COACHE
Faculty Job Satisfaction Survey

College of Medicine College-Level Report

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Survey Background

- COACHE (Collaborative on Academic Careers in Higher Education) is a research-practice partnership based in Harvard Graduate School of Education

- UT Board of Trustees recommended using this regularly as a faculty survey (UTK has participated for several years)

- UT System managed the COACHE contract for all UT institutions

- Vice Chancellor AFSA, Office of Faculty Affairs, and the Office of Institutional Research coordinated the survey and analyses

- Focuses solely on faculty

- Allows for benchmarking faculty experience over time

- Permits comparison with peer institutions who use COACHE
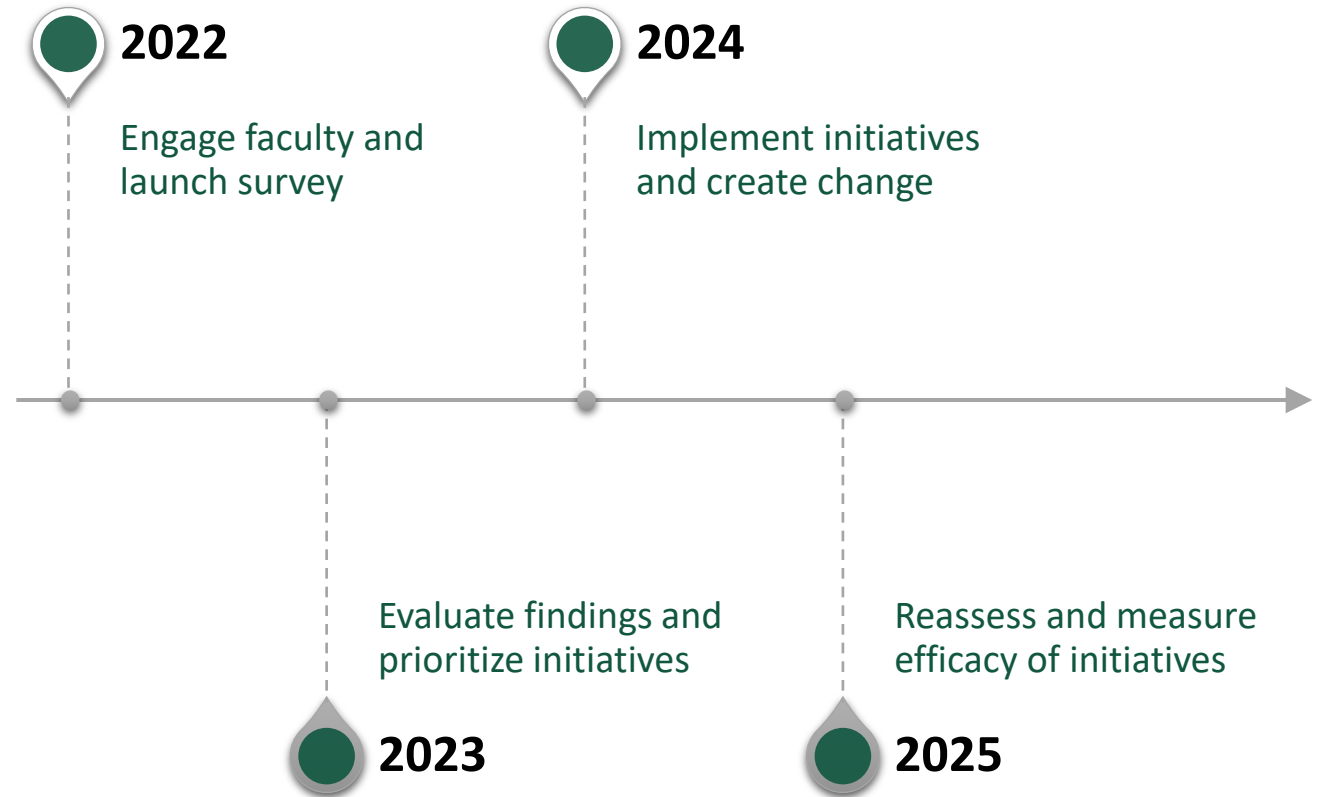
Survey Branching and Programming

