

THE COACHE REPORT FROM 2019-20

Background

The COACHE Survey measures faculty job satisfaction.

- Not a campus climate survey
- Focus is on teaching, research, and shared governance

Lafayette administered the COACHE survey in 2008-09 (pre-tenure faculty only). The results pointed to significant issues regarding clarity around tenure expectations and the tenure process, which we worked to improve.

Lafayette had robust participation in the 2019-20 survey (all ranks including visiting assistant professors). We had 72% of the faculty respond to the survey, which was significantly higher than the participation rate at comparison institutions.

Background

One of the great advantages of the COACHE survey is the ability to compare results with those of comparable institutions.

Lafayette's **Peer Group**:

Davidson

Gettysburg

Harvey Mudd

Mount Holyoke

Washington & Lee

All administered the COACHE Survey during AY 2019-20.

Lafayette's **Cohort** is a group of 27 institutions, including the peer group. Some cohort schools administered prior to 2019-20. Examples include:

Amherst, Colgate, Kenyon, Mills, Muhlenberg, Sewanee: The University of the South, and Wellesley

Preview!

Here's a preview ...

In 2008-09 Lafayette was lowest among our peers and in the **bottom band** in our cohort in for:

- ☐ Tenure Practices
- ☐ Tenure Expectations: Clarity
- ☐ Tenure Expectations: Reasonableness

In 2019-20 Lafayette is **right in the middle** (both peers and cohort) for:

- ☐ Tenure Policies
- ☐ Tenure Expectations: Clarity

Background

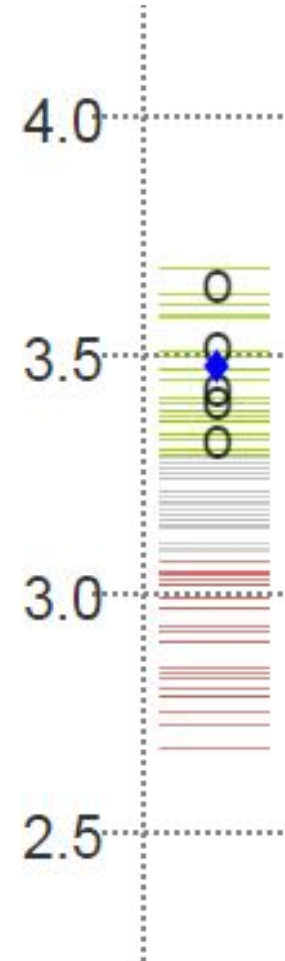
How to read “at a glance” summaries:

