

FIU COACHE Survey (Collaborative on Academic Careers in Higher Education)
2017 Faculty Job Satisfaction Survey Results

Responses from FIU tenure-track faculty were compared to those of faculty at five self-selected peer institutions.¹ Forty percent (40%) of FIU faculty (N=762; excludes administrators and non-tenure track faculty) voluntarily participated. Our response rate was 3.9% lower than the five peer institutions. See p. 2 for participation rate by college.

Areas of strength (all faculty combined)²

- Collaboration
- Mentoring
- Nature of Work: Service
- Personal and Family Policies
- Leadership: Senior

Areas of concern (all faculty combined)²

- Tenure Expectations: Clarity
 - Tenure Policies
- Additional areas of concern for women and minority faculty
- Departmental collegiality
 - Departmental and Divisional leadership
 - Governance: shared purpose & trust

Best and Worst things about FIU: (Percentage of faculty selecting most often)

Best => Quality of colleagues (31%); Sense of “fit” here (31%); Academic freedom (19%); Geographic location (18%)

Worst => Lack of support for research/creative work (17%) and teaching (17%); communication from leadership (14%); commute (17%)

FIU Comparisons

- **In terms of overall faculty satisfaction, FIU is in the top 30% of cohort institutions participating in the 2017 survey and is a leader among its five specific comparison institutions in terms of satisfaction with mentoring.**
- FIU’s competitive advantage (relative to comparison/cohort institutions³). Includes satisfaction with: 1) collaboration; 2) mentoring; 3) nature of work: service; and 4) personal and family policies.
- FIU was lower than comparison/cohort institutions³ in terms of satisfaction with: 1) tenure expectations: clarity; 2) tenure policies; 3) divisional leadership, and 4) departmental collegiality.

FIU’s Responses to Faculty Concerns

Office of the Provost:

- The Provost urges Deans and department chairs to review the attached COACHE survey summary and also the attached COACHE Best Practices document that includes suggestions for addressing the main areas of concern expressed by FIU tenure-track faculty.
- The Provost has requested that all Colleges and Departments develop a Diversity and Inclusion plan by May 2018 that will implement best practices, enhance workplace climate, and improve faculty satisfaction.

Office of Faculty and Global Affairs has established a faculty committee that will soon be distributing recommendations and action items based on the COACHE findings.

Office to Advance Women, Equity & Diversity (AWED) has 1) expanded the Faculty Mentor Program as of 2017-2018 to offer mentoring to faculty in all colleges, 2) offered twelve specific programs to address the COACHE findings about Tenure & Promotion and to provide research support such as grant-writing workshops (see: <http://mentor.fiu.edu> for a listing of events).

To discuss the COACHE findings further, please contact Suzanna Rose, srose@fiu.edu or 305-348-1975.

¹ A priori FIU chose five comparison institutions: University of Alabama; University of Arizona; University of Central Florida; University of Nevada – Las Vegas; University of Texas at Austin

² Areas of strength are areas where FIU was ranked 1st or 2nd within its comparison group and in the top 30% of all institutions in the cohort.

³ Areas of concern are those where FIU was ranked 5th or 6th among its comparison group and in the bottom 30% of all cohort institutions.

Sent: Tuesday, April 11, 2017 4:29 PM

44.88% of FIU faculty started the survey

36.35% completed the entire instrument. The final response rate falls somewhere in the middle of that range as anyone who started the survey and got past the demographics section was included.

Final response rate = 40%.

