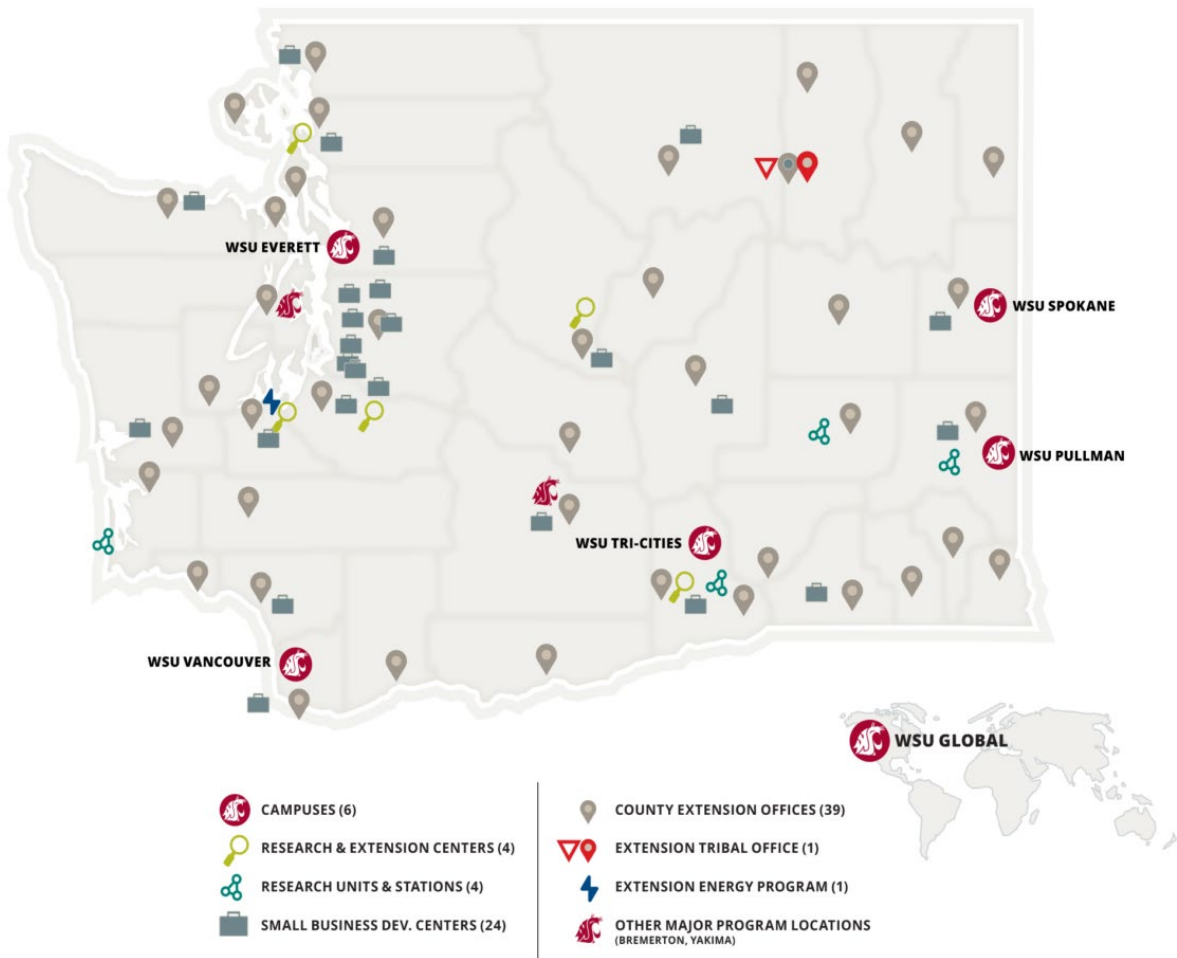




Collaborative on Academic Careers in Higher Education (COACHE) Preliminary Survey Report



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INTRODUCTION

About COACHE

The Collaborative on Academic Careers in Higher Education (COACHE) is a national, research-based initiative that is designed to help us better understand and initiate plans for improving the quality of work-life for faculty.

