



COACHE 2020

Interim Report



MARCH 8, 2022
MISSOURI S&T

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COACHE 2020: Interim Report

I. Executive Summary

This report summarizes the main findings of the 2020 COACHE survey. Three main areas of concern are: 1) tenure and promotion expectations, 2) Academic Department leadership and 3) University leadership. Overall, female faculty expressed greater clarity about tenure and promotion expectations than male faculty and CEC faculty were less clear about tenure and promotion expectations than CASB faculty. These differences may have been caused by the level of trust about the administration in each college. Department leadership is an issue in both colleges for both female and male faculty. Faculty of color have the lowest ranking of Department leaders compared to our 5 peers and 110 cohort universities. There were widespread concerns about the Chancellor, the Provost and the Deans' leadership. One difference was that CASB faculty, both male and female, were more positive with the Dean's pace of decision making and with the Dean's priorities.

As a result of the 2020 survey, several actions were taken or suggested. They include a follow-up survey sent to assistant and associate professors focused solely on tenure and promotion clarity and subsequent interviews with tenure track and non-tenure track assistant professors. These instruments reveal the importance of mentoring in perceptions of clarity regarding research and teaching expectations. Initial recommendations include the publication of tenure and promotion expectations at Department, College and University Levels. The committee also suggested the revision of policy memorandum II-10 (Qualifications for Academic Professional Ranks) and II-13 (Non-tenure Track Faculty).

II. Introduction to COACHE

S&T has used the Collaborative on Academic Careers in Higher Education (COACHE) survey in 2016 and in 2020. The tool is used to collect information about faculty perceptions of the work environment, and it is administered by Harvard University. COACHE provides a report to the office of the Provost with comparative analysis and highlighting areas of strength and areas for improvement. The report is used to identify actionable information to improve the work life of faculty.

III. The COACHE committee

The COACHE committee was charged to analyze the results of the survey to: 1) identify the main areas contributing to a less than optimum campus climate and 2) provide suggestions to improve campus climate.

The COACHE committee membership is: B-R. Lea, S. Sedighsarvestani, K. Tate, W. Jones, S. Fogg, F. Oboh-Ikuenobe, V.A. Samaranayake, S. Raper, J. Burken, and D. Forciniti.

Both 2016 and 2020 COACHE result can be accessed at <https://provost.mst.edu/coachesurvey/>. The committee has and is pursuing the following activities to continuously improve campus climate: 1) prepared, administered and analyzed an internal survey focused on the clarity of tenure and promotion expectations; 2) interviewed each of the 105 assistant professors (Tenure track and non-tenure track) currently on campus to be able to make recommendations to the administration based on a solid set of data; and 3) started a comment box where faculty members may suggest actions to improve campus climate.

An open forum to present the results from the COACHE Survey was held on September 23, 2020. The COACHE committee was formed on September 30, 2020 and the internal survey about clarity of tenure and promotion expectations and procedures was open on February 20, 2021. Interviews with assistant professors were conducted from April 1st to May 31st, 2021.

I.V. Identification of points of concerns

Three points of concern were identified: 1) lack of clarity in tenure and promotion expectations, 2) leadership at department level and 3) Lack of trust in university leadership. These three points of concern are discussed below.

1. Tenure and promotion clarity of expectations

Female faculty (Figure A.1) in CEC expressed having higher clarity on tenure expectation in all areas assessed (very consistent and no variation among CEC female faculty respondents (all give rank "5" in their responses)). Furthermore, female faculty in CASB have a higher clarity on scholarship expectations than other groups. The variation in scholarship expectation is high among male faculty in CASB. Male faculty in CEC have lower clarity on service expectations at department and campus levels than other groups.

Additional analysis (See Figure A.2) reveals that both male and female faculty respond positively about the tenure policies in CASB, and female faculty seems to be more positive than male faculty. Female faculty in CASB seem to have better clarity in tenure process than other groups while male faculty in CASB seem to feel a better consistency of message about tenure than other groups. On the other hand, male faculty in CEC feel less consistency on tenure messages.

A comparison between CASB and CEC is shown in Table 1. Additional analysis reveals significant factors that may have influenced why the responses to tenure clarity expectation questions are different in the two colleges. For CASB, department leadership, college leadership, appreciation of work, and overall governance measured by trust, purpose, and understanding the issue at hand have significant positive influences on the tenure clarity expectations. For CEC, the department leadership has significant negative influence on the tenure clarity expectations. The governance measured by understanding the issue at hand is the only factor with a weak positive significant influence on tenure clarity. Although not statistically significant, the department quality and department collegiality show negative influence on tenure clarity.

2. Leadership at Department Level

The department leadership (Figure A.4) seems to be an issue in both colleges for both male and female faculty. The following two issues were also observed in the follow up COACHE analysis:

- Female faculty in CEC seem to be more satisfied with the department chair's pace of decision making.
- Male faculty in CEC are more satisfied with the department chair's communication of priorities and fairness in evaluating one's work.

Table 1. Comparison of the perception of tenure clarity in between the two colleges

| CASB | CEC |
|---|---|
| ❖ Department Leadership (0.45, 0.08) | ❖ Department Leadership (-0.924, 0.008) |
| ❖ Division Leadership (0.774, 0) | ❖ Governance |
| ❖ Appreciation (0.656, 0.006) | <ul style="list-style-type: none"> • Understanding issue at hand (0.689, 0.087) • Purpose (0.61, 0.199) |
| ❖ Governance | ❖ Not significant, but negative correlation with Dept quality (-0.398, 0.377), Dept. collegiality (-0.568, 0.188) |
| <ul style="list-style-type: none"> • Trust (0.561, 0.037) • Purpose (0.658, 0.039) • Understand issue at hand (0.603, 0.022) | |

Furthermore, the variations are more profound in CASB than in CEC as detailed below:

- In CASB, the majority of male faculty are consistently positive (values 3 and 4) with the department chair's (1) pace of decision making and (2) communication priority.
- Although responses varied greatly in chair's fairness in evaluating work, a majority of faculty, both male and female, are consistently on the negative end.

From the initial investigation, the COACHE Committee also noticed that faculty of color ranked the department leadership the lowest among our 5 peers and 110 cohort universities. Faculty of color at S&T have more negative feelings on the departmental collegiality, engagement, and quality than our 5 peers and 110 cohort universities.

About 60% of faculty are satisfied working at their department compared to close to 70+% at our 5 peers and at 110 cohort universities (Figure A.5). Specifically, about 43% of the faculty indicated that they would strongly recommend their department to candidates compared to about 54% at our 5 peers and 110 cohort universities. When compared to our 5 peers and the 110 cohort universities, S&T has twice as many faculty who are dissatisfied and would not recommend their department.

3. University leadership/trust

The senior leadership was closely examined in terms of pace of decision making, stating priorities, and communication of priorities. The following observations were made (See Figure A.6):

- Chancellor's leadership. Female faculty in CASB are more consistent in their concerns regarding the Chancellor's pace of decision making and communication of priorities.

- Chancellor’s leadership. Female faculty in CEC consistently have negative views on the Chancellor’s leadership in all three areas while their male counterparts have both positive and negative views in those three areas.
- Provost’s leadership. Most male and female faculty in CEC have concerns in all three measured areas while CASB faculty are more diversified in their positive and negative views.

As colleges differ noticeably in the leadership dimension, we examined those differences and discovered that both male and female faculty in CASB are more positive with Dean’s pace of decision making (Figure A.7). Furthermore, female faculty in CASB are more positive with the Dean’s stated priorities. However, more CEC faculty are concerned with the Dean’s communication of priorities and the Dean’s ensuring faculty input.

Table 2 compares the factors that may have influenced the evaluation of senior, college and Dept. leaderships. For CASB, we found no significant correlation between any of the factors and perception of leadership at any level. For CEC we found a weak correlation at the senior level (Provost and Chancellor) between the overall perception and trust (0.7), understanding of issues (0.7), purpose (0.66) and productivity (0.66).

Table 2. Comparison between CEC and CASB at the three administrative levels.

| Administrative Level | CEC | CASB |
|----------------------|--|---------------------|
| Senior | ❖ Governance <ul style="list-style-type: none"> ● Trust (0.703) ● Understand Issues (0.702) ● Purpose (0.662) ● Productivity (0.657) | ❖ Nothing above 0.7 |
| College | ❖ Nothing above 0.7 | ❖ Nothing above 0.7 |
| Department | ❖ Nothing above 0.7 | ❖ Nothing above 0.7 |

V. Actions

The following actions were undertaken or proposed:

1. Creation of an Action Suggestion Box
2. Administration of a tenure and promotion survey to assistant and associate professors
3. Interview of tenure track and non-tenure track assistant professors.
4. Recommended Actions at Department, School and University levels.

- a. Academic Departments should publish their tenure and promotion expectations, which should be consistent with the tenure and promotion expectations at the campus level. New faculty should be made aware of the existence of such a document.
- b. The Colleges should publish their tenure and promotion expectations, which should be consistent with the tenure and promotion expectations at the campus level. Faculty should be made aware of the existence of such a document.
- c. Campus wide tenure and promotion expectations and promotion expectations for tenure track and non-tenure track professors are included in policy memoranda II-10 and II-13 respectively. It is our recommendation to revise these policies to make sure that they are consistent with current practices and expectations.

VI. COACHE Follow-up Survey

The follow up survey was focused on clarity of research and teaching expectations and it was administered only to assistant and associate professors at Missouri S&T. The complete results of the survey are presented in Appendix B. A few highlights are included below.

1. Research Expectation

A vast majority of respondents considered that the expectations for research productivity were mostly clear to very clear (83% of the respondents in CASB and 87% in CEC, Figure B.3). This contradicts the COACHE findings. Figure B.4 shows that associate professors in CEC found the research productivity expectations to be mostly unclear to very unclear and that in CASB females faculty found the expectations less clear than male faculty. As shown in Figure B.7, both pre-tenured and tenured faculty participants indicated that the expectation for publication in refereed conference proceedings and research advising of graduate students are not clear. The measure of the number of archival journal publications is not clear for pre-tenured faculty while the measure of books and book chapters is not as clear for the tenured faculty.

