%) having the highest positive percentage in comparison to Asian/Asian-American faculty (53%).

How prepared do you feel to develop courses/curricula that reflect the experiences of a diverse audience?

- URM faculty had the highest positive response rate (83%) with White faculty lowest (66%); White faculty also had the highest negative response rate (11%).
- Women felt more positive (74%) than men (64%).
- Positive response rates among pre-tenure faculty were pretty low throughout: NTT (70%), tenured (69%), pre-tenure (61%), with pre-tenure also having highest neutral responses (29%); Associate Professors felt better prepared (74%) than Full (67%).
- The negative response rate hovered around 10% across the board, with URM faculty responding negatively at the lowest rate (4%)

The next two questions focused on recruitment and retention of diverse faculty (Figures 4.18 and 4.19 below). While the positive response percentages were fairly low across the board, URM faculty were the lowest (38% and 36% respectively). Women (47% and 41%) and pre-tenure (40% and 32%) faculty had low positive response percentage as well. We believe this shows that the university may not be strong in the areas of diverse recruitment and retention in the eyes of many of our faculty.

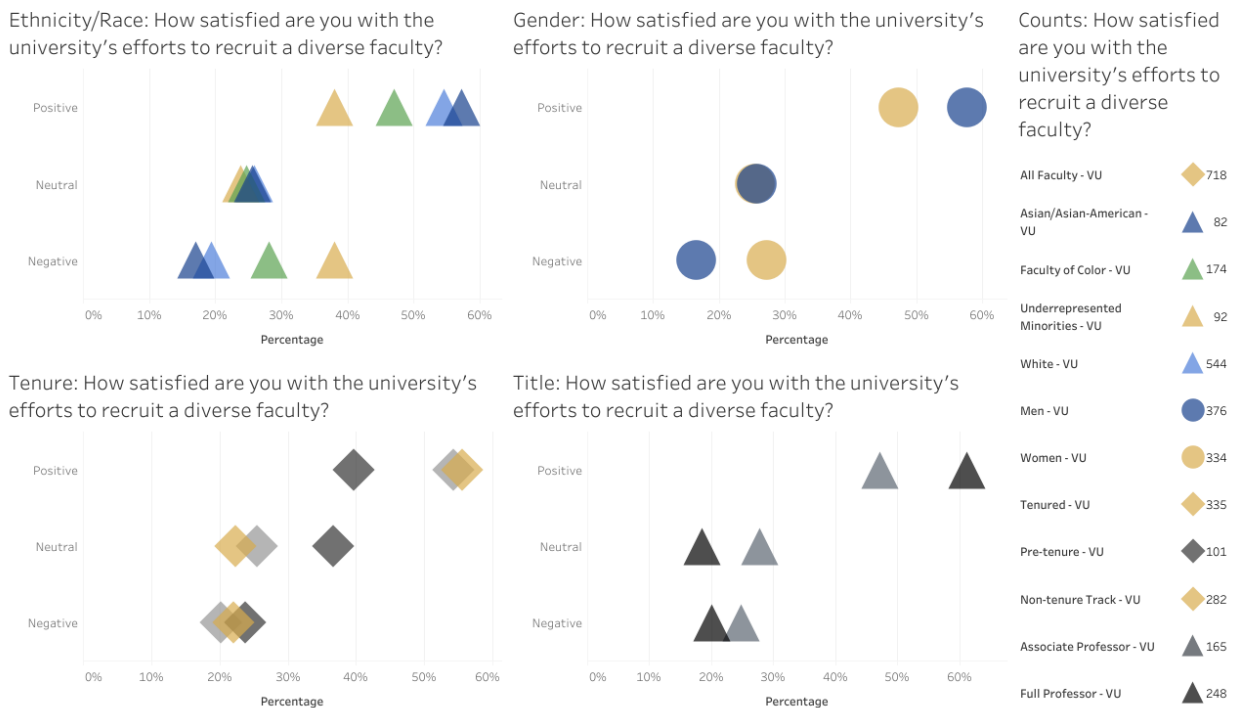


Figure 4.18. Comparison of responses by faculty subgroup to the question "How satisfied are you with the university's efforts to recruit a diverse faculty?"

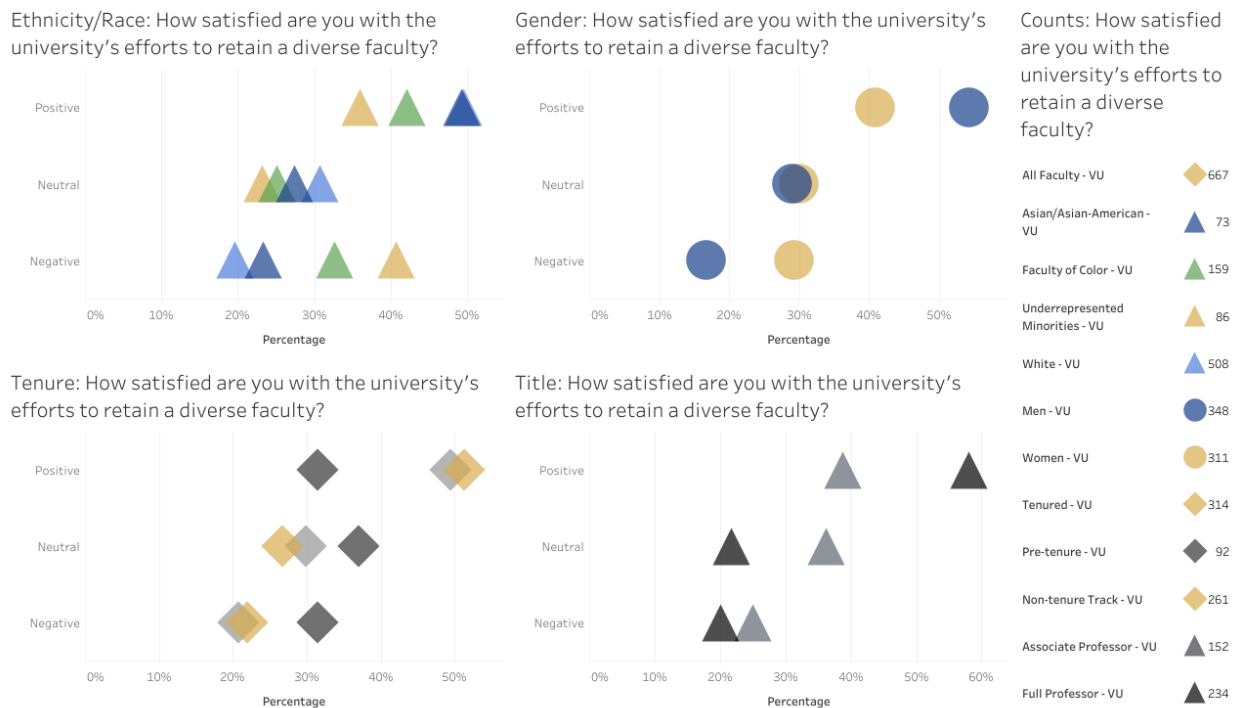


Figure 4.19. Comparison of responses by faculty subgroup to the question "How satisfied are you with the university's efforts to retain a diverse faculty?"

Questions that asked about experiences within department/school/college showed that there was a high positive response among all faculty in feeling they were treated with respect. When asked if their department/school/college is a place where all faculty feel free to express their views and opinions to colleagues:

- Asian/Asian-American, men, pre-tenure, and full faculty felt more positive in comparison to the other groups.
- URM, women, NTT, tenured, and associate faculty had the highest negative responses (around 23%)

The same questions were asked about faculty experiences within the university as an institution. Pre-tenure (85% positive response) felt most respected. It was interesting to see a discrepancy with tenured faculty (64% positive response). The positive responses decreased significantly when asked if they feel free to express their view and opinions to colleagues. Positive response rates across the board were all under 68%. Negative response percentages hovered around 30% across the board.

Finally, faculty were asked if they thought that, overall, the university is an inclusive environment for community members from all backgrounds

- Asian/Asian-American faculty felt it was an inclusive environment (73%) in comparison to URM faculty (51% positive response and 37% negative response); Men (72%) were more positive than women (62%) with women having a higher negative response (23%); differences with rank or tenure status were small, with all groups hovering between 70% (T) and 64% (NTT); Full professors (73%) were more positive than associates (61%).

Analyzing Mean and Effect-sizes for Non-custom Questions

Next, in order to identify issues that might be relevant to EDI among the non-custom questions, we examined the means for all questions the following groups:

- All Faculty - All - Mean
- All Faculty - VU - Mean
- Underrepresented Minorities - All - Mean
- Women - All - Mean
- Underrepresented Minorities - VU - Mean
- Men - VU - Mean
- Women - VU - Mean
- Asian/Asian-American - VU - Mean
- Faculty of Color - VU - Mean
- White - VU - Mean

We focused primarily on comparisons between URM faculty at VU and the following groups:

- All Faculty – All
- All Faculty – VU
- URM Faculty – All
- White faculty – VU
- Asian faculty – VU
- Faculty of Color – VU

Given the high volume of questions, a difference score was calculated for all the comparisons noted above (i.e., comparisons between VU-URM faculty and all of the groups listed directly above). The difference score was calculated such that a negative number indicated that VU-URM faculty expressed lower satisfaction on a question than the given comparison groups.

Once the difference scores were created, they were then sorted in an effort to identify the “top ten” areas in which URM faculty expressed lower satisfaction versus the comparison groups. Given the high number of comparisons that were made, more than 10 areas were selected for our final list. They are provided below (not listed in order of importance).

Question	Category	Section
Recognition: From Dean	Appreciation and Recognition	Appreciation and Recognition
Interdiscip. work is rewarded in tenure	Cross-Silo Work and Mentorship	Interdisciplinary Work
Visible leadership for support of diversity	Institutional Leadership	Other
Spousal/partner hiring program	Resources and Support	Personal and Family Policies
Reasonable expectations: Promotion	Tenure and Promotion	Promotion to Full
Clarity of tenure criteria	Tenure and Promotion	Tenure Policies
Dept. culture encourages promotion	Tenure and Promotion	Promotion to Full
Clarity of body of evidence for promotion	Tenure and Promotion	Promotion to Full
Clarity of promotion criteria	Tenure and Promotion	Promotion to Full
Clarity of tenure standards	Tenure and Promotion	Tenure Policies
Clarity of expectations: Advisor	Tenure and Promotion	Tenure Clarity
Colleagues committed to diversity/inclusion	The Department	Department Collegiality

Some notable findings from this analysis:

- Most of the comparisons to URM at peer schools were small in effect size and/or not negative. Therefore, the concerns of URM at VU largely mirror those of URM at peer schools. Note: Very similar results were found when comparing URM to peers and URM to “all faculty.”
- The only areas in which URM at VU showed lower satisfaction (vs. peers) are listed below. All effect sizes were moderate.

Interdiscip. work is rewarded in tenure	Cross-Silo Work and Mentorship	Interdisciplinary Work
Clarity of tenure criteria	Tenure and Promotion	Tenure Policies
Clarity of tenure standards	Tenure and Promotion	Tenure Policies

- When comparing URM ratings to “all faculty – VU” or “white faculty – VU” similar patterns emerged (as expected since approximately 60% of those completing the survey identified as white).
- The three areas where URM faculty had the largest (negative) mean difference in satisfaction levels compared to white VU faculty were the following:

Interdiscip. work is rewarded in tenure	Cross-Silo Work and Mentorship	Interdisciplinary Work
Visible leadership for support of diversity	Institutional Leadership	Other
Colleagues committed to diversity/inclusion	The Department	Departmental Collegiality

- It is worth noting that all of these effect sizes were large. Thus, we would suggest creating a plan to address these areas. See prior points regarding issues related to diversity as noted in the Custom Questions.
- It is also worth noting that of the 12 identified areas in need of improvement, 7 were in the category of Tenure and Promotion. Four specifically concerned promotion to Full.
- These findings suggests that URM faculty at Vanderbilt could benefit from increased clarity around tenure and promotion policies and practices, both overall, and most specifically in terms of promotion to full.

Although the analysis conducted in this section differs in methodology from that presented in Ch. 3.4, both come to similar reinforcing conclusions. It is worth quoting the closing of Ch. 3.4: “These questions around tenure represent Vanderbilt’s current worst competitive disadvantage in recruitment and retention of URM faculty.”

4.10. Bureaucracy and Administrative Burdens

During our Spring 2021 discussions with faculty, several expressed interest in a topic that was not in our preliminary report, namely, how day-to-day reporting requirements and routine administrative tasks impact faculty job satisfaction. Given that the Faculty Senate has commissioned a Task Force on Ministerial Efficiency (TFAE), we wanted to explore questions of bureaucracy and administrative burdens in our final report.

Five survey questions spread across three categories held some relevance.

Nature of Work – Other: Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following:

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

The mean satisfaction level with time spent on administrative tasks was 3.00, which is neutral and only trivially different in terms of effect size relative to peers (+0.027). For all VU faculty, there was a relatively even split among those who were satisfied, neutral or dissatisfied, but there were very clear differences with tenured and tenure-track faculty expressing much lower levels of satisfaction and higher levels of dissatisfaction (Table 4.1). Of those who were dissatisfied or highly dissatisfied, 98% said they spent too much time on administrative tasks.

Table 4.1. Vanderbilt faculty satisfaction with time spent on administrative tasks.

	Satisfied or Very Satisfied	Neutral	Dissatisfied or Very Dissatisfied
All VU faculty	38%	29%	34%
NTT VU faculty	51%	29%	20%
Pre-tenure VU faculty	29%	30%	41%
Tenured VU faculty	30%	22%	48%

Nature of Work – Research: Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for:

2. *Obtaining externally funded grants (pre-award)*
3. *Maintaining externally funded grants (post-award)*

Among all Vanderbilt faculty, the mean satisfaction levels regarding pre- and post-award support for grants were 3.36 and 3.11, respectively. Satisfaction with pre-award support had a small positive effect size relative to peer institutions (+0.299, just below threshold for being a moderate effect size); post-award support had a trivially positive effect size (+0.078). Approximately half of all VU faculty were satisfied to some degree with pre- and post-award support, but approximately a quarter to a third were dissatisfied or very dissatisfied with both (Table 4.2). There was generally less satisfaction and more dissatisfaction with post-award support. When compared to faculty responses from the 2016 survey, satisfaction with pre-award support was essentially unchanged (51% → 52%), but satisfaction with post-award support dropped from 51% to 45%.

Table 4.2. Vanderbilt faculty satisfaction with pre- and post-award support for grants.

	Satisfied or Very Satisfied		Neutral		Dissatisfied or Very Dissatisfied	
	pre-award	post-award	pre-	post-	pre-award	post-award
All VU faculty	52%	45%	23%	22%	25%	33%
NTT VU faculty	44%	48%	29%	27%	28%	26%
Pre-tenure VU faculty	62%	48%	17%	19%	20%	33%
Tenured VU faculty	53%	43%	22%	20%	25%	37%

Note that the above questions were posed to all faculty, regardless of whether they had grants or not. Approximately 25% of faculty responded “Not applicable” for pre-award and 32% did so for post-award support.

Resources & Support: Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment:

4. *Administrative/clerical support*
5. *Computing/technical support*

Among all Vanderbilt faculty, the mean satisfaction levels with administrative/clerical and computing/technical support were 3.37 and 3.79, respectively. For administrative support, this satisfaction level was only trivially different compared to peer institutions (effect size of -0.023). For computing support, Vanderbilt faculty were a bit more satisfied than faculty at peer institutions to a small effect size of +0.264. Across the board, Vanderbilt faculty were much more satisfied with the computing/technical support than administrative/clerical support. Non-tenure-track faculty were much more satisfied with both kinds of support than either tenured or tenure-track faculty (Table 4.3). Almost half of all pre-tenure faculty were dissatisfied or very dissatisfied with the administrative support they receive.

Table 4.3. Vanderbilt faculty satisfaction with administrative/clerical support and computing/technical support.

	Satisfied or Very Satisfied		Neutral		Dissatisfied or Very Dissatisfied	
	admin.	comput.	admin.	comput.	admin.	comput.
All VU faculty	57%	71%	13%	13%	30%	16%
NTT VU faculty	68%	81%	15%	10%	17%	8%
Pre-tenure VU faculty	42%	66%	12%	16%	46%	17%
Tenured VU faculty	51%	64%	11%	14%	38%	22%

These five questions reveal that a substantial number of tenured and tenure-track faculty – anywhere from a third up to a half – are dissatisfied with the support they get and the time they spend on administrative tasks. Based on the effect sizes, this is a comparable level of dissatisfaction as measured among faculty at peer institutions.

In addition to these questions, there is also surprisingly relevant data among responses to a question in the *Global Satisfaction* section of the COACHE survey: *Please check the two (and only two) worst aspects about working at your institution.*

The only response option explicitly related to administrative tasks was “lack of assistance for grant proposals,” which ended up as the #18 ranked worst aspect, selected by 3% of respondents (42 of 1405). The #1 ranked worst aspect was actually “other” and when faculty filled in text to explain what they meant by other, a substantial fraction said something related to administrative efficiency: 157 faculty selected other; 148 of those entered explanatory text; and 32 of those were related to administrative efficiency (another 2% of all respondents). Those 32 comments are listed below. Between the two cited responses, **approximately 5% of faculty said that some aspect of their administrative burden was the worst aspect of their job.**

Free responses under *worst aspects of working at your institution* related to administrative efficiency

- [administrative technology platform]
- Administrative burden put on faculty
- Administrative hurdles.
- Administrative responsibilities that become my job
- Administrative tasks expected/required of me
- Bureaucracy
- Bureaucratic lack of transparency (e.g. adoption of oracle has been a debacle)
- Business officers
- Clerical and technical support
- Corporate mentality
- Departmental staff - many are not useful
- Ever increasing amount of admin busy work falling back to faculty
- Financial leadership - inability to know how much startup funds are left
- Financial services/oracle
- How indirect funds/salary offset are used
- IT and finance people don't seem to prioritize supporting faculty's work
- IT support
- Lack of administrative support
- Lack of administrative support for all faculty functions. that is, an increase of administrative & bureaucratic responsibilities being foisted on the faculty, e.g., skyvu, painful reimbursement practices, scheduling faculty interviews, etc., that tax our productivity
- Lack of administrative support/too much busywork
- Lack of input when administrative changes are implemented
- Large amounts of needless administration
- Never-ending policy changes that make it nearly impossible to do research or center-related work (e.g., random policy to use gift cards for payment had such deleterious effects on research studies). if people would ask us how it would affect us before changing policies, we could avoid a lot of problems and reduce the conflict between the various administrative offices and faculty. further, the amount of work that i do to administer my grants is far more than it should be because, despite the millions that our department brings in in research funding, the university doesn't use the indirect cost funds to hire grant management support. faculty are very often in the dark as to how much money remains in their grant accounts and then have to submit

subsequent reports to our funding agencies explaining why that occurred, how we will prevent it from happening again, etc. we hide the actual reasons behind budgetary calculations and encumbered funds excuses, rather than simply "out" the university for not providing enough staff support to keep up with the budgets.

- Non-service administrative workload (skyvu, fiscal reporting, reimbursements, procurement, effort reporting, invoice approvals etc.) it's an unending amount of work with near-zero staff support.
- Oracle
- Our finance division is the problem ... faculty in my well-funded department spend most of their time working with oracle and working for the head of finance, since that is the person making policy at the university right now. vendors are not being paid for equipment and supplies. grad students aren't being paid stipends correctly, and faculty are not being reimbursed for expenses due to 'software' problems. our departmental finance officers are not here to help. instead they report back to their task masters in the finance organization before doing anything. it seems the finance and the oracle people are spending all of their time in impression management and not making the system work for us. instead they are trying to change higher education to fit this software package ...
- Purchasing
- Red tape is growing very fast
- Relentlessly corporate language of leadership
- Ridiculous administrative policies around purchasing, effort certification, etc.
- Too much administrative/financial burden on faculty
- Transition to no cheques for department accounting purposes, having faculty use personal bank accounts to support lab research via cash advances

5. School-specific Data on Faculty Job Satisfaction

COACHE provided Vanderbilt with limited school- and college-level data on faculty job satisfaction across 25 categories of responses. This data includes the mean satisfaction level for each category for each school for both the 2016 and 2020 surveys. In the sections below, we plot each school’s data in comparison to all responding Vanderbilt faculty.

An important caveat is that the school-level data from smaller schools represents responses from a small number of faculty: the smaller the number of responses, the larger the estimated margin of error on the mean satisfaction levels. The table below compiles the number of respondents from each school: COACHE provided these numbers directly for the 2016 survey, but only provided response percentages for 2020. We thus estimated the number of 2020 respondents for each school based on these percentages and the number of faculty asked to participate. These estimates are subject to rounding errors and should be considered approximate.

	<i>N</i> ₂₀₁₆	<i>N</i> ₂₀₂₀	Estimated s.e.m.
College of Arts & Science	314	353	0.05
School of Medicine – Basic Sciences	92	117	0.09
Peabody College of Education and Human Development	90	110	0.09
School of Engineering	81	94	0.09
School of Nursing	73	60	0.12
Blair School of Music	34	32	0.16
Owen Graduate School of Management	32	22	0.20
Divinity School	14	18	0.22
Law School	26	16	0.23

Across all categories, the average standard deviation of faculty responses was 0.92. Using this standard deviation and the estimated number of 2020 respondents, the table above also provides a rough estimate of the standard error of the mean (s.e.m.) for each school’s responses. Note that we do not have the full data, nor do we feel that the needed assumptions are sufficiently justified, to rigorously calculate the standard errors for each mean; however, estimates are provided as rough guides by which readers can judge the importance of a given 2016-to-2020 difference or a school-to-VU difference. The same limitations prevent us from providing *p*-values to assess statistical significance.

5.1. College of Arts & Science

Because faculty from the College of Arts & Science make up ~40% of Vanderbilt University respondents to the COACHE survey, the category response means for A&S and VU are quite similar. Nonetheless, a few differences do stand out.

First, A&S faculty are less satisfied than University faculty on the whole across all five *Governance* categories: *Productivity*, *Adaptability*, *Understanding the Issue at Hand*, *Shared Sense of Purpose and Trust*. As shown in Figure 5.1, A&S faculty satisfaction in these areas has improved since 2016 but not as much as for other University faculty, and thus the gaps have grown. When interpreting satisfaction with *Governance*, note that when faculty across Vanderbilt were asked to what faculty governing body their answers applied, only 18% said their school-specific faculty governing body. The majority (58%) said their answers applied to their satisfaction or dissatisfaction with the Faculty Senate.

Second, A&S faculty have become less satisfied with their *Divisional Leadership* (Dean-level). A&S satisfaction in this area has decreased since 2016 (change of -0.37 compared to an estimated standard error of the mean of 0.05) and is now quite a bit lower than the University mean (difference of -0.36). Note that the term “divisional” may have a different meaning for A&S faculty than other University faculty because A&S leadership often refers to the college as having three divisions (Humanities, Social Sciences, and Natural Sciences). Over the last few years, there have been changes in the degree to which Senior Associate Deans in A&S represent these specific divisions, representing instead specific functional areas (Academic Affairs, Faculty Affairs, and Graduate Education and Research).

Finally, A&S faculty have become less satisfied in three areas for which University faculty have become more satisfied: *Senior Leadership*, *Clarity of Tenure Expectations*, and *Interdisciplinary Work*. In 2016, A&S and University faculty overall were similarly satisfied with *Senior Leadership*, but satisfaction in this area has gone up by +0.17 among University faculty and down by -0.11 among A&S faculty. There was a similar trend for *Interdisciplinary Work*, but the changes were smaller (+0.04 and -0.10). As for *Clarity of Tenure Expectations*, A&S faculty were more satisfied than University faculty back in 2016, but that is now reversed. *Clarity of Tenure Expectations* was identified as an area of concern after the 2016 survey and faculty satisfaction in this area has improved by +0.12 across all of Vanderbilt. Unfortunately, satisfaction in the same area among A&S faculty has dropped by -0.16.

There are a few categories in which A&S faculty are slightly more satisfied than University means, namely *Departmental Quality* and *Facilities and Work Resources*, but these differences are comparable to the estimated standard error of the means.

College of Arts and Science

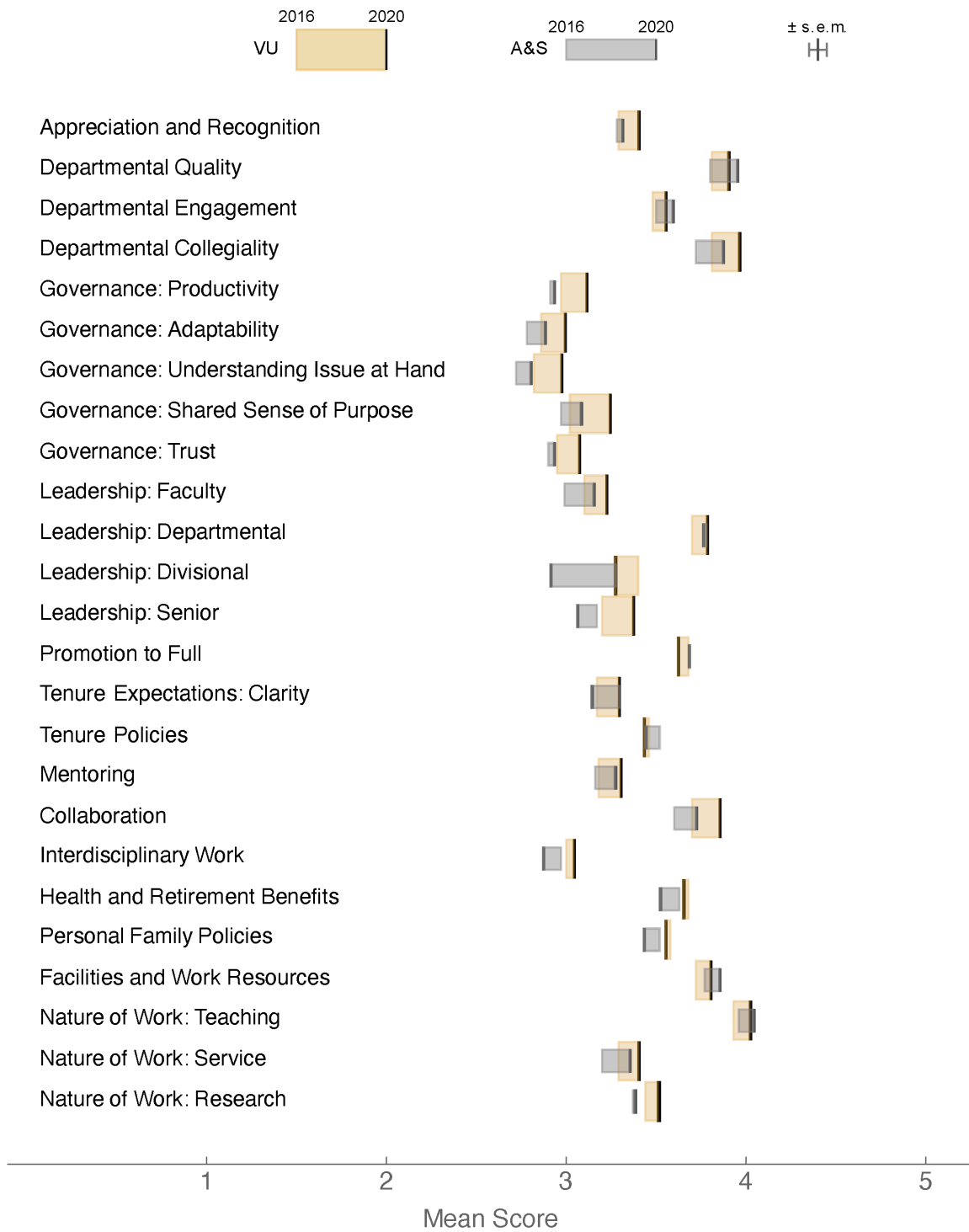


Figure 5.5. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean.

5.2. School of Medicine - Basic Sciences

Basic Sciences has seen substantial increases in faculty satisfaction from 2016 to 2020. In the 2016 survey, Basic Sciences faculty expressed satisfaction levels below the Vanderbilt means in 15 of 25 categories. That situation has now more than reversed to yield school-level satisfaction levels above the Vanderbilt means in 20 of 25 categories.

Strong increases in faculty satisfaction occurred across all aspects of *Governance* and all levels of *Leadership* from *Faculty* to *Departmental* to *Divisional* (Dean-level) to *Senior*. There were also strong increases in satisfaction for *Clarity of Tenure Expectations*, *Mentoring*, *Appreciation and Recognition*, and *Nature of Work: Research*. In each of these categories, faculty satisfaction in Basic Sciences now exceeds the respective Vanderbilt means.

Faculty satisfaction in Basic Sciences was already above Vanderbilt means in 2016 in several categories where that positive gap was maintained in 2020: *Promotion to Full*, *Collaboration*, and *Interdisciplinary Work*.

Basic Sciences faculty are still less satisfied than Vanderbilt faculty overall with regard to *Tenure Policies* and *Nature of Work: Teaching*. When interpreting both of these results, it is important to remember that School of Medicine faculty have a different balance of research and teaching expectations compared to most other Vanderbilt schools.

Finally, Basic Sciences faculty are less satisfied than Vanderbilt faculty overall in several assessments of their departments. The negative gaps are small for *Department Quality* and *Department Collegiality*; the negative gap for *Department Engagement* is substantially larger. In fact, this area is where Basic Sciences most strongly trails Vanderbilt overall. Despite increases in faculty satisfaction in these areas, the gaps to Vanderbilt means have remained largely unchanged since 2016.

School of Medicine

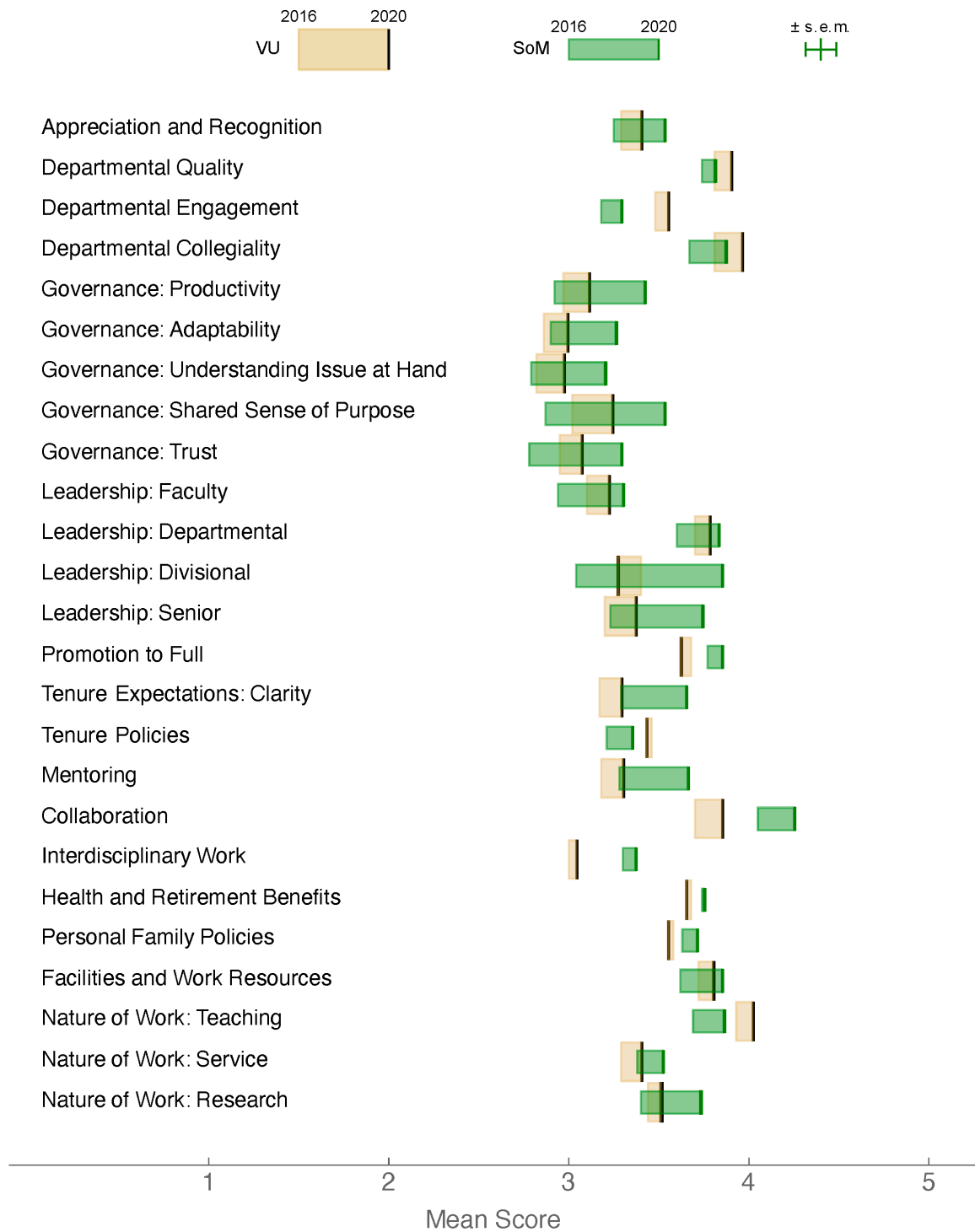


Figure 5.2. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean.

5.3. Peabody College of Education and Human Development

Since the 2016 COACHE survey, Peabody faculty reported positive progress in 21 of the 25 areas reported in the school-level data. In perceptions of university *Governance*, Peabody faculty reported huge increases since 2016 in all areas (i.e., *Productivity, Adaptability, Understanding Issue at Hand, Shared Sense of Purpose, and Trust*) with each area now very close to University means. Likewise, Peabody faculty perceptions of *Senior, Departmental, and Faculty Leadership* increased and now exceed the university averages. And while satisfaction with *Divisional Leadership* regressed slightly, it is still at the University mean.

Peabody faculty satisfaction with *Tenure Policies* and *Clarity of Tenure Expectations* increased substantially over the 2016 survey responses, although both still lag behind the overall University satisfaction ratings. A substantial decline in ratings was noted regarding satisfaction with *Promotion to Full Professor* policies, which now lags substantially below the University average and represents an area to address. Relatedly, while a slight improvement was noted in *Mentoring*, Peabody faculty satisfaction with current mentoring initiatives trail far below overall University faculty satisfaction. We note that the Peabody faculty constructed a formal mentoring initiative report in response to the 2016 report, but it was not implemented.

Under the *Nature of Work* category, Peabody faculty satisfaction with *Service* and *Research* roles increased marginally and are now just below the University averages. Conversely, perceptions of the *Teaching* role regressed slightly and are now well below the University mean. All three *Nature of Work* areas (i.e., *Teaching, Service, Research*) represent areas to address. Satisfaction with *Collaboration* opportunities increased substantially and is near the University mean, and while satisfaction increased slightly with how *Interdisciplinary Work* is rewarded in Peabody evaluations and promotions, this area also lags well behind the University average and should be addressed.

Finally, Peabody faculty expressed increased satisfaction with *Health and Retirement Benefits*, as well as *Personal and Family Policies*, which are now at or exceed University means. Improvements were noted in the areas of *Appreciation and Recognition, Departmental Quality, and Departmental Collegiality*, with each near current University means. However, the *Departmental Engagement* rating regressed substantially below the university average and is an area in need of improvement.

Peabody College of Education and Human Development

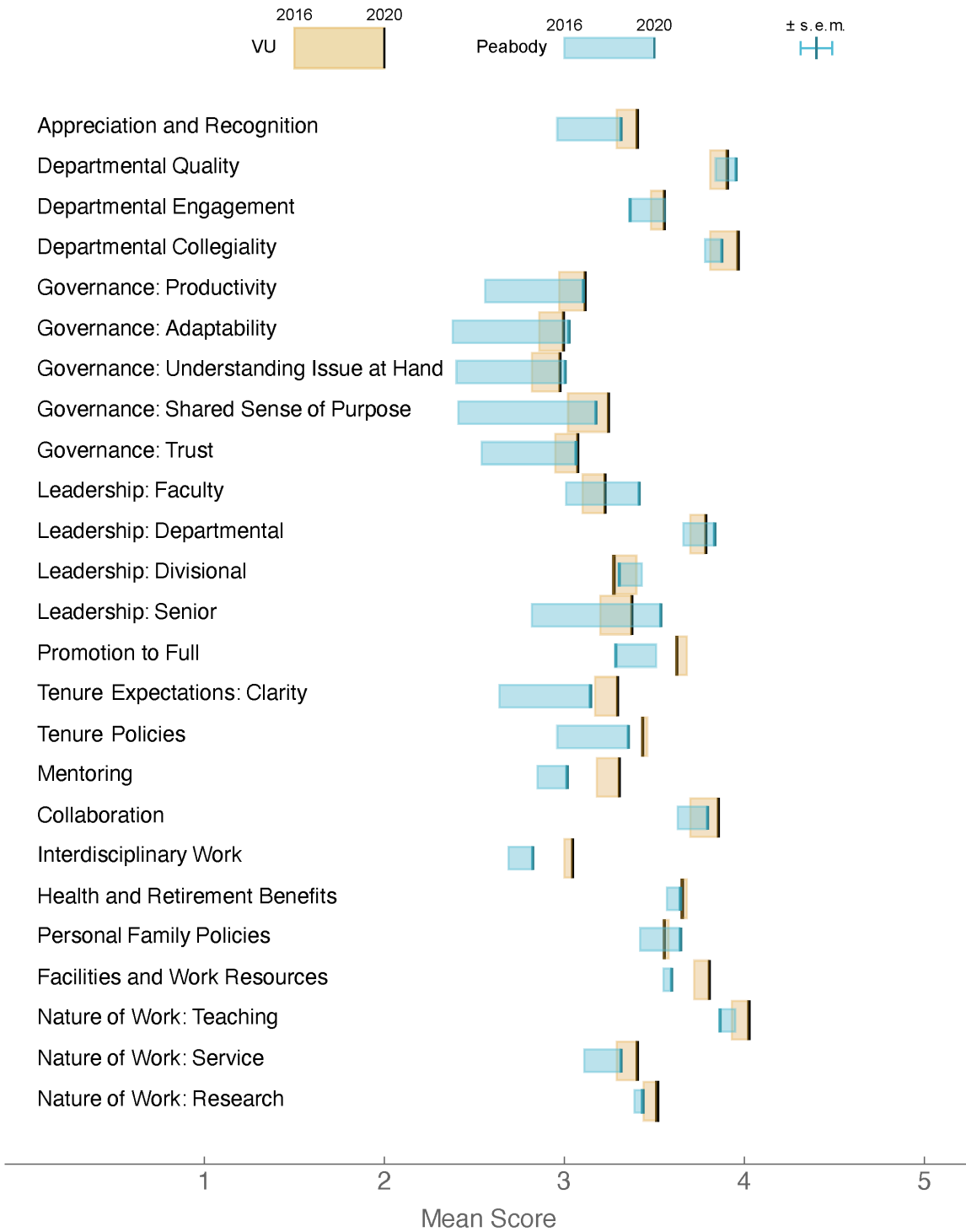


Figure 5.3. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean.

5.4. School of Engineering

For most categories in the COACHE survey, faculty in VUSE express similar levels of satisfaction as Vanderbilt University faculty overall; however, there are a few key positive and negative differences worth noting.

The first positive is that VUSE faculty are much more satisfied with the environment for *Interdisciplinary Work*. VUSE were already more satisfied in this area in 2016 (+0.19) and their positive satisfaction gap has only grown (now +0.33).

The second positive is a strong increase since 2016 in VUSE faculty satisfaction with the *Clarity of Tenure Expectations*. This area was a notable area of concern for the University in 2016. Faculty satisfaction with the *Clarity of Tenure Expectations* in VUSE went up by +0.51, more than 4x greater than the improvement across all of Vanderbilt (+0.12).

As for negatives, VUSE faculty are substantially less satisfied with their *Facilities and Work Resources*. Despite improved satisfaction in this area since 2016 (both VUSE and VU faculty satisfaction went up by +0.08), the gap remains (-0.21). VUSE faculty are also increasingly less satisfied than other University faculty with regard to *Health and Retirement Benefits* and *Personal Family Policies*.

Finally, satisfaction among VUSE faculty and University faculty have been heading in opposite directions across all five subcategories of *Governance* and for the related areas of *Faculty* and *Senior Leadership*: up for all of Vanderbilt, but down for VUSE. The satisfaction gaps in these categories are now similar to or greater than the estimated standard errors of the means. VUSE faculty are also less satisfied with *Divisional Leadership* (Dean-level), but the gap by which their satisfaction trails the University mean is within the standard error. As a bright spot, VUSE satisfaction with *Departmental Leadership* has increased substantially since 2016 (+0.28) and is now on par with the University mean.

School of Engineering

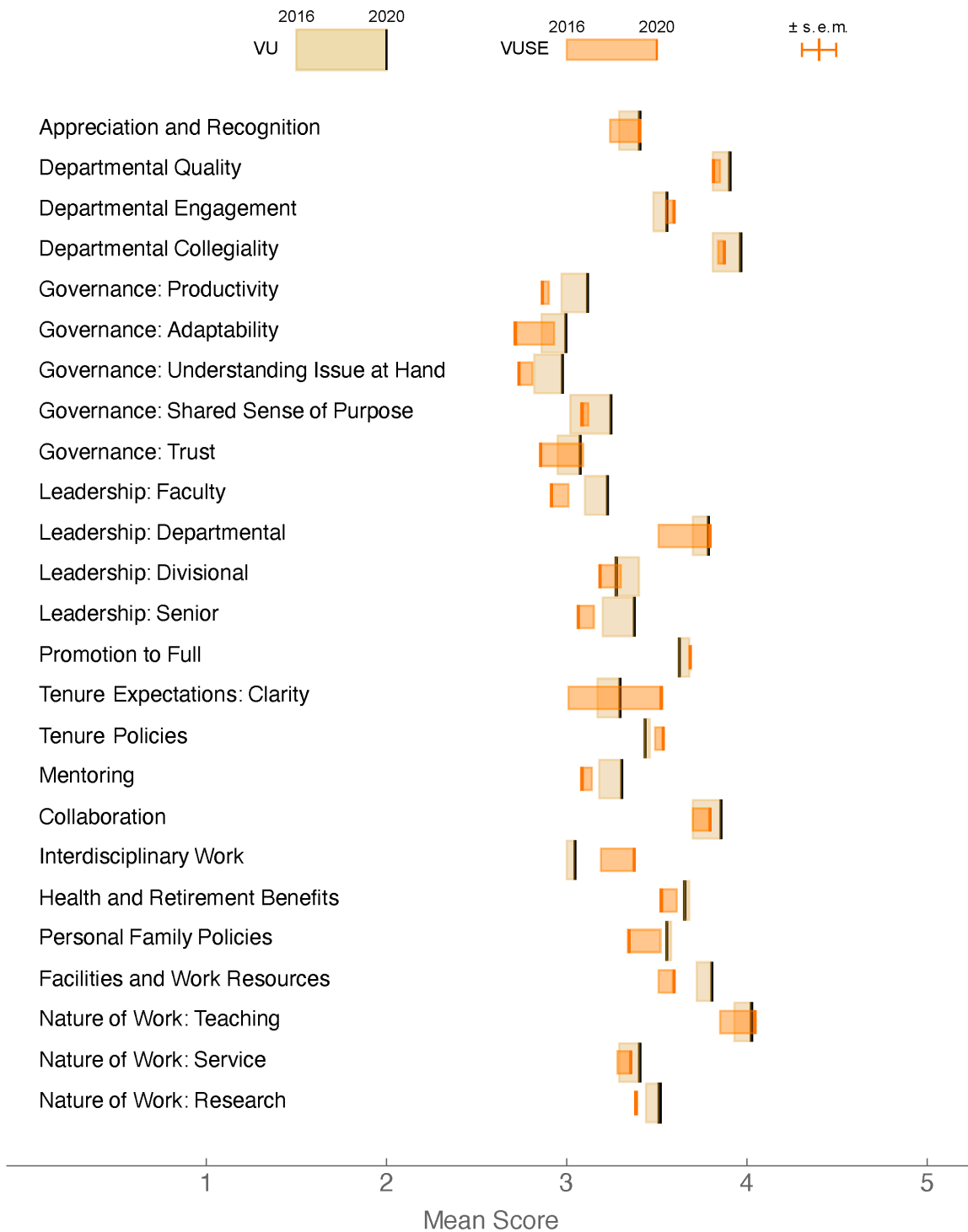


Figure 5.4. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean.

5.5. School of Nursing

The response rate of VUSN to the 2020 COACHE survey was 51% (range among schools was 39% to 68%). Compared to overall University satisfaction levels, VUSN faculty reported greater satisfaction in 22 of the 25 areas. Nearly all areas also had small to modest increases in VUSN faculty satisfaction since 2016. However as shown in Figure 5.5, VUSN faculty satisfaction fell below the University mean in three areas: *Departmental Quality*, *Promotion to Full*, and *Collaboration*.

Even though there was a small increase in satisfaction with VUSN *Departmental Quality* between 2016 and 2020, the VUSN satisfaction level fell just below the University mean. There were small satisfaction increases in all areas of VUSN *Governance* (*Productivity*, *Adaptability*, *Understanding the Issue at Hand*, *Shared Sense of Purpose*, and *Trust*). All levels of VUSN satisfaction in the *Governance* areas exceeded University means. Likewise, VUSN satisfaction levels exceeded University means in all areas of VUSN *Leadership* (*Faculty*, *Departmental*, *Divisional*, and *Senior*). Notably there were modest increases in satisfaction levels with VUSN *Divisional* and *Senior Leadership*. Increases and overall higher levels of satisfaction in these areas at VUSN may in part relate to the establishment of a School Life Committee and the hosting of regular town hall meetings, both established in response to 2016 COACHE survey responses.

There were moderate and large increases in VUSN faculty satisfaction with *Clarity of Tenure Expectations* and *Tenure Policies*, respectively. Satisfaction with VUSN *Tenure Policies* were nearly a full satisfaction level greater than the University mean (+0.81). VUSN faculty satisfaction with *Promotion to Full* was well below the University mean (-0.68) and represents a significant area to address. In 2016, there were less than 5 respondents, so data for this area was not noted and therefore a change level between 2016 and 2020 could not be determined.

There was a small increase in the level of VUSN faculty satisfaction with current *Mentoring* initiatives and VUSN satisfaction in this area was above the University mean.

Within the *Nature of Work* category, when compared to 2016 data, VUSN faculty satisfaction with *Service* and *Research* roles increased marginally and were close to university averages. No change in satisfaction with *Teaching* was noted and the level of teaching satisfaction was similar to the University mean. There were small increases in satisfaction with *Interdisciplinary Work* (+0.08 to reach 3.14) and *Collaboration* opportunities both within and outside VUSN (+0.13 to reach 3.79). These means are within a standard error of the respective University means. Interestingly, among all categories, VUSN satisfaction with *Interdisciplinary Work* is one of the lowest levels (as noted above, for VUSN the lowest level of satisfaction was with *Promotion to Full*). The lower level of satisfactions with *Interdisciplinary Work* may be related to barriers, which include facilities, budget allocations or the overall reward and acknowledgement for interdisciplinary collaboration in the promotion and tenure process.

Finally, VUSN faculty reported small increases satisfaction with *Personal and Family Policies* and *Facilities and Work Resources*, both of which were above the respective University means. No increase was noted in the *Health and Retirement Benefit* category, however, the mean VUSN level of satisfaction here was above the University mean. In the area of *Appreciation and*

Recognition, there were small increases and VUSN satisfaction exceeded the University mean. Between 2016 and 2020, there has been a marked increase in the nomination of VUSN faculty for many different types of national awards and fellowships within distinguished academies.

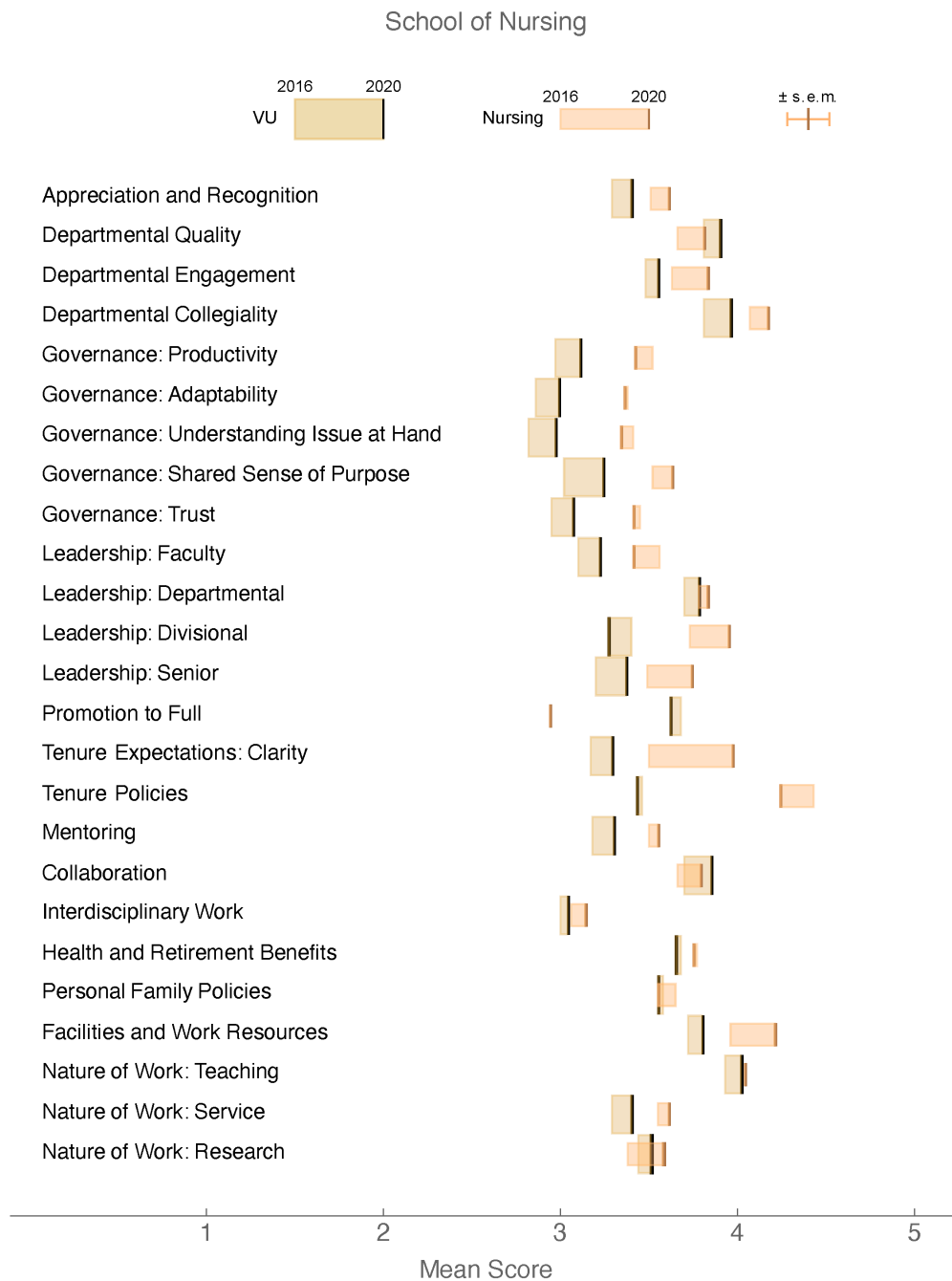


Figure 5.5. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean. Note that there were insufficient school-specific respondents (< 5) to the Promotion to Full questions in 2016, so that data is not presented.

5.6. Blair School of Music

The satisfaction levels of faculty in the Blair School are quite high. In comparison to 2016, the Blair school has increased its level of satisfaction in 18 of 23 categories. In the five categories where there was not improvement, the regression was minor.

In comparison to the Vanderbilt means, the Blair School also does very well, more satisfied than Vanderbilt overall in 19 of 23 categories. This is an improvement over 2016, when Blair was more satisfied than Vanderbilt in 15 of 23 categories.

The most noteworthy progress was in the areas of *Governance* and *Leadership*, showing strong improvement in almost every sub-category.

The one category showing major cause for concern are questions related to *Promotion to Full*. Satisfaction in this area was very low in 2016 and took an even larger step back relative to Vanderbilt as a whole in 2020. Despite a clarification of standards for promotion to full by the Blair School of Music Tenure Review Committee in 2018, the satisfaction level still fell. The gap remains enormous between Blair and Vanderbilt, with Blair scoring below a 2.5, while Vanderbilt enjoys a rating above 3.5.

Blair School of Music

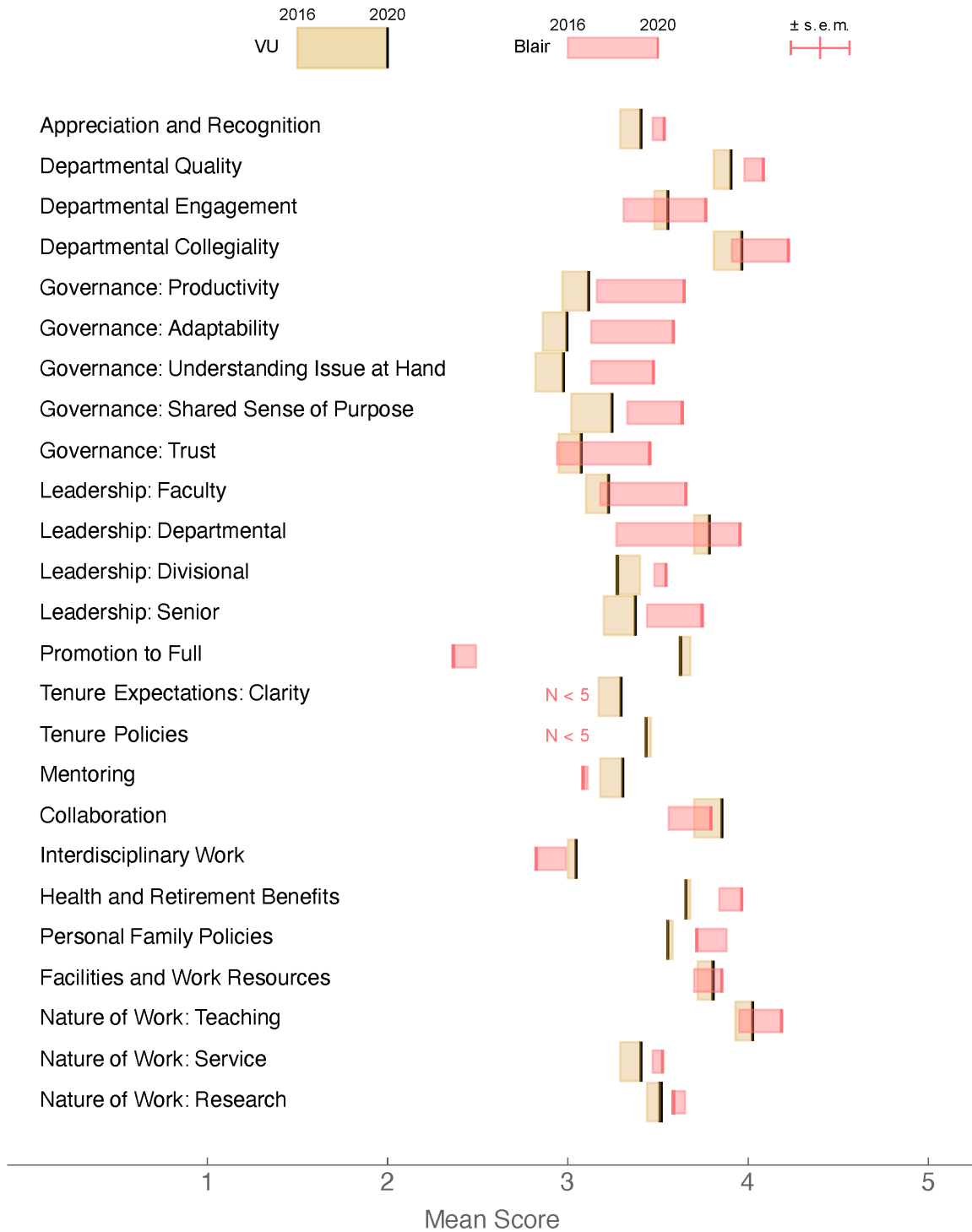


Figure 5.6. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean. Note that there were insufficient school-specific respondents (< 5) to the Tenure Expectations and Tenure Policies questions, so that data is not presented.

5.7. Owen Graduate School of Management

The data from the Owen Graduate School of Management was reviewed to determine how the means from the 2020 COACHE Survey compared to those from the 2016 COACHE Survey, within Owen, and how the Owen 2020 means compare to the VU 2020 means.

For simplicity, the grid below categorizes the Owen 2020 means based on their comparison to the Owen 2016 means (lower, roughly equivalent, higher) and their comparison to the VU 2020 means (lower, roughly equivalent, higher). Due to a lack of precise information, these categorizations are inexact; however, they are helpful for getting insights into areas for improvement.

It is immediately apparent that on almost all metrics, the means at Owen went down between 2016 and 2020. The two exceptions were *Leadership: Senior* and *Collaboration*. Means on those metrics also went up at VU overall from 2016 to 2020; however, the means at Owen were consistently higher.

In terms of the categories in which Owen did not appear to show a significant change from 2016 to 2020, these include *Mentoring, Appreciation and Recognition, Departmental Engagement, Departmental Collegiality, and Facilities and Work Resources*. It is worthwhile to highlight that, while the shift in *Departmental Collegiality* was small, it was in the negative direction, while the mean at VU went up on this variable from 2016 to 2020.

In those categories where 2020 means at Owen were below those of 2016, the biggest gaps were found in *Leadership: Faculty, Leadership: Divisional, Tenure Expectations: Clarity, and Tenure Policies*. All of these saw a major decline from 2016 to 2020 at Owen. At VU overall, means went up on *Leadership: Faculty* and *Tenure Expectations: Clarity* from 2016 to 2020; these areas could be particularly problematic for Owen.

There were several categories in which Owen's means went down from 2016 to 2020 and yielded 2020 scores that were well below those of VU. Items that are italicized are variables on which Owen's score went down from 2016 to 2020 whereas the score for VU overall improved:

- *Departmental Quality*
- *Leadership: Faculty*
- Leadership: Divisional
- *Tenure Expectations: Clarity*
- Tenure Policies
- *Interdisciplinary Work*
- *Nature of Work: Teaching*

There were several other categories in which Owen's means went down from 2016 to 2020 while the 2020 scores roughly approximated those of VU. These are listed below. Items that are italicized are variables on which Owen's score went down from 2016 to 2020 whereas the score for VU overall improved:

- *Governance: Productivity*
- *Governance: Adaptability*
- *Governance: Understand Issue at Hand*
- *Governance: Shared Sense of Purpose*
- *Governance: Trust*
- *Leadership: Dept*
- Promotion to Full

These data suggest that even though Owen’s means approximated those of VU in 2020 on these measures, the trend at Owen is not positive vis-à-vis the rest of the University. It appears that careful attention should be paid to issues around *Governance* at Owen.

Finally, there were a few variables on which Owen’s score went down from 2016 to 2020 while remaining higher than the overall VU 2020 score. These are listed below. Items that are italicized are variables on which Owen’s score went down from 2016 to 2020 whereas the score for VU overall improved:

- Health and Retirement Benefits
- Personal and Family Policies
- Nature of Work: Service*
- Nature of Work: Research*

SUMMARY	Owen 2020 < 2016	Owen 2020 = 2016	Owen 2020 > 2016
Owen < VU (2020)	<ul style="list-style-type: none"> - <i>Departmental quality</i> - <i>Leadership: Faculty</i> - Leadership: Divisional - <i>Tenure Expectations: Clarity</i> - Tenure policies - <i>Interdisciplinary work</i> - <i>Nature of Work: Teaching</i> 	- Mentoring	
Owen = VU (2020)	<ul style="list-style-type: none"> - <i>Governance: Productivity</i> - <i>Governance: Adaptability</i> - <i>Governance: Understand Issue at Hand</i> - <i>Governance: Shared Sense of Purpose</i> - <i>Governance: Trust</i> - <i>Leadership: Dept</i> - Promotion to Full 	<ul style="list-style-type: none"> - Appreciation and Recognition - Departmental engagement - <i>Departmental collegiality</i> - Facilities and Work Resources 	
Owen > VU (2020)	<ul style="list-style-type: none"> - Health and Retirement Benefits - Personal and Family Policies - <i>Nature of Work: Service</i> - <i>Nature of Work: Research</i> 		<ul style="list-style-type: none"> - Leadership: Senior - Collaboration

Owen Graduate School of Management

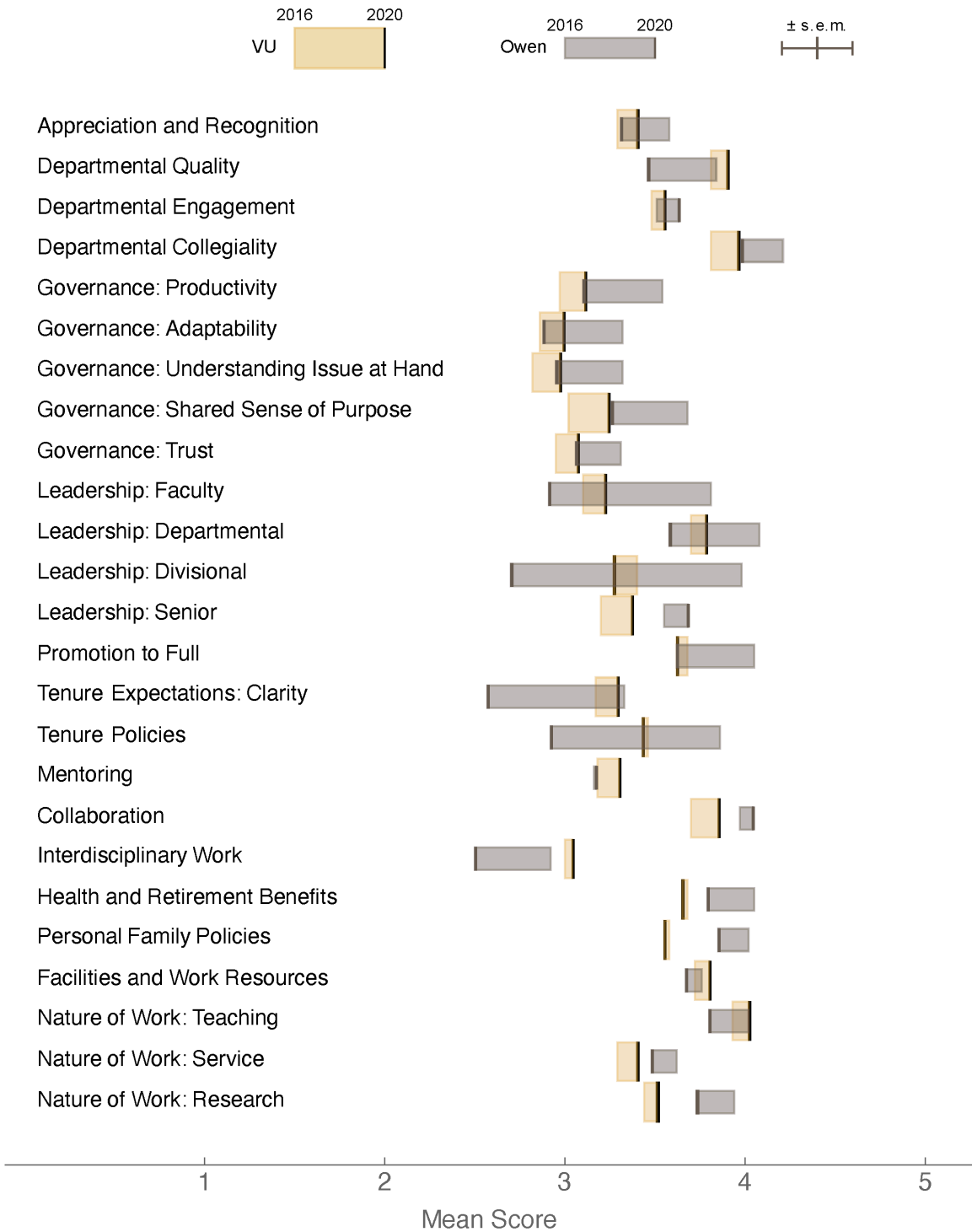


Figure 5.7. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean.

5.8. Divinity School

The 2020 COACHE Survey provides School/Department-specific information in 25 different categories (see Figure 5.8). Data was not included for Vanderbilt Divinity School (VDS) for the categories *Tenure Expectations: Clarity* and *Tenure Policies* due to the low number of responses (< 5). Comparisons include 2016 versus 2020 VDS responses and 2016/2020 VU versus VDS responses.

In comparison to 2016 VDS data, the 2020 responses were more positive in all categories except a slight decline in satisfaction with *Health and Retirement Benefits* (the satisfaction score here is still a high three). Satisfaction of VDS faculty in 2020 scored above 3.0 in all categories except *Interdisciplinary Work*. In the following lists, an asterisk denotes categories in which VDS satisfaction scores are above 4.0. The largest gains in satisfaction from 2016 to 2020 include *Governance: Productivity*, *Governance: Trust and Leadership: Departmental*. Other areas of significant gains from 2016 include *Appreciation and Recognition; Departmental: Collegiality; Governance: Adaptability*, *Understanding Issues at Hand*, and *Shared Sense of Purpose; Leadership: Faculty, Departmental, Divisional, and Senior; Promotional to Full; Mentoring; Collaboration Interdisciplinary Work; Personal and Family Policies; and Nature of Work: Teaching, Service, and Research*.

In comparison to VU 2020 data, VDS satisfaction scores are higher in all but two categories. First, VDS satisfaction with *Interdisciplinary Work* scored just 2.82, with VU satisfaction hovering just above three, suggesting a need for attention to this category. Second, VDS scored slightly lower in *Departmental Quality*; however, the difference is slight (-0.04), and the VDS score was quite high (3.86). The largest positive differences in satisfaction (VDS > VU) occur in the following areas: *Governance: Productivity, Adaptability, Understanding Issue at Hand, Shared Sense of Purpose*, and *Trust; Leadership: Faculty, Departmental, Divisional, and Senior; Promotion to Full; Mentoring; Collaboration; Health and Retirement Benefits; Personal and Family Policies; Facilities and Work Resources; and Nature of Work: Teaching, Service, and Research*.

The areas with most room for improvement are *Nature of Work: Service* and, as indicated above, *Interdisciplinary Work*. Note that 2020 VDS scores exceed both VDS 2016 scores and VU 2020 scores, but by smaller amounts than most other categories.

Divinity School

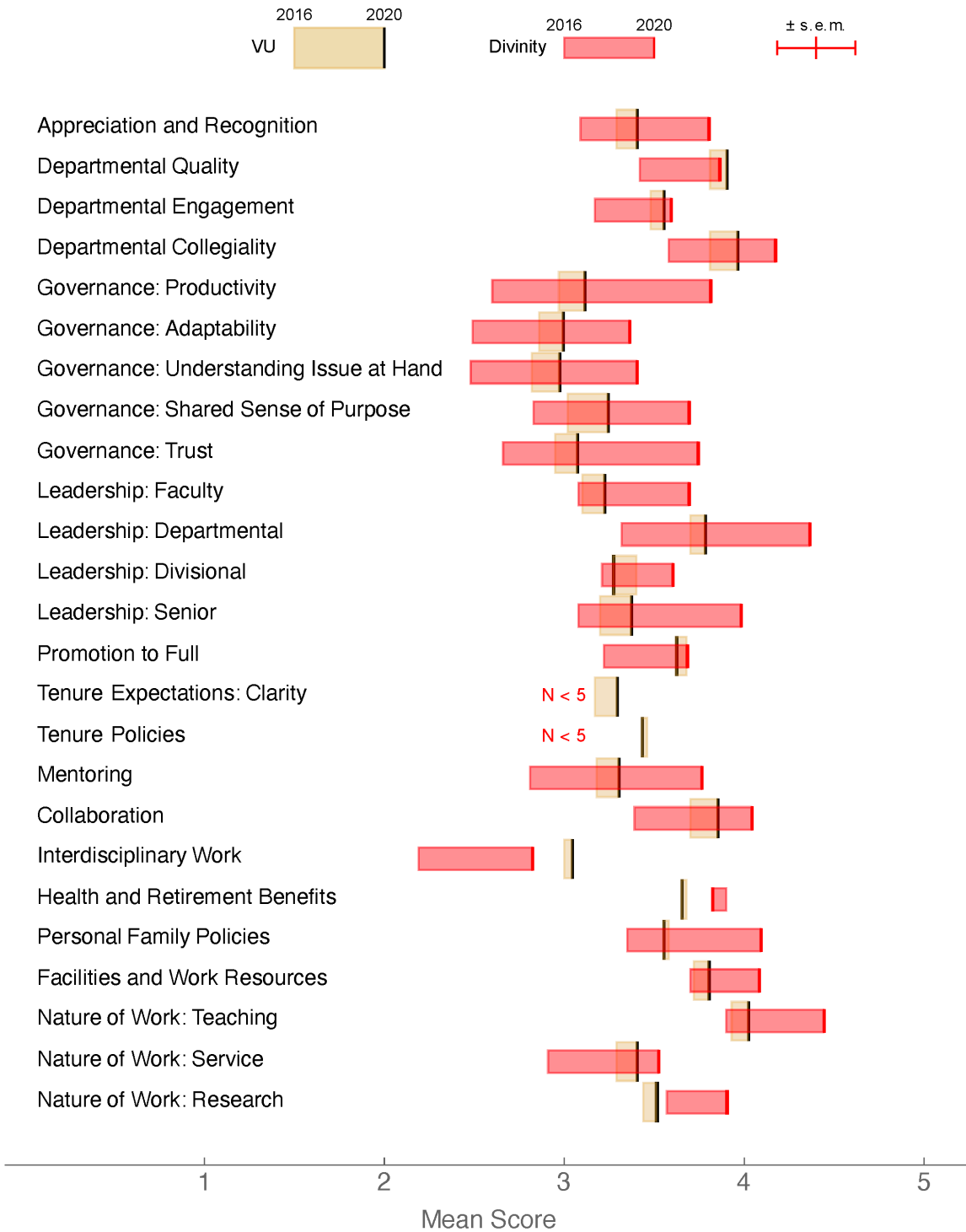


Figure 5.8. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean. Note that there were insufficient school-specific respondents (< 5) to the Tenure Expectations and Tenure Policies questions, so that data is not presented.

5.9. Law School

The law school satisfaction levels are generally high and score almost universally about VU averages. Notably, all of the scores for the law school average above 3 on the Likert scale and appear to be the highest of any school at Vanderbilt. It is important to keep in mind, however, that the Law School is small and therefore had relatively few responses in 2020 (just 16). Data on the tenure process, for example, are not shown because there are so few pre-tenure faculty in the law school.

Law school responses showed the largest improvement in *Governance: Shared Sense of Purpose*. The category *Governance: Trust* declined somewhat since 2016 but was still at the VU average in 2020. *Departmental* and *Divisional Leadership* were both well above VU averages and improved since 2016. *Promotion to Full* was well above the VU average, which is not surprising given that law professors are automatically promoted to full at the tenure stage.

Other categories that improved since 2016 and were above VU averages in both years include: *Department Collegiality*; *Governance: Productivity*; *Governance: Shared Sense of Purpose*; *Departmental Leadership*; *Collaboration*; *Personal and Family Policies*; *Nature of Work: Teaching*; and *Nature of Work: Research*.

Law School

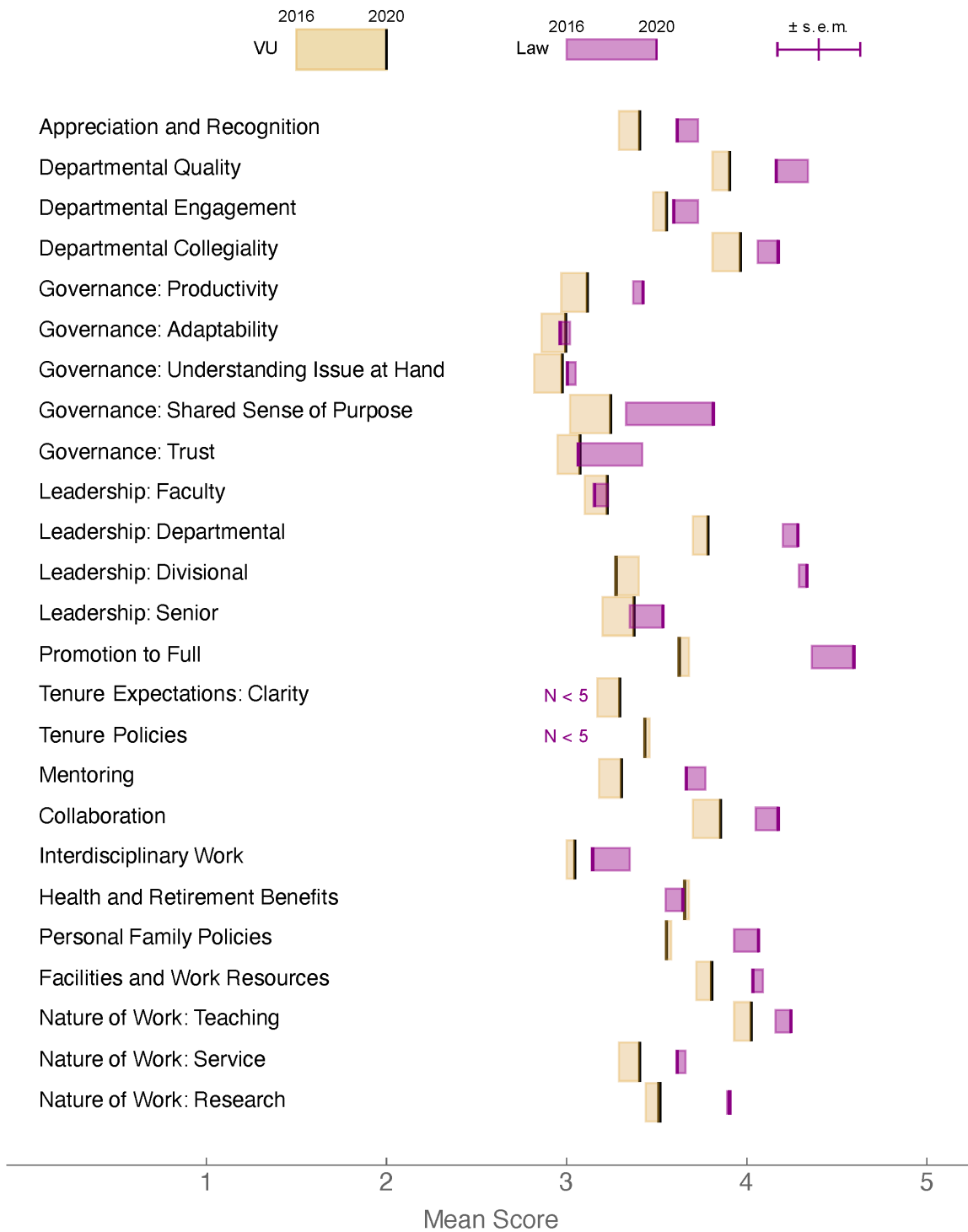


Figure 5.9. School-specific Likert-scale scores across COACHE survey categories. As shown in the graphical legend, the ends of the shaded bars represent means from the 2016 and 2020 survey (darker line for 2020). The \pm s.e.m. graphic represents an estimate of the range corresponding to plus or minus one standard error of the school-specific mean. Note that there were insufficient school-specific respondents (< 5) to the Tenure Expectations and Tenure Policies questions, so that data is not presented.

6. Closing Remarks and Recommendations

We present this Final Report as a compendium of faculty voices that expresses what Vanderbilt can do to become an even better place to work. By responding to the COACHE survey, you first voiced your opinions on a wide range of areas related to your job as a faculty member. Throughout the Spring 2021 semester, you shared your thoughts in response to the Preliminary Report through group discussions, through anonymous channels, or by approaching members of the Faculty Development Committee individually. We thank you for your participation in shaping the Final Report.

We anticipate that this Final Report will generate a wide-ranging series of actions that respond to faculty concerns, just as the 2017 report did. See, for example, the long list of action items undertaken across Vanderbilt's ten schools in response to the previous survey report: <https://www.vanderbilt.edu/faculty-affairs/coache/college-and-school-initiatives-and-action-items/>. As Vanderbilt's responses take form, we reiterate the importance of viewing the faculty landscape as richly textured and at times widely divergent; consider the distribution of rank here: 43% tenured, 12% tenure-track, and 44% non-tenure-track. For many of the pressing issues, university leadership will need to formulate a nuanced response to make our place of work fairer and more productive for all.

The 2020 COACHE survey of Vanderbilt faculty found an overall high level of job satisfaction, substantially higher than at selected peer institutions. In fact, COACHE identified several areas of strength at Vanderbilt and using their criteria noted no particular weakness. Nonetheless, the Faculty Development Committee finds several salient areas of concern (listed below) that emerge consistently across three principal sources: the 2020 COACHE survey results; an analysis of changes from 2016 to 2020 versions of the survey; and qualitative responses captured in both written and verbal form. The challenge is to discover the circumstances from which these opinions emerged: What does this mean? How can we best address the matter? We recommend that the university focus on the following areas of concern, grouped by the organizational level of the university that is best positioned to implement possible actions.

University

Shared governance: faculty satisfaction is low across the board in this area, including productivity, effectiveness and trust.

Benefits: dissatisfaction is particularly high with regard to parking; there is also some dissatisfaction with individual health benefits and housing benefits (or the lack thereof).

Increased bureaucracy and barriers to efficiency: overall satisfaction in this area is similar to that at peer universities, but a subset of faculty (~5%) find frustrations in this area to be the worst aspect of their job.

Schools, with substantial assistance from Departments:

Clarity of expectations for tenure and promotion: faculty overall are reasonably satisfied with the clarity of research and teaching expectations – there have certainly been improvements here since 2016 – but they still expressed dissatisfaction with the clarity of seldom discussed aspects such as being a good colleague or campus citizen, and the importance of one's impact on the broader community; dissatisfaction in this area was

particularly high for URM faculty; schools may be able to learn from the experiences and practices of the School of Medicine - Basic Sciences, Engineering and Nursing, all of which scored above the Vanderbilt mean in this area.

Promotion to Full: faculty were particularly dissatisfied with clarity in the expectations and time frame for promotion to full professor; dissatisfaction in this area was particularly high for women faculty; schools may be able to learn from the experiences and practices of Arts & Sciences, School of Medicine - Basic Sciences, and Engineering, all of which scored above the Vanderbilt mean in this area.

NTT-specific concerns: the area with the highest dissatisfaction among NTT faculty was salary; NTT faculty were also dissatisfied with the amount of interaction they had with the rest of their department and their inclusion in decision making.

Mentoring: faculty were reasonably satisfied with the mentoring provided for tenure-track faculty, but there was dissatisfaction with the mentoring provided for both NTT faculty and tenured Associate Professors; faculty were also dissatisfied with a lack of training on how to be good mentors; schools may be able to learn from the experiences and practices of the School of Medicine - Basic Sciences, Nursing, Divinity and Law, all of which scored above the Vanderbilt mean in this area.

Interdisciplinary Work: this is an interesting area of strength for Vanderbilt – although faculty satisfaction is low here, it is substantially higher than at peer institutions; the primary source of dissatisfaction with interdisciplinary work at Vanderbilt was in how such work is recognized in tenure, promotion, and reappointment.

Departments

Department-level concerns: faculty were quite dissatisfied with the degree to which departments address sub-standard faculty performance; they were also somewhat dissatisfied with questions of collegiality and fit, their discretion to choose service committees, and insufficient departmental discussions of undergraduate student learning and effective teaching practices; as noted above, NTT faculty were particularly dissatisfied with their inclusion in departmental decision making.

In addition, given the value of the COACHE survey and its ability to inform continuous improvement, we highly recommend repeating the survey again in four years (2024). For consistency, we recommend keeping the same set of custom questions, but exploring the possibility with COACHE of presenting these questions earlier in the survey. Finally, the presentation of school-level data was the top request from faculty, and we thus highly recommend procuring that data from COACHE after the next survey. One limitation of this year's school-level data was that it was limited to the means for each survey category. Vanderbilt should also request that COACHE either provide the standard errors of those means or the underlying distribution of responses that would allow calculation of those standard errors. With the means and standard errors, one can better assess the significance of differences in faculty satisfaction among schools.

In closing, the Faculty Development Committee acknowledges the value of our peers' responses and the strong sense that Vanderbilt faculty want to contribute toward making Vanderbilt an even better place to work for all of us.

Appendix A – Vanderbilt-only Survey Questions

The following questions were specifically added to the 2020 COACHE survey at Vanderbilt's request. These questions were only asked of Vanderbilt faculty. Questions marked with an asterisk were also asked in the 2016 survey.

1. Please rate the extent to which you agree or disagree with the following statements for faculty in schools/colleges with departments: My department is a place where all faculty are treated with respect.
2. Please rate the extent to which you agree or disagree with the following statements: My university is a place where all faculty are treated with respect.
3. Please rate the extent to which you agree or disagree with the following statements for faculty in schools/colleges with departments: My department is a place where all faculty feel free to express their views and opinions to their colleagues.
4. Please rate the extent to which you agree or disagree with the following statements: My university is a place where all faculty feel free to express their views and opinions to their colleagues.
5. How prepared do you feel to moderate discussions of controversial topics in your classes or laboratories?
6. How often do you moderate discussions of controversial topics in your classes or laboratories?
7. How prepared do you feel to create a classroom or laboratory environment where students feel safe to disagree?
8. How prepared do you feel to develop courses/curricula that reflect the experiences of a diverse audience?
9. How satisfied are you with the university's efforts to recruit a diverse faculty?*
10. How satisfied are you with the university's efforts to retain a diverse faculty?*
11. Overall, do you feel the university is an inclusive environment for community members from all backgrounds?*
12. What is your religious or spiritual identity?*
13. How would you characterize your political views?*
14. Which, if any, of the following impact your learning, working or living activities?* [sensory impairment, mobility impairment, learning difficulty, mental health/psychological condition/other/decline to answer]

The questions asked of faculty at all participating institutions are included as Appendix B.

Appendix B - Standard Questions Asked in the 2020 COACHE Survey

The Collaborative on Academic Careers in Higher Education



HARVARD
GRADUATE SCHOOL OF EDUCATION

Faculty Job Satisfaction Survey

as administered Fall 2019

Purpose

This document provides the detailed explanation of the COACHE Faculty Job Satisfaction Survey. Readers should use this document to understand the specific language of questions, design and ordering of sections. For a more detailed understanding of the survey adaptive branching, scales, and additional programming notes, please refer to the survey codebook.

Adaptive Branching and Survey Programming

The survey is designed with complex adaptive branching to ensure that survey respondents only answer questions that directly relate to their background and experience. Survey adaptive branching occurs based on the following characteristics:

- Institutional Type: Research Universities and Large Masters Institutions, Baccalaureate and Small Masters Institutions; Community Colleges
- Rank: Instructor/Lecturer, Assistant, Associate, Full
- Tenure status: Full-time non-tenure-track, Pre-tenure, Tenured
- Clinical Appointment Type: Clinical Medical Faculty

You will be able to identify the programming instructions by looking at text in a maroon font or by looking for text in all caps surrounded by brackets.

While this document attempts to provide detailed descriptions of the full survey instrument, there are some details that are omitted for the sake of brevity and clarity.

In a few instances throughout the survey questions are asked based on the responses to a prior question. For the sake of brevity and clarity, we may have omitted the programming instructions but when this occurs the second question references the prior response (e.g. “You indicated dissatisfaction with the portion of your time spent on the following activity or activities. Please indicate whether you feel you spend too much or too little time on:”) The document also excludes interstitial text, and programming instructions for randomization of item sets.

Scales

The majority of items in the survey are five-point Likert scale items. Rather than repeat the scales throughout the entire document, the full scales are detailed at the end of this document. Within the survey, you will find the scale type referenced immediately below the items it references. You will also see the nonresponse options listed below the items. Pay particular attention to these options. Along with the means and frequencies, nonresponse options can be helpful in understanding the data. For example, if faculty report that a policy or program is not offered at your institution, when in fact it is, that reveals something about the awareness and/or quality of the policy or program. Full text of response options is always included when it does not align with a standard five-point Likert scale.

Last update: June 16, 2020

SECTION 1. SCREENING AND DEMOGRAPHIC BACKGROUND

Q2. Are you currently employed at [INSTITUTION]?

Yes1
 No0

Q3. You indicated that you are not currently employed at [INSTITUTION]. In the space below, please tell us where you are currently employed.

[TEXT BOX].....2
 I made a mistake, I am currently employed at [INSTITUTION] 1
 Decline to answer 98

Q4. Were you employed at [INSTITUTION] within the past year?

Yes1
 No0

Q5. What is your current appointment status?

Full-time faculty 2
 Part-time faculty..... 1
 Emeritus faculty..... 0
 Visiting faculty 8
 Other 9
 None of the above 96

Q20. What is your tenure status?

Tenured3
 Not tenured but on the tenure track.....2
 Not on tenure track.....1

Q21. You indicated that you are [Q20 RESPONSE]. Please confirm this selection. It cannot be changed and will determine the path you take through this survey.

I am a tenured faculty member3
 I am not tenured, but on the tenure track
 (i.e., pre-tenure).....2
 I am not tenured and not on a tenure track1

Q10. What is your rank?

Full Professor4
 Associate Professor3
 Assistant Professor.....2
 Instructor/Lecturer.....1
 Other5

The Collaborative on Academic Careers in Higher Education

Q11. You indicated that your rank is [Q10 RESPONSE]. Please confirm this selection. It cannot be changed and will determine the path you take through this survey.

- I am a Professor..... 4
- I am an Associate Professor 3
- I am an Assistant Professor 2
- I am an Instructor/Lecturer 1
- I hold a rank not listed here..... 5

Q12. What is your **highest** earned academic degree (M.D. includes foreign equivalents)?

- Doctoral degree (Ph.D., Ed.D., etc.).....1
- First-professional degree (M.D., D.O., D.D.S. or D.M.D., LL.B., J.D., D.C. or D.C.M., Pharm.D., Pod.D. or D.P., D.V.M., O.D., M.Div. or H.H.L. or B.D.).....2
- Doctoral degree AND First-professional degree (M.D./Ph.D, M.D./J.D., Ph.D./J.D., etc.)3
- Master of Fine Arts, Master of Social Work (M.F.A., M.S.W.)....4
- Other Master's degree (M.A., M.S., M.B.A, M.Ed., etc.)5
- Bachelor's degree6
- Associate's degree or equivalent.....7
- Certificate or diploma for completion of undergraduate program (other than associate's or bachelor's).....8
- Not applicable (Do not hold a degree)0

Q13. Does your work as a faculty member include the clinical care of patients?

- Yes1
- No0

Q14. You indicated that you [IF Q13=1: are / IF Q13=0: are not] engaged in clinical care of patients. Please confirm this selection. It cannot be changed and will determine the path you take through this survey.

- Yes, this is correct1
- No, this is not correct.....0

Q15. In what year did you earn your current rank at this institution?

Q405. [NON-TENURE TRACK] What is the length of your current contract?

- 1 semester1
- 2 semesters.....2
- 1-2 years3
- 3-4 years4
- 5 or more years5
- Other6
- Decline to answer 98

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Q410. [NON-TENURE TRACK] Is your appointment...

Fixed-term renewable	1
Fixed-term non-renewable.....	2
Rolling	3
Other	4
Decline to answer.....	98

Q415. [NON-TENURE TRACK] What is your primary work responsibility (on what are you expected to focus)?

Mostly research.....	1
Mostly teaching.....	2
Mostly outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education).....	3
Mostly department/program administration	4
Mostly clinical.....	7
About an equal amount of two or more different activities.....	5
Other	6
Decline to answer.....	98

Q420. [NON-TENURE TRACK] Not counting your current institution, at how many other colleges/universities have you held a non-tenure-track faculty position?

0.....	0
1.....	1
2.....	2
3.....	3
4.....	4
5 or more	5
Decline to answer.....	98

Q25. Are you currently serving in an administrative position?

Yes	1
No	0
Decline to answer.....	98

Q30. Which of the following administrative titles do you currently hold?

Department Chair/Head, Associate or Assistant Chair/Head	1
Center or Program Director	2
Dean, Associate Dean, Assistant Dean, Vice Dean, Division Chief, etc.....	3
Provost, Associate Provost, Assistant Provost, Vice Provost, etc.....	4
Other (Please specify): [REQUIRE TXT IF SELECTED].....	9
Decline to answer.....	98

The Collaborative on Academic Careers in Higher Education

Q35. What is your race and/or ethnicity? (Please check all that apply)
 [ACCEPT MULTIPLE RESPONSES UNLESS RESPONDENT CHOOSES “Decline to answer”]

American Indian or Native Alaskan: <i>A person having origins in any of the original peoples of North and South America (including Central America)</i>	9
Asian or Asian-American: <i>A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan and the Philippine Islands</i>	1
White (non-Hispanic): <i>A person having origins in any of the original peoples of Europe</i>	2
Black or African-American: <i>A person having origins in any of the black racial groups of Africa</i>	3
Hispanic or Latino/a: <i>A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin</i>	4
Native Hawaiian or Pacific Islander: <i>A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands</i>	7
Middle Eastern, Southwest Asian, or North African	8
Other	5
Decline to answer.....	98

Q40. What is your gender/gender identity?

Man/Trans man.....	1
Woman/Trans woman.....	2
Genderqueer/Gender non-conforming.....	4
Not listed (Please specify).....	91
Decline to answer.....	98

Q40A. Do you identify as transgender?

Yes.....	1
No.....	2
Decline to answer.....	98

Q320. Do you identify as a member of the lesbian, gay, bisexual, transgender (LGBT) community?

Yes.....	1
No.....	0
Decline to answer.....	98

The Collaborative on Academic Careers in Higher Education

Q275x11. **[PRE-TENURE OR TENURED]** Not counting your current institution, at how many other colleges/universities have you held a tenured or tenure-track faculty position?

0.....	0
1.....	1
2.....	2
3.....	3
4.....	4
5 or more	5
Decline to answer.....	98

Q280. In what year were you born?

Q285. What is your marital status?

Single	1
Married or in a civil union.....	2
Unmarried, living with partner	3
Divorced, separated, or widowed	4
Decline to answer.....	98

Q290. What is your spouse/partner's employment status?

Not employed and not seeking employment	1
Not employed but seeking employment.....	2
Employed at this institution.....	3
Employed elsewhere	4
Decline to answer.....	98

Q295. Do you have any of the following responsibilities? *(Please check all that apply)* **[ACCEPT MULTIPLE RESPONSES UNLESS RESPONDENT CHOOSES “None of the above” or “Decline to answer”]**

Infants, toddlers, or pre-school age children who live with you at least half the year	1
Elementary, middle, or high school age children who live with you at least half the year	2
Children 18 or over who live with you at least half the year	3
Children away at college for whom you are financially responsible.....	6
Elders for whom you are providing ongoing care for more than 3 hours a week.....	4
A disabled or ill family member	5
None of the above	0
Decline to answer.....	98

Q300x11. What is your citizenship status?

U.S. Citizen.....	1
Permanent resident.....	3
A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)	4
Other status (please specify:)	91
Decline to answer.....	98

The Collaborative on Academic Careers in Higher Education

Q315. What is your annual salary?

Less than \$30,000	1
\$30,000 to \$44,999	2
\$45,000 to \$59,999	3
\$60,000 to \$74,999	4
\$75,000 to \$89,999	5
\$90,000 to \$104,999	7
\$105,000 to \$119,999	8
\$120,000 or above	9
Decline to answer	98

Q316. Do you currently have student loan debt?

Yes, I still currently have student loans	1
No, I previously had student loans but I no longer do	2
No, I have never had student loans	3
Decline to answer	98

Q317. **[IF Q316=1]** Approximately what is the current remaining balance on your student loans?

Q321. Have you been diagnosed with a disability?

Yes	1
No	0
Decline to answer	98

Q322. **[IF Q321=1]** Which of the following have been diagnosed? (Please check all that apply)

A sensory impairment (vision or hearing)	1
A mobility impairment	2
A mobility impairment	3
A learning disability (e.g., ADHD, dyslexia)	4
A mental health disorder	1
Other, please describe	91
Decline to answer	98

Q323. **[IF Q321=1]** Who, at your institution is aware of your disability? (Please check all that apply)

Some of my departmental colleagues	1
All of my departmental colleagues	2
My Department Head/Chair	3
The Disability Services Office at my institution	4
Decline to answer	98
I have not disclosed my disability to anyone at my institution ..	99

SECTION 2. NATURE OF WORK – OVERALL

Q43. [COMMUNITY COLLEGE] Describe the opportunities, if any, you have to interact with graduate students working at [INSTITUTION NAME].

TEXT BOX1
I do not interact with graduate students working at [INSTITUTION NAME]..... 97
Decline to answer..... 98

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

- A. Teaching
- B. Research
- C. Service (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents)
- D. [COLLEGE AND UNIVERSITY] Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)
- E. Administrative tasks (e.g., creating and submitting reports, routine paperwork)
- F. [CLINICAL FACULTY] Patient care/client services (including medical service; counseling patients or families; administrative tasks associated with clinical service)

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

Q50. You indicated dissatisfaction with the portion of your time spent on the following activity or activities. Please indicate whether you feel you spend too much or too little time on:

- A. [IF Q45A=1, 2] Teaching
- B. [IF Q45B=1, 2] Research
- C. [IF Q45C=1, 2] Service (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents)
- D. [IF Q45D=1, 2] Outreach (e.g., extension, community engagement, technology transfer, economic dev, K-12 education)
- E. [IF Q45E=1, 2] Administrative tasks (e.g., creating and submitting reports, routine paperwork)
- F. [IF Q45F=1, 2] Patient care/client services (including medical service; counseling patients or families; administrative tasks associated with clinical service)

Too much1
Too little.....0
Decline to answer..... 98

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

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

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, I don't know, Not applicable

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
- B. The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve
- C. The discretion you have to choose the committees on which you serve
- D. How equitably committee assignments are distributed across faculty in your department
- F. How equitably additional service work is compensated in your department
- G. The relevance of the committees on which you *currently* serve
- E. The number of students you advise/mentor (including oversight of independent study, research projects, internships, study abroad)
- H. The support your institution has offered you to be a good advisor to students
- I. How equitably advising responsibilities are distributed across faculty in your department

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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
- B. The level of courses you teach
- C. The discretion you have over the content of the courses you teach
- D. The number of students in the classes you teach, on average
- E. The quality of students you teach, on average
- I. [UNIVERSITY] The quality of graduate students to support your teaching
- F. The support your institution has offered you for improving your teaching
- H. How equitably the teaching workload is distributed across faculty in your department
- J. Your teaching schedule (evenings, weekends, etc.)
- K. Addressing diverse learning styles in your classroom (e.g., returning adult students, English Language Learners, etc.)
- L. Assessing your students' learning
- M. Developing online or hybrid courses (a mix of online and traditional, face-to-face classroom instruction)
- N. Teaching online or hybrid courses (a mix of online and traditional, face-to-face classroom instruction)

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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
- B. The influence you have over the focus of your research/scholarly/creative work
- C. [UNIVERSITY] The quality of graduate students to support your research/scholarly/creative work
- D. Institutional support (e.g., internal grants/seed money) for your research/scholarly/creative work
- E. [UNIVERSITY] The support your institution provides you for engaging undergraduates in your research/scholarly/creative work

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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

- A. Obtaining externally funded grants (pre-award)
- B. Managing externally funded grants (post-award)
- C. [UNIVERSITY] Securing graduate student assistance
- D. Traveling to present papers or conduct research/creative work
- E. The availability of course release time to focus on your research

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

SECTION 6. RESOURCES & SUPPORT

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

- A. Office
- B. Laboratory, research, or studio space
- C. Equipment
- D. Classrooms
- E. Library resources
- F. Computing and technical support
- G. Salary
- H. Clerical/administrative support

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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Q92. [CLINICAL FACULTY] Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.

- A. Support from non-physician clinical staff for your clinical care activities
- B. Opportunities for physician input in management decisions
- C. Communication to physicians about this location's financial status
- D. The teamwork between physicians and other clinical staff
- E. Location's responsiveness in meeting your requests as a physician
- F. Space available for your clinical practice
- G. Availability of supplies for your clinical practice
- H. Quality of equipment needed for your clinical practice
- I. Your ability to provide a high quality of patient care in this location
- J. How well this clinical location functions overall as it relates to patient care

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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

- A. Health benefits for yourself
- B. Health benefits for your family (i.e. spouse, partner, and dependents)
- C. Retirement benefits
- D. Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage)
- E. Tuition waivers, remission, or exchange
- F. Spousal/partner hiring program
- G. Childcare
- H. Eldercare
- I. Phased retirement options
- J. Family medical/parental leave
- K. Flexible workload/modified duties for parental or other family reasons
- L. [PRE-TENURE] Stop-the-clock for parental or other family reasons
- M. [COMMUNITY COLLEGE] Commuter benefits
- N. Parking

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable, Not offered at my institution, I don't know

SECTION 7. INTERDISCIPLINARY WORK

Q99. Rate your level of interest in teaching and/or research with faculty in disciplines other than your own.

Not at all interested.....	1
Slightly interested.....	2
Moderately interested.....	3
Very interested.....	4
Extremely interested.....	5
Not offered at my institution.....	96
Decline to answer.....	98

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Q98. Are you engaged in ...

- A. Collaborative teaching with faculty in disciplines other than your own?
- B. Collaborative research with faculty in disciplines other than your own?
- C. Solo interdisciplinary teaching and/or research?

Currently1
Not currently, but previously at this institution2
Never at this institution.....3
Decline to answer..... 98
Not applicable..... 99

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

- A. Budget allocations encourage interdisciplinary work.
- B. Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.
- C. Interdisciplinary work is rewarded in the merit process.
- D. **[NON-TENURE TRACK OR TENURED WITH RANKS OF ASSOCIATE OR FULL]** Interdisciplinary work is rewarded in the promotion process.
- E. **[PRE-TENURE WITH RANK OF ASSISTANT]** Interdisciplinary work is rewarded in the tenure process
- F. **[NON-TENURE TRACK]** Interdisciplinary work is rewarded in the reappointment process
- G. My department understands how to evaluate interdisciplinary work.

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable, I don't know

SECTION 8. COLLABORATION

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

- A. Other members of your department
- E. Within your institution, faculty outside your department
- D. Faculty outside your institution

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

SECTION 9. MENTORING

Q110. **[NON-TENURE TRACK OR TENURED]** At this institution and in the past five years, I have served as either a formal or informal mentor to... *(Check all that apply)*

Pre-tenure faculty in my department.....1
Tenured faculty in my department2
Non-tenure-track faculty in my department5
Pre-tenure faculty outside my department3
Tenured faculty outside my department.....4
Non-tenure-track faculty outside my department.....6
None of the above0
Decline to answer..... 98

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

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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

- A. Having a mentor or mentors in your department
- B. Having a mentor or mentors outside your department at your institution
- C. Having a mentor or mentors outside your institution

SCALE: Importance

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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

- A. Mentoring from someone in your department
- B. Mentoring from someone outside your department at your institution
- C. Mentoring from someone outside your institution

SCALE: Effectiveness

NON-RESPONSE OPTIONS: Decline to answer, Not applicable, Have not received

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.
- B. [TENURED FACULTY WITH RANK OF ASSOCIATE OR FULL] There is effective mentoring of tenured associate professors in my department.
- D. [NON-TENURE-TRACK FACULTY] There is effective mentoring of non-tenure-track faculty in my department.
- C. [NON-TENURE-TRACK FACULTY OR TENURED FACULTY WITH RANK OF ASSOCIATE OR FULL] My institution provides adequate support for faculty to be good mentors.

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable, I don't know

SECTION 10. TENURE AND PROMOTION

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

- B. [ASSOCIATE OR FULL] My department has a culture where associate professors are encouraged to work towards promotion to full professorship.
- C. [ASSOCIATE OR FULL] Generally, the expectations for promotion from associate to full professor are reasonable to me.
- D. [ASSISTANT] My department has a culture where assistant professors are encouraged to work towards promotion to associate professorship.
- E. [ASSISTANT] Generally, the expectations for promotion from assistant to associate professor are reasonable to me.

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable, I don't know

Q136. [PRE-TENURE ASSISTANT] Please rate the clarity of the following aspects of earning tenure in your department:

- A. The tenure process in my department
- B. The tenure criteria (what things are evaluated) in my department
- C. The tenure standards (the performance thresholds) in my department
- D. The body of evidence (the dossier's contents) that will be considered in making my tenure decision
- F. [UNIVERSITY] The procedures for complaints and grievances originating in my department
- E. My sense of whether or not I will achieve tenure

SCALE: Clarity

NON-RESPONSE OPTIONS: Decline to answer

Q132. At this time, do you believe you will achieve tenure?

Yes1
No0
Decline to answer 98

Q133. Why do you feel that you will not achieve tenure at this institution?

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

- A. A scholar
- B. A teacher
- C. An advisor to students
- D. A colleague in your department
- E. A campus citizen
- F. [UNIVERSITY OR COLLEGE] A member of the broader community (e.g., outreach)
- G. [CLINICAL FACULTY] A provider of patient care/client services

SCALE: Clarity

NON-RESPONSE OPTIONS: Decline to answer

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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.
- 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).

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

Q140. [TENURED ASSOCIATE OR FULL] 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
- B. The promotion criteria (what things are evaluated) in my department
- C. The promotion standards (the performance thresholds) in my department
- D. The body of evidence (the dossier's contents) considered in making promotion decisions
- E. The time frame within which associate professors should apply for promotion
- F. [TENURED ASSOCIATE] My sense of whether I will be promoted from associate to full professor

SCALE: Clarity

NON-RESPONSE OPTIONS: Decline to answer

Q145A. [TENURED ASSOCIATE] Have you received formal feedback on your progress toward promotion to full professor?

Yes1
No0
Decline to answer 98

Q145B. [PRE-TENURE ASSISTANT] Have you received formal feedback on your progress toward tenure?

Yes1
No0
Decline to answer 98

Q150. [TENURED ASSOCIATE] When do you plan to submit your dossier for promotion to full professor?

I've already submitted my dossier4
In five years or less1
In more than five years but less than ten years2
In ten years or more3
Never0
I don't know 97
Decline to answer 98

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Q155. [TENURED ASSOCIATE] You responded: [INSERT Q150 RESPONSE]. What are your primary reasons?
(Please select up to two responses)

Lack of support from my department chair.....	1
Lack of support from my colleagues.....	2
Lack of time/support for research.....	3
Heavy teaching load.....	4
Administrative responsibilities.....	5
Family/personal responsibilities.....	6
I have not been signaled to do so by someone in my department.....	7
Not interested in promotion.....	8
I am planning to leave the institution.....	9
I plan to retire before promotion.....	10
[CLINICAL FACULTY] Heavy clinical load.....	13
Other (Please specify): [REQUIRE TXT IF SELECTED].....	12
Other (Please specify): [REQUIRE TXT IF SELECTED].....	14
Decline to answer.....	98

Q156. [TENURED ASSISTANT] Please rate the clarity of the following aspects of promotion in rank from assistant professor to associate professor:

- The promotion process in my department
- The promotion criteria (what things are evaluated) in my department
- The promotion standards (the performance thresholds) in my department
- The body of evidence (the dossier's contents) considered in making promotion decisions
- The time frame within which associate assistant professors should apply for promotion
- My sense of whether or not I will be promoted from assistant to associate professor

SCALE: Clarity

NON-RESPONSE OPTIONS: Decline to answer

Q157. [TENURED ASSISTANT] Have you received formal feedback on your progress toward promotion to associate professor?

Yes.....	1
No.....	0
Decline to answer.....	98

Q152. [TENURED ASSISTANT] When do you plan to submit your dossier for promotion to associate professor?

I've already submitted my dossier.....	4
In five years or less.....	1
In more than five years but less than ten years.....	2
In ten years or more.....	3
Never.....	0
I don't know.....	97
Decline to answer.....	98

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Q153. **[TENURED ASSISTANT]** You responded: [INSERT Q152 RESPONSE]. What are your primary reasons?
(Please select up to two responses)

Lack of support from my department chair.....	1
Lack of support from my colleagues.....	2
Lack of time/support for research.....	3
Heavy teaching load.....	4
Administrative responsibilities.....	5
Family/personal responsibilities.....	6
I have not been signaled to do so by someone in my department.....	7
Not interested in promotion.....	8
I am planning to leave the institution.....	9
I plan to retire before promotion.....	10
[CLINICAL FACULTY] Heavy clinical load.....	13
Other (Please specify): [REQUIRE TXT IF SELECTED].....	12
Other (Please specify): [REQUIRE TXT IF SELECTED].....	14
Decline to answer.....	98

Q450. **[NON-TENURE-TRACK]** Please rate the clarity of the following aspects of contract renewal in your department:

- The contract renewal process in my department
- The contract renewal criteria (what things are evaluated) in my department
- The contract renewal standards (the performance thresholds) in my department
- The body of evidence (the dossier's contents) considered in making contract renewal decisions
- My sense of whether or not my contract will be renewed

SCALE: Clarity

NON-RESPONSE OPTIONS: Decline to answer

Q460. Please rate the clarity of the following aspects of promotion in your department:

- The promotion process for non-tenure-track faculty in my department
- The criteria (what things are evaluated) for promotion of non-tenure-track faculty in my department
- The standards (the performance thresholds) for promotion of non-tenure-track faculty in my department
- The body of evidence (the dossier's contents) considered in making promotion decisions for non-tenure-track faculty in my department
- My sense of whether I will be promoted

SCALE: Clarity

NON-RESPONSE OPTIONS: Decline to answer

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

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, I don't know, Not applicable

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

- A. My dean or division head
- B. My department head or chair
- C. [COLLEGE] My chief academic officer (provost, VPAA, dean of faculty)

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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

My institution's [CEO TITLE]:

- A. Pace of decision making
- B. Stated priorities
- C. Communication of priorities to faculty

My [CAO TITLE]:

- L. Pace of decision making
- M. Stated priorities
- N. Communication of priorities to faculty
- O. [COLLEGE] Ensuring opportunities for faculty to have input into the institution's priorities

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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

[UNIVERSITY] My dean's or division head's:

- D. Pace of decision making
- E. Stated priorities
- F. Communication of priorities to faculty
- G. Ensuring opportunities for faculty to have input into school/college priorities

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My department head's or chair's:

- H. Pace of decision making
- I. Stated priorities
- J. Communication of priorities to faculty
- K. Ensuring opportunities for faculty to have input into departmental policy decisions
- L. Fairness in evaluating my work

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

Q187A. Some of the following questions refer to your “institution-wide faculty governing body” or to “faculty leaders”. Your campus might have more than one group that fits these descriptions (e.g., a faculty senate *and* a collective bargaining unit). From the list below, please select or fill in the *one* group to whom *your* answers will apply.

- Faculty of the whole.....1
- Faculty assembly.....2
- Faculty Senate3
- Faculty union or Collective Bargaining Unit.....4
- Divisional (School or College Level) Governing Body.....6
- Other (Please specify): [REQUIRE TXT IF SELECTED].....5
- Decline to answer..... 98

Q186. Please rate your level of satisfaction or dissatisfaction with the following: (*Please select 'Not Applicable' if you serve in this capacity*)

- A. The pace of decision making by my institution-wide faculty governing body
- B. The stated priorities of my institution-wide faculty governing body
- C. The communication of priorities by my institution-wide faculty governing body
- D. The steps taken by my institution-wide faculty governing body to ensure faculty are included in that body's decision making

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

SECTION 11A. SHARED GOVERNANCE

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

SCALE: Effectiveness

NON-RESPONSE OPTIONS: I don't know, Decline to answer, Not applicable

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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
- B. I understand the process by which I can express my opinions about institutional policies
- C. My institution has clear rules about the various roles and authority of the faculty and administration
- D. My institution's shared governance model holds up under unusual situations
- E. My institution systematically reviews the effectiveness of its decision making processes

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

Q189A. How often do you experience the following?

- A. The governance committees on which I currently serve make observable progress toward goals.
- B. The progress achieved through governance efforts is publicly recognized.
- C. My institution cultivates new leaders among faculty.
- D. Important institutional decisions are not made until consensus among faculty leaders and senior administrators is achieved.
- E. Senior administrators ensure that there is sufficient time for faculty to provide input on important decisions.
- F. Once an important decision is made, senior administrators communicate their rationale (e.g., data used for decision, weight of faculty input, etc.).

SCALE: Frequency

NON-RESPONSE OPTIONS: I don't know, Decline to answer

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

- A. Have equal say in governance matters.
- B. Engage each other in defining decision criteria used to evaluate options.
- C. Respectfully consider one another's views before making important decisions.
- D. Follow agreed-upon rules of engagement when there are disagreements.
- E. Have an open system of communication for making decisions.
- F. Share a sense of responsibility for the welfare of the institution.
- G. Discuss difficult issues in good faith.

SCALE: Frequency

NON-RESPONSE OPTIONS: I don't know, Decline to answer

SECTION 12. DEPARTMENTAL ENGAGEMENT

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

- A. Undergraduate student learning
- B. [UNIVERSITY] Graduate student learning
- C. Effective teaching practices
- D. Effective use of technology
- E. Use of current research methodologies
- F. [CLINICAL FACULTY] Resident learning
- G. [CLINICAL FACULTY] Effective patient care practices

SCALE: Frequency

NON-RESPONSE OPTIONS: Decline to answer

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

- A. The intellectual vitality of tenured faculty in your department
- B. The intellectual vitality of pre-tenure faculty in your department
- E. The intellectual vitality of non-tenure-track faculty in your department
- C. The research/scholarly/creative productivity of tenured faculty in your department
- D. The research/scholarly/creative productivity of pre-tenure faculty in your department
- F. The research/scholarly/creative productivity of non-tenure-track faculty in your department
- G. The teaching effectiveness of tenured faculty in your department
- H. The teaching effectiveness of pre-tenure faculty in your department
- I. The teaching effectiveness of non-tenure-track faculty in your department

SCALE: Satisfaction

NON-RESPONSE OPTIONS: I don't know, Decline to answer, Not applicable

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.
- B. My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.
- C. My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.
- D. Department meetings occur at times that are compatible with my personal/family needs.

SCALE: Agreement

NON-RESPONSE OPTIONS: I don't know, Decline to answer, Not applicable

SECTION 14. DEPARTMENTAL 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
- B. The amount of personal interaction you have with pre-tenure faculty in your department
- C. How well you fit in your department (e.g. your sense of belonging in your department)
- D. The amount of professional interaction you have with tenured faculty in your department
- E. The amount of personal interaction you have with tenured faculty in your department
- F. The amount of professional interaction you have with non-tenure-track faculty in your department
- G. The amount of personal interaction you have with non-tenure-track faculty in your department

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

Q206. **[UNIVERSITY AND (PRE-TENURE OR TENURED)]** Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for...:

- A. Recruiting part-time faculty.
- B. Managing part-time faculty.

SCALE: Satisfaction

NON-RESPONSE OPTIONS: I don't know, Decline to answer, Not applicable

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

- A. My departmental colleagues “pitch in” when needed.
- C. On the whole, my department is collegial.

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

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
- B. Student advising
- C. Scholarly/creative work
- D. Service contributions (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents)
- E. [COLLEGE OR UNIVERSITY] Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)
- M. [CLINICAL FACULTY] Patient care/client services

[SECTION HEADER FOR I-L:] For all of your work, how satisfied are you with the recognition you receive from...

- J. [TENURED ASSOCIATE OR TENURED FULL] Your chief academic officer (provost, VPAA, dean of faculty)
- K. [TENURED ASSOCIATE OR TENURED FULL] Your dean or division head
- L. Your department head or chair
- I. Your colleagues/peers

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

Q220. [TENURED ASSOCIATE OR TENURED FULL] Please rate your level of agreement or disagreement with the following statements:

- A. [UNIVERSITY] I feel that my school/college is valued by this institution's President/Chancellor and Provost.
- B. I feel that my department is valued by this institution's President/Chancellor and Provost.

SCALE: Agreement

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

SECTION 16. RECRUITMENT & RETENTION

Q225x11. Which of the following have you done at this institution in the past five years? (*Check all that apply*)

- Actively sought an outside job offer1
- Received a formal job offer2
- Renegotiated the terms of your employment (with, for example, a department chair or dean)3
- None of the above0
- Decline to answer 98

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Q226. What was your primary motivation for searching for an outside offer?

- To use an offer as leverage to renegotiate the terms of my employment at [INSTITUTION].....1
- To leave [INSTITUTION].....2
- Decline to answer..... 98

Q227. Prior to receiving any counteroffer (if made), how seriously were you considering accepting the job offer you received?

SCALE: Seriousness
NON-RESPONSE OPTIONS: Decline to answer

Q228. Rate your level of satisfaction or dissatisfaction with the efforts made by your institution to retain you.

SCALE: Satisfaction
NON-RESPONSE OPTIONS: Decline to answer

Q235. If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?

- Base salary.....1
- Supplemental salary (e.g., summer, intersession, overload).....2
- [PRE-TENURE OR TENURED] Tenure clock.....3
- Teaching load (e.g., course release).....4
- Administrative responsibilities5
- Equipment.....7
- Lab/research support8
- Employment for spouse/partner.....9
- Sabbatical or other leave time..... 10
- Other (Please specify): [REQUIRE TXT IF SELECTED]..... 11
- There is nothing about my employment that I wish to adjust.....0
- Decline to answer..... 98

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

- A. [NON-TENURE-TRACK OR TENURED WITH RANK OF ASSOCIATE OR FULL] Outside offers are not necessary as leverage in compensation negotiations
- My department is successful at...
- B. [NON-TENURE-TRACK OR TENURED WITH RANK OF ASSOCIATE OR FULL] Recruiting high-quality faculty members
- C. [NON-TENURE-TRACK OR TENURED WITH RANK OF ASSOCIATE OR FULL] Retaining high-quality faculty members
- D. Addressing sub-standard tenured faculty performance

SCALE: Agreement
NON-RESPONSE OPTIONS: I don't know, Decline to answer, Not applicable

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.
- C. If I had it to do all over, I would again choose to work at this institution.
- F. [COMMUNITY COLLEGE] If I had it to do all over, I would again choose to work at a community college

SCALE: Agreement

NON-RESPONSE OPTIONS: I don't know, Decline to answer, Not applicable

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

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

SCALE: Satisfaction

NON-RESPONSE OPTIONS: Decline to answer, Not applicable

Q255.

- A. [TENURED] How long do you plan to remain at this institution?
- B. [PRE-TENURE WITH RANK OF ASSISTANT] Assuming you achieve tenure, how long do you plan to remain at this institution?
- C. [NON-TENURE-TRACK] How long do you plan to remain at this institution?

For no more than five years.....1
More than five years but less than ten2
Ten years or more3
I don't know 97
Decline to answer..... 98

Q260. If you were to choose to leave your institution, what would be your primary reason?

To improve your salary/benefits1
To find a more collegial work environment.....3
To find an employer who provides more resources in support of your work.....4
To work at an institution whose priorities match your own5
To pursue an administrative position in higher education (e.g. chair, dean, or provost).....6
To pursue a nonacademic job7
To improve the employment opportunities for your spouse/partner.....8
For other family or personal needs.....9
To improve your quality of life 10
To retire 11
To move to a preferred geographic location 13
Other (Please specify): [REQUIRE TXT IF SELECTED]..... 14
There is no reason why I would choose to leave this institution .0
Decline to answer..... 98

The Collaborative on Academic Careers in Higher Education

Q265. If a candidate for a faculty position asked you about your department as a place to work, would you...

Strongly recommend your department as a place to work.....	2
Recommend your department with reservations	1
Not recommend your department as a place to work.....	0
Decline to answer	98

Q267A. Please check the two (and only two) best aspects about working at your institution.

<u>Colleagues</u>	
Quality of colleagues.....	1
Support of colleagues.....	2
Opportunities to collaborate with colleagues	3
<u>Students</u>	
[COLLEGE OR UNIVERSITY] Quality of graduate students ..	4
Quality of undergraduate students.....	5
<u>Fiscal / Physical</u>	
Quality of facilities.....	6
Compensation	14
<u>Work Support</u>	
Support for research/creative work (e.g., leave)	7
Support for teaching	8
Support for professional development	9
Assistance for grant proposals	10
[CLINICAL FACULTY] Patient care/client services	31
<u>Personal / Family</u>	
Childcare policies/support/availability.....	11
Spousal/partner hiring program	13
<u>Community / Belonging</u>	
Diversity.....	16
Presence of others like me	17
My sense of “fit” here.....	18
<u>Local/Regional</u>	
Geographic location.....	15
Commute	20
Cost of living.....	21
<u>Workload</u>	
Protections from service/assignments.....	19
Teaching load	23
Manageable pressure to perform	27
<u>Tenure / Leadership</u>	
Academic freedom	28
Tenure/promotion clarity or requirements.....	29
Quality of leadership	30
Other/None/Decline	
Other (Please specify): [REQUIRE TXT IF SELECTED].....	94
Other (Please specify): [REQUIRE TXT IF SELECTED].....	95
There are no positive aspects.	99
Decline to answer	98

The Collaborative on Academic Careers in Higher Education

Q267B. Please check the two (and only two) worst aspects about working at your institution.

Colleagues

Quality of colleagues.....	1
Support of colleagues.....	2
Opportunities to collaborate with colleagues	3

Students

[COLLEGE OR UNIVERSITY] Quality of graduate students ..	4
Quality of undergraduate students.....	5

Fiscal / Physical

Quality of facilities.....	6
Compensation.....	14

Work Support

Lack of support for research/creative work (e.g, leave)	7
Lack of support for teaching.....	8
Lack of support for professional development	9
Lack of assistance for grant proposals	10

[CLINICAL FACULTY] Patient care/client services	31
---	----

Personal / Family

Childcare policies/support/availability (or lack thereof)	11
Spousal/partner hiring program (or lack thereof).....	13

Community / Belonging

Lack of diversity	16
Absence of others like me.....	17
My lack of “fit” here	18

Local/Regional

Geographic location.....	15
Commute	20
Cost of living.....	21

Workload

Too much service/ too many assignments	19
Teaching load.....	23
Unrelenting pressure to perform	27

Tenure / Leadership

Academic freedom	28
Tenure/promotion clarity or requirements.....	29
Quality of leadership.....	30

Other/None/Decline

Other (Please specify): [REQUIRE TXT IF SELECTED]	94
Other (Please specify): [REQUIRE TXT IF SELECTED]	95
There are no positive aspects.	99
Decline to answer.....	98

Q270. Please use the space below to tell us the number one thing that you, personally, feel your institution could do to improve your workplace

Appendix: Likert Scales

Agreement

- Strongly agree (5)
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree (1)

Clarity

- Very clear (5)
- Somewhat clear
- Neither clear nor unclear
- Somewhat unclear
- Very unclear (1)

Effectiveness

- Very effective (5)
- Somewhat effective
- Neither effective nor ineffective
- Somewhat ineffective
- Very ineffective (1)

Frequency

- Frequently (5)
- Regularly
- Occasionally
- Seldom
- Never (1)

Importance

- Very important (5)
- Somewhat important
- Neither important nor unimportant
- Somewhat unimportant
- Very unimportant (1)

Satisfaction

- Very satisfied (5)
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied (1)

Seriousness

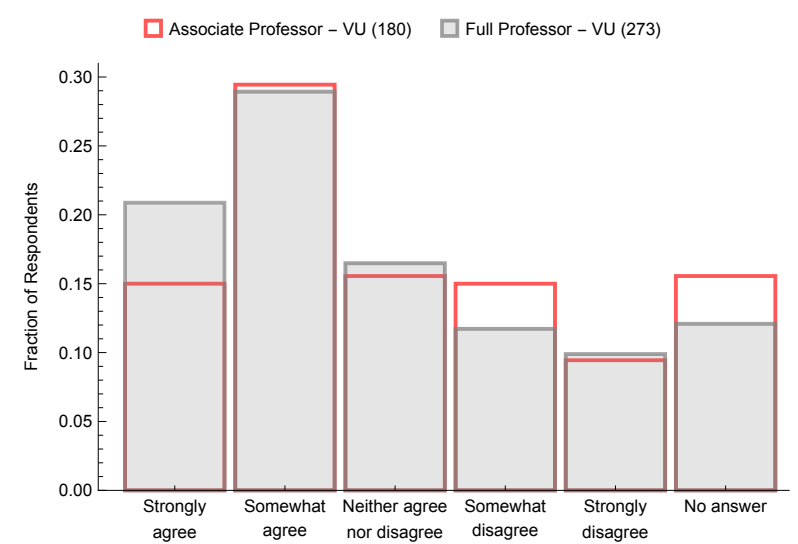
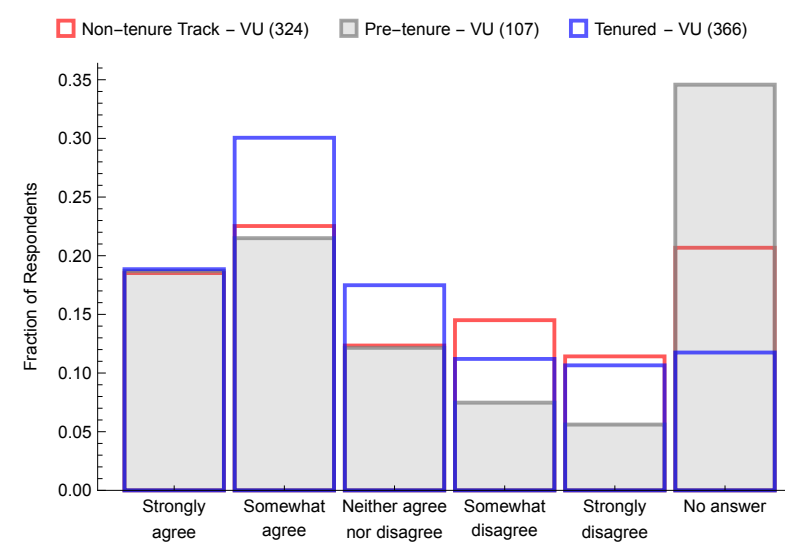
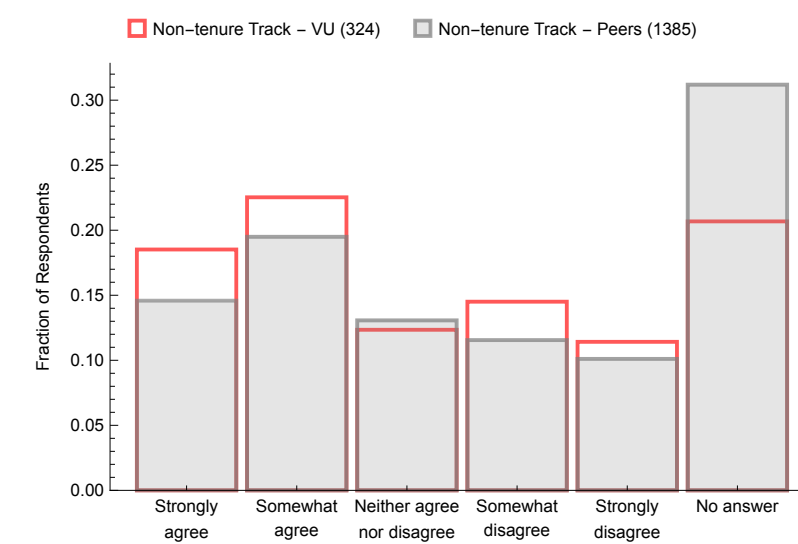
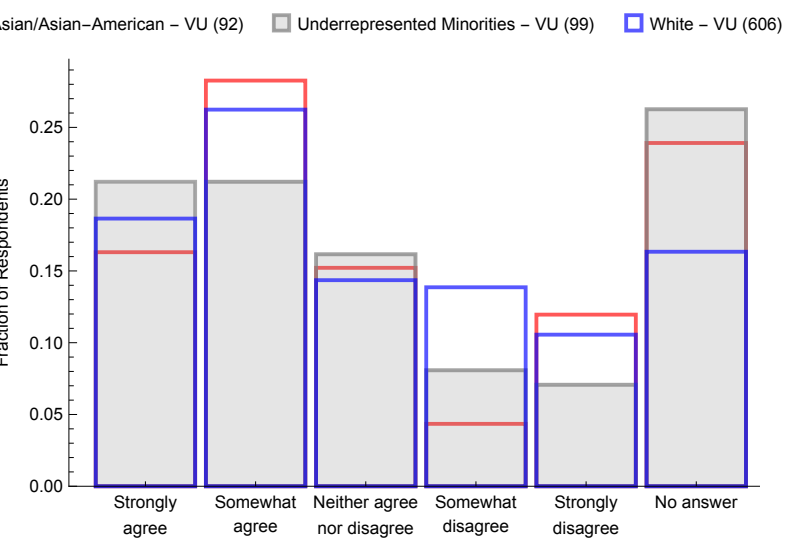
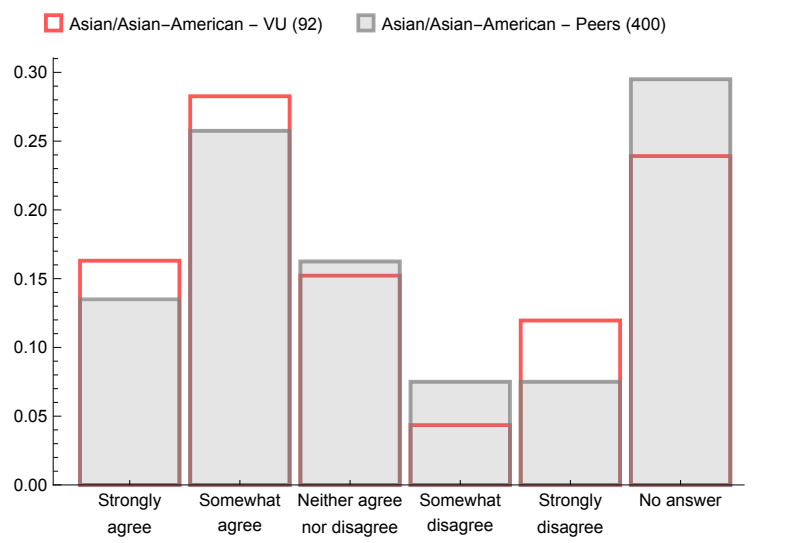
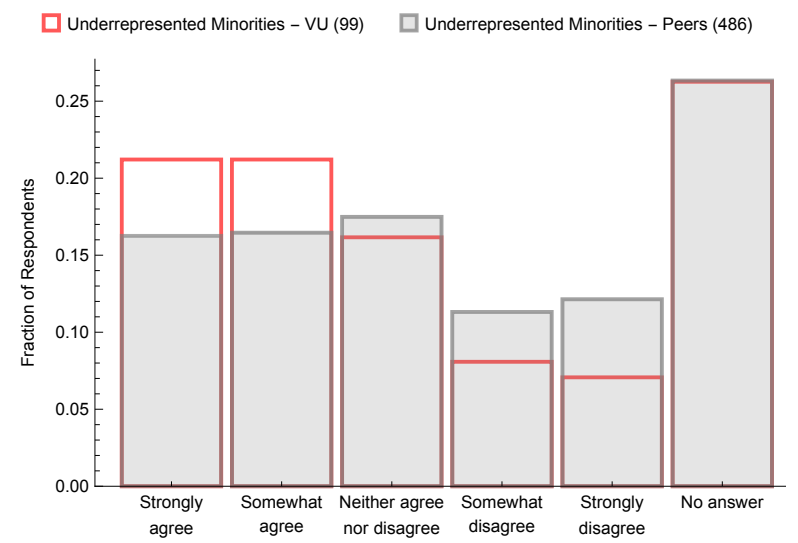
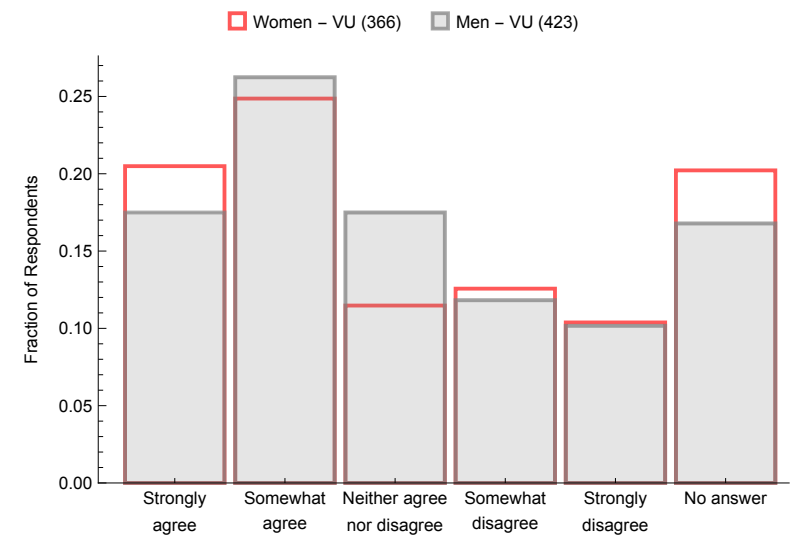
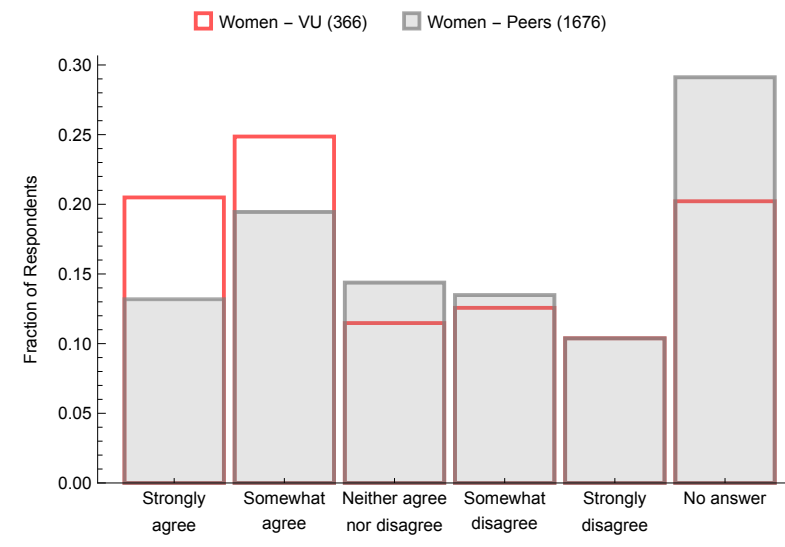
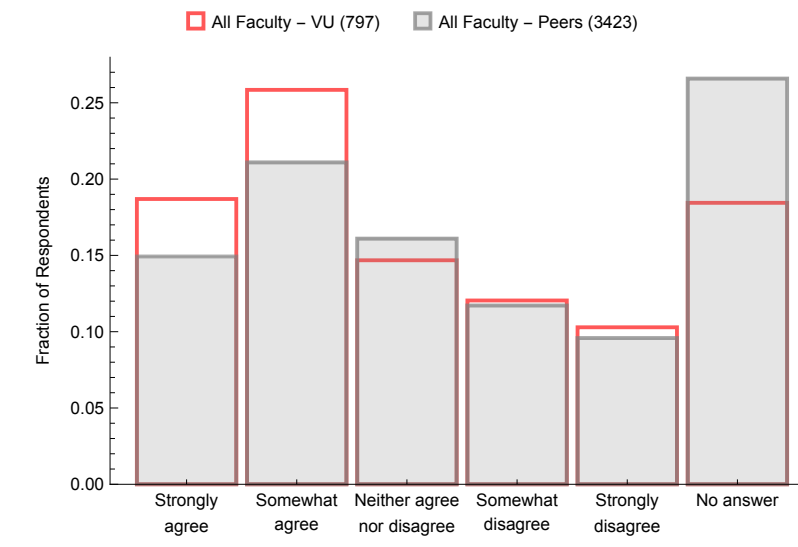
- Extremely seriously (5)
- Quite seriously
- Moderately seriously
- Slightly seriously
- Not at all seriously (1)

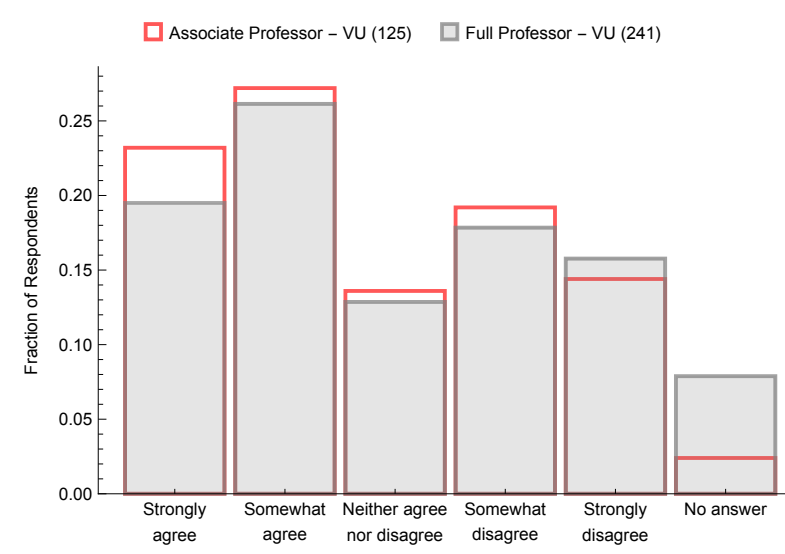
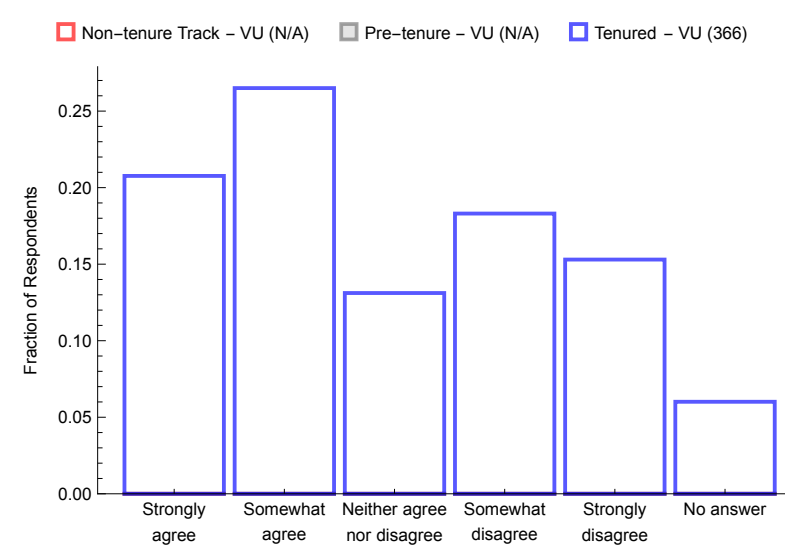
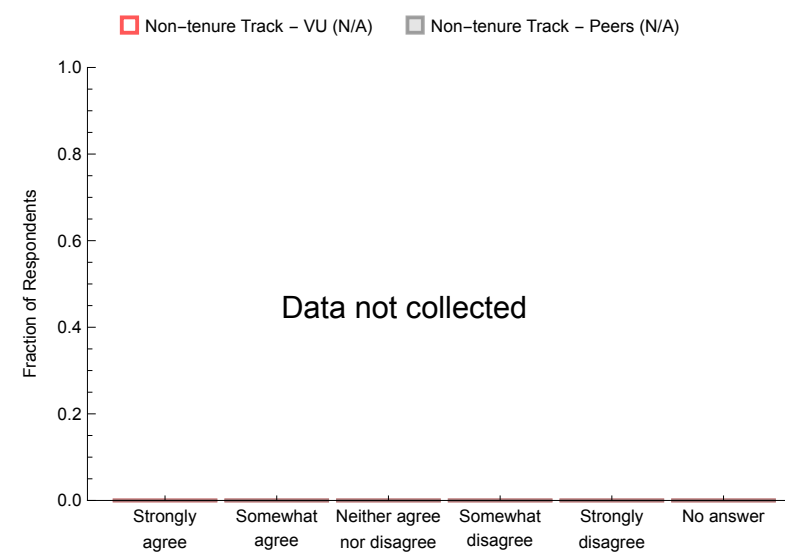
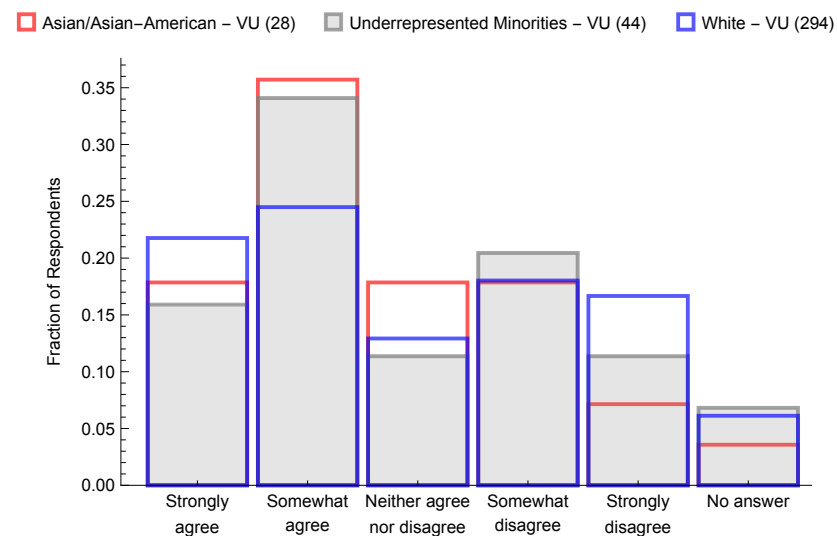
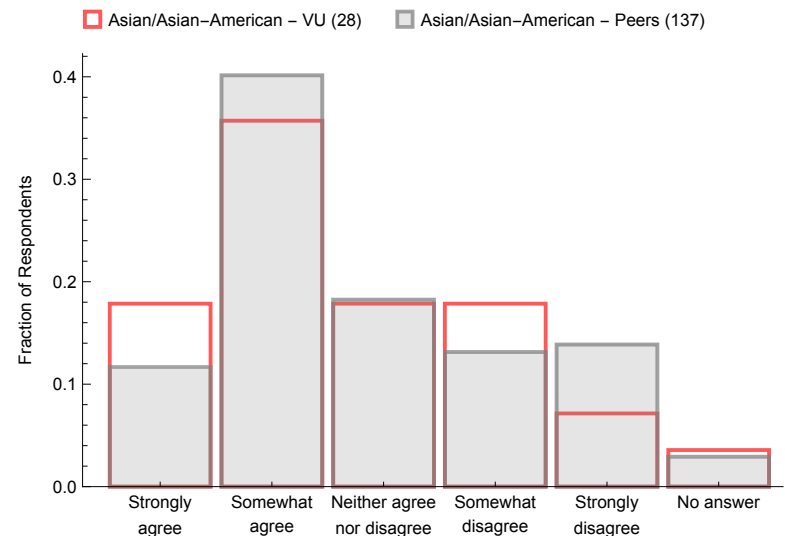
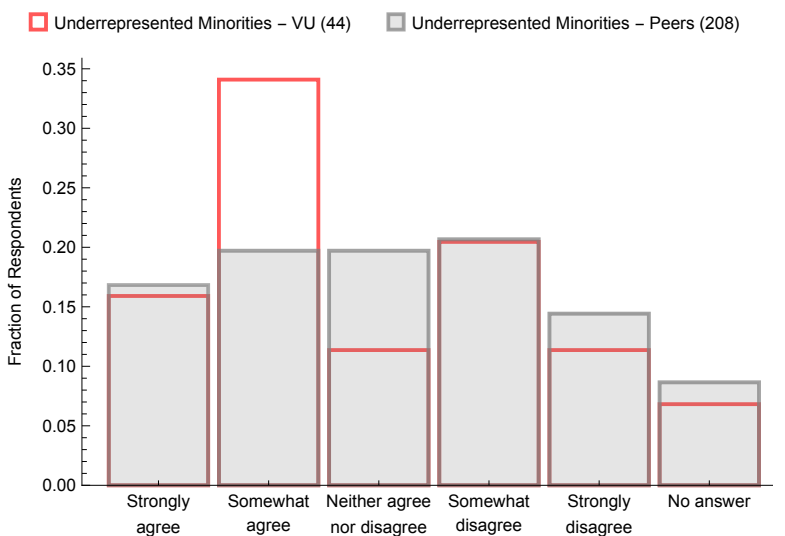
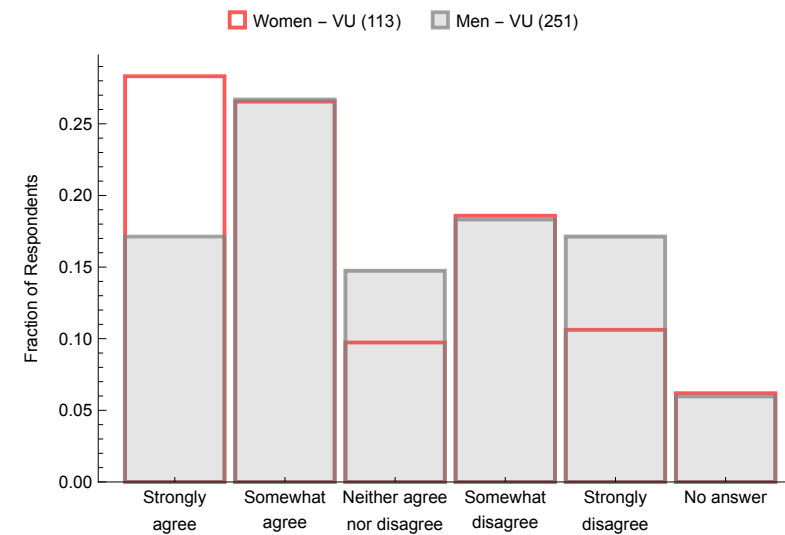
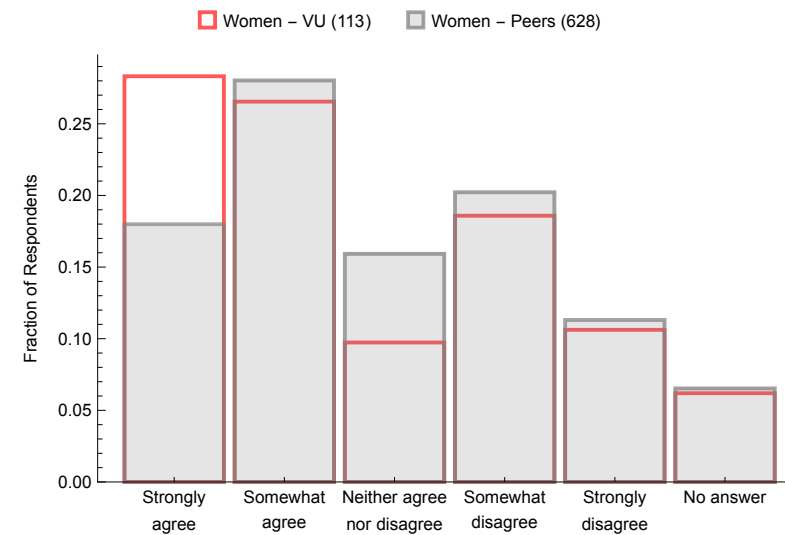
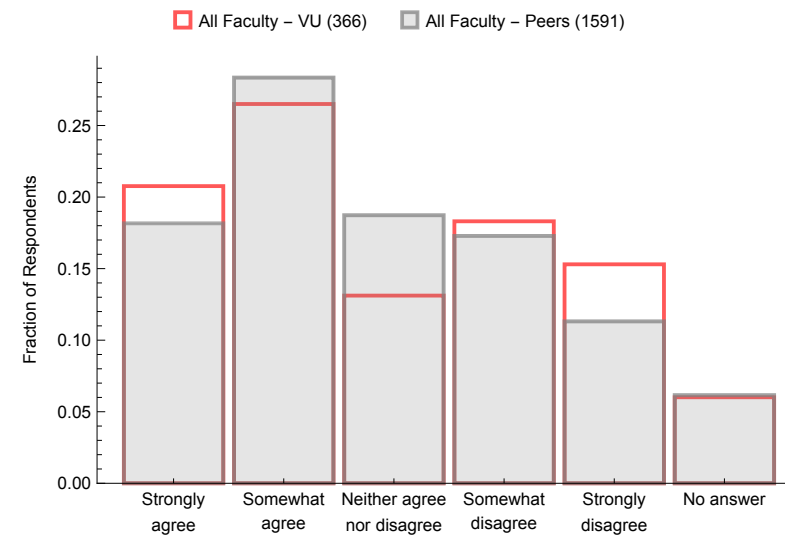
Appendix C – Histograms of Responses for All Survey Questions

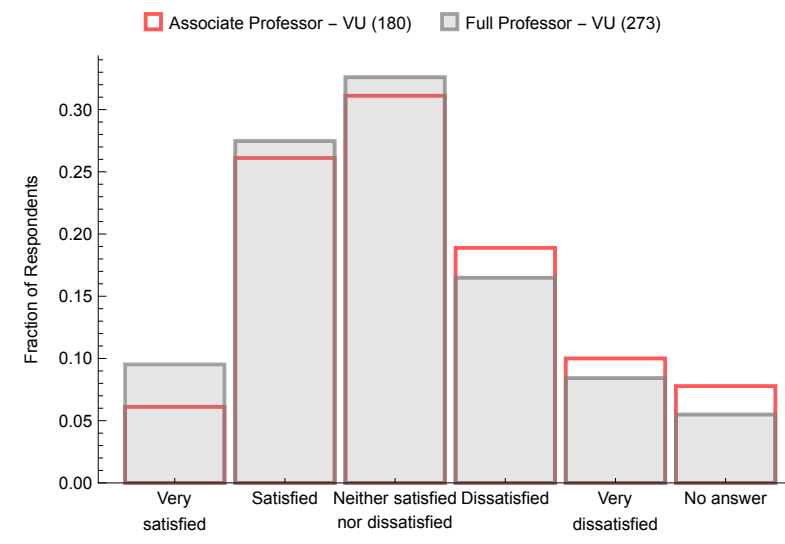
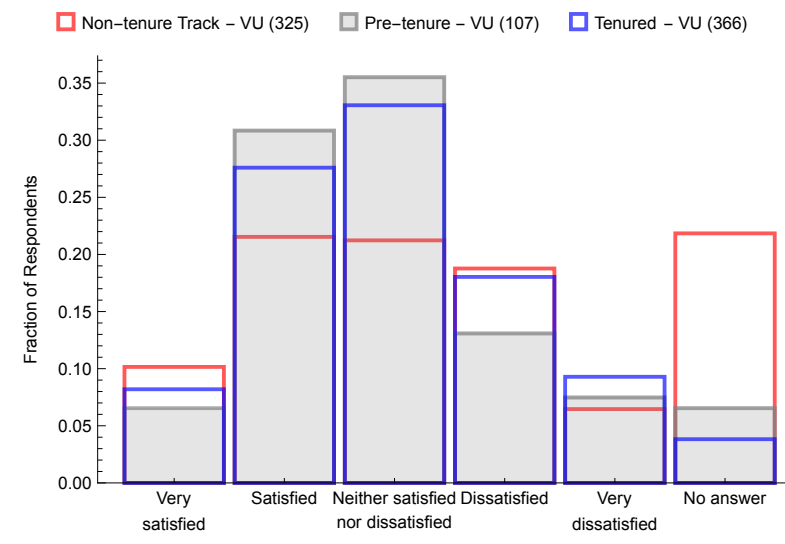
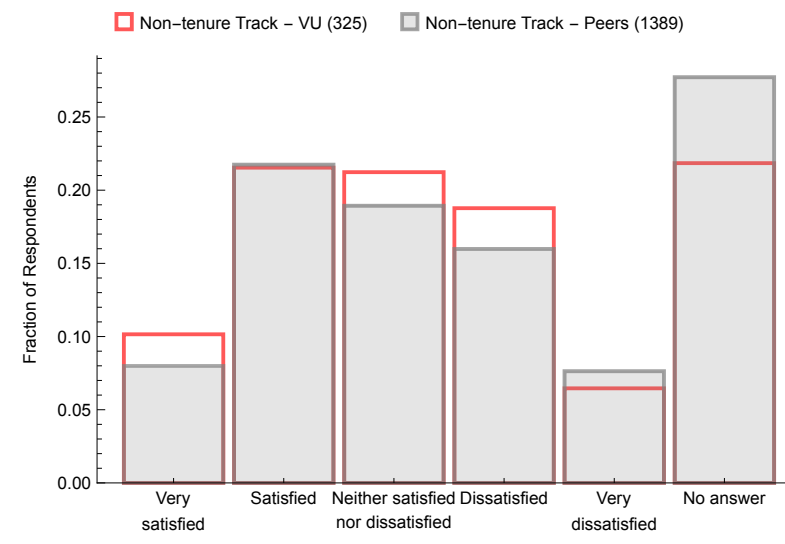
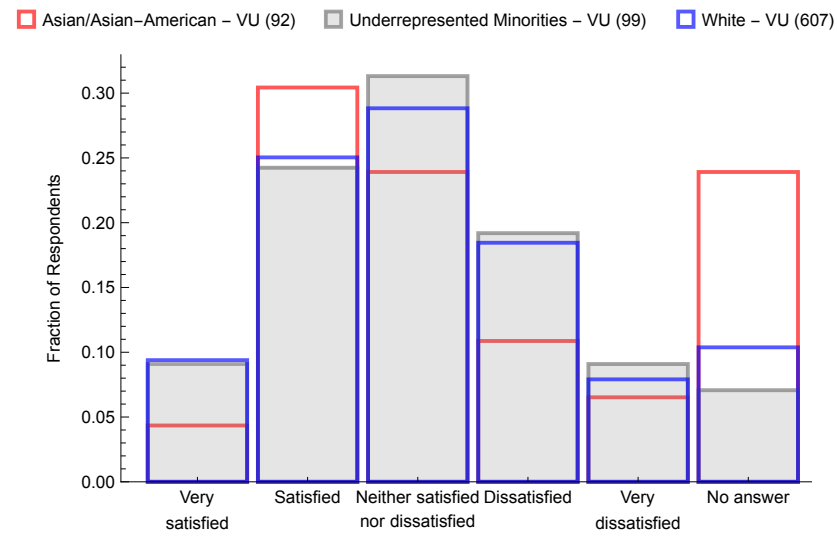
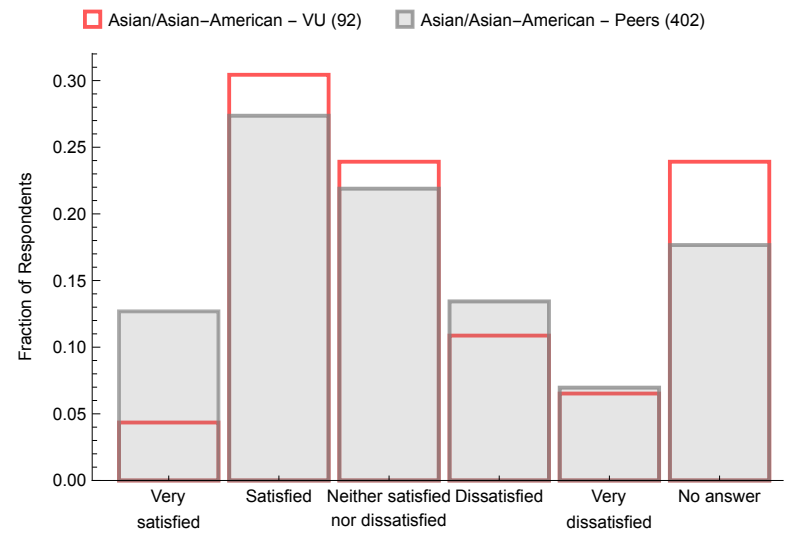
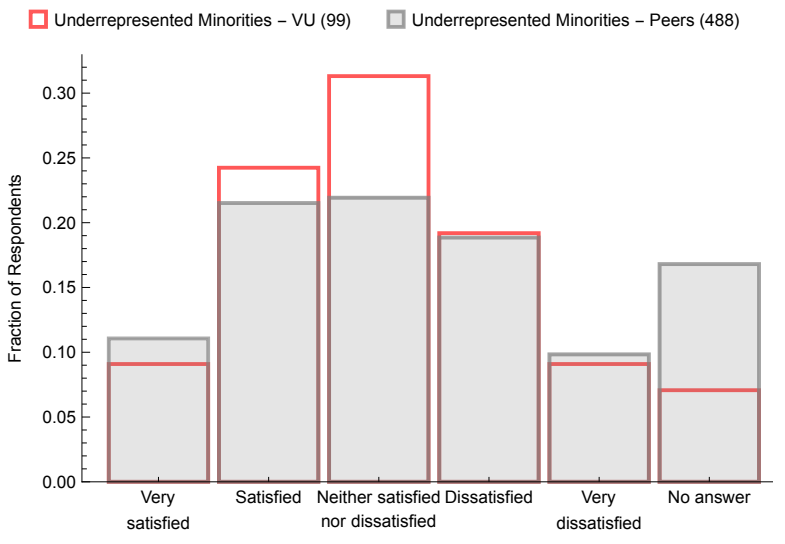
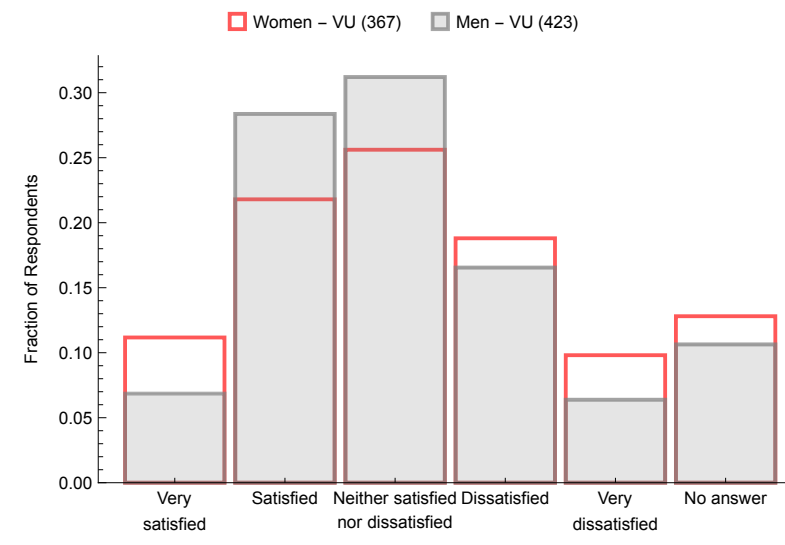
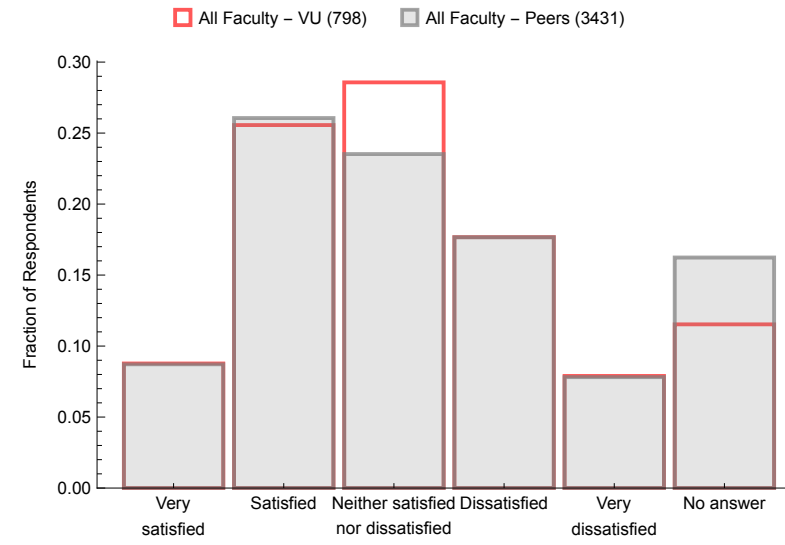
For those who wish to dive deeper into the data for specific questions, this appendix contains histograms of the responses for each question on the 2020 COACHE Survey. For all but two questions, the histograms for each question are presented on a single page, allowing direct comparison of the distribution of responses for Vanderbilt and peer-institution faculty and for different subsets of Vanderbilt faculty. The two exceptions were questions that asked about the best and worst aspects of working at Vanderbilt and for which there were so many possible responses that we had to present the data differently.

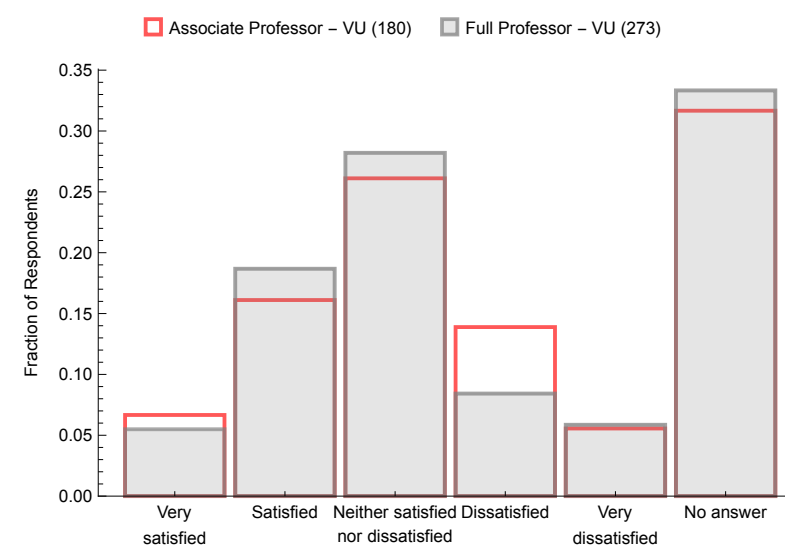
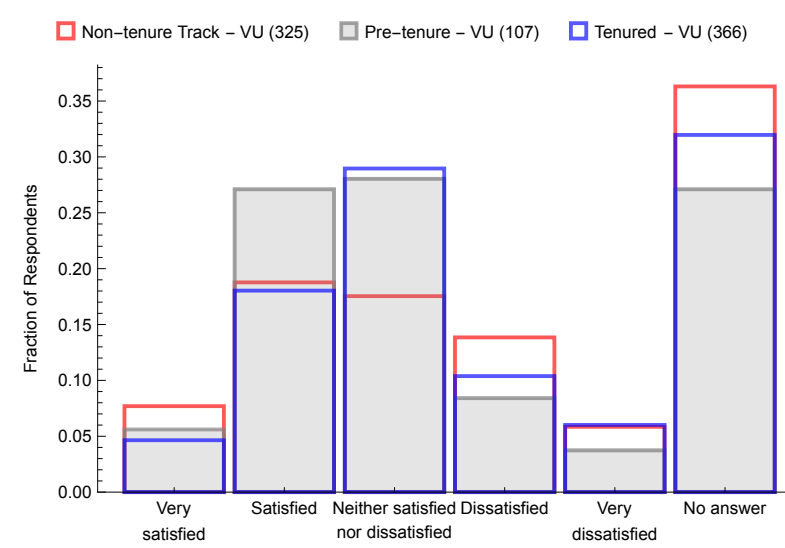
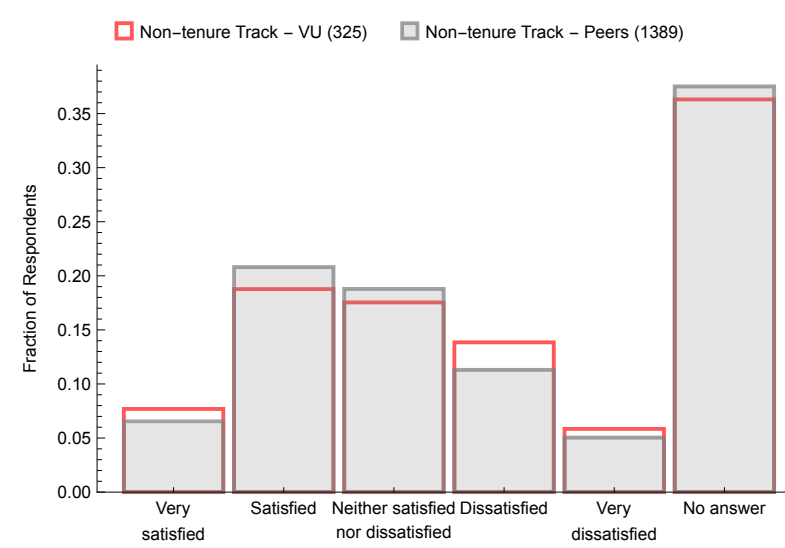
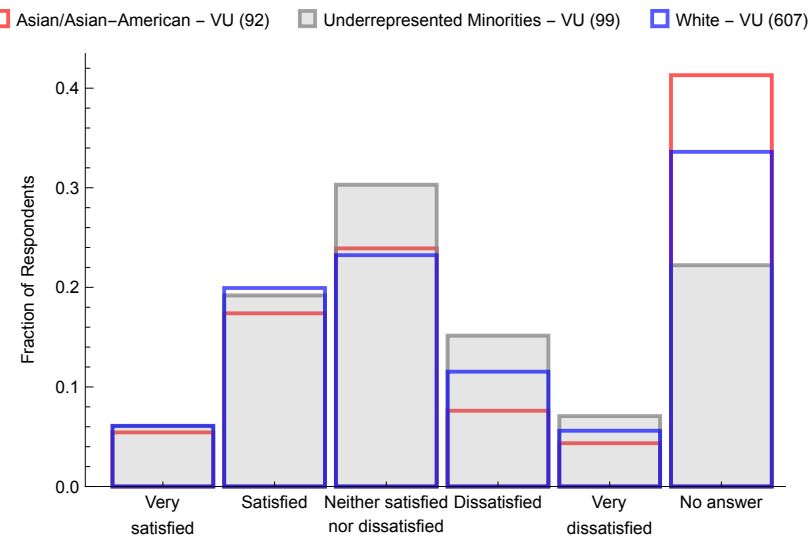
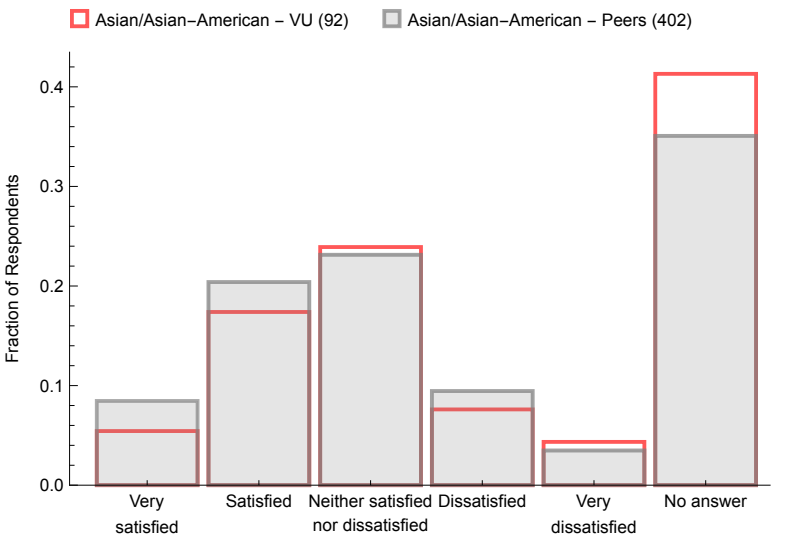
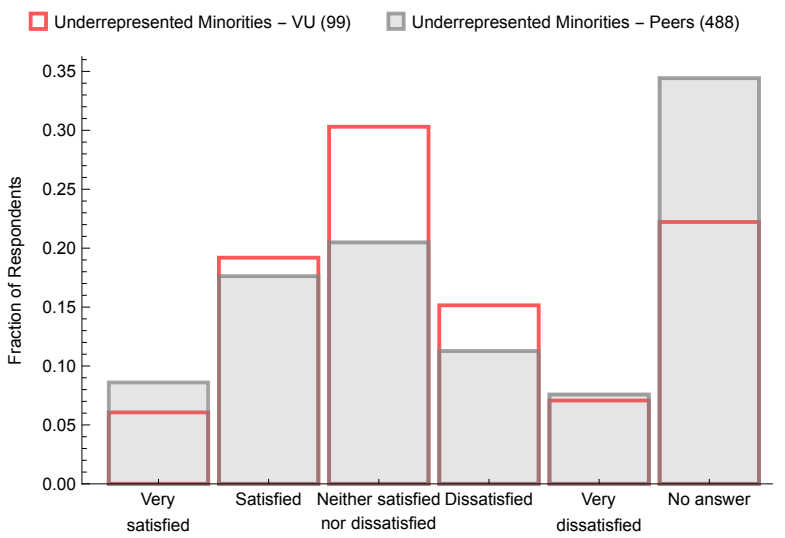
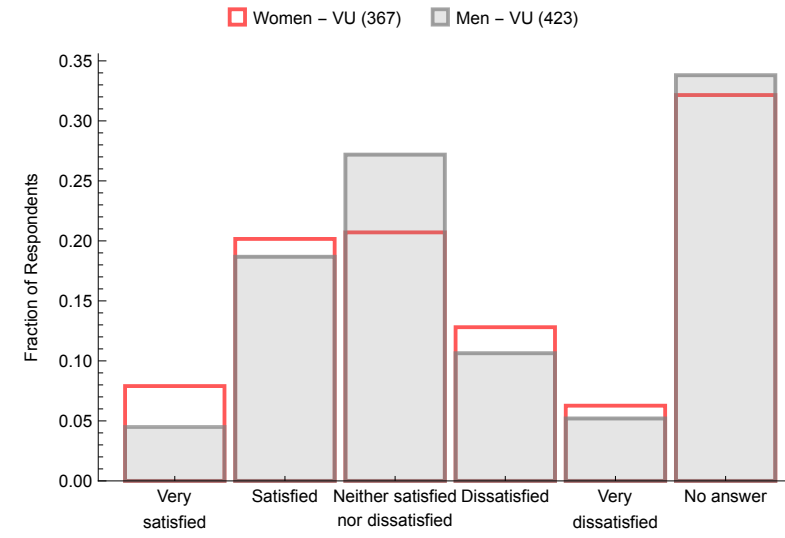
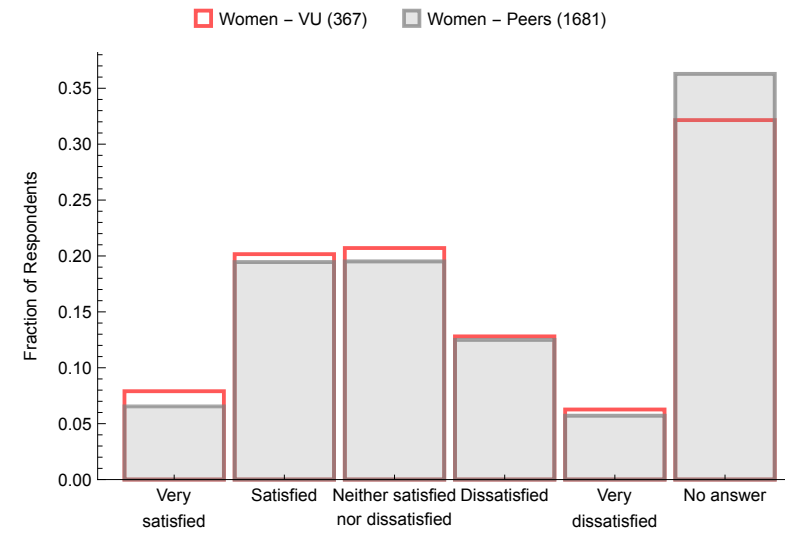
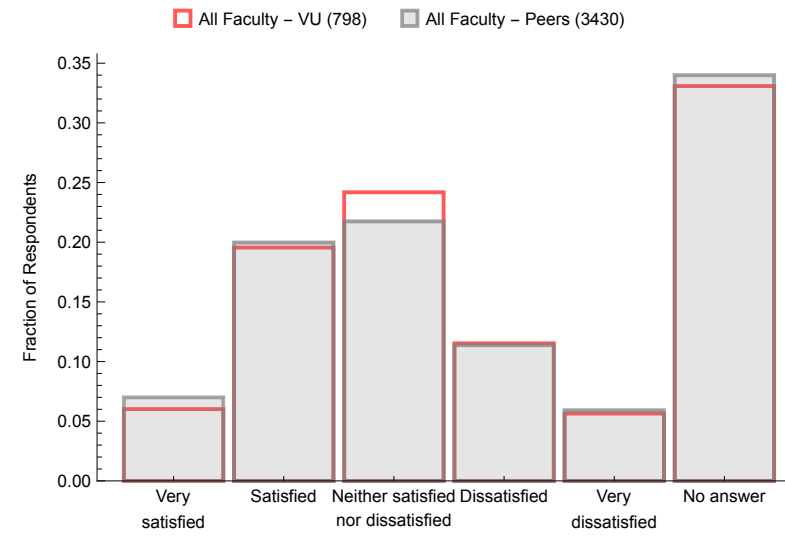
This collection of histograms is organized alphabetically by question category:

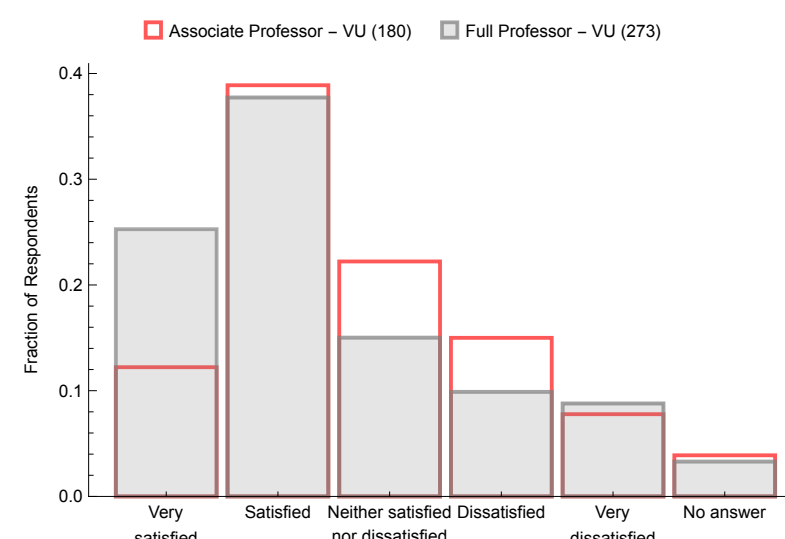
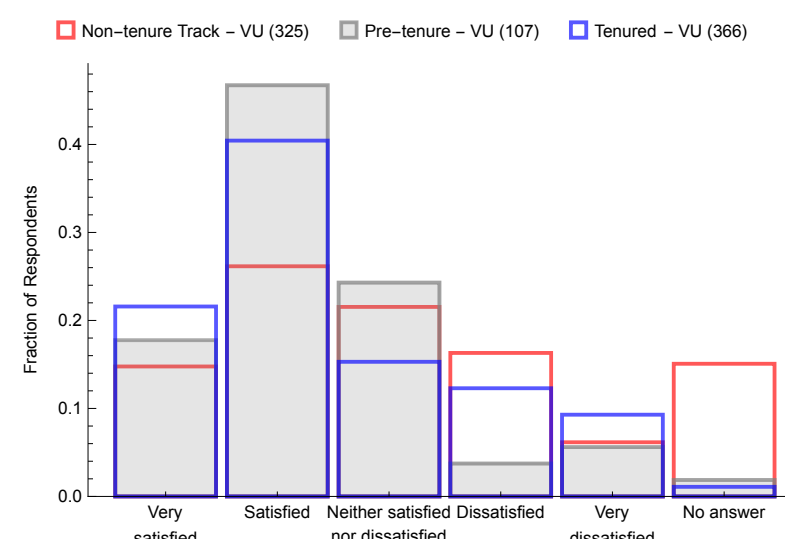
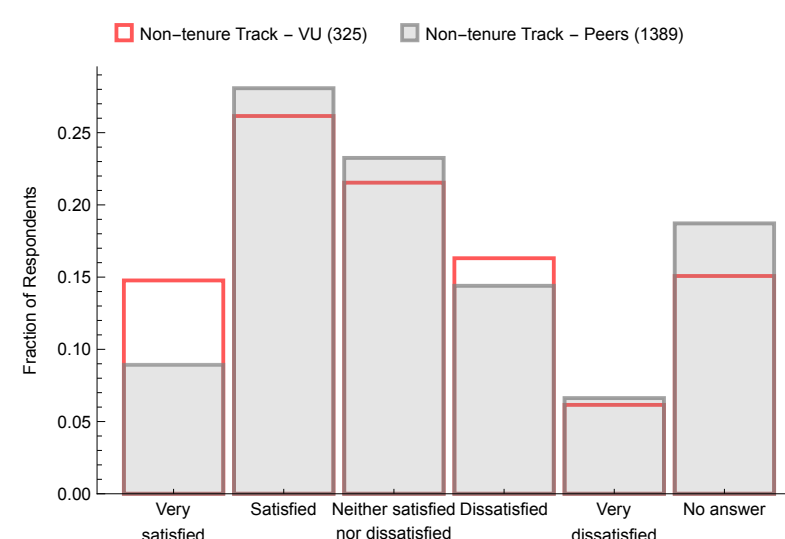
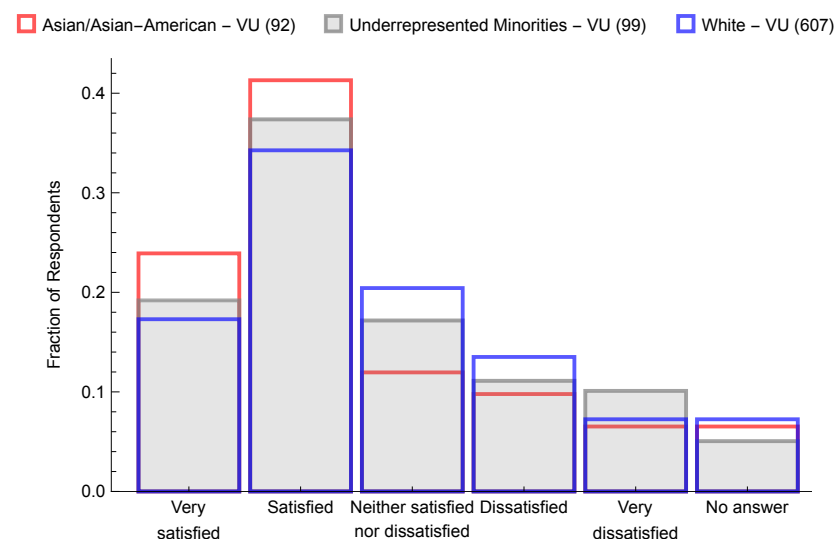
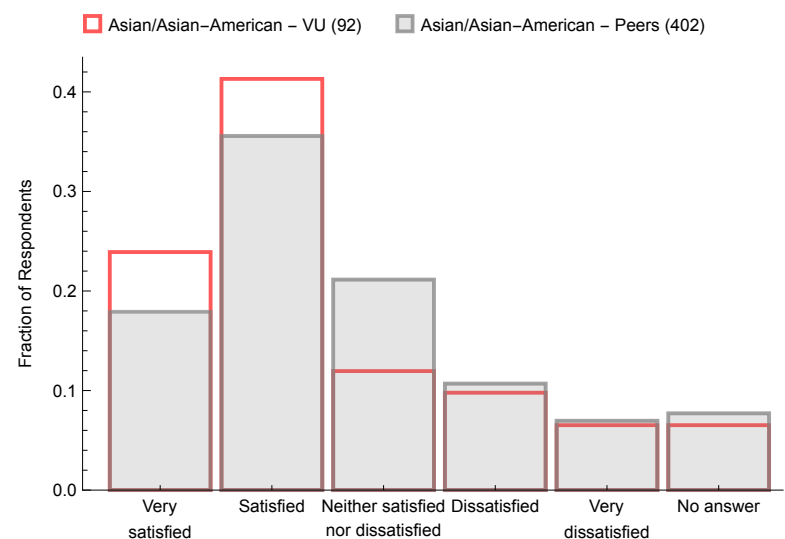
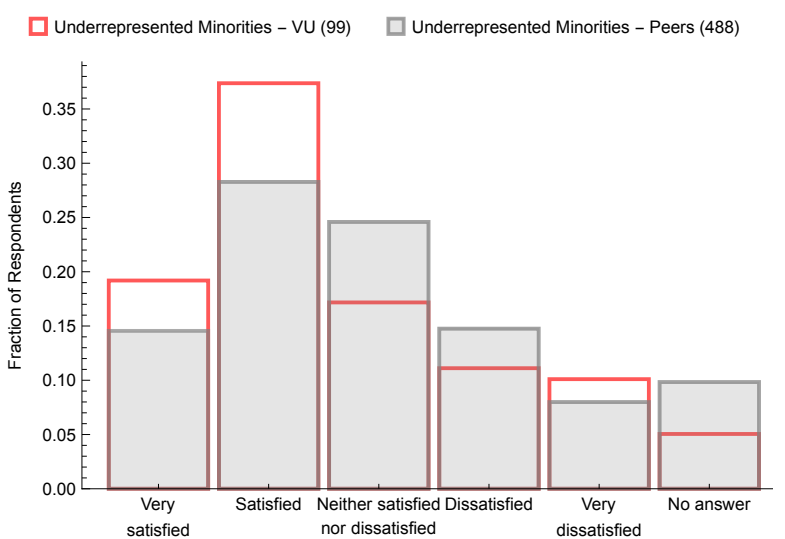
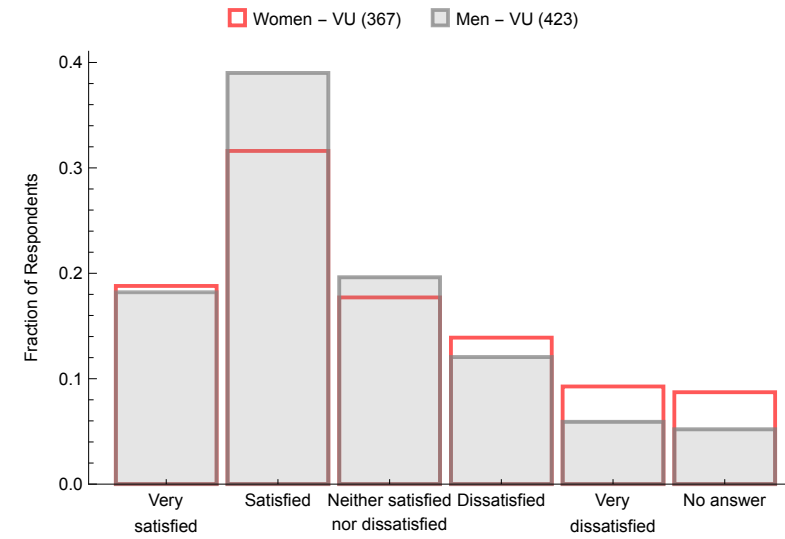
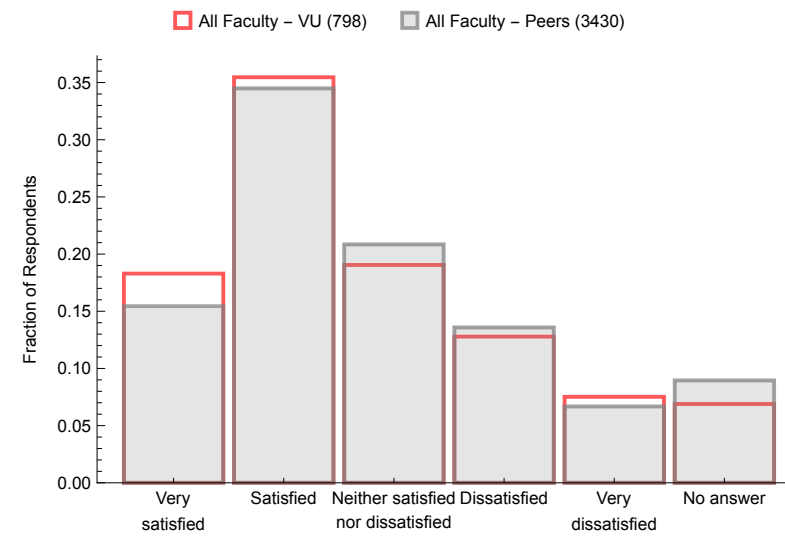
- Appreciation and Recognition
- Cross-Silo Work and Mentorship
- Custom Questions (asked only of Vanderbilt faculty)
- Global Satisfaction
- Institutional Leadership
- Nature of Work
- Resources and Support
- Retention and Negotiations
- Shared Governance
- Tenure and Promotion
- The Department

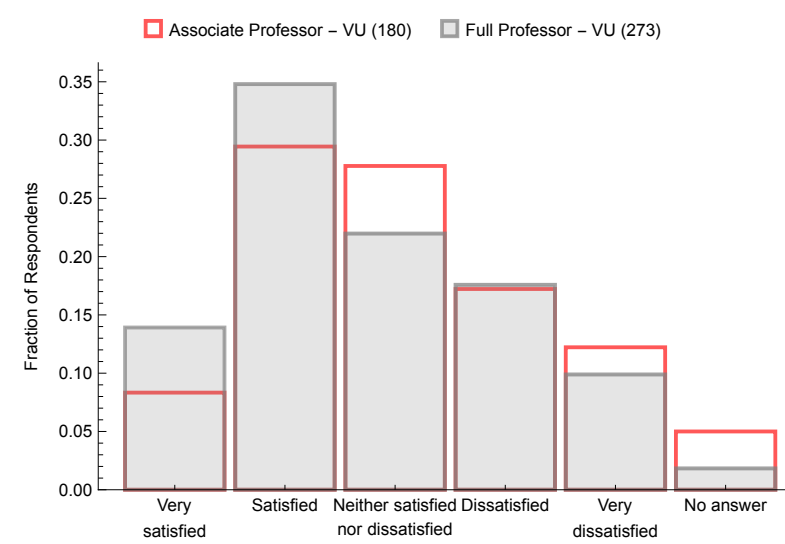
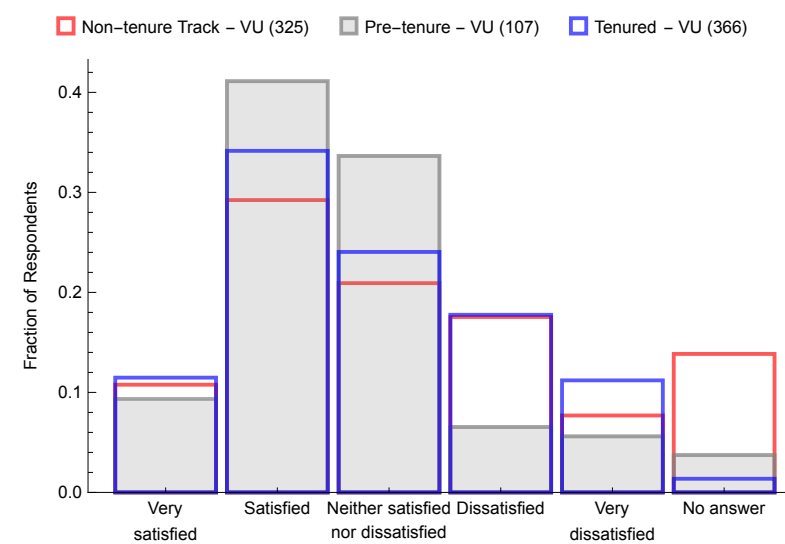
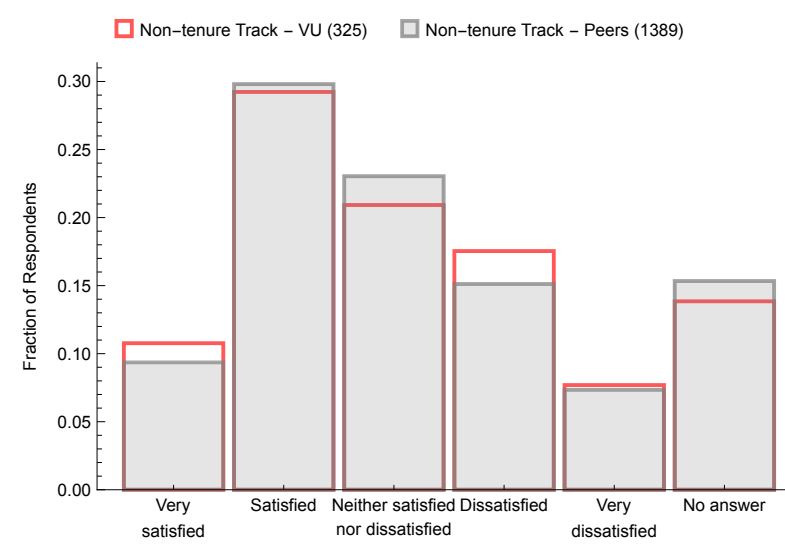
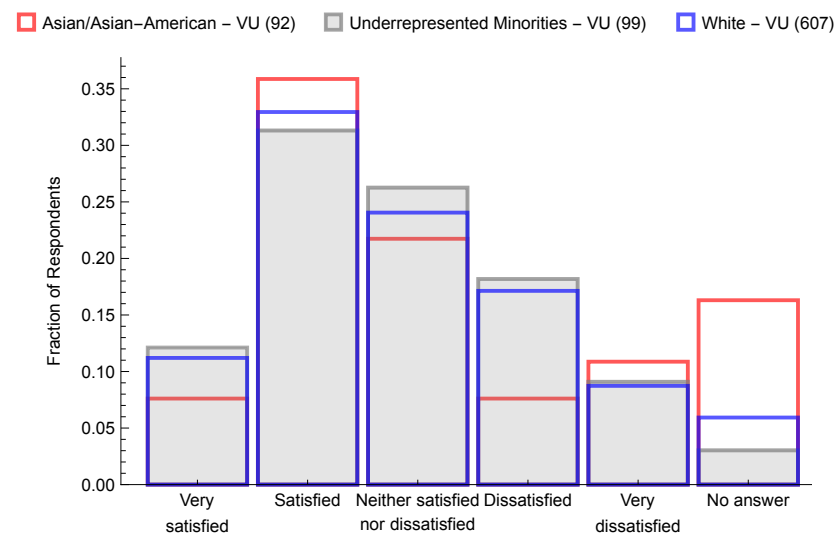
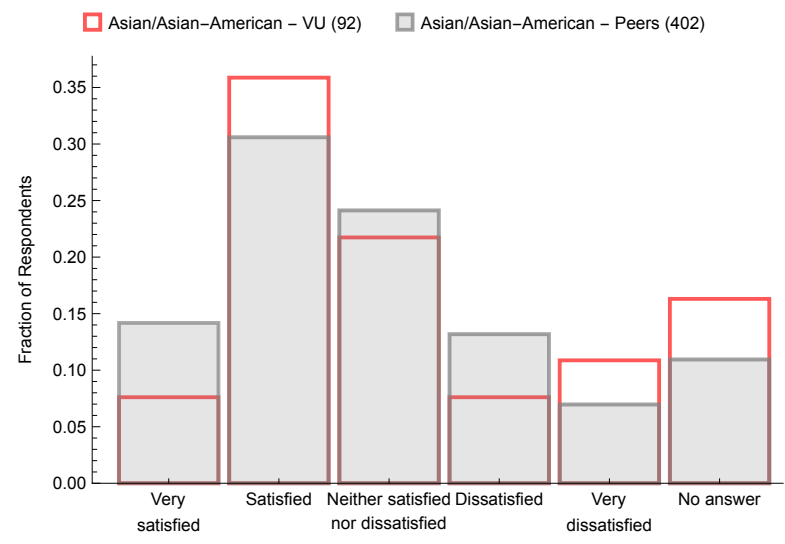
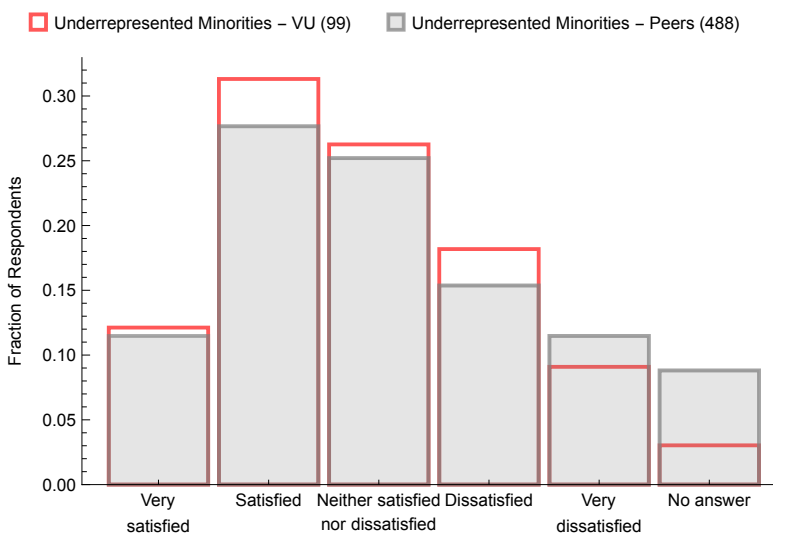
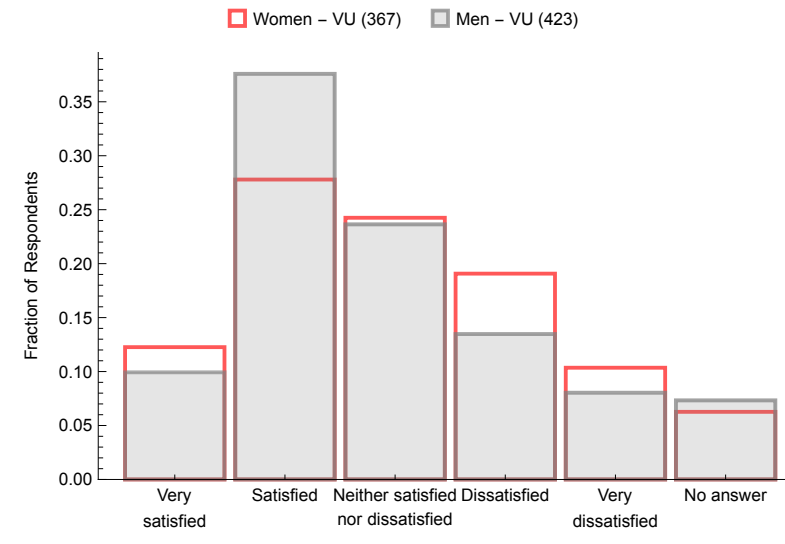
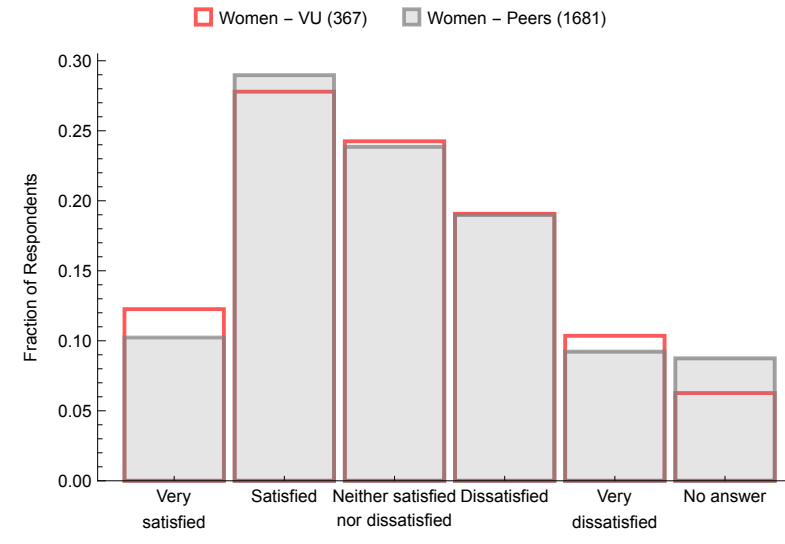
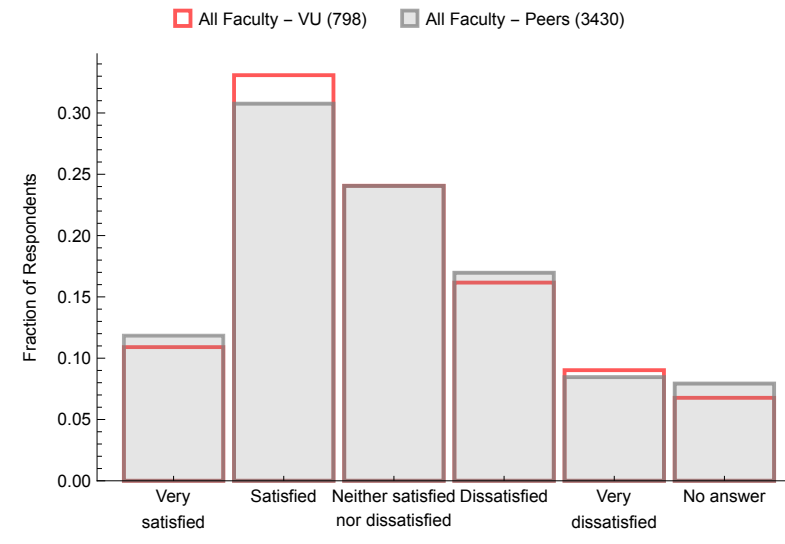


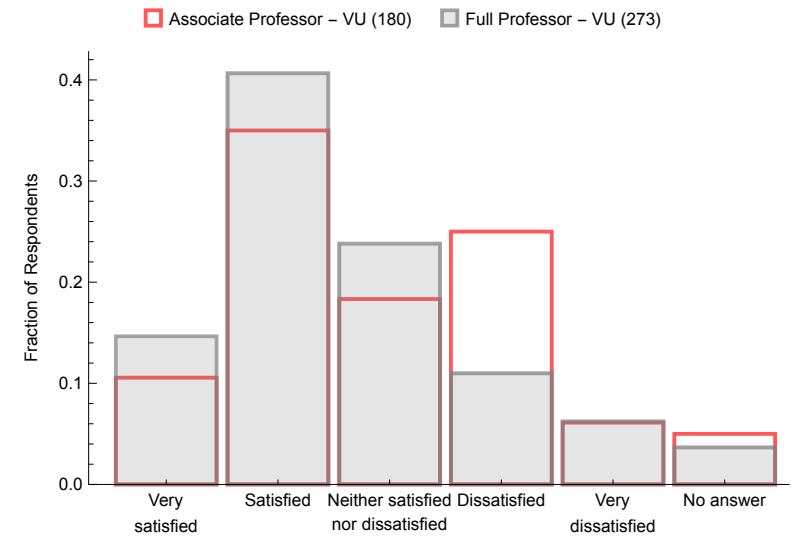
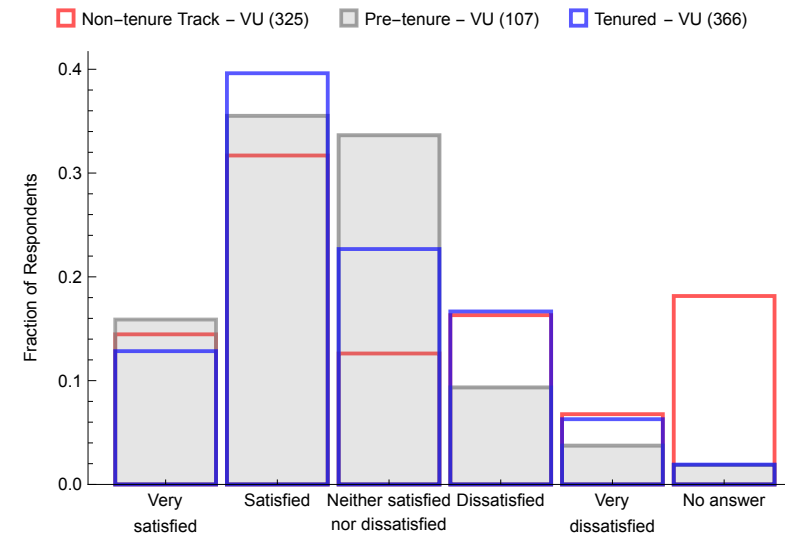
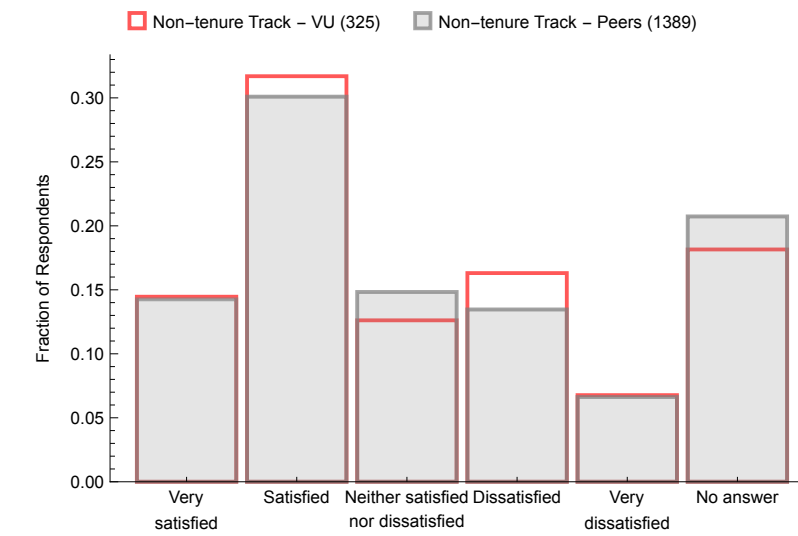
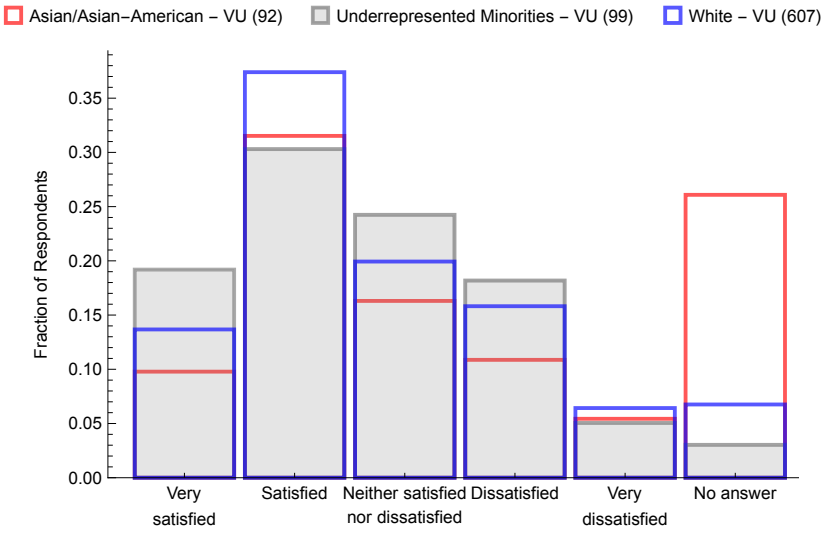
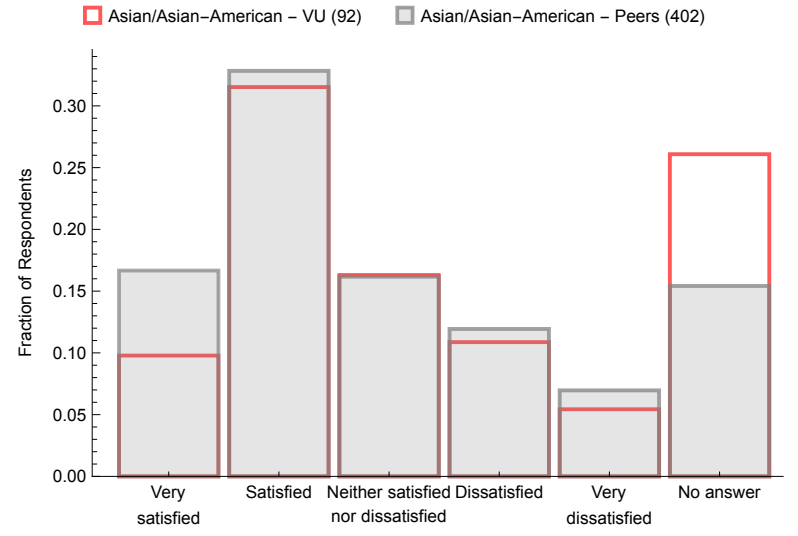
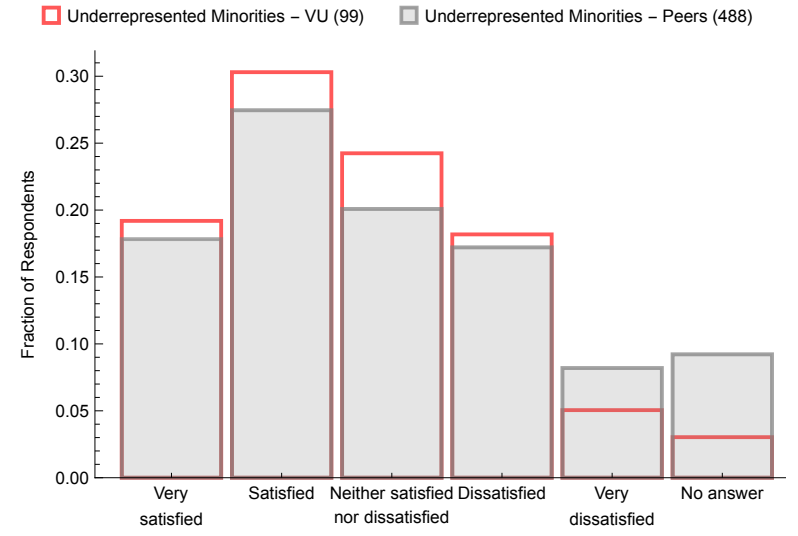
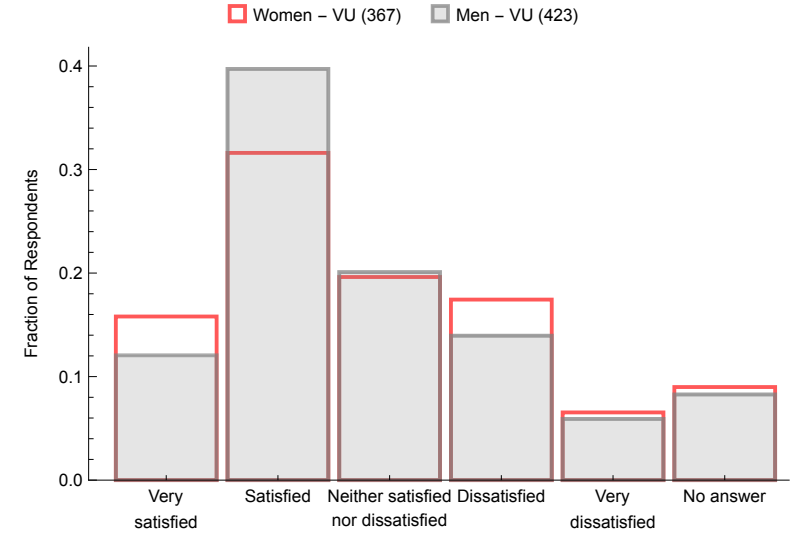
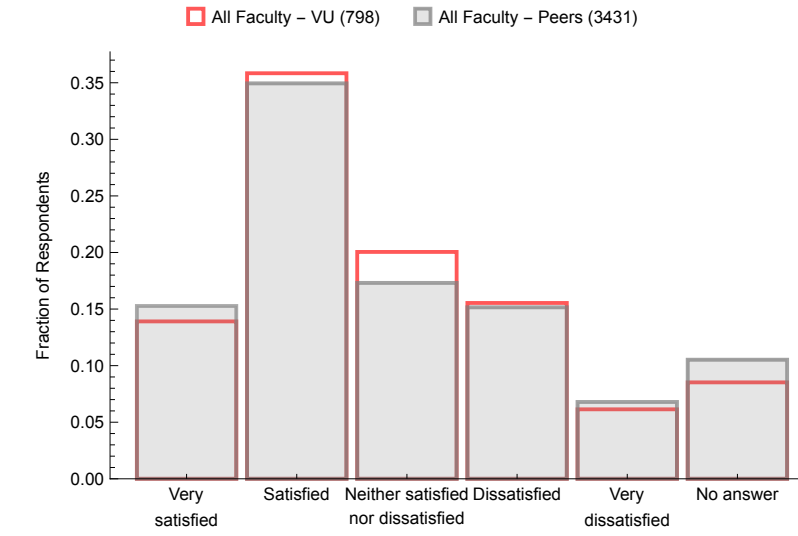


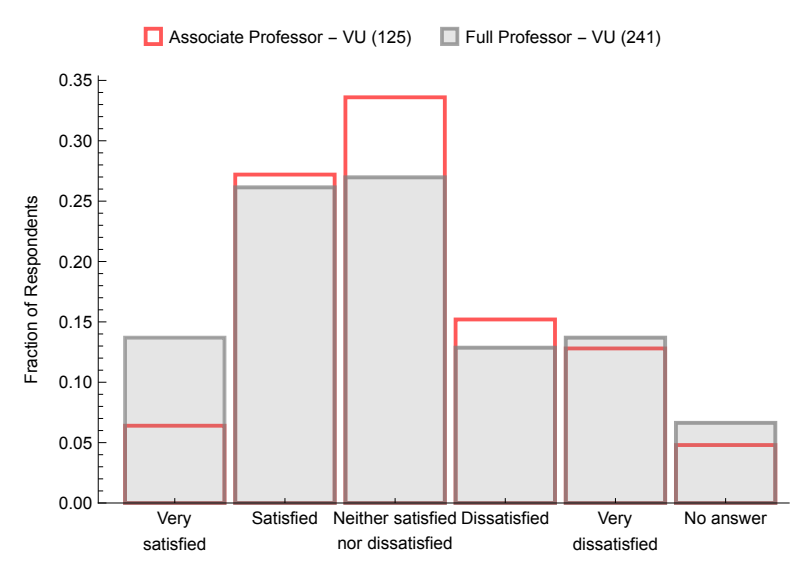
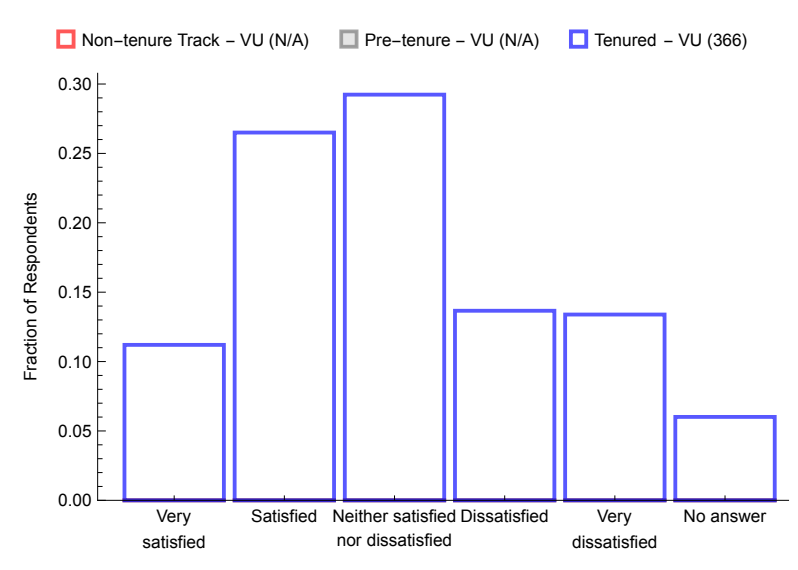
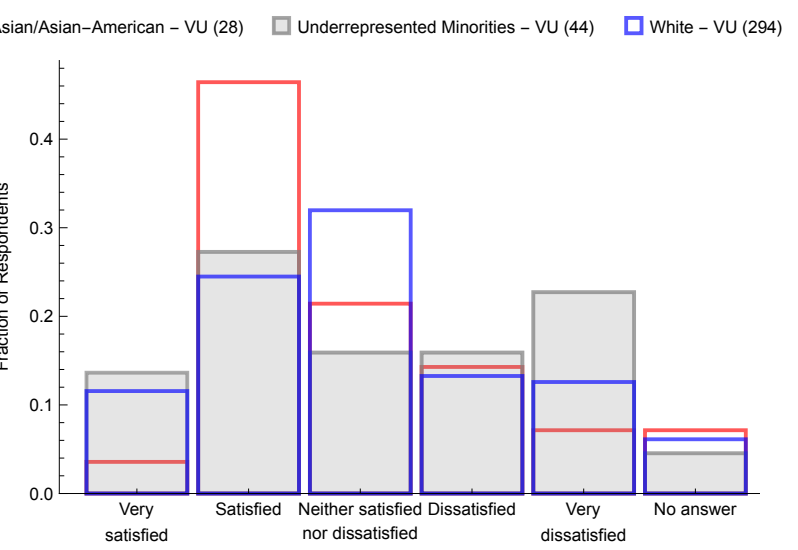
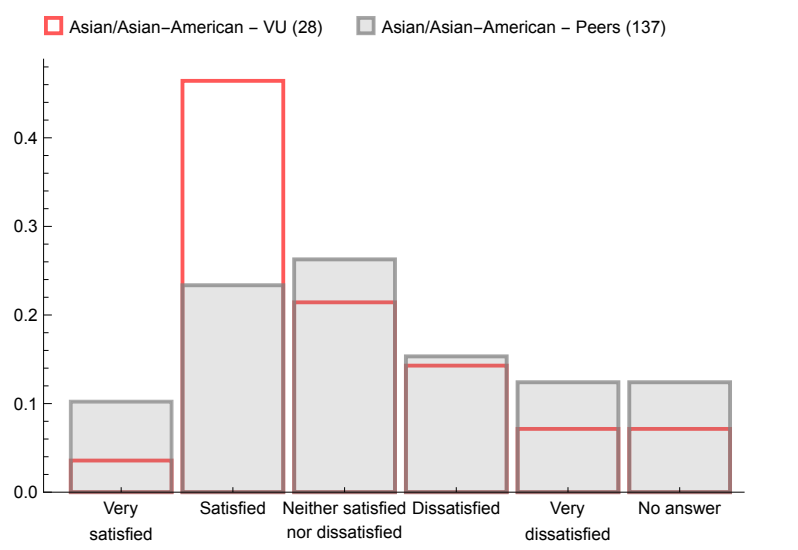
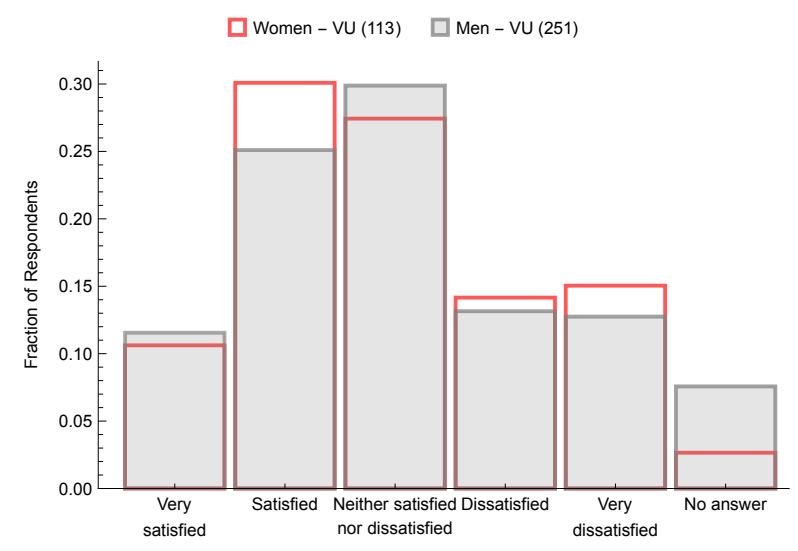
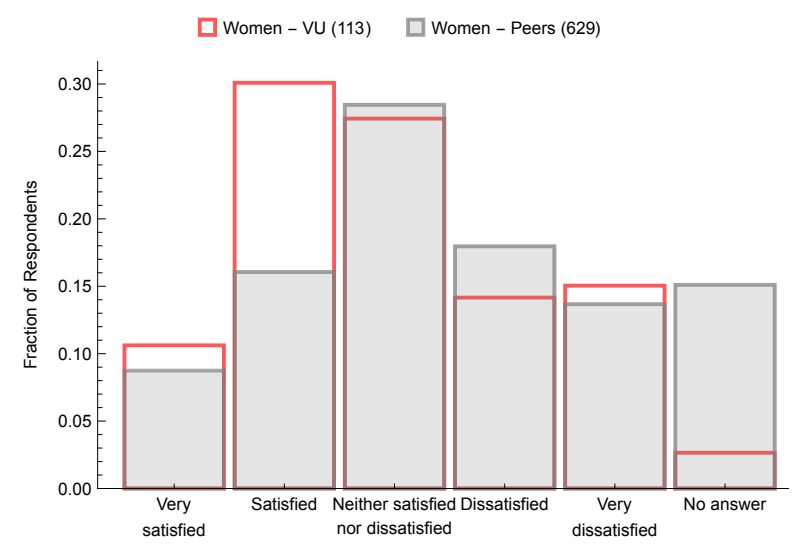
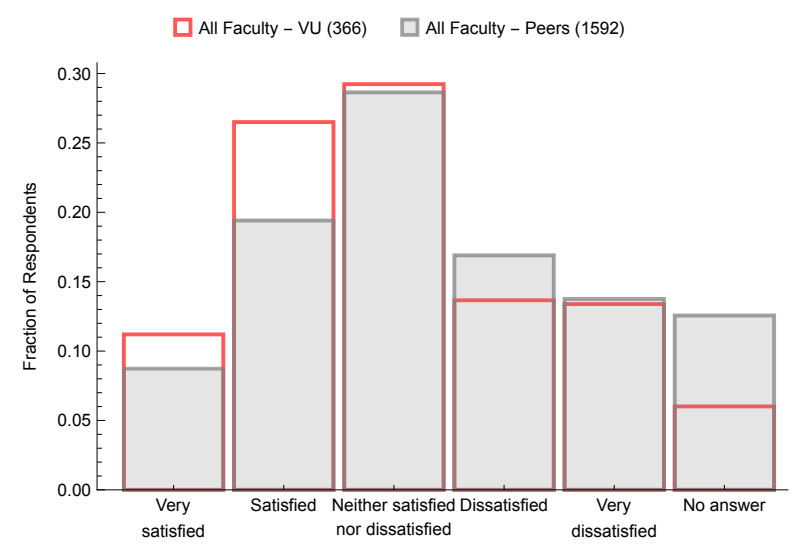


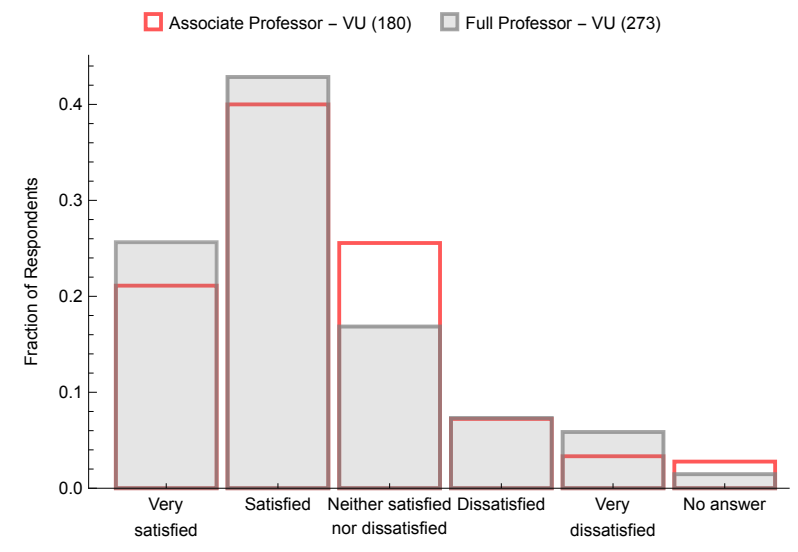
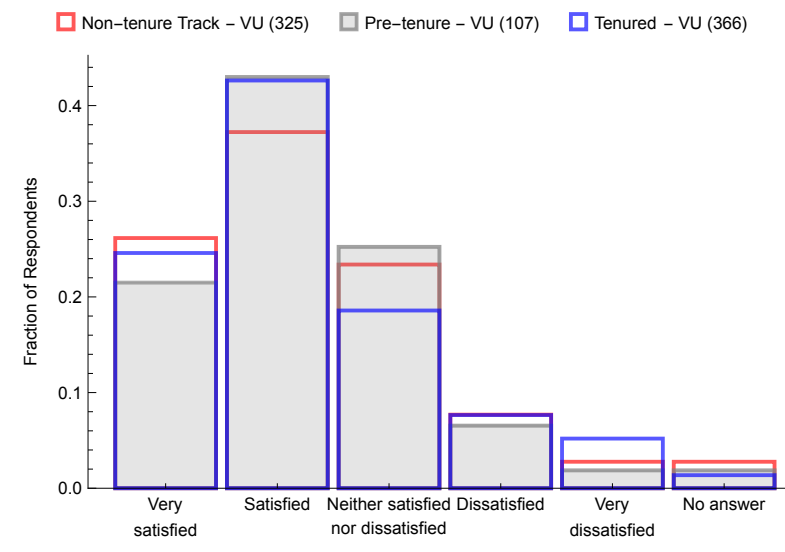
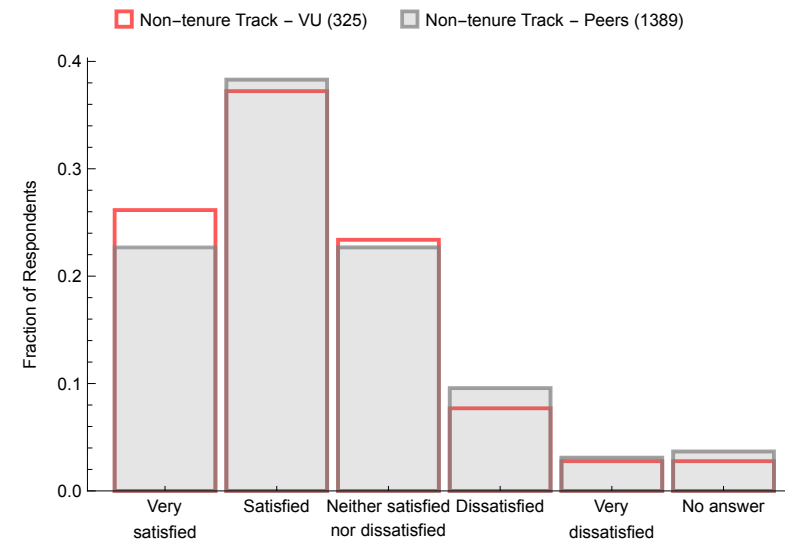
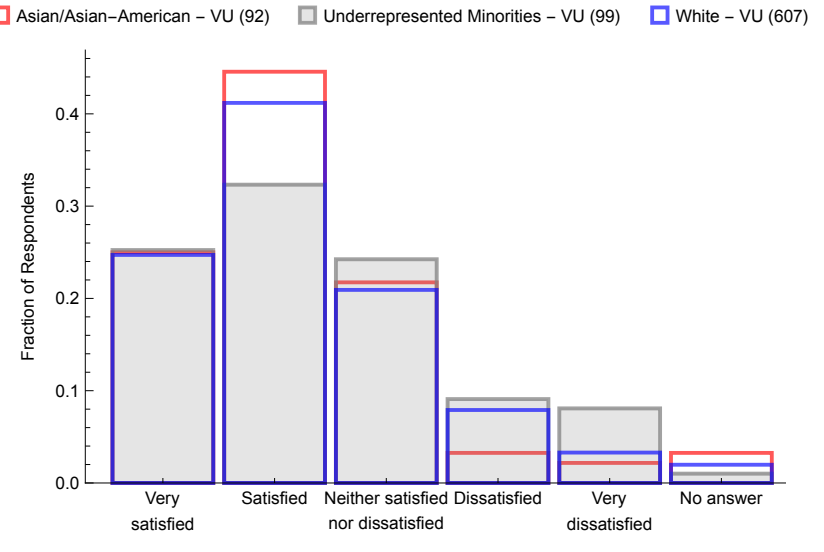
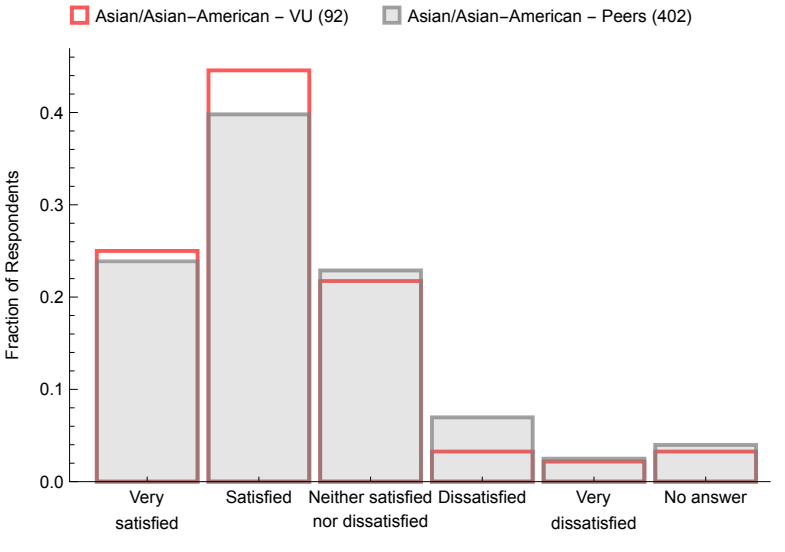
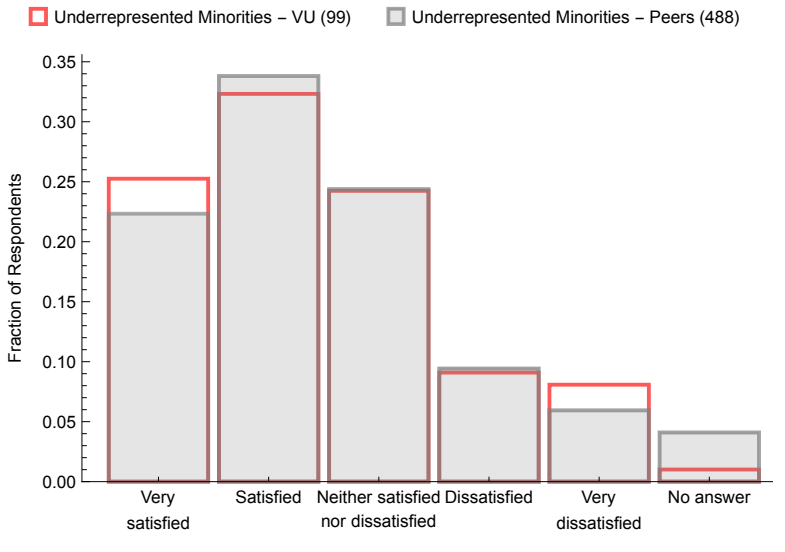
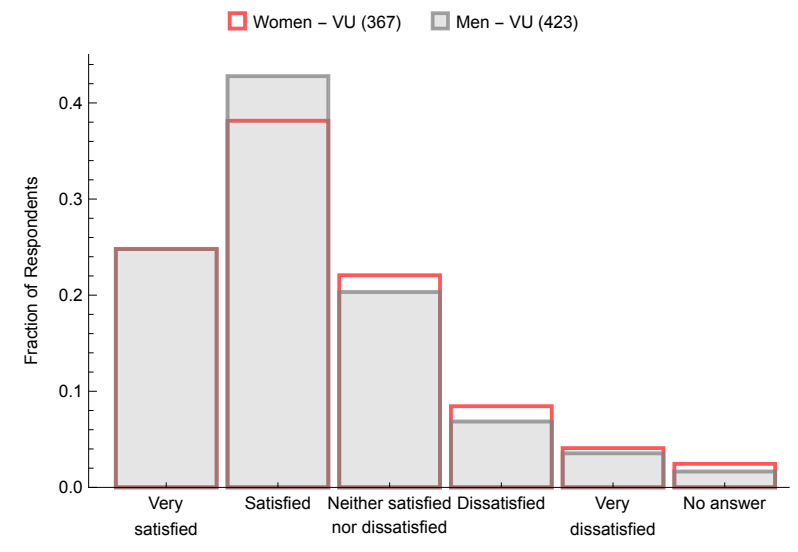
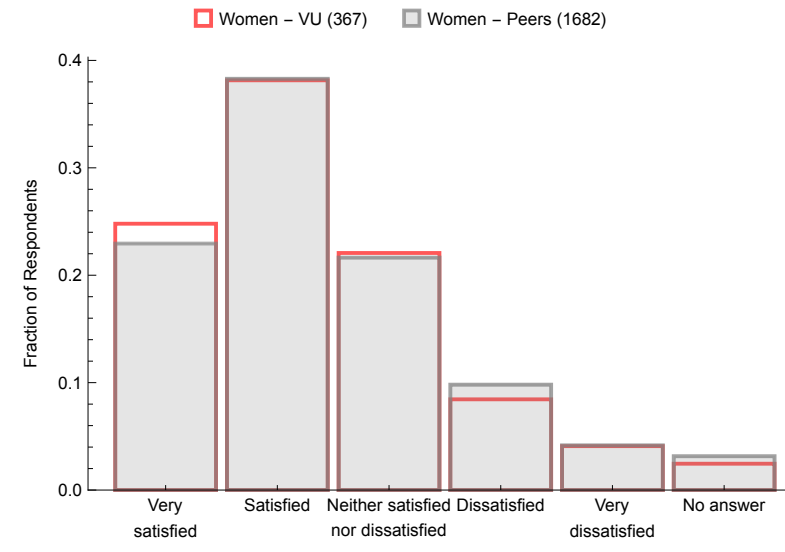
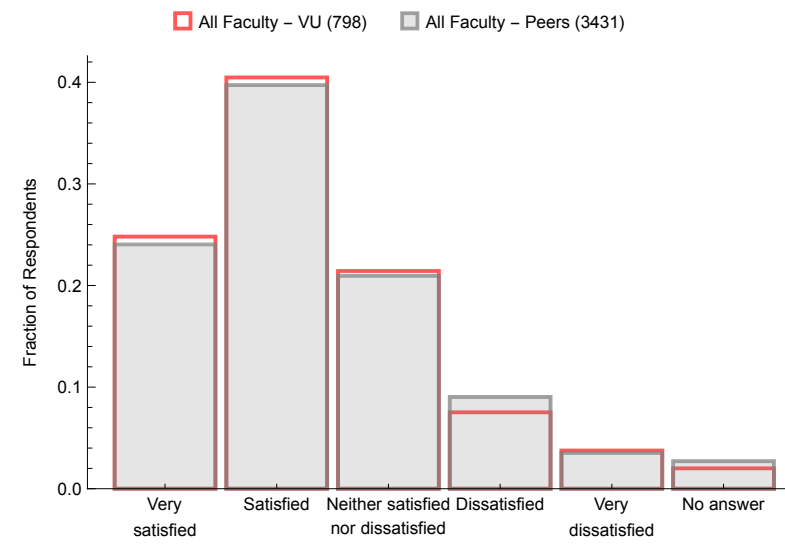


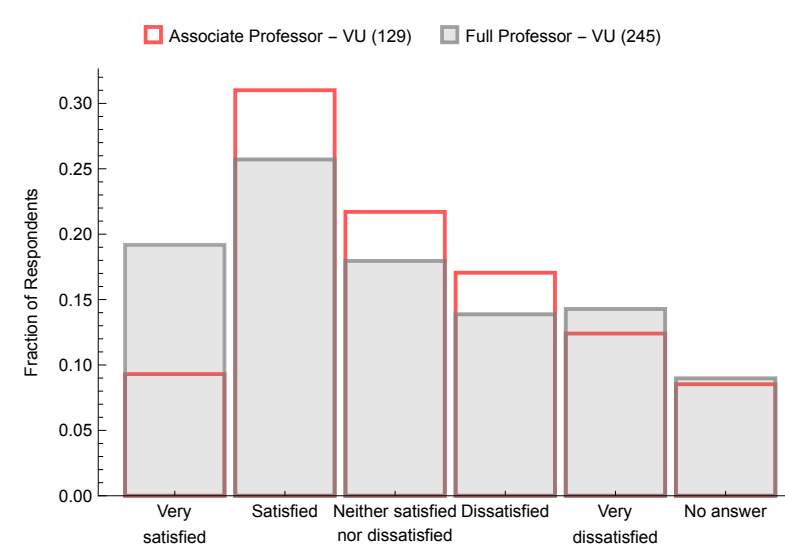
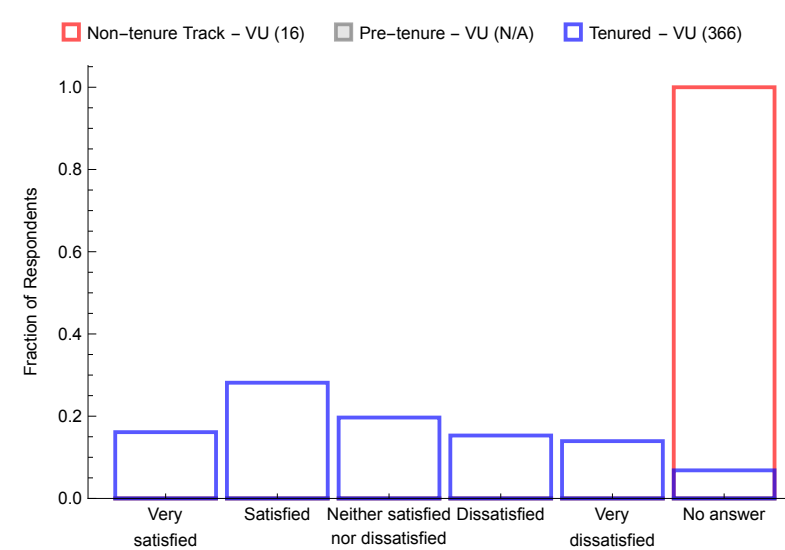
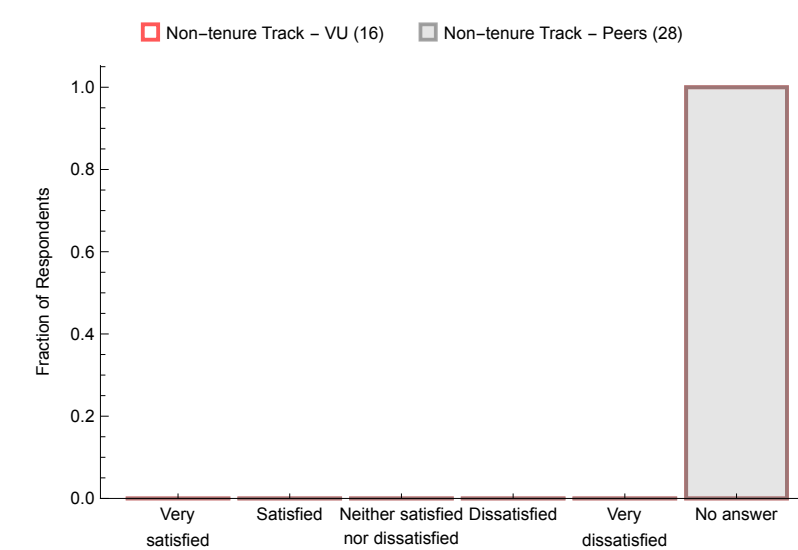
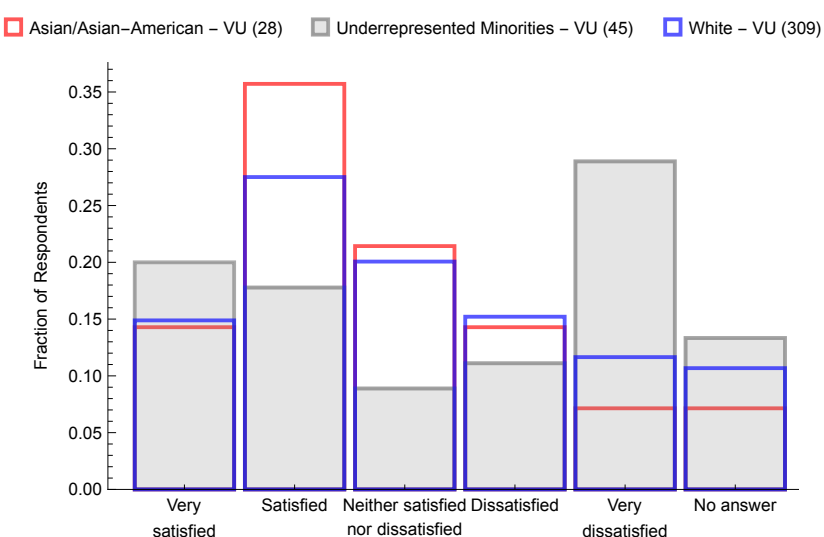
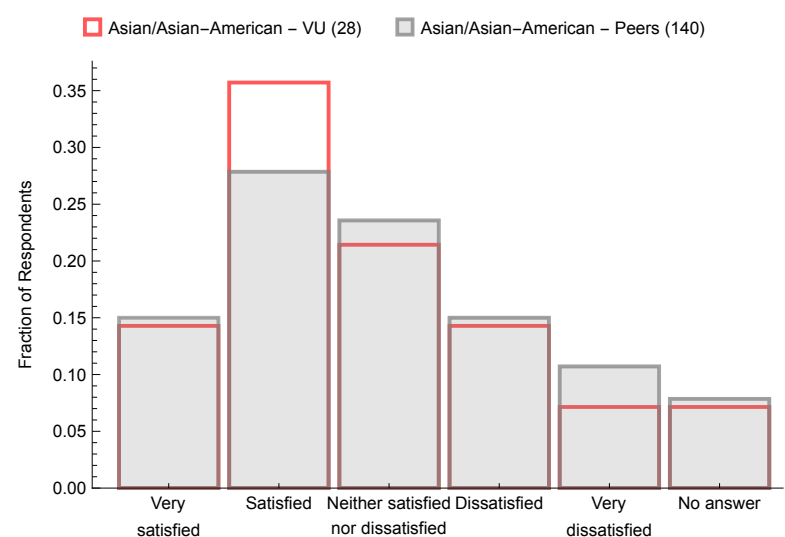
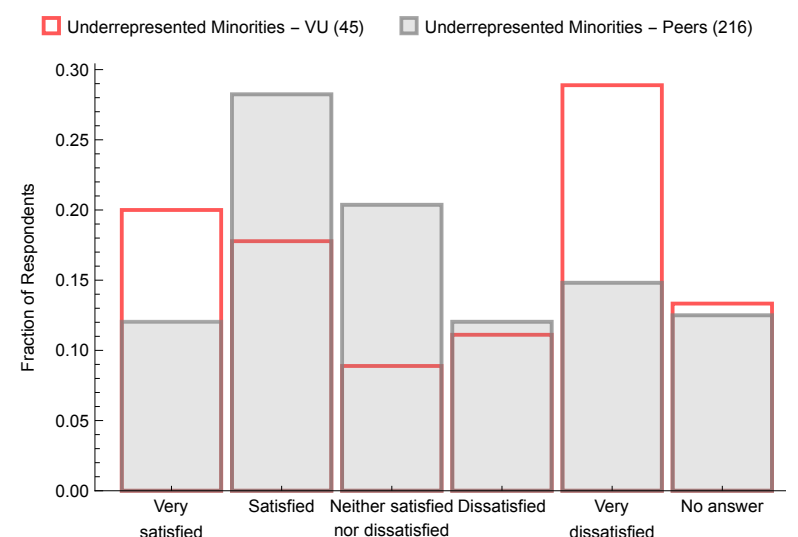
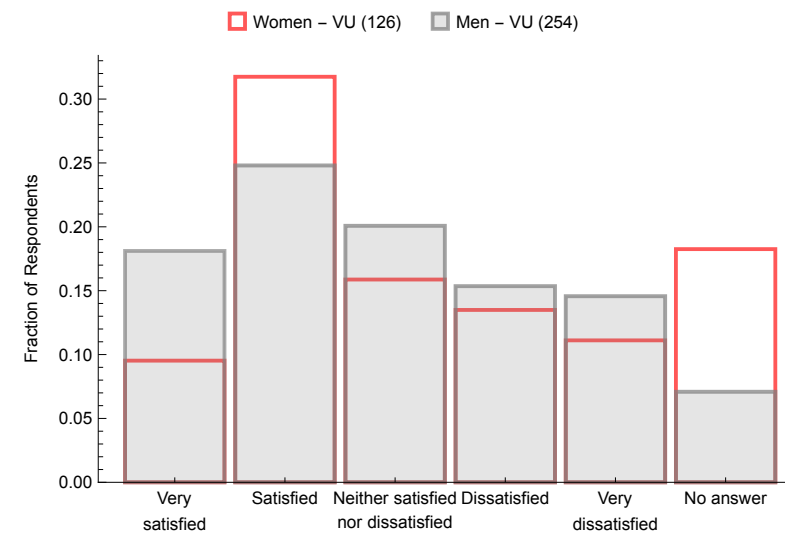
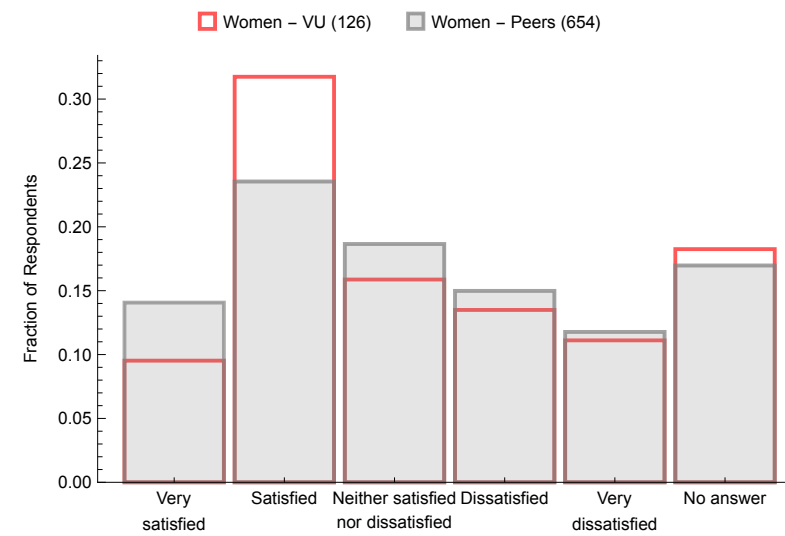
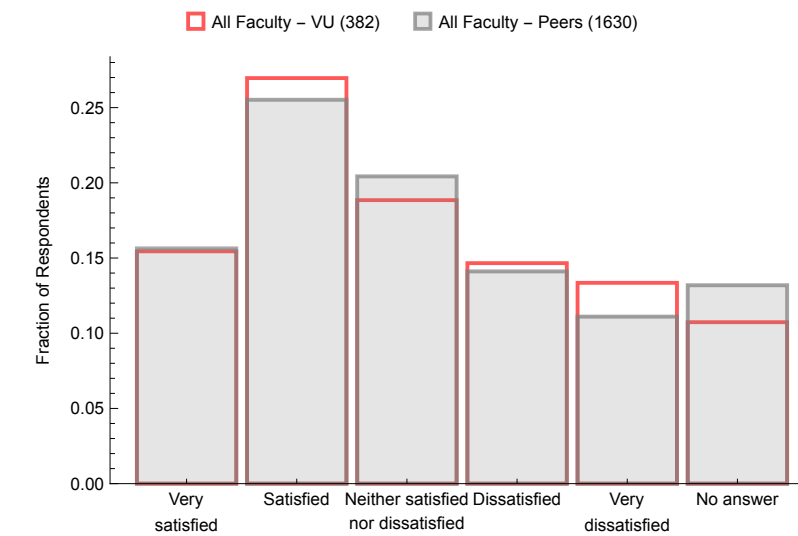


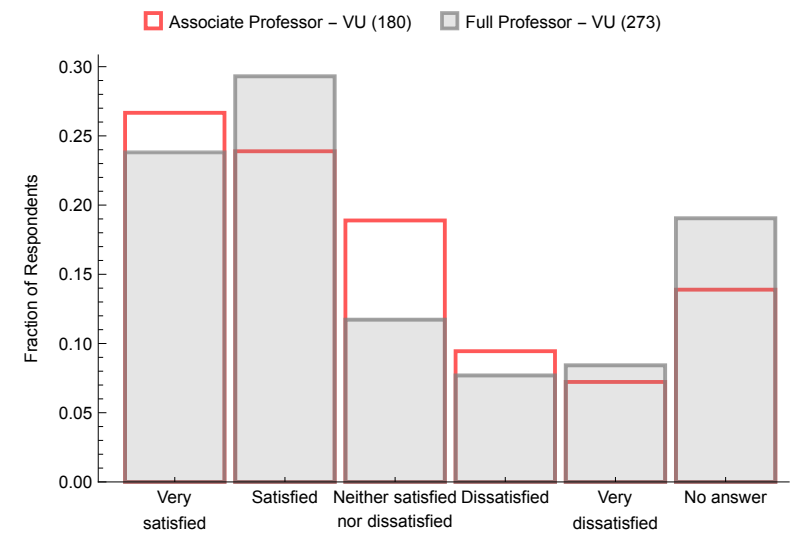
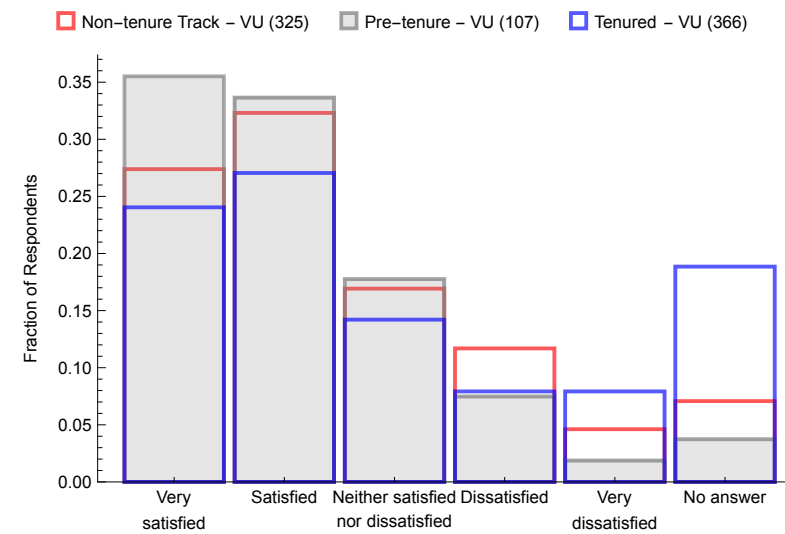
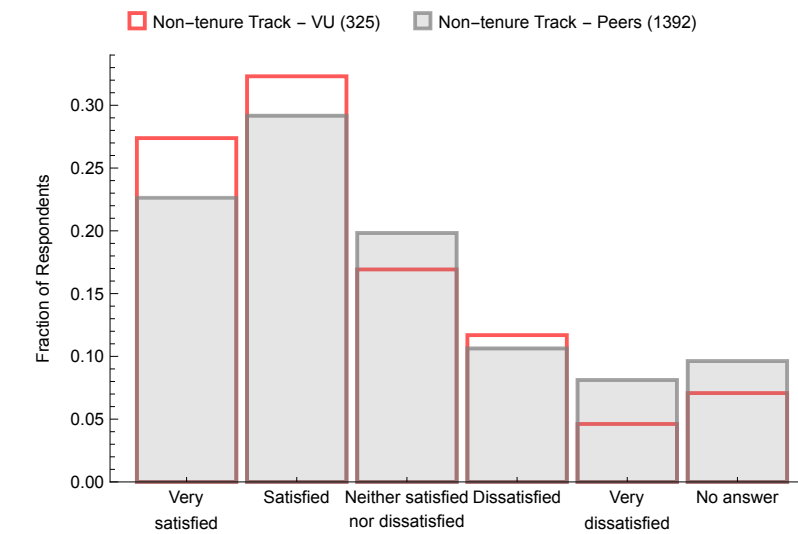
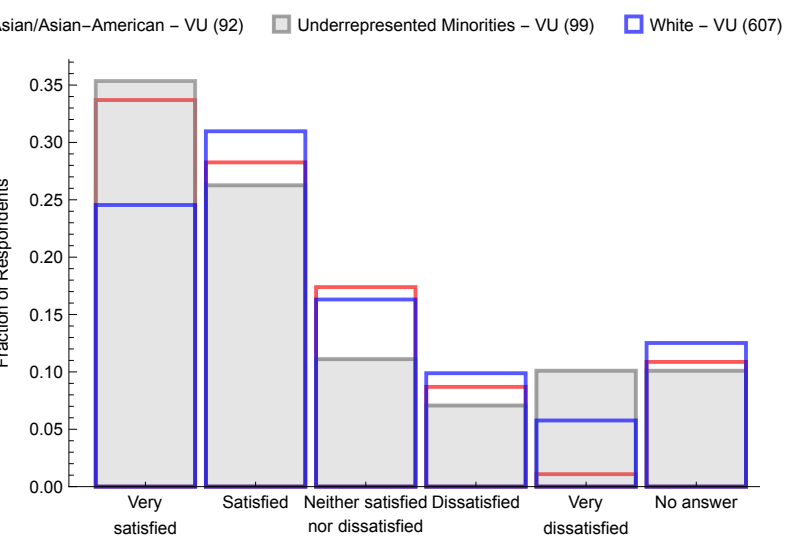
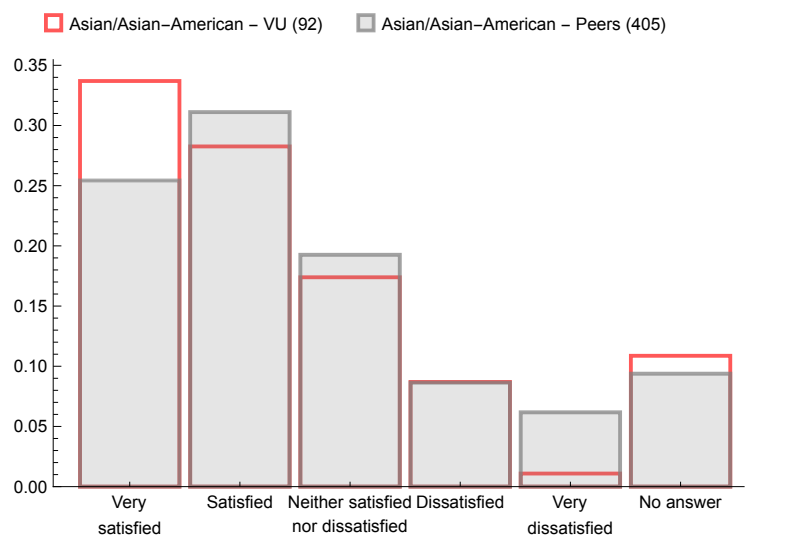
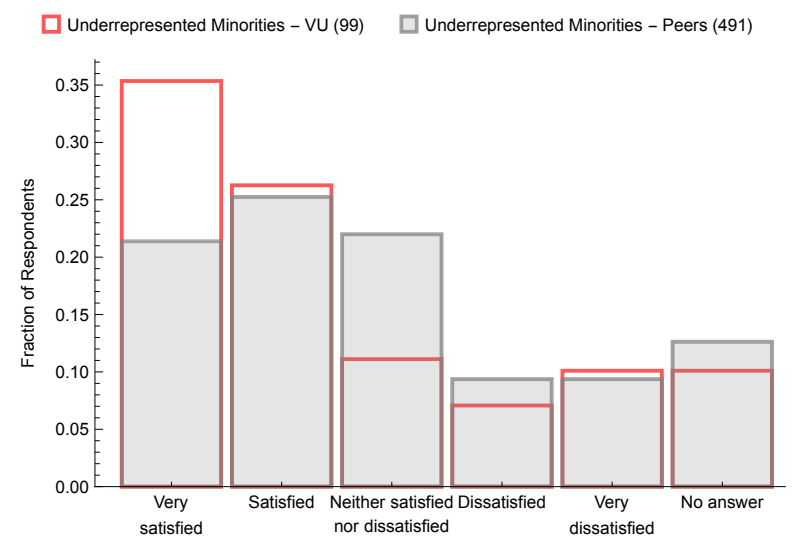
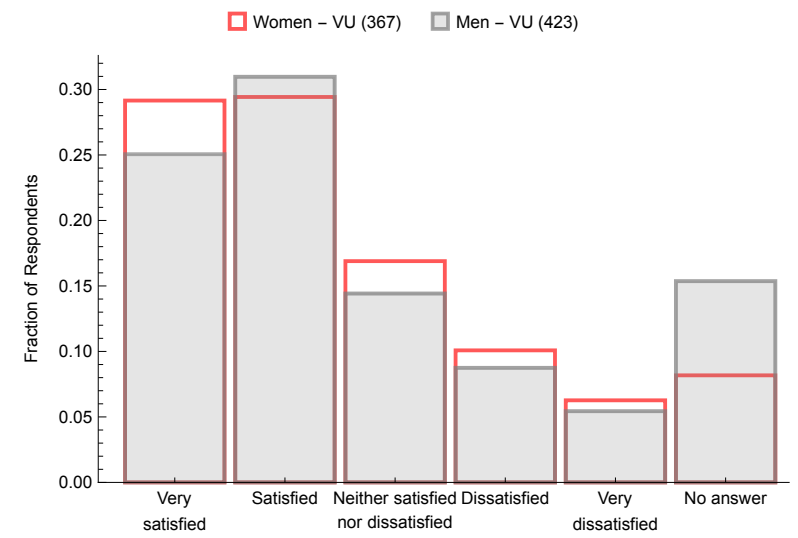
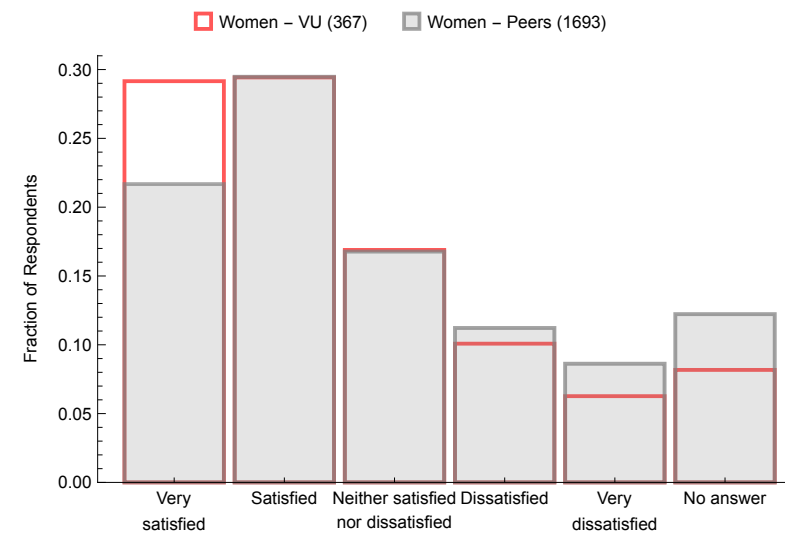
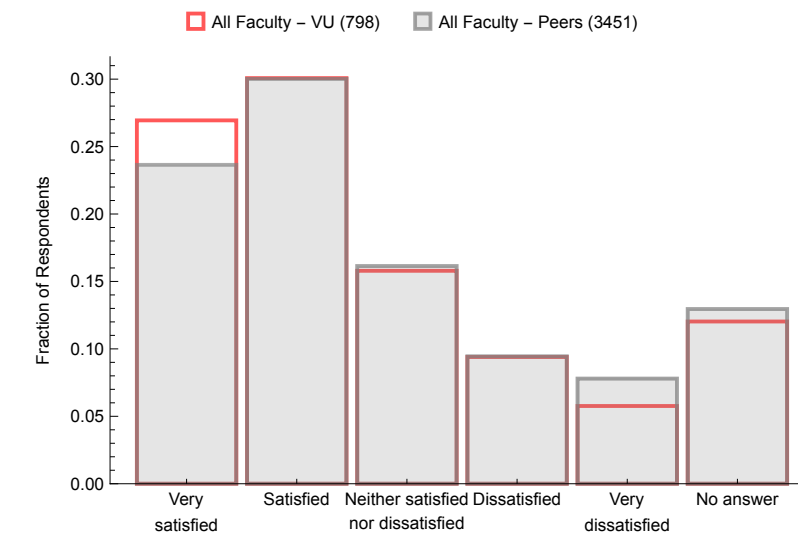


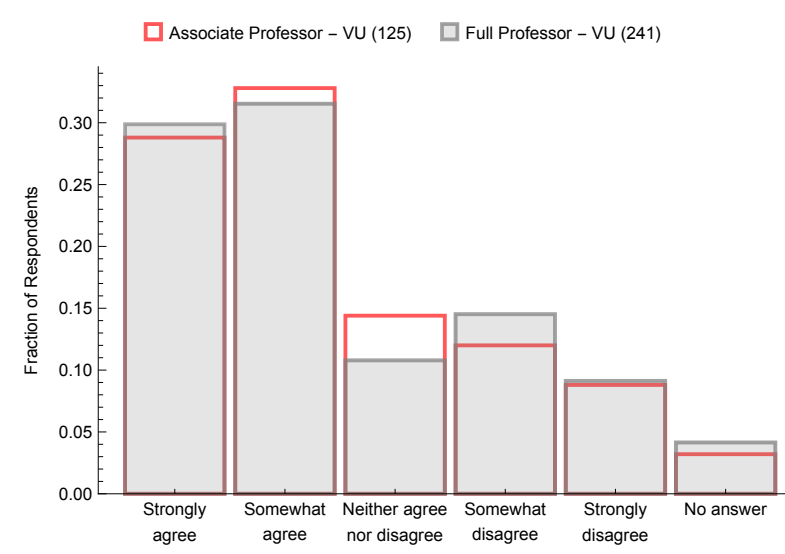
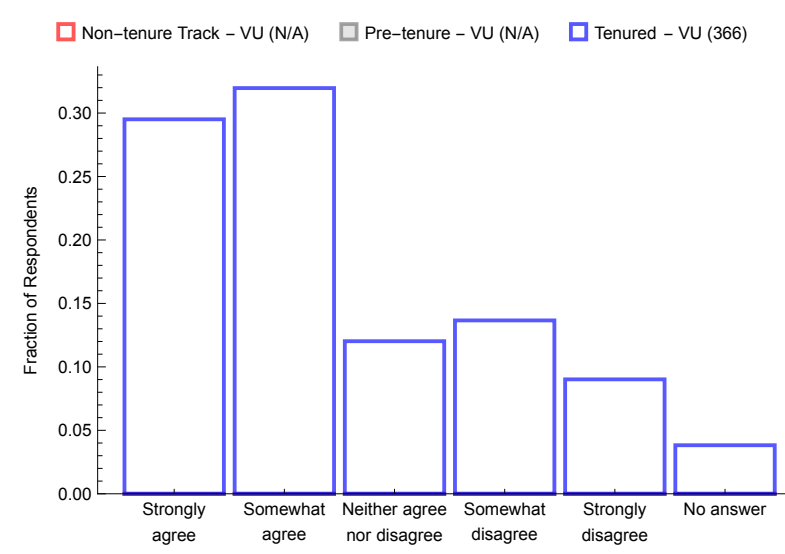
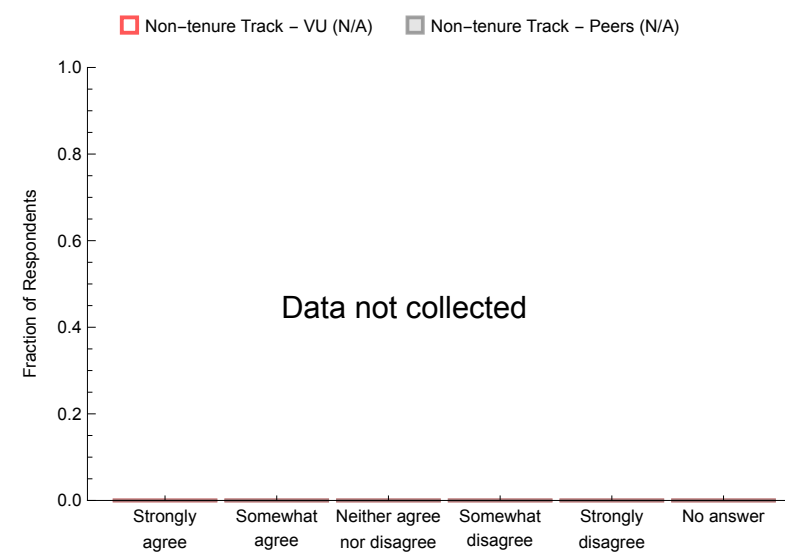
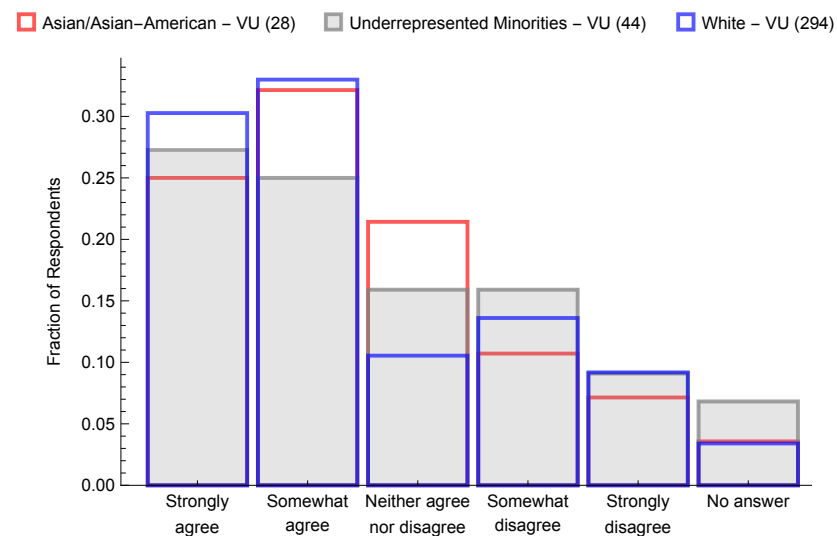
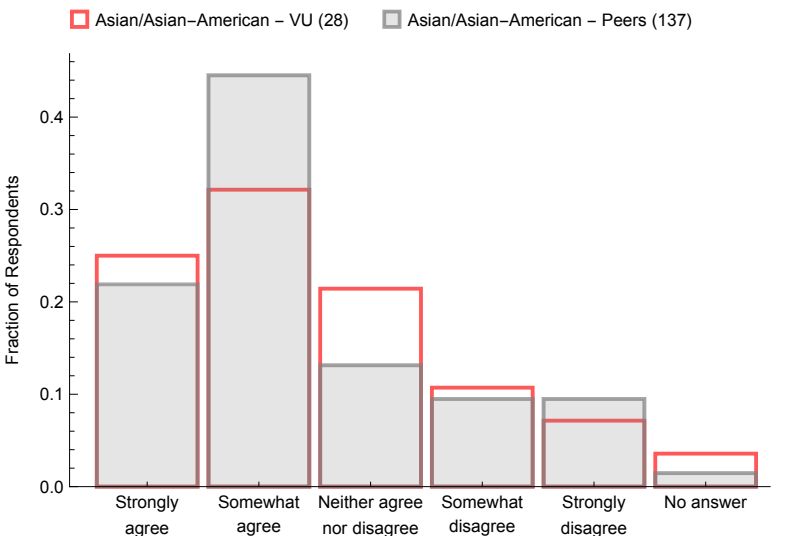
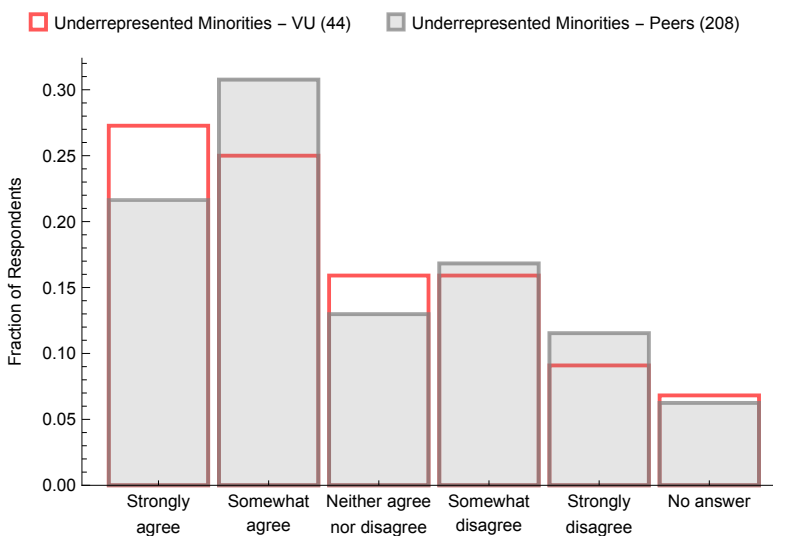
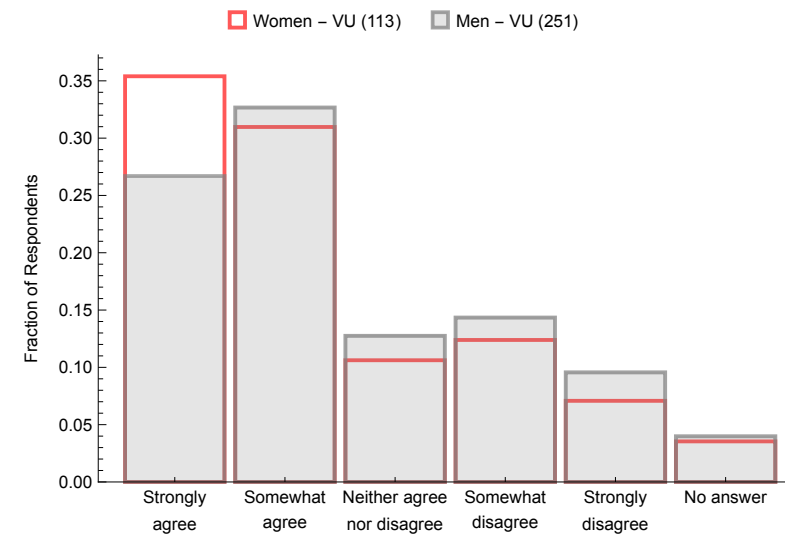
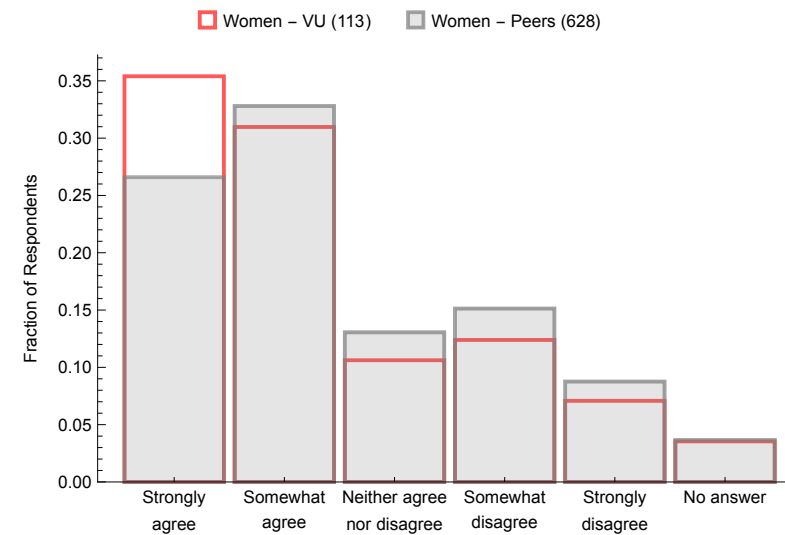
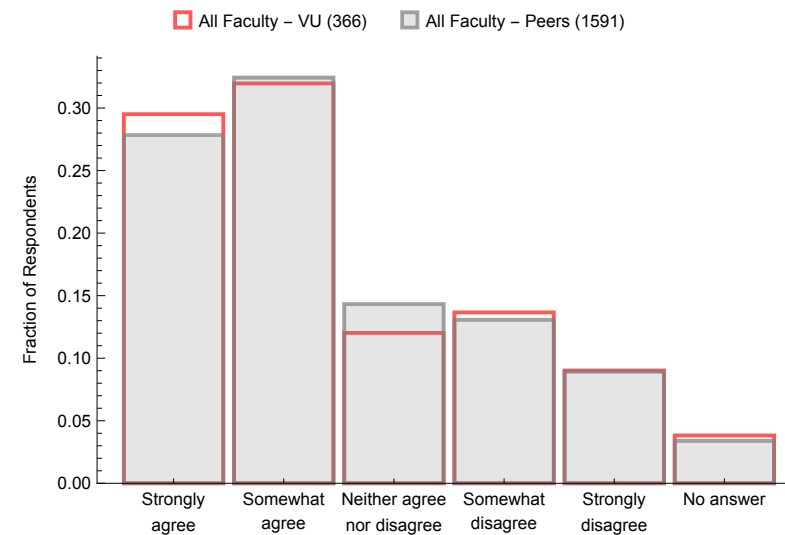


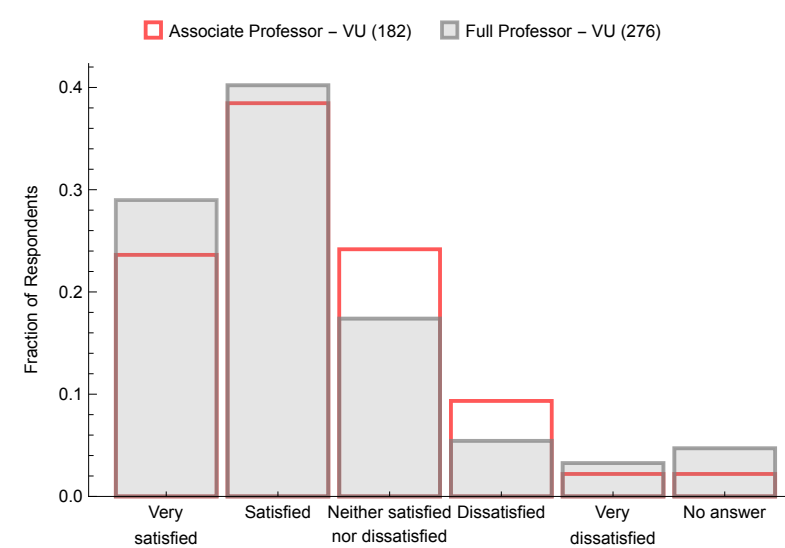
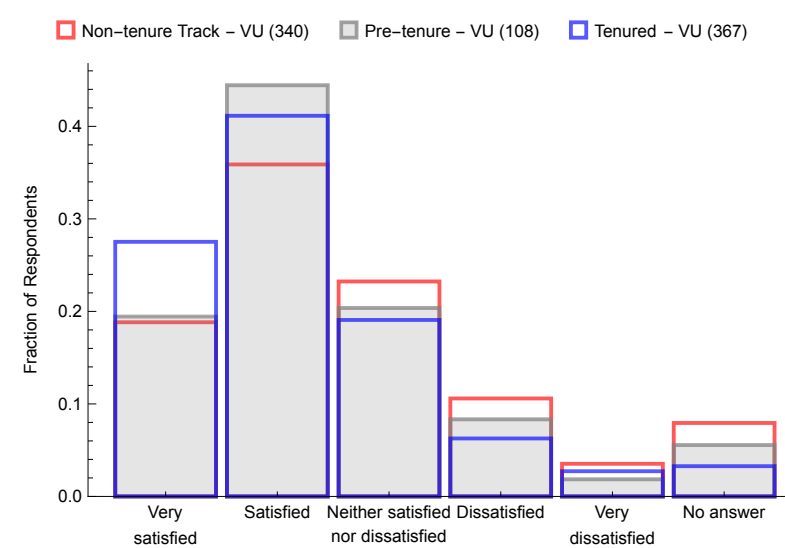
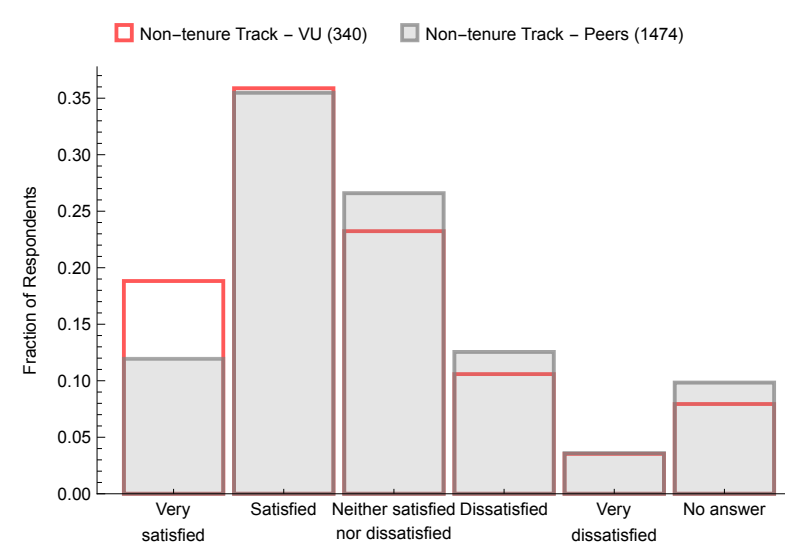
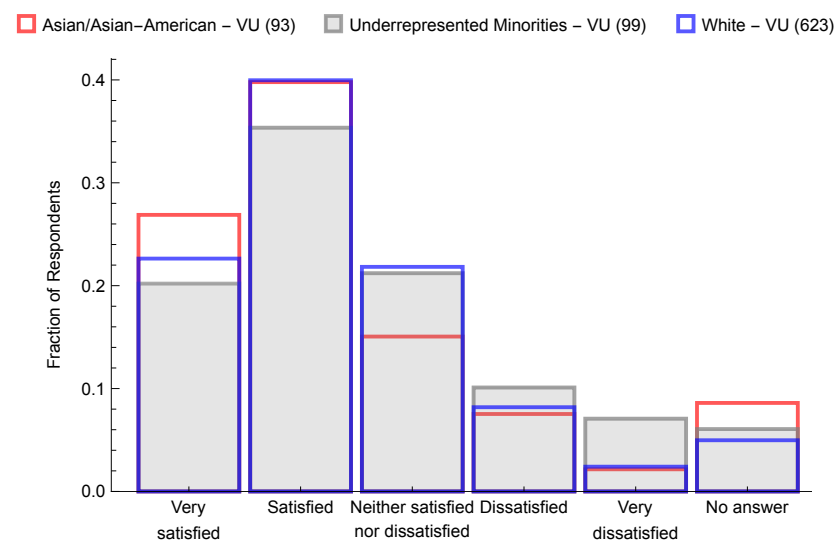
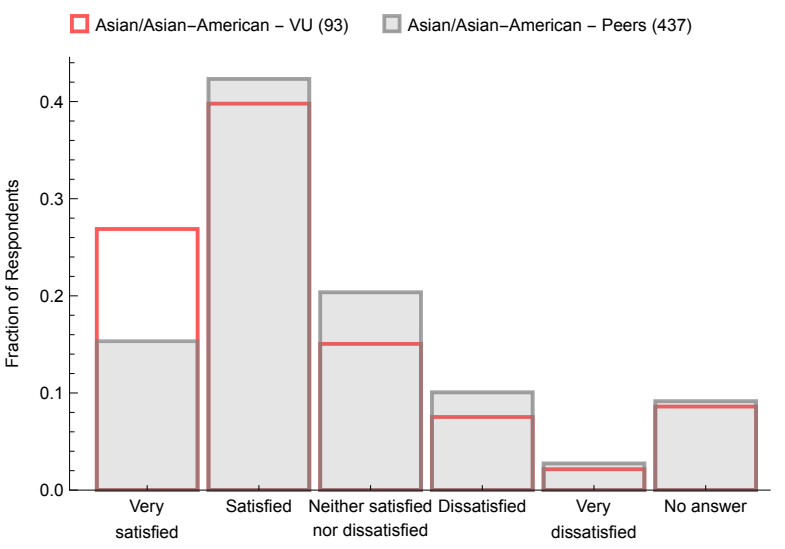
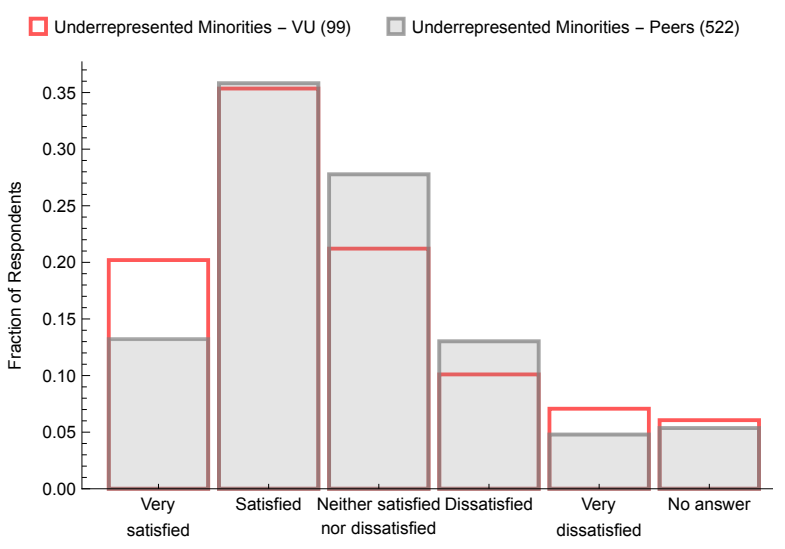
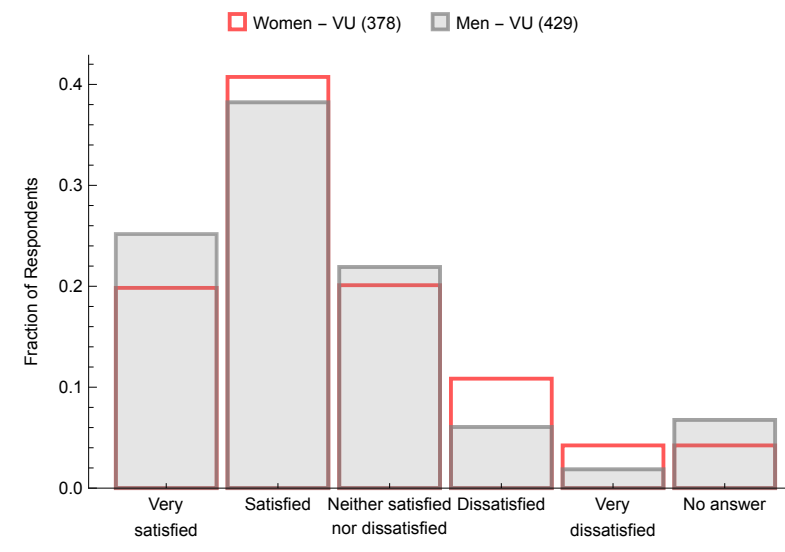
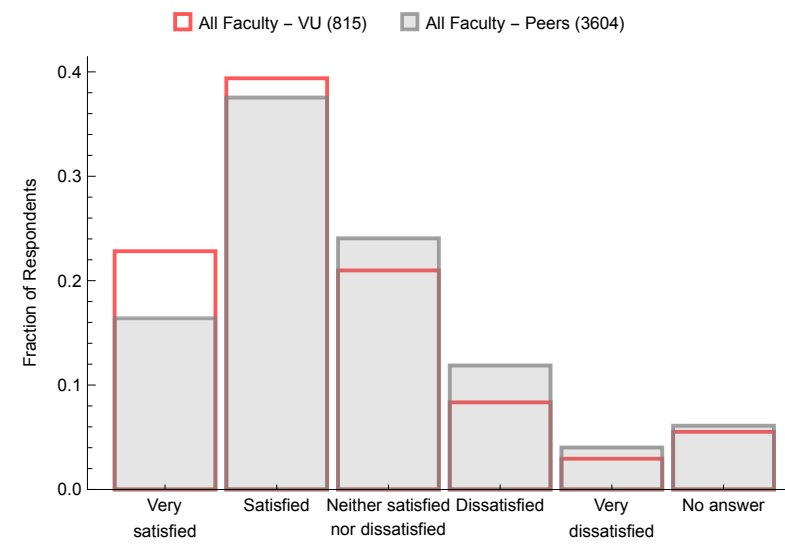


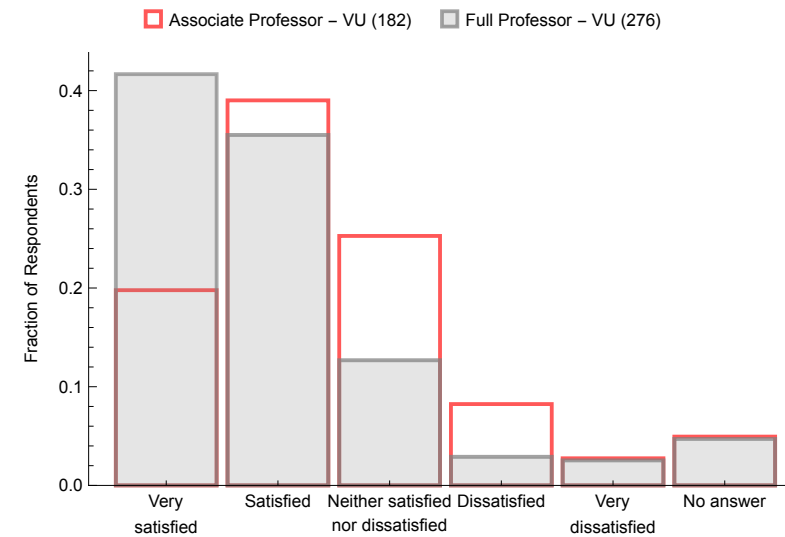
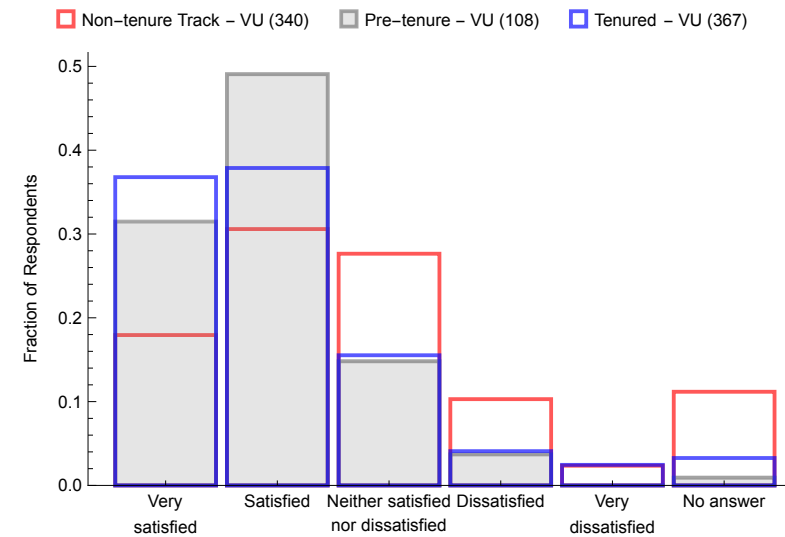
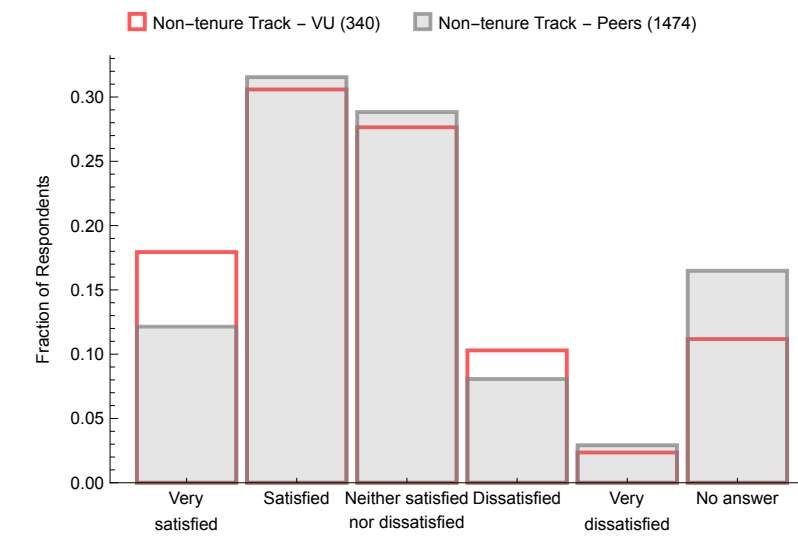
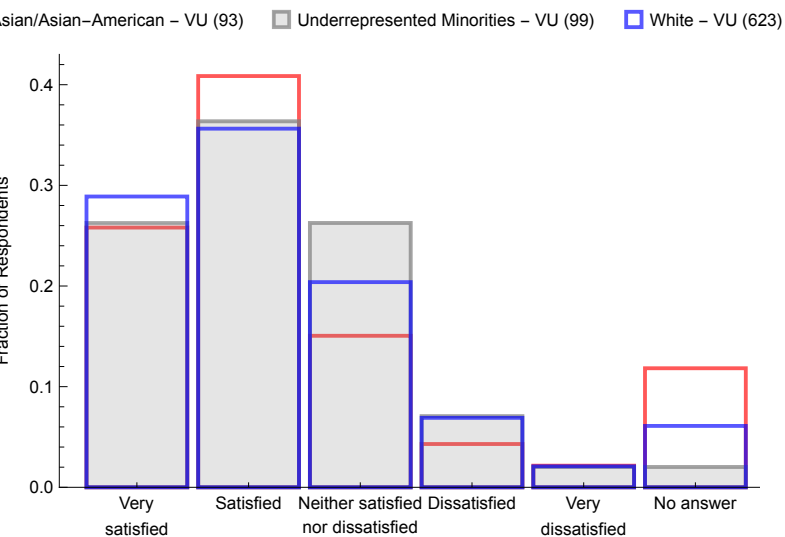
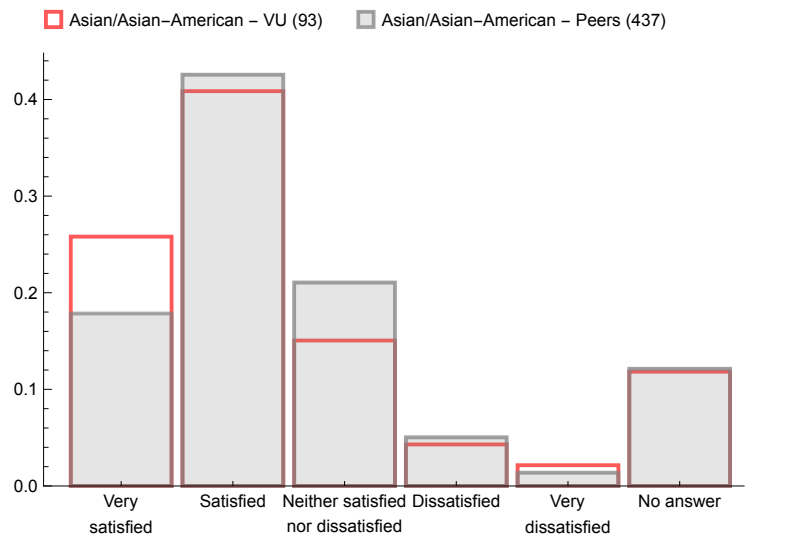
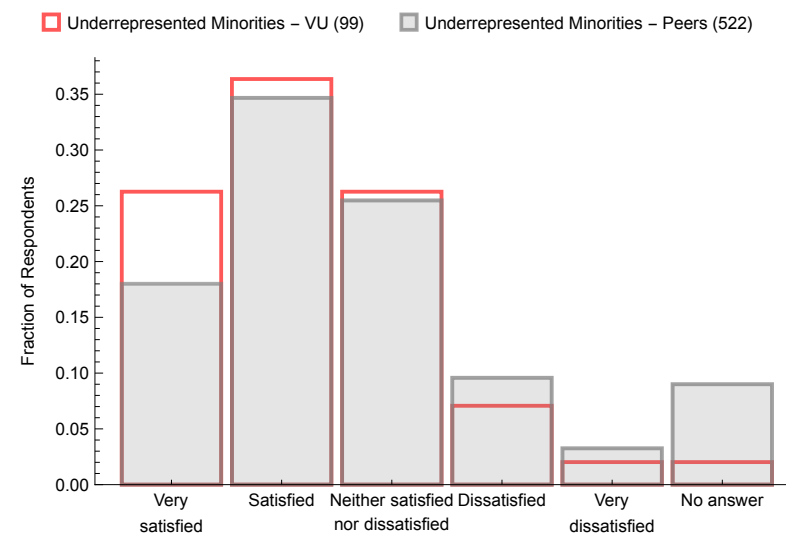
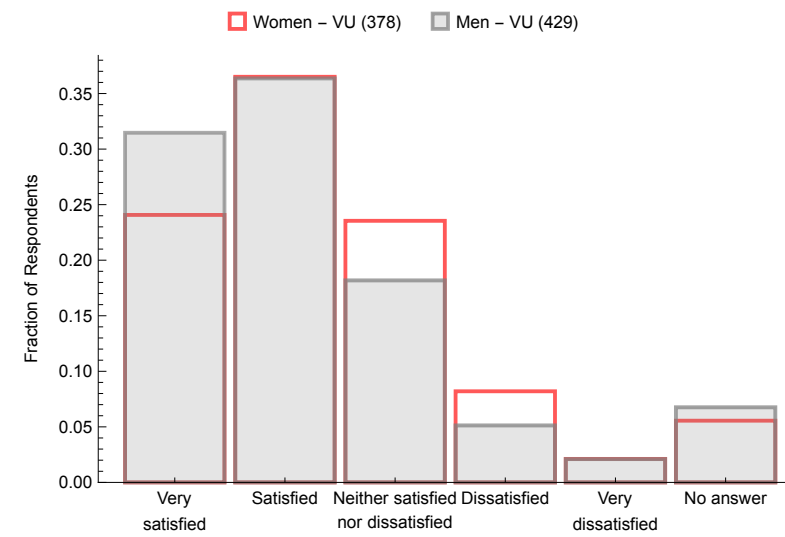
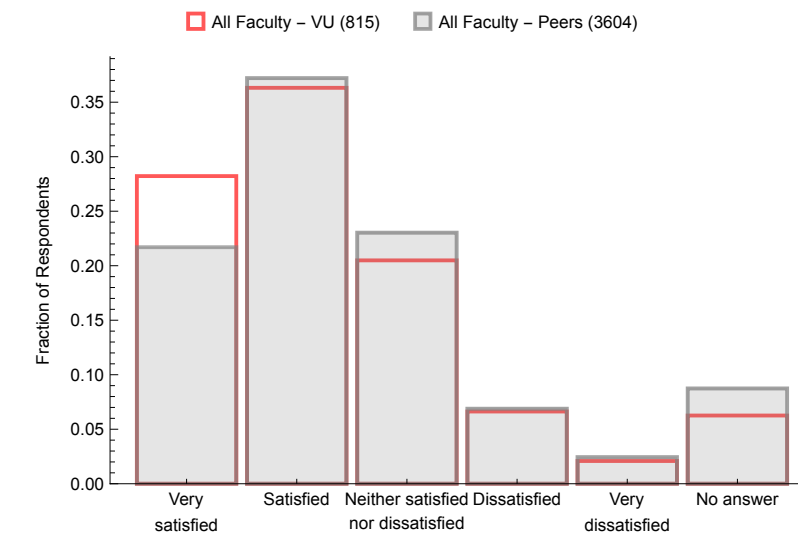


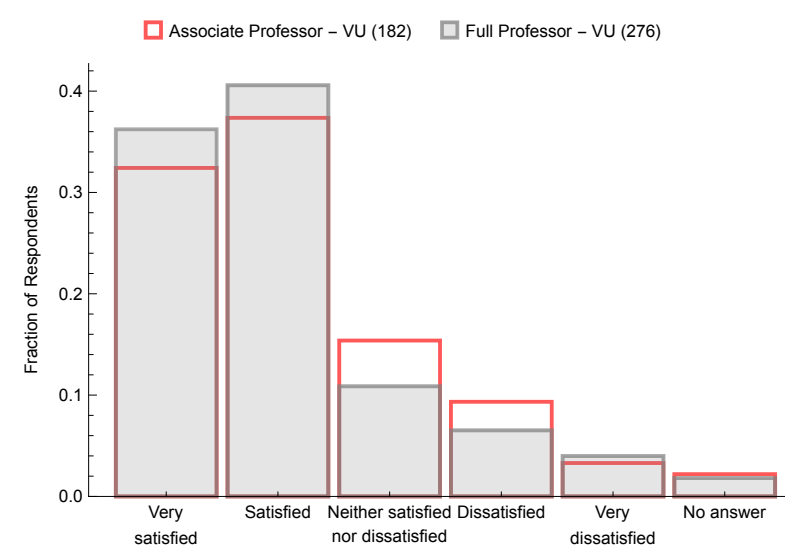
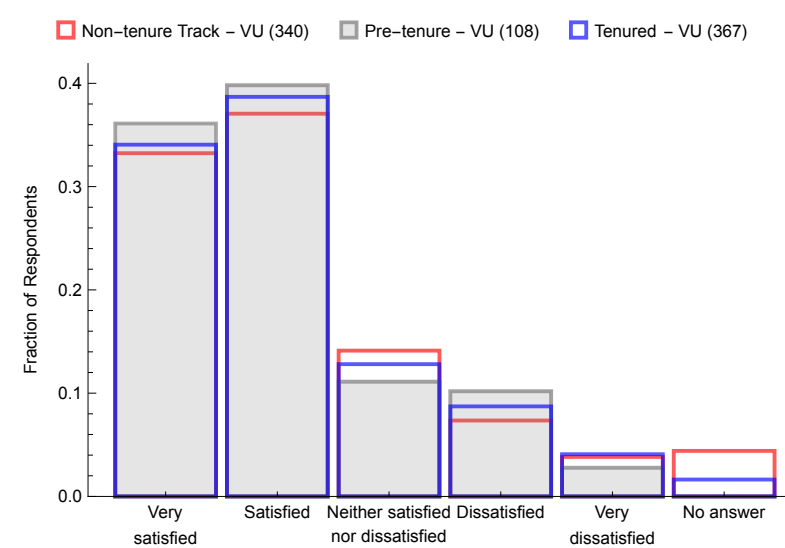
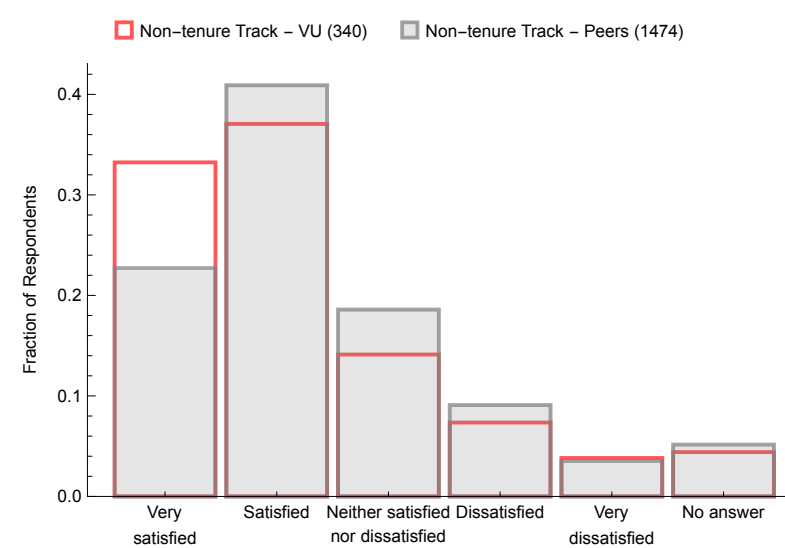
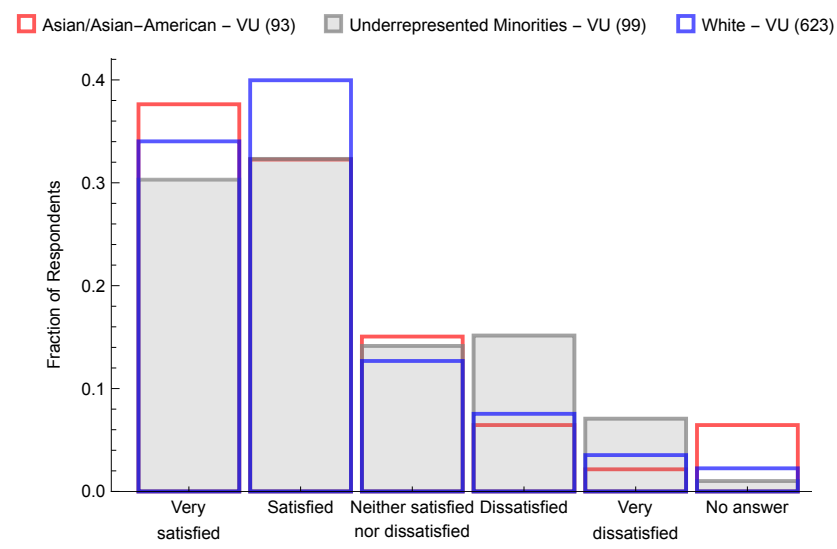
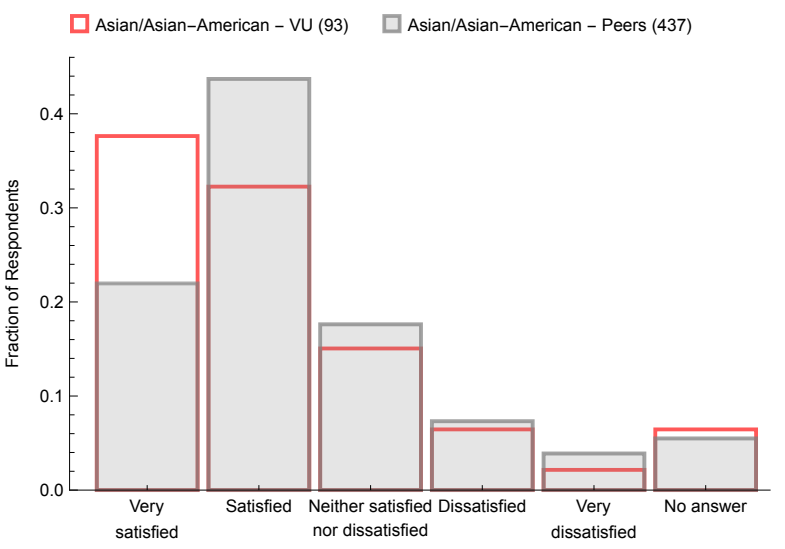
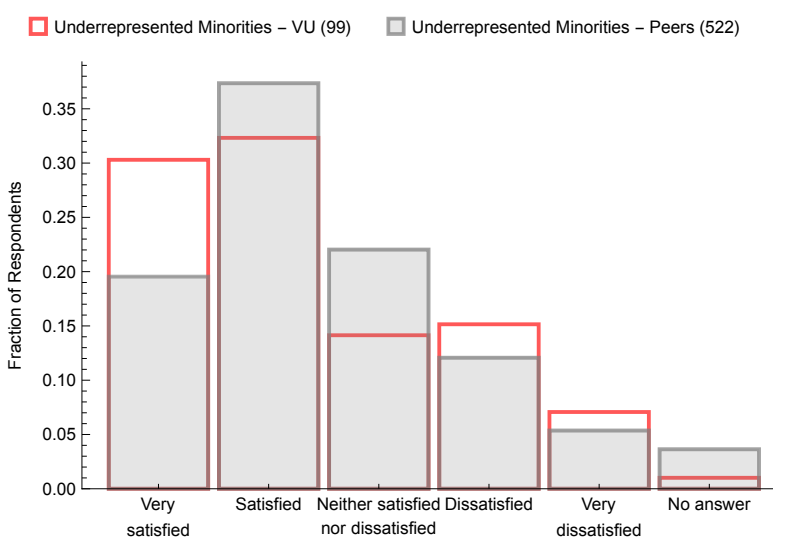
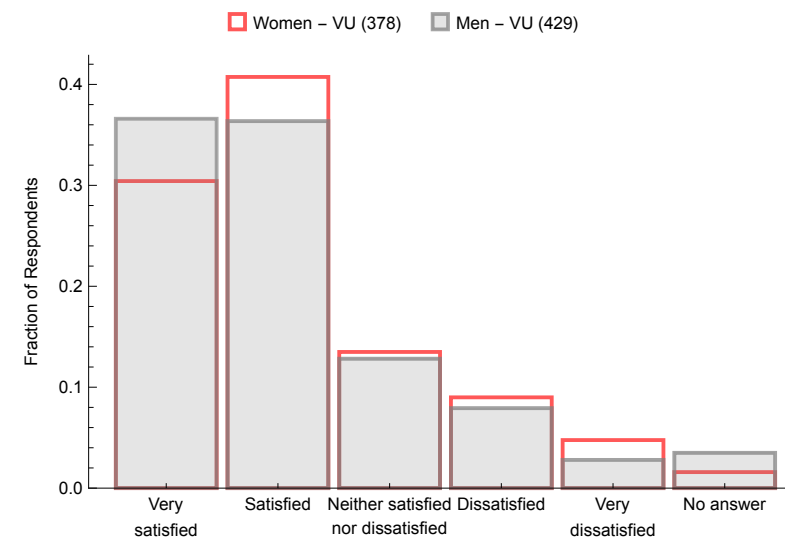
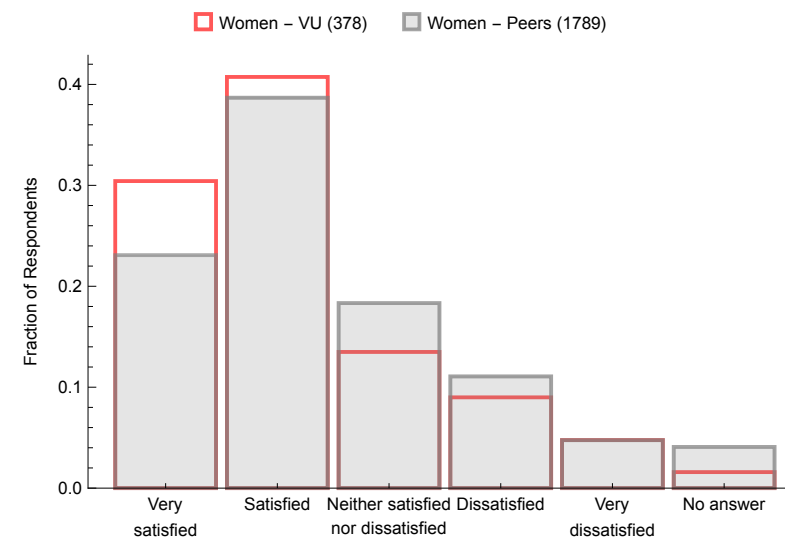
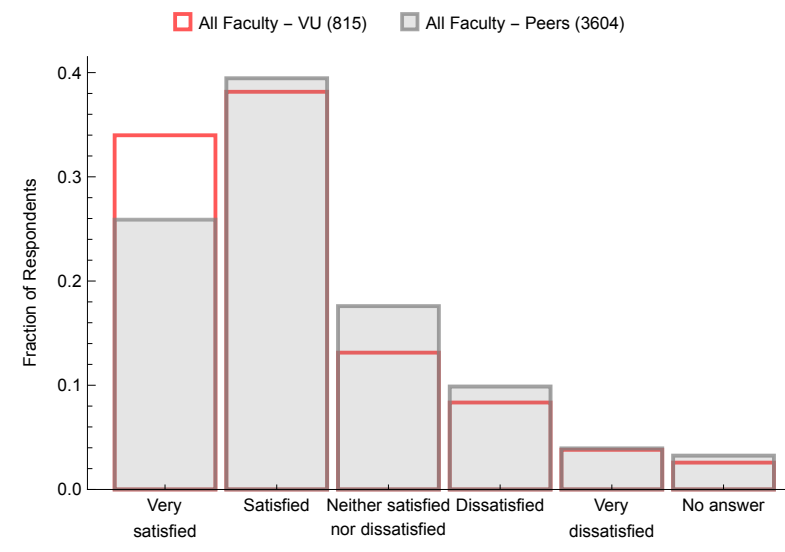


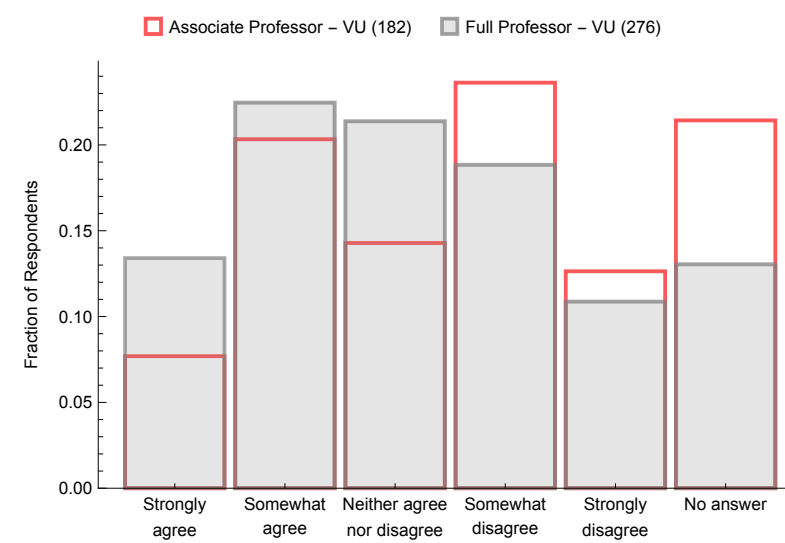
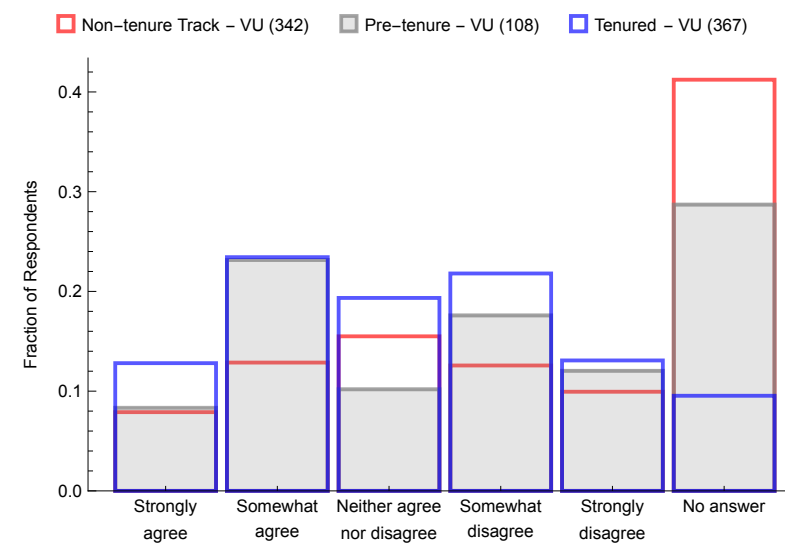
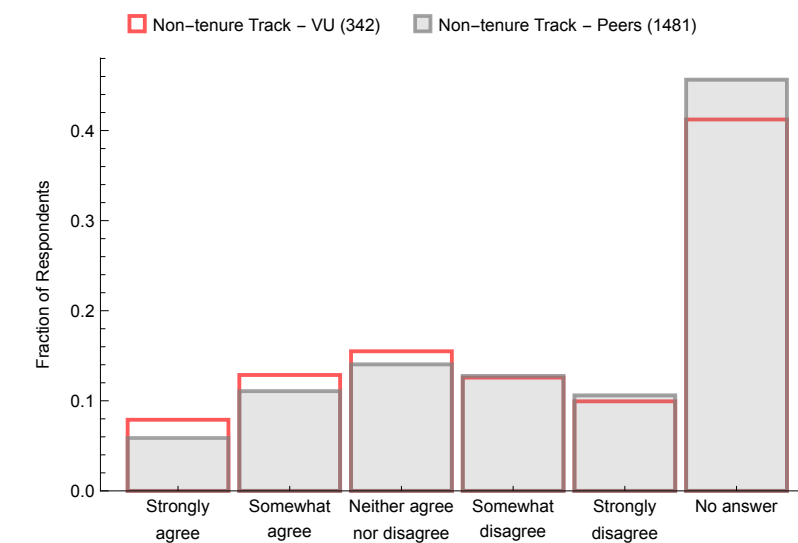
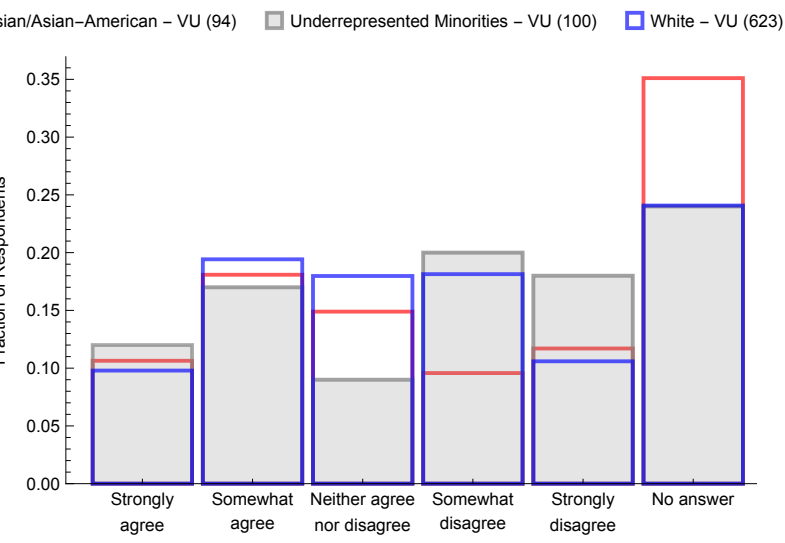
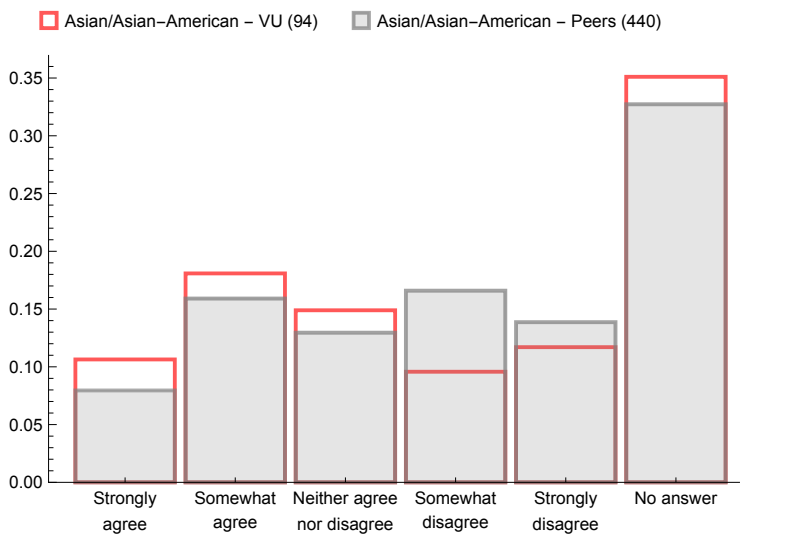
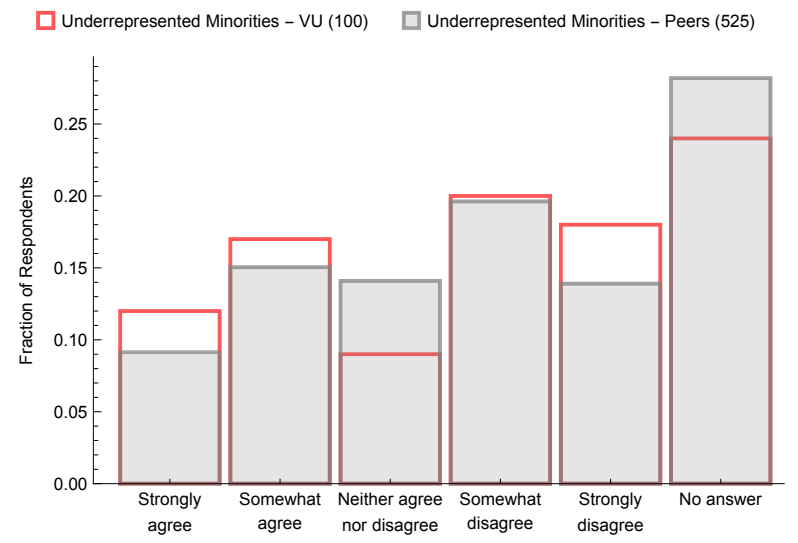
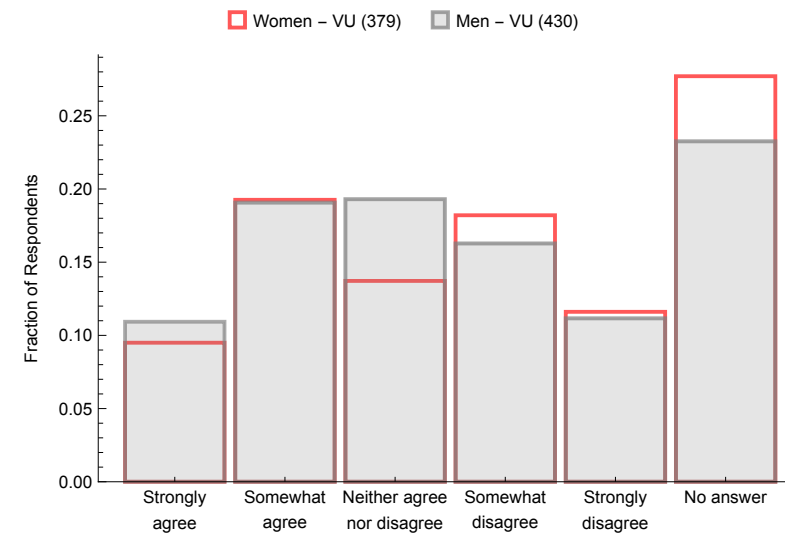
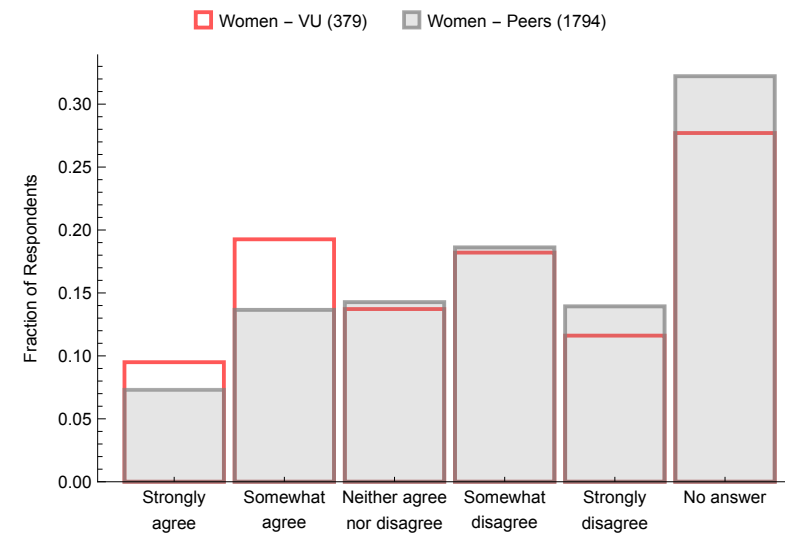
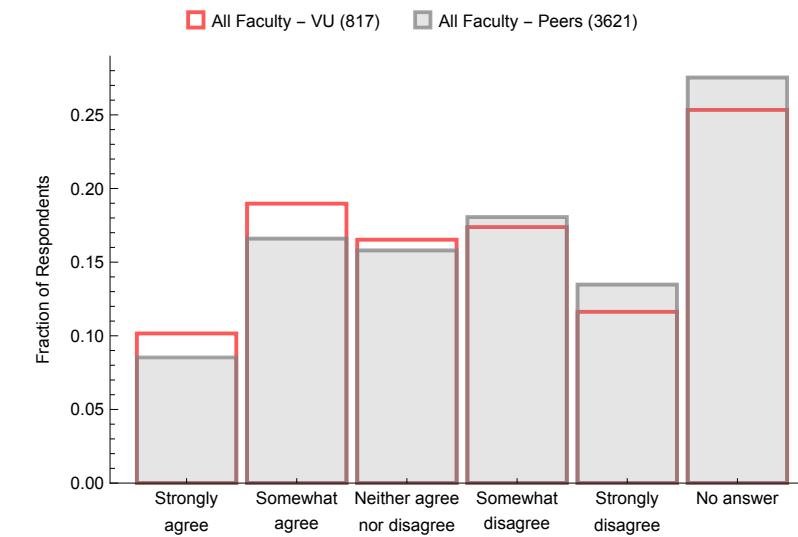


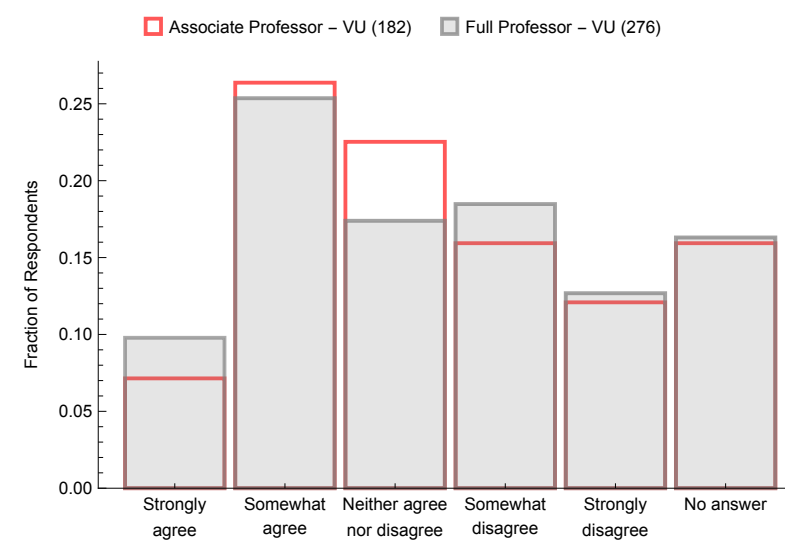
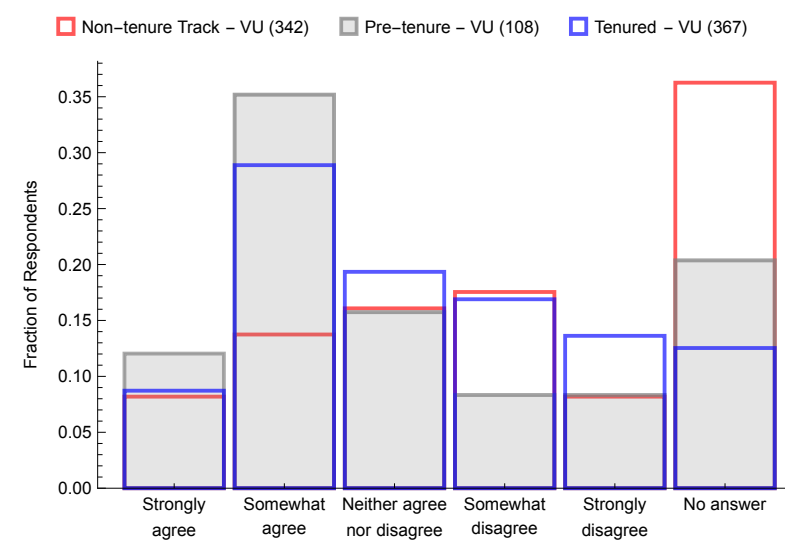
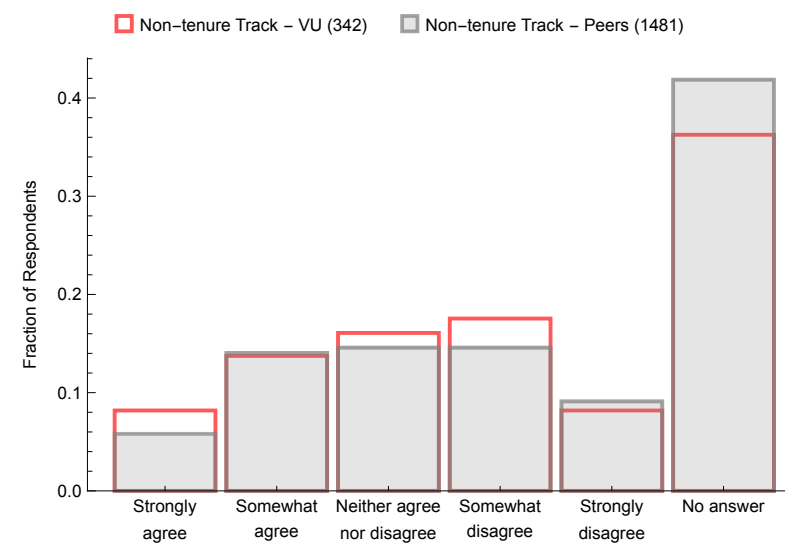
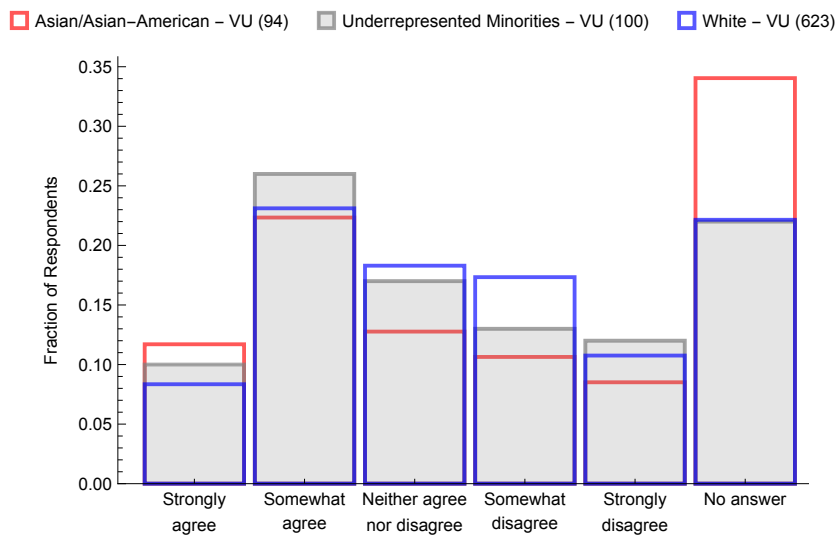
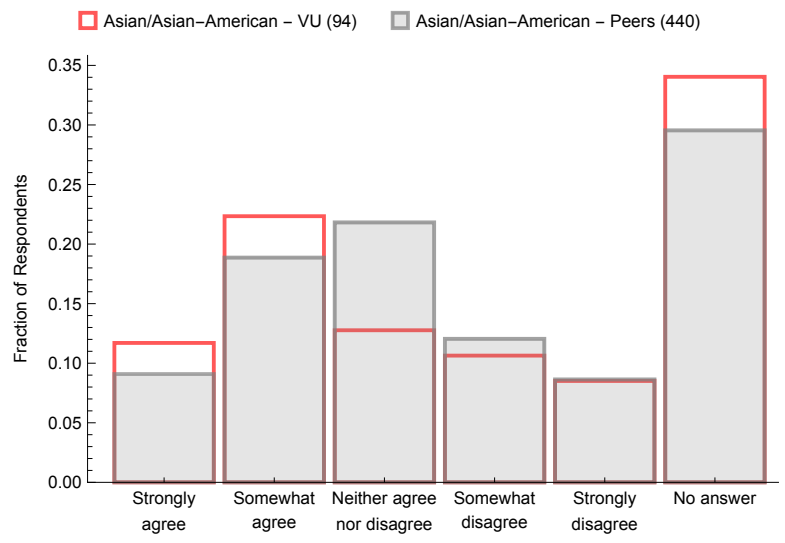
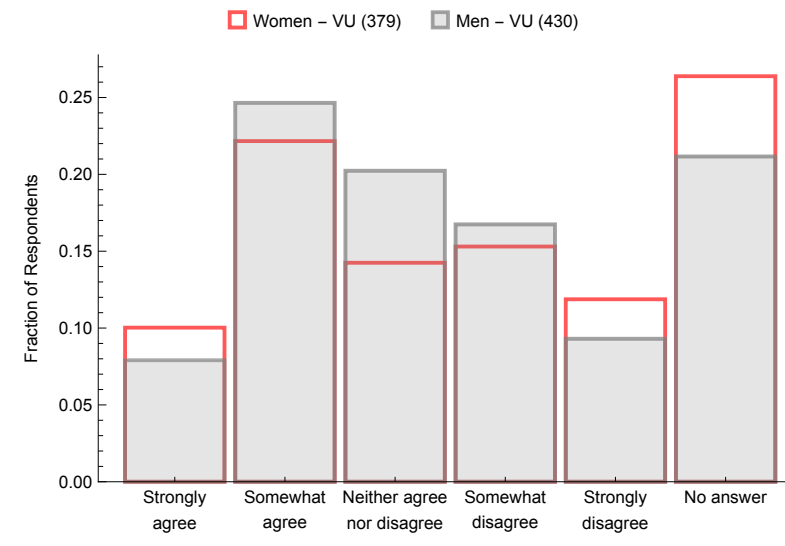
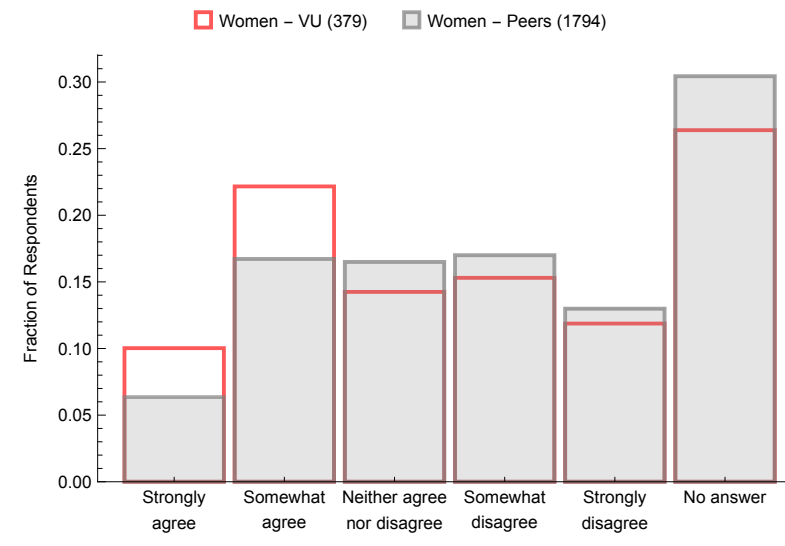
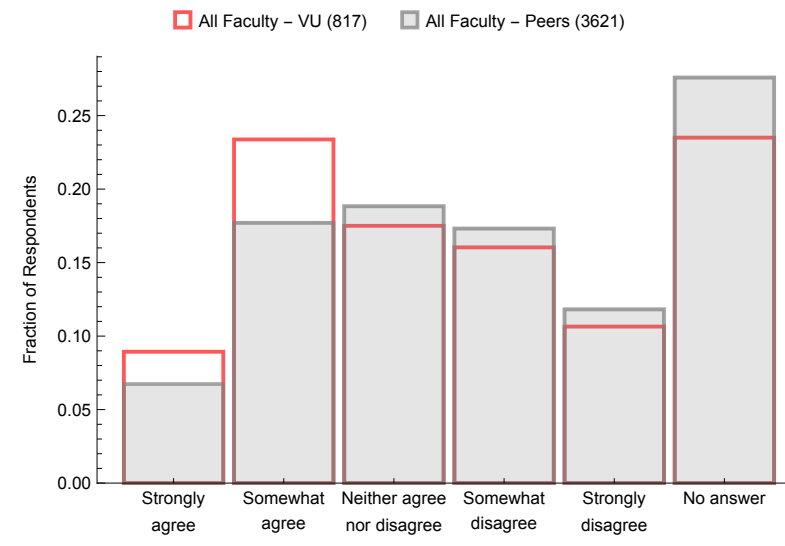


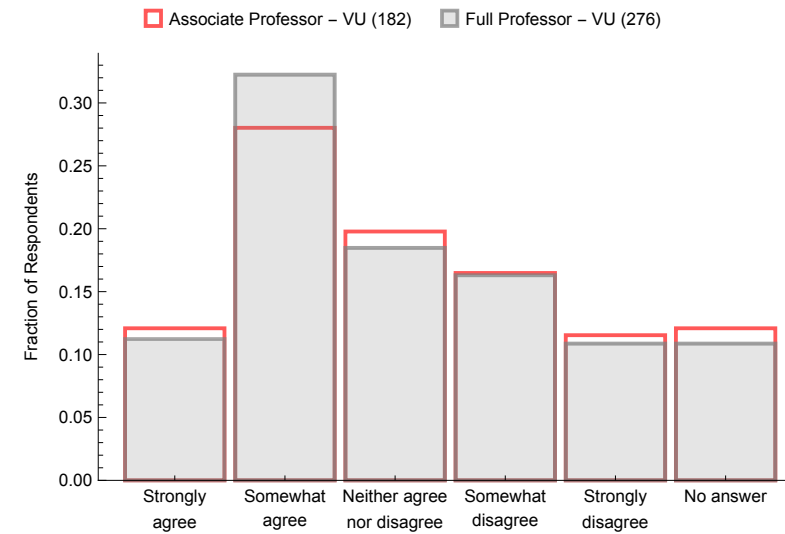
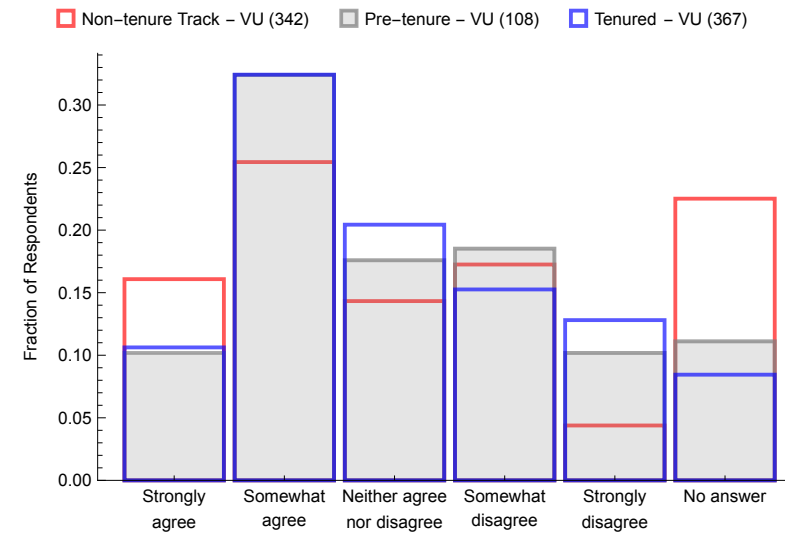
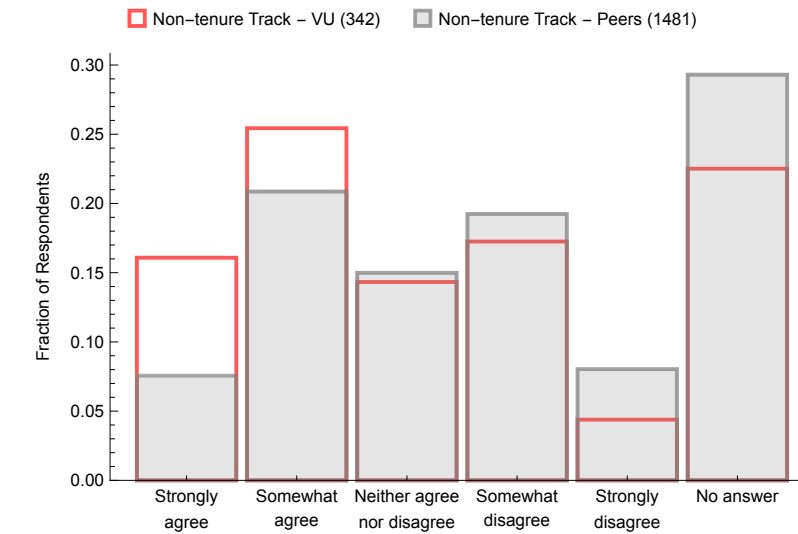
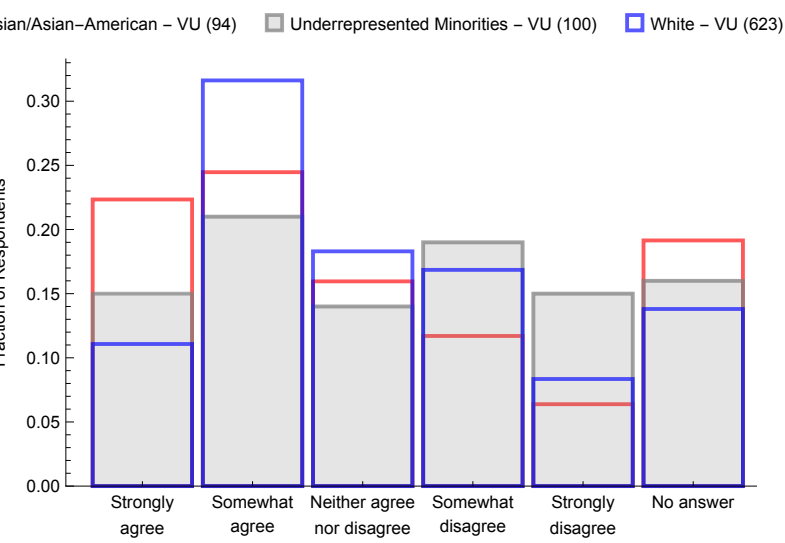
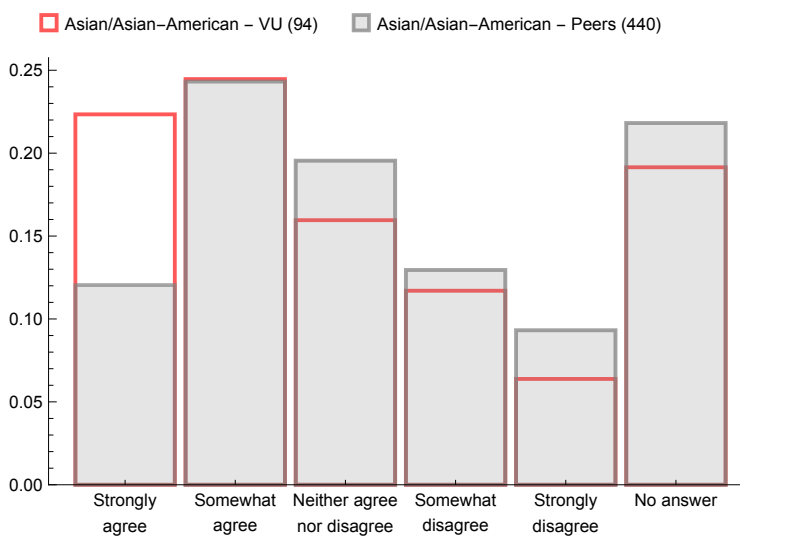
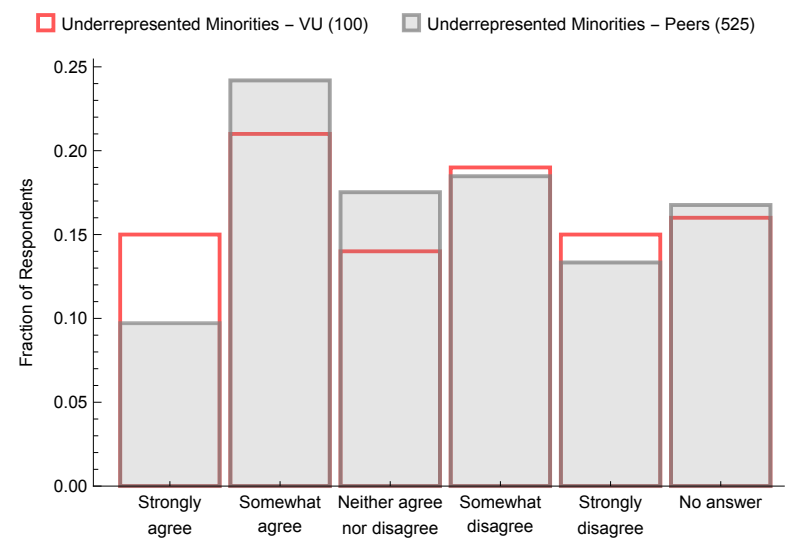
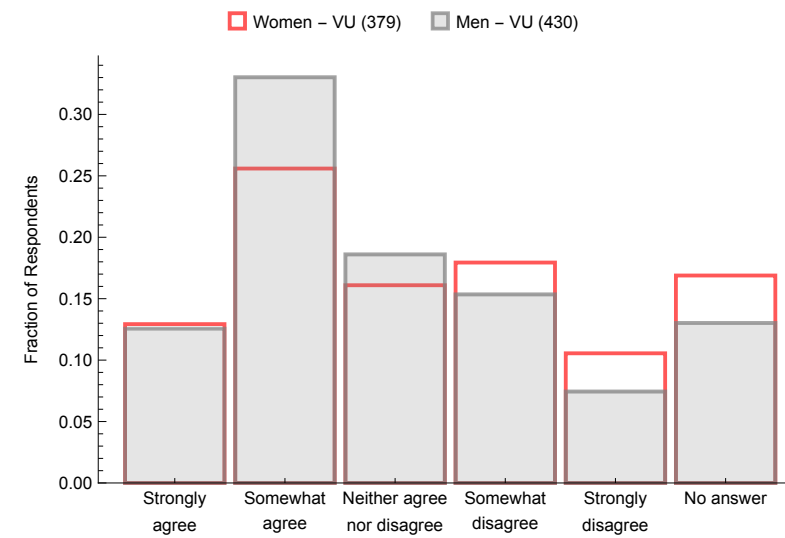
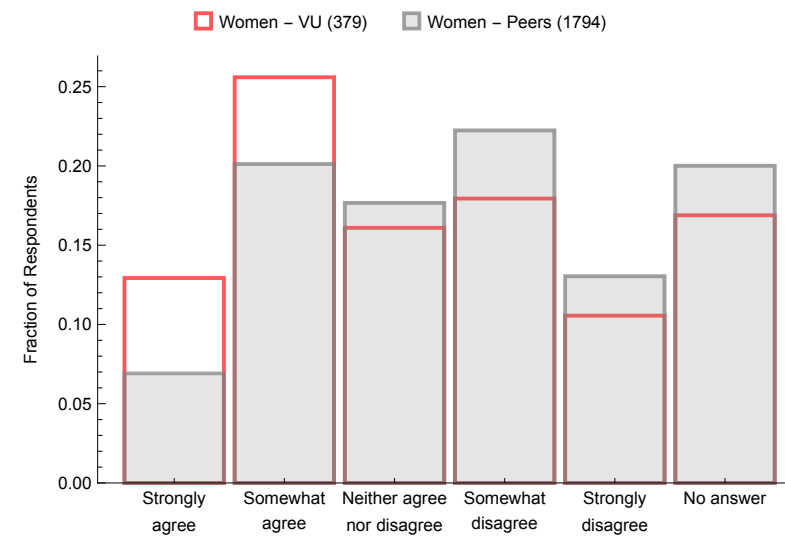
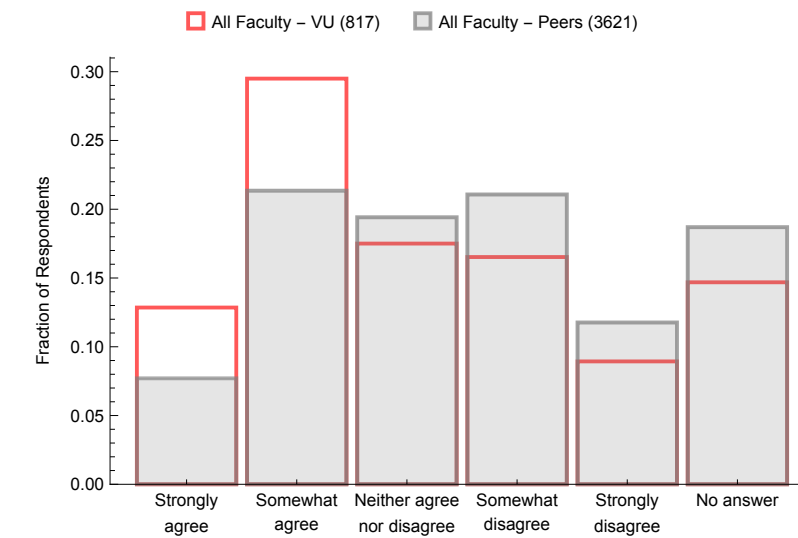


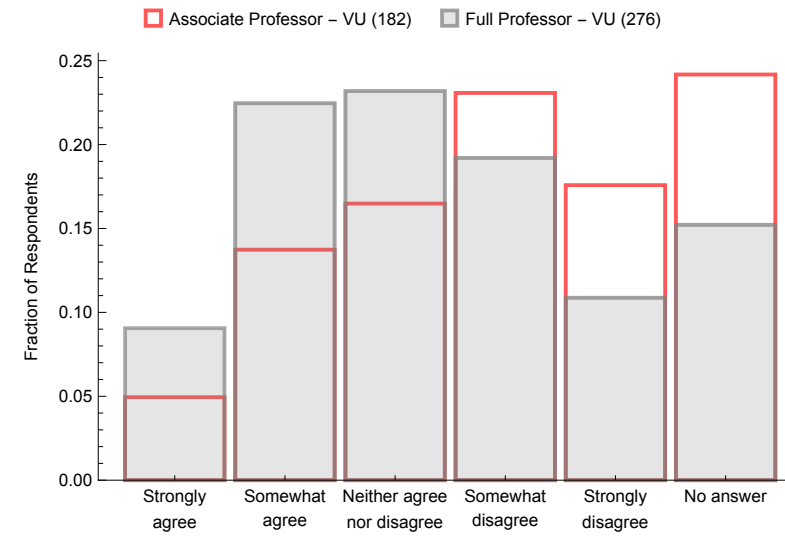
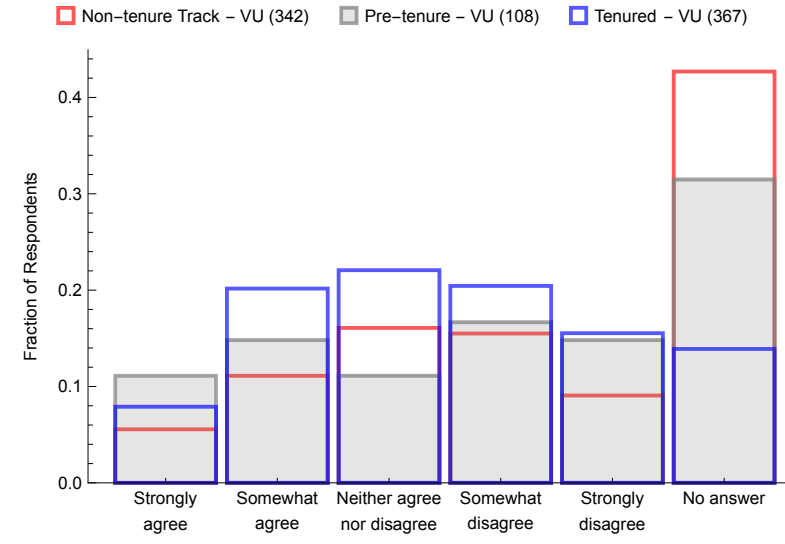
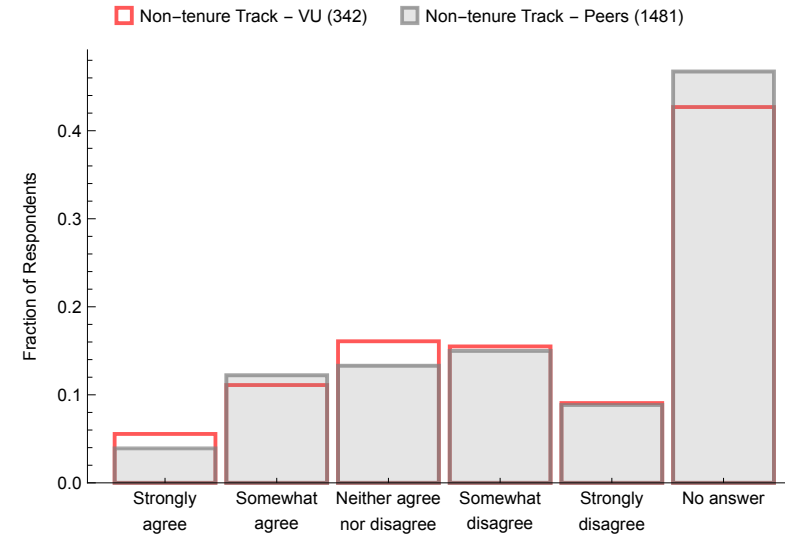
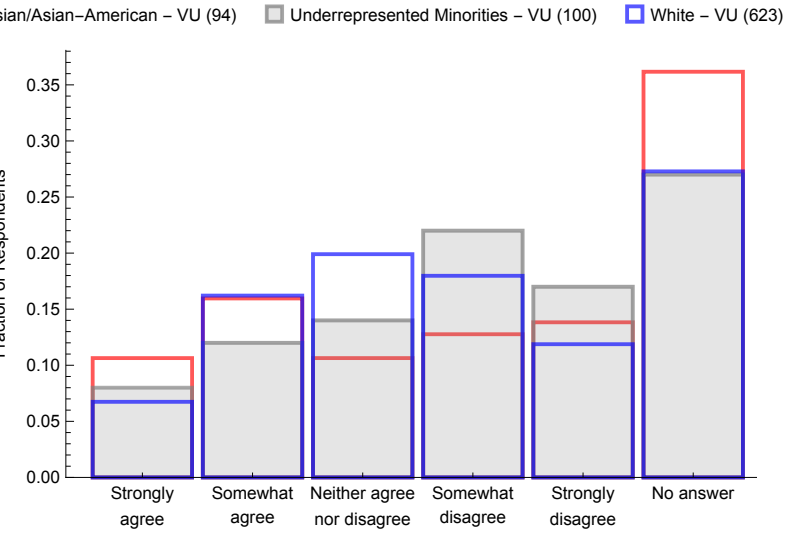
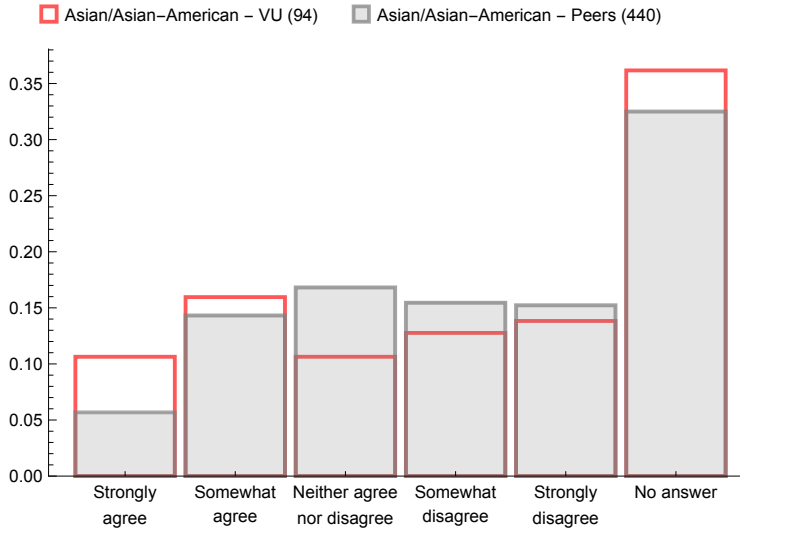
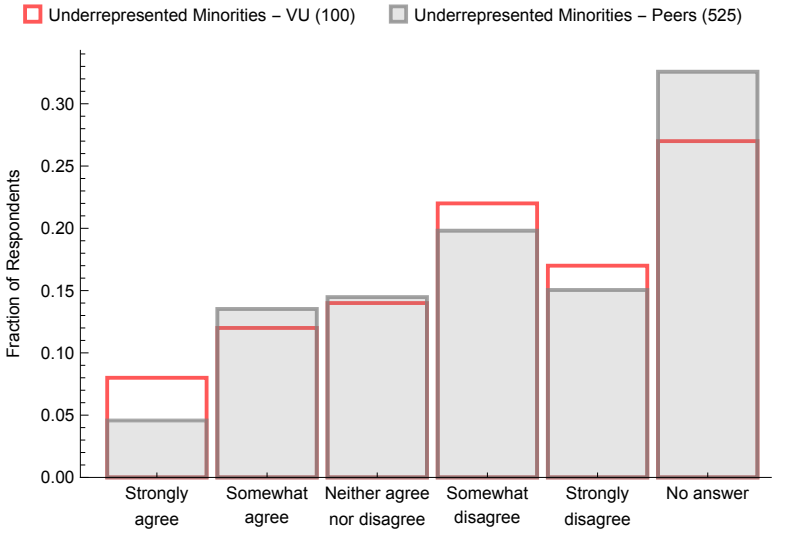
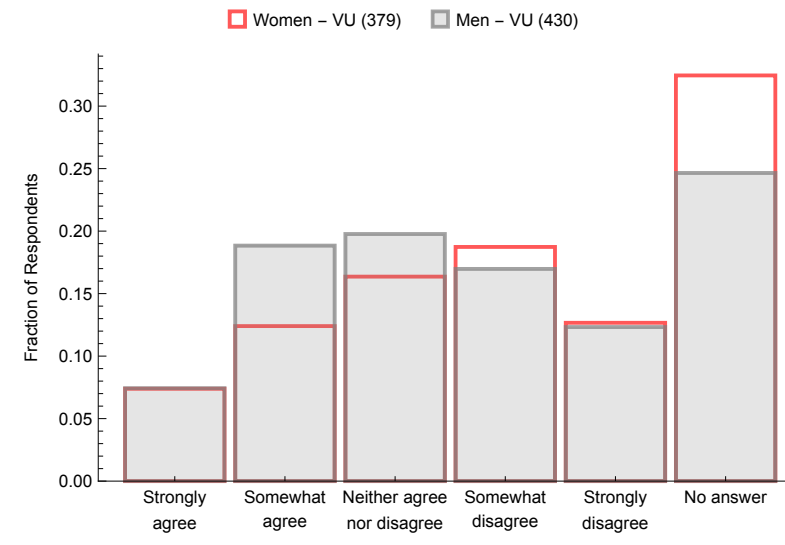
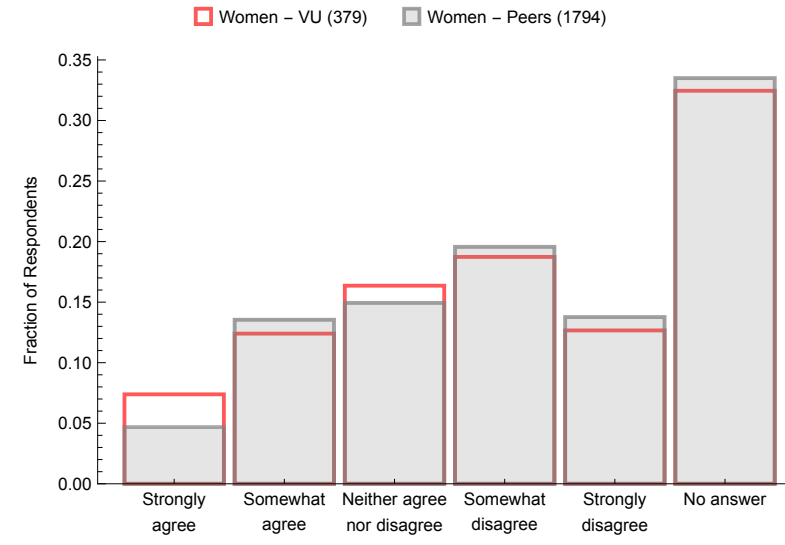
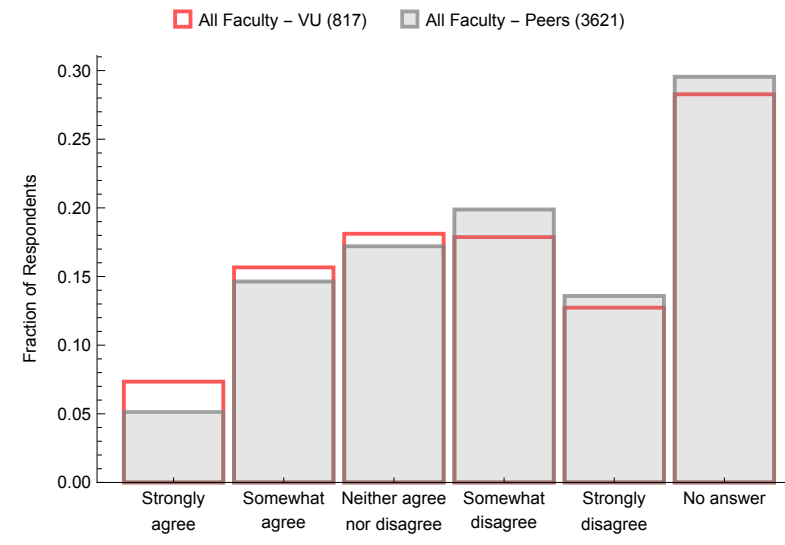


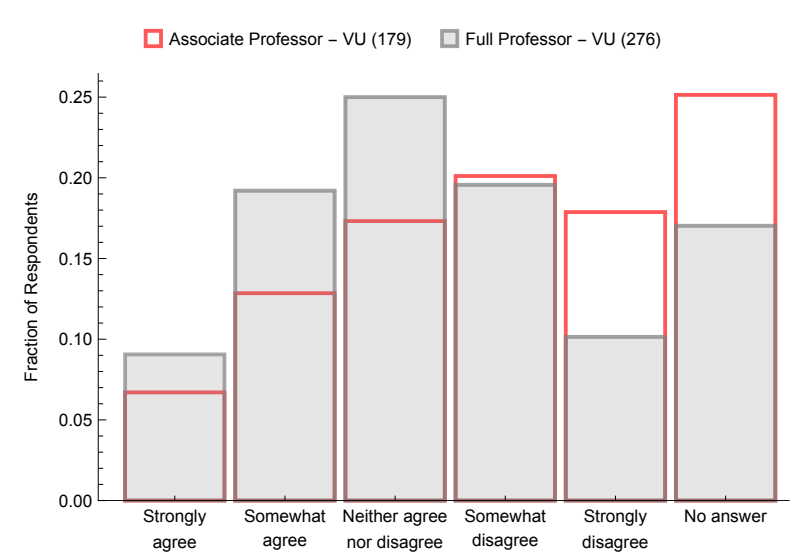
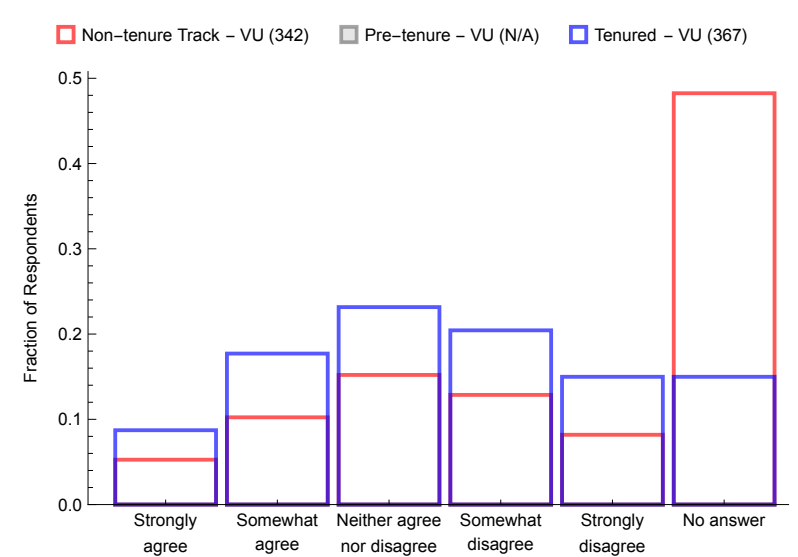
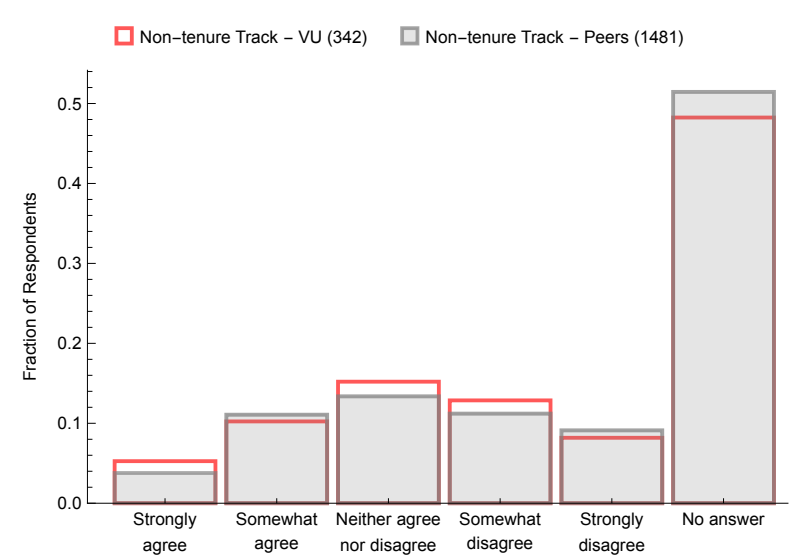
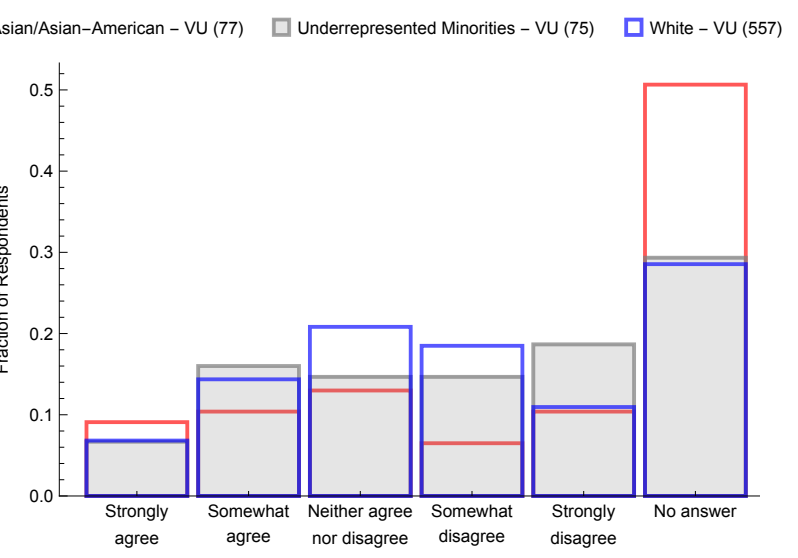
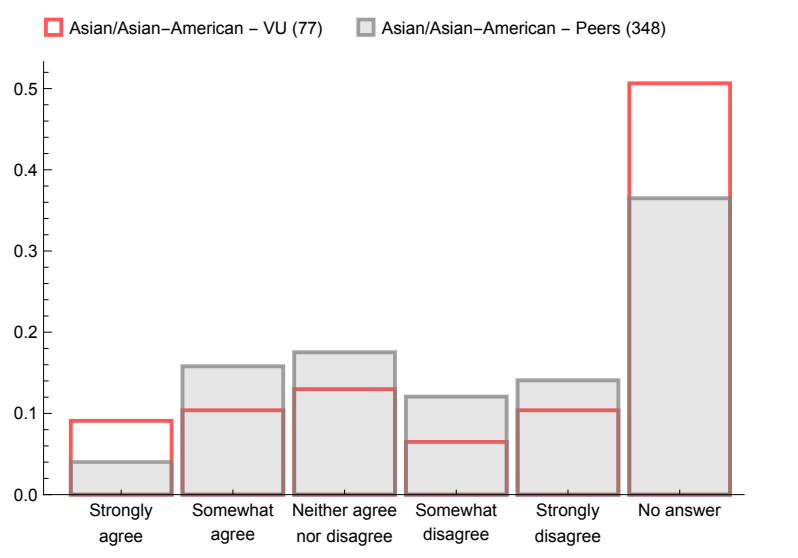
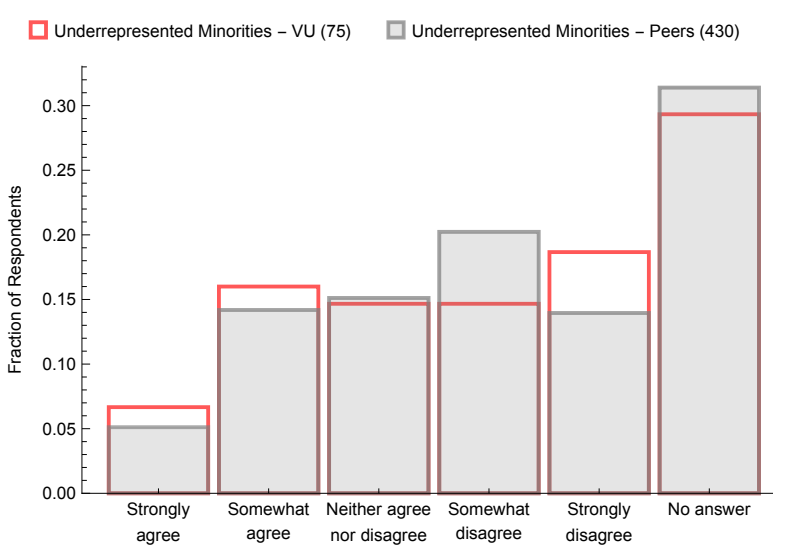
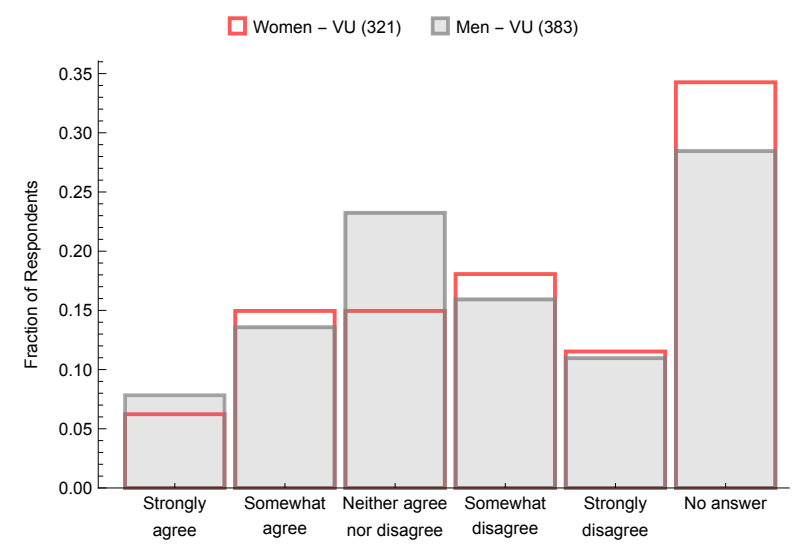
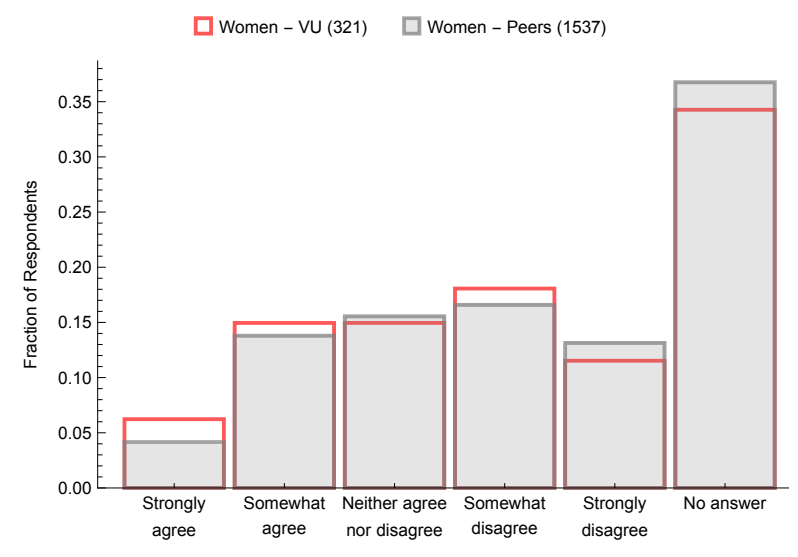
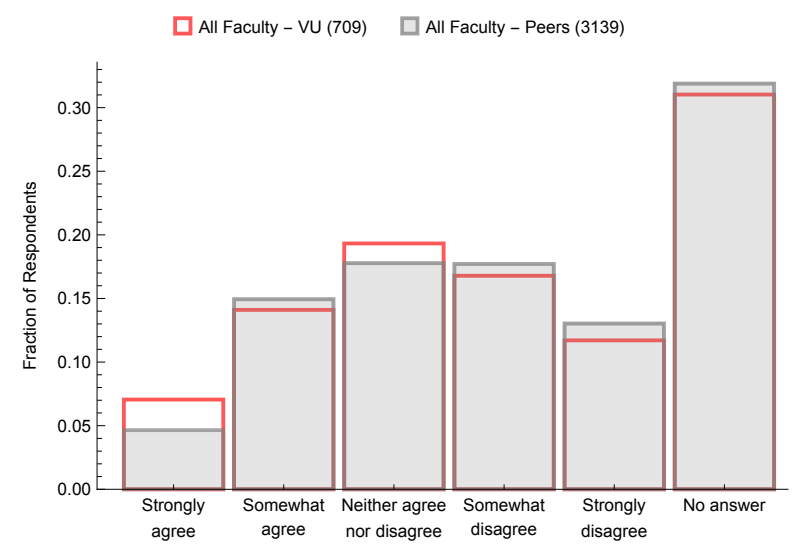


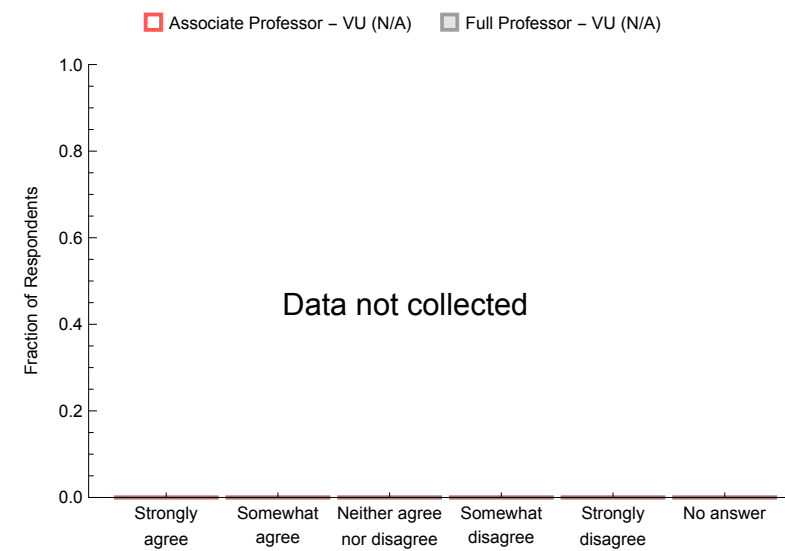
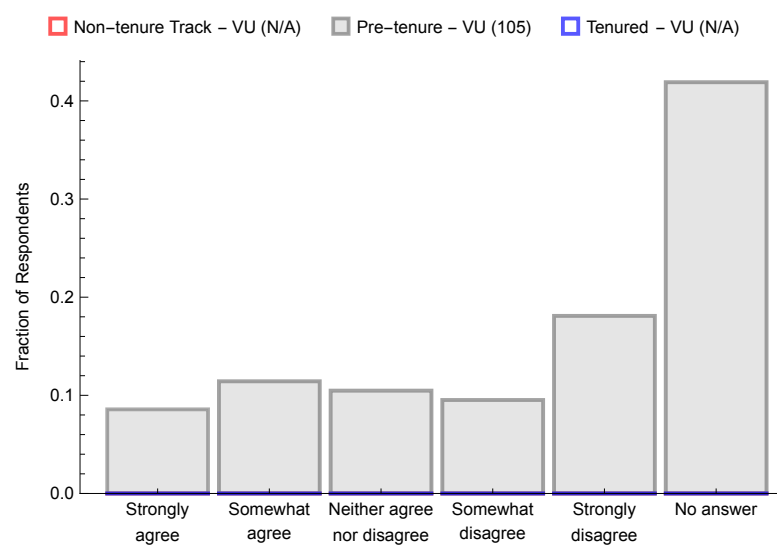
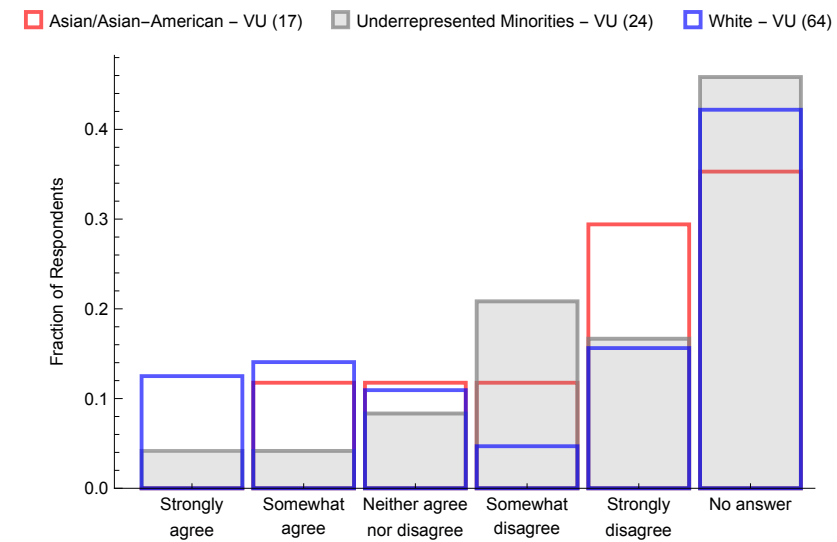
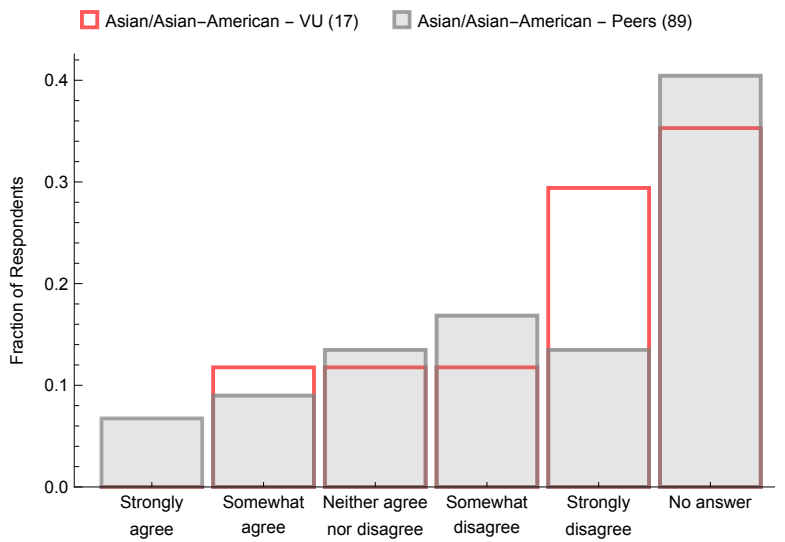
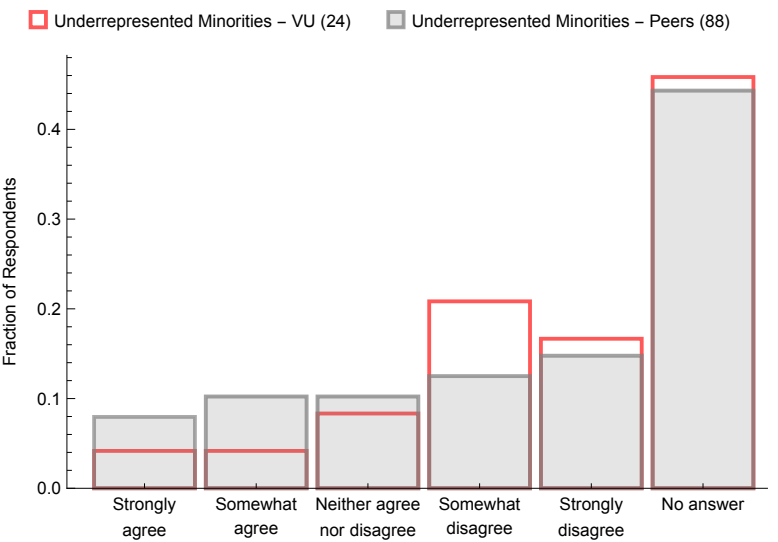
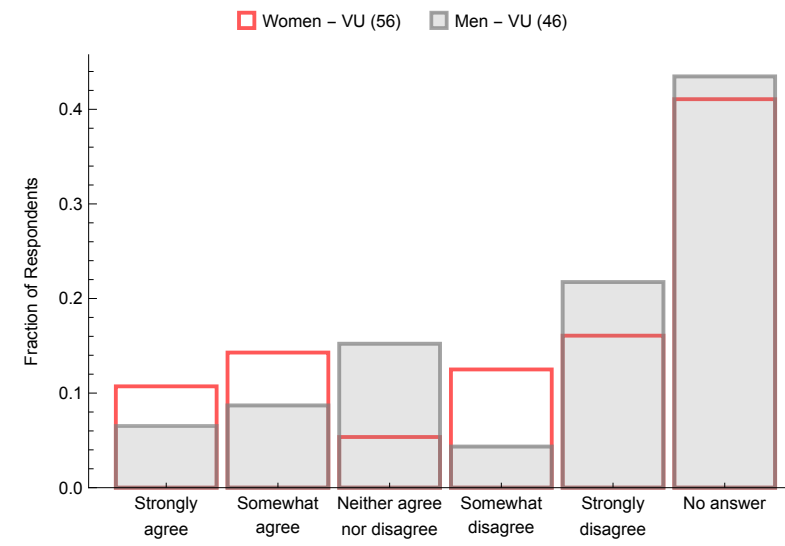
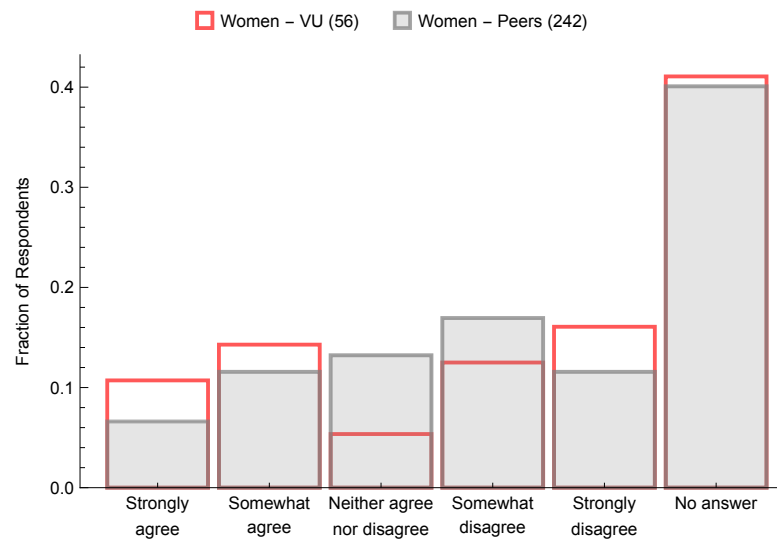
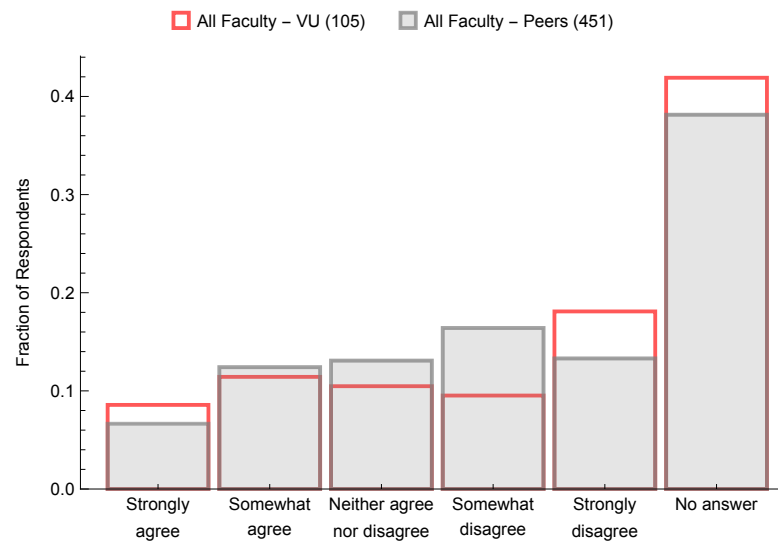


