

# COACHE RESULTS 2016

Academic Senate  
April 2017

# Roadmap

- Survey details
- The Benchmark Data
  - Comparing overall 2013 to 2016 results
  - 2016 Areas of strength and areas of concern identified
- Progress on 2013 areas of concern
- Question 270: Improving faculty workplace
- Analysis of open-ended comments
- Rollout process

# SURVEY DETAILS

## Response Rates and Comparators

### Response Rates

		overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
<b>Rochester Institute of Technology</b>	<i>population responders</i>	958	540	145	273	232	295	619	338	739	219	109	110
	<i>responders</i>	491	295	75	121	123	169	292	198	388	103	52	51
	<i>response rate</i>	51%	55%	52%	44%	53%	57%	47%	59%	53%	47%	48%	46%
<b>Selected Comparison Institutions</b>	<i>population responders</i>	4239	2549	733	957	1455	1326	2852	1387	3284	953	556	397
	<i>responders</i>	2095	1319	371	405	744	682	1317	778	1692	402	219	183
	<i>response rate</i>	49%	52%	51%	42%	51%	51%	46%	56%	52%	42%	39%	46%
<b>All</b>	<i>population responders</i>	74266	44248	12956	17062	24866	22279	44236	30020	56027	17589	8518	9071
	<i>responders</i>	34981	21531	6545	6905	11892	11017	19285	15691	27834	7108	3234	3874
	<i>response rate</i>	47%	49%	51%	40%	48%	49%	44%	52%	50%	40%	38%	43%

### Selected Comparison Institutions

You selected five institutions as peers against whom to assess your COACHE Survey results. The results at these institutions are included throughout this report in the aggregate or, when cited individually, in random order. Your peer institutions are:

- Lehigh University
- Syracuse University
- Tulane University of Louisiana
- Virginia Polytechnic Institute and State University
- Worcester Polytechnic Institute

# BENCHMARK DATA

# Benchmarks at a glance



# Benchmark Dashboard

Your results compared to PEERS  
Your results compared to COHORT

Areas of strength in GREEN  
Areas of concern in RED

Within campus differences  
sm (.1) med (.3) lrg (.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 2013

	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	2013	
Nature of Work: Research	3.14	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			assoc	women		white	urm	+	
Nature of Work: Service	3.39	▶◀	▶◀	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten	tenured	assoc	women				+	
Nature of Work: Teaching	3.67	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten		assoc		foc		urm		
Facilities and Work Resources	3.44	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	tenured	assoc	women					
Personal and Family Policies	3.50	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten	tenured	assoc	women		asian		+	
Health and Retirement Benefits	3.92	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀		tenured		men	foc	asian		+	
Interdisciplinary Work	2.65	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured					white	white		
Collaboration	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	ntt		women		white	urm		
Mentoring	3.03	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		tenured	assoc			white	white		
Tenure Policies	3.28	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white	white	white		
Tenure Expectations: Clarity	3.16	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women		white		-	
Promotion to Full	3.25	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc					+	
Leadership: Senior	3.27	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀		tenured						+	
Leadership: Divisional	3.16	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶							white	urm	
Leadership: Departmental	3.57	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		tenured	assoc		foc		urm		
Leadership: Faculty	3.12	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		tenured				white	white	N/A	
Governance: Trust	3.20	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten	ntt	assoc	women	foc	asian		N/A	
Governance: Shared sense of purpose	3.20	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten		assoc					N/A	
Governance: Understanding the issue at hand	3.07	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten						asian	N/A	
Governance: Adaptability	2.88	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀							white	urm	N/A
Governance: Productivity	3.12	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten					white	white	N/A	
Departmental Collegiality	3.83	▶◀	▶◀	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten		assoc	women				urm	
Departmental Engagement	3.44	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	ntt		women		white		urm	
Departmental Quality	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			assoc				white		
Appreciation and Recognition	3.27	◀▶	▶◀	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀		tenured	assoc	women			white	urm	

# Comparing 2013 to 2016

- **Six benchmark averages are higher in 2016:**
  - Nature of work: Research
  - Nature of work: Service
  - Personal and family policies
  - Health and retirement benefits
  - Promotion to full
  - Senior leadership
- **The only drop occurred on the Tenure expectations: Clarity benchmark.**



# Areas of strength

Areas of Strength  
(based on overall scores) = Any benchmark where RIT scored in the top 30 percent of the cohort and first or second among our peers.