- Respondents were presented with only questions that directly related to their background and experience, including
  - Rank: Instructor, Assistant Professor, Associate Professor, Professor
  - Tenure status: Non-tenure track, Tenure-track, Tenured
  - Clinical appointment type: Clinical faculty

- Most items used a five-point Likert scale
  - Satisfaction | Agreement | Importance | Effectiveness | Clarity | Frequency | Seriousness
  - Example: Very satisfied, Satisfied, Neither satisfied nor dissatisfied, Dissatisfied, Very dissatisfied
  - Time frame: Frequently, Regularly, Occasionally, Seldom, Never
  - Additional options of a) decline to answer, b) not applicable, c) I don't know

Horizon Timeline

UTHSC launched the COACHE survey in 2022.

The COACHE survey process is designed to span a 3-year period, moving from

- survey launch to

- evaluating findings and prioritizing initiatives to

- implementing initiatives and creating change

- culminating in reassessment.

2022
Engage faculty and launch survey

2024
Implement initiatives and create change

Evaluate findings and prioritize initiatives
2023

Reassess and measure efficacy of initiatives
2025

Where are we now?

Timeframe	Action
February 2022	Survey opened
April 2022	Survey closed
September-November 2022	Campus-level and college-level data received
November 2022-February 2023	Campus-level and college-level reports built by Chief Data Officer
Spring 2023	Campus-level reports to President, Campus Administrators, Deans, Faculty Senate College-level reports to Deans
Summer 2023	Campus-level and college-level working groups identify focus areas based on data.
Fall 2023	Campus-level and college-level working groups identify action items and implementation plans are built.

Survey Question Themes

Nature of Work Overall	Nature of Work: Teaching	Nature of Work: Research	Nature of Work: Service
Resources & Support	Interdisciplinary Work, Collaboration, & Mentoring	Tenure & Promotion	Institutional Governance & Leadership; Shared Governance
Department Engagement, Vitality, Productivity, & Effectiveness	Work & Personal Life Balance; Climate	Appreciation & Recognition	Recruitment & Retention

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Survey Scales

Satisfaction	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
	5	4	3	2	1
Agreement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	5	4	3	2	1
Importance	Very important	Important	Neither important nor unimportant	Unimportant	Very unimportant
	5	4	3	2	1
Clarity	Very clear	Clear	Neither clear nor unclear	Unclear	Very unclear
	5	4	3	2	1
Frequency	Very frequently	frequently	Neither frequently nor infrequently	Infrequently	Very frequently
	5	4	3	2	1

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COACHE Survey Documents

- COACHE 2022 College of Medicine Summary Report
  - Visual report of survey data
  - Survey comments

- COACHE 2022 Dean's Comparative Report
  - Spreadsheet of survey question means and frequencies
  - UTHSC, cohort, and peer institution comparative data

- COACHE Survey Instrument

- COACHE List of Participating Institutions

- COACHE 2022 College of Medicine Presentation

Initial Results
for College of Medicine

Response Rates by College

	Population	Respondents	Response Rate
Dentistry	101	43	43%
Graduate Health Sciences	N<5	N<5	N<5
Health Professions	63	43	68%
Library	11	6	55%
Medicine	**975**	**233**	**24%**
Nursing	106	42	40%
Pharmacy	63	38	60%
ALL FACULTY	**1323**	**409**	**31%**