	Invited	Total	Total response	Total Survey completion rate	Total survey retention rate
FIU Overall	762	342	45%	36%	81.0%
School					
AAAPA	Masked for small cell sizes				
AACAR	70	29	41%	36%	86%
AACAS	267	134	50%	43%	87%
AACBA	91	32	35%	27%	78%
AACEC	101	34	34%	22%	65%
AACNH	21	15	71%	43%	60%
AAHOS	12	7	58%	58%	100%
AAIPA	131	53	40%	33%	81%
AALAW	21	12	57%	48%	83%
AAPHS	46	24	52%	41%	79%
AAPRO	Masked for small cell sizes				



collaborative on academic
careers in higher education

Florida International University

2016-17

Faculty Job Satisfaction Survey

Report Preview



Acknowledgements:

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

The Ford Foundation
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Harvard Graduate School of Education
All of our partner institutions

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Introduction

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

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

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

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

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

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

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

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

Your Cohort and Peers

Based on the number of FIU faculty and other organizational characteristics, your comparison "cohort" includes 112 COACHE partners who identify as generally similar. The complete list is available in the CAO Report's appendices. You selected five comparison institutions – "peers" in the report – to represent those most similar to you in the faculty labor market. They are listed at the right.

- University of Alabama (2014)
- University of Arizona (2014)
- University of Central Florida (2015)
- University of Nevada - Las Vegas (2016)
- University of Texas at Austin (2017)

Response Rates

Your report summarizes the findings from 40% of your eligible faculty. Given an average survey completion time of 22 minutes, this report constitutes approximately 112 hours of your faculty's time and, more importantly, their candor. Your response rate is *lower* than your peers by approximately 3.9 percentage points.

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

Response Rates

	You	Peers	Cohort
Overall	40%	44%	47%
Tenured	38%	45%	48%
Pre-tenure	46%	49%	50%
Non-tenure track	0%	38%	40%
Full	43%	43%	48%
Associate	34%	48%	49%
Men	36%	40%	43%
Women	48%	51%	52%
White	45%	45%	49%
Faculty of color ¹	37%	41%	41%
Asian/Asian-American	29%	38%	38%
Underrepresented minorities ²	45%	44%	43%

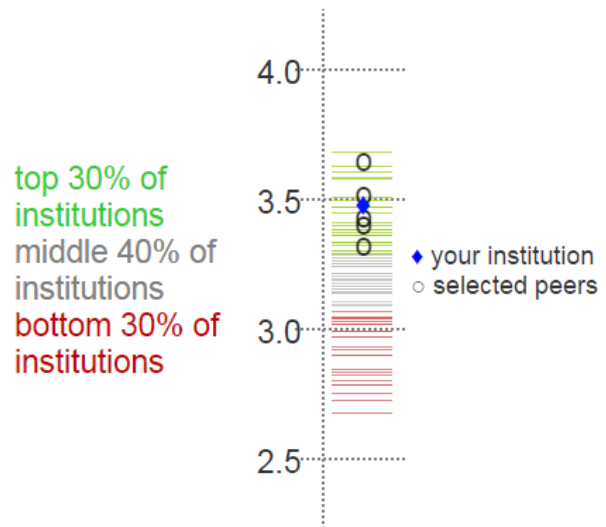
¹ "Faculty of color" are, for the purposes of this report, those individuals not categorized as White, non-Hispanic.

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

Understanding the COACHE Benchmarks

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

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



Your Strengths and Concerns

As shorthand, COACHE defines as an "area of strength" any Benchmark where your institution scores first or second among your selected comparison group and in the top 30 percent (the green section) of the cohort. Conversely, an “area of concern” is where your faculty rating of a Benchmark falls fifth or sixth among your peers and in the bottom 30 percent (the red section) of the cohort. The survey themes at the right met these criteria for FIU.