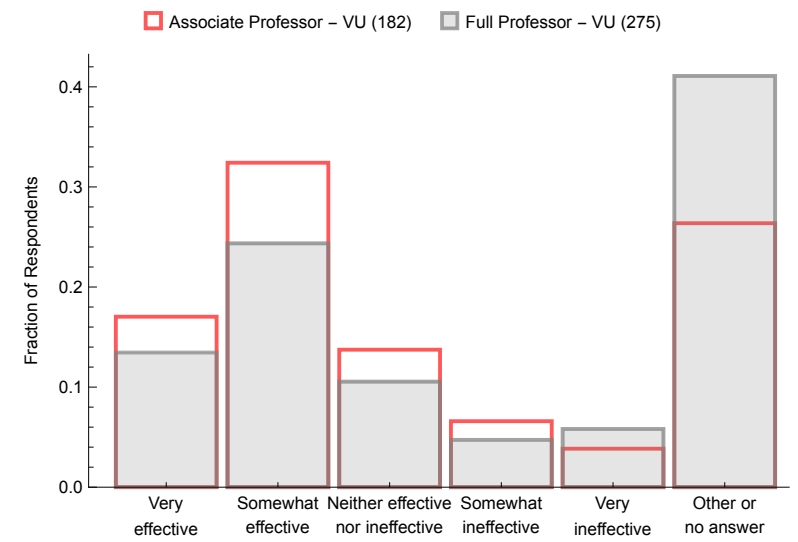
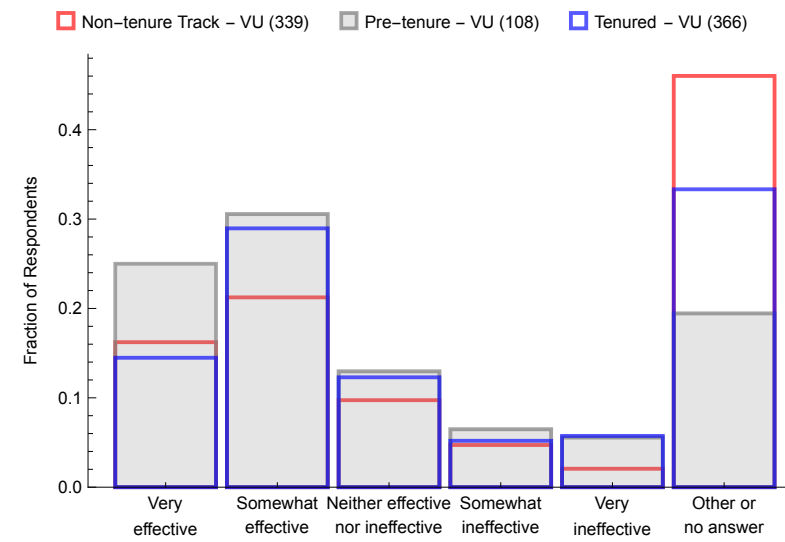
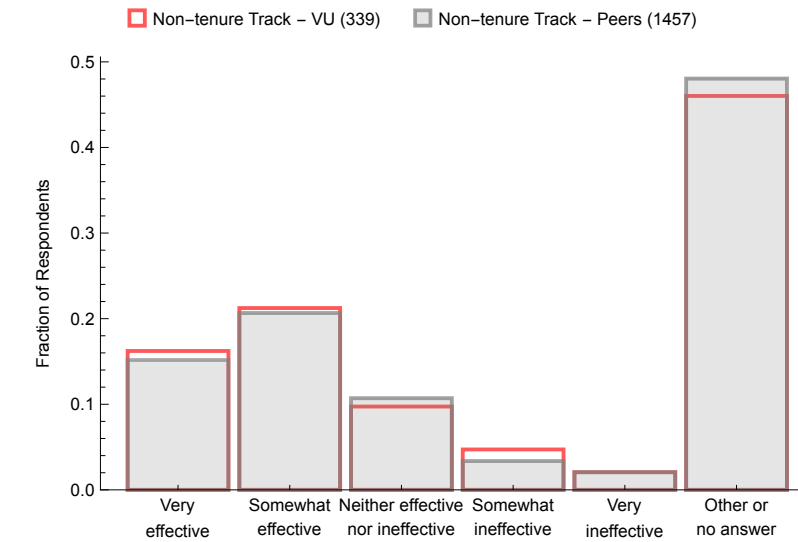
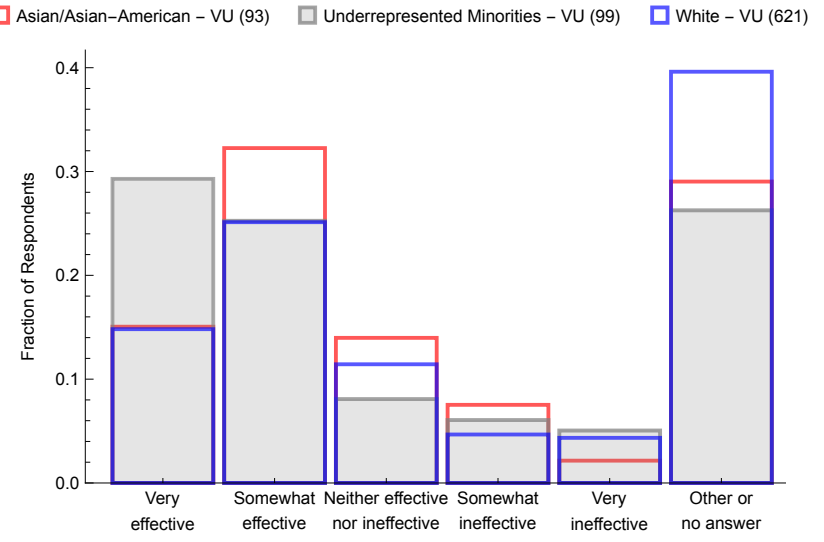
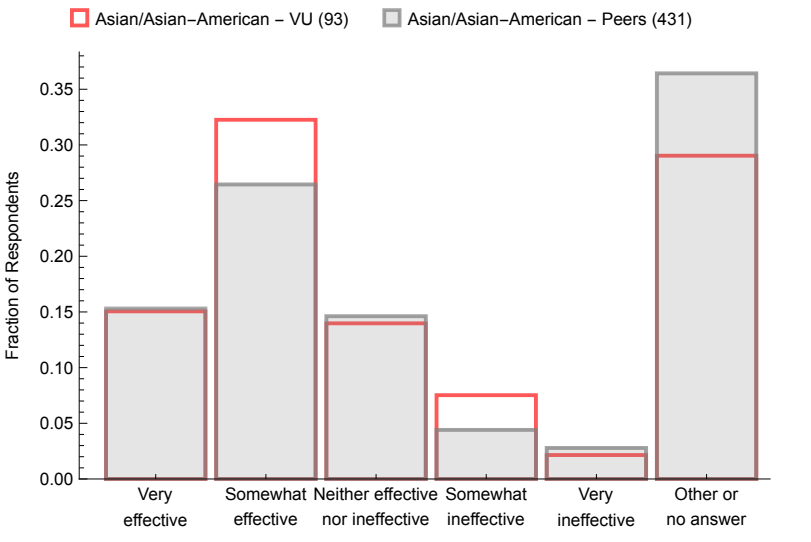
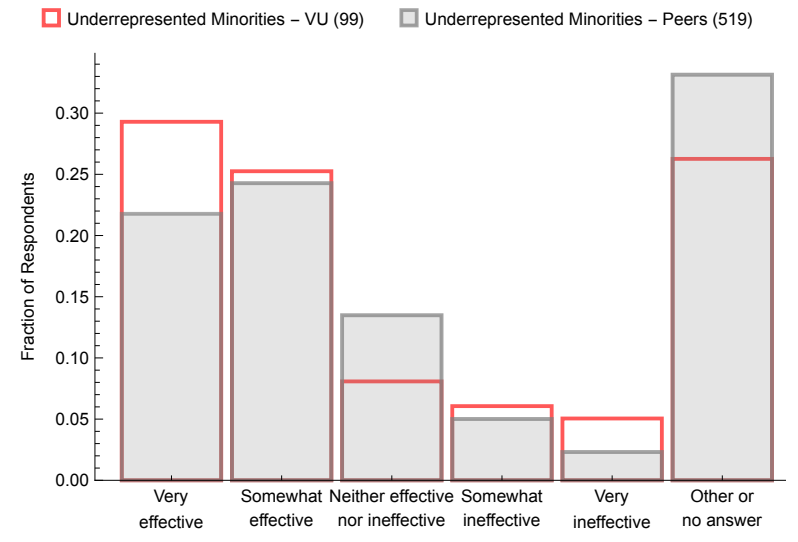
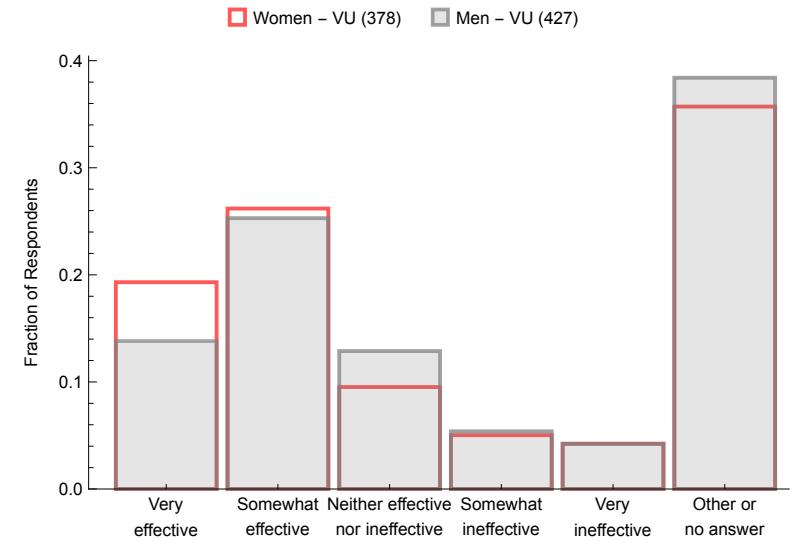
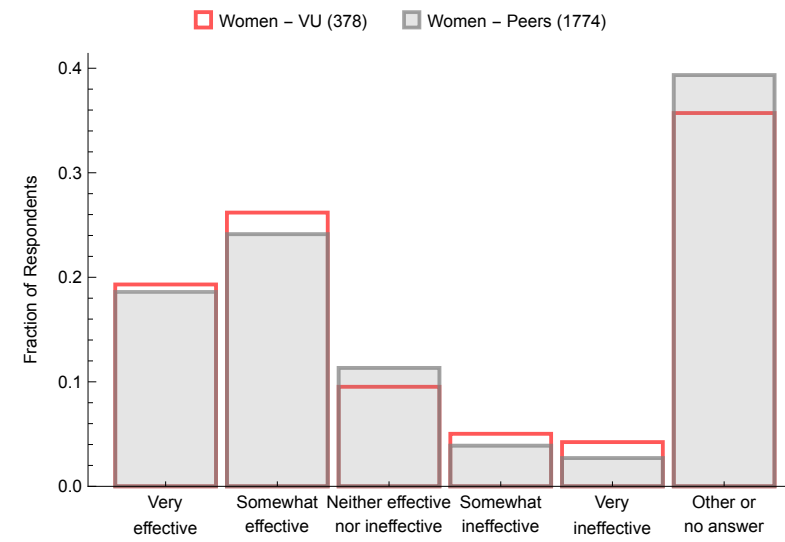
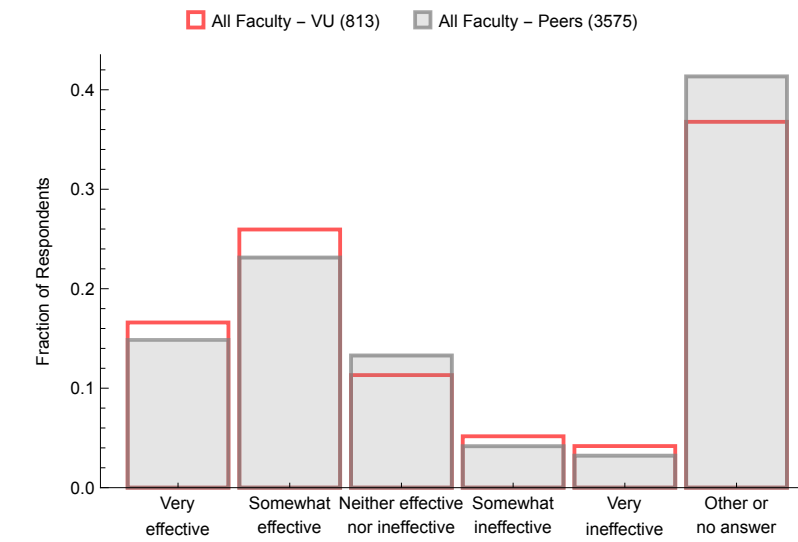


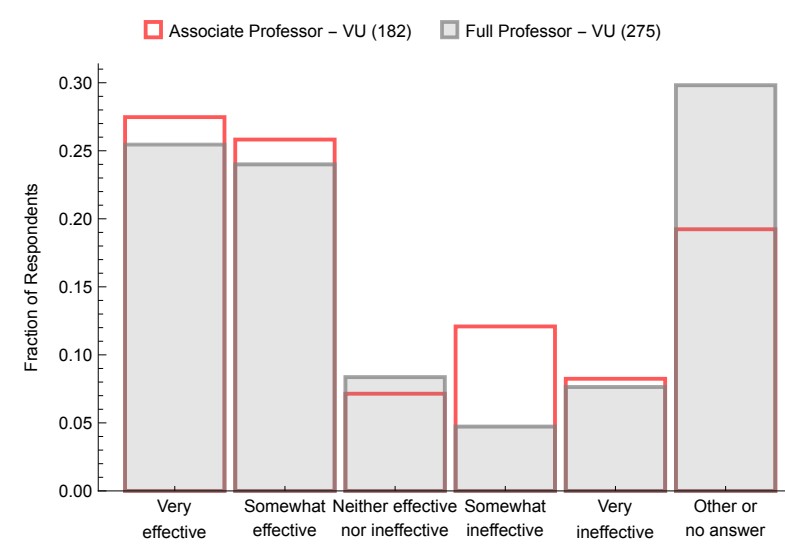
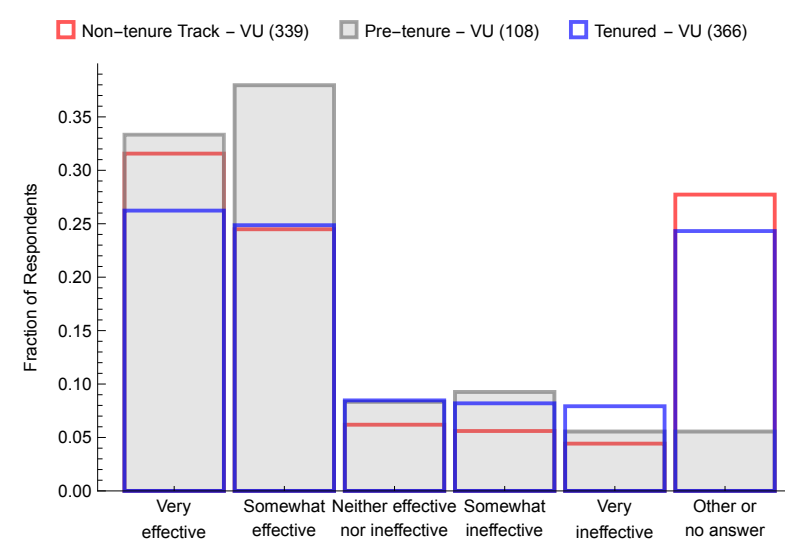
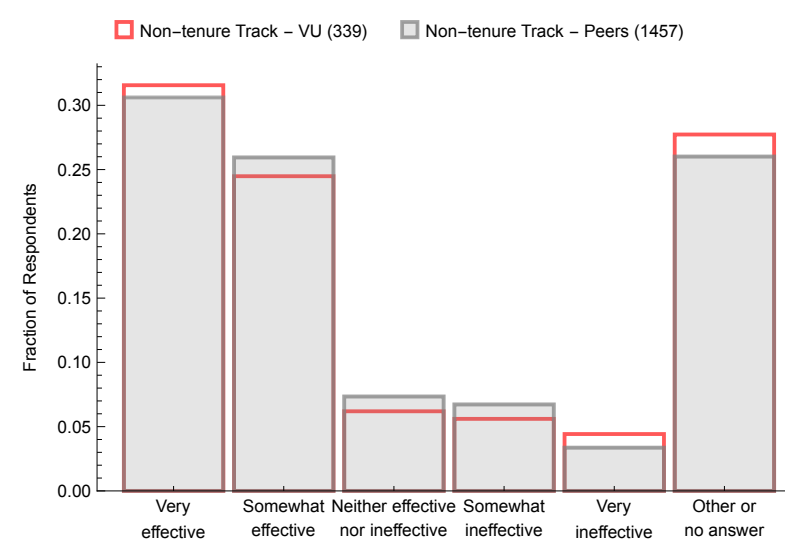
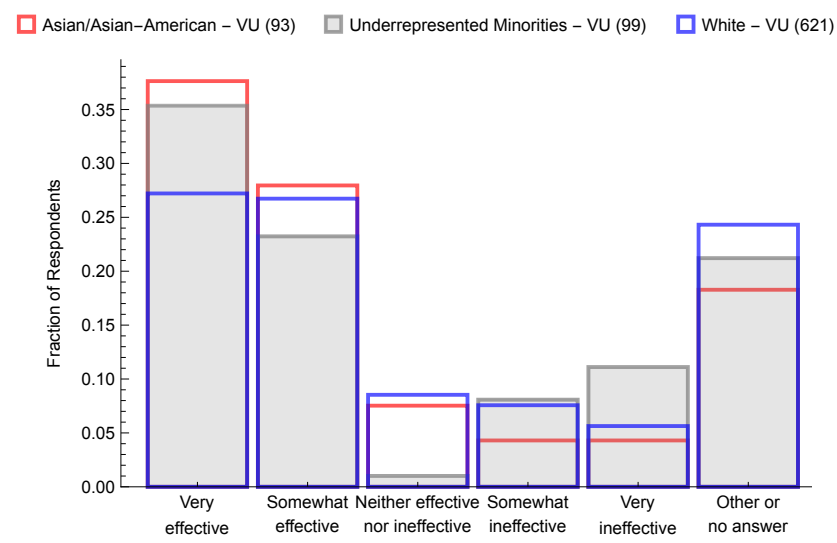
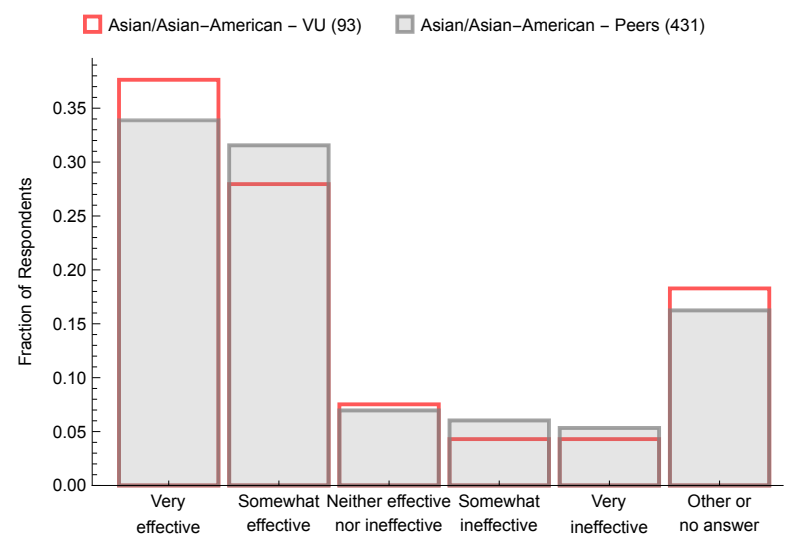
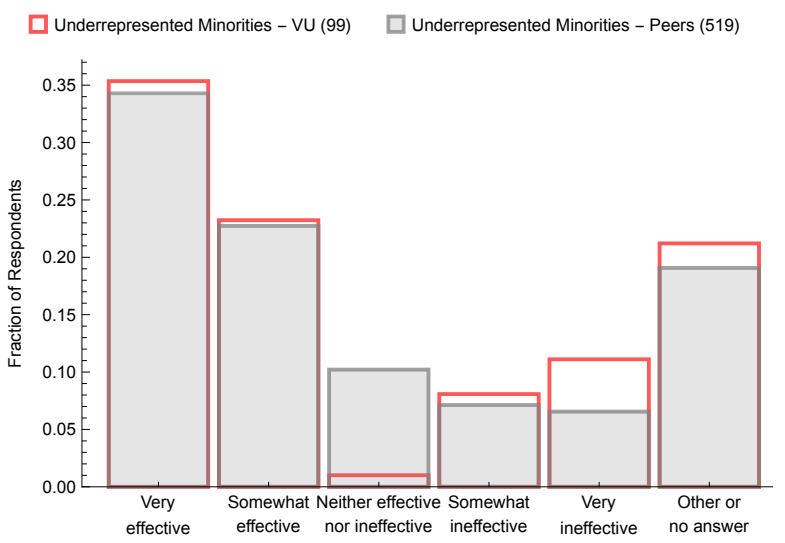
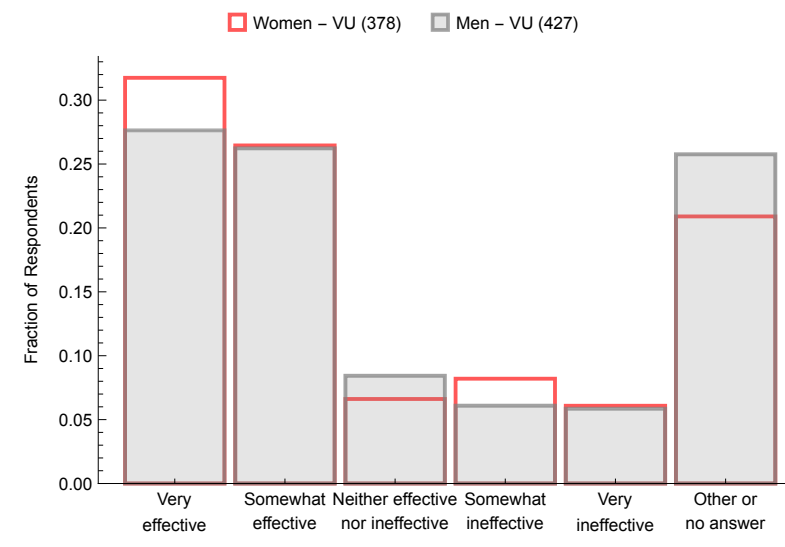
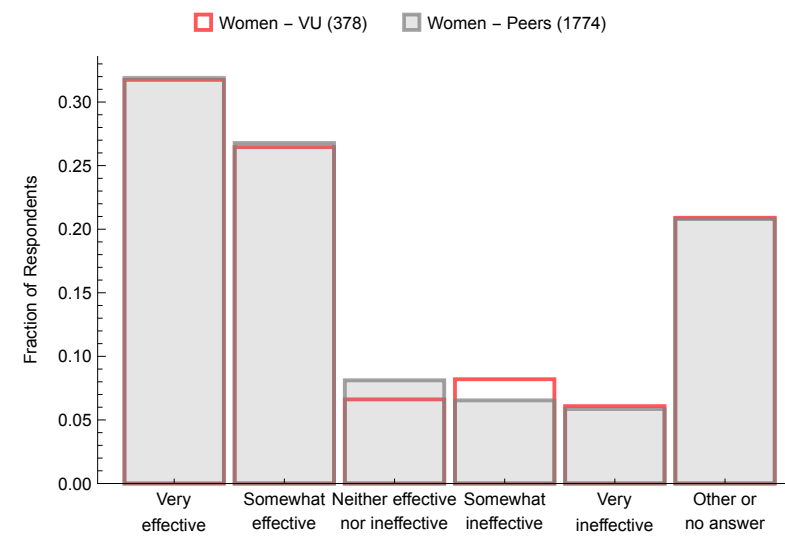
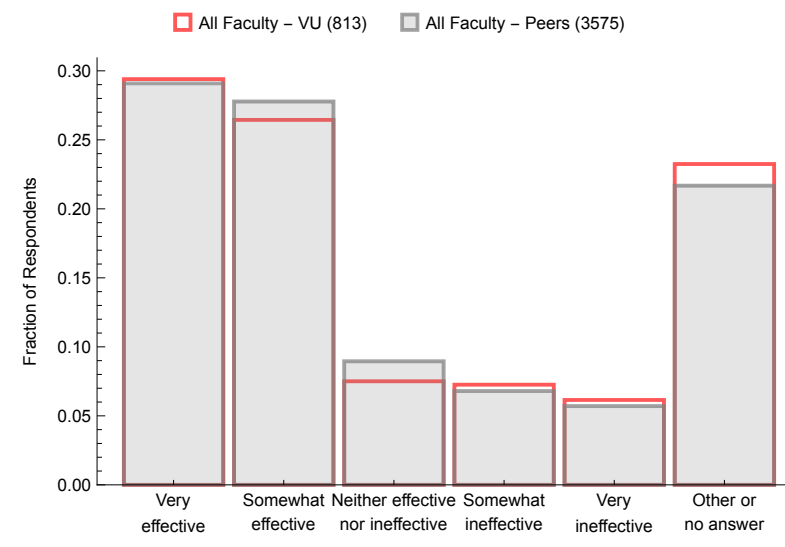


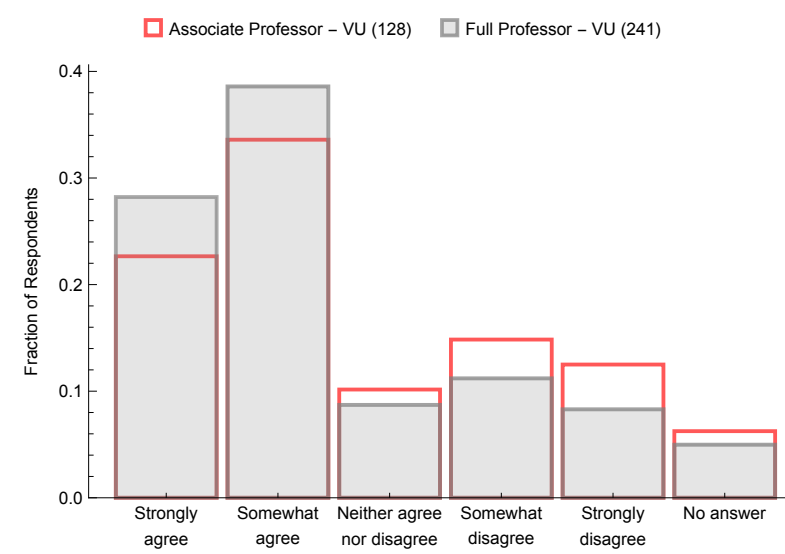
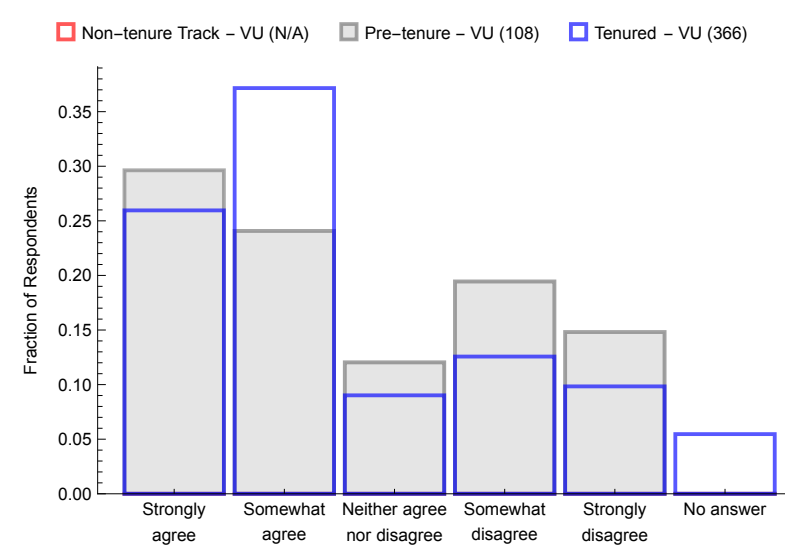
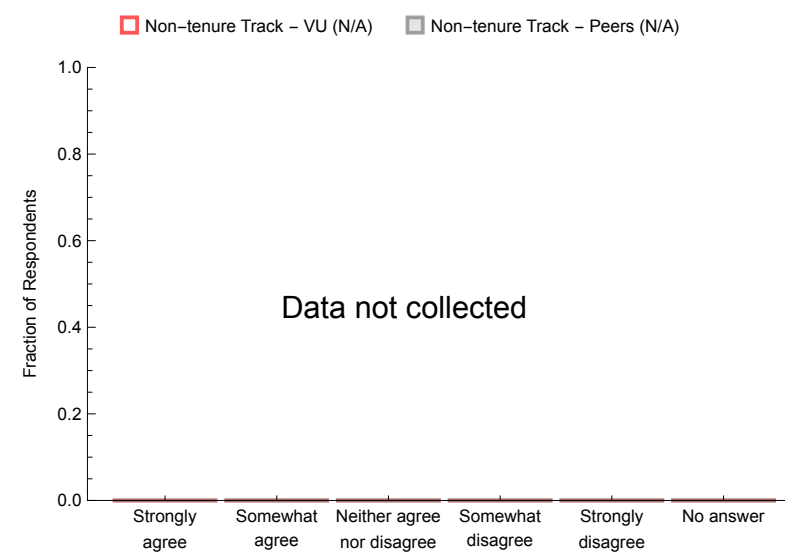
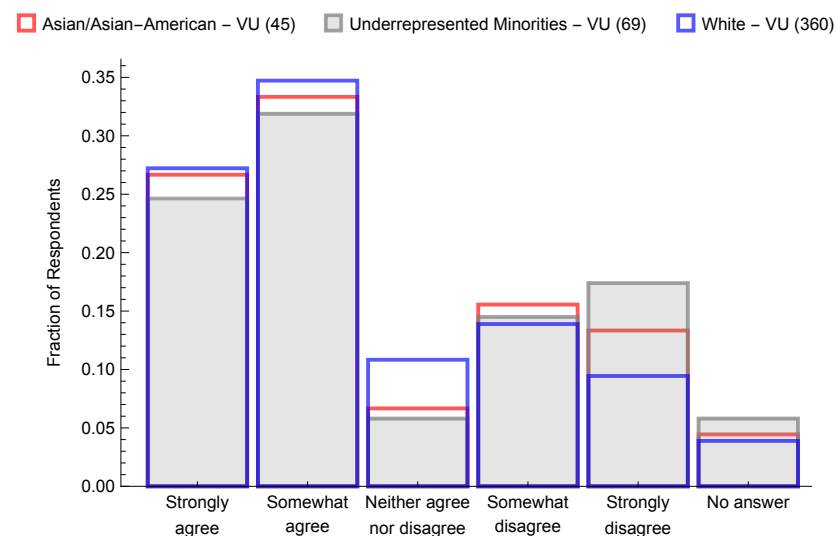
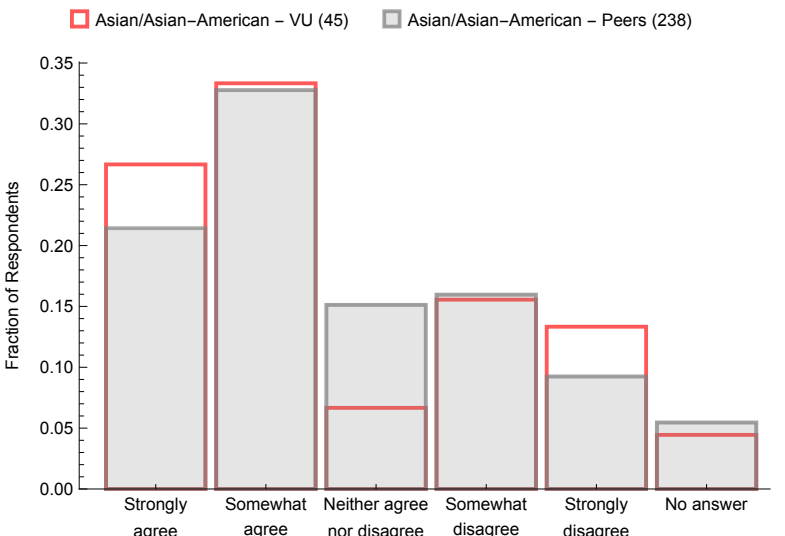
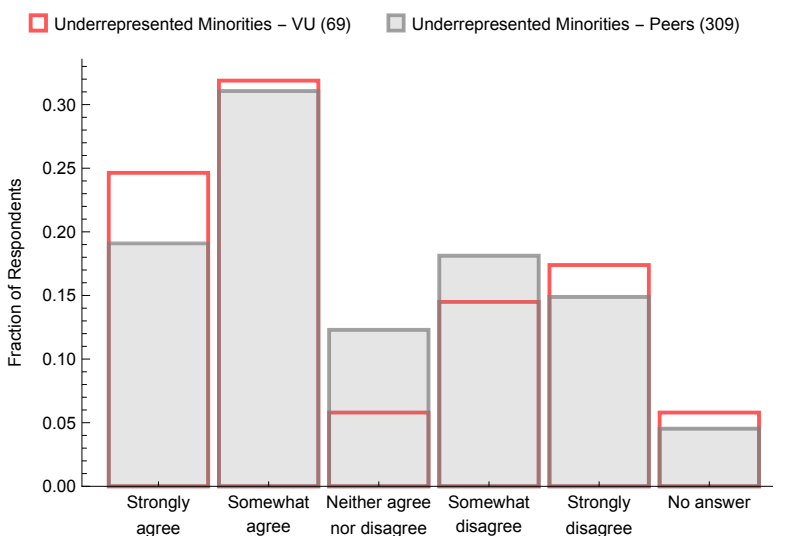
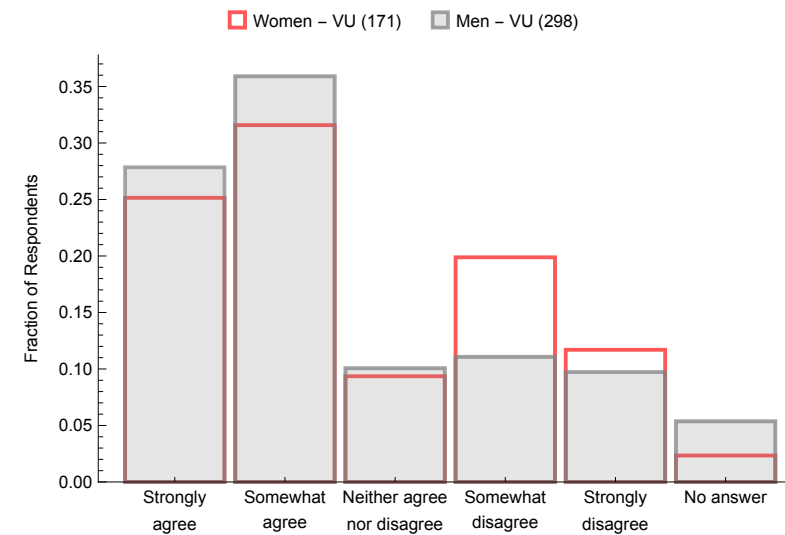
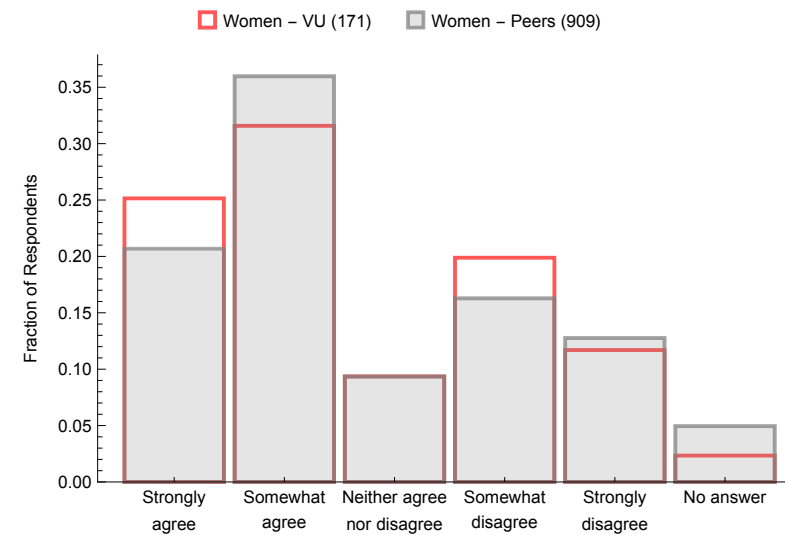
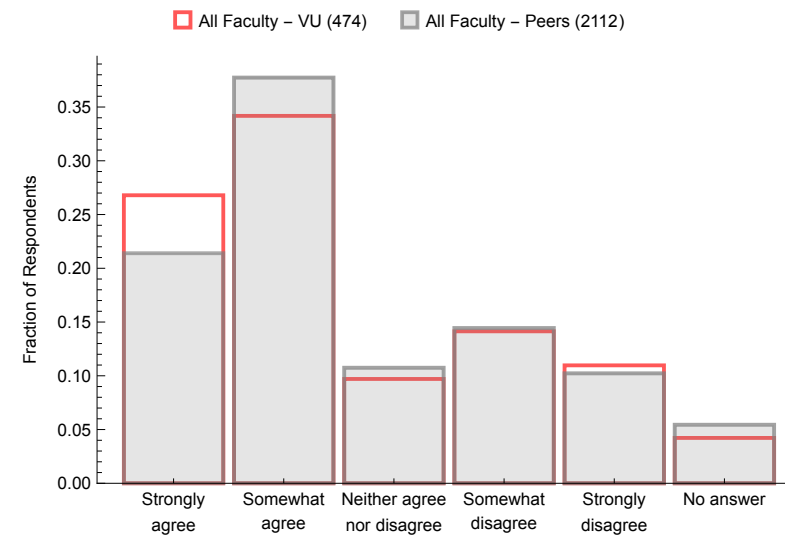


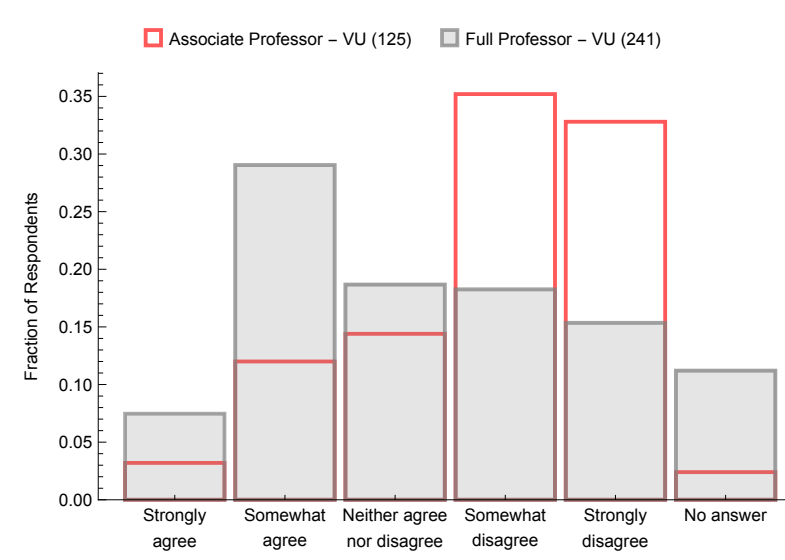
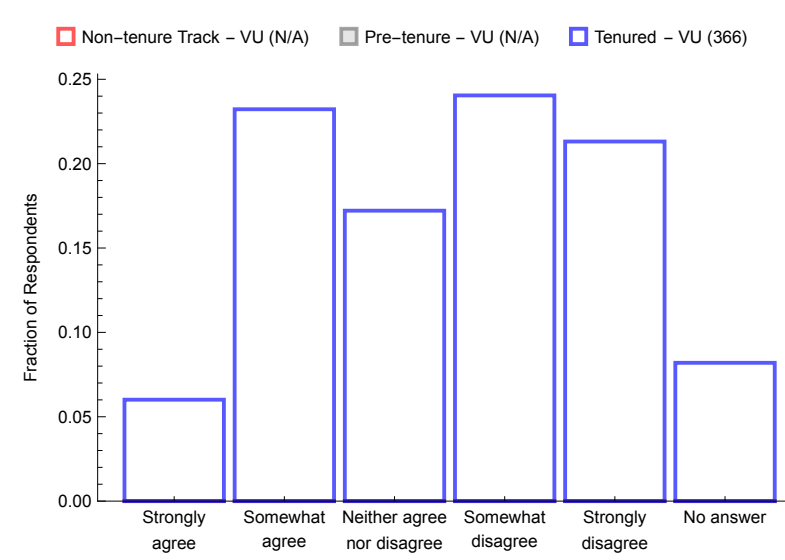
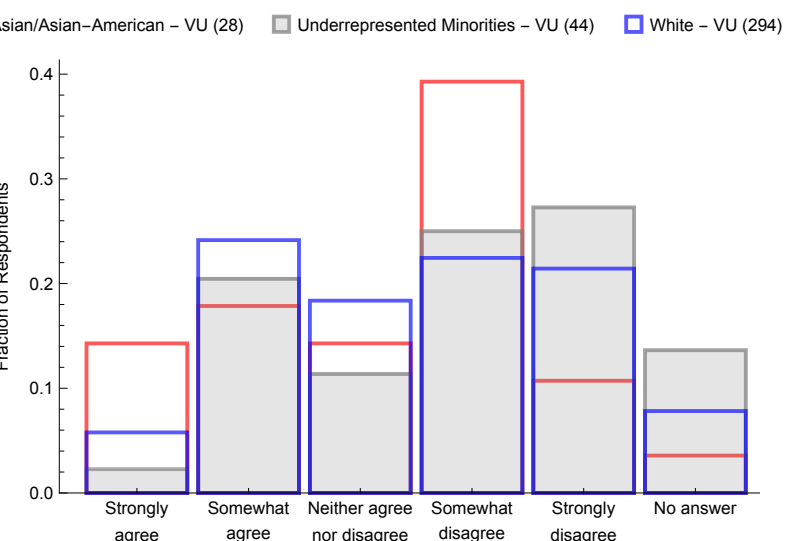
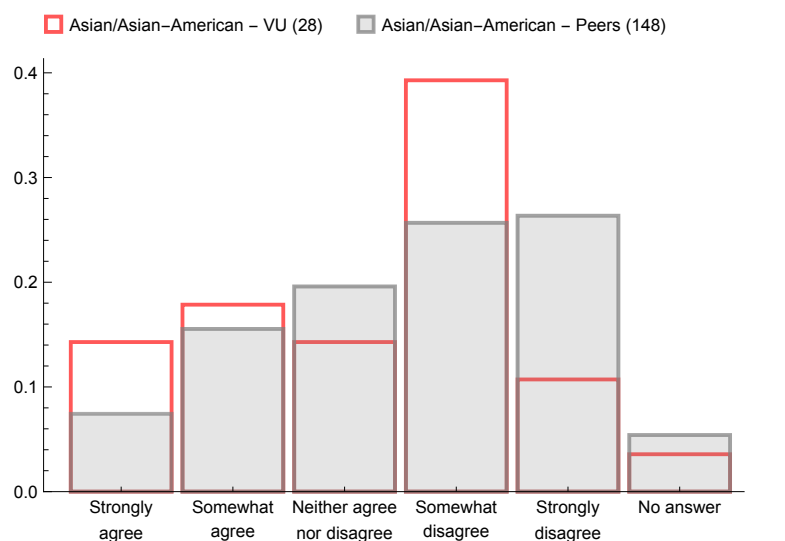
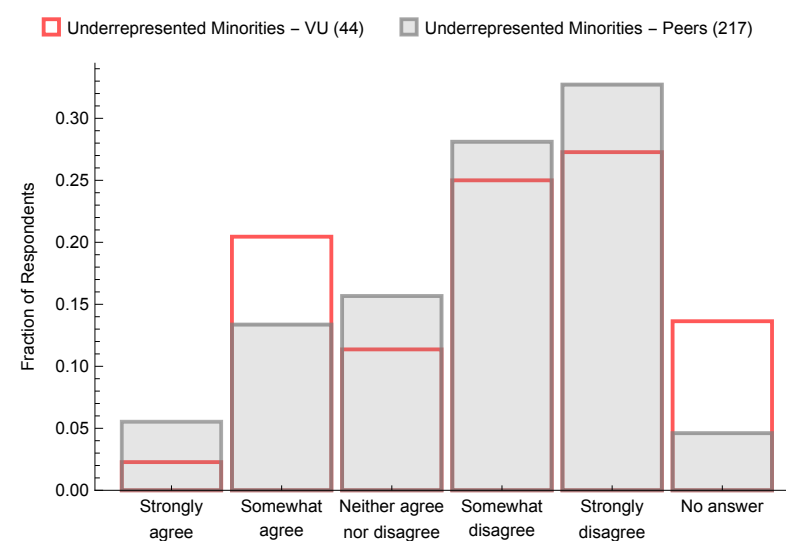
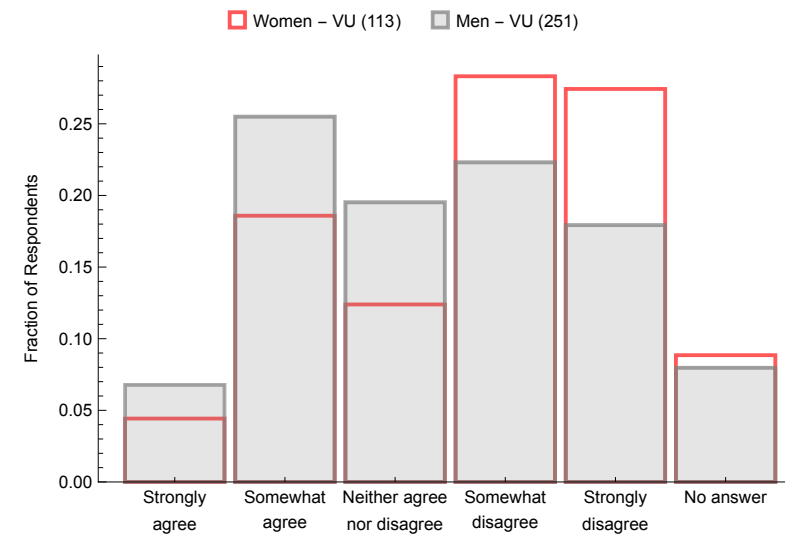
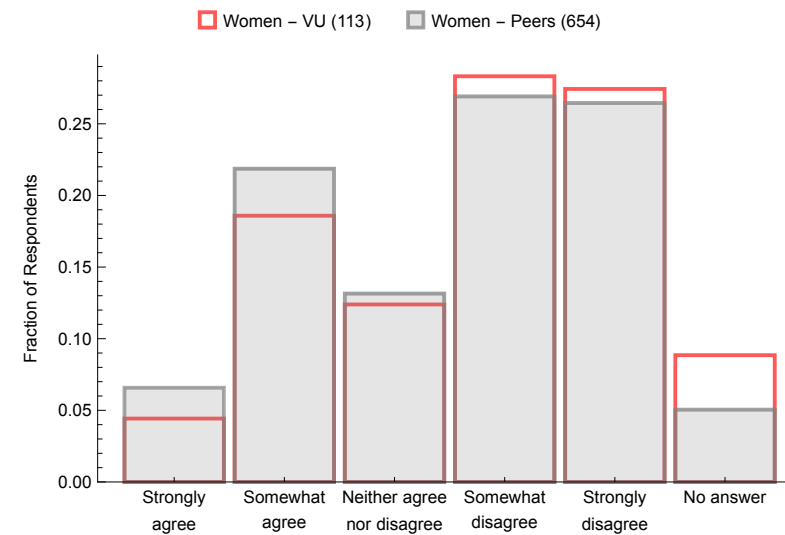
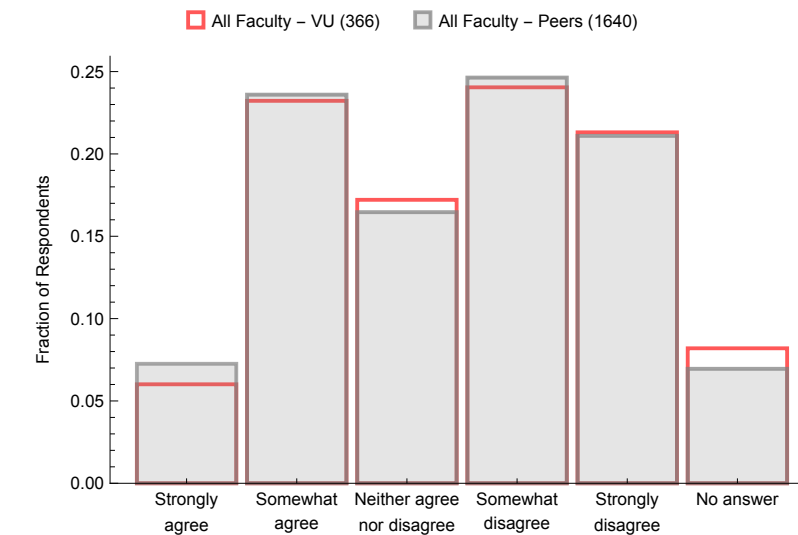


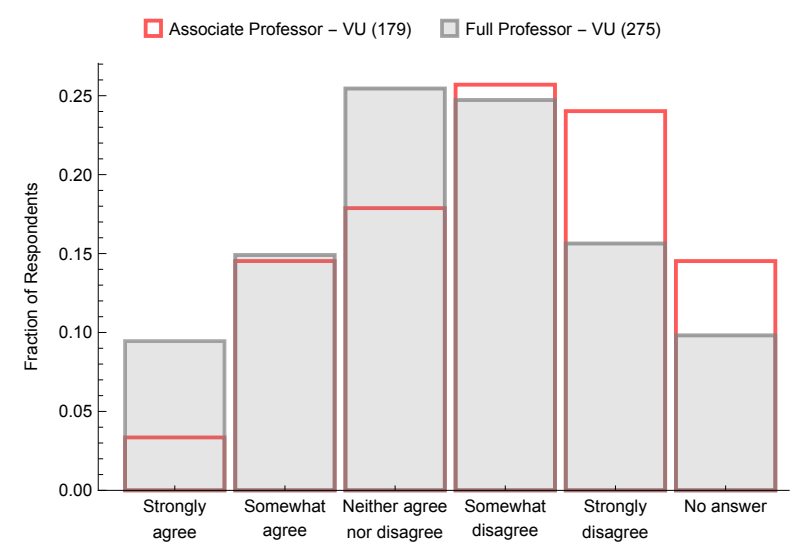
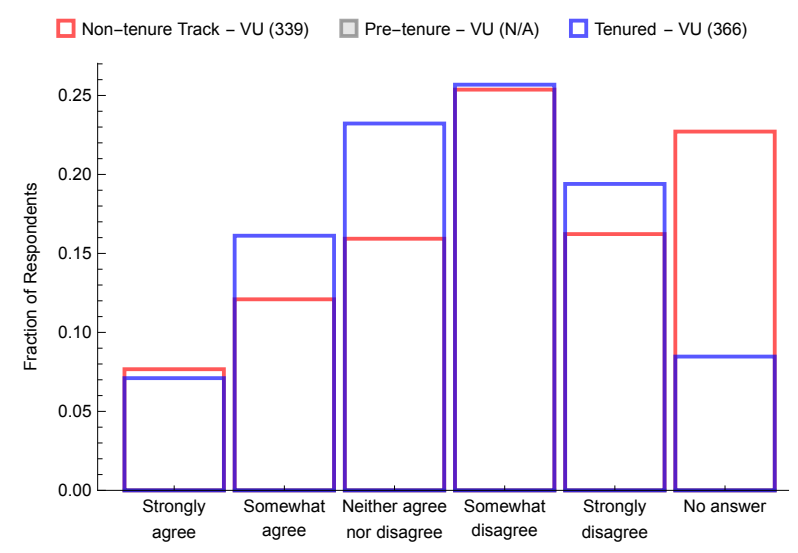
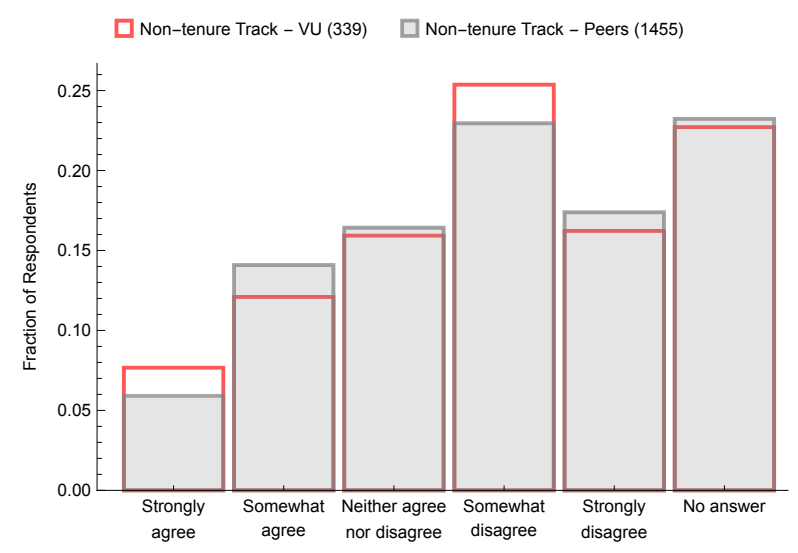
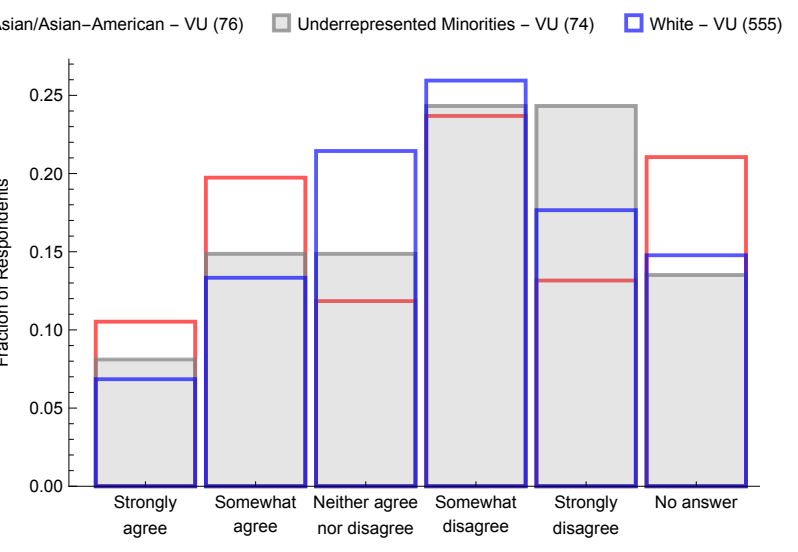
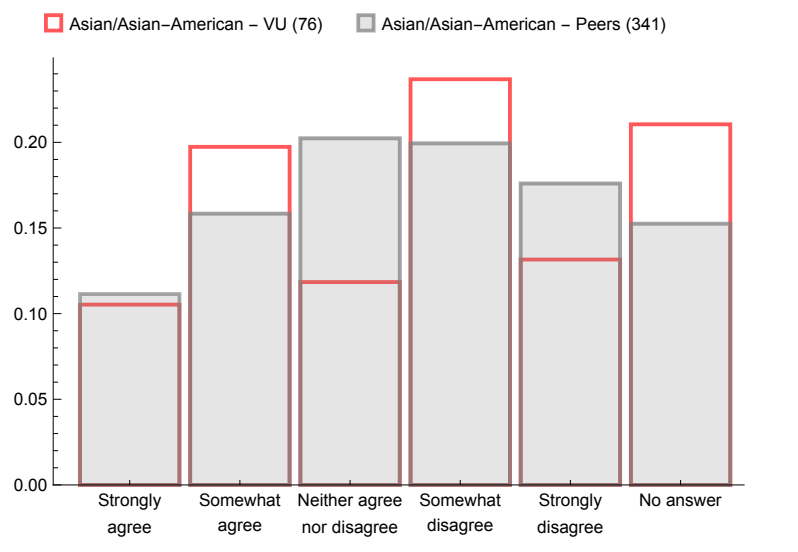
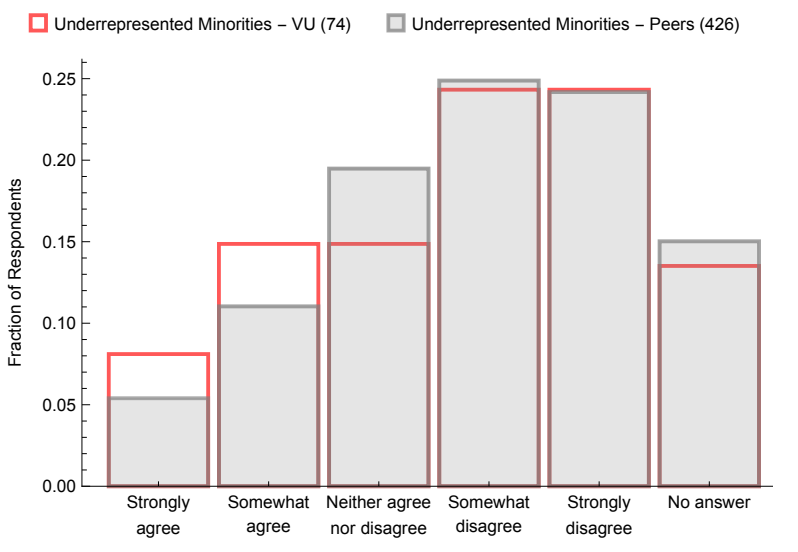
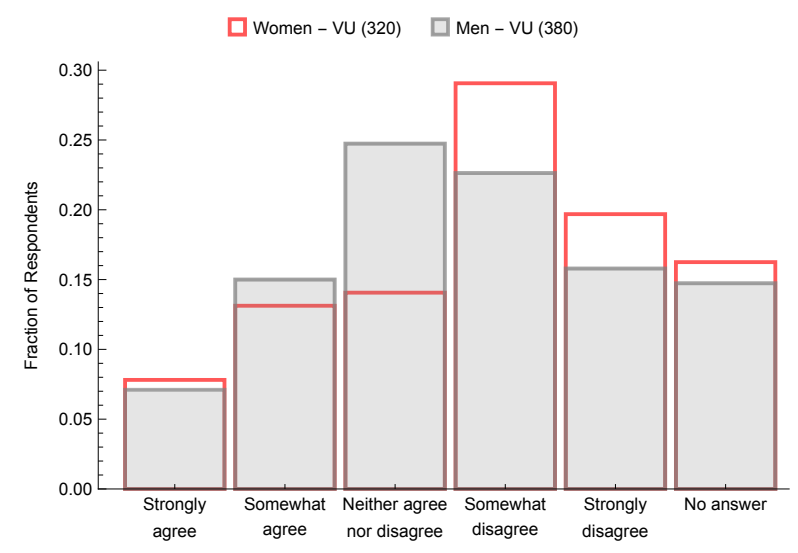
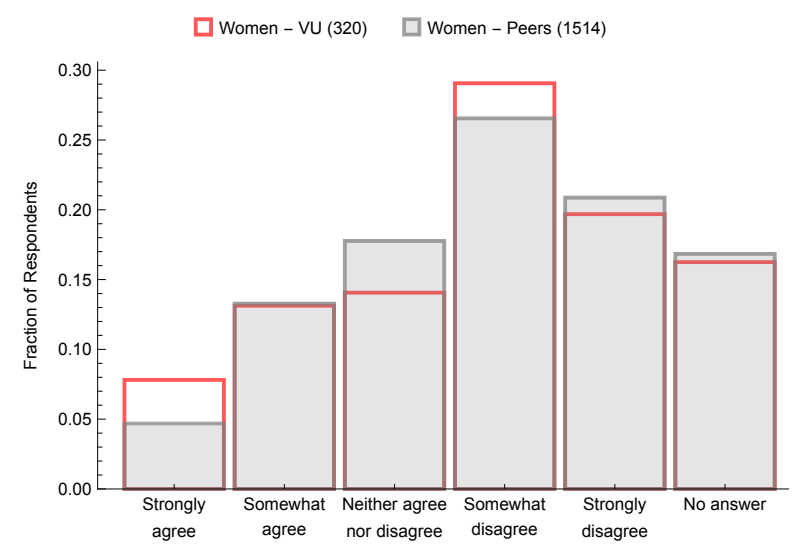
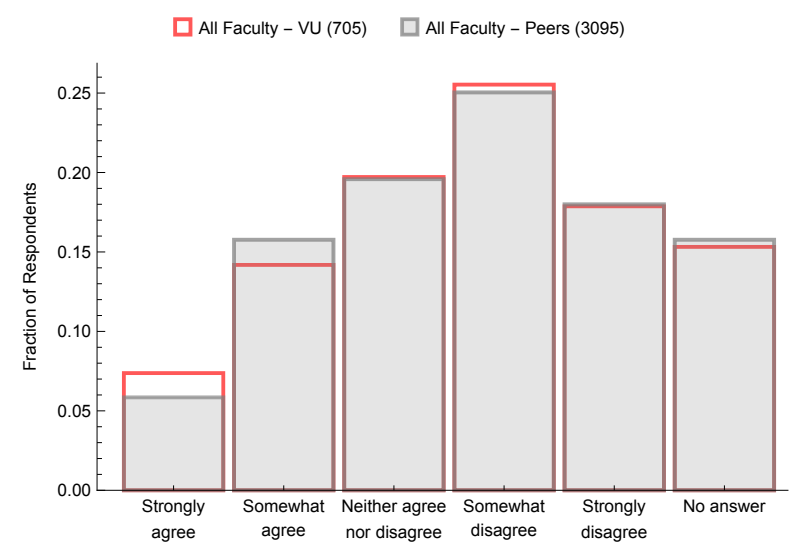


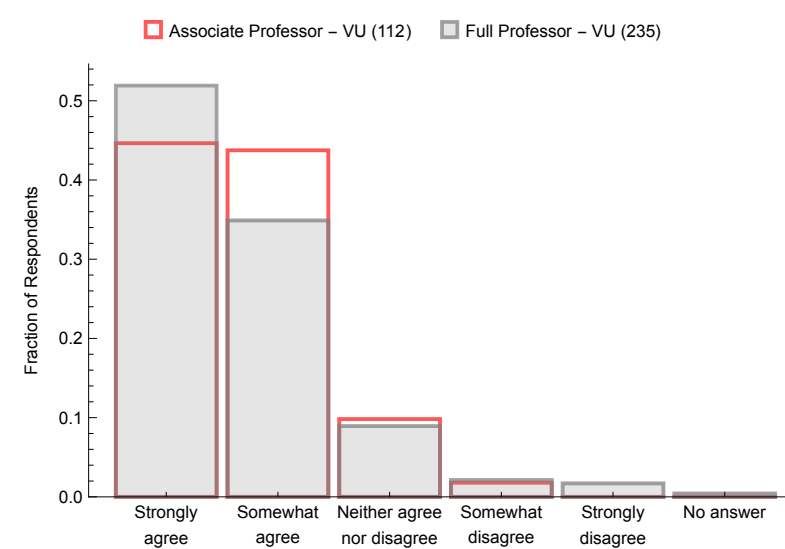
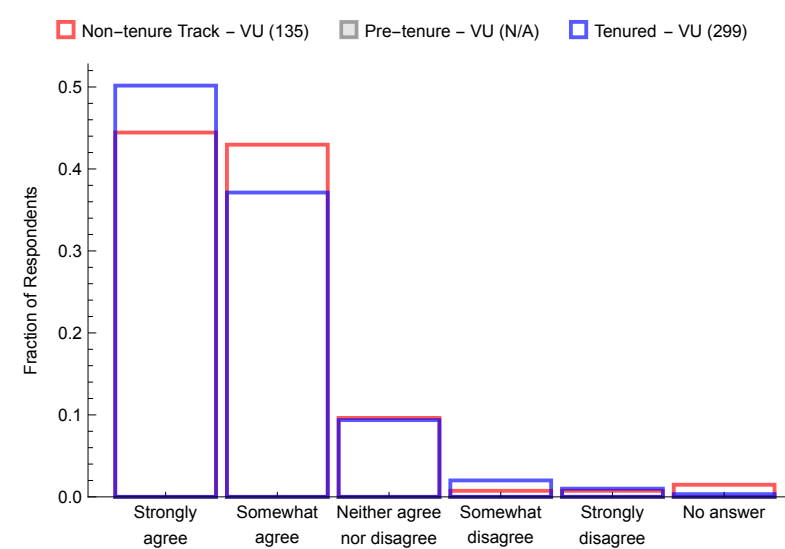
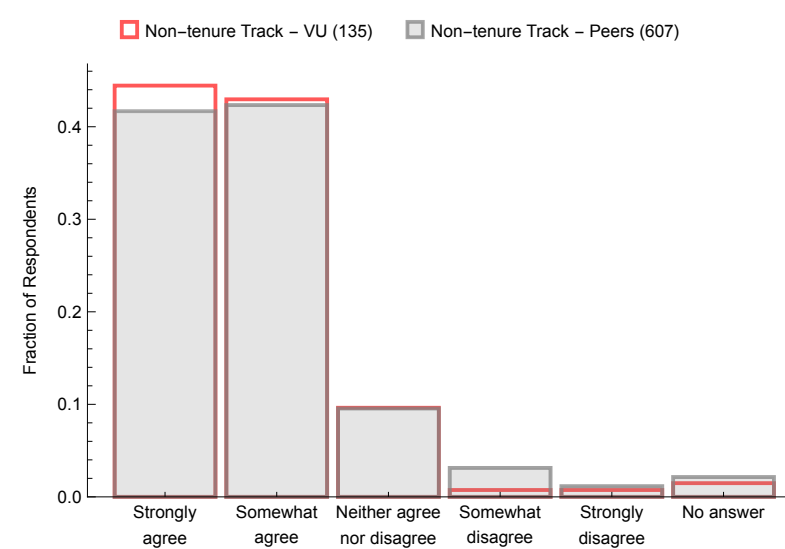
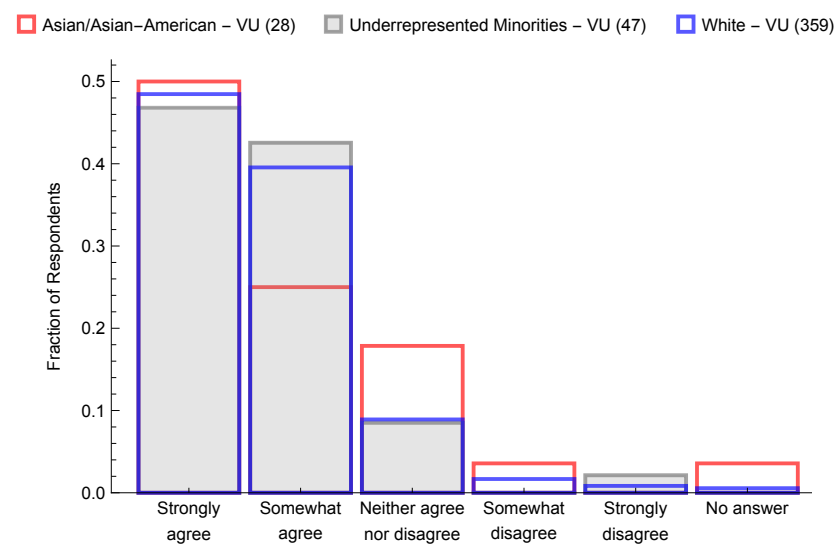
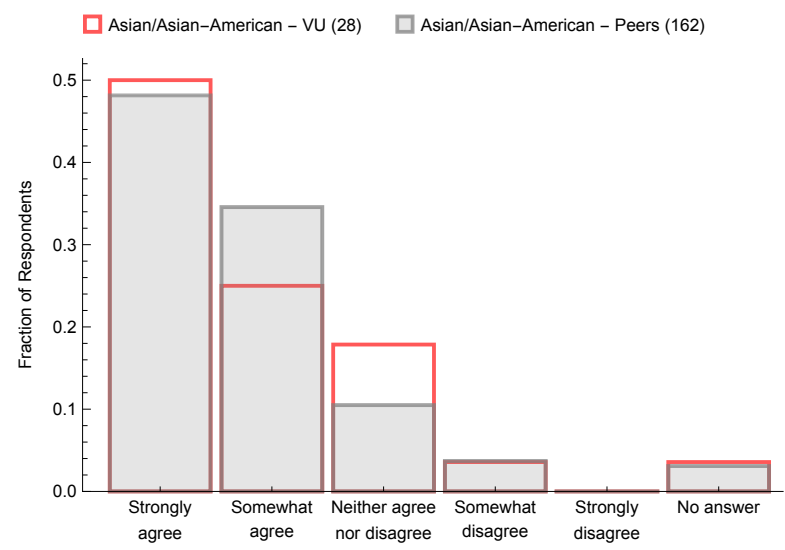
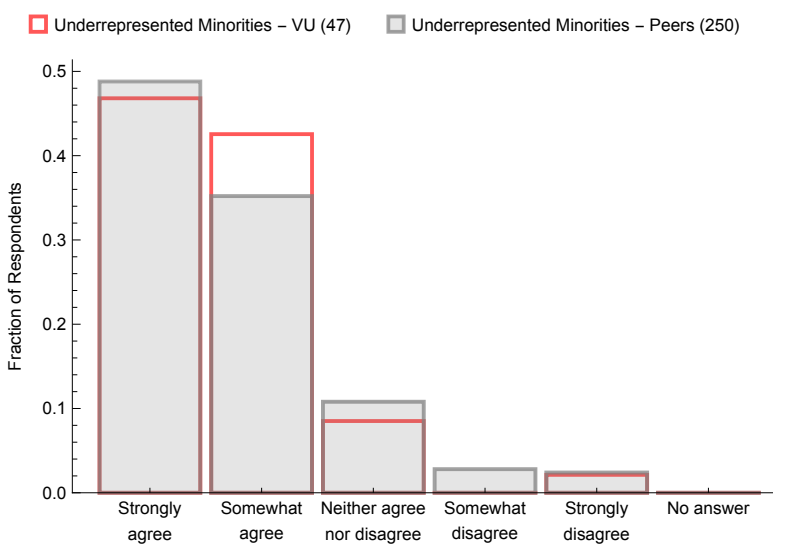
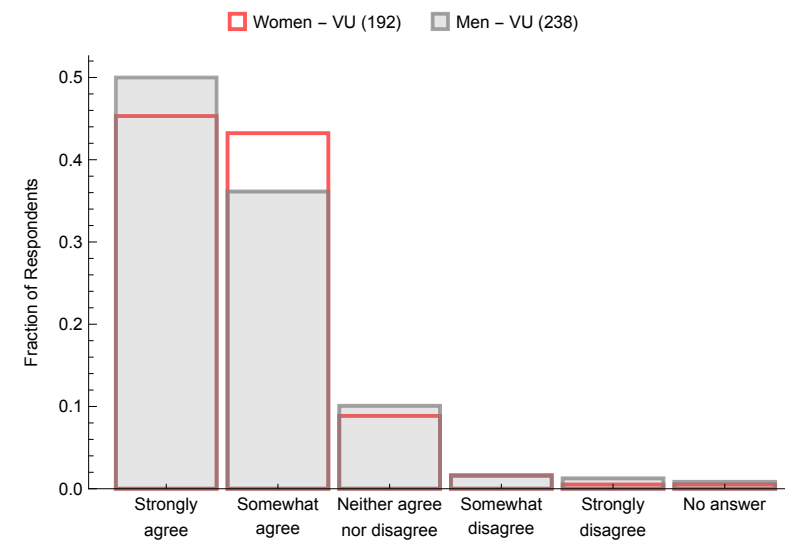
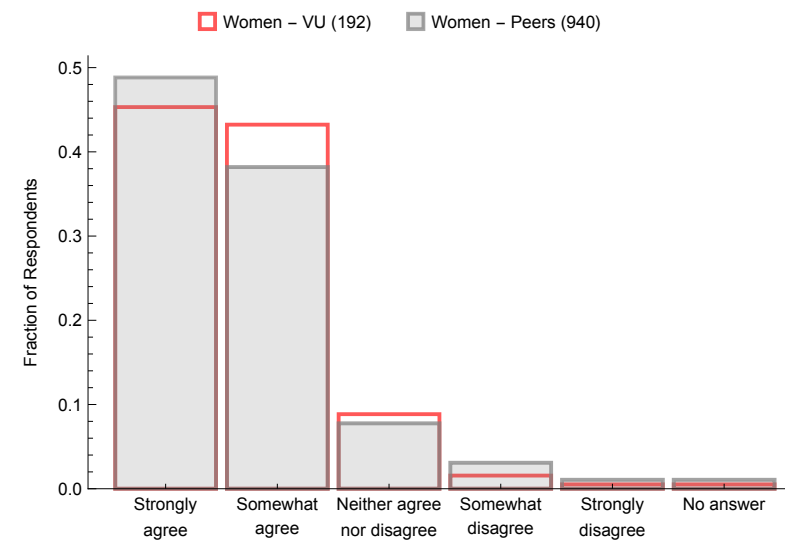
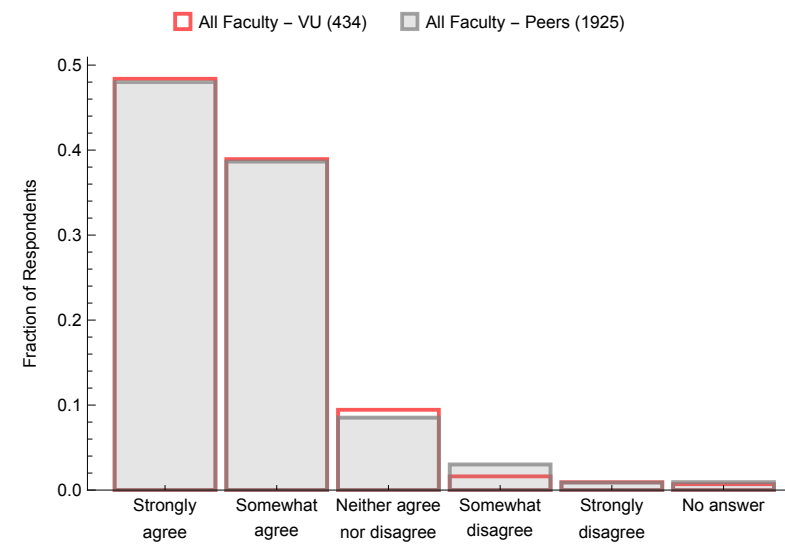


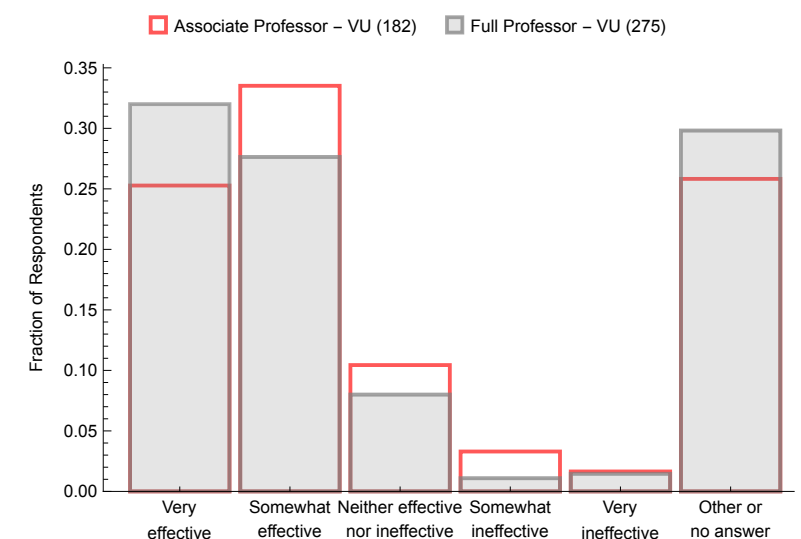
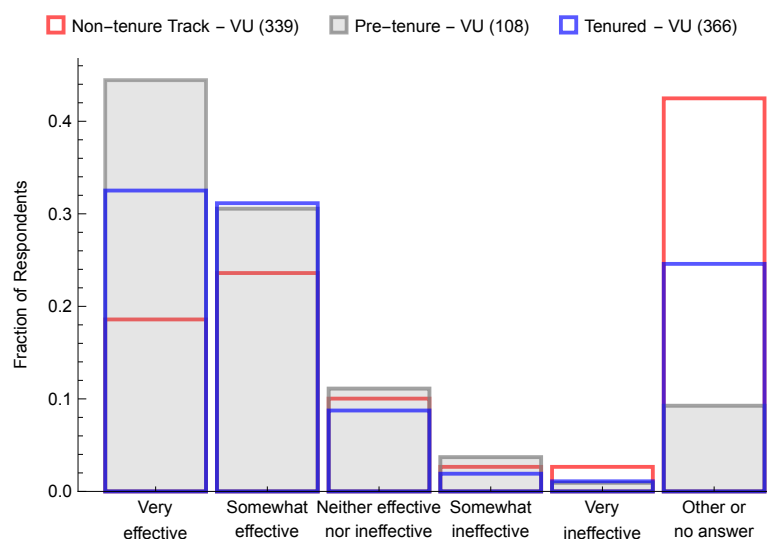
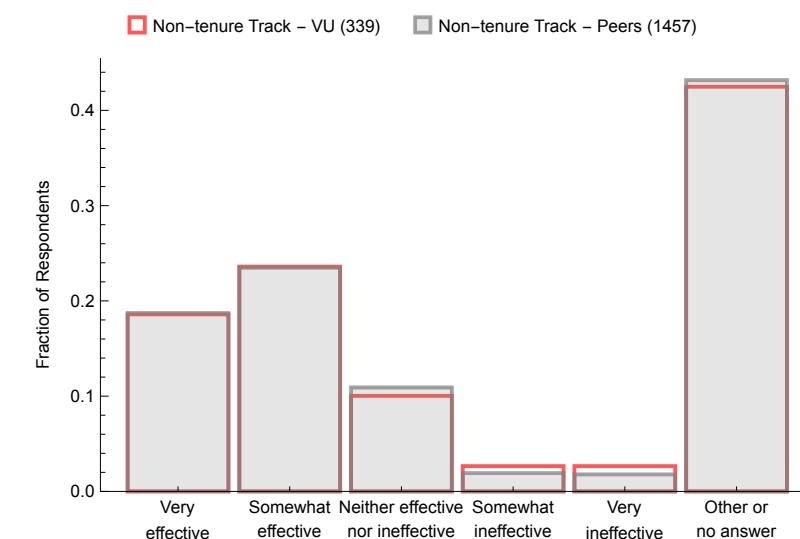
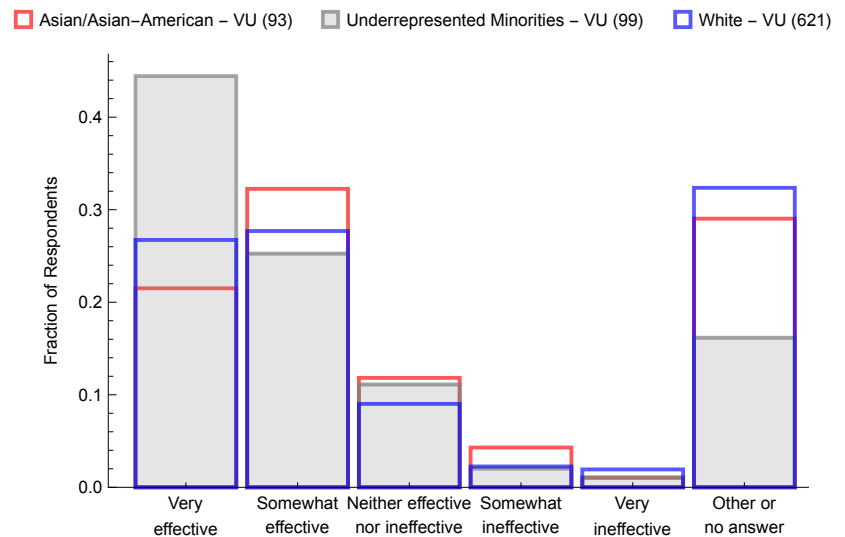
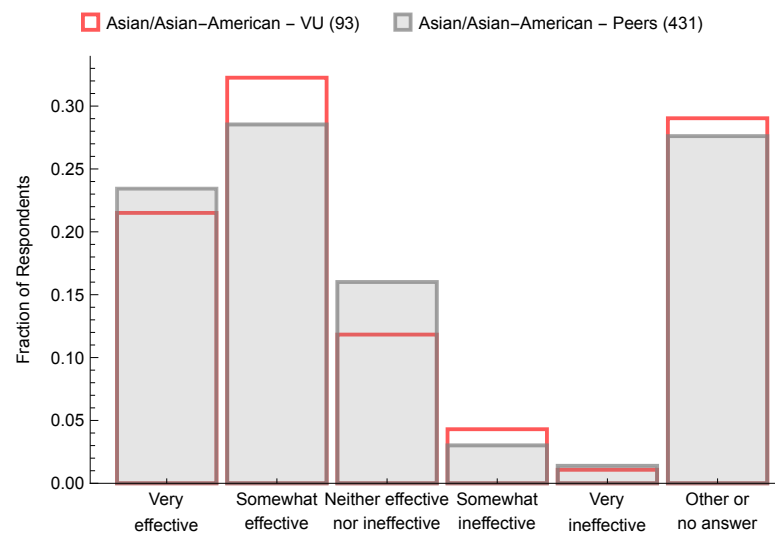
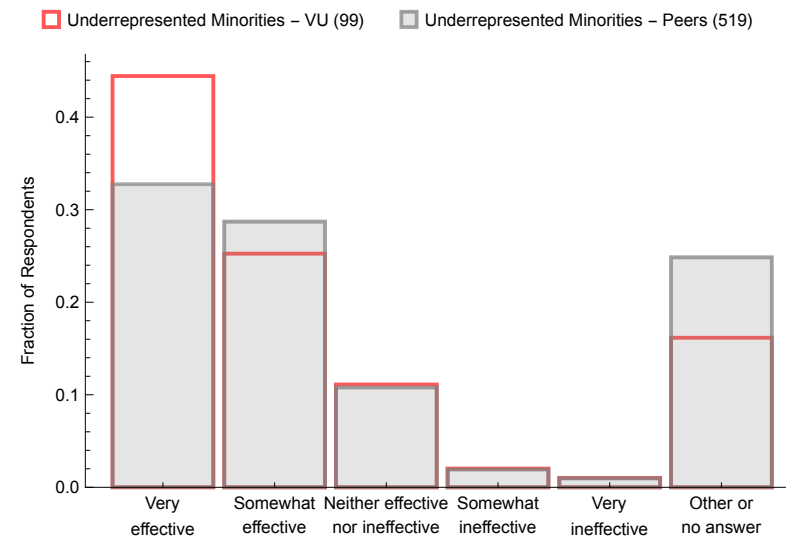
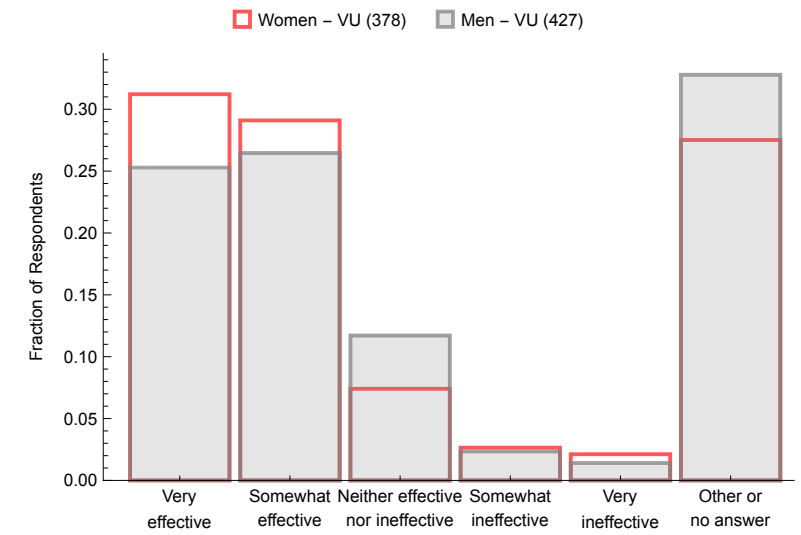
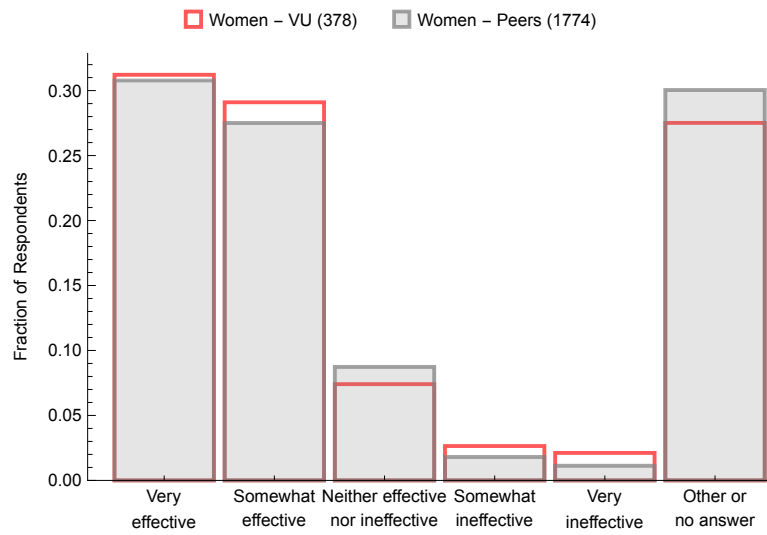
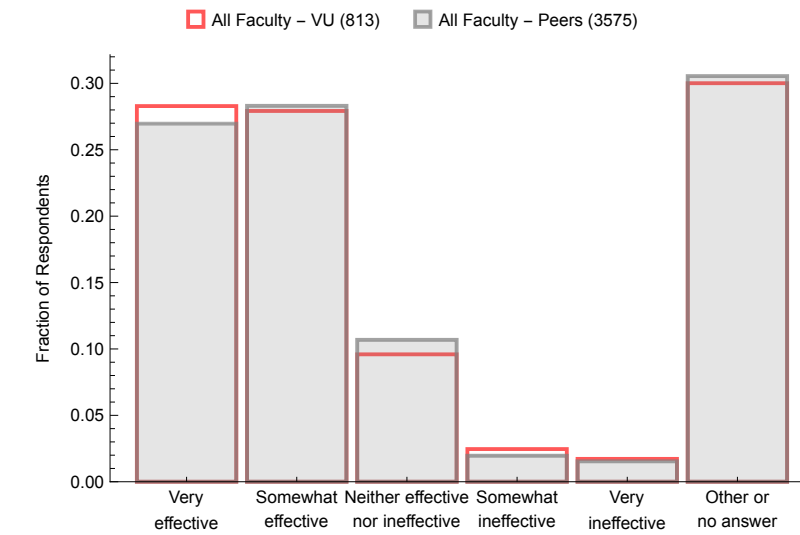


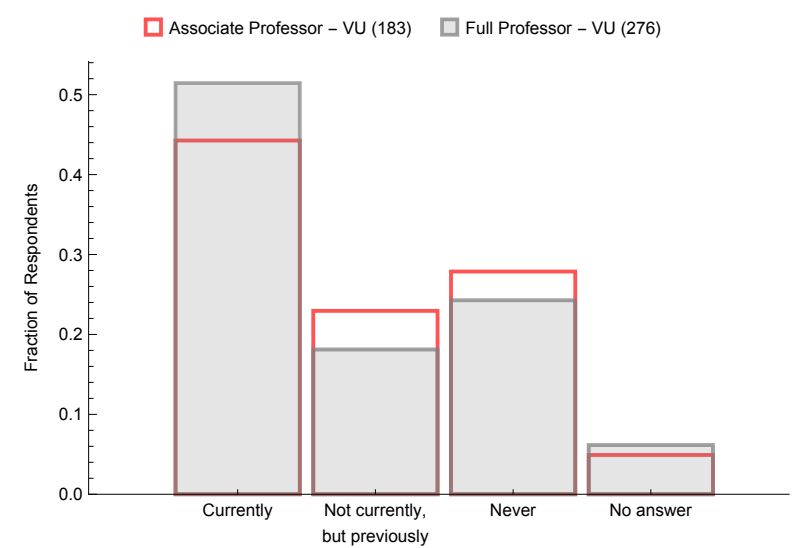
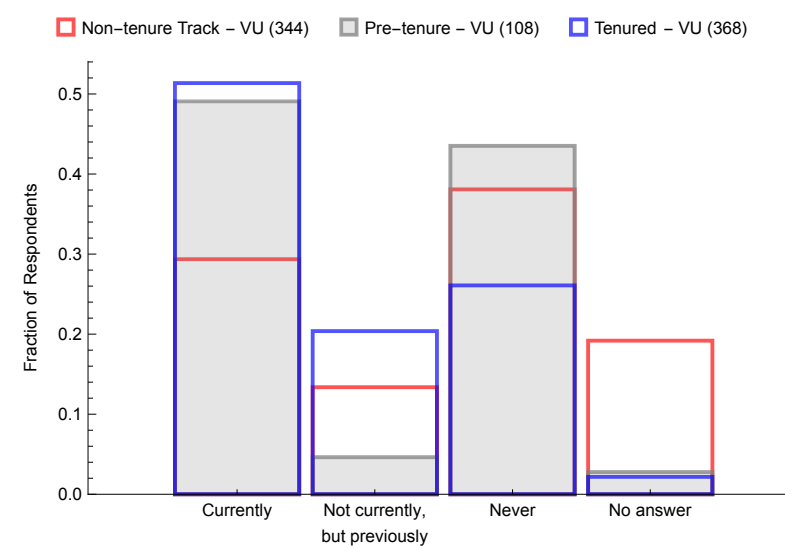
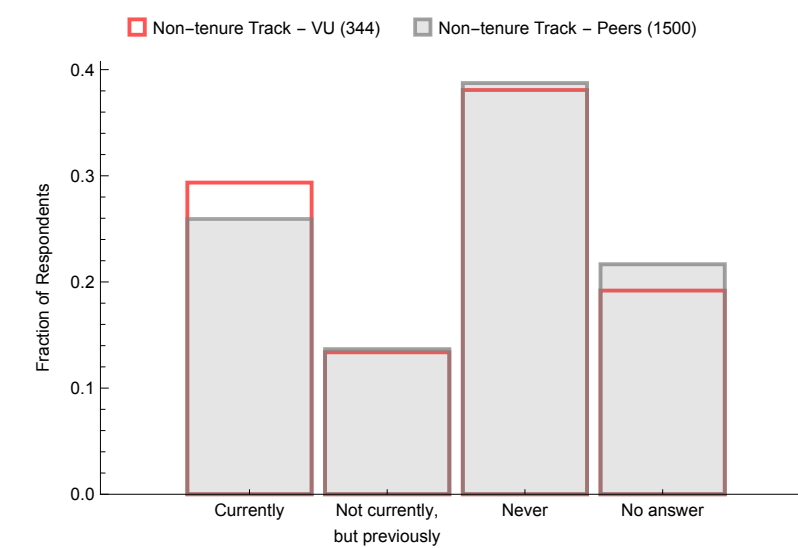
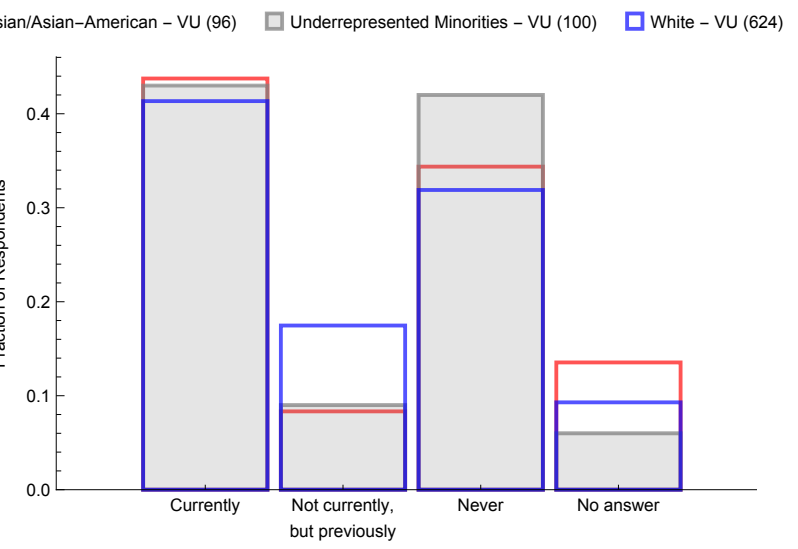
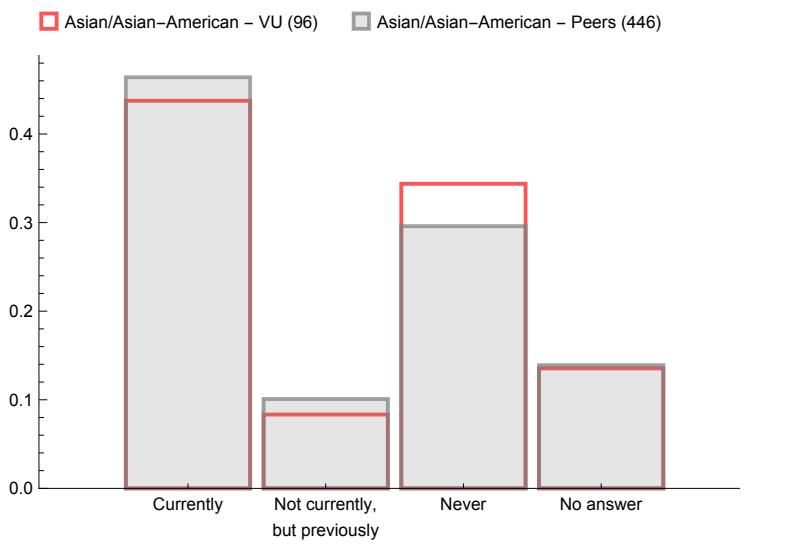
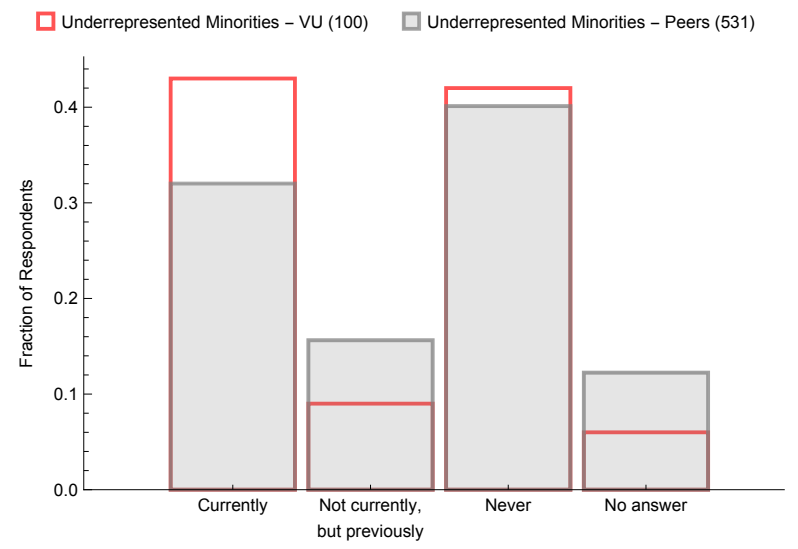
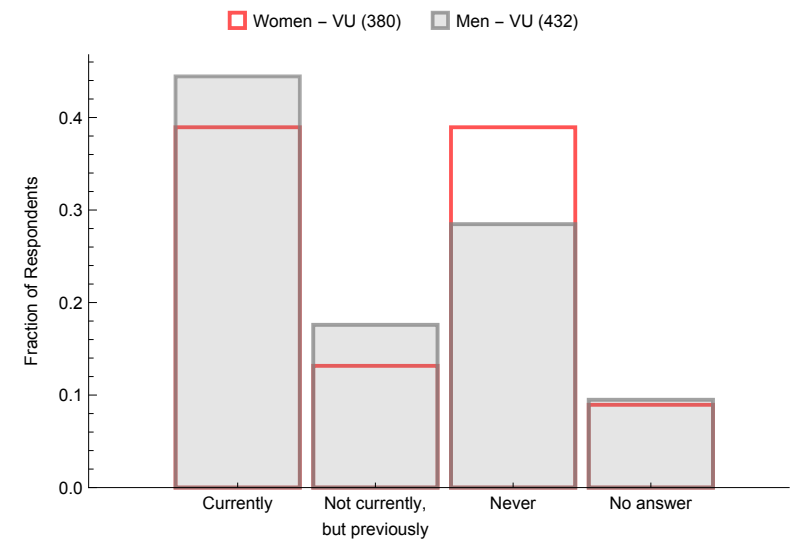
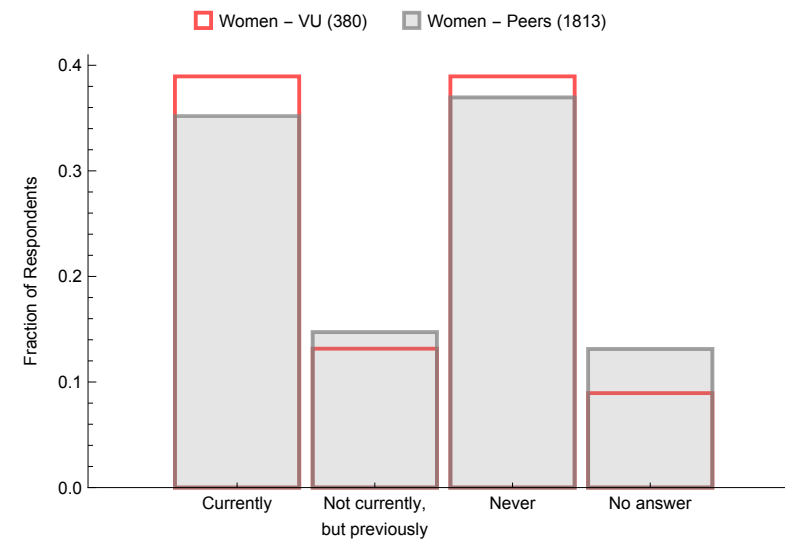
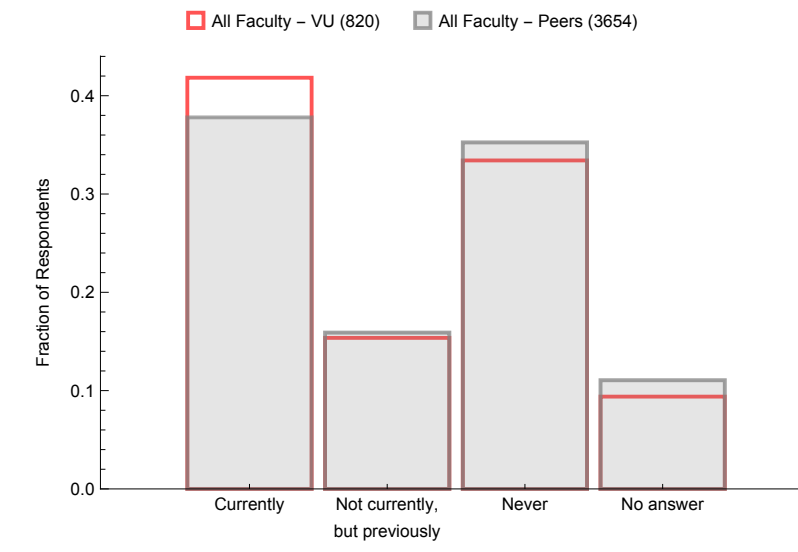


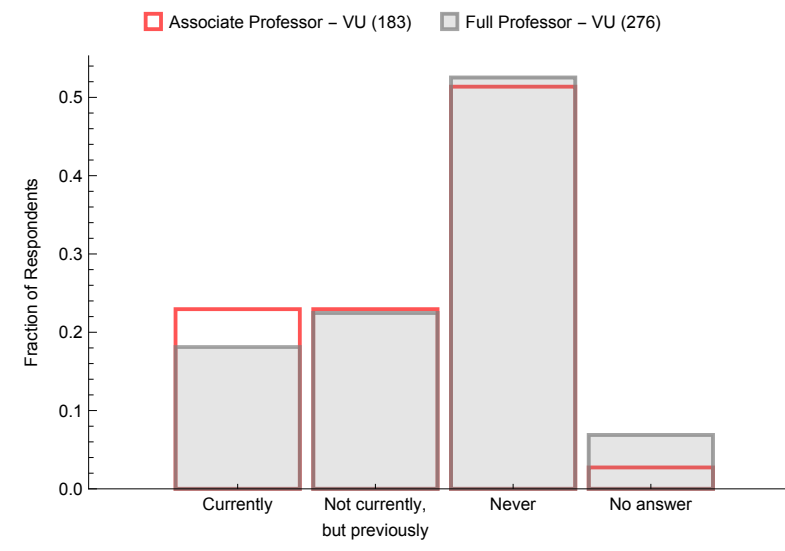
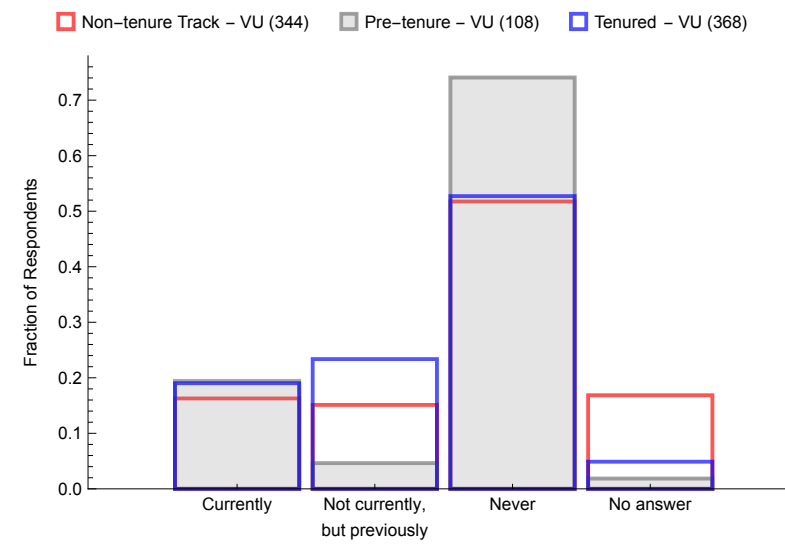
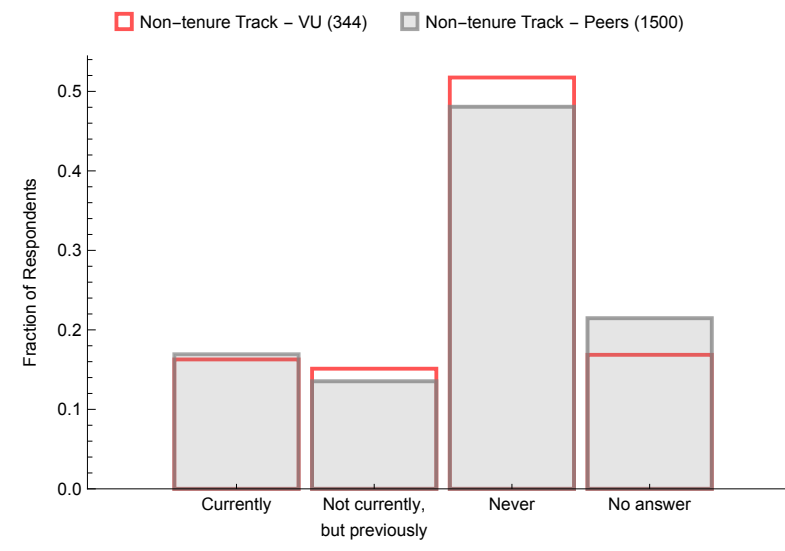
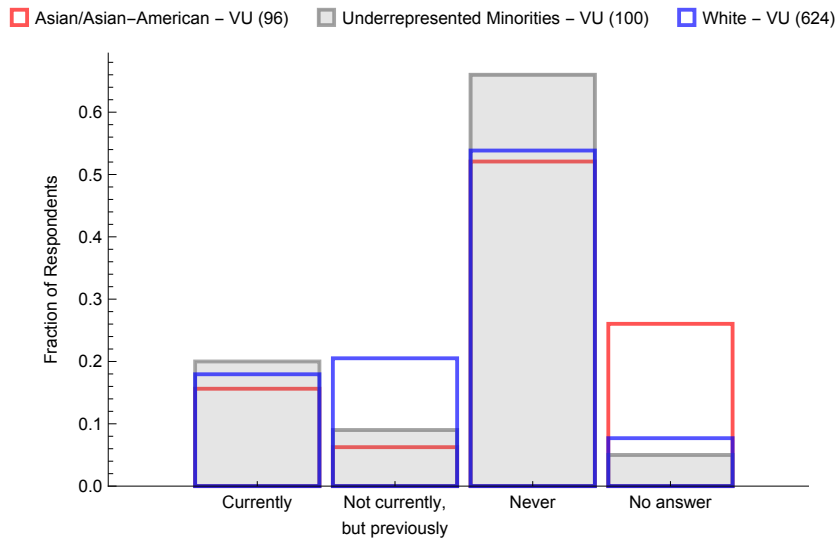
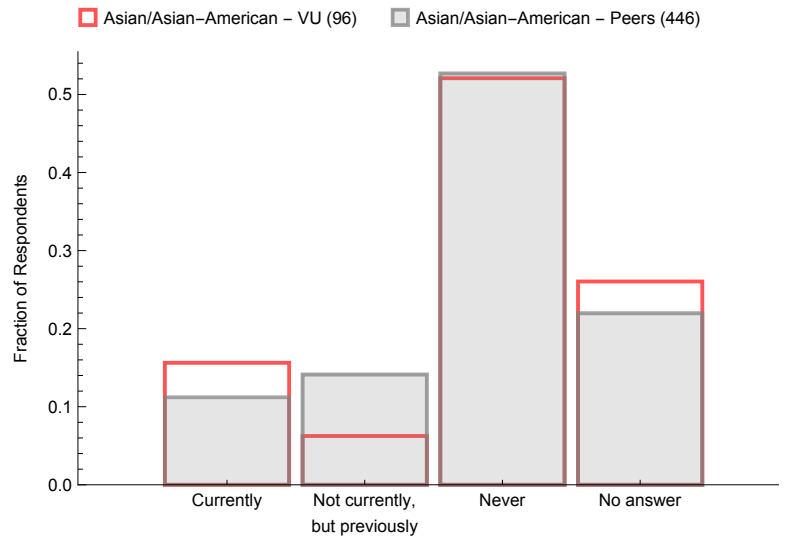
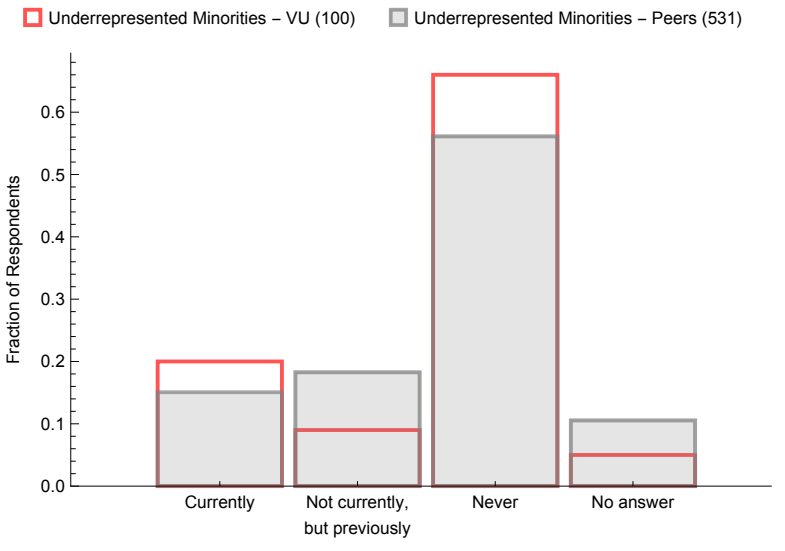
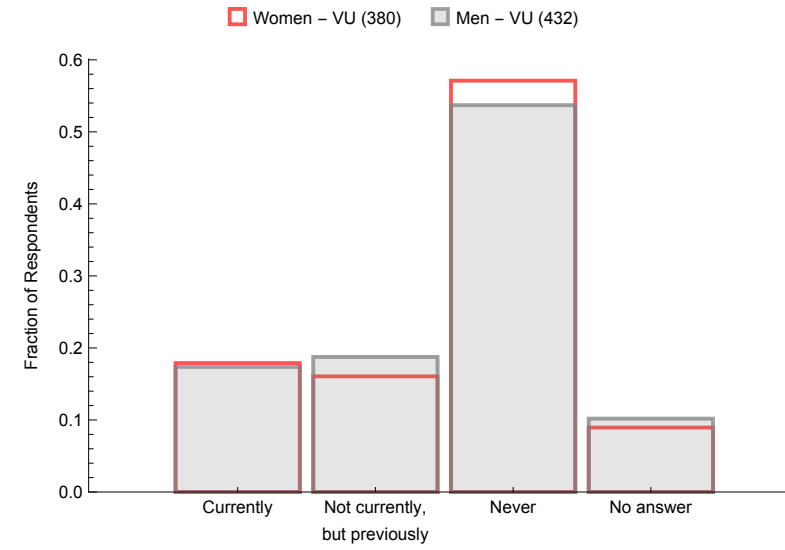
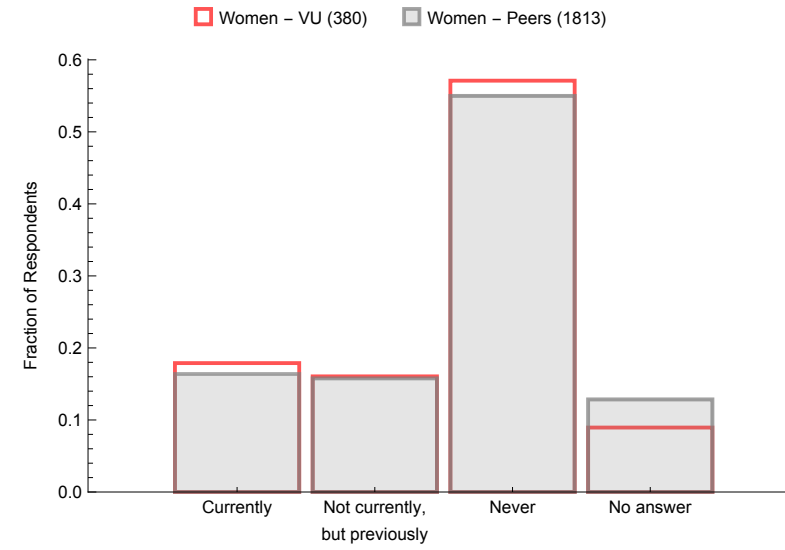
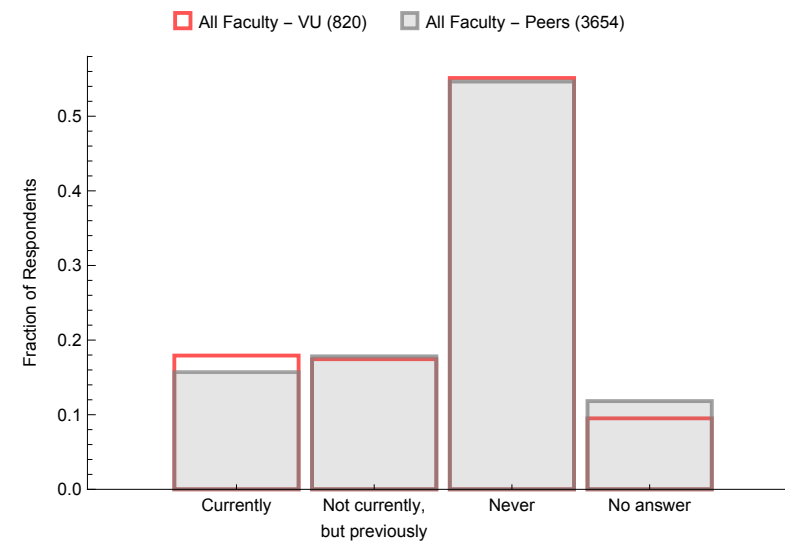


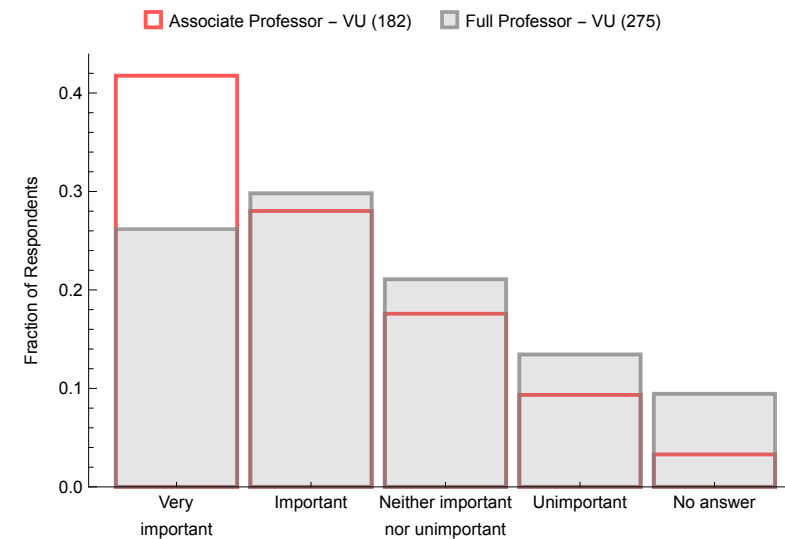
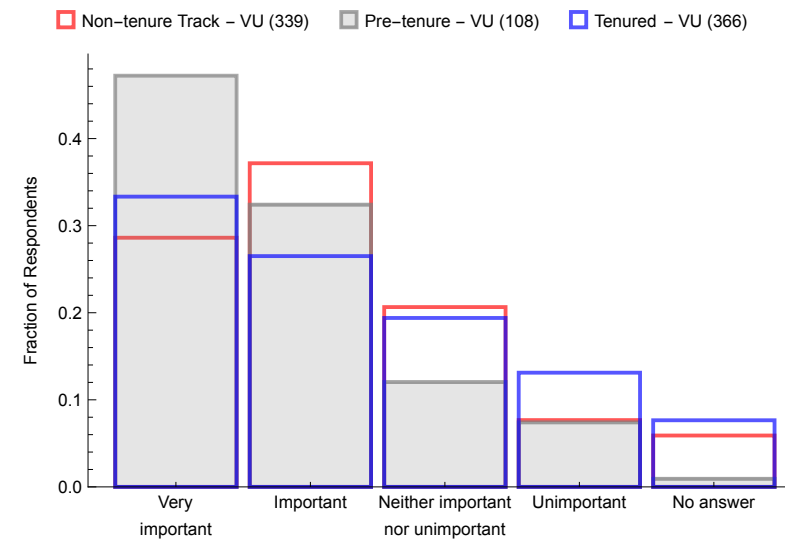
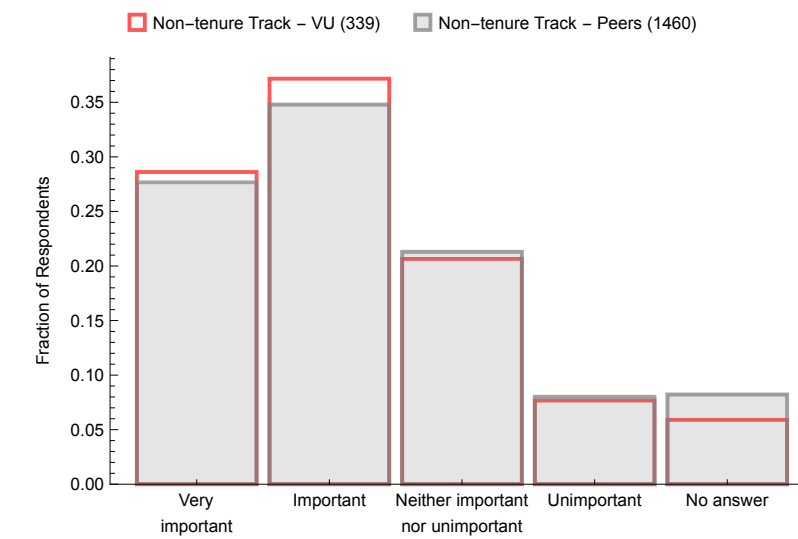
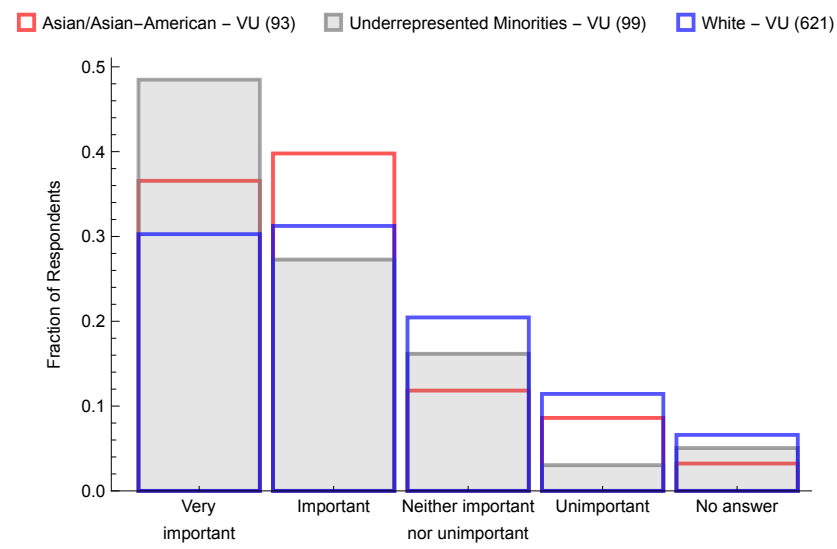
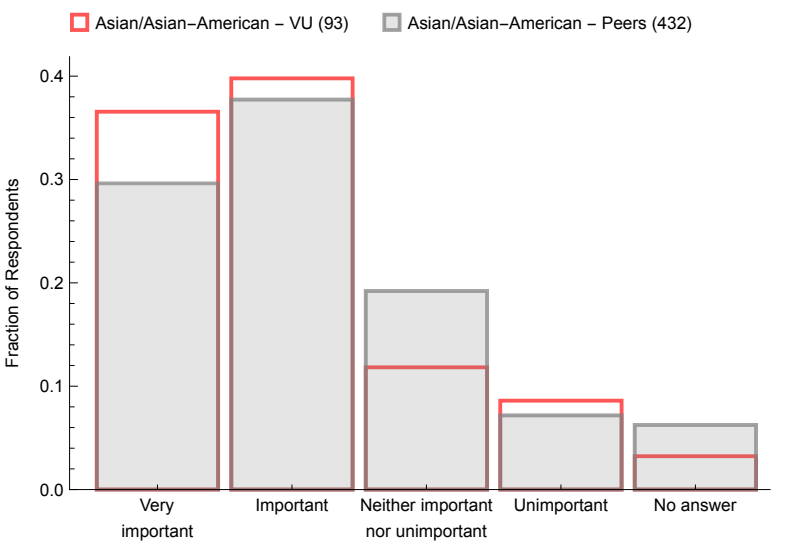
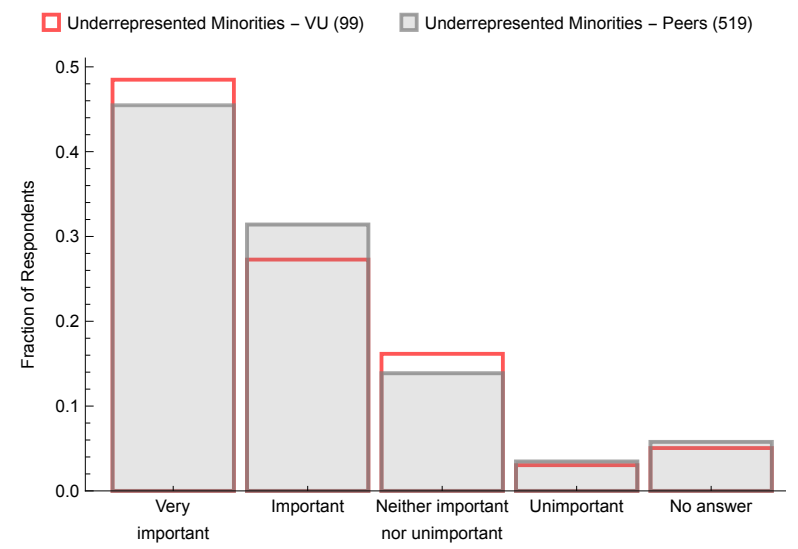
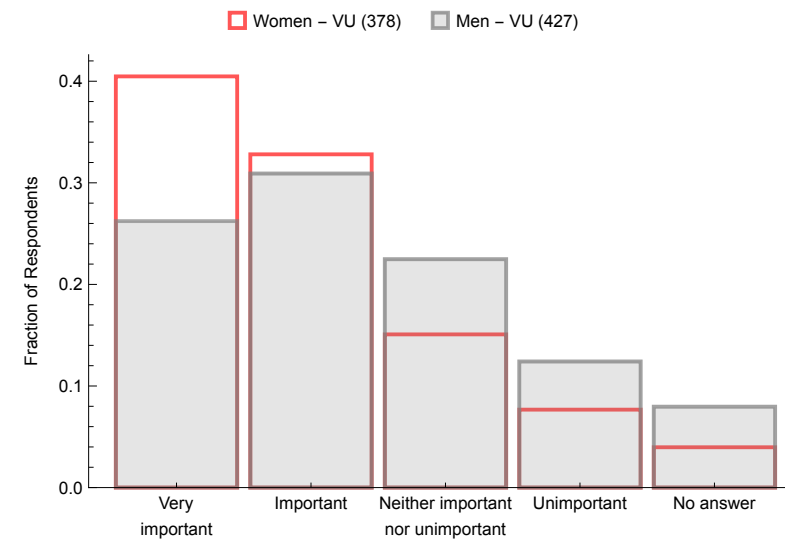
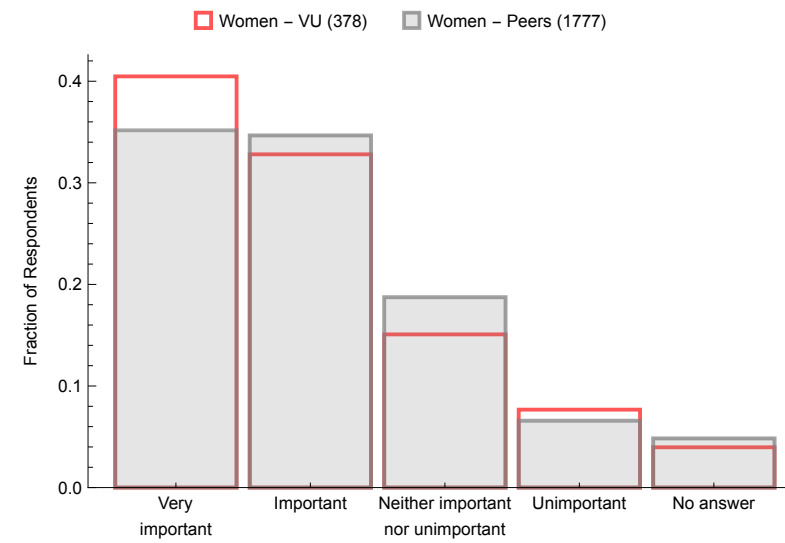
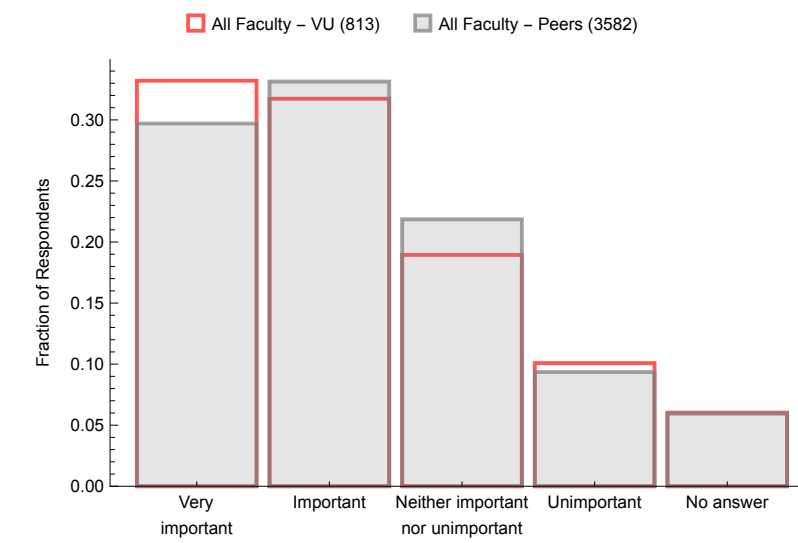


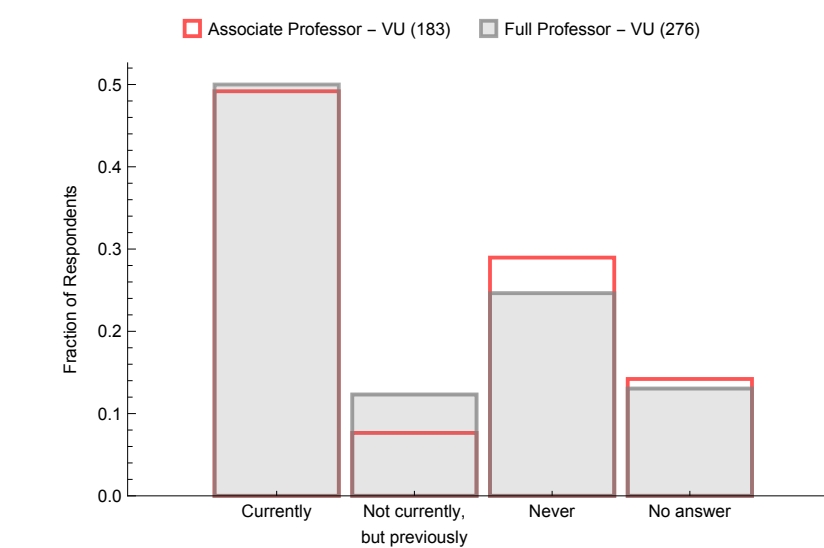
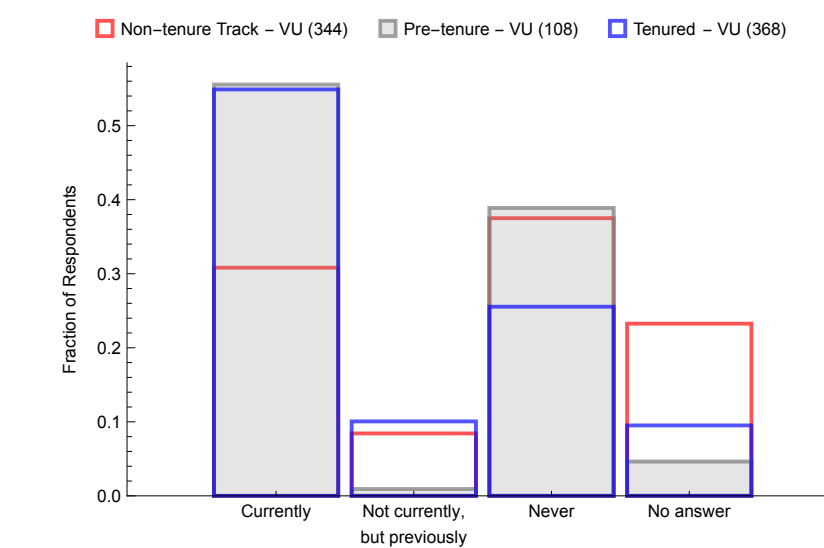
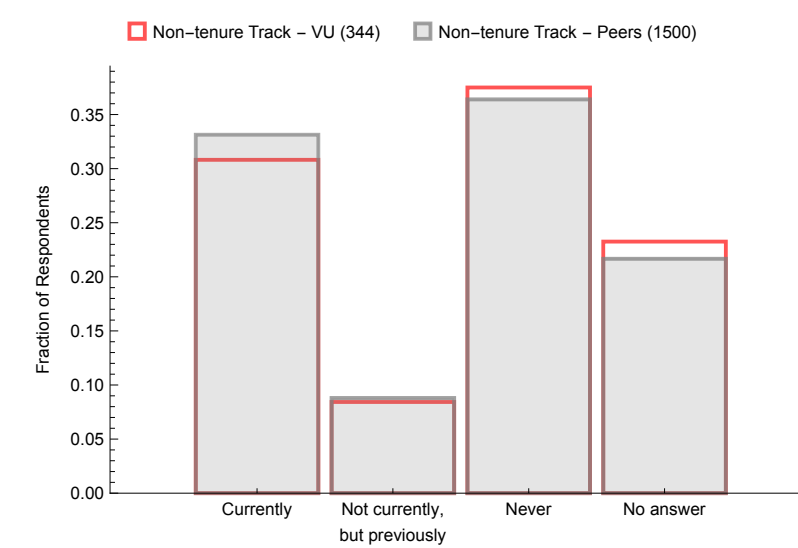
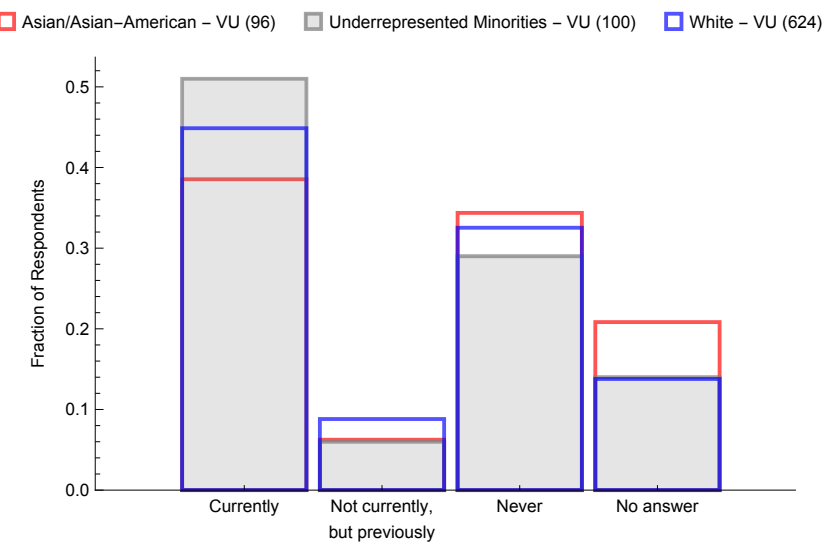
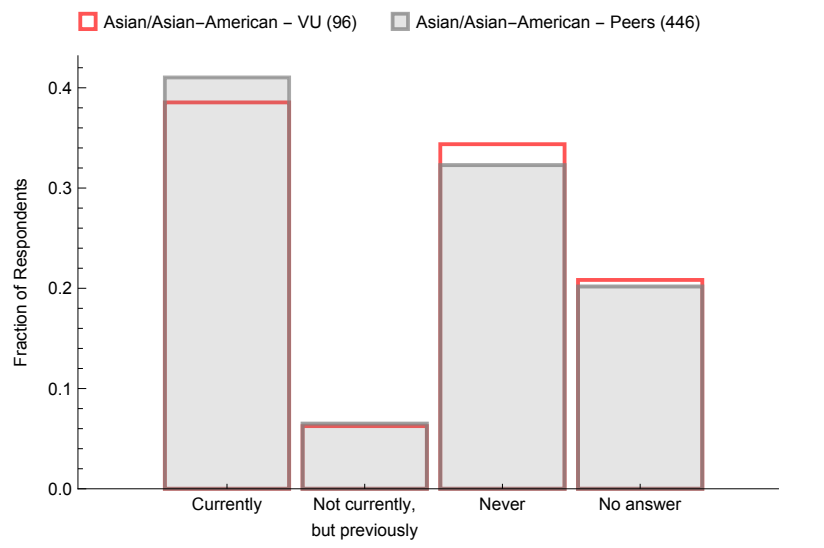
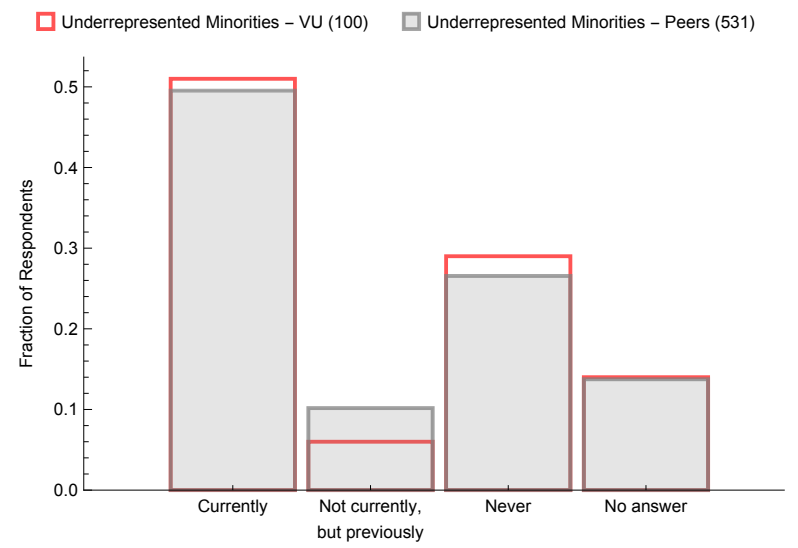
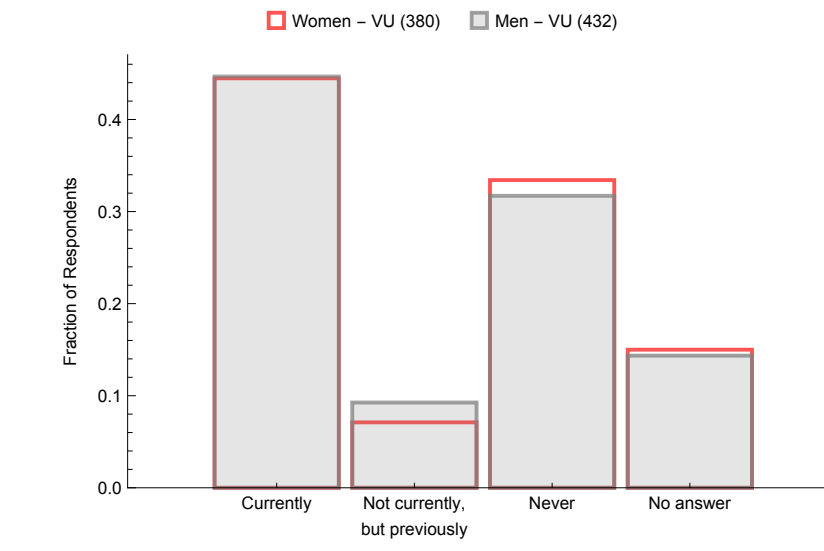
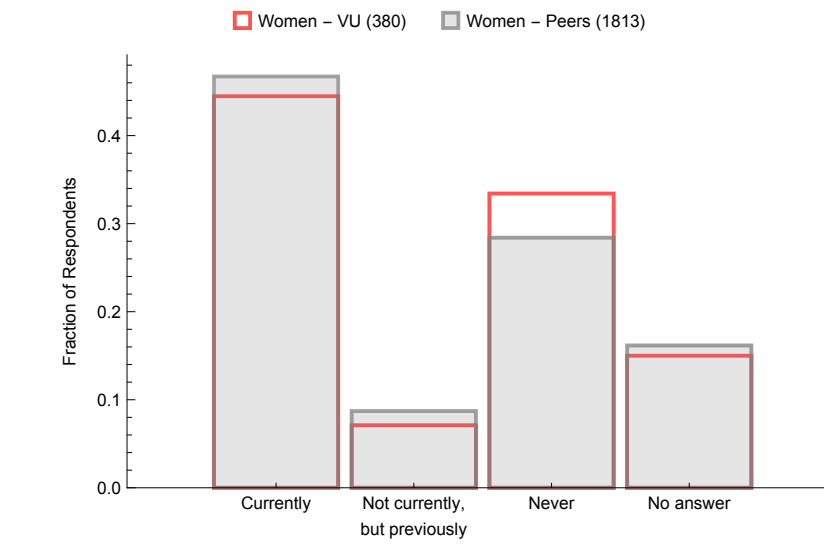
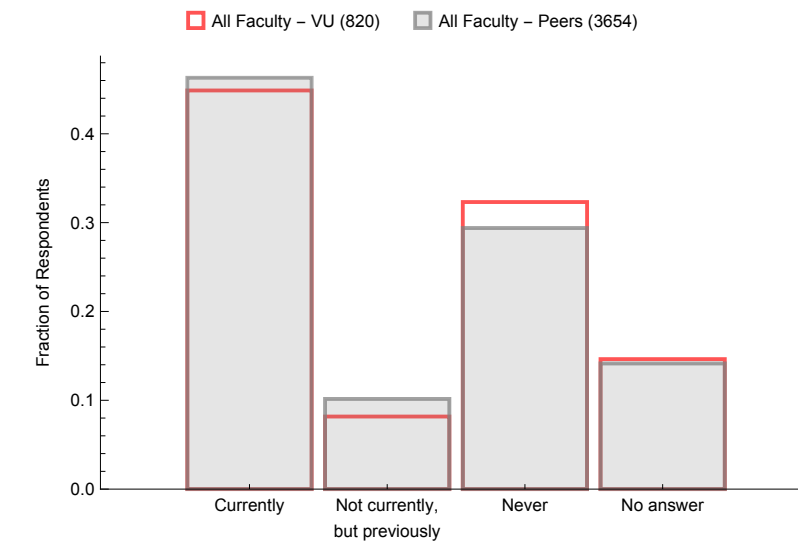


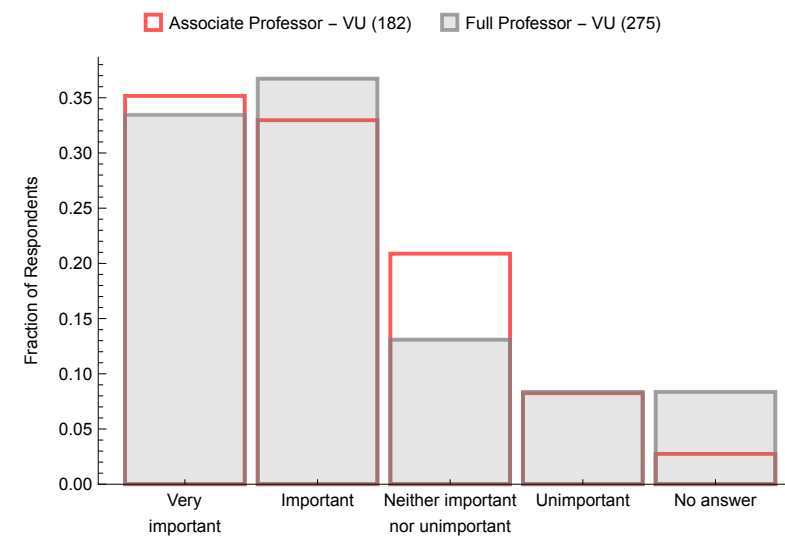
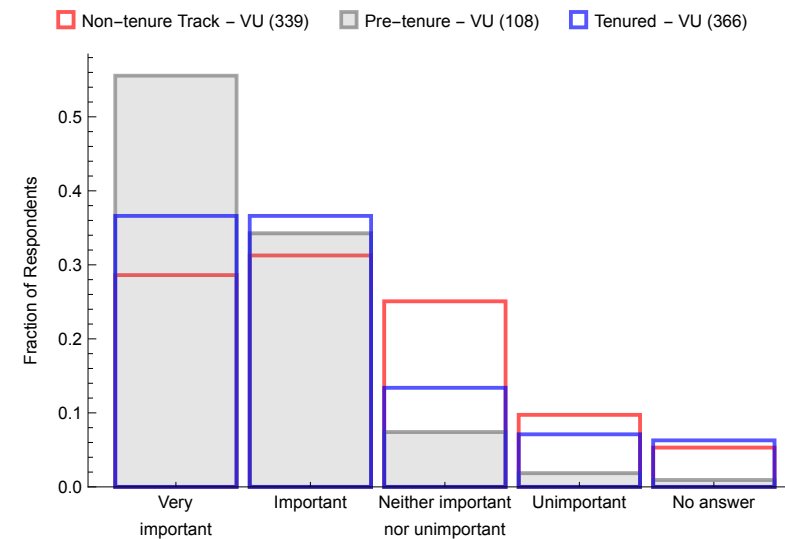
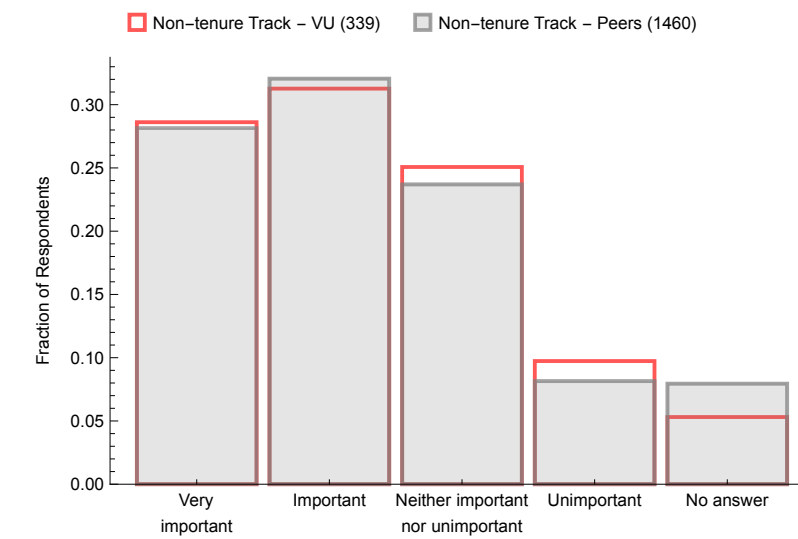
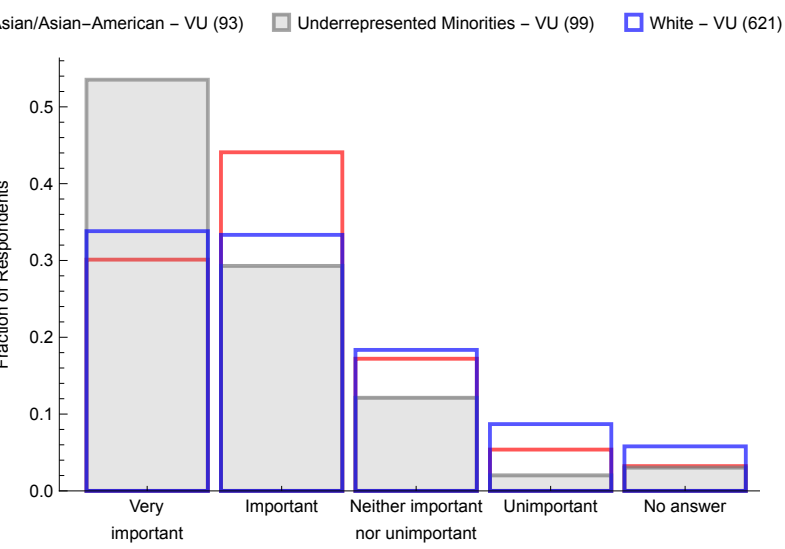
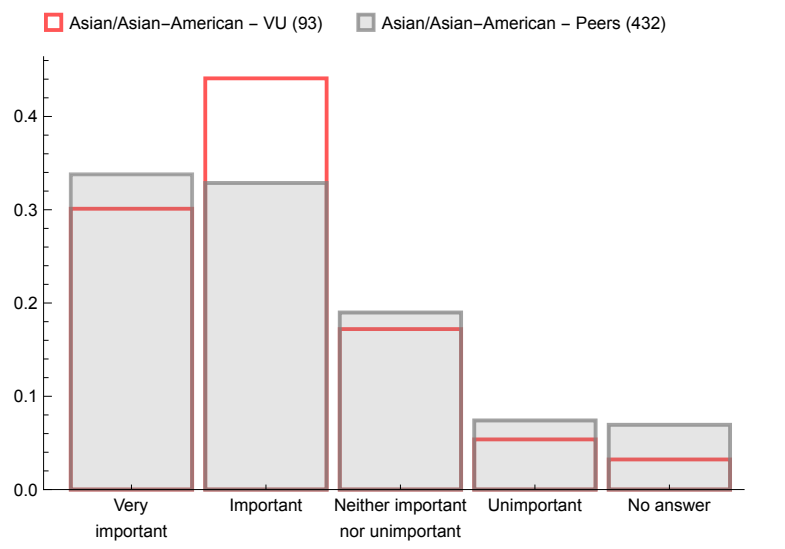
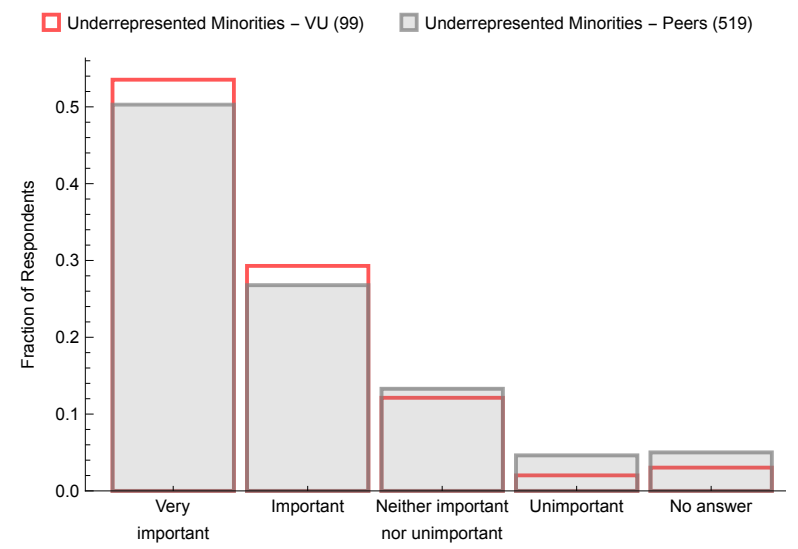
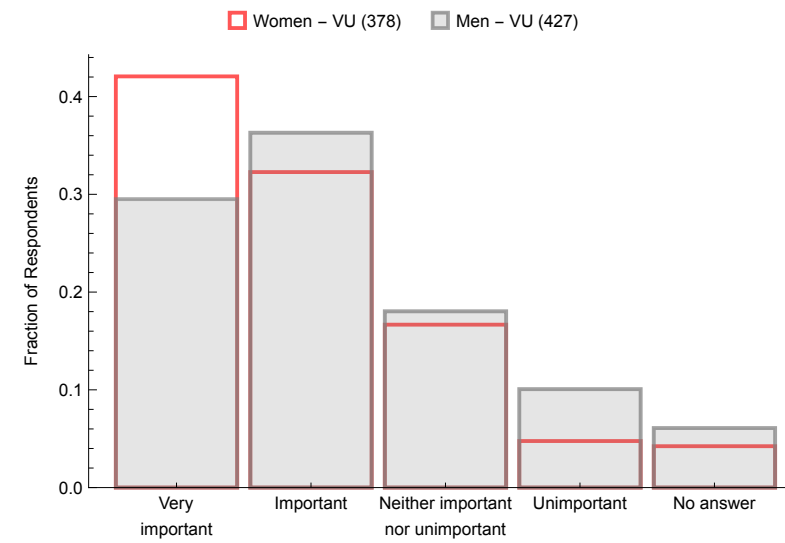
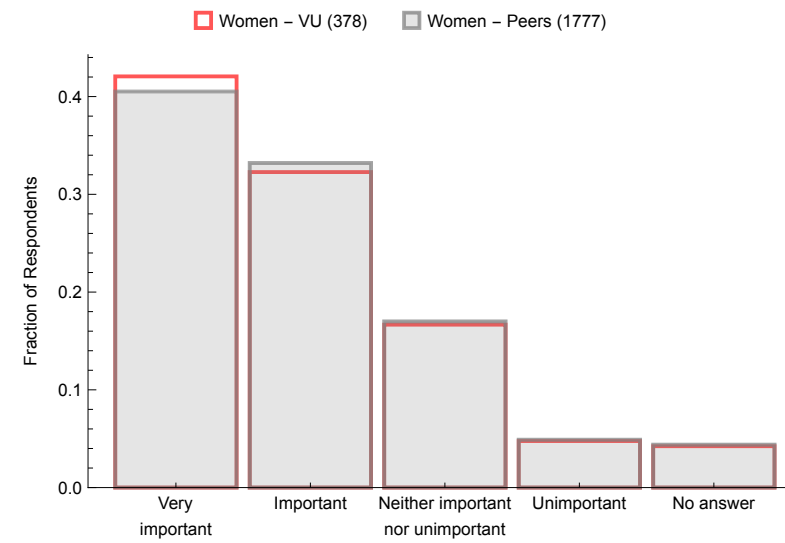
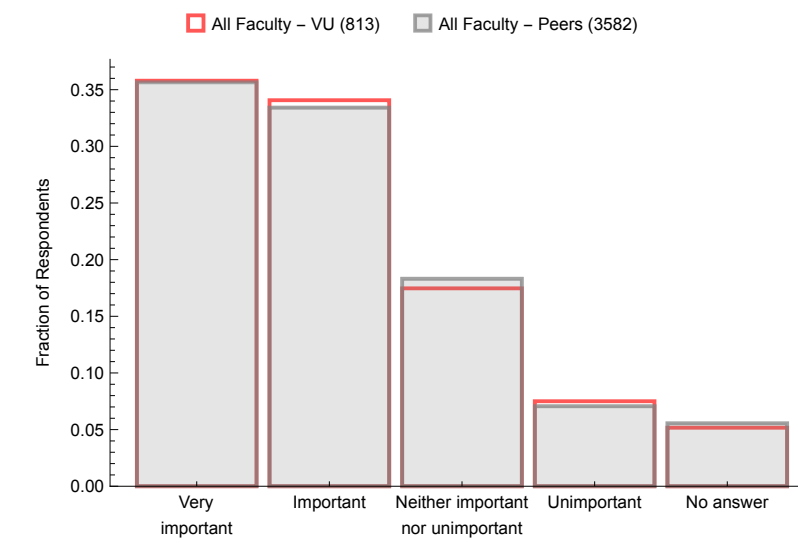


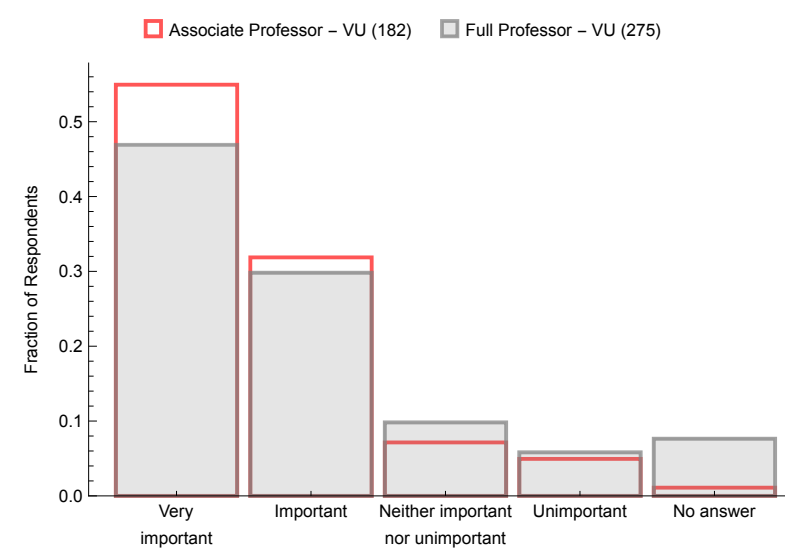
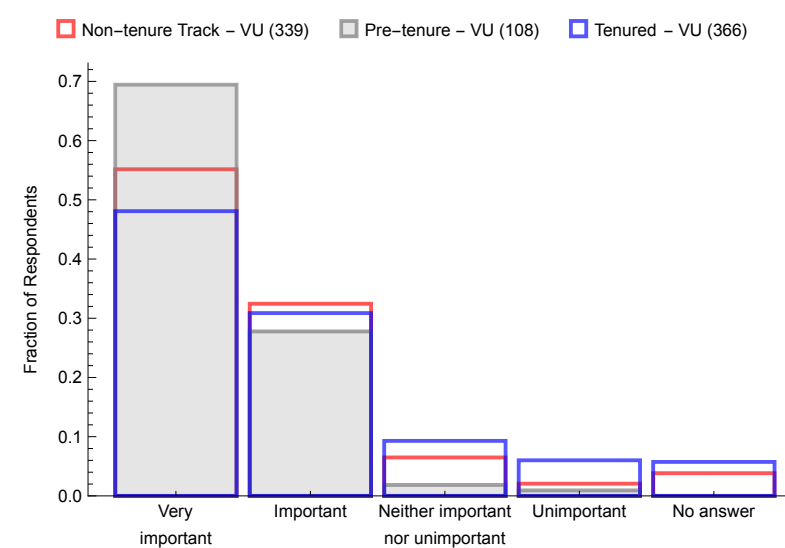
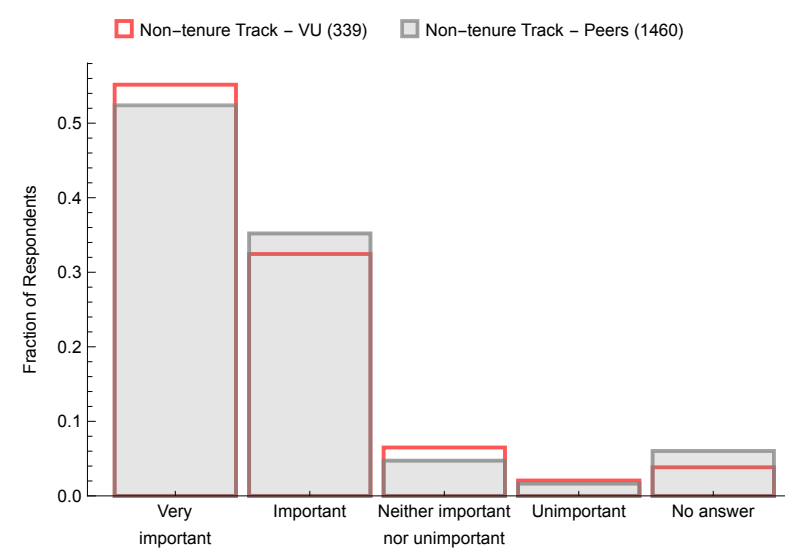
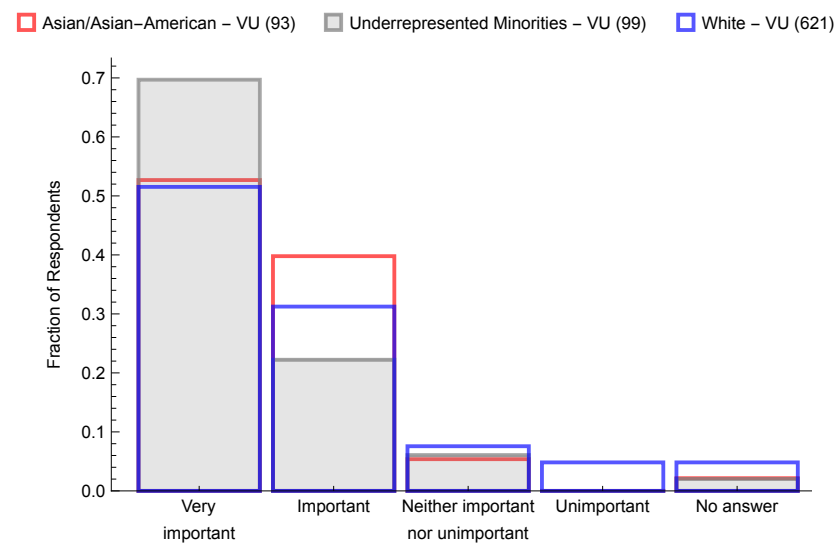
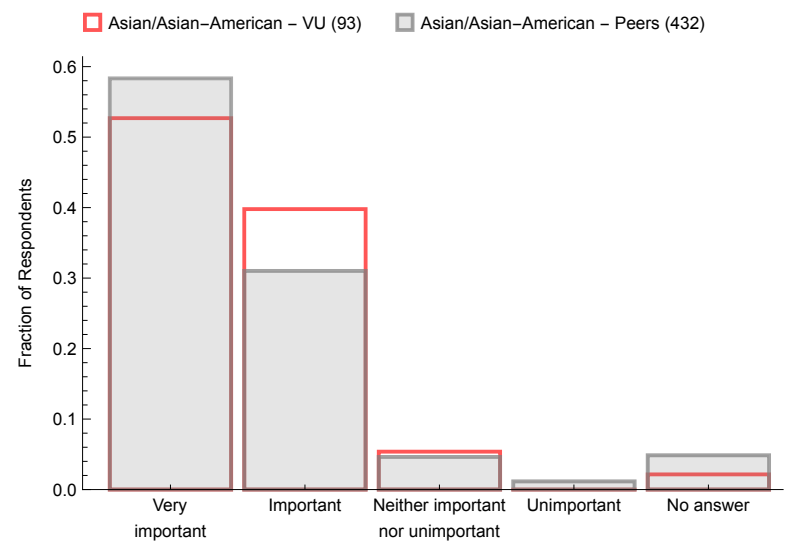
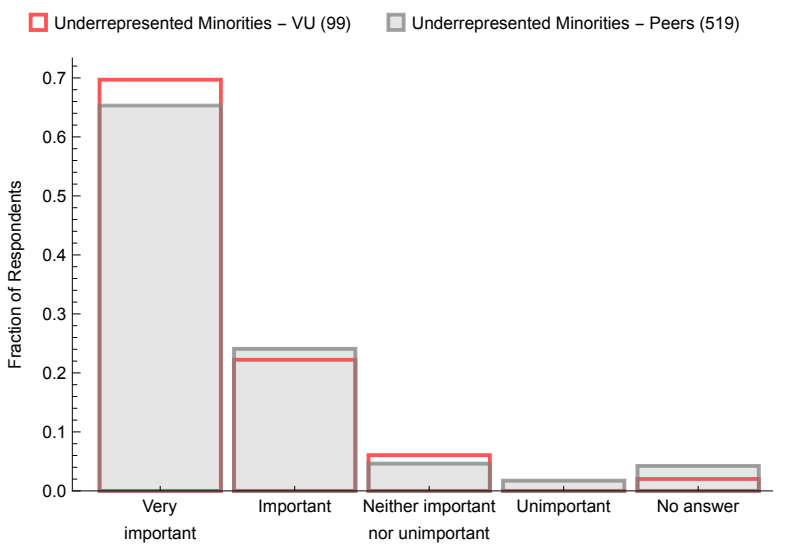
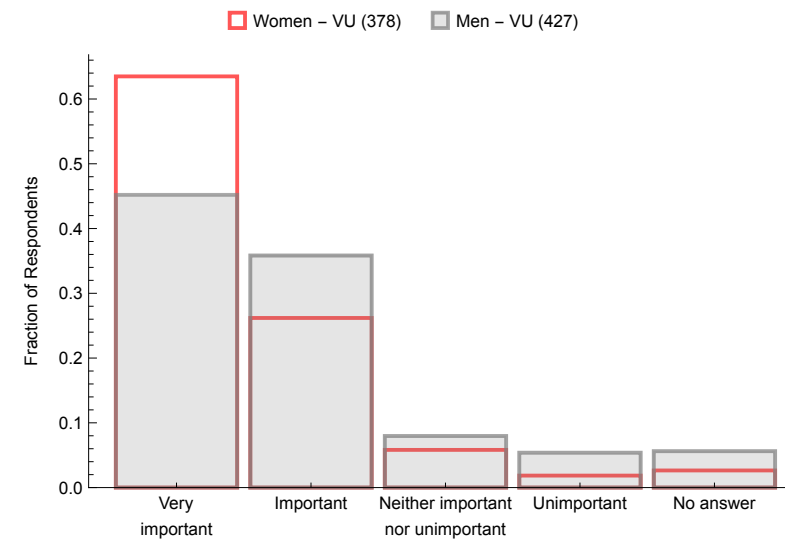
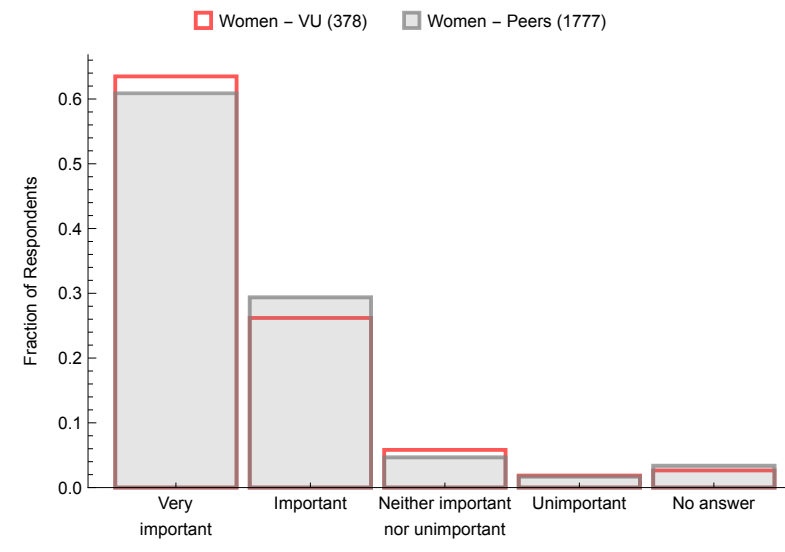
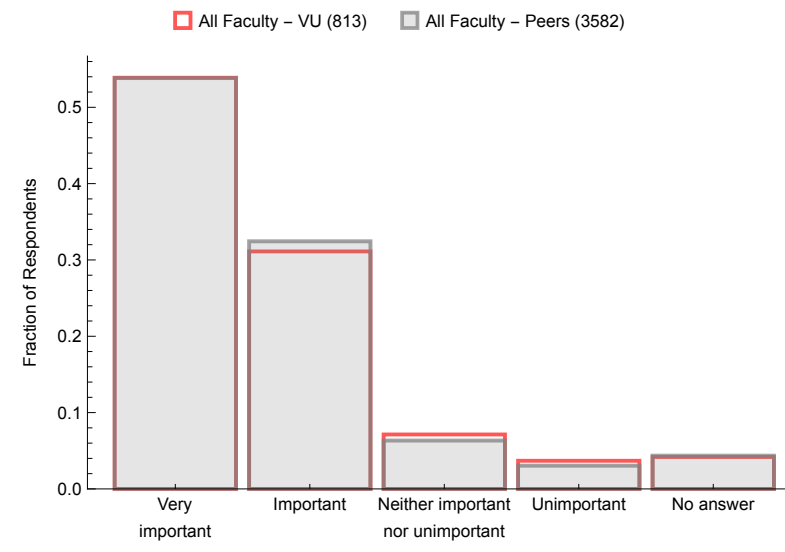


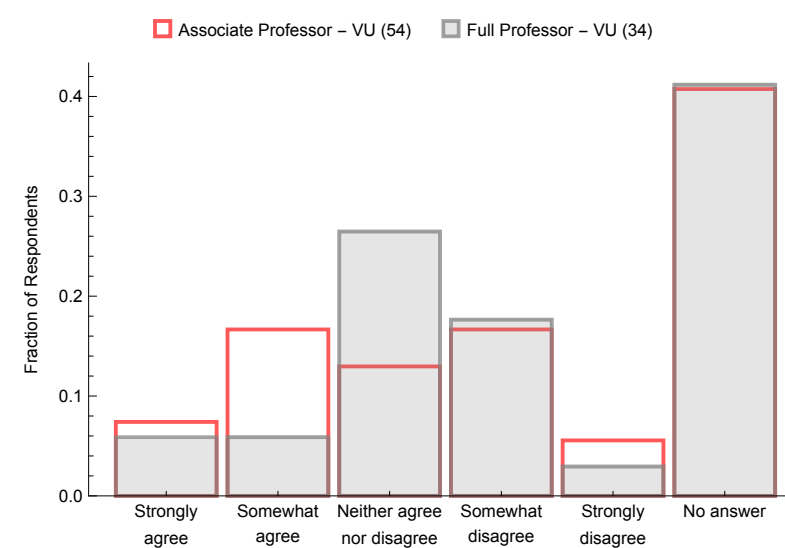
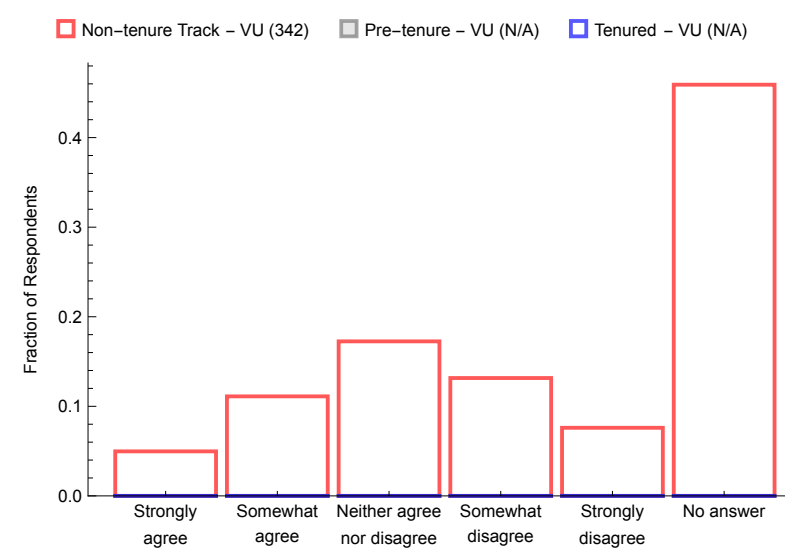
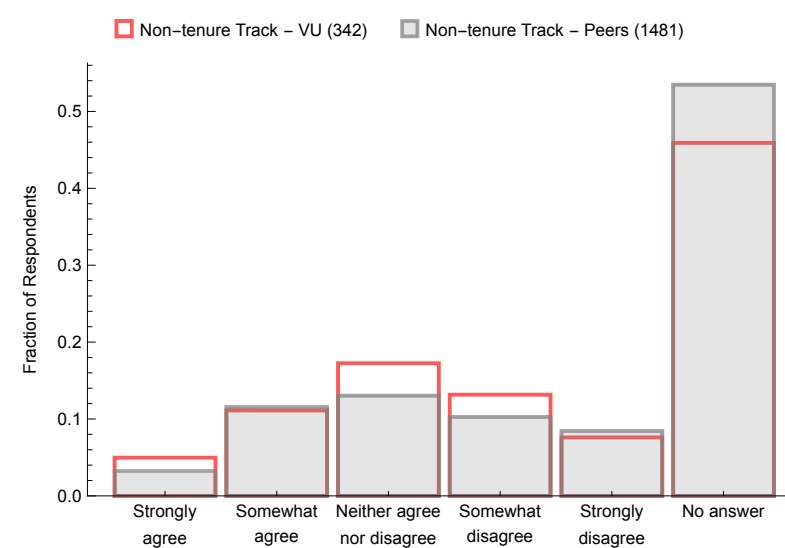
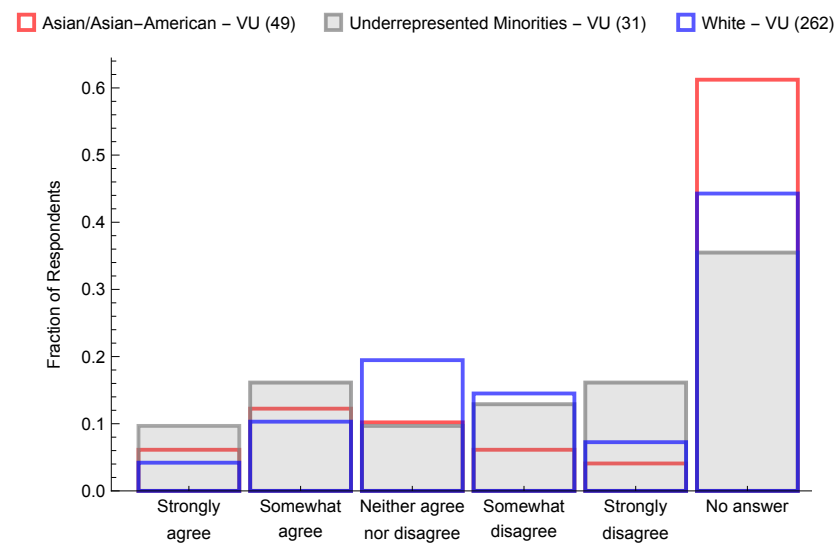
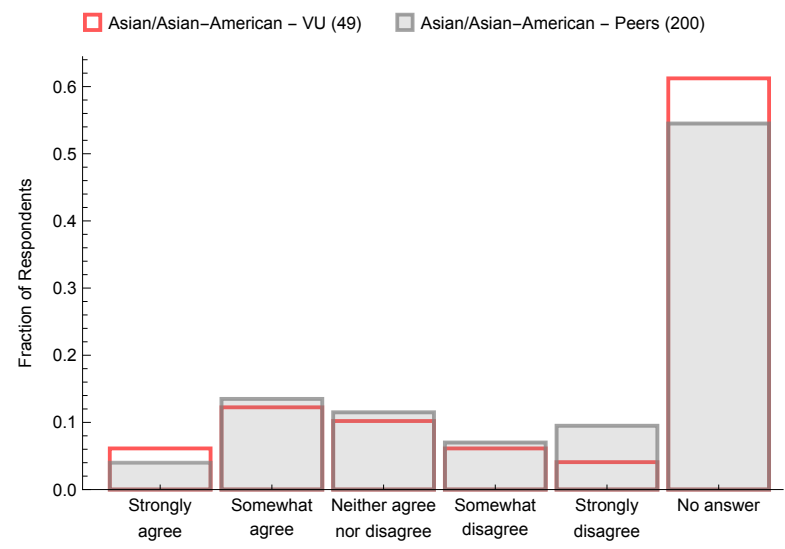
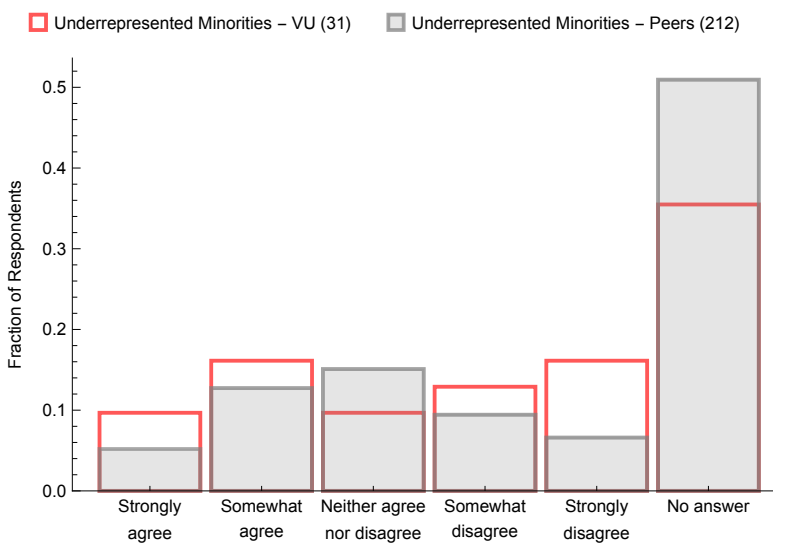
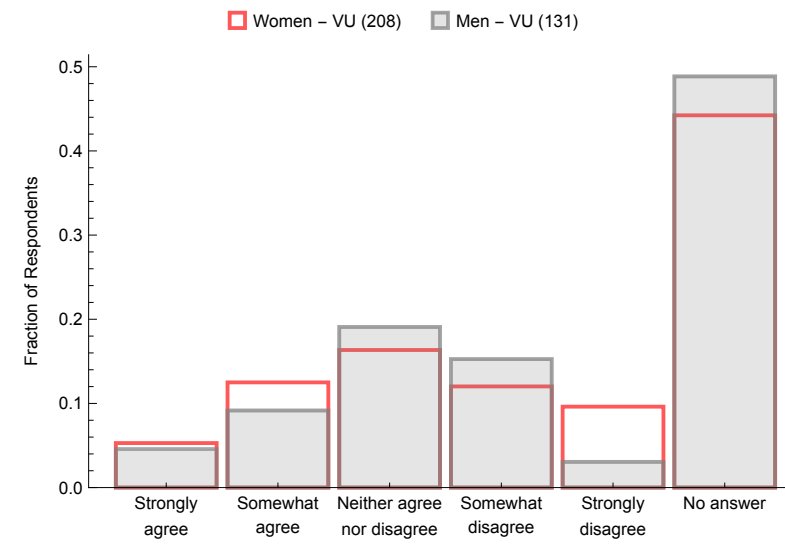
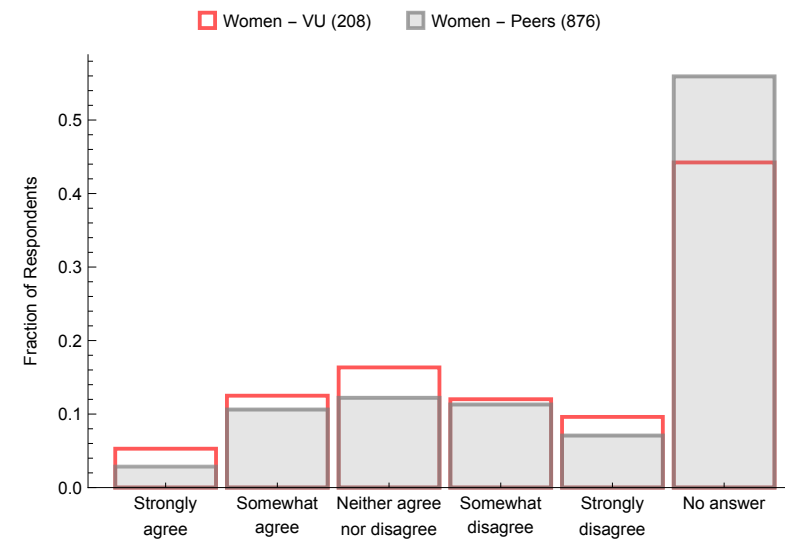
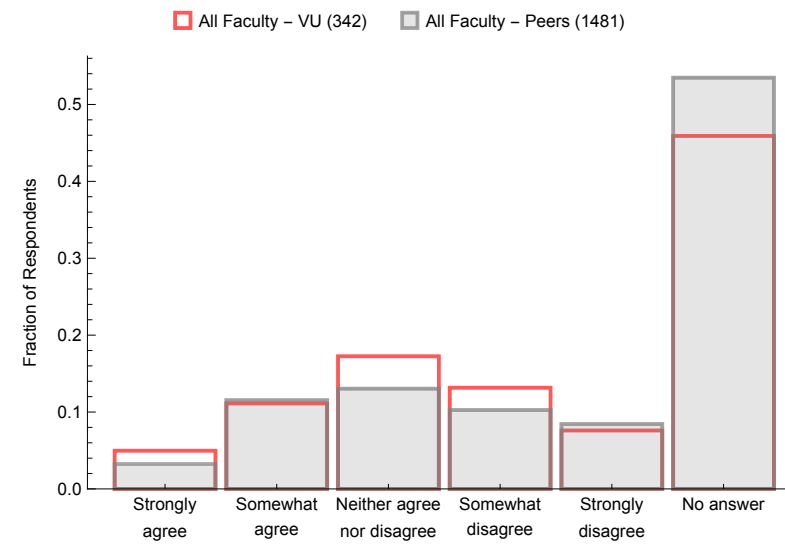


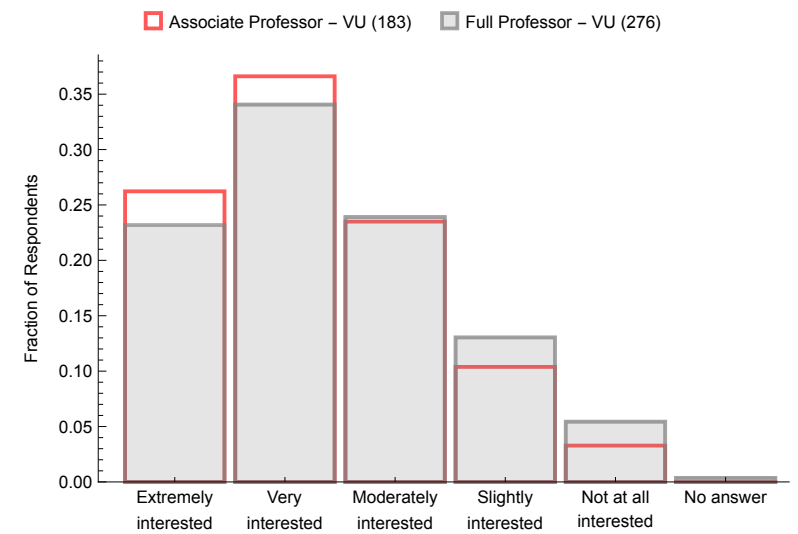
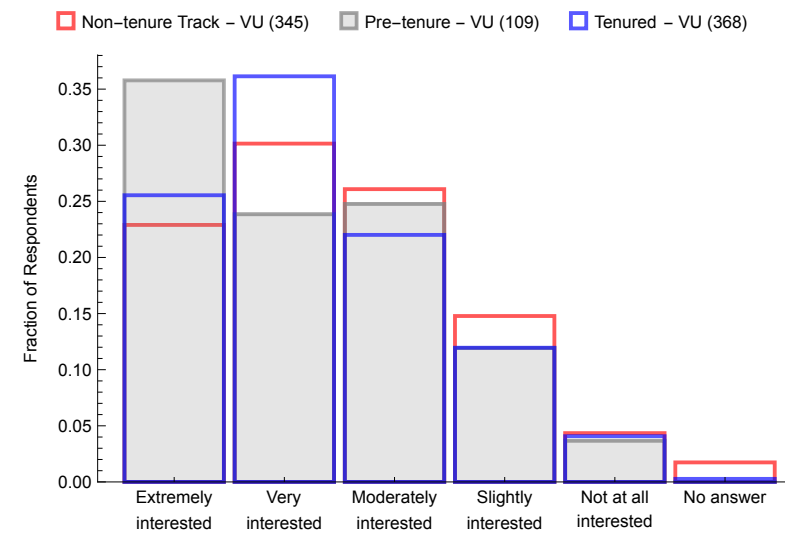
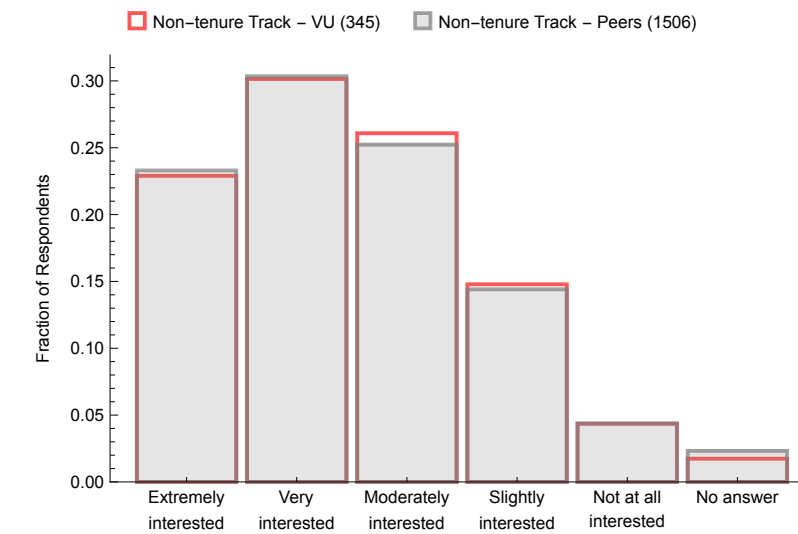
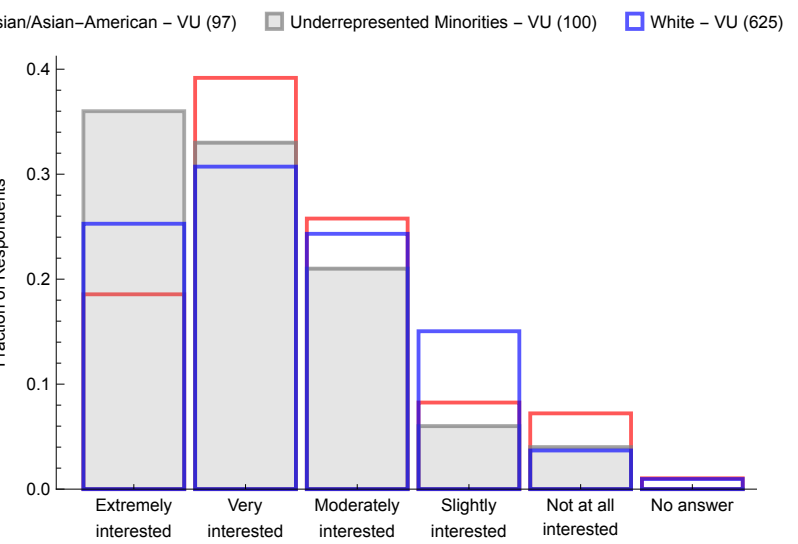
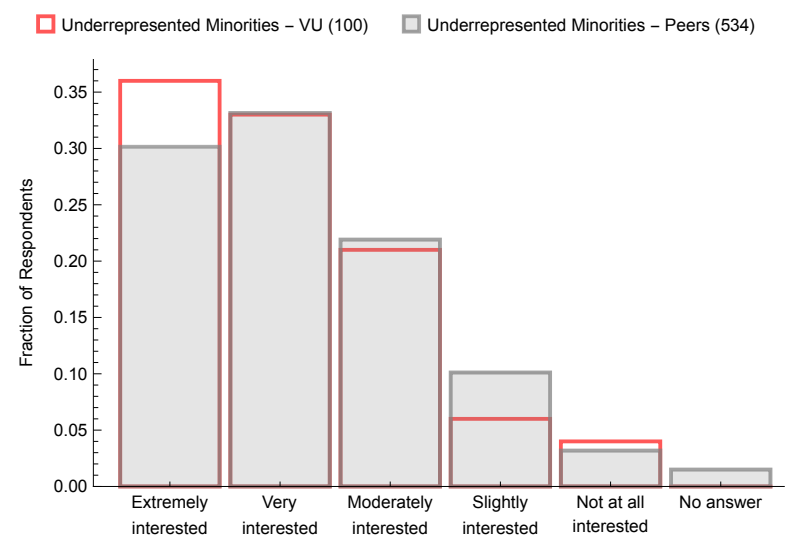
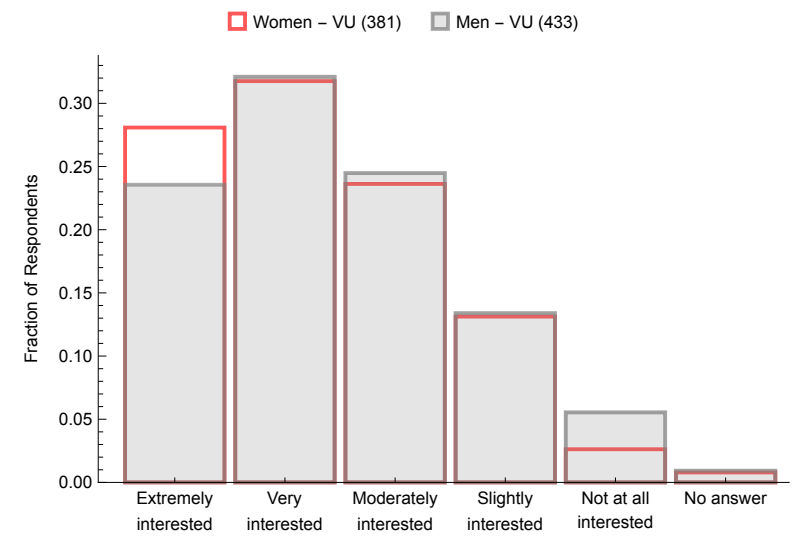
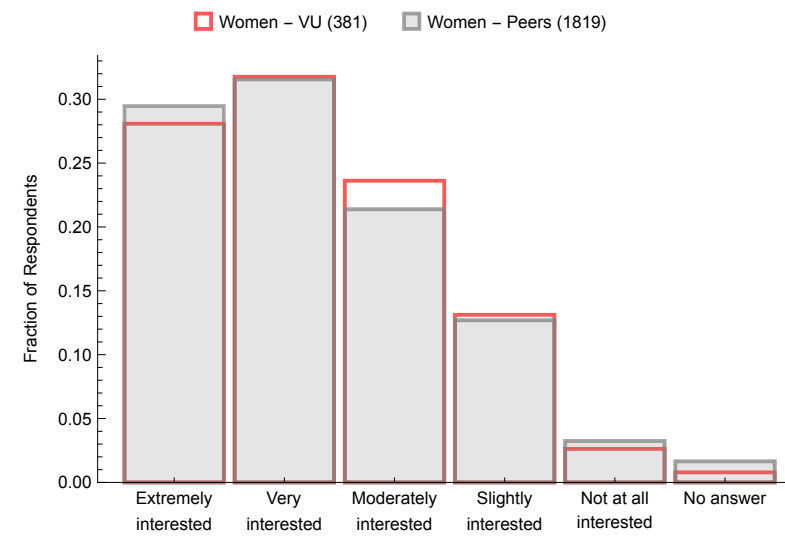
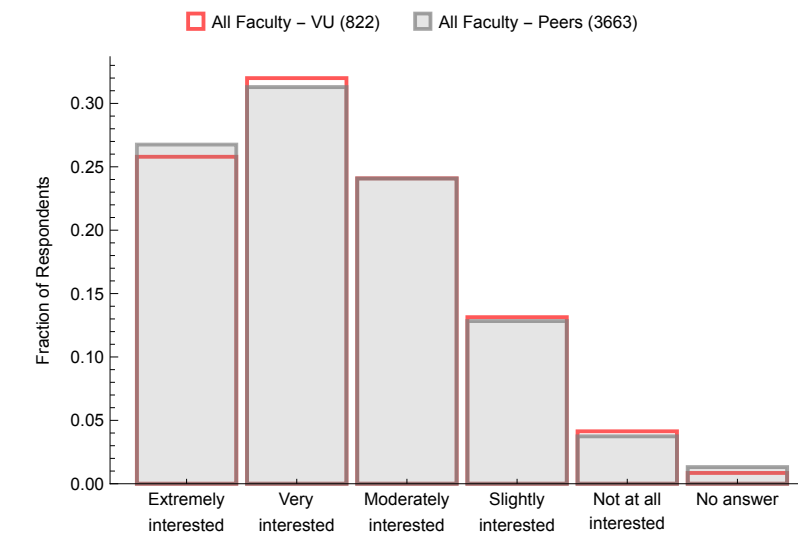


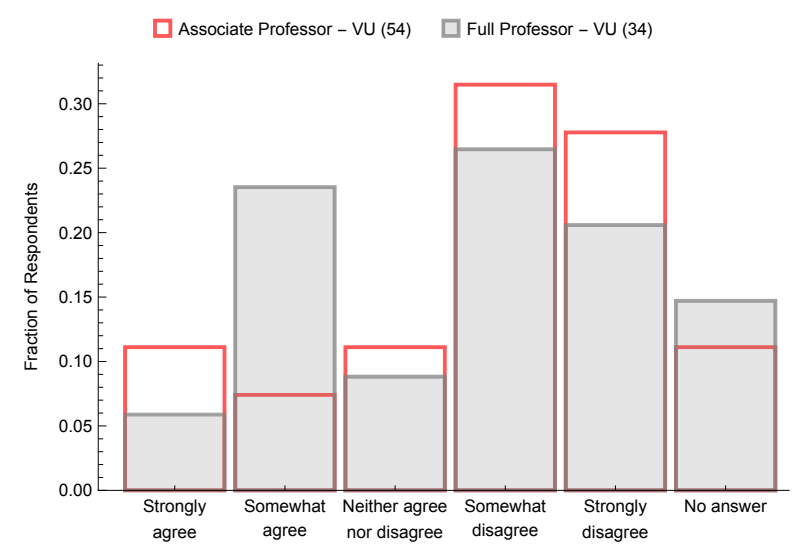
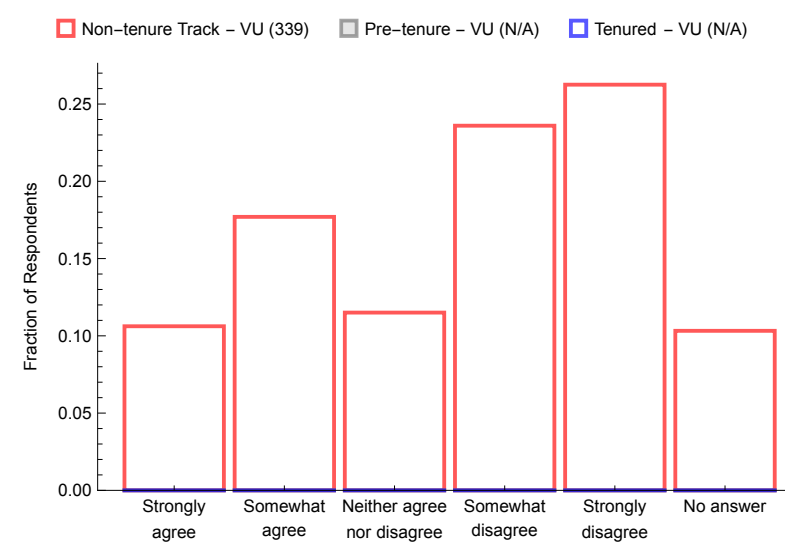
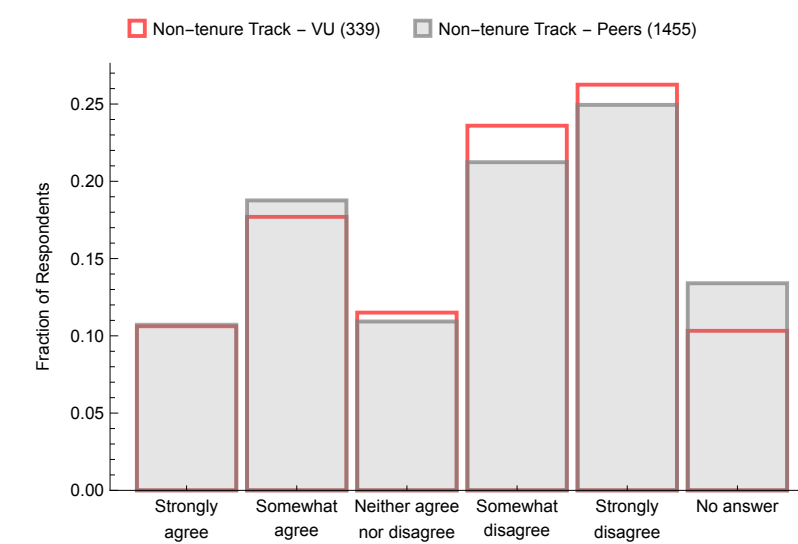
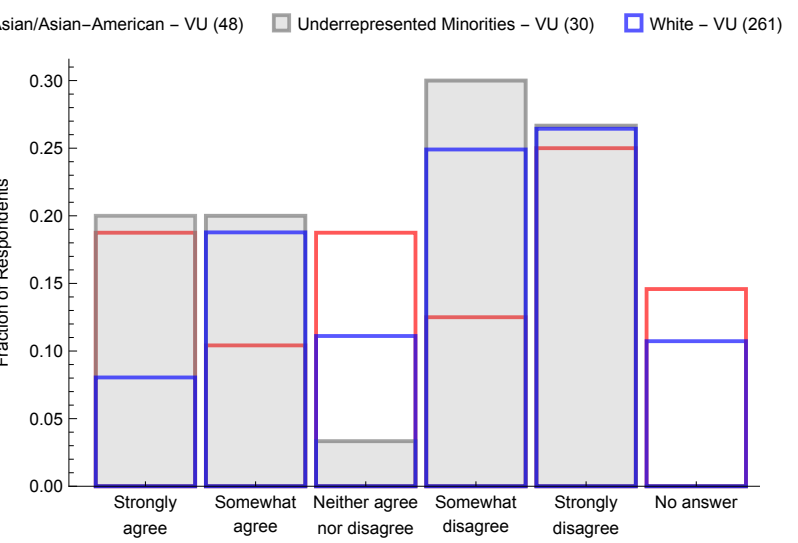
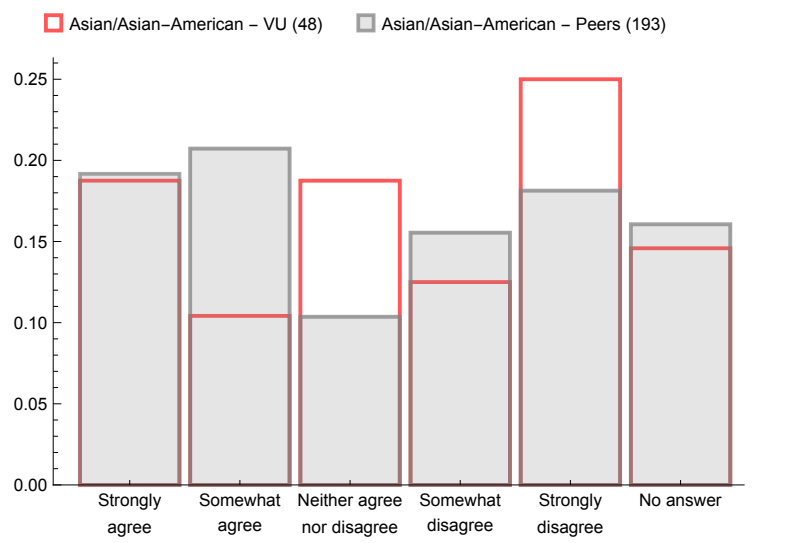
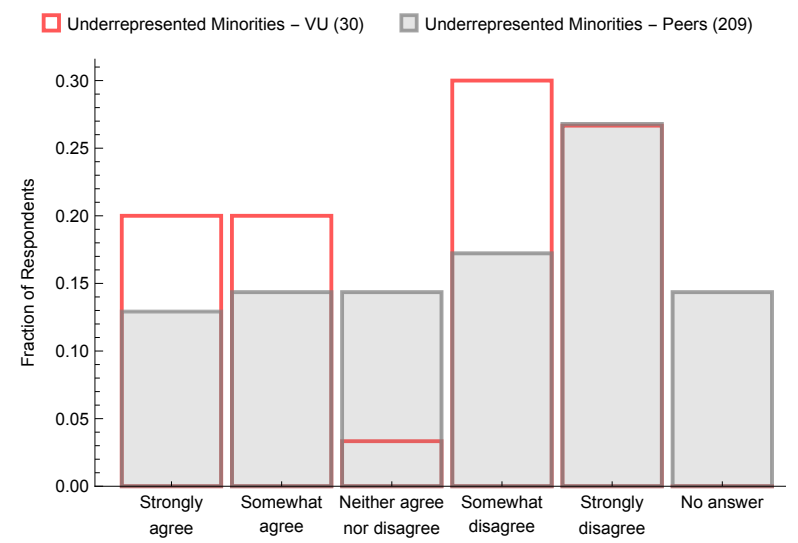
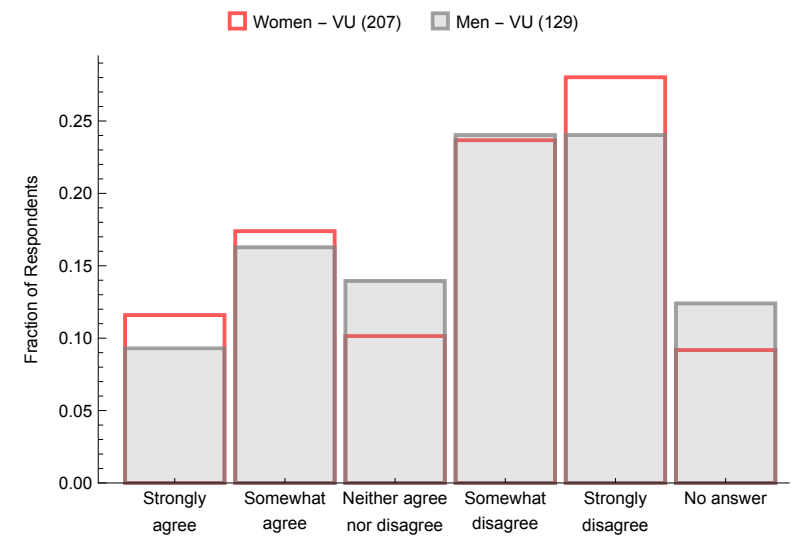
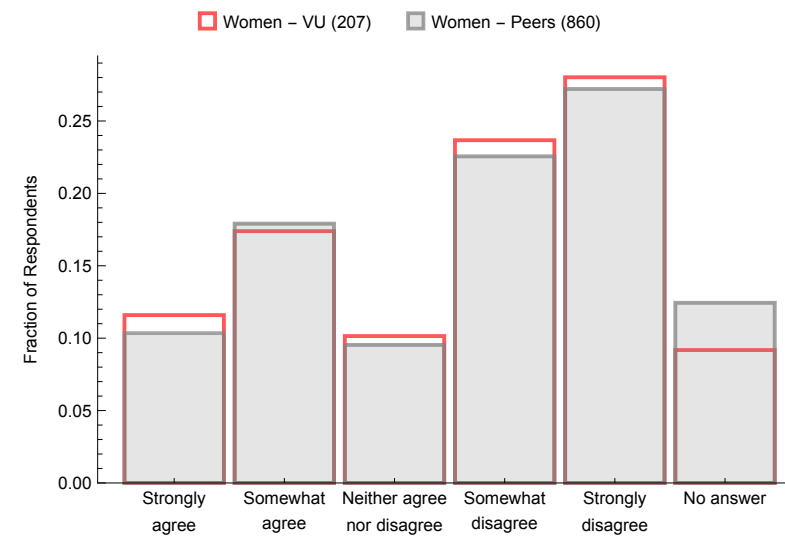
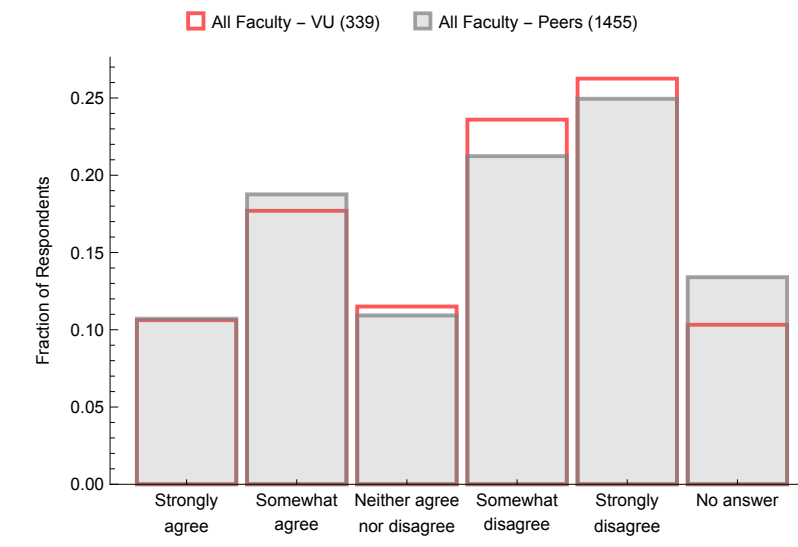




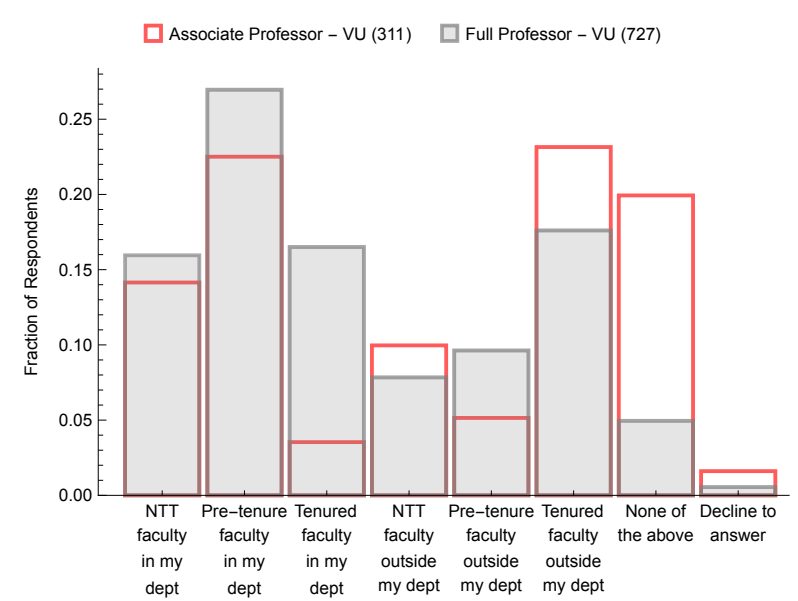
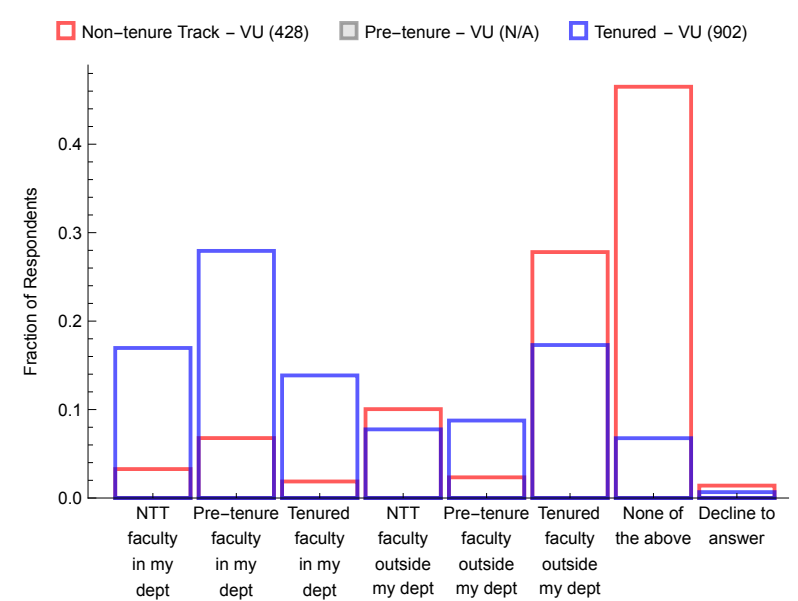
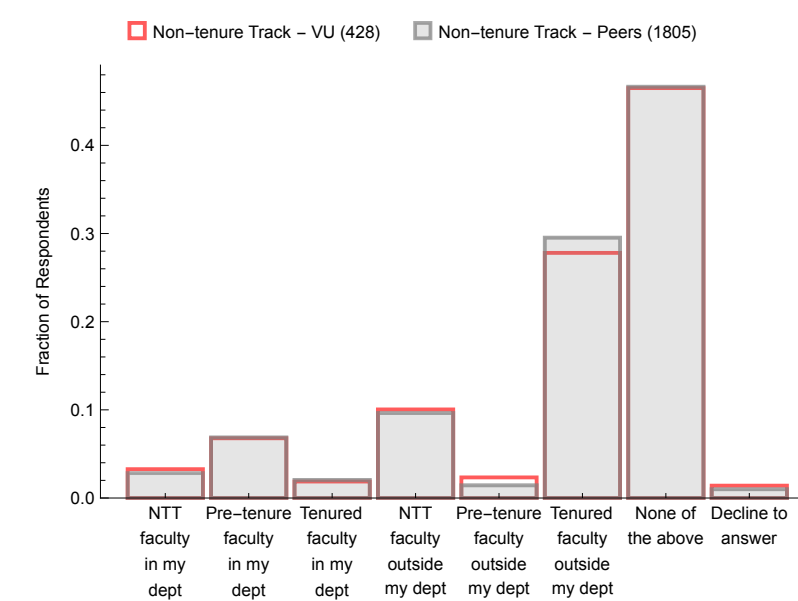
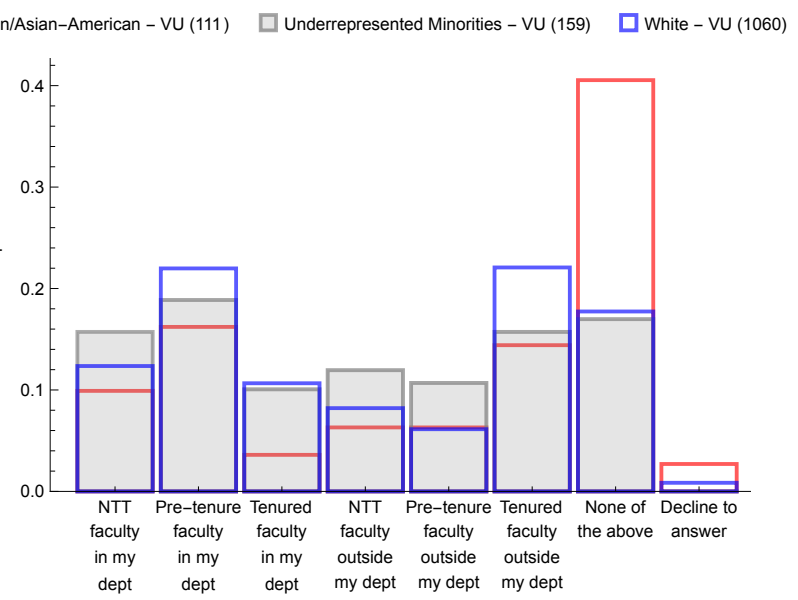
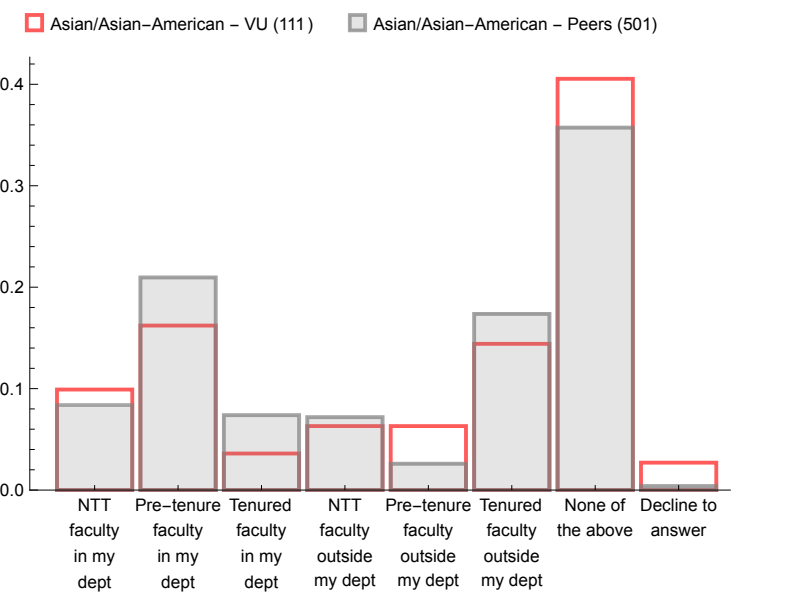
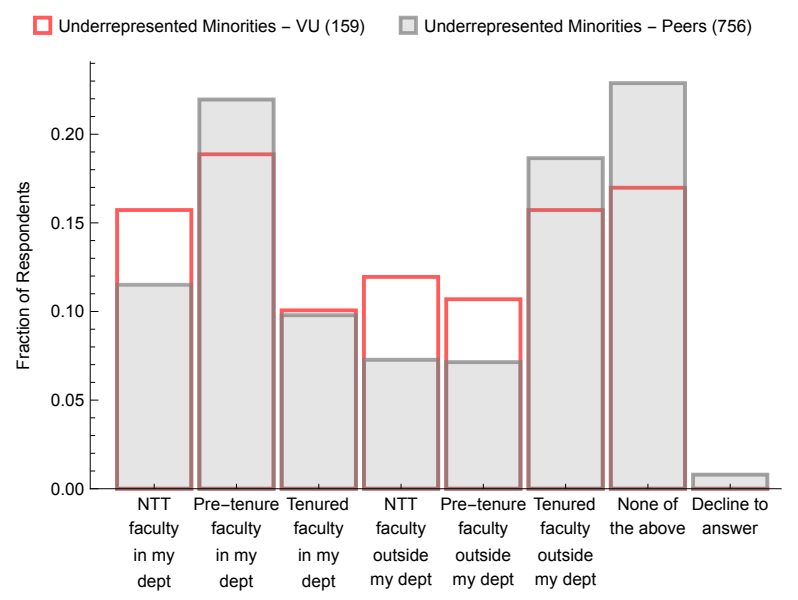
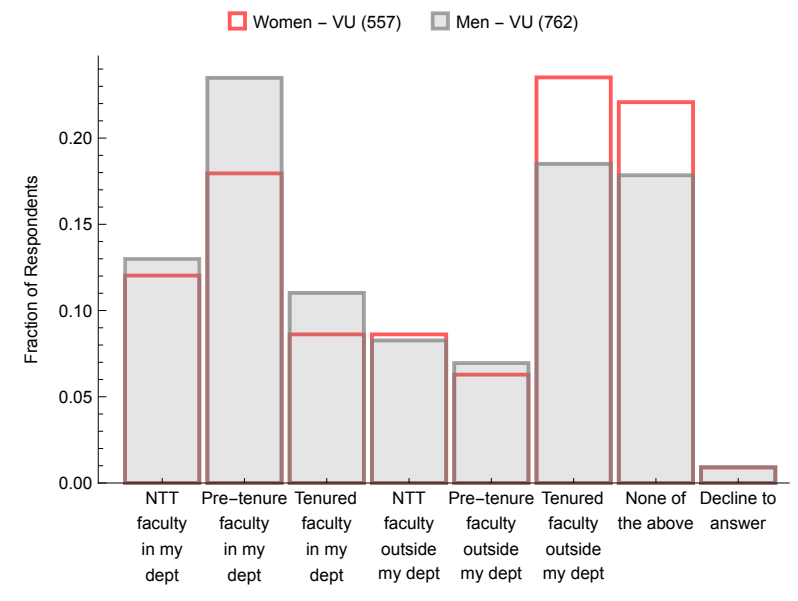
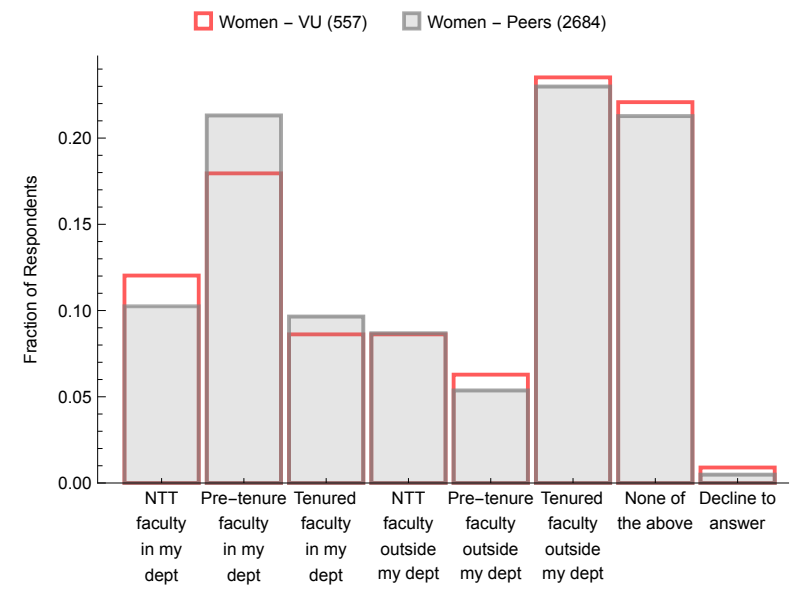
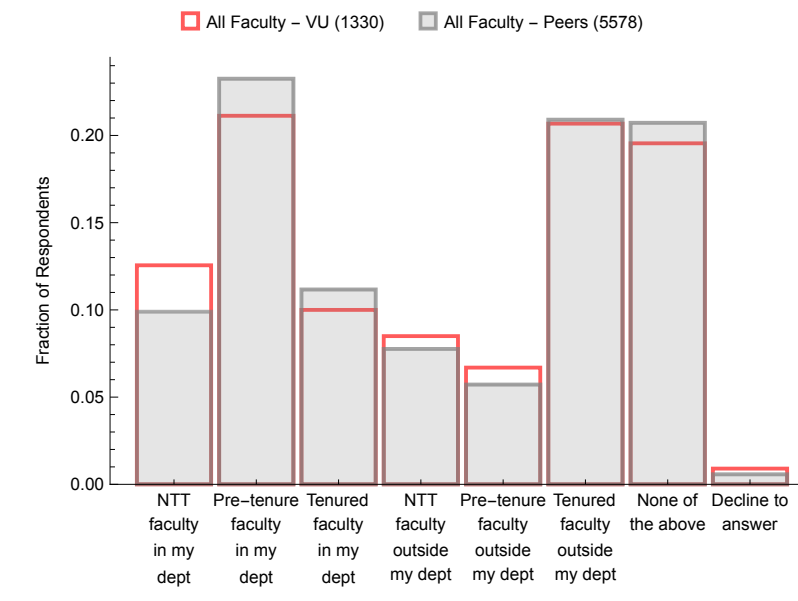


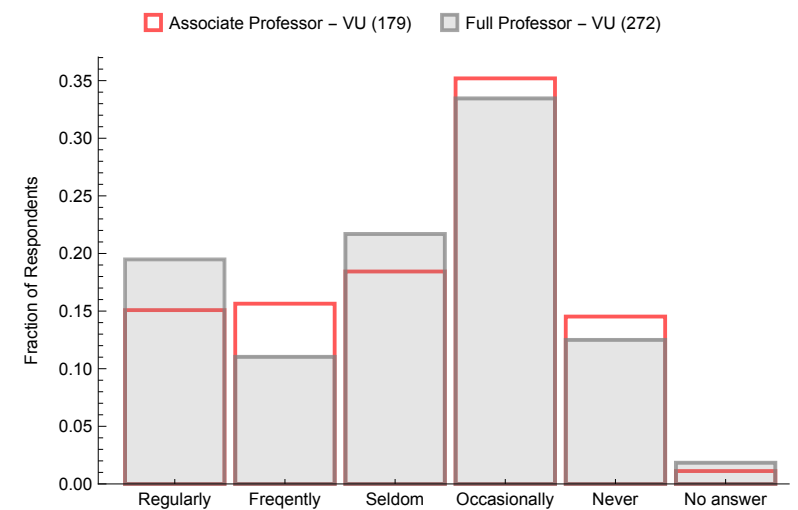
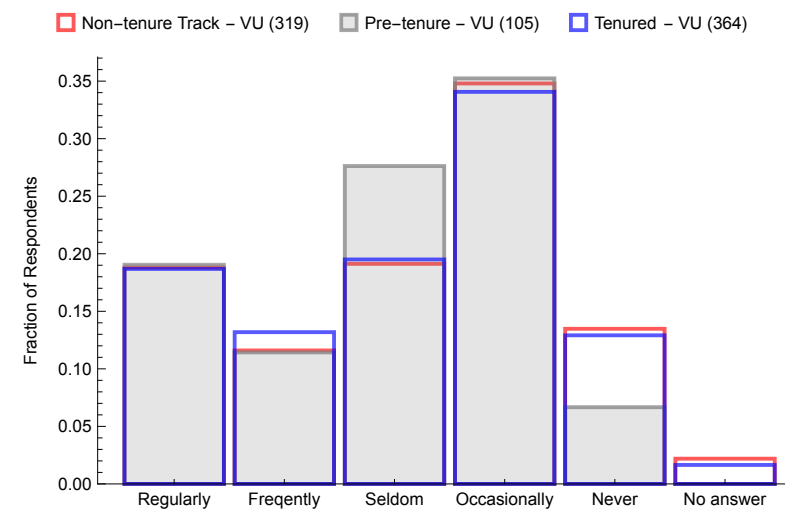
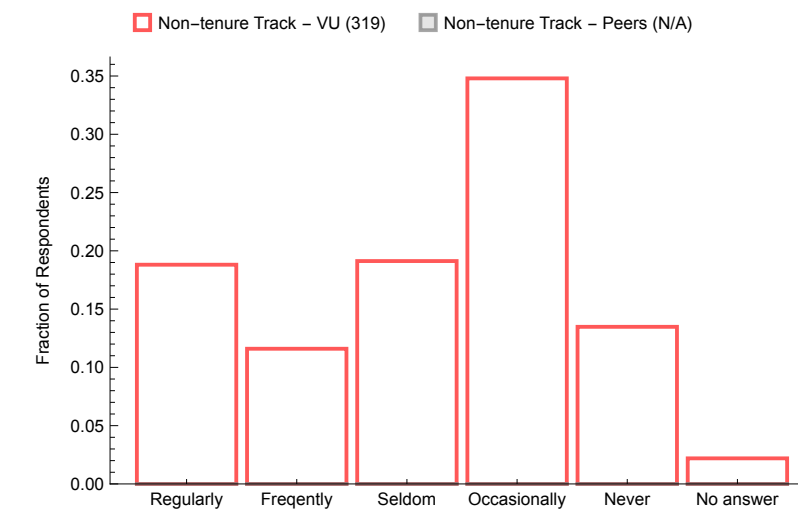
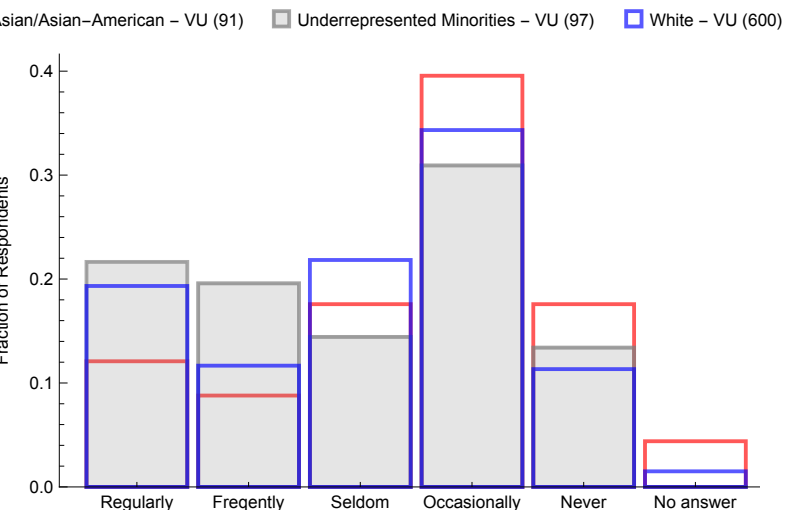
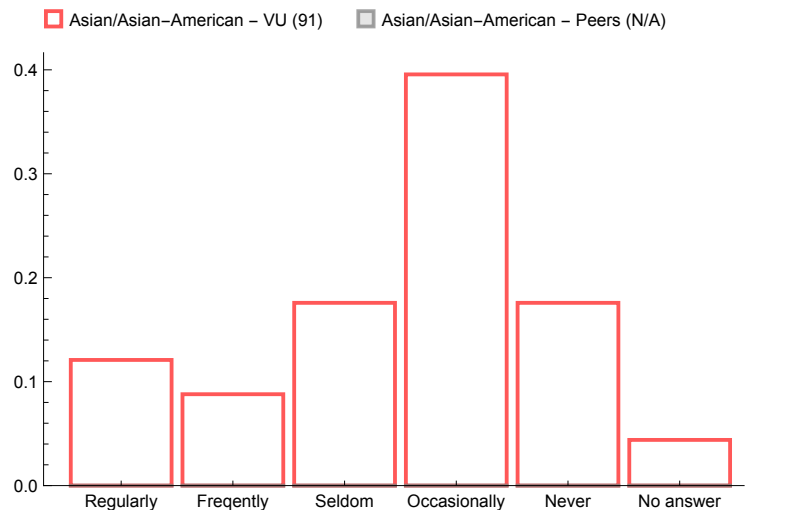
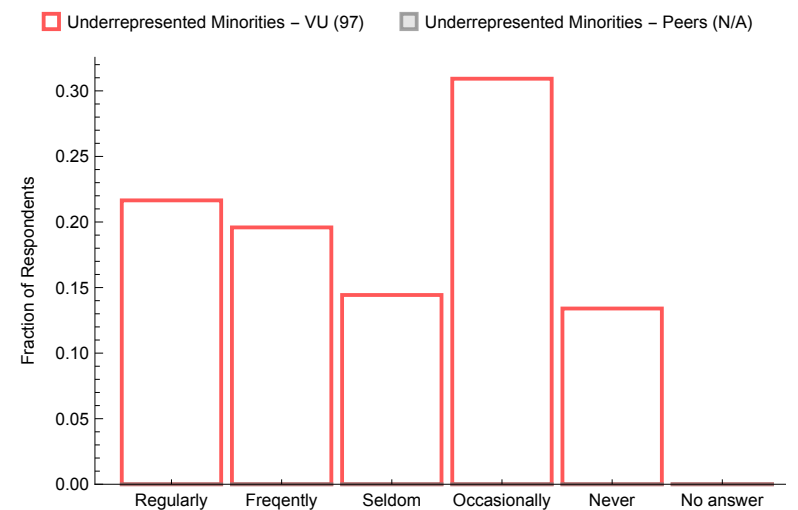
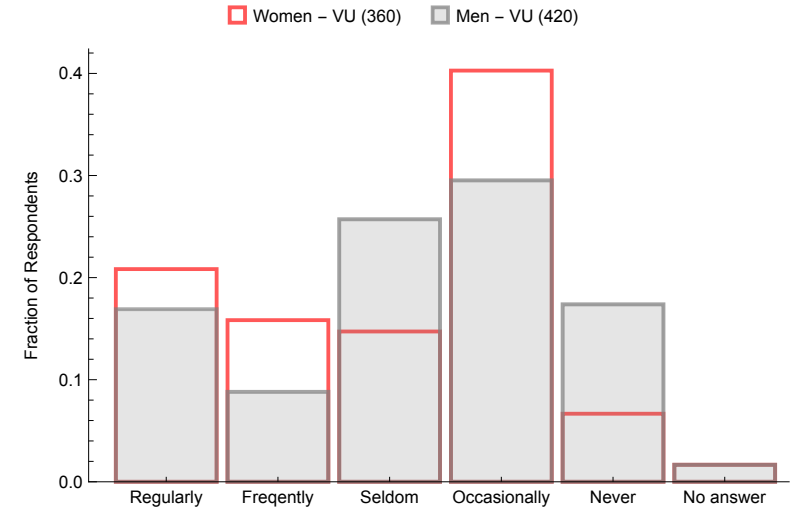
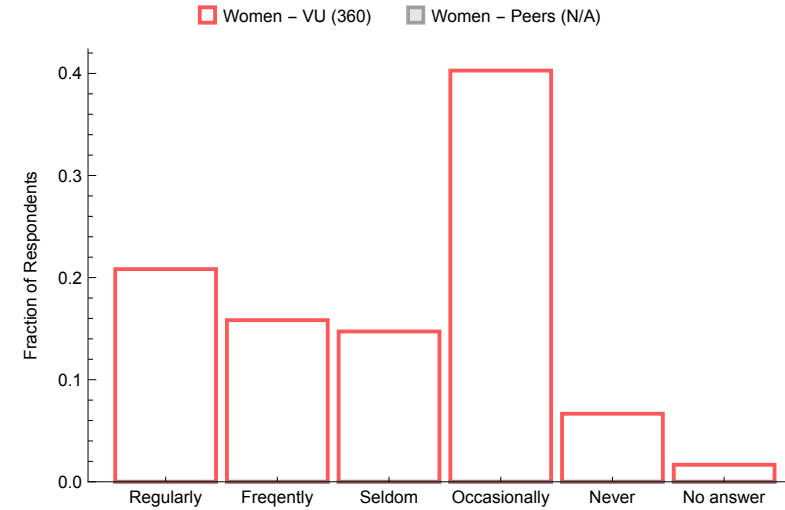
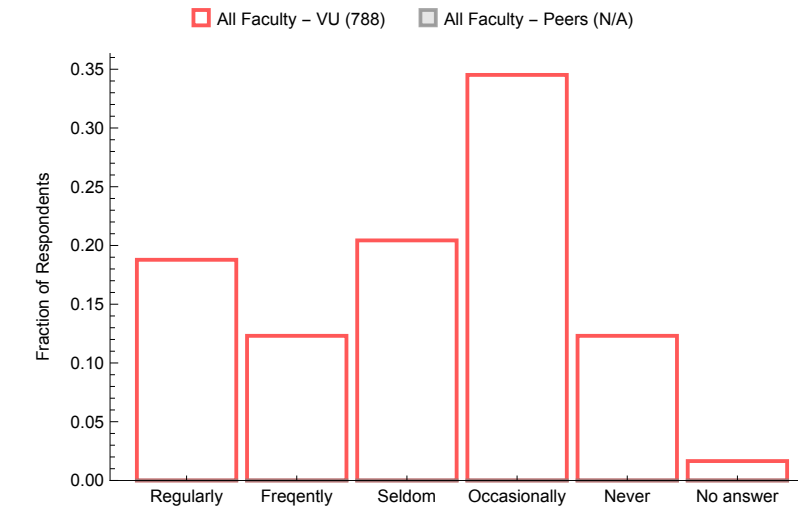




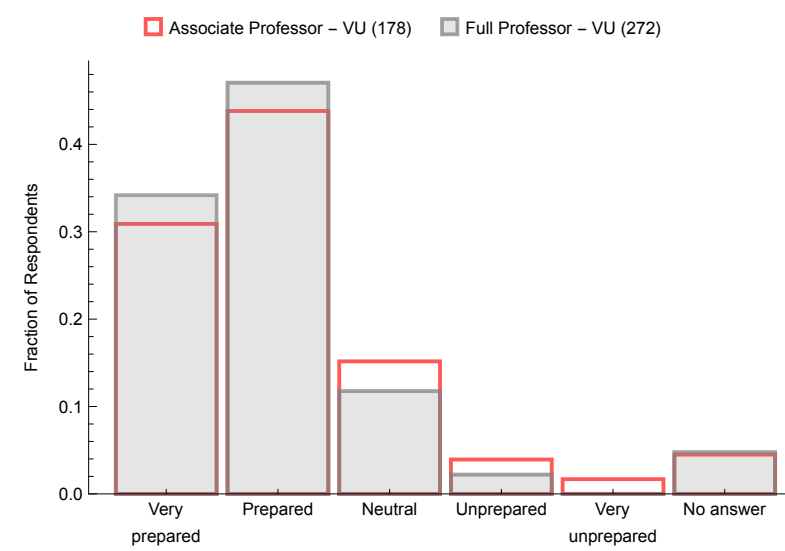
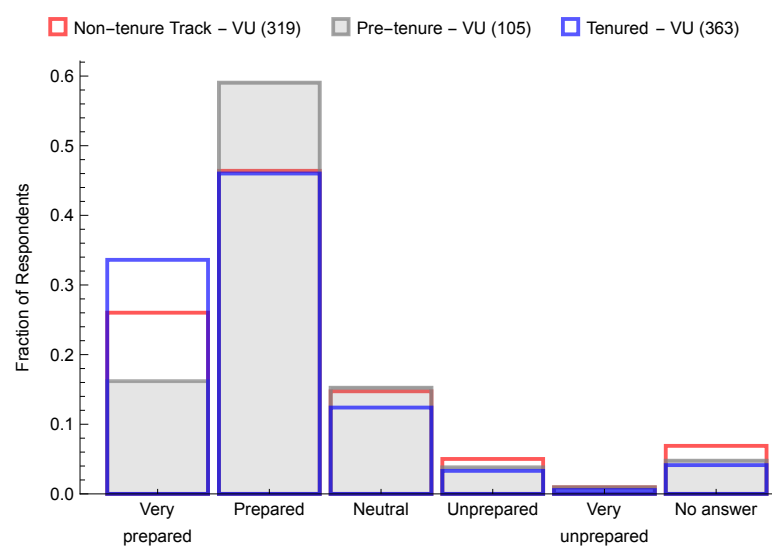
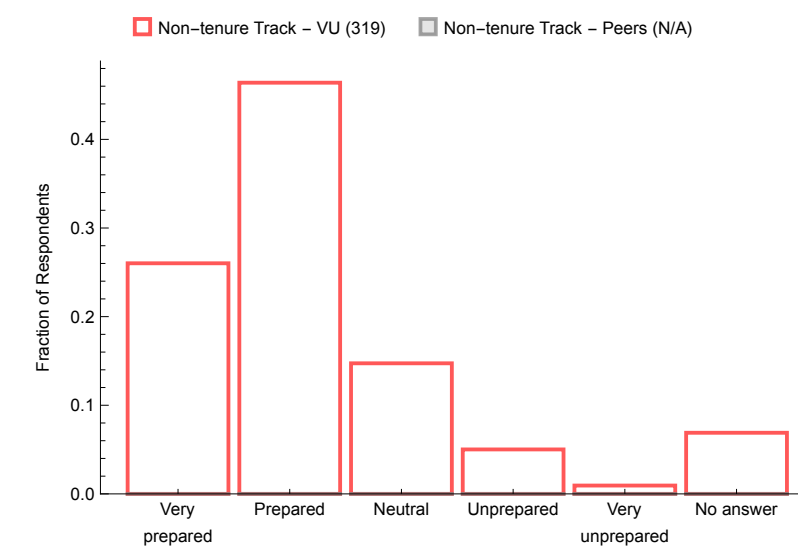
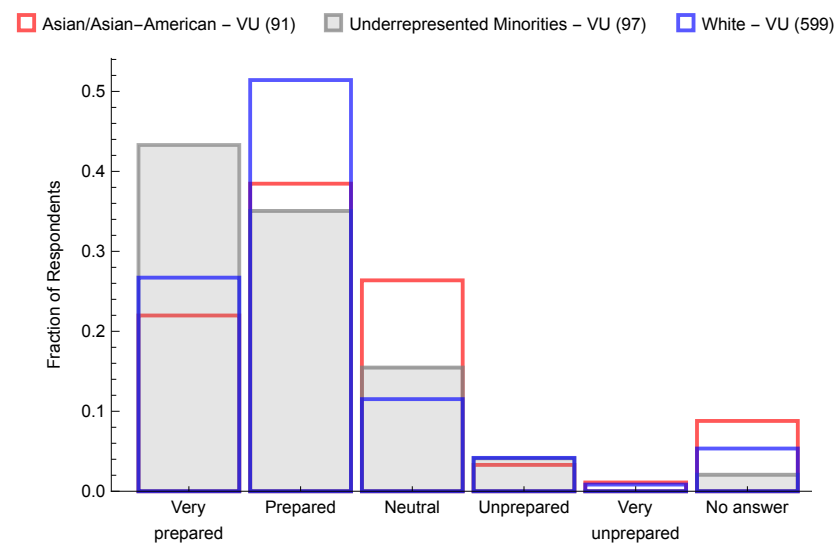
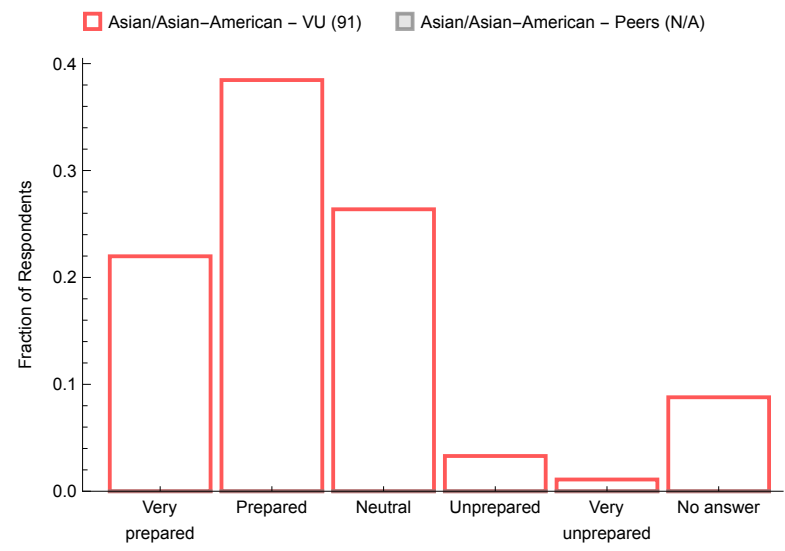
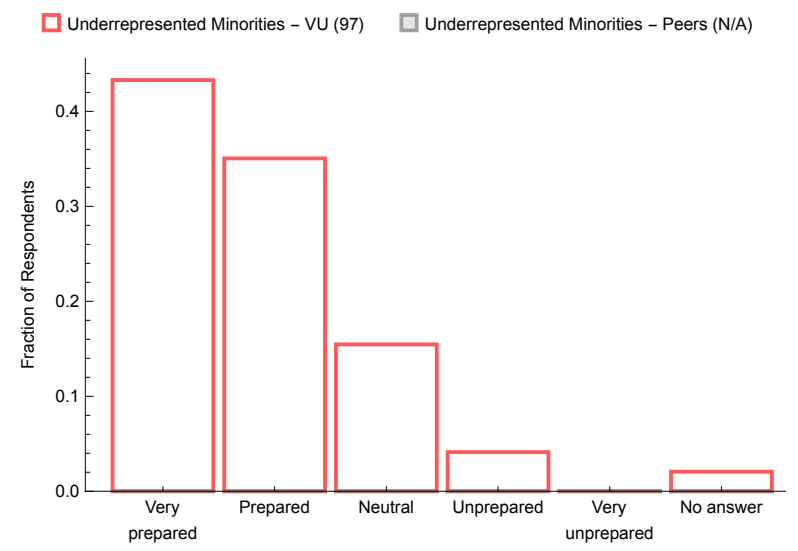
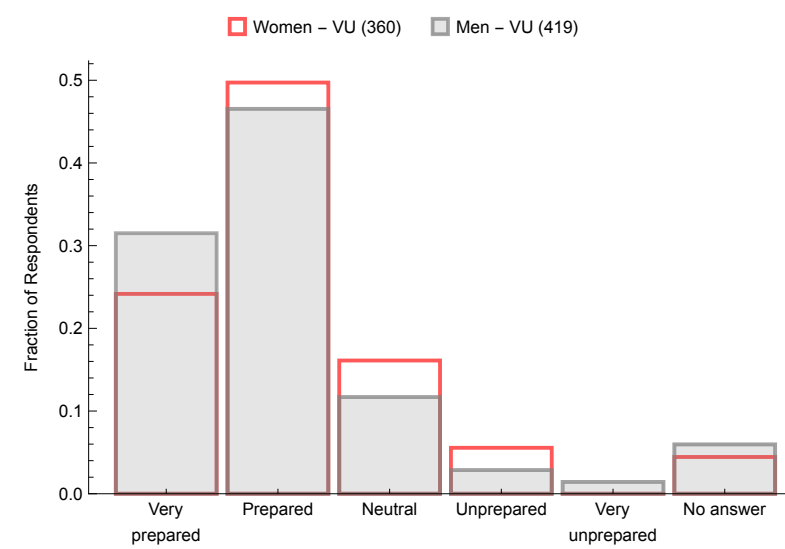
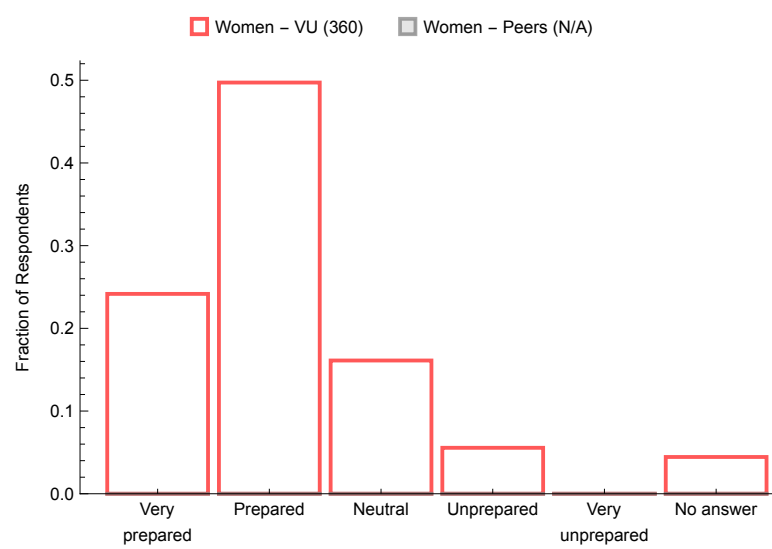
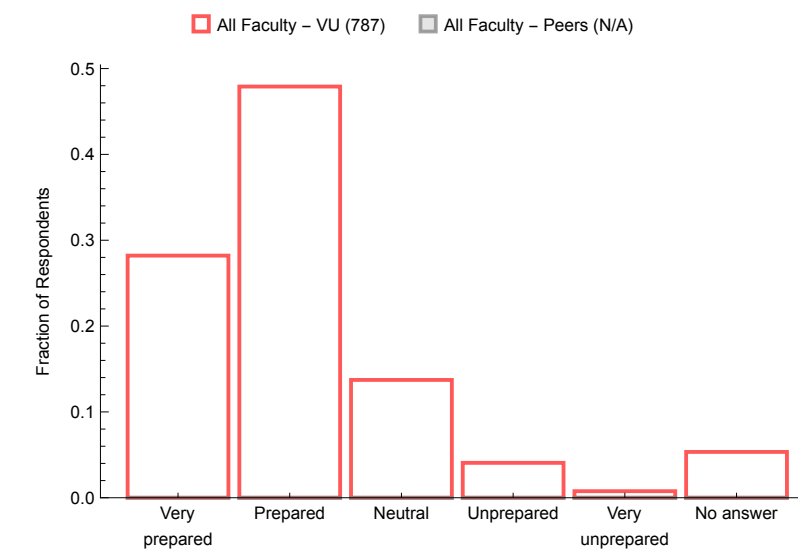


Cross-Silo Work and Mentorship | Other | Who you have served as a mentor to in the past five years

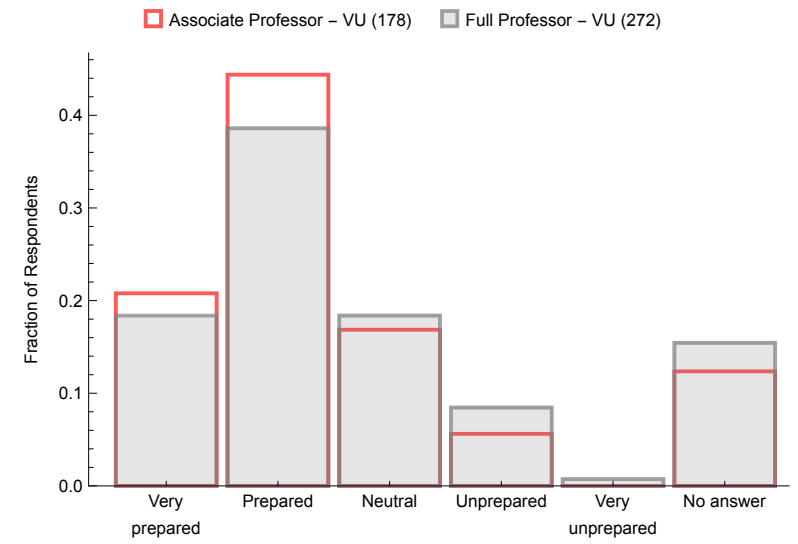
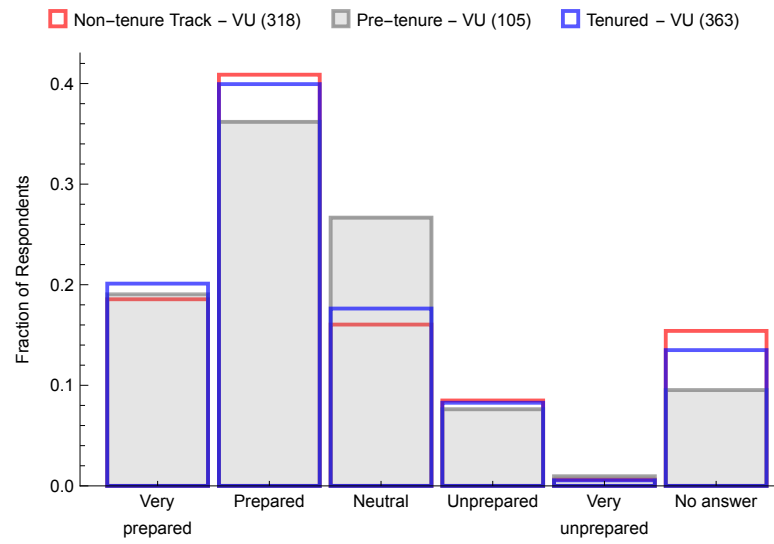
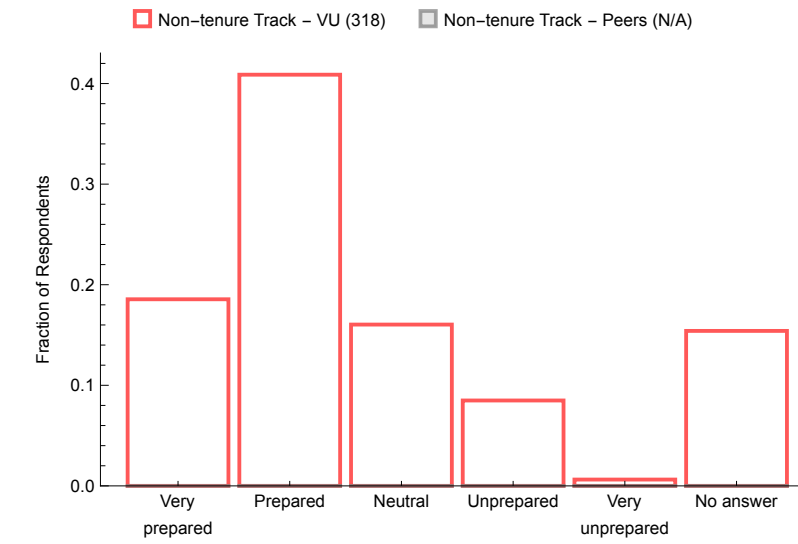
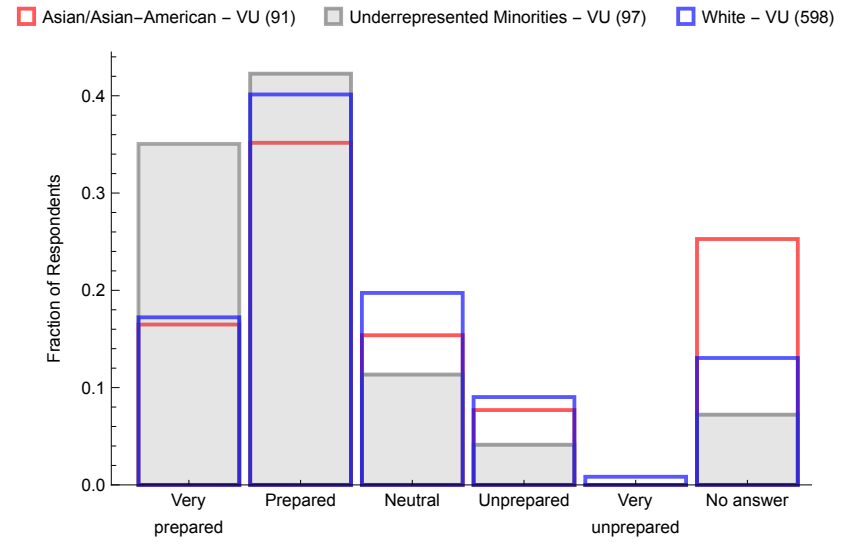
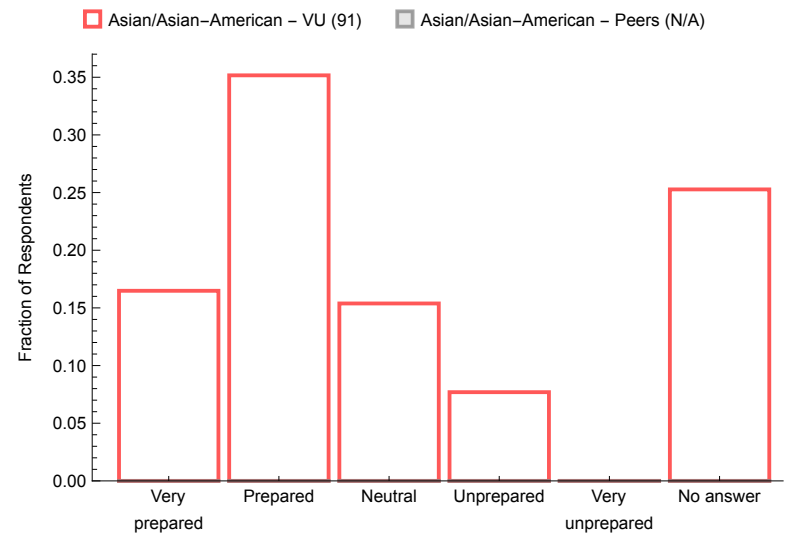
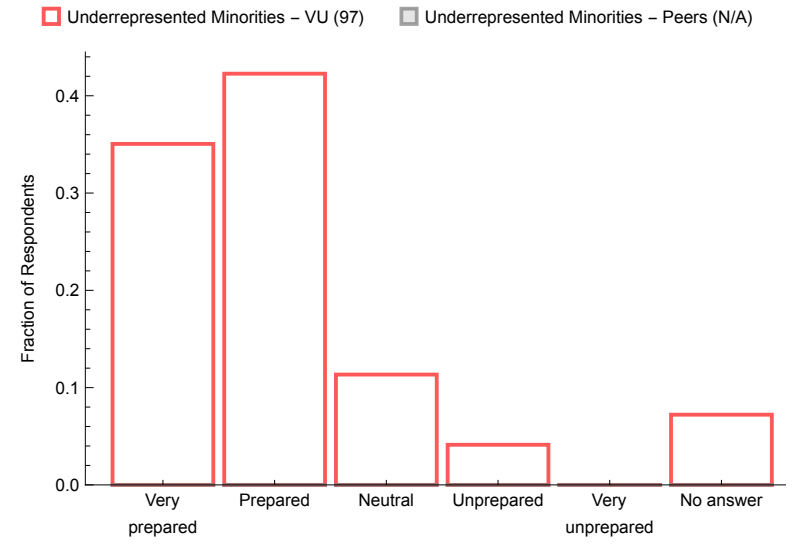
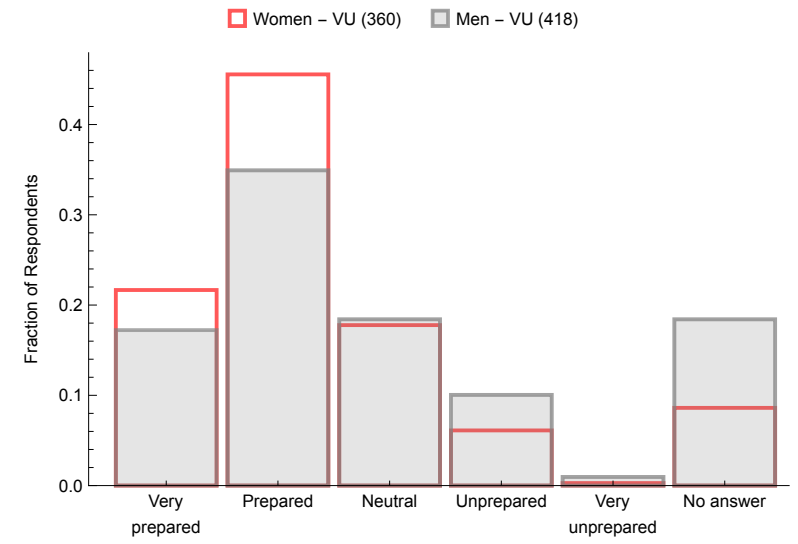
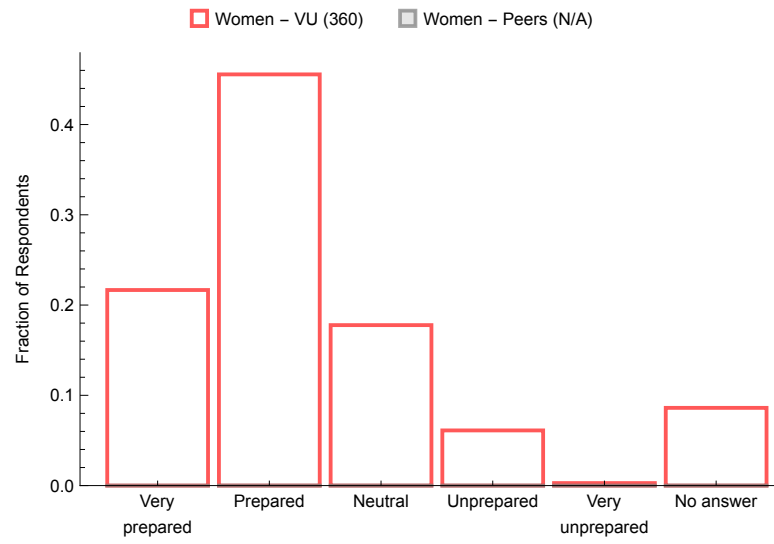
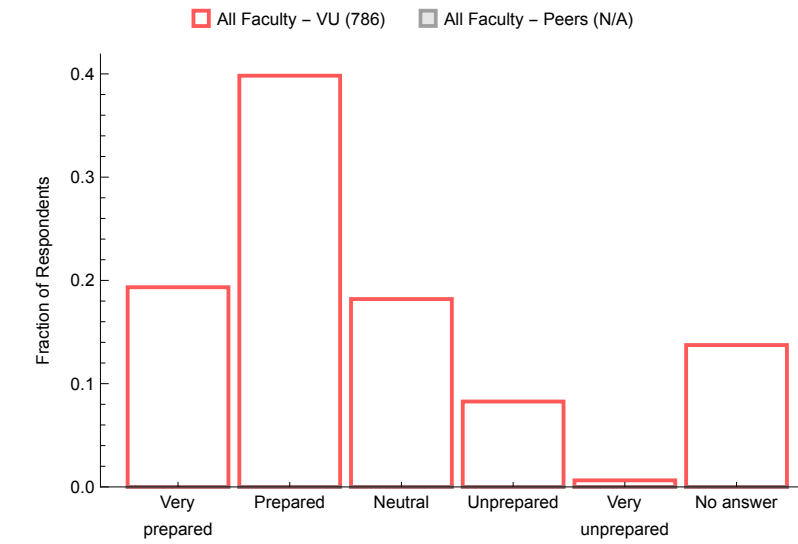




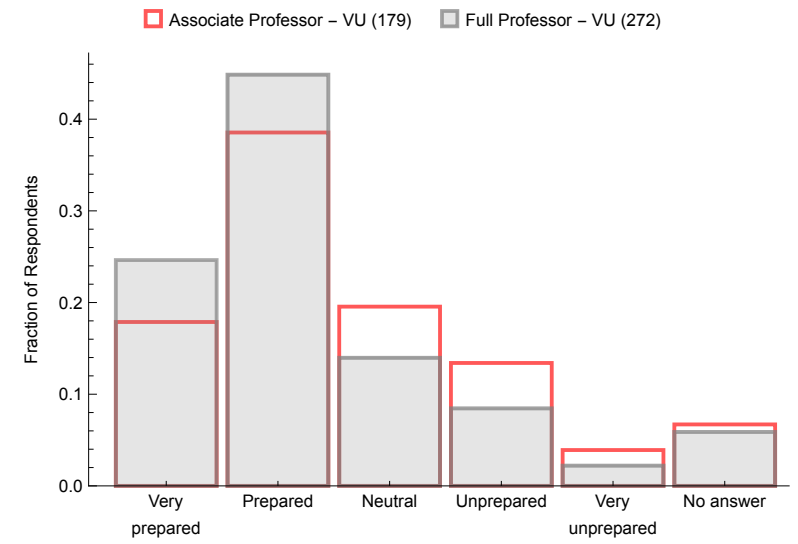
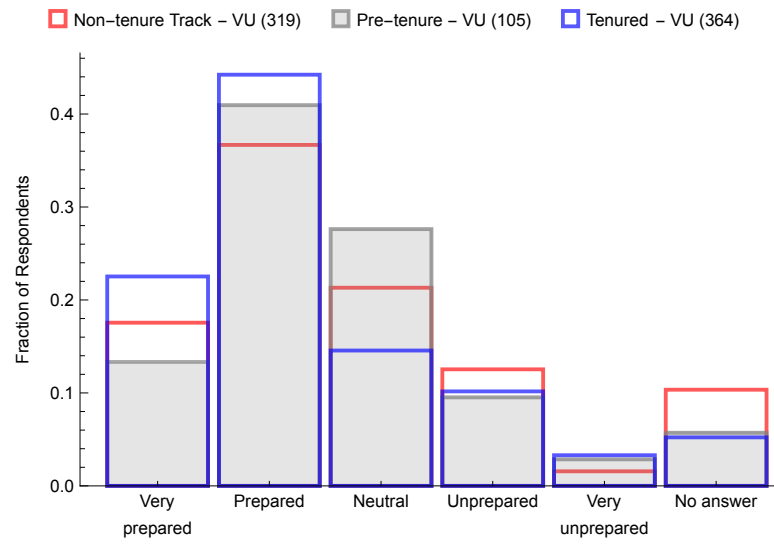
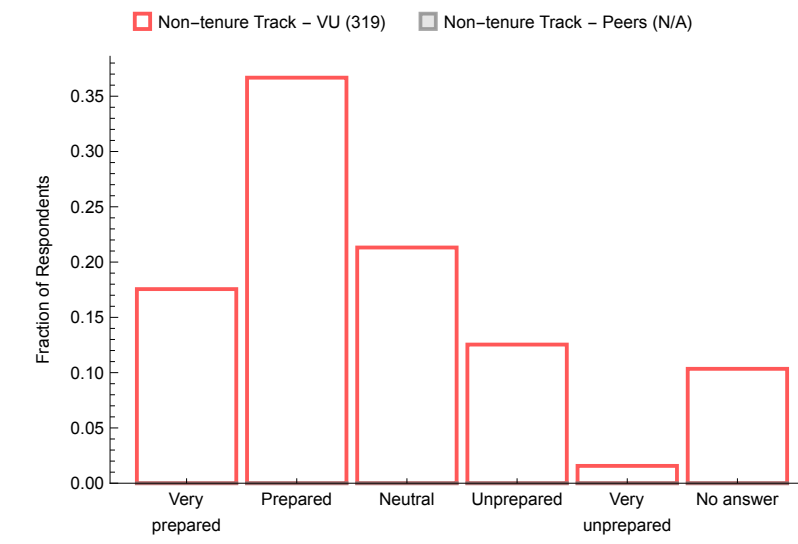
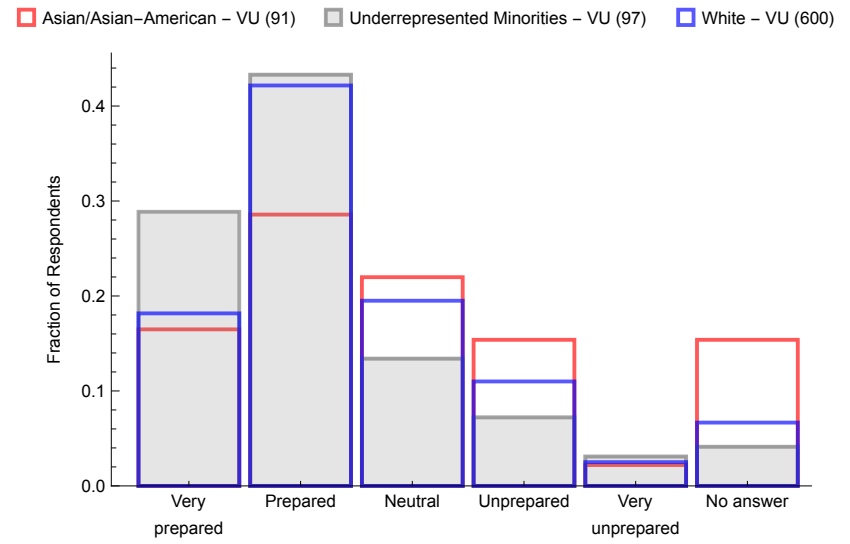
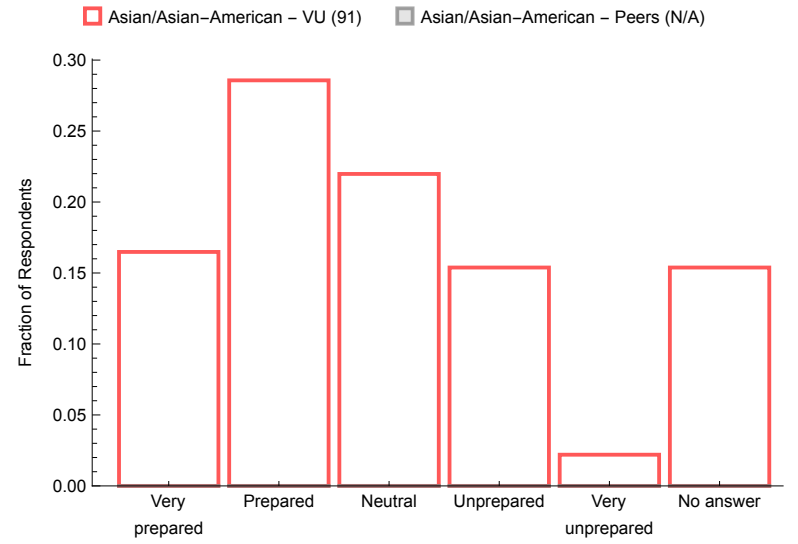
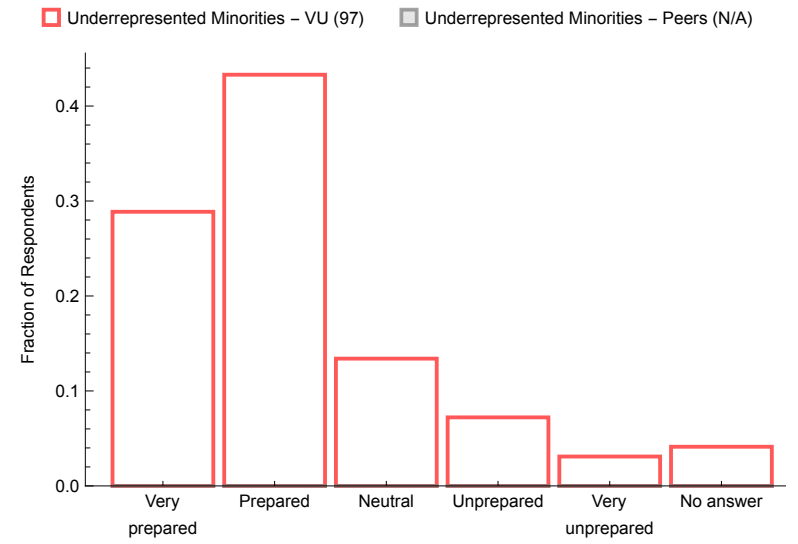
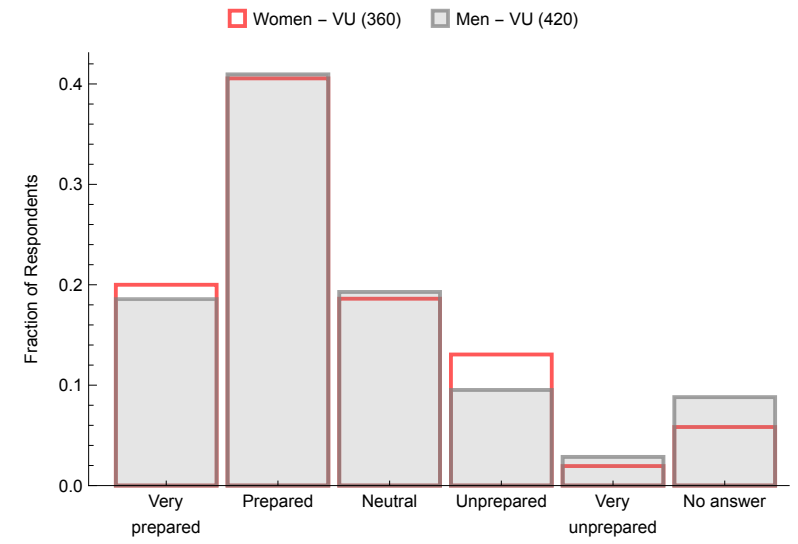
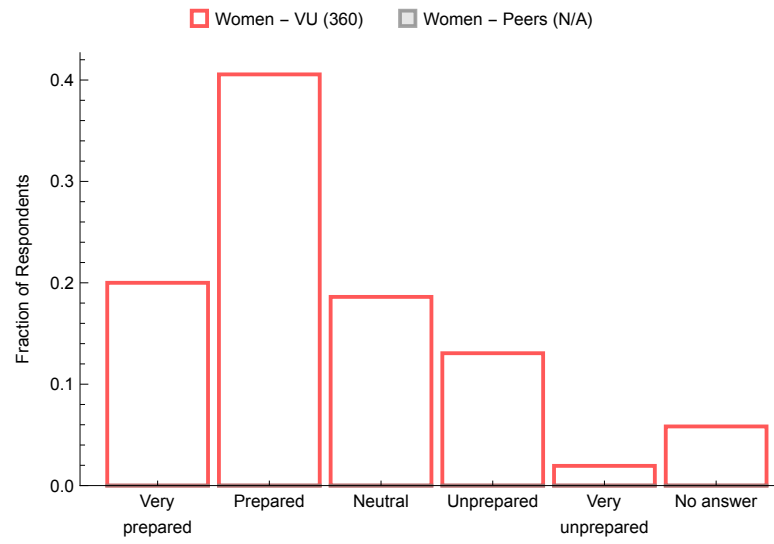
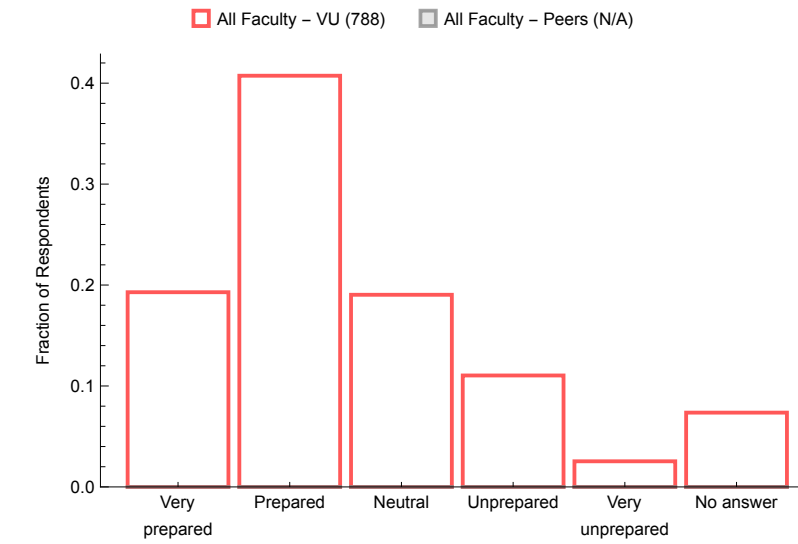
feel to create a classroom or laboratory environment where students feel safe to disagree?



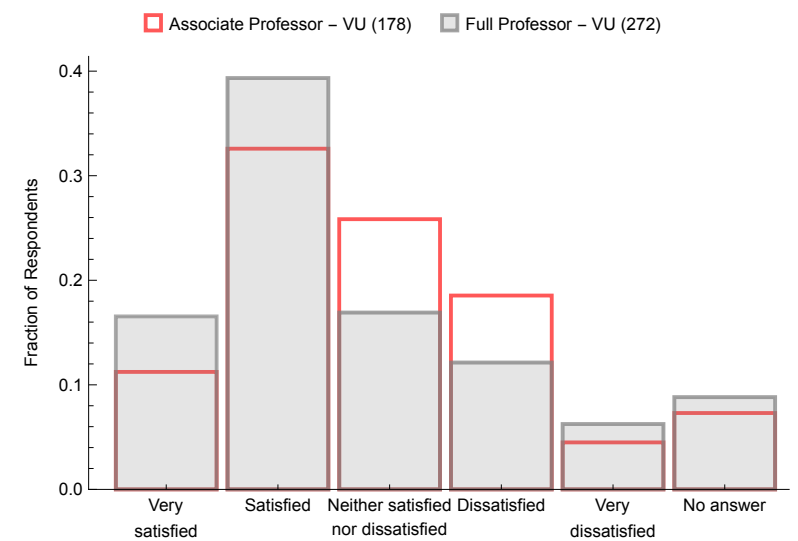
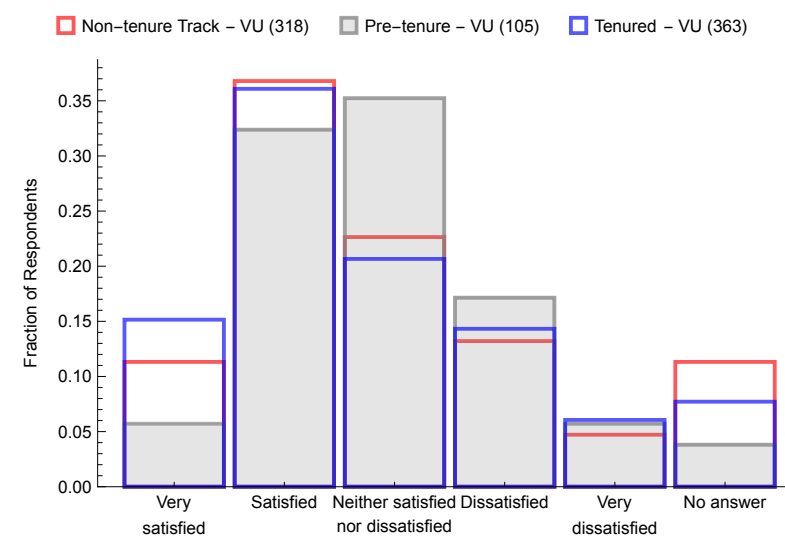
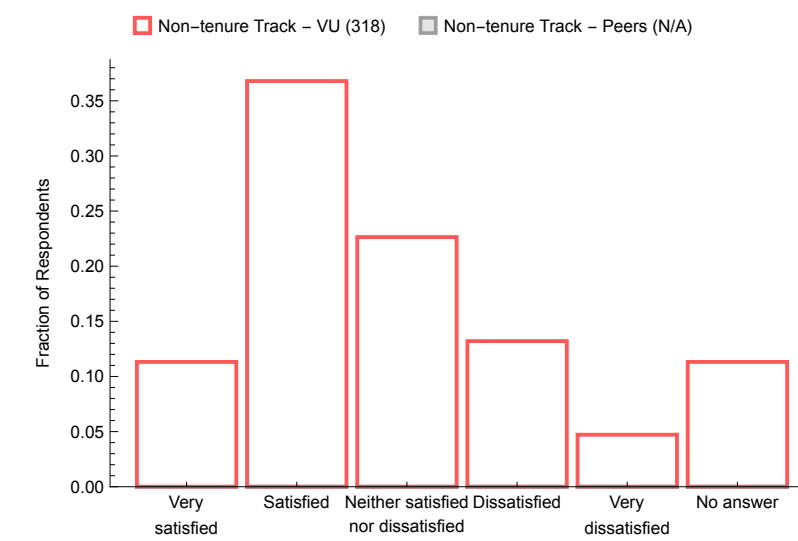
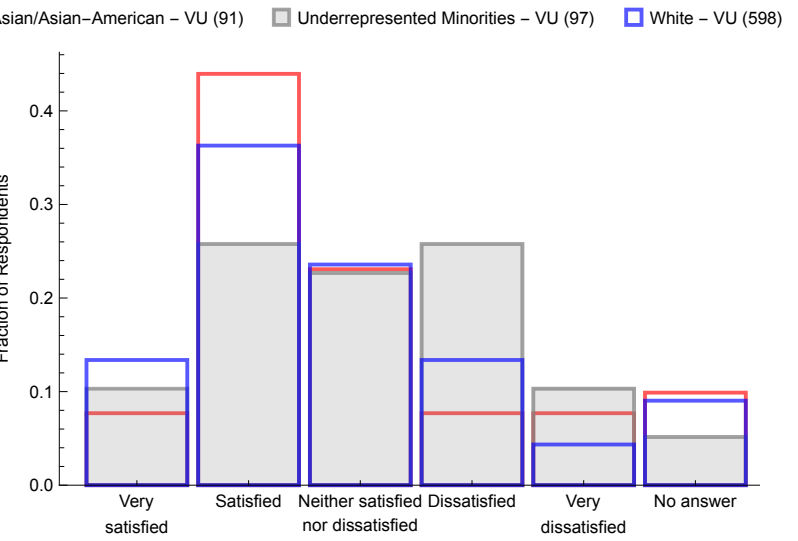
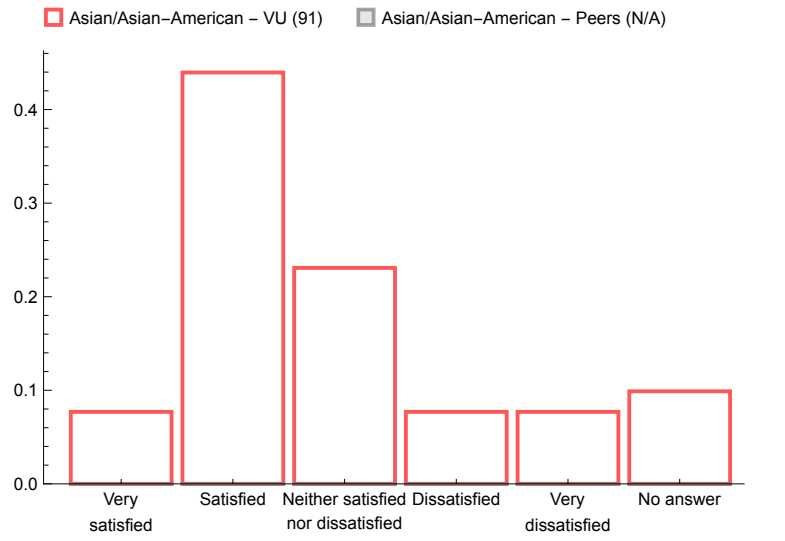
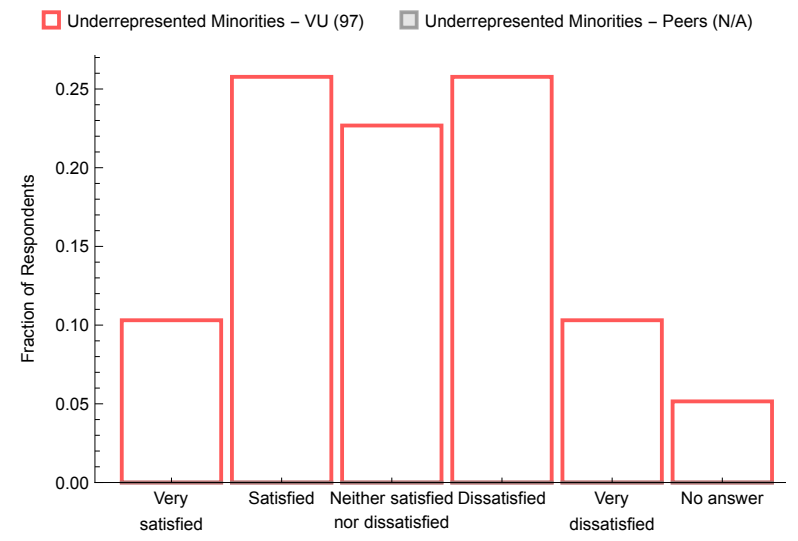
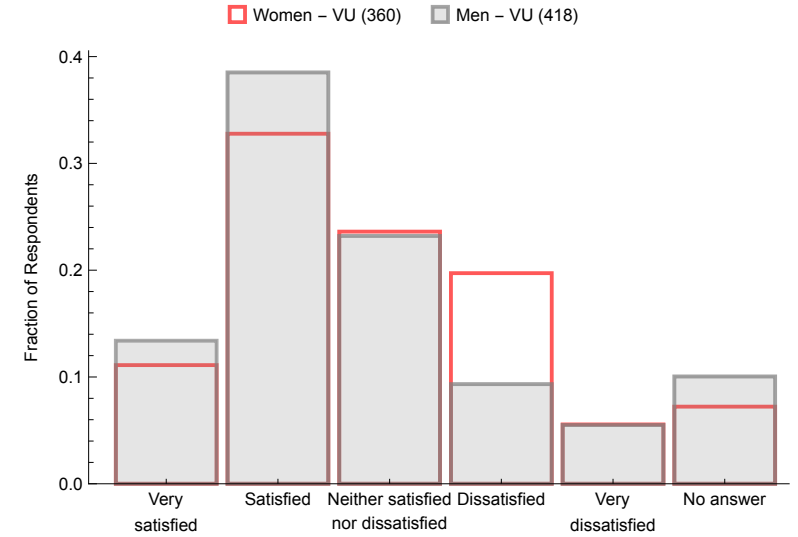
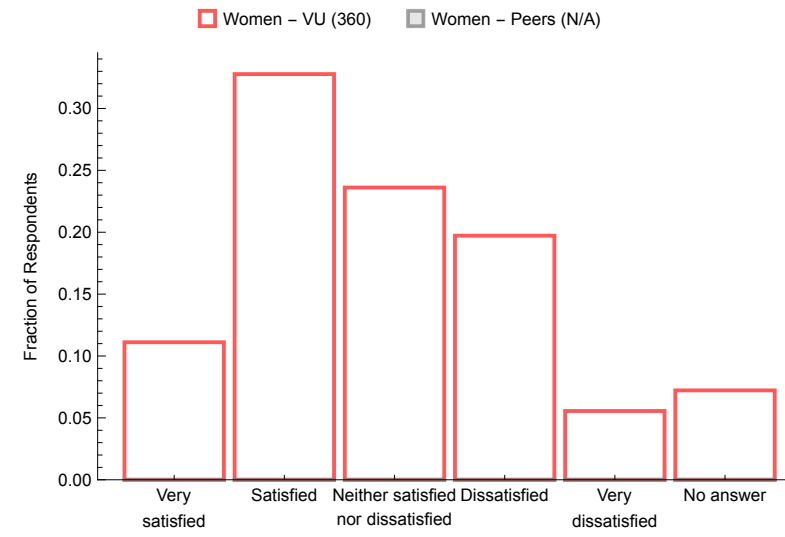
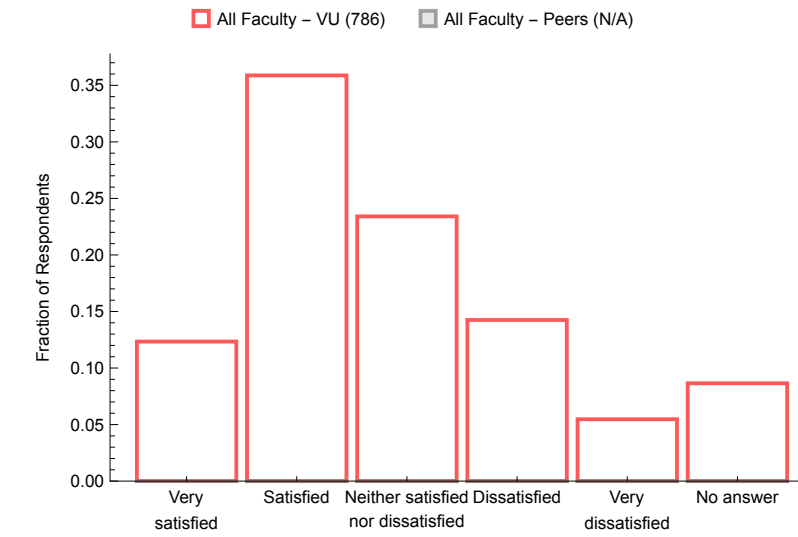
Custom Questions | Custom Questions | How prepared do you feel to develop courses/curricula that reflect the experiences of a diverse audience?



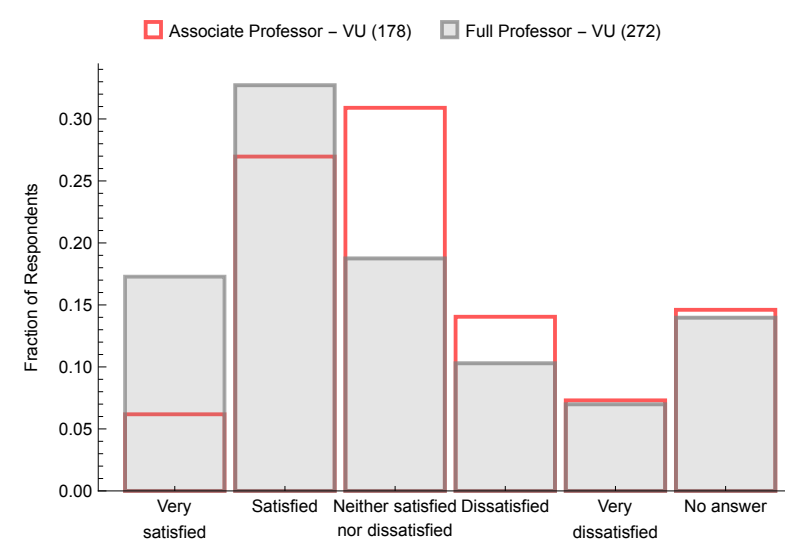
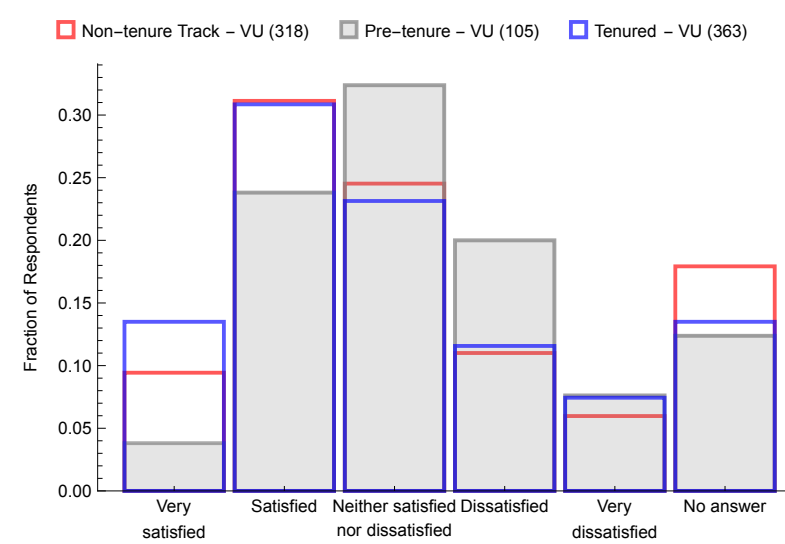
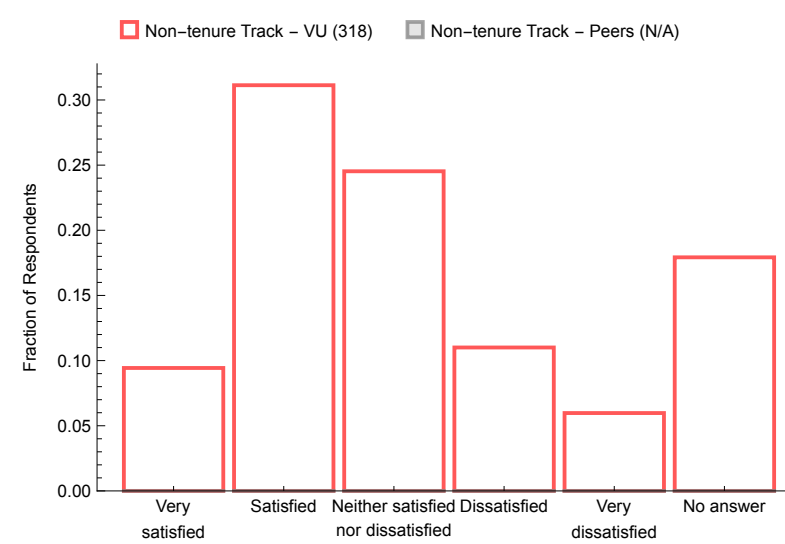
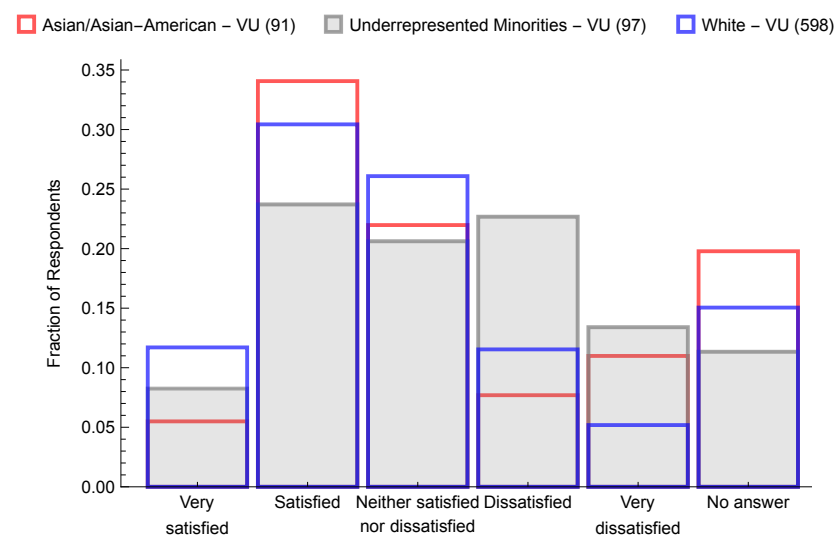
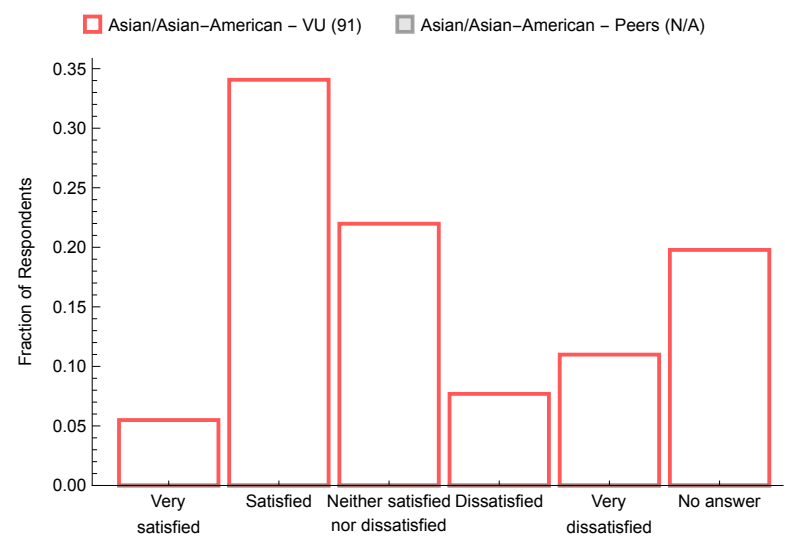
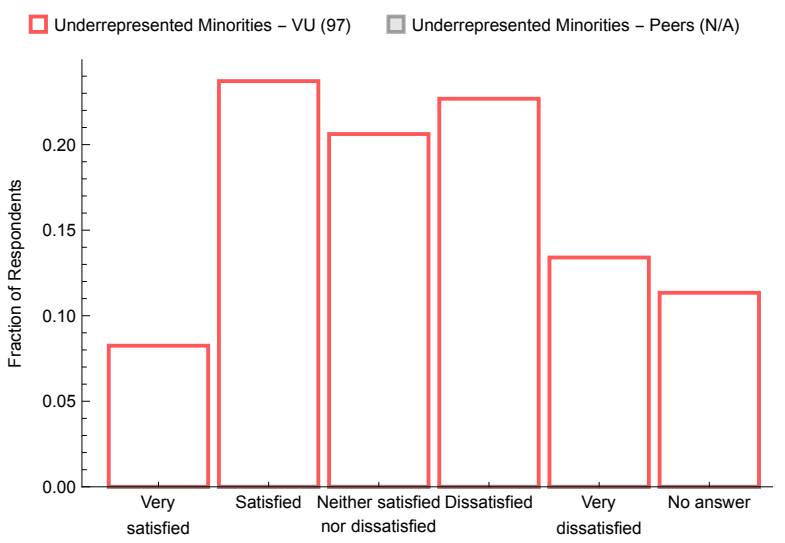
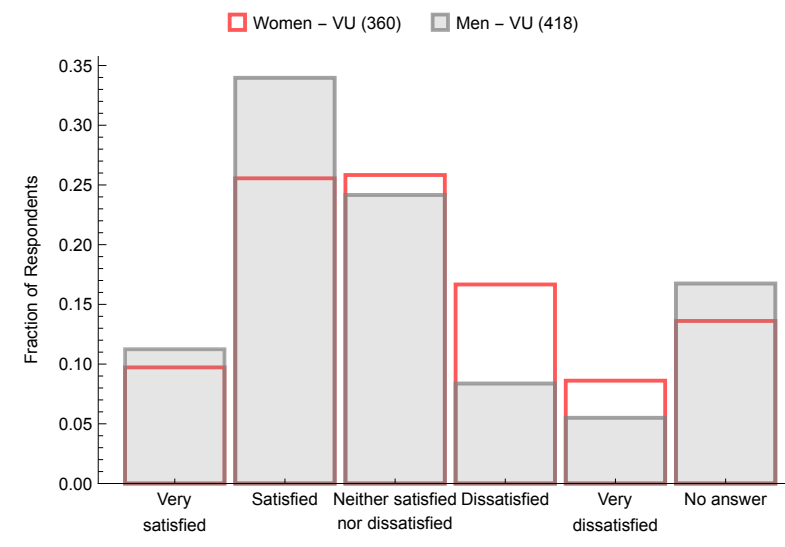
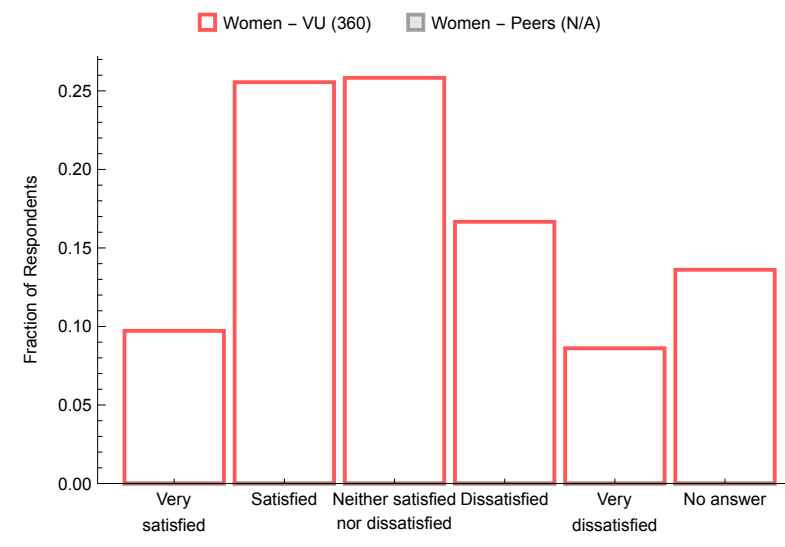
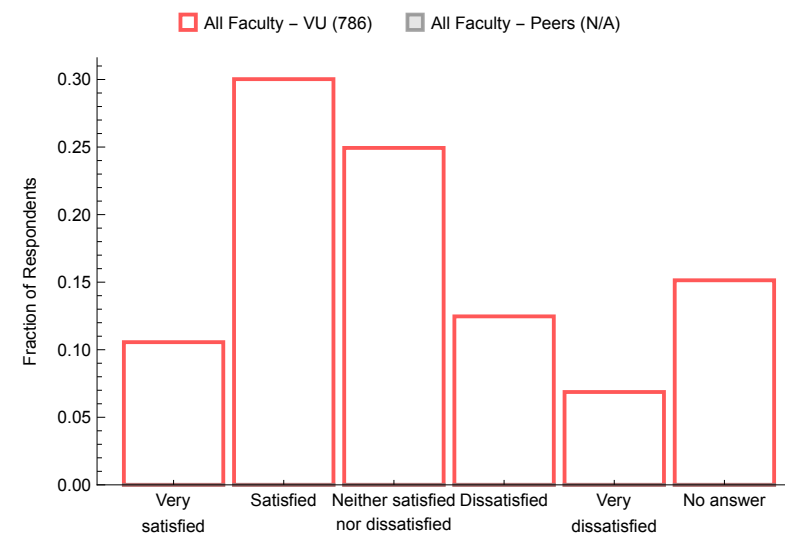
Custom Questions | Custom Questions | How prepared do you feel to moderate discussions of controversial topics in your classes or laboratories?

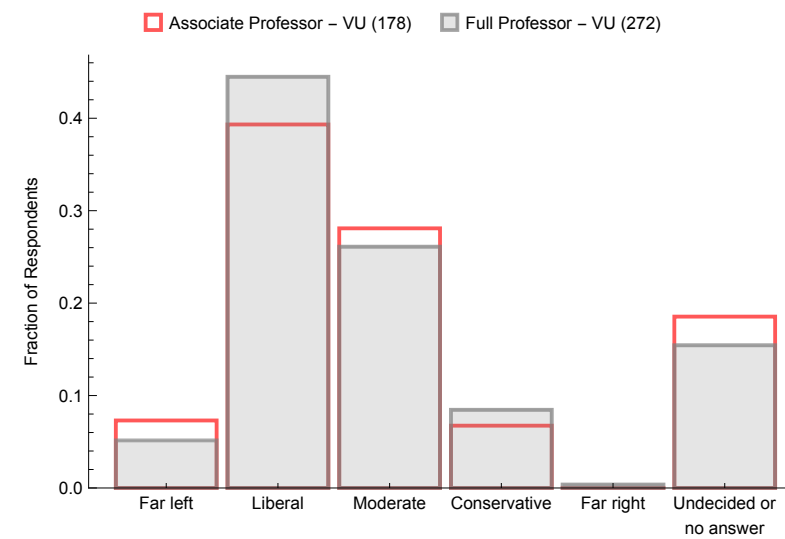
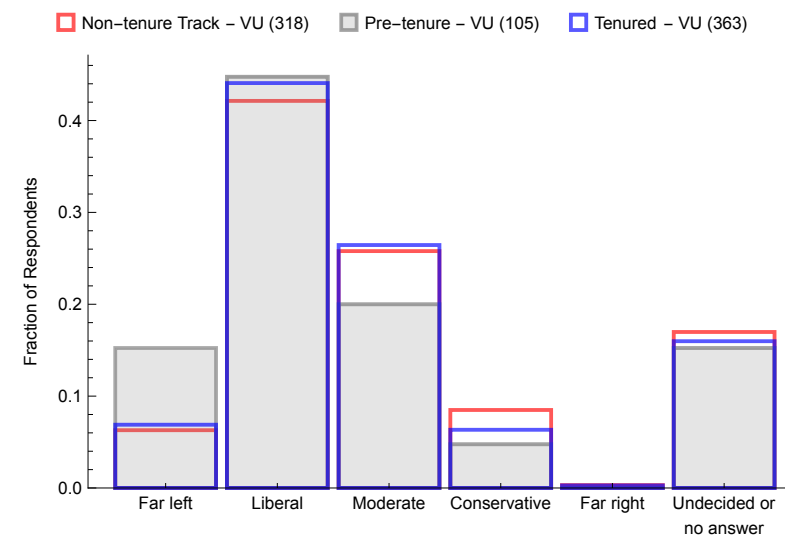
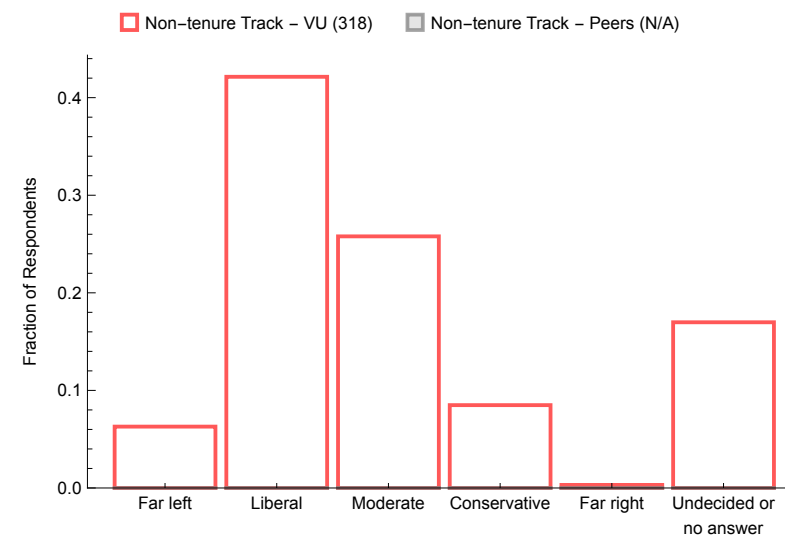
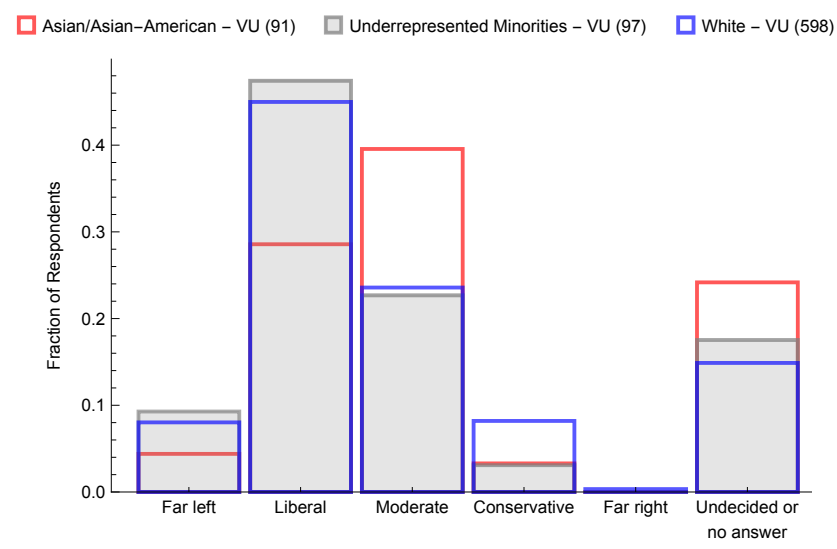
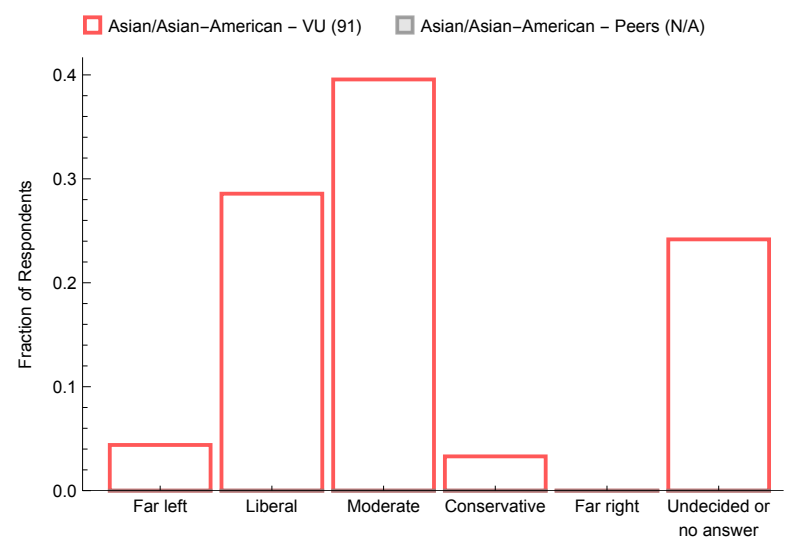
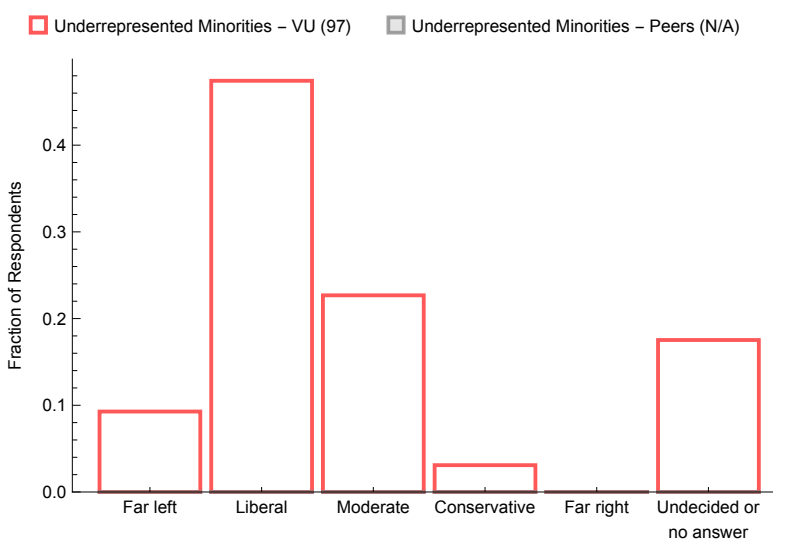
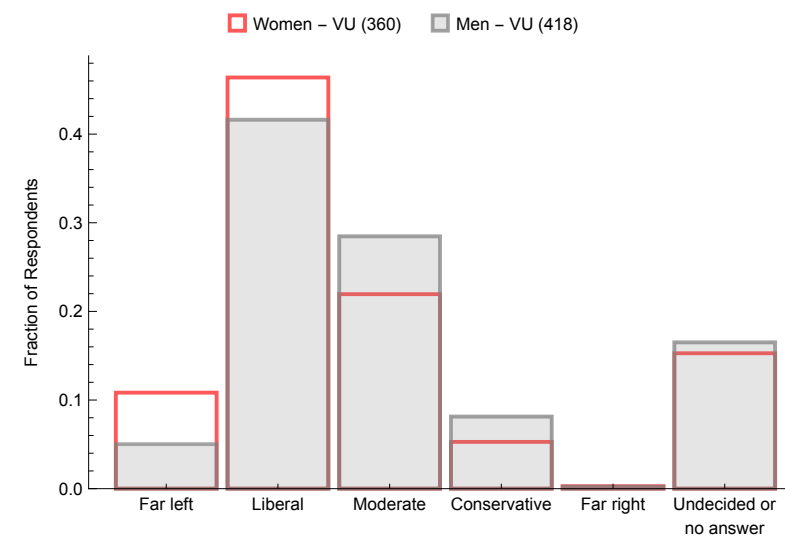
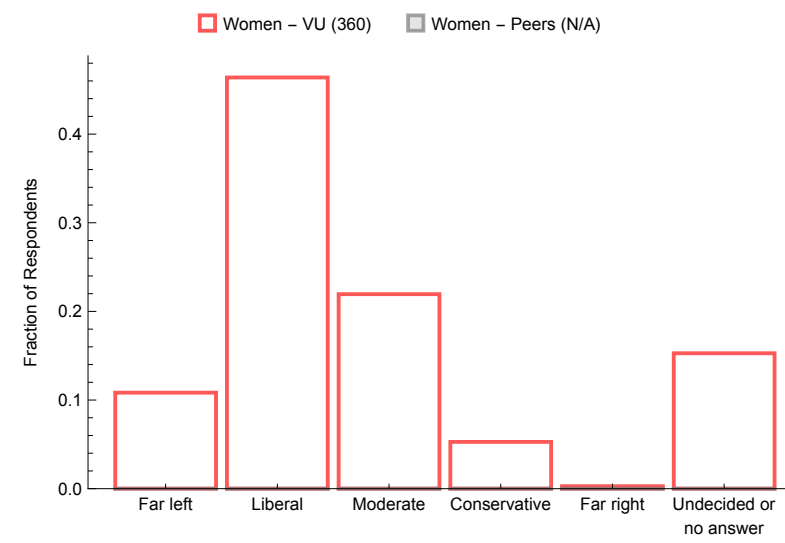
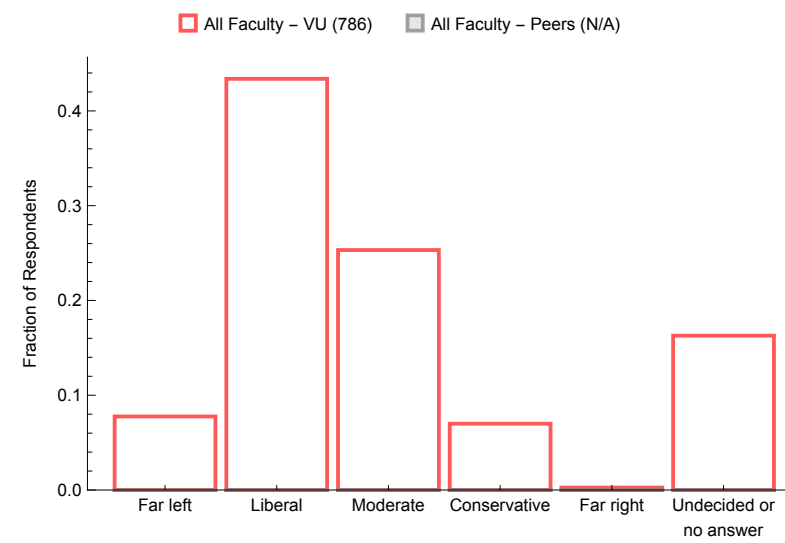


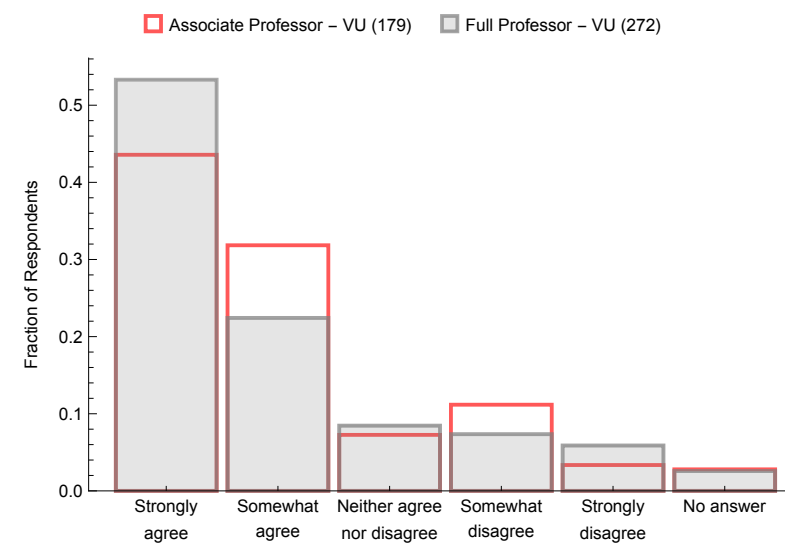
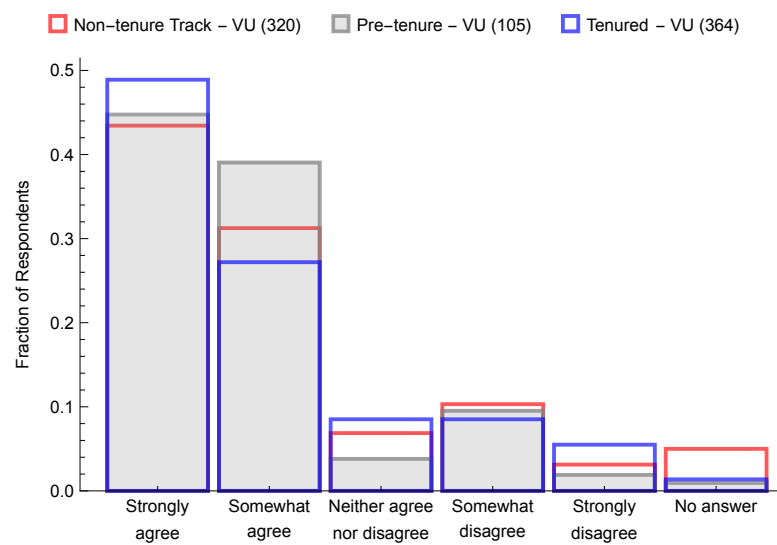
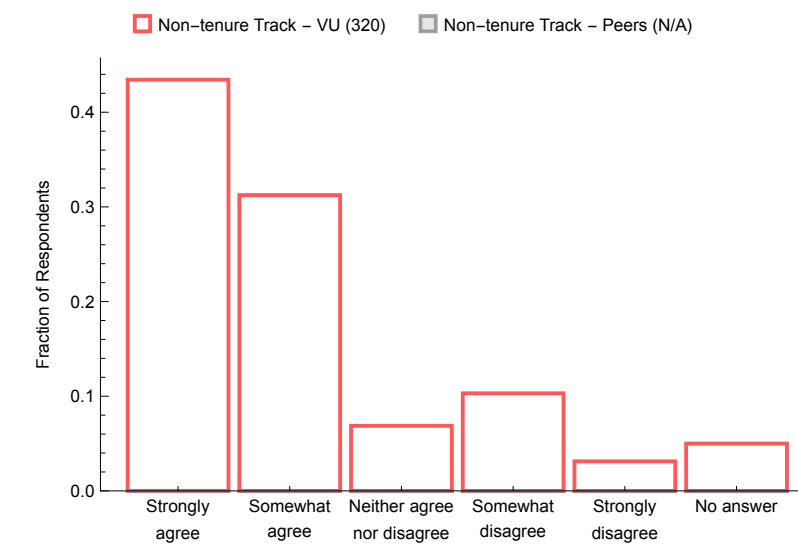
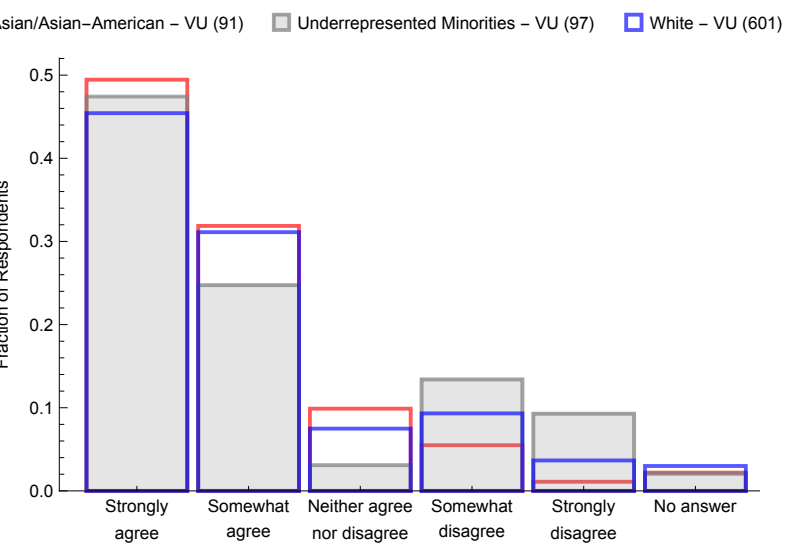
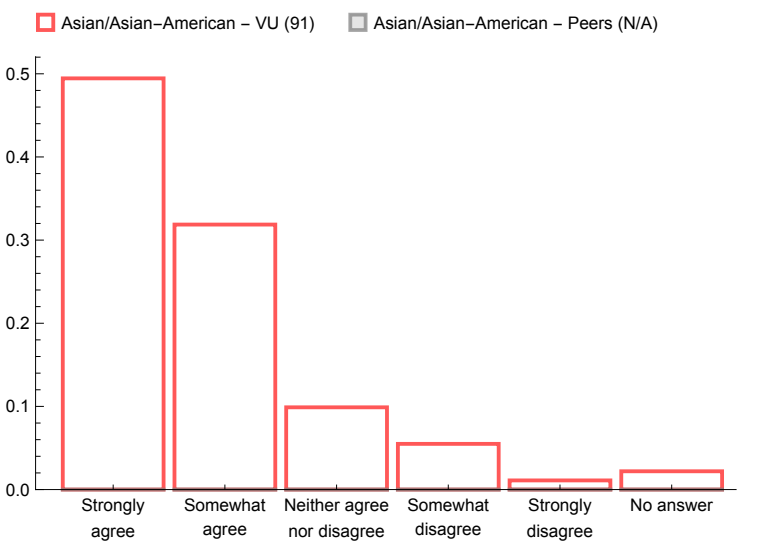
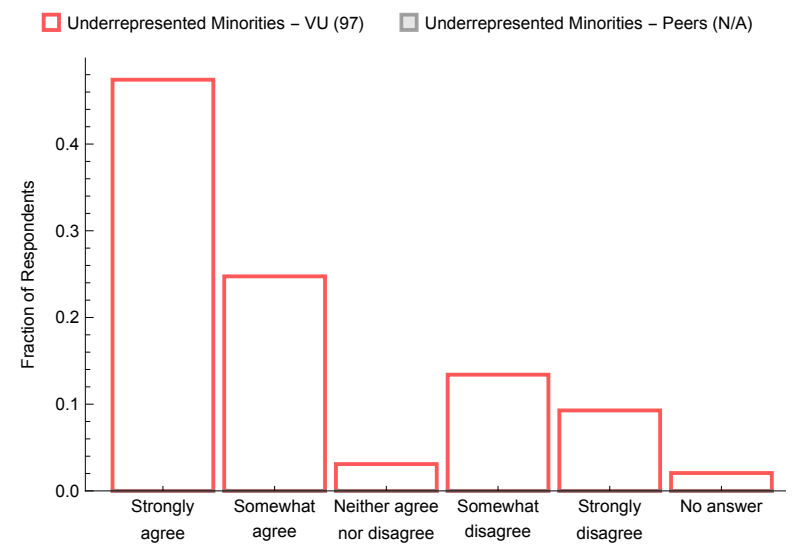
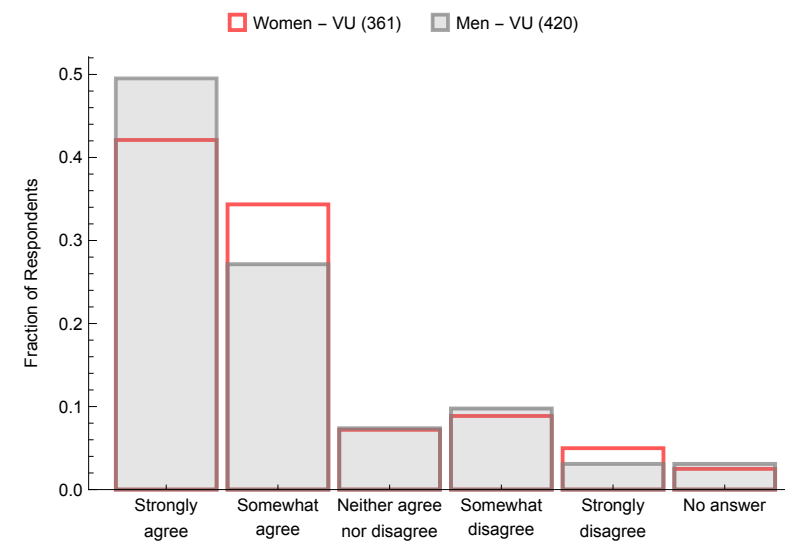
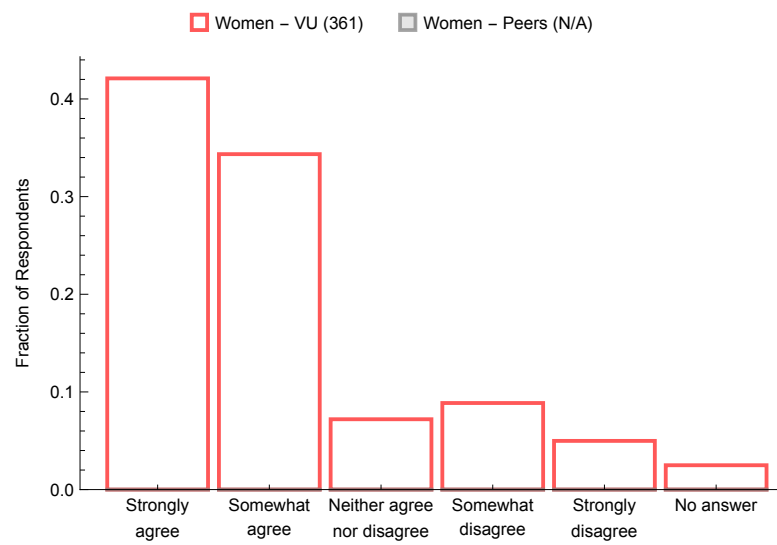
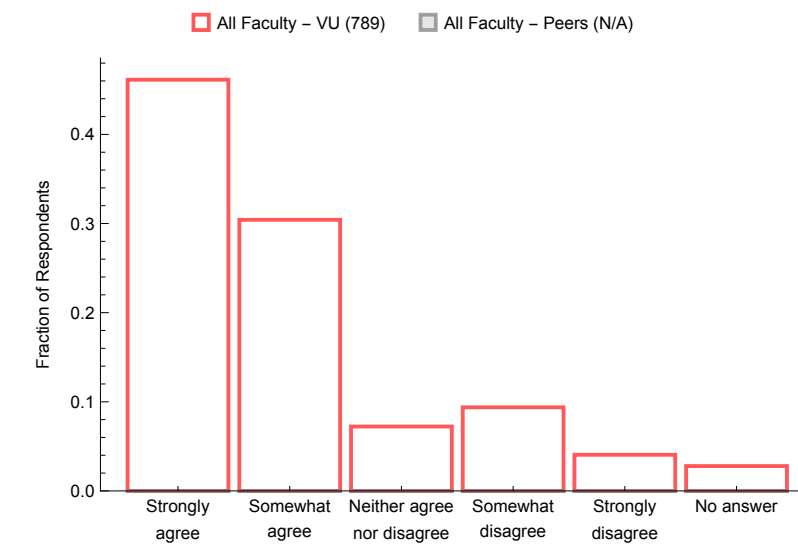
Custom Questions | Custom Questions | How satisfied are you with the university's efforts to recruit a diverse faculty?



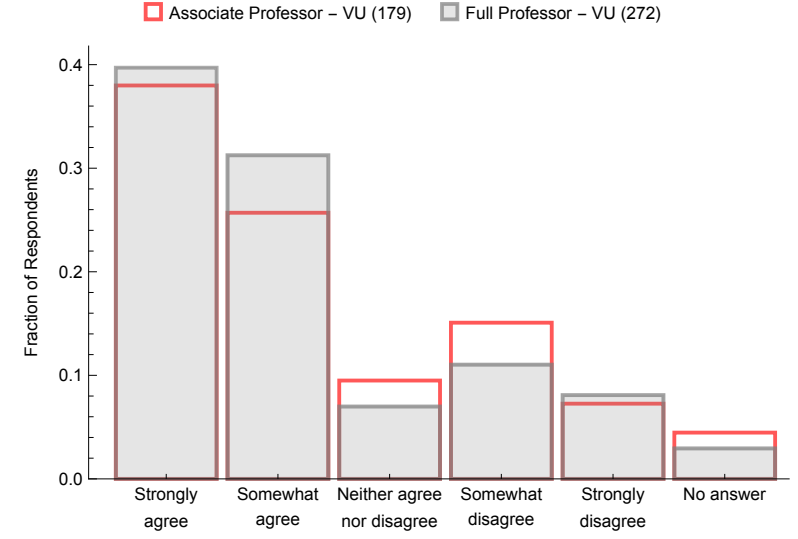
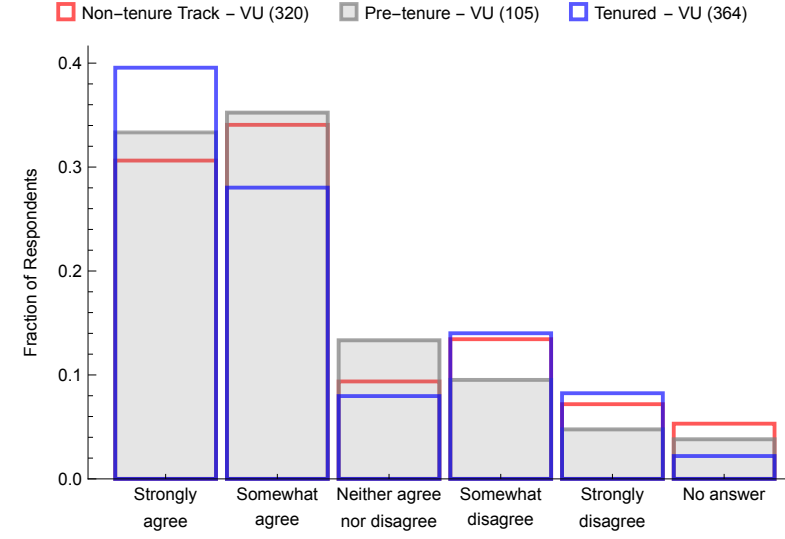
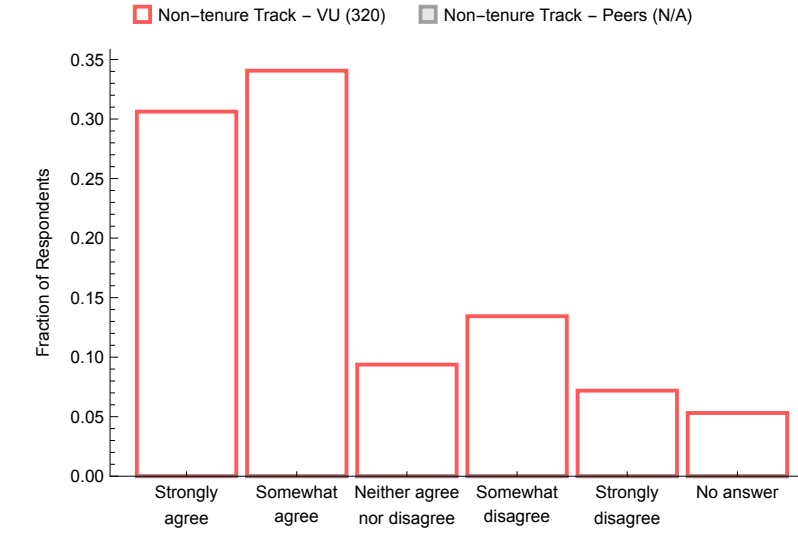
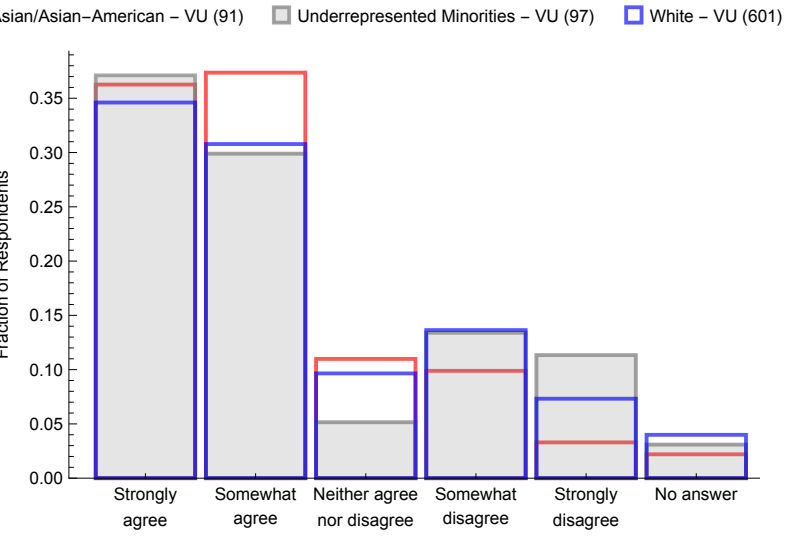
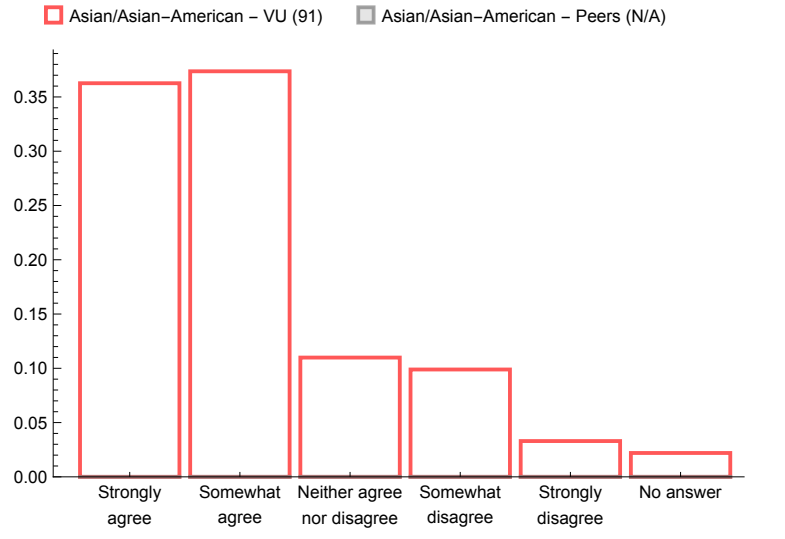
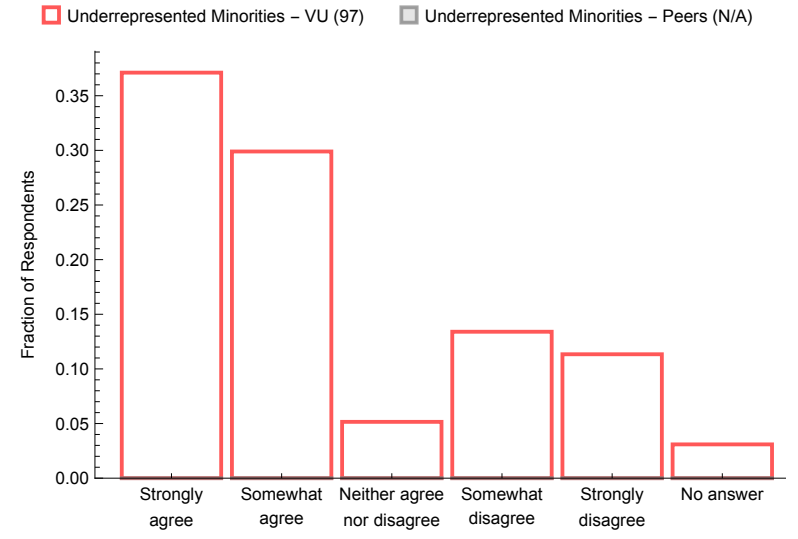
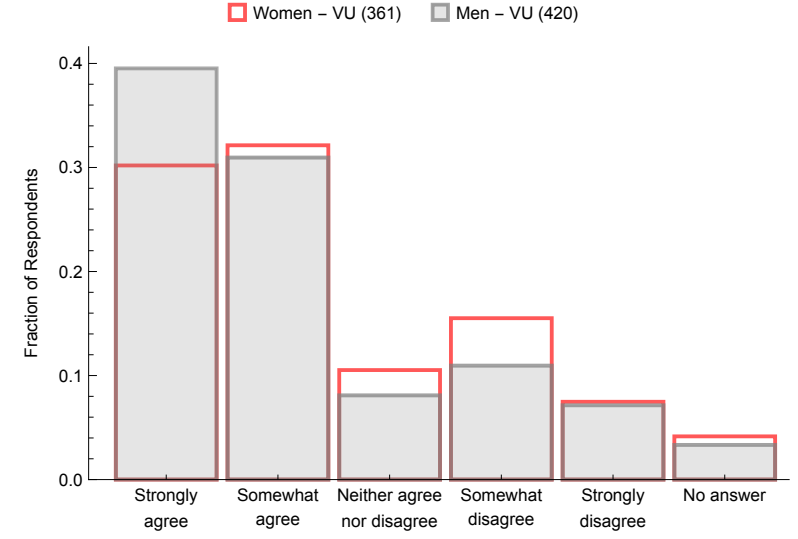
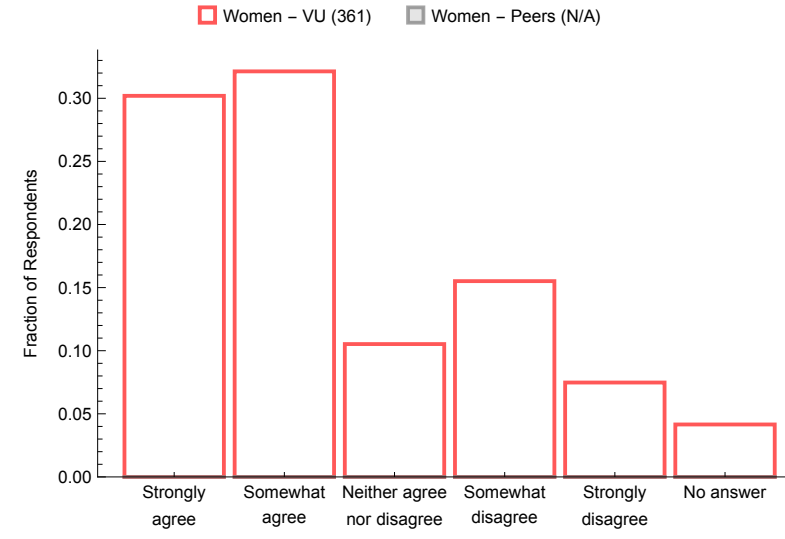
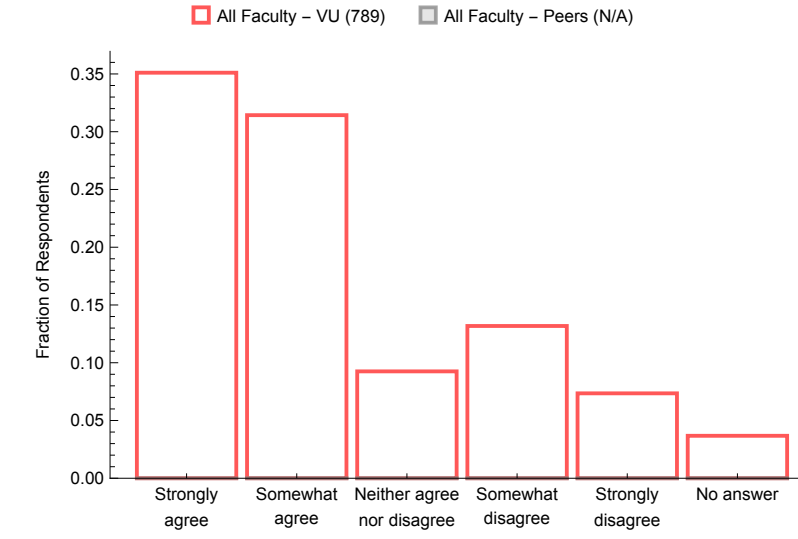
Custom Questions | Custom Questions | How satisfied are you with the university's efforts to retain a diverse faculty?

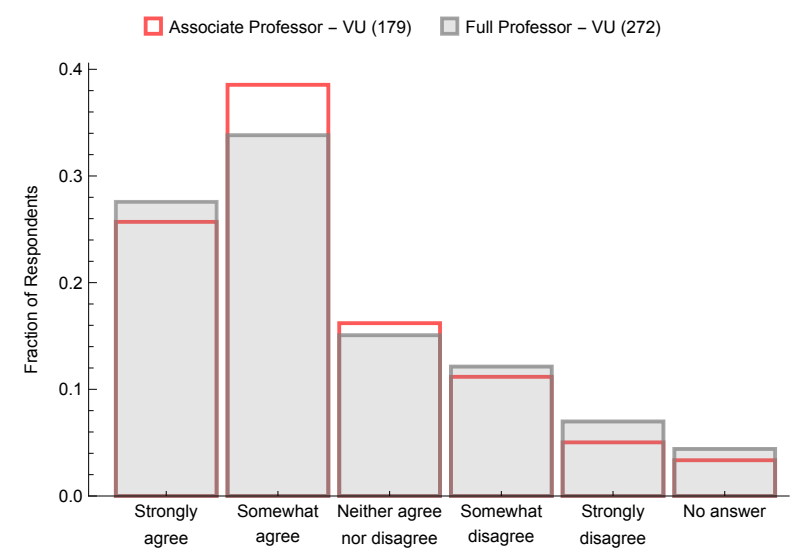
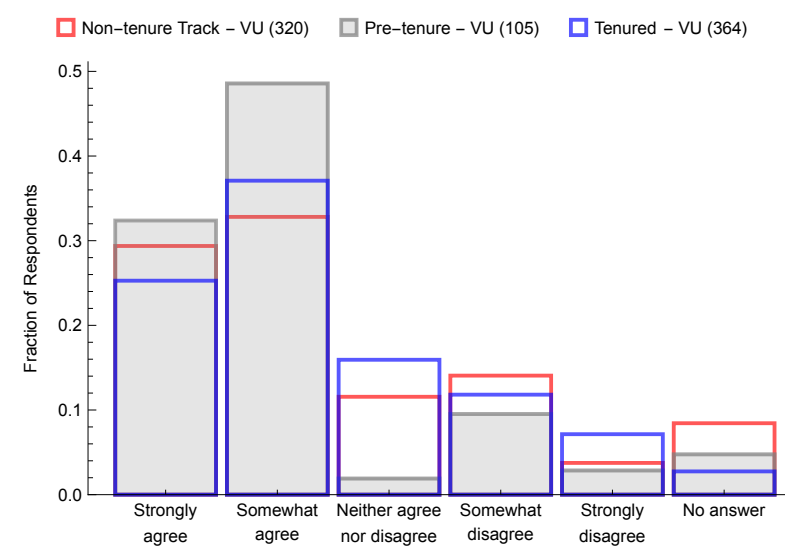
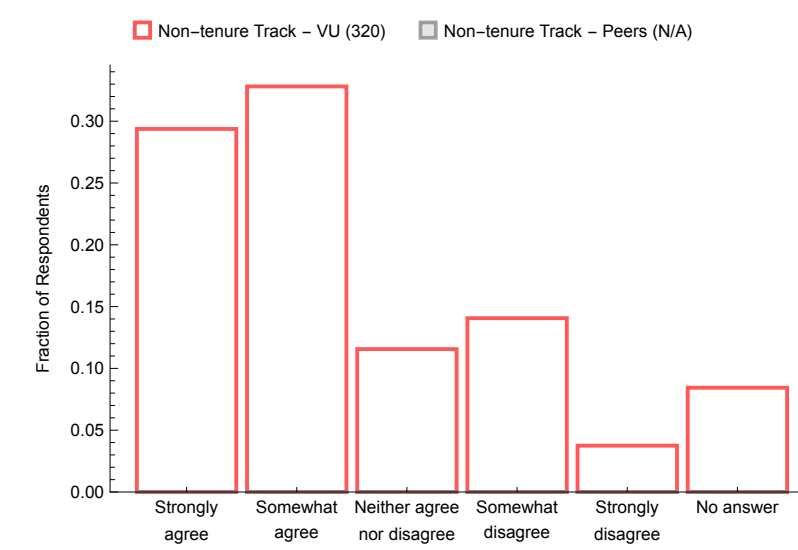
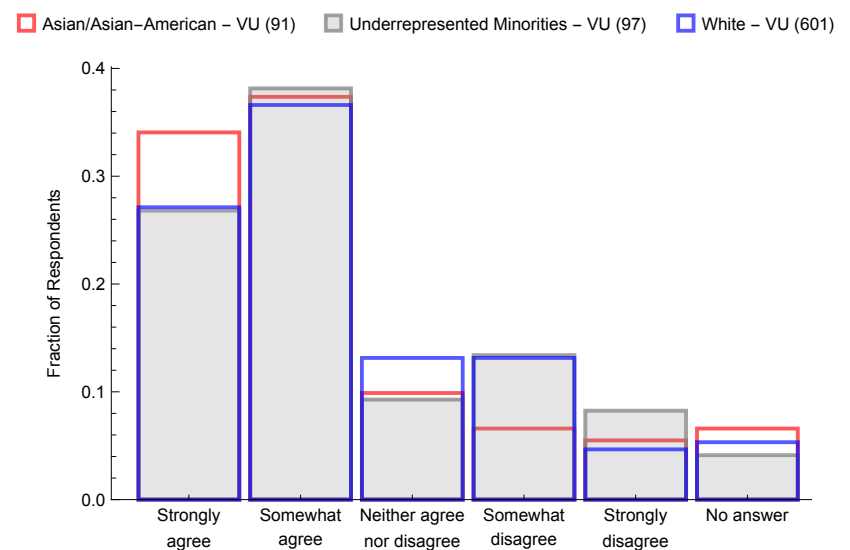
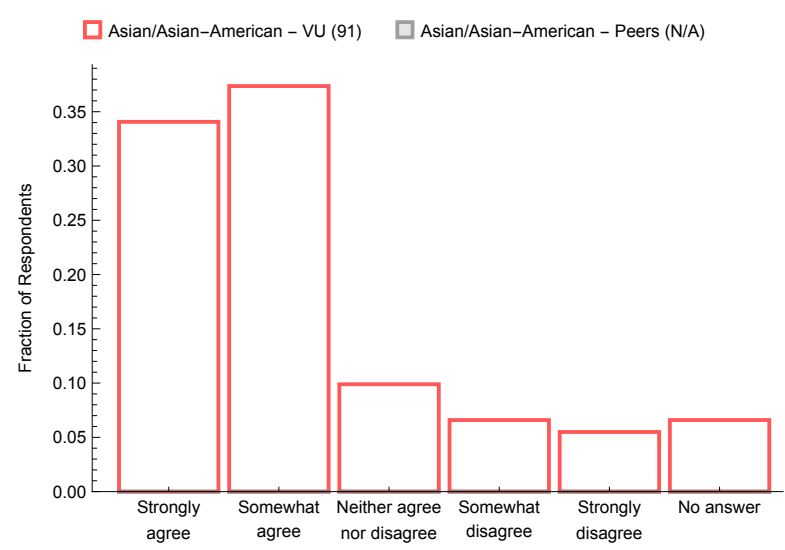
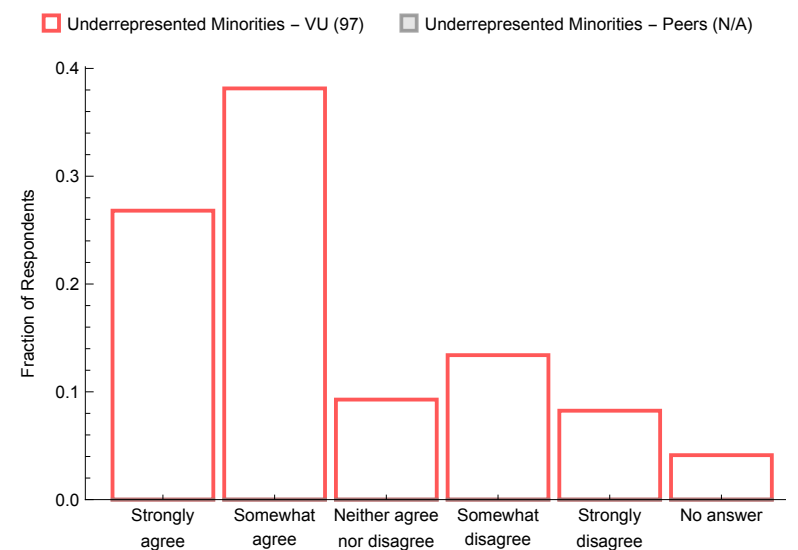
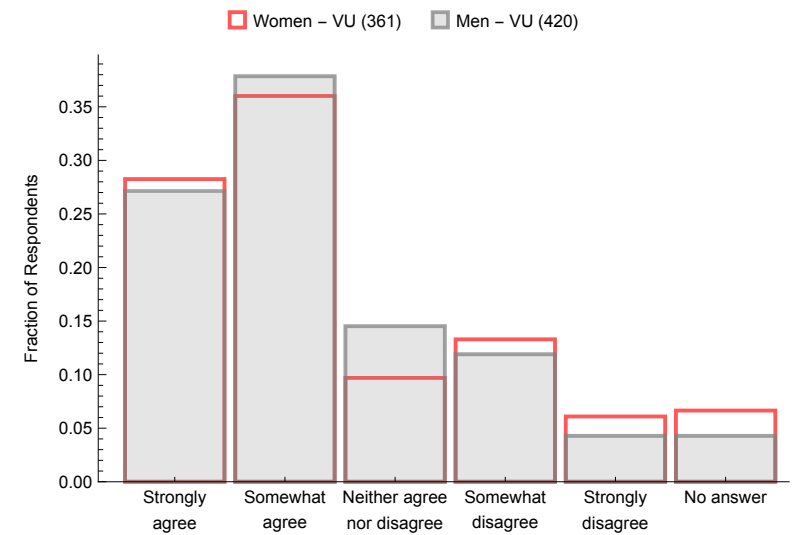
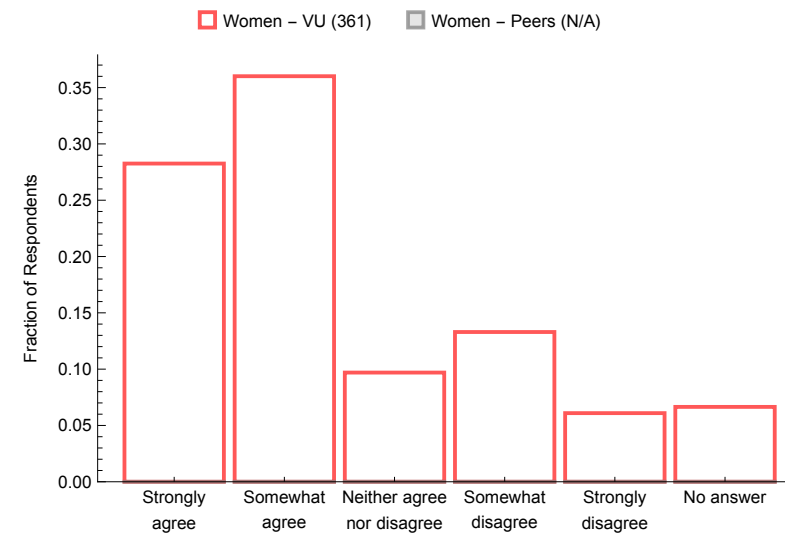
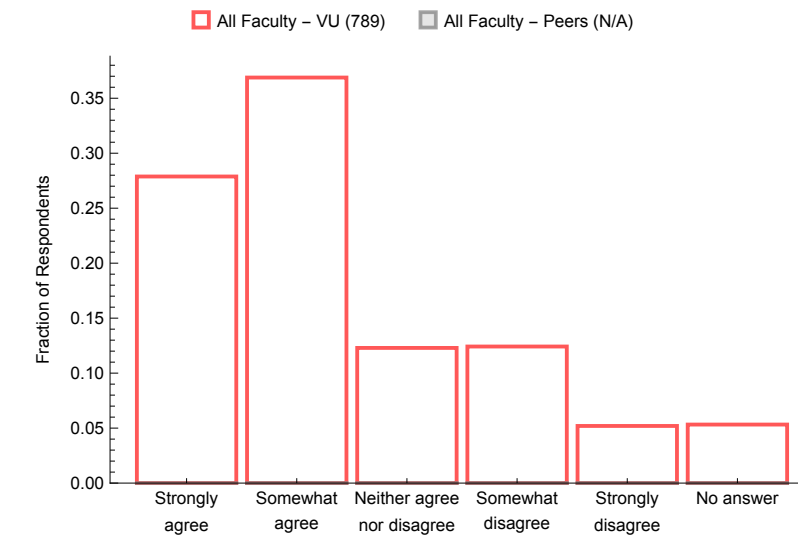


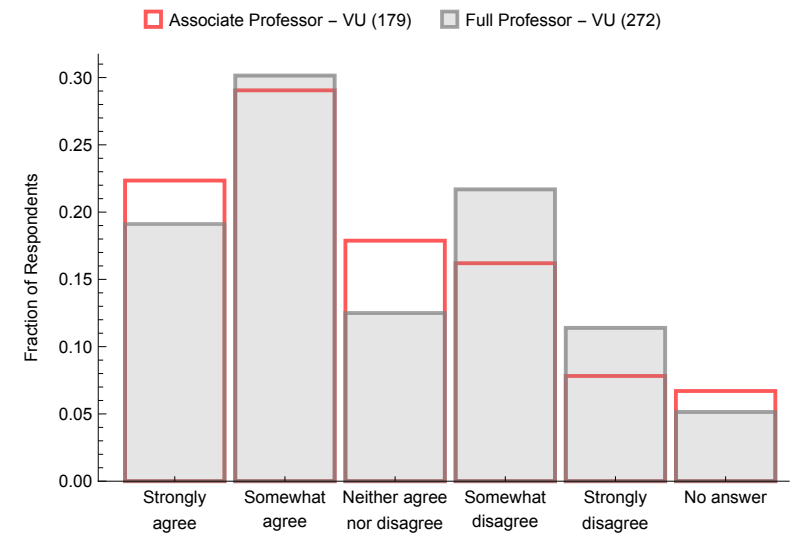
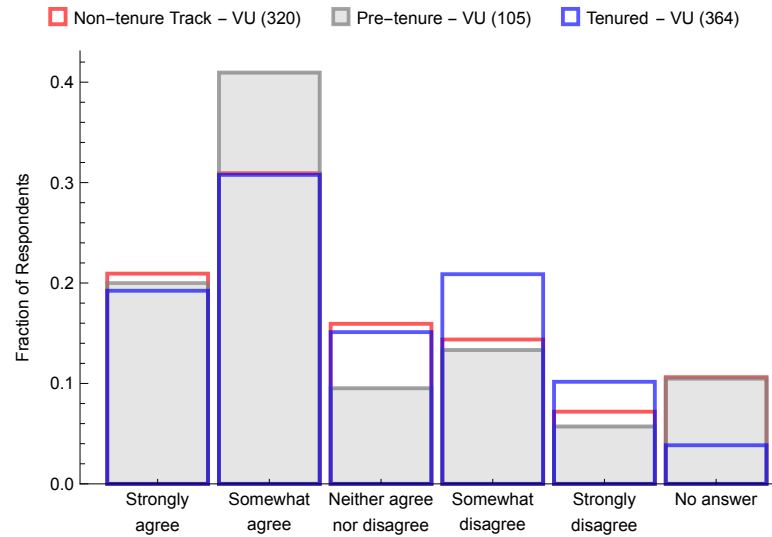
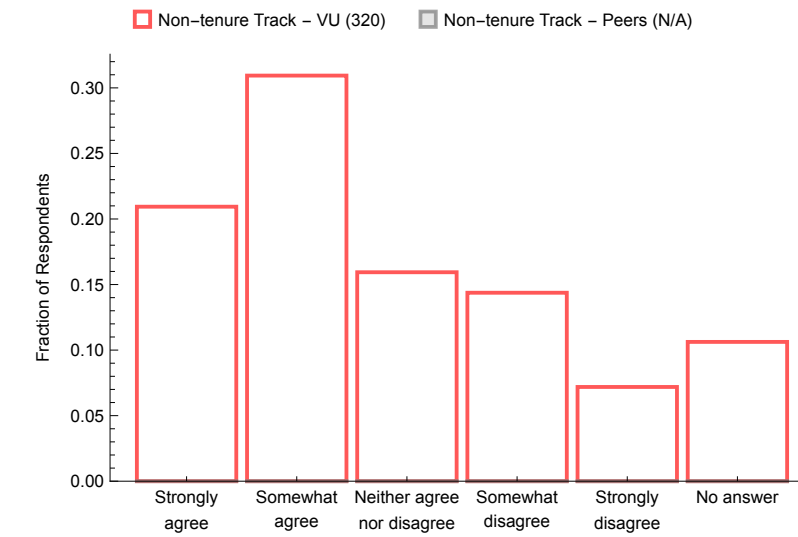
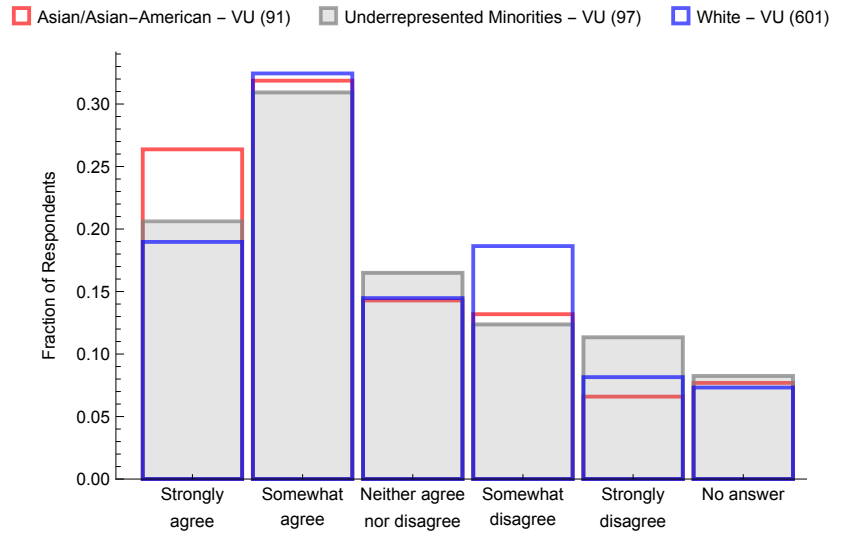
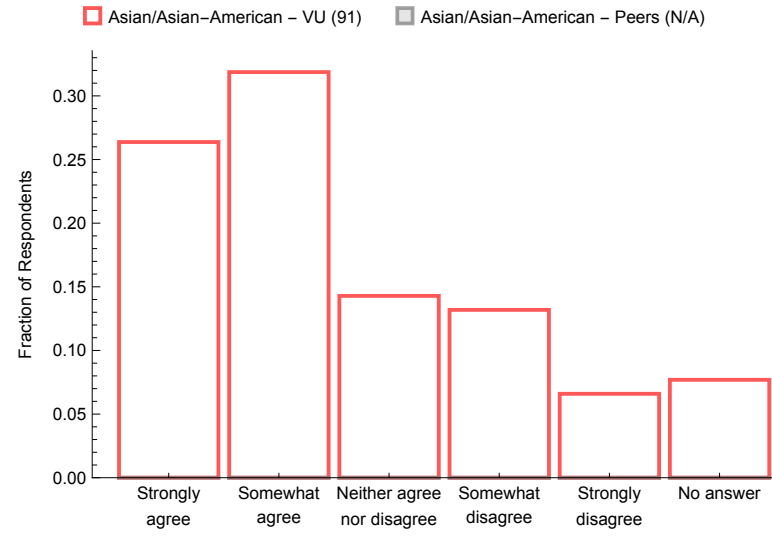
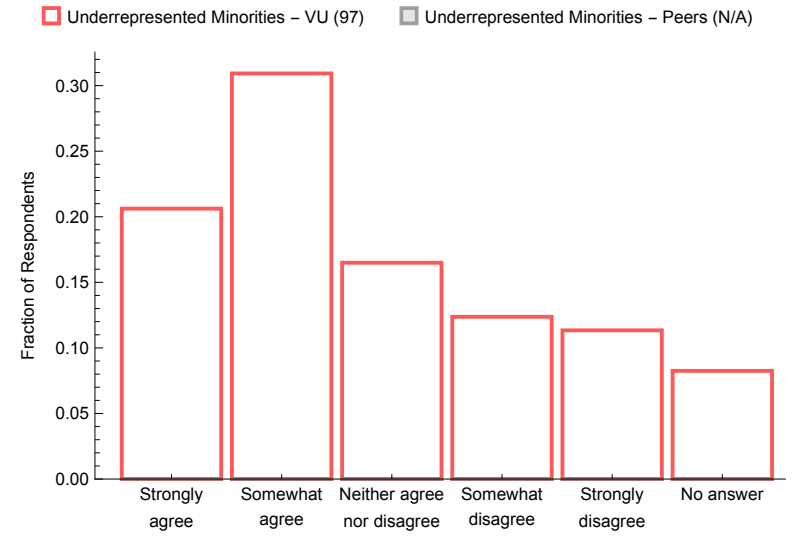
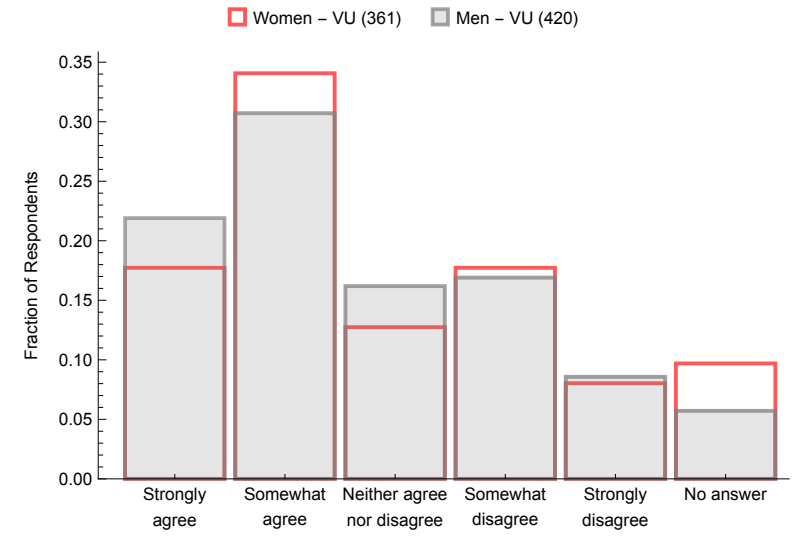
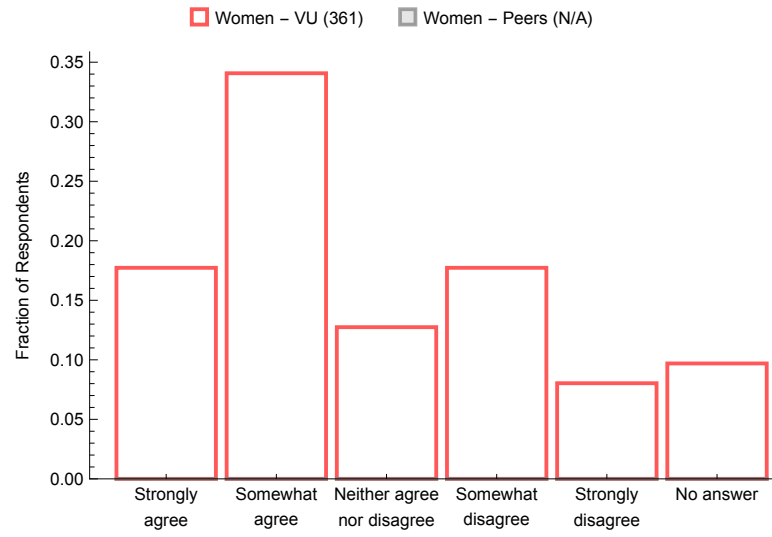
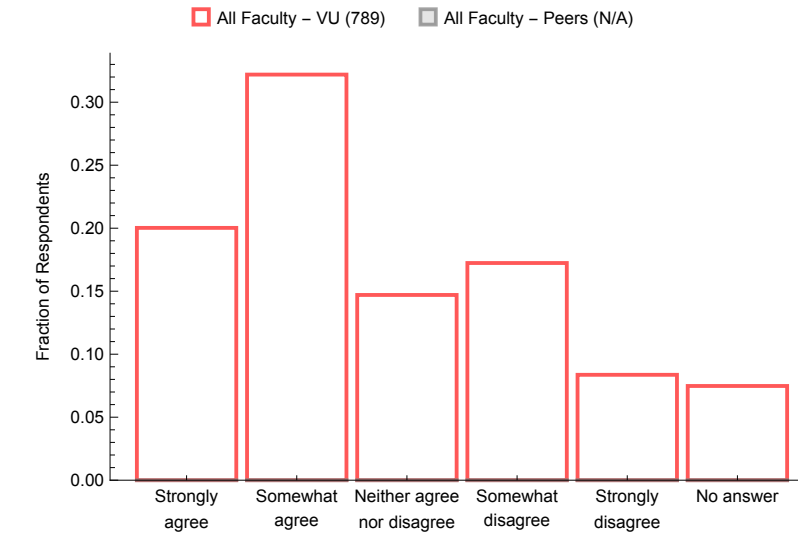


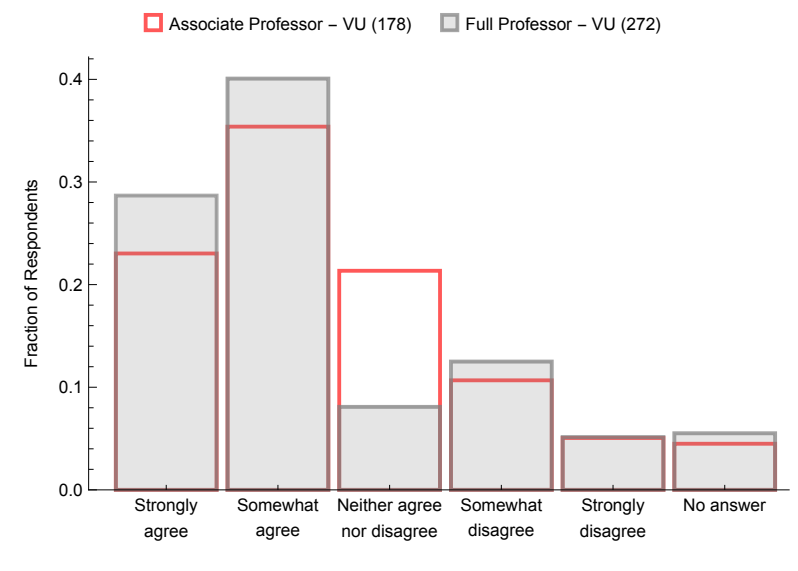
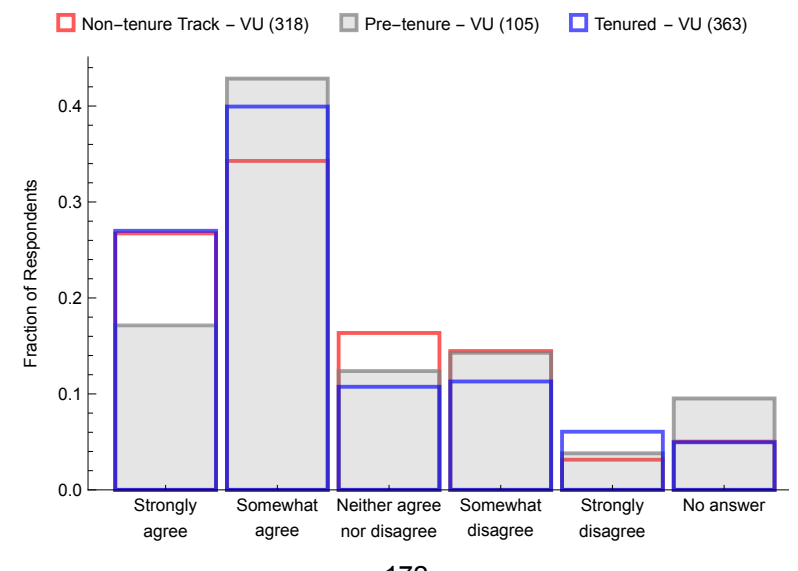
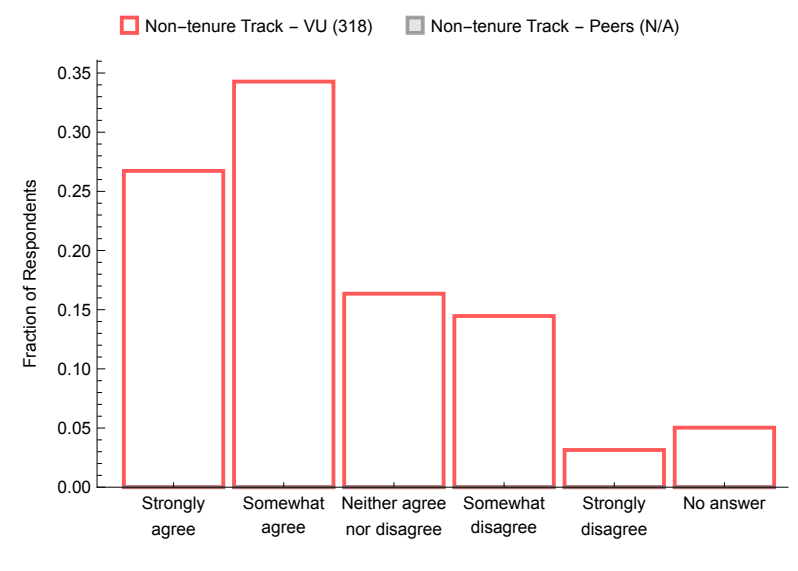
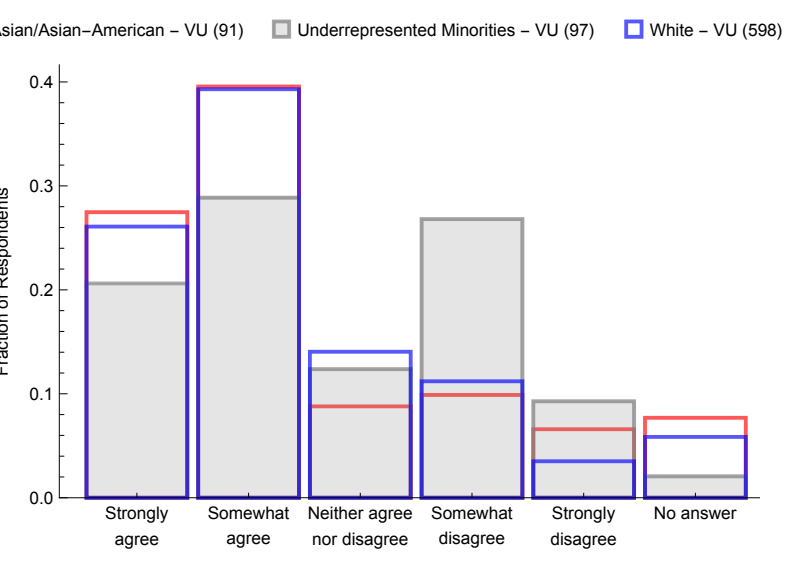
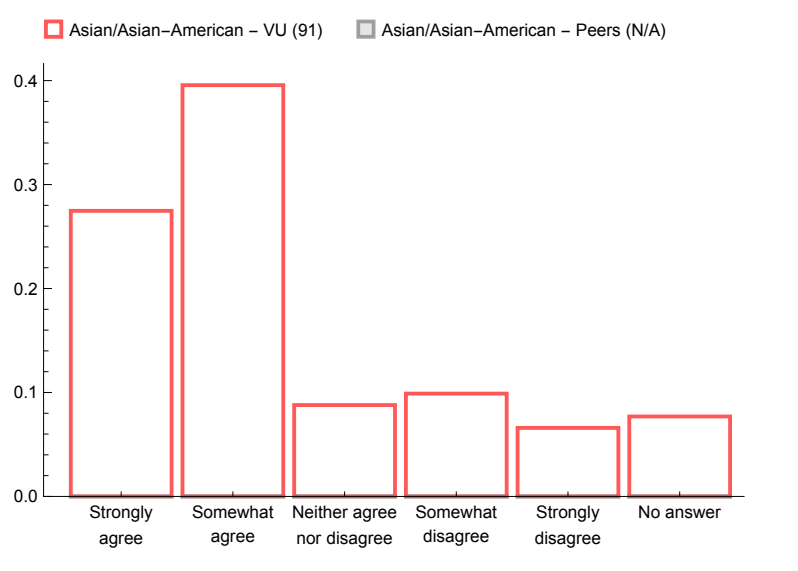
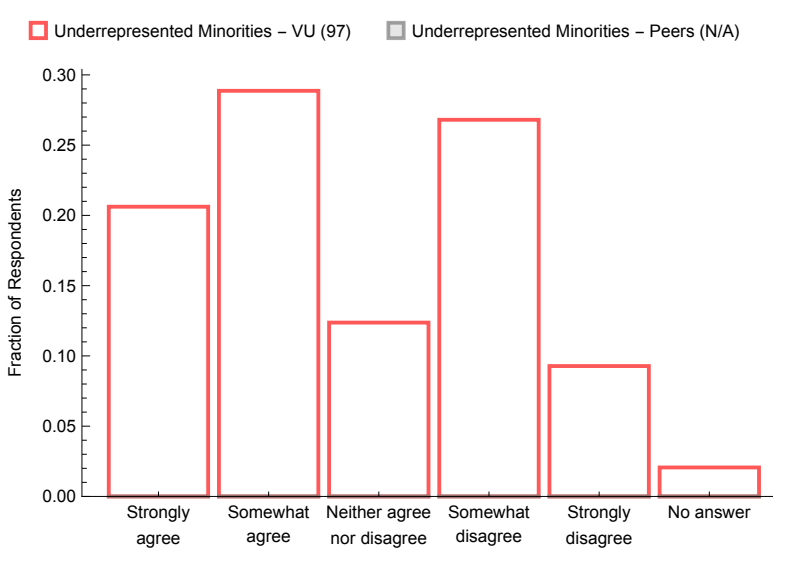
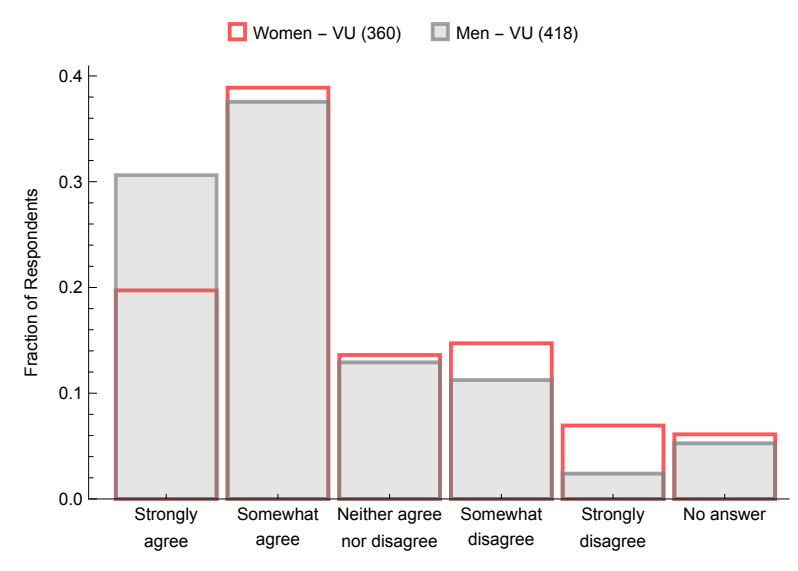
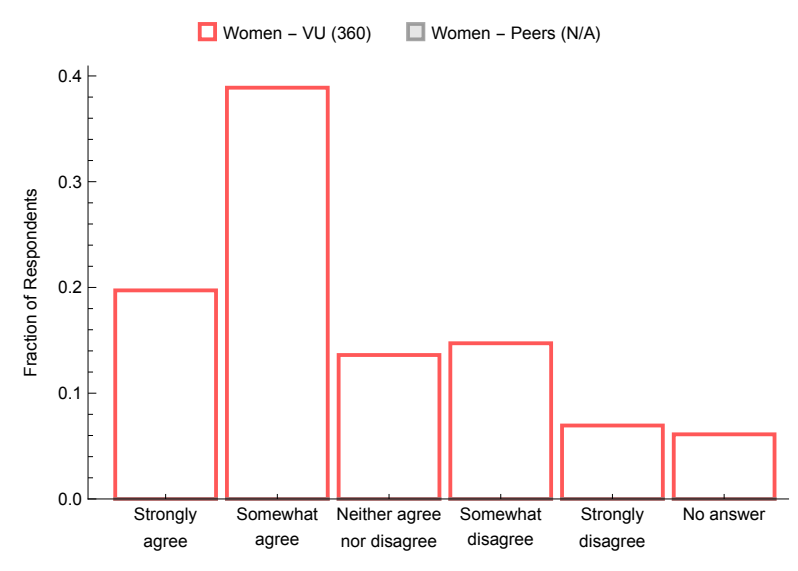
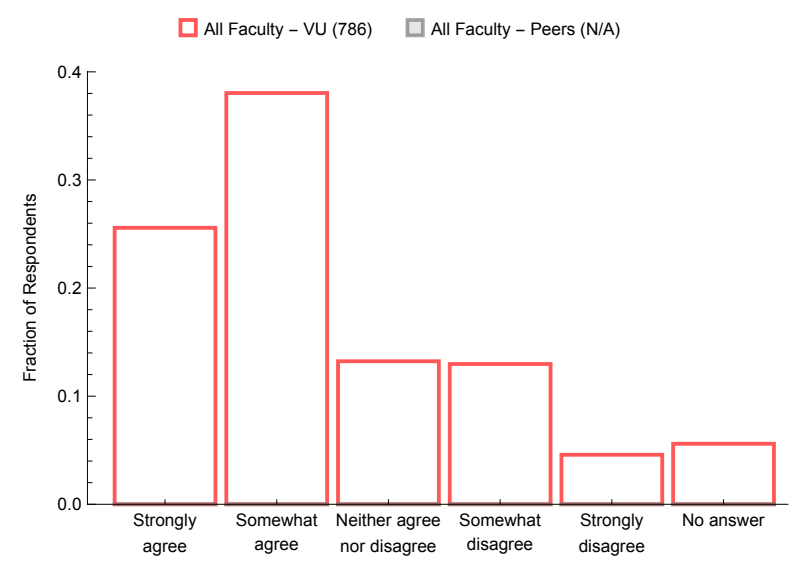


Custom Questions | Custom Questions | My [department or school or college] is a place where all faculty feel free to express their views and opinions to their colleagues.

