Collaborative on Academic Careers in Higher Education (COACHE) Survey Results
HMC's Custom Questions
Fall 2017

HMC participated in the COACHE survey for the first time in 2017. Background information, demographics and response rates are found in Appendix A.

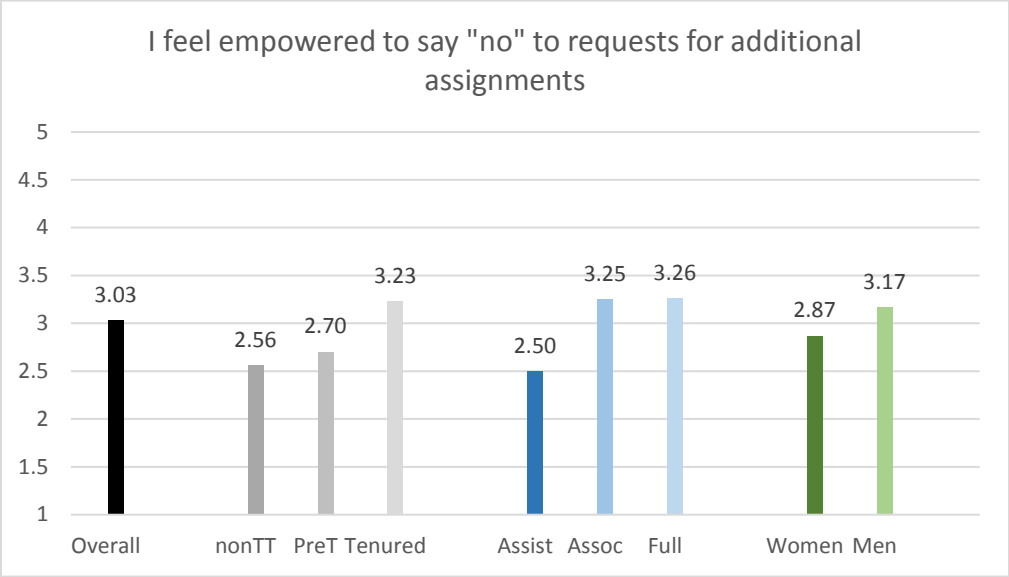
Because it is a comprehensive survey with many components, the COACHE findings are summarized across small topical reports. This allows us to more fully digest and prioritize findings. This topical report summarizes the results from the custom items HMC created specifically for the COACHE survey, and therefore does not contain peer and cohort comparisons.

The COACHE topical reports are intended as less of a "report card" and more of a discussion guide. In looking at the results that follow, it is appropriate to think about:

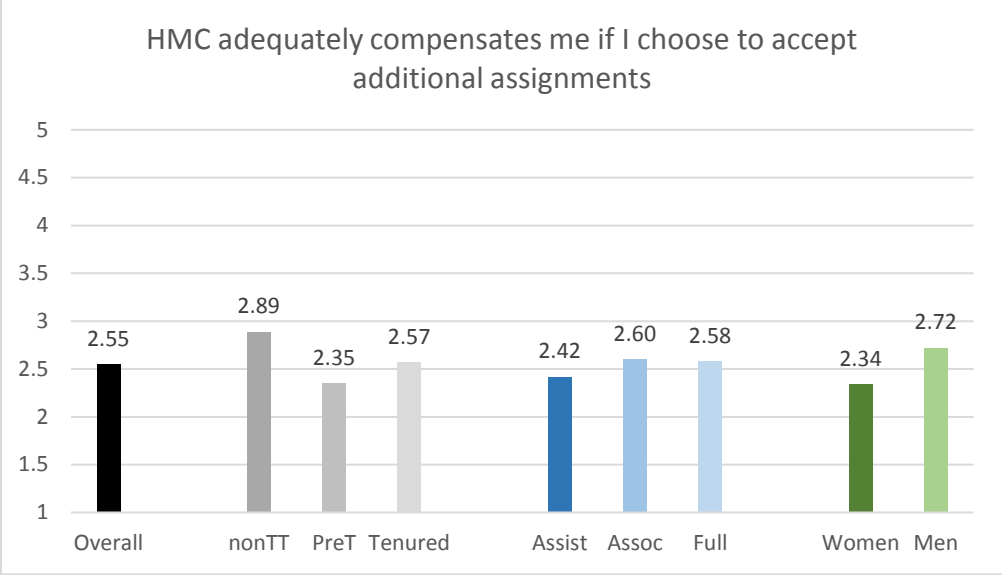
- What surprises you about the results? Which results confirm your perceptions about HMC?
- Based on these results, what initial questions do you have? What items warrant further scrutiny?
- What strategic priorities, faculty initiatives or other institutional activities are informed by these results? Which are not?
- Which offices, governing bodies, and committees might relate to these findings? Whose work could be informed by these results?
- What venues and channels might be used to share these results? How can we work together to pull more faculty into productive discussion as opposed to merely pushing data out?