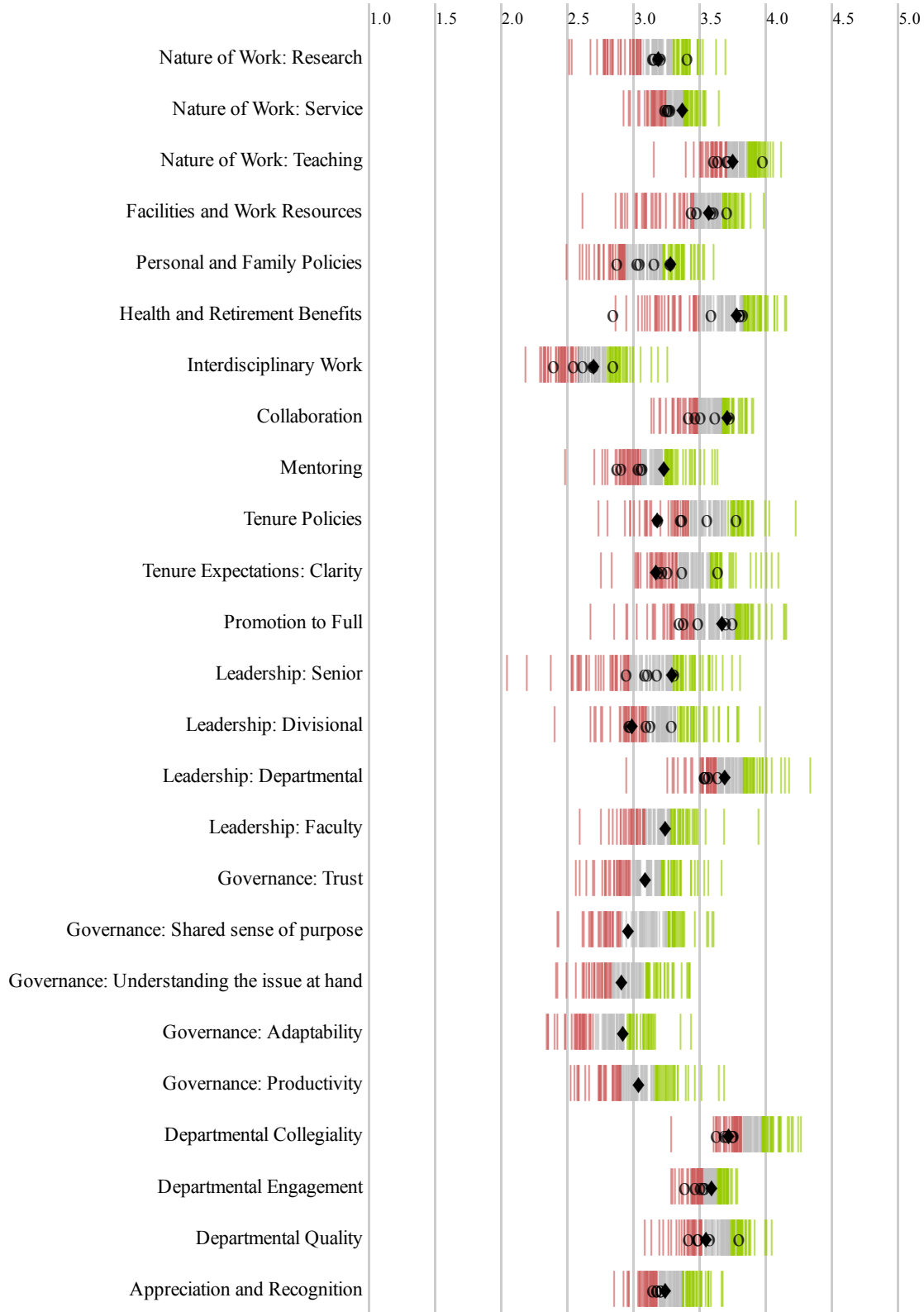
Note that between-group differences could alter your conclusions about these aspects of academic life on your campus—and suggest tailored approaches to improving them. Keep this in mind as you consider, after the overall results, the subsequent charts for pre-tenure faculty, for associate professors,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

Areas of strength (all faculty combined)

