

**COACHE 2016: EXECUTIVE SUMMARY OF THE 2016 COACHE SURVEY OF
FACULTY SATISFACTION**

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A Report by the Indiana University Bloomington COACHE Review Committee:
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Background

This report summarizes major findings from the Collaborative on Academic Careers in Higher Education (COACHE) survey completed by faculty at Indiana University Bloomington (IUB) in spring 2016. The population includes all full-time tenure and non-tenure track faculty who were not in upper administrative positions at the time of the survey, and 41 percent (n=883) of eligible faculty responded to the survey. In this cycle, 109 universities participated in the COACHE survey. We also selected five large, public American Association of Universities (AAU) institutions as our peers: Purdue University, University of Minnesota, University of North Carolina at Chapel Hill, University of Tennessee, and University of Virginia. We are thus able to assess our areas of strength and our areas of weakness internally, externally relative to these five peer institutions, and relative to all universities that participated in the survey. The COACHE survey has been periodically conducted at IU since 2005, but the 2013 survey questions are the most comparable to those in 2016 and both surveys include non-tenure track faculty, allowing us to assess change between 2013 and 2016 on many items.

This summary report is a collaborative effort between the Office of the Vice Provost for Faculty and Academic Affairs (OVPFAA) and past presidents of the Bloomington Faculty Council (BFC). The committee includes Eliza Pavalko, Christiana Ochoa, Jamie Prekert and John Nieto-Phillips from OVPFAA and the 2015-2016 and 2016-2017 Presidents of the BFC, Cassidy Sugimoto and Rebecca Spang respectively. Data analysts on the committee are Jin Chen and Wen Qi. This summary report is a first step in ongoing decision-making and policy, designed to identify major areas of strength, areas of concern, and areas that need further study.

We first overview our greatest strengths as identified by our faculty before going into greater detail on both strengths and weaknesses identified in the survey. We review main findings on global satisfaction and areas identified as the best and worst aspects of working at IU and then identify areas of strength and areas of weakness compared to our peer institutions. Next, we turn to comparisons among groups of faculty within our institution, particularly variations by gender, rank, and race/ethnicity, areas identified as priorities by the BFC and in IUB's Strategic Plan. Finally, we examine changes in faculty attitudes since 2013.

We hope you find this report useful and that it stimulates new ideas for making our campus a supportive and engaging environment where we can all do our best work. We welcome your comments on the report and findings; comments can be sent to vpfaa@indiana.edu.

An Overview of Our Greatest Strengths

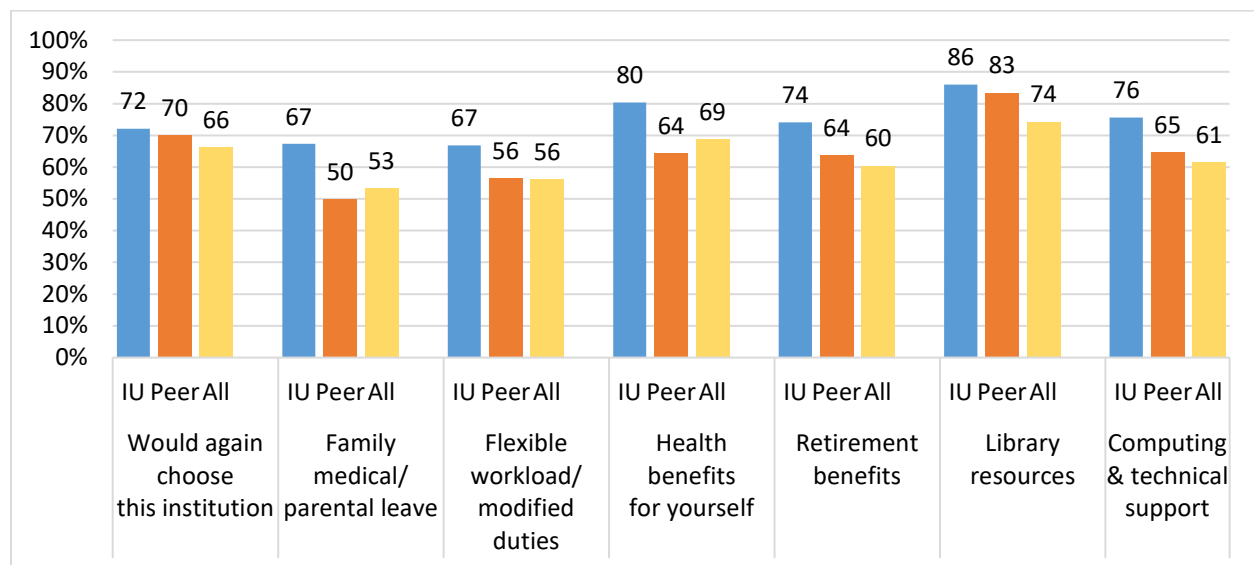
Most faculty are glad they chose IUB: Nearly three-quarters of our faculty (72 percent) strongly agree or agree that, if they had to do it all over, they would again choose to work at IU. Another 12 percent are neutral on this statement. On average, IUB faculty are more satisfied than faculty at the other 108 institutions participating in the survey, with 66 percent of faculty at other institutions agreeing with this statement. Seventy percent of faculty at our peer institutions agree or strongly agree that they would again choose their institution (Figure 1).

