

The Collaborative on Academic Careers in Higher Education
at the Harvard Graduate School of Education



COACHE Faculty Job Satisfaction Survey
PROVOST'S REPORT
Kenyon College
2015

Acknowledgements: Many people and organizations are responsible for making the COACHE project possible. We would especially like to thank the following:

The Ford Foundation
The Atlantic Philanthropies
Harvard Graduate School of Education
All of our member institutions

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The Provost's Report
INTRODUCTION



PREFACE

The core strength of an institution of higher education is its faculty. A preponderance of evidence supports the notion that college faculty are affected by their perception of the values and rewards in their workplace, and that supportive environments promote faculty satisfaction, which can lead to a greater commitment to and relationship with their home institution. With this understanding, the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education developed the Tenure-track Faculty Job Satisfaction Survey.

Since 2003, COACHE institutions have used data from this survey to leverage improvements in the workplace for pre-tenure faculty. Meanwhile, COACHE and its research partners have analyzed the data more broadly to understand the themes associated with faculty satisfaction and to contribute to the existing literature on faculty. Perhaps one of the most critical lessons learned in the first few years of COACHE's development is the role that tenured faculty play as catalysts for the success of pre-tenure faculty. Tenured faculty serve as leaders for campus governance and policy decisions, as mentors to pre-tenure faculty, and as the arbiters of campus culture and climate. Simply put, tenured faculty shape nearly every facet of campus life. To understand them better, COACHE expanded its focus in 2010 to include the design and launch of the Tenured Faculty Job Satisfaction Survey.

After a successful pilot study with seven large research universities, the COACHE team merged the two surveys to create a unified instrument (with appropriate branches) attending to the full spectrum of tenure-stream faculty. In 2012-13, COACHE added an optional survey module to assess the work satisfaction of full-time, non-tenure-track faculty.

COACHE surveys faculty about their experiences and views as regards several important areas of their work lives:

- Research, teaching, service
- Resources in support of faculty work
- Benefits, compensation, and work/life
- Interdisciplinary work and collaboration
- Mentoring
- Tenure and promotion practices
- Leadership and governance
- Departmental collegiality, quality, engagement
- Appreciation and recognition

We are pleased to provide this diagnostic and comparative management tool for college and university leaders. Tailored to each participating institution, this COACHE report and supplementary materials pinpoint problem areas, whether within a particular policy, practice, or demographic. This benchmarking report identifies the overall performance of your campus compared to your selected comparison institutions, compares subgroups at your campus to subgroups at other campuses, and describes differences between groups on your campus. Thorough, yet accessible, this report is designed to assist faculty and administrators to confront concerns and showcase achievements.

Membership in the Collaborative, however, does not conclude with delivery of this report. Academic leaders use COACHE results to focus attention, spot successes and weaknesses, and then to take concrete steps to make policies and practices more effective and more prevalent. Our mission to make the academy a more attractive place to work is advanced only when supported by institutional action. To that end, COACHE is your partner and a resource for maximizing the ability of your data to initiate dialogue, recruit talented scholars, and further the work satisfaction of *all* faculty at your institution. For our advice on making the most of your participation, please review the supplementary material provided with this report. Then, contact us with any questions or new ideas that have emerged.



GUIDE TO YOUR REPORT

Introduction

The quality of an academic institution depends heavily on its faculty. As teachers, scholars, participants in shared governance and the purveyors of institutional culture and history, faculty are at the heart of the best work being done in higher education today. Not surprisingly, supporting faculty in all the work they do is a central focus for successful academic leaders.

By enrolling as a member of the Collaborative on Academic Careers in Higher Education, you have already shown a commitment to improving the faculty workplace. In fact, just the act of asking your faculty to participate in the Faculty Job Satisfaction Survey helps communicate concern for and support of your faculty. Today, with the delivery of your institutional report, you take the next step towards improving the academic workplace on your campus.

This report contains the data necessary for you to understand where your institution thrives and where it struggles in the key components of faculty life. Considering faculty satisfaction within your campus as well as comparatively will provide you with a robust sense of where your campus supports faculty well and where there is work to be done.

Given hundreds of survey items disaggregated by race, gender, tenure status and rank for your institution and all others in COACHE, we have used the best of our abilities to synthesize, organize, and prioritize millions of data points in a thorough yet accessible format.

We encourage you to share this report with other senior administrators, faculty leadership, institutional researchers, and other constituents. In fact, your report portfolio includes communication models

and milestones to consider in your dissemination strategy. We also recommend that you participate in one of COACHE's regularly-scheduled "Guided Tour to Your Report" and other webcasts.

Keeping your audiences in mind, we designed your report with components that can be distributed together or individually around campus. Your COACHE portfolio contains:

- the **Provost's Report**, summarizing your results overall and according to key subgroups at your institution relative to the five selected comparison institutions and to the faculty labor market writ large;
- the **COACHE Digital Report Portfolio**, which includes an online reporting tool, tables of mean comparisons and frequency distributions, faculty responses to open-ended questions, and results for any custom items appended to the COACHE instrument.
- **supplementary materials** to assist you in engaging your campus community in making the most of your investment in this research.

This guide introduces you to each of these portfolio pieces and provides you with recommendations for maximizing the utility of your report.

Just as your work with the data has just begun, so has your work with COACHE. Your three-year membership means that we will continue to support your exploration of the data. We sincerely hope that you will take advantage of COACHE-sponsored opportunities to learn from the most promising practices of your colleagues and to share your plans for using COACHE data to improve faculty workplace satisfaction.

The Provost's Report

Your Provost's Report is designed to provide the reader with an "at-a-glance" understanding of the views of your faculty with respect to faculty at your comparison institutions and across the sector. It will also help you to see where subgroups of faculty on your campus differ with respect to each other. Understanding the balancing act that senior administrators perform on a daily basis, COACHE designed this report with the goal of providing your campus with top-level analysis and some indicators of where to dig deeper. In other words, it is the best place to start; just keep in mind that much more is available.

Response rates and selected comparison institutions

In this section, you will find the response rates for your campus, your selected comparison institutions, and the faculty labor market. Disaggregation by tenure status, rank, gender, and race will help you to consider non-response generally and within subgroups of your faculty.

Your results at a glance

This single chart summarizes the benchmark results for your institution relative to your selected comparison institutions and the entire cohort of participating institutions. Each column represents the range of institutional means (*not* the distribution of individual respondents) along that dimension. Within each chart, you can see your institution's mean score on the benchmark (◆), the mean scores of your five selected comparison institutions (●), and the distribution of the responses of the entire cohort as signified by the red, grey, and green boxes.

You should be most concerned with the placement of your marker (◆). A score in the red section of the column indicates that your institution ranked in the bottom 30 percent of all institutions. A mark in the green section indicates your faculty rated a benchmark in the top 30 percent of all institutions. A mark in the grey area indicates a middle-of-the-road result.

This combination of your cohort comparison and rank relative to your selected comparison institutions establishes the threshold COACHE uses to identify *areas of strength* and *areas of concern*. An *area of strength* is identified as any benchmark or survey item where your score is in the top two among your selected comparison institutions *and* in the top 30 percent across all institutions. An *area of concern* is any benchmark or item where your campus falls in the bottom two among the selected comparison institutions *and* in the bottom 30 percent compared to the entire survey cohort. This two-step criterion allows you to differentiate between results that are typical of your institutional type and those that are out of the ordinary.

The COACHE Dashboard

This data display offers a view of your faculty from 10,000 feet. Each benchmark represents the mean score of several items that share a common theme. Thus, the benchmark scores provide a *general* sense of how faculty feel about a particular aspect of their work/life. The benchmarks include:

- Nature of work in research, teaching, service
- Resources in support of faculty work
- Benefits, compensation, and work/life
- Interdisciplinary work and collaboration
- Mentoring
- Tenure and promotion practices
- Leadership and governance
- Departmental collegiality, quality, engagement
- Appreciation and recognition

For each result, your report will use two adjacent triangles (◄►) to compare your faculty's rating to those of your selected comparison institutions (the left ◄) and the cohort (the right ►). Red triangles (◄►) indicate an area of concern relative to the comparison group; green triangles (◄►) are areas of strength; grey triangles (◄►) suggest unexceptional

performance; and empty triangles (<|>) signify insufficient data for reporting comparisons.

With this iconography, your dashboard page shows your results relative to your selected comparison institutions and the cohort overall, by tenure status, rank, gender, and race/ethnicity. For example, a finding for females might read ◀▶, meaning that, compared to women elsewhere, your female faculty's ratings placed your campus in the top two among your selected comparison institutions and in the bottom 30 percent among all COACHE institutions. Thus, although you are generally doing well against your selected comparators, you *and* your comparators have room for improvement in women's attitudes along this dimension.

On the right side of the page are your intra-institutional comparisons, which highlight the meaningful differences between subgroups on your own campus. Here, effect sizes are indicated as small (text appears in cell), moderate (text appears in cell with yellow highlight), and large (text appears in the cell with orange highlight). Trivial differences remain blank. The name of the group with the *lower* rating appears in the cell to indicate the direction of the difference. Ideally, this section of your report would be blank, suggesting parity across subgroups. (We did not design a typical red/yellow/green signal here because a large difference is not *necessarily* a poor outcome, but depends, instead, on the context of the result.)

Even if your campus performs well compared to other institutions, large differences between subgroups can suggest a problem. For example, it is quite possible for a campus to perform very well overall on a particular benchmark (or individual item) while still having great disparity based on rank, race, or gender. This is especially true when the number of faculty in a particular subgroup is small. The underrepresented group may be less satisfied, but because their numbers are so small, their concerns may get lost in the overall result.

Benchmark dashboards

After reviewing the COACHE Dashboard, you will have a sense of where, generally, your faculty are most satisfied, moderately satisfied, and least satisfied. To understand these benchmarks fully, you must explore the individual items within them. The next pages of your report apply the same organization of data in the COACHE Dashboard to each survey dimension. Using the framework described above, these tables display results for the individual items nested in each benchmark.

For those institutions with prior COACHE data, the tables include comparisons of your new data to your most recent past results. A plus sign (+) indicates improvement since your last survey administration. A minus sign (-) indicates a decline in your score. Change over time is only reported for survey items that have not changed since your prior survey administration. Given the update that occurred to the instrument in 2011-12, many questions do not track perfectly to prior versions of the survey. If the question changed even slightly since the last time it was administered, the data are not reported here. However, please feel free to contact COACHE for help comparing more items in this year's report to prior years' reports.

Other displays of data

Some questions in the COACHE Survey do not fit into a benchmark. This happens when an item does not use a five-point Likert scale or when the nature of the question does not lend itself to analysis by a central tendency (i.e., a mean). In most of these exceptions, a separate display highlights those results.

The **Retention and Negotiation** items are such an example: the COACHE Survey asks faculty about their intent to remain at the institution and details about what, if anything, they would renegotiate in their employment contracts. The Provost's Report includes two pages dedicated to these items.

The **Best and Worst Aspects** pages are another example of important survey items that do not fit a benchmark factor scale. The survey asks faculty to identify, from a list of common characteristics of the academic workplace, the two best and two worst aspects of working at your institution. The most frequently mentioned “best” and “worst” aspects are highlighted.

Your Provost’s Report also includes COACHE’s **Thematic Analysis of Open-ended Questions**. The final open-ended question in the survey asks respondents to identify the one thing they feel their institutions could do to improve the workplace for faculty. COACHE reviews all comments, redacts any identifying information, and codes them thematically. This table summarizes those themes by rank and provides comparative data. Note that responses often touch upon multiple themes, so the total number of comments reported in this thematic summary is likely to exceed the actual number of faculty who responded to this question. The complete responses are available in the Excel version of your COACHE Digital Report Portfolio.

Finally, the **Demographic Characteristics** section includes self-reported background information about respondents’ careers, family status, and other personal qualities. Though most of this information is not used explicitly in our analysis of your results, your online reporting tool (see below) and COACHE staff are available for deeper analysis that deploys these and other survey or institutional variables.

Appendix

The Provost’s Report concludes with suggestions in your appendix for taking the next steps in your COACHE campus strategy. The appendix also includes information about COACHE’s methods and definitions, including a list of the colleges and universities that comprise the “All Comparable Institutions” cohort used in your report. That list also includes, separately, the names of institutions that have participated in past rounds of COACHE surveys, for which comparison data (de-identified) are available for subsequent, follow-up analysis.