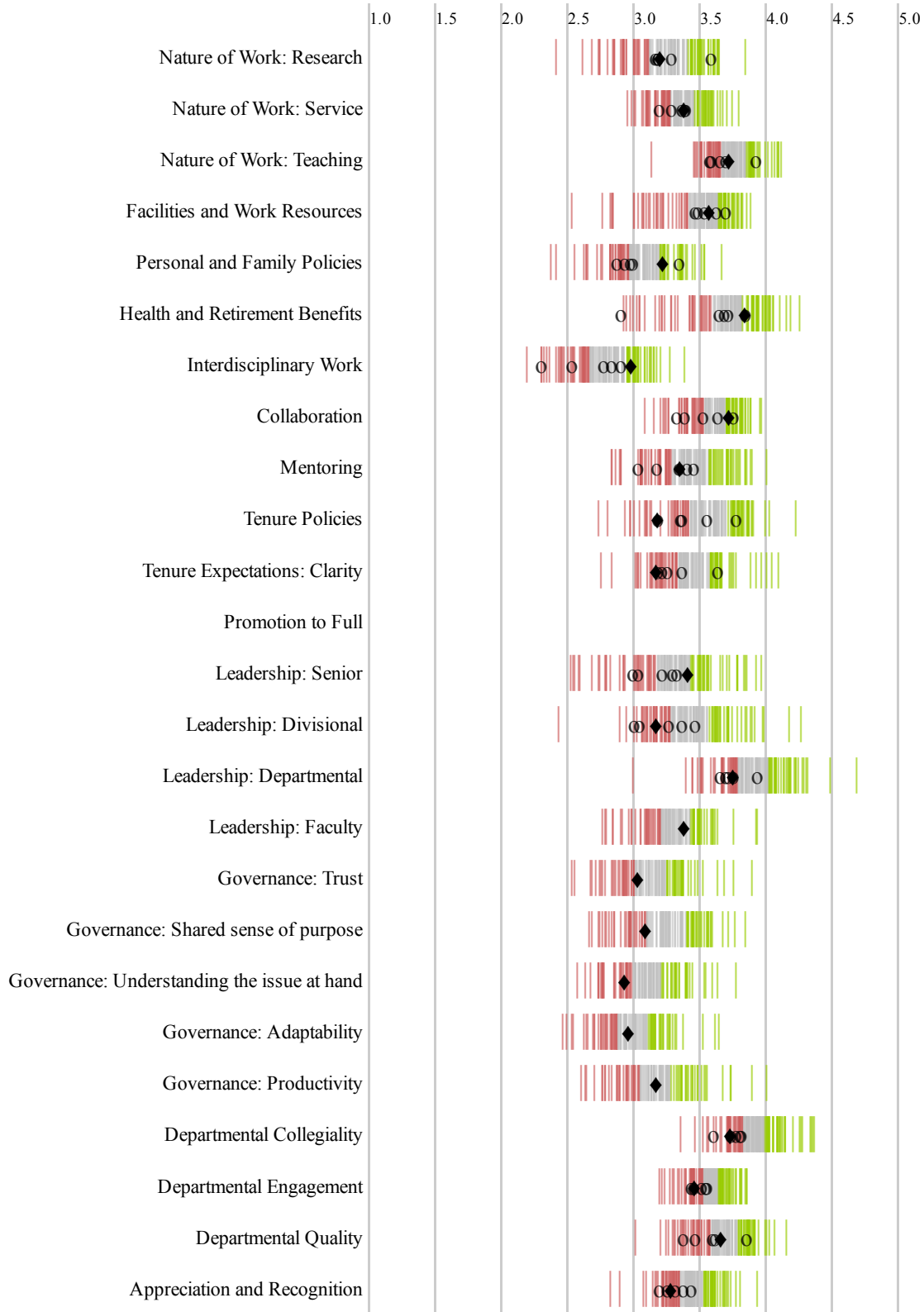
- *Collaboration*
- *Mentoring*
- *Nature of Work: Service*
- *Personal and Family Policies*
- *Leadership: Senior*