IUB is family-friendly: The majority of IUB faculty are satisfied or very satisfied with IU's support for families and faculty well-being and this is an area where we excel compared to our peers. Among IUB

faculty, 67 percent are satisfied or very satisfied with options for family medical and parental leave, compared to 50 percent of faculty who are satisfied/very satisfied with their options at our five peer institutions and 53 percent of faculty who are satisfied among the entire set of COACHE universities. Sixty-seven percent of IUB faculty are also satisfied/very satisfied with options for flexible workloads compared to 56 percent of faculty who are satisfied/very satisfied at our peer institutions. More faculty at IUB are also satisfied or very satisfied with health and retirement benefits than is the case at our peer institutions.

IUB excels in providing work resources that support faculty research, teaching, and service: In absolute terms and relative to our peers, IUB faculty are satisfied with resources that are essential to supporting their research, teaching, and service. For example, 86 percent of faculty report being satisfied or very satisfied with library resources, compared to 83 percent among peer institutions and 74 percent among all institutions participating in the COACHE survey. Seventy-six percent of IUB faculty are satisfied or very satisfied with the computing and technical support services compared to 65 percent among our peer institutions and 61 percent at all institutions. Some of the other resources where IUB faculty are more satisfied than those at other institutions include resources supporting teaching improvement and clerical and administrative support.

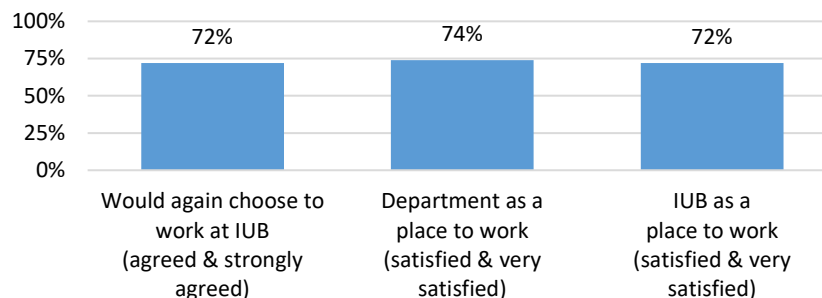
Figure 1. Percent of IUB Faculty Satisfied or Very Satisfied Compared to Peer Institutions and All Universities Participating in the COACHE Survey, 2016



Global Satisfaction

As noted above, nearly three-quarters of IUB faculty are satisfied with their experiences here. When asked about their department, 74 percent of faculty are satisfied or very satisfied with their department as a place to work, and 72 percent indicate being satisfied or very satisfied with the institution as a place to work (Figure 2).

Figure 2. General Satisfaction with Experiences at IUB



When asked to identify the two best aspects of working at IUB, faculty most frequently mention the quality of colleagues. Other best aspects include the cost of living, one's sense of 'fit' here, academic freedom, and support of colleagues. When asked about the two worst aspects of working at IU, among the most frequently listed items are compensation, geographic location, and diversity. Faculty were also asked to describe the one thing our institution could do to improve the workplace for faculty, and open-ended responses were coded by the COACHE analysts into common themes. Areas identified for improvement include facilities/resources, and appreciation/recognition of faculty.