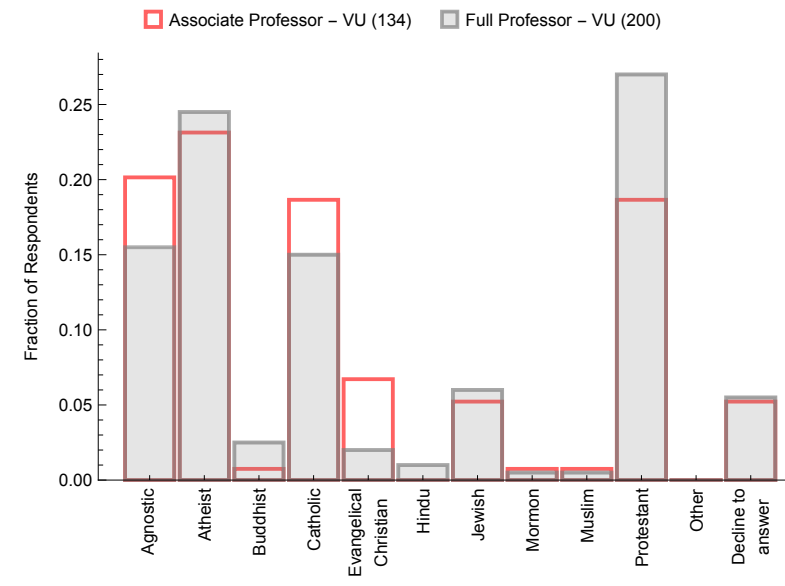
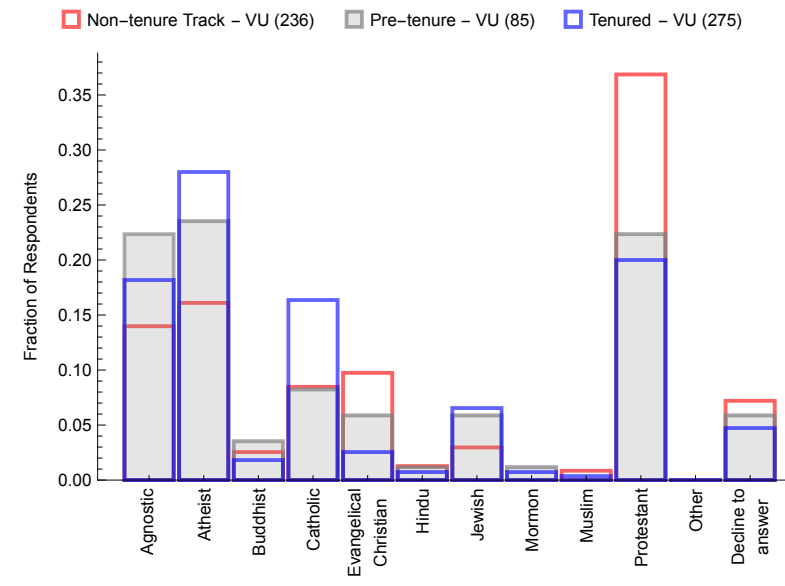
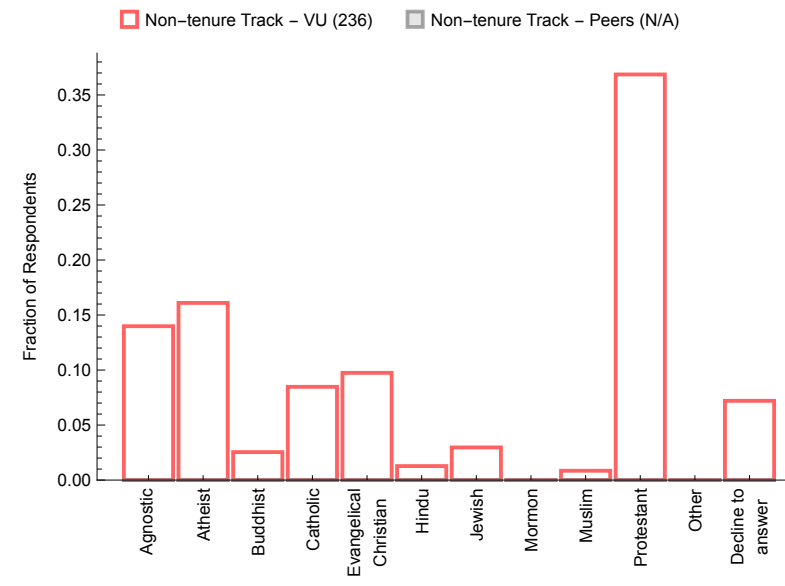
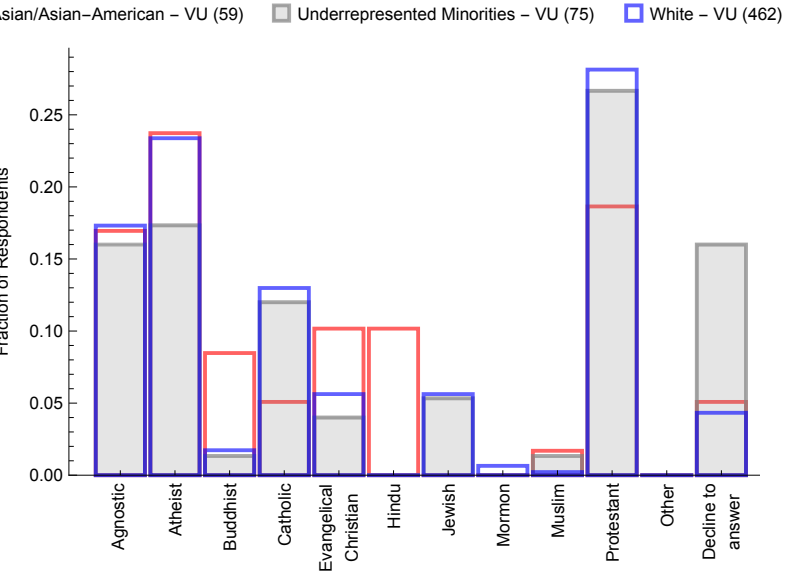
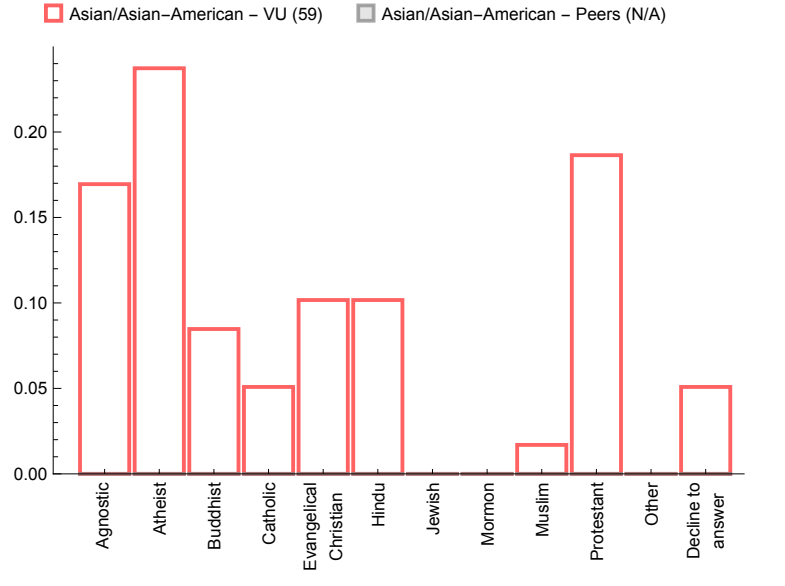
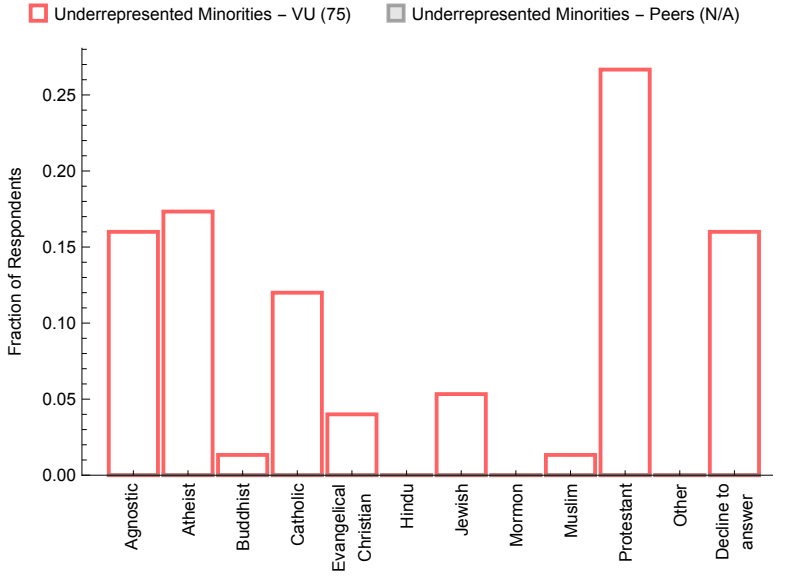
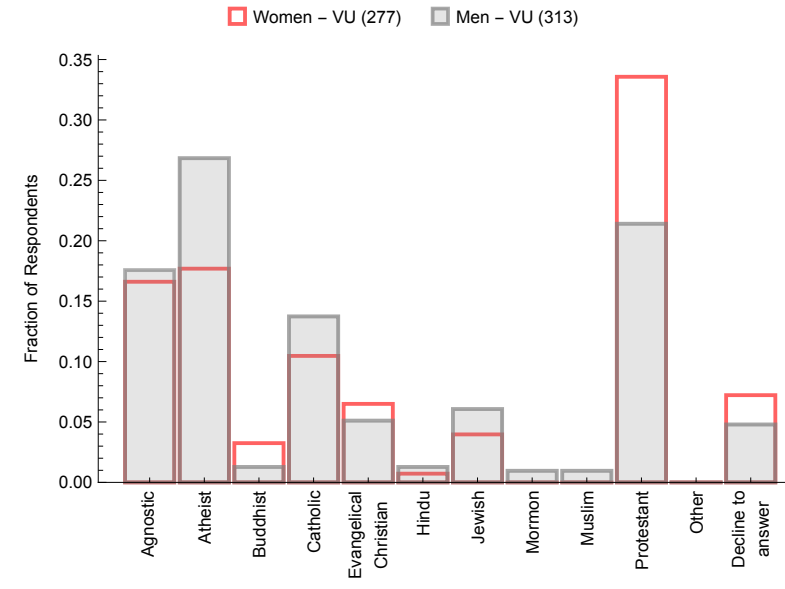
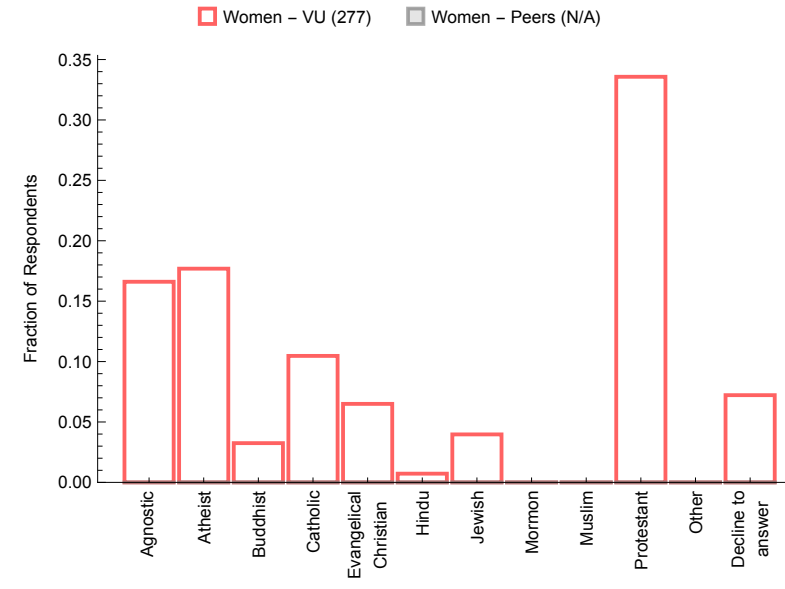
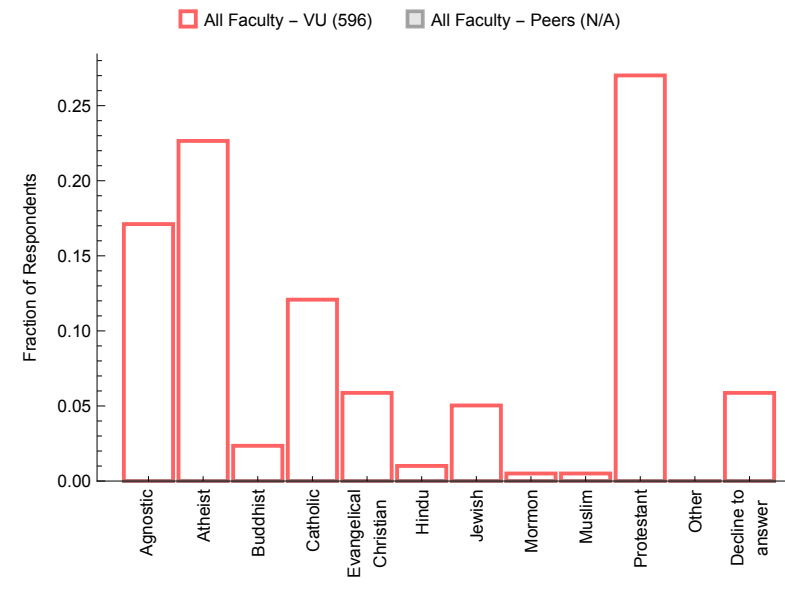




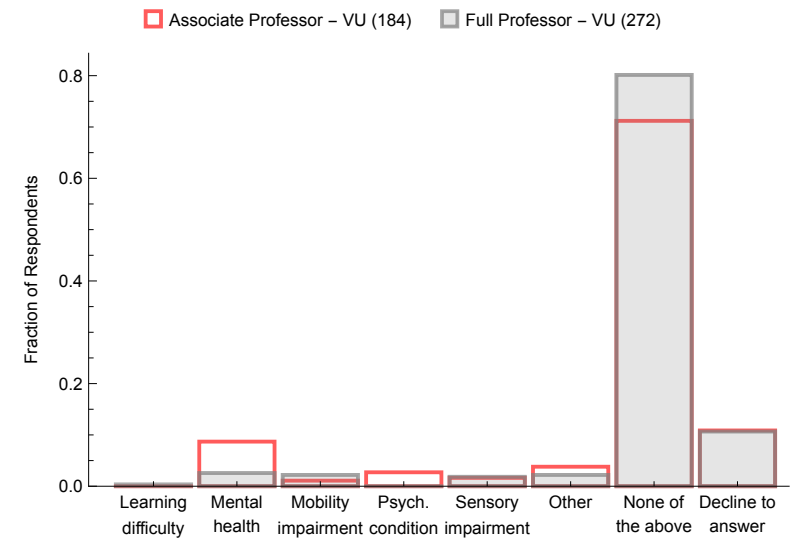
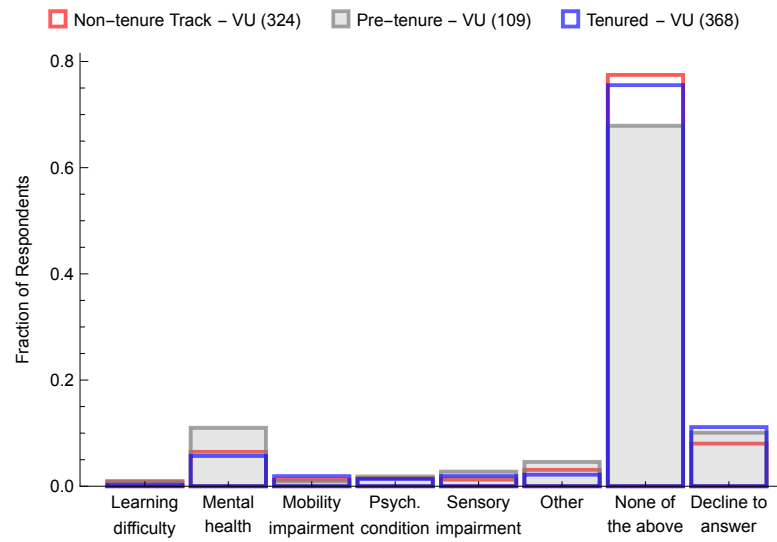
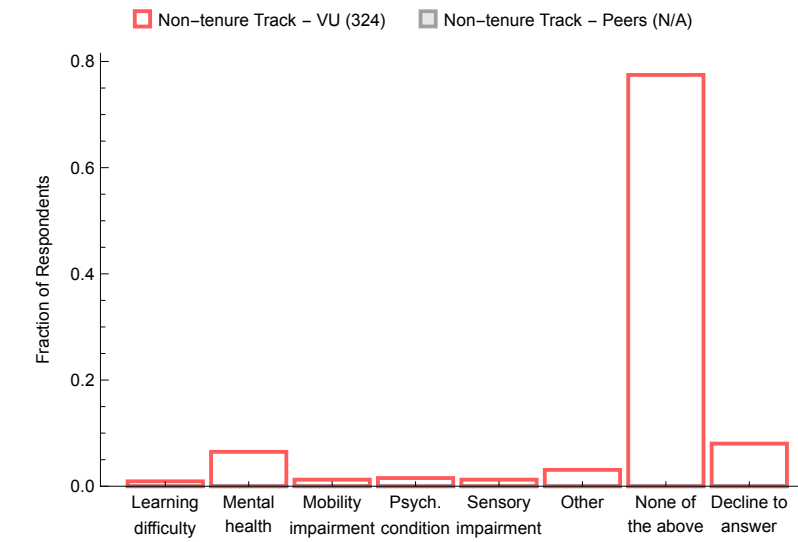
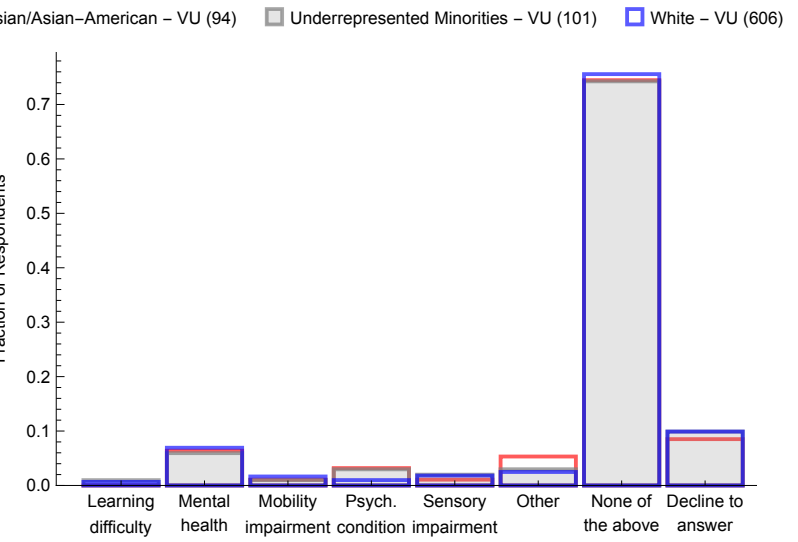
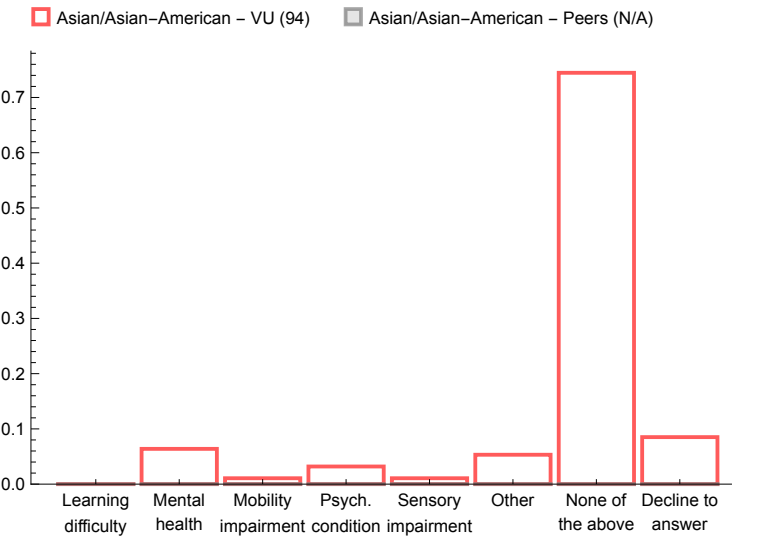
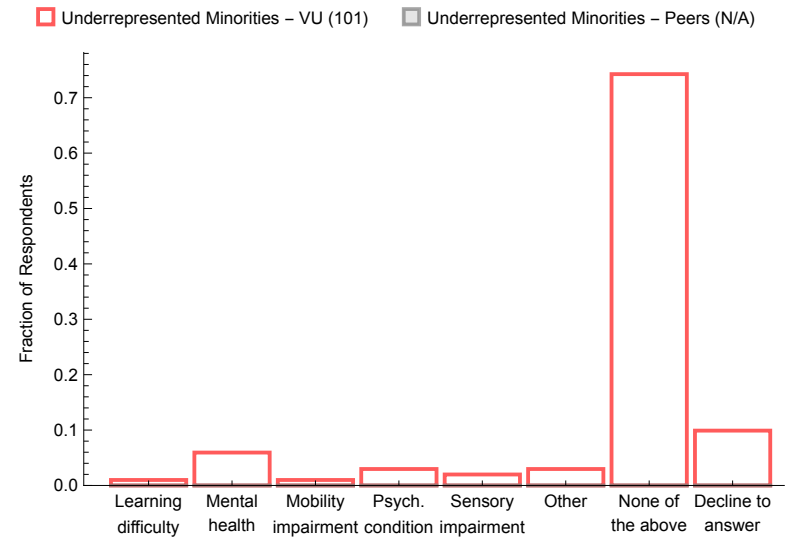
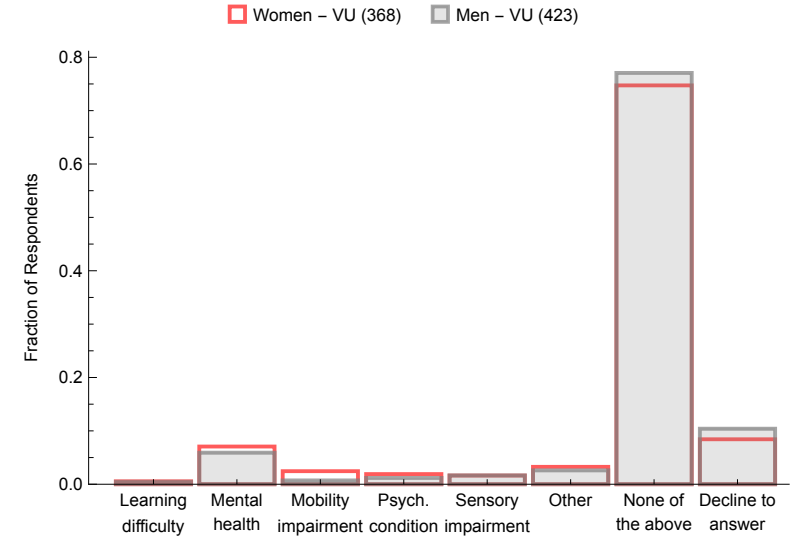
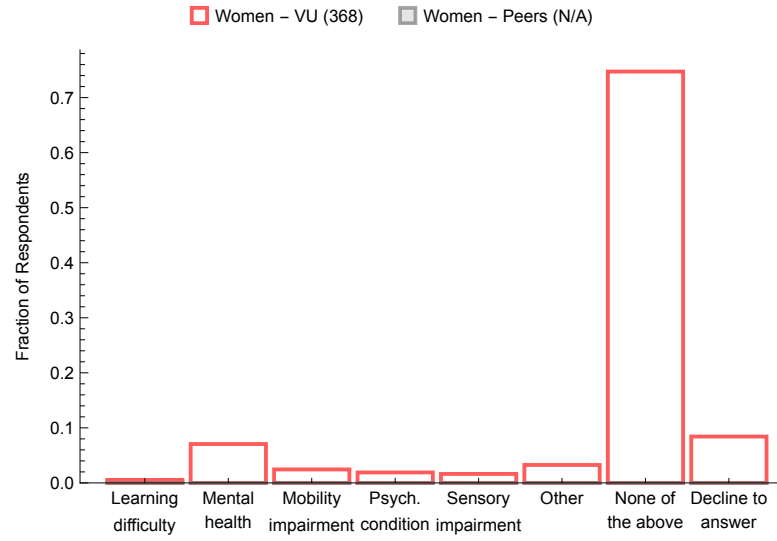
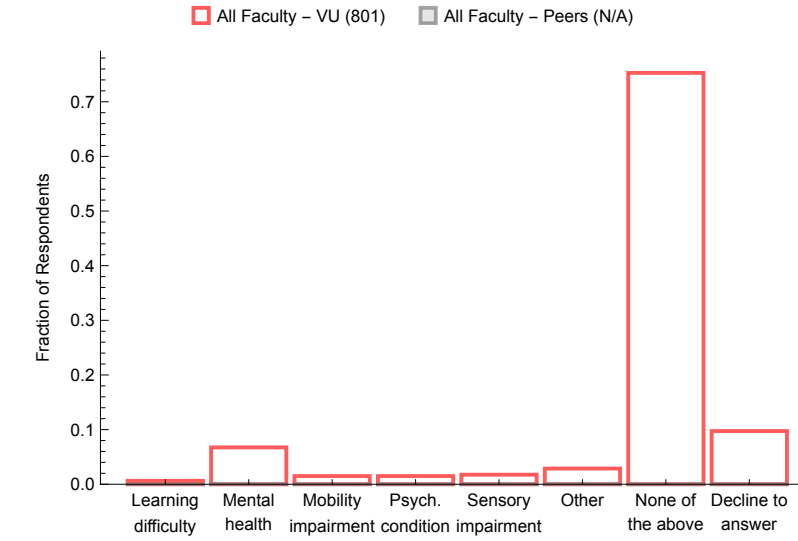




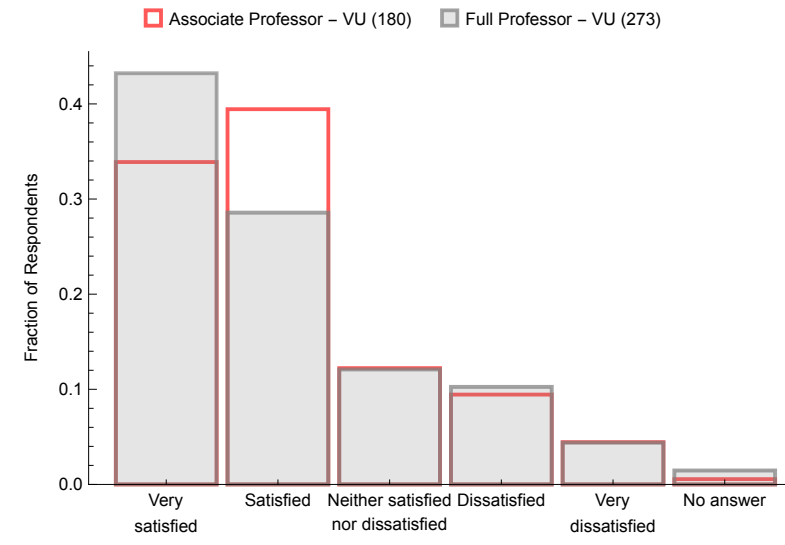
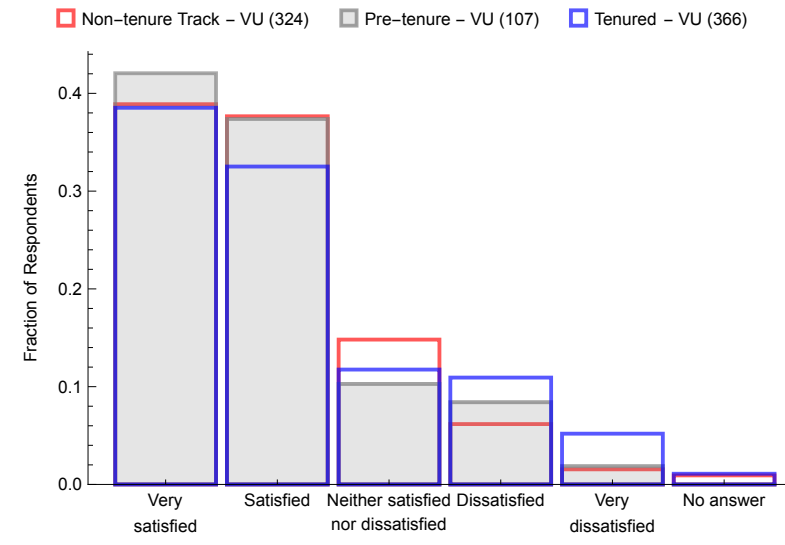
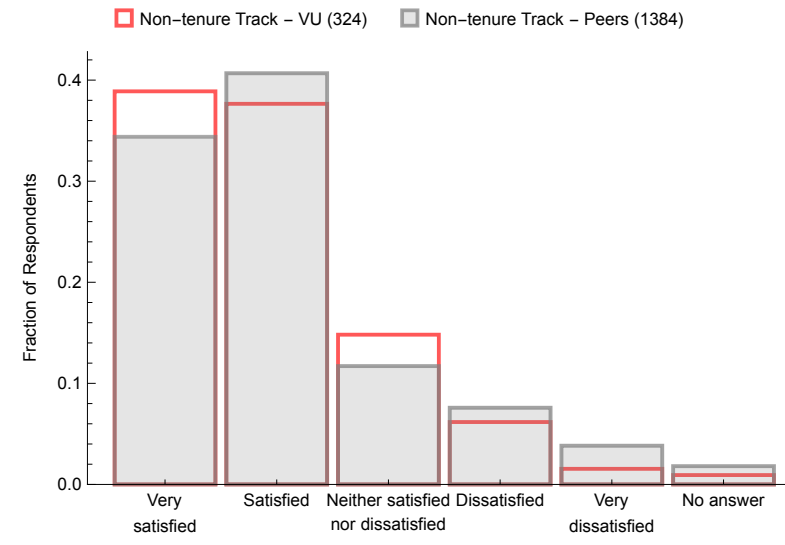
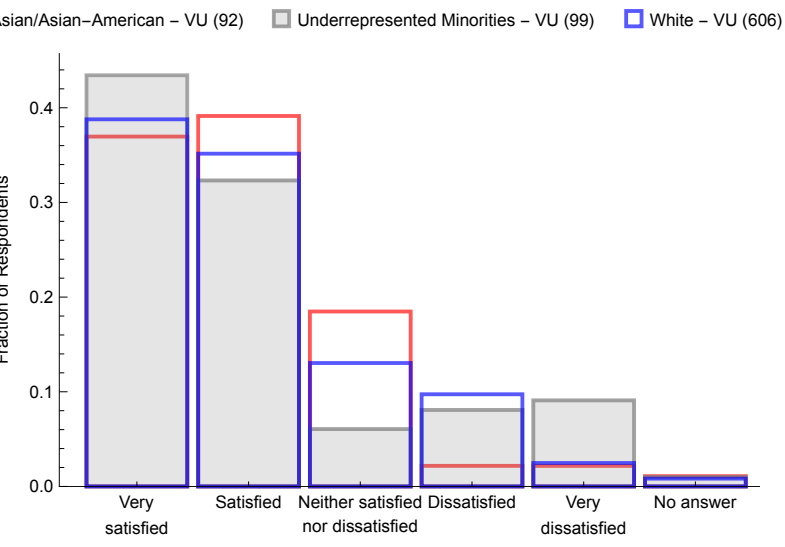
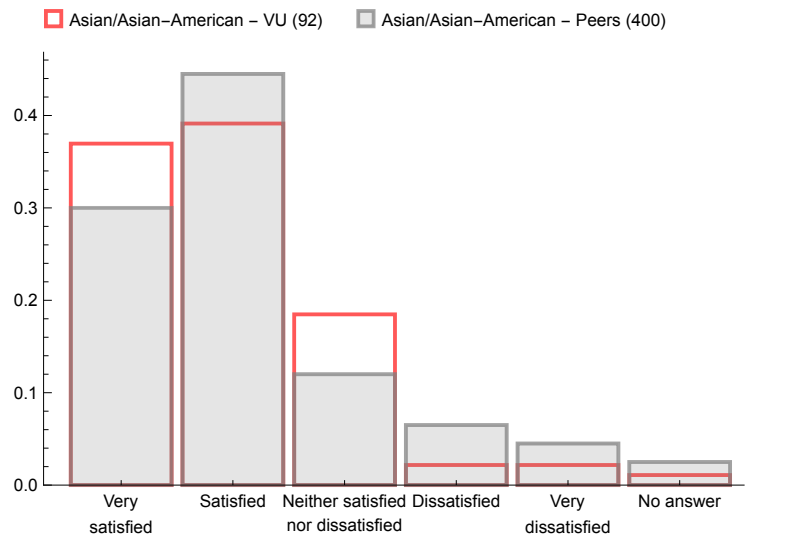
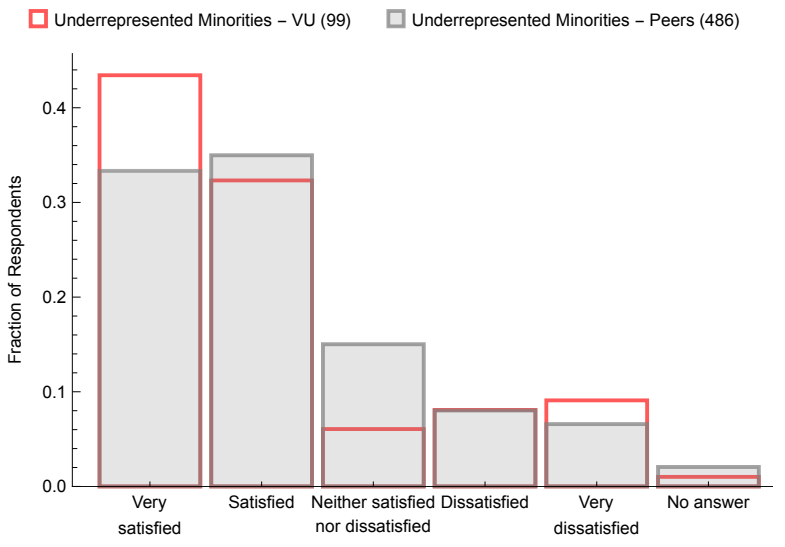
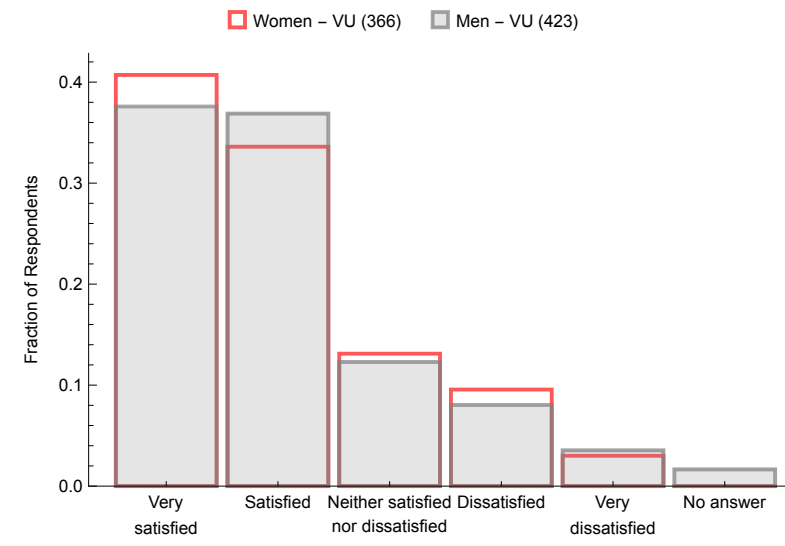
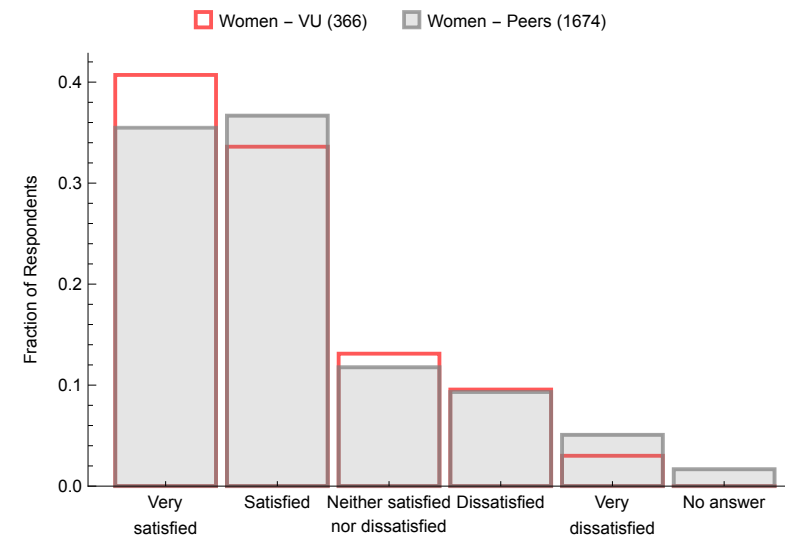
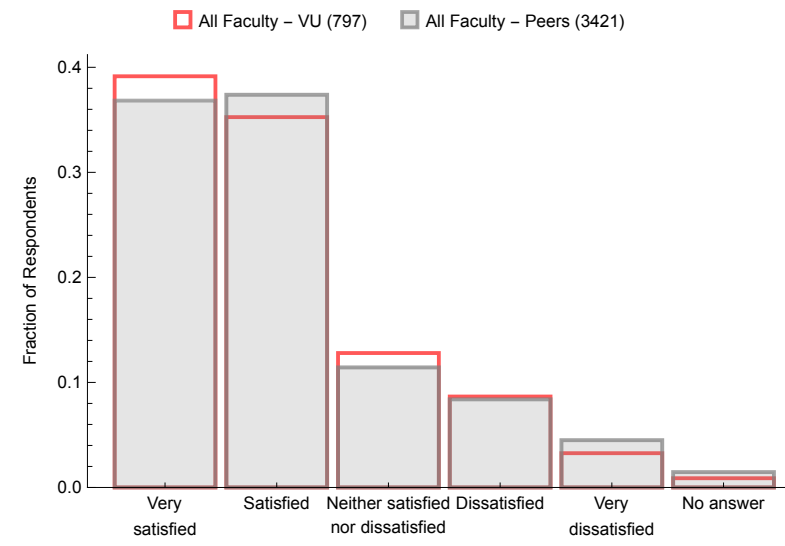
Custom Questions | Custom Questions | What is your religious or spiritual identity?

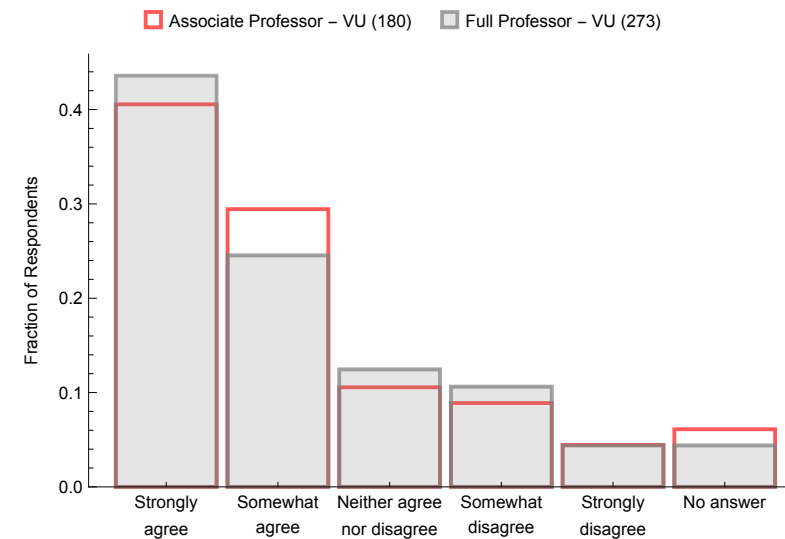
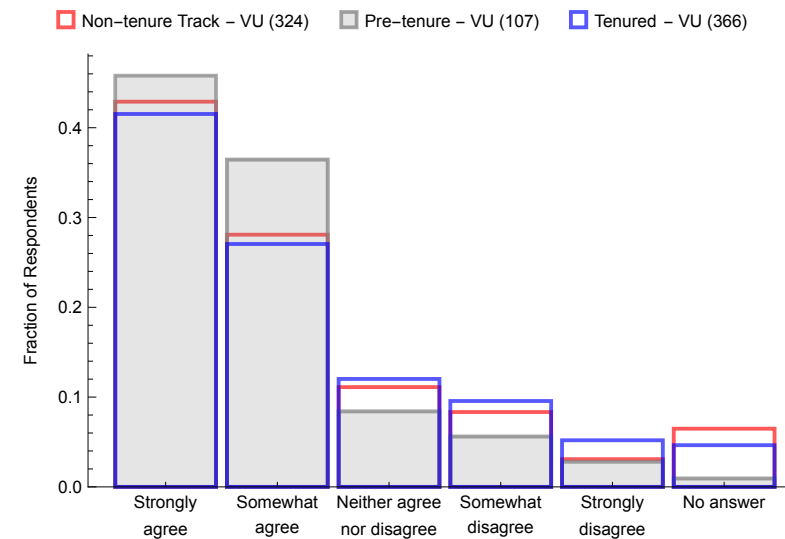
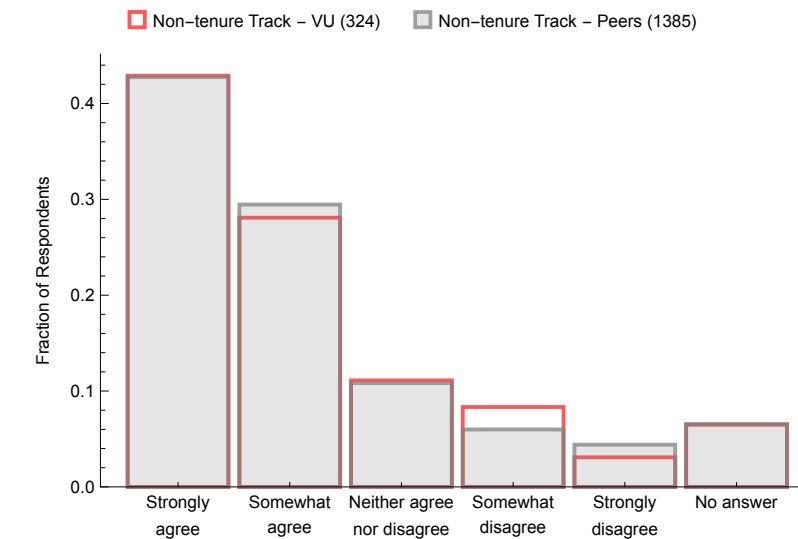
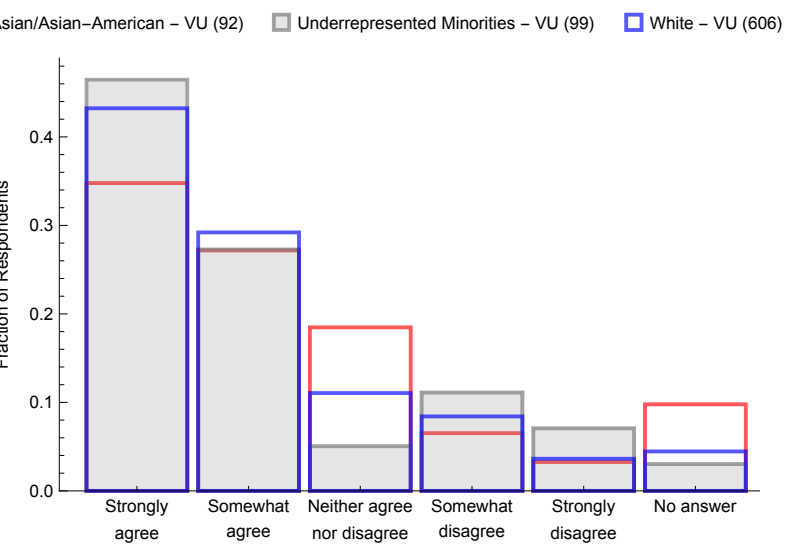
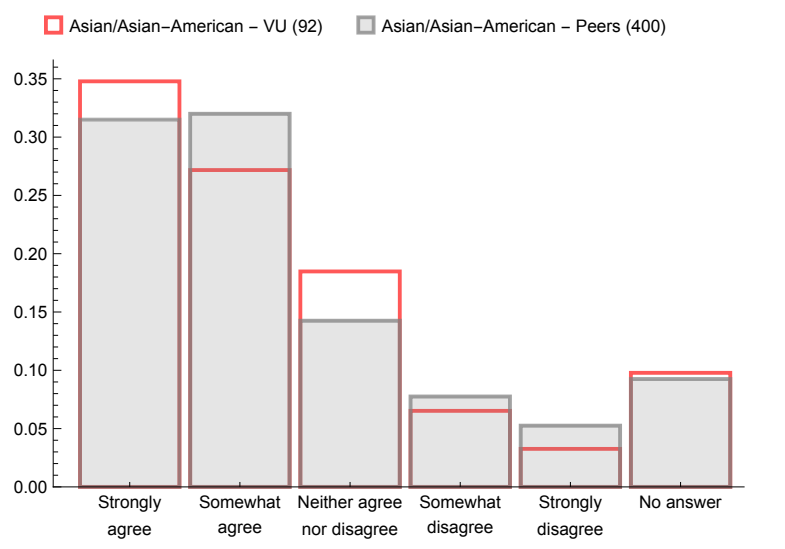
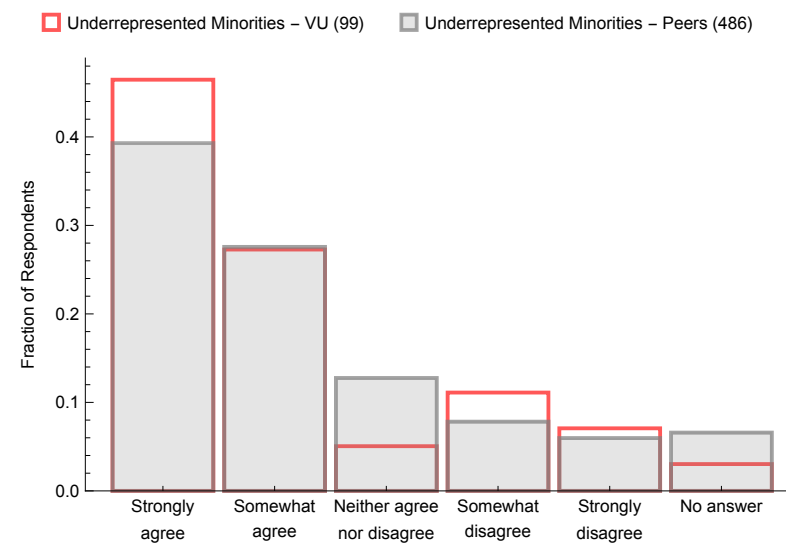
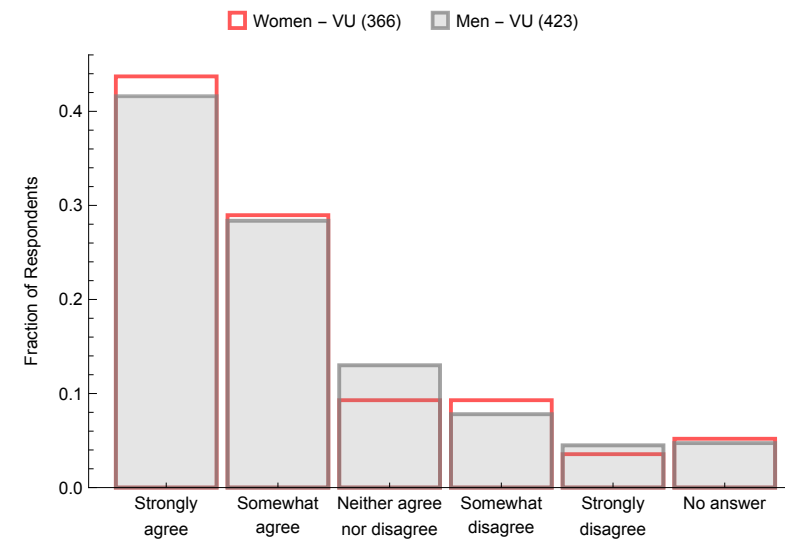
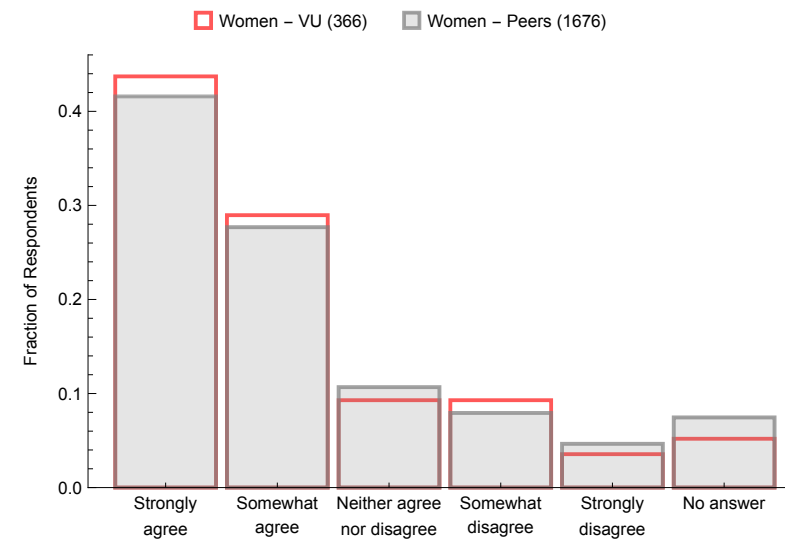
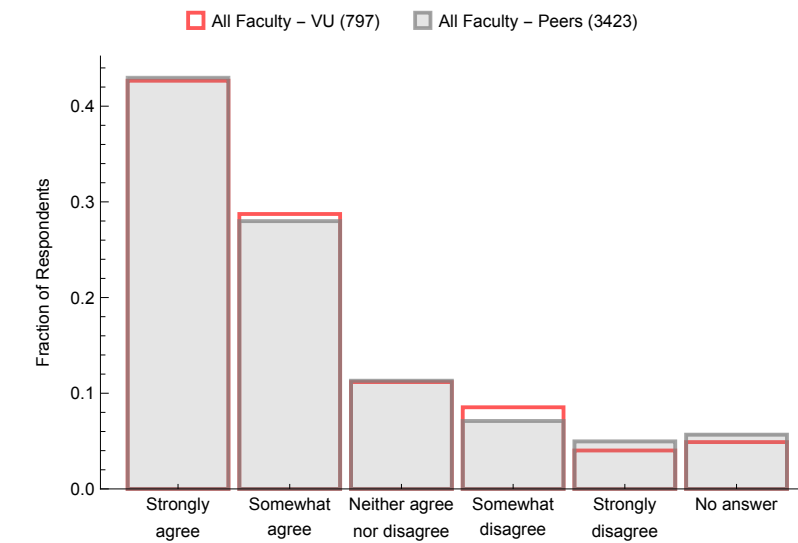


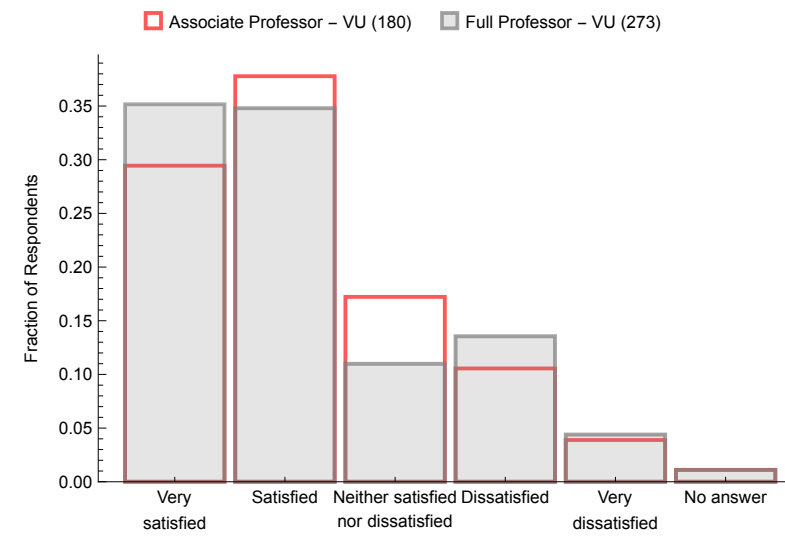
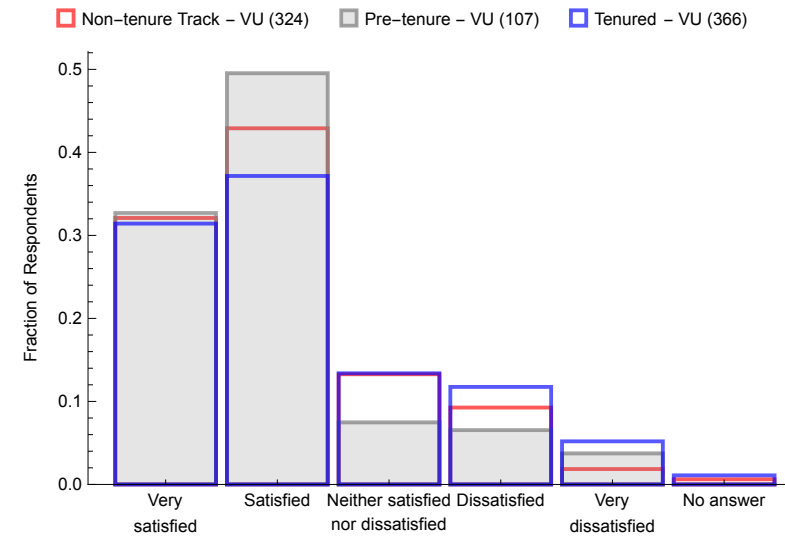
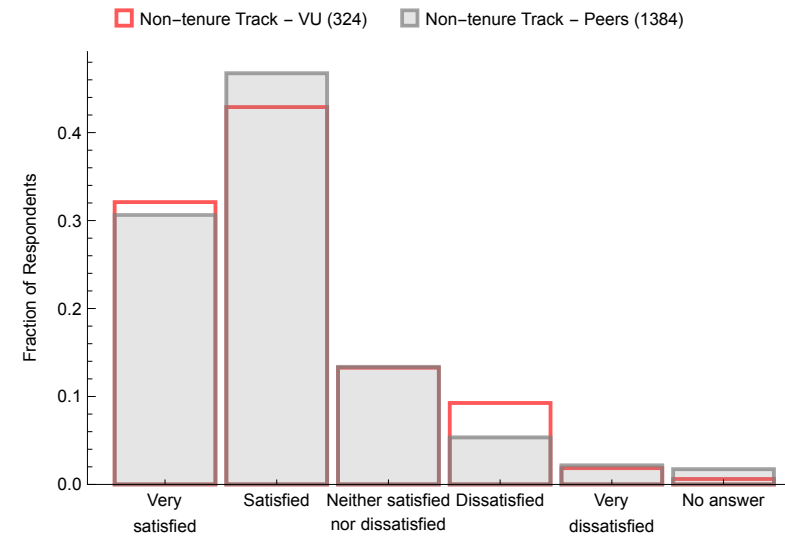
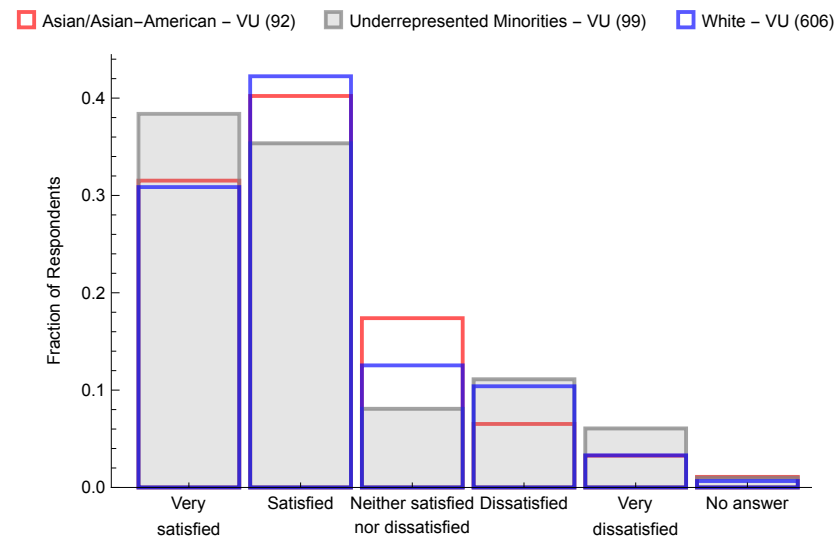
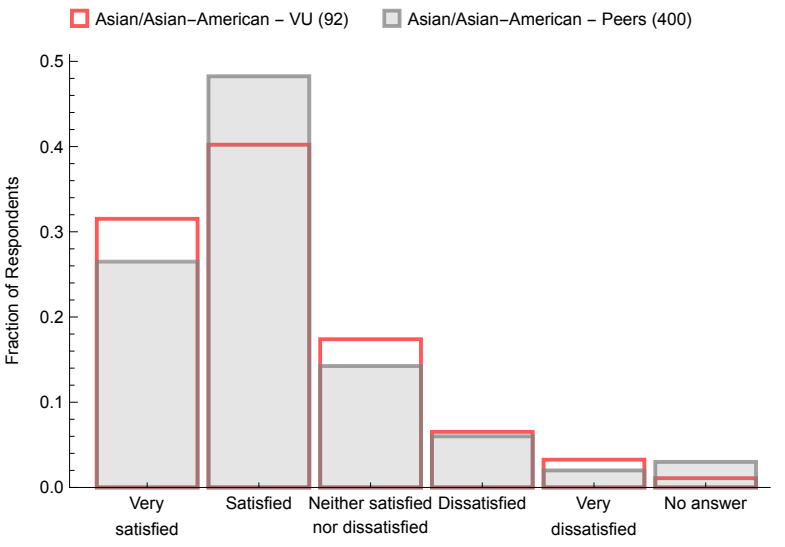
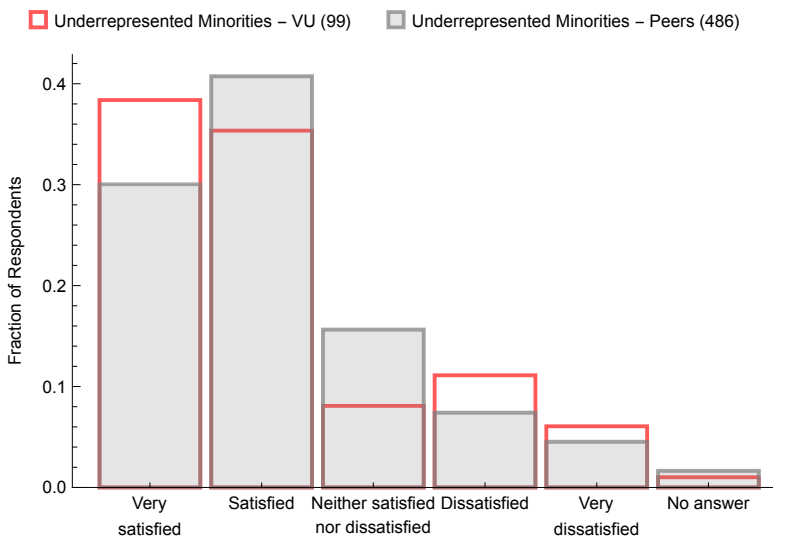
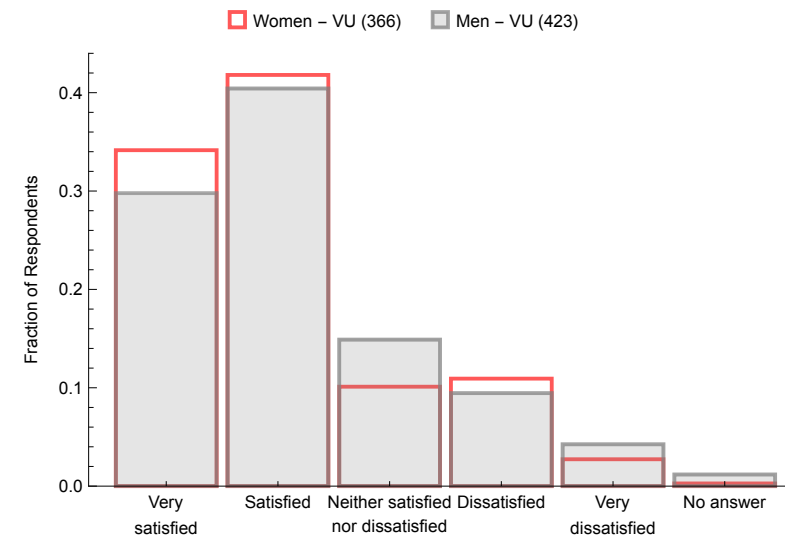
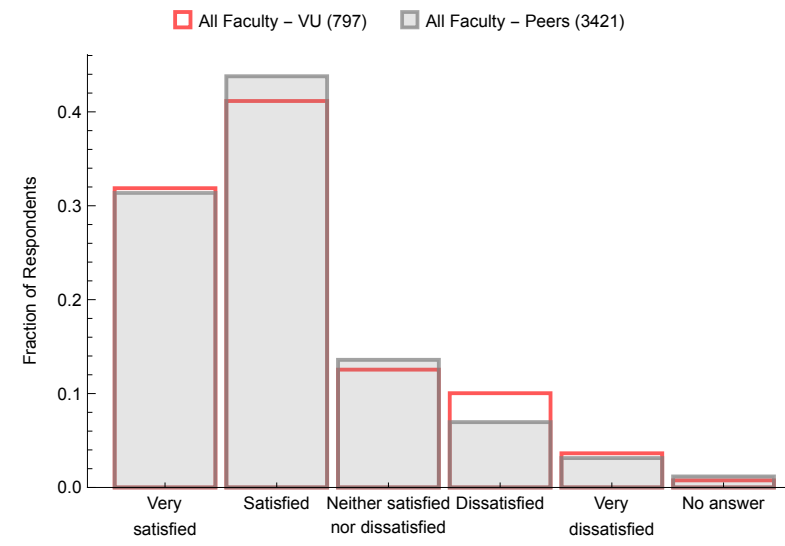
Custom Questions | Custom Questions | Which, if any, of the following impact your learning, working or living activities? (Please check all that apply)

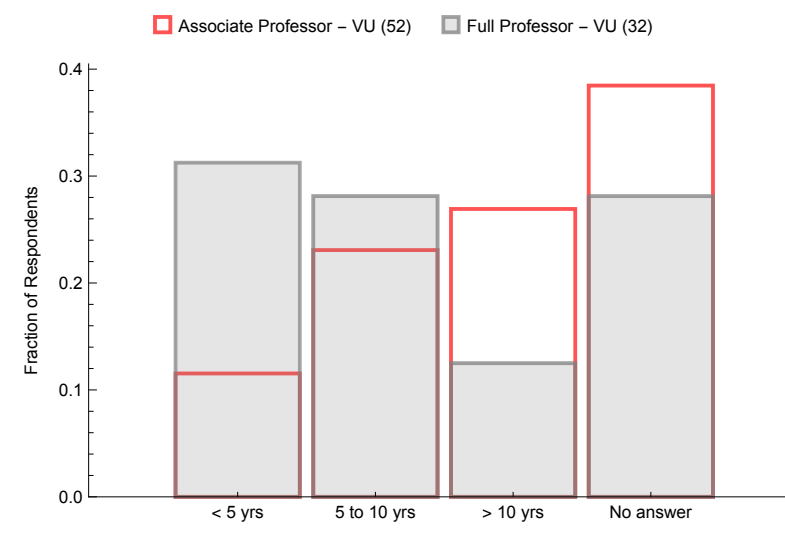
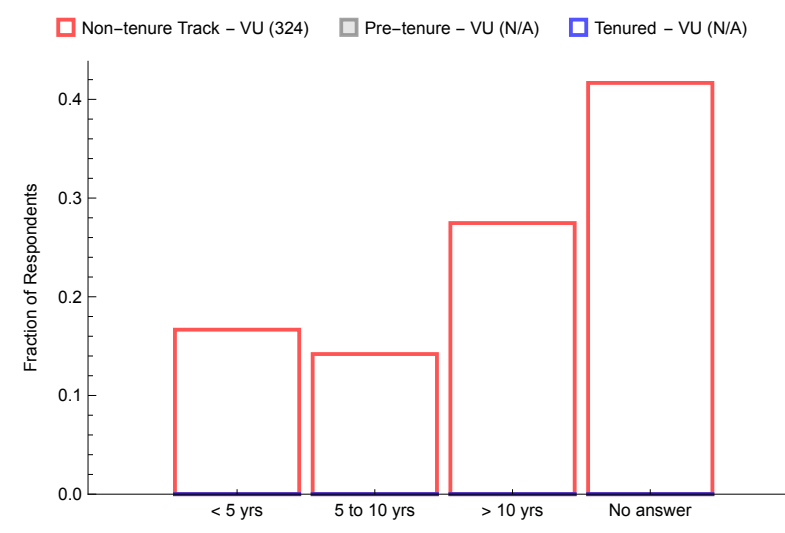
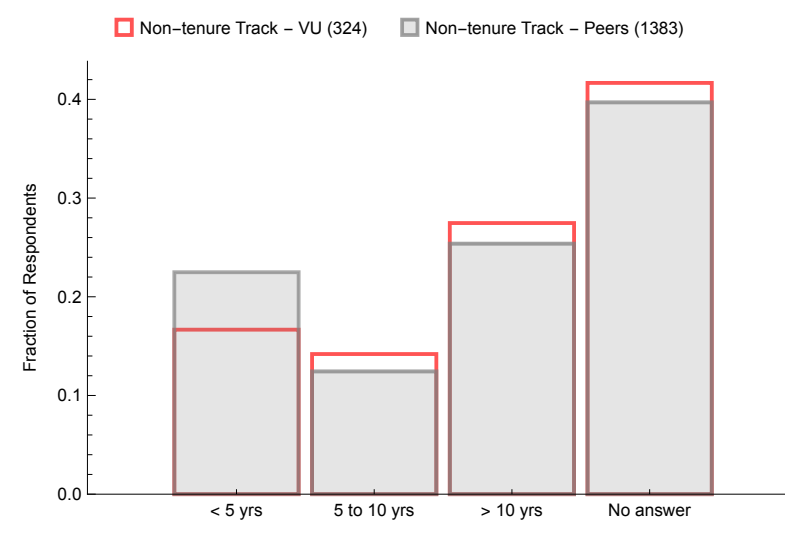
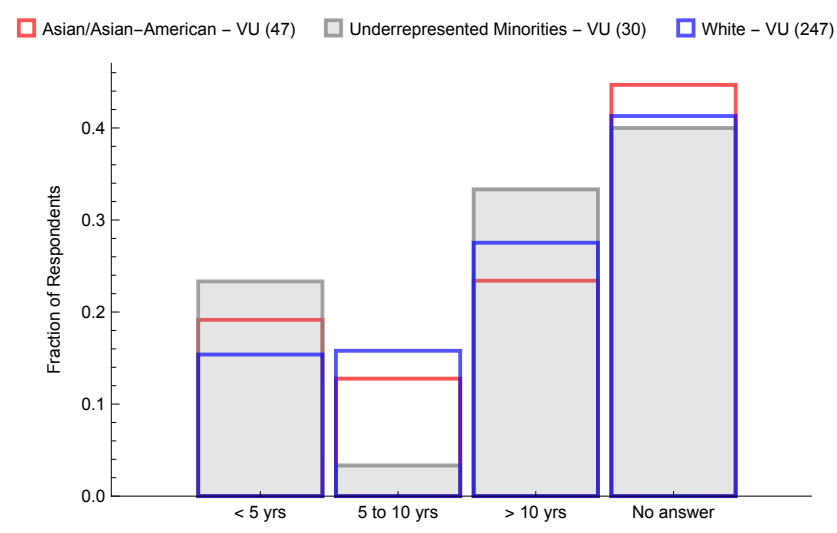
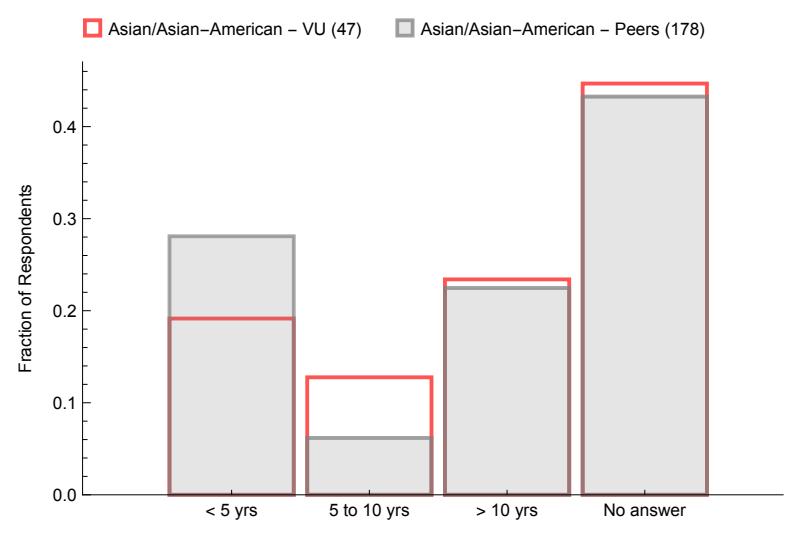
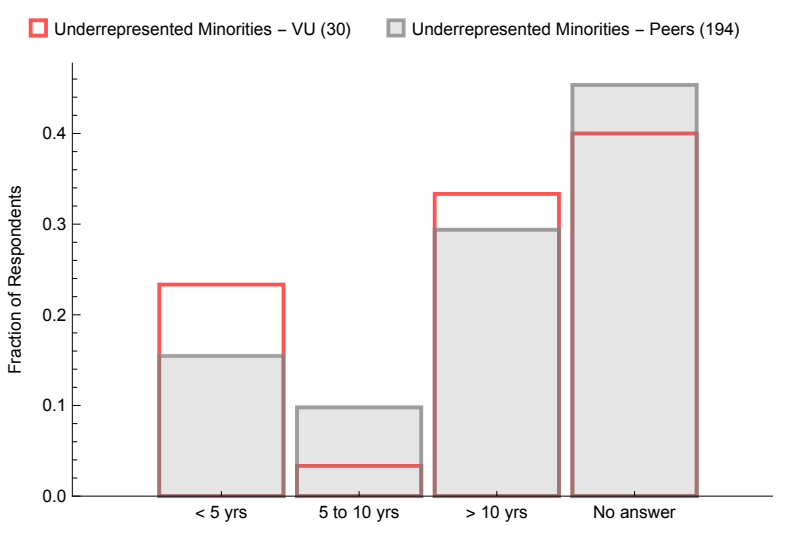
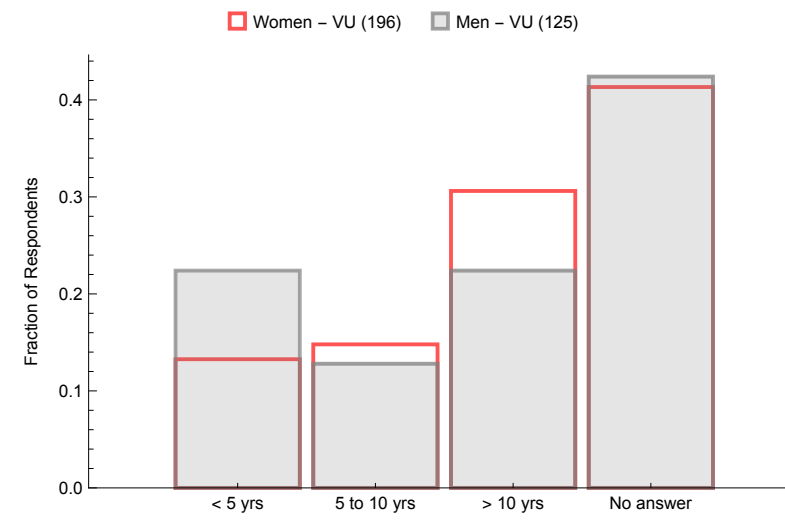
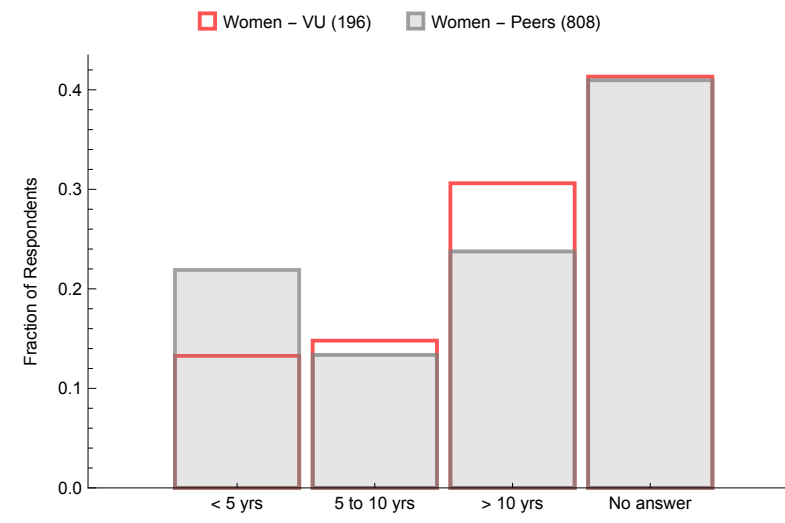
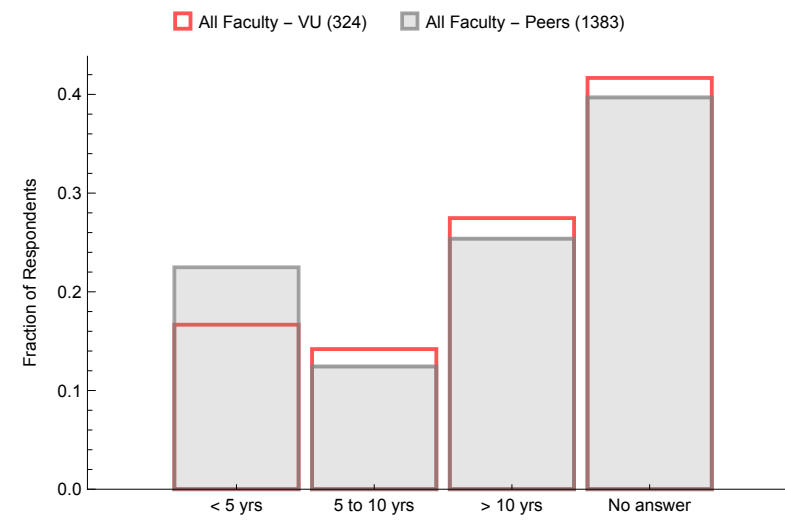


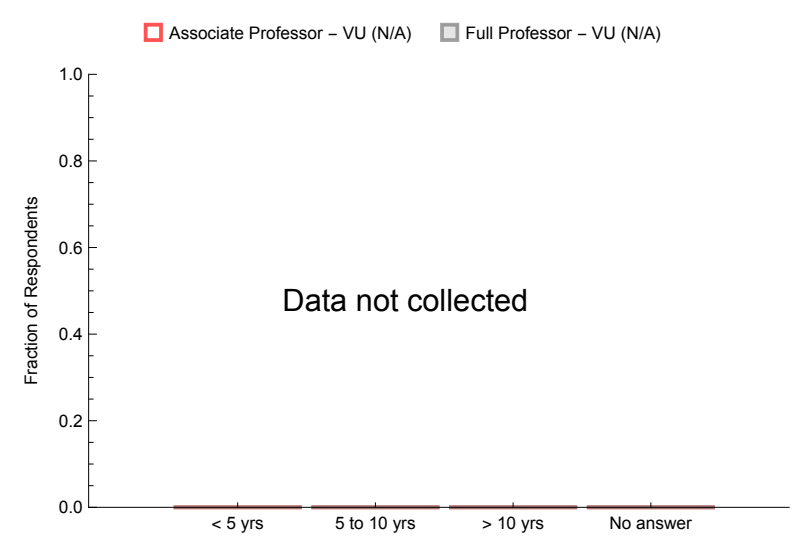
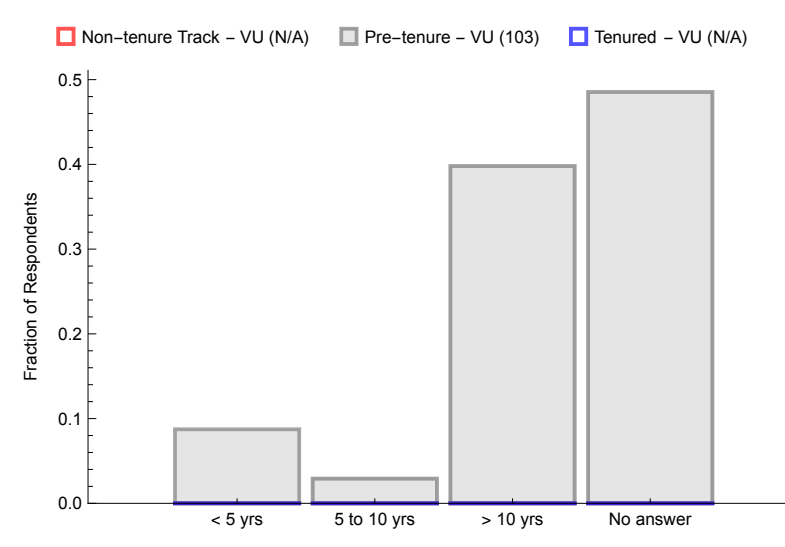
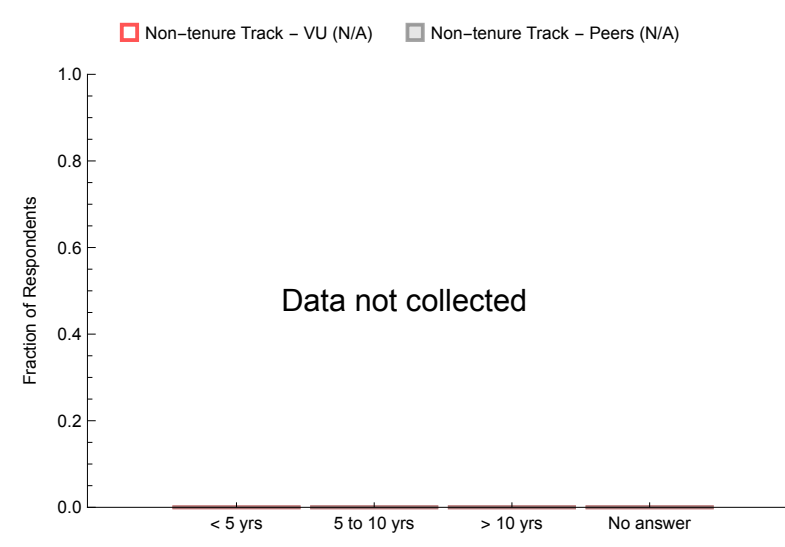
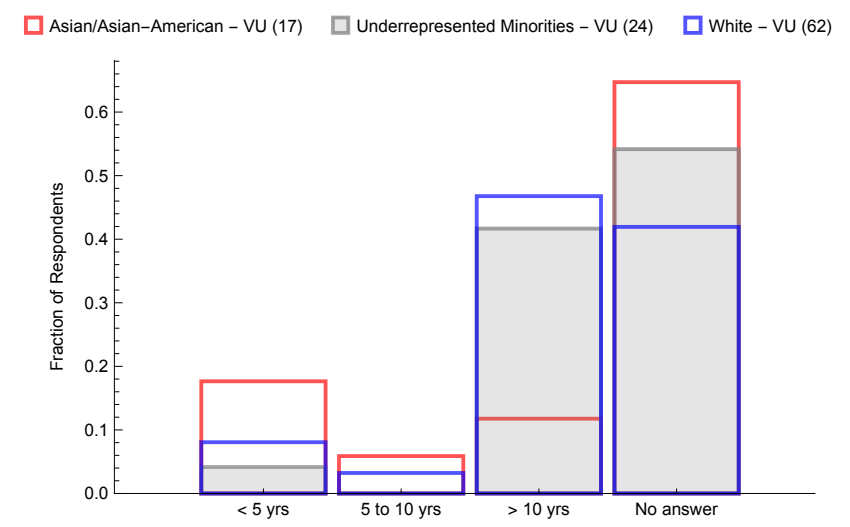
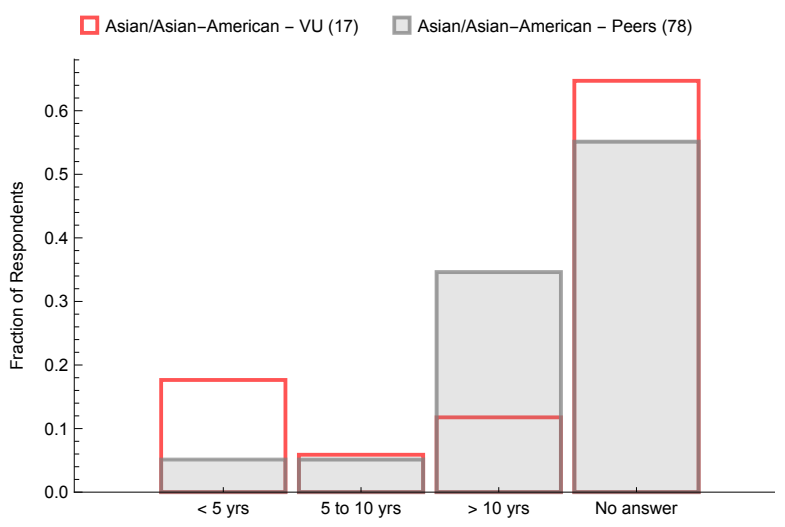
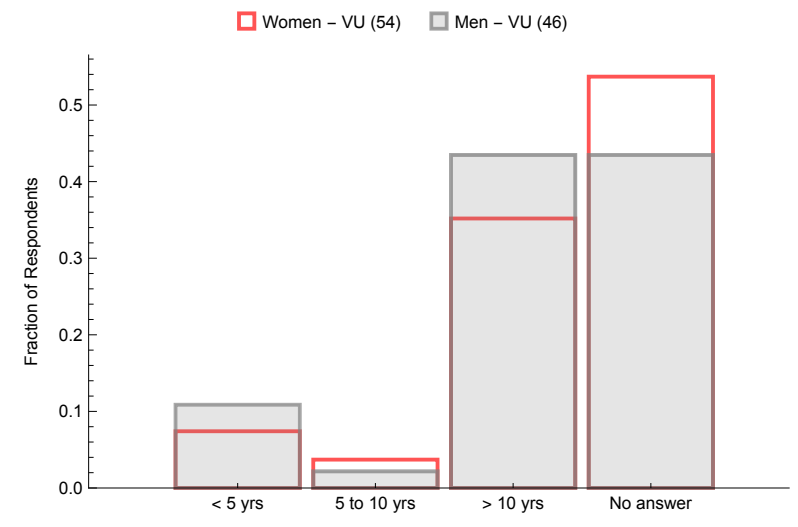
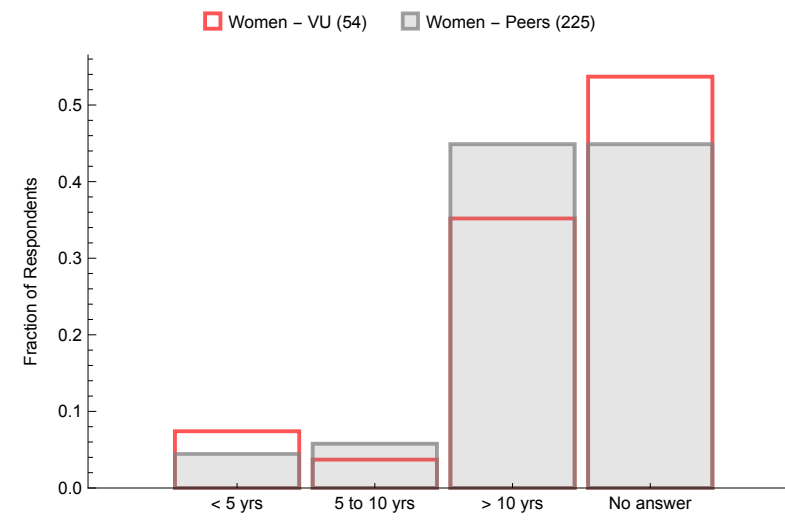
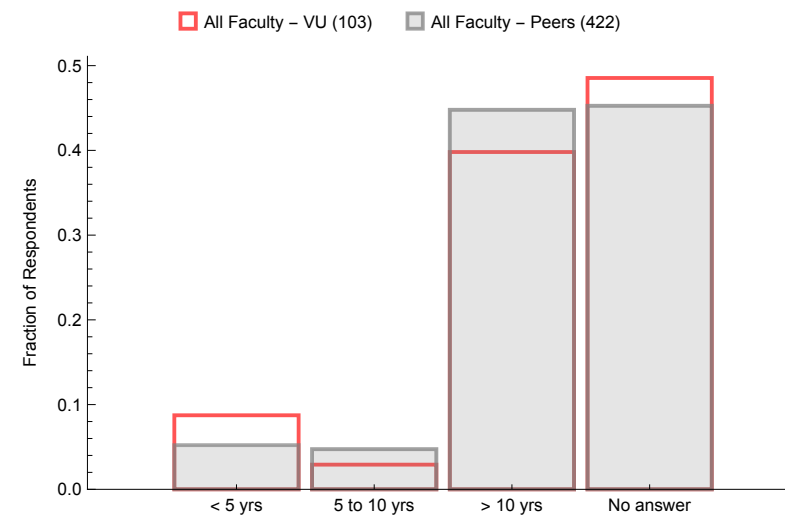
Global Satisfaction | Other | Department as a place to work

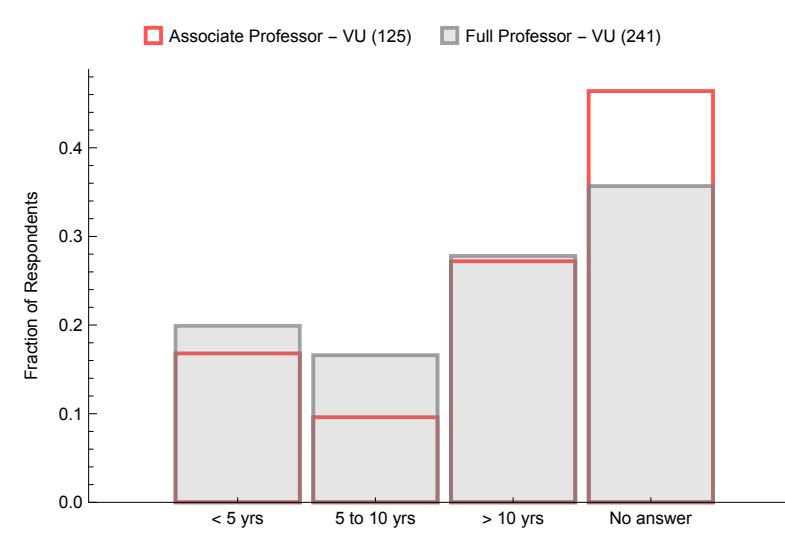
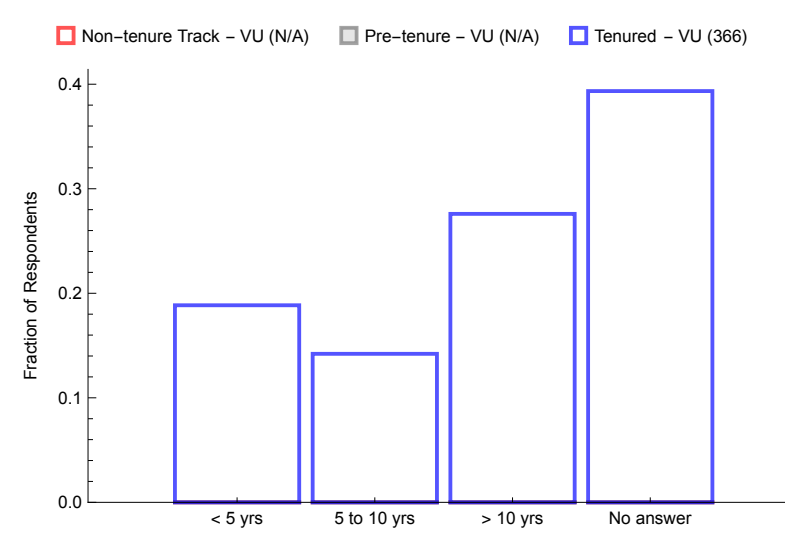
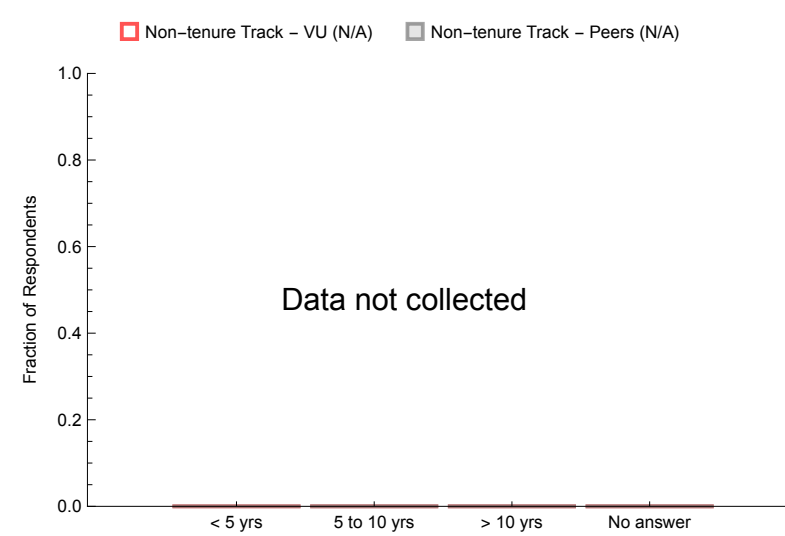
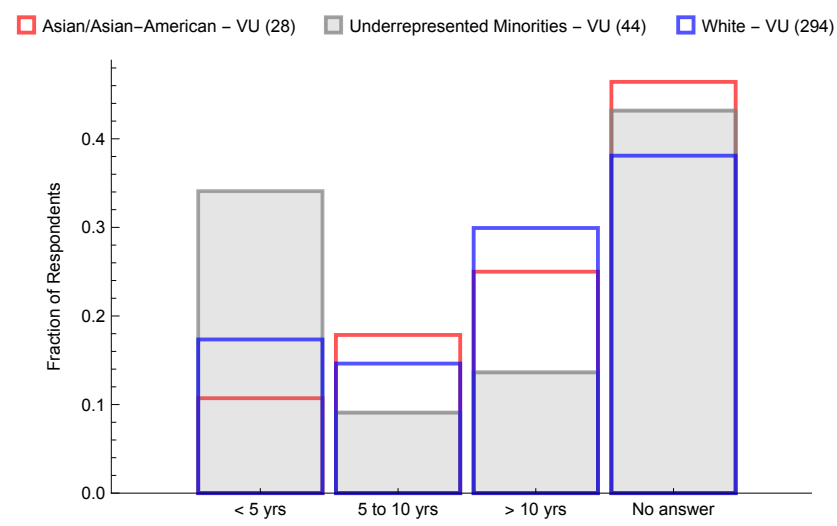
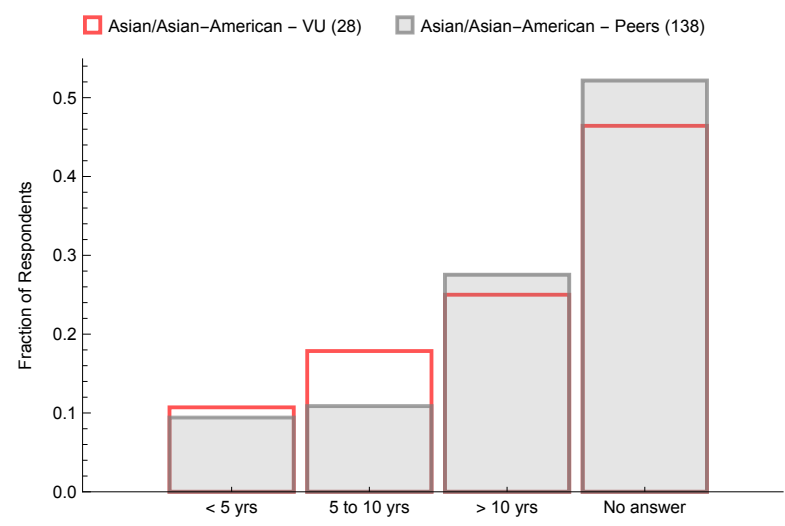
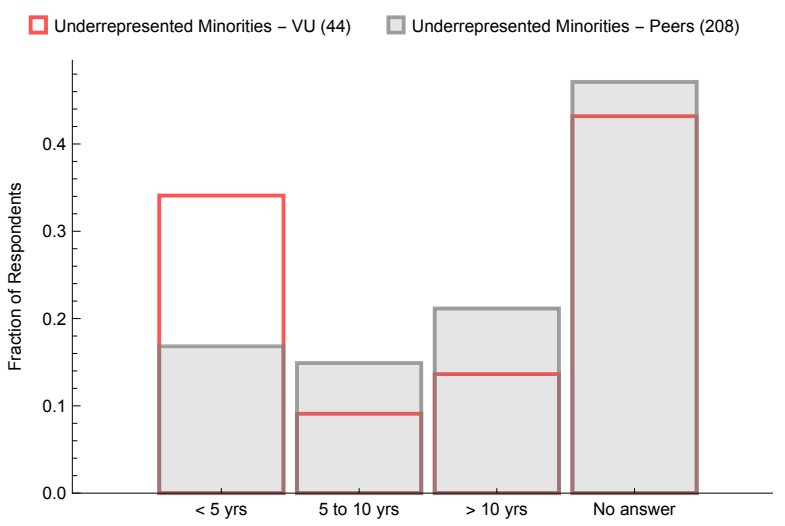
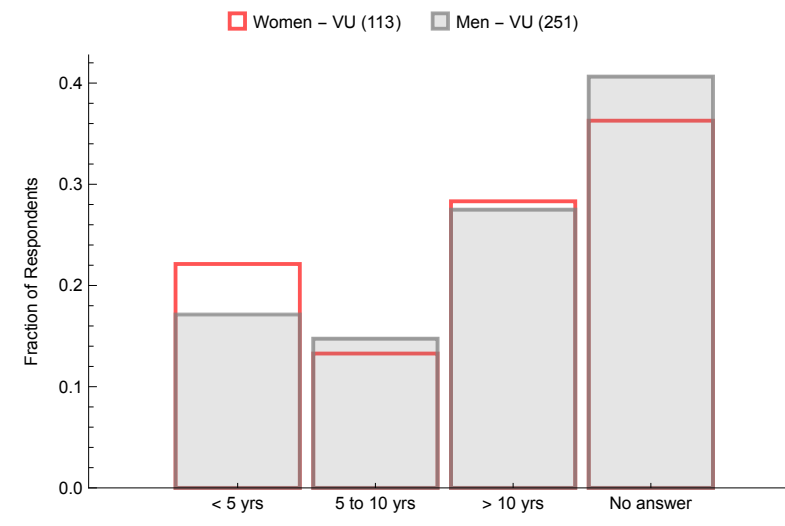
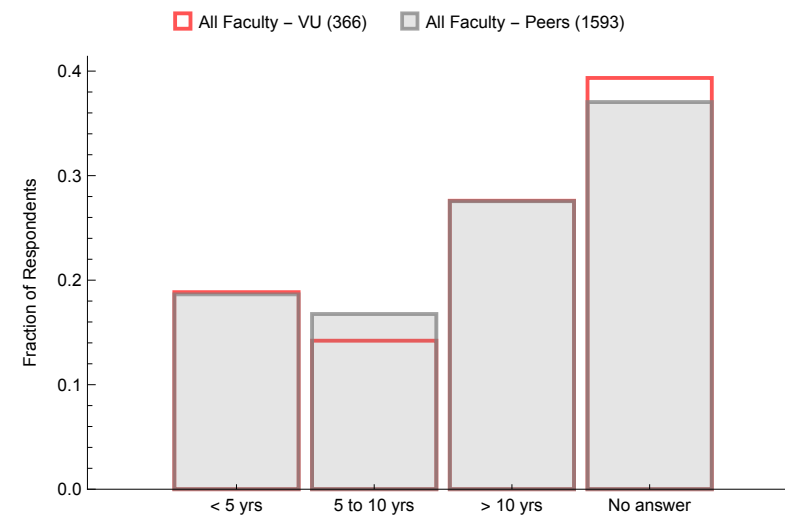


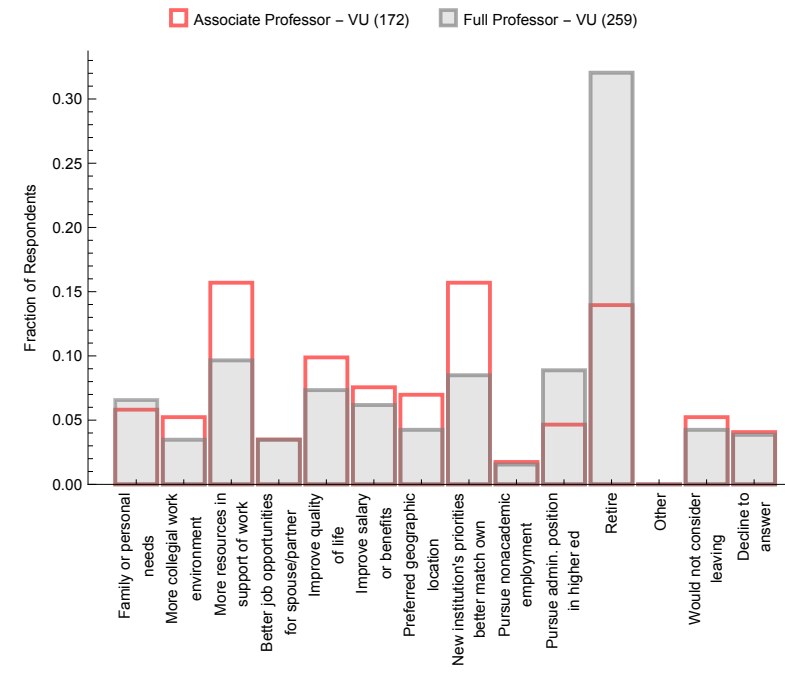
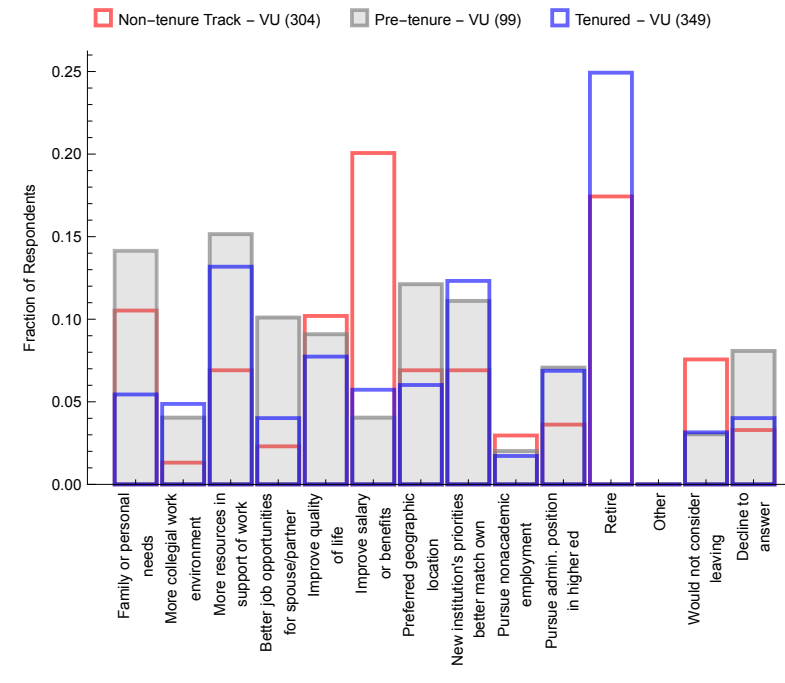
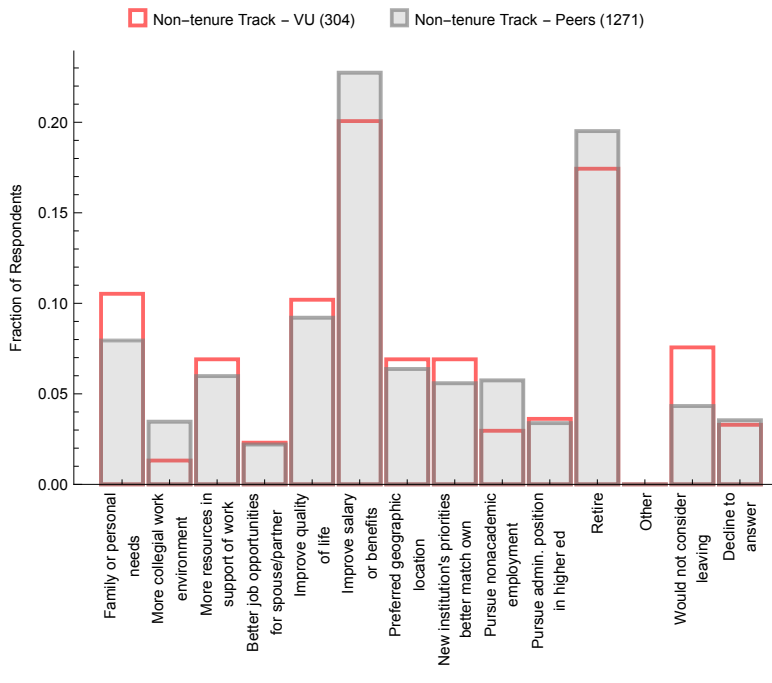
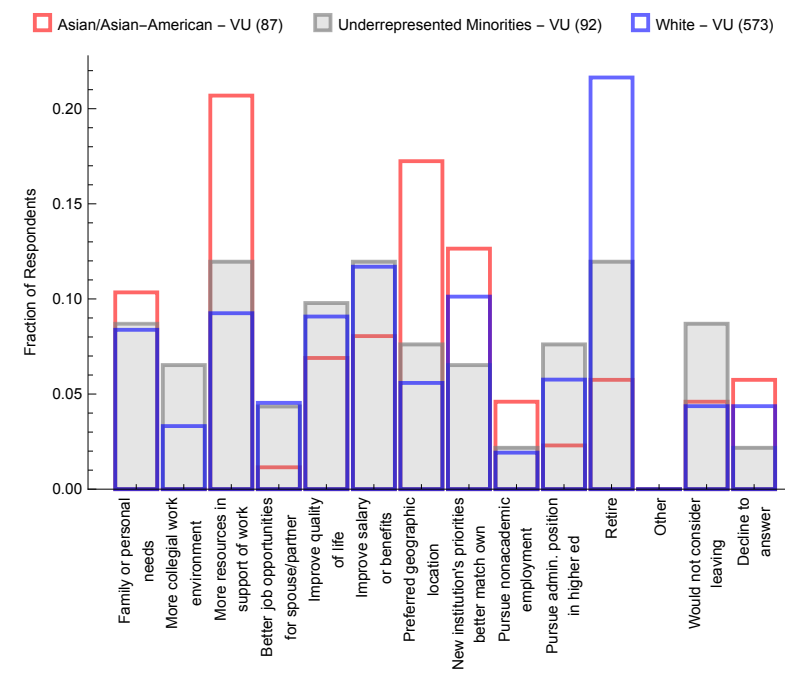
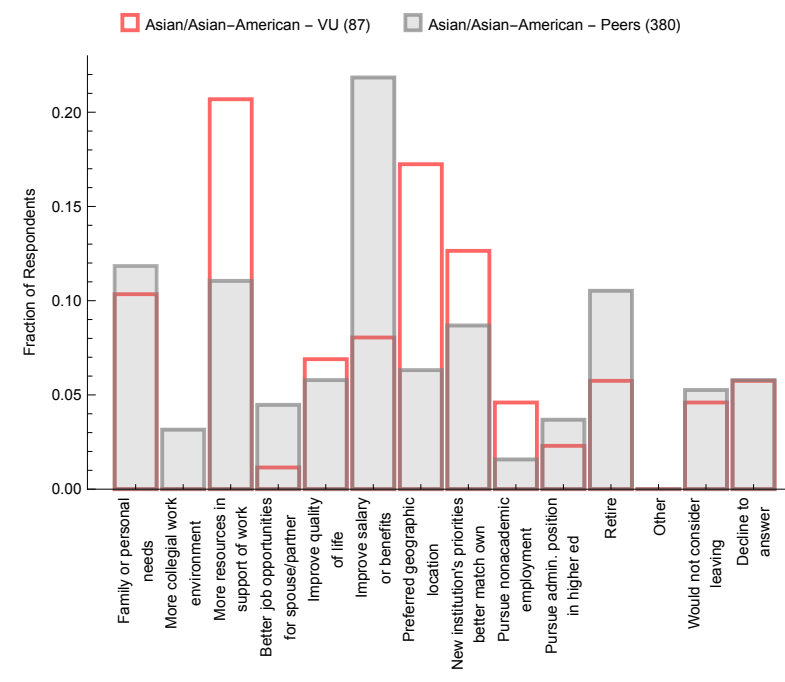
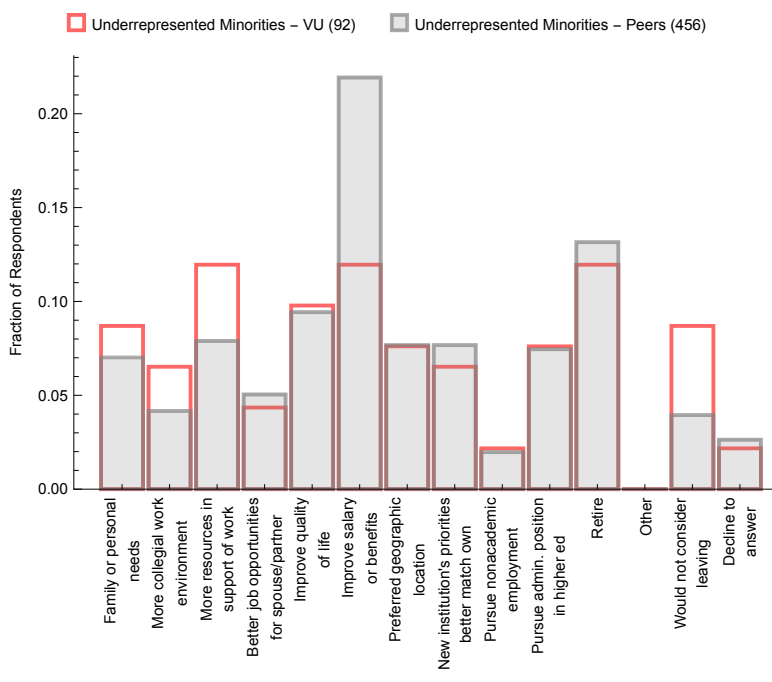
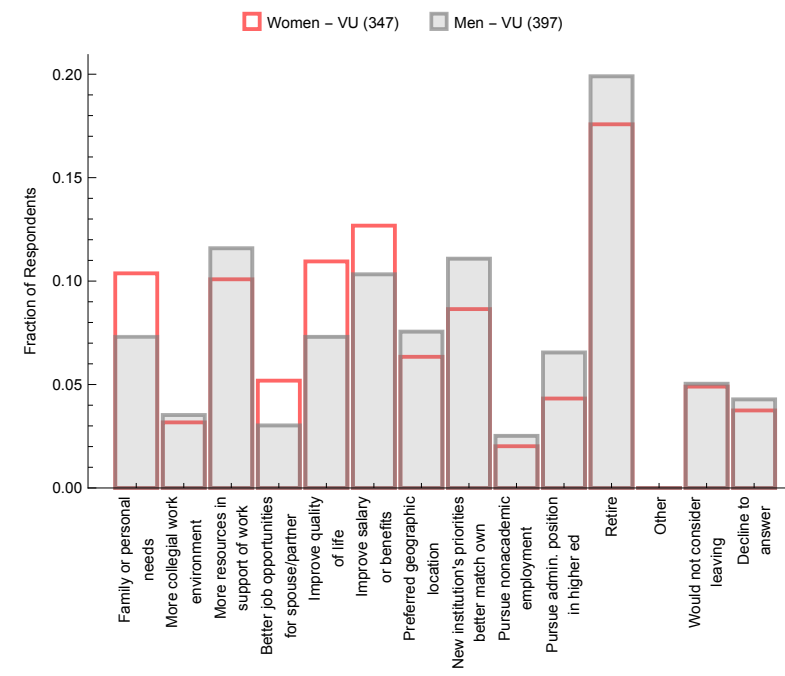
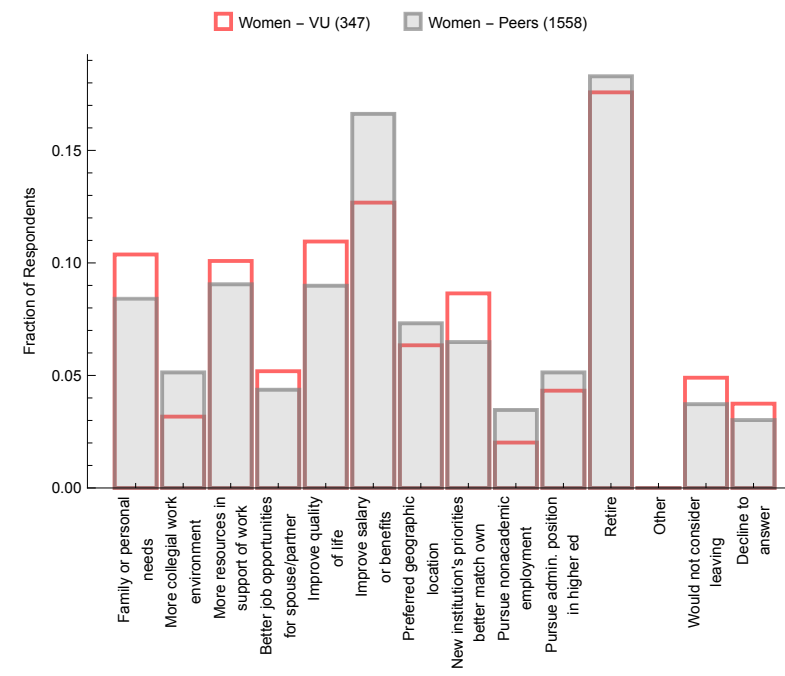
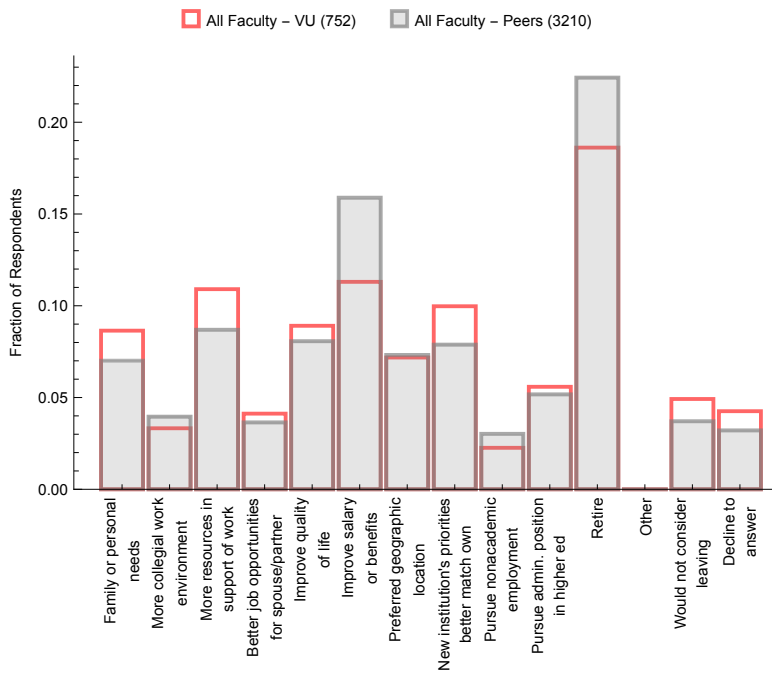




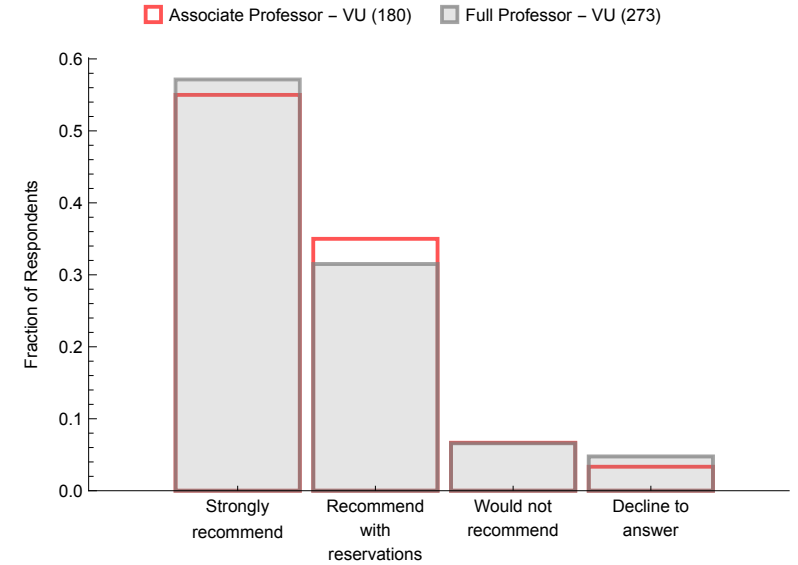
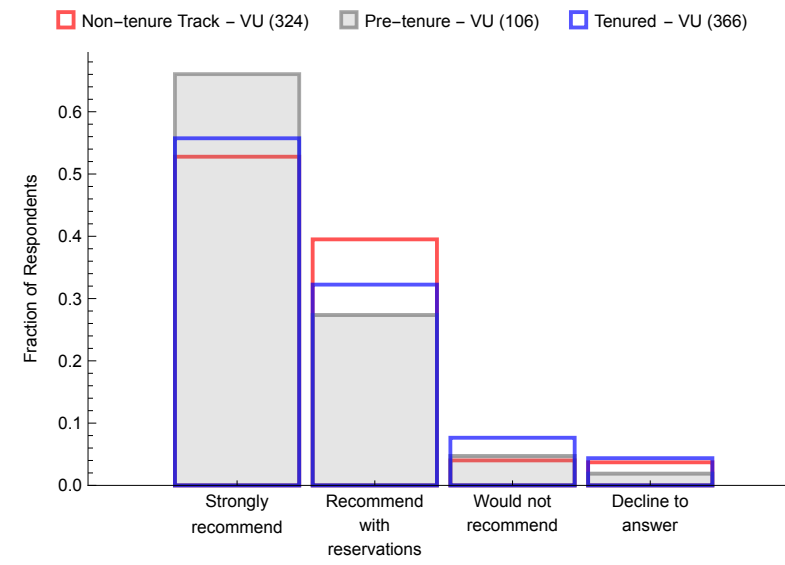
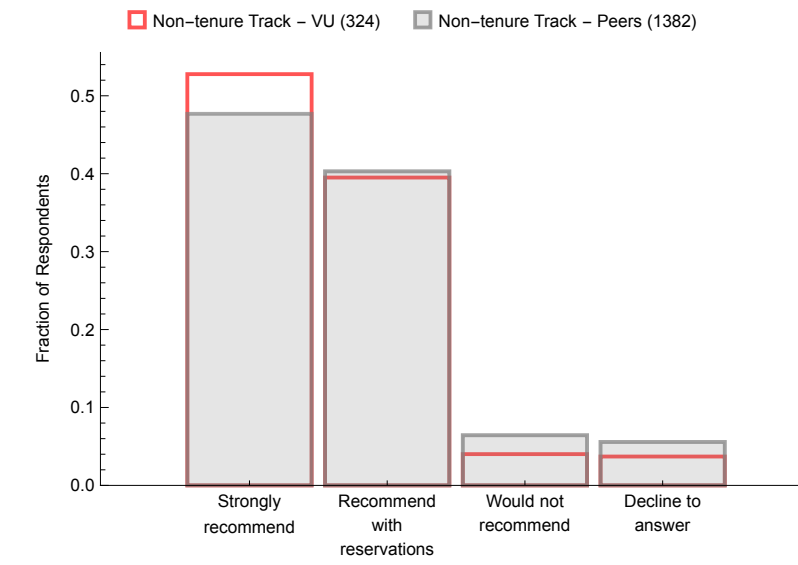
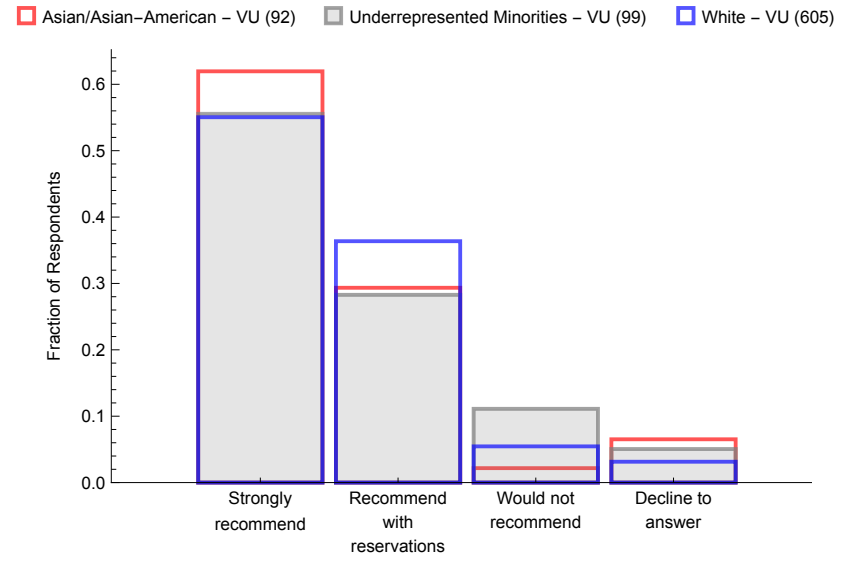
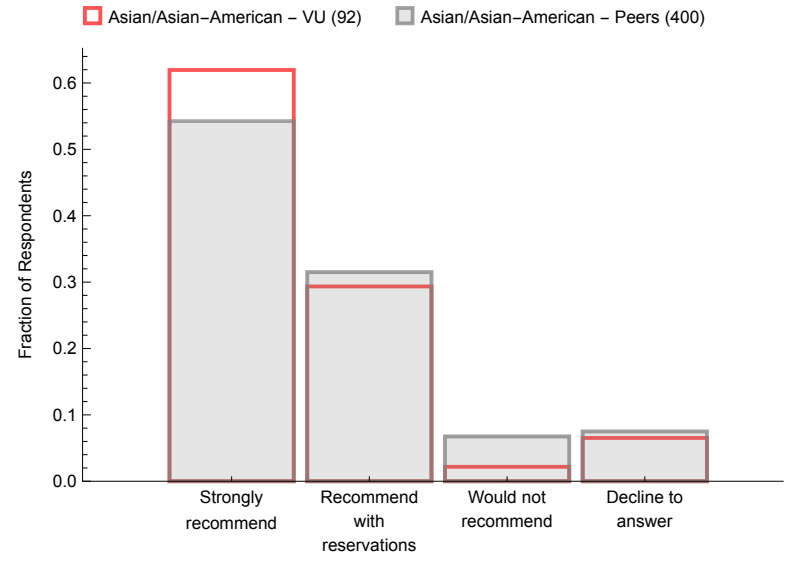
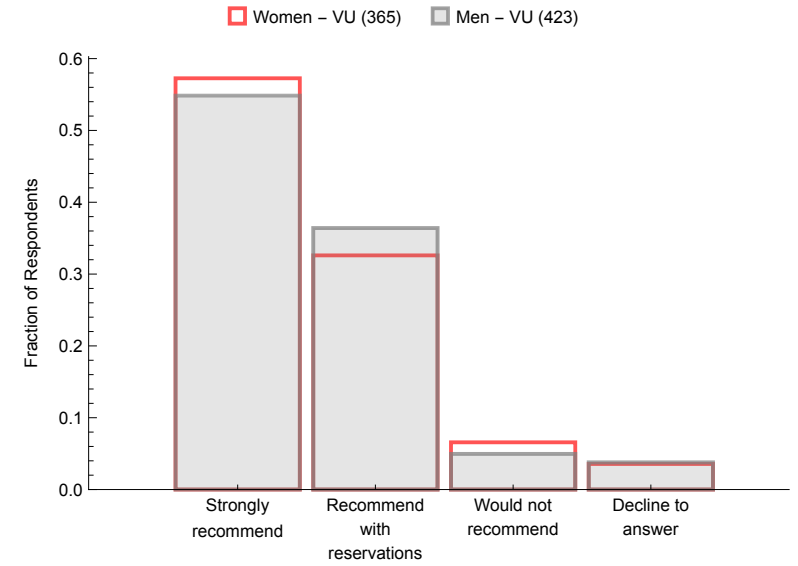
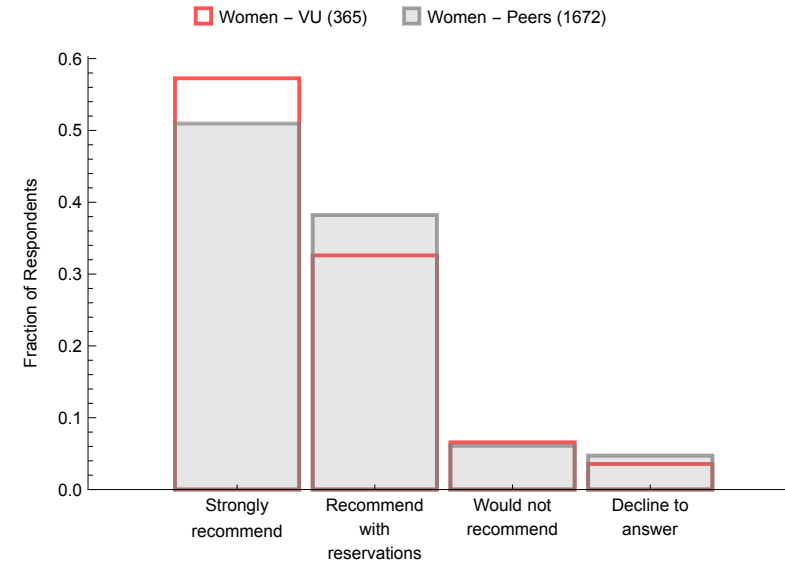
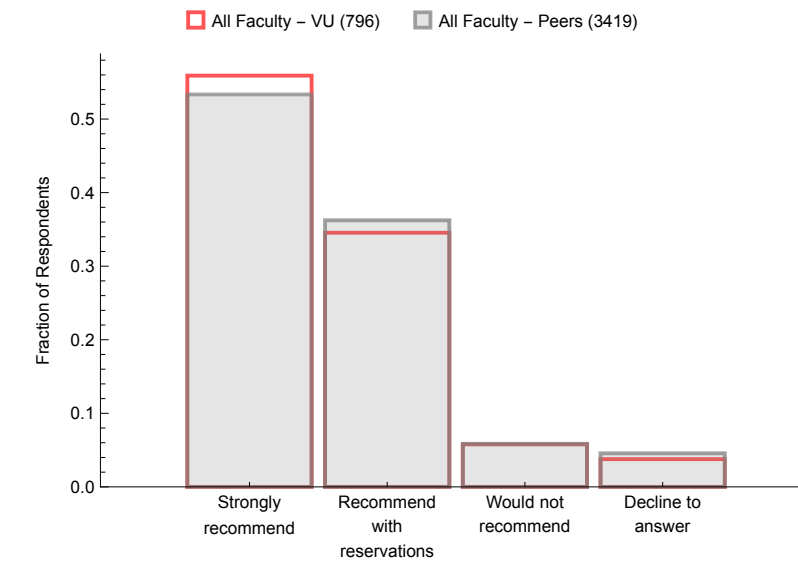






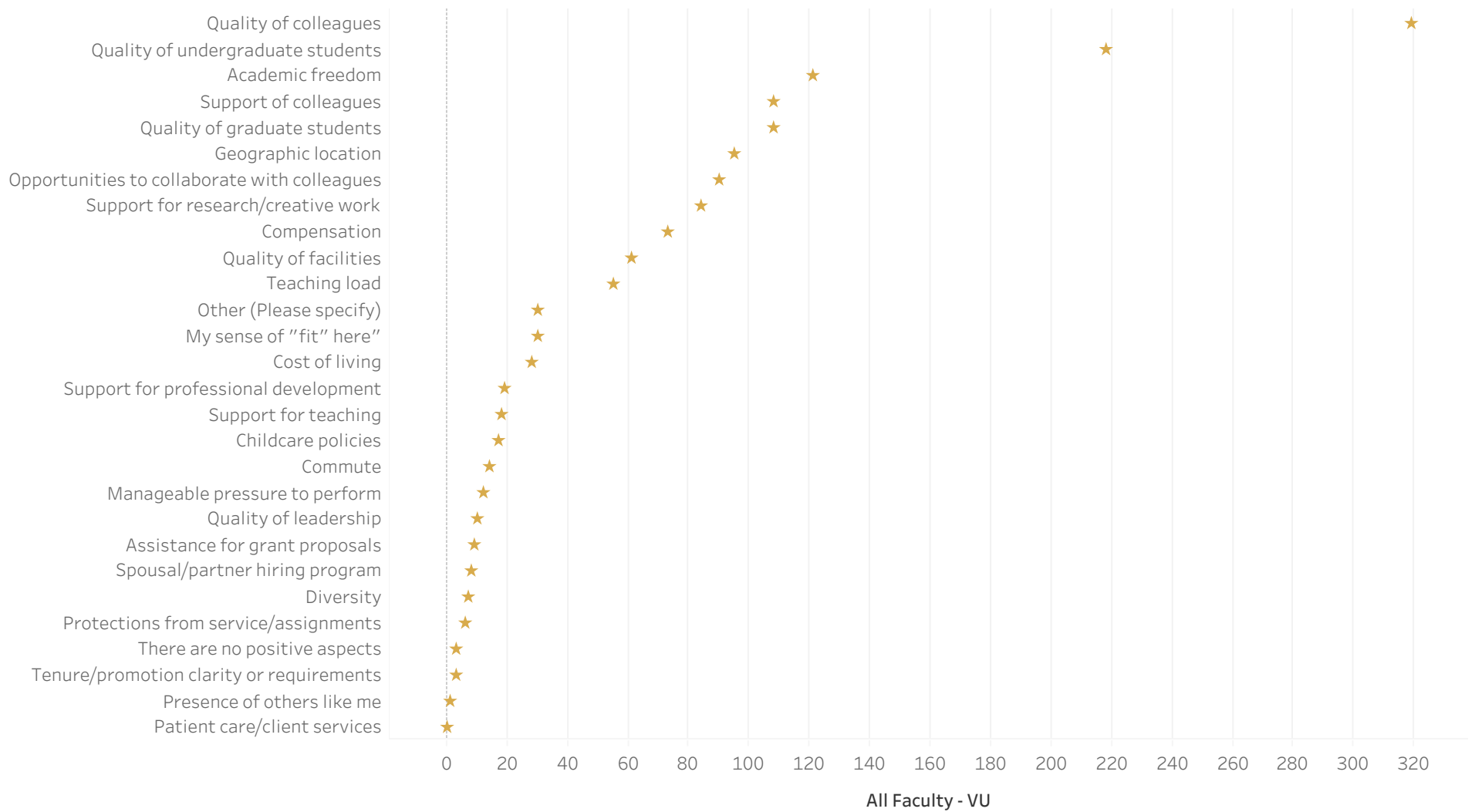


Global Satisfaction | Other | Recommend department as a place to work



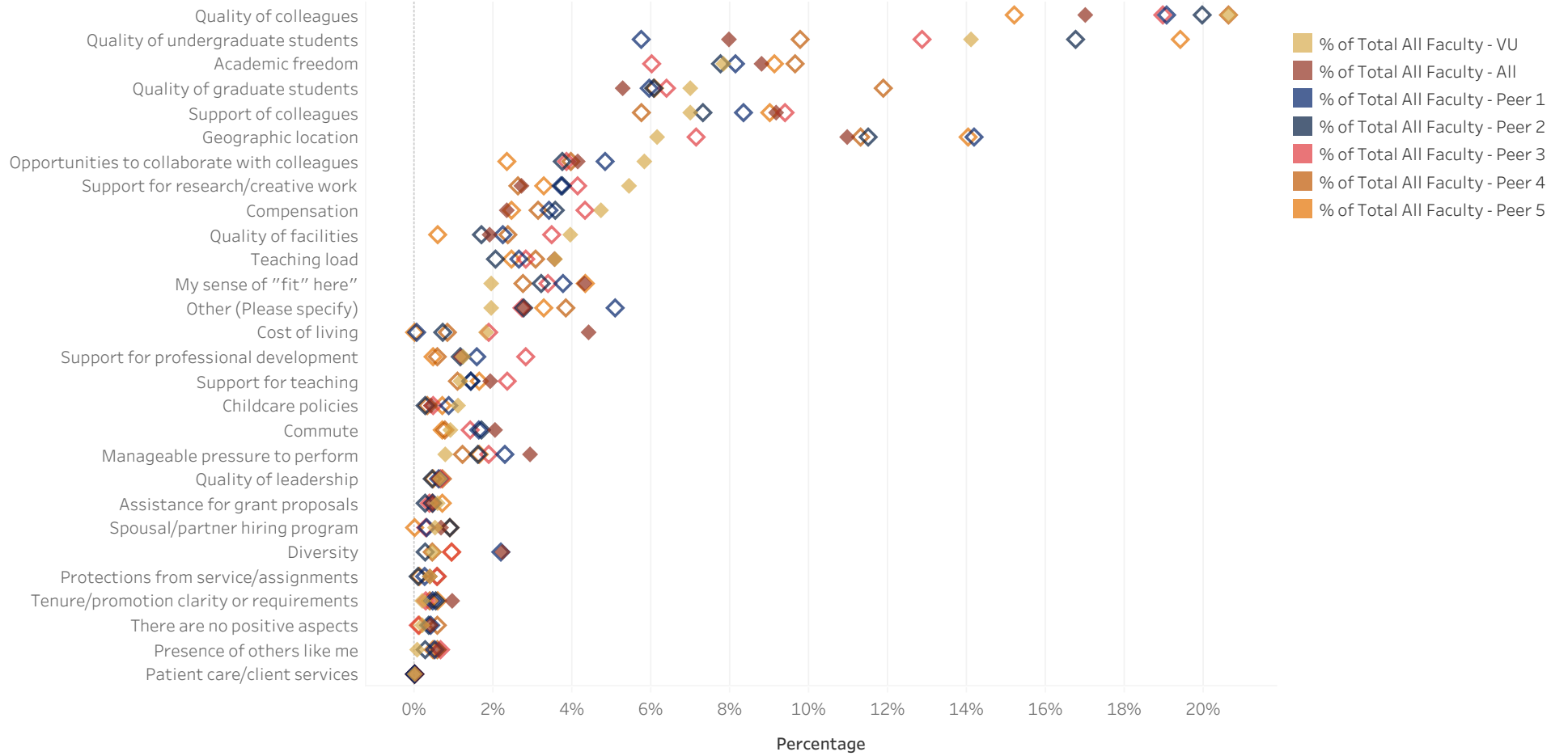
Global Satisfaction

All VU: Best aspects about working at your institution.



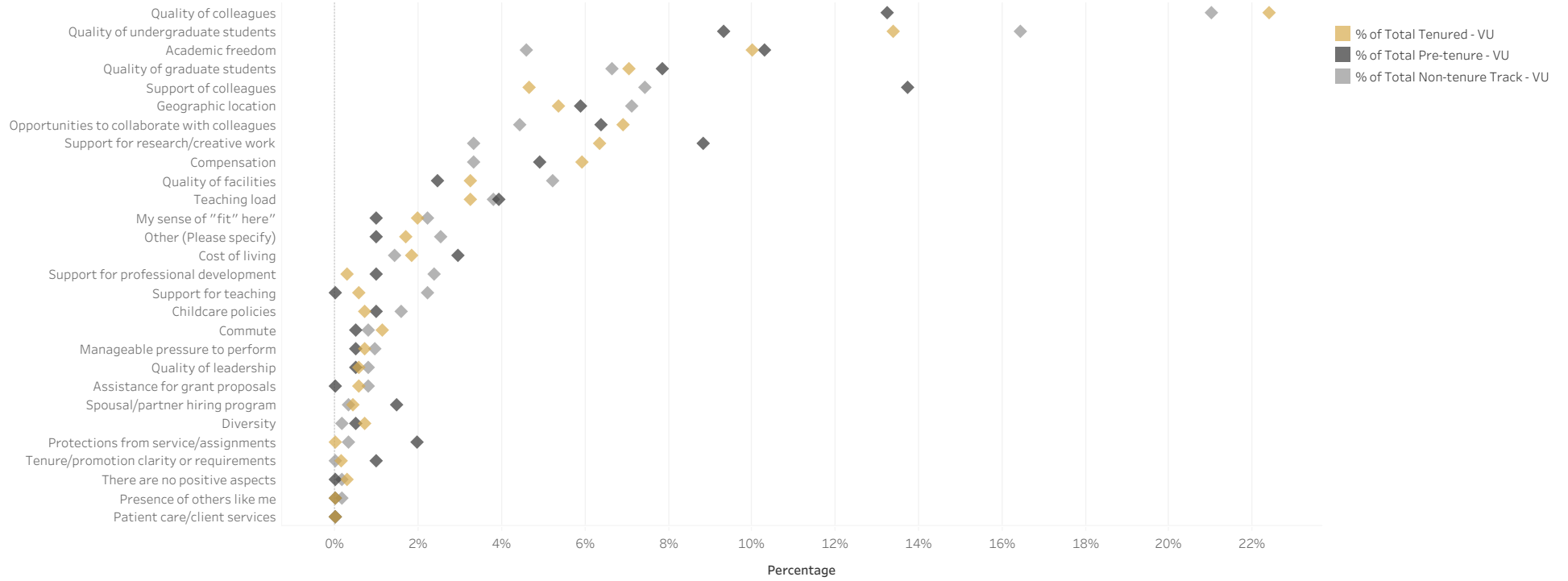
Global Satisfaction

Peers Split: Best aspects about working at your institution.



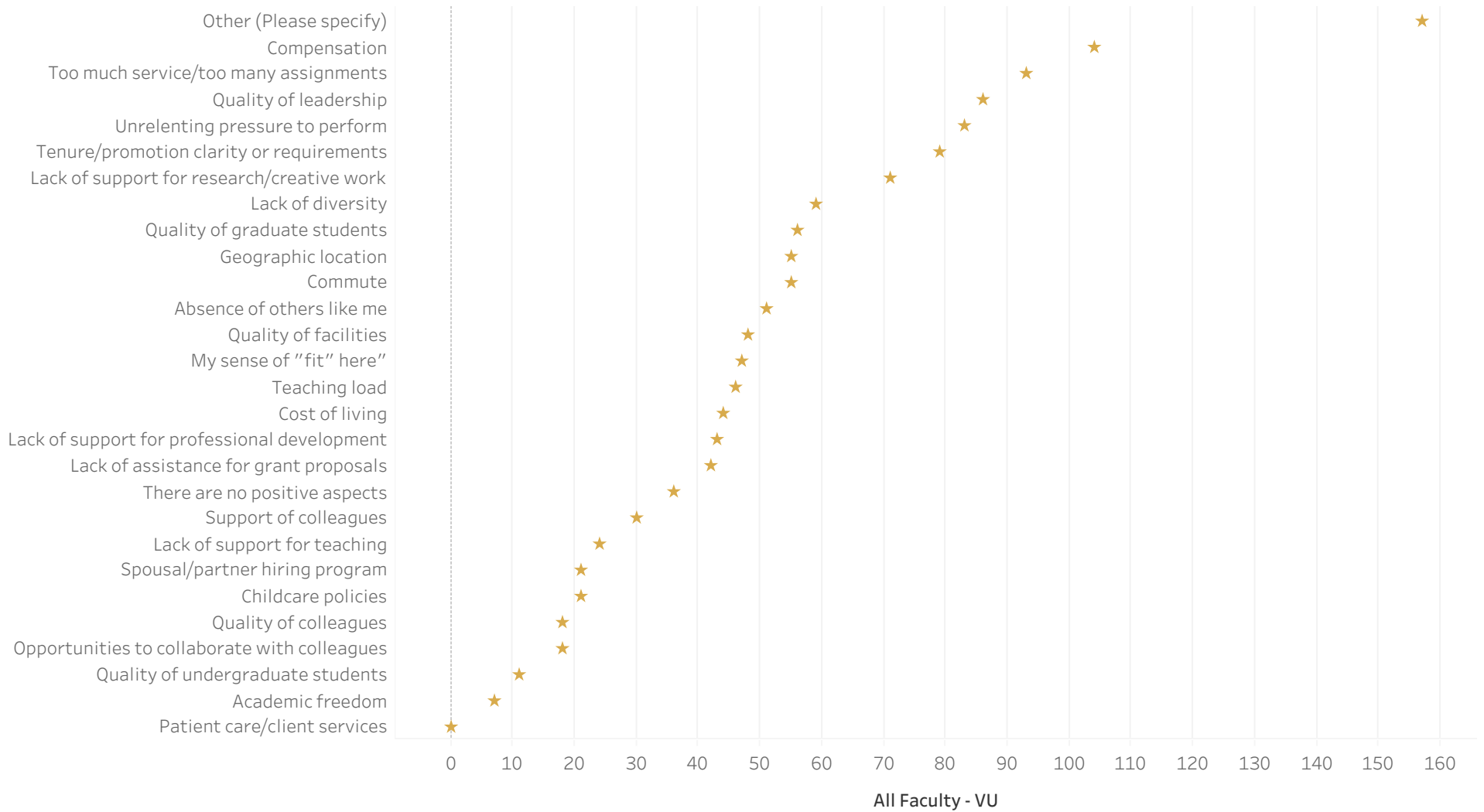
Global Satisfaction

Tenure Split: Best aspects about working at your institution.



Global Satisfaction

All VU: Worst aspects about working at your institution.



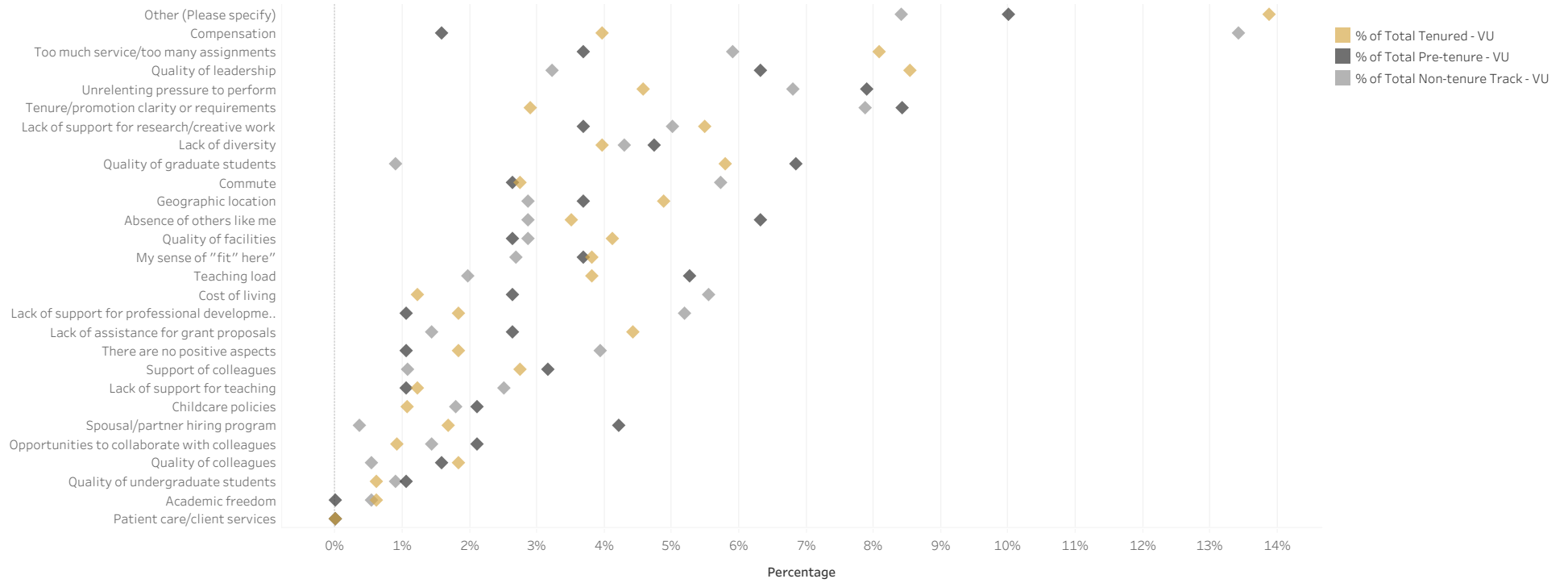
Global Satisfaction

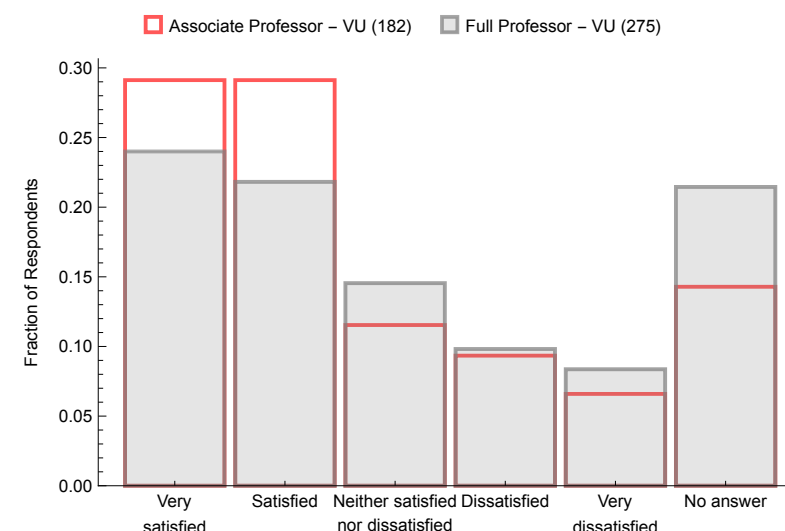
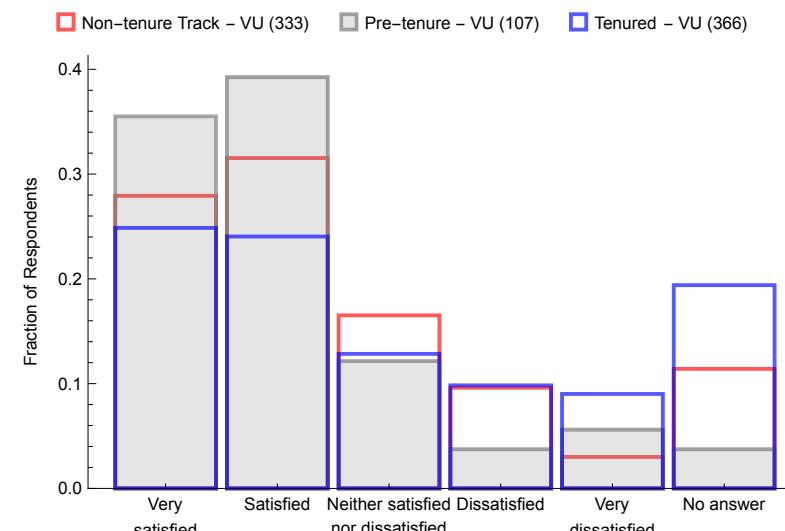
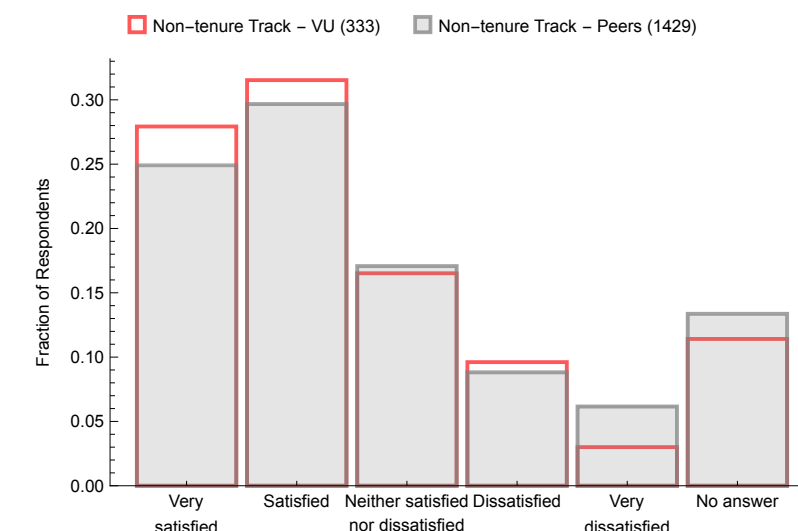
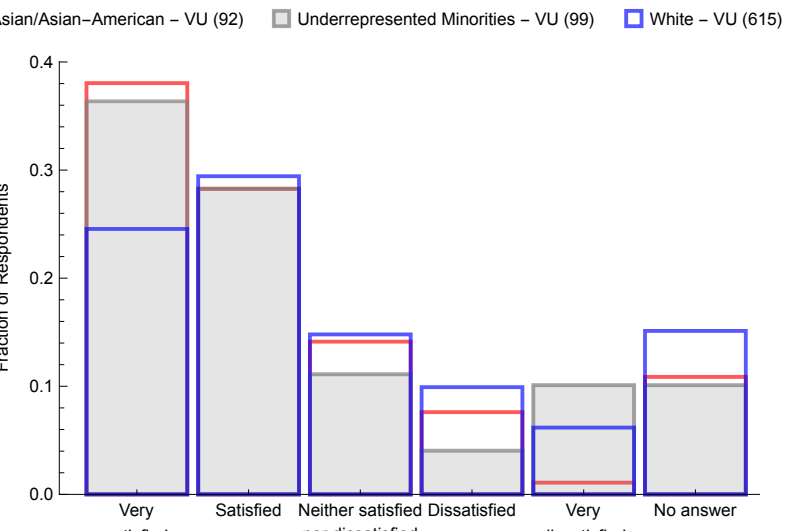
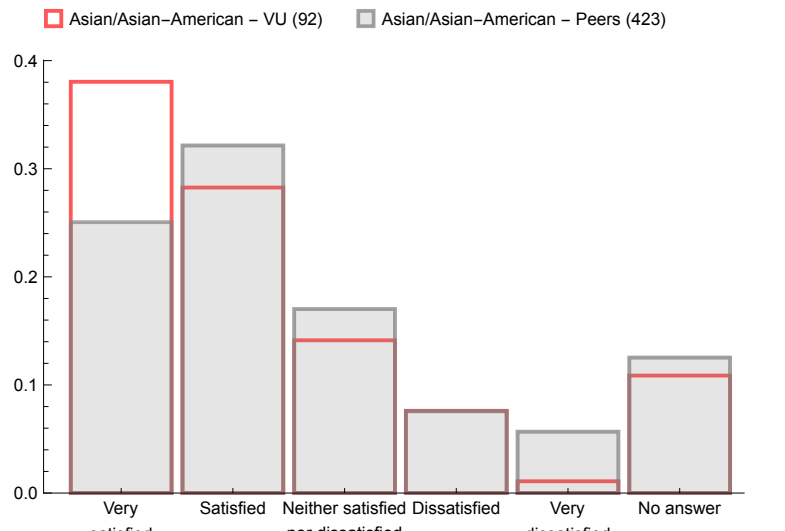
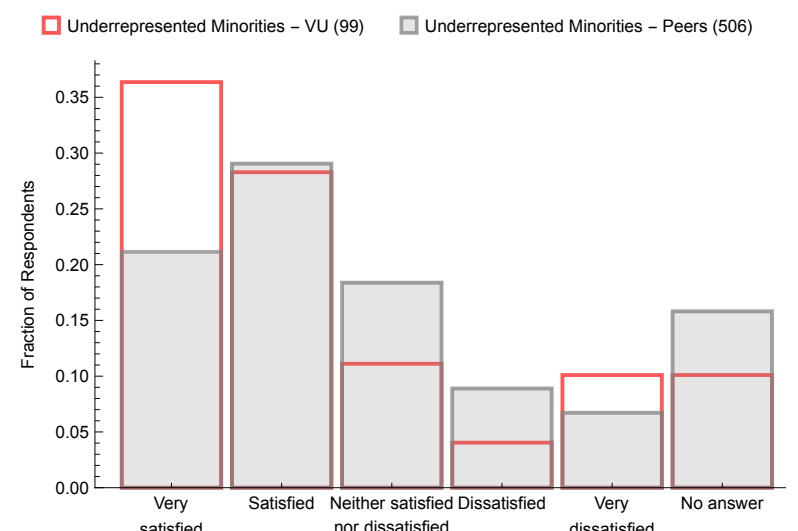
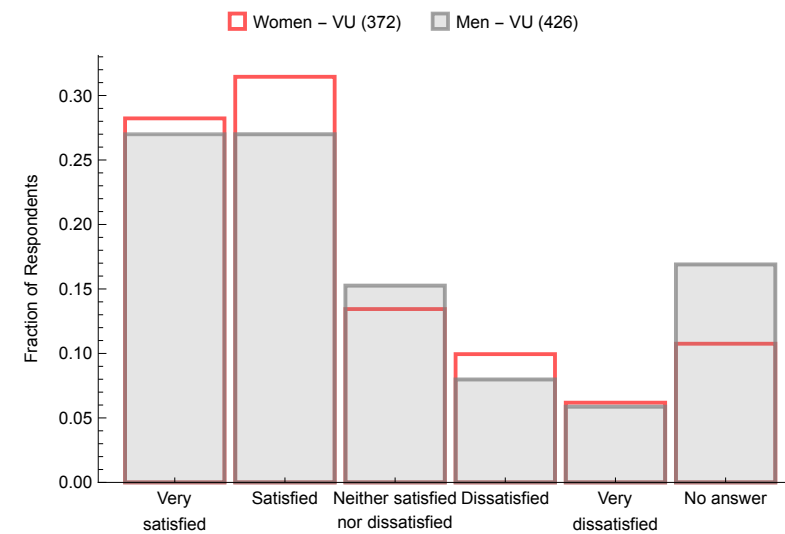
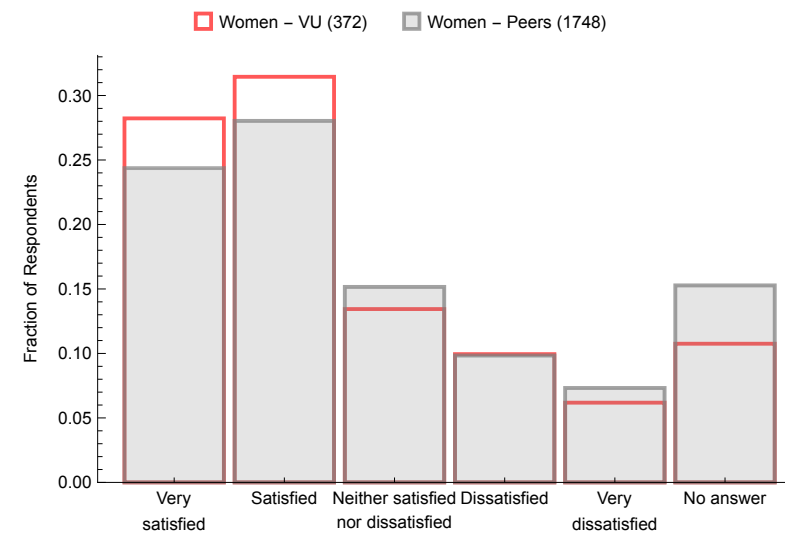
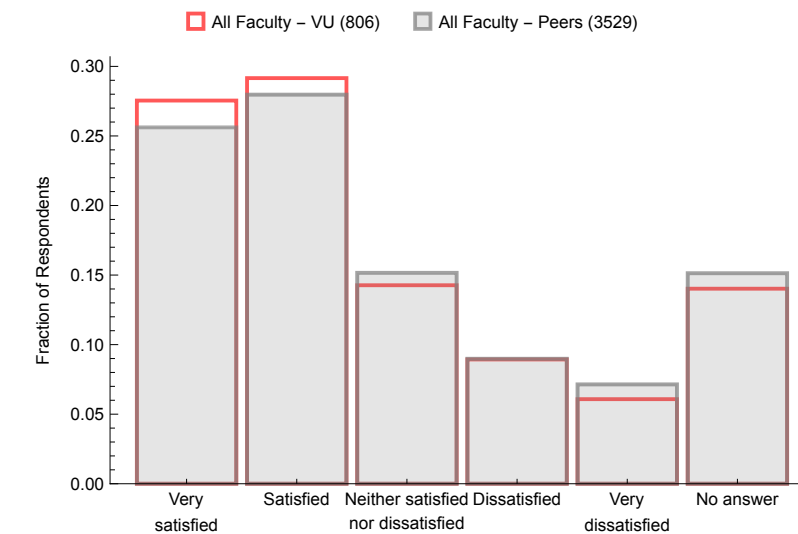
Peers Split: Worst aspects about working at your institution.

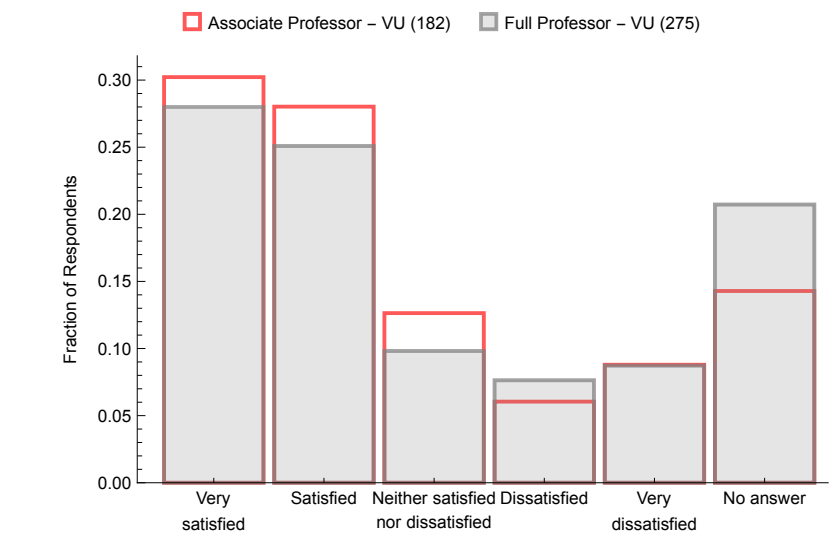
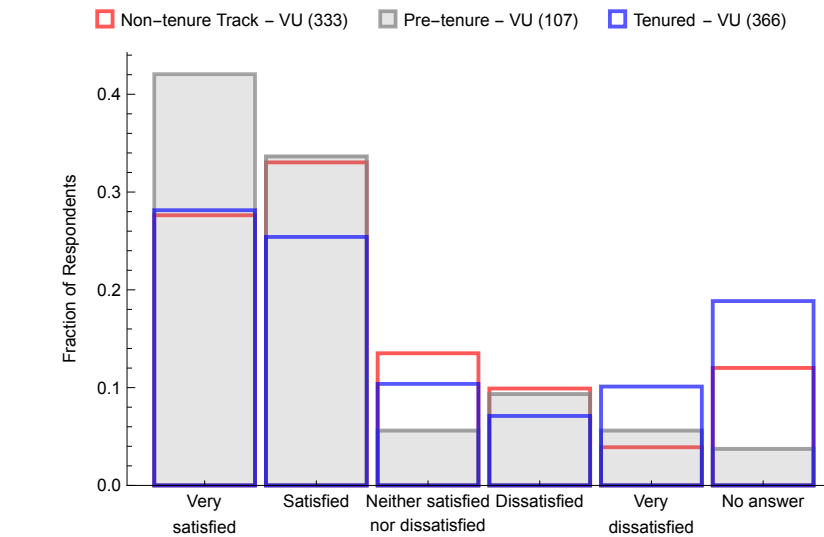
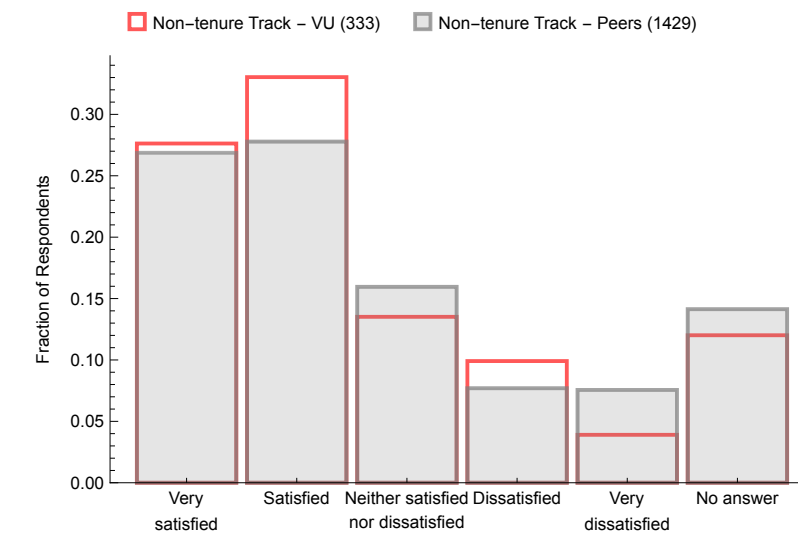
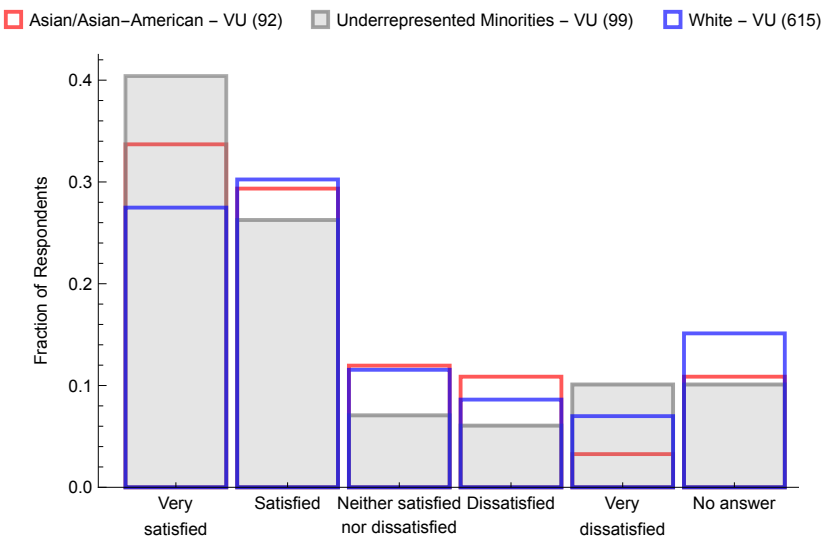
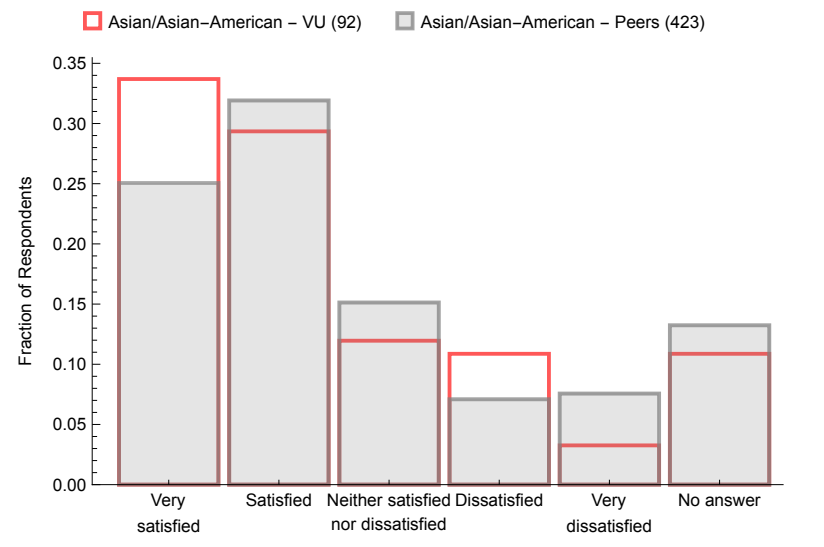
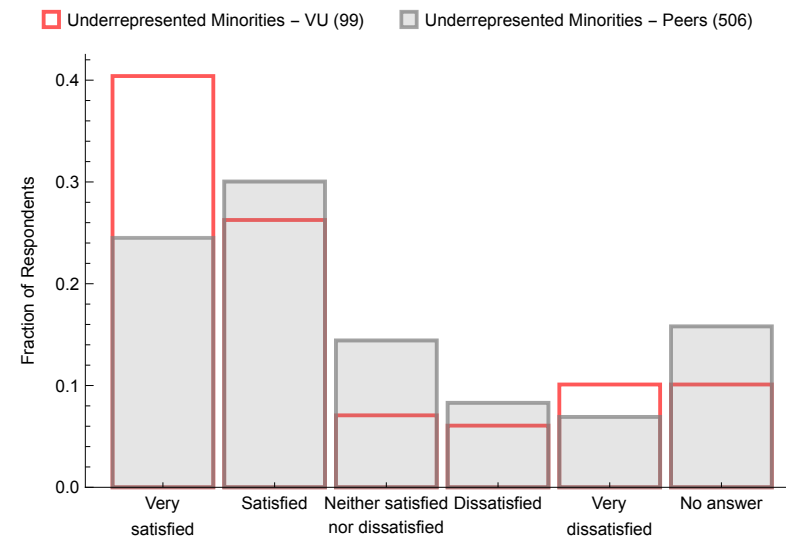
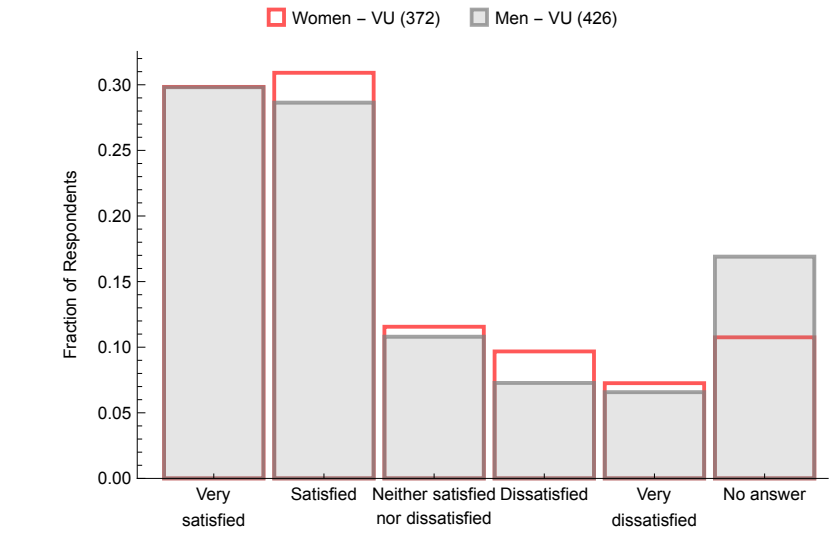
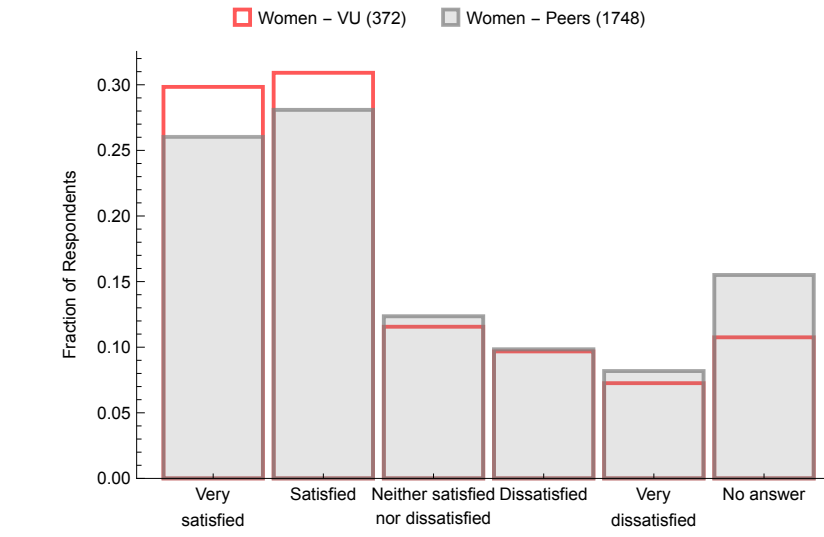
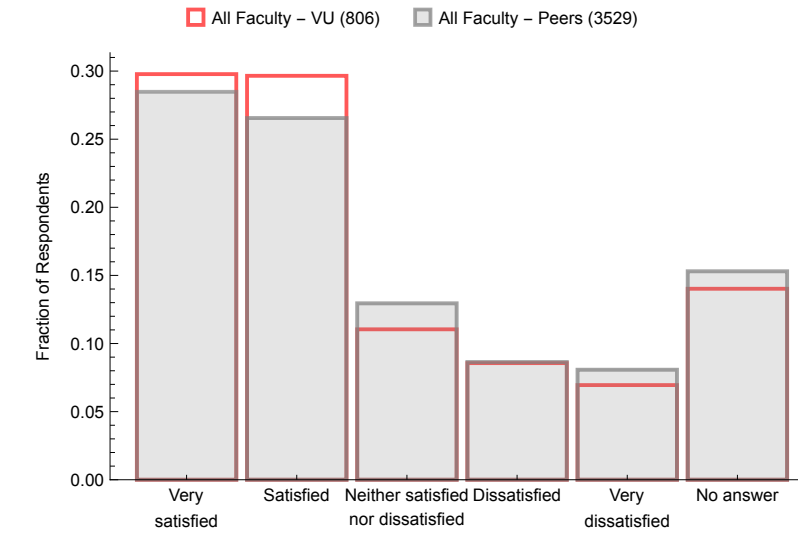


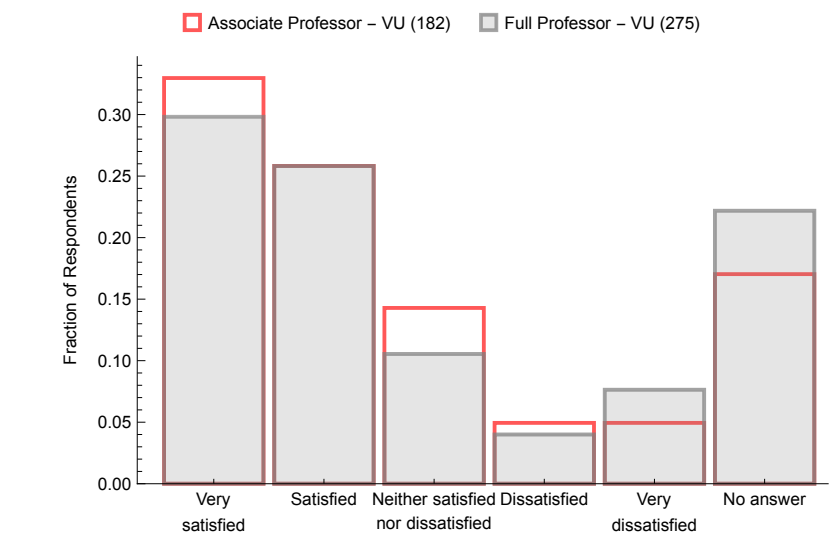
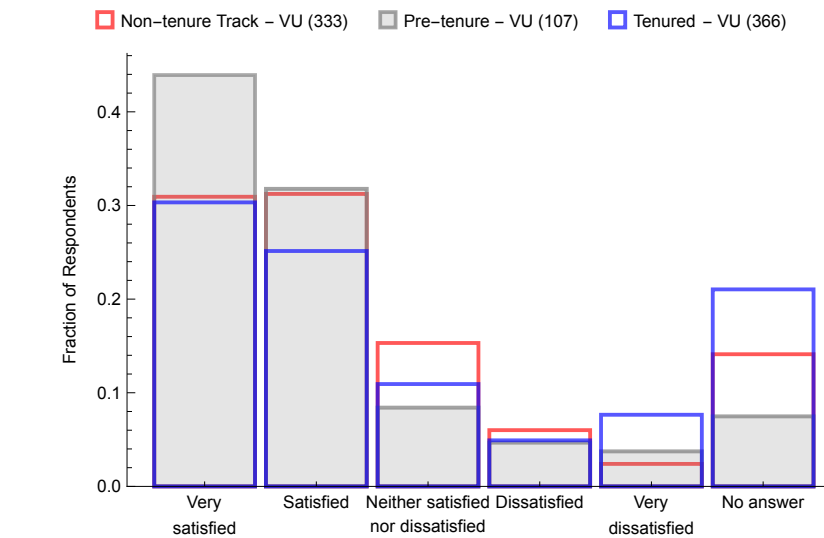
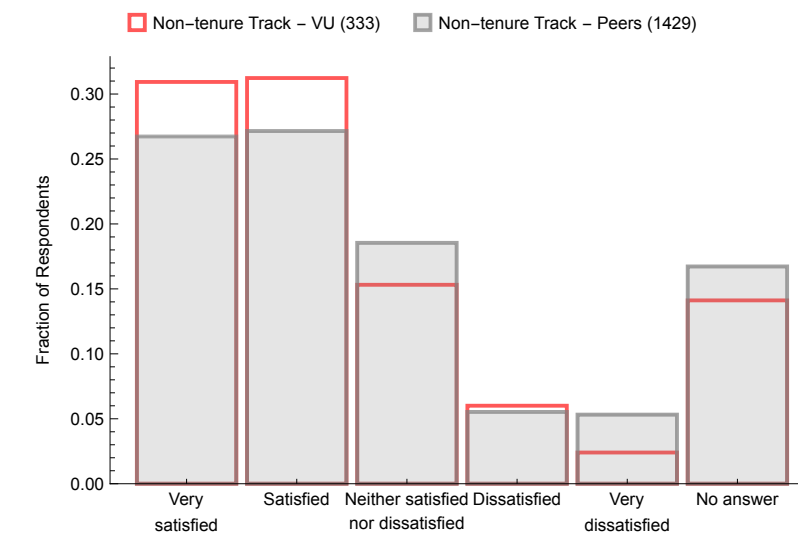
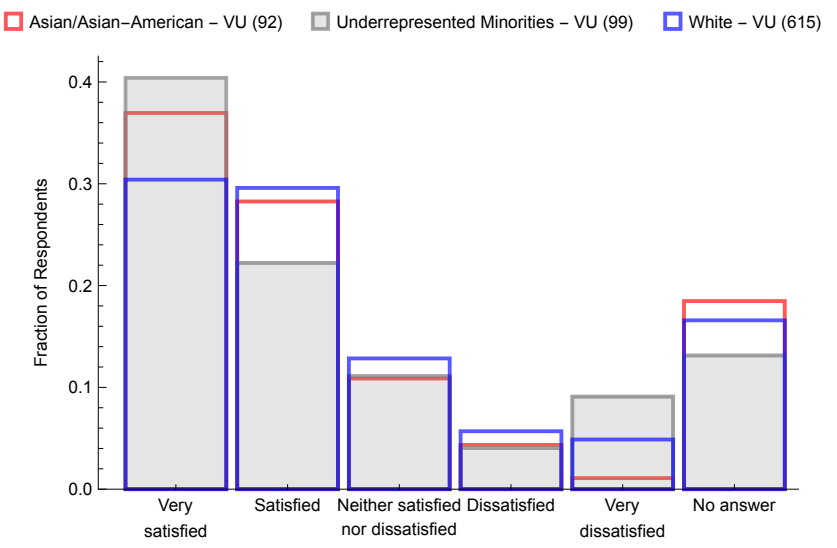
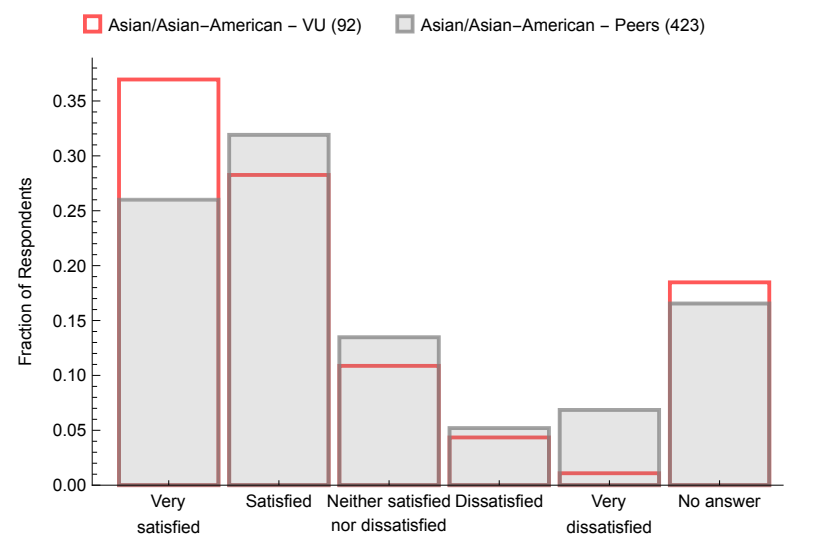
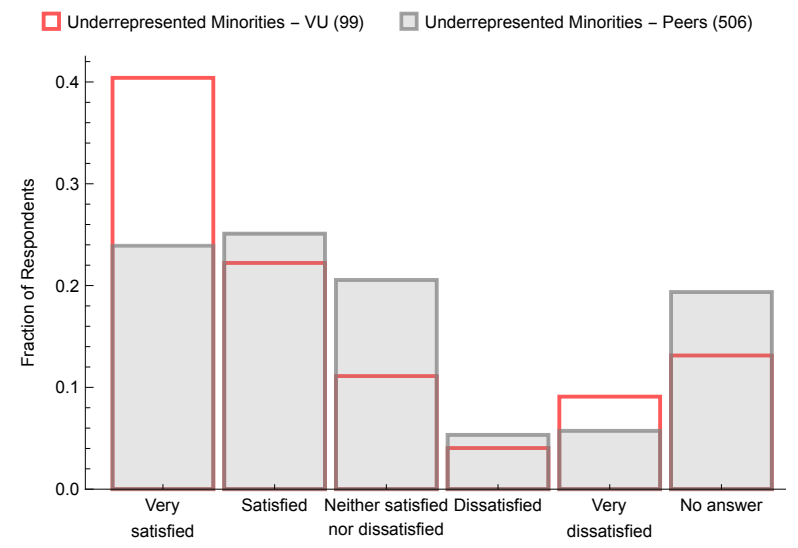
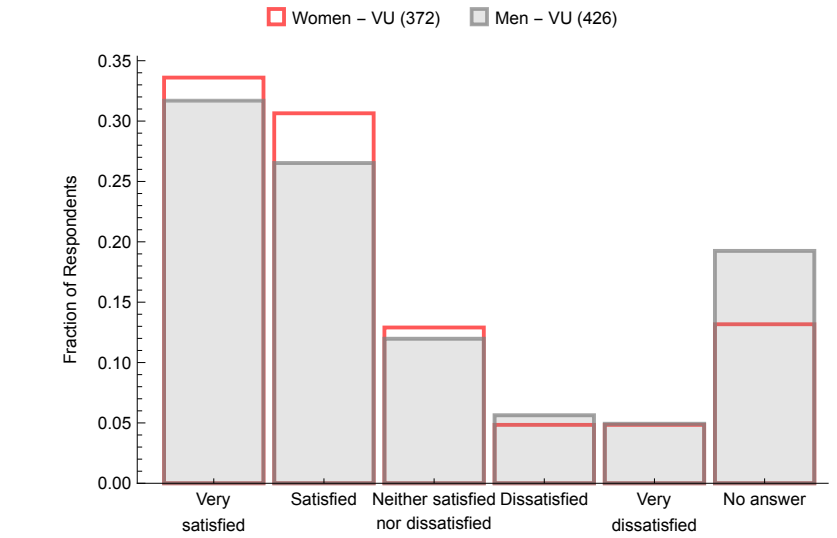
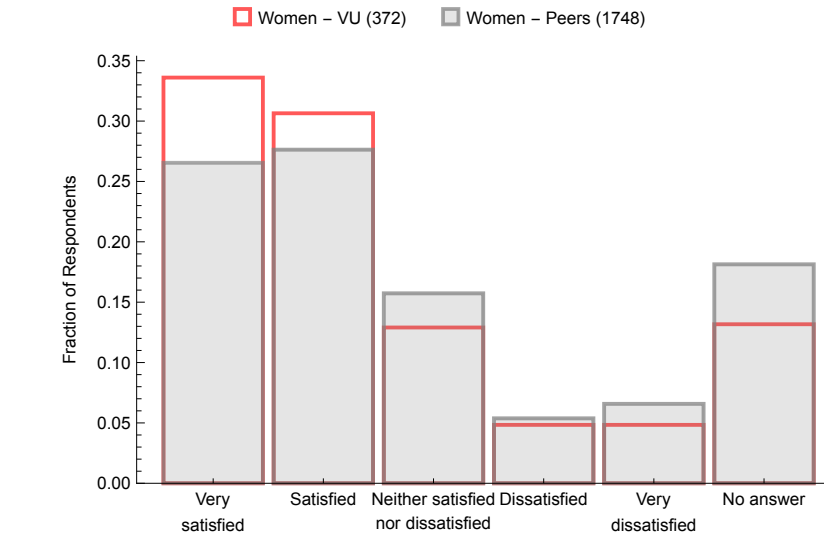
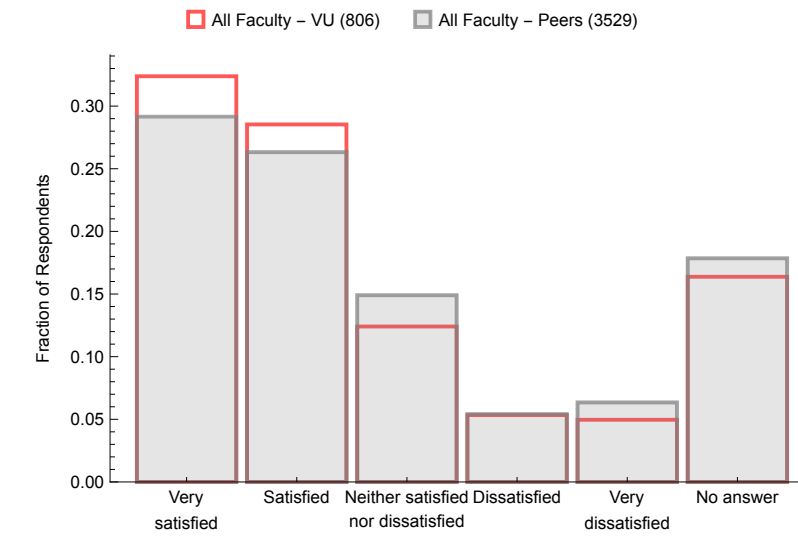
Global Satisfaction

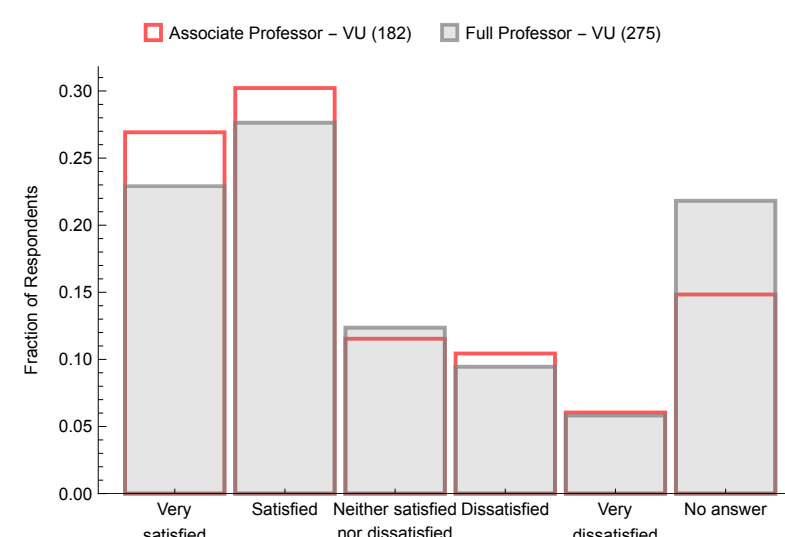
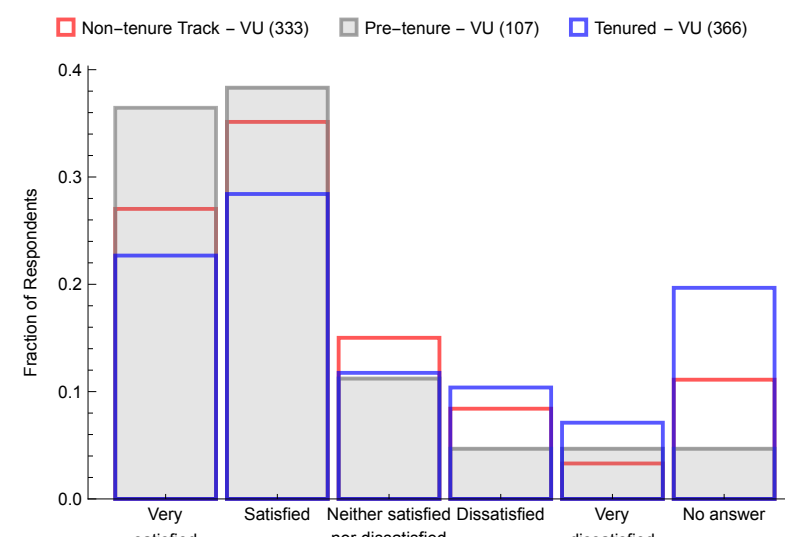
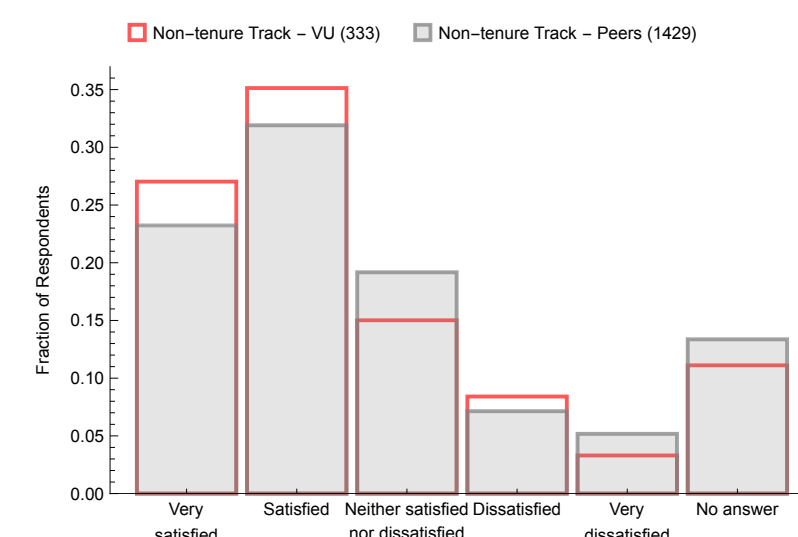
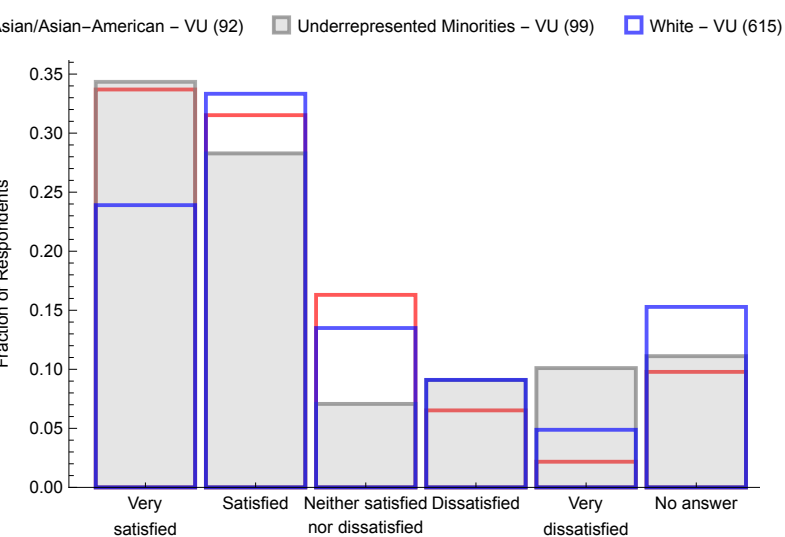
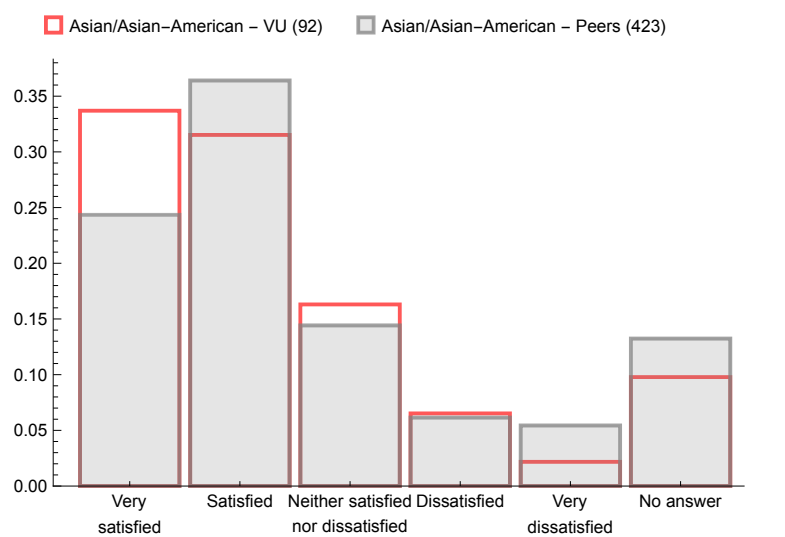
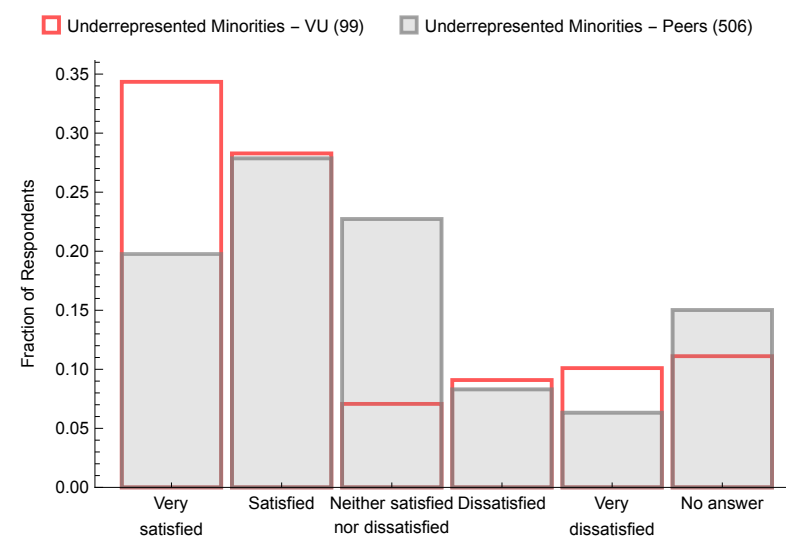
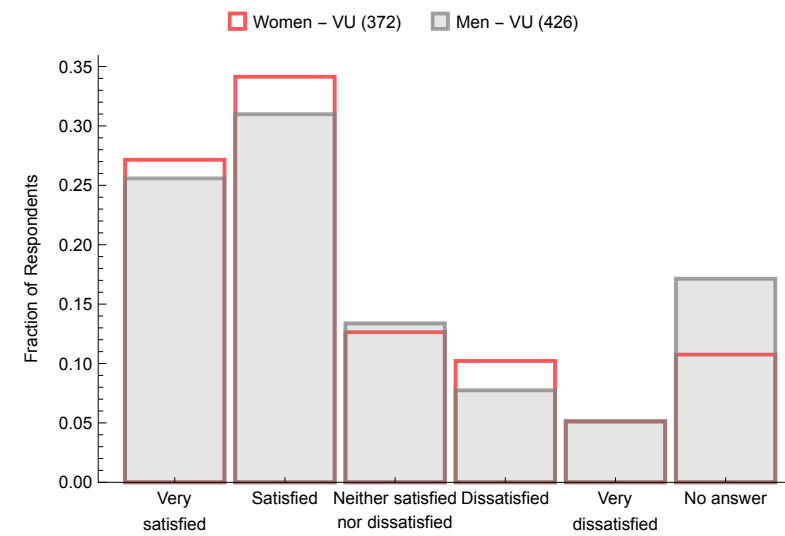
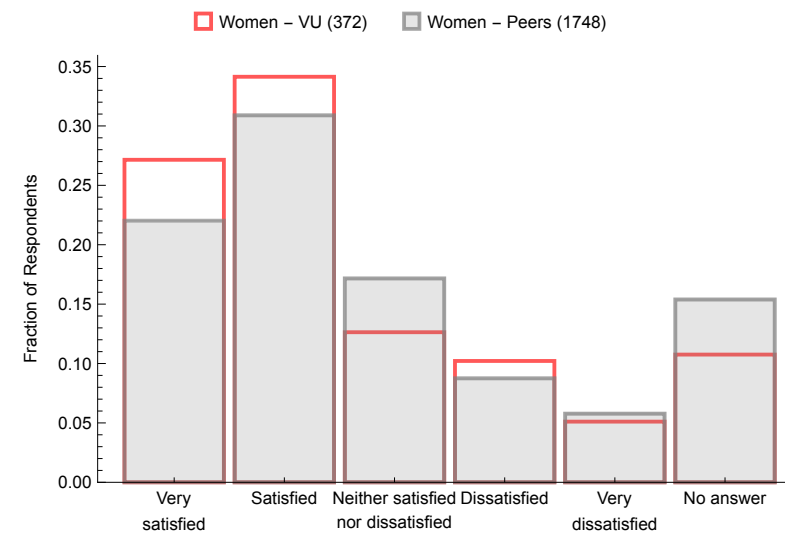
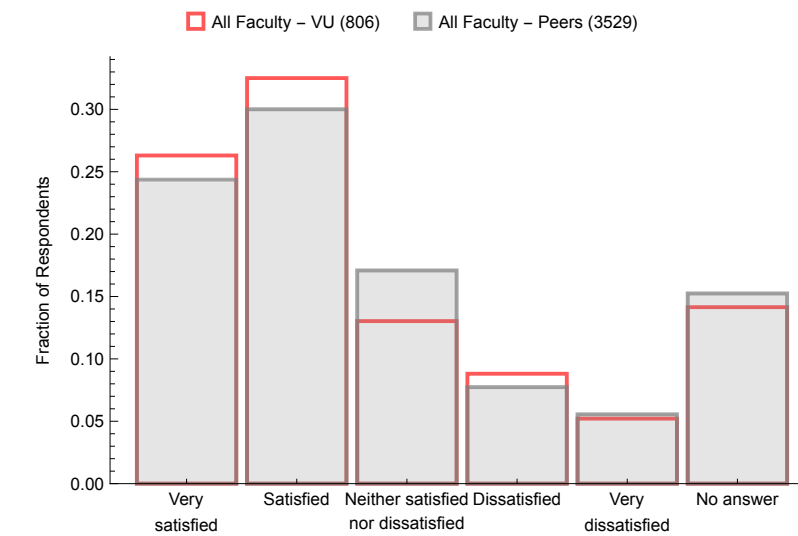
Tenure Split: Worst aspects about working at your institution.

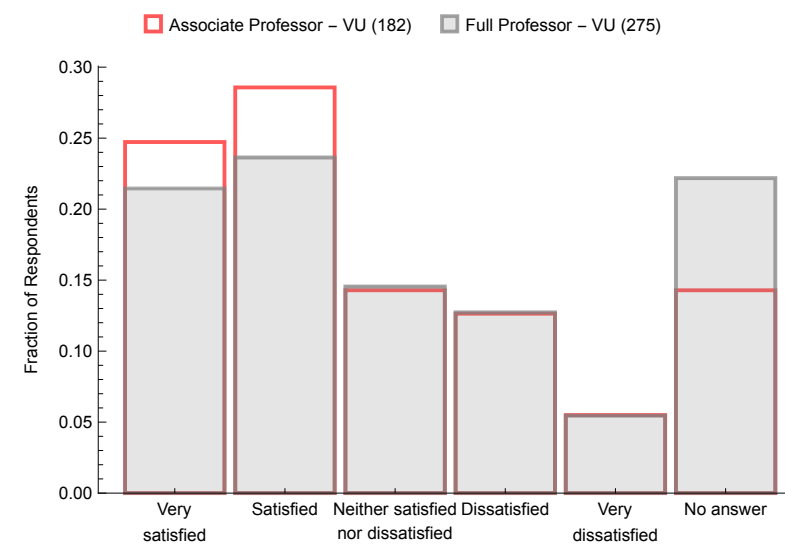
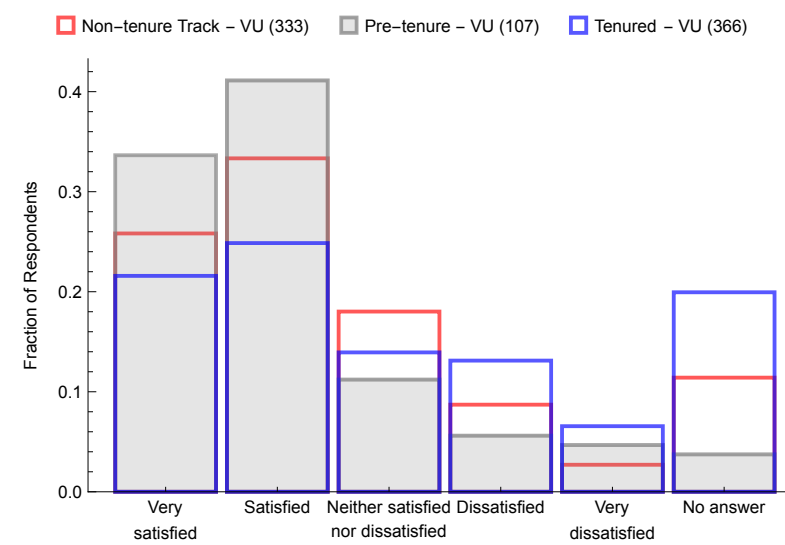
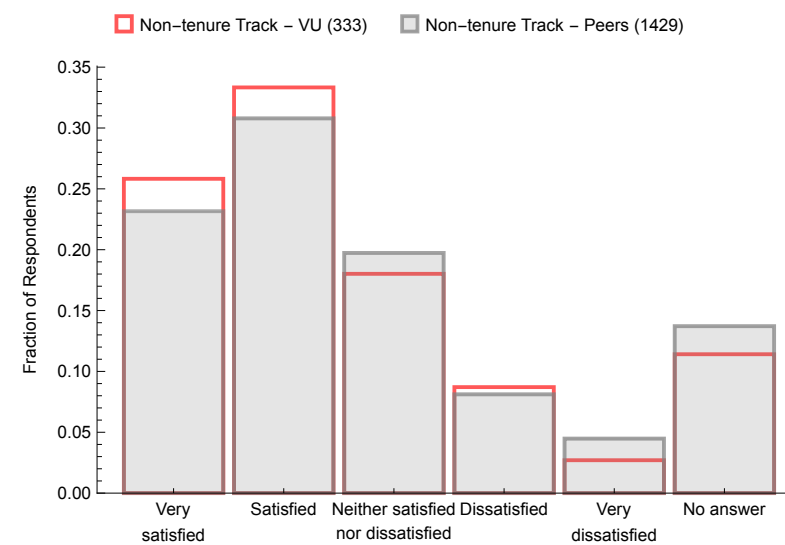
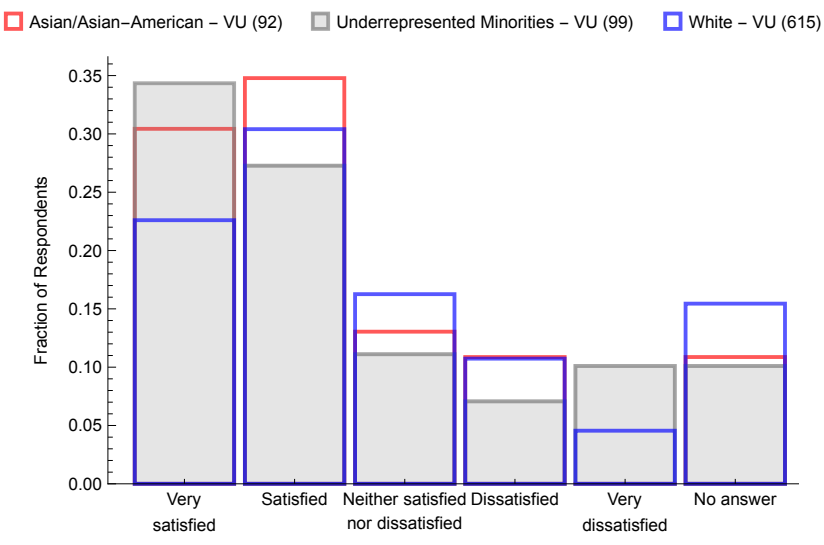
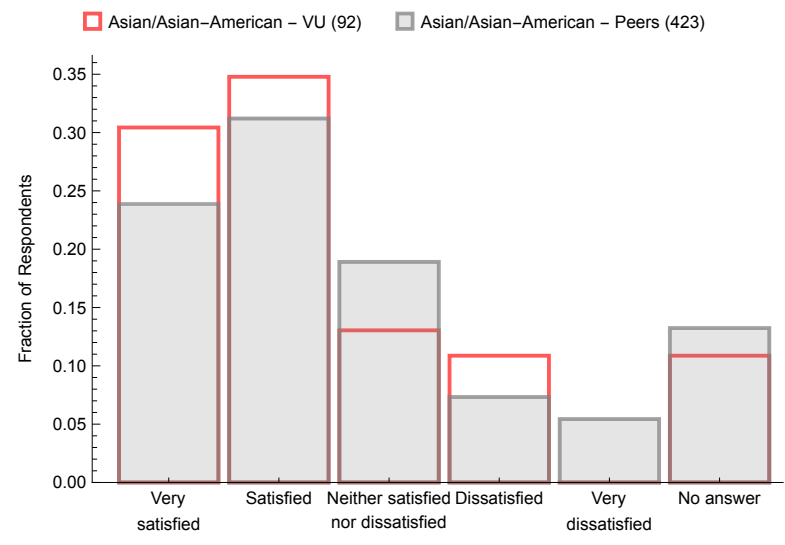
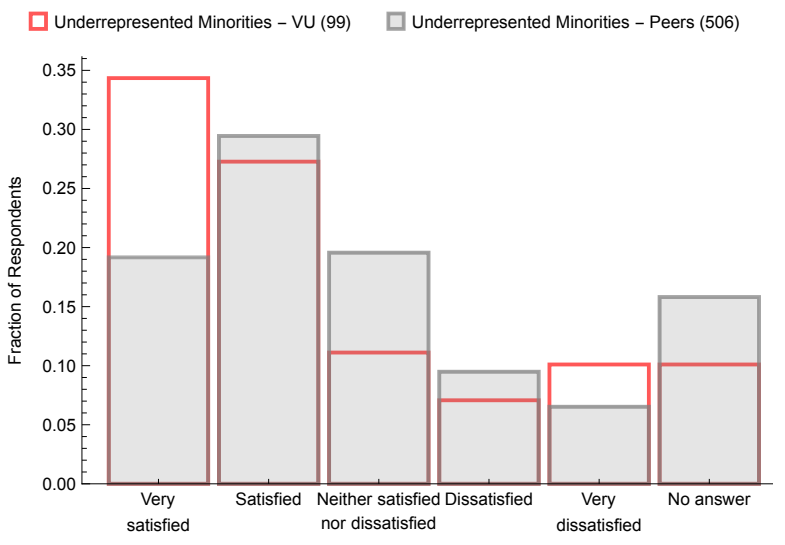
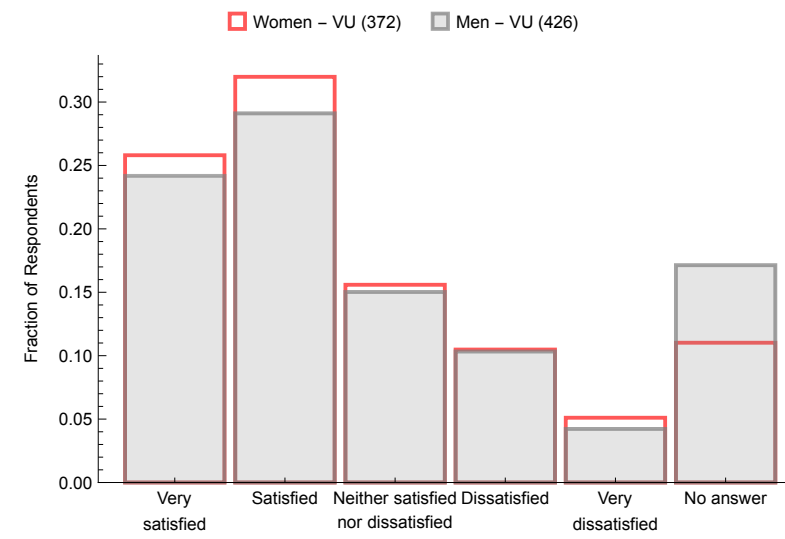
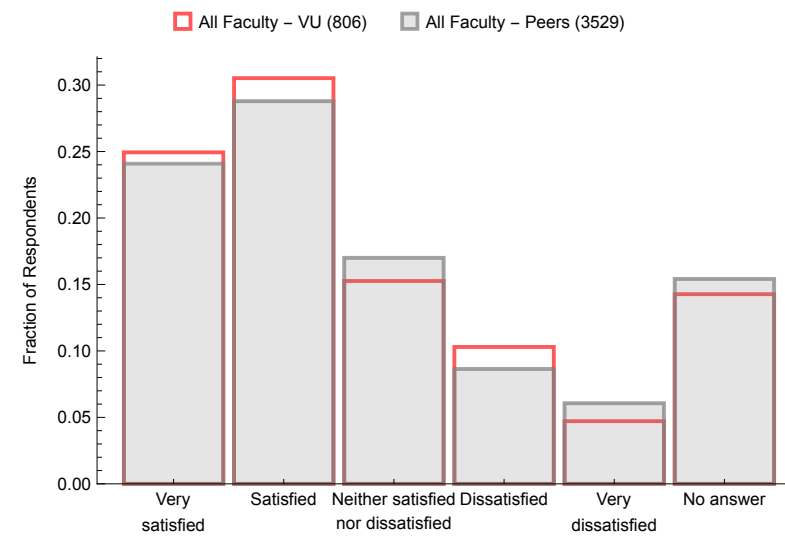


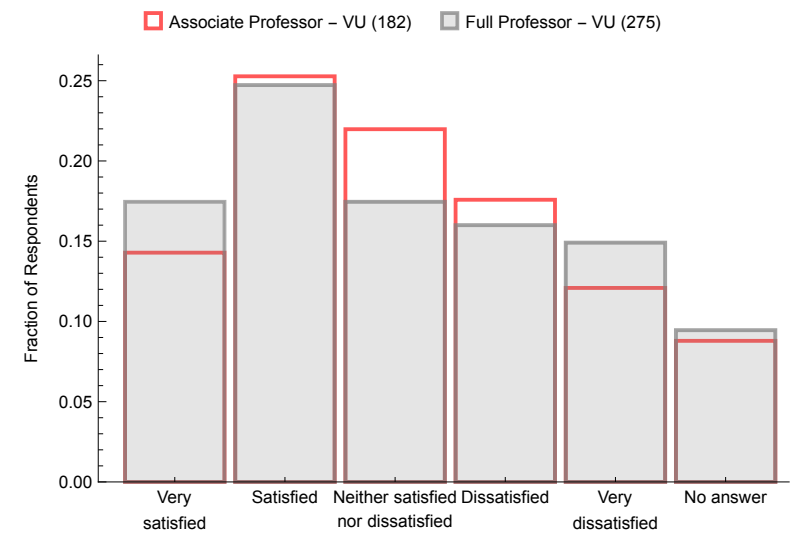
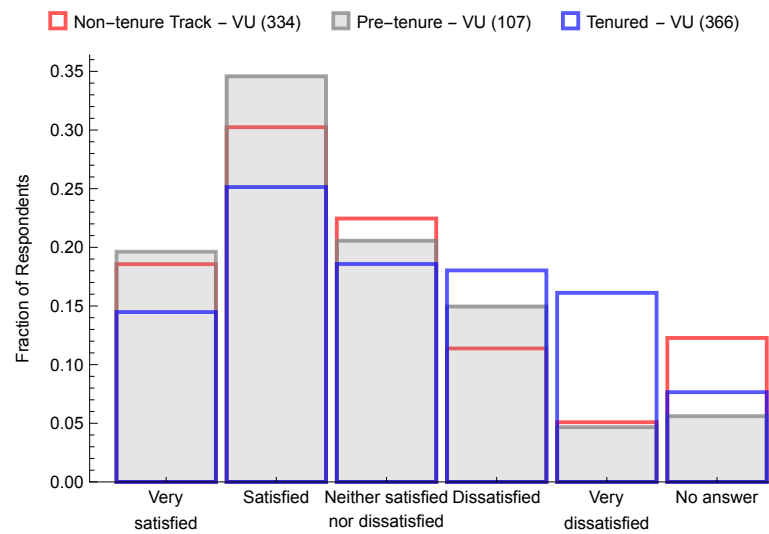
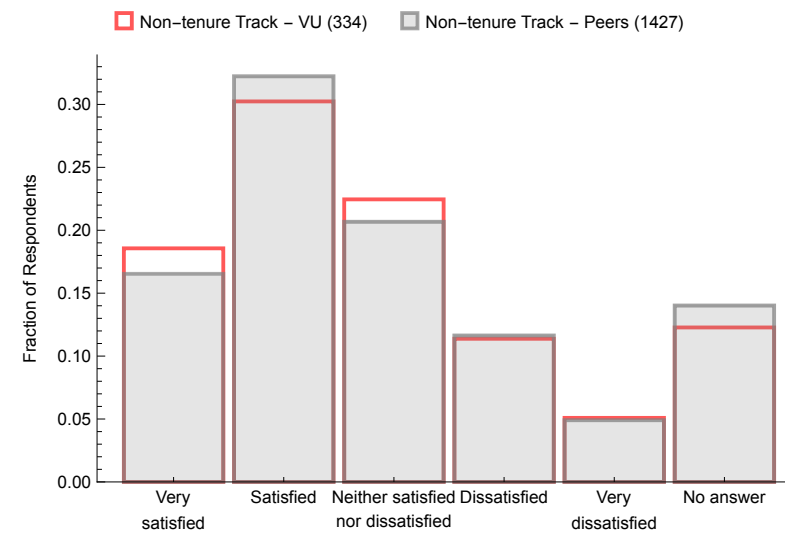
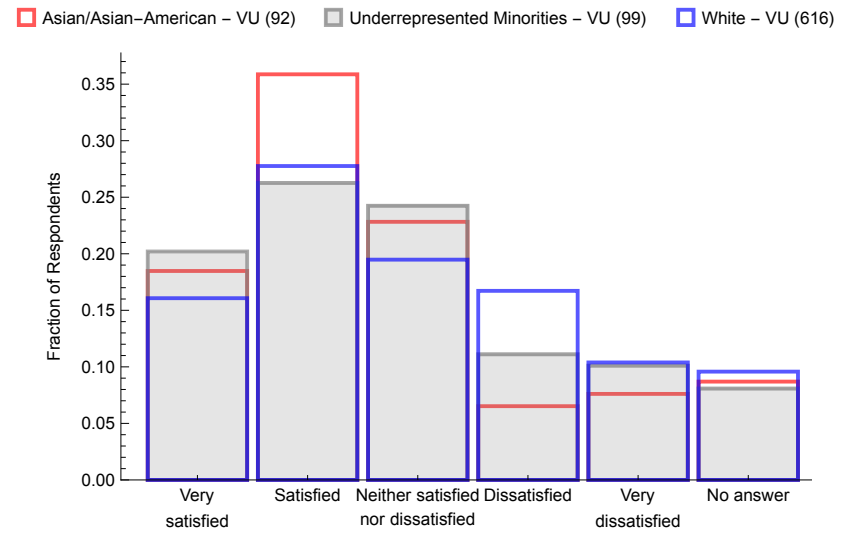
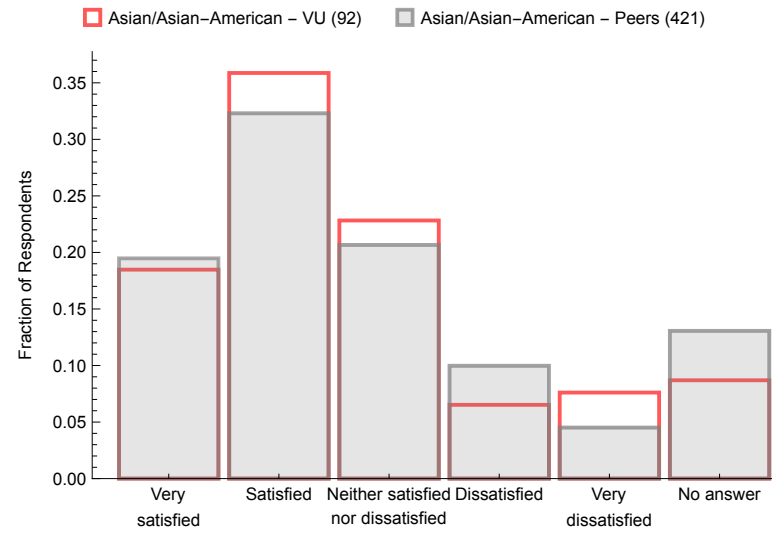
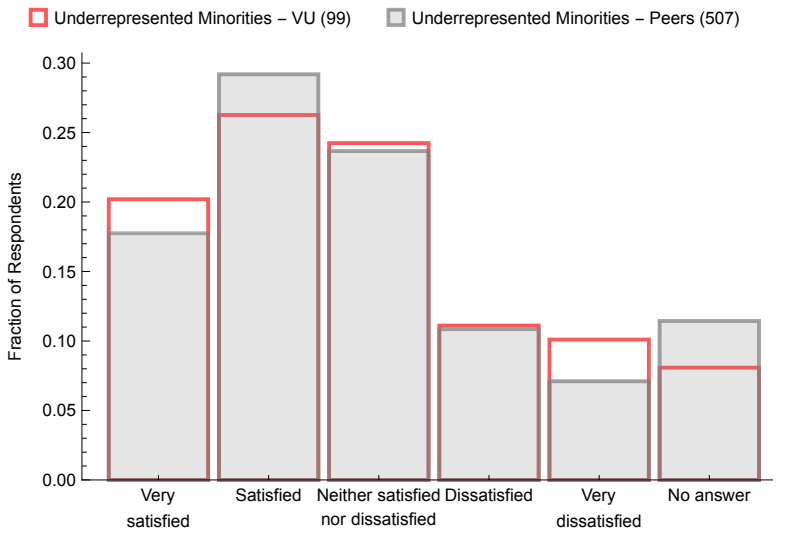
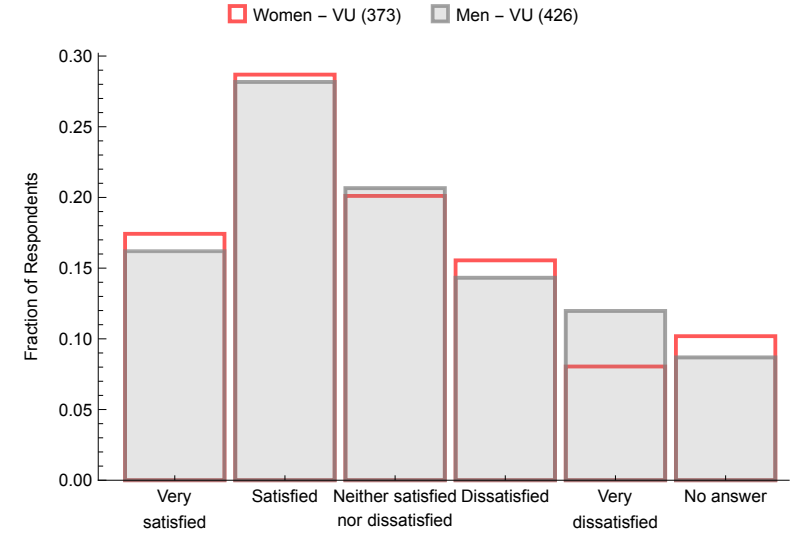
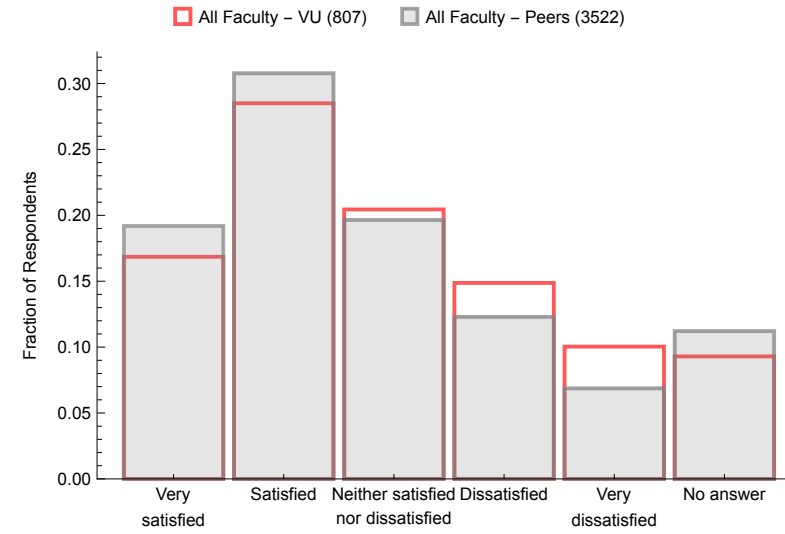


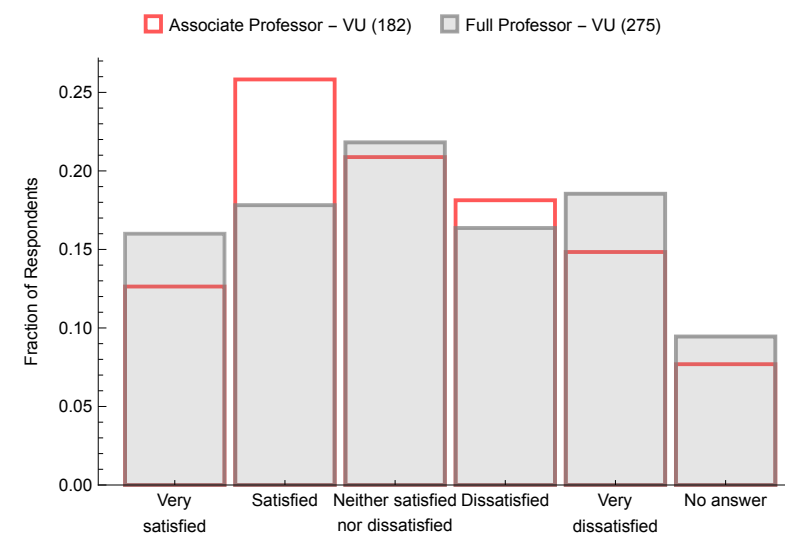
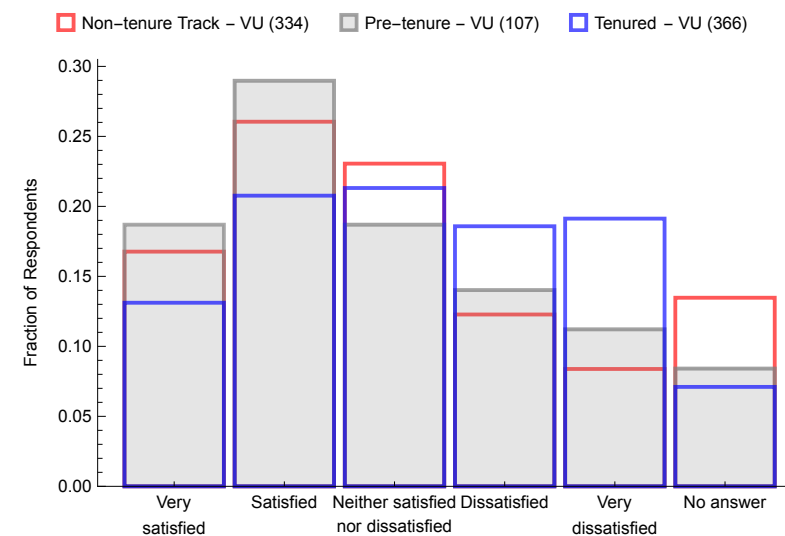
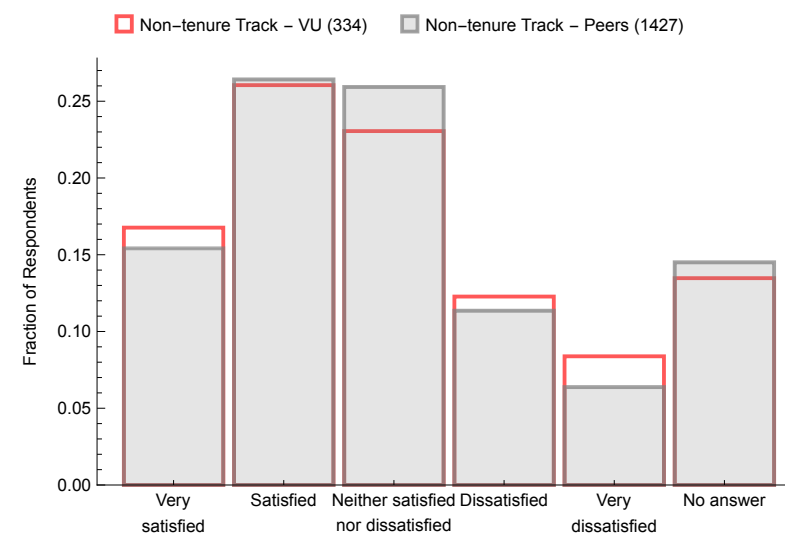
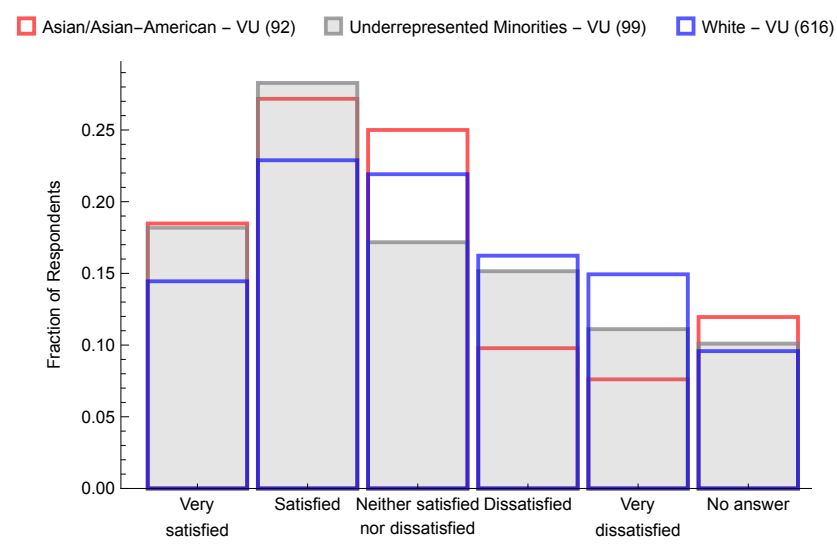
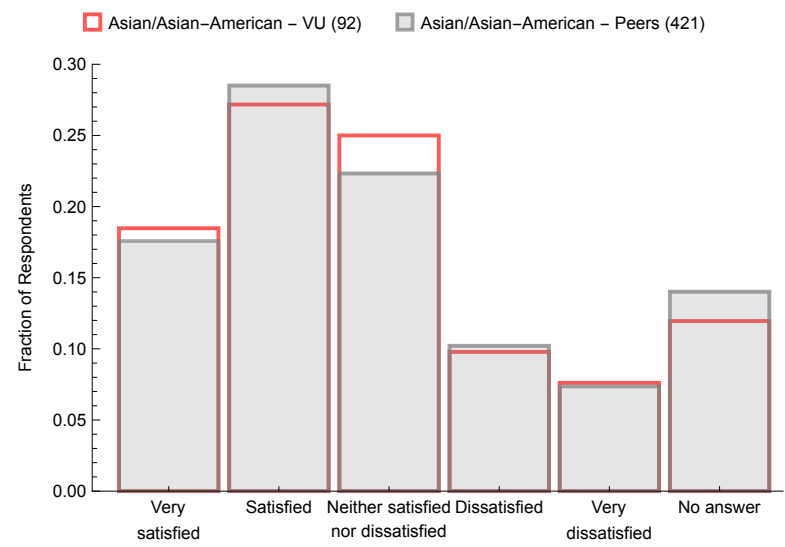
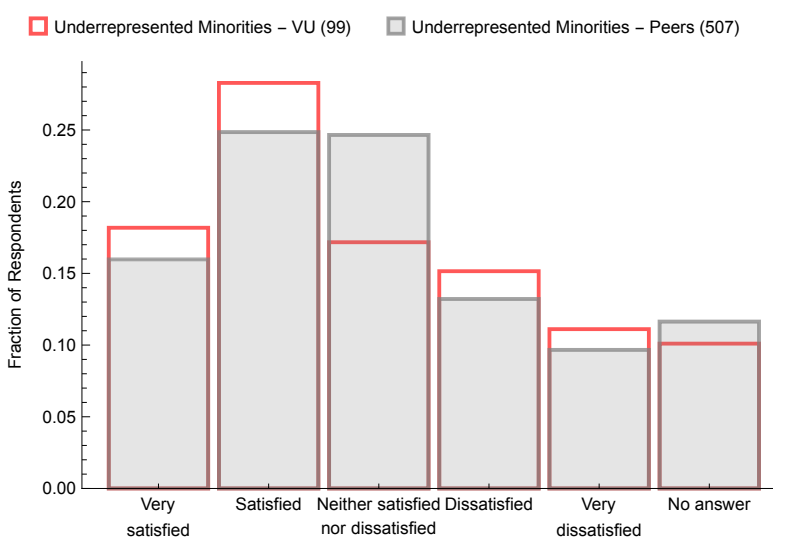
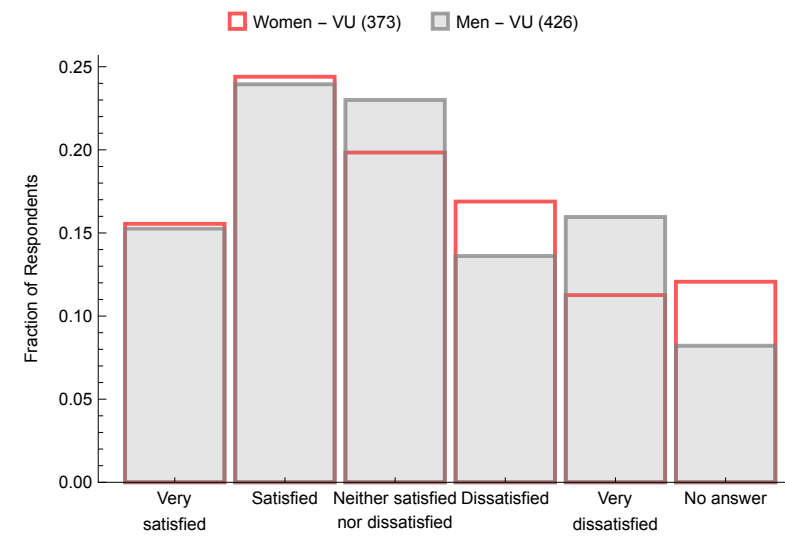
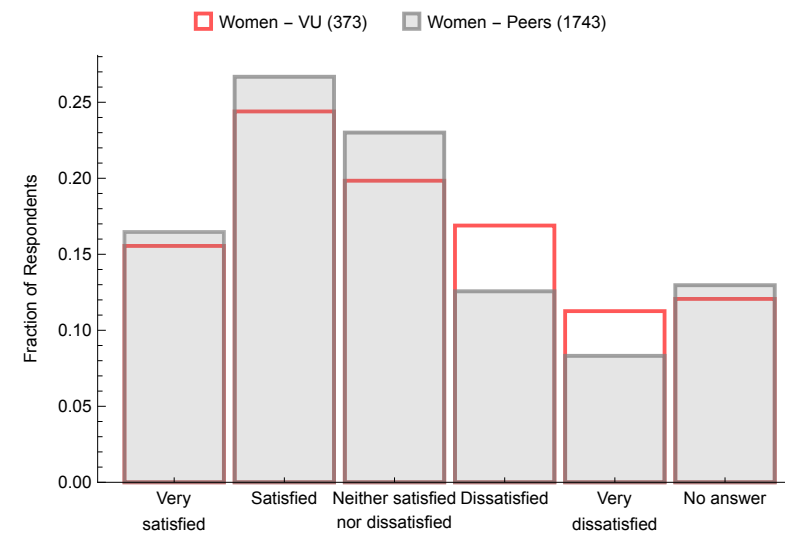
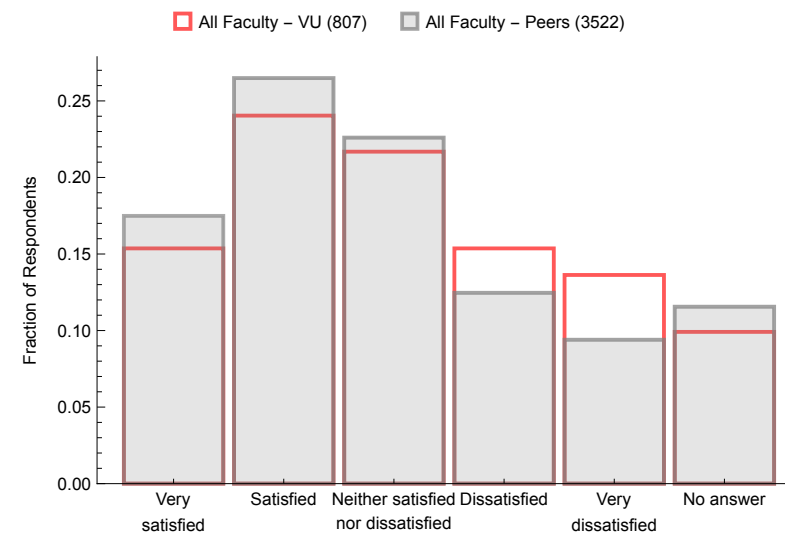


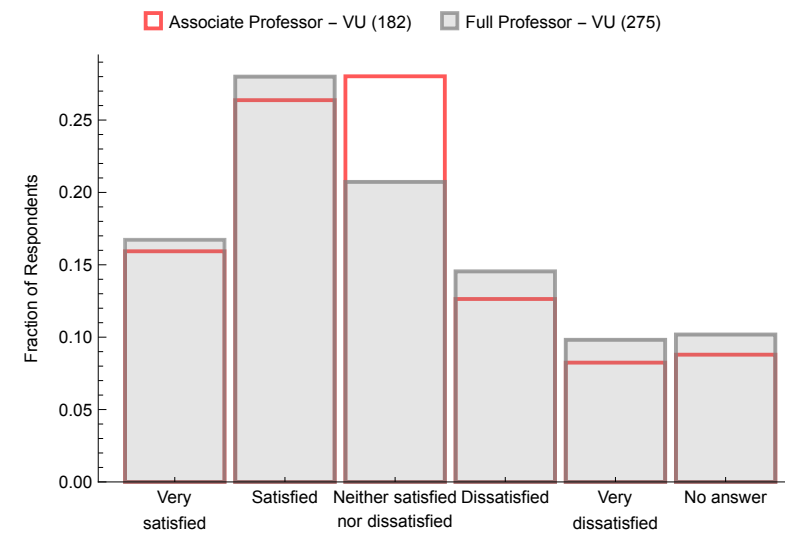
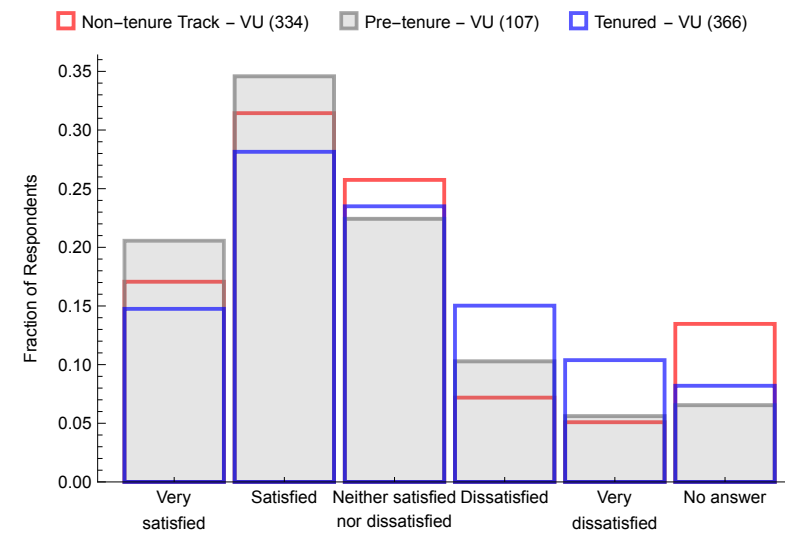
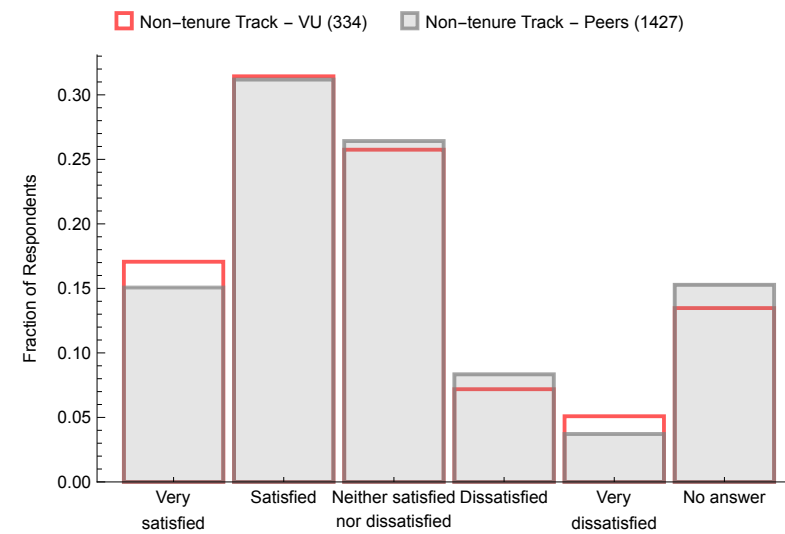
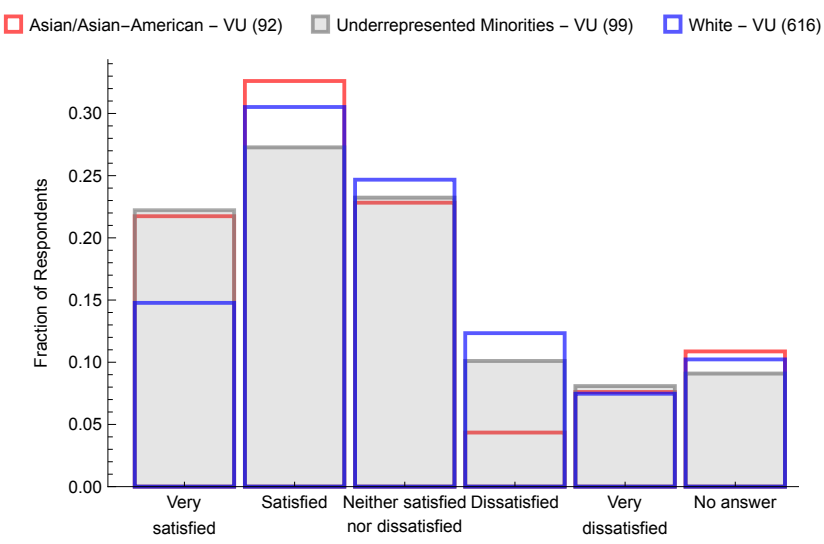
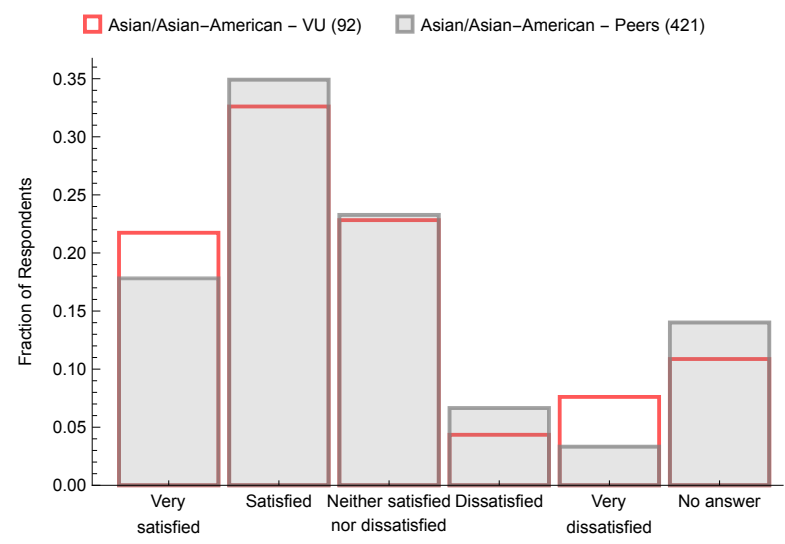
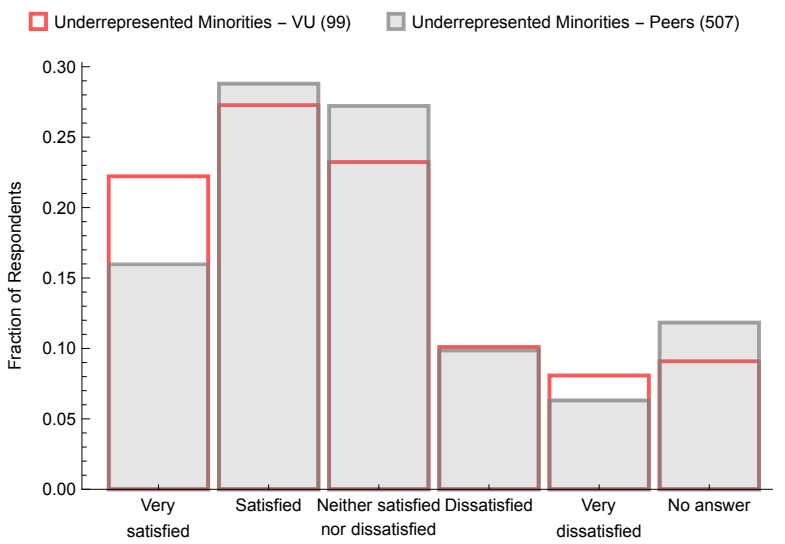
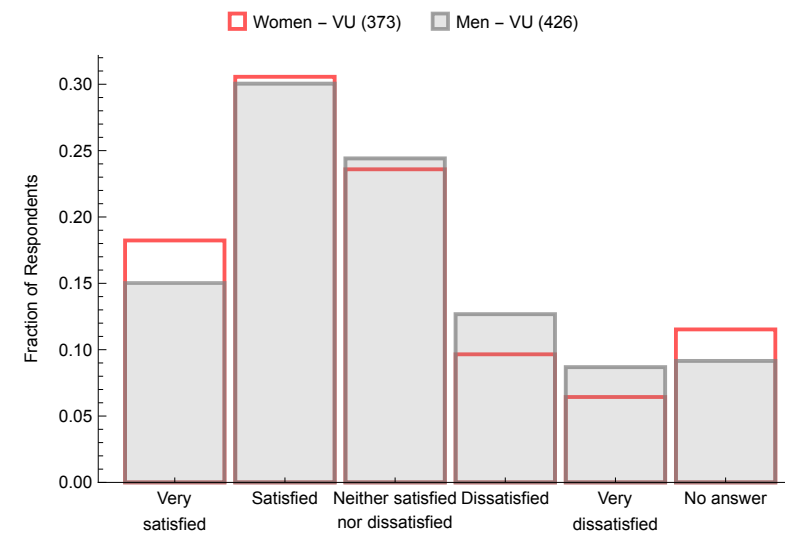
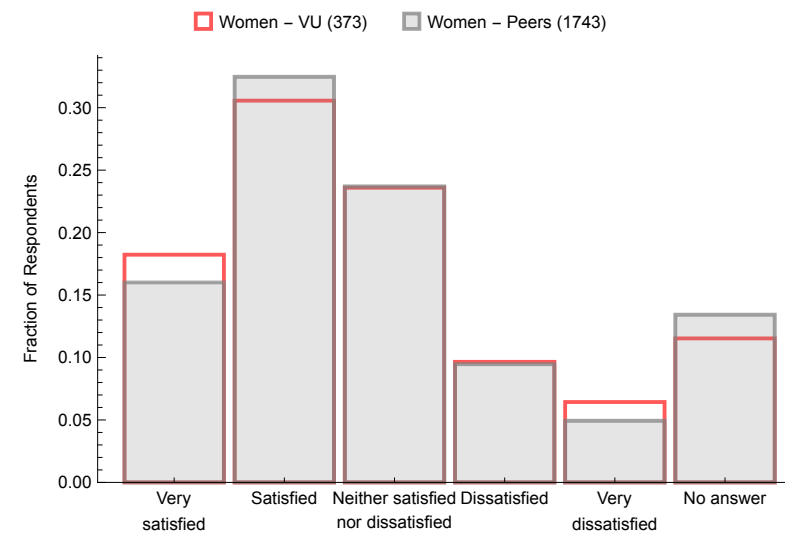
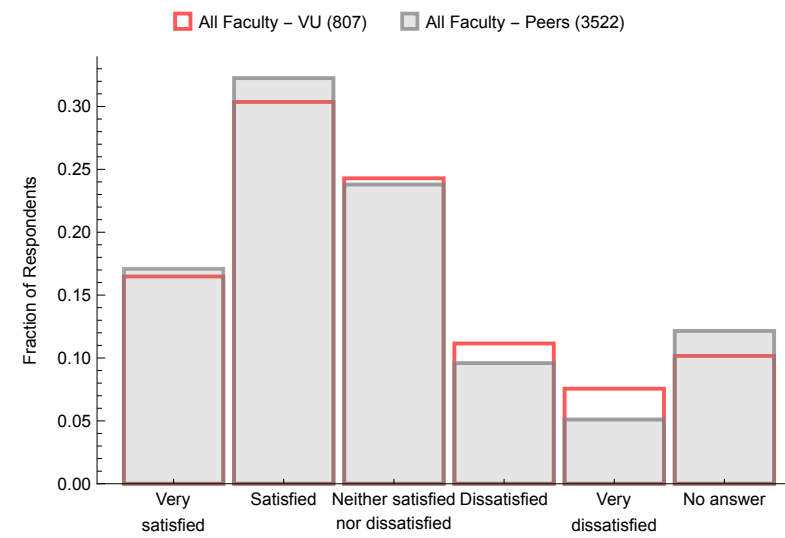


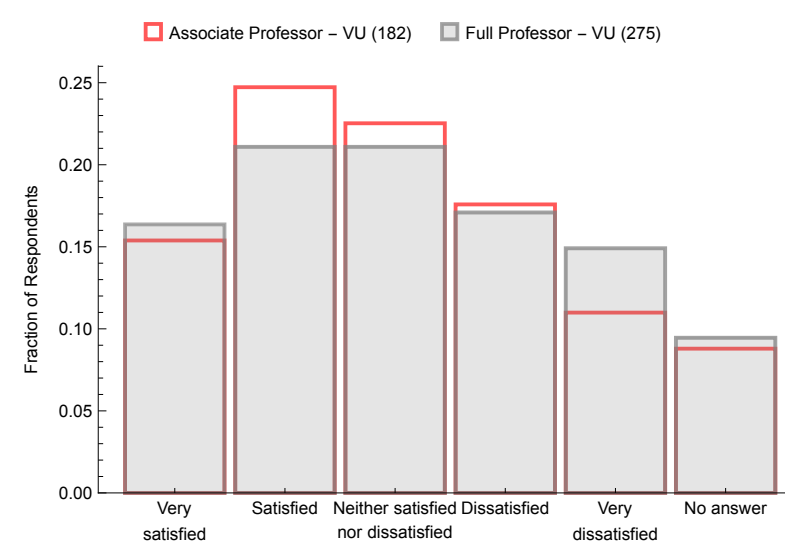
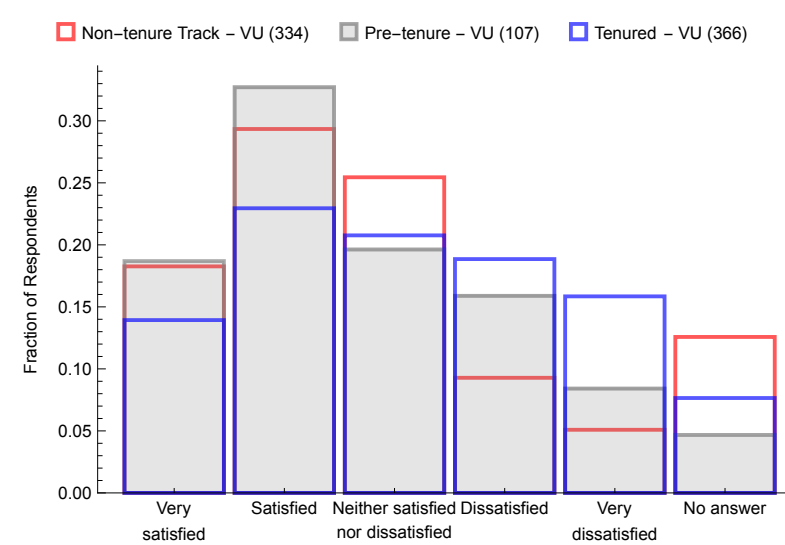
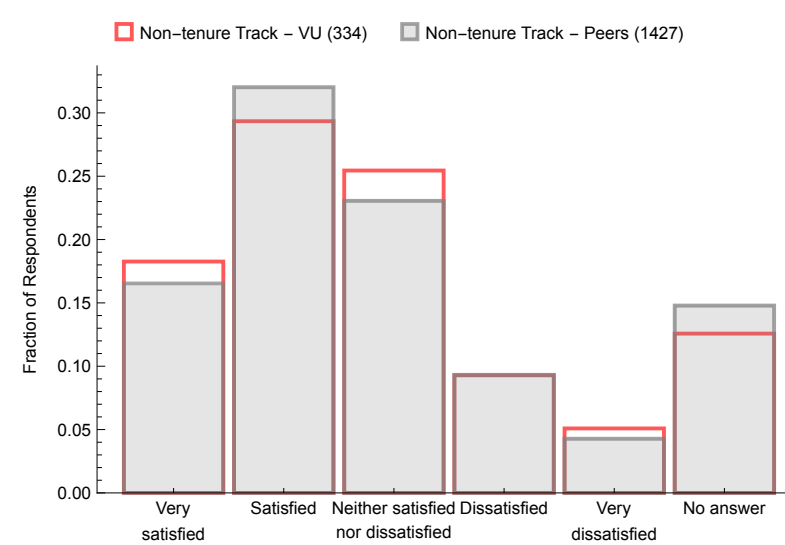
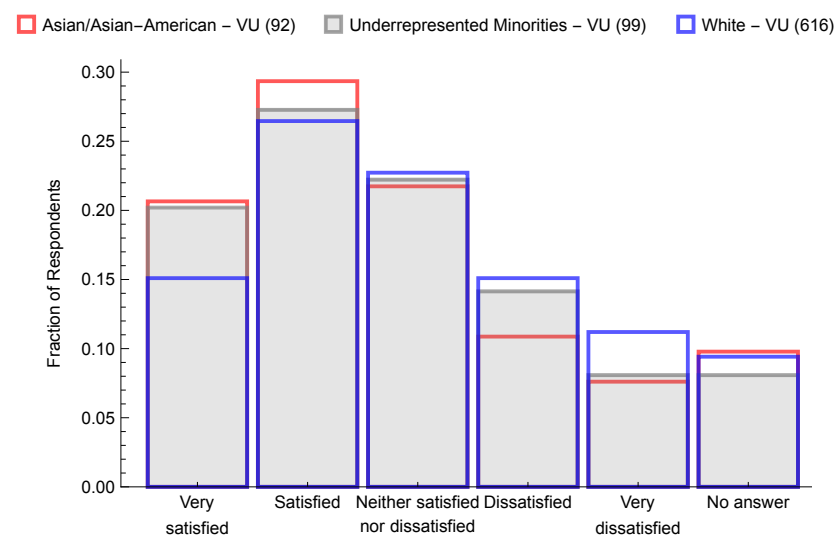
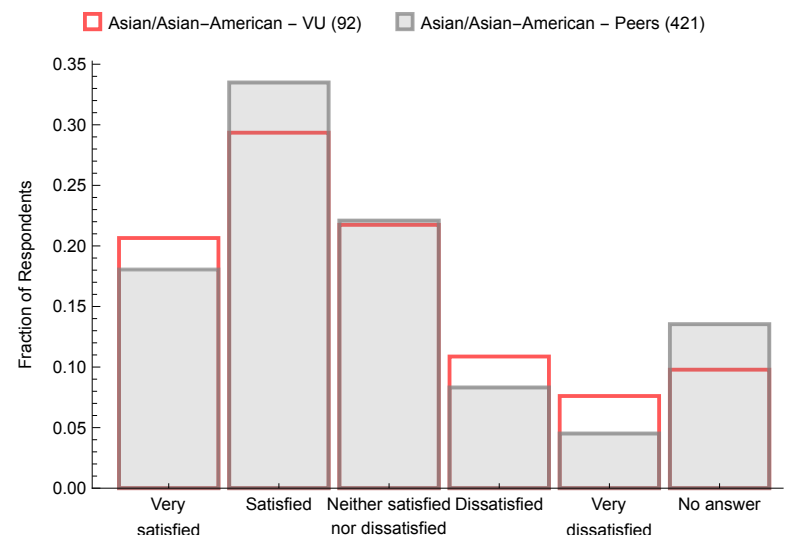
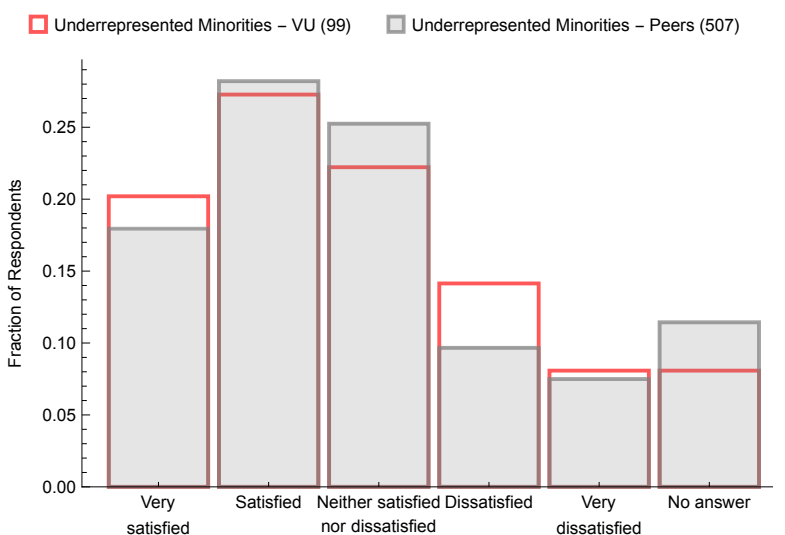
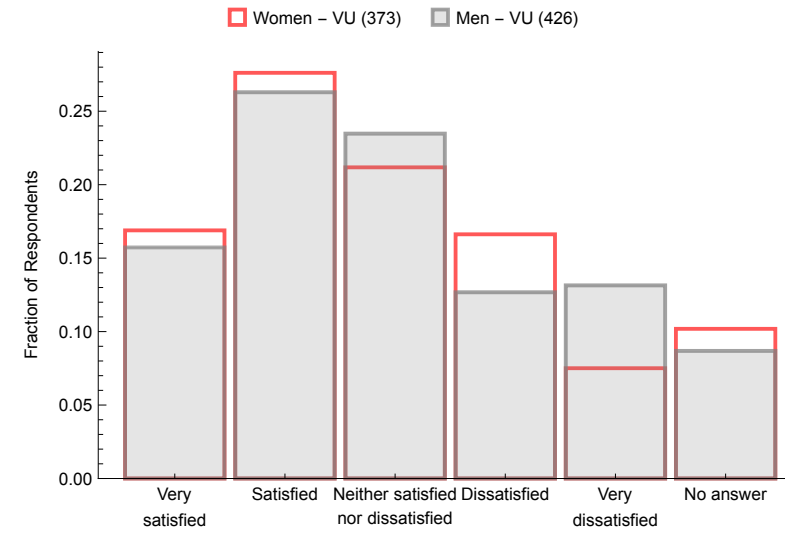
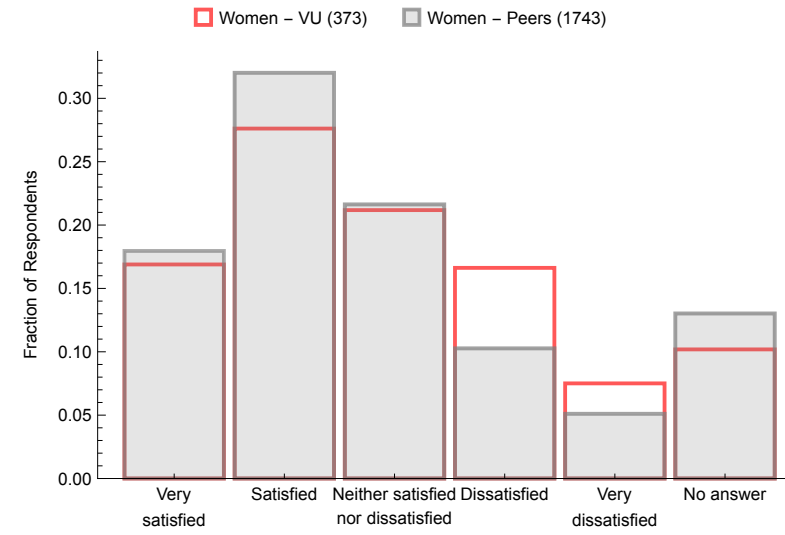
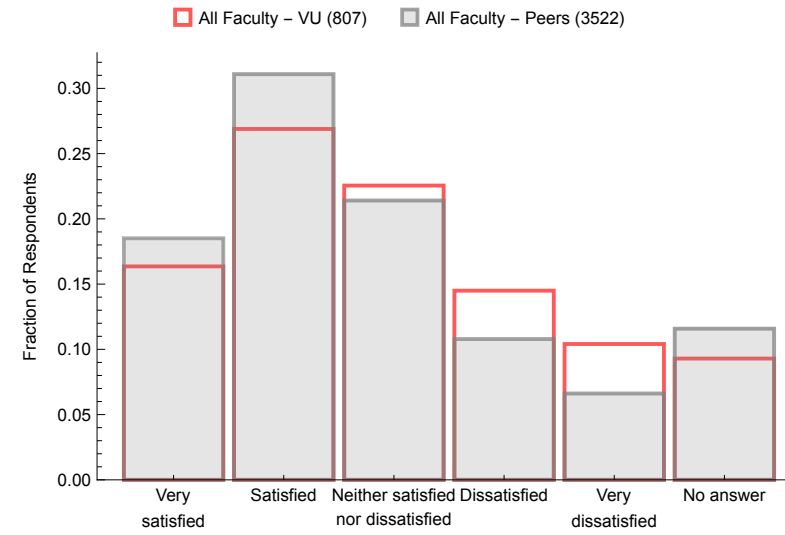


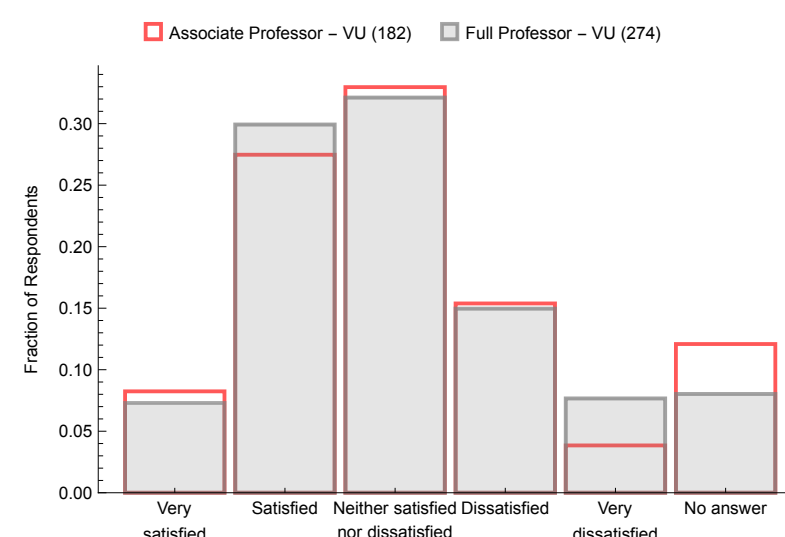
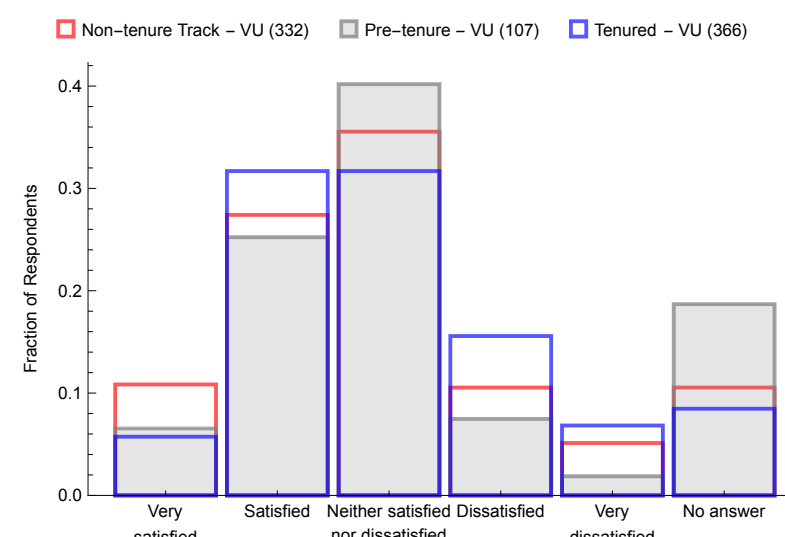
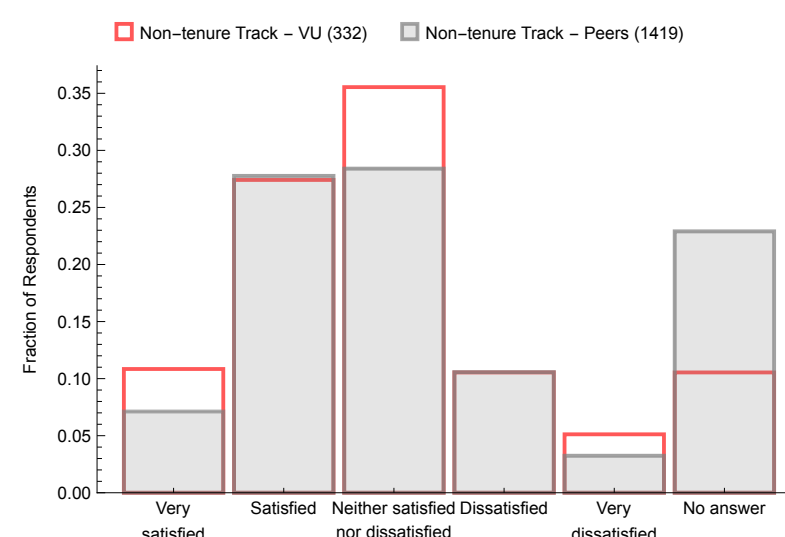
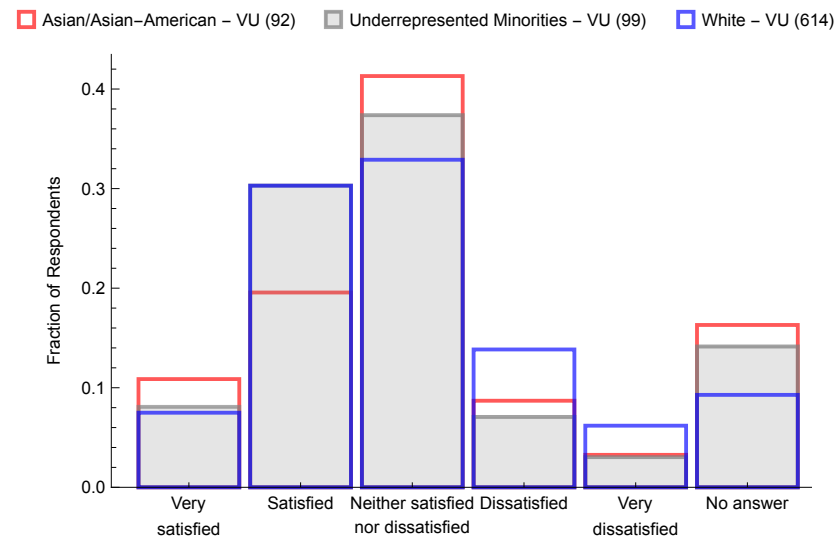
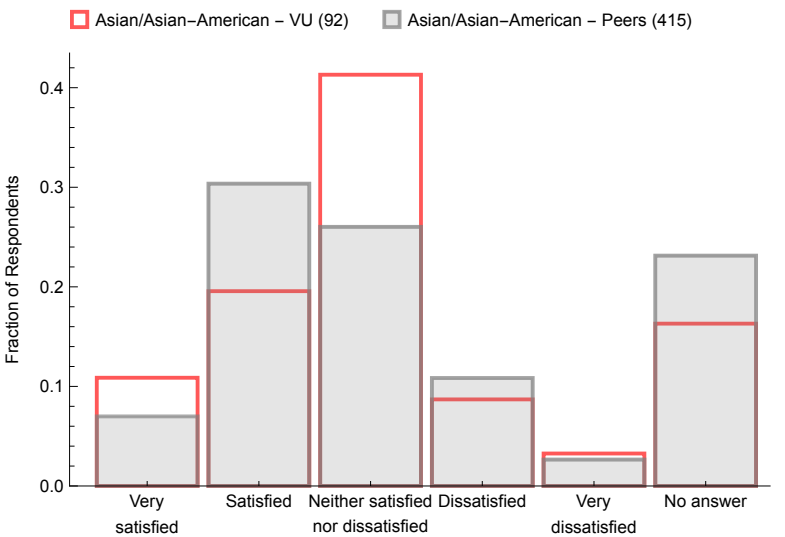
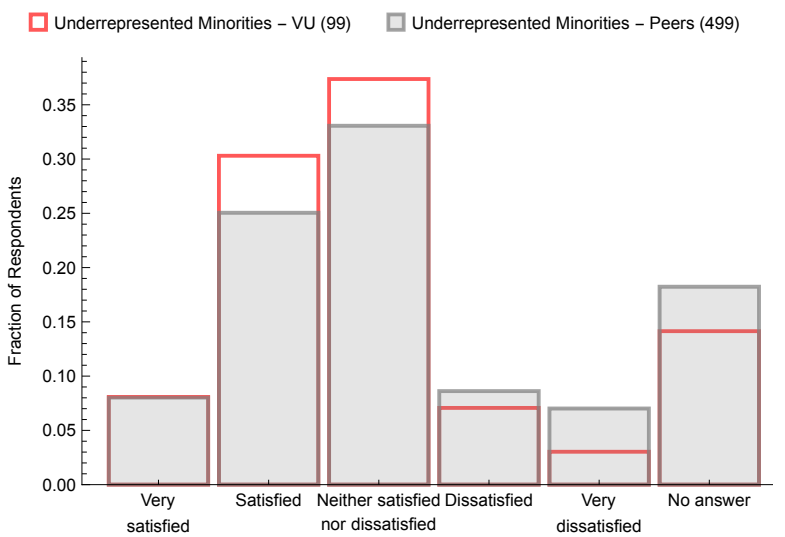
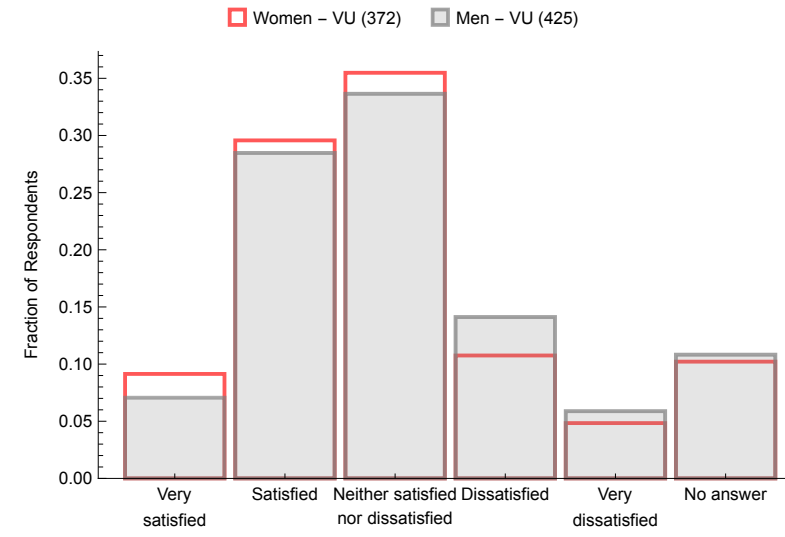
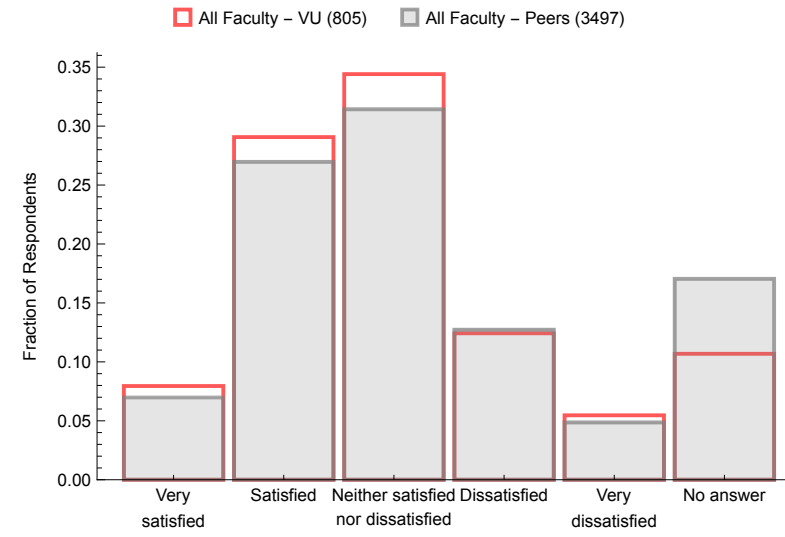


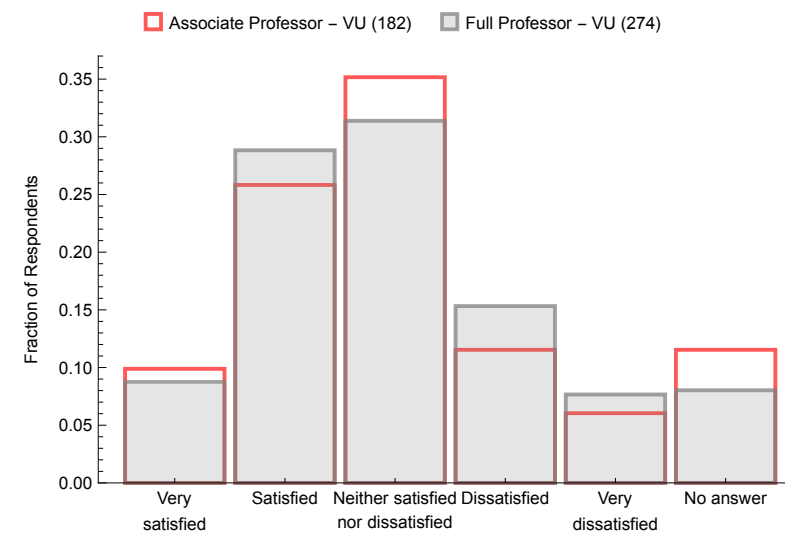
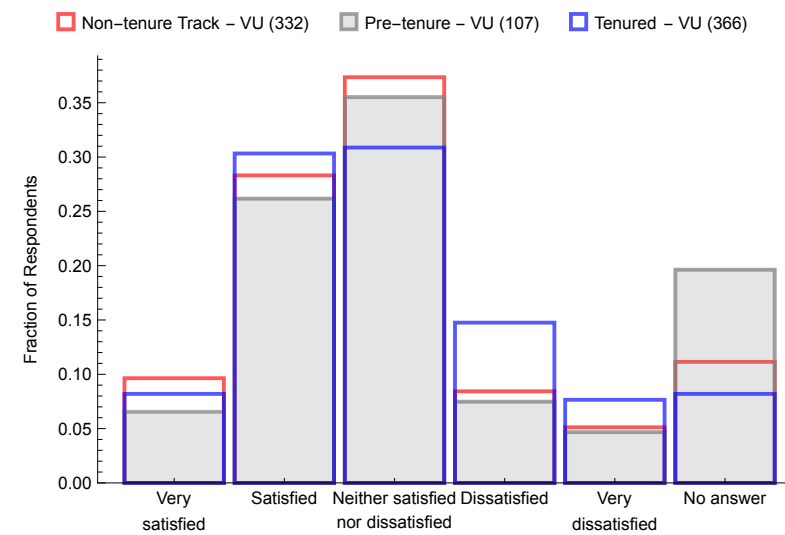
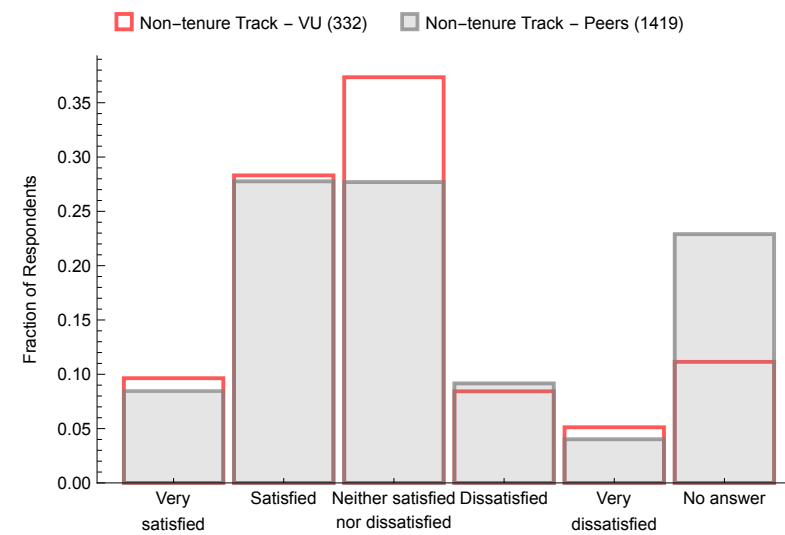
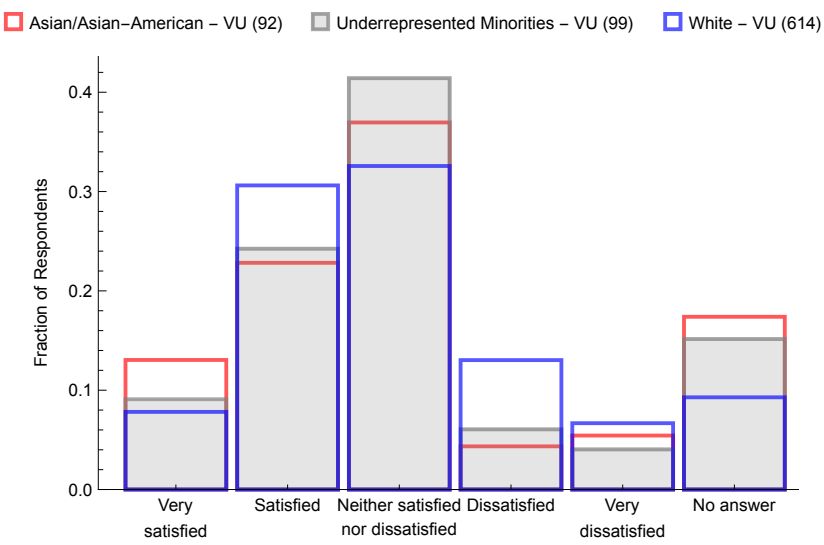
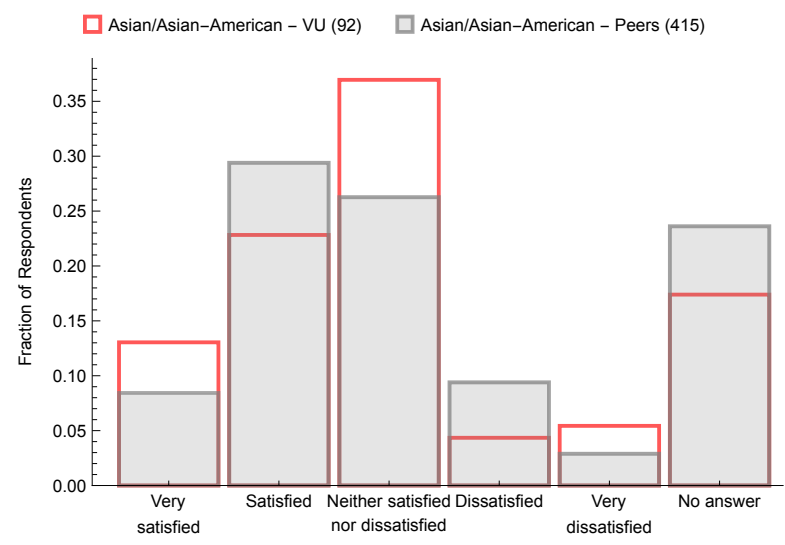
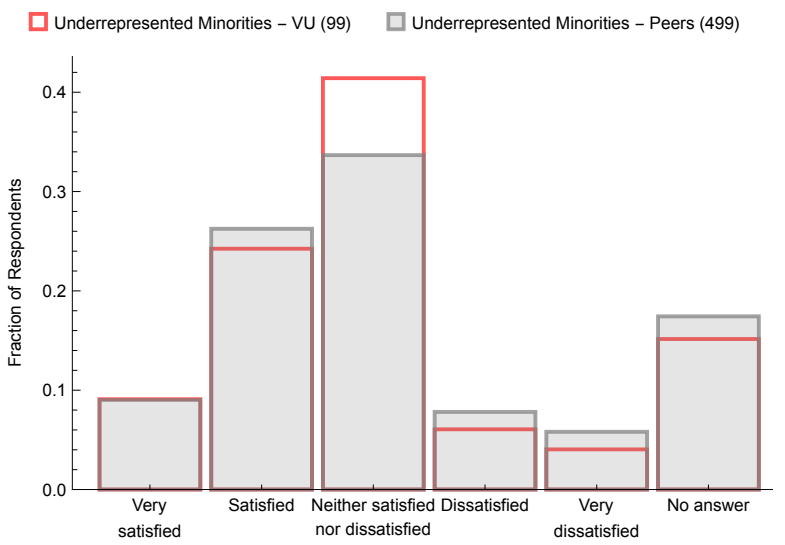
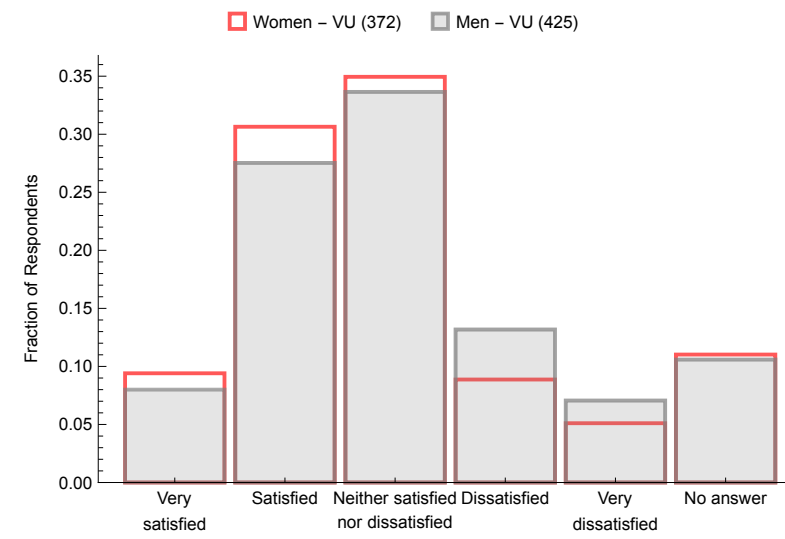
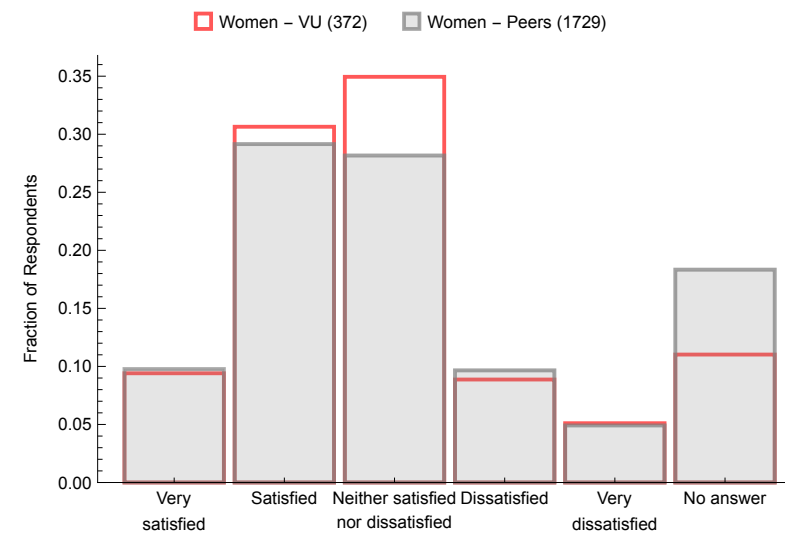
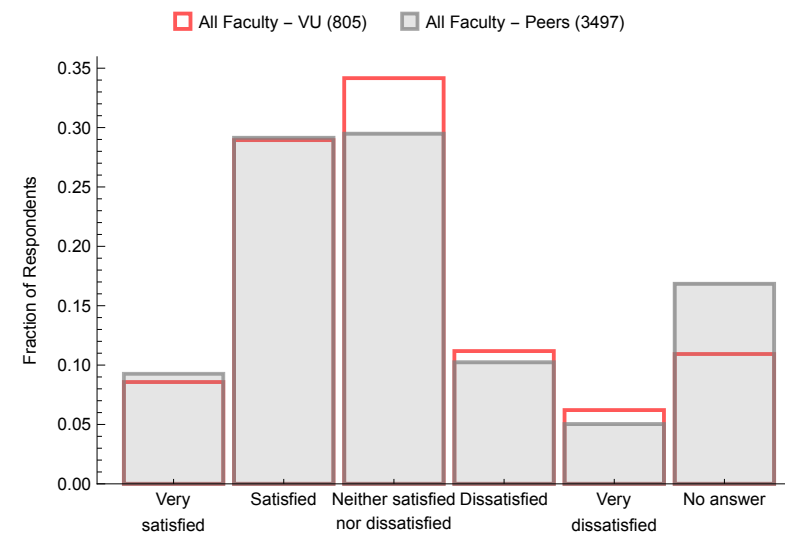


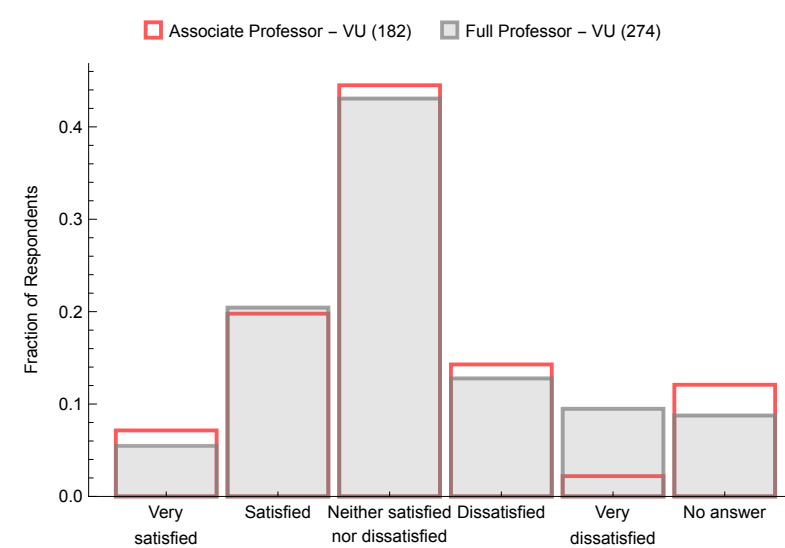
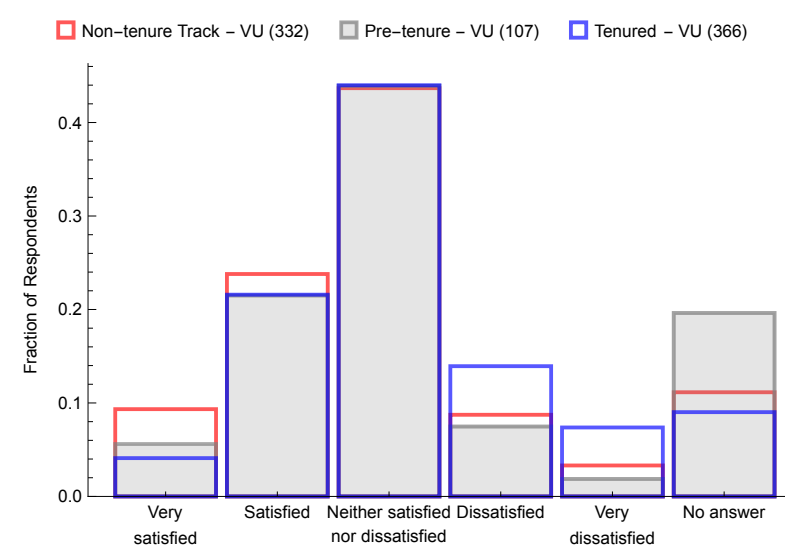
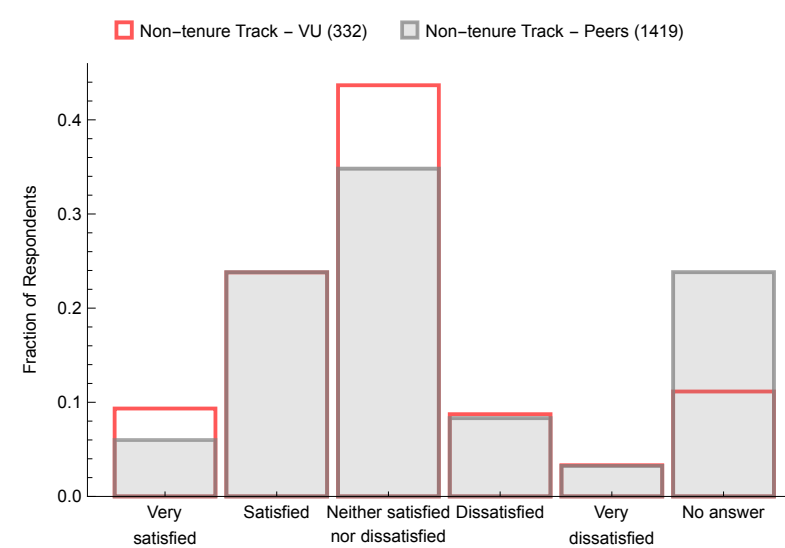
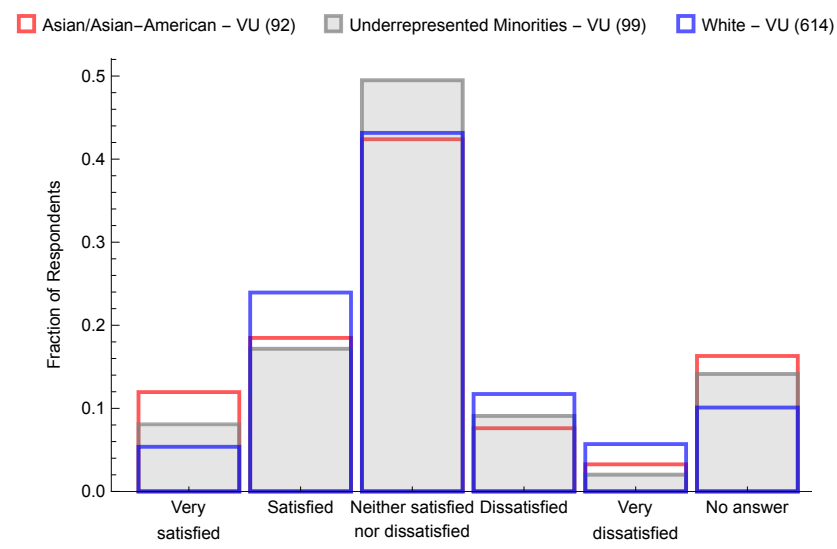
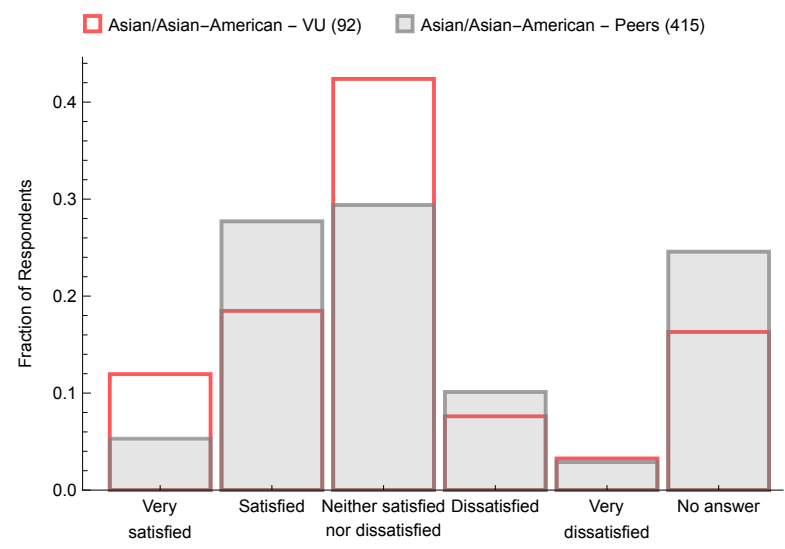
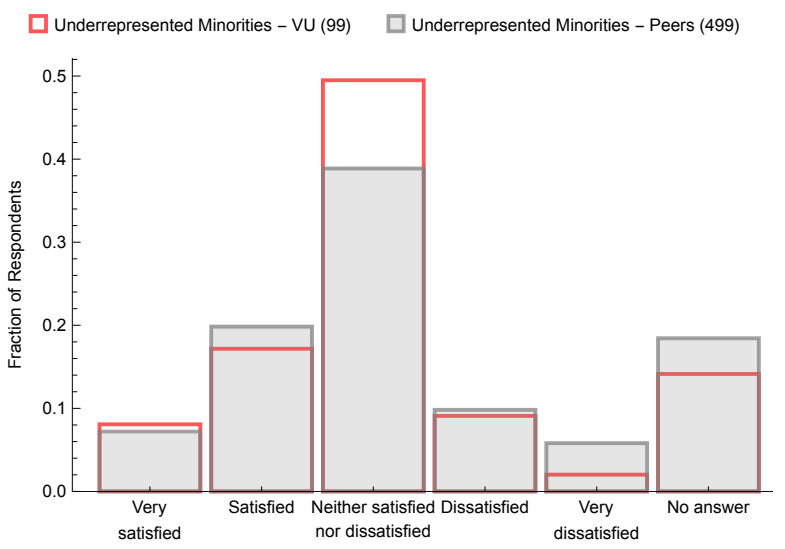
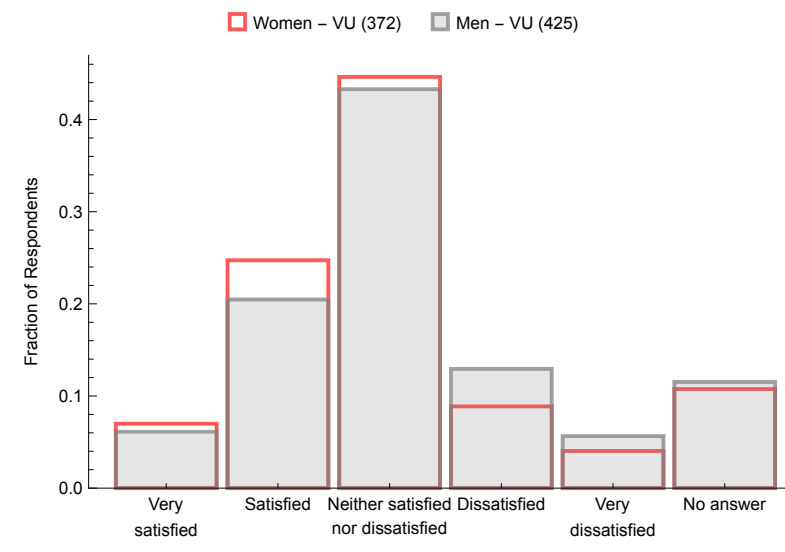
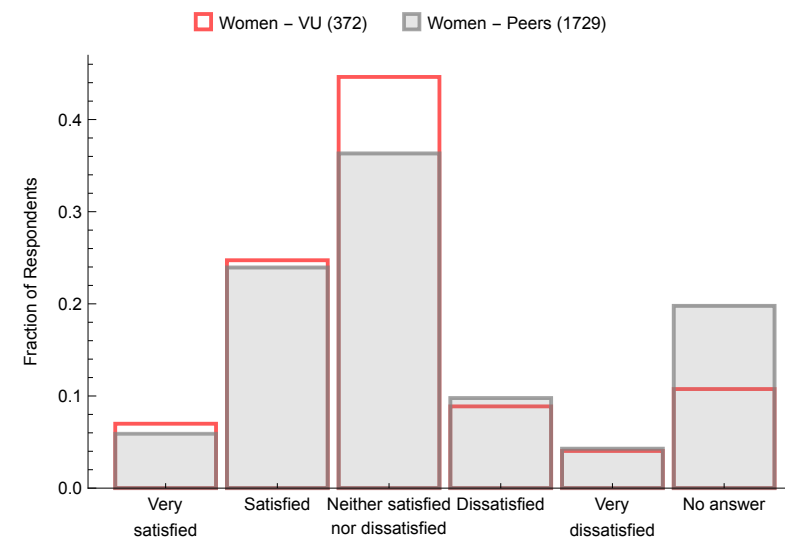
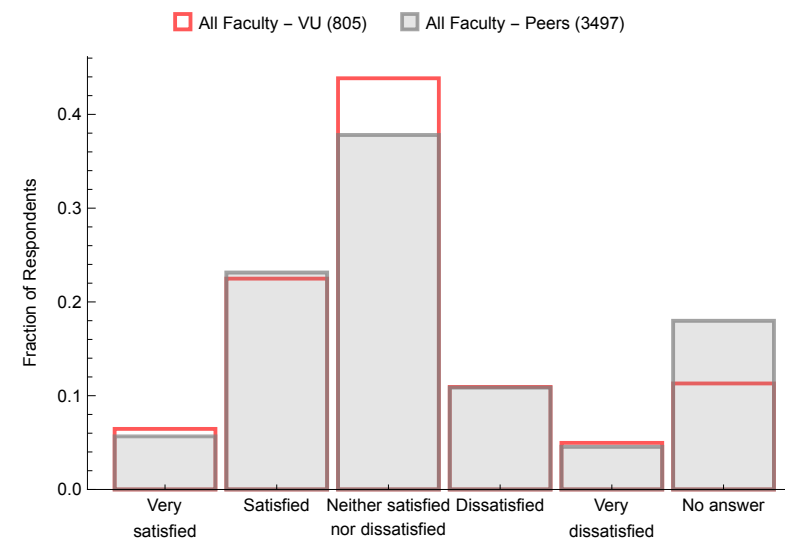


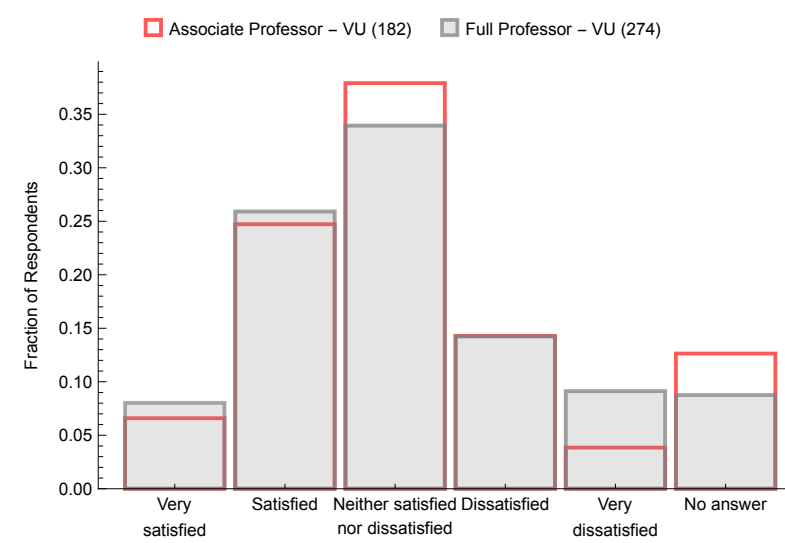
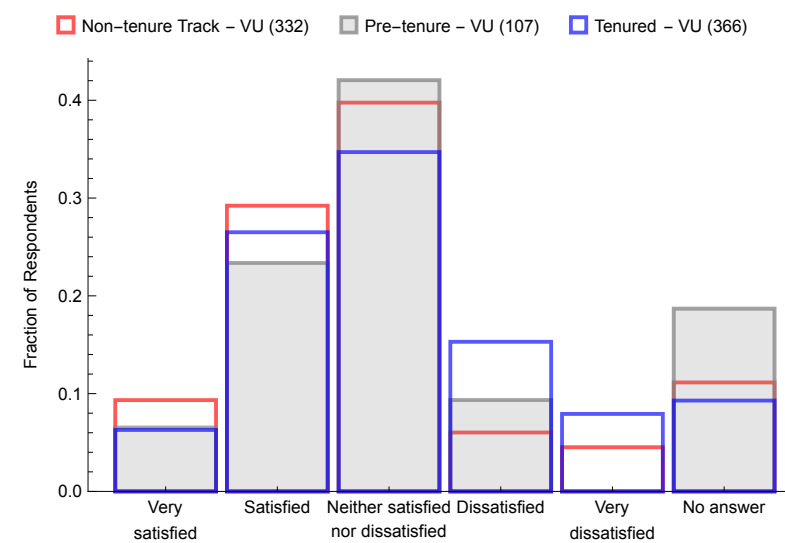
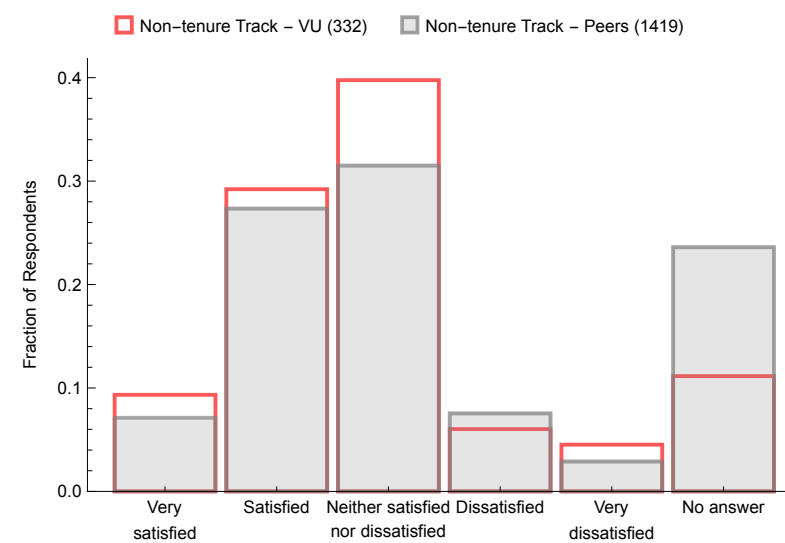
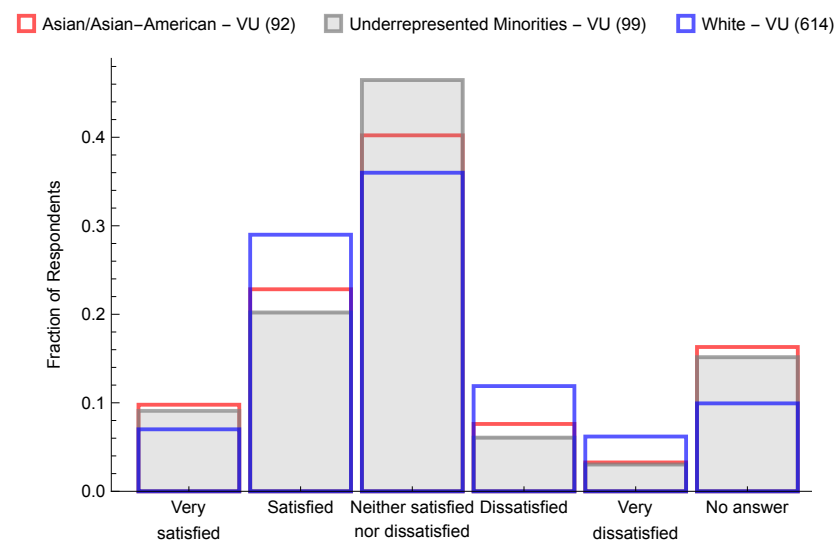
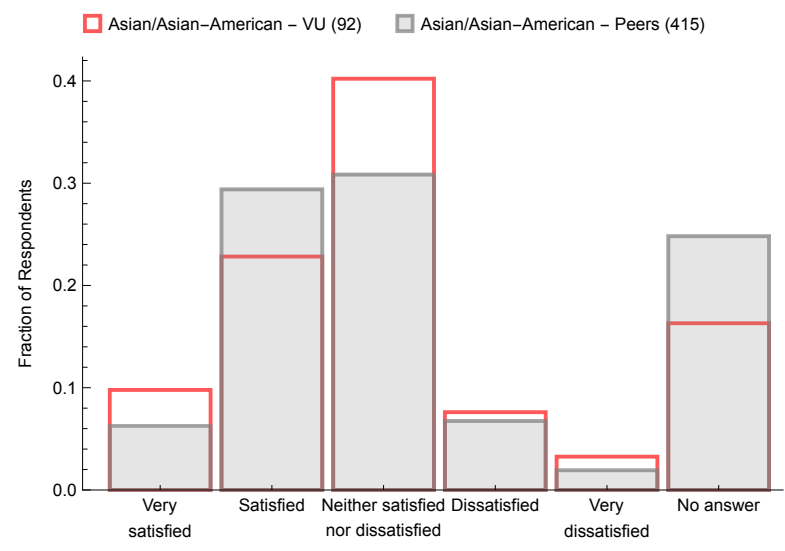
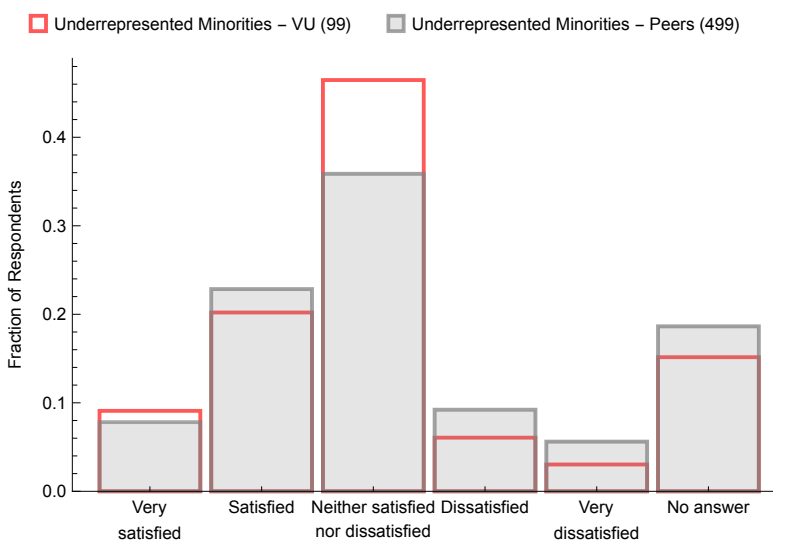
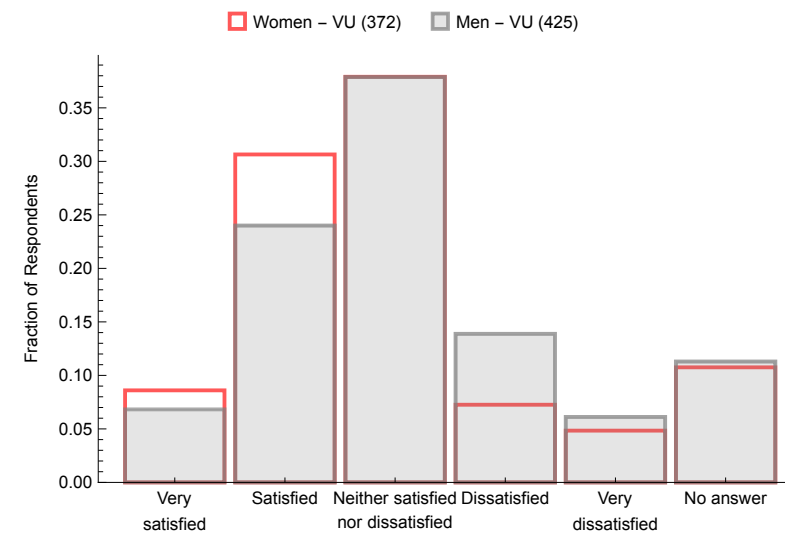
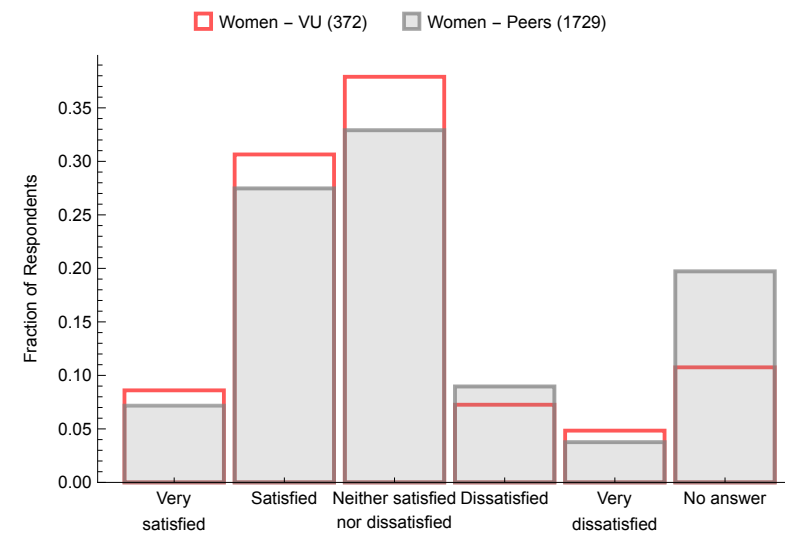
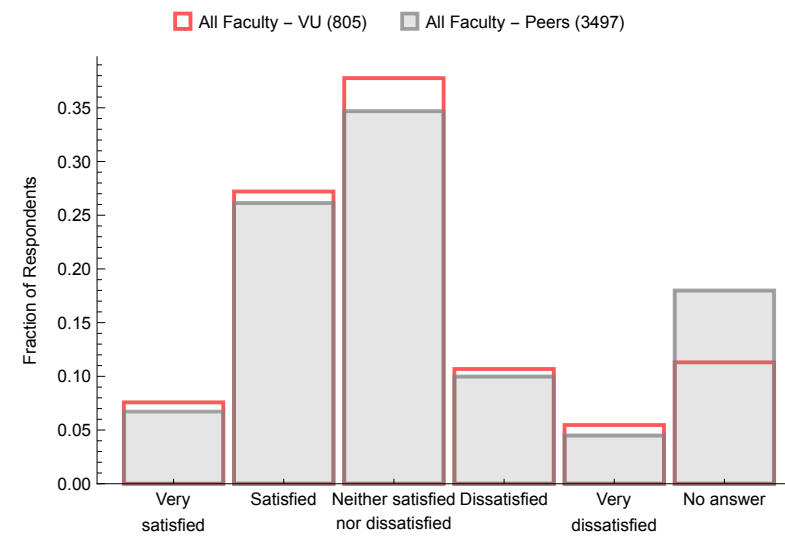


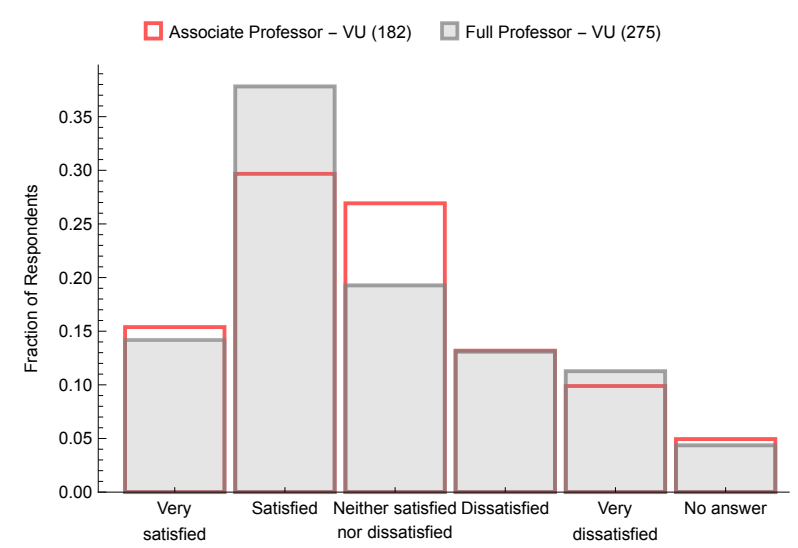
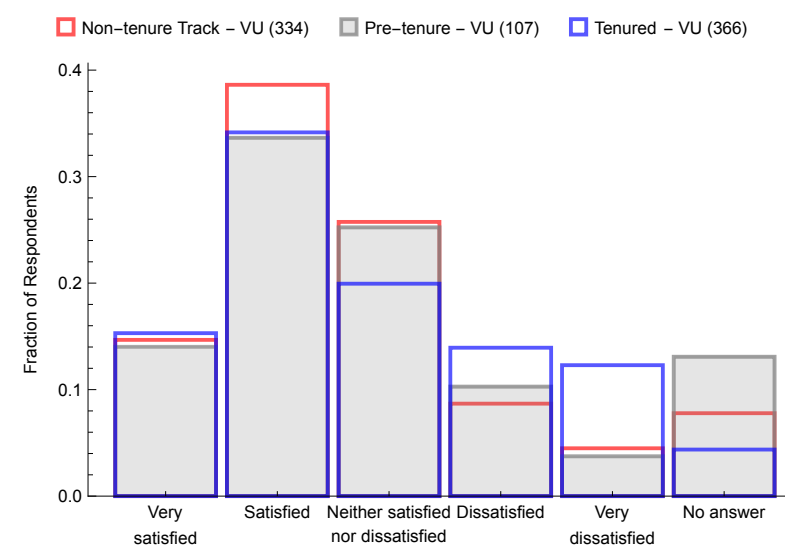
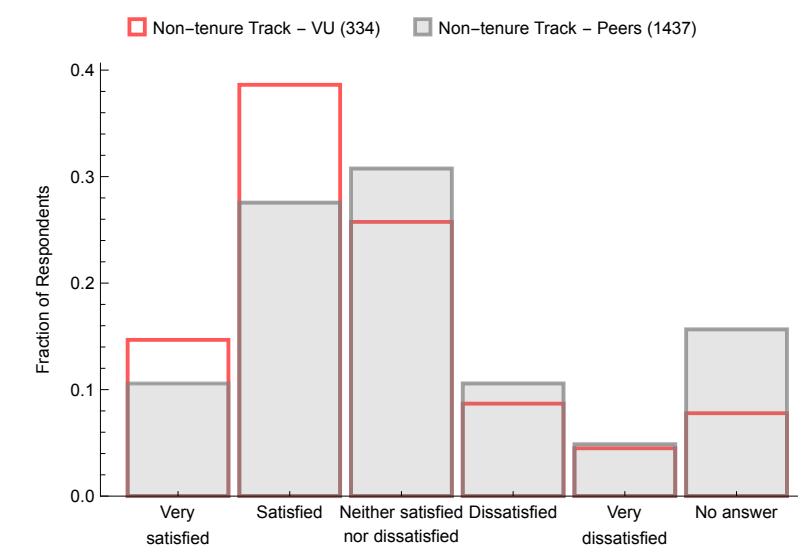
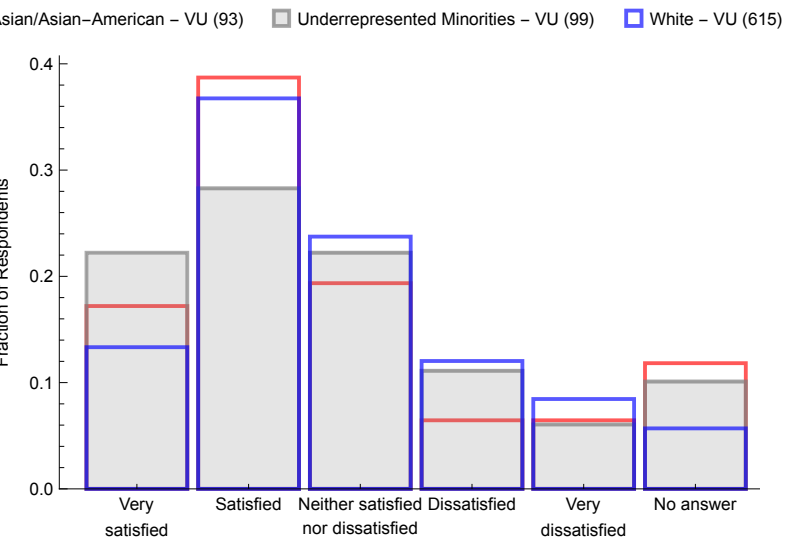
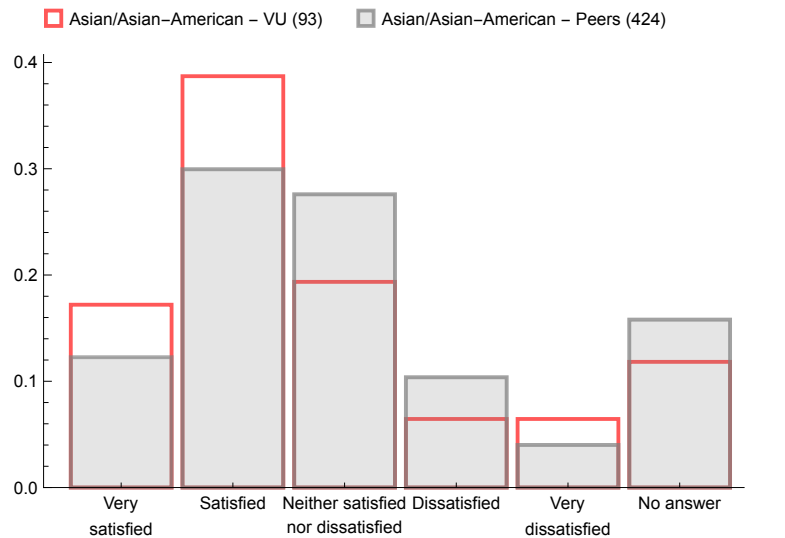
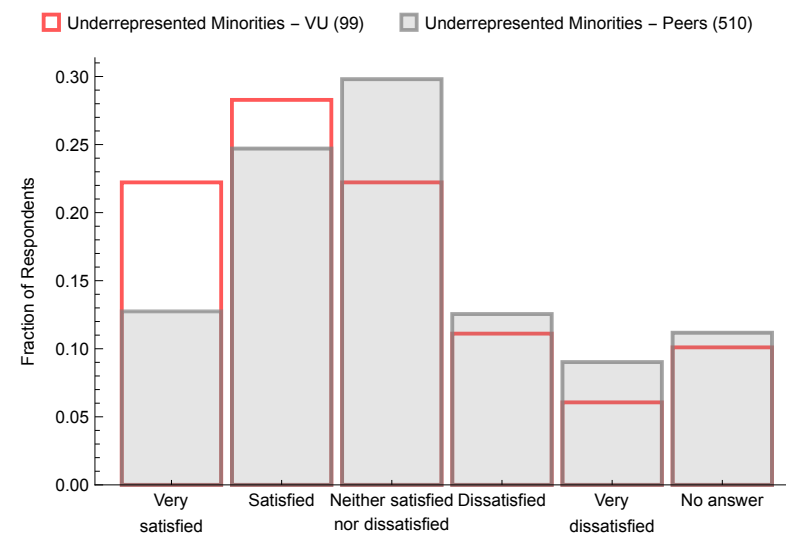
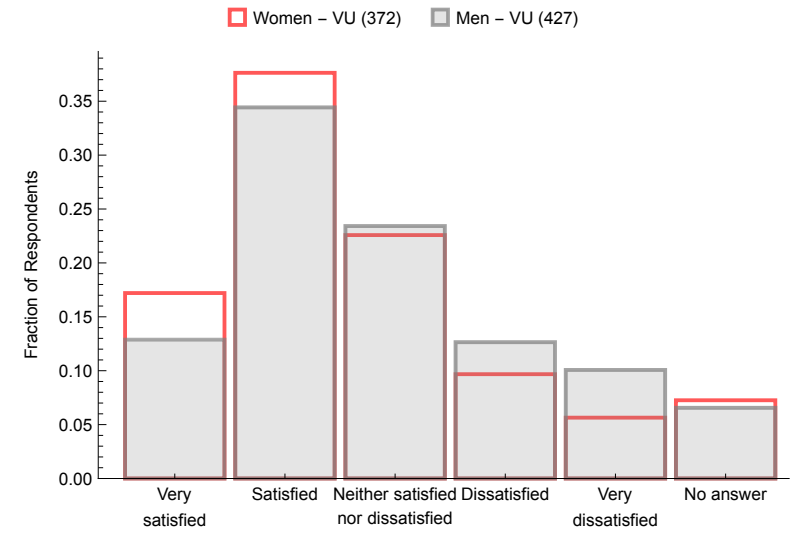
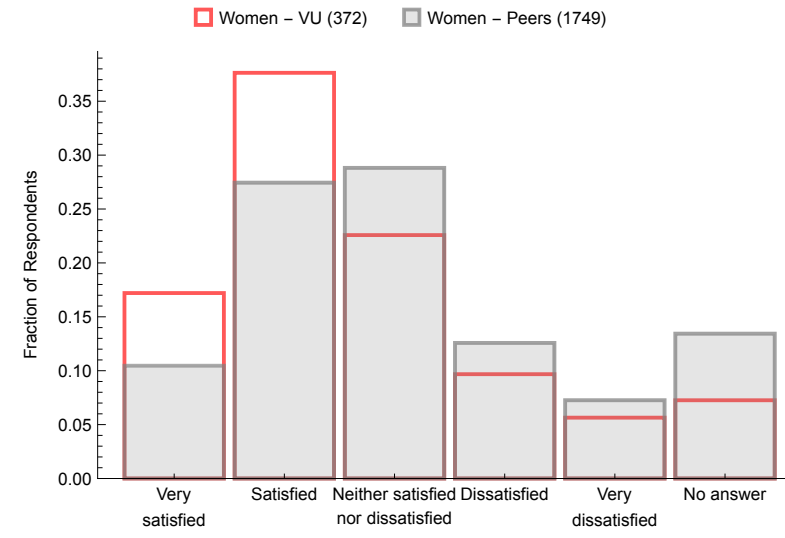
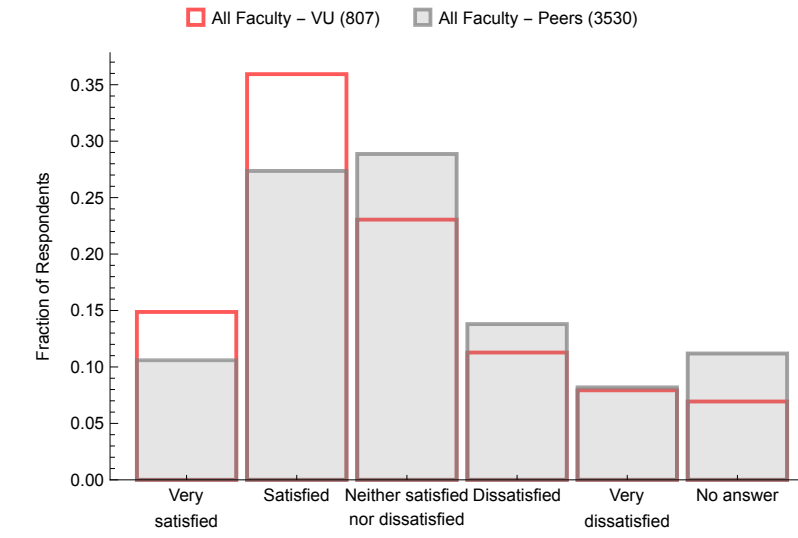


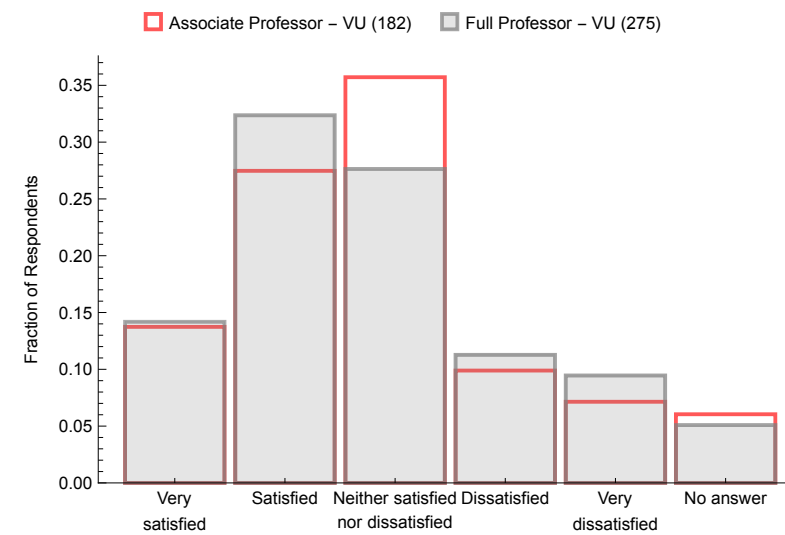
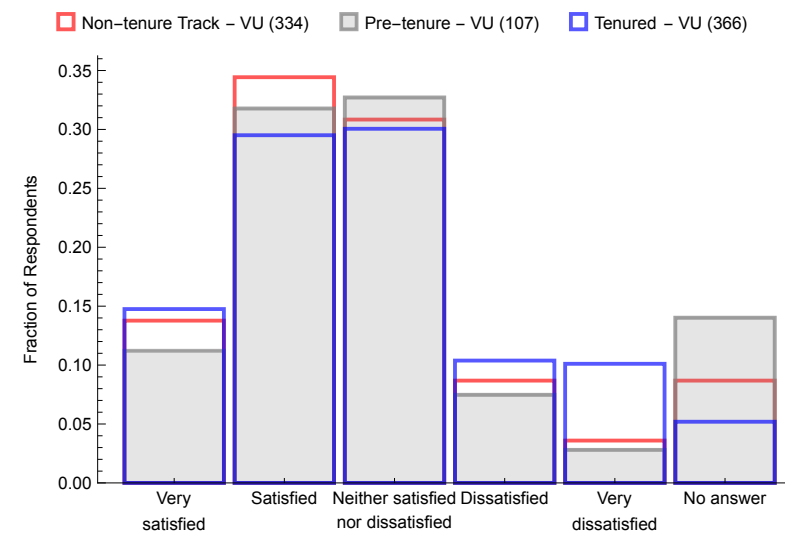
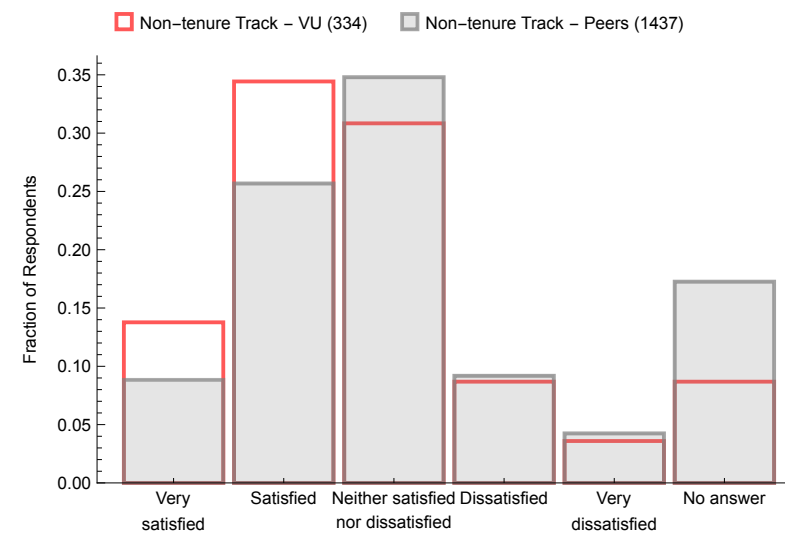
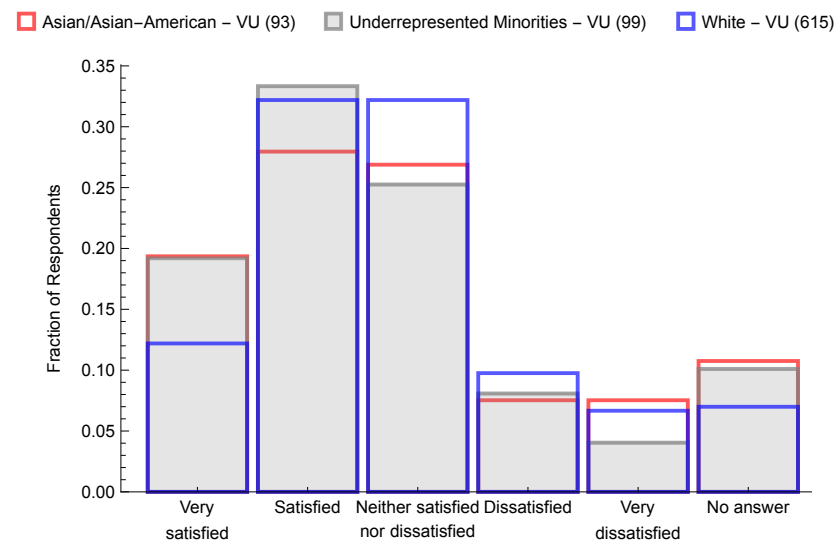
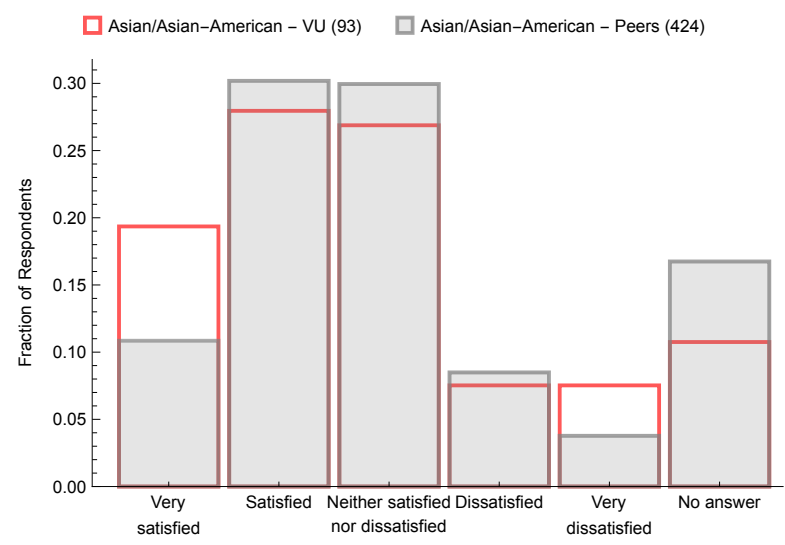
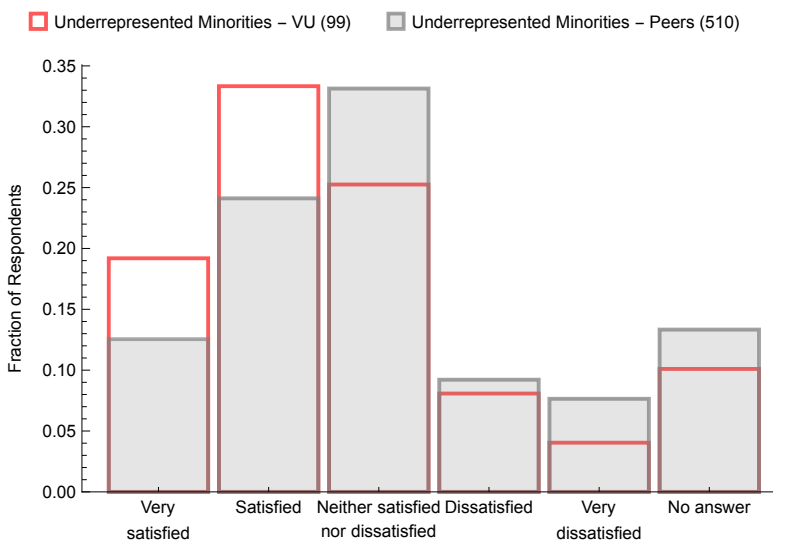
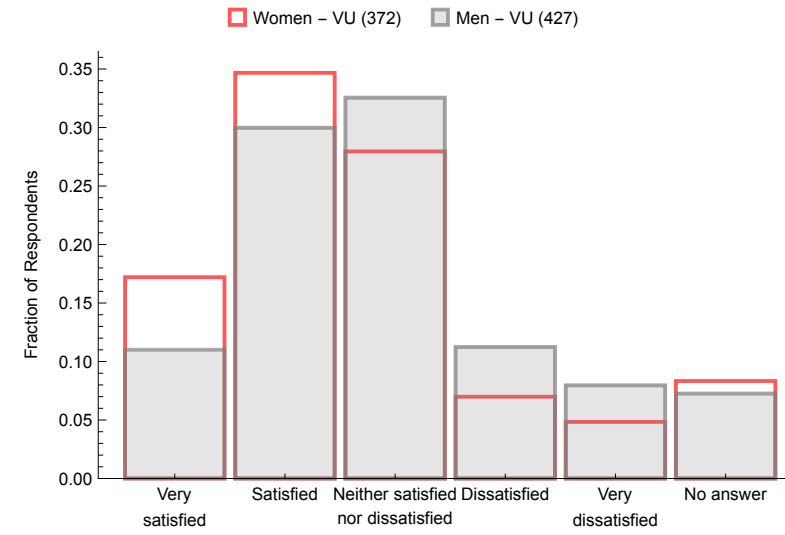
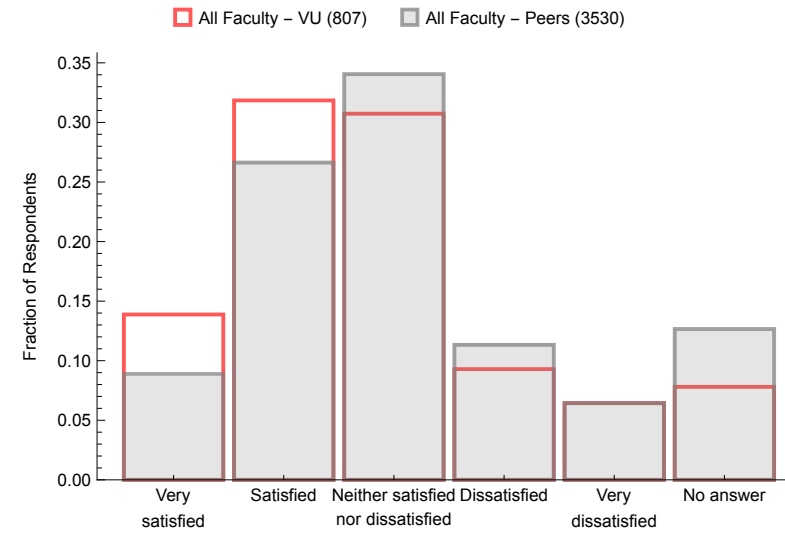


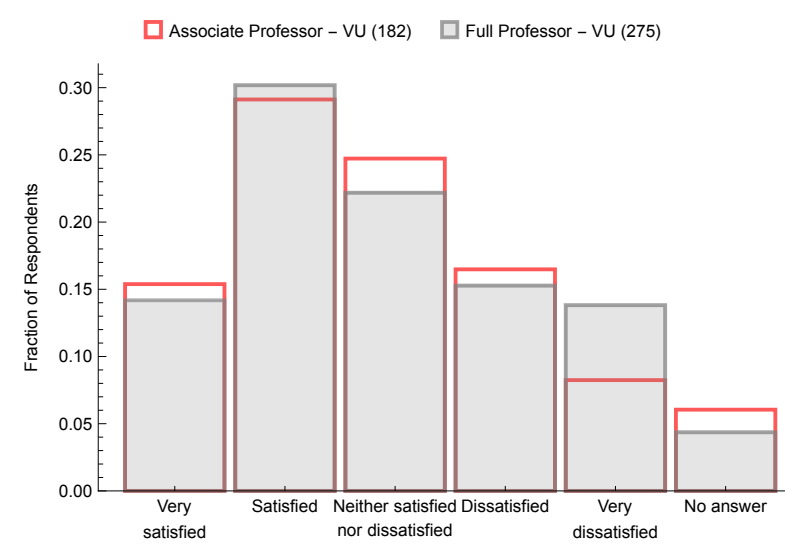
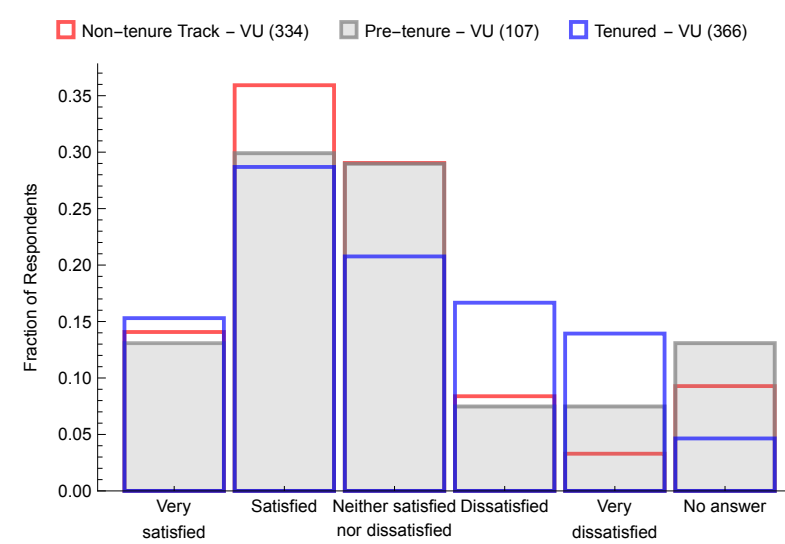
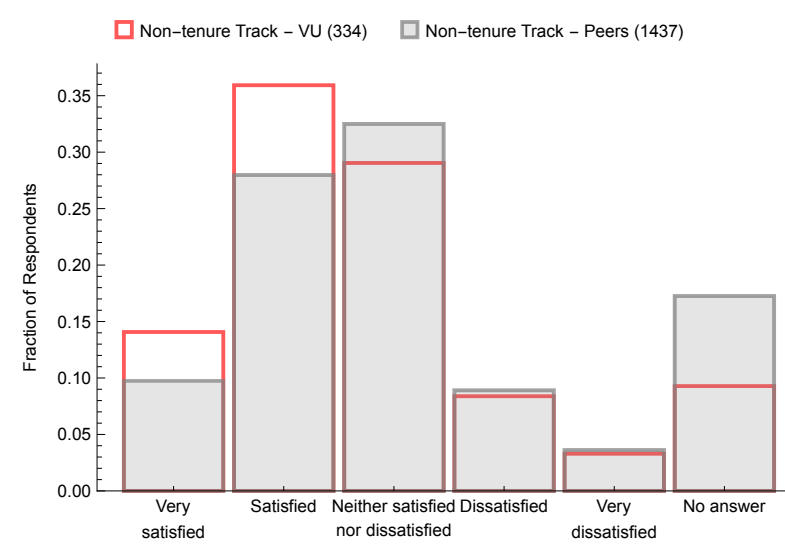
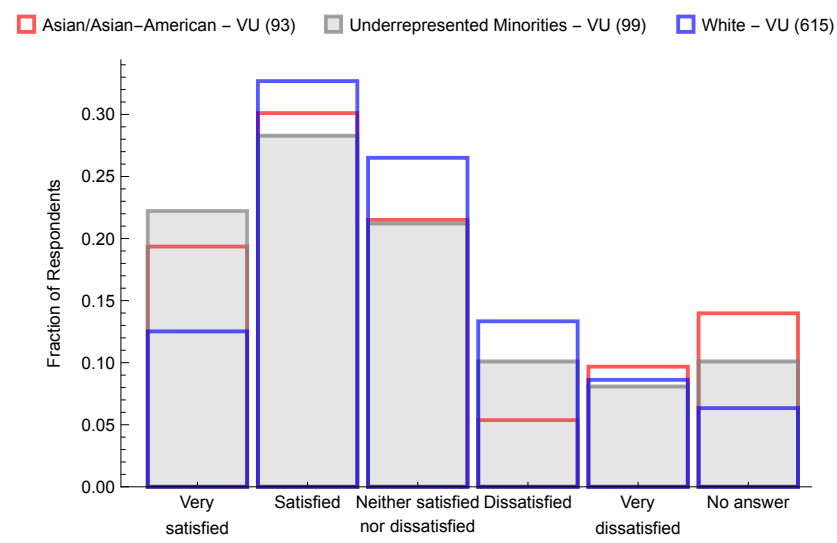
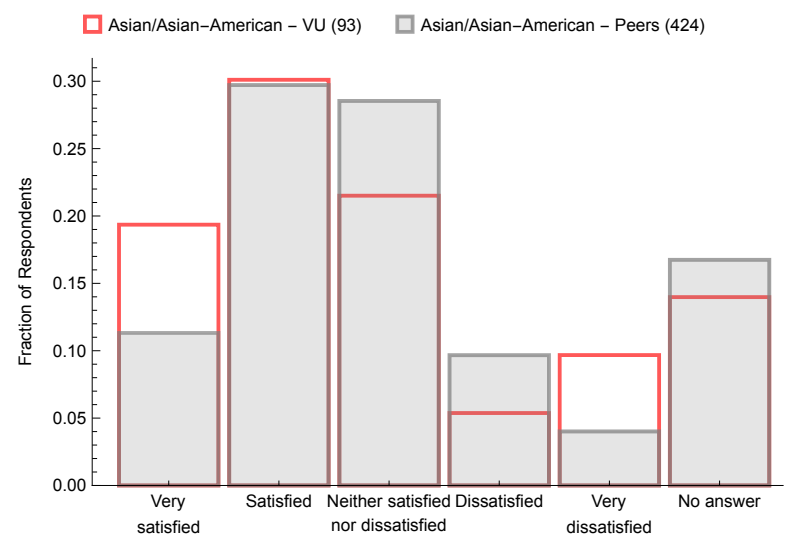
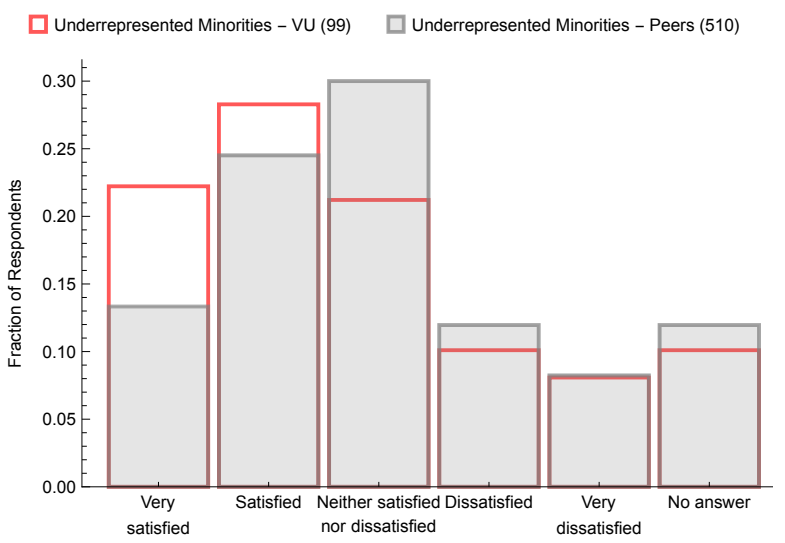
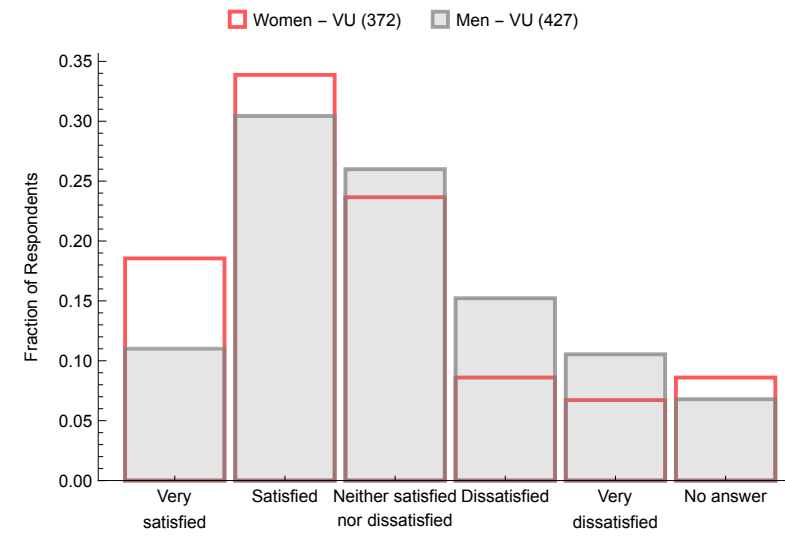
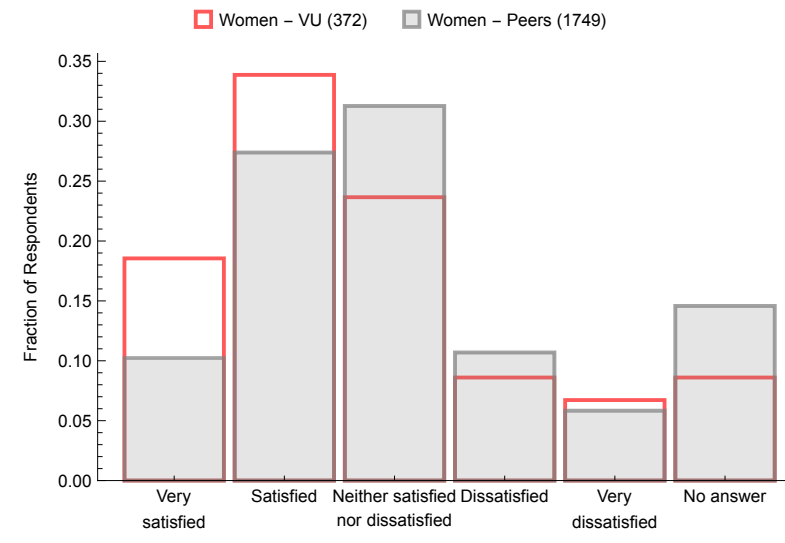
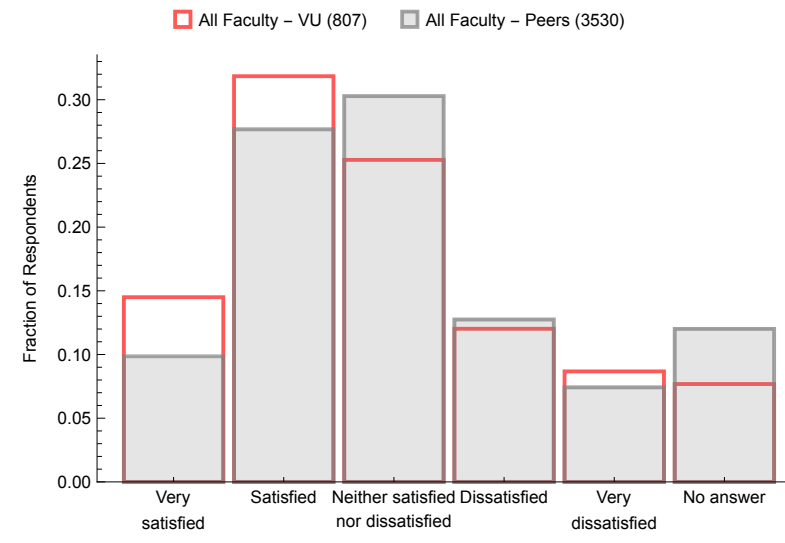


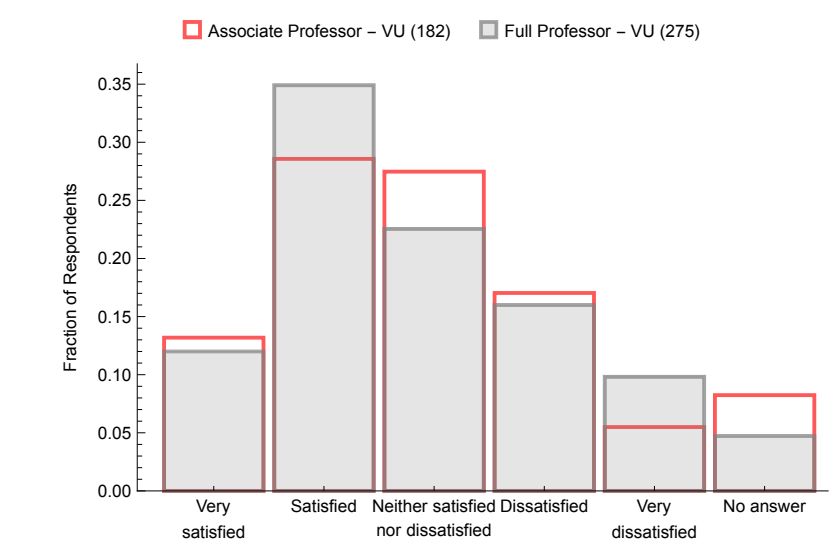
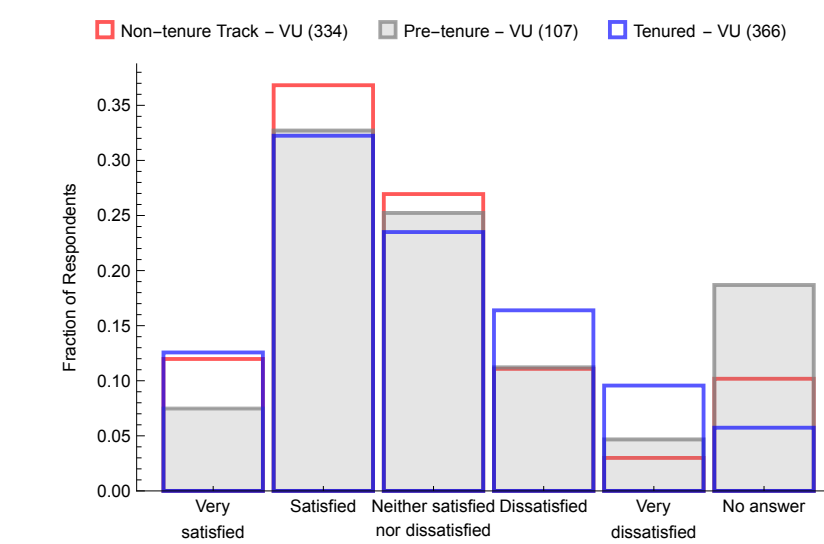
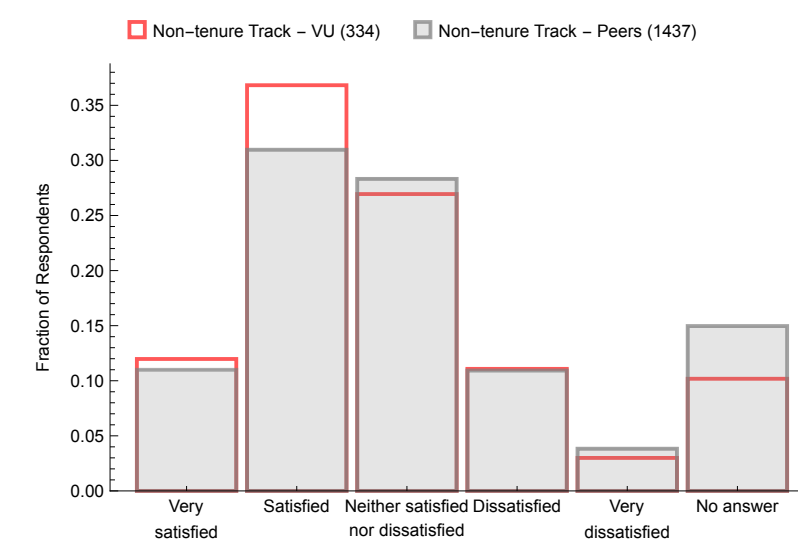
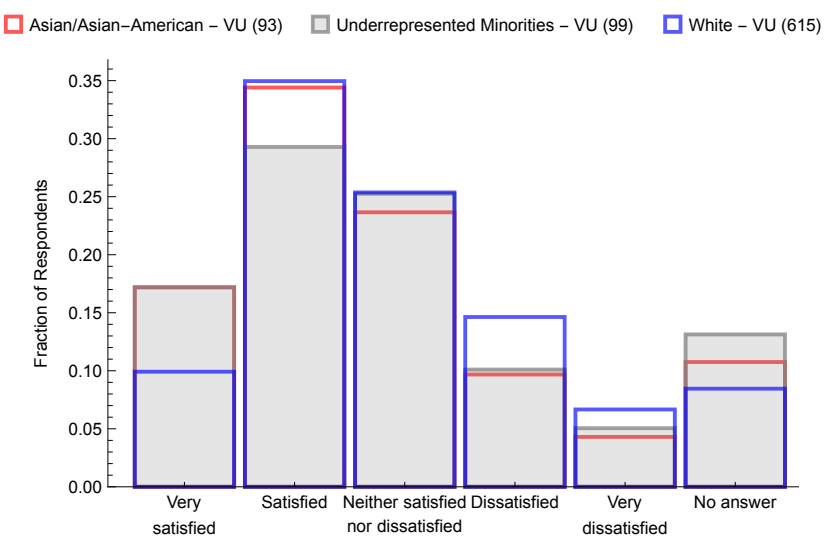
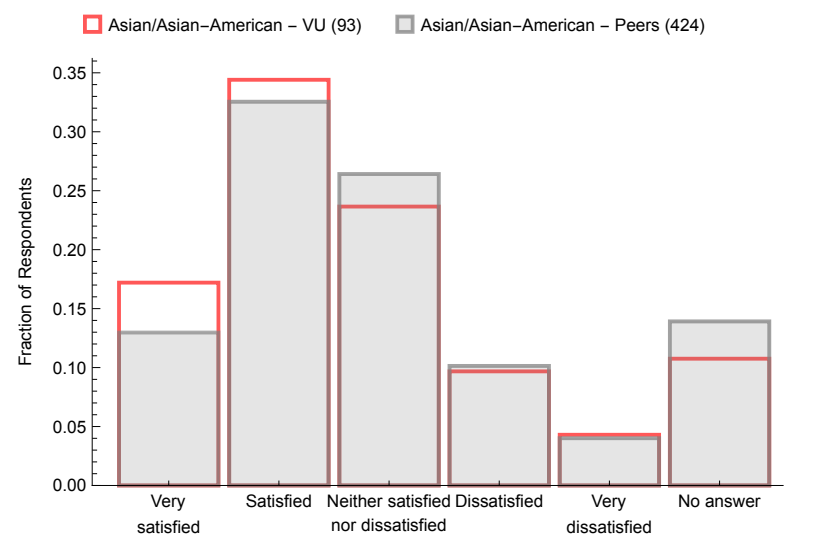
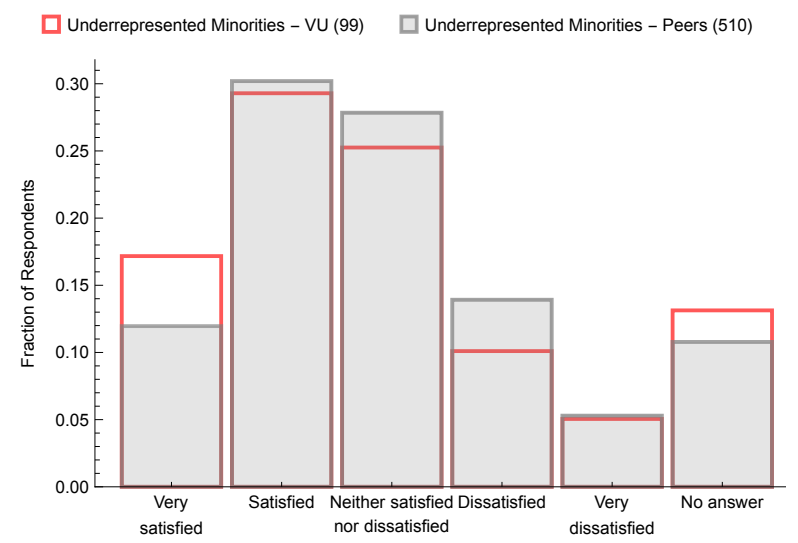
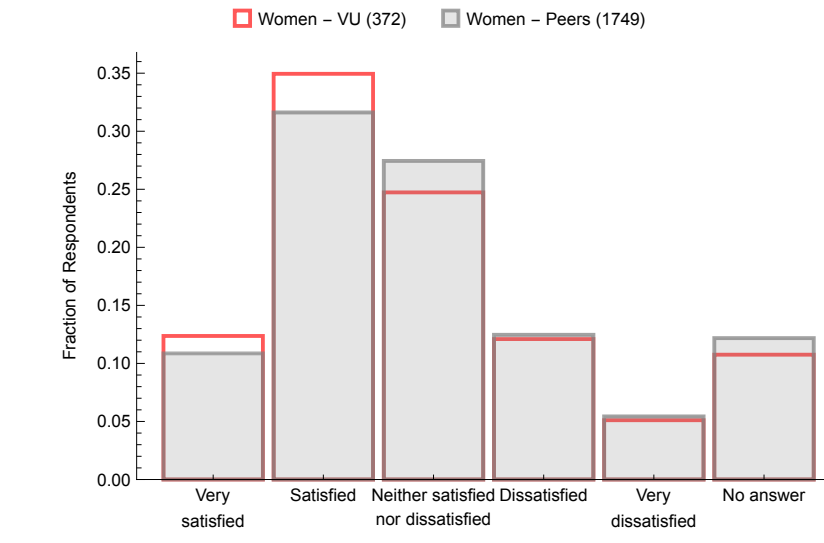
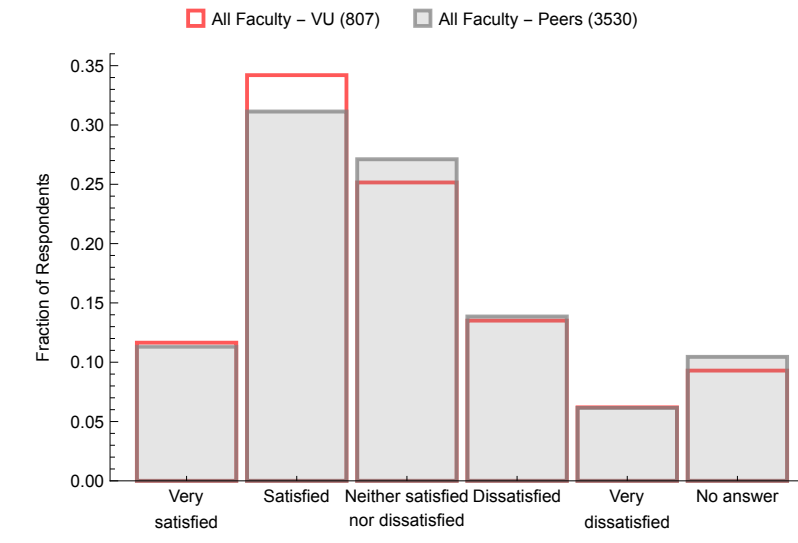


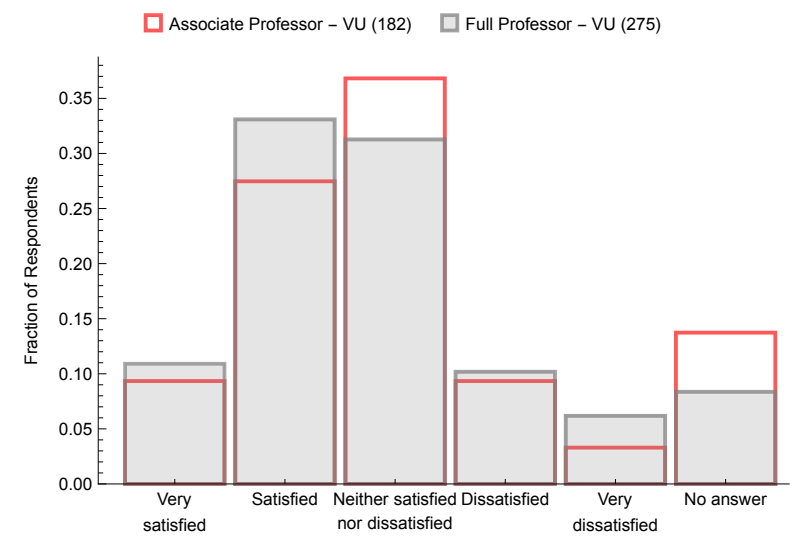
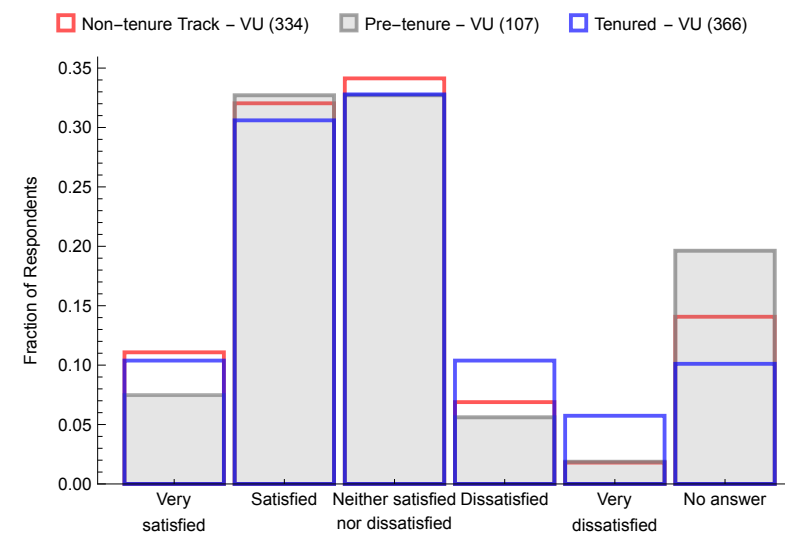
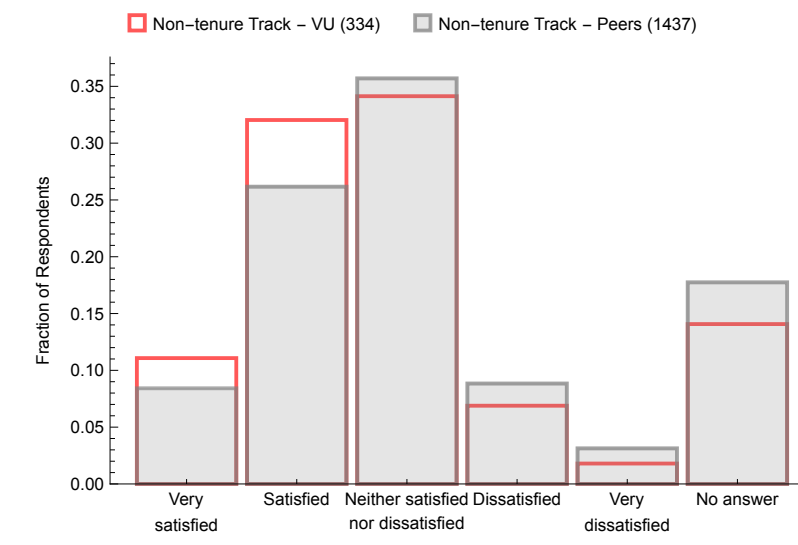
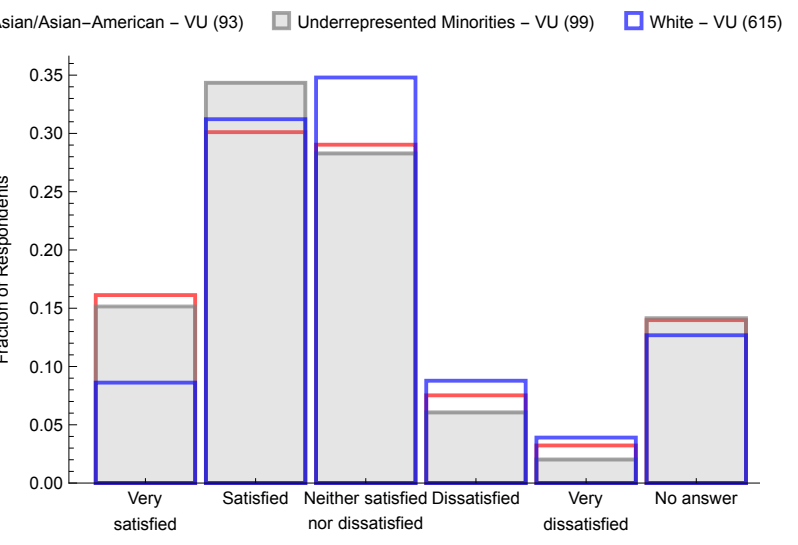
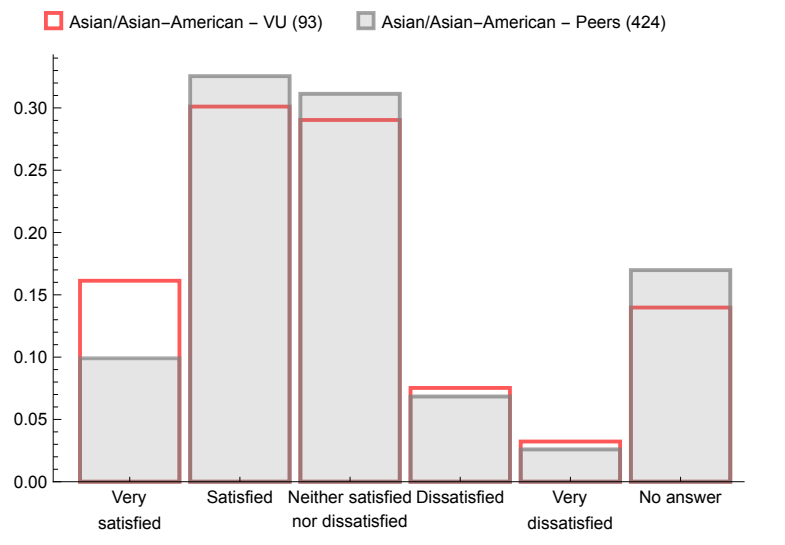
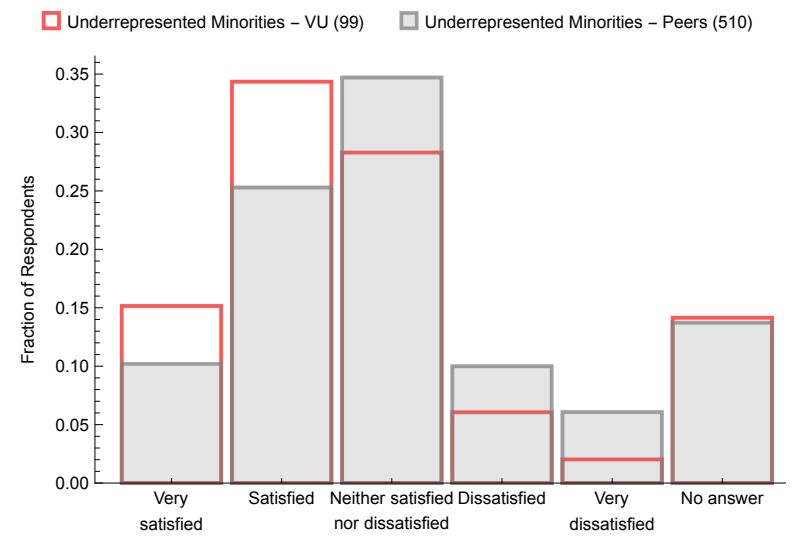
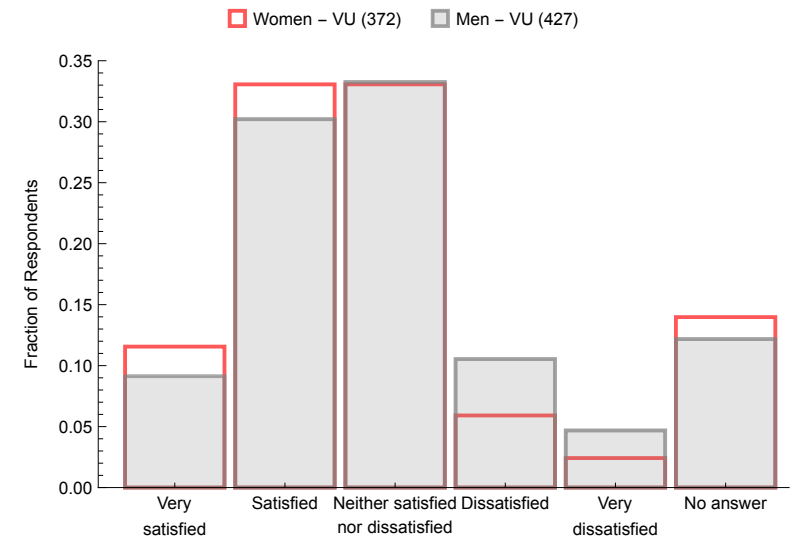
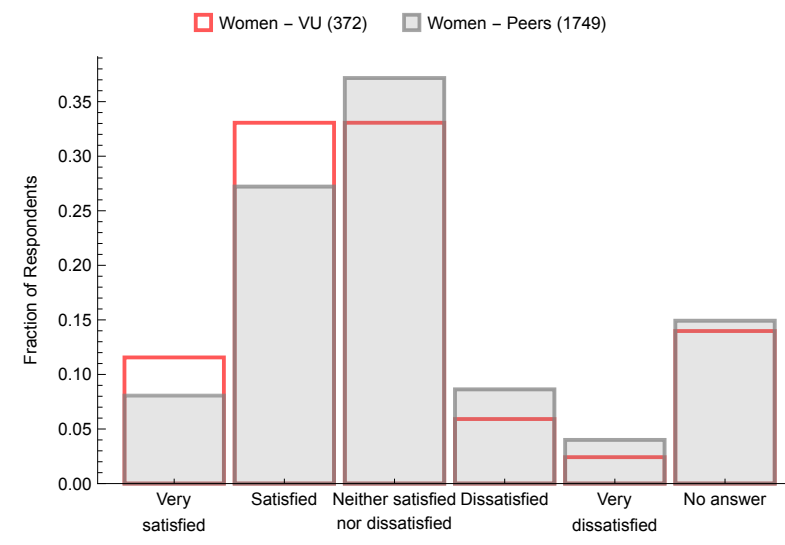
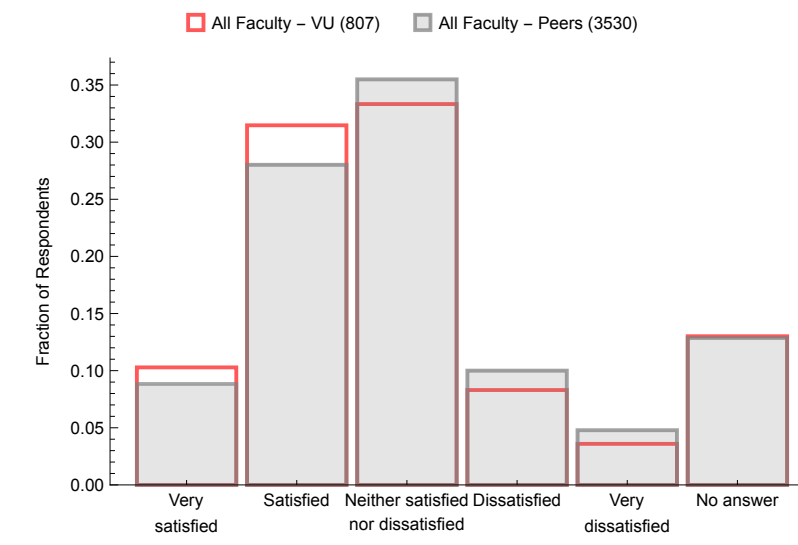