Areas of concern (all faculty combined)

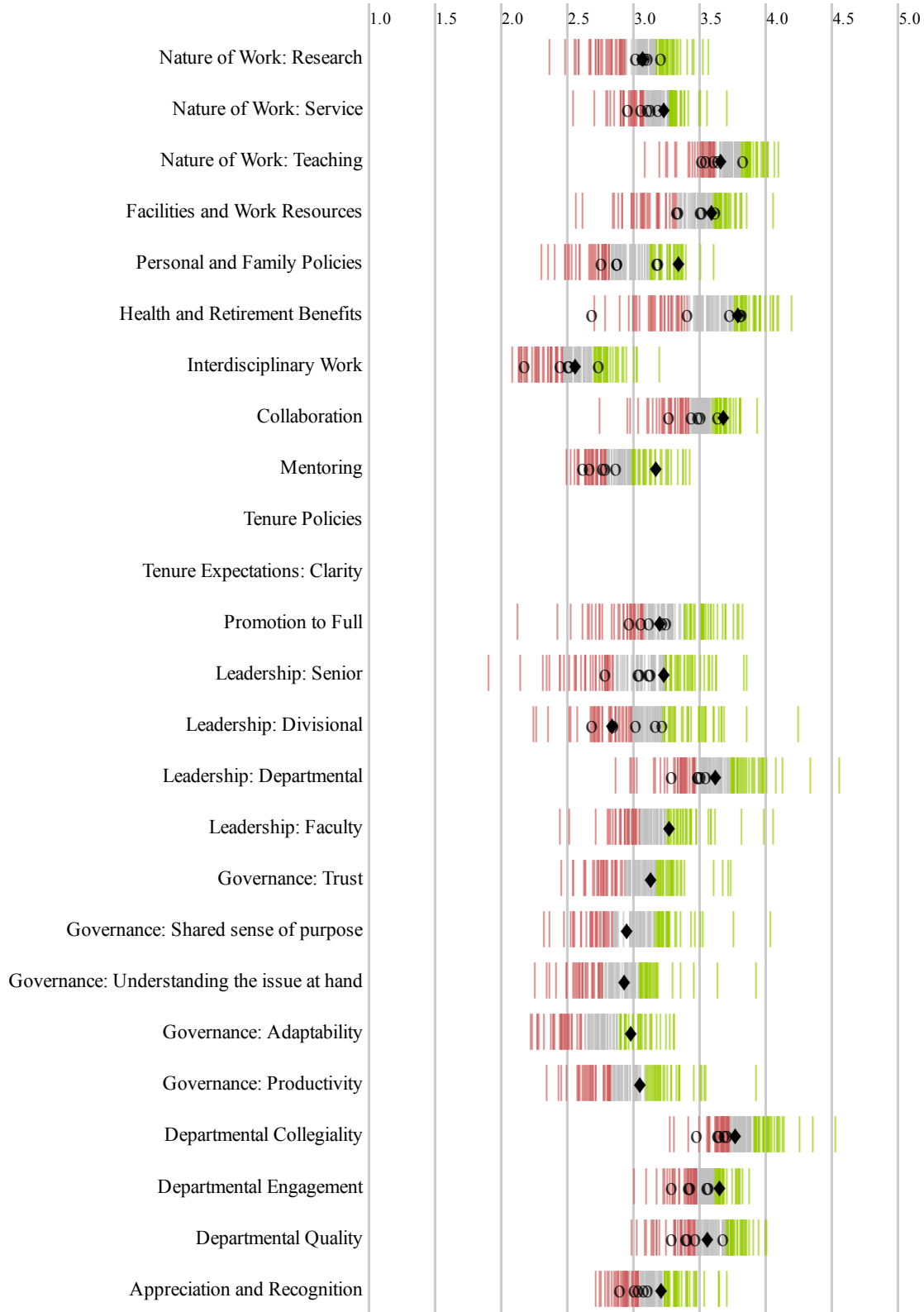
- *Tenure Expectations: Clarity*
- *Tenure Policies*



