



COACHE

Collaborative on Academic Careers in Education

Faculty Job Satisfaction Committee
2025 Executive Summary & Report

Presented to the Office of the Provost



Mizzou

APPRECIATION

The 2025–26 COACHE Faculty Job Satisfaction Survey Committee co-chairs, Matt Easter (College of Education and Human Development) and Sungkyoung Lee (School of Journalism), express their sincere appreciation to the dedicated committee members who generously contributed their time, insight and expertise throughout this cycle. Their thoughtful engagement and collaborative spirit were essential to advancing this important work on behalf of faculty across the University of Missouri.

We extend our gratitude to committee members Michael Tripp (School of Law), John Heidt (School of Medicine), Jennifer Keely (College of Health Sciences), Nicole Nichols (College of Veterinary Medicine), Jiaming Jiang (College of Engineering), John Arnold (Trulaske College of Business), Knoo Lee (Sinclair School of Nursing) and Joan Hermsen (College of Arts and Science). Representing tenure-track and non-tenure track faculty across a wide range of academic units, their collective perspectives strengthened the depth, rigor and relevance of this year’s work.

We are especially grateful to our Faculty Council Liaison, Carolyn Orbann, the Faculty Council chair, for her partnership and commitment to shared governance throughout the process.

We recognize the exceptional support of colleagues

in Institutional Research and the Office of the Provost. Daniel Jones-White, director of UDAIR Institutional Research, provided leadership in ensuring the integrity, quality and strategic use of institutional data across the Mizzou campus and the University of Missouri System. Cori Miller, assistant director of Institutional Research, coordinated survey administration and reporting with care and precision, ensuring accurate and timely data to inform institutional decision-making. Jade Elwess, strategic communications consultant in the Office of the Provost, offered invaluable guidance on the clear and strategic communication of findings. Candace R. Kuby, associate provost for Faculty Affairs, provided steadfast leadership in advancing faculty success initiatives aligned with the survey’s goals. We also thank Melissa Parman, senior executive assistant in the Office of the Provost, for her coordination and administrative support, which helped sustain the committee’s work throughout the cycle.

Finally, we thank Provost and Executive Vice Chancellor for Academic Affairs Matthew Martens for his leadership and commitment to faculty development, academic excellence and student success. His support underscores Mizzou’s continued prioritization of faculty job satisfaction as foundational to institutional strength and long-term success.

2025 COACHE COMMITTEE



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EXECUTIVE SUMMARY

Faculty are essential to the success of our university and academic mission. To better understand the needs of our faculty, the University of Missouri (Mizzou) engaged with Harvard University's Collaborative on Academic Careers in Higher Education (COACHE) faculty job satisfaction survey for the sixth time during Spring 2025. The principal purposes of the COACHE survey are two-fold: (1) to enlighten academic leaders about the experiences and concerns of full-time faculty; and (2) to provide data that lead to informed discussions and appropriate actions to improve the quality of work/life for those faculty.

This report is an overview of Mizzou's 2025 COACHE survey results. The survey evaluates faculty perceptions on different themes and benchmarks that are detailed in this report, and importantly, it provides comparative data for selected peer institutions and the cohort of college and universities that participated in the 2025 COACHE survey. The tool then allows Mizzou to evaluate survey themes in context of past surveys, similar institutions and the time period in which the survey was administered.

The remainder of the report is organized as follows:

- » An overview of results including key strengths and areas for growth
- » COACHE-reported global findings
- » Initial next steps and actions
- » Detailed report of survey sections and benchmarks
- » Appendices

With these benefits in mind, the Office of the Provost in 2023 expanded the COACHE Faculty Job Satisfaction Committee (hereafter referred to as "the committee") from five to 11 members with representatives from all Mizzou colleges and schools. The 2025-26 committee is the first to use this expanded group to review the survey results. The goals for using this expanded committee were:

- » To thoroughly review the quantitative data for potential themes of strength that help inform effectiveness of past efforts and areas for continued support
- » To thoroughly review the quantitative data for potential themes of areas for growth and to use the qualitative data to further inform any observed trends
- » To begin discussions for next steps the committee can engage university stakeholders in exploring ways to continue support of strengths and define strategies to address areas of growth

OVERVIEW OF RESULTS

In reviewing the 2025 survey results, the committee is first reporting COACHE's broad assessment of institutional Areas of Strength and Areas of Concern across benchmarks. Strengths are defined by COACHE as benchmarks where Mizzou ranked first or second among peers (See Appendix B) and within the top 30% of the cohort. Concerns are defined as benchmarks ranked fifth or sixth among peers and within the bottom 30% of the cohort. Thirteen benchmarks (See Appendix C) were identified as areas of strength and none met the criteria for areas of concern.

A year-over-year comparison provides an additional indicator of institutional strength. All but one benchmark improved from 2022 to 2025, with several increases considered large by COACHE standards (See Appendix C). Across five Mizzou COACHE survey administrations since 2016, the 2025 results represent the highest reported average on all but four benchmarks. Taken together, these indicators reflect strong overall job satisfaction.

OVERALL STRENGTHS

The Detailed Report section of this document further illustrates institutional strengths, reflecting a university with a strong departmental climate, highly rated leadership at multiple levels, and meaningful strengths in faculty engagement and professional inclusion.

DEPARTMENTAL CLIMATE AND COLLEGIALITY

Across benchmarks related to collegiality, engagement and departmental quality, Mizzou ranks first or second among peers on most measures and in the top third of the cohort across most indicators. Faculty report strong professional interaction, intellectual engagement and collegial support. These results indicate that departments serve as foundational units of strength within the institution.

LEADERSHIP AND SHARED GOVERNANCE

Divisional, departmental and faculty leadership benchmarks represent some of the strongest findings across the entire survey. Mizzou ranked first among peers on all Faculty Leadership items and in the 95th percentile or higher within the cohort. Shared Governance measures similarly ranked in the top tiers among peers and in the 60th to 74th percentile within the cohort. These findings suggest that faculty experience meaningful engagement and trust within governance structures at the local and divisional levels.

NATURE OF ACADEMIC WORK

Faculty report high levels of satisfaction with the core components of academic work. Research, teaching and service benchmarks rank first or second among peers and in the 90th percentile of the cohort. Collaboration and mentoring also are areas of strength, with mentoring ranking first among peers and in the 86th percentile within the cohort. These findings indicate a strong culture of academic engagement and collegial collaboration.

NON-TENURE-TRACK (NTT) FACULTY EXPERIENCE

Across the survey, NTT faculty consistently scored higher in comparison to peer and cohort institutions. The NTT benchmark in Tenure & Promotion represents a clear institutional strength. Mizzou ranks in the top 30% among its peers on all items and in the top 30% of the cohort on most measures. NTT faculty report clarity of promotion processes, strong departmental inclusion and supportive professional opportunities. Peer comparisons position Mizzou favorably relative to comparable institutions in supporting NTT faculty advancement.

PROMOTION TO FULL (ASSOCIATE PROFESSORS)

Promotion clarity and likelihood indicators for associate professors rank in the top tiers among peers and within the upper cohort percentiles. Improvements since 2022 suggest that recent efforts to clarify promotion standards have had a positive impact on this group.

OVERALL AREAS FOR GROWTH

While institutional strengths are substantial, several recurring themes emerged in the below Detailed Report across work groups that warrant sustained attention.

CLARITY AND CONFIDENCE IN THE TENURE PROCESS (PRE-TENURE FACULTY)

Tenure Policies and Tenure Expectations: Clarity benchmarks consistently rank near the bottom among peers and in the lower cohort percentiles. Pre-tenure faculty report low clarity regarding tenure standards, body of evidence, likelihood of achieving tenure and consistency of messaging. This concern appears consistently across multiple survey sections and is further reinforced by demographic disparities. Strengthening transparency, documentation and mentoring around tenure expectations is a critical area for institutional focus.

PRE-TENURE AND TENURE FACULTY EXPERIENCE MORE BROADLY

Across departmental climate, engagement, recognition, leadership and resources, pre-tenure faculty consistently report lower satisfaction than peers and other faculty ranks. Tenured faculty ratings also trended lower in some areas around the nature of work and shared governance, and there were several instances of their scores being lower than NTT peers across multiple benchmarks. These patterns suggest a cross-cutting structural issue rather than an isolated benchmark concern. Supporting early-career faculty integration, mentoring and recognition may yield high institutional returns.

HEALTH, RETIREMENT BENEFITS, AND STRUCTURAL SUPPORTS

Health and retirement benefits rank below the 50th percentile across all measures, with peer rankings at third or below. Personal and family policies related to child care, stop-the-clock and parking also rank comparatively low. Compensation remains a top “worst aspect” identified in open-ended responses. These structural factors may affect recruitment, retention and long-term faculty morale.

DISCREPANCIES OF EXPERIENCES IN UNIVERSITY CLIMATE ACROSS DEMOGRAPHIC GROUPS

Perceived Support for diversity within Institutional Leadership ranked last among peers and in the sixth percentile of the cohort. Additionally, Asian faculty and, in some areas, faculty of color, report lower satisfaction across leadership, engagement, collegiality and governance benchmarks. While overall climate measures are positive, these subgroup differences indicate uneven faculty experiences that merit targeted attention.

