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# Results from the 2018 COACHE Survey: Tenured and Tenure Track Faculty Responses

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# Background

- “COACHE” is a faculty work-life survey that came out of the Collaborative On Academic Careers in Higher Education at Harvard University
- Carolina has been involved in Harvard’s research projects on faculty careers since the early 2000’s
  - Received funding from Harvard University to participate in a series of projects documenting tenure/promotion practices and outcomes, including focus groups that led to development of the survey instrument.
- Participated in tenure/tenure track COACHE surveys in Spring 2009, 2013, 2015, and 2018
- COACHE introduced questions for fixed term faculty for the first time in Spring 2015. Carolina included fixed term faculty in the COACHE administration in Spring 2015 and 2018.
- This presentation focuses only on tenured and tenure track faculty responses. Results for fixed term faculty will be reported separately.

# Survey Respondents

Across UNC schools, the distribution of respondents was similar to the distribution of the population. Smaller proportions of males and non-white faculty are seen in the respondents as compared to the population.

## **Response Rates:**

33% Overall

39% of Tenured

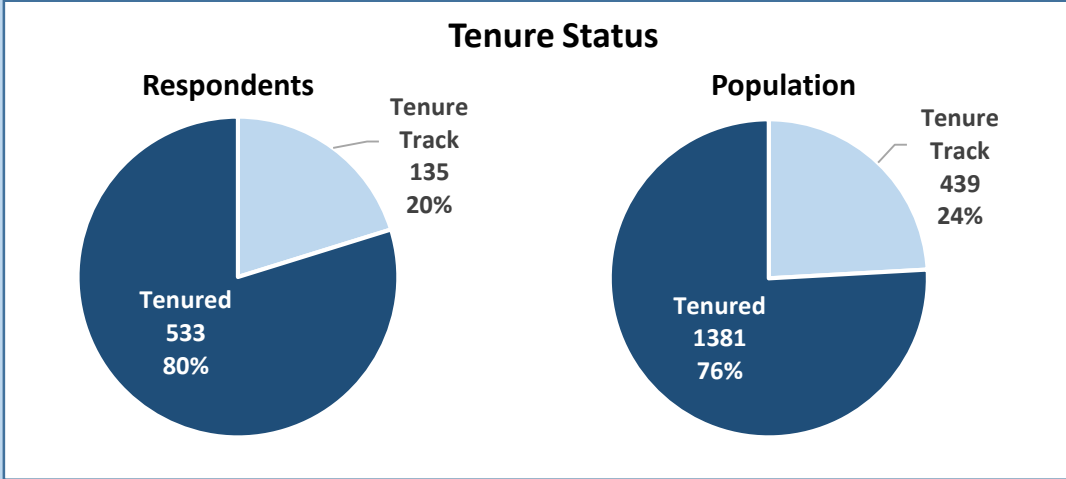
31% of Tenure Track

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 39% of Tenured  
 31% of Tenure Track

| College/School     | Respondents |       | Population  |       |
|--------------------|-------------|-------|-------------|-------|
|                    | #           | %     | #           | %     |
| Arts & Sciences    | 270         | 40.4% | 758         | 41.6% |
| Business           | 17          | 2.5%  | 78          | 4.3%  |
| Dentistry          | 18          | 2.7%  | 42          | 2.3%  |
| Education          | 10          | 1.5%  | 32          | 1.8%  |
| Government         | 11          | 1.6%  | 35          | 1.9%  |
| Info & Lib Science | 9           | 1.3%  | 18          | 1.0%  |
| Law                | 17          | 2.5%  | 39          | 2.1%  |
| Media & Journalism | 21          | 3.1%  | 38          | 2.1%  |
| Medicine           | 195         | 29.2% | 532         | 29.2% |
| Nursing            | 15          | 2.2%  | 31          | 1.7%  |
| Pharmacy           | 26          | 3.9%  | 52          | 2.9%  |
| Public Health      | 44          | 6.6%  | 133         | 7.3%  |
| Social Work        | 12          | 1.8%  | 23          | 1.3%  |
| Other              | 3           | 0.4%  | 9           | 0.5%  |
| <i>Total</i>       | <i>668</i>  |       | <i>1820</i> |       |



|                  | Respondents |     | Population |     |
|------------------|-------------|-----|------------|-----|
|                  | #           | %   | #          | %   |
| Female           | 290         | 43% | 702        | 39% |
| Male             | 353         | 53% | 1118       | 61% |
| Decline to State | 25          | 4%  | -          | -   |
| White            | 486         | 73% | 1351       | 74% |
| Non-White        | 136         | 20% | 469        | 26% |
| Decline to State | 46          | 7%  | -          | -   |

# COACHE Peer Institutions

The COACHE Peer Institutions referenced in this report consist of the following schools:

- Johns Hopkins University
- University of California, Davis
- University of Pittsburgh
- University of Texas at Austin
- University of Virginia