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



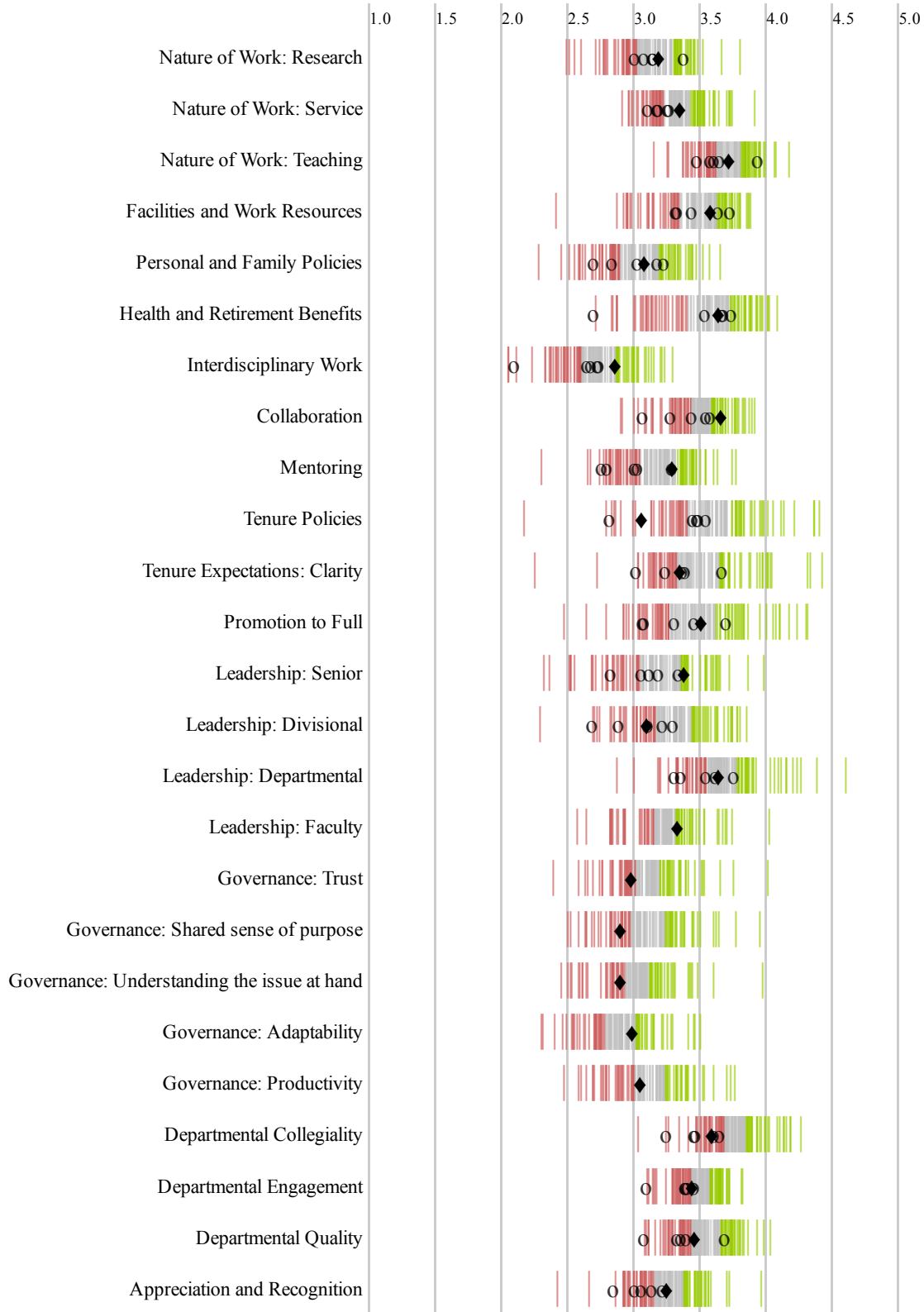
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At times in the survey, we ask faculty to think about the institution as a whole and identify those issues (both good and bad) that are most on their minds. Here, faculty are given the opportunity to select the two best aspects of working at your institution.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