HMC Specific Items:
Charts below provide means for various groups of HMC respondents. Statistically significant differences between those groups are indicated by appropriate p values beneath them. Marginal responses are labeled as such and have p values between .051 and .1.

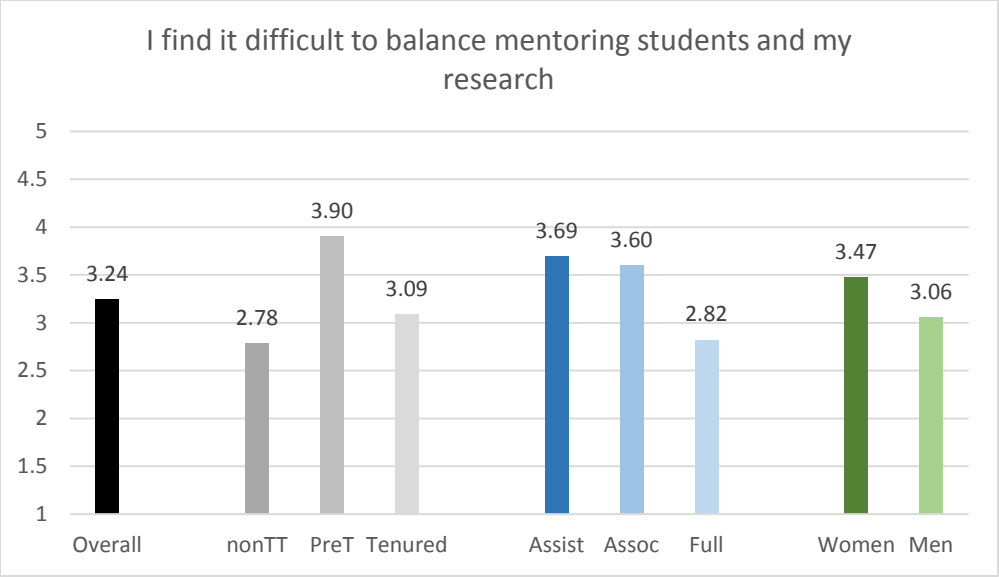
The first set of questions asked respondents how often they had certain experiences, using the following response scale: *1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very Often*



