

In the fall of 2013, tenure-track faculty and continuing status professionals were surveyed about their assessments of the support they receive in a wide range of areas. The survey was done by the Collaboration on Academic Careers in Higher Education (COACHE) at Harvard University, which provided benchmarks from five peer research universities and a general cohort of 98 colleges and universities. Out of the 1,406 faculty and 181 continuing/continuing-eligible professionals who had been at the University of Arizona for at least one year, 739 TT faculty and 111 C/CE professionals responded. The TT response rate was 53%, while the response rate for continuing and continuing-eligible professionals was 61%. The overall responses are characterized below. The complete findings are available on line: <http://oirps.arizona.edu/UACOACHEFacultySurvey.asp>

AREAS OF STRENGTH

Personnel and family policies (Responses placed UA in the top 30% of peers and the overall cohort)

High ratings for stop-the-clock policies, flexible workload and modified duties, spousal/partner hiring program, family medical and parental leave, and tuition waivers, remission, or exchange. Lower ratings for retirement and phased retirement options, childcare, housing benefits, and doing what can be done with balancing work and life priorities.

Collaboration and interdisciplinarity (Top 30% of cohort)

High ratings for collaborations within and beyond department and outside the institution, for facilities for interdisciplinary work, and for interdisciplinary work being recognized in promotion and department evaluations. Below peers' ratings for having budgets that encourage interdisciplinary work and for rewarding interdisciplinary work in merit reviews.

The five best aspects of working at the University:

- Quality of colleagues (34%)
- Geographic location (34%)
- Opportunities to collaborate (17%)
- Academic freedom (16%)
- Support of colleagues (13%)

Highest individual responses (highest on 1-5 scale and in comparison to peers and cohort):

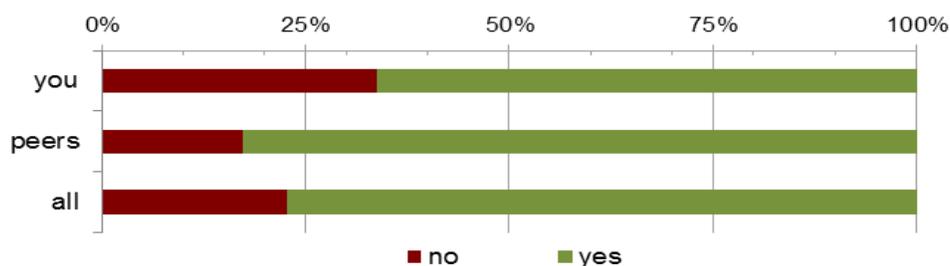
- Influence over focus of research (4.4)
- Importance of mentoring in dept. (4.21)
- Being a mentor is fulfilling (4.2)
- Department meeting times consistent with personal needs (4.03)
- Effectiveness of mentoring outside the institution (4.02)
- Health benefits for self (4.02)
- Health benefits for family (4.01)

AREAS OF CONCERN

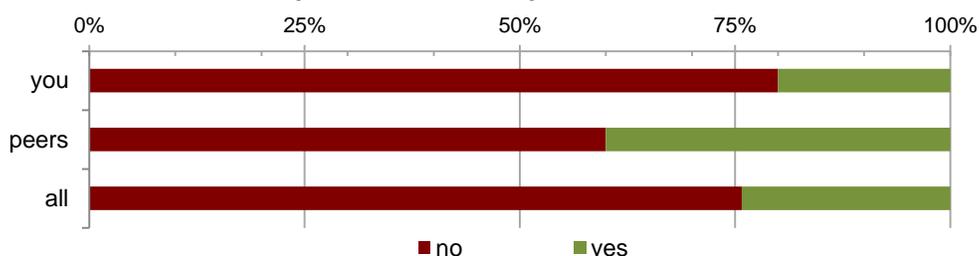
Tenure and promotion policies and procedures (Responses in the bottom 30% of peers and cohort)

Faculty gave low ratings for clarity of departmental process, criteria, and standards as well as consistency of messages about promotion and tenure. The ratings for departmental criteria declined slightly since the 2006 COACHE survey (which only included pre-tenure faculty). Low ratings were received for clarity of expectations for performance as a teacher, advisor, colleague, and campus citizen. The ratings for these items declined from the 2006 survey (which was limited to pre-tenure assistant faculty). The current survey also revealed fewer faculty received formal feedback on their progress towards tenure than our peers and our cohort.

Have you received formal feedback on your progress towards tenure?



Have you received formal feedback on your progress towards promotion to full professor?



Divisional and departmental leadership (Responses in the bottom 30% of peers and cohort)

Low ratings were given for college and departmental leadership on pace of decision making, stated priorities, communication of priorities, and ensuring faculty input on priorities. University leadership received ratings equal to peers and cohort. Low ratings were given to all leadership on stating and acting on priorities, and also on the negative impact of changing priorities on faculty.

Appreciation and recognition (Responses generally in bottom 30% of peers and cohort)

Responses were low on recognition for teaching, advising, and service, and on recognition from the chief academic officer, dean, and head. Additionally, there were low ratings for feeling that their department and college were valued by the President and Provost.

The five worst aspects of working at the University:

- Compensation (34%) [87% of the cohort and 80% of peers also cited compensation as a worst aspect]
- Quality of leadership (18%)
- Lack of support for research/creative work (17%)
- Quality of facilities (11%)
- Too much service/too many assignments (11%)

Salary was a top concern on other items. It was identified as the top overall item needing improvement, and the second highest reason for leaving UA (exceeded only by those planning to leave for retirement). Thirty percent responded that they had sought outside job offers in the last five years.

Lowest individual responses

(lowest 1-5 ratings and low compared to peers and cohort):

- Housing benefits (2.27)
- Support for faculty to mentor (2.32)
- Mentoring of associates (2.44)
- Leadership priorities are acted on consistently (2.44)
- Changed priorities negatively affect my work (2.44)
- Department addresses sub-standard performance (2.52)
- Budgets encourage interdisciplinarity (2.53)
- Childcare (2.54)
- Support for research (2.54)