RIT has nine “areas of strength”:

- Nature of work: Service
- Governance: Shared sense of purpose
- Governance: Understanding
- Governance: Adaptability
- Governance: Productivity
- Governance: Trust
- Leadership: Senior
- Personal and family policies
- Health and retirement benefits

# Areas of concern

- Areas of Concern (based on overall scores) = faculty rated a benchmark lower than 70 percent of the cohort and fifth or sixth compared to our peers.
- RIT has six “areas of concern”:
  - Collaboration
  - Tenure policies
  - Tenure expectations: Clarity
  - Promotion to full
  - Departmental Engagement
  - Departmental Quality

# Note on subpopulations

- At RIT, the following faculty sub-groups were more likely than their counterparts, on average, to give lower ratings in their survey responses:
  - pretenure faculty compared to tenured faculty,
  - tenured faculty compared to non-tenure track faculty,
  - associate professors compared to full professors, women compared to men,
  - white (non-Hispanic) faculty compared to Asian/Asian American faculty, and
  - underrepresented minority faculty compared to white (non-Hispanic) faculty.

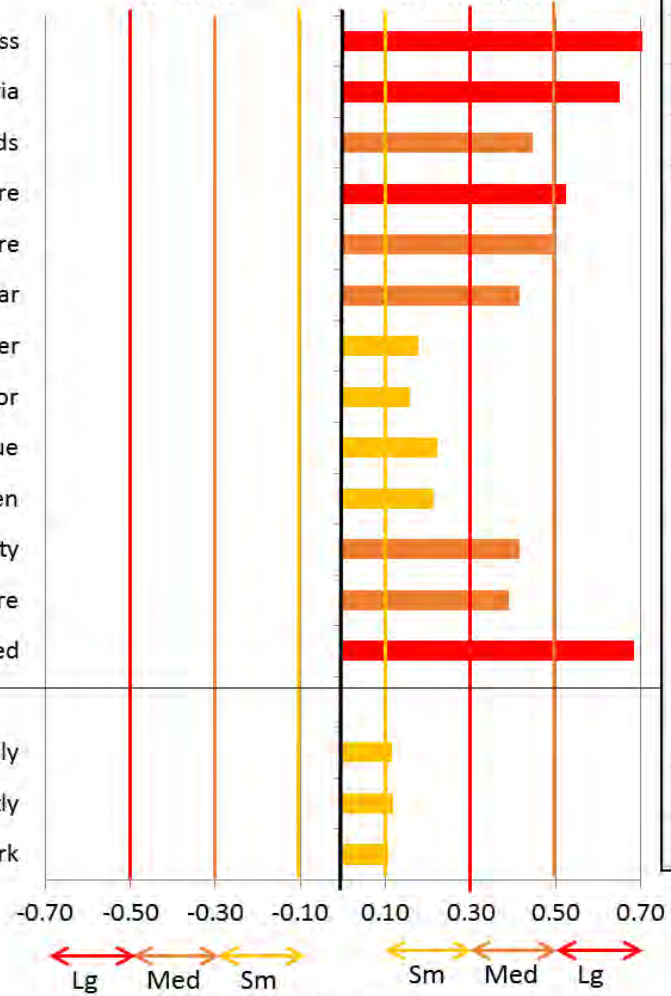
### Selected 2016 COACHE Questions

#### Tenure

- Q136A: Clarity of tenure process
- Q136B: Clarity of tenure criteria
- Q136C: Clarity of tenure standards
- Q136D: Clarity of body of evidence for deciding tenure
- Q136E: Clarity of whether I will achieve tenure
- Q137A: Clarity of expectations: Scholar
- Q137B: Clarity of expectations: Teacher
- Q137C: Clarity of expectations: Advisor
- Q137D: Clarity of expectations: Colleague
- Q137E: Clarity of expectations: Campus citizen
- Q137F: Clarity of expectations: Broader community
- Q139A: Consistency of messages about tenure
- Q139B: Tenure decisions are performance based