The COACHE Digital Report Portfolio

Your digital report portfolio includes access to an online tool for survey data analysis and, in both Excel and PDF formats, the *Mean Comparisons* and *Frequency Distributions* for all survey results overall, by tenure status, rank, gender, and race/ethnicity. The digital report also includes survey responses to open-ended questions. Use these tools to gain a comprehensive understanding of every result of your survey, to build your own charts or tables, and to tailor your own analyses of the data.

Mean comparisons

The mean comparisons are based on results from all survey respondents at your institution, at the five comparison institutions you selected, and at all other institutions participating in this study. For each survey dimension, the mean is the unweighted

arithmetic average of faculty responses on a particular item. Means and standard deviations are provided for your institution overall, for your selected comparison institutions individually and overall, for all comparable institutions overall, and—where population size allows—for groups by tenure status, rank, gender, race/ethnicity (i.e., white faculty or faculty of color), and against prior survey results (if your institution has previously participated in a COACHE survey).^{*} Note that your Digital Report Portfolio also contains these data in Excel format.

^{*} During prior administrations of the COACHE Survey, means were weighted based on race and gender. Although means are no longer weighted, your prior data remain weighted to maintain consistency with your records.

That file provides additional data hidden in the PDF version, as well as the ability to filter and sort the results.

Frequency distributions

As with the mean comparisons, these frequency distribution tables are based on results from all survey respondents at your institution and at all other institutions participating in this study. Provided here are the unweighted counts and percentages of faculty responses on each survey dimension. We provide comparisons overall and between the same sub-groups identified in the mean comparisons (i.e., by tenure status, rank, gender, race/ethnicity, and over time).

A note on interpreting means and frequencies

Relative frequencies of responses for each item can provide crucial information not given by the mean score alone. While a group's mean score gives valuable information about the group's central tendency, the frequency can tell you the extent to which the group is polarized in their responses. For example, consider two hypothetical cases:

Case #1: Half of a group of pre-tenure faculty chose "Very dissatisfied" (1) on a 5-point scale, and half chose "Very satisfied" (5);

Case #2: Every respondent in the group chose "Neither satisfied nor dissatisfied" (3).

In both cases, the mean score is 3.0; however, whereas in the second case the mean reflects individuals' attitudes perfectly, in the first case, the mean value ("Neither satisfied nor dissatisfied") does not actually reflect the attitude of *anyone* in the group. Rather, these respondents seem to be made up of two sub-groups with very different attitudes. It is important to take into account the polarization of scores when considering major policy changes in order to accurately anticipate how faculty members will be affected.

Open-ended responses

This portion of your report lists the comments written by your faculty in response to open-ended questions, including the final survey item, which states, "Please use the space below to tell us the number one thing that you, personally, feel your institution could do to improve the workplace." These results, coded by themes and ranks, are also available in Excel format.

Results of custom questions (if applicable)

For institutions that appended additional, custom questions to the COACHE survey, the results are displayed here in cross-tabulations and/or open-ended narrative.

Online reporting tool

COACHE is currently in the development of a new online reporting tool. Members in the 2015 Cohort will have access to this tool in 2016.

Supplementary material

Your digital repository also includes supporting material to help you contextualize your results and to consider policies and practices in response.

- **The COACHE Survey Instrument**
- **Your Results in Context** compiles in one document the explanatory pages that accompany the Benchmark Dashboards in your Provost's Report, but includes also a list of seminal readings.
- A review of potential **Communication Models and Milestones** may help you design a dissemination and engagement strategy around COACHE at your institution.
- A folder of **Suggested Readings** includes an array of COACHE's prior reports, research, and other materials to support your efforts to make the most of your investment in this project.



The Collaborative on Academic Careers in Higher Education
at the Harvard Graduate School of Education

The Provost's Report
RESULTS

Kenyon College

		overall	tenured	pre-tenure	full	assoc	men	women	white	faculty of color
Kenyon College	<i>population</i>	156	131	25	79	52	90	66	117	39
	<i>responders</i>	98	82	16	52	30	52	46	76	22
	<i>response rate</i>	63%	63%	64%	66%	58%	58%	70%	65%	56%
Selected peers	<i>population</i>	871	702	169	418	286	493	378	710	159
	<i>responders</i>	565	442	123	270	175	304	261	464	100
	<i>response rate</i>	65%	63%	73%	65%	61%	62%	69%	65%	63%
All	<i>population</i>	3996	3115	881	1694	1435	2221	1775	3098	873
	<i>responders</i>	2553	1948	605	1054	908	1338	1215	2045	504
	<i>response rate</i>	64%	63%	69%	62%	63%	60%	68%	66%	58%

Note: Due to some missing gender and race/ethnicity data, the numbers of males and females, and of white faculty and faculty of color, may not sum to the total populations.

SELECTED COMPARISON INSTITUTIONS

You selected five institutions as peers against whom to assess your COACHE Survey results. The results at these institutions are included throughout this report in the aggregate or, when cited individually, in random order. Your peer institutions are:

- ◆ Connecticut College
- ◆ Hamilton College
- ◆ Middlebury College
- ◆ Skidmore College
- ◆ St. Olaf College

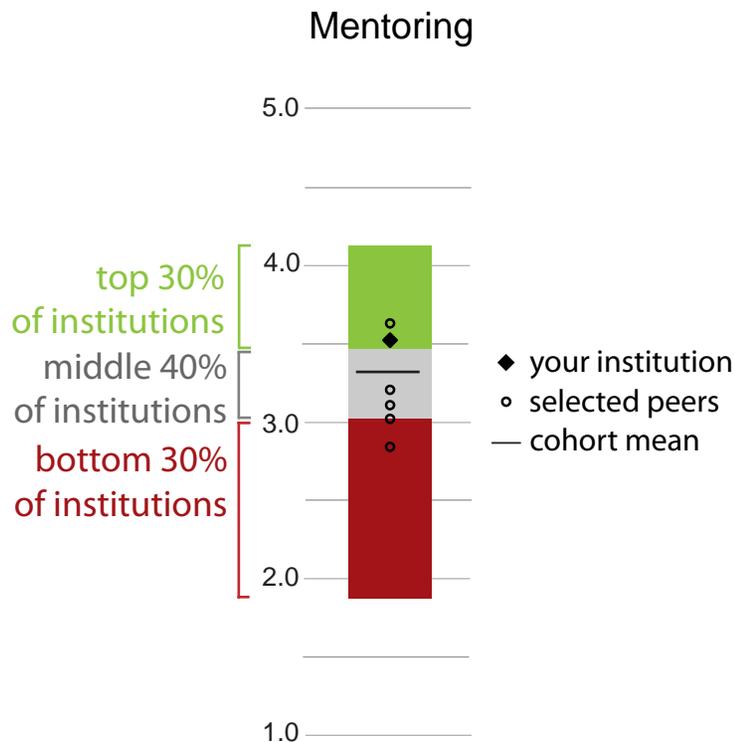
CHANGE OVER TIME

If your institution participated in a previous administration of the COACHE Faculty Job Satisfaction Survey, this report will show change over time for any questions that have remained unchanged. For campuses with multiple years of comparative data, users may toggle between cohort years by using the Criteria tab of the Excel report.

- ◆ 2011
- ◆ 2008

COACHE

Results at a Glance

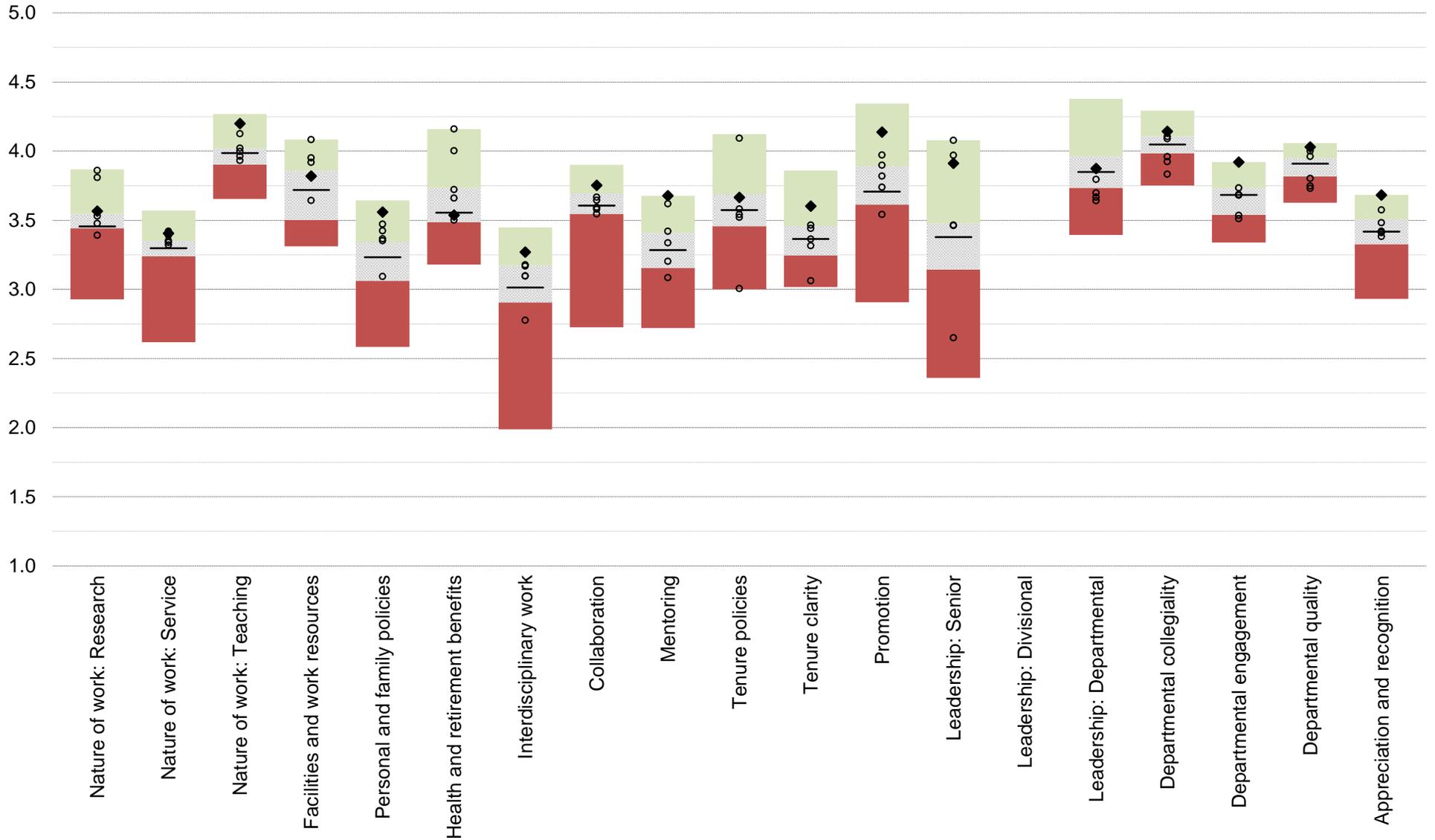


This chart summarizes over a half million data points in benchmark results for your institution relative to peers and the full cohort of COACHE's participating institutions.

Each column represents the range of institutional means (not the distribution of individual respondents) along that dimension. Within each chart, you can see your institution's mean score on the benchmark (◆), the mean scores of your five peers (○), and the distribution of the responses of the entire cohort of institutions as signified by the red, grey, and green boxes.

You should be most concerned with the placement of your marker (◆). A score in the red section of the column indicates that your institution ranked in the bottom 30 percent of all institutions. A mark in the green section indicates your faculty rated a benchmark in the top 30 percent of all institutions. A mark in the grey area indicates a "middle-of-the-road" result.

Kenyon College



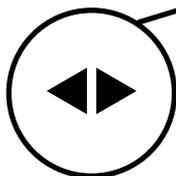
COACHE Dashboard Guide

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure	rank	gender	race	2008
Health and retirement benefits	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	full	women		
Interdisciplinary work	3.00	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	white	
Collaboration	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		women	white	
Mentoring	3.18	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc		foc	
Tenure policies	3.64	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A			+
Tenure clarity	3.33	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	men		



What do these triangles mean?

These symbols represent results that fit COACHE's criteria (adjustable in Excel) for "areas of strength" (in green) and "areas of concern" (in red).

Your ranking among peers:

1st or 2nd ▲

3rd or 4th ▲

5th or 6th ▲

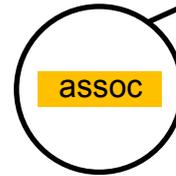
insufficient data for reporting ◀

Your percentile among all members:

Top 30% ▲

Middle 40% ▲

Bottom 30% ▲



And these results?