COACHE conducts an annual survey from universities across the U.S. The survey items fall into ten domains and some items address global satisfaction. Universities also have the option to include custom items. The ten domains are:

- Nature of Work (Scholarship, Service, Teaching)
- Tenure and Promotion
- Interdisciplinary Work
- Collaboration and Mentoring
- Resources and Support
- Shared Governance
- Department Engagement, Quality, and Collegiality
- Institutional Leadership
- Appreciation and Recognition
- Retention and Negotiations

Washington State University (WSU) and COACHE

The COACHE survey was sponsored by the Office of the Provost and launched in February 2022 and closed in April 2022. The survey was partially funded with state funds provided to support a state-mandated faculty climate survey. We received the data in late summer of 2022 and formed a committee to interpret findings and identify actions to address COACHE findings. The survey will be administered again in spring 2024. An earlier survey was completed in 2014.

WSU Response Rates*

A total of 1,480 faculty members responded to the survey, representing 48% of eligible career-track and tenure-track faculty. This response rate is an improvement over the 42% who responded in 2014. Please see <https://provost.wsu.edu/coache/> for a more detailed description of the survey methodology, including response rates.

Rank/Track		College	
Tenure-track tenured	49%	Coll. of Ag., Human, & Natural Resource Sciences	50%
Tenure-track pre-tenure	48%	College of Arts and Sciences	55%
Career-track	46%	Carson College of Business	47%
Tenured professor	50%	Murrow College of Communication	44%
Tenured associate professor	48%	College of Education	48%
Gender		Voiland Coll. of Engineering & Architecture	29%
Men	40%	Libraries	69%
Women	56%	Elson S. Floyd College of Medicine	45%
Race/Ethnicity		College of Nursing	39%
White	59%	Coll. of Pharm. & Pharm. Sci.	32%
Asian/Asian-American ¹	47%	College of Veterinary Medicine	51%
Minoritized communities ²	25%		

¹Asian/Asian American only; ²All other faculty of color.

COACHE Committee

The committee was co-led by Doug Call (past chair of Faculty Senate, incoming Senior Vice Provost), Katie Cooper (Associate Dean for Faculty, College of Arts and Sciences), and Laura Hill (Senior Vice Provost). We identified areas for improvement and formed action teams to consider specific topics and provide initial recommendations for actions. Thanks to all who participated in this work, including:

- Ekaterina Burduli (Spokane)
- Kira Carbonneau (Pullman)
- Pat Carter (Pullman)
- Kim Christen (Pullman)
- Chris Dickey (Pullman)
- Glen Duncan (Spokane)
- Obie Ford III (Vancouver)
- Fran Hermanson (Pullman)
- Christine Horne (Pullman)
- Masha Gartstein (Pullman)
- Phil Gruen (Pullman)
- Lisa Guerrero (Pullman)
- Stephanie Kane (Pullman)
- Coleen McCracken (Pullman)
- Clemma Muller (Spokane)
- Oladunni Oluwoye (Spokane)
- Kristina Peterson-Wilson (Pullman)
- Bruce Pinkleton (Pullman)
- Anna Plemons (Tri-Cities)
- Paul Skilton (Tri-Cities)
- Clif Stratton (Pullman)
- Jenny Thigpen (Pullman)

GUIDING PRINCIPLES

The COACHE survey tool helps us understand the status of faculty affairs at WSU and initiate value-driven responsive and proactive measures. These values include the importance of:

- Empowering faculty to reach their highest potential in teaching, scholarship/creative activities, and service.
- Promoting the highest standards for integrity, fairness, and transparency when evaluating data, planning, reporting, making decisions, and executing programs for faculty affairs.
- Facilitating a culture of collaboration and shared purpose that is interdisciplinary for teaching, scholarship/creative activities, and service, and that removes barriers between administrative programs in faculty affairs, academic affairs, graduate education, and scholarship and creative arts.
- Promoting inclusivity and diversity among faculty by ensuring equitable opportunities for all faculty, and by fostering an environment that values and respects different perspectives, backgrounds, and experiences.
- Promoting the principles of academic freedom whereby faculty can pursue innovative scholarship and teaching consistent with their expertise and interests.
- Promoting professional development by advancing ongoing and new opportunities for faculty mentoring programs, workshops, and resources to enhance teaching, scholarship and creative arts, leadership, and career advancement.
- Promoting work-life policies and practices that support faculty well-being, and that foster a healthy and supportive work environment.
- Ensuring that faculty members are equipped with the necessary tools and support to effectively contribute to student success, fostering a student-centered approach to teaching and learning.

PRELIMINARY REPORT, LISTENING SESSIONS, AND ACTION PLANS

In this preliminary report we present an overview of the 2022 COACHE survey results. We will conduct a zoom Town Hall on September 5th and will visit all campuses and relevant groups for listening sessions. These listening sessions will help us formulate action plans to address areas for improvement. We will issue a final report, which will include those plans, early spring semester.

SURVEY RESULTS

Areas of Strength

- A majority of faculty reported satisfaction in the areas of departmental leadership and collegiality, health and retirement benefits, and tenure policies.
- More than half of the faculty reported satisfaction with support for teaching, collaboration with colleagues, mentoring, departmental leadership, departmental engagement, and promotion to professor rank.
- Pre-tenured faculty report substantially higher satisfaction than the faculty average overall.

A few highlights:

- 82% of pre-tenure tenure-track faculty report that they get formal feedback on progress toward tenure, and 98% report that they think they will get tenure.
- Satisfaction with mentoring has improved by 18 percentage points since the 2014 survey. Most faculty (87%) agree with the importance of mentoring at the department level, and 82% report that being a mentor is fulfilling.
- Most faculty report satisfaction with personal health benefits (76%) and with retirement benefits (66%).
- Most faculty (76%) report that their department is collegial. Satisfaction with departmental leadership has improved by 9 percentage points since 2014.

Satisfaction with Domains of Faculty Experience

The survey is divided into items grouped into ten domains of faculty experience. Each domain has several subdomains (see website for descriptions of domains).

Percentage of faculty “very satisfied” or “satisfied” by sub-domain			
Nature of Work			Institutional Leadership
Support for Research	31%		Senior 25%
Support for Service	40%		Divisional 39%
Support for Teaching	51%		Departmental 57%
Resources and Support			Faculty 28%
Facilities and Work Resources	49%		Shared Governance
Personal and Family Policies ^a	34%		Trust 25%
Health and Retirement Benefits	68%		Shared Sense of Purpose 21%
Cross-Silo Work and Mentoring			Understanding Issues at Hand 20%
Interdisciplinary Work	21%		Adaptability 18%
Collaboration	57%		Productivity 21%
Mentoring ^b	54%		Department
Tenure and Promotion			Collegiality 62%
Tenure Policies	61%		Engagement 51%
Tenure Expectations: Clarity ^c	46%		Quality 53%
Promotion to Full	58%		Career-Track Faculty 57%
Appreciation and Recognition			
Appreciation and Recognition	35%		

^a Health and retirement benefits only. Does not include low-frequency services (e.g., partner accommodation where most faculty reported not applicable). ^b 87% of faculty reported agreement with the importance of mentoring in the department; only 29% are satisfied with the mentoring of career-track faculty ^c 76% of faculty reported that expectations for scholarship are clear; 62% reported clarity of expectations for teaching are clear. However, fewer faculty reported that expectations for other aspects of work are clear including advising (41%), being a colleague (42%) or campus citizen (24%), and engagement with the broader community (32%).