Average Lower  
for Men

Average Lower  
for Women



Mean	
Men	Women
3.81	2.96
3.73	2.96
3.19	2.64
3.73	3.14
3.73	3.15
3.68	3.14
3.92	3.71
3.06	2.88
3.22	2.96
3.06	2.82
2.83	2.36
3.08	2.61
3.61	2.81
3.02	2.88
2.82	2.68
2.86	2.72

#### Promotion

- Q170A: Priorities are stated consistently
- Q170D: Priorities are acted on consistently
- Q170D: Changed Priorities negatively affect my work

### Selected 2016 COACHE Questions

**Mentoring**

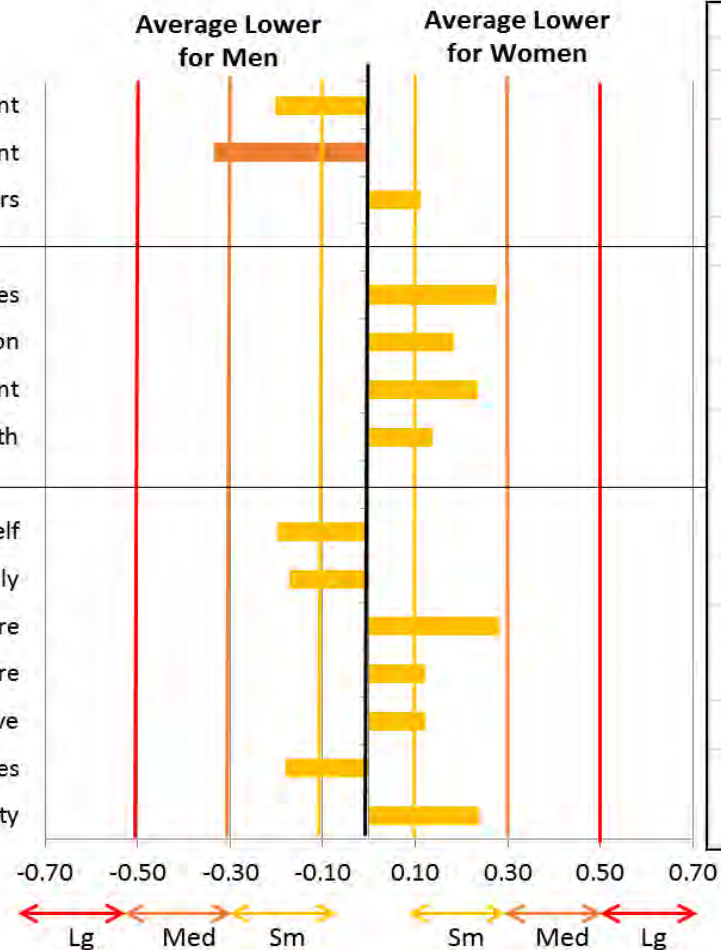
- Q120A: Importance of mentoring within department
- Q120B: Importance of mentoring outside department
- Q130C: Support for faculty to be good mentors

**Trust**

- Q188B: I understand how to voice opinions about policies
- Q188C: Clear rules about the roles of faculty and administration
- Q188B\_D: Faculty and admin follow rules of engagement
- Q188B\_G: Faculty and admin discuss difficult issues in good faith

**Benefits & Support for Work/Life Balance**

- Q95A: Satisfaction with Health benefits for yourself
- Q95B: Satisfaction with Health benefits for family
- Q95G: Satisfaction with Childcare
- Q95H: Satisfaction with Eldercare
- Q95J: Satisfaction with Family medical/parental leave
- Q95L: Satisfaction with Stop-the-clock-policies
- \*Q200B: Inst. Does what it can for work/life compatibility



Mean	
Men	Women
4.06	4.26
3.46	3.81
2.64	2.51
3.39	3.08
3.25	3.05
3.38	3.15
3.33	3.20
3.93	4.08
3.93	4.07
3.18	2.87
3.24	3.14
3.65	3.54
3.64	3.79
3.48	3.20

\*Q200B: Agreement with "My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible."