RECRUITMENT, RETENTION, AND WORKLOAD PRESSURES

Within Department Quality, recruitment and retention rank in the lower cohort percentiles. Research funding expectations rank below the 25th percentile. Qualitative responses frequently reference service burden, workload imbalance and pressure tied to grant generation. These themes intersect with concerns raised by tenured faculty, who often report lower satisfaction relative to NTT faculty across multiple benchmarks.

GLOBAL FINDINGS

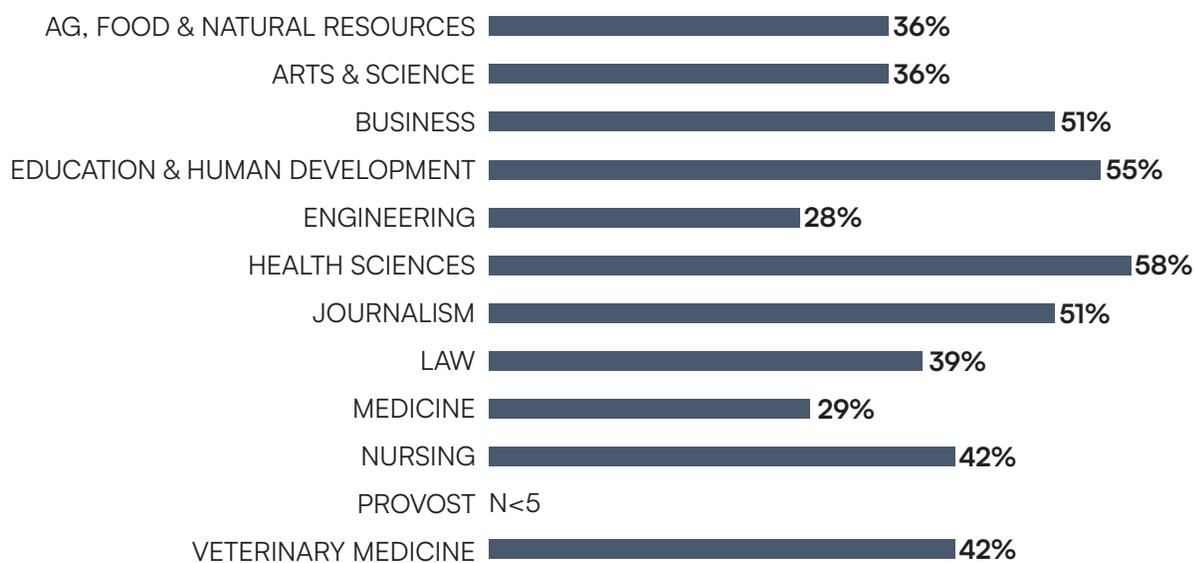
COACHE provides several key summaries of the Faculty Job Satisfaction Survey (FJSS). These include response rates, general views about the institution and themes based on open-ended questions. Below are excerpts and summaries from these aspects of the COACHE materials.

RESPONSE RATES

The 2024-25 COACHE Committee made concerted efforts to increase response rates from prior surveys, but as the below results show, those efforts were not successful. The 2022 COACHE survey saw an overall response rate of 51%. The 2025 response rate of 37% represents a substantial drop. The committee will be considering approaches and techniques to improve future response rates, including more targeted efforts in colleges, as rates ranged from 28% to 58%.

OVERALL RESPONSE RATES	MIZZOU	PEERS	COHORT
ALL FACULTY	37%	40%	40%
TENURED	40%	42%	43%
PRE-TENURE	32%	35%	42%
NON-TENURE TRACK	37%	38%	36%
FULL PROFESSOR	41%	42%	44%
ASSOCIATE PROFESSOR	41%	42%	42%
MEN	32%	34%	36%
WOMEN	45%	45%	46%
WHITE	41%	42%	43%
FACULTY OF COLOR	31%	34%	37%
ASIAN/ASIAN-AMERICAN	27%	27%	32%
UNDERREPRESENTED MINORITIES	39%	42%	42%

RESPONSE RATES BY COLLEGE



GENERAL VIEWS ABOUT THE INSTITUTION

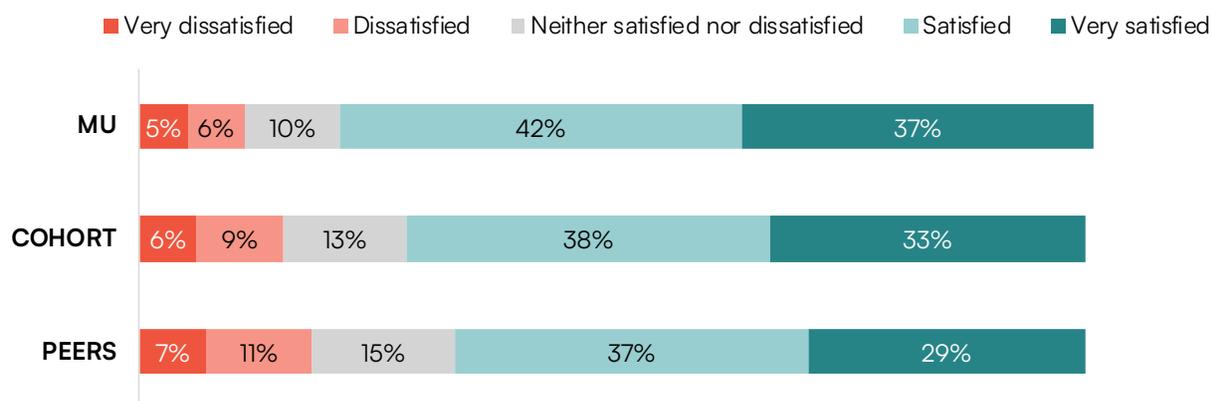
Faculty were asked to identify the two best aspects and two worst aspects of working at Mizzou. The top four responses for Mizzou are shown below. The columns labeled Peers show the total number of times an item appeared as a top four item among any of our five peer institutions. The Cohort column reflects the number of times an item appeared in the top four at any of the 85 comparable institutions in the cohort.

STRENGTHS	MIZZOU	PEERS	COHORT
QUALITY OF COLLEAGUES	36%	5	84
SUPPORT OF COLLEAGUES	24%	5	62
COST OF LIVING	20%	4	21
QUALITY OF UNDERGRADUATE STUDENTS	12%	0	40

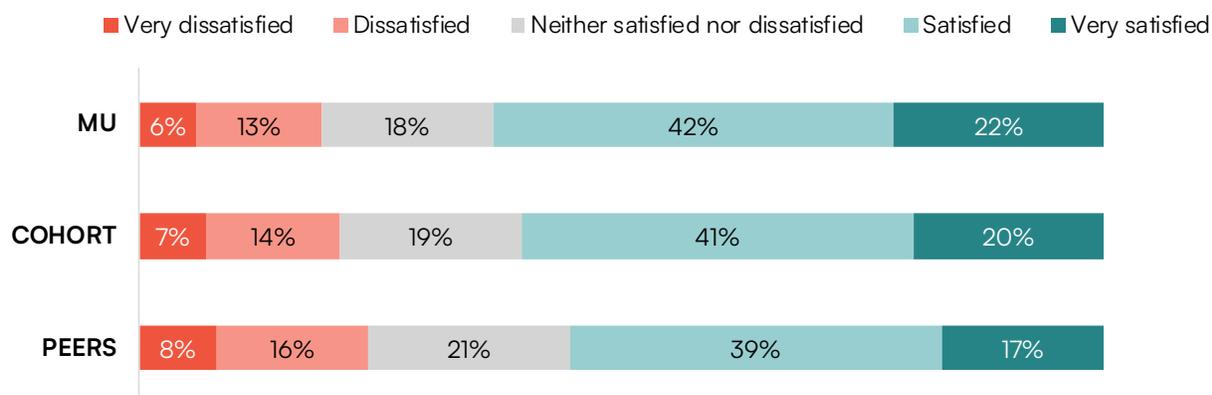
AREAS FOR GROWTH	MIZZOU	PEERS	COHORT
COMPENSATION	27%	5	79
TOO MUCH SERVICE/TOO MANY ASSIGNMENTS	15%	4	55
QUALITY OF FACILITIES	14%	2	32
QUALITY OF LEADERSHIP	13%	2	31

COACHE also provides information on other “Big Picture” items that denote satisfaction with the department and institution. Those results are:

DEPARTMENT AS A PLACE TO WORK



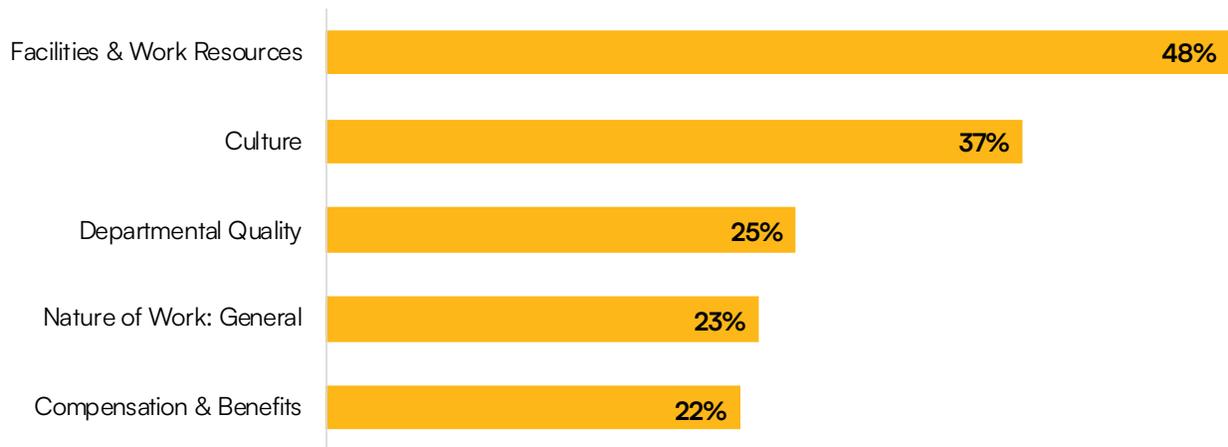
INSTITUTION AS A PLACE TO WORK



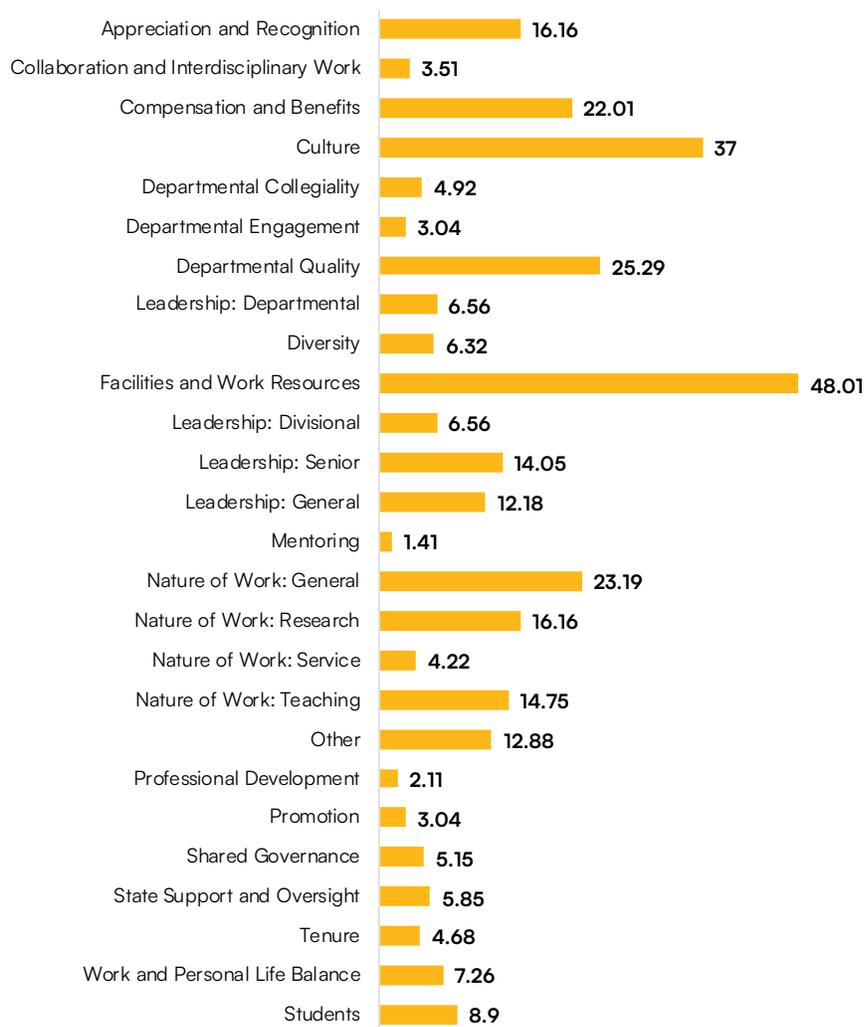
OPEN-ENDED THEMES

The final item in the 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 were reviewed by COACHE, redacted of identifying information and coded according to the survey themes. The top five themes were:

THE TOP 5 THEMES WERE:

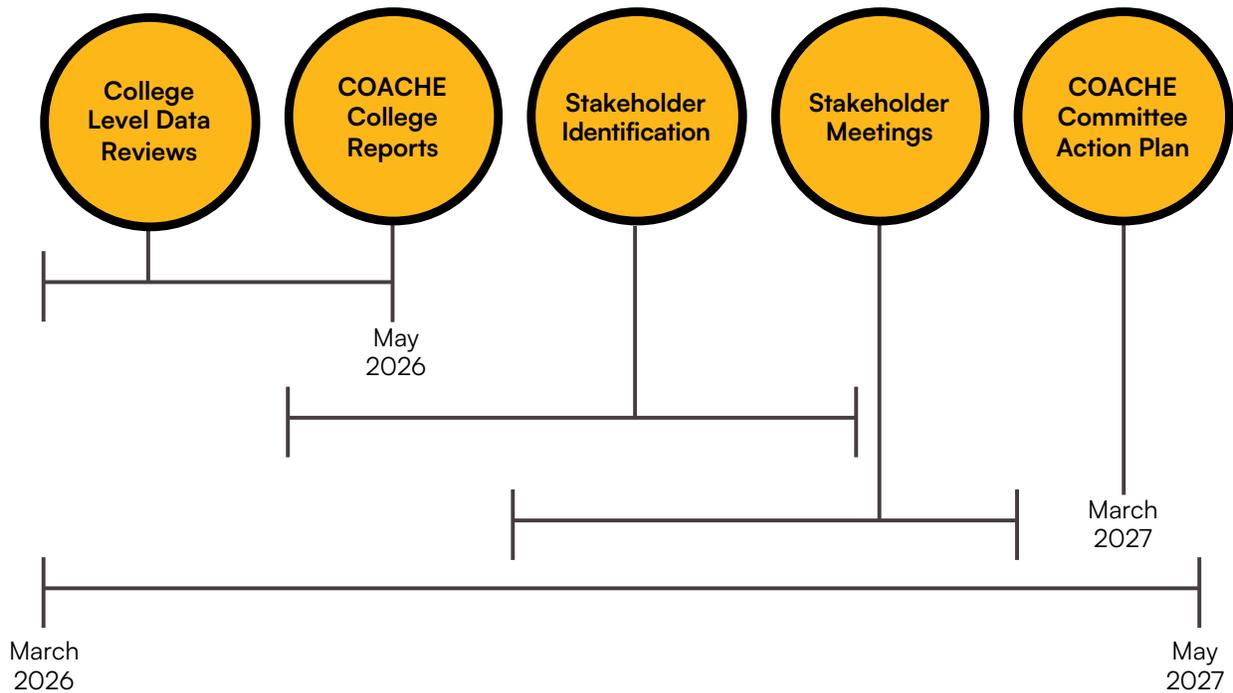


THIS CHART PROVIDES A SUMMARY OF THE THEMES:



NEXT STEPS

Prior COACHE Committee reports and findings informed campus-wide efforts toward improvements (See Appendix A). The above noted strengths are an indicator of effectiveness for these endeavors, and the committee will continue to highlight and support such efforts moving forward. In terms of the above noted areas for growth, the committee sees these as points of emphasis for starting conversations to identify policies, entities and resources that could be devoted to fostering improvement. A timeline for those efforts is provided below.



To begin, the committee members will be delving into the COACHE data for their respective colleges. The goal will be to identify units that are stronger in areas noted for growth in this report and to also identify units that might be key areas for improvement in those noted growth areas. If units are strong in such areas, we might glean roadmaps to promote such strengths at the campus level, and units that reflect the need for growth will be essential in contextualizing the data and informing campus-wide efforts. These steps also will assist the committee in identifying and engaging key stakeholders to devise suggested processes and resources that could promote improvement. The college level reports also will serve to identify unique findings that can inform local unit efforts. The target date for finalized college reports is May 2026.

Beyond these efforts, the committee welcomes input from any university members via our email address: coache@missouri.edu. Emails will be sent directly to the committee co-chairs. As we gather individuals to help us with growth areas, committee members will lead future stakeholder meetings, gather additional information about the noted growth areas and report back to the larger committee. Updates and results for the committee activity will be distributed via university level emails, committee member college reports and the Mizzou COACHE survey website: provost.missouri.edu/coache. In Spring 2027, we will distribute our COACHE Committee Action Plan that details these steps, findings and recommendations.

We are looking forward to the continued efforts on improving our campus and promoting endeavors to maintain our strengths!

DETAILED REPORT

Upon receiving the data, the committee formed into three work groups assigned to given sections of the report. **Work Group 1** focused on **Nature of Work**, **Cross Silo & Mentoring**, and **Appreciation & Recognition** sections. **Work Group 2** focused on **Institutional Leadership**, **Shared Governance**, and **Resources & Support** sections. **Work Group 3** focused on **Tenure and Promotions** and an aspect of **The Department**. Each of these sections included benchmarks, and the committee evaluated data for each of these benchmarks in terms of overall **Cohort and Peer Comparisons**, **Faculty Rank and Level** comparisons, and Demographic comparisons. Members in the work group were then assigned to a given section's benchmark and type of data. Portions of data assessed by each work group are included in Appendix D.