Areas of Strength and Weakness Compared to our Peers

Faculty at IUB identify a number of areas where we are among the most satisfied of our five peer institutions. In addition to satisfaction with many of our facilities and work resources, family policies and health and retirement benefits, faculty also report high levels of satisfaction, both in absolute terms and relative to our peers with support for improving teaching, laboratory, research and studio space, research equipment, and clerical and administrative support. IUB faculty are also more likely than faculty at peer institutions to be satisfied with support for research, support for faculty in leadership roles, and the number of committees on which they serve. Finally, faculty feel we are strong in the clarity of our tenure expectations and departmental leadership.

Survey data also point to areas of concern relative to our peers. Areas where we rank among the bottom two institutions in our peer group are satisfaction with the amount of time faculty have available to devote to their research, the availability of course release for research, and support for graduate and undergraduate students in research. Fifty-six percent of our faculty are satisfied or very satisfied with the amount of time they have available to spend on research. By contrast, 74 percent are satisfied or very satisfied with the time they spend on teaching. IUB tenured faculty are also less likely than our peers to feel their department encourages promotion to full professor or that there is clarity in the promotion process to full professor. Only 29 percent of tenured faculty at IUB agreed or strongly agree that there is effective mentoring of tenured associate professors in their department. Finally, IUB faculty are less likely to feel that there is visible leadership for support of diversity on campus, an issue we revisit below.

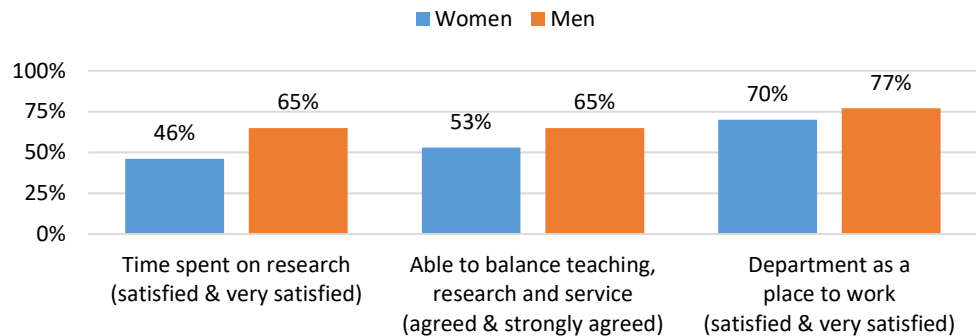
Comparing Groups of Faculty at IUB

Gender

While the overall sentiment of the faculty is important, we are also interested in whether groups of faculty experience life differently at IUB. We compared responses of male and female faculty on a wide range of questions. In general, we find small but consistent differences between men and women in

their views of most dimensions of faculty life at IUB. For example, 74 percent of men versus 70 percent of women are satisfied or very satisfied with IUB as a place to work, and 73 percent of men versus 71 percent of women faculty would again choose IUB as a place to work. However, a few areas of more notable difference also emerge: women are less satisfied than men with the time they spend on research (46 and 65 percent, respectively), and women are less likely than men to feel they can balance teaching, research and service (53 percent of women compared to 65 percent of men feel they can balance these activities). Women are also less satisfied with their departments as places to work, with 70 percent of women reporting satisfaction compared to 77 percent of men (Figure 3).

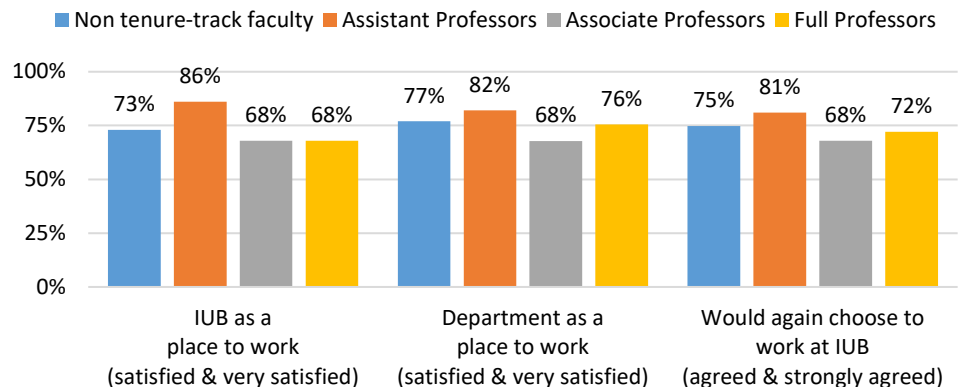
Figure 3. General Satisfaction with Experiences at IUB: Differences by Gender