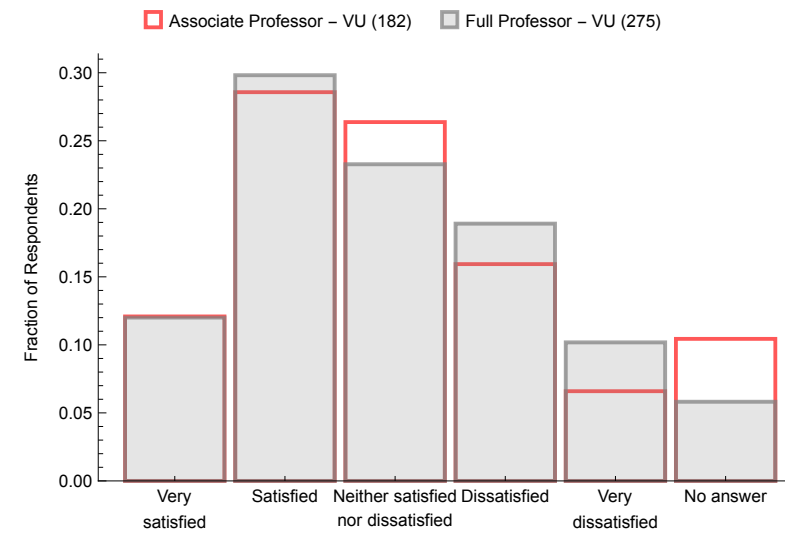
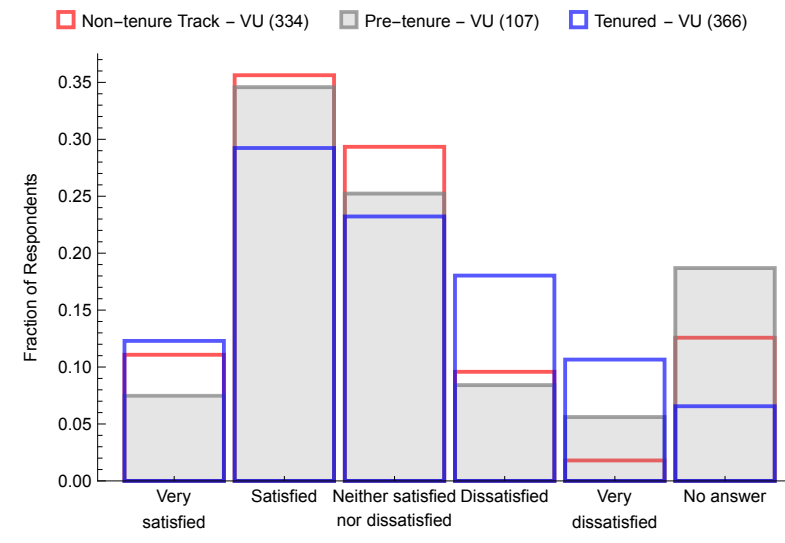
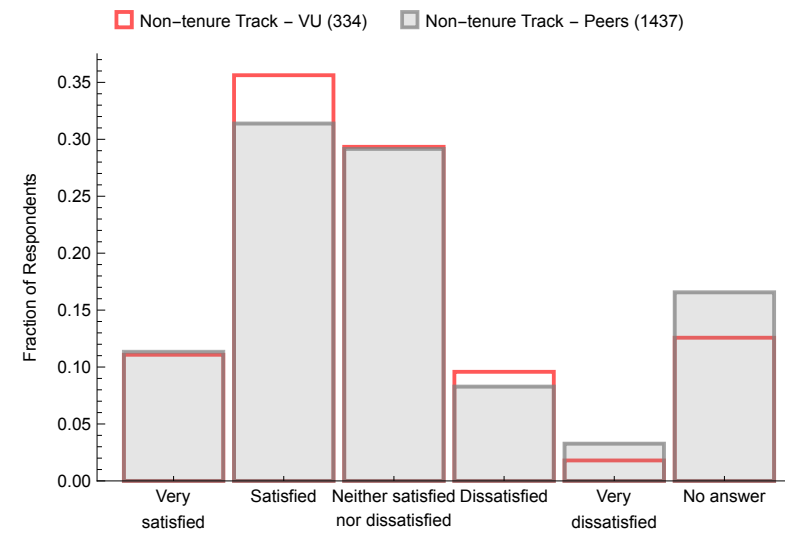
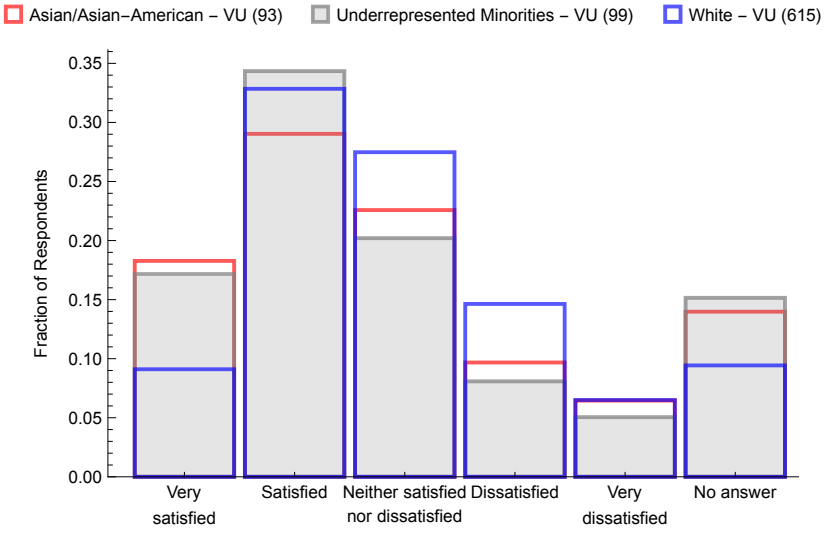
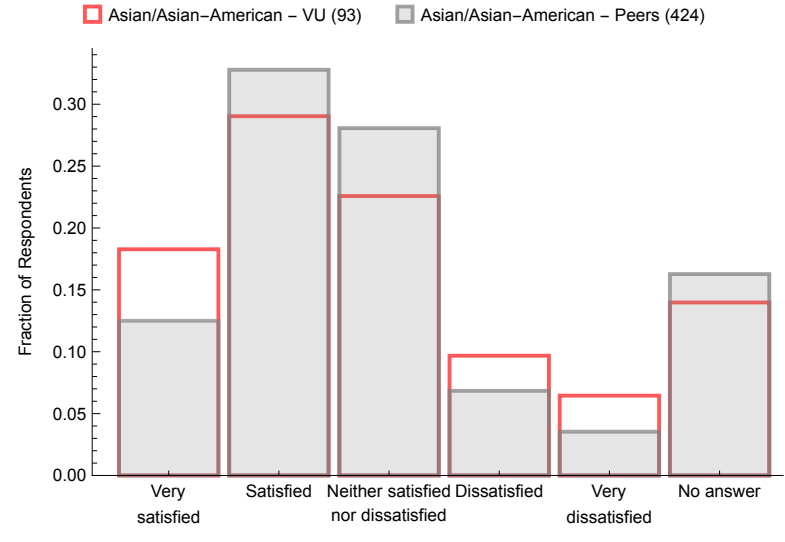
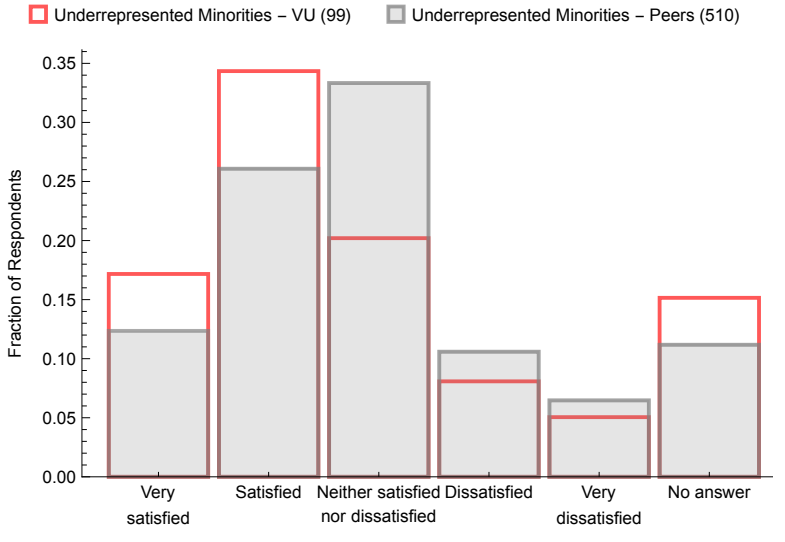
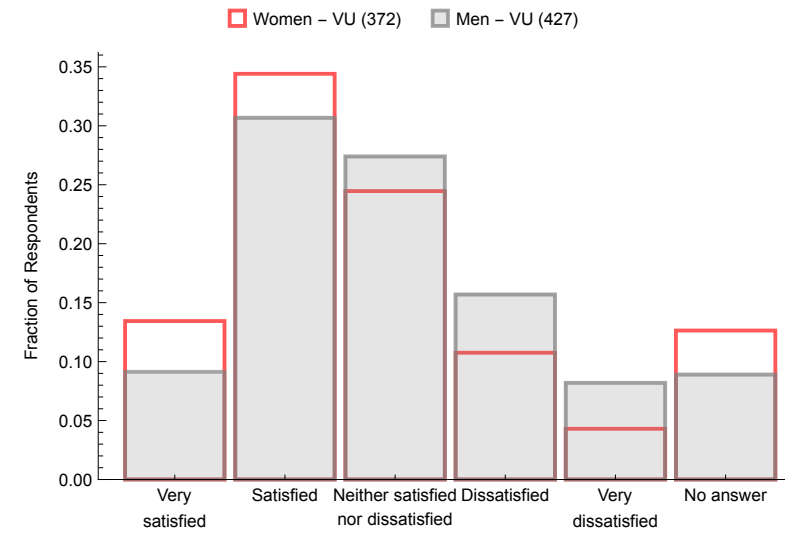
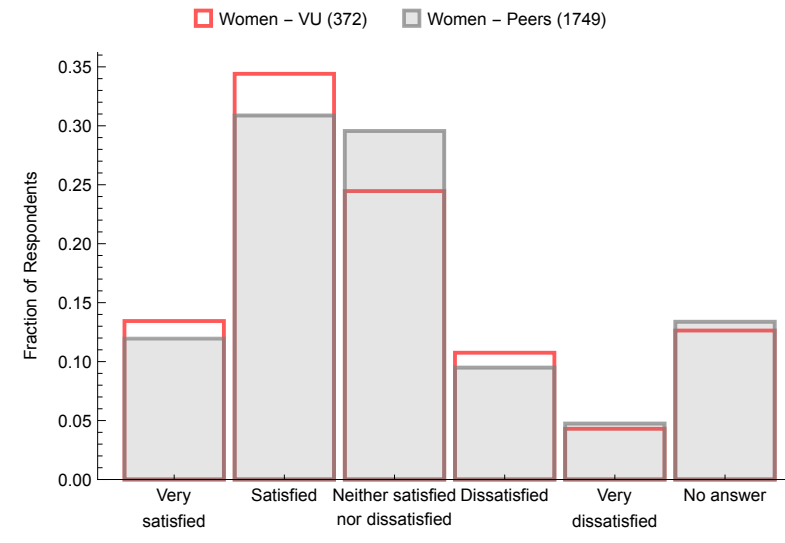
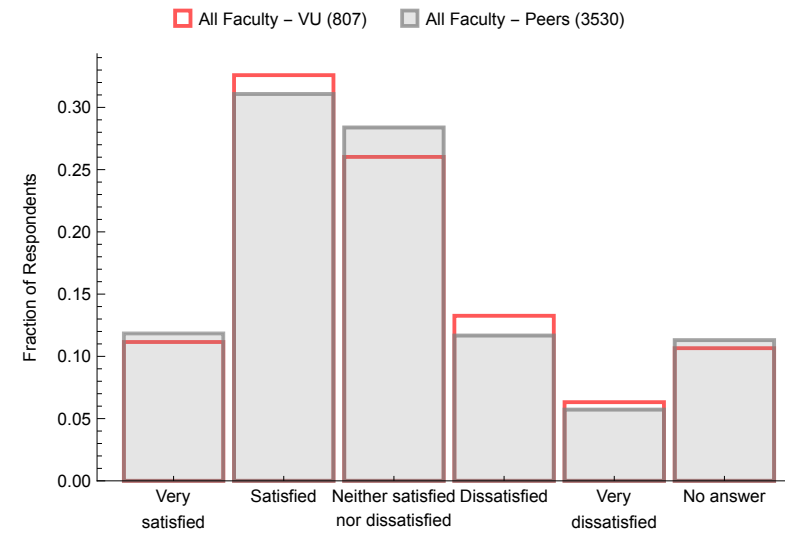




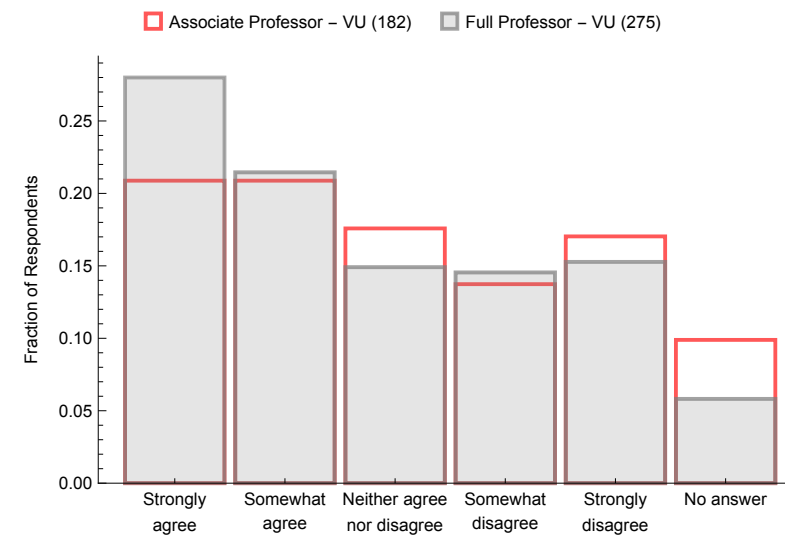
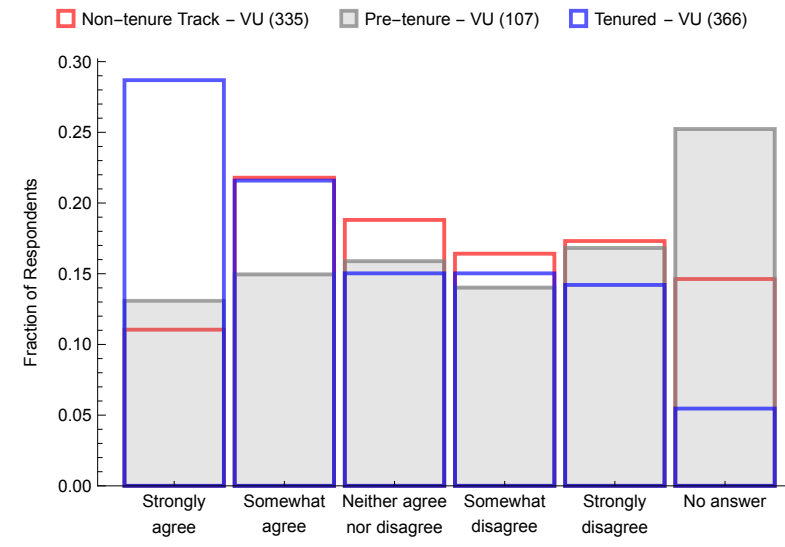
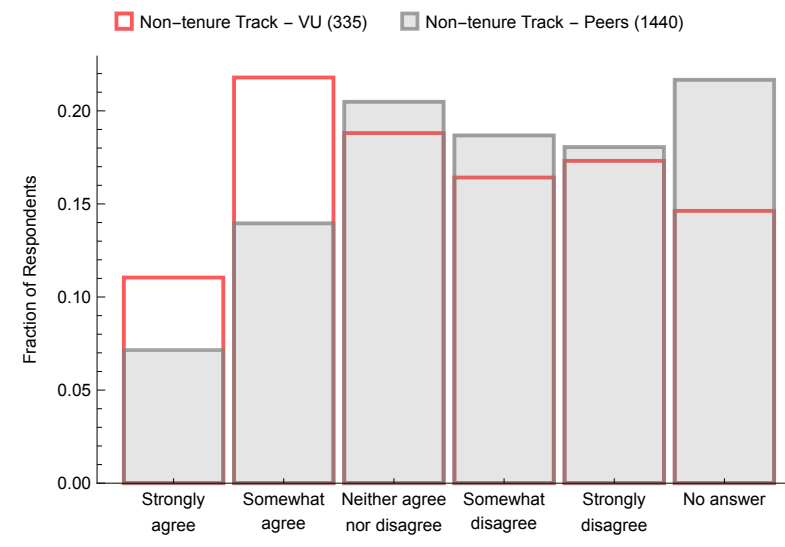
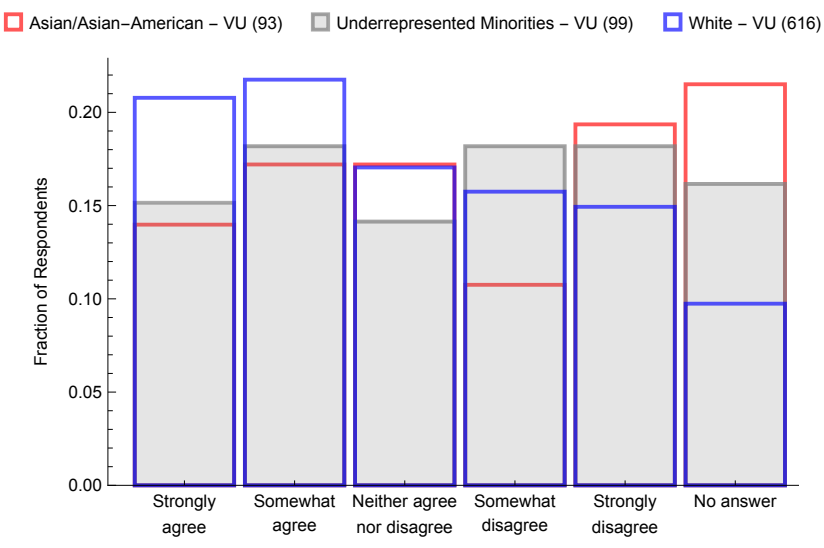
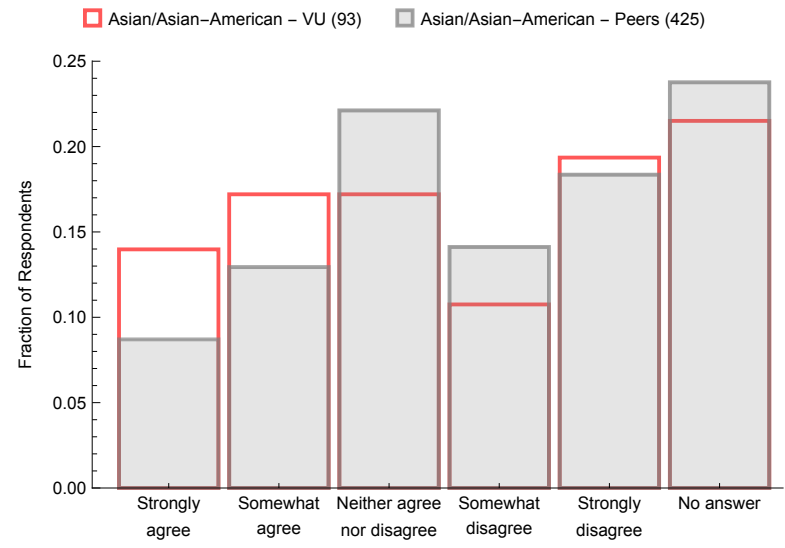
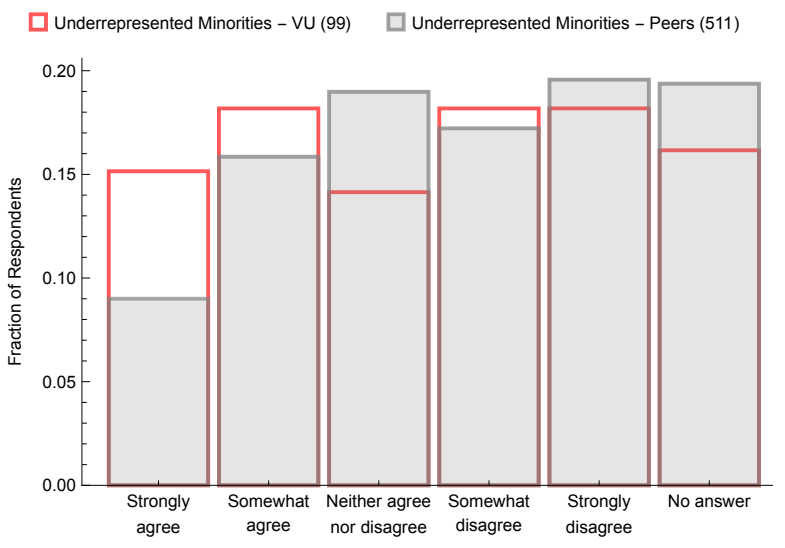
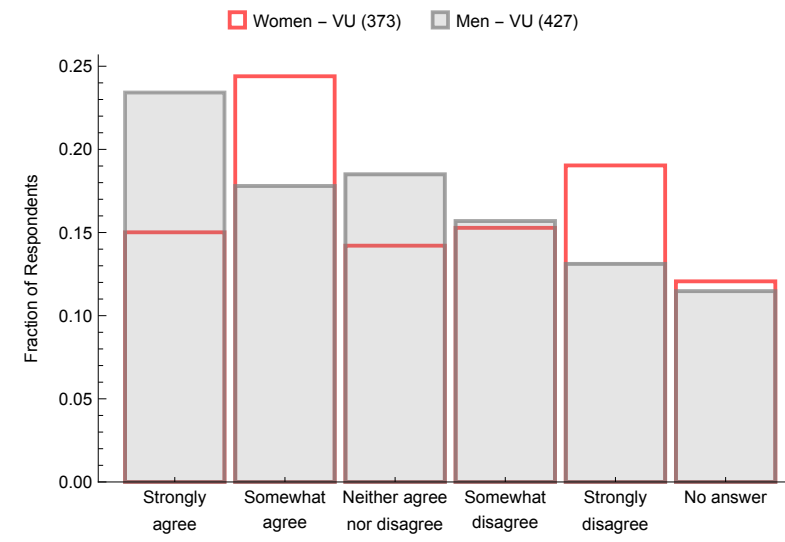
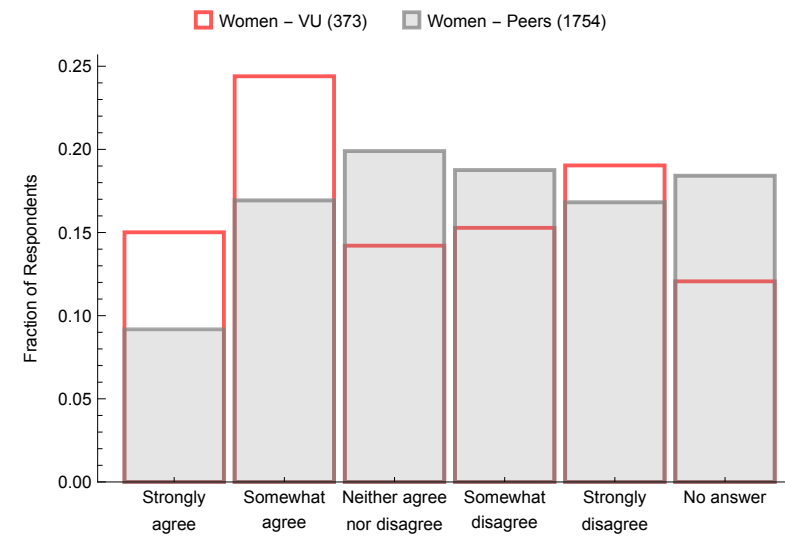
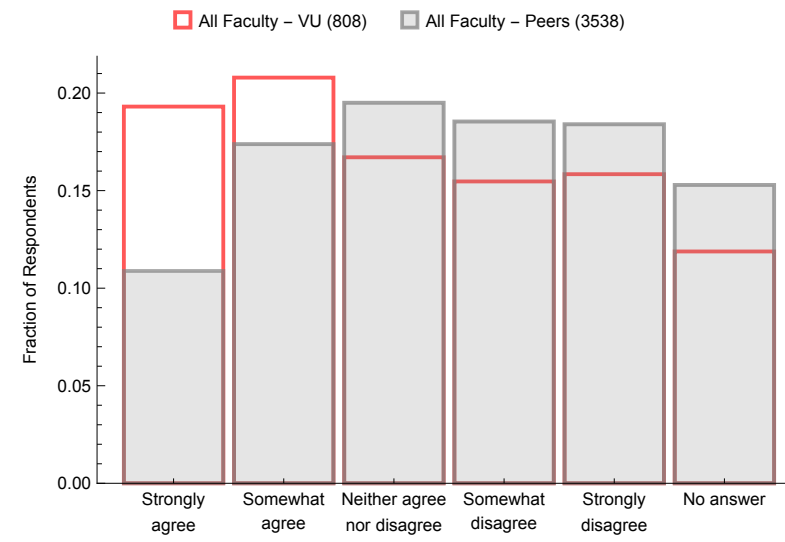


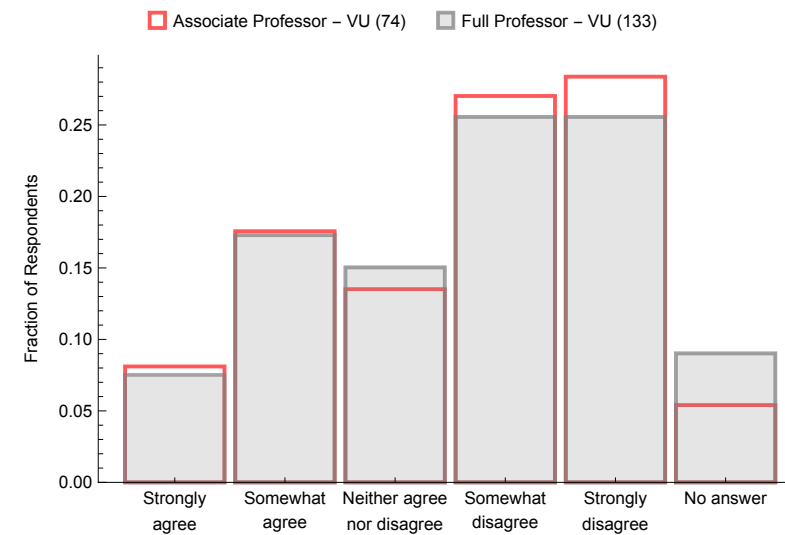
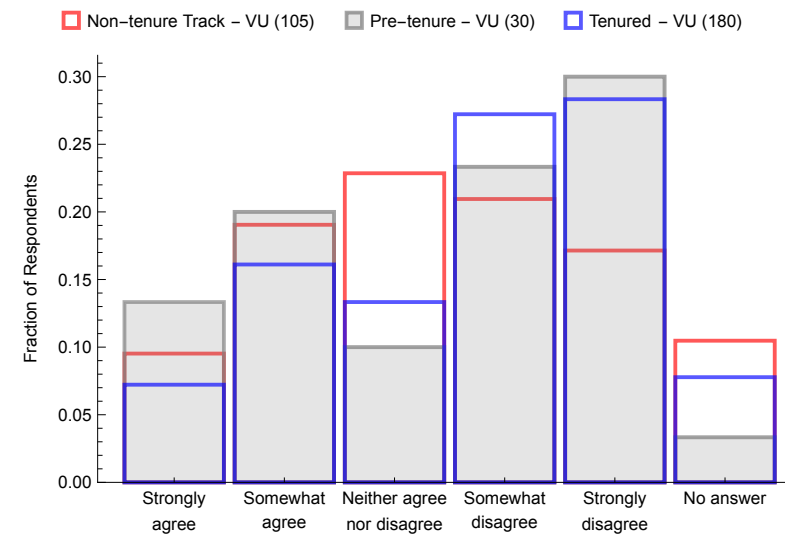
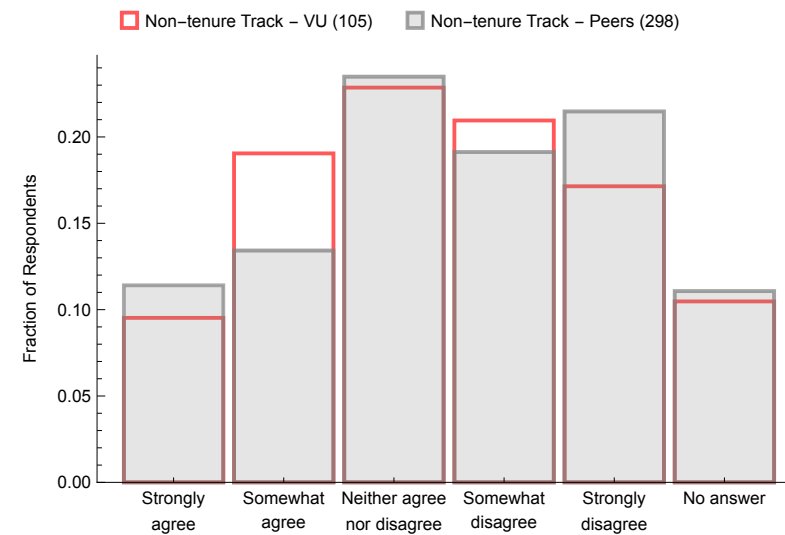
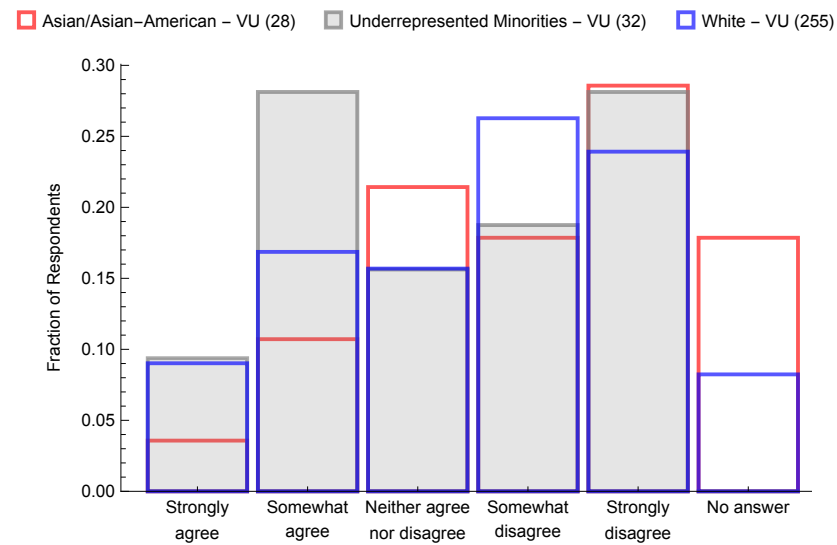
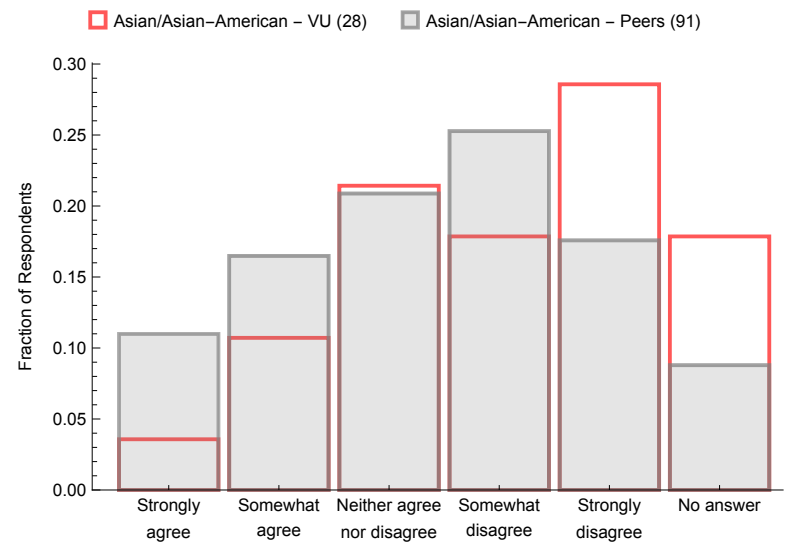
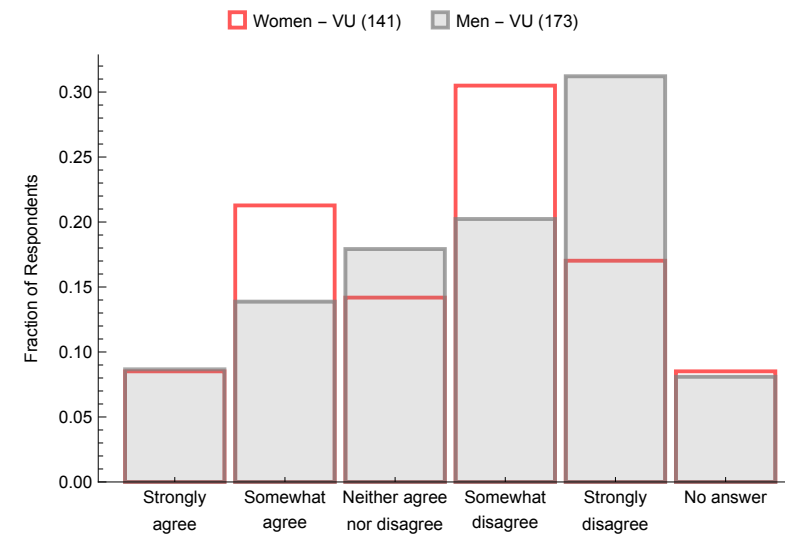
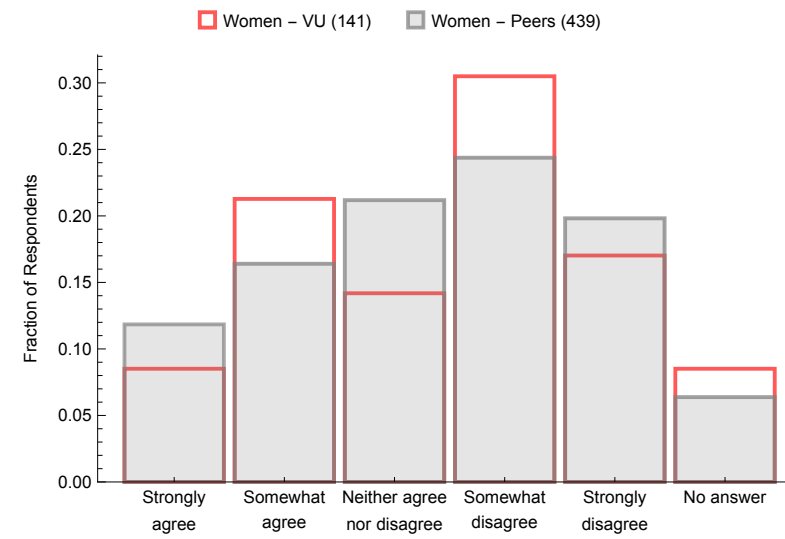
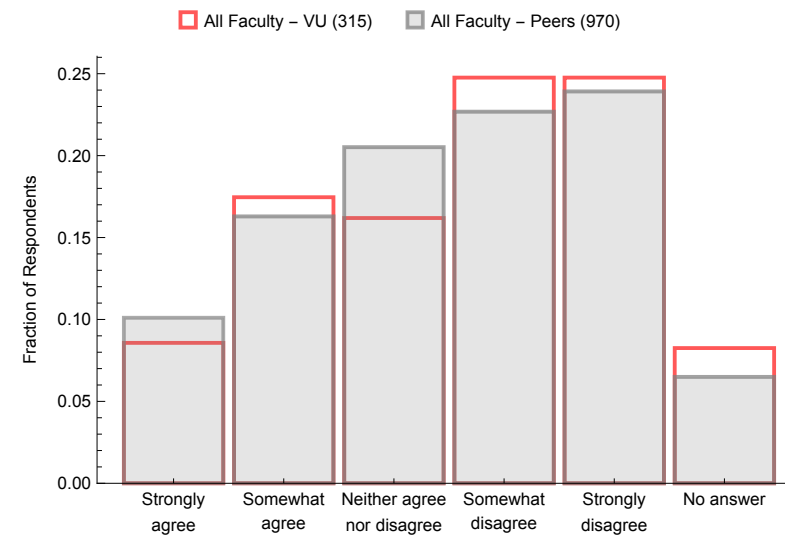


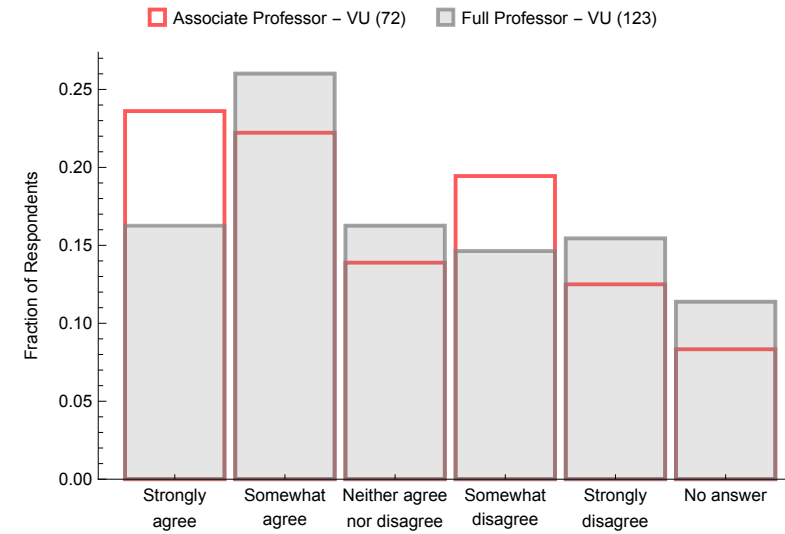
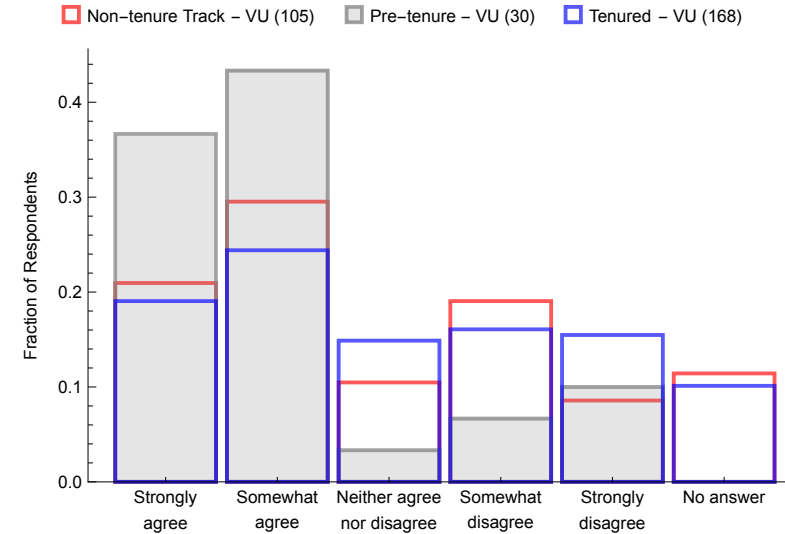
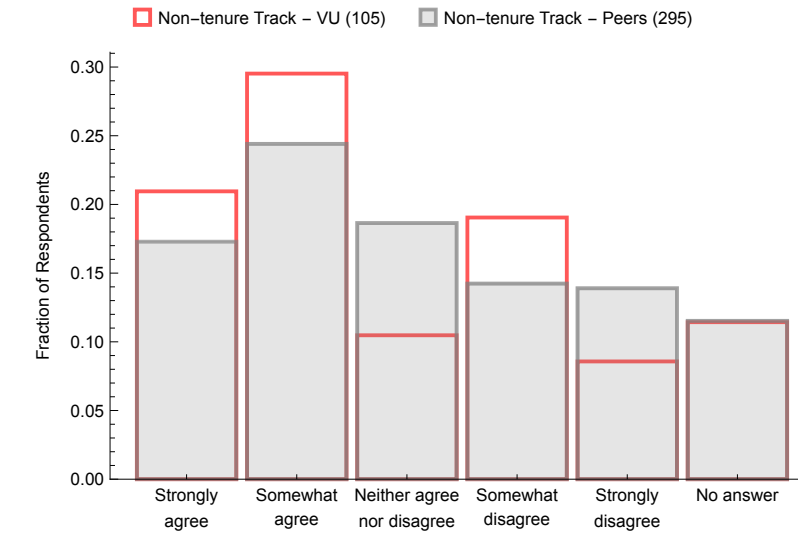
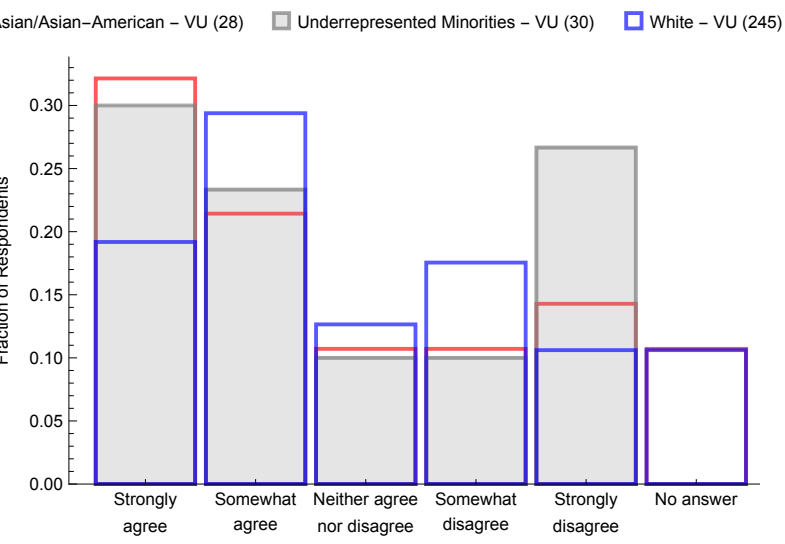
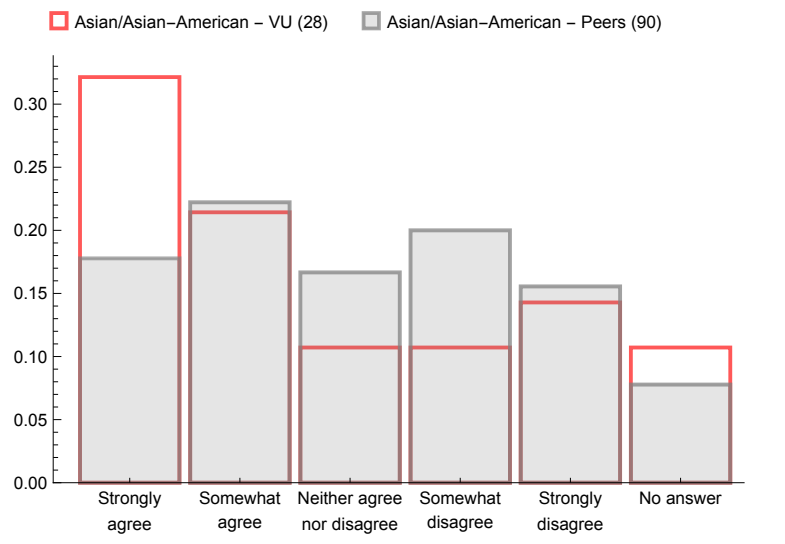
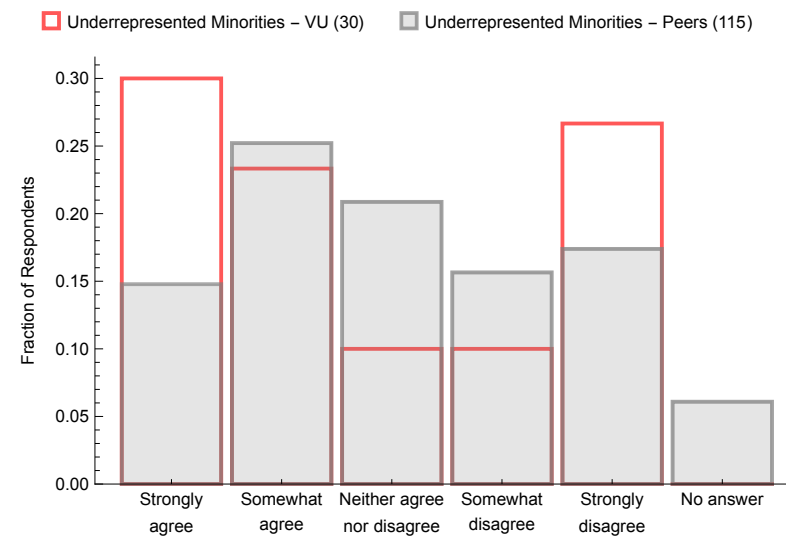
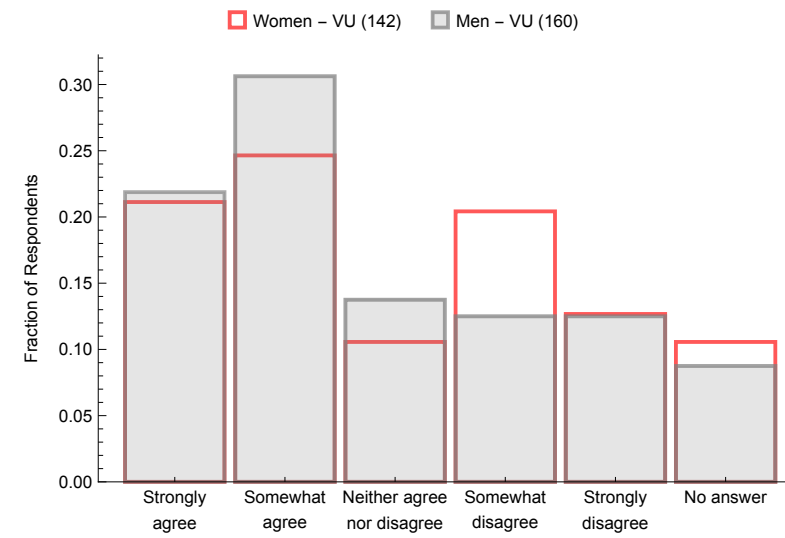
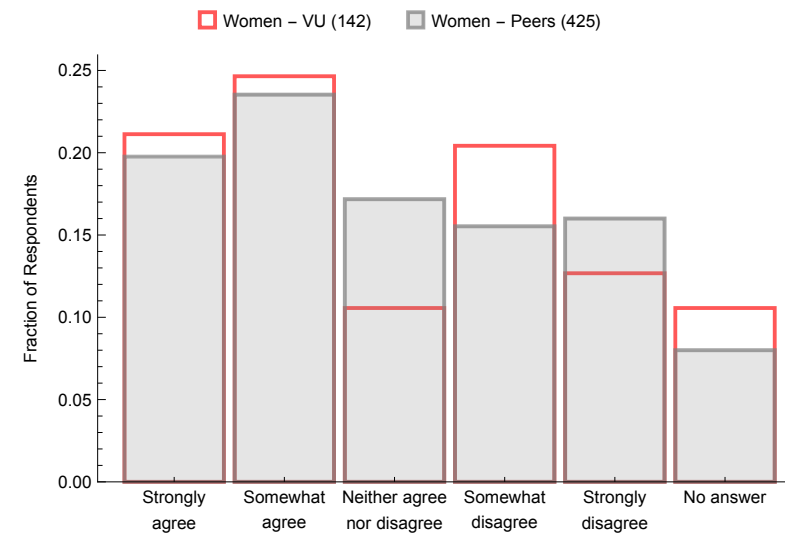
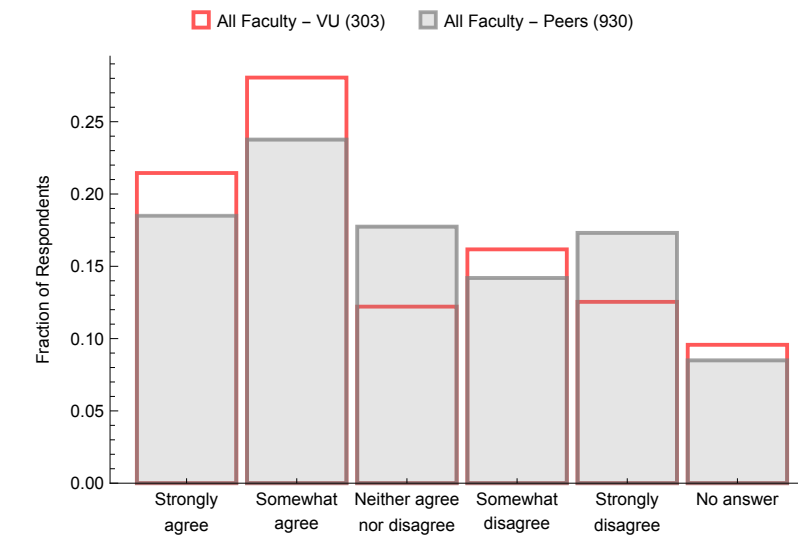




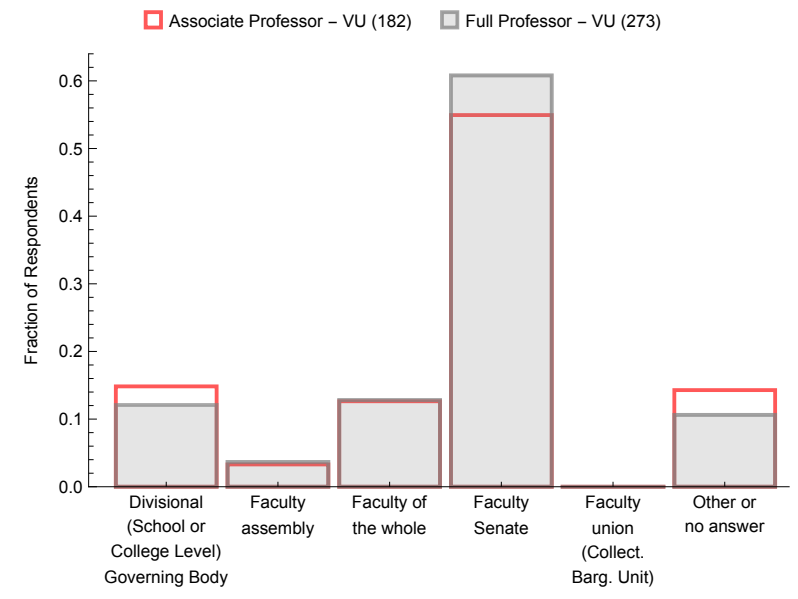
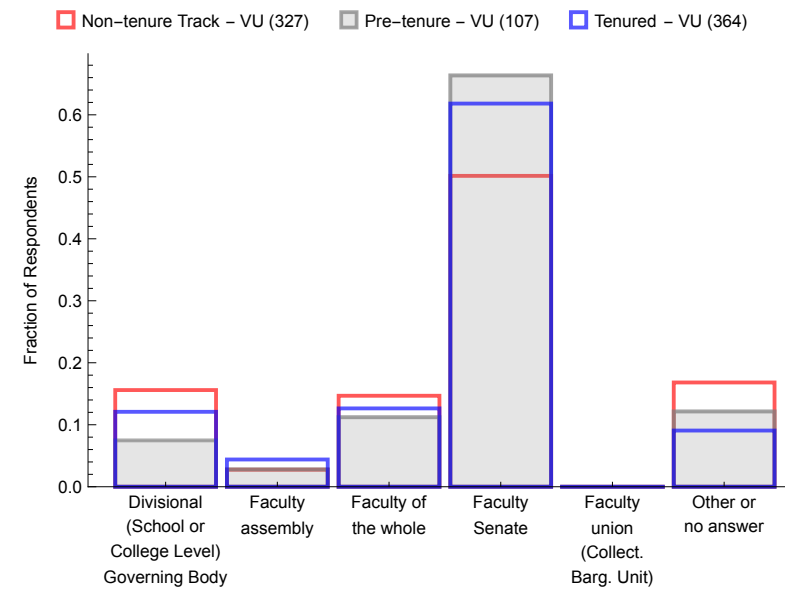
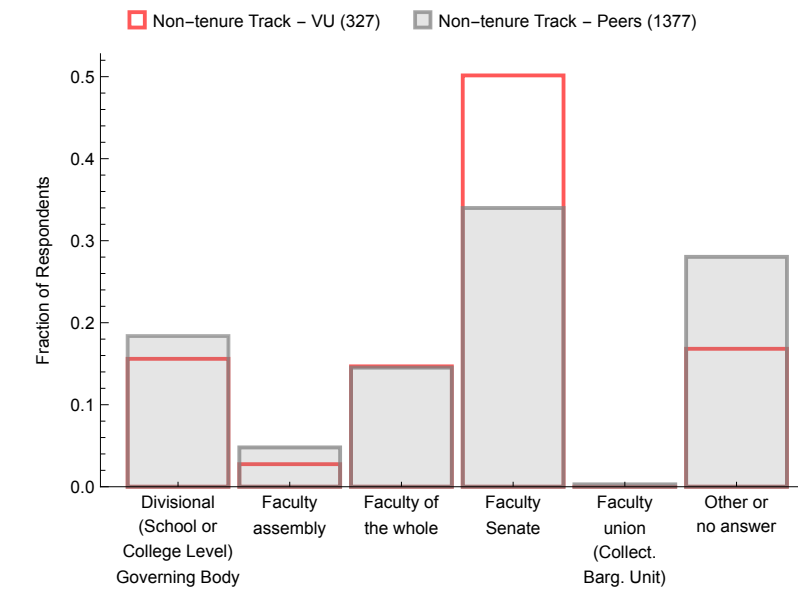
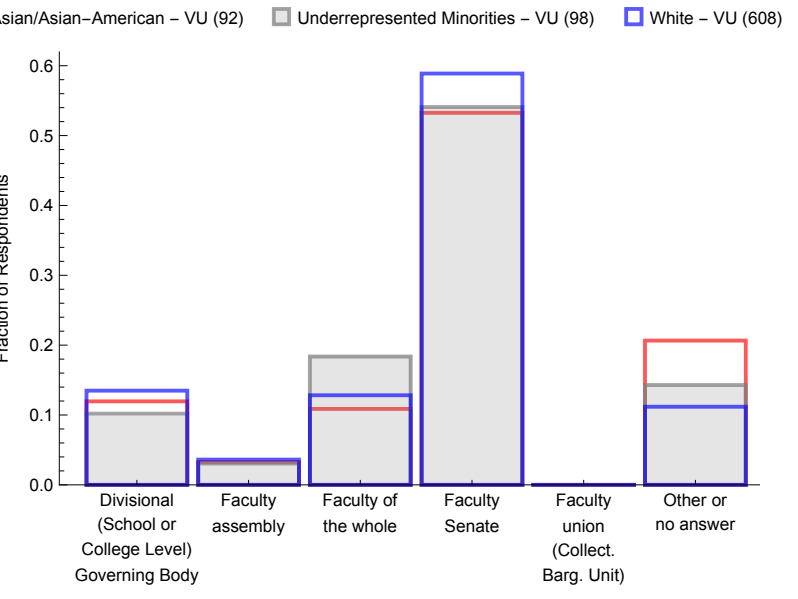
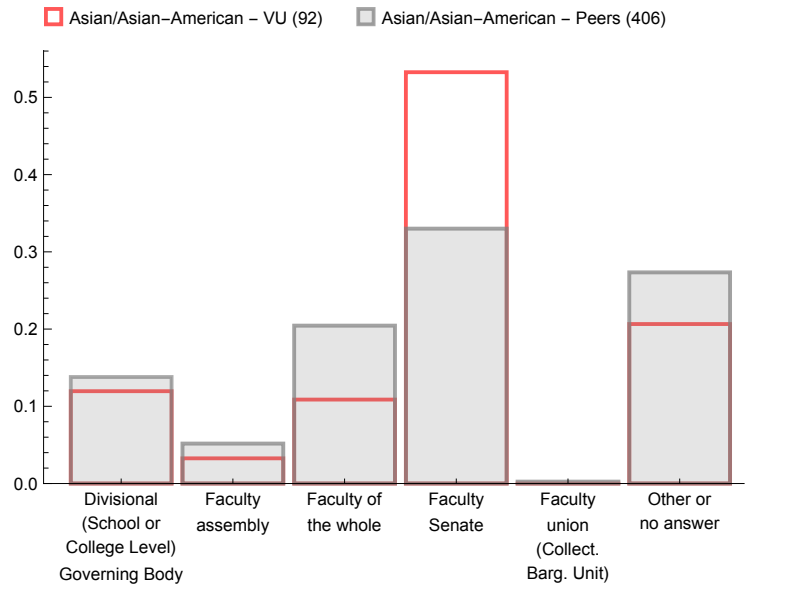
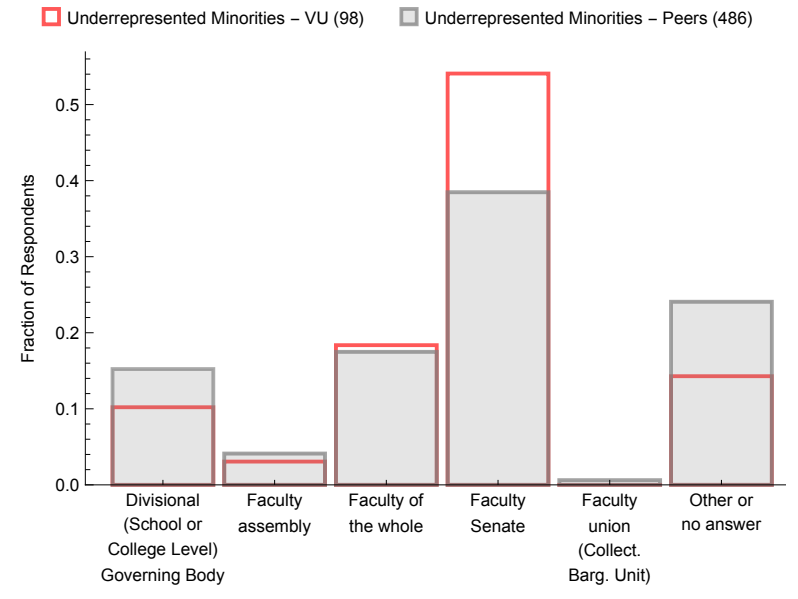
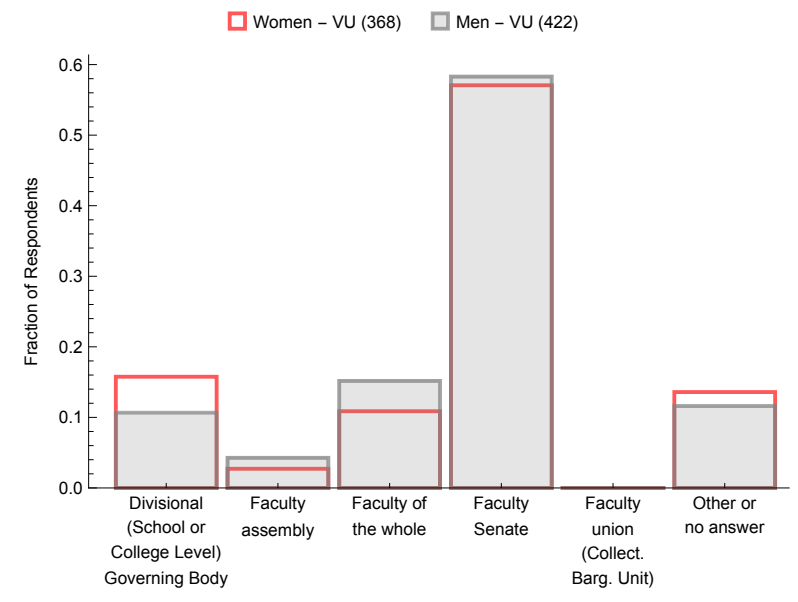
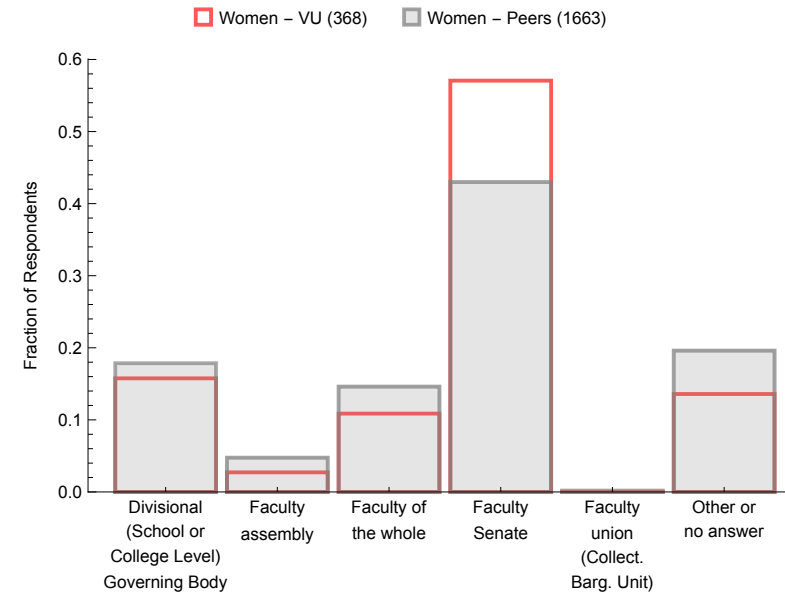
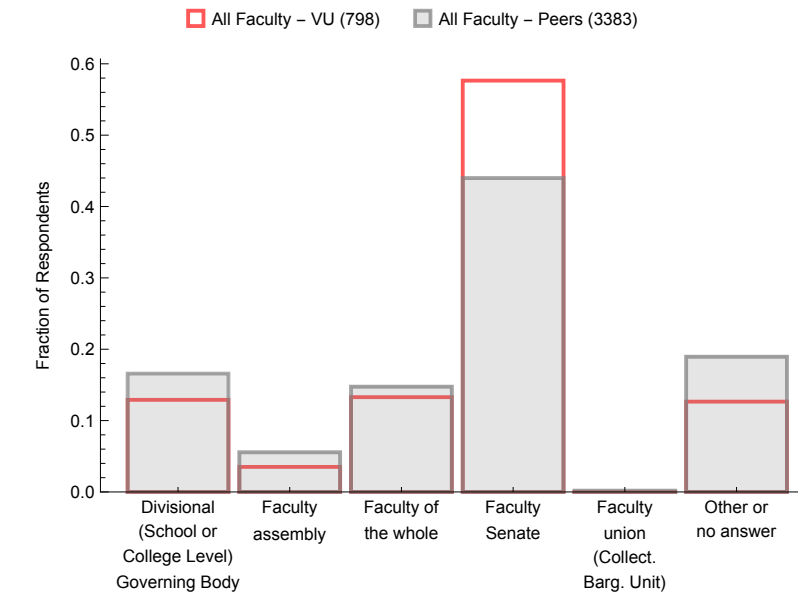
Institutional Leadership | Other | Changed priorities negatively affect my work



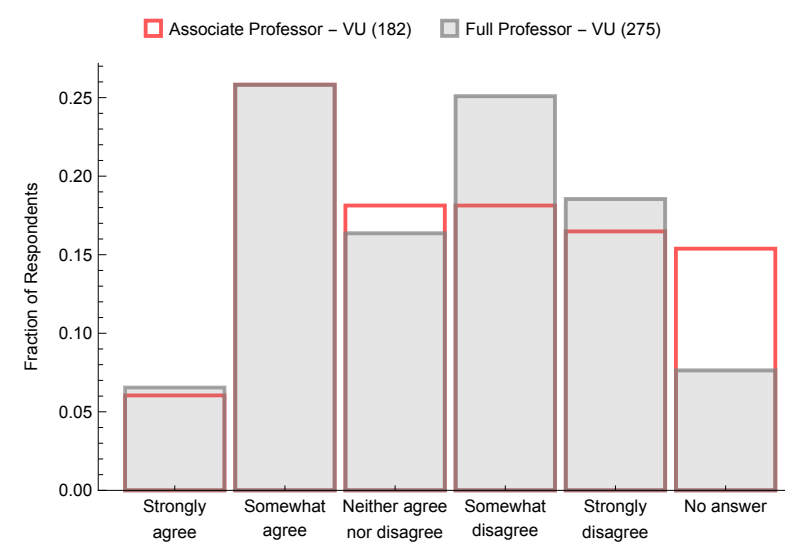
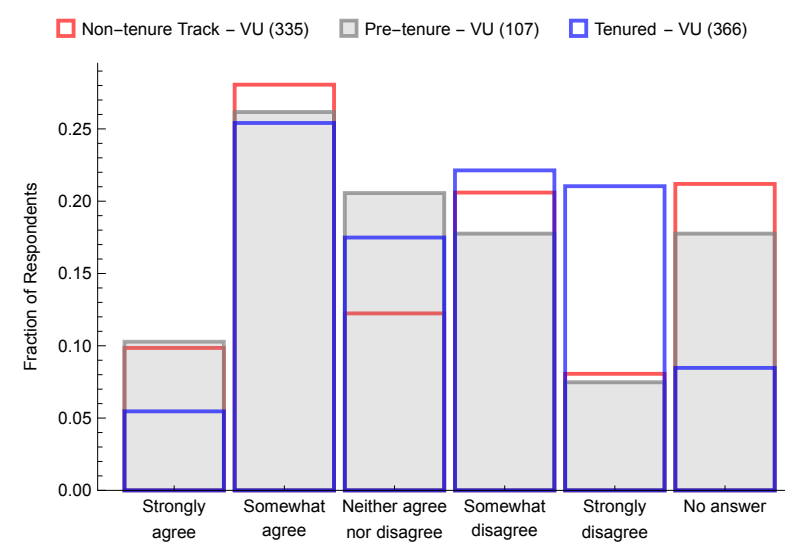
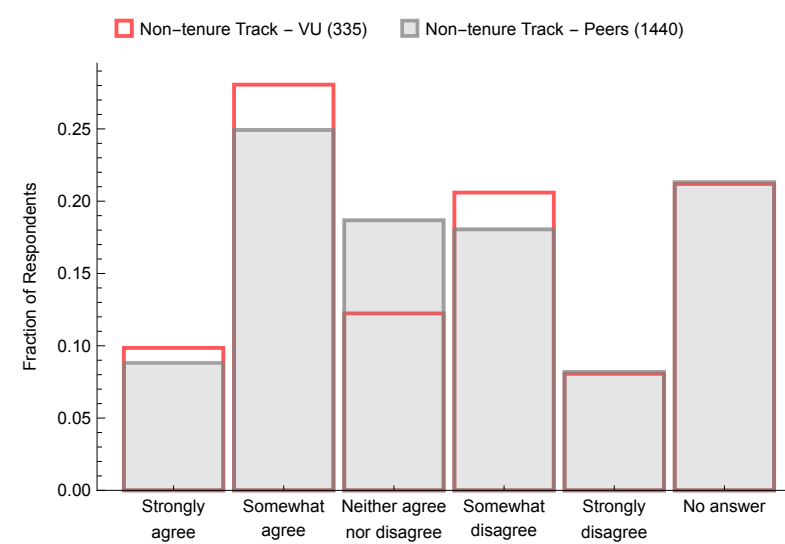
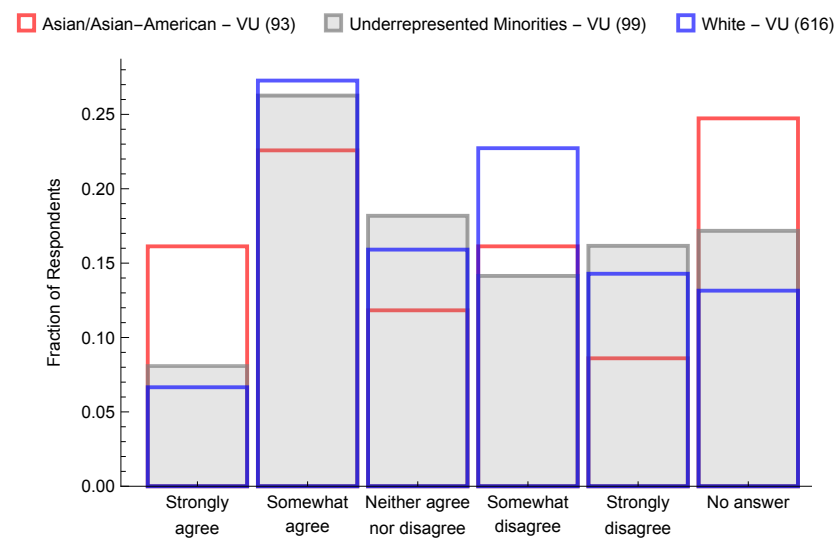
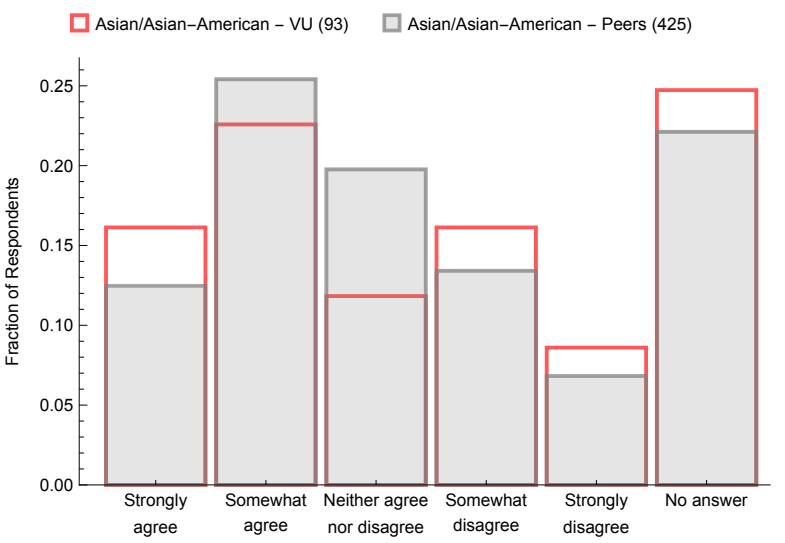
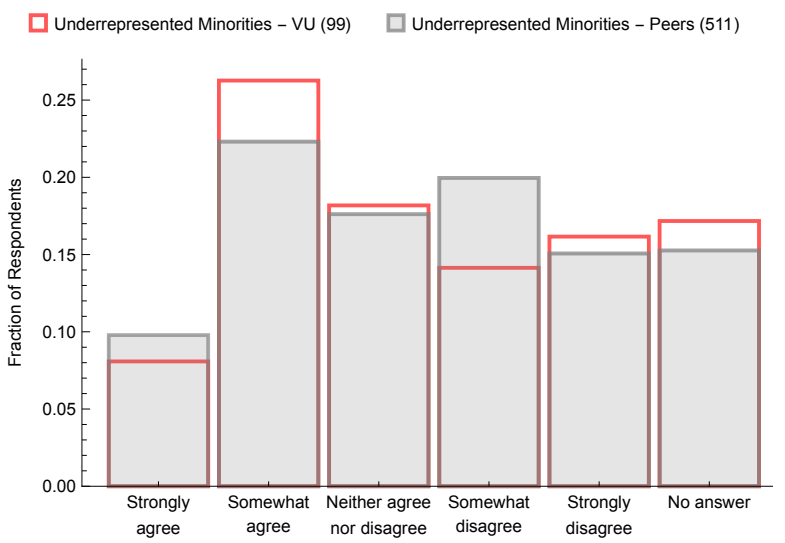
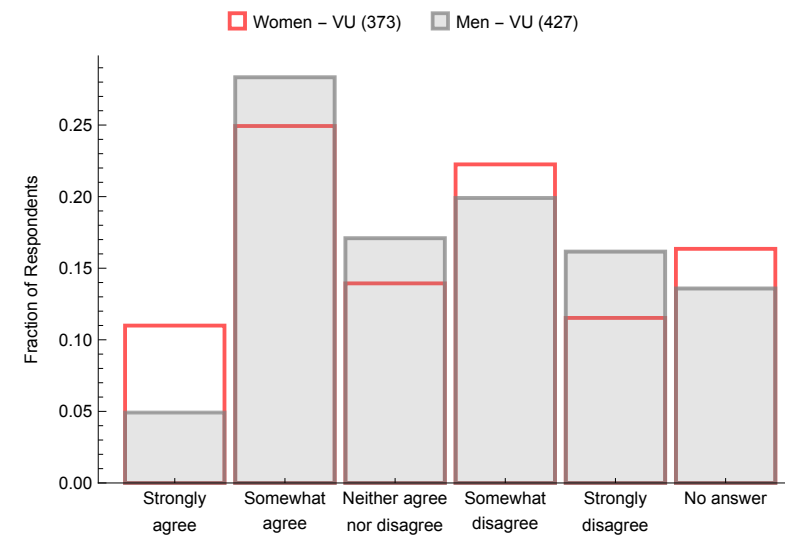
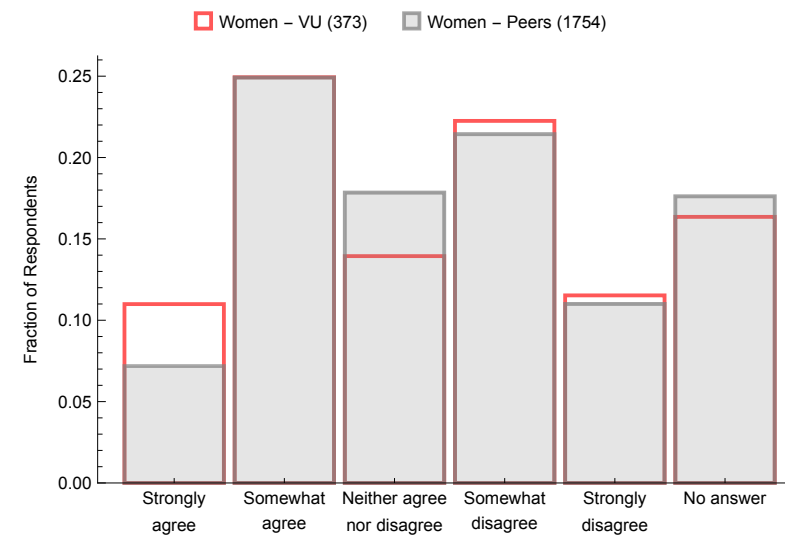
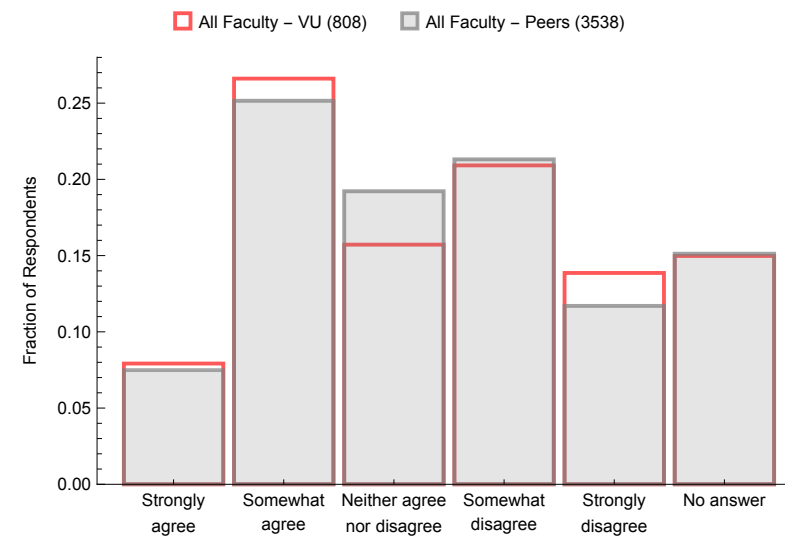




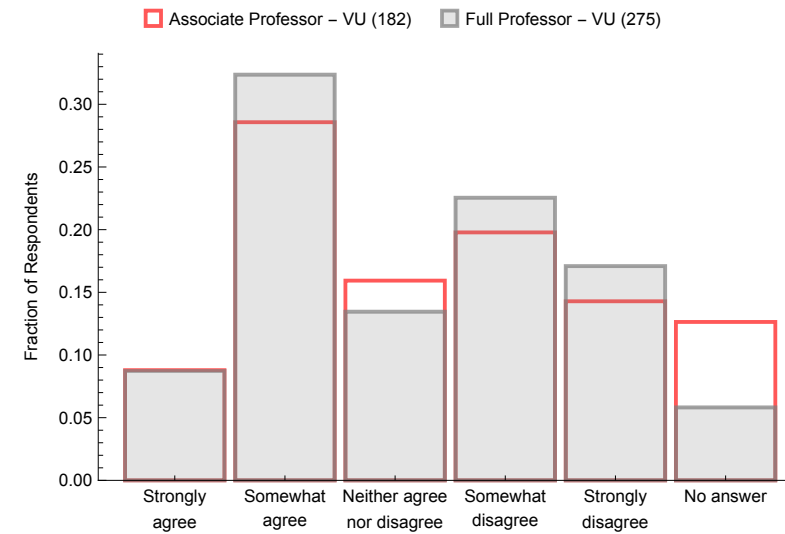
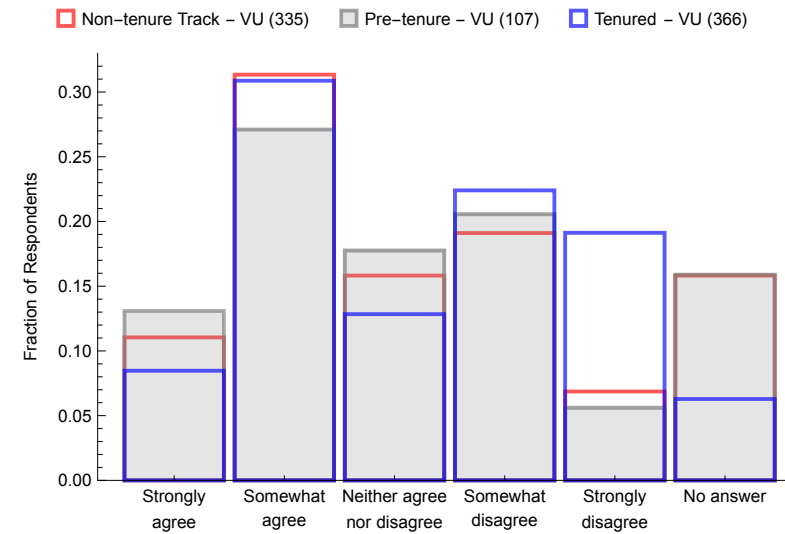
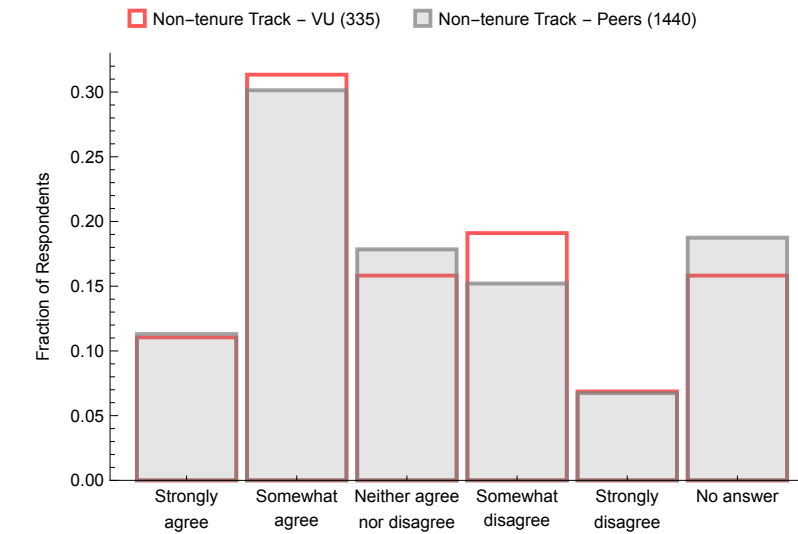
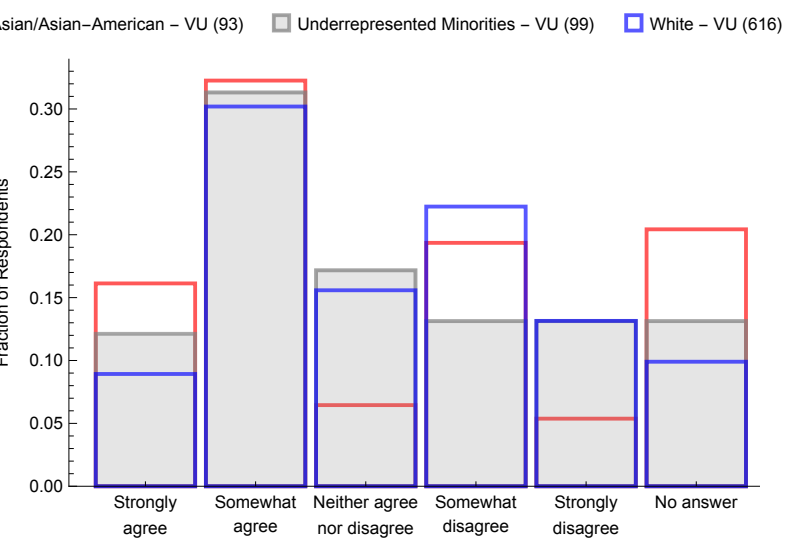
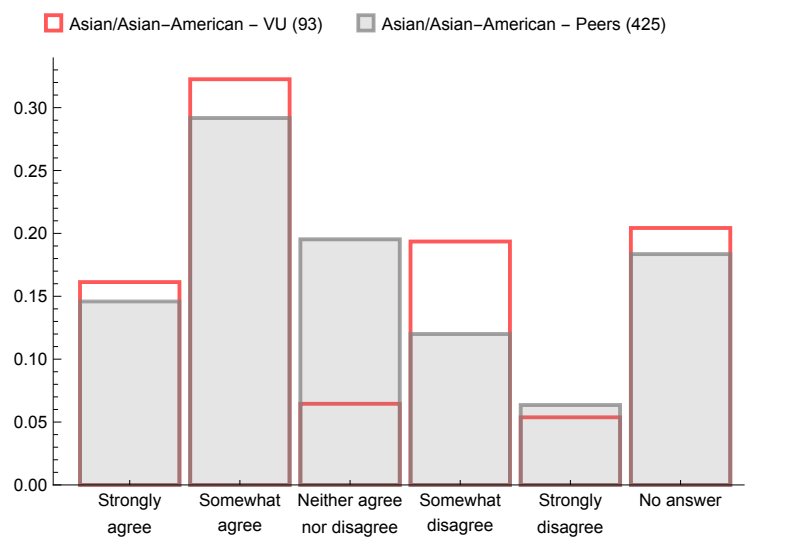
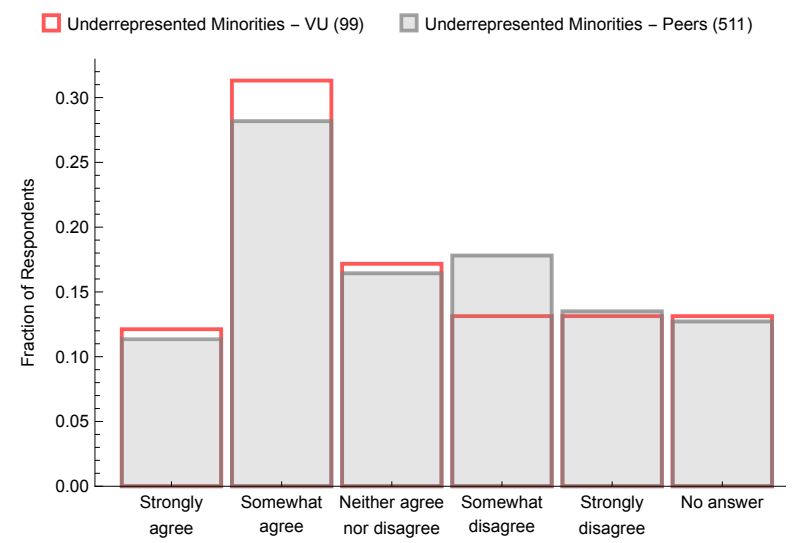
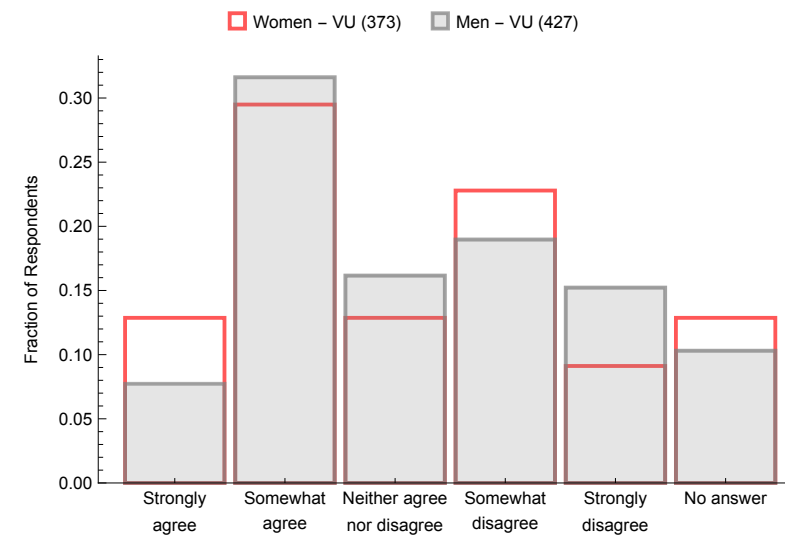
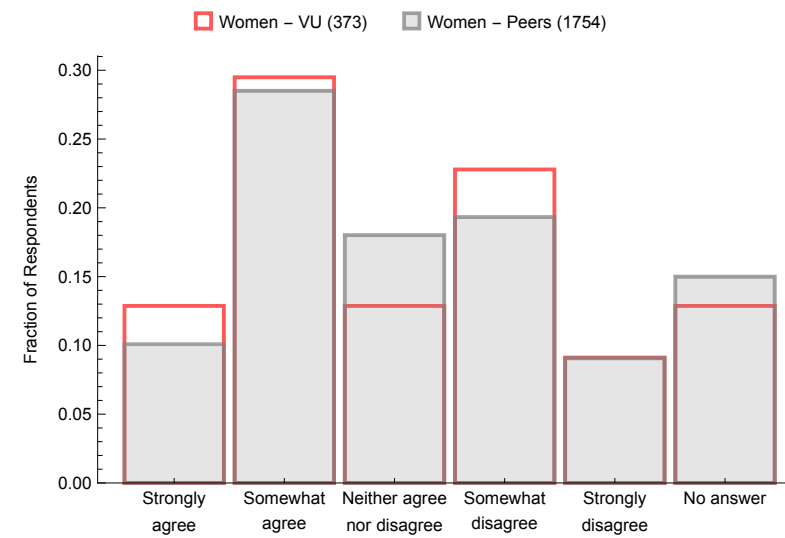
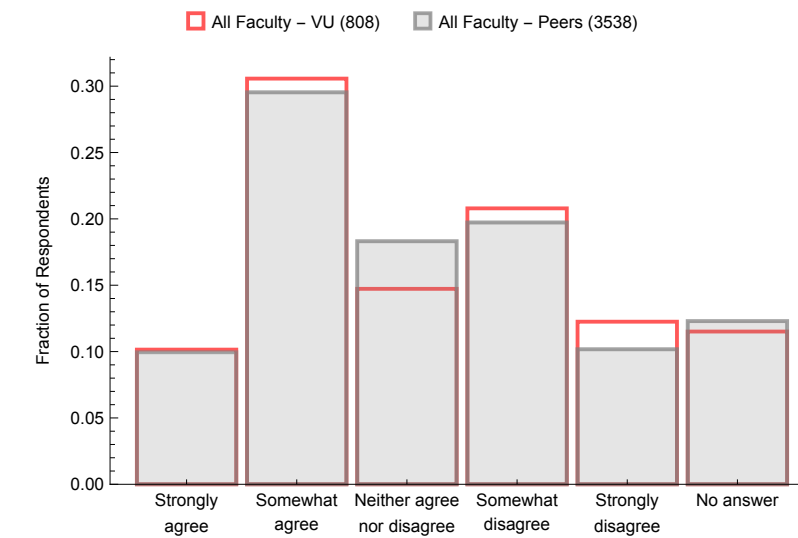
Institutional Leadership | Other | Your answers apply to what faculty governing body

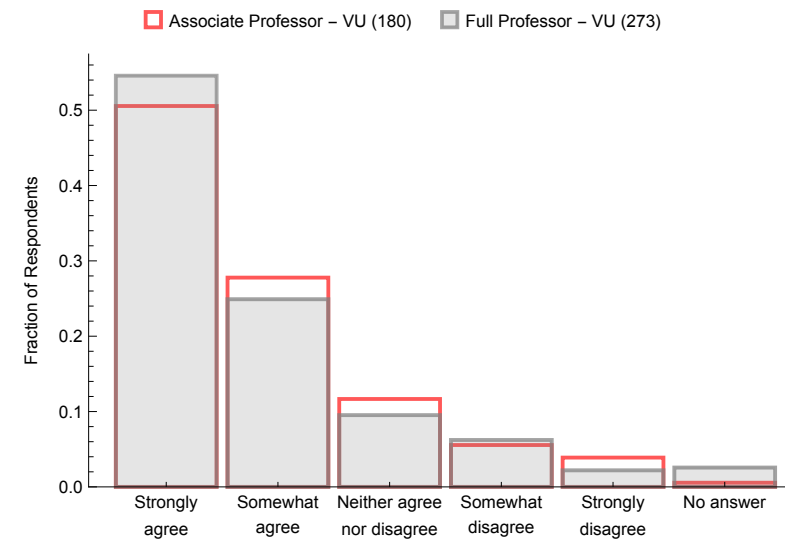
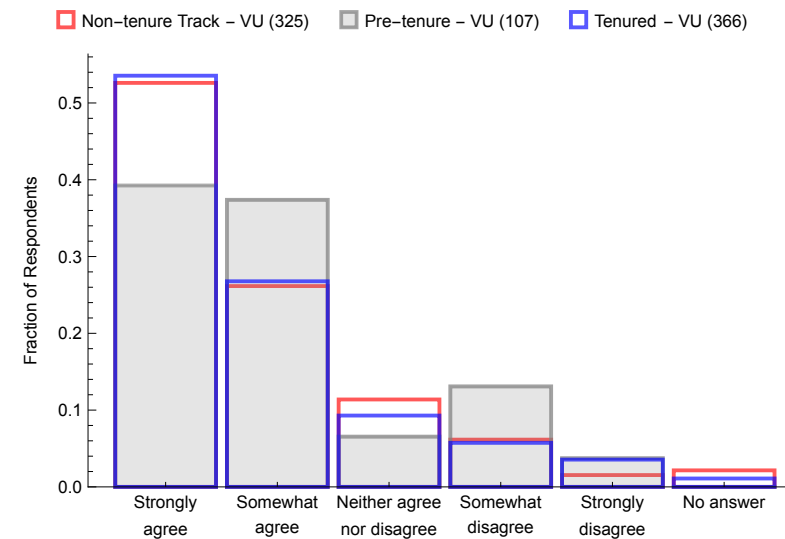
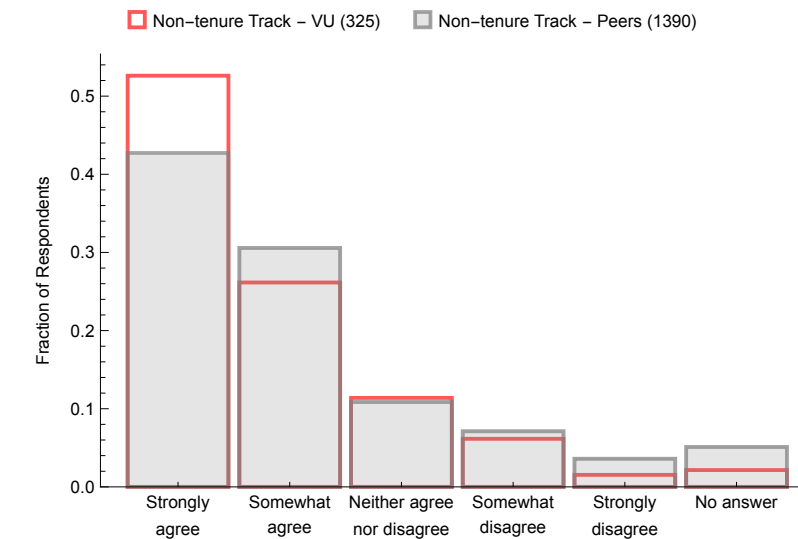
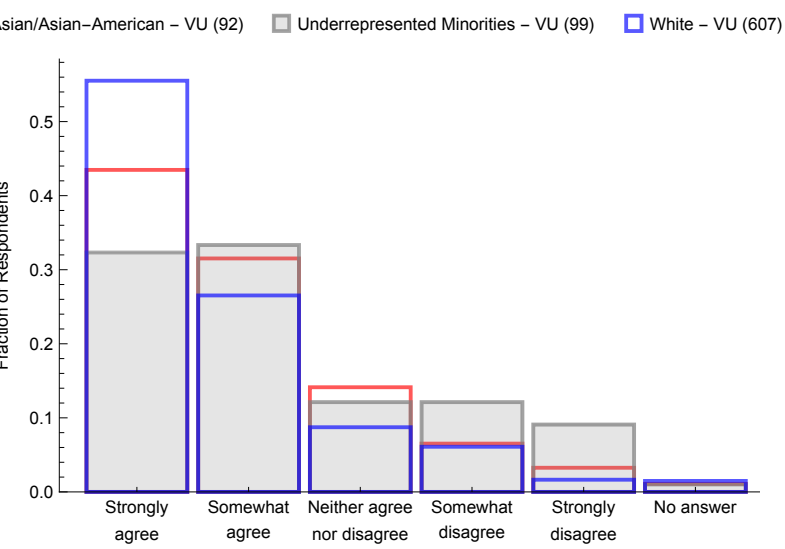
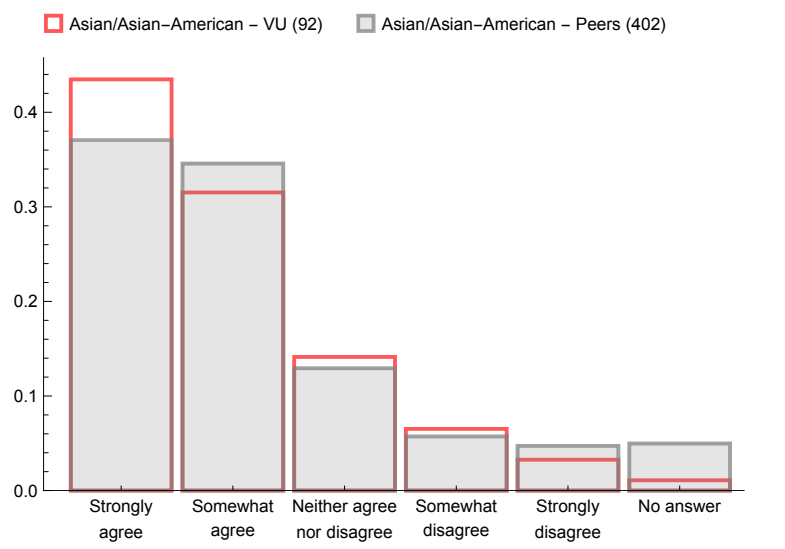
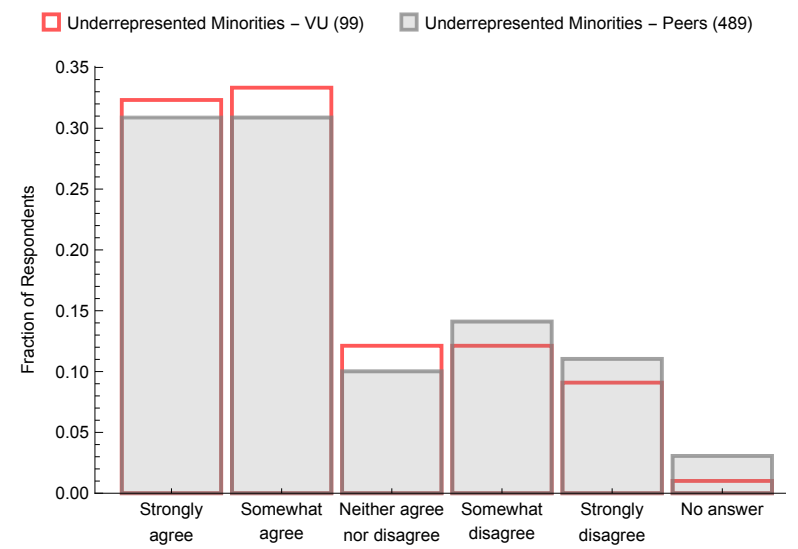
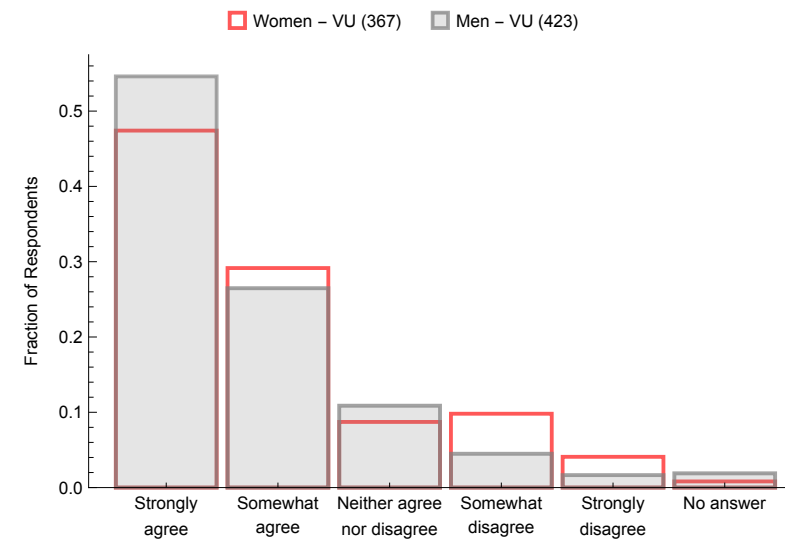
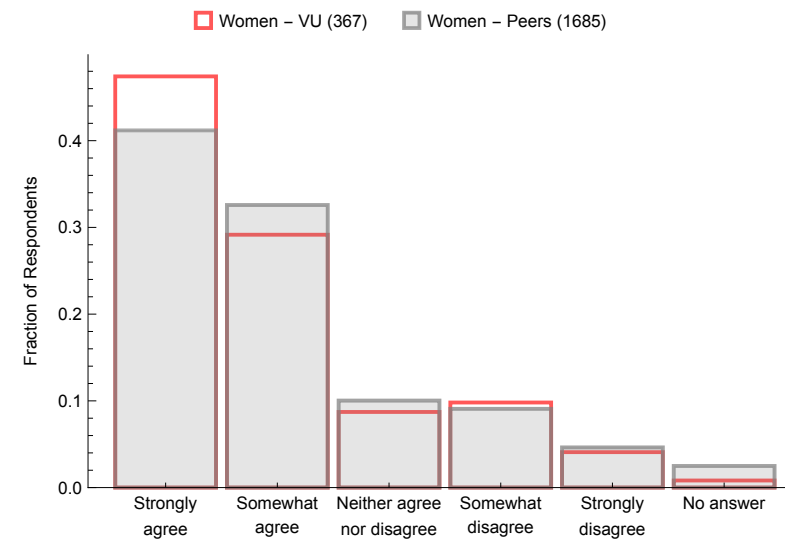
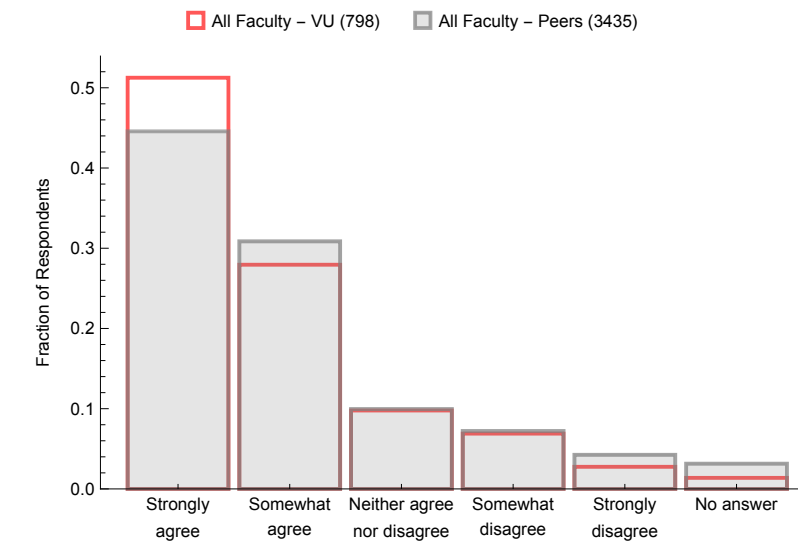


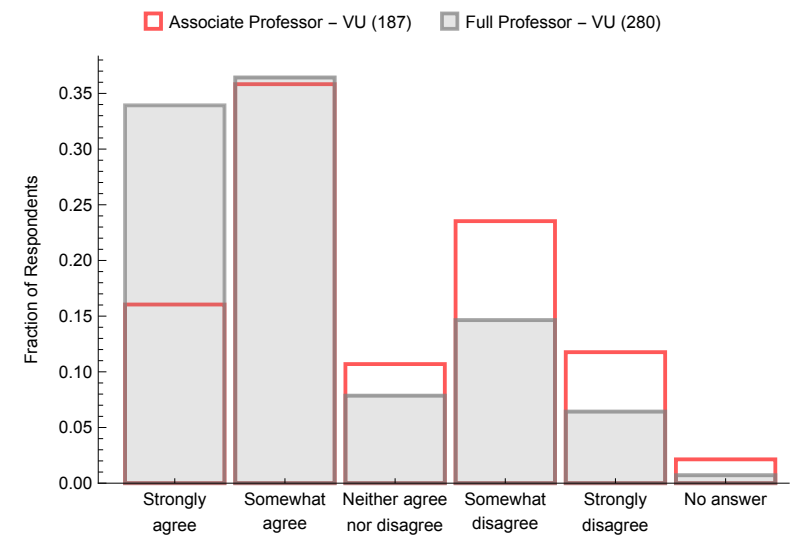
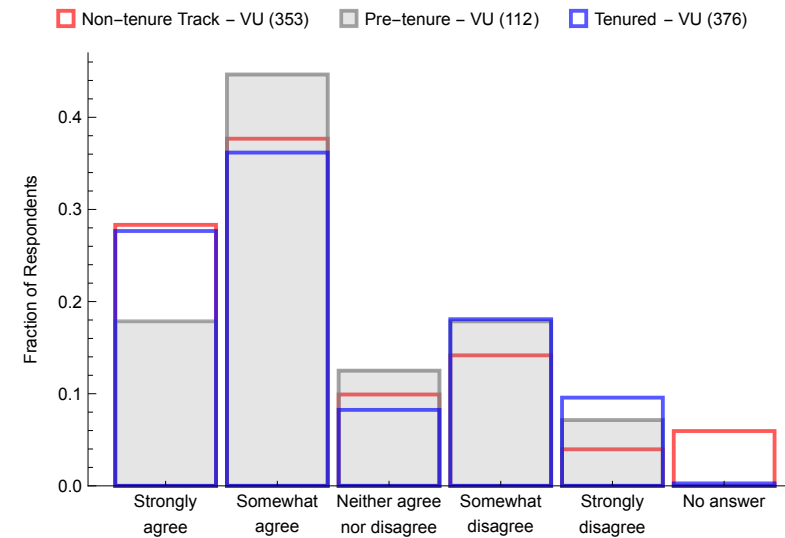
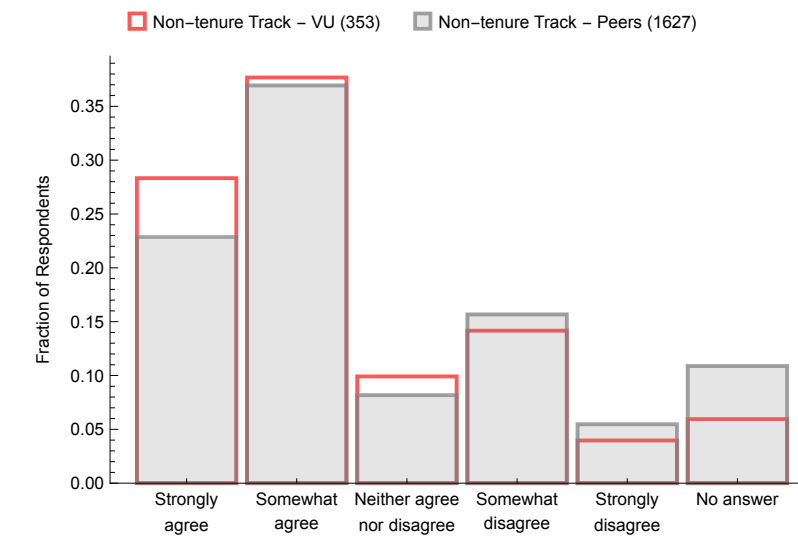
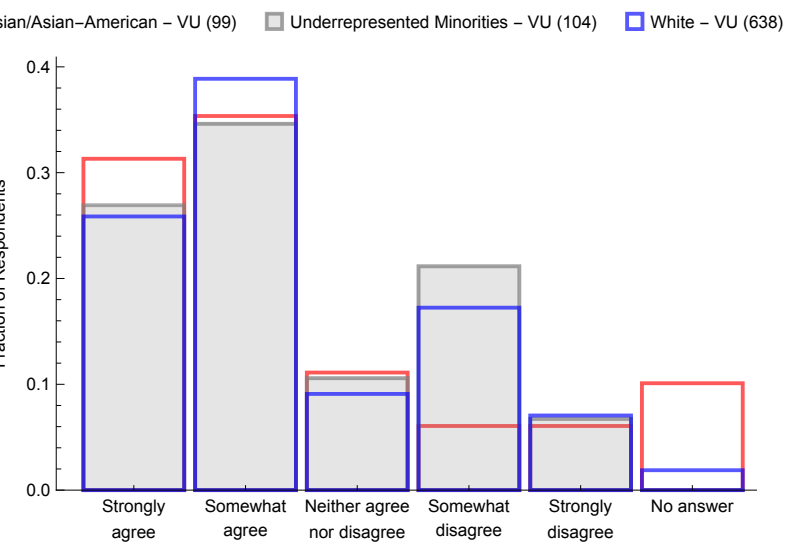
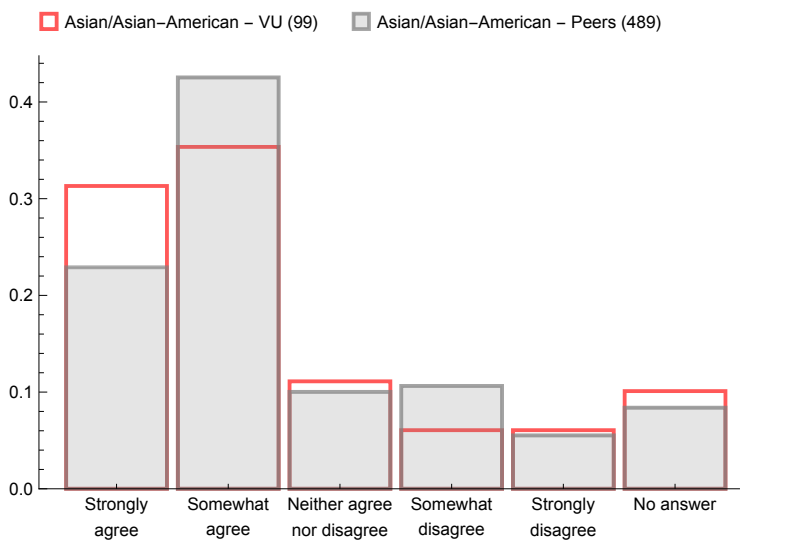
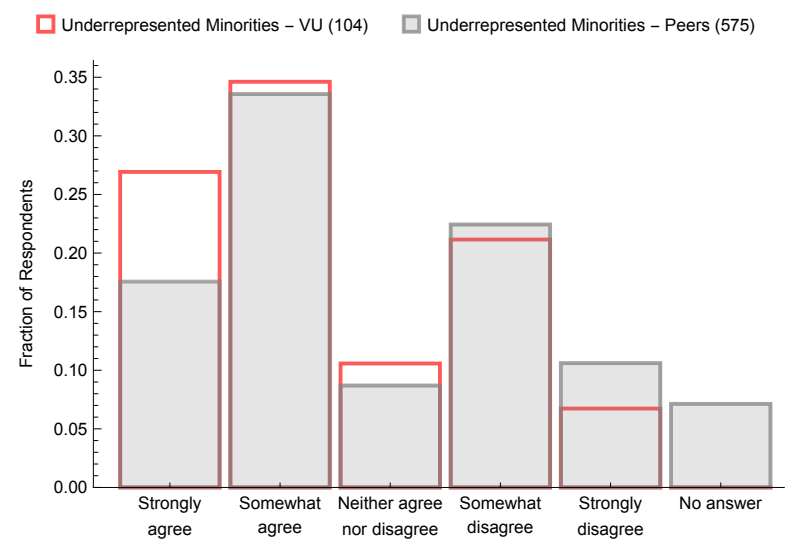
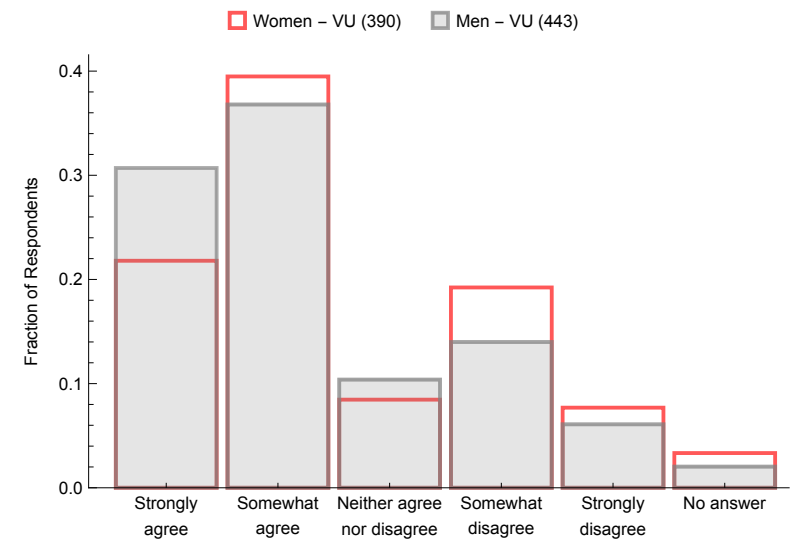
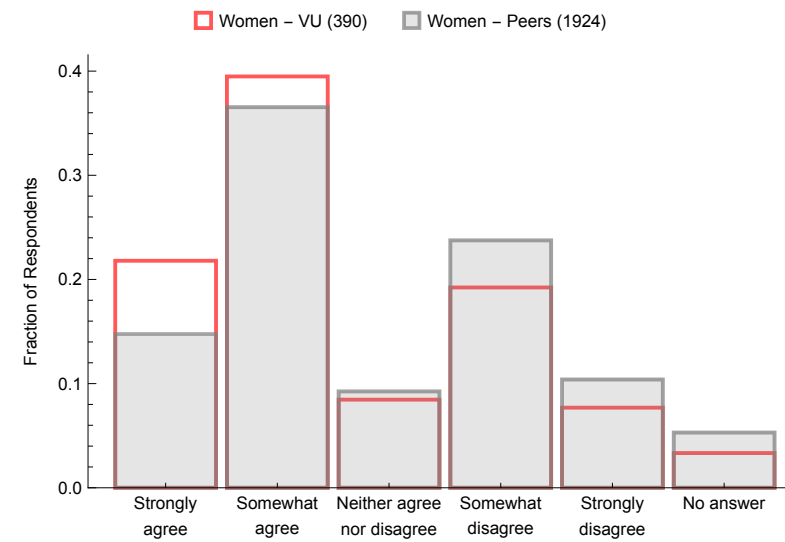
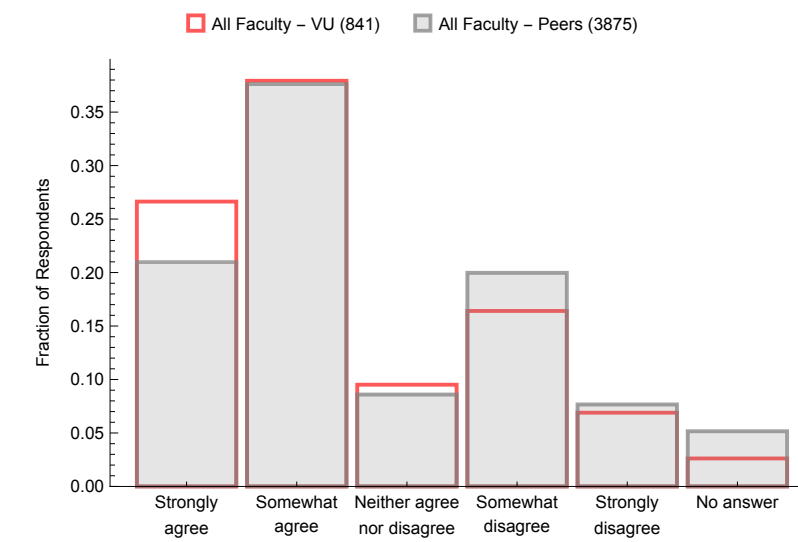
Institutional Leadership | Other | Priorities are acted on consistently

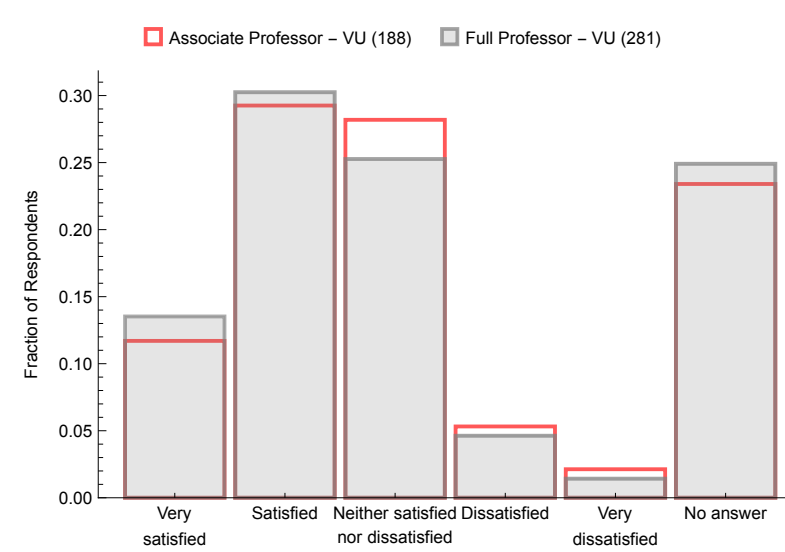
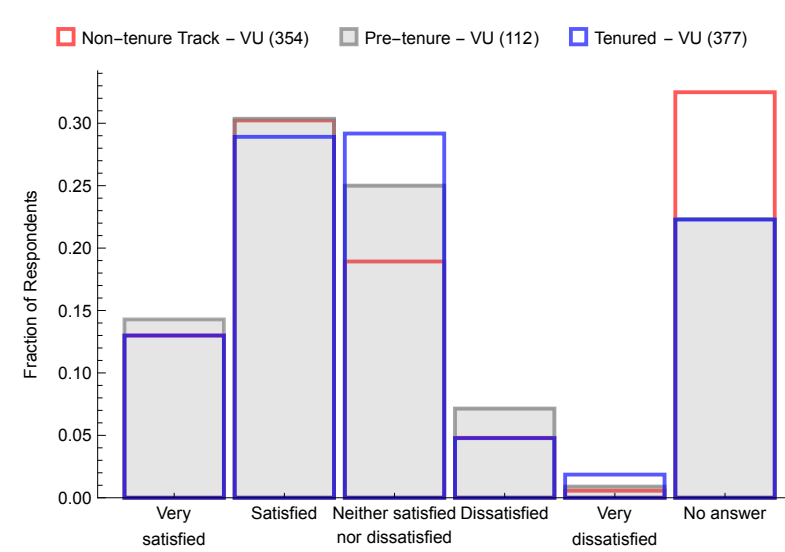
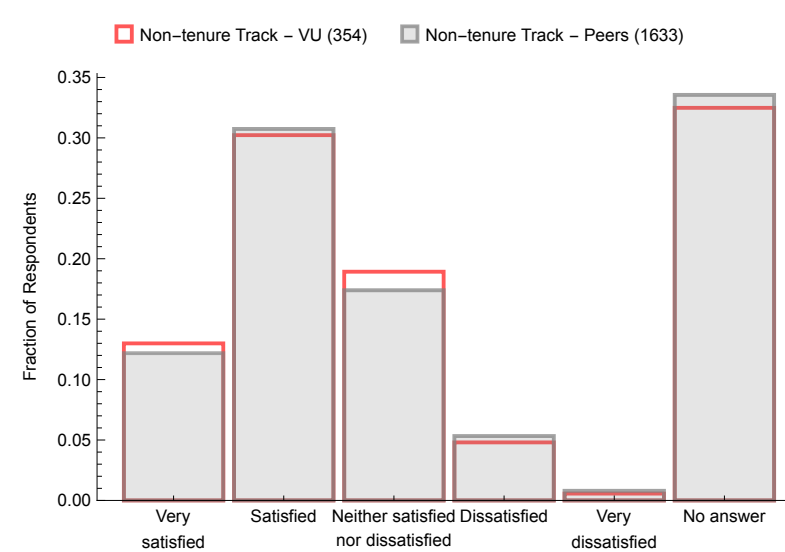
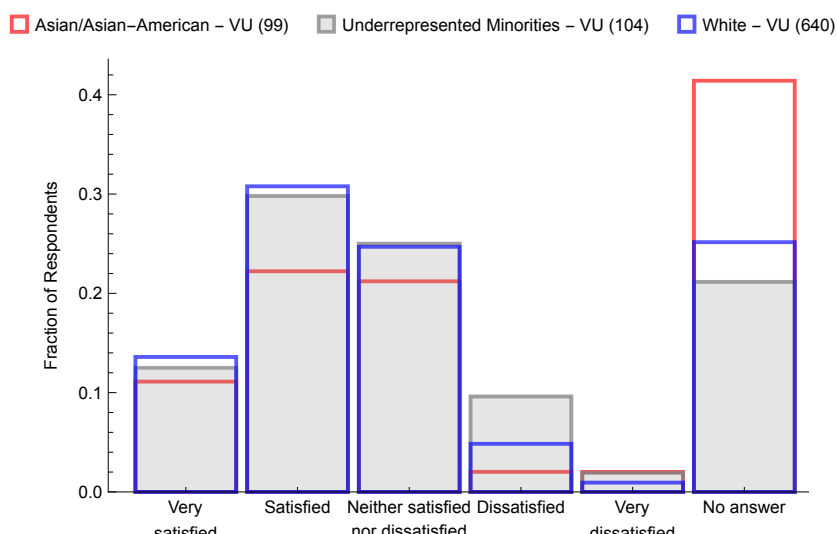
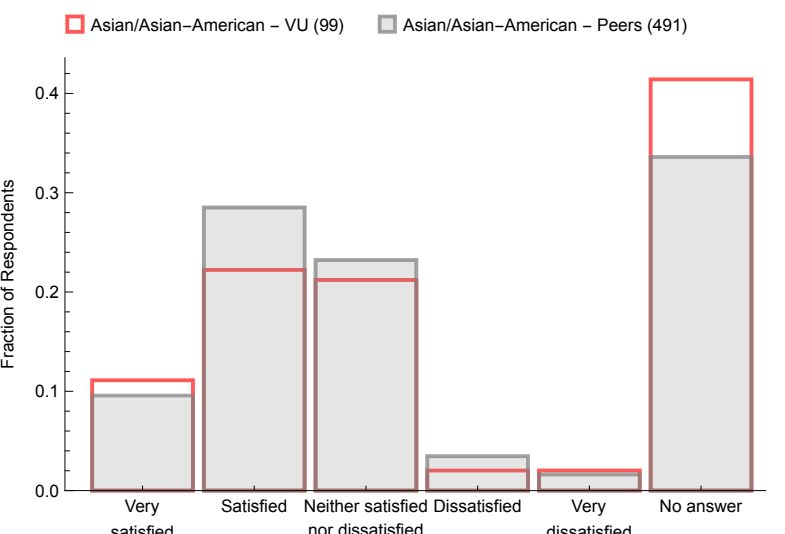
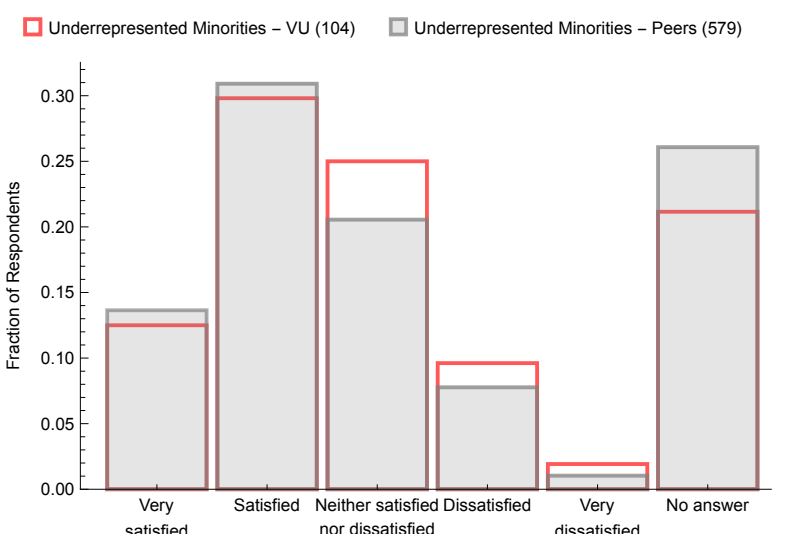
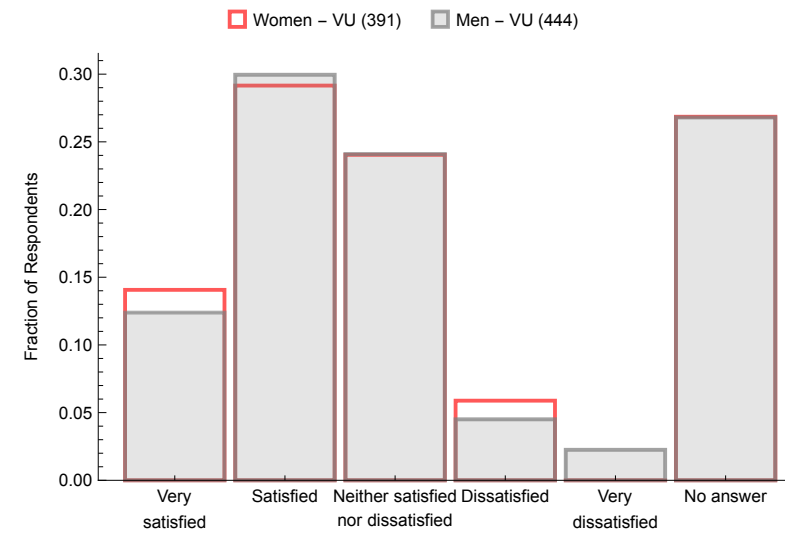
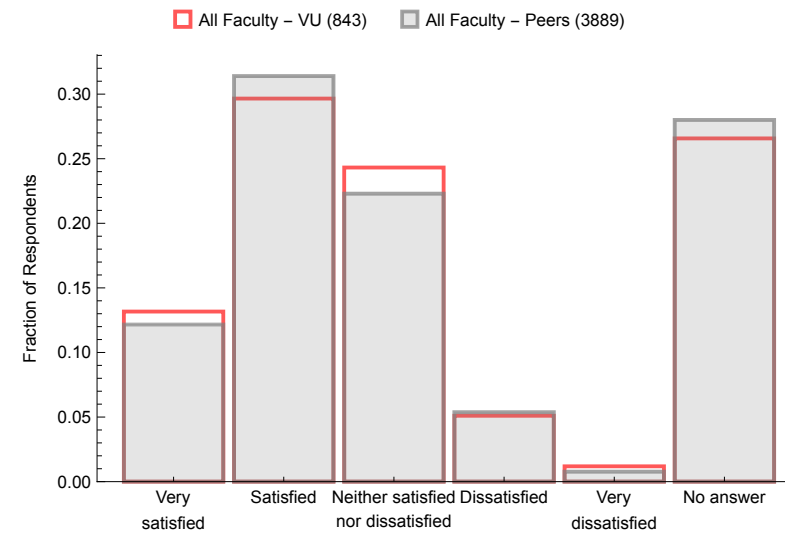


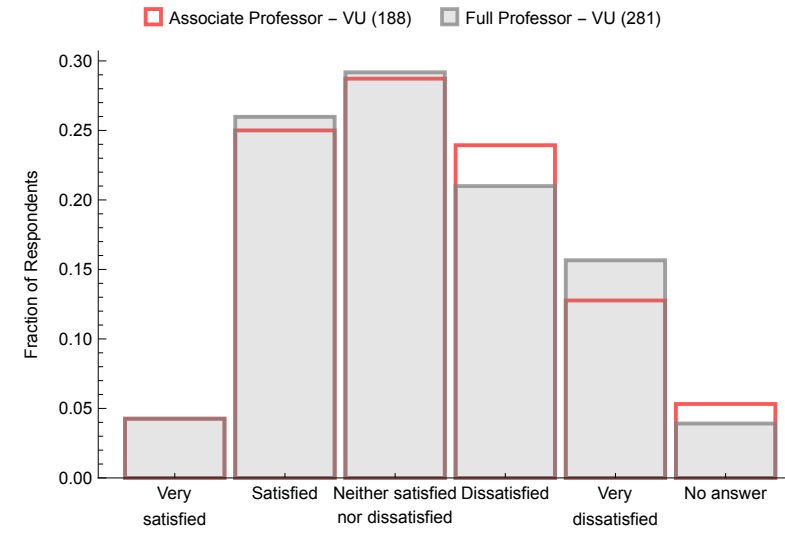
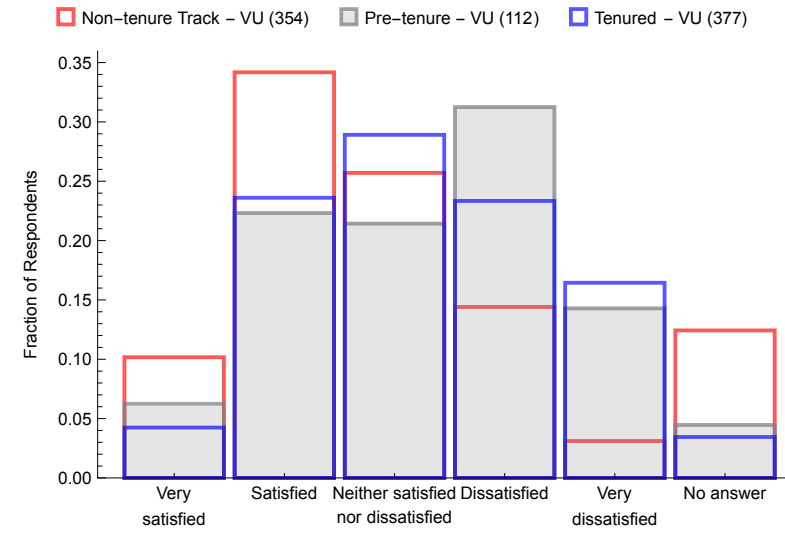
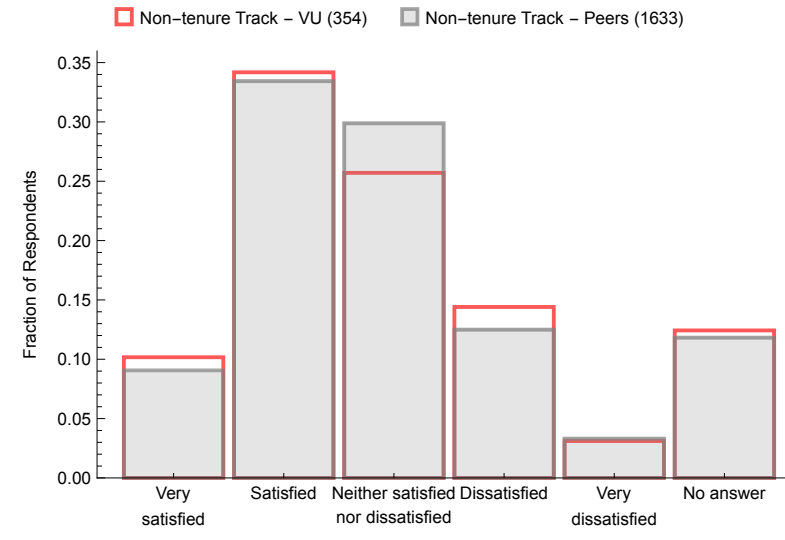
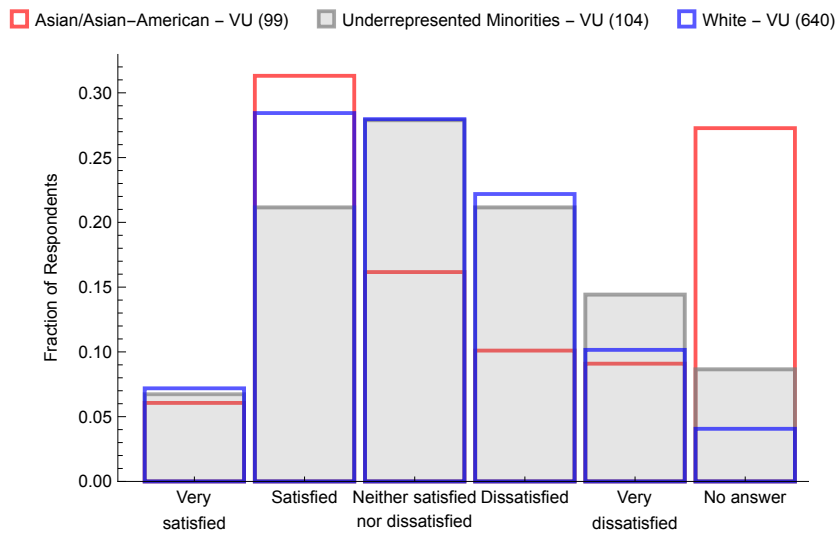
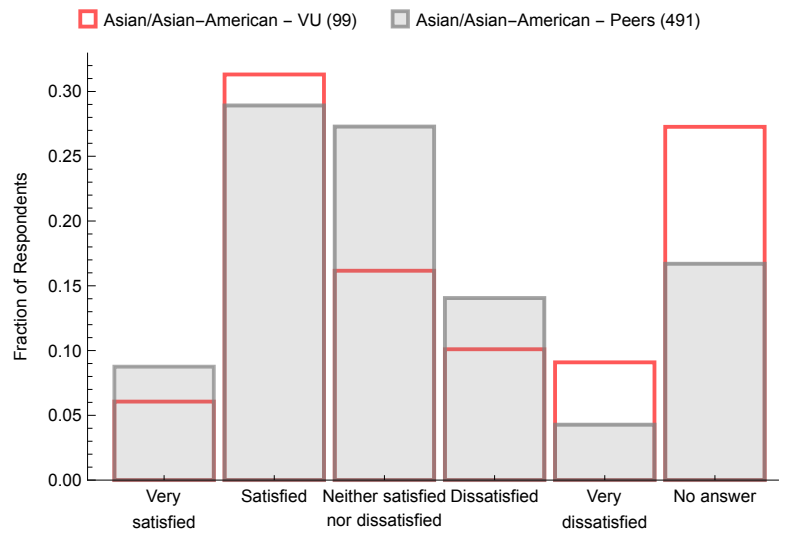
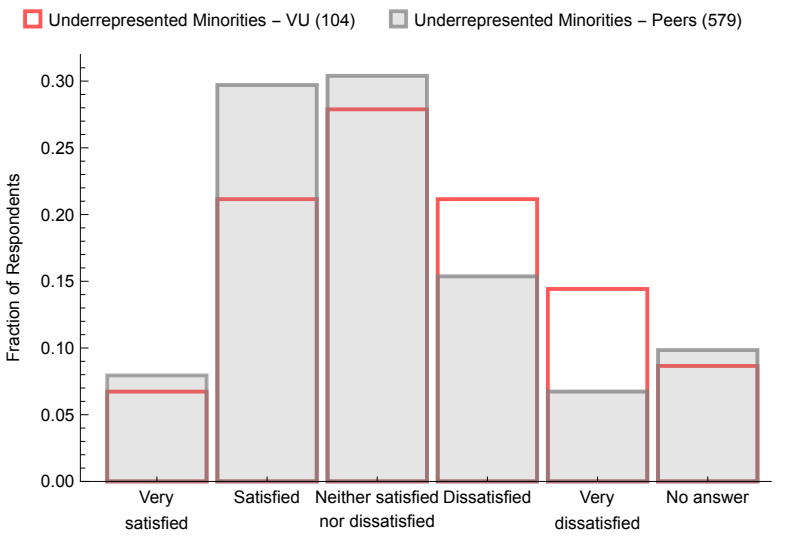
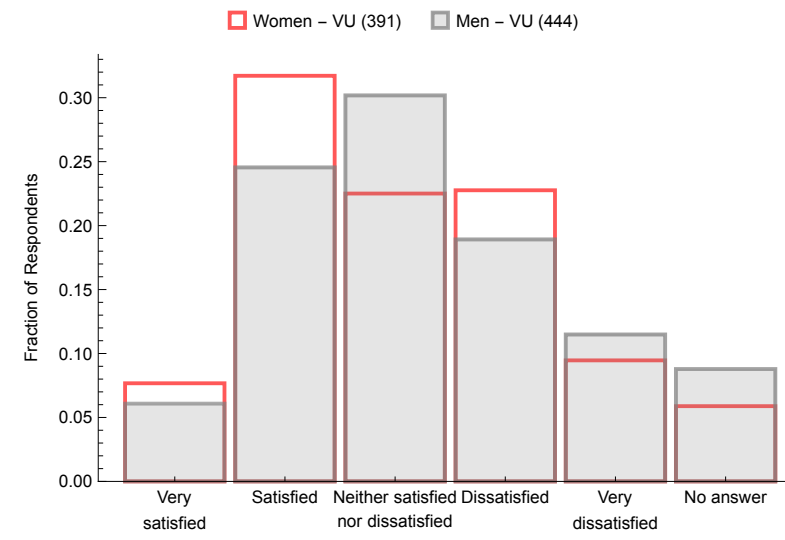
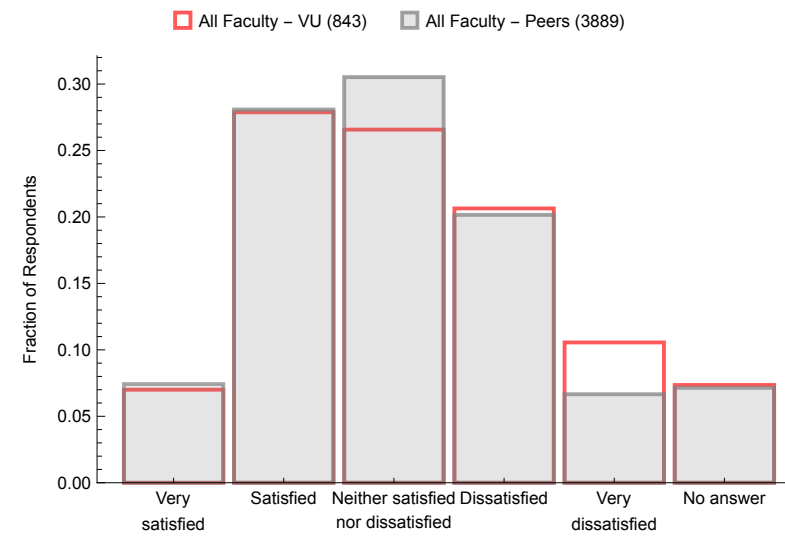
Institutional Leadership | Other | Priorities are stated consistently



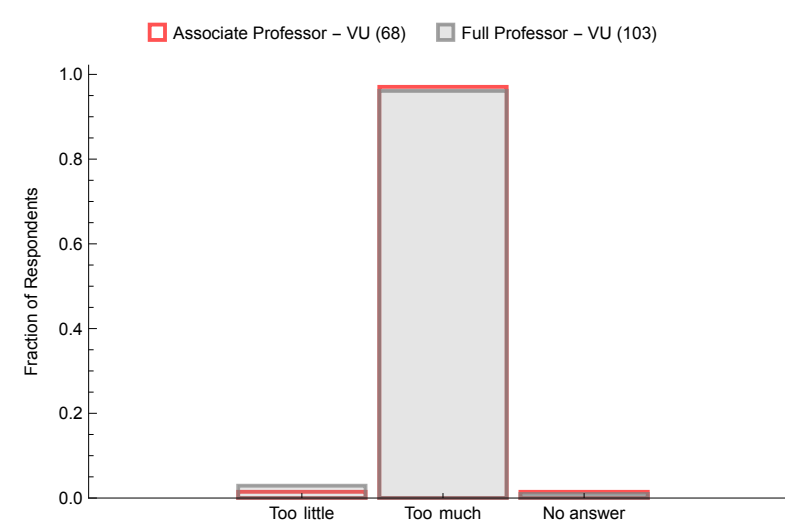
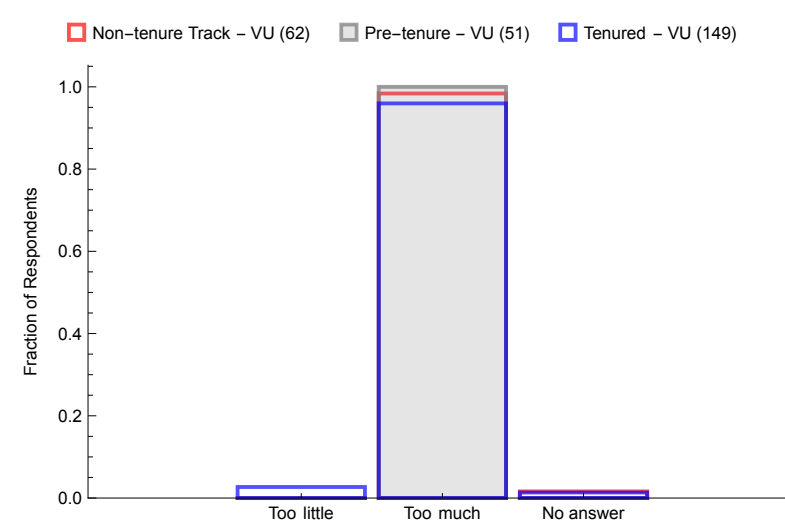
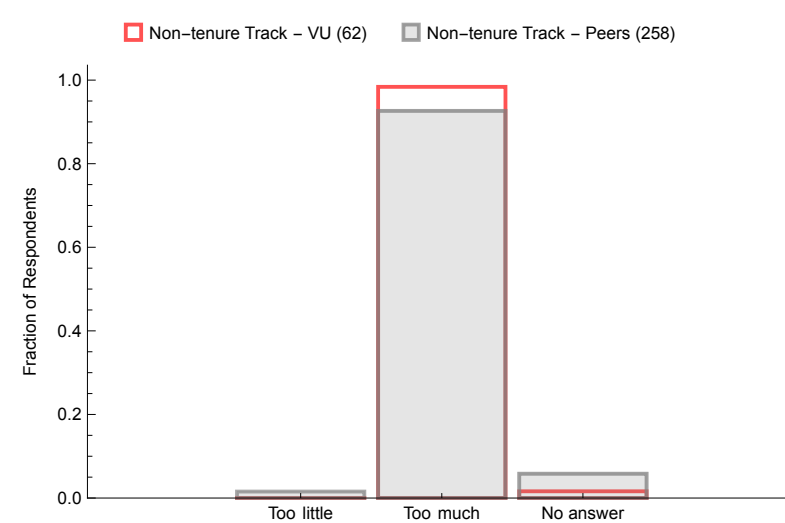
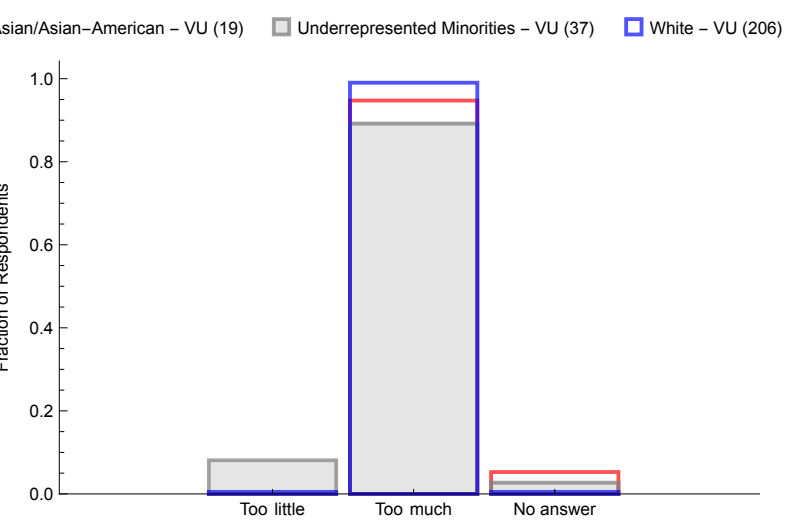
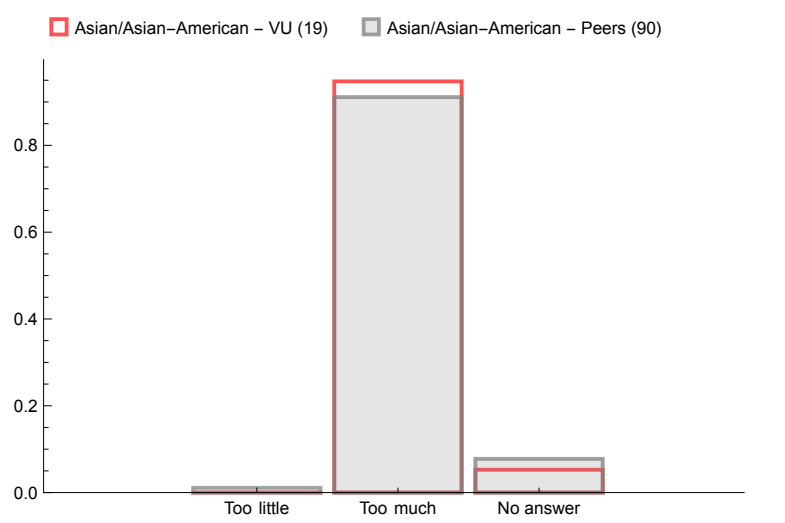
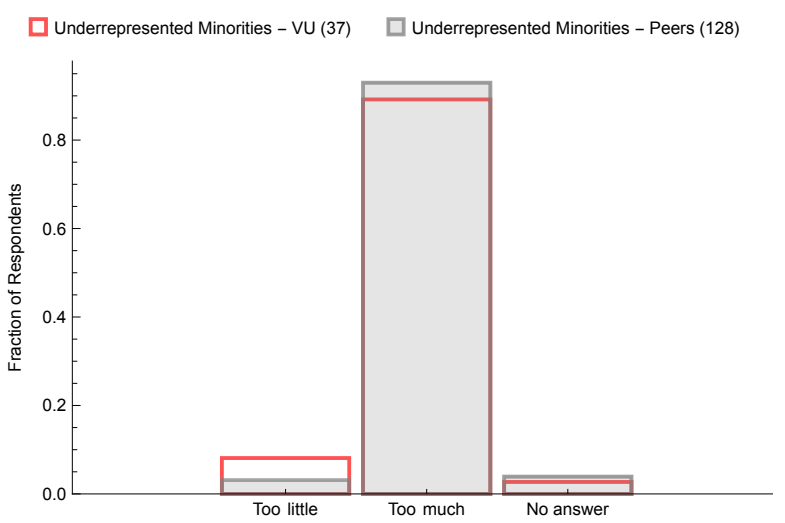
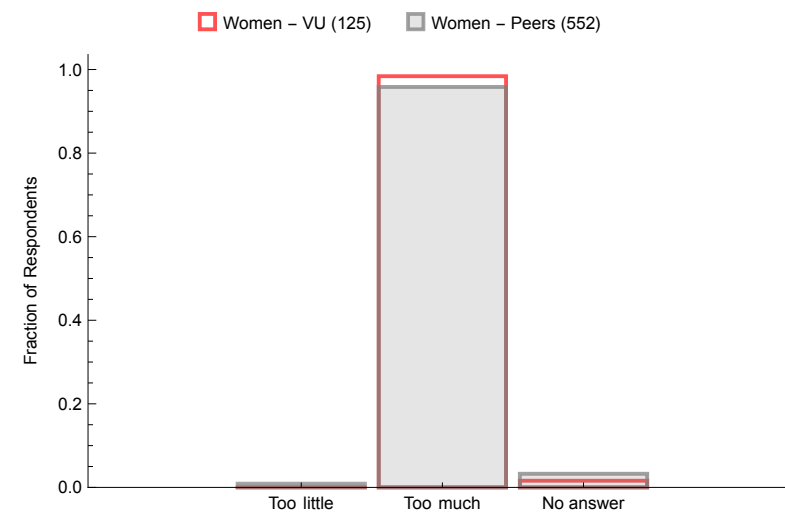
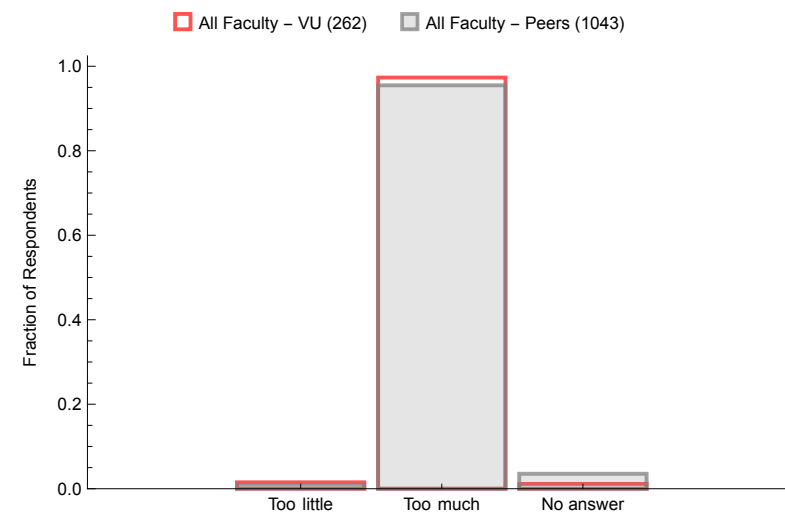




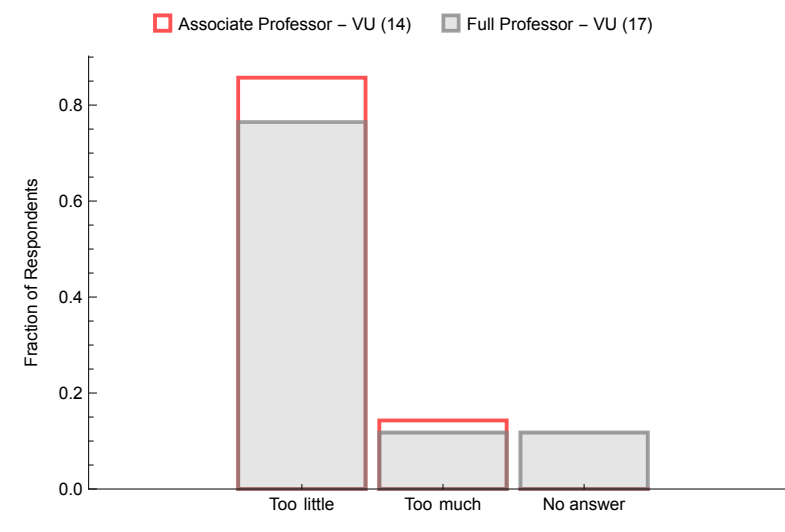
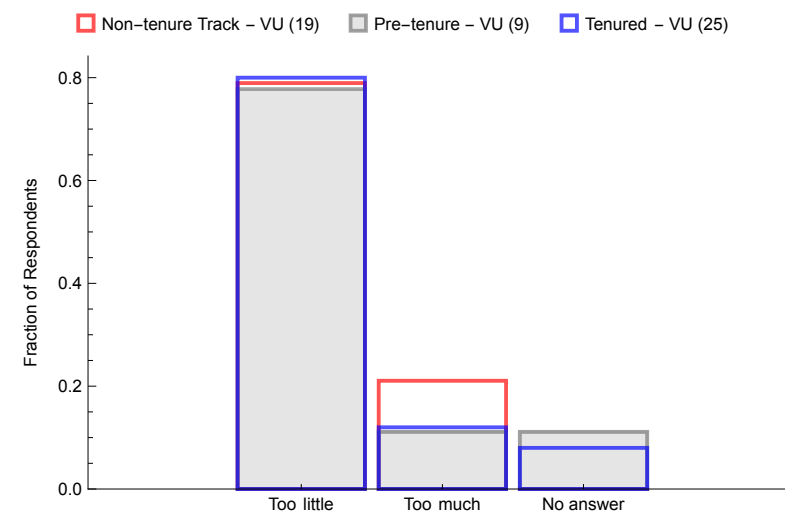
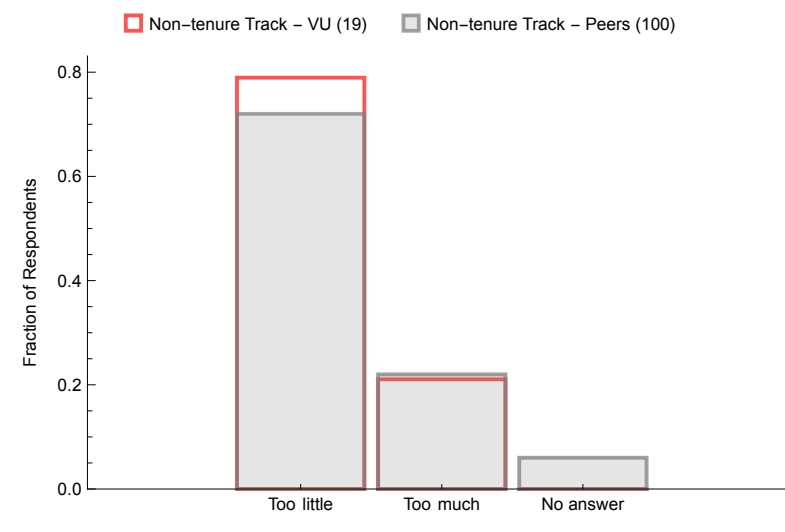
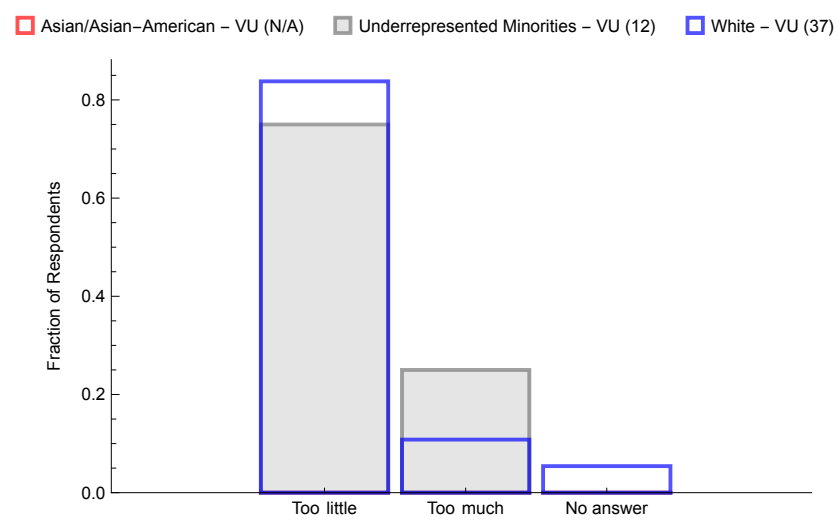
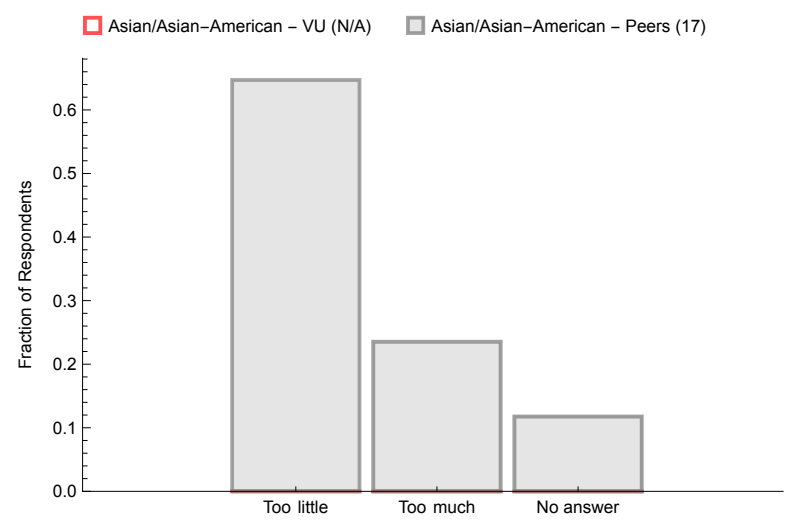
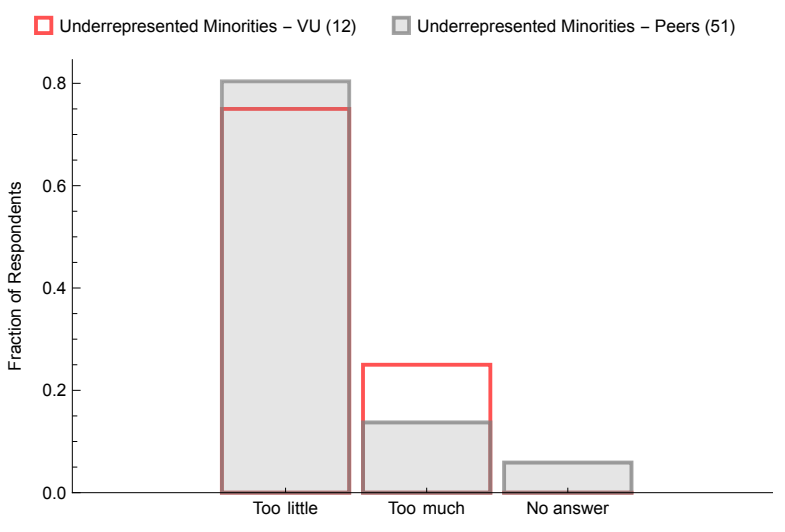
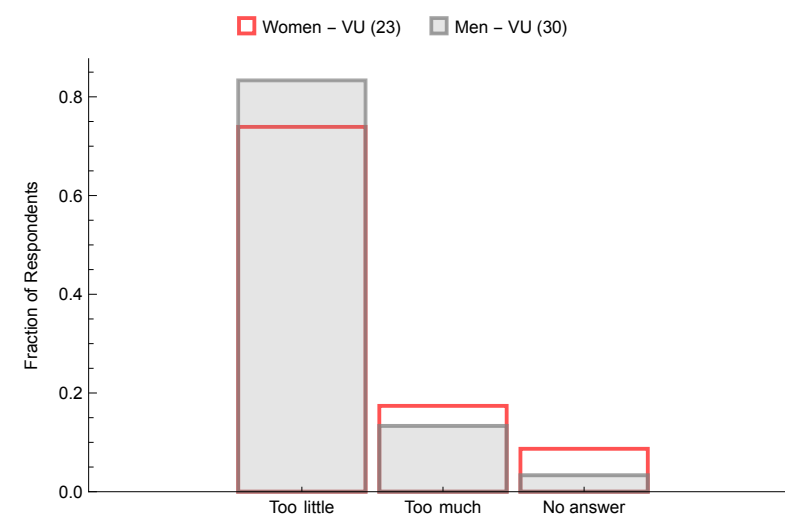
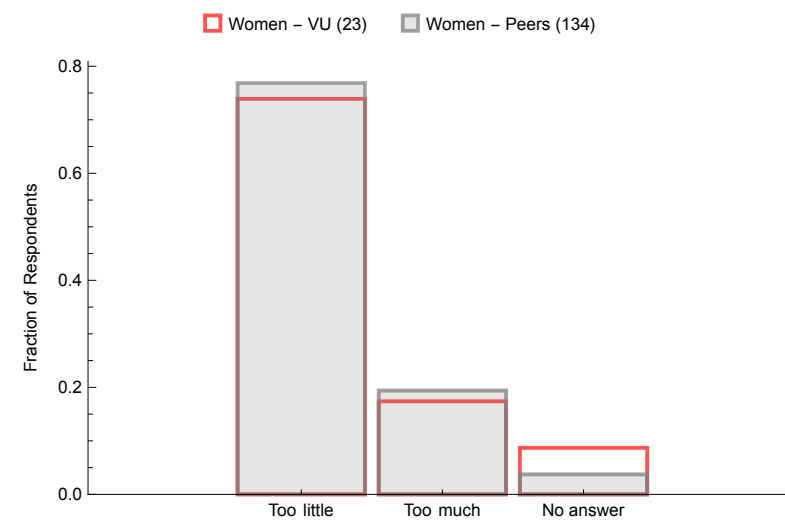
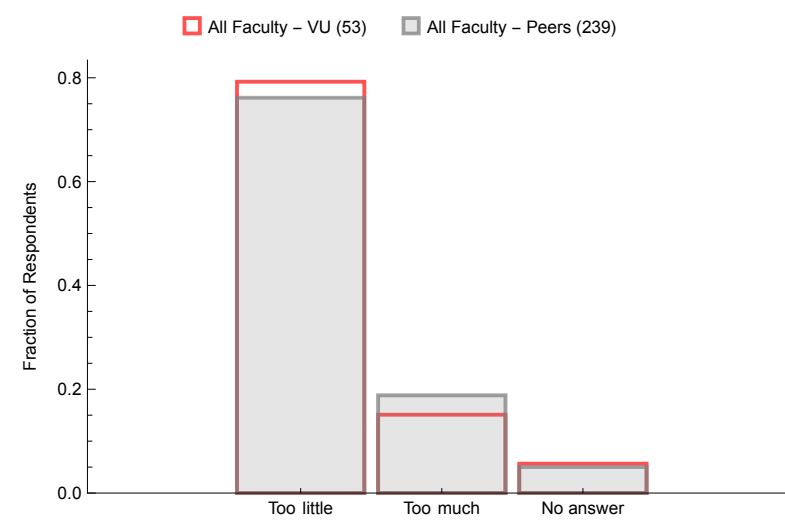




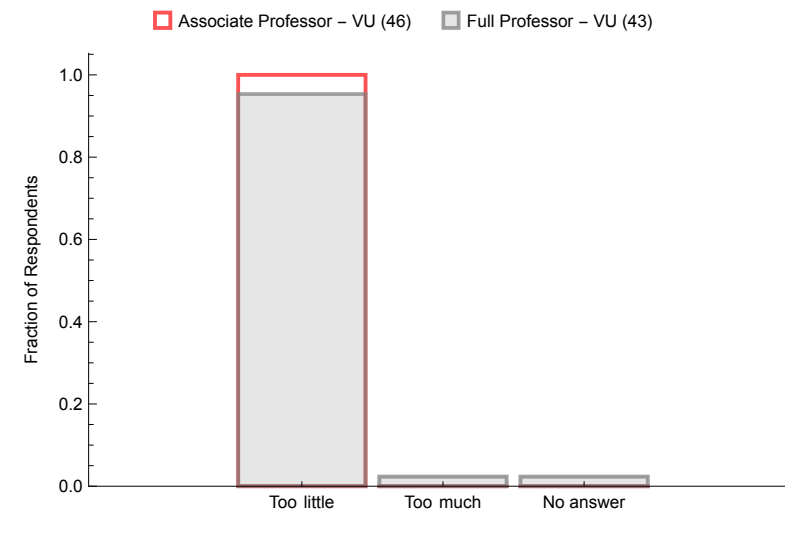
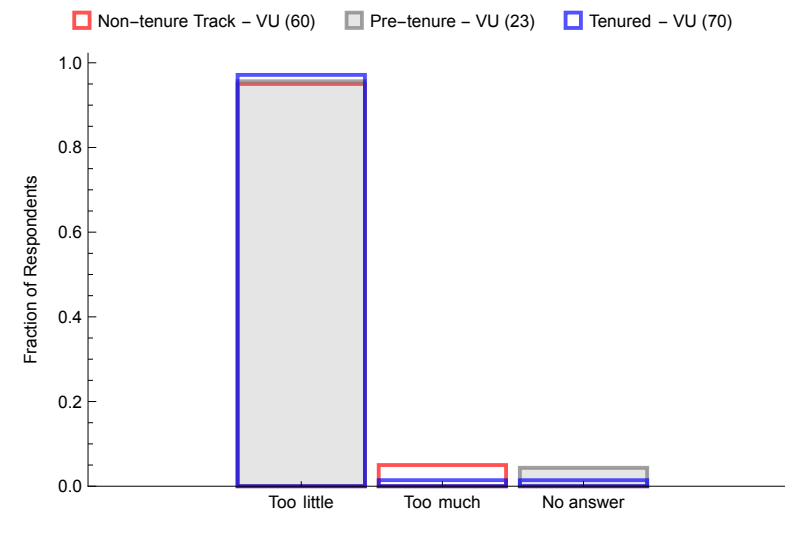
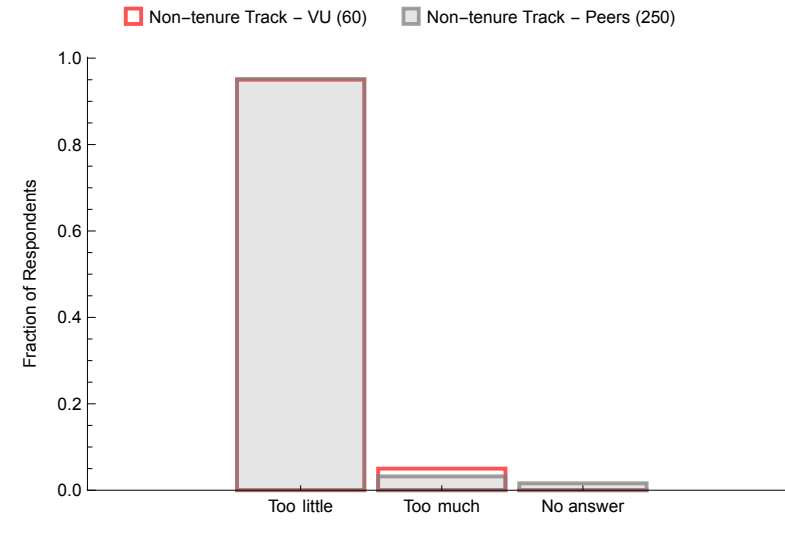
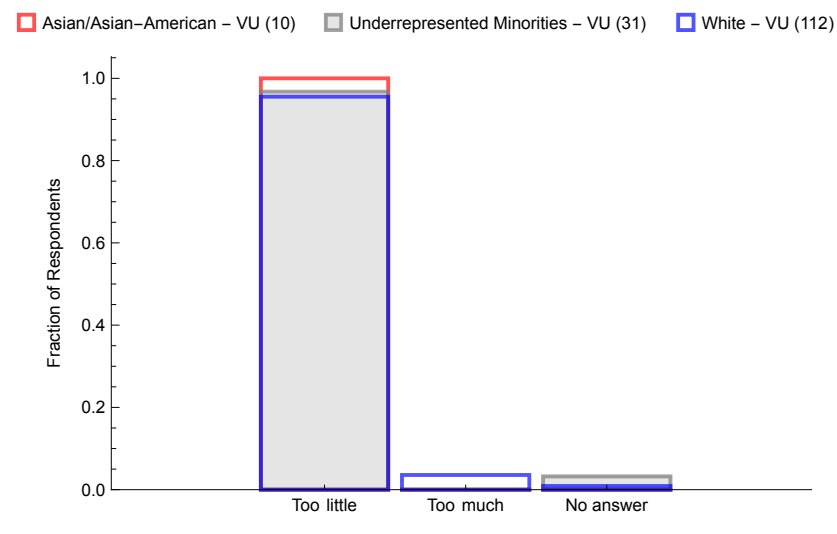
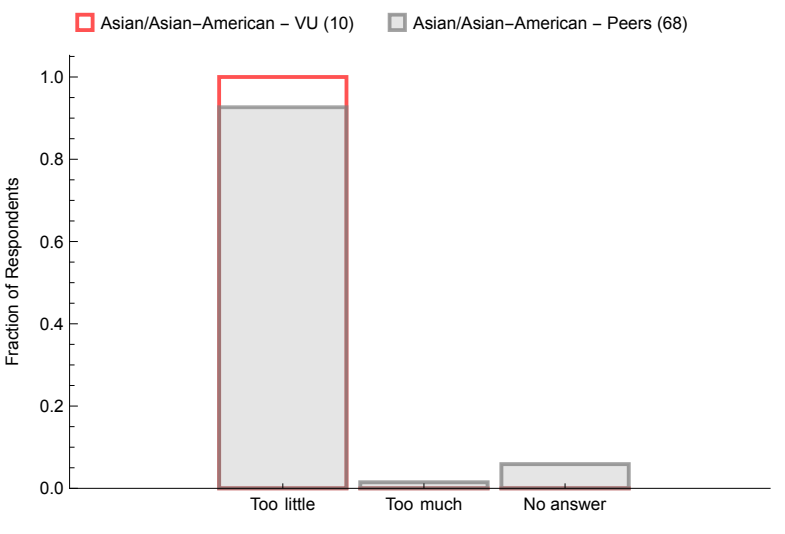
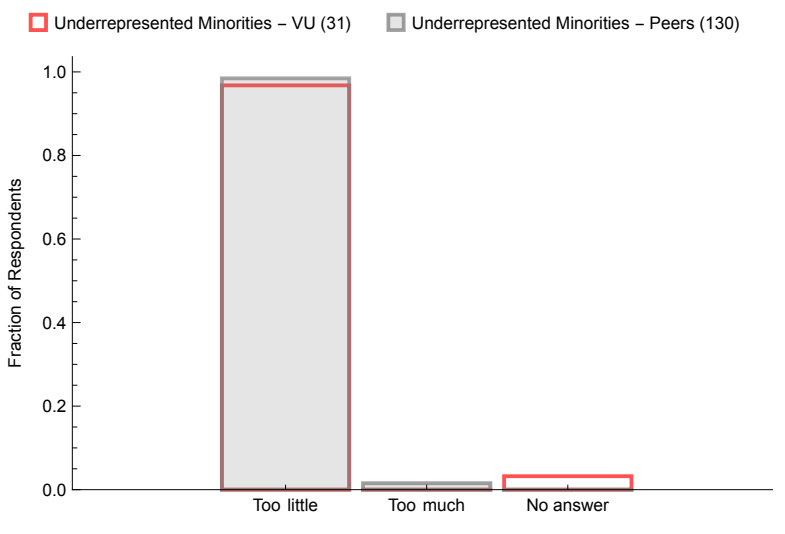
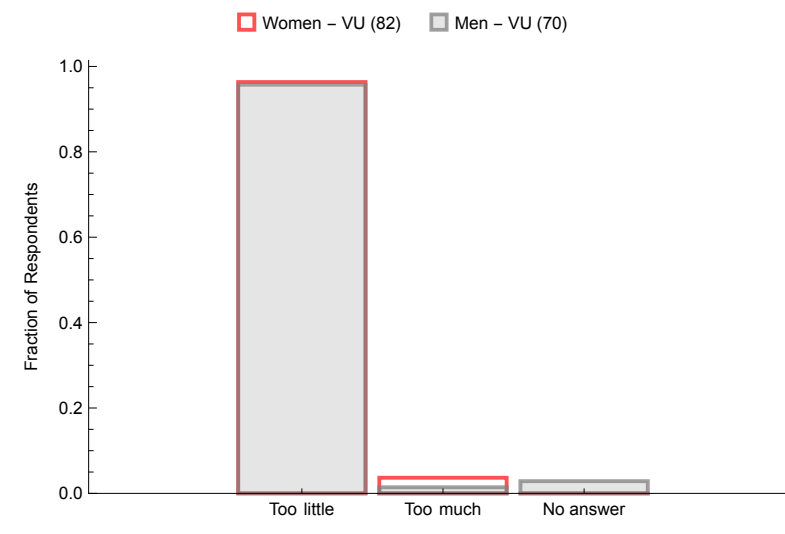
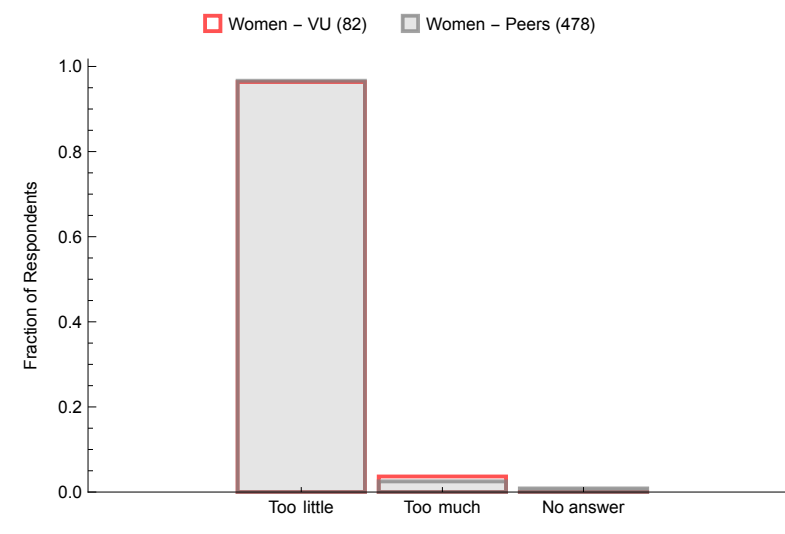
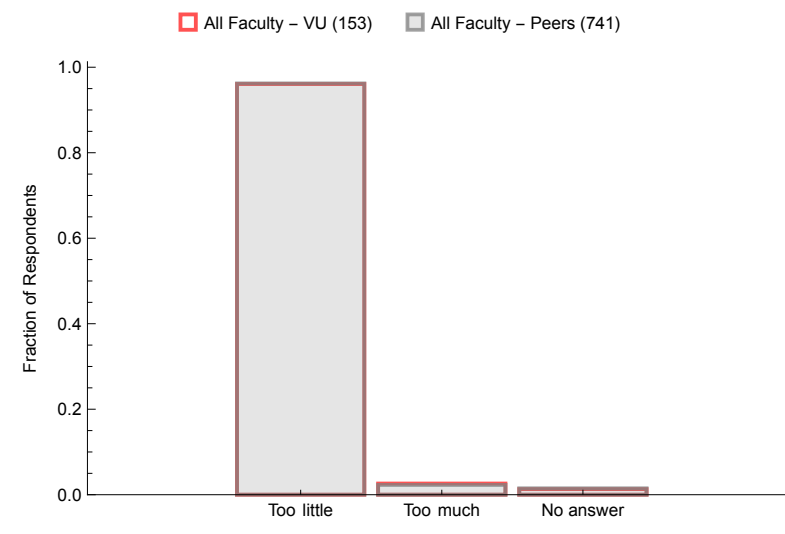
Nature of Work | Other | Too much/Too little time: Administrative tasks



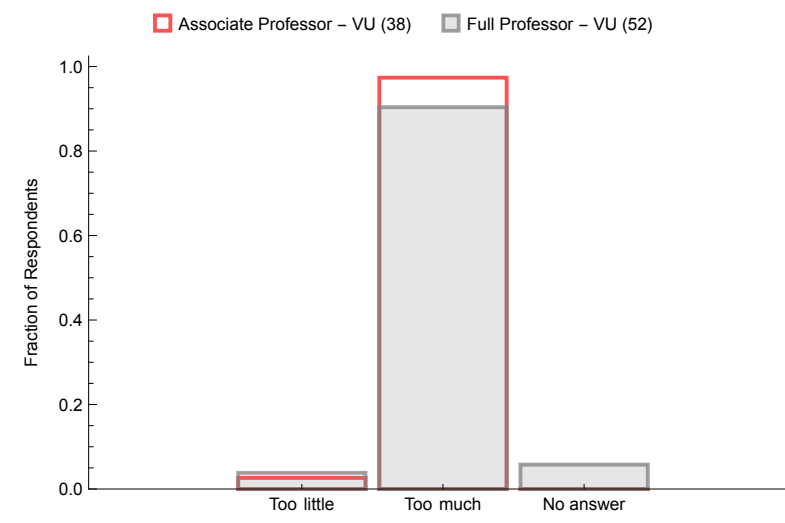
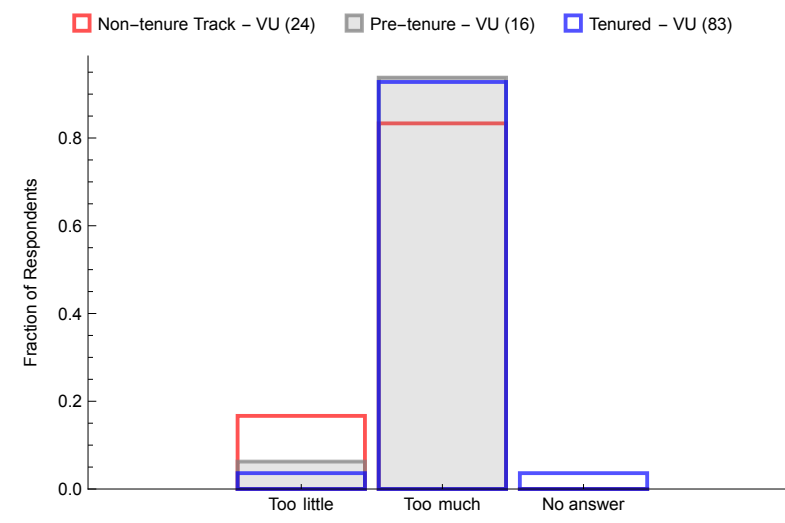
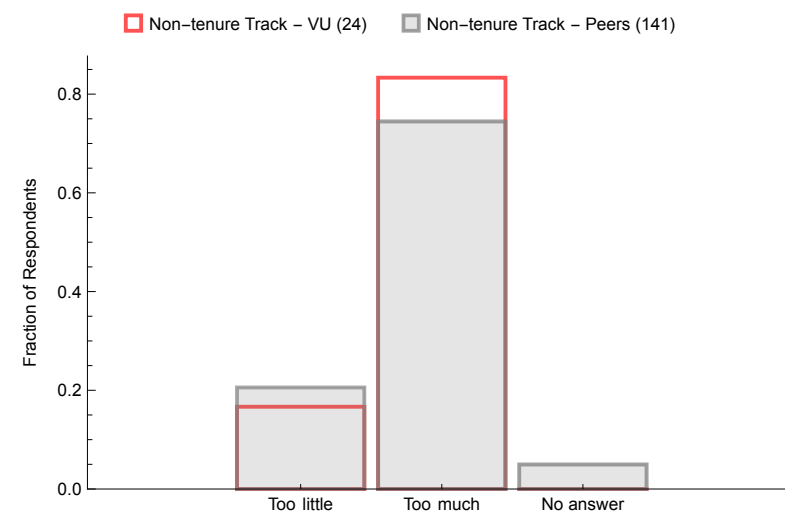
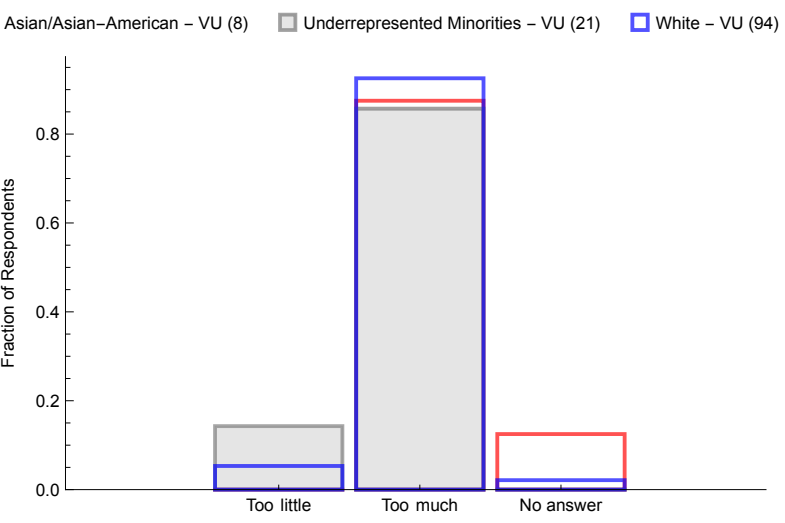
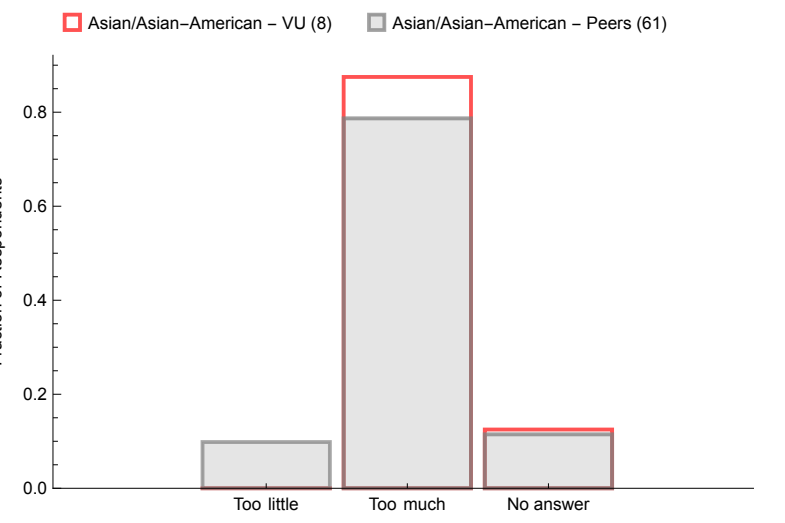
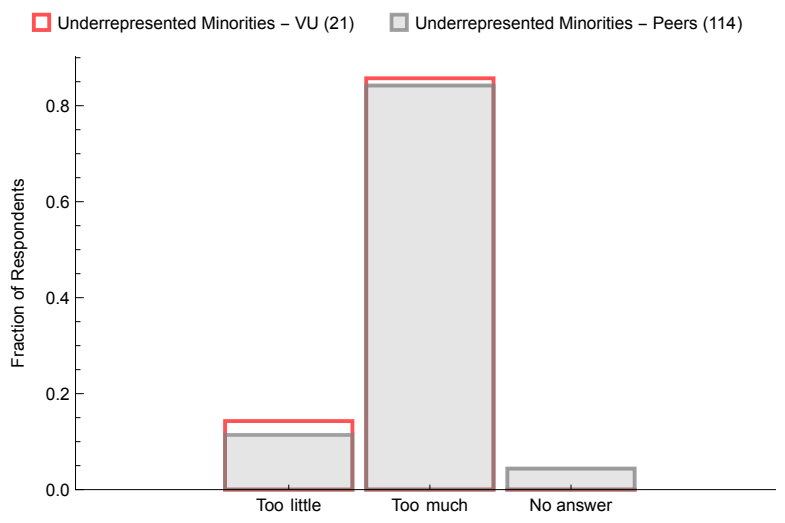
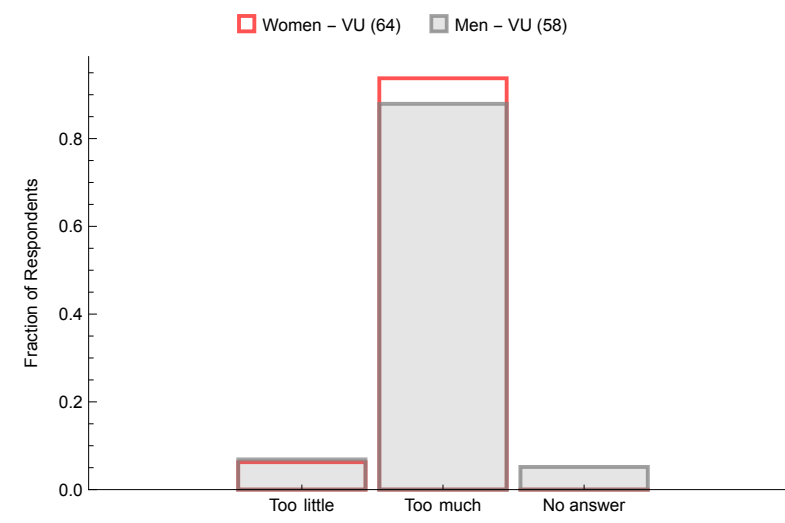
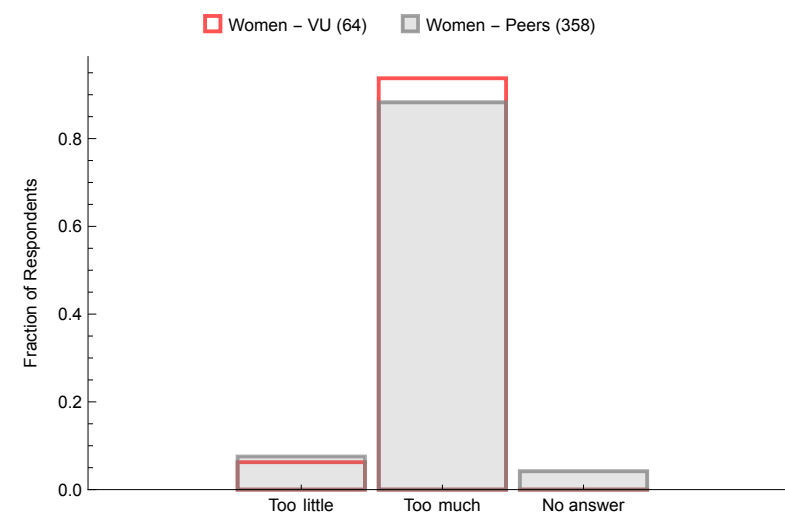
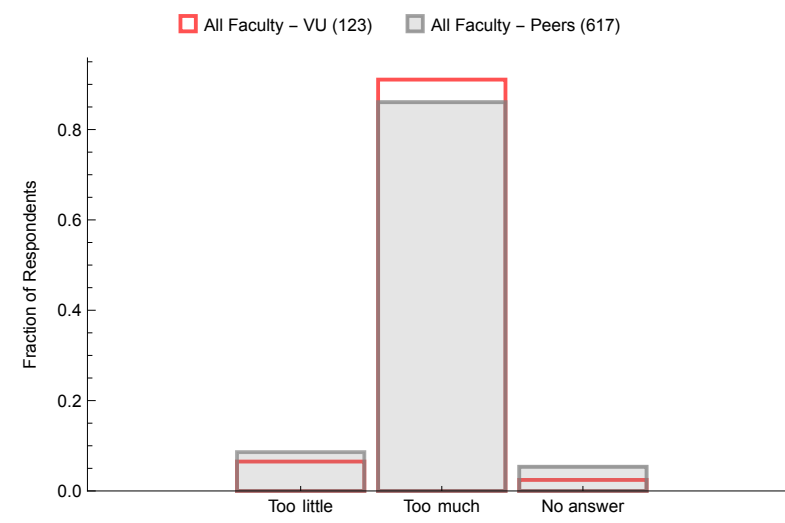
Nature of Work | Other | Too much/Too little time: Outreach



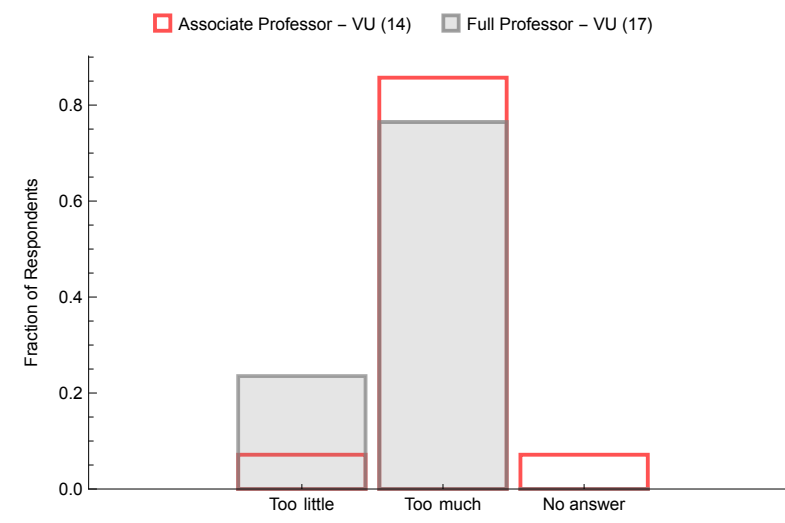
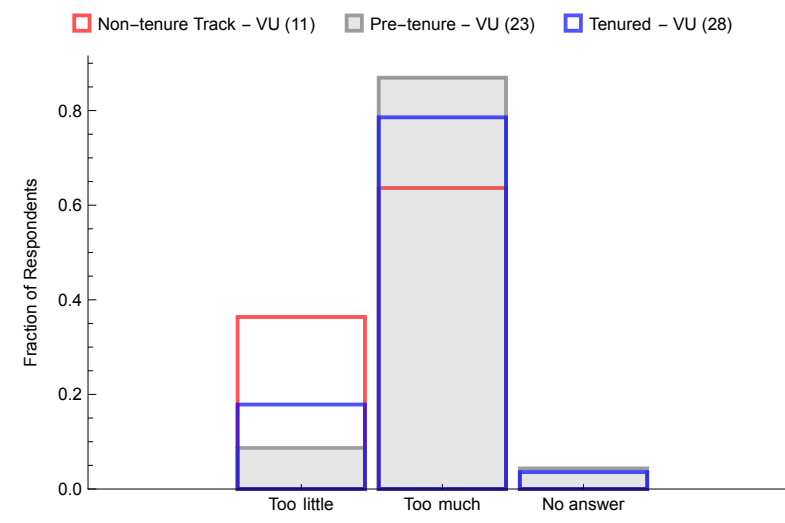
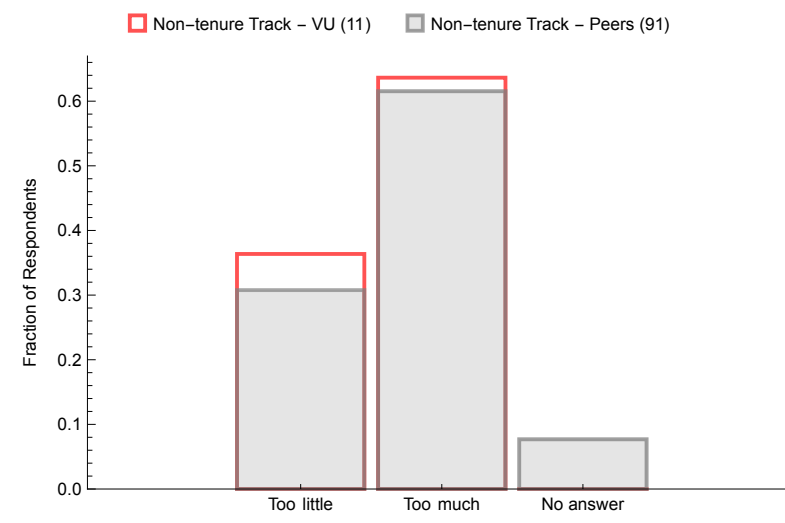
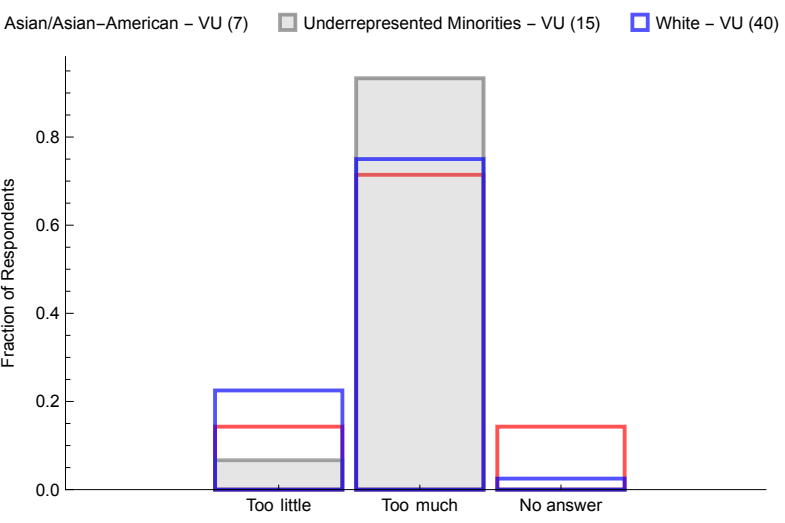
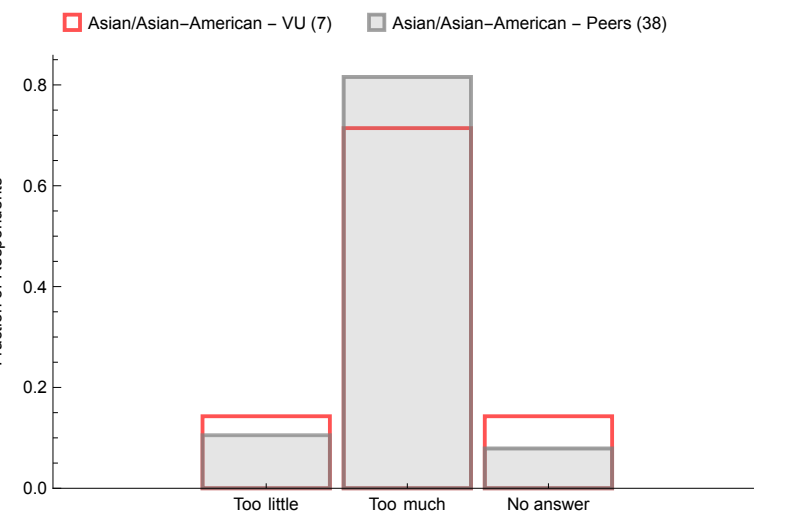
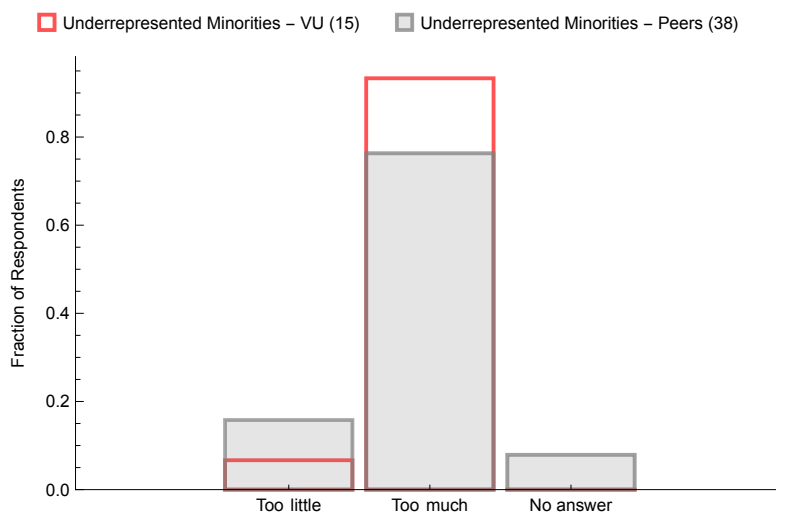
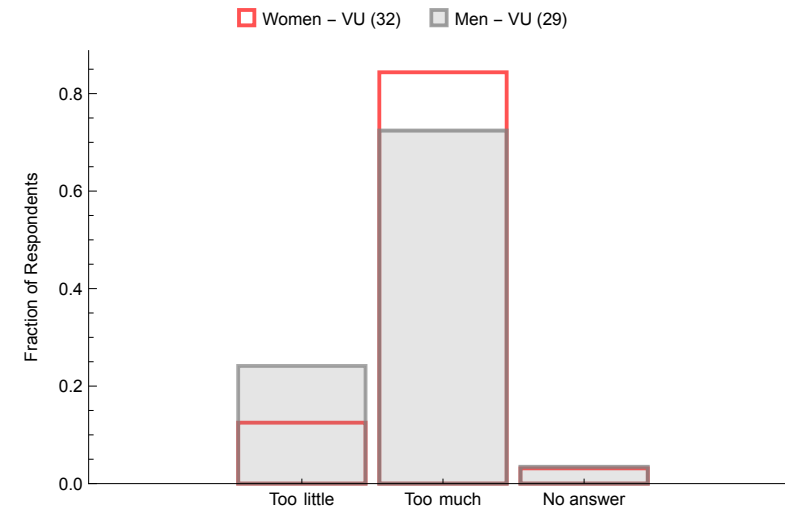
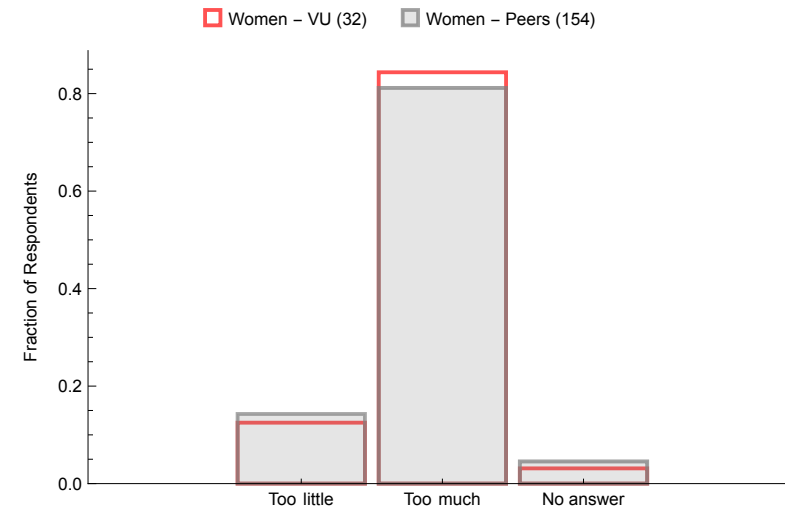
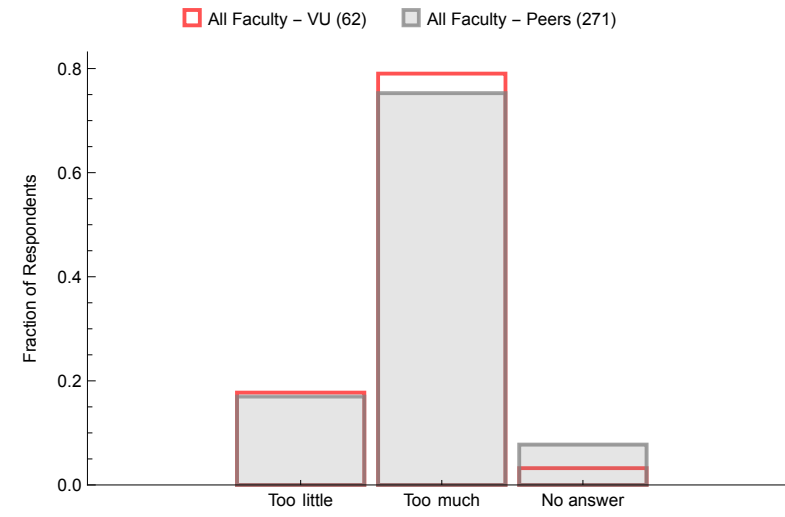
Nature of Work | Other | Too much/Too little time: Research

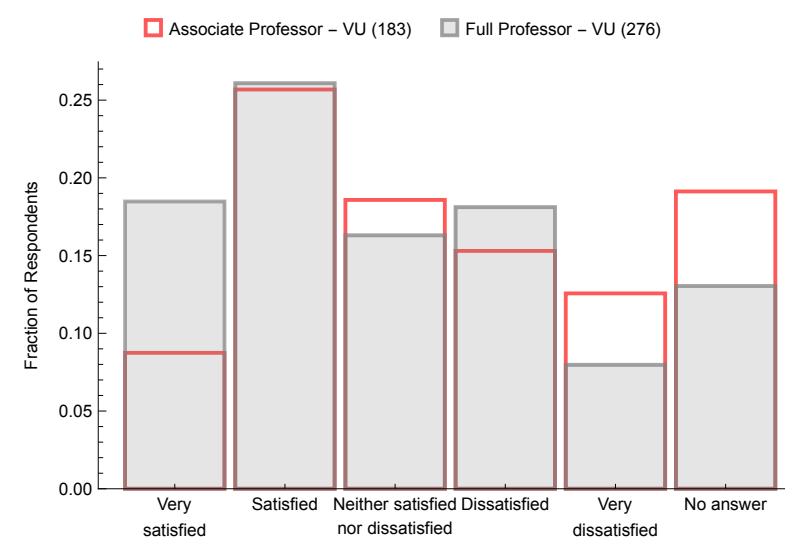
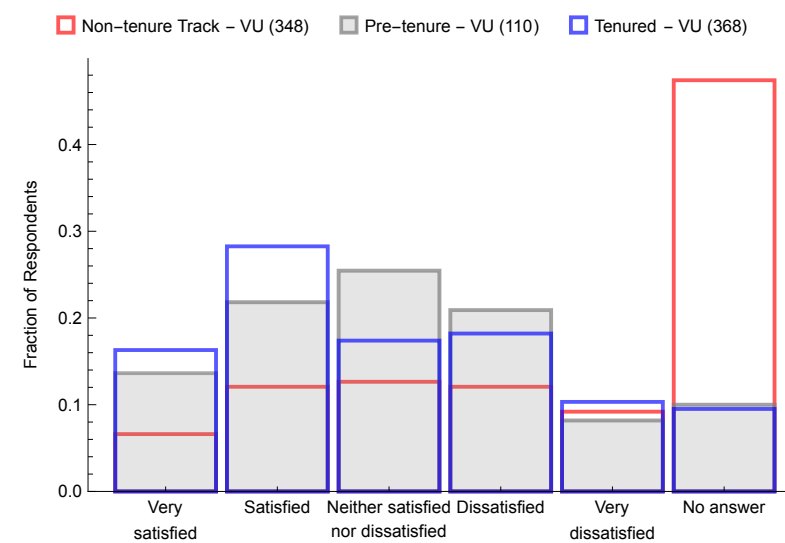
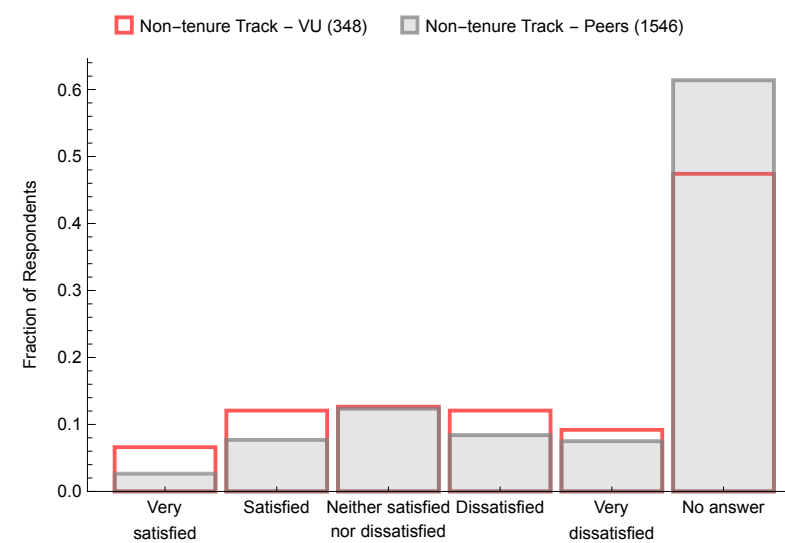
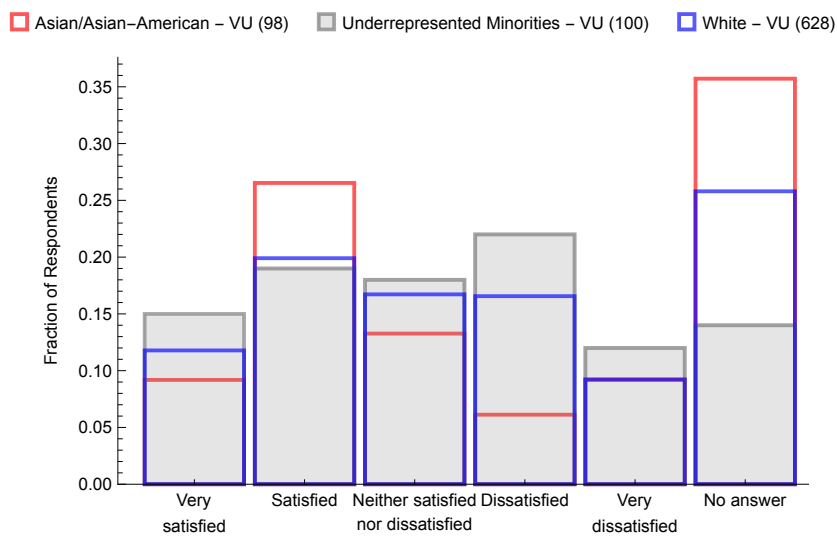
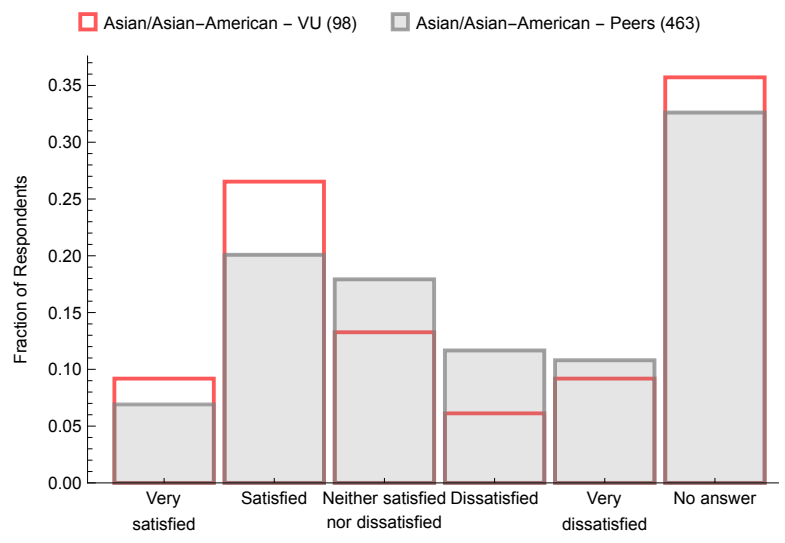
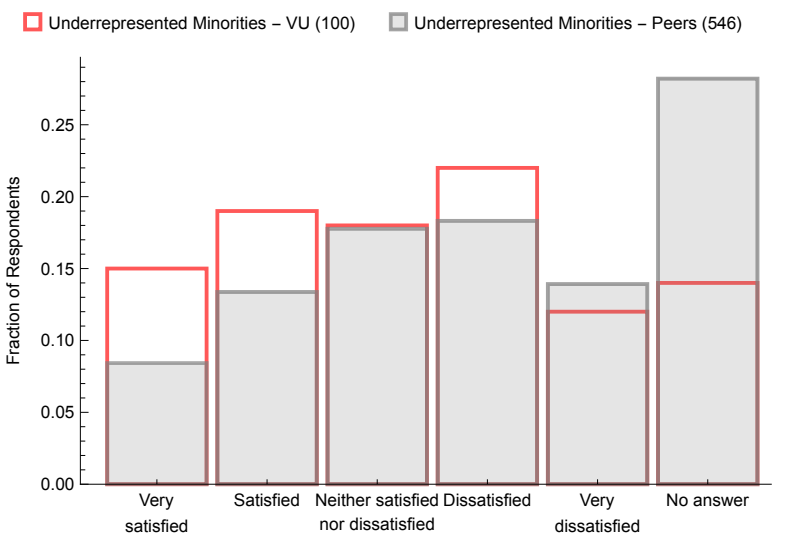
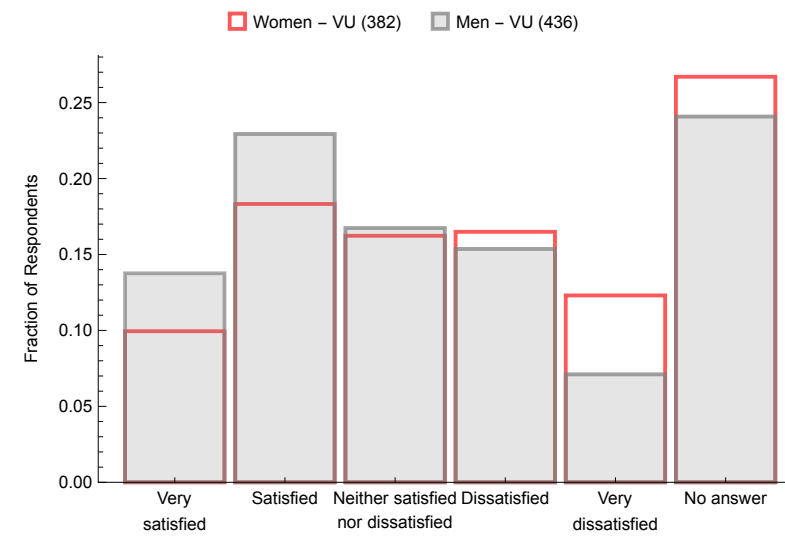
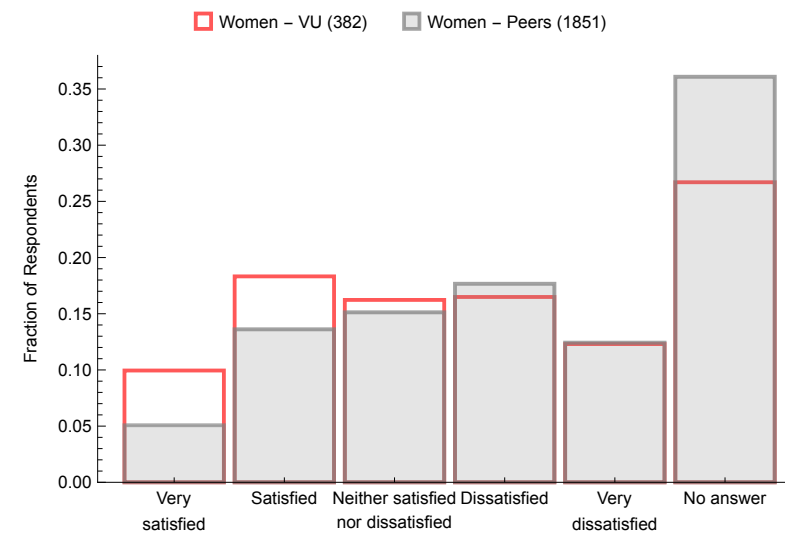
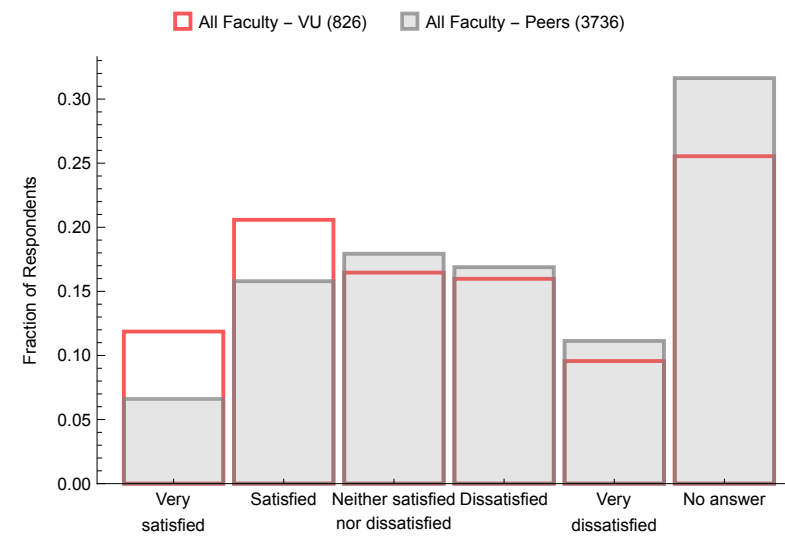


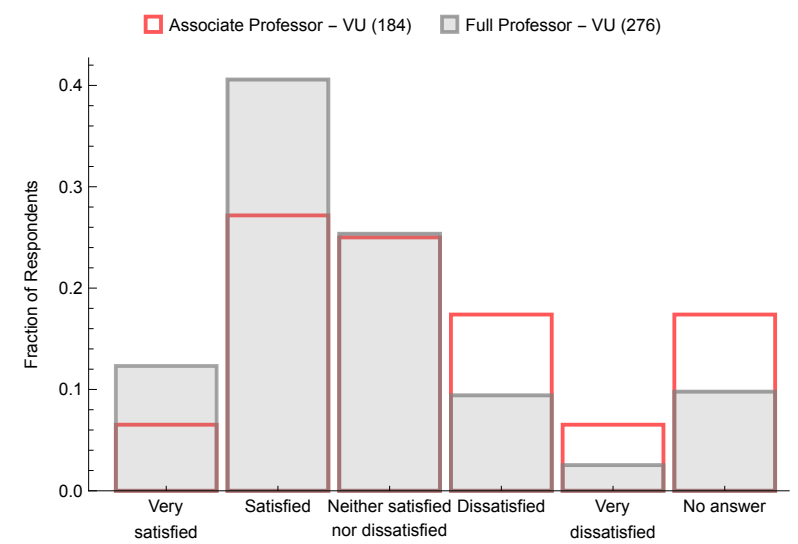
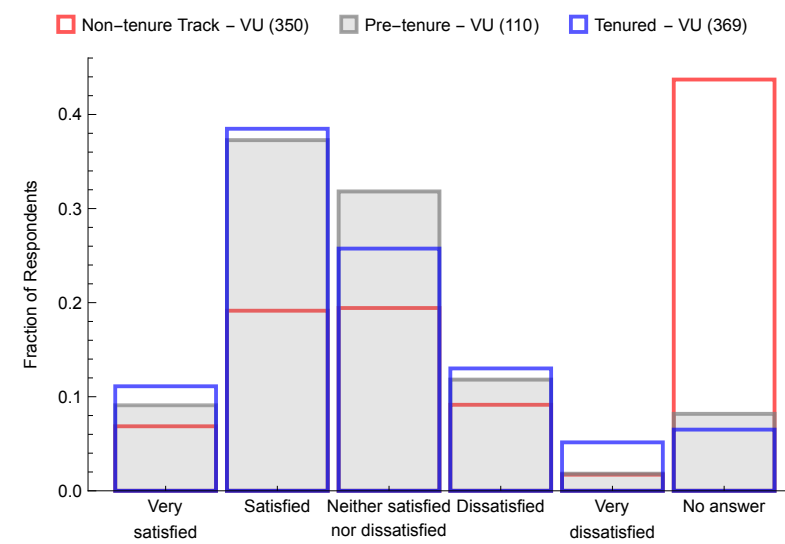
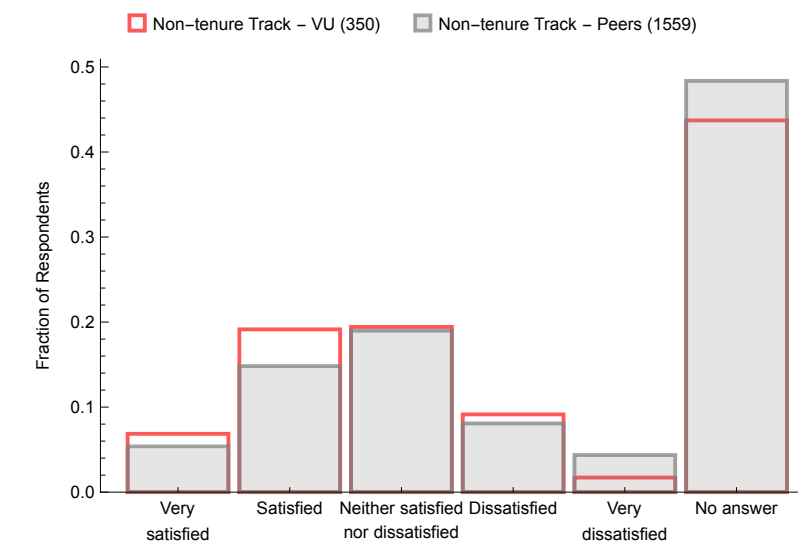
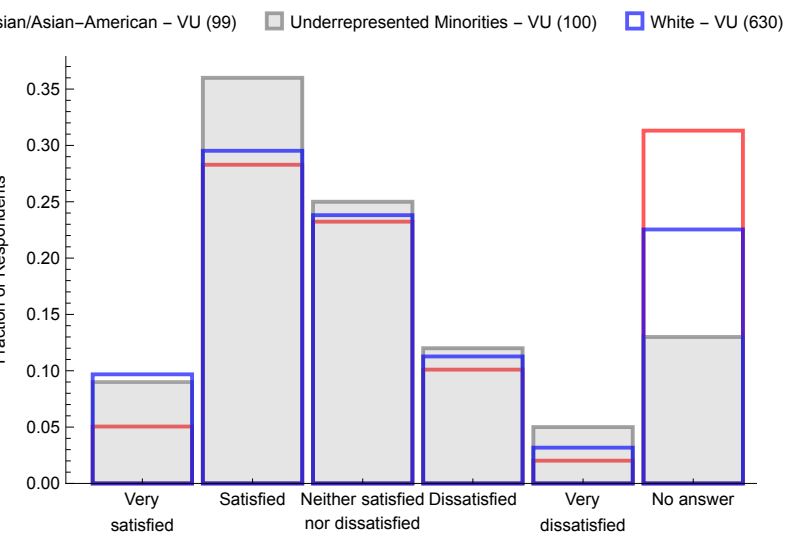
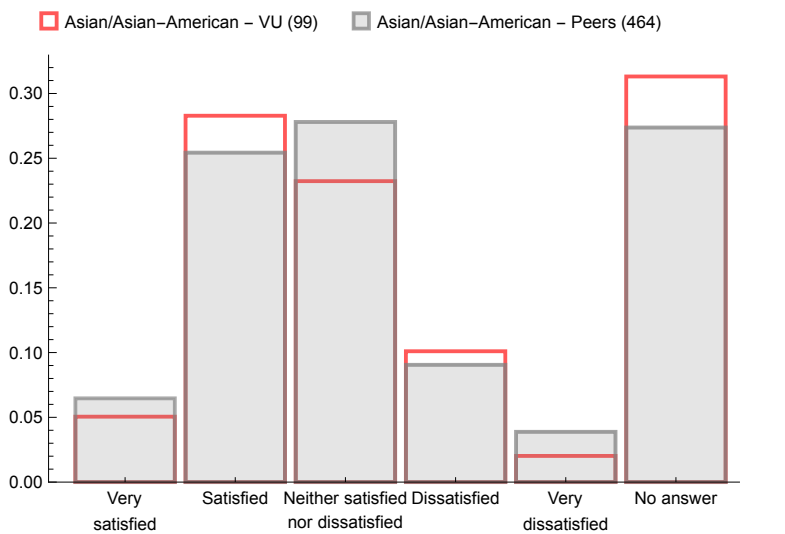
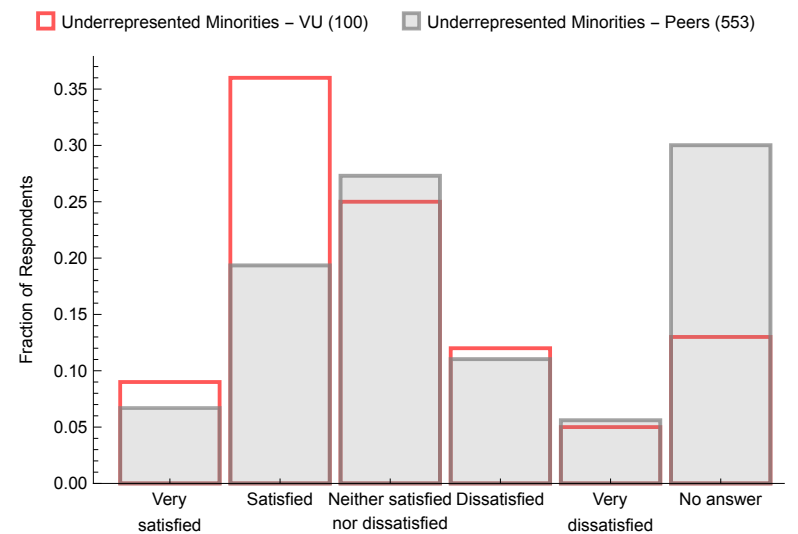
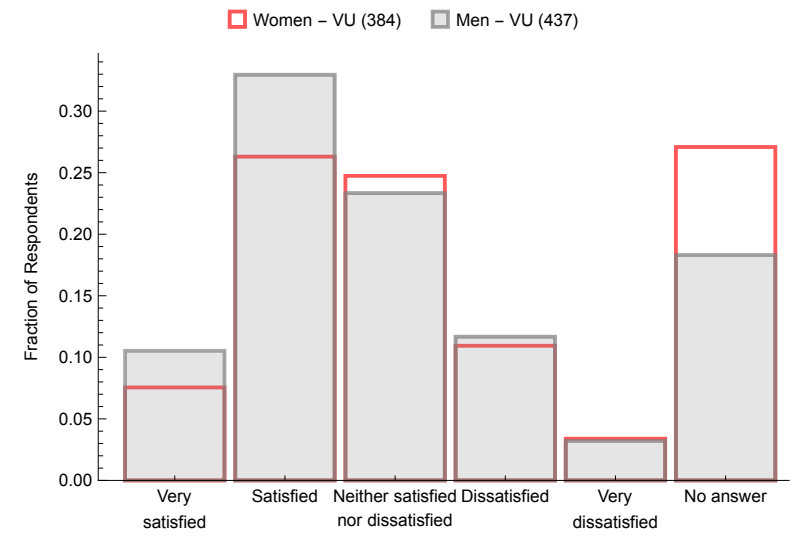
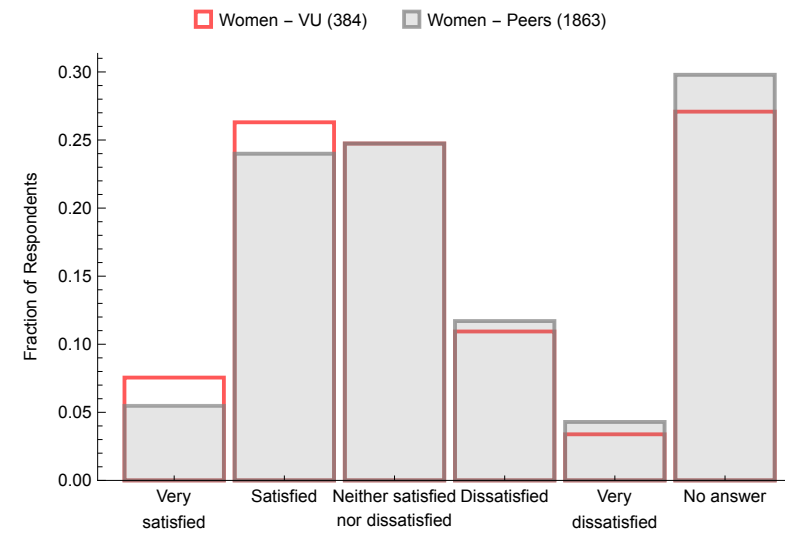
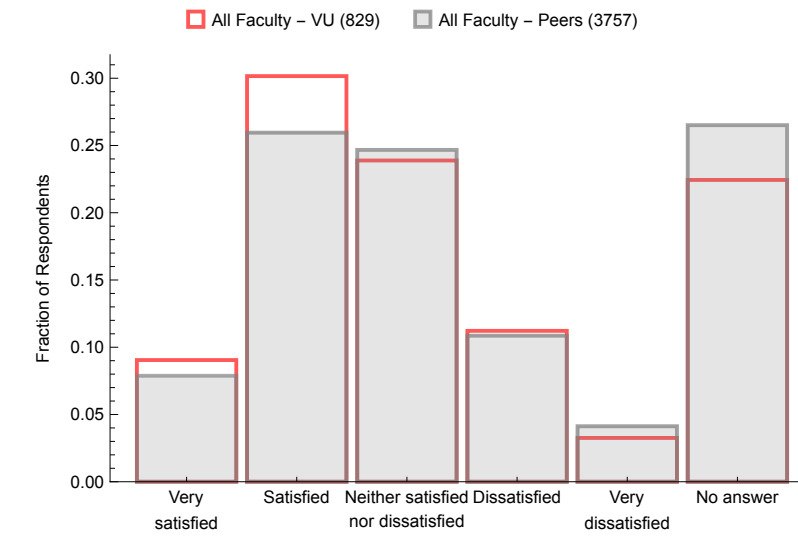
Nature of Work | Other | Too much/Too little time: Service



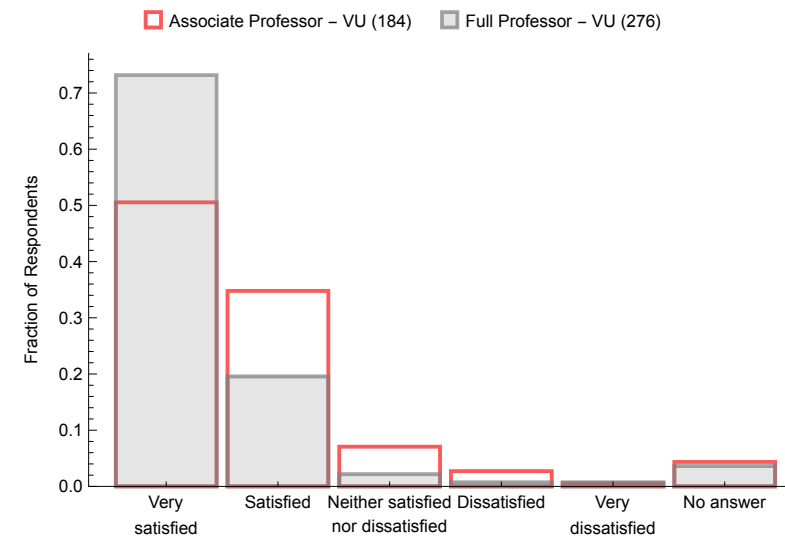
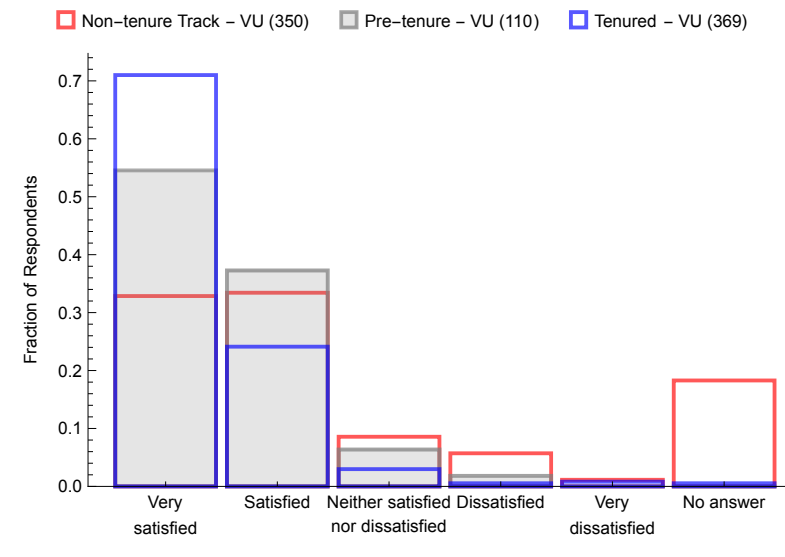
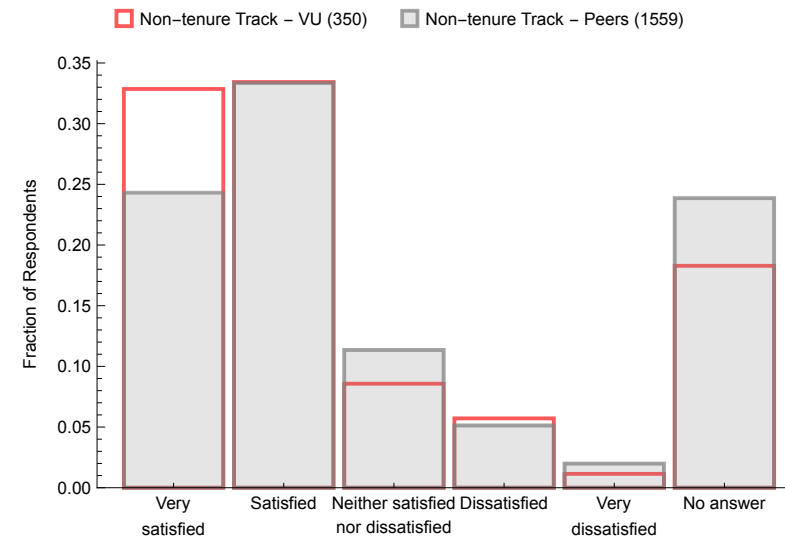
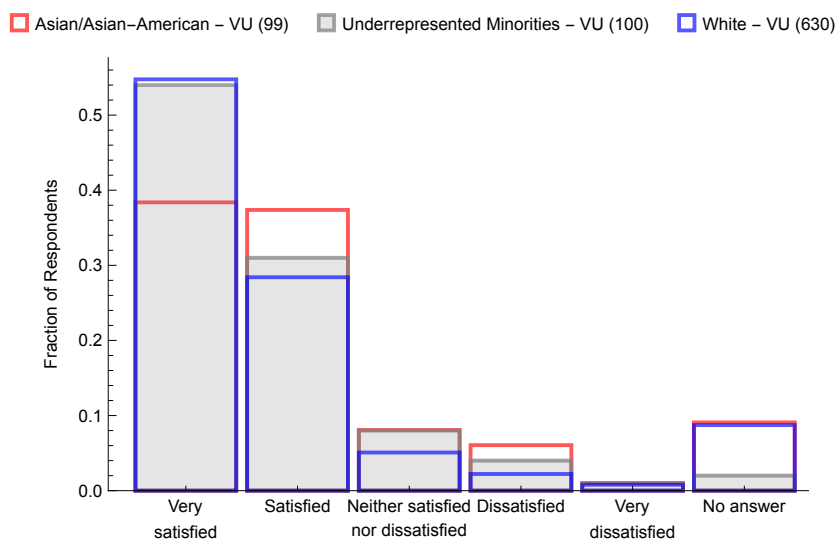
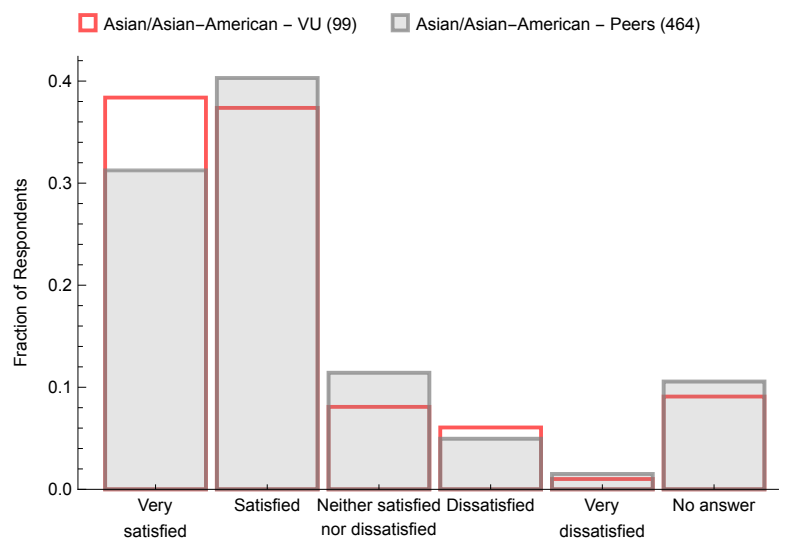
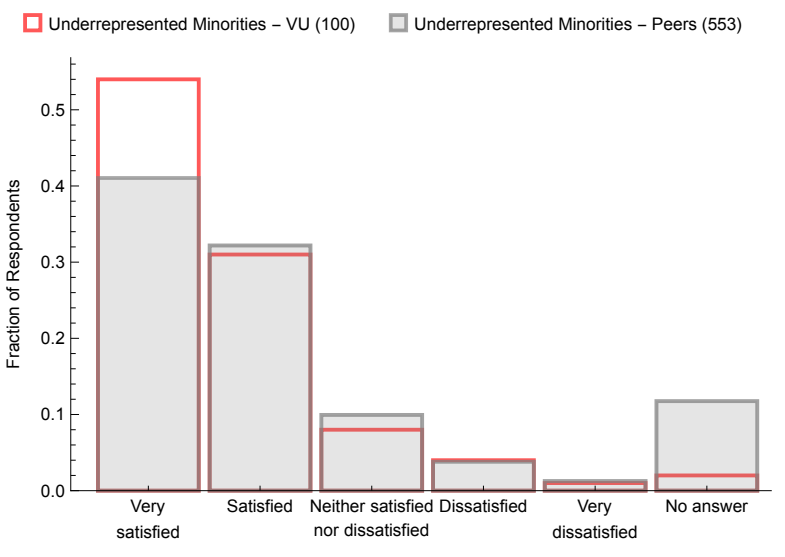
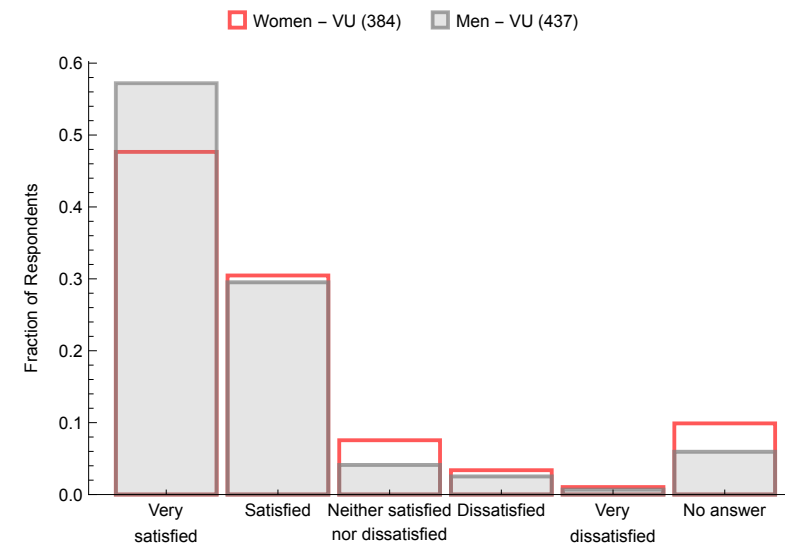
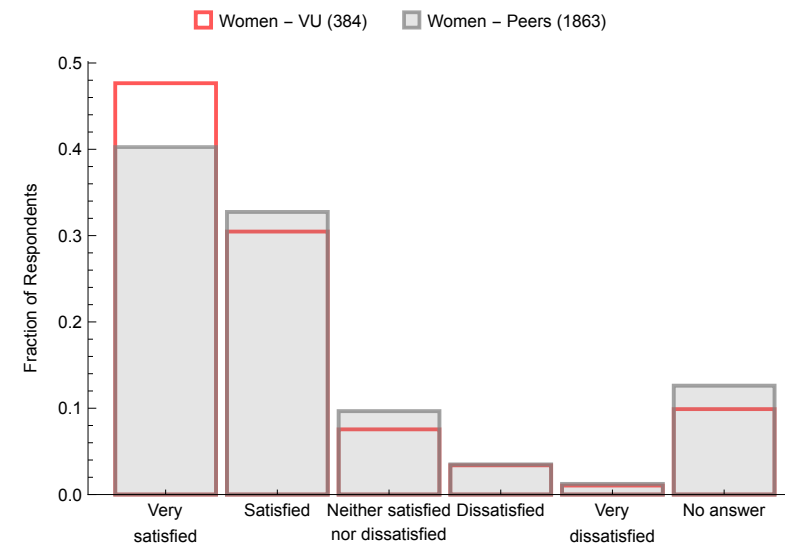
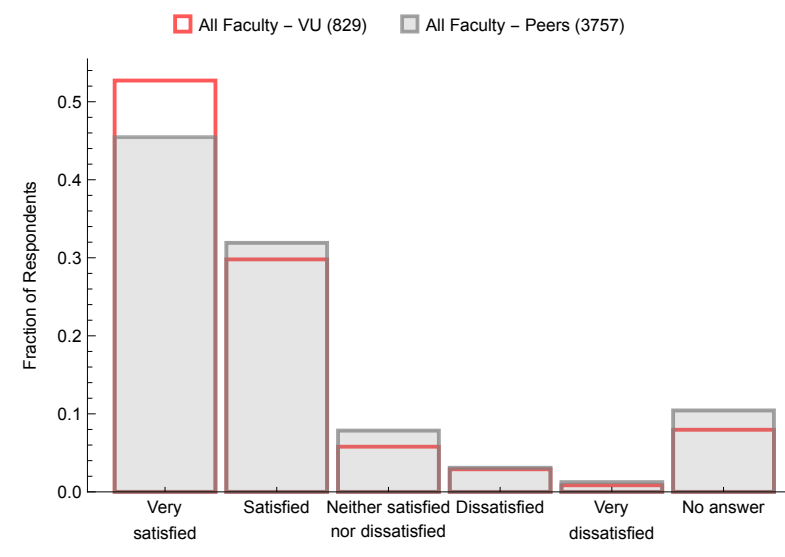
Nature of Work | Other | Too much/Too little time: Teaching



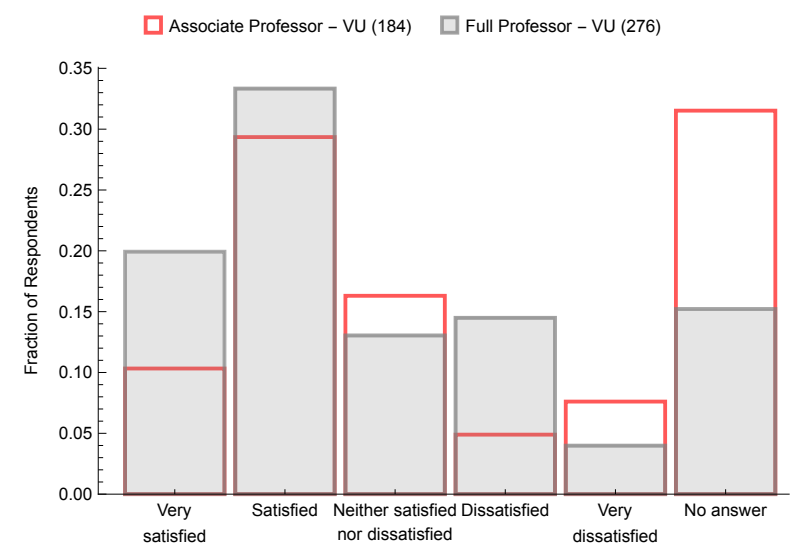
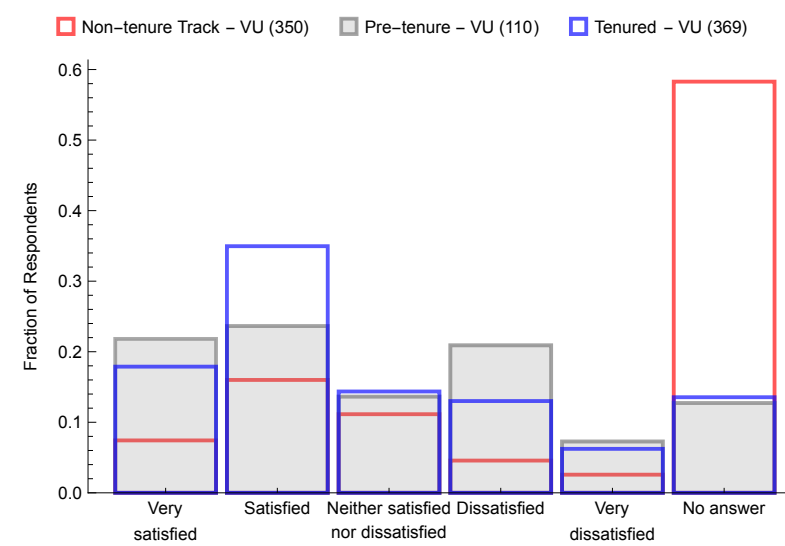
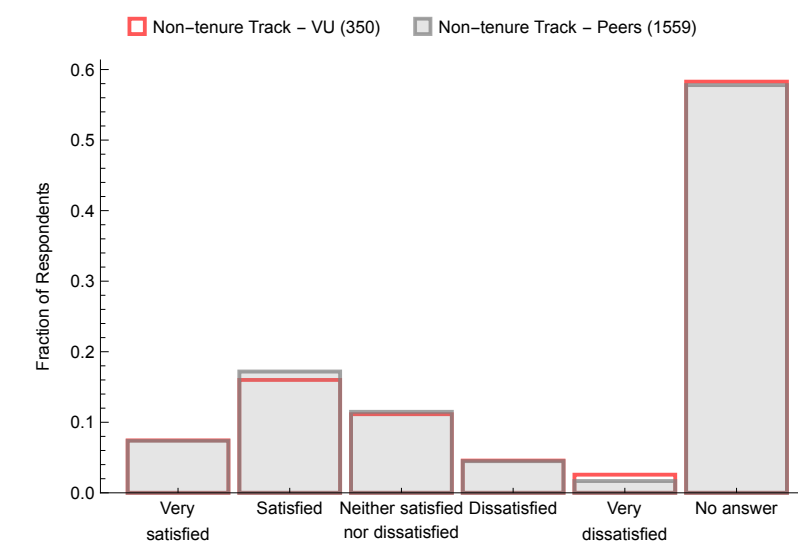
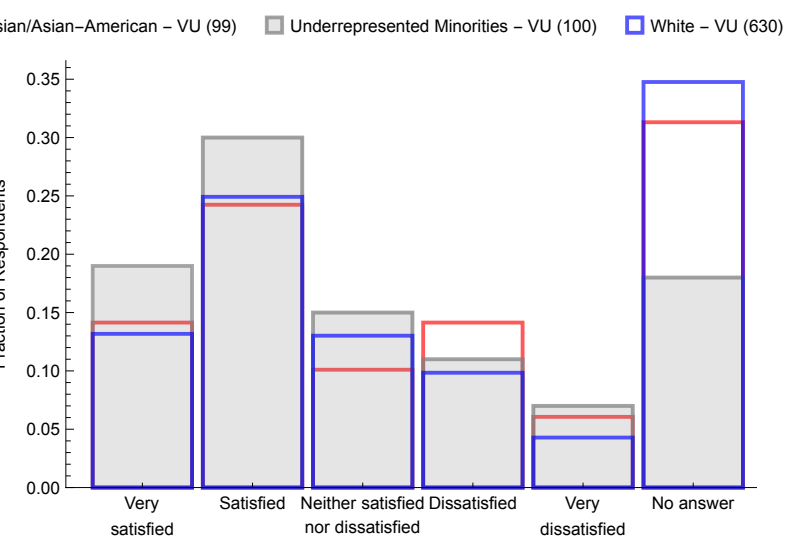
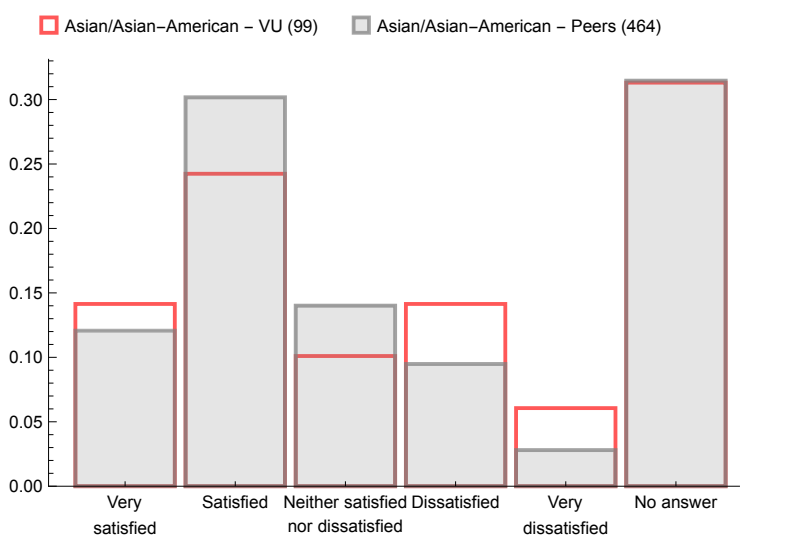
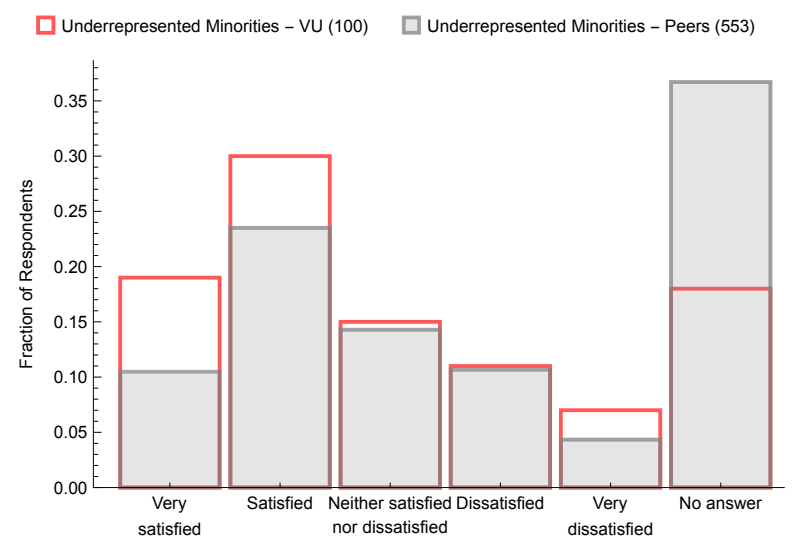
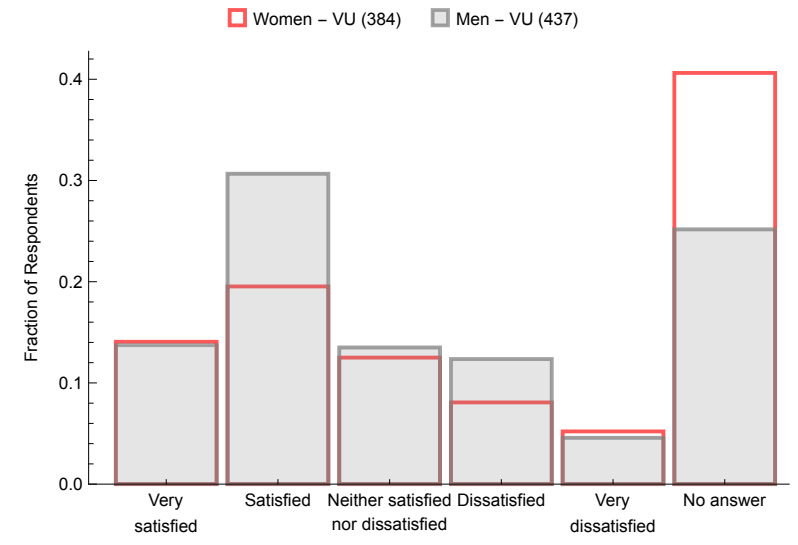
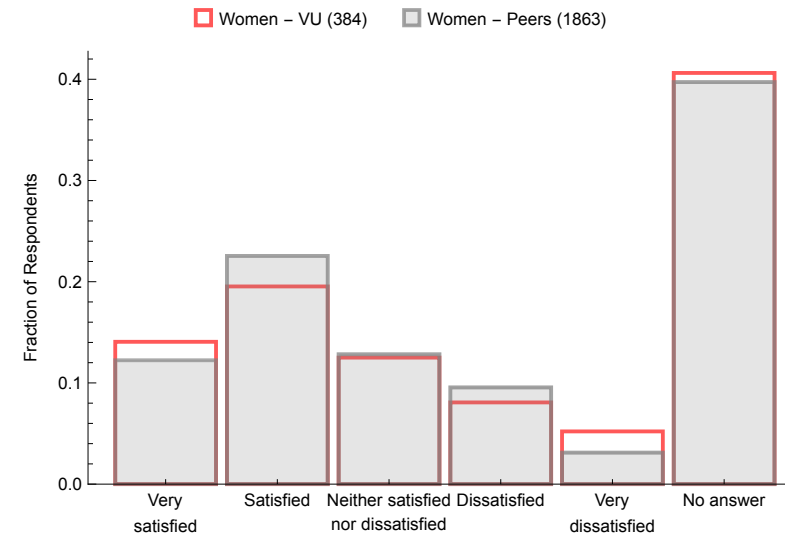
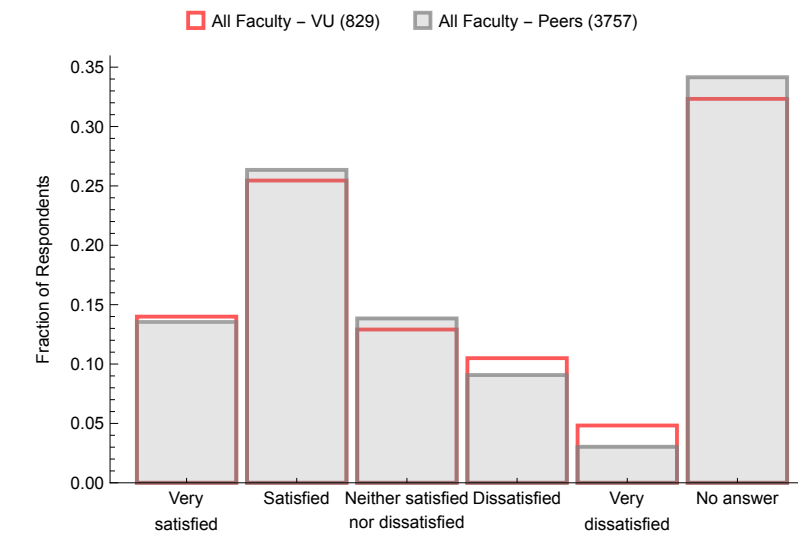


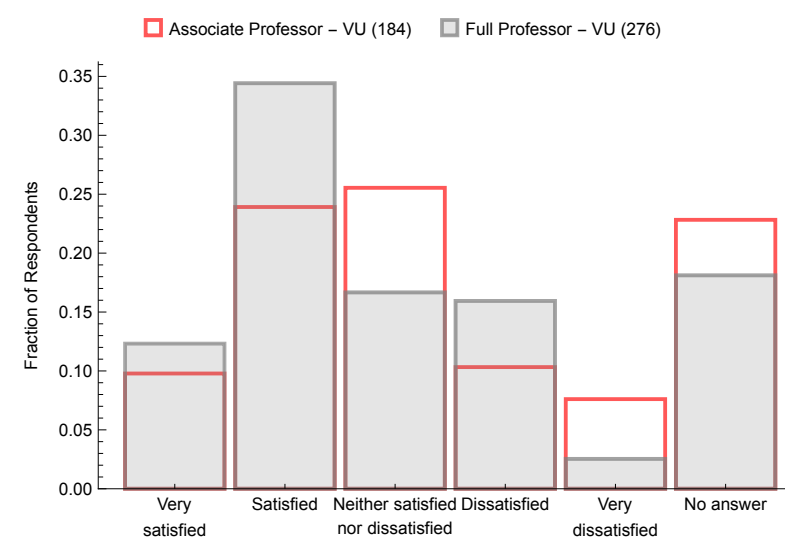
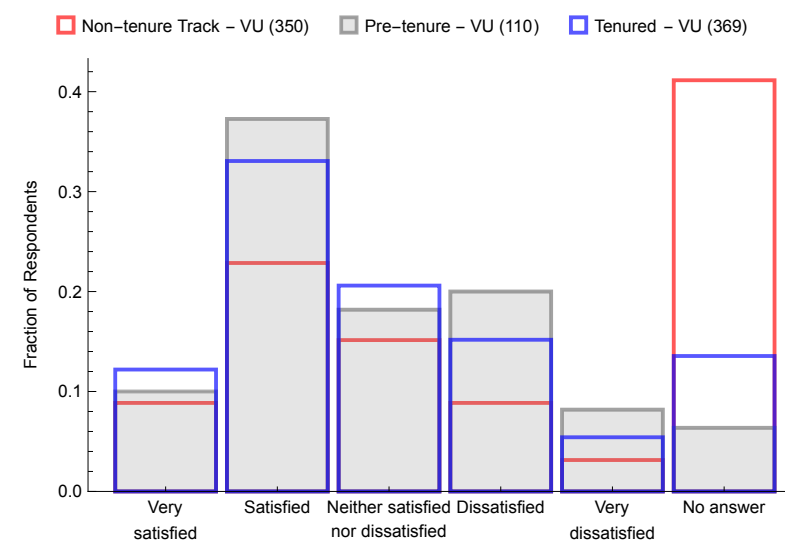
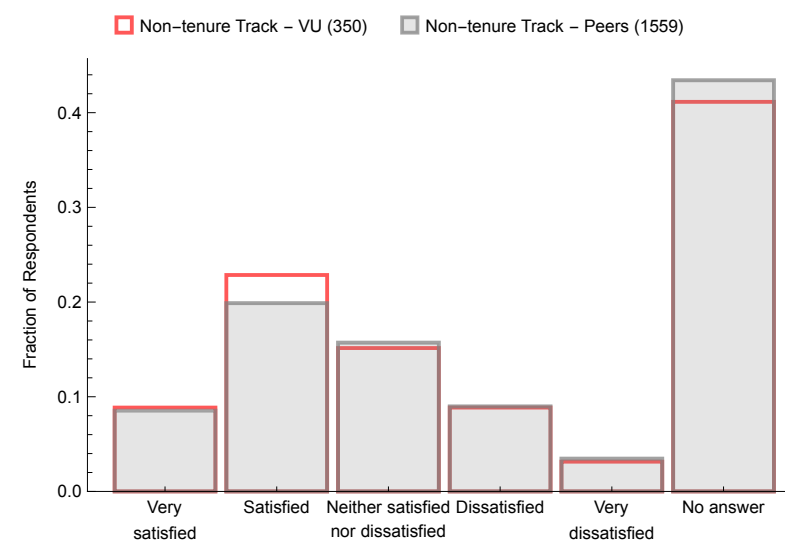
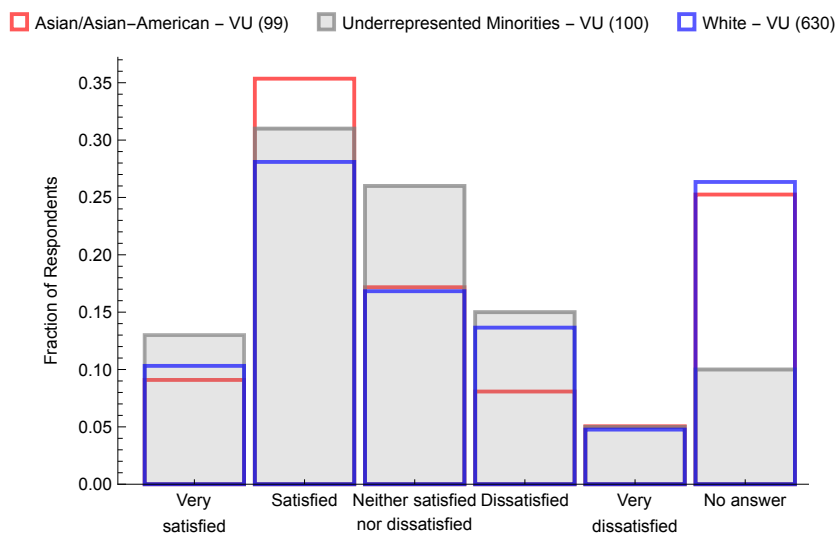
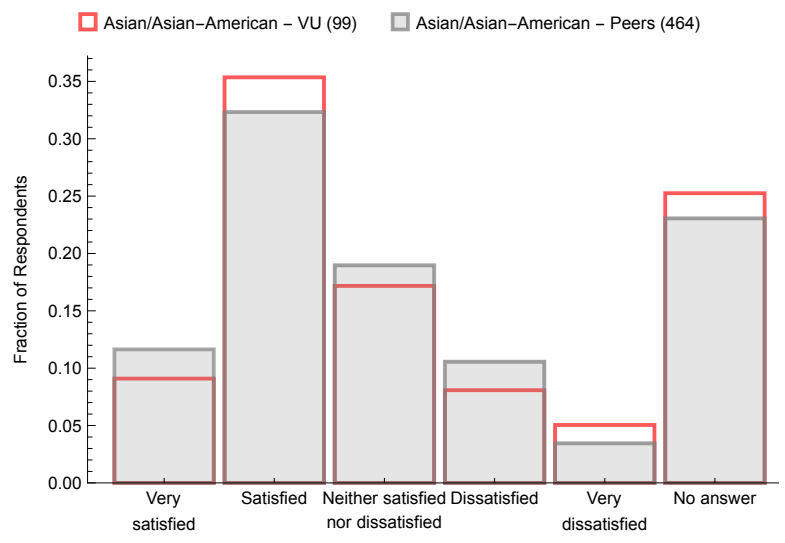
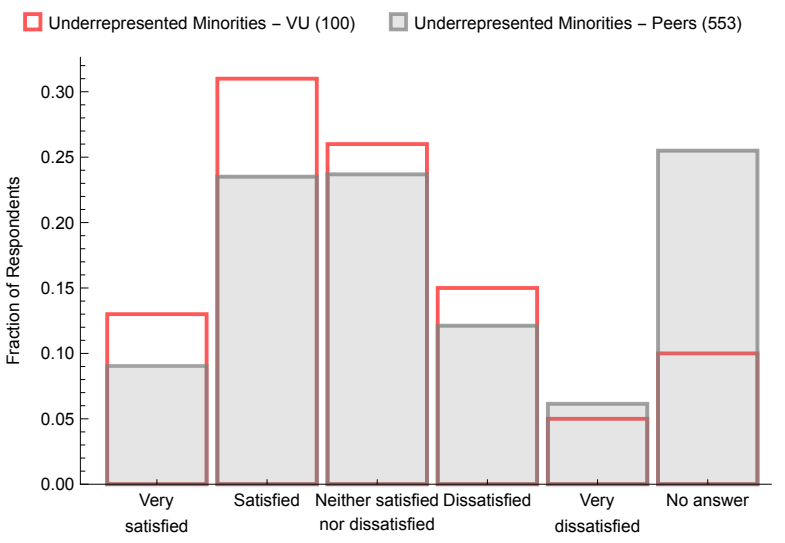
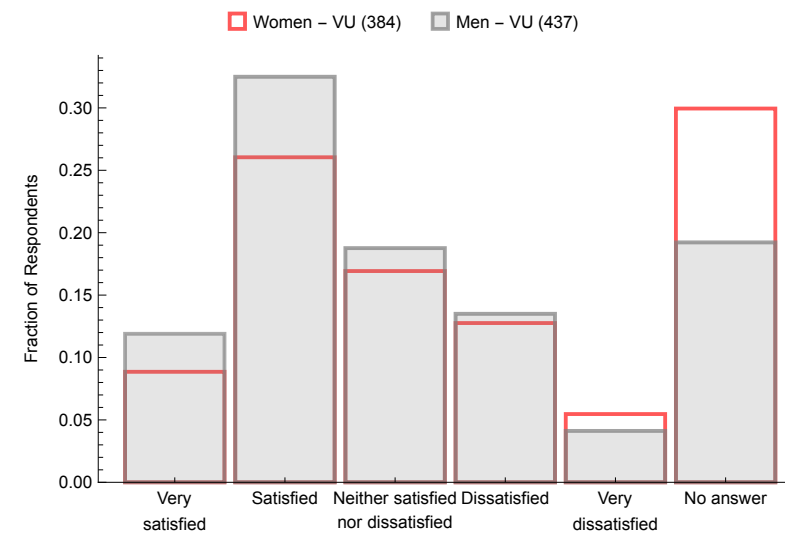
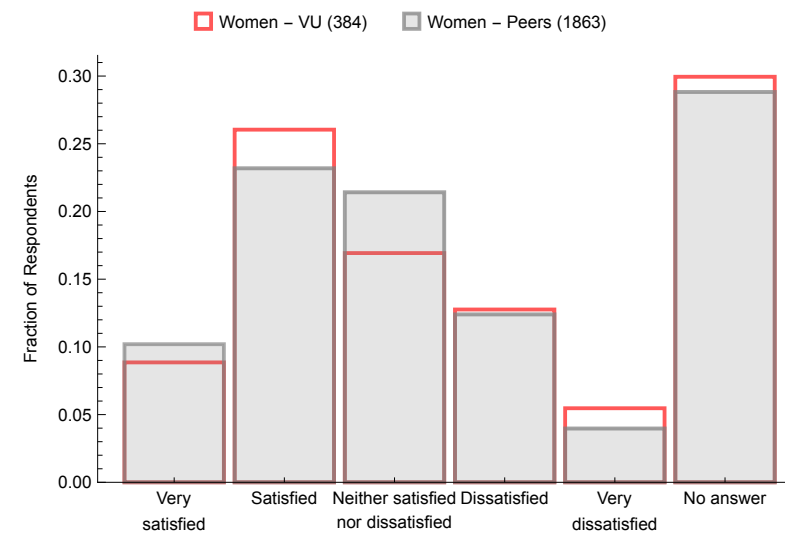
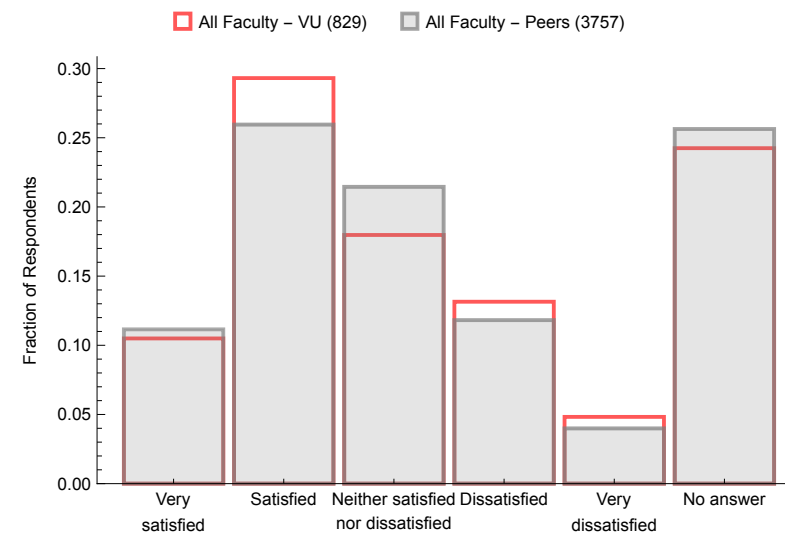


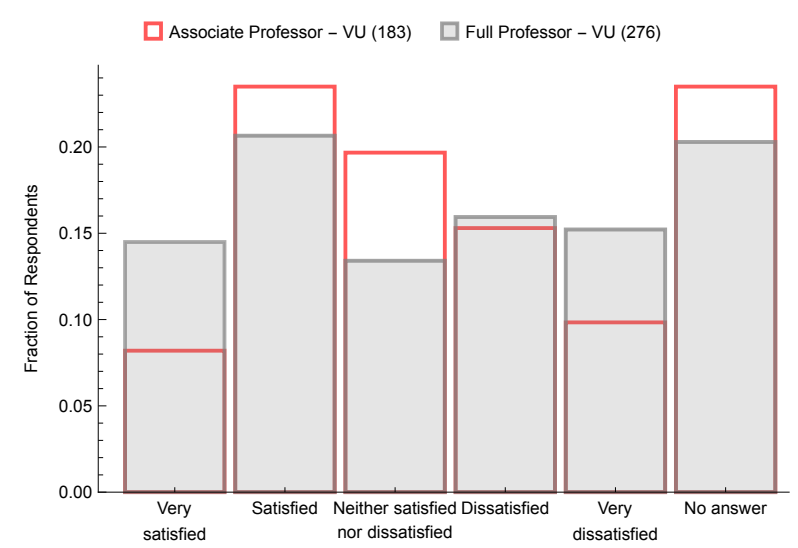
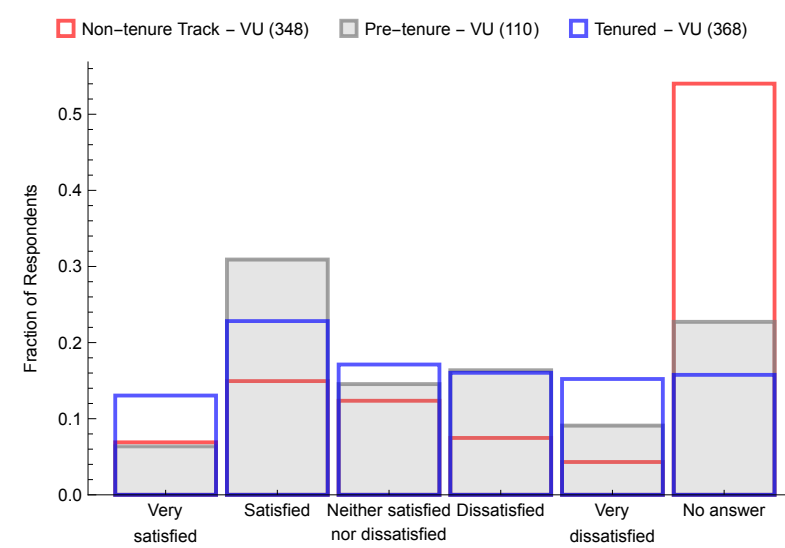
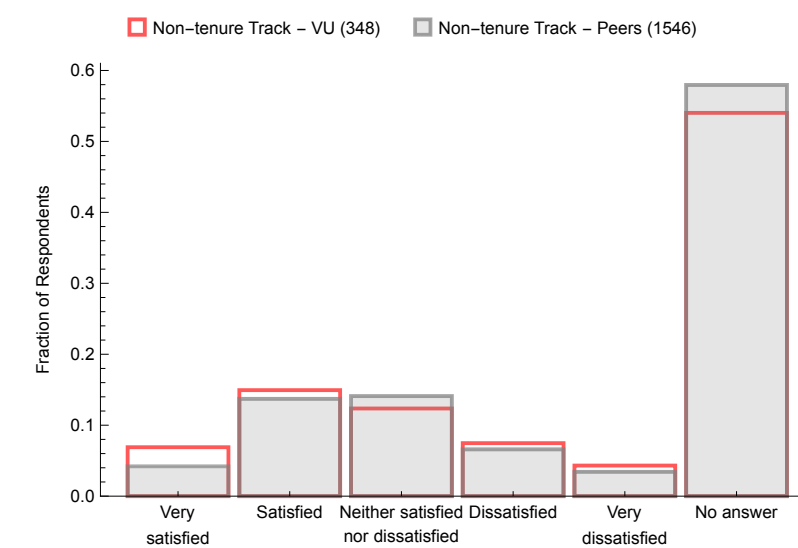
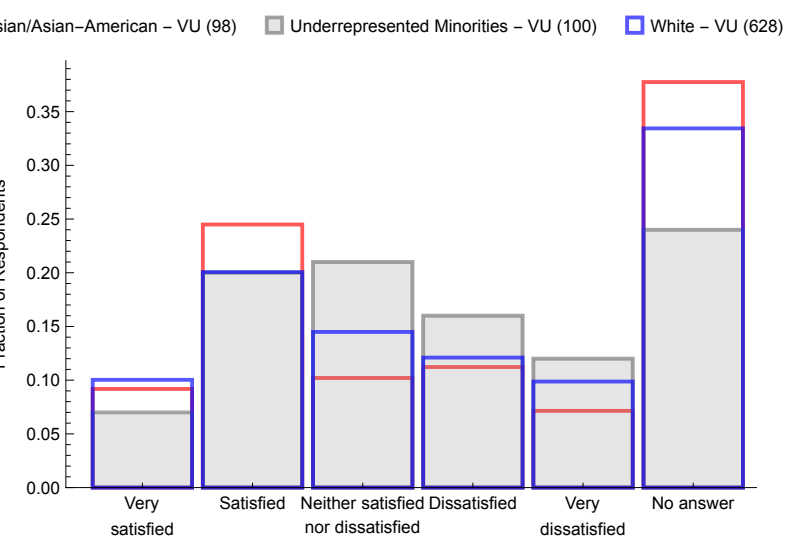
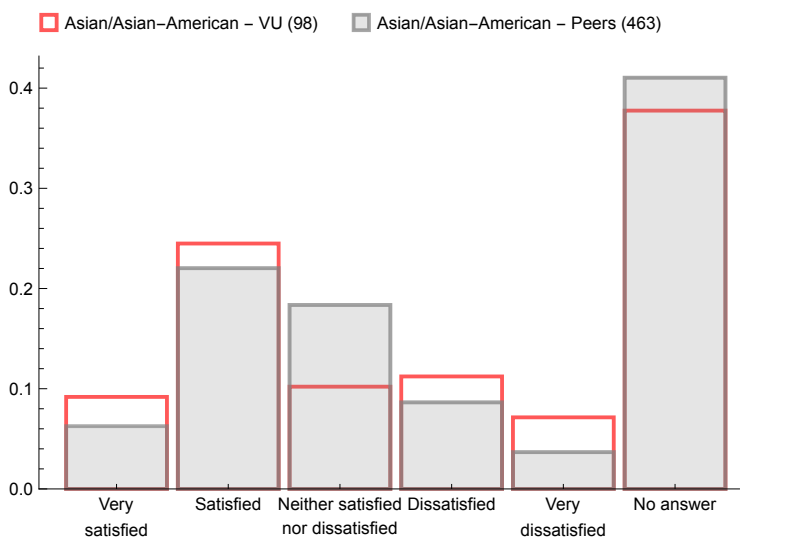
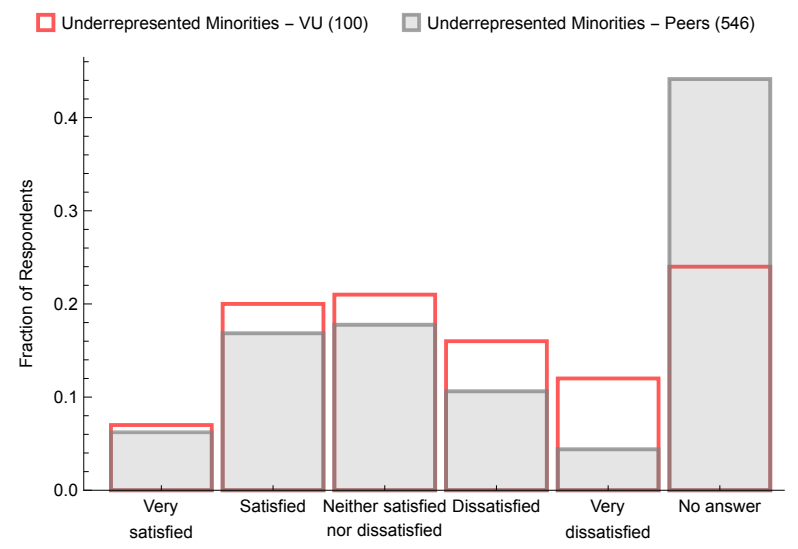
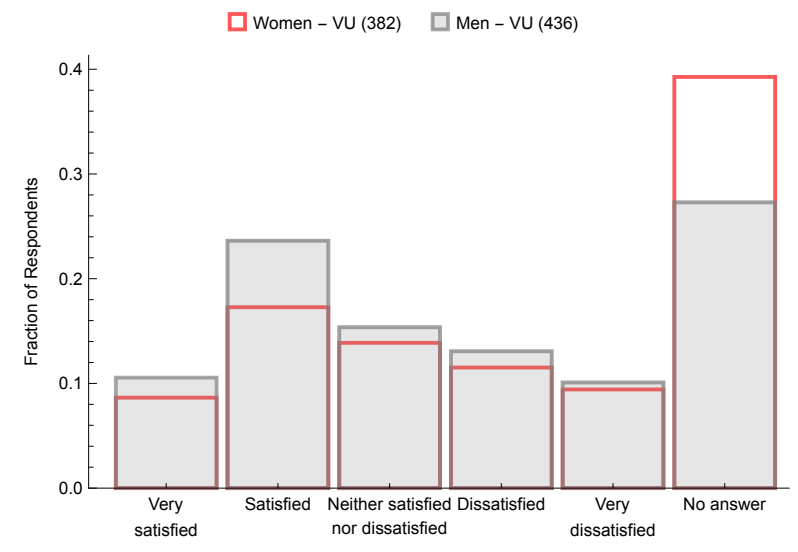
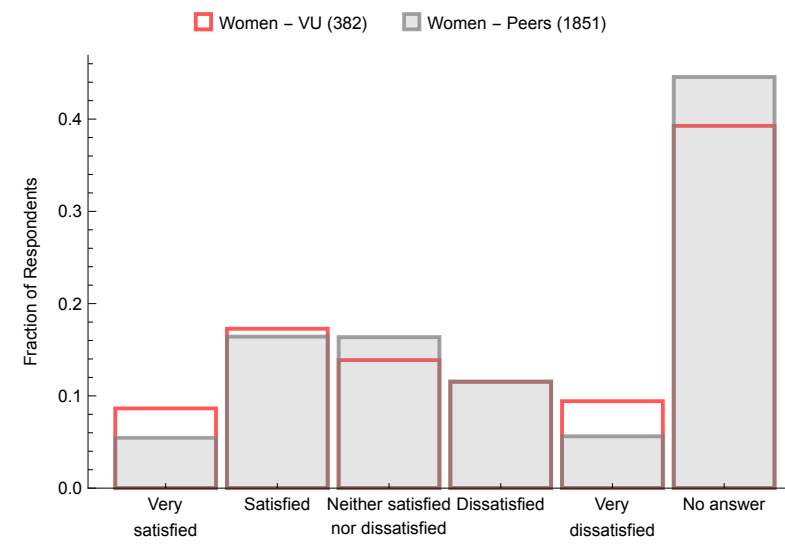
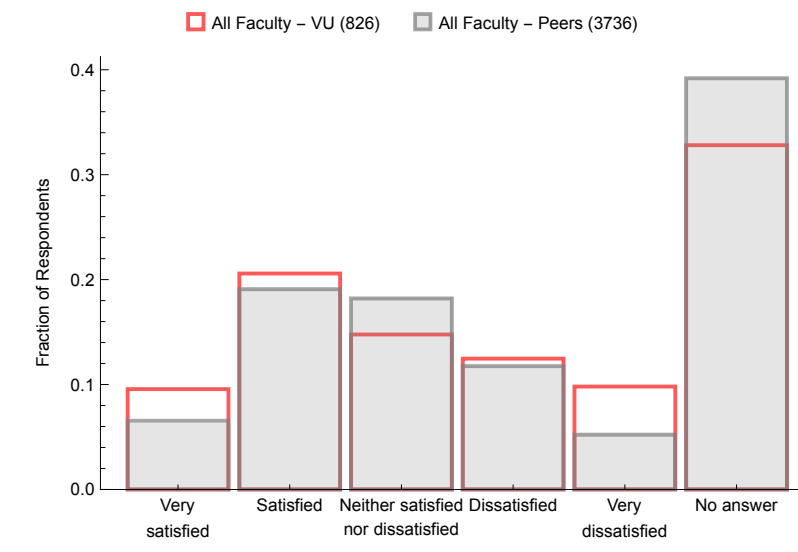
Nature of Work | Research | Influence over focus of research

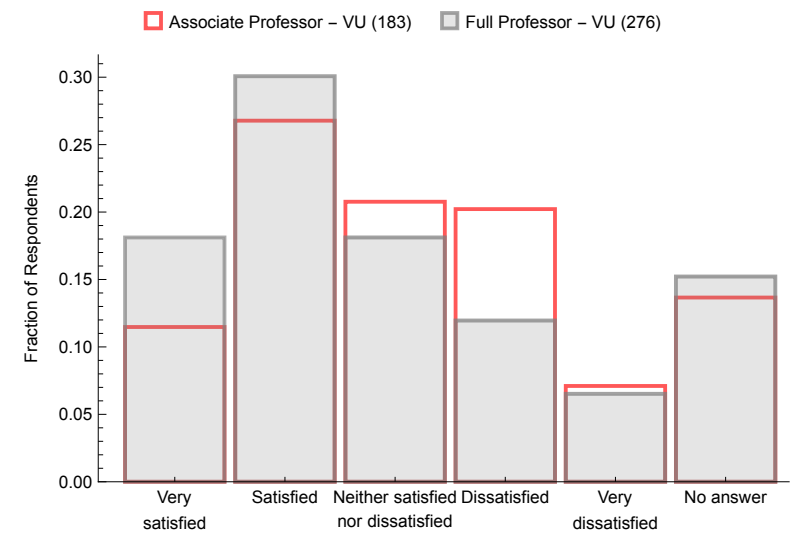
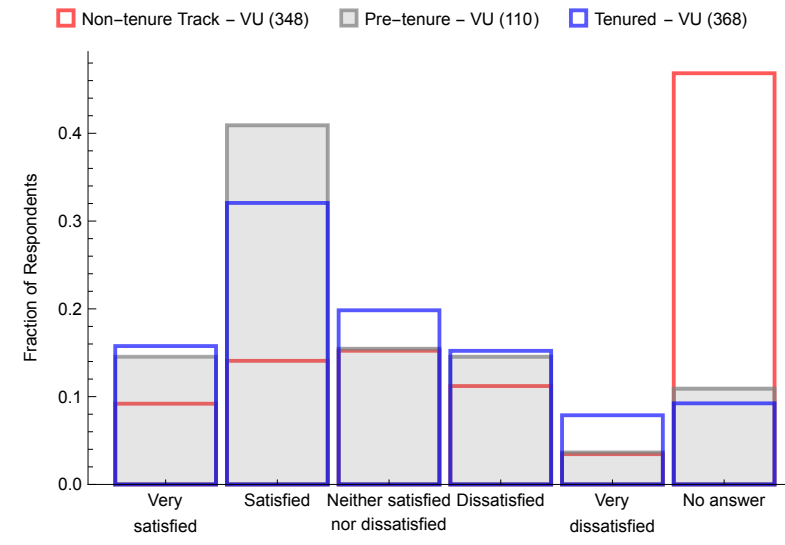
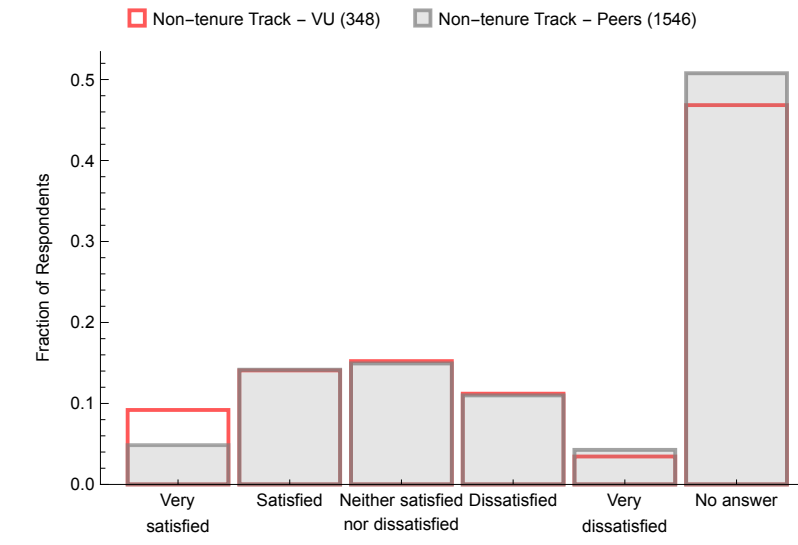
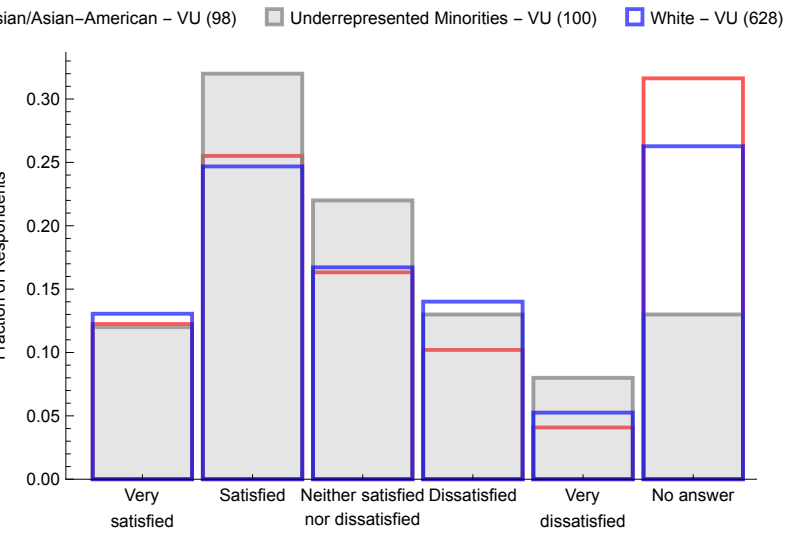
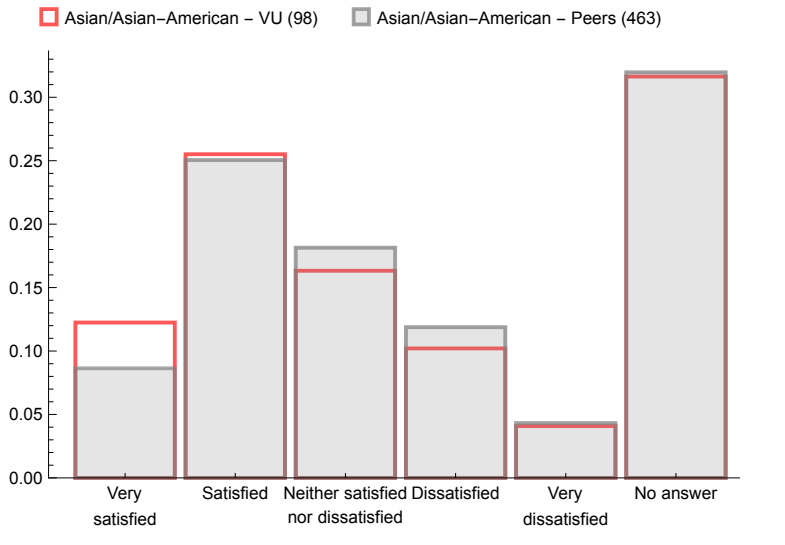
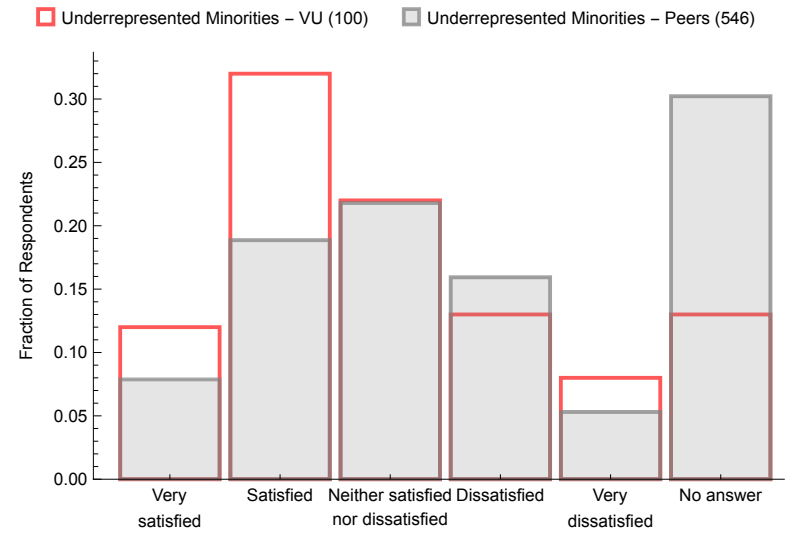
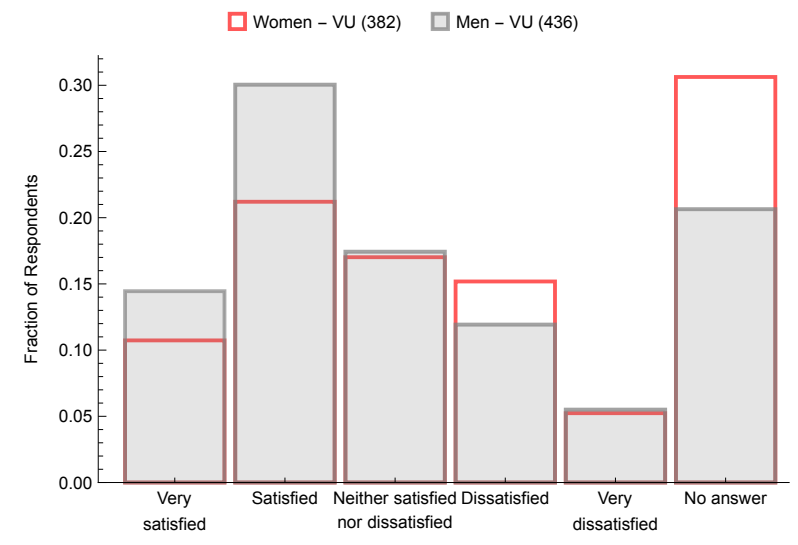
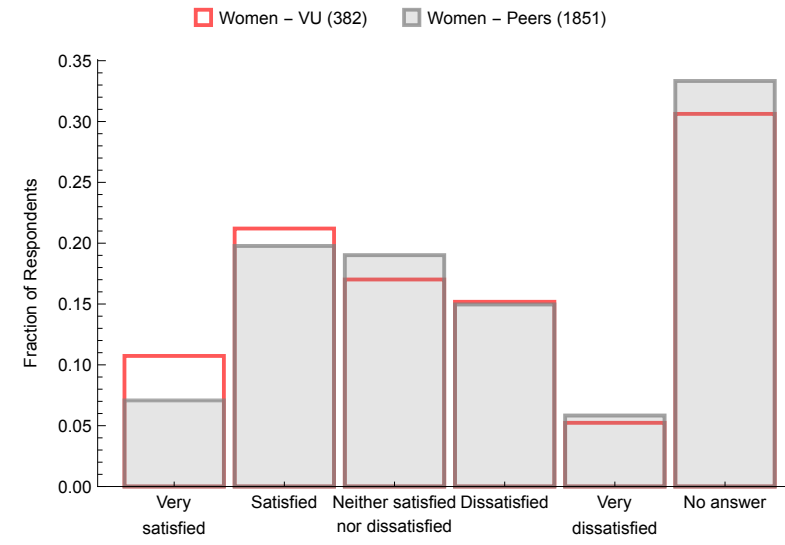
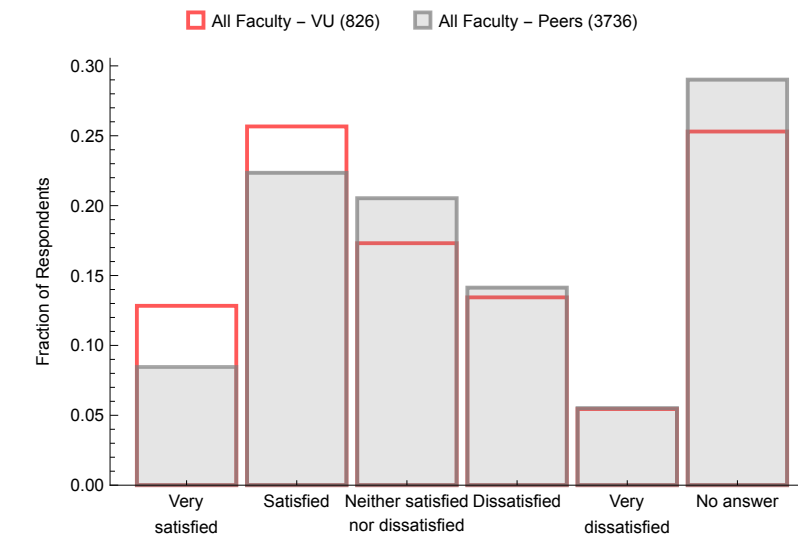


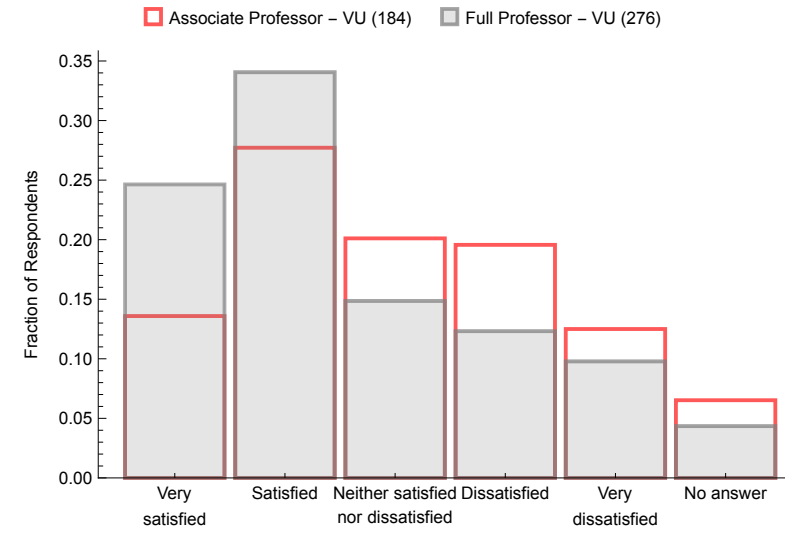
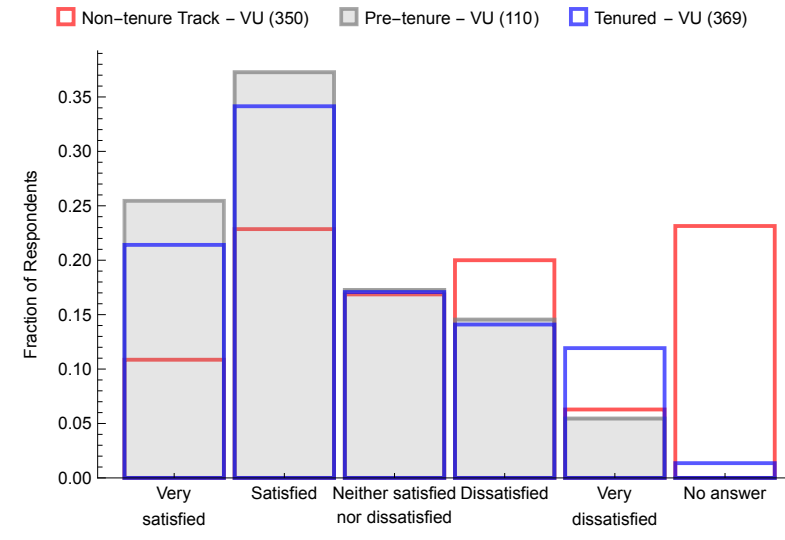
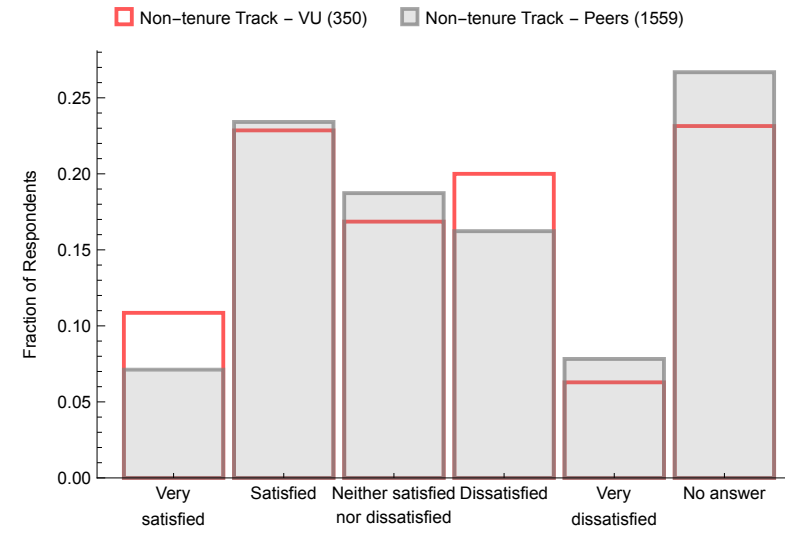
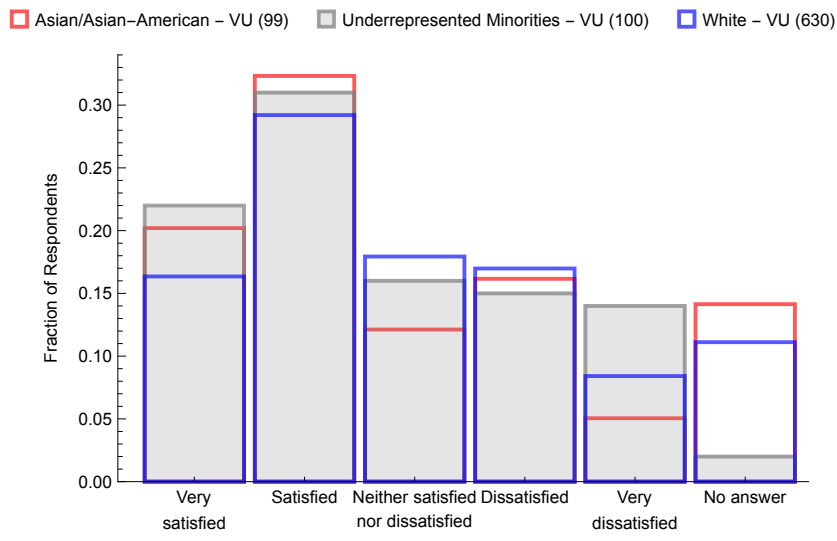
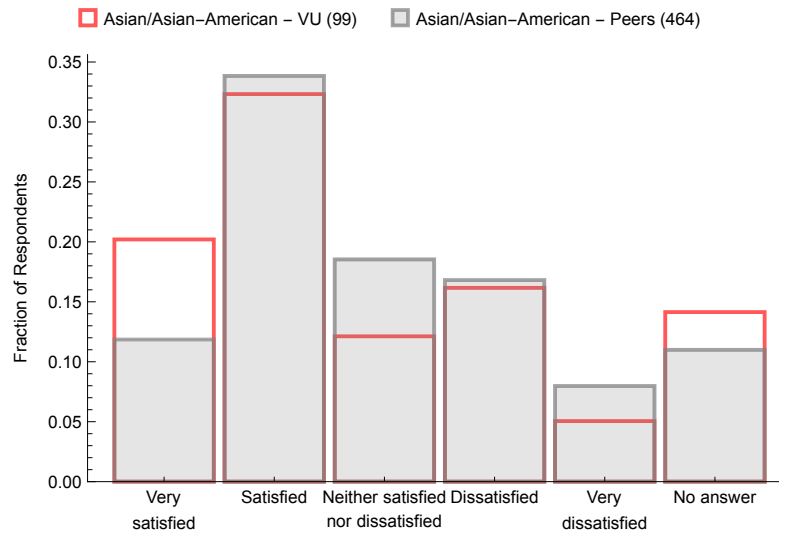
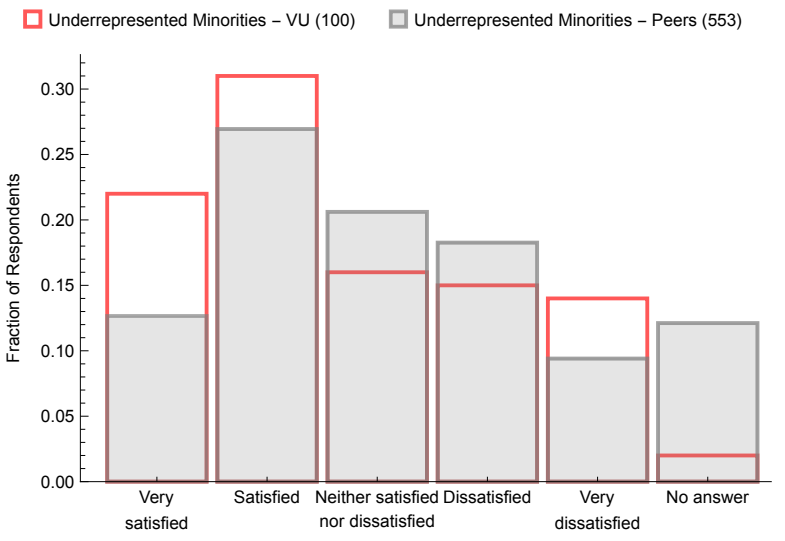
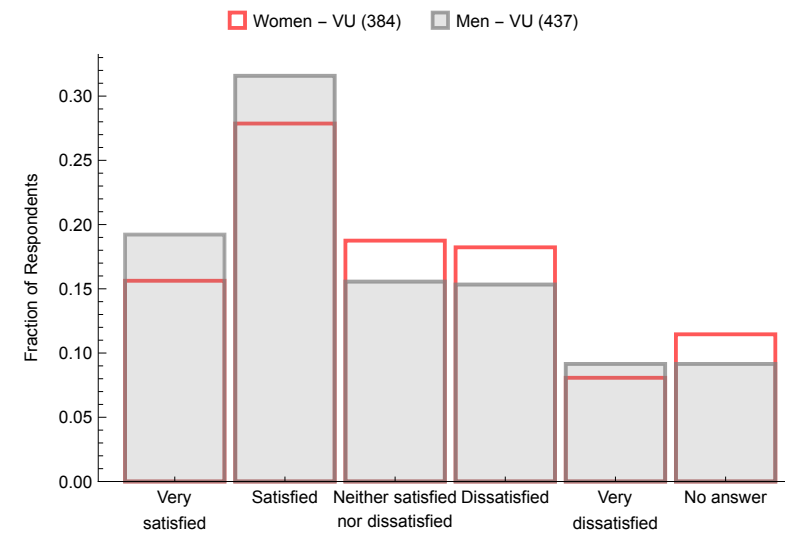
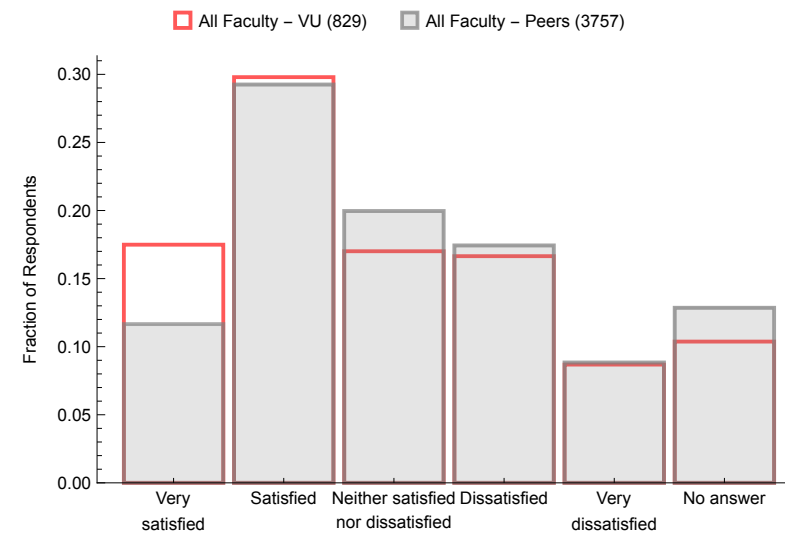
Nature of Work | Research | Quality of grad students to support research

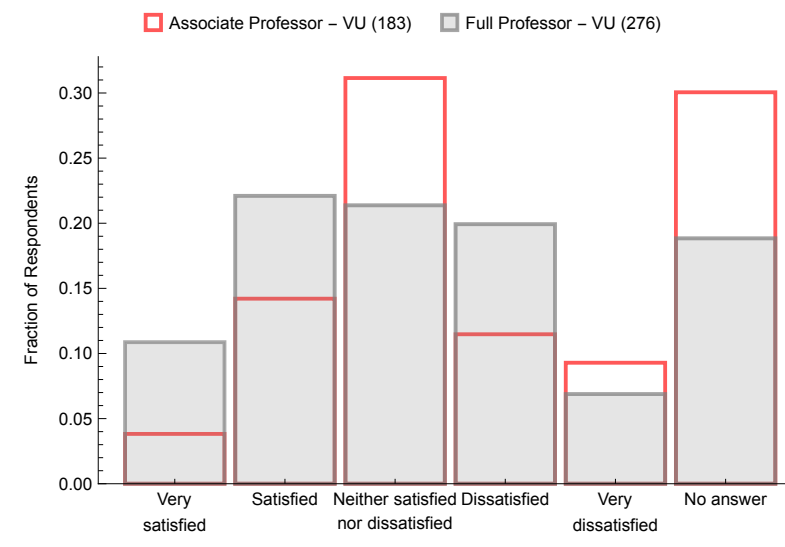
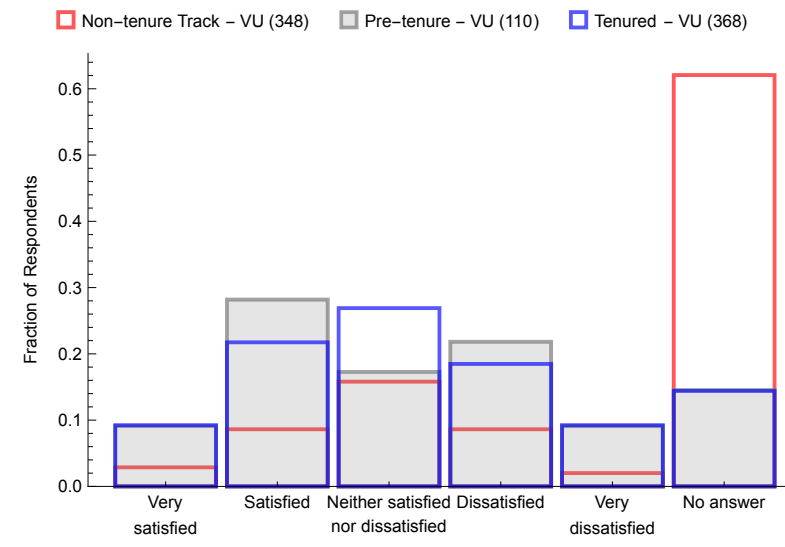
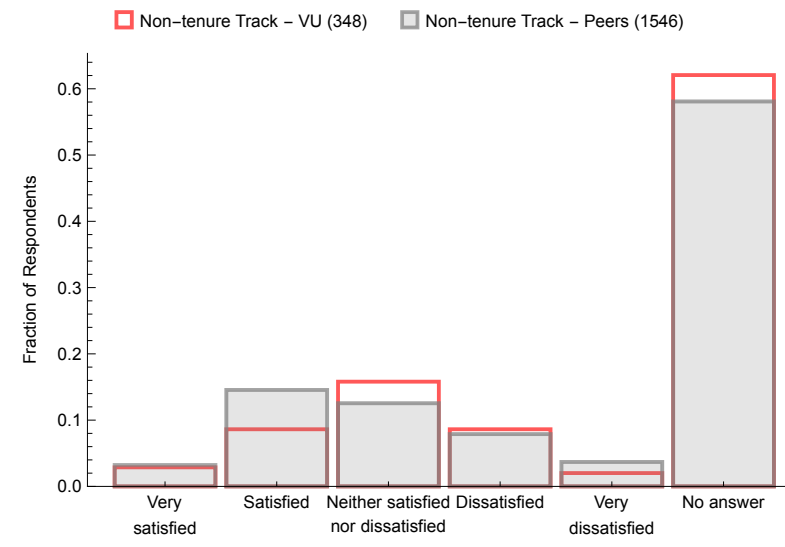
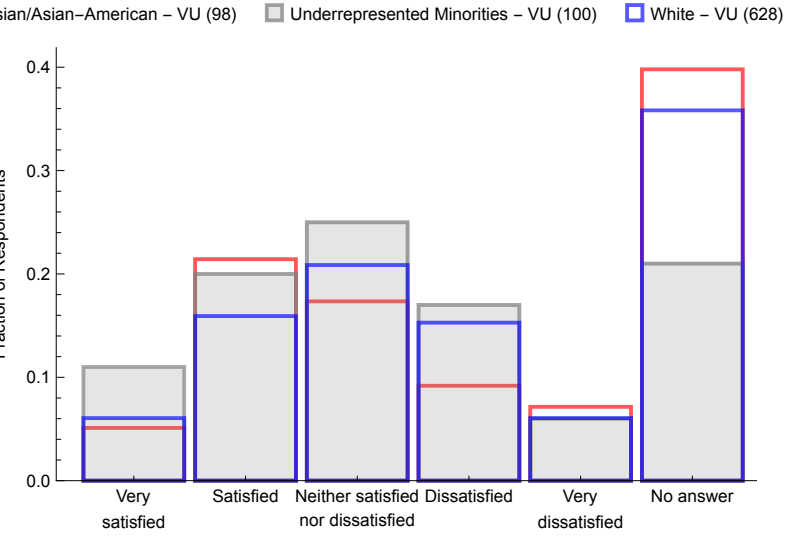
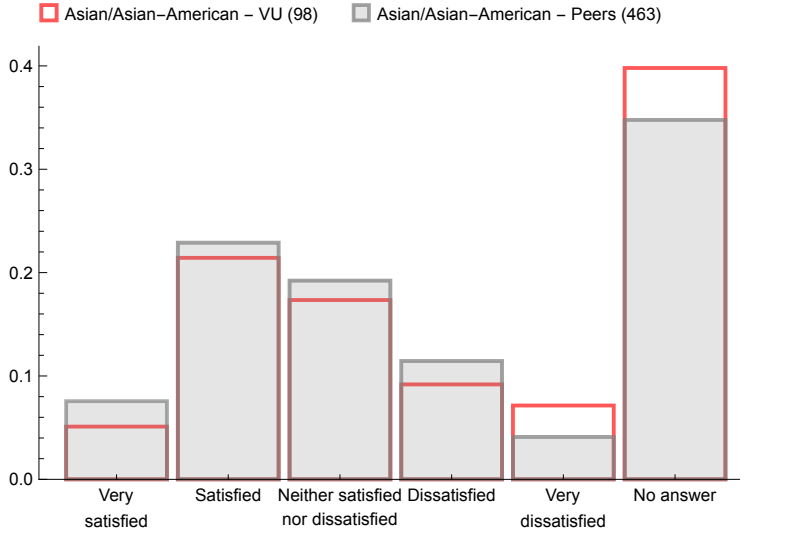
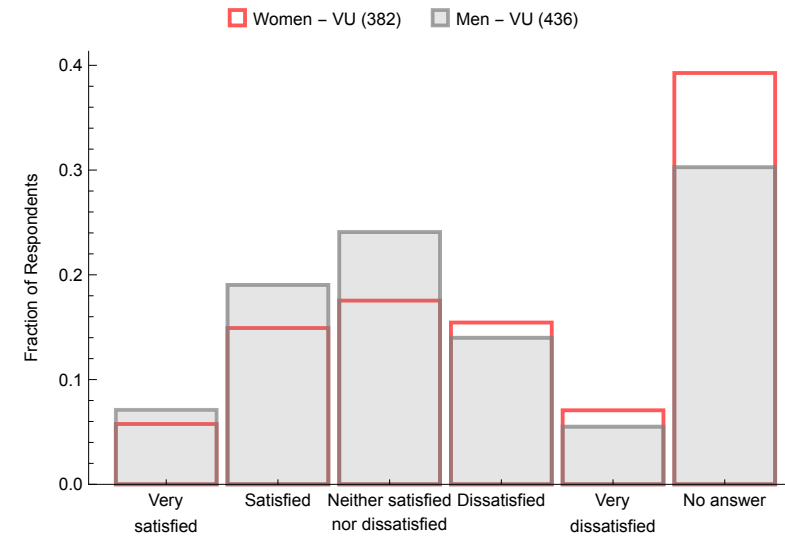
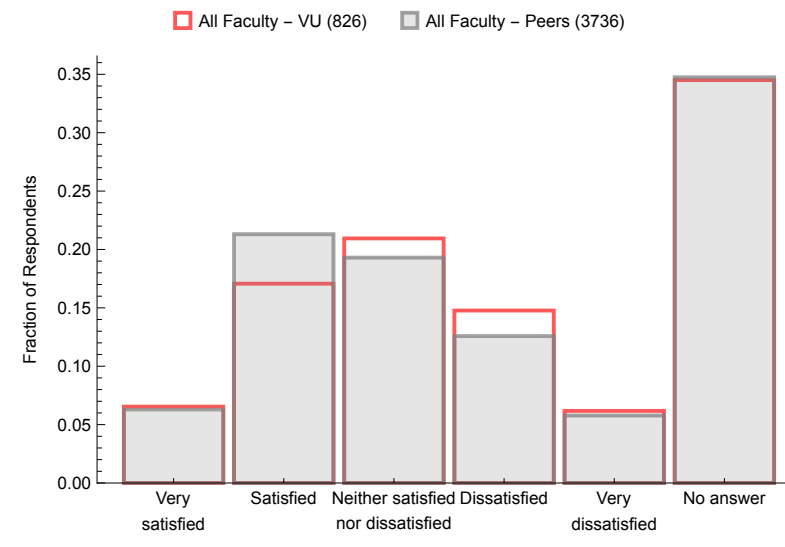


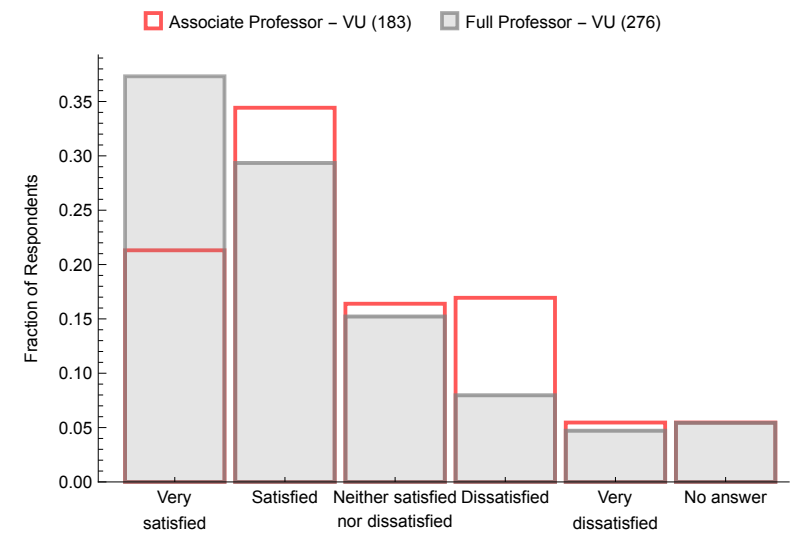
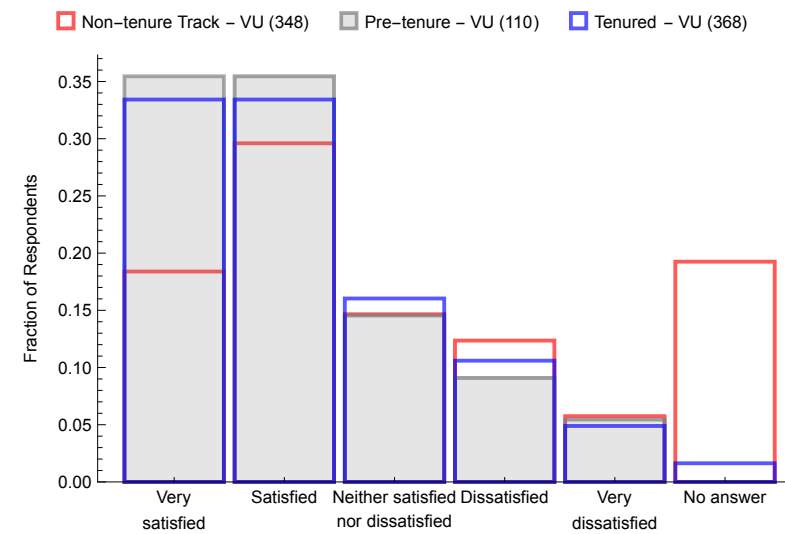
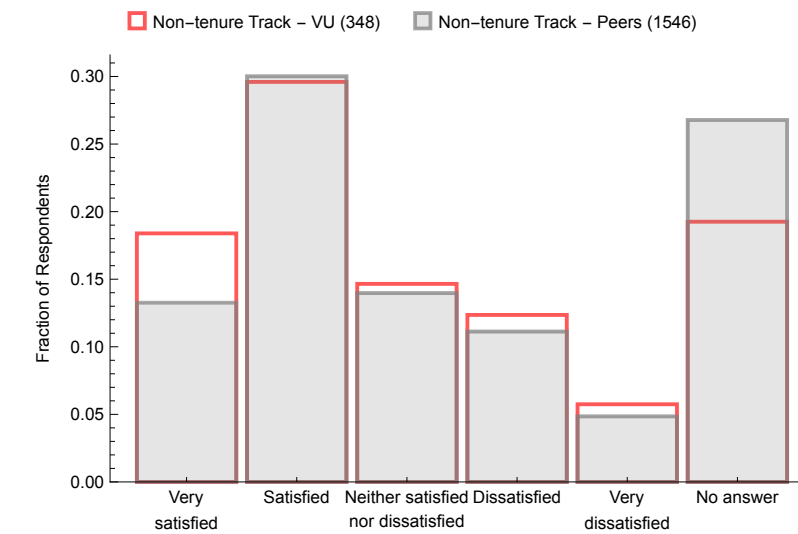
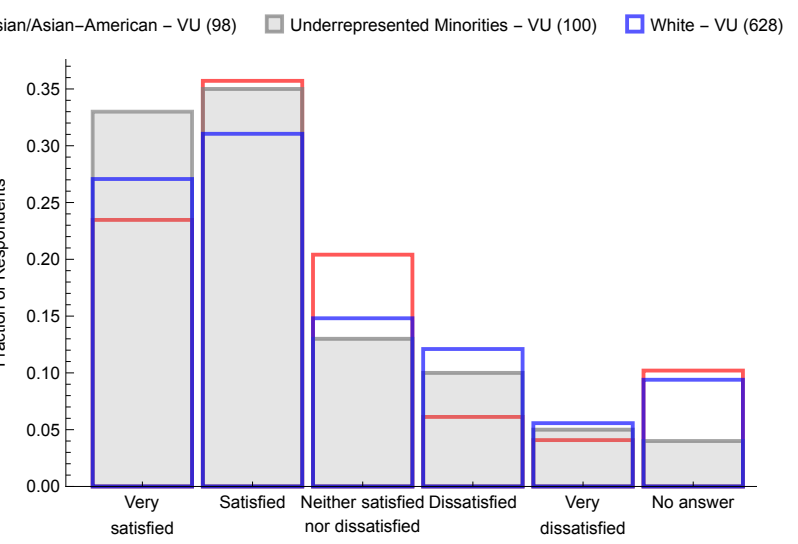
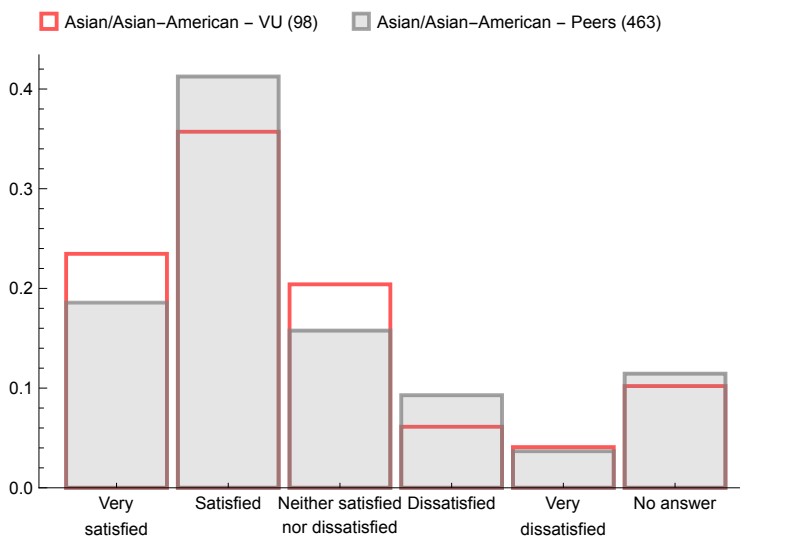
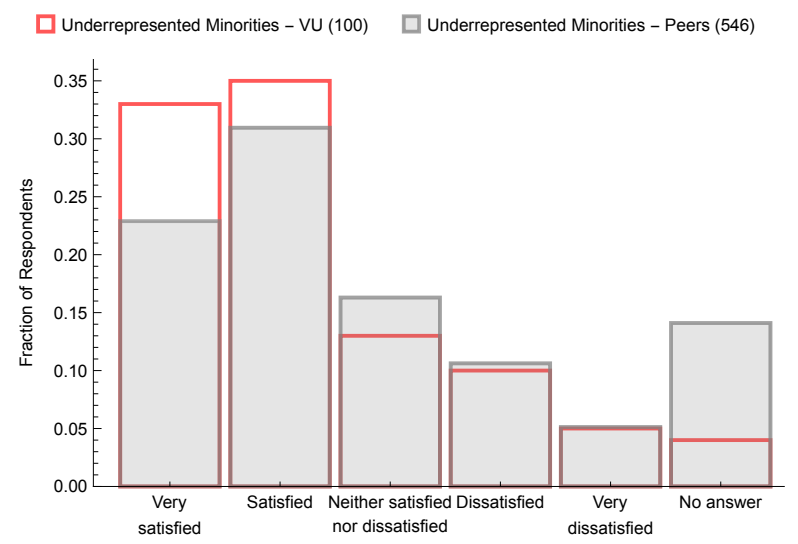
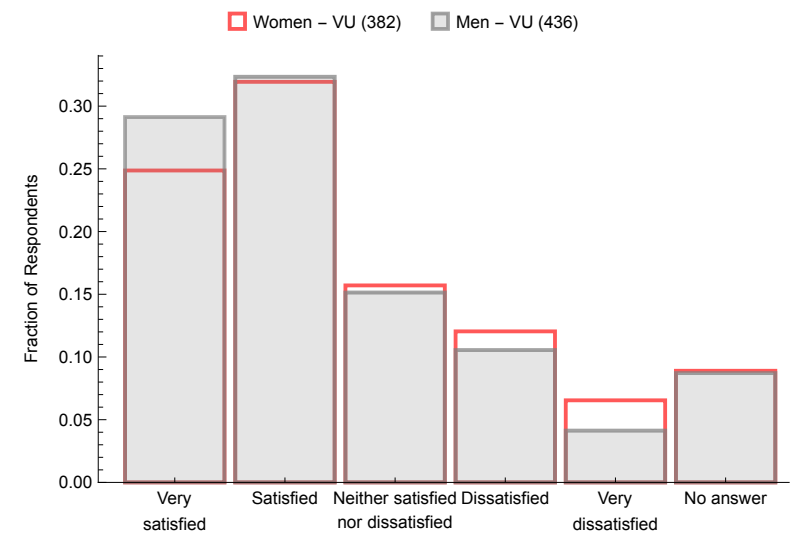
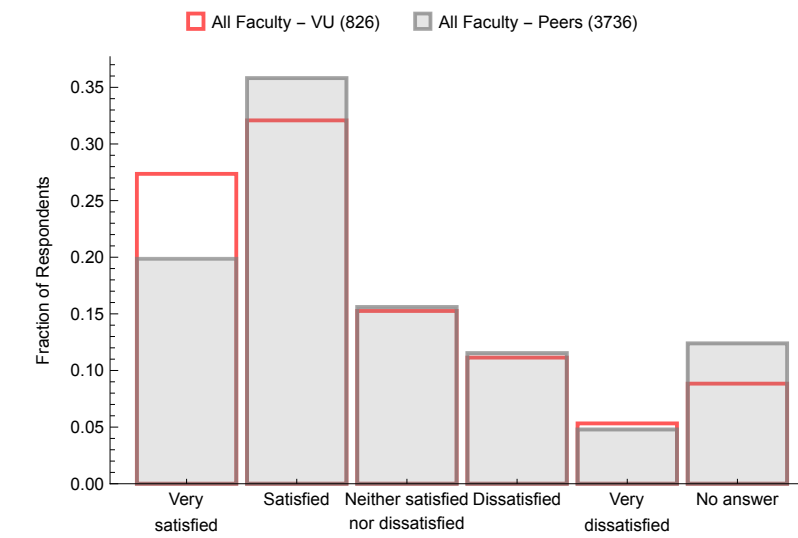




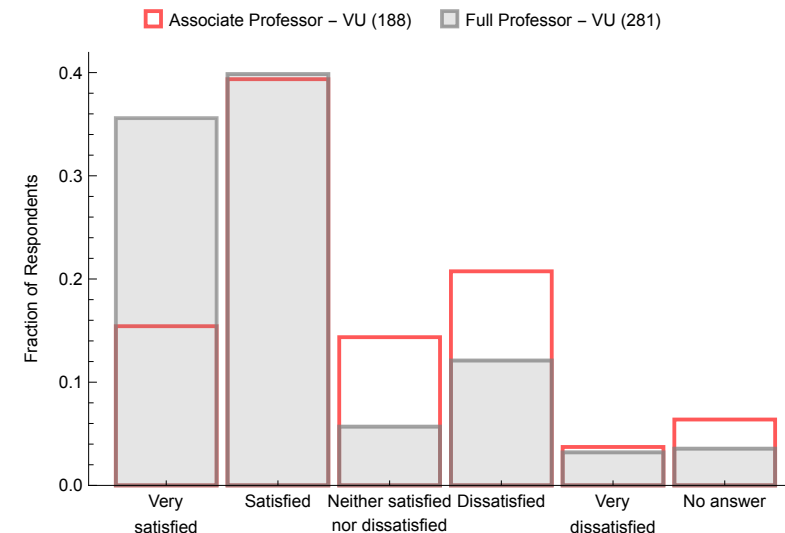
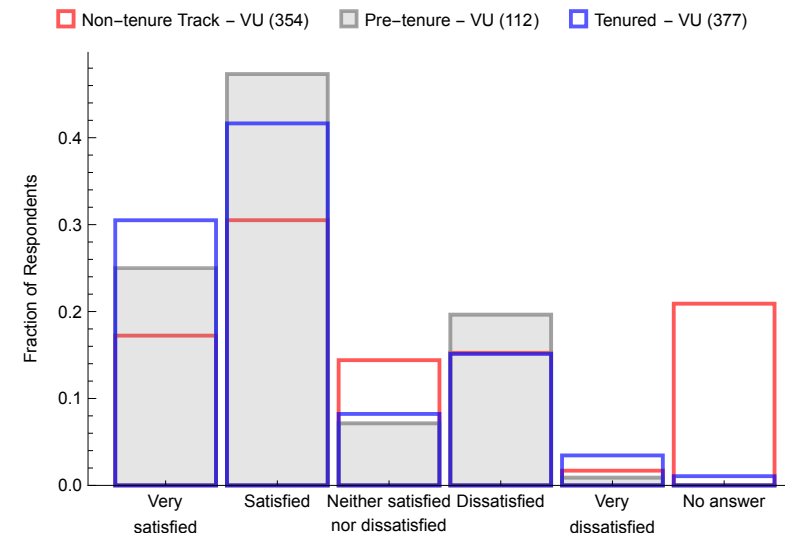
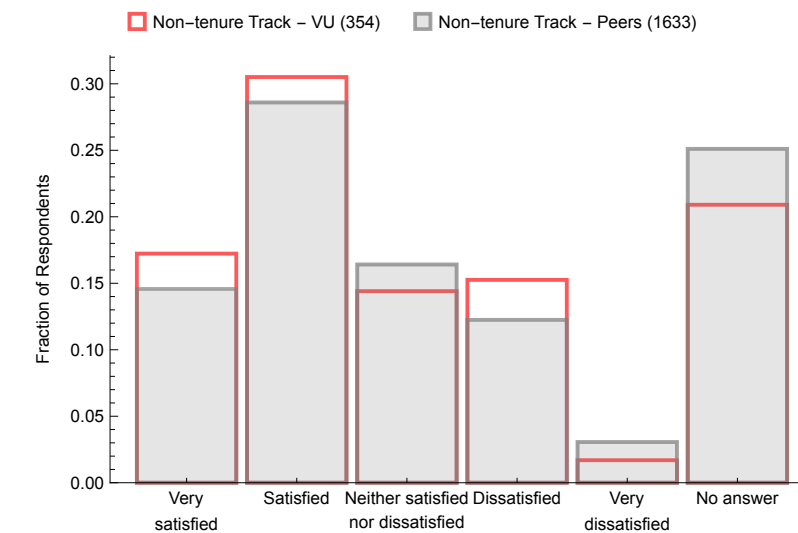
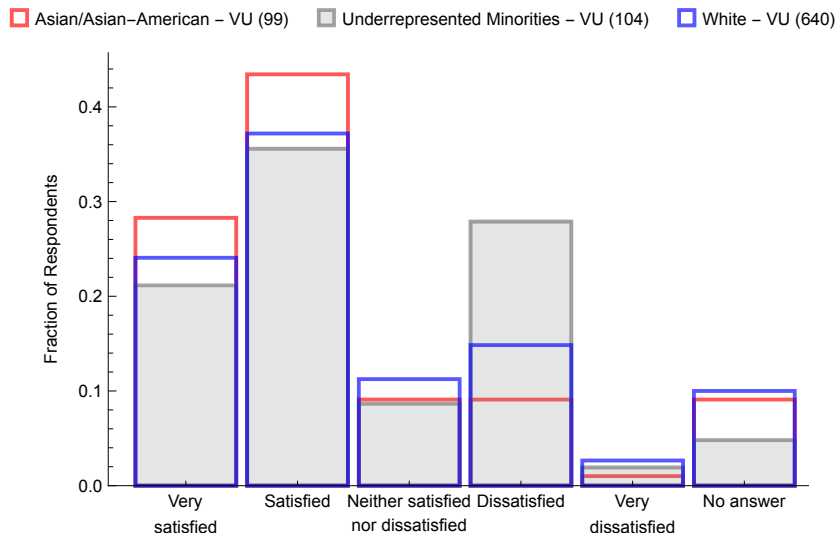
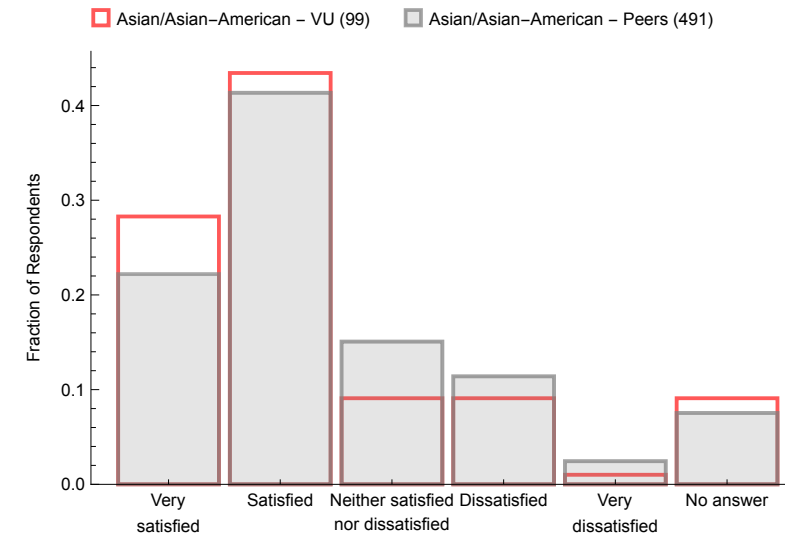
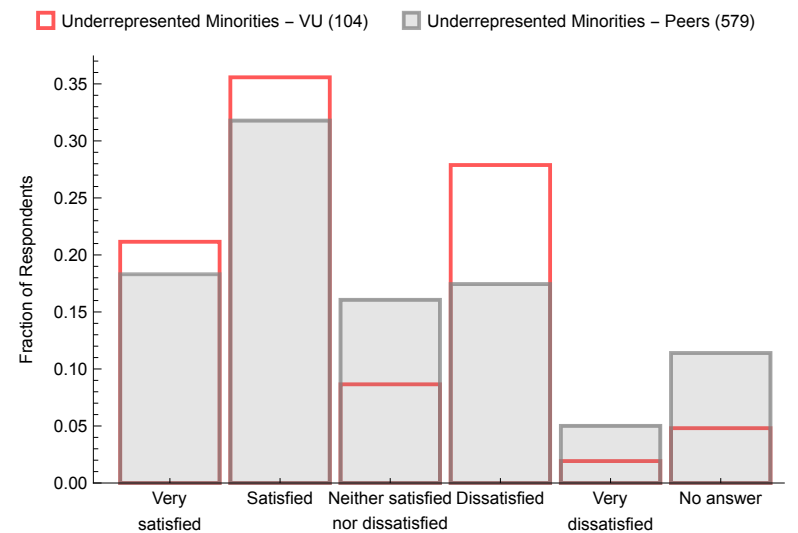
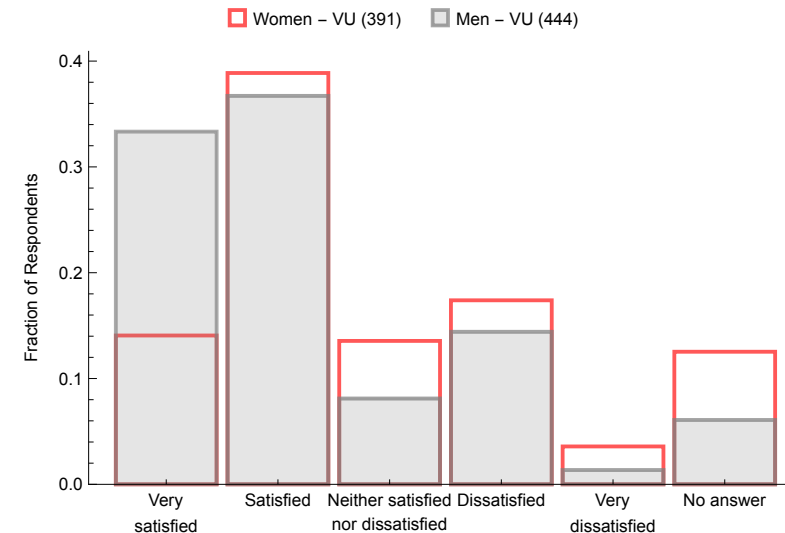
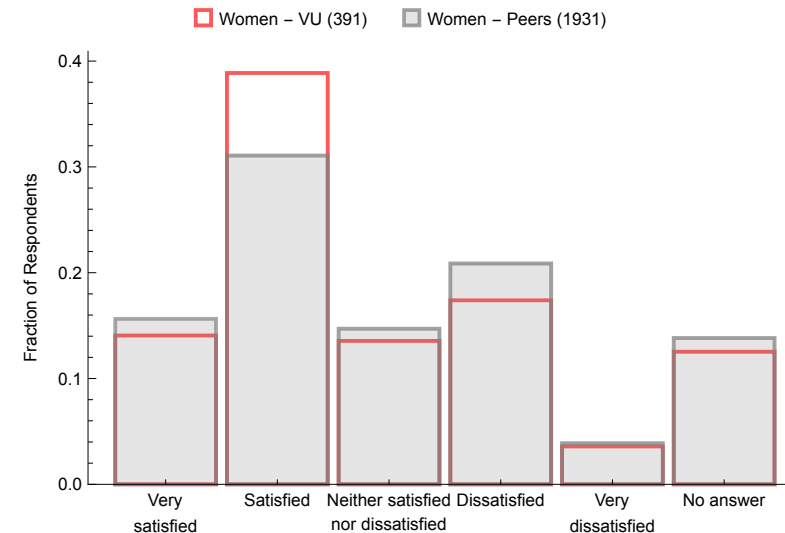
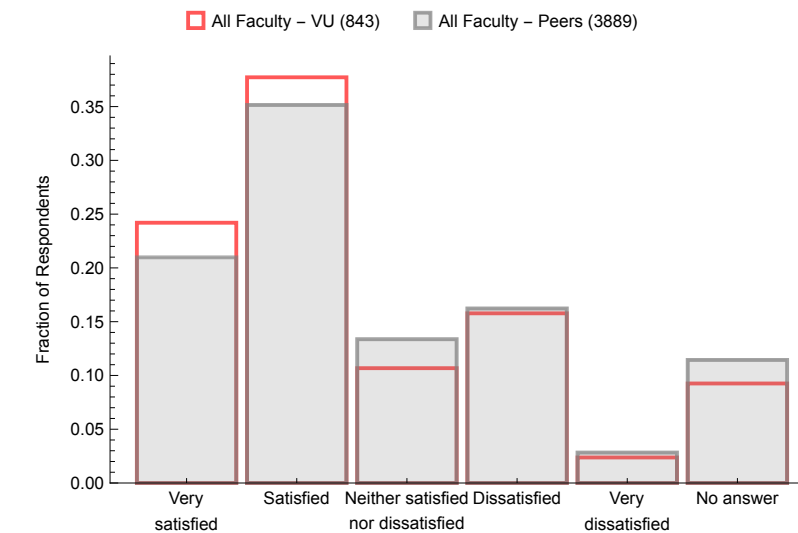




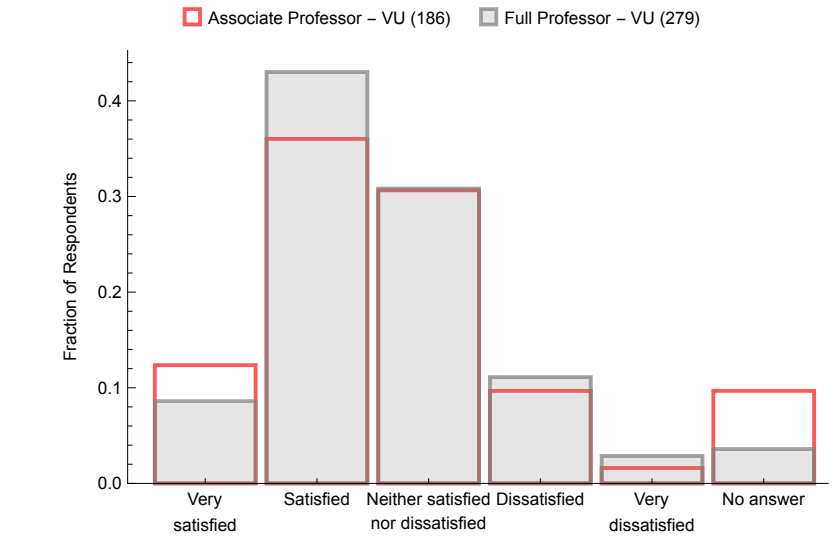
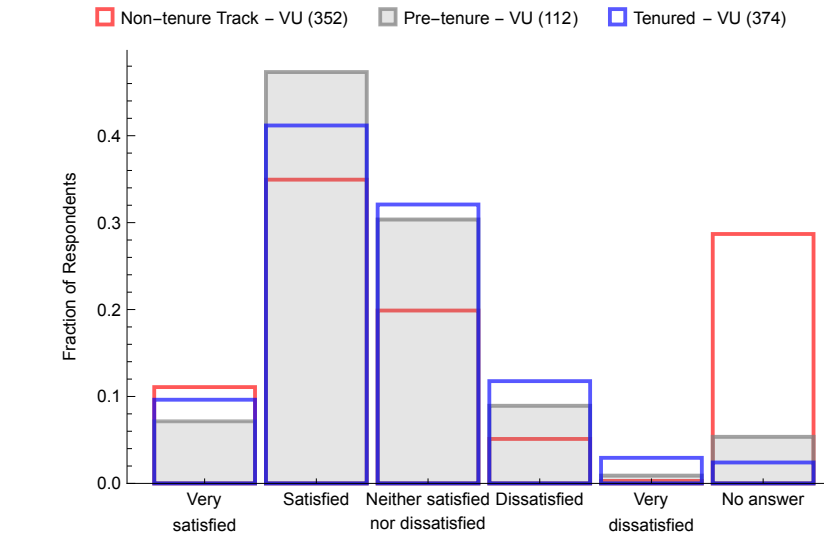
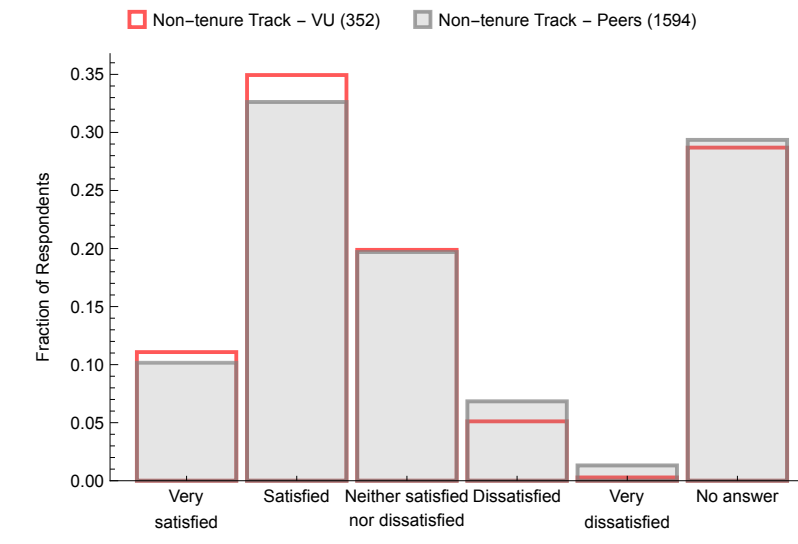
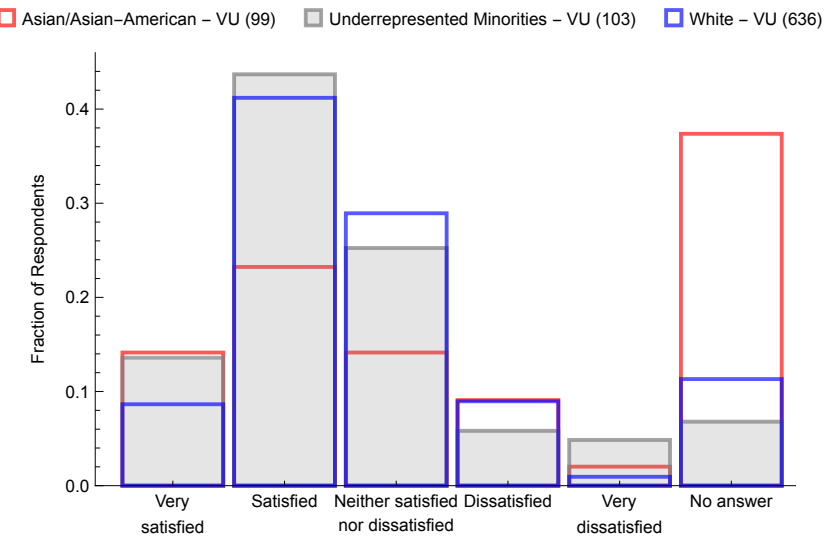
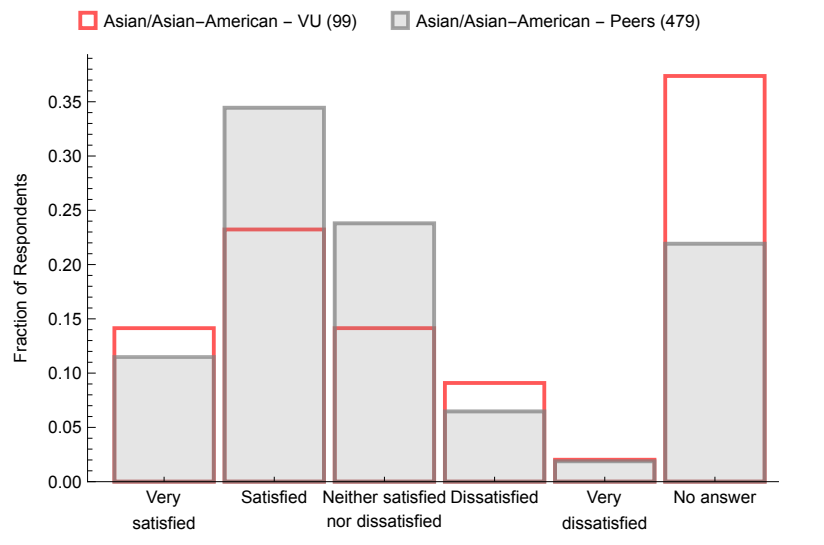
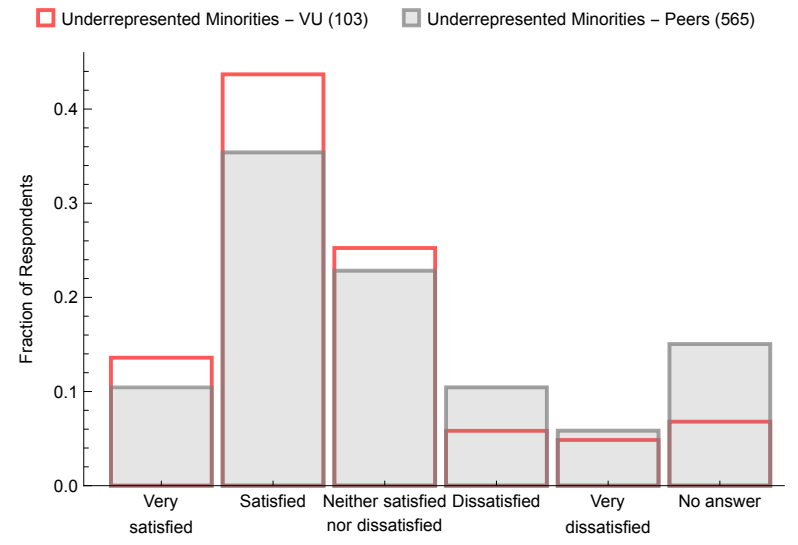
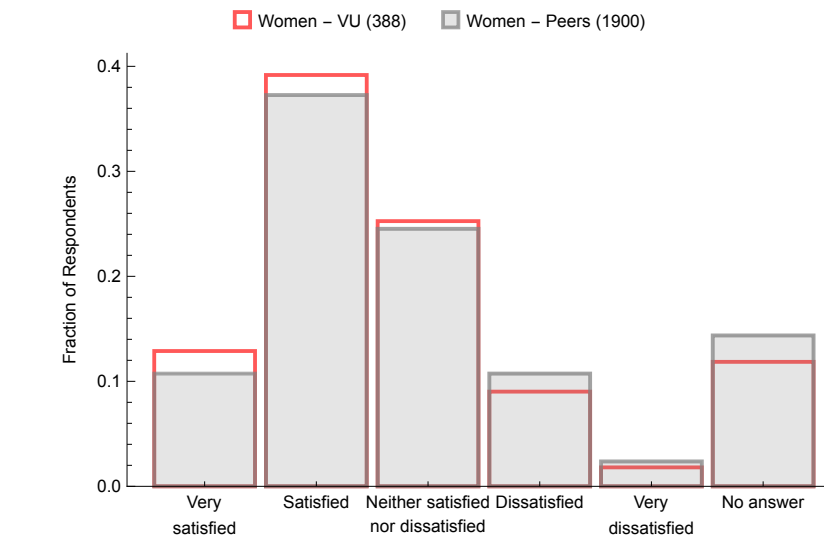
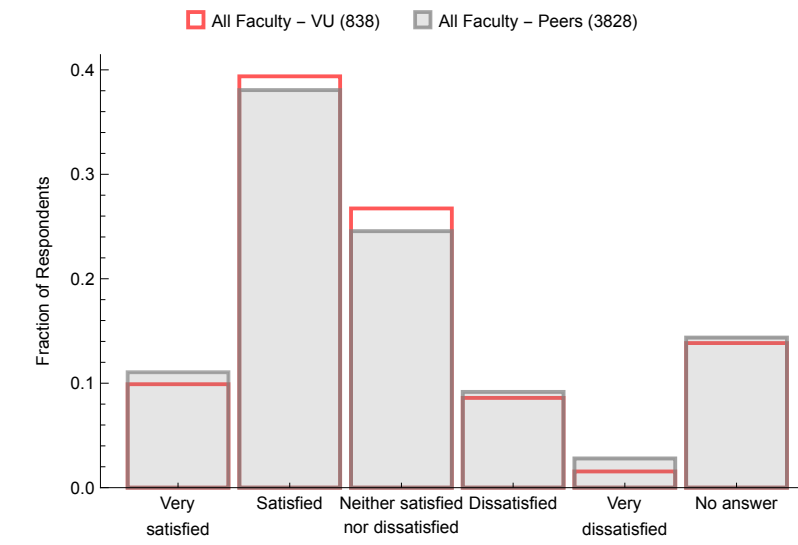




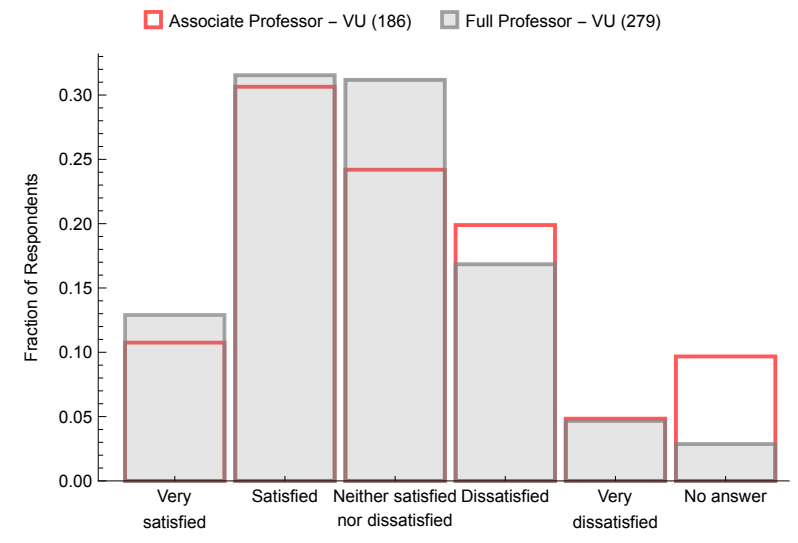
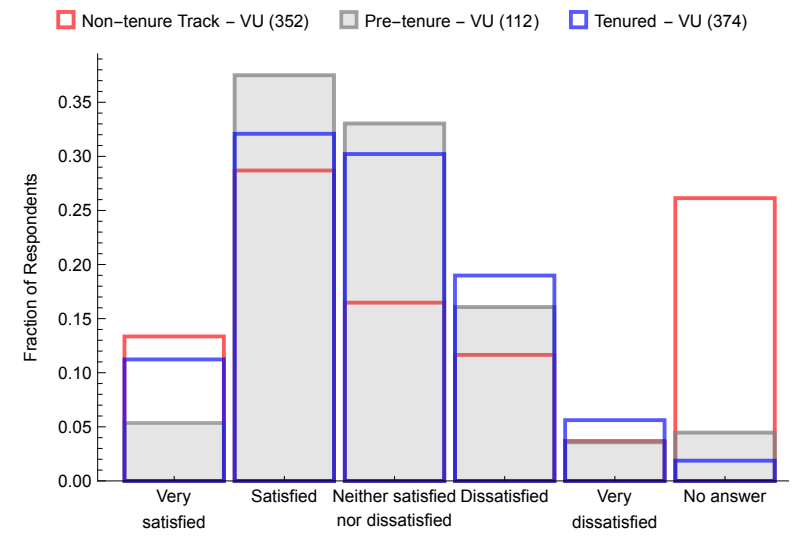
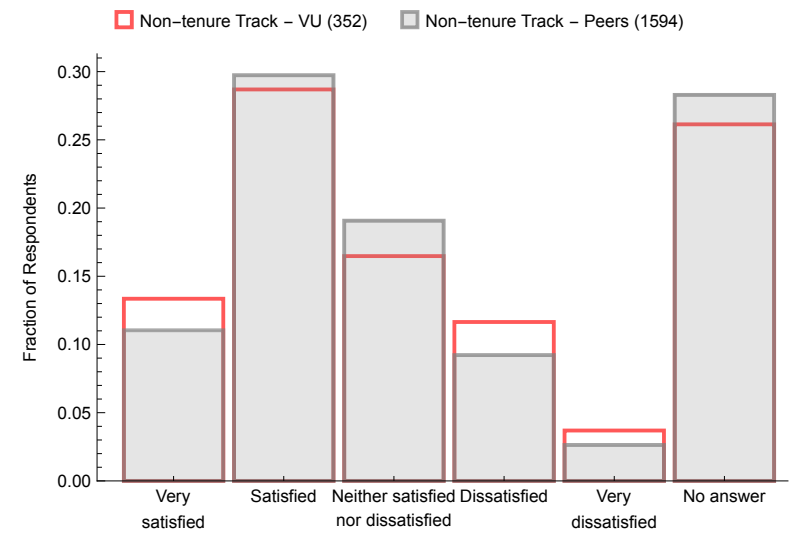
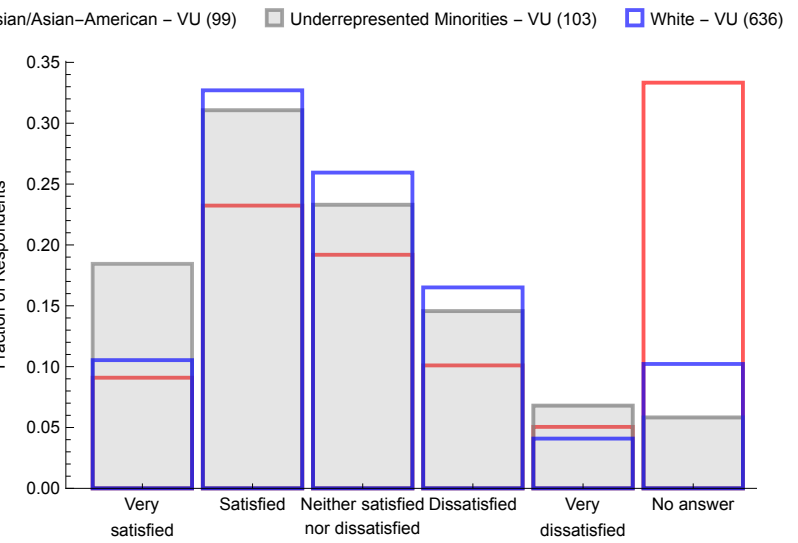
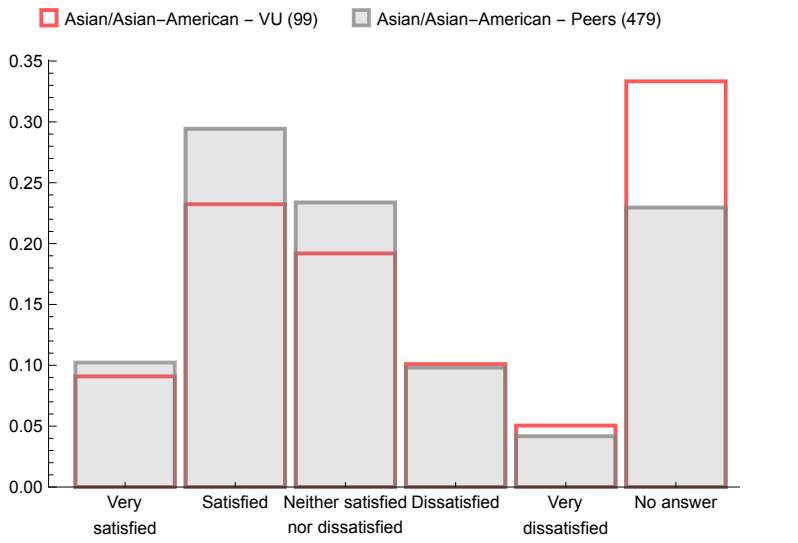
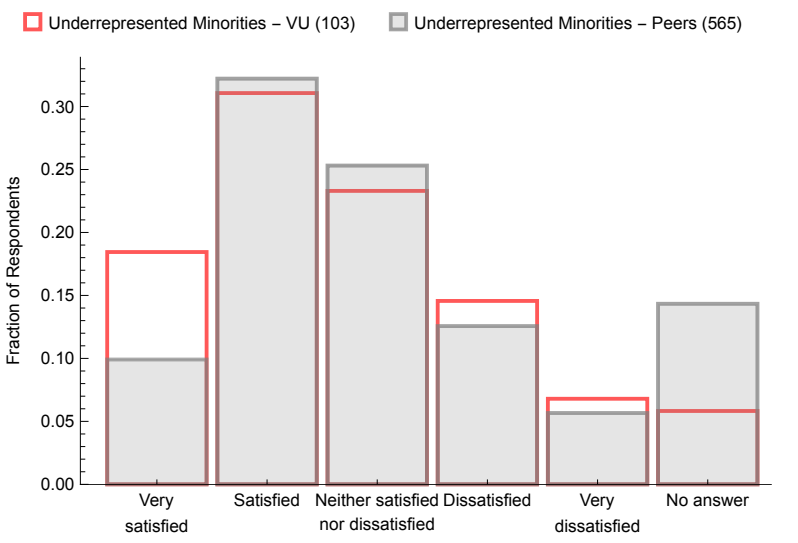
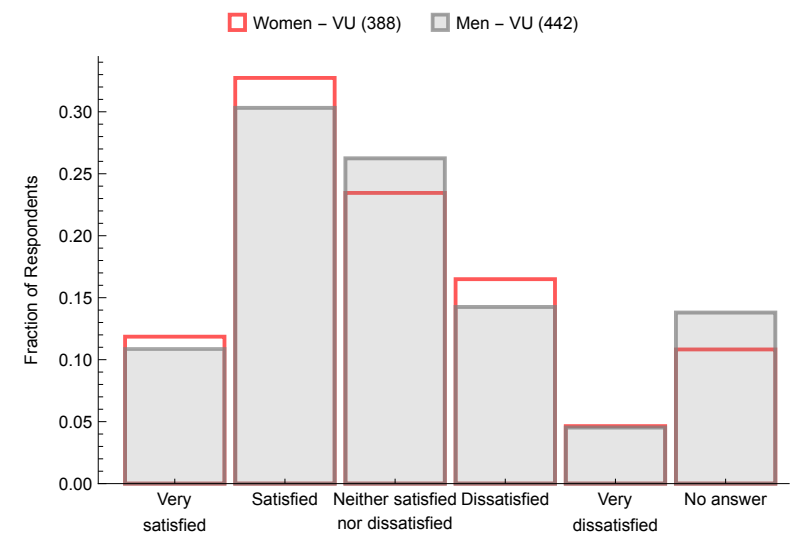
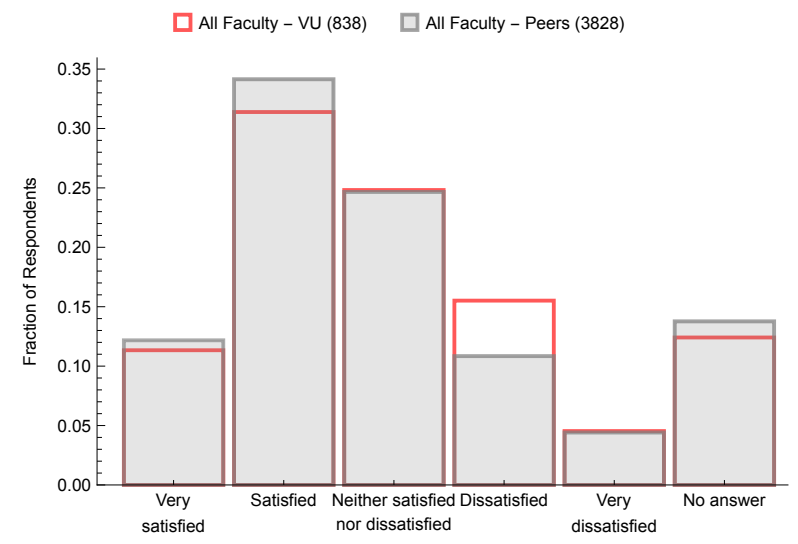
Nature of Work | Research | Time spent on research



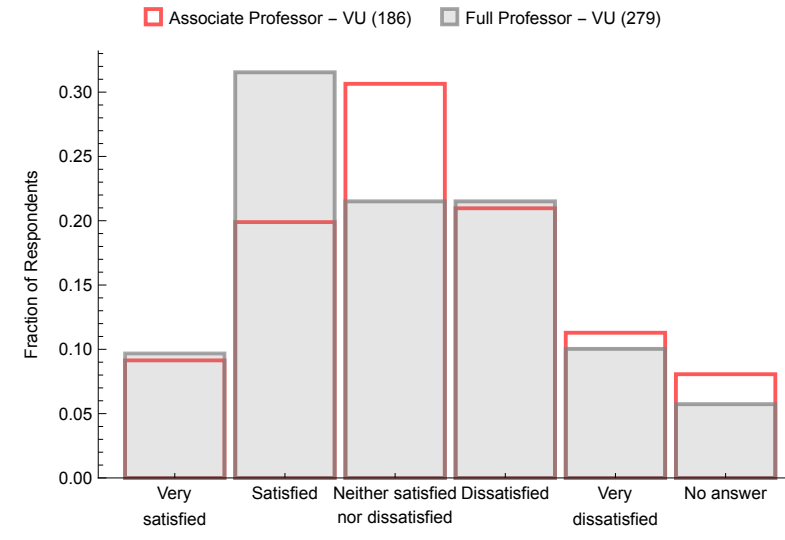
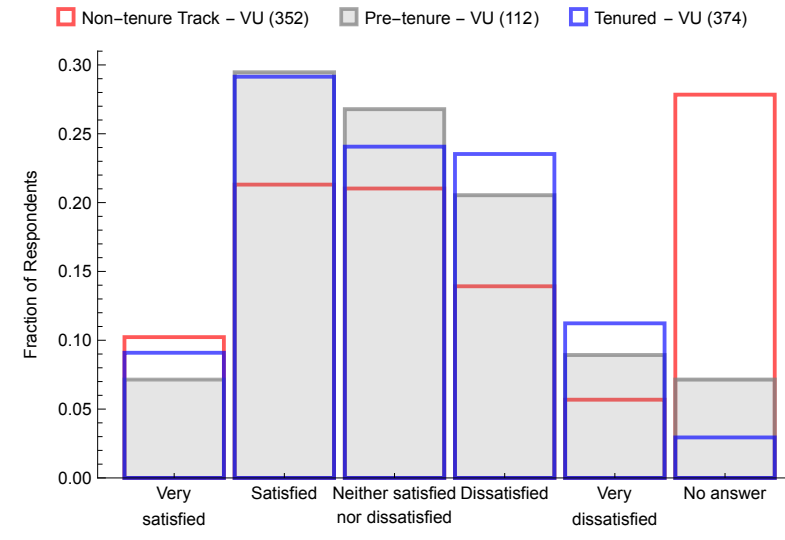
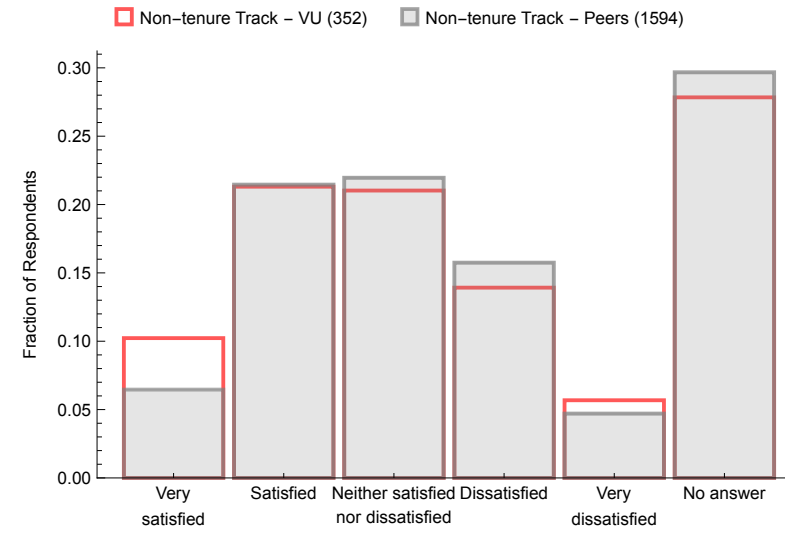
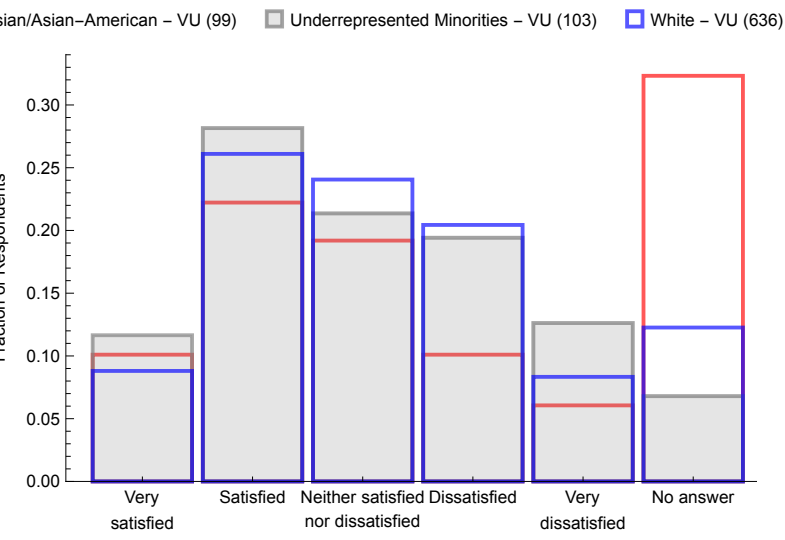
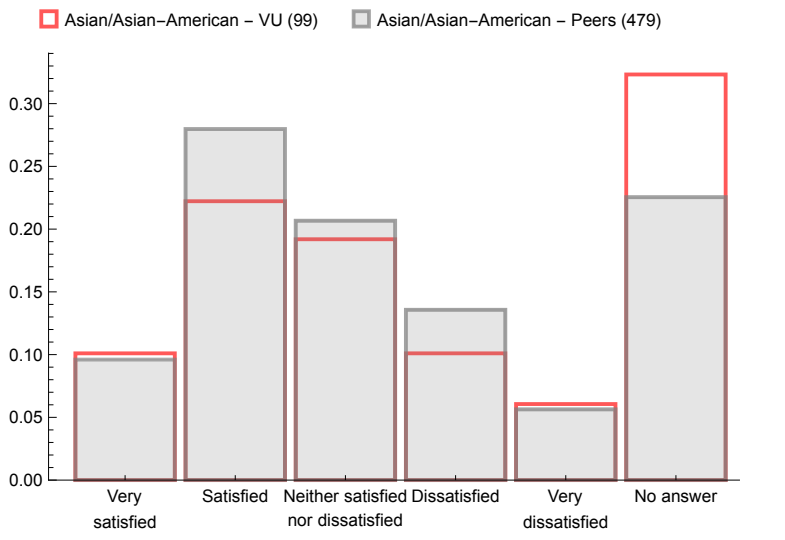
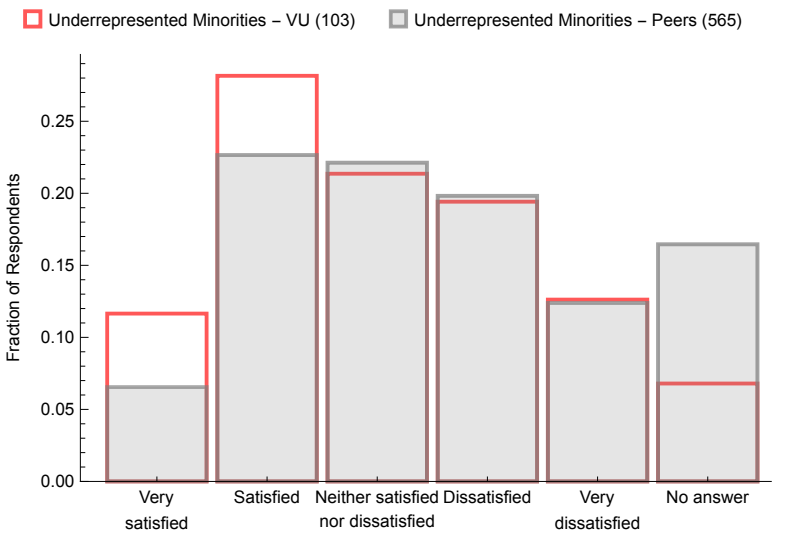
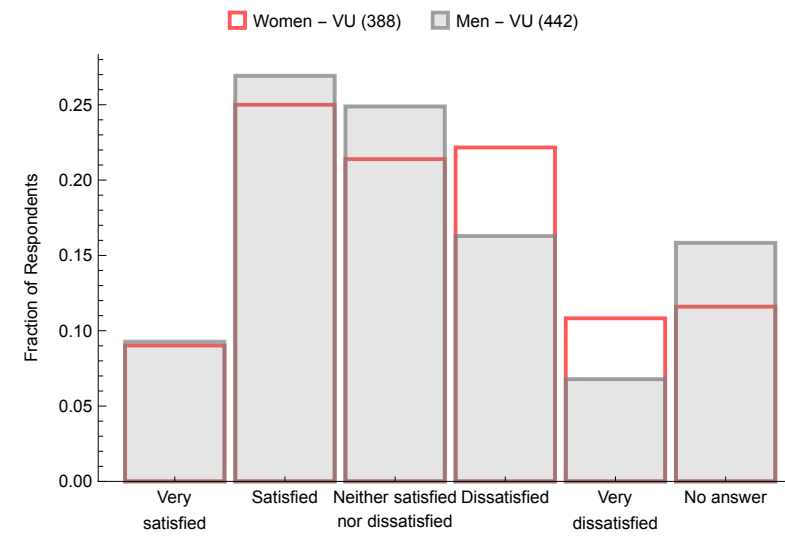
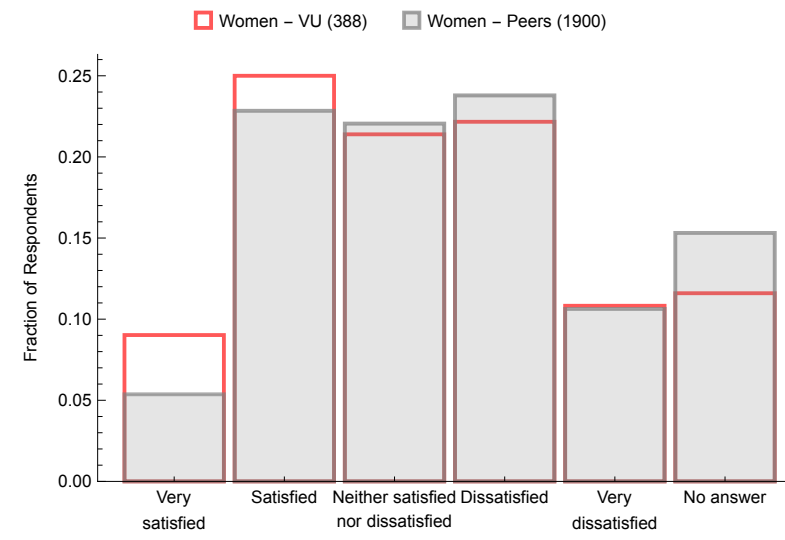
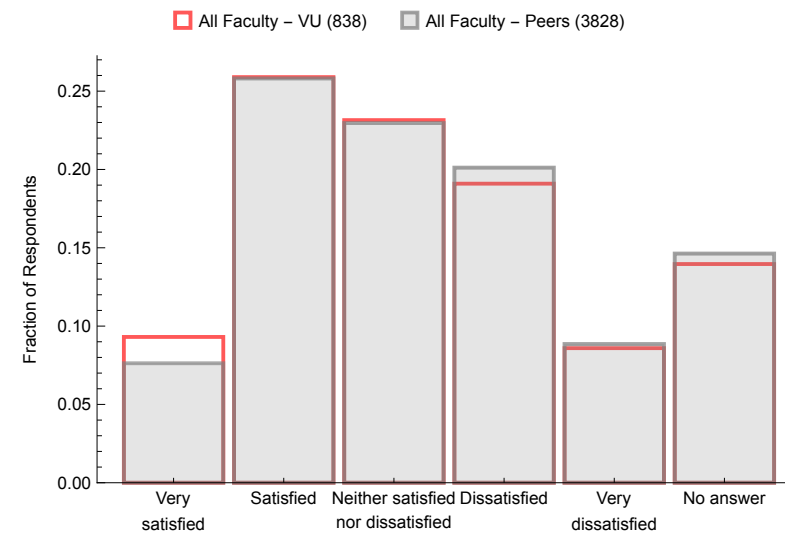
Nature of Work | Service | Attractiveness of committees

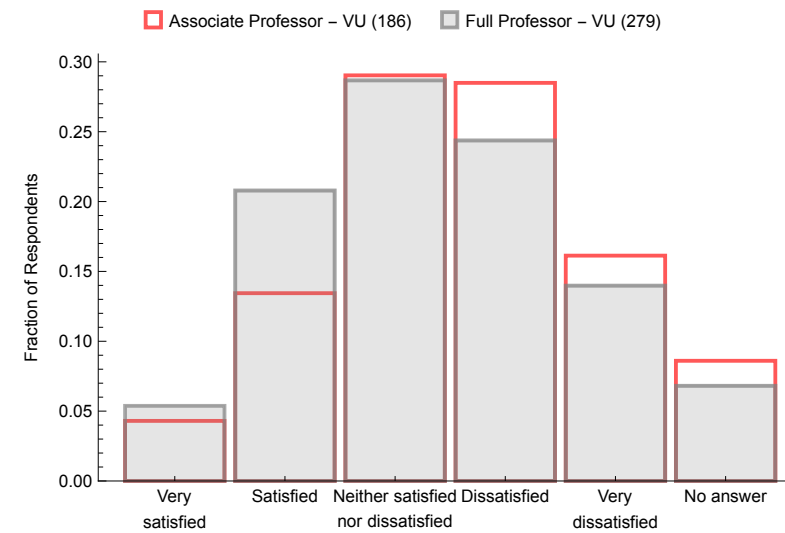
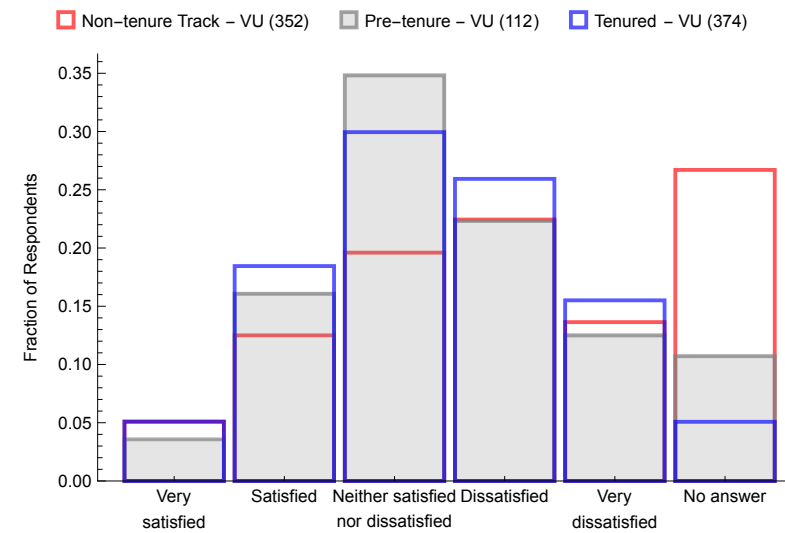
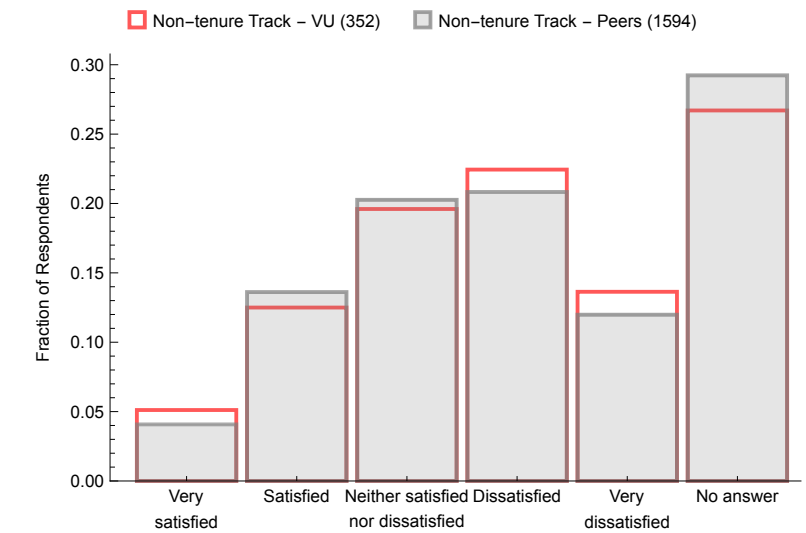
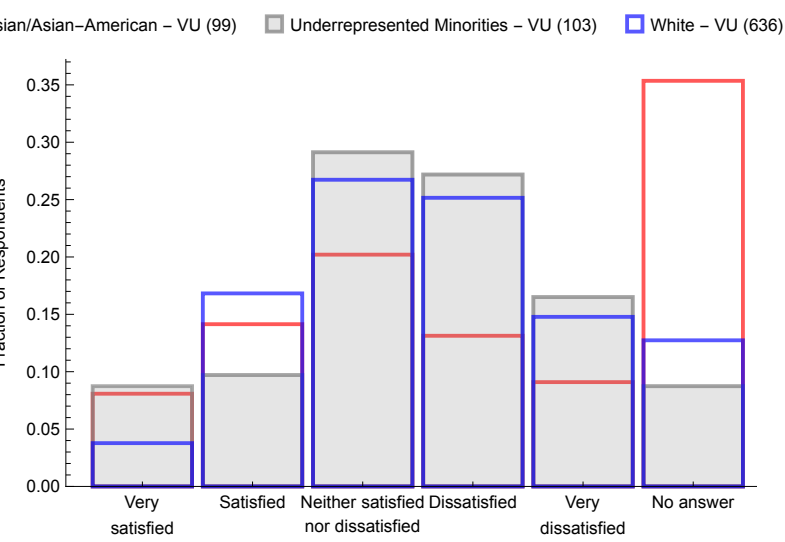
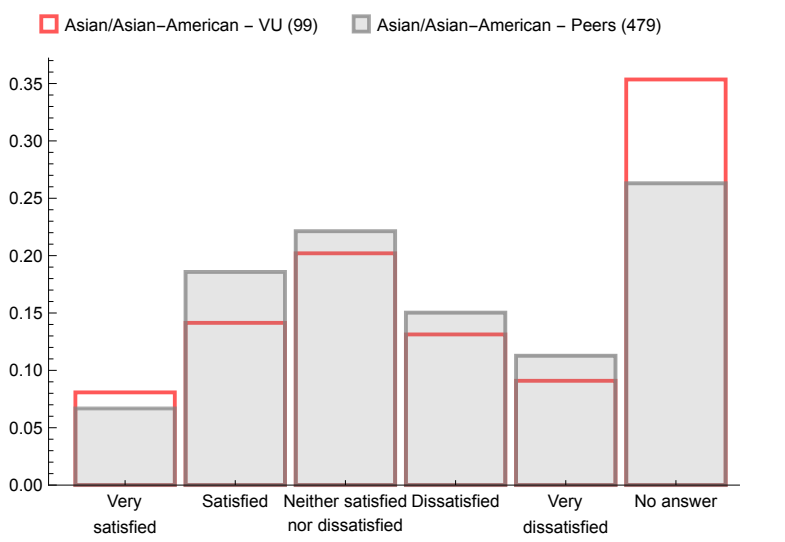
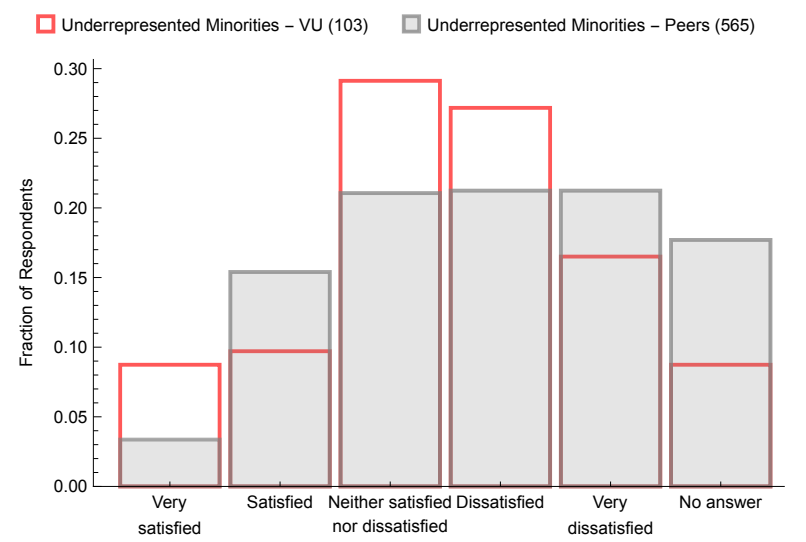
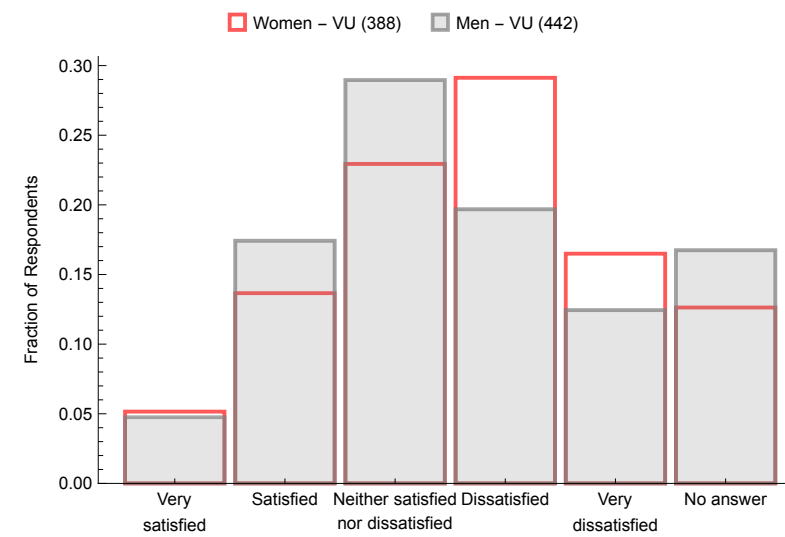
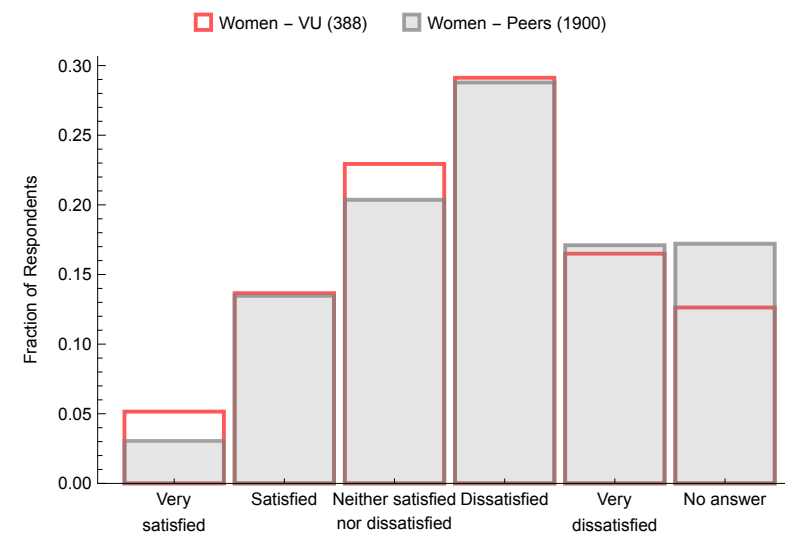
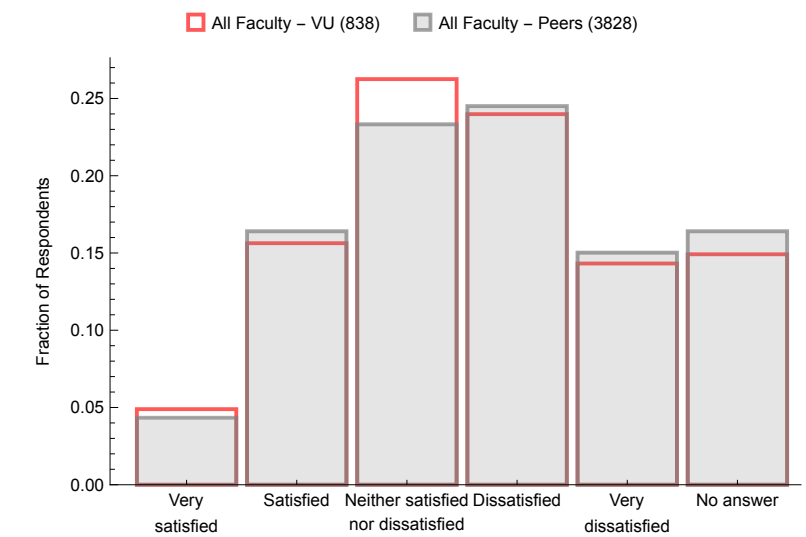