2. Teaching and Service Expectations

Figure B.3. shows that 67% of the faculty in CASB find service expectations to be clear to very clear whereas only 47% of the respondents in CEC did so. 77% of the respondents in CASB and 72% from CEC found teaching expectations to be clear to very clear. Responses grouped by gender, rank and college are summarized in Figure B.9. 75% of the Associate Professors from CEC who completed the survey found the expectations to be mostly unclear or mostly clear with some unclear aspects.

3. Impact of Mentoring on Clarity of Research and Teaching Expectation

As shown in Figure B.5., more male faculty report receiving mentoring than female faculty in both colleges. In CASB, about 64.29% or less than two-thirds of female faculty survey participants reported mentoring compared to about 72.22% or close to three-quarters of male faculty. In CEC, it is worth noting that less than 17% of female faculty survey participants indicated that they have received mentoring and that about 87.5% male faculty participants reported having received mentoring. As shown in Figures B.5 and B.10 in the Appendix, most faculty who received

mentoring have a higher degree of clarity on both the research productivity and teaching expectations in CASB.

Written comments that may be used to supplement the numerical answers are also included in Appendix B.

Appendix A

Figures cited in the main text

Figure A.1 Clarity of Tenure Expectations in the categories of Service, Teaching and Research

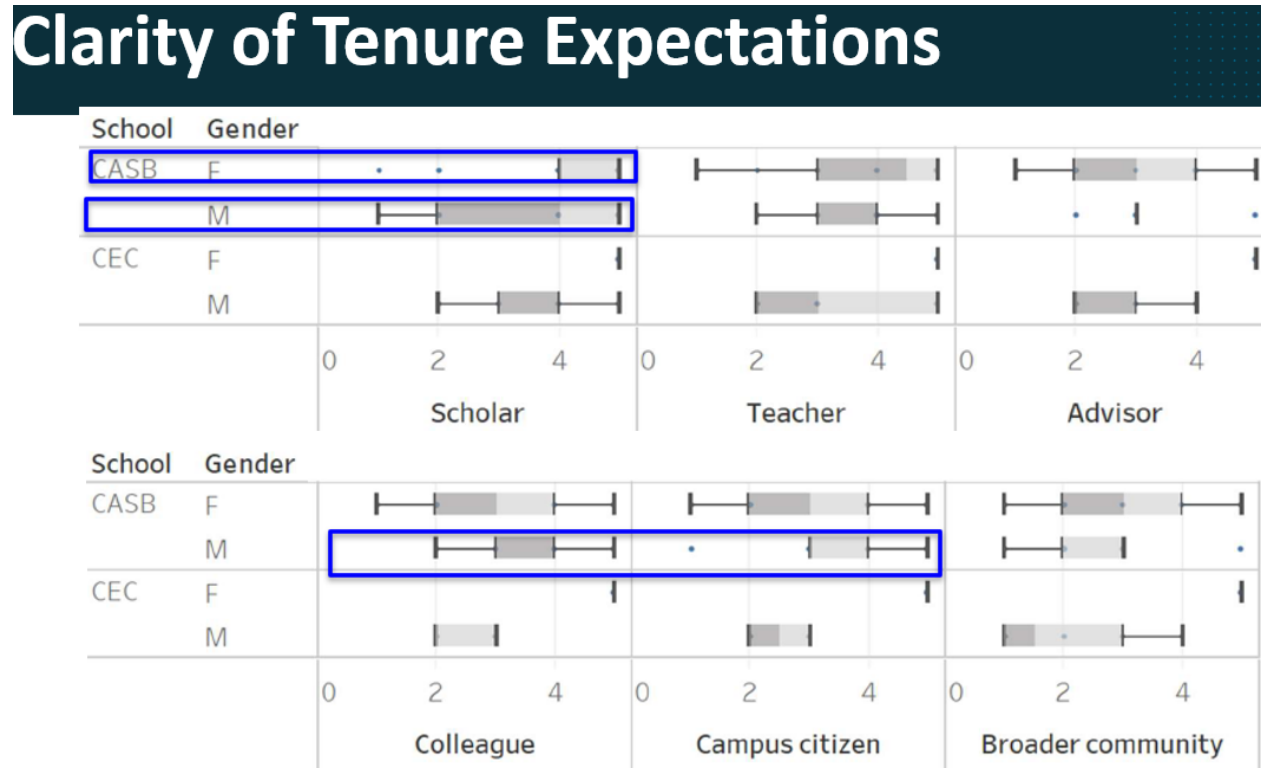


Figure A.2. Tenure Policies: Processes, Criteria and Standards.

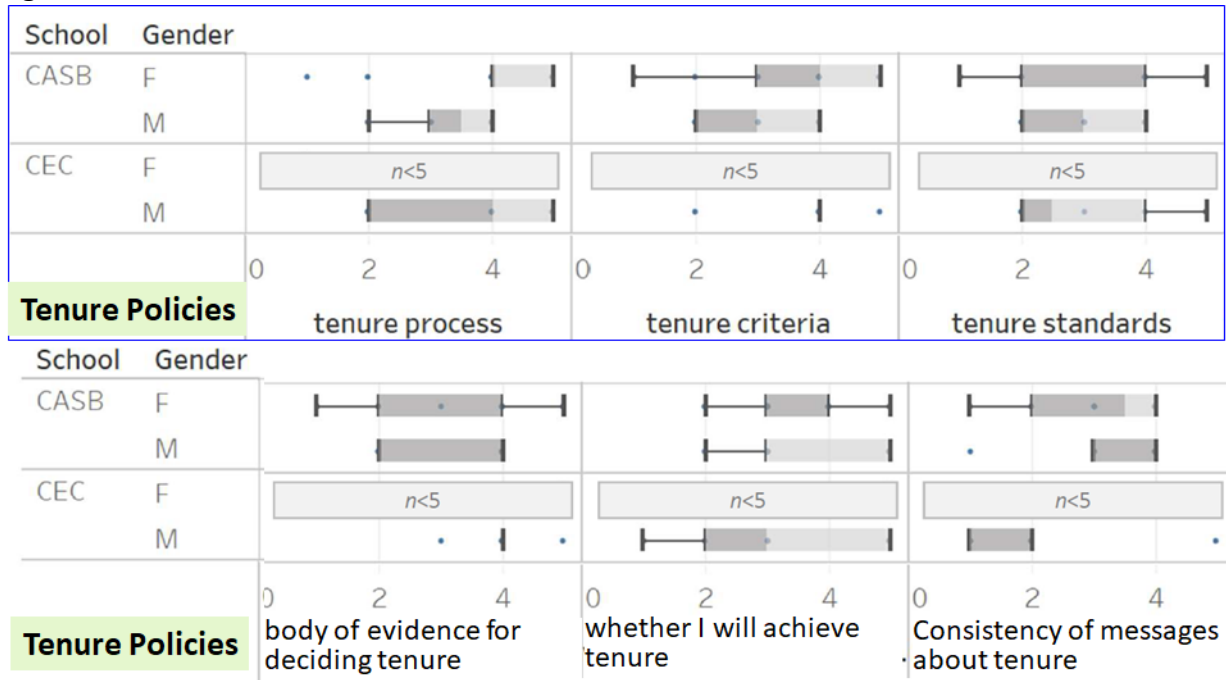


Figure A.3. Department Leadership Compared to Peers and 110 Similar Universities.

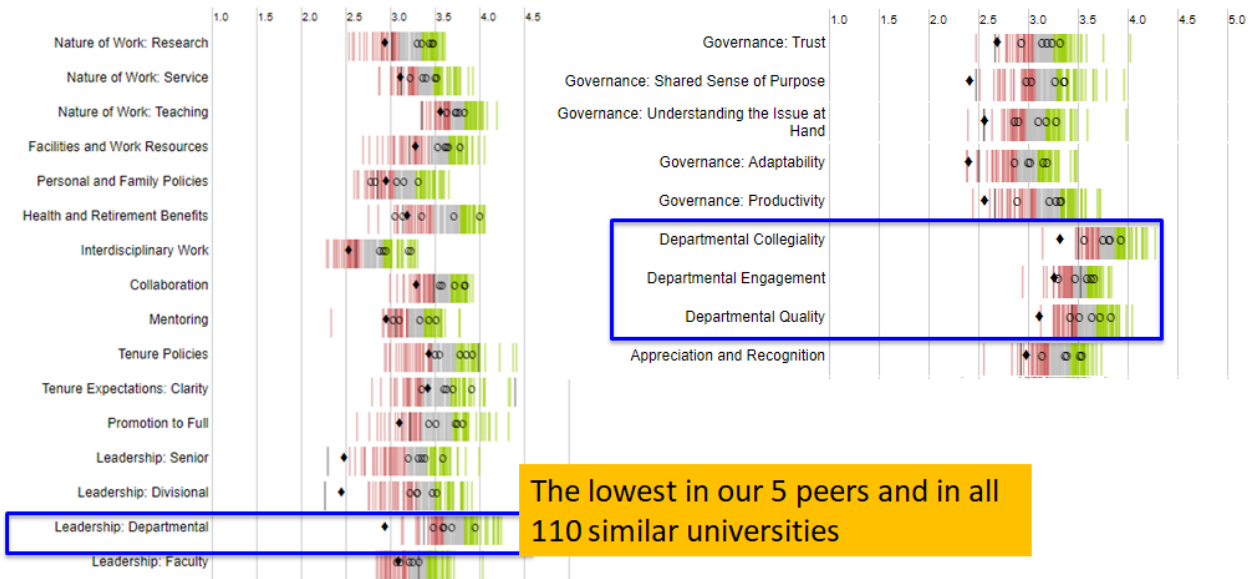


Figure A.4. Department Leadership in Five Different Aspects by College and by Gender.