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

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	31%	17%	38%	31%	24%
Support of colleagues	13%	17%	18%	15%	9%
Opportunities to collaborate with colleagues	9%	17%	9%	9%	8%
Quality of graduate students	12%	8%	10%	15%	9%
Quality of undergraduate students	8%	7%	10%	9%	10%
Quality of facilities	5%	8%	1%	4%	6%
Support for research/creative work	3%	4%	3%	2%	1%
Support for teaching	3%	7%	1%	4%	2%
Support for professional development	1%	1%	0%	1%	0%
Assistance for grant proposals	2%	4%	3%	2%	2%
Childcare policies	1%	4%	0%	1%	2%
Spousal/partner hiring program	2%	2%	1%	3%	1%
Compensation	1%	1%	0%	2%	0%
Geographic location	19%	18%	22%	16%	23%
Diversity	2%	1%	4%	2%	3%
Presence of others like me	7%	10%	1%	3%	4%
My sense of "fit" here	31%	31%	29%	25%	37%
Protections from service/assignments	0%	1%	0%	1%	0%
Commute	0%	0%	0%	1%	1%
Cost of living	0%	1%	0%	0%	1%
Teaching load	4%	10%	3%	5%	1%
Manageable pressure to perform	5%	6%	9%	4%	4%
Academic freedom	18%	13%	16%	21%	19%
Tenure/promotion clarity or requirements	2%	1%	1%	3%	2%
Quality of leadership	1%	1%	1%	3%	0%
Decline to answer	2%	1%	1%	1%	1%
There are no positive aspects	6%	4%	8%	5%	11%

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

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

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	5%	1%	3%	4%	8%
Support of colleagues	6%	7%	3%	7%	9%
Opportunities to collaborate with colleagues	0%	1%	0%	0%	1%
Quality of graduate students	5%	6%	4%	2%	6%
Quality of undergraduate students	9%	11%	8%	5%	6%
Quality of facilities	8%	8%	5%	5%	6%
Lack of support for research/creative work	17%	12%	16%	18%	15%
Lack of support for teaching	17%	19%	22%	18%	22%
Lack of support for professional development	2%	1%	5%	4%	2%
Lack of assistance for grant proposals	3%	1%	4%	1%	2%
Childcare policies	4%	2%	5%	4%	2%
Spousal/partner hiring program	2%	2%	0%	4%	2%
Compensation	3%	5%	1%	2%	4%
Geographic location	2%	4%	3%	3%	5%
Lack of diversity	2%	2%	1%	4%	1%
Absence of others like me	5%	5%	3%	5%	4%
My sense of "fit" here	4%	4%	4%	4%	2%
Too much service/too many assignments	12%	12%	9%	11%	9%
Commute	17%	20%	14%	16%	17%
Cost of living	8%	2%	11%	9%	4%
Teaching load	7%	10%	5%	8%	9%
Unrelenting pressure to perform	7%	10%	9%	11%	3%
Academic freedom	1%	0%	1%	1%	2%
Tenure/promotion clarity or requirements	5%	11%	3%	4%	4%
Quality of leadership	14%	12%	16%	12%	10%
Decline to answer	5%	4%	4%	6%	9%
There are no positive aspects	7%	5%	11%	5%	10%

Global Considerations: In Your Faculty’s Own Words

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

- *Facilities and resources for work* - 44%
- *Leadership: General* - 33%
- *Nature of work: Research* - 27%
- *Culture* - 22%
- *Nature of work: Teaching* - 21%

