

The Collaborative on Academic Careers in Higher Education (COACHE) 2021 Faculty Satisfaction Survey

Special Populations

COACHE provides comparisons by faculty appointments, rank, race, and gender. There were notable subpopulations differences by faculty appointments (e.g., tenured vs. tenure-eligible vs. term), gender (e.g., women, men), and race (e.g., White, Asian, underrepresented). Underrepresented faculty include faculty who do not identify as White or Asian, such as Latino, Black, and/or Native American. These variations are described next. Given data limitations or restrictions with data confidentiality, it is not possible to fully explore sources of heterogeneity among these subgroups.

No subpopulation differences varying by 25 percentage points in satisfaction or agreement were found for the following COACHE benchmarks: Nature of Work: Service, Nature of Work: Teaching, Facilities and Work Resources, Health and Retirement Benefits, Leadership, Governance, Faculty Senate, and three Department areas, including Collegiality, Engagement, and Leadership. In addition, there were no subpopulations differences varying by 25 percentage points in satisfaction or agreement for faculty rank (Professor vs. Associate Professor) for any COACHE benchmark.

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Personal and Family Policies

Special Populations

COACHE definition:

Faculty beliefs about the effectiveness of various policies related to work-family balance and support for families.

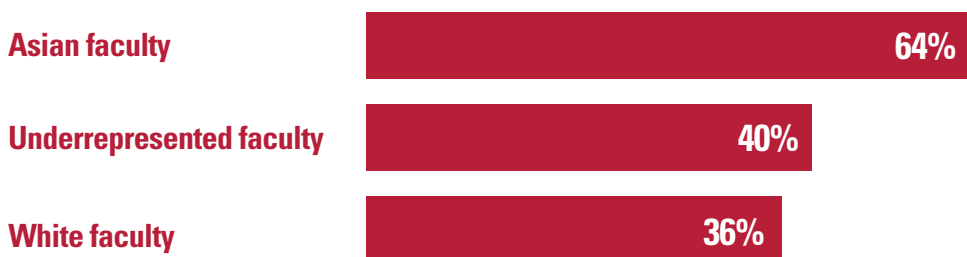
Dissatisfaction can occur from:

- Perceptions that the various policies are not effective for supporting work-family balance and support for families.
- Policies which do not adequately support faculty goals related to work-family balance.

SUBPOPULATION DIFFERENCE:

By Race

Asian faculty were more satisfied with tuition waivers, remission, or exchange than underrepresented faculty and White faculty.



Promising action items:

- Engage faculty subgroups to learn more about the reasons for their satisfaction
- Enhance the effectiveness of personal and family policies
- Provide more communication about personal and family policies to key subgroup

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Interdisciplinary Work

Special Populations

Interdisciplinary research:

Research collaboration within and between institutions and with off-campus partners. Interdisciplinary research has become more common due to its intrinsic motivation for researchers to cross-fertilize; this type of work attracts many graduate students and early-career faculty.

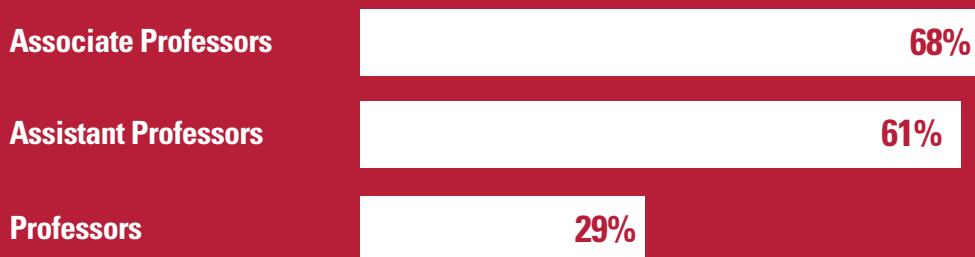
Dissatisfaction can occur from:

- Policies, structures or cultures that do not support collaboration, interdisciplinary research, and mentorship.
- Tenure-eligible faculty or Associate Professors lack sufficient mentoring they feel is essential on their path to promotion in rank.

SUBPOPULATION DIFFERENCES:

By Faculty Rank

Associate professors were more likely to agree that interdisciplinary work was rewarded in reappointment as compared to assistant professors and professors.



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Department Quality *Special Populations*

COACHE Definition:

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.

Dissatisfaction can occur from:

- Perceived ineffectiveness
- Response to poor performance by departmental leadership

SUBPOPULATION DIFFERENCES:

By Race

Asian faculty expressed more satisfaction with department quality than underrepresented faculty and White faculty.



Promising action items:

- Engage faculty subgroups to learn more about the reasons for their satisfaction with mentoring
- Enhance the effectiveness of faculty mentoring
- Provide more communication about faculty mentoring to key subgroups

By Race

Underrepresented faculty were more likely to agree that interdisciplinary work was rewarded in reappointment than White faculty.

Underrepresented Faculty

83%

White Faculty

56%

Promising action items:

- Engage faculty subgroups to learn more about the reasons for their satisfaction with being rewarded for interdisciplinary work
- Enhance ways to document contributions in interdisciplinary work in evaluation, promotion, tenure, and advancement
- Provide more communication about the significance of interdisciplinary work and opportunities to reward this work and celebrate contributions and impacts

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Mentoring *Special Populations*

Mentorship:

Mentoring has always been important in the academic workplace. Only recently, 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.