WORK GROUP 1

Members: Matt Easter, Michael Tripp, Jennifer Keely, and John Arnold

Section	Benchmark	Cohort & Peer Comparisons	Faculty Rank & Level Comparisons	Demographic Comparisons
Nature of Work	Research	Strength	Neutral/mixed	Strength
	Service	Strength	Area for Growth	Neutral/mixed
	Teaching	Strength	Area for Growth	Neutral/mixed
	Other	Strength	Area for Growth	Strength
Cross Silo & Mentorship	Interdisciplinary	Area for Growth	Neutral/mixed	Neutral/mixed
	Collaboration	Strength	Neutral/mixed	Strength
	Mentoring	Strength	Neutral/mixed	Neutral/mixed
	Other	Neutral/mixed	Area for Growth	Area for Growth
Appreciation & Recognition		Strength	Neutral/mixed	Neutral/mixed

■ Strength
 ■ Area for Growth
 ■ Neutral/mixed

NATURE OF WORK

The **Nature of Work** section covers four benchmarks: **Research**, **Service**, **Teaching** and **Other**. The latter includes questions related to time spent on outreach, administrative tasks, and balancing the three areas of work.

- » **Cohort and Peer** comparisons across all three main categories were areas of strength, as we consistently placed first or second when compared to our peers and in the 90th percentile among our cohort. There was one exception for expectation for funding in terms of research in which, we placed second to last and below the 25th percentile.
- » This also speaks to concerns noted by the work group regarding **Faculty Rank and Level** comparisons, as we saw areas for growth indicated

by medium and large effect differences between tenured and NTT faculty on their views in all these benchmark areas with tenured faculty scoring lower.

- » The committee did not note any other discrepancies of major note across other **Demographic** comparisons, and the **Research** and **Other** benchmarks were cited for strengths, as subgroups consistently ranked high in these areas when compared to peer institutions and the cohort.
- » **Qualitative responses in this area that aligned with findings** included themes of service burdens, time for research during teaching and administrative commitments, and the need to hire more TT faculty.

CROSS SILO & MENTORSHIP

The **Cross Silo Work & Mentorship** section covers four benchmarks: **Interdisciplinary, Collaboration, Mentoring** and **Other**. The latter included questions related to being a mentor, the importance of mentoring in various contexts and interest in interdisciplinary work.

- » **Cohort and Peer** comparisons were mixed, with **Collaboration** demonstrating an area of strength where we ranked second among peers and just below the 80th percentile in our cohort. For **Mentoring** we ranked first among our peers and in the 86th percentile for our cohort. Similar ranks were noted for the **Interdisciplinary** benchmark (second), but our cohort percentile rank was 64th, and all response means were below the middle data point of three. The **Other** benchmark saw similar mixed results with ranking among peers on items ranging from one to six. The lower scoring items were more focused on mentoring outside the institution.
- » When comparing **Faculty Rank and Level**, the committee generally found neutral findings, as most discrepancies were small. There were noted medium effect sizes in terms of tenured faculty scoring lower than NTT and TT faculty on the importance of mentoring within the department.
- » Other **Demographic** comparisons did not find any major patterns of discrepancies except for individuals identifying as white having moderate and large effect size differences when compared to underrepresented minorities regarding views on the importance of mentoring outside the department and university. In the **Collaboration** benchmark, the committee noted demographic groups scored higher than our peers and cohort demographic groups across most areas.
- » **Qualitative responses in this area aligned with findings** including themes of what constitutes research being broadened to help with interdisciplinary collaboration and more training/mentoring to help with pressures of TT positions related to grant writing, research productivity, teaching and service.

APPRECIATION & RECOGNITION

The **Appreciation & Recognition** section does not have any additional benchmarks.

- » Overall comparisons to our **Cohort and Peers** revealed strong findings in this area, as we ranked first or second among our peer institutions and were consistently in the 70th percentile and above among our cohort.
- » The **Faculty Rank and Level** comparisons demonstrated mixed results. Among our peer institutions, our tenured and NTT faculty generally had high assessment (first or second among peers and in the top 30% of the cohort) in the areas of recognition for teaching, recognition for advising, recognition for scholarship, recognition for service, recognition for outreach, and recognition from colleagues. Yet pre-tenured faculty were generally negative in their ratings in this area ranking fifth or sixth among our peer institutions and in the lower 30% in our cohort in these discrete areas: recognition for teaching, recognition for scholarship, recognition for outreach and recognition from the head/chair. Pre-tenure faculty ranked our school third or fourth among our peers and in the middle 40% in our cohort in the areas of recognition for advising. In addition, tenured faculty nearly uniformly rated this benchmark lower than non-tenure track responders with several differences reaching a medium effect.
- » **Demographic** comparisons were relatively neutral, with many items demonstrating higher to equal rating when compared to demographics groups at our peer and cohort institutions. A few items were lower though, and these included recognition of scholarship and outreach, as well as recognition from the chair.
- » **Qualitative responses in this area that aligned with findings** included themes of being more focused on recognizing high quality faculty and recognizing other factors such as invisible service and valuing aspects of work beyond grant dollar generation.

WORK GROUP 2

Members: Matt Easter, Johnathan Heidt, Nicole Nichols and Knoo Lee

Section	Benchmark	Cohort & Peer Comparisons	Faculty Rank & Level Comparisons	Demographic Comparisons
Institutional Leadership	Senior	Strength	Neutral/mixed	Strength
	Divisional	Strength	Neutral/mixed	Neutral/mixed
	Departmental	Strength	Neutral/mixed	Strength
	Faculty	Strength	Strength	Neutral/mixed
	Other	Neutral/mixed	Neutral/mixed	Neutral/mixed
Shared Governance	Trust	Strength	Neutral/mixed	Neutral/mixed
	Shared Sense of Purpose	Neutral/mixed	Neutral/mixed	Neutral/mixed
	Understanding the Issue at Hand	Strength	Strength	Neutral/mixed
	Adaptability	Strength	Neutral/mixed	Strength
	Productivity	Strength	Strength	Neutral/mixed
Resources and Support	Facilities & Work	Strength	Neutral/mixed	Strength
	Personal & Family Policies	Strength	Neutral/mixed	Neutral/mixed
	Health & Retirement Benefits	Area for Growth	Area for Growth	Area for Growth
	Other	Strength	Neutral/mixed	Strength

■ Strength
 ■ Area for Growth
 ■ Neutral/mixed

INSTITUTIONAL LEADERSHIP

The **Institutional Leadership** section covers five benchmarks: **Senior**, **Divisional**, **Departmental**, **Faculty** and **Other**. The latter includes questions related to consistency with priorities, college support in adapting to change, and visible leadership to support diversity.

- » General **Cohort and Peer** comparisons for the **Divisional**, **Departmental** and **Faculty** were all clear areas of strength as we ranked first among our peers on all items, and for **Faculty**, were ranked in the 95th percentile and above in relation to the cohort for all items.

- » The **Senior** and **Other** benchmarks demonstrated more mixed to positive results. For Senior, we ranked second among our peers for CAO items, third and fourth for President/Chancellor items, and cohort percentile rankings for all Senior items ranged from the 49th percentile to the 81st percentile. The **Other** benchmark items were more divided, with the support for diversity item showing a last place peer ranking and a sixth percentile cohort ranking, while all other items ranked first among our peers and above the 80th percentile. The support for diversity item was an area for growth noted in all other comparisons.

- » **Senior** leadership items also were somewhat mixed when considering the **Faculty Rank and Level** and other **Demographic** peer and cohort comparisons. The CAO items were generally areas of higher rankings across all demographic comparisons, while the President/Chancellor items were more mixed. The President/Chancellor items focused on “stated priorities” showed lower rankings across all demographic comparisons.
- » For **Divisional** and **Departmental** benchmarks, **Faculty Rank and Level** comparisons showed pre-tenure and full faculty ranked lower in comparison to our peers and cohorts, but NTT and associate groups consistently ranked higher in comparison to our peers and cohorts. Tenured and NTT comparisons demonstrated several medium effect differences across these items with tenured scoring lower.
- » **Faculty** leadership rankings were strong for most all comparisons and items, but individuals in the Asian demographic scored lower than our cohort and peers on several items, and there were a few large and medium effect differences when compared to white and Asian responses.
- » **Qualitative** responses supporting these growth areas prioritized diversity in messaging and decision - making the need for more transparency in communication about decision-making.

SHARED GOVERNANCE

The **Shared Governance** section covers five benchmarks: **Trust, Shared Sense of Purpose, Understanding the Issue at Hand, Adaptability** and **Productivity**.

- » General **Cohort and Peer** comparisons again showed strengths across four of the five benchmarks, with more mixed views for **Shared Sense of Purpose**. For the other four, our overall peer rank was second, and cohort percentile rankings ranged from 60th to 74th. For **Shared Sense of Purpose**, our overall rank was third among peers and in the 60th percentile among the cohort.
- » In terms of **Faculty Rank and Level**, comparisons ranged from mixed to strengths. NTT faculty ranked higher in comparison to their peers and the cohort on most measures. Pre-tenure and tenured faculty, however, were more mixed across all measures, and tenured faculty demonstrated more consistent medium- to large- effect differences when compared to NTT faculty across all items.

- » Additional **Demographic** comparisons also were mixed, with women showing particularly high ratings on most items when compared to our peers and cohort. But, faculty of color and Asian faculty showed lower ratings across most measures when compared to our peers and cohort.
- » **Qualitative** responses supporting areas for growth in this section included themes of involving faculty early on in decision-making and implementing more sound shared governance.

RESOURCES AND SUPPORT

The **Resources and Support** section covers four benchmarks: **Facilities and Work, Personal and Family Policies, Health and Retirement Benefits** and **Other**. The latter focused on salary.