# 2013 AREAS OF CONCERN PROGRESS

# Progress from 2013

- In 2013, we identified 3 areas of concern to improve:
  - Tenure policy
  - Tenure and promotion expectations
  - Appreciation and recognition
- We worked intently to make changes to policy, clarify language and increase our efforts to recognize people.

# Promotion Clarity and Post-Tenure Mentoring

- All departments in each college identified best practices and recommendations to develop/improve promotion, clarity of practices/policies, and post-tenure mentoring.
- Results shared within colleges and among Deans and the Provost.
- Provost distributed thought paper on minimal expectations for promotion to tenure.
- Promotion policy E6.0 revised and the new policy will be in effect 2017-2018 academic year.



# Tenure and appreciation

- **Tenure Policy Clarity:** Academic Senate revised policy E5.0/approved by President Destler.
- **Appreciation and Recognition:** The Provost and Deans worked to identify best practices for appreciation and recognition.

# Interdisciplinary Work, Collaboration, Mentoring, Related Survey Items

10/27/2016

COACHE Reports

## Your Results

Your results compared to PEERS ◀  
Your results compared to COHORT ▶

Areas of strength in GREEN  
Areas of concern in RED

Within campus differences  
sm (.1) med (.3) lg (.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	2013
<b>Interdisciplinary Work</b>	2.65	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured				white	white		
Budgets encourage interdiscip. work	2.45	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	full	men	white	white	white	
Facilities conducive to interdiscip. work	2.57	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	full	women	white	white		
Interdiscip. work is rewarded in merit	2.74	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured					white		+
Interdiscip. work is rewarded in promotion	2.72	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A			men		white		+
Interdiscip. work is rewarded in tenure	3.04	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N<5	◀▶	N/A	N/A	N/A	women		N<5	white	
Dept. knows how to evaluate interdiscip. work	2.86	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten		assoc			white	urm	
<b>Collaboration</b>	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	ntt		women		white	urm	
Opportunities for collab. within dept	3.58	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten			women	foc		urm	
Opportunities for collab. outside inst	3.31	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	ntt		women	white	white	white	
Opportunities for collab. outside dept	3.33	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	ntt		women		white		
<b>Mentoring</b>	3.03	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		tenured	assoc		white	white		
Effectiveness of mentoring within dept.	3.50	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	tenured			white	white		
Effectiveness of mentoring outside dept.	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	tenured		men		white	urm	
Mentoring of pre-tenure faculty in dept	3.09	◀▶	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	N/A	assoc			white	urm	
Mentoring of tenured associate profs in dept	2.39	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc	women				+
Support for faculty to be good mentors	2.59	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A		assoc	women	white	white	white	+
<b>Related Survey Items</b>	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	N/A
Interdiscip. work is rewarded in reappointment	2.77	◀▶	N/A	N/A	◀▶	N/A	N/A	N<5	◀▶	◀▶	◀▶	N<5	◀▶	N/A	N/A	N/A	men	foc	N<5	urm	+
Being a mentor is fulfilling	4.03	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A		assoc		white	white		
Effectiveness of mentoring outside the inst.	3.75	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		ntt	assoc	men	white	white	white	+
Mentoring of NTT faculty in dept	2.65	◀▶	N/A	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A		foc	white	urm	+

# Appreciation and Recognition

10/27/2016 COACHE Reports

## Your Results

Your results compared to PEERS ◀  
Your results compared to COHORT ▶

Areas of strength in GREEN  
Areas of concern in RED

Within campus differences  
sm (.1) med. (.3) lrg. (.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 um	2013
<b>Appreciation and Recognition</b>	<b>3.27</b>	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶								
Recognition: For teaching	3.33	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶								
Recognition: For advising	3.10	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶								
Recognition: For scholarship	3.19	▶◀	◀▶	▶◀	◀▶	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	◀▶	◀▶	pre-ten	ntt	assoc	women		white	urm	
Recognition: For service	3.17	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten		assoc			white	urm	
Recognition: For outreach	3.14	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			assoc			white	urm	+
Recognition: From colleagues	3.63	▶◀	◀▶	▶◀	◀▶	▶◀	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	◀▶	pre-ten			women		white	urm	
Recognition: From CAO	3.08	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc	women	white	white	white	+
Recognition: From Dean	3.13	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc	women	white	white	urm	+
Recognition: From Head/Chair	3.59	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀			assoc		foc		urm	
School/college is valued by Pres/Provost	3.30	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	N/A	N/A		women	white	white	white	+
Dept. is valued by Pres/Provost	3.05	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A		women	white	white	white	+
CAO cares about faculty of my rank	3.13	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	ntt	assoc	women	white	white		+