Comparison of WSU's 2014 Data with 2022 Data Domains

Faculty satisfaction has improved in most areas since the 2014 survey. Areas where satisfaction has increased by more than 5 percentage points since 2014 are highlighted in green; areas where satisfaction has decreased by more than 5 percentage points are highlighted in yellow.

Percentage point change from 2014 to 2022				
Nature of Work			Institutional Leadership	
Support for Research	-7%		Senior	-4%
Support for Service	-2%		Divisional	1%
Support for Teaching	-1%		Departmental	9%
Resources and Support			Faculty	0%
Facilities and Work Resources	4%		Shared Governance*	
Personal and Family Policies	0%		Trust	N/A
Health and Retirement Benefits	1%		Shared Sense of Purpose	N/A
Cross-Silo Work and Mentoring			Understanding Issues at Hand	N/A
Interdisciplinary Work	-1%		Adaptability	N/A
Collaboration	0%		Productivity	N/A
Mentoring	18%		Department	
Tenure and Promotion			Collegiality	3%
Tenure Policies	3%		Engagement	7%
Tenure Expectations: Clarity	-4%		Quality	0%
Promotion to Full	3%		Career-Track Faculty	4%
Appreciation and Recognition			<i>*These questions were not asked in 2014</i>	
Appreciation and Recognition	0%			

Custom Items

WSU added the following items to the survey to explore specific aspects of climate such as fairness, inclusion, and experience of discrimination.

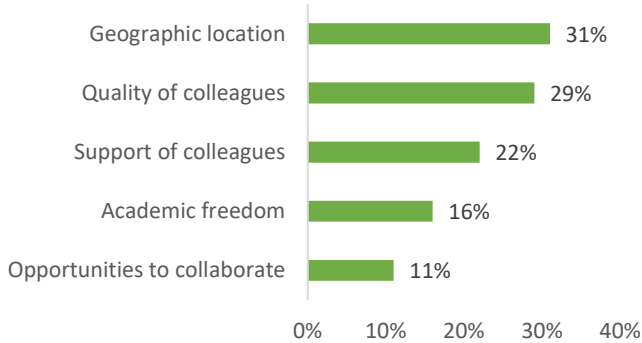
Percent of faculty who "agree" or "strongly agree"	
Would recommend WSU as a place to work	34%
Would recommend my department as a place to work	53%
Workloads are distributed fairly	39%
Opportunities to take part in decision-making in the department	56%
Others in the department are willing to listen when I offer a different perspective	68%
I am treated fairly in the department without regard to any element of my personal identity	70%
I feel a sense of belonging at WSU	50%
I feel a sense of belonging in my department	61%

Percent of faculty answering "Yes" to Yes/No Items	
I felt that any element of my personal identity caused me to be treated differently in my department/unit	18%
I felt marginalized in my department/unit due to any element of my personal identity	17%
I heard someone in my department/unit make an insensitive, disparaging, or discriminatory comment	23%
I observed or believe that I observed a discriminatory or harassing event of behavior in my department/unit	18%

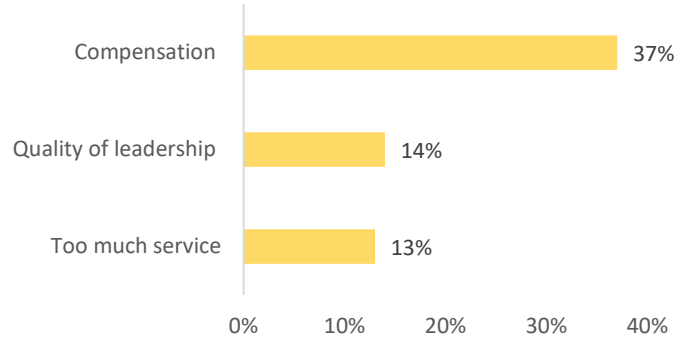
Global Satisfaction

This component of the survey asked faculty to select two items out of approximately 30 options for the best and worst aspects of working at WSU (only items selected by more than 10% of faculty are shown).

