

COACHE

The Collaborative on Academic Careers in Higher Education

APPENDIX D: RESULTS OF CUSTOM QUESTIONS

The University of North Carolina System requested that we append to the core COACHE survey some open-ended questions of its own design. Following are the comments provided by respondents at your institution.

11. What are the top two factors that *positively* affect your ability to effectively carry out your responsibilities at the university?

(1) Teaching load of 2 courses per semester (2) Library resources

1) Colleagues who care and provide excellent feedback 2) Freedom to conduct research without fear of reprisal

1) My departmental colleagues 2) My departmental colleagues

1. Ability to buy out courses with grants 2. Understanding faculty support regarding family issues.

1. Autonomy and empowerment to create and execute my research agenda as I see fit. 2. The support of my department colleagues.

1. Collegial department 2. Having my own office to do work. I could not get anything done, especially creative written work, when I had to share an office.

1. Departmental support (money, resources, competent graduate assistants, mentoring), 2. Balance of responsibilities (teaching, research, service/outreach)

1. easy commute 2. excellent library

1. Reasonable teaching load. 2. Excellent colleagues.

1. Time to think and write papers and grants 2. Time to work on lectures/class preparation.

A clear understanding of my responsibilities. Support from some of my colleagues.

ability to work away from the office and small class sizes

Academic freedom Department head cares about my success

Academic freedom to perform research of my choice Diminished teaching load to focus on research and grant-writing

Academic freedom; and protection from excessive teaching load and committee responsibilities

autonomy and research space

Being able to collaborate with good people close by Being left alone and not micro managed. Good collegial department

Clear assignments Great facilities

Clear requirements for tenure as outlined in my Statement of Mutual Expectations. Support from colleagues in my section.

clear responsibilities consistent support

Collaborative environment and giving credit where its due

Colleagues Support from the College

colleagues and technological resources

Colleagues support and mentoring

collegial atmosphere flexible teaching schedule

collegial atmosphere in the department

Collegial environment professional development

-Collegial faculty -Academic freedom

Competent, excited colleagues. Quality graduate students.

congenial colleagues reasonable tenure requirements

Course load Start-up funds

Departmental (administrative level) support and a collegial environment

Departmental collegiality and support. Freedom to design teaching curricula.

Departmental leadership/collegiality Balance between teaching and service

Effective leadership from the head of the department. Great new office and departmental space in Withers Hall.

excellent (though underpaid) support staff and other faculty

Excellent Library Facilities Adequate Number of Classrooms with Projection Technology

facilities

faculty support reasonable teaching loads

Flexibility Healthy family life

flexibility in my schedule and freedom to pursue research of interest to me/the program

Flexibility in work hours 'Non-involvement' of supervisors in the work process

flexible time with ability to work and write from home, small graduate classes and program without an oppressive mentoring/advising load that other faculty face

freedom

Freedom in research workload

Freedom to design my courses and set my own research schedule.

good lab space effective teaching support

good leaders and support

Good leadership by department head and mentors (formal and informal)

Highly qualified and friendly colleagues to work with Good research facility

I can work from home. I have a great support network of colleagues around the world.

Intellectual freedom Time flexibility

joy of teaching and learning and the history/theory of my discipline

Limited obligations to committees. Graduate teaching assistants.

low teaching load more collaboration opportunity

Modest teaching load. Attentive, efficient, and fair department head.

monetary support for teaching programs quality of students

My department supports what I do. My department offers help and assistance in my projects.

my PROGRAM colleagues are fantastic. I love working with my graduate and undergraduate students.

Office Space; Support of Colleagues

Our leadership is great. Although some colleagues are not collegial, for the most part we have faculty who are generally supportive.

People are good to work with as long as you make the connection

Personal interaction with colleagues administrative support

personal motivation - support from departmental colleagues

positive environment fun and professional colleagues

Productive collaborations with other junior faculty. Minimal service assignments for junior faculty.

Protection from too much service; overall supportive colleagues

protection of junior faculty from too many committees academic freedom

reasonable teaching assignment collaboration with other departments

Reasonable teaching load Good facilities

reasonable teaching load (3 courses per semester) good relations with the colleagues

reduced service and course preps

reduced teaching high quality of faculty research

Relationships with colleagues from graduate school - Start-up package was very competitive

research quality of other faculty community of other faculty

Research time Quality of facilities

Resources made available with respect to facilities. Large amount of control and independence for the individual faculty member over how time and energy is spent.

resources provided to perform research: lab space, supplies, students, etc. - good opportunities to build research collaborations

spouse

Superb, collegial, supportive colleagues Outstanding department chair, a real advocate

Support from colleagues Consistent standards

Support from my department and department head. Love of teaching.