- » The workgroup noted **Health and Retirement Benefits** as a clear area for growth, with ratings across all measures and comparisons consistently low. This included peer rankings at three or below, and no measure reaching above the 50th percentile in cohort comparisons.
- » The **Facilities and Work** benchmark was generally strong across all comparisons, but items focused on classrooms, computing and technical support, and library resources ranked consistently low. Similarly, the **Personal and Family Policies** benchmark was generally strong except for items related to childcare, stop-the-clock policies and parking benchmarks, which showed consistently low rankings across all comparisons.
- » In **Faculty Rank and Level** comparisons, pre-tenure faculty showed consistently lower ratings across multiple measures when compared to ourpeers and cohort, and tenured faculty showed several medium and a few larger effect differences when compared to NTTs on items across all benchmarks. The salary-focused **Other** category showed strengths across most comparisons except for tenured and full faculty who scored lower when compared to our peers and cohort.
- » **Demographic** comparisons were neutral across all benchmarks as lower rankings aligned with the above noted lower scoring items and benchmarks.
- » **Qualitative responses supporting areas for growth** in this section included themes of lagging parental leave and healthcare benefits when compared to peer institutions and the need to improve healthcare facilities.

WORK GROUP 3

Members: Sungkyoung Lee, Joan Hermsen and Jiaming Jiang

Section	Benchmark	Cohort & Peer Comparisons	Faculty Rank & Level Comparisons	Demographic Comparisons
Tenure & Promotion	Tenure Policies		Pre-Tenure Weakness	Gender & Group Gaps
	Tenure Expectations: Clarity			
	Promotion to Full		Associate Strength; Full Weakness	Small but Consistent Gaps
	NTT			
The Department	Collegiality		Pre-Tenure Lower	Asian Faculty Lower
	Engagement		Pre-Tenure Lower	Asian & Some FOC Lower
	Quality	Peers Strong; Cohort Mixed	Tenured Lower; Small Effects	Asian & FOC Lower

■ Strength
 ■ Area for Growth
 ■ Neutral/mixed

TENURE & PROMOTION

The **Tenure & Promotion** section includes four benchmarks: **Tenure Policies**, **Tenure Expectations: Clarity**, **Promotion to Full** and **Non-Tenure Track (NTT)**. General **Cohort and Peer** comparisons showed two clear areas of growth (**Tenure Policies** and **Tenure Expectations: Clarity**), one relative strength with subgroup variation (**Promotion to Full**), and one clear institutional strength (**NTT**).

- » **Tenure Policies (Pre-Tenure Faculty)** demonstrated consistent weakness comparatively. There were modest improvements from 2022 to 2025, but overall results remained negative. Peer rankings were generally fifth or sixth across indicators, and cohort percentile rankings were particularly low for clarity of the tenure process (22nd percentile), clarity of the body of evidence (17th percentile) and clarity regarding the likelihood of achieving tenure (12th percentile). Messaging consistency and perceptions of performance-based decision-making ranked somewhat higher (fourth among peers) but did not offset the broader concerns.
- » **Tenure Expectations: Clarity (Pre-Tenure Faculty)** also reflected an area for growth. Despite some modest improvement over time, the institution ranked last among peers overall and in the 46th percentile of the cohort. Clarity regarding Scholar, Teacher and Broader Community roles fell below the 30th percentile in cohort comparisons.

While Advisor, Colleague and Campus Citizen roles scored somewhat stronger, uncertainty regarding core scholarly and instructional expectations remains a concern.

- » **Promotion to Full (Tenured Associate and Full Faculty)** showed overall improvement. There were several areas of strength, particularly in clarity of criteria, standards and likelihood of promotion, which ranked in the top 30% in both peer and cohort comparisons. The institution ranked second among peers on four of eight items. However, the areas of reasonable expectations and clarity of time frame ranked lower (33rd and 40th percentile in cohort comparisons, respectively). Faculty Rank and Level comparisons revealed a divergence: Associate professors ranked first or second among peers on most measures, while full professors ranked fifth or sixth on seven of eight items, suggesting this benchmark is a strength for associates but comparatively weaker for full professors.
- » **Non-Tenure Track (NTT)** was a clear institutional strength. Across all items, peer rankings fell within the top 30%, and six of 10 ranked in the top 30% of the cohort. No items fell into the bottom comparison tier. Associate professors reported slightly lower clarity regarding contract renewal processes, but overall perceptions were highly positive, including qualitative feedback noting stronger support structures relative to peer institutions.

- » **Faculty Rank and Level** comparisons within this section consistently showed pre-tenure faculty reporting lower perceptions of clarity and transparency across tenure-related benchmarks. Full professors reported lower satisfaction with Promotion to Full than associate professors did. NTT faculty demonstrated strong rankings across most comparisons.
- » **Demographic** comparisons revealed notable disparities within the tenure-related benchmarks. Male faculty consistently ranked higher across Tenure Expectations: Clarity items, while women fell in the bottom 30% of the cohort for nearly all items except advising. White faculty reported lower clarity in several tenure-related measures relative to faculty of color, URM and Asian faculty in some areas, though Asian faculty reported small but consistently negative effects in Promotion to Full. Across benchmarks, Asian faculty were more frequently included in middle- or lower-tier cohort comparisons than other groups.
- » **Qualitative themes supporting areas for growth** centered on transparency in tenure expectations, clearer communication of criteria and evidence standards, and greater consistency in leadership messaging during periods of transition and external funding uncertainty.

THE DEPARTMENT

The **Department** section includes three benchmarks: **Department Collegiality**, **Department Engagement** and **Department Quality**. General **Cohort** and **Peer** comparisons indicate that **Department Collegiality** and **Department Engagement** are clear strengths, while **Department Quality** reflects strong peer performance with mixed cohort results and identifiable subgroup differences.

- » **Department Collegiality** ranked first or second among peers on all items and within the top 30% of the cohort on seven of nine items, with no items in the bottom comparison tier. Compatibility of meeting times and colleagues pitching in when needed fell within the middle cohort tier but maintained relatively strong mean scores. Faculty Rank comparisons revealed that pre-tenure faculty reported markedly lower collegiality across multiple indicators, often falling in the bottom 30%. Demographic comparisons were largely positive, though Asian faculty ranked in the middle or lower tiers across several items, particularly related to work/life balance support and overall collegiality.
- » **Department Engagement** showed consistent improvement from 2022 to 2025, with most indicators ranking in the top third across peer and cohort comparisons. No overall engagement measure fell in the bottom third. The primary growth area involved discussions of undergraduate student learning, which ranked fourth among peers and below the 40th percentile in cohort comparisons. Faculty Rank comparisons indicated that pre-tenure faculty reported lower satisfaction across several engagement indicators, particularly regarding professional interaction. Demographically, most groups ranked in the top third, though Asian faculty and faculty of color appeared more frequently in middle-tier cohort comparisons, with Asian faculty demonstrating moderate to large effect size differences on several engagement items.
- » **Department Quality** demonstrated strong peer comparisons overall, including a first-place peer ranking and 93rd percentile cohort ranking for scholarly productivity of NTT faculty. However, cohort comparisons were more mixed. Intellectual vitality of pre-tenure faculty ranked sixth among peers and in the 42nd percentile of the cohort. Faculty recruitment (23rd percentile) and retention (33rd percentile) were clear growth areas. Faculty Rank comparisons showed that tenured faculty reported lower satisfaction across several quality measures than NTT and pre-tenure faculty, though most effect sizes were small. Demographically, women, white faculty and URM faculty ranked within the top tiers across most items, while Asian faculty and faculty of color more frequently ranked in middle or lower tiers.
- » **Qualitative themes supporting areas for growth** included increasing recognition of junior faculty contributions, strengthening recruitment and retention strategies, enhancing structured discussions of undergraduate learning and addressing workload distribution pressures that affect collegiality.

APPENDICES

APPENDIX A

MIZZOU ACCOMPLISHMENTS AND INITIATIVES ASSOCIATED WITH PRIOR COACHE REPORTS

Selection of Accomplishments & Initiatives since the COACHE 2022 Faculty Job Satisfaction Survey Report

Compiled by the Office of the Provost

February 2026

Campus leaders have improved quality, frequency and transparency of communication between institutional leaders and faculty and celebrate, report and affirm faculty successes publicly. Examples include:

- » ‘Faculty Excellence Letters’ from the president and provost go out regularly for accomplishments such as publishing books and articles, securing grants, and receiving highly prestigious awards
 - » Provost monthly newsletter inclusion of faculty kudos and celebrations
 - » In 2022 began an annual Faculty Excellence Week with multiple events to celebrate faculty and their accomplishments
 - » Created new pages on the Office of the Provost website to celebrate faculty (e.g., external awards, annual celebrations)
 - » Annually host the Welcome Back Faculty Social at the start of fall semester that celebrates the milestone years of service by decade of faculty members
 - » Annual promotion celebration reception for TT and NTT faculty
 - » In the 2024-25 academic year, launched the Provost Priorities website to give annual reports of progress on areas of focus (e.g., academic programs, faculty success, strategic plan, MizzouForward, accreditation, AI, undergraduate research)
 - » In 2023, began Faculty Success Council as a method of communication between Provost Office and each college/school. Focused on topics such as building a culture of mentoring; developing new faculty resources and orientation materials at the school level; supporting faculty through change; and supporting grant-seeking faculty
 - » Regularly promote faculty accomplishments on platforms like LinkedIn
 - » Promote faculty accomplishments at Board of Curators meetings
 - » Held a reception in 2024 to thank all Provost Office committees and councils for their work
 - » Held reception to celebrate Highly Prestigious and Prestigious awards submissions in 2023 and 2024
- Campus leaders have fostered open dialogue and work with faculty to find new opportunities for faculty to lead and influence both policy and programs. Examples include:
- » When creating taskforces from the Office of the Provost, reached out to Faculty Council leadership for suggestions of faculty to serve (e.g., T/P taskforce, GenAI in the learning environment taskforce, faculty administrative burden taskforce)
 - » Solicited faculty to be a part of the Higher Learning Commission (HLC) accreditation five criterion teams to collect evidence and draft report
 - » Solicited faculty to be a part of the Higher Learning Commission (HLC) accreditation site visit; provided sessions to prepare faculty (staff and students) for the site visit
 - » Expanded the COACHE Committee to have one faculty representative from each college/school
 - » President/Provost Offices and FC worked together in Summer 2024 to revise several standing committees (e.g., Committee for Persons with Disabilities, Council for Inclusive Excellence, Family Friendly Campus Committee, and Status of Women Committee)
 - » Provost visits colleges and schools (e.g., staff and faculty meetings)
 - » Fall and spring campus-wide faculty meetings co-hosted by the Faculty Council and campus leadership
 - » Provost and president standing meetings with Faculty Council leadership
 - » Provost and president each attend at least one Faculty Council meeting per semester
- Campus leaders have worked to identify and remove any barriers that may limit opportunities for advancement of faculty and support faculty in career progression, specifically for promotion and/or tenure. Examples include:

Promotion and/or Tenure:

- » 2022-23 Provost met with each college/school to hear concerns and clarify expectations on promotion and tenure
- » In spring 2024, revised promotion call document for easier read and flow
- » Annually, revised content of call document for clarity of process
- » Campus-wide Promotion and Tenure Session by president and provost in Fall 2025 (recorded and available on provost website)
- » Beginning in fall 2025, president and provost require each college/school to have one promotion and tenure workshop for their unit per year
- » Connection, a faculty support program, provides workshop series on myVita/annual review and promotion and tenure
- » New Faculty Orientation webinar series on annual review and promotion and tenure
- » Promotion and tenure taskforce report, shared with campus leaders and faculty council, action items from it documented and shared back with Faculty Council with steps taken from Provost Office
- » In 2024-26, provost asked department chairs to work with faculty in their units to add clarifying language in policies on promotion to full professor and early tenure (“rare and exceptional”).

Support Faculty Programming:

- » LEAP (early career) Cohort Program: started program in Fall 2024 with 34 faculty in two cohorts
- » Arts and Humanities Cohort Program: four cohorts since Fall 2022 with 41 total faculty
- » Mid-career Cohort Program: four cohorts since Fall 2022 for total of 48 faculty
- » NCFDD Faculty Success Program funding: Fall 2022 to Spring 2026 a total of 43 faculty
- » Three cohort programs (LEAP, A&H and Mid-career) opened to both TT and NTT in 2024
- » Great Books Program: 46 faculty participated since Fall 2022
- » NFO webinars throughout the year and orientation: four years of support for a total of 380 faculty participating

- » External awards team provides workshops and one-on-one mentoring sessions to support faculty in pursuing prestigious and highly prestigious awards (as defined by the NRC), facilitate the \$10K award on behalf of the president and provost for faculty who receive an highly prestigious award, and facilitate the course release program for faculty members putting together a nomination packet for a highly prestigious award. The external awards team also collaborates with deans’s offices and faculty mentors in colleges/schools to support colleagues in pursuing awards and building infrastructure at the unit level.
- » Began Connection in 2022 based on feedback from diverse faculty (interviews and focus groups); an average of 68 faculty members participate each year
- » Full professor workshops average 50 faculty at each workshop (four per year)
- » Invested in Provost Office faculty fellows to support cohorts, internal awards, external awards and new faculty orientation
- » Provost Office sponsored writing retreats for various faculty groups (e.g., NCFDD, cohorts)
- » Facilitation of PD Council (Professional Development Council) for faculty success

Leadership programming:

- » Provost Leadership Program: 77 participants between 2022 and 2025, with 25 additional faculty in 2025-26
- » SEC ALDP: four fellows each year; 16 fellows since 2022
- » Invested funding in Mentoring at Mizzou: from Fall 2022 to Spring 2026, 355 faculty participated in workshops; invested in a training program with CIMER to train 30 Mizzou employees as facilitators
- » Invested funding in iChange/Aspire work: This project focused on two primary goals: (1) provide STEM department-level leadership training on building climate and departmental cultures that better support faculty, staff and students; and (2) support greater collaboration and networking opportunities in these areas. Nine departments have participated in a multi-year leadership and development program addressing the first goal. For the second goal two projects were funded to supports these efforts on campus.
- » Began position of Assist Provost of Strategic Faculty Initiatives that focuses on faculty development, success and inclusion, facilitating cohorts and educational programs in these areas.

Campus leaders have worked with academic program leaders and campus units to support faculty success and professional goals. Examples include:

- » Established Office of Educational Assessment that provides training, consultation, and support for faculty and instructors in establishing course outcomes and connecting those to program learning outcomes.
- » Supported ongoing instructional professional development through the Teaching for Learning Center, including an annual Celebration of Teaching and Fall Forum on Teaching, Learning and Assessment.
- » Division of Research, Innovation, and Impact (RII) provides a range of supports for faculty engaged in research such as PI trainings, strategic proposal development services, connecting with external constituents for broader impacts, grant proposal writing supports, and finding funding.
- » University Libraries provides faculty support on teaching and research through regular workshops and one-on-one sessions.
- » Started new COACHE Faculty Retention and Exit Survey to gather data on why faculty choose to leave and/or stay at Mizzou to inform decisions and processes moving forward. Survey began in 2024 and is on a three-year cycle.
- » Provided training and support through the Teaching for Learning Center, Mizzou Online and Campus Writing Program to prepare faculty and instructors to address and potentially integrate AI in their teaching practice.
- » Launched a pilot of Show-Me AI, a secure, walled garden generative AI platform available to support faculty teaching and research.
- » Formed a standing AI Committee to advise campus leaders on policies, use and study of artificial intelligence (AI) in teaching, learning, research and business practices.
- » Created and support AI teaching fellows for each college/school.
- » Provost Office provided monthly professional development sessions with academic program leaders on topics such as: supporting faculty during difficult times, understanding the role of recognition in effective leadership, using campus data tools for program assessment, examining the impact of AI on academic program curricula and academic integrity, and introducing new student success tools such as ForagerOne and Stellic.

- » Provost Office held day long retreats with academic program leaders that provided opportunities for networking, professional development sessions, and just in time updates for the fall and spring semesters.
- » Provost Office works one-on-one with deans and other academic leaders on school/college specific initiatives.

APPENDIX B

PEER AND COHORT INSTITUTIONS

Selected peer institutions for the COACHE survey were (year they completed the survey):

- » Auburn University (2023)
- » Indiana University Bloomington (2023)
- » University of Arkansas (2025)
- » University of Kansas (2022)
- » University of South Carolina (2023)

The 85 cohort institutions were:

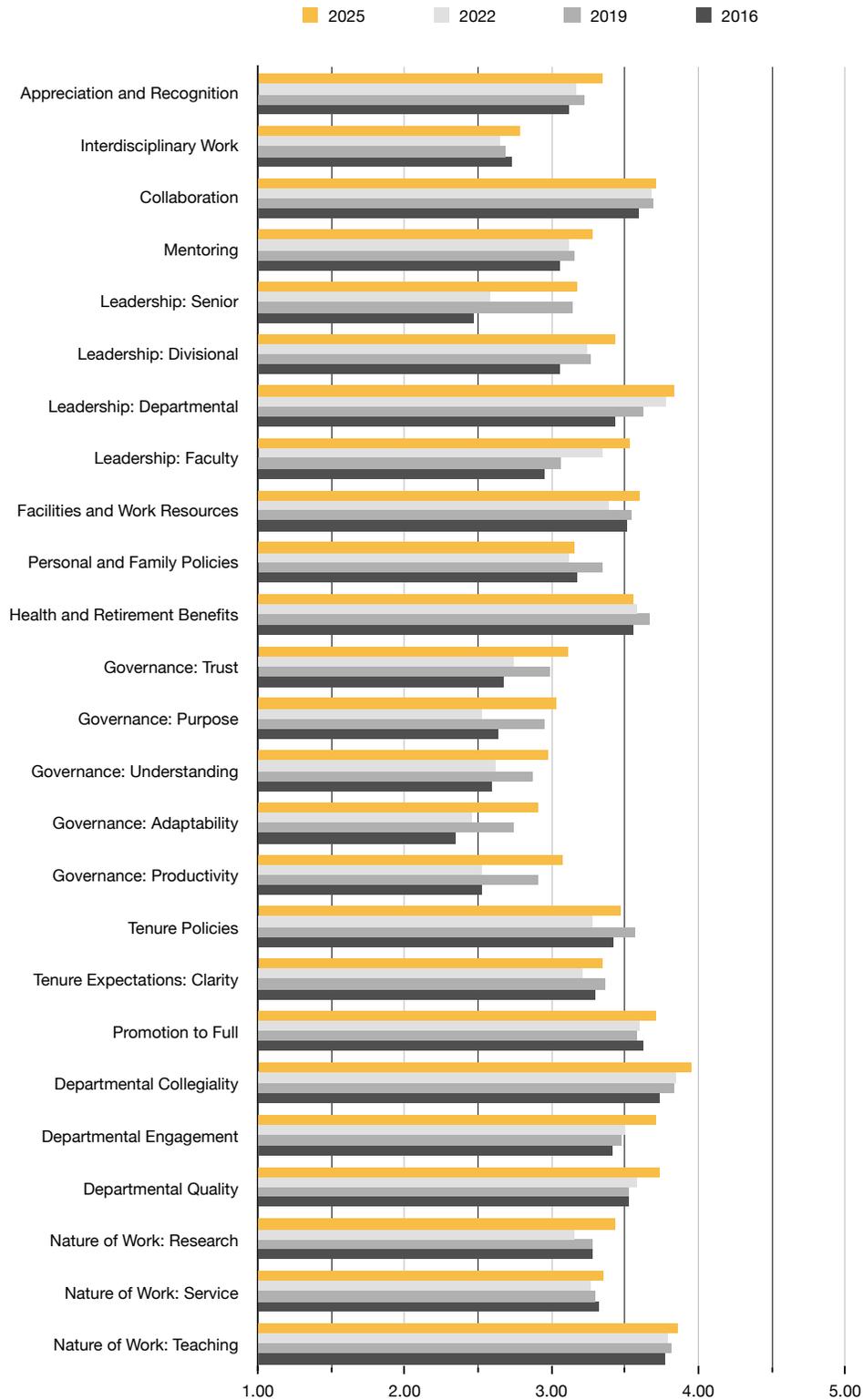
- » Appalachian State University (2025)
- » Auburn University (2023)
- » Baylor University (2024)
- » Binghamton University (2025)
- » Bowling Green State University (2023)
- » Brooklyn College (2023)
- » Brown University (2023)
- » California State University - Fullerton (2022)
- » Christopher Newport University (2024)
- » Clarkson University (2024)
- » Clemson University (2022)
- » Colgate University (2025)
- » College of Staten Island (2023)
- » CUNY Bernard M Baruch College (2023)
- » CUNY Graduate Center (2023)
- » CUNY School of Law (2023)
- » Emory University (2023)
- » Florida A&M University (2022)

- » Florida Gulf Coast University (2023)
- » Florida International University (2024)
- » Florida State University (2024)
- » Fordham University (2024)
- » George Mason University (2025)
- » Georgetown University (2024)
- » Georgia Institute of Technology (2024)
- » Georgia State University: Atlanta (2023)
- » Grand Valley State University (2024)
- » Hunter College (2023)
- » Illinois State University (2022)
- » Indiana University Bloomington (2023)
- » Indiana University Purdue University Indianapolis (2024)
- » James Madison University (2025)
- » John Jay College of Criminal Justice (2023)
- » Kent State University (2022)
- » Lehigh University (2025)
- » Lehman College (2023)
- » Medgar Evers College (2023)
- » Missouri University of Science and Technology (2023)
- » New York City College of Technology (2023)
- » North Carolina State University (2024)
- » Old Dominion University (2023)
- » Pennsylvania State University (2025)
- » Purdue University (2025)
- » Queens College (2023)
- » Radford University (2025)
- » Rochester Institute of Technology (2023)
- » Rutgers University-Camden (2023)
- » Rutgers University-New Brunswick (2023)
- » Rutgers University-Newark (2023)
- » St. John's University (2022)
- » Stony Brook University (2022)
- » Texas Tech University (2022)
- » The City College of New York (2023)
- » The University of Memphis (2024)
- » The University of North Carolina at Charlotte (2024)
- » The University of Texas at Austin (2023)
- » The University of Texas at El Paso (2023)
- » Tulane University of Louisiana (2023)
- » University at Buffalo (2022)
- » University of Arizona (2024)
- » University of Arkansas (2025)
- » University of Central Florida (2024)
- » University of Cincinnati (2022)
- » University of Denver (2023)
- » University of Kansas (2022)
- » University of Louisville (2023)
- » University of Massachusetts Amherst (2024)
- » University of Missouri-Kansas City (2023)
- » University of North Carolina at Chapel Hill (2025)
- » University of North Carolina Wilmington (2024)
- » University of North Texas (2024)
- » University of Richmond (2023)
- » University of South Carolina (2023)
- » University of Tennessee at Chattanooga (2025)
- » University of Tennessee at Martin (2025)
- » University of Tennessee Knoxville (2025)
- » University of Tennessee Southern (2025)
- » University of Texas at Arlington (2025)
- » University of Virginia (2024)
- » Vanderbilt University (2025)
- » Virginia Commonwealth University (2025)
- » Virginia Polytechnic Institute and State University (2023)
- » Washington State University (2024)
- » Worcester Polytechnic Institute (2024)
- » York College (2023)

APPENDIX C

MIZZOU COACHE SURVEY COMPARISONS

YEAR-OVER-YEAR MEAN COMPARISONS



Note: Values are based on items using a five-point scale with scores closer to one representing more negative views and scores closer to five representing more positive views.

2025 AND 2022 SURVEY MEANS, SDS, AND PERCENTAGE CHANGE

	2025		2022		% CHANGE
	MEAN	SD	MEAN	SD	
APPRECIATION AND RECOGNITION	3.35	0.91	3.17	0.91	5.68%
INTERDISCIPLINARY WORK	2.78	0.99	2.65	0.99	4.91%
COLLABORATION	3.71	0.83	3.68	0.82	0.82%
MENTORING	3.28	1.00	3.12	1.03	5.13%
LEADERSHIP: SENIOR	3.18	1.01	2.58	1.09	23.26%
LEADERSHIP: DIVISIONAL	3.44	1.11	3.24	1.16	6.17%
LEADERSHIP: DEPARTMENTAL	3.84	1.11	3.78	1.12	1.59%
LEADERSHIP: FACULTY	3.54	0.86	3.34	0.94	5.99%
FACILITIES AND WORK RESOURCES	3.60	0.73	3.39	0.76	6.19%
PERSONAL AND FAMILY POLICIES	3.15	0.89	3.12	0.93	0.96%
HEALTH AND RETIREMENT BENEFITS	3.56	0.84	3.58	0.87	-0.56%
GOVERNANCE: TRUST	3.11	0.92	2.74	0.93	13.50%
GOVERNANCE: PURPOSE	3.03	0.98	2.53	0.96	19.76%
GOVERNANCE: UNDERSTANDING	2.98	0.94	2.62	0.94	13.74%
GOVERNANCE: ADAPTABILITY	2.91	0.93	2.46	0.96	18.29%
GOVERNANCE: PRODUCTIVITY	3.08	0.98	2.53	0.98	21.74%
TENURE POLICIES	3.47	1.06	3.28	1.06	5.79%
TENURE EXPECTATIONS: CLARITY	3.34	0.99	3.21	1.09	4.05%
PROMOTION TO FULL	3.71	1.00	3.60	1.02	3.06%
DEPARTMENTAL COLLEGIALITY	3.95	0.77	3.85	0.81	2.60%
DEPARTMENTAL ENGAGEMENT	3.71	0.73	3.50	0.78	6.00%
DEPARTMENTAL QUALITY	3.74	0.79	3.58	0.83	4.47%
NATURE OF WORK: RESEARCH	3.44	0.82	3.15	0.80	9.21%
NATURE OF WORK: SERVICE	3.36	0.75	3.27	0.81	2.75%
NATURE OF WORK: TEACHING	3.86	0.64	3.79	0.69	1.85%

Highlighted benchmarks indicate broad areas of strength as defined by COACHE.

Highlighted percent change indicate COACHE standards for large effects.

Note: Values are based on items using a five-point scale with scores closer to one representing more negative views and scores closer to five representing more positive views.

COACHE DASHBOARD GUIDE

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure	rank	gender	race	2008
Health and retirement benefits	3.43										pre-ten	full	women		
Interdisciplinary work	3.00										pre-ten	assoc	women	white	
Collaboration	3.46										tenured	<u>women</u>	white		
Mentoring	3.18										<u>tenured</u>	<u>assoc</u>		foc	
Tenure policies	3.64		N/A		N/A	N/A				N<5	N/A	N/A			+
Tenure clarity	3.33		N/A		N/A	N/A				N<5	N/A	N/A	men		



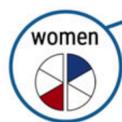
WHAT DO THESE WEDGES MEAN?

These symbols represent results that fit COACHE's criteria for "areas of strength" (in blue) and "areas of concern" (in red).

Your ranking among peers: Your percentile among your cohort:

- 1st or 2nd Top 30%
- 3rd or 4th Middle 40%
- 5th or 6th Bottom 30%

insufficient data for reporting



This result, for example, shows that your female faculty are less satisfied than are women at your peers (◀), but more satisfied than are women at 70% of other institutions (▶). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.



AND THESE RESULTS?