Response Rates

	College of Medicine			UTHSC
	Population	Respondents	Response Rate	Response Rate
Overall	**975**	**233**	**24%**	**31%**
Tenure Status				
T	**194**	**74**	**38%**	**45%**
TT	**45**	**19**	**42%**	**44%**
NTT	**736**	**140**	**19%**	**26%**
Rank				
Professor (or Full Professor)	**219**	**81**	**37%**	**41%**
Associate Professor	**260**	**65**	**25%**	**34%**
Assistant Professor	**465**	**86**	**18%**	**26%**
Instructor/Lecturer	**31**	**<5**	**--**	**25%**
Gender				
Man/Trans man	**626**	**134**	**21%**	**26%**
Woman/Trans woman	**347**	**97**	**28%**	**36%**
Not listed above (Please specify)	**<5**	**<5**	**--**	**100%**
Ethnicity-Race				
American Indian or Native Alaskan	**<5**	**<5**		**--**
Asian or Asian-American	**224**	**45**	**20%**	**25%**
Black or African-American	**59**	**17**	**29%**	**35%**
Hispanic or Latino/a	**38**	**10**	**26%**	**30%**
Middle Eastern, Southwest Asian, or North African	**6**	**<5**	**--**	**75%**
Multiracial	**5**	**<5**	**--**	**--**
White (non-Hispanic)	**638**	**151**	**24%**	**31%**
Other	**<5**	**<5**	**--**	**86%**
Faculty of Color	**337**	**82**	**30%**	**31%**
Underrepresented Minorities	**113**	**37**	**31%**	**39%**

College Strengths by Theme Area

Nature of Work Overall	Nature of Work: Teaching	Nature of Work: Research	Nature of Work: Service
Resources & Support	Interdisciplinary Work, Collaboration, & Mentoring	Tenure & Promotion	Institutional Governance & Leadership; Shared Governance
Department Engagement, Vitality, Productivity, & Effectiveness	Work & Personal Life Balance; Climate	Appreciation & Recognition	Recruitment & Retention

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Nature of Work: Overall

Example:

Time spent on teaching

Q45A - Teaching - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following.

4.14

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Nature of Work: Teaching

Example:

Discretion over course content

Q70C - The discretion you have over the content of the courses you teach — 4.18
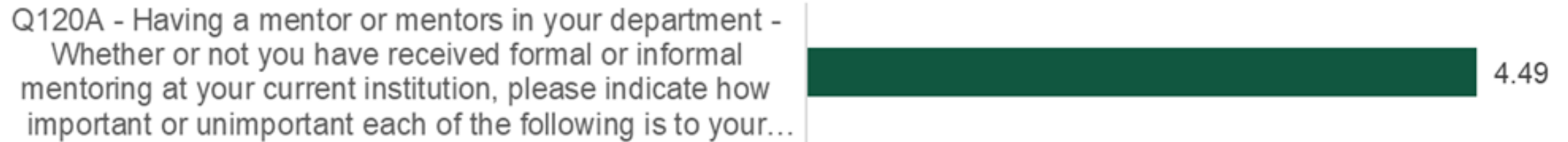
Resources and Support

Example:

Library resources

Q90E - Library resources ████████████████ 4.08

Interdisciplinary Work, Collaboration, & Mentoring

Example:

Mentorship within department

Q120A - Having a mentor or mentors in your department - Whether or not you have received formal or informal mentoring at your current institution, please indicate how important or unimportant each of the following is to your… **4.49**

Tenure & Promotion

Example:

Clarity of promotion process

Q140A - The promotion process in my department - Please rate the clarity of the following aspects of…　**4.22**

Department Engagement, Vitality, Productivity, & Effectiveness

Example:

Support and promotion of diversity and inclusion

Q212A - On the whole, my department colleagues are committed to supporting and promoting diversity and inclusion in the department- Please rate your... — 4.21

Appreciation & Recognition

Example:

College valued by campus administration

Q220A - I feel that my school/college is valued by this institution's President/Chancellor and Provost.   4.14

College Opportunities by Theme Area

Nature of Work Overall	Nature of Work: Teaching	Nature of Work: Research	Nature of Work: Service
Resources & Support	Interdisciplinary Work, Collaboration, & Mentoring	Tenure & Promotion	Institutional Governance & Leadership; Shared Governance
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Nature of Work: Research

Example:

Support for securing graduate student assistance

Q85C - Securing graduate student assistance - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for... 2.79

Nature of Work: Service

Example:

Additional service work compensation

Q60F - How equitably additional service work is compensated in your department — 2.91
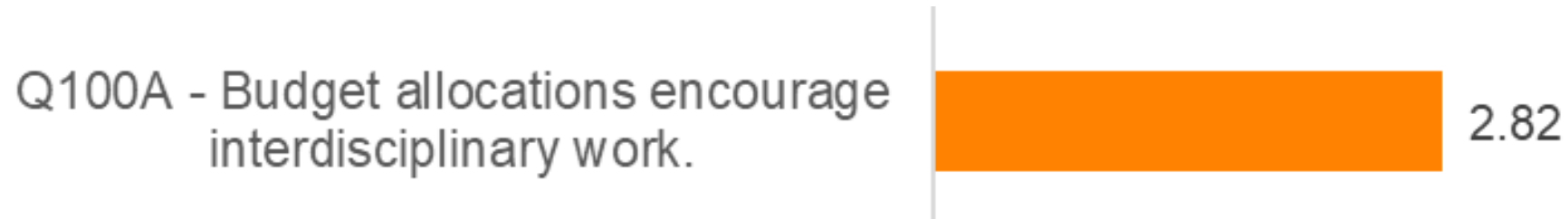
Resources and Support

Example:

Childcare

Q95G - Childcare   2.57

Interdisciplinary Work, Collaboration, & Mentoring

Example:

Budget for interdisciplinary work

Q100A - Budget allocations encourage interdisciplinary work. 2.82

Institutional Governance & Leadership; Shared Governance

Example:

Dean or division head provides sufficient support for adapting to the changing mission

Q175A - My dean or division head - In adapting to the changing mission, I have received sufficient support...   2.75

Department Engagement, Vitality, Productivity, & Effectiveness

Example:

Support for faculty to be good mentors

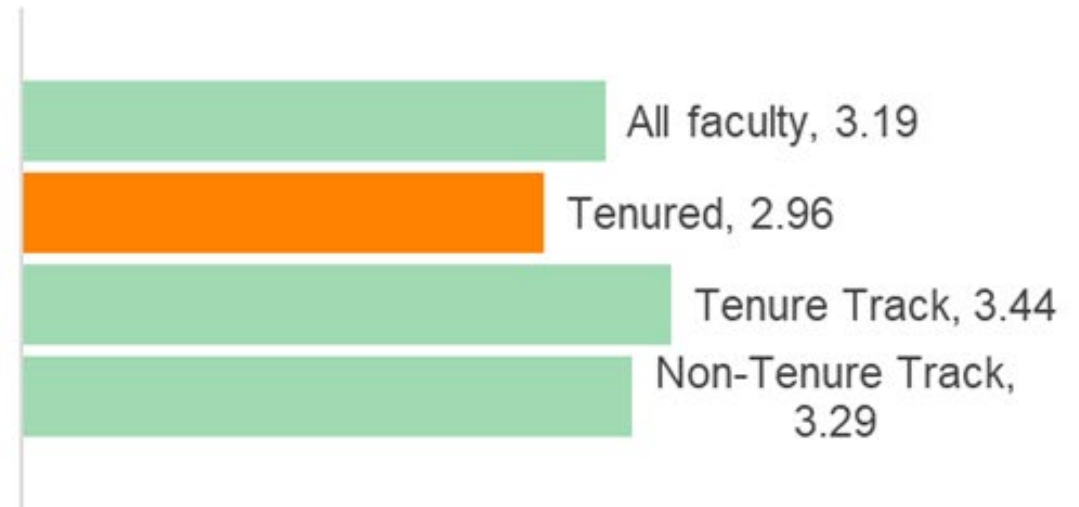Q130C - My institution provides adequate support for faculty to be good mentors.   2.75