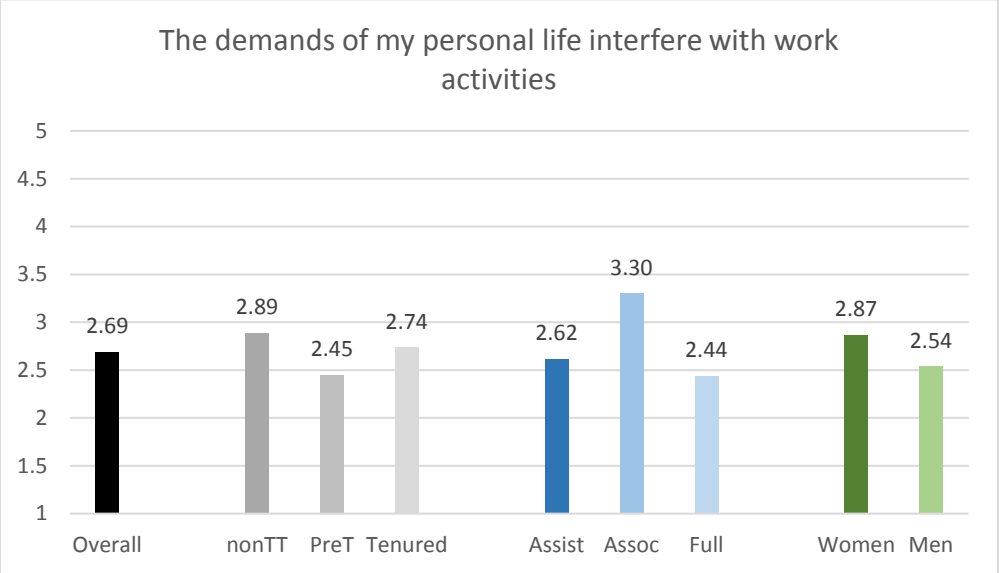
p<.05 p<.01



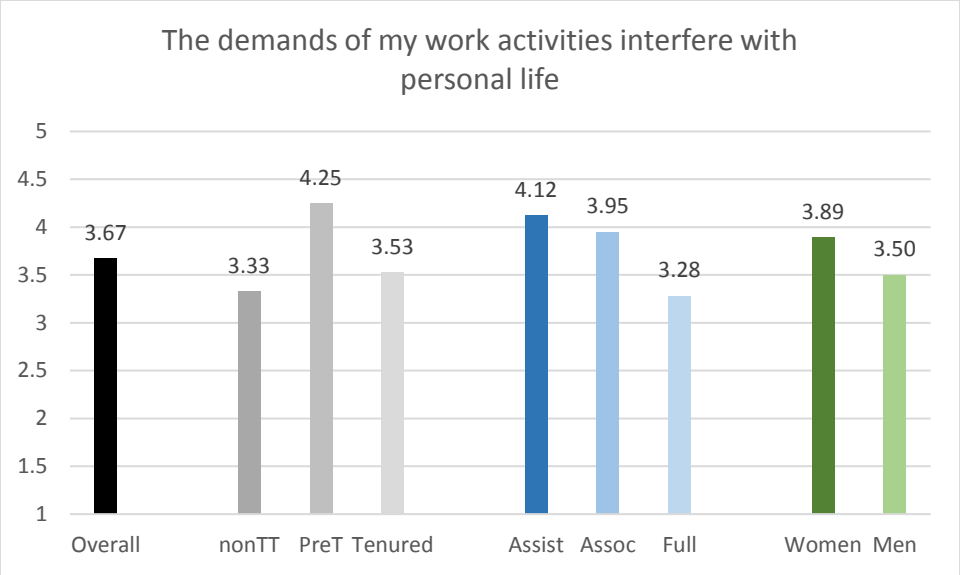
marginal


I find it difficult to balance mentoring students and my research
5
4.5
4
3.5
3
2.5
2
1.5
1
3.24
2.78
3.90
3.09
3.69
3.60
2.82
3.47
3.06
Overall
nonTT
PreT
Tenured
Assist
Assoc
Full
Women
Men

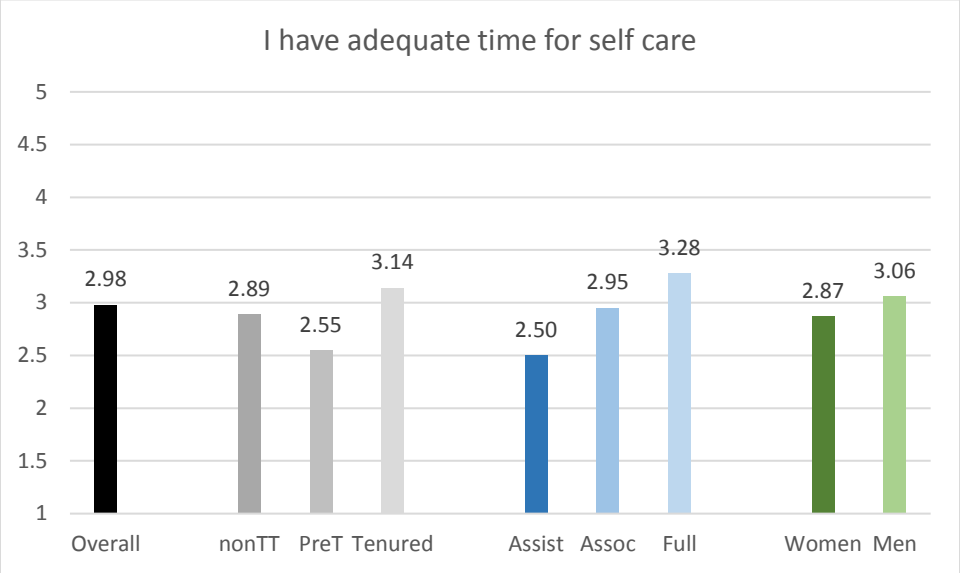
p<.05 p<.05


The demands of my personal life interfere with work activities
5
4.5
4
3.5
3
2.5
2
1.5
1
2.69
2.89
2.45
2.74
2.62
3.30
2.44
2.87
2.54
Overall
nonTT
PreT
Tenured
Assist
Assoc
Full
Women
Men