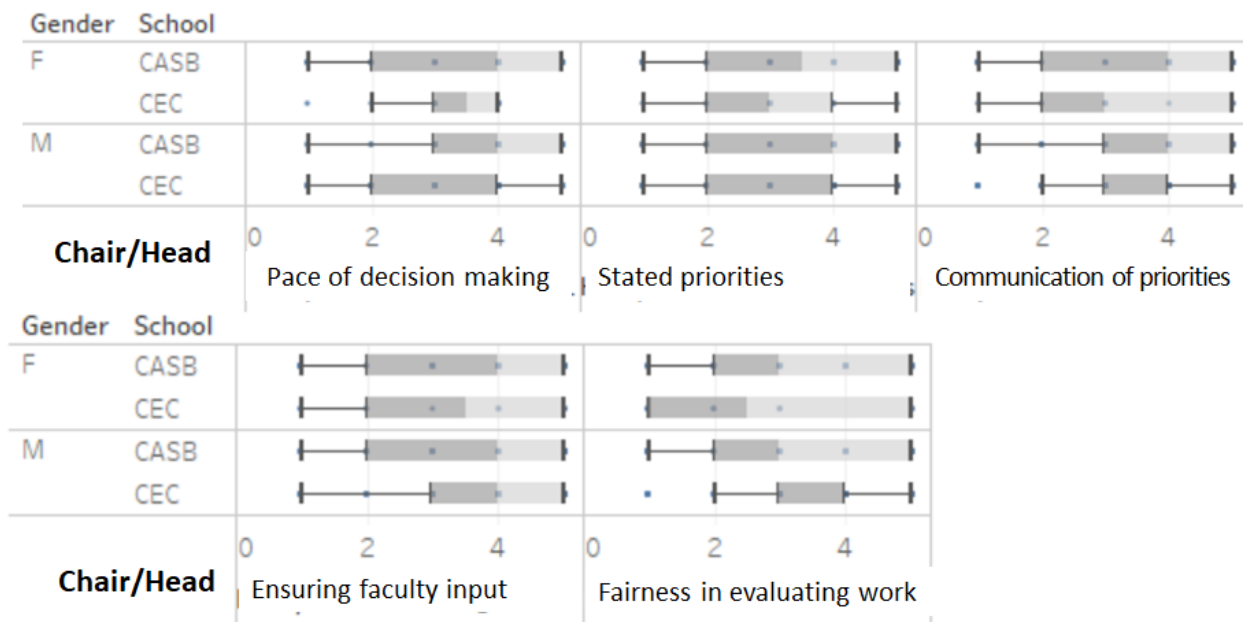


Figure A.5. The Academic Department as a place of Work.

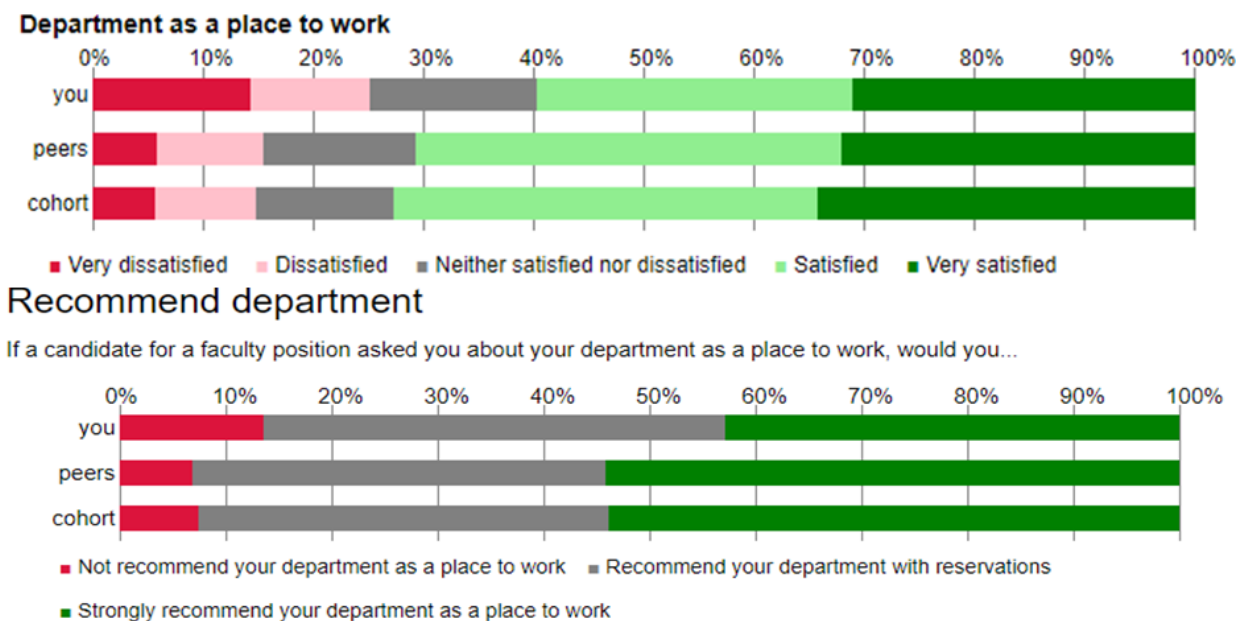


Figure 7. Senior Leadership --Chancellor and Provost: Six Criteria by Gender and College.

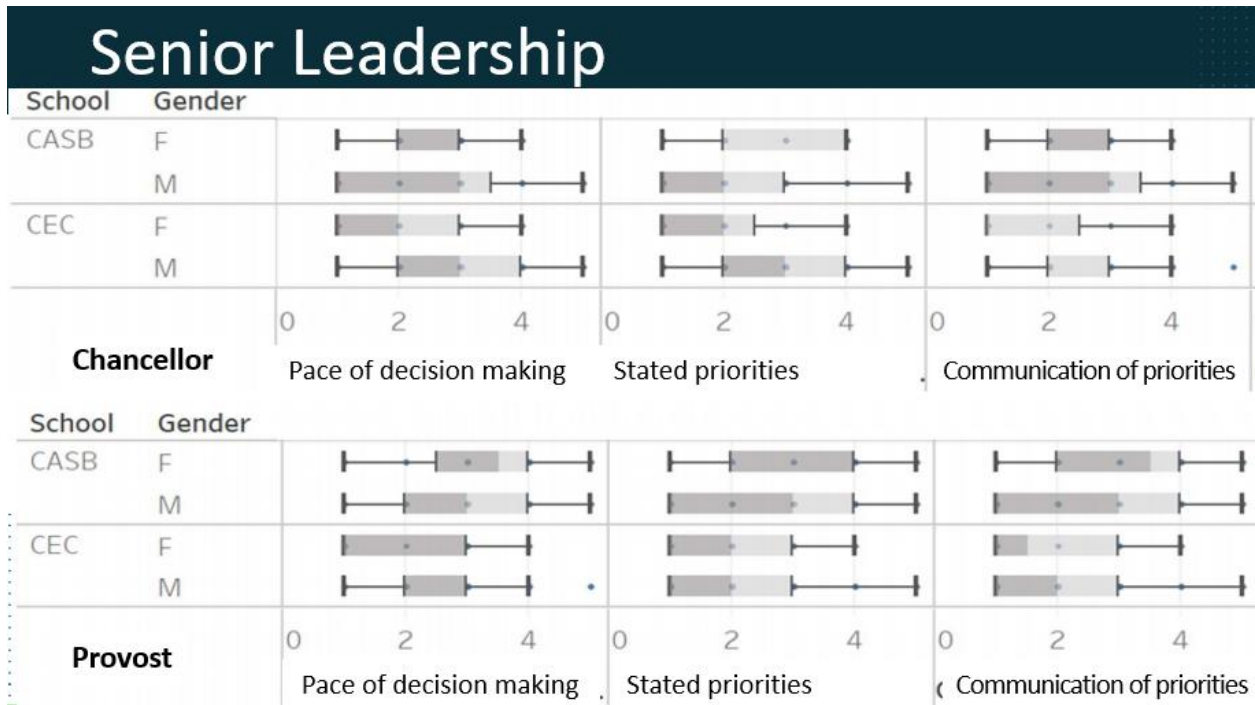
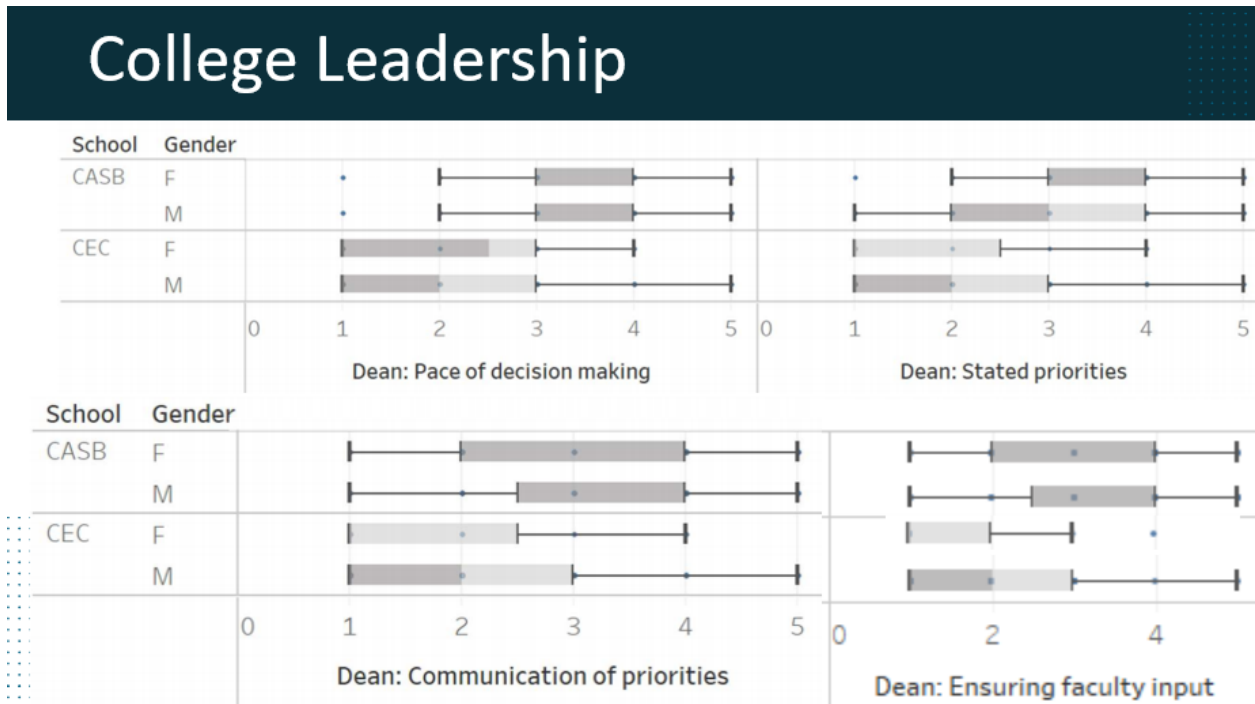