Support of colleagues Quality of graduate program

Support of colleagues Support of department head

Support of colleagues. Recognition of uncertainty of link between effort and success in publishing.

Support of the college-level administration. Rapport with other department members.

Support/advice of/from colleagues and knowledge of opportunities available

Supportive colleagues/administration within my department, access to resources such as DELTA

supportive senior faculty reasonable teaching load

Teaching load compatible with running a research program. Willingness to allow for teaching innovation.

Tech support Colleague interaction

Technical support and clear expectations

Tenure faculty Support of Dean

The reasonable service work.

There are few expectations in terms of committee work and teaching responsibilities.

time flexibility

time for research and grant writing. Time for teaching and mentoring.

Until recent budget cuts, travel funds have made a great deal of difference Supportive department chair who values my work

12. What are the top two factors that *negatively* affect your ability to effectively carry out your responsibilities at the university?

(1) Lack of research support (help with proposal design, grant writing, data analysis) (2) Difficulty in connecting with tenured faculty who are willing to mentor me in ways to facilitate my obtaining tenure

1) Lack of professional development funds (for travel, research) 2) Overworked and underpaid administrative support staff

1) too much teaching 2) expectation of vigorous research activity alongside heavy teaching load and little leave

1. The service obligations in my department. 2. Lack of resource support to pre-tenure faculty. It is there if you fight for it and know who and how to ask for it. But it is not readily presented.

1. Diverting time to attend administration meetings were much is said and nothing is resolved. 2. Constant follow-up with any paperwork (hiring, maintenance request, grant budget submission) that essentially wastes my time to make sure someone is doing their job, in most cases, they are not and it is up to me to fix it. This a big waste of my time that should be devoted to the education of the students.

1. facilities (when will you renovate OUR building?!) 2. CALS administration seems to have no clue that retaining excellent faculty is important to the future of CALS departments (just where are the women and minorities at this place?!)

1. Lack of a semester-off maternity leave policy and course release policy for new mothers -- balancing being up all night, nursing and pumping every few 2-3 hours, frequent sickness, and full time academic work is not realistic 2. Insufficient support for paid research leaves and reduced teaching loads to do research and course design

1. Lack of graduate students due to not having adequate funding 2. Too much pressure to get grants

1. Lack of infrastructure support for necessary research core facilities and grant writing. 2. Startup fund release.

1. Research expectation without a formal research appointment (or time, resources to adequately do it), 2. Teaching load/release time (for scholarly activity, course development, etc.)

administrative duties. low success rate at getting grants funded.

Administrative 'red tape'

An overall hostile political environment in my department, which has a particular effect on junior faculty. Lack of needed resources on professional (facilities I need for my research) and more personal (lack of a promised partner accommodation for my highly qualified partner) fronts.

bad computing support

Balancing family and work Inadequate preparation of graduate students

Budgets that limit travel to develop national reputation Department conflicts

bureaucratic nonsense (i.e. GEP, curriculum committee, etc) lack of support for humanities and social sciences

Colleagues who undermine or devalue your work. The facilities to support teaching and research are either non-existent or outdated.

Conflicting messages on tenure requirements (at all levels); lack of research funding

Culture of department. Not-transparent decision making in department and college.

departmental politics lack of research facilities

Difficult funding environment Unpredictable access to start-up funds

difficulty in finding sites to conduct research; difficulty in finding tenured faculty to collaborate on research

faculty meetings that suck up time and serve no point but to let senior faculty hear themselves talk and lack of travel/research funds

Family obligations

financial crises and the cuts that result from them

Heavy service load

Horrible start up, the University/College did not invest in me as a person/employee Purchasing/Grant Budgets/etc is a pain

Incompetent, dull colleagues. Sub-standard graduate students.

Lack of administrative support for routine duties; and lack of funds for research technical help

Lack of any real administrative staff support for basic necessary business things, managing supplies, etc. Little financial support for conference travel

Lack of clarity in the tenure process. Lack of recognition of the value of teaching relative to the value of research grant dollars for gaining tenure.

lack of clear expectations, the feeling of changing expectations with changes in the budget

Lack of codified policies Budget cuts

Lack of cohesion regarding large scale research directions. Insufficient effort on the part of the university in pursuing leveraging funds for promoting international leadership in research.