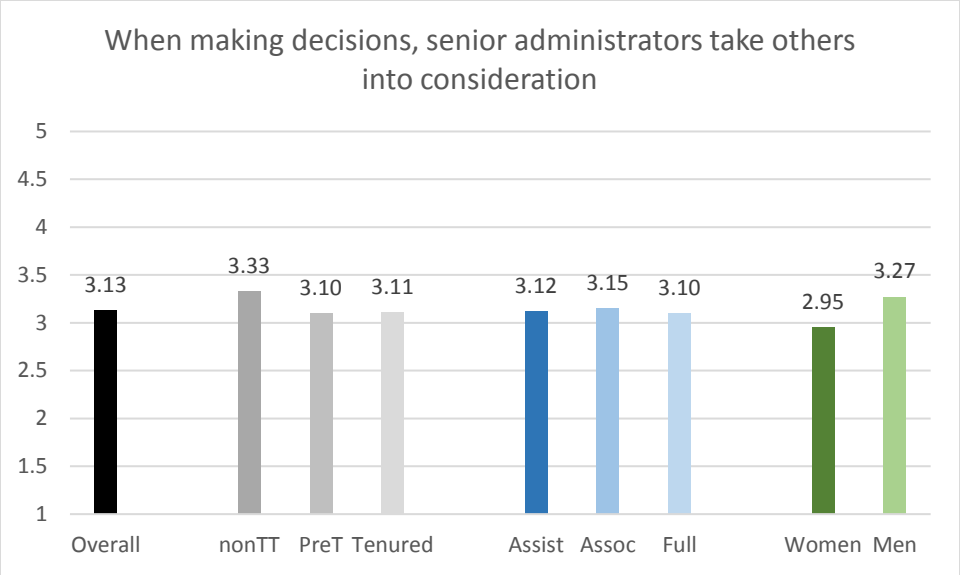
p<.01

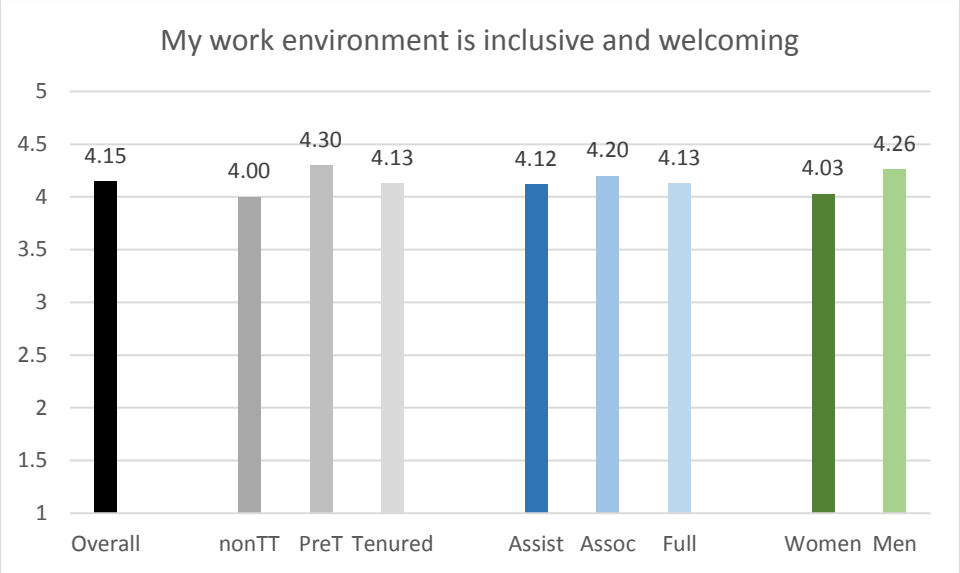


p<.05 p<.01 marginal

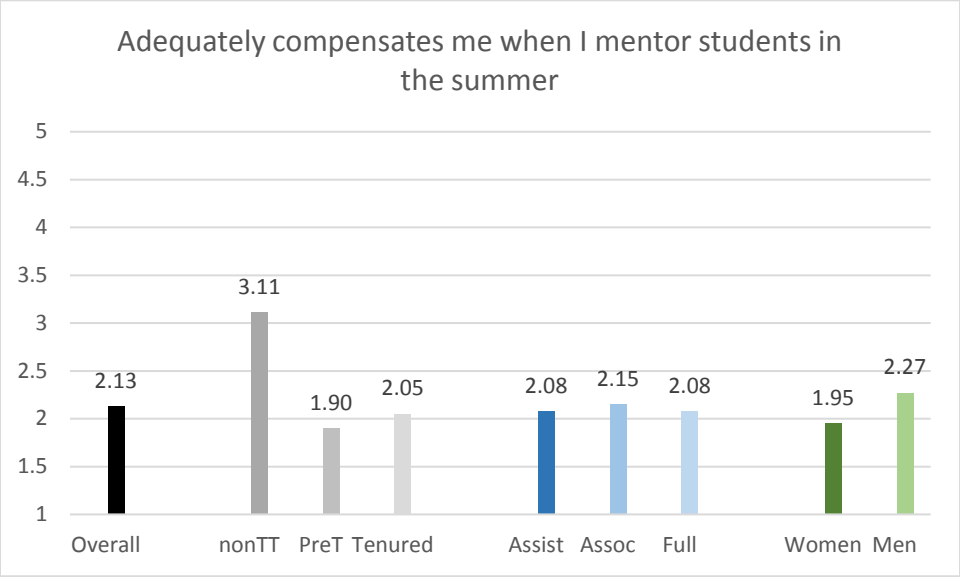


marginal p<.01

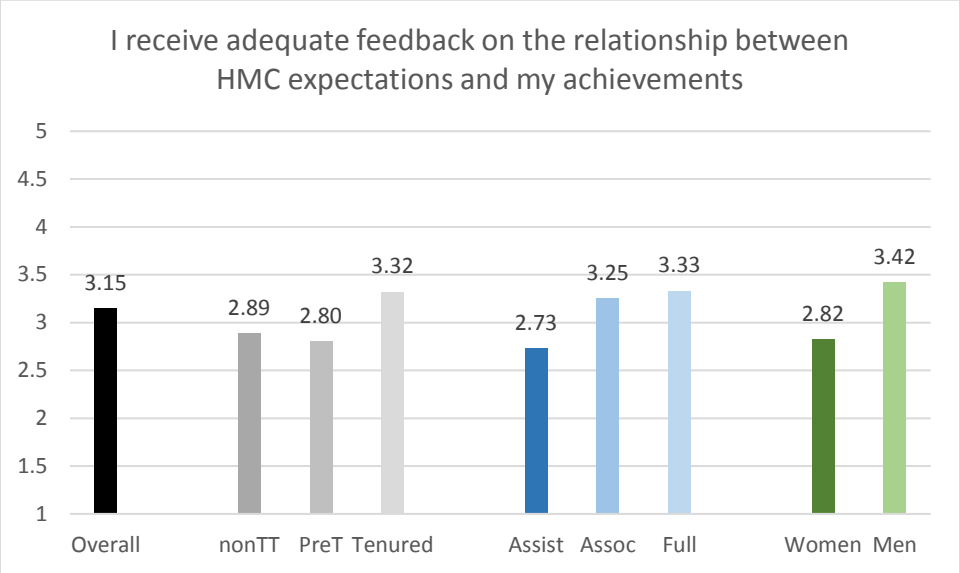

When making decisions, senior administrators take others into consideration
5
4.5
4
3.5
3
2.5
2
1.5
1
3.13
3.33
3.10
3.11
3.12
3.15
3.10
2.95
3.27
Overall
nonTT
PreT
Tenured
Assist
Assoc
Full
Women
Men