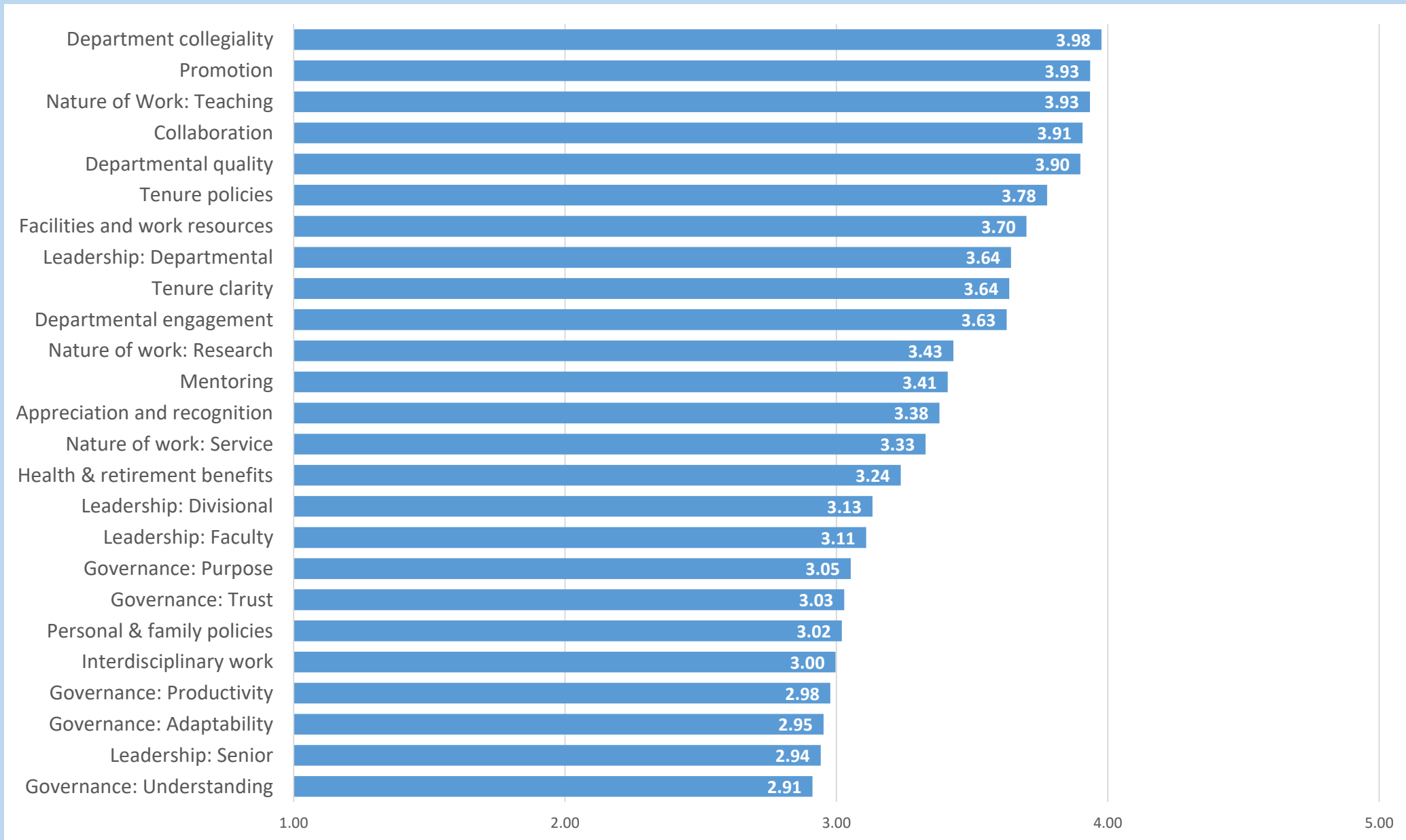


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## Overall Results

# UNC-Chapel Hill Tenured/Tenure Track Faculty: Composite Scores

Scale: 1=More Negative, 5=More Positive





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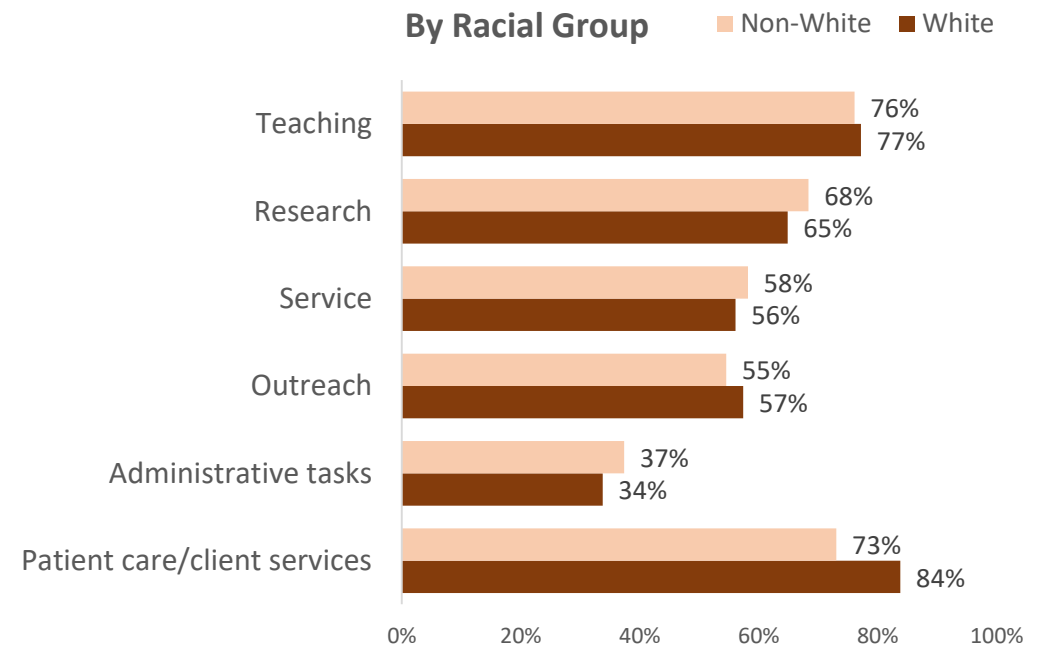
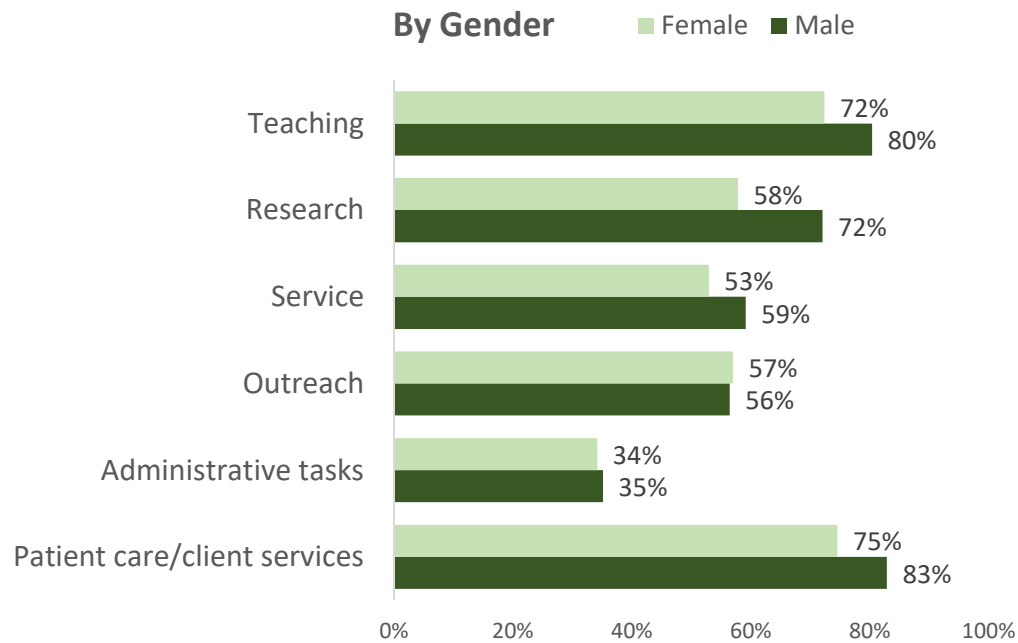
# Satisfaction with Roles and Responsibilities