2022 Best Aspects of Working at WSU



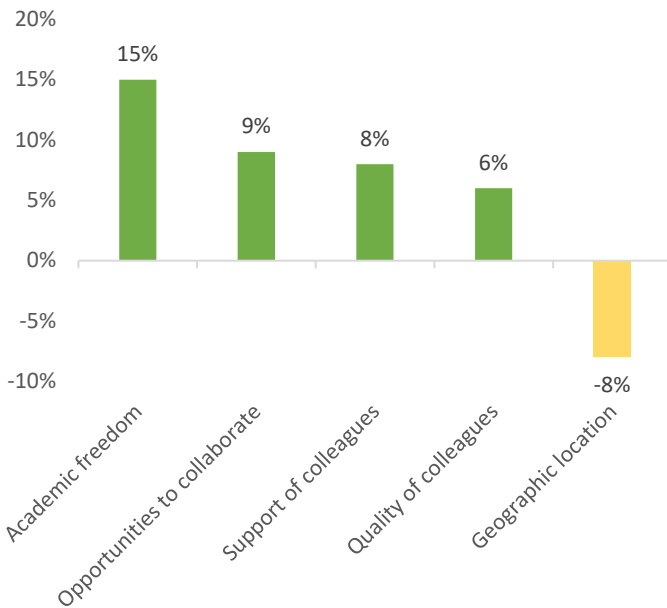
2022 Worst Aspects of Working at WSU



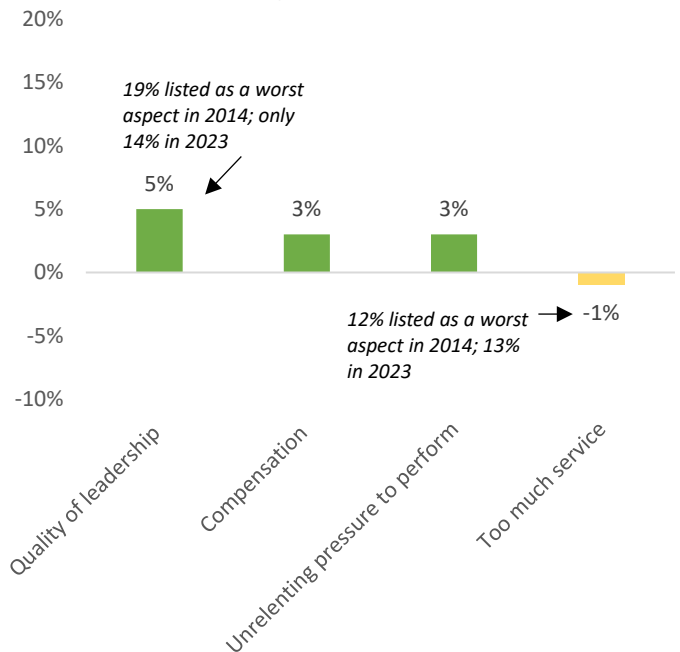
Comparison of 2014 and 2022 data: Global Satisfaction

- Faculty reporting for the best aspects of working at WSU increased in all areas compared to the 2014 survey, except for the percentage reporting geographic location as a best aspect (decreased from 39% in 2014 to 31% in 2022).
- Faculty reporting for the worst aspects of working at WSU improved from 2014, except for a slight increase in the number reporting “Too much service” (improved from 12% in 2014 to 13% in 2022).