Rank

We see wider variation in faculty experiences by rank. In general, assistant professors at IUB tend to feel most supported and have the highest level of overall satisfaction, followed closely by non-tenure track faculty. Eighty-six percent of assistant professors and 73 percent of lecturers and research scientists report that they are satisfied or very satisfied with IUB as a place to work, compared to 68 percent of associate and full professors. Eighty-one percent of assistant professors say that they would be likely or very likely to again choose IUB as a place to work, as would 75 percent of non-tenure track faculty, compared to 68 percent of associate professors and 72 percent of full professors (Figure 4).

Figure 4. General Satisfaction with Experiences at IUB: Differences by Rank



Non-tenure track faculty are most likely to feel they can balance the teaching (or research) and service activities expected of them, with 70 percent asserting that they are able to find this balance, compared

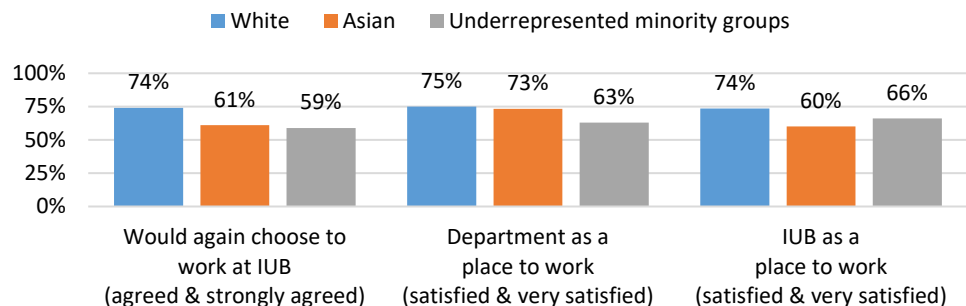
to 63 percent of full professors. In contrast, 58 percent of assistant professors and only 49 percent of associate professors feel they are able to find balance for teaching, research, and service. One area of lower satisfaction among non-tenure track faculty is in the amount of interaction with tenure-track faculty. While over six out of ten tenured and tenure track faculty are satisfied with the amount of interaction they have with tenured faculty, fewer than half (46 percent) of non-tenure track faculty report being satisfied by the amount of interaction.

Associate professors tend to be the least satisfied faculty rank, a pattern also found among peer institutions. Some of the greatest areas of concern for associate professors are their department’s mentoring and clarity on expectations and procedures for promotion to full professor. Overall, 29 percent of tenured faculty agree that mentoring of associate professors in their department is effective, but these perceptions differ between associate and full professors. About four out of ten (38 percent) of tenured full professors feel there is effective mentoring of associate professors in their department, while only two out of ten associate professors (20%) agree that mentoring is effective. Tenured full professors are also more likely than associate professors to report that the promotion process from associate to full professor is clear (84 percent and 62 percent, respectively). Associate and full professors also differ in their perceptions of whether their department has a culture in which associate professors are encouraged to work towards promotion to full professor. While eight out of ten full professors say that their departmental culture encourages promotion, only 54 percent of associate professors share this perception. As noted above, associate professors are also the least likely of any rank to report that they can balance teaching, research, and service, a finding that likely reflects the increased expectations for service after tenure.

Race/Ethnicity

The experiences of minority faculty at IUB tend to diverge from those of white faculty in many respects. Only 59 percent of faculty from underrepresented groups (in the COACHE data this includes Hispanic/Latino, black and African-American, Native American and Alaskan Native, and multiracial) say they would be likely to again choose to work at IUB, compared to 74 percent of white faculty. Underrepresented minority group faculty are also less likely than white or Asian faculty to be satisfied or very satisfied with their department as a place to work, with 63 percent of underrepresented minority faculty reporting satisfaction, compared to 75 percent of white faculty (Figure 5).