Figure 8. Colleges Leadership



Appendix B

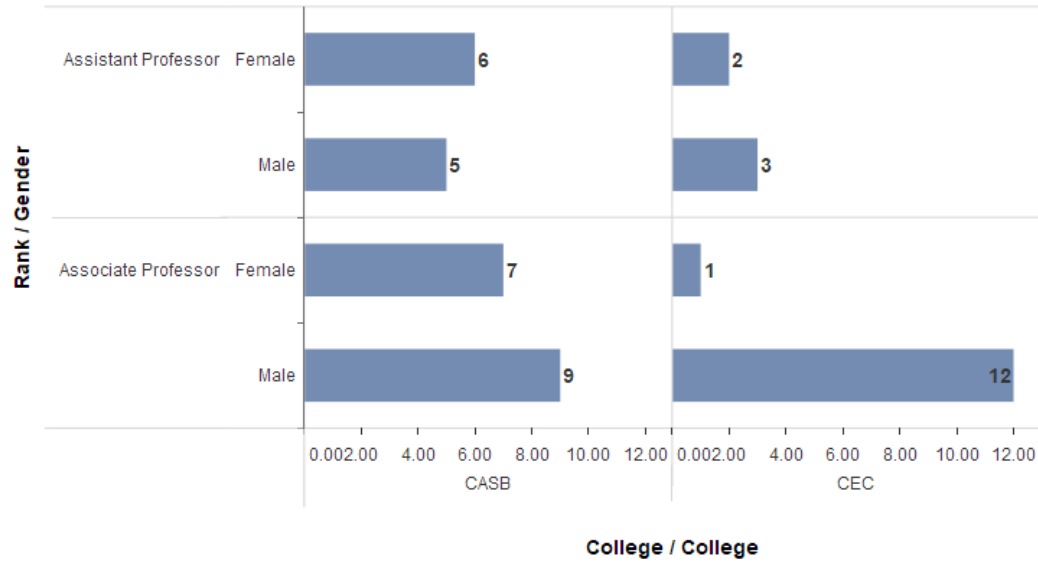
COACHE Follow-Up Survey

1. Participants

Forty-five assistant and associate professors completed the survey: Twenty-seven from CASB and eighteen from CEC.

B.1: Participants by Gender and College

College by College, Rank and Gender

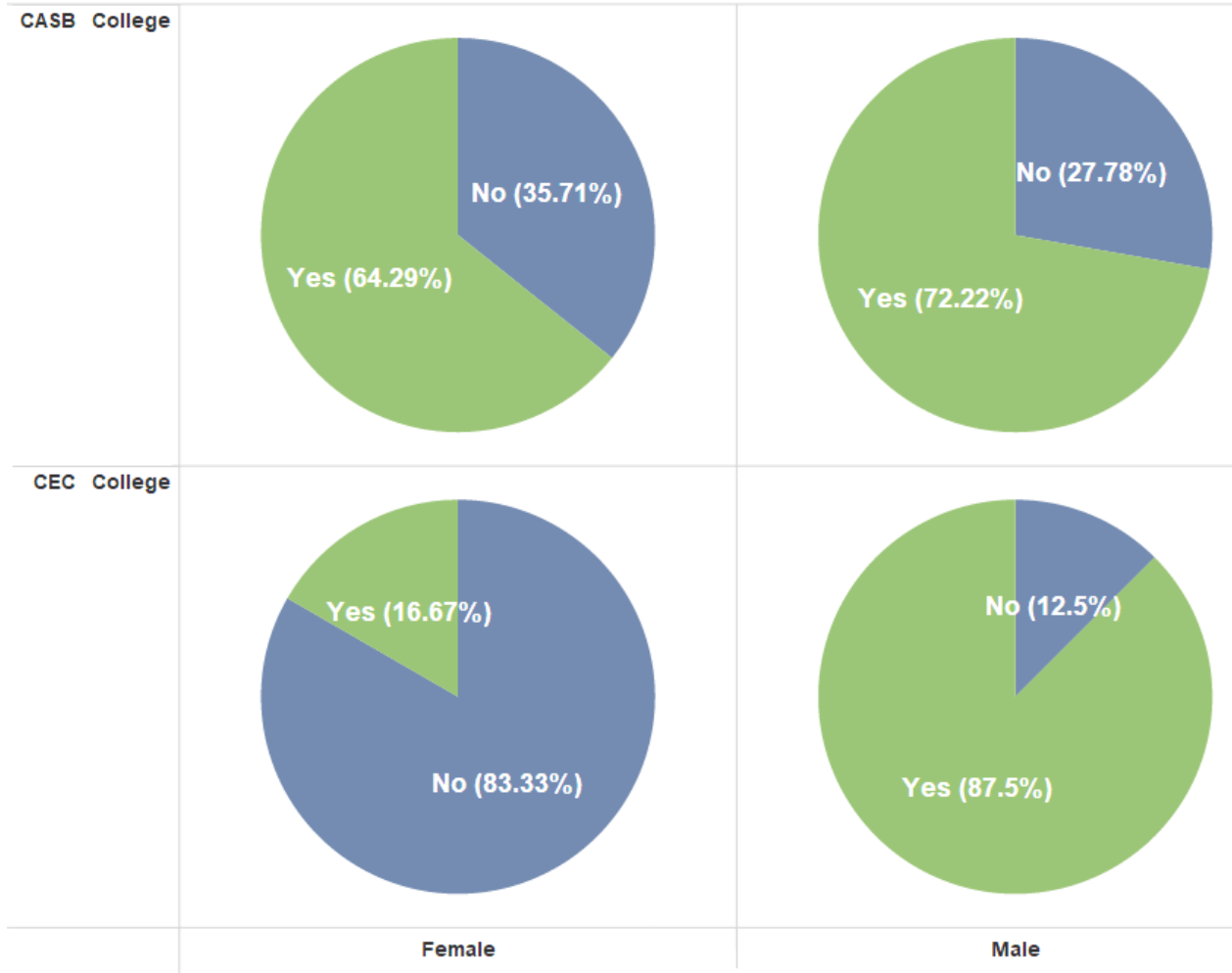


College by Finished, College, Rank

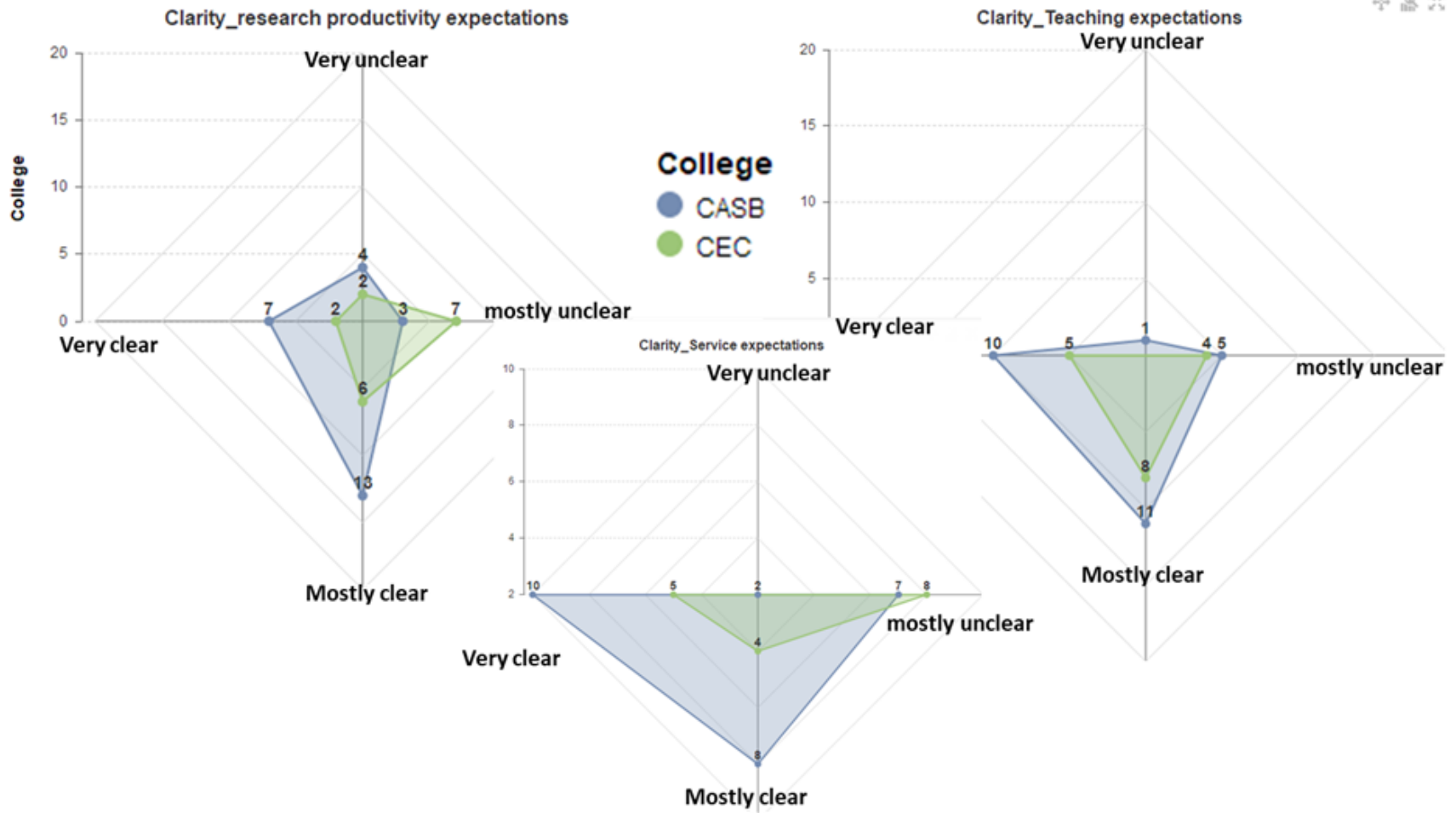
| Measures | College | Rank | Finished |
|--------------|---------|---------------------|-----------|
| | | | True |
| College | CASB | Assistant Professor | 11 |
| | | Associate Professor | 16 |
| | CEC | Assistant Professor | 5 |
| | | Associate Professor | 13 |
| Total | | | 45 |