Dissatisfaction can occur from:

- Policies, structures or cultures that do not support collaboration, interdisciplinary research, and mentorship.
- Tenure-eligible faculty or Associate Professors lack sufficient mentoring they feel is essential on their path to promotion in rank.

SUBPOPULATION DIFFERENCES:

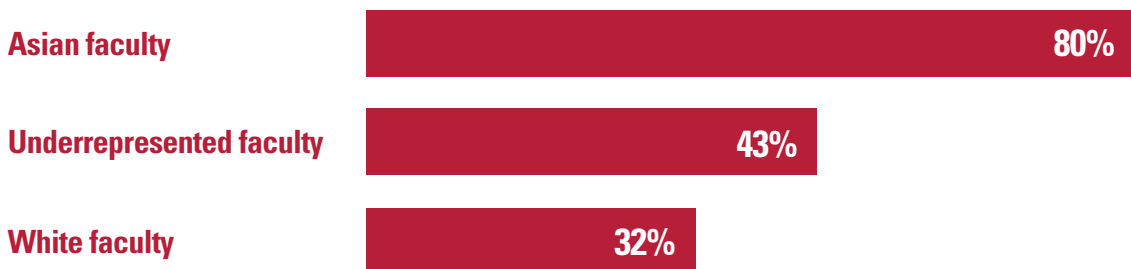
By Gender

Men were more satisfied with mentoring of tenured Associate Professors in the department than women.



By Race

Asian faculty were more satisfied with term faculty mentoring than underrepresented faculty and White faculty.



Promising action items:

- Engage faculty subgroups to learn more about the reasons for their satisfaction with mentoring
- Enhance the effectiveness of faculty mentoring
- Provide more communication about faculty mentoring to key subgroups

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Tenure and Promotion

Special Populations

COACHE definition:

Tenure (tenure-eligible faculty only): Administrators and faculty alike acknowledge that, at most institutions, the bar to achieve tenure has risen over time. Academic leaders can improve the clarity of tenure policies, requirements, and expectations and provide credible assurances of fairness and equity.

Promotion (tenured faculty only): While the academy has recently improved many policies for assistant professors, it has done far less for associate professors. New practices have emerged from related to 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 prepare materials for promotion to Professor; small grants to support mid-career faculty (e.g., matching funds, travel support); and broader, more inclusive criteria.

Dissatisfaction can occur from:

- Anxiety about tenure and promotion.
- Lack of clarity and communication about tenure and promotion.
- Inconsistent messages and practices relative to tenure and promotion.

SUBPOPULATION DIFFERENCES:

By Race

Asian faculty were more satisfied with clarity of expectations than their peers:

As an advisor:



As a colleague:



As a campus citizen:



As a broader community:



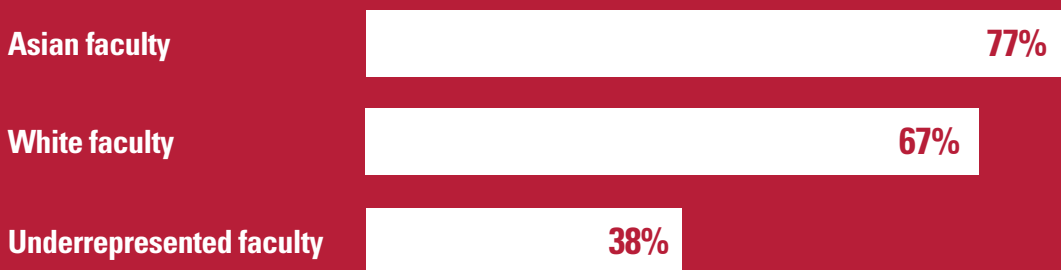
Asian faculty were more satisfied with clarity of the tenure process than White faculty and underrepresented faculty.



Asian faculty were more satisfied with clarity of tenure criteria than White faculty and underrepresented faculty.



Asian faculty were more satisfied with consistency of messages about tenure than White faculty and underrepresented faculty.



Promising action items:

- Engage faculty subgroups to learn more about satisfaction with clarity of expectations, tenure process, and tenure criteria as well as consistency in messages about tenure
- Enhance the promotion, tenure, and advancement procedures and processes
- Provide more communication about promotion, tenure, and advancement procedures and processes

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Appreciation and Recognition

Special Populations

COACHE definition:

Faculty, at all ranks (like other employees), want colleagues to appreciate and recognize them for doing good work. This includes not only undergraduate and graduate students with whom relationships can be especially gratifying, but also fellow faculty and upper-level administrators.

Dissatisfaction can occur from:

- Showing appreciation and recognition in ways that are not meaningful
- Gap between expectations and recognition

SUBPOPULATION DIFFERENCES:

By Faculty Rank

Associate Professors were more satisfied with recognition from their colleagues than Professors and Assistant Professors.



By Race

Asian faculty were more satisfied with recognition for advising than White faculty and underrepresented faculty.



Promising action items:

- Engage faculty subgroups to learn more about satisfaction with appreciation and recognition
- Enhance avenues and resources to cultivate appreciation and recognition
- Provide more communication about appreciation and recognition