# Tenure and Promotion Expectations/Clarity (down)

10/27/2016

COACHE Reports

## Your Results

Your results compared to PEERS ◀  
Your results compared to COHORT ▶

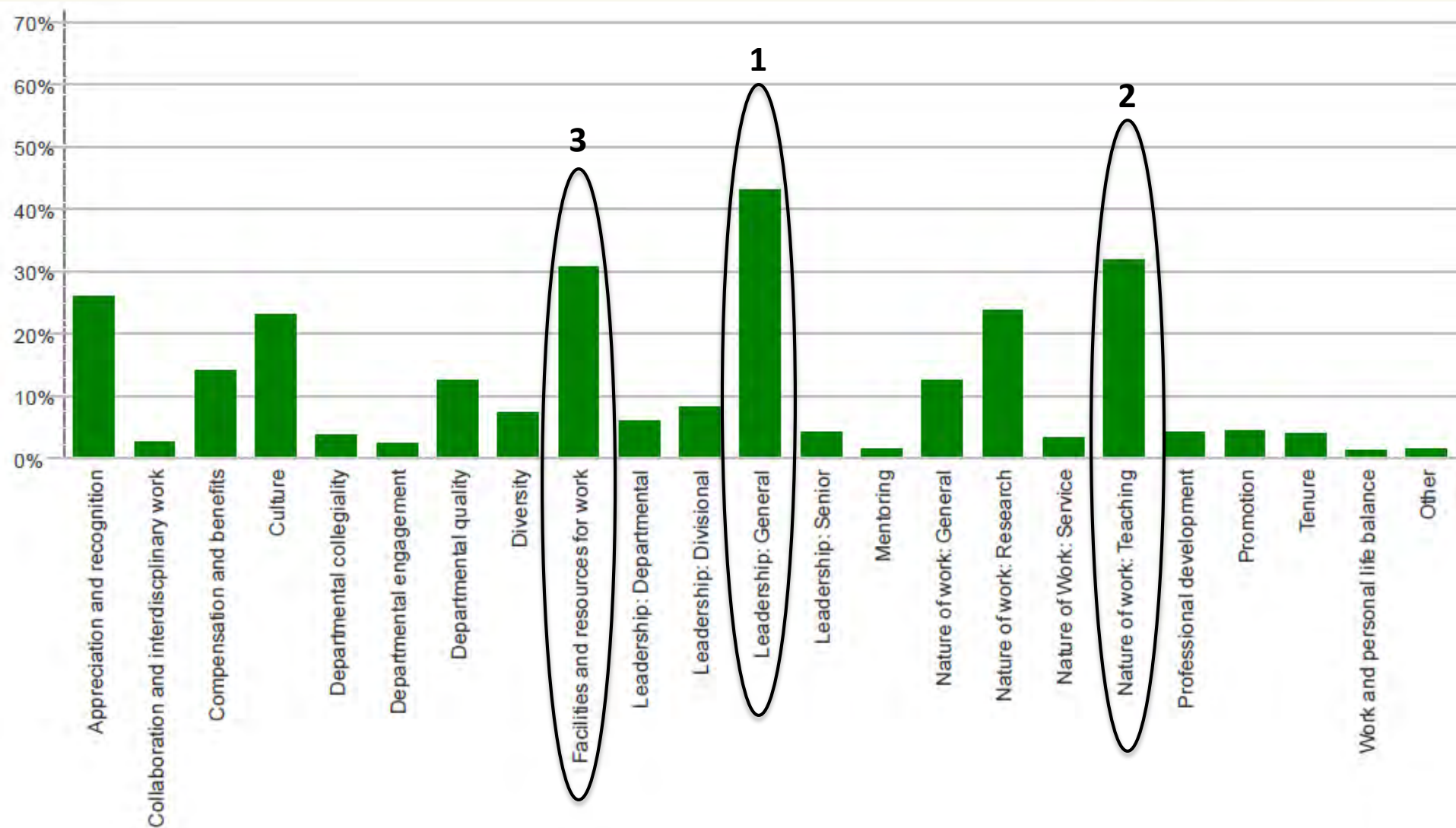
Areas of strength in GREEN  
Areas of concern in RED