My work environment is inclusive and welcoming
5
4.5
4
3.5
3
2.5
2
1.5
1
4.15
4.00
4.30
4.13
4.12
4.20
4.13
4.03
4.26
Overall
nonTT
PreT
Tenured
Assist
Assoc
Full
Women
Men

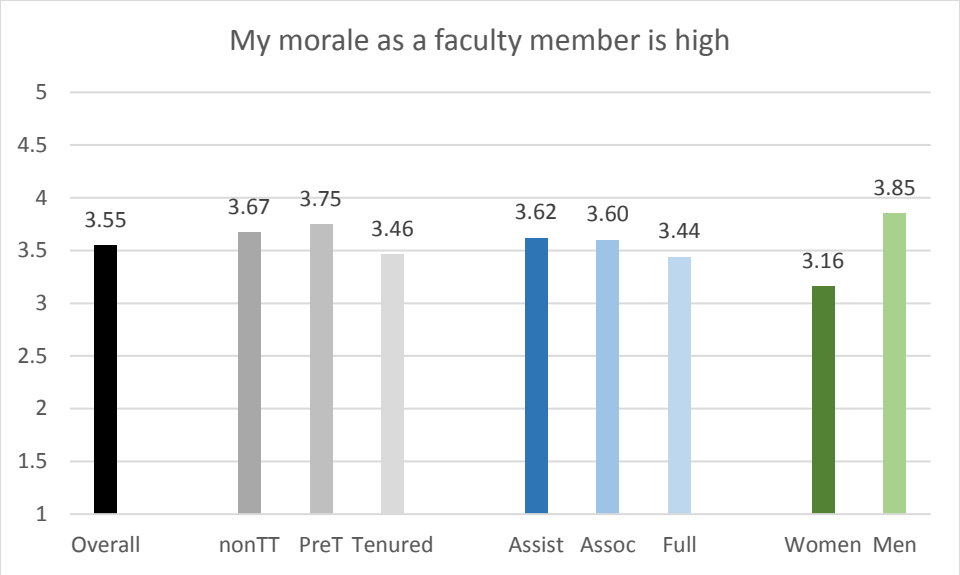
For the second set of items, respondents were asked to indicate their level of agreement with the following statements using the following response scale: *1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree*