B.2. Mentoring by College and Gender

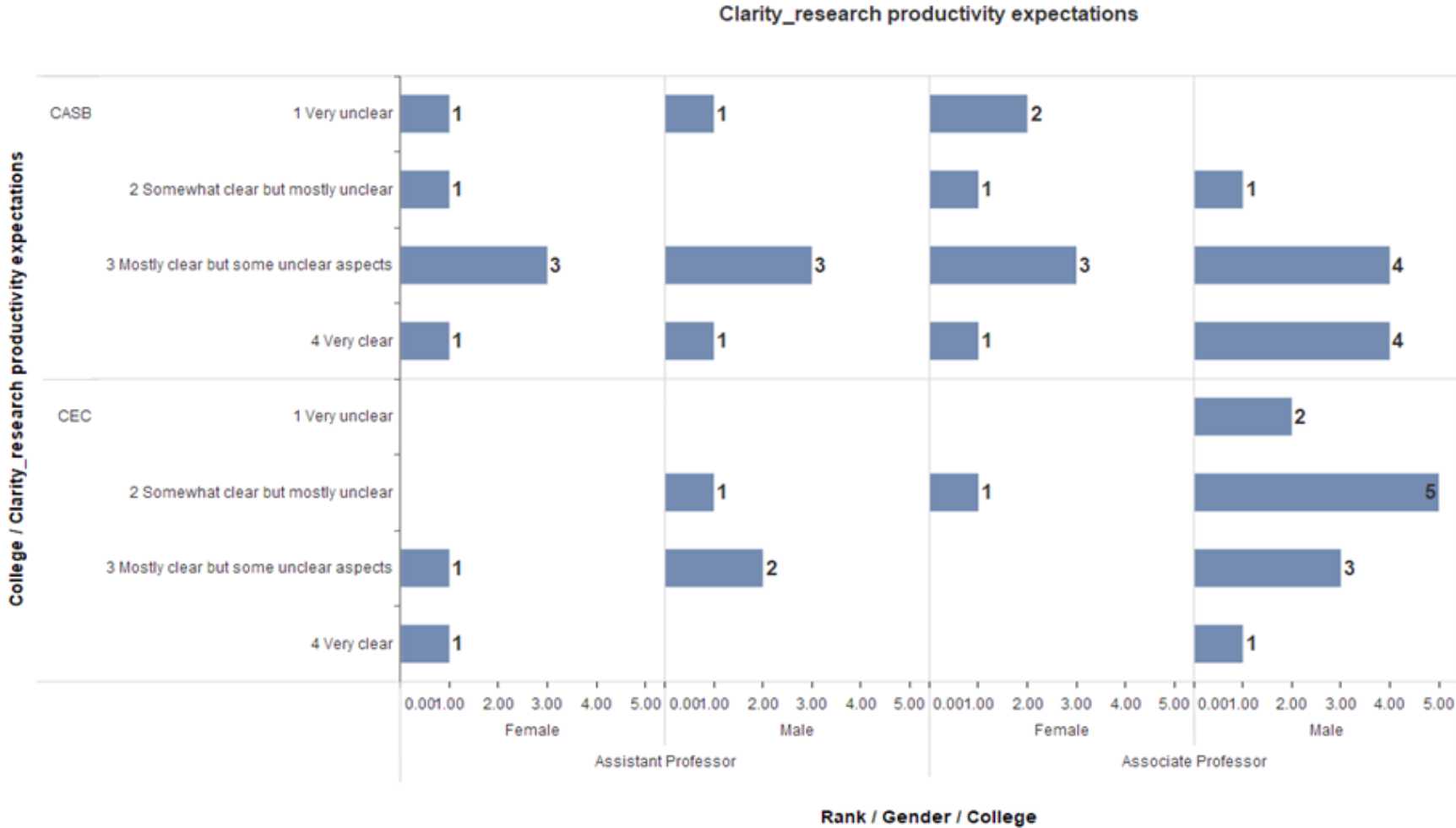
Mentoring by Gender and College



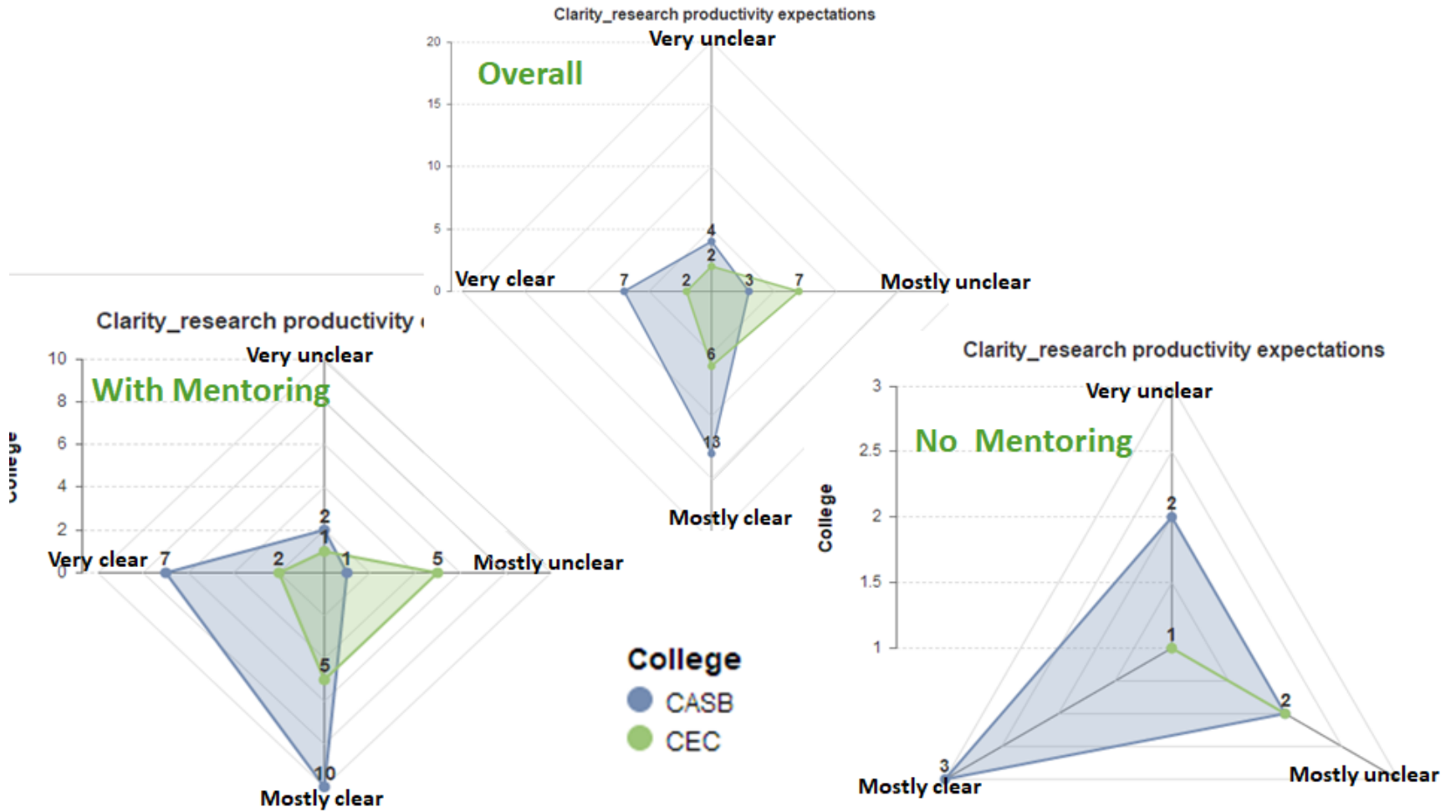
B.3. Clarity of Research Productivity, Teaching, and Service by Colleges