Lack of formal mentors with strong external grant funding portfolio Lack of appropriate compensation for work performed

Lack of Institutional financial support Lack of 'aura' of being a top research institution

Lack of money Lack of certain facilities

Lack of networking opportunities outside my department, lack of work/life balance support

lack of start-up support lack of graduate student trainees

lack of strong departmental vision, which results in catering to those with the strongest voices - inadequate departmental financial planning/accounting and lack of support from SPARCS in submitting proposal budgets

Lack of support for doctoral research assistants Lack of University supports for professional development opportunities in teaching

Lack of support within department for diverse research areas.

lack of technical support and support funds for creativity

lack of the availability of teaching assistants/graders inadequate maternity leave policy (it should cover the entire semester not just 40 days)

Lack of travel money/research money So many meetings/committees

Lack of understanding about and support of collaboration. The persistence of administrative requirements/assignments that detract from teaching, research and service.

Limited collaboration between the faculty Large number of students in undergraduate classes

limited space/resources

Low pay which limits my travel for conferences and research, lack of substantive research support and short leave time.

low quality students

Many students are poorly prepared. Tuition costs have risen.

my commitment to a healthy and happy personal/family life and the leadership style of my department chair

My heavy teaching and service loads detract from my ability to sustain my research program during the university term. Carrying a more burdensome service load than tenured colleagues in section.

Not filling vacant positions Provost spending money rather than passing it to departments, thus making departments have to revert money to colleges

Not having the above

not many colleagues I can effectively work with for my research insufficient computer labs

obnoxious students; outrageously low funding for research and conference travel

Paperwork/busy work (too many forms) In many places, facilities need upgrading

People working at different levels so the good people end up doing all the work that ends up taking them away from their other responsibilities. Underperforming colleagues

political positioning in the department of faculty with agendas for themselves A complete lack of clear feedback from directors and department administration...or feedback that is less than accurate of their true feelings.

Poor decisions made by college level administrators. Poor facilities.

Poor facilities and lack of constructive, critical feedback

-Poorly maintained and outdated facilities -Travel restrictions

pressure to obtain extramural funding

proposal assistance human resource manager

Quality of administrative support staff

quality of graduate students support from facilities division

Quality of graduate students and the quality of the graduate student support plan. Territoriality and lack of cohesiveness across departments.

quality of the staff

Scattered Teaching hours Personality

Service/research imbalance Office is too hot/too cold too often

space and budget issues

spouse

teaching - expectations from junior faculty - lack of support from other colleges (lack of collaboration and focus on competition)

teaching load and lack of clear guidelines

Teaching load too high

teaching time greater than research time

the \$ available to carry out my research is terrible. the constant focus on pre-tenure faculty to obtain grant dollars. in general, I believe our university has a massively disproportionate distribution of wealth among colleges and departments.

The often-mediocre quality of the graduate students. The poor quality of the laboratory facilities and technical/computing services provided for research.

The University has been admitting more students than we have instructors or classrooms for, leading to the poor and corrupt practice of hiring large numbers of part-time instructors. The number of full time faculty ought to be proportionately increased with the student body.

Time Knowledge of how to fully do continued scholarship (research).

To many responsibilities in extension, teaching and research to focus in one area. No money provided for research.

too many commitments not enough time

Too many meetings. The amount of time it takes to teach WELL.

Too many service assignments/expectations and lack of understanding by colleagues in the department about my research area

Too much to do to obtain tenure in a short time period. No technical assistance available to get work accomplished.

uneven distribution of service and student mentoring work across faculty

Unnecessary bureaucracy in routine matters Class sizes

Wild swings in state funding and in university funding for my discipline, and excessive teaching and service loads.

13. What are the two professional activities that your department values *most* in terms of rewards and recognition?

(1) Getting grants that provide overhead (2) Getting rewards for teaching

1) publication 2) ability to win grants

1) Research 2) Research

1. grant \$. 2. grant \$.

1. Grant support money. 2. Publications.

1. huntin' and fishin' with the boys 2. grants and publications

1. Research 2. Teaching

1. research 2. teaching

1. Teaching and academic advising, 2. Research (articles)

1. Top-tier Research publications 2. Grants

advising students and serving on review panels

Any activity which results in external funding. Any activity that brings notoriety to the department.