Here, the faculty subgroup with the *lower* rating appears. Shading conveys the *magnitude* of subgroup differences: **small** effects appear as text only, **moderate** effects are shaded yellow, and **large** effects are shaded orange. Trivial differences remain blank. Change over time appears as +/-.



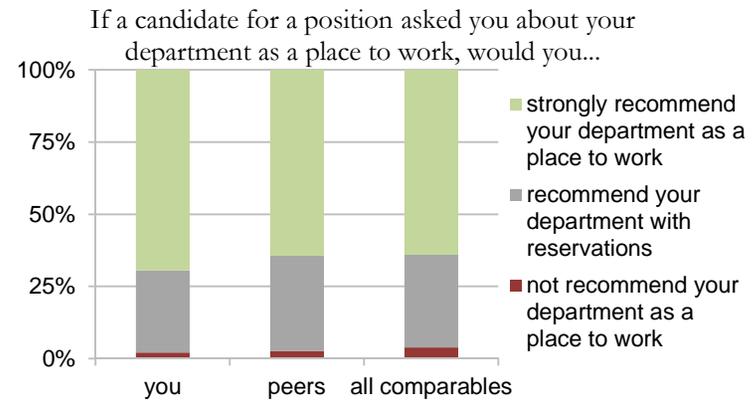
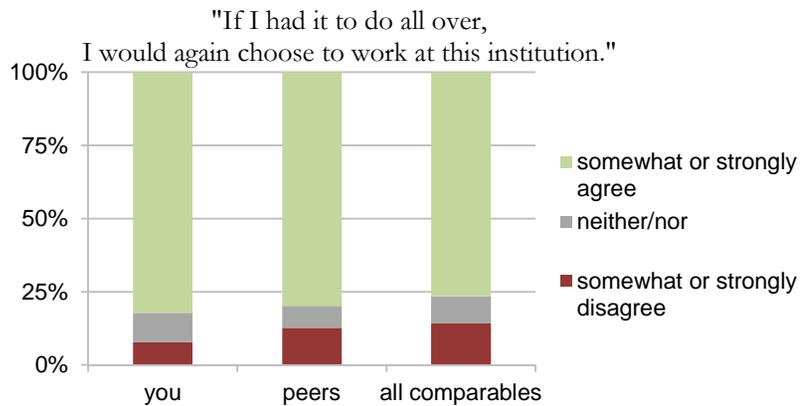
This result, for example, shows that your female faculty are **less satisfied** than are women at your peers (◀), but **more satisfied** than are women at 70% of other institutions (▶). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

Kenyon College

	YOUR RESULTS COMPARED TO PEERS ◀ AREAS OF STRENGTH IN GREEN YOUR RESULTS COMPARED TO COHORT ▶ AREAS OF CONCERN IN RED										WITHIN CAMPUS DIFFERENCES*				
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	sm. (.1)	med (.3)	lrg. (.5)	2011	
Nature of work: Research	3.57	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	
Nature of work: Service	3.41	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	
Nature of work: Teaching	4.20	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	
Facilities and work resources	3.82	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	
Personal and family policies	3.56	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	
Health and retirement benefits	3.54	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc			
Interdisciplinary work	3.27	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+
Collaboration	3.75	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+
Mentoring	3.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	
Tenure policies	3.67	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women		-
Tenure clarity	3.60	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women		-
Tenure reasonableness	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Promotion	4.14	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	
Leadership: Senior	3.91	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+
Leadership: Divisional	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Leadership: Departmental	3.87	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	
Departmental collegiality	4.14	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	
Departmental engagement	3.92	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	+
Departmental quality	4.03	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	
Appreciation and recognition	3.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	

*A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the "Background and Definitions" section of this report.





Your Findings in Context

Nature of Work: Research

Guiding Principles

Faculty satisfaction with research is a function not just of the time faculty members have to commit to research, but importantly, of the clarity and consistency of institutional expectations for research productivity and the resources colleges and universities provide faculty to meet them. When faculty are criticized for falling short of others' expectations for research, consider the demands, obstacles, mixed signals, and lack of meaningful support that may be undermining their ability to do their best work.

The COACHE instrument invites faculty to assess the environmental qualities conducive to research productivity. The questions are designed to be agnostic on institutional type (e.g., research university, liberal arts college) and research area (in the disciplines, creative work, the scholarship of teaching and learning). It is in the analysis where participating colleges and universities can determine whether faculty feel they are being supported in fulfilling the expectations of them.

Hallmarks of Successful Models

If your institution is serious about supporting faculty research and creativity, then be prepared to commit to the essential elements of success:

Leadership on research support comes from the top. C-level leadership in stressing the importance of excellence in research is critical substantively and symbolically. This means that resources directed at supporting faculty work—across the creative lifecycle—are crucial, as is the messaging that goes along with the financial support.

Formal offices and programs energetically support faculty research. Visibly dedicating resources to support faculty work clearly demonstrates how important faculty members are to institutional success. Our studies identified the following areas of focus for full-time college staff:

Grant support. Many universities offer pre-award support to faculty preparing proposals for outside

funding. What is less common, but equally important, is post-award support.

Internal grants. Faculty are grateful for internal funding, even in small amounts. Well-designed programs can foster interdivisional collaboration, extramural mentoring, and other innovations.

Research institutes. Such institutes may be a source of internal grant support, but even more, they are places where faculty find collaborators and inspiration.

Colloquia, workshops, and seminars. All faculty, and especially pre-tenure faculty, appreciate opportunities to present their research at colloquia on campus, receive feedback, and fine-tune their work prior to presenting at a national conference. Workshops and seminars for writing grants, running a lab, getting published, mentoring undergraduates and graduates, getting tenure and “getting to full” are all programs that support fulfilling collaboration and engagement.

Nature of Work: Teaching

Guiding Principles

Among the core areas of faculty work explored by the COACHE survey, teaching—and the supports institutions provide faculty to teach well—is bound by significant constraints, but also by great opportunities. The challenge for every faculty member is to strike a balance between institutional expectations for teaching and the time and ability available to invest in it.

Dissatisfaction can occur when expectations for teaching are unreasonable or contrary to what faculty were promised at the point of hire, when institutional support is lacking, or when the distribution of work is inequitable. Time is the common denominator: if expectations for teaching outstrips the time available to meet them, morale and productivity can suffer.

When considering COACHE results on this benchmark, keep in mind that our instrument measures not teaching load, but faculty *satisfaction* with teaching load. While reducing teaching load is often “off the table” as a short-term fix, increasing faculty *satisfaction* with teaching load can be accomplished through workshops and seminars

about improving teaching, mentoring students, using instructional technologies, and experimenting with new pedagogical techniques. These opportunities may be housed in centers of teaching and learning (or of “faculty success” or “faculty excellence”), where other resources and advice are dispensed by seasoned experts. The implementation of *and communication about* these supports can increase faculty satisfaction with the nature of teaching.

Hallmarks of Successful Models

Most COACHE institutions with exemplary results on this benchmark had a number of qualities in common. They make expectations for teaching clear from the point of hire. They recruit faculty with a demonstrated devotion to teaching. They ensure that faculty members have a say in which courses they teach and in their content. They offer grants for pedagogical development and innovation, usually through a center for teaching. They also recognize excellence in the classroom through prestigious and substantive awards (e.g., for exemplary teaching informed by creative scholarship, or for outstanding teaching in the humanities) given in public (e.g., at mid-court during a basketball game).

Nature of Work: Service

Guiding Principles

Among the top three responsibilities of the tenure-stream faculty—but almost always the third—service is infused in the ethos of shared governance and the DNA of faculty life. In COACHE focus groups, faculty included in their definition of their most “vital” colleagues an engagement in service to the discipline and university. Yet, tenured faculty expressed their dissatisfaction with their service work: too many committees doing unfulfilling work, too many reports sitting unread on administrators’ shelves, and too many good soldiers picking up the slack of faculty colleagues who, whether by influence or incompetence, seem always to evade service commitments. Meanwhile, college and universities are often encouraged as a best practice to “protect” pre-tenure faculty from too many time commitments outside of the teaching and research

that will make their tenure case. The aggregate result is a gulf between institutional expectations for service and the recognition it receives in evaluations of faculty.

The COACHE survey instrument invites faculty to explore these tensions with questions about the quantity, quality, and equitable distribution of their service work broadly defined, as well as their institutions’ efforts to help faculty be service leaders and sustain their other commitments as faculty. In follow-up interviews with faculty and institutional leaders, a common refrain emerged: faculty are eager to participate not in more service, but in more *meaningful* service, and we must do better to engage and to reward those contributions.

Hallmarks of Successful Models

Colleges and universities with faculty satisfied with service consistently cited institutional mission and culture in explaining their results. Among these exemplars were land-grant universities committed to fostering a service-oriented culture; religiously-affiliated colleges with an explicit service mission; comprehensive colleges with strong ties with the local community; and former normal schools whose minority-serving mission is inextricable from its faculty’s ethic of care. So, institutions struggling with service might do well to explore, engage, and elaborate their mission and historical circumstances—above and beyond the usual website boilerplate—as the foundation of an ethos of service.

College leaders cited other commitments as the basis for ensuring faculty satisfaction with service. Most communicate expectations regarding service through a number of avenues including handbooks, guidelines for mentoring, workshops, orientations, and reviews. It is also common practice to provide course release time for taking on leadership roles and to keep the service commitments of tenure-track faculty few (but not zero), particularly at the college and university level, and to make certain what commitments are required are meaningful.

For practical-minded inspiration from COACHE members with high ratings in the Nature of Work, read our *Benchmark Best Practices* white papers.



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Kenyon College

	YOUR RESULTS COMPARED TO PEERS ◀ YOUR RESULTS COMPARED TO COHORT ▶										AREAS OF STRENGTH IN GREEN AREAS OF CONCERN IN RED					WITHIN CAMPUS DIFFERENCES*				
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	sm. (.1)	med (.3)	lrg. (.5)	2011						
Benchmark: Nature of Work Research	3.57																			
Time spent on research	2.88													N/A						
Expectations for finding external funding	3.85																			
Influence over focus of research	4.49													-						
Quality of grad students to support research	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A						
Support for research	3.79													+						
Support for engaging undergrads in research	3.53																			
Support for obtaining grants (pre-award)	3.23													-						
Support for maintaining grants (post-award)	3.57													+						
Support for securing grad student assistance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A						
Support for travel to present/conduct research	3.98													+						
Availability of course release for research	2.74																			
Benchmark: Nature of Work: Service	3.41																			
Time spent on service	3.30																			
Support for faculty in leadership roles	2.93																			
Number of committees	3.57																			
Attractiveness of committees	3.57																			
Discretion to choose committees	4.00																			
Equitability of committee assignments	3.14																			
Number of student advisees	3.68																			
Benchmark: Nature of Work: Teaching	4.20																			
Time spent on teaching	4.18																			
Number of courses taught	3.92																			
Level of courses taught	4.23																			
Discretion over course content	4.59													-						
Number of students in classes taught	4.26													-						
Quality of students taught	4.44																			
Equitability of distribution of teaching load	3.71																			
Quality of grad students to support teaching	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A						
Related survey items																				
Time spent on outreach	3.49																			
Time spent on administrative tasks	3.00													+						
Ability to balance teaching/research/service	3.21																			

* A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the "Background and Definitions" section of this report.



Your Findings in Context

Facilities & Work Resources, Personal & Family Policies, and Health & Retirement Benefits

Guiding Principles

Facilities and support. COACHE found a number of facets of the physical workplace for faculty to be especially important to faculty satisfaction, including office, lab, research or studio space, equipment, and classrooms. In addition, many faculty need support for technology, administrative work, and improvements to teaching.

Personal and family policies. The COACHE survey measures faculty beliefs about the effectiveness of various policies—many of them related to work-family balance and support for families. This is especially important because more than two-thirds of COACHE respondents are married; three-fifths, half, and one-third of assistant, associate, and full professors, respectively, have children under the age of 18. In addition, more than one in 10 professors are providing care for an elderly, disabled, or ill family member.

Health and retirement benefits. Health benefits, once a given, have been steadily eroding as the costs of insurance skyrocket, and many faculty put their retirements on hold in the wake of the recent economic recession. To encourage timely retirements, phased programs have become more prevalent. Some allow individuals to enjoy institutional affiliation, intellectual engagement, and contact with students and colleagues, while the institutions realize salary savings and more reliable staffing projections.