Figure 5. General Satisfaction with Experiences at IUB: Differences by Race/Ethnicity



Faculty from underrepresented minority groups tend to have more similar levels of satisfaction with many of their specific work conditions as those of white faculty. For example, 56 percent of white

faculty are satisfied or very satisfied with the portion of time they spend on research, compared to 51 percent of faculty from underrepresented groups. On service, 55 percent of white faculty are satisfied or very satisfied with the portion of time they devote to service, compared to 57 percent of faculty from underrepresented groups. Likewise, 60 percent of faculty from underrepresented groups feel they are able to balance their research, teaching, and service, compared to 59 percent of white faculty.

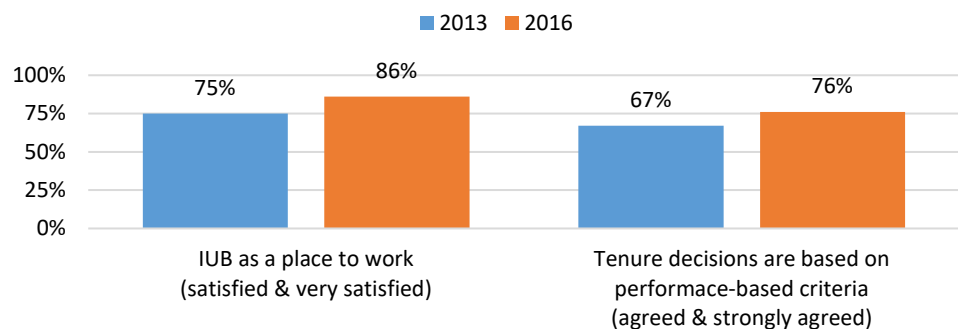
Differences emerge, however, in the ways white, Asian and underrepresented minority group faculty experience the campus and their departmental cultures. While nearly eight out of ten (78 percent) white, non-Hispanic faculty agree that, on the whole, their department colleagues are committed to supporting and promoting diversity and inclusion in the department, only 68 percent of Asian faculty, 63 percent of Hispanic or Latino faculty, and 42 percent of black or African-American faculty perceive this support in their department. Similarly, 70 percent of white faculty feel that there is visible leadership for the support and promotion of diversity at IUB but only 50 percent of Hispanic/Latino faculty and 45 percent of black/African-American faculty report this leadership is visible. We also see a disparity in our faculty’s sense of fit or belonging in their departments. While 64 percent of white faculty are satisfied with their sense of belonging in their department, only 55 percent each of Asian, Hispanic/Latino and black and African American faculty are satisfied with their sense of belonging. Faculty from underrepresented groups are less likely than white faculty to be satisfied with the recognition they receive from their colleagues or with the recognition they receive for specific activities such as their scholarly or creative work, service, advising, or outreach.

Changes between 2013 and 2016

Overall, we see far more stability than change in faculty satisfaction between 2013 and 2016. For example, 73 percent of faculty in 2013 versus 72 percent in 2016 would, if they had to do it all over again, choose to work at IUB. Likewise, whereas 74 percent of IUB faculty are satisfied or very satisfied with their department as a place to work in 2016, 71 percent in 2013 were satisfied or very satisfied.

However, there are several areas where we do see changes since 2013. We see a notable improvement in the satisfaction of pre-tenure faculty with IUB as a place to work, with 75 percent of pre-tenure faculty satisfied or very satisfied in 2013 versus 86 percent in 2016. Pre-tenure faculty in 2016 are also more likely to feel that tenure decisions are based on performance-based criteria (76 percent in 2016 versus 67 percent in 2013). We also see increases since 2013 in pre-tenure faculty member’s clarity about whether they will receive tenure (Figure 6).

Figure 6. Pre-tenure Faculty Satisfaction with Experiences at IUB: 2013 vs. 2016



Satisfaction increased between 2013 and 2016 among faculty of all ranks on several dimensions. Faculty in 2016 are more satisfied with their health and retirement benefits than the earlier sample. For example, 80 percent of faculty were satisfied or very satisfied with their personal health benefits in 2016, compared to 68 percent in 2013. Faculty in 2016 are also slightly more likely to agree that their colleagues support work/life balance (65 percent in 2013 versus 70 percent in 2016).