Within campus differences  
sm (.1) med. (.3) lrg. (.5)

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	um	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs um	2013
<b>Tenure Policies</b>	3.28	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white	white	white	
Clarity of tenure process	3.45	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white	white		
Clarity of tenure criteria	3.42	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white	white	white	
Clarity of tenure standards	2.97	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white		white	
Clarity of body of evidence for deciding tenure	3.48	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white		white	
Clarity of whether I will achieve tenure	3.48	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women		white	um	
Clarity of tenure process in department	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	N/A
Consistency of messages about tenure	2.89	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women		asian	white	+
Tenure decisions are performance-based	3.27	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white	white	white	-
<b>Tenure Expectations: Clarity</b>	3.18	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women		white		-
Clarity of expectations: Scholar	3.45	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white	white	white	+
Clarity of expectations: Teacher	3.85	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women		white		
Clarity of expectations: Advisor	2.98	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	white	white	um	-
Clarity of expectations: Colleague	3.09	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	foc	asian	um	-
Clarity of expectations: Campus citizen	2.94	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women				-
Clarity of expectations: Broader community	2.62	◀▶	N/A	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A	women	foc	asian	um	-
<b>Promotion to Full</b>	3.25	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc					+
Dept. culture encourages promotion	3.17	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc	women		white	um	
Reasonable expectations: Promotion	3.24	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc		white	white	white	+
Clarity of promotion process	3.46	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc					+
Clarity of promotion criteria	3.32	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc			asian		+
Clarity of promotion standards	3.08	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc					+
Clarity of body of evidence for promotion	3.33	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc			asian		+
Clarity of time frame for promotion	3.23	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	assoc		foc	asian		+
Clarity of whether I will be promoted	2.74	◀▶	◀▶	N/A	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	N/A					

# IMPROVING THE WORKPLACE FOR FACULTY

# How to Improve the Workplace for Faculty



# Best Aspects

	Overall			Pre-Tenure			Women			Asian			URM		
	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)
Quality of colleagues	20%	5	82	17%	5	79	15%	5	85	20%	4	64	29%	5	76
Support of colleagues	17%	3	51	10%	5	67	19%	5	69	22%	4	52	15%	2	48
Opportunities to collaborate with colleagues	9%	0	8	16%	1	12	11%	0	6	11%	0	20	2%	0	8
Quality of graduate students	3%	0	5	0%	0	2	3%	0	3	7%	0	6	4%	2	12
Quality of undergraduate students	16%	2	19	14%	1	13	10%	2	17	13%	1	16	15%	2	22
Quality of facilities	9%	0	1	6%	0	1	7%	0	1	4%	0	7	4%	0	9
Support for research/creative work	4%	0	2	6%	0	1	4%	0	2	4%	1	9	2%	0	5
Support for teaching	8%	0	2	3%	0	4	7%	1	4	2%	0	11	8%	0	7
Support for professional development	2%	0	0	2%	0	0	3%	0	0	2%	0	7	6%	0	3
Assistance for grant proposals	2%	0	0	3%	0	0	3%	0	0	2%	0	5	4%	0	1
Childcare policies/practices	1%	0	0	3%	0	0	1%	0	0	2%	0	2	2%	0	0
Availability/quality of childcare facilities	1%	0	0	2%	0	0	2%	0	0	2%	0	2	4%	0	0
Spousal/partner hiring program	0%	0	0	2%	0	0	1%	0	0	0%	0	2	0%	0	0
Compensation	6%	0	0	8%	0	3	6%	0	0	0%	0	3	8%	0	5
Geographic location	8%	3	63	2%	1	58	7%	2	63	4%	2	54	8%	4	66
Diversity	2%	0	12	2%	0	13	2%	0	13	4%	0	14	0%	0	14
Presence of others like me	5%	0	0	6%	0	0	4%	0	0	2%	0	4	0%	0	0
My sense of "fit" here	18%	3	45	17%	3	47	17%	3	45	22%	2	34	10%	2	34
Protections from service/assignments	0%	0	0	0%	0	0	1%	0	0	0%	0	4	0%	0	1
Commute	7%	0	2	11%	0	1	9%	0	4	9%	1	13	15%	2	13
Cost of living	15%	1	27	24%	1	29	14%	1	22	11%	2	44	21%	2	38