Incongruences

Items with overall positive means but
at least one group has mean less than 3.0
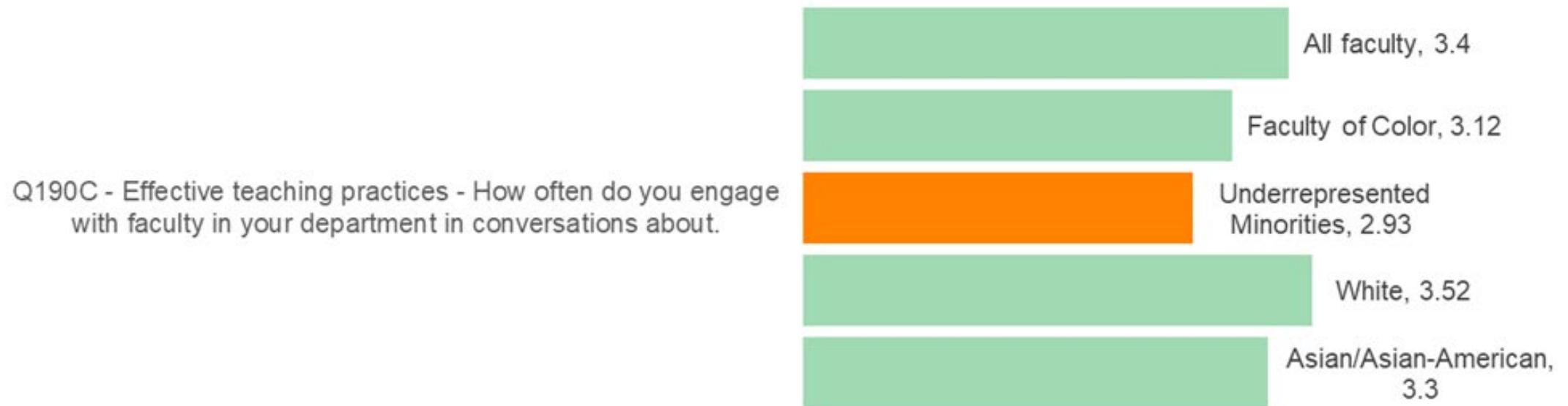
Incongruence

Example:

Advising support

Q60H - The support your institution has offered you to be a good advisor to students

All faculty, 3.19
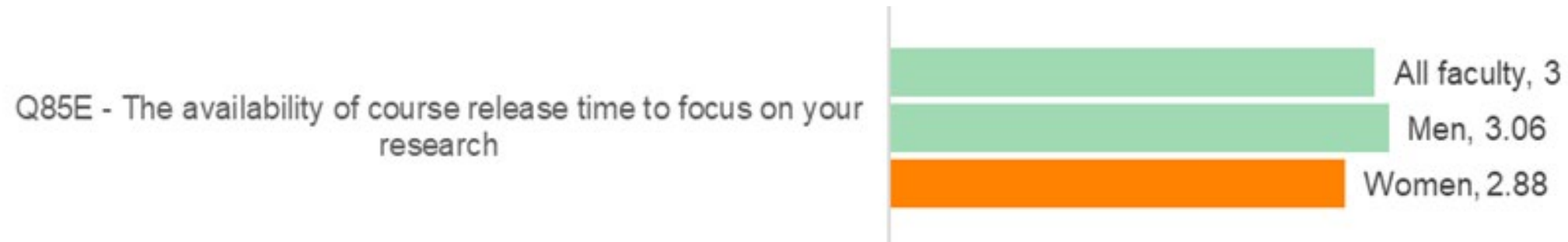Tenured, 2.96
Tenure Track, 3.44
Non-Tenure Track, 3.29

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Incongruence

Example:

Conversations regarding effective teaching practices

Q190C - Effective teaching practices - How often do you engage with faculty in your department in conversations about.

- All faculty, 3.4
- Faculty of Color, 3.12
- Underrepresented Minorities, 2.93
- White, 3.52
- Asian/Asian-American, 3.3

Incongruence

Example:

Course release time

Q85E - The availability of course release time to focus on your research

All faculty, 3
Men, 3.06
Women, 2.88

Incongruence

Example:

Evaluation of interdisciplinary work

Q100G - My department understands how to evaluate interdisciplinary work.