There are also a few areas of decline since 2013. Slightly fewer faculty are satisfied with the quality of graduate students to support their research in 2016 than in 2013 (54 percent in 2013 versus 50 percent in 2016) and are less likely to agree that committee assignments are equitable (46 percent agreed they were equitable in 2013 versus 40 percent in 2016). Tenured faculty are also less likely to feel that their school or college is valued by the administration, with 54 percent agreeing in 2013 and 47 percent agreeing in 2016 with the positive statement.

Conclusions

This summary report is a first step in using the feedback from our faculty to identify major areas of strength and those areas that need closer attention across our campus and within our departments and schools. The COACHE Review Committee is, of course, encouraged to see so many areas where the majority of our faculty are satisfied with life and work conditions at IUB and where we compare favorably to our peers. We are particularly encouraged that so many of our faculty, more than seven out of ten, would again choose to work at IUB. However, a major goal of the Office of the Vice Provost for Faculty and Academic Affairs is to make our campus a productive and supportive environment for *all* of our faculty, and our analysis of the COACHE survey data indicates there are several areas where we can work to achieve that goal.

Two areas of concern stand out. The first is the divergent perception of campus and departmental culture for white, Asian, and minority faculty. While these groups of faculty reported similar levels of satisfaction with the time they spend on research, teaching, and service, as well as on their ability to balance those demands, minority faculty, and particularly black and African American faculty, perceive many aspects of IUB's culture as far less supportive than white faculty. In particular, minority faculty perceive far less support for promoting diversity and inclusion in their department, far less visible leadership for promoting diversity on campus, and are less likely to enjoy a sense of belonging in their department. Under the direction of John Nieto-Phillips, Vice Provost for Diversity and Inclusion and IUB's Chief Diversity Officer, a faculty committee will further assess and recommend ways we can improve.

A second area of concern is the lower satisfaction of IUB's associate professors on many items. While many institutions find that faculty at this career stage are among the least satisfied of any rank, the COACHE data point to several areas for improvement on our campus. There is substantial room for improvement in the mentoring of associate professors, since currently only 29 percent of tenured faculty feel the mentoring of associate professors is effective. Clearer criteria for promotion to full professor and more supportive department and school cultures surrounding promotion to full professor are also areas where improvement is both possible and needed. The Office of the Vice Provost for Faculty and Academic Affairs will seek faculty input for campus workshops and other initiatives that might be useful for associate professors, and we will work with department chairs and associate deans to develop practices and procedures in departments and schools to better guide promotion to full professor. Finally, we will continue to support and partner with other campus resources that may be

useful for mid-career faculty, such as the faculty writing groups, the Faculty Success Program through the National Center for Faculty Development and Diversity, and the Institute for Advanced Studies.

Finally, while we were pleased to see that men and women experience most aspects of working at IUB similarly, women do perceive greater difficulty in balancing teaching, research, and service, and are less satisfied with the time they can devote to their research. Interestingly, men and women are similarly satisfied with many specific aspects of work that may eat into their research time, such as time spent on service, the number of committees on which they serve, or the time spent on administrative tasks. This finding suggests that the greater difficulty women face in balancing teaching, research, and service is at least partially due to other demands on their time and energy, particularly the well-documented responsibility many women continue to shoulder for family life. It is important, therefore, to maintain or even expand the wide range of policies and practices at IUB that support work-family balance, such as paid family leave, tenure clock extensions for adoption or birth of a child, and options for child and elder care. The recent change in BFC meeting time that reduces conflicts with family responsibilities is an example of how we can modify policy to better support families. It is also important to maintain supportive programs for faculty, such as the faculty writing groups and the Faculty Success Program. While IUB compares favorably with our peers on perceptions that our colleagues support work-life balance, only slightly more than half (55 percent) of our faculty perceive this support at the institutional level, suggesting that there is more work to be done.

We welcome your thoughts on these findings, and especially welcome any ideas you have for ways we can support the outstanding work of all IUB faculty.