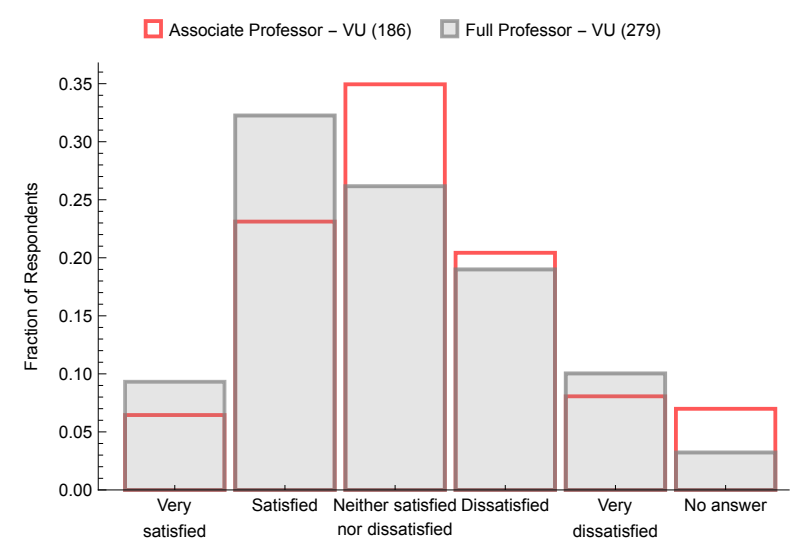
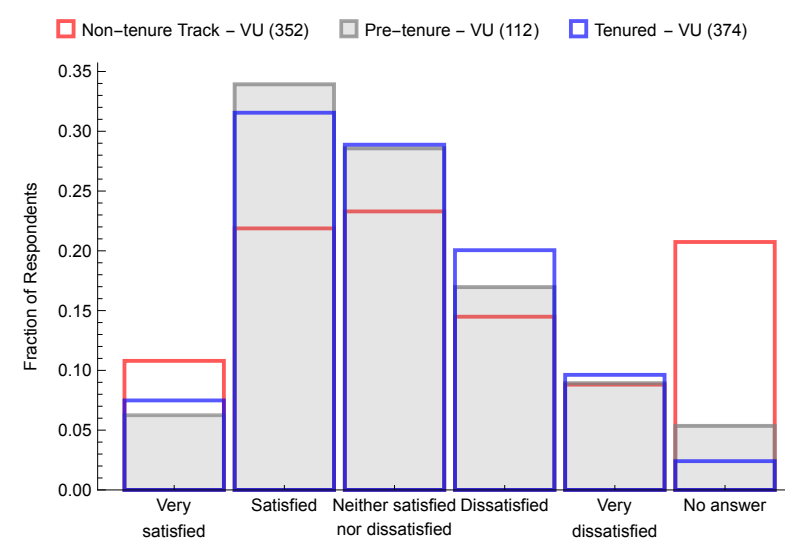
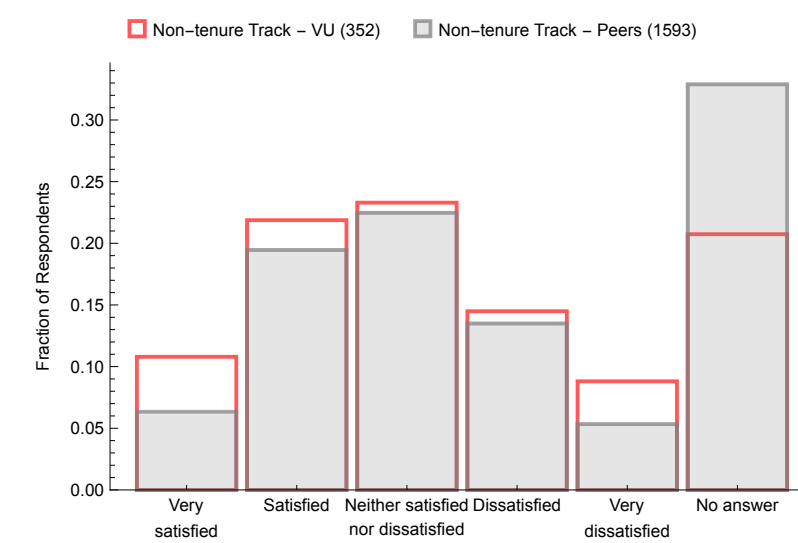
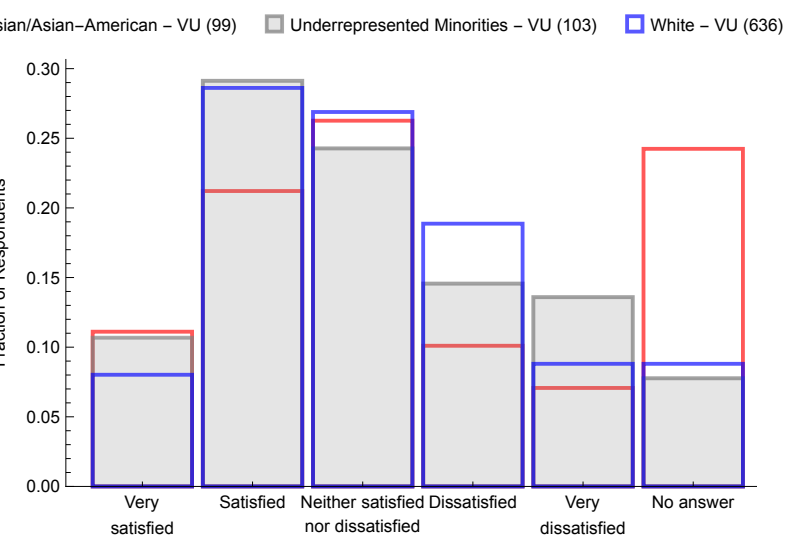
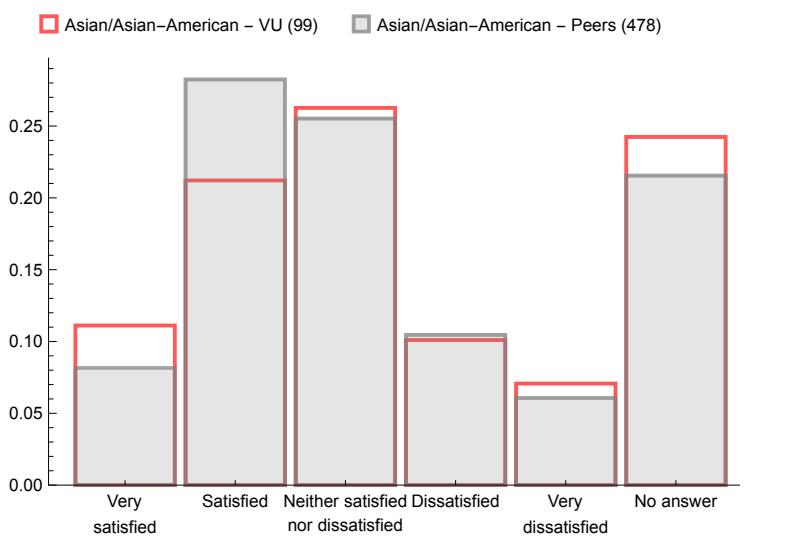
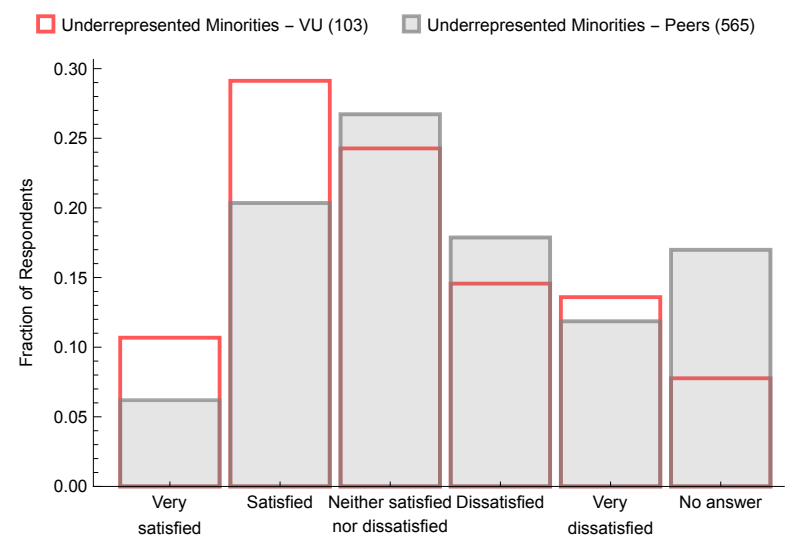
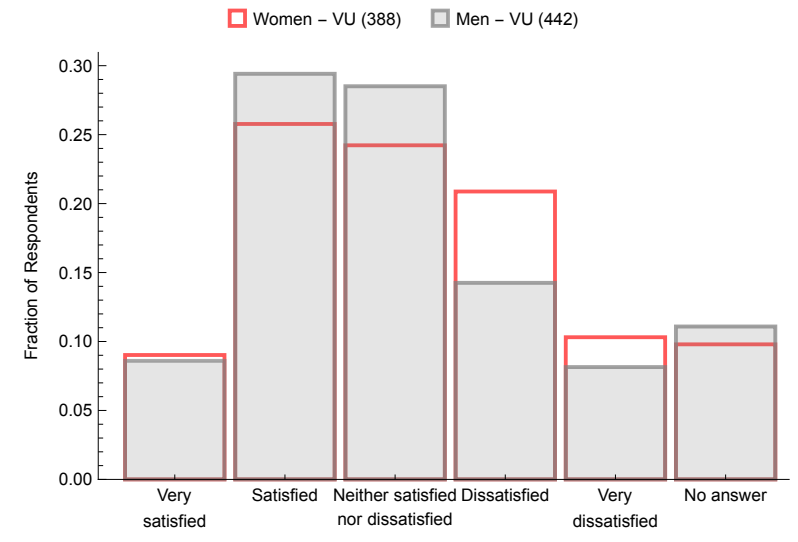
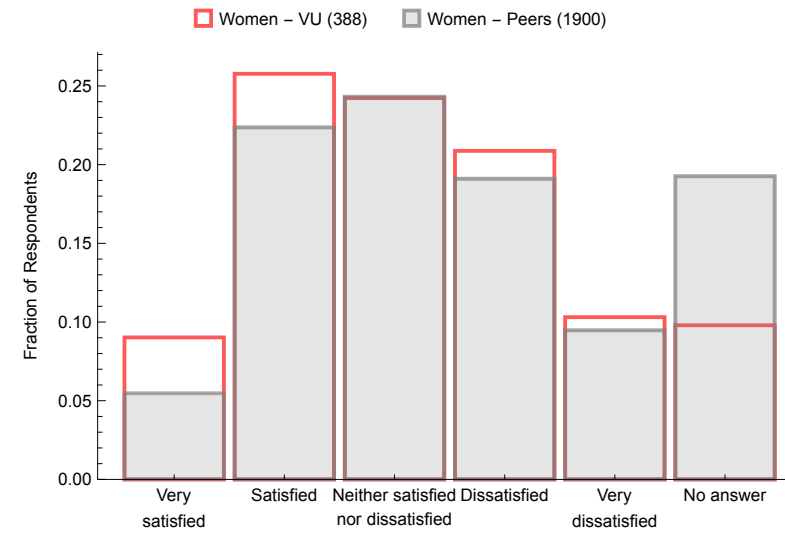
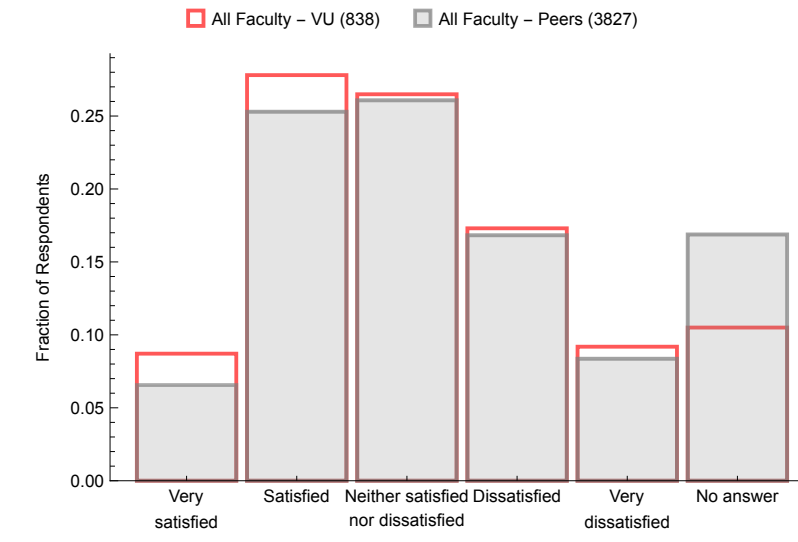
Nature of Work | Service | Discretion to choose committees

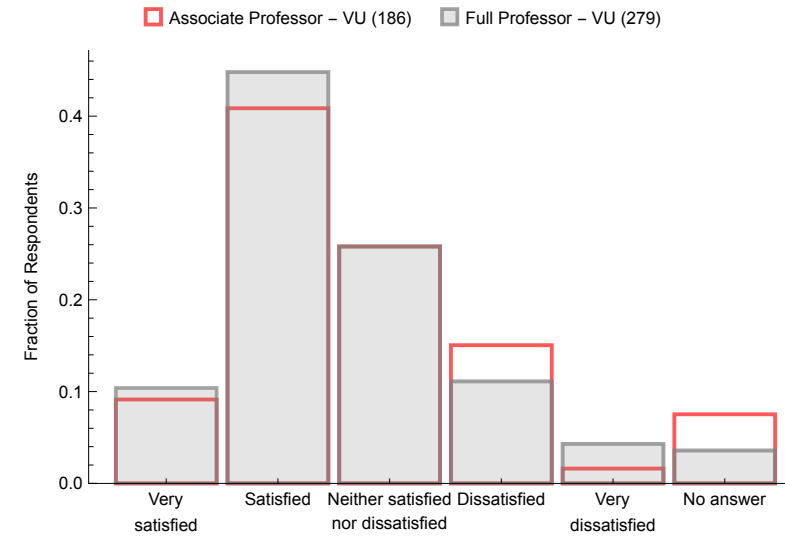
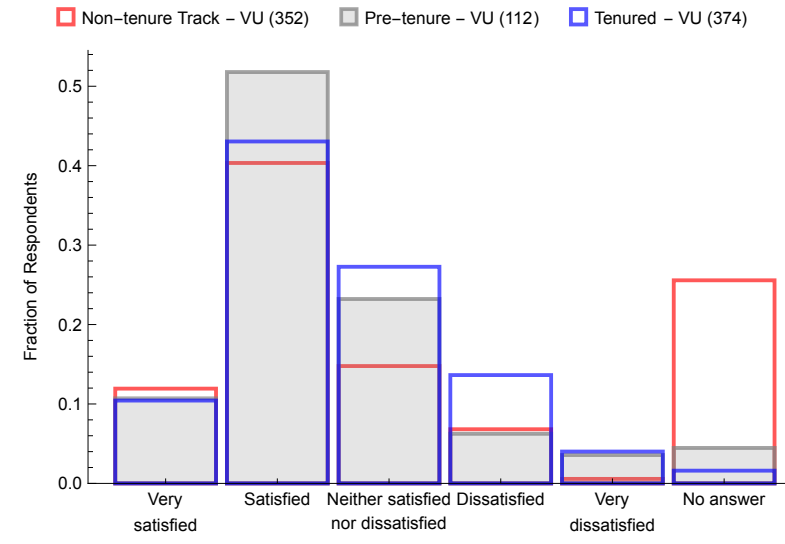
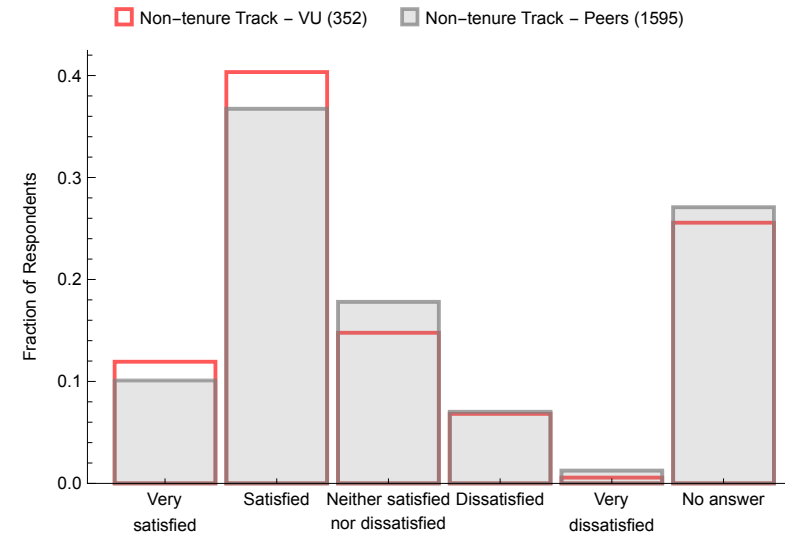
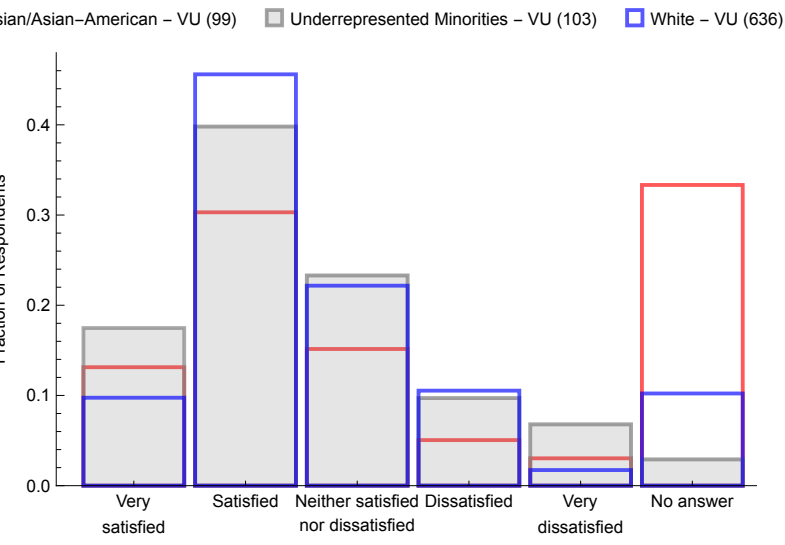
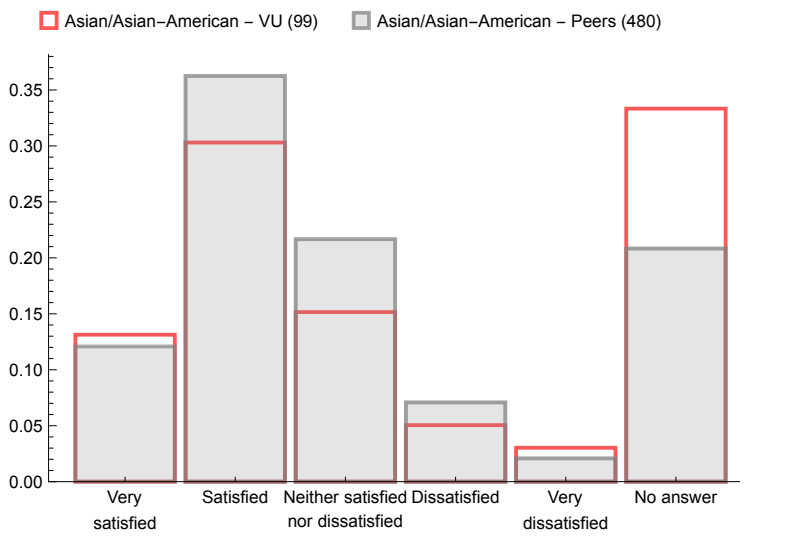
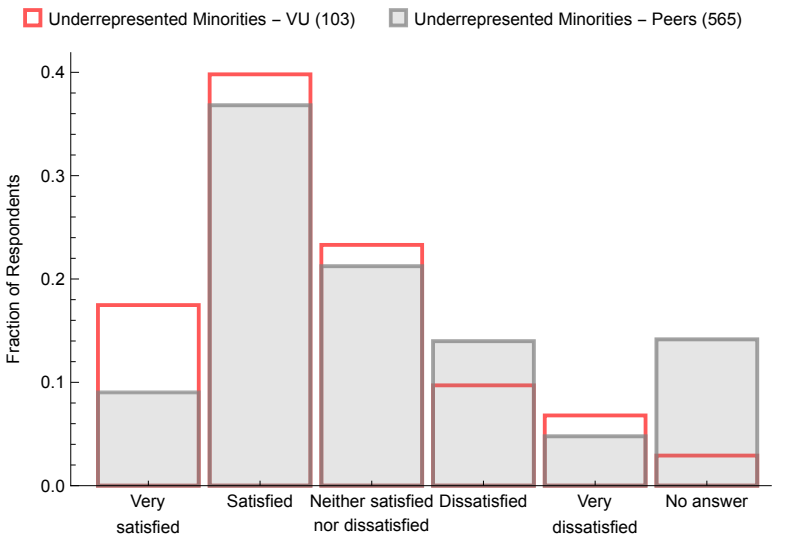
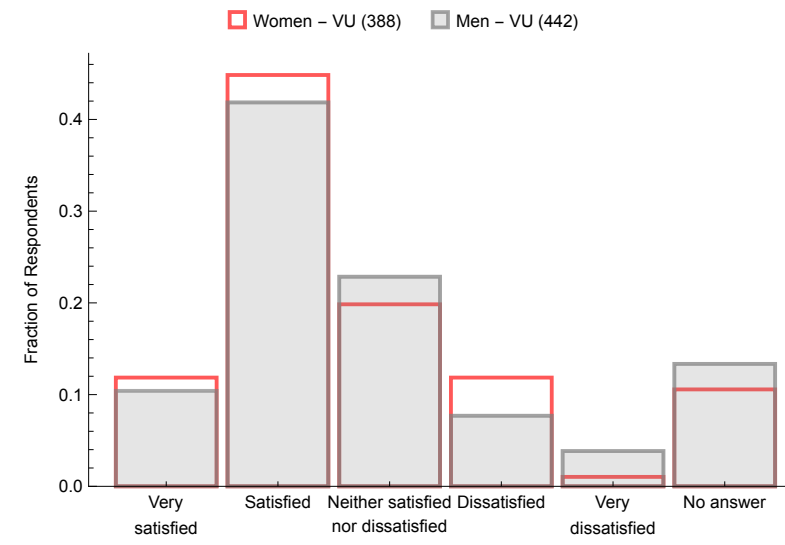
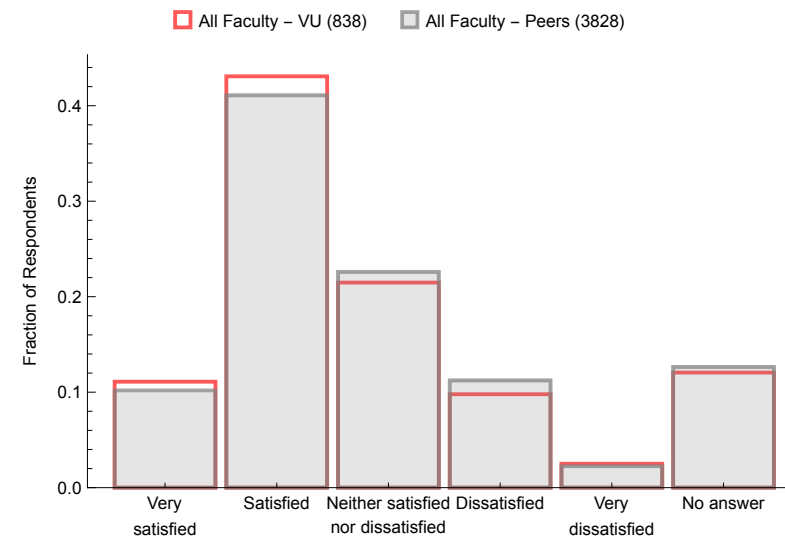


Nature of Work | Service | Equitability of committee assignments

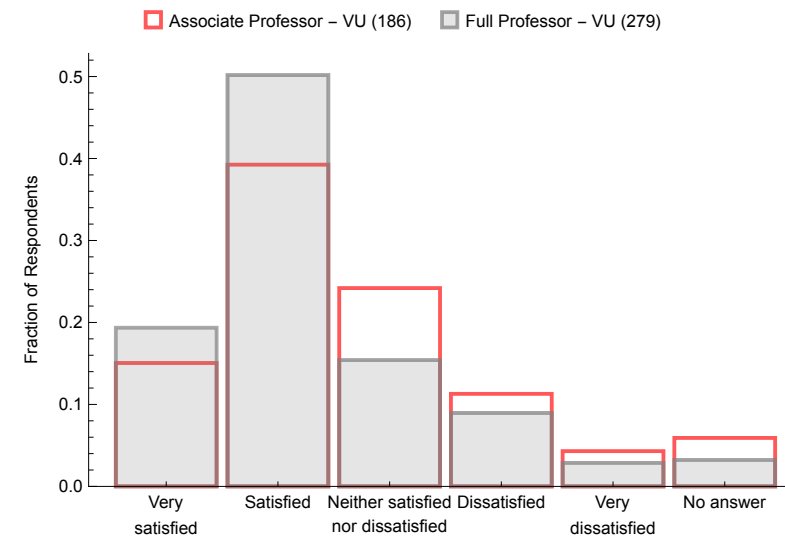
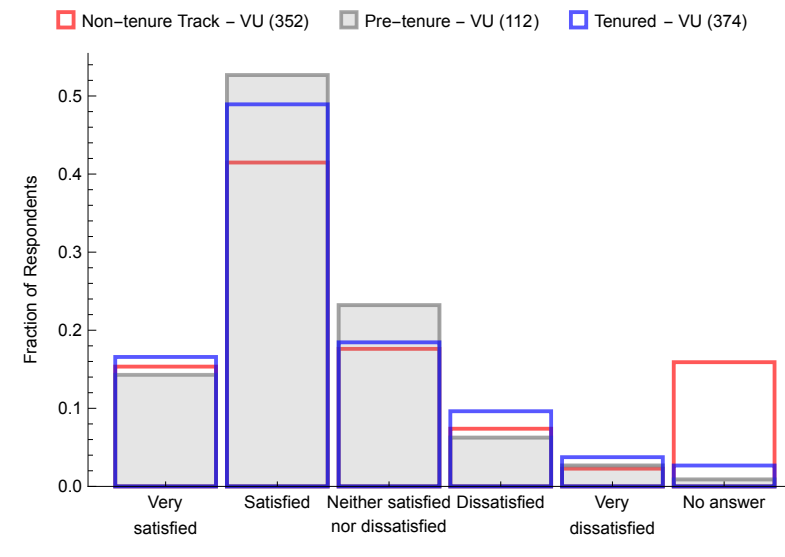
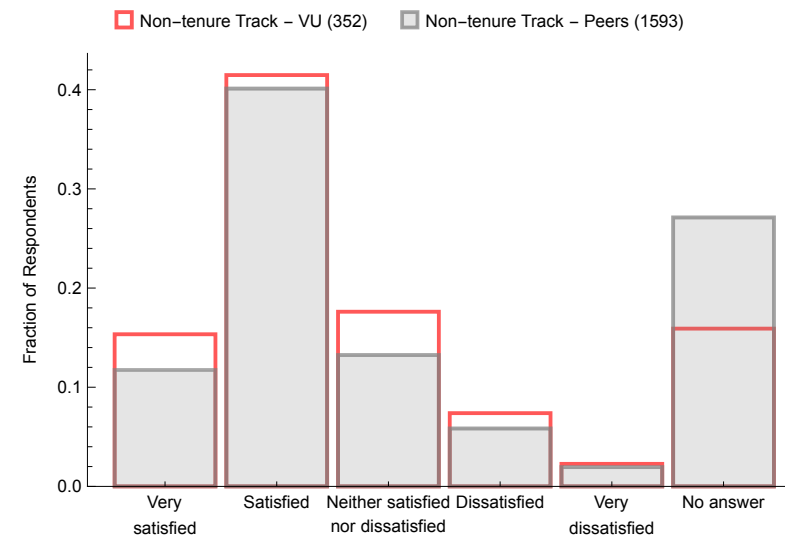
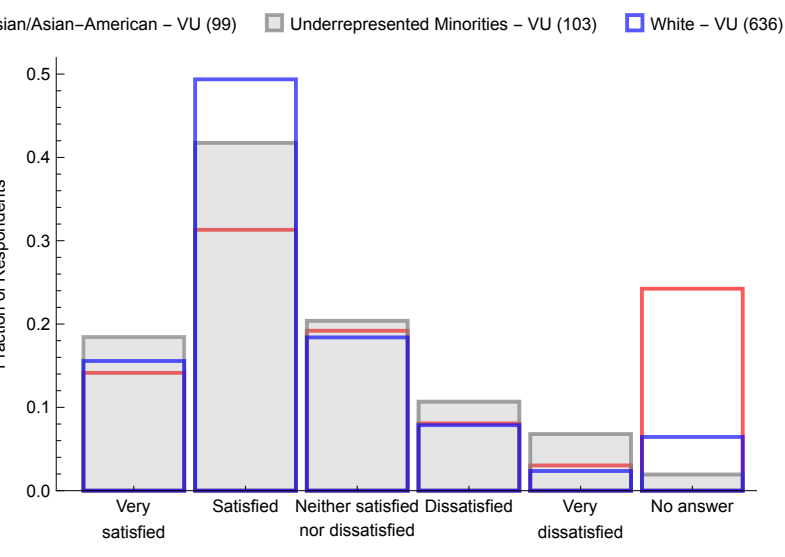
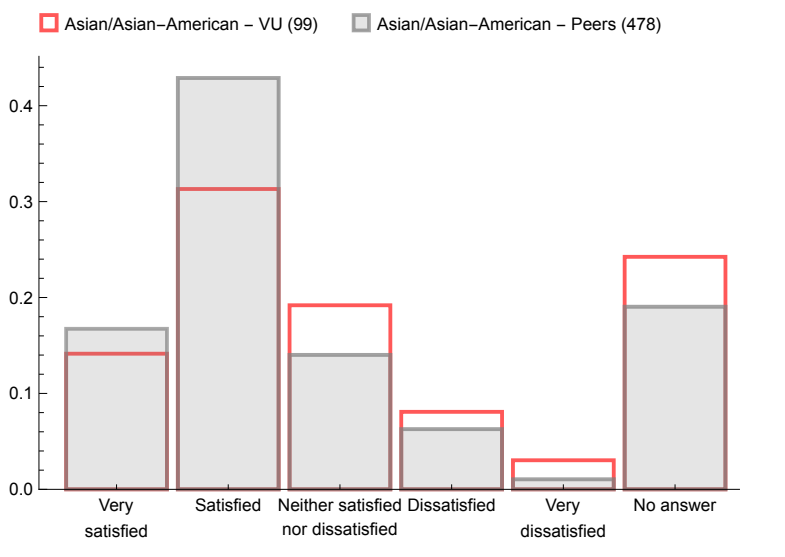
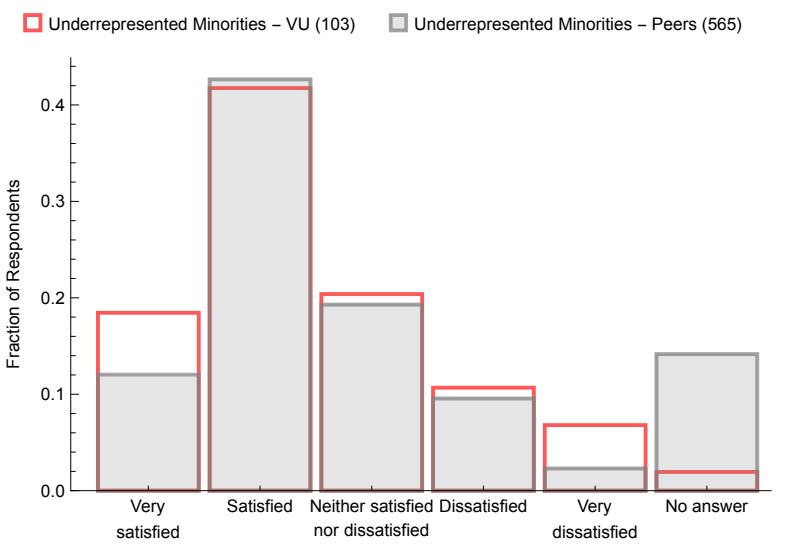
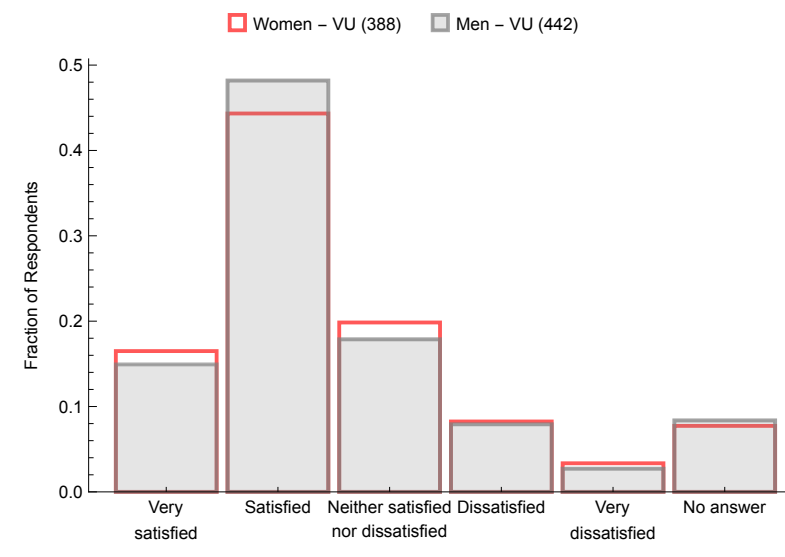
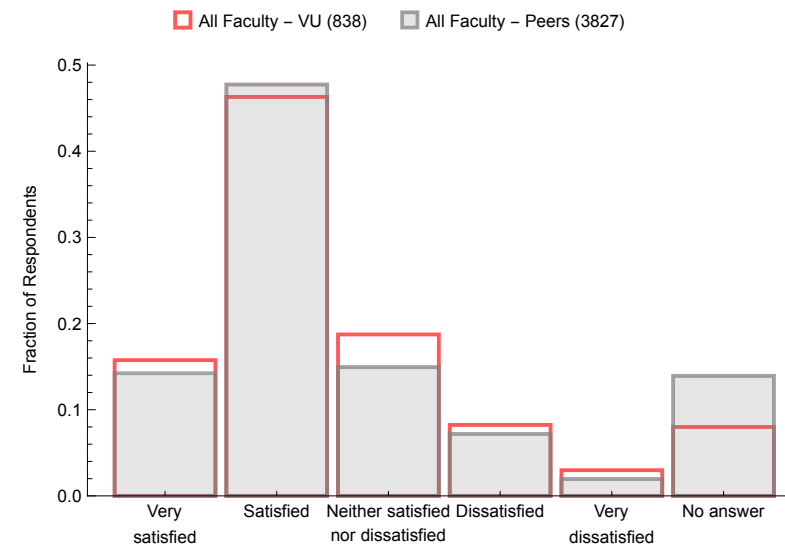




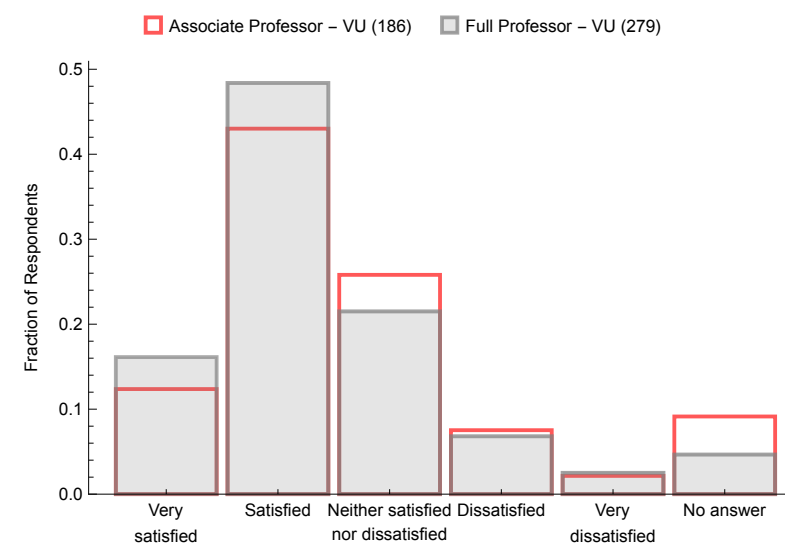
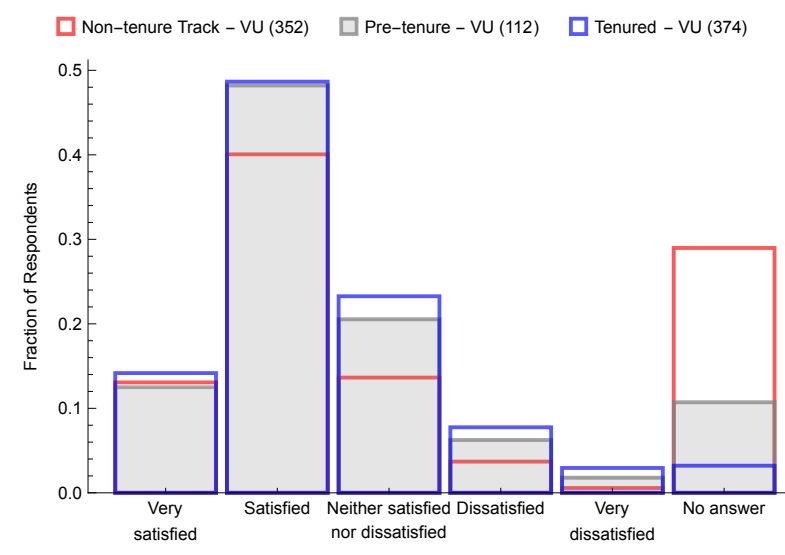
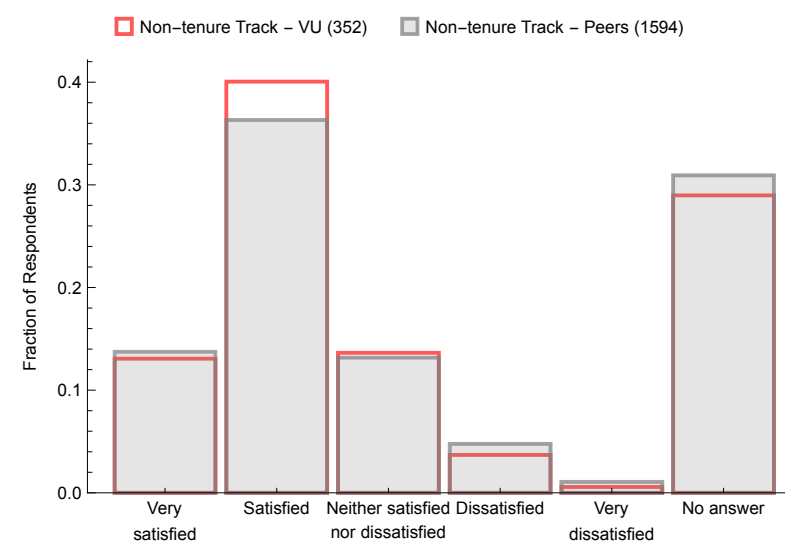
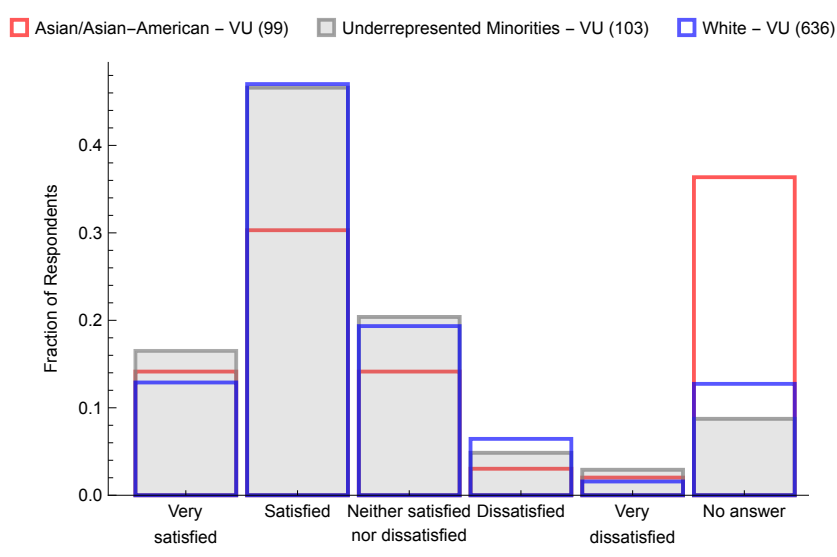
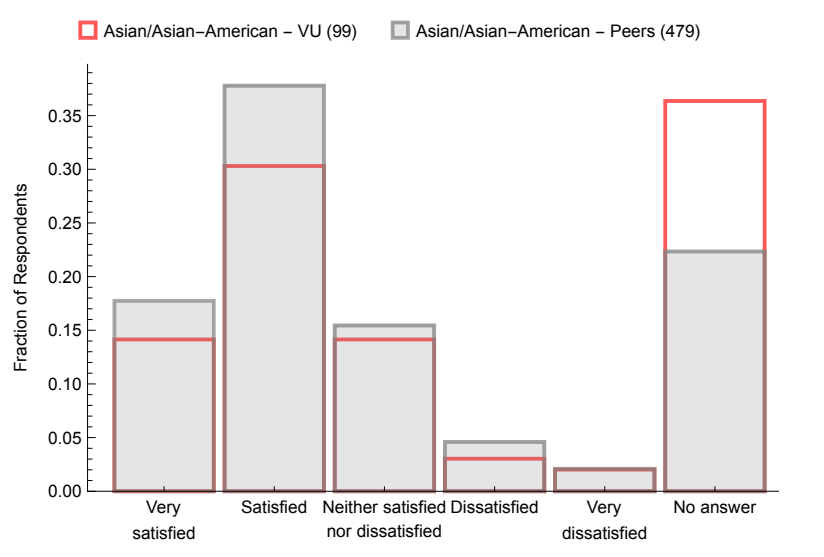
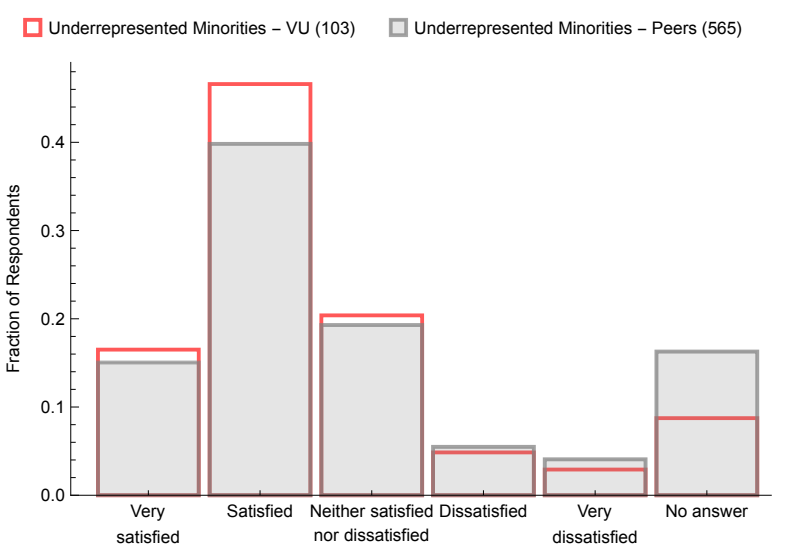
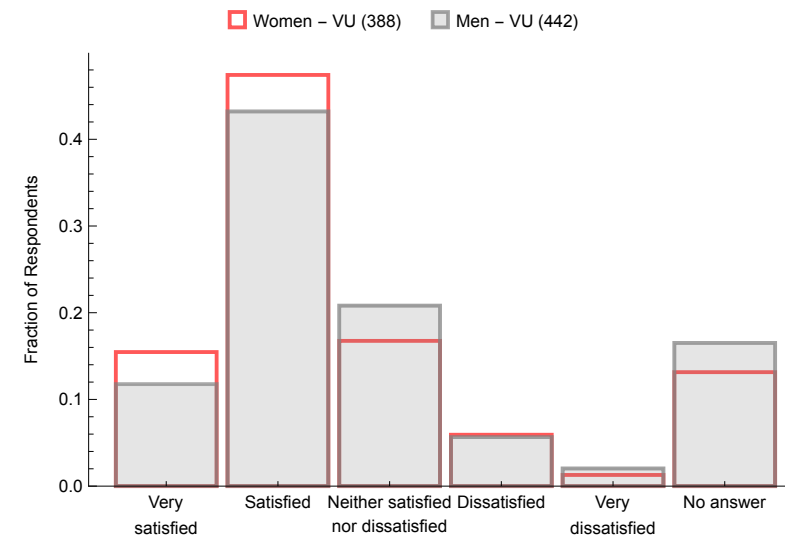
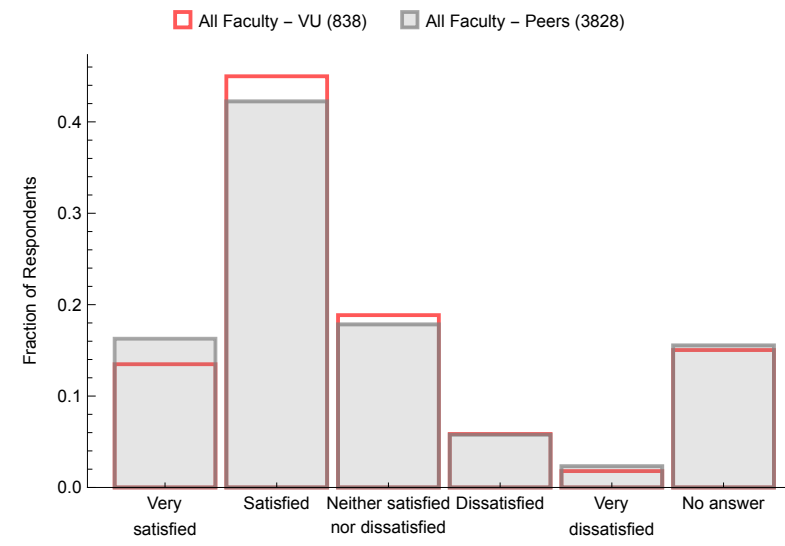




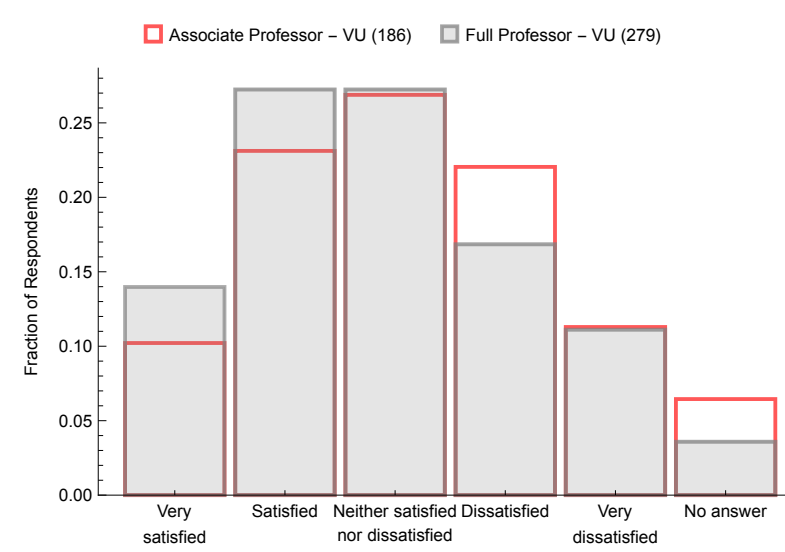
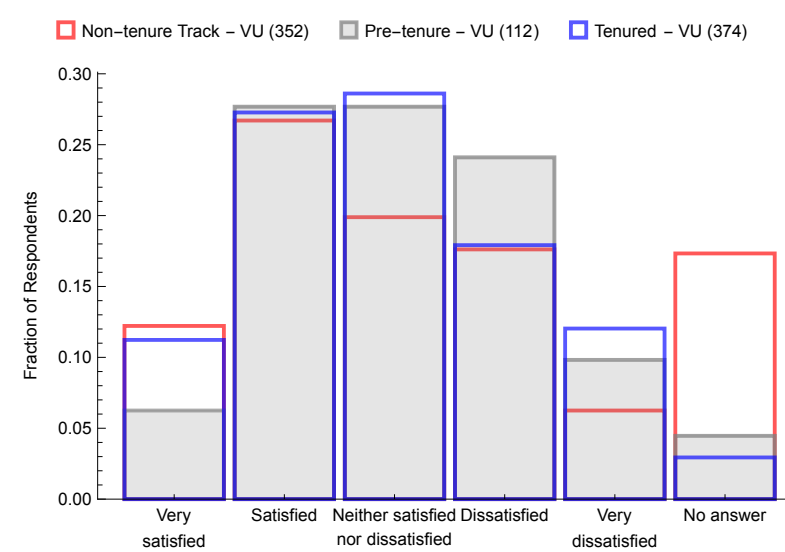
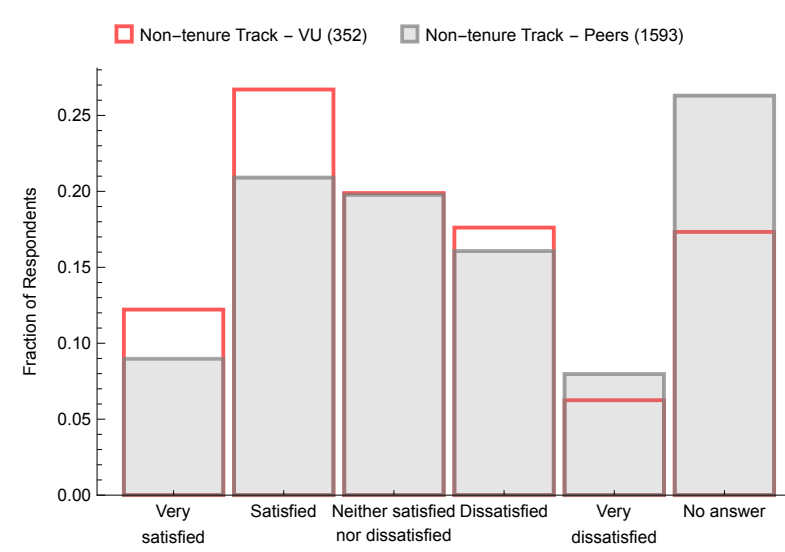
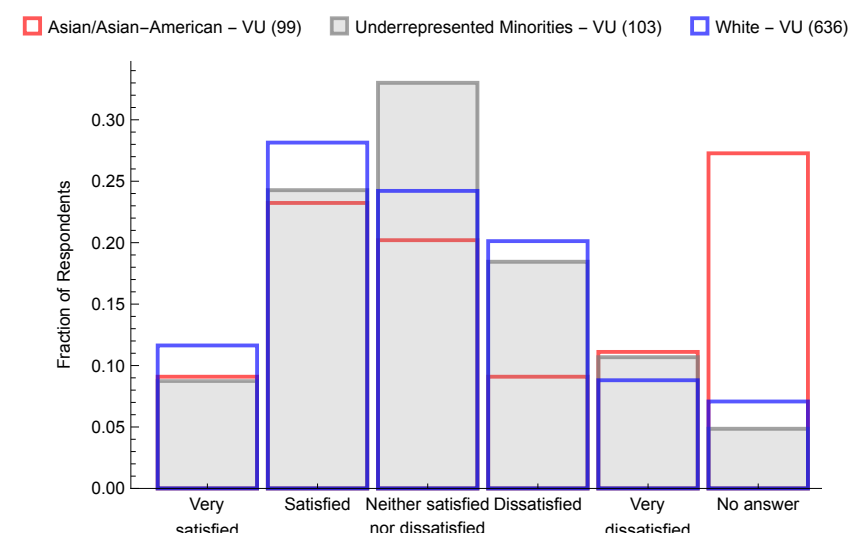
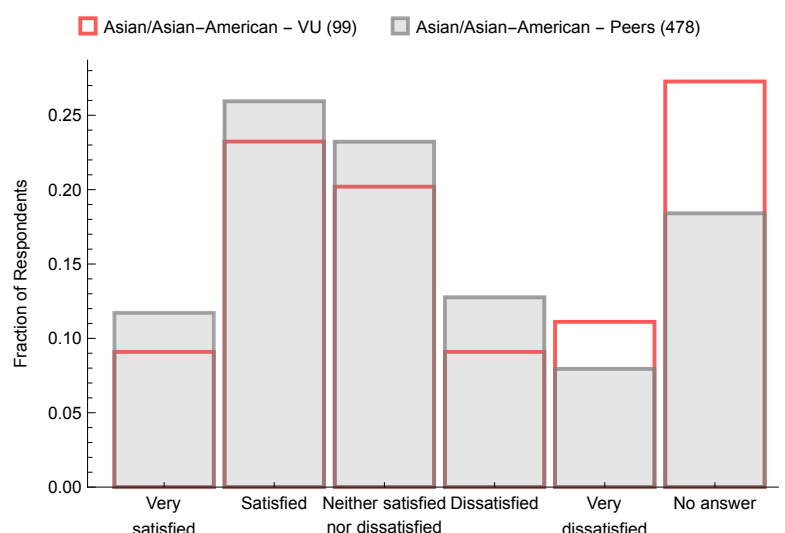
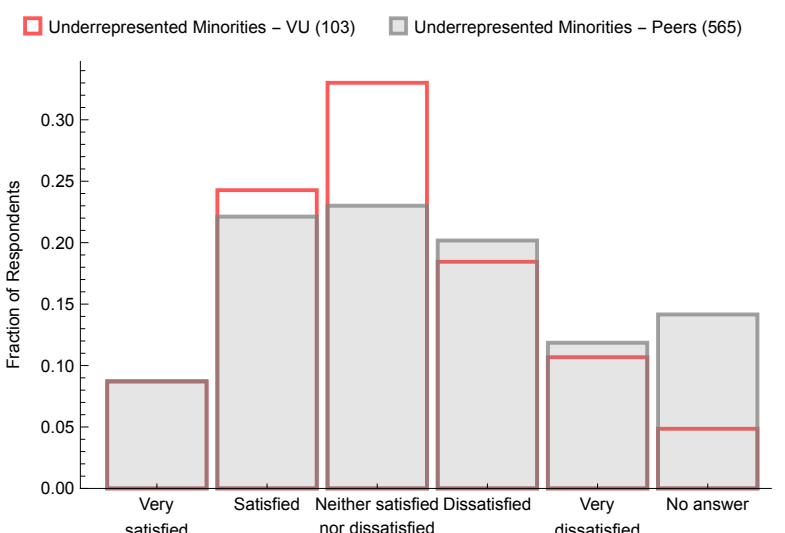
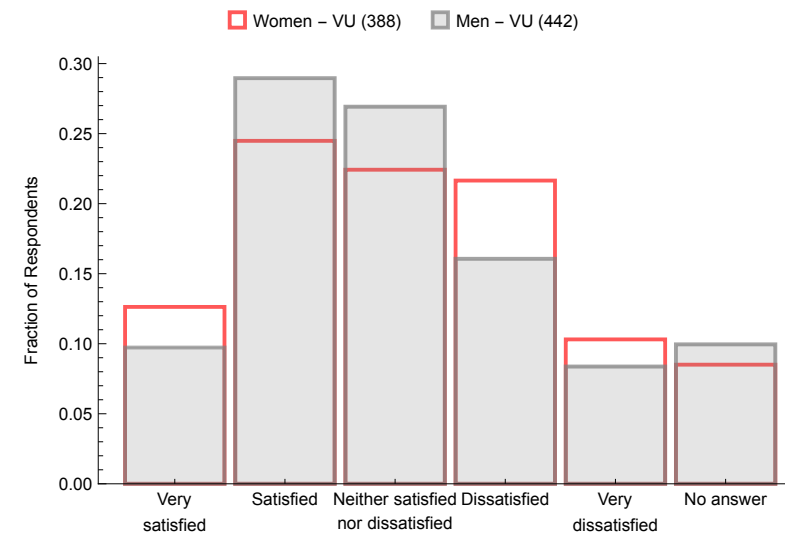
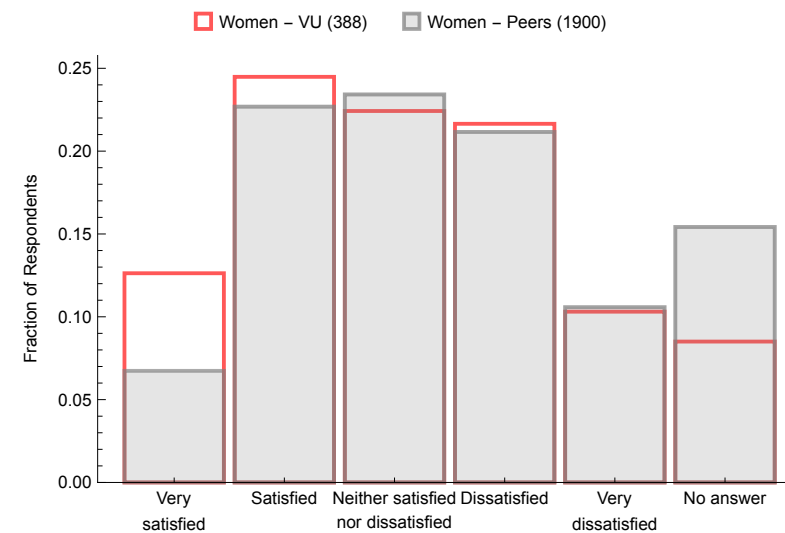
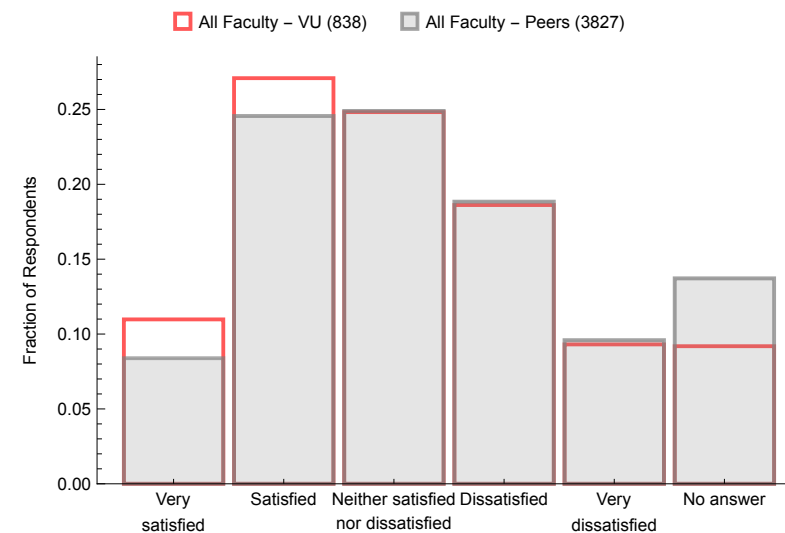
Nature of Work | Service | Number of student advisees

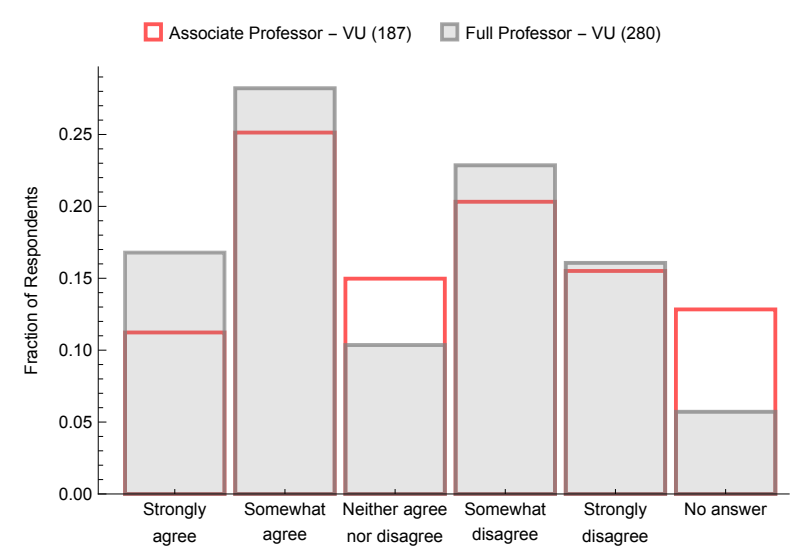
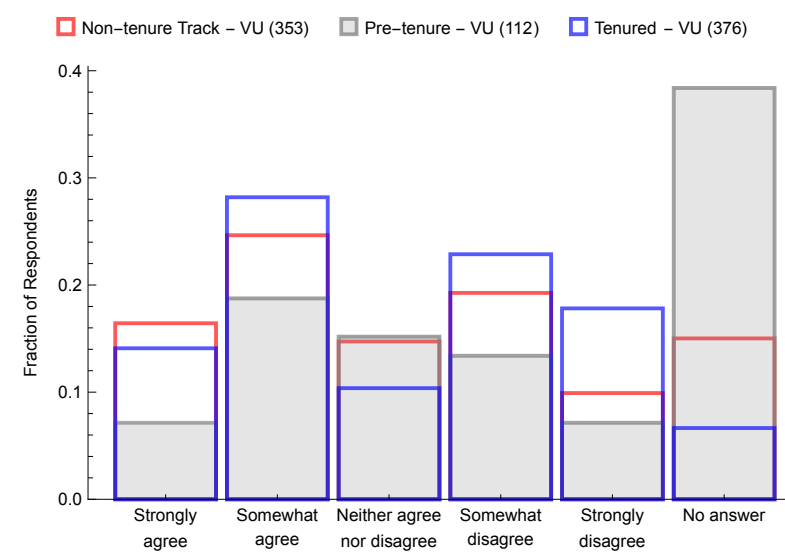
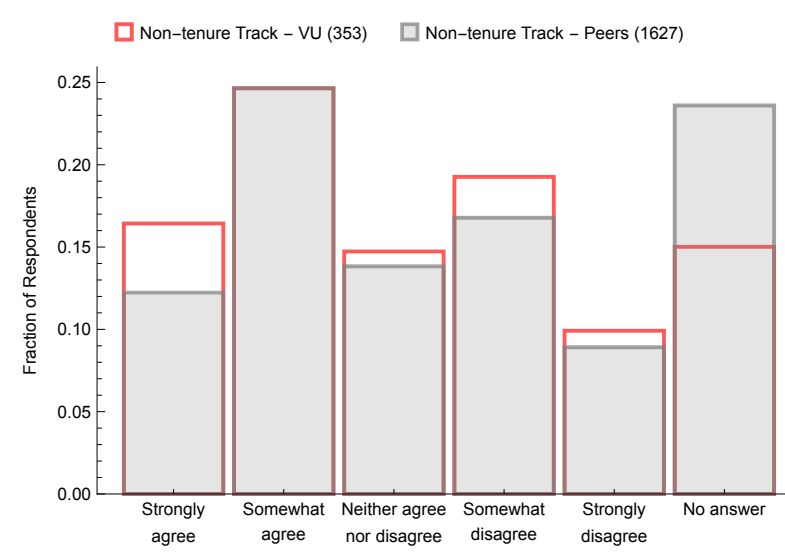
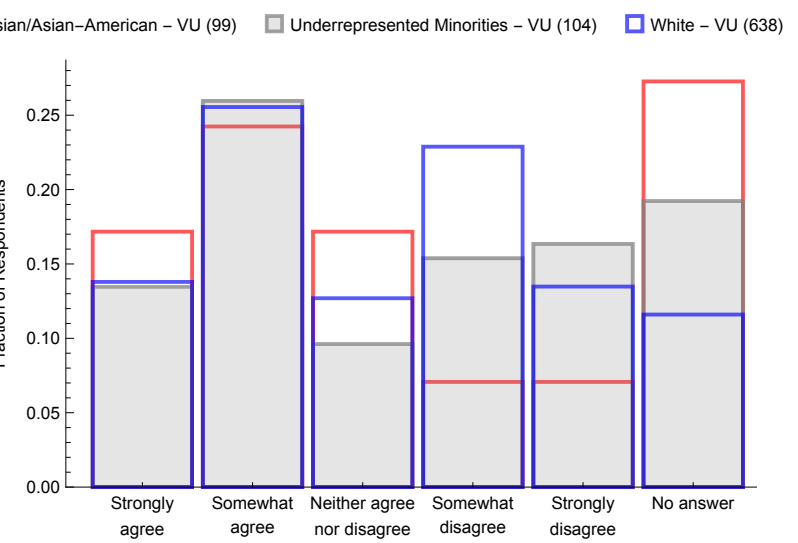
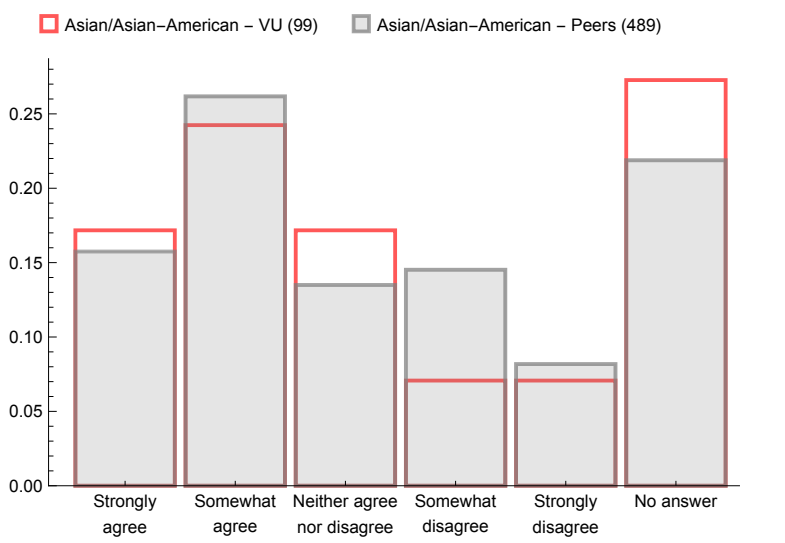
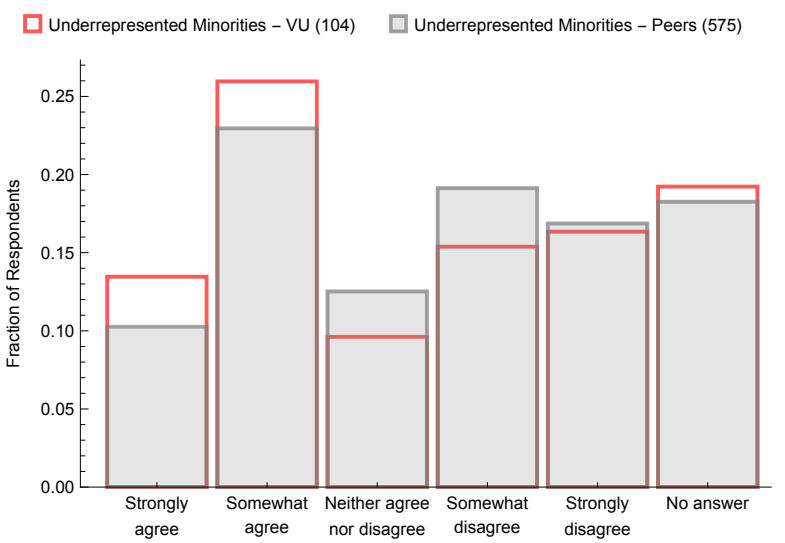
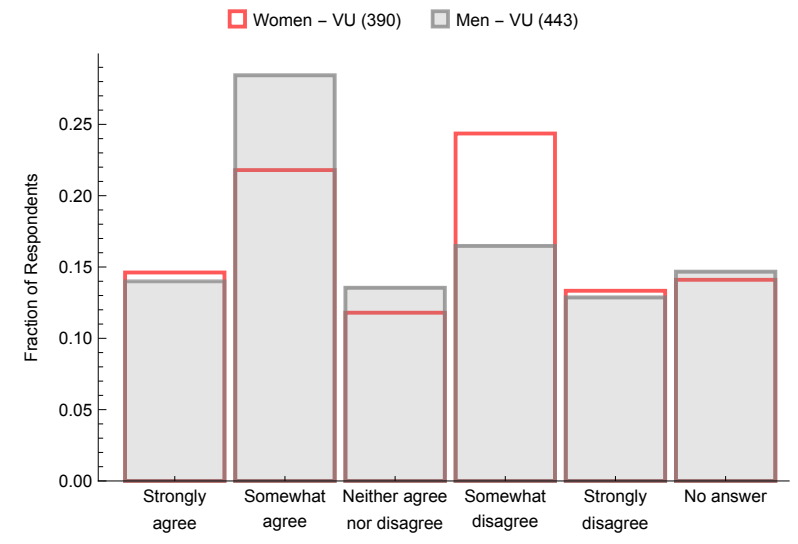
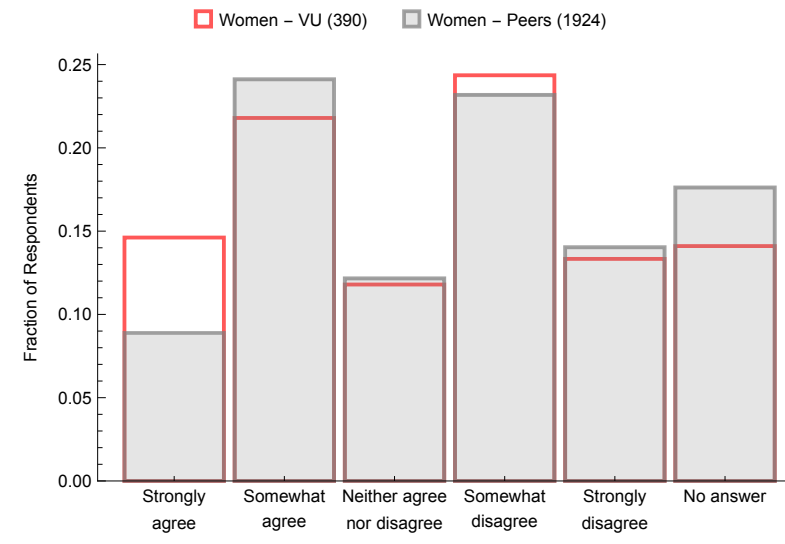
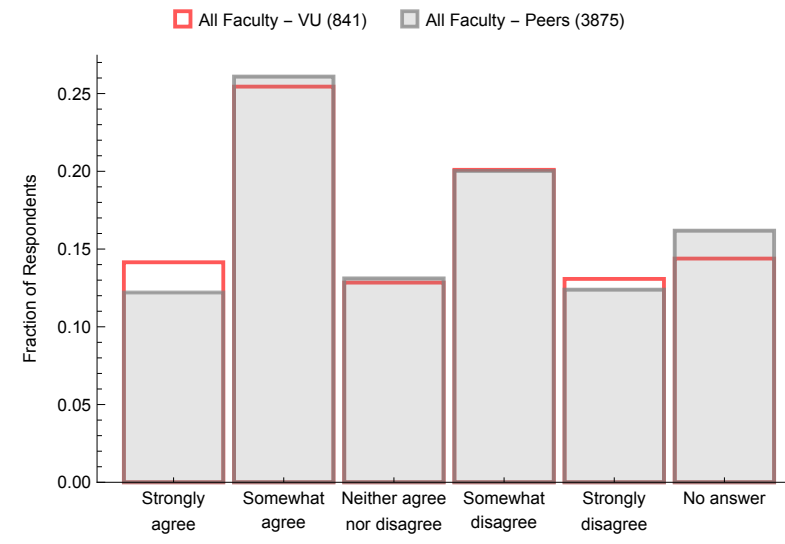


Nature of Work | Service | Relevance of committees

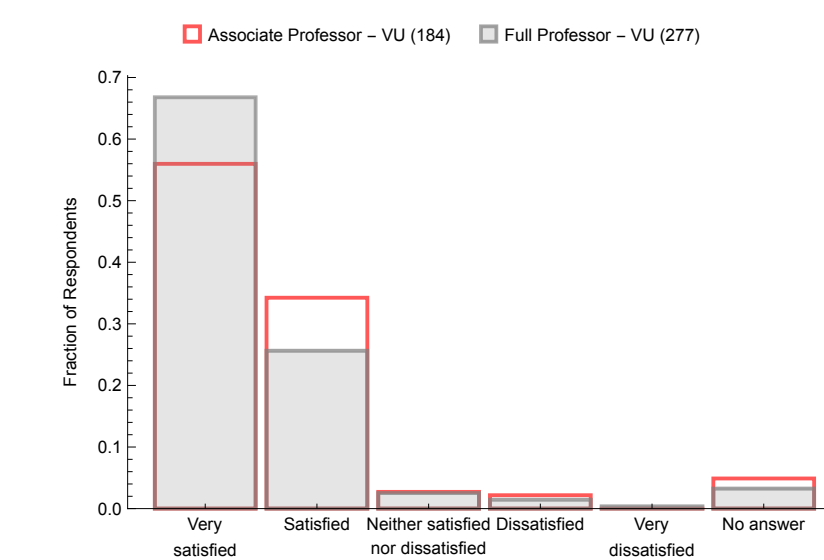
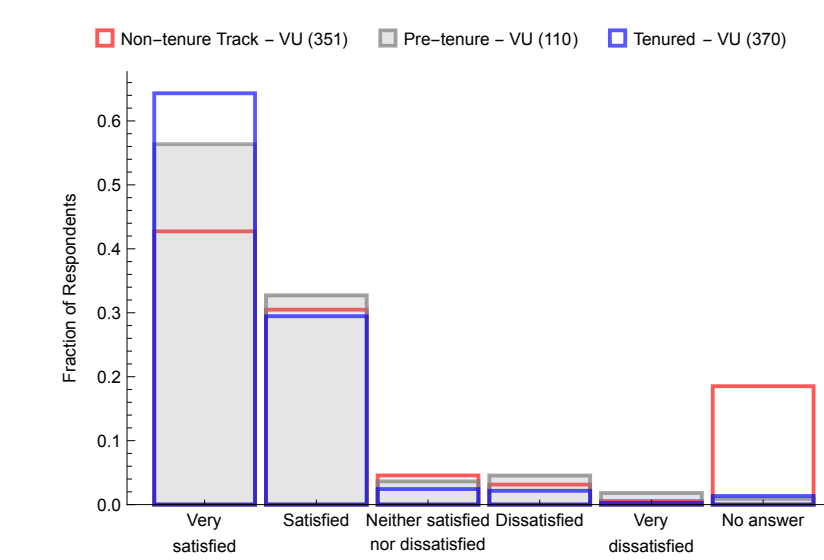
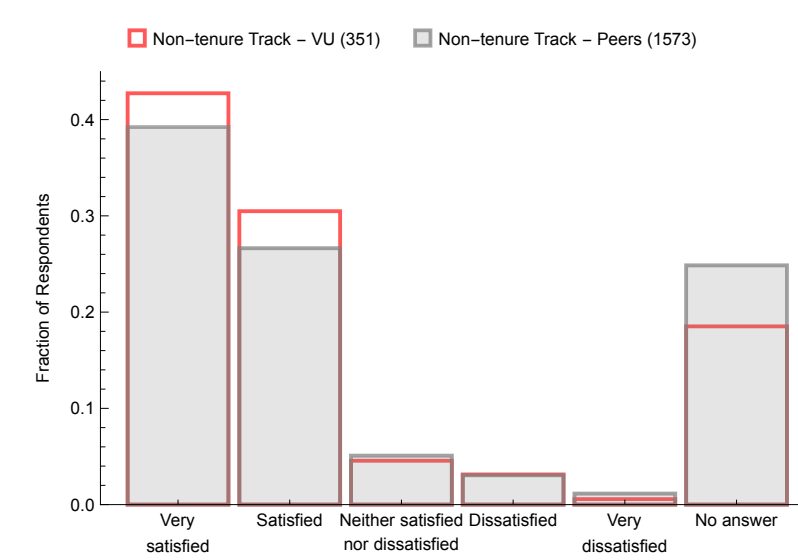
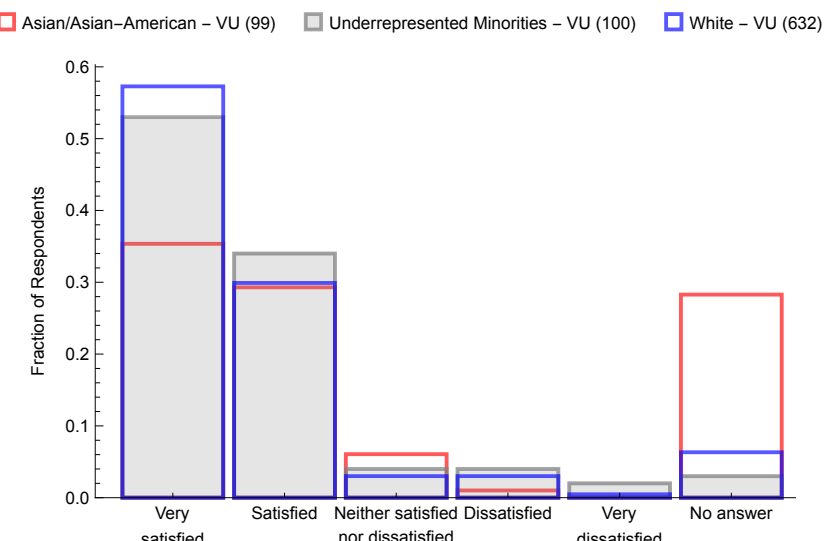
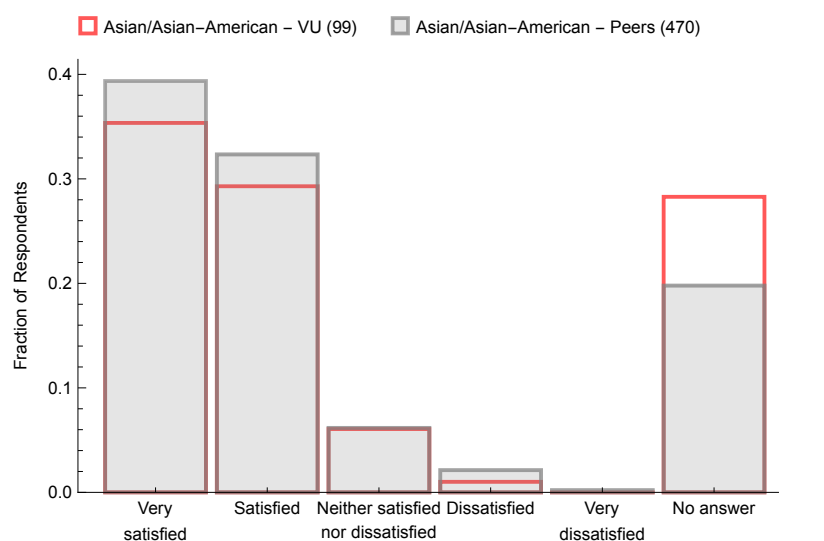
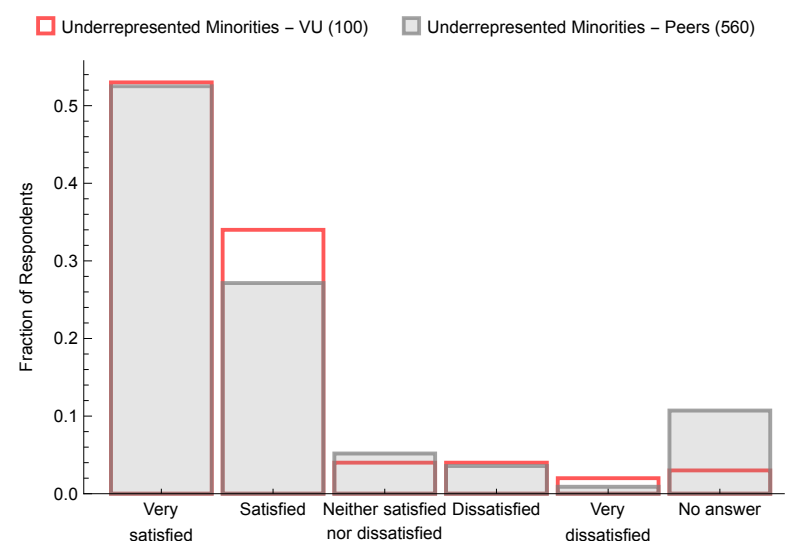
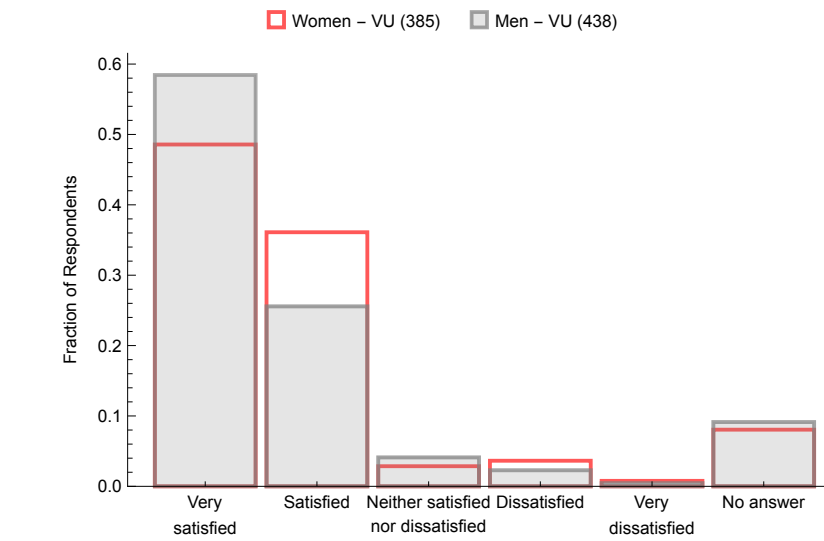
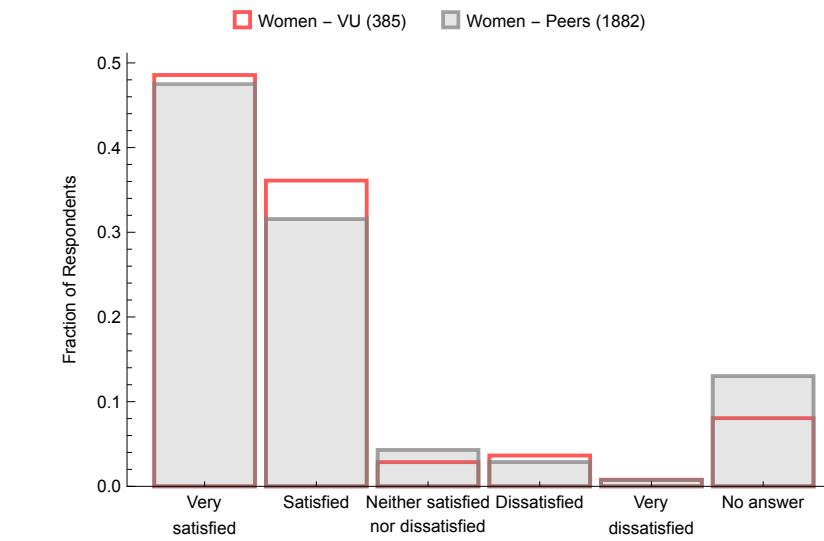
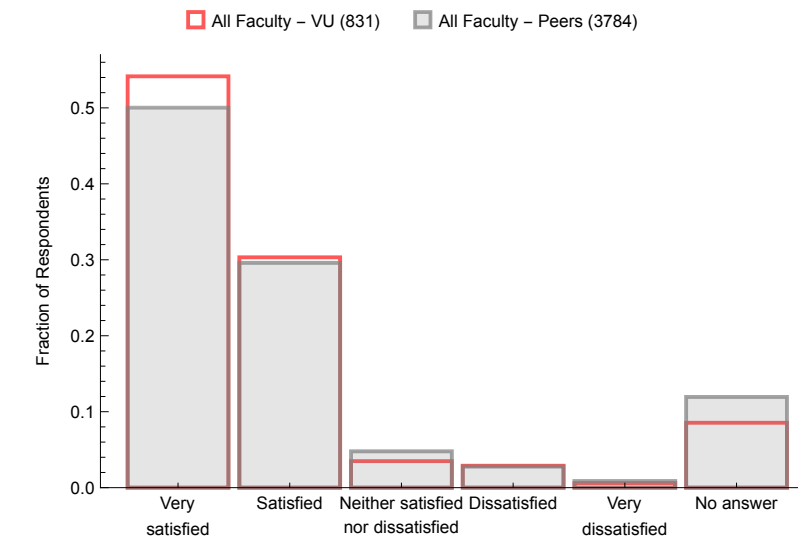


Nature of Work | Service | Support for being a good advisor

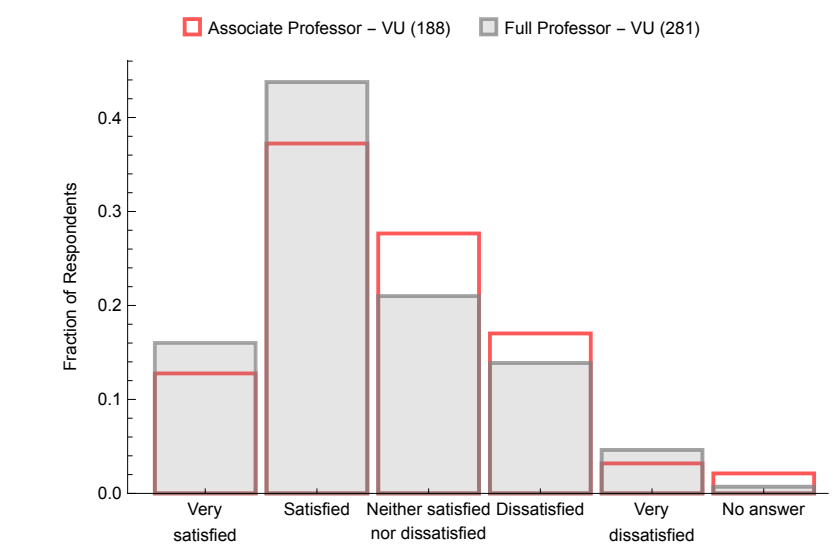
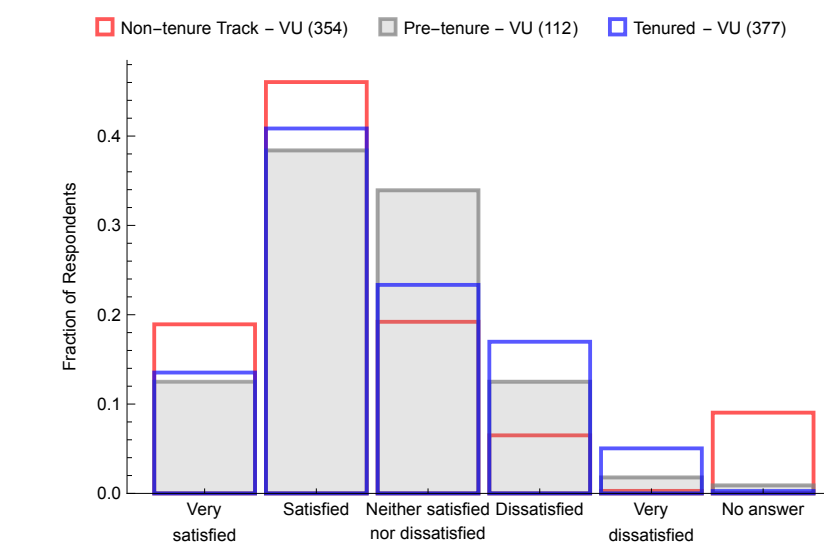
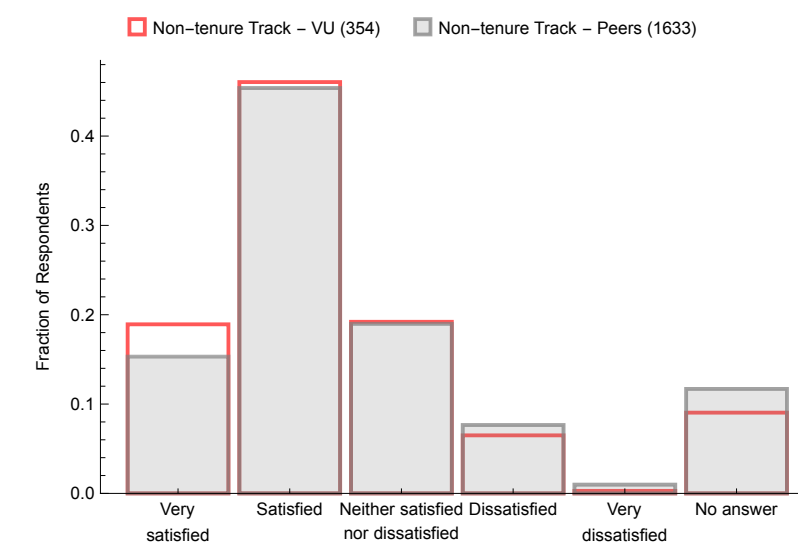
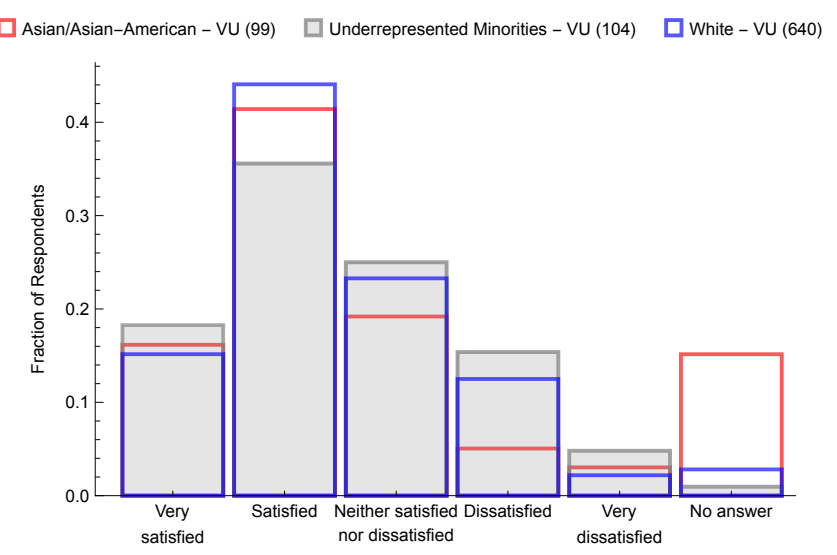
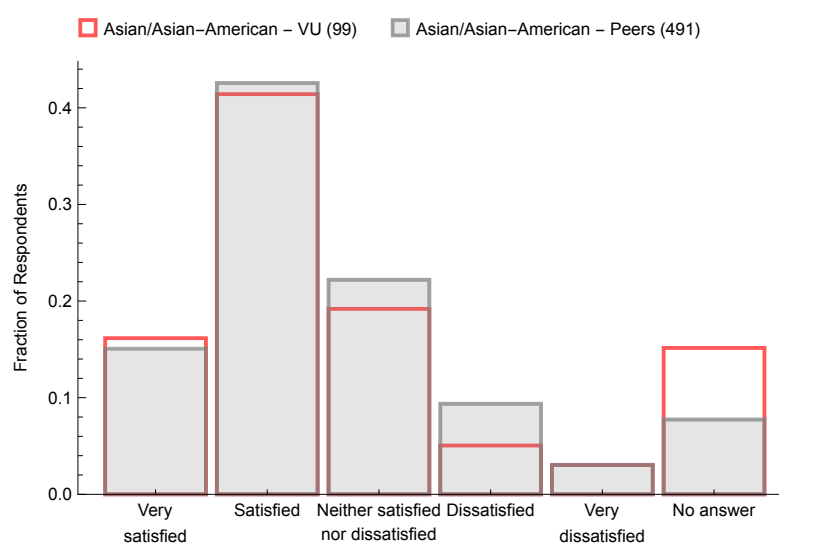
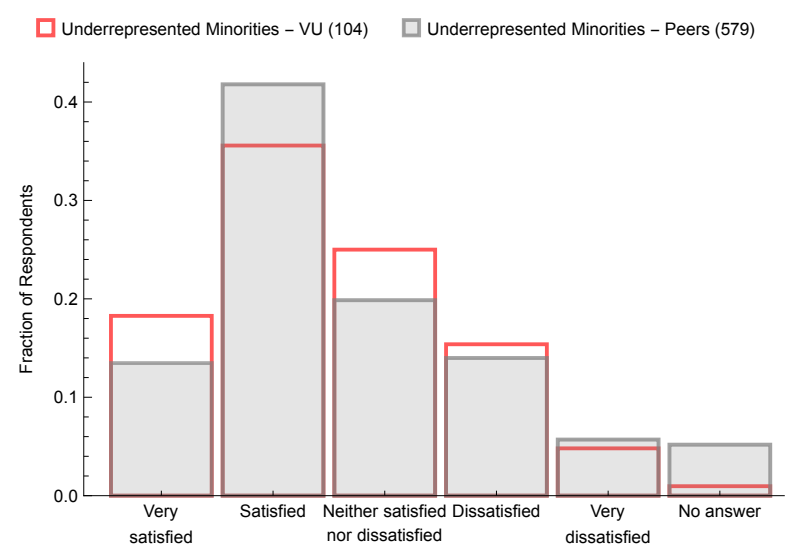
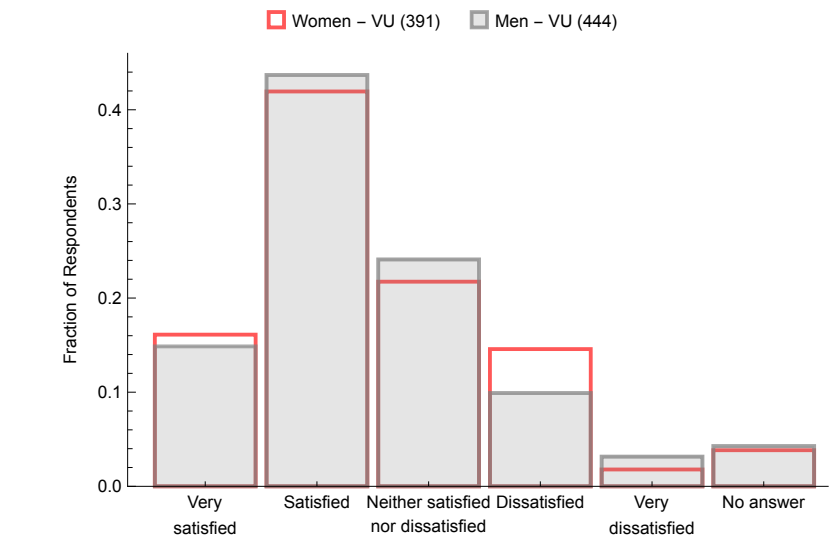
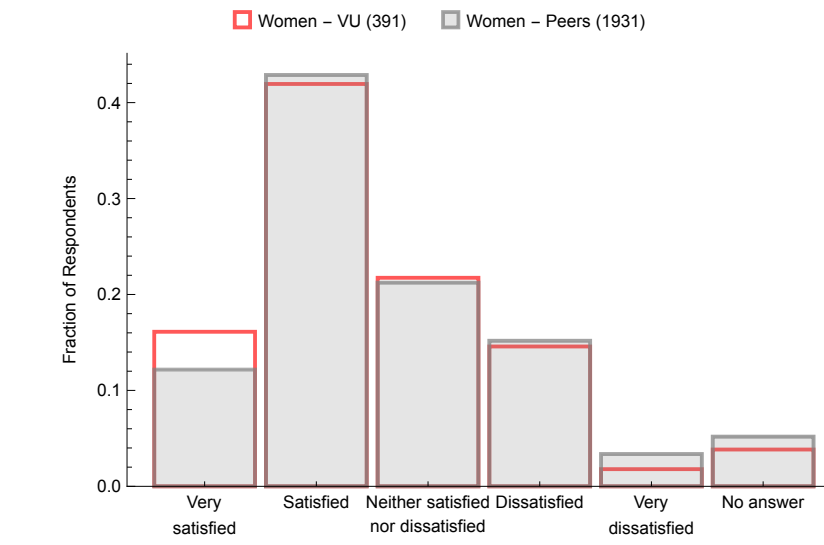
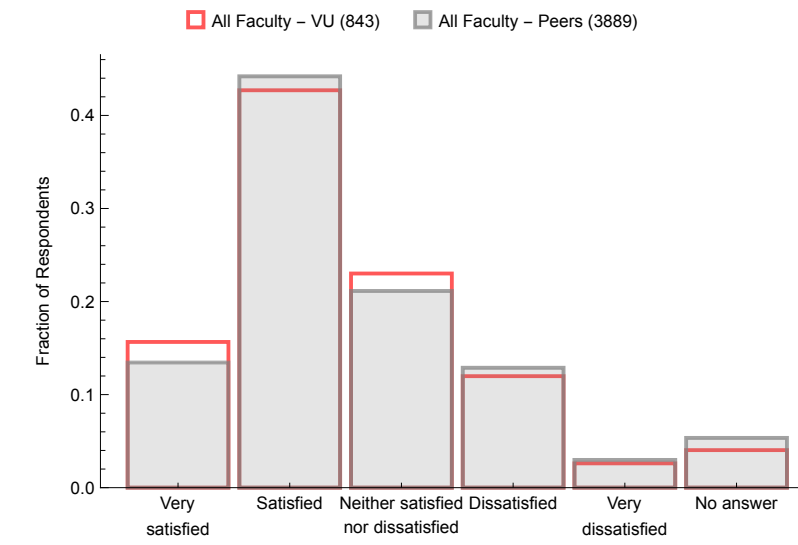




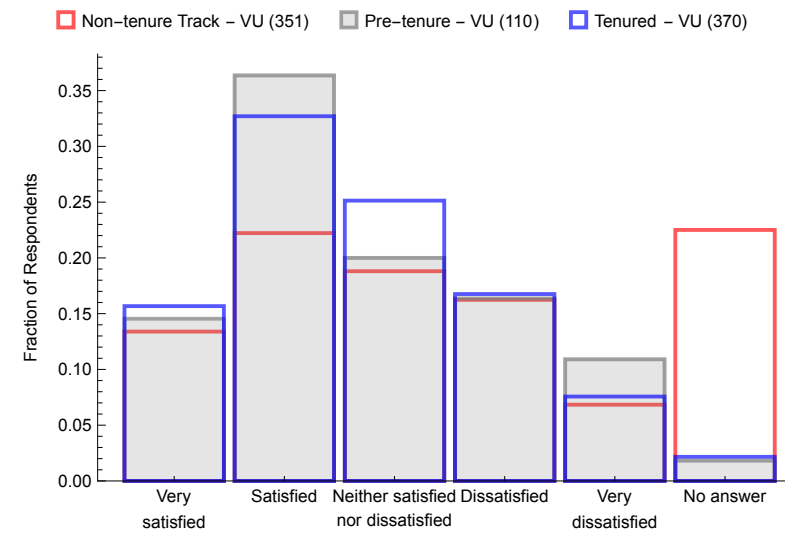
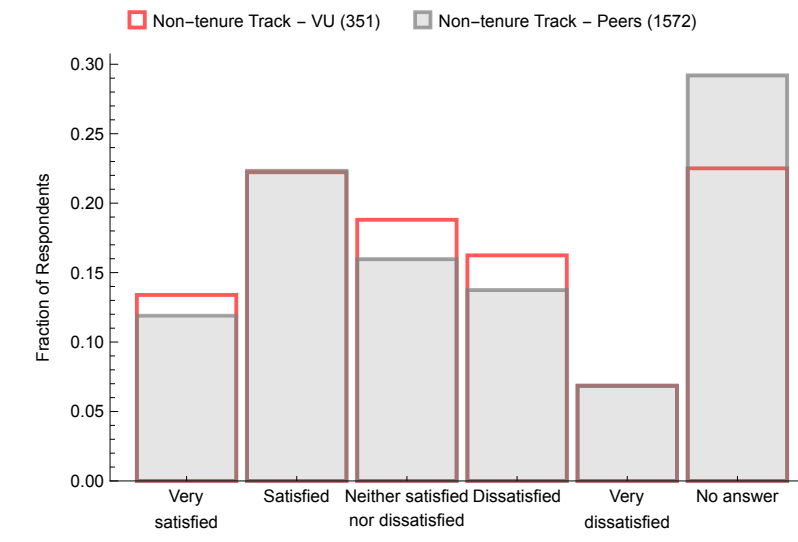
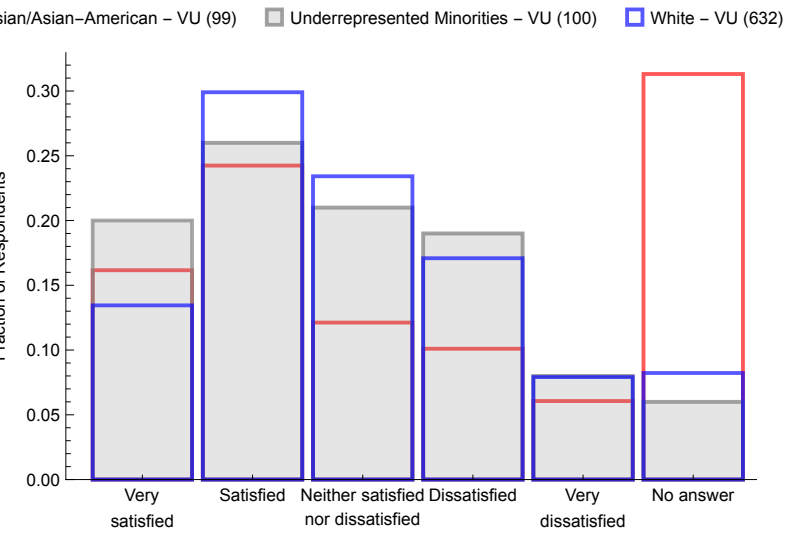
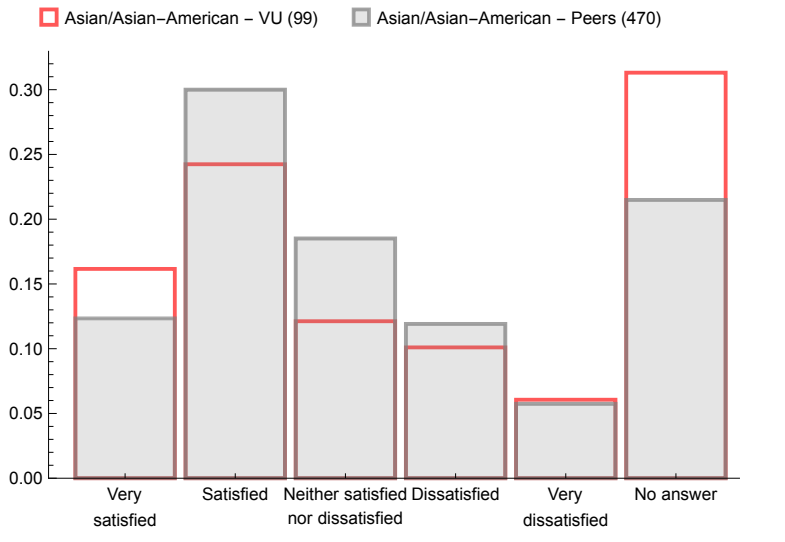
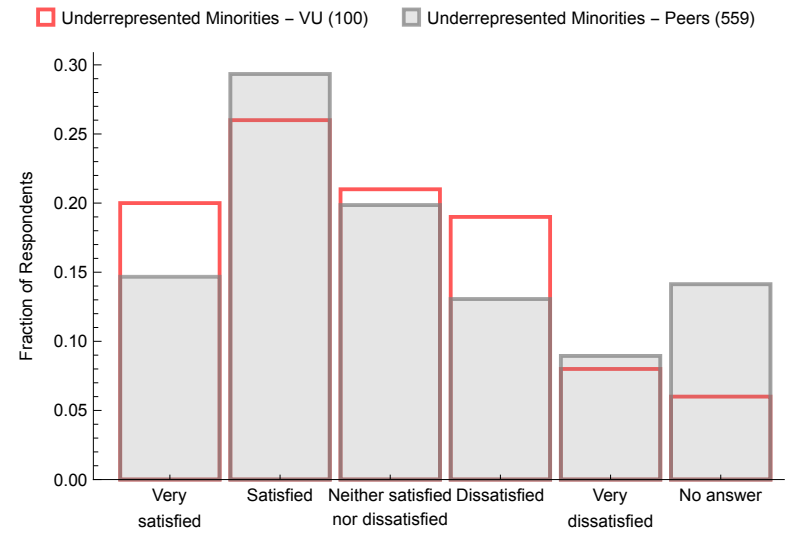
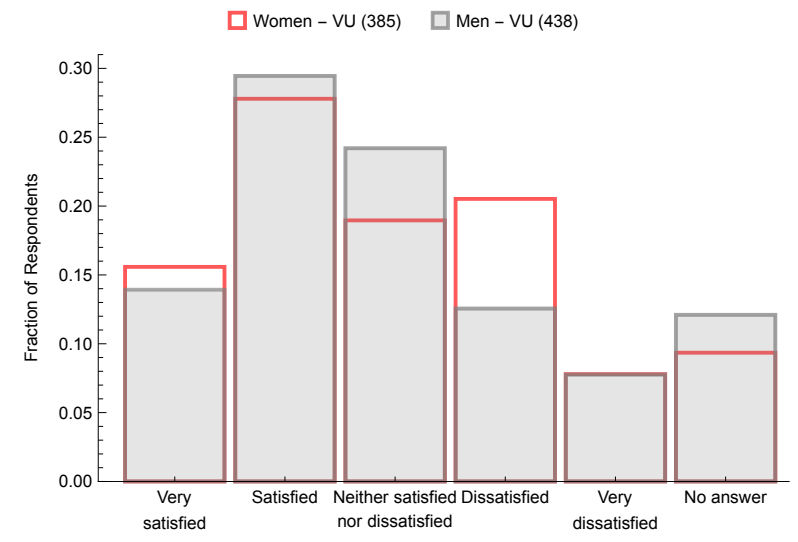
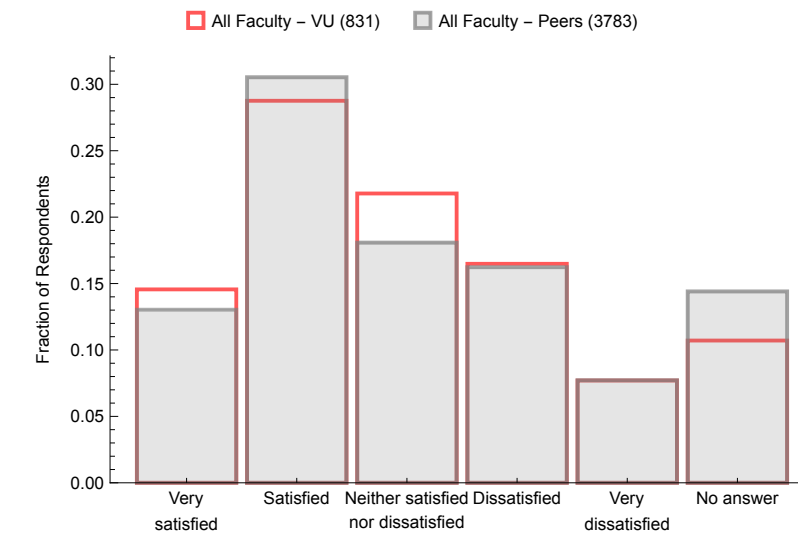
Nature of Work | Teaching | Discretion over course content



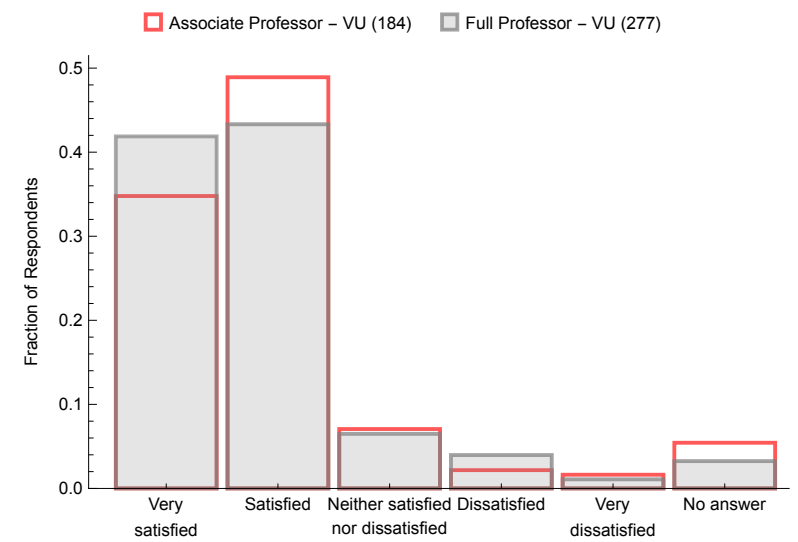
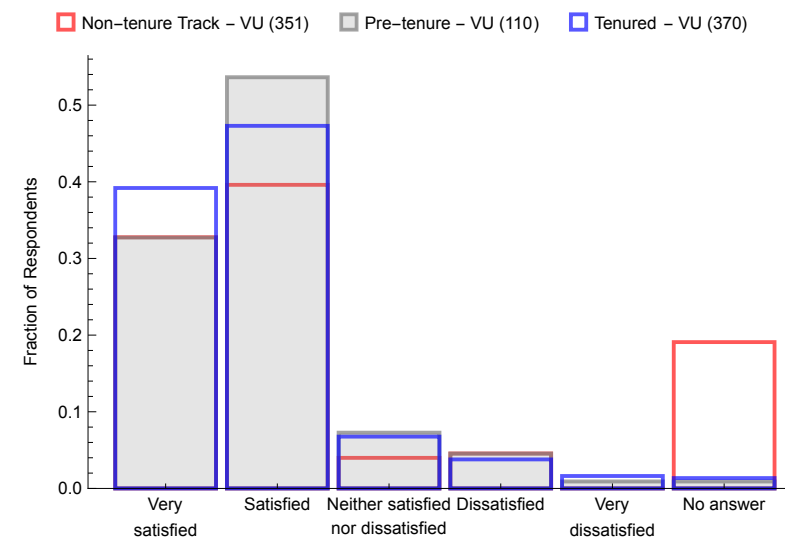
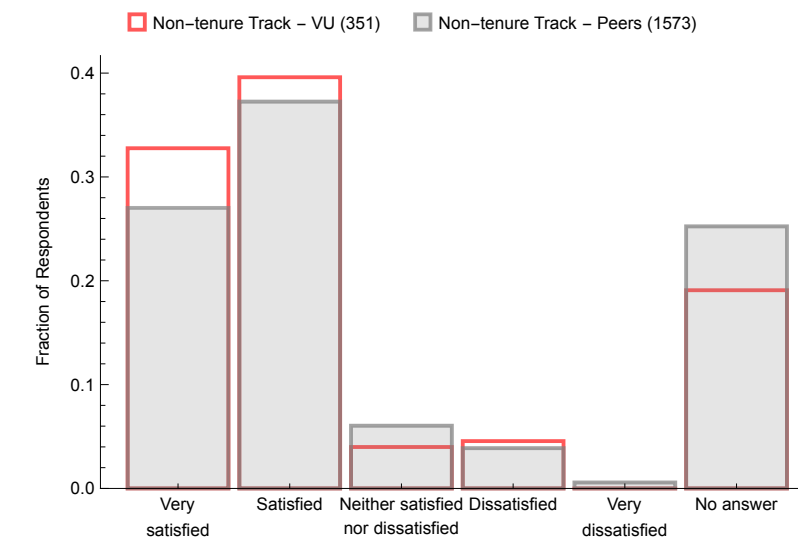
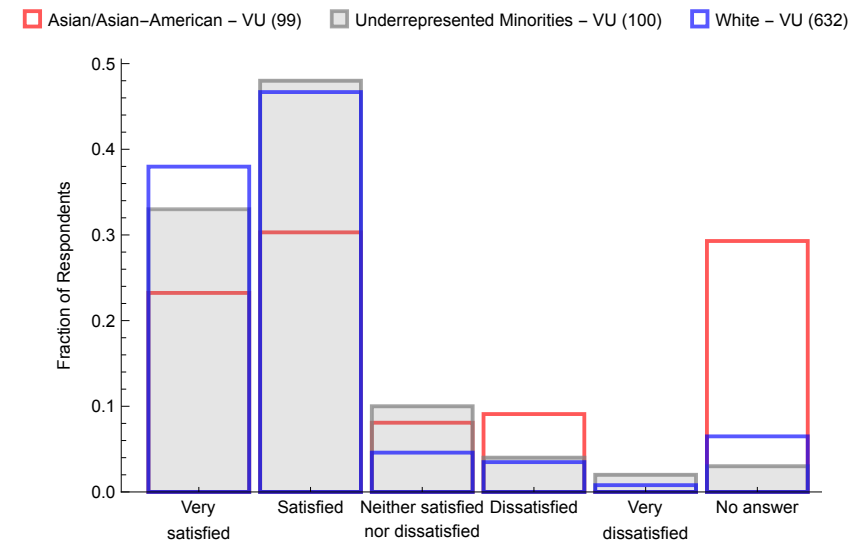
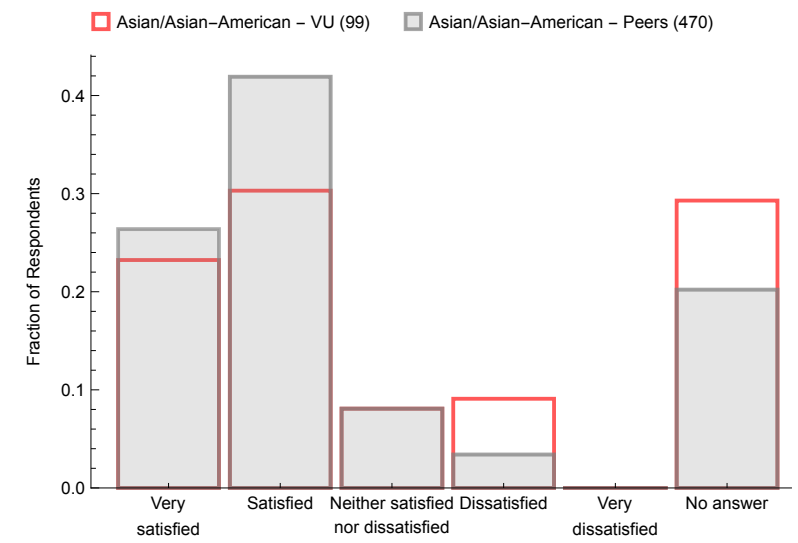
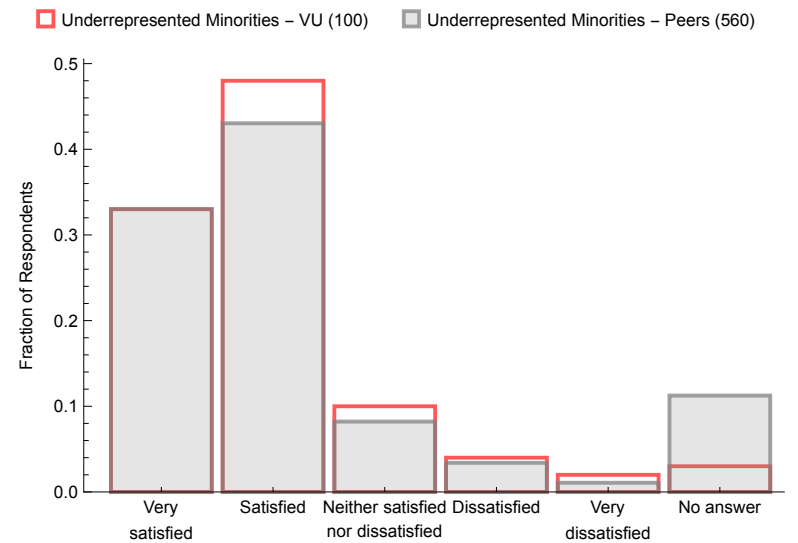
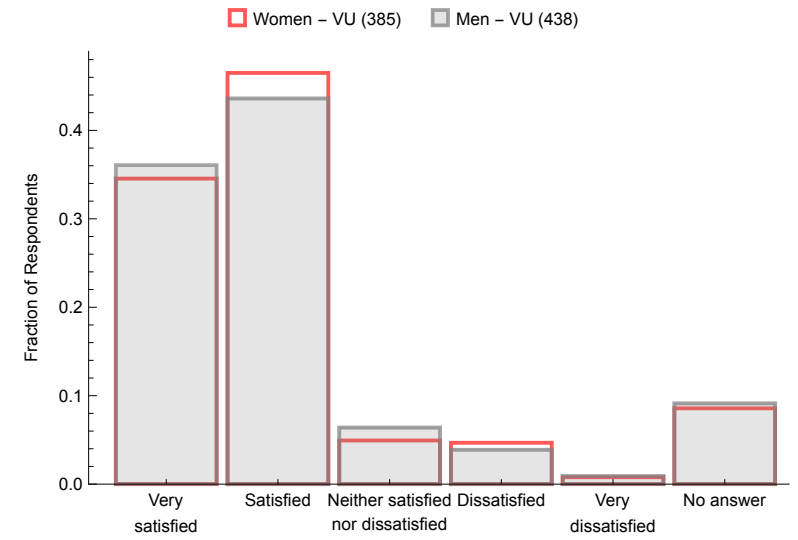
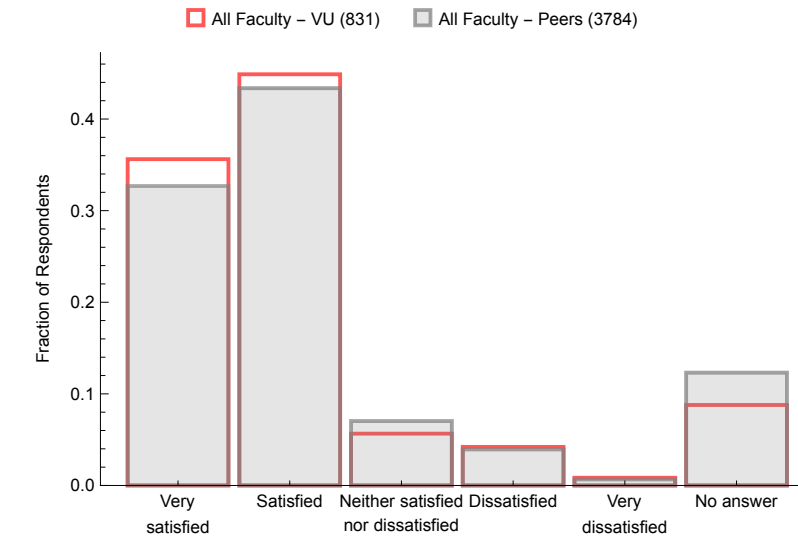
Nature of Work | Service | Time spent on service



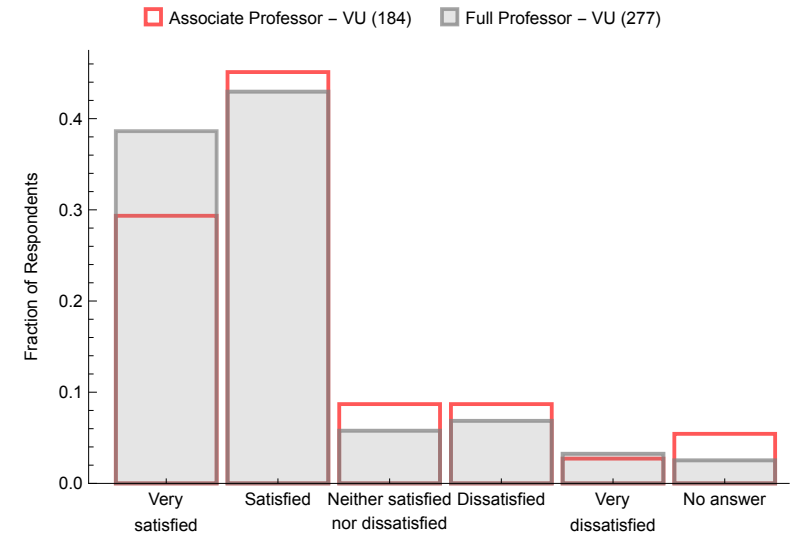
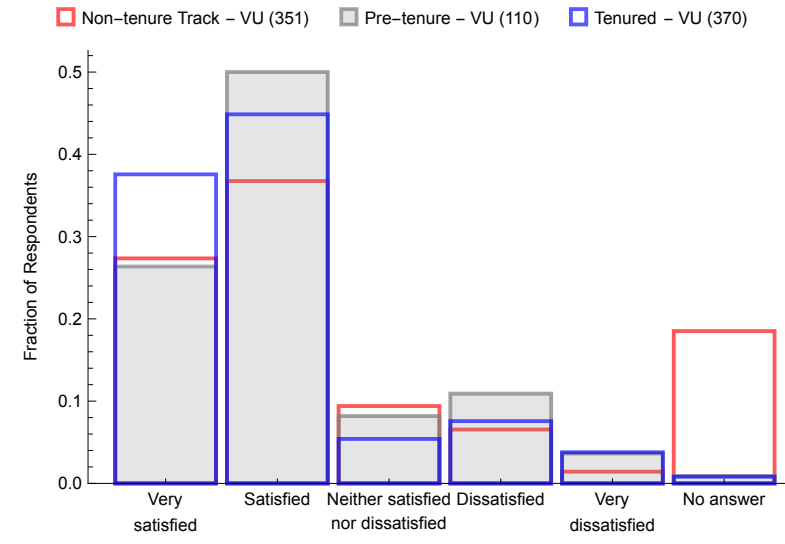
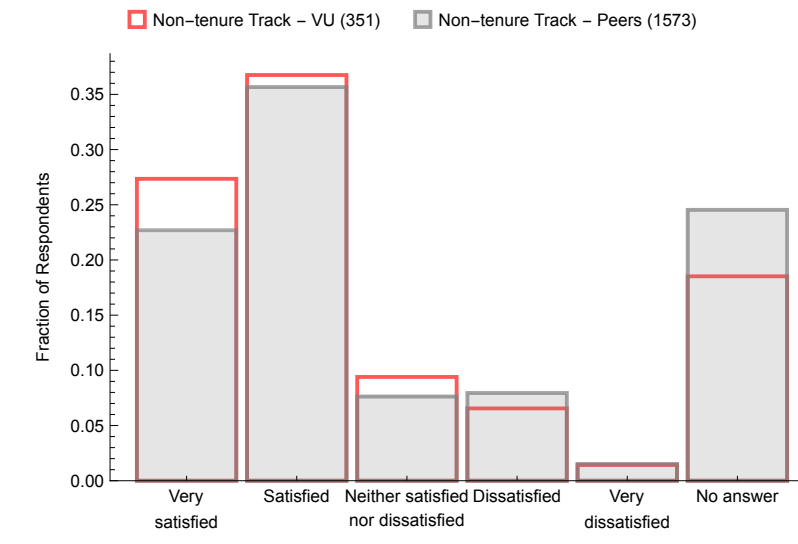
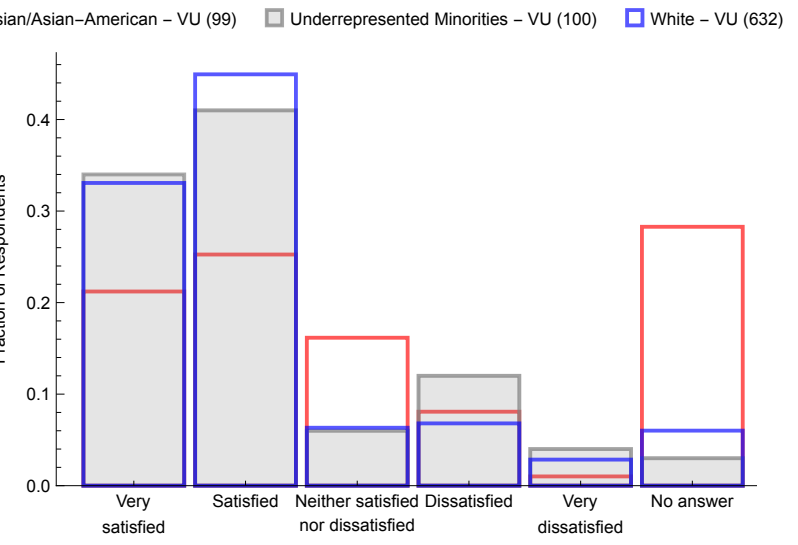
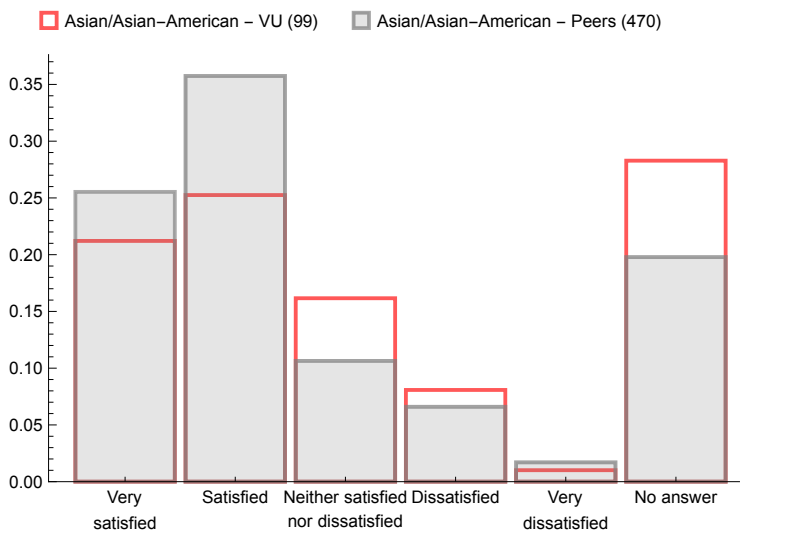
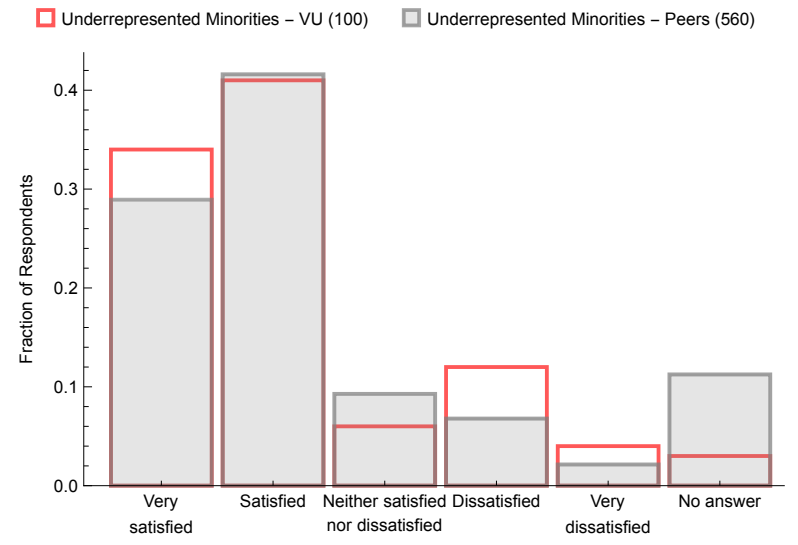
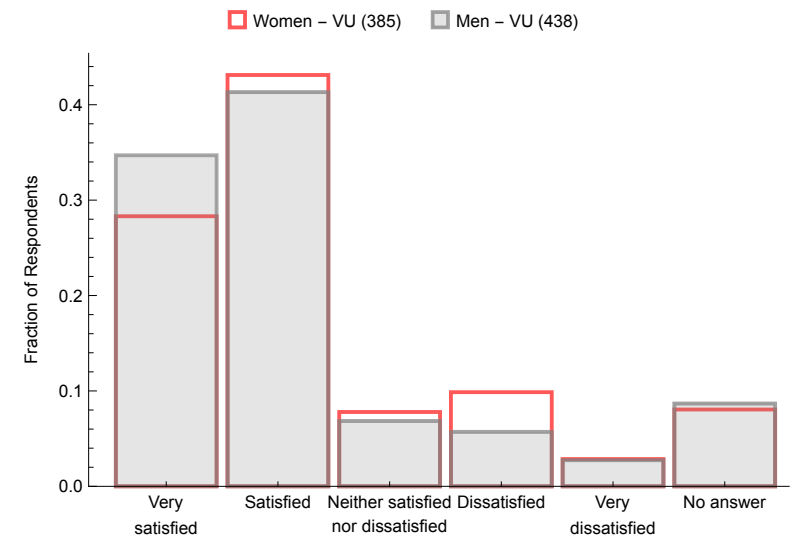
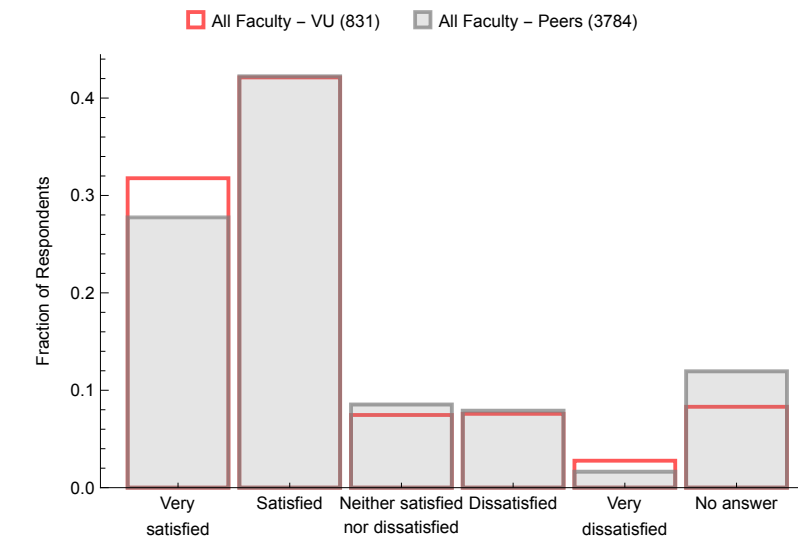
Nature of Work | Teaching | Equitability of distribution of teaching load



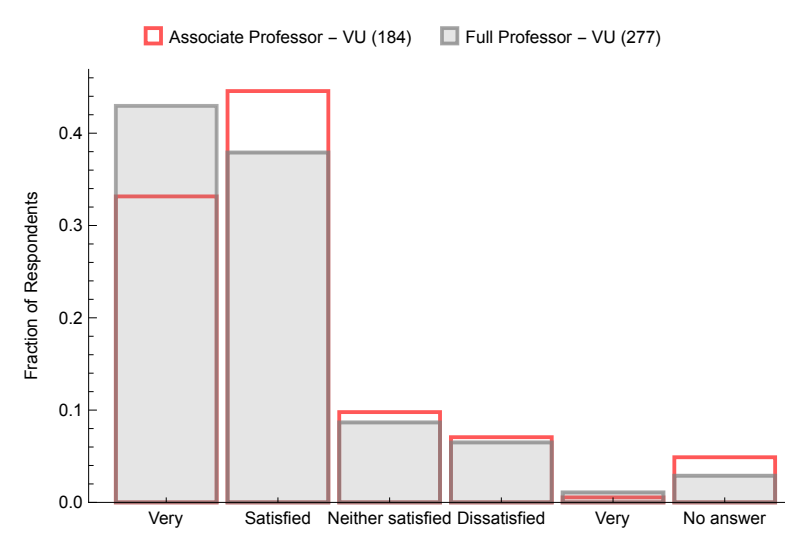
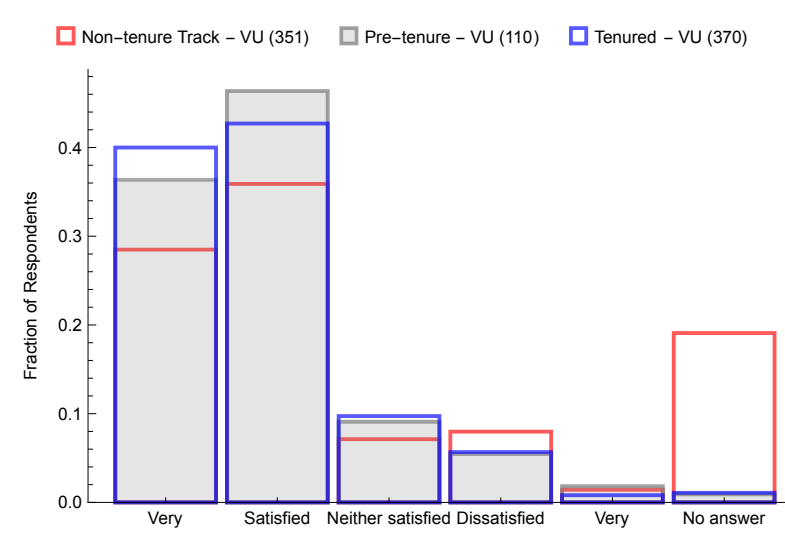
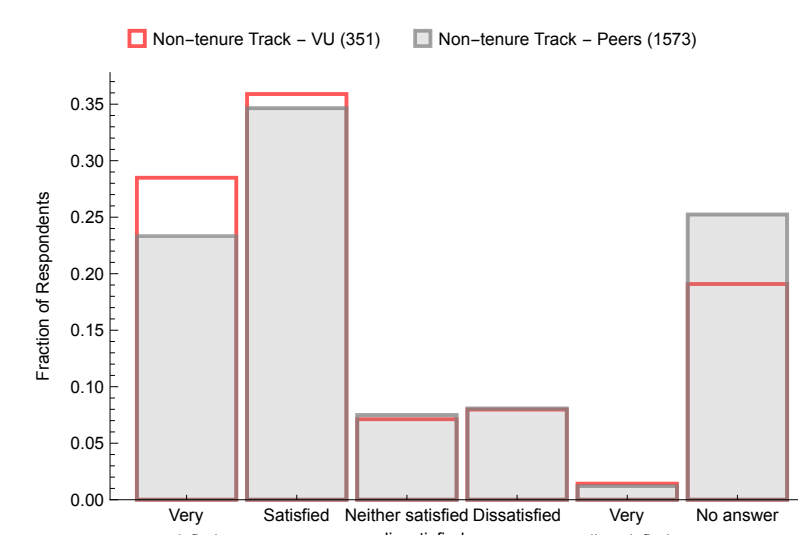
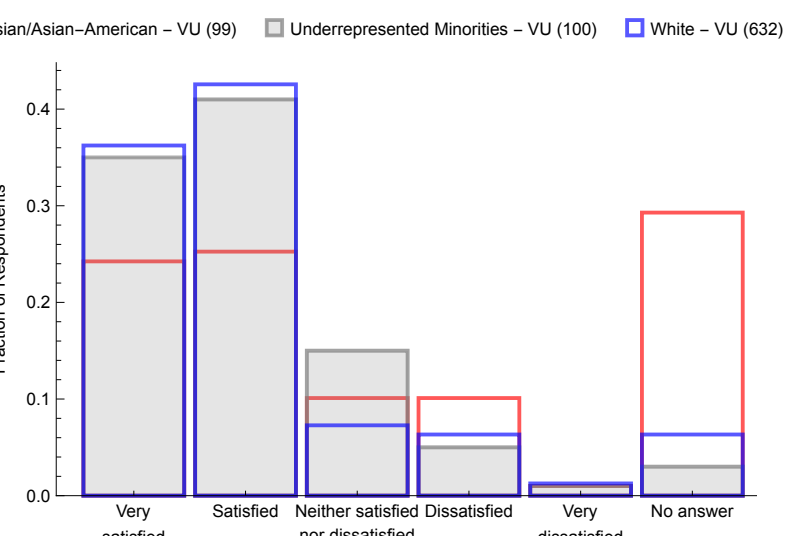
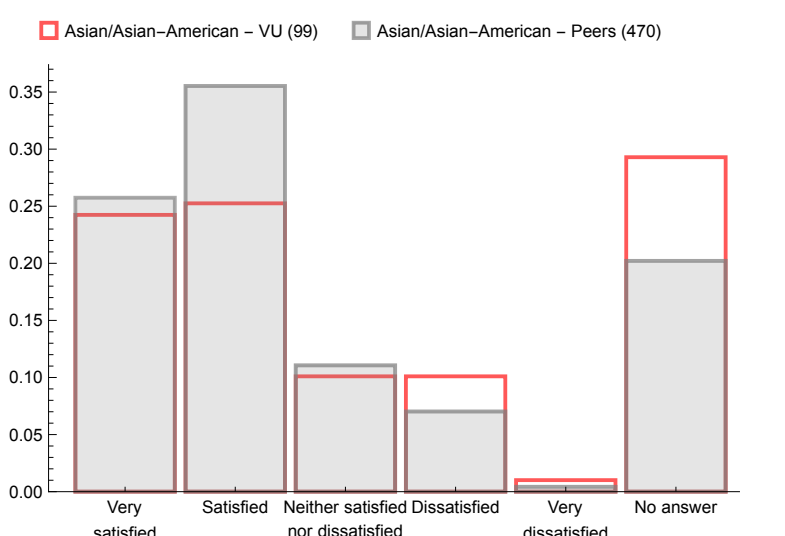
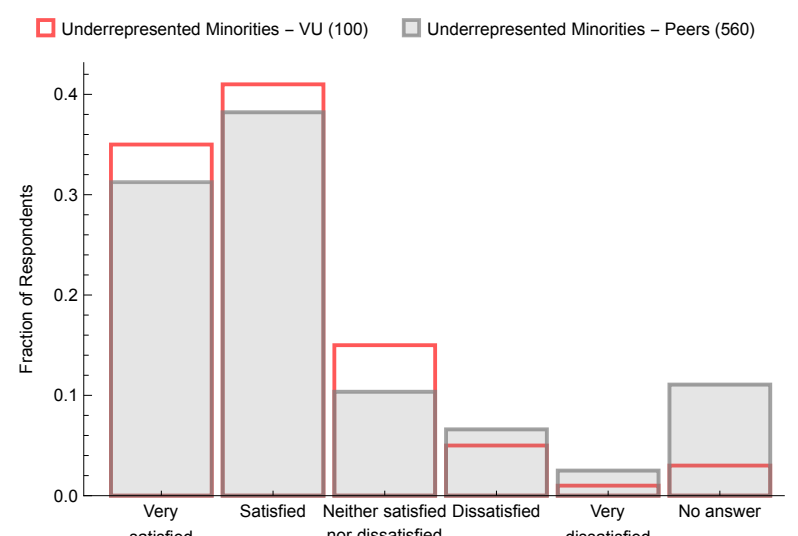
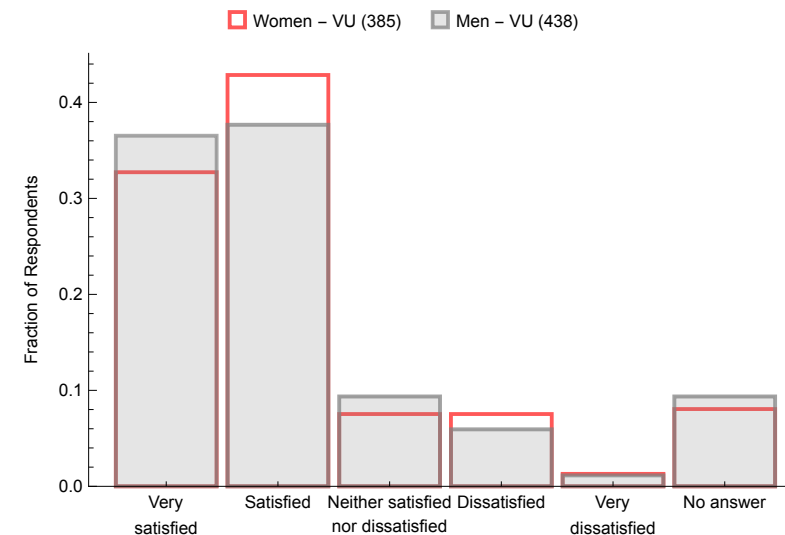
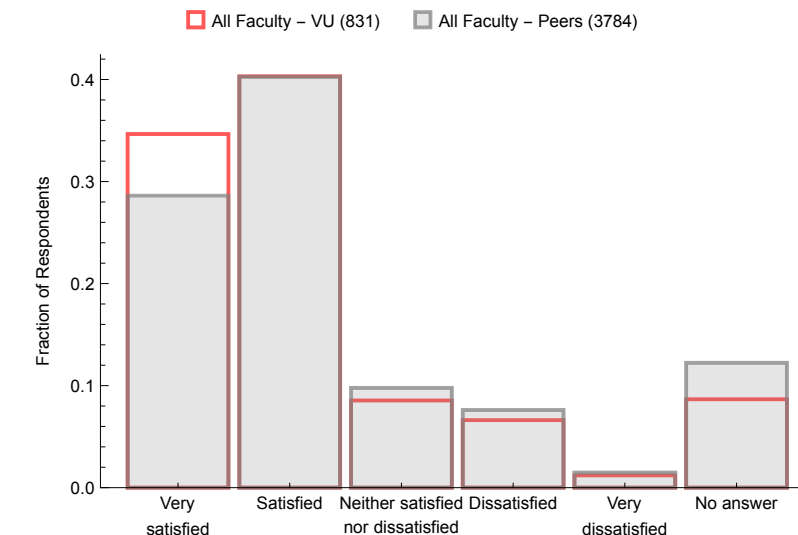
Nature of Work | Teaching | Level of courses taught



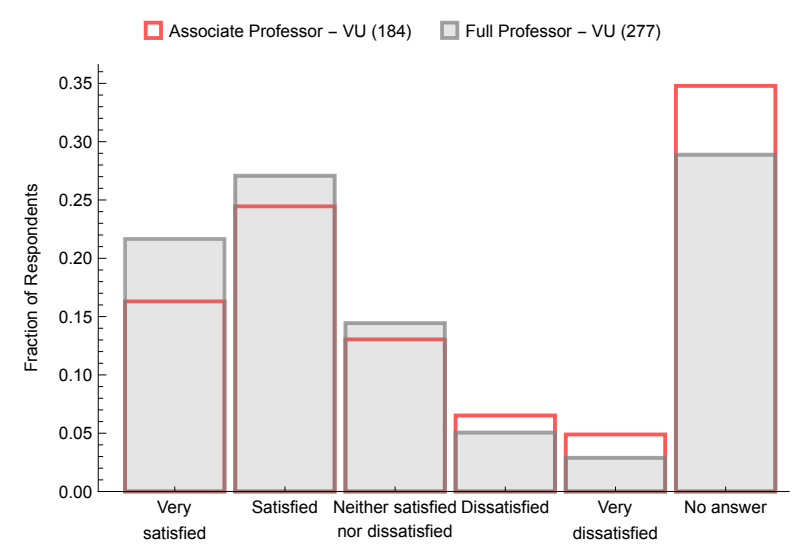
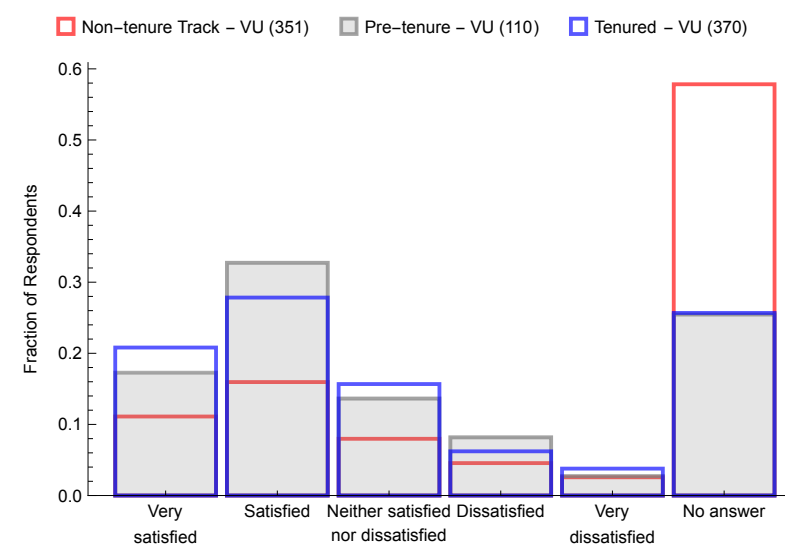
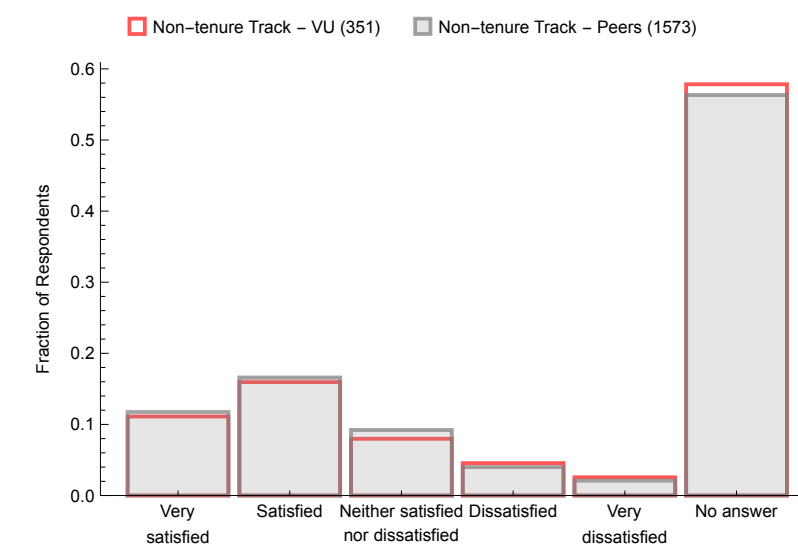
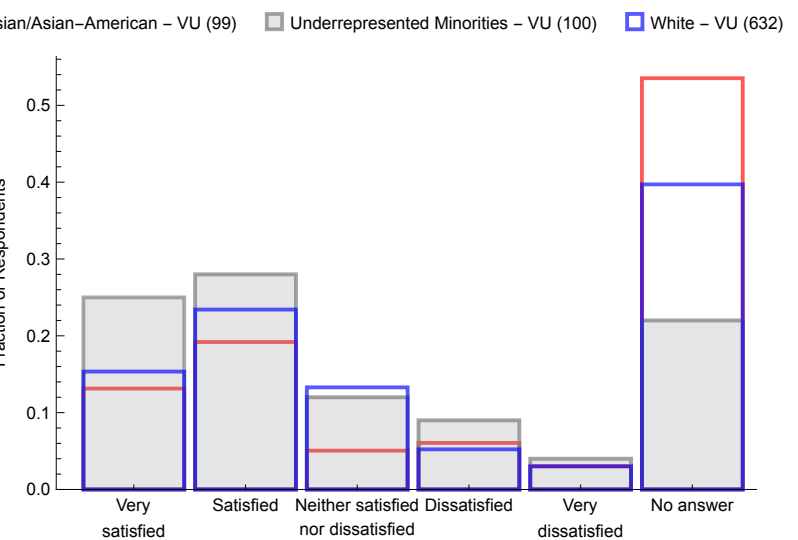
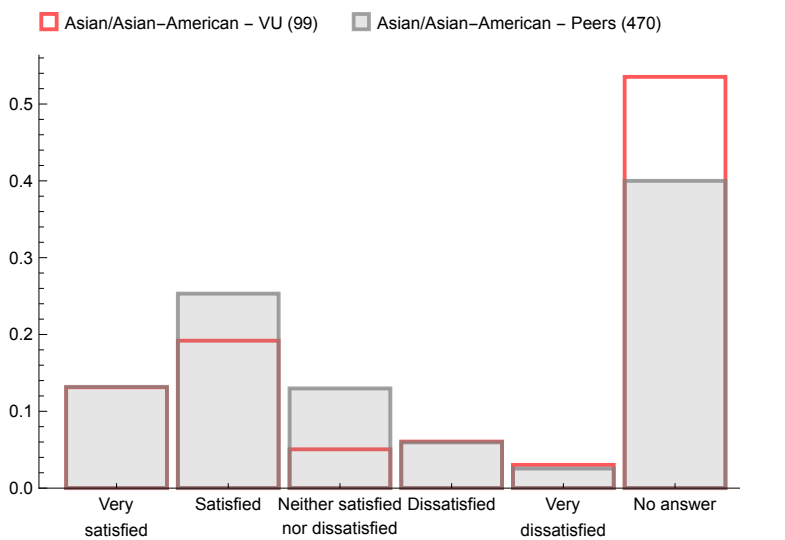
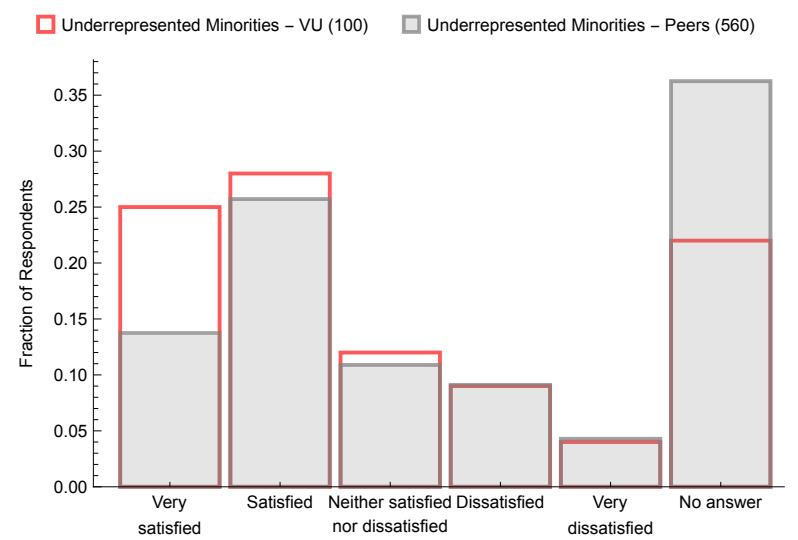
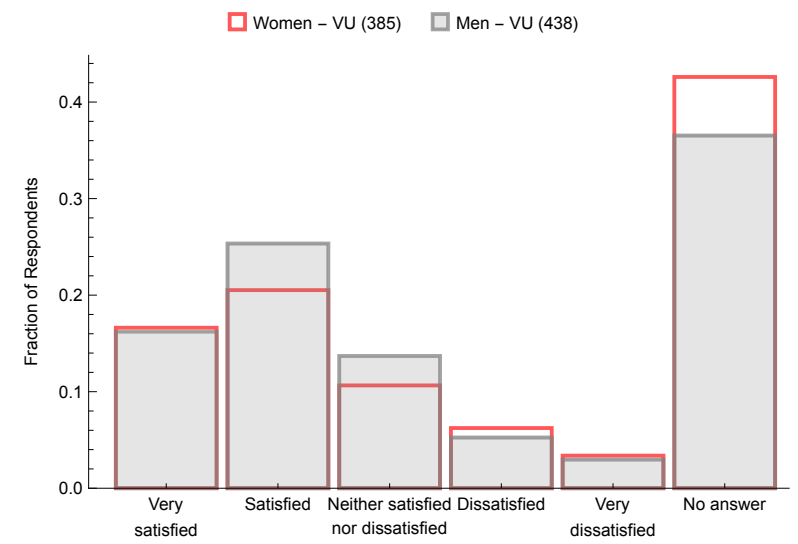
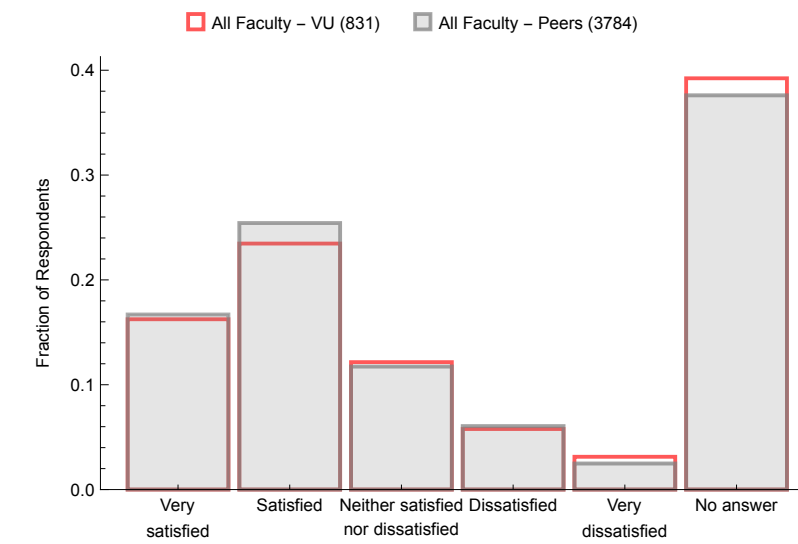
Nature of Work | Teaching | Number of courses taught



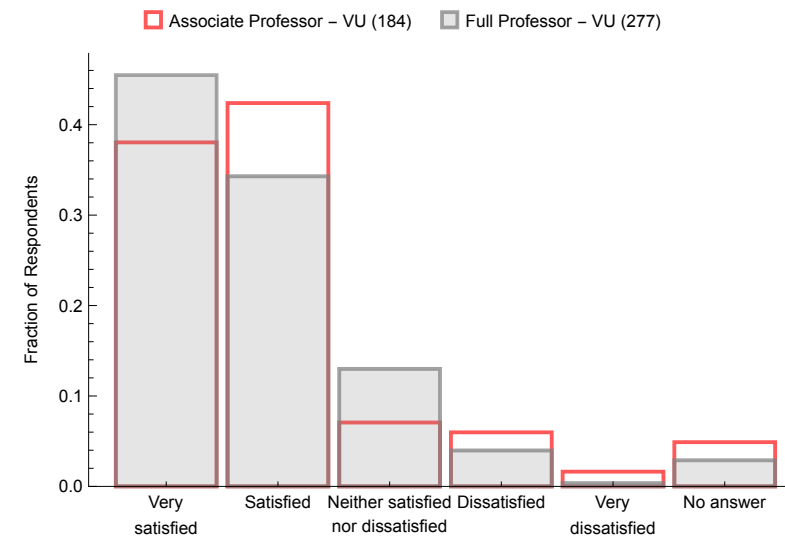
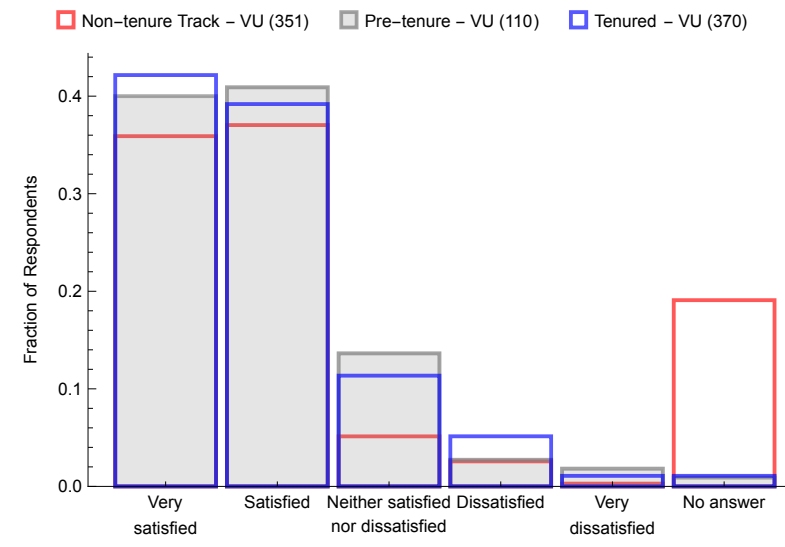
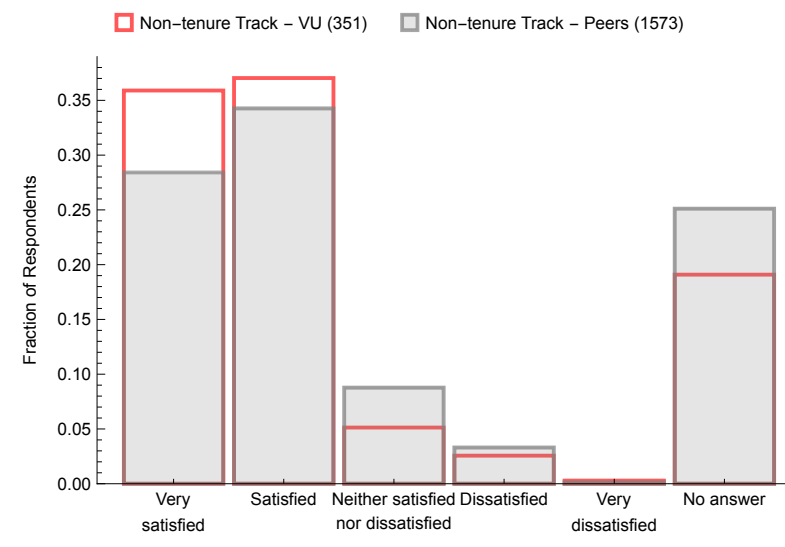
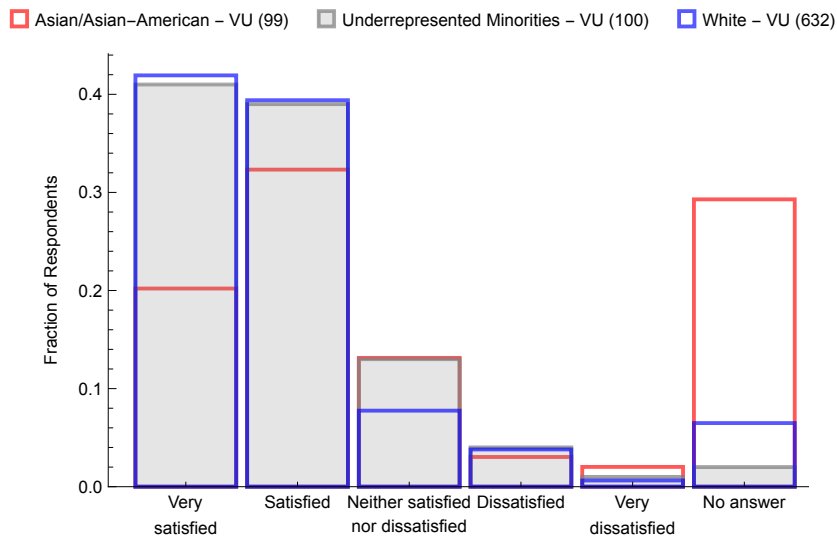
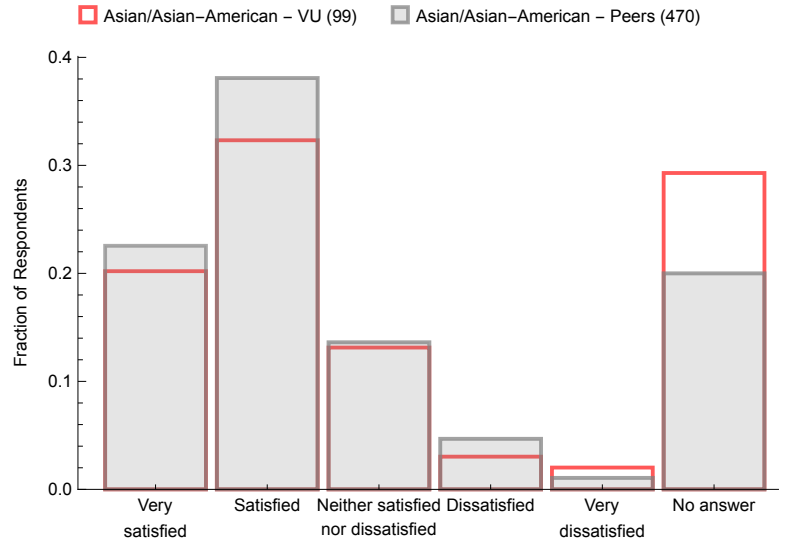
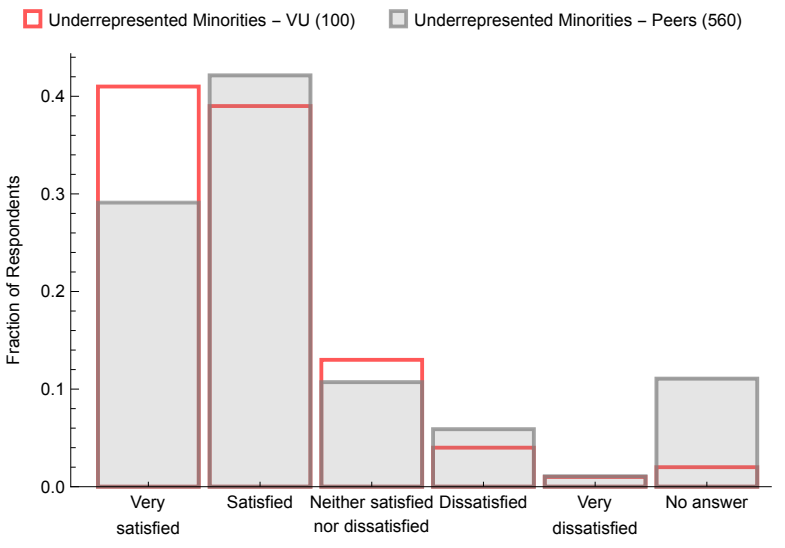
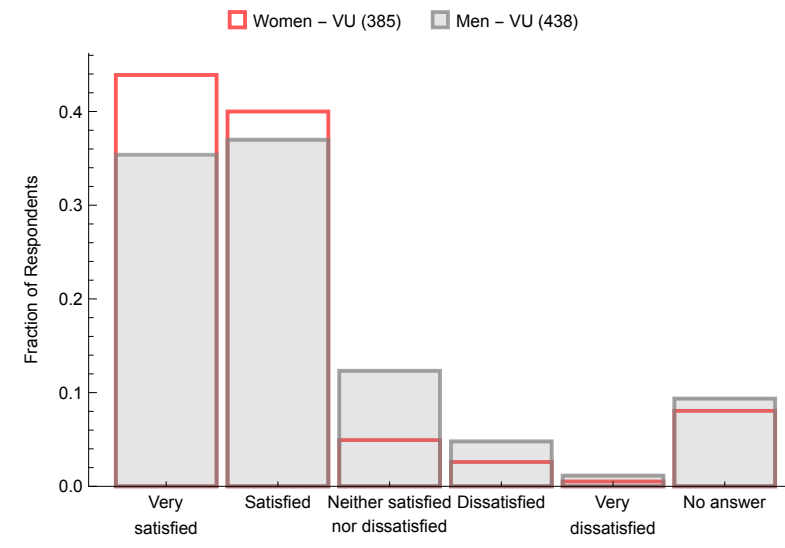
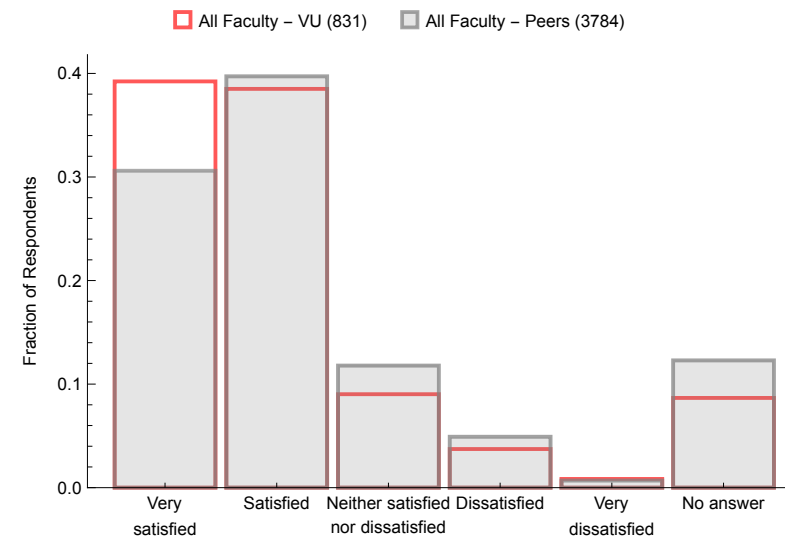
Nature of Work | Teaching | Number of students in classes taught

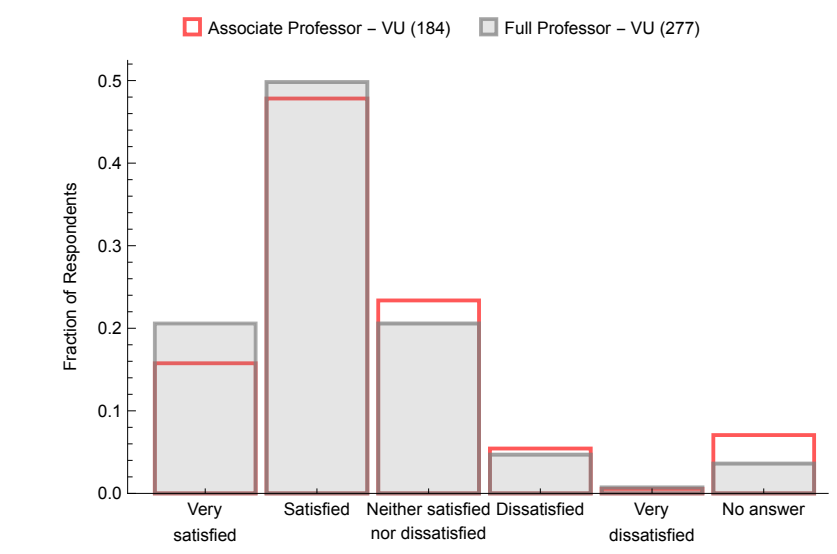
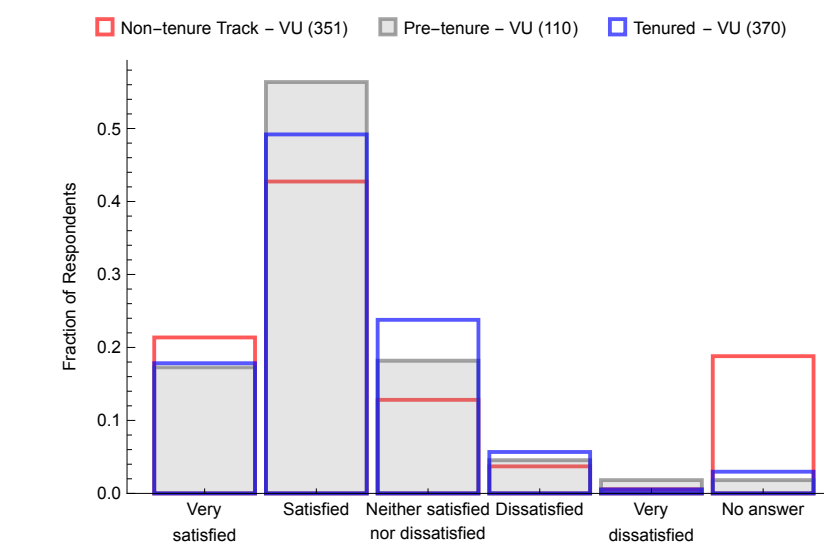
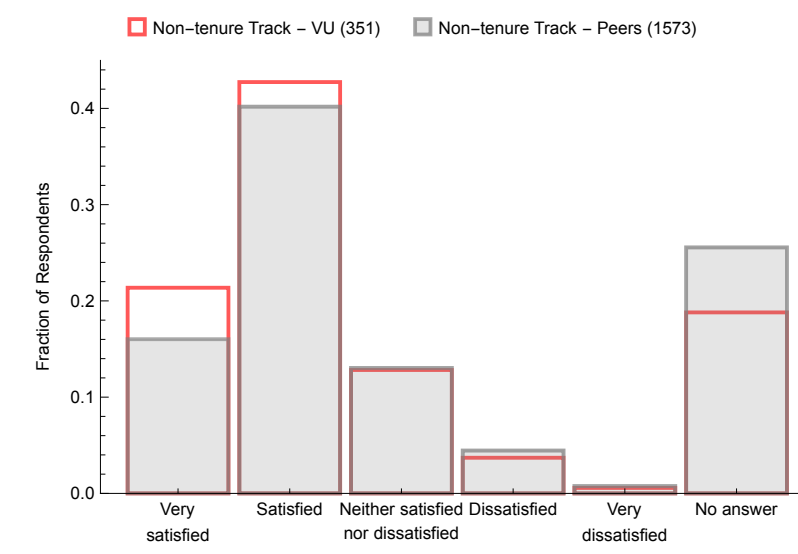
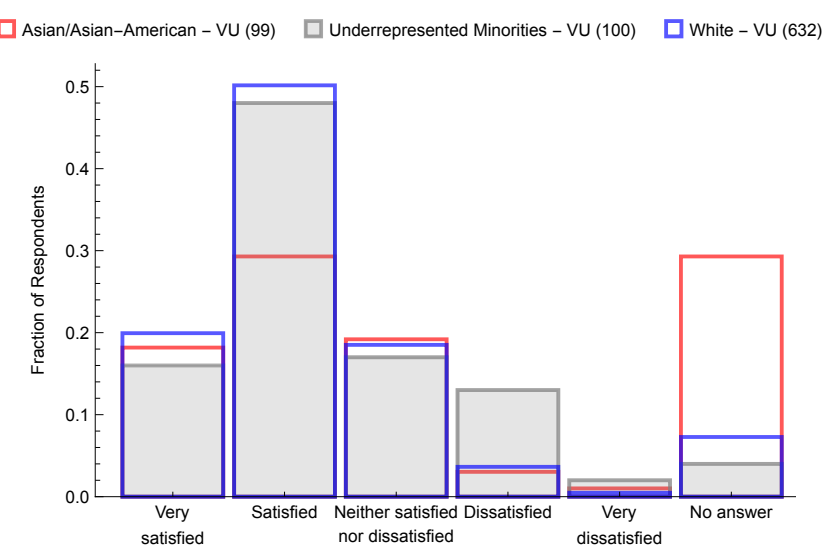
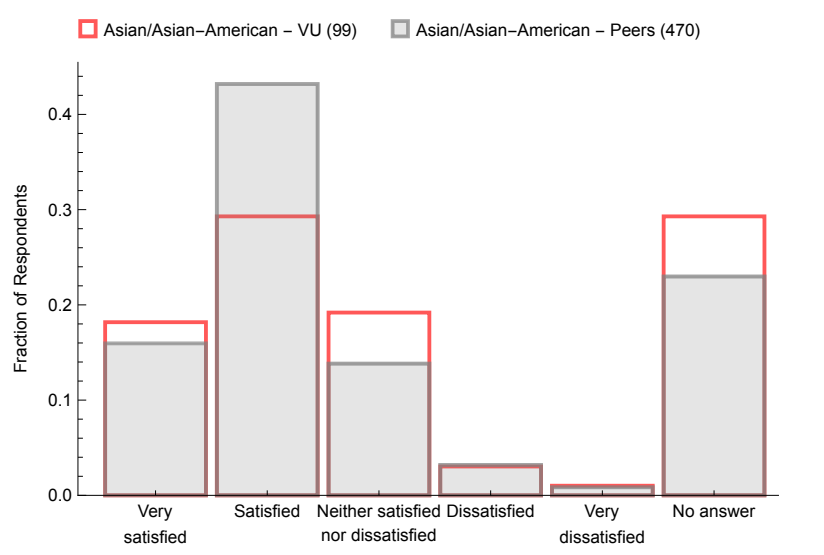
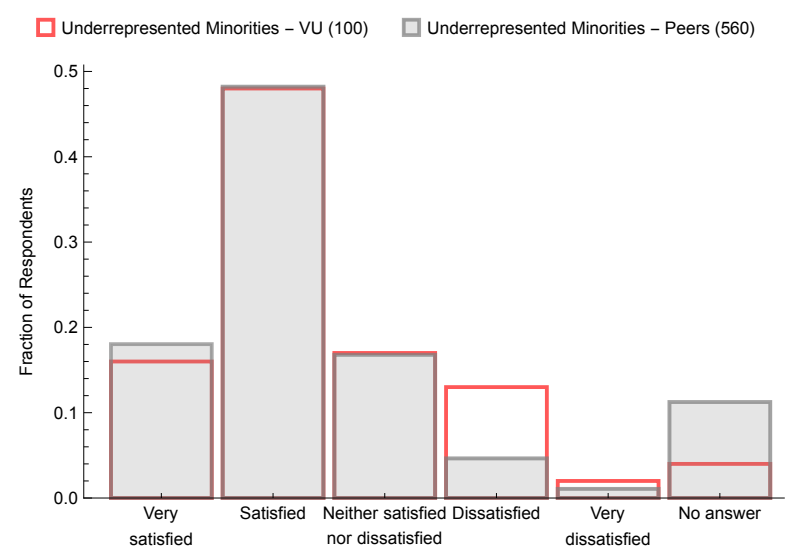
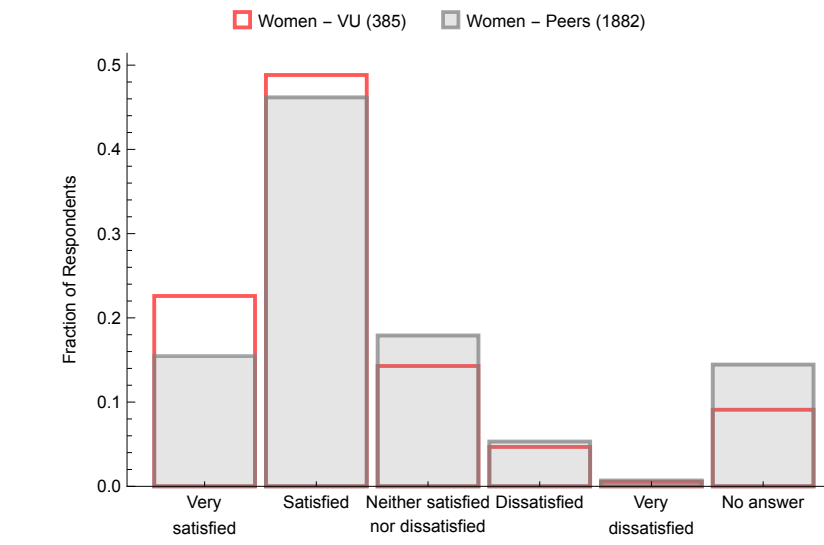
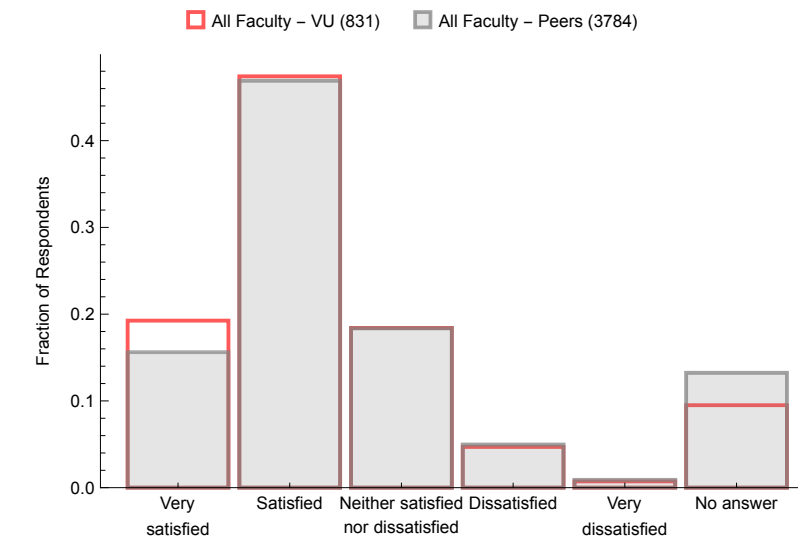


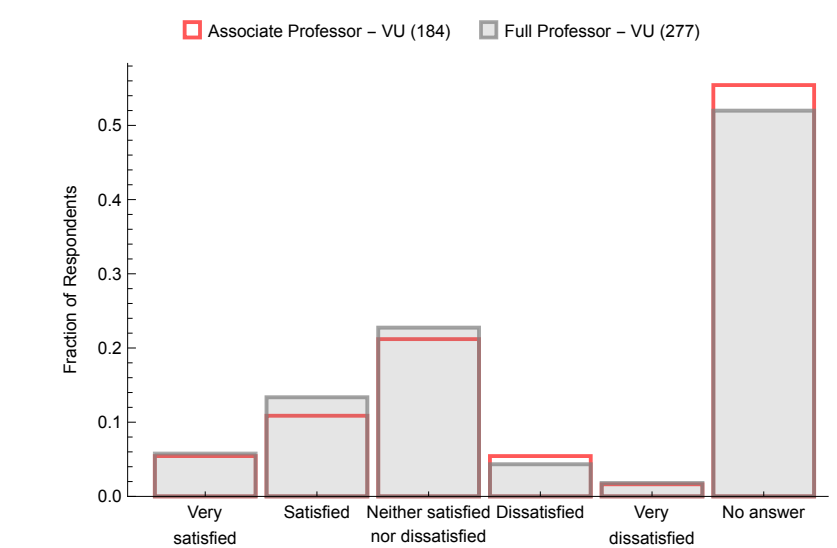
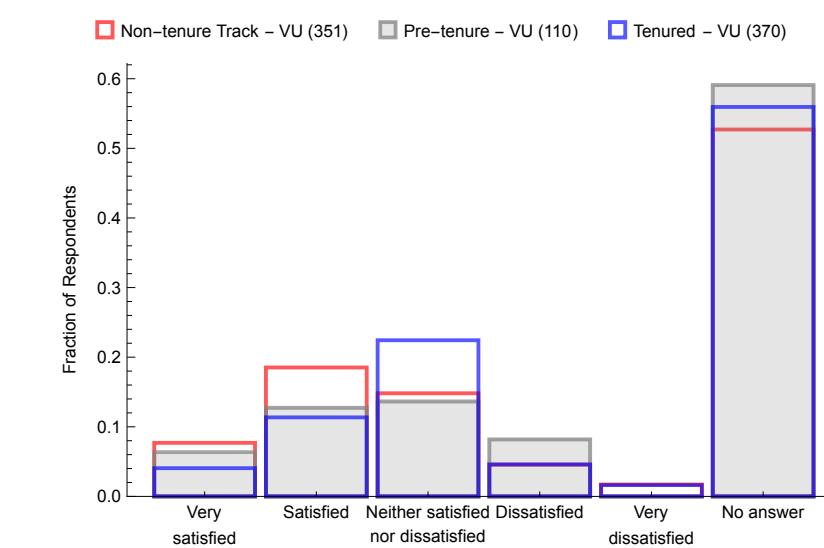
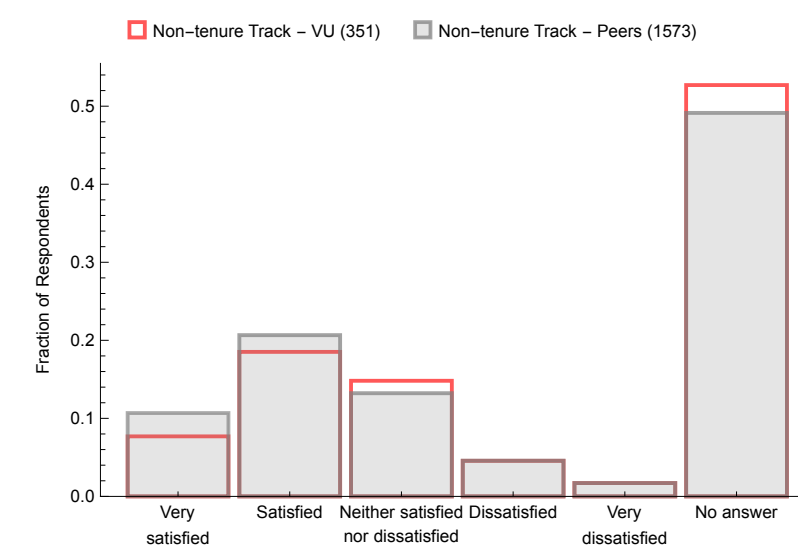
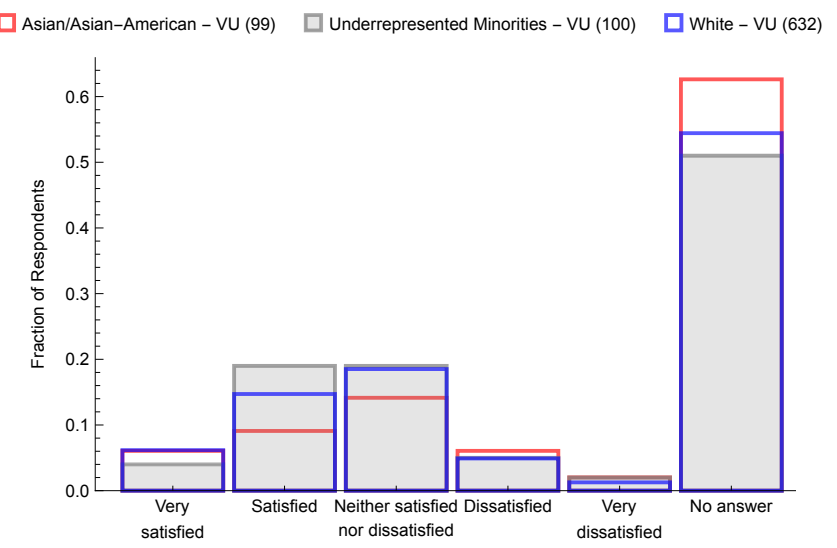
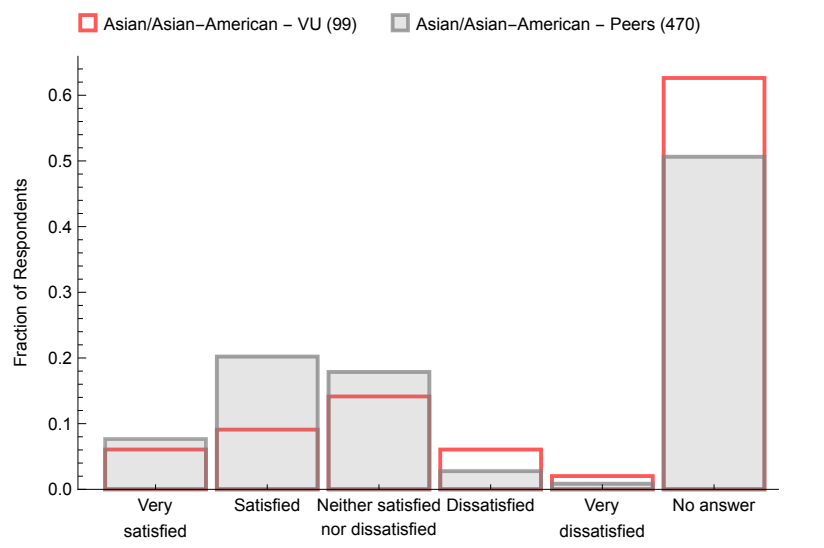
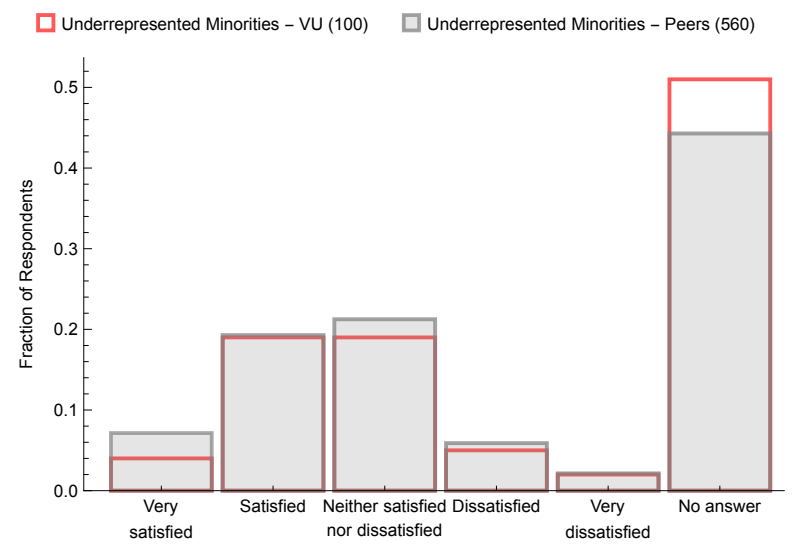
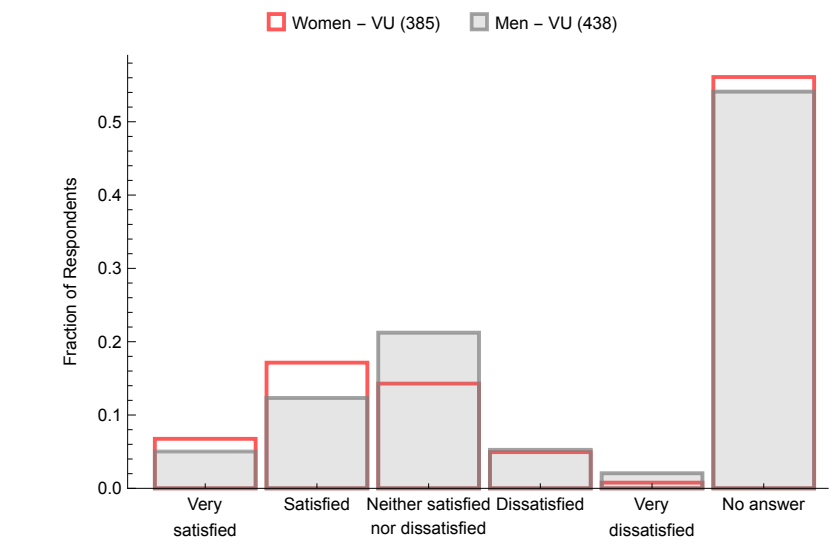
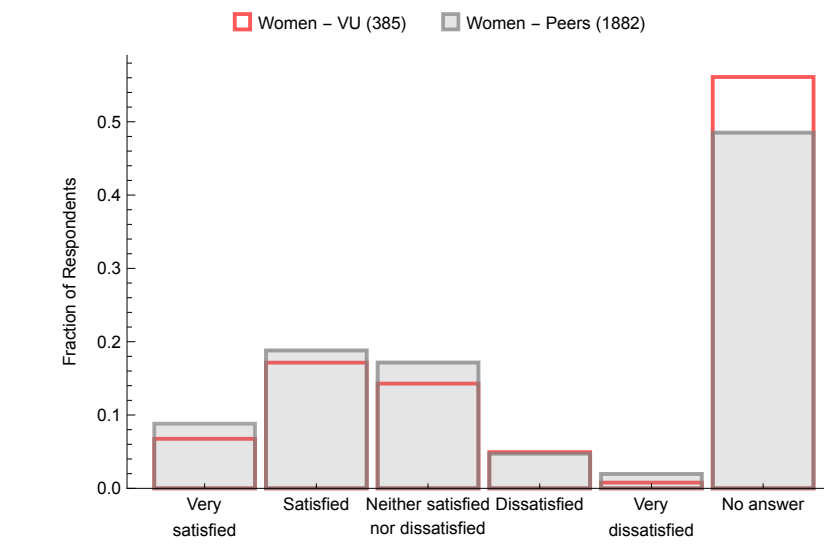
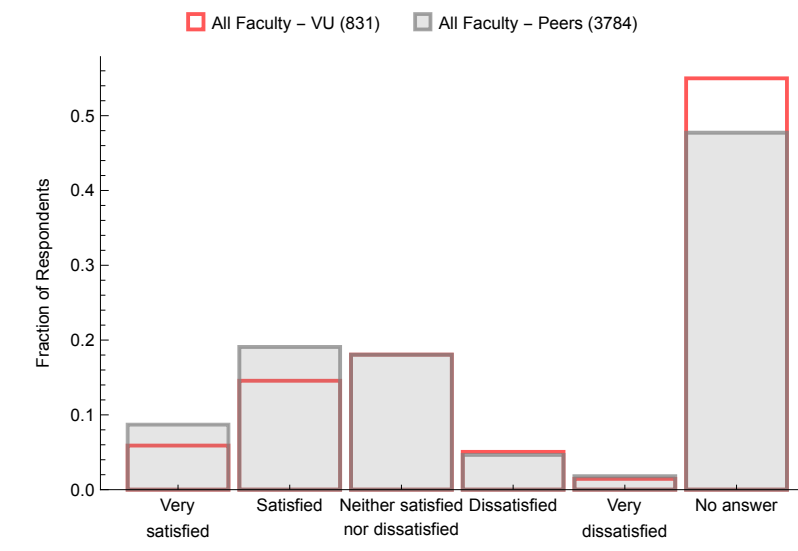
Nature of Work | Teaching | Quality of grad students to support teaching



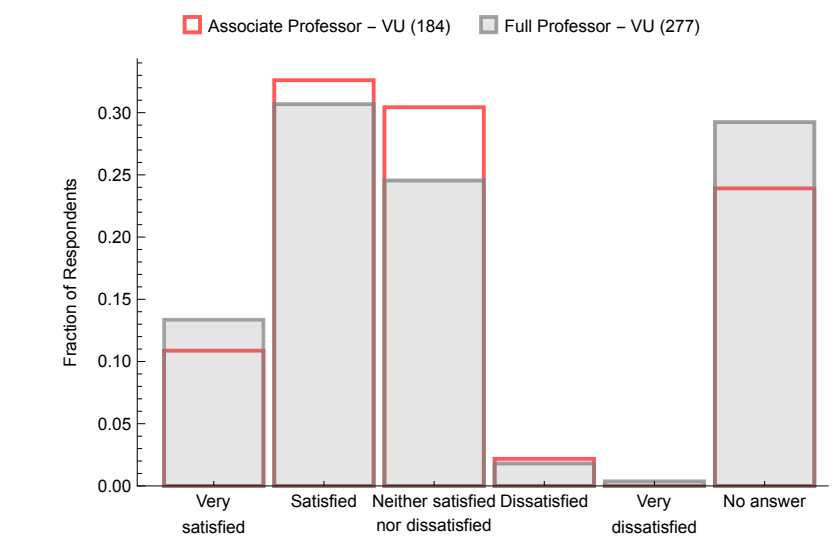
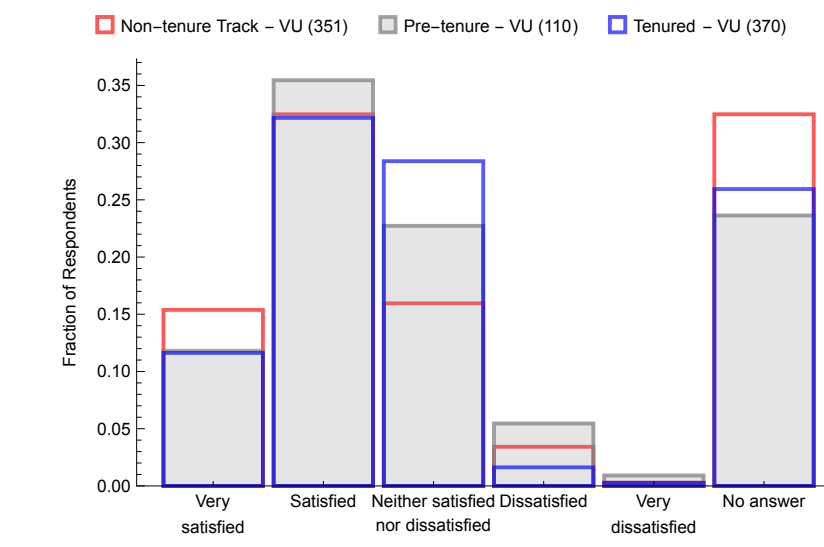
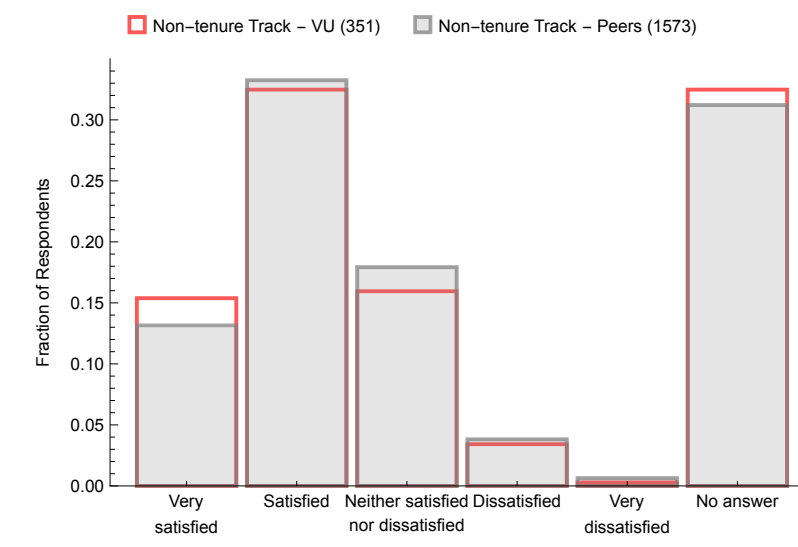
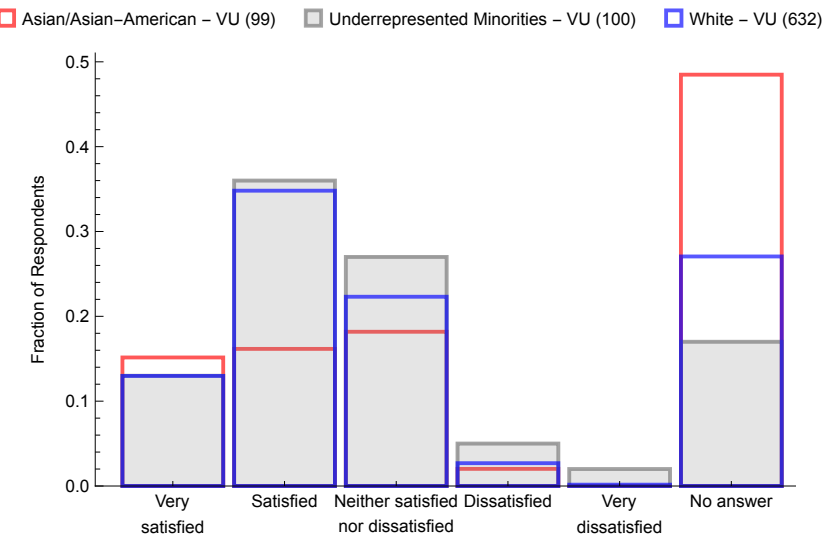
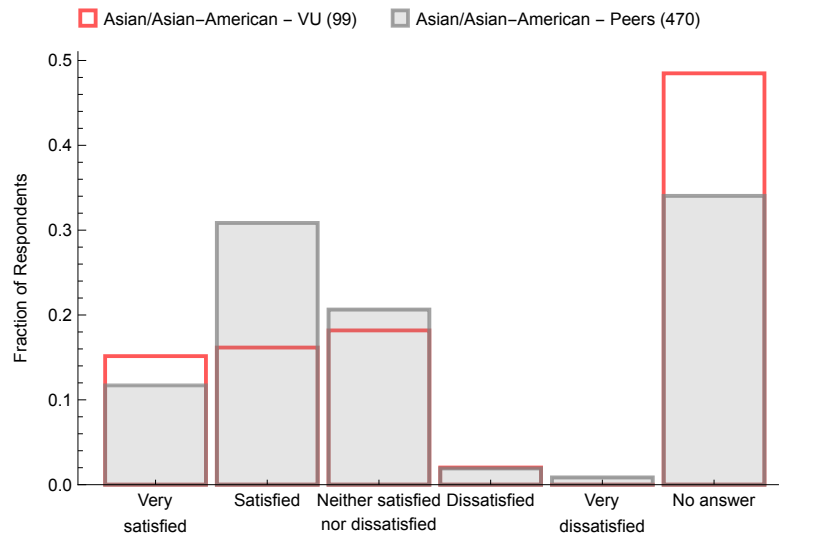
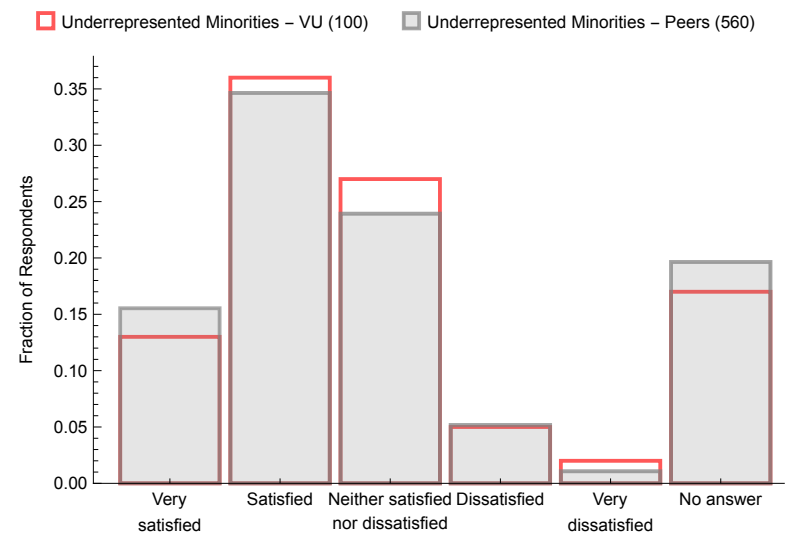
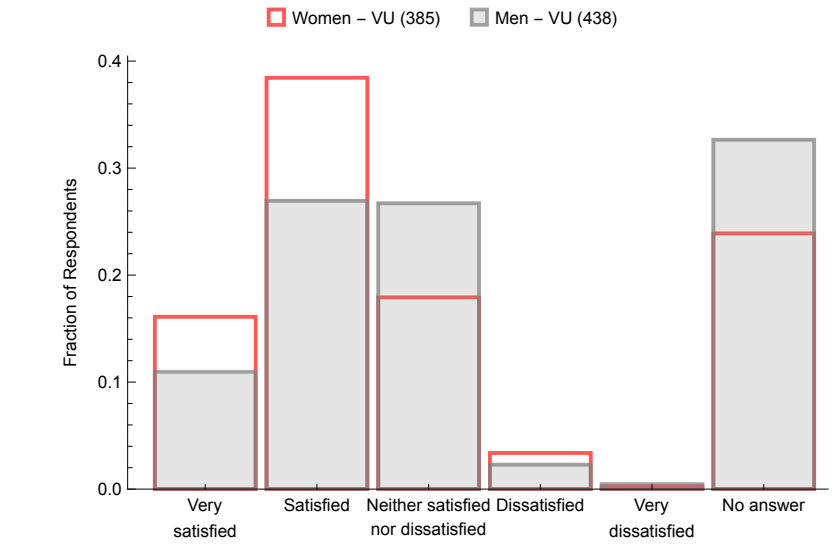
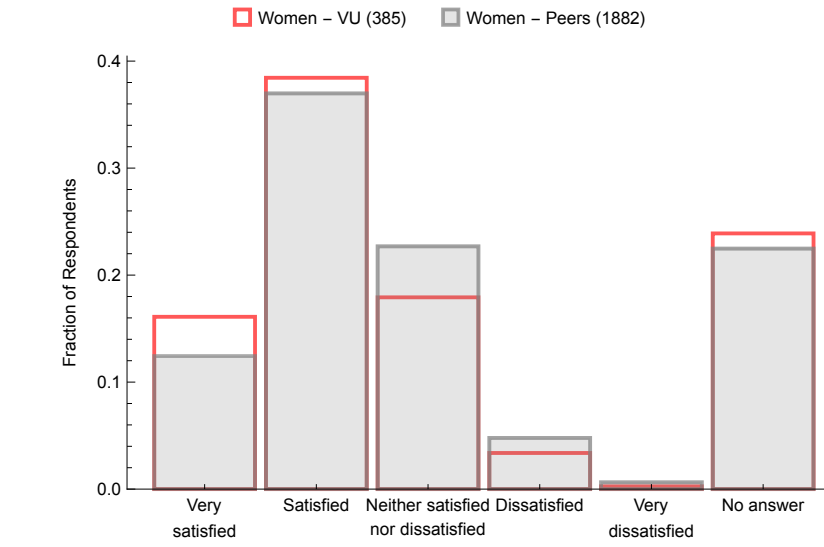
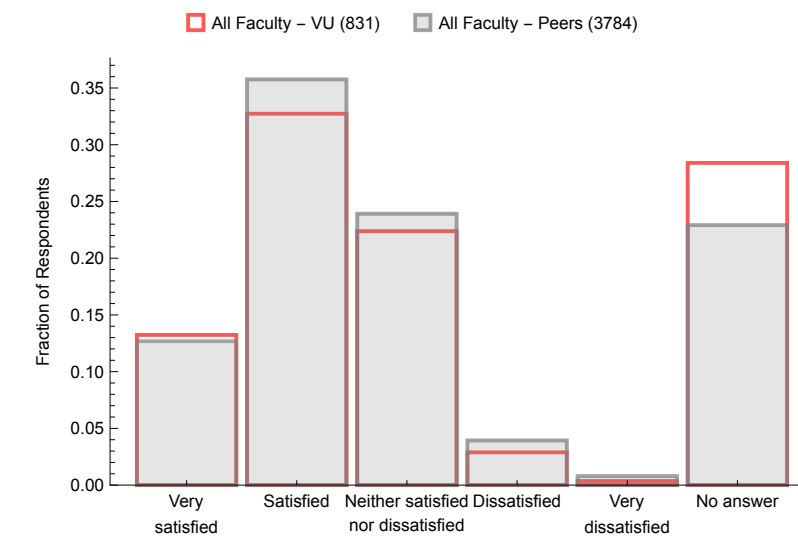
Nature of Work | Teaching | Quality of students taught

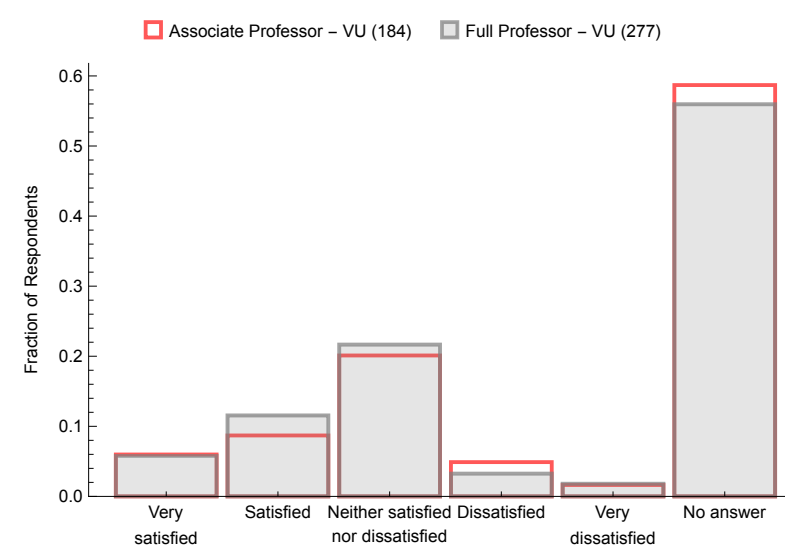
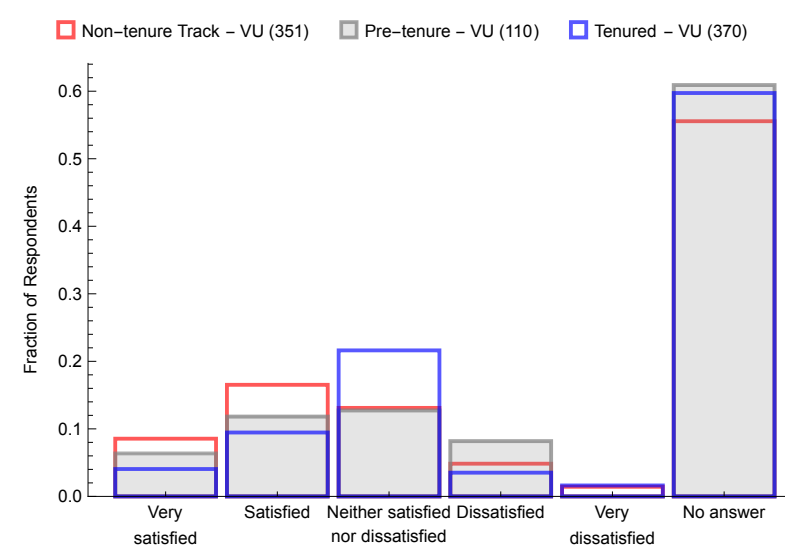
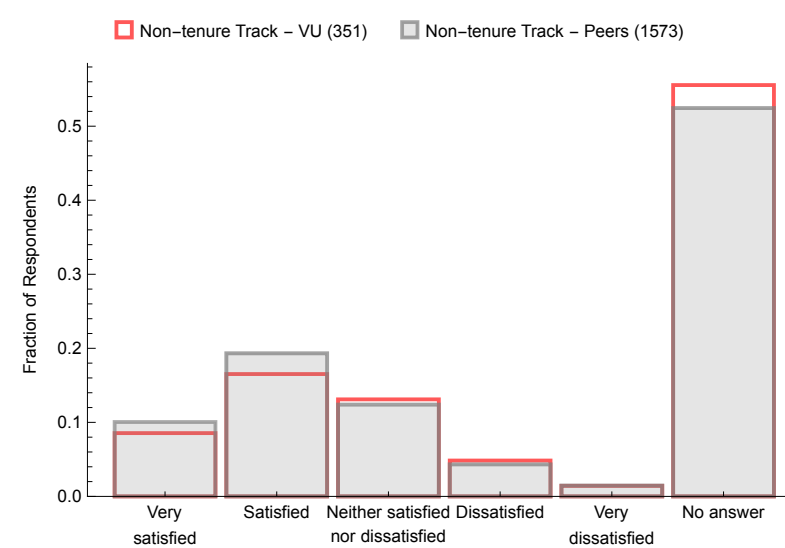
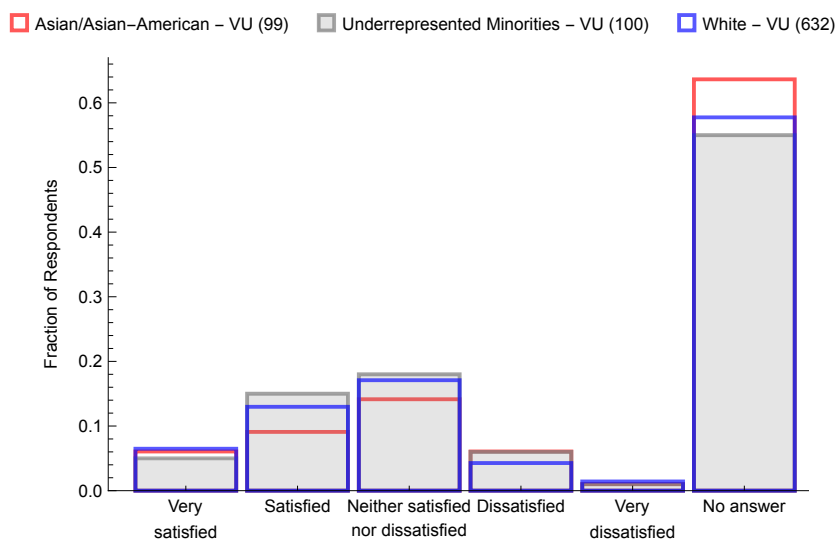
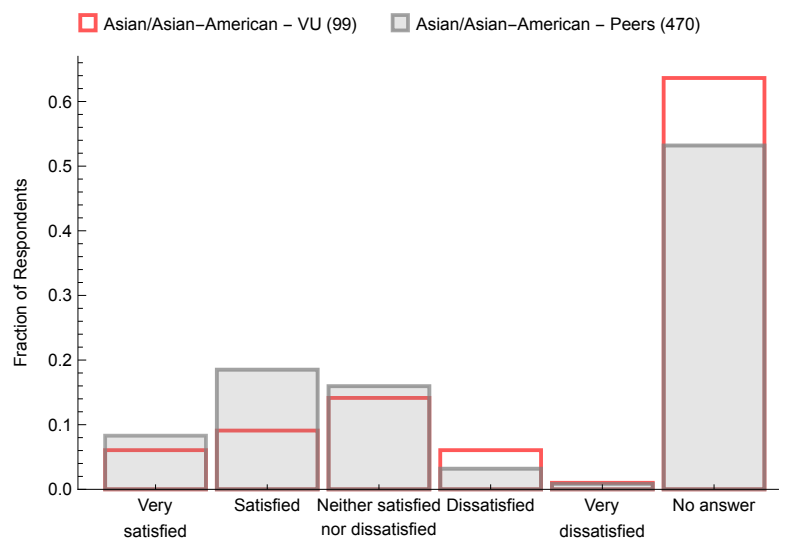
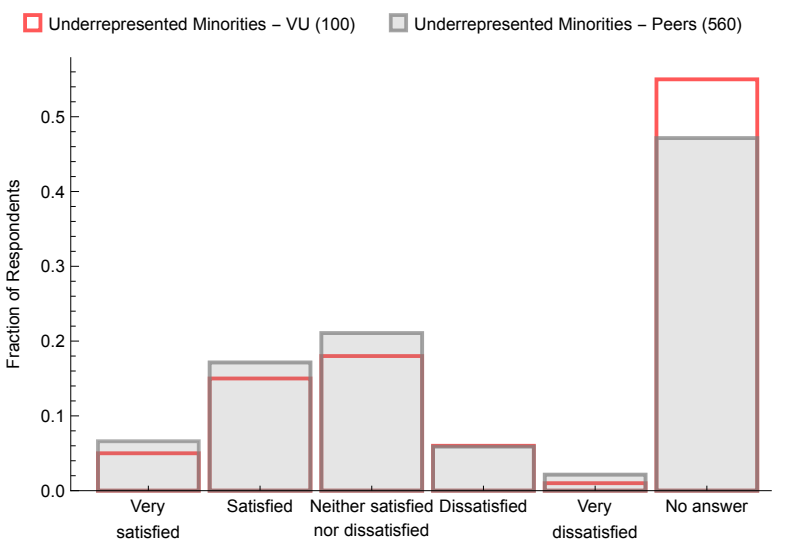
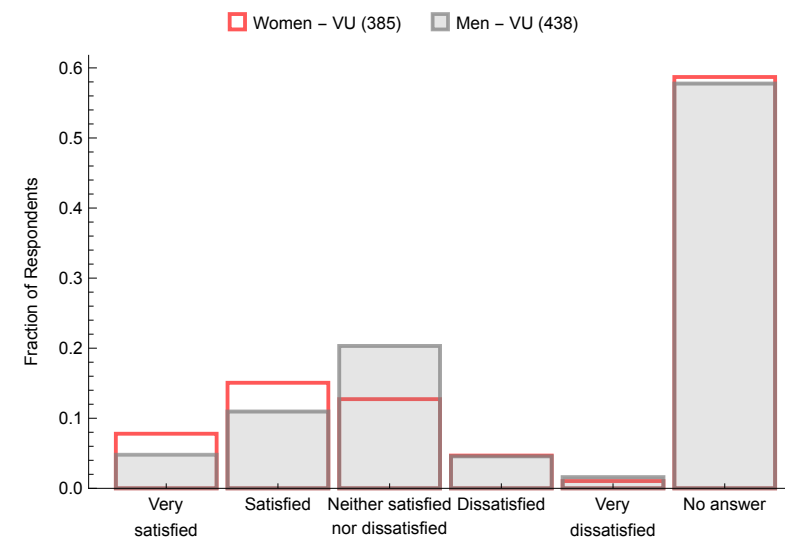
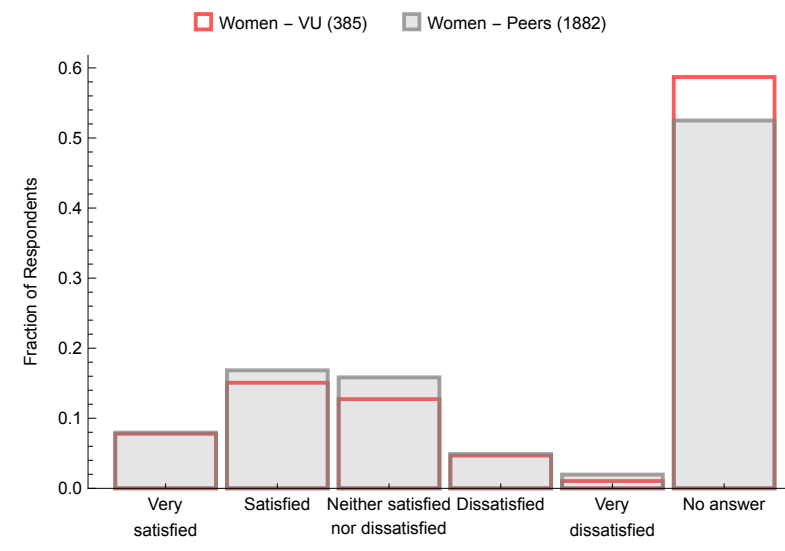
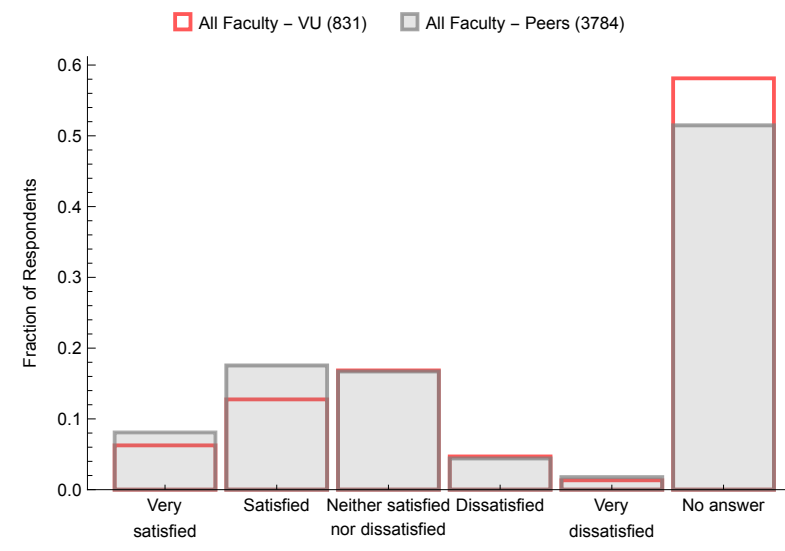




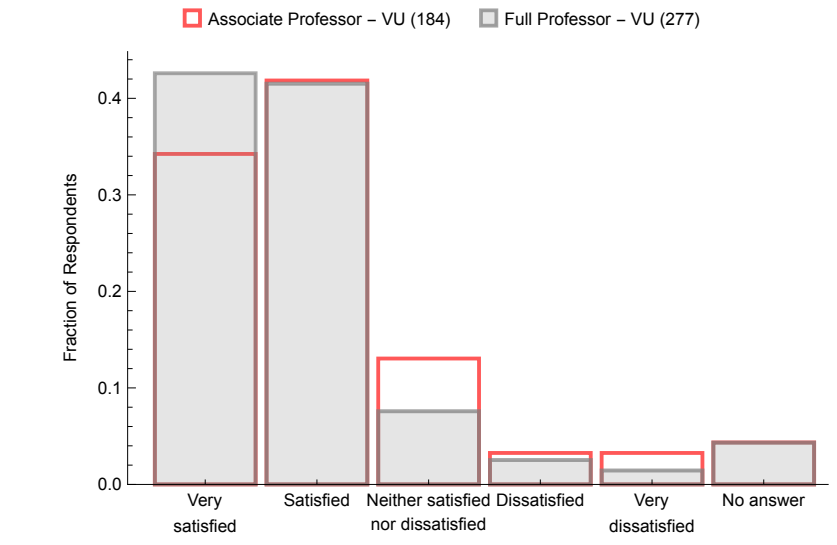
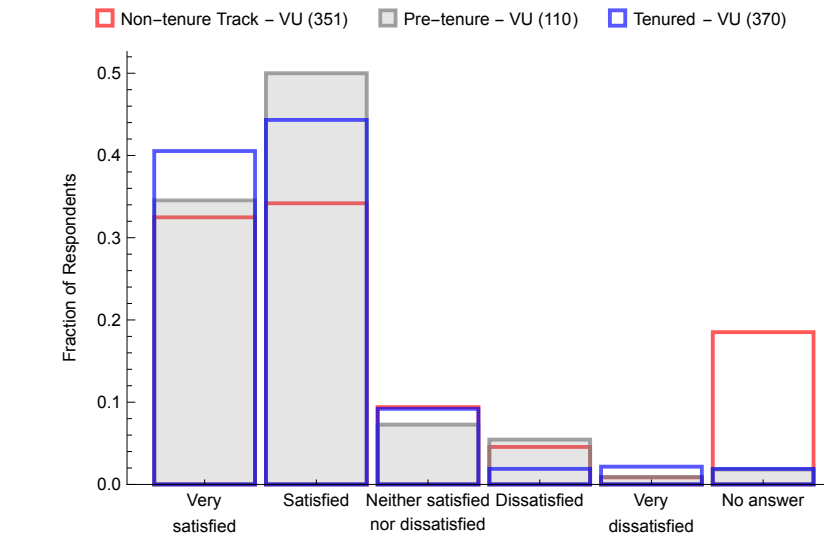
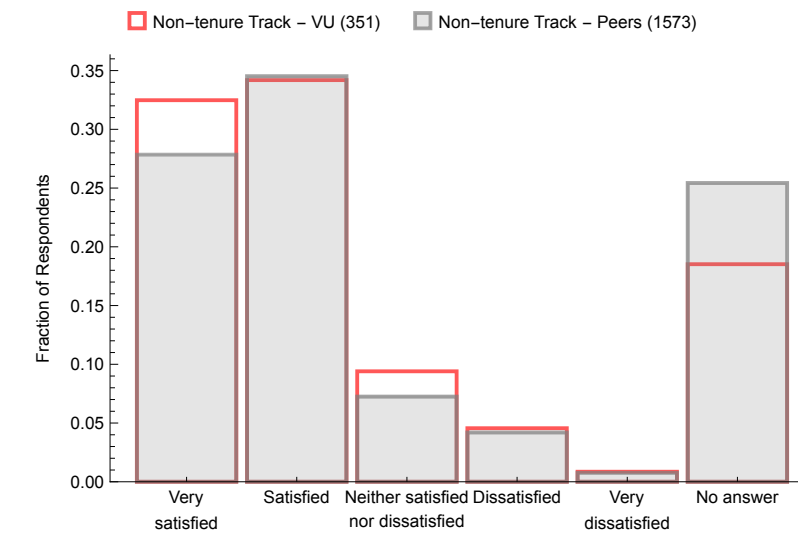
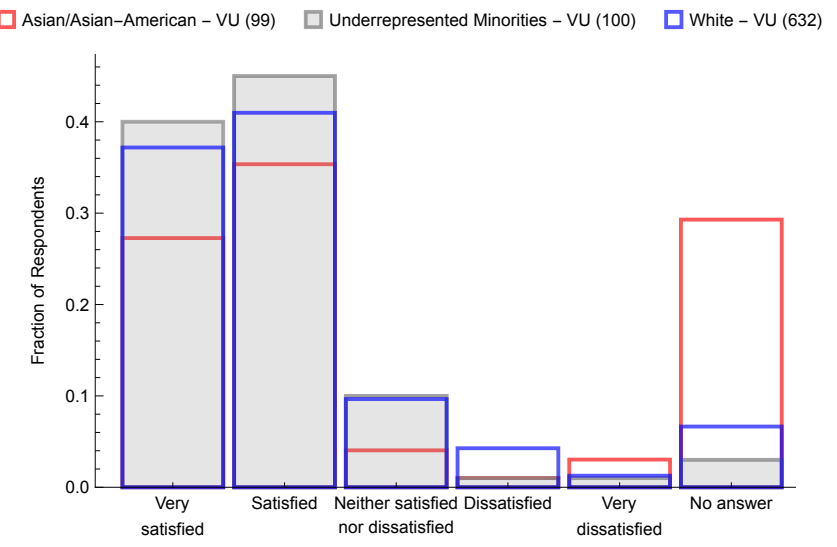
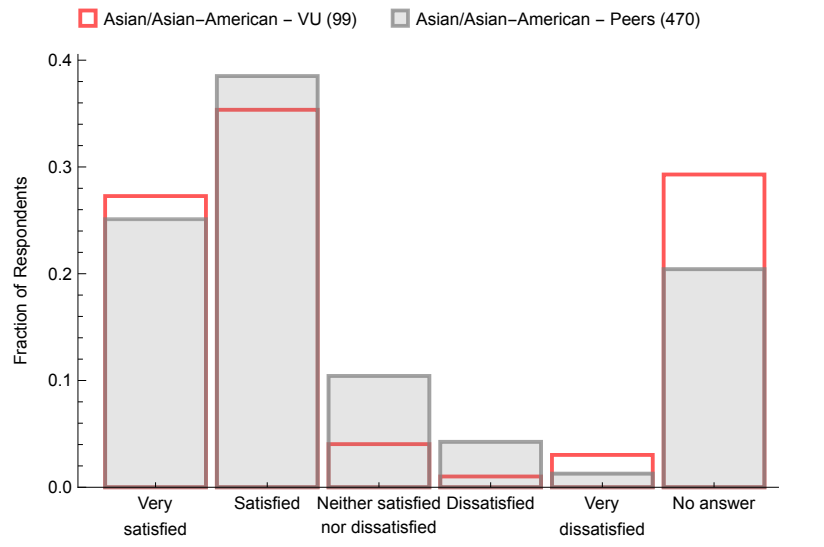
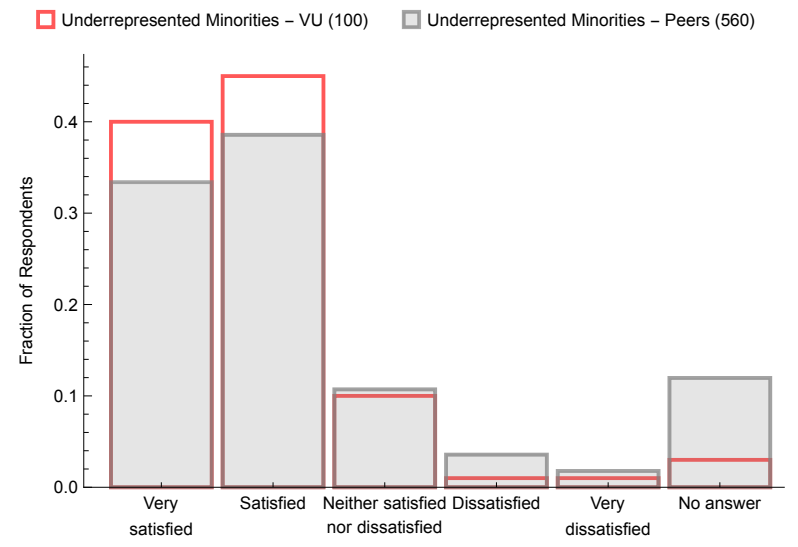
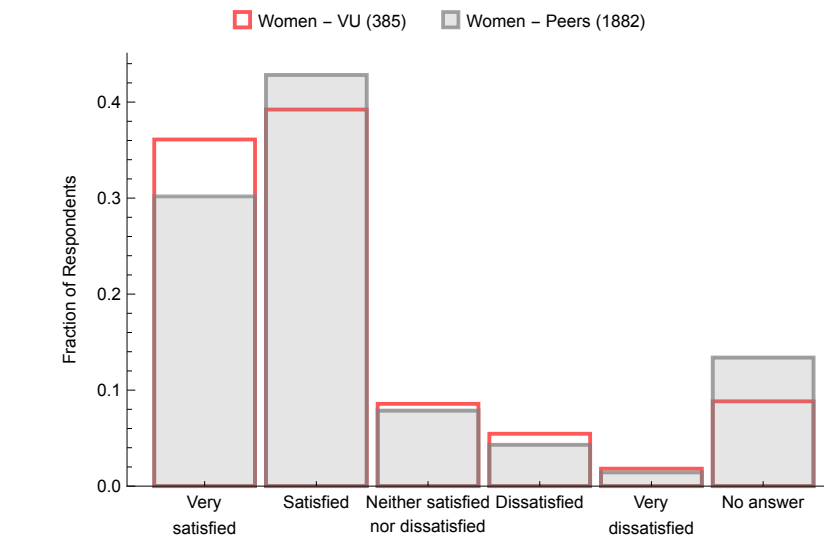
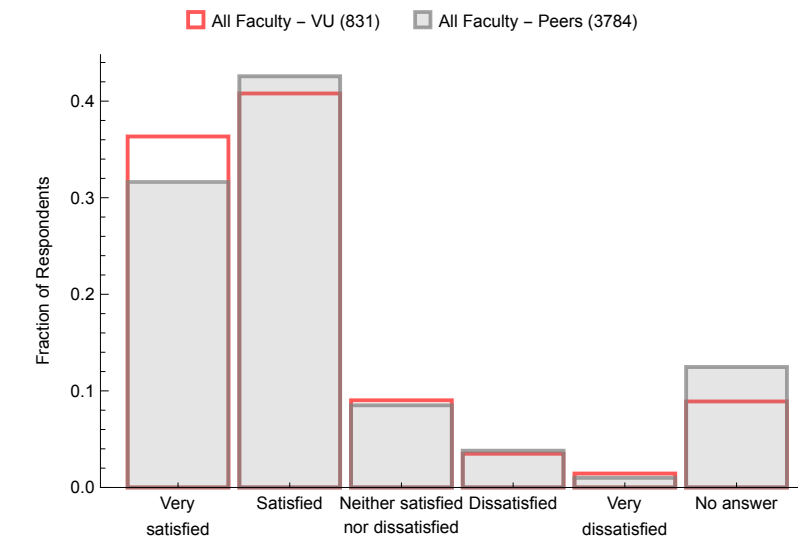


Nature of Work | Teaching | Support for teaching diverse learning styles

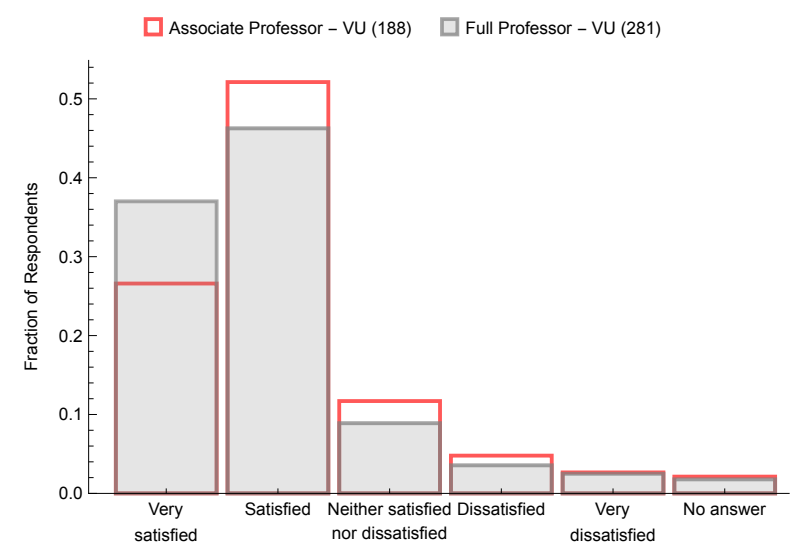
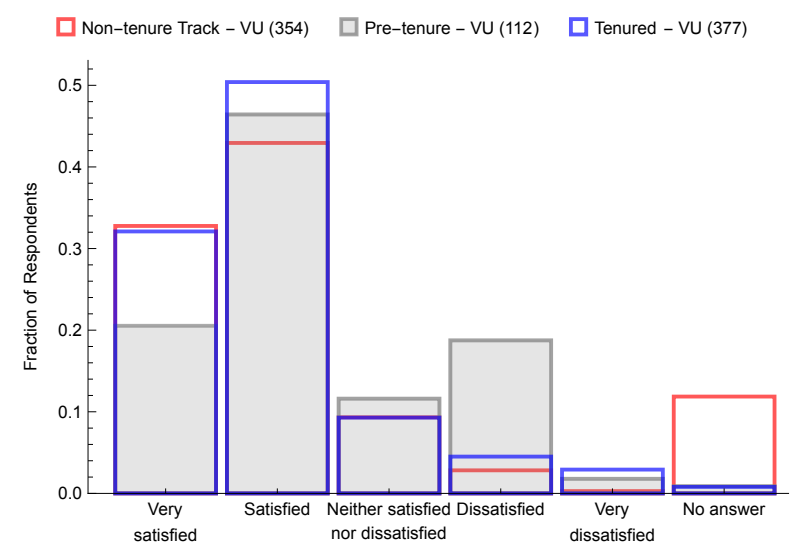
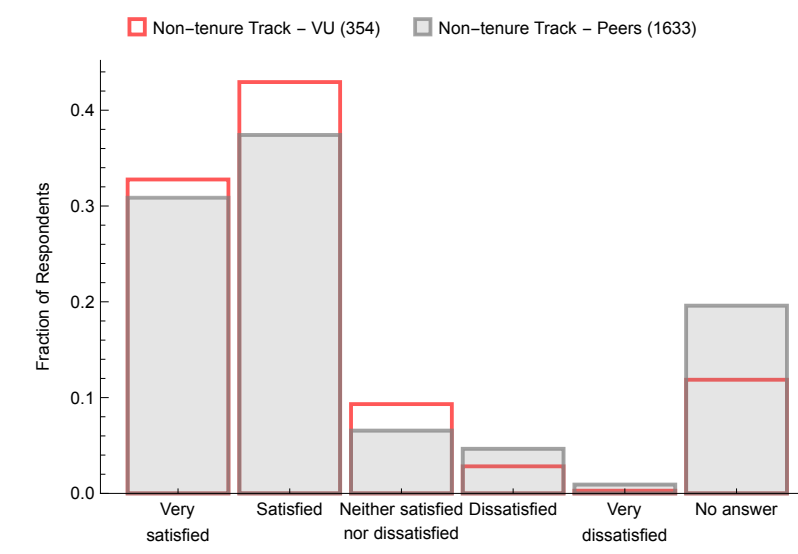
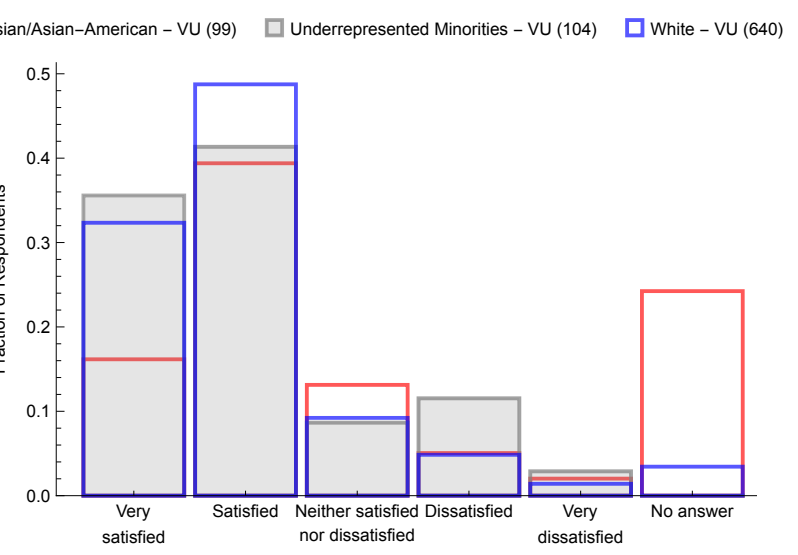
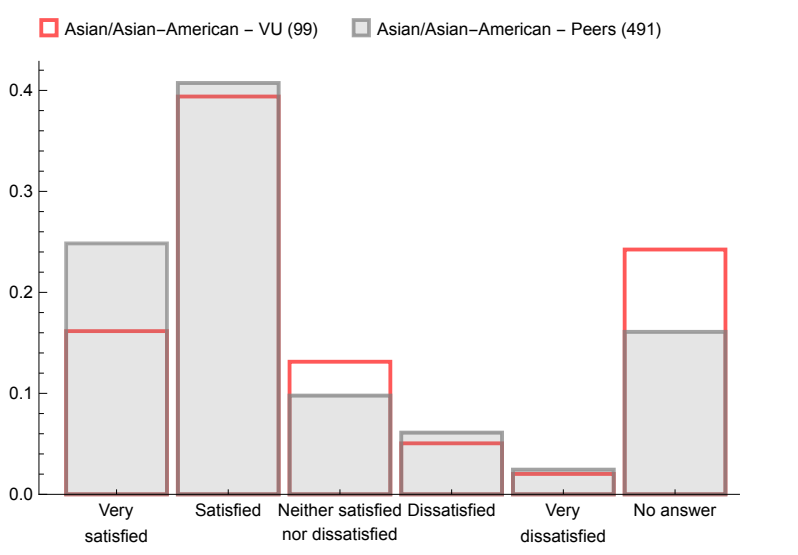
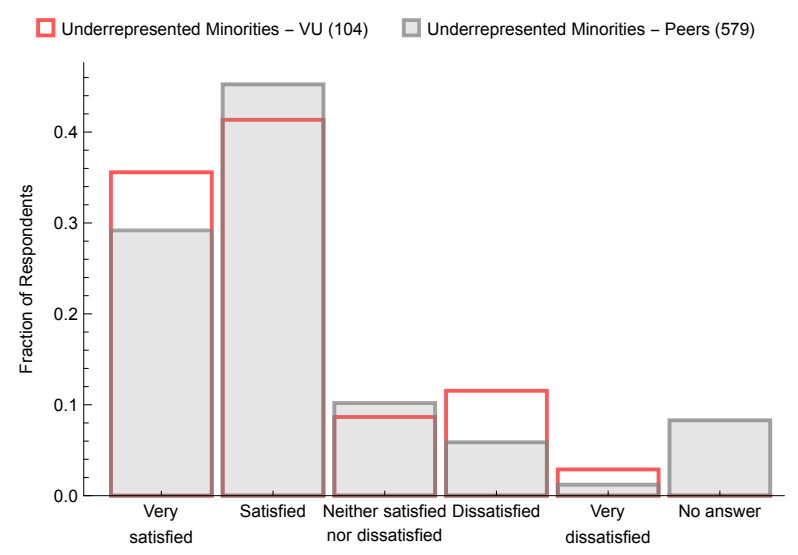
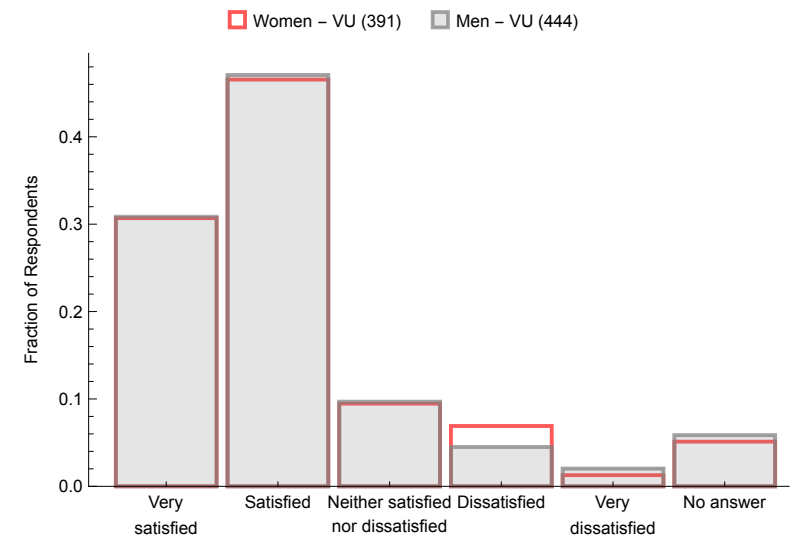
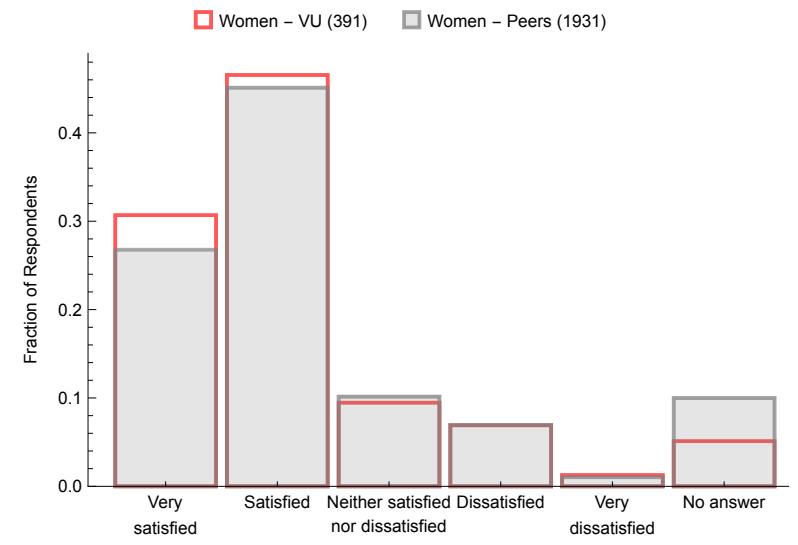
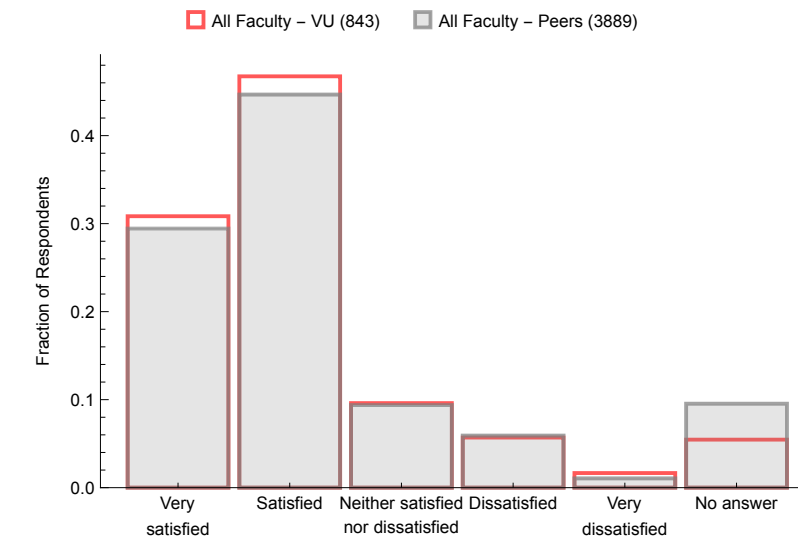


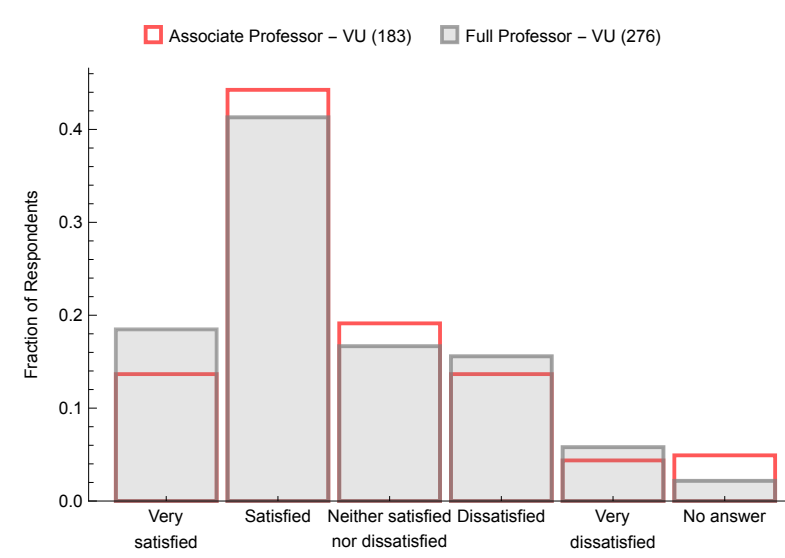
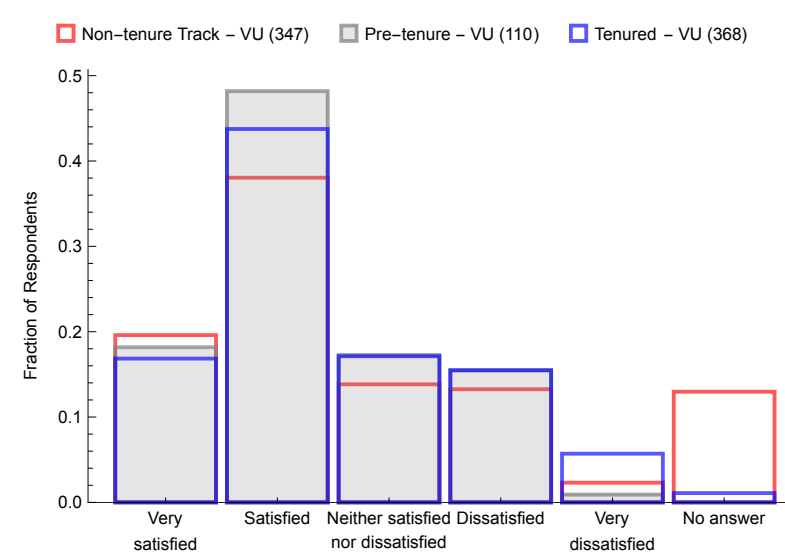
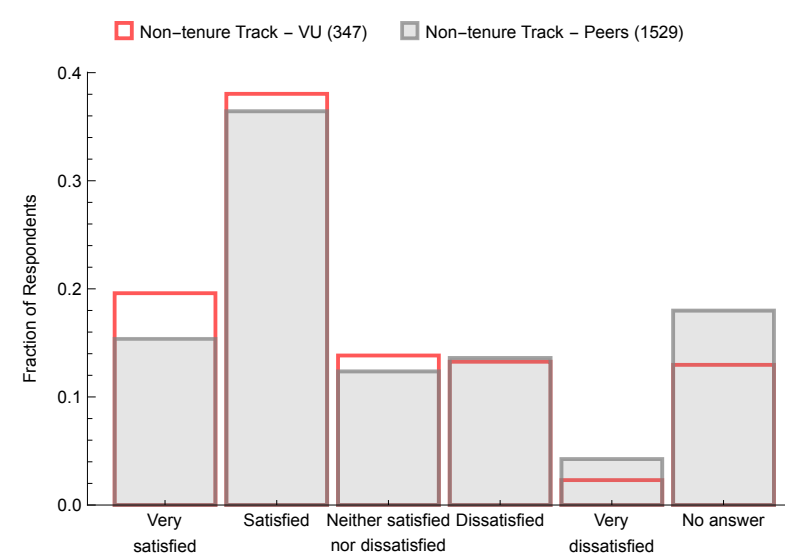
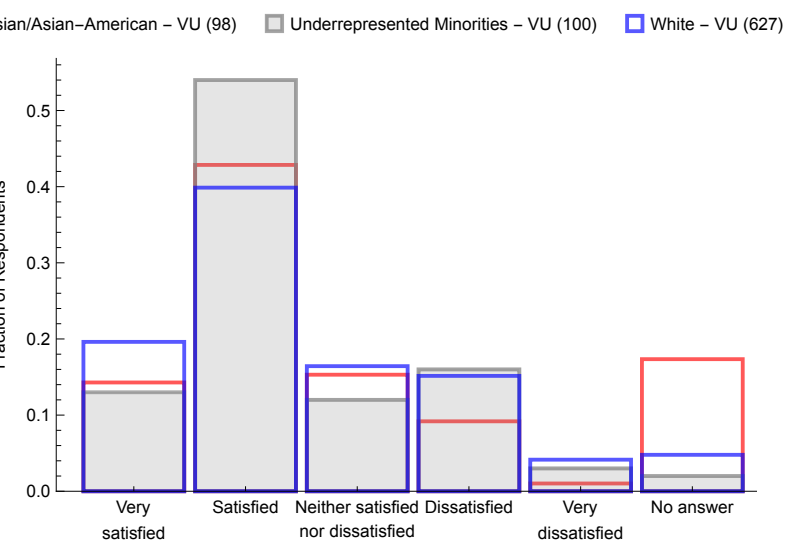
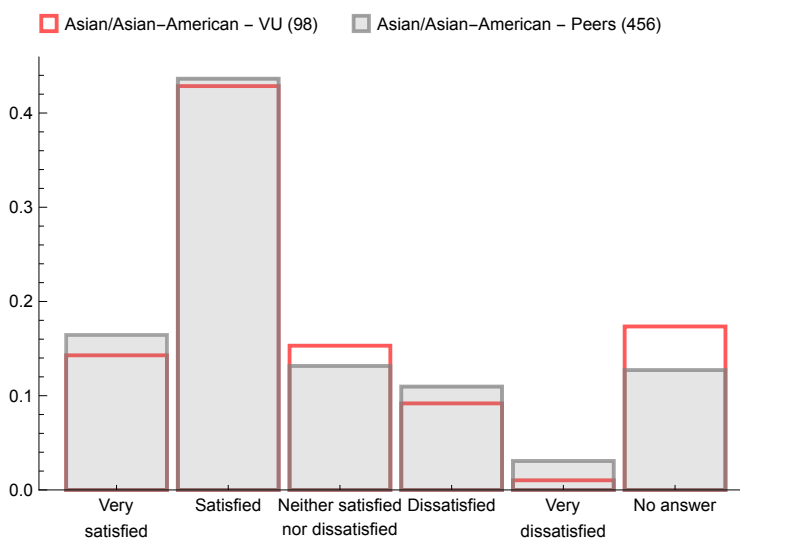
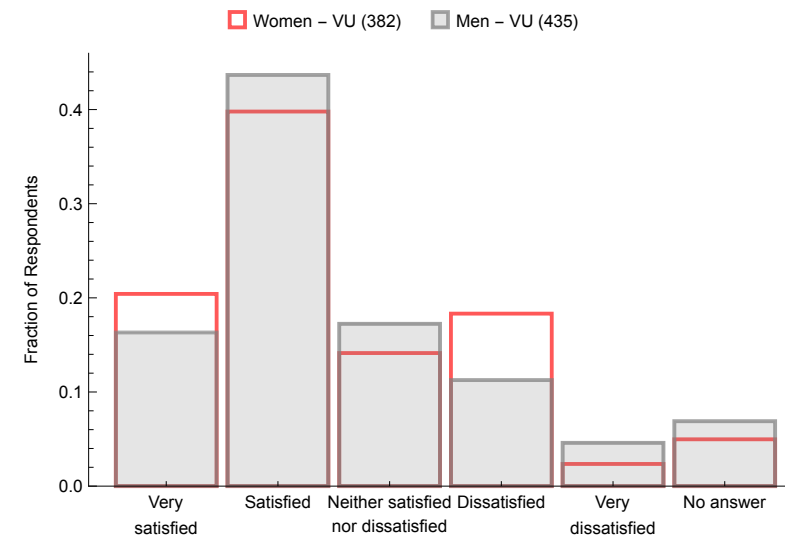
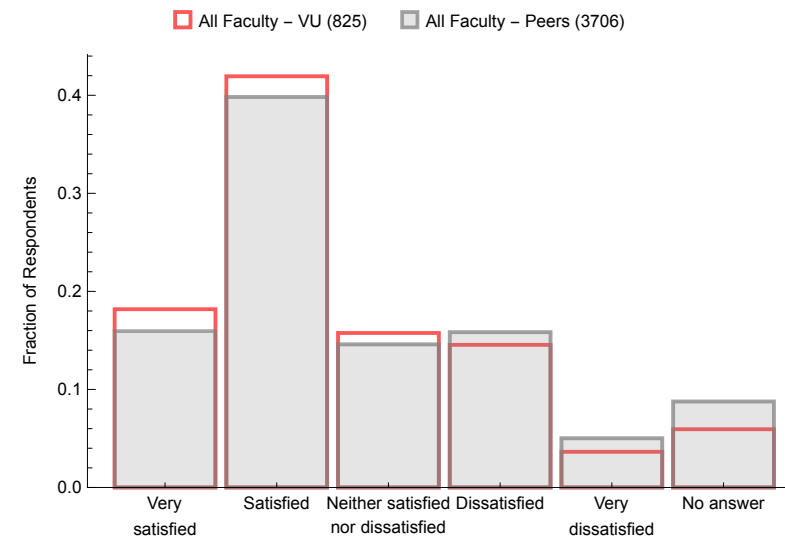


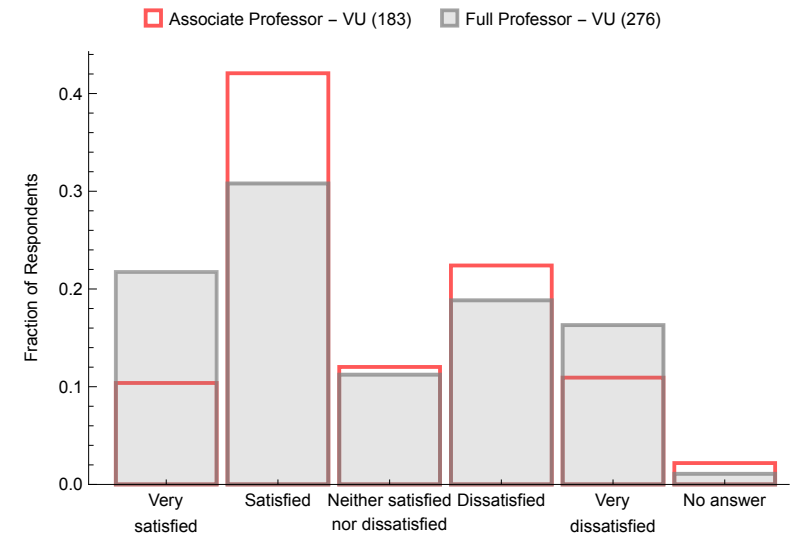
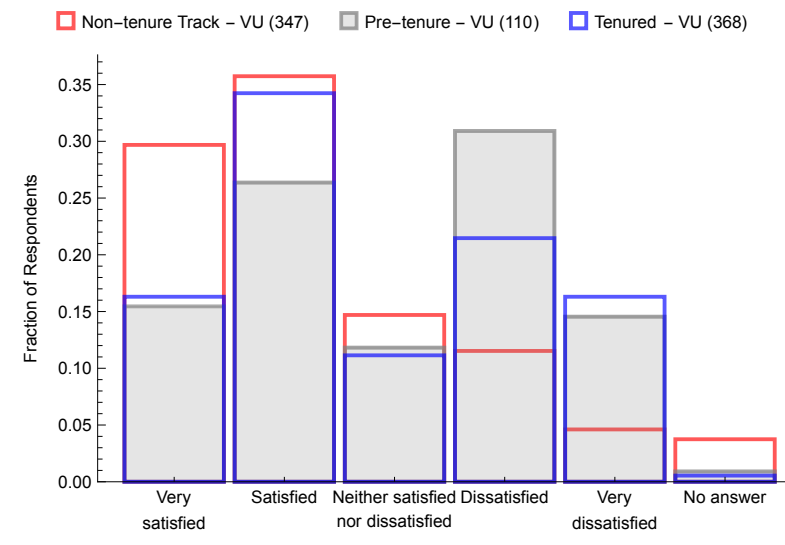
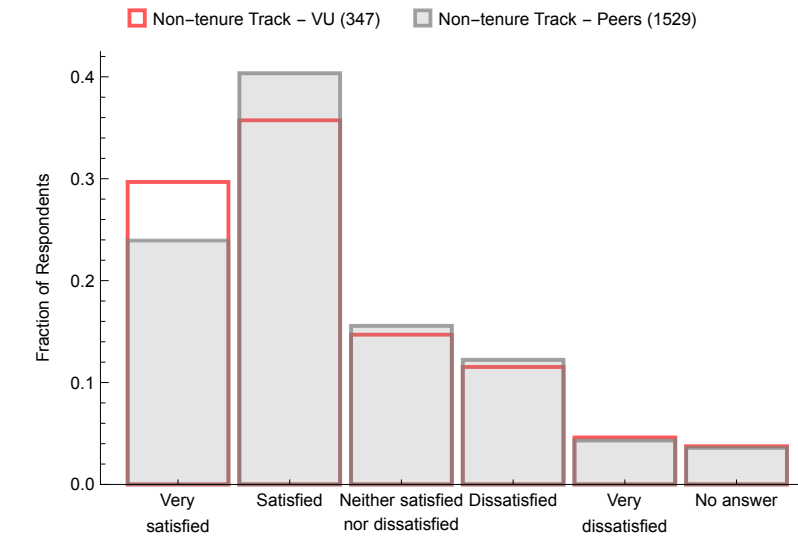
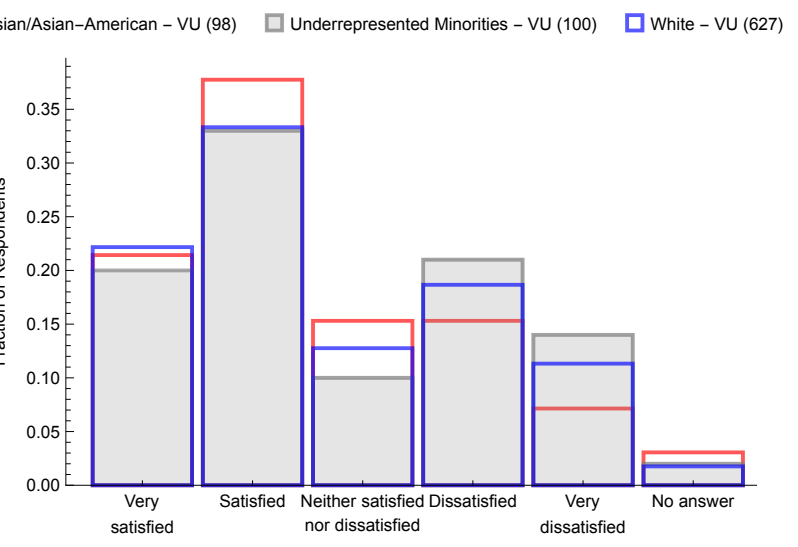
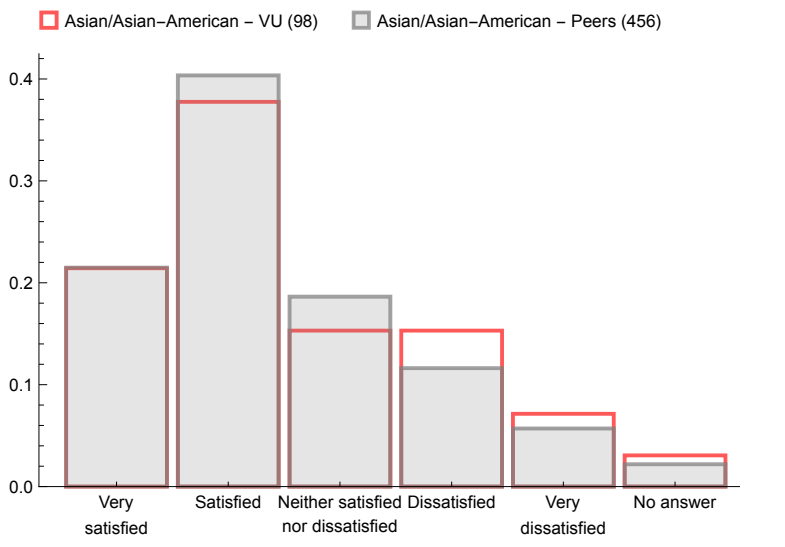
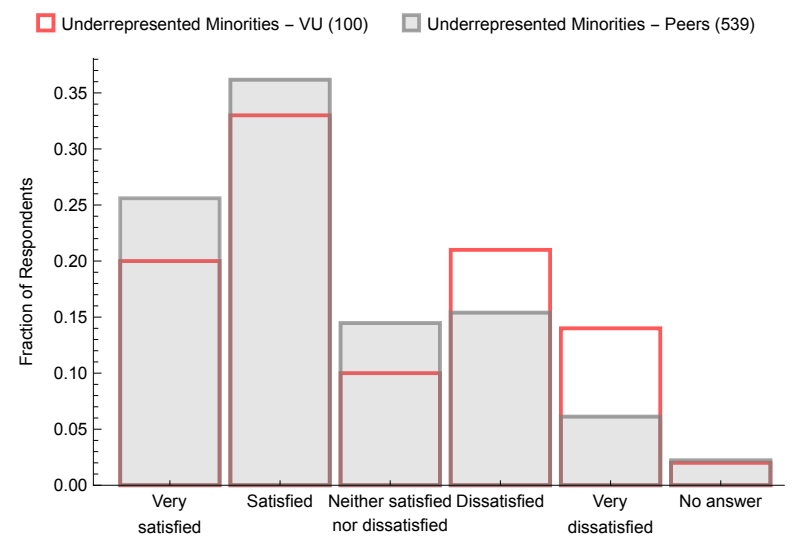
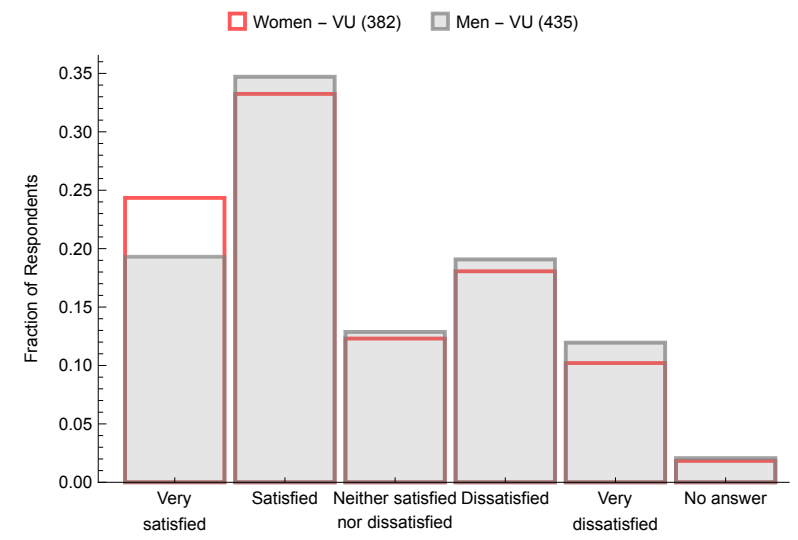
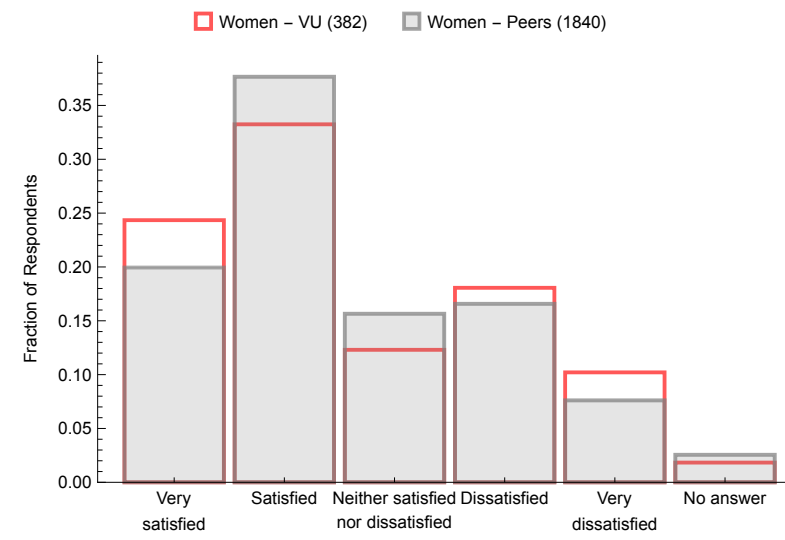
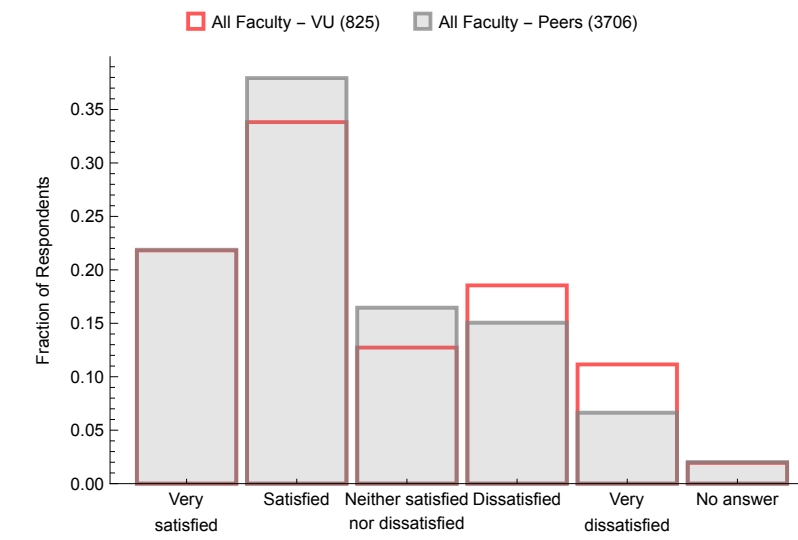
Nature of Work | Teaching | Teaching schedule

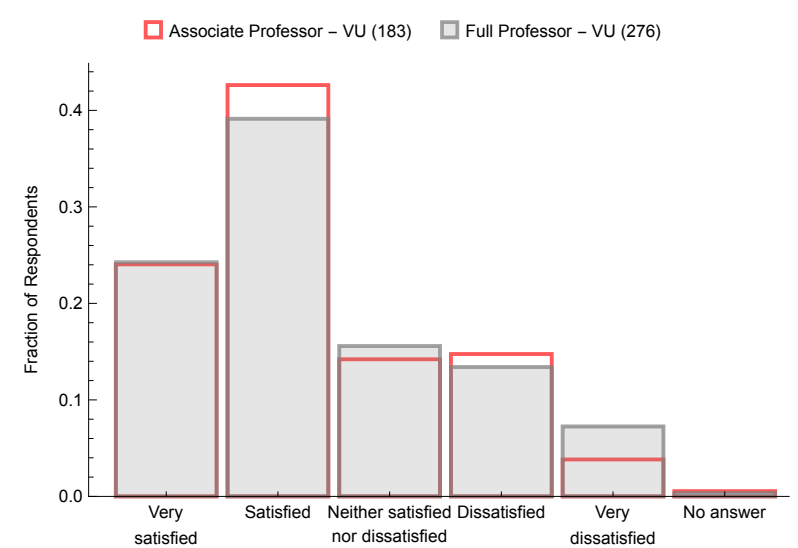
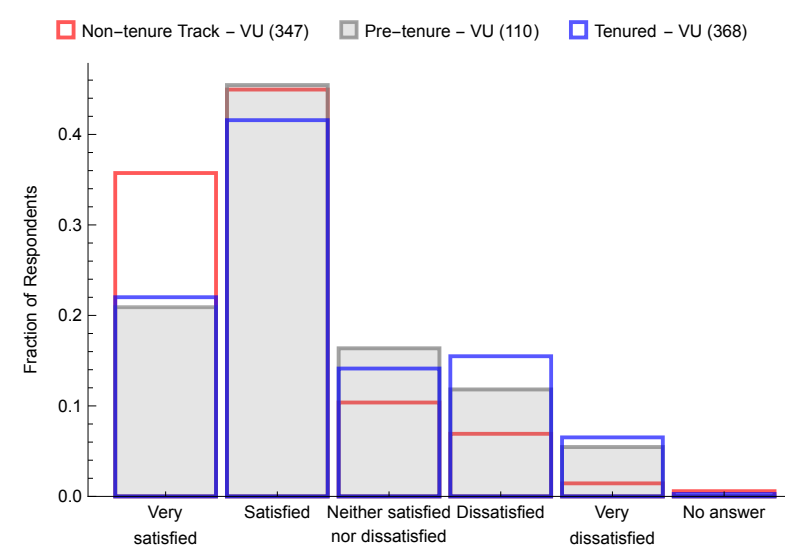
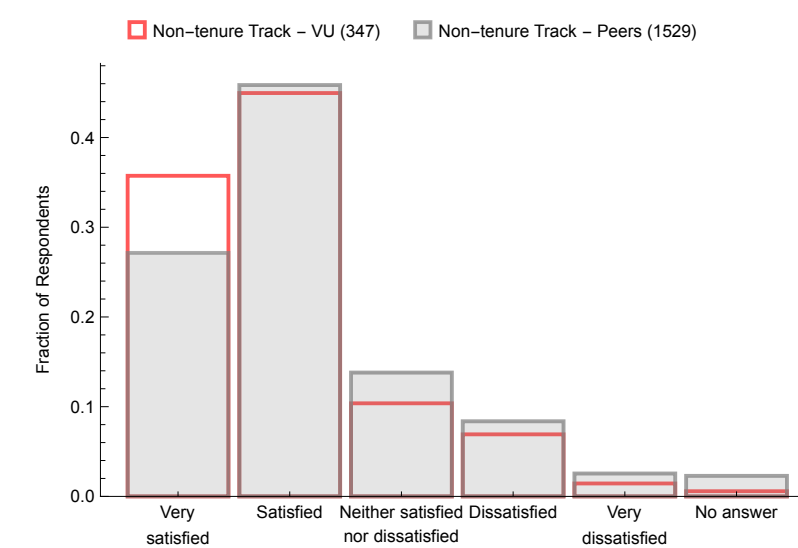
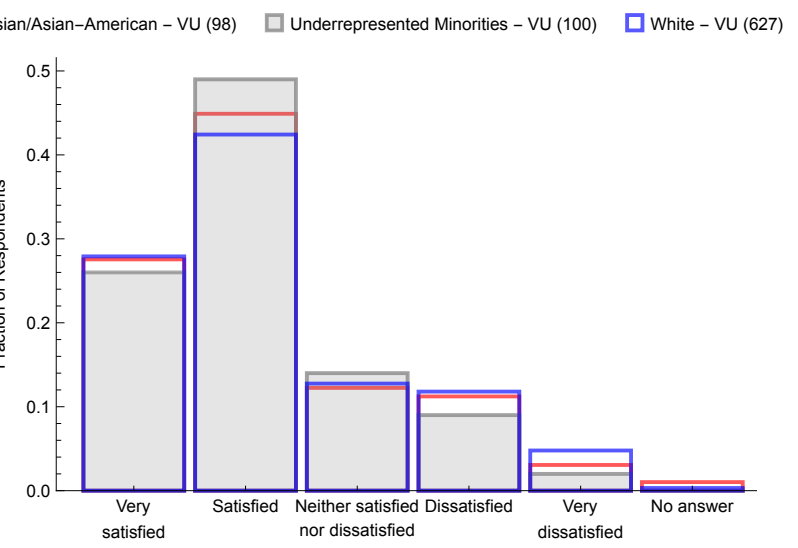
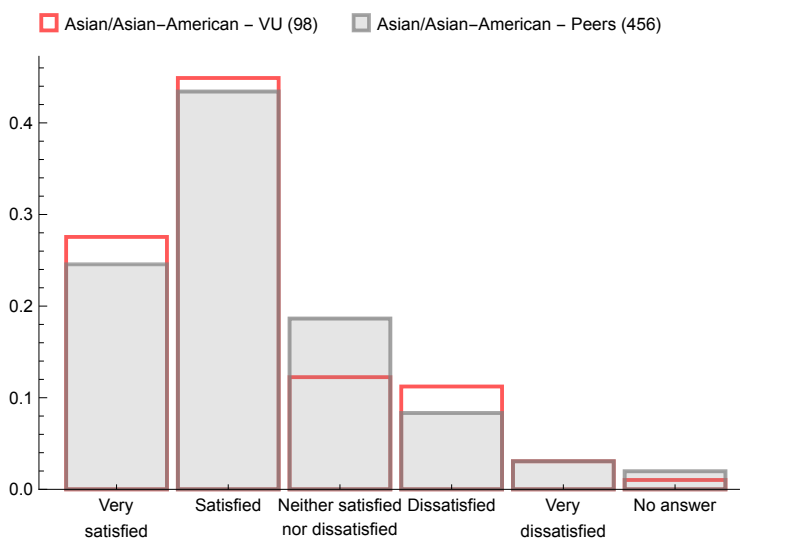
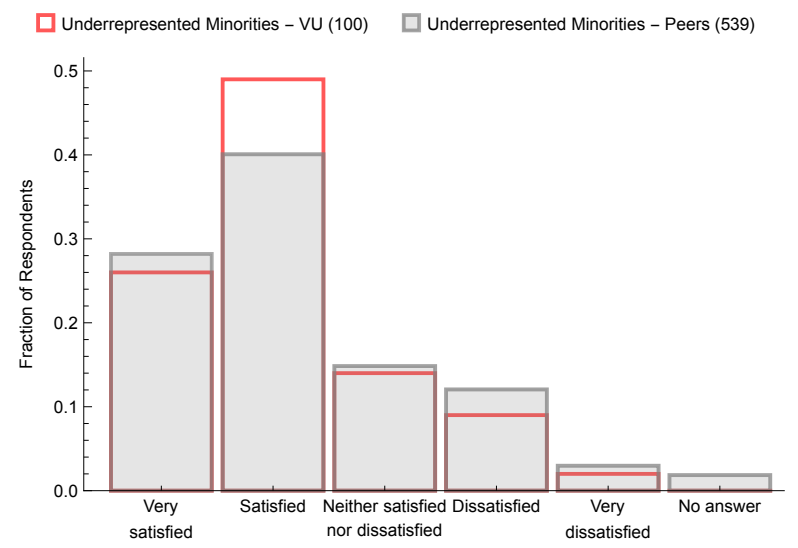
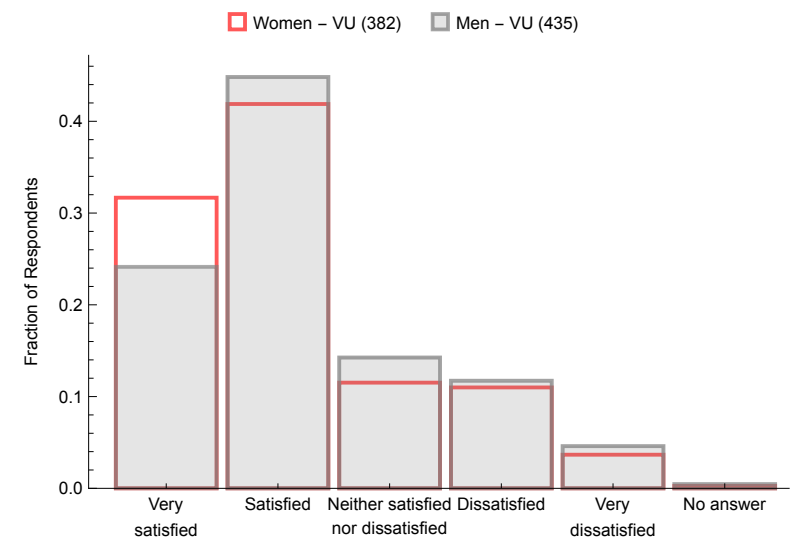
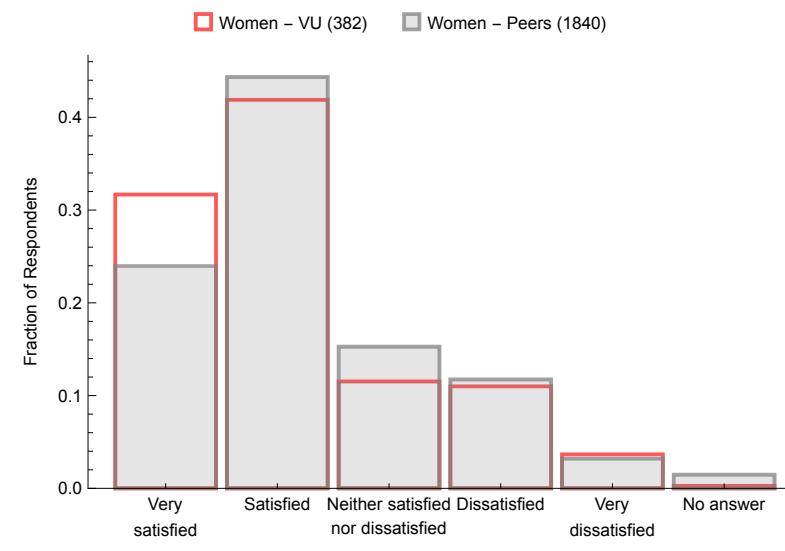
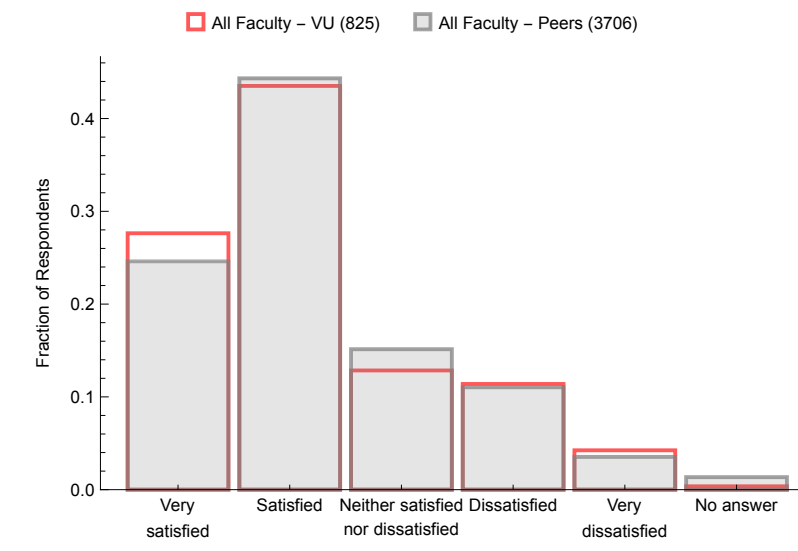


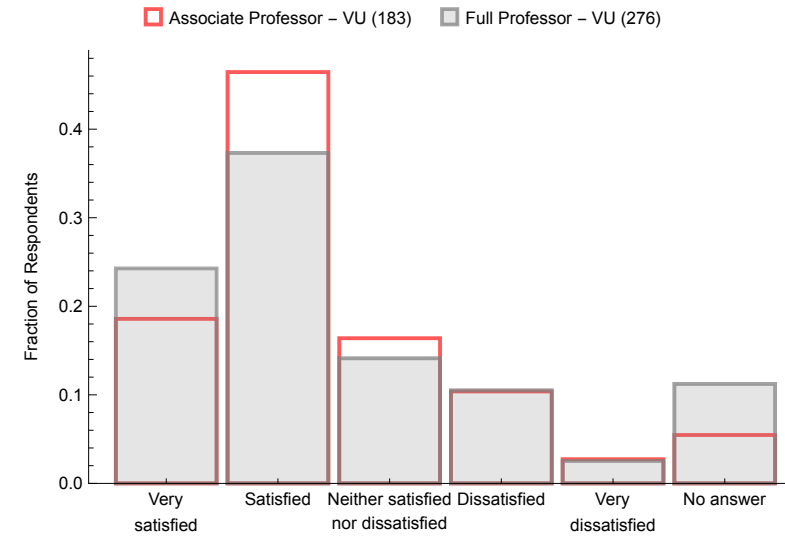
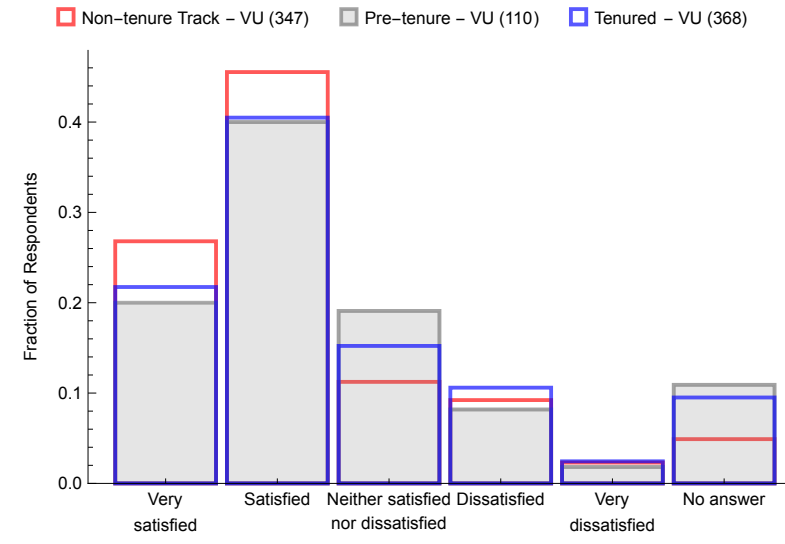
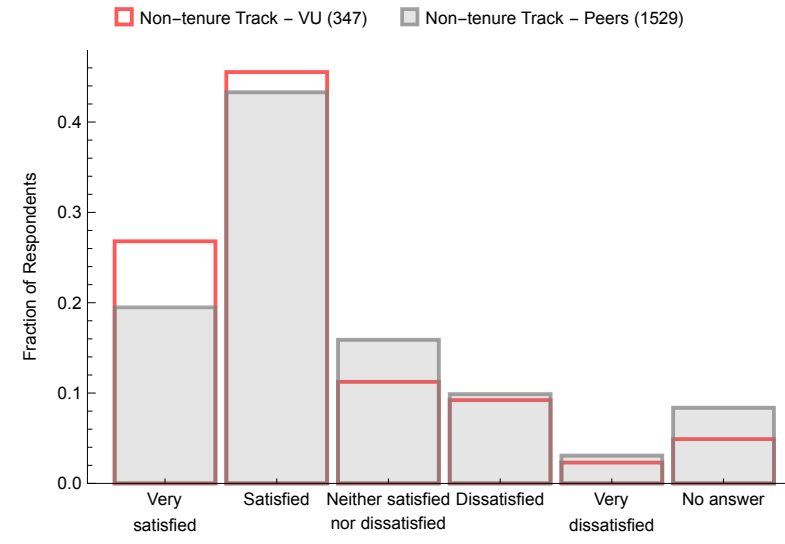
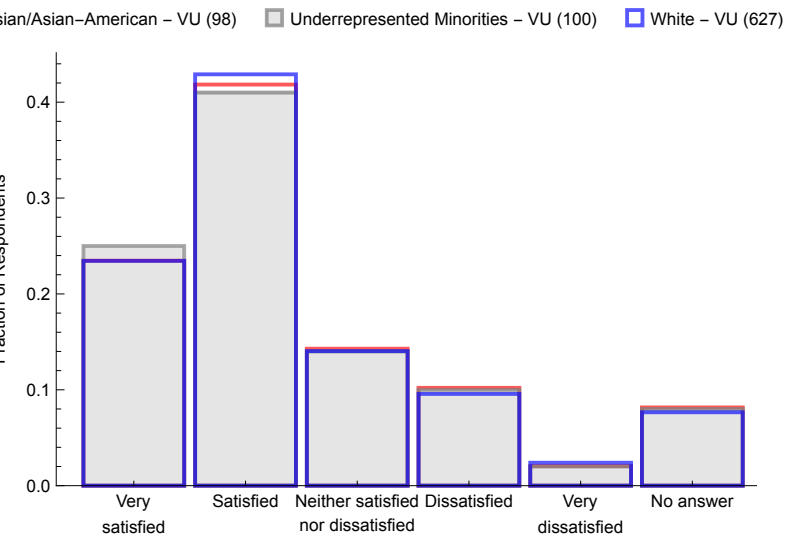
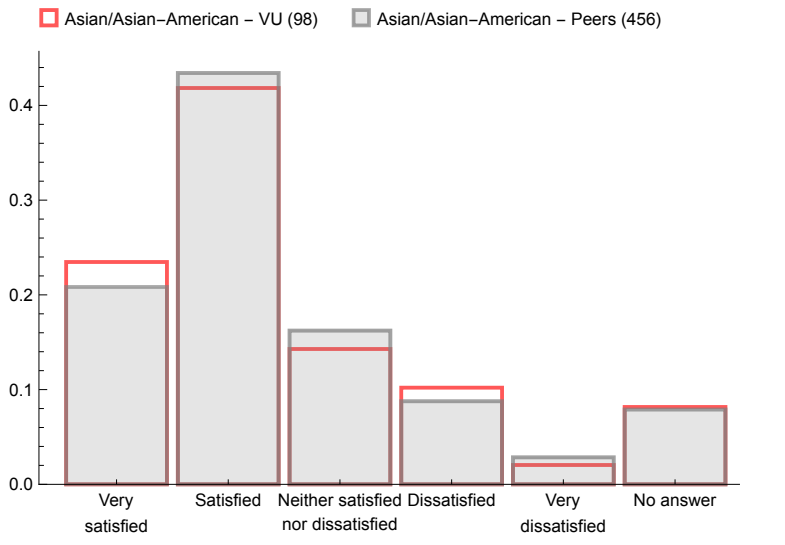
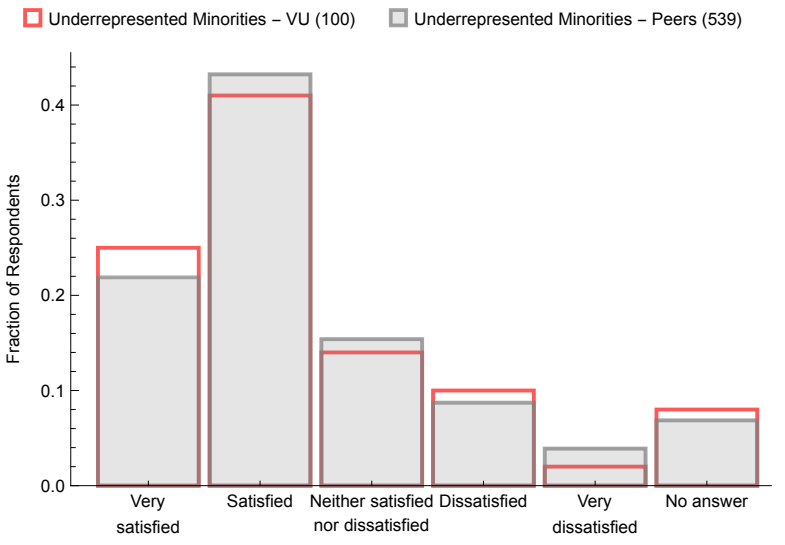
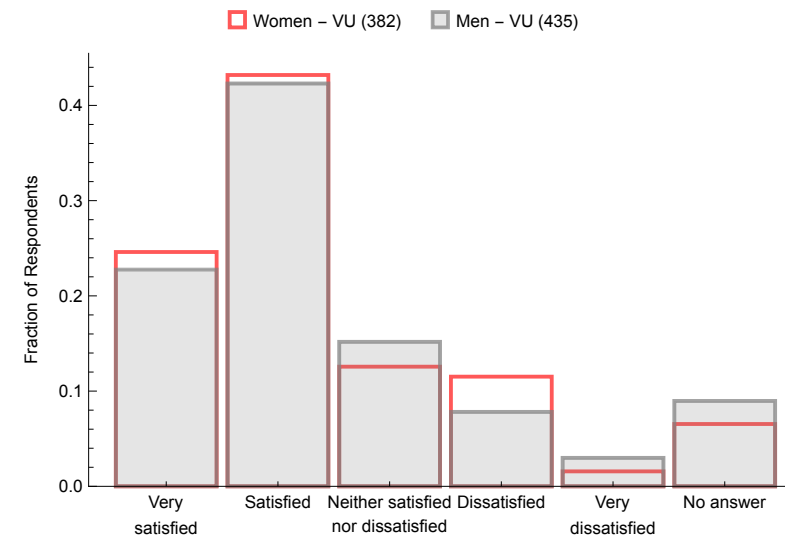
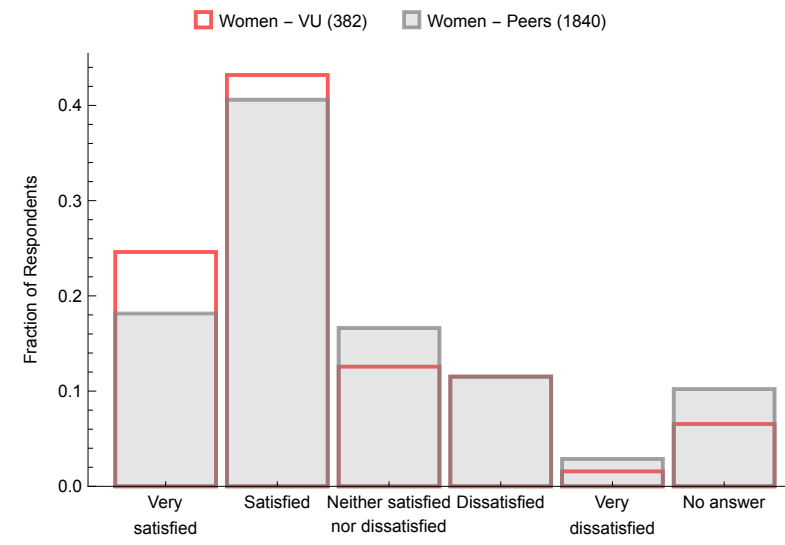
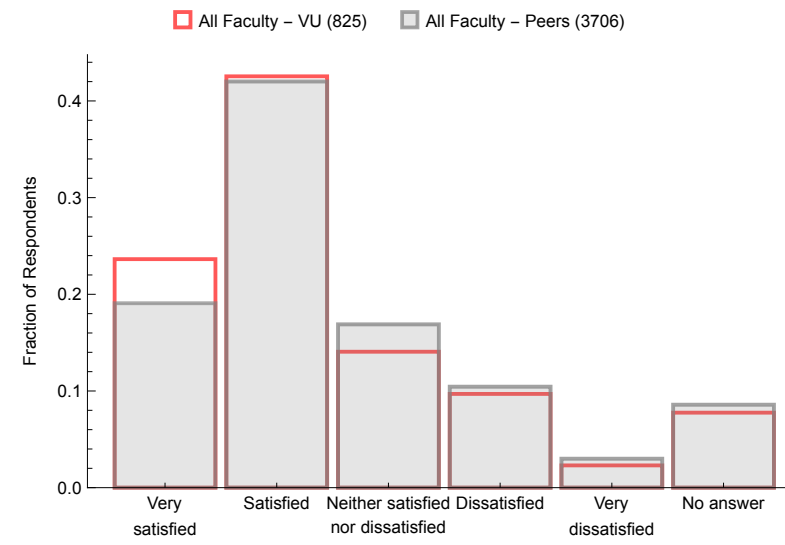
Nature of Work | Teaching | Time spent on teaching

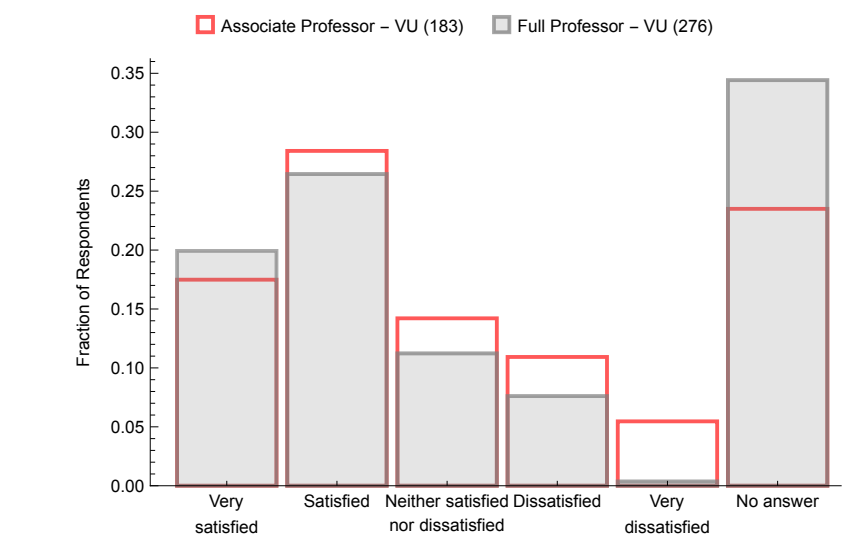
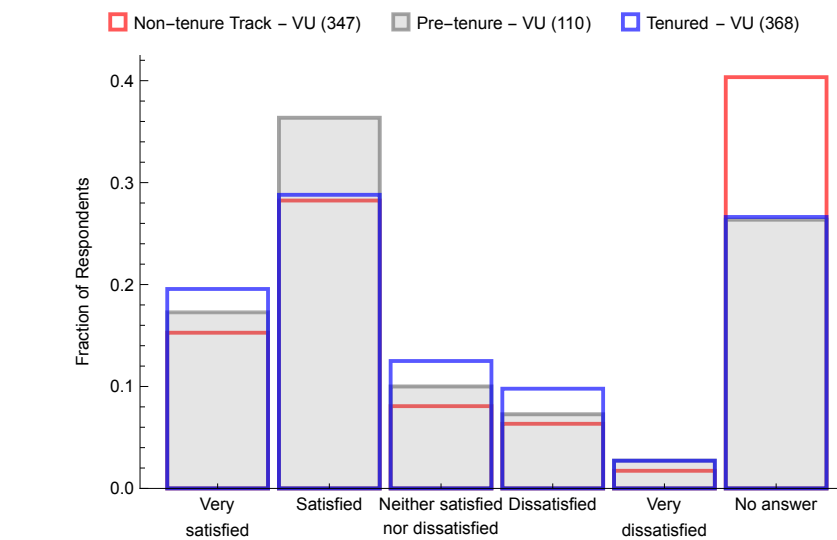
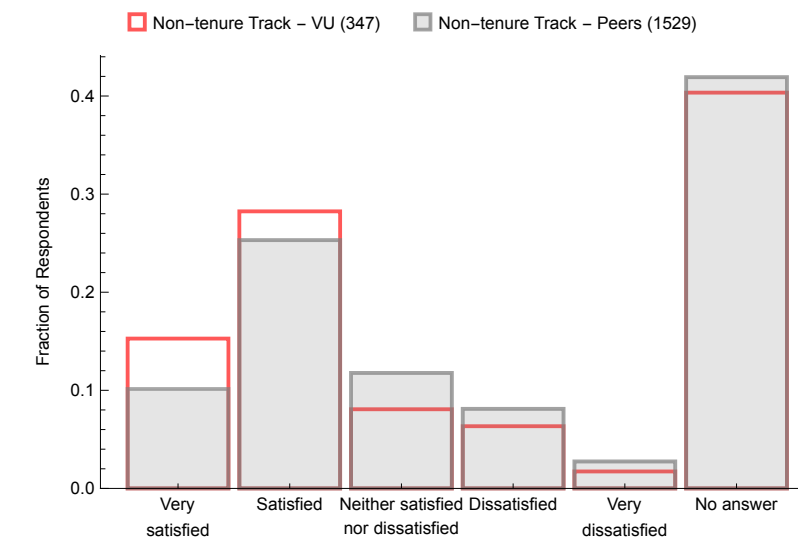
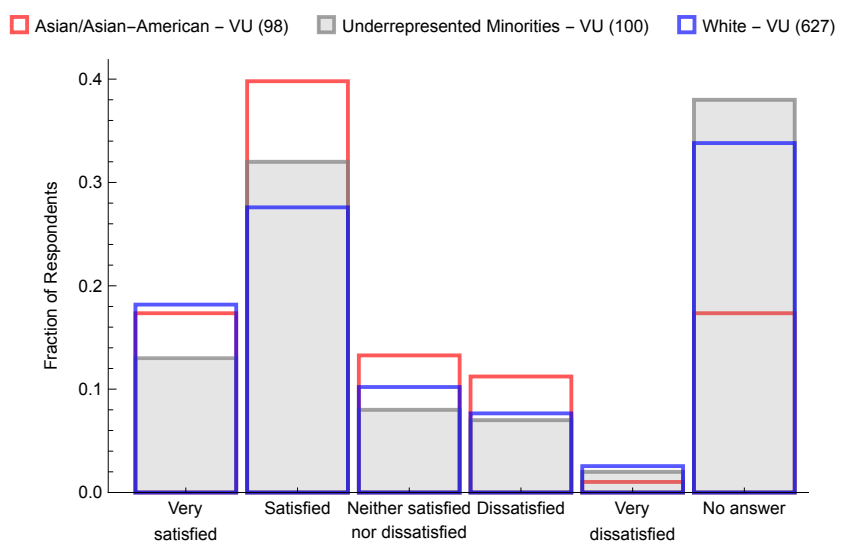
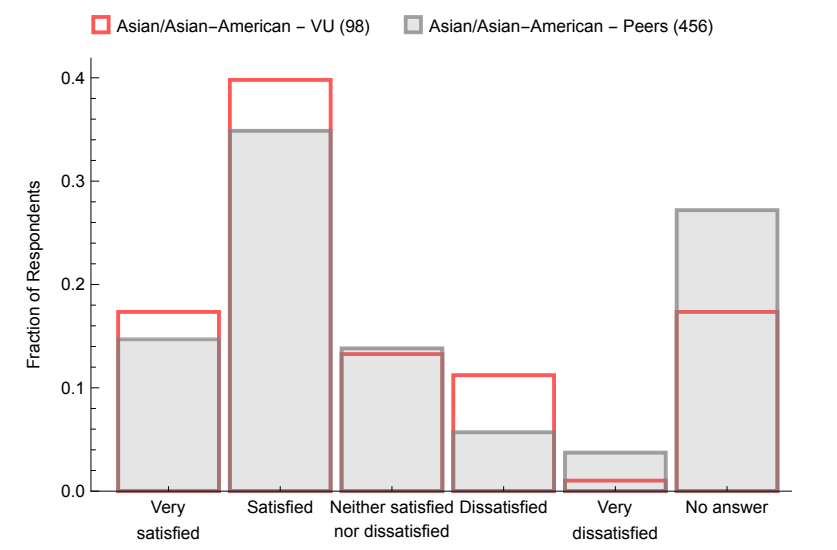
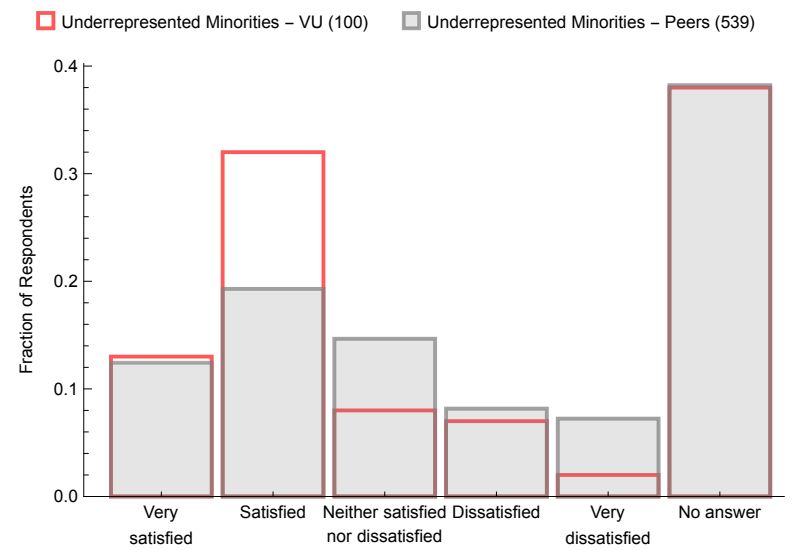
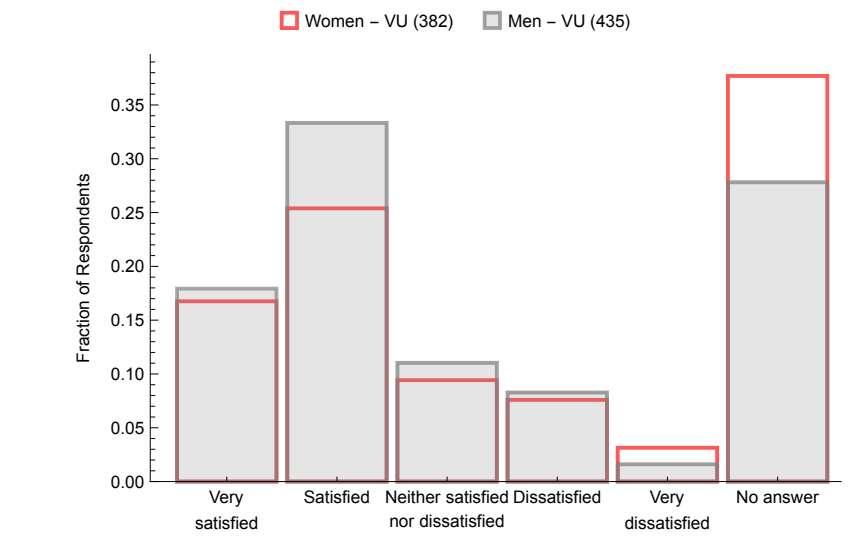
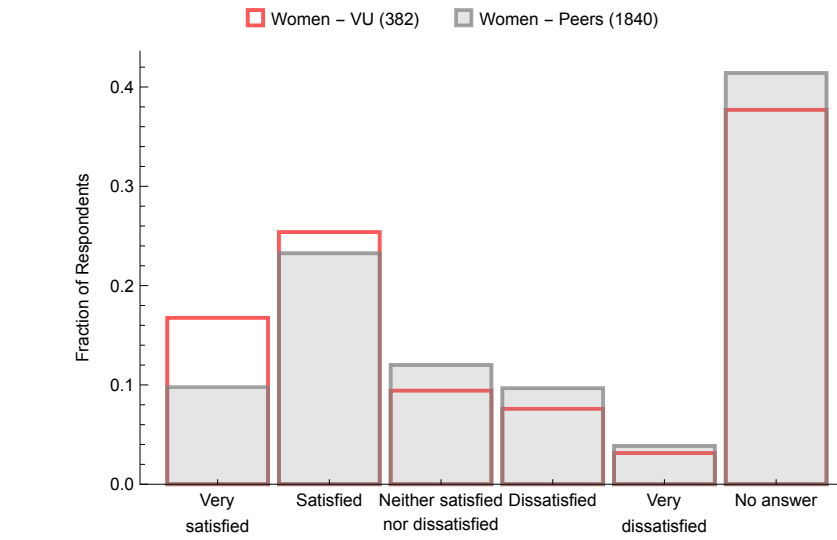
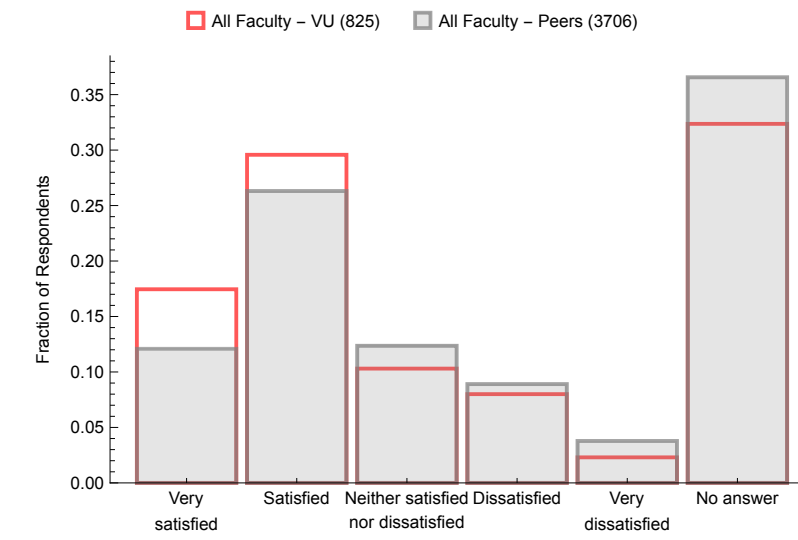


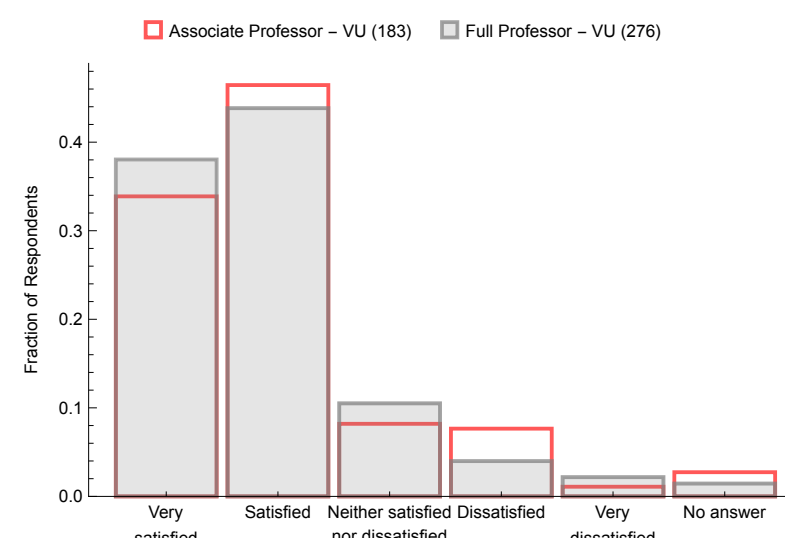
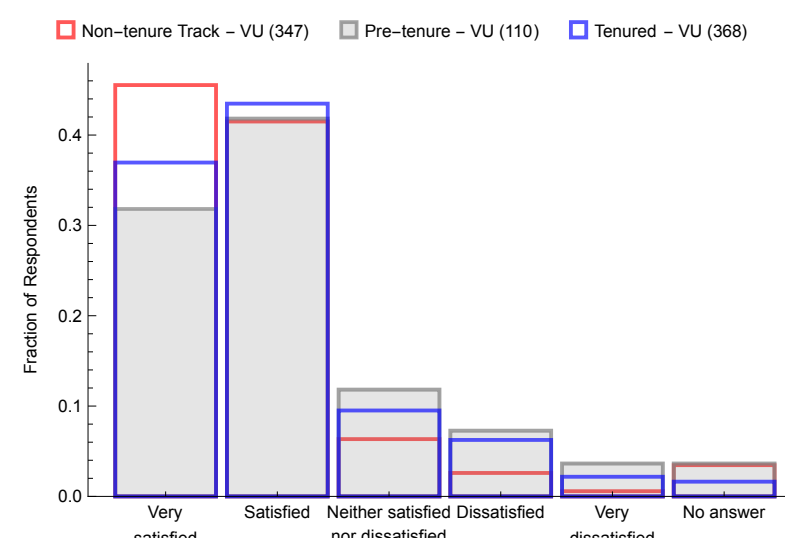
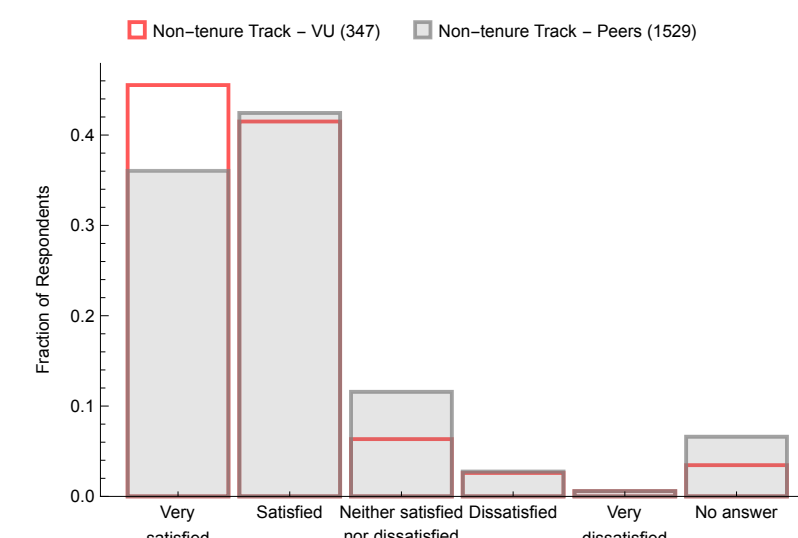
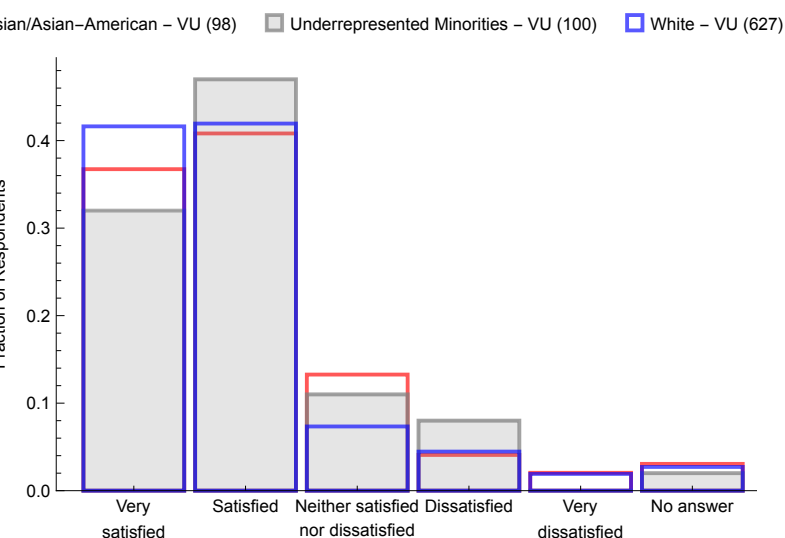
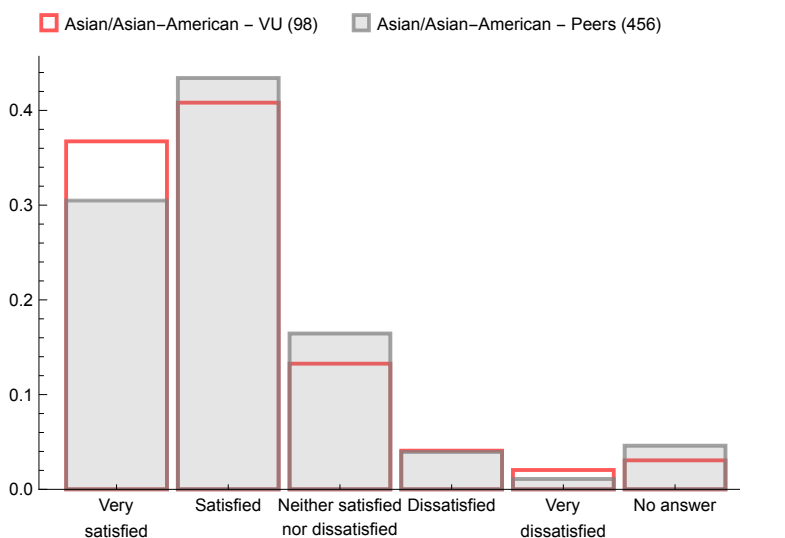
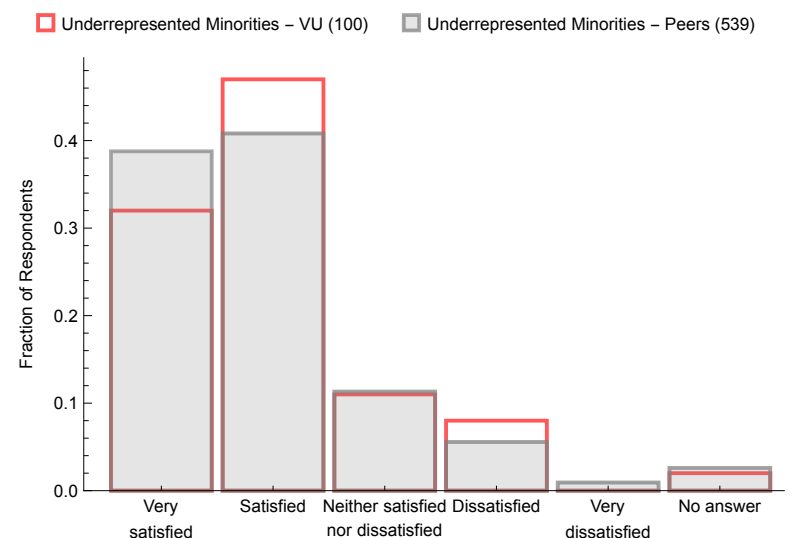
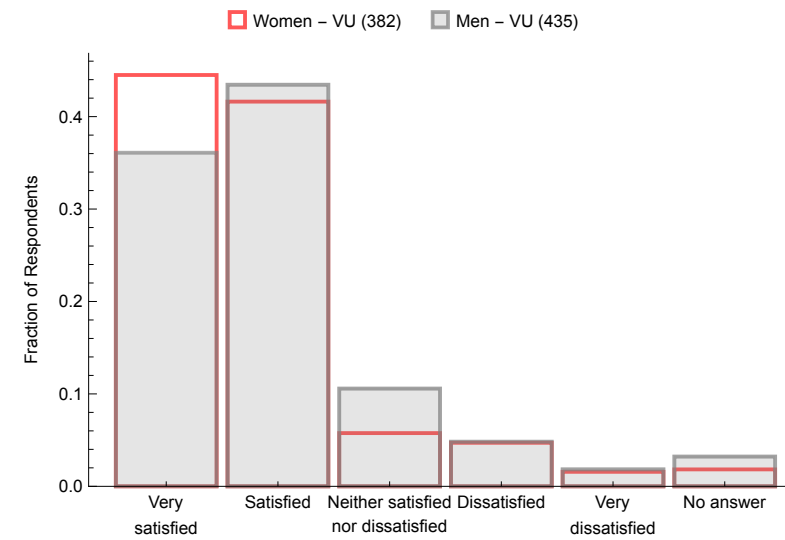
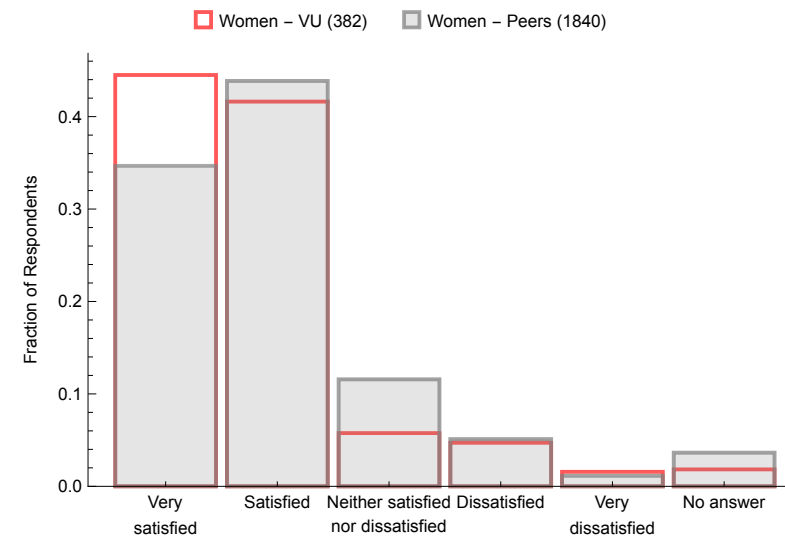
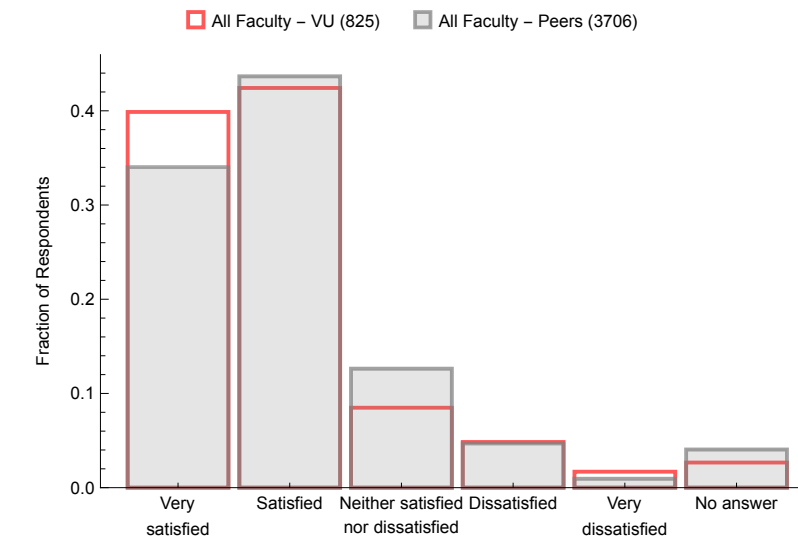


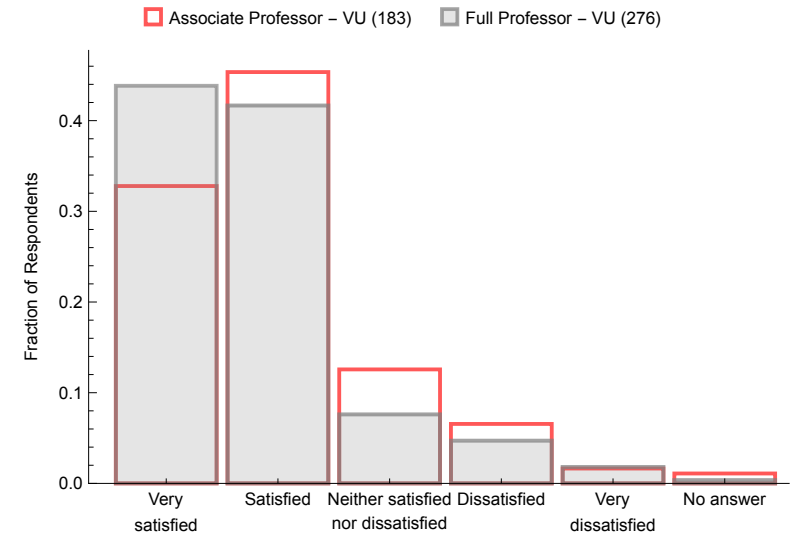
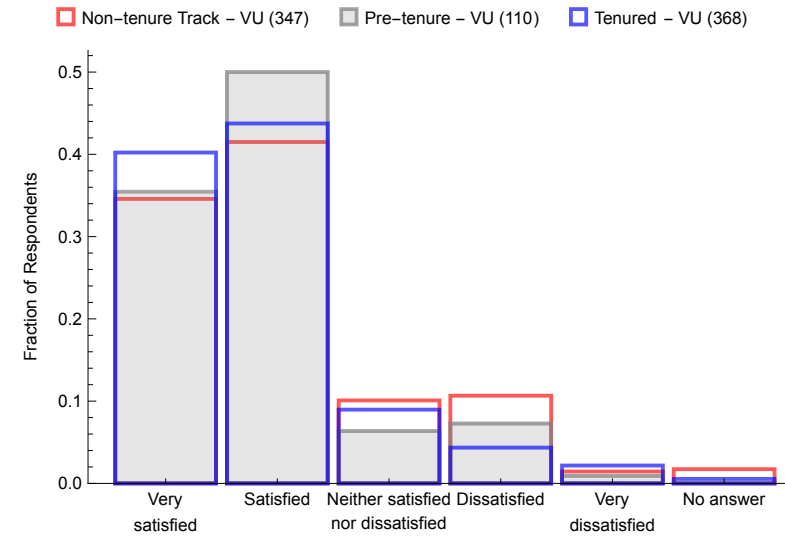
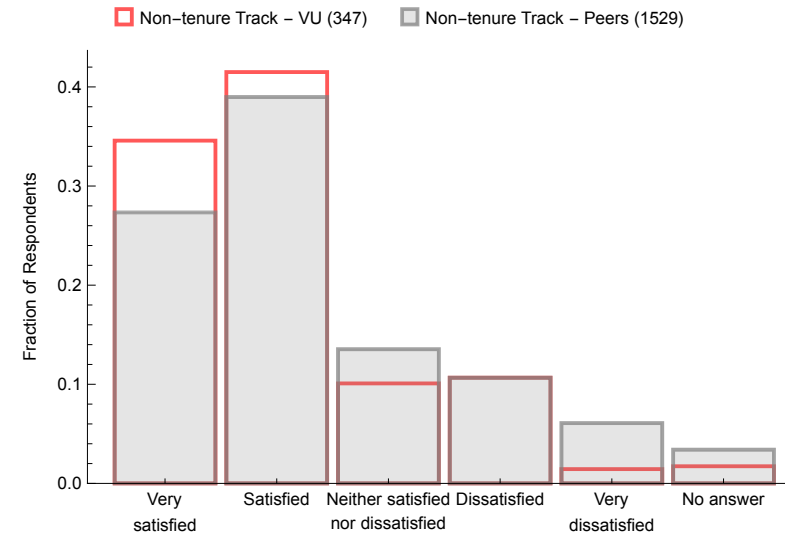
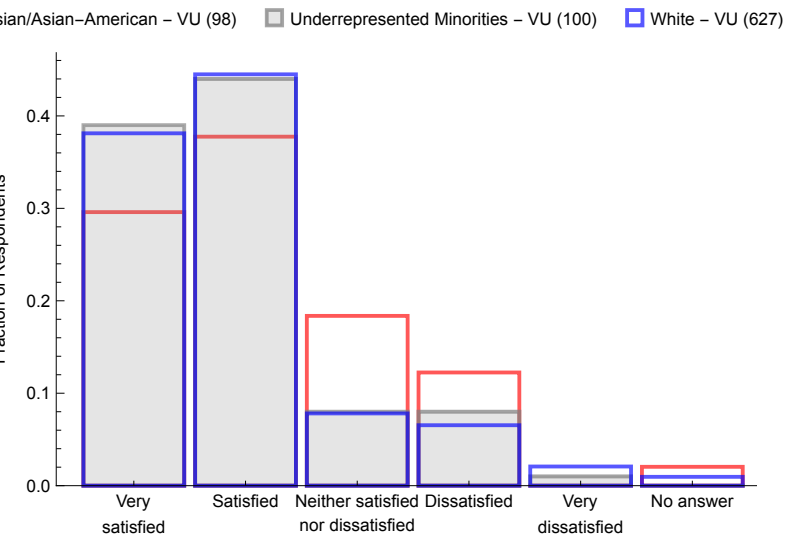
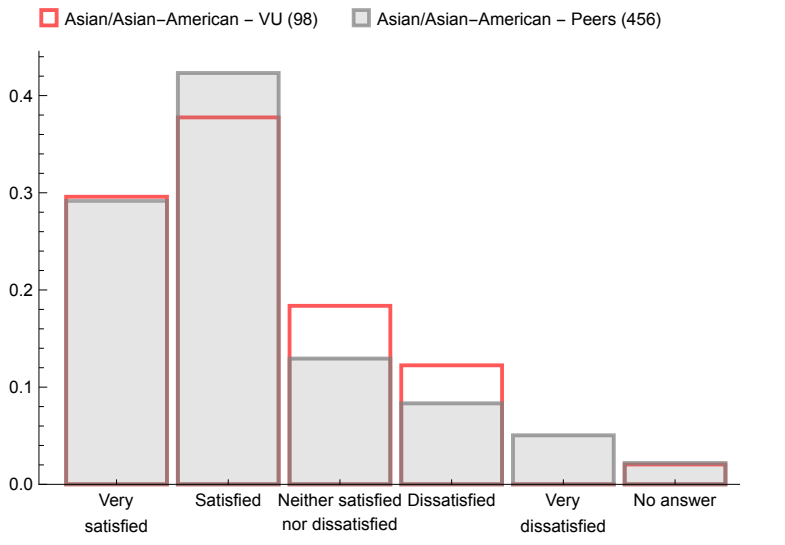
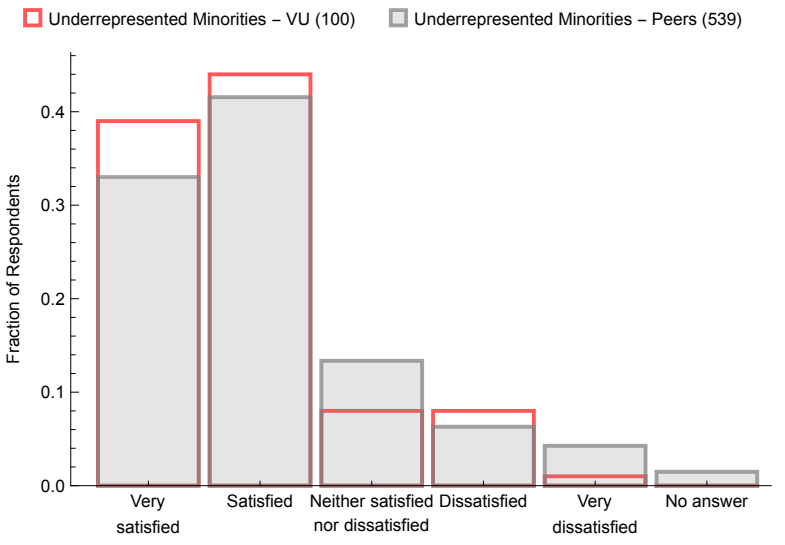
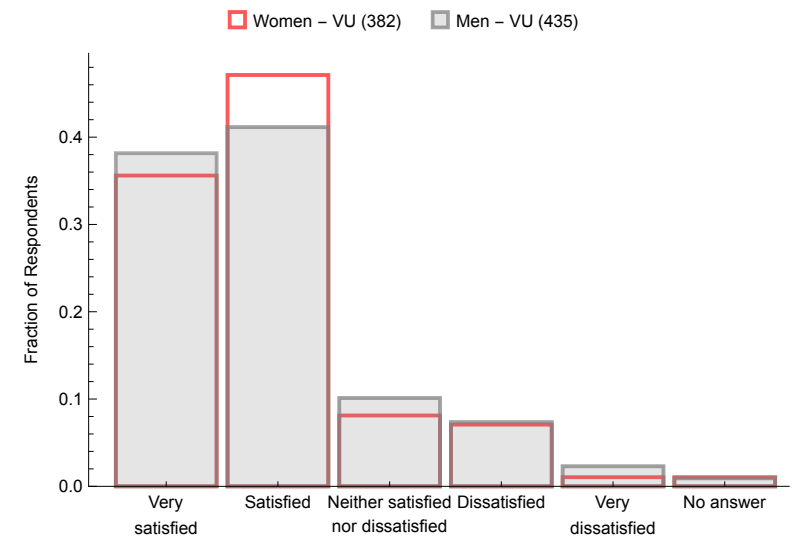
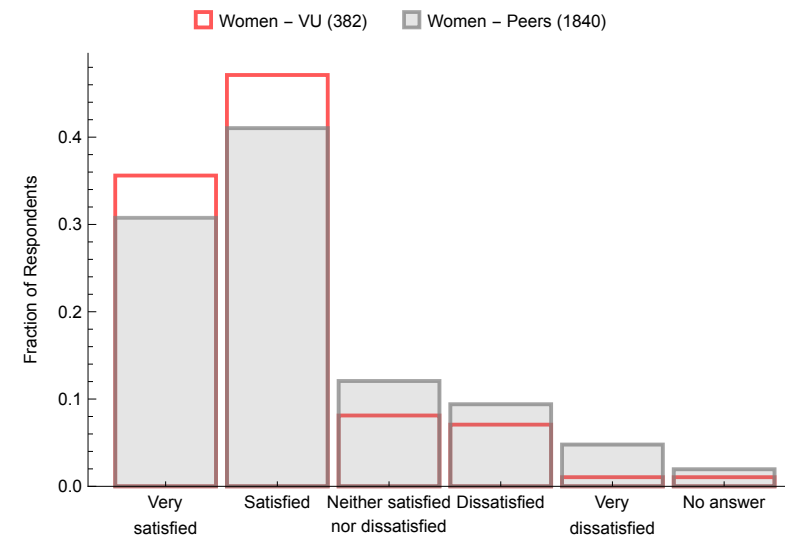
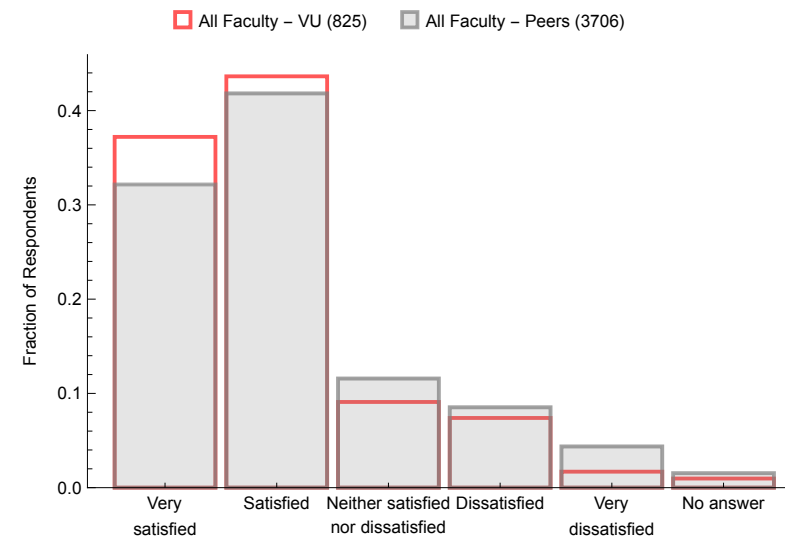


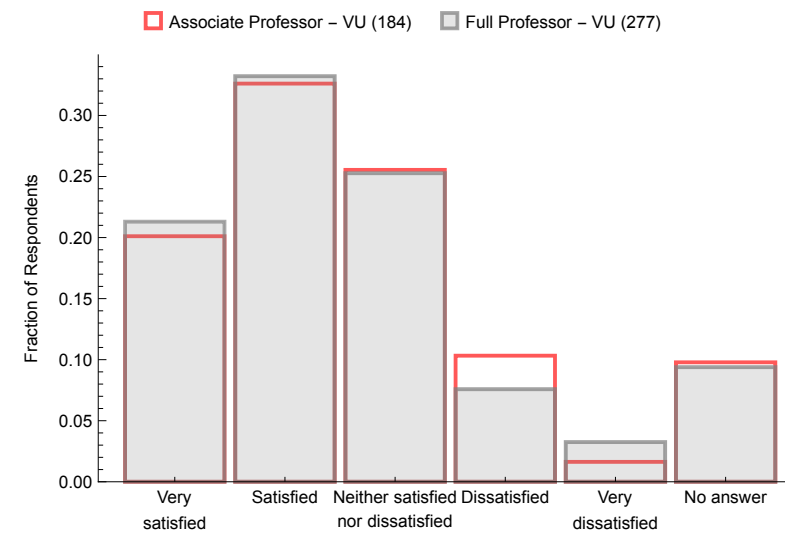
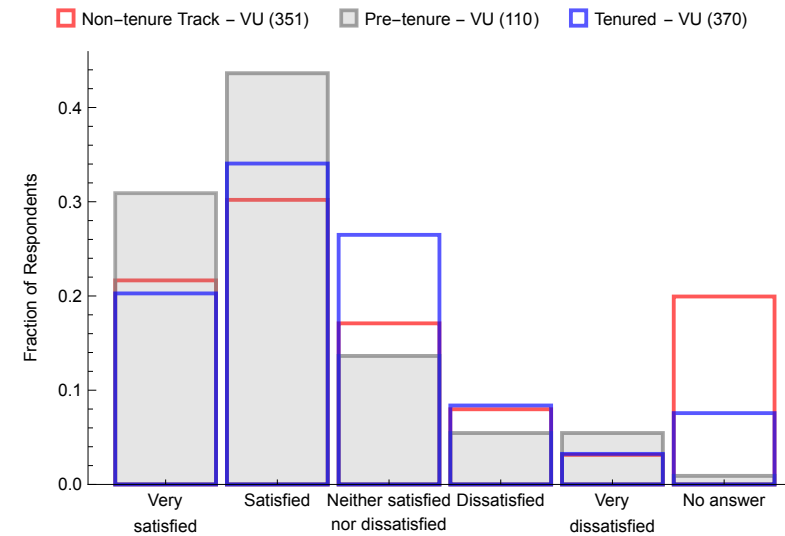
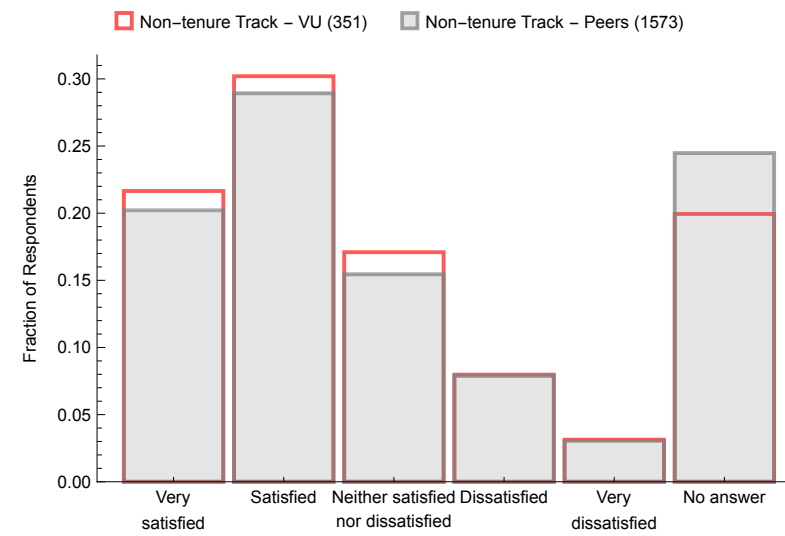
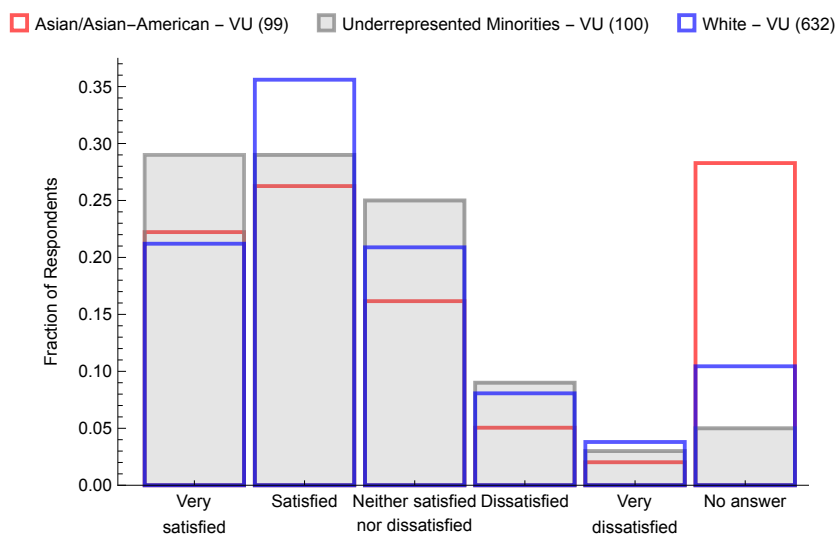
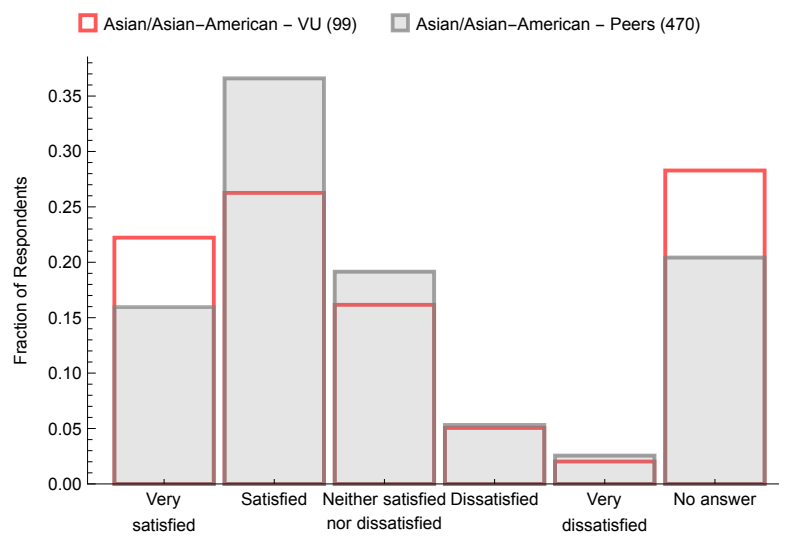
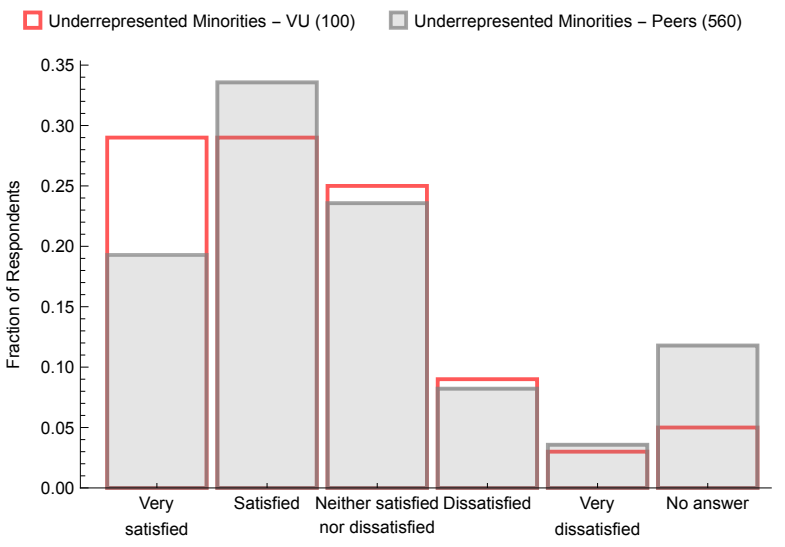
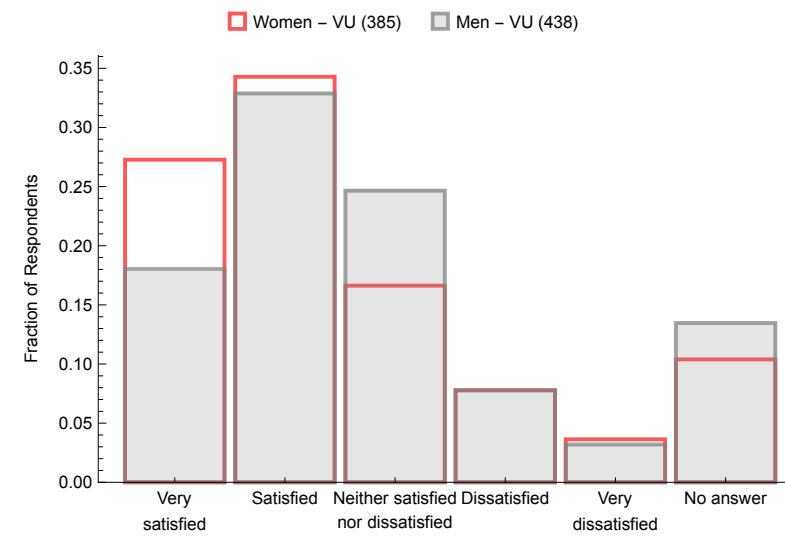
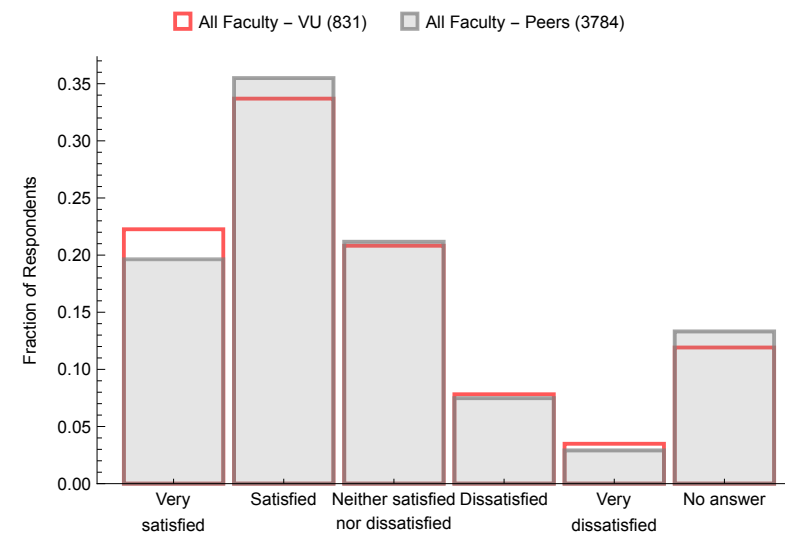


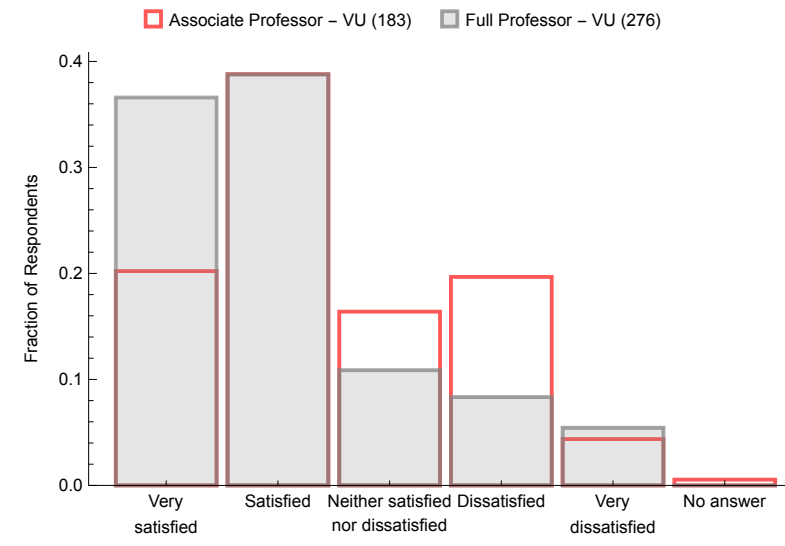
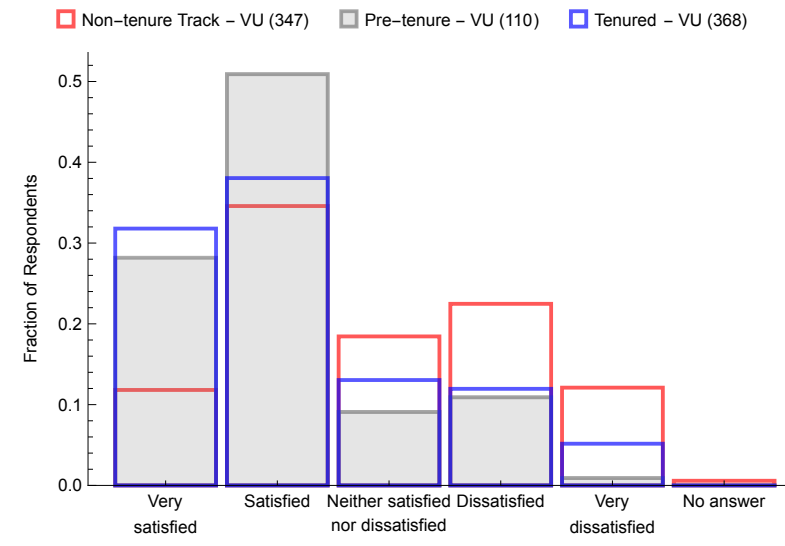
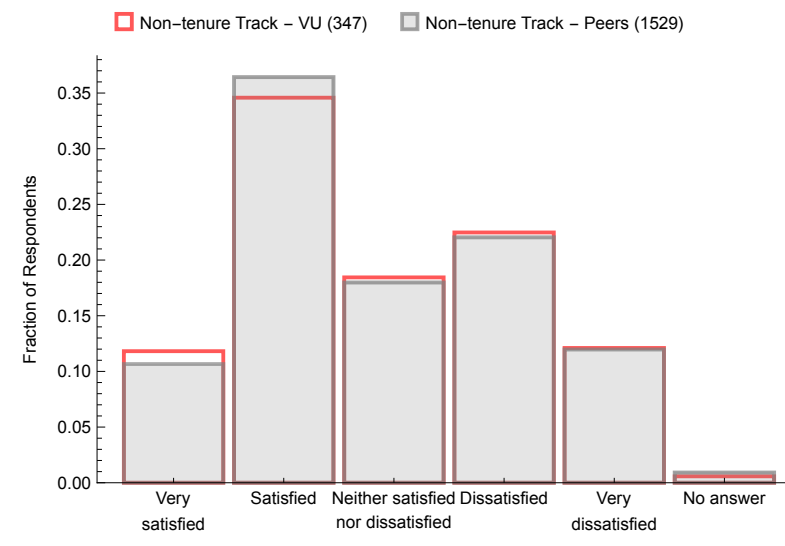
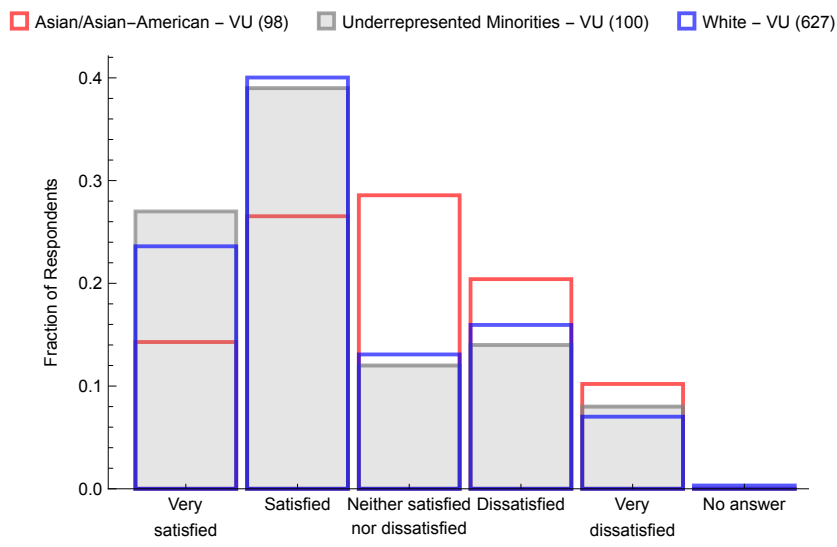
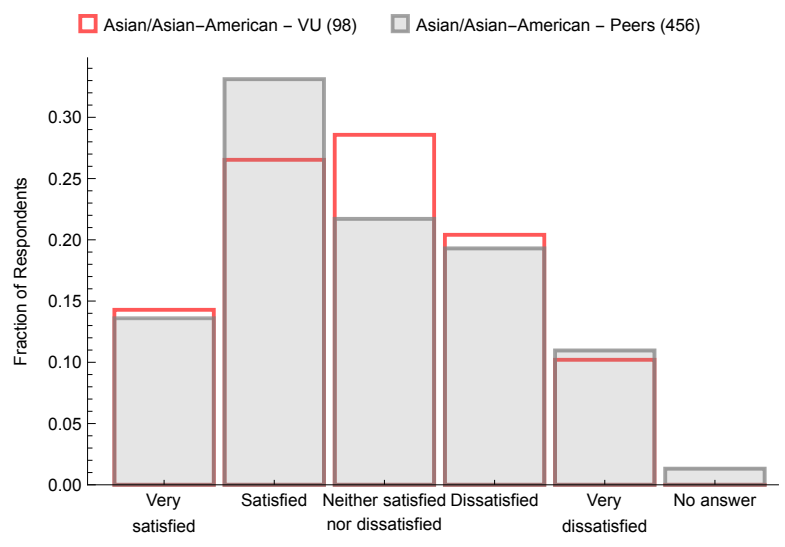
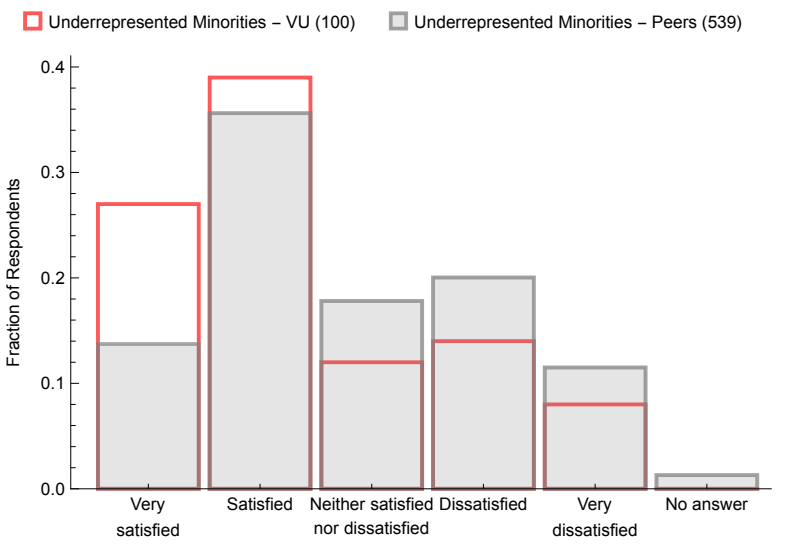
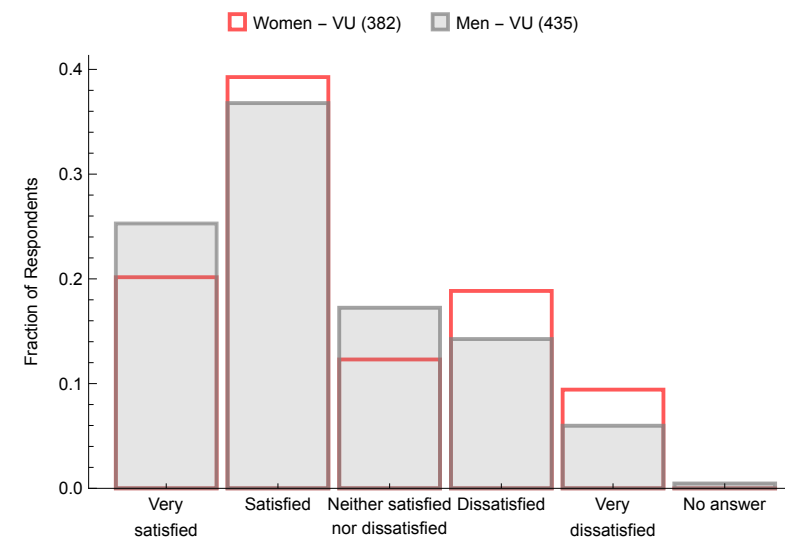
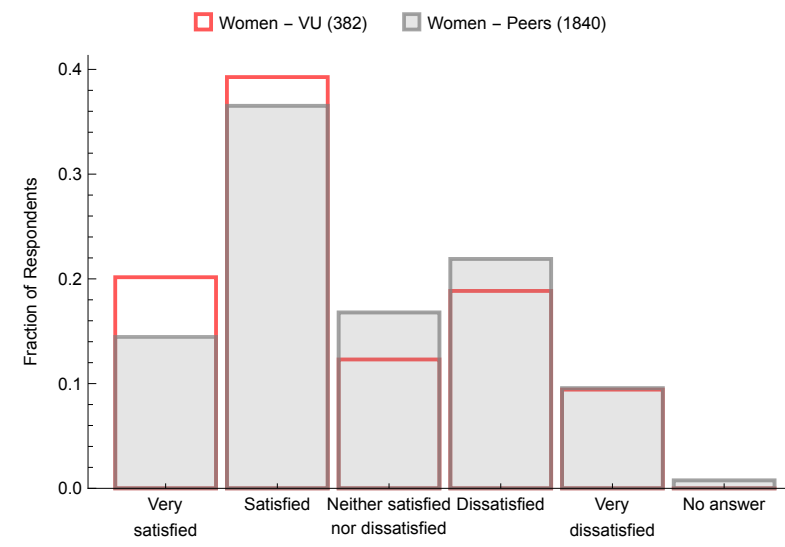
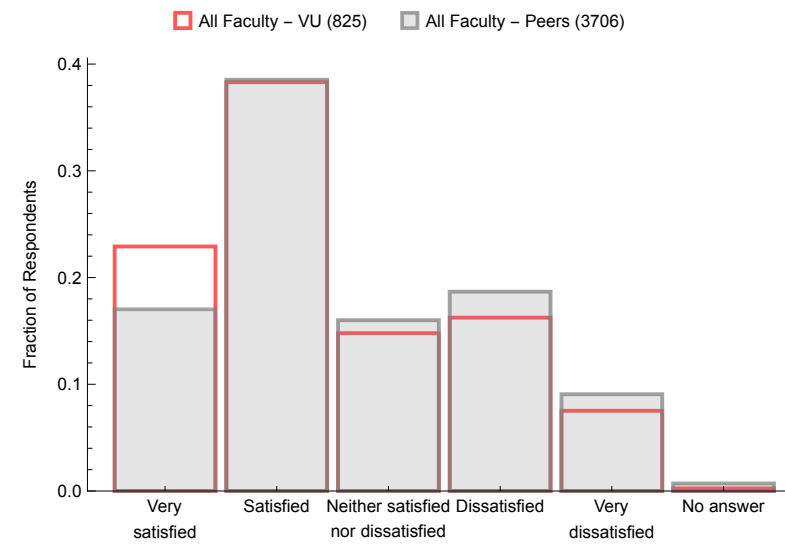


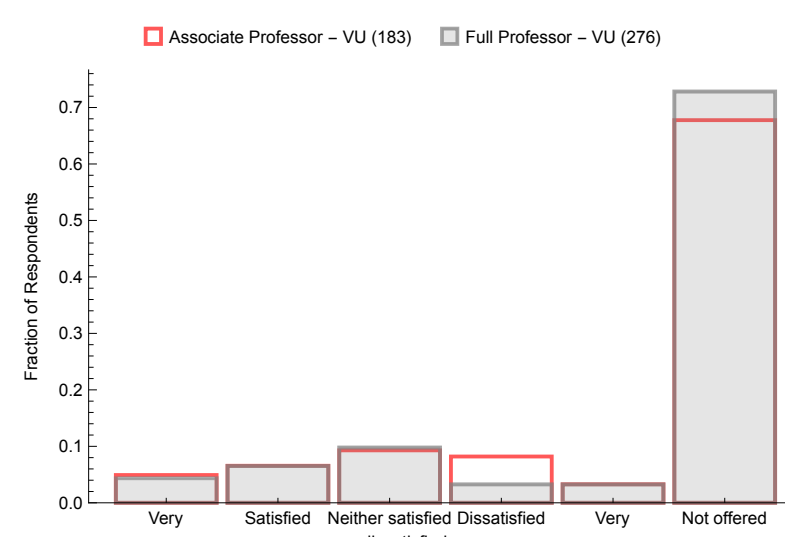
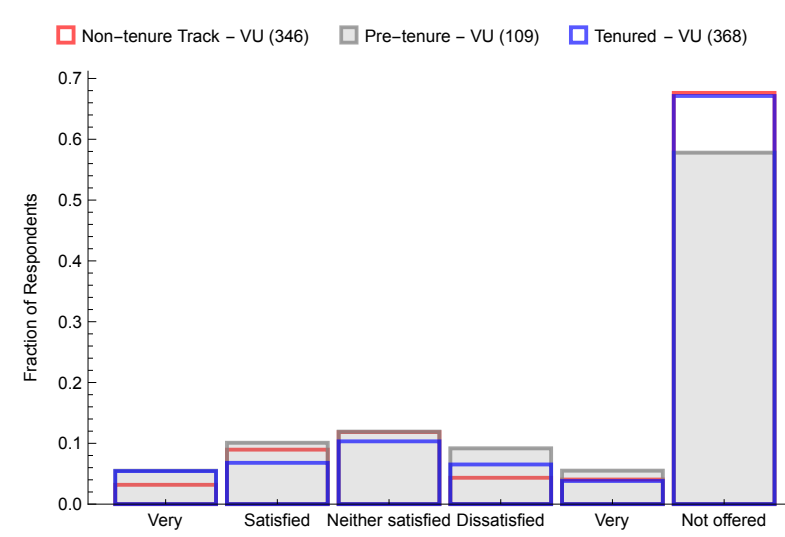
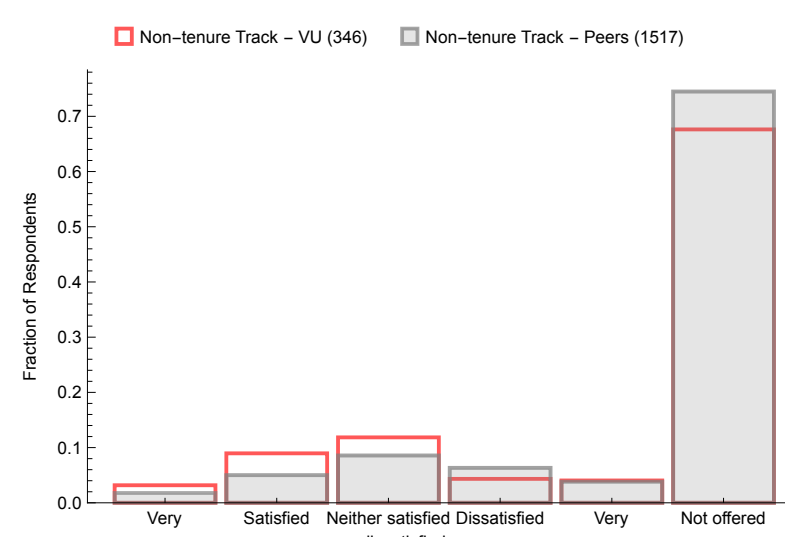
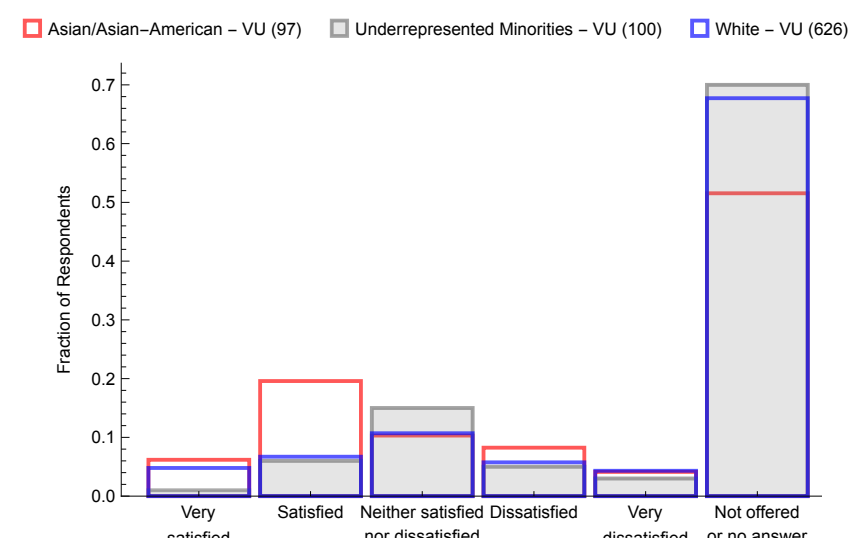
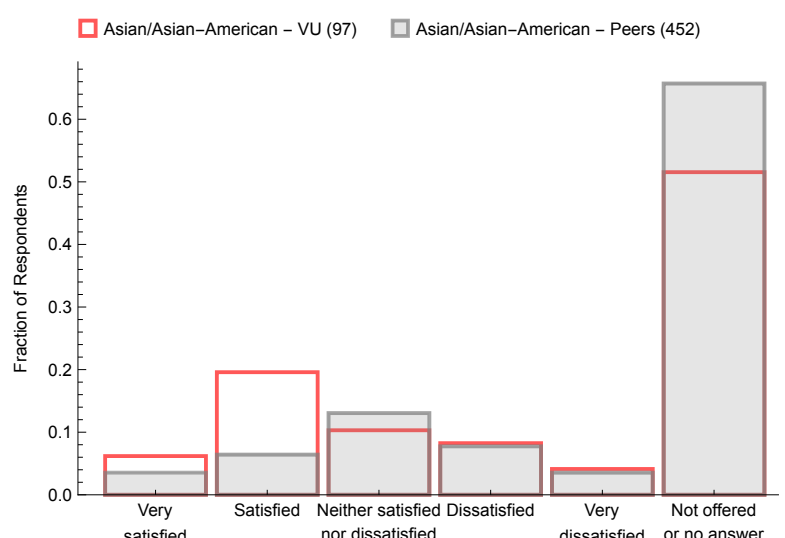
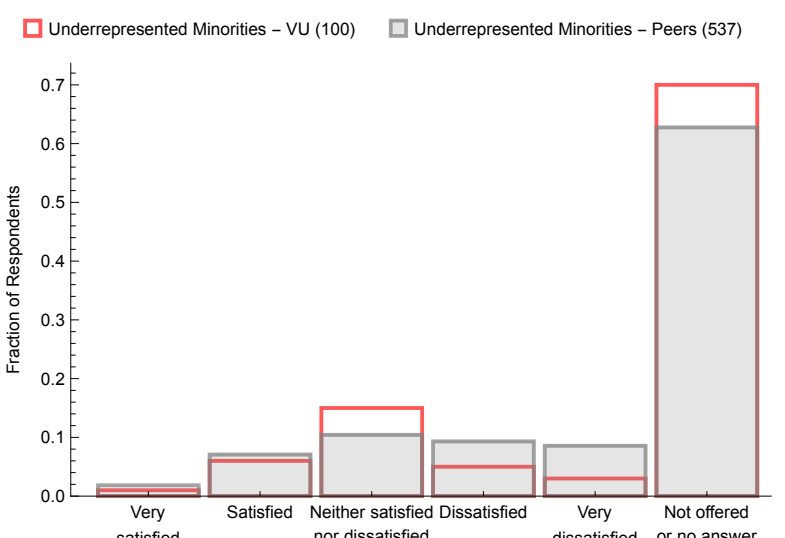
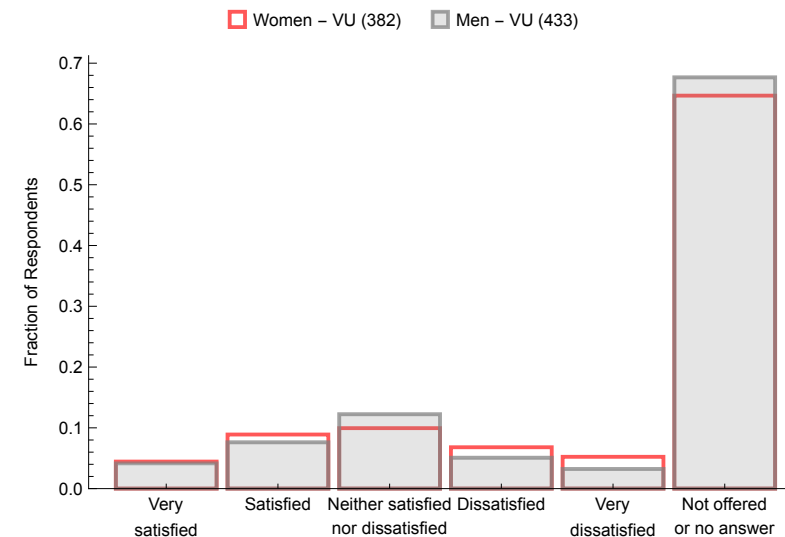
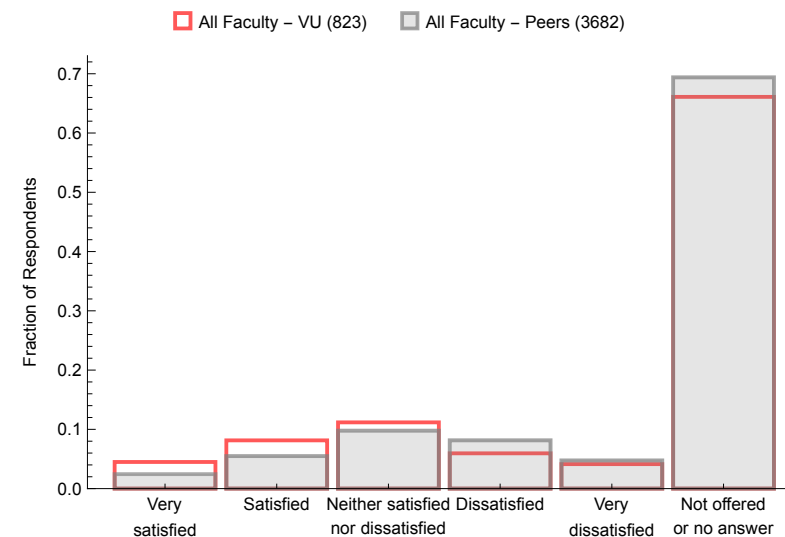


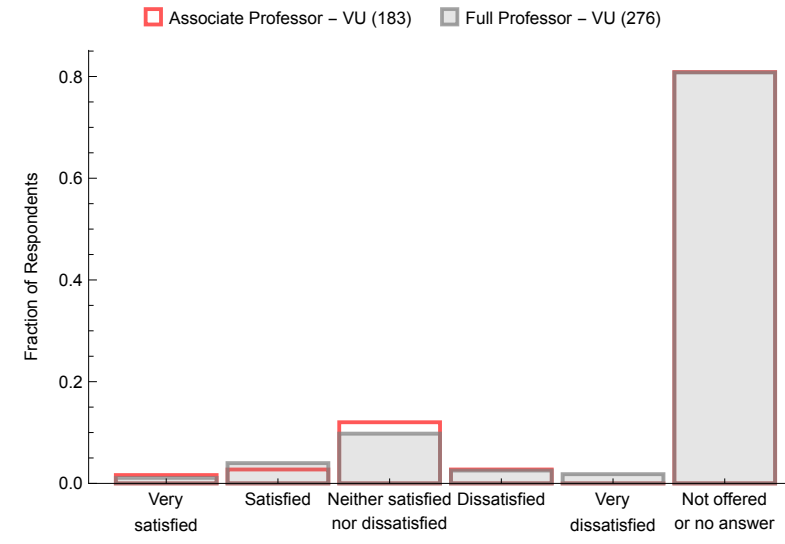
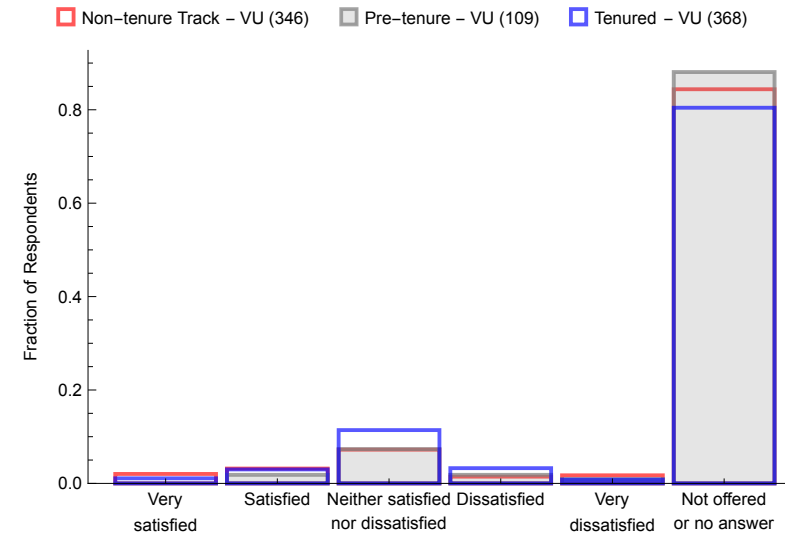
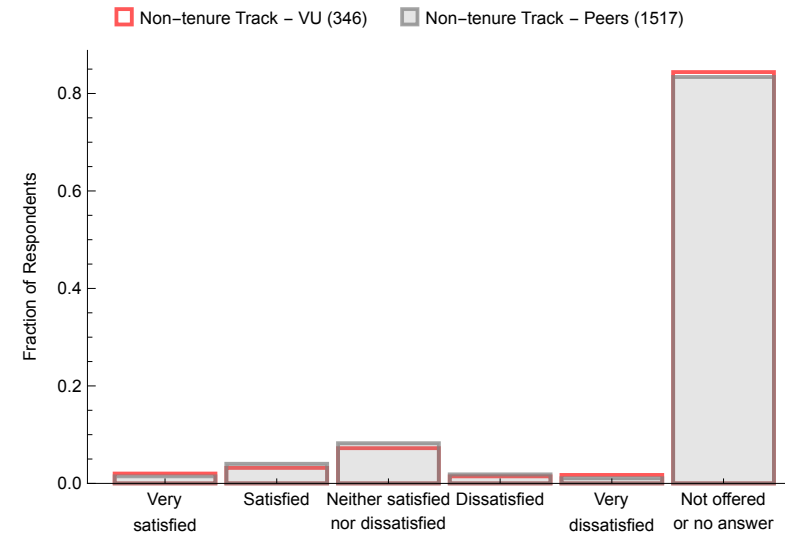
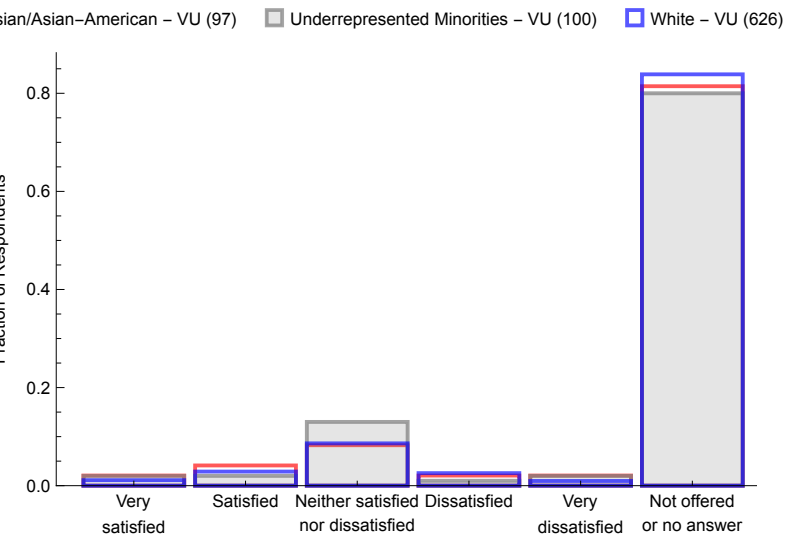
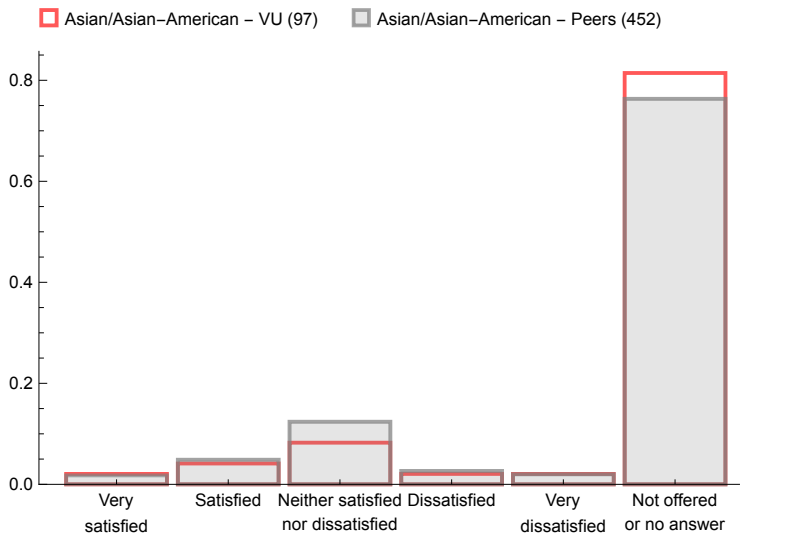
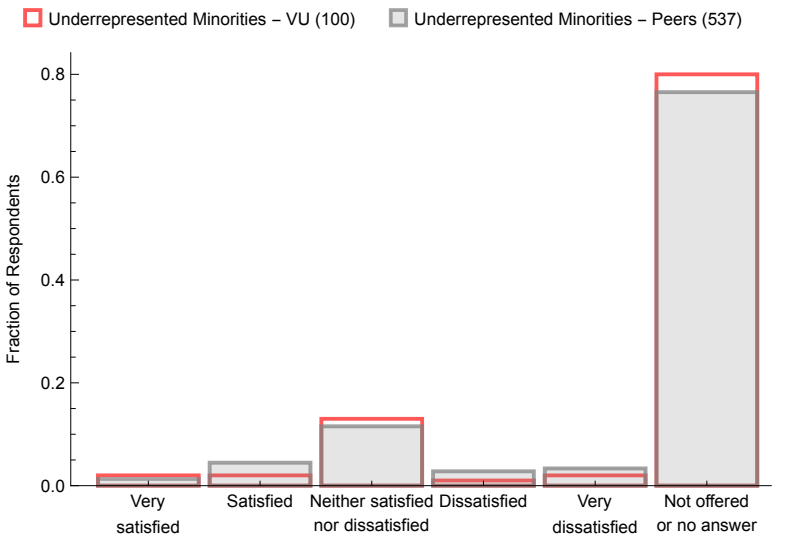
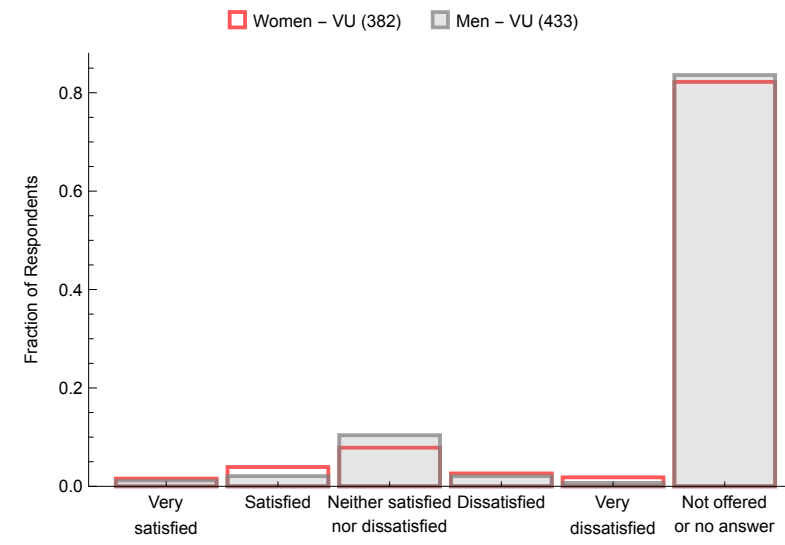
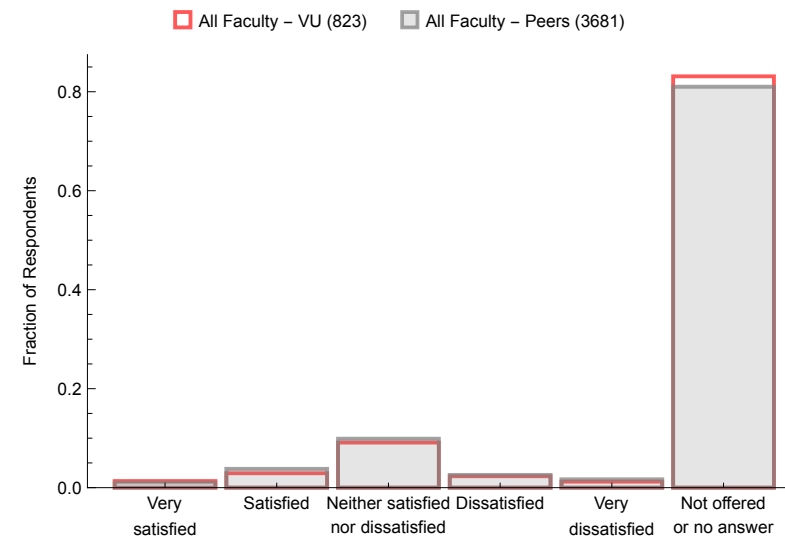