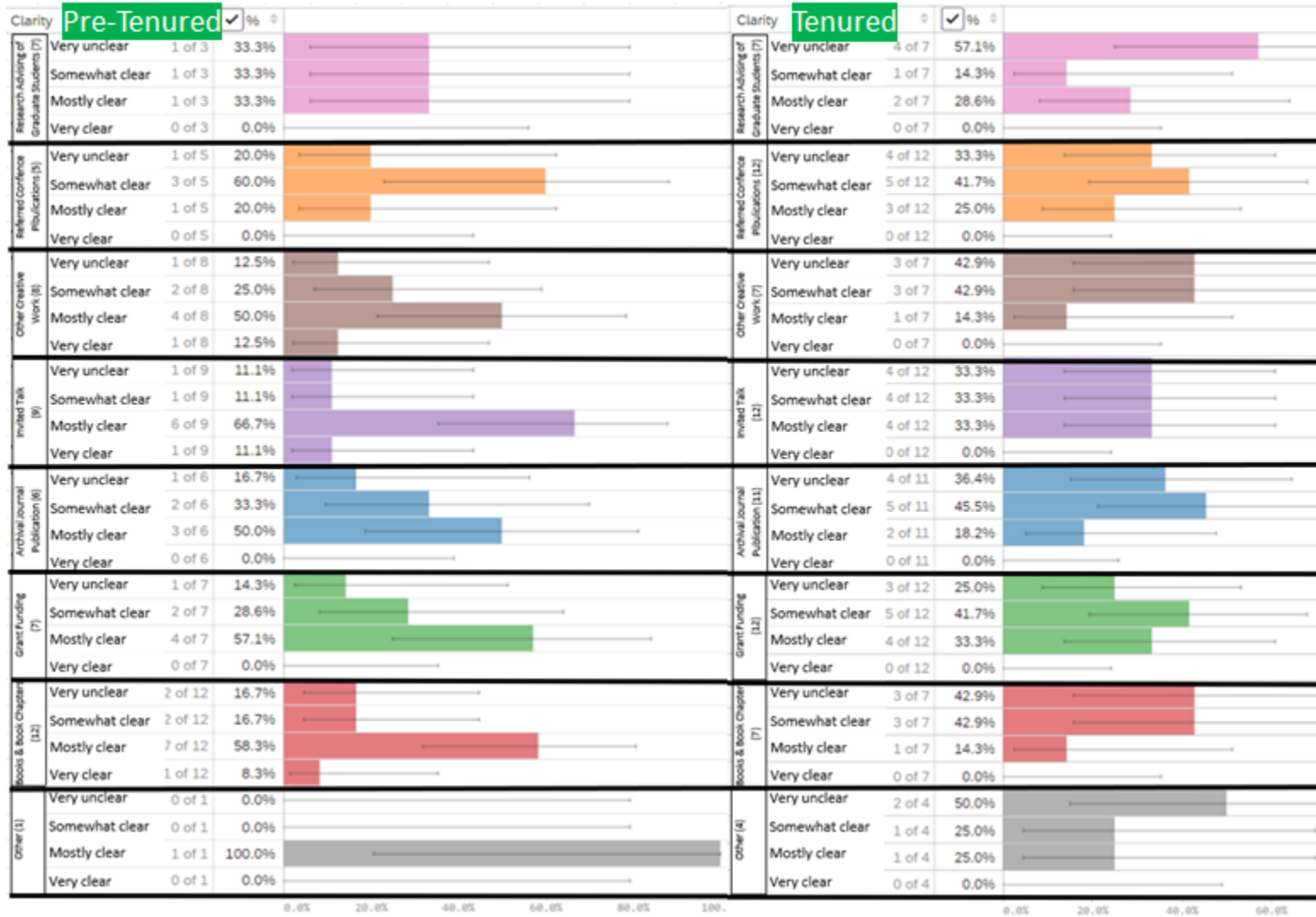
B.4.. Clarity of Research Productivity Expectation by College and Gender



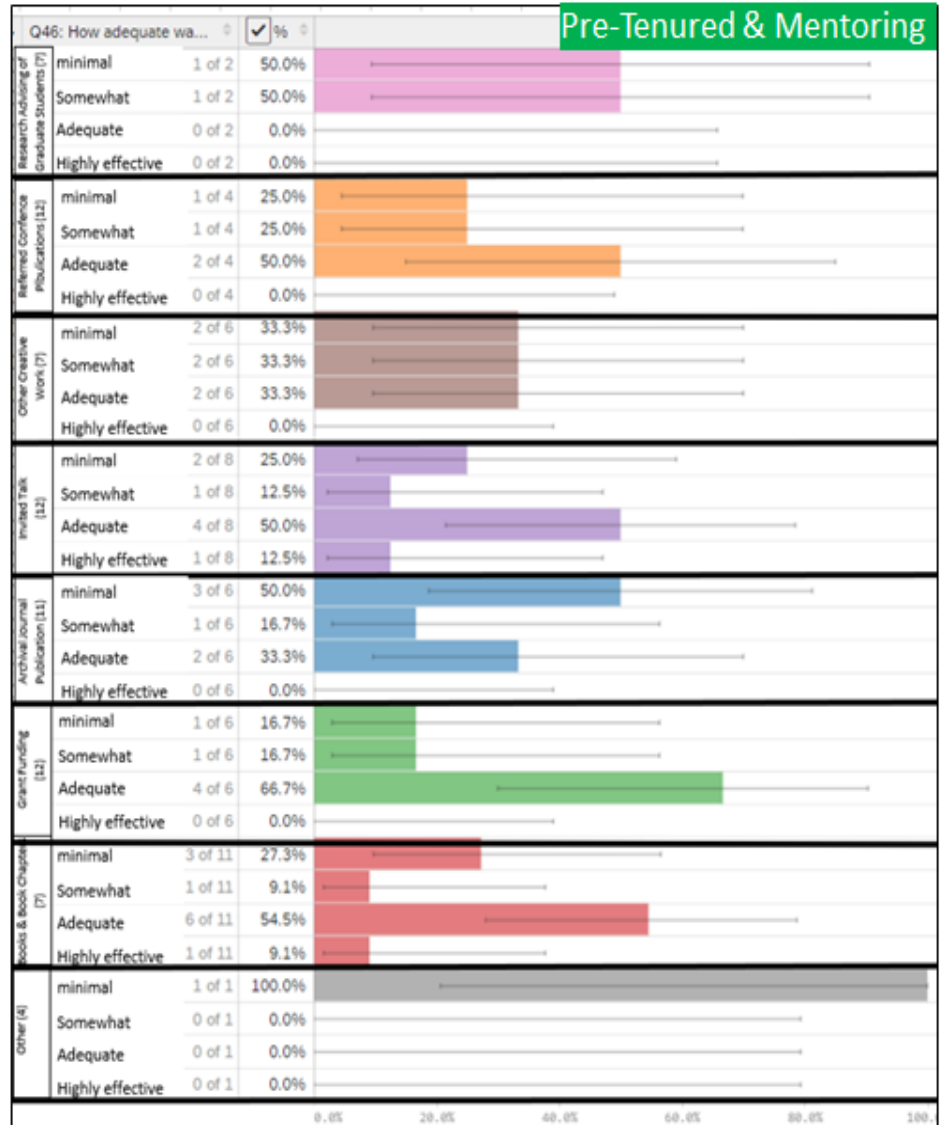
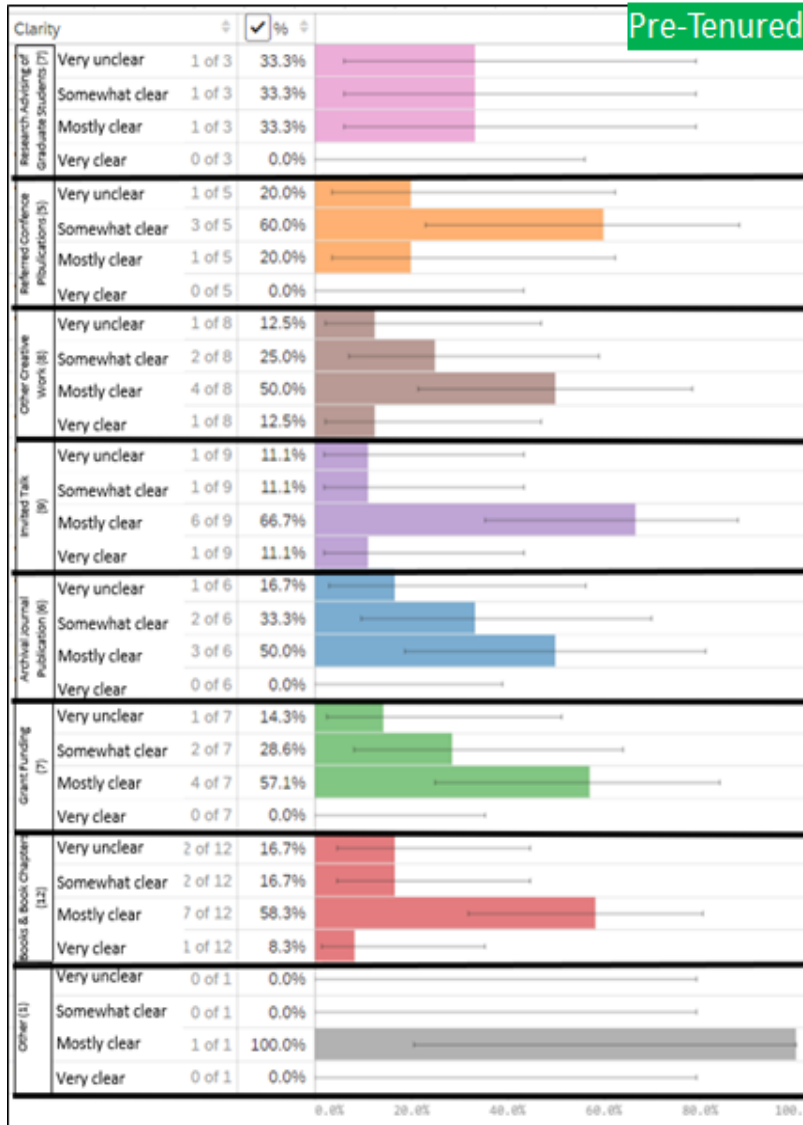
B.5. Research Productivity Expectation by College and Mentoring