Hallmarks of Successful Models

Analysis of our survey identified partner institutions whose faculty rated these themes exceptionally well. Here's what we learned from them:

When it comes to facilities, *new is nice but equity is best.* Faculty understand that not everyone can have a brand new office or lab because campuses must invest in different areas over time, but everyone should enjoy

equity in the distribution of resources and space within a department.

Hire personnel to staff work-life services. This is important not only to get the job done but also for symbolic reasons. Putting physical resources behind your words signifies meaning beyond the rhetoric. It is unlikely that universities will need fewer personnel in the future to attend to these matters.

Have written policies. Platitudes that “This is a family-friendly place” or “There’s plenty of work-life balance here” are no longer enough. In addition to assuring pre-tenure faculty that the institution is doing more than just paying lip-service to work-life balance, written policies provide clarity, consistency, and transparency which leads to greater fairness and equity. Written policies concerning dual-career hiring; early promotion and tenure; parental leave; modified duties; part-time tenure options; and stop-the-tenure-clock provision are also indicators of how family-friendly a campus actually is.

Ensure that written policies are communicated to everyone—pre-tenure and tenured faculty members, chairs, heads, and deans. COACHE research indicates that written policies are particularly important to women and under-represented minorities. Make certain the policies are easily accessible online, and provide personnel to assist faculty in choosing the right healthcare option.

Provide additional accommodations: Childcare, eldercare, lactation rooms, flexibility, and opportunities for social occasions in which kids can be included are all relevant practices that help ensure a viable workplace for the future. Communicating their availability is critical.

Offer phased retirement for faculty to ease into retirement gradually. At the same time, institutions have the flexibility to fill the void left by retiring faculty more easily. Retiring faculty can continue their contributions to the institution by developing the teachers, scholars, and leaders who follow them.

Kenyon College

	YOUR RESULTS COMPARED TO PEERS ◀ YOUR RESULTS COMPARED TO COHORT ▶										AREAS OF STRENGTH IN GREEN AREAS OF CONCERN IN RED					WITHIN CAMPUS DIFFERENCES*				
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2011					
Benchmark: Facilities and work resources	3.82										tenured	assoc	women	foc						
Support for improving teaching	4.14										tenured	assoc		foc	+					
Office	4.13										tenured	assoc								
Laboratory, research, studio space	3.85										tenured			white						
Equipment	3.80											assoc	women	foc						
Classrooms	3.58										pre-ten	assoc	women		-					
Library resources	3.81										pre-ten	assoc	women		-					
Computing and technical support	3.57										pre-ten	assoc	women							
Clerical/administrative support	3.70										tenured	assoc		foc	+					
Benchmark: Personal and family policies	3.56											assoc	women	foc						
Housing benefits	3.70											assoc	women	foc	+					
Tuition waivers, remission, or exchange	4.00										tenured	assoc		foc						
Spousal/partner hiring program	2.81											assoc	women	foc						
Childcare	3.41										tenured	assoc	women	foc						
Eldercare	2.65			N/A							N/A	assoc	men	foc	-					
Family medical/parental leave	4.08										tenured	assoc	women	foc	+					
Flexible workload/modified duties	3.76											assoc	women	foc						
Stop-the-clock policies	N<5	N<5	N/A	N<5	N/A	N/A	N<5	N<5	N<5	N/A	N<5	N/A	N<5	N<5	N<5					
Inst. does what it can for work/life compatibility	3.62										pre-ten	assoc	women	foc	+					
Right balance between professional/personal	3.25										pre-ten	assoc	women	foc	+					
Benchmark: Health and retirement benefits	3.54										tenured	assoc								
Health benefits for yourself	3.51											assoc		white						
Health benefits for family	3.55										tenured	assoc								
Retirement benefits	3.62										tenured	assoc								
Phased retirement options	3.44			N<5							N<5	full	women	foc	+					
Related survey items																				
Salary	3.43										tenured	assoc	men	foc	+					

* A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the “Background and Definitions” section of this report.



Your Findings in Context

Interdisciplinary Work and Collaboration

Guiding Principles

Interdisciplinary Work. First, universities (and also many liberal arts colleges) have seen widespread growth in research collaboration within and between institutions and with off-campus partners. Although not exclusively the province of the sciences, interdisciplinary research has become the predominant model there. Second, public and private funding for interdisciplinary research has increased. Third, there is a great deal of interest and intrinsic motivation for researchers to cross-fertilize; this type of work attracts many graduate students and early-career faculty. However, because the academy has not yet fully embraced interdisciplinary work, unchanged policies, structures and cultures are institutional disincentives, as they are still best-suited to narrower work within disciplines. This includes publication vehicles, multiple authors, peer review, and reward structures (for promotion and tenure; merit pay; incentives), to name a few.

Collaboration. Despite a popular perception of faculty as soloists, most faculty work requires collaboration whether with students, peers, administrators, or other colleagues inside and outside of the institution, in the classroom or the lab, and with the broader community through service or outreach programs. Although many faculty members value the work they do independently, they also enjoy collaborative projects within and across their disciplines. In addition, many early career faculty members report an expectation for collaboration, having come to enjoy and expect such intellectual commerce during graduate school.

Hallmarks of Successful Models

Leading institutions on these benchmarks openly consider among faculty and administrative leaders the salience and importance of interdisciplinarity to their campuses, including the variety of forms such work can take. These may include:

- *cross-fertilization*, when individuals make cognitive connections among disciplines;
- *team-collaboration*, when several individuals spanning different fields work together;
- *field creation*, when existing research domains are bridged to form new disciplines or sub-disciplines at their intersection; and
- *problem orientation*, when researchers from multiple disciplines work together to solve a ‘real world’ problem.

If interdisciplinary work is important on your campus, discuss and potentially remove the barriers to its practice. The common obstacles to interdisciplinary work extend beyond the disciplinary criteria for promotion and tenure to include also discipline-based budgets and environmental limitations such as space and facilities.

Likewise, discuss the importance of teaching and research collaborations on your campus and the factors that enhance or inhibit it; then determine ways to remove the barriers.

Mentoring

Guiding Principles

Mentoring has always been important in the academic workplace. Only in recent years, however, has the practice evolved more widely from incidental to intentional as academic leaders have come to appreciate that mentorship is too valuable to be left to chance.

Many pre-tenure faculty members feel mentoring is essential to their success, but such support is also instrumental for associate professors on their path to promotion in rank. While some institutions rely on the mentor-protégé approach (a senior faculty member formally paired with a junior faculty member), new models encourage mutual mentoring (where faculty members of all ages and career stages reap benefits), team mentoring (a small group approach), and strategic collaborations (in which faculty members build networks beyond their departments and colleges).

Hallmarks of Successful Models

COACHE partners who are high performers on the mentoring benchmark follow some or all of the following guidelines:

Ensure mentoring for assistant and associate professors.

Promote the mutual benefits for mentee and mentor alike: mentees learn the ropes, collect champions and confidants, and enjoy a greater sense of “fit” within their departments. Mentors feel a greater sense of purpose, even vitality, through these relationships.

Mentoring should meet individuals’ needs, so make no “silver bullet” assumptions about what type of mentoring faculty will want (or even if they will want it at all). Instead, provide multiple paths to mentors on faculty’s own terms.

Transparency is important, especially to women and faculty of color. Therefore, written, department-sensitive guidelines help both mentors and mentees.

For underrepresented faculty groups, finding a mentor with a similar background can be vital to success, yet difficult to find in some disciplines. Support mentoring networks beyond the department and division by reaching out to other institutions (e.g., through a consortium or system).

If possible, reward mentors through stipends, course releases, or other avenues of recognition (examples are available in *Benchmark Best Practices: Appreciation & Recognition*).

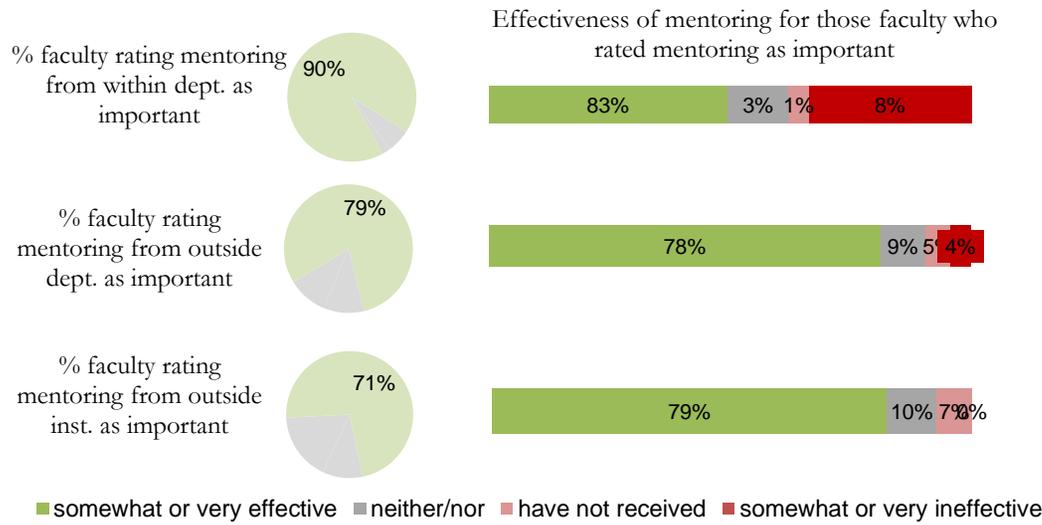
Evaluate the quality of mentoring. Both mentors and mentees should be part of the evaluative process. COACHE results can be used to frame the conversation.

For practical-minded inspiration from COACHE members with high ratings in Interdisciplinary Work, Collaboration, and Mentoring, read our **Benchmark Best Practices white papers.**

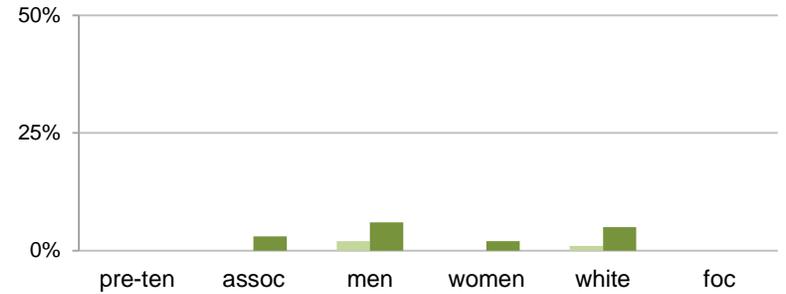
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	YOUR RESULTS COMPARED TO PEERS ◀					AREAS OF STRENGTH IN GREEN					WITHIN CAMPUS DIFFERENCES*				
	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2011
Benchmark: Interdisciplinary work	3.27	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+
Budgets encourage interdiscip. work	2.98	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	
Facilities conducive to interdiscip. work	2.94	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	
Interdiscip. work is rewarded in merit	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	
Interdiscip. work is rewarded in promotion	3.51	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	+
Interdiscip. work is rewarded in tenure	3.14	◀▶	N/A	◀▶	N/A	N/A	N<5	◀▶	◀▶	N/A	N/A	N/A	N<5	N/A	-
Dept. knows how to evaluate interdiscip. work	3.71	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+
Benchmark: Collaboration	3.75	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+
Opportunities for collab. within dept.	3.76	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	
Opportunities for collab. outside dept.	3.72	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+
Opportunities for collab. outside inst.	3.78	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		+
Benchmark: Mentoring	3.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	
Effectiveness of mentoring within dept.	4.07	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+
Effectiveness of mentoring outside dept.	4.01	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured				+
Mentoring of pre-tenure faculty	3.87	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	-
Mentoring of associate faculty	2.97	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	
Support for faculty to be good mentors	3.10	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	
Being a mentor is fulfilling	4.15	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	
Related survey items															
Importance of mentoring within dept.	4.40	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	full			+
Importance of mentoring outside dept.	4.05	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	full		white	+
Importance of mentoring outside inst.	3.88	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		men	white	+
Effectiveness of mentoring outside the inst.	3.92	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		men	white	+