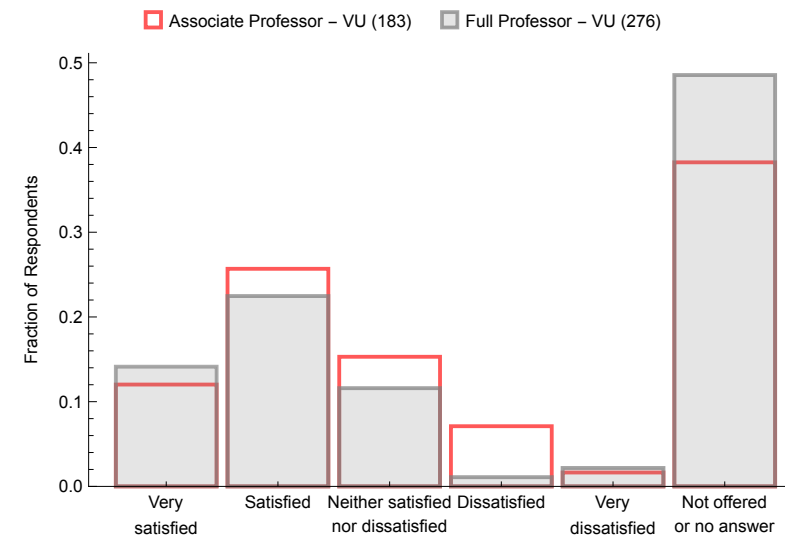
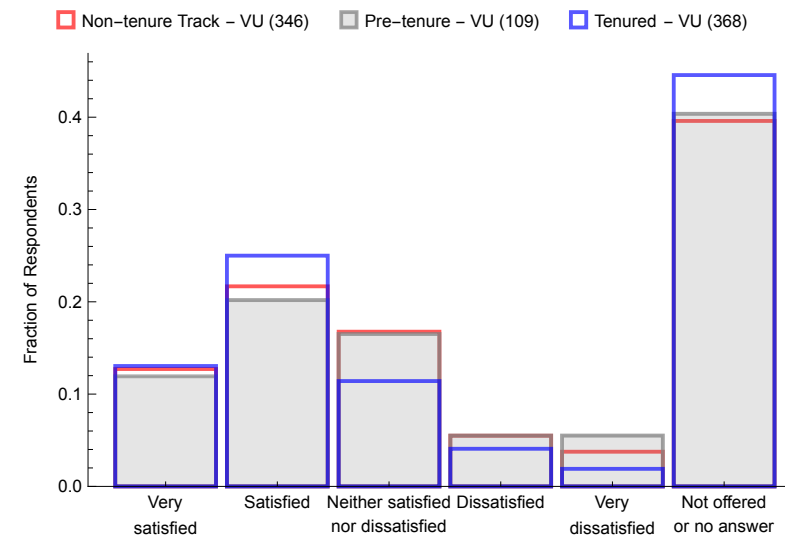
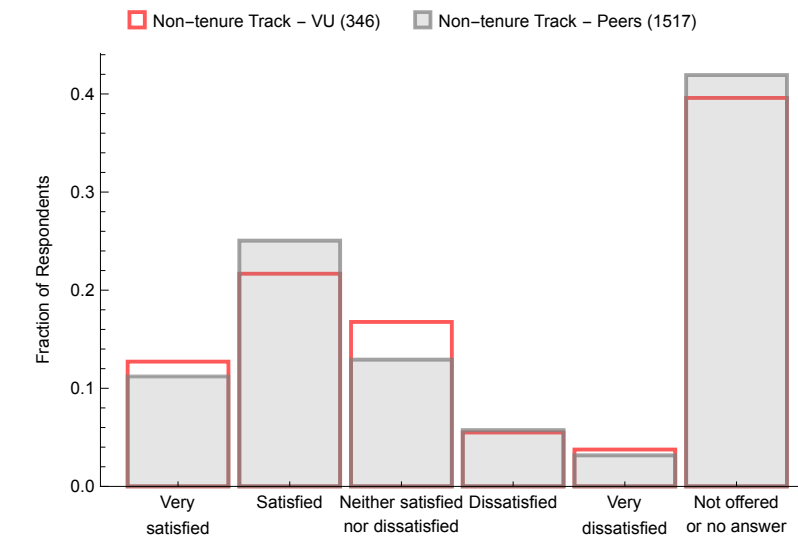
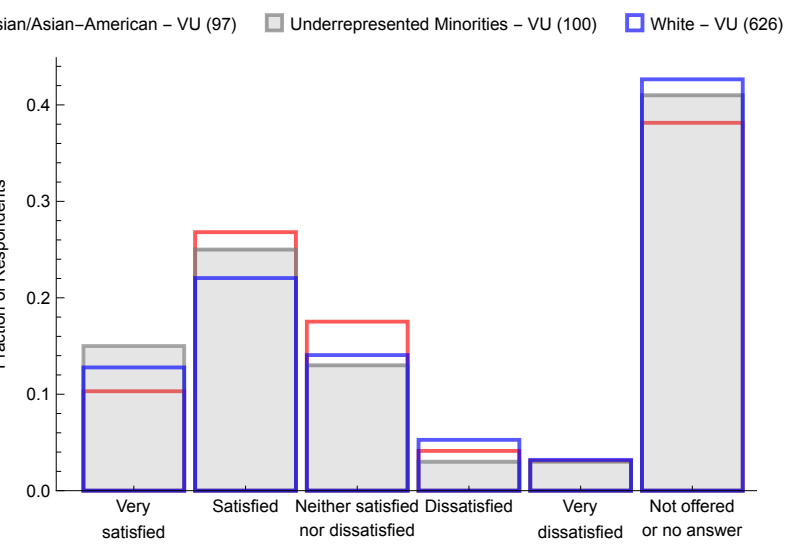
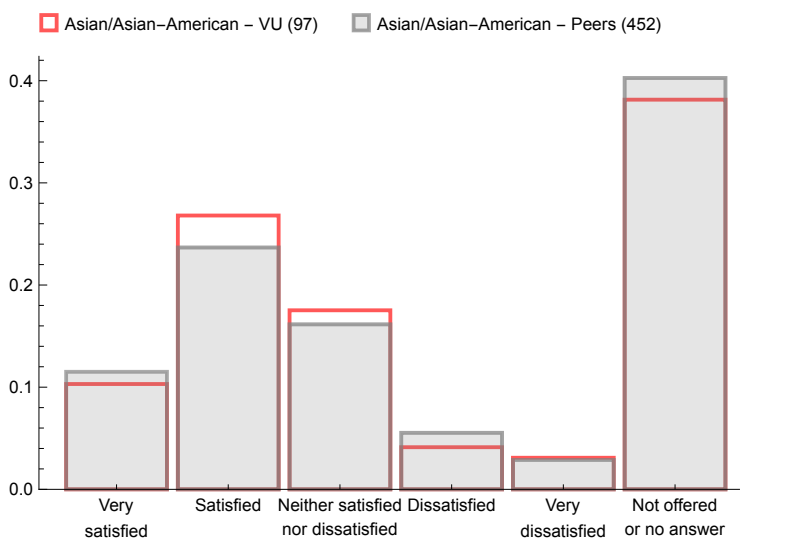
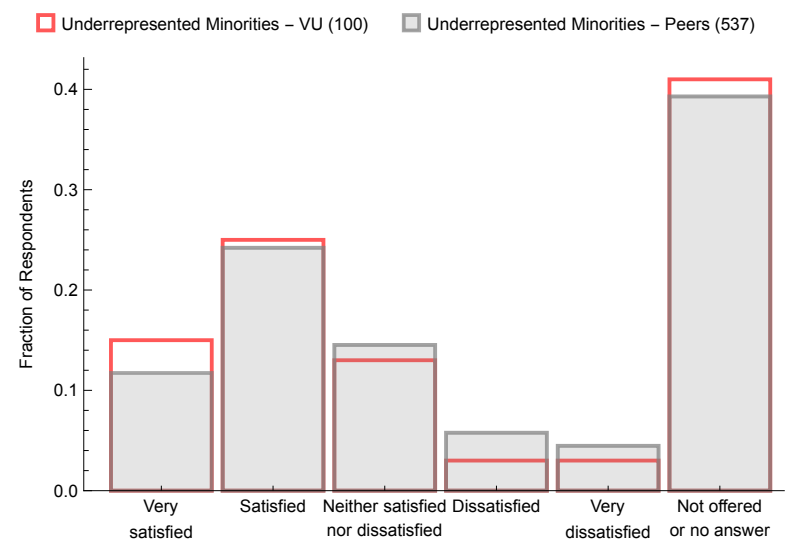
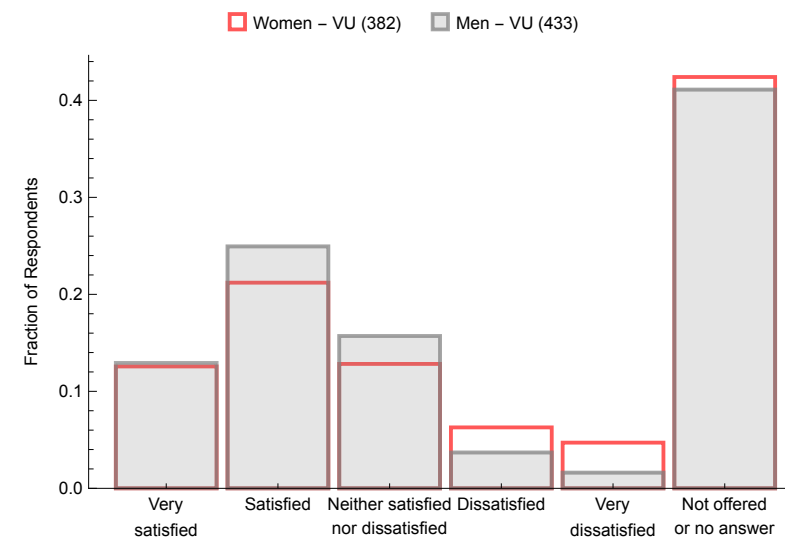
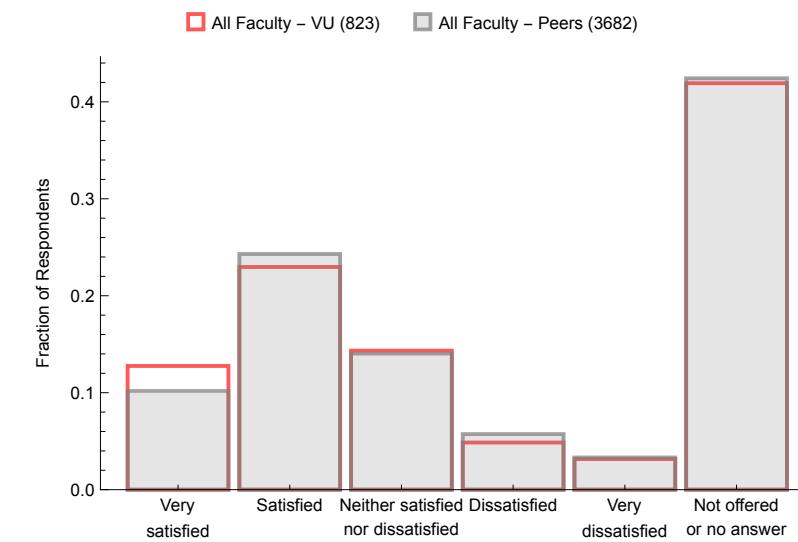


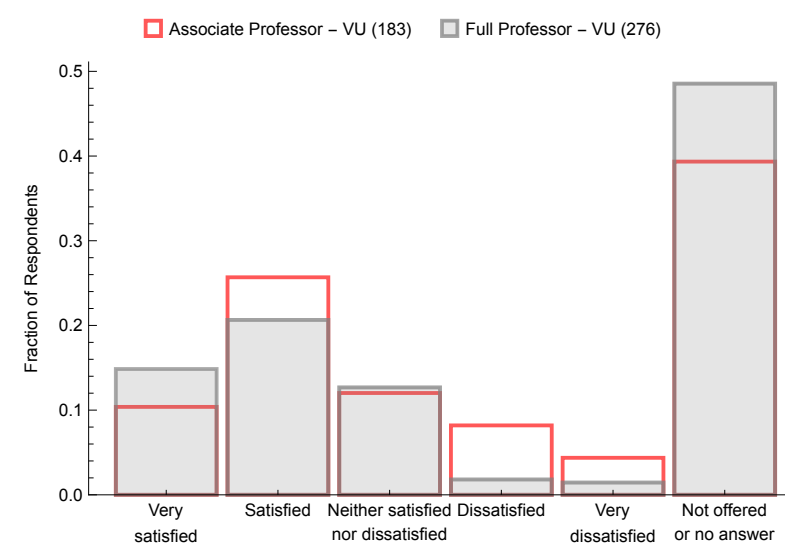
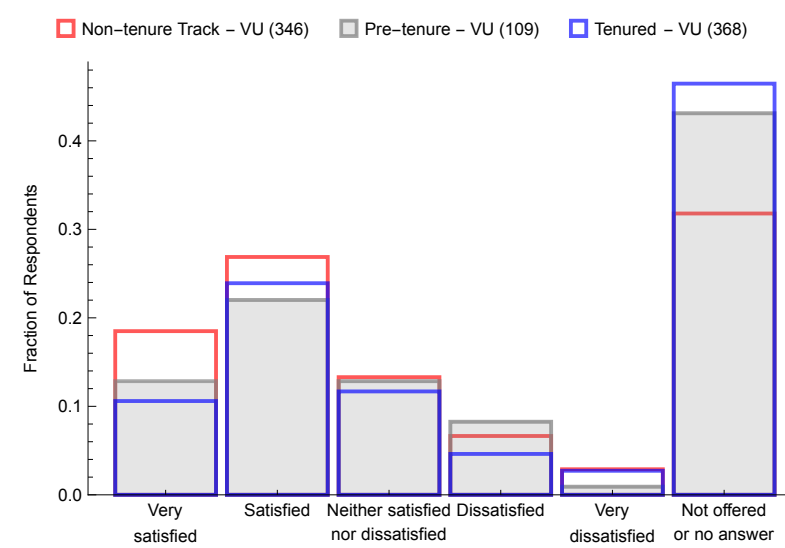
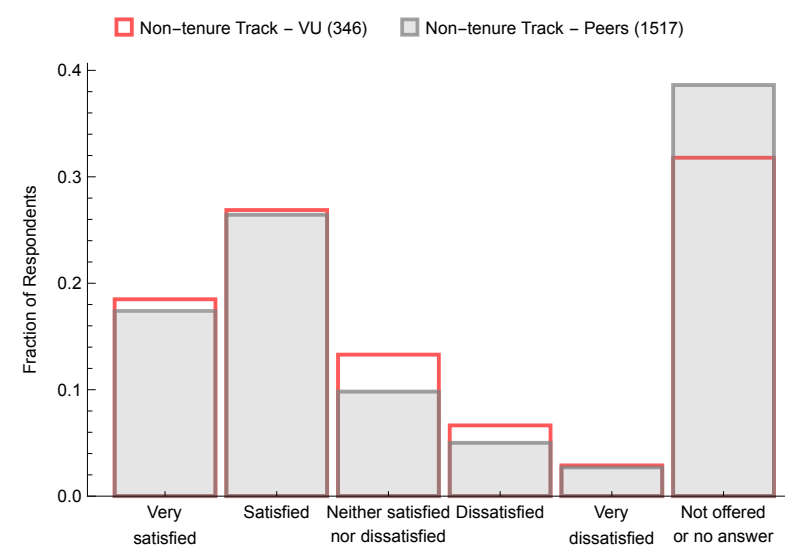
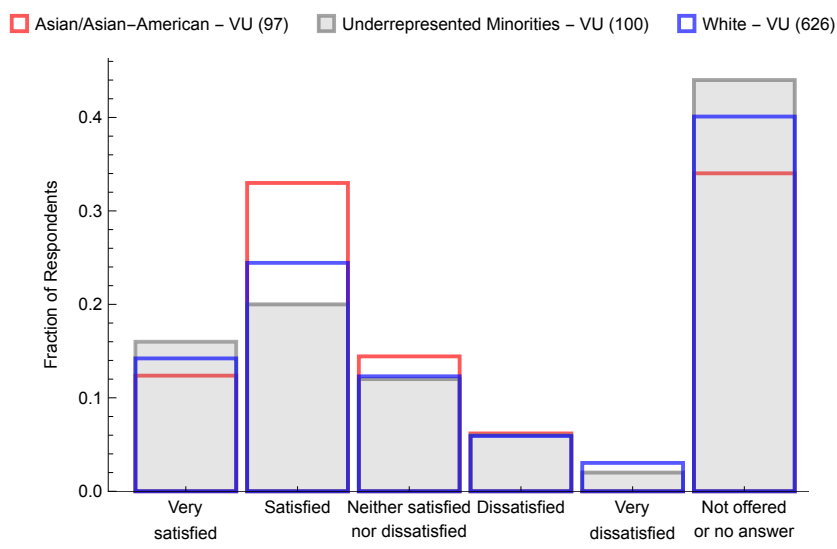
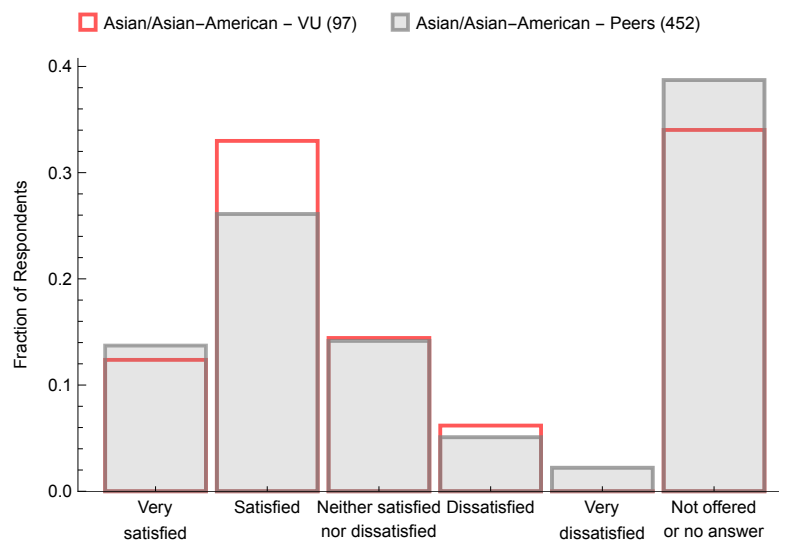
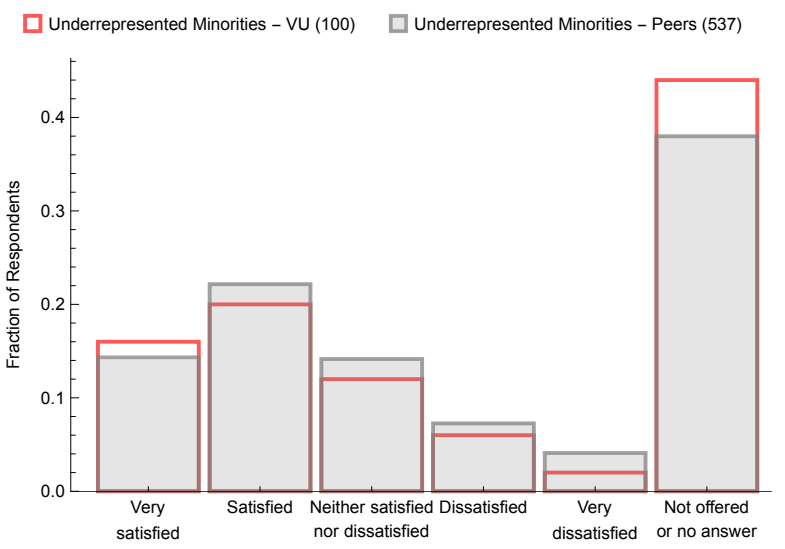
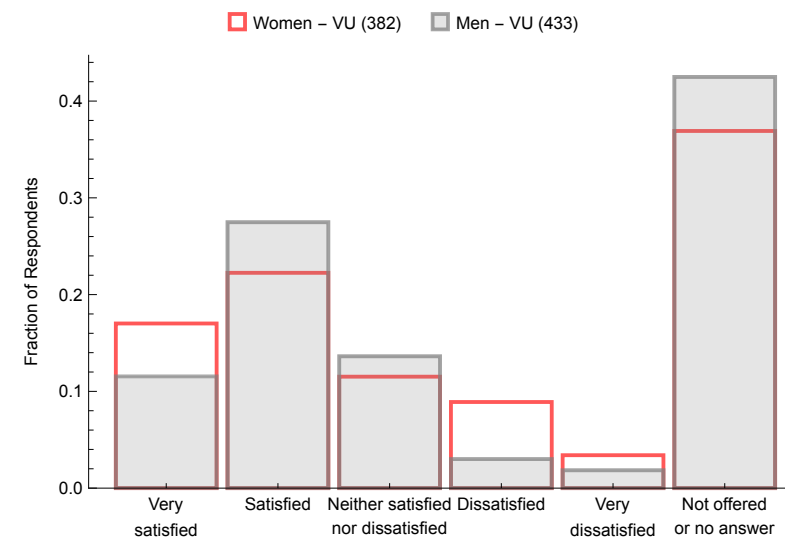
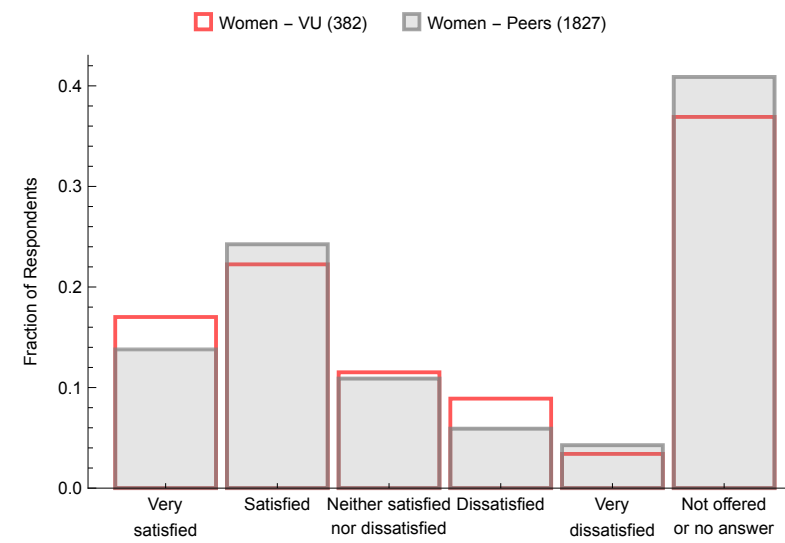
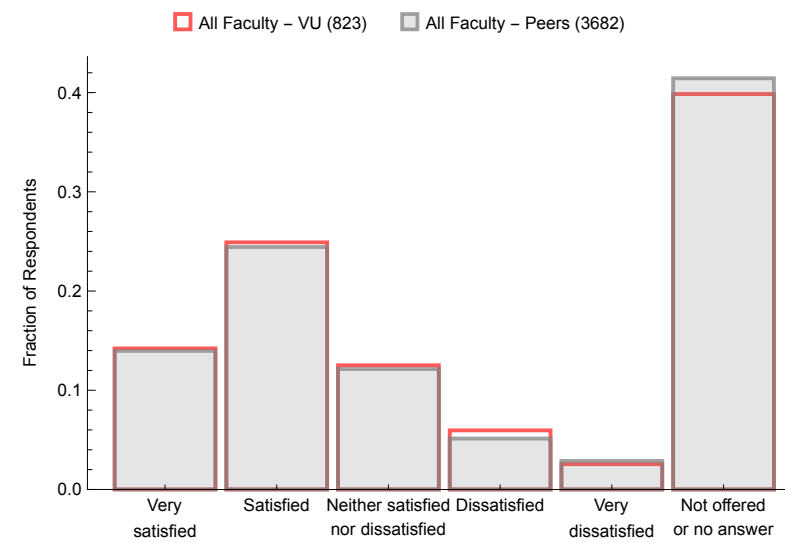


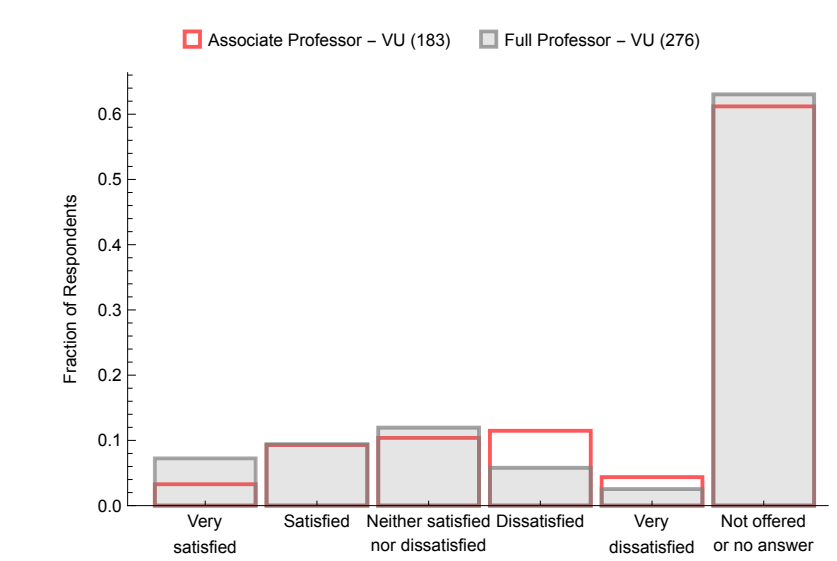
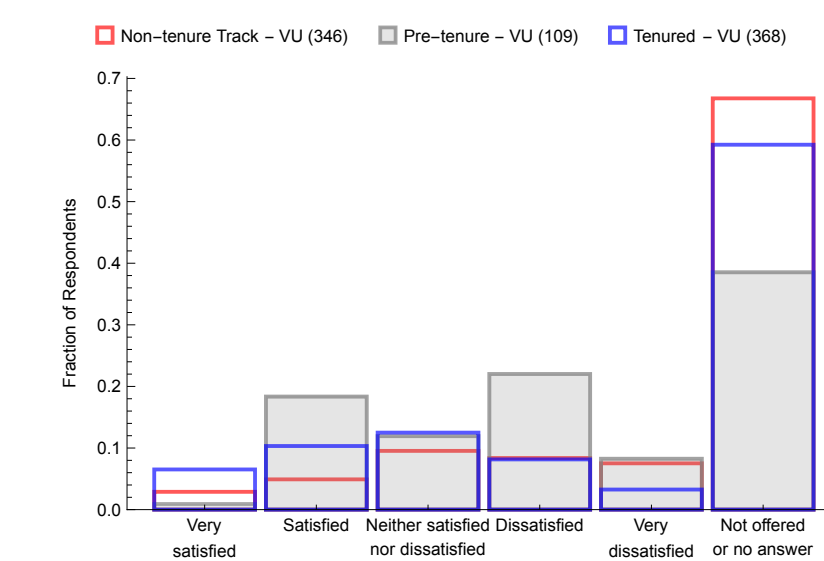
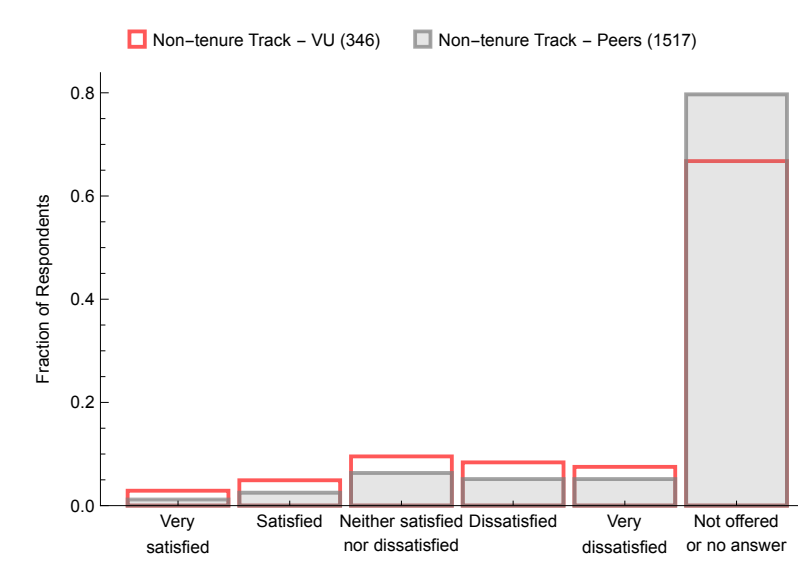
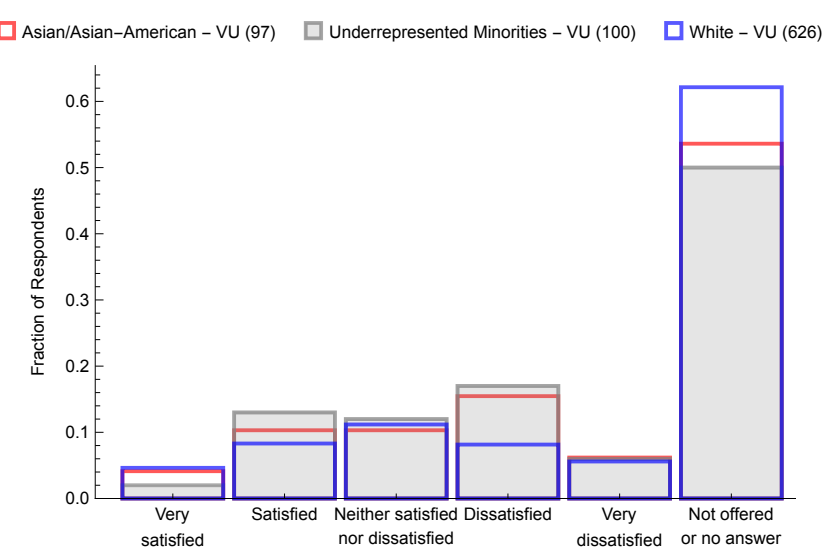
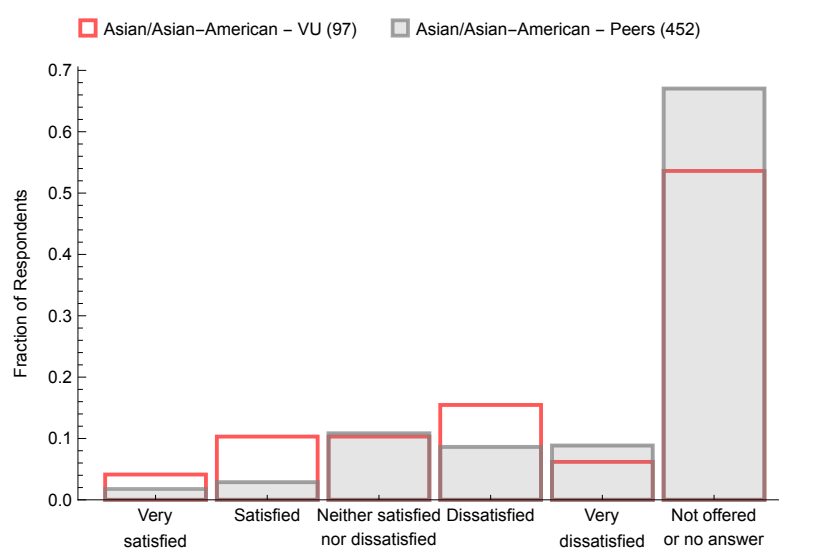
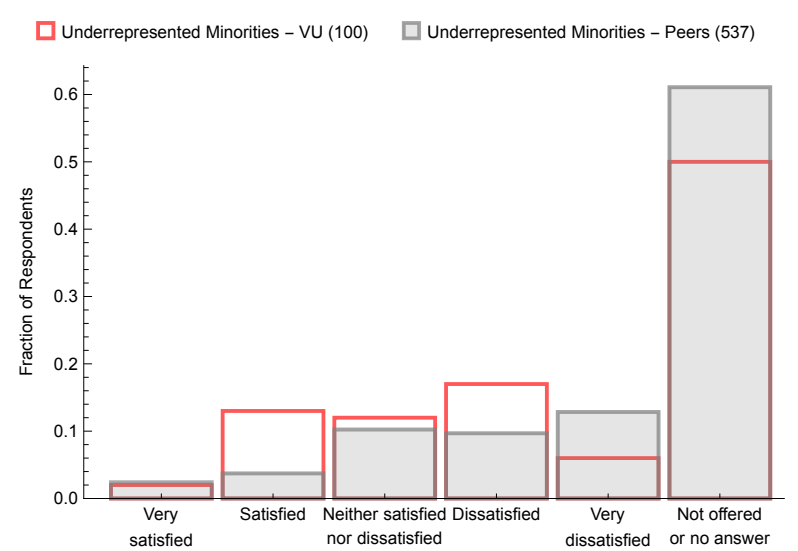
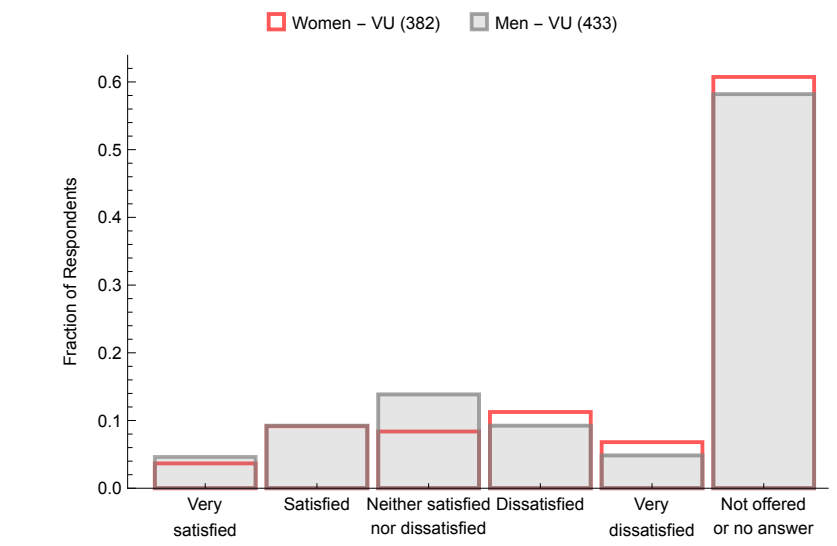
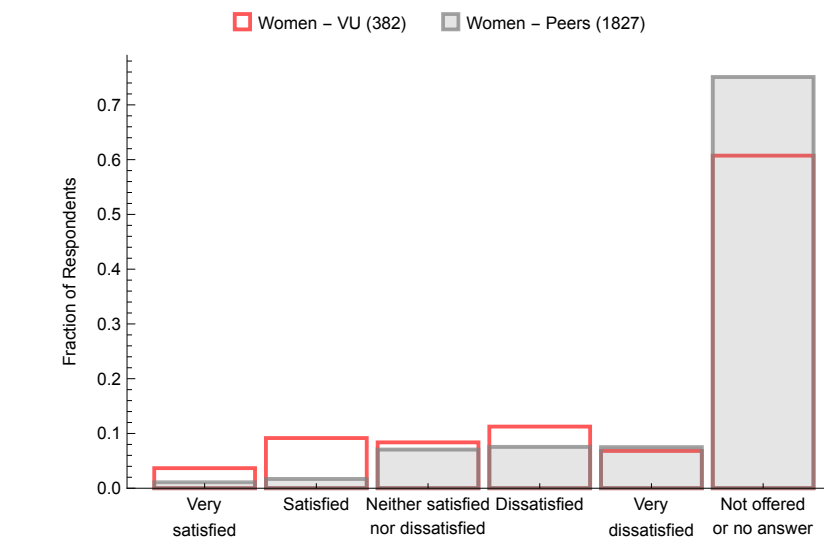
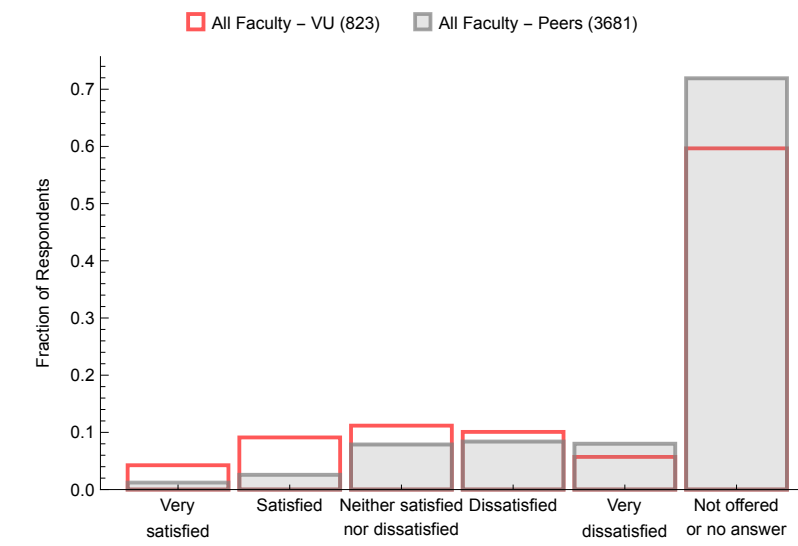


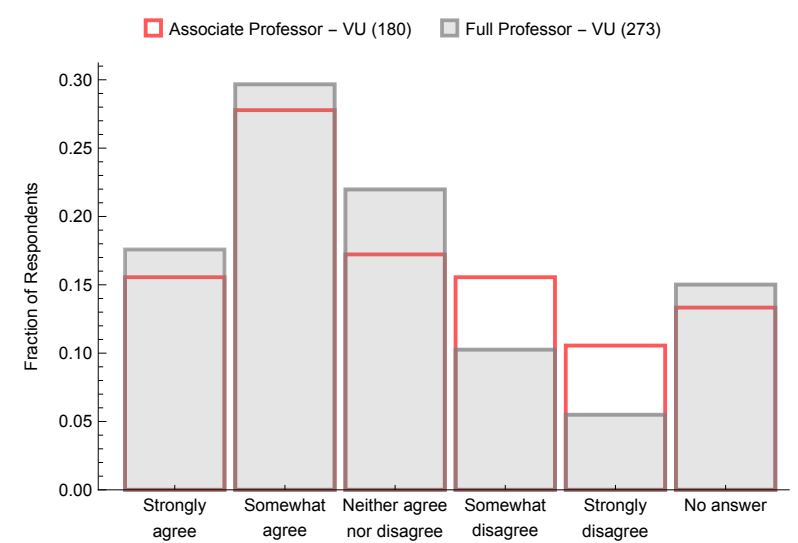
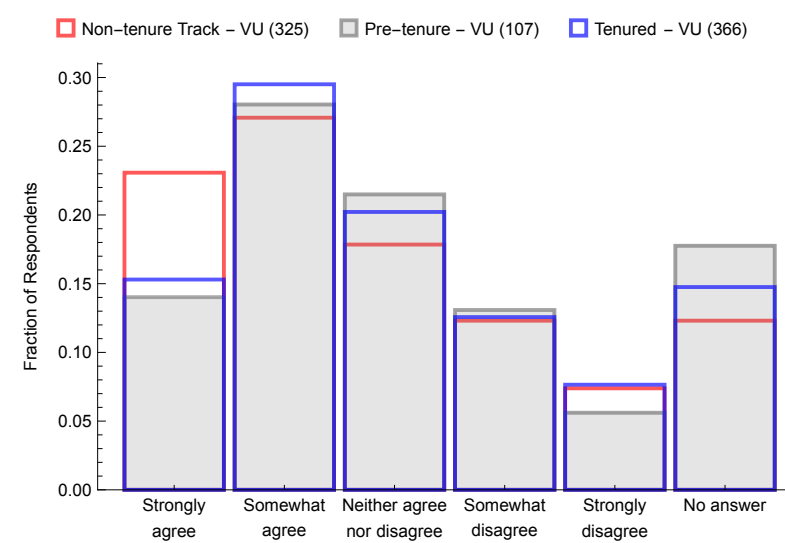
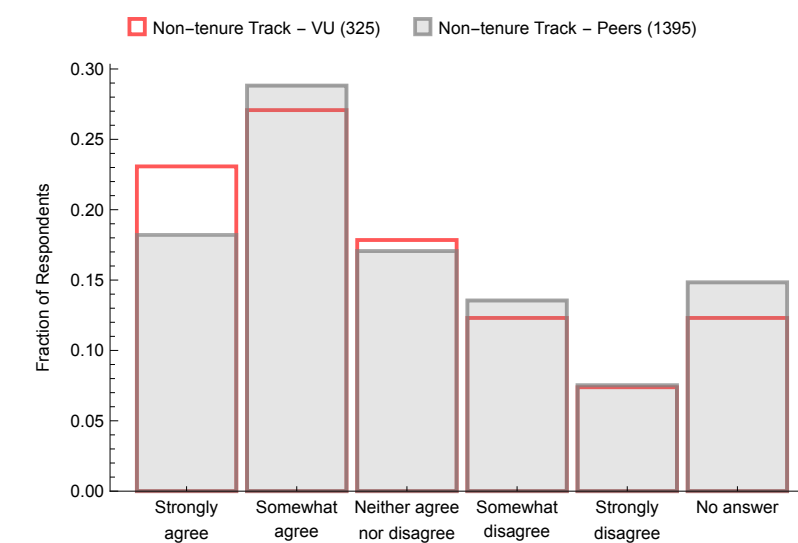
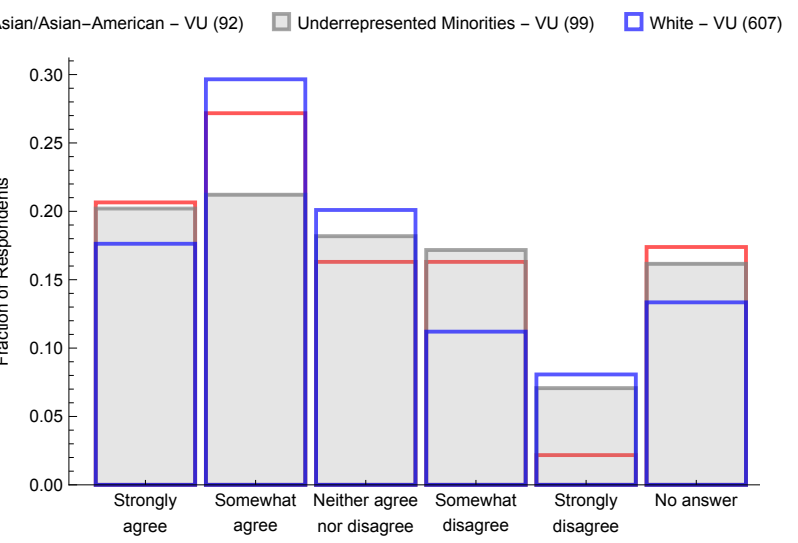
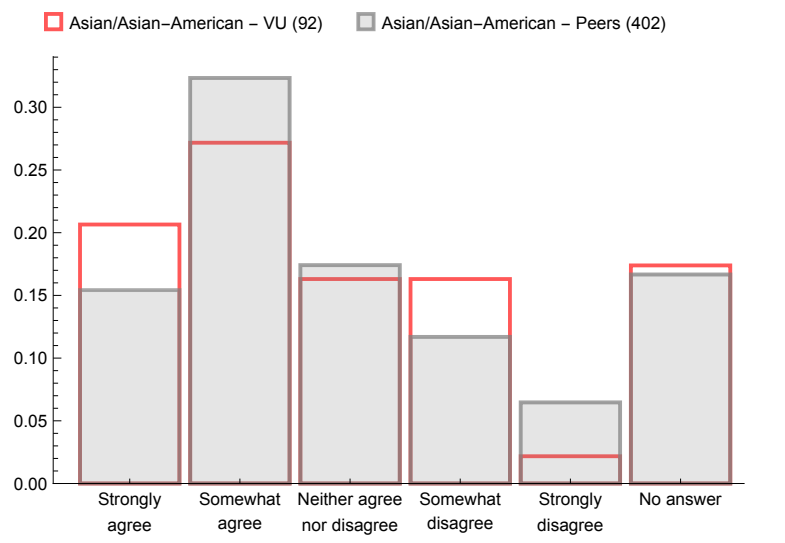
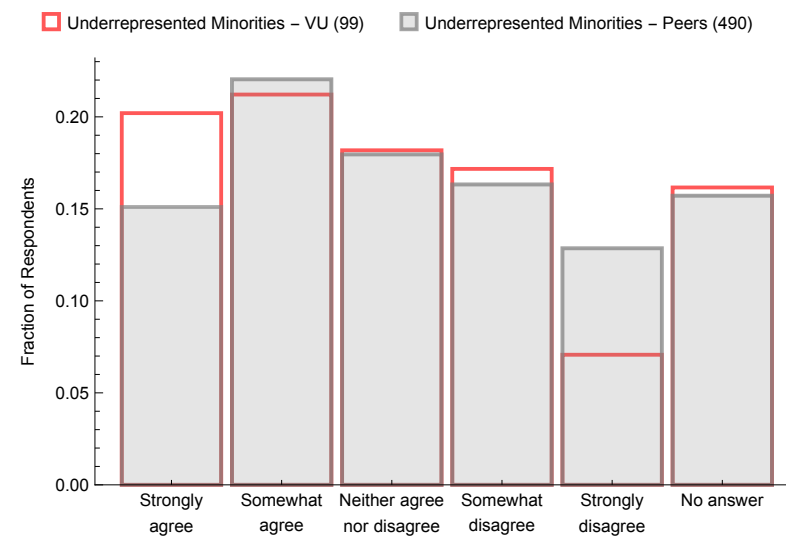
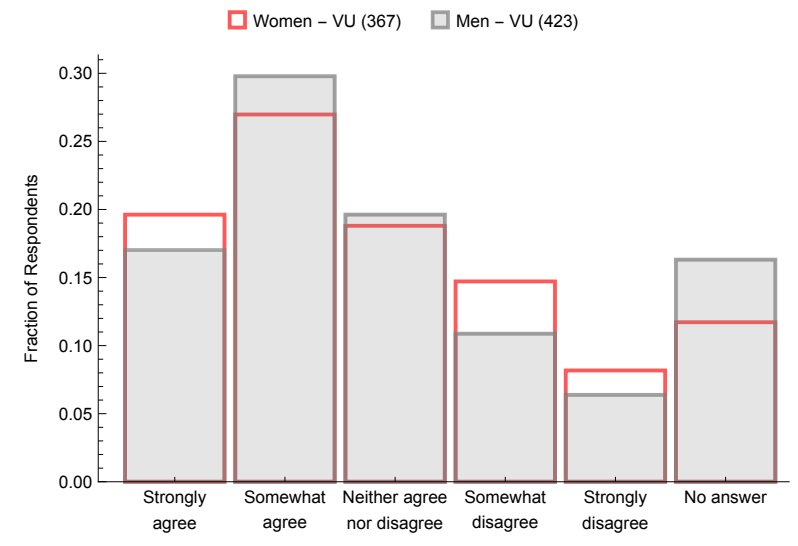
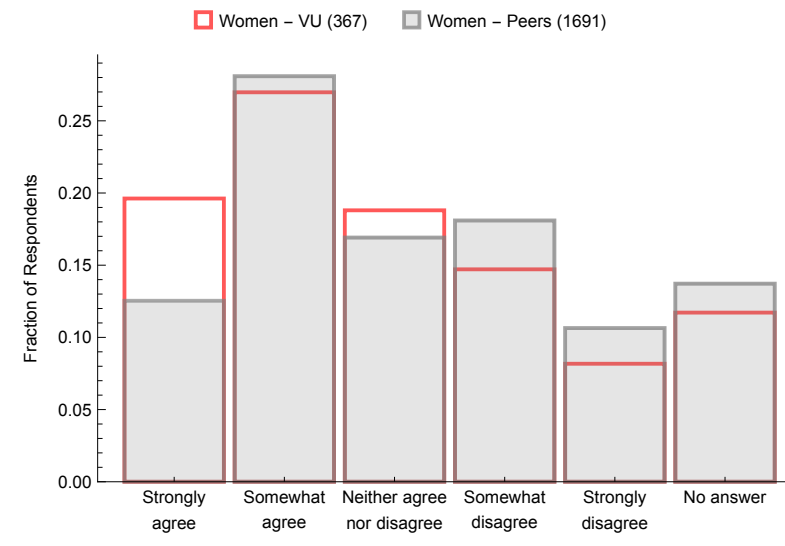
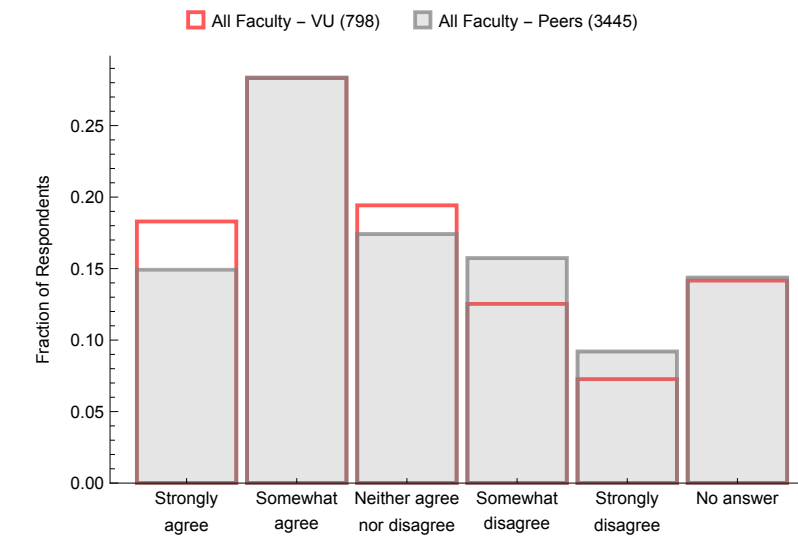


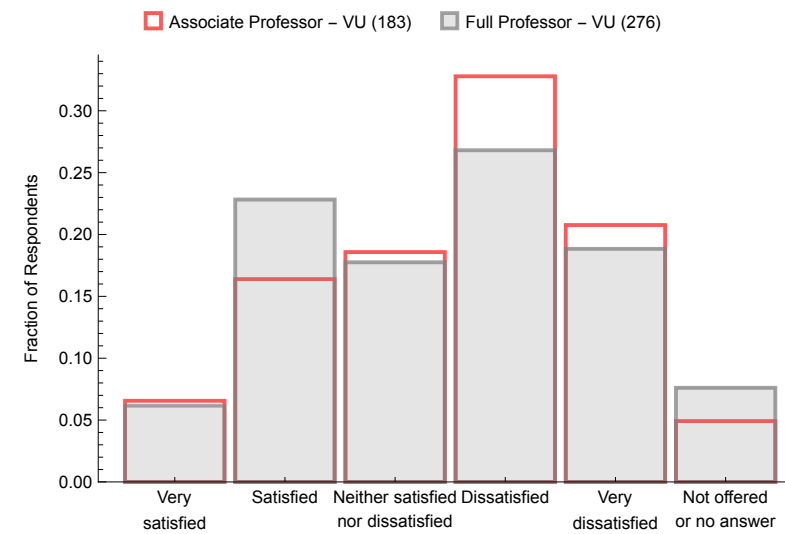
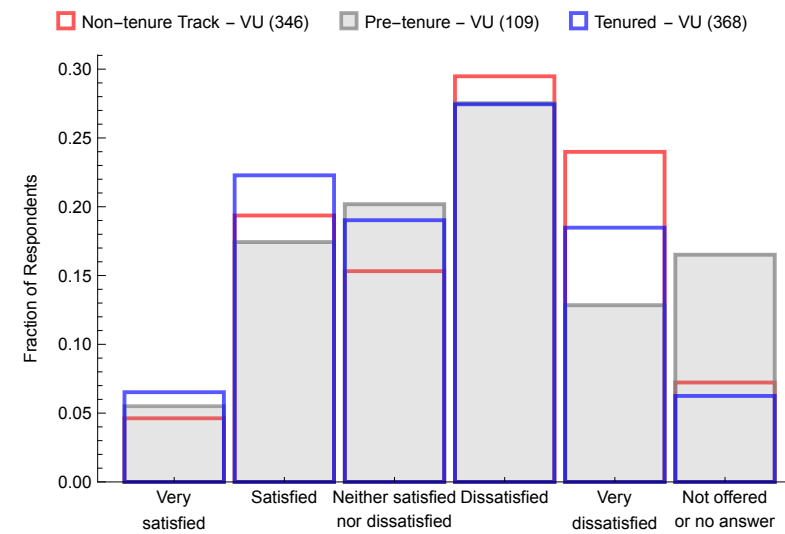
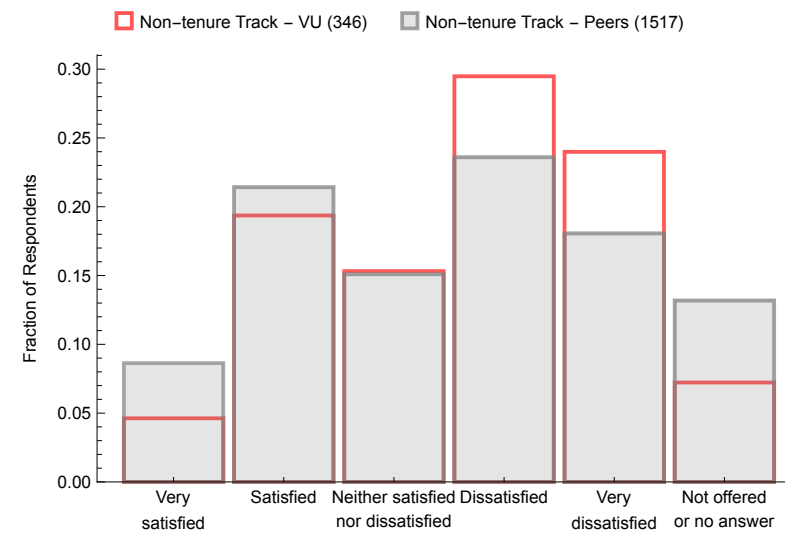
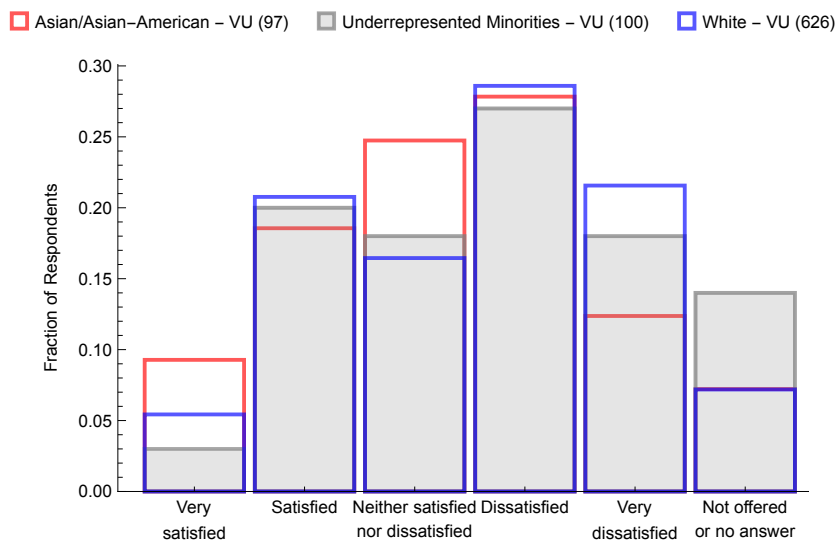
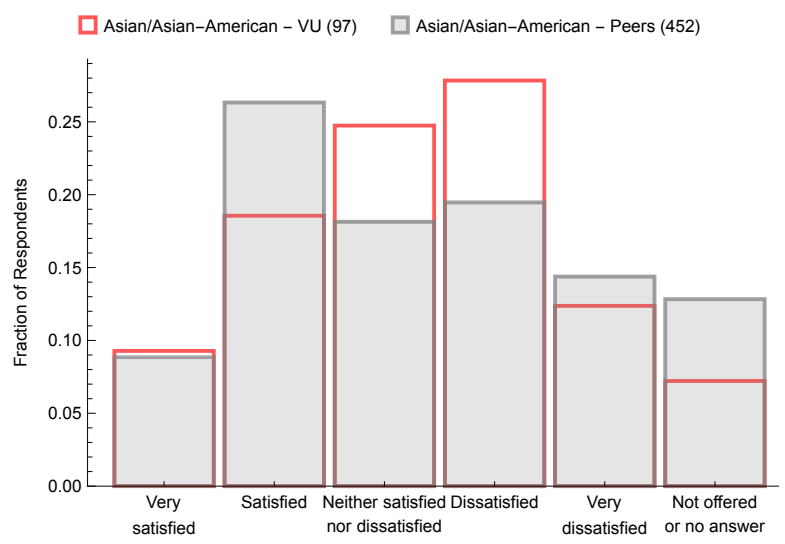
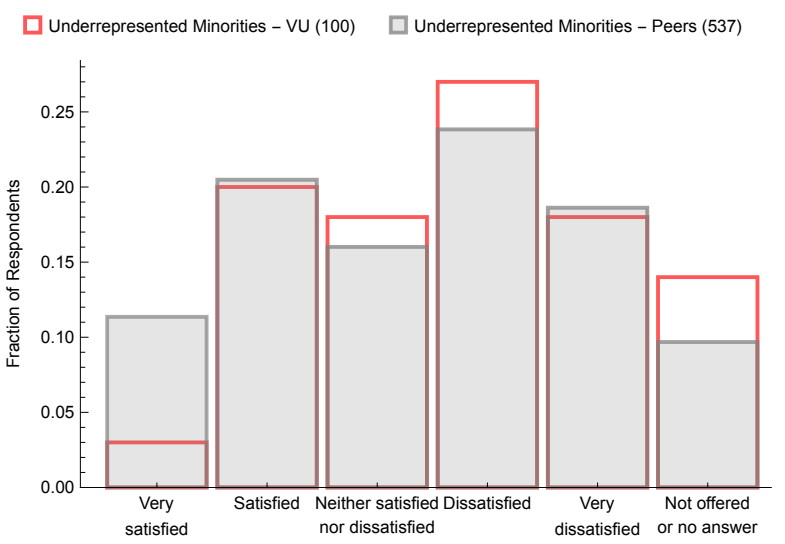
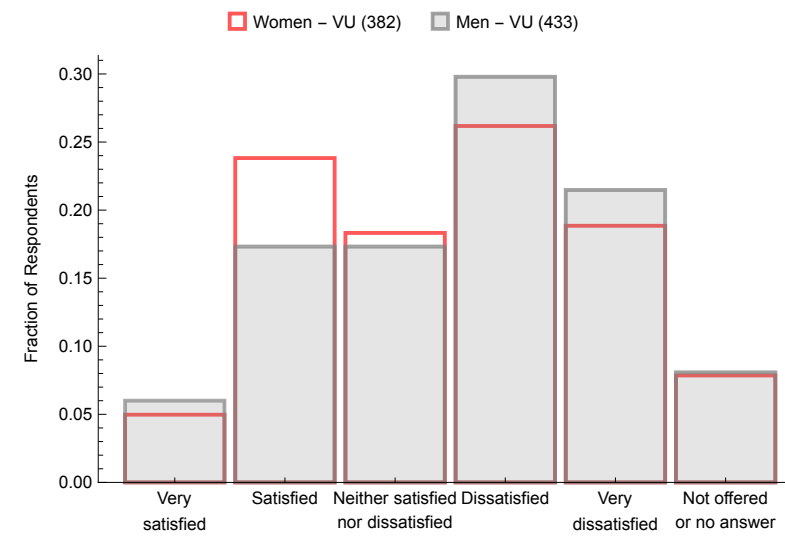
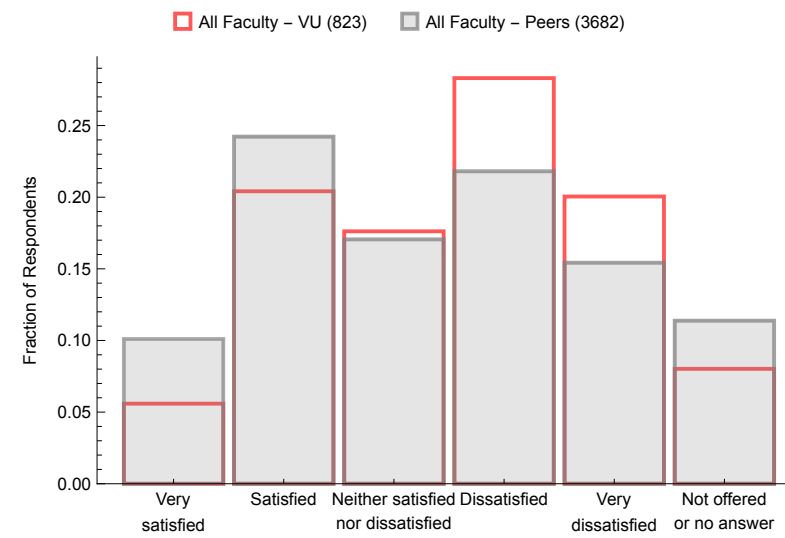


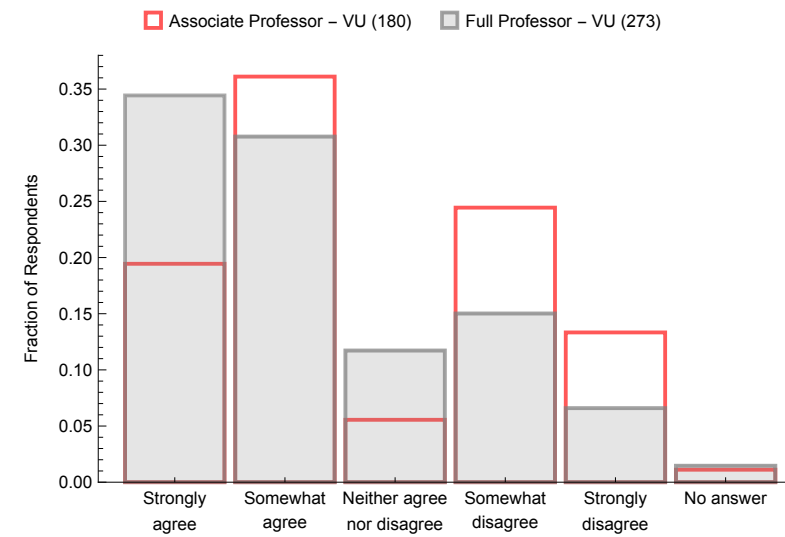
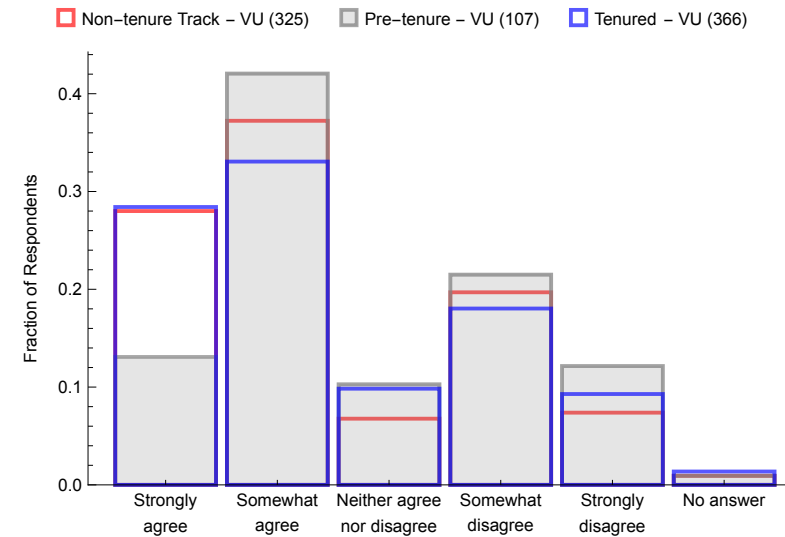
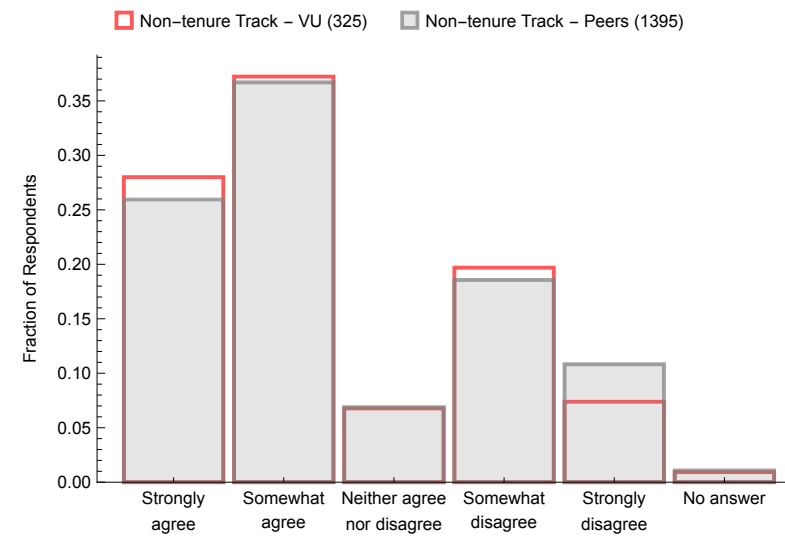
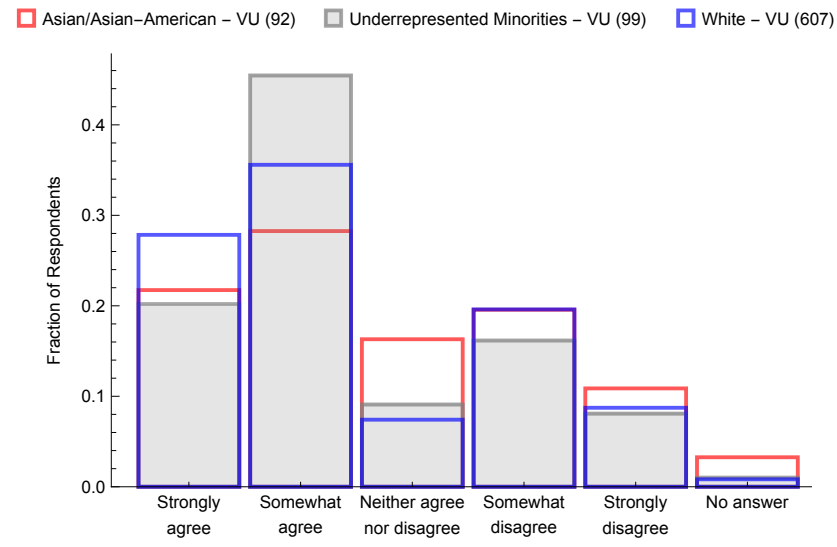
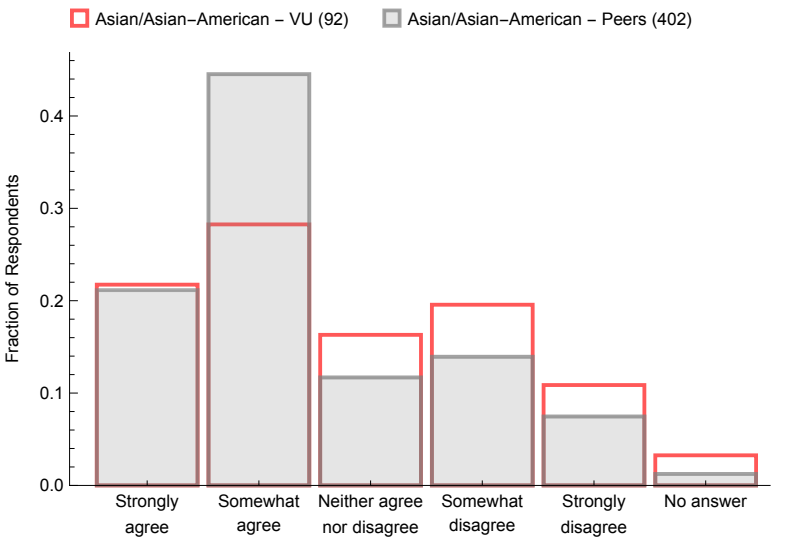
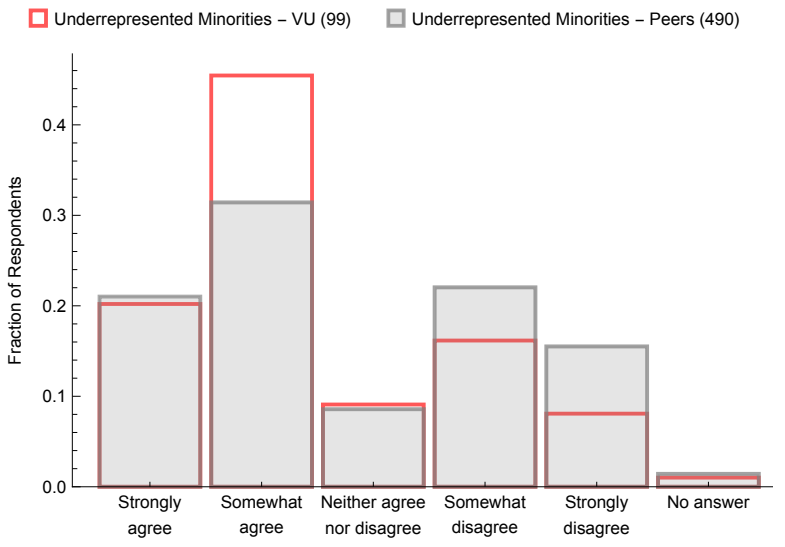
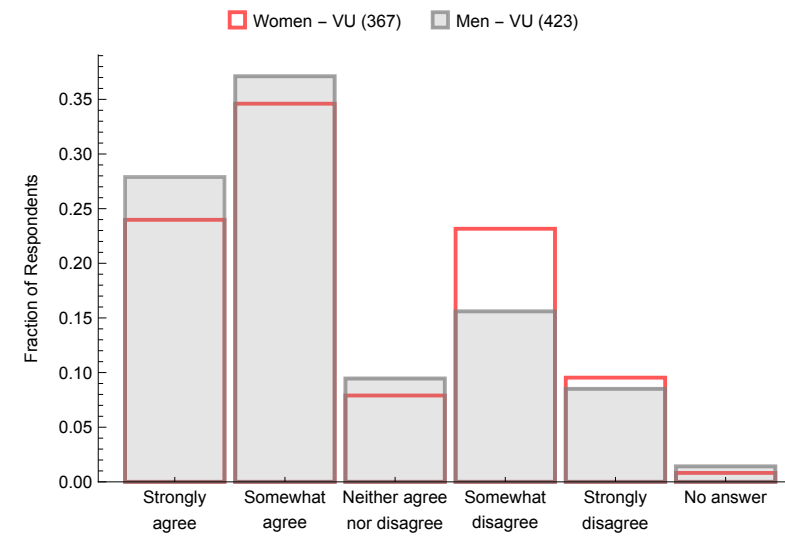
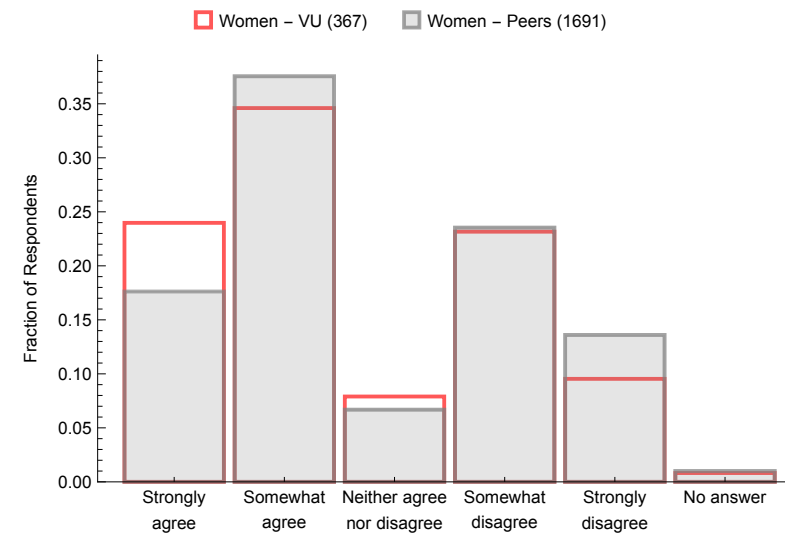
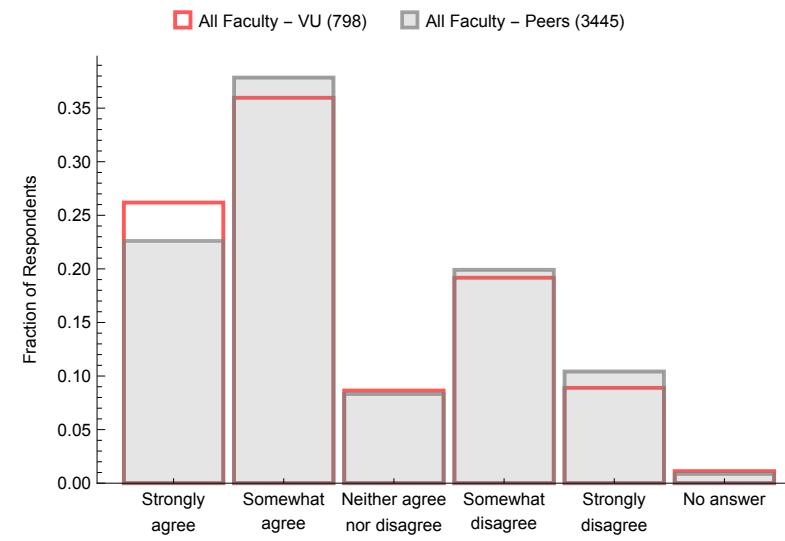


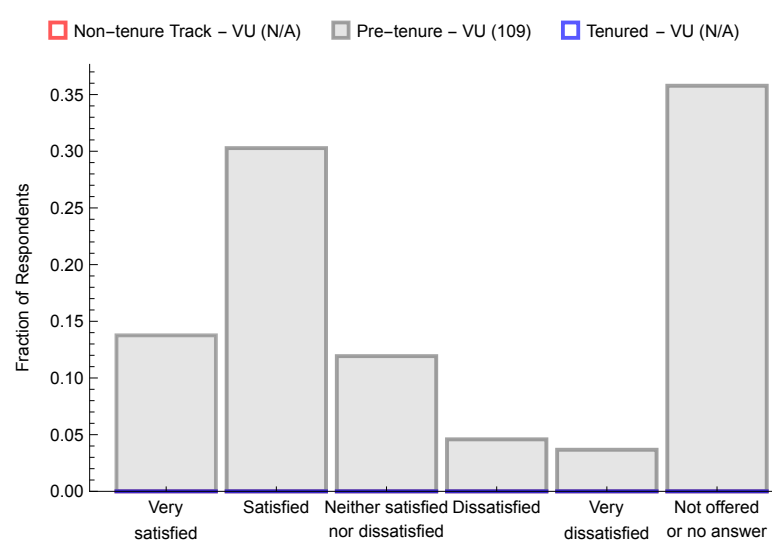
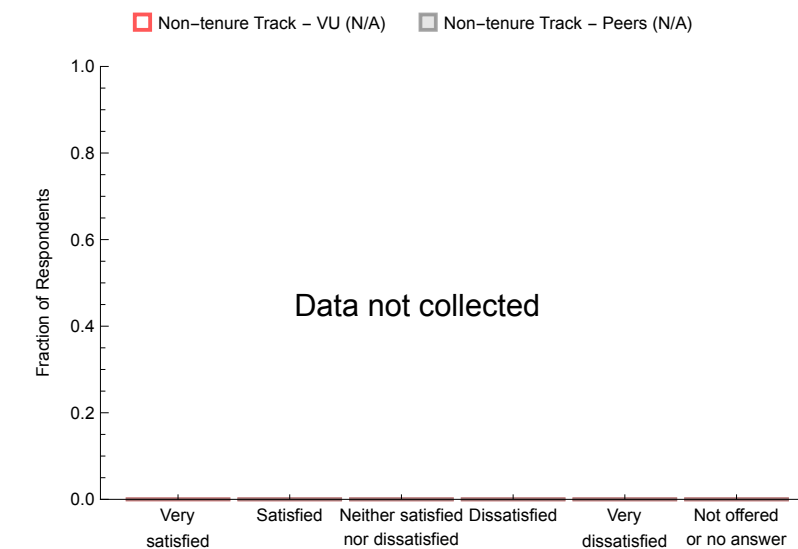
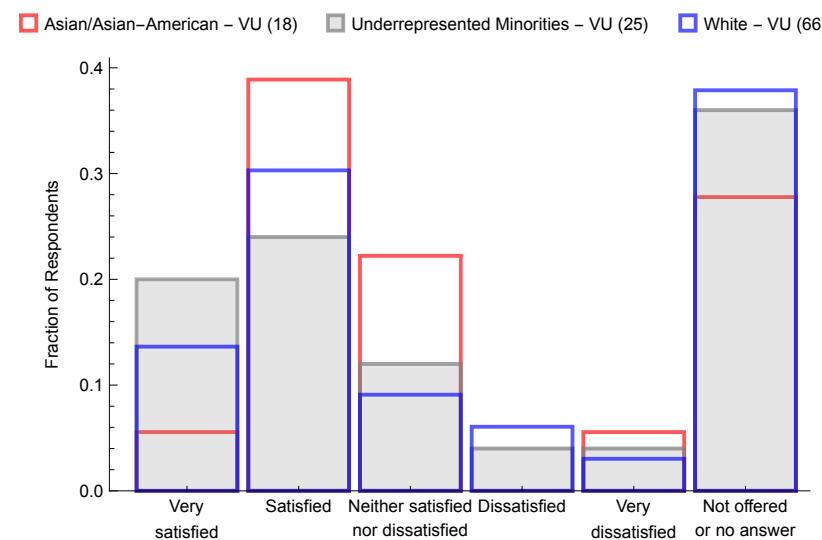
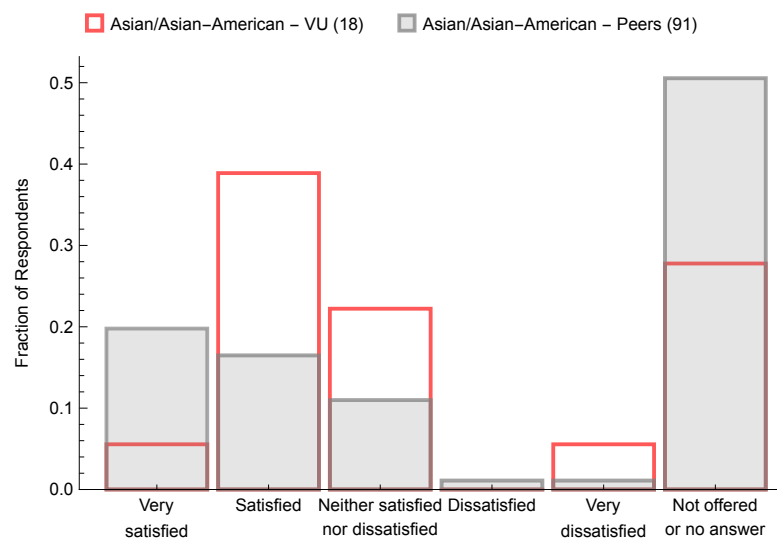
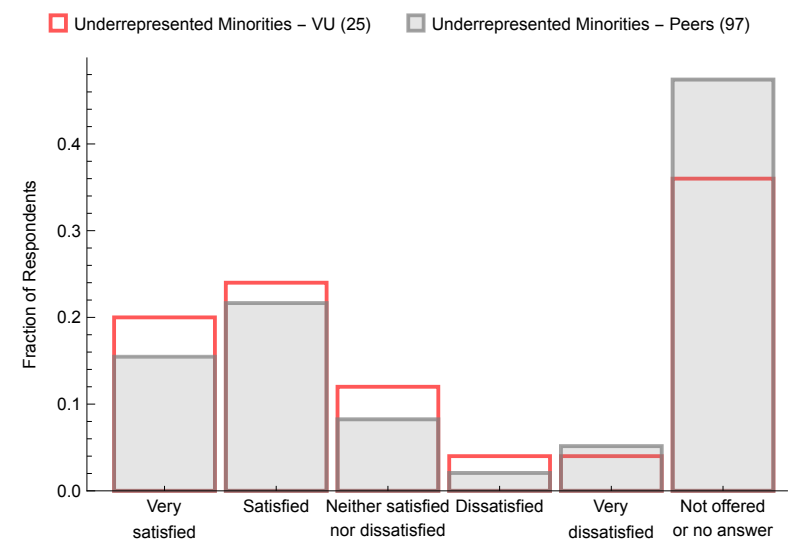
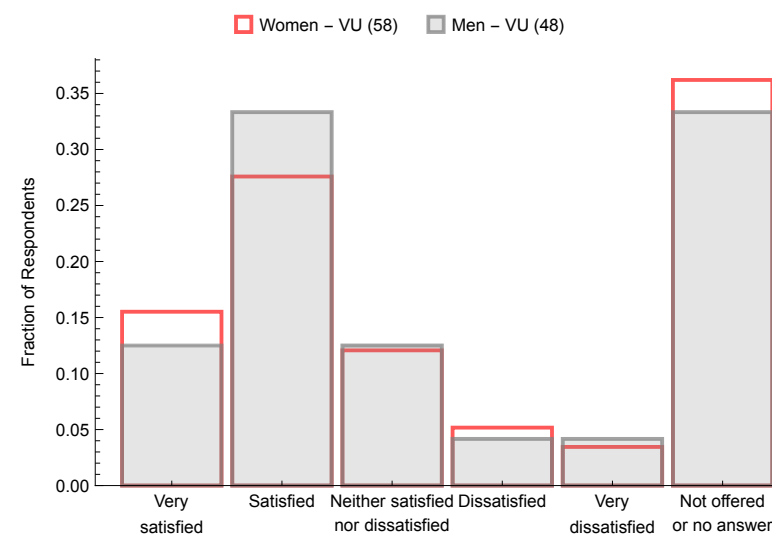
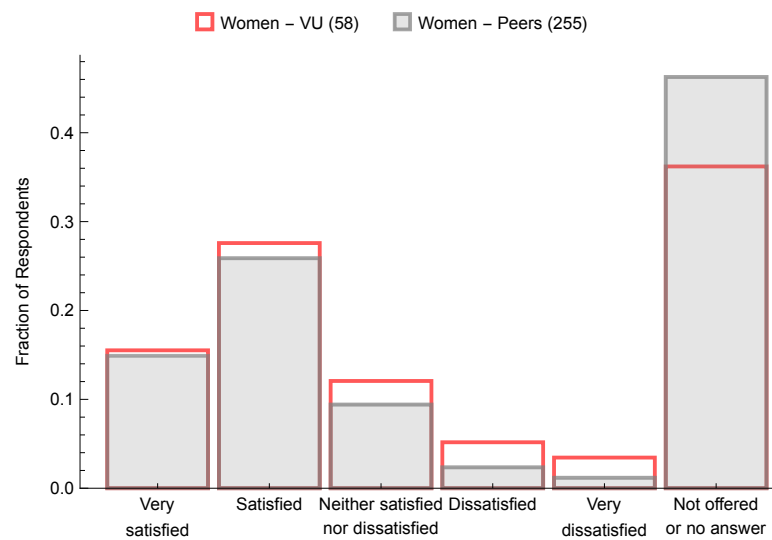
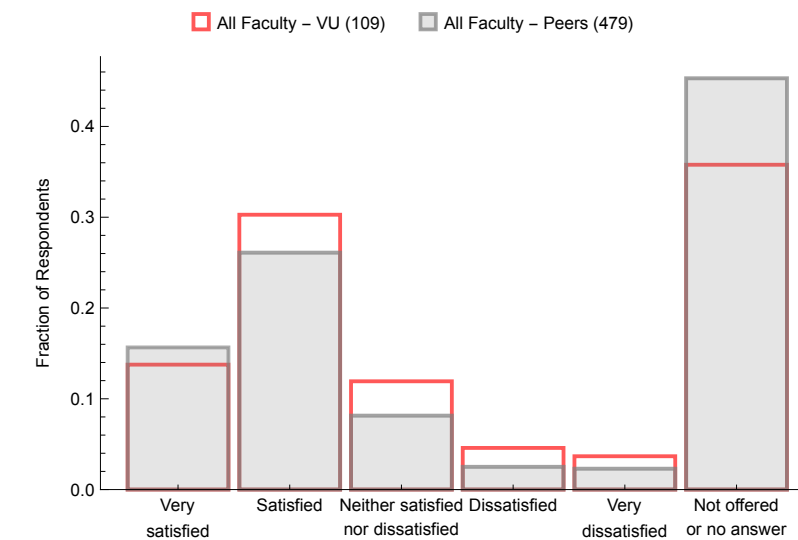


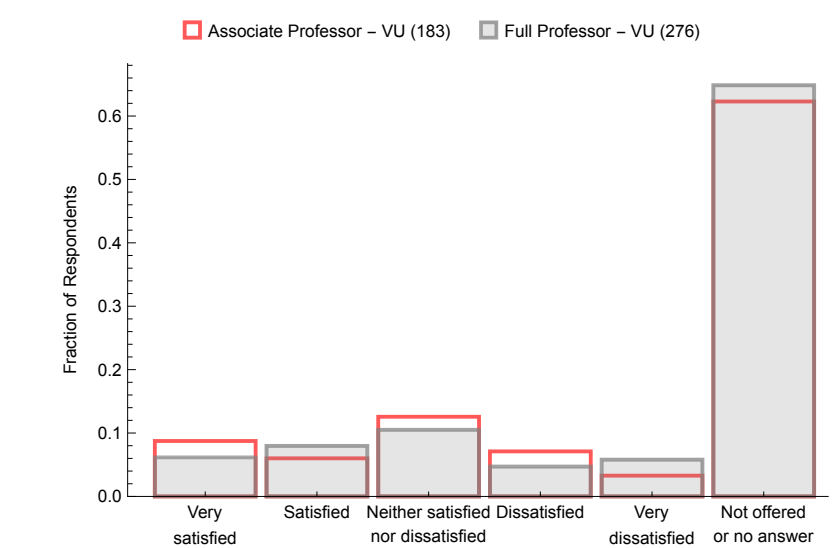
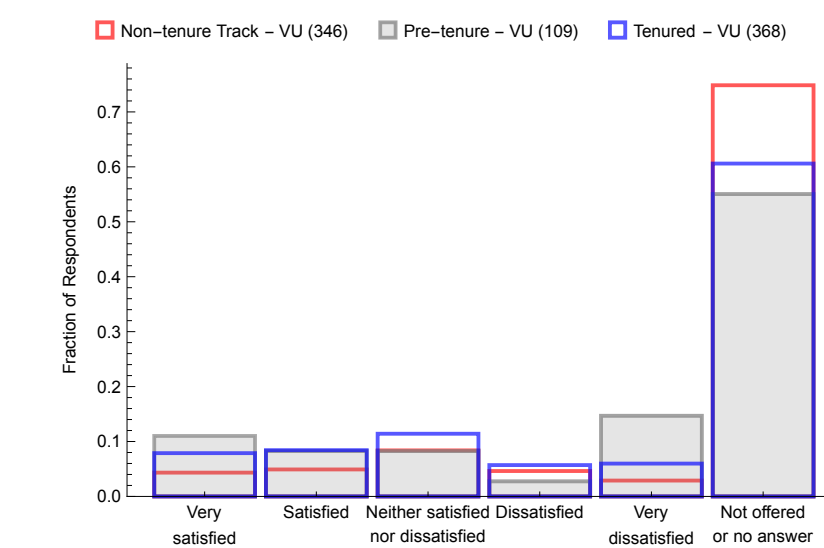
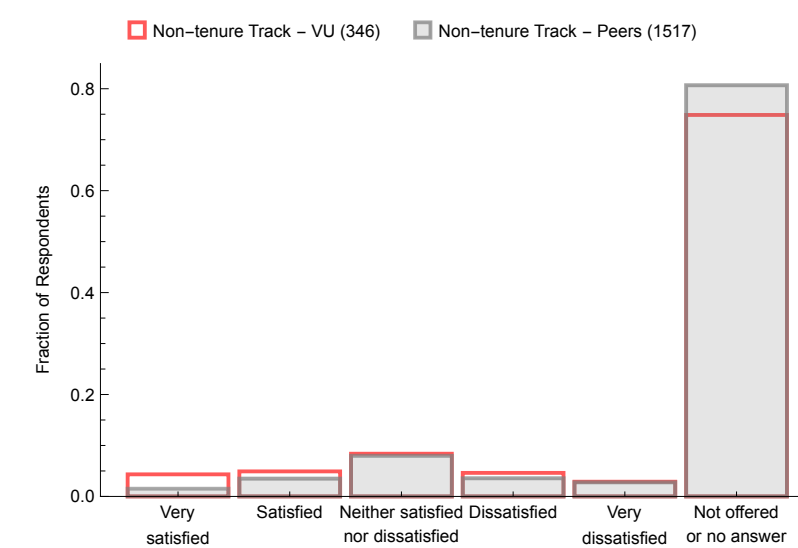
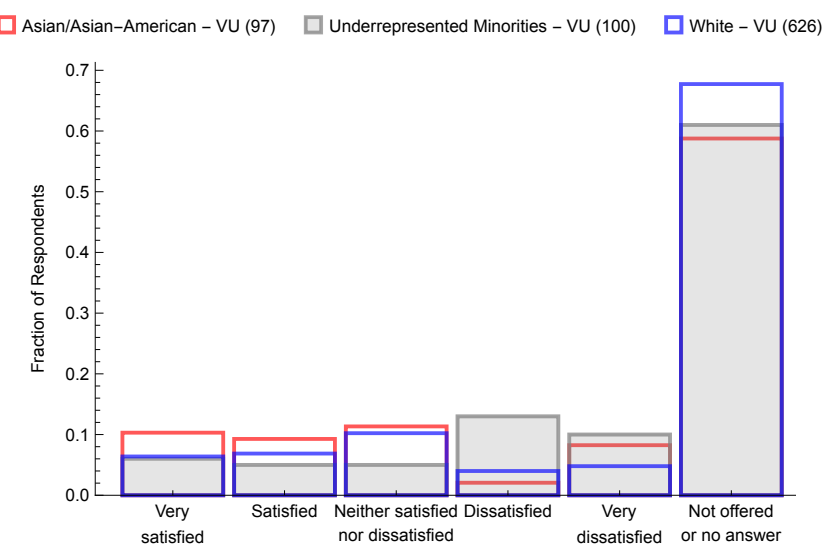
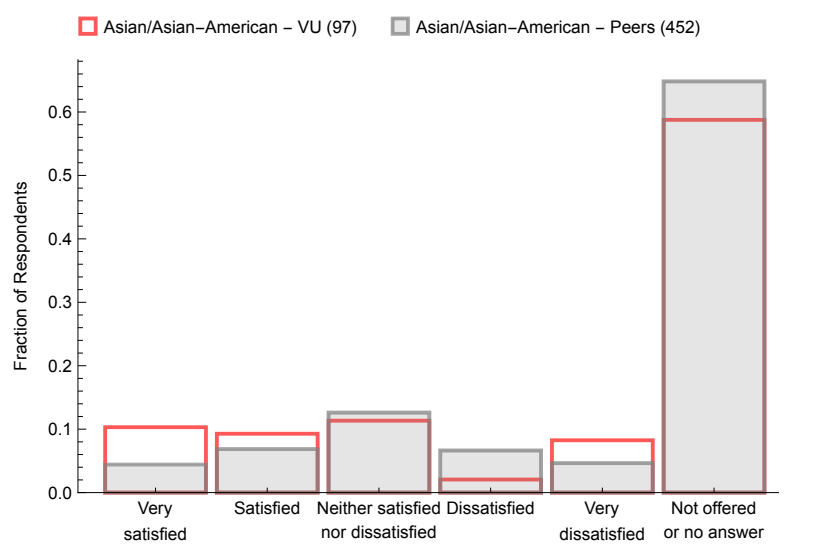
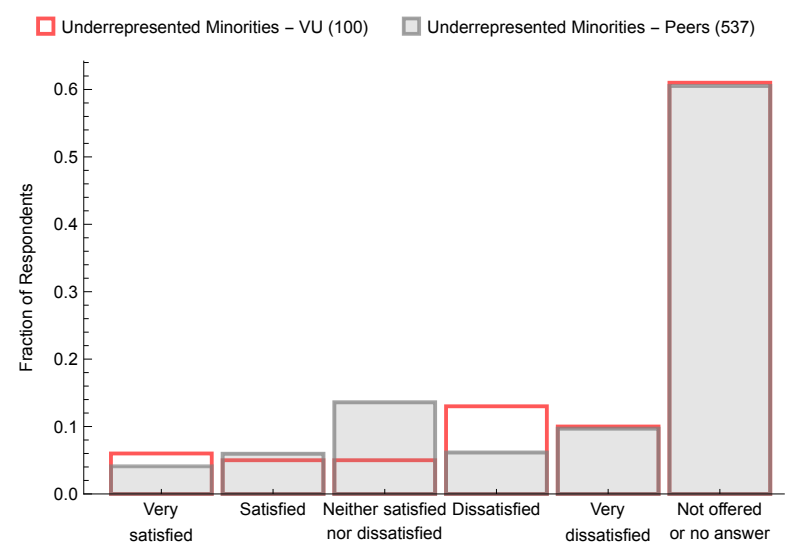
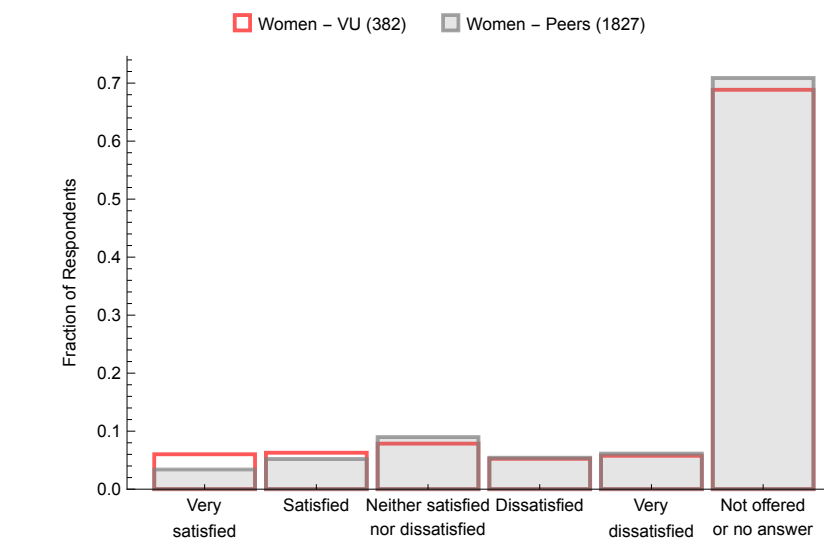
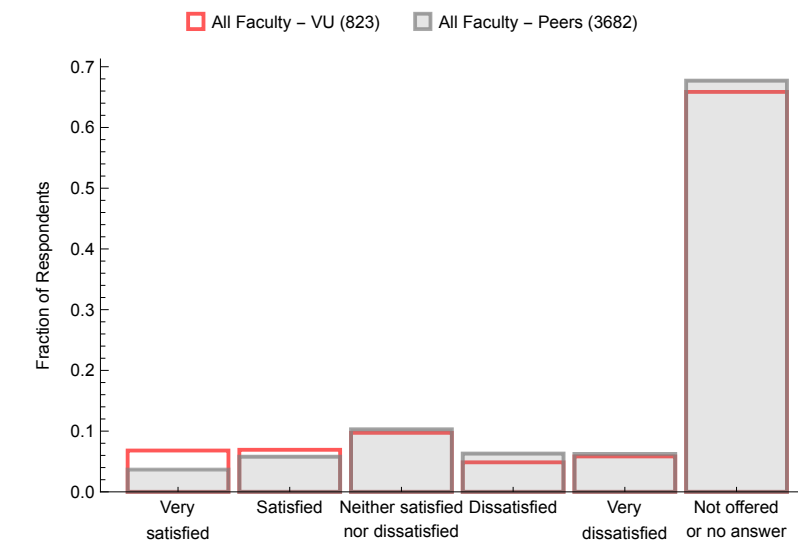


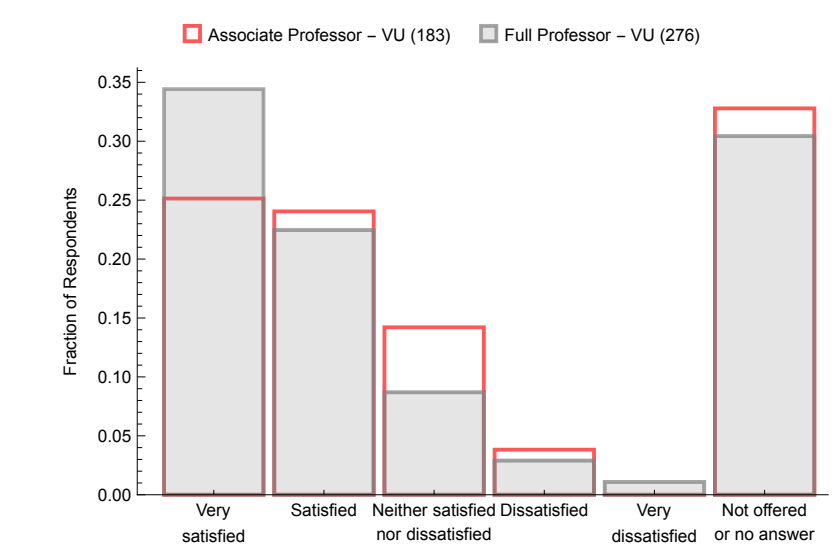
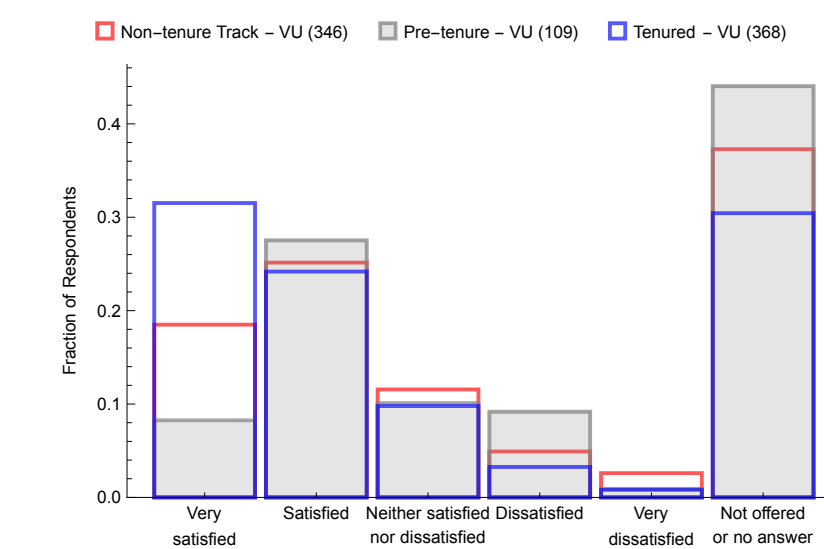
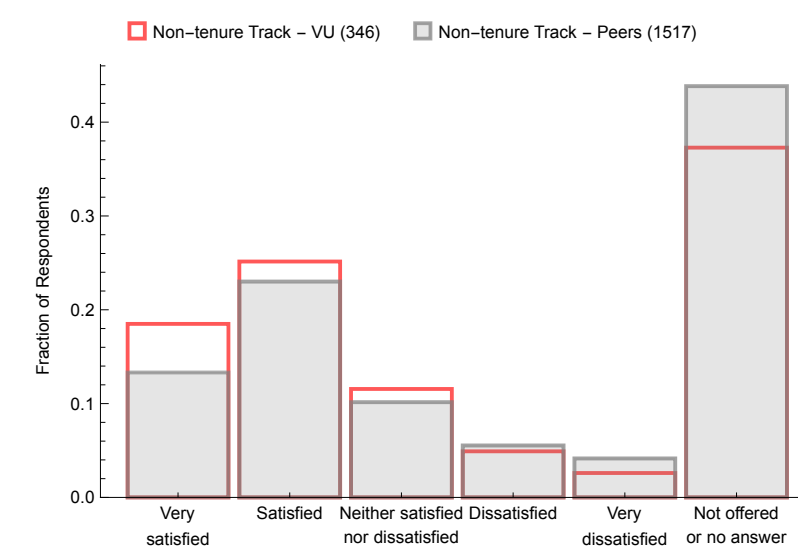
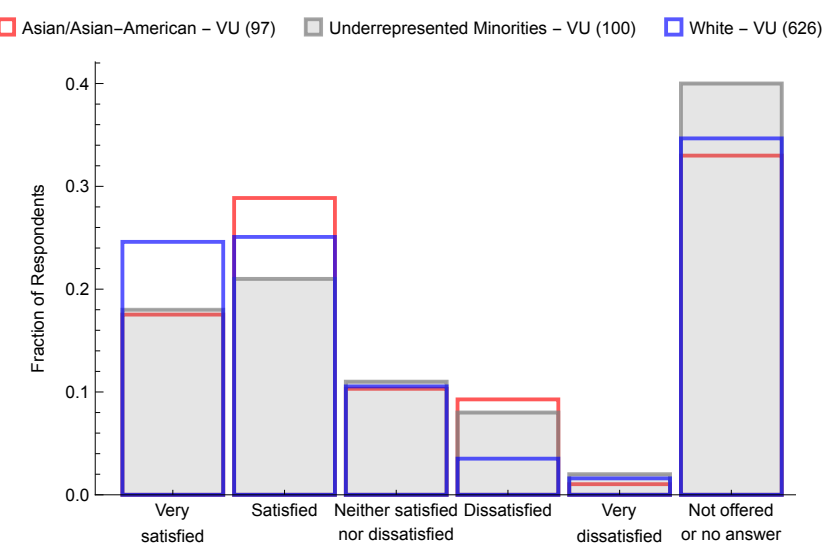
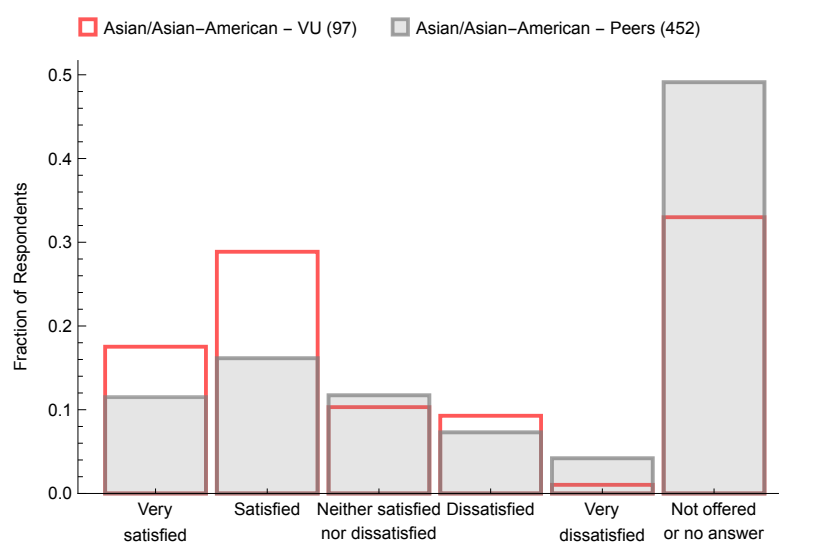
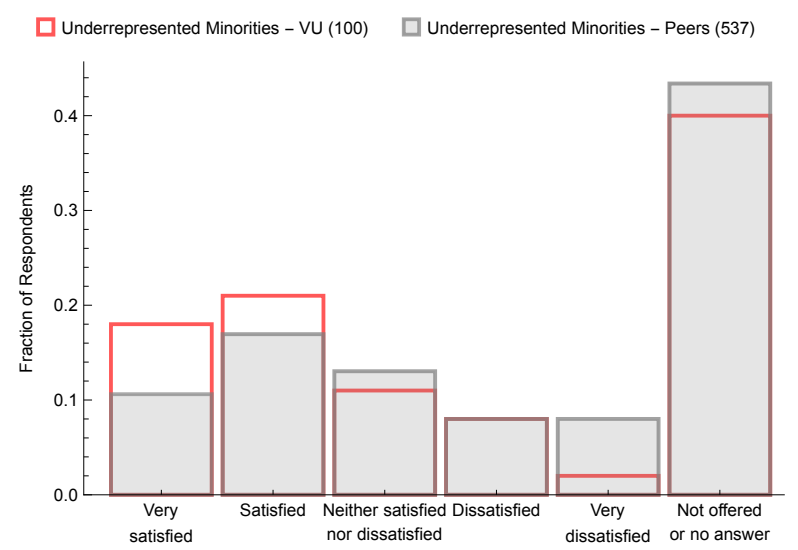
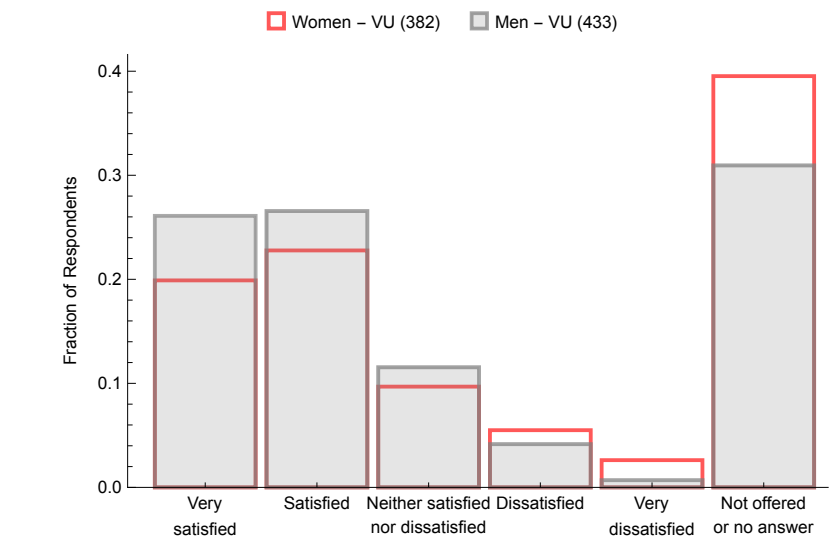
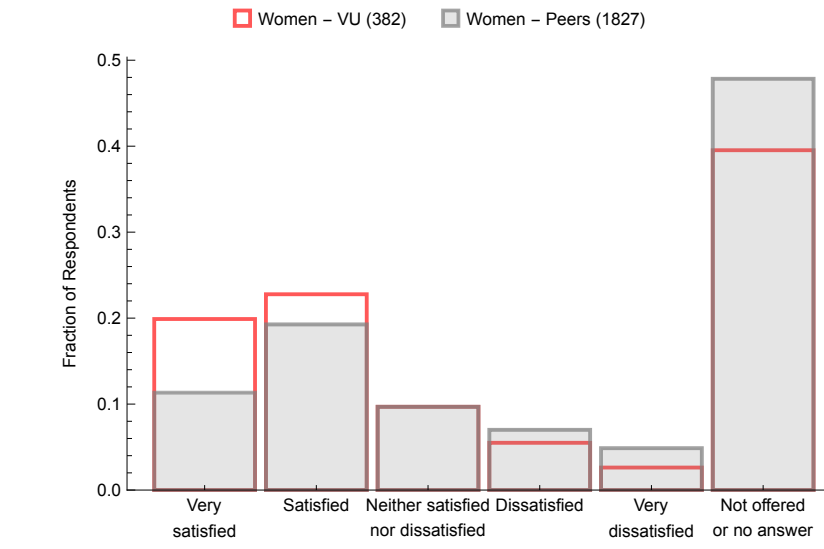
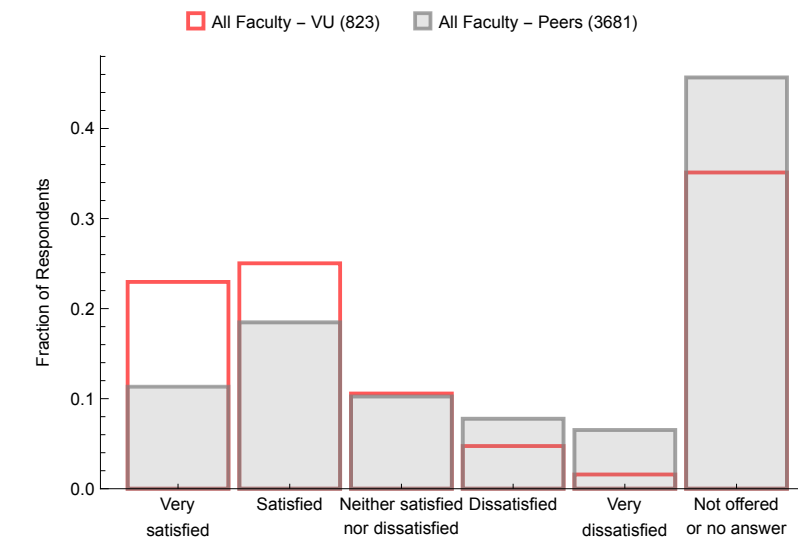


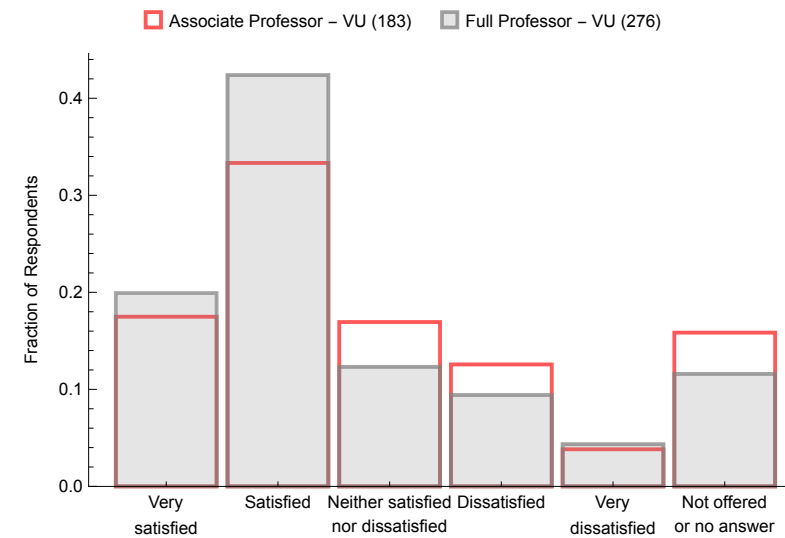
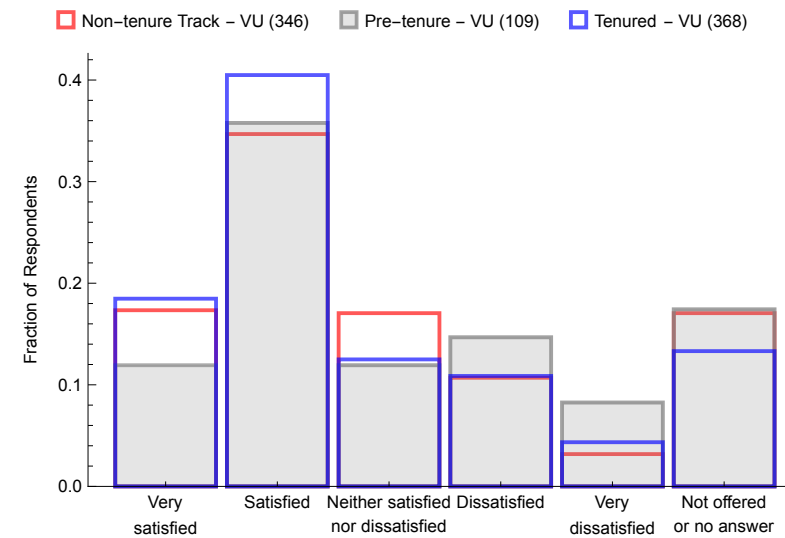
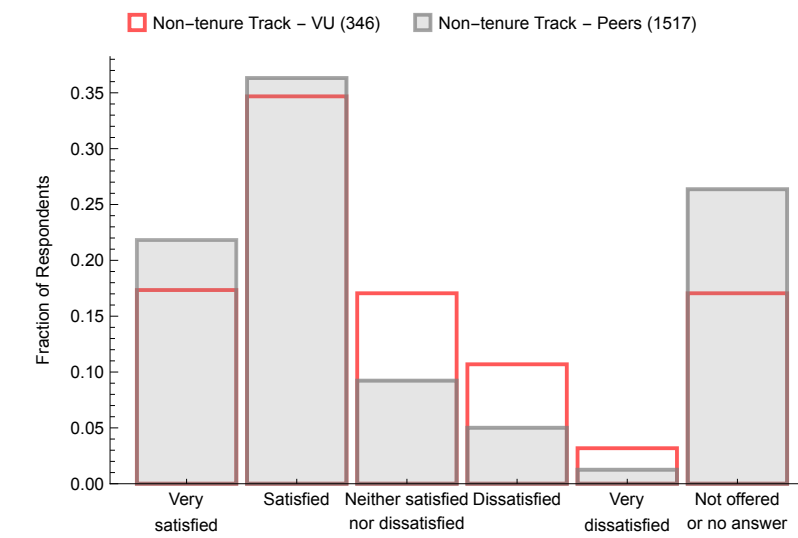
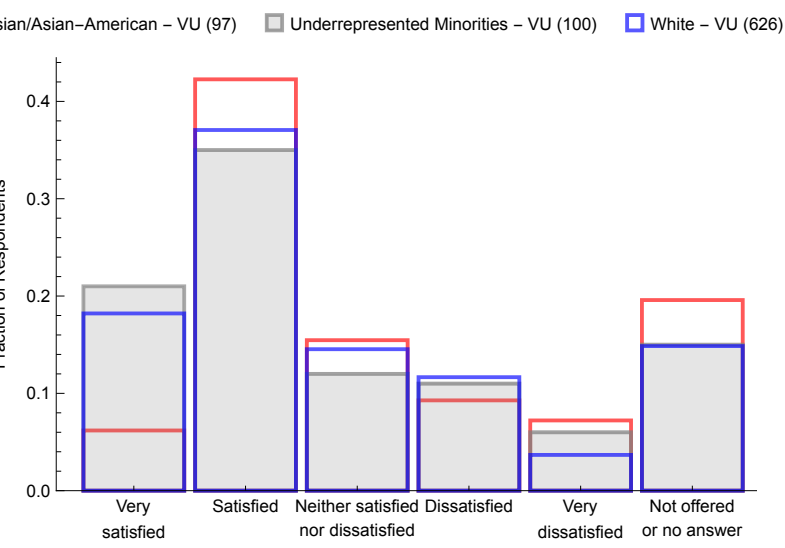
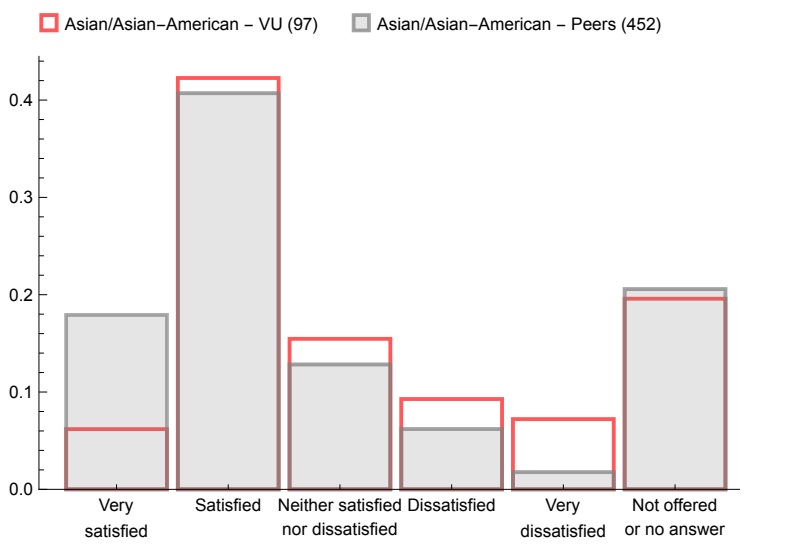
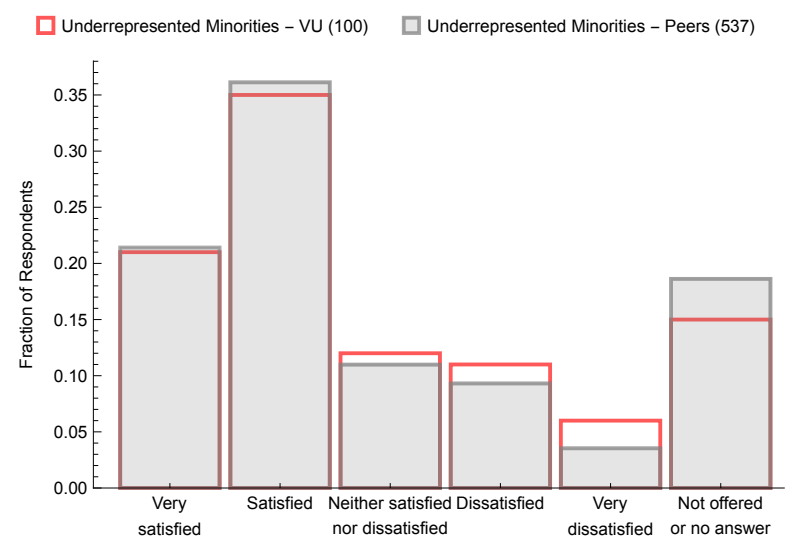
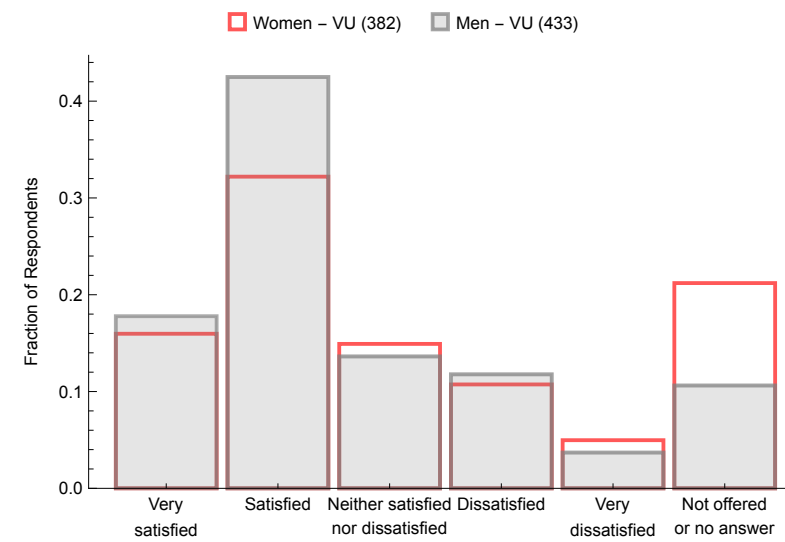
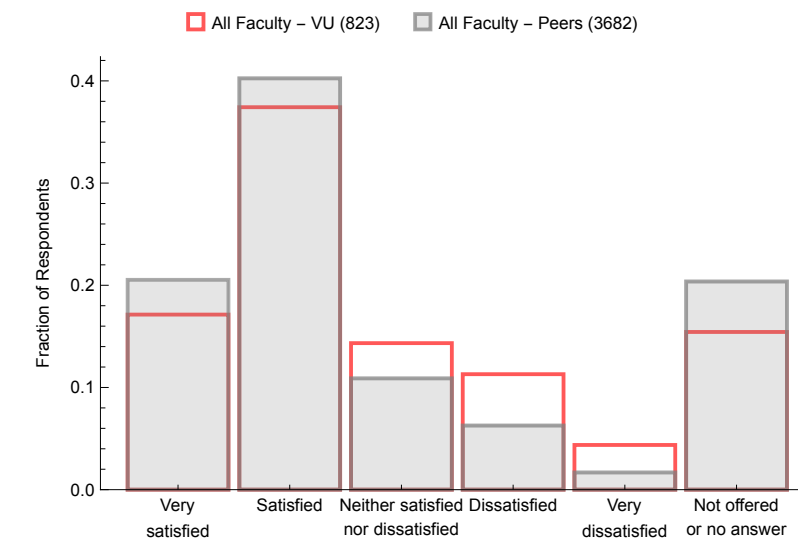


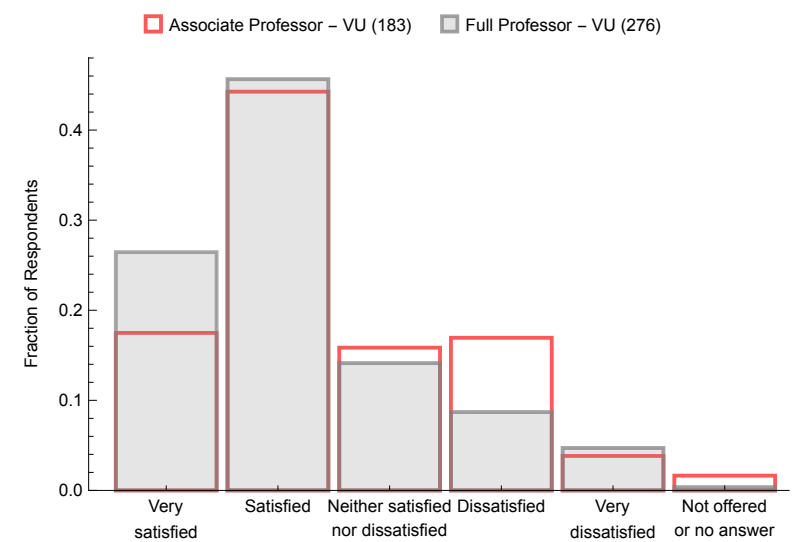
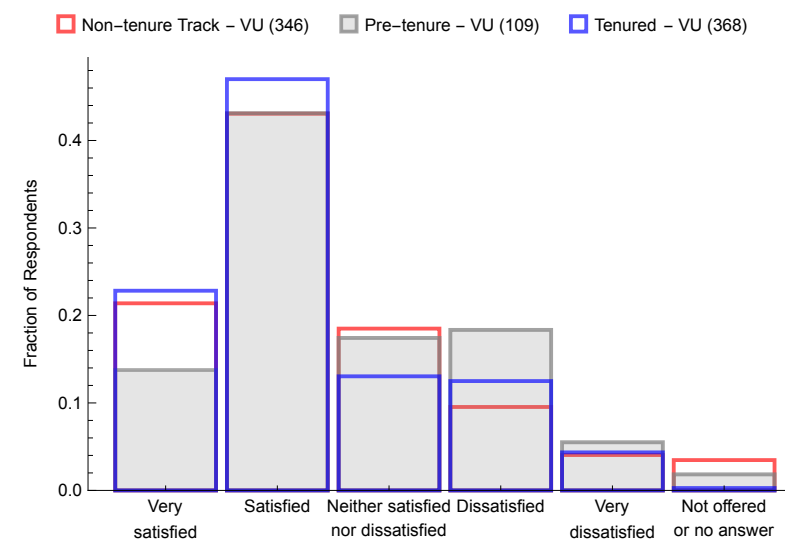
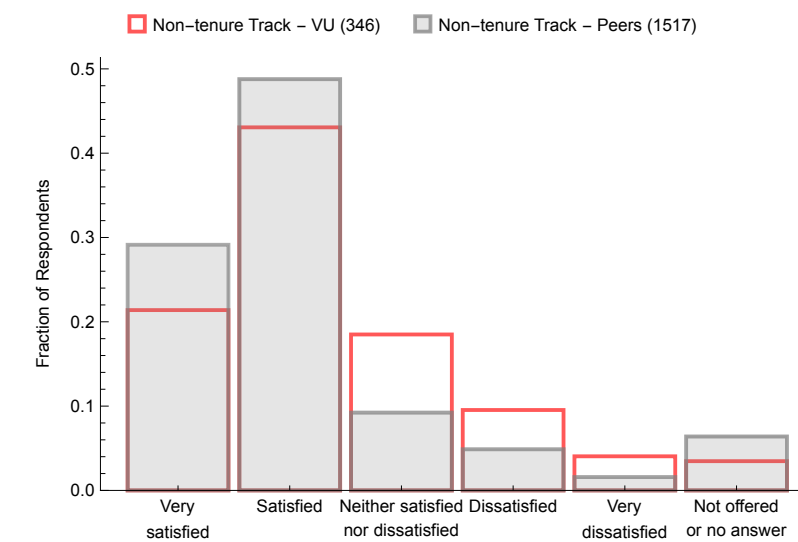
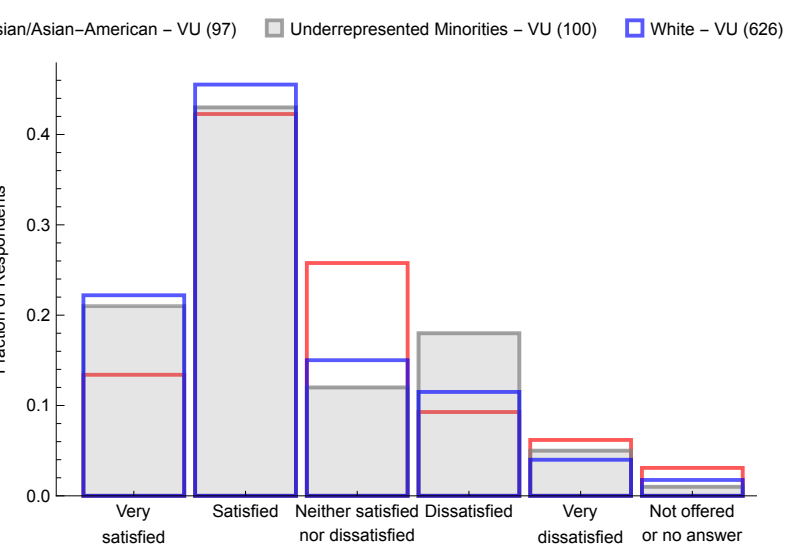
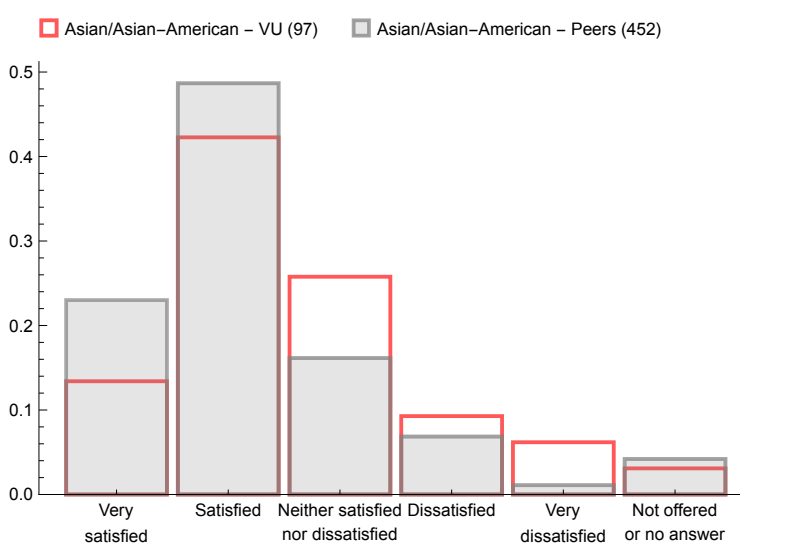
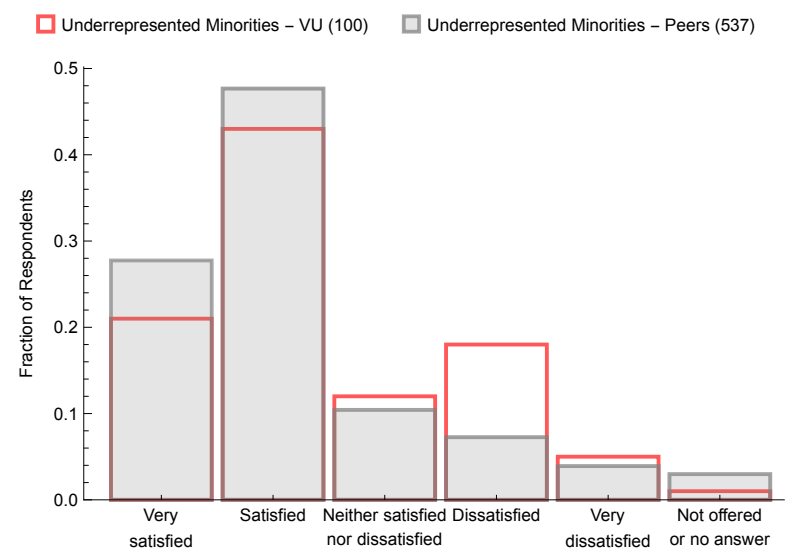
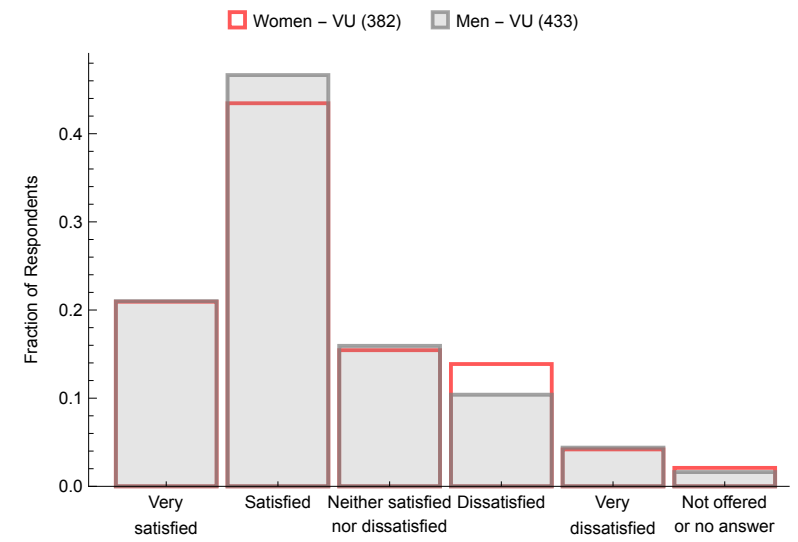
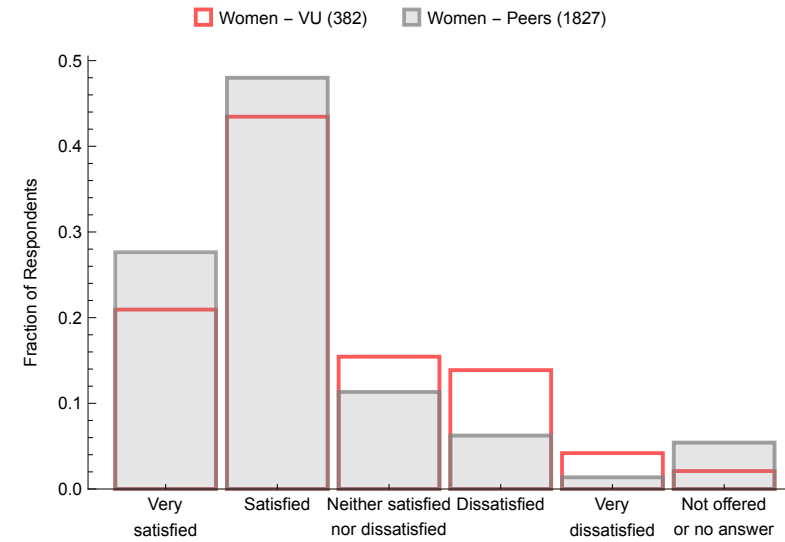
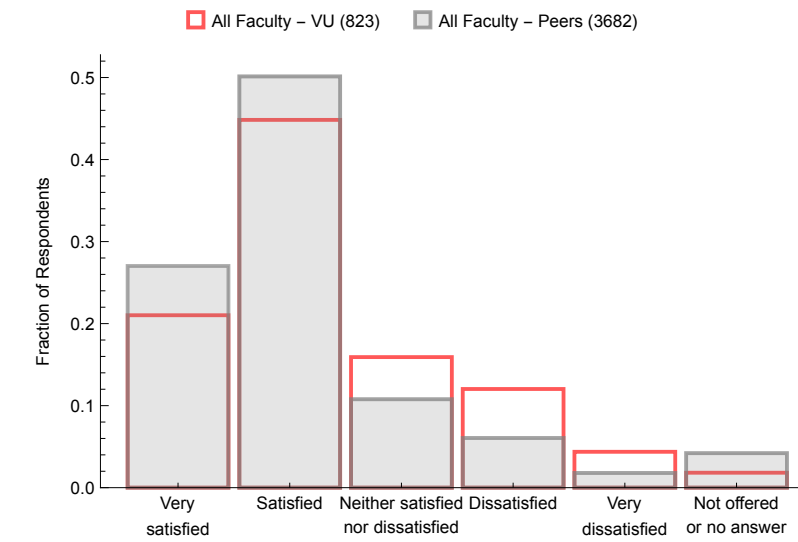


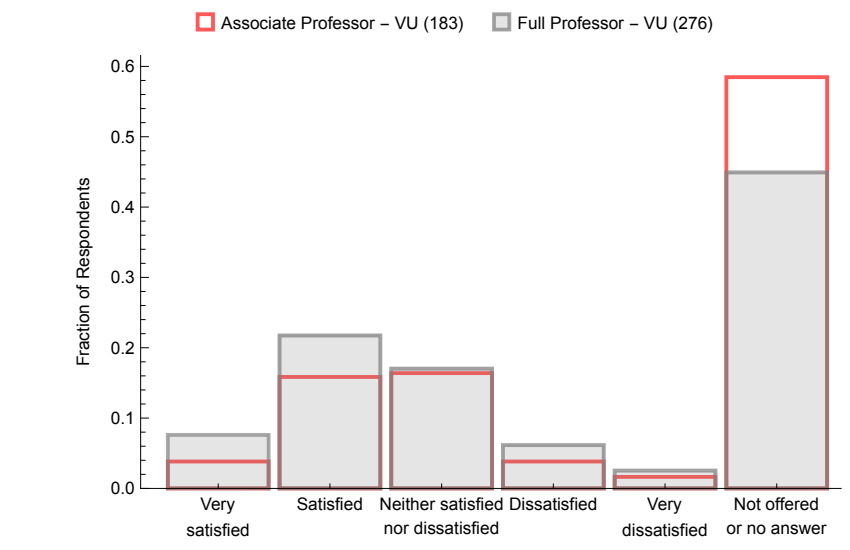
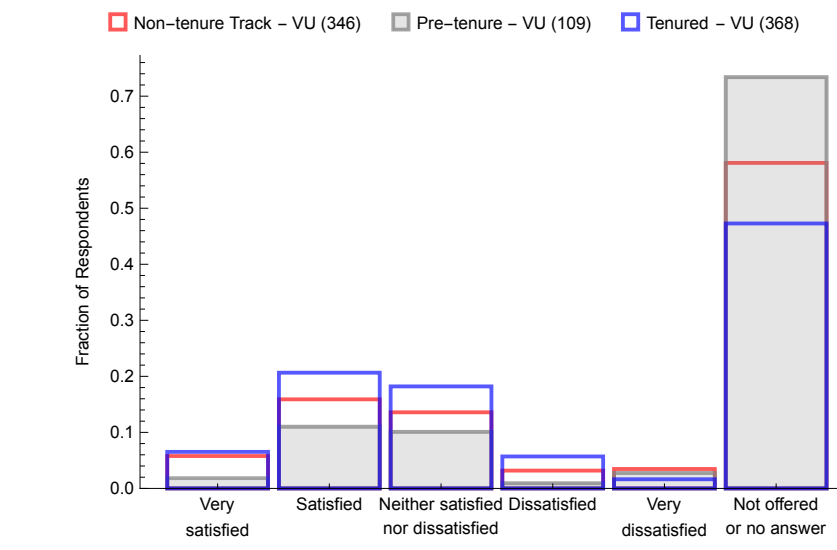
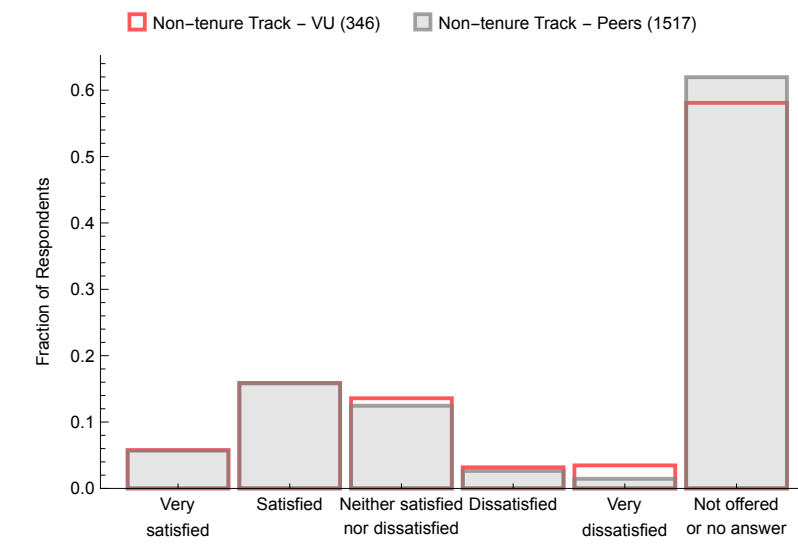
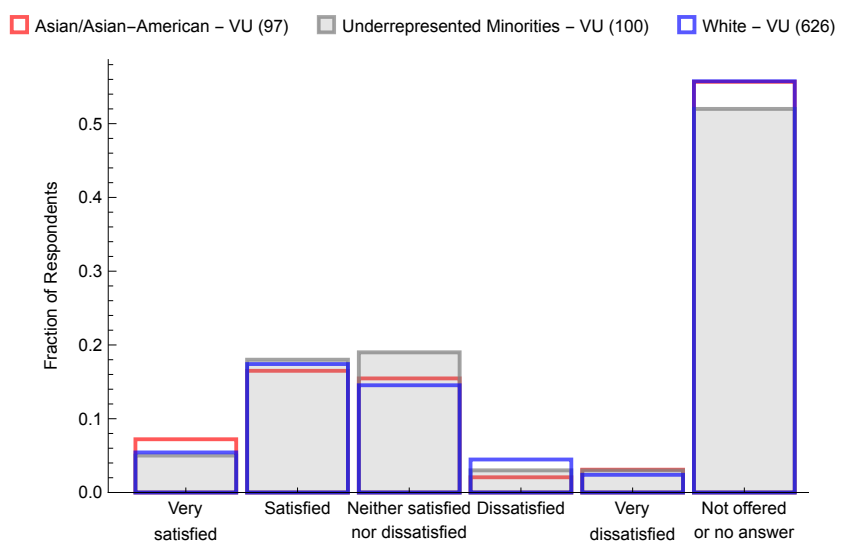
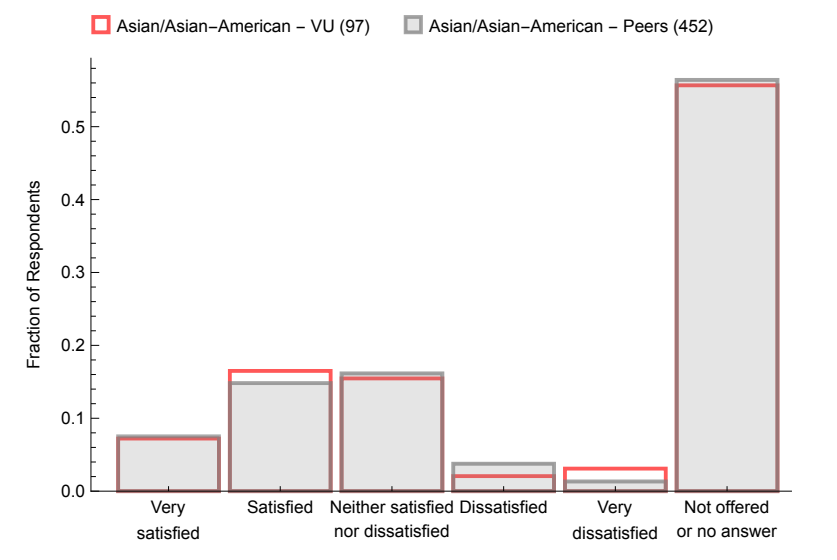
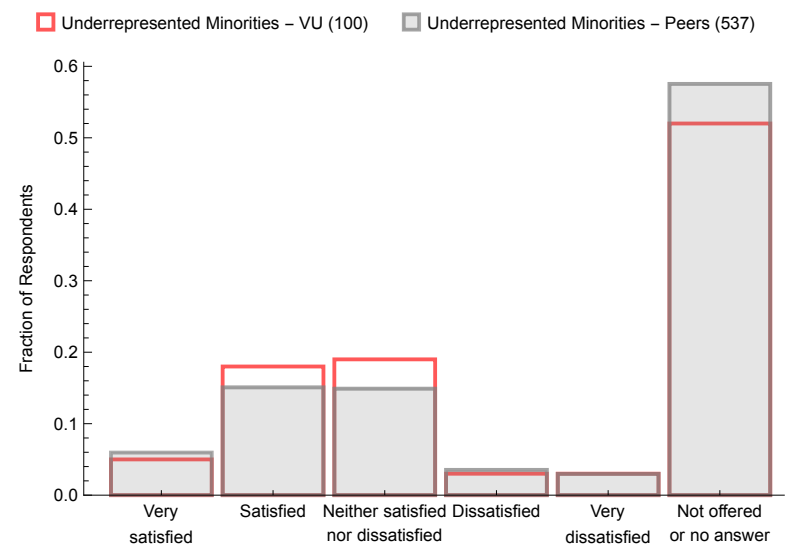
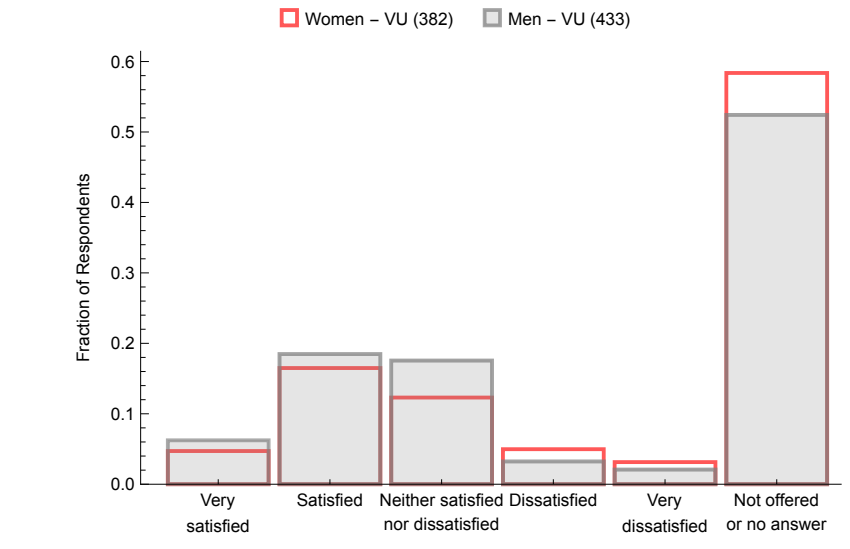
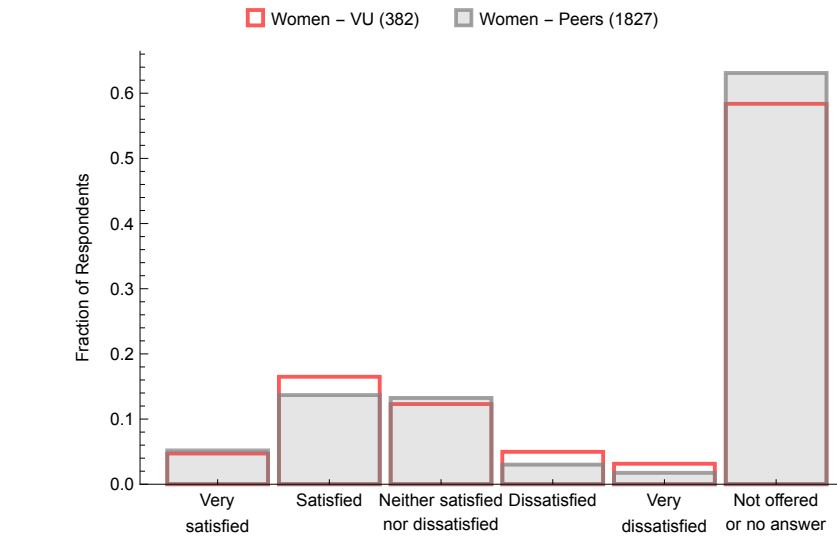
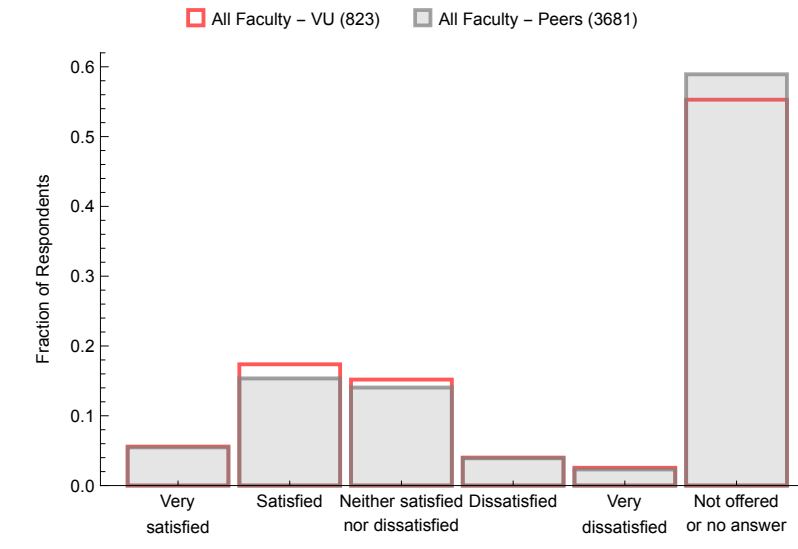


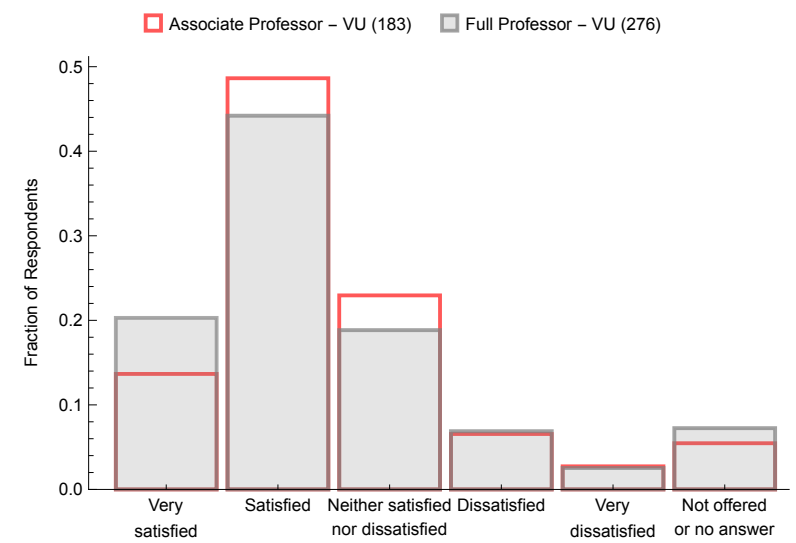
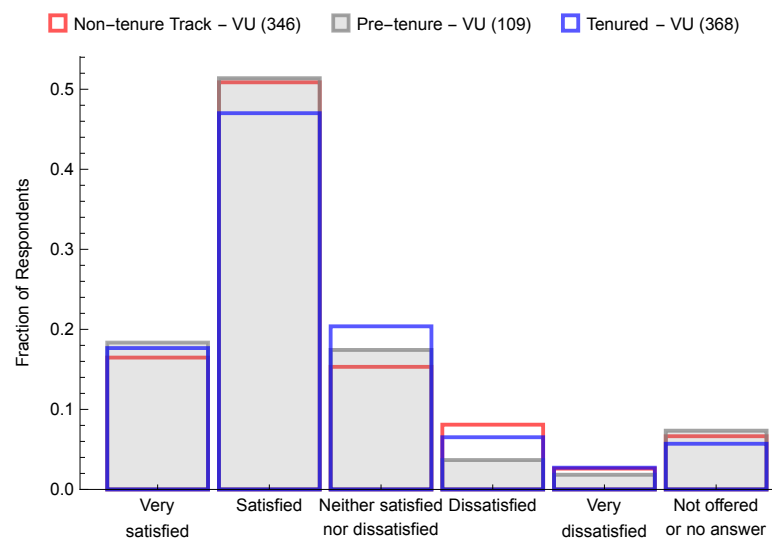
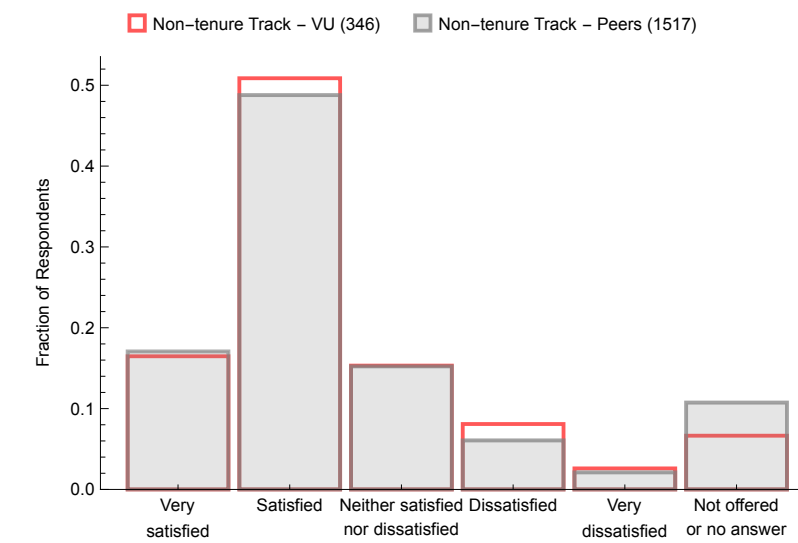
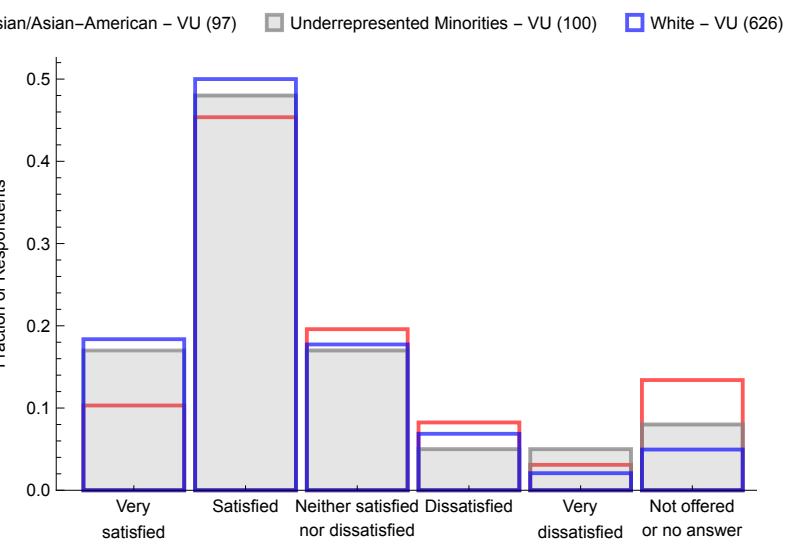
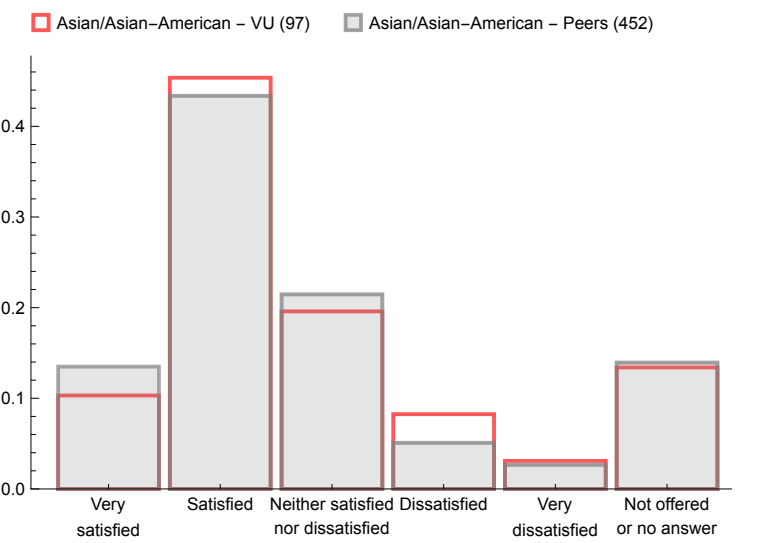
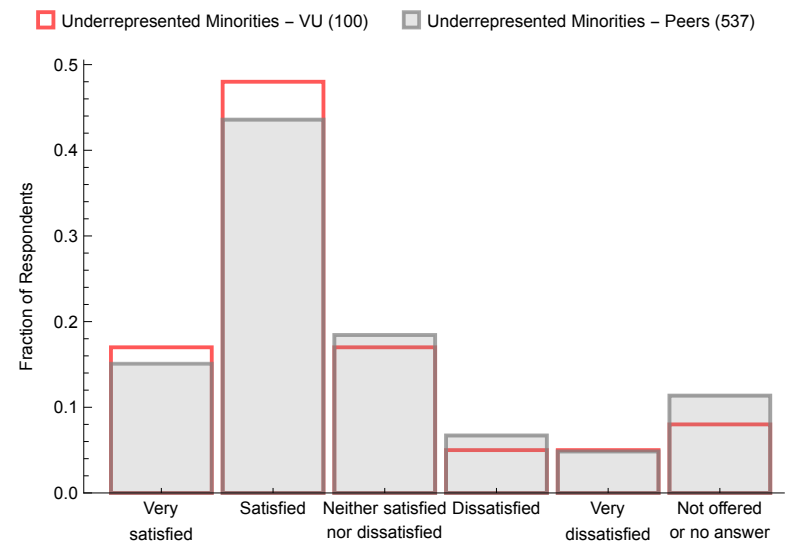
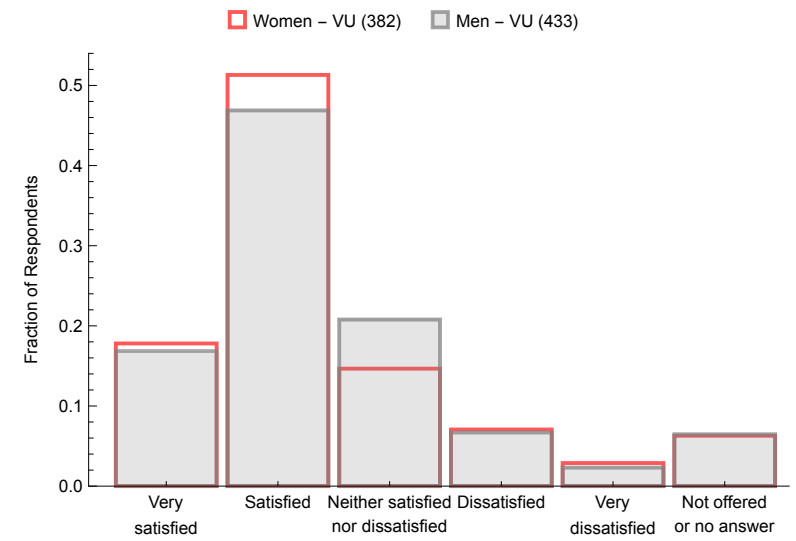
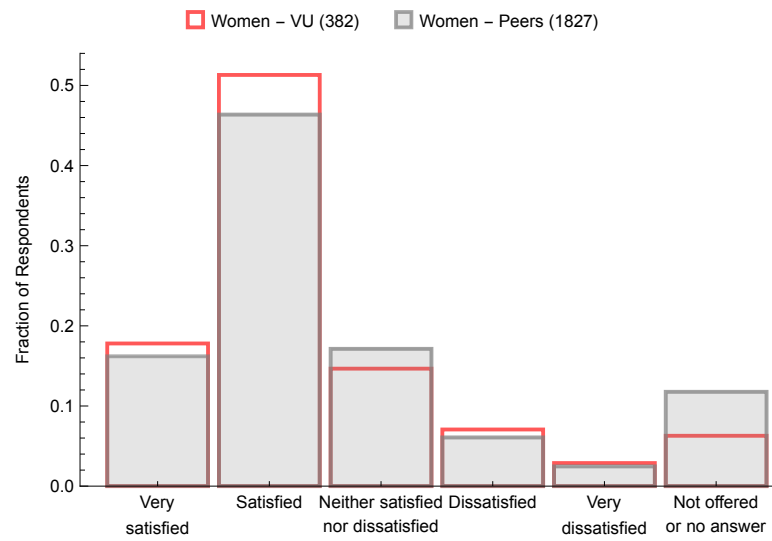
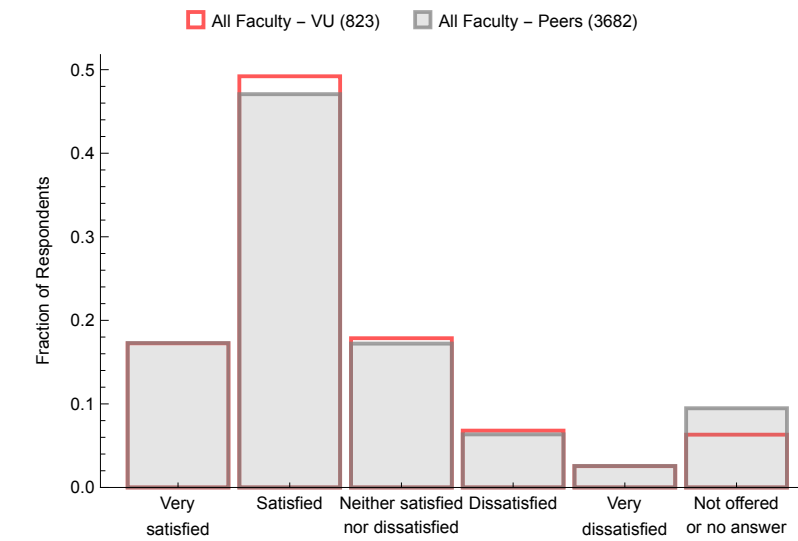


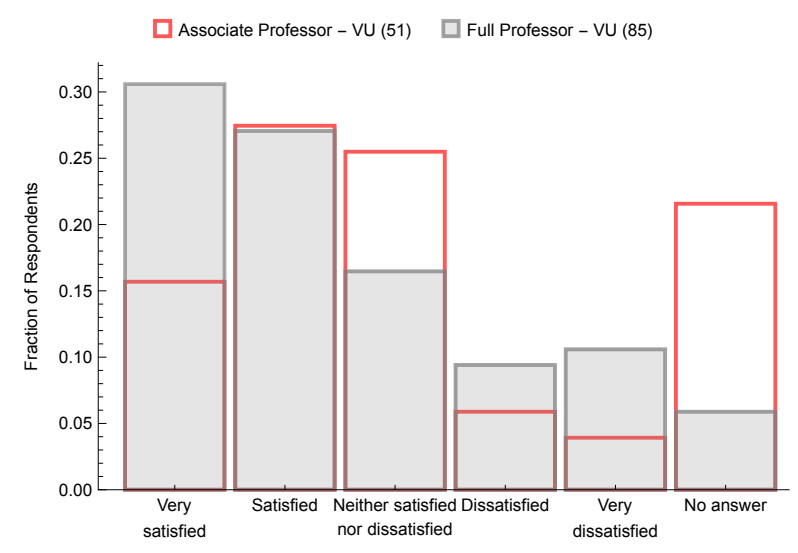
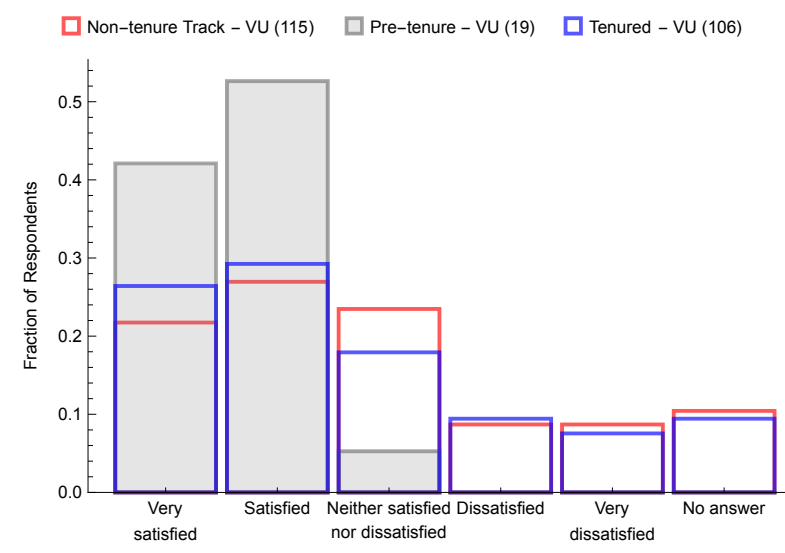
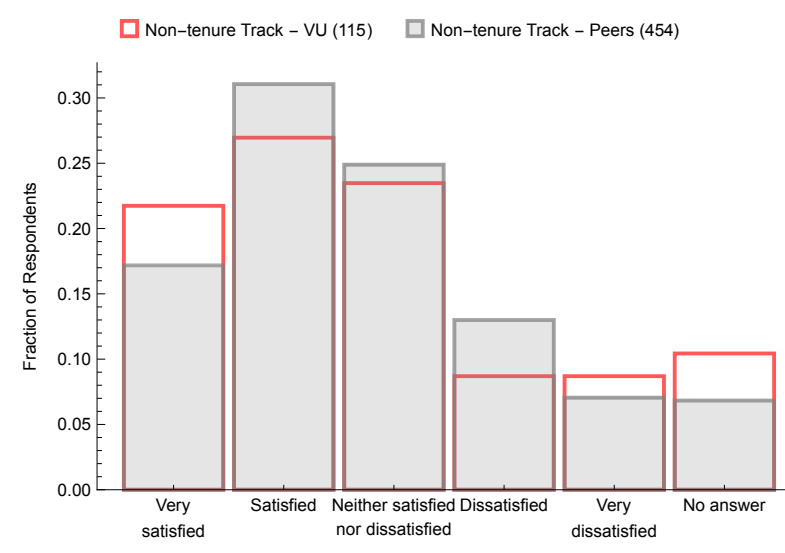
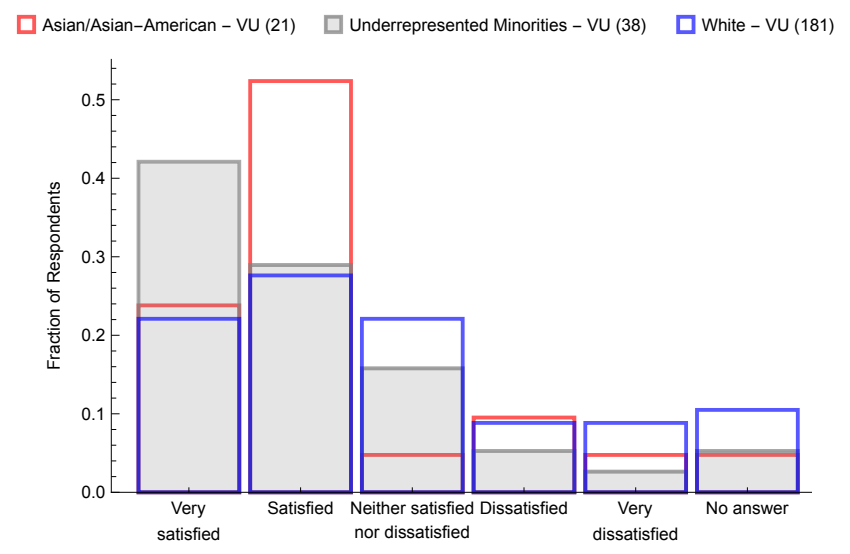
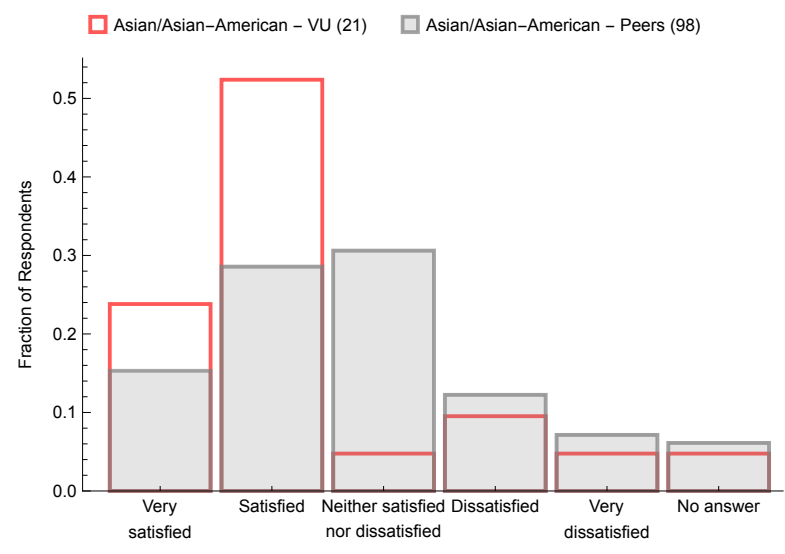
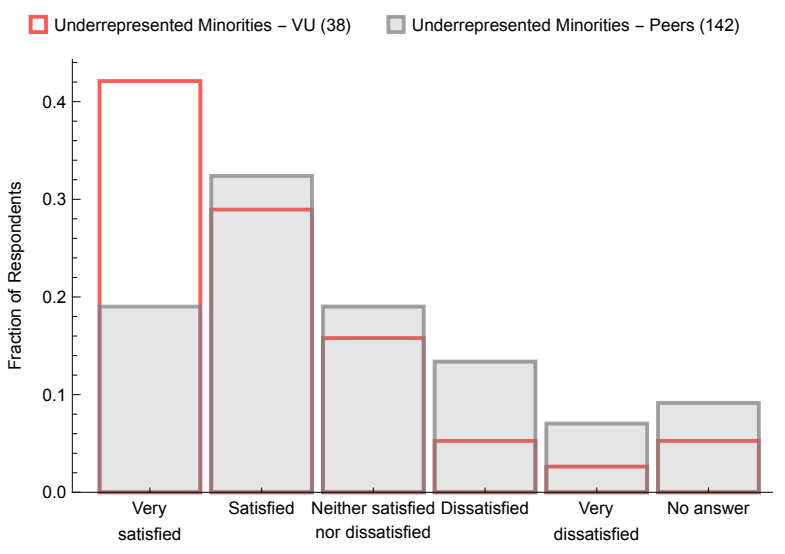
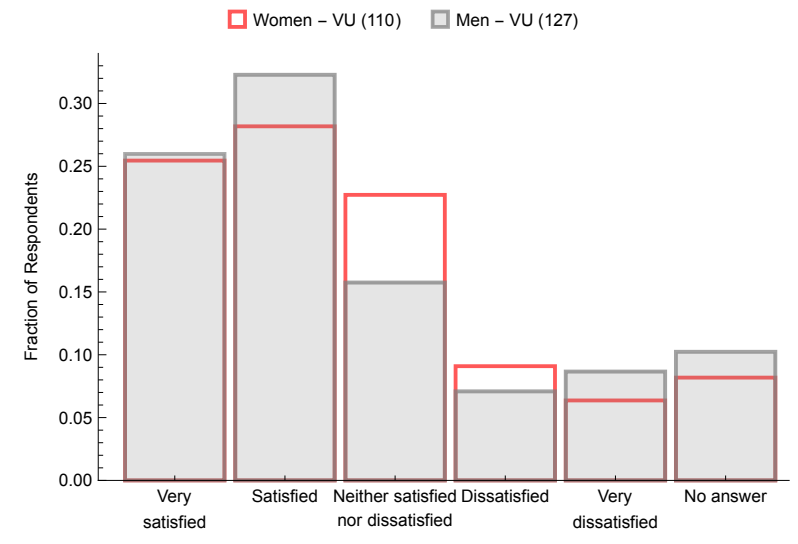
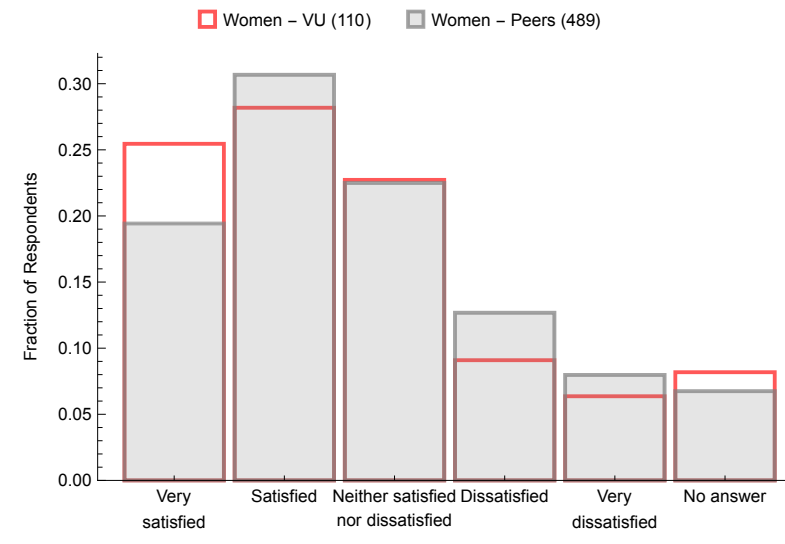
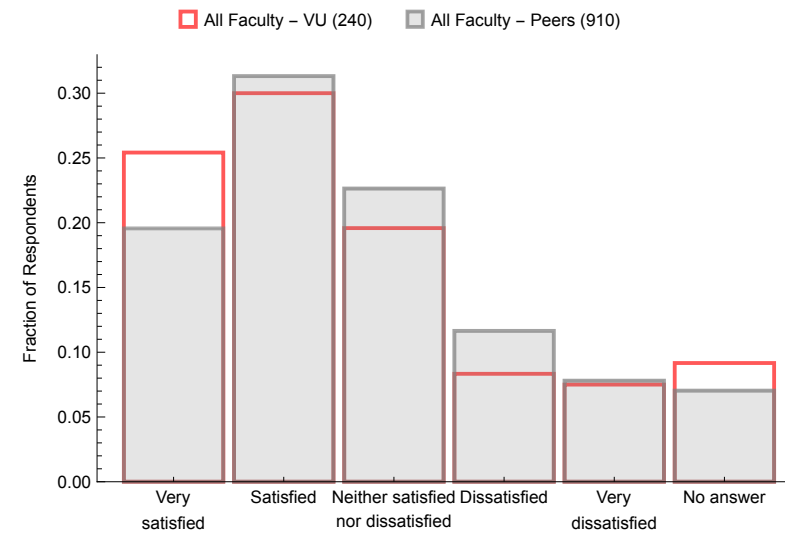


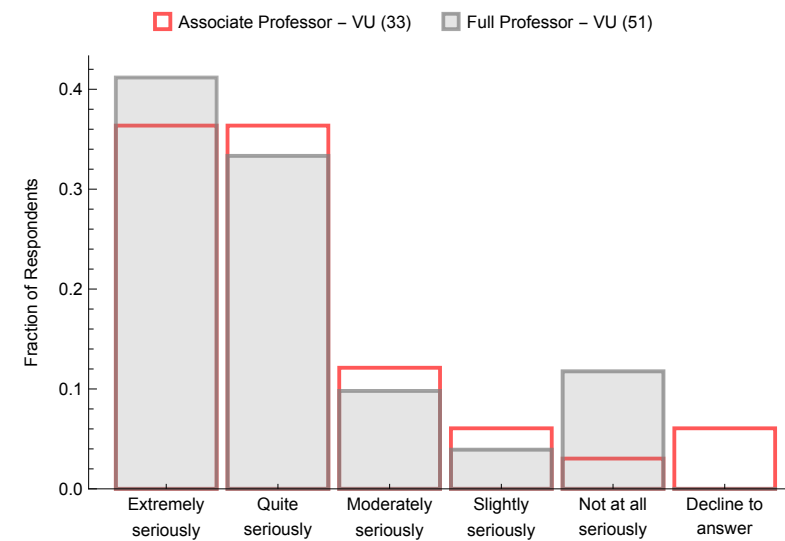
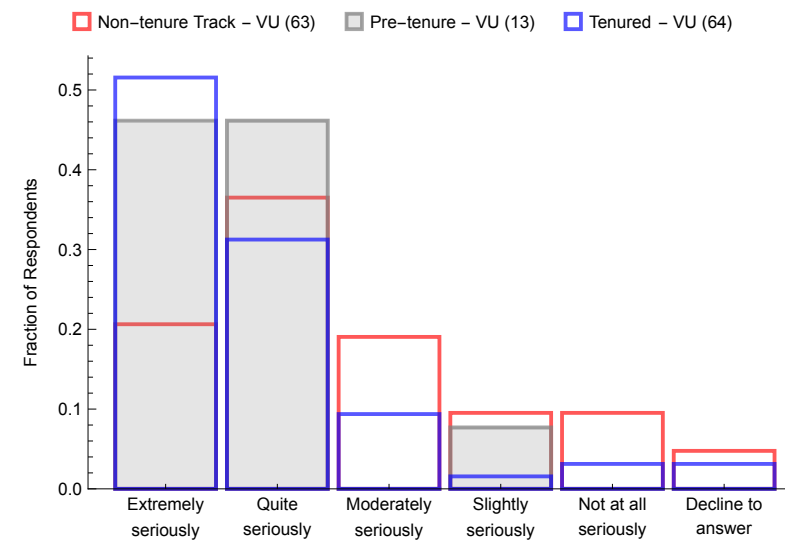
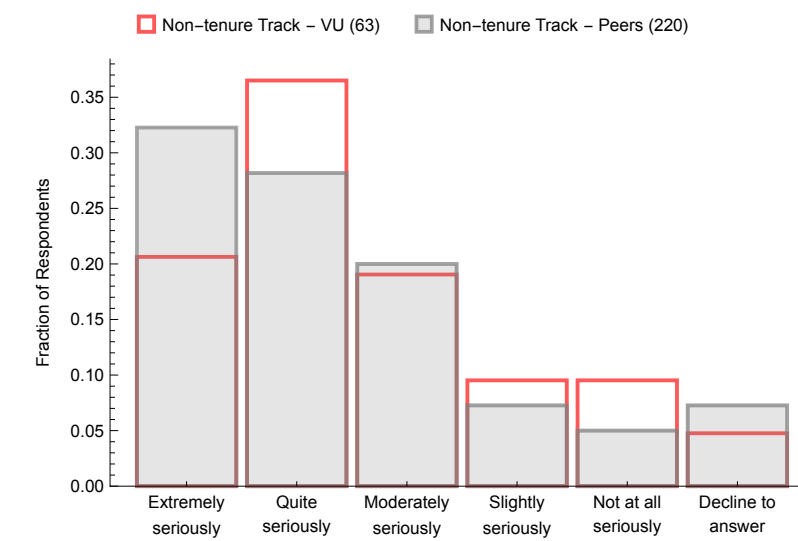
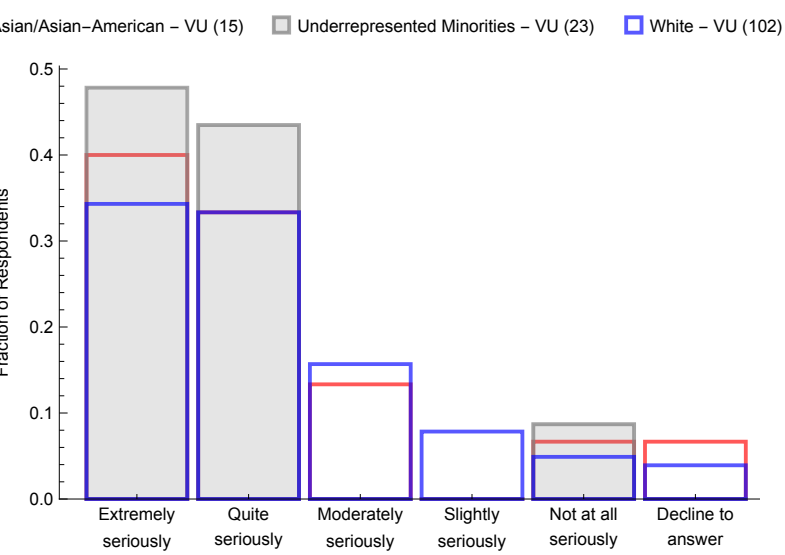
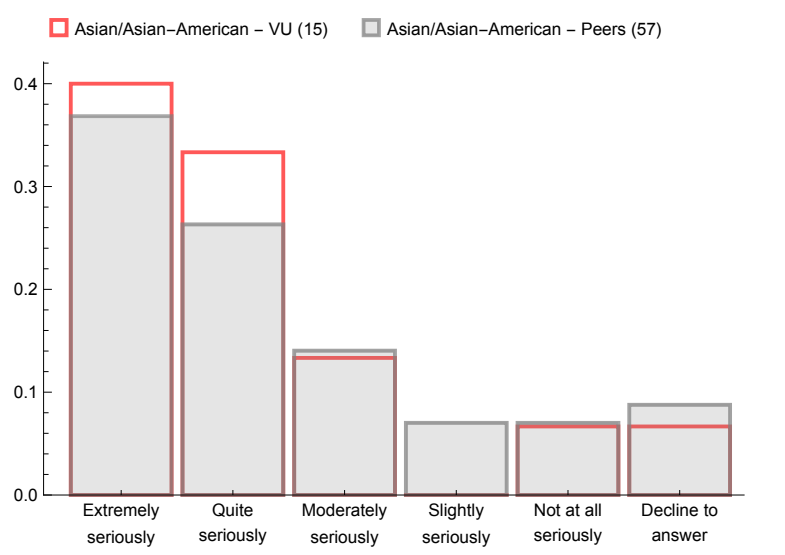
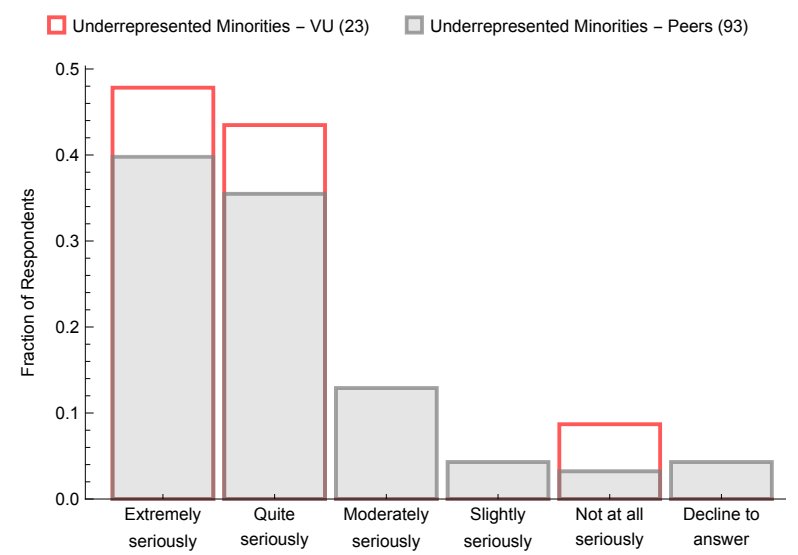
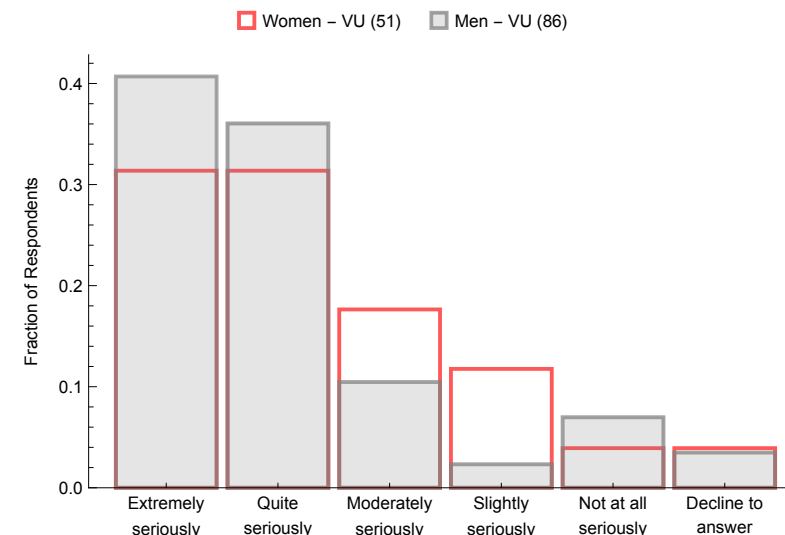
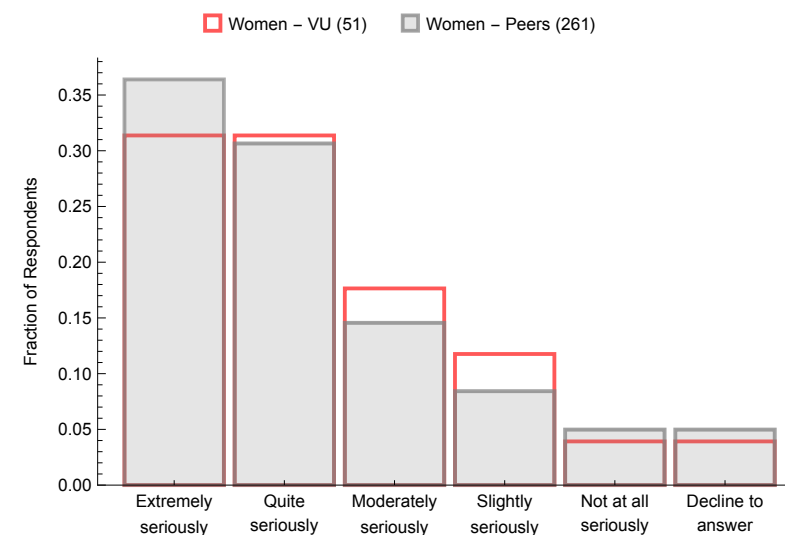
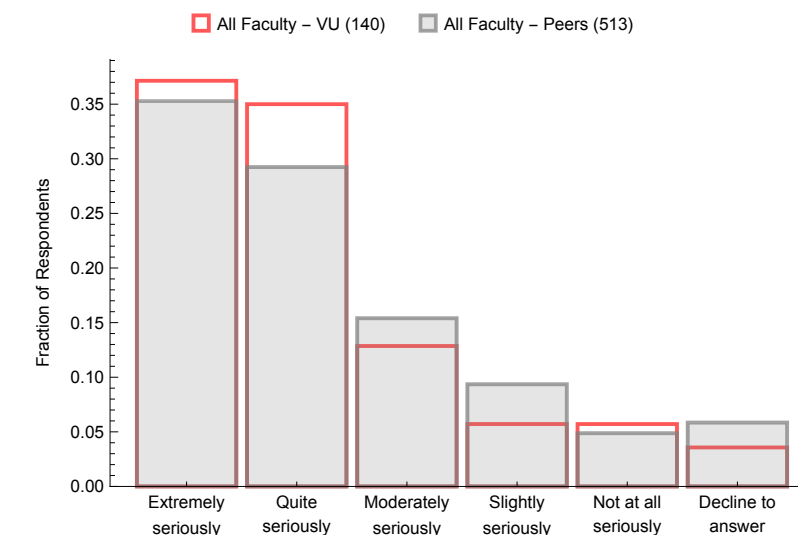


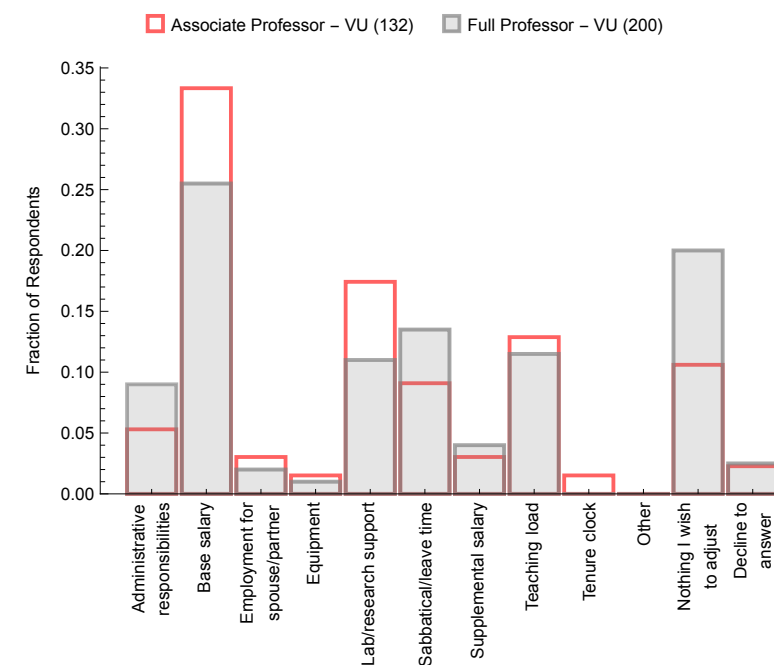
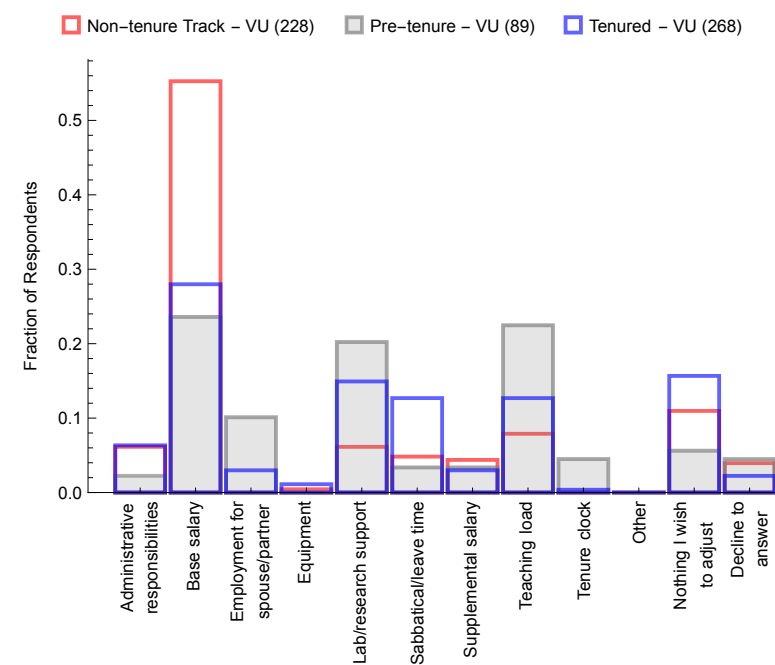
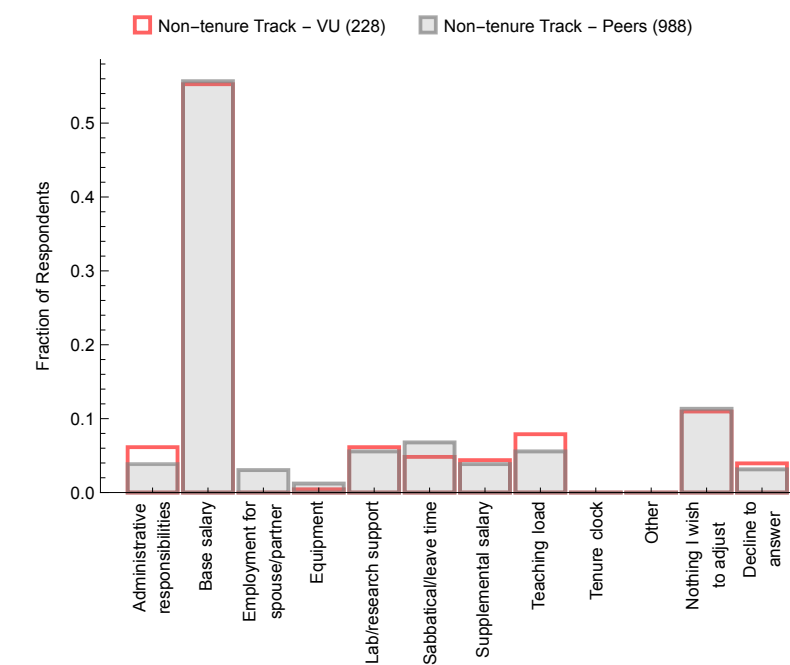
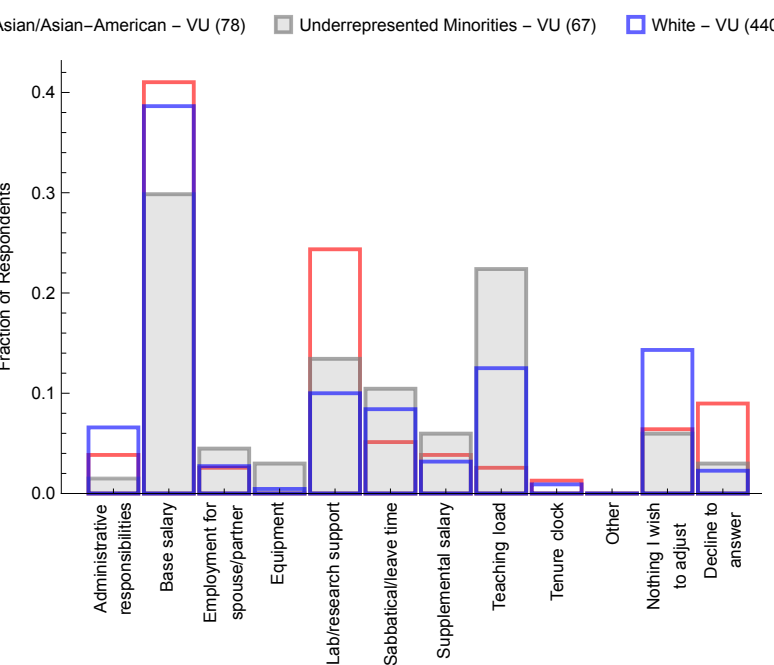
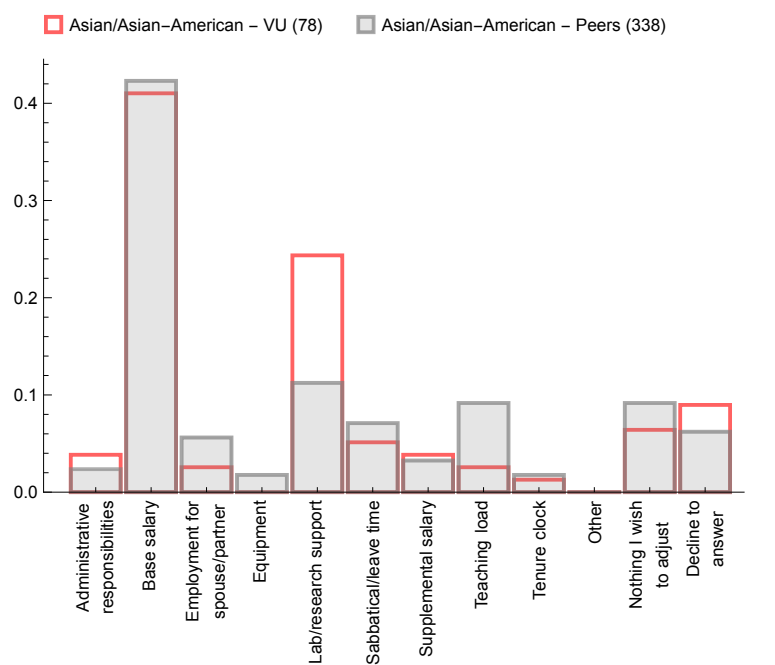
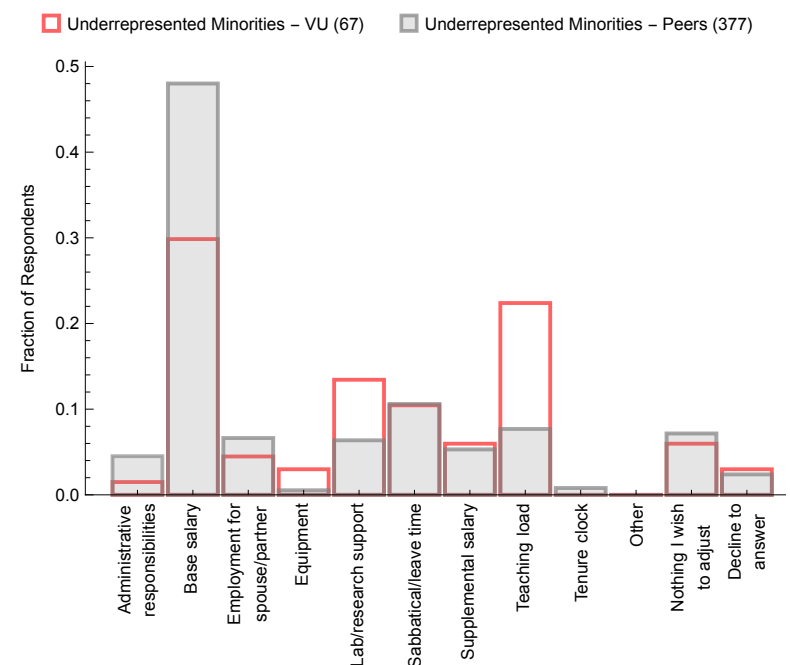
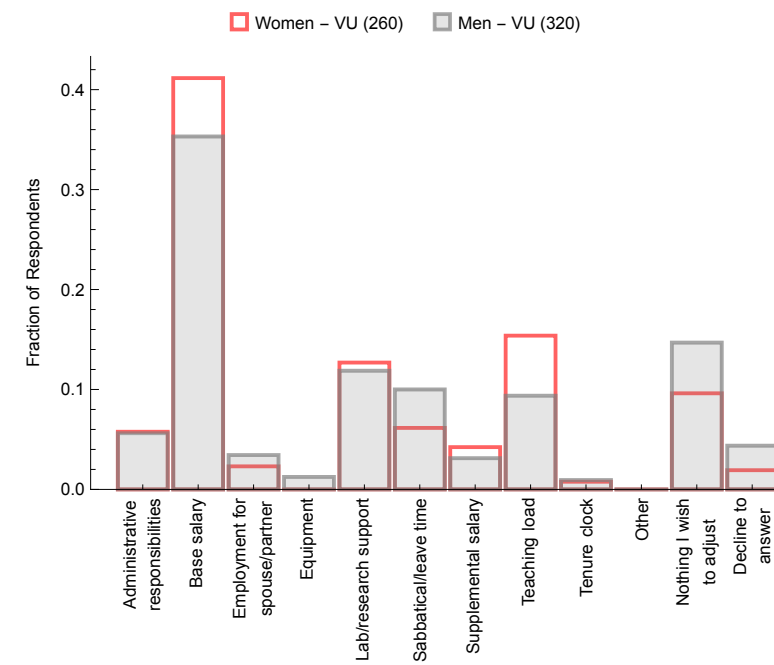
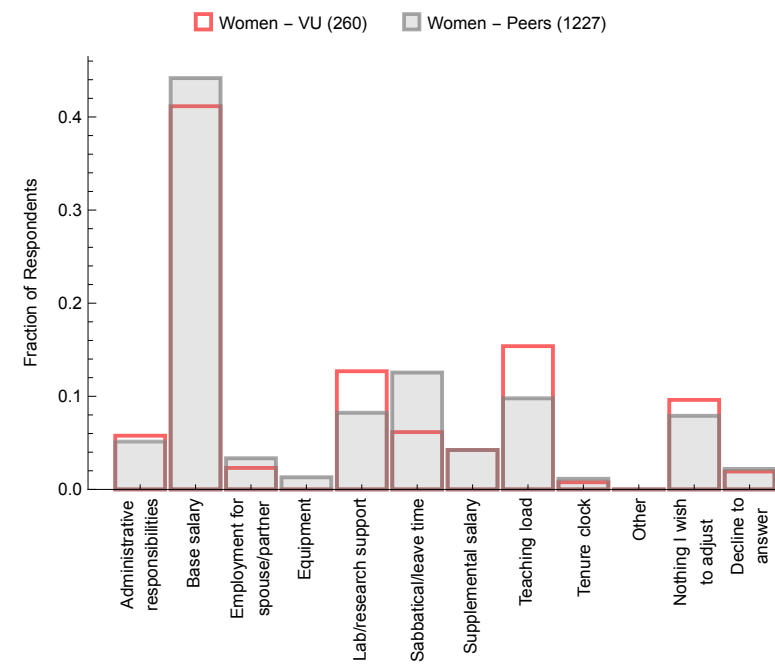
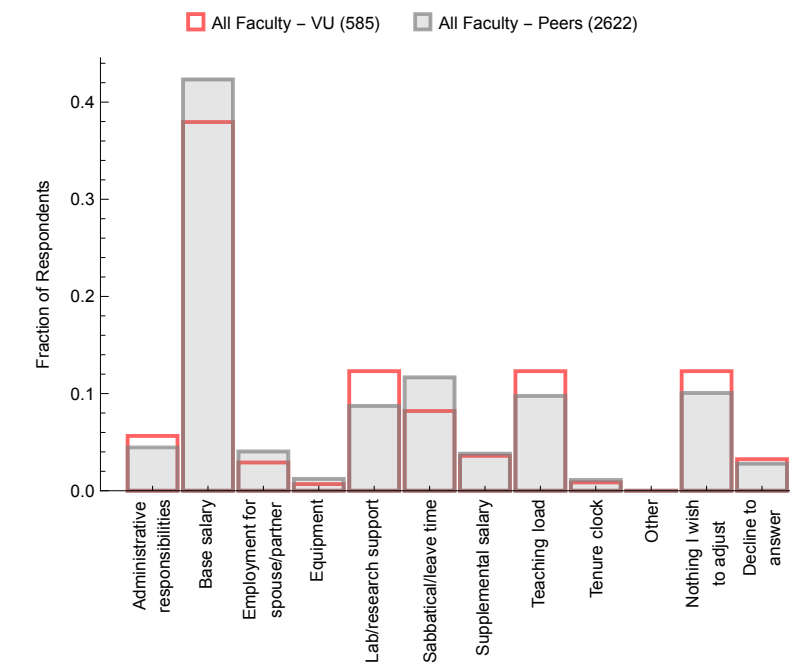


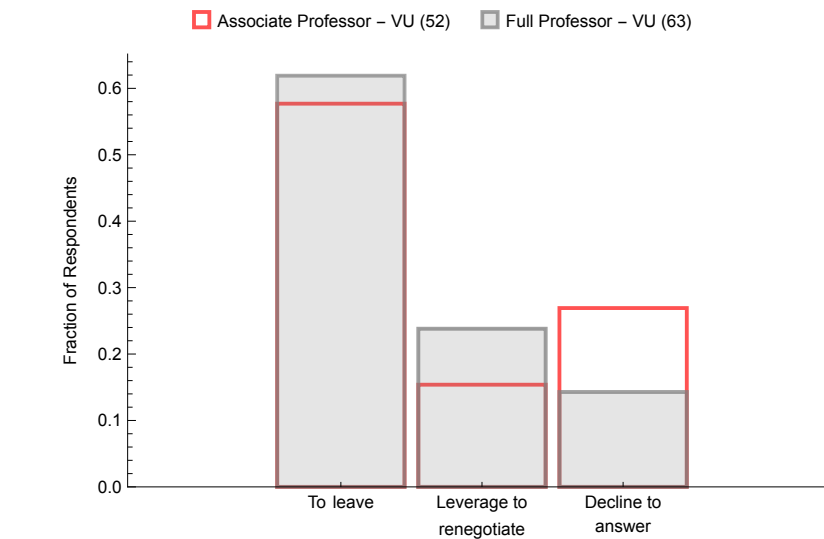
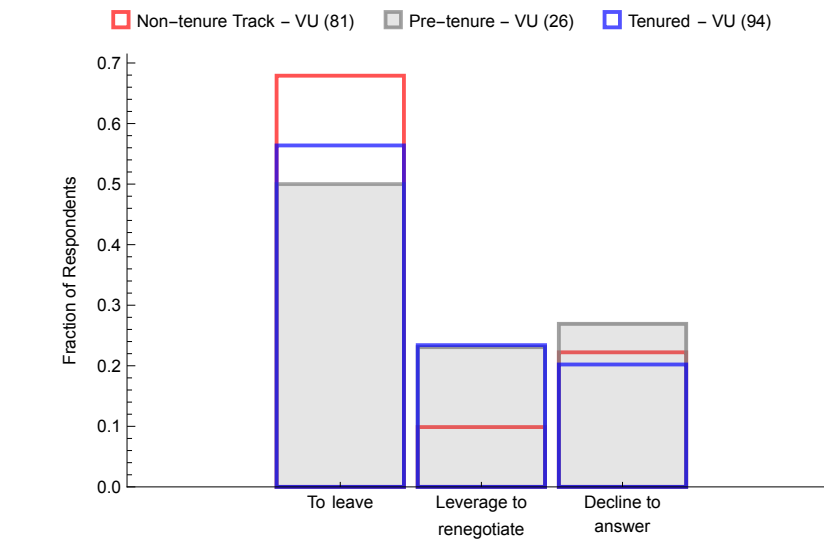
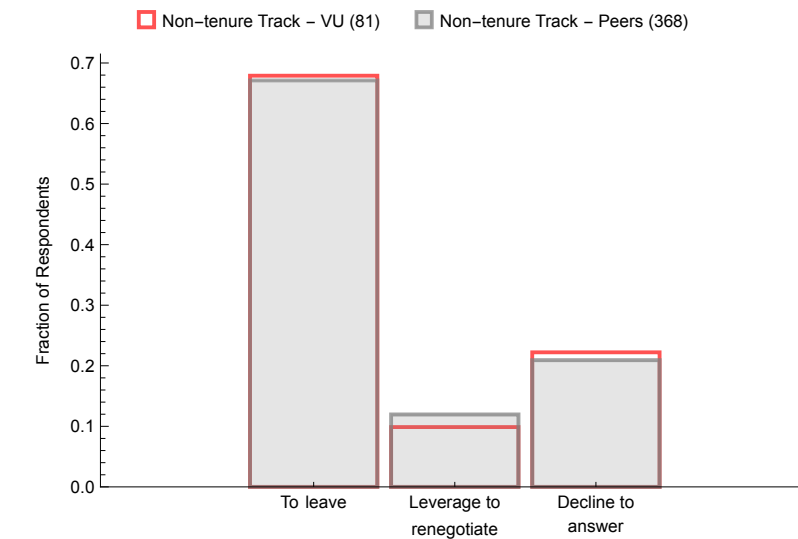
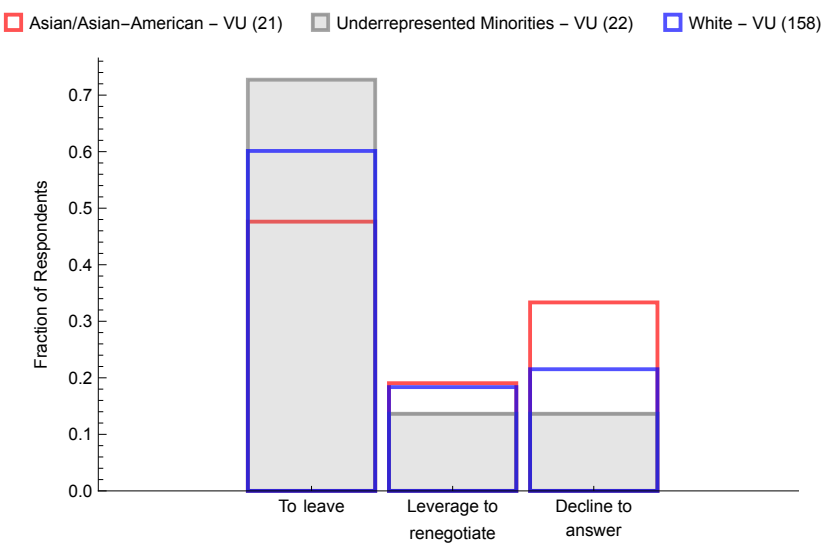
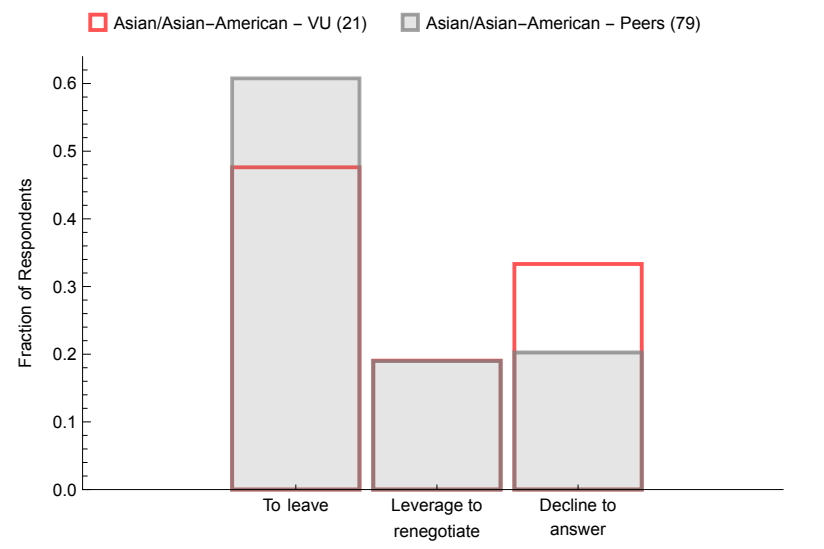
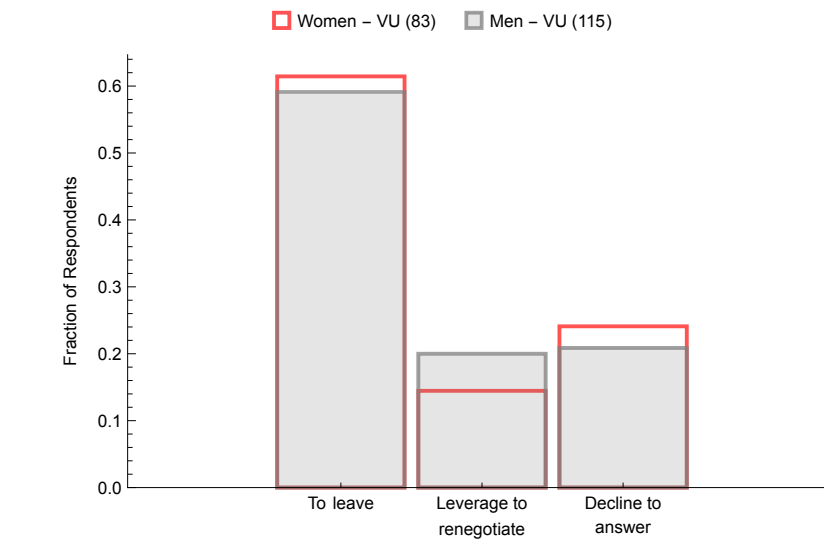
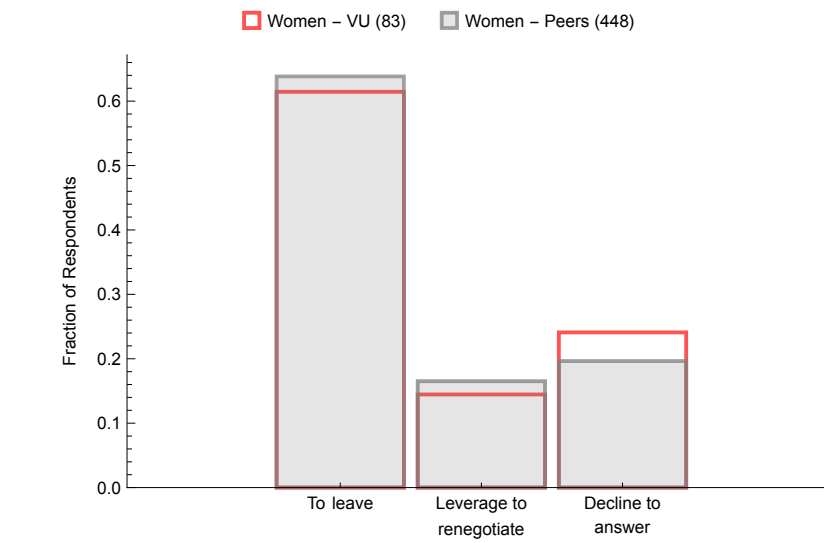
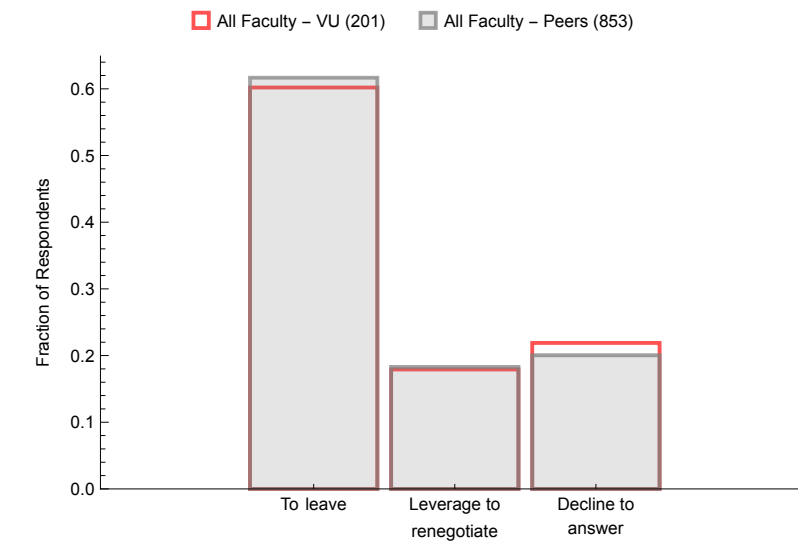


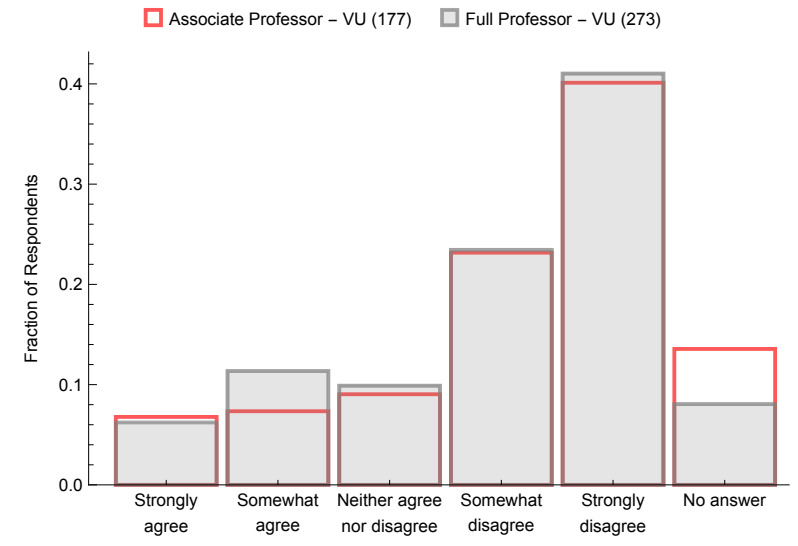
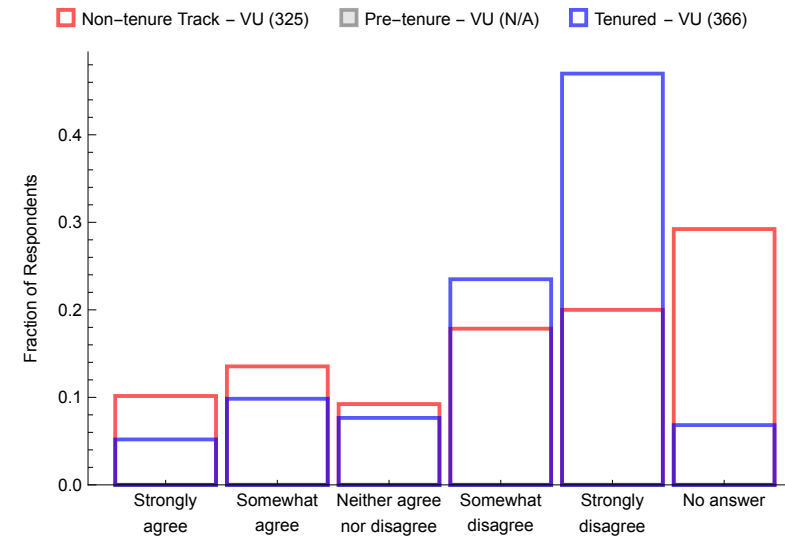
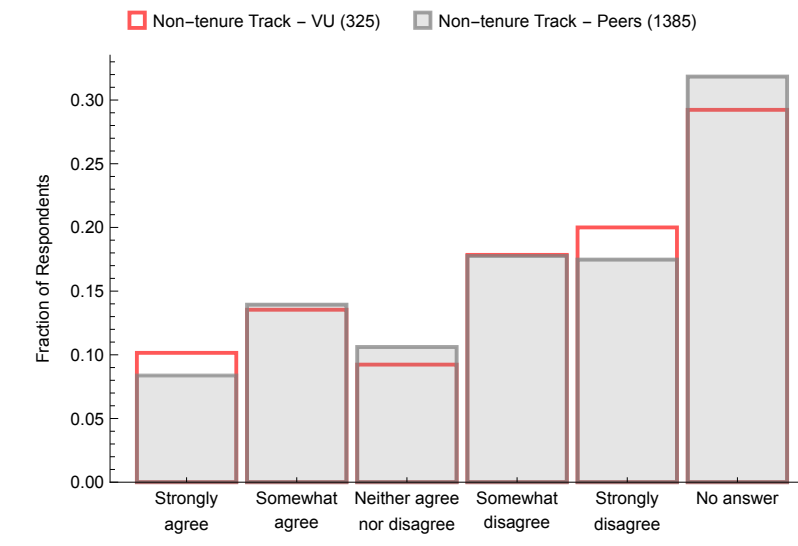
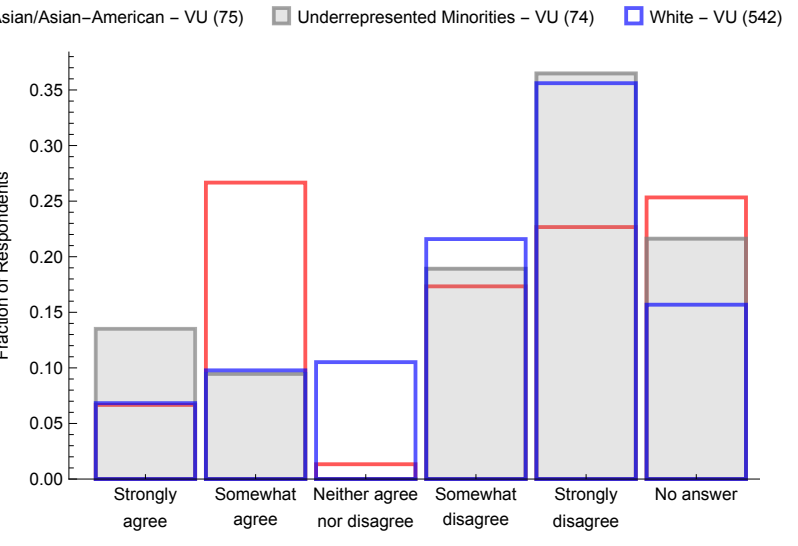
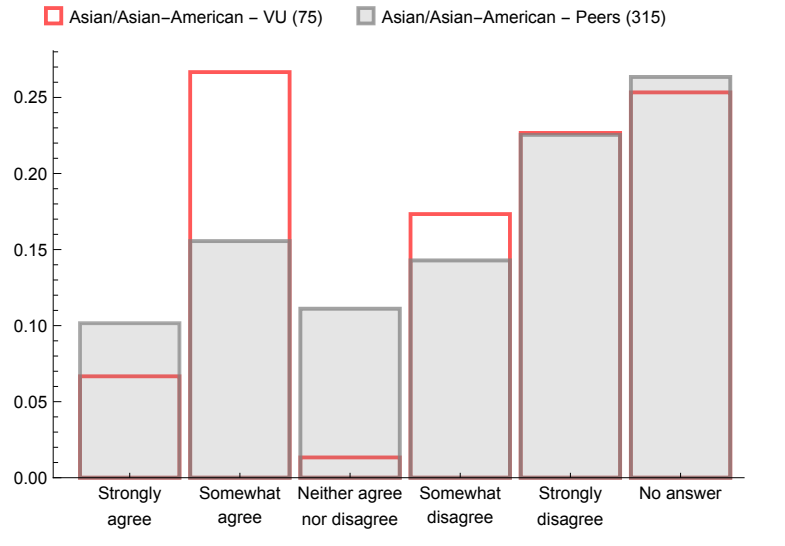
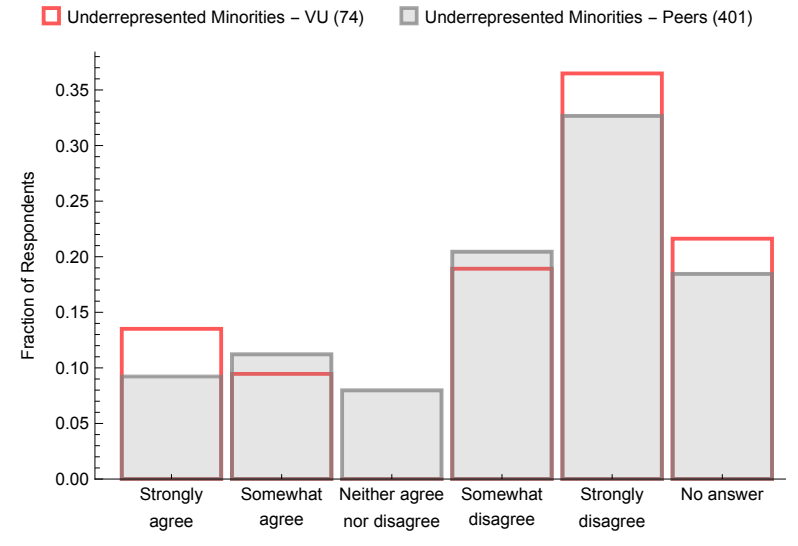
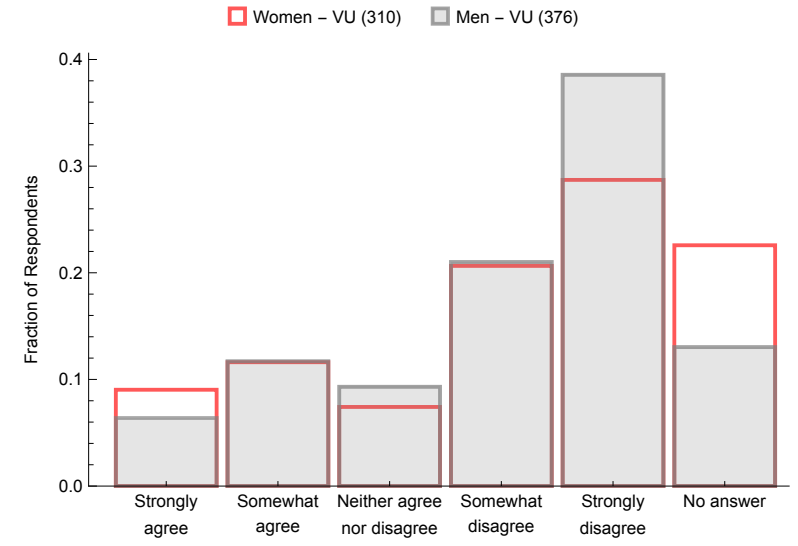
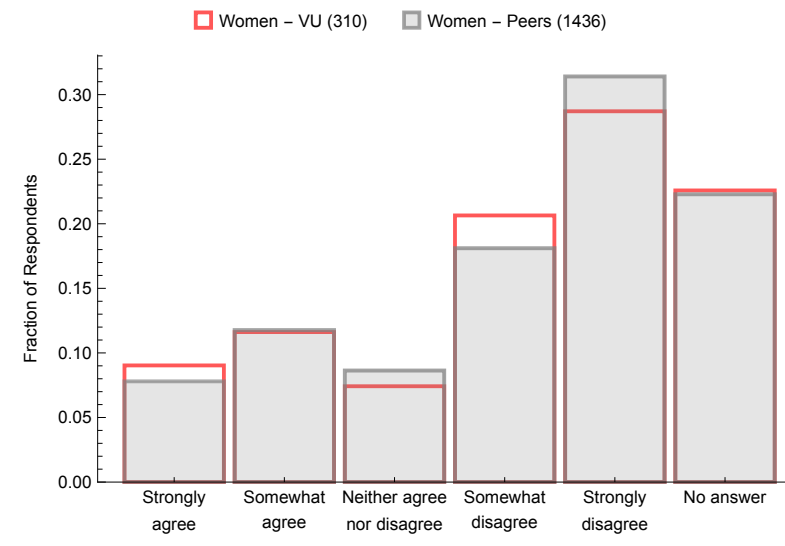
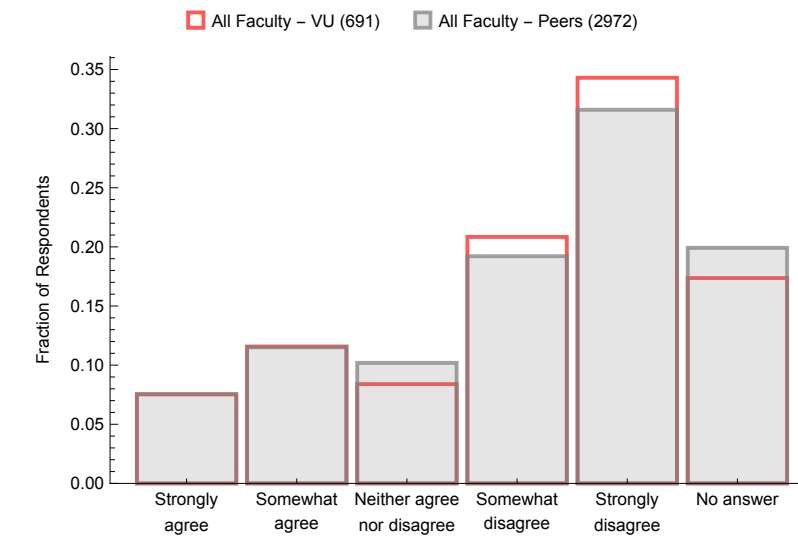




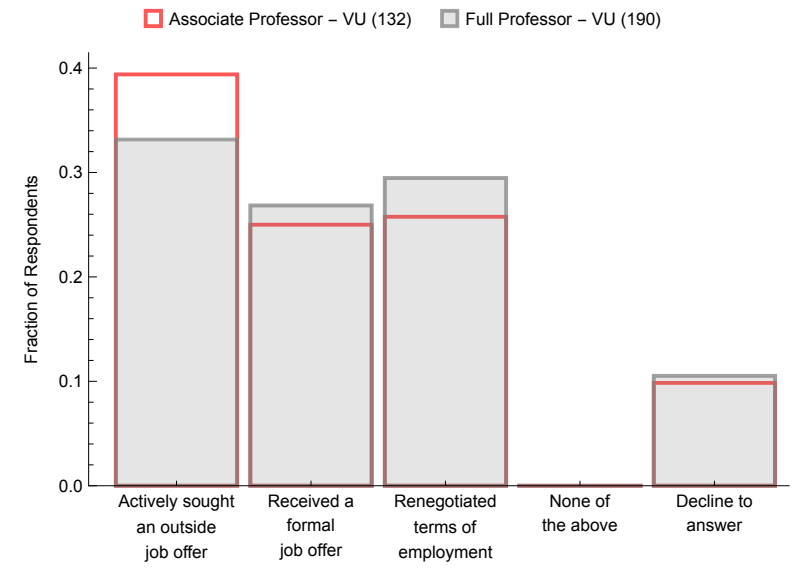
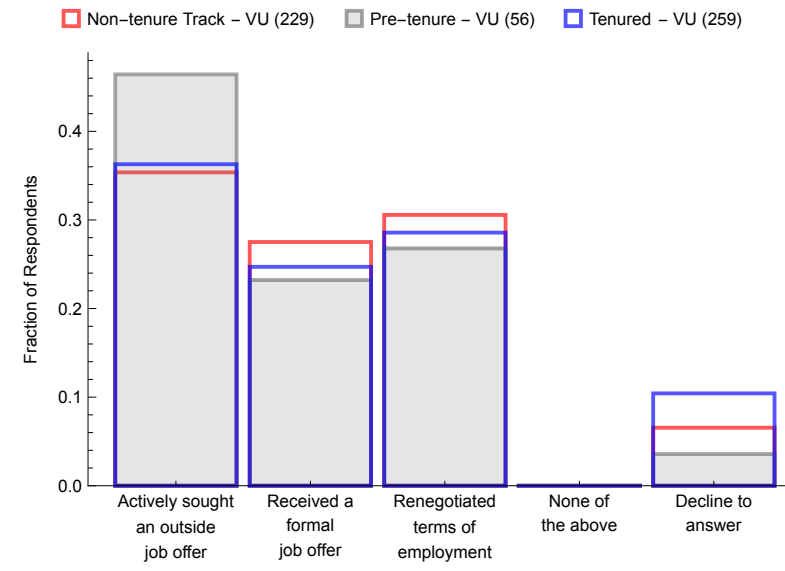
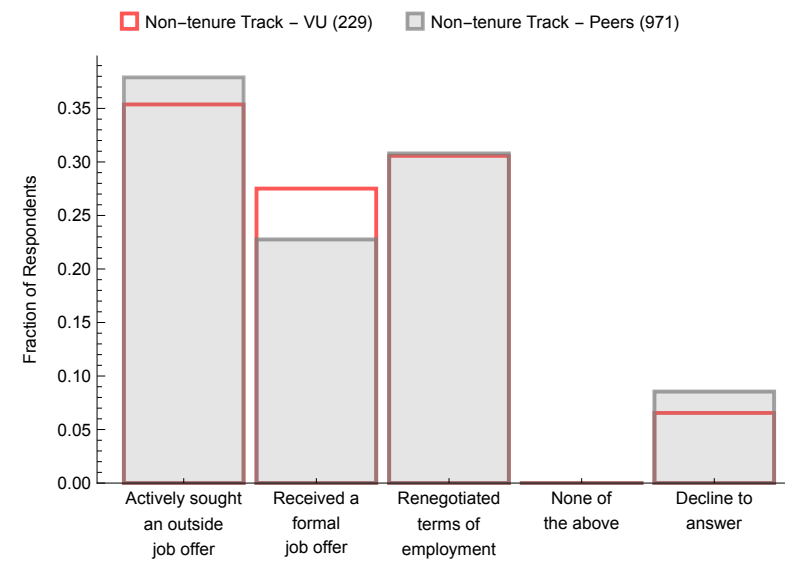
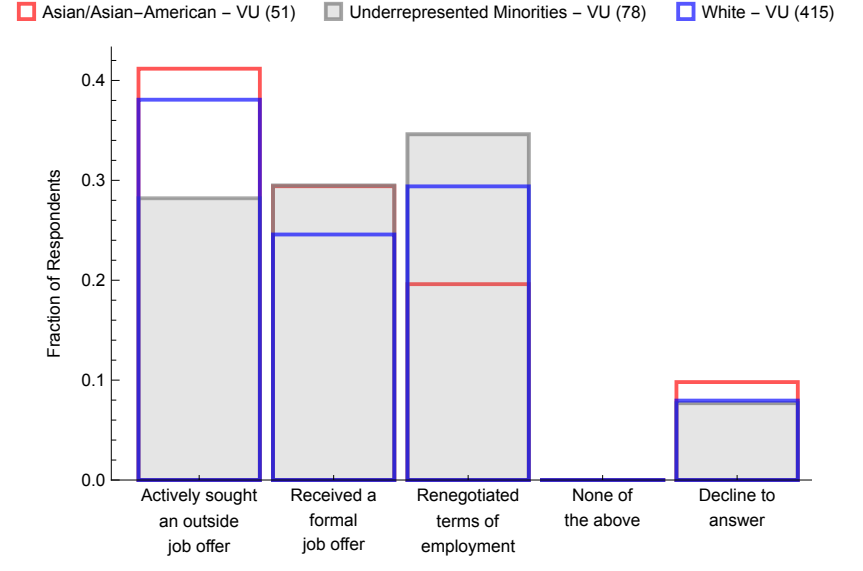
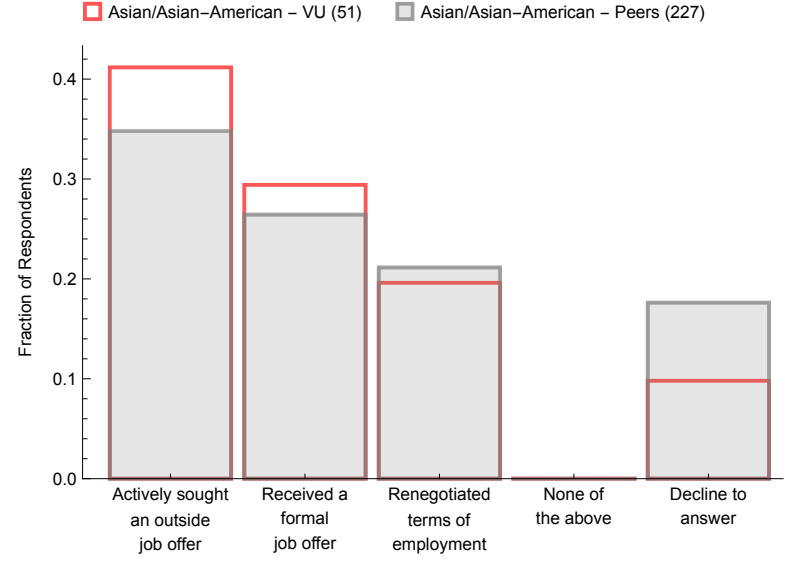
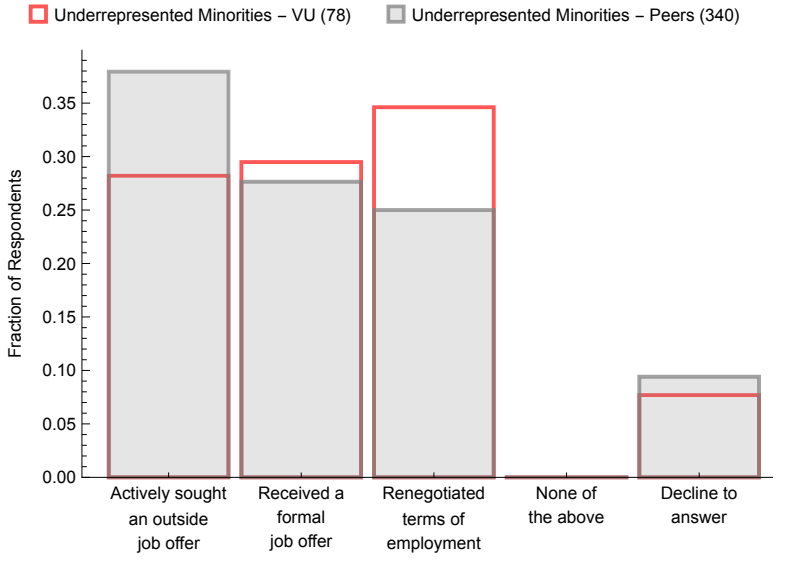
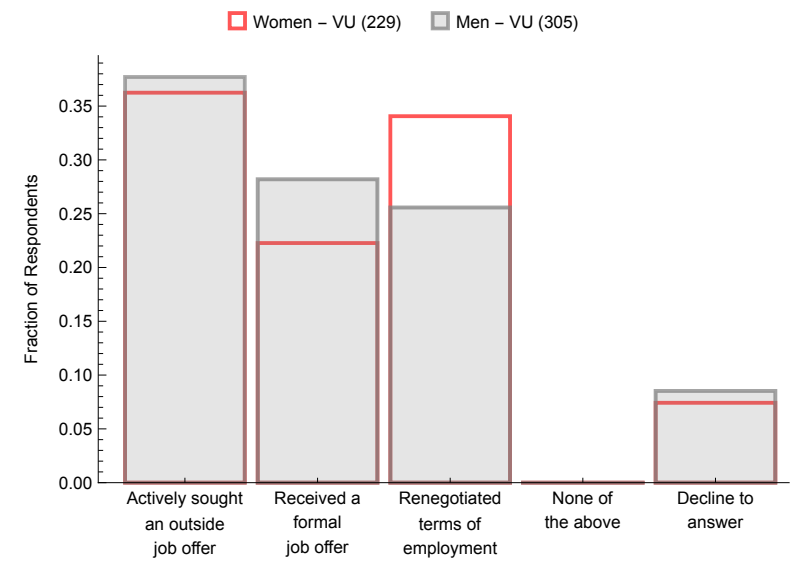
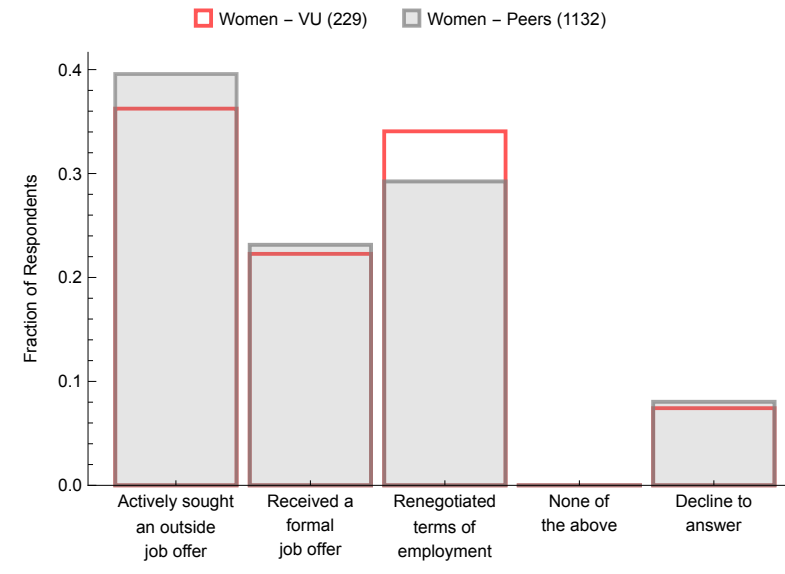
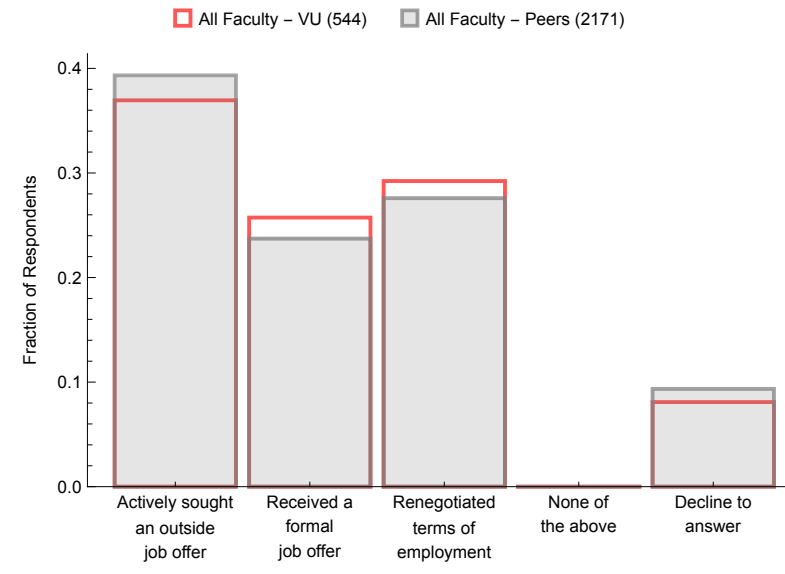


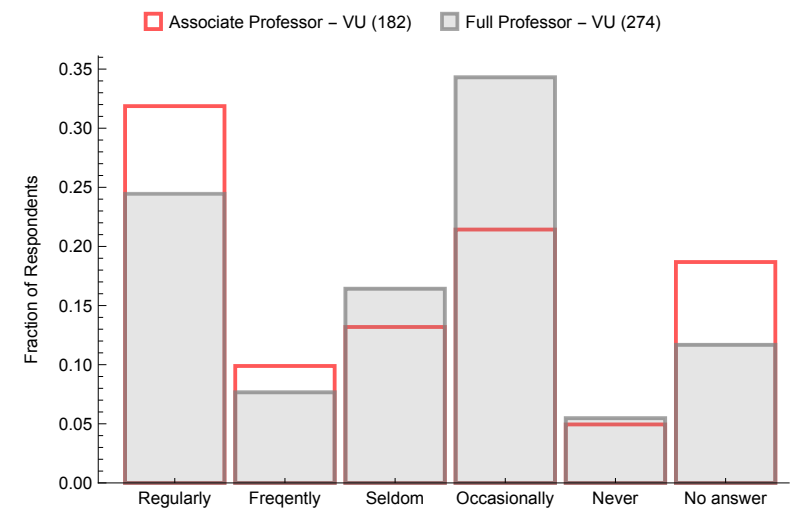
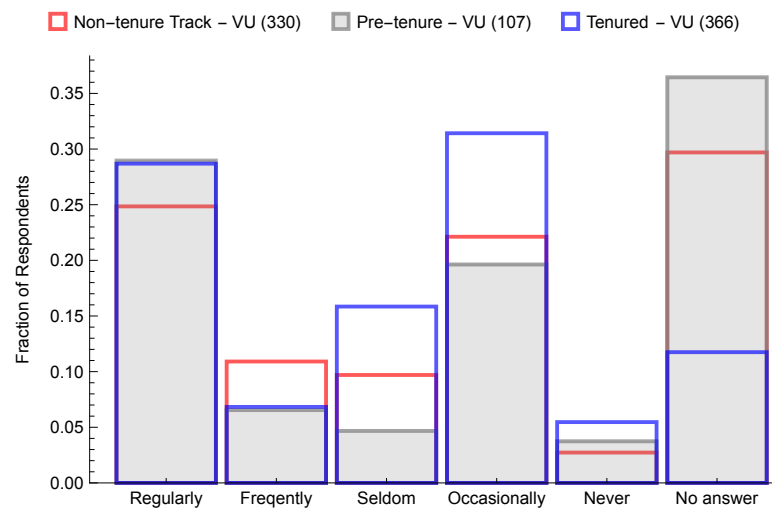
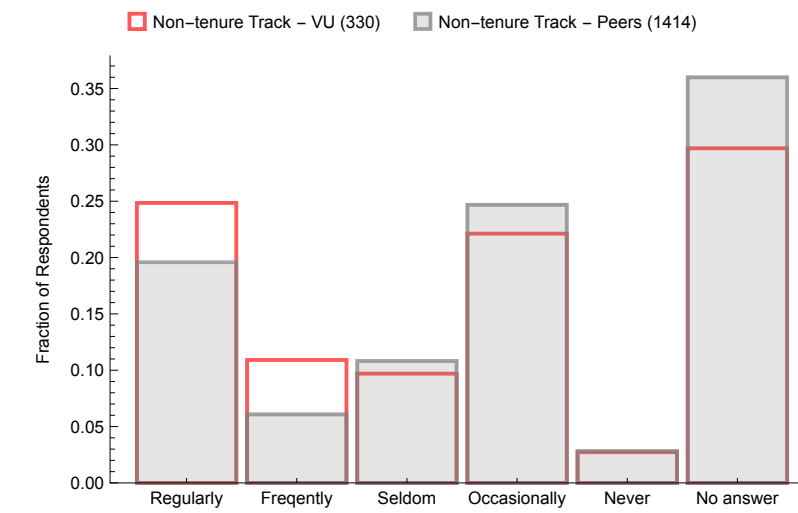
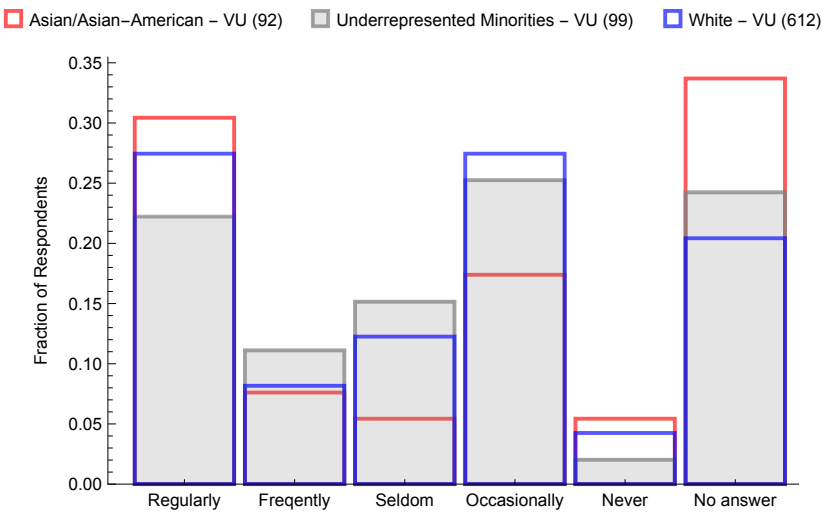
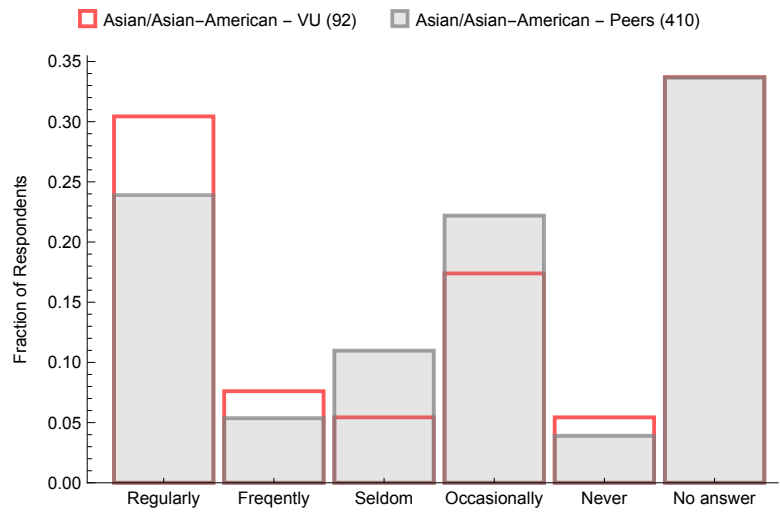
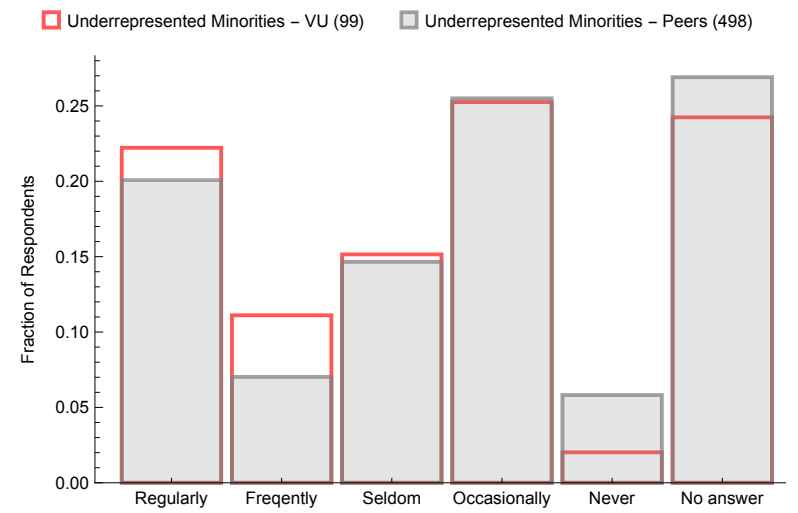
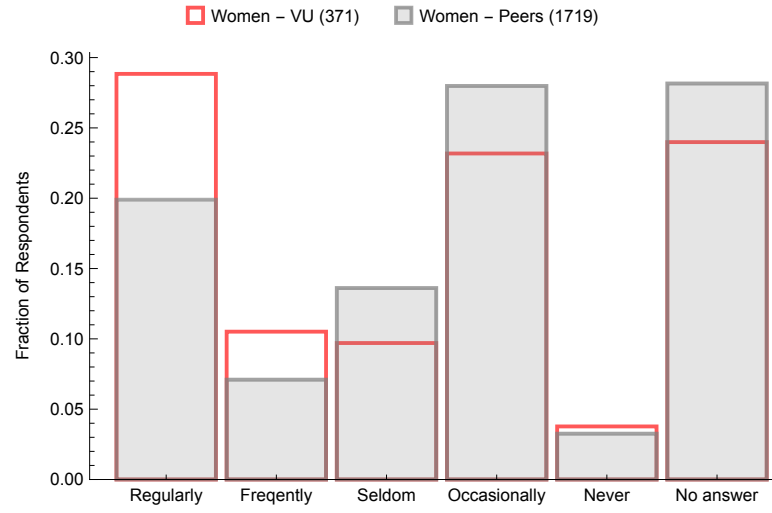
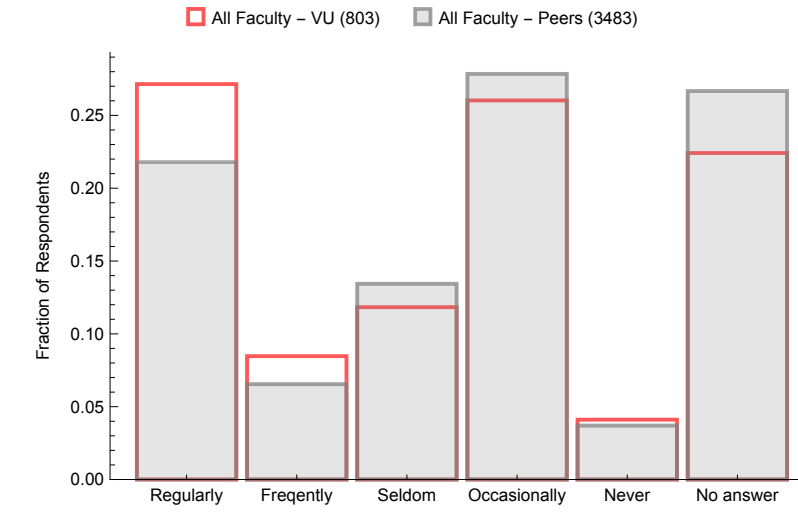


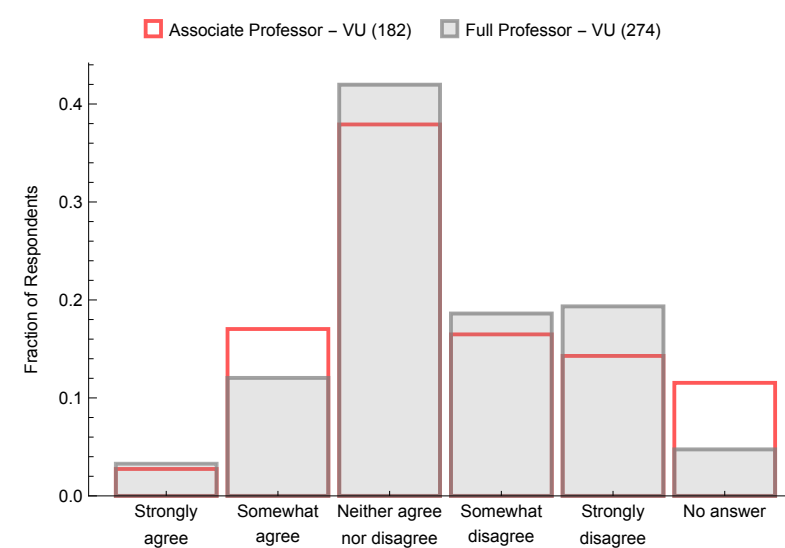
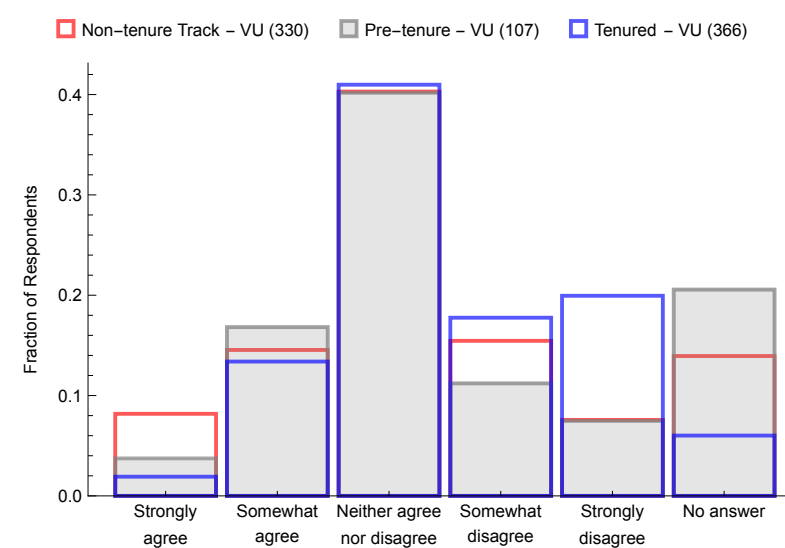
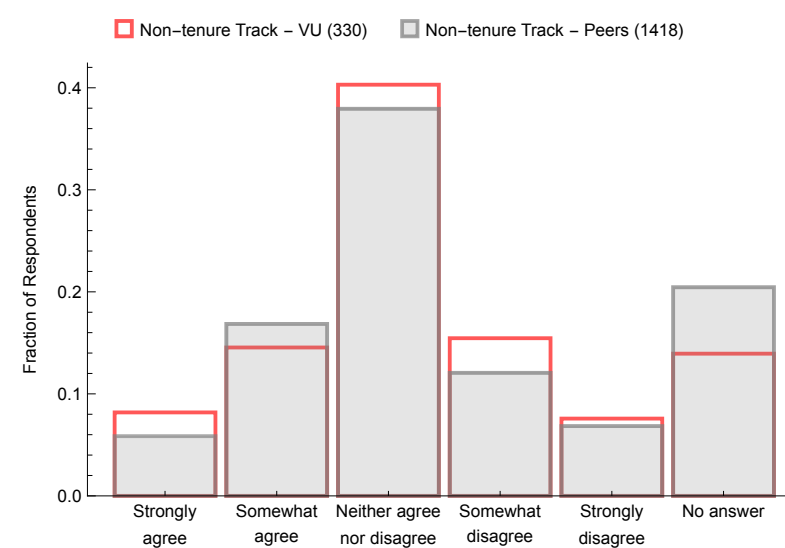
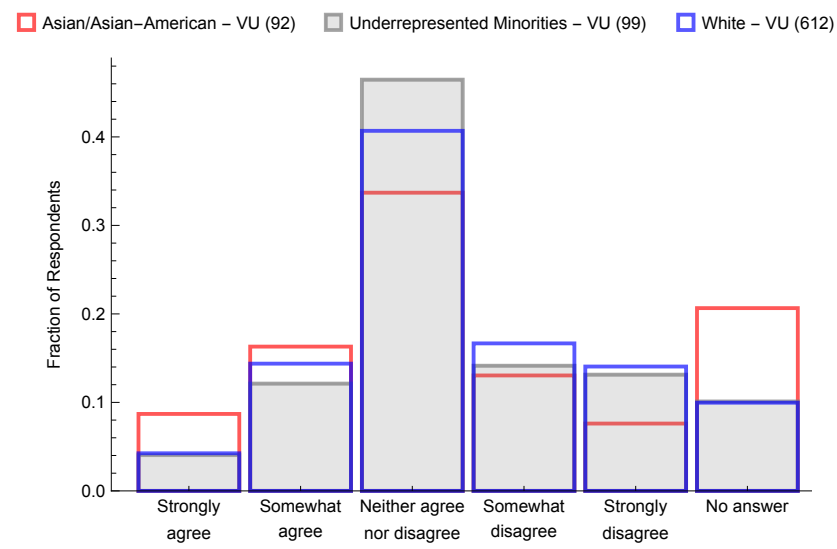
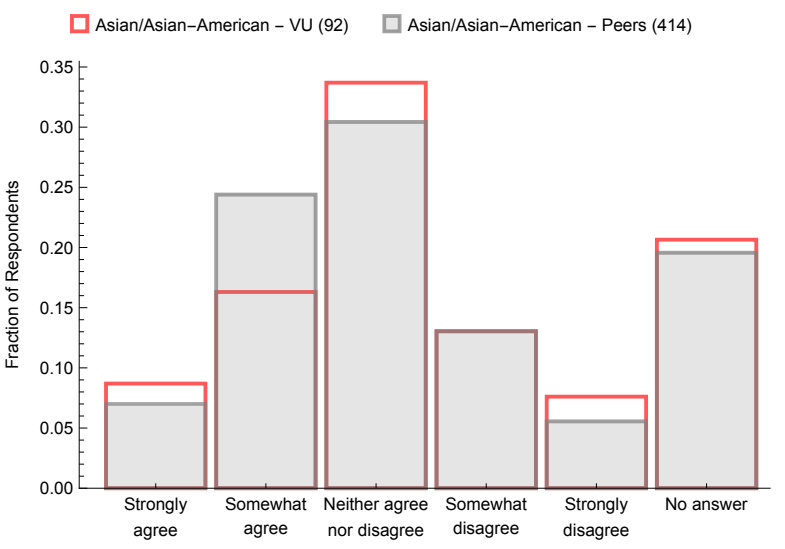
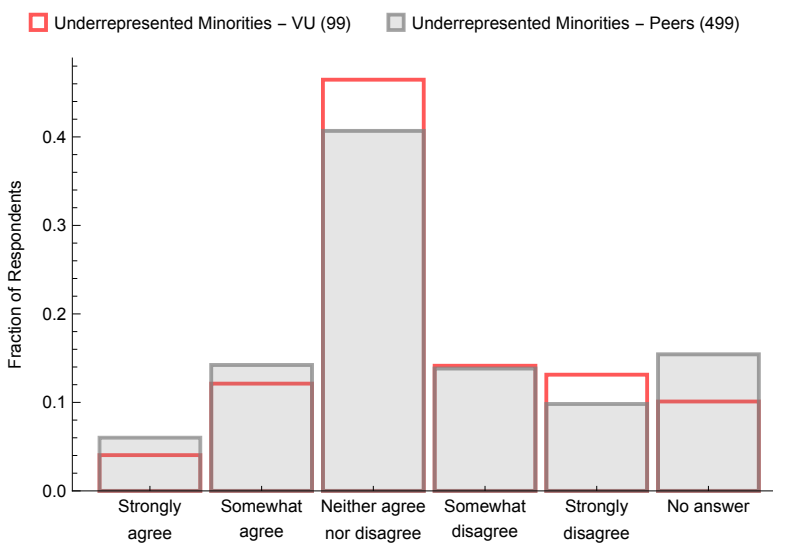
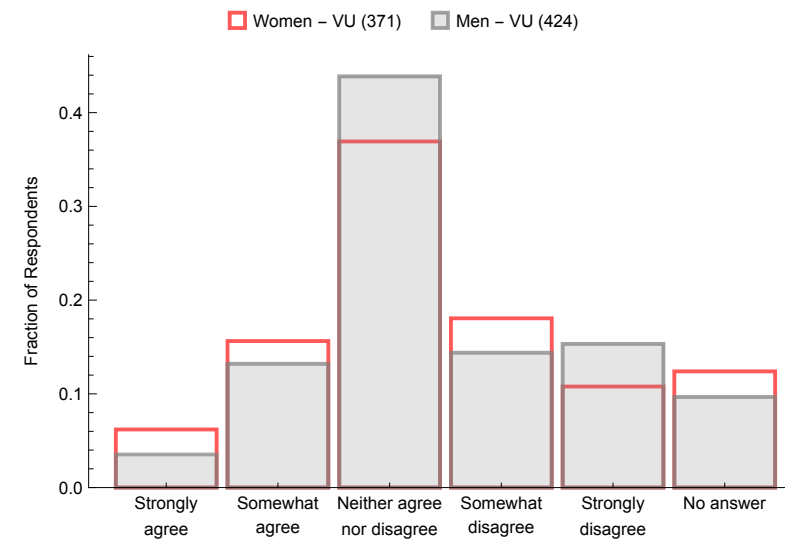
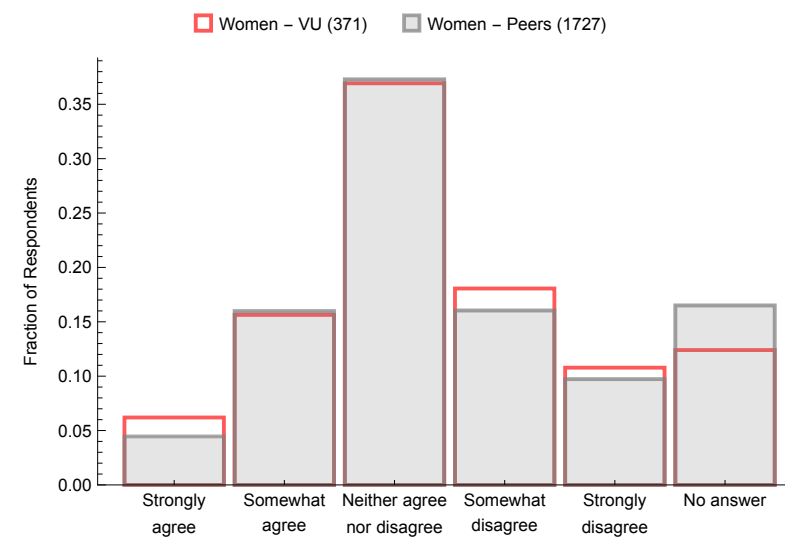
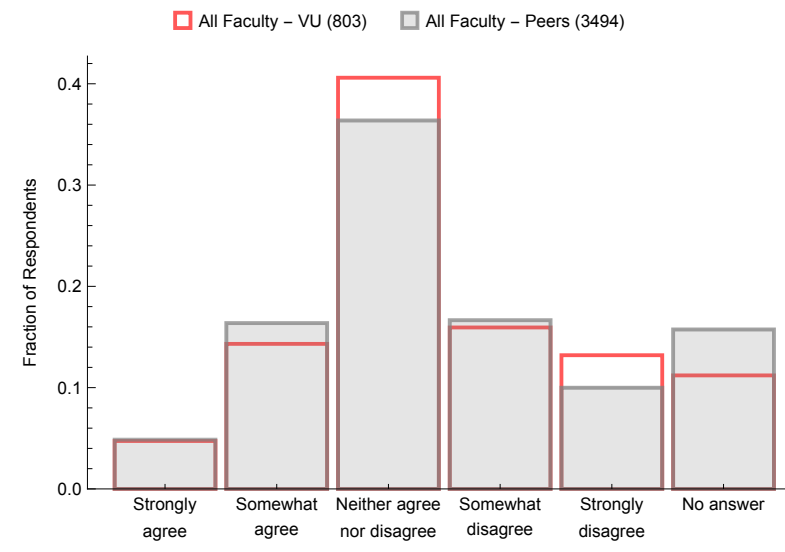


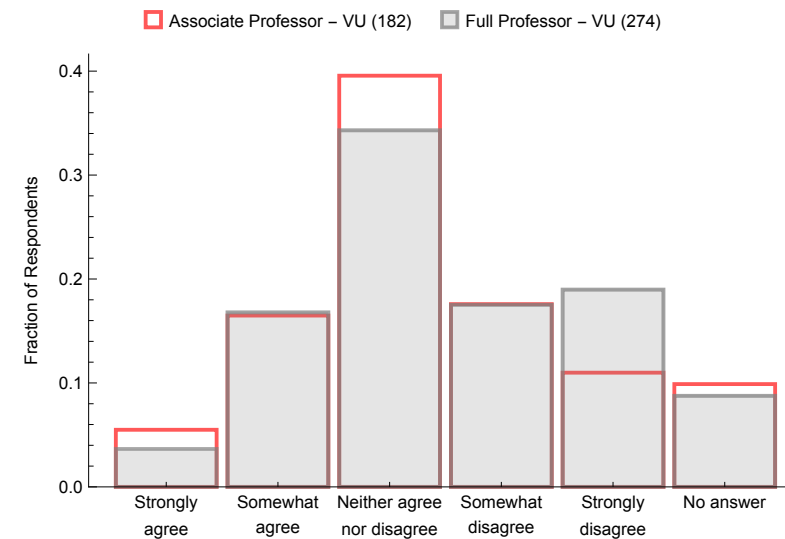
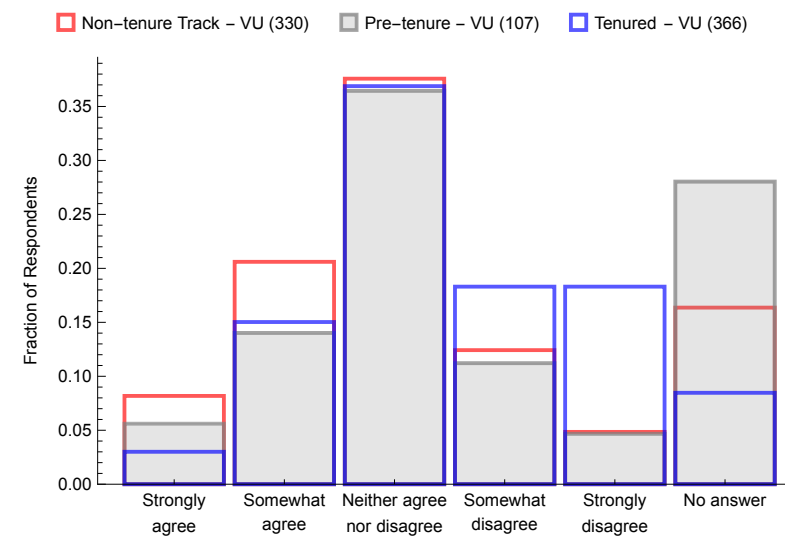
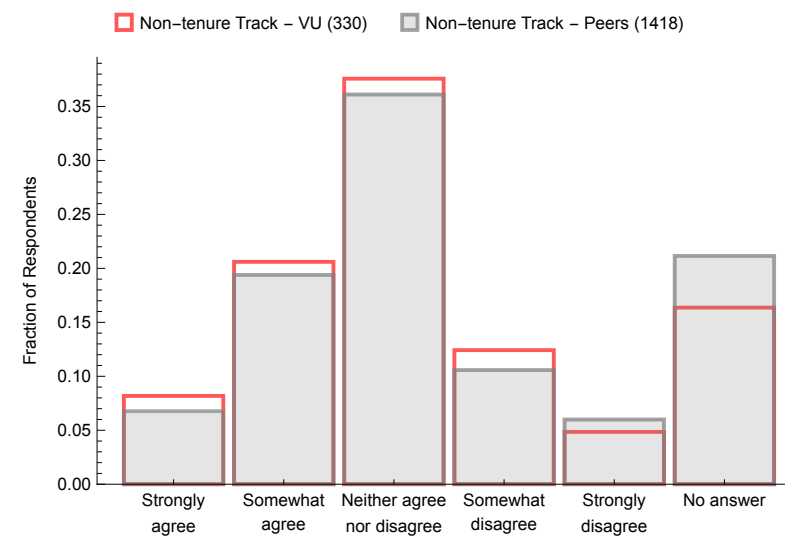
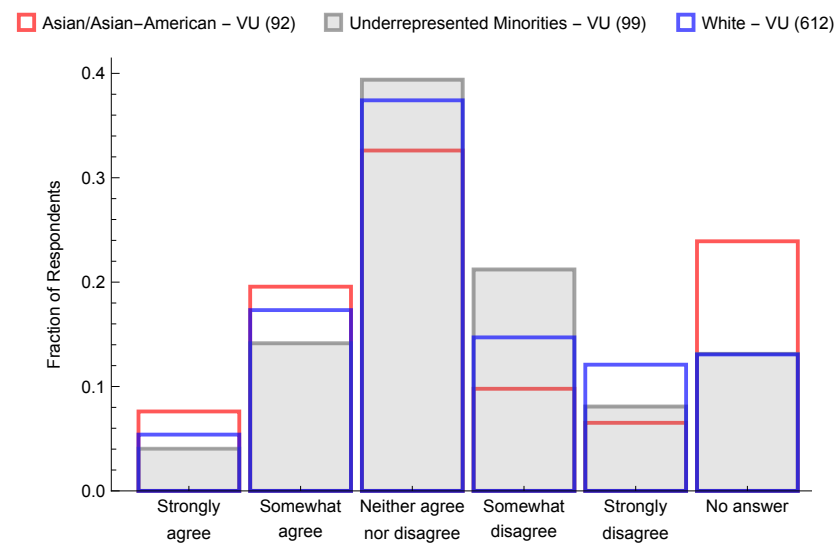
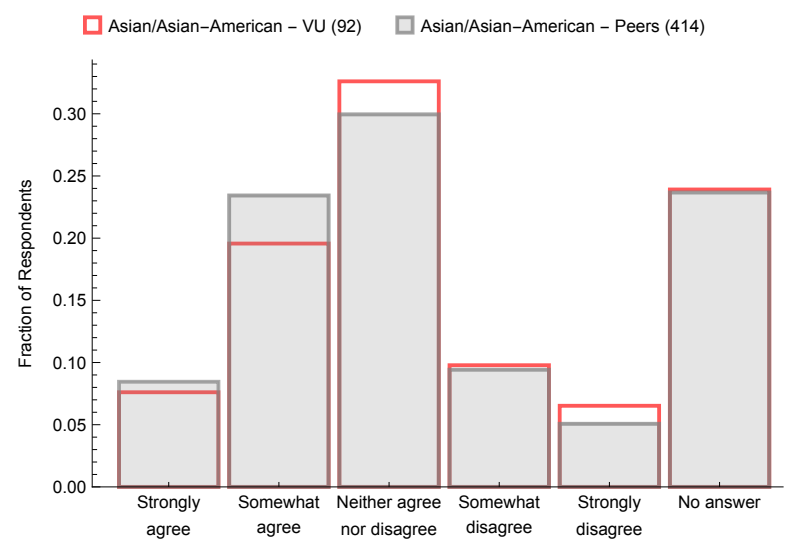
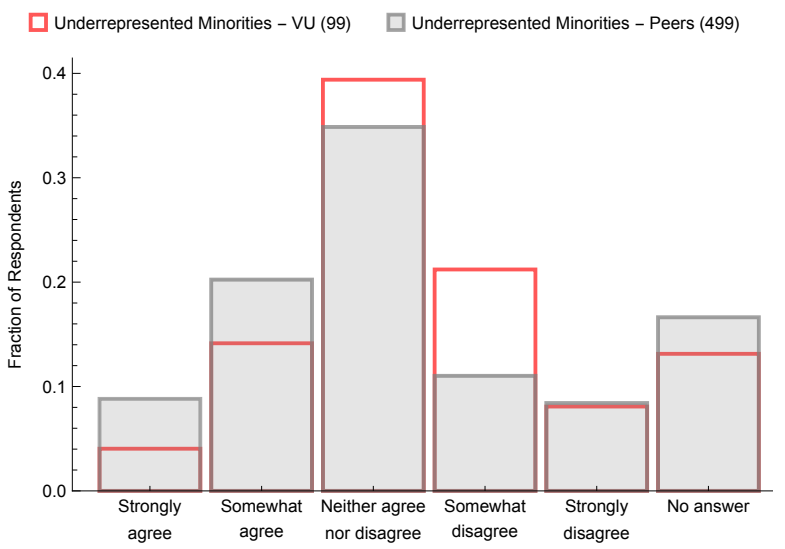
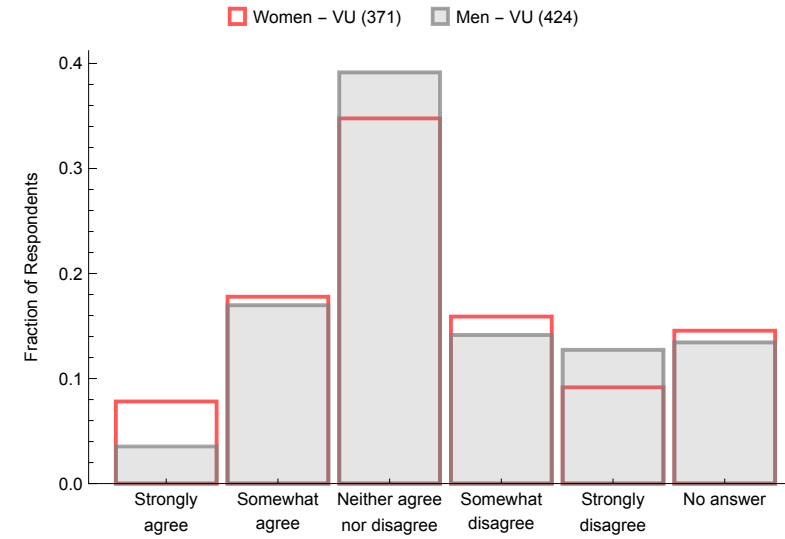
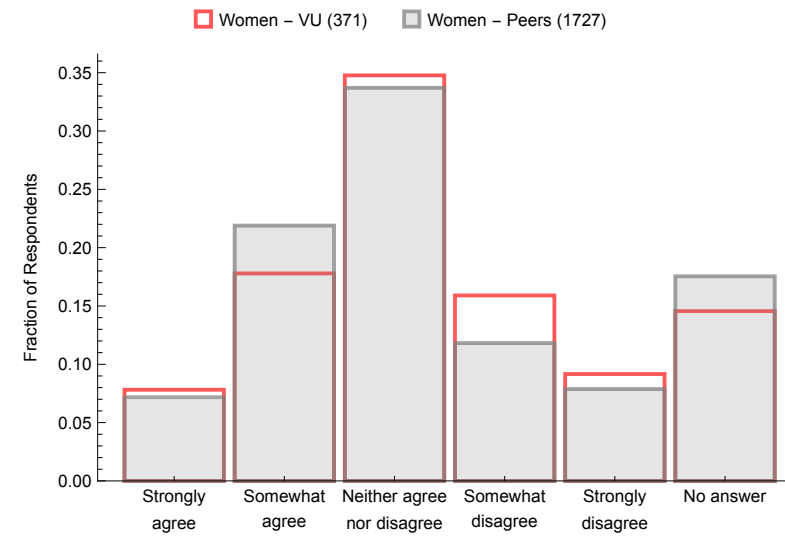
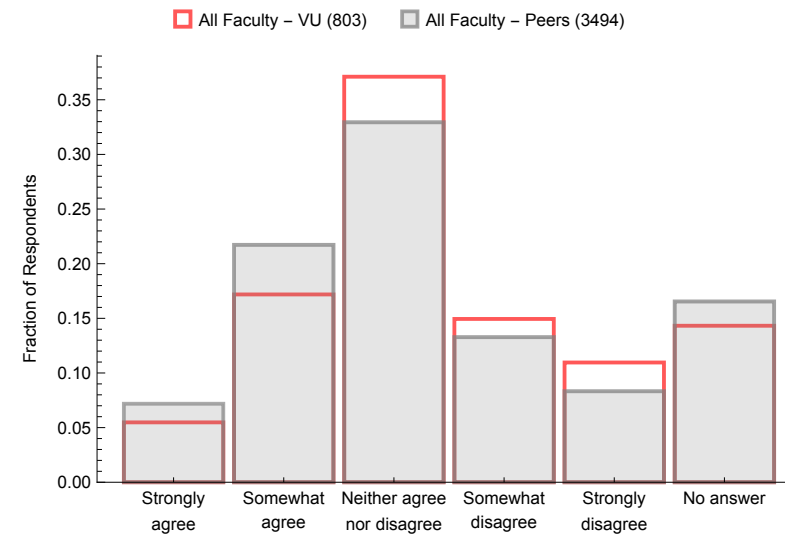


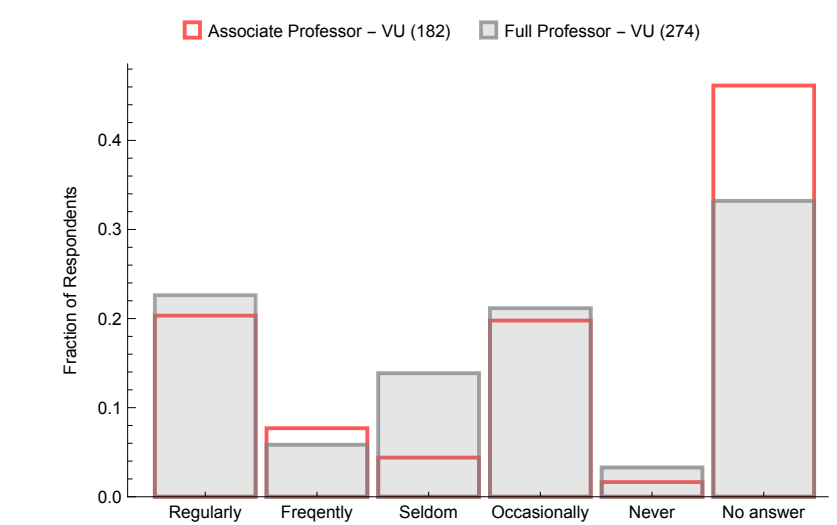
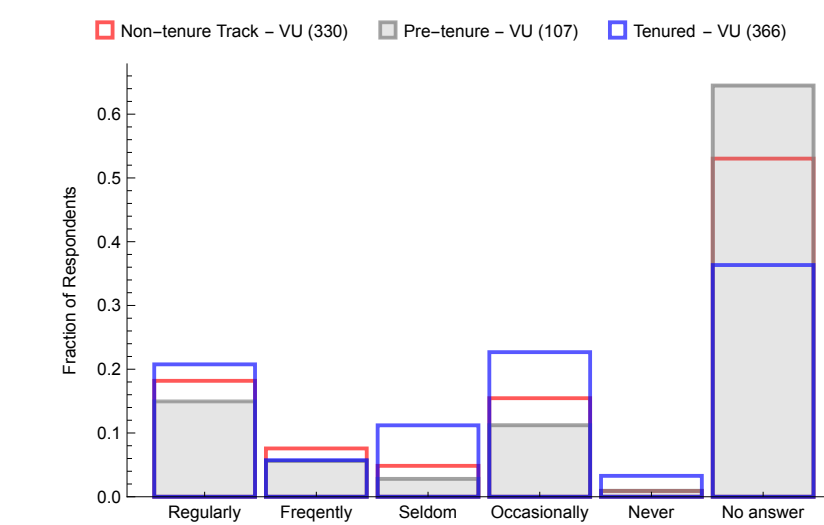
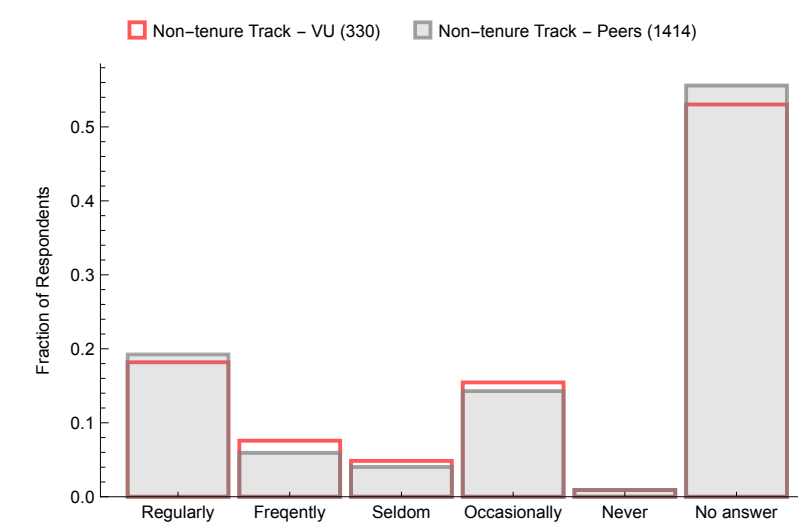
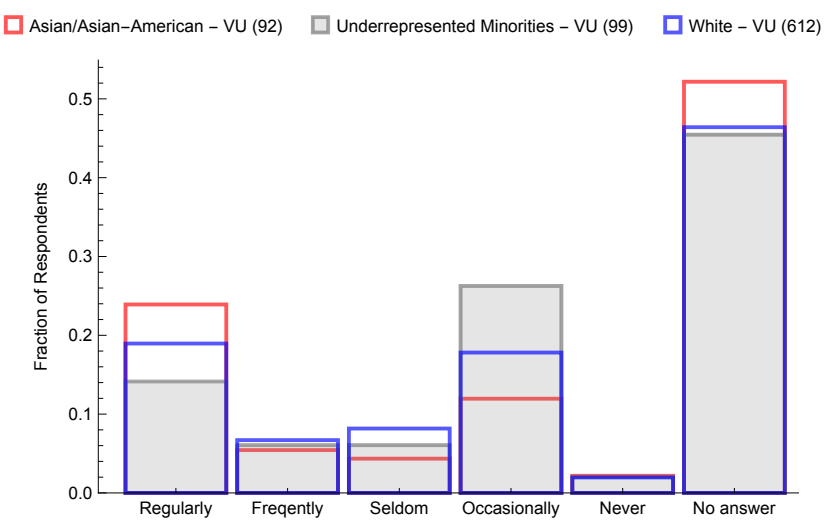
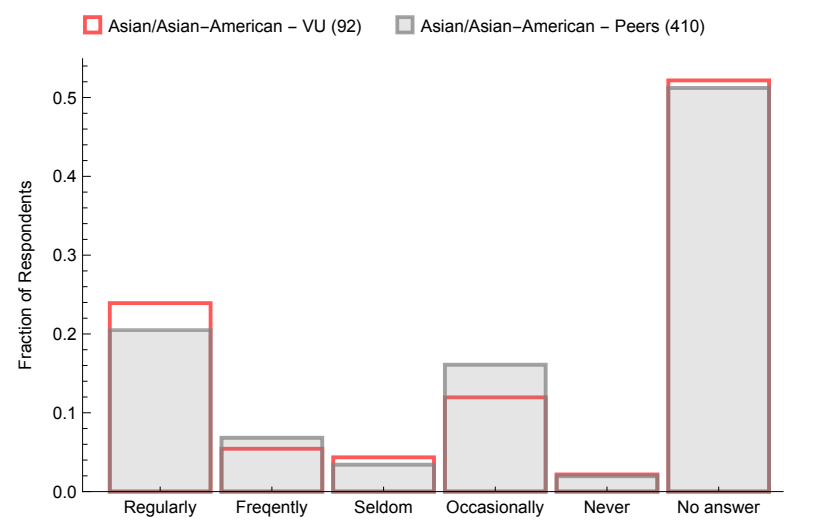
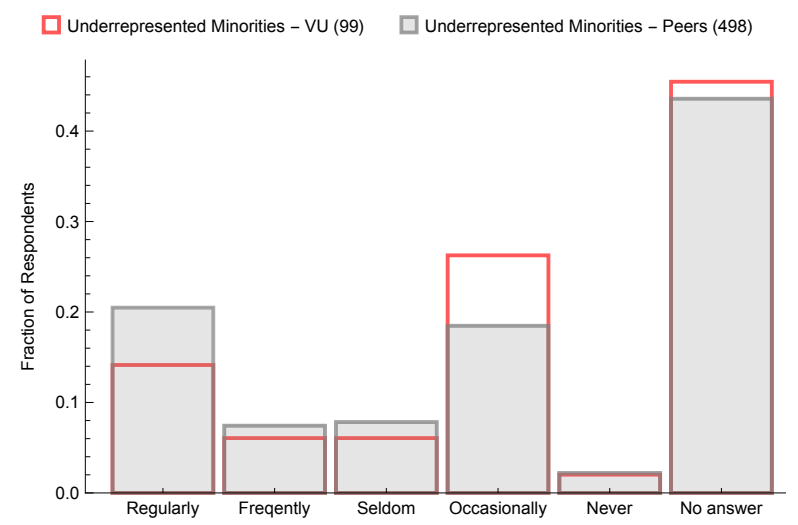
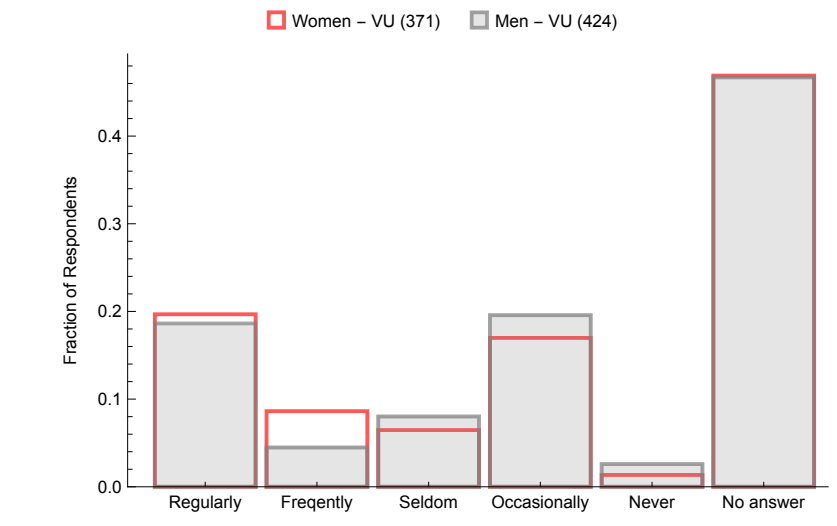
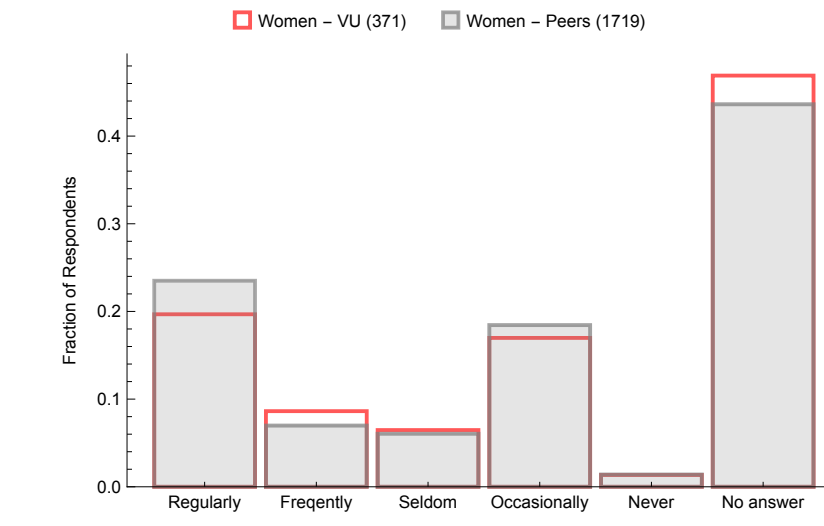
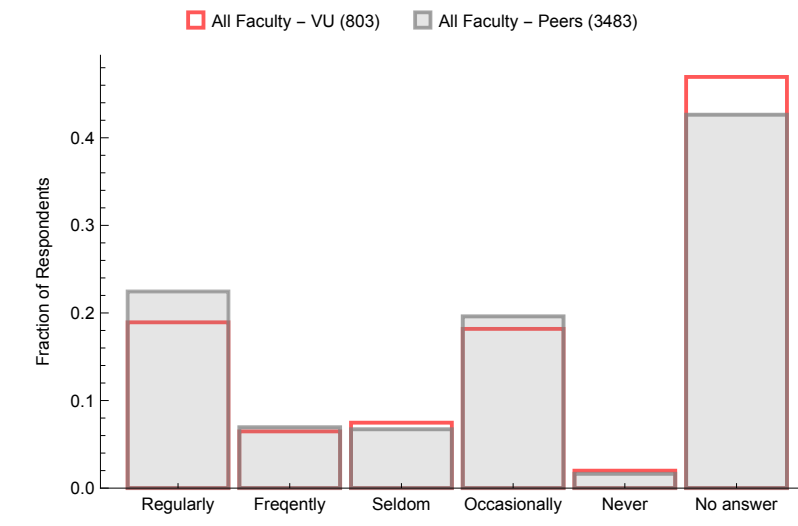
Retention and Negotiations | Other | Which of the following have you done at this institution in the past five years?

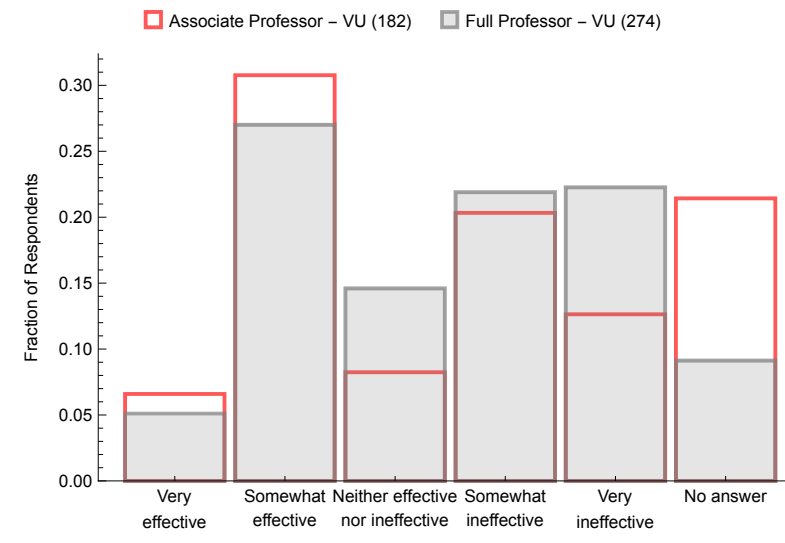
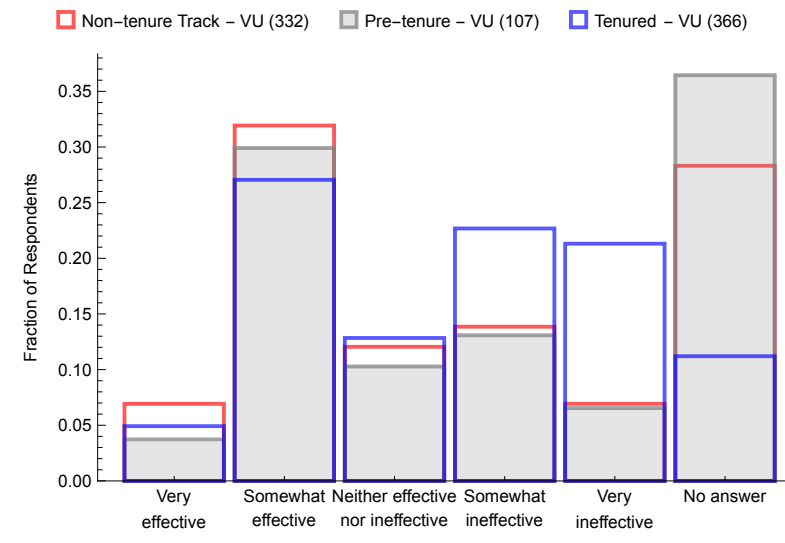
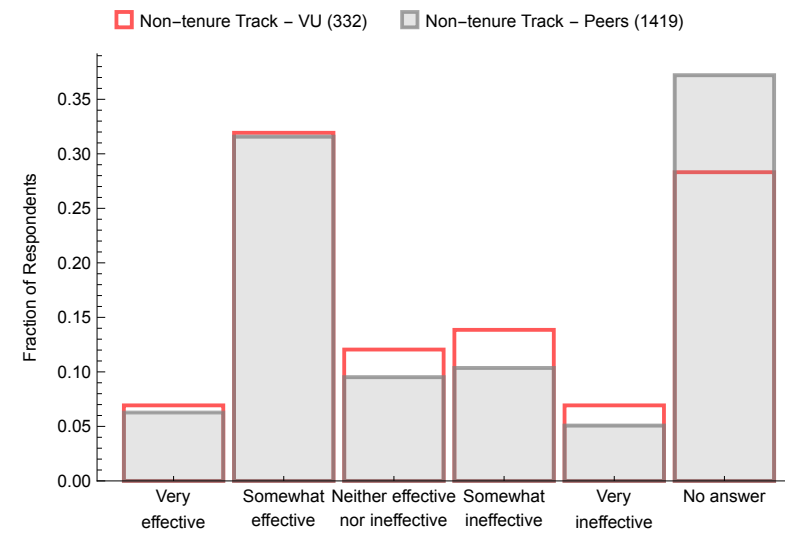
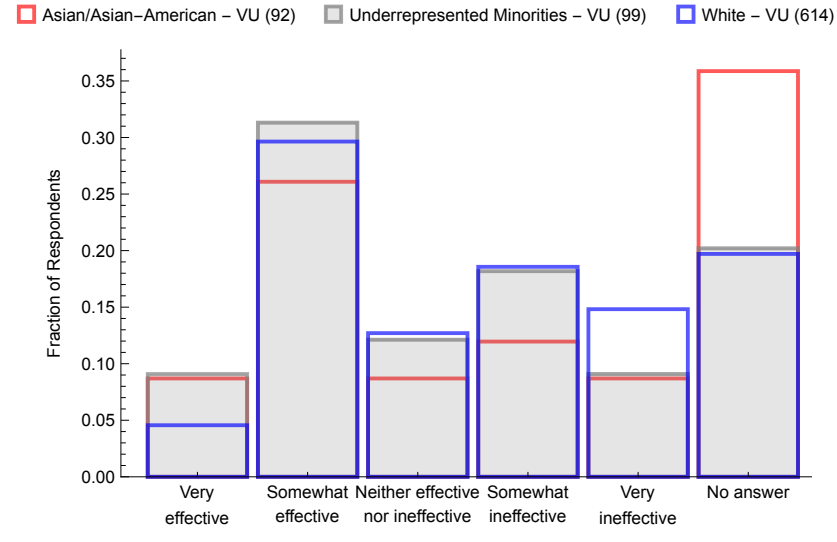
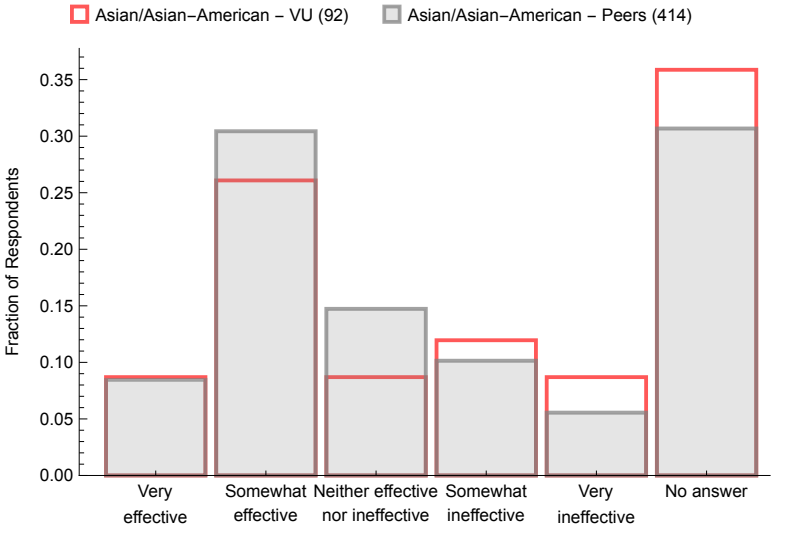
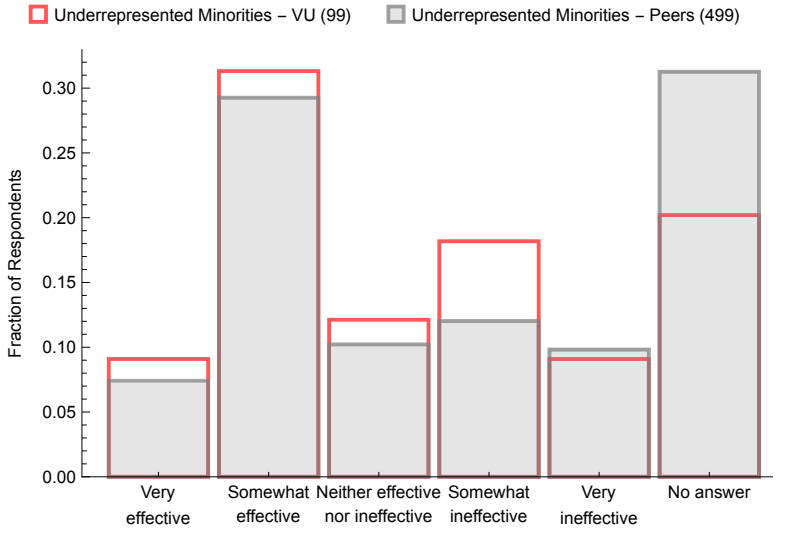
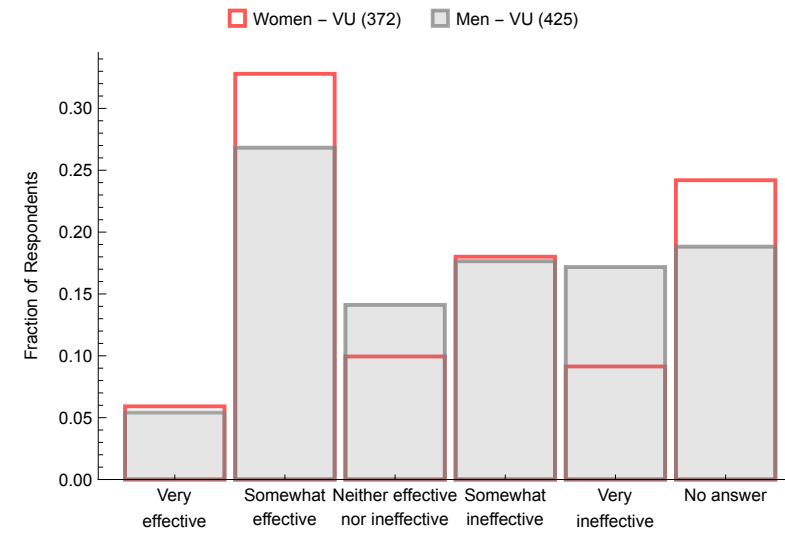
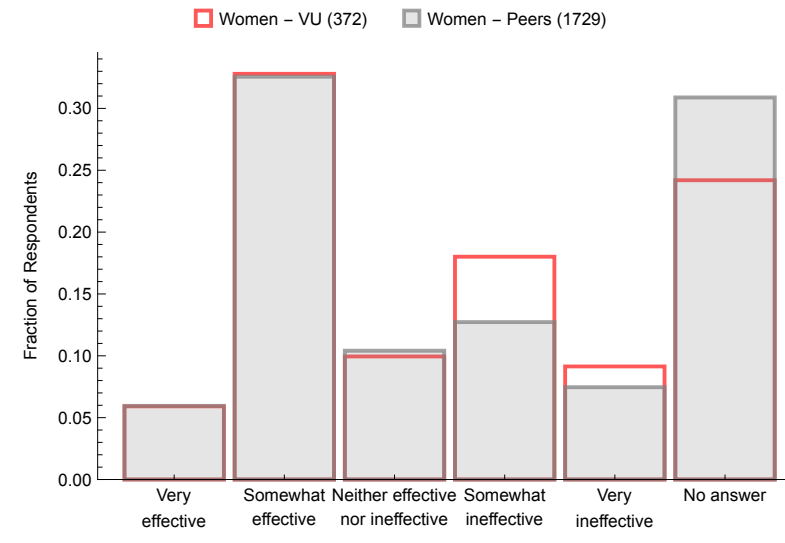
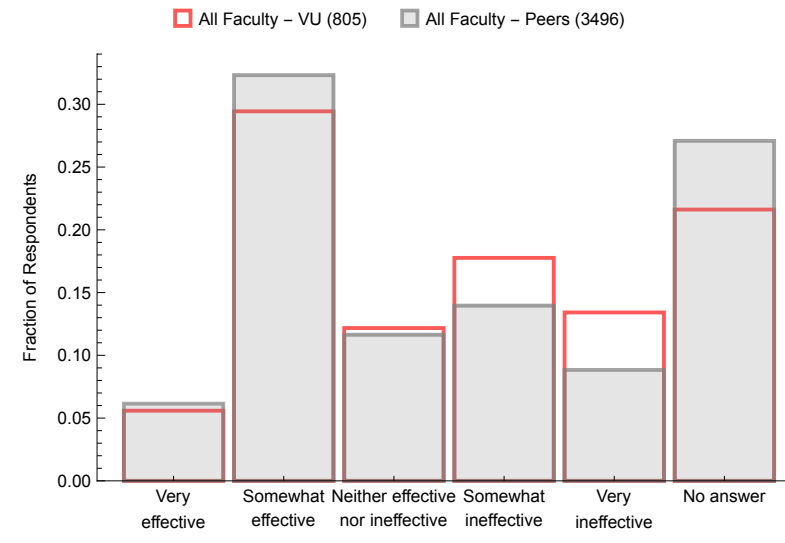


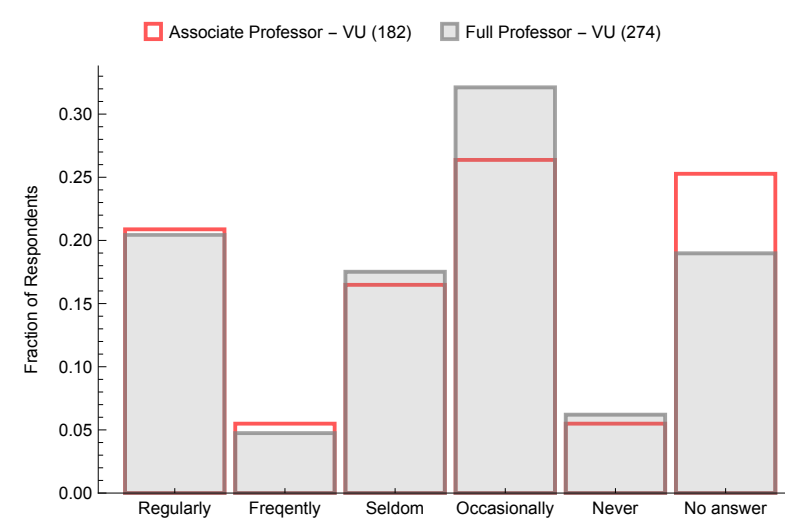
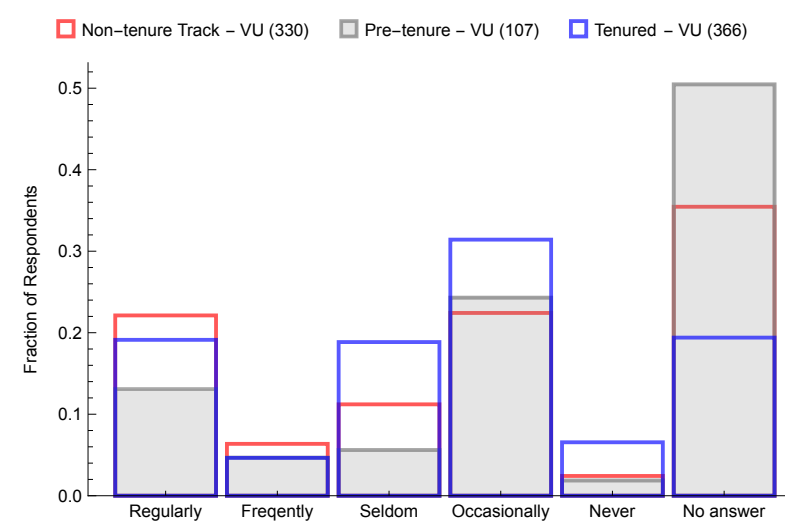
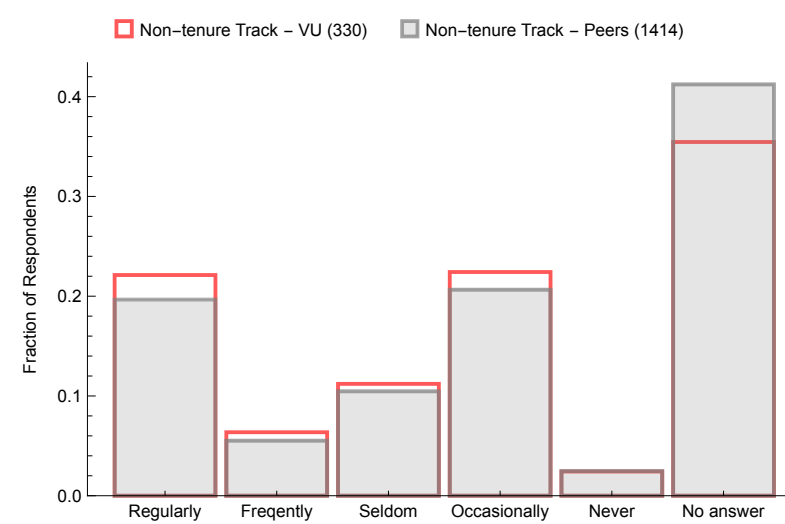
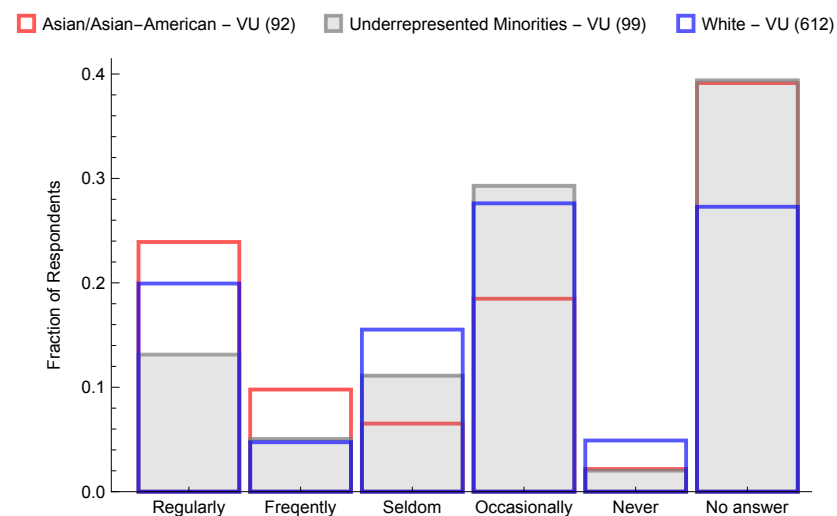
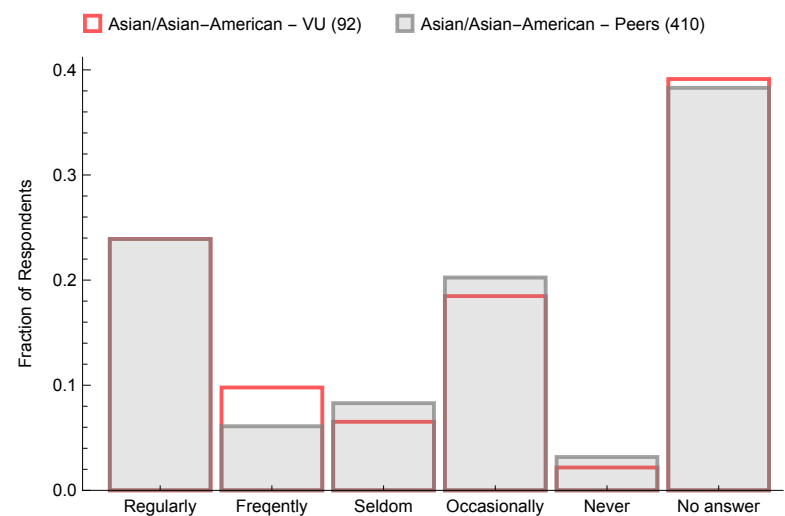
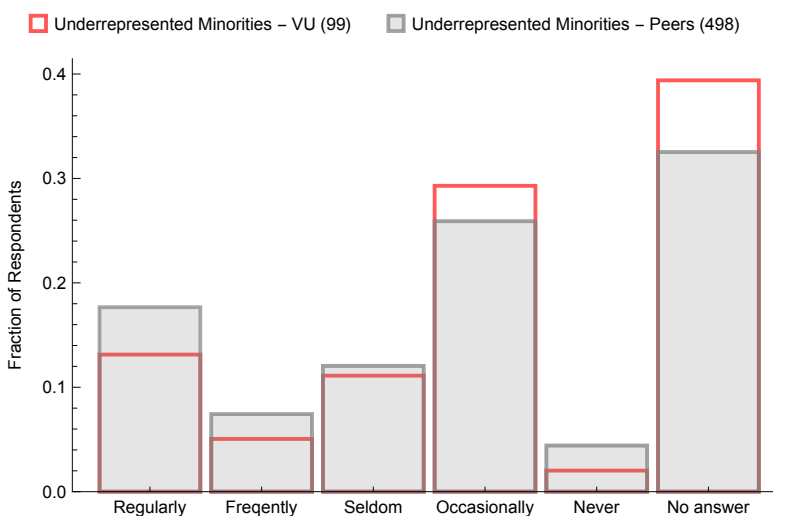
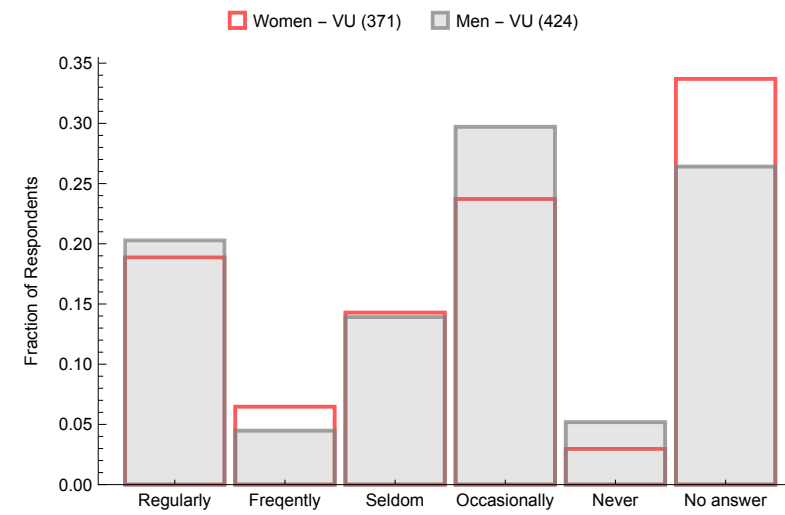
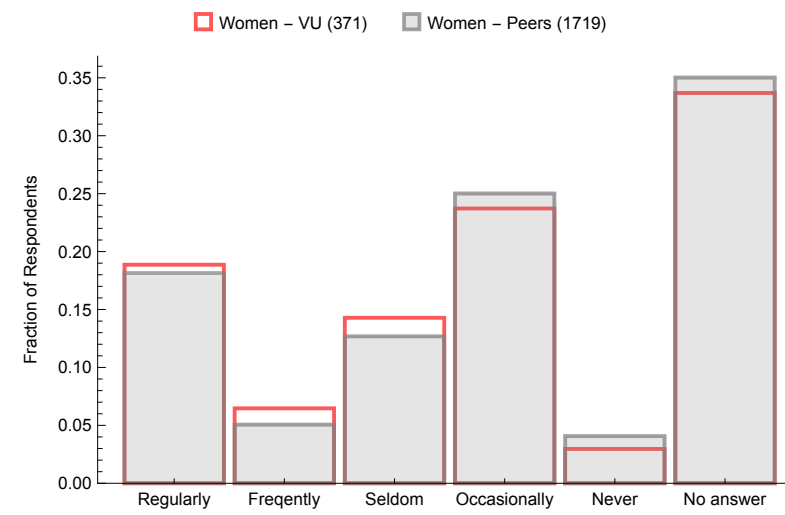
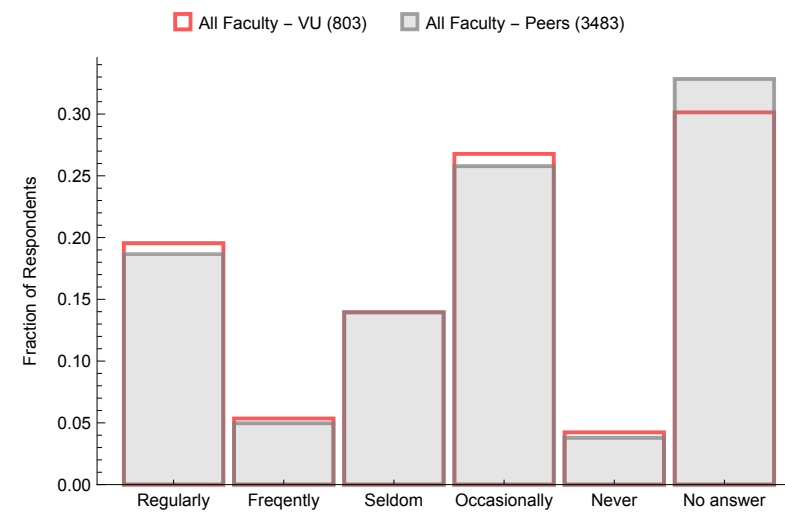


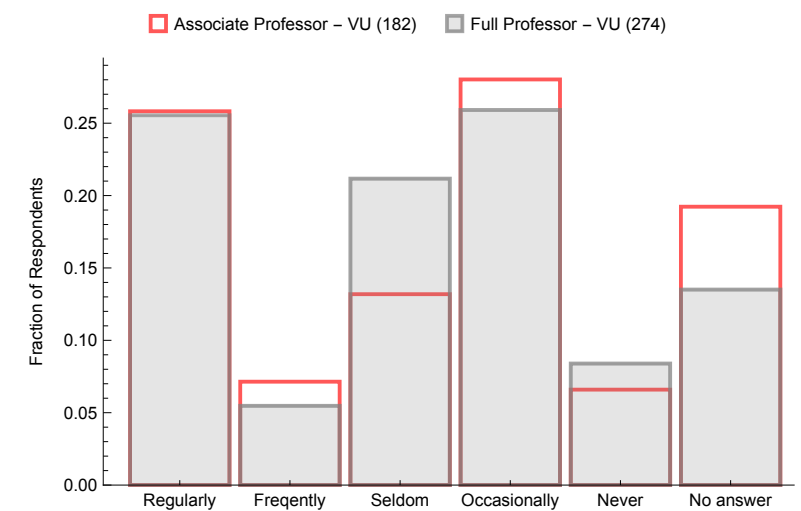
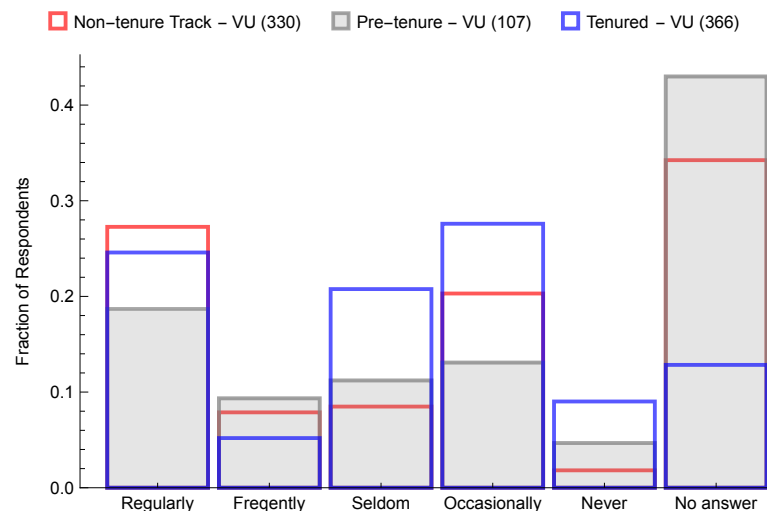
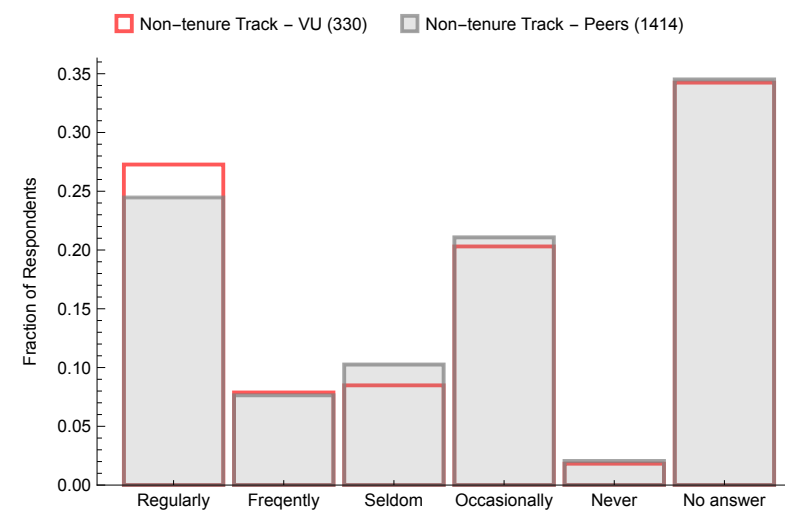
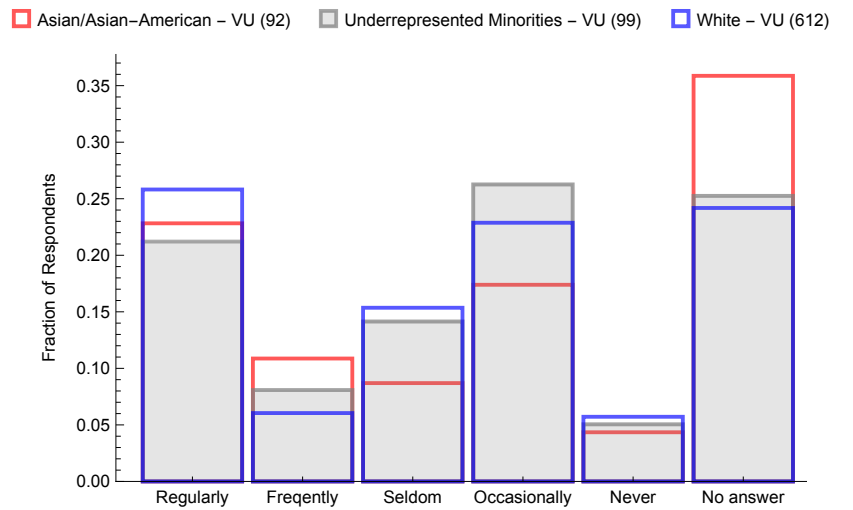
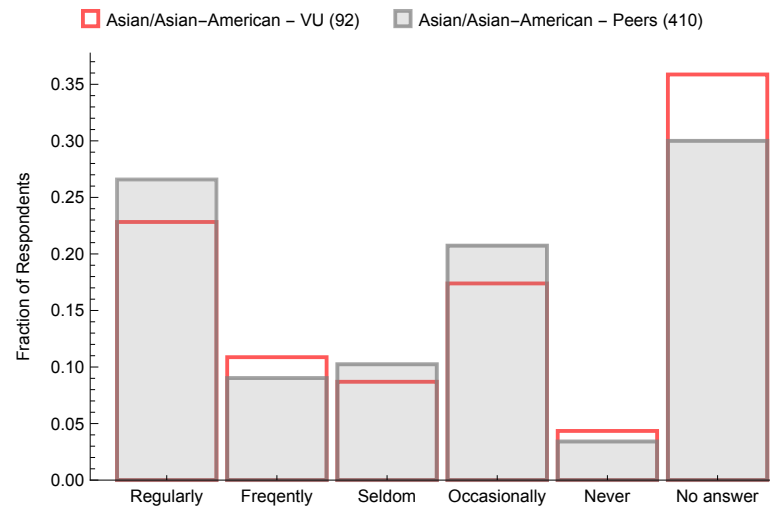
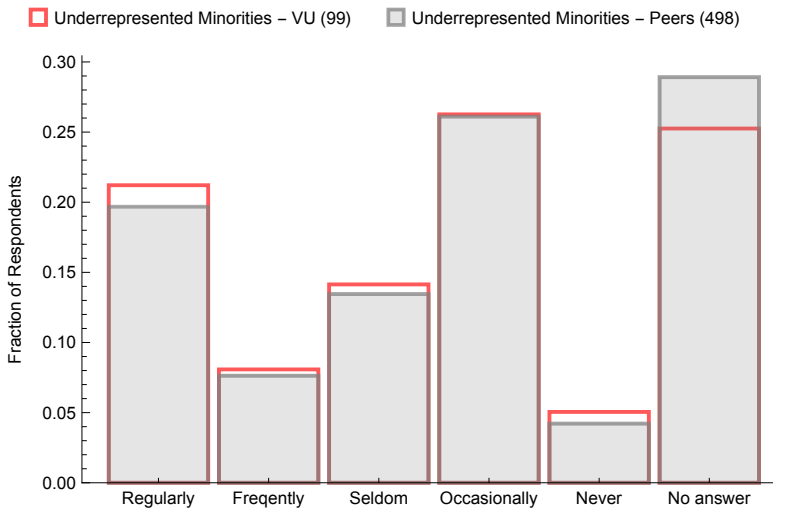
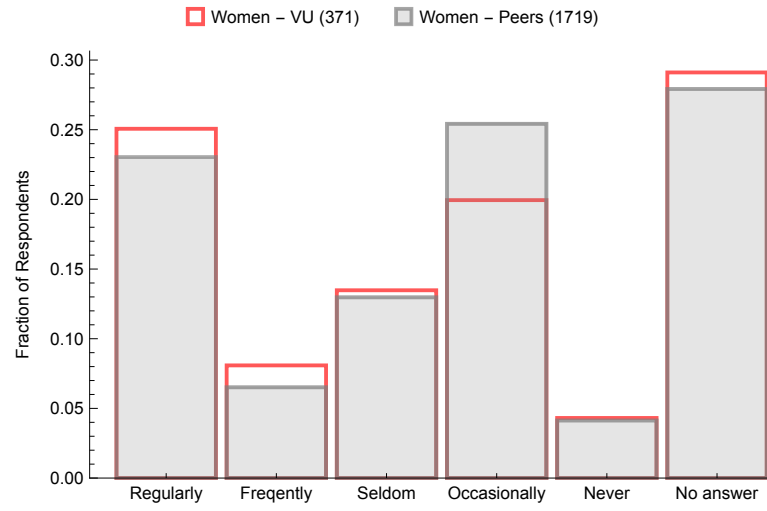
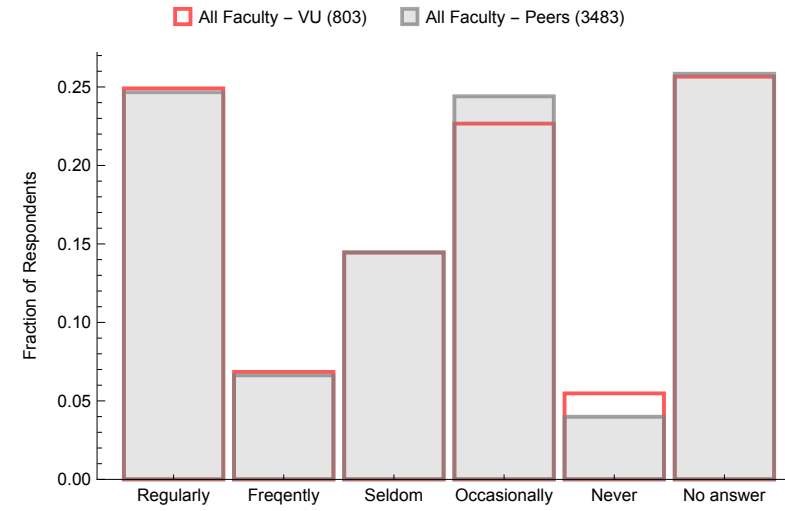




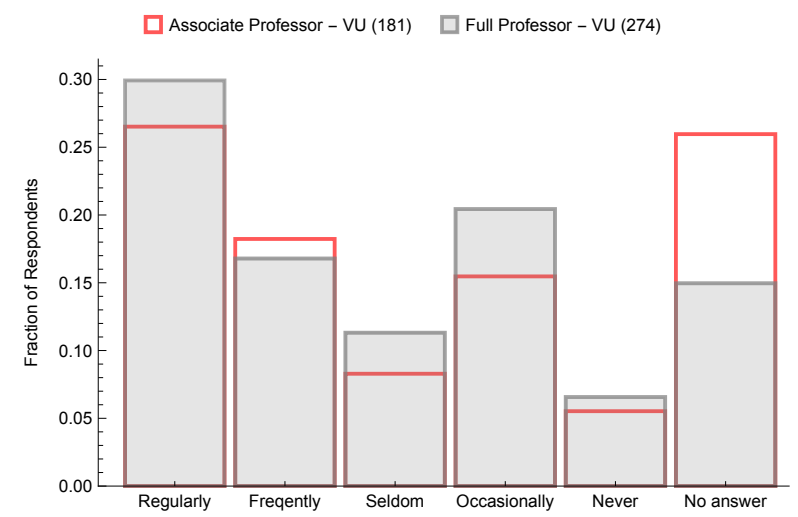
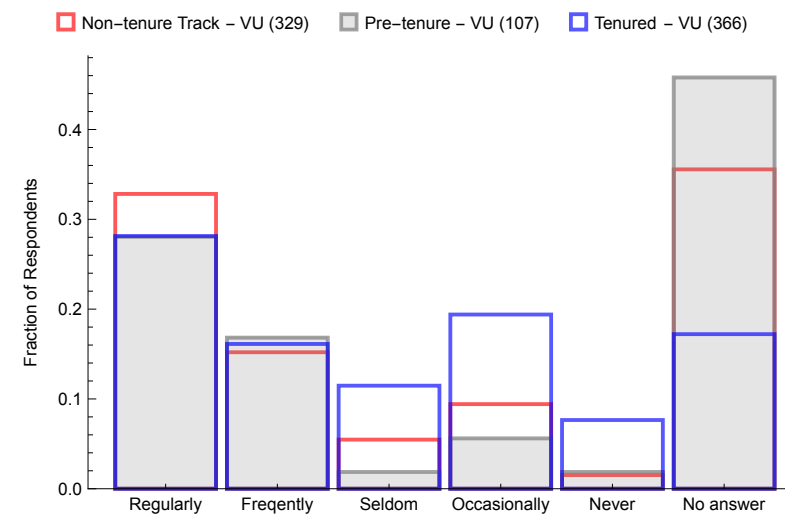
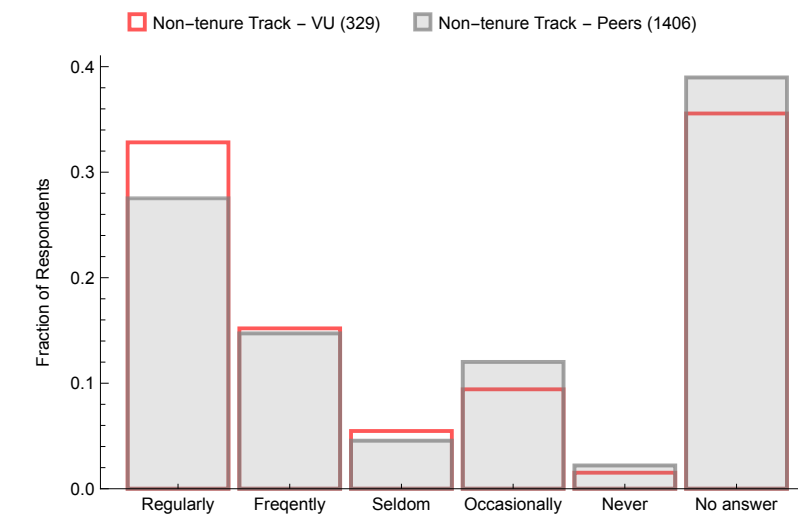
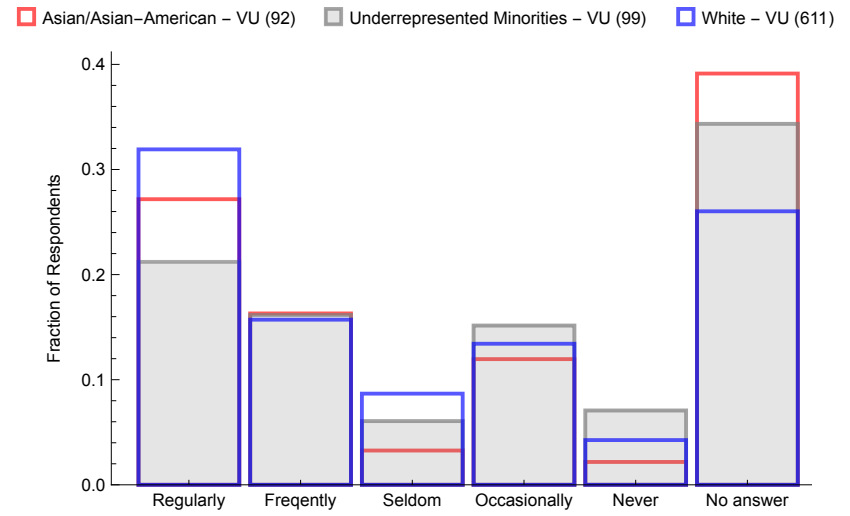
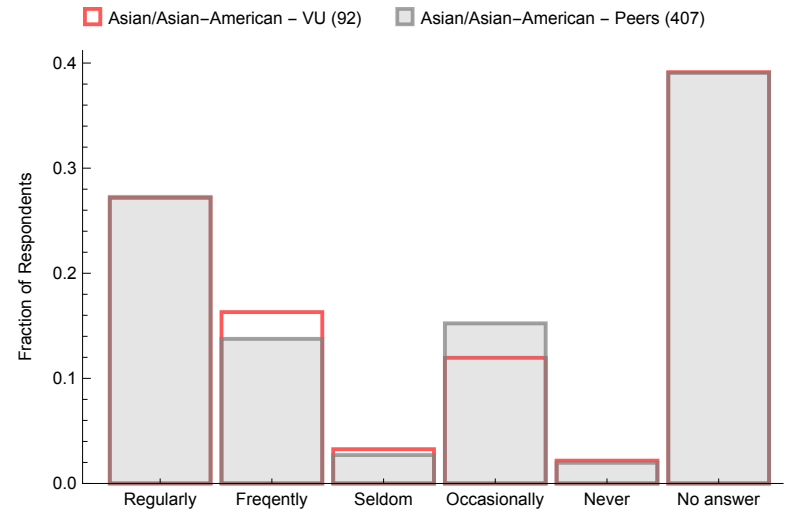
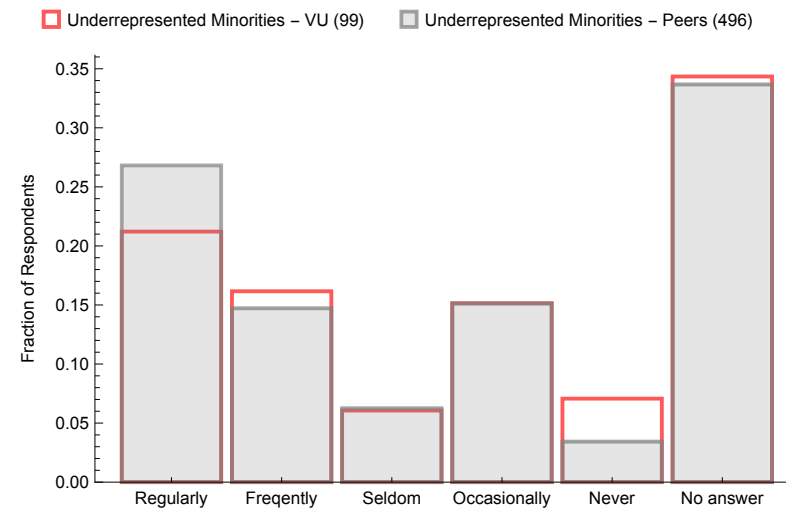
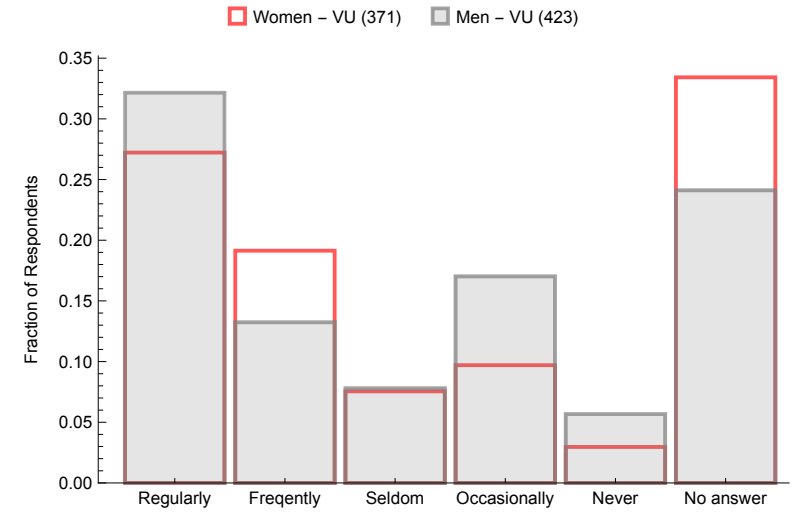
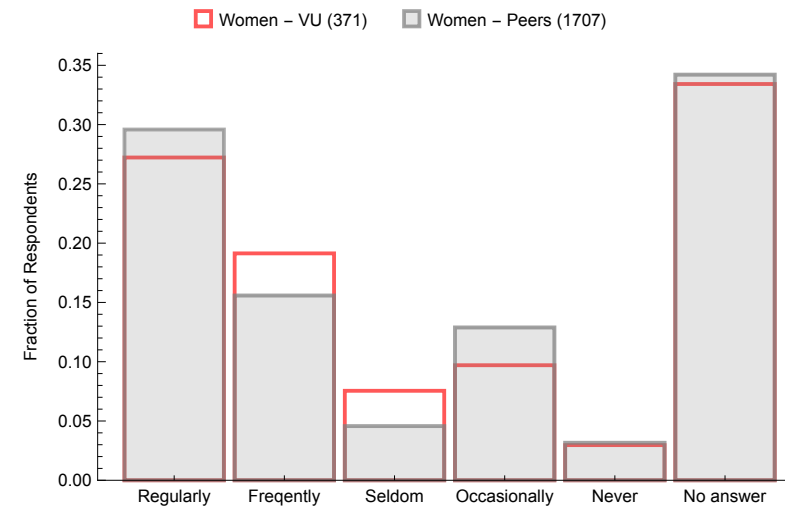
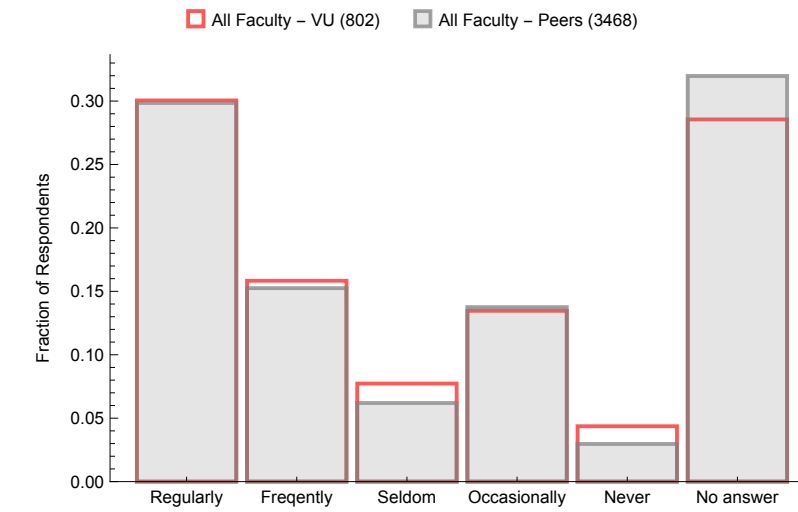


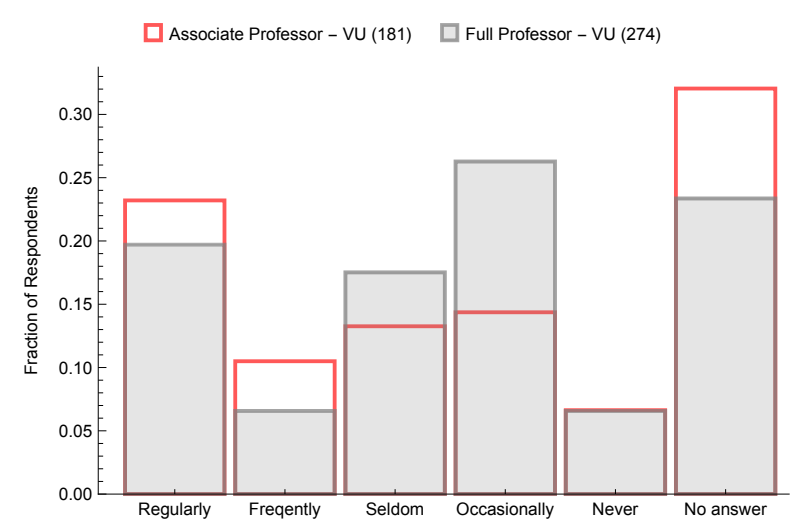
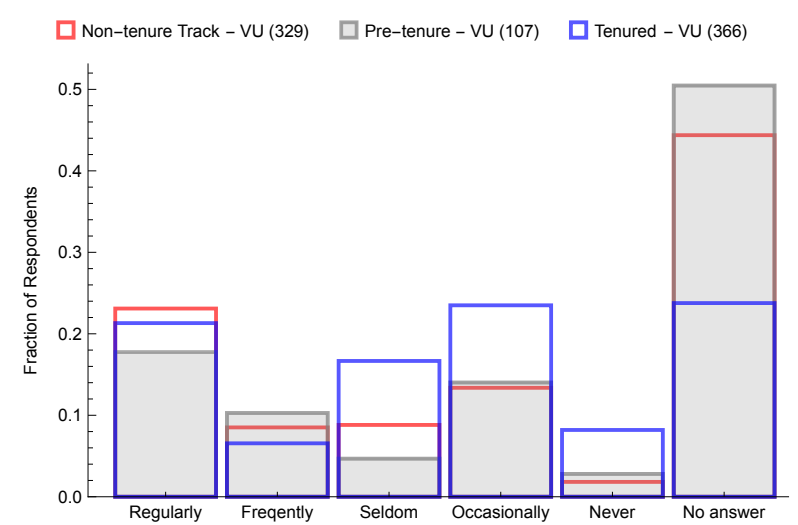
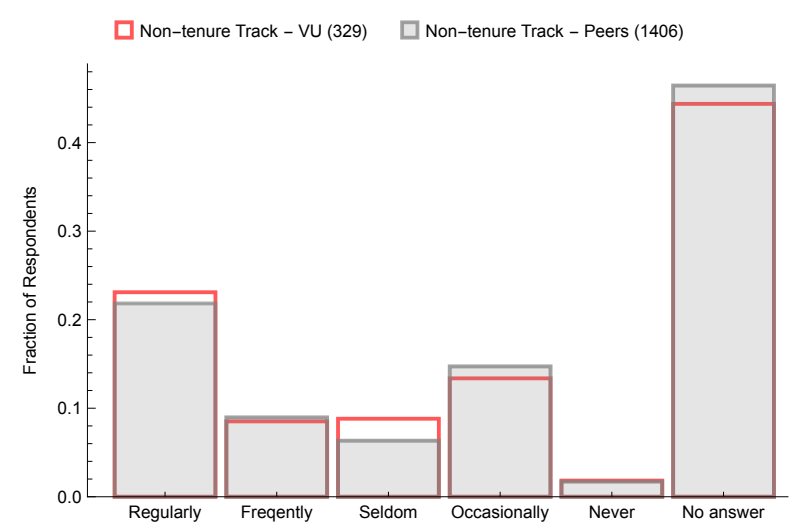
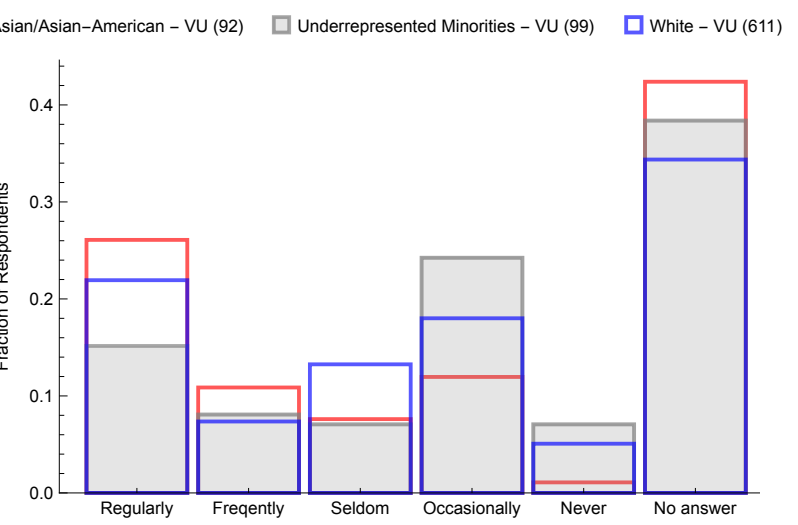
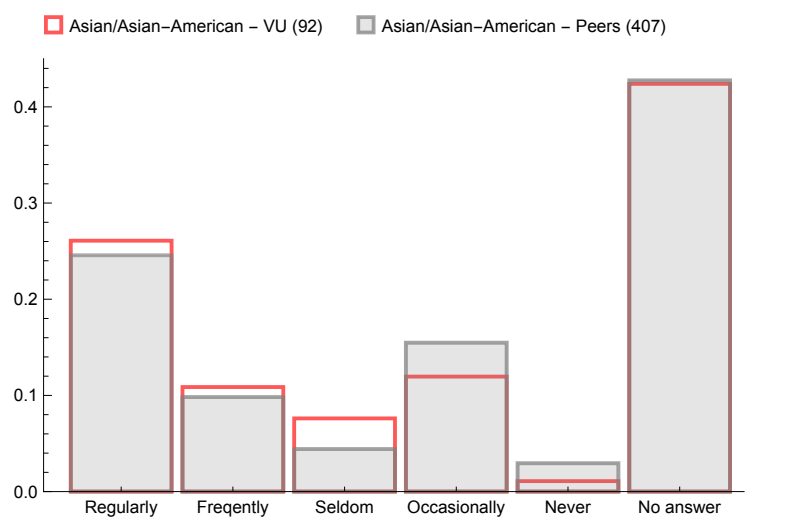
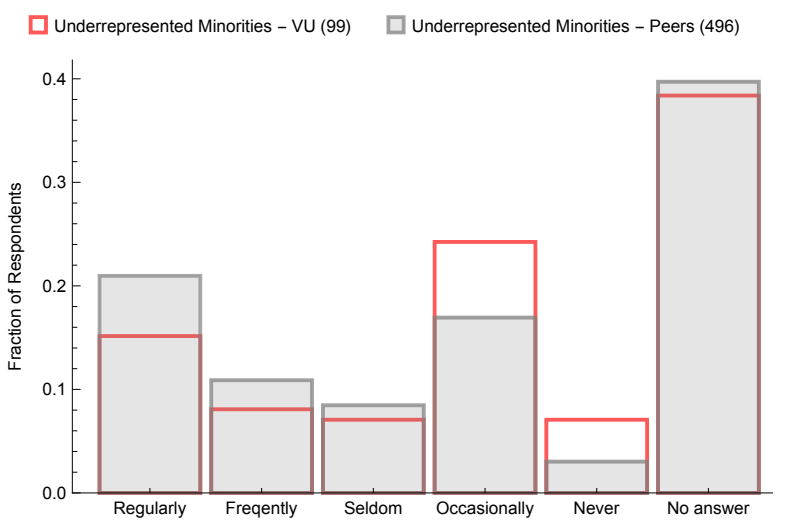
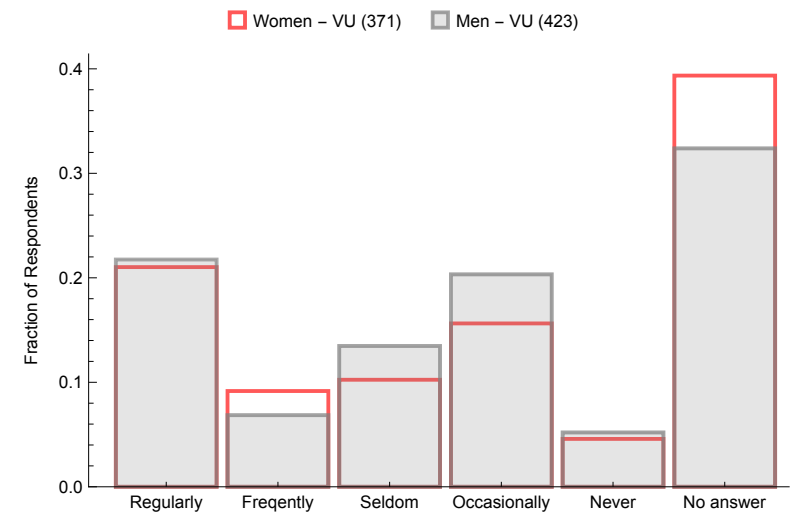
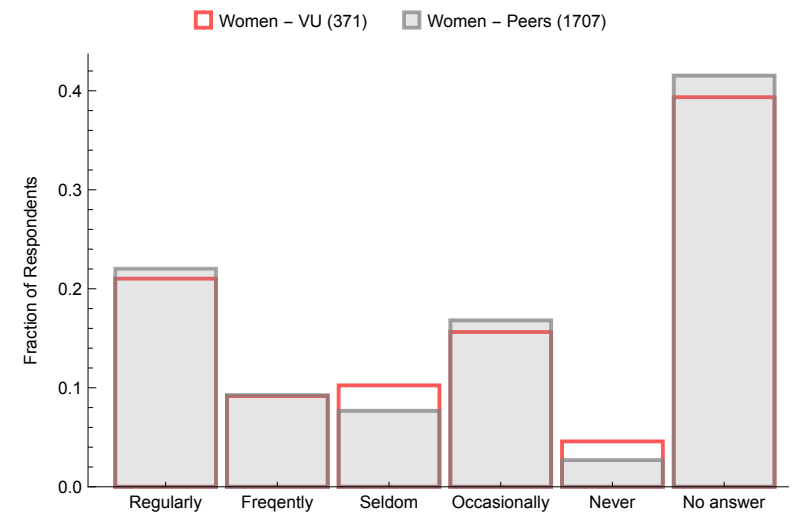
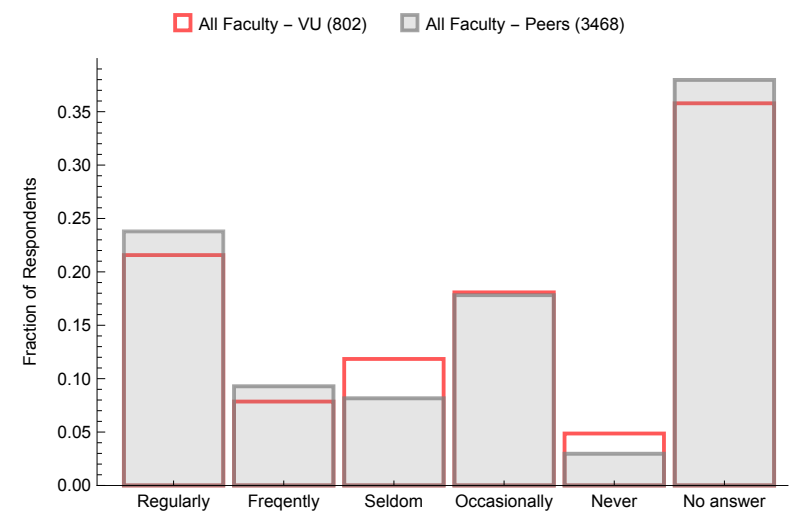


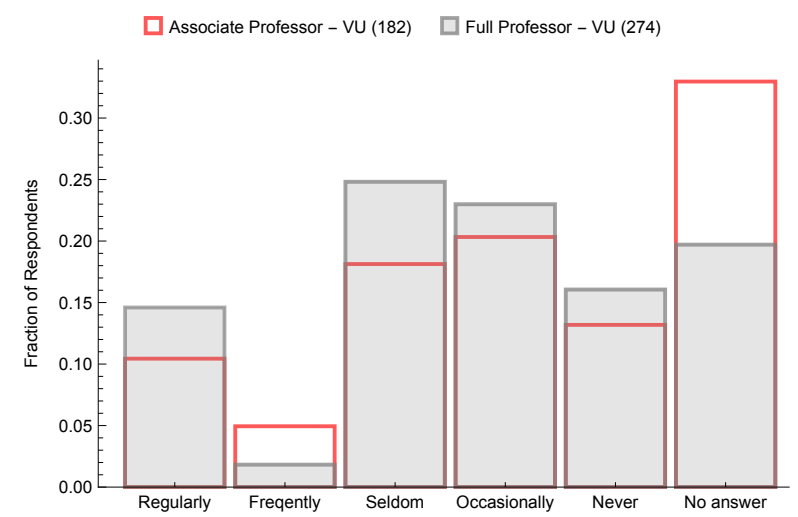
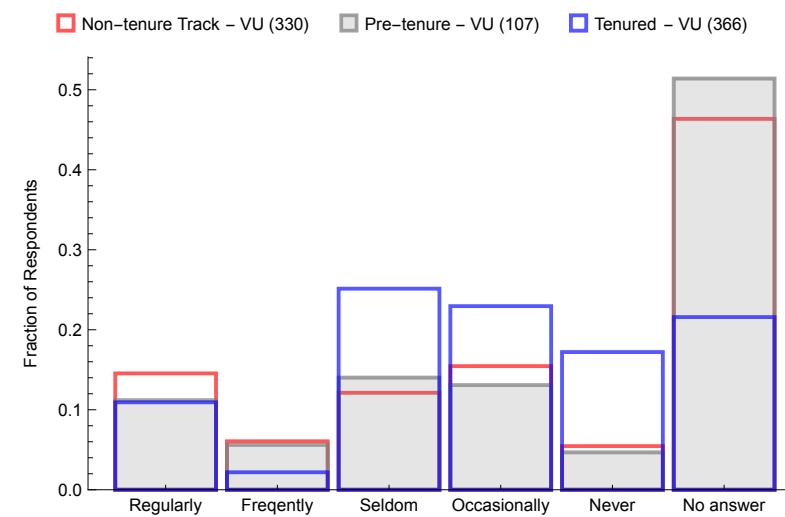
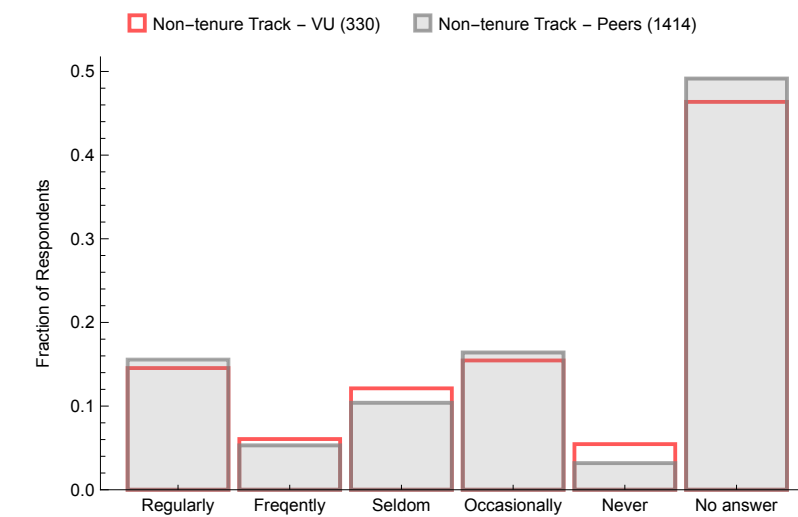
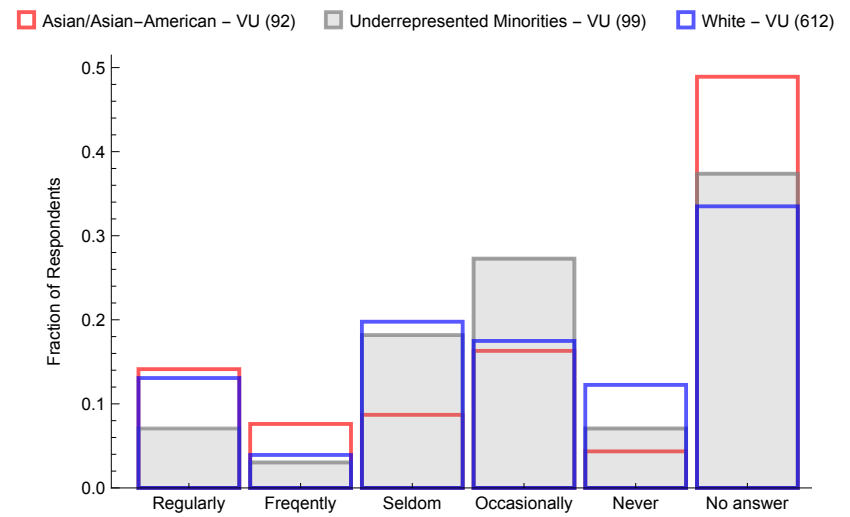
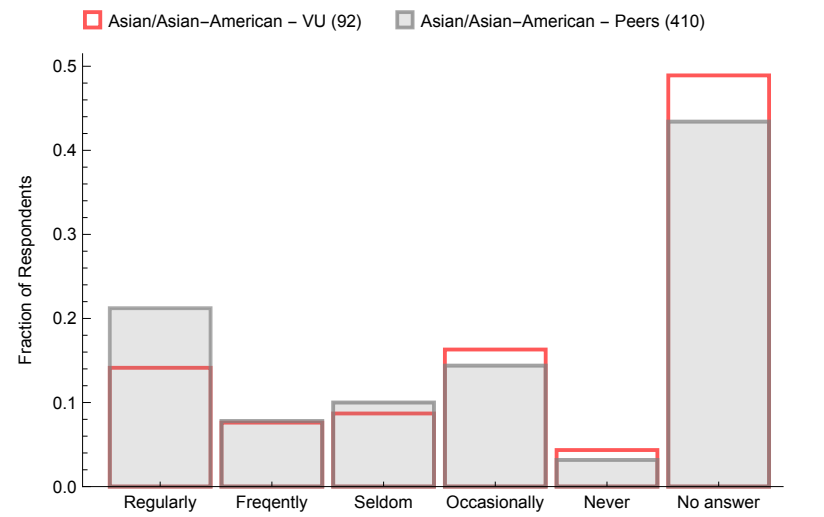
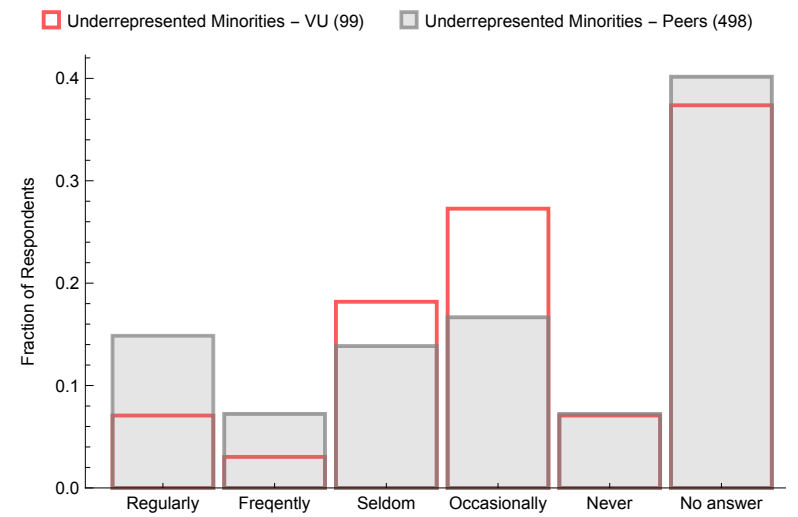
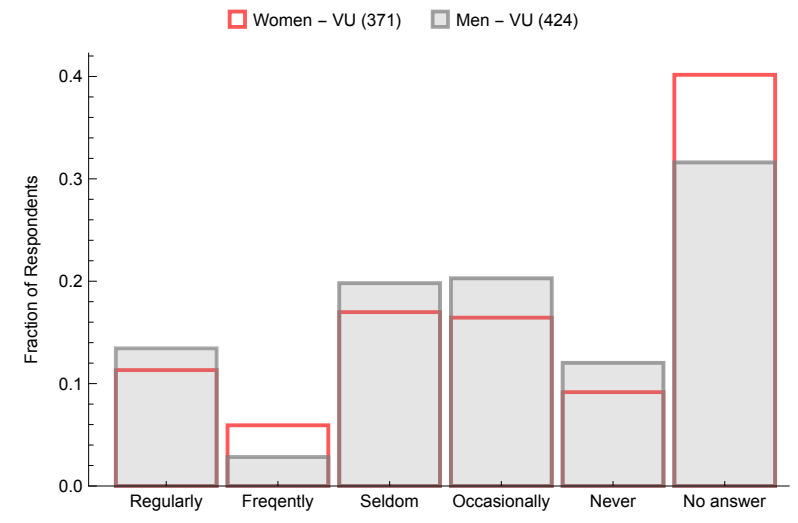
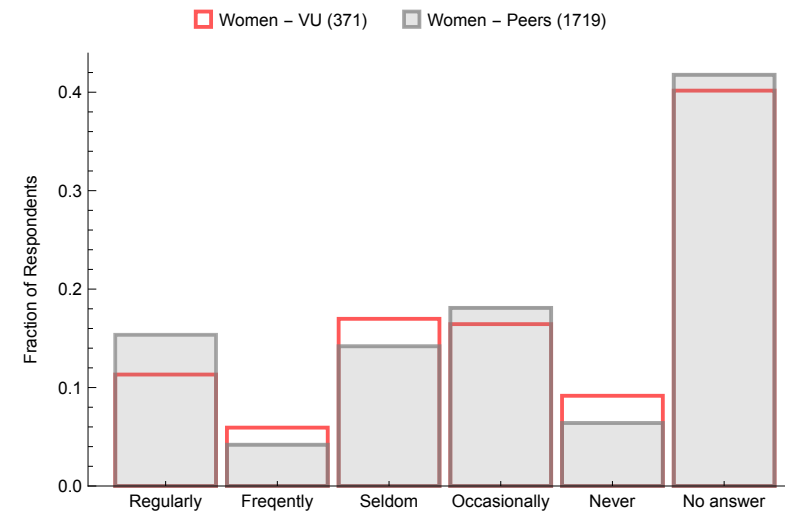
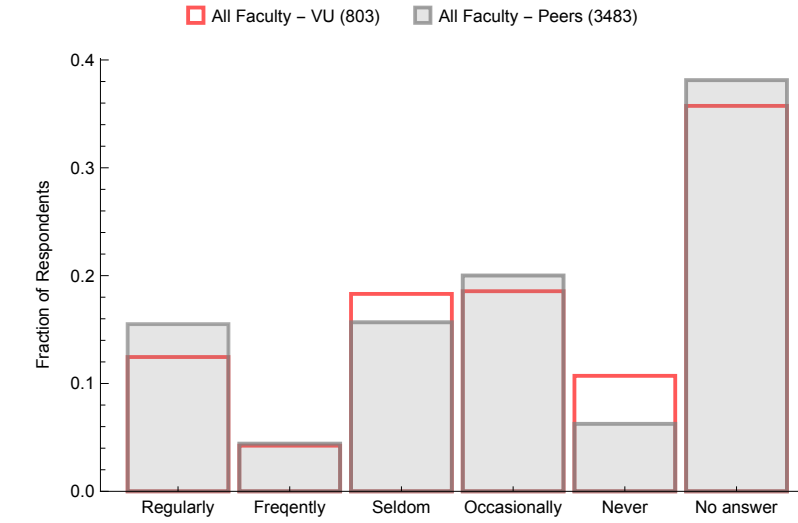


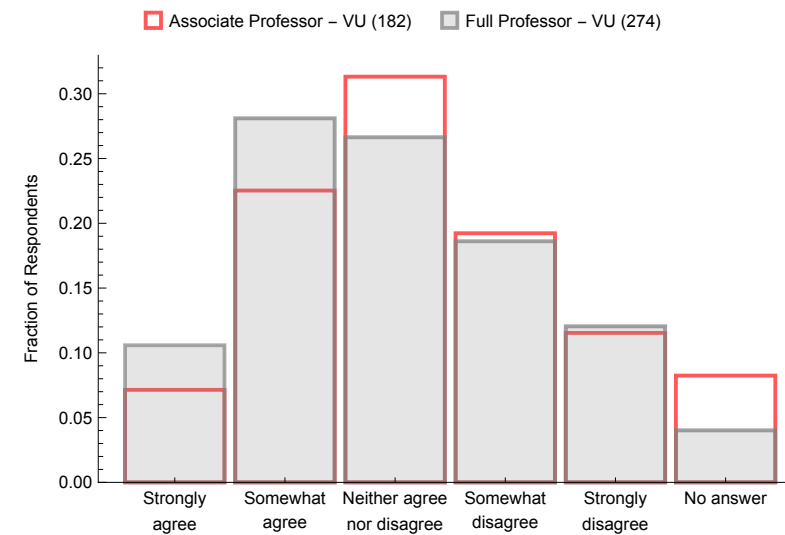
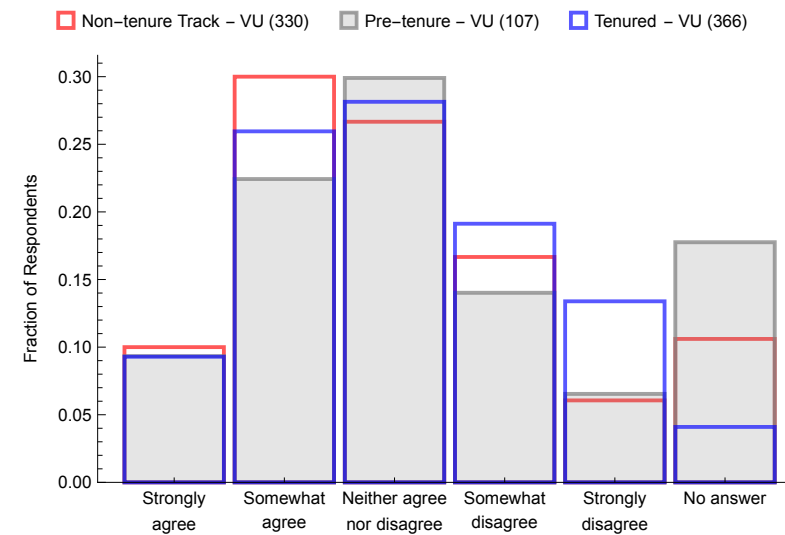
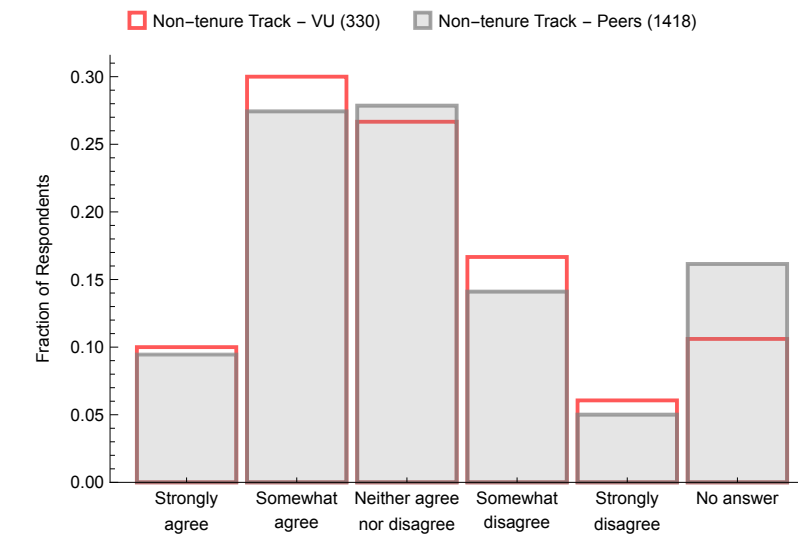
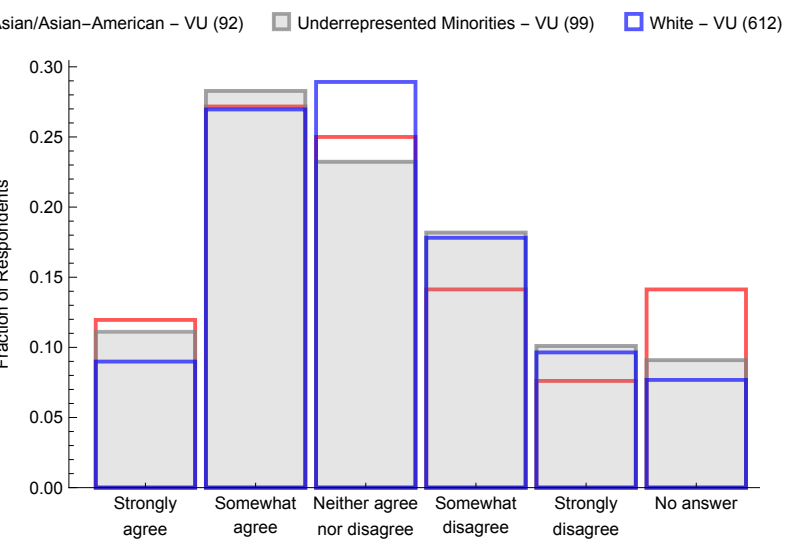
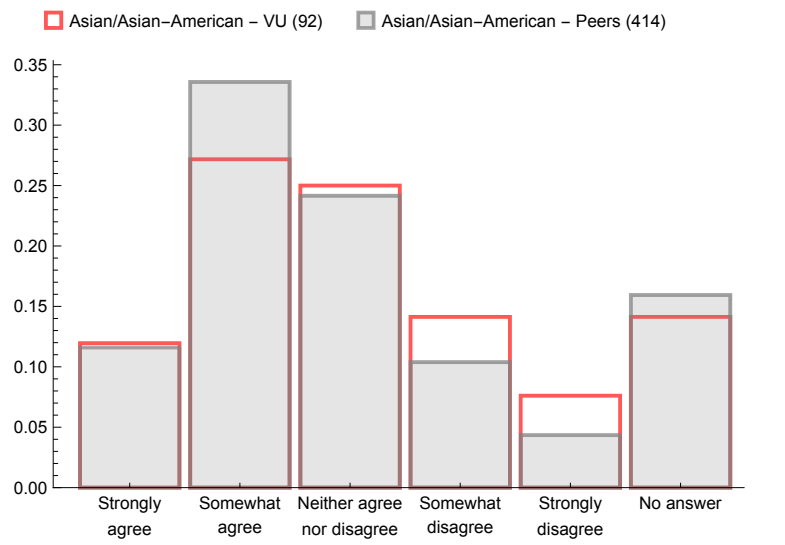
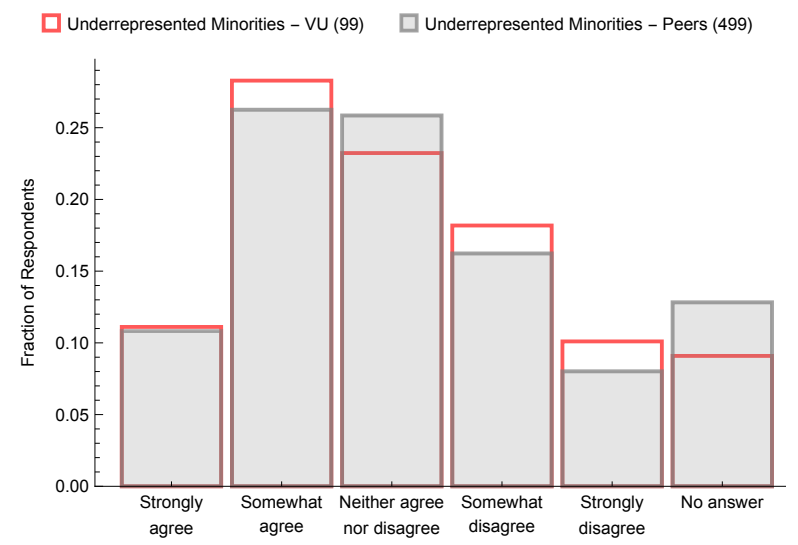
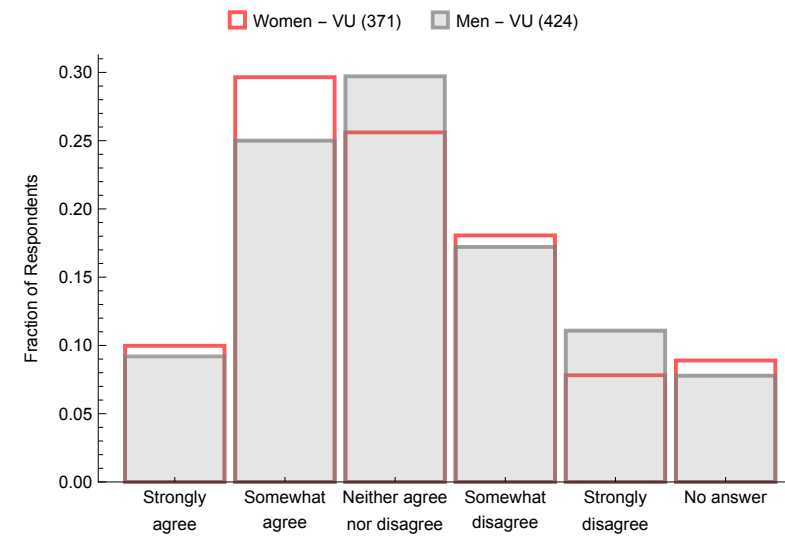
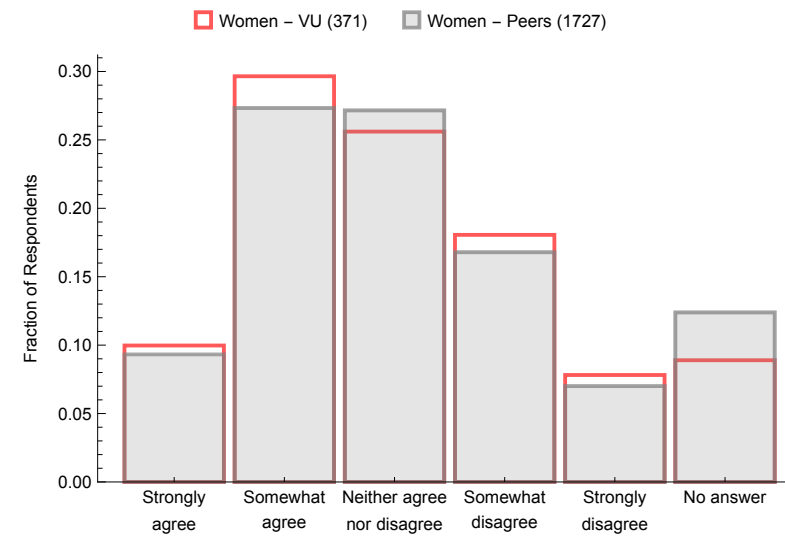
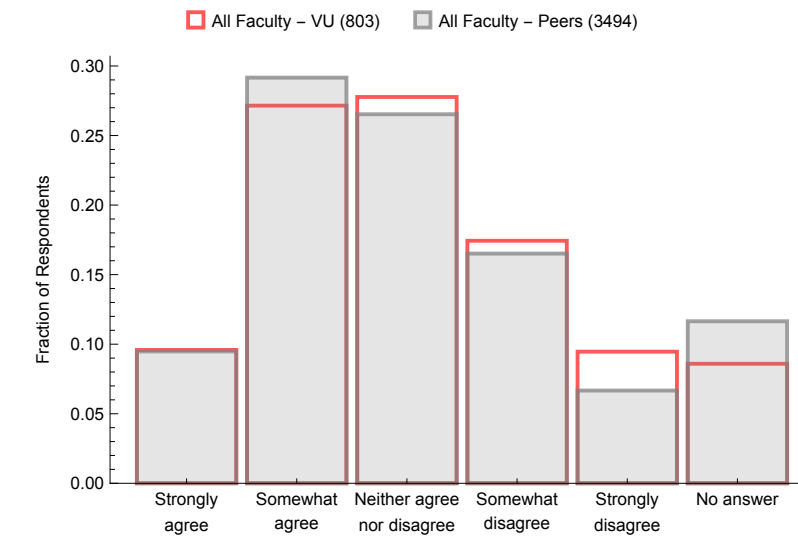