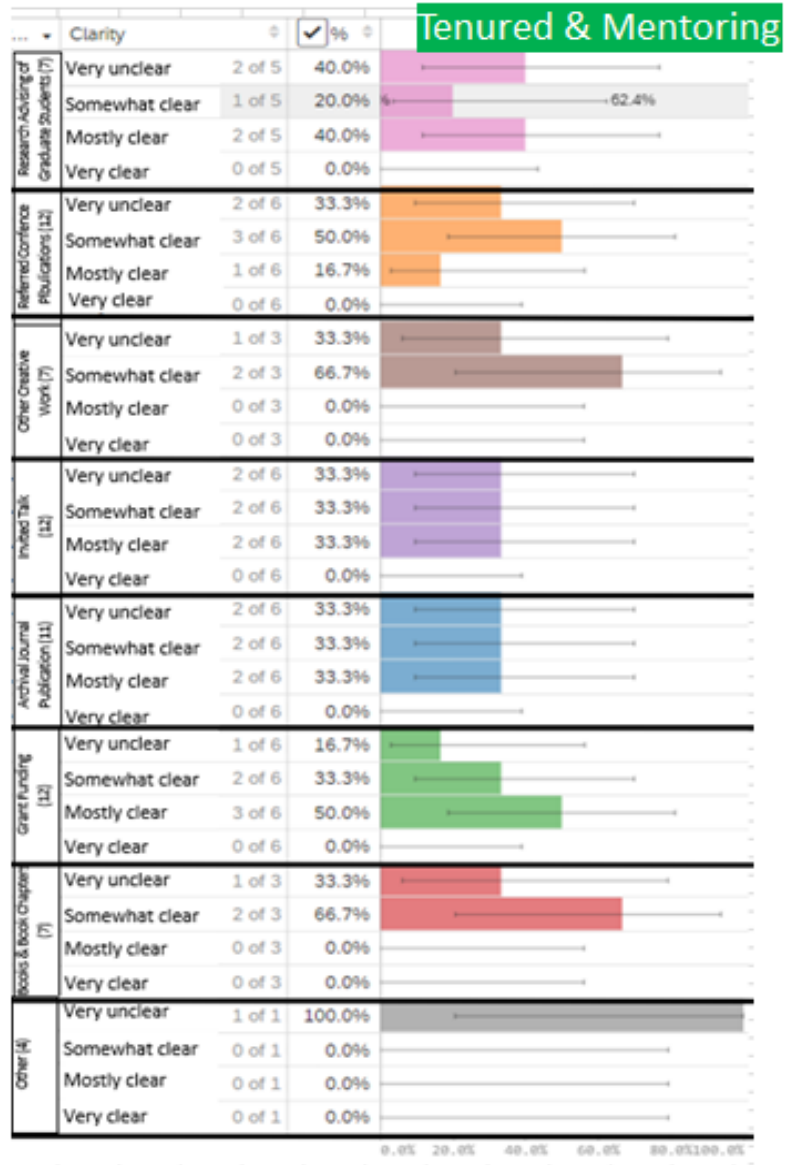
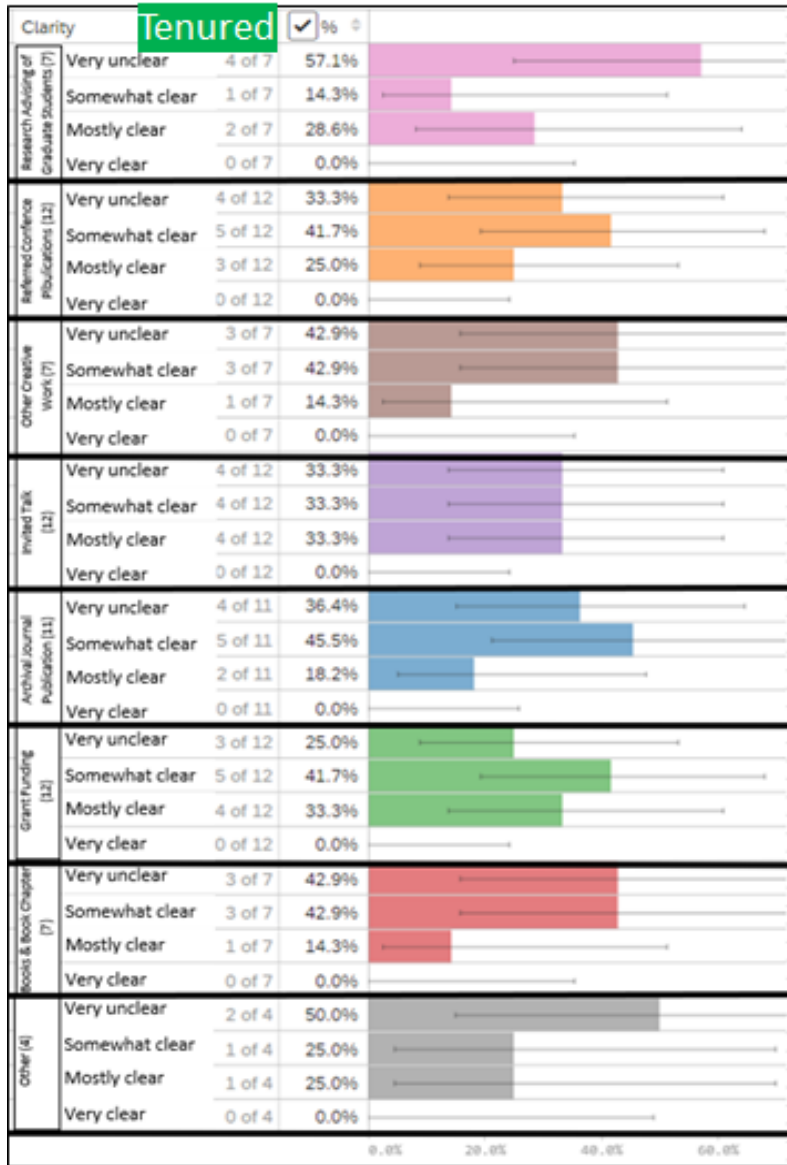
B.6. Clarity of Research Productivity Areas