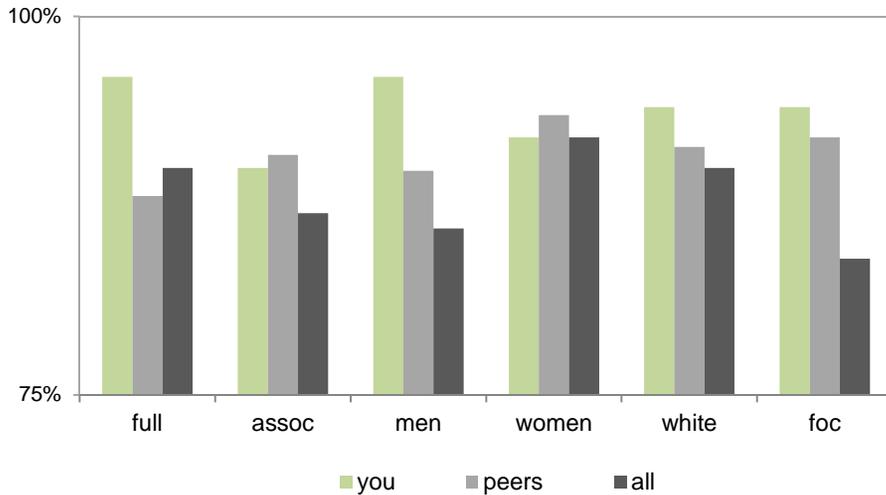
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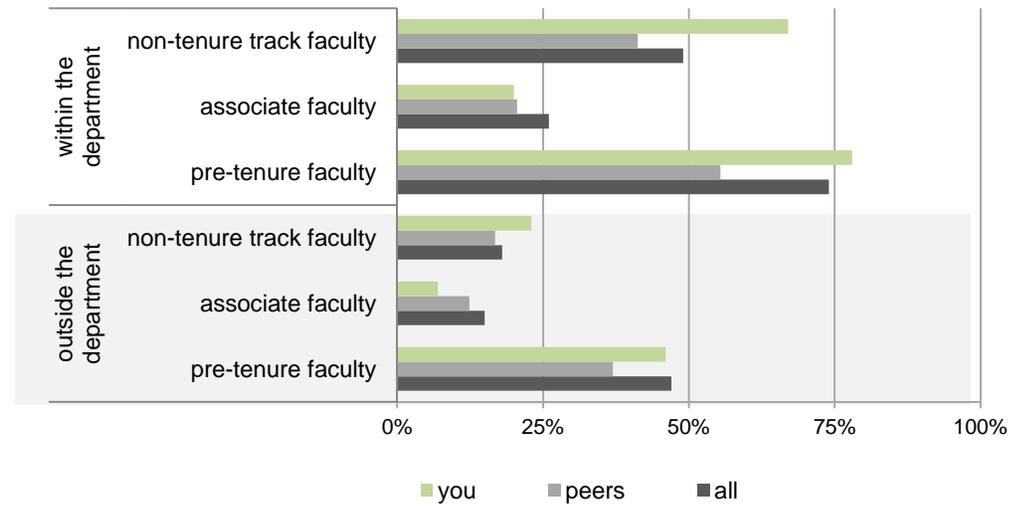
■ % of respondents reporting s/he has not received mentoring within the department
 ■ % of respondents reporting s/he has not received mentoring outside the department at this institution



% of respondents who report serving as a mentor in the past five years



Whom are the mentors mentoring?





Your Findings in Context

Tenure & Promotion

Guiding Principles

Tenure. Administrators and faculty alike acknowledge that, at most institutions, the bar to achieve tenure has risen over time. While it is impossible to eliminate anxiety from the minds of all pre-tenure faculty members, or the pressures exerted on their lives en route to tenure, academic leaders can improve the clarity of tenure policies and expectations, and the satisfaction of their faculty, without sacrificing rigor. After so much has been invested to recruit and to hire them, pre-tenure faculty are owed consistent messages about what is required for tenure and credible assurances of fairness and equity, that is, that tenure decisions are based on performance, not influenced by demographics, relationships, or departmental politics.

Promotion. While the academy has recently improved many policies for assistant professors, it has done far less for associate professors. Fortunately, new practices—some truly novel, others novel only to this rank—have emerged from COACHE’s research on tenured faculty. These include modified duties such as reduced teaching load; sabbatical planning and other workshops; workload shifts (i.e., more teaching or more research); improved communication about timing for promotion and a nudge to stand for full; small grants to support mid-career faculty (e.g., matching funds, travel support); a trigger mechanism, such as a ninth year review; and broader, more inclusive criteria.

Hallmarks of Successful Models

We have learned from leading institutions on these benchmarks what practices promote faculty satisfaction. Some findings:

Be direct with faculty during the interview stage about tenure and promotion expectations, then reinforce relative weights and priorities in a memorandum of understanding, then discuss them again in orientation sessions. These are formative opportunities.

If collegiality, outreach, and service count in the tenure process, provide definitions, say how they count, and state how they will be measured.

Provide written information about where to find everything they need to feel comfortable with the tenure process and with their campus. Use intuitively-organized websites with links to relevant policies and people.

Conduct year-long faculty orientations and workshops to support effective teaching and research throughout their years as assistant and associate professors.

Host Q&A sessions or provide other venues where pre-tenure faculty can safely ask difficult questions.

Teach departments chairs to deliver plenty of feedback along the way—annually, and then more thoroughly in a third- or fourth-year review. Written summaries of such conversations are particularly important to women and underrepresented minorities.

Provide sample dossiers to pre-tenure faculty and sample feedback letters to those responsible for writing them.

Ensure open doors for early-career faculty to chairs and senior faculty members in the department. The most clear and satisfied pre-tenure faculty have such access for questions about tenure, for feedback, for opportunities to collaborate, and for collegiality.

Be cognizant of the workload placed on associate professors. They often find themselves buried suddenly with more service, mentoring, and student advising, as well as more leadership and administrative duties that may get in the way of their trajectory to promotion.

Provide mentors. COACHE data confirm that just because a faculty member earns tenure does not mean that s/he no longer needs or wants a mentor.

For practical-minded inspiration from COACHE members with high ratings in Tenure and Promotion, read our *Benchmark Best Practices* white papers.



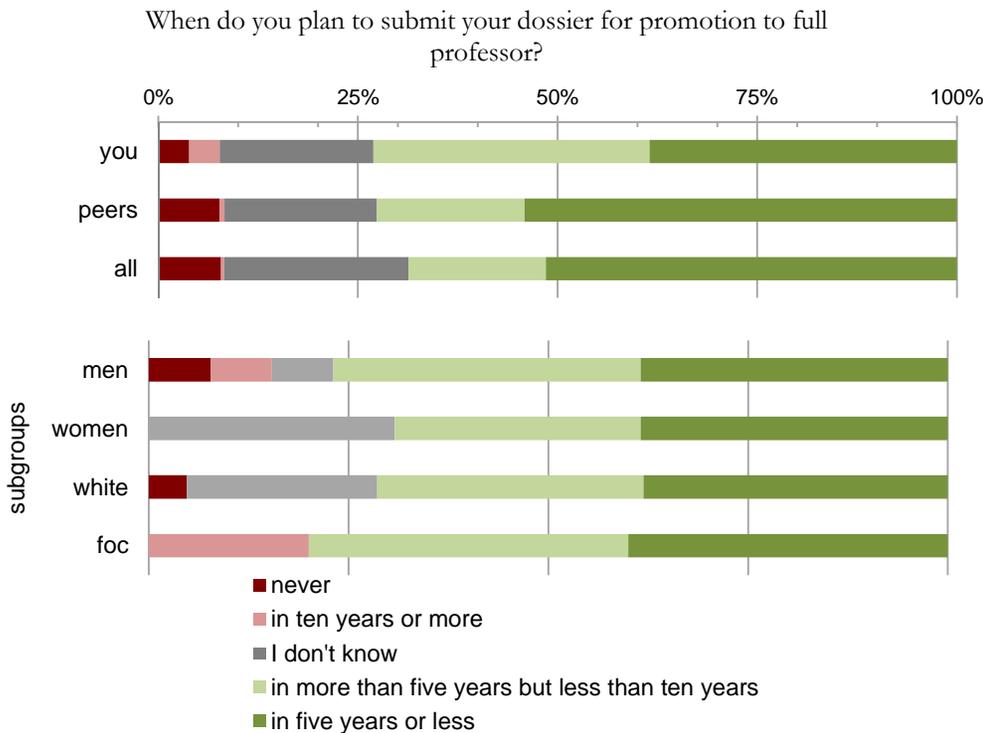
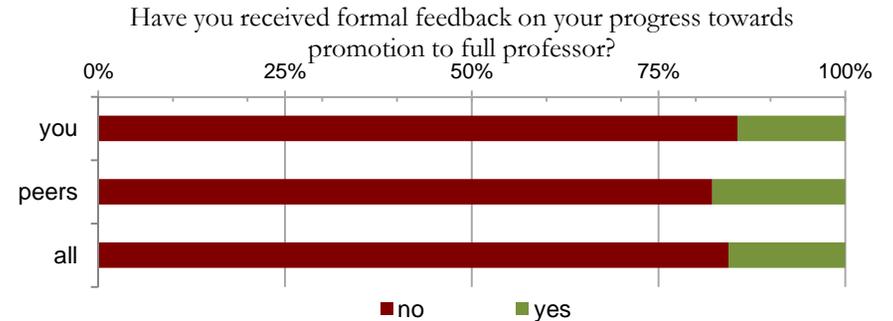
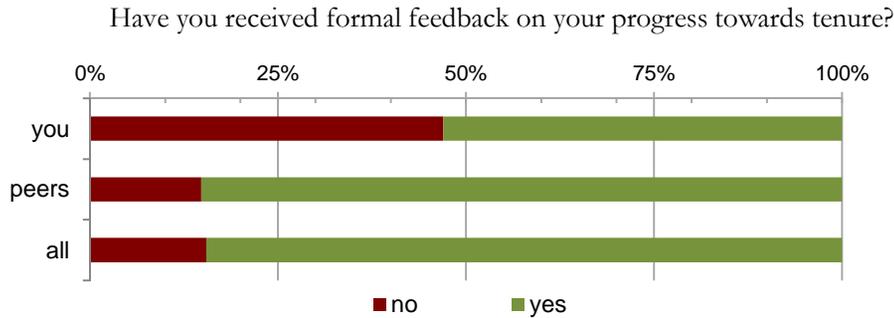
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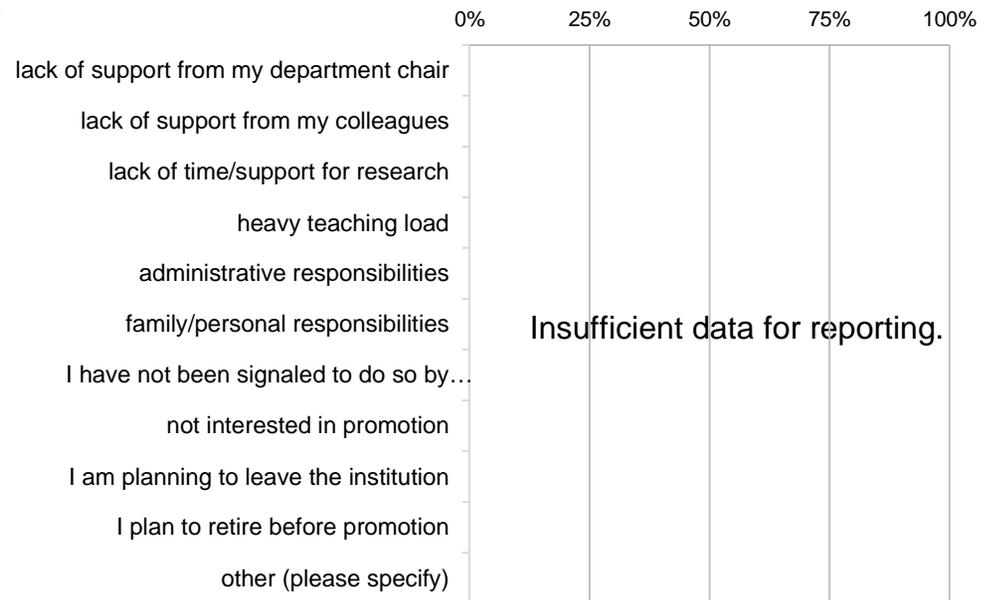
	YOUR RESULTS COMPARED TO PEERS ◀ YOUR RESULTS COMPARED TO COHORT ▶										AREAS OF STRENGTH IN GREEN AREAS OF CONCERN IN RED					WITHIN CAMPUS DIFFERENCES* sm. (.1) med (.3) lrg. (.5)				
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2011					
Benchmark: Tenure policies	3.67	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Clarity of tenure process	3.93	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A		N<5	-					
Clarity of tenure criteria	3.67	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Clarity of tenure standards	3.20	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Clarity of body of evidence for deciding tenure	4.13	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	men	N<5	-					
Clarity of whether I will achieve tenure	3.53	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Consistency of messages about tenure	3.43	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	+					
Tenure decisions are performance-based	3.79	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	+					
Benchmark: Tenure clarity	3.60	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Clarity of expectations: Scholar	3.33	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Clarity of expectations: Teacher	4.00	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Clarity of expectations: Advisor	3.53	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Clarity of expectations: Colleague	3.73	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	-					
Clarity of expectations: Campus citizen	4.13	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	women	N<5	+					
Clarity of expectations: Broader community	2.67	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	men	N<5	-					
Benchmark: Promotion	4.14	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc						
Reasonable expectations: Promotion	4.24	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc						
Dept. culture encourages promotion	4.14	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc						
Clarity of promotion process	4.28	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	-					
Clarity of promotion criteria	4.22	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	-					
Clarity of promotion standards	3.96	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	-					
Clarity of body of evidence for promotion	4.32	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc						
Clarity of time frame for promotion	4.03	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	-					
Clarity of whether I will be promoted	3.07	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women	foc	-					

* A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the “Background and Definitions” section of this report.