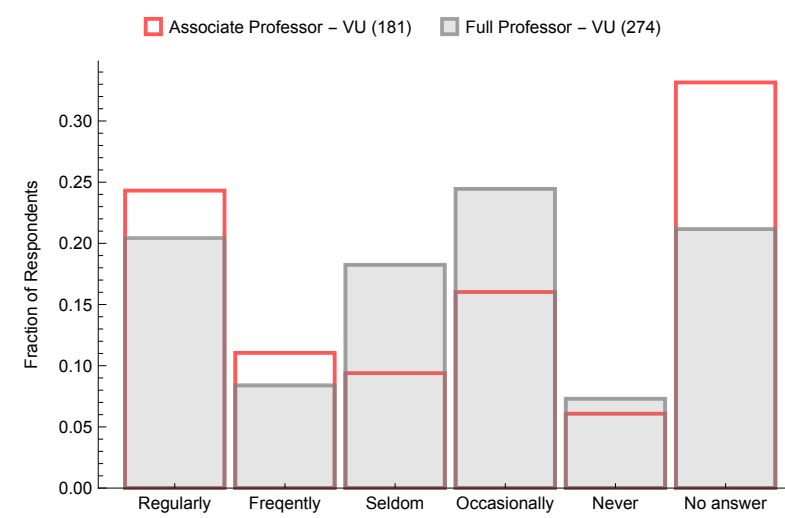
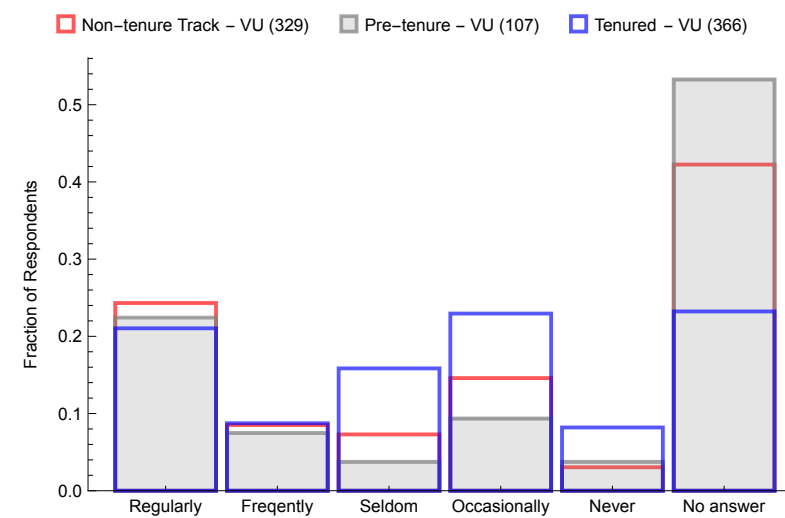
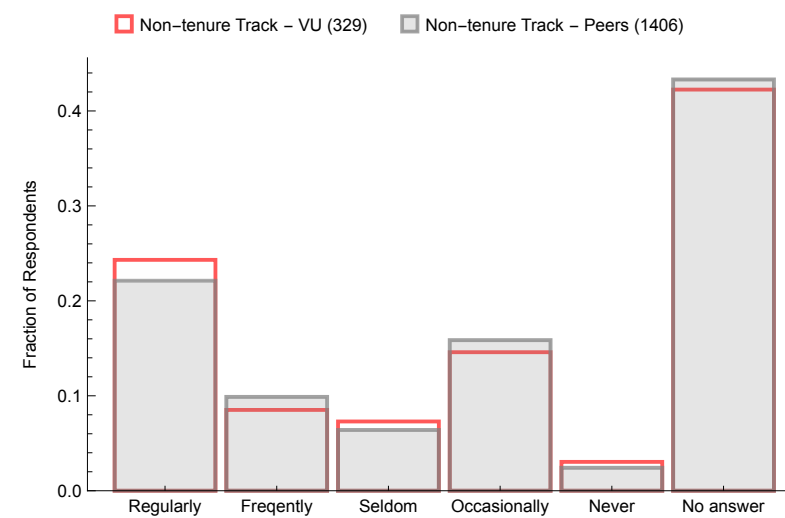
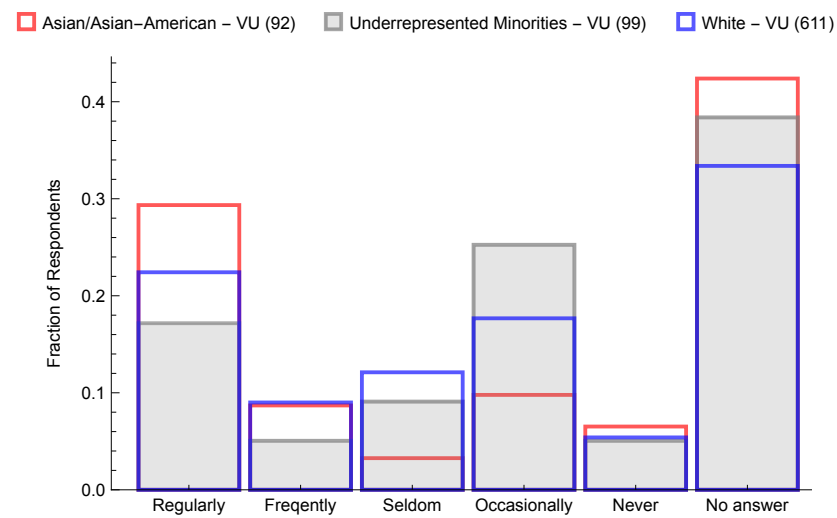
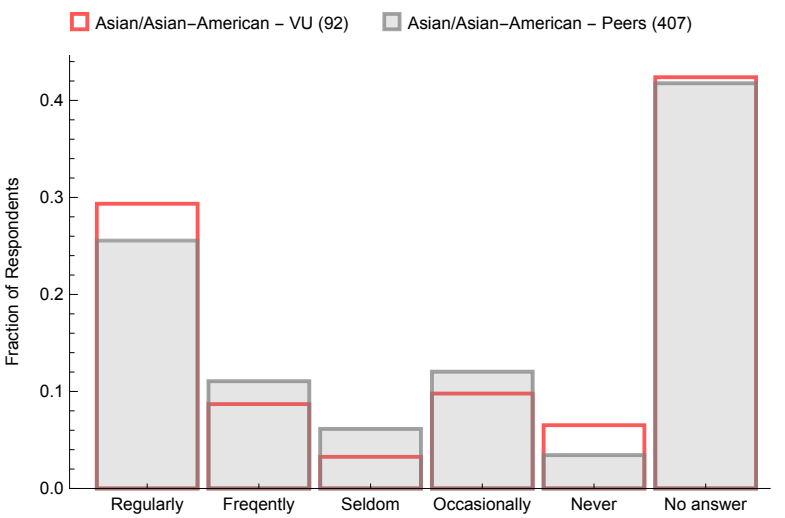
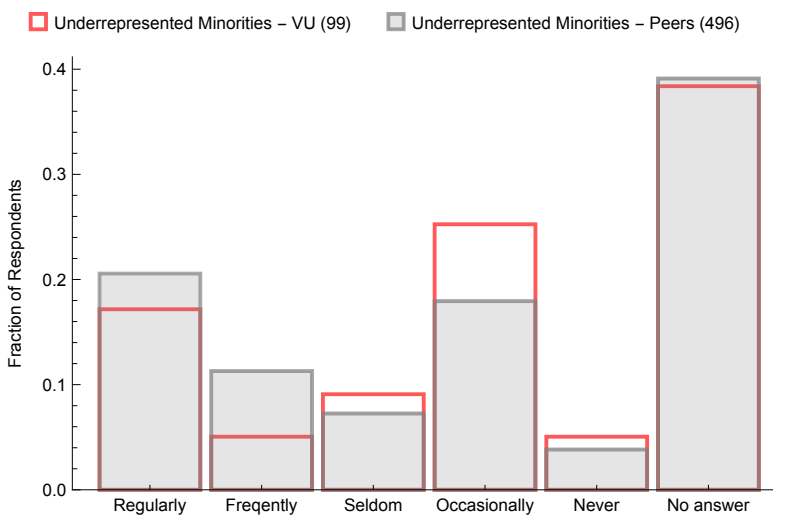
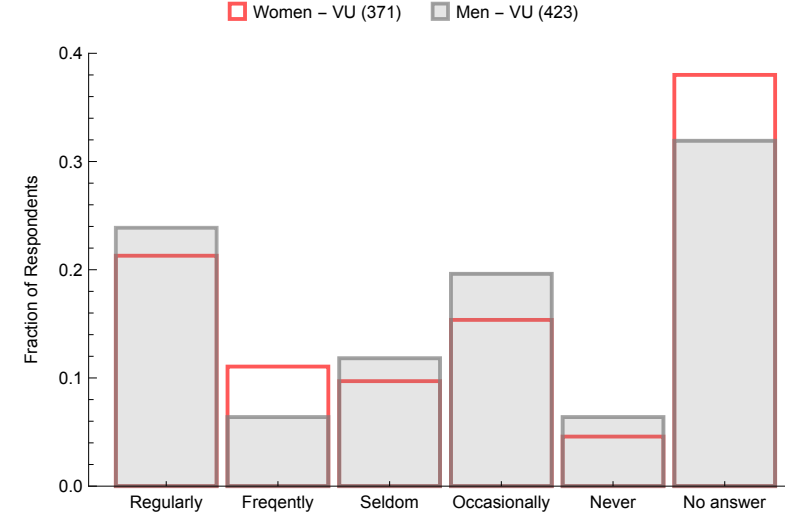
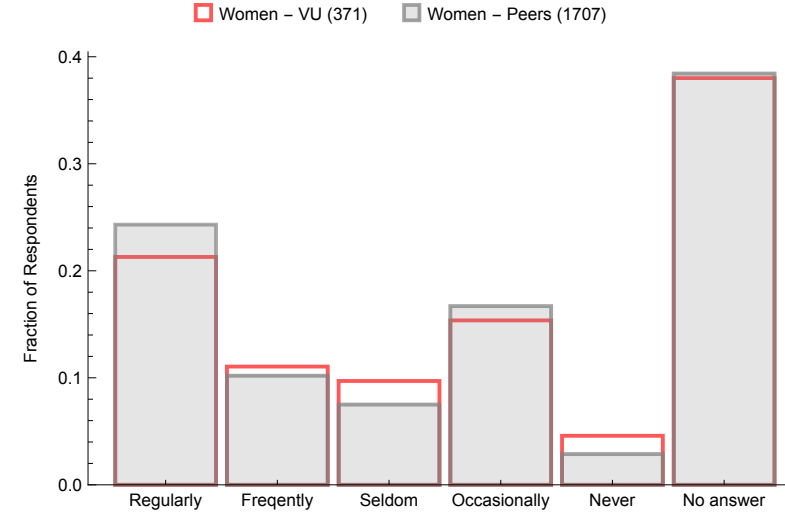
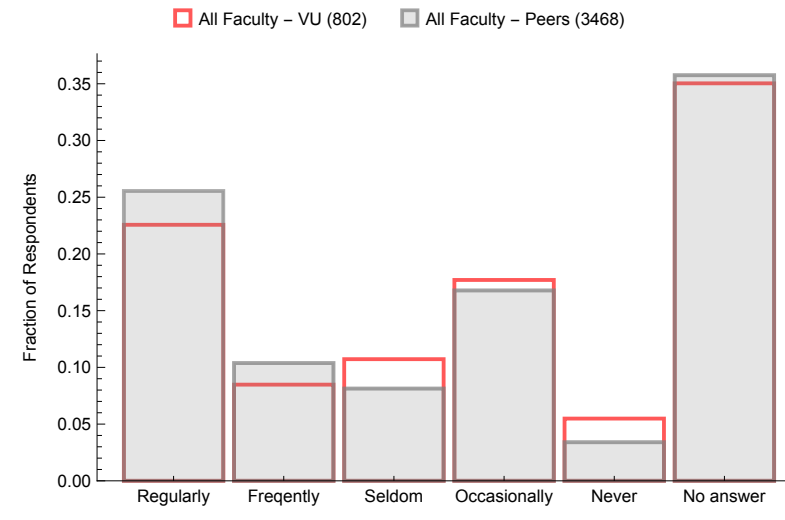
Shared Governance | Governance: Shared Sense of Purpose | Faculty and admin have a shared sense of responsibility

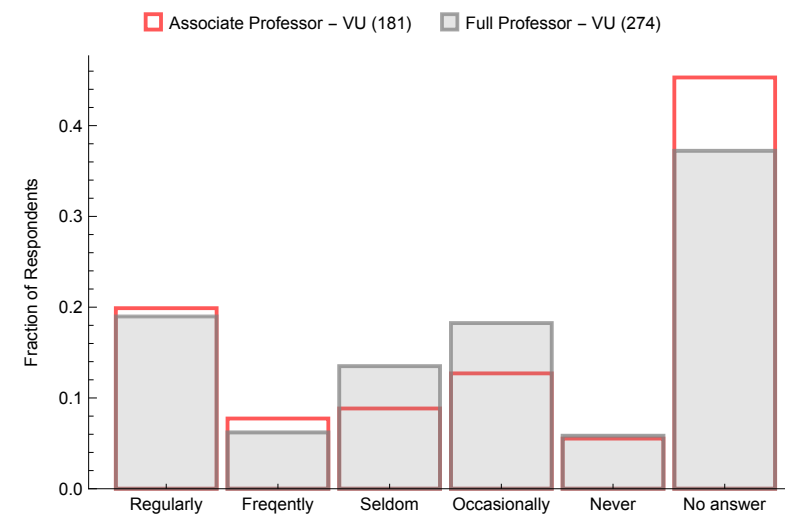
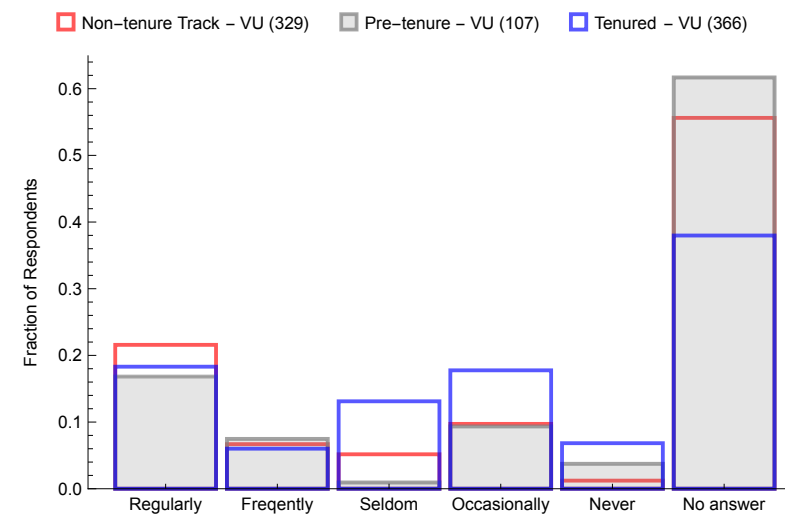
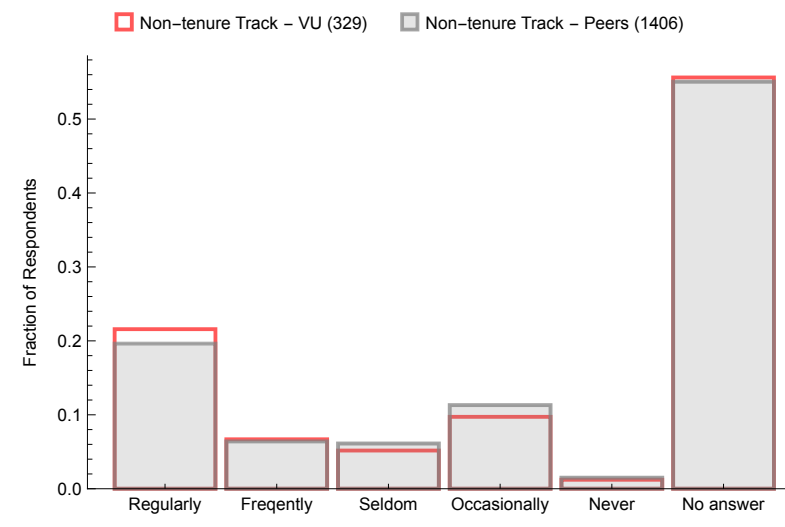
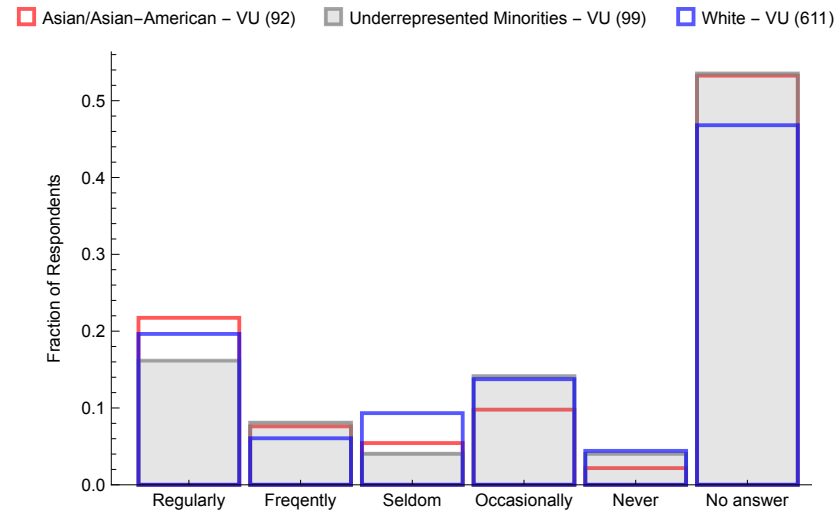
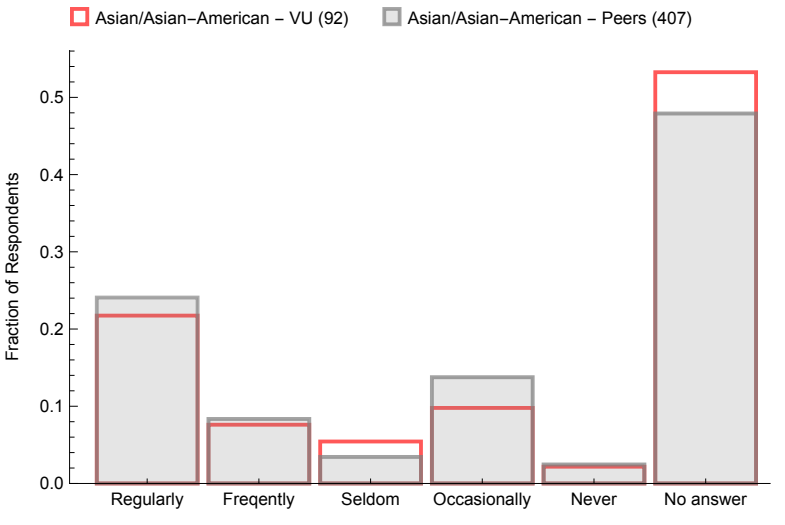
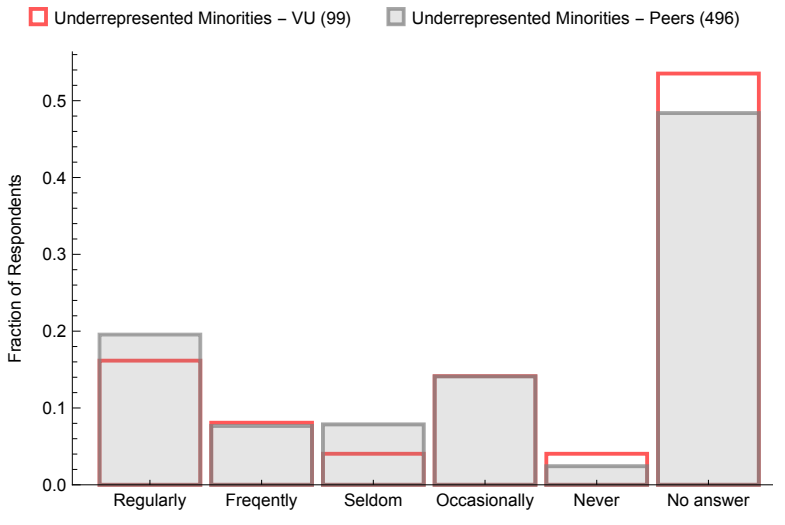
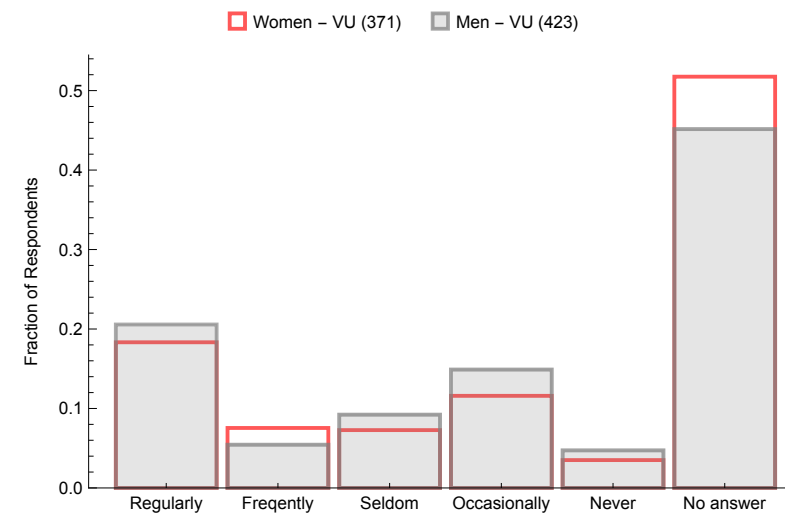
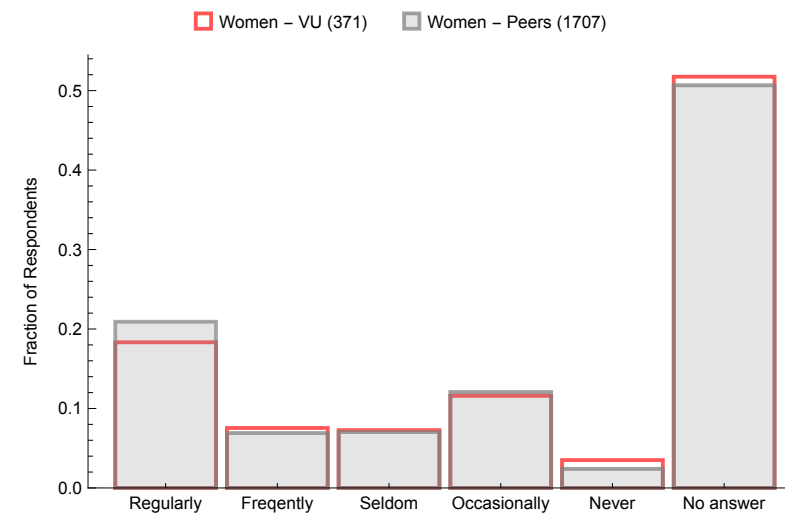
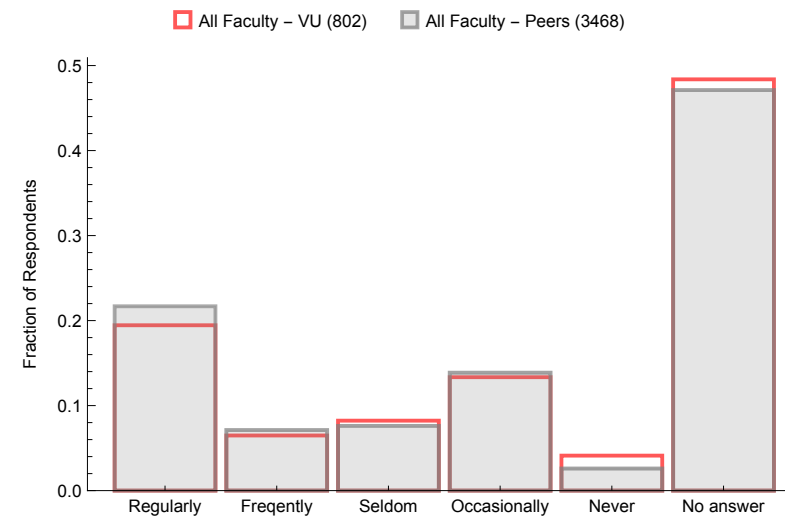


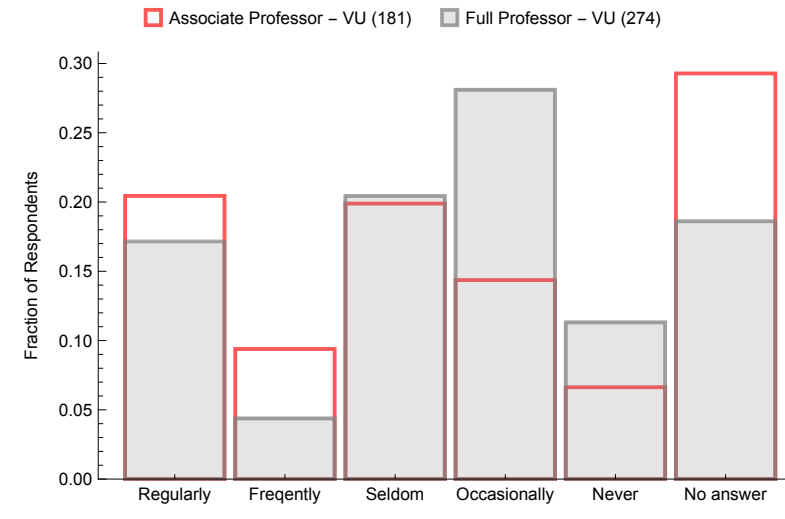
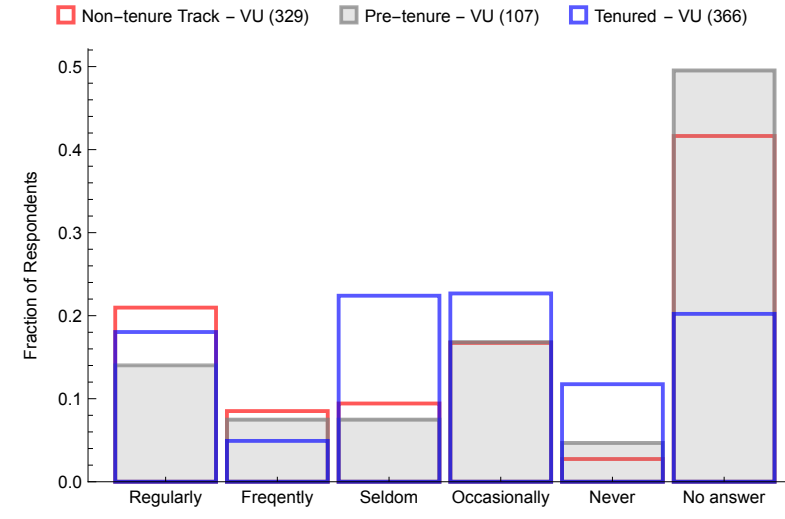
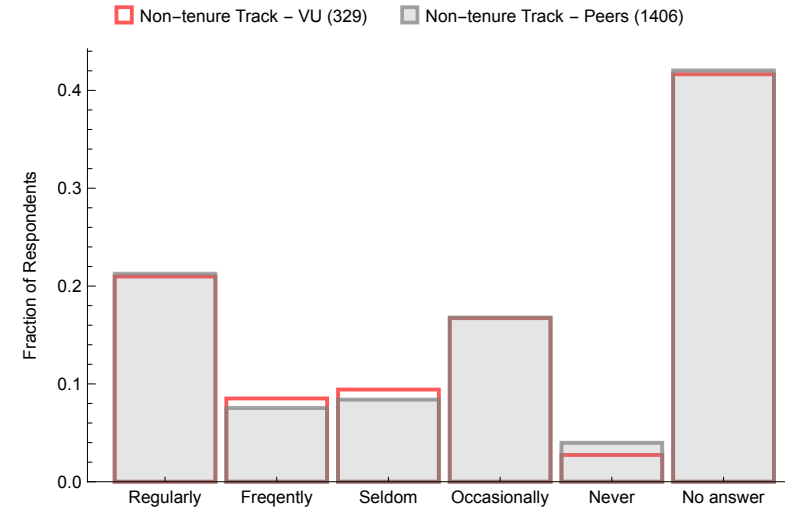
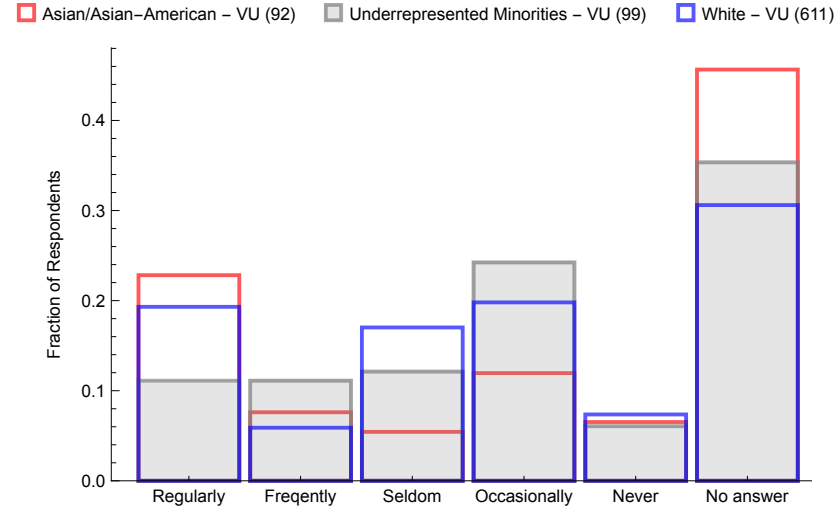
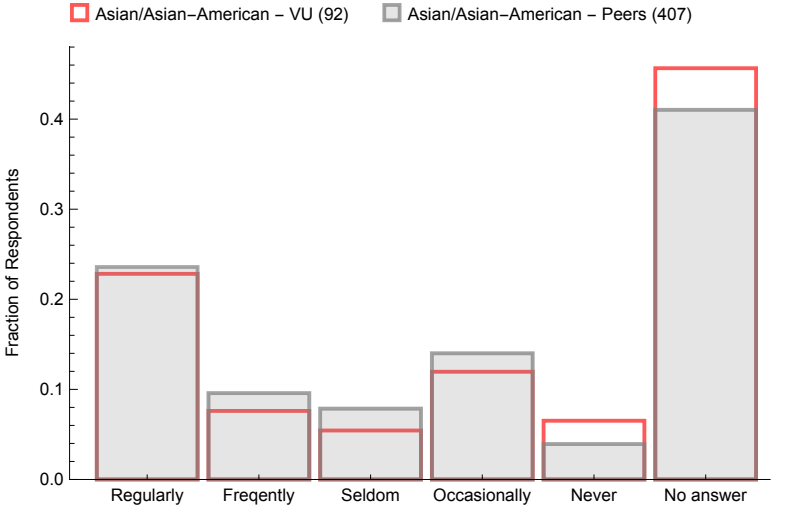
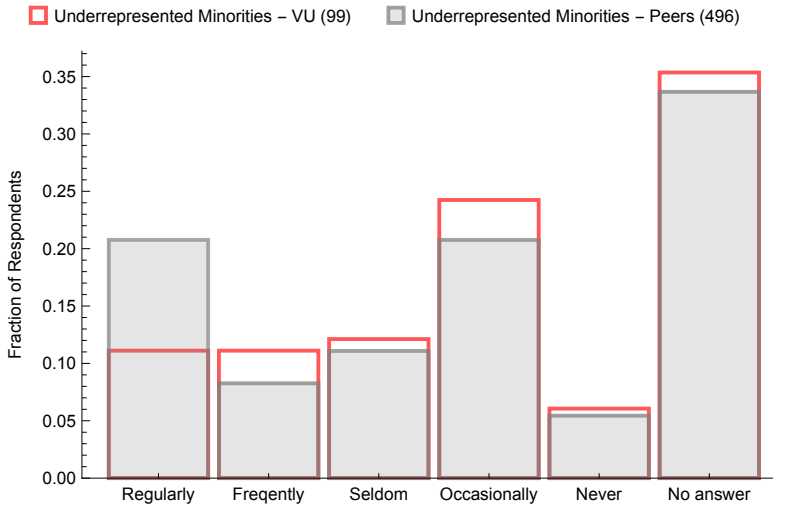
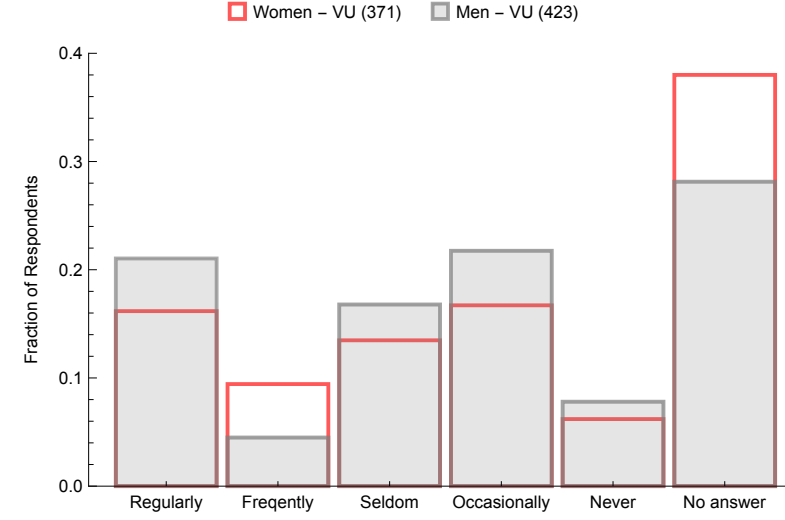
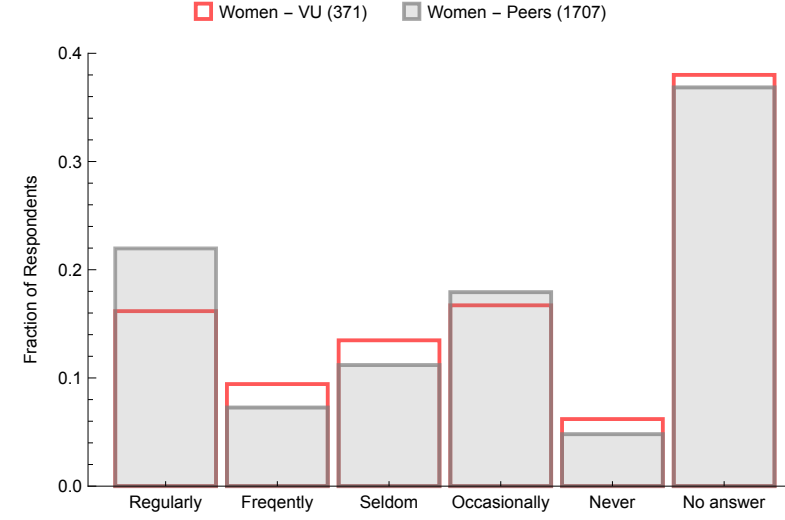
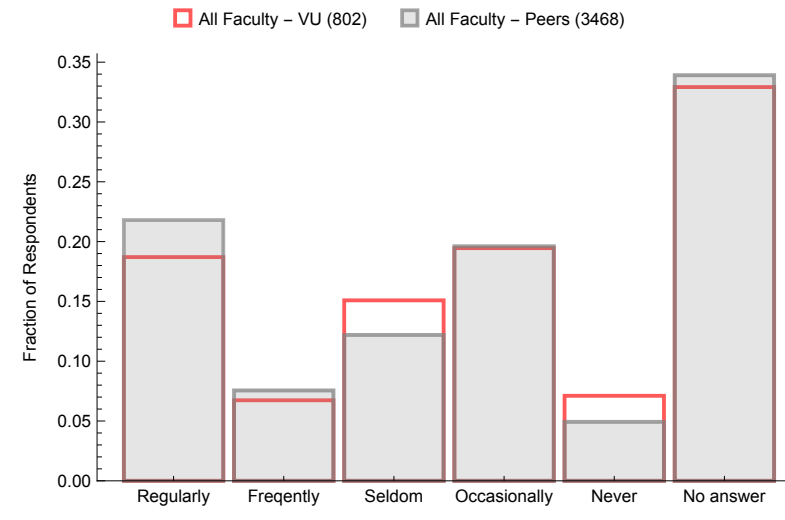


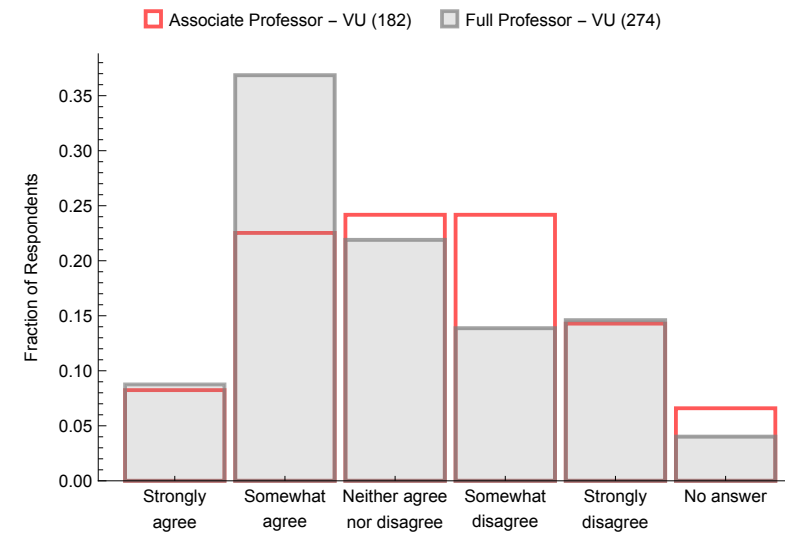
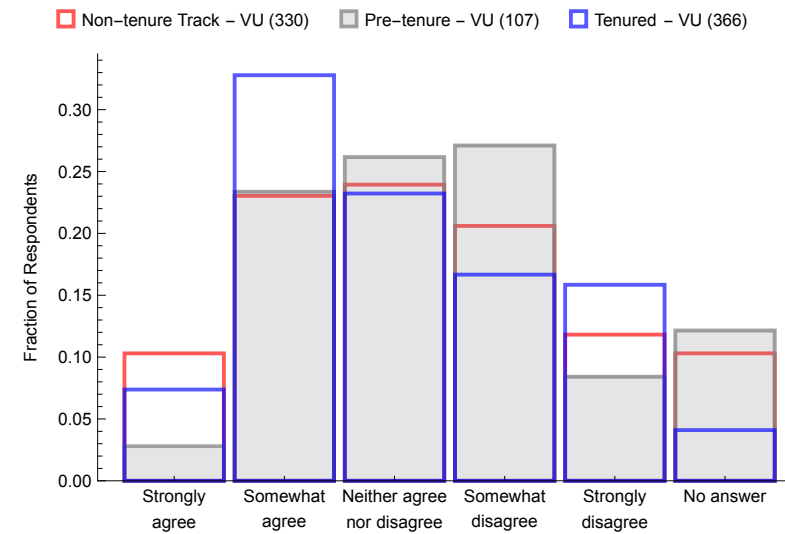
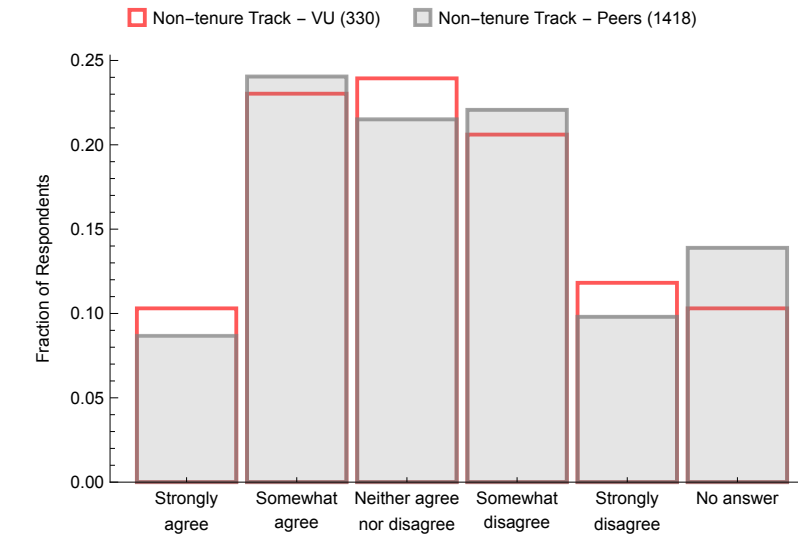
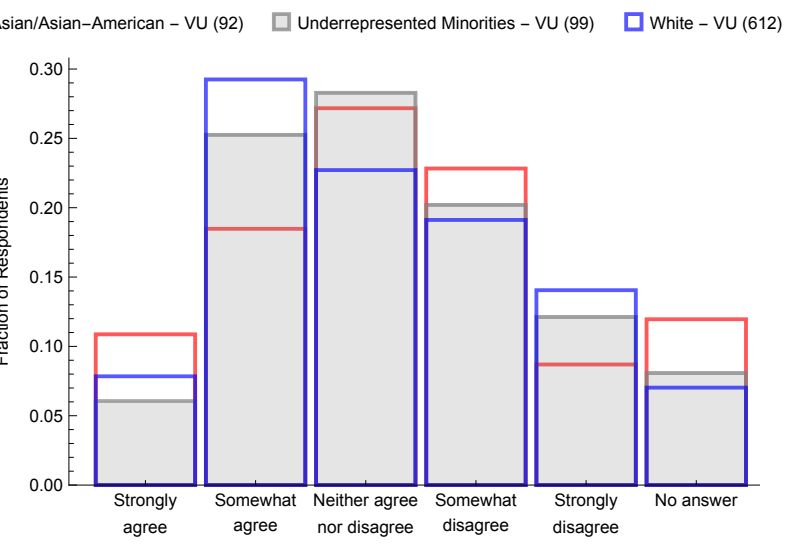
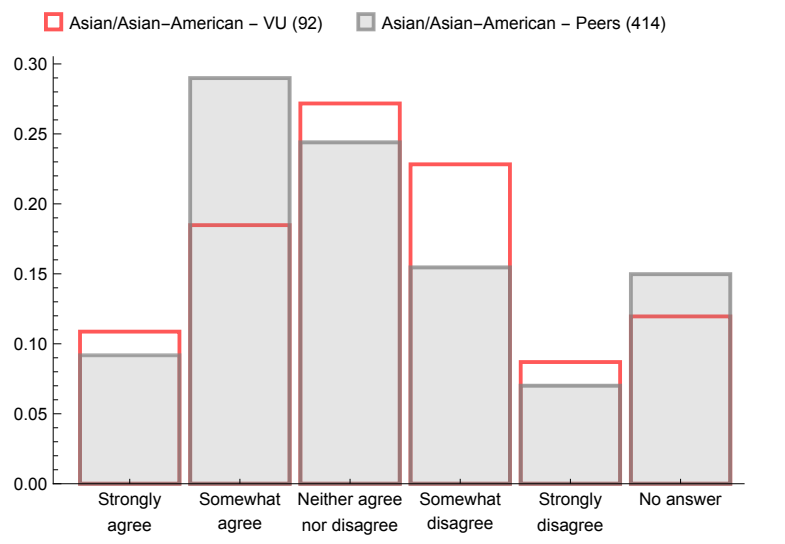
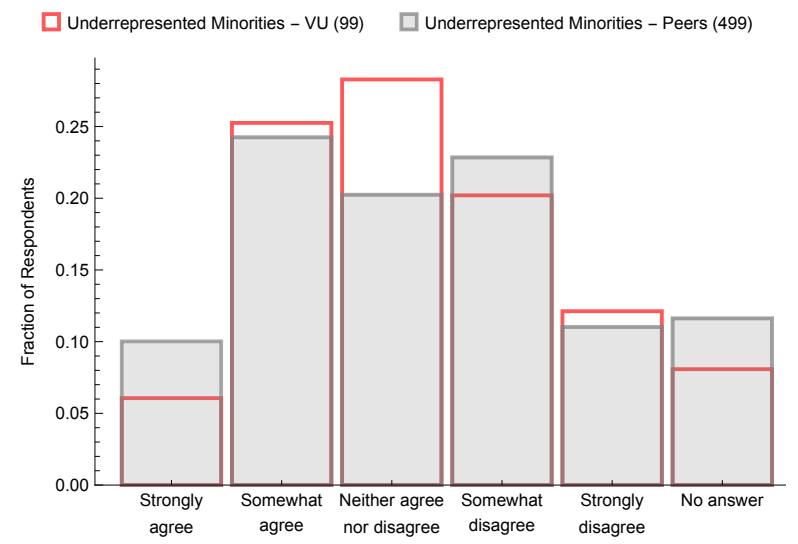
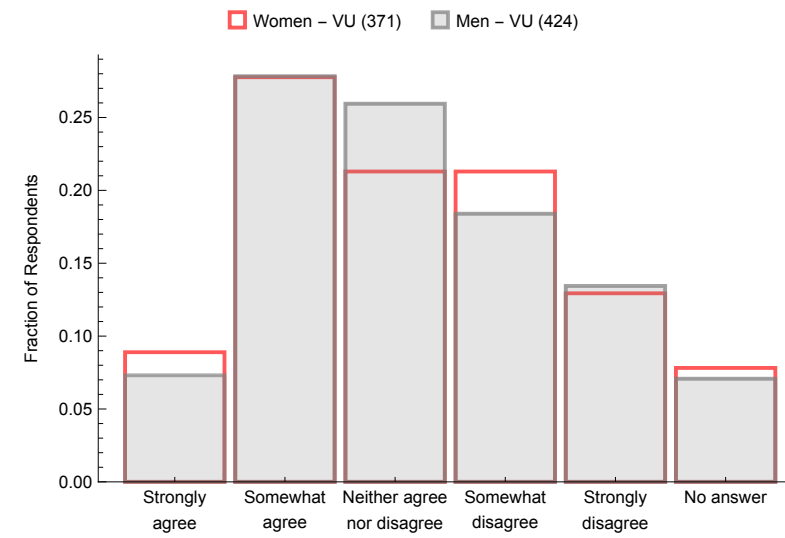
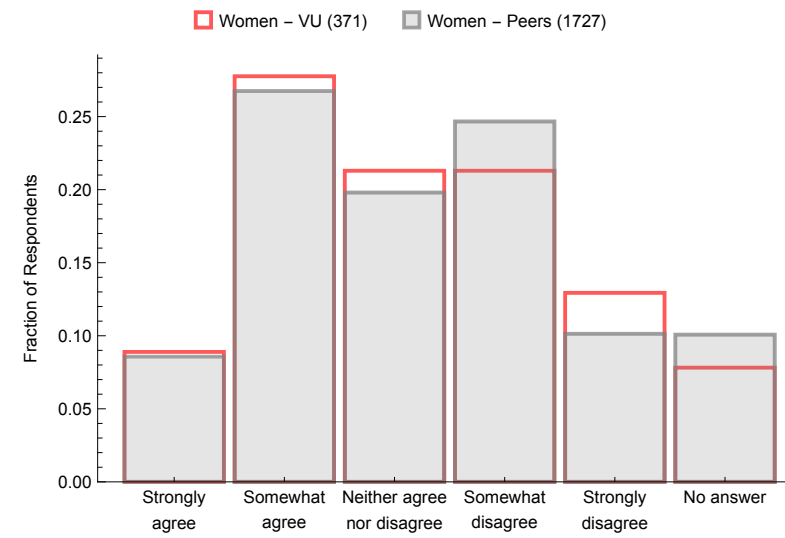
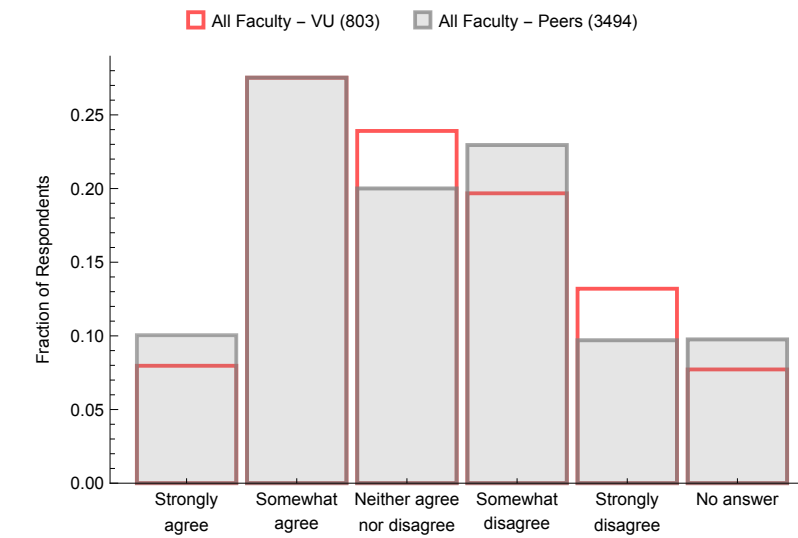


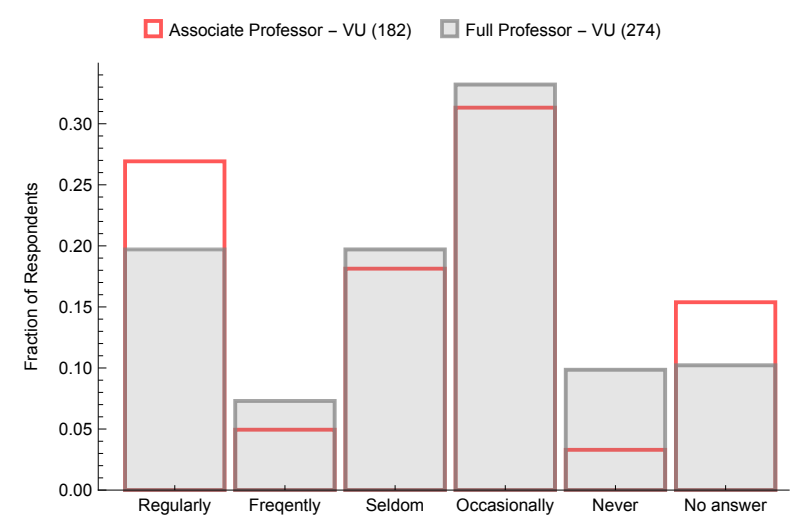
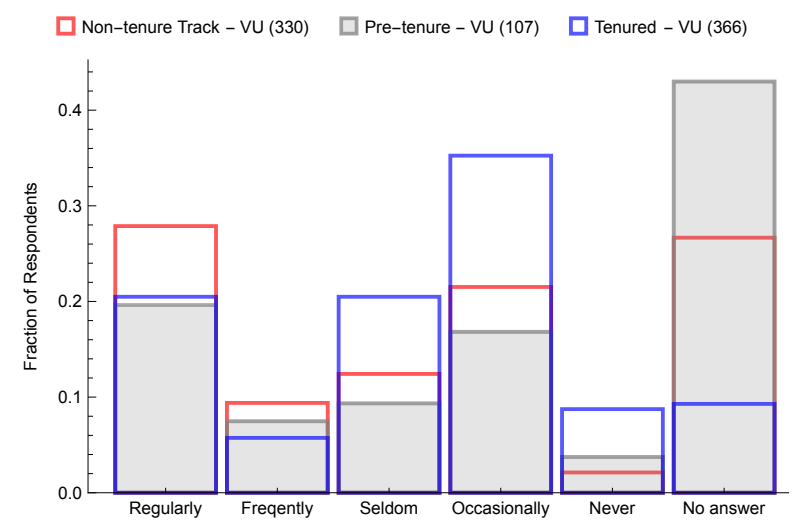
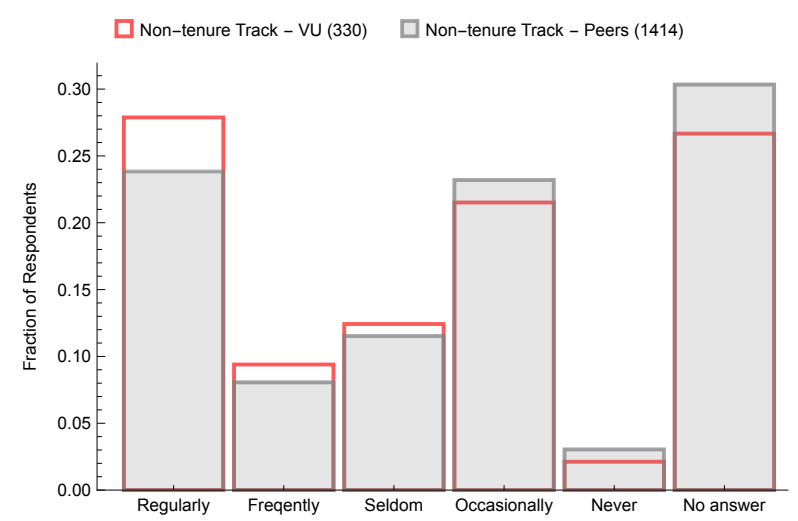
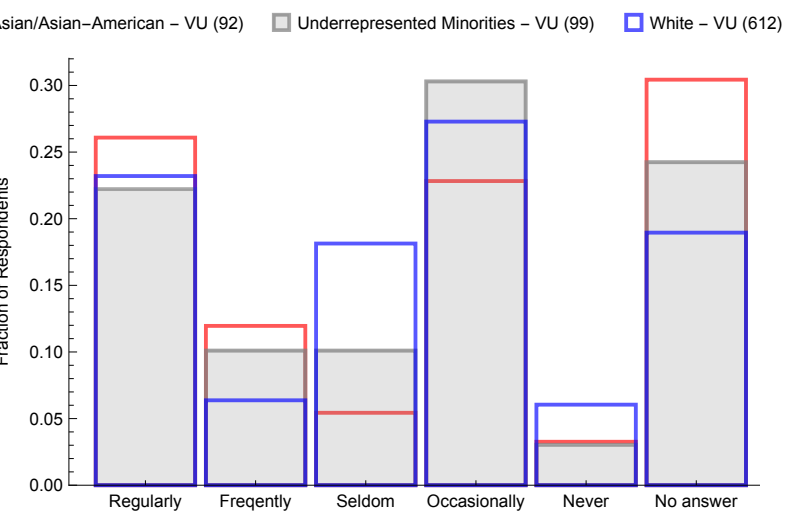
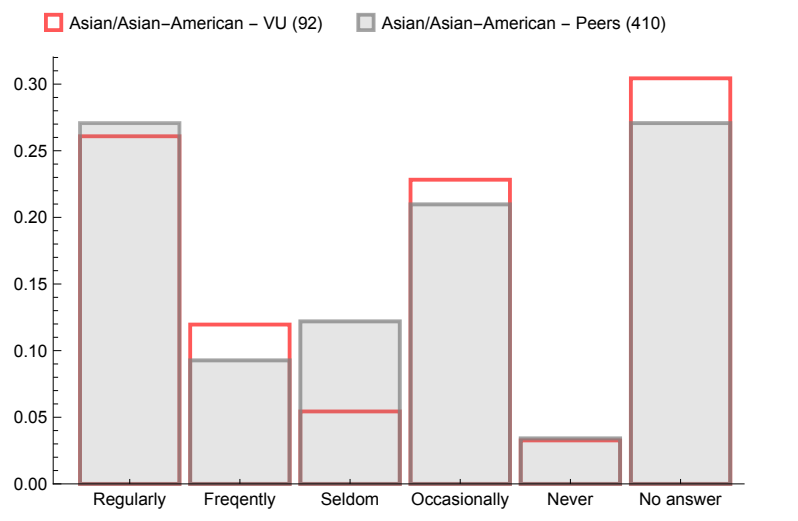
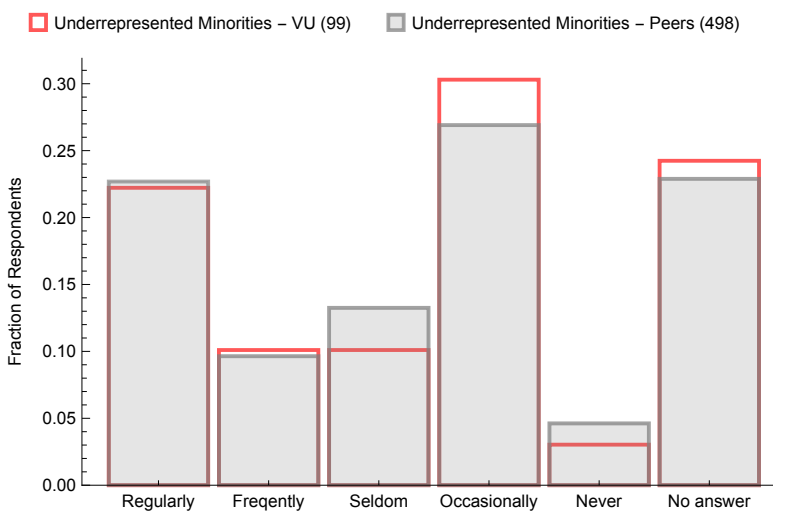
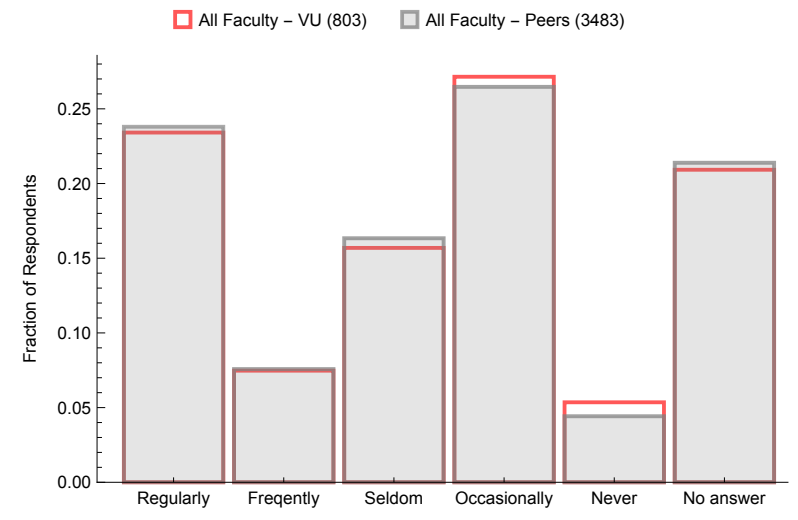


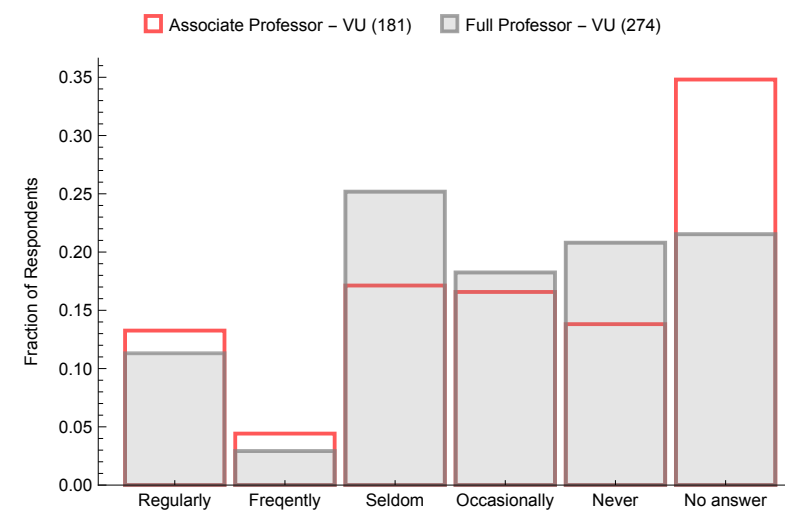
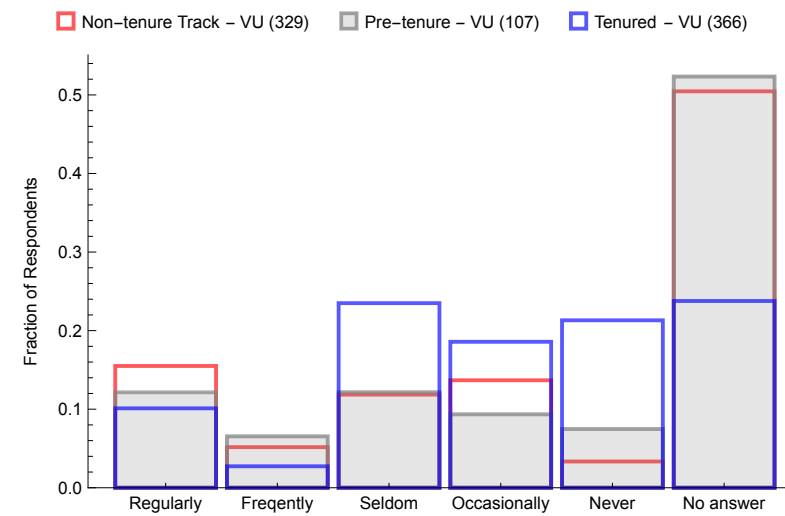
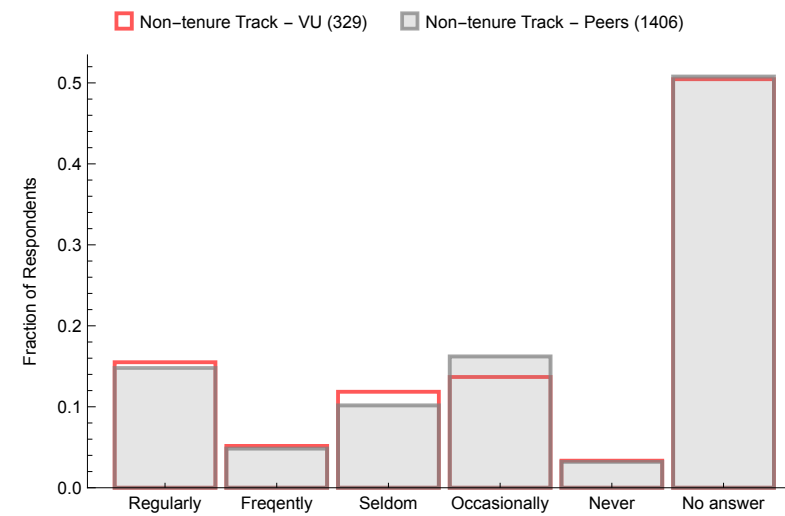
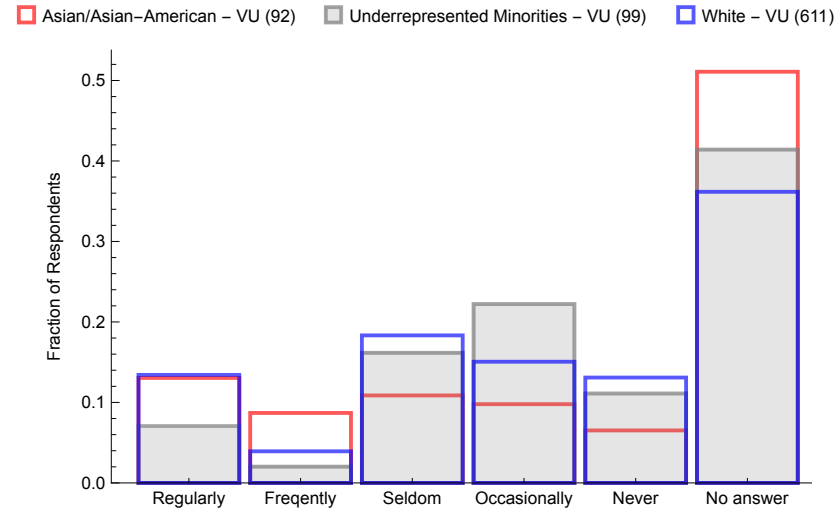
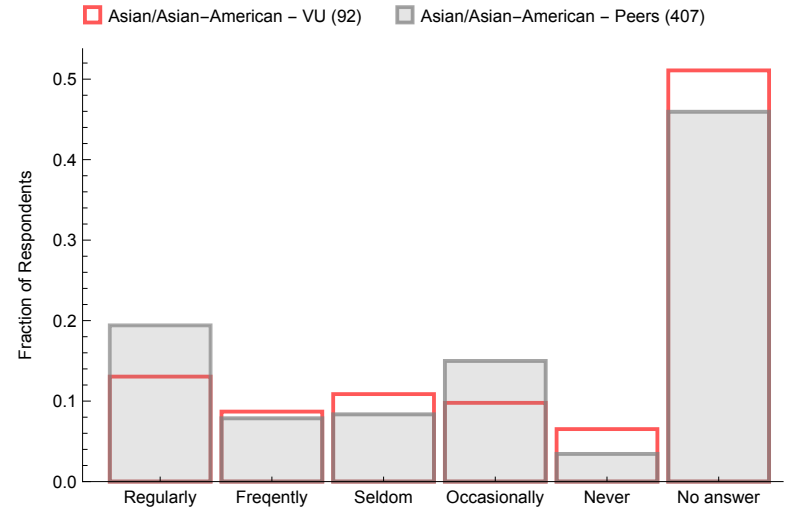
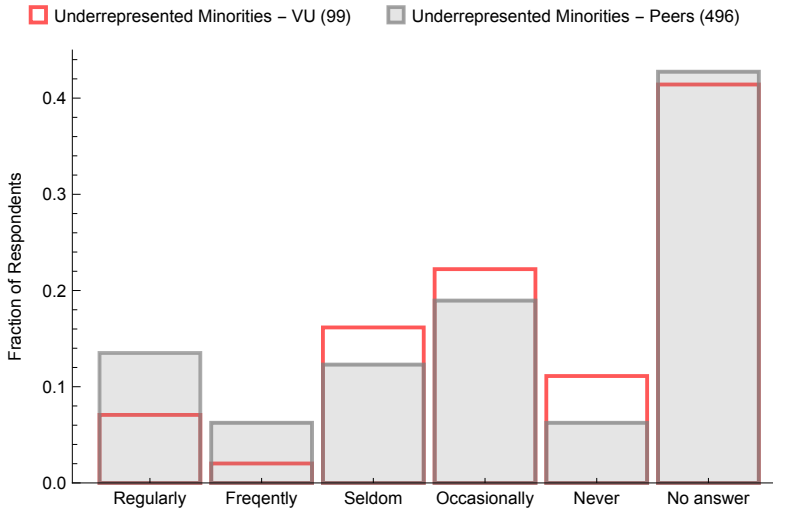
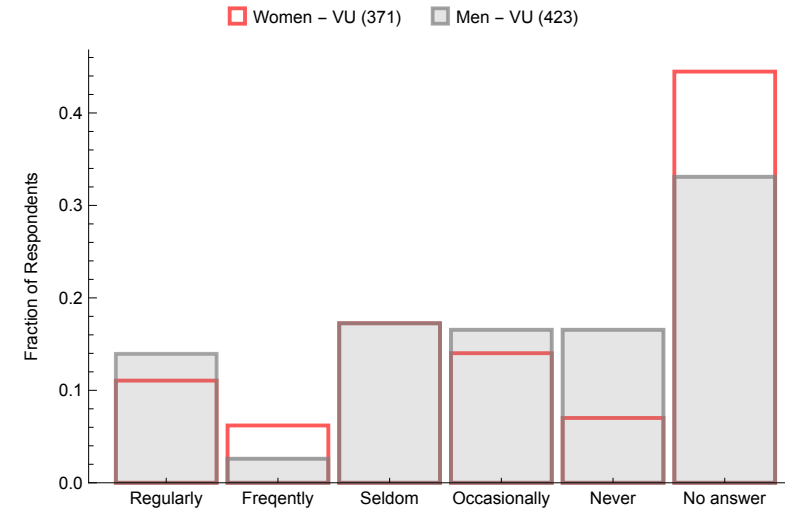
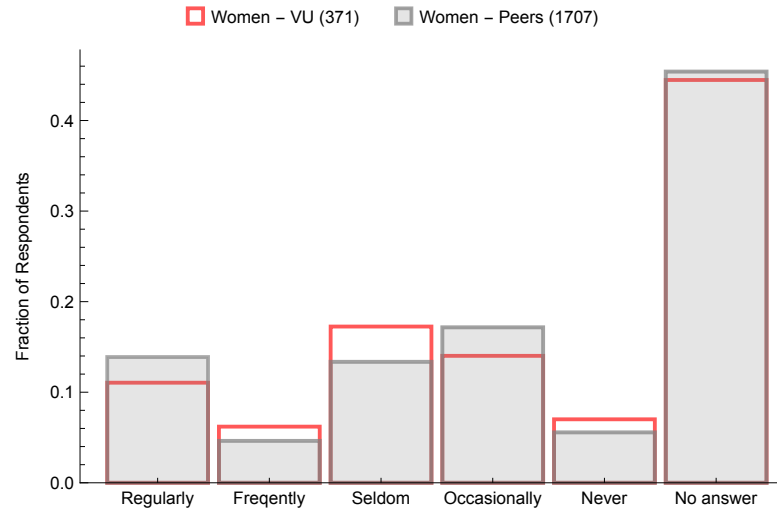
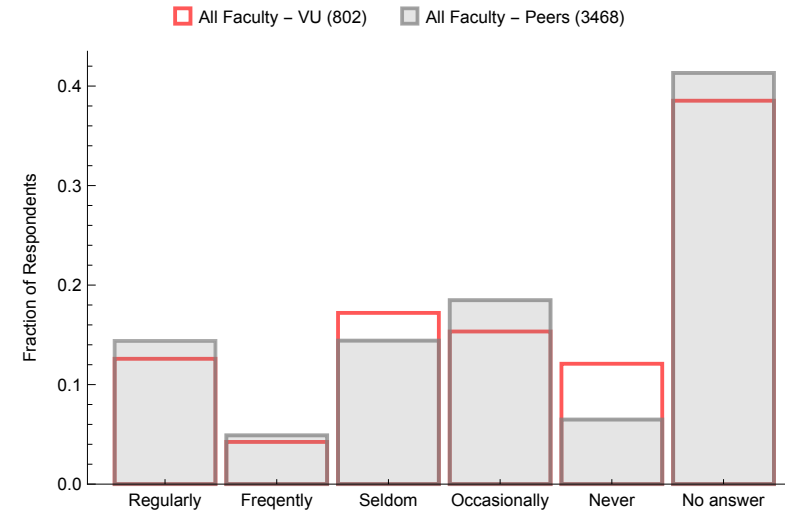


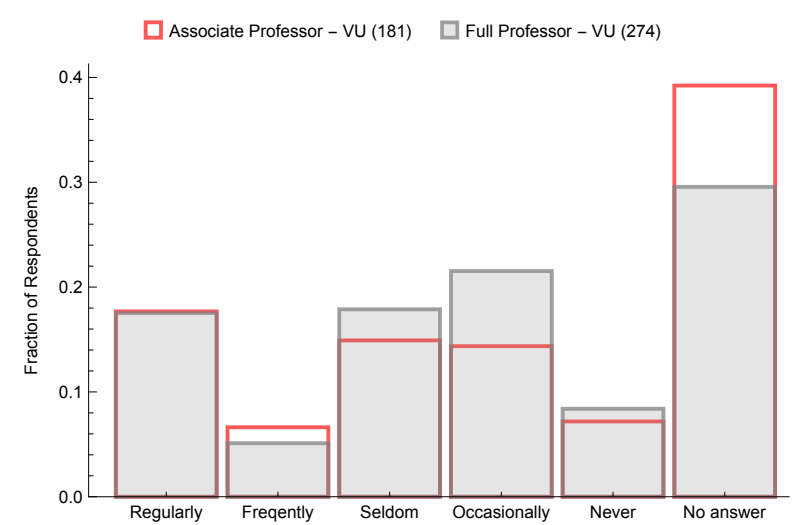
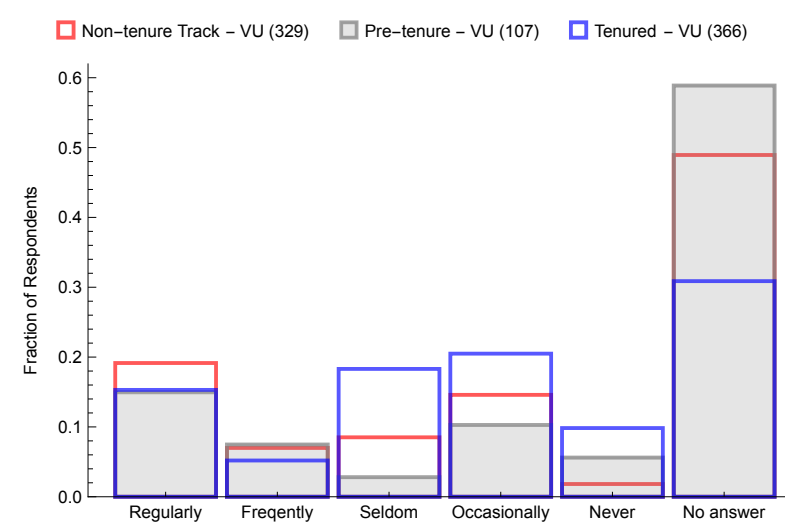
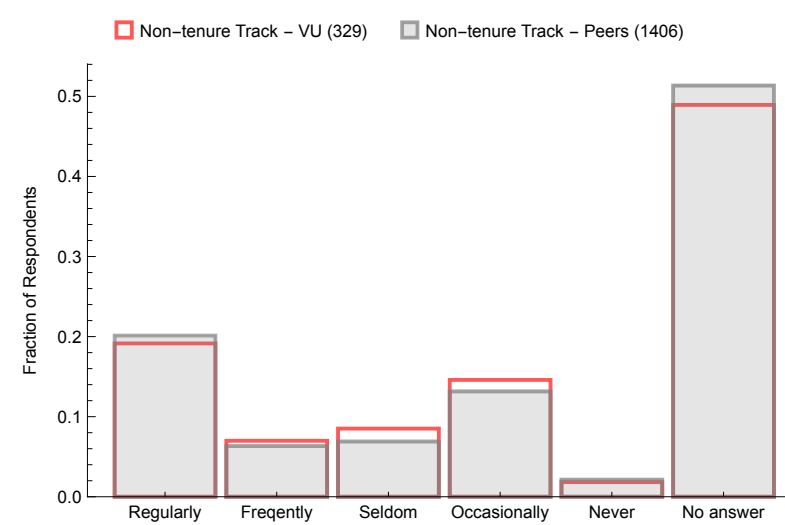
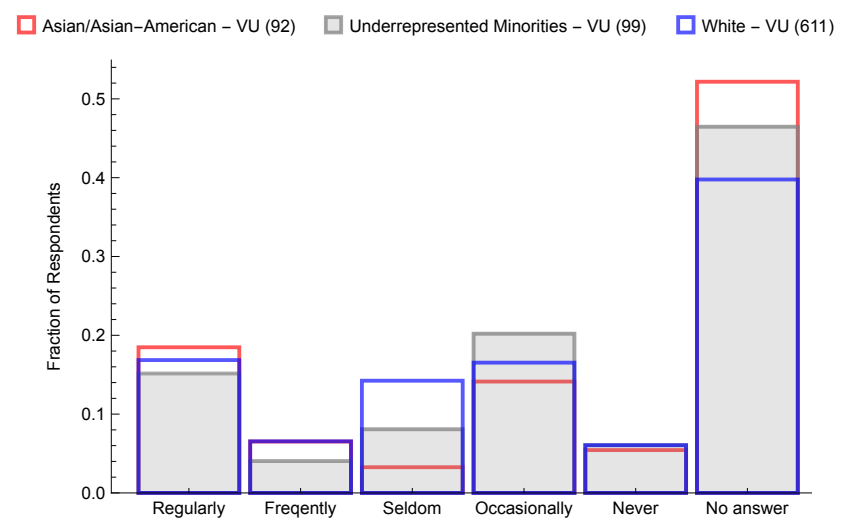
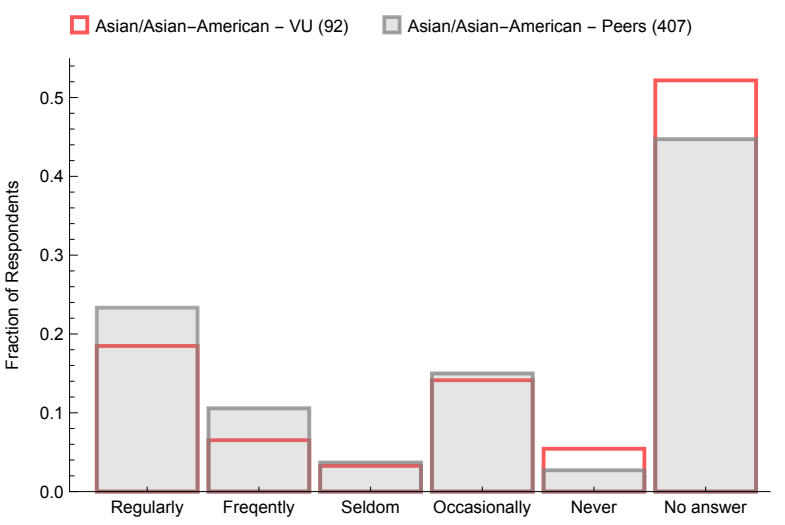
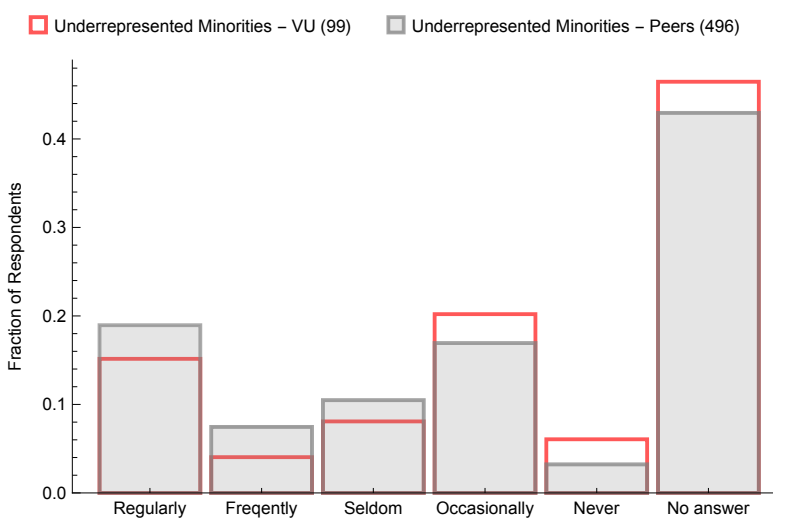
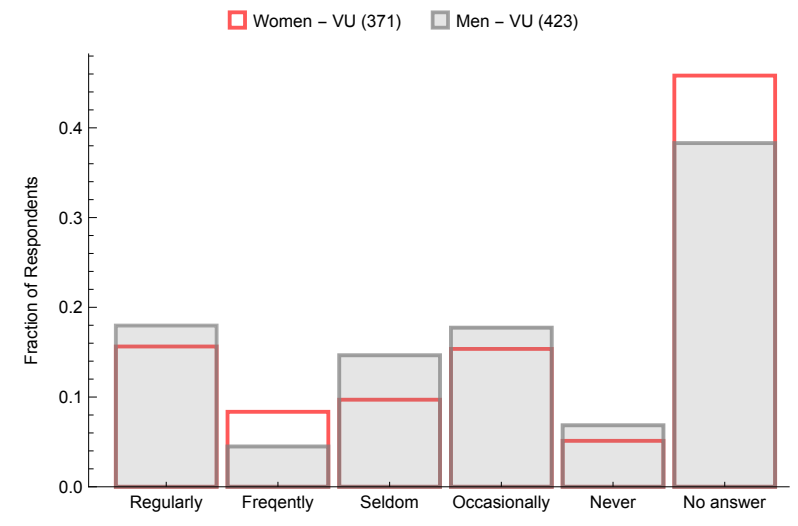
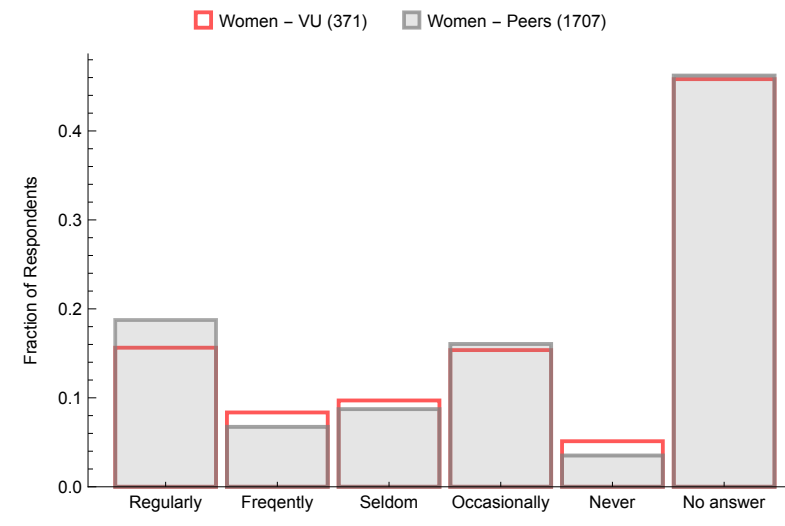
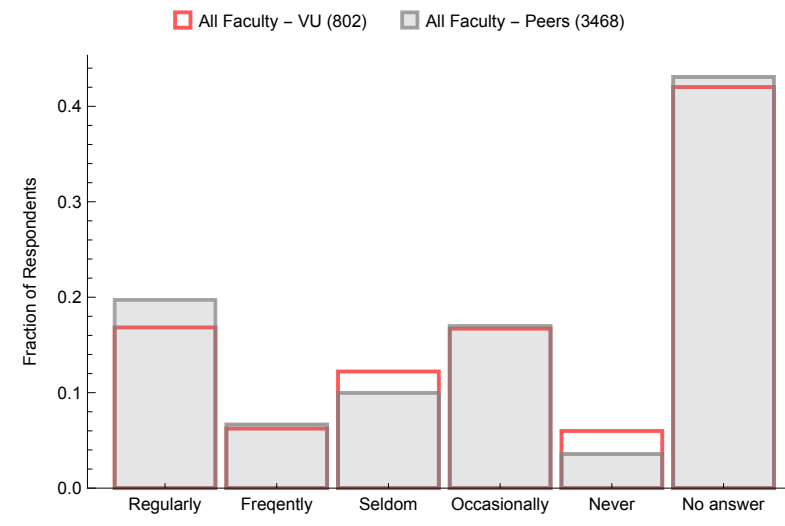


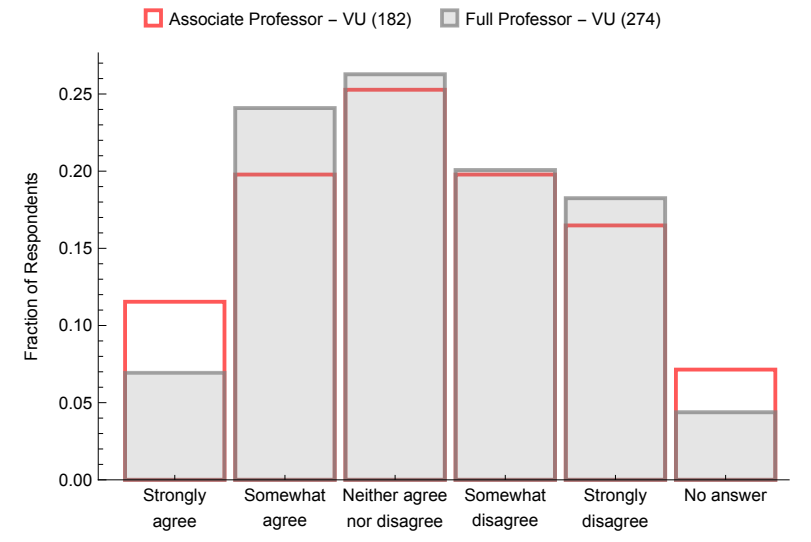
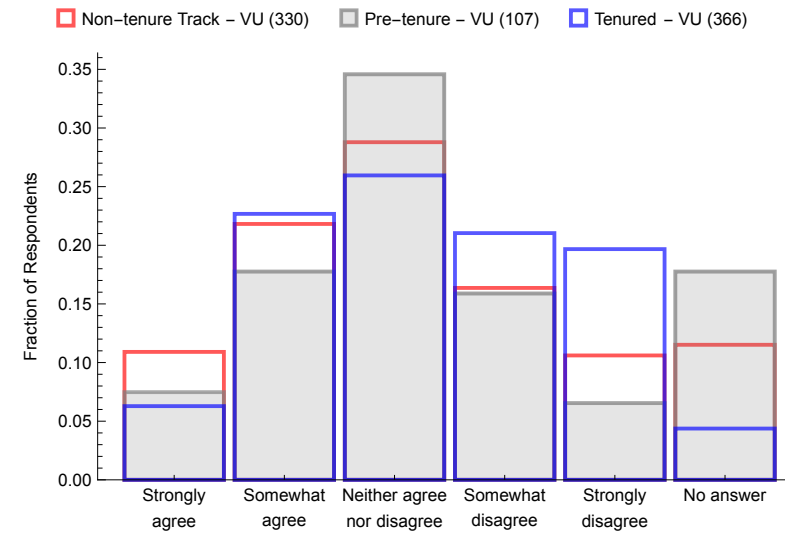
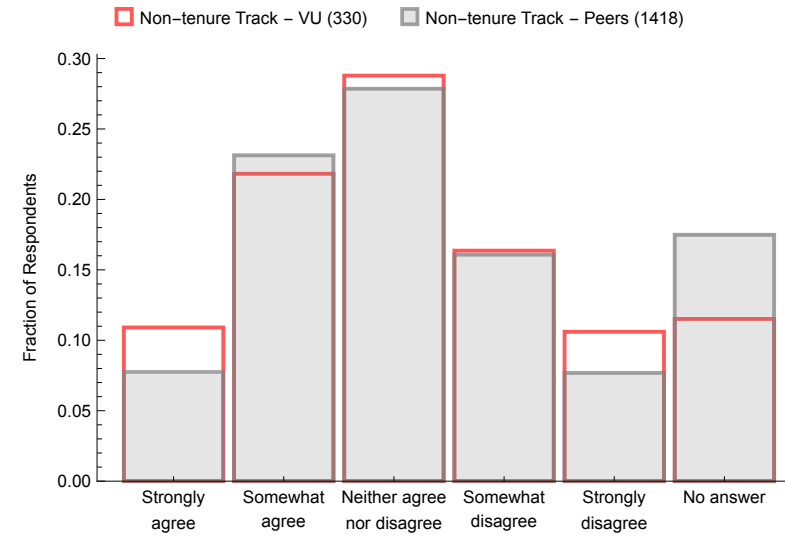
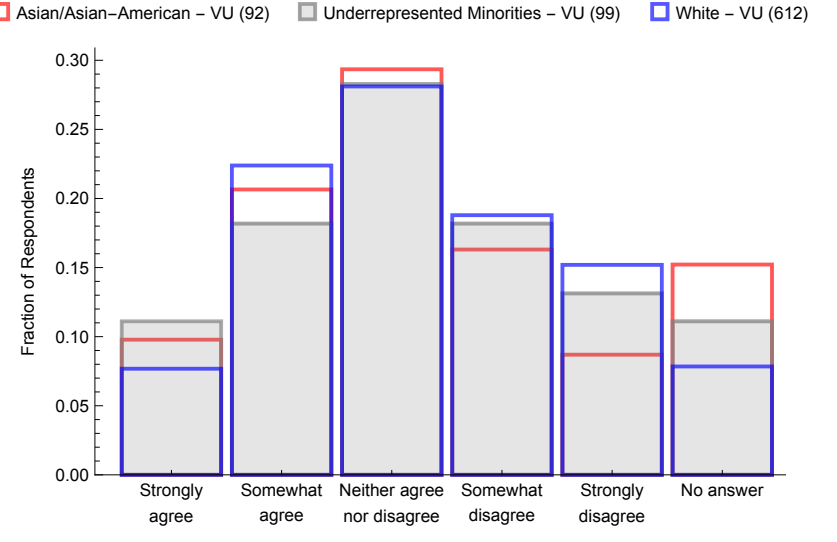
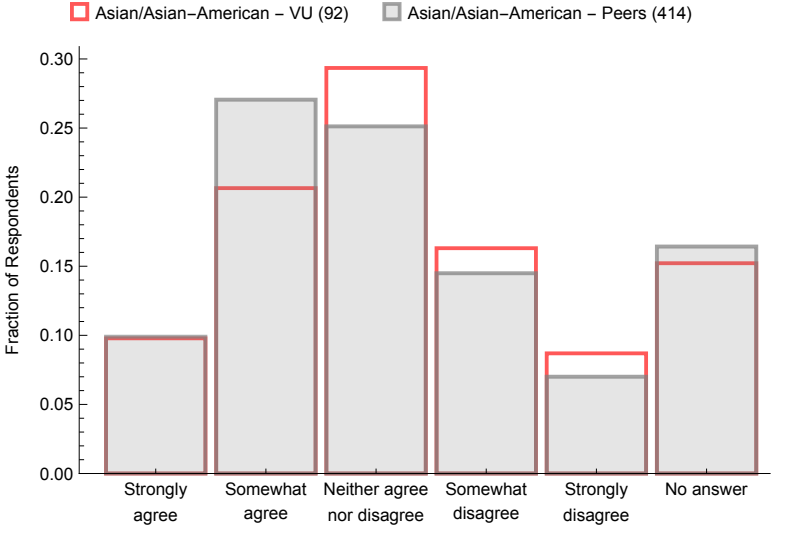
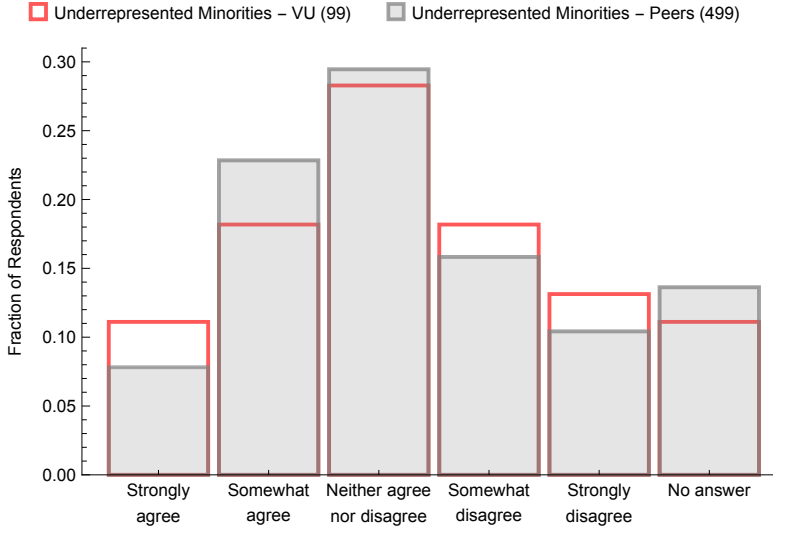
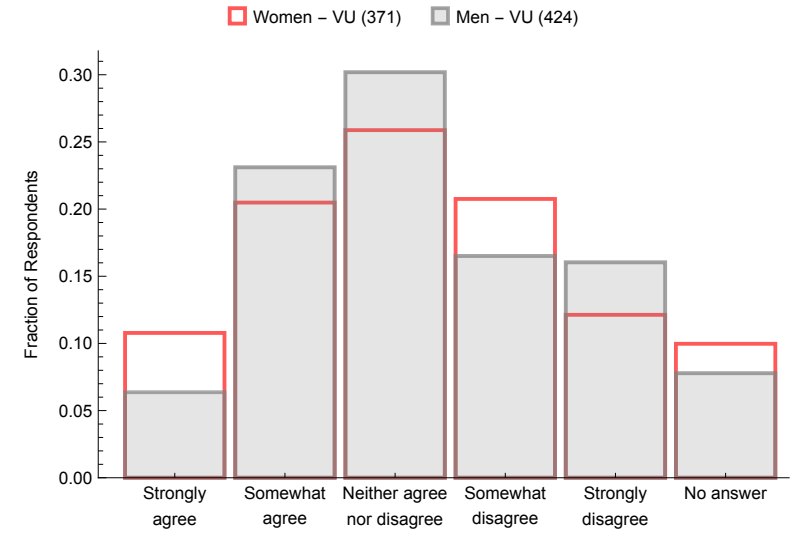
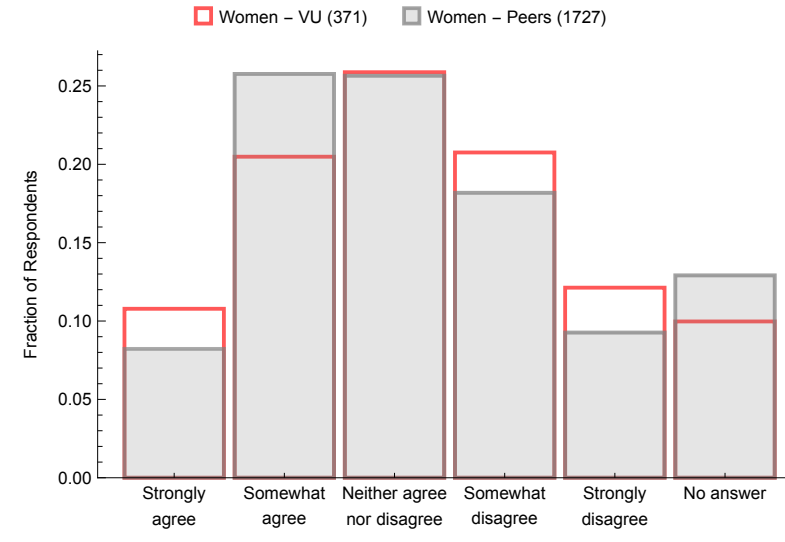
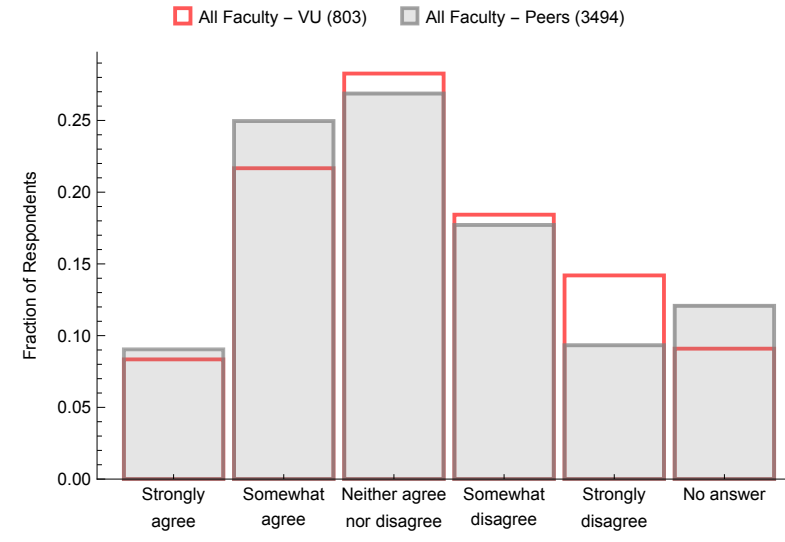




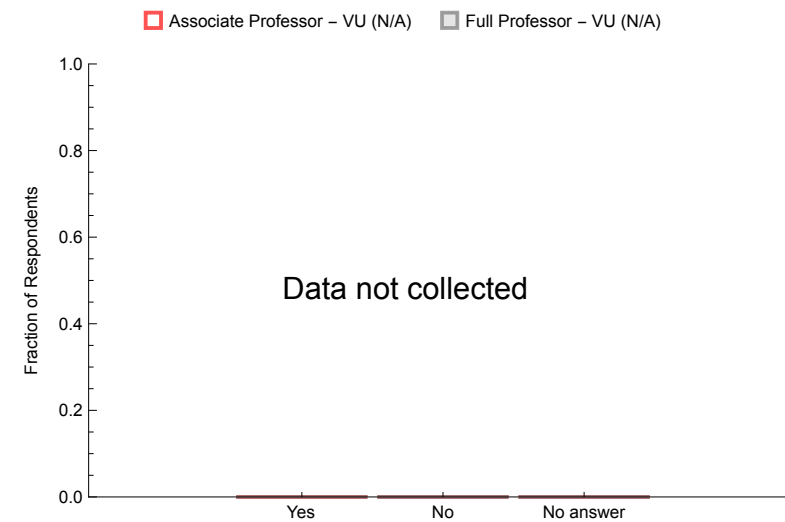
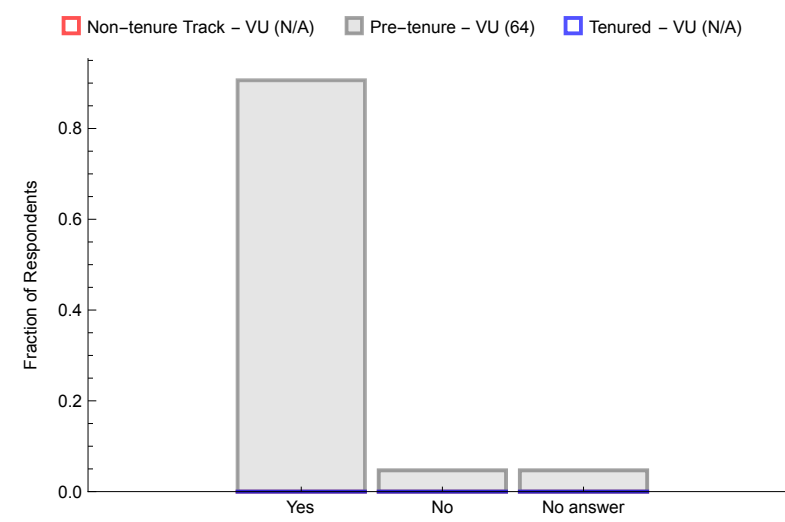
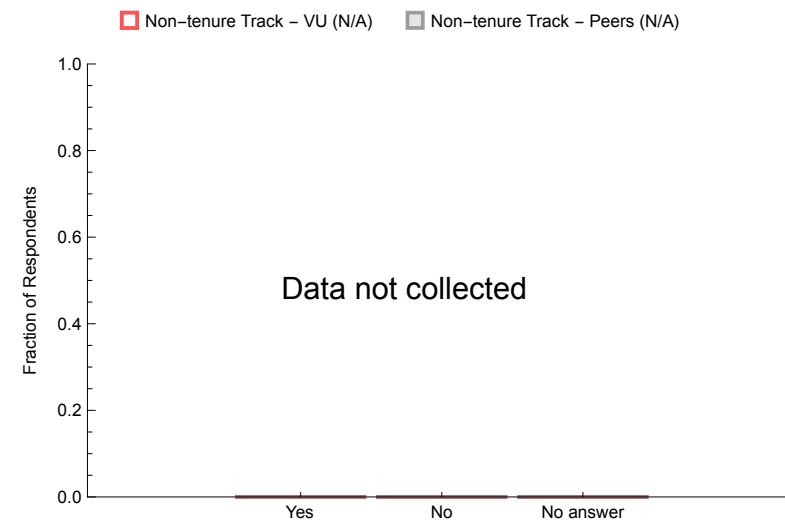
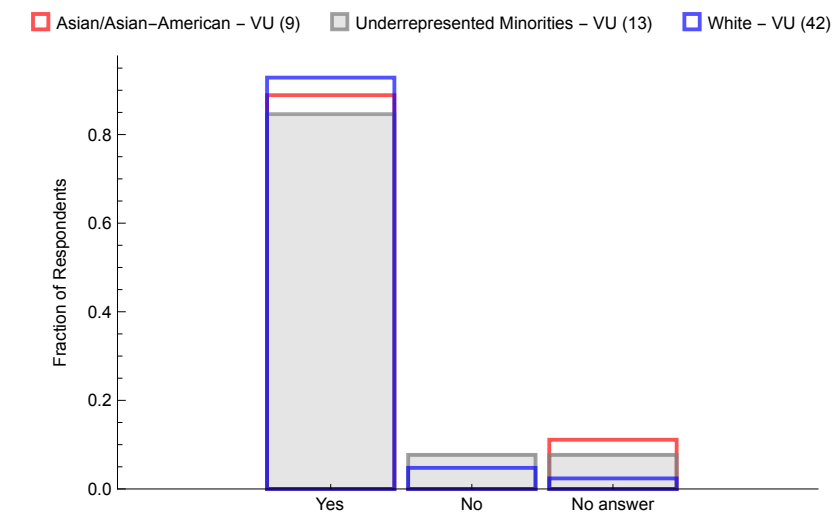
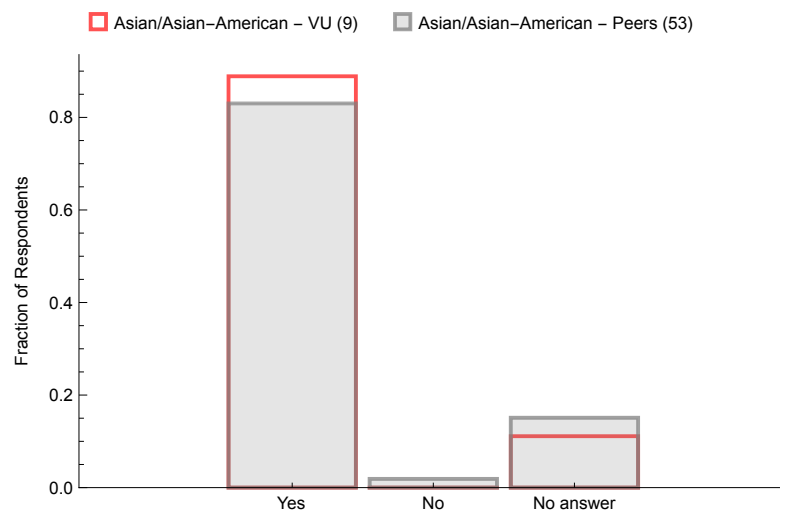
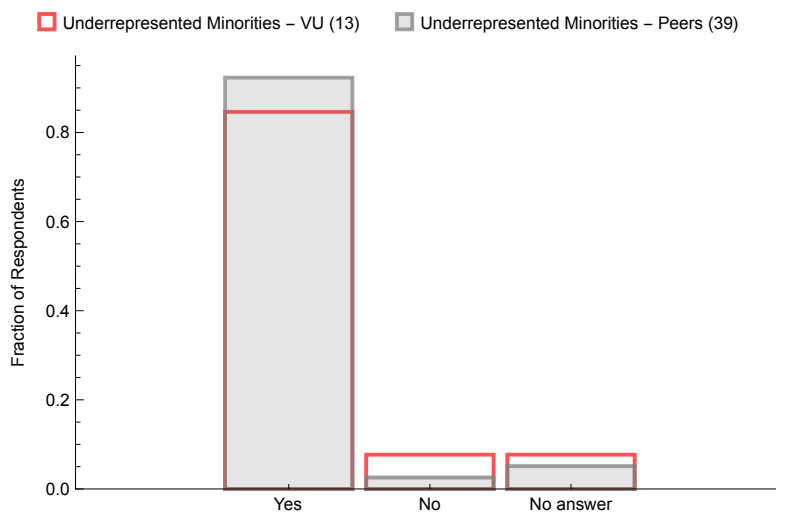
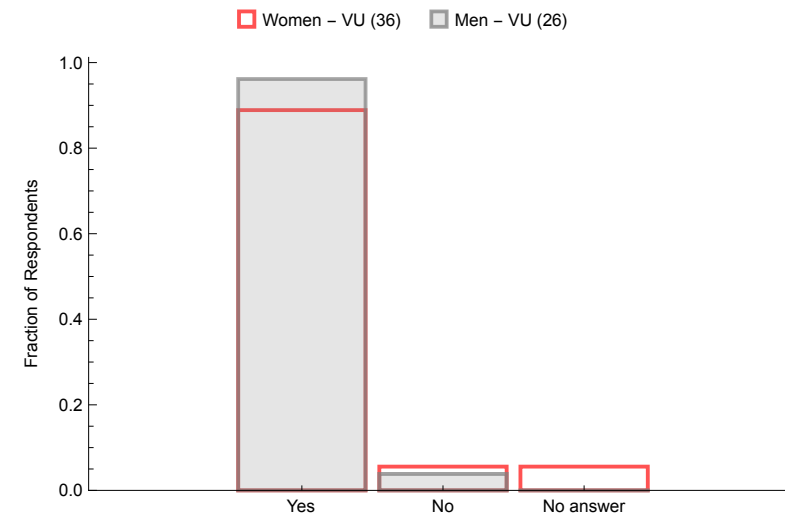
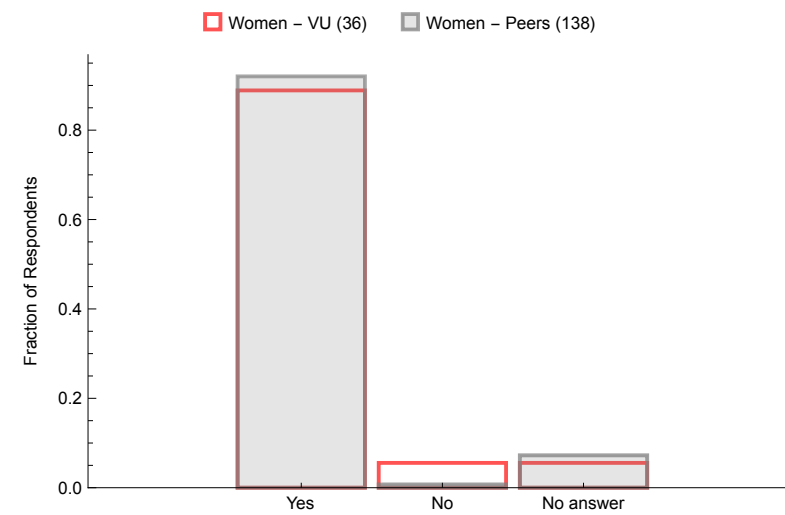
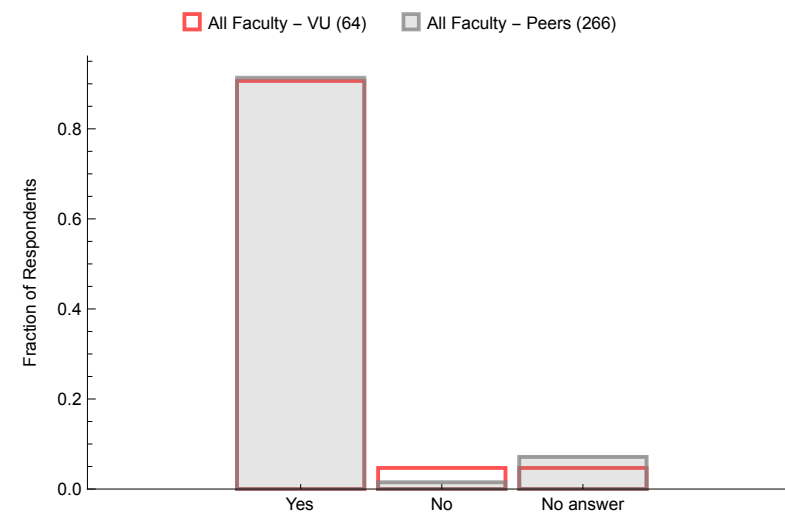


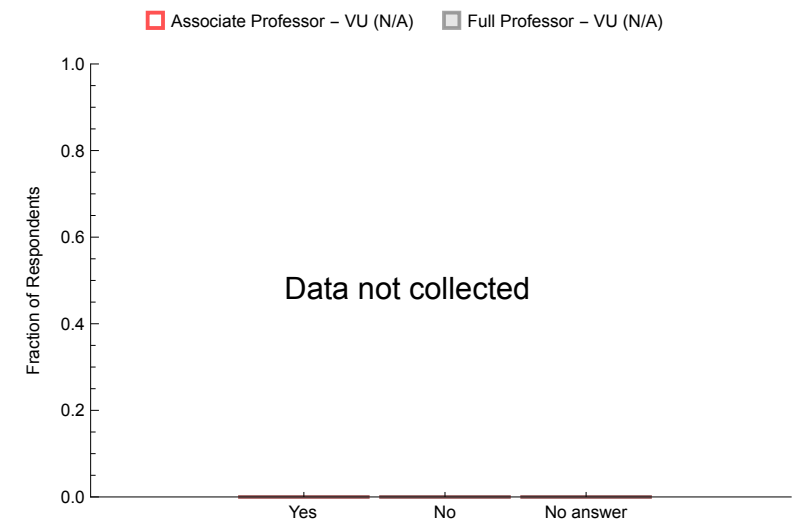
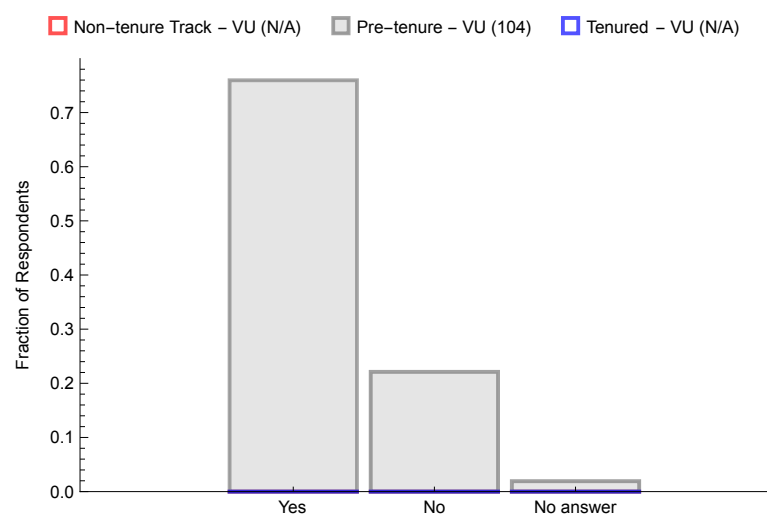
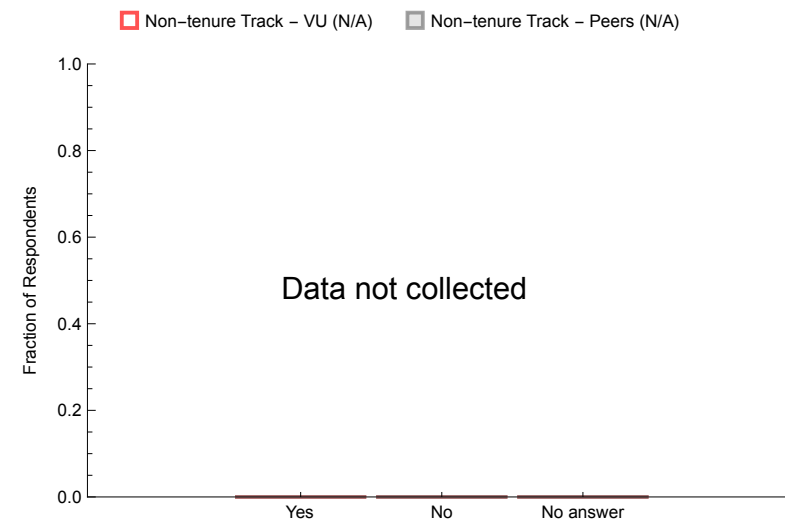
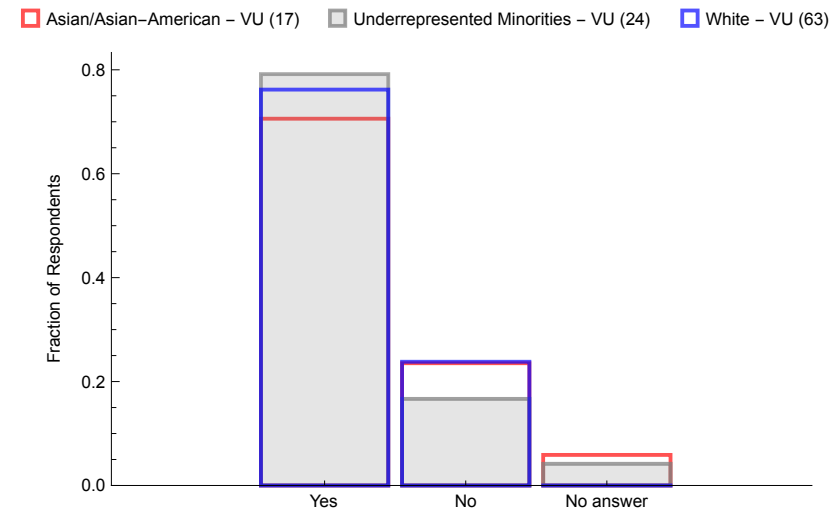
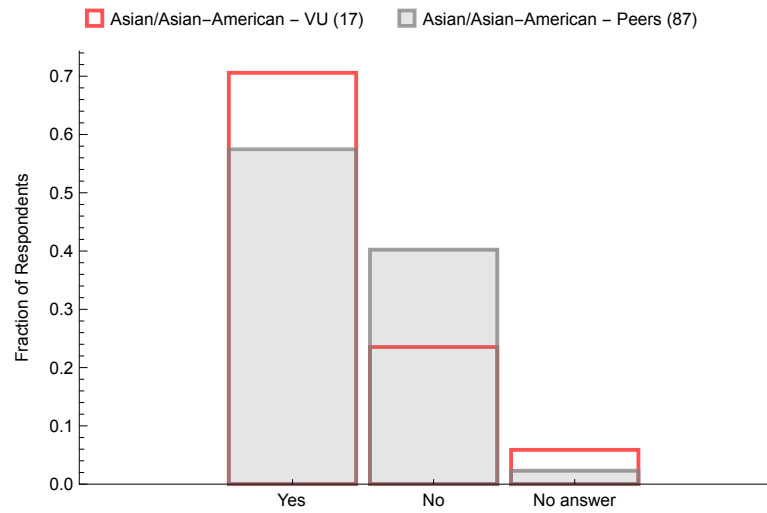
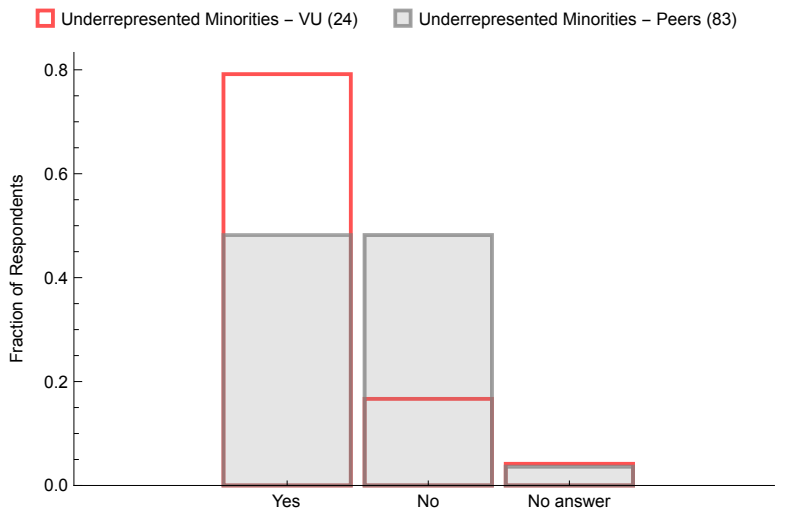
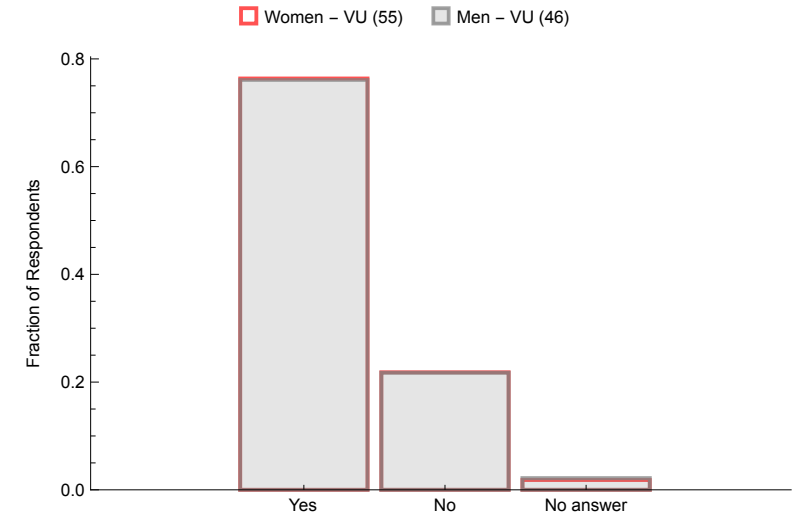
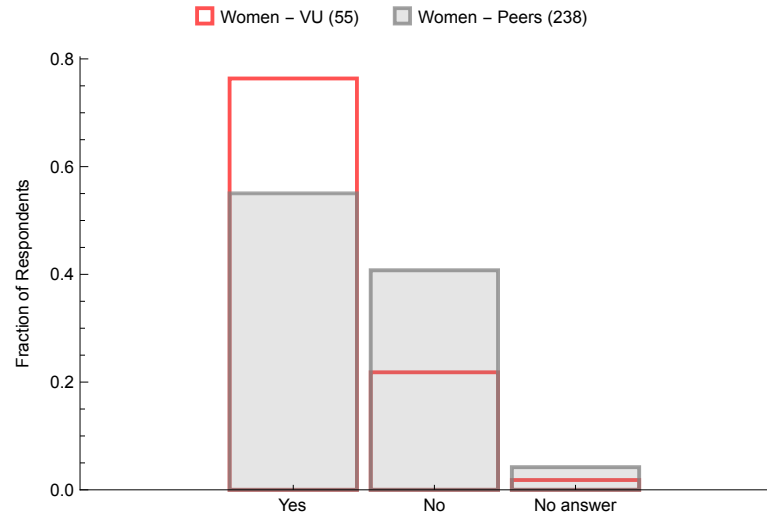
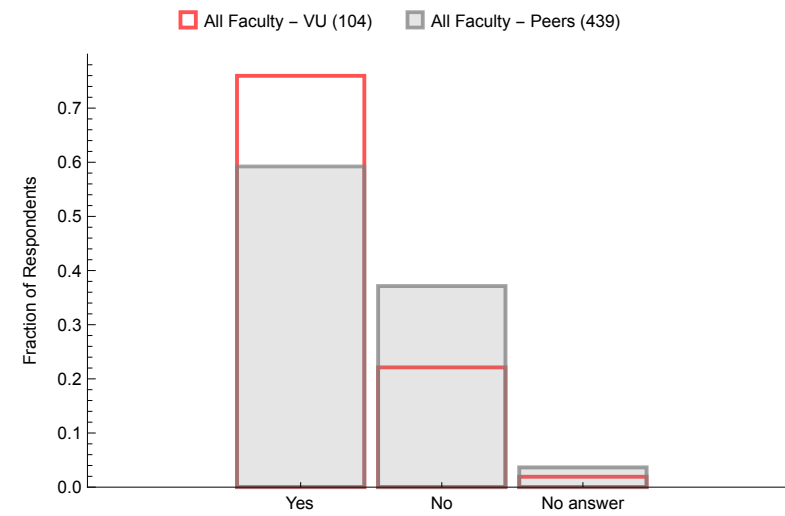


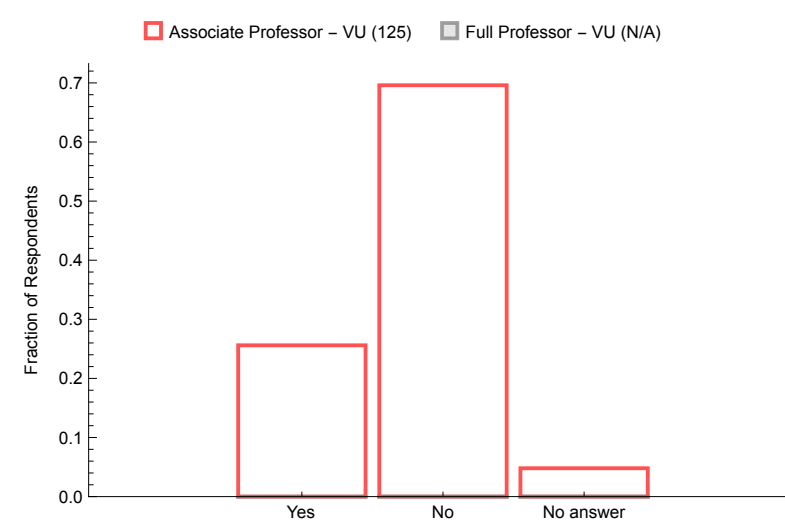
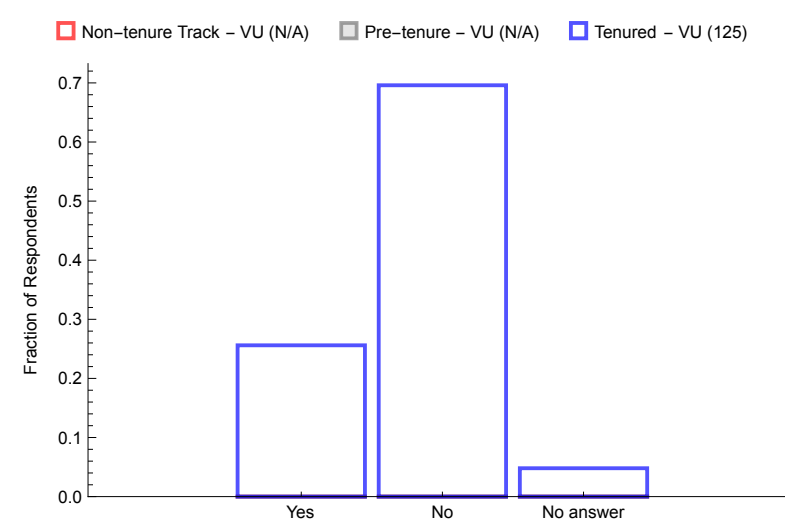
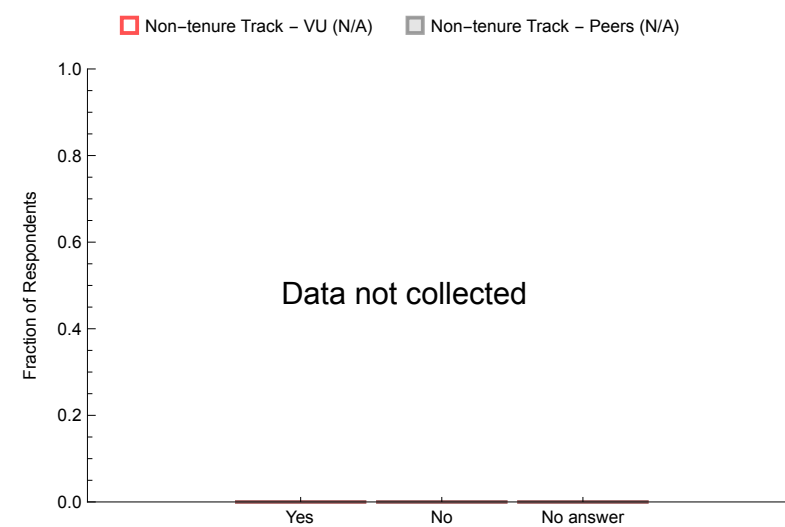
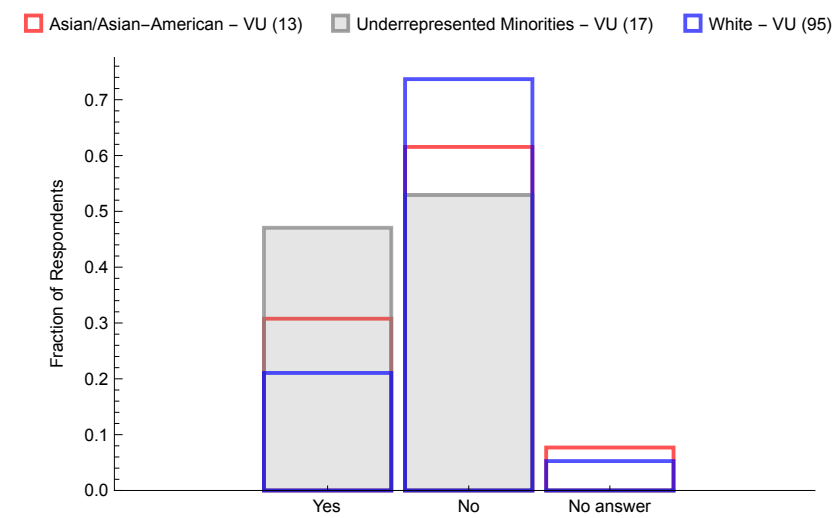
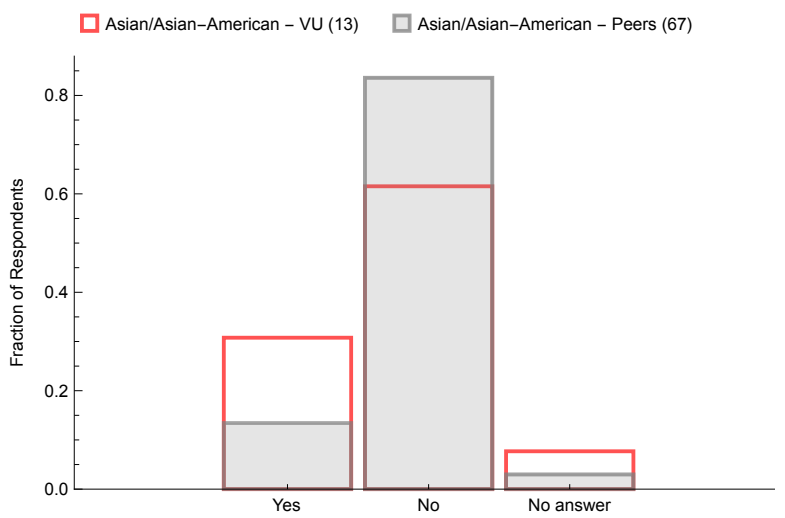
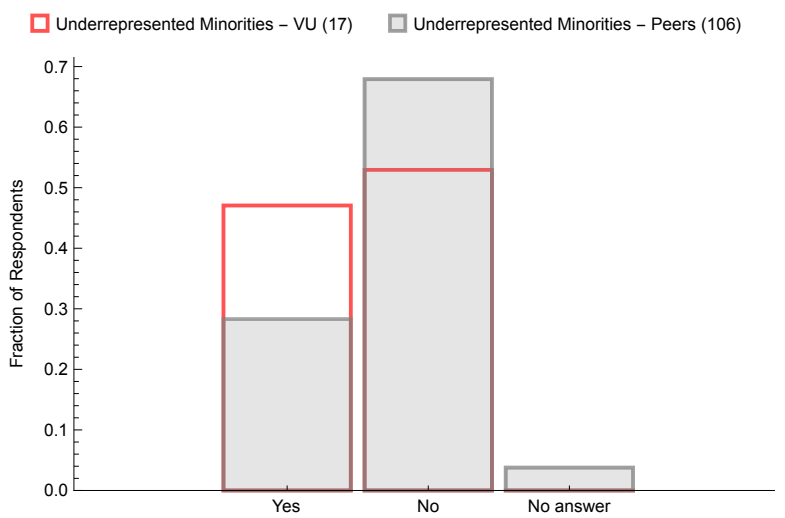
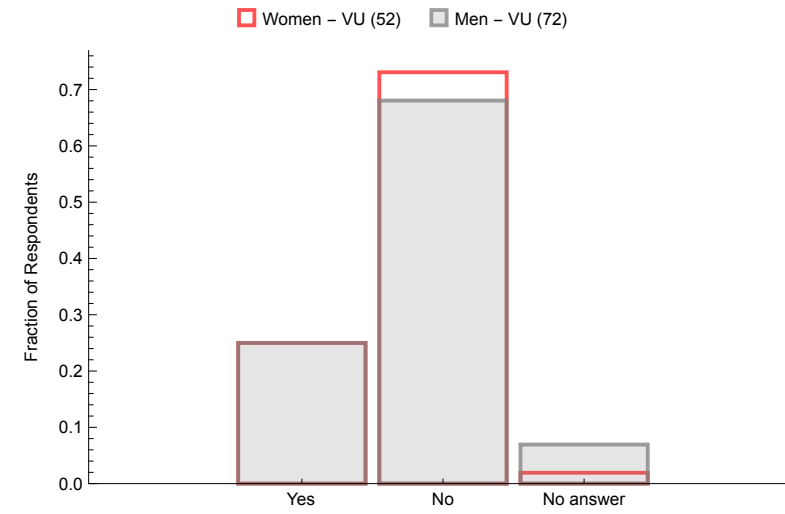
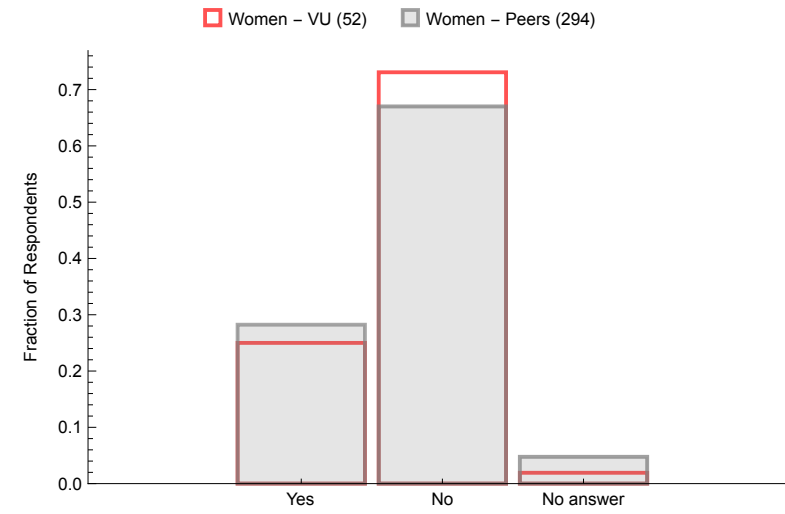
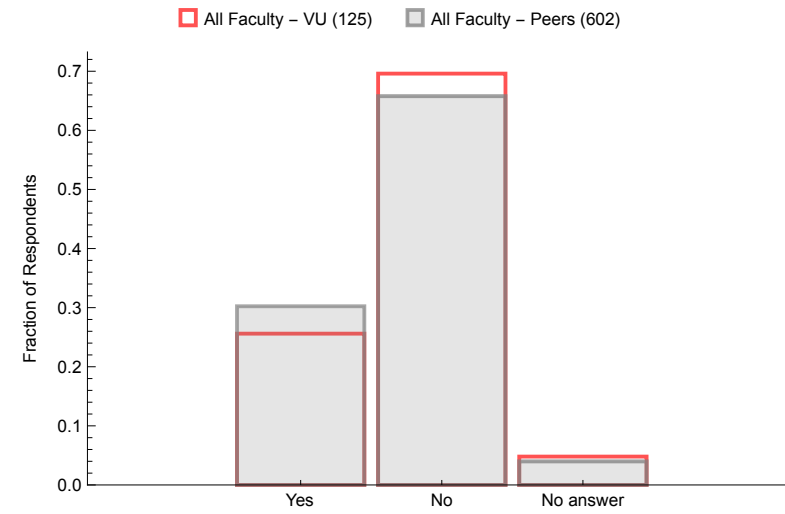




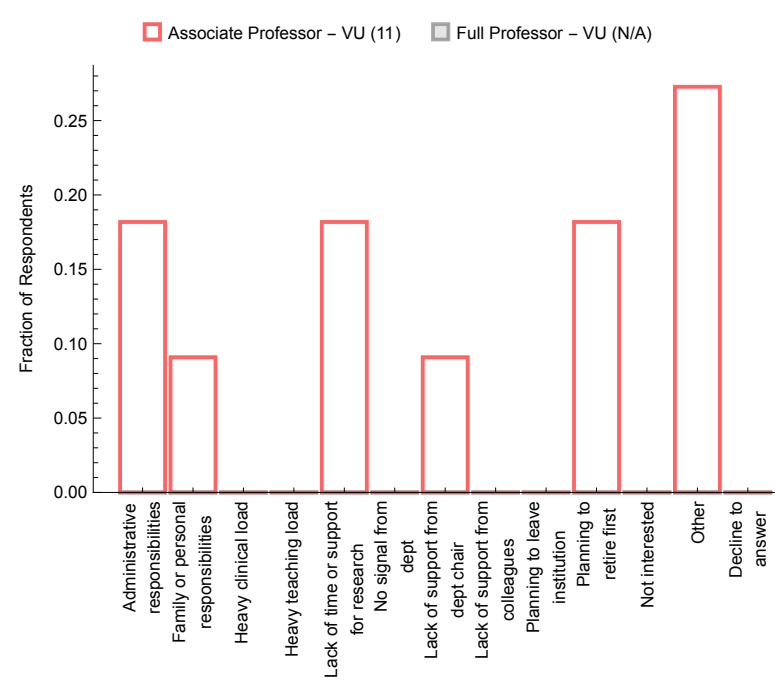
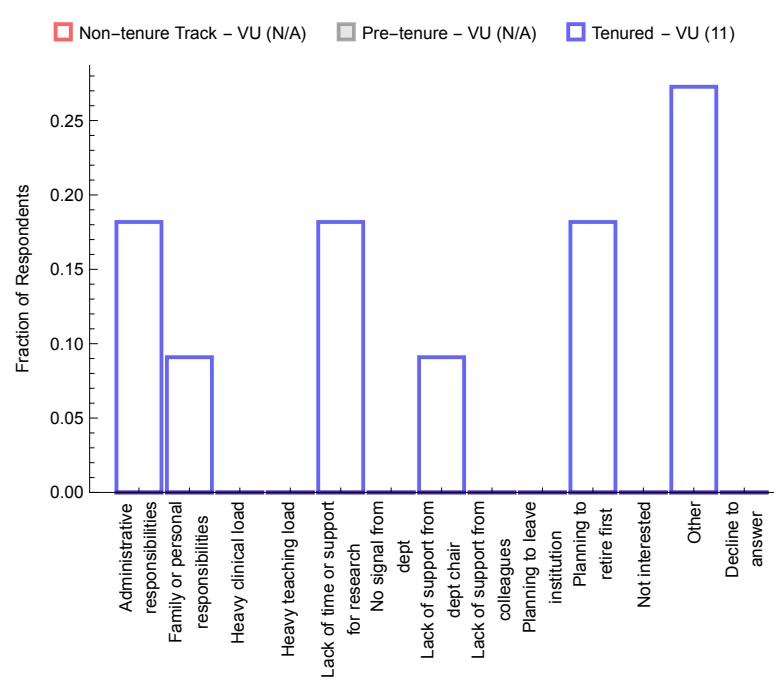
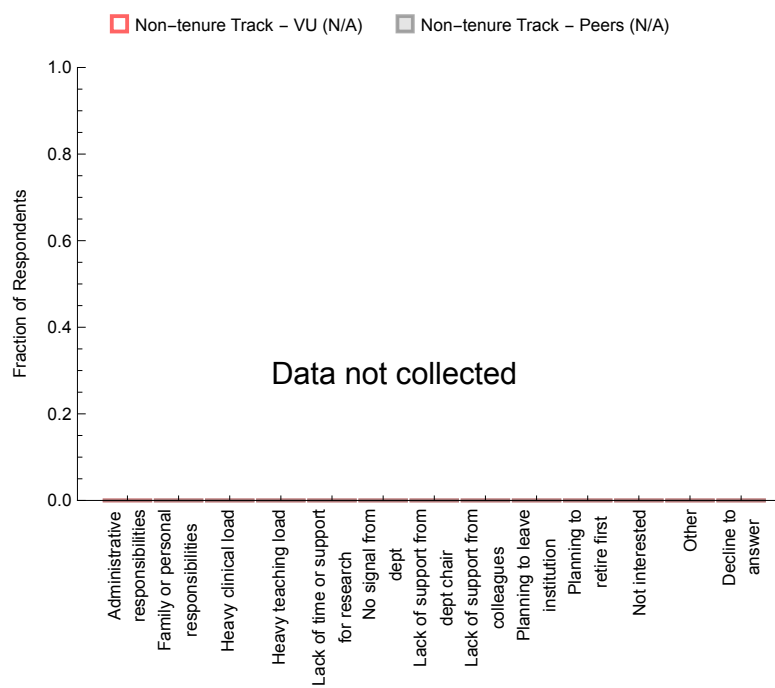
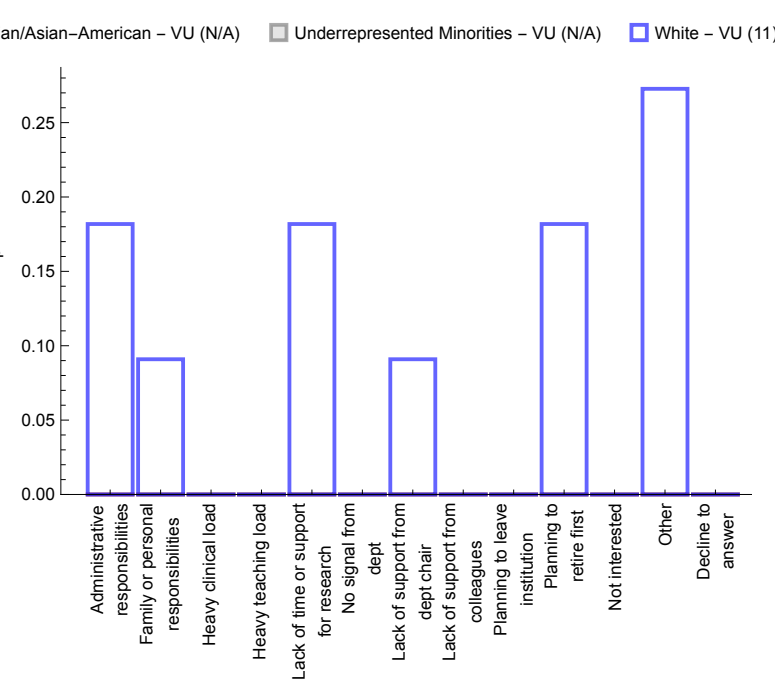
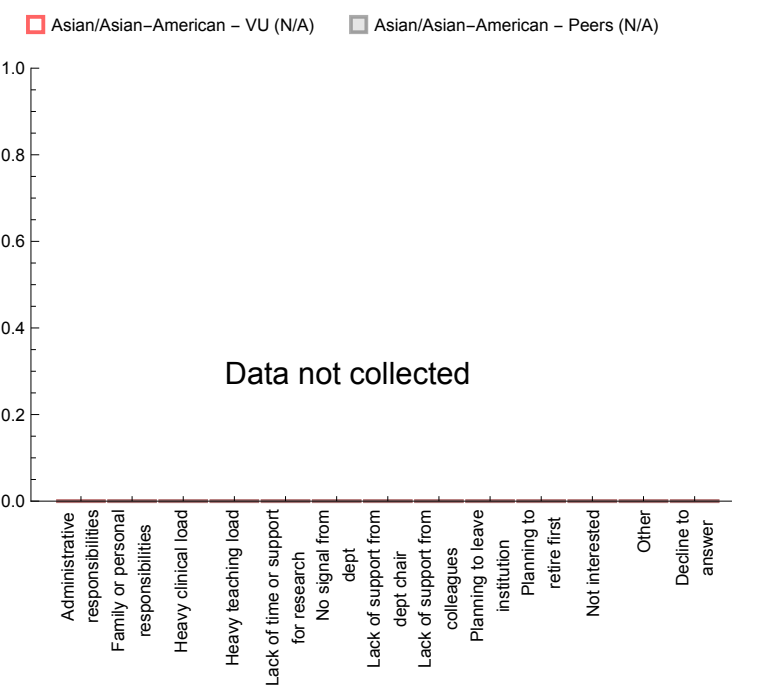
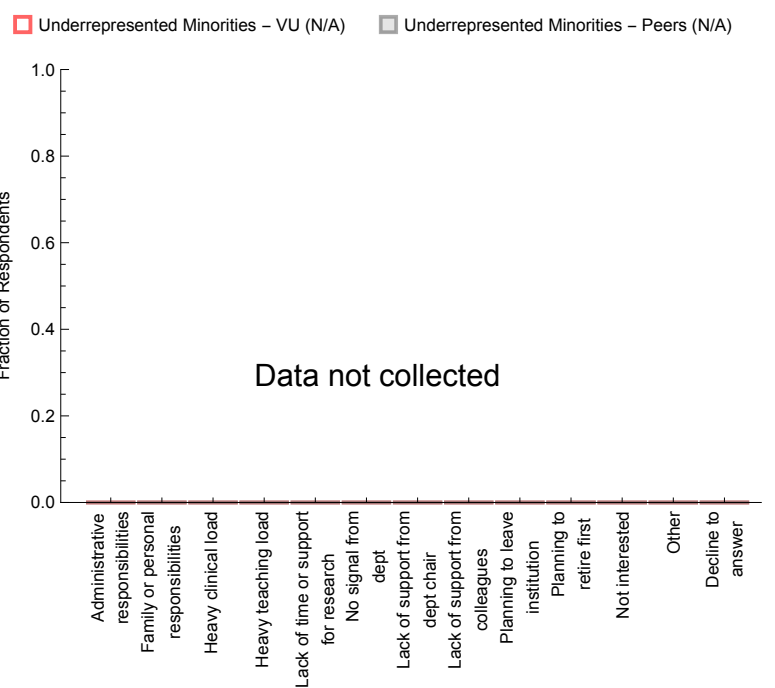
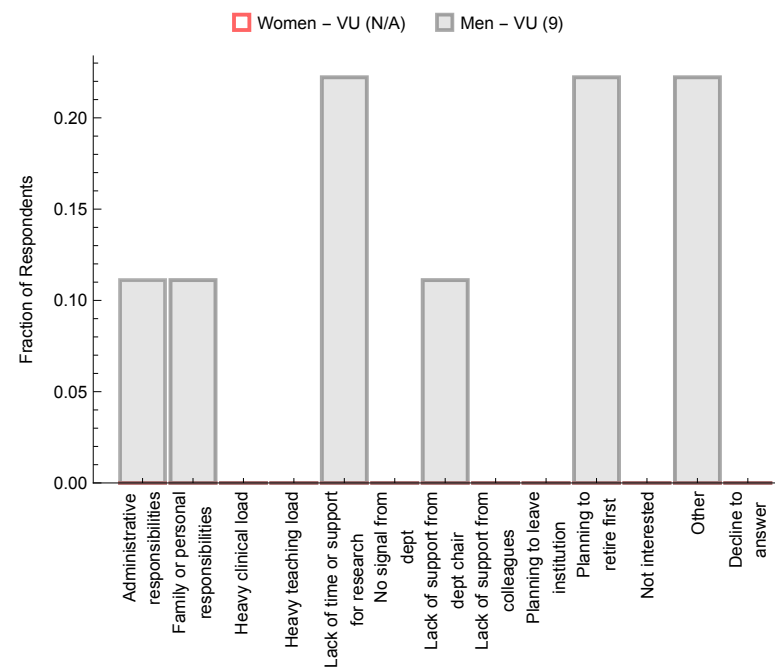
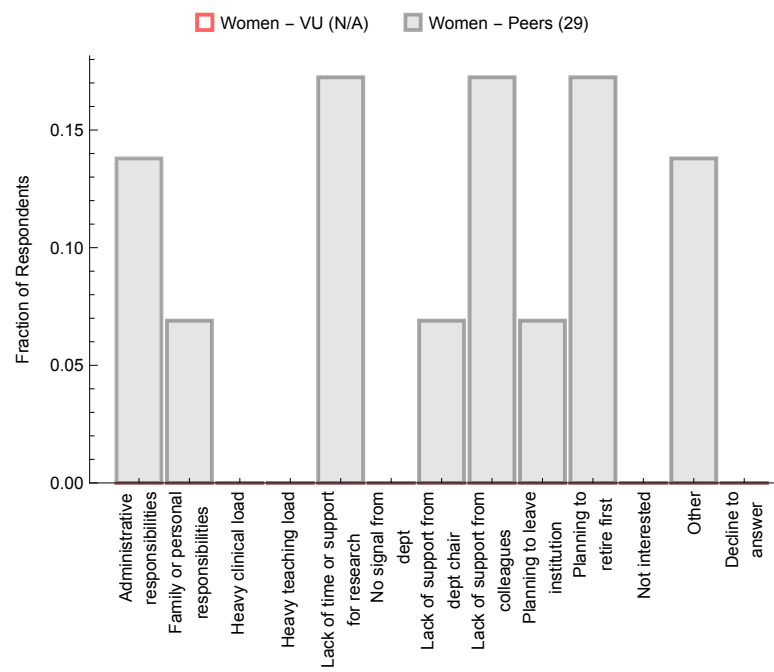
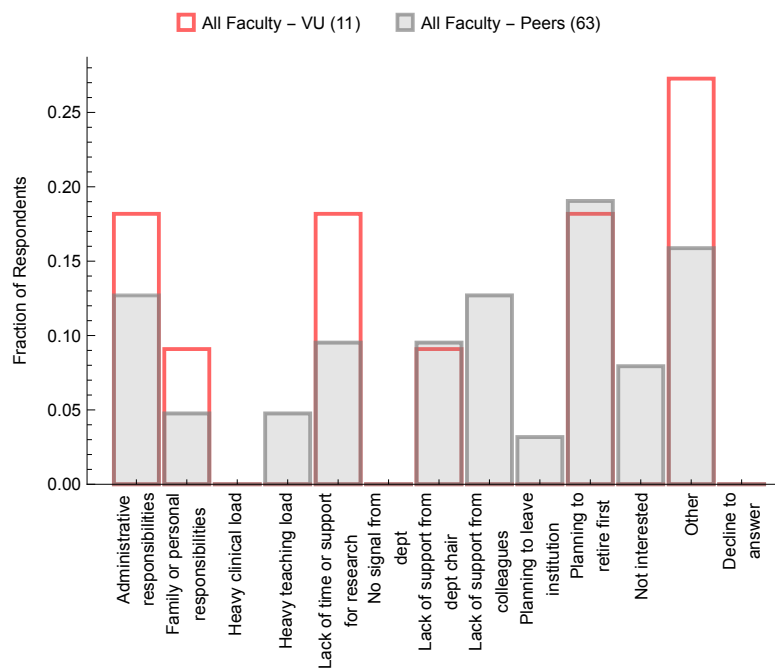
Tenure and Promotion | Other | Belief in achieving tenure

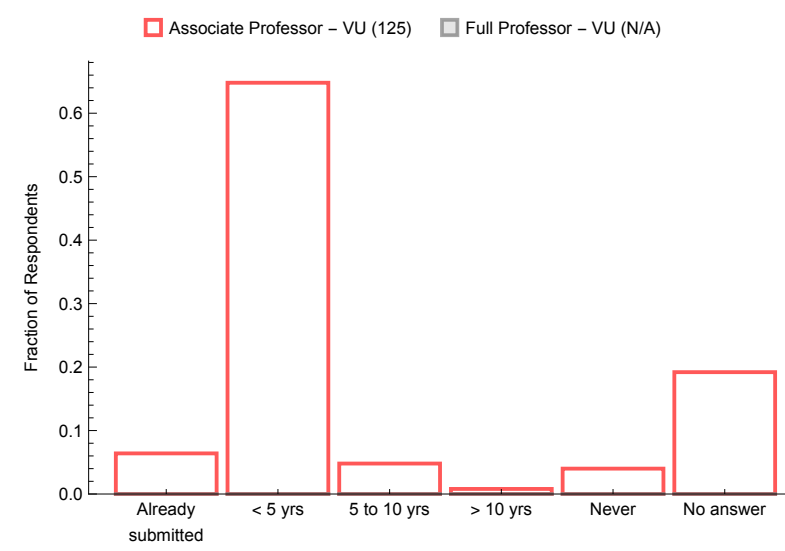
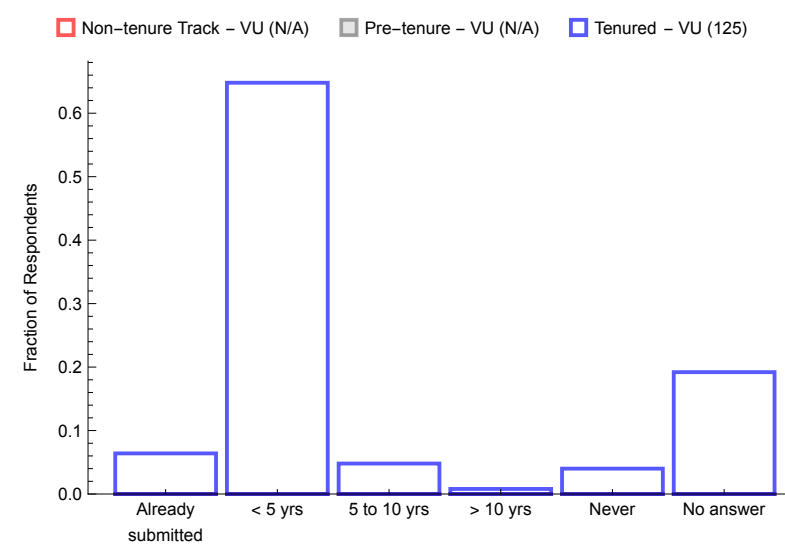
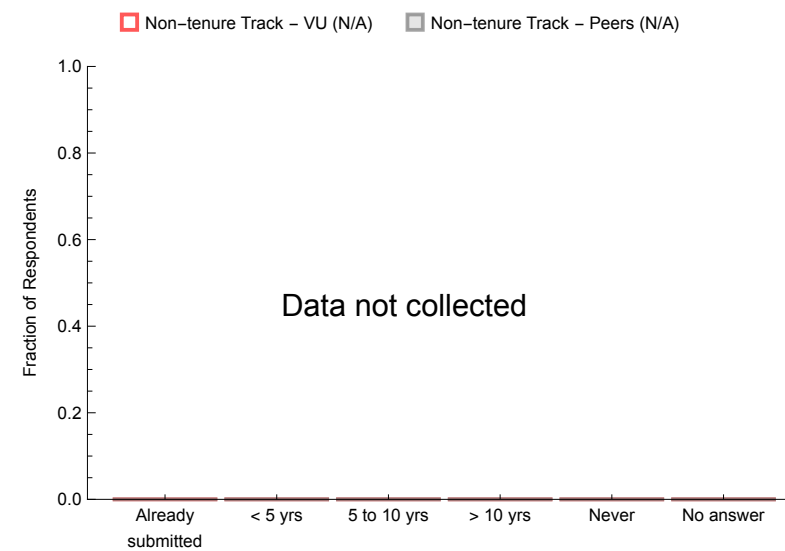
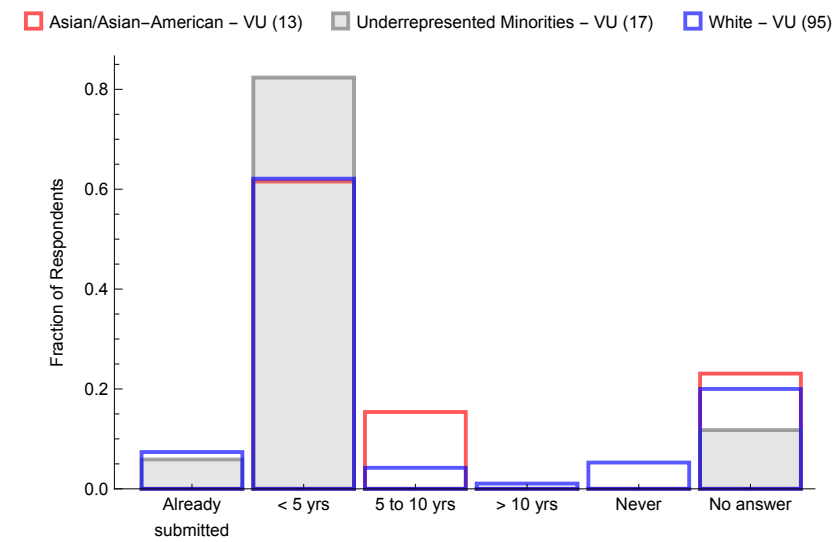
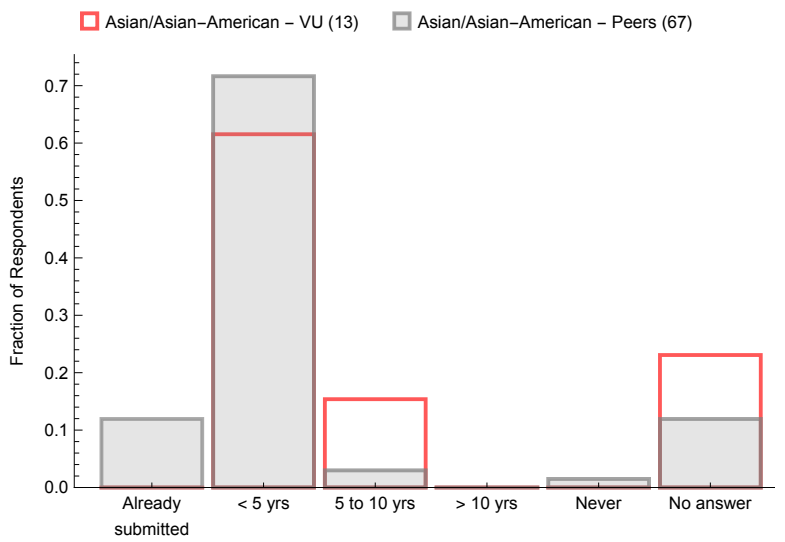
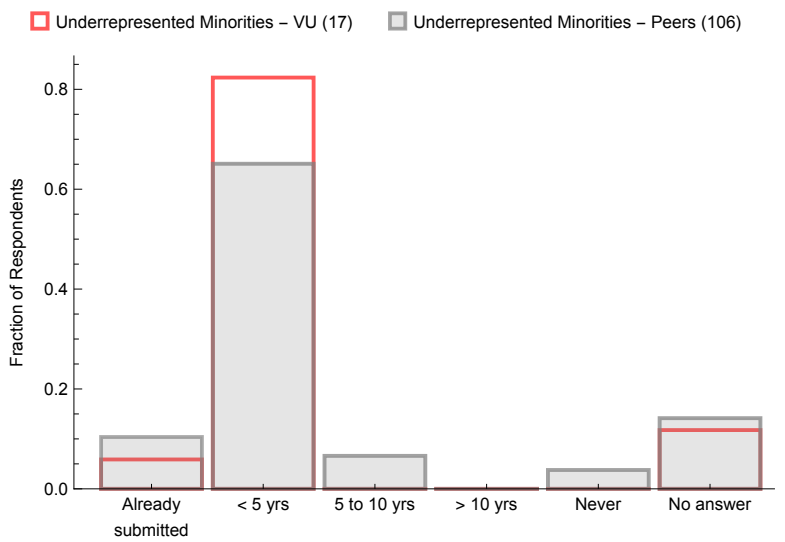
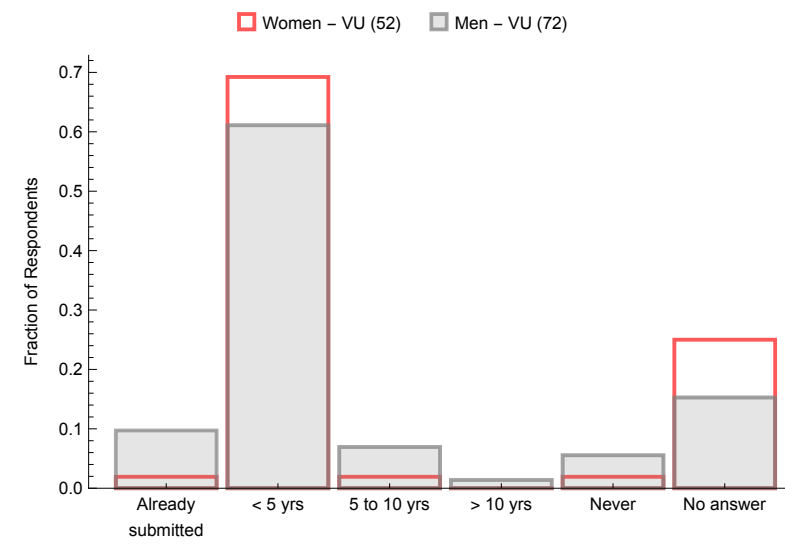
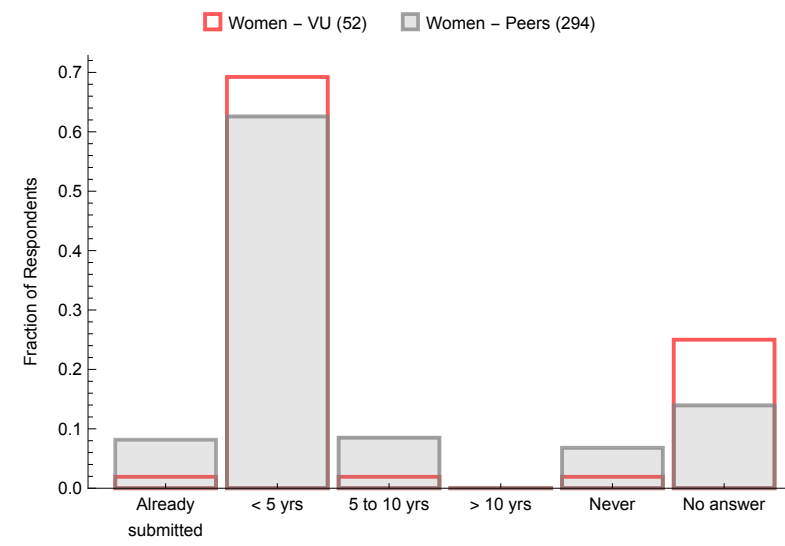
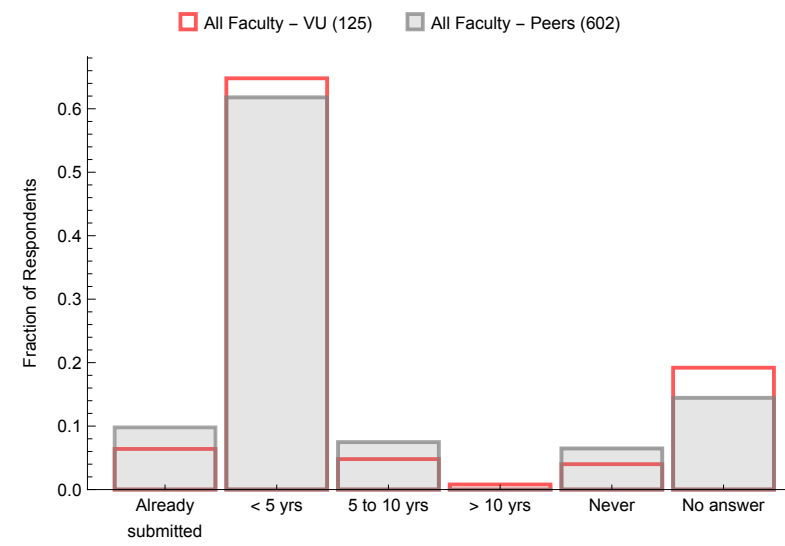


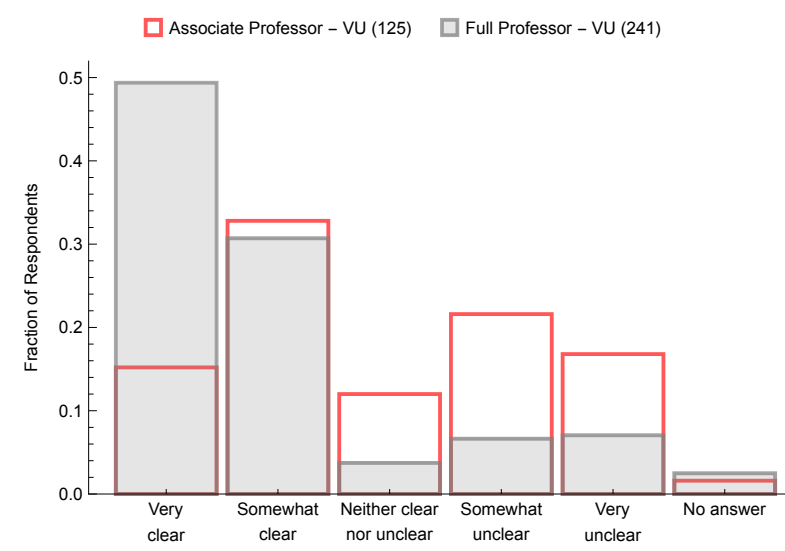
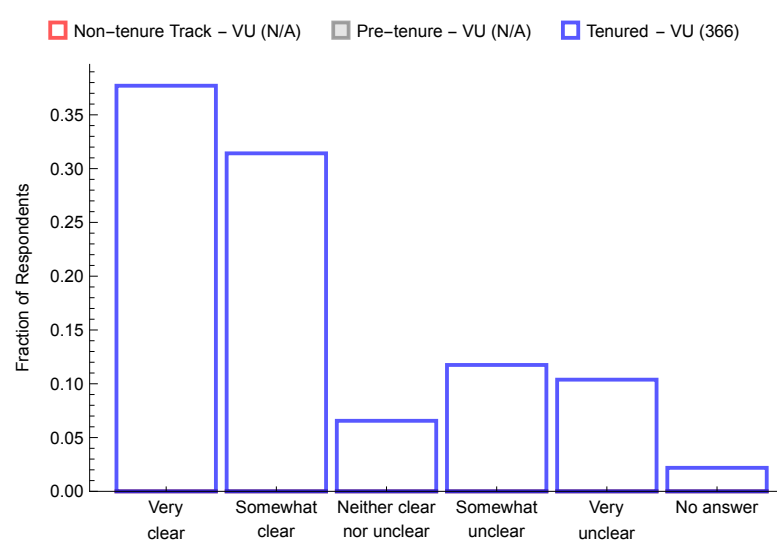
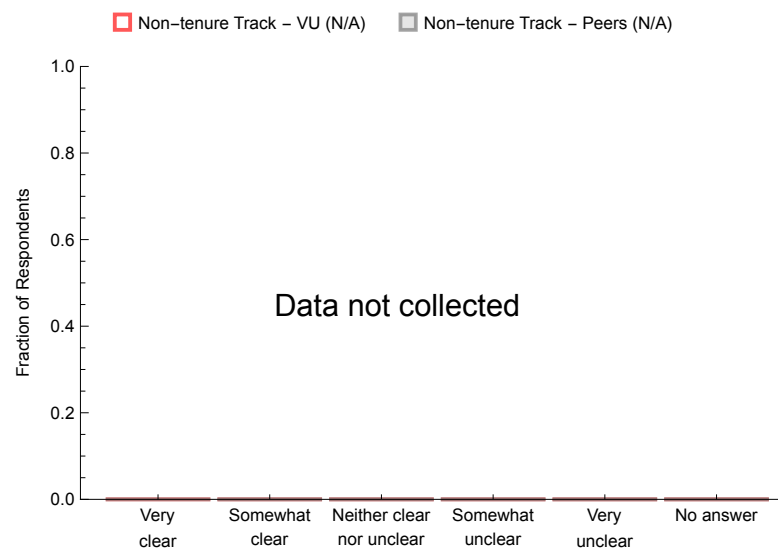
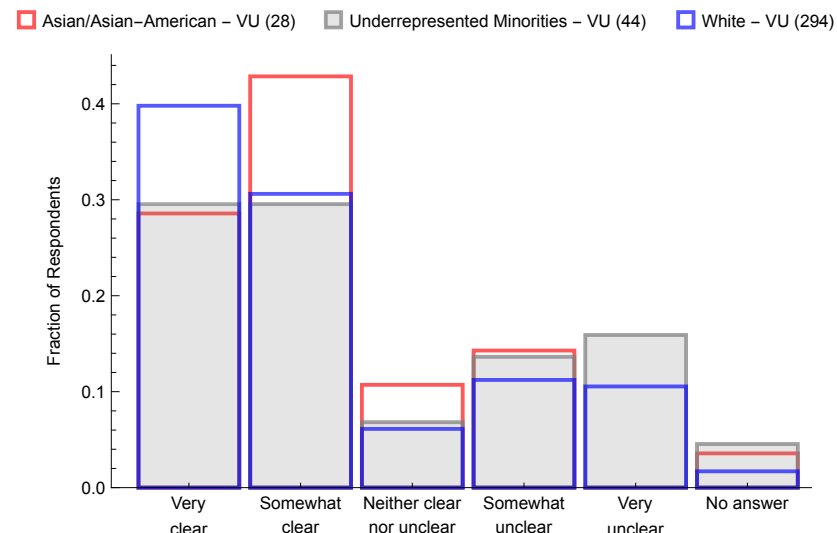
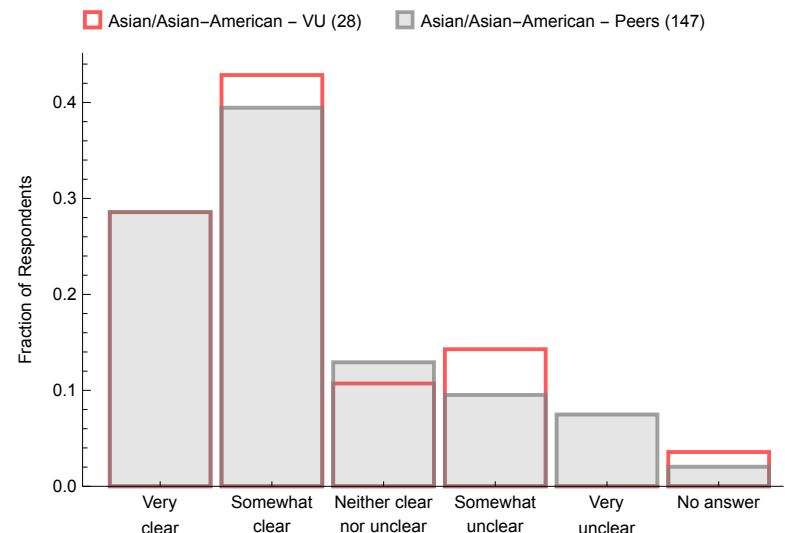
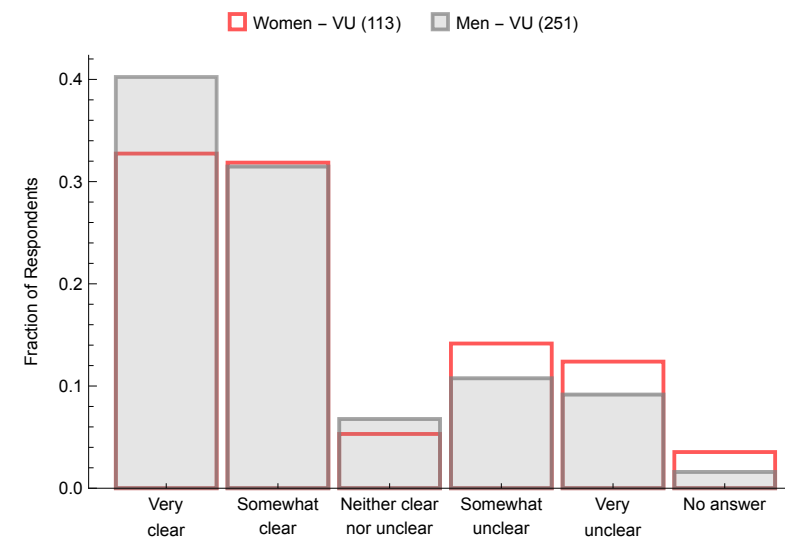
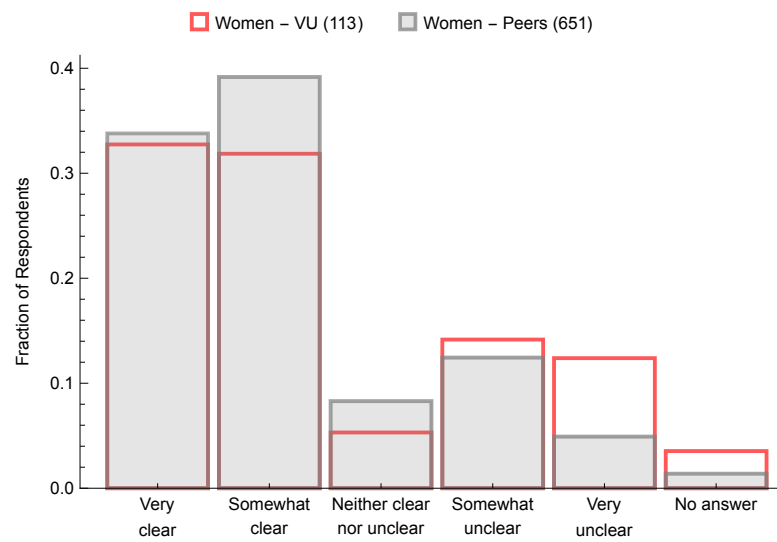
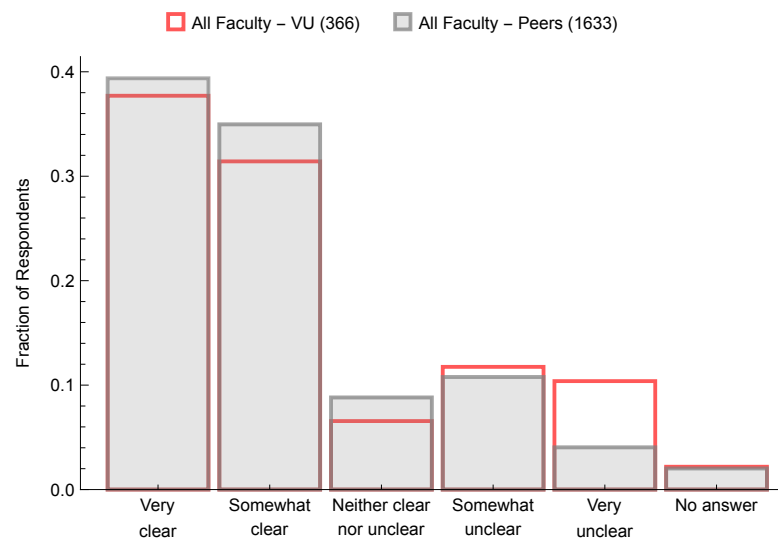


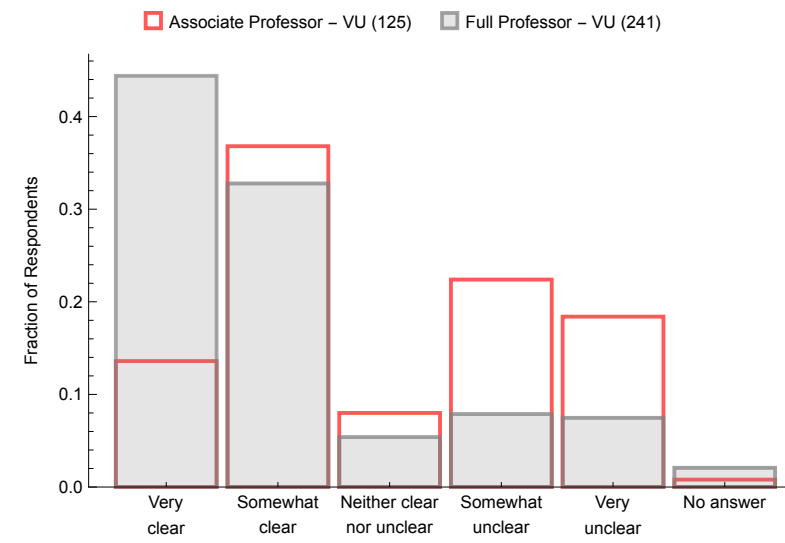
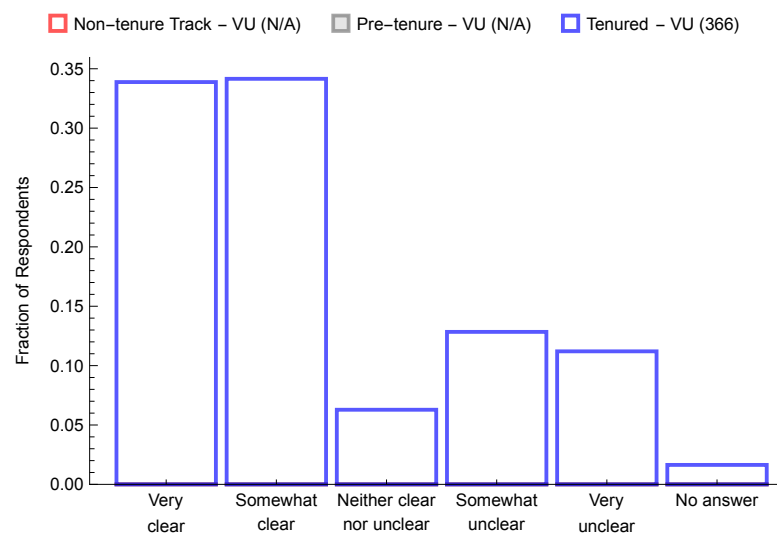
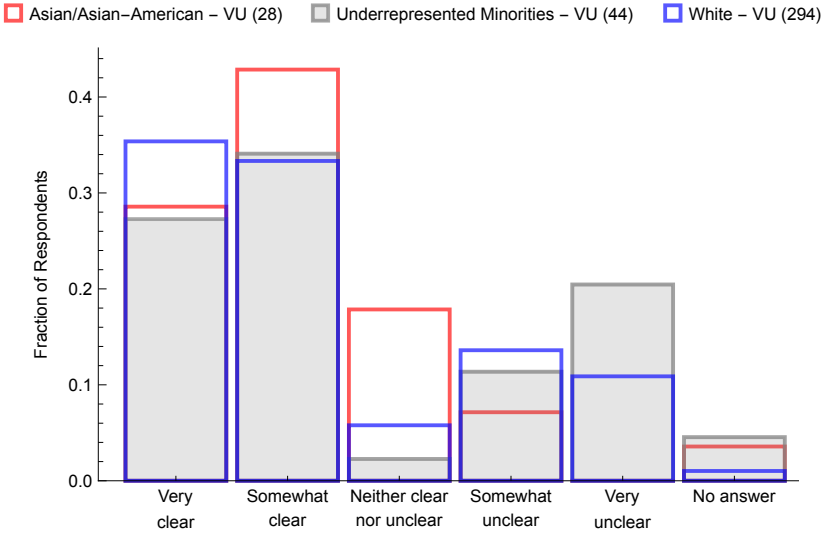
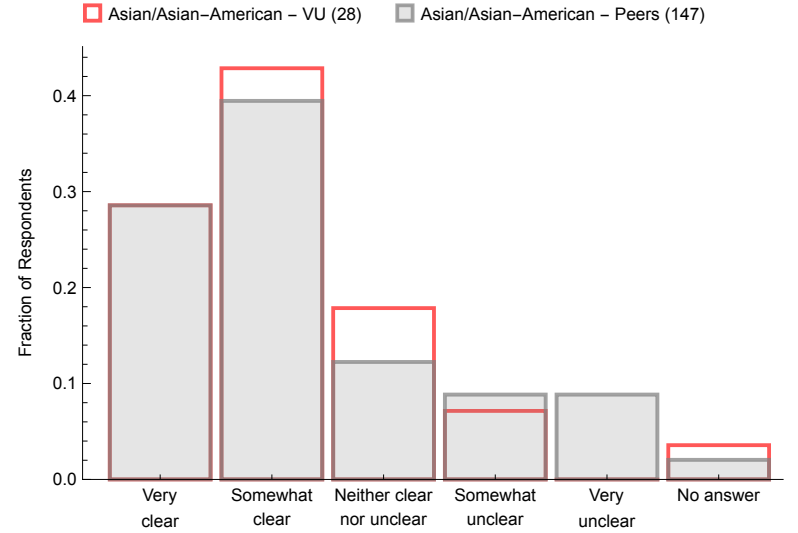
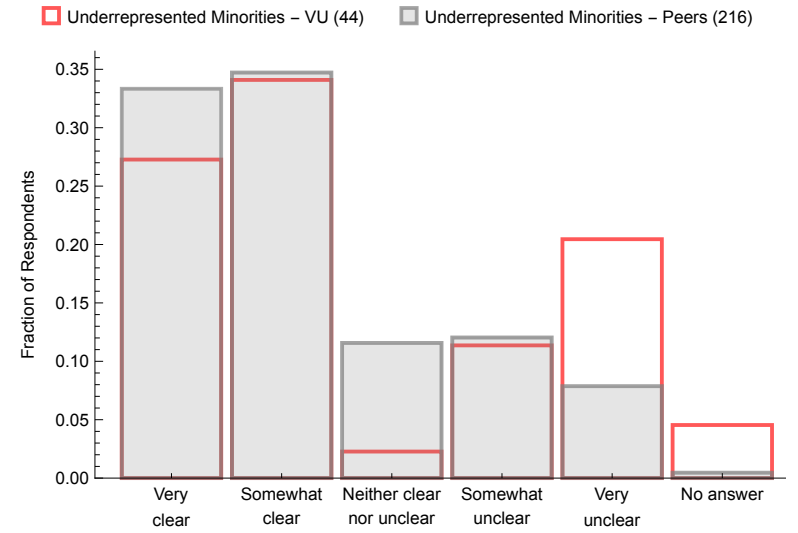
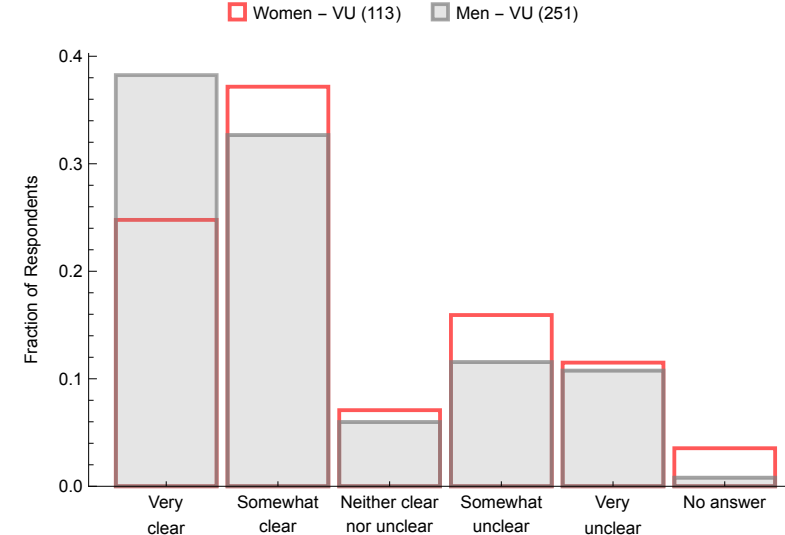
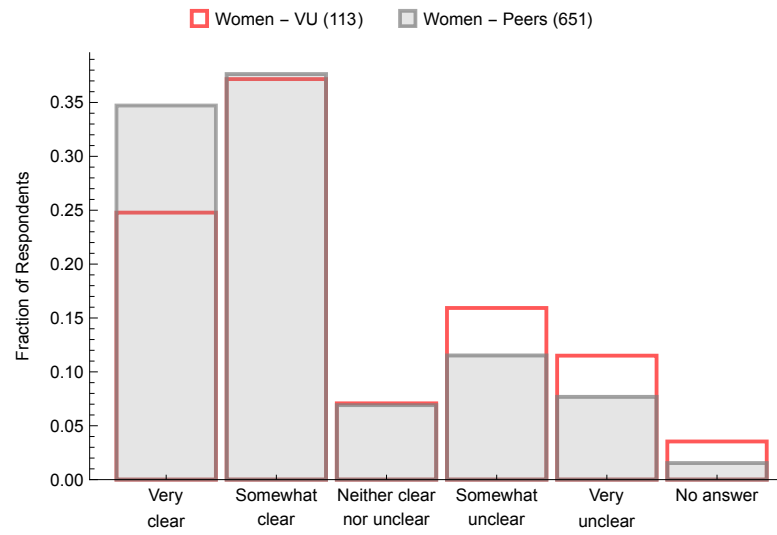
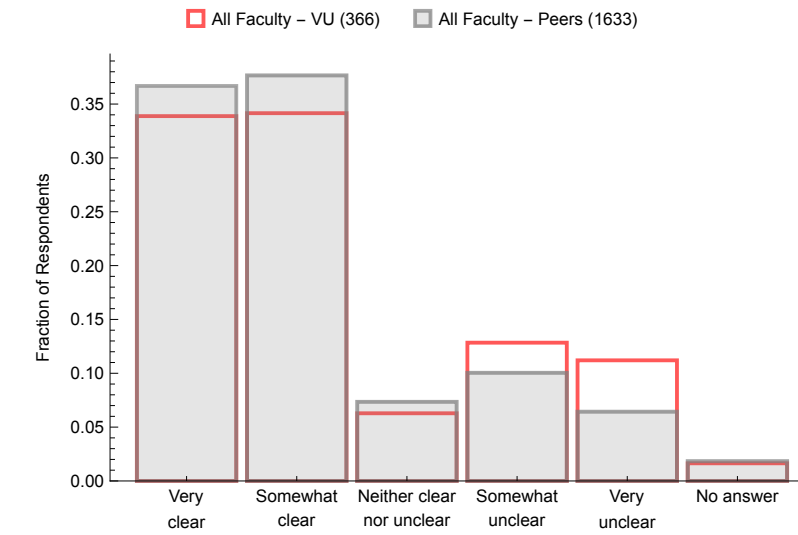


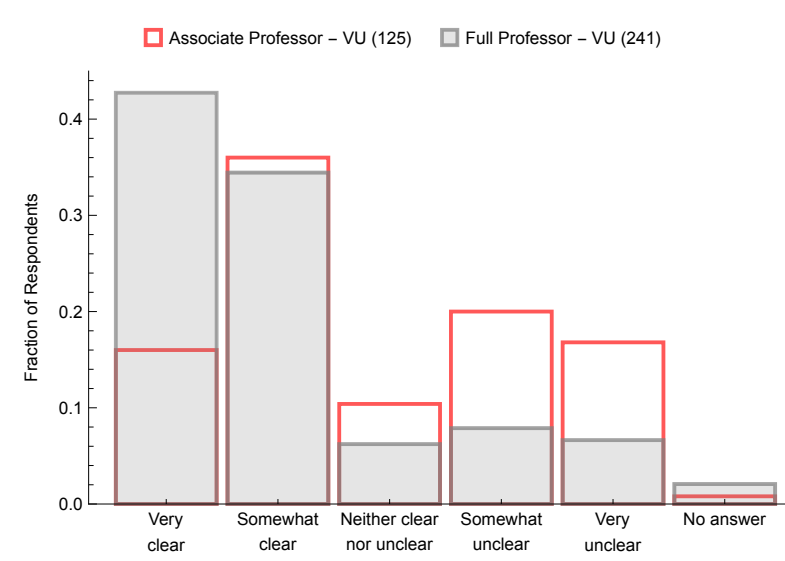
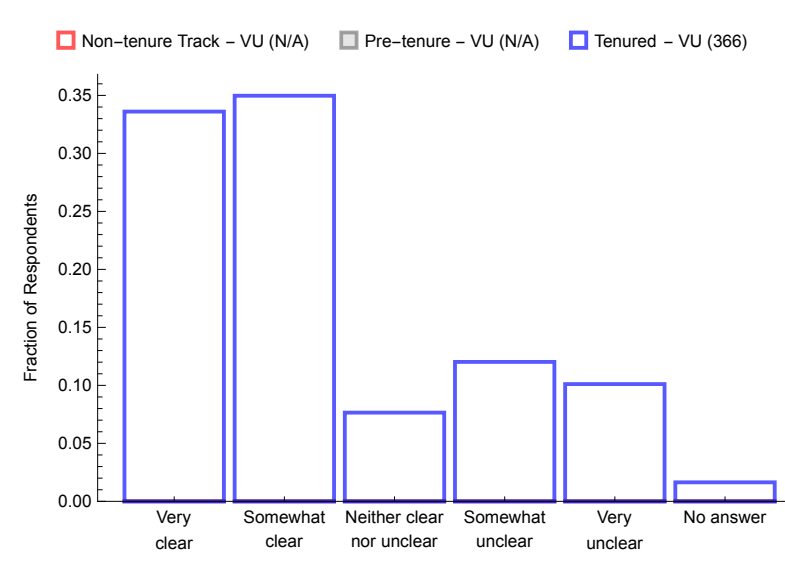
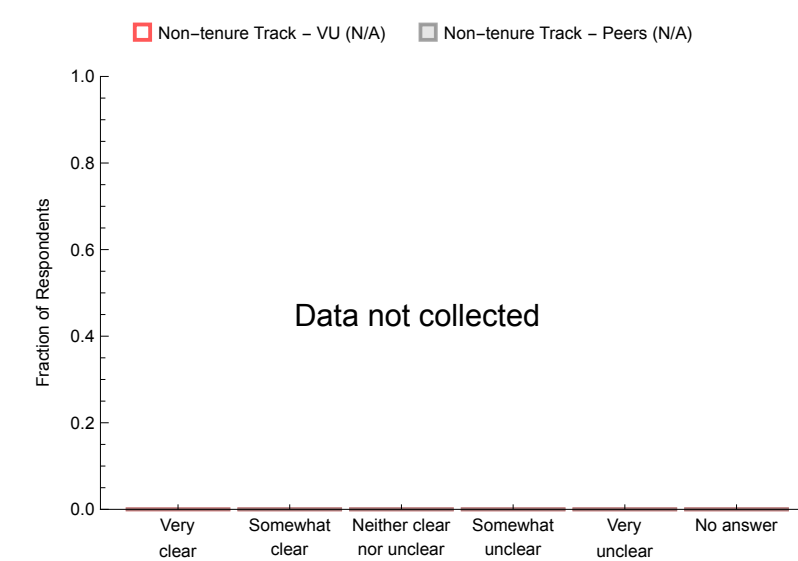
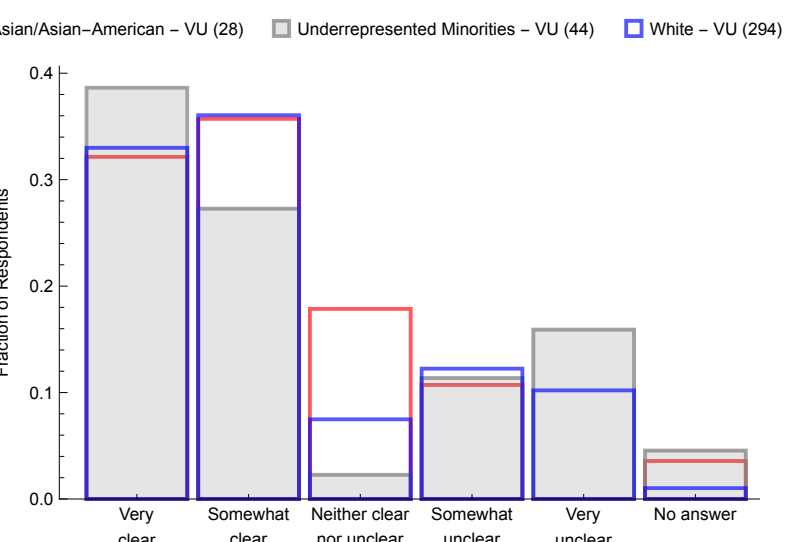
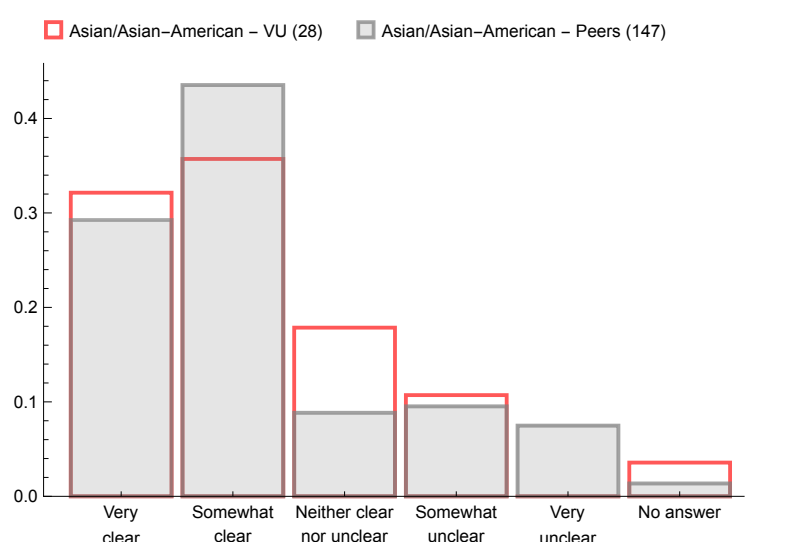
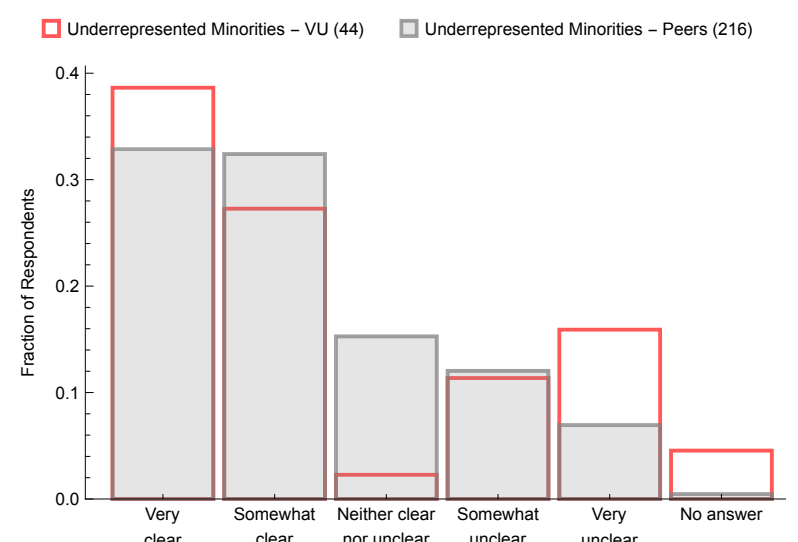
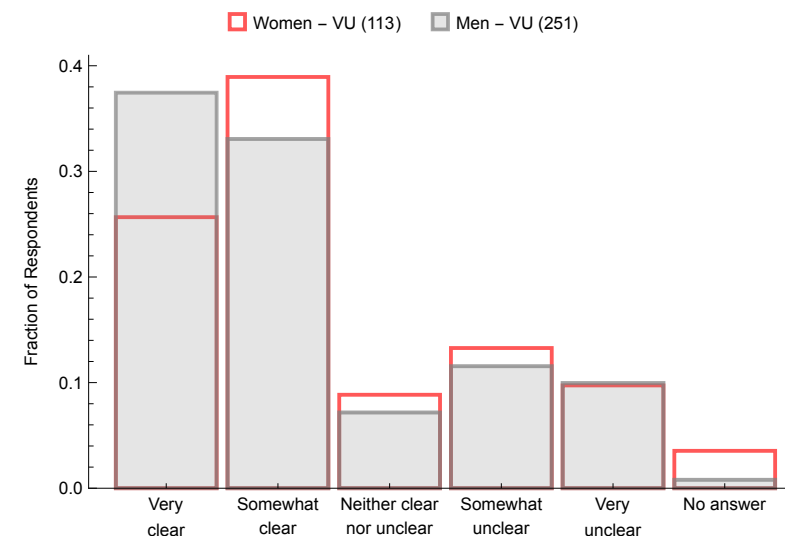
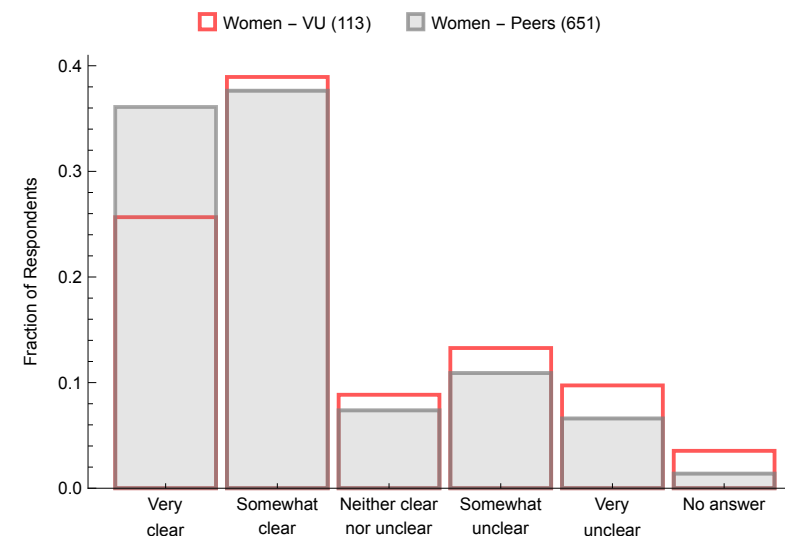
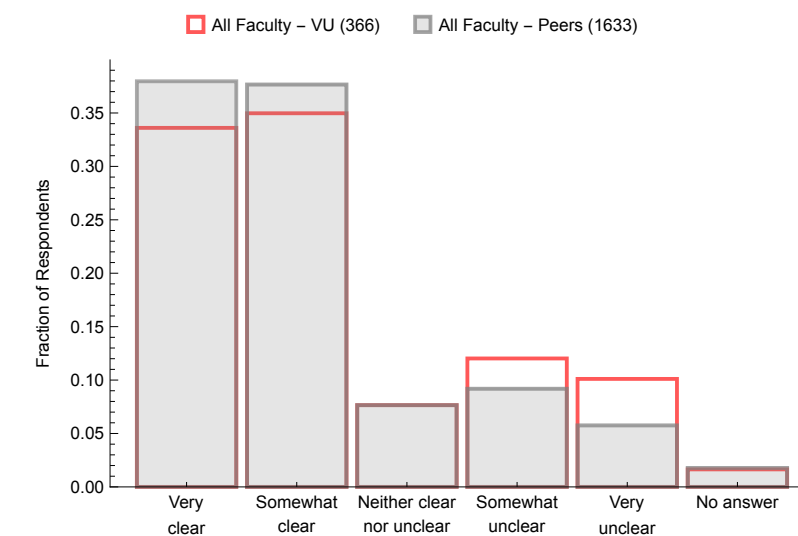
Tenure and Promotion | Other | Primary reasons for delayed submission of dossier for promotion to full

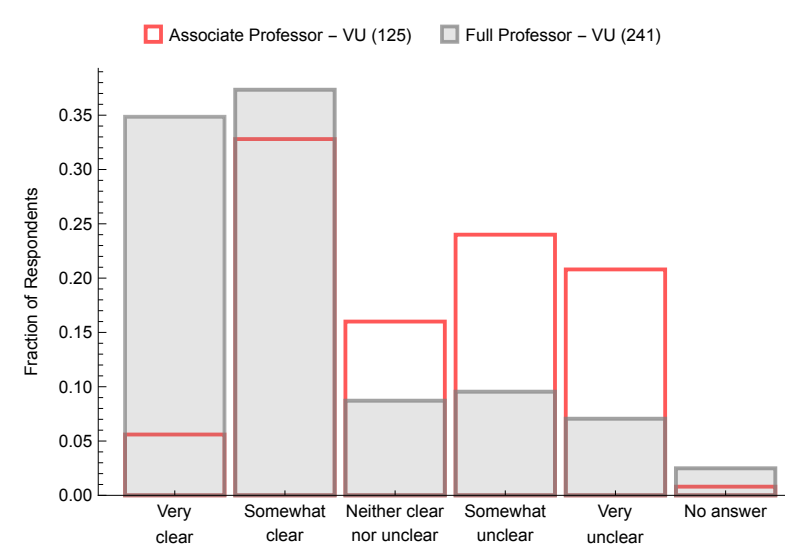
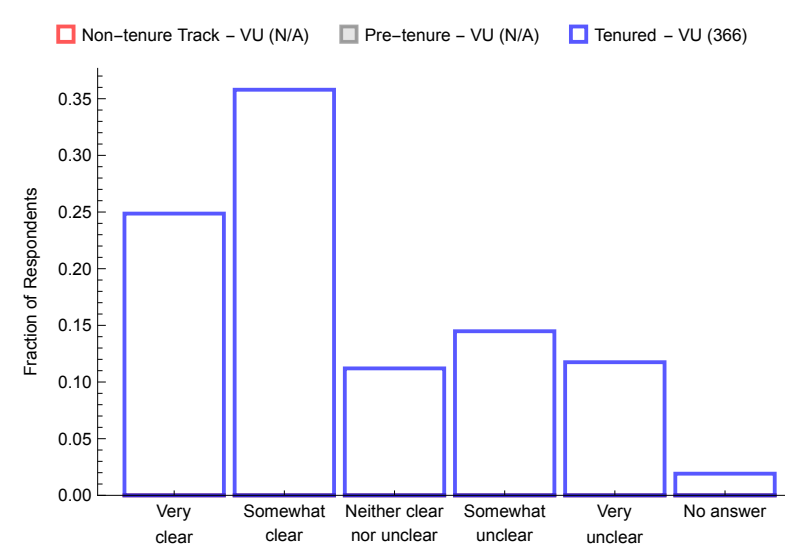
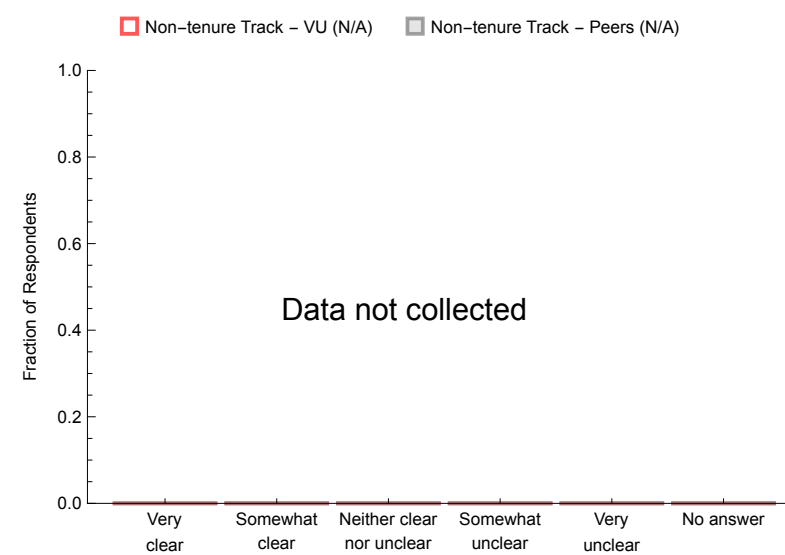
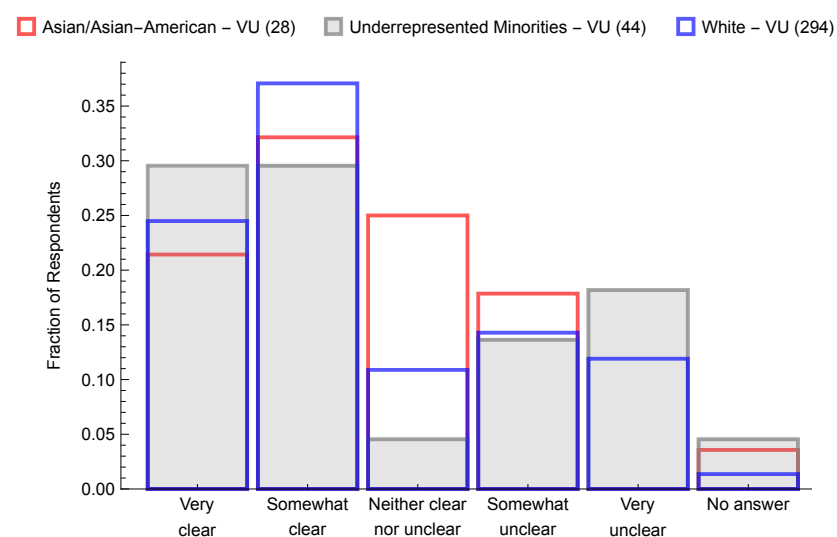
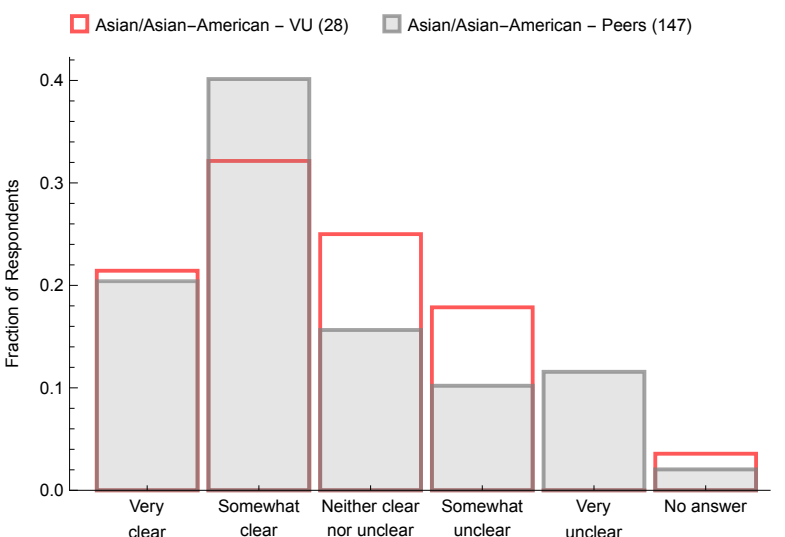
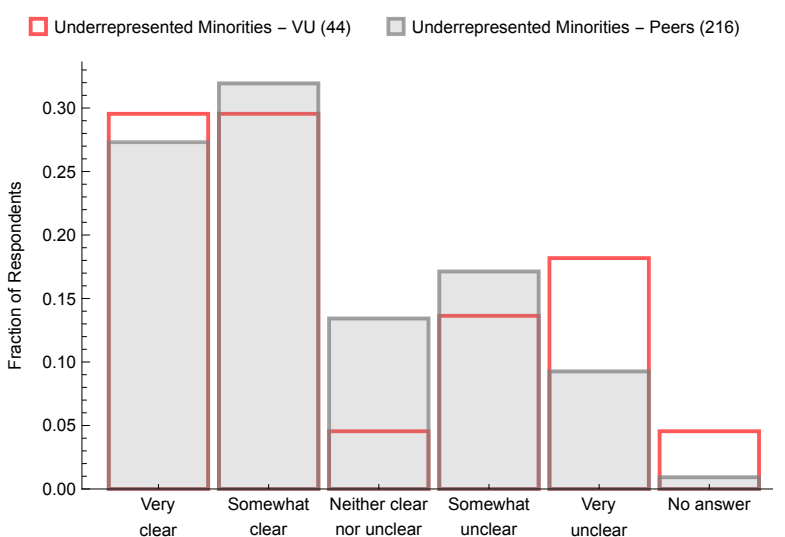
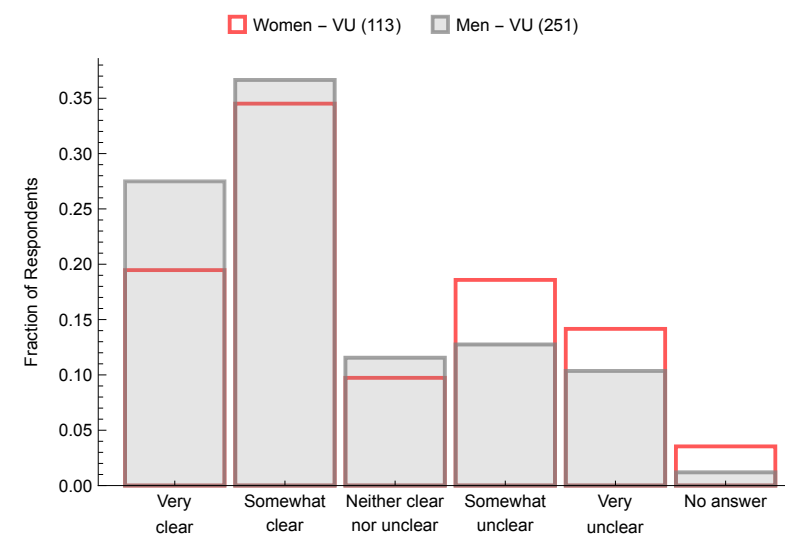
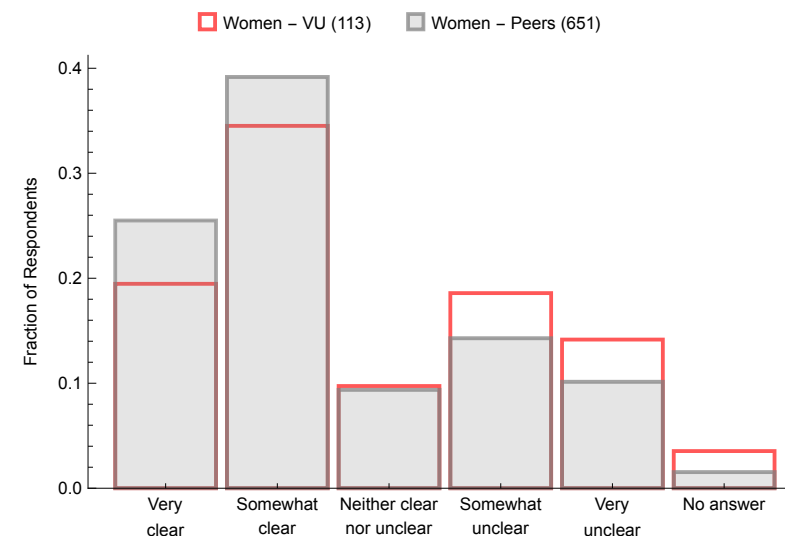
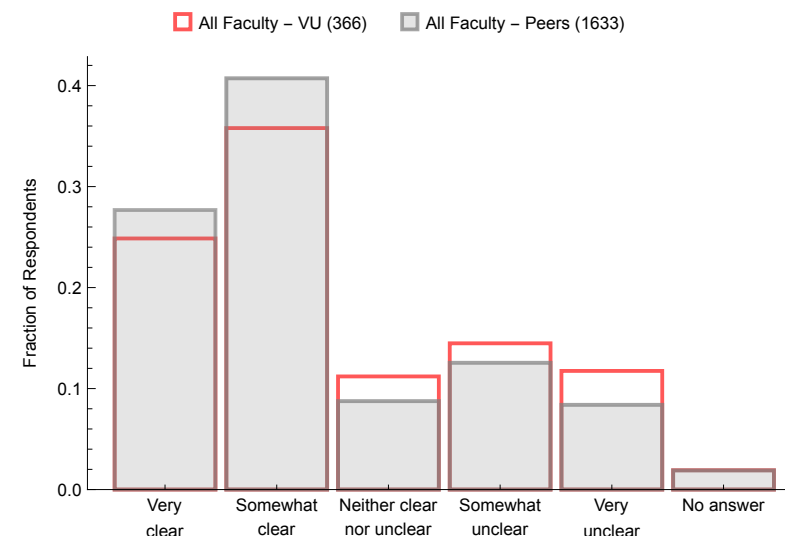


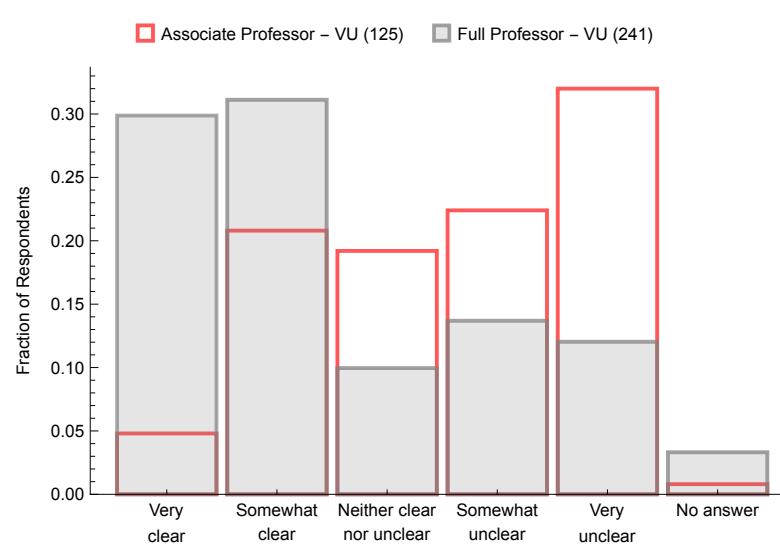
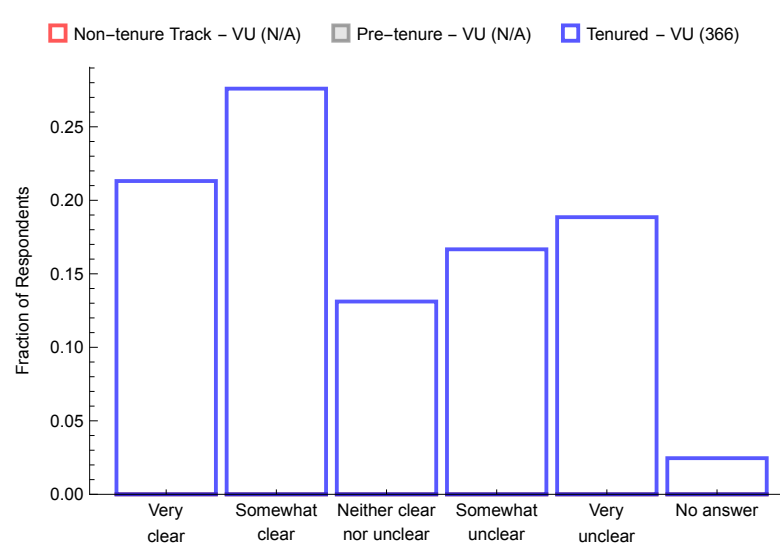
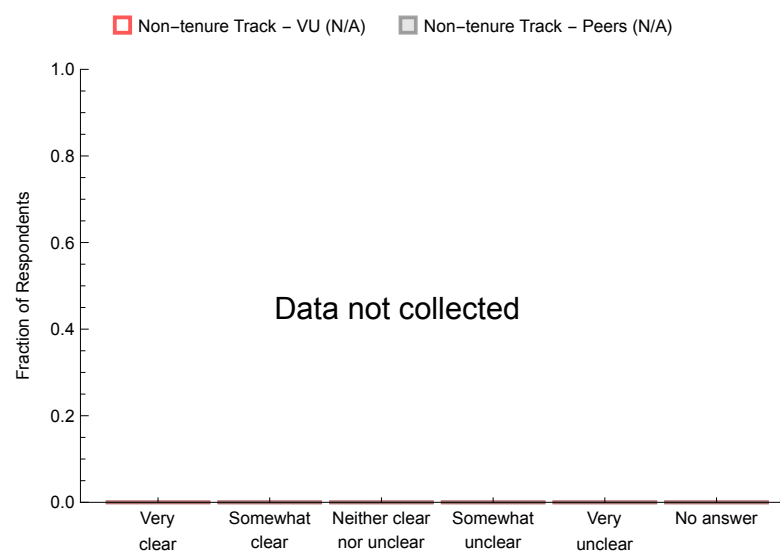
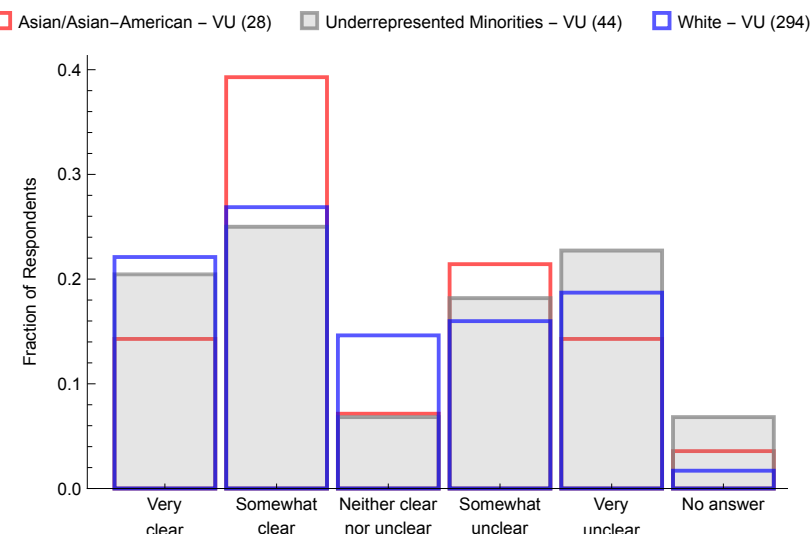
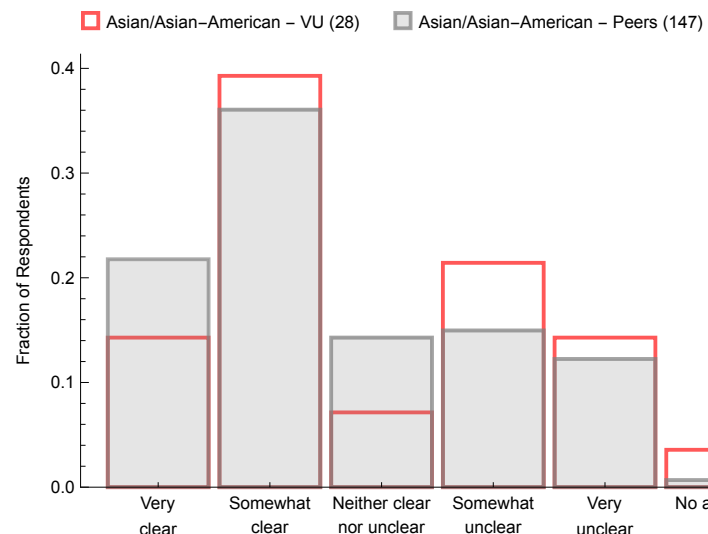
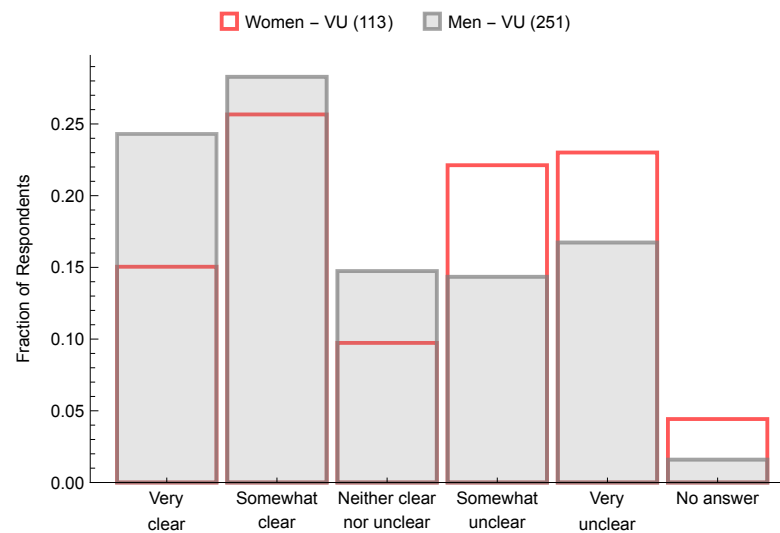
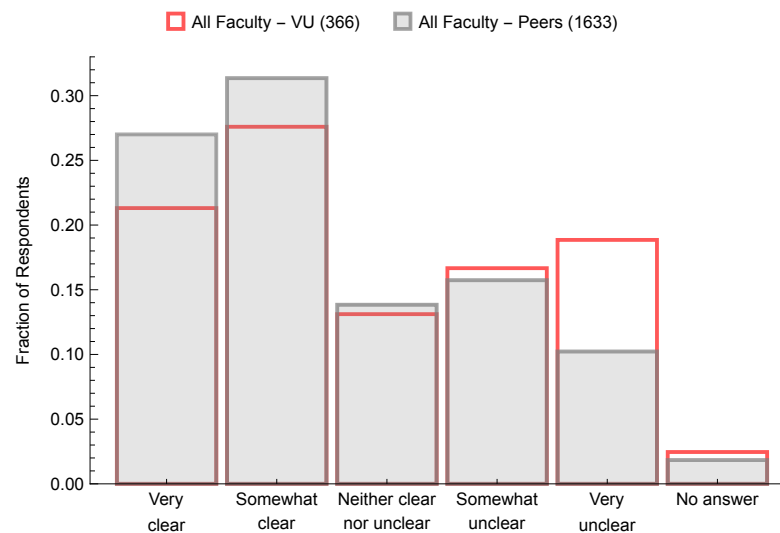




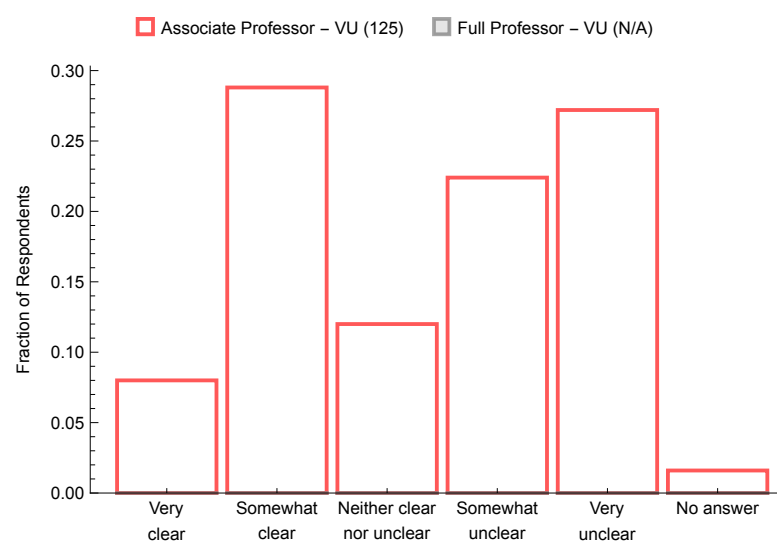
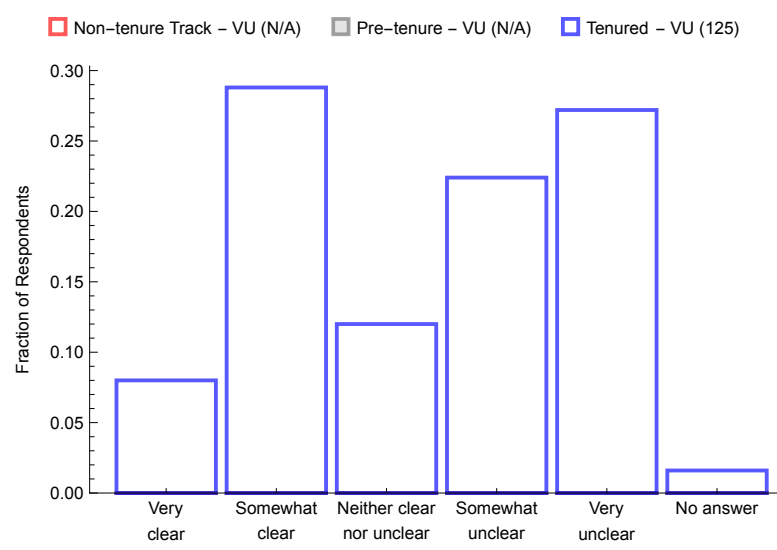
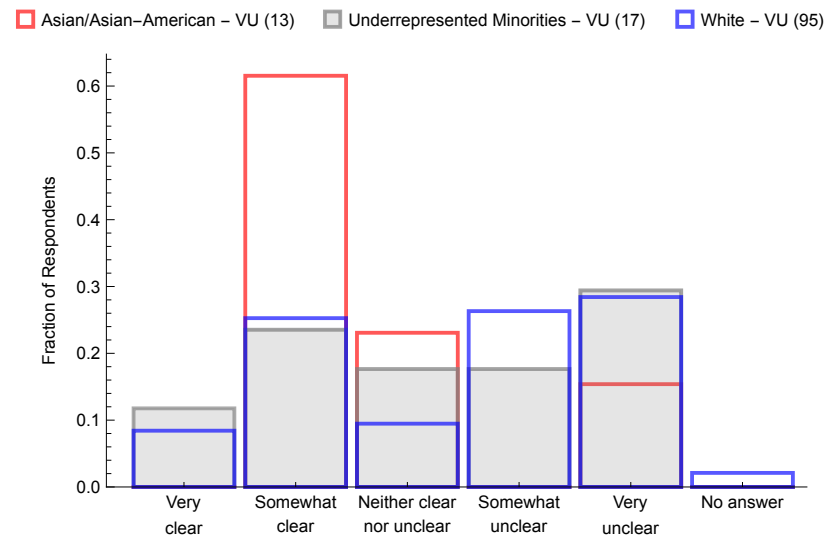
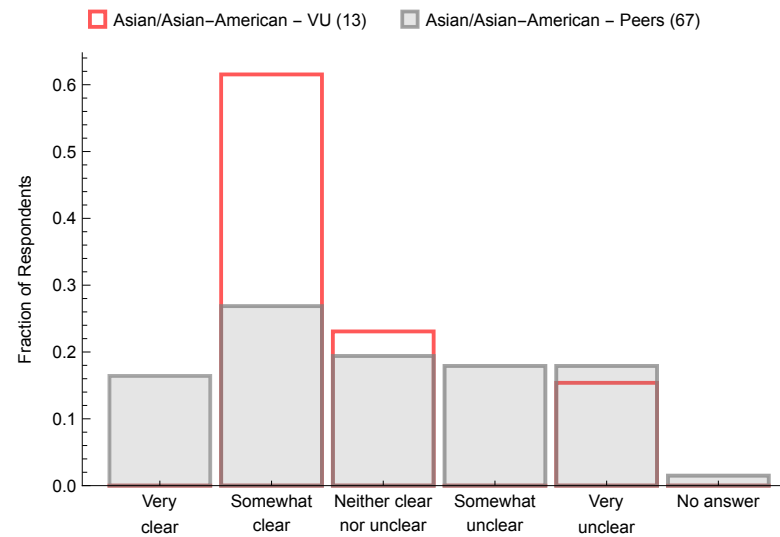
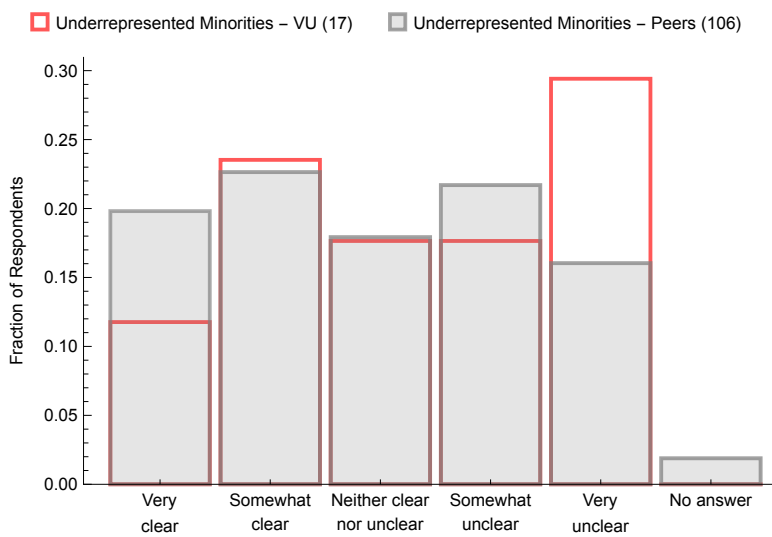
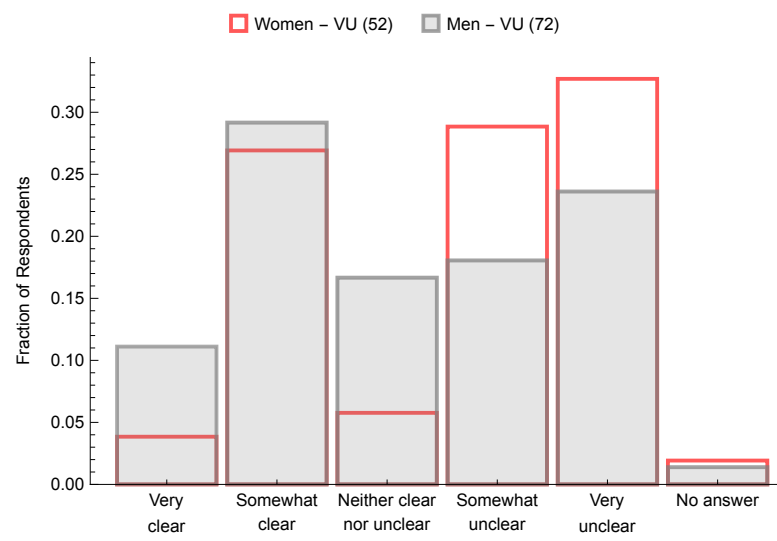
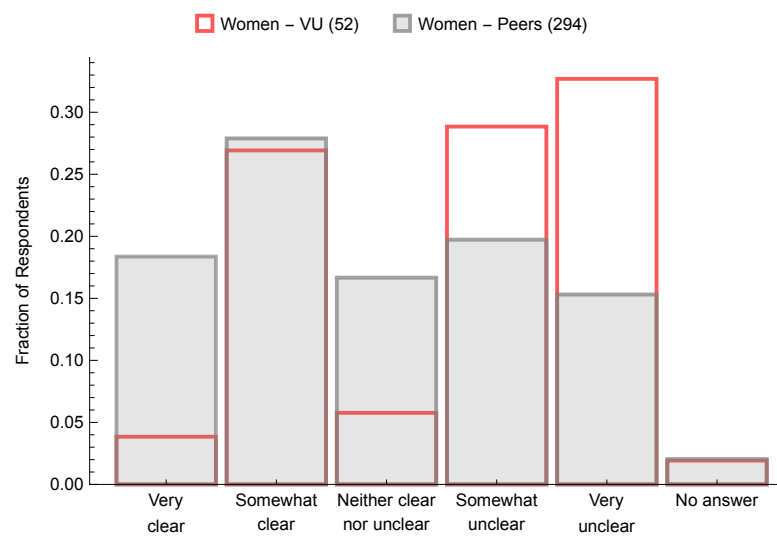
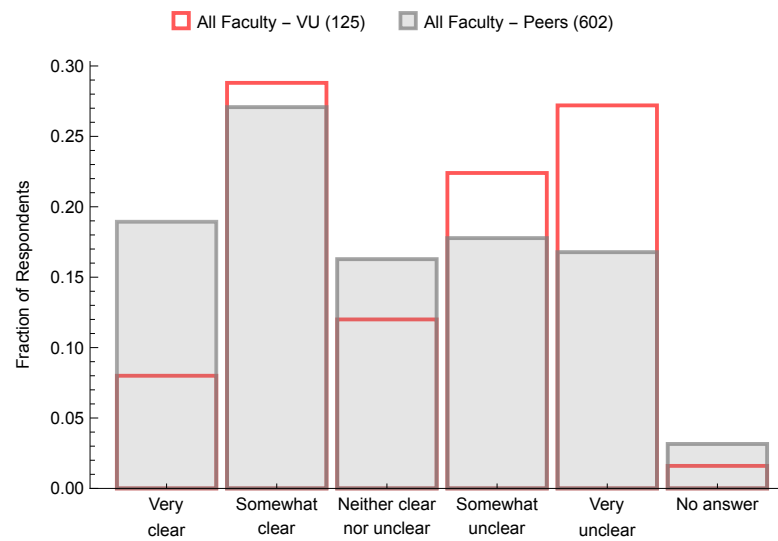


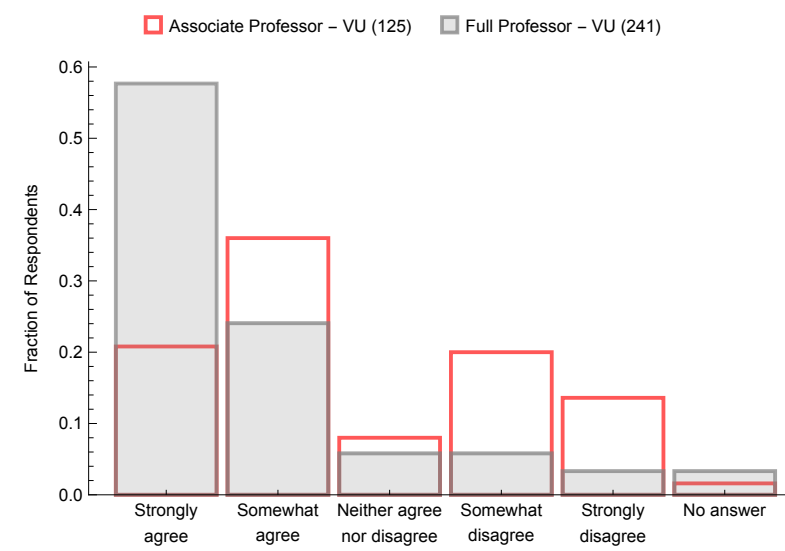
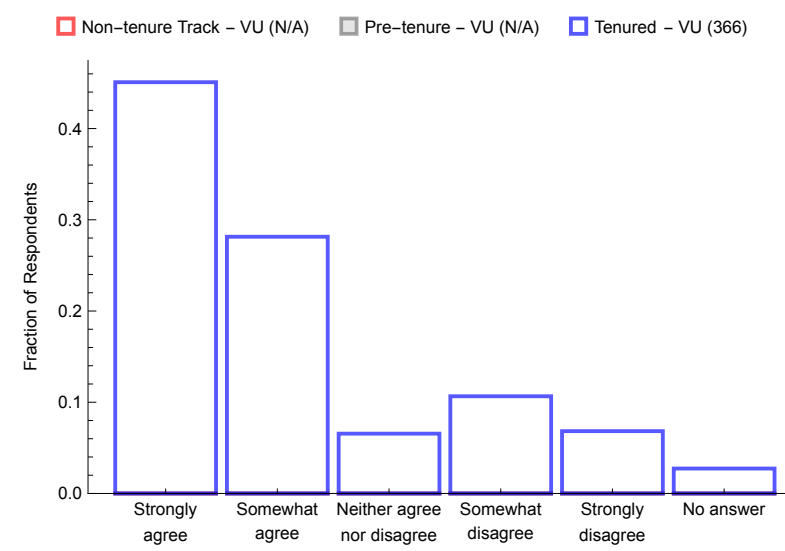
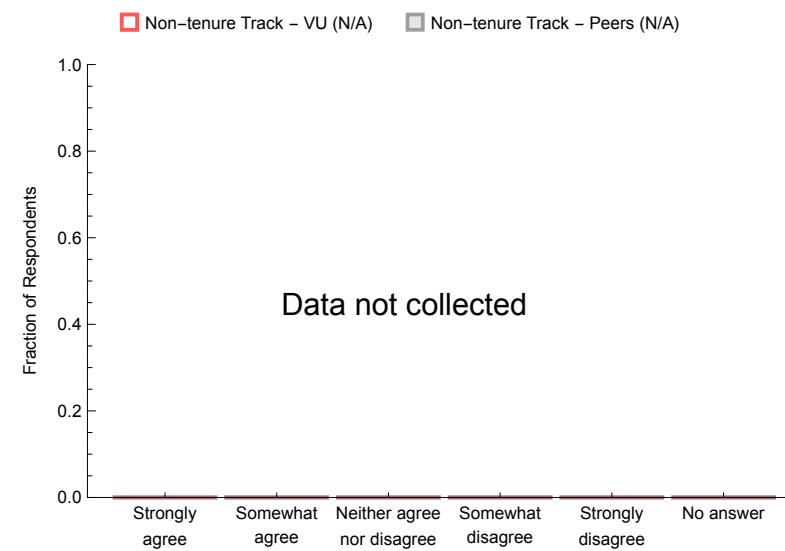
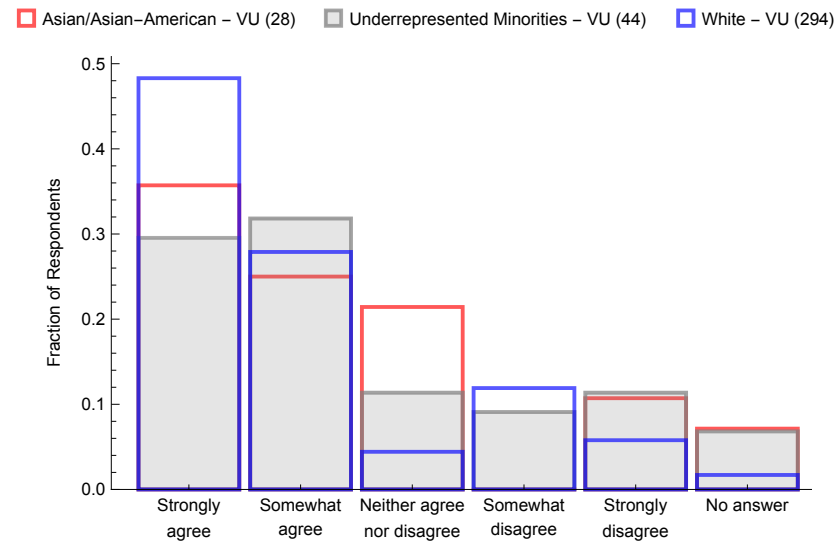
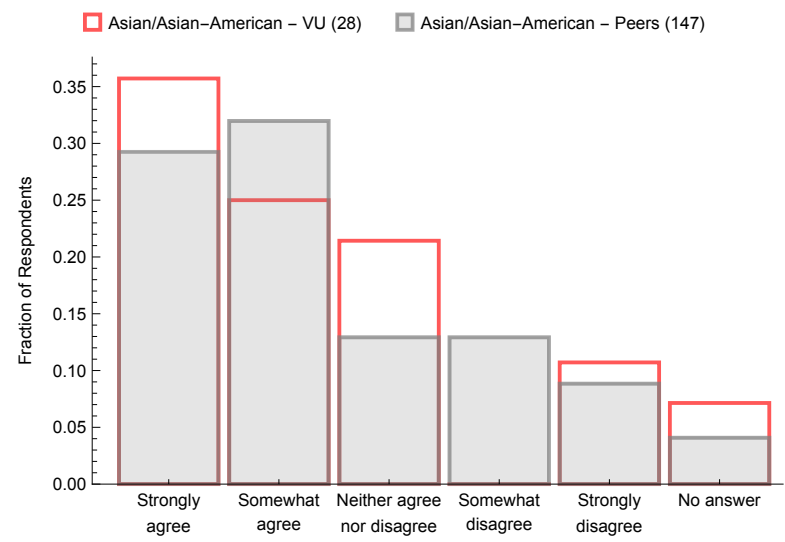
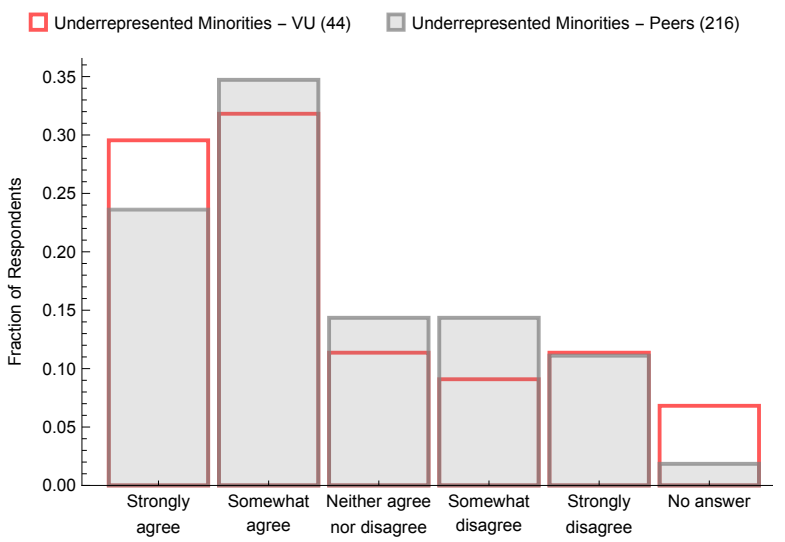
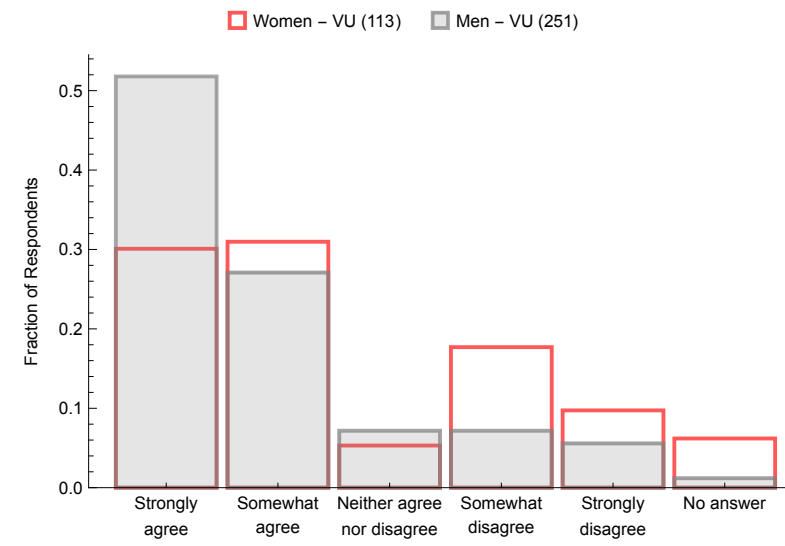
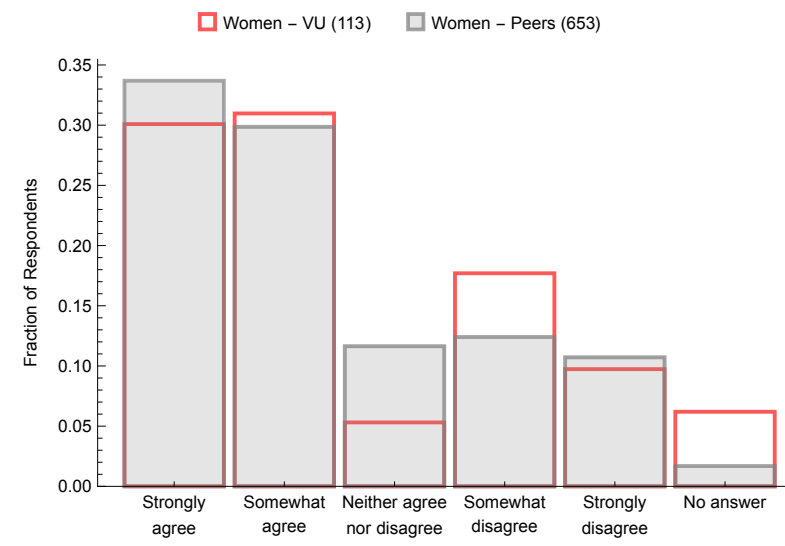
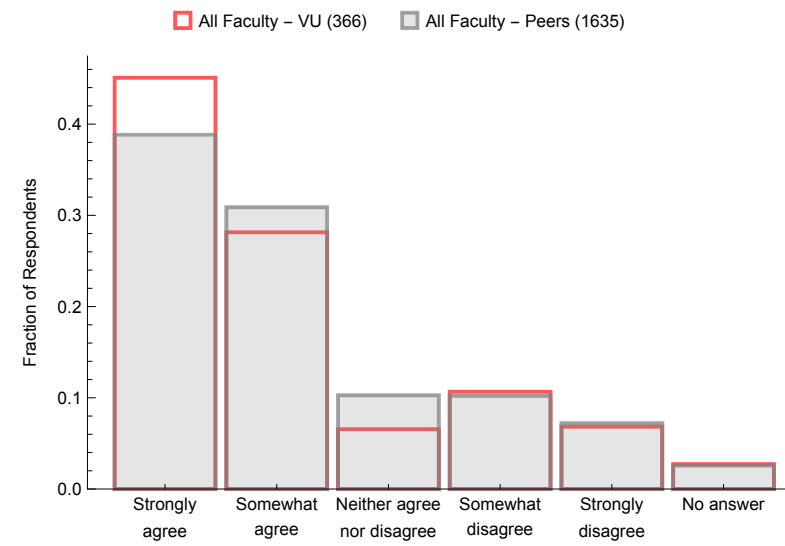


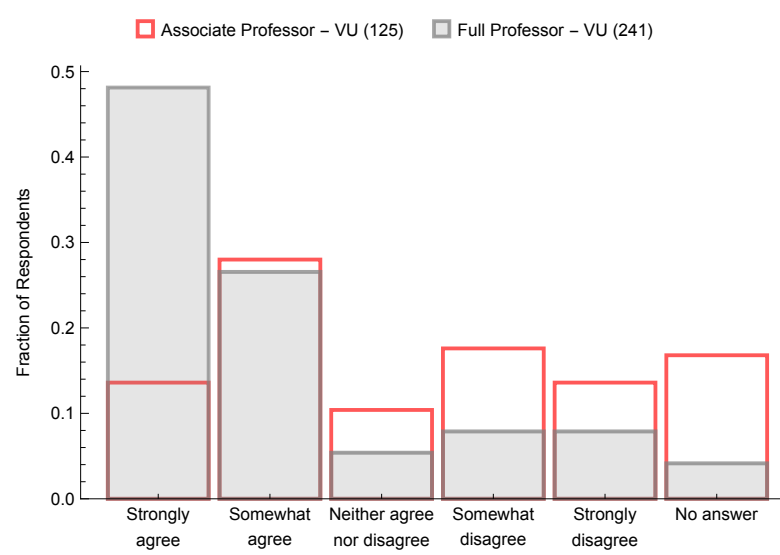
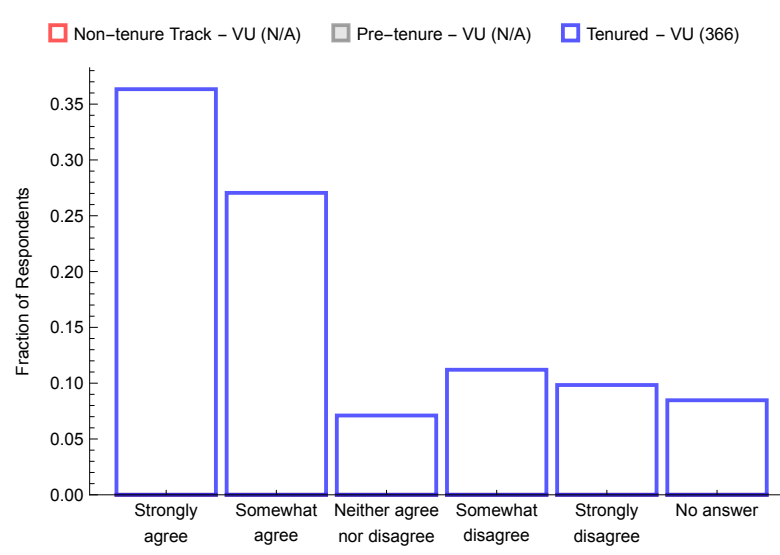
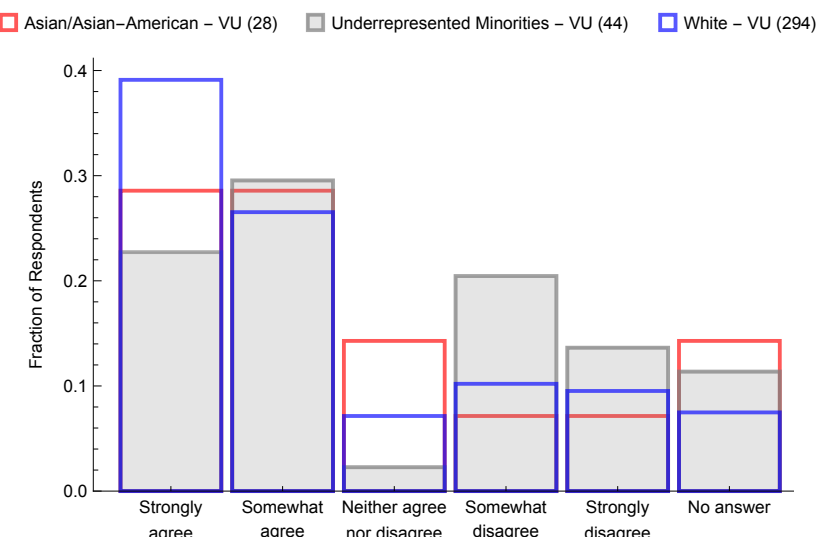
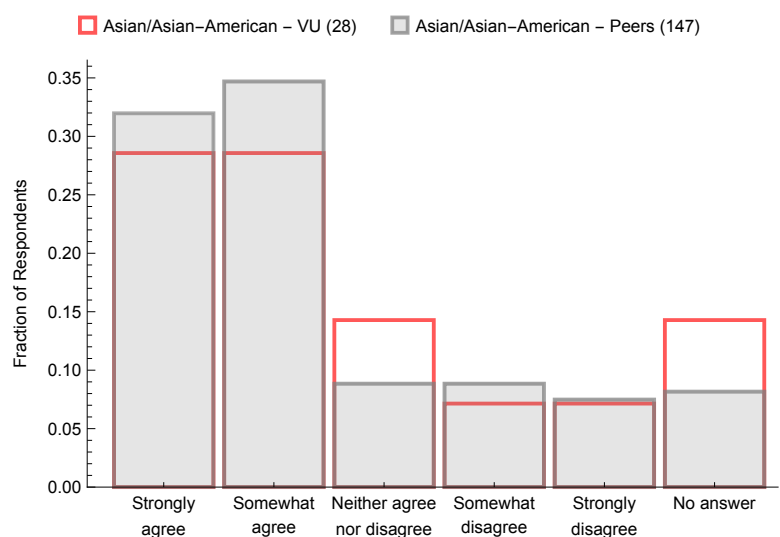
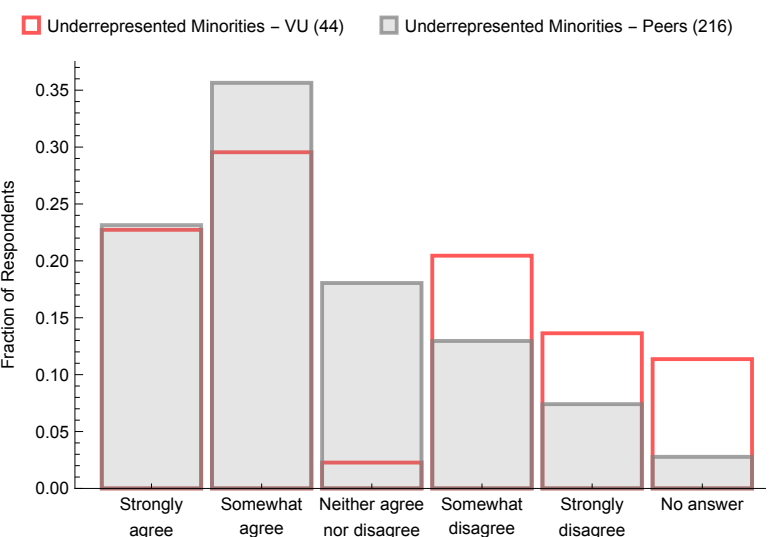
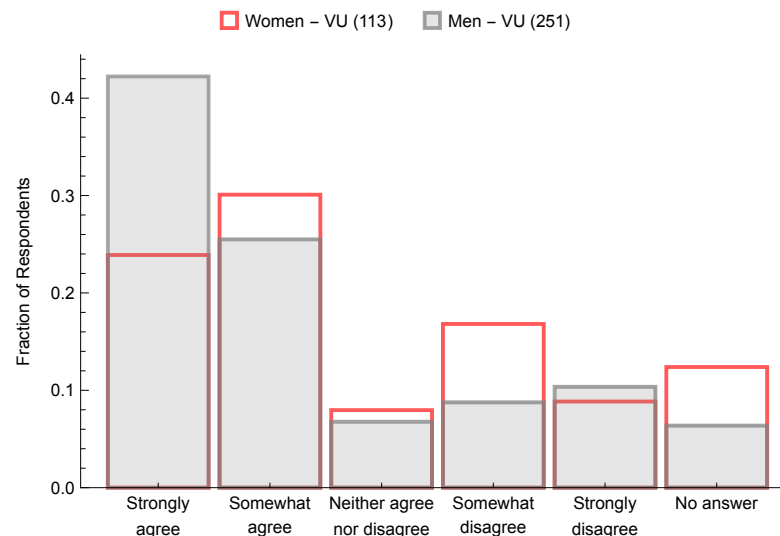
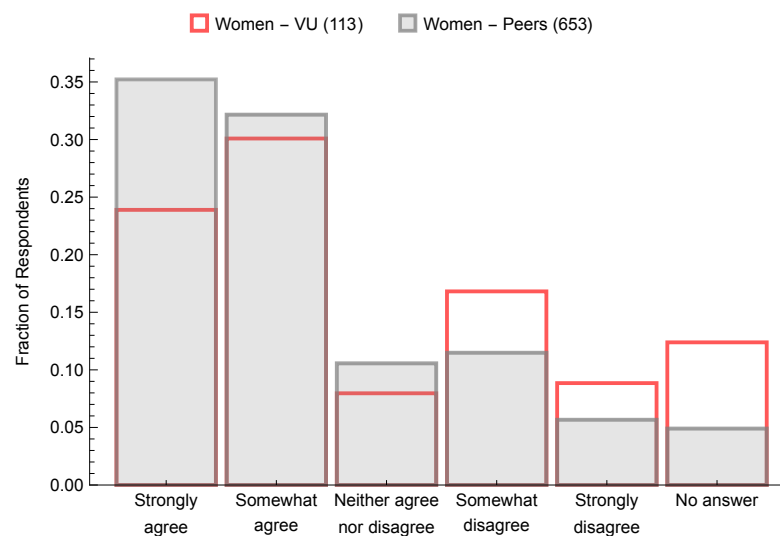
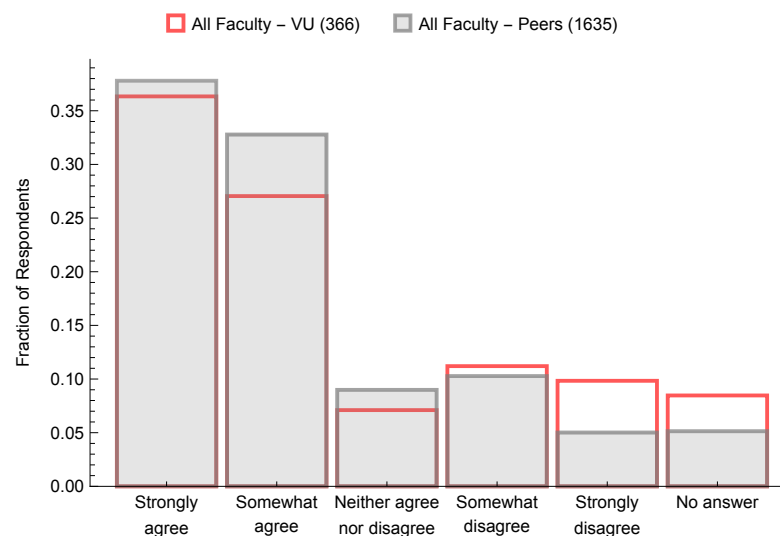


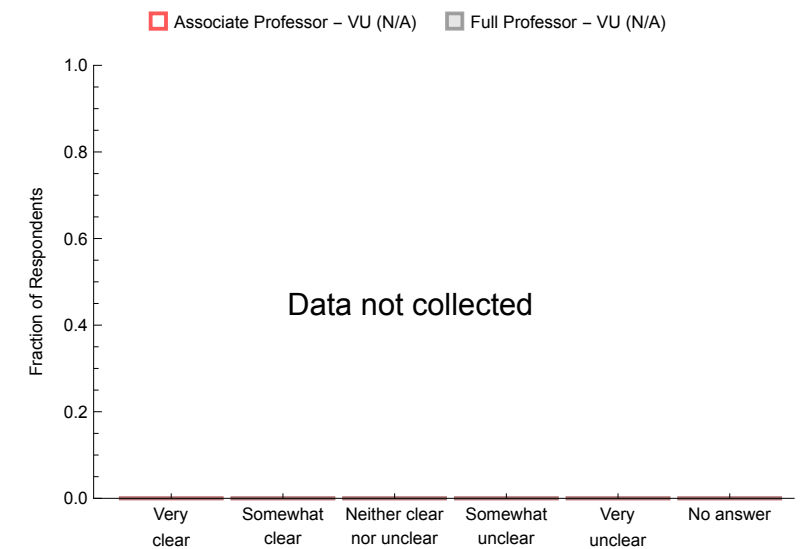
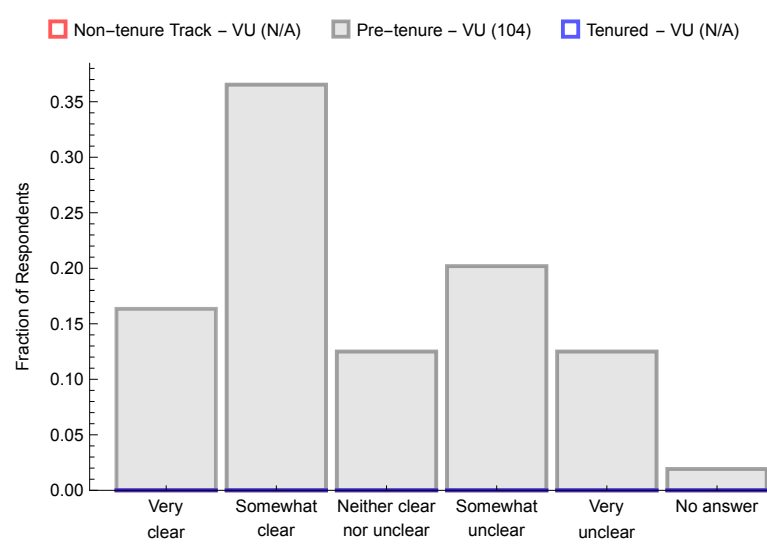
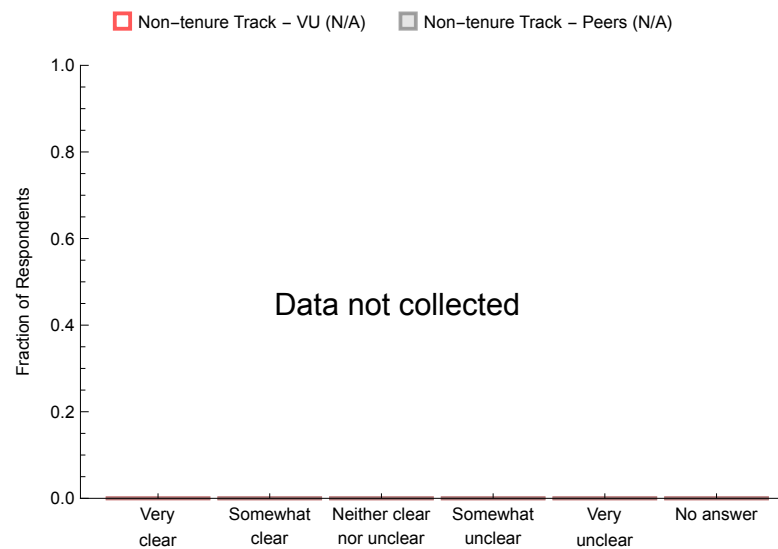
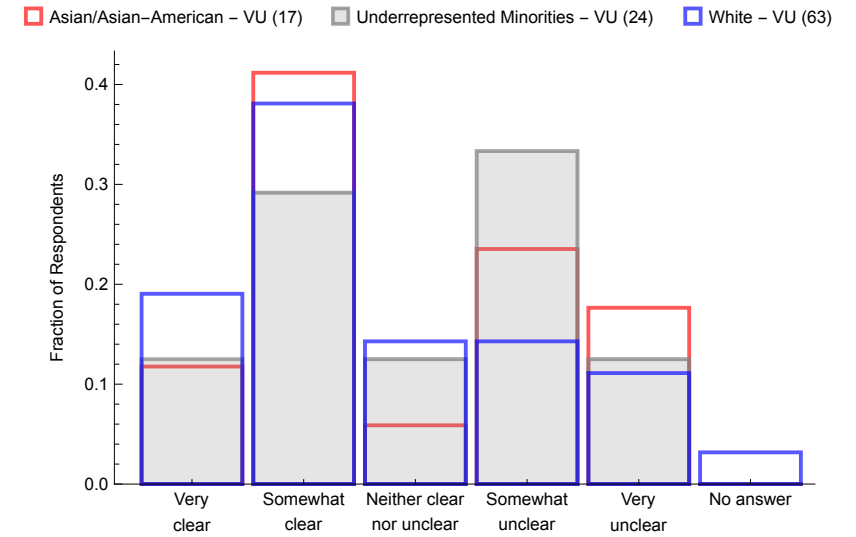
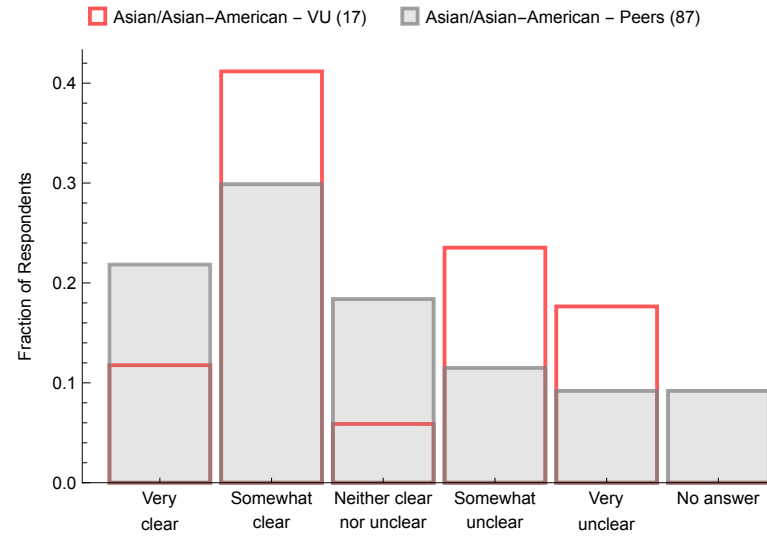
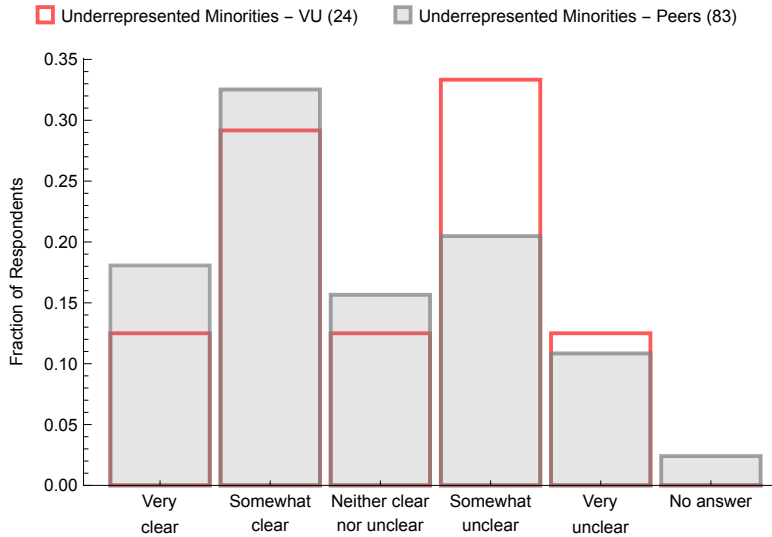
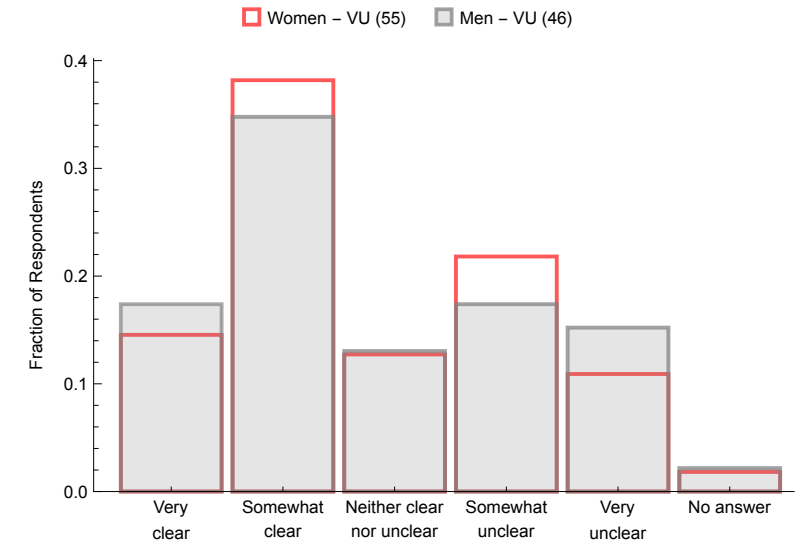
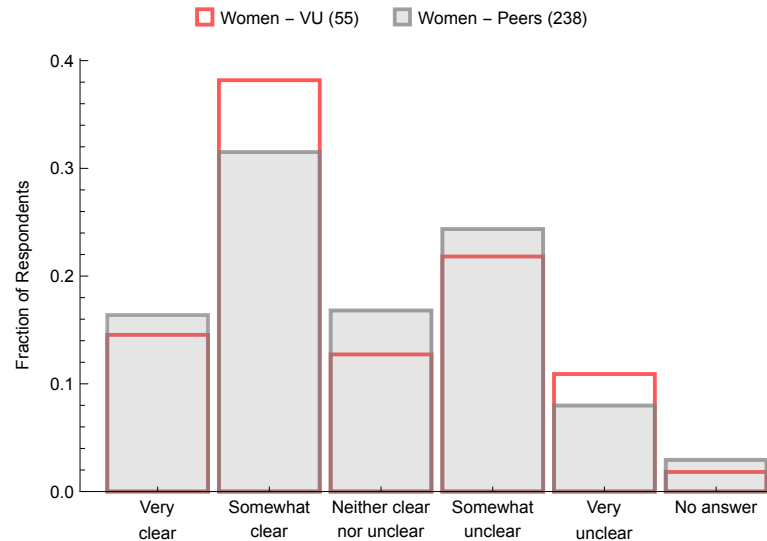
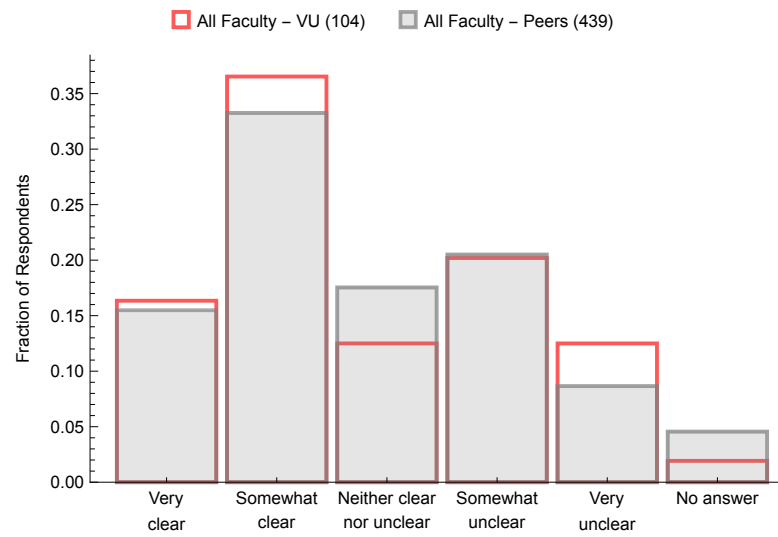


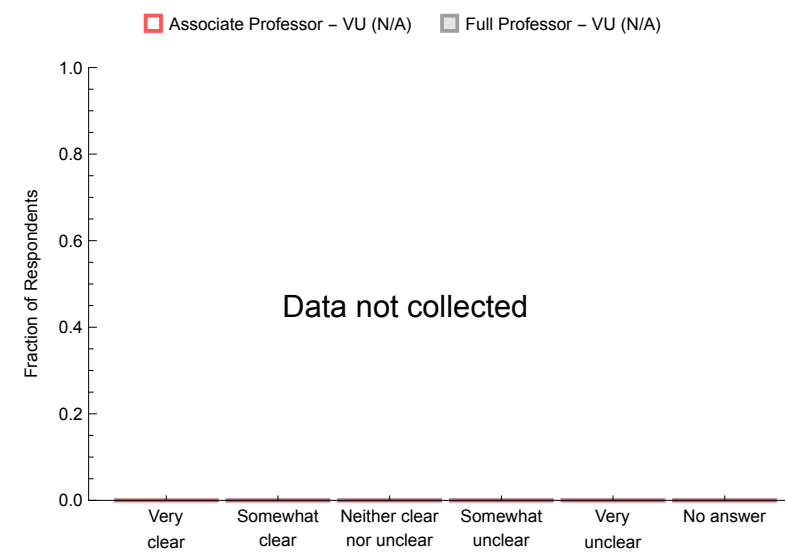
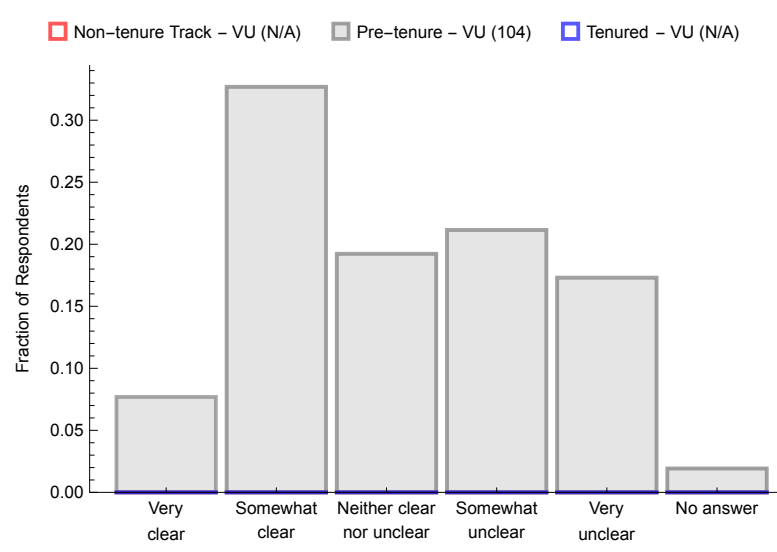
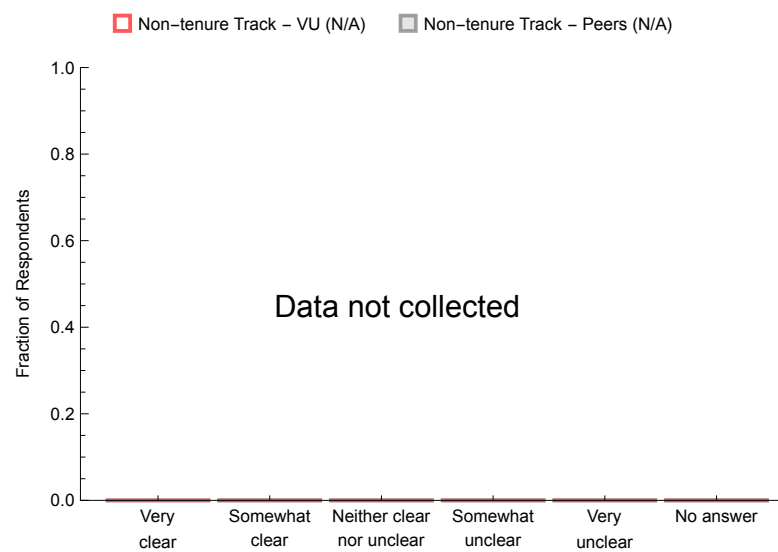
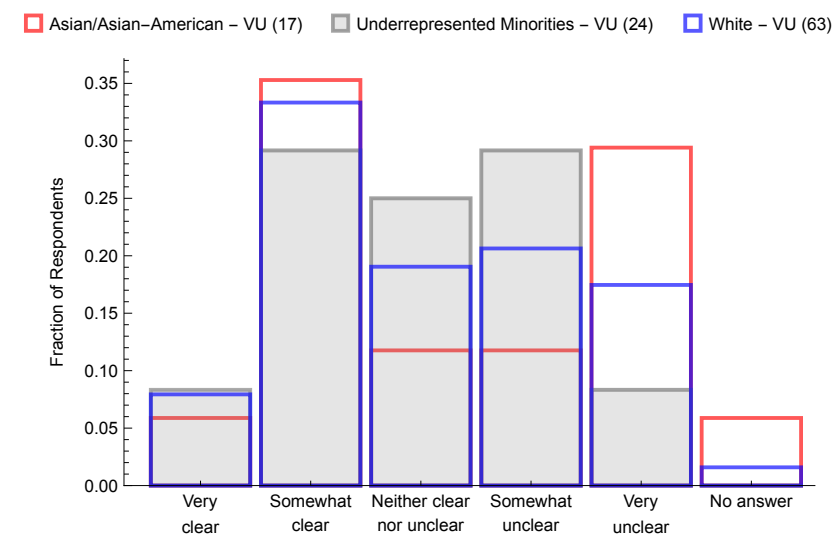
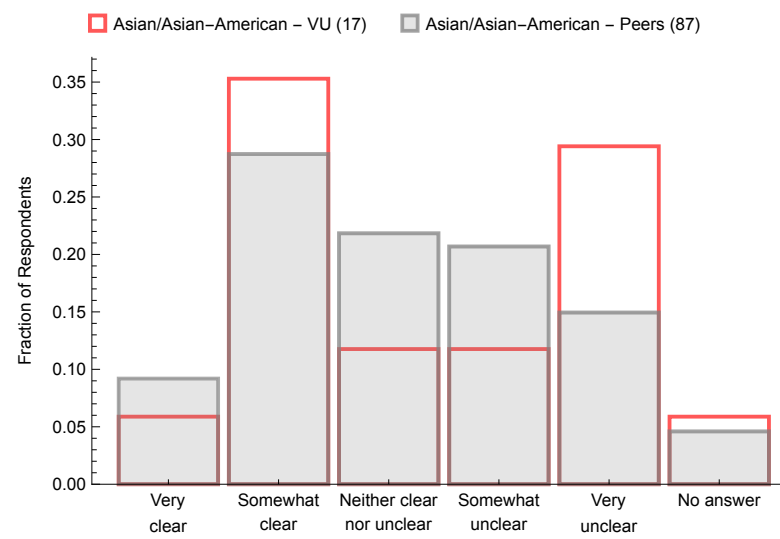
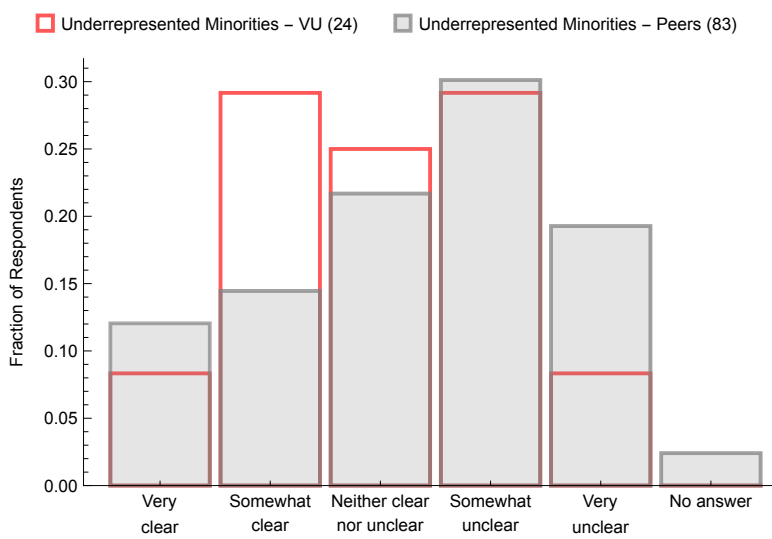
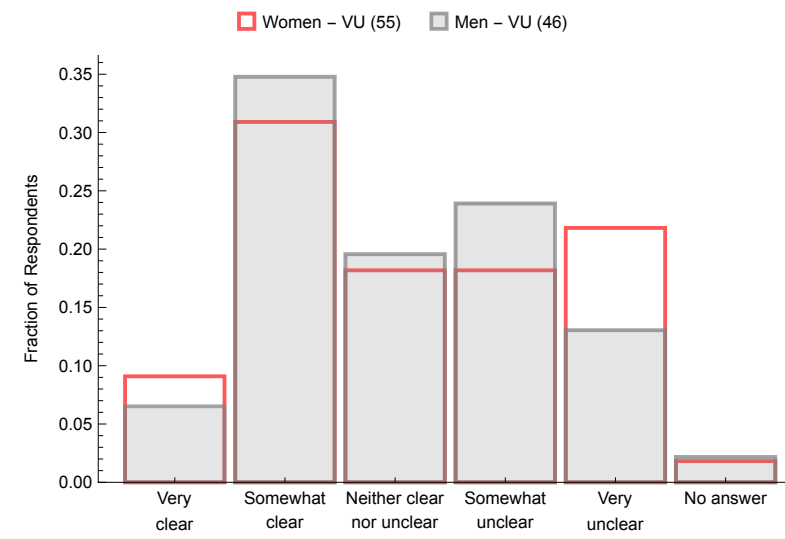
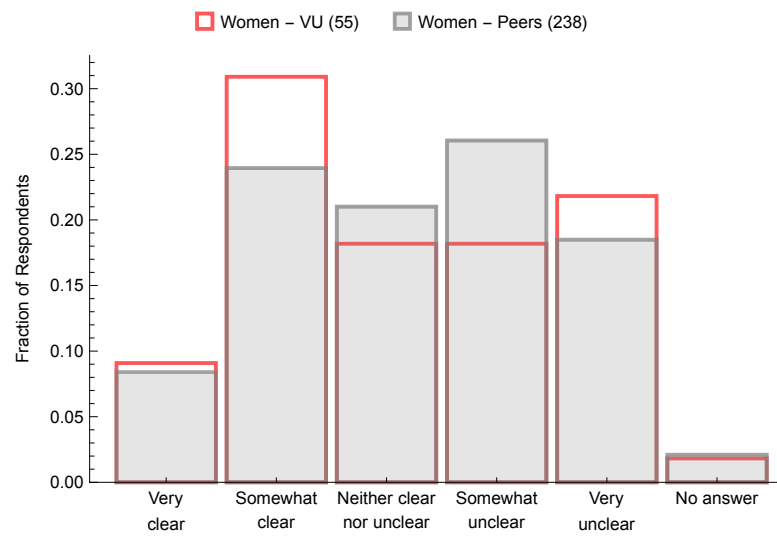
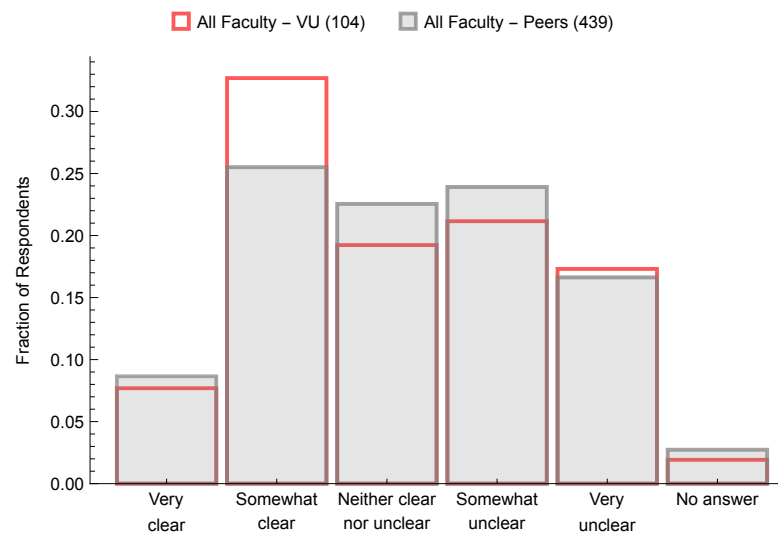
Tenure and Promotion | Promotion to Full | Clarity of whether I will be promoted

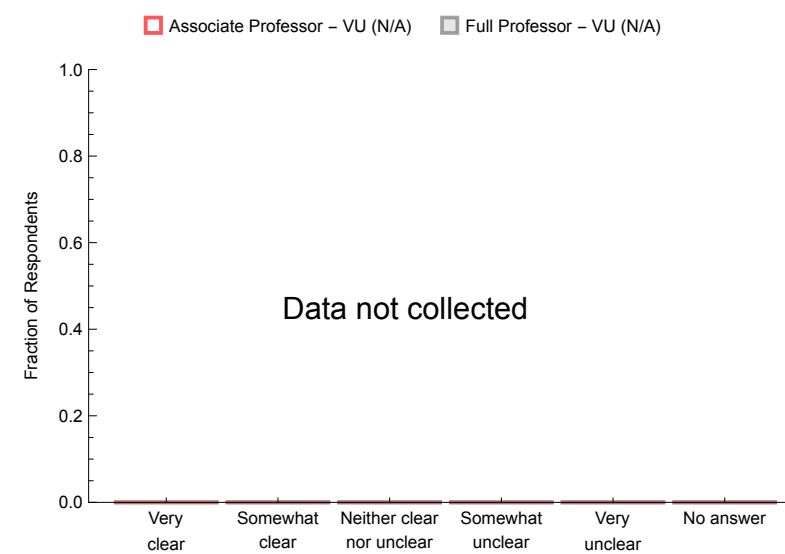
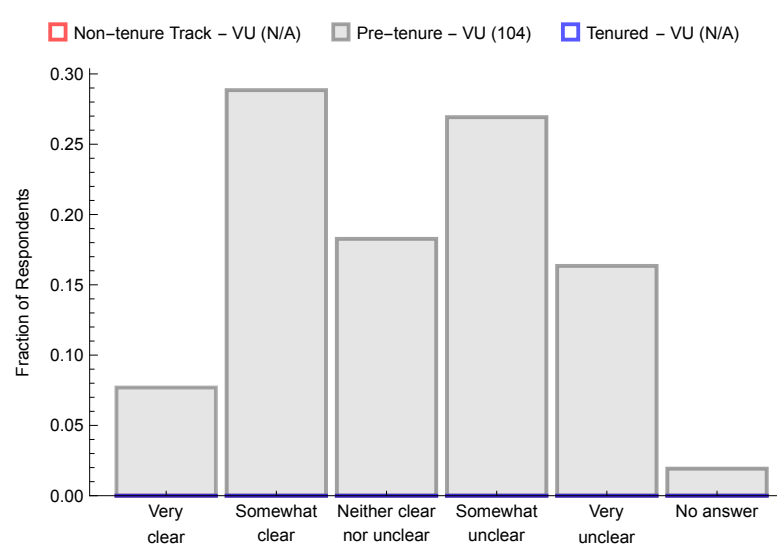
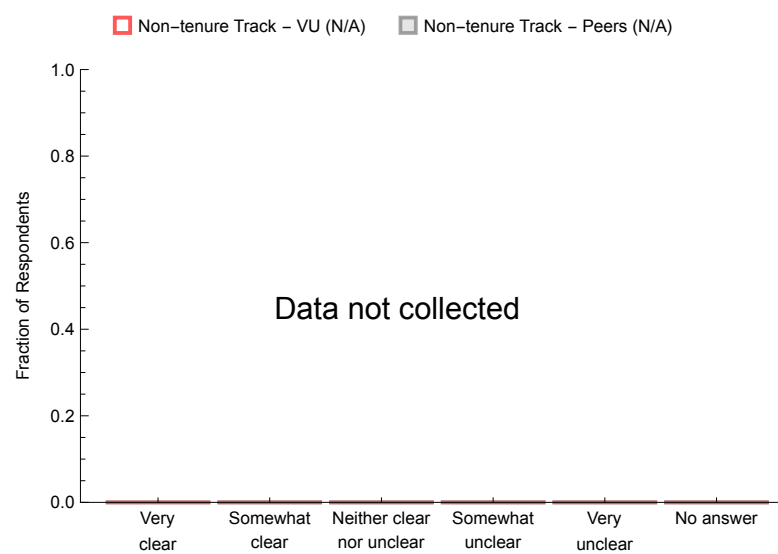
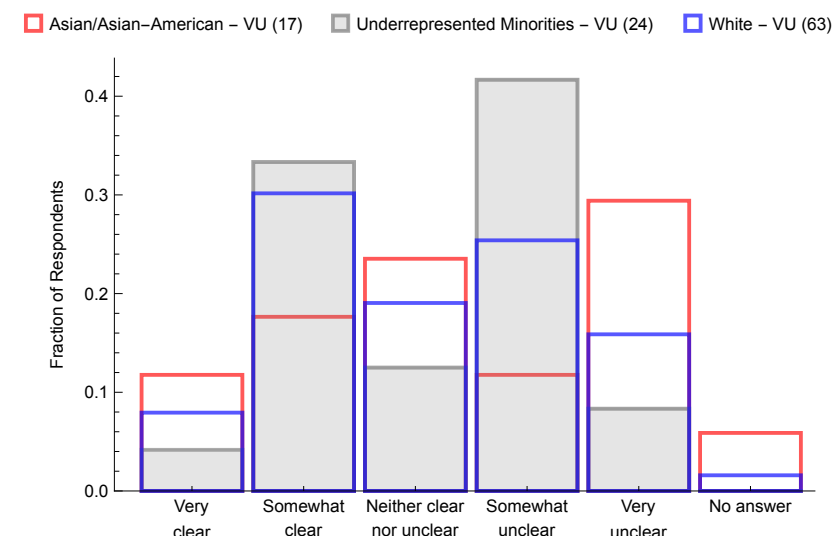
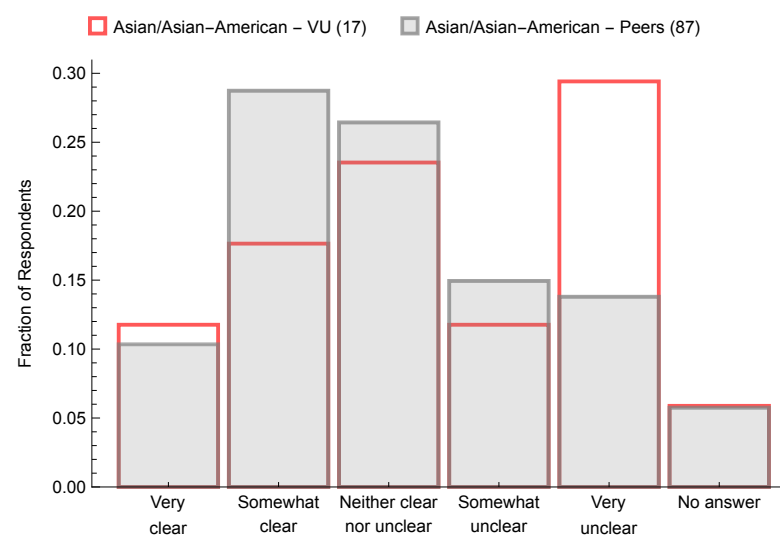
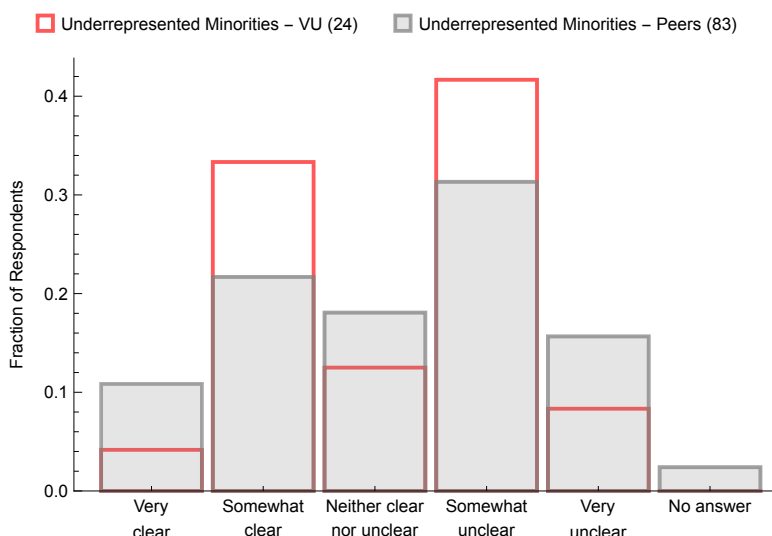
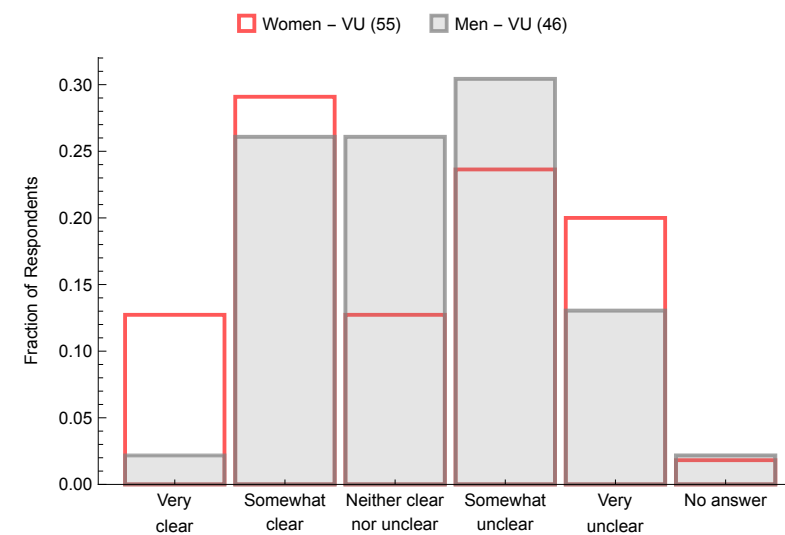
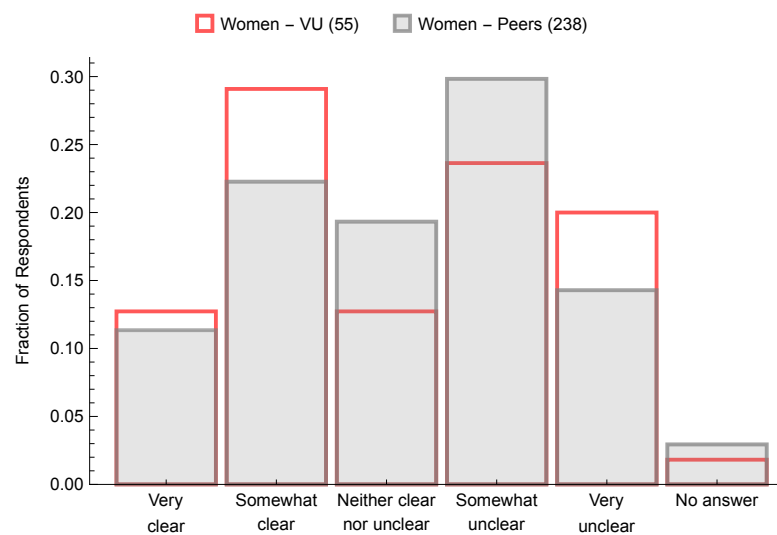
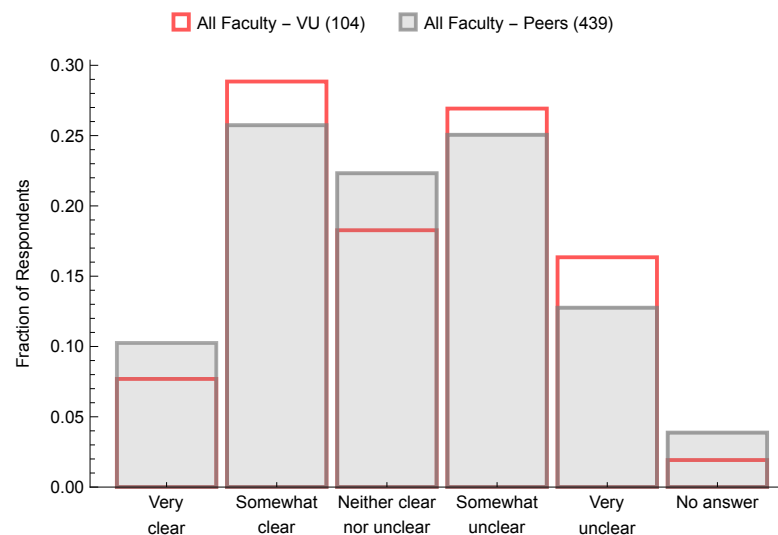


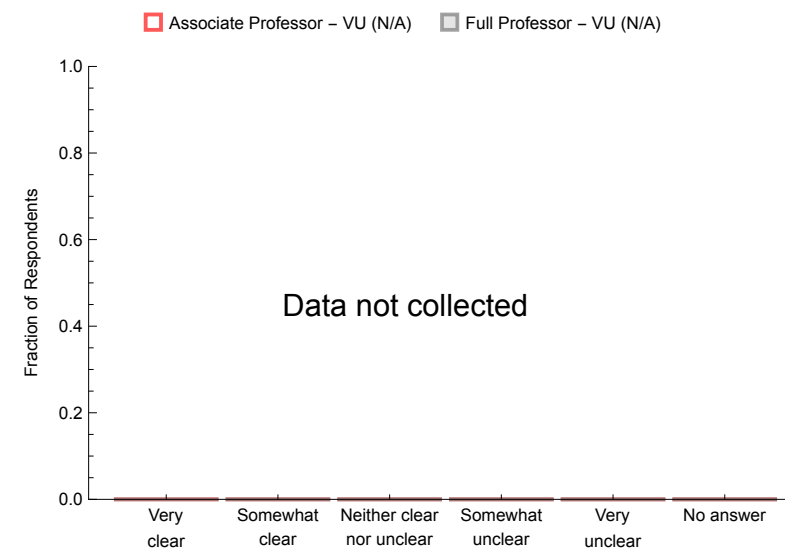
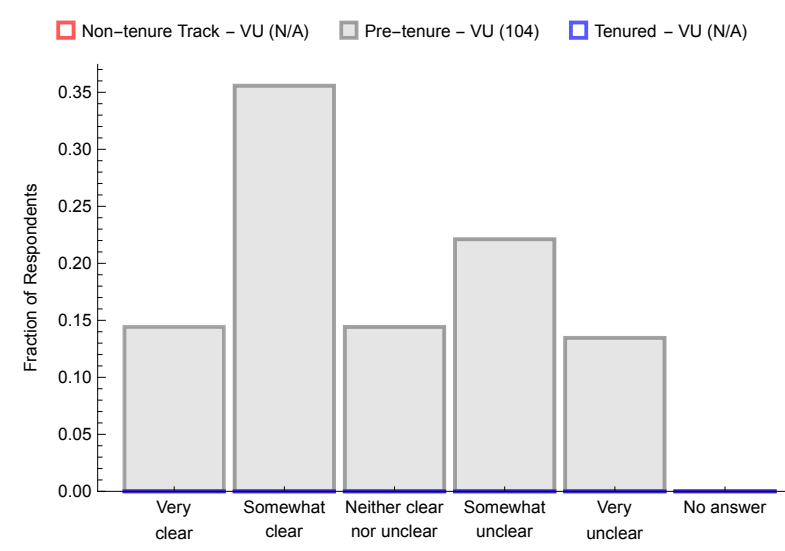
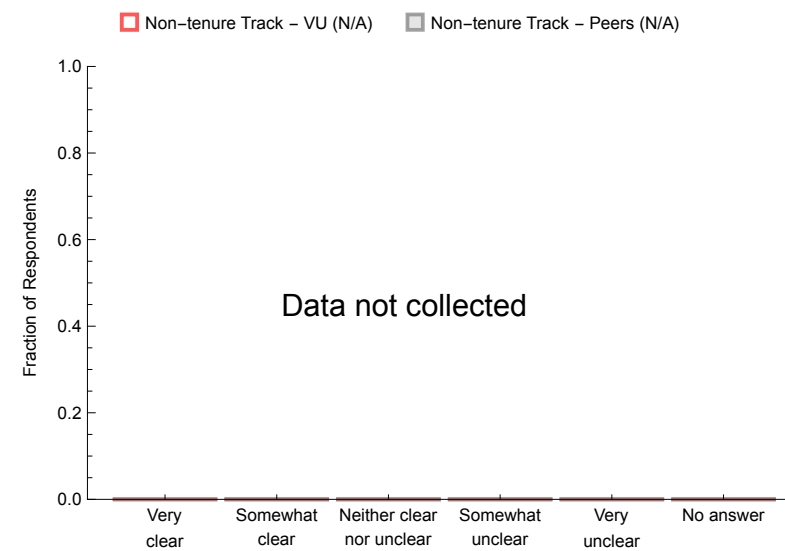
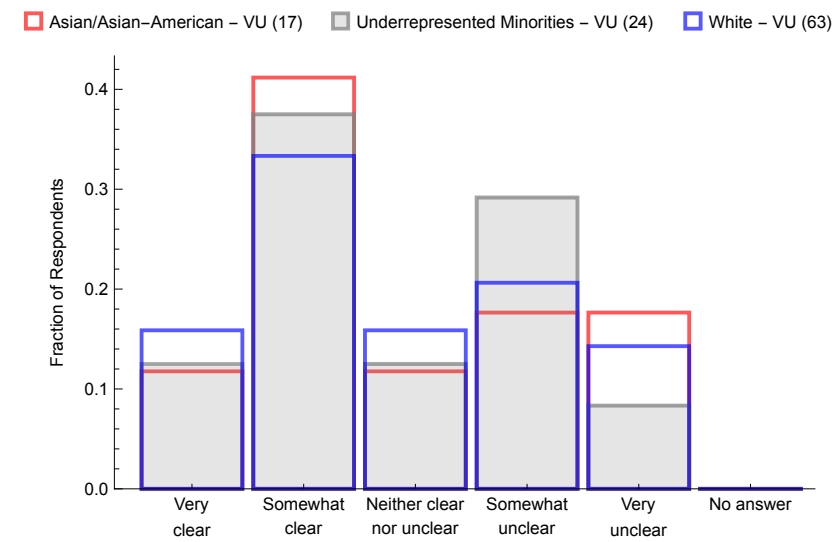
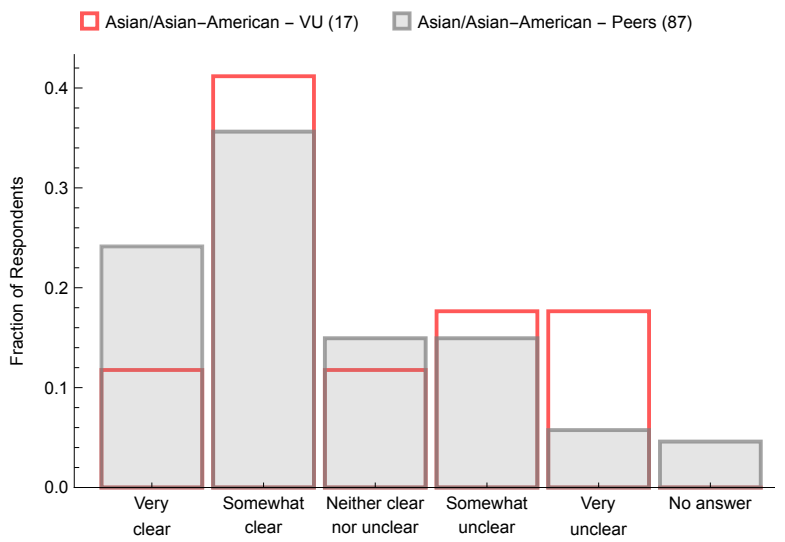
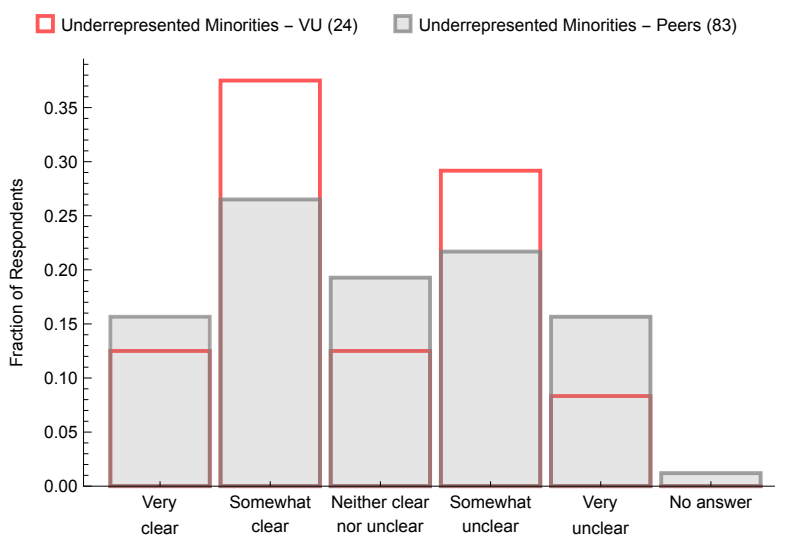
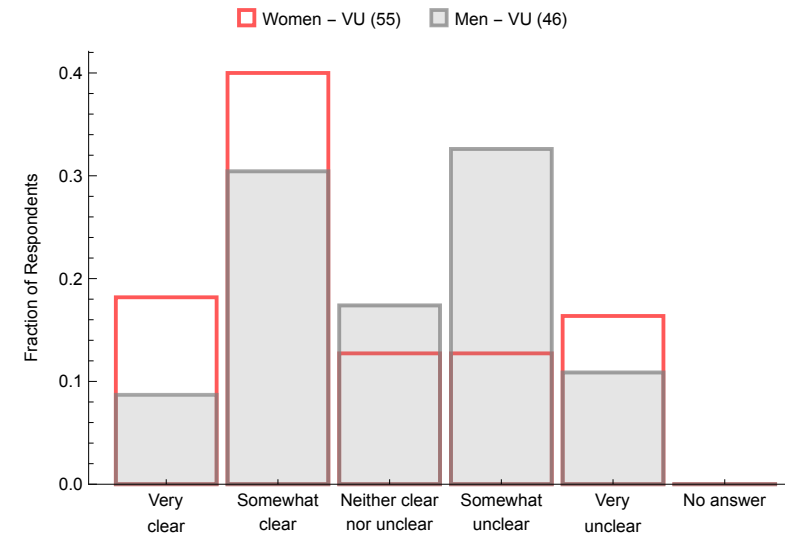
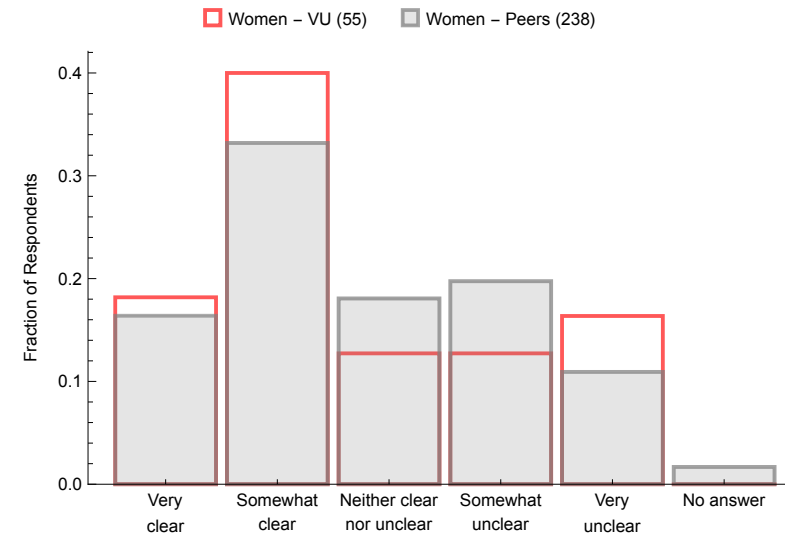
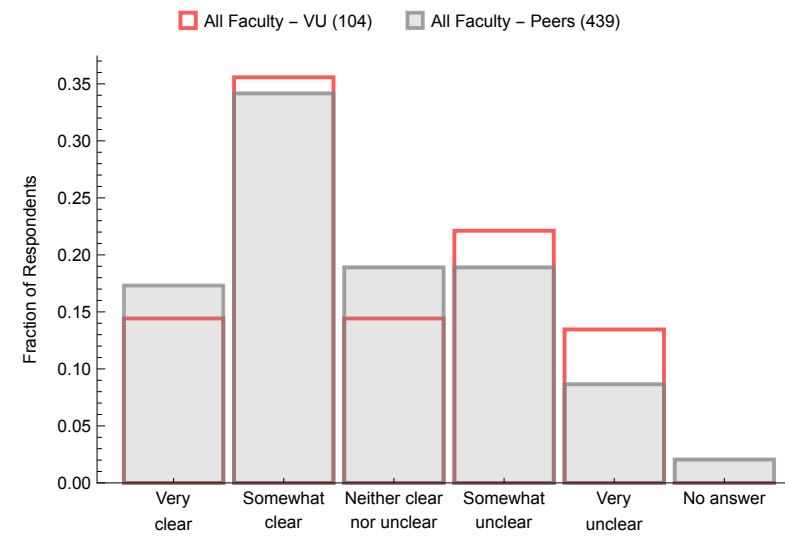


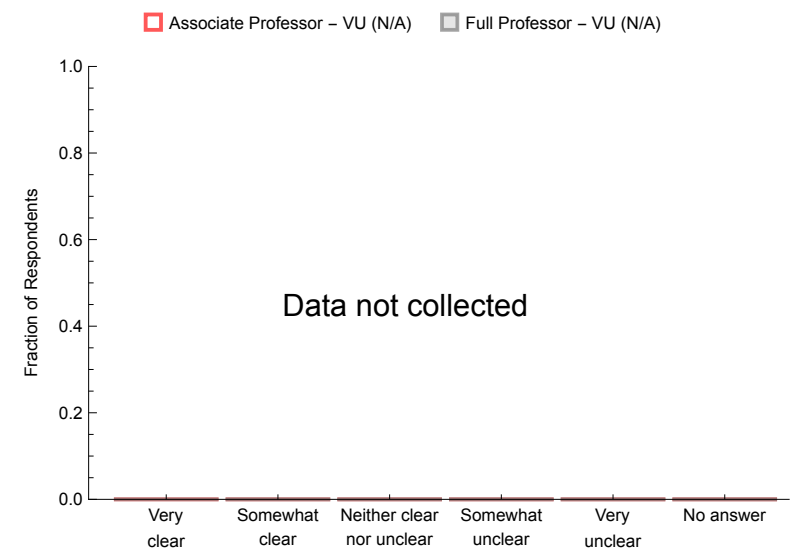
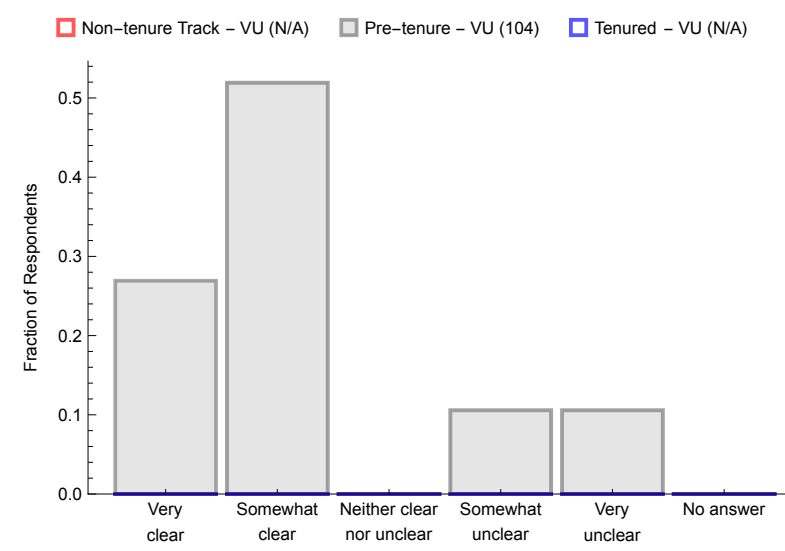
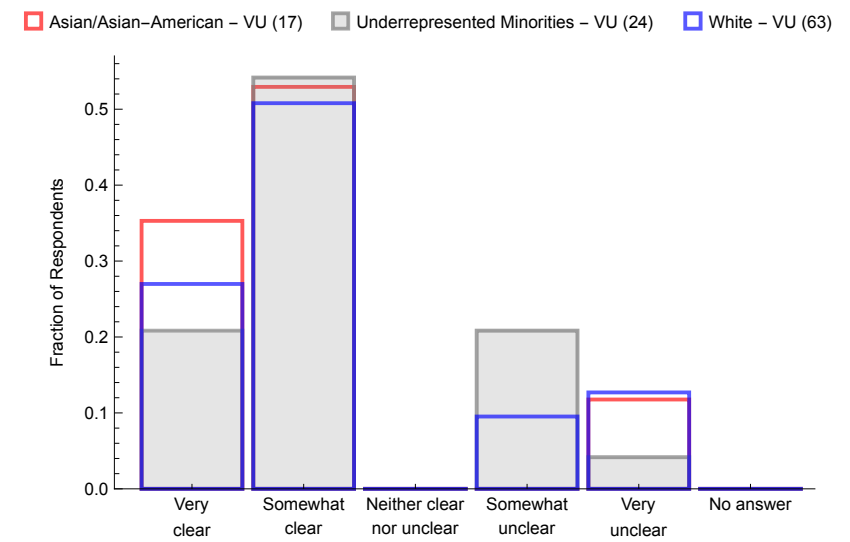
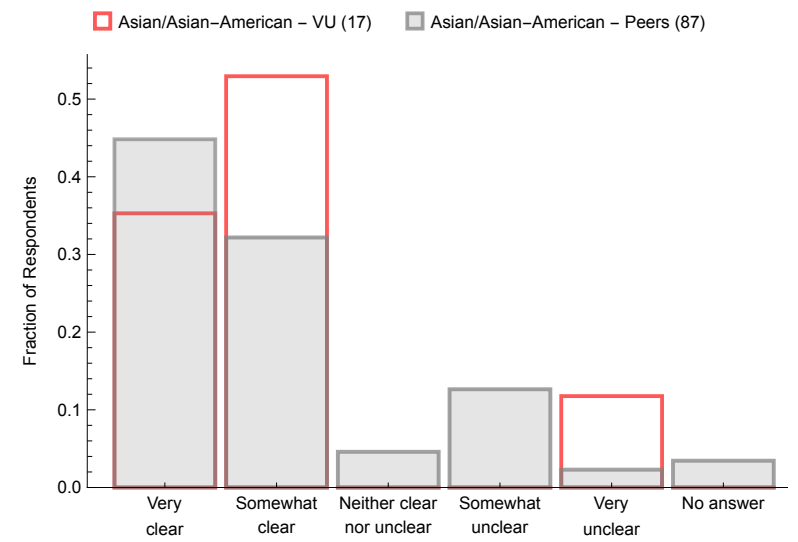
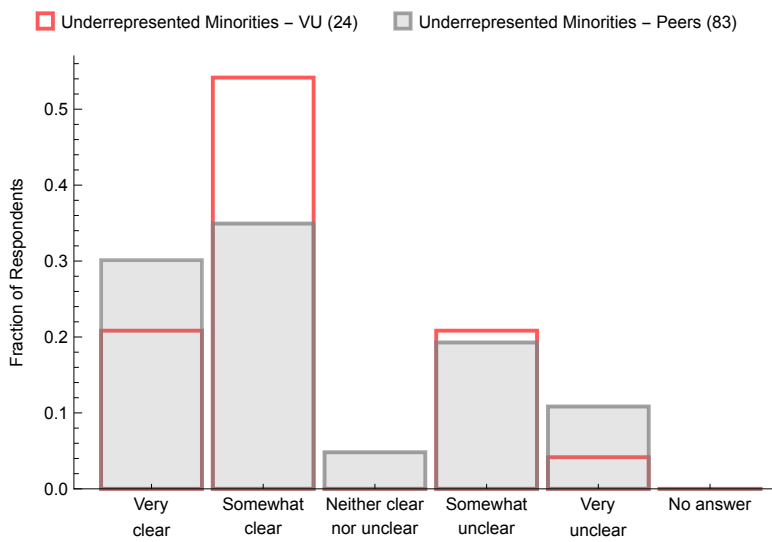
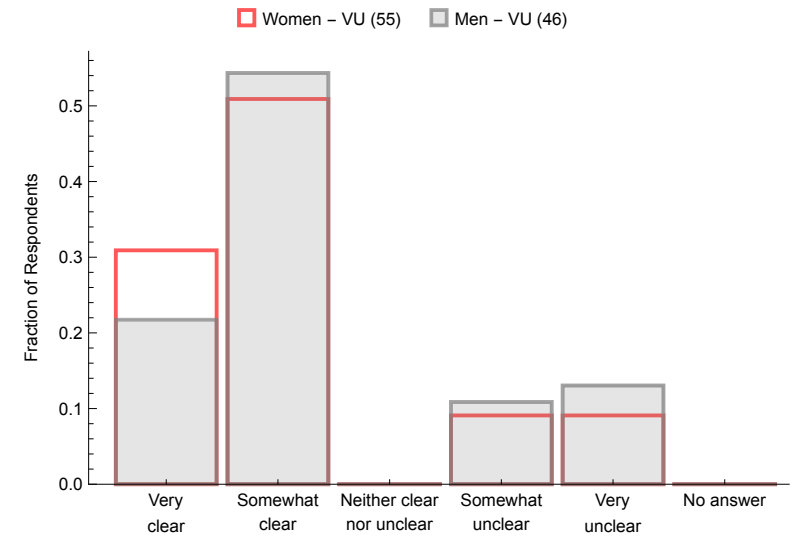
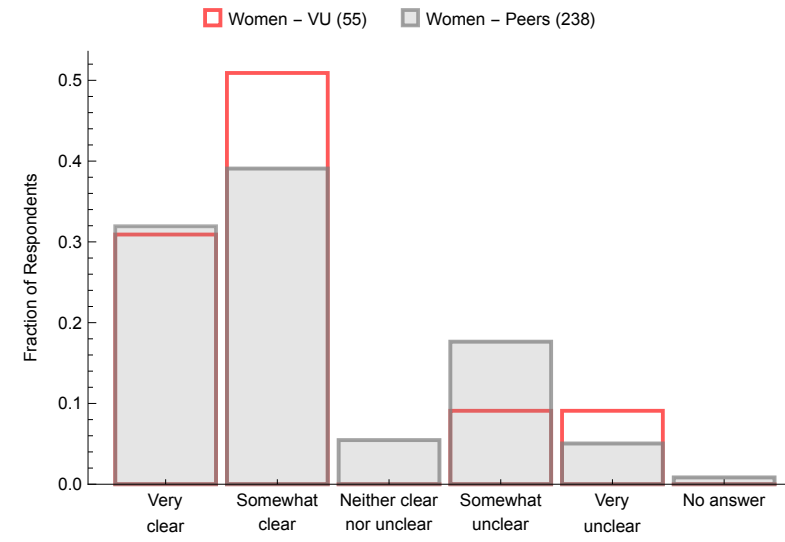
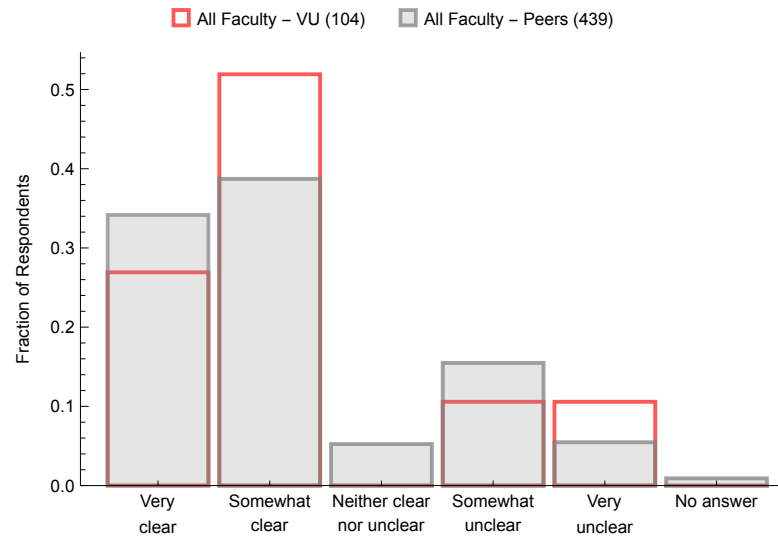


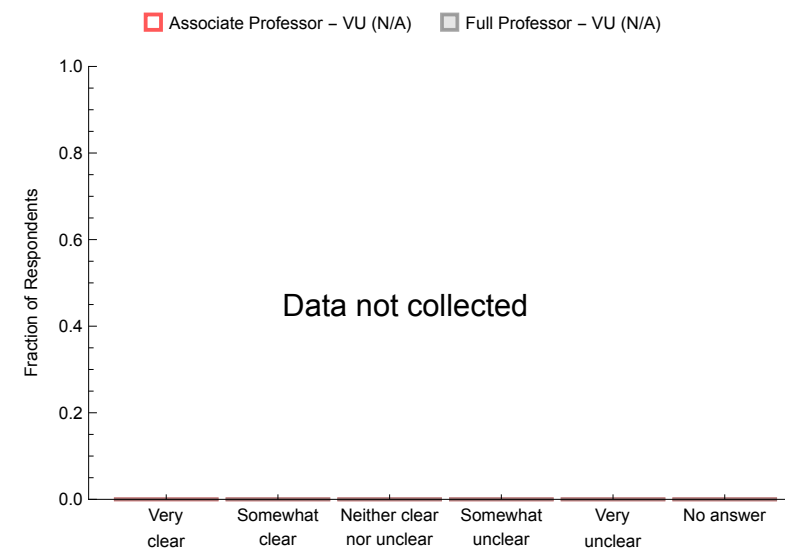
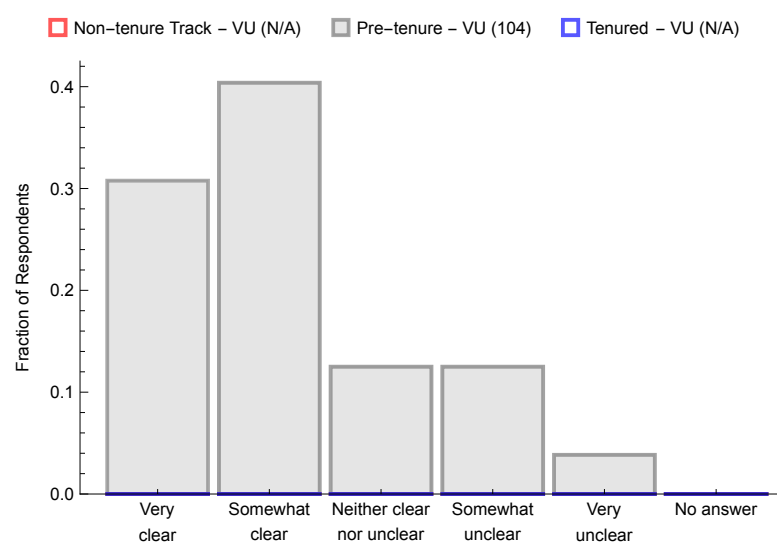
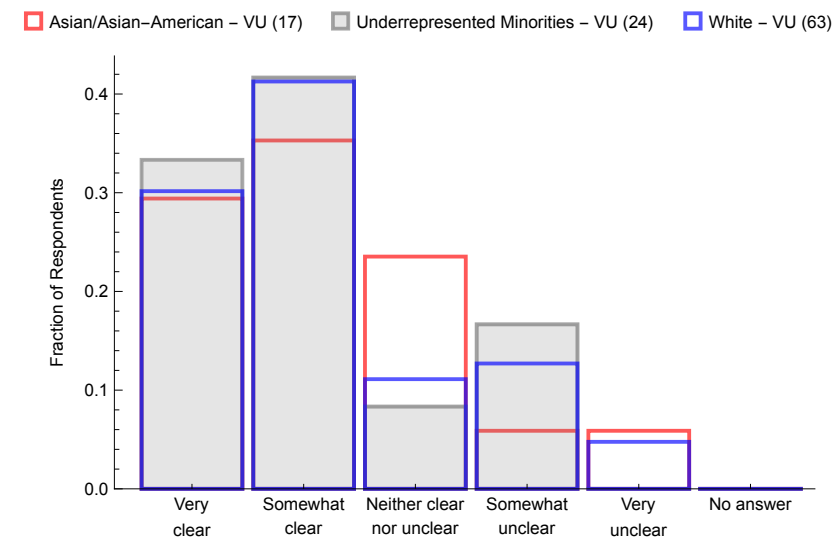
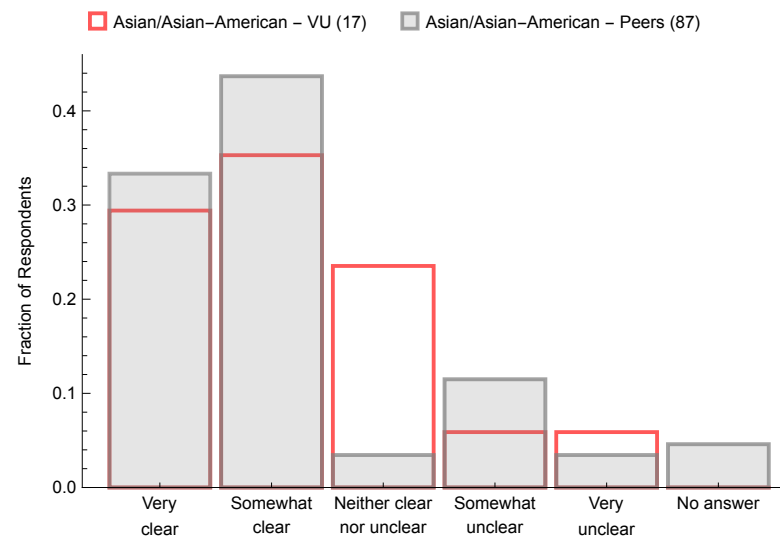
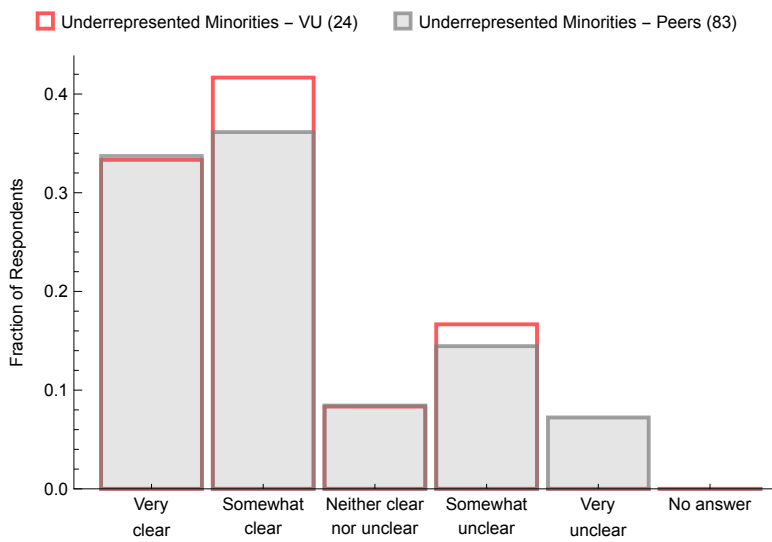
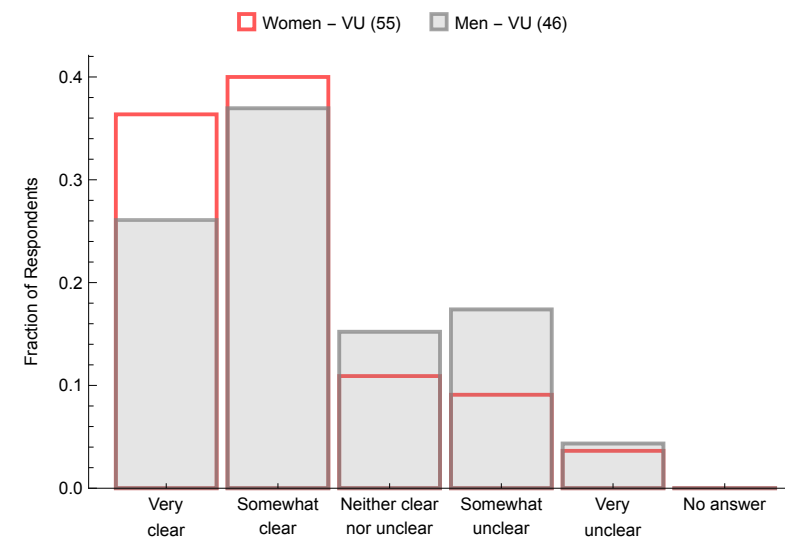
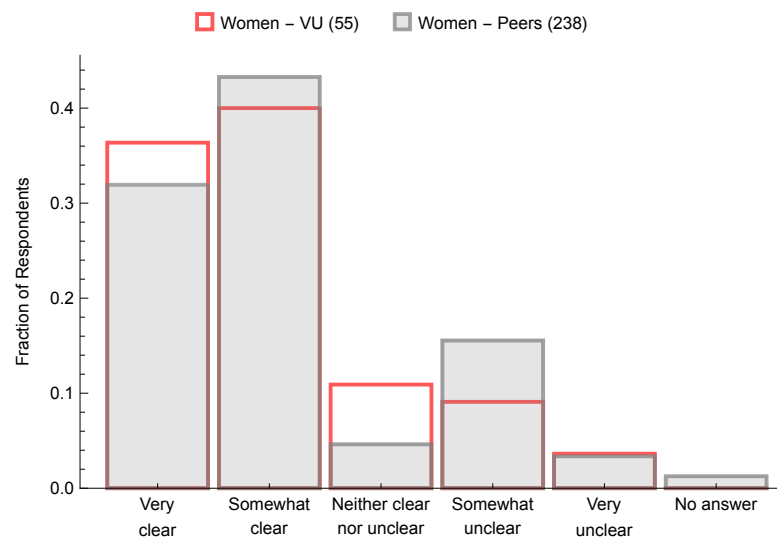
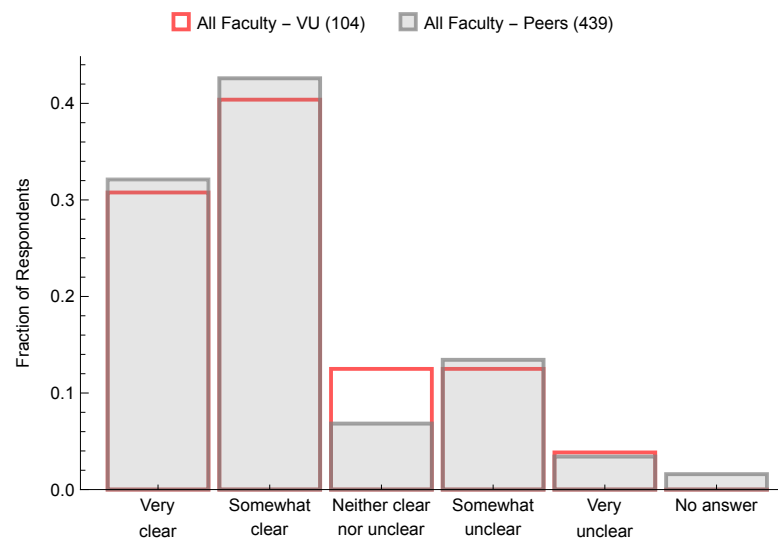


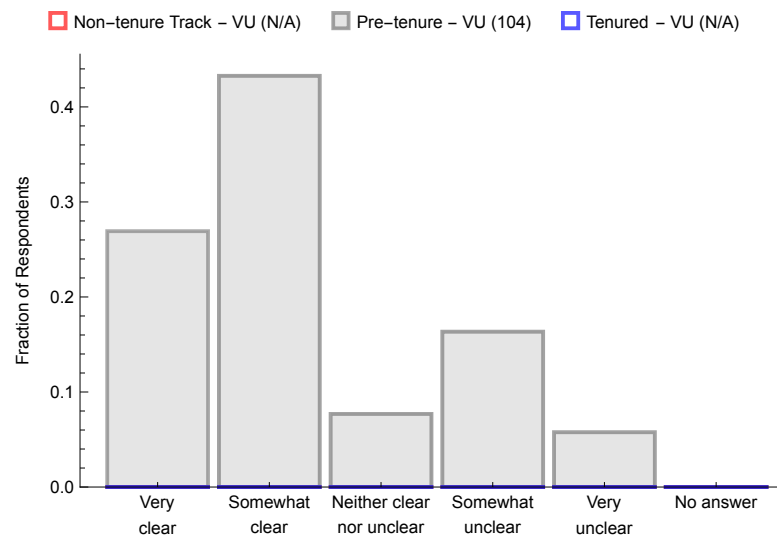
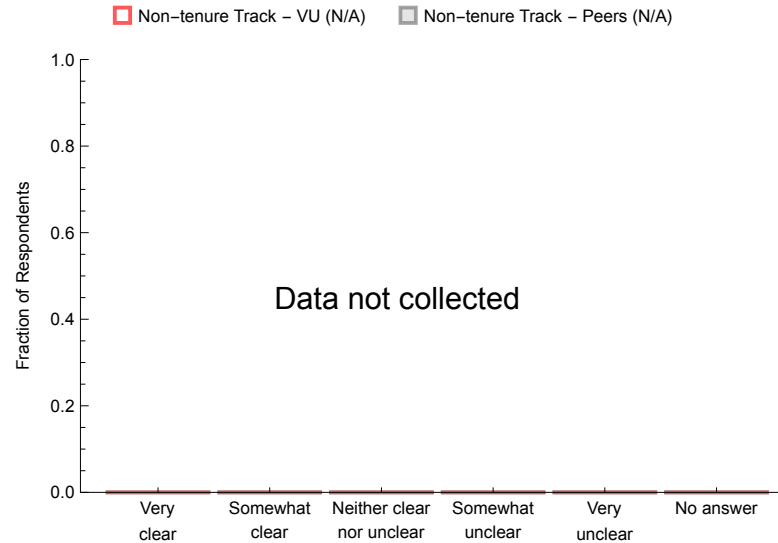
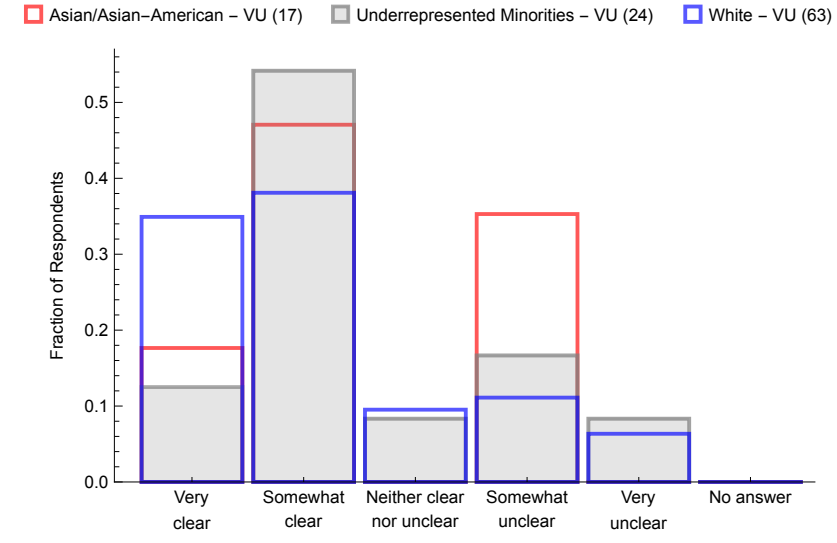
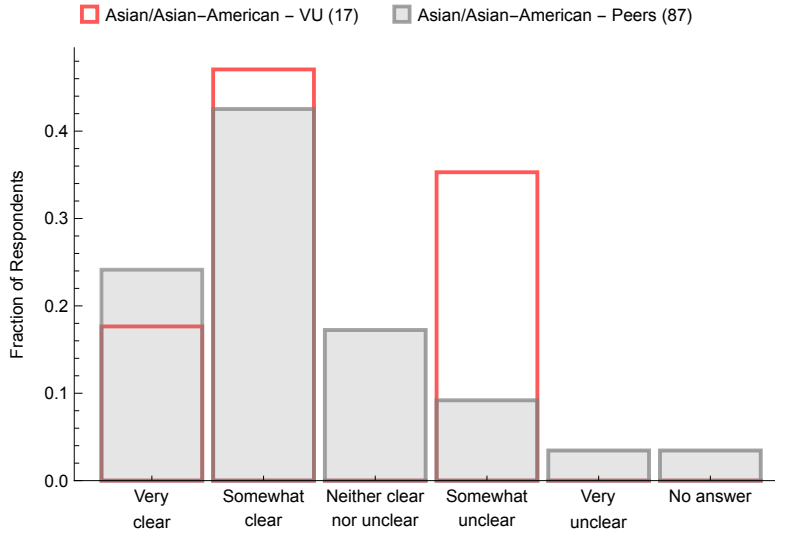
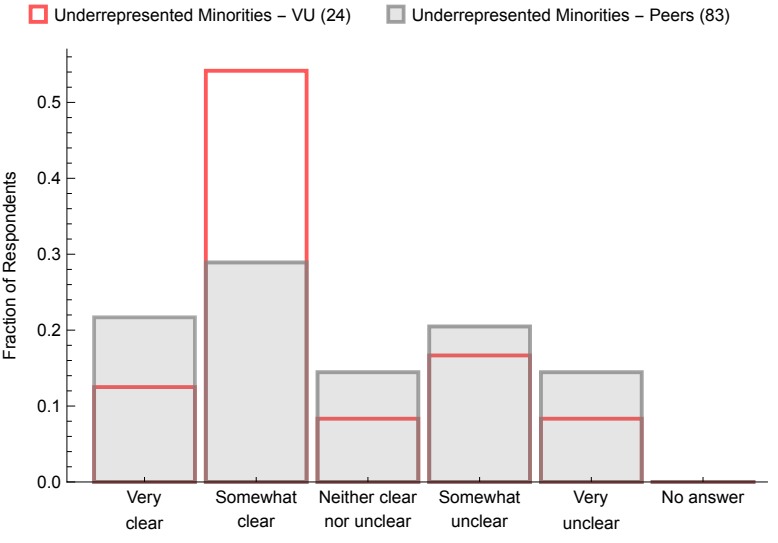
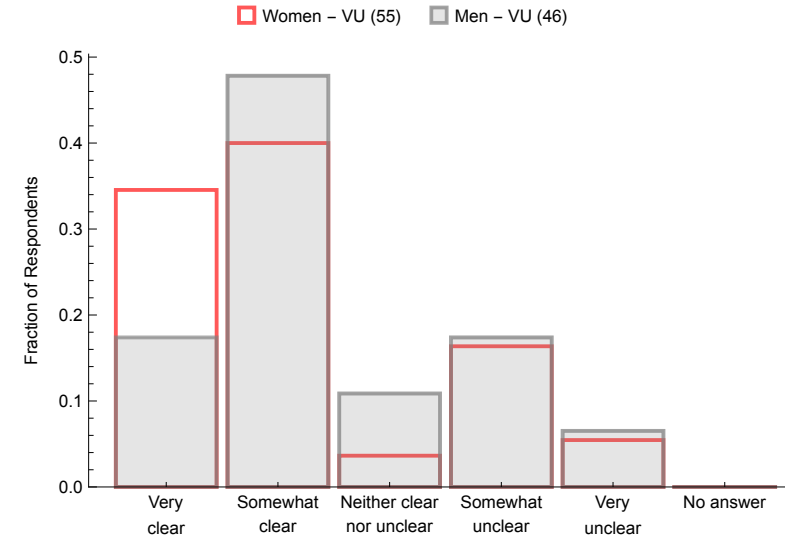
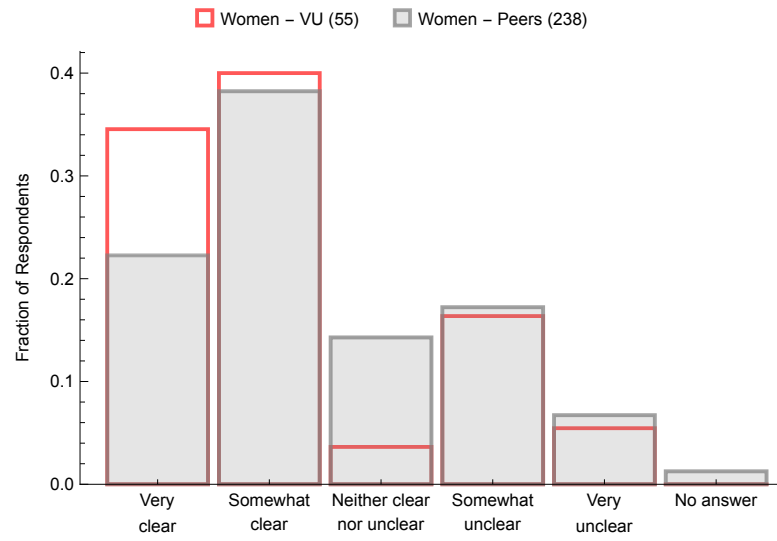
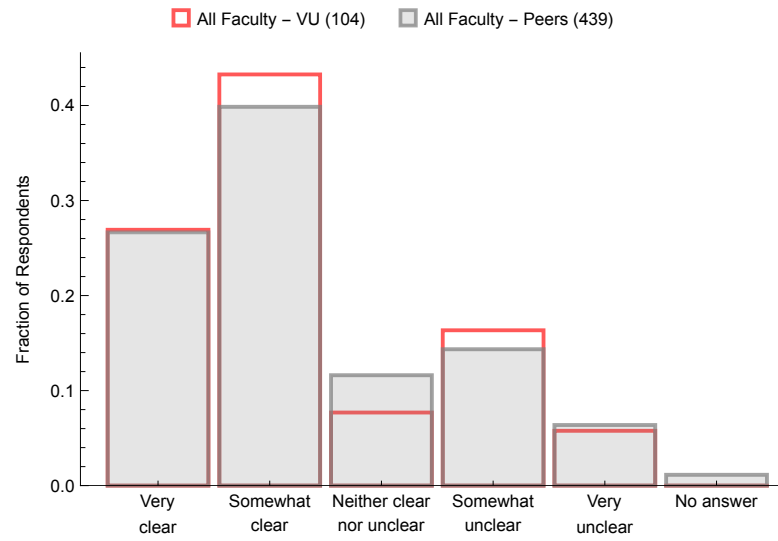


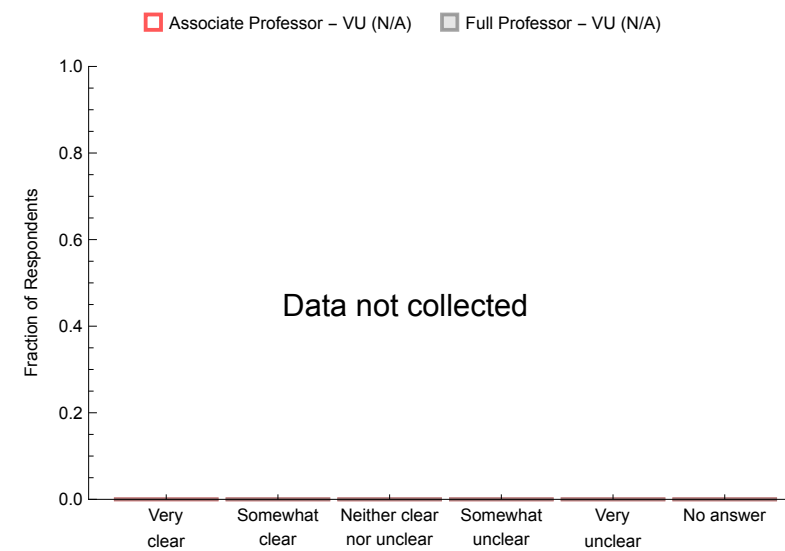
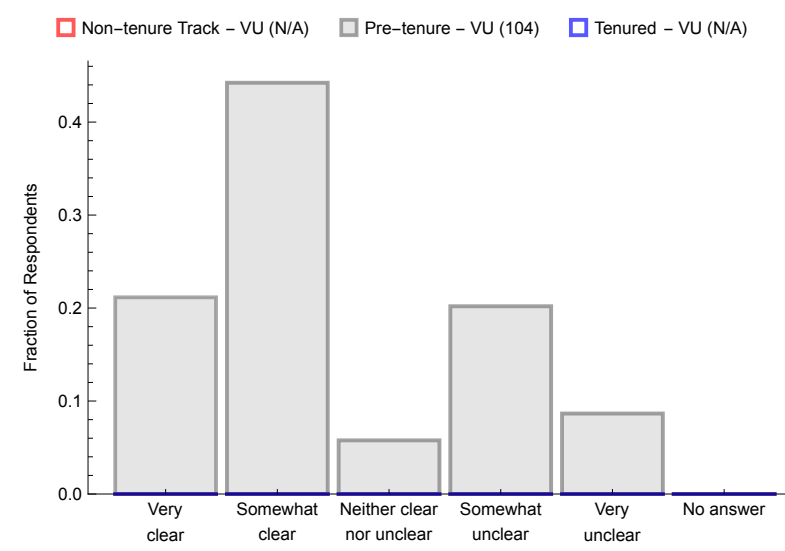
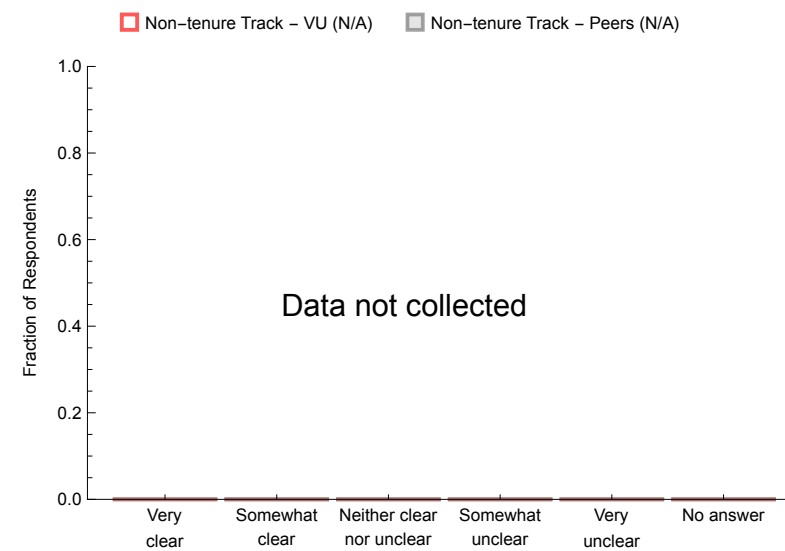
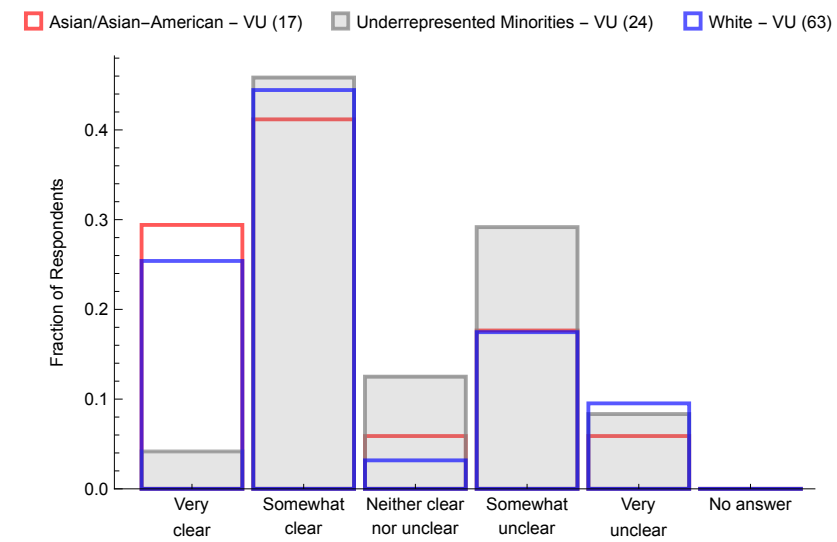
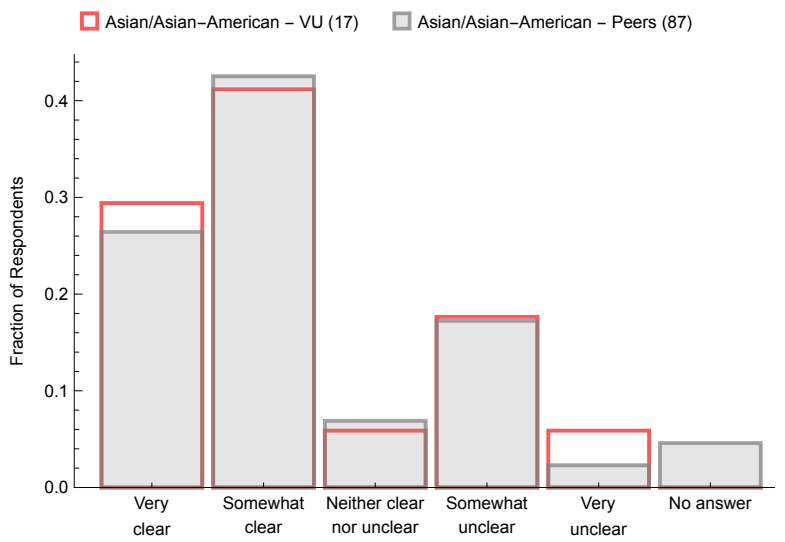
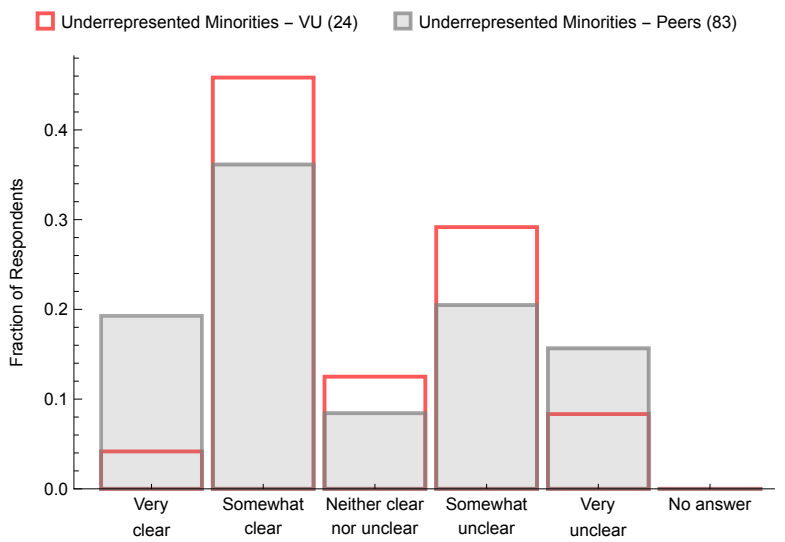
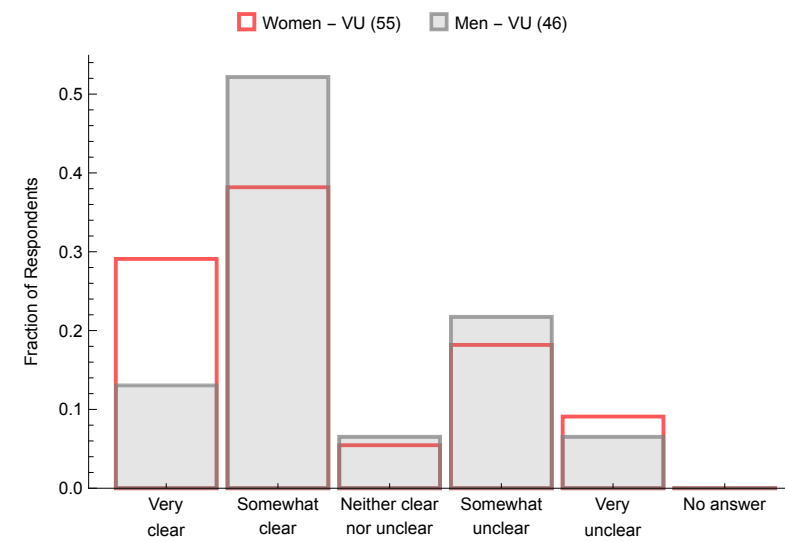
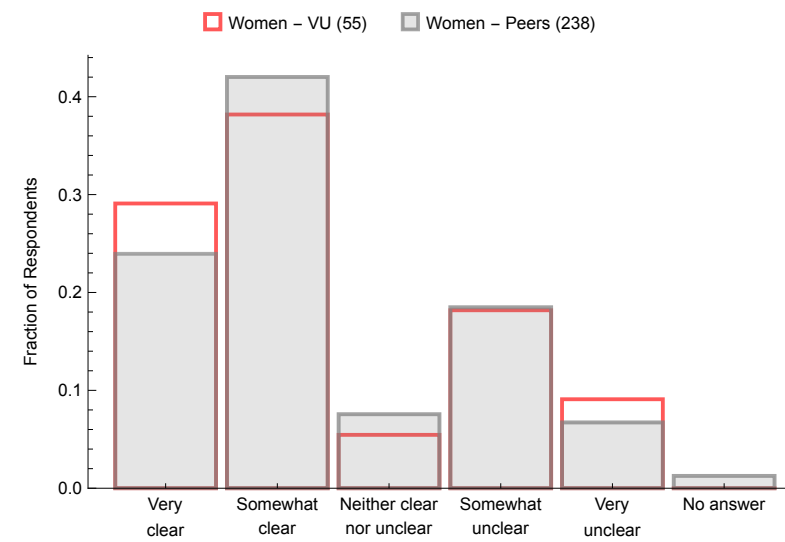
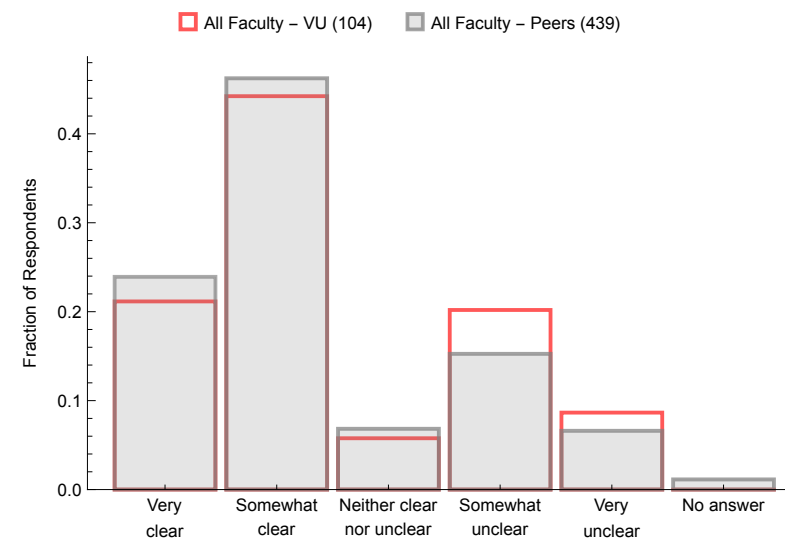


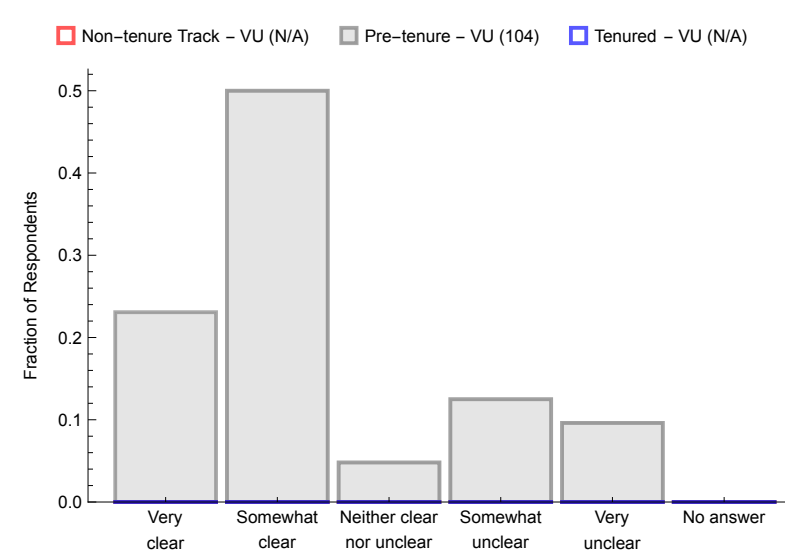
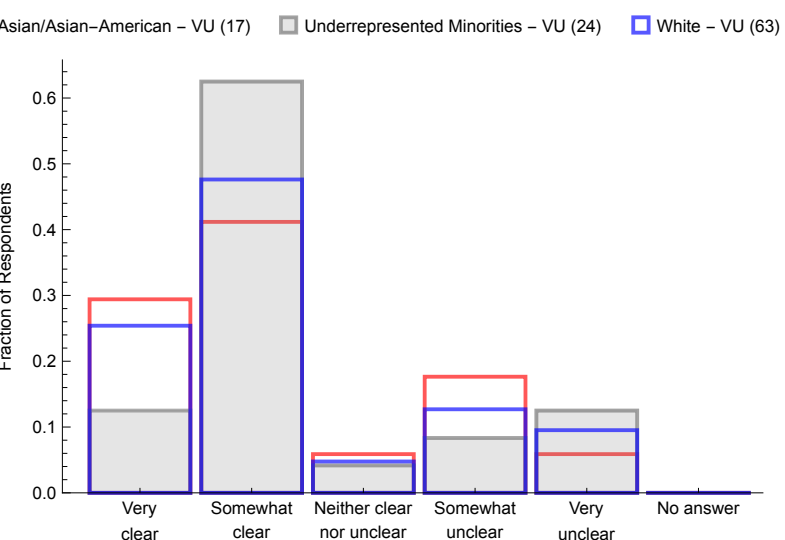
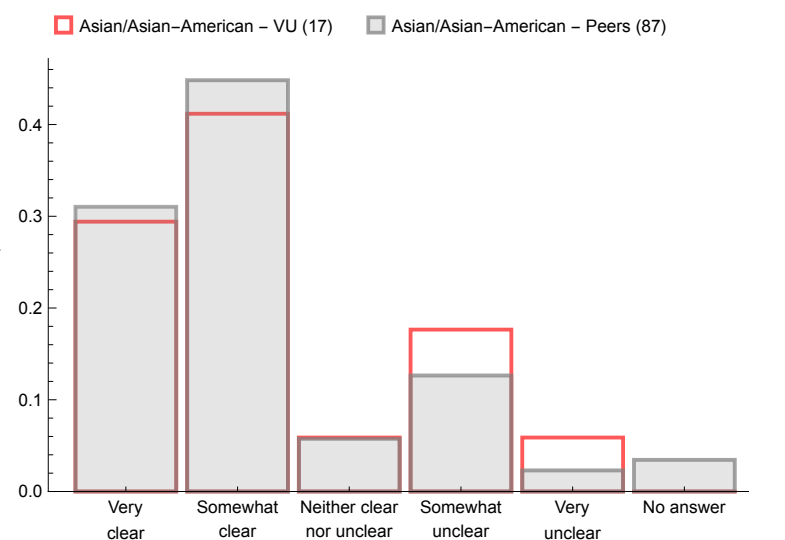
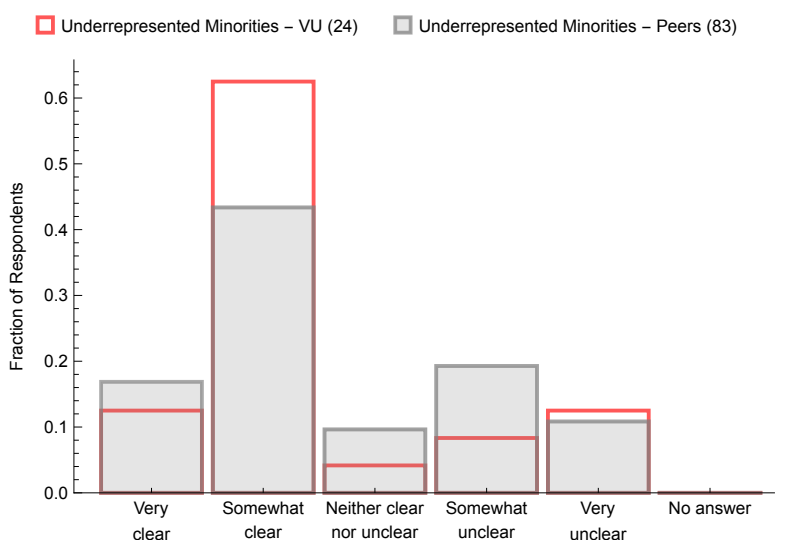
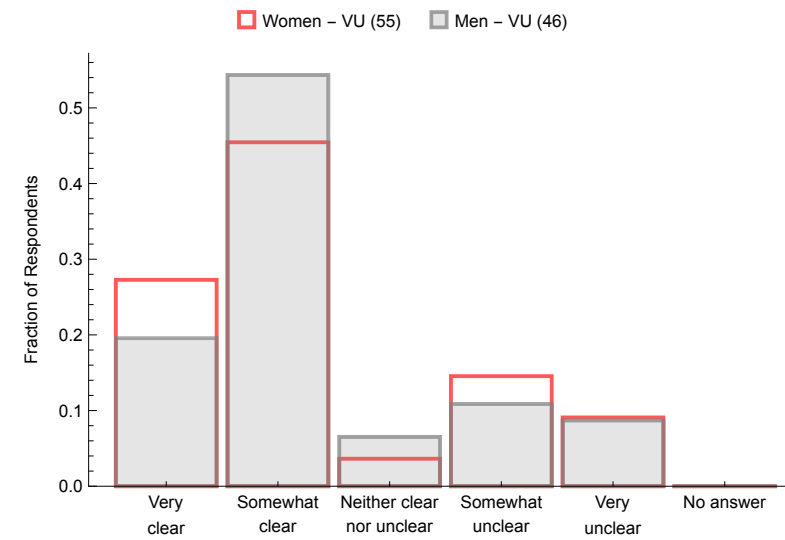
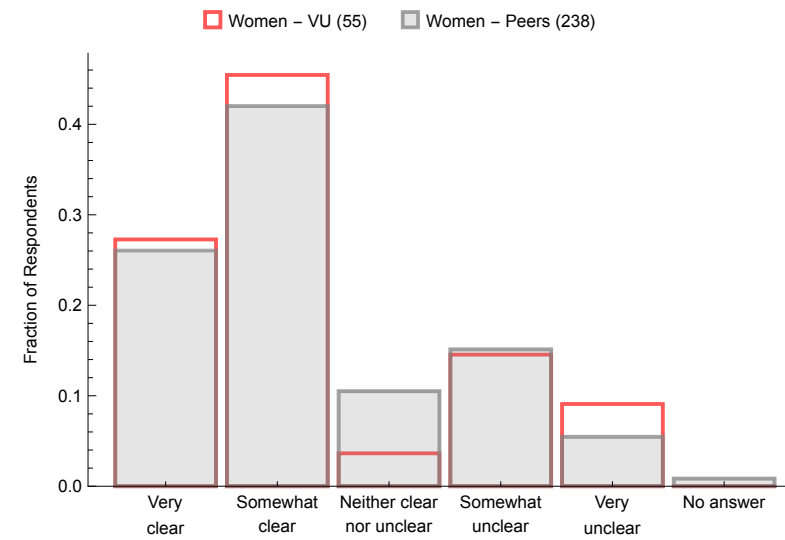
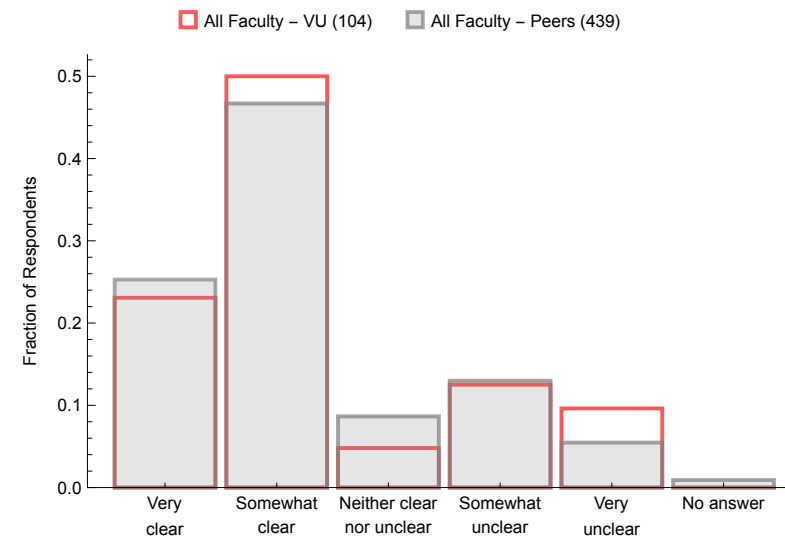


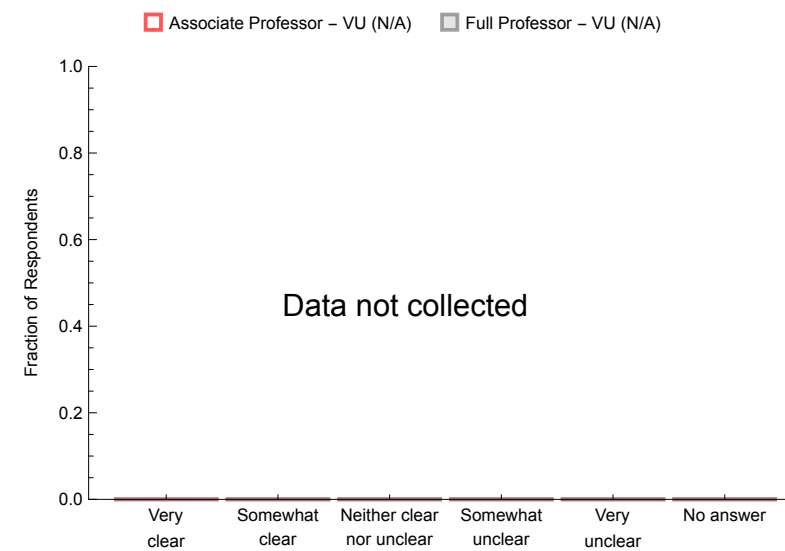
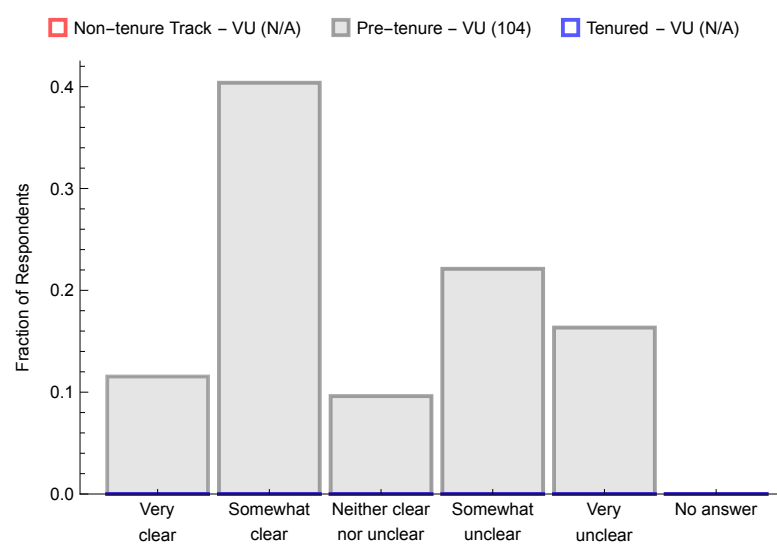
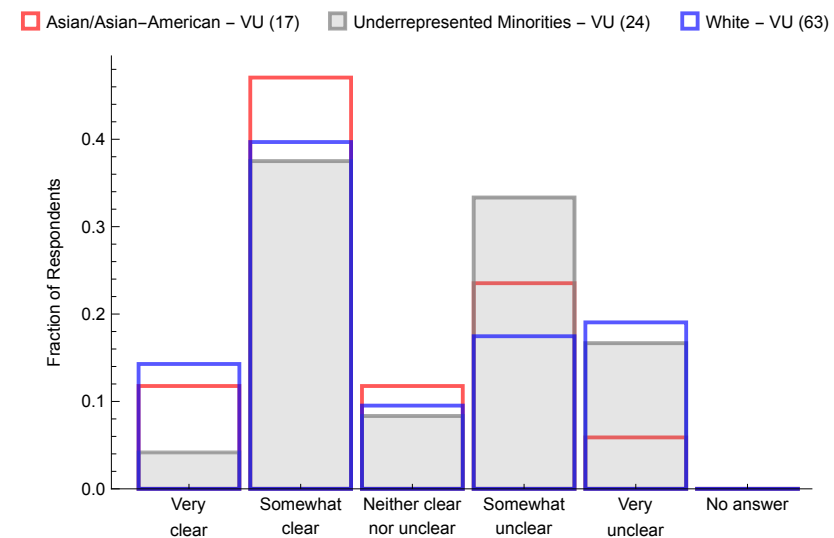
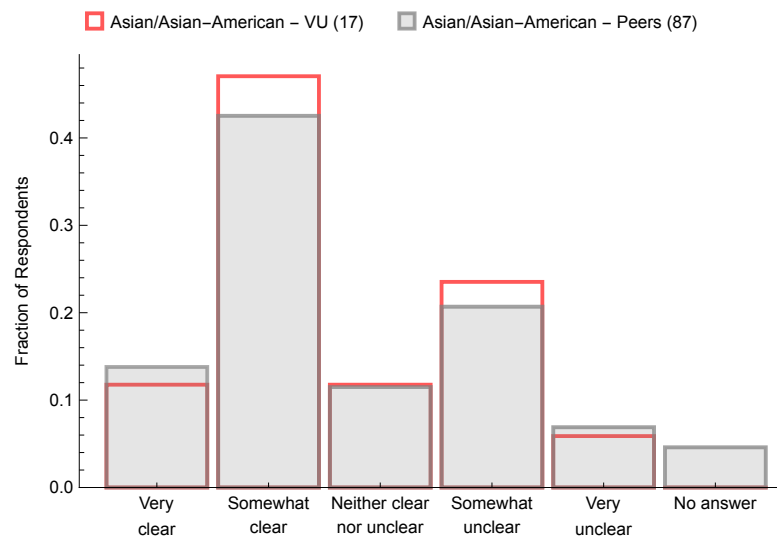
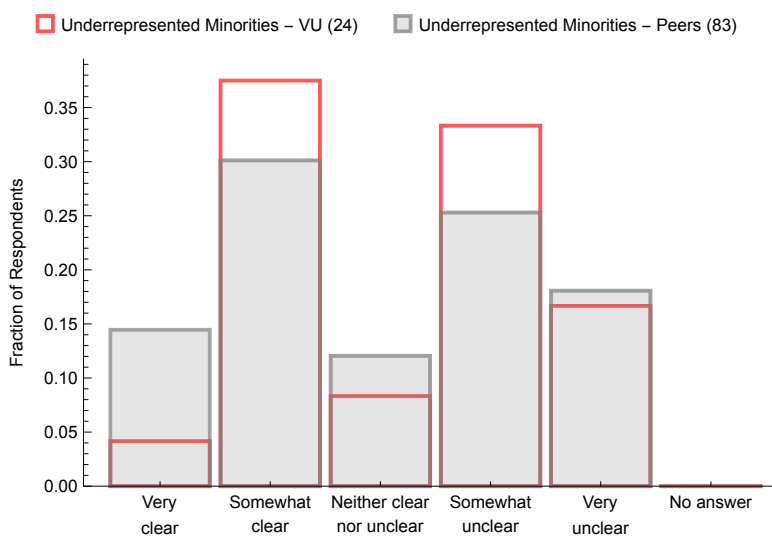
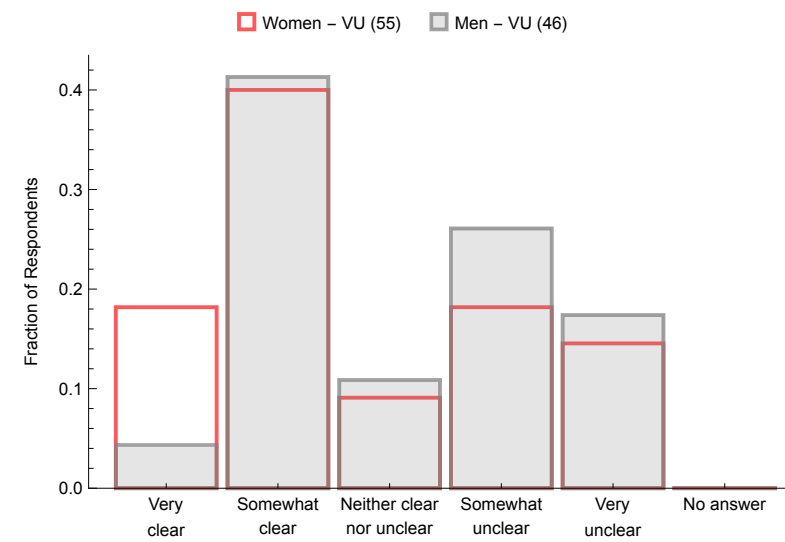
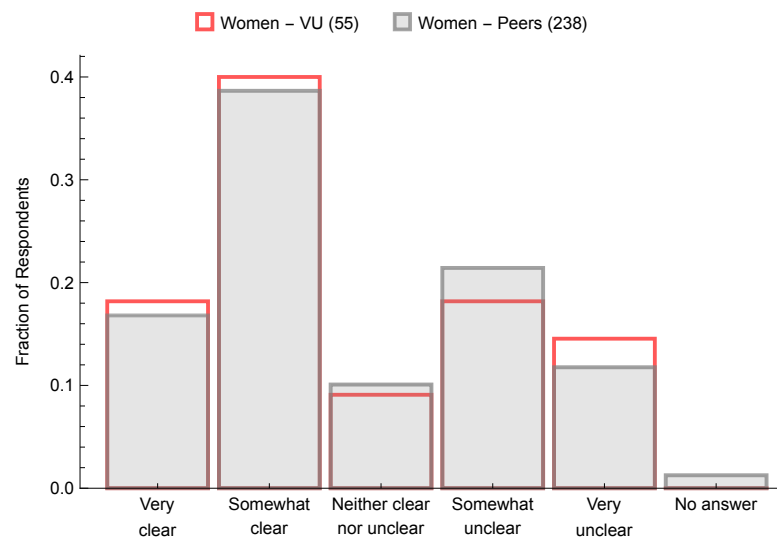
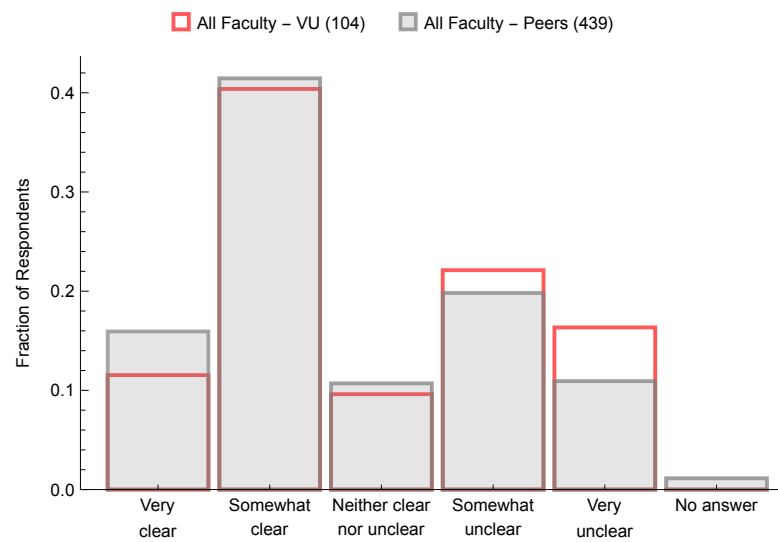