All faculty, 3.15
Full Professor, 3.09
Associate Professor, 2.98
Assistant Professor, 3.41
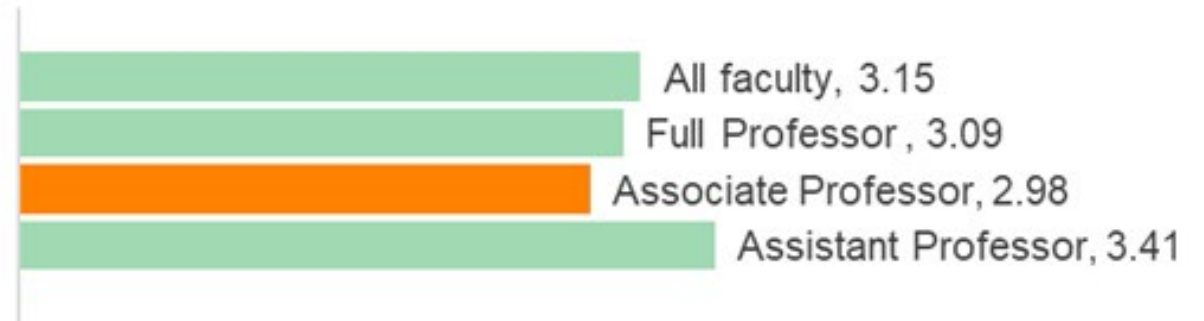
Incongruence

Example:

Leadership consistency

Q170C - My institution's priorities are acted upon consistently across all levels of leadership. - Please rate your level of agreement or disagreement with the following statements (i.e. president, provost, deans/division heads, and department chairs/heads

- All faculty, 3.07
- Tenured, 2.85
- Tenure Track, 3.47
- Non-Tenure Track, 3.15
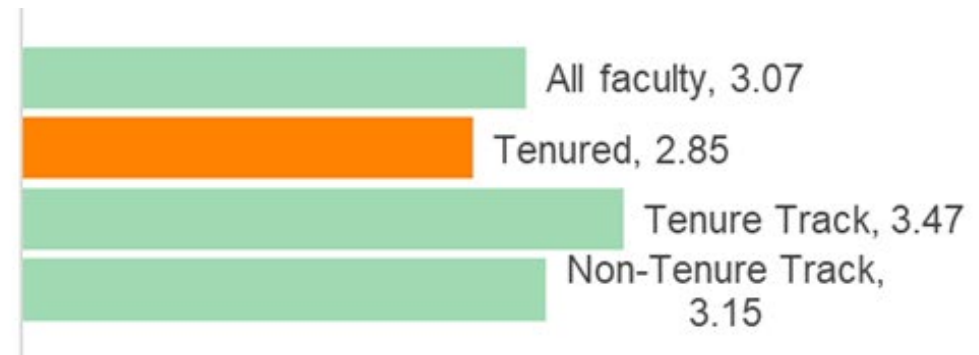
Cohort Comparison

How does the College of Medicine
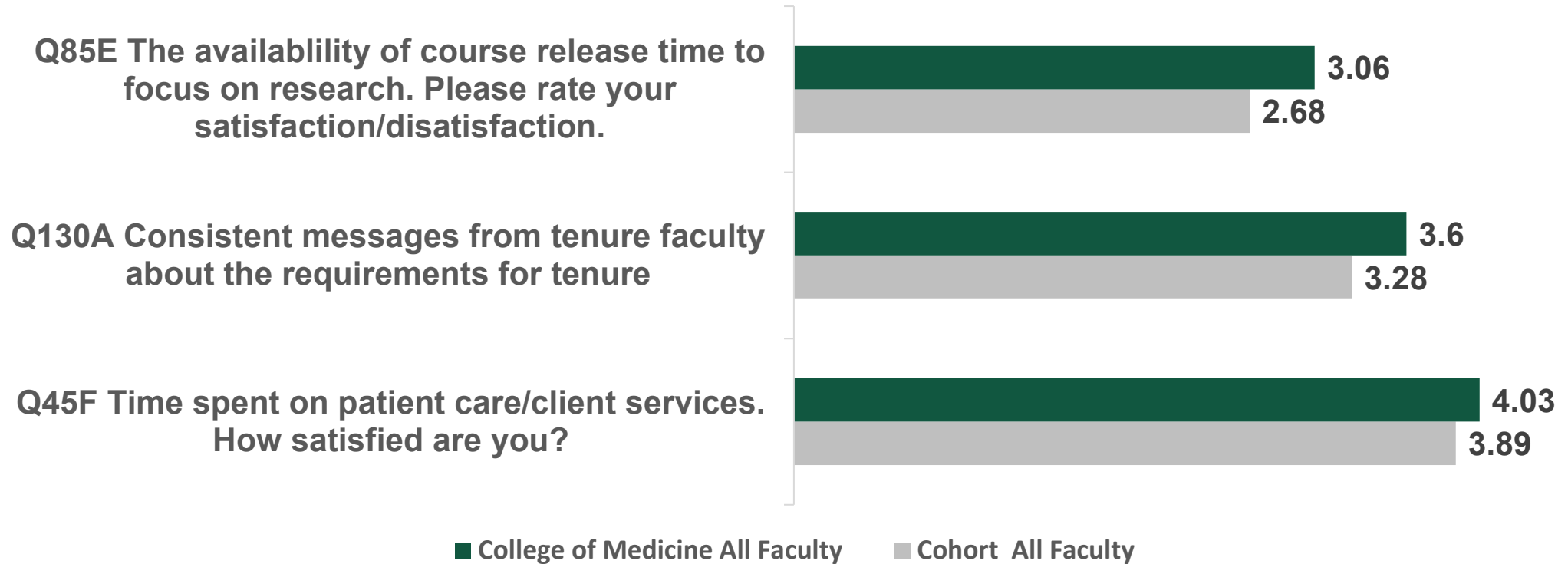compare to its COACHE peer institutions?