Diamond = Lafayette

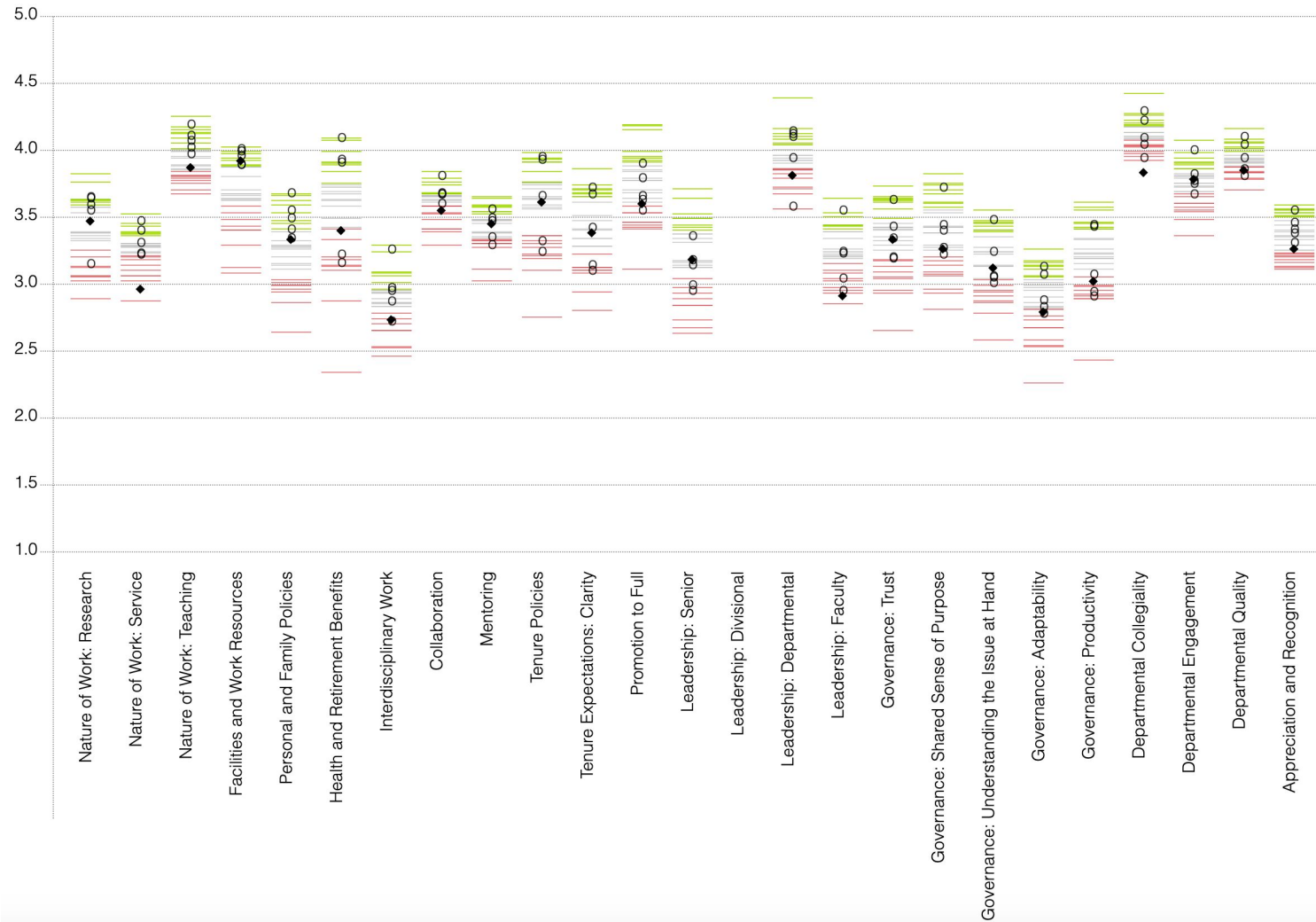
Circles = Peers

Lines = Cohort

Colors = 30%/40%/30%



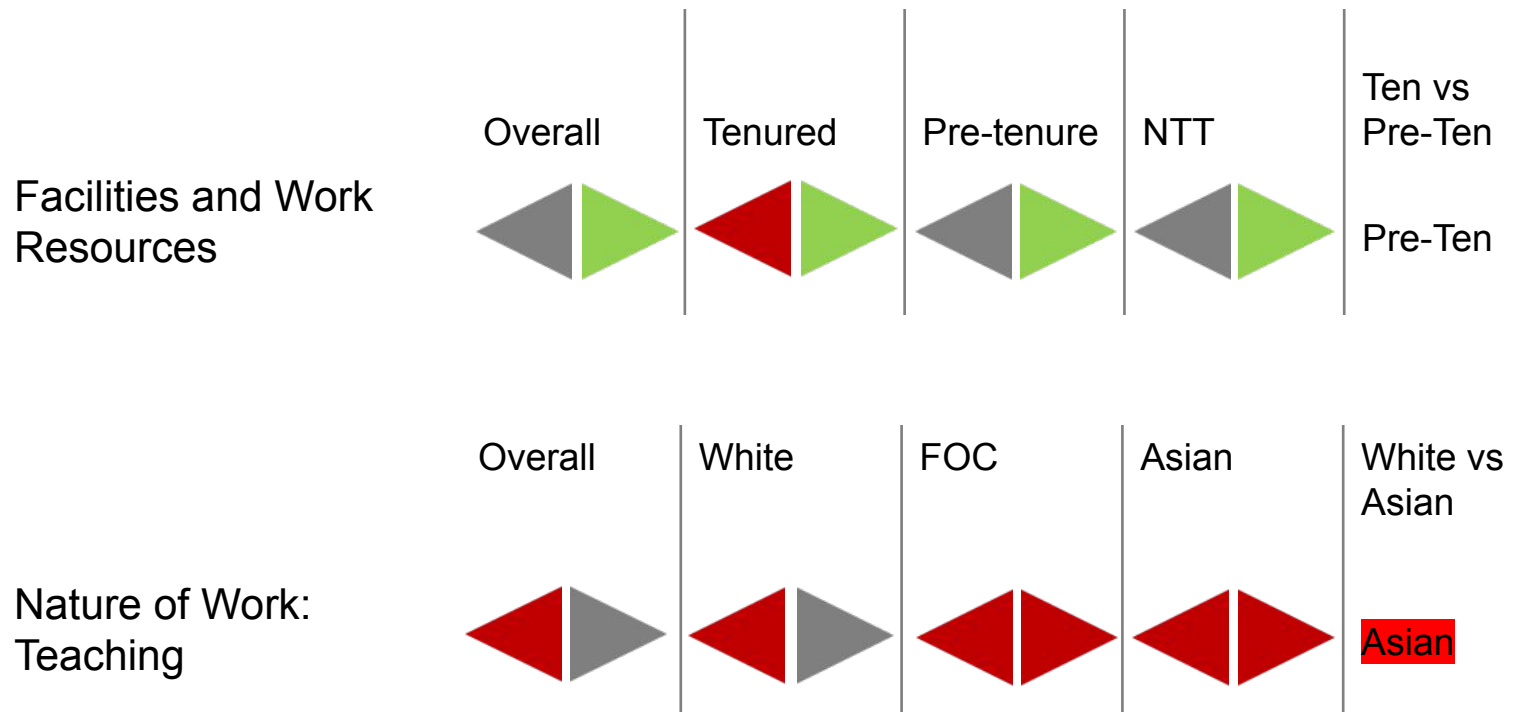
Overview



Overview

The COACHE report also provides results broken out along quite a few demographic markers, using a dashboard.

Examples:



Lafayette's Results: High Level Summary

On a relative scale ... compared to peers and the cohort

Very Good!	Good	Needing Improvement
	Research	Service
	Teaching	Benefits
	Family Policies	Interdisciplinary
	Mentoring	Promotion to Full
	Tenure Policies	Departmental Leadership
	Tenure Clarity	Faculty Leadership
	Senior Leadership	Governance: Adaptability
	Governance: Trust	Governance: Productivity
	Governance: Shared Purpose	Departmental Collegiality
	Departmental Engagement	

High Level Summary

Last Time?? In 2008-09

Very Good!	Good	Not So Good
	Research	Tenure Practices
	Work and Home	Tenure Clarity
	Compensation + Benefits	Tenure Reasonableness
		Teaching
		Collegiality

Remember that it is not an apples-to-apples comparison.

Tenure Clarity: Service 2.84 => 3.31

Tenure Clarity: Scholarship 2.99 => 3.93

Tenure Clarity: Teaching 3.15 => 3.98

High Level Summary: What Improved? What Declined?

Significant Improvement	Solid Improvement	Scores Declined
Facilities and Resources	Research Teaching Family Policies Mentoring Tenure Policies Tenure Clarity Senior Leadership Governance: Trust Governance: Shared Purpose Departmental Engagement	Service Benefits Interdisciplinary Promotion to Full Departmental Leadership Faculty Leadership Governance: Adaptability Governance: Productivity Departmental Collegiality

High Level Summary

Faculty members were asked to identify the two worst aspects of working at Lafayette. The top vote getters — that is *the worst aspects overall* — were:

1. Too much service
2. Unrelenting pressure to perform
3. Teaching load
4. Lack of diversity

The first three are common “worst aspects” among our cohort and peers.

“Lack of diversity” is not common among the comparison groups.

“Teaching load” and “unrelenting pressure” were on the 2008/09 list.