Change from 2014 to 2022 in Best Aspects



Change from 2014 to 2022 in Worst Aspects
[Green/Above the Line Represents Improvement -- fewer people reporting these as “Worst Aspects”]



Areas for Improvement

The COACHE survey provides direction for where we need to focus our efforts to improve. Peer universities that have been gathering COACHE data and creating action plans regularly over 10-15 years have shown substantial improvement in targeted areas. We will be conducting listening sessions at each campus and with affinity groups to gather input on potential next steps. The areas we will be focusing on are:

- Compensation
- Equity, inclusion, and belonging
- Mentoring for CT faculty and training for mentors
- Promotion and tenure
- Faculty recognition and appreciation
- Shared governance
- Nature of work/workload

Below we provide information about steps WSU is already taking to address these areas, some of which arose in response to our initial examination of COACHE results. **We will formulate plans for additional steps to improve faculty satisfaction in these areas based on action team feedback and listening sessions to be held on each campus and with specific groups during the 2023 fall semester.**

Compensation. Faculty reported compensation as the source of greatest dissatisfaction both in responses to salary-related survey items and to open-ended responses, and salary negotiation was the most cited topic in retention negotiations.

Recent activities in this domain:

- Commitment from senior leadership to keep salary increases a top legislative priority.
- The Salary Equity Process implemented in FY2023 through the Office of the Provost distributed \$1,000,000 in equity raises to 224 faculty to help build greater consistency within the departmental salary structure.
- Faculty Senate adopted a change to the Faculty Manual regarding the allocation of funds when a mass salary increase is large enough:
 - Forty percent (40%) of mass salary funds must be used for salary equity adjustments (previously was allocated to extraordinary merit, market adjustment, or equity).
 - Each faculty member will receive an equal amount of the professional development portion or the allocation, rather than an equal percentage of their salary, unless their annual reviews are below satisfactory.

Equity, Inclusion, and Belonging. Survey results in many categories indicate that satisfaction levels of faculty from minoritized communities are below the values averaged across all faculty. Of particular concern, faculty members in this category do not report a strong sense of belonging in their departments and reported substantially lower satisfaction with tenure and promotion processes and policies. They also reported higher frequencies of feeling that their identity caused them to be treated differently and they were less likely to report being treated fairly.

We note that the results from the survey do not consider intersectionality, and the aggregated categories used by COACHE do not reflect the diversity of the WSU faculty. In addition, the response rate across demographic groups within survey respondents were highly variable, with the lowest response rates for faculty from minoritized communities.

Recent activities in this domain:

- Increased trainings centered on inclusive hiring and mentoring practices as well as implicit bias and microaggressions.
- Development of an [Equity Lens Toolkit](#).
- Requirement through the Policy on Policies that the Equity Lens Toolkit must be incorporated into review of all new policies and any current policies undergoing changes or scheduled review.

Mentoring. The 2022 survey results demonstrate strong improvement in satisfaction overall with faculty mentoring (satisfaction improved from 36% to 54%). Faculty find serving as a mentor fulfilling (82%) and mentoring within the department important (87%), demonstrating that faculty are eager and engaged in this important work. Nevertheless, faculty also indicate that there needs to be more support for mentoring (only 15.5% are very satisfied or satisfied with the current level of support) and more effective mentorship for career-track faculty (only 30% strongly agree or agree that there is effective mentorship for career-track faculty).

Recent activities in this domain:

- [Transformational Change Initiative](#)/Teaching Academy Peer Observation/Co-mentoring program – pilot program focused on peer-to-peer mentoring centered on teaching practices.
- [ADVANCE](#)
 - External Mentor Program (grants to work with external mentor).
 - Recent and ongoing faculty mentoring programming events through National Center for Faculty Development and Diversity (NCFDD).
- Provost's Office/Vice Chancellor mini-grant program for mentoring activities.
- Provost's Office/Pullman Vice Chancellor
 - Mini-grant program for mentoring activities.
- Support for new mentorship models including mutual mentorship and mentoring networks (e.g, mentoring efforts within Provost's Cluster Hire program).

Clarity of promotion and tenure processes/guidelines. Some aspects of the promotion and tenure policies and criteria are clear to some groups, but there is room for improvement.