COACHE Cohort Institutions

- Central Michigan University – College of Medicine
- Emory University – School of Medicine
- Florida International University – Herbert Wertheim College of Medicine
- Florida State University – College of Medicine
- Georgetown University – School of Medicine
- Indiana University - Bloomington – School of Medicine
- Kent State University – College of Podiatric Medicine
- SUNY - Stony Brook University – School of Medicine
- SUNY - University at Buffalo – Jacobs School of Medicine and Biomedical Sciences
- University of California, Davis – School of Medicine
- University of Central Florida – College of Medicine
- University of Cincinnati - Main Campus – College of Medicine

- University of Louisville – School of Medicine
- University of Missouri - Columbia – School of Medicine
- University of North Carolina - Chapel Hill – School of Medicine
- University of Pittsburgh – School of Medicine
- University of South Carolina - Columbia – School of Medicine - Columbia
- University of South Florida – Morsani College of Medicine
- University of Texas at Austin – Dell Medical School
- University of Virginia – School of Medicine
- Vanderbilt University – School of Medicine
- Virginia Commonwealth University – School of Medicine
- Virginia Polytechnic Institute and State University – Virginia Tech Carilion School of Medicine
- Washington State University – Elson S. Floyd College of Medicine
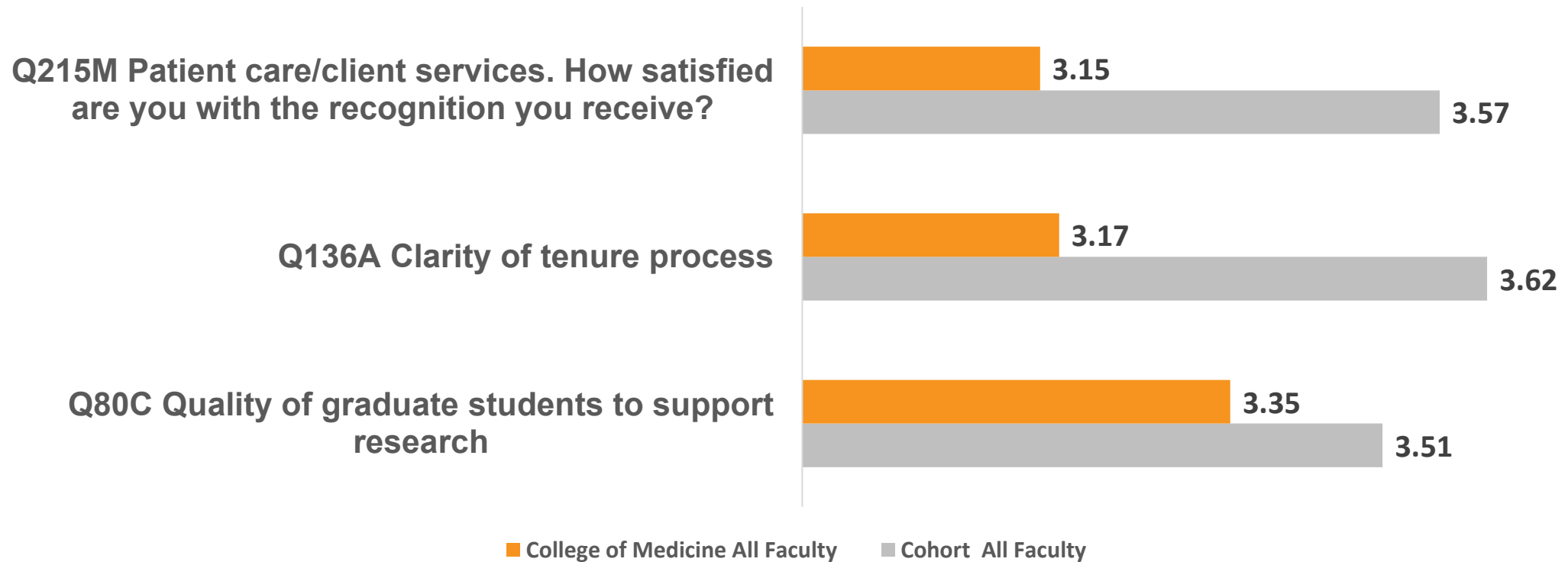
COACHE Peer Institutions*