High Level Summary

Faculty members were asked to identify the two best aspects of working at Lafayette. The top vote getters — that is *the best aspects overall* — were:

1. Quality of students
2. Quality of colleagues
3. Academic freedom
4. Compensation

The first three are common “best aspects” among our cohort and peers.

“Compensation” is not common among the comparison groups.

The first two are repeats from 2008/09.

Exploring “Nature of Work: Teaching”

Let me give a sense of the sort of analyses that are possible, by drilling a bit into “Nature of Work: Teaching”

The responses to this bundle of 13 questions, in aggregate, put Lafayette in the “good” range.

- It’s in the bottom of the good range
- We don’t compare favorably to the peer group

Positive Aspects:

- Number of courses taught
- Equity of distribution of teaching loads

Negative Aspects:

- Number of students in classes taught
- Support for assessing student learning

Exploring “Nature of Work: Teaching”

Positive Aspect: Equitability of distribution of teaching loads

We can look at the mean response disaggregated in various ways. As examples:

VAP: 3.43	Pre-Ten: 3.51	Associate: 3.40	Full: 3.71
Men: 3.64	Women: 3.36	White: 3.61	FOC: 3.19

- We can do this for all of the questions on the survey; and
- We can benchmark the disaggregated responses against peers.

White = White, non-Hispanic

Faculty of Color (FOC) = not {White, non-Hispanic}

We also added custom questions

Additional questions focused on specific aspects of teaching. Examples:

I feel supported by my institution to take risks in my teaching.

Tenured: 52.4% somewhat agreed or strongly agreed

Pre-tenure: 44.6% somewhat agreed or strongly agreed

I have confidence in the ability of my colleagues to conduct fair evaluation of my teaching.

Associate: 56.9% somewhat agreed or strongly agreed

Assistant: 69.1% somewhat agreed or strongly agreed

Lafayette offers resources to help faculty support URM* students.

White: 67.4% somewhat agreed or strongly agreed

FOC: 66.7% somewhat agreed or strongly agreed

*Underrepresented Minority (URM) = non-White and non-Asian/Asian American

Two areas that need attention

Diversity

Listed “lack of diversity” as a “worst aspect” of working at Lafayette

- 13% overall

- 23% of pre-tenure faculty

- 27% of FOC

- 11% of FOC identified “absence of others like me” as a “worst aspect”

It is not just an issue of numbers; it is clear there are different experiences.

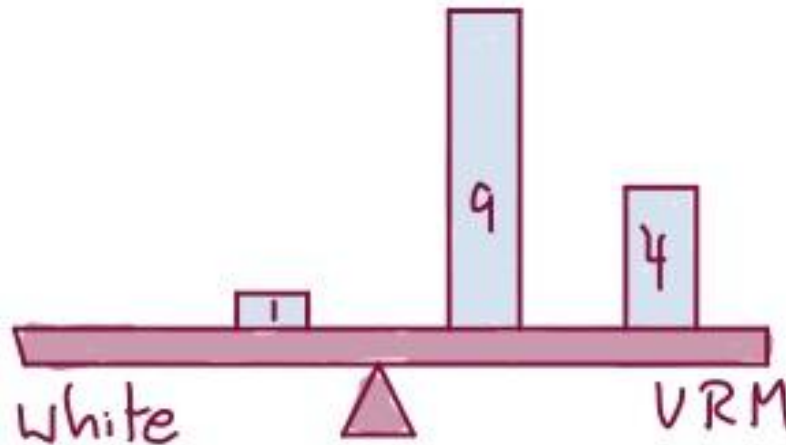
Governance/Service/Leadership

If you think you know the solution, I guarantee there are several colleagues who think the exact opposite.

(There are of course lots of things to work on. COACHE can help with many of them.)

Diversity

There are 24 aggregated baskets that COACHE reports on. For 14 of them there are meaningful differences between White and underrepresented minority participants. Of particular note: “Personal and Family Policies” stands out.



This is the most notable set of differences, but a similar imbalance in experience is also seen with Faculty of Color and Asian participants in the survey.

“Recognize that racial and gender bias are real and consider that your minority faculty are NOT dealing with the same issues as other faculty members.”