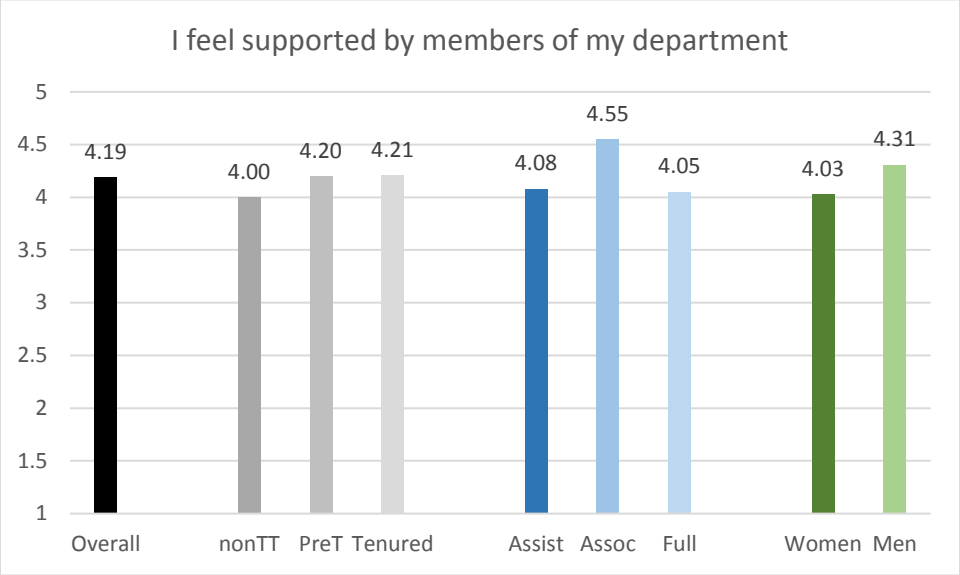
p<.01

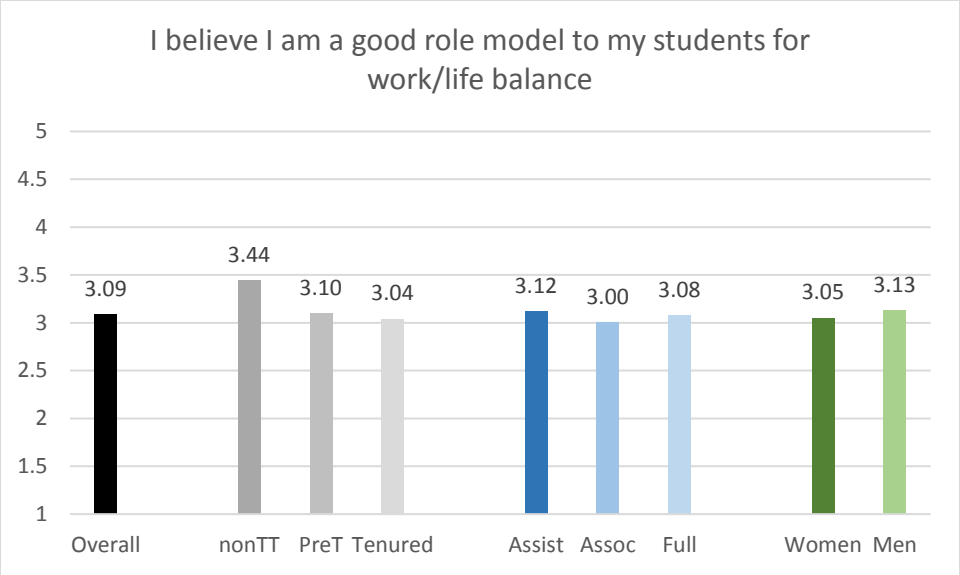


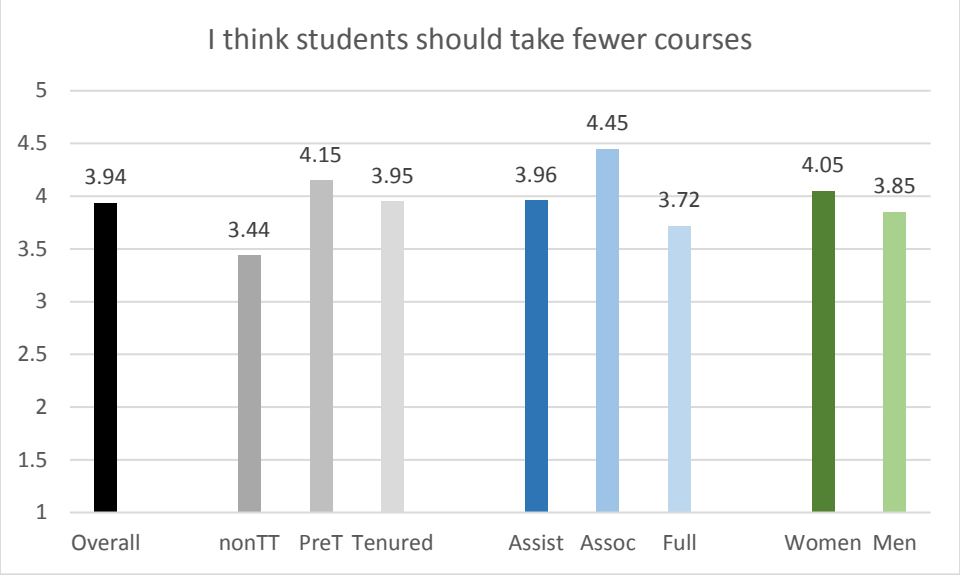
marginal p<.05


My morale as a faculty member is high
5
4.5
4
3.5
3
2.5
2
1.5
1
3.55
3.67
3.75
3.46
3.62
3.60
3.44
3.16
3.85
Overall