- SUNY - Stony Brook University – School of Medicine

- University of Cincinnati - Main Campus – College of Medicine

- University of Missouri - Columbia – School of Medicine

- University of South Carolina - Columbia – School of Medicine – Columbia

- University of South Florida – Morsani College of Medicine

*Deans were asked to select five institutions that were most similar to their college from the list of institutions that participated in the COACHE survey in the last three years.

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Example Higher than Cohort

Q85E The availablility of course release time to focus on research. Please rate your satisfaction/disatisfaction.
- College of Medicine All Faculty: 3.06
- Cohort All Faculty: 2.68

Q130A Consistent messages from tenure faculty about the requirements for tenure
- College of Medicine All Faculty: 3.6
- Cohort All Faculty: 3.28

Q45F Time spent on patient care/client services. How satisfied are you?
- College of Medicine All Faculty: 4.03
- Cohort All Faculty: 3.89

■ College of Medicine All Faculty   ■ Cohort All Faculty

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Best and Worst Aspects of
Working at UTHSC

College: Best and Worst Aspects of Working at UTHSC

5 Best (last 3 tied)

- Quality of colleagues (19%)
- Support of colleagues (15%)
- Cost of living (14%)
- Academic freedom (6%)
- Compensation (5%)
- Geographic location (5%)
- Opportunities to collaborate with colleagues (5%)

Question prompts:
- Please check the two (and only two) <u>best</u> aspects about working at your institution.
- Please check the two (and only two) <u>worst</u> aspects about working at your institution.

5 Worst

- Quality of facilities (13%)
- Compensation (12%)
- Too much service/assignments (10%)
- Lack of support for research (6%)
- Geographic location (8%)

Next Steps

Campus-level Next Steps

- Work with UT System and other UT Campuses to harmonize the roll-out of system-wide comparative analyses and initiatives

- Present college-specific reports to the Dean of each college

- Assemble campus-level task force to review data
  - Members of Faculty Senate Committees
  - Faculty representatives from each college
  - Demographic cross-section of faculty
  - Administrators

- Campus-level task force works with the college-level working groups to identify proposed action items that cross colleges and support individual colleges

College-level Next Steps

- Identify college faculty representative to serve on campus-level task force

- Assemble college-level working group to review data
  - Conduct high level review of the responses to COACHE and McLean surveys to determine if there is alignment around a single area across both the faculty and staff surveys
  - Identify COACHE data trends within and across groups (rank, tenure status, race/ethnicity, gender); obtain further comparative analysis, where warranted, that will guide initiatives

- College-level working groups prepare college-specific actions plans to share with campus-level task force to help identify proposed action items that cross colleges and support individual colleges