Service/Governance/Leadership

Let's start with "Nature of Work: Service"

Some disaggregated results for the 9 questions in this basket:

Pre-Tenure: 3.20	Tenured: 2.80
Women: 2.82	Men: 3.07
FOC: 3.03	White: 2.95

COACHE includes advising in service, which actually improves our aggregate response. Below is how we look on the non-advising aspects.

Nature of Work: Service	2.97													tenured
Time spent on service	2.85													tenured
Support for faculty in leadership roles	2.52													tenured
Number of committees	3.34				N<5									tenured
Attractiveness of committees	3.19				N<5									tenured
Discretion to choose committees	2.94				N<5									tenured
Equitability of committee assignments	2.79				N<5									tenured

Service/Governance/Leadership

What about Shared Governance?

Where we look **good**

- Administration communicates rationale for important decisions

- Faculty and administration have an open system of communication

- Lafayette regularly reviews the effectiveness of governance

- (full professors disagree!)

Where we look **not-so-good**

- Faculty governance structures offer opportunities for input

- Shared governance holds up in unusual circumstances

- Faculty and administration have a shared sense of responsibility

- Lafayette cultivates new faculty leaders

- Committees make measurable progress

- Overall effectiveness

Service/Governance/Leadership

What about Leadership?

Leadership: Senior	3.19													tenured
Pres/Chancellor: Pace of decision making	3.15													tenured
Pres/Chancellor: Stated priorities	3.17													tenured
Pres/Chancellor: Communication of priorities	3.10													tenured
CAO: Pace of decision making	3.34													tenured
CAO: Stated priorities	3.23													tenured
CAO: Communication of priorities	3.28													tenured
CAO: Ensuring faculty input	3.14													
Leadership: Departmental	3.82													tenured
Head/Chair: Pace of decision making	3.85													
Head/Chair: Stated priorities	3.77													tenured
Head/Chair: Communication of priorities	3.74													tenured
Head/Chair: Ensuring faculty input	3.92													tenured
Head/Chair: Fairness in evaluating work	3.84													
Leadership: Faculty	2.92													tenured
Faculty leaders: Pace of decision making	2.76													tenured
Faculty leaders: Stated priorities	2.89													tenured
Faculty leaders: Communication of priorities	2.96													tenured
Faculty leaders: Ensuring faculty input	3.10													

Service/Governance/Leadership

On this issue, we a lack of a shared sense of identity.

“Place more value and emphasis on scholarly activities and research and much less on shared governance and committee work.”

“[F]aculty simply have no interest in the hard-won aspects of governance that were painstakingly won by senior faculty Scholarship is the beast that has consumed [us]”

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“The administration should actually make some difficult decisions clearly and efficiently and stick to them instead of caving to a few disgruntled busybodies who then insist on ad hoc committees etc. that waste innumerable hours of time from SO MANY PEOPLE who have other, better things to be doing.”

“If the President wants to do something, faculty views for or against it are irrelevant.”

Service/Governance/Leadership

Most do not believe the existing system is effective.

“Faculty seem generally disengaged, discouraged, and dissatisfied with the current model of shared governance.”

“Having multiple committees and frequent meetings does not guarantee effective faculty input or efficient use of time.”

“Fostering actual meaningful interaction between Admin and Faculty would be helpful.”

Given all of this, it is encouraging that there is a desire for change.

“[M]ake significant, earnest, sweeping changes to the amount of both formal & informal service in which faculty (especially post-tenure) are expected to engage.”

“Change the structure of faculty governance.”

Closing on a Positive Note

There is good news in these results.

- We have made marked improvement since the 2008/09 survey.
 - Most notably with tenure process
 - Lafayette as “a place to work” inched up
- Levels of participation and the comments indicate a high degree of engagement across the faculty.
- The responses from Visiting Assistant Professors are generally encouraging.
- Some real strengths:
 - Support for engaging students in research
 - Library resources
 - Many shout-outs for CITLS programming on inclusive pedagogy
 - Departmental discussions of teaching
 - Salary

“Overall, Lafayette is a wonderful place to work. My department is collegial and supportive; the leadership is strong and cohesive ...; and the students are overall great.”