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Fewer than five associates responded to this question.



*Respondents were able to select multiple responses so the total may exceed 100%



Your Findings in Context

Leadership: Senior, Divisional, Departmental

Guiding Principles

Academic leaders—especially the provost, dean, and department chair—play critical roles in shaping the satisfaction or dissatisfaction of faculty members. COACHE research has found that tenured faculty desire from the administration a clearly-articulated institutional mission and vision that do not change in ways that adversely affect faculty work (e.g., increased focus on research over teaching or vice versa; raised expectations for generating funding from outside grants). Faculty also wish for clear and consistent expectations for the mix of research, teaching, and service or outreach; support for research (pre- and post-award) and teaching; and a sense that their work is valued.

Deans and department chairs (or heads) can improve faculty morale through honest communication, and particularly by involving faculty in meaningful decisions that affect them. Deans and chairs are also responsible for ensuring opportunities for faculty input and supporting faculty in adapting to any changes to mission and institutional priorities. Equity and fairness in faculty evaluation are also important factors when assessing department head or chair leadership.

Hallmarks of Successful Models

COACHE researchers interviewed leaders from member institutions whose faculty rated items in this theme exceptionally well compared to faculty at other participating campuses. We learned that high-performing institutions do some or all of the following:

Even if the Leadership: Senior marks are low, share them with faculty. Embrace reality, promise change, and be grateful that you have brought to light your faculty's concerns before a vote of no confidence was called.

Ensure that resources are allocated effectively to support changes in faculty work.

Be careful not to let faculty get caught unaware, unsuspecting, or unprepared for shifts in priorities. For example, guidelines for tenure and promotion should not be changed midstream; commitments (e.g., in a memorandum of understanding) should be honored.

Allow senior faculty members grace periods to adjust to new expectations.

Be transparent: it is almost impossible to over-communicate with faculty about changes to mission, institutional priorities, and resource allocation.

Consistent messaging is pivotal to strong leadership: work diligently to ensure that senior, divisional, and departmental leaders are hearing and communicating the same message about institutional priorities.

Priorities must be communicated via multiple channels, media, and venues. A blanket email or a website update does not adequately ensure broad communication of institutional priorities. Develop a communication plan that considers how the faculty everywhere—even the hard-to-reach—get information.

Provide consistent, well-designed management training and educational sessions for your institutional *and* departmental leaders. Offer department chairs more than just a one-day tutorial on the job—develop their leadership competencies. When their term as chair concludes, they will return to the faculty as leaders, not merely managers.

Provide chairs with a “Chair Handbook” and a web portal with “one stop shopping” on mentoring strategy, career mapping tools, and access to advice from peers.

Create opportunities for chairs to convene—perhaps without a dean or provost present—to discuss best practices, innovations, and shared struggles. Then, invite them to share their take-aways with the deans' council or other senior administrators.

For practical-minded inspiration from COACHE members with high ratings in leadership, read our [Benchmark Best Practices](#) white papers.

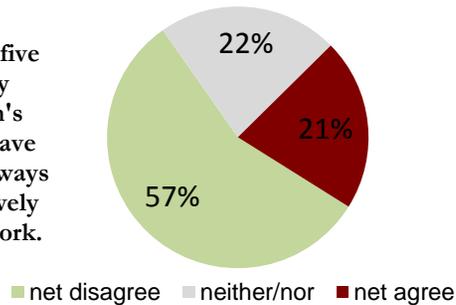
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	YOUR RESULTS COMPARED TO PEERS ◀					AREAS OF STRENGTH IN GREEN					WITHIN CAMPUS DIFFERENCES*				
	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2011
Leadership Items (not included in benchmark scores)															
Priorities are stated consistently	3.45	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+
Priorities are acted on consistently	3.24	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	
Changed priorities negatively affect my work**	3.61	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	white	+
Benchmark: Leadership: Senior	3.91	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+
Pres/Chancellor: Pace of decision making	4.01	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	+
Pres/Chancellor: Stated priorities	3.98	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women		+
Pres/Chancellor: Communication of priorities	4.04	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+
CAO: Pace of decision making	3.91	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+
CAO: Stated priorities	3.94	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	+
CAO: Communication of priorities	3.85	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women		+
CAO: Ensuring faculty input	3.69	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women		+
Benchmark: Leadership: Divisional	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dean: Pace of decision making	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dean: Stated priorities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dean: Communication of priorities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dean: Ensuring faculty input	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Benchmark: Leadership: Departmental	3.87	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	
Head/Chair: Pace of decision making	3.70	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	
Head/Chair: Stated priorities	3.71	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	
Head/Chair: Communication of priorities	3.70	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	
Head/Chair: Ensuring faculty input	4.19	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	+
Head/Chair: Fairness in evaluating work	4.09	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	

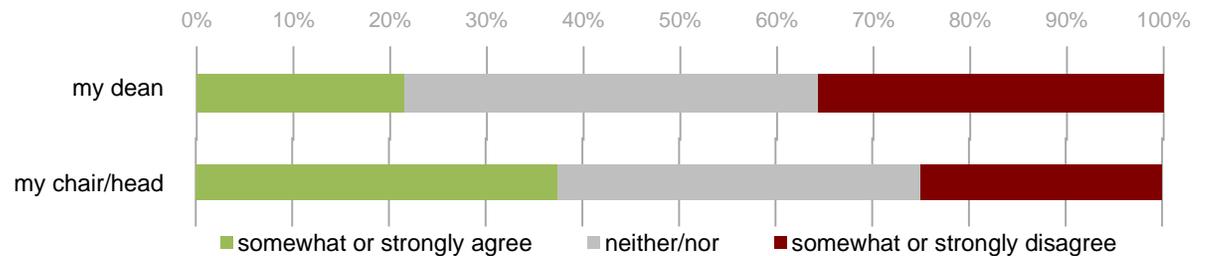
*A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the "Background and Definitions" section of this report.

**This item is reverse coded.

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



Faculty who report that changes in priorities have had a negative impact on their work are then asked if they have received sufficient support to adapt to changes from their Dean and their Chair.





Your Findings in Context

Department Engagement, Quality, and Collegiality

Guiding Principles

Faculty are employed by institutions, but they spend most of their time in departments, where culture has perhaps the greatest influence on faculty satisfaction and morale. We have highlighted three broad areas in which faculty judge the departments in which they work: engagement, quality, and collegiality.

Engagement. It is increasingly common to talk about student engagement, but less so faculty engagement. Yet, it is difficult to imagine an engaged student population without an engaged faculty. COACHE and the Faculty Survey of Student Engagement (FSSE) complement one another in that FSSE considers the faculty-student connection, while COACHE measures faculty engagement with one another—by their professional interactions and their departmental discussions about undergraduate and graduate learning, pedagogy, the use of technology, and research methodologies.

Quality. Departmental quality is a function of the intellectual vitality of faculty, the scholarship that is produced, the effectiveness of teaching, how well the department recruits and retains excellent faculty, and whether and how poor faculty performance is handled.

Collegiality. While many factors comprise faculty members' opinions about departmental collegiality, COACHE has discovered that faculty are especially cognizant of their sense of “fit” among their colleagues, their personal interactions with colleagues, whether their colleagues “pitch in” when needed, and colleague support for work/life balance. There is no substitute for a collegial department when it comes to faculty satisfaction, and campus leaders—both faculty and administrators—can create opportunities for more and better informal engagement.

Hallmarks of Successful Models

As arbiters of departmental culture, chairs especially are well-served to pay attention to departmental collegiality.

They should keep their doors open so faculty can stop in and chat about departmental issues. Likewise, chairs should drop in to offer help, perhaps to intervene.

Be especially conscious that those who are in the minority—whether by gender, race/ethnicity, age, subfield, political views or another factor—are not marginalized in the department; what you might think of as respecting autonomy might be perceived by another as isolation.

Create forums for faculty to play together: schedule some social activities and ensure everyone knows about important milestones in each other's lives. Celebrate! All institutions in our related *Benchmark Best Practices* report foster departmental engagement, quality, and collegiality by hosting social gatherings once or twice a month.

Create forums for faculty to work together: convene to discuss research, methodology, interdisciplinary ideas, pedagogy, and technology.

Provide chair training for handling performance feedback for tenure-track faculty members (e.g., annual reviews, mid-probationary period reviews), tenured faculty members (e.g., post-tenure review, annual or merit review, informal feedback); and non-tenure-track faculty members.

Discuss the vitality of the department by using COACHE and other analytical data to keep these matters from becoming overly-personalized.

Be an advocate for faculty participation in activities in the campuses' center for teaching and learning.

Use department meeting agendas not as a list of chores, but as opportunities for generative thinking. Enlist colleagues to discuss new teaching and research methods or to present case studies to problem-solve. Using this structured time to initiate departmental engagement may encourage continued engagement beyond the meetings. As often as possible, ask department colleagues to take ownership of the meeting by co-presenting.

For practical-minded inspiration from COACHE members with high ratings in department-focused themes, read our **Benchmark Best Practices** white papers.

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	YOUR RESULTS COMPARED TO PEERS ◀										AREAS OF STRENGTH IN GREEN					WITHIN CAMPUS DIFFERENCES*				
	YOUR RESULTS COMPARED TO COHORT ▶										AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2011					
Benchmark: Departmental collegiality	4.14	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc						
Colleagues support work/life balance	4.08	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc						
Meeting times compatible with personal needs	4.17	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	pre-ten	assoc	women	foc	-						
Amount of personal interaction w/Pre-tenure	3.98	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc							
How well you fit	4.06	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+						
Amount of personal interaction w/Tenured	4.05	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc							
Colleagues pitch in when needed	4.15	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	white							
Dept. is collegial	4.37	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc							
Related survey items																				
Colleagues committed to diversity/inclusion	4.29	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc							
Benchmark: Departmental engagement	3.92	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	+						
Discussions of undergrad student learning	4.42	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	men		+						
Discussions of grad student learning	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Discussions of effective teaching practices	4.24	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	men	white	+						
Discussions of effective use of technology	3.48	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	men								
Discussions of current research methods	3.15	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	pre-ten	assoc		foc							
Amount of professional interaction w/Pre-tenure	4.09	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+						
Amount of professional interaction w/Tenured	4.11	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+						
Benchmark: Departmental quality	4.03	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	▶◀	pre-ten	assoc	women	foc							
Intellectual vitality of tenured faculty	4.10	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc							
Intellectual vitality of pre-tenure faculty	4.24	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	▶◀	pre-ten	assoc	women	foc							
Scholarly productivity of tenured faculty	3.81	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀	pre-ten	assoc	women	foc							
Scholarly productivity of pre-tenure faculty	4.04	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	▶◀	pre-ten	assoc	women	foc							
Teaching effectiveness of tenured faculty	4.40	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+						
Teaching effectiveness of pre-tenure faculty	4.37	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	+						
Dept. is successful at faculty recruitment	4.17	◀▶	◀▶	N/A	◀▶	▶◀	◀▶	◀▶	◀▶	N/A	assoc		foc							
Dept. is successful at faculty retention	4.27	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	+						
Dept. addresses sub-standard performance	2.74	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	▶◀	▶◀	pre-ten	assoc	women	foc	-						

*A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the “Background and Definitions” section of this report.