# Time Spent on Specific Activities

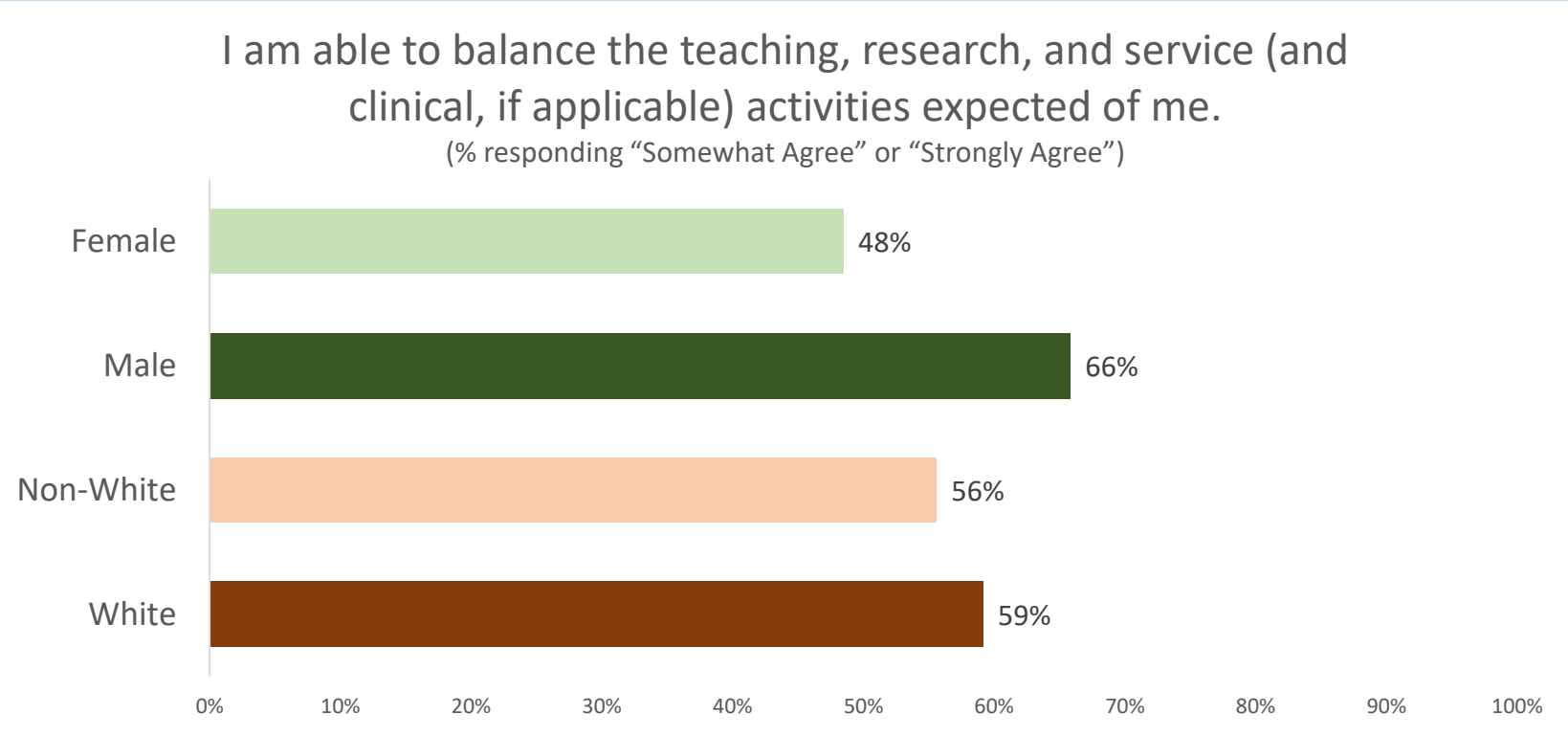
The majority of respondents were satisfied with time spent on teaching and patient care (as applicable). Respondents were somewhat less satisfied with time spent on research, service, and outreach, and considerably less satisfied with time spent on administrative tasks. Females were much less satisfied than males with time spent on teaching and research. Females and non-white faculty were less satisfied than males and white faculty with time spent on patient care/client services.

How satisfied are you with the portion of your time spent on:  
(% responding "Satisfied" or "Very Satisfied")



# Balancing Faculty Roles and Responsibilities

Female faculty were much less likely to agree that they have been able to balance the responsibilities of their positions as compared to male faculty. The gap was not as great between white and non-white faculty.



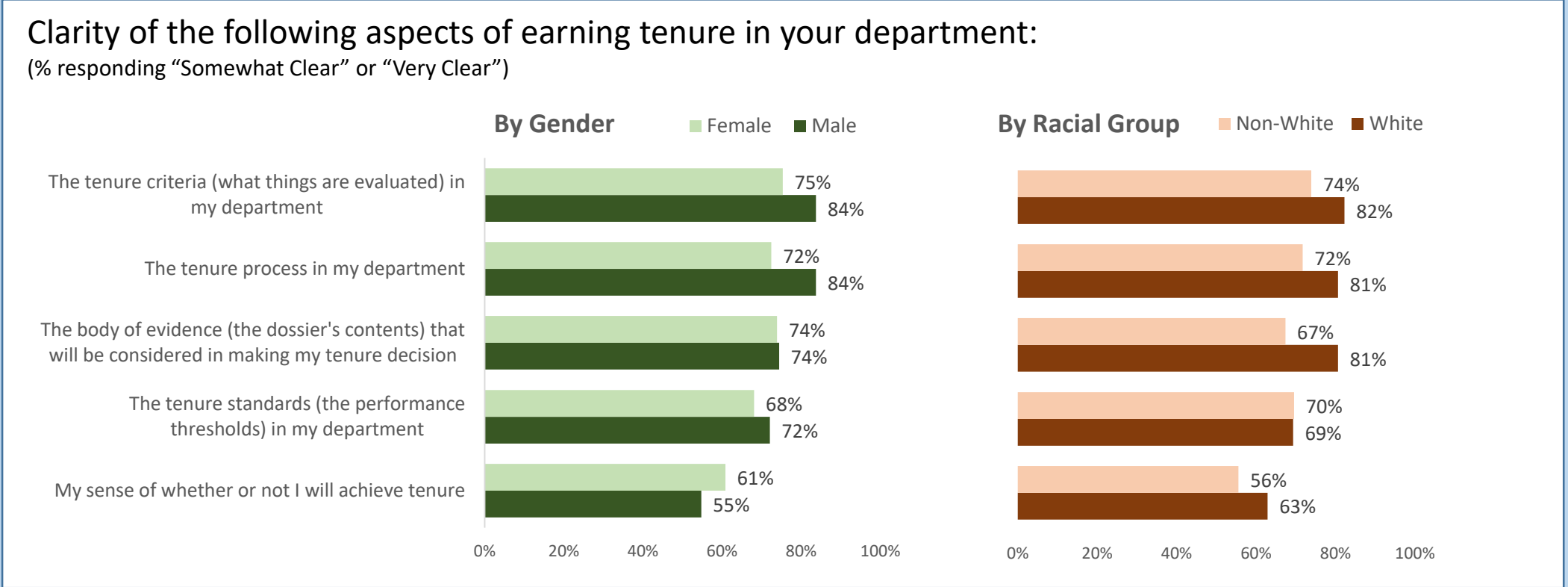


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# Promotion and Tenure

# Clarity of Tenure Criteria and Processes for Tenure Track Faculty

Male faculty members found most aspects of the tenure process more clear than female faculty, with the exception that female faculty were clearer in their sense of whether they will achieve tenure. White faculty members were more likely than non-white faculty to find most aspects of the tenure process clear.

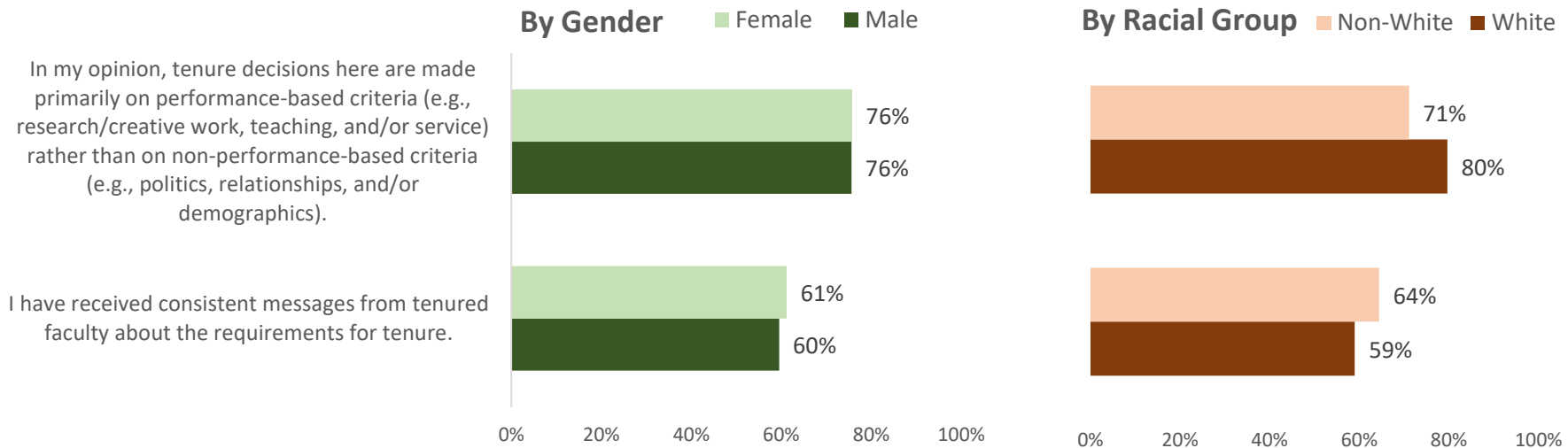


# Perceptions About Tenure Decisions

Non-white tenure-track faculty members were less likely than white tenure-track faculty to agree that tenure decisions are made primarily on performance based-criteria, while non-white faculty were more likely than white-faculty to agree that they have received consistent messages regarding tenure. There were not large differences in agreement between female and male faculty.