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

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

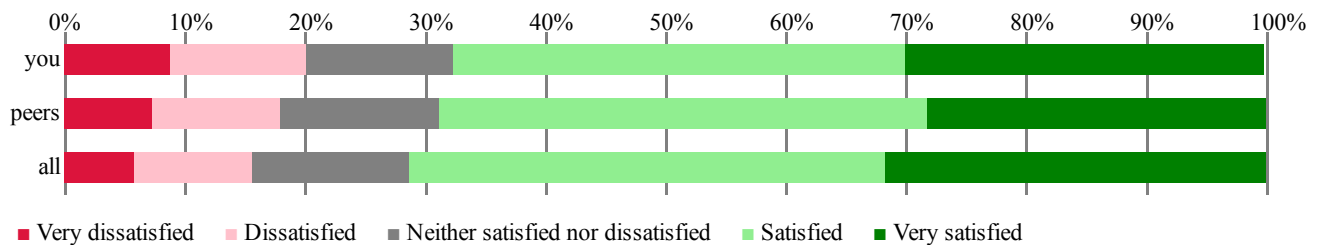
In the complete digital report, you may access these redacted comments all at once, coded thematically, and accompanied by a chart of theme frequencies. In addition, when a comment mentions a topic that is related to a Benchmark, your CAO Report attaches that comment to the appropriate section. With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

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

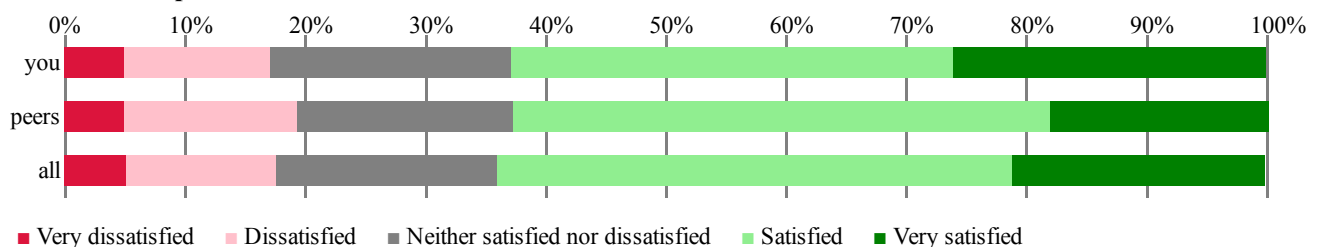
There are other “big picture” results in your report concerning overall satisfaction, intent to leave, and the likelihood that a faculty member would recommend her/his department as a place to work. For the purposes of this

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

Department as a place to work



Institution as a place to work



Next Steps: Distributed Leadership

While some are tempted to see these results and jump immediately to strategies for fixing problems, others know that institutional change is more effective and sustainable under models of distributed leadership. At COACHE, we have learned from our partners that analysis and sensemaking are a community process. Treat this document and the full report as a discussion guide, not a report card. Engage your faculty as partners in improving the workplace. Leverage their skills, expertise, and their personal experiences. Thoughtful, transparent engagement establishes trust among faculty. How you engage your faculty throughout this process is just as important as any policies or programs that result. Very few things can be accomplished in the academy without trust.

The remaining pages of this preview pose questions for you to consider, alone or with your team, as you begin this

endeavor. In the next few weeks, COACHE will host three online open houses where you and your team can ask questions and engage with other teams. We will also share some additional materials, including:

- A series of video tutorials for navigating and interpreting your full report
- Sample meeting agendas
- Discussion guides for your team
- Promising practices from other partner institutions

Your CAO Report contains additional materials that describe how to dig deeper, build communication plans, disseminate broadly, take ownership, and engage with peer institutions. If you are ever in doubt about what to do, call us. COACHE succeeds only when you are equipped to create the conditions in which faculty do their best work.





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