Your Findings in Context

Appreciation & Recognition

Guiding Principles

Faculty, at all ranks, are just like other employees when it comes to wanting to be appreciated by colleagues and recognized for doing good work. Focus group research conducted by COACHE showed that while many tenured faculty members feel valued by undergraduate and graduate students, with whom research relationships were especially gratifying, they do not receive much recognition from other faculty and upper-level administrators. The degree to which appreciation and recognition themes appeared in our 2010 study of tenured faculty far surpassed their appearance in our pre-tenure faculty research.

In our recent study, tenured faculty (especially at smaller institutions) felt that extramural service that increases the reputation of their colleges, while expected of them, is not recognized and goes unrewarded. Being engaged in the local community or on the board of a nationally-recognized association yields little recognition from senior colleagues or others at their home institutions. This gap between expectations and appreciation discouraged many faculty from external service that increased the reputation of the institution.

Hallmarks of Successful Models

Institutions with high marks for appreciating faculty typically understand the following:

The greatest obstacle is simply not knowing what faculty have done that warrants recognition. What mechanisms are in place to ensure that faculty contributions are being shared with deans, provosts, and with their colleagues? Cultivate a culture of recognition by creating ways for students, faculty, and campus leaders to aggregate and to highlight the accomplishments of your faculty. For example, a physical and a virtual drop box allow others to comment on their good work.

The chief academic officer should get to know the faculty in a variety of forums, including brownbag lunches, speakers' series, workshops, and seminars that

engage faculty members in appealing topics and current issues.

Likewise, deans and chairs should make opportunities to showcase faculty work, share kind words, and offer a "pat on the back" from time to time.

Take note of what faculty are doing and celebrate that work in each school or college at some point every year; such occasions do not have to be costly to be meaningful. We know of two universities where the Provost surprises faculty with a "prize patrol" offering an award or other recognition in what would have been a run-of-the-mill department meeting or class.

Provide department chairs with guidelines to form a nominating committee of two faculty (rotating out annually) responsible for putting forward their colleagues' names for internal and external awards and honors. These might include recognition from a disciplinary association, institutional teaching awards, or prizes from higher ed associations. Such activities foster awareness of and appreciation for *all* department colleagues' work.

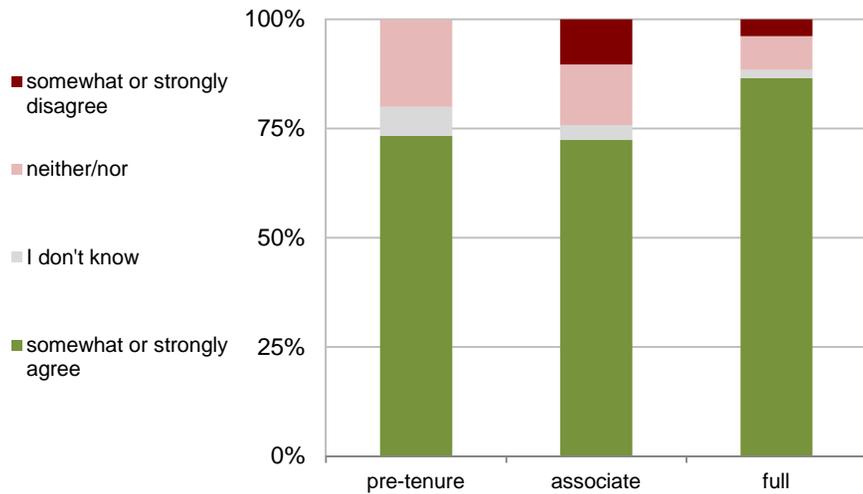
For practical-minded inspiration from COACHE members with high ratings in Appreciation and Recognition, read our [Benchmark Best Practices white papers](#).

Kenyon College

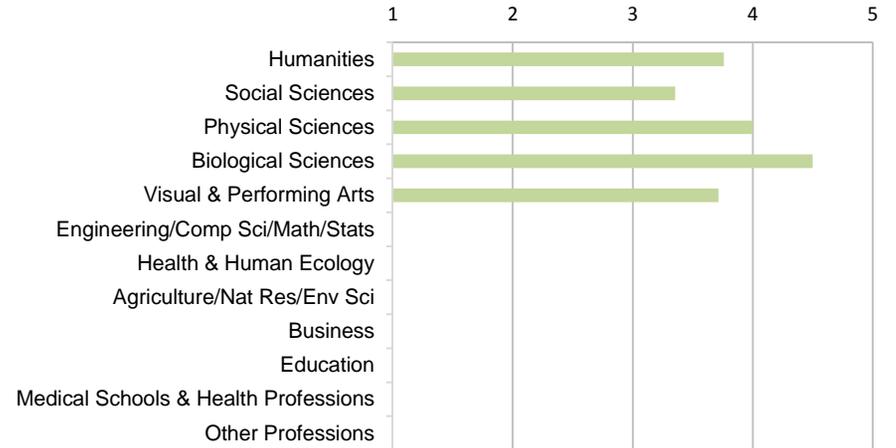
	YOUR RESULTS COMPARED TO PEERS ◀					AREAS OF STRENGTH IN GREEN					WITHIN CAMPUS DIFFERENCES*				
	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2011
Benchmark: Appreciation and recognition	3.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	
Recognition: For teaching	3.79	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc		foc	
Recognition: For advising	3.45	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	white	
Recognition: For scholarship	3.67	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		
Recognition: For service	3.42	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	
Recognition: For outreach	3.19	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	-
Recognition: From colleagues	3.87	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	
Recognition: From CAO	3.54	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	white	-
Recognition: From Dean	3.31	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	white	-
Recognition: From Head/Chair	3.84	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc		foc	
School/college is valued by Pres/Provost	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dept. is valued by Pres/Provost	3.80	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women		+
CAO cares about faculty of my rank	4.15	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women		+

* A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the "Background and Definitions" section of this report.

The person who serves as my chief academic officer seems to care about the quality of life for faculty of my rank.



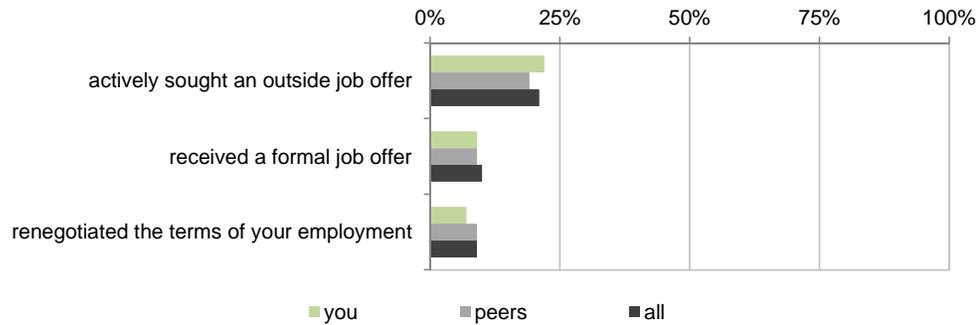
I feel that **my department** is valued by this institution's President/Chancellor and Provost by Academic Area.**
 (1=Strongly disagree 5=Strongly Agree)



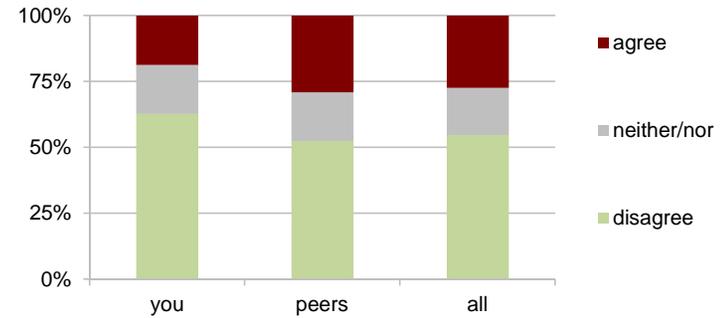
** See the "Background and Definitions" section of the report for a more detailed explanation of Academic Areas.

Kenyon College

In the past five years, have you...



Are outside offers necessary for negotiations?



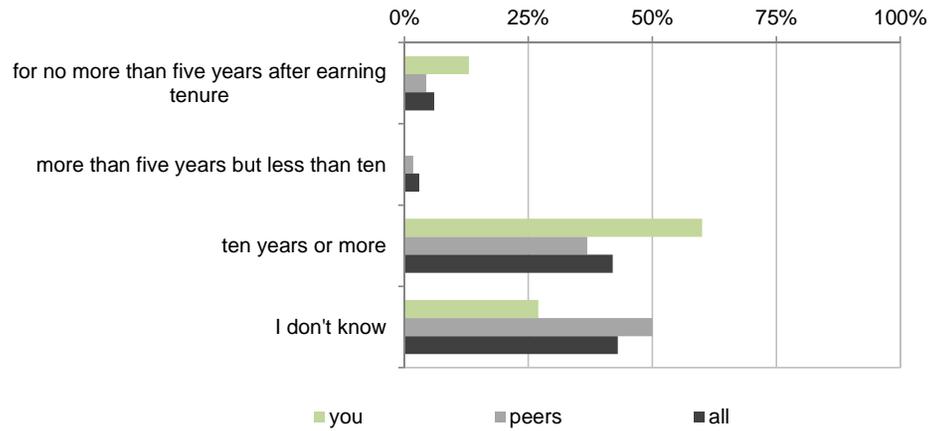
If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?

	Overall			Tenured			Pre-tenure			Men			Women			White			Faculty of Color		
	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all
base salary	35%	29%	33%	38%	31%	34%	20%	21%	32%	47%	35%	37%	21%	23%	30%	40%	29%	33%	19%	31%	36%
supplemental salary	4%	3%	5%	4%	3%	5%	7%	3%	5%	2%	4%	5%	7%	2%	4%	4%	3%	5%	5%	2%	3%
tenure clock	0%	1%	1%	0%	1%	0%	0%	3%	3%	0%	0%	1%	0%	2%	1%	0%	1%	1%	0%	2%	1%
teaching load (e.g., course release)	19%	31%	22%	16%	30%	22%	33%	37%	24%	17%	26%	18%	21%	37%	27%	21%	32%	23%	14%	27%	19%
administrative responsibilities	3%	4%	5%	4%	5%	7%	0%	0%	1%	0%	5%	6%	7%	3%	5%	3%	5%	6%	5%	2%	4%
equipment	3%	1%	2%	4%	1%	2%	0%	1%	1%	4%	2%	2%	2%	0%	1%	3%	1%	2%	5%	0%	0%
lab/research support	6%	4%	6%	5%	5%	6%	7%	3%	7%	4%	4%	6%	7%	4%	6%	7%	5%	6%	0%	2%	5%
employment for spouse/partner	12%	7%	6%	11%	4%	4%	20%	20%	14%	9%	6%	6%	17%	9%	7%	9%	7%	6%	24%	12%	8%
sabbatical or other leave time	6%	5%	6%	5%	6%	7%	7%	4%	4%	2%	5%	6%	10%	6%	6%	3%	5%	5%	14%	7%	9%

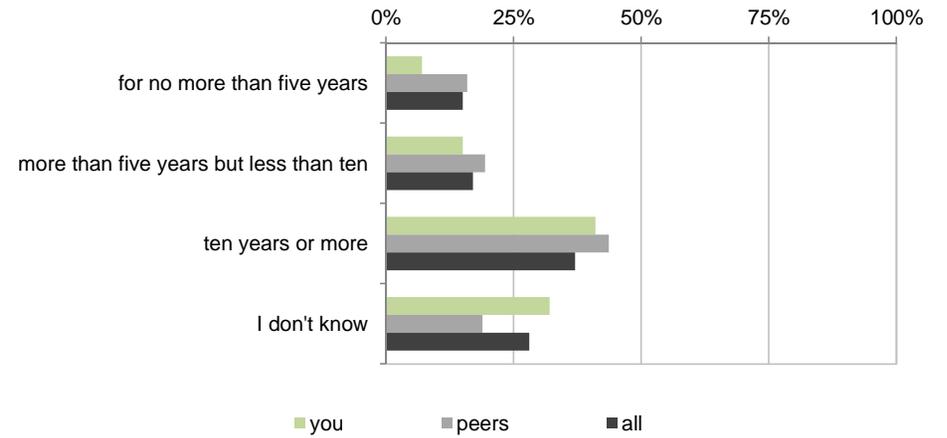
If you were to choose to leave your institution, what would be your primary reason?