# Worst Aspects

	Overall			Pre-Tenure			Women			Asian			URM		
	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)	you	peers	all (89)
Quality of colleagues	6%	0	1	6%	0	5	6%	0	1	4%	0	13	6%	0	6
Support of colleagues	4%	0	0	6%	0	1	4%	0	1	0%	0	6	10%	1	9
Opportunities to collaborate with colleagues	2%	0	0	2%	0	1	3%	0	0	2%	0	3	0%	0	0
Quality of graduate students	7%	1	4	13%	4	27	4%	0	2	16%	5	34	8%	0	4
Quality of undergraduate students	3%	0	4	2%	0	12	3%	0	0	4%	0	15	2%	0	8
Quality of facilities	10%	1	20	10%	2	26	13%	1	22	4%	3	23	2%	0	20
Support for research/creative work	15%	3	70	19%	5	67	15%	4	73	22%	3	67	25%	2	54
Support for teaching	4%	0	0	3%	0	1	5%	0	0	0%	0	3	6%	0	2
Support for professional development	6%	0	1	3%	0	3	7%	0	4	9%	1	11	8%	0	6
Assistance for grant proposals	3%	0	0	3%	0	5	2%	0	1	2%	0	5	6%	1	5
Childcare policies/practices	1%	0	0	2%	0	2	1%	0	1	2%	0	3	0%	0	2
Availability/quality of childcare facilities	1%	0	0	2%	0	2	2%	0	1	2%	0	3	0%	0	1
Spousal/partner hiring program	4%	0	2	5%	3	18	4%	0	2	16%	1	17	0%	1	8
Compensation	18%	4	82	16%	2	71	19%	3	79	9%	4	74	12%	3	77
Geographic location	6%	2	16	11%	2	29	7%	2	14	11%	2	23	6%	2	20
Diversity	4%	1	9	11%	1	17	6%	1	13	7%	0	14	6%	4	52
Presence of others like me	4%	0	0	5%	0	3	3%	0	1	2%	1	7	6%	2	12
My sense of "fit" here	5%	0	1	8%	0	1	6%	0	2	7%	0	5	2%	0	9
Protections from service/assignments	9%	3	45	6%	2	27	7%	3	63	9%	0	18	6%	1	23
Commute	1%	0	3	0%	0	6	2%	1	6	0%	0	9	0%	0	4
Cost of living	2%	0	13	3%	1	15	1%	0	8	2%	0	17	2%	0	13



# ANALYSIS OF INDIVIDUAL COMMENTS

# Open-ended comments

- 491 faculty responded to RIT's 2016 COACHE survey.
- 337 provided open-ended comments.
- The open-ended comments were in response to the final question (Q270) which asked faculty to describe the number one thing that they, personally, felt their institution could do to improve the workplace.
- ADVANCE and the Office of the Provost contracted for an independent analysis

# Themes: University

- RIT's administration needs to be more connected with the needs of faculty and/or students. (20)
- RIT should improve the workplace climate. (15)
- RIT should make changes in its academic leadership. (12)
- RIT needs to reduce its bureaucracy. (11)
- RIT should hire people or promote people who are more qualified for their positions. (7)
- RIT should institute consequences for faculty who have substandard performance. (6)
- RIT needs to stop operating like a business, and it needs to be less focused on money. (5)
- RIT should focus more on its people and less on its institutional image. (5)
- RIT needs to better define its institutional priorities. It should decide what it wants to be good at and then focus on that. (3)
- RIT needs to stop changing its institutional priorities so often. (3)