## Level of agreement with the following statements:

(% responding "Somewhat Agree" or "Strongly Agree")

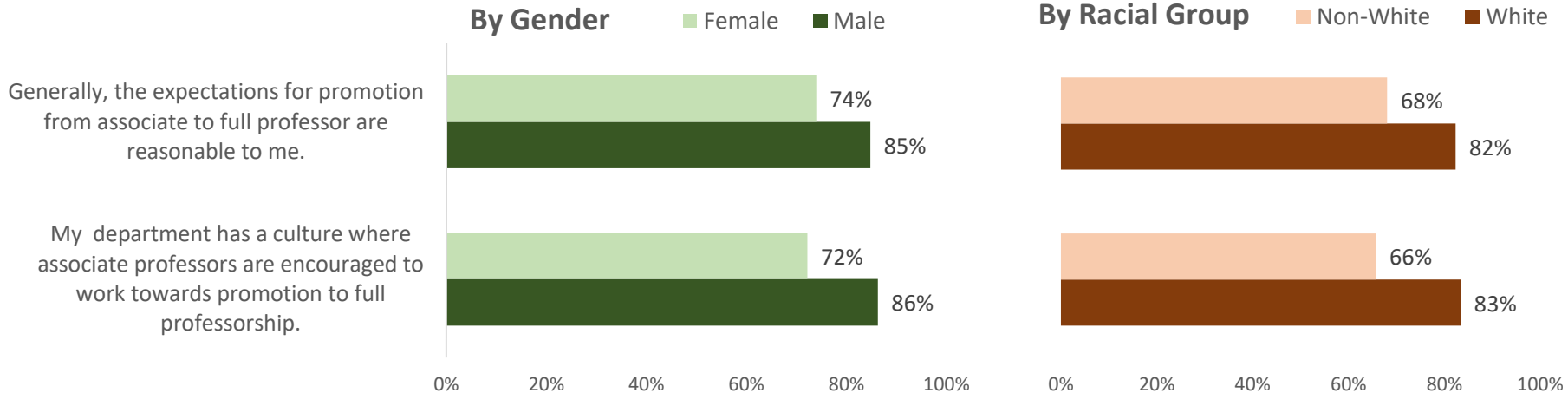


# Support for Promotion from Associate to Full Professor

Males and white faculty members were much more likely than females and non-white faculty to perceive that the department culture supports promotion to full professor and that the expectations are reasonable.

## Level of agreement with the following statements:

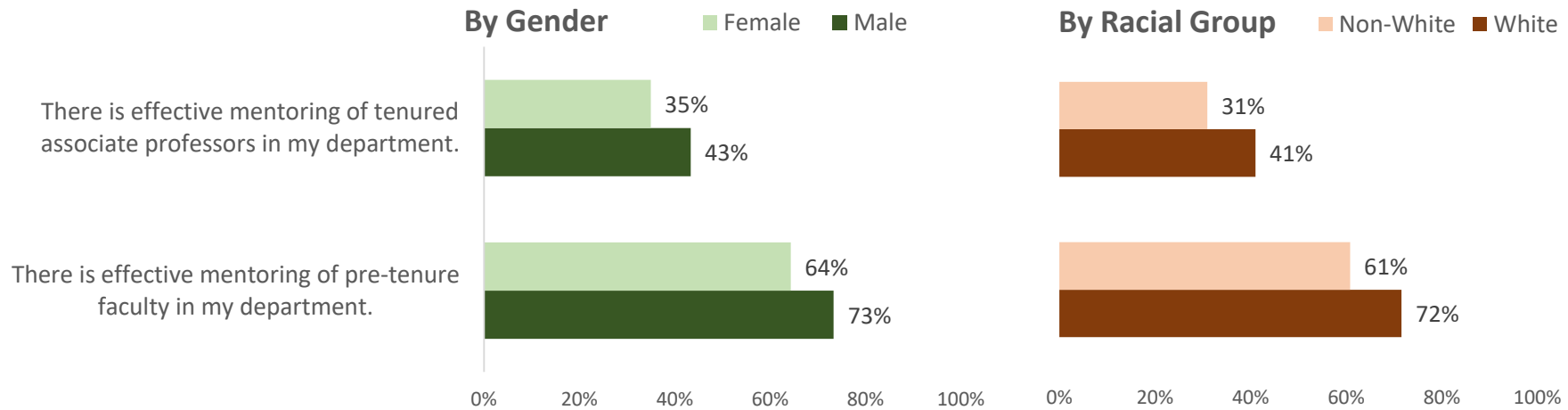
(% responding "Somewhat Agree" or "Strongly Agree")



# Effectiveness of Mentoring

Males and white faculty members had more positive perceptions of the effectiveness of mentoring within their departments compared to females and non-white faculty.

Level of agreement with the following statements:  
(% responding "Somewhat Agree" or "Strongly Agree")





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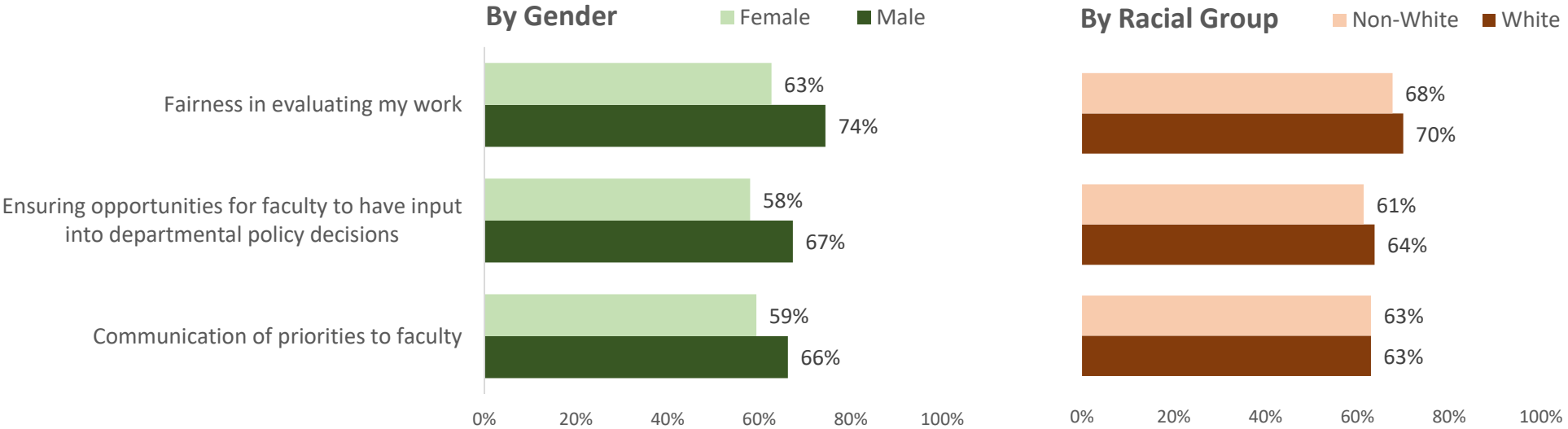
Climate



# Department Chair Leadership

Male faculty members were more likely to be satisfied with their department chair's leadership as compared to female faculty members. The differences in satisfaction between white and non-white faculty members were not very large.