- Only 32% of faculty report that they receive formal feedback on promotion to professor.
- Women and faculty from minoritized communities reported lower satisfaction with tenure and promotion policies and clarity than men and white faculty.
- Faculty report an overall lack of clarity of expectations for duties and activities that lie outside scholarship/creative activities and teaching categories (e.g., advising, departmental citizenship, responsibility to the community).

Recent activities in this domain:

- Annual Town Halls are being offered with information on the promotion and tenure process, timeline, expectations, and strategies, separately for career-track/tenure-track and for promotion to associate/professor.
- Faculty Manual language was updated to emphasize that all areas of the university mission are valued in performance review.
- College and departmental guidelines for promotion and tenure are being posted on the Office of the Provost's website.
- Senior Vice Provost meets with all college promotion and tenure committees in early fall semester to discuss bias and holistic evaluation of faculty work.

Appreciation and recognition. More than half the faculty report feeling satisfied with the recognition they receive from colleagues and from their unit heads. Nevertheless, fewer than 50% of faculty feel satisfied with the recognition they receive for teaching, advising, scholarship and creative activities, service, and outreach. Feeling recognized and valued by their home institution is one of the main factors in faculty retention, making this an important focus area.

Recent activities in this domain:

- In-person training workshop in spring 2023 for deans, chairs, and directors to help them identify departments and faculty members with high scholarly productivity who qualify for but have not received national awards.

Shared governance. More than half of faculty report satisfaction with department/school leadership (57%) while satisfaction at the level of dean (39%), faculty leadership (28%), and senior leadership (25%) reflects concerns about the pace of decision making, clarity of stated priorities, and communication of priorities. Less than a third of faculty expressed satisfaction with issues of trust, shared purpose, communications and consensus building, adaptability, and shared governance.

Recent activities in this domain:

- Communication blogs and a constituent concerns forum are now available through an upgraded Faculty Senate website. In addition, a new nomination process was recently launched to increase the inclusivity of faculty participation in senate activities, and senate meetings have moved permanently to an online format to enhance participation and equity across the system. Concerns raised by the senate executive committee, steering committee, and senate are now tracked and updated through a faculty concerns reporting mechanism.
- As of January 2023, there is a faculty-nominated and governor-appointed Faculty Regent who serves as a voting member for the Board of Regents.

Nature of work/workload. Faculty satisfaction with the nature of their work remains roughly the same as it was in 2014, except within the realm of research for which there was some decline in satisfaction, indicating continued room for improvement.

Satisfaction with support for teaching, scholarship, and creative activity was low

- Scholarship & Creative Activity Support
 - Support for travel to present/conduct research.
 - Support for student involvement (undergraduate and graduate).
 - Availability of course release for research.
 - Post-award management.
- Teaching Workload & Support
 - Equitability of distribution of teaching load.
 - Support for teaching activities (teaching diverse learning styles, assessment, online hybrid).
- Service Workload
 - Equitability of committee assignments, additional service compensation, and advising responsibilities.

Recent activities in this domain

- Scholarship & Creative Activity Support
 - Post-award staff has been substantially increased since 2021, and processing time has decreased.
 - Provost Chilton is supporting a new seed grant program that is dedicated to community-engaged research.
 - Broadened and more inclusive definitions of scholarship added to Faculty Manual, annual review reporting, and tenure & promotion guidelines.
- Teaching Support
 - [Transformational Change Initiative \(TCI\)](#)
 - [LIFT \(Learn. Inspire. Foster. Transform.\) Faculty Fellows](#)
 - [PIT \(Pedagogy, Innovation, and Technology\) Stops](#)
 - Peer Observations/Co-mentoring Pilot Program
 - [Teaching Academy](#)
 - [TEACHxWSU](#)
 - [Book Club](#)
- Service Recognition
 - Inclusion of institutional priorities, including service commitments, within annual review reporting.