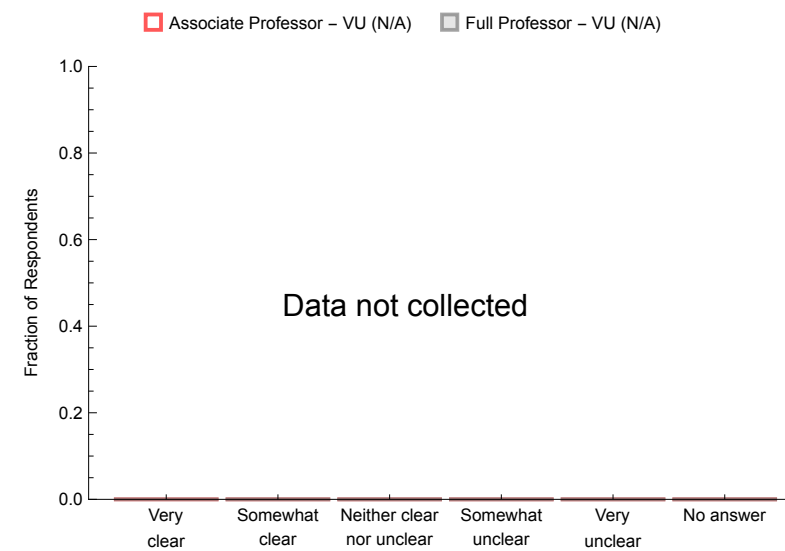
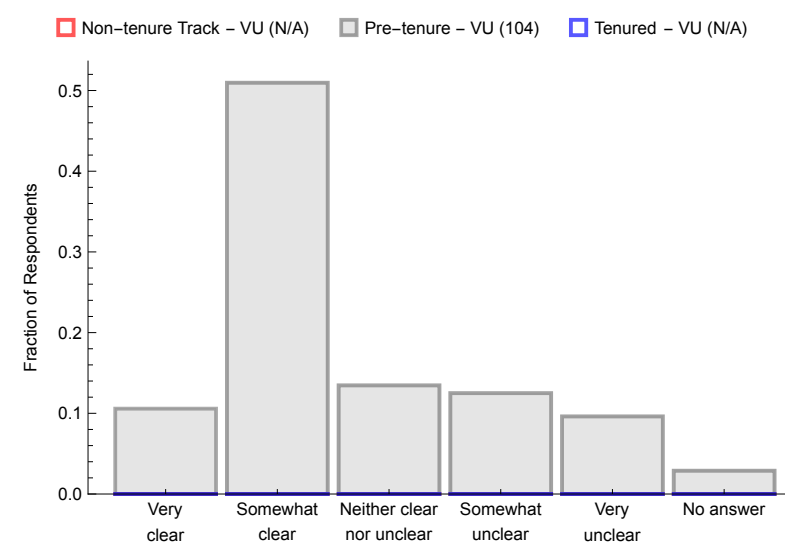
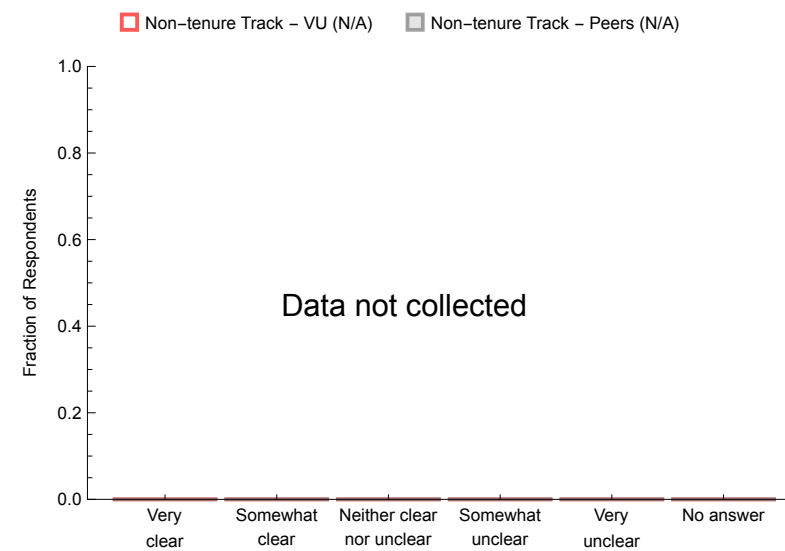
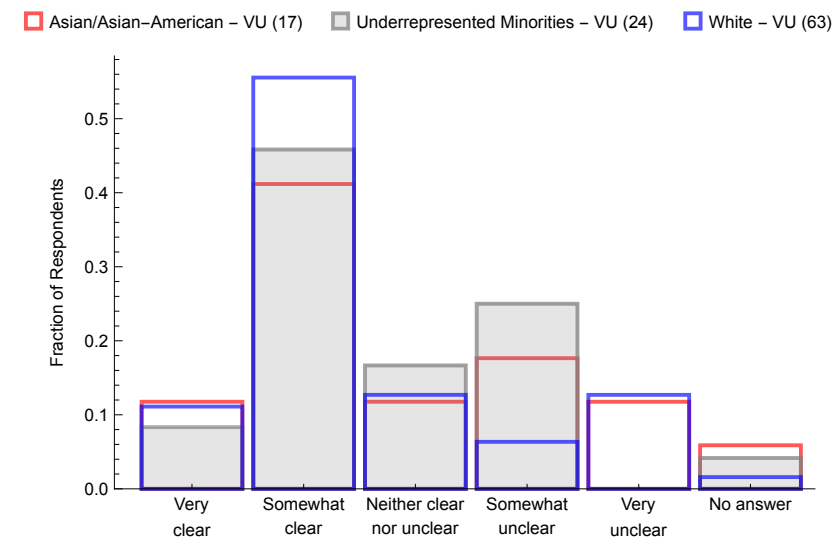
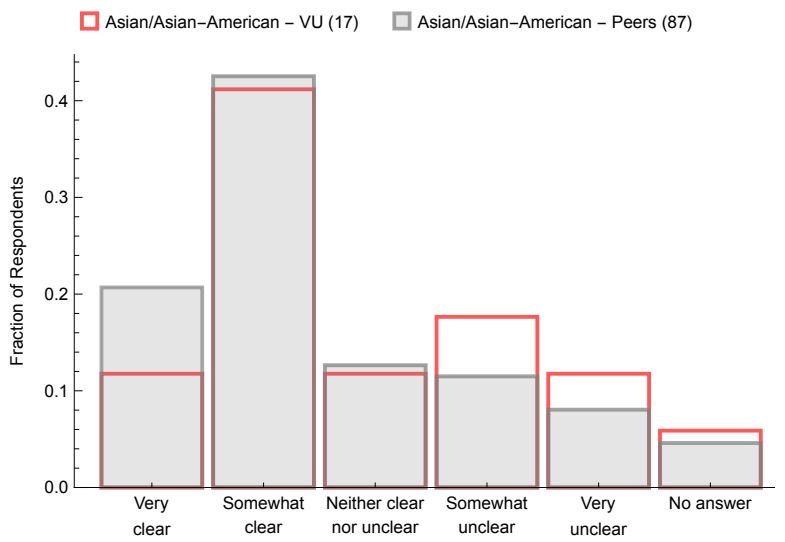
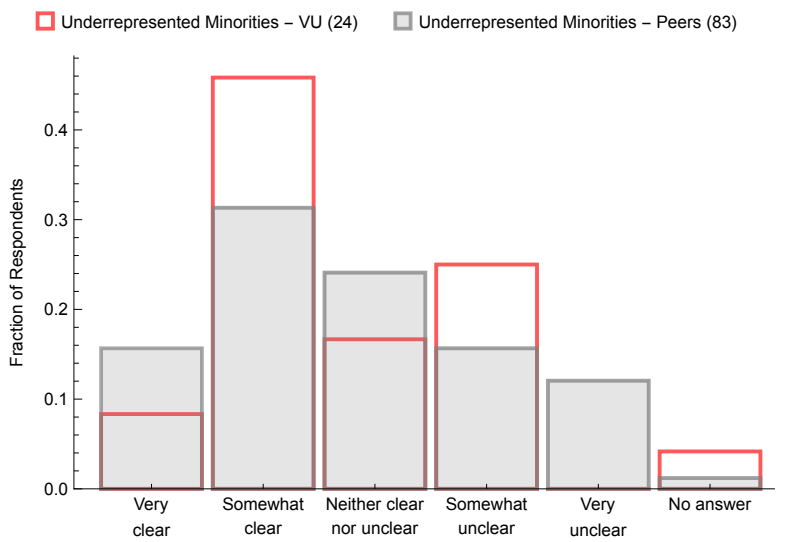
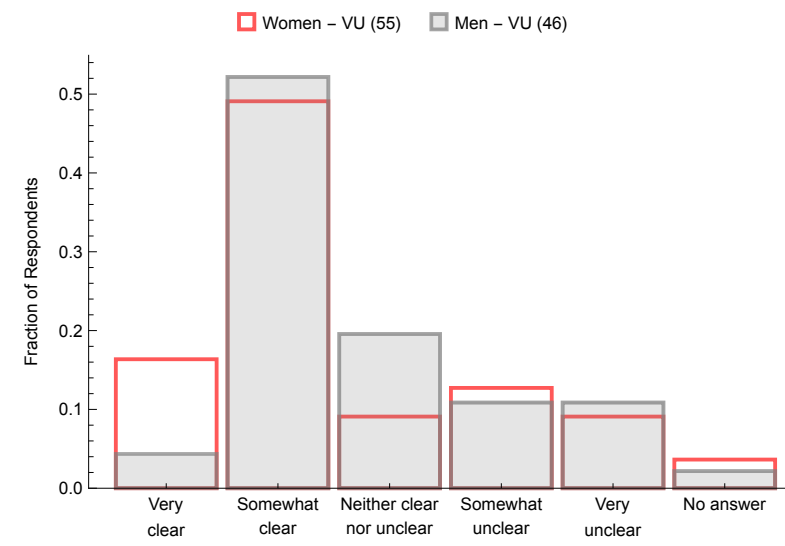
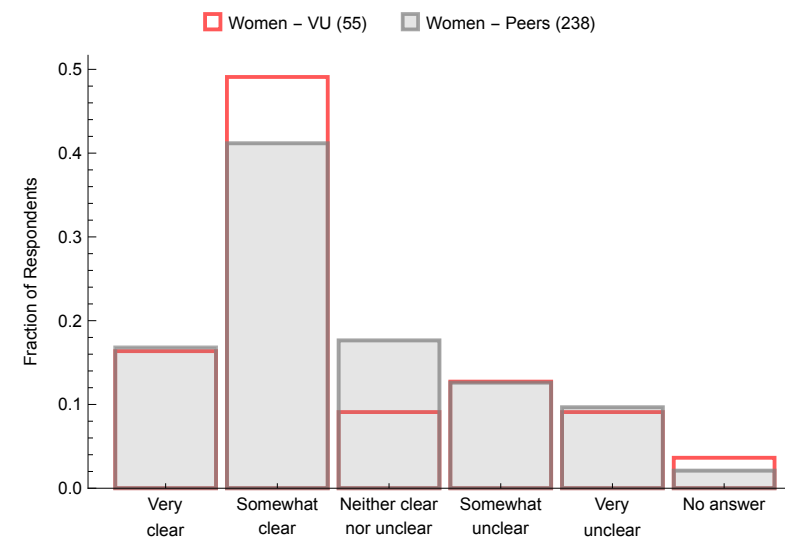
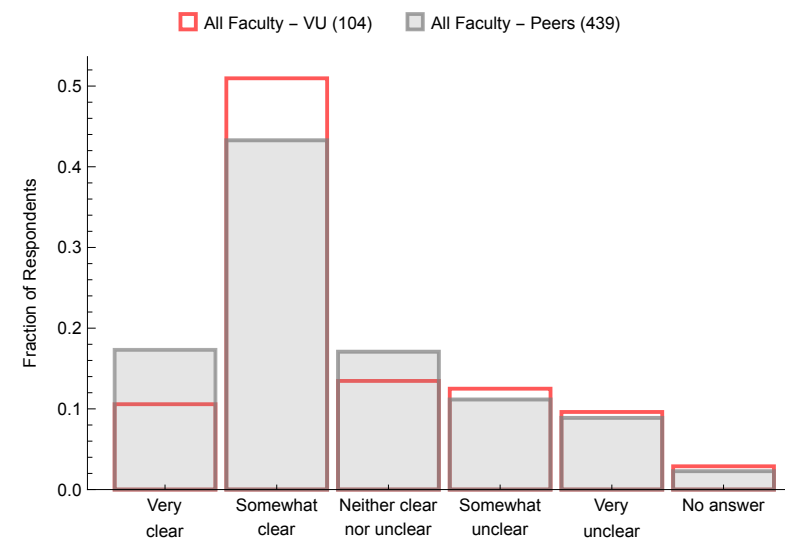


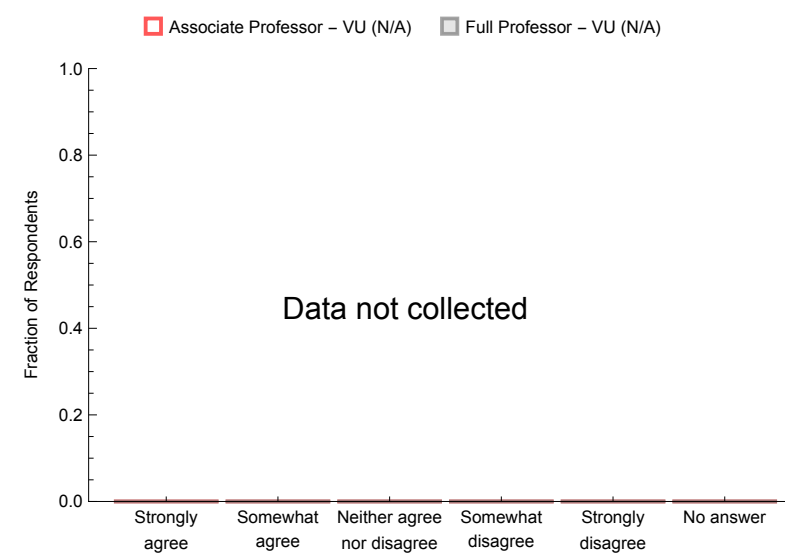
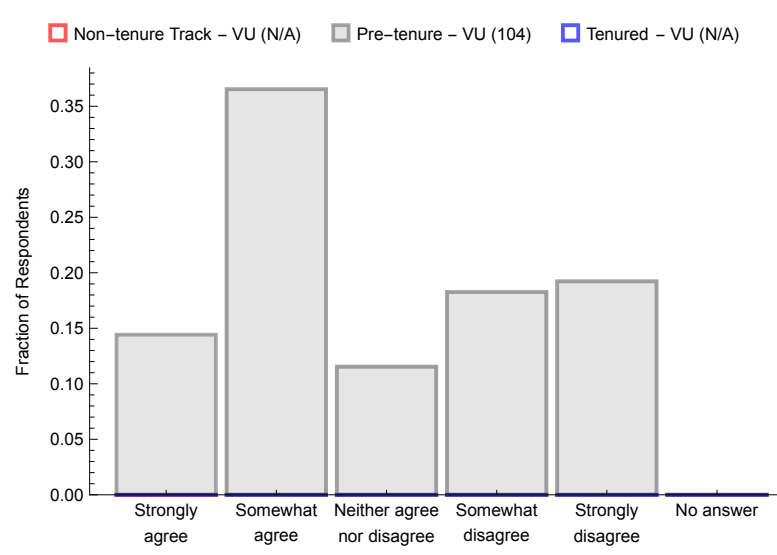
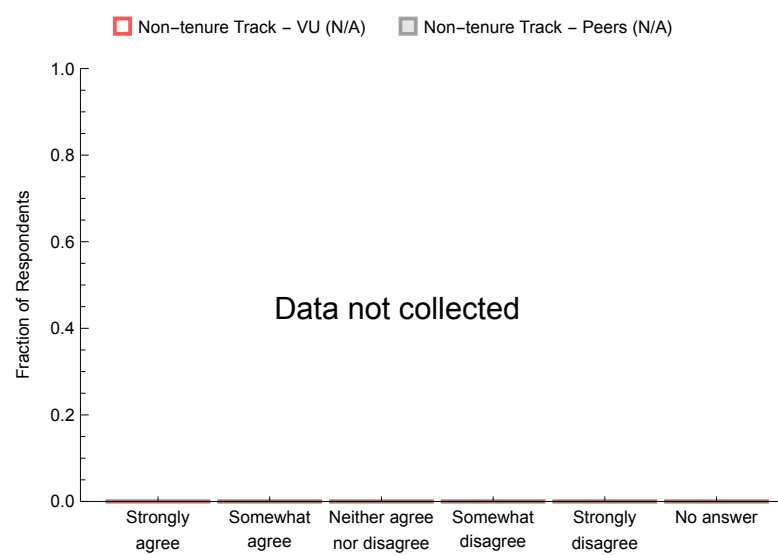
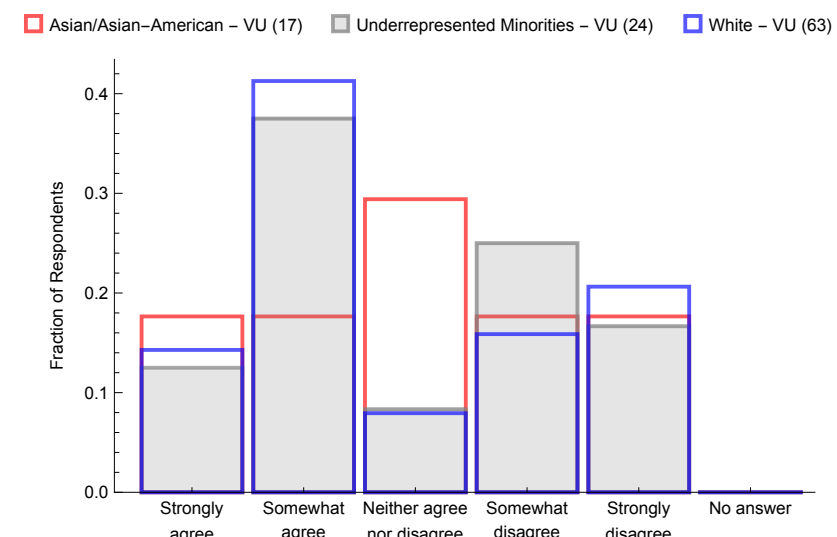
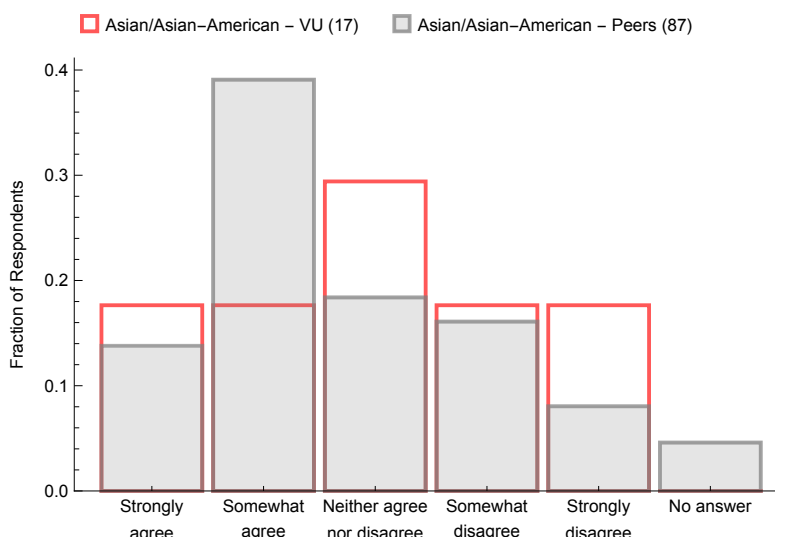
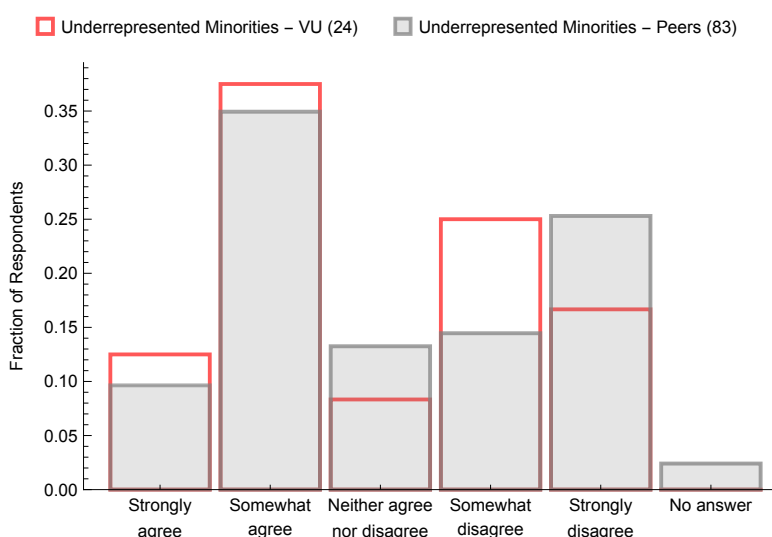
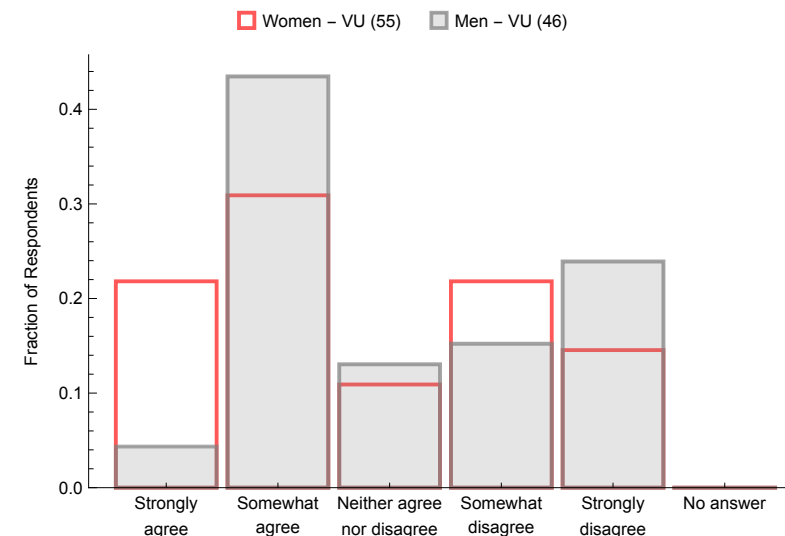
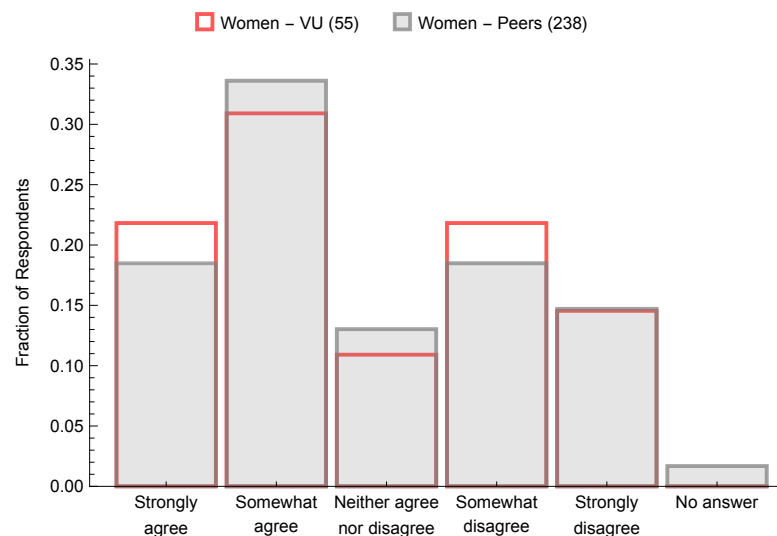
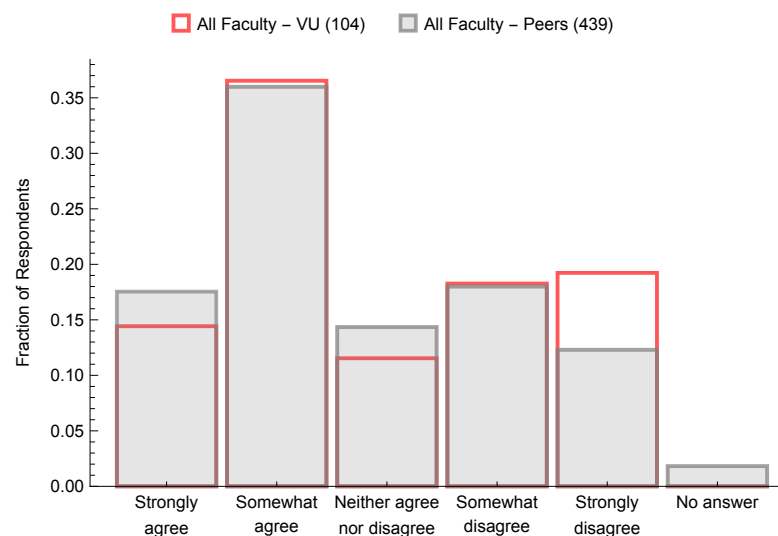


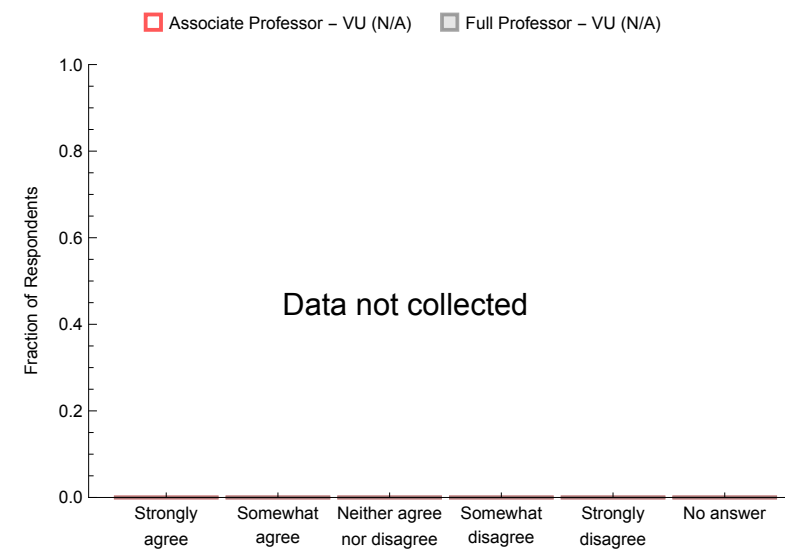
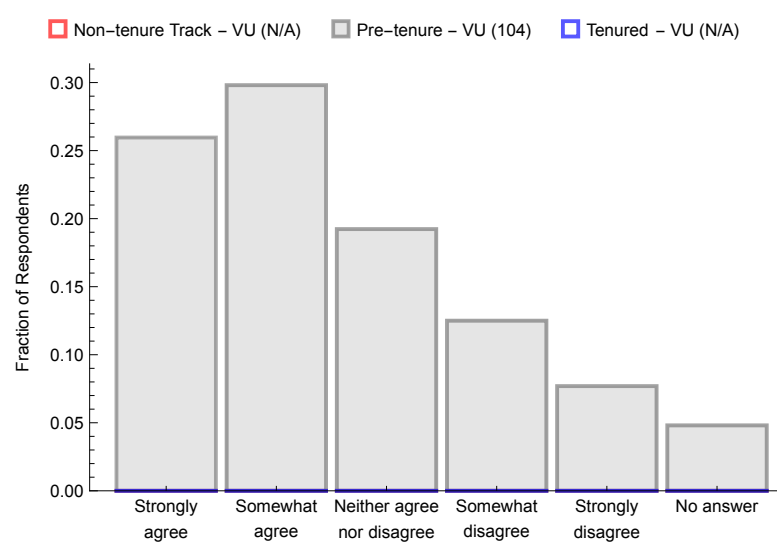
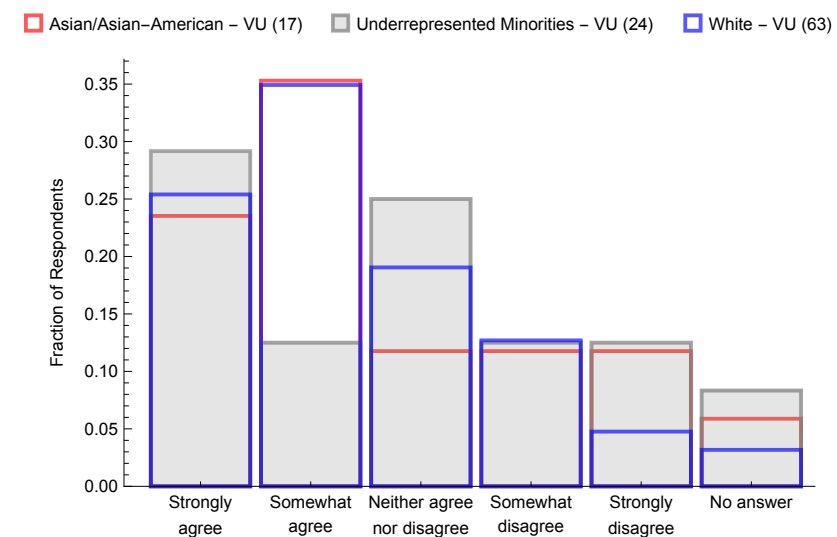
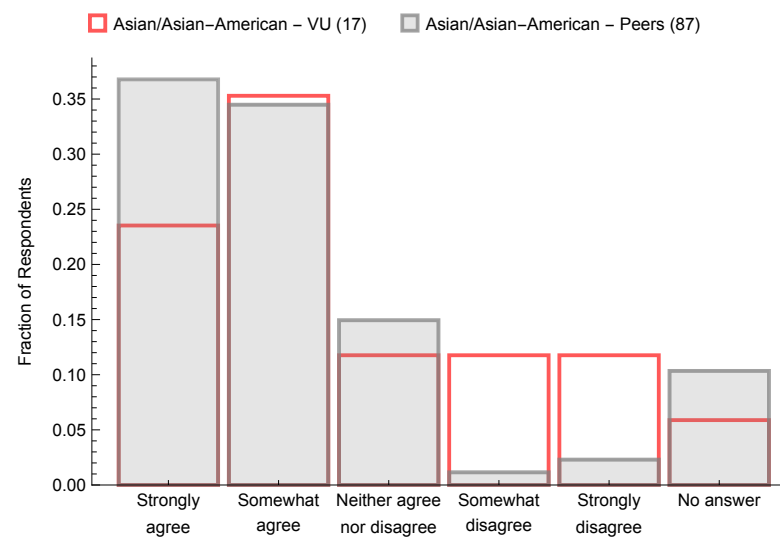
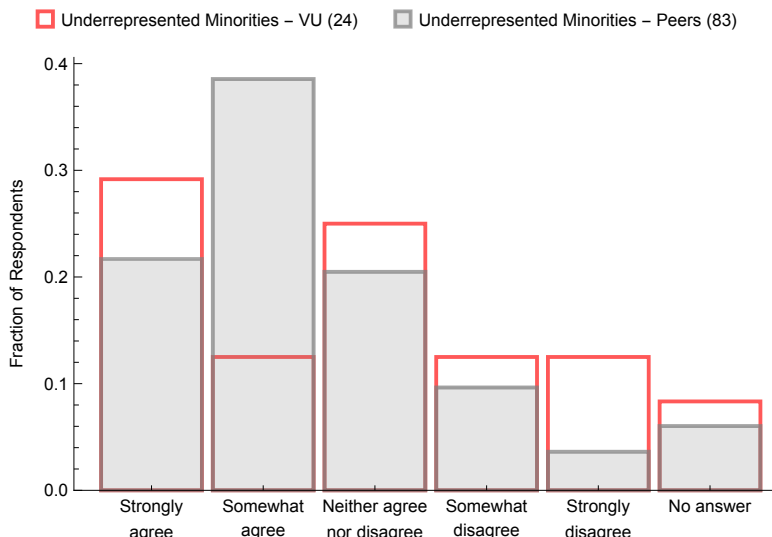
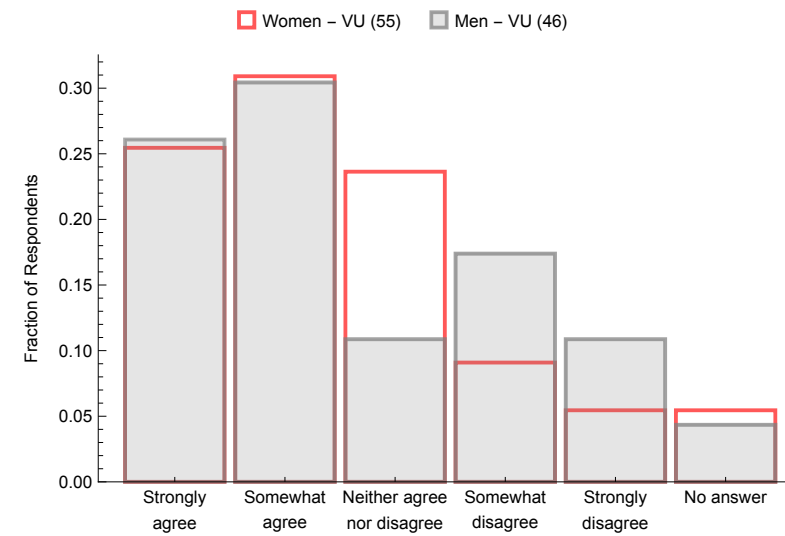
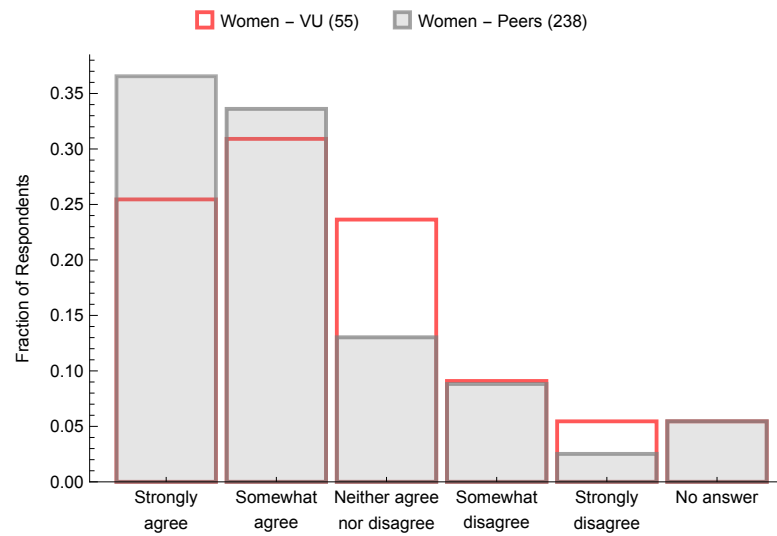
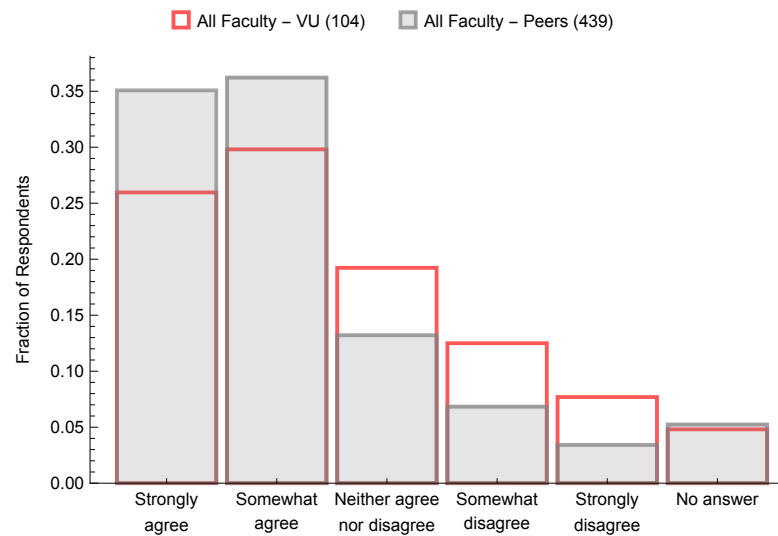


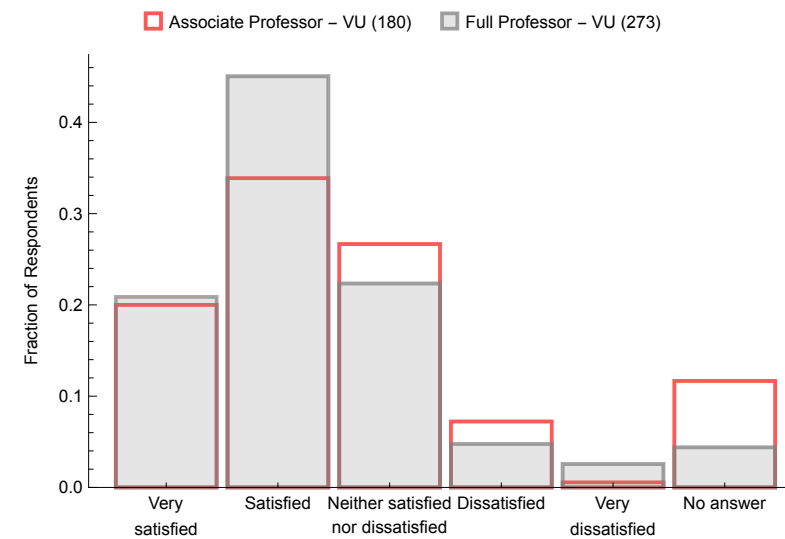
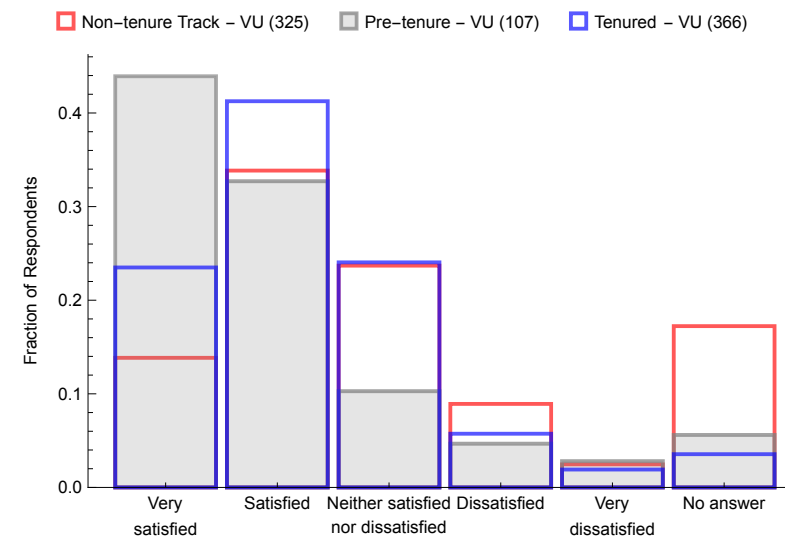
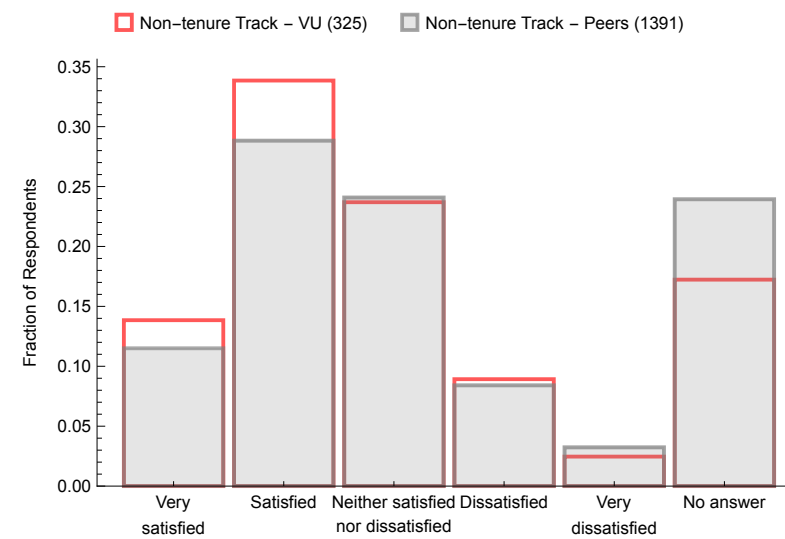
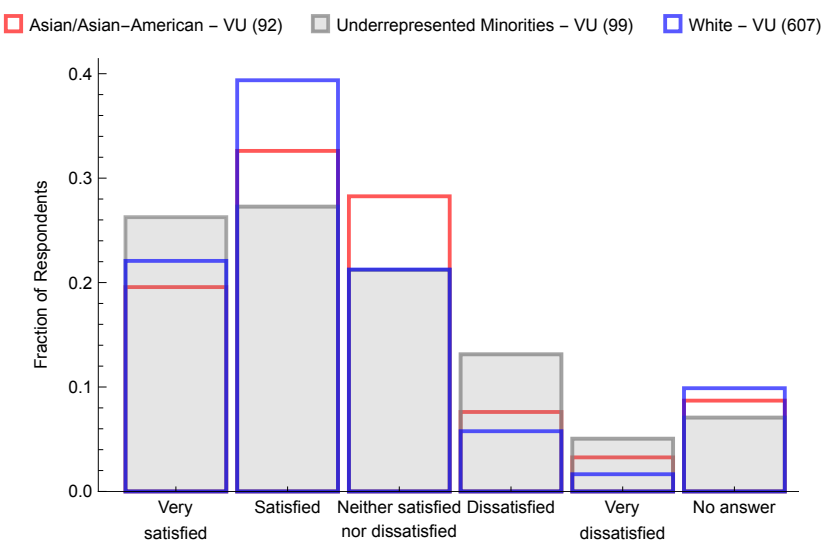
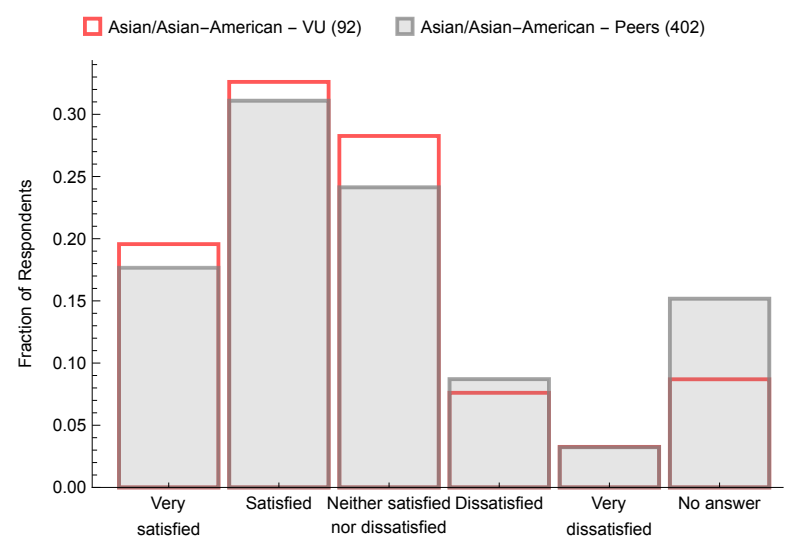
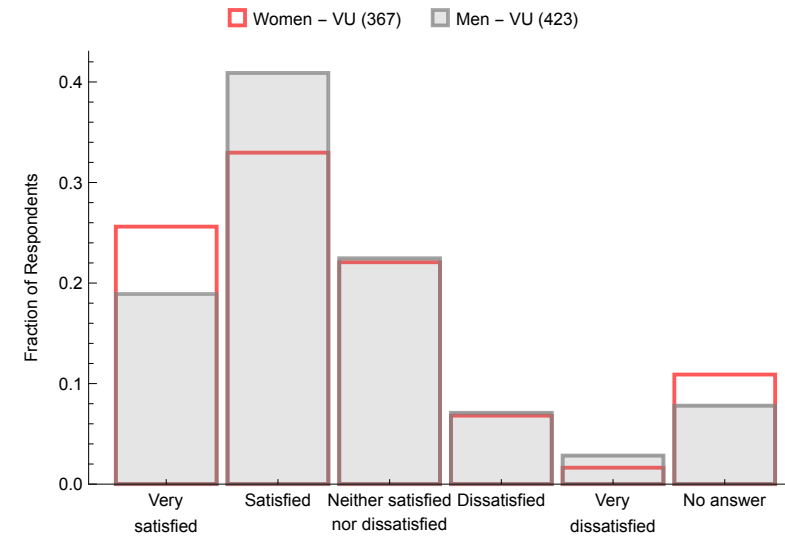
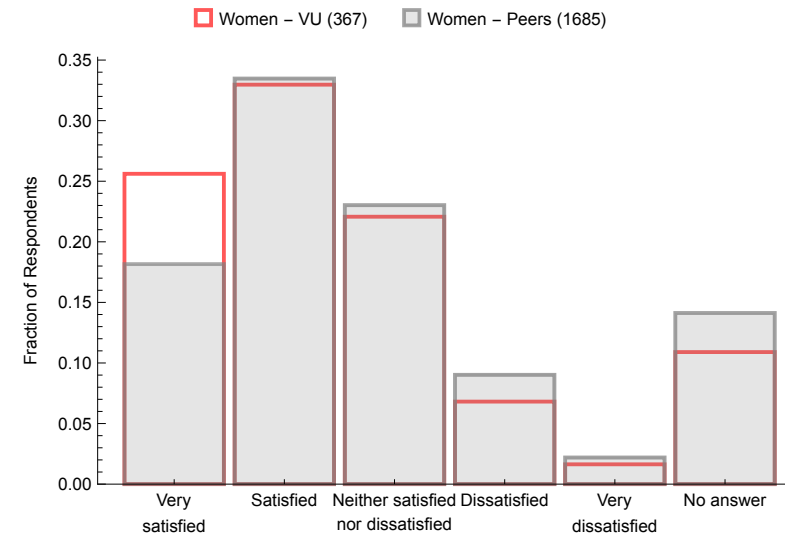
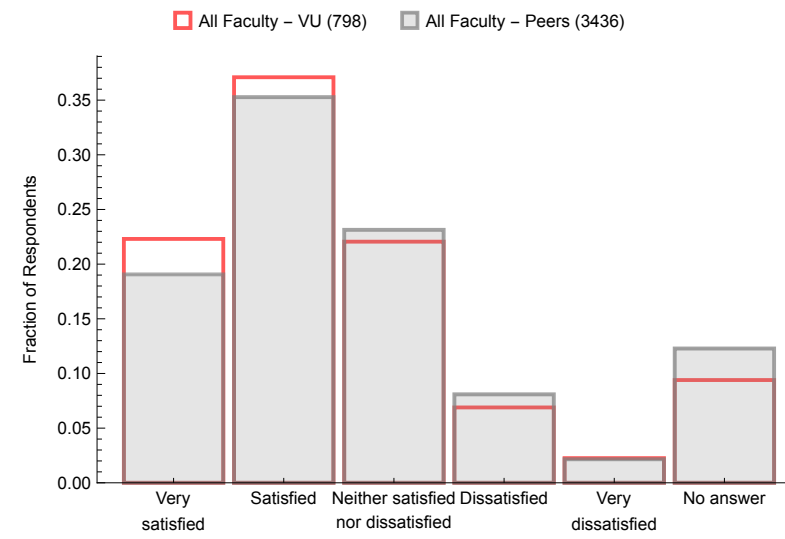




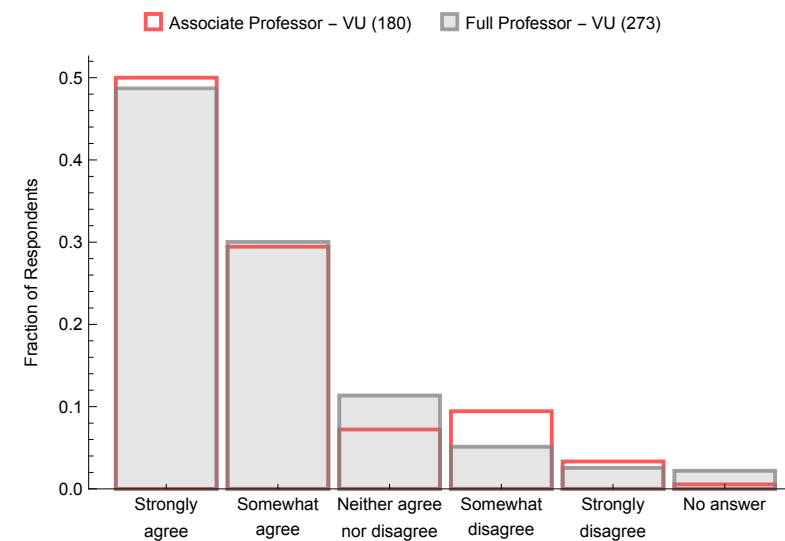
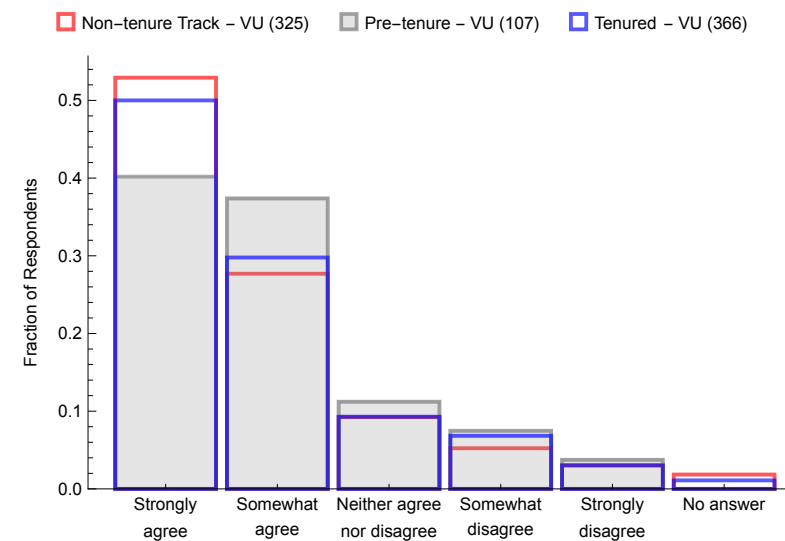
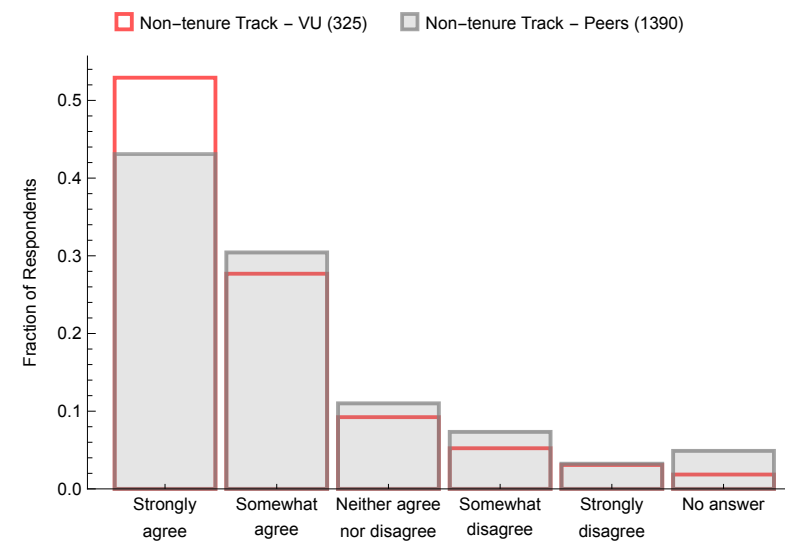
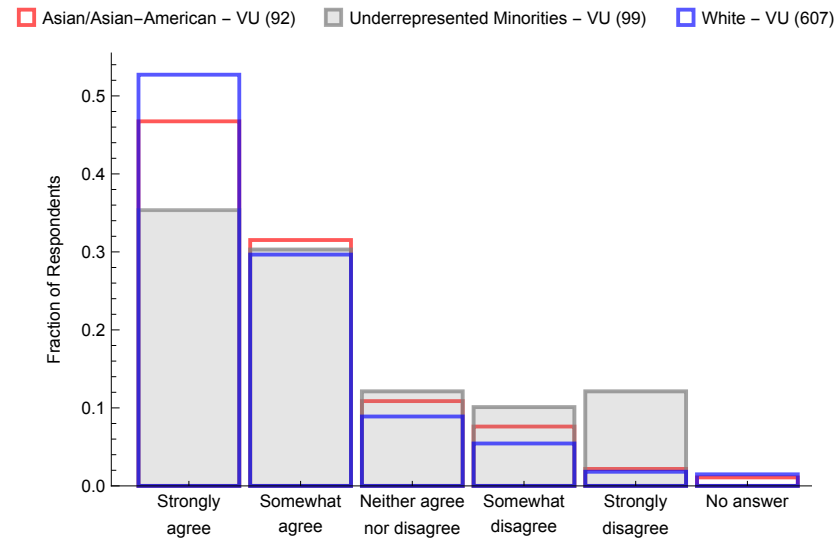
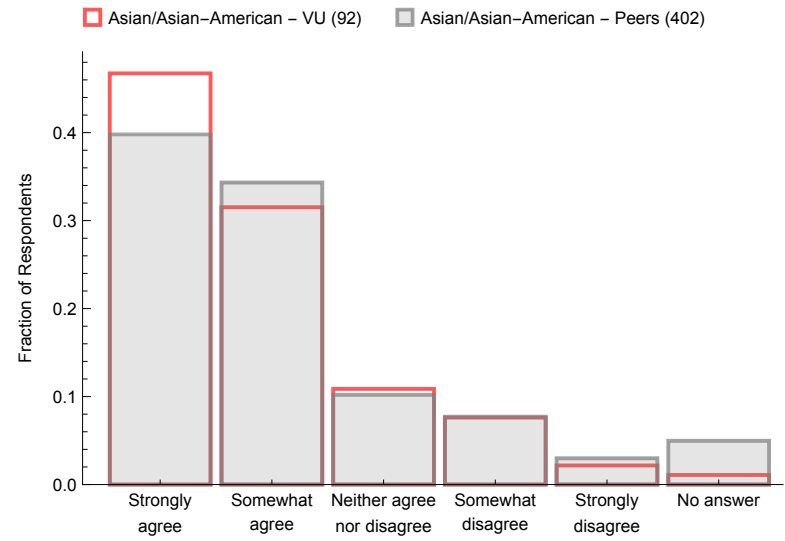
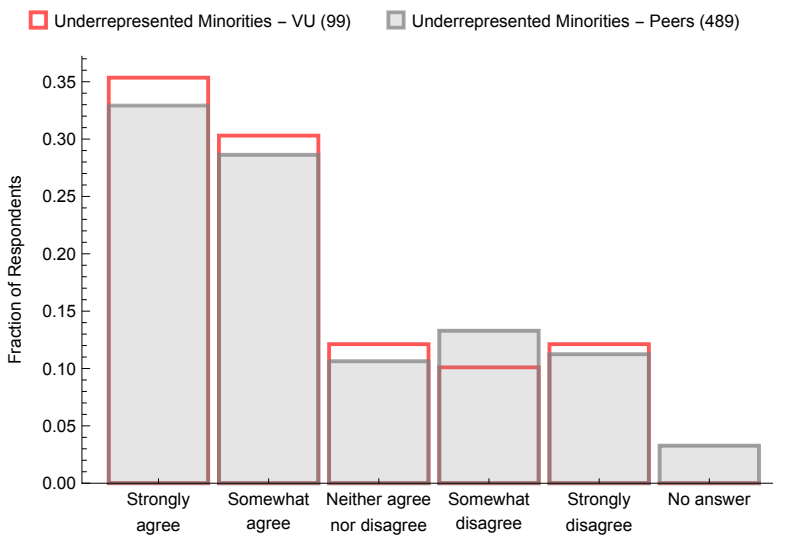
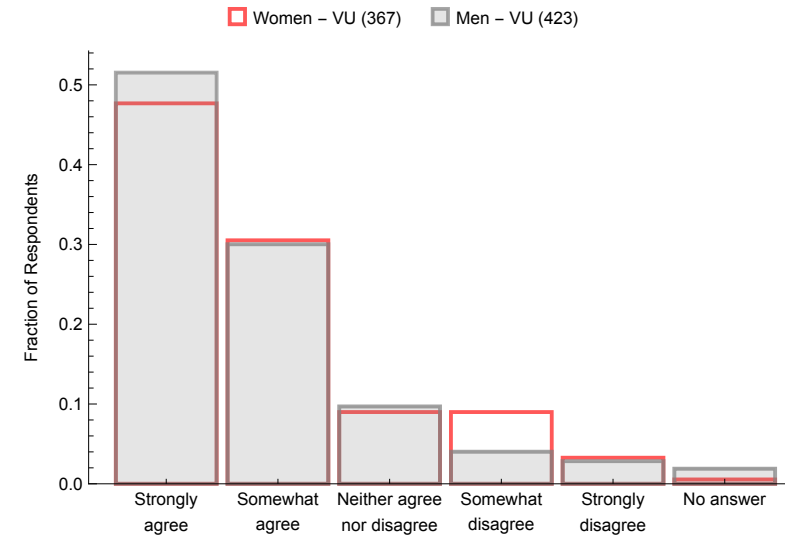
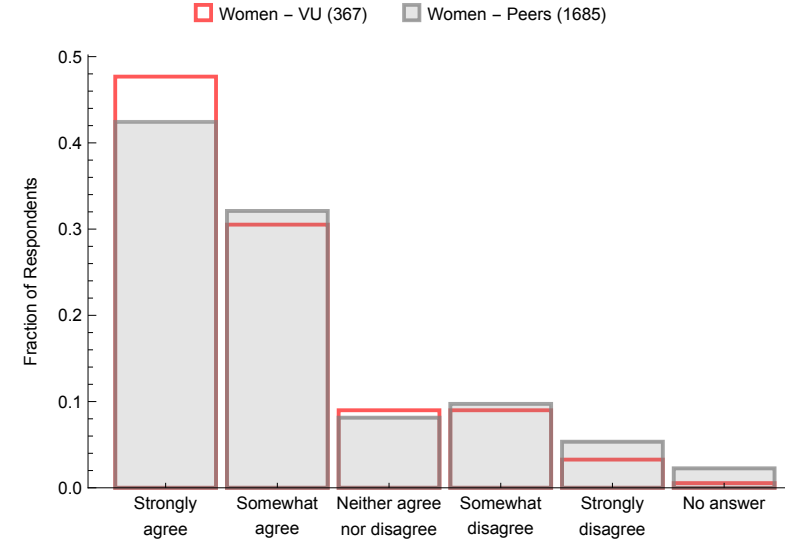
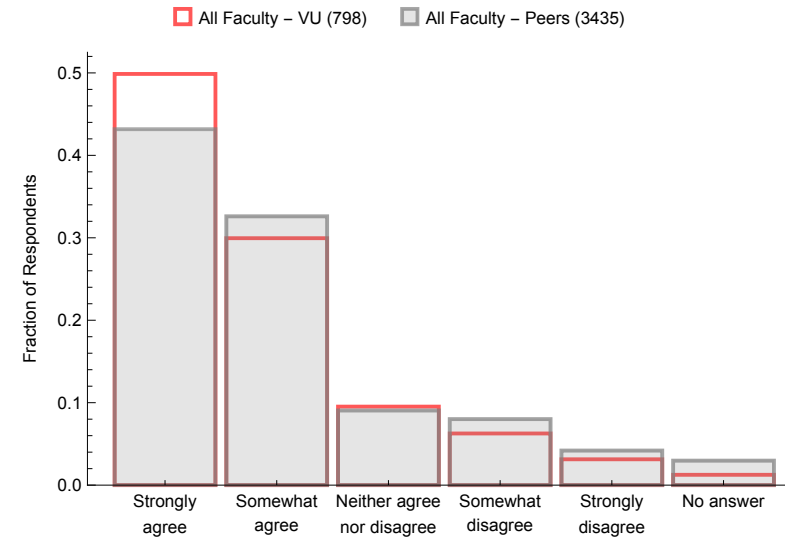




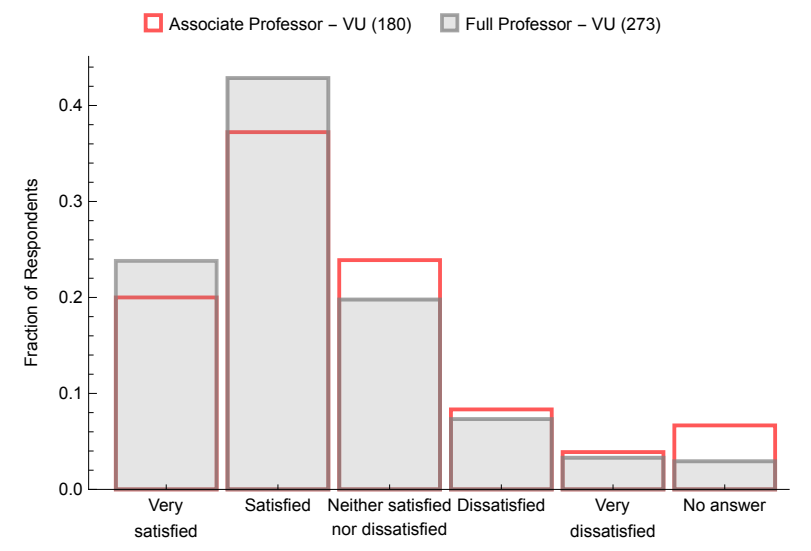
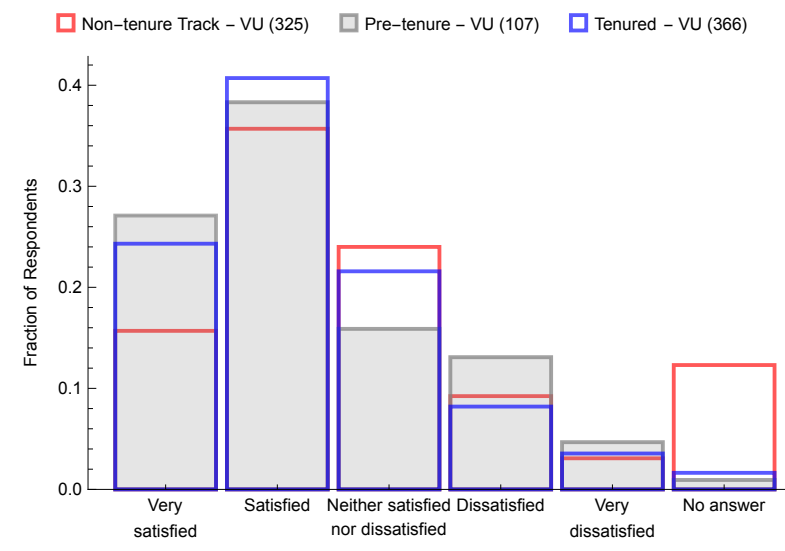
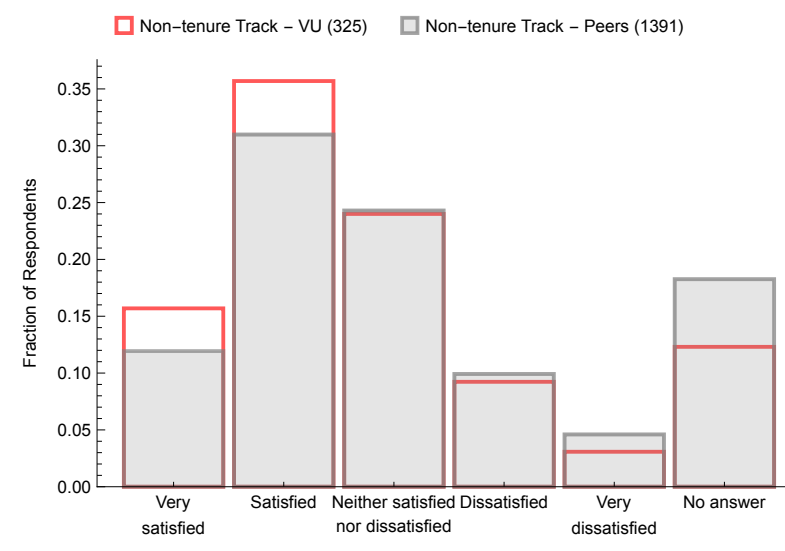
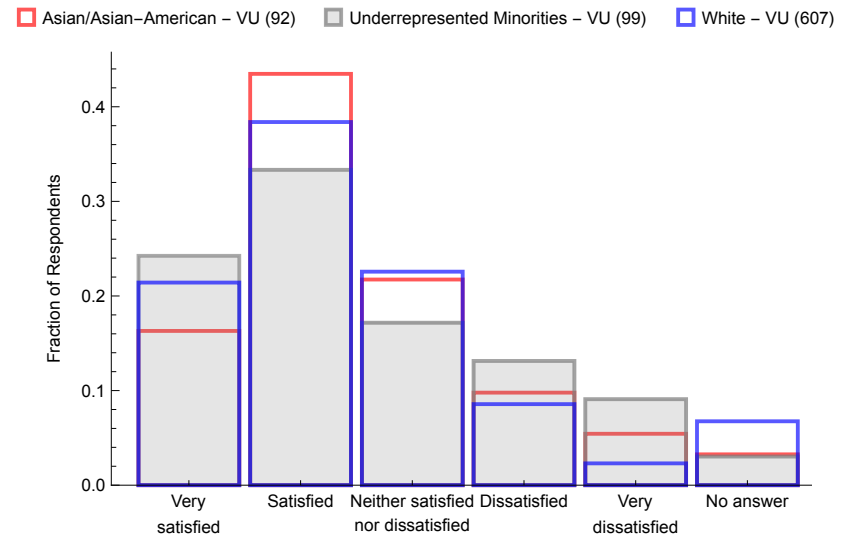
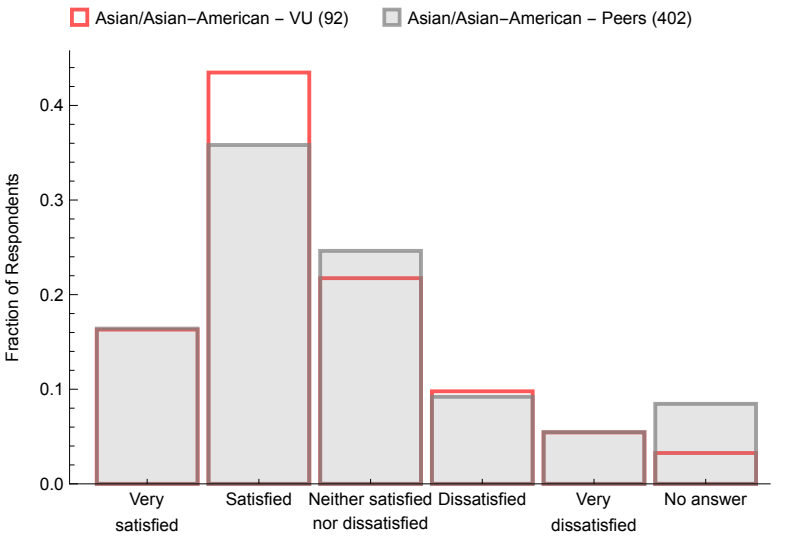
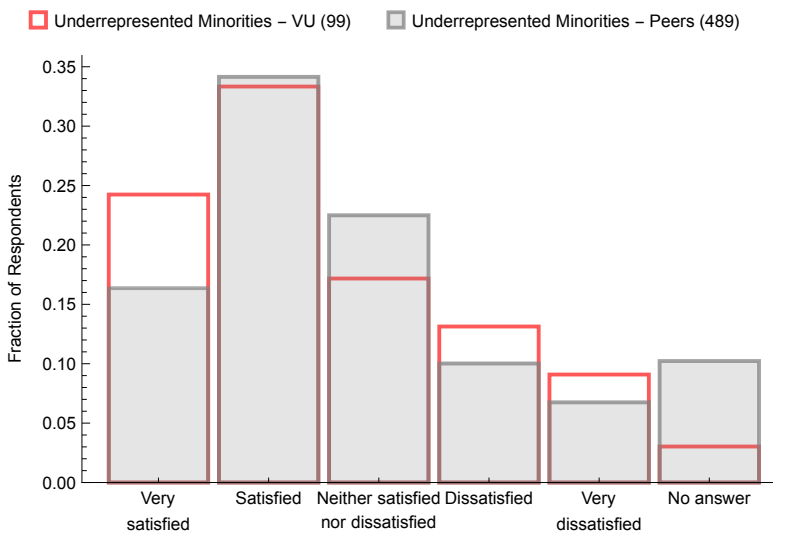
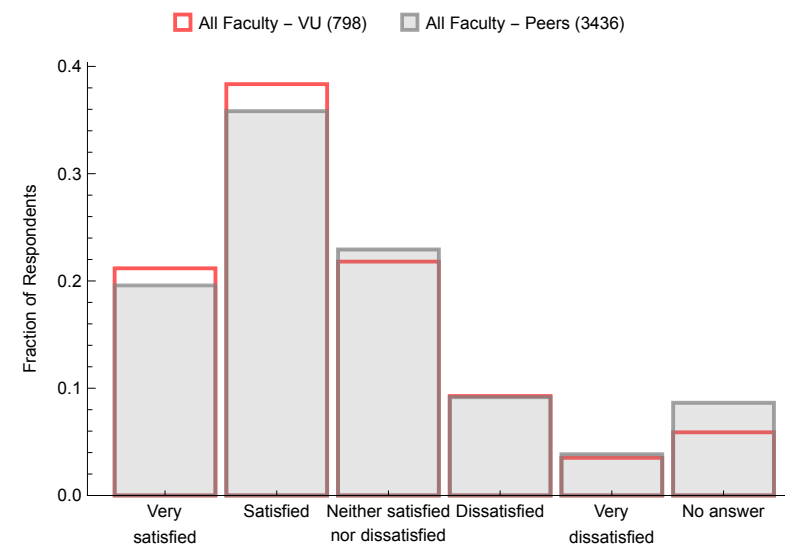


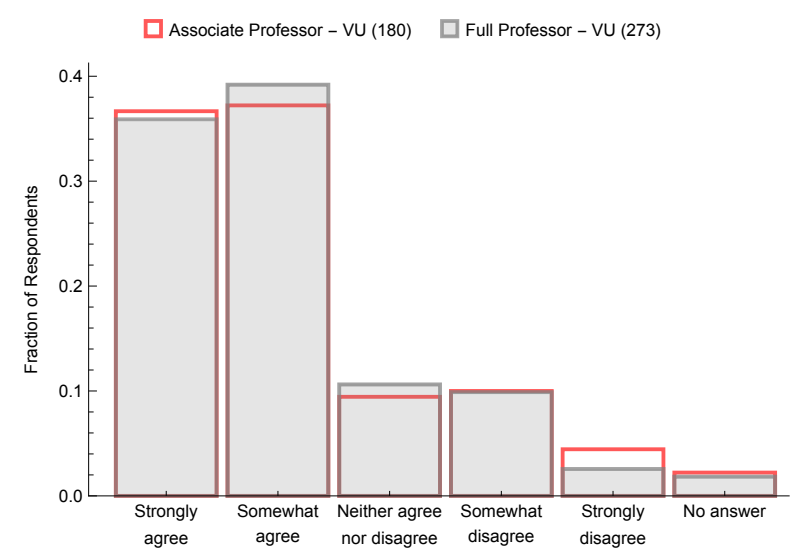
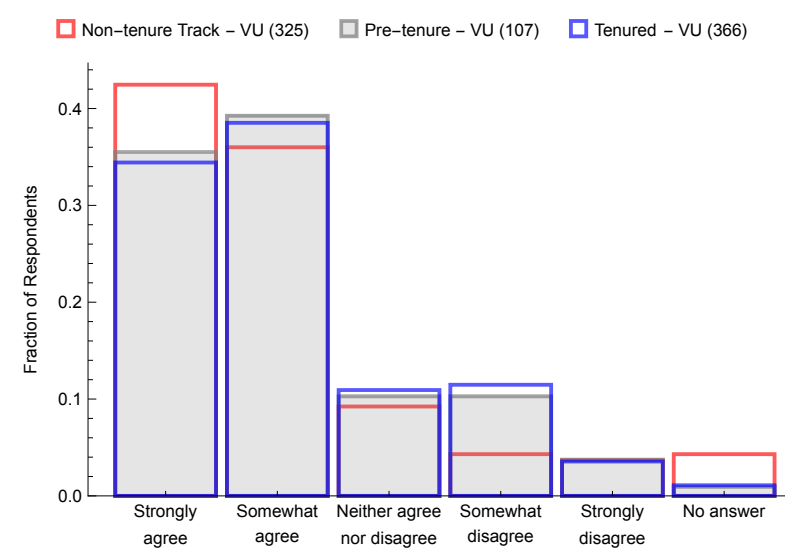
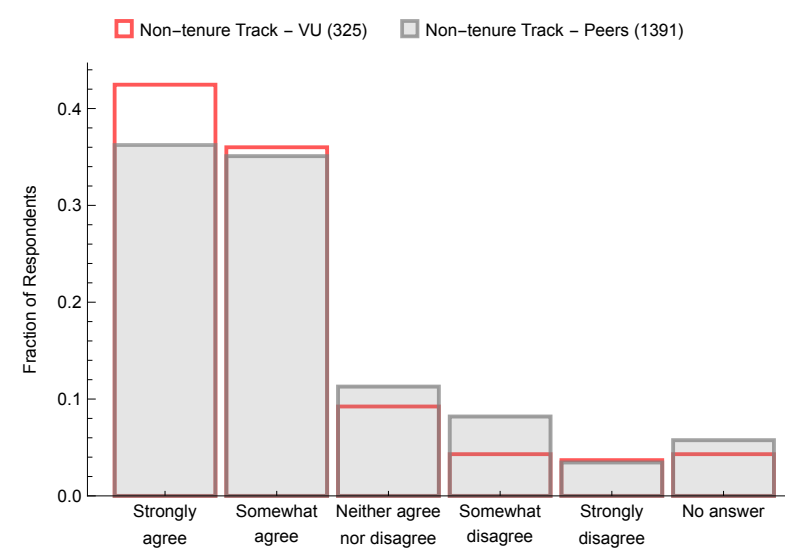
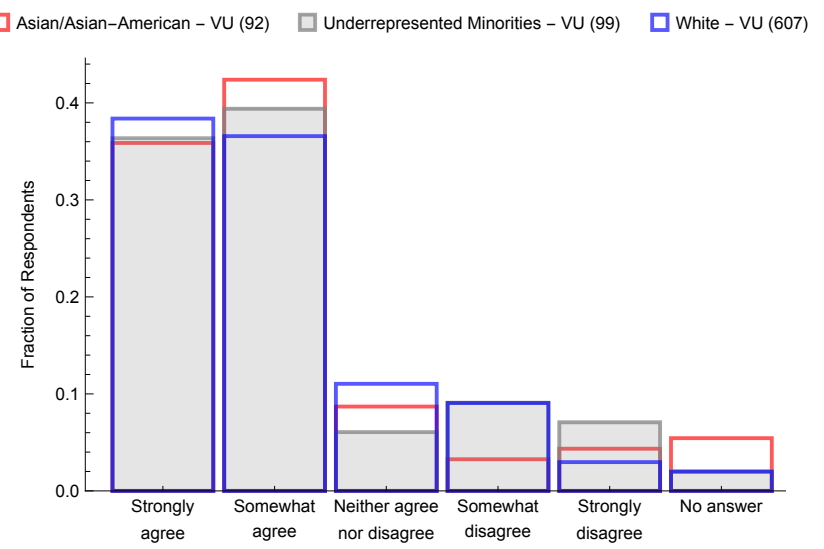
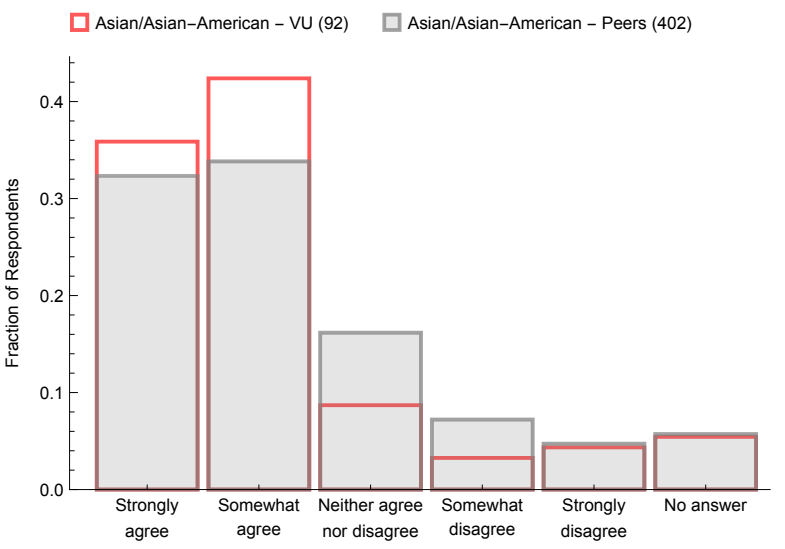
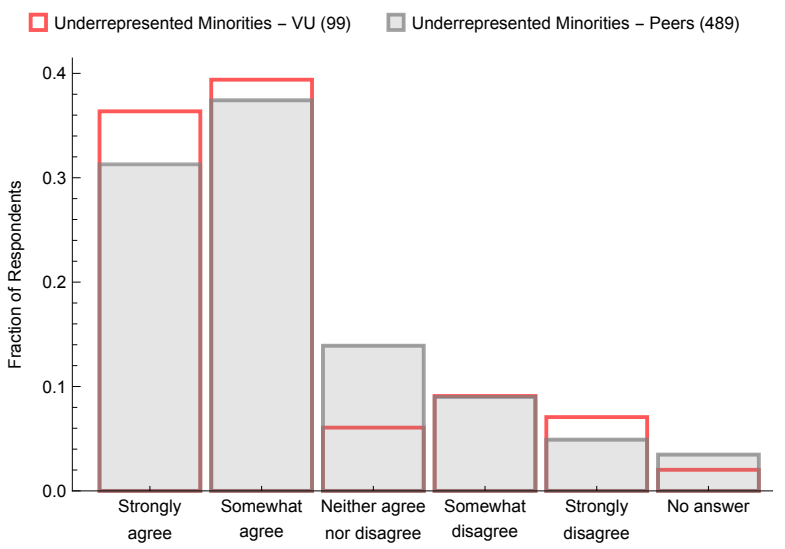
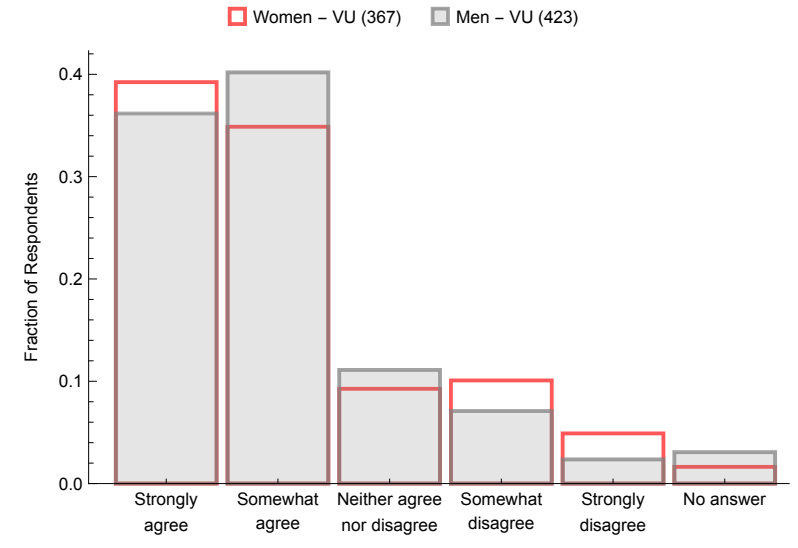
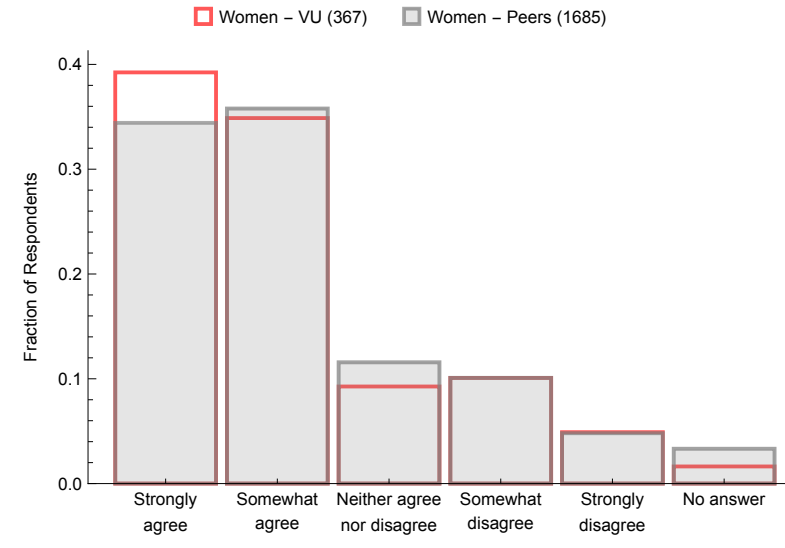
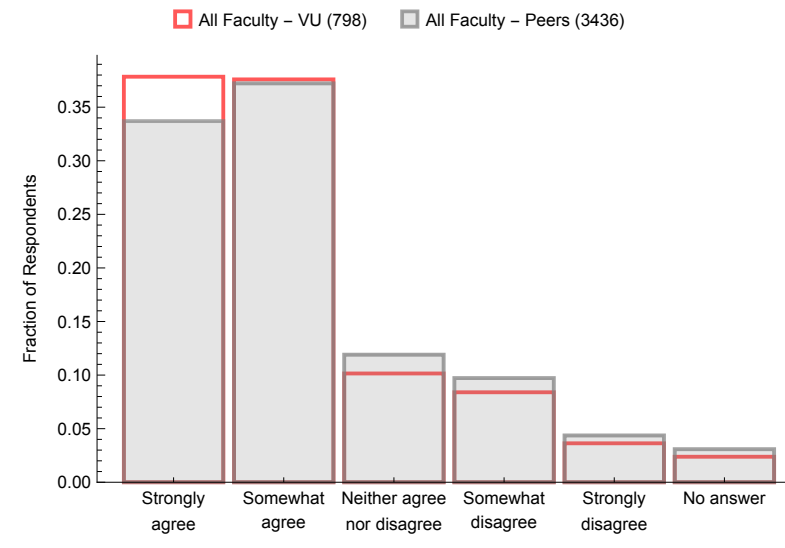


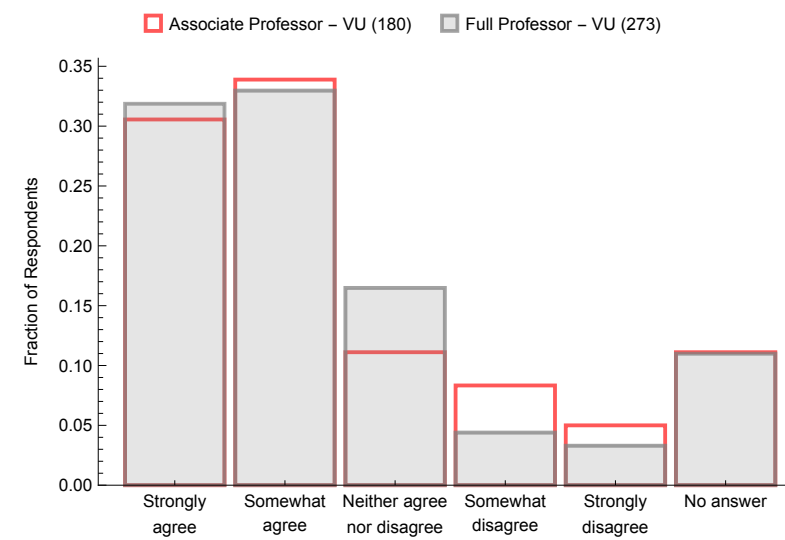
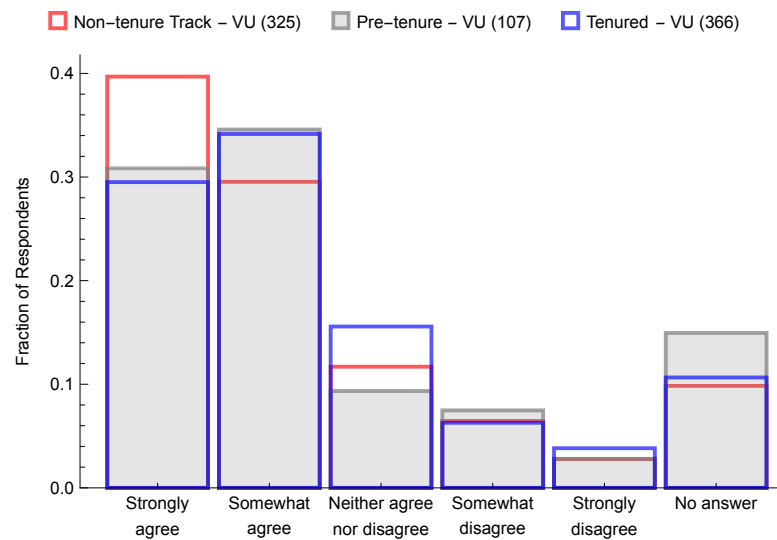
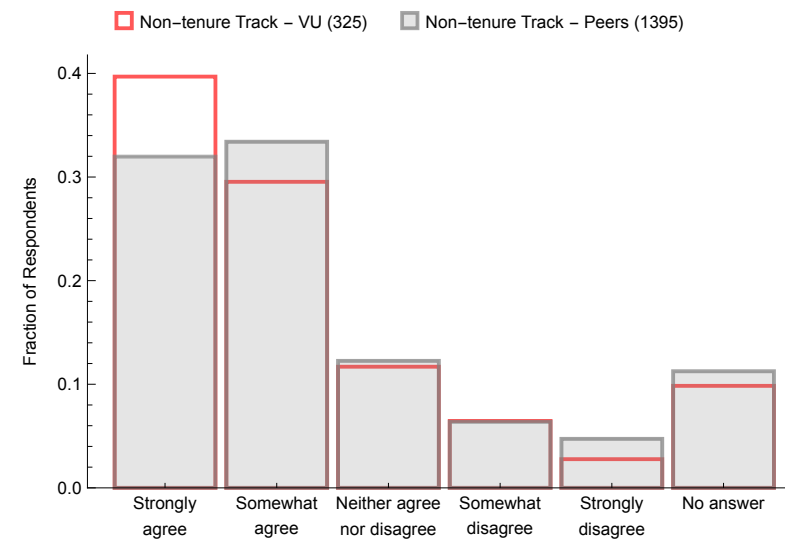
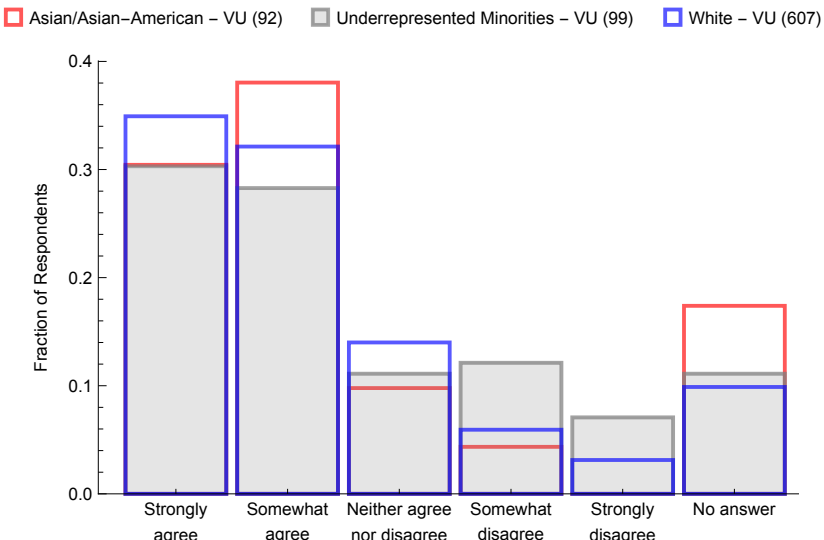
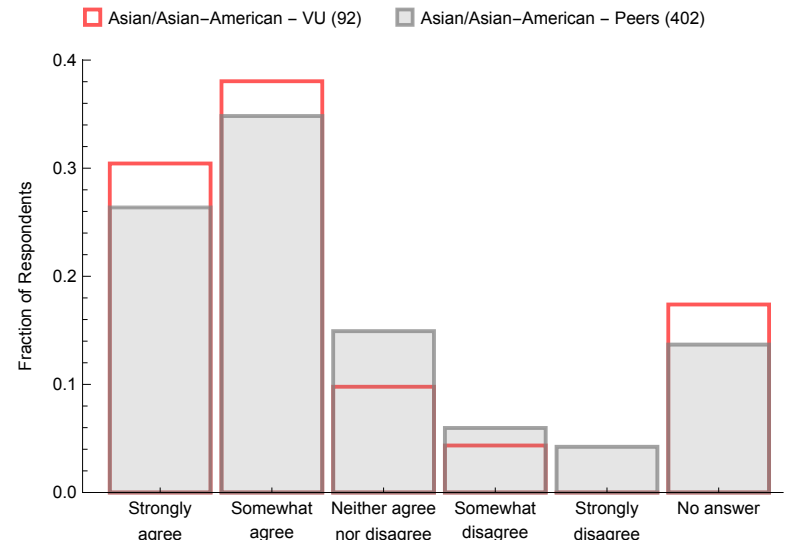
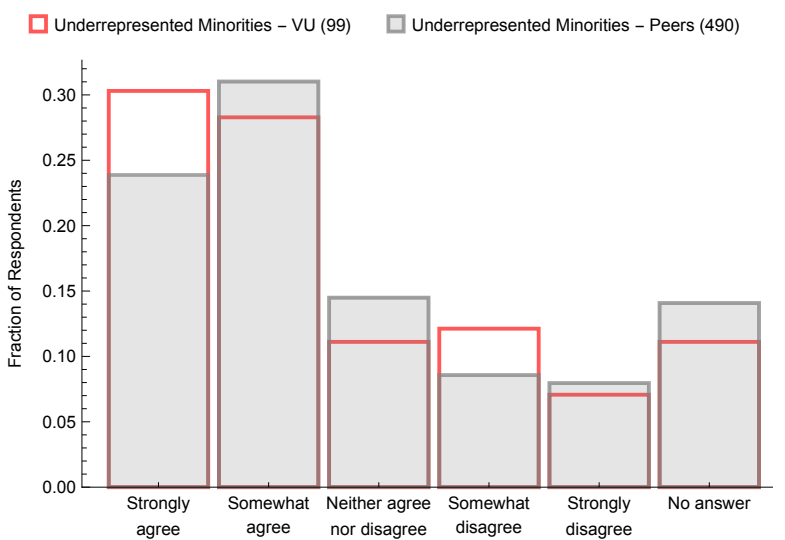
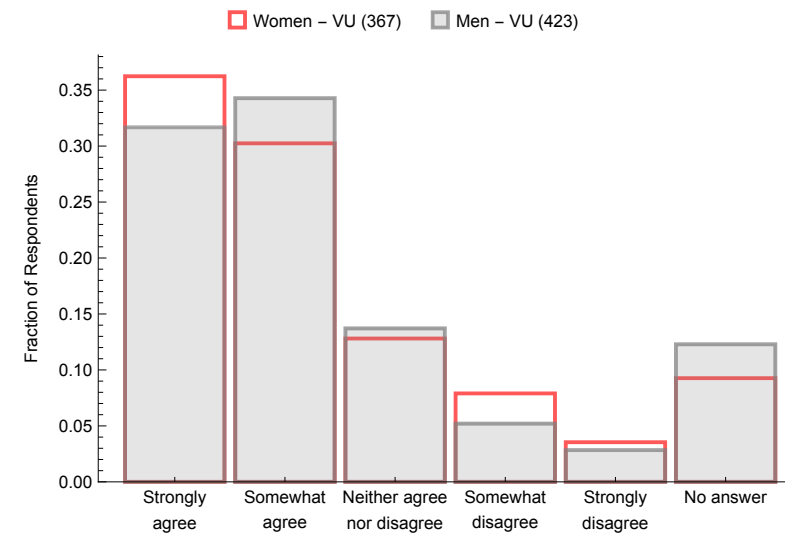
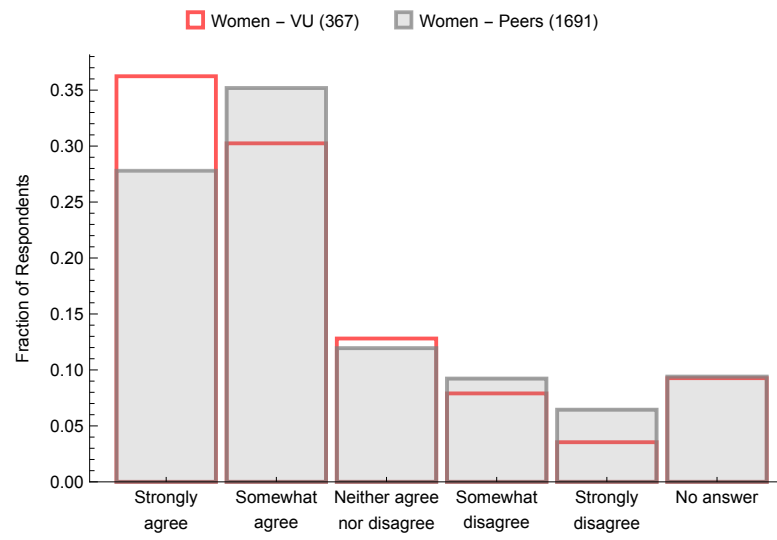
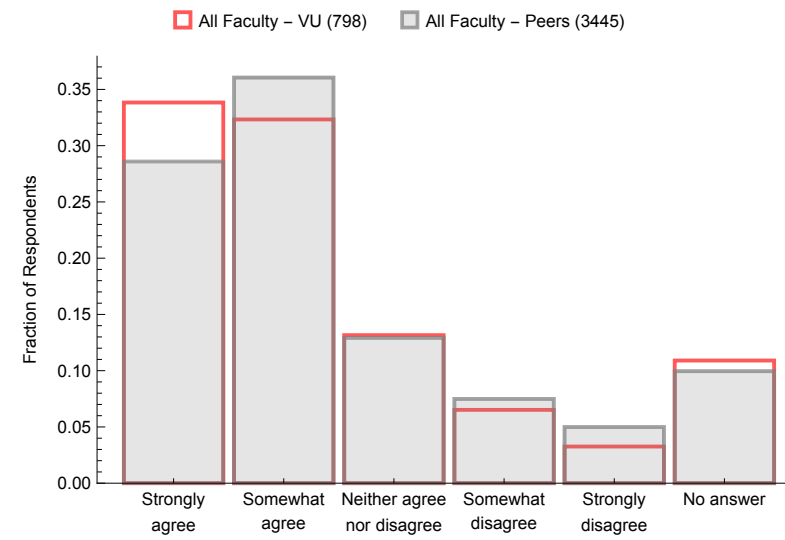
The Department | Departmental Collegiality | Colleagues committed to diversity/inclusion

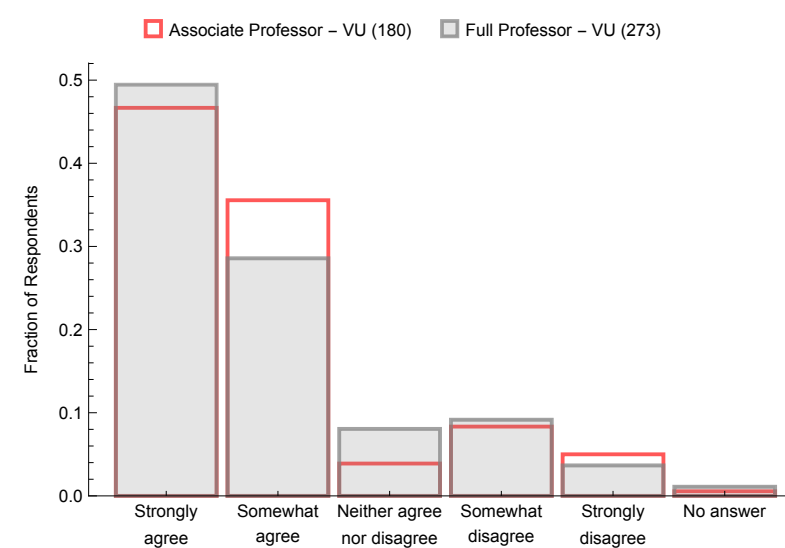
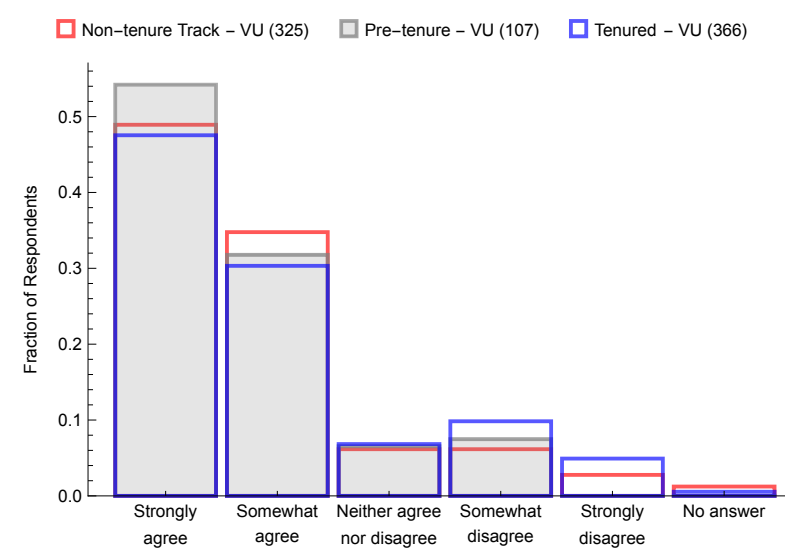
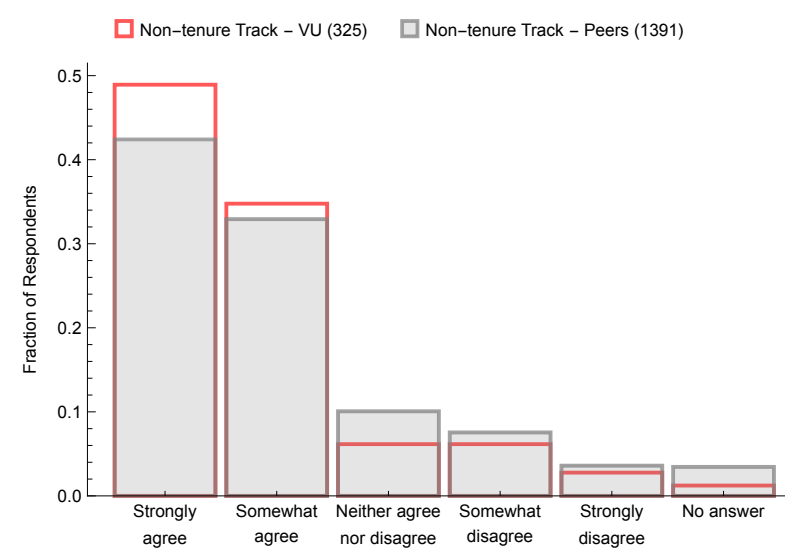
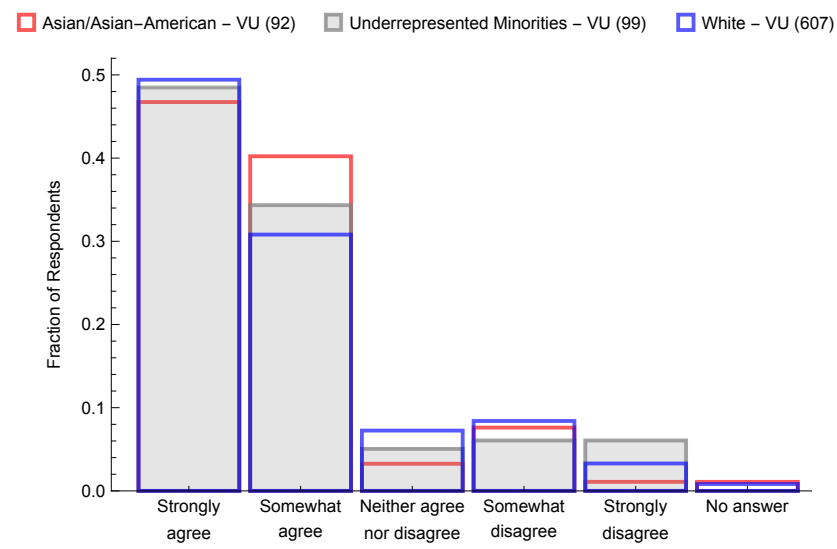
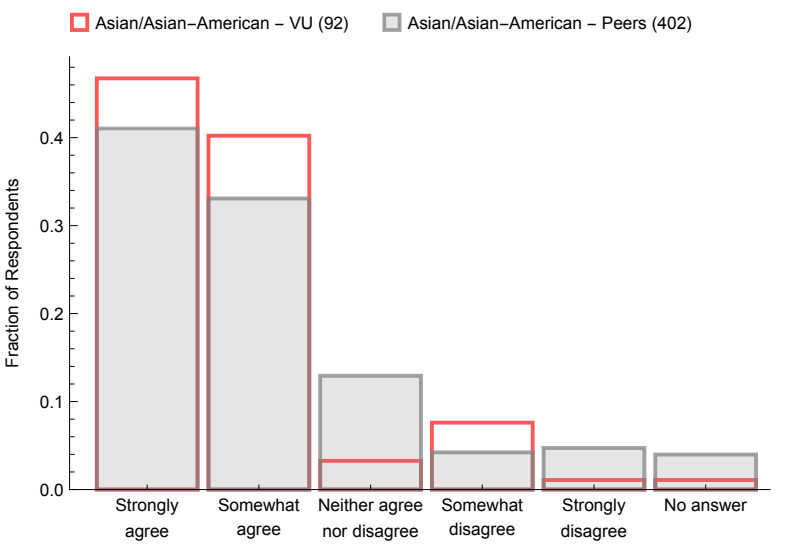
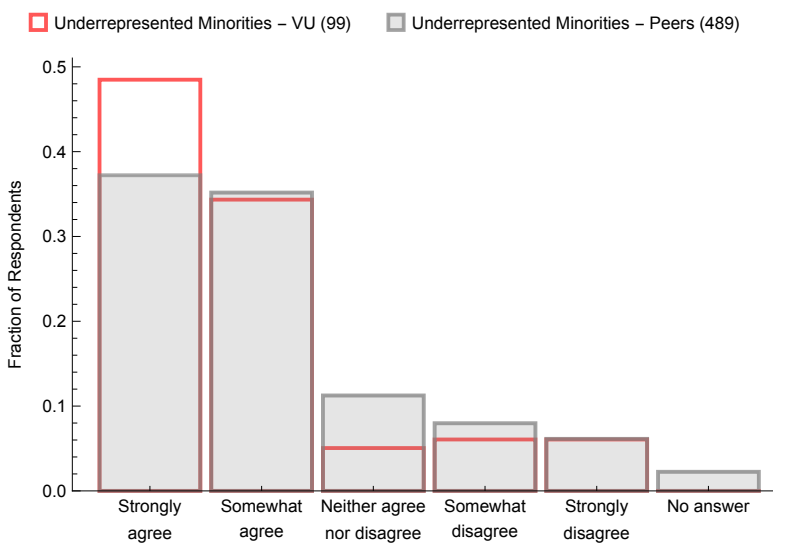
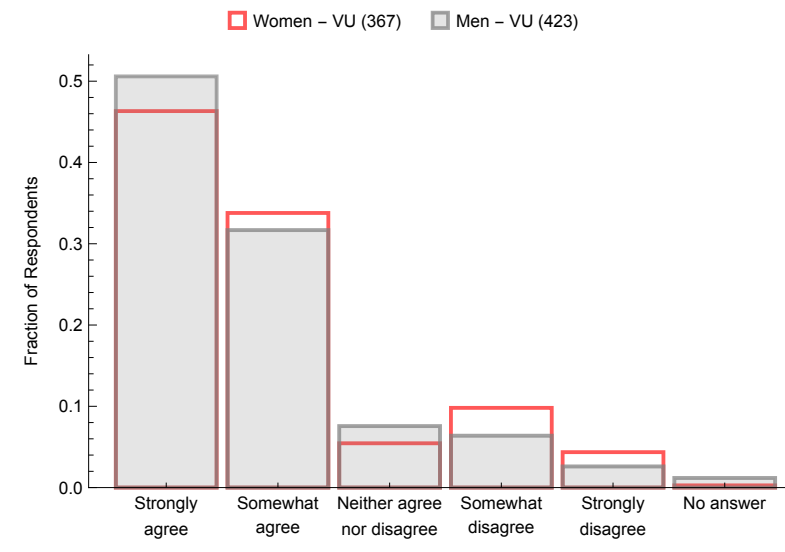
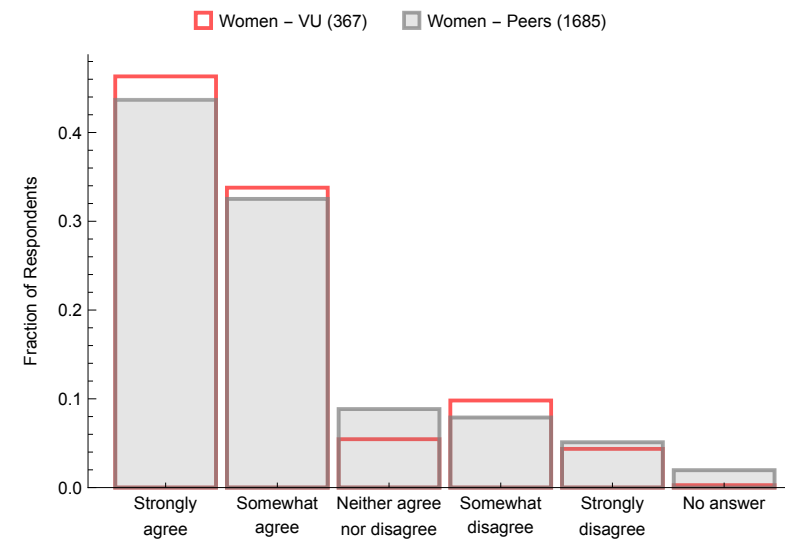
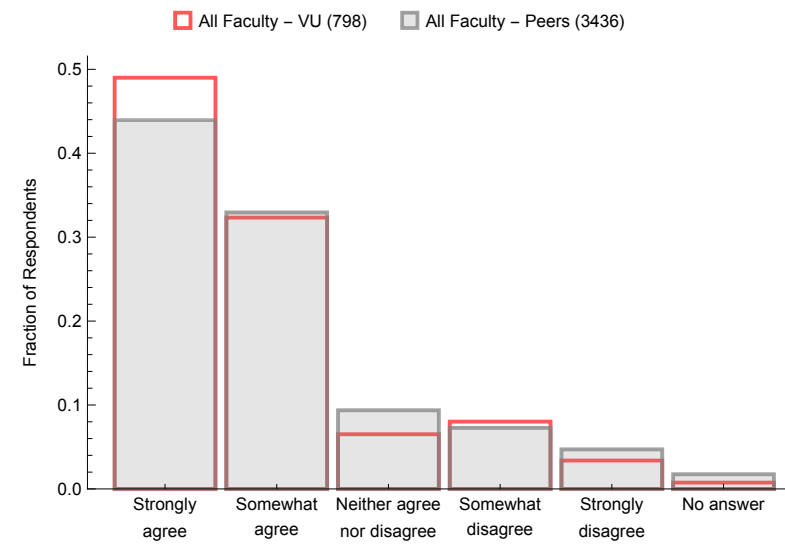


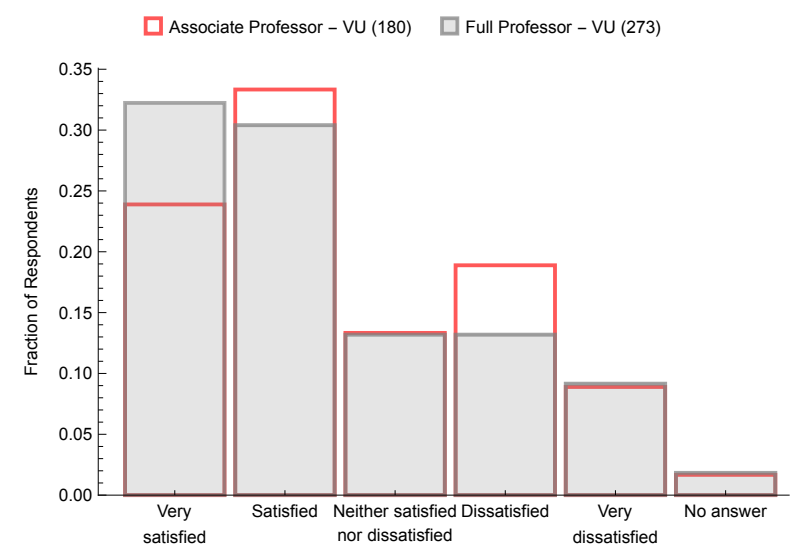
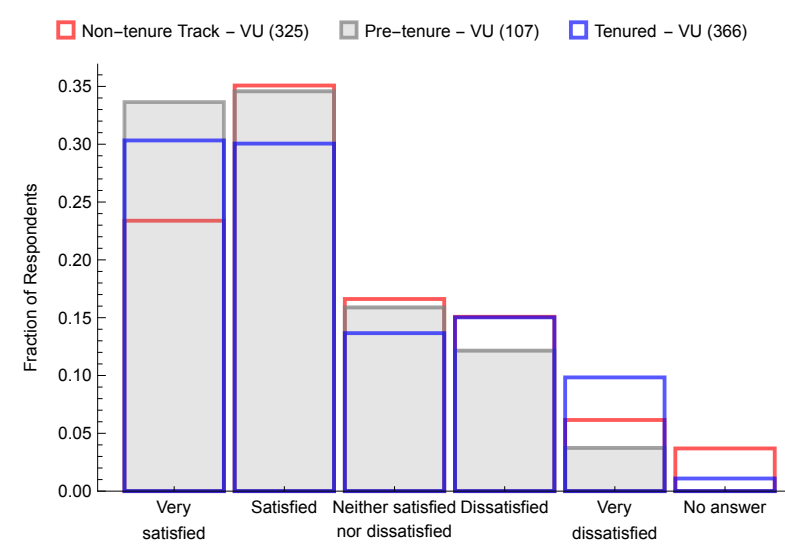
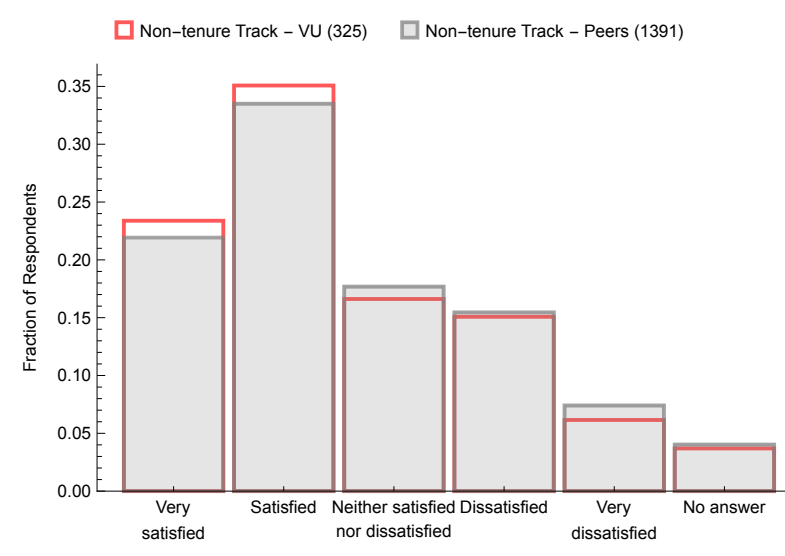
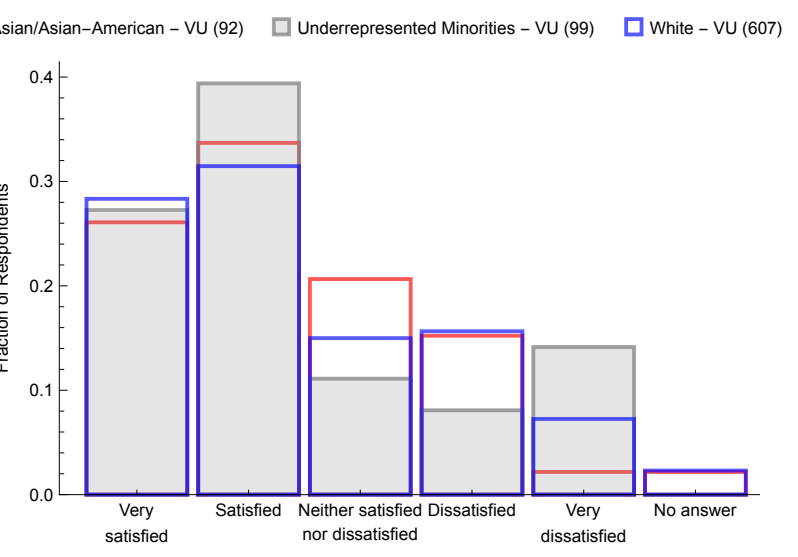
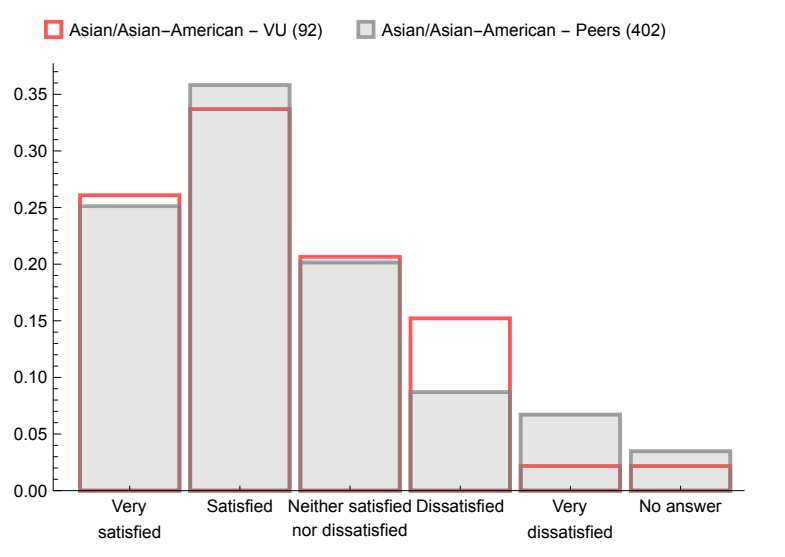
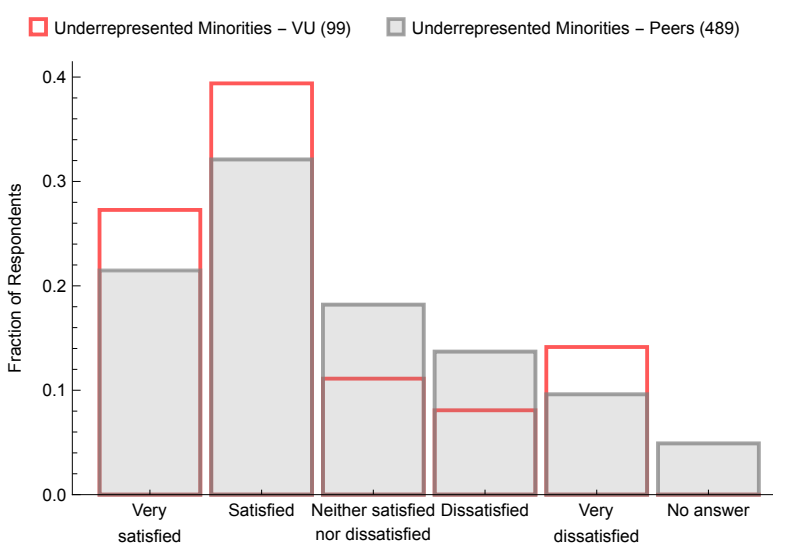
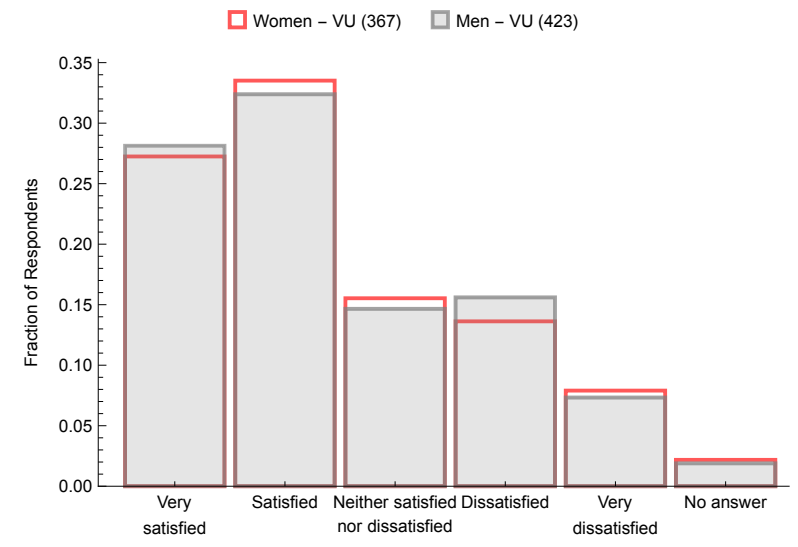
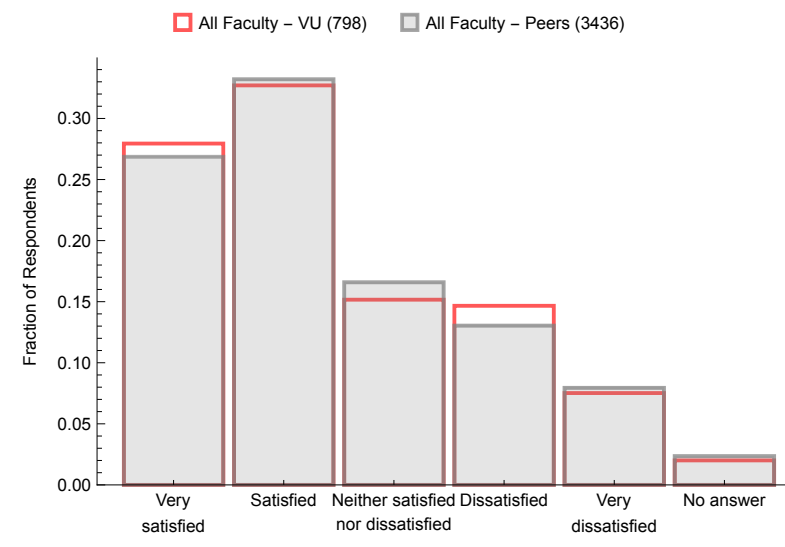
The Department | Departmental Collegiality | Amount of personal interaction w/Tenured



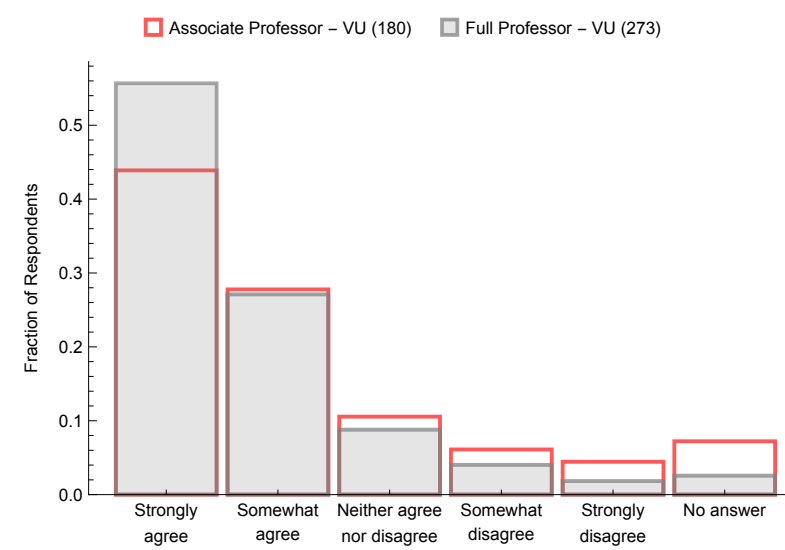
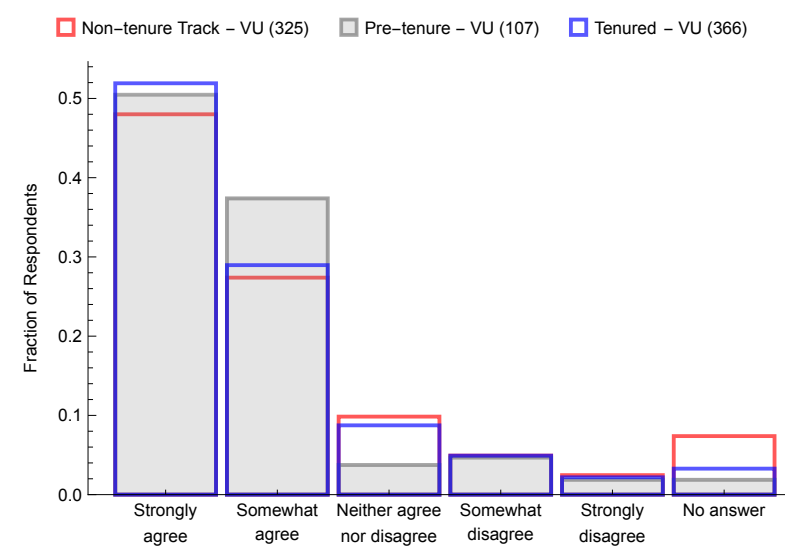
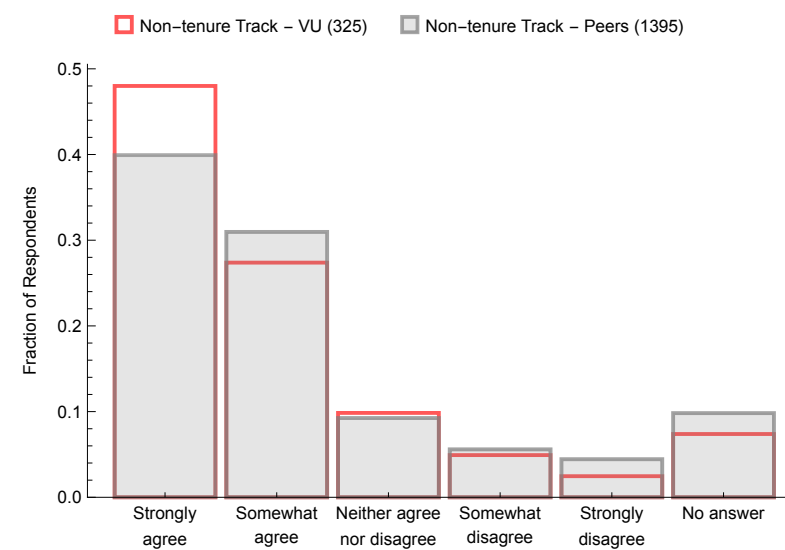
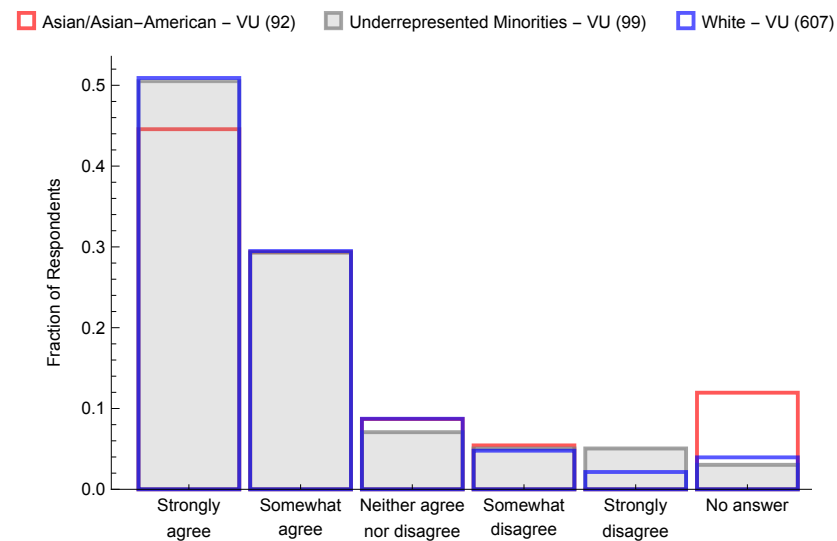
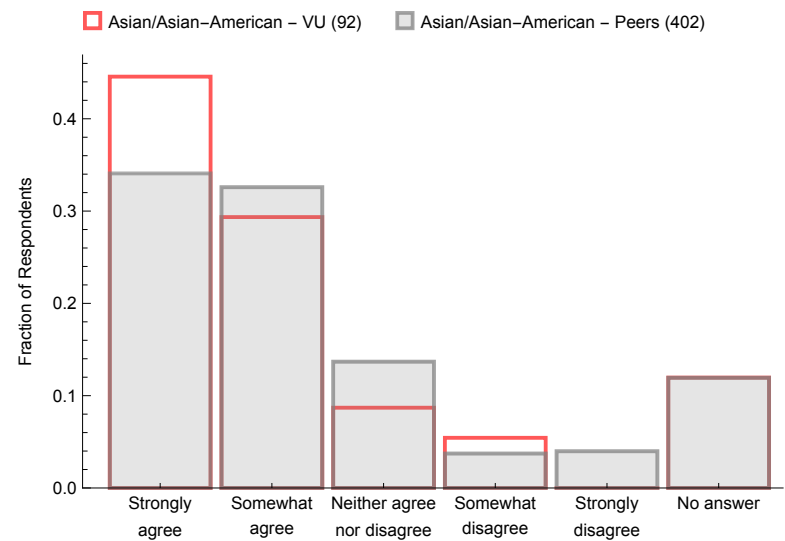
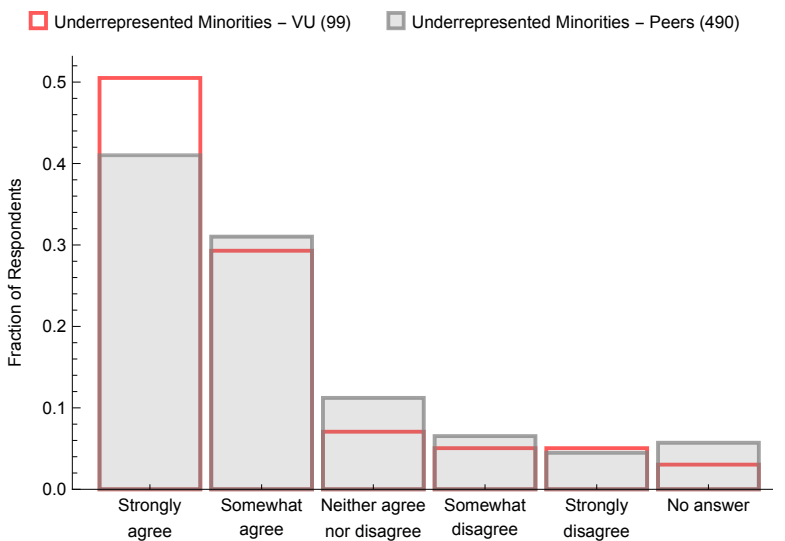
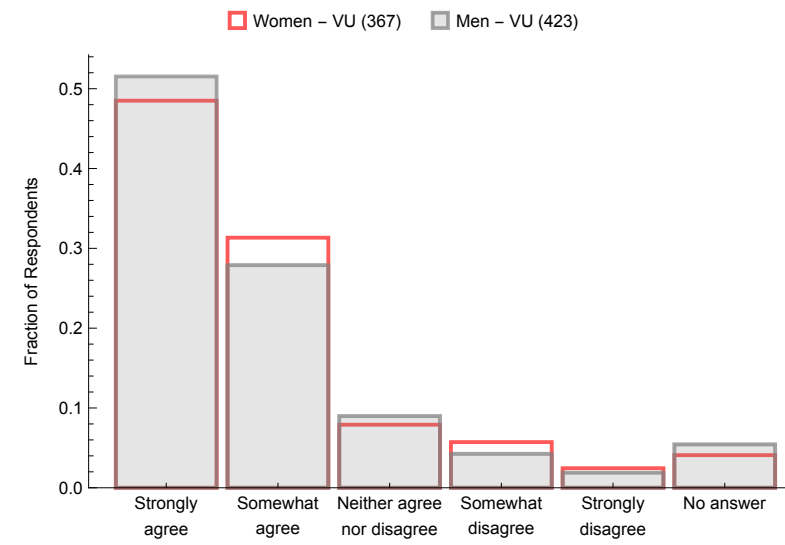
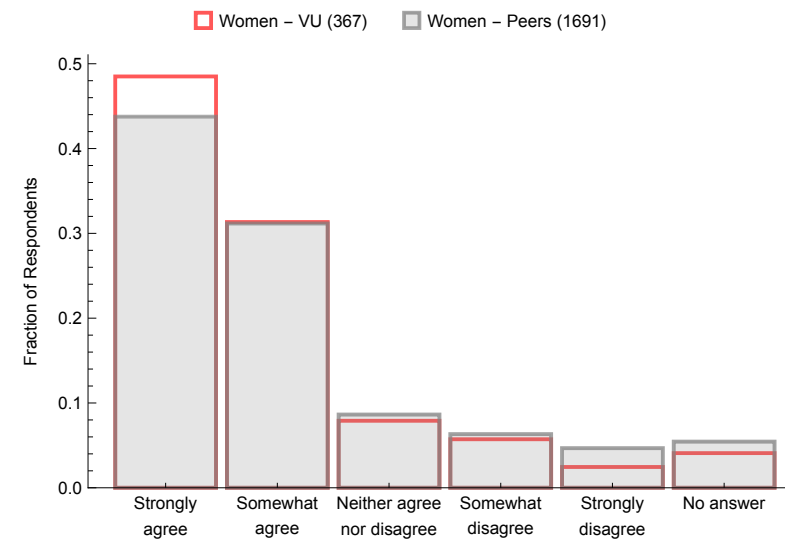
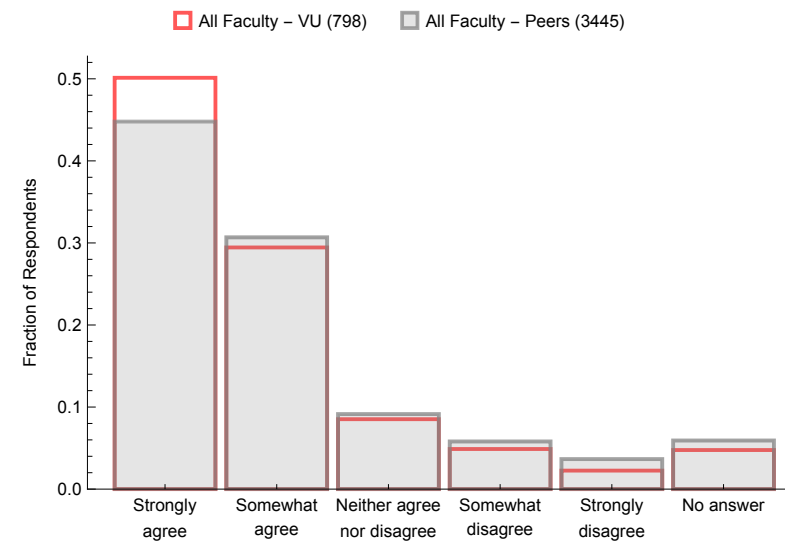




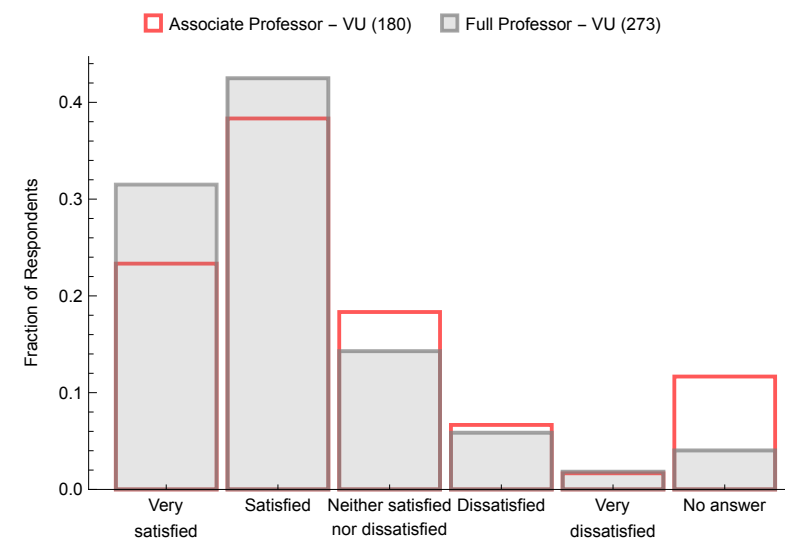
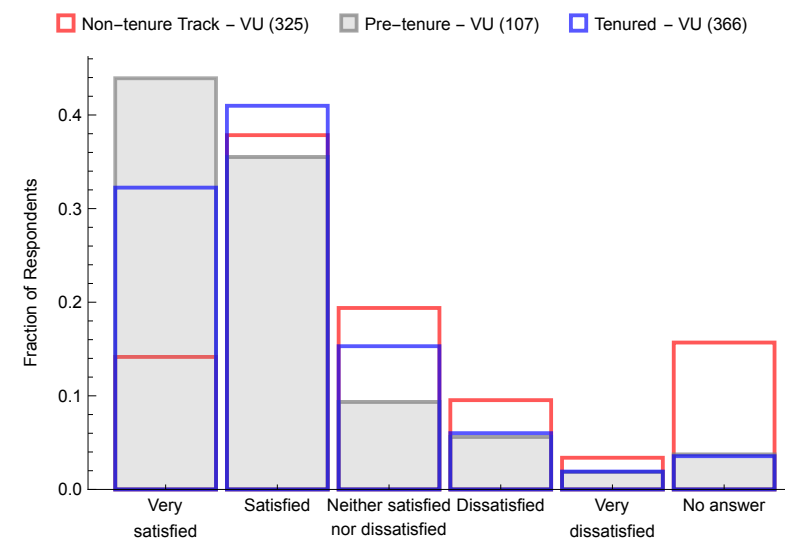
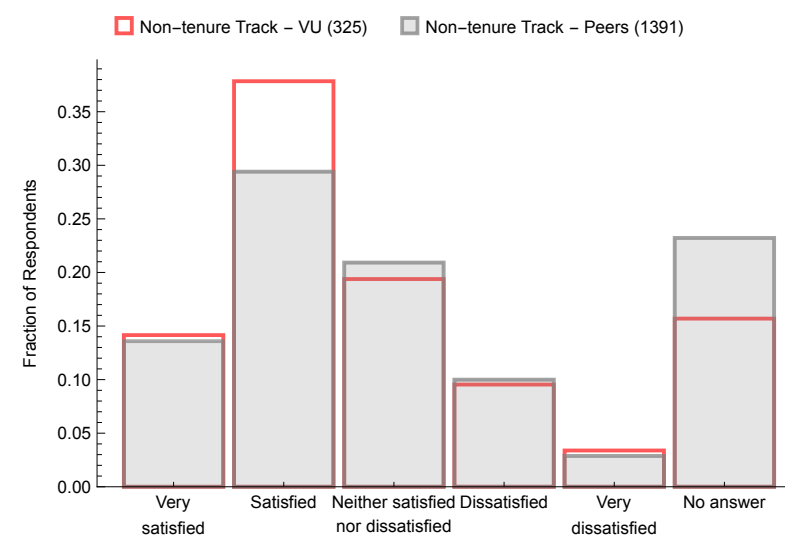
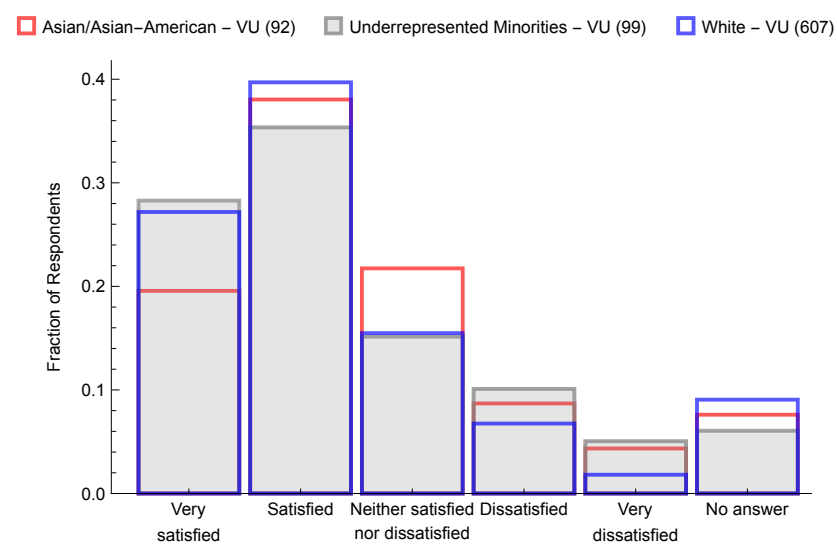
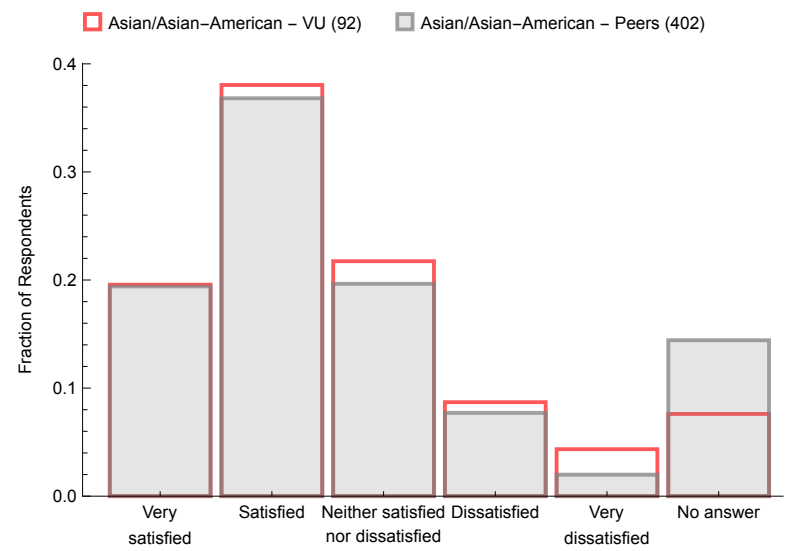
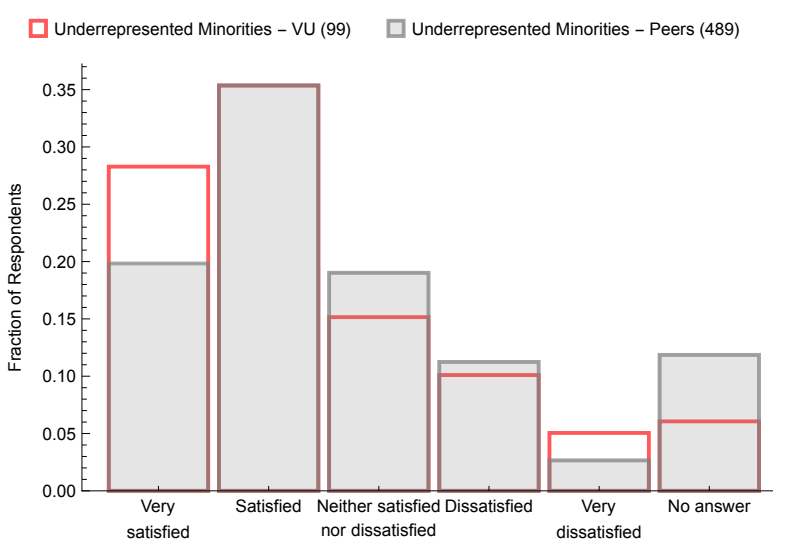
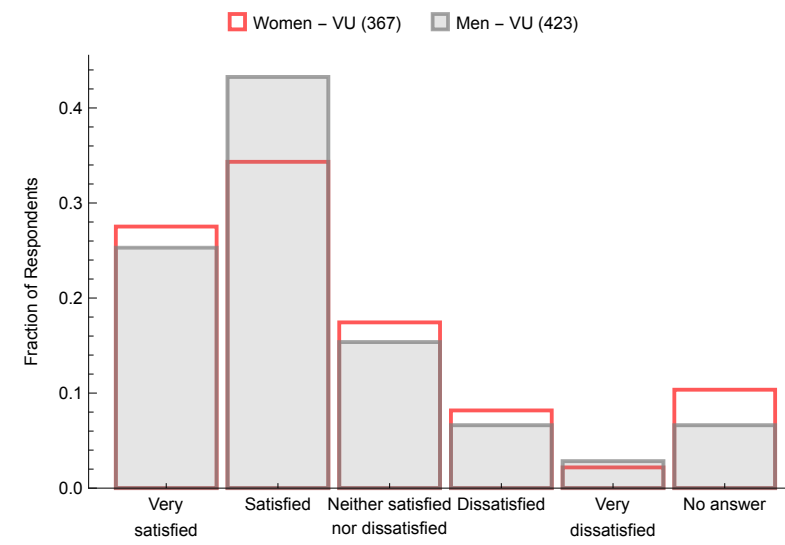
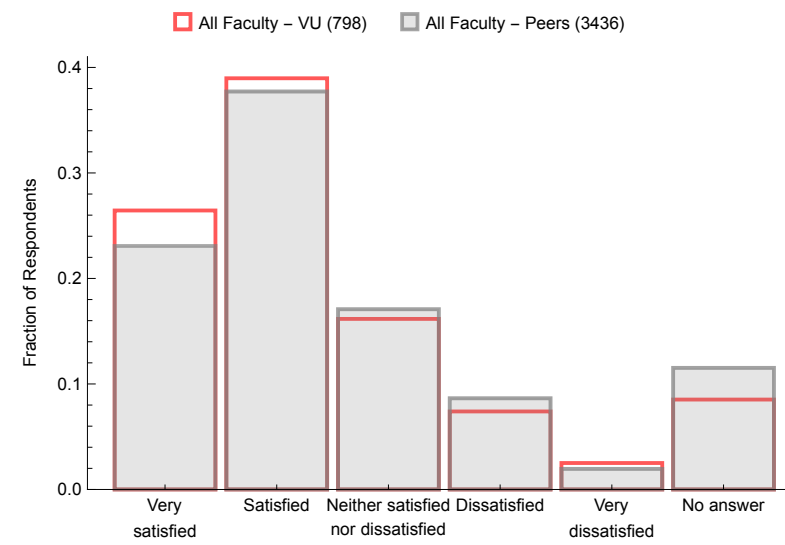




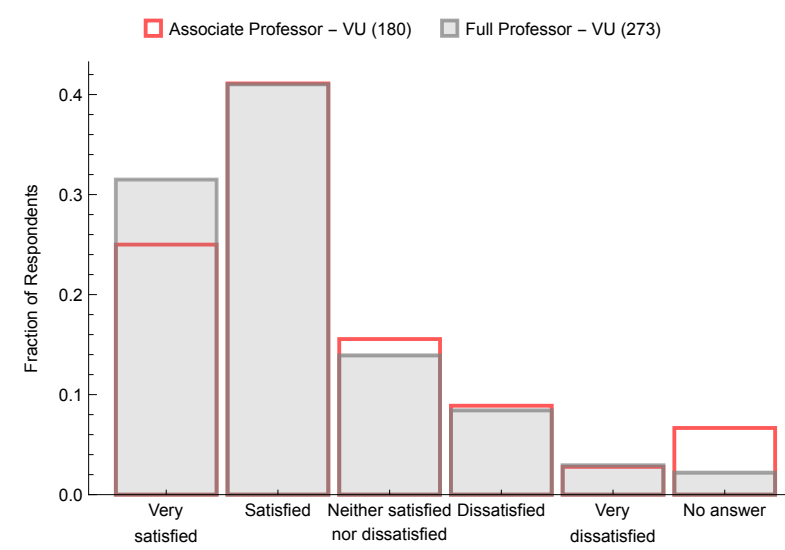
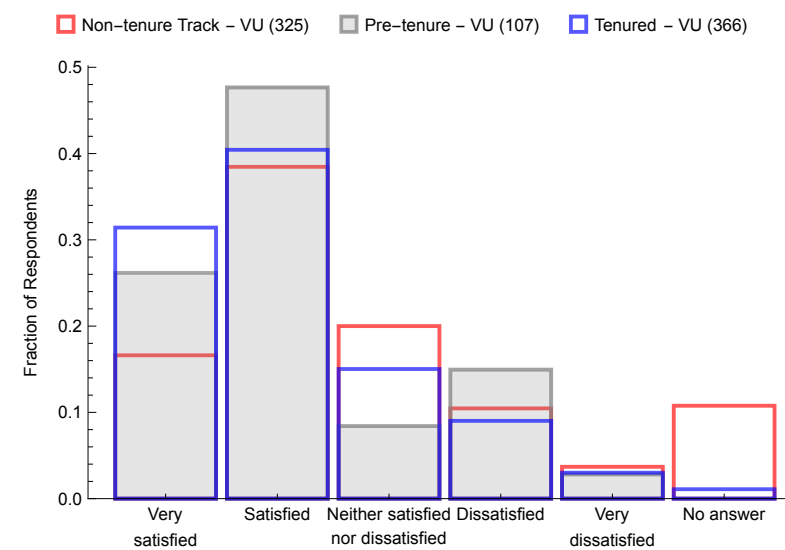
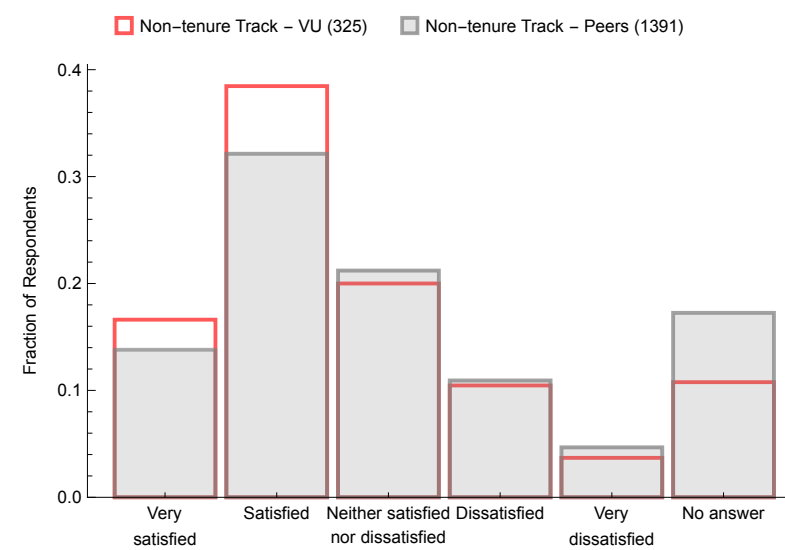
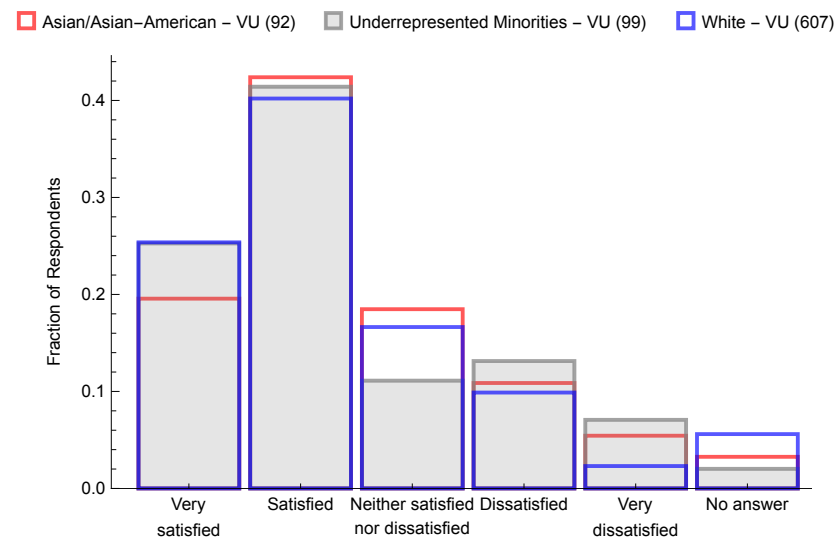
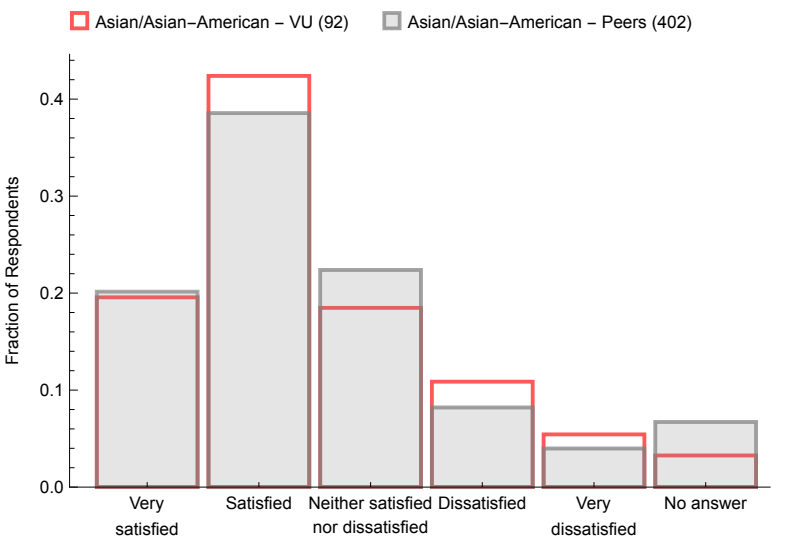
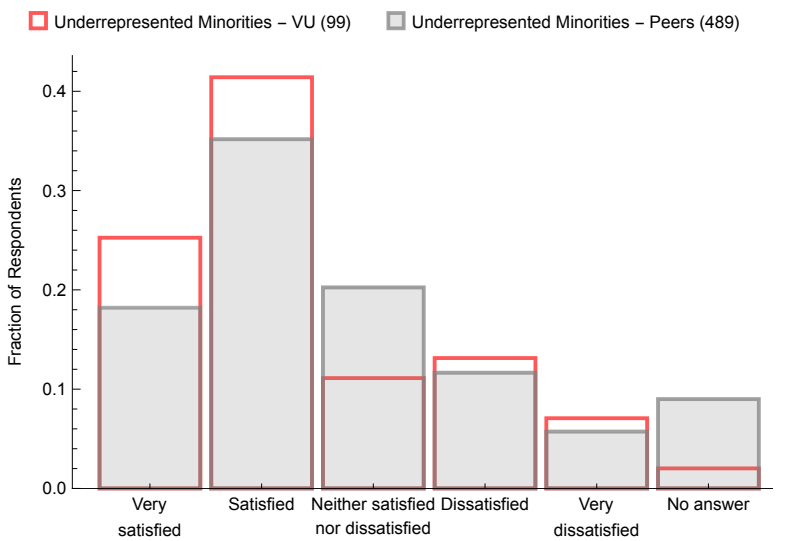
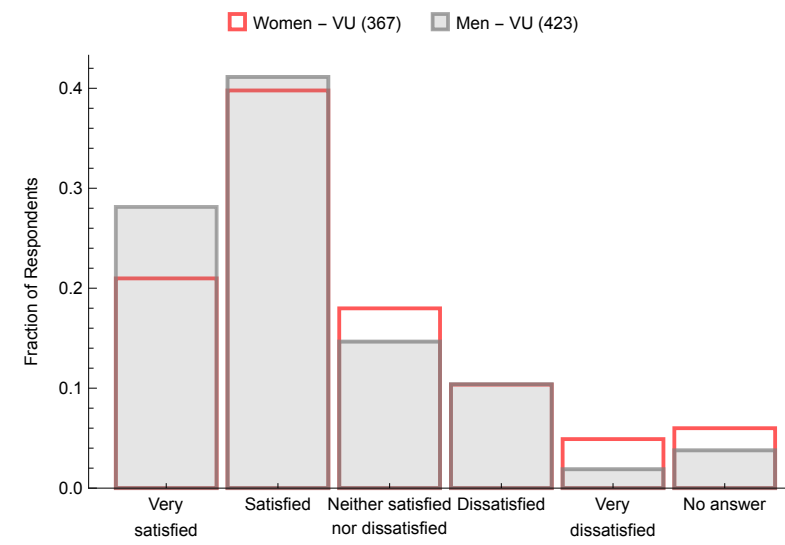
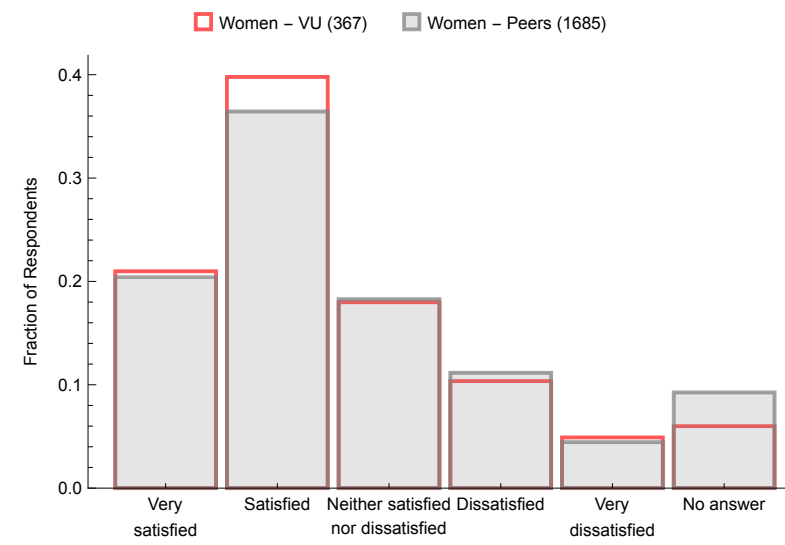
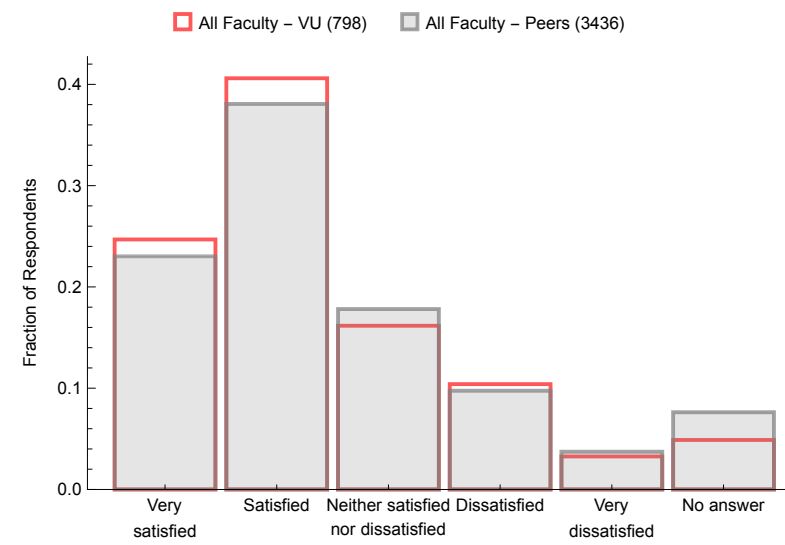
The Department | Departmental Collegiality | Meeting times compatible with personal needs



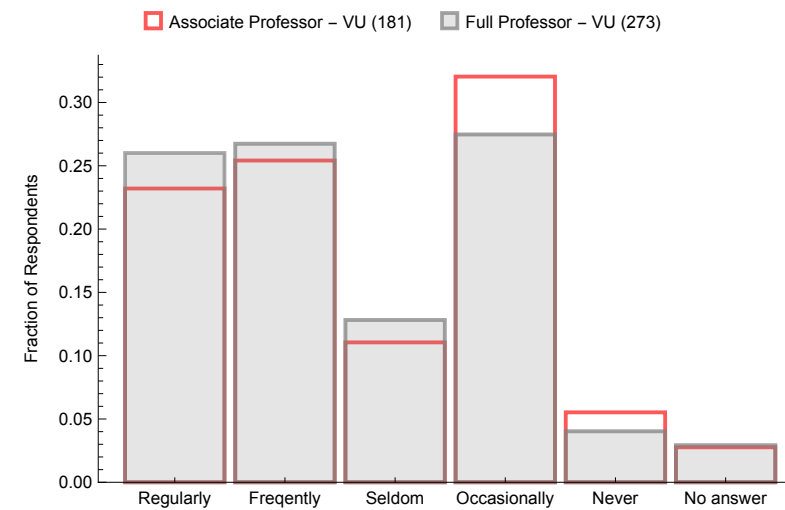
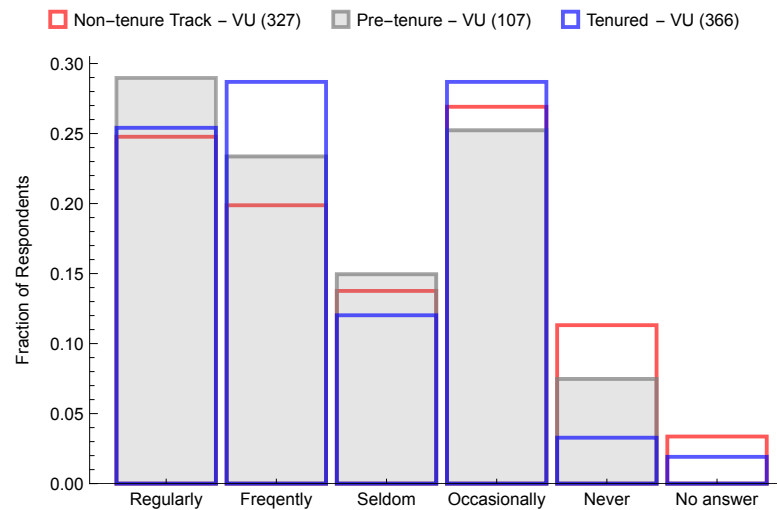
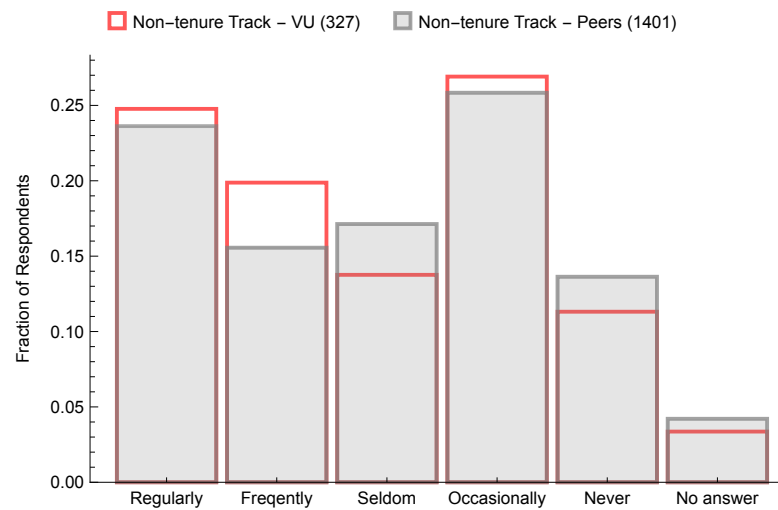
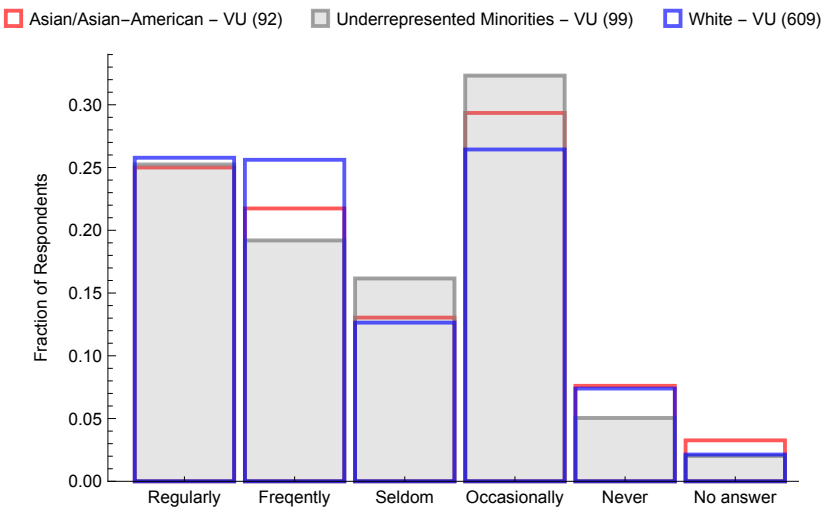
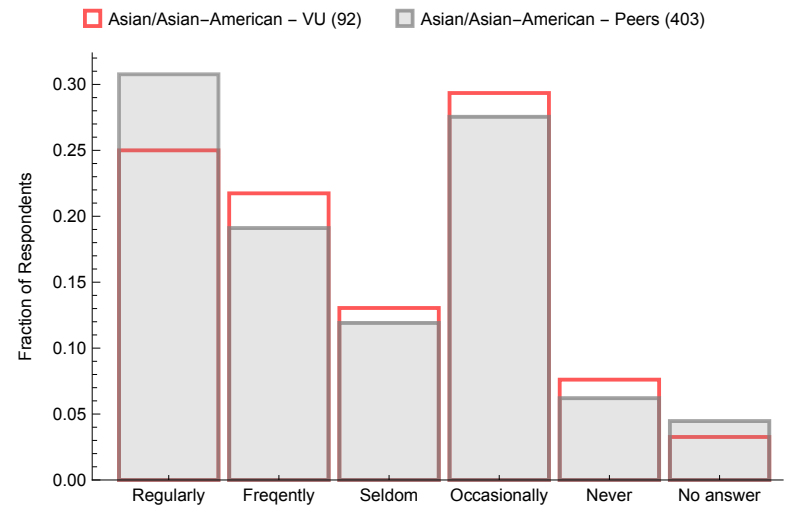
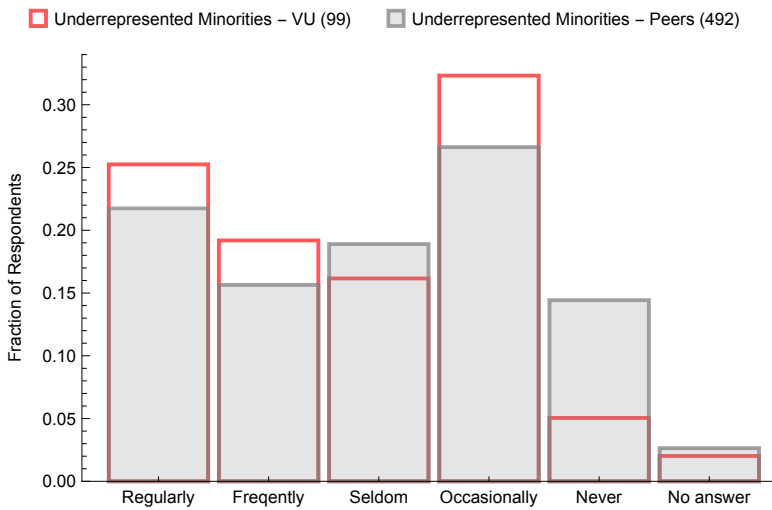
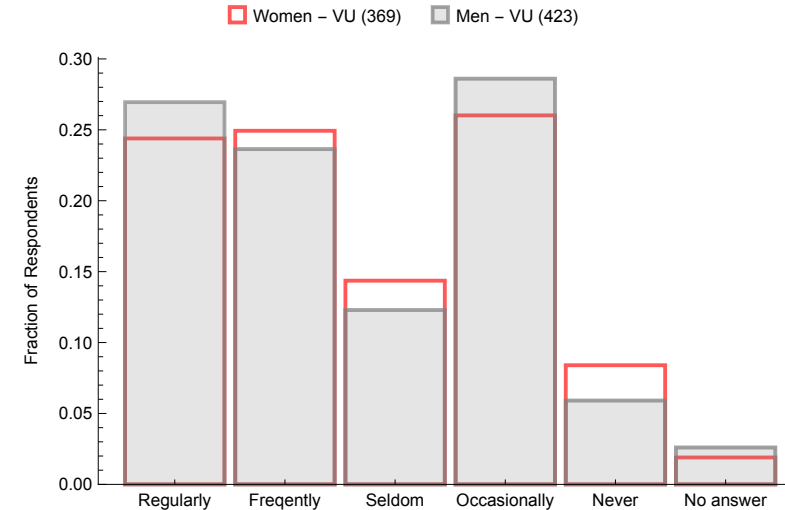
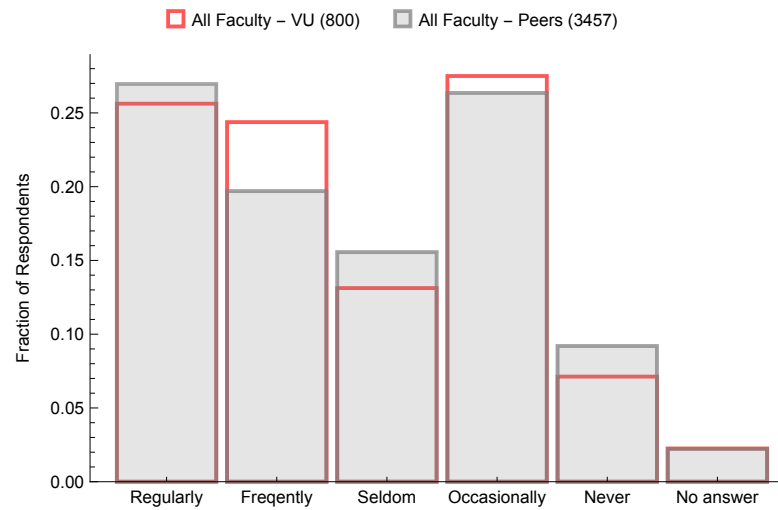
The Department | Departmental Engagement | Amount of professional interaction w/Pre-tenure

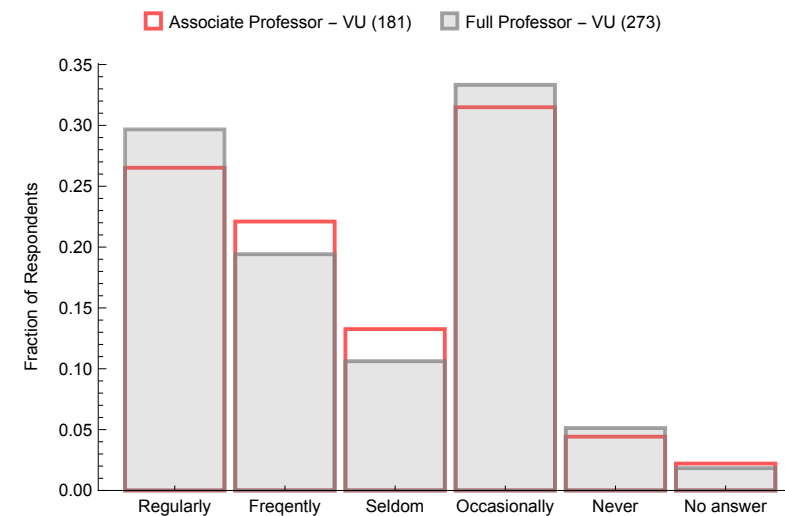
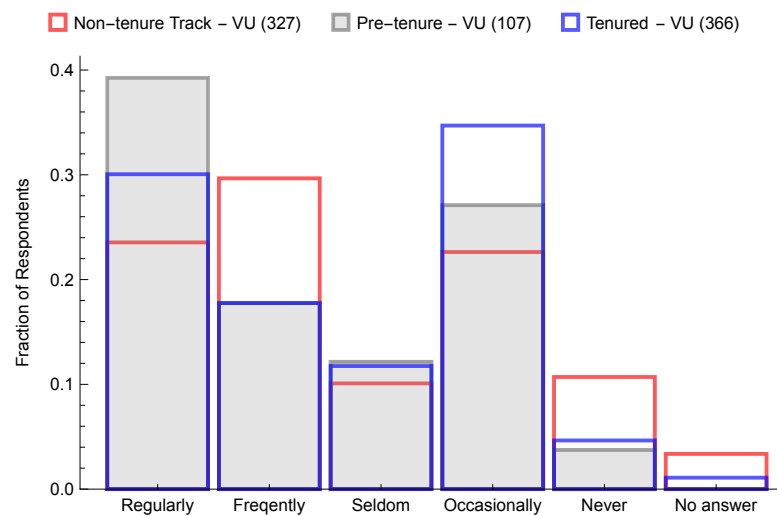
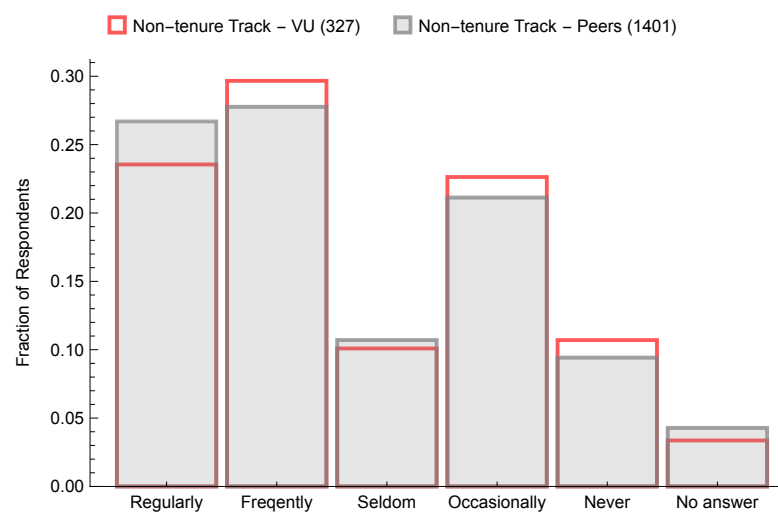
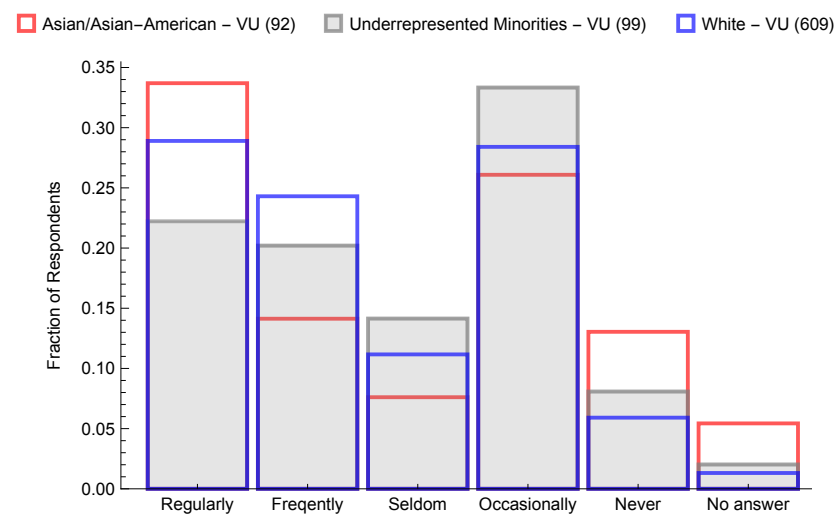
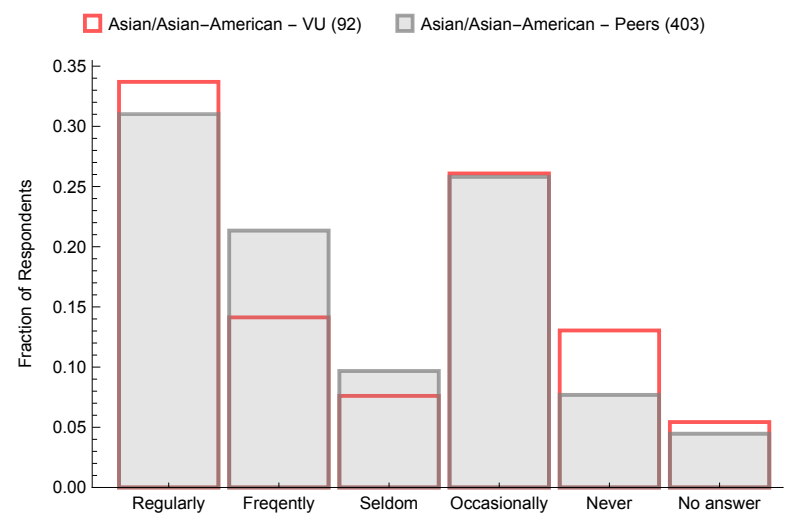
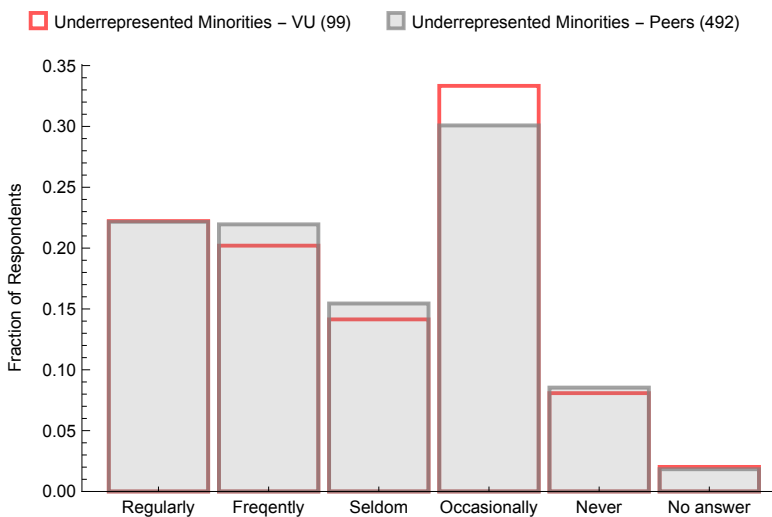
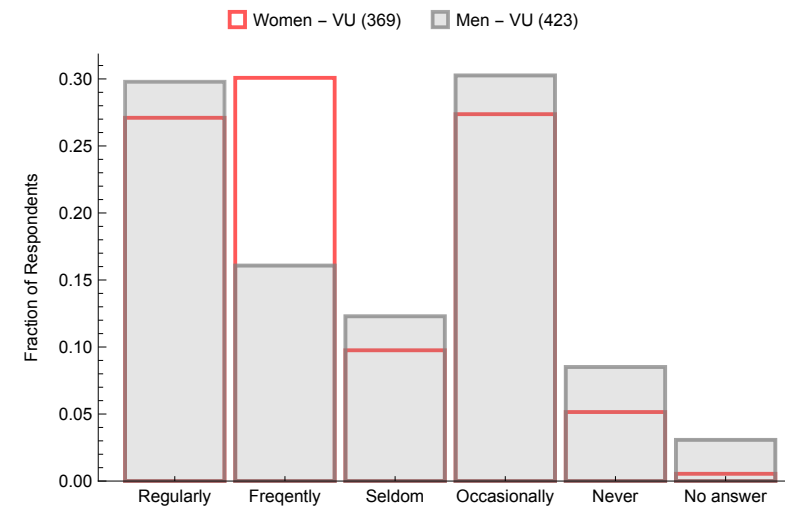
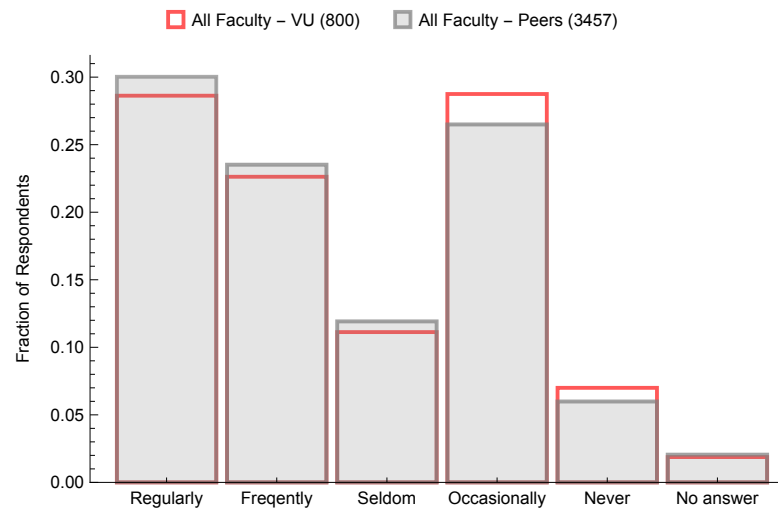


The Department | Departmental Engagement | Amount of professional interaction w/Tenured

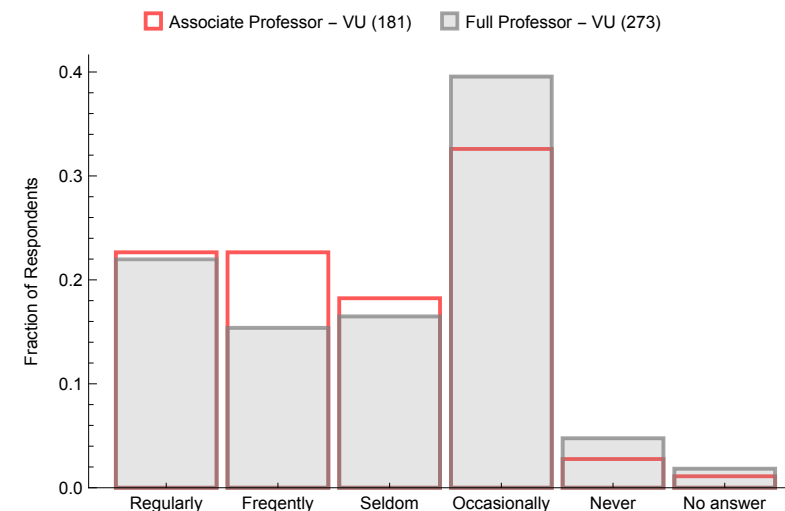
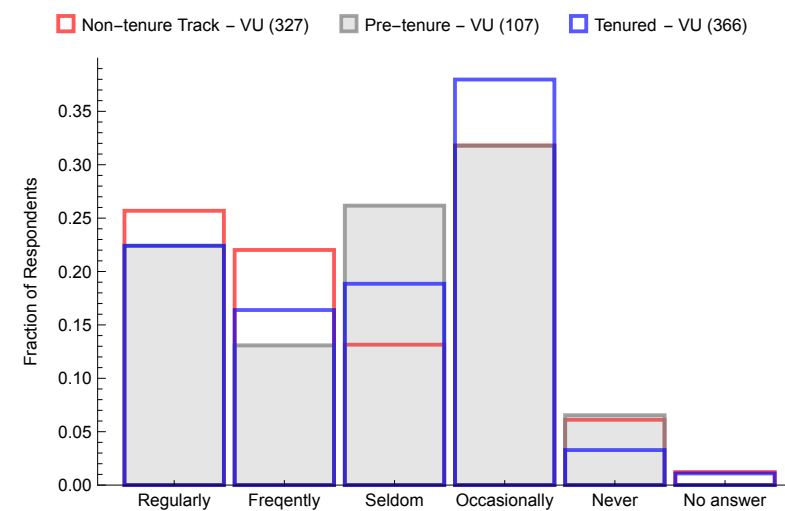
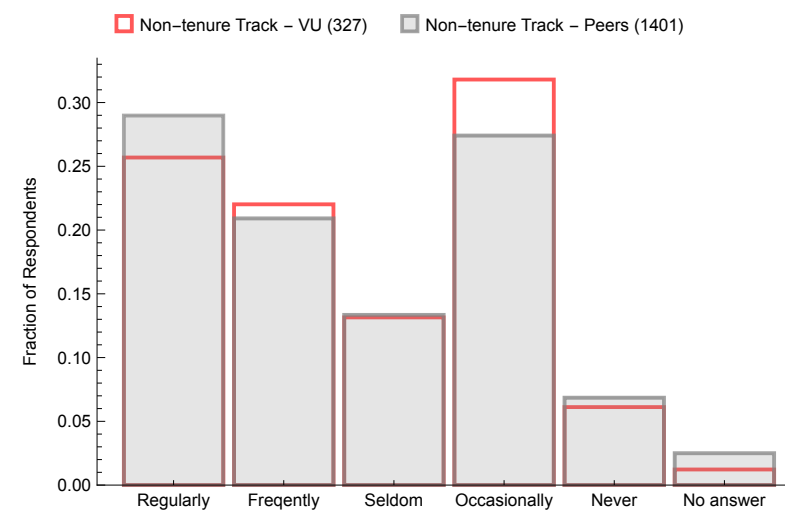
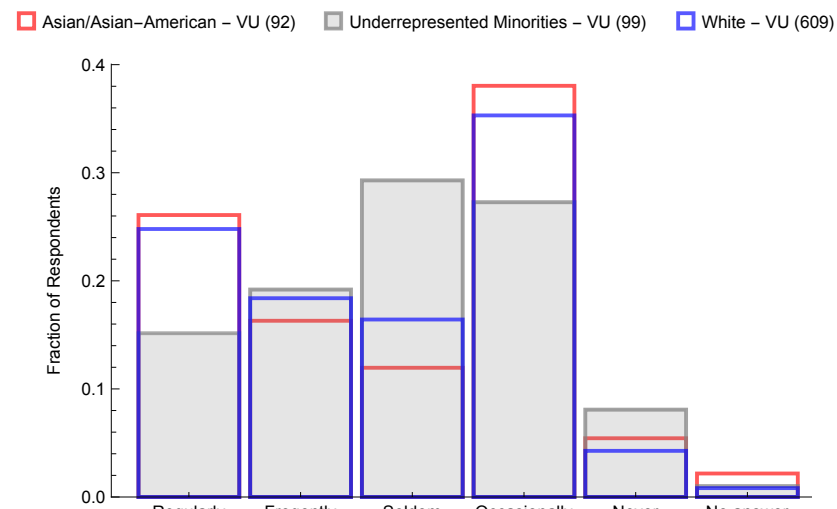
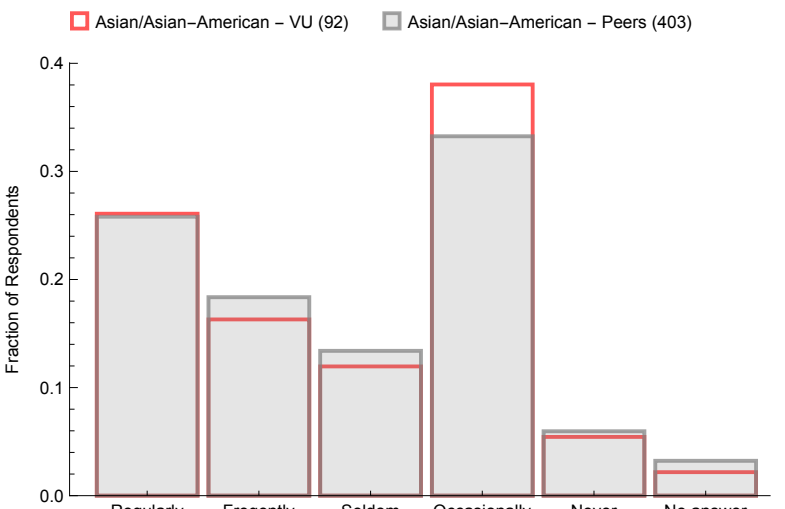
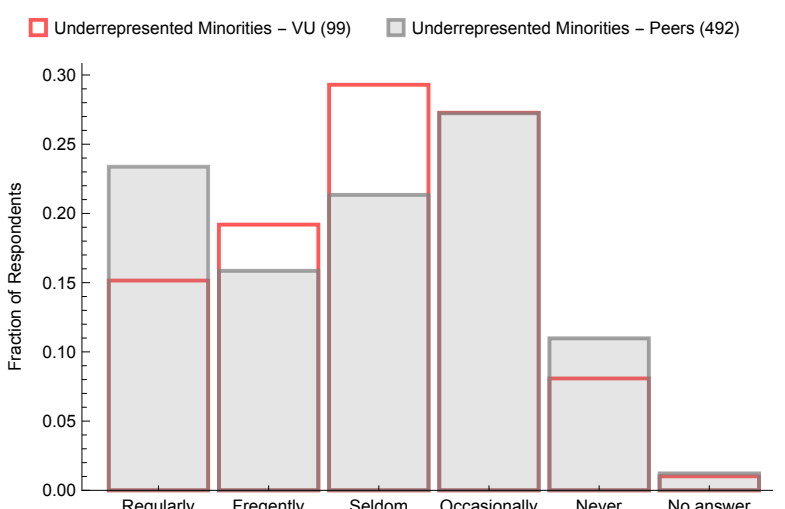
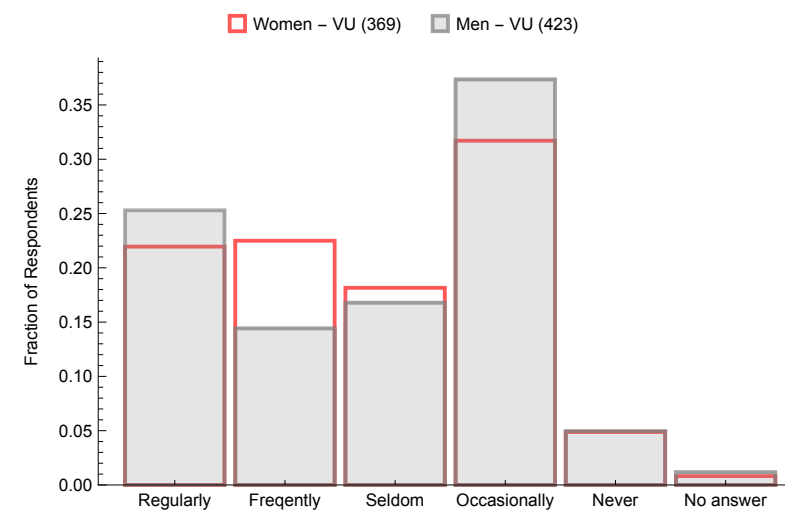
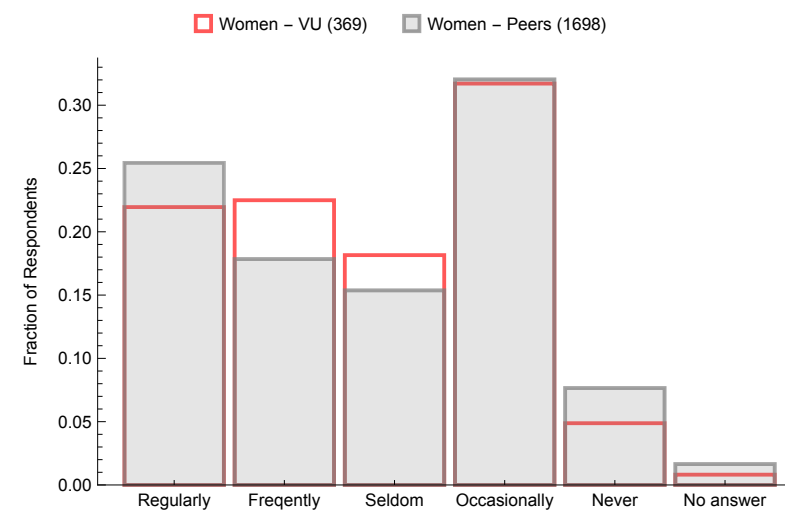
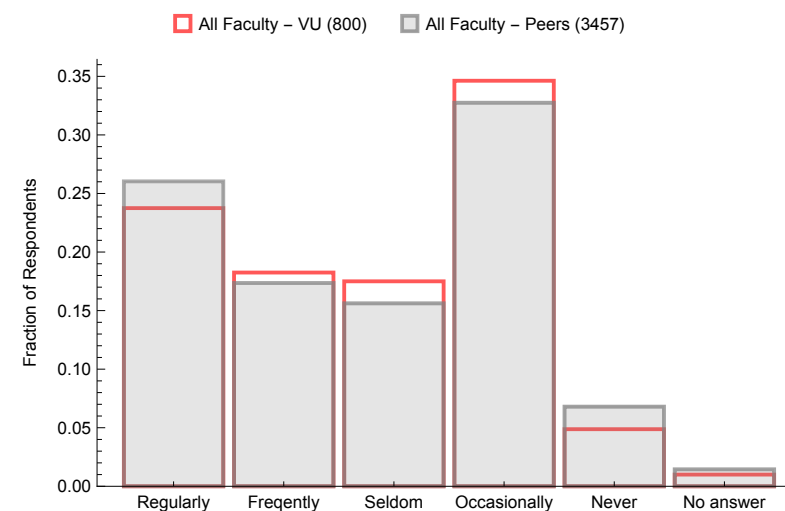


The Department | Departmental Engagement | Discussions of current research methods

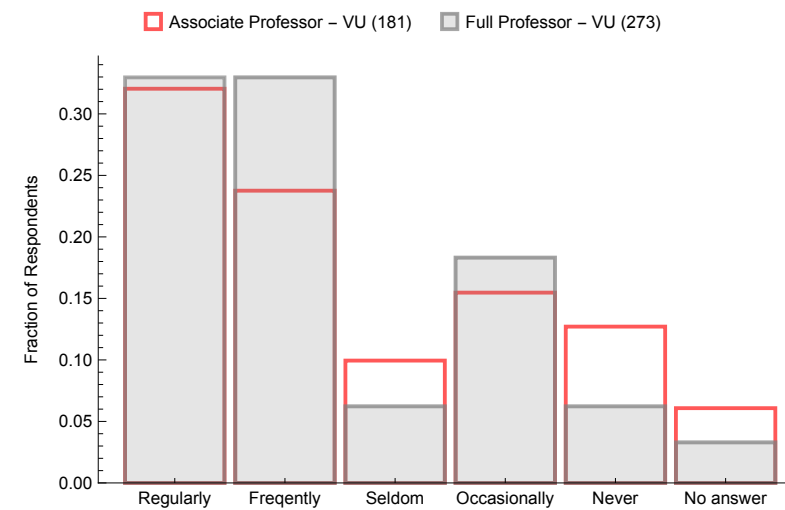
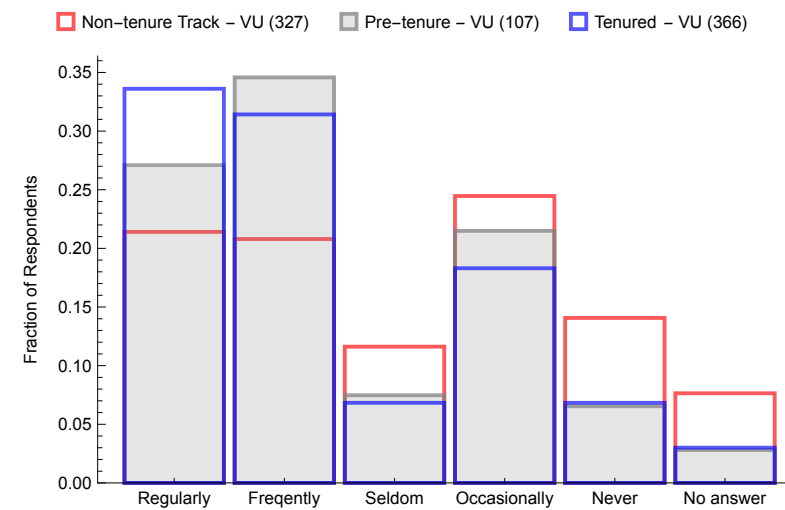
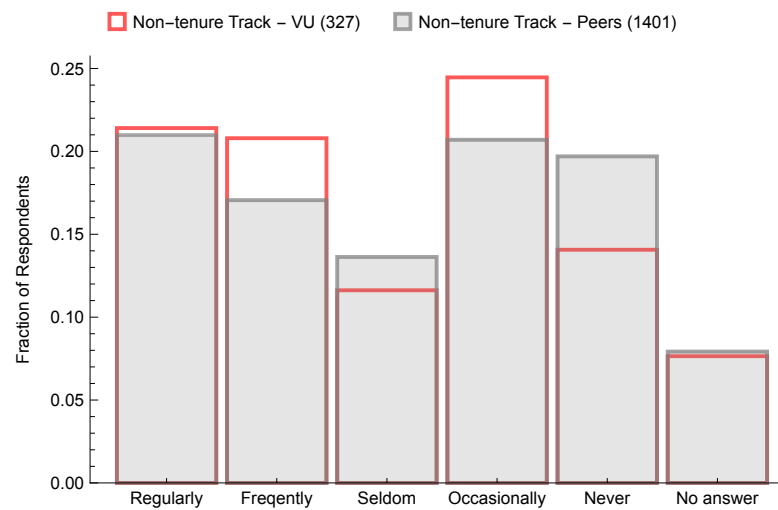
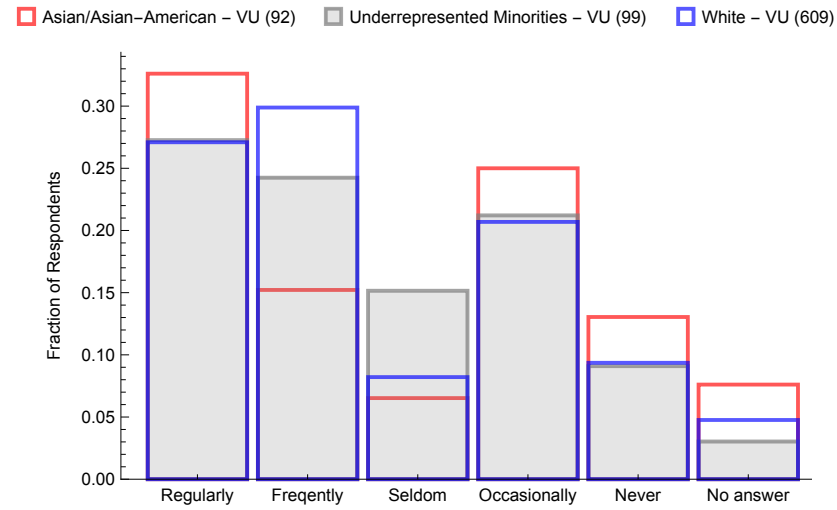
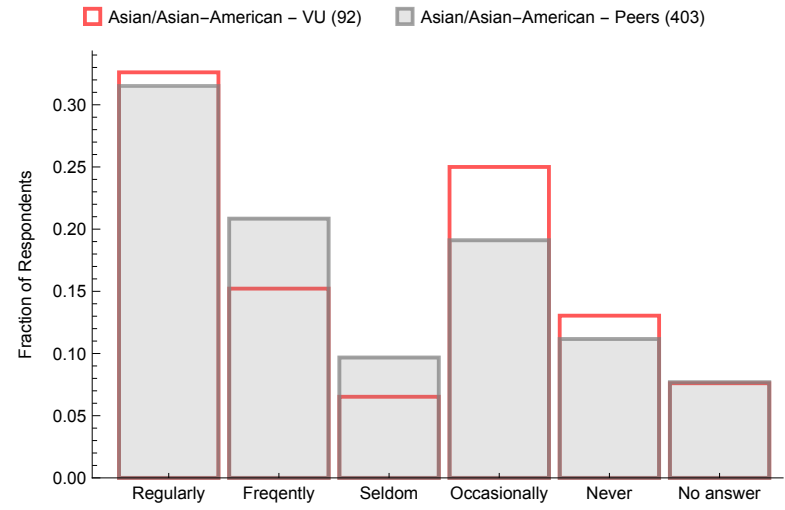
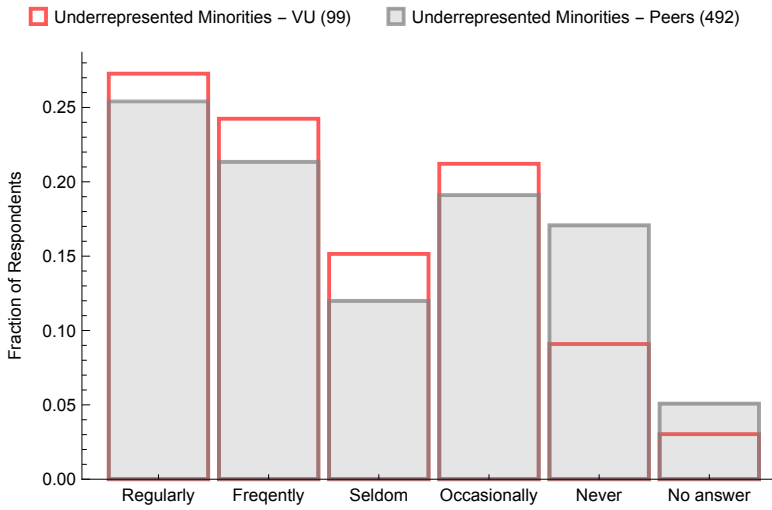
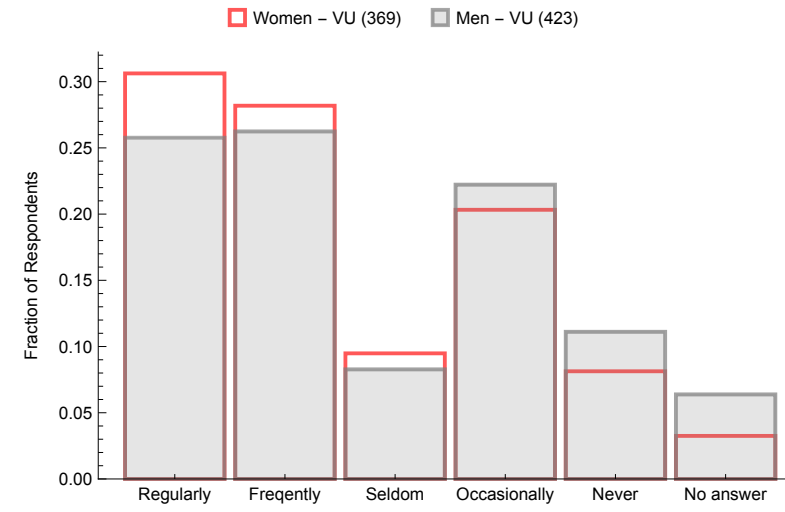
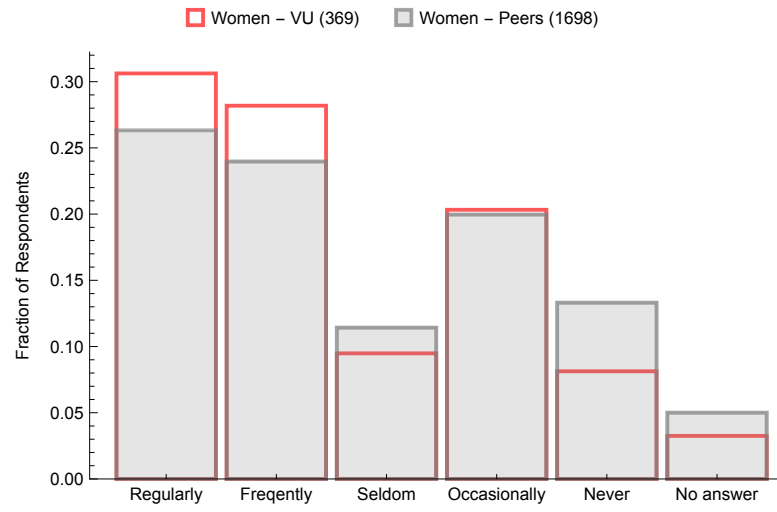
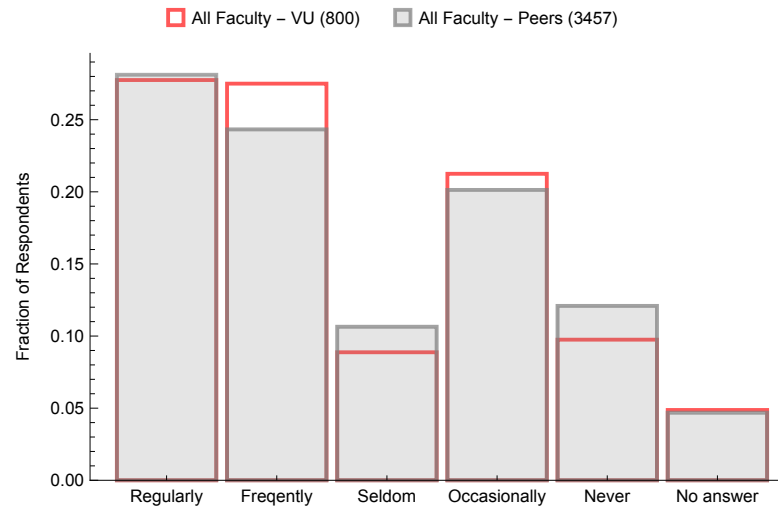




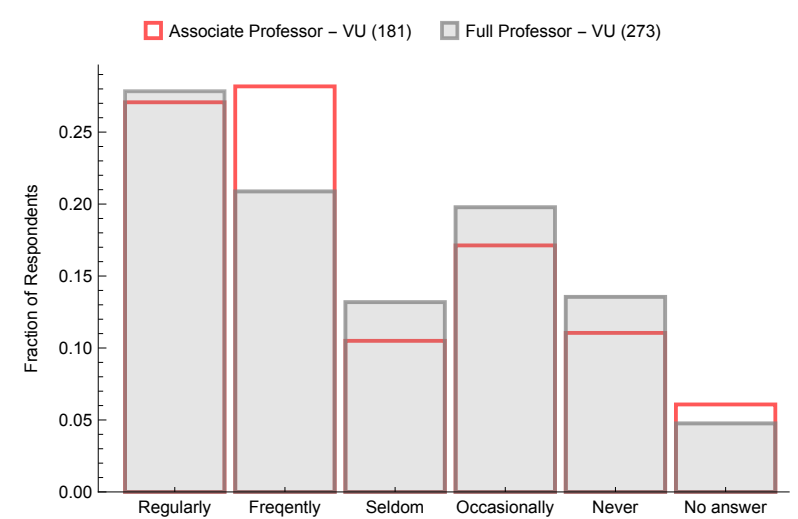
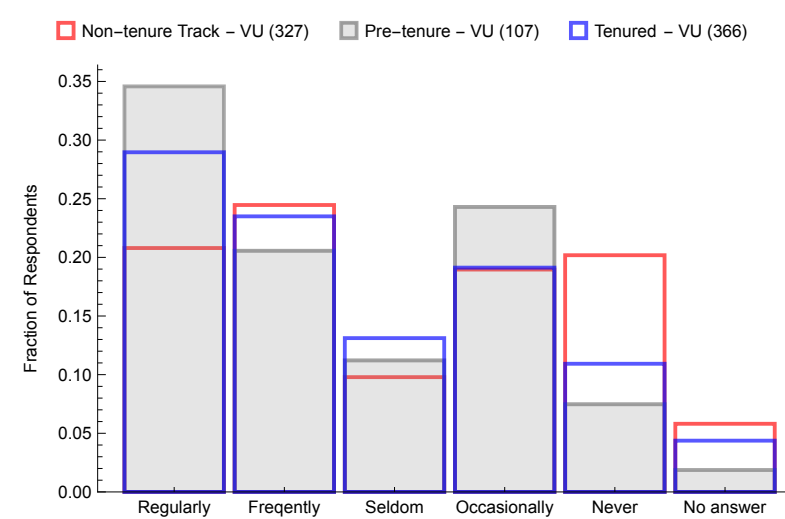
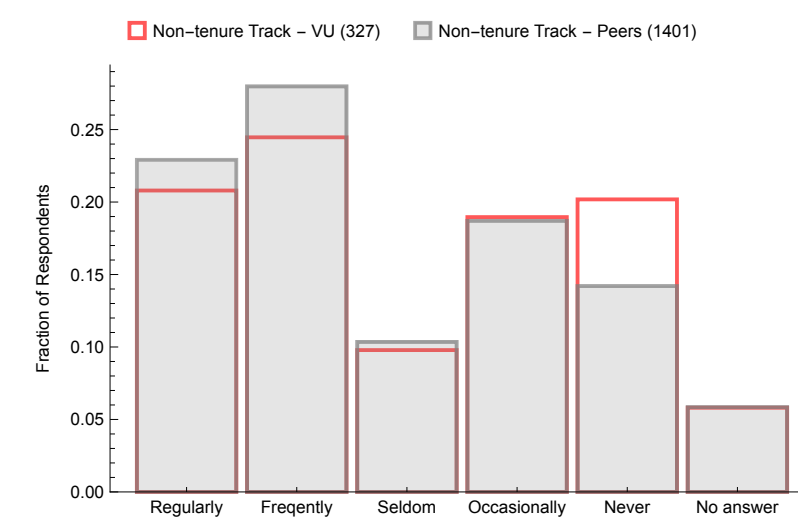
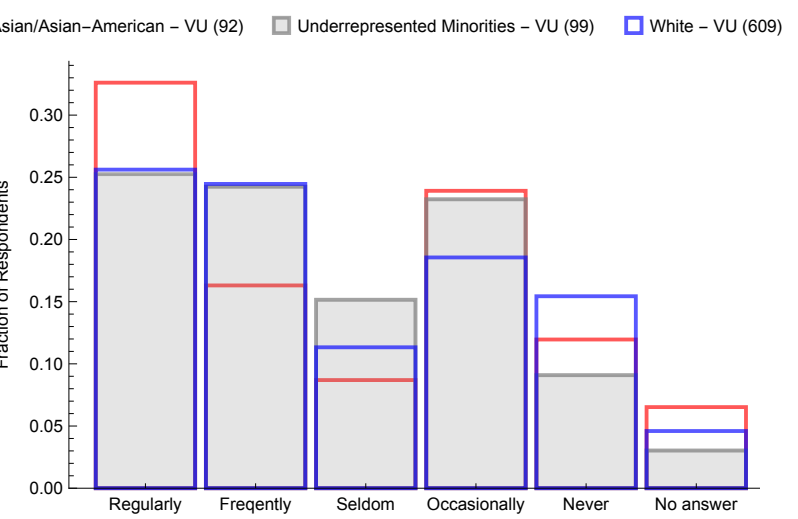
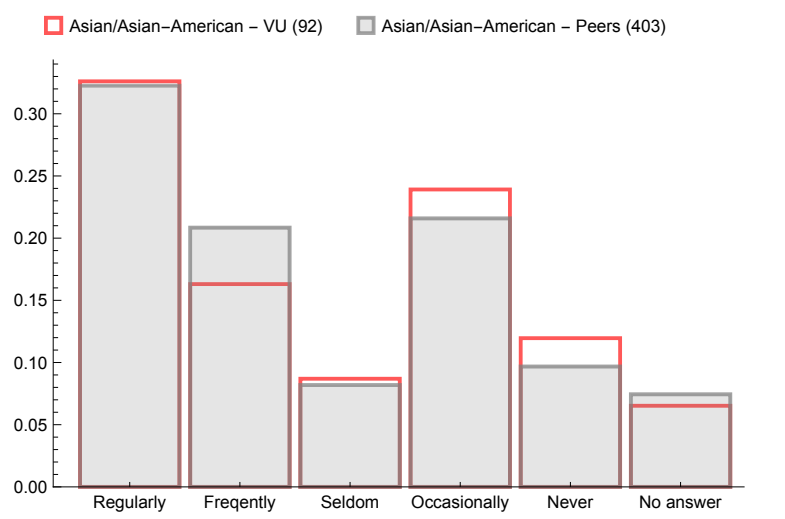
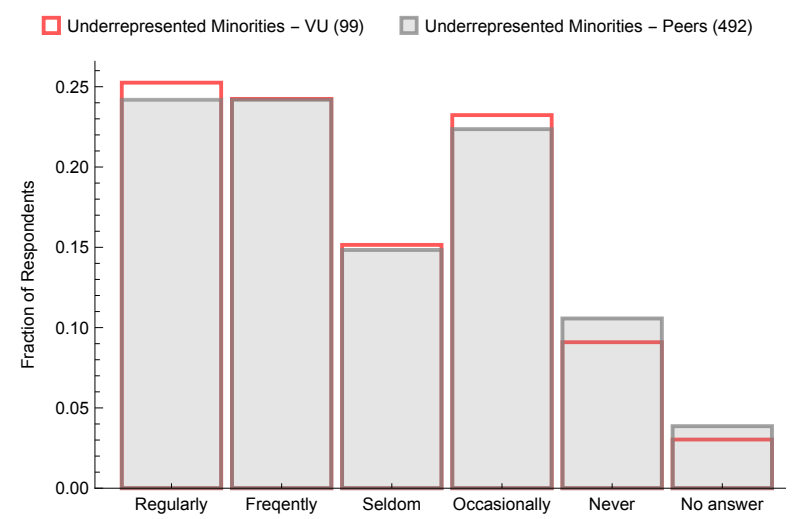
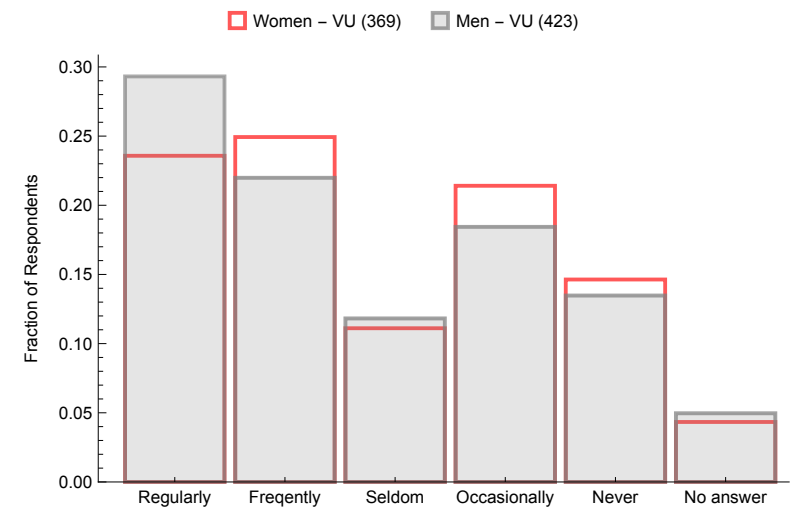
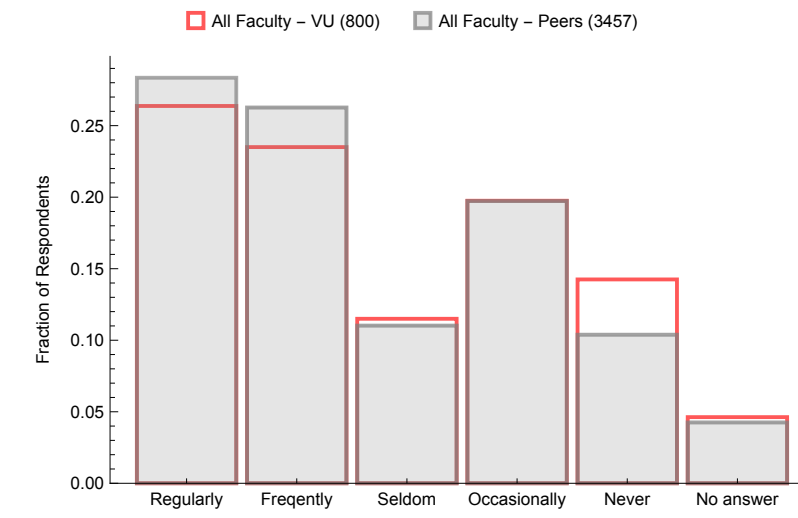
The Department | Departmental Engagement | Discussions of effective use of technology

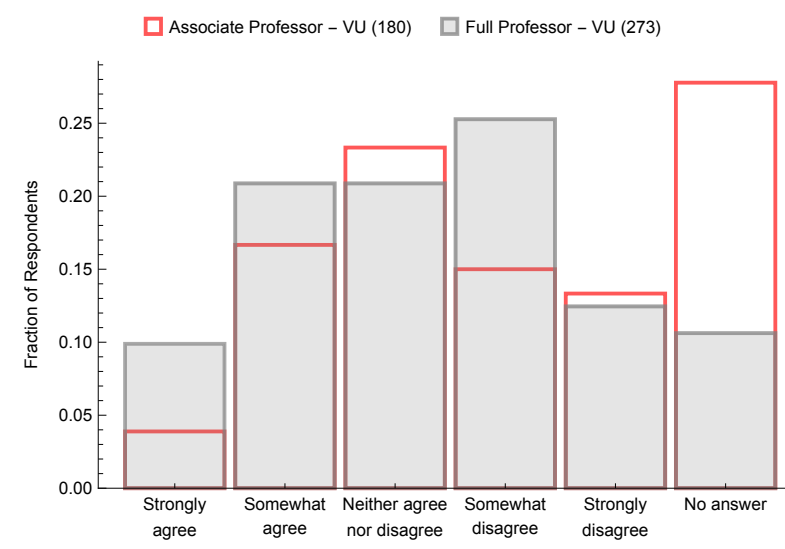
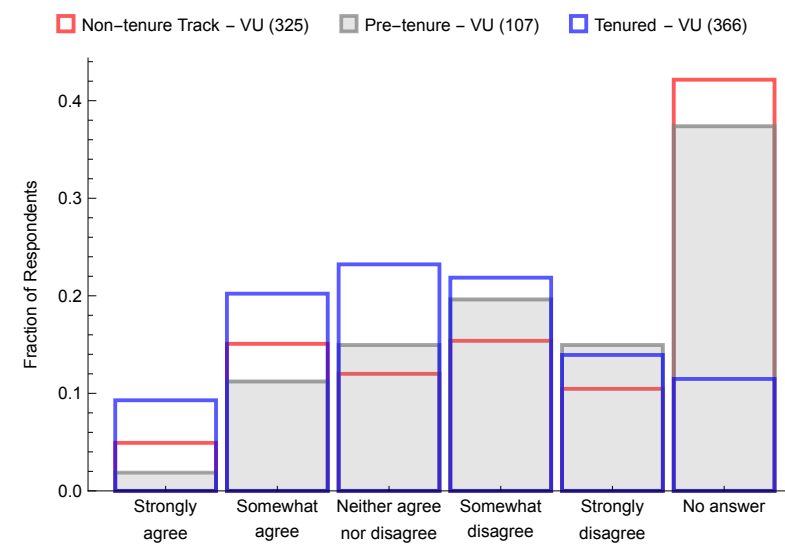
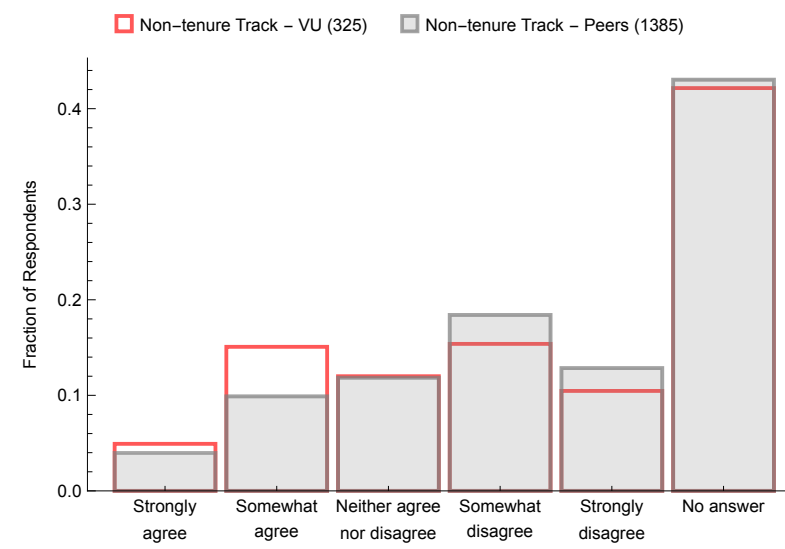
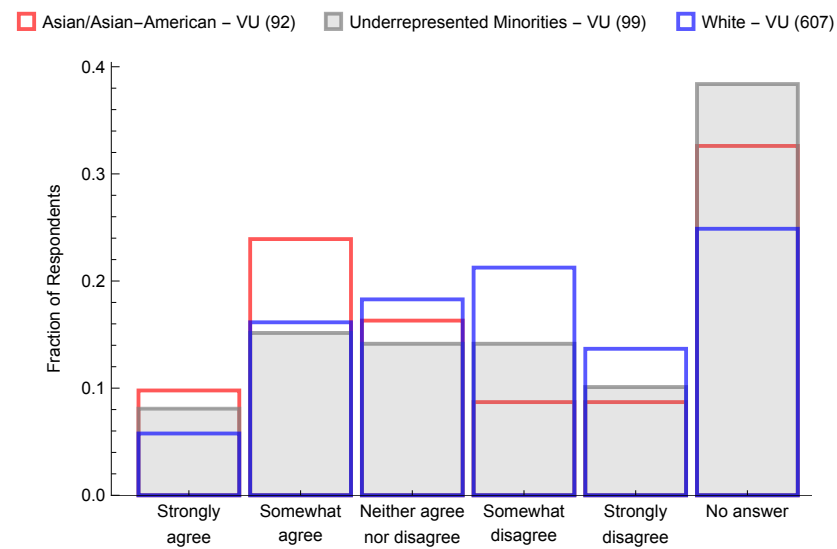
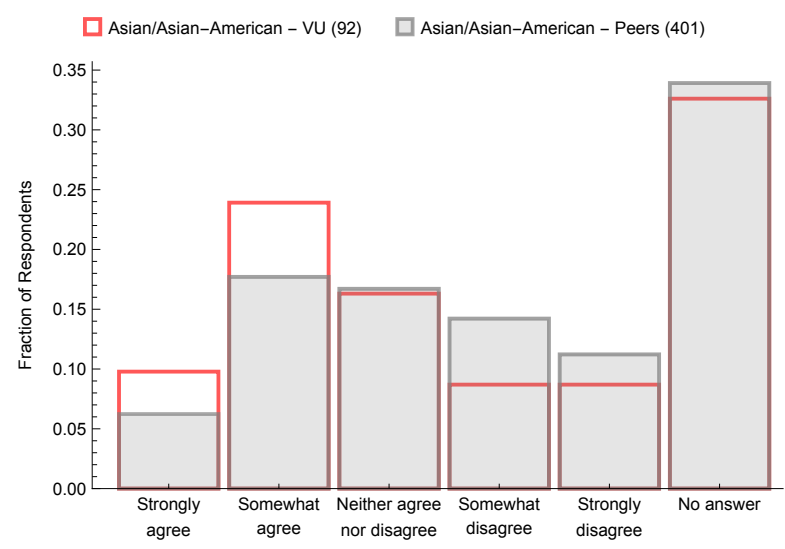
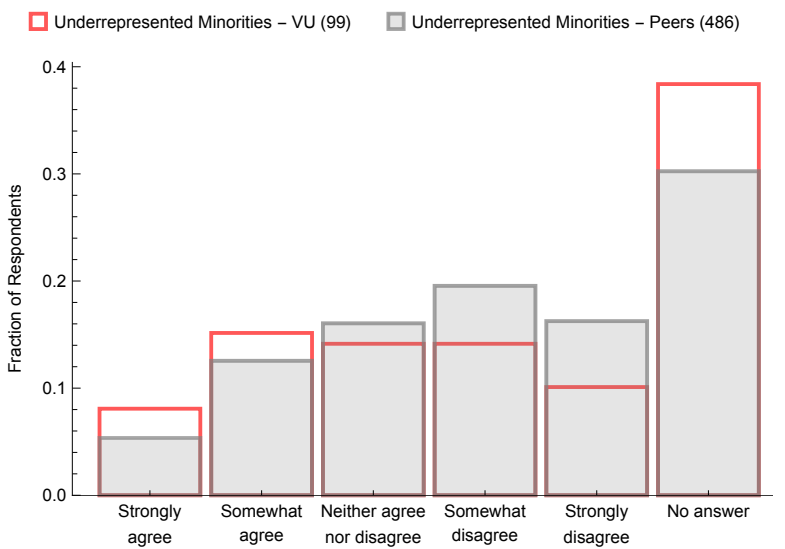
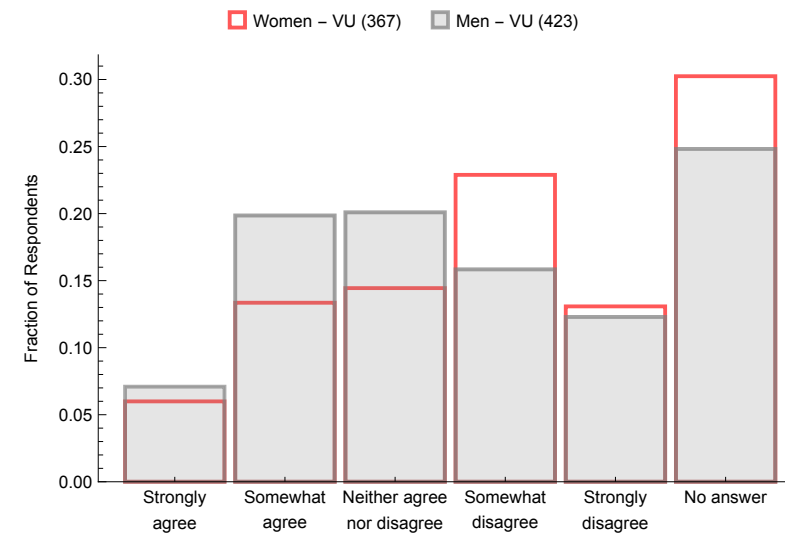
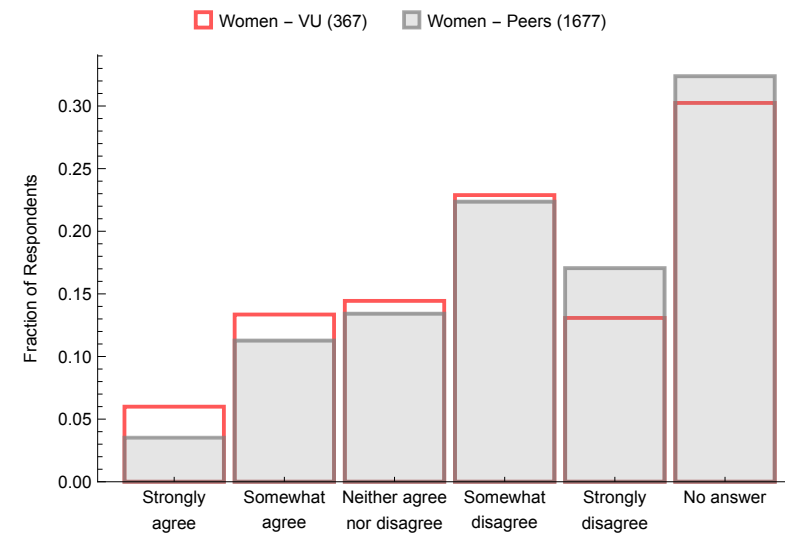
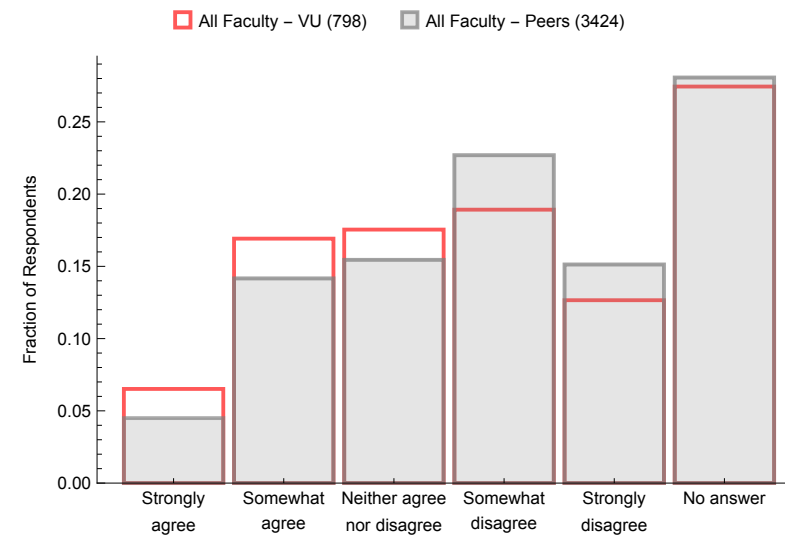


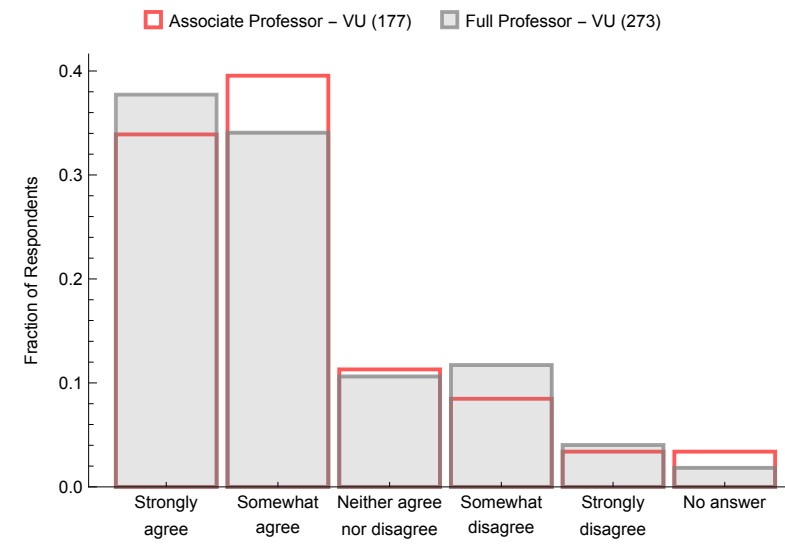
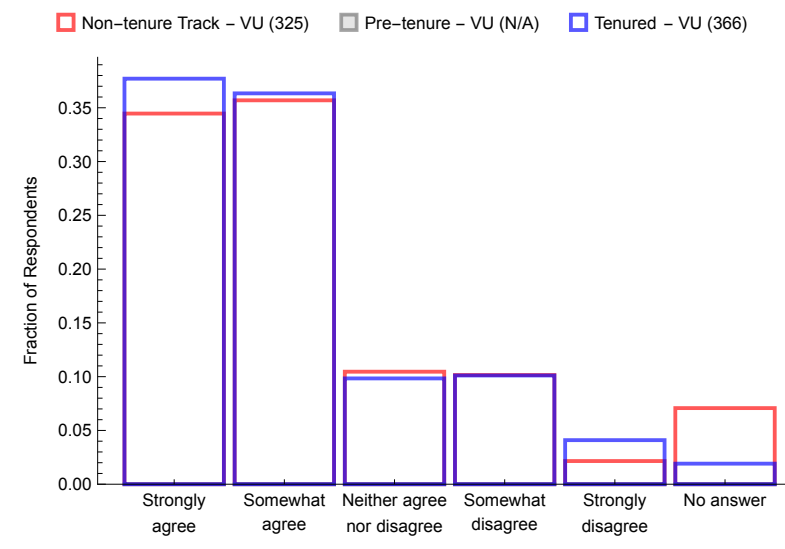
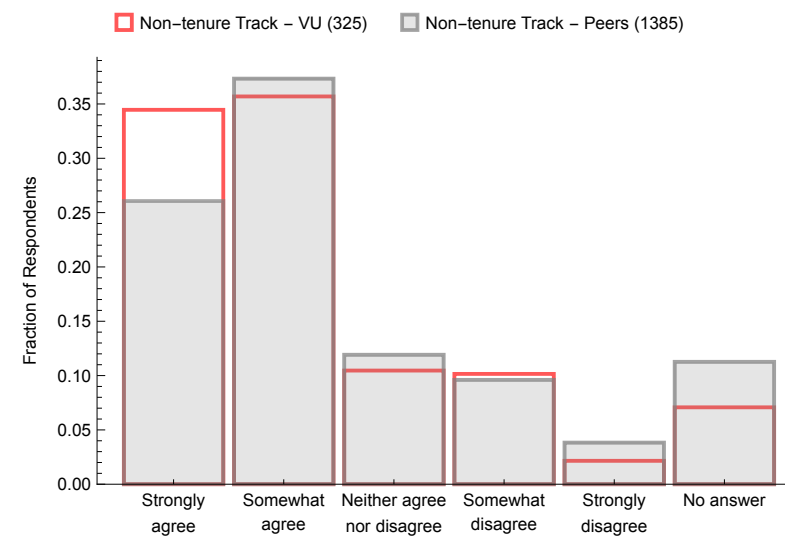
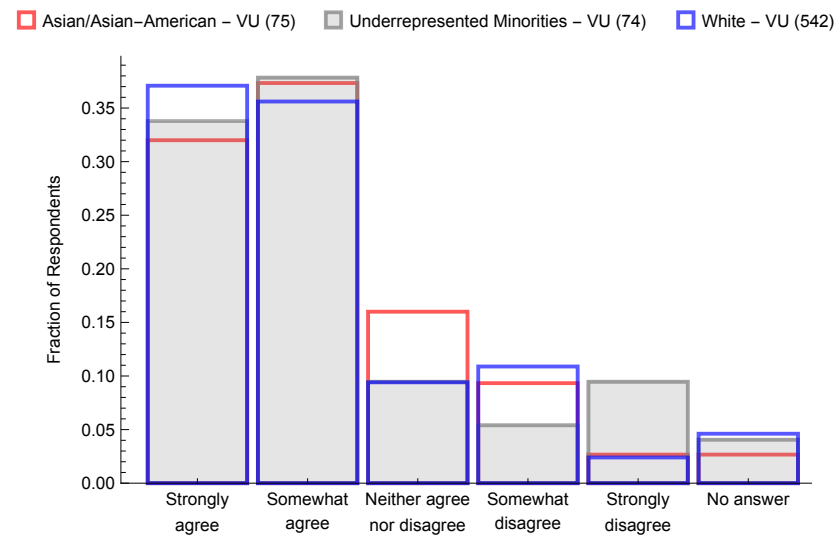
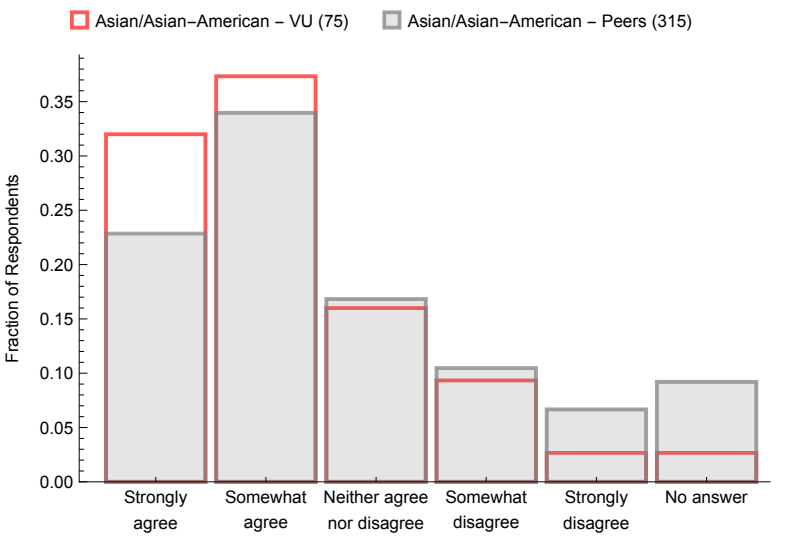
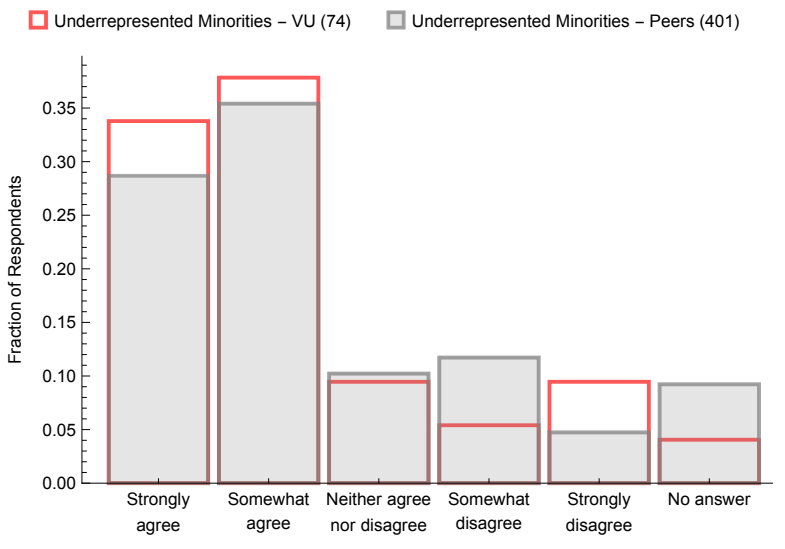
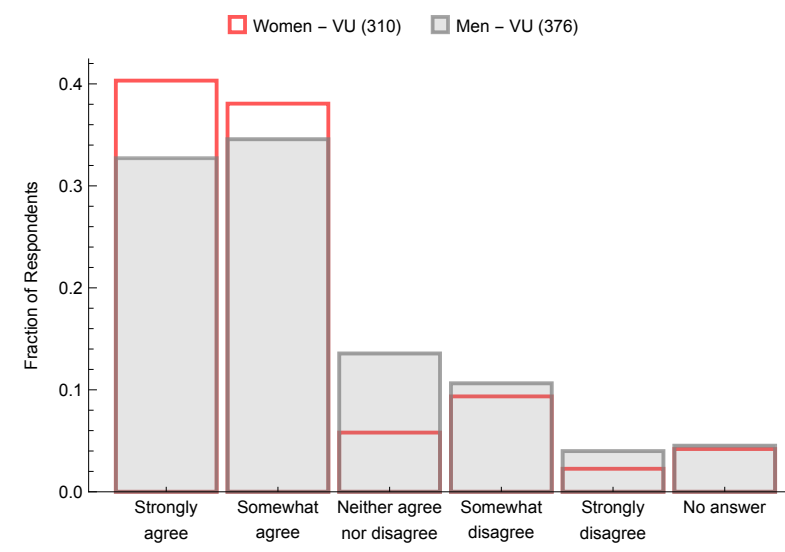
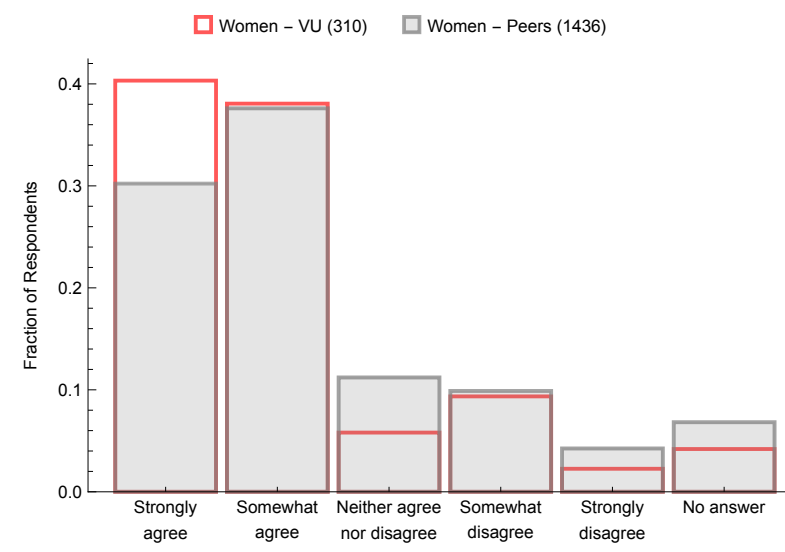
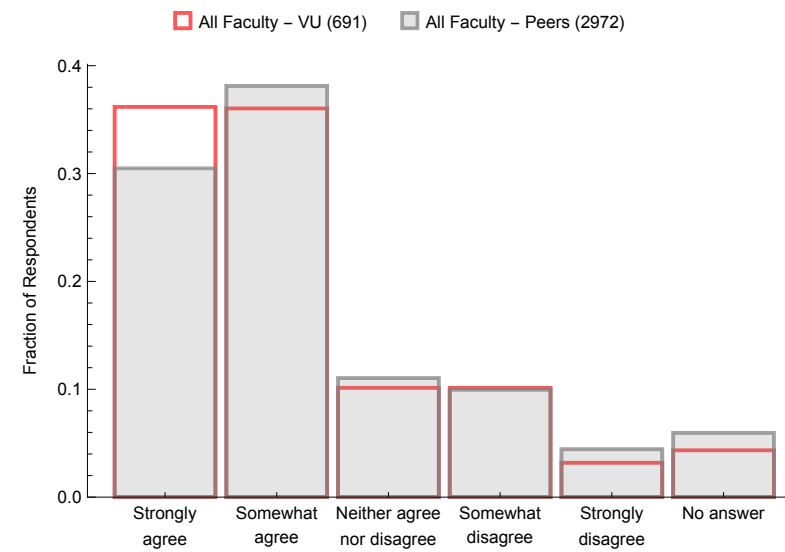
The Department | Departmental Engagement | Discussions of grad student learning

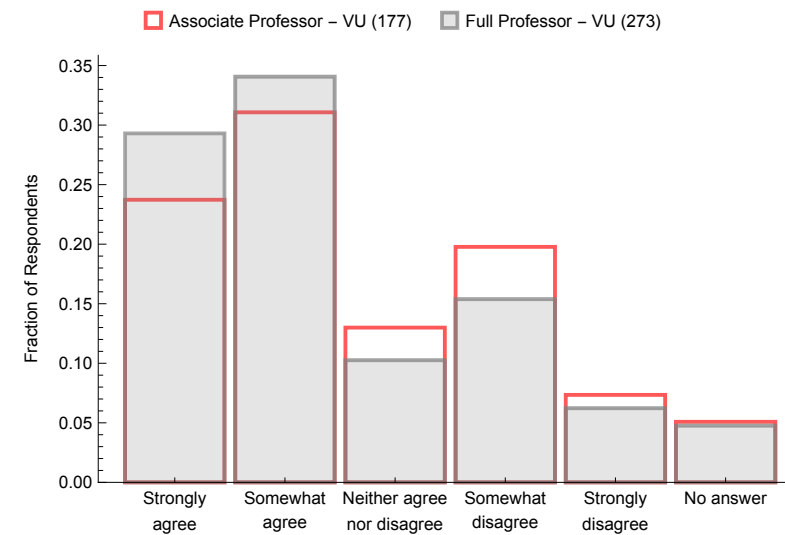
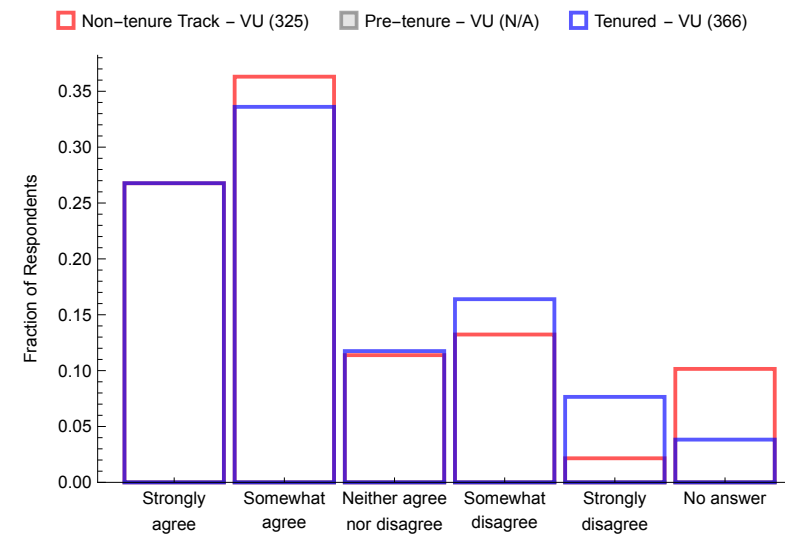
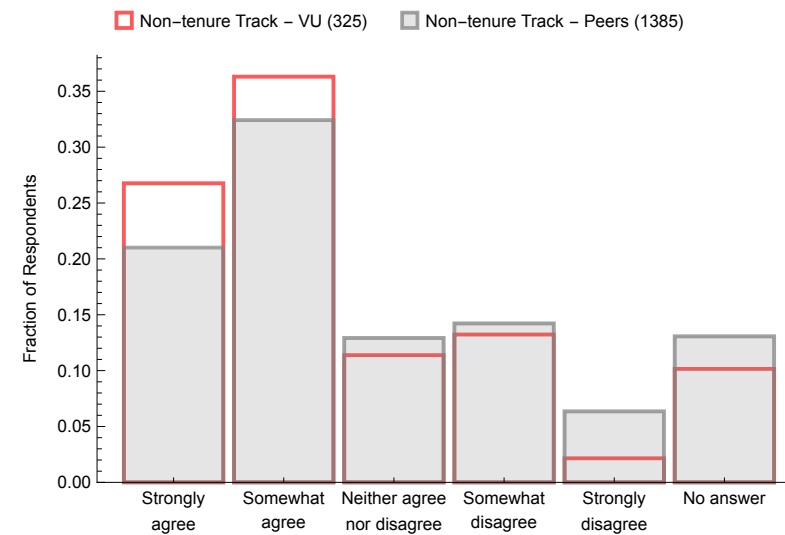
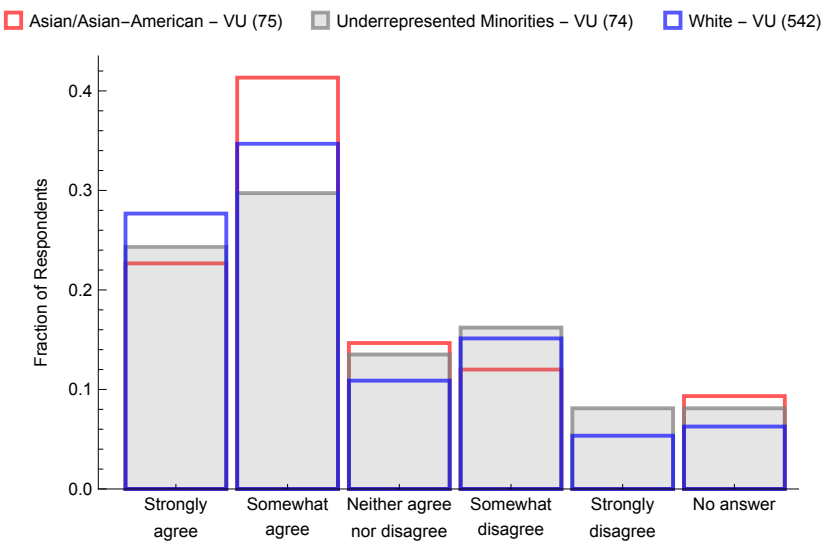
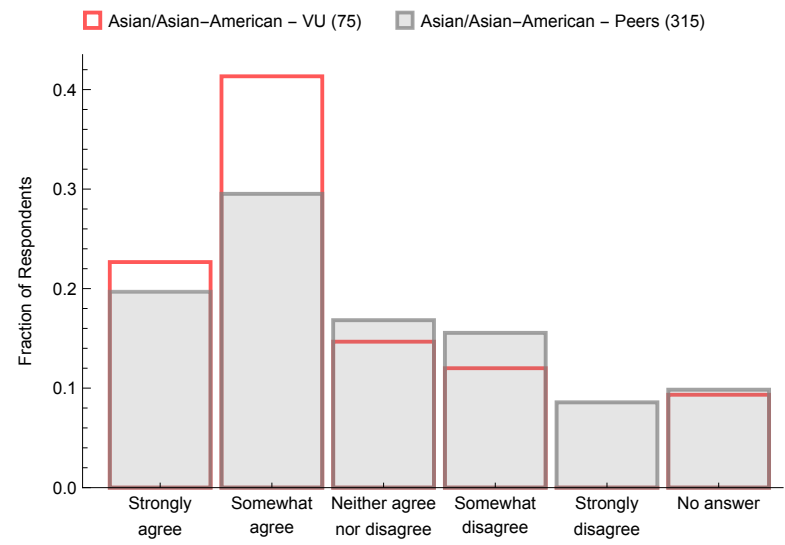
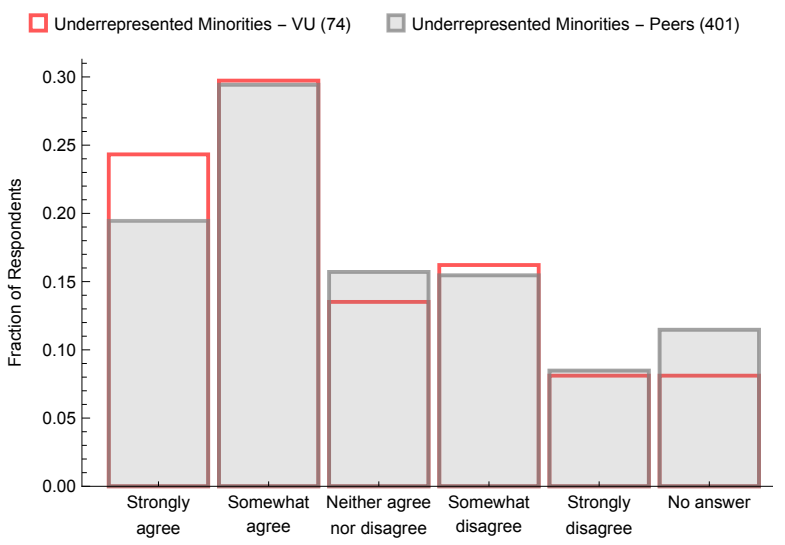
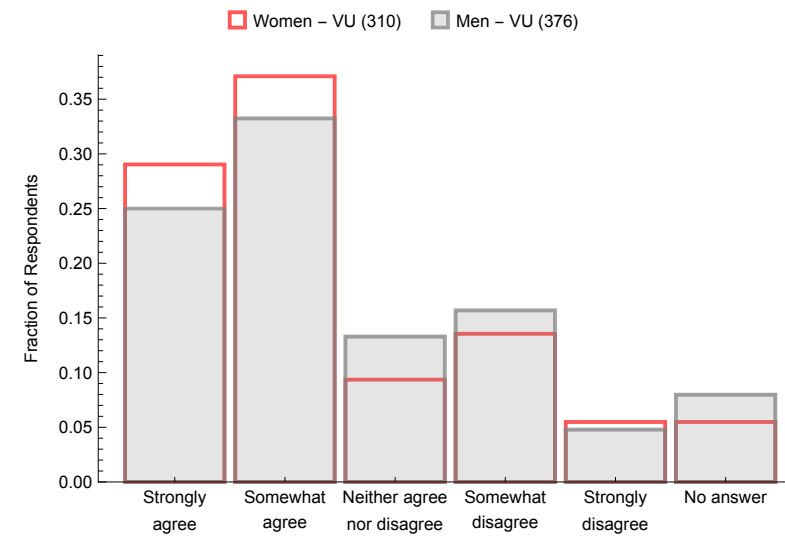
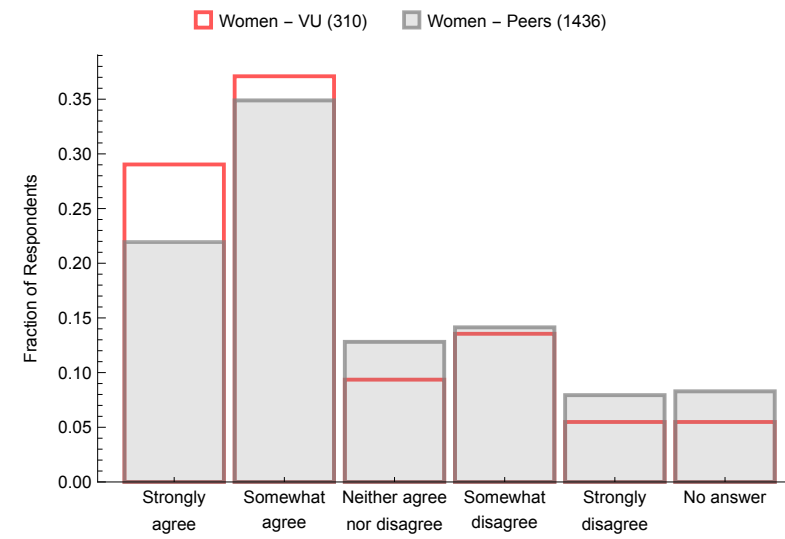
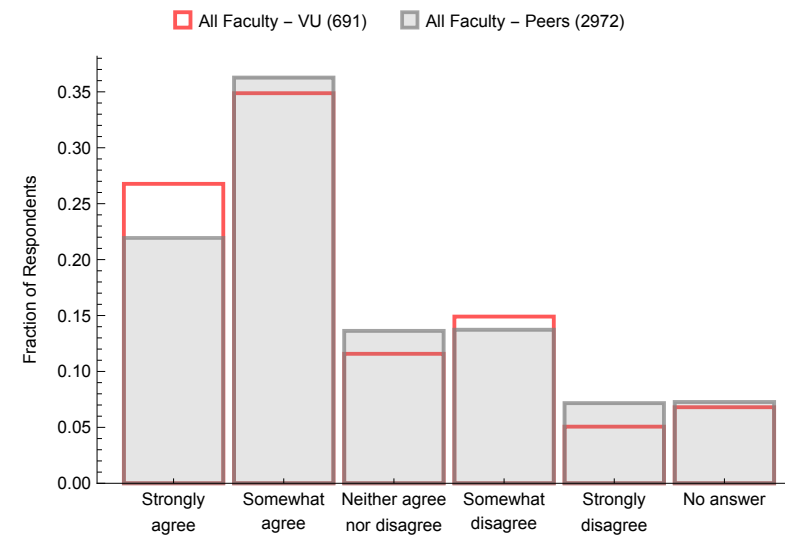


The Department | Departmental Engagement | Discussions of undergrad student learning

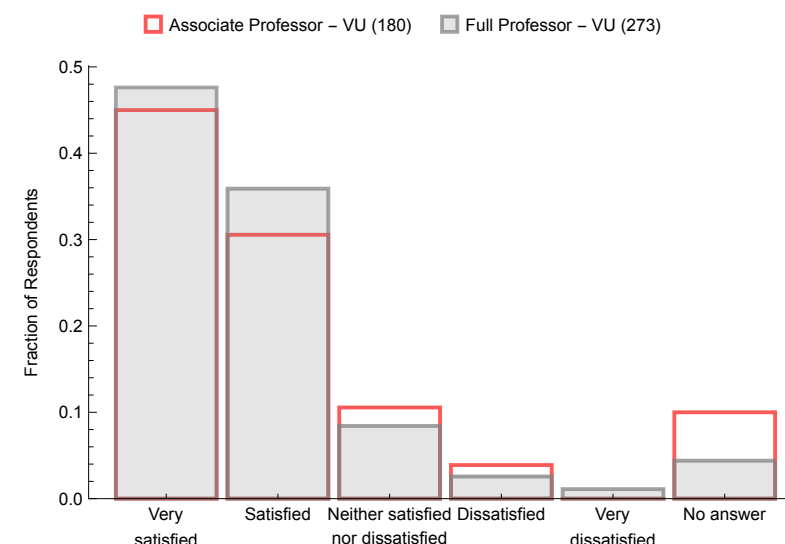
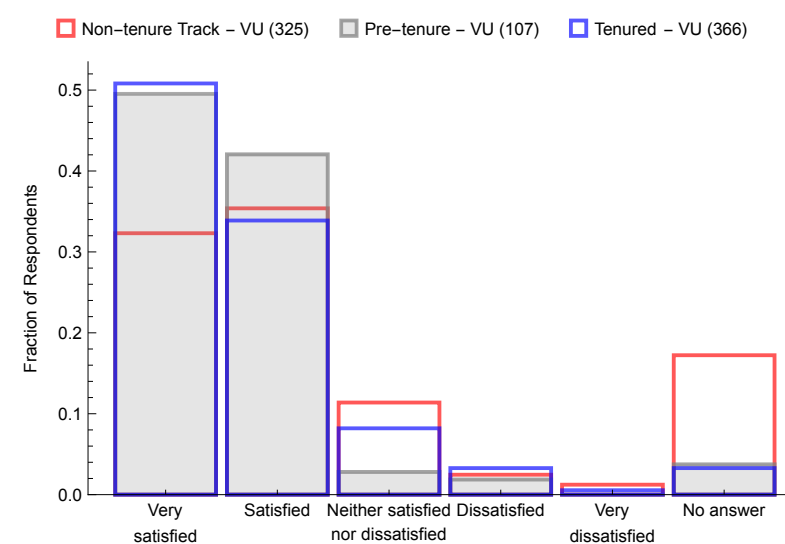
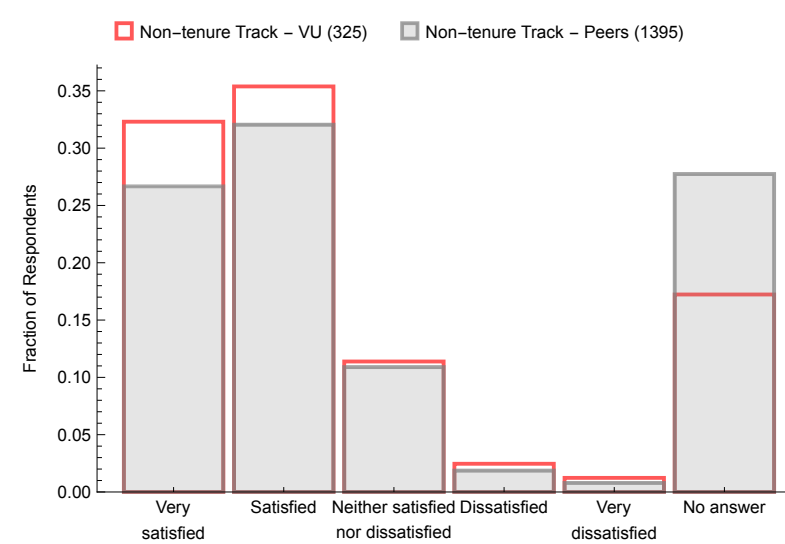
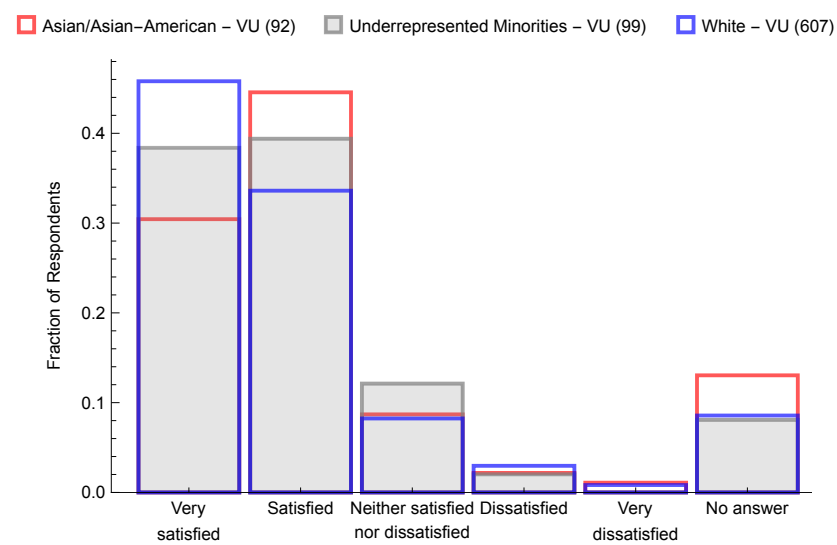
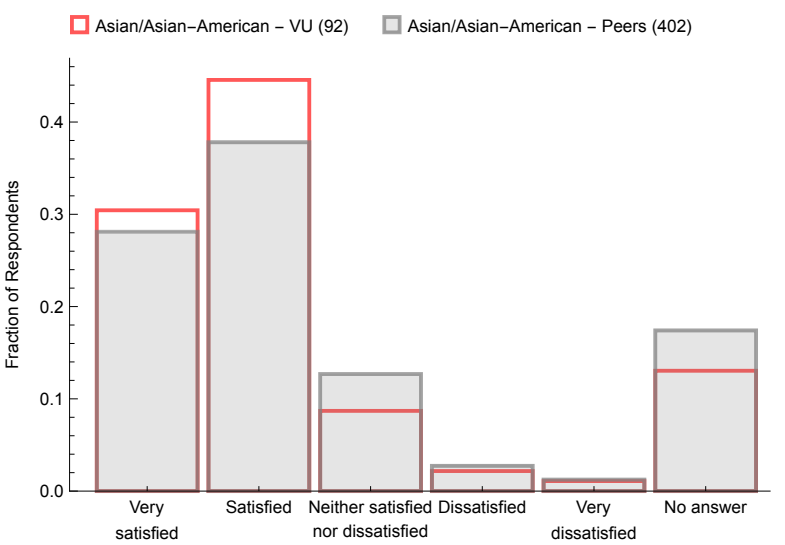
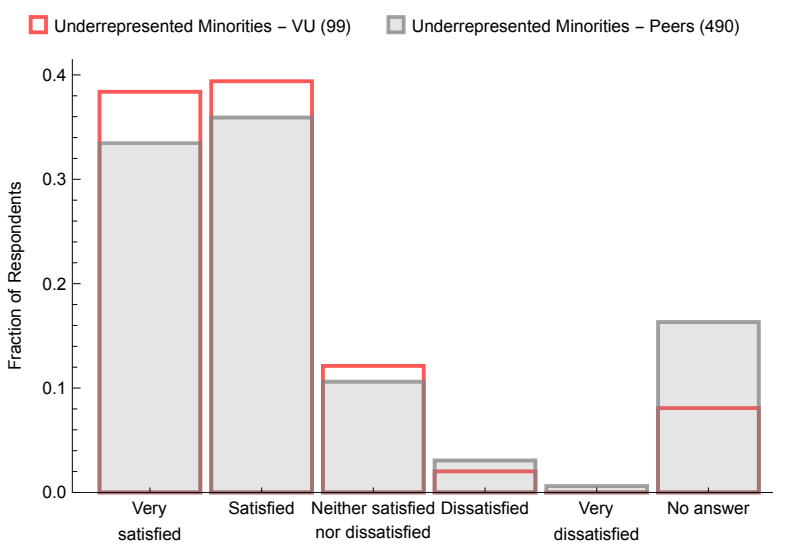
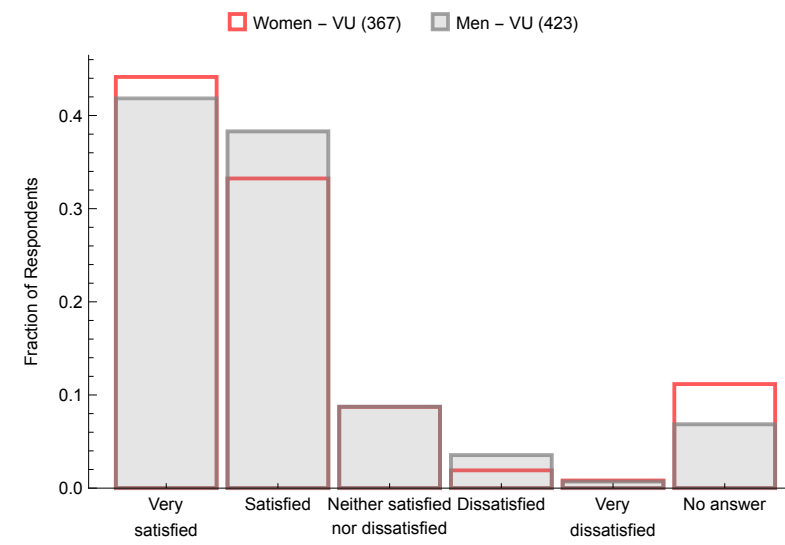
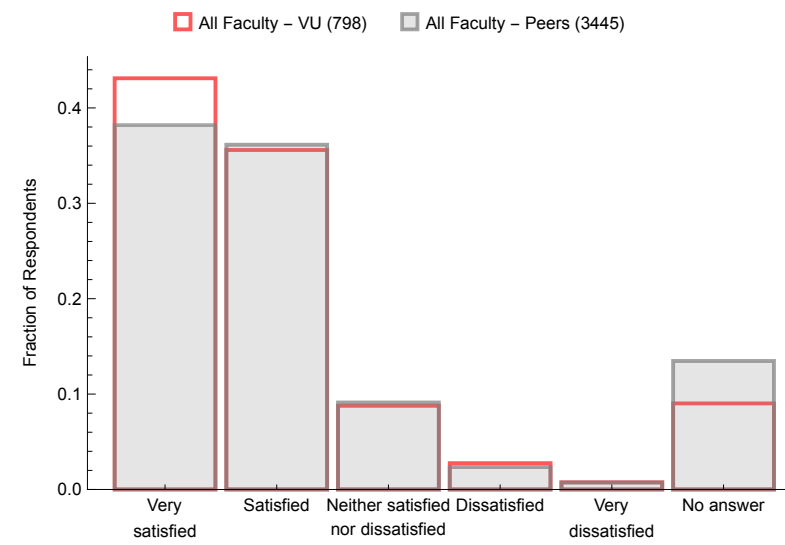




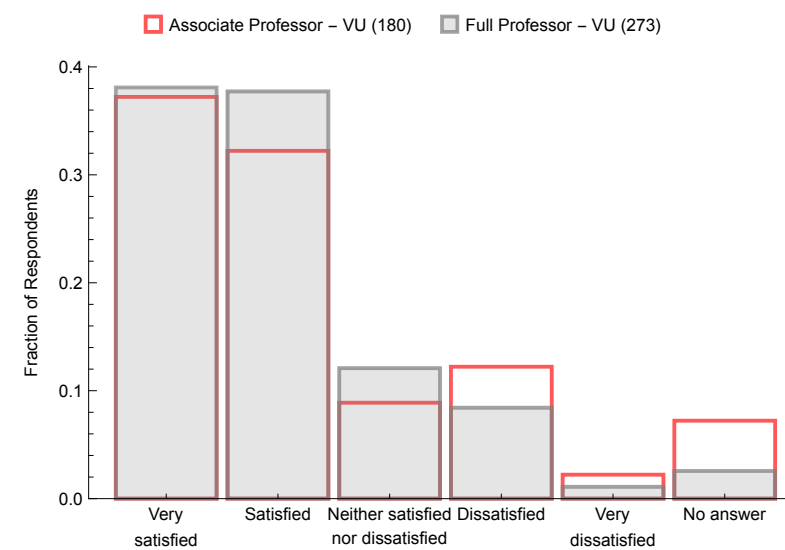
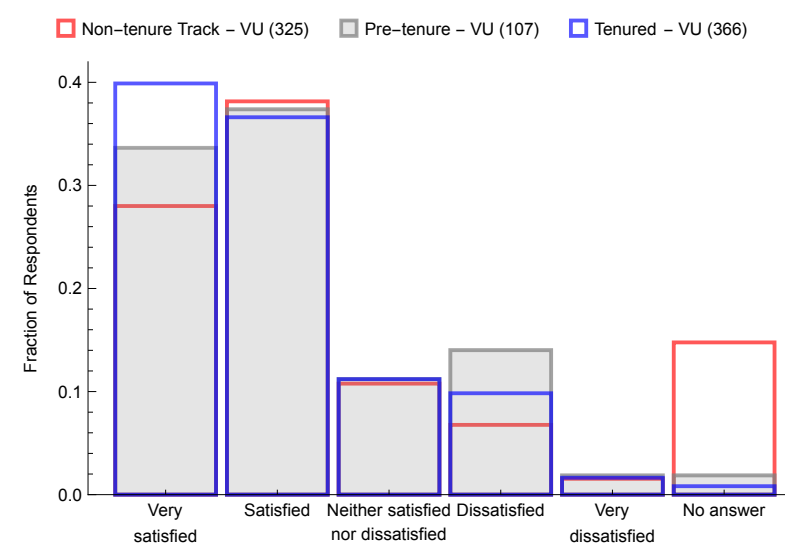
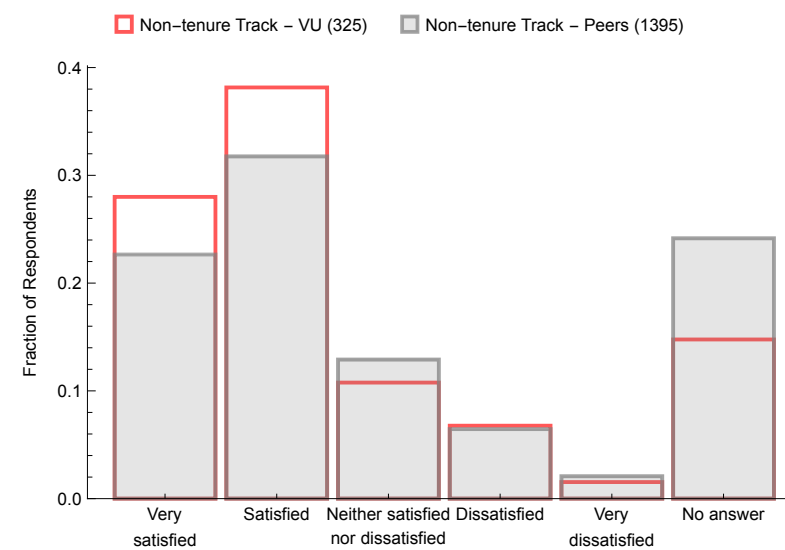
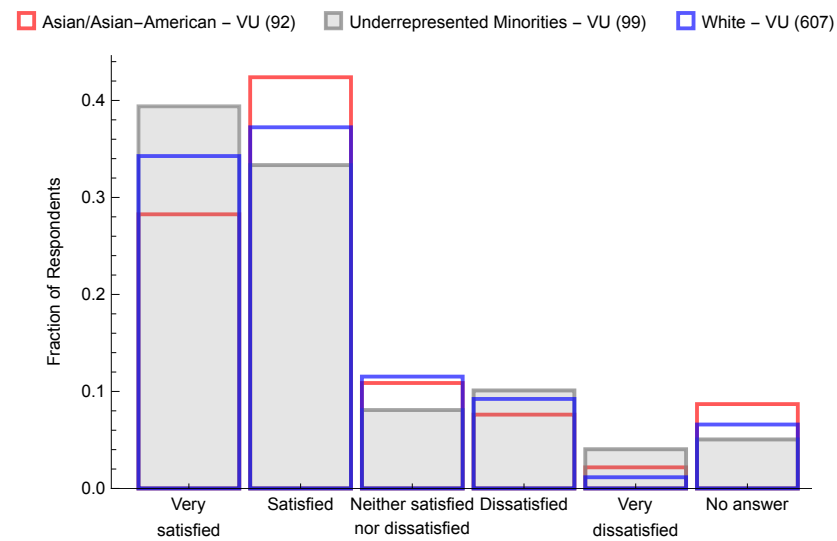
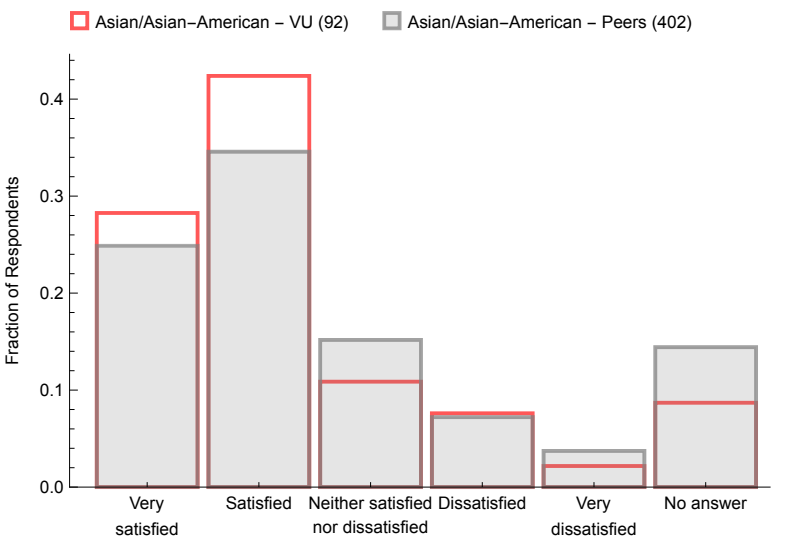
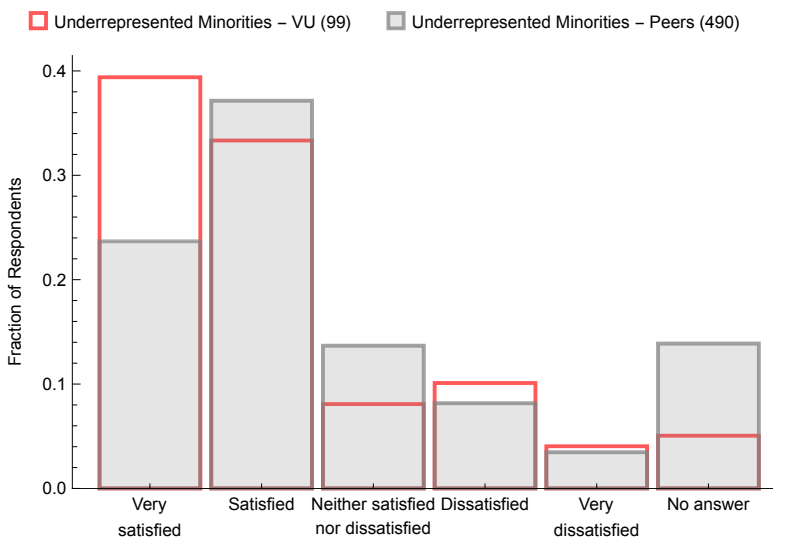
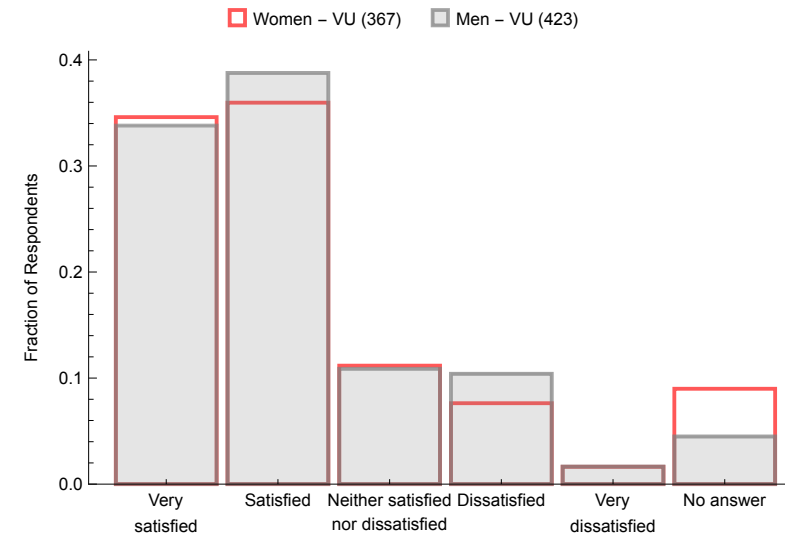
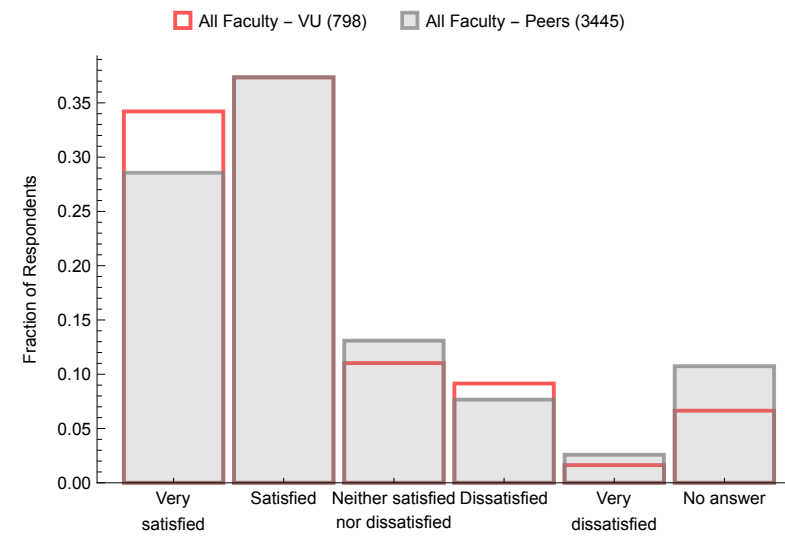




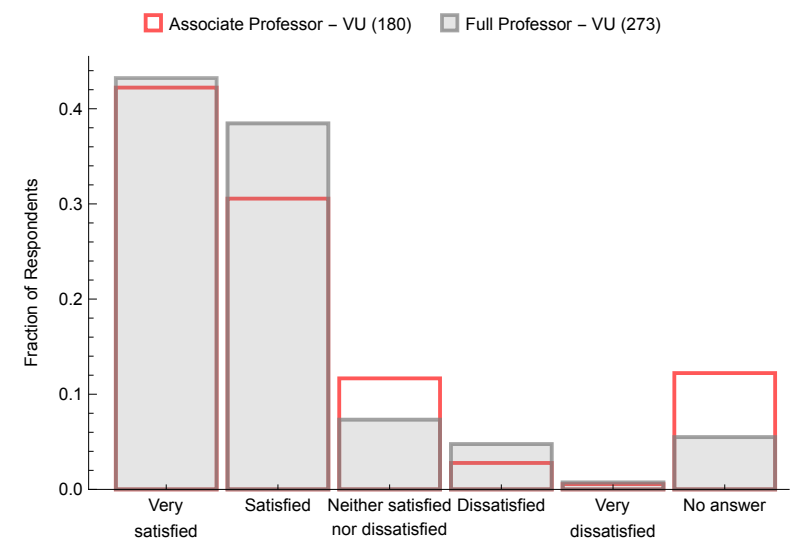
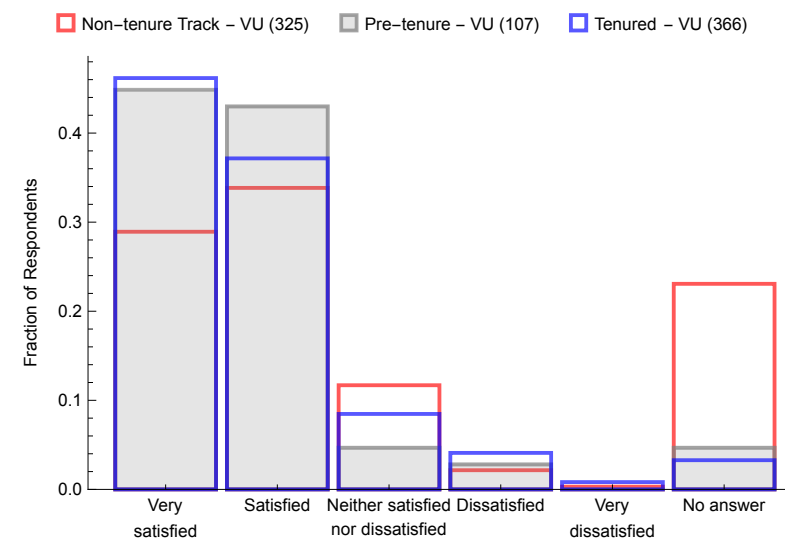
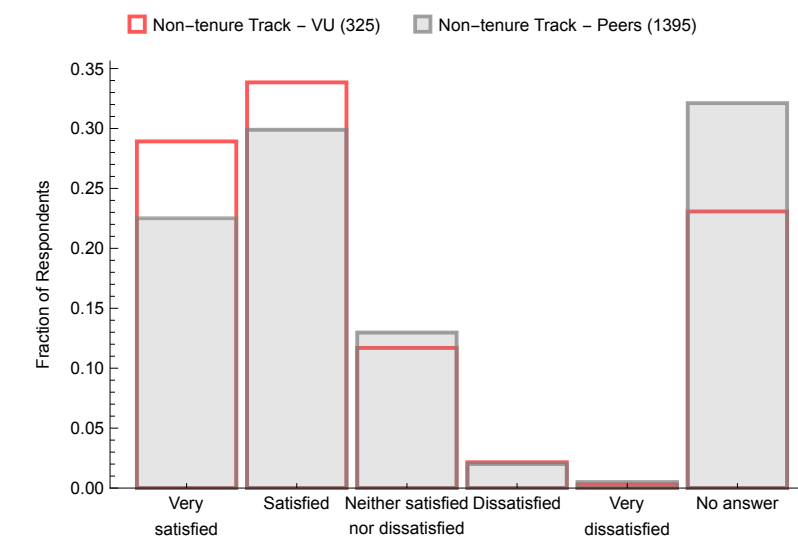
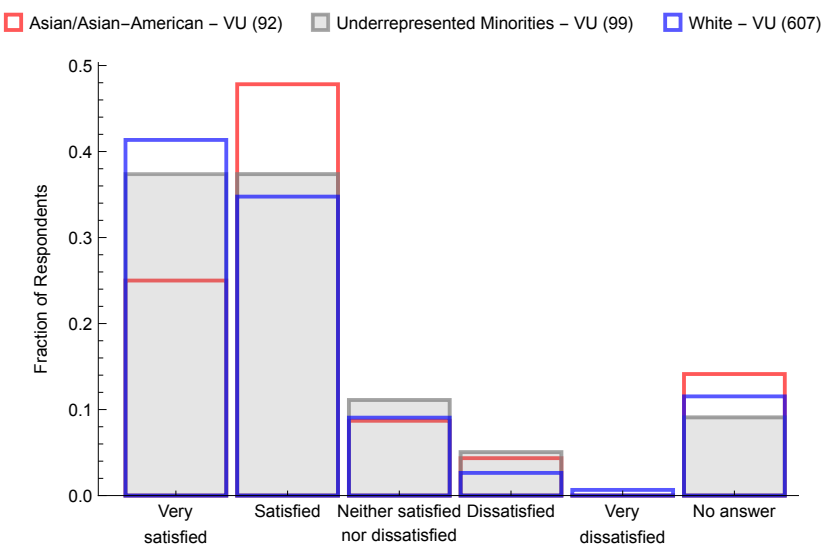
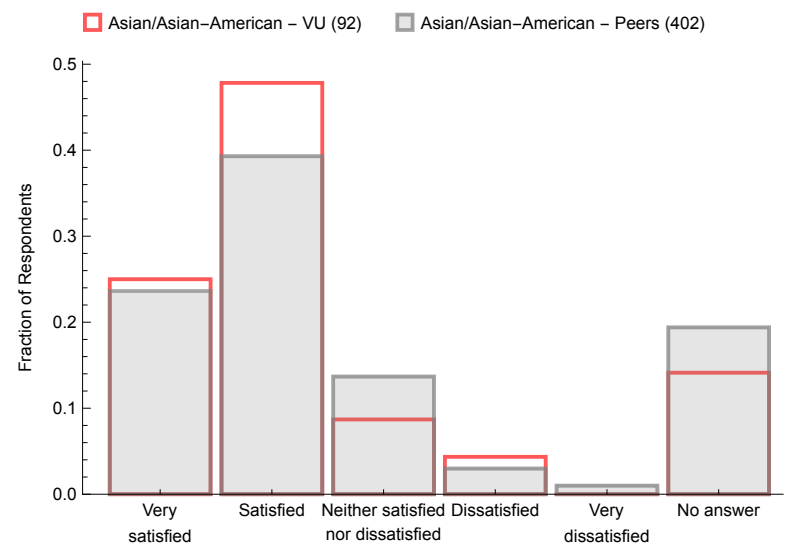
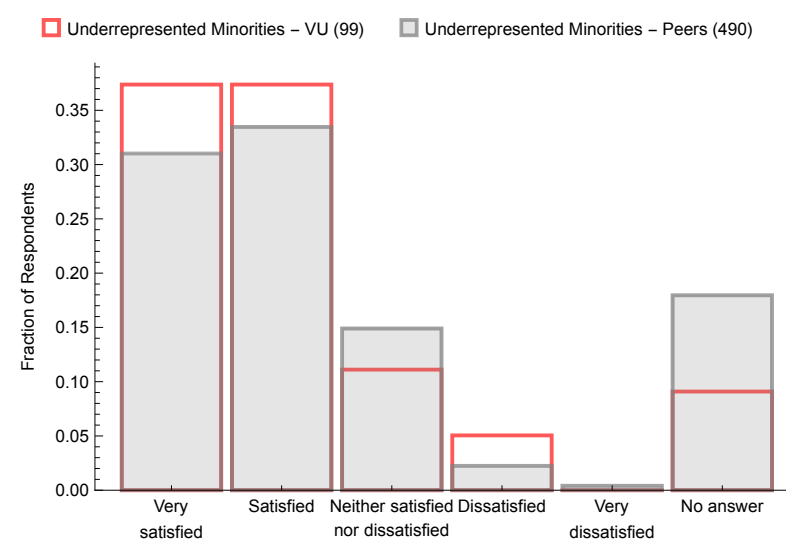
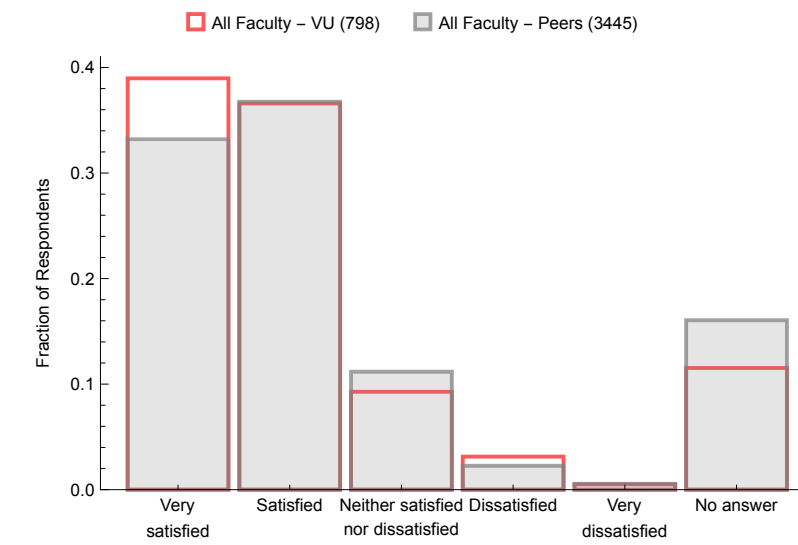
The Department | Departmental Quality | Intellectual vitality of pre-tenure faculty



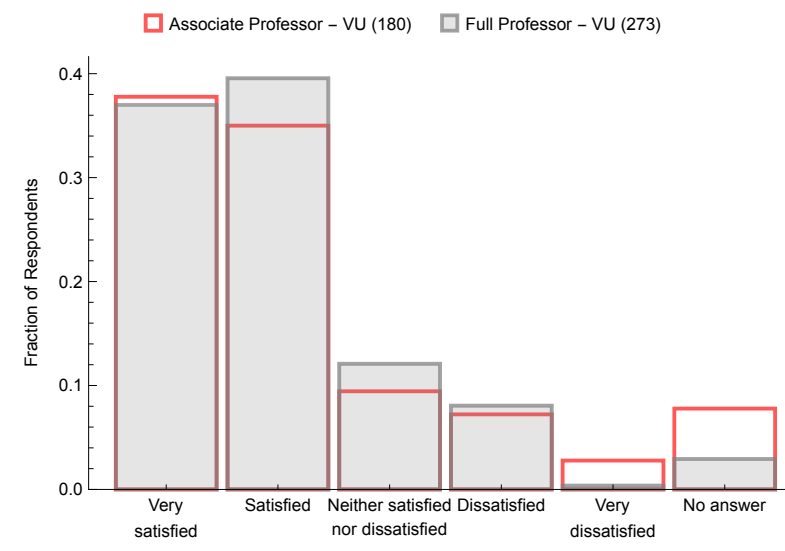
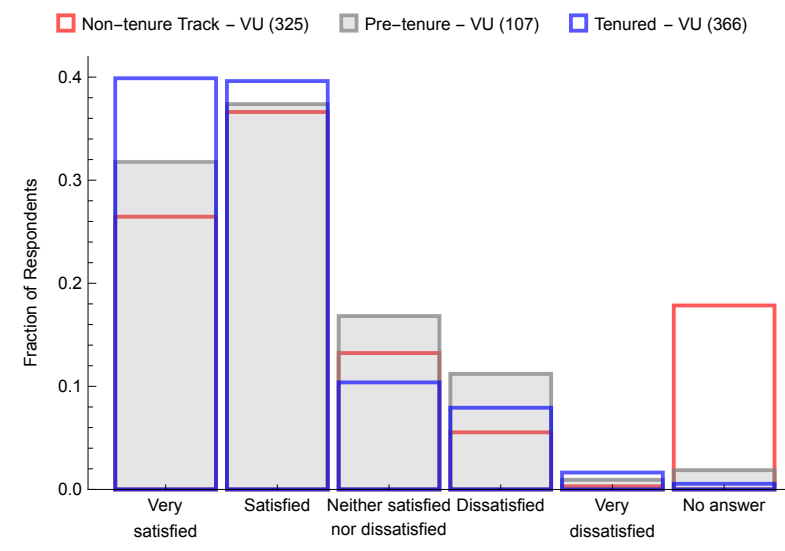
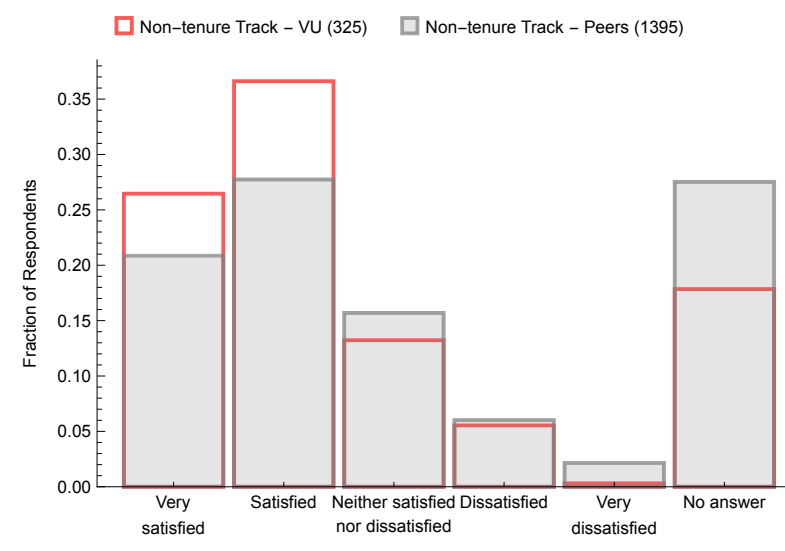
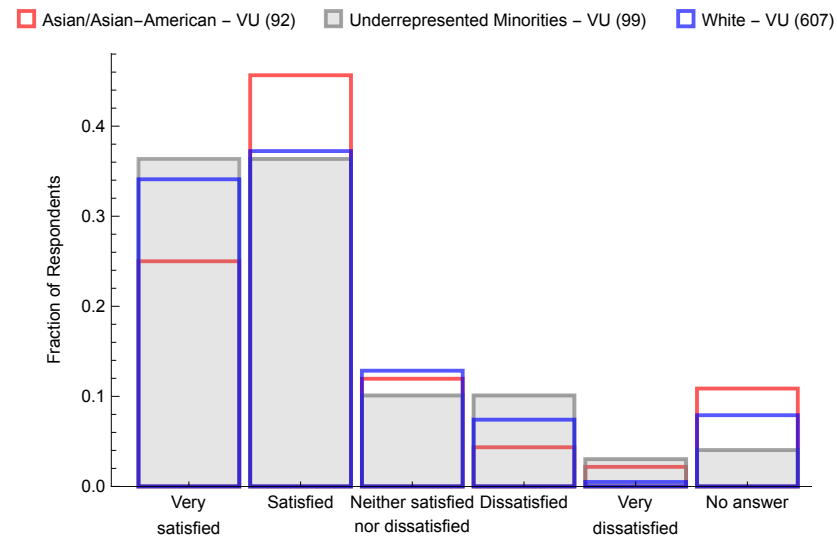
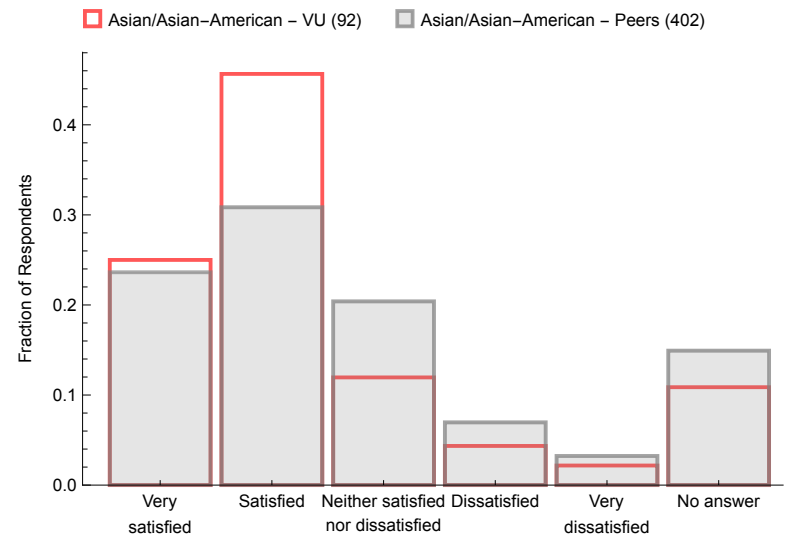
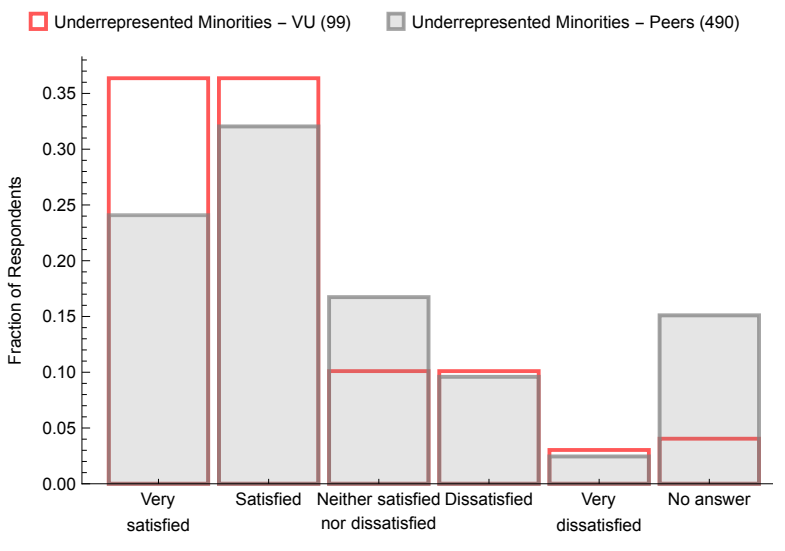
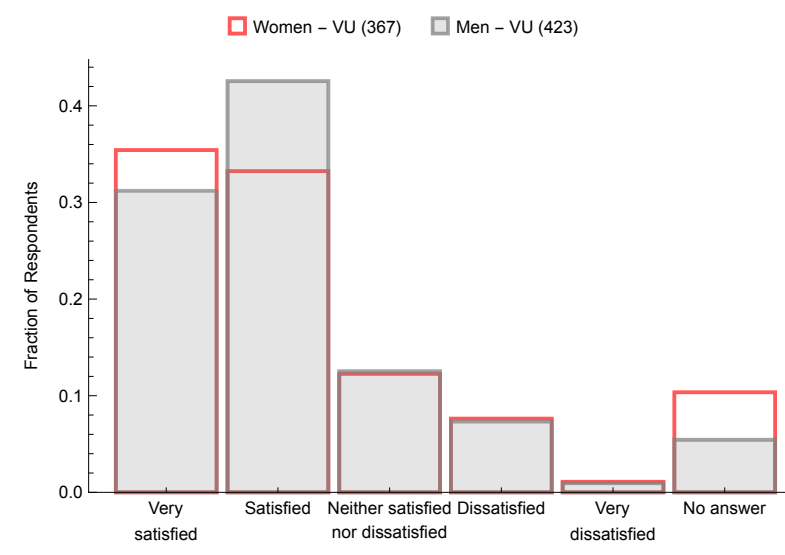
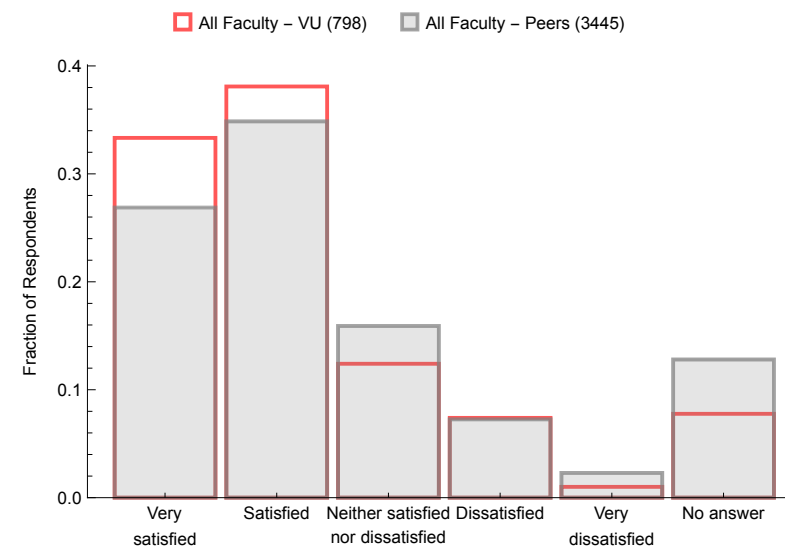
The Department | Departmental Quality | Intellectual vitality of tenured faculty



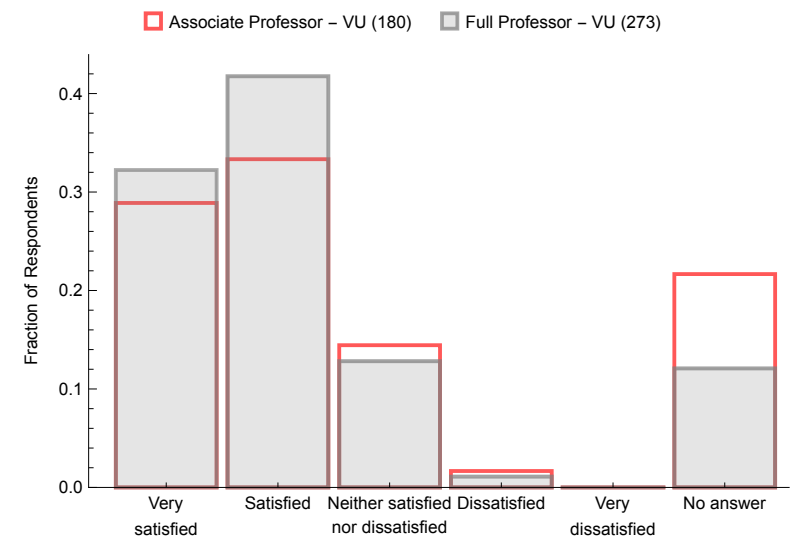
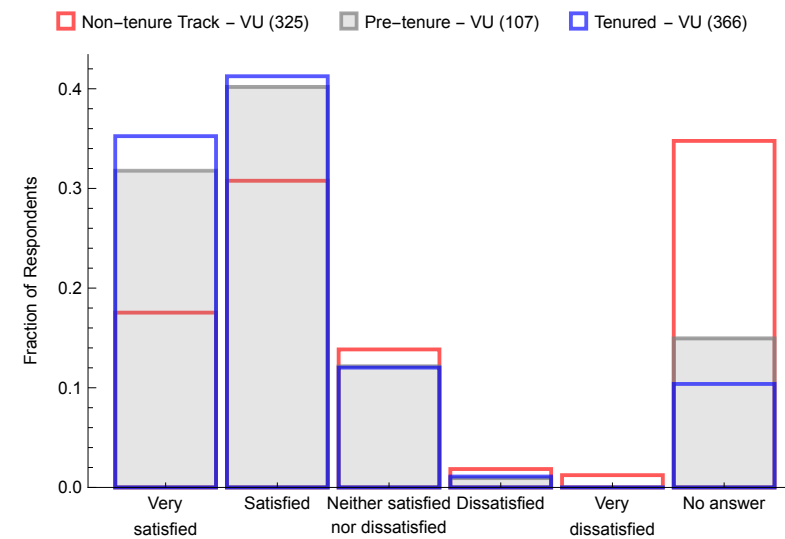
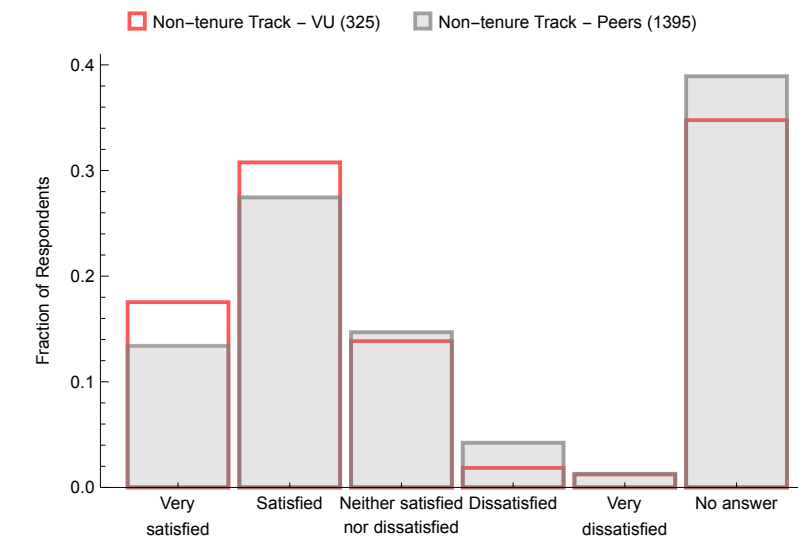
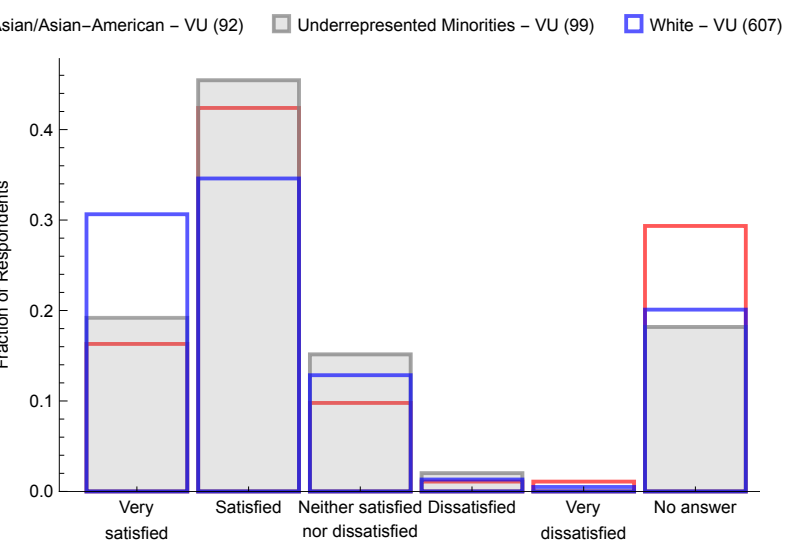
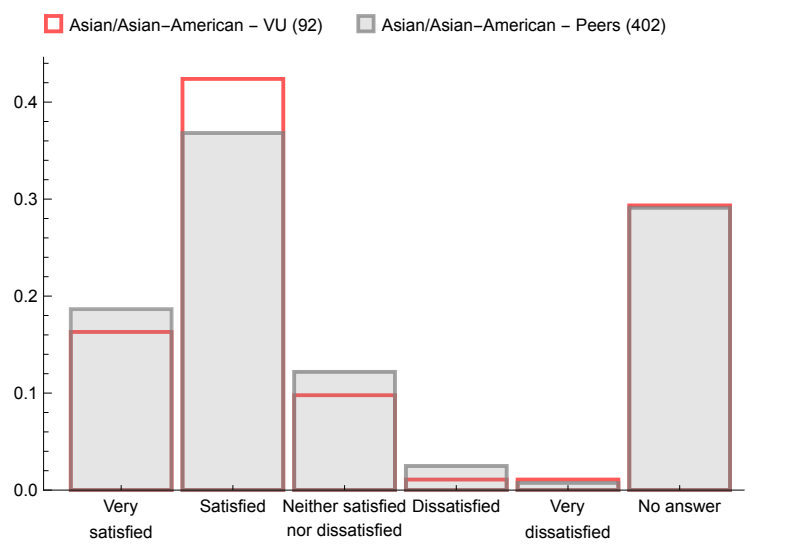
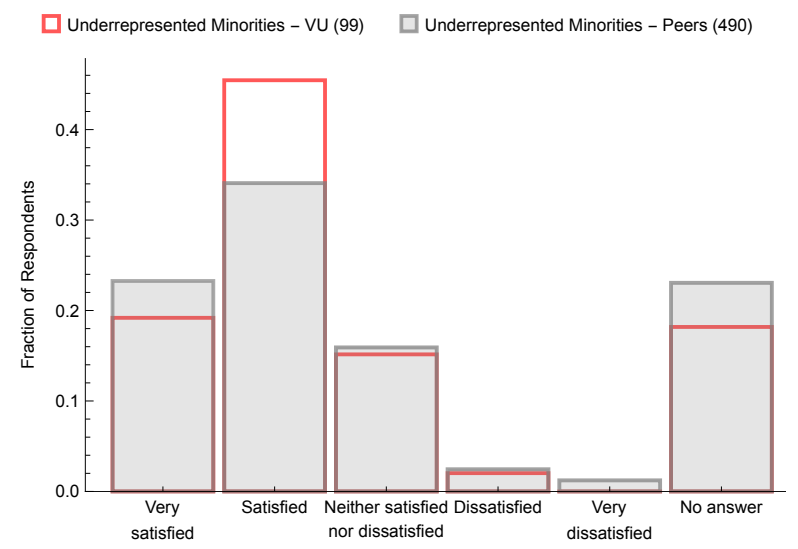
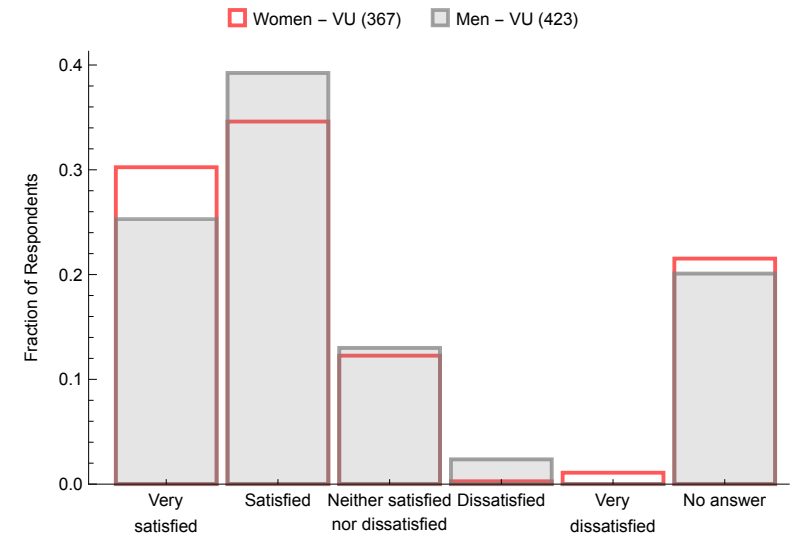
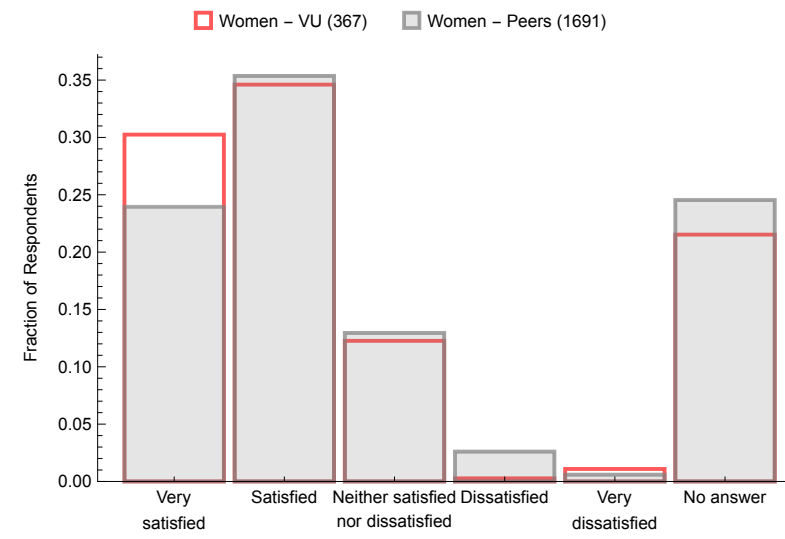
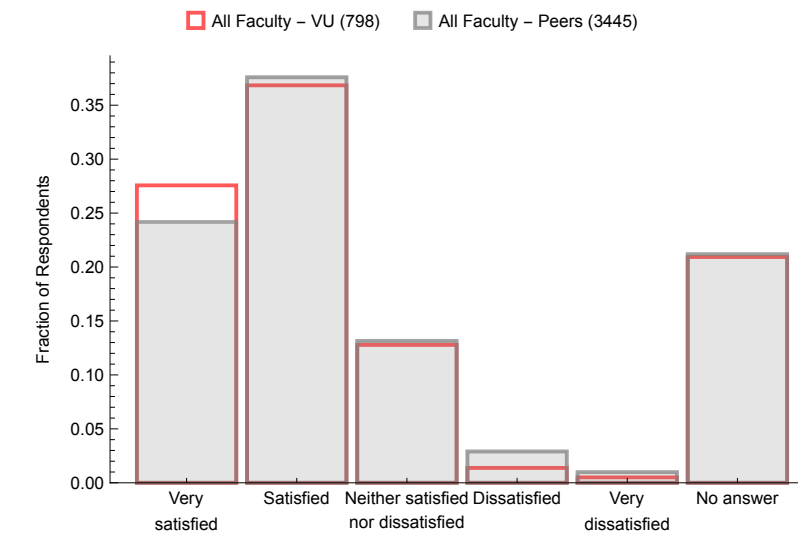
The Department | Departmental Quality | Scholarly productivity of pre-tenure faculty



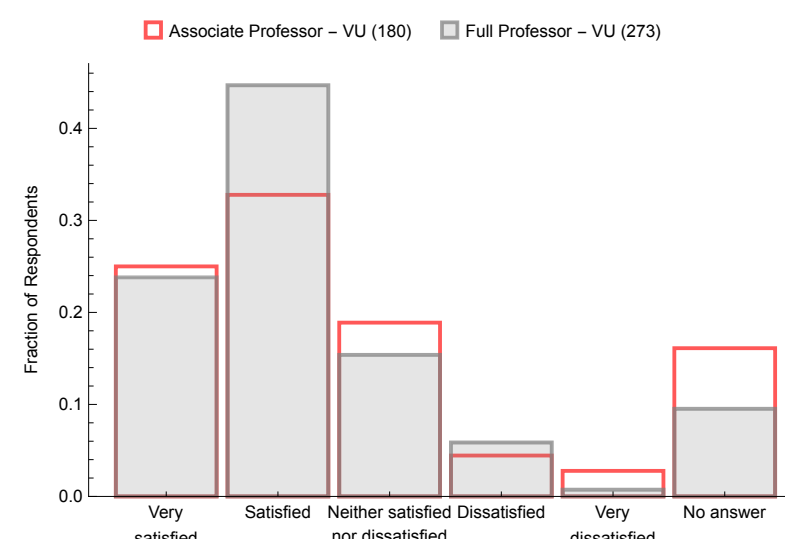
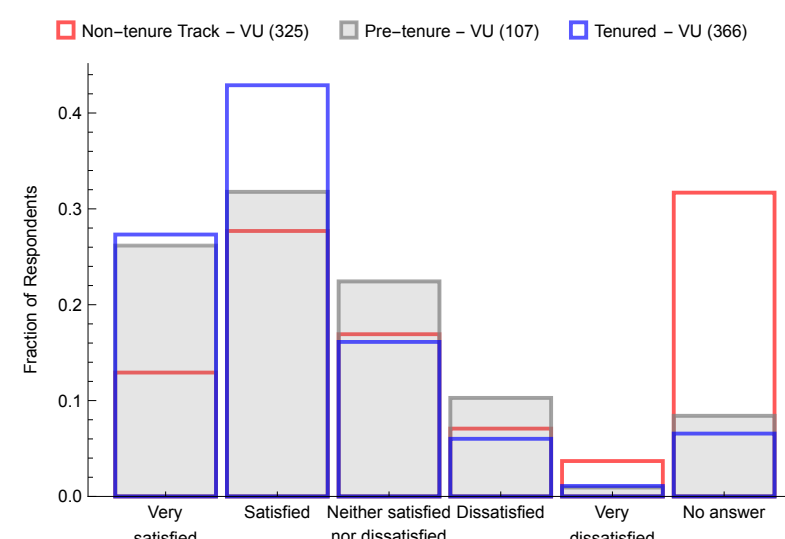
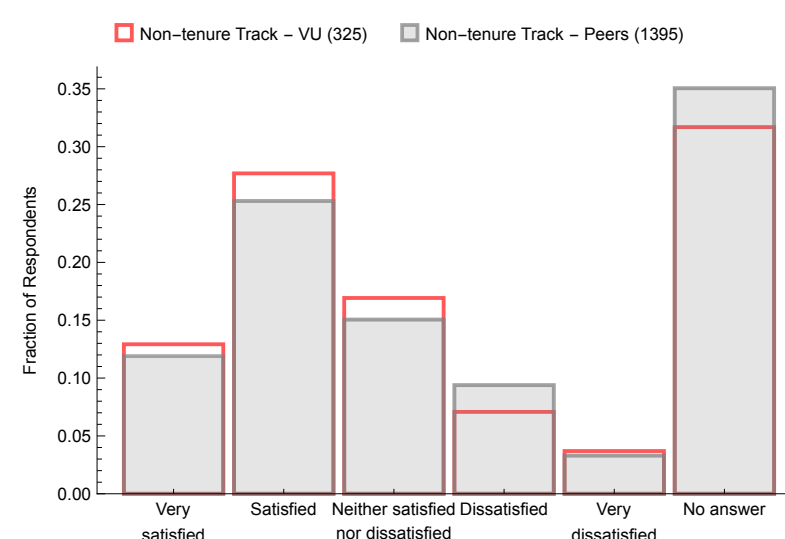
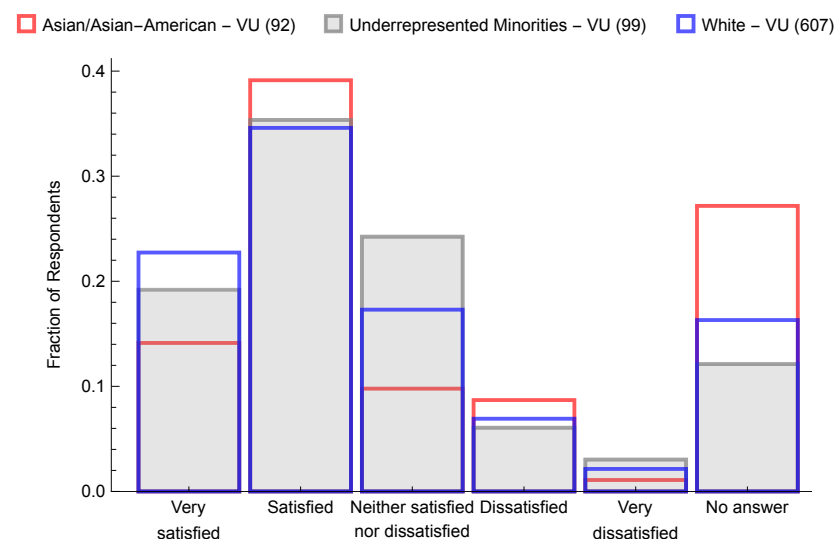
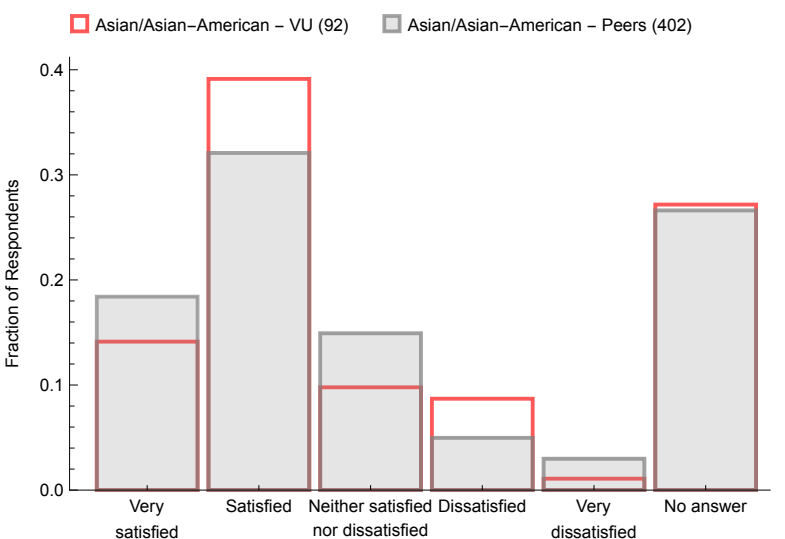
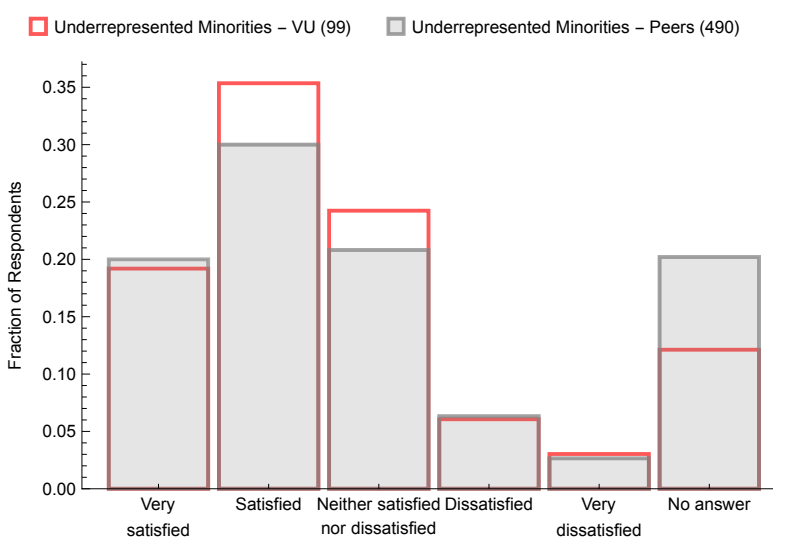
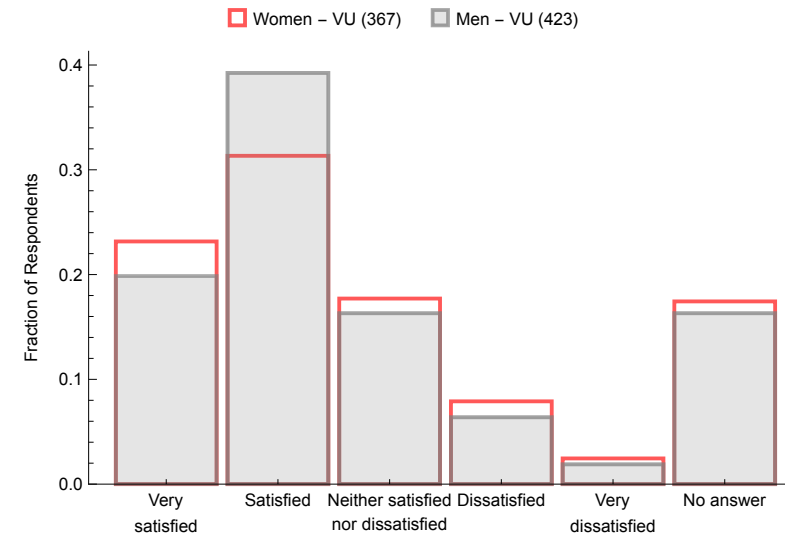
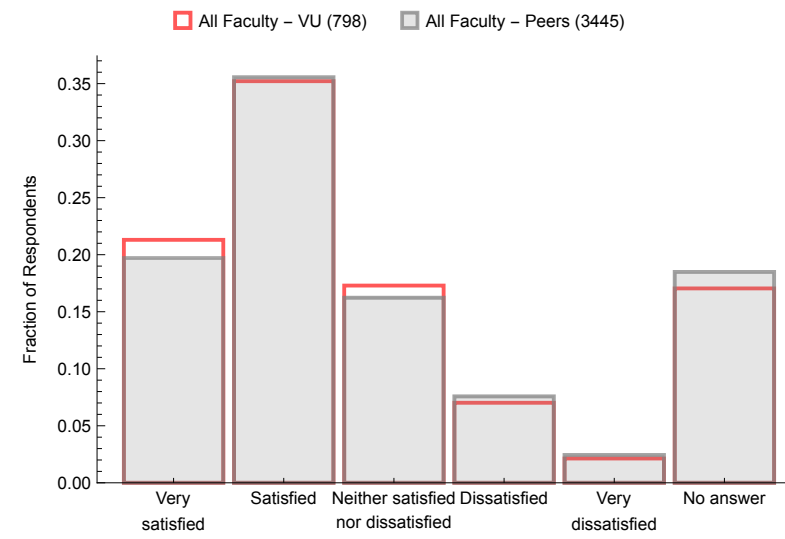
The Department | Departmental Quality | Scholarly productivity of tenured faculty



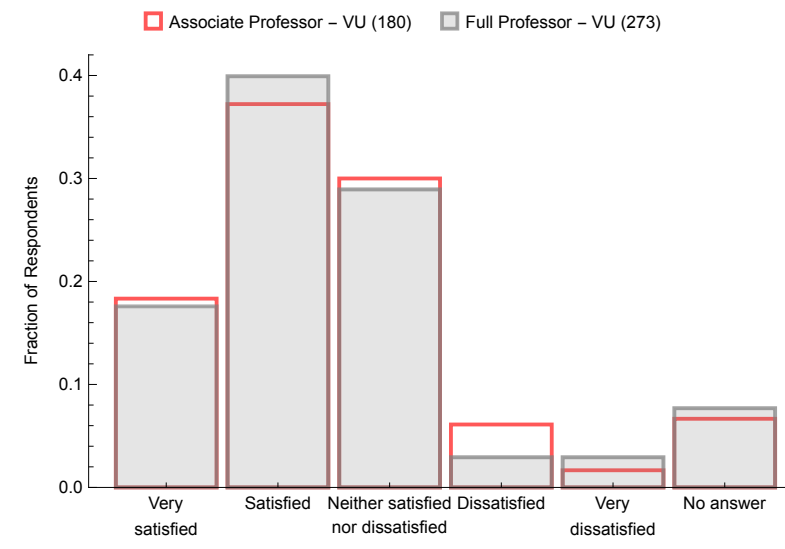
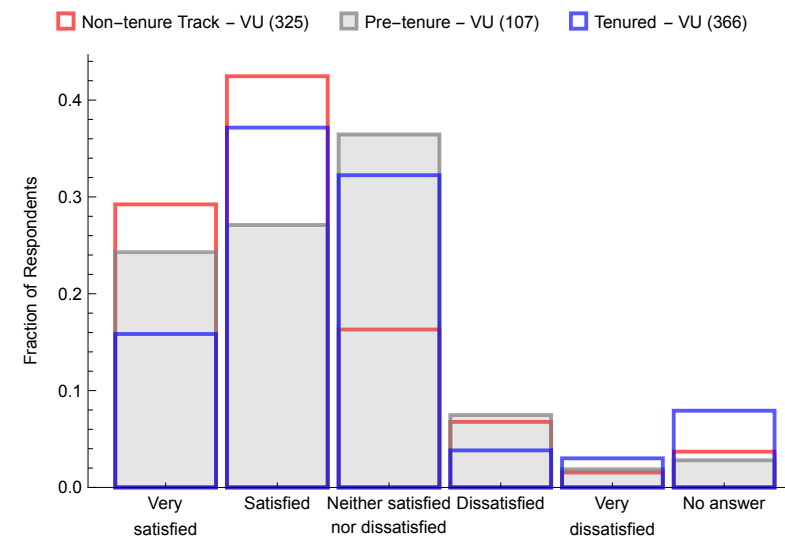
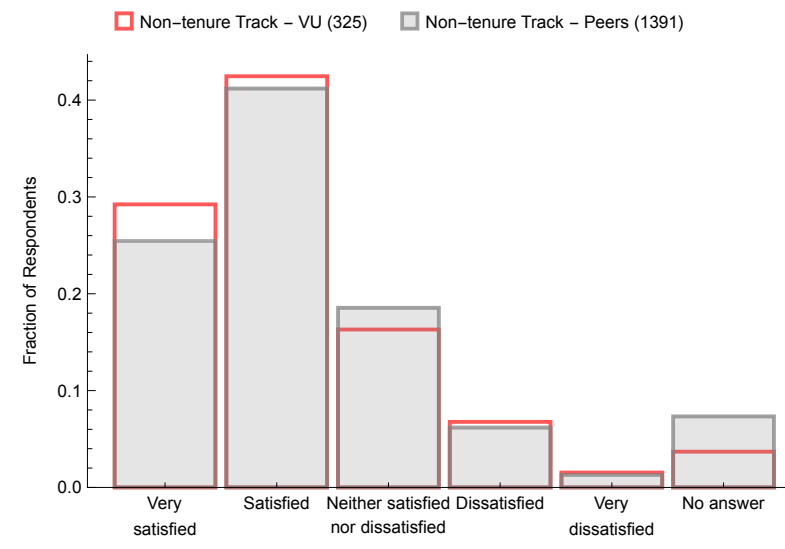
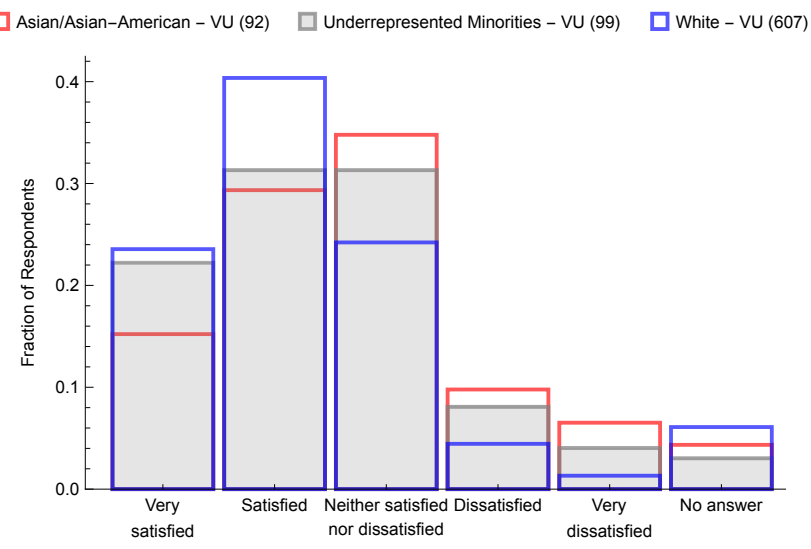
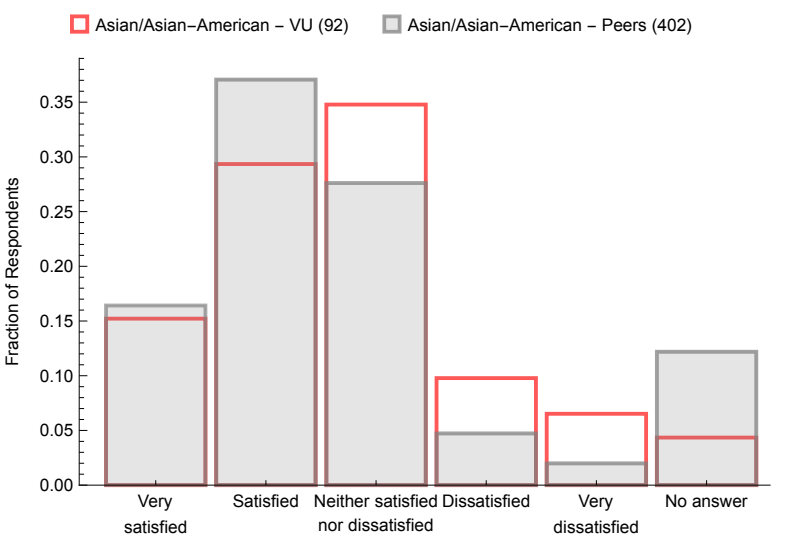
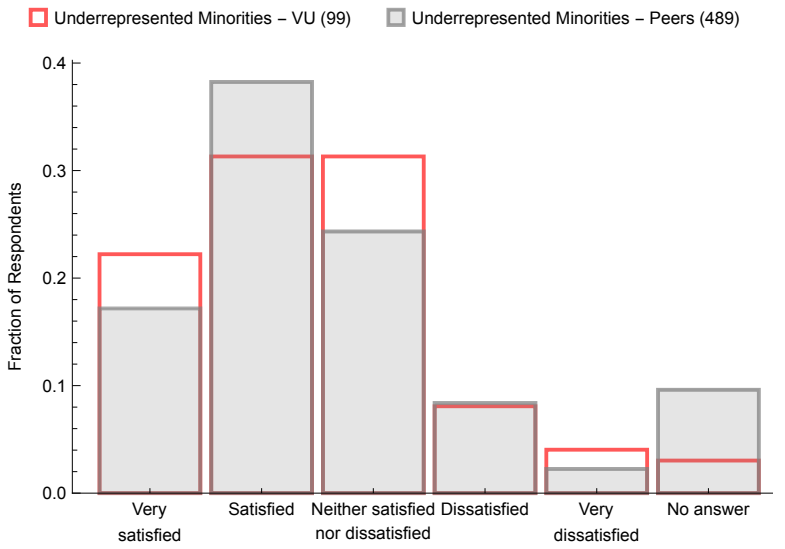
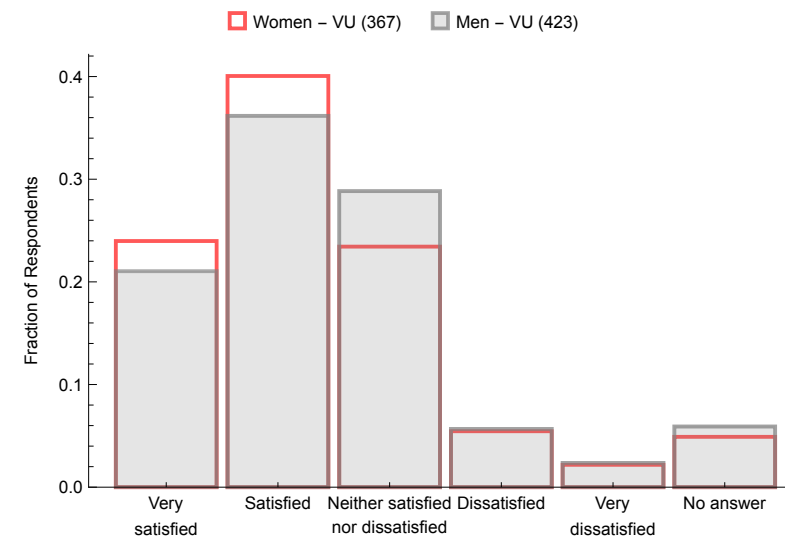
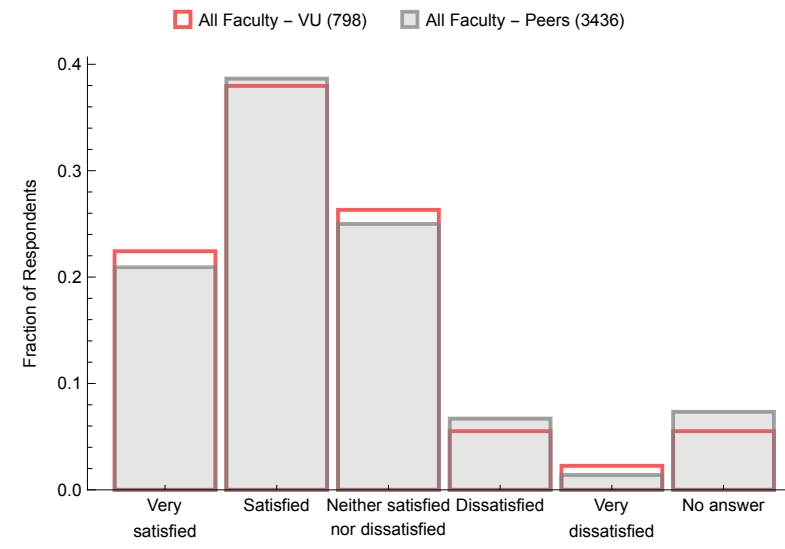
The Department | Departmental Quality | Teaching effectiveness of pre-tenure faculty



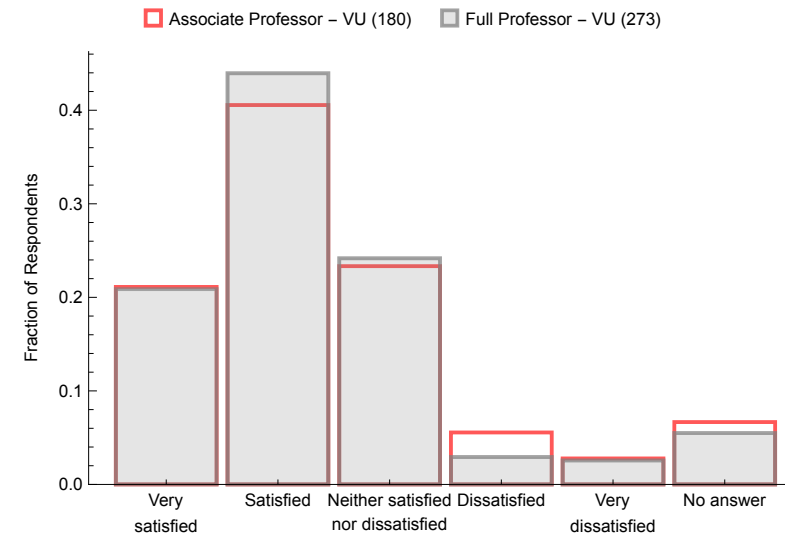
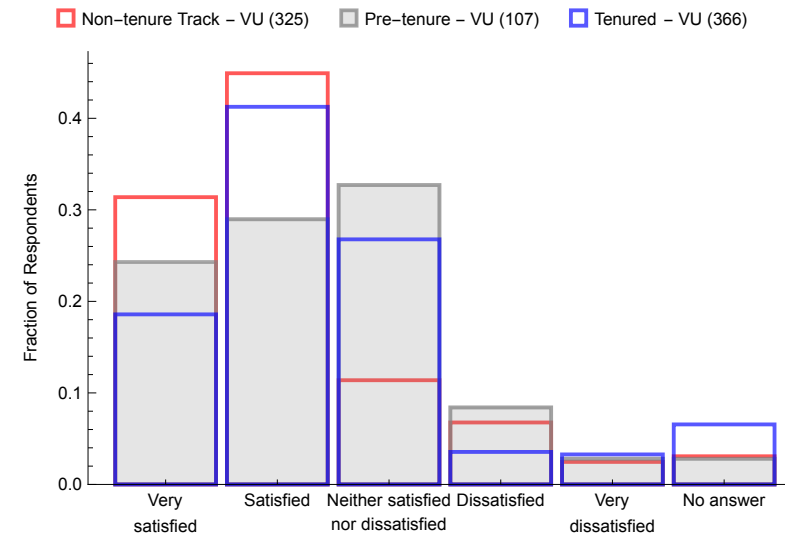
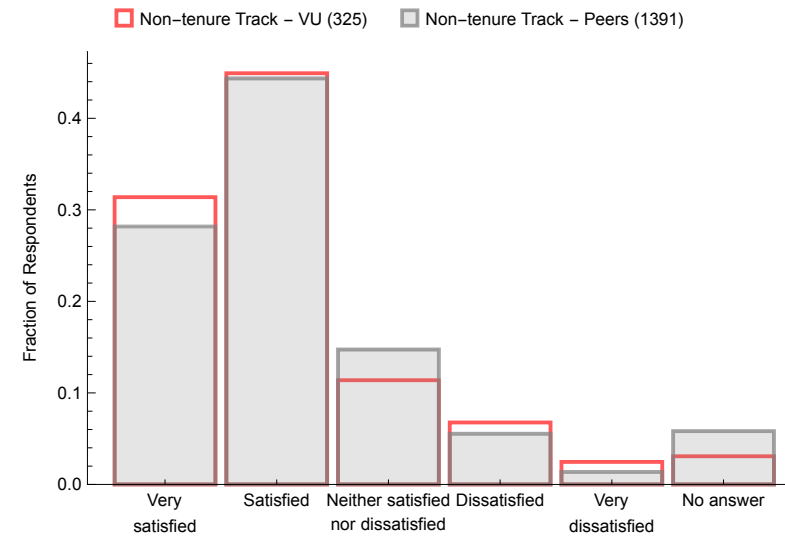
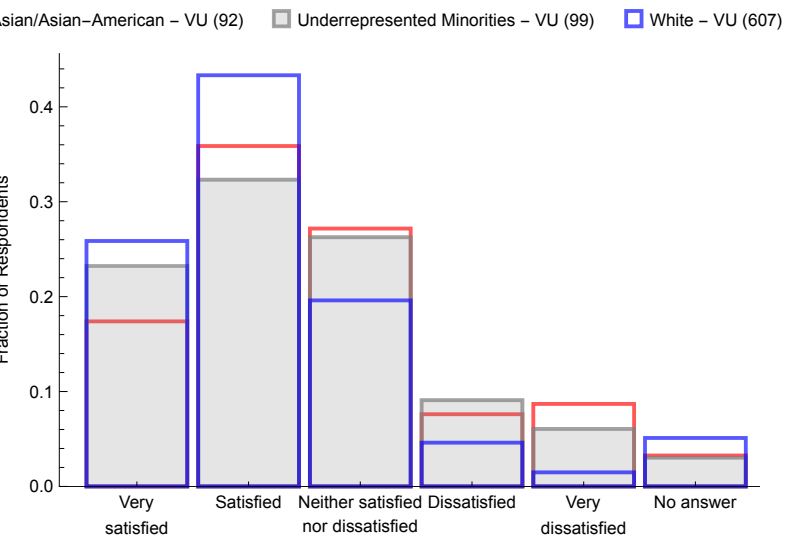
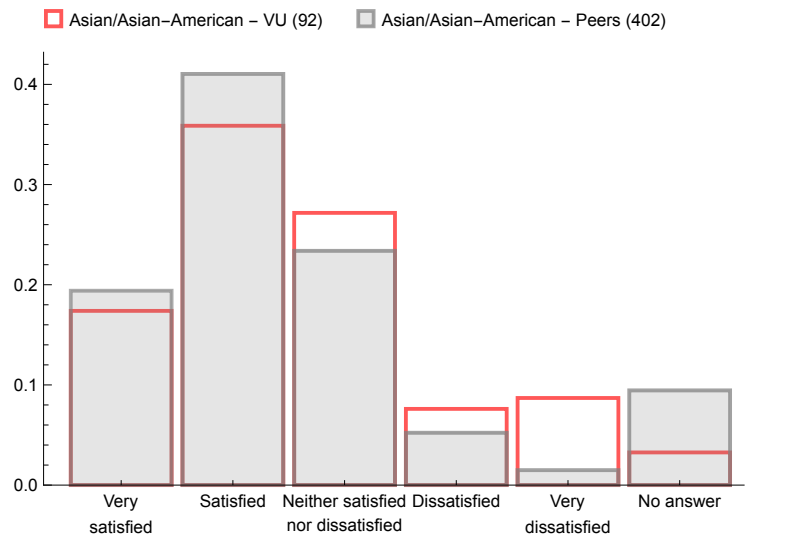
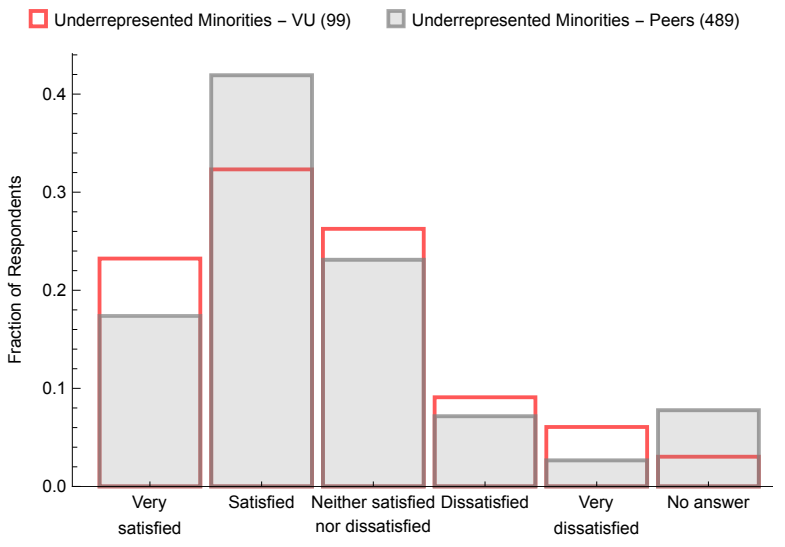
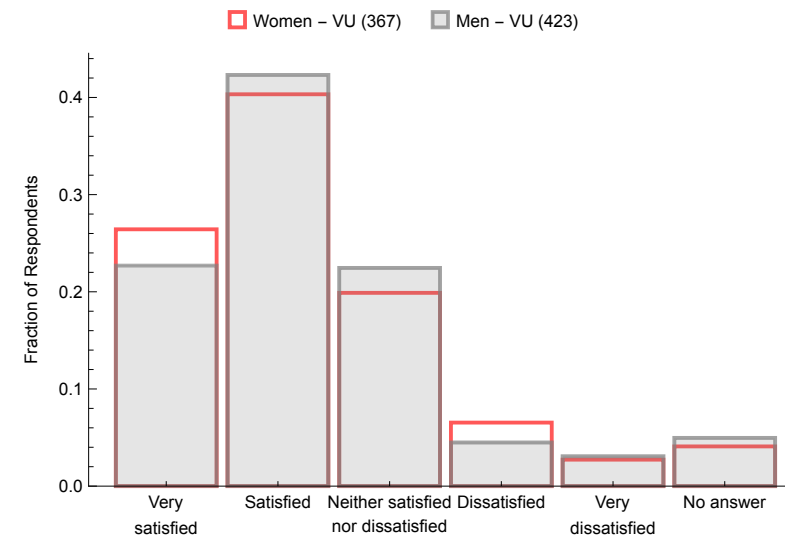
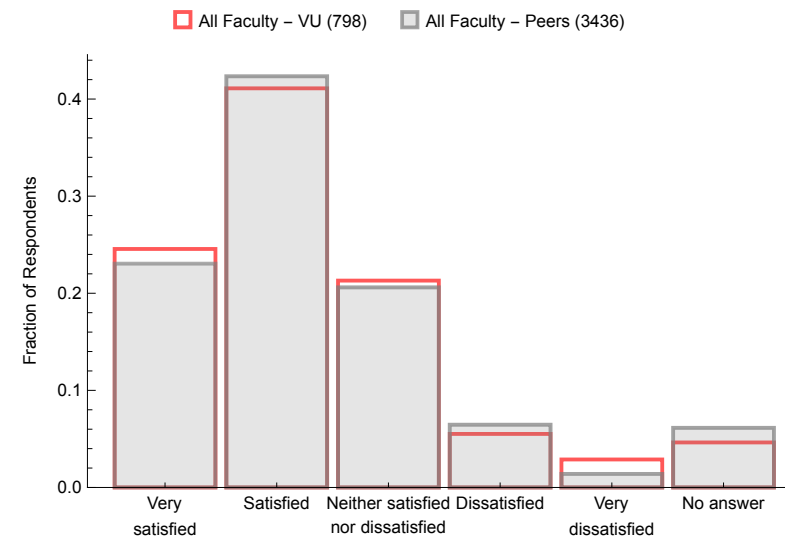
The Department | Departmental Quality | Teaching effectiveness of tenured faculty

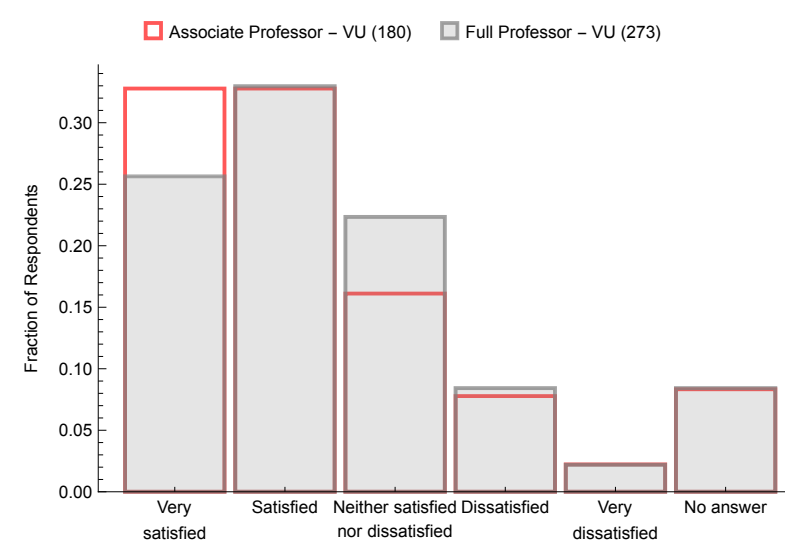
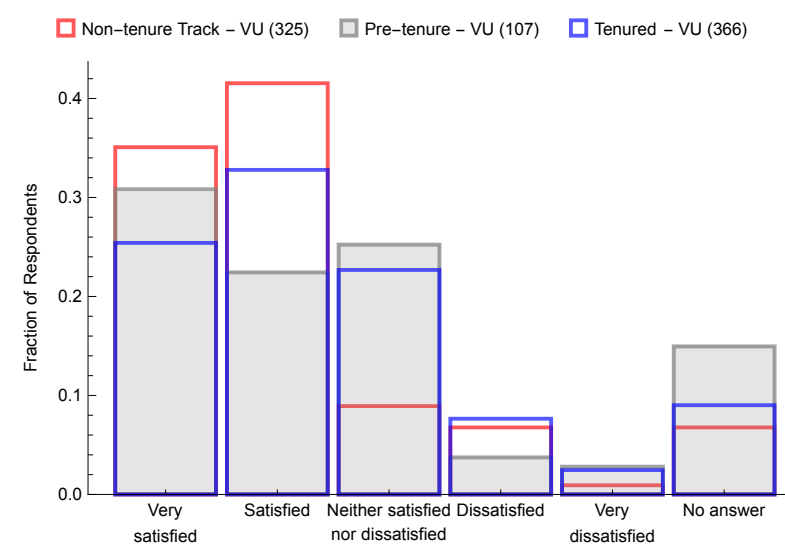
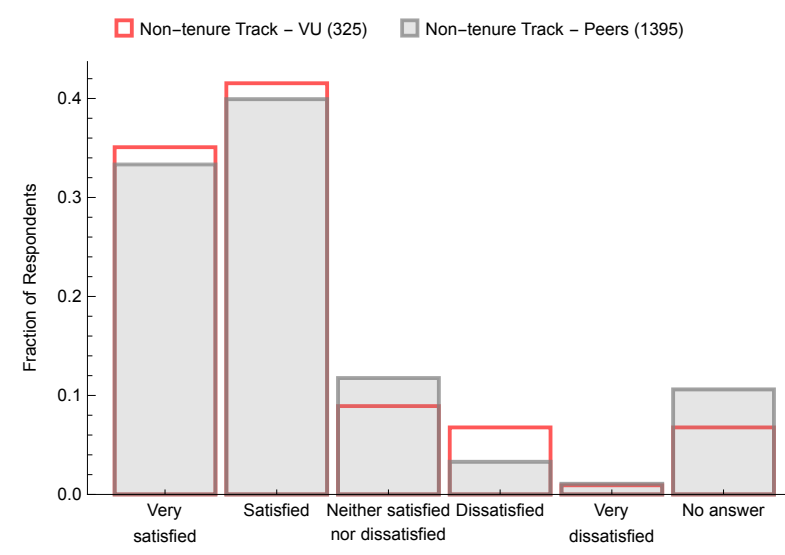
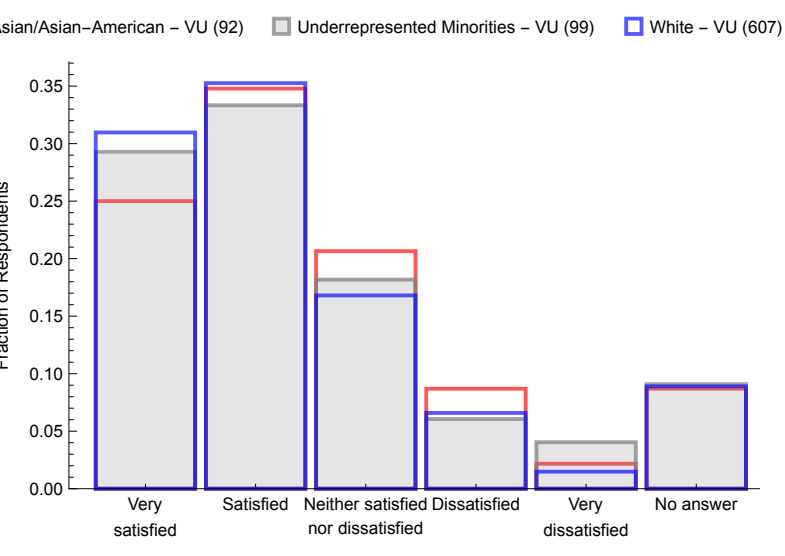
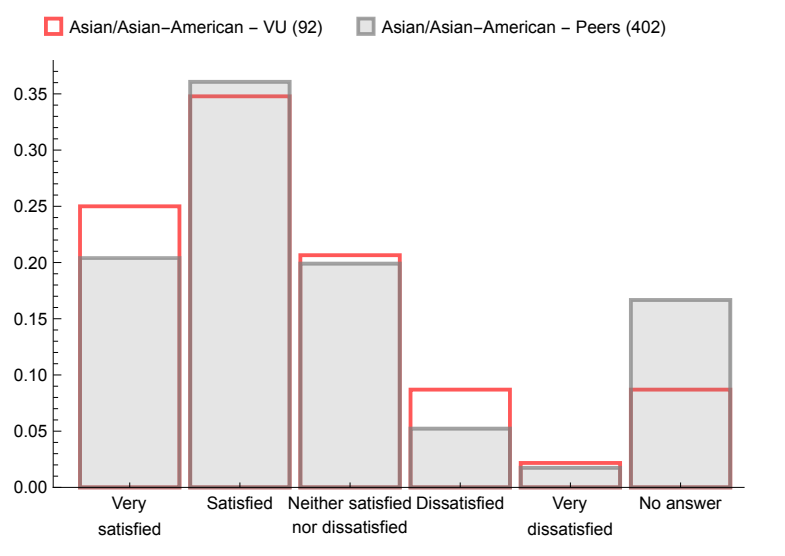
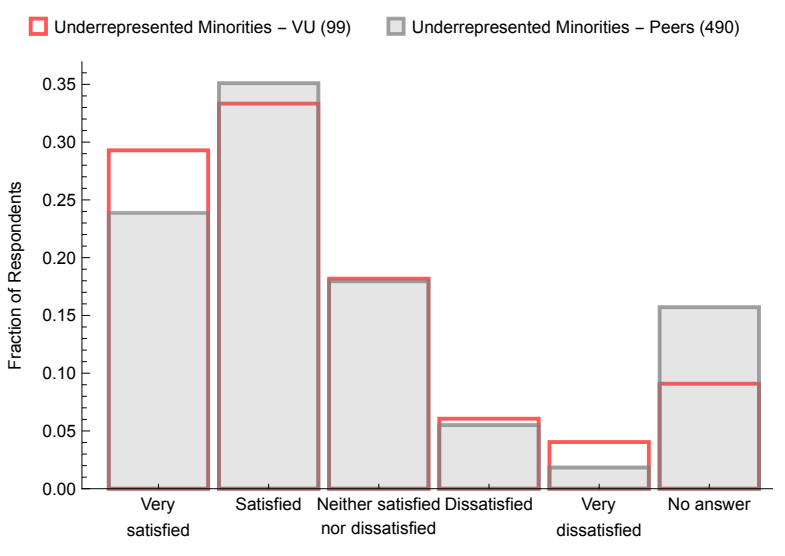
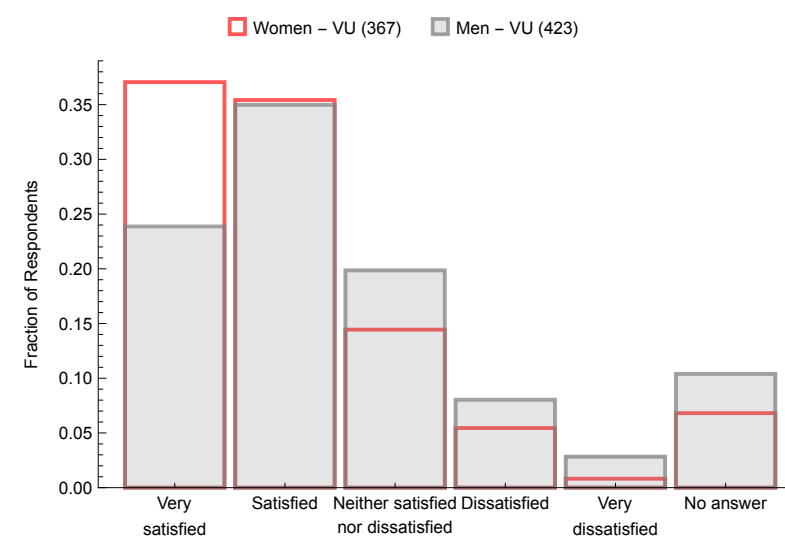
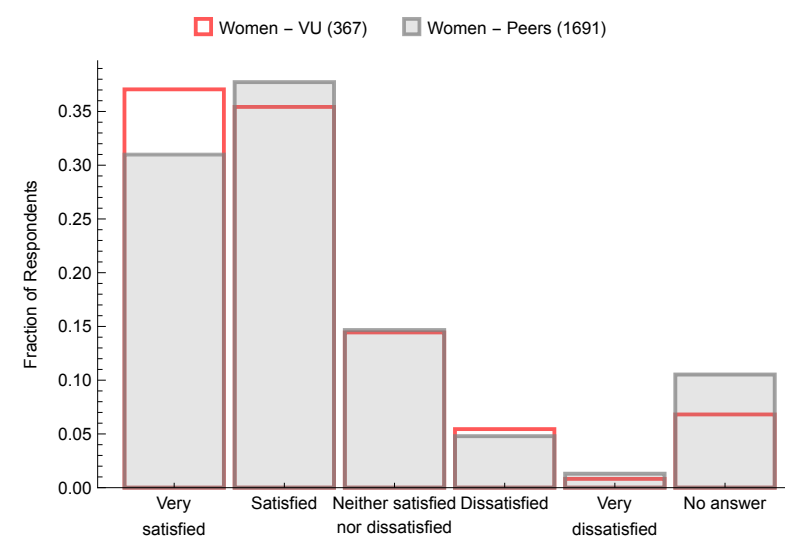
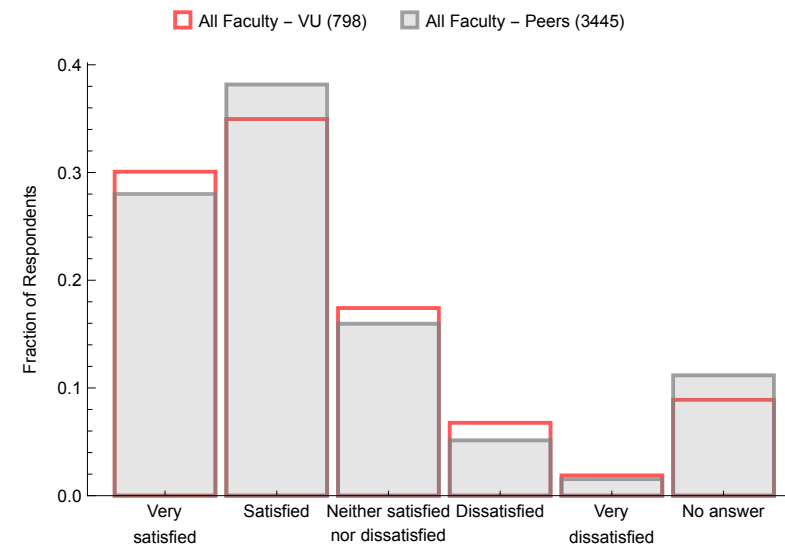


The Department | Other | Amount of personal interaction w/NTT

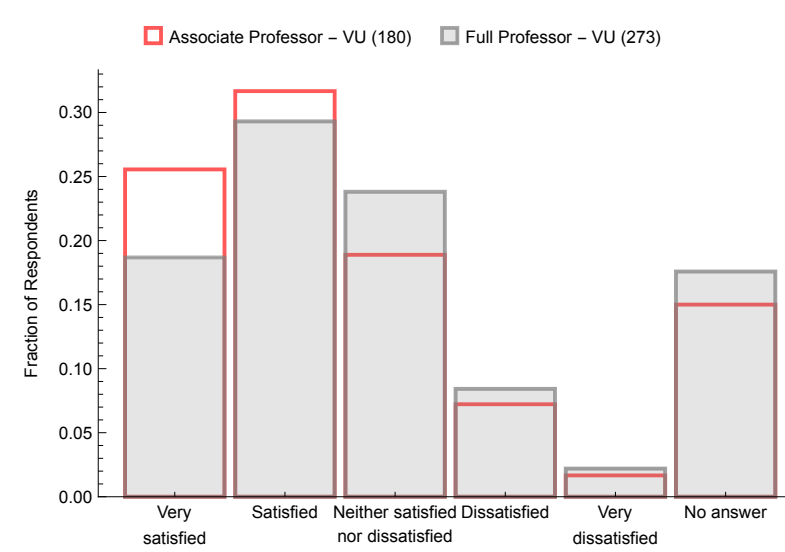
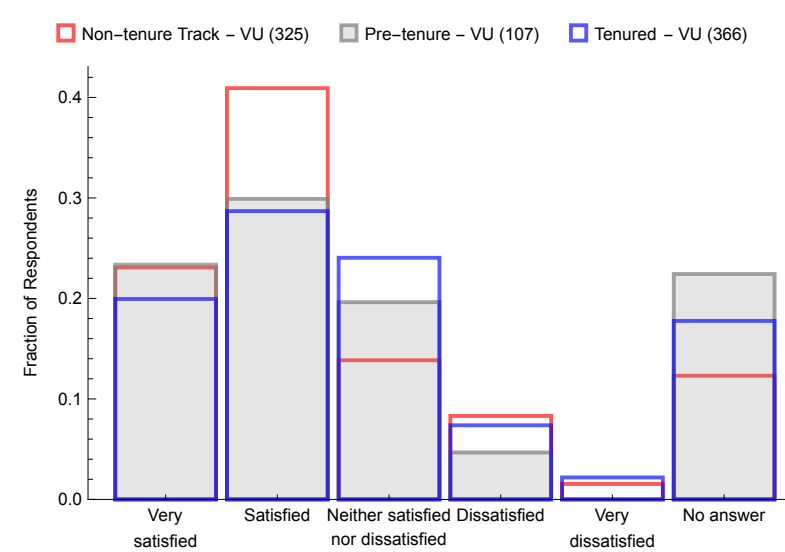
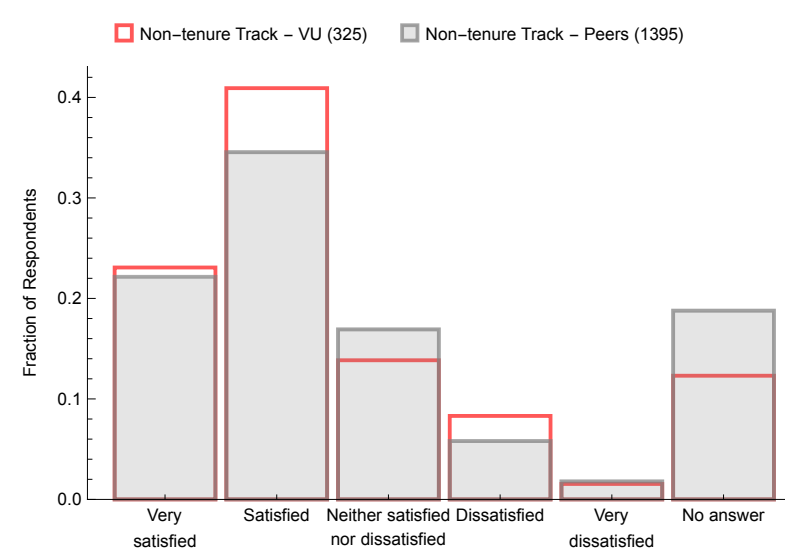
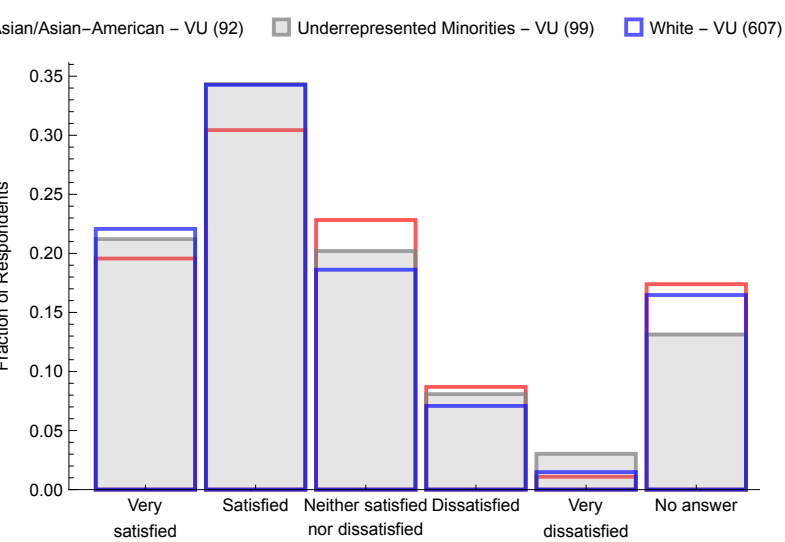
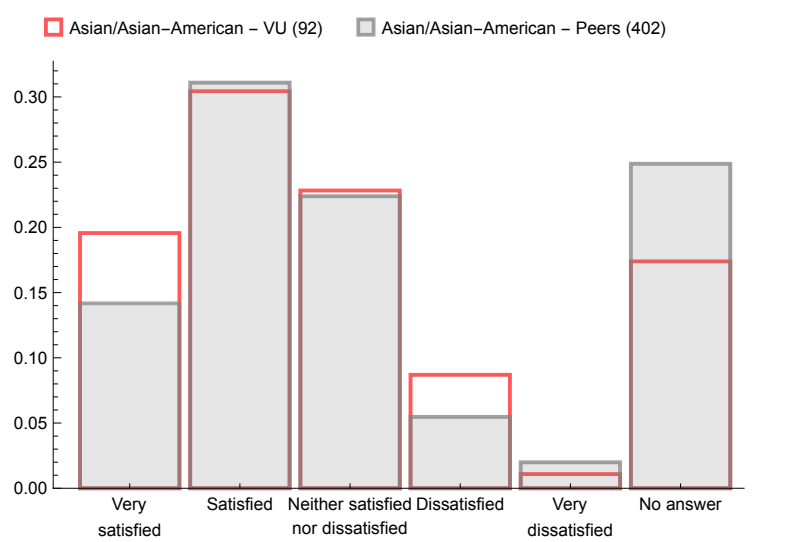
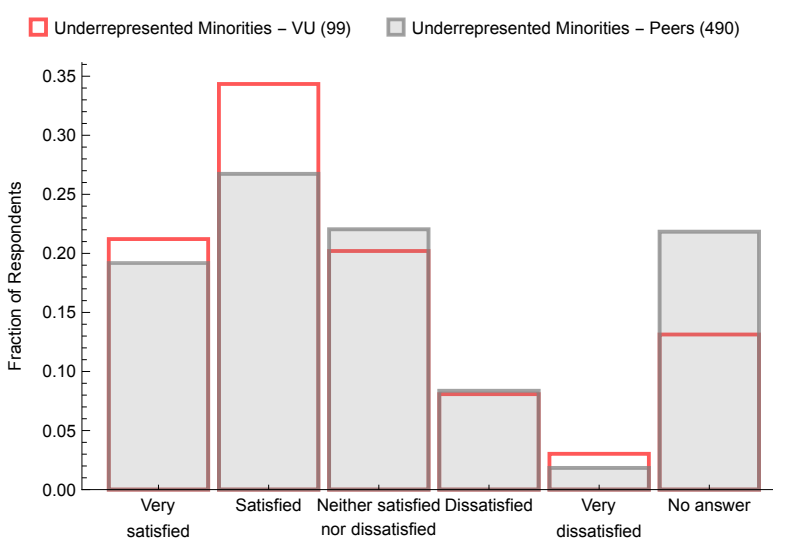
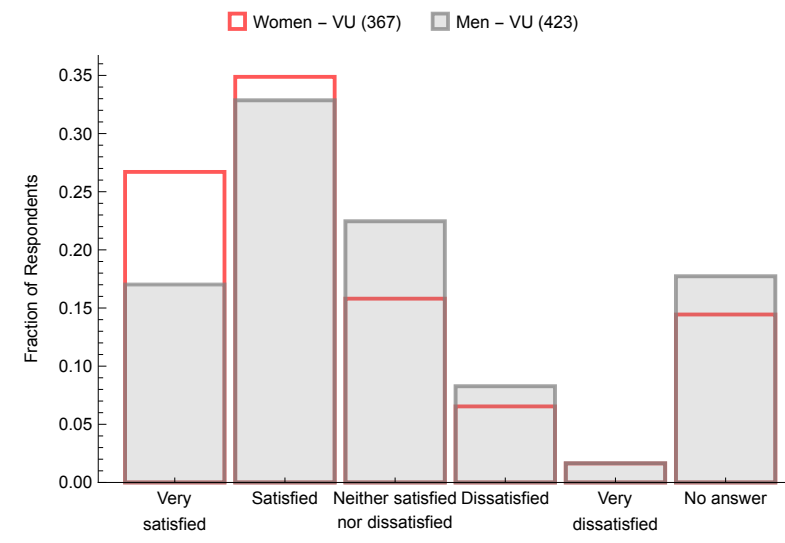
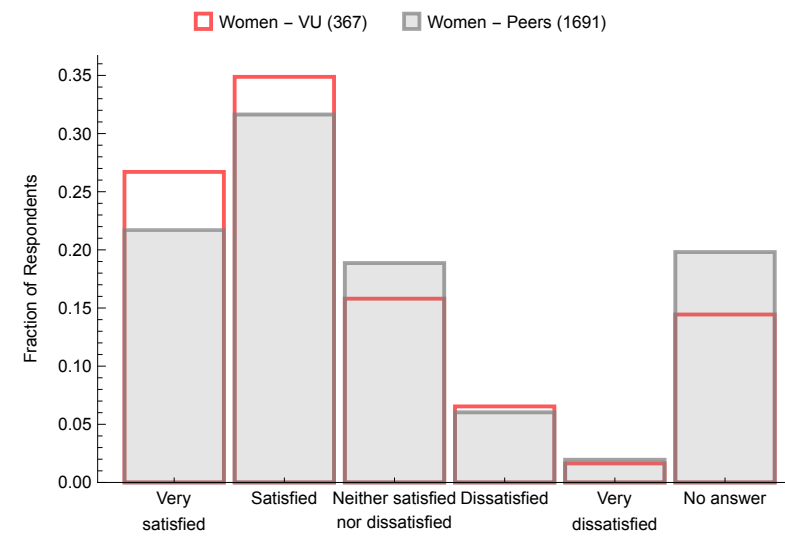
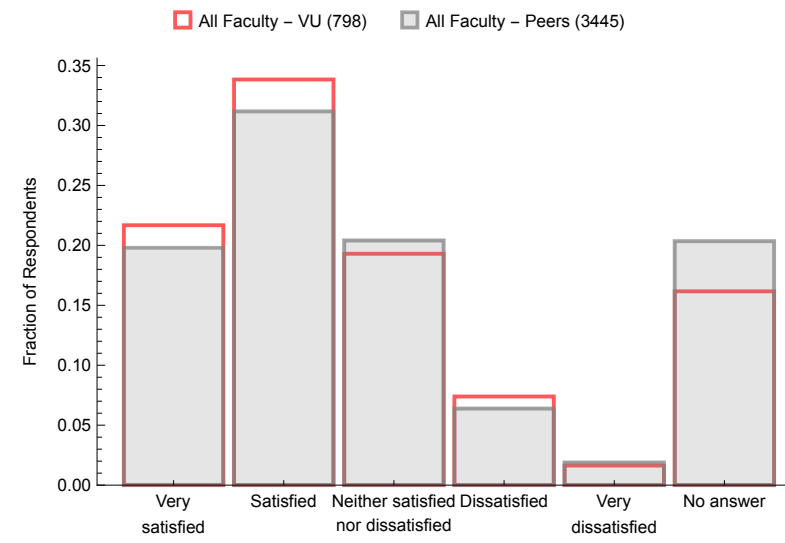


The Department | Other | Amount of professional interaction w/NTT





The Department | Other | Scholarly productivity of NTT faculty



The Department | Other | Teaching effectiveness of NTT faculty