nonTT
PreT
Tenured
Assist
Assoc
Full
Women
Men

p<.05

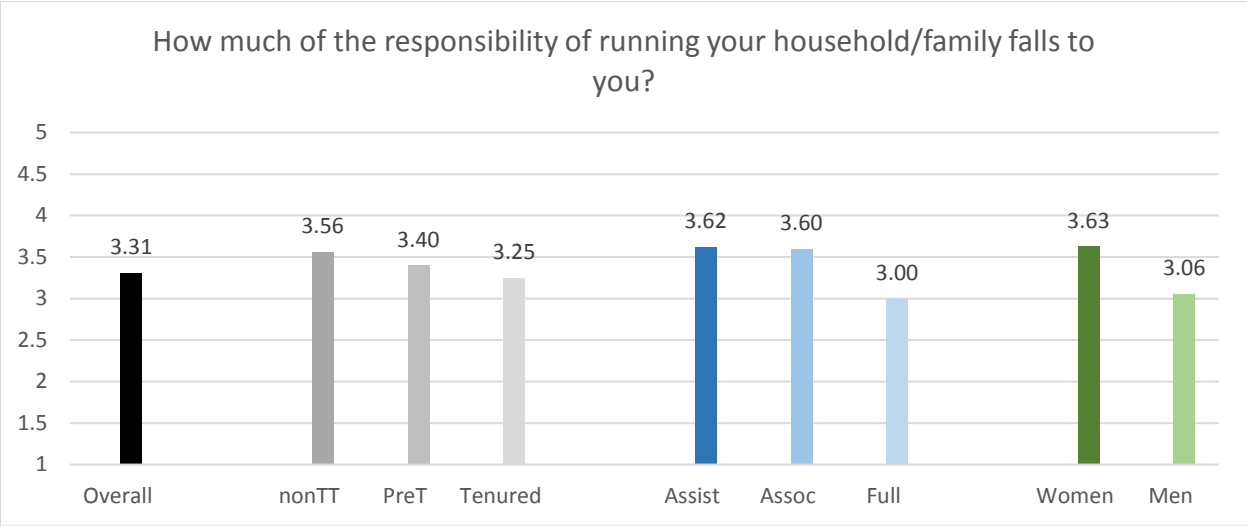

I feel supported by members of my department
5
4.5
4
3.5
3
2.5
2
1.5
1
4.19
4.00
4.20
4.21
4.08
4.55
4.05
4.03
4.31
Overall
nonTT
PreT
Tenured
Assist
Assoc
Full
Women
Men