Level of satisfaction with department chair's:  
(% responding "Satisfied" or "Very Satisfied")

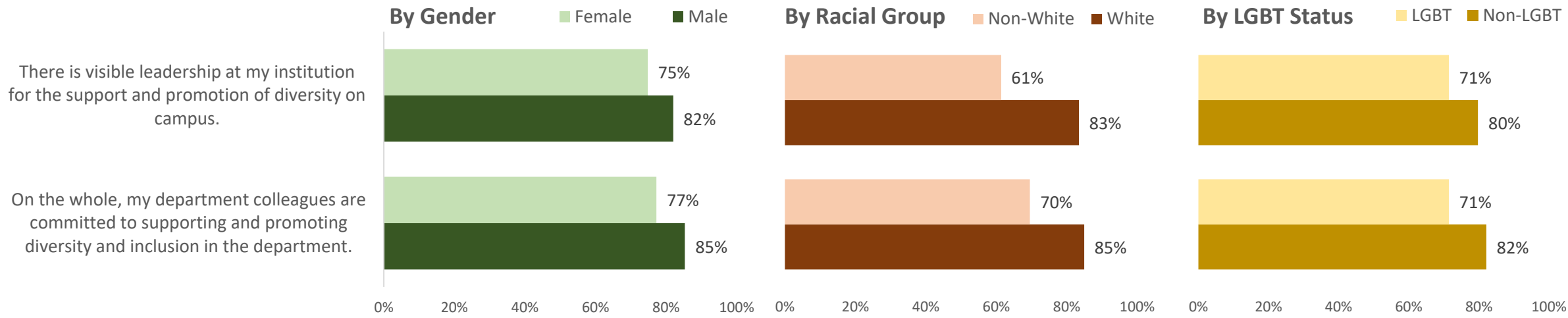


# Climate for Diversity

Faculty members who are male, white, and non-LGBT were more likely to perceive that institutional leadership and their departmental colleagues support diversity and inclusion. The differences were particularly large between non-white and white faculty.

## Level of agreement with the following statements:

(% responding "Somewhat Agree" or "Strongly Agree")





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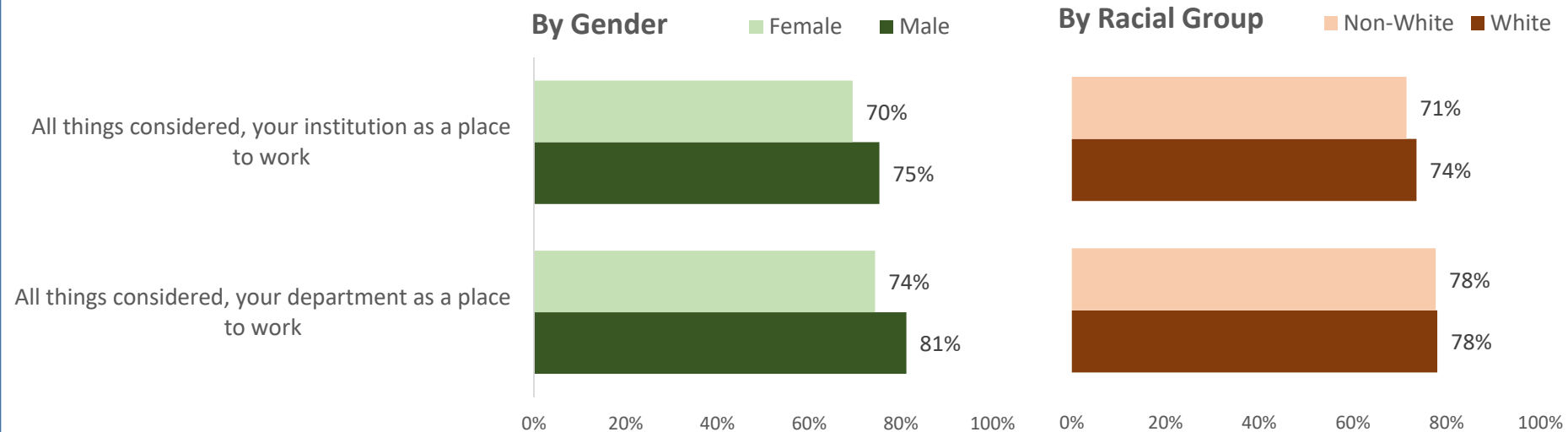
# Overall Satisfaction with Carolina

# Overall Satisfaction with Carolina and Department

Males and white faculty were somewhat more likely to be satisfied with Carolina and their departments as places to work compared to females and non-white faculty.

## Level of satisfaction with the following:

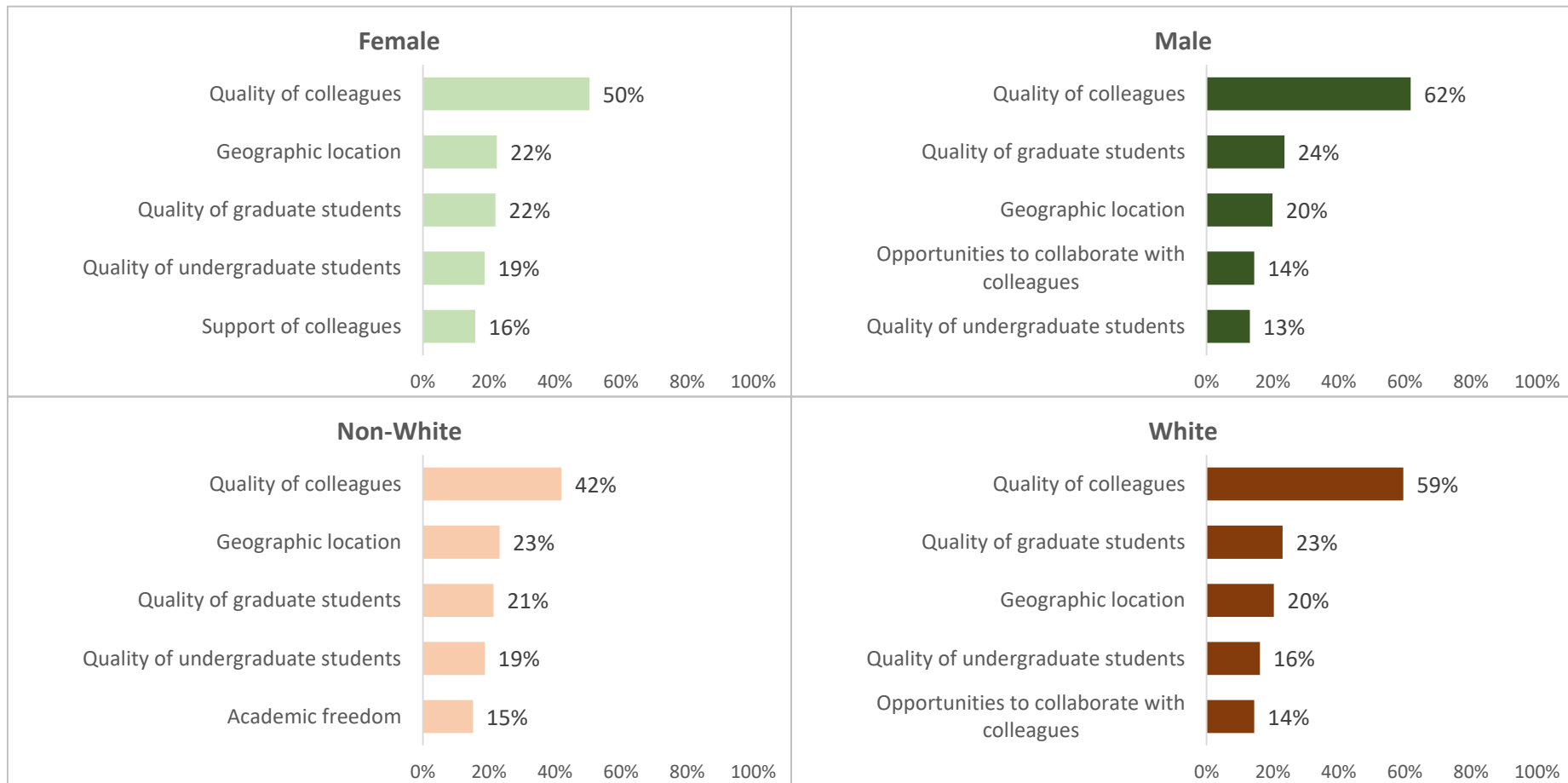
(% responding "Satisfied" or "Very Satisfied")