# Themes: Teaching and learning

- RIT needs to invest in improving its equipment, technology, and facilities. (33)
- If RIT wants to push so much towards a research focus, then it needs to invest more resources in research (e.g., increase support for new faculty lines, start-up funds, graduate assistants, lab space, TAs, course releases, etc.). (26)
- RIT needs to implement more equitable workload models for faculty. (13)
- RIT needs to reduce teaching loads. (11)
- RIT needs to show more appreciation to faculty for teaching. (9)
- Teaching has suffered at the expense of RIT's research focus. Teaching needs to be more valued at RIT. (9)
- Class sizes should be reduced. (6)
- The push towards research has been too fast at RIT, and it is taking away from RIT's focus on excellence in teaching. (5)
- RIT needs to truly value Liberal Arts. (3)

# Themes: Diversity and inclusion

- RIT should do a better job at recruiting and hiring underrepresented groups, including women and minority faculty. (5)
- RIT needs to fairly address the problem of forced diversity with regard to the faculty hiring/tenure process. It is unfair to lower the standard expectations for tenure for diverse (e.g., AALANA) faculty, relative to other faculty. (3)
- RIT should increase the diversity of its students. (3)
- RIT should increase the diversity of its leadership. (3)

# Themes: Tenure and promotion

- Promotion criteria should be more flexible (e.g., teaching and mentoring should be more valued in the promotion process). (5)
- RIT needs to increase the transparency of what it takes to attain tenure. (3)
- RIT should have a teaching tenure track. (3)

# Themes: Work-life & Salary

## Work-Life Integration:

- RIT should have a strong spousal hiring program (3)

## Salary:

- **RIT should increase salaries. (24)**
- RIT should improve salary equity across groups, according to the principle of equal pay for equal work (8)
- RIT should increase its use of merit-based pay. (3)

# PROCESS



# COACHE 2016 Timeline and Action Plan

## Assumptions in creating the timeline include:

- Following the release of the COACHE Provost Report, the Deans will agree on a uniform university-wide dissemination approach and timeline for communicating the COACHE College-Level Reports. This applies to dissemination of report(s) to college level leadership teams (including department heads/chairs) and college faculty.
- Transfer of all 2012 & 2015 survey reports to Institutional Research for permanent storage.

Date	Action	Responsible parties	Status
November	Release Provost Report to Deans, Faculty Associates, Advance, David Wick, Christine Licata, and Sue Provenzano.	COACHE TF	Done
November	Transfer 2012 and 2015 survey reports to Institutional Research. Future access to reports with Provost approval	COACHE TF and Institutional Research	In Process
December	Provost and Deans review progress on 2012 institutional level areas of concern and identify additional areas to address at an institutional level from the 2015 survey	Provost and Deans	Done
December	Deans receive their individual college reports, 2012 COACHE next step for the colleges summary document, 2012 College PPT template, and COACHE benchmark best practices white papers	COACHE TF	Done
December	Provost report posted on COACHE website (RIT password protected) <a href="https://www.rit.edu/academicaffairs/facultydevelopment/coache-faculty-survey">https://www.rit.edu/academicaffairs/facultydevelopment/coache-faculty-survey</a>	COACHE TF	Done
December - May	Share COACHE data in other venues (e.g., Academic Senate, Town Hall)	Provost	In Process

## COACHE 2-16 Timeline and Action Plan (cont'd)

Date	Action	Responsible parties	Status
January	Message notifying faculty that Provost report is available for viewing and next steps that will be taken	Provost COACHE TF	Done
January- May	Analysis of COACHE findings by gender, ethnicity, hearing status, rank	Institutional Research, Human Resources, Faculty Associates, Advance, David Wick	In Process
February- April	Deans share results of individual college reports and engage their faculty in defining next steps	Deans and faculty	In Process
March-May	Provost and Deans review comments from institutional level areas of concern identified from 2012 and 2016 surveys and determine and communicate next steps	Provost and Deans	In Process
May	Share analysis of COACHE findings by gender, ethnicity, hearing status, rank	Provost, Institutional Research, Human Resources, Faculty Associates, Advance, David Wick	
May - 2018	Identify, implement and communicate actions to address institutional level areas of concern	Provost and Deans	