I believe I am a good role model to my students for work/life balance
5
4.5
4
3.5
3
2.5
2
1.5
1
3.09
3.44
3.10
3.04
3.12
3.00
3.08
3.05
3.13
Overall
nonTT
PreT
Tenured
Assist
Assoc
Full
Women
Men


I think students should take fewer courses
5
4.5
4
3.5
3
2.5
2
1.5
1
3.94
3.44
4.15
3.95
3.96
4.45
3.72
4.05
3.85
Overall
nonTT
PreT
Tenured
Assist
Assoc
Full
Women
Men

marginal

Finally, respondents were asked about the distribution of household/family responsibilities using the following response scale: *1 = Very Little; 2 = Some; 3 = About Half; 4 = Most; 5 = Basically All*



p<.05 p<.05

Appendix A
Survey Background and Demographics

Dates of Administration: January-March 2017
Method of Administration: Web Survey (Administered through COACHE)

Background:

The COACHE survey asks faculty about their experiences at work including: the nature of teaching, research, and service, tenure and promotion, personal and family policies, facilities and resources, shared governance, collaboration, mentoring, leadership, resources, and overall satisfaction. Additionally, COACHE allows institutions to add custom questions.

Results from the COACHE survey allow HMC to understand:

- How faculty at different career stages experience academic work life at HMC
- How their experiences compare to those of faculty at peer institutions
- Whether experiences differ by rank, tenure status, discipline, gender, or race/ethnicity
- What policies or practices are associated with high levels of faculty satisfaction

HMC participated in the COACHE survey for the first time in 2017. Results can be used to help HMC move from documenting and understanding the issues important to faculty to engagement and action. Some faculty issues that emerge can be dealt with swiftly, while others present themselves as opportunities for broad involvement in designing collaborative solutions. Analysis of these results is an important process that invites engagement across campus to move HMC towards institutional improvement.

Demographics and Response Rates:

The COACHE survey was sent to all 110 faculty in January of 2017, including those on sabbatical, on leave with pay and those in non-tenure track positions. The figures below include all valid respondents. In order or COACHE to consider a response valid, respondents must have met the following conditions: responded to at least one question beyond the demographics, completed the survey within established survey time parameters, and responded to the survey authentically[1]. COACHE does not analyze results separately for assistant professors, but we are able to include this information here because HMC asked for our dataset and can therefore supplement the analyses provided by COACHE.

	HMC#	HMC%	Peers[2]	Cohort
Overall	**88**	**80%**	**50%**	**65%**
Tenured	59	78%	51%	65%
Pre-tenure	20	100%	51%	70%
Non-tenure track	9	64%	47%	49%
Full	39	72%	51%	65%
Associate	22	88%	51%	66%
Assistant	26	87%	n/a	n/a
Men	49	78%	46%	61%
Women	39	83%	58%	68%
White	67	82%	52%	66%
Faculty of color[3]			44%	60%
Asian/Asian-American			40%	53%
Underrepresented minorities[4]			48%	64%

[1] Did not respond to the survey with all "A" responses, etc.
[2] Institutions in our peer and cohort groups can be found in Appendix B

[3] "Faculty of color" are, for the purposes of this report, those respondents who did not identify as White (nonHispanic).
[4] "Underrepresented minorities" are respondents who identify as neither White (nonHispanic) nor Asian/Asian-American.

Appendix B
Peer/Cohort Groups

Institutions Included in Peer Group

Knowing COACHE would place us in a Cohort with other primarily liberal arts colleges (see below), we selected five peer institutions from those available that best represented those most similar to HMC in terms of emphasis on STEM and having faculty engaged in scientific/technical research activities.

Georgia Institute of Technology
Rochester Institute of Technology
Vanderbilt University
Virginia Polytechnic Institute and State University
Worcester Polytechnic Institute

Institutions Included in the Cohort Group

Based on the number of HMC faculty and other organizational characteristics, our comparison "cohort" (selected by COACHE) includes 15 institutions identified as generally similar.

Amherst College
Barnard College
Colby College
College of the Holy Cross
Hamilton College
Hendrix College
Kenyon College
Merrimack College
Middlebury College
Mount Holyoke College
Pitzer College
Saint Mary's College of Maryland
Skidmore College
The University of the South
Wheaton College