# Best Things About Carolina

Respondents in all groups cited “quality of colleagues,” “geographic location,” “quality of graduate students,” and “quality of undergraduate students” as positive aspects of working at Carolina. Both males and white faculty also frequently chose “opportunities to collaborate with colleagues”, while female faculty frequently chose “support of colleagues” and non-white faculty frequently chose “academic freedom” as other positive aspects of working at Carolina.

## Five most frequently selected BEST aspects about working at Carolina:



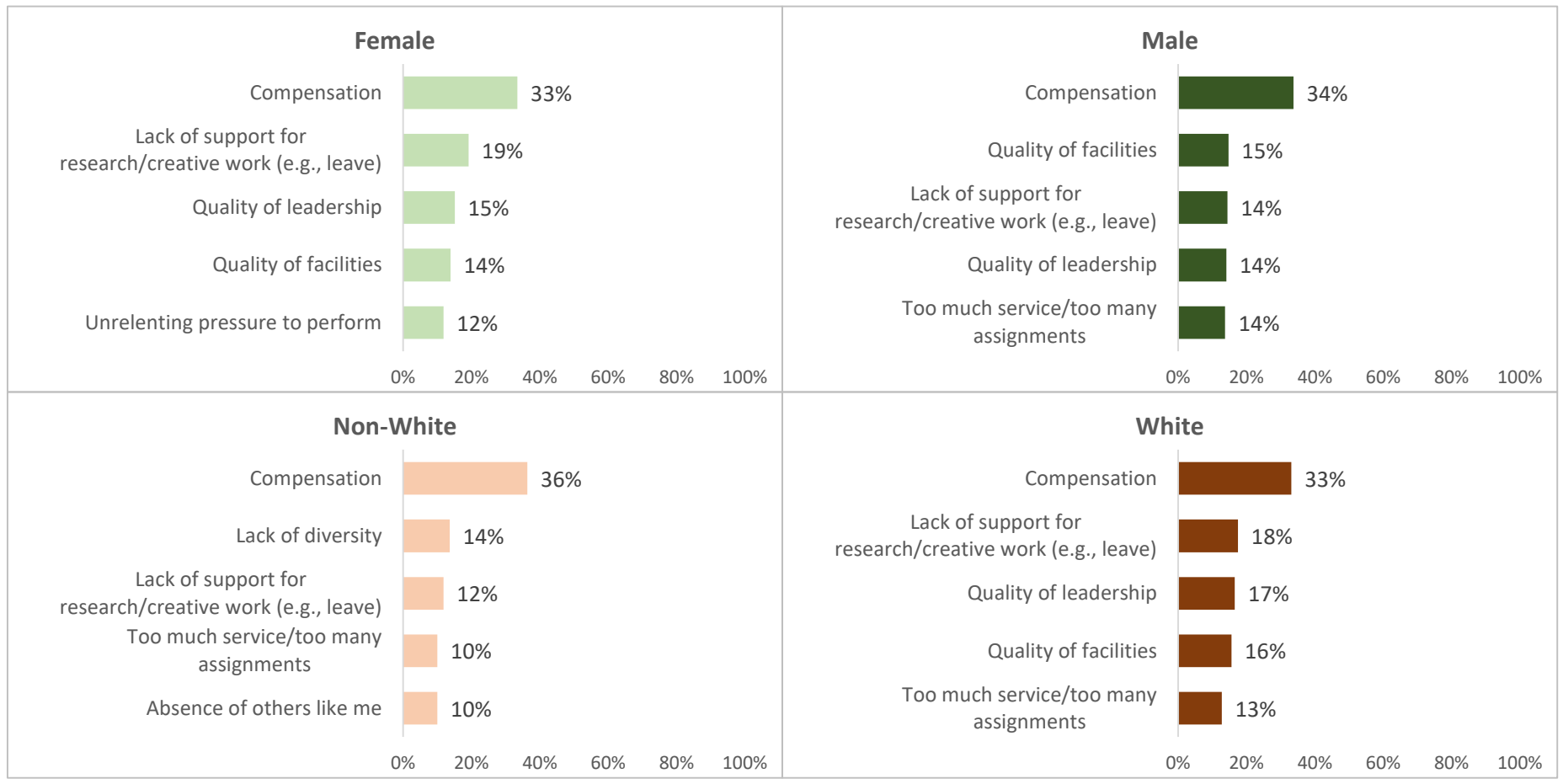
Largest differences between female and male faculty:  
**Quality of colleagues**  
(female-50%, male-62%)  
**Support of colleagues**  
(female-16%, male-7%)

Largest differences between non-white and white faculty:  
**Quality of colleagues**  
(non-white-42%, white-59%)  
**Academic freedom**  
(non-white-15%, white-8%)

# Worst Things About Carolina

Compensation topped the lists for all groups as the worst thing about working at Carolina. All groups also cited “lack of support for research/creative work.” Females, males, and white faculty frequently chose “quality of leadership” and “quality of facilities” as other negative aspects about working at Carolina. Non-white faculty were the only group to have “lack of diversity” and “absence of others like me” in their five most frequently selected negative aspects about working at Carolina.