Here, the faculty subgroup with the lower rating appears. Shading conveys the magnitude of subgroup differences: small effects appear as text only, moderate effects are shaded yellow with a dotted underline, and large effects are shaded orange with a solid underline. Trivial differences remain blank. Change over time appears as +/-.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

Work Group 1: Cross Silo & Mentorship

	Your results compared to PEERS										Areas of strength in BLUE					Within campus differences					
	Your results compared to COHORT										Areas of concern in RED					sm (1) med. (3) Irg. (5)					
	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2022
Interdisciplinary Work	2.78													tenured	tenured	assoc	men vs women	white vs foc	white vs asian	white vs urm	+
Budgets encourage interdisciplinary work	2.62													tenured	tenured		women	white	white	urm	+
Facilities conducive to interdisciplinary work	2.88													tenured	tenured		women	white	white		+
Interdisciplinary work is rewarded in merit	2.55													tenured	tenured	assoc		foc		urm	+
Interdisciplinary work is rewarded in promotion	2.73													N/A	tenured			foc	asian	urm	+
Interdisciplinary work is rewarded in tenure	2.67													N/A	N/A	N/A	women	white	white	N<5	+
Interdisciplinary work is rewarded in reappointment	2.79													N/A	N/A	assoc	women	white	white	white	-
Dept. knows how to evaluate interdisciplinary work	2.85															assoc				white	
Collaboration	3.71															assoc					
Opportunities for collaboration within dept.	3.83													pre-ten	tenured			foc	asian	urm	
Opportunities for collaboration outside inst.	3.72													tenured	ntt		women	white	white	white	
Opportunities for collaboration outside dept.	3.57													ntt	ntt	assoc	women				
Mentoring	3.28													tenured	tenured	assoc					+
Effectiveness of mentoring within dept.	3.86													tenured	tenured					white	+
Effectiveness of mentoring outside dept.	3.75													tenured			men	white	white	white	+
Mentoring of pre-ten faculty in dept.	3.38													tenured	N/A						+
Mentoring of tenured assoc in dept.	2.68													N/A	N/A	assoc	women	foc		urm	+
Support for faculty to be good mentors	2.8													tenured	tenured	assoc	men				+
Mentoring of non-tenure track faculty in dept.	3.04													N/A	N/A	assoc					+
Related Survey Items	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Being a mentor is fulfilling	4.18													N<5	tenured	assoc					
Importance of mentoring within dept	4.34													tenured	tenured		men	foc	asian		
Importance of mentoring outside dept.	3.81													tenured	tenured		men	white		white	
Importance of mentoring outside inst.	3.82													tenured	ntt		men	white	white	white	
Effectiveness of mentoring outside the inst.	3.99													tenured	ntt		men	white		white	
Interest in interdisciplinary work	3.52													tenured	ntt		men	white		white	

Work Group 1: Appreciation & Recognition

	Your results compared to PEERS										Your results compared to COHORT										Areas of strength in BLUE					Areas of concern in RED					Within campus differences				
	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	sim (.1)	med. (.3)	lrg. (.5)	men vs women	white vs foc	white vs asian	white vs urm	2022							
Appreciation and Recognition	3.35													tenured		full vs assoc		foc	asian	urm					foc	asian	urm	+							
Recognition for teaching	3.39													tenured				foc	asian	urm					foc	asian	urm	+							
Recognition for advising	3.23													tenured				women	asian						women	asian		+							
Recognition for scholarship	3.44												pre-ten	tenured				women	asian	urm					women	asian	urm	+							
Recognition for service	3.22													tenured				asian							asian			+							
Recognition for outreach	3.17													tenured		full		white	urm						foc	white	urm								
Recognition from colleagues	3.84													tenured				asian	urm						foc	asian	urm								
Recognition from CAO	2.88												N<5	tenured				asian	urm						foc	asian	urm	+							
Recognition from Dean	3.16												N<5	tenured				asian	urm						foc	asian	urm	+							
Recognition from Head/Chair	3.72													tenured		full		asian	urm						foc	asian	urm								
School/college is valued by Pres/Provost	3.52												tenured	tenured		full			white								white	+							
Dept. is valued by Pres/Provost	3.16												tenured	tenured														+							
CAO cares about faculty of my rank	3.04												tenured	tenured				asian							asian		asian	+							

Work Group 3: Tenure & Promotion

	Your results compared to PEERS										Areas of strength in BLUE										Within campus differences									
	Your results compared to COHORT										Areas of concern in RED										sm (-1) to (5)									
	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2022									
Tenure Policies	3.47		N/A		N/A	N/A	N-5																							
Clarity of tenure process	3.53		N/A		N/A	N/A	N-5																							
Clarity of tenure criteria	3.62		N/A		N/A	N/A	N-5																							
Clarity of tenure standards	3.4		N/A		N/A	N/A	N-5																							
Clarity of body of evidence for deciding tenure	3.4		N/A		N/A	N/A	N-5																							
Clarity of whether I will achieve tenure	3.28		N/A		N/A	N/A	N-5																							
Clarity of grievance procedures	N/A		N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A								
Consistency of messages about tenure	3.28		N/A		N/A	N/A	N-5																							
Tenure decisions are performance-based	3.82		N/A		N/A	N/A	N-5																							
Tenure Expectations: Clarity	3.34		N/A		N/A	N/A	N-5																							
Clarity of expectations: Scholar	3.65		N/A		N/A	N/A	N-5																							
Clarity of expectations: Teacher	3.72		N/A		N/A	N/A	N-5																							
Clarity of expectations: Advisor	3.43		N/A		N/A	N/A	N-5																							
Clarity of expectations: Colleague	3.31		N/A		N/A	N/A	N-5																							
Clarity of expectations: Campus citizen	3.02		N/A		N/A	N/A	N-5																							
Clarity of expectations: Broader community	2.9		N/A		N/A	N/A	N-5																							
Promotion to Full	3.71		N-5		N/A	N/A																								
Dept. culture encourages promotion	3.78		N-5		N/A	N/A																								
Reasonable expectations: Promotion	3.69		N-5		N/A	N/A																								
Clarity of promotion process	3.94		N-5		N/A	N/A																								
Clarity of promotion criteria	3.91		N-5		N/A	N/A																								
Clarity of promotion standards	3.71		N-5		N/A	N/A																								
Clarity of body of evidence for promotion	3.86		N-5		N/A	N/A																								
Clarity of time frame for promotion	3.37		N-5		N/A	N/A																								
Clarity of whether I will be promoted	3.2		N-5		N/A	N/A																								
Related Survey Items	--		--		--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--								
NTT - Clarity of contract renewal process	3.39		N/A		N/A	N/A																								
NTT - Clarity of contract renewal criteria	3.48		N/A		N/A	N/A																								
NTT - Clarity of contract renewal standards	3.35		N/A		N/A	N/A																								
NTT - Clarity of body of evidence for deciding contract renewal	3.29		N/A		N/A	N/A																								
NTT - Sense of contract renewal	3.84		N/A		N/A	N/A																								
NTT - Clarity of promotion process	3.57		N/A		N/A	N/A																								
NTT - Clarity of promotion criteria	3.63		N/A		N/A	N/A																								
NTT - Clarity of promotion standards	3.56		N/A		N/A	N/A																								
NTT - Clarity of body of evidence for promotion decisions	3.55		N/A		N/A	N/A																								
NTT - Sense of promotion	3.47		N/A		N/A	N/A																								

Work Group 3: The Department

	Your results compared to PEERS										Areas of strength in BLUE					Areas of concern in RED					Within campus differences										
	Your results compared to COHORT																														
	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	black	asian	hisp	pac	ind	nat	ten vs pre-ten	ten vs ntt	full vs assoc	sm (1)	med (3)	kg (5)	men vs women	white vs black	asian	hisp	pac	ind	nat	white vs urm	2022
Departmental Collegiality	3.95																pre-ten	tenured	full	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Colleagues support work/life balance	4.01																pre-ten	tenured	full	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Meeting times compatible with personal needs	4.15																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Amount of personal interaction w/pre-ten	3.75																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
How well you fit	3.79																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Amount of personal interaction w/tenured	3.72																pre-ten	ntt	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Amount of personal interaction w/NTT	3.92																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Colleagues pitch in when needed	3.86																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Department is collegial	4.15																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Colleagues committed to diversity/inclusion	4.23																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Departmental Engagement	3.71																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Discussions of undergrad student learning	3.65																pre-ten	ntt	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Discussions of grad student learning	3.75																pre-ten	ntt	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Discussions of effective teaching practices	3.78																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Discussions of effective use of technology	3.56																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Discussions of current research methods	3.38																pre-ten	ntt	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Amount of professional interaction w/pre-ten	3.84																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Amount of professional interaction w/tenured	3.79																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Amount of professional interaction w/NTT	3.98																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Departmental Quality	3.74																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Intellectual vitality of tenured faculty	3.76																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Intellectual vitality of pre-ten faculty	4.05																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Scholarly productivity of tenured faculty	3.76																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Scholarly productivity of pre-ten faculty	4.02																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Intellectual vitality of NTT faculty	4.01																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Scholarly productivity of NTT faculty	3.88																pre-ten	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Teaching effectiveness of tenured faculty	3.74																pre-ten	ntt	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Teaching effectiveness of pre-ten faculty	3.93																pre-ten	ntt	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Teaching effectiveness of NTT faculty	4.21																pre-ten	ntt	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Dept. is successful at faculty recruitment	3.5																N<5	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Dept. is successful at faculty retention	3.26																N<5	tenured	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Dept. addresses sub-standard performance	2.76																pre-ten	ntt	assoc	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	urm	+
Related Survey Items	--																--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Recruiting part-time faculty	N/A																N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Managing part-time faculty	N/A																N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