	Overall			Tenured			Pre-tenure			Men			Women			White			Faculty of Color		
	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all
improve your salary/benefits	5%	9%	11%	6%	9%	11%	0%	9%	12%	8%	12%	13%	2%	6%	9%	5%	8%	10%	5%	12%	16%
find a more collegial work environment	3%	2%	3%	2%	1%	3%	7%	4%	3%	2%	0%	2%	4%	4%	4%	1%	1%	2%	10%	5%	5%
increase resources to support work	3%	7%	7%	2%	6%	7%	7%	8%	8%	0%	6%	6%	7%	7%	8%	1%	6%	6%	10%	8%	10%
work at an institution w/ different priorities	3%	9%	9%	4%	7%	9%	0%	13%	12%	4%	10%	10%	2%	7%	9%	1%	8%	9%	10%	13%	12%
pursue an admin. position in higher ed	4%	2%	3%	4%	3%	4%	7%	1%	2%	4%	2%	3%	4%	2%	3%	4%	3%	3%	5%	0%	3%
pursue a nonacademic job	1%	2%	2%	1%	2%	2%	0%	3%	2%	2%	2%	2%	0%	2%	2%	1%	3%	2%	0%	0%	1%
employment opps. for spouse/partner	6%	8%	7%	2%	6%	5%	27%	16%	13%	4%	6%	6%	9%	10%	8%	8%	8%	7%	0%	9%	6%
for other family or personal needs	5%	5%	6%	5%	5%	5%	7%	6%	8%	8%	3%	5%	2%	7%	7%	5%	4%	6%	5%	10%	8%
improve your quality of life	14%	9%	9%	14%	8%	9%	13%	11%	11%	10%	7%	8%	18%	10%	11%	12%	8%	9%	19%	11%	10%
retire	25%	29%	24%	28%	37%	30%	7%	3%	3%	24%	31%	25%	27%	28%	22%	27%	34%	27%	19%	8%	12%
move to a preferred geographic location	18%	9%	9%	17%	6%	7%	20%	17%	16%	16%	10%	10%	20%	7%	9%	19%	8%	10%	14%	14%	8%

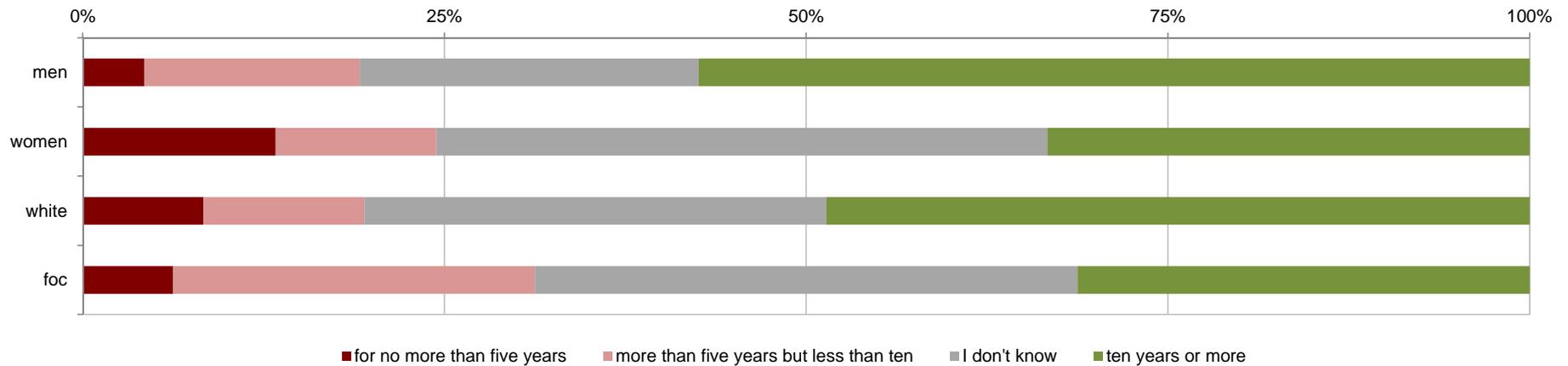
Assuming you achieve tenure, how long do you plan to remain at this institution? (*Pre-tenure Faculty Only*)



How long do you plan to remain at this institution? (*Tenured Faculty Only*)



How long do you plan to remain at this institution? (*all faculty at your institution merged*)



Kenyon College

Faculty were asked to identify the two (and only two) **best aspects** of working at your institution. The top four responses for your institution are shown in red and disaggregated by tenure status, gender, and race. The columns labeled *Peer* show the total number of times an item appeared as a top four item amongst any of your five peer institutions. The *All* column reflects the number of times an item appeared in the top four at any of the institutions in the current cohort. When a best aspect at your institution is also shown as a best aspect for your peers and/or the cohort, the issue may be seen as common in the faculty labor market. Best aspects that are unique to your campus are market differentiators for your institution which can be highlighted in recruitment and retention efforts.

	Overall			Tenured			Pre-tenure			Men			Women			White			Faculty of Color		
	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)
quality of colleagues	41%	5	25	40%	5	25	47%	4	23	47%	5	25	33%	5	23	47%	5	26	19%	3	16
support of colleagues	13%	1	11	11%	0	7	20%	3	19	10%	1	9	16%	0	12	12%	0	9	14%	3	11
opportunities to collaborate with colleagues	1%	0	0	0%	0	2	7%	0	0	0%	0	1	2%	0	2	0%	0	1	5%	0	1
quality of graduate students	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0
quality of undergraduate students	74%	5	21	73%	5	22	80%	4	17	69%	5	19	80%	5	21	76%	5	21	67%	4	17
quality of the facilities	1%	0	1	1%	3	4	0%	0	0	2%	1	3	0%	1	1	1%	3	4	0%	0	1
support for research/creative work	1%	1	3	0%	1	2	7%	1	7	0%	1	4	2%	0	4	1%	0	2	0%	1	4
support for teaching	15%	2	4	16%	1	4	7%	2	5	14%	1	6	16%	2	8	9%	1	3	33%	3	8
support for professional development	0%	0	0	0%	0	0	0%	0	2	0%	0	0	0%	0	2	0%	0	0	0%	0	1
assistance for grant proposals	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0
childcare policies/practices	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0
availability/quality of childcare facilities	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0
spousal/partner hiring program	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0
compensation	0%	0	0	0%	0	1	0%	2	2	0%	0	1	0%	0	0	0%	0	0	0%	1	2
geographic location	2%	2	10	2%	3	13	0%	1	10	0%	3	11	4%	3	11	3%	1	7	0%	2	13
diversity	0%	0	1	0%	0	0	0%	0	1	0%	0	1	0%	0	1	0%	0	0	0%	0	2
presence of others like me	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0
my sense of "fit" here	16%	4	20	19%	5	21	0%	3	14	18%	1	16	13%	5	17	20%	5	21	0%	2	10
protections from service/assignments	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0
commute	4%	0	0	2%	0	0	13%	0	2	6%	0	0	2%	0	0	4%	0	0	5%	0	0
cost of living	6%	0	0	6%	0	0	7%	0	3	4%	0	1	9%	0	0	3%	0	0	19%	1	4
teaching load	2%	0	2	2%	0	0	0%	0	3	4%	0	1	0%	0	2	1%	0	1	5%	0	4
manageable pressure to perform	7%	0	1	7%	0	1	7%	1	2	6%	0	0	9%	0	4	7%	0	0	10%	1	3
academic freedom	8%	2	17	9%	2	16	7%	1	9	12%	2	17	4%	2	14	9%	2	17	5%	1	14
t&p clarity or requirements	2%	0	0	2%	0	0	0%	0	1	0%	0	0	4%	0	0	1%	0	0	5%	0	2
quality of leadership	1%	0	0	1%	0	0	0%	0	0	2%	0	0	0%	0	0	0%	0	0	5%	0	0
other (please specify)	3%	0	0	4%	0	0	0%	1	1	6%	0	1	0%	1	1	4%	0	0	0%	0	0
decline to answer	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	3
there are no positive aspects	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0

Kenyon College

Faculty were asked to identify the two (and only two) **worst aspects** of working at your institution. The top four responses for your institution are shown in red and disaggregated by tenure status, gender, and race. The columns labeled *Peer* show the total number of times an item appeared as a top four item at any of your five peer institutions. The *All* column shows the number of times an item appeared in the top four at any of the institutions in the current cohort. When a worst aspect at your institution is also shown as a worst aspect by your peers and/or the cohort, the issue may be seen as common in the faculty labor market. More attention should be paid to the worst aspects that are unique to your institution. These distinctions cast the institution in a negative light.

	Overall			Tenured			Pre-tenure			Men			Women			White			Faculty of Color		
	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)	you	peer	All (27)
quality of colleagues	1%	0	0	1%	0	3	0%	0	1	0%	0	2	2%	0	0	1%	0	1	0%	0	2
support of colleagues	3%	0	1	4%	0	1	0%	0	0	2%	2	1	4%	0	3	3%	1	2	5%	0	1
opportunities to collaborate with colleagues	1%	0	0	0%	0	0	7%	0	1	0%	0	0	2%	0	0	0%	0	0	5%	0	0
quality of graduate students	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	1	0%	0	0	0%	0	0
quality of undergraduate students	0%	0	5	0%	0	5	0%	0	4	0%	0	7	0%	0	4	0%	0	5	0%	0	3
quality of the facilities	4%	1	2	4%	1	3	7%	0	3	4%	1	2	4%	1	3	4%	1	4	5%	0	3
lack of support for research/creative work	10%	3	10	10%	3	8	13%	1	8	6%	1	11	16%	2	11	9%	3	7	14%	2	12
lack of support for teaching	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	0
lack of support for professional development	2%	0	0	2%	0	0	0%	0	0	0%	0	0	4%	0	2	1%	0	0	5%	0	1
lack of assistance for grant proposals	7%	0	0	9%	0	0	0%	0	0	8%	0	0	7%	0	0	8%	0	0	5%	0	0
childcare policies/practices (or lack of)	1%	0	0	1%	0	0	0%	0	5	2%	0	3	0%	0	1	0%	0	1	5%	0	1
availability/quality of childcare facilities	0%	0	2	0%	0	2	0%	0	4	0%	0	1	0%	0	2	0%	0	3	0%	0	3
spousal/partner hiring program (or lack of)	17%	2	7	16%	1	5	20%	2	10	22%	0	8	11%	2	6	13%	2	6	29%	1	6
compensation	21%	3	18	25%	4	20	0%	4	15	25%	3	22	16%	4	17	24%	3	20	10%	3	14
geographic location	31%	2	8	31%	2	8	33%	4	13	31%	2	8	31%	1	7	29%	2	8	38%	2	10
lack of diversity	7%	0	4	6%	0	5	13%	3	12	4%	0	4	11%	1	9	8%	0	3	5%	3	15
absence of others like me	3%	0	0	4%	0	0	0%	1	4	6%	0	1	0%	0	0	3%	0	0	5%	0	8
my lack of "fit" here	1%	0	1	1%	0	0	0%	0	1	0%	0	3	2%	0	1	1%	1	0	0%	0	4
too much service/too many assignments	19%	5	22	20%	5	24	13%	3	14	12%	5	21	27%	5	23	20%	5	25	14%	5	13
commute	6%	0	0	5%	1	2	13%	0	2	8%	0	1	4%	1	0	5%	0	0	10%	0	1
cost of living	0%	0	7	0%	0	6	0%	0	8	0%	0	6	0%	0	7	0%	0	9	0%	0	7
teaching load	6%	4	14	4%	4	13	20%	4	13	6%	5	11	7%	3	15	5%	5	12	10%	4	11
unrelenting pressure to perform	8%	0	1	7%	0	1	13%	1	7	4%	0	2	13%	1	2	9%	0	1	5%	0	2
academic freedom	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0
t&p clarity or requirements	2%	0	1	1%	0	1	7%	1	4	4%	0	1	0%	0	2	1%	0	1	5%	0	4
quality of leadership	3%	1	6	4%	1	7	0%	0	3	0%	1	7	7%	1	5	4%	1	6	0%	1	5
other (please specify)	15%	0	2	14%	1	4	20%	1	5	18%	1	6	11%	0	3	17%	1	5	5%	0	4
decline to answer	4%	0	0	5%	0	0	0%	1	2	6%	0	0	2%	0	0	3%	0	0	10%	0	3
there are no negative aspects	3%	0	0	4%	0	1	0%	0	0	4%	2	1	2%	0	0	4%	0	0	0%	0	2

Kenyon College

The final question in the COACHE Survey asks faculty to describe the one thing your institution can do to improve the workplace for faculty. COACHE analysts assigned all responses to one or more common themes. The Excel version of this report (found in the Report Portfolio) includes the full comments and more detailed coding.

What is the number one thing your institution can do to improve the workplace for faculty?