## Five most frequently selected WORST aspects about working at Carolina:



Largest differences between female and male faculty:

- Unrelenting pressure to perform** (female-12%, male-5%)
- Patient care/client services** (female-11%, male-5%)
- Lack of support for research/creative work (e.g., leave)** (female-19%, male-14%)

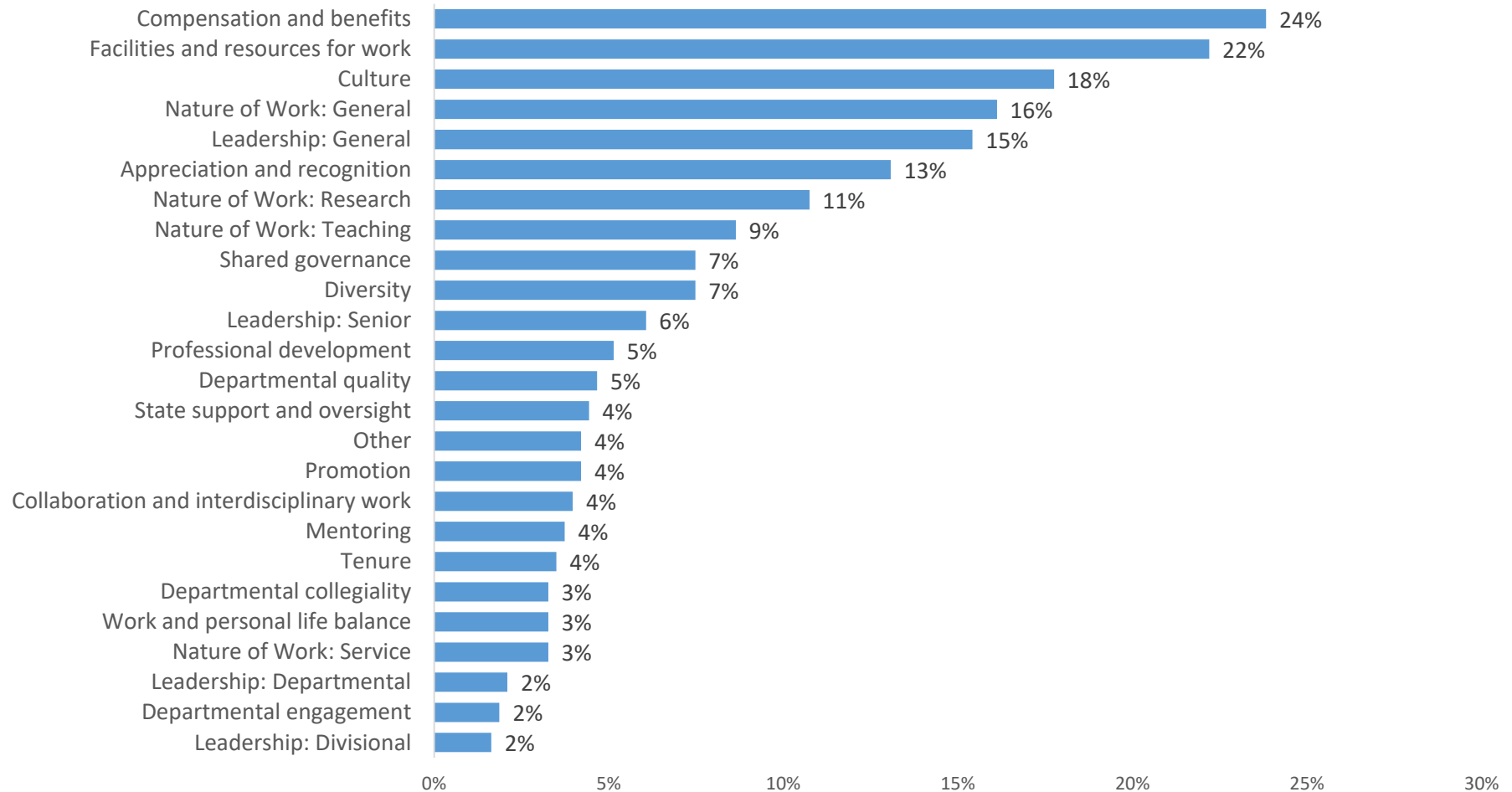
Largest differences between non-white and white faculty:

- Quality of facilities** (non-white-7%, white-16%)
- Absence of others like me** (non-white-10%, white-2%)
- Lack of diversity** (non-white-14%, white-6%)

# Improving the Workplace at Carolina

The final survey question asked faculty to describe, in their own words, the most important thing the university could do to improve the workplace. The most common themes identified in the responses related to compensation and benefits, facilities and resources for work, culture, general nature of work, and general leadership.

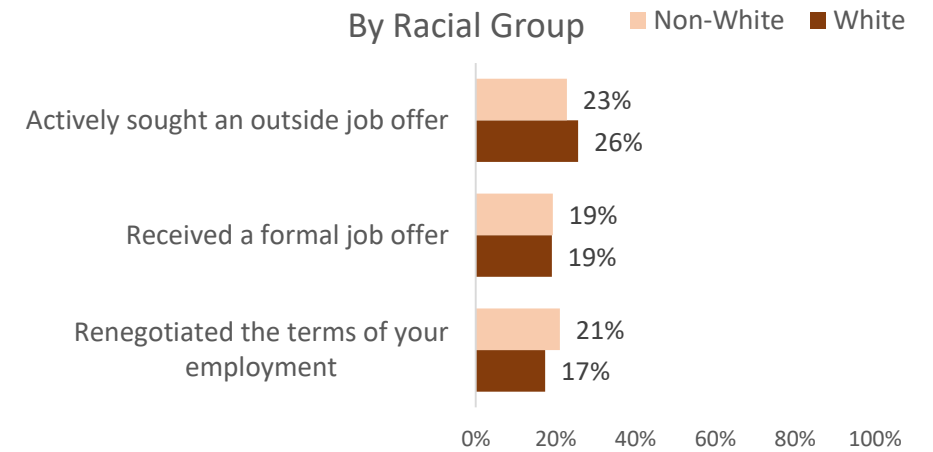
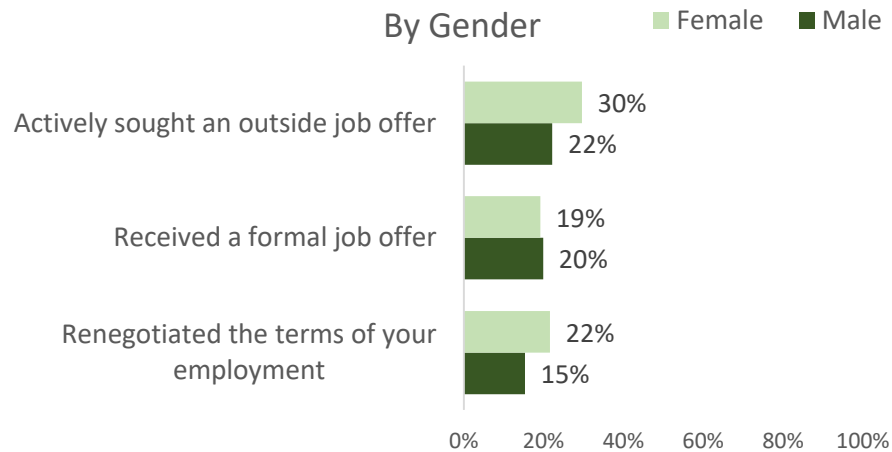
What is the number one thing that you, personally, feel your institution could do to improve your workplace? (open-ended question)



# Outside Offers and Negotiations

Almost one third of female faculty indicated that they had actively sought an outside job offer in the past five years, while about one quarter of males, white, and non-white faculty indicated the same. Females and non-white faculty were more likely than males and white faculty to report having renegotiated the terms of their employment in the past five years.

Which of the following have you done at this institution in the past five years?