B.7. Clarity of Areas Research Productivity Areas: Pre-Tenured Faculty Group

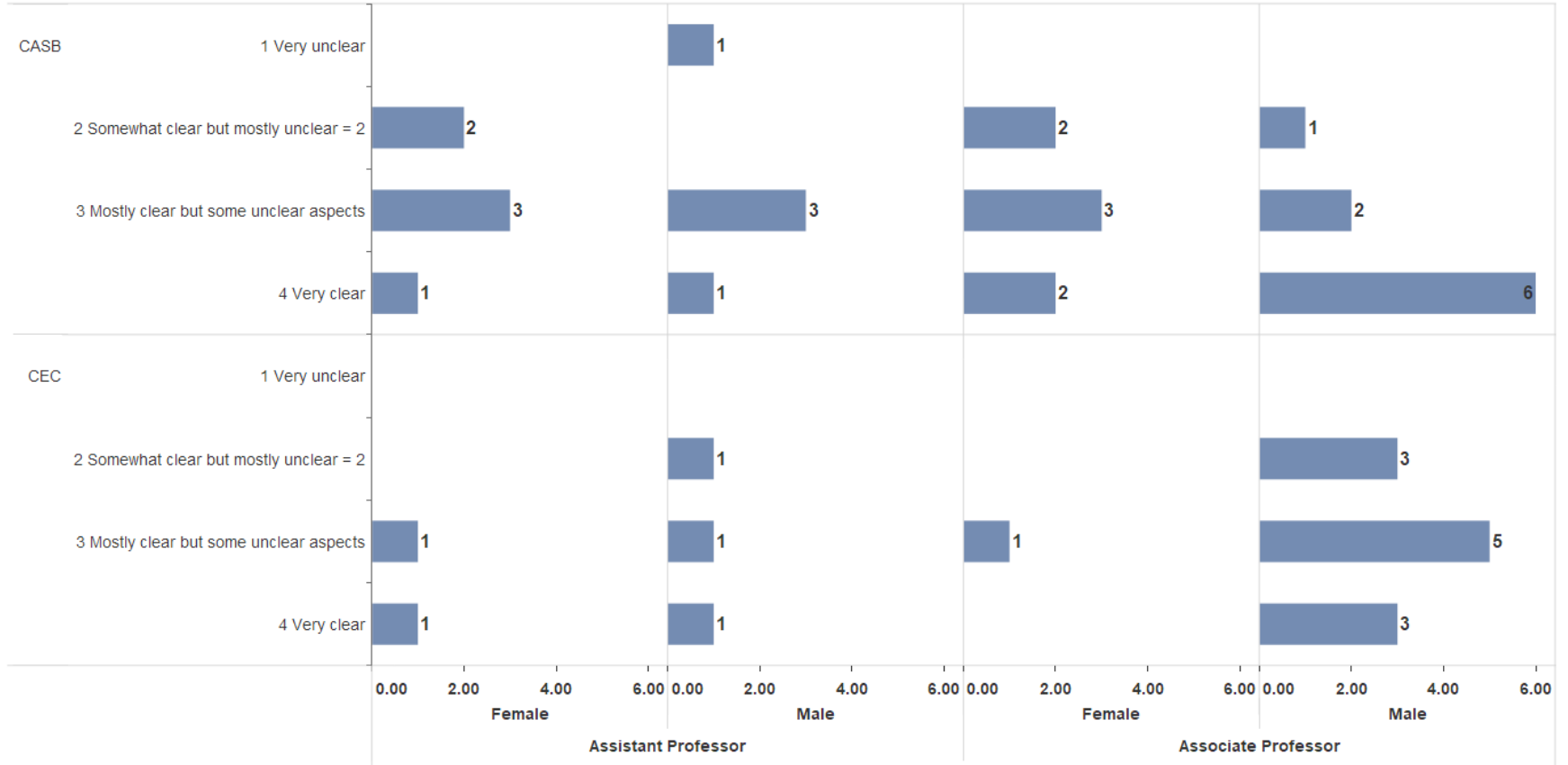


B.8. Clarity of Areas Research Productivity Areas: Tenured Faculty Group

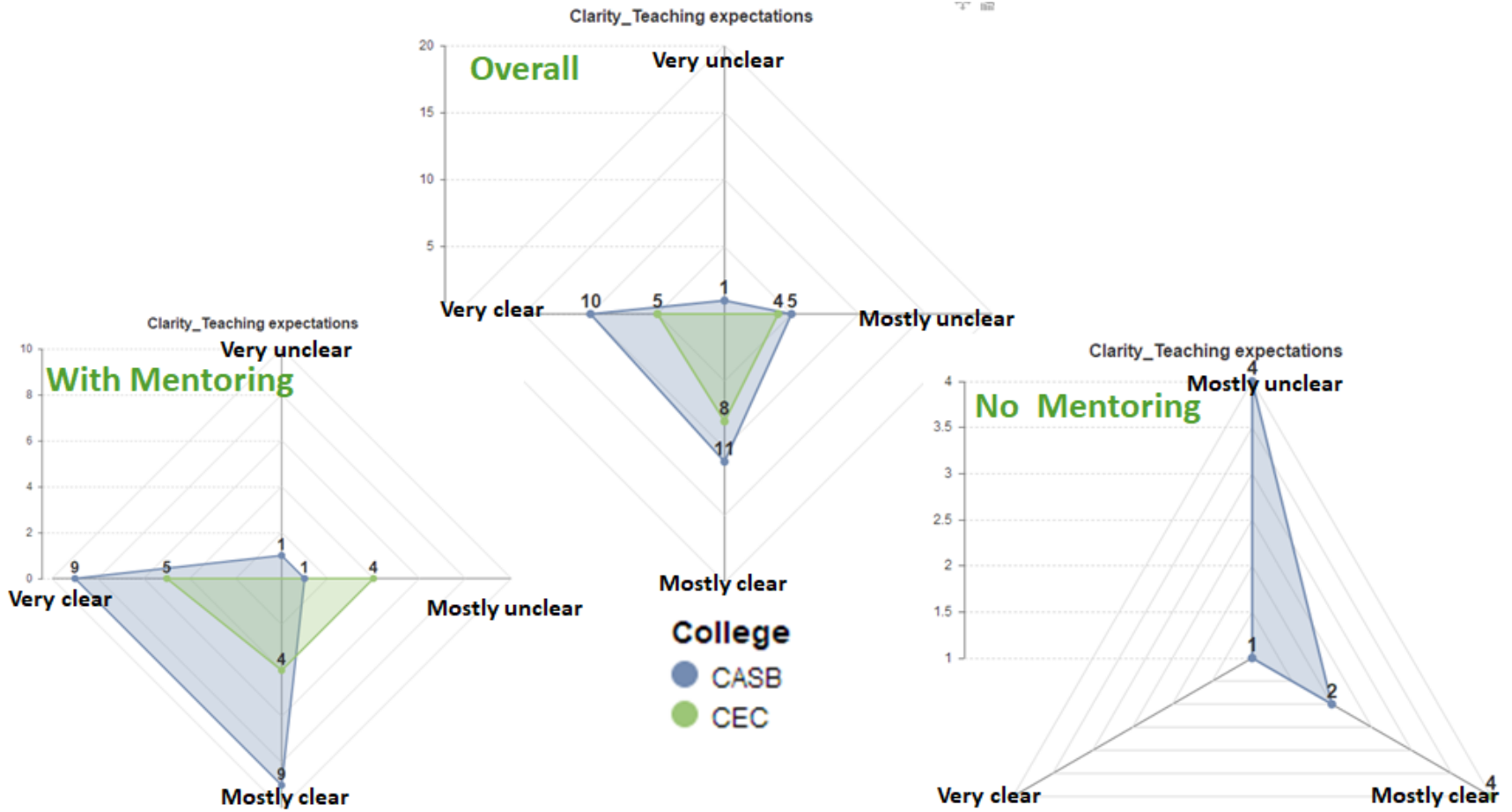


B.9. Clarity of Teaching Expectation

4a. Clarity of Teaching Expectation by College and Gender



B.10. Mentoring on Clarity of Teaching Expectation by College and Mentoring



B. 11. Clarity of Teaching Expectation Areas



Written comments from the Tenure Clarity Survey

From Pre-tenured faculty

- I would like more thorough and descriptive communication regarding the procedures after the department level, especially since these procedures have been debated and changed recently at Faculty Senate.
- Set the numbers
- Clarify how provost and chancellor make their decision Clarify what college/other campus reviewers should measure to determine faculty meeting expectations in an area they are unfamiliar with Use rating scales/rubrics to standardize the process. provide clear instructions for tenure expectations, including discipline specific guidelines. include more current and more creative research endeavors, including collaborative work, the Digital and the Public Humanities. make sure what is written on the paper matches the overall unspoken expectations and practices. make the tenure process crystal clear and work together at the departmental level to make sure all early career faculty, both TT and NTT are well informed about performance goals, models, and processes. make the promotion and performance evaluation processes fair by diffusing the authority from the department chair and electing a more democratic performance-based process. I suggest one departmental committee where each stage of the career is represented, instead of what we currently have with only a handful of tenured faculty serving on the Tenure and Promotion Committee and all from the same area of research and teaching. acknowledge that there are instances of discrimination and hazing within the department and make a stand against it. Don't allow senior faculty members to disavow and disrespected others in different career paths or stages. Acknowledge that we don't have enough experts to provide fair, effective, and crucial feedback, namely when it comes to discipline specific teaching, and arrange for experts from other campuses across the UM System to come to do just that, and for us to go to their campuses too. promote a true community of researchers and knowledge by focusing more on each faculty's accomplishments and achievements department-wise. emphasize the importance of research and writing productivity by creating more opportunities for faculty engagement and development. Create and sustain more inter and intra departmental social spaces that will allow all faculty members to feel like we belong and that we can collaborate, discuss, and advance our research in a meaningful and supportive environment
- The process is so flawed and ultimately subjective that it needs serious overhauling, but I will try to keep it constructive so that at least other faculty members do not have the same experience. 1. It does not get any simpler than a handbook (not a half page piece of paper that has not been updated in 10 years, which is what I have seen). 2. The university's administration should actually follow up with departments and make sure that they do have a process in place, a timeline, a mentoring program, a plan, even actual standards, that those plans are up to date and appropriate to each department.

- Organize a one-hour seminar to clearly explain the procedure and summarize key points in a deck of slides to be distributed to TT faculty.
- A detailed list showing what counts, what it is worth, and how much is needed.
- I have almost no idea what the procedures are, but I kind of just figured I'd be told once it got closer. Providing a timeline would probably be helpful
- Quantify metrics and vague language (e.g., "counts")
- Rewrite the expectations and conduct an anonymous survey at the departmental level in which everyone is encouraged to provide specific measures and general guidelines about these professional and tenure performance expectations. Then, gather everybody's input and let us vote anonymously on the new document. It should pass with at least 2/3 of the votes to be truly democratic. Put in place mechanisms at the department level to address appeal of chair's decisions and a fair process, plus to give voice to minorities and people in non-traditional career paths. Last, be relentless about gas-lighting and hazing within the department and provide consequences for any form of discriminatory behavior. Also, acknowledge faculty's efforts and challenges consistently, and specially celebrate those of people in minorities and non-traditional career paths. This means being not only family-friendly, but also a feminist and a defender of all social groups and of a truly inclusive work environment.
- 1. Mentoring of the new faculty should actually happen. There should be procedures in place on how to mentor somebody, there should be guidance and there should be appropriate feed-back. Again, this is as much the department's responsibility as it is the university's administration. Yes, the new faculty program was a good idea, but it was mostly tailored to the needs of the engineering college and there was no real follow-up. 2. Use those department chair retreats to train those individuals on human interaction and communication. They need to be able to assess and give accurate information to their faculty so that the person can either take the measures they need to in order to improve their performance or just move on with their life somewhere else. Those performance expectations should be clear, but also the individuals that communicate them should be able to do that in an unambiguous manner. 3. If all you care about is the CET scores, please do not waste people's time with fairy tales about promoting student engagement and experiential learning, etc. etc. People actually waste time trying to come up with new classes, new activities, to improve themselves, when all it boils down to is a popularity contest, which you tend to lose if you actually have standards.
- Organize a one-hour seminar to clearly explain the expectations and summarize key points in a deck of slides to be distributed to TT faculty.
- Same as above

From Tenured Faculty

- How important grants were to publications.
- There is always a debate on the relative qualitative vs quantitative of published scholarly works. Plus there is uncertainty about collaborative works vs establishing an independent research program. A candidate can have a strong dossier, unanimously (or nearly unanimous) supported by the department committee and department chair, even the Dean too, but then the P&T application goes sideways when it gets to the campus level when other expectations are apparently applied and then the dossier is no longer a strong one.
- 1. The department chair and P&T committee are adding the highest quality journals not in the P&T guidelines when candidate wants to apply about promotion. Throwing a curveball at the candidate. 2. Department chair and P&T committee suggesting that candidate delay application for promotion. The impression is that without department chair support, the application will not go through. Should promotion not be based on the complete dossier of the candidate based on the P&T guidelines, external review letters rather than department chair and P&T committee before the process has even started? 3. Candidates can suggest external reviewers. Other external reviewers are selected solely by department chair without input from P&T committee.
- Research expectations are generally not quantified, they change as the management changes, and it is near impossible to determine what the P&T committees will require/desire.
- The entire tenure process is unclear. Our department is very diverse with many areas of research topics. Boundaries of what can be discussed during a tenure meeting is not held. Numerous faculty take confidential material outside of the committee and use it against the faculty member up for tenure at the next levels. The "quality" of journals expected seems to change often and drastically.
- the expectations are much better known now.
- Although we all strive for excellence, it was never communicated what was "sufficient", apart from Ph-D students graduated. Does internal funding count, what is looked at primarily (total funding, total expenditures, shared credit)?
- rules are applied ad-hoc
- No clear answers ever.....phrases such as "consumerate" (sic) and "adequate" don't provide any clarity.