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## Differences Between 2015 and 2018

# Differences in Tenured/Tenure Track Faculty Satisfaction Between 2015 and 2018

| Areas In Which Satisfaction Ratings Increased from 2015 to 2018 | Areas In Which Satisfaction Ratings Stayed About the Same from 2015 to 2018 | Areas In Which Satisfaction Ratings Decreased from 2015 to 2018 |
|---|---|---|
| Collaboration   | Appreciation and recognition  | Leadership: Senior  |
| Departmental collegiality                                       | Departmental engagement   |   |
| Departmental quality  | Facilities & work resources   |   |
| Mentoring   | Health & retirement benefits  |   |
| Personal & family policies                                      | Interdisciplinary work  |   |
| Promotion   | Leadership: Departmental  |   |
| Tenure clarity  | Leadership: Divisional  |   |
|   | Nature of work: Research  |   |
|   | Nature of work: Service   |   |
|   | Nature of work: Teaching  |   |
|   | Tenure policies   |   |

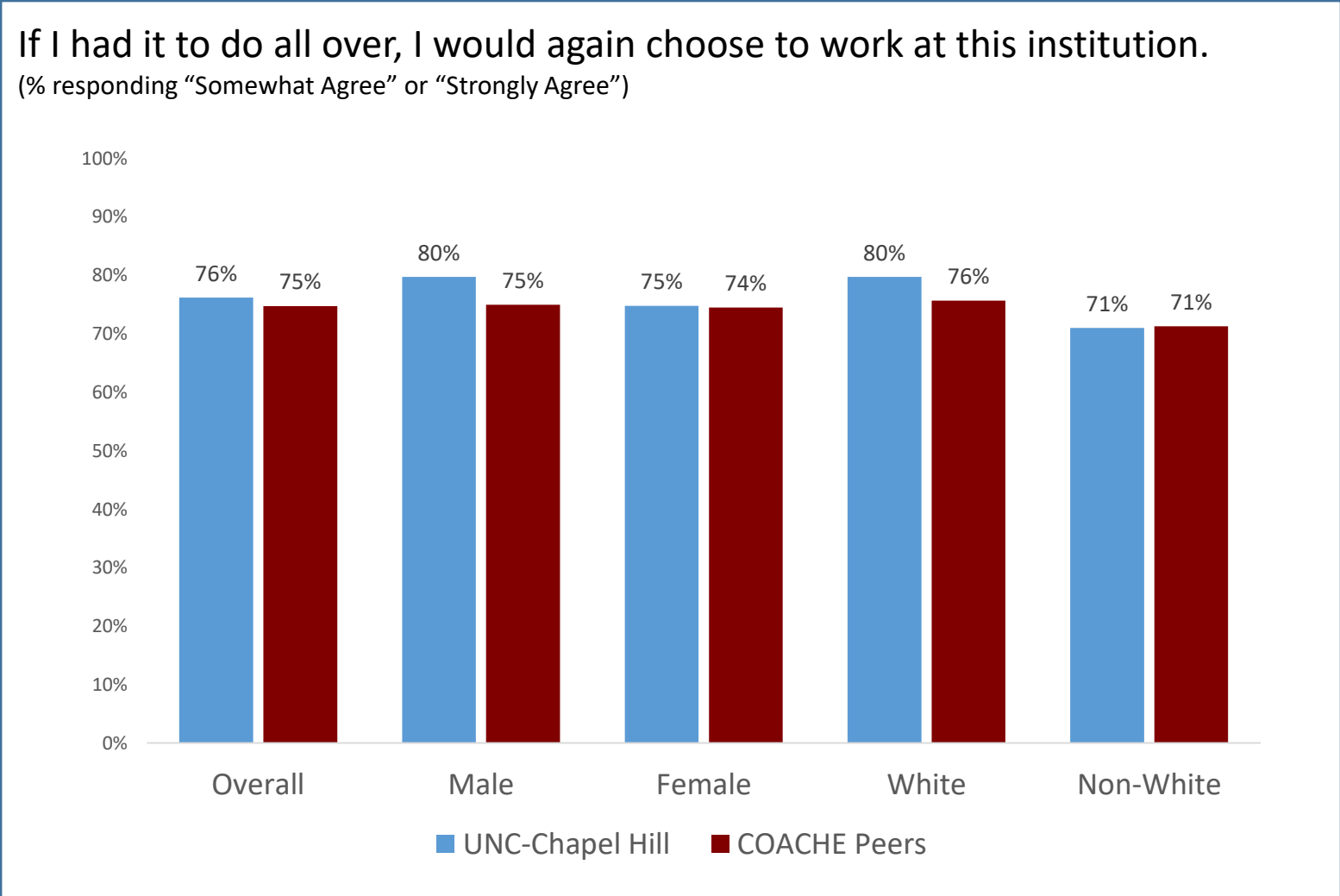


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## Peer Comparisons

# Overall Satisfaction: Peer Comparisons

Faculty at Carolina were generally more likely than faculty at COACHE peer institutions to report that they would choose this institution again. The differences in males and white faculty were greater than the differences in female and non-white faculty.



# Comparison Across Major Areas

(Areas where UNC-CH is more satisfied)

UNC-Chapel Hill faculty reported higher levels of satisfaction than faculty at COACHE peer institutions in areas related to tenure and promotion, departmental quality, teaching, and service.

 UNC-Chapel Hill More Satisfied than Peers

 UNC-Chapel Hill Less Satisfied than Peers

| Area                          | UNC-Chapel Hill | COACHE Peers | Mean Difference |
|-------------------------------|-----------------|--------------|-----------------|
| Tenure policies               | 3.78            | 3.45         | 0.33            |
| Tenure clarity                | 3.64            | 3.34         | 0.29            |
| Interdisciplinary work        | 3.00            | 2.79         | 0.21            |
| Collaboration                 | 3.91            | 3.80         | 0.11            |
| Department collegiality       | 3.98            | 3.89         | 0.08            |
| Mentoring                     | 3.41            | 3.33         | 0.08            |
| Facilities and work resources | 3.70            | 3.63         | 0.07            |
| Promotion                     | 3.93            | 3.86         | 0.07            |
| Nature of Work: Teaching      | 3.93            | 3.89         | 0.04            |
| Departmental engagement       | 3.63            | 3.60         | 0.03            |
| Departmental quality          | 3.90            | 3.87         | 0.03            |
| Nature of work: Service       | 3.33            | 3.31         | 0.02            |

# Comparison Across Major Areas

(Areas where UNC-CH is less satisfied)

UNC-Chapel Hill faculty reported lower levels of satisfaction than faculty at COACHE peer institutions in areas related to leadership, governance, benefits, and policies.

 UNC-Chapel Hill More Satisfied than Peers

 UNC-Chapel Hill Less Satisfied than Peers

| Area                         | UNC-Chapel Hill | COACHE Peers | Mean Difference |
|------------------------------|-----------------|--------------|-----------------|
| Health & retirement benefits | 3.24            | 3.81         | -0.57           |
| Leadership: Senior           | 2.94            | 3.21         | -0.27           |
| Governance: Purpose          | 3.05            | 3.27         | -0.22           |
| Leadership: Divisional       | 3.13            | 3.32         | -0.19           |
| Governance: Productivity     | 2.98            | 3.16         | -0.18           |
| Personal & family policies   | 3.02            | 3.20         | -0.18           |
| Leadership: Departmental     | 3.64            | 3.79         | -0.14           |
| Governance: Understanding    | 2.91            | 3.05         | -0.14           |
| Leadership: Faculty          | 3.11            | 3.23         | -0.12           |
| Governance: Trust            | 3.03            | 3.12         | -0.09           |
| Appreciation and recognition | 3.38            | 3.41         | -0.03           |
| Governance: Adaptability     | 2.95            | 2.97         | -0.02           |
| Nature of work: Research     | 3.43            | 3.45         | -0.02           |



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Questions? Suggestions for further  
analyses?