Book publication Book publication

books articles

books, articles

Community services Amount of funding

external research funding - publishing

Funding and publications.

funding, publishing

getting grant money publications

Good teaching National reputation - getting out and doing

Grant writing/fundraising success and collaborations with other on-campus and external partners to further outreach efforts

Grants and grants

grants and peer-reviewed publications

Grants and publications

Grants and publications

Grants funded Teaching

Grants received and peer reviewed papers published

Grants. Papers.

I don't know.

Journal articles Grants

Money! (External funding) Publication in high profile journal

Not sure.

Outside funding and peer reviewed publications.

Overhead dollars Publishing

Peer reviewed research publications External funding

Peer-reviewed publications Grant dollars

Peer-reviewed/Refereed Publications at high-quality journals. Getting Grants.

Publication of journal articles and books Teaching

Publication of journal articles generally -- other publications (books, book chapters) seem to be relatively de-valued compared to the time required to produce them. Publication of journal articles in specific top journals.

Publication of papers; and excellent clinical (teaching hospital) service

publication of research and grant/fellowships

publications

Publications

Publications External Funding

publications teaching

publications funding

publications & CE presentations

Publications and grants

Publications and grants

Publications in high impact journals and conferences Funding

Publishing Getting grants

publishing numbers of graduate students

Publishing Receiving scholarly awards

-Publishing books -Publishing refereed journal articles

publishing papers receiving federally funded grants

Quality research Quality research

quality teaching, research publications

Refereed Papers and Grants

Referred Publications Grant money acquired

Research Research \$\$\$

research - fund raising

research external funding

research service

Research Teaching

research teaching

research teaching

research teaching

research teaching

research and service

research and teaching

Research and teaching

research and teaching awards

research dollars - graduate students

Research Grants

Research grants and publications (followed closely by excellence in teaching)

research output: publications and seminars given

research publications and more research publications

Research, getting grants

Research. Directing graduate student research projects.

Sitting on job search committees (service), and publishing monographs and articles in peer reviewed journals

success in raising grant funding high profile publications

Successful teaching. Service.

teaching publication

teaching research (large grants or publication in key journals)

teaching seniority

teaching awards and publications

Their perception of you contributions to the department fitting in well with their expectations

Total dollar amount of grants received. Connections to the most powerful people in the department - either cronyism or a medieval-type internship policy where junior faculty produce research/generate ideas for senior faculty in exchange for their political protection.

Well-received book/research Service

writing peer-reviewed journal articles; participation on journal review boards

Writing research grants. Winning national awards and/or membership to select societies.

14. What are the two professional activities that your department values *least* in terms of rewards and recognition?

(1) Serving on local boards and commissions in community (2) Advising of students

1) Service 2) Teaching

1. Advising student organizations, 2. Service on committees

1. Committee service 2. Practitioner-oriented publications

1. outreach 2. advising

1. Outreach activities 2. Serving on committees

1. Service oriented research. 2. Undergraduate research mentoring.

1. service to the community. 2. service to the community.

Advising graduate students. Time off is given only after students graduate, not while you are taking the time out of your schedule to advise multiple students. Most members of the faculty do not advise grad students and the work load is NOT shared evenly.

Advising students Mentoring other faculty

Bureaucracy.

Collaboration and administrative requirements

Committee assignments and responsibilities

committee work outreach

Committee work Outreach

committee work reviewing for journals

Community outreach Student advising

community service; departmental service

don't know

educational outreach and community service

-Extension and engagement -Committee work

high risk (but high profile) research, work/life balance

I do not know

I don't know

I don't know

I don't know.

Industry support Invitation to conferences

informal support of other faculty mentorship of students

innovative teaching and student mentoring

interactions with outside faculty for research sabbatical leave

It seems that very little scholarship is explicitly valued in the department other than publications, with journal articles clearly primary and other publications often a distant second.

Long term research on hard problems with correspondingly high possible impact. Independent research (not collaborating with senior faculty) and collaborations with other junior faculty.

mentoring grad students departmental work

mentoring students and committee work

Mentoring/training of graduate veterinarians in the clinic

My department values professional activities in their proper balance.

Non applied research Research focus outside the discipline

None

Non-refereed publications (popular press), working with doc students w/o co-authorship

Not sure.

Not sure...Most of what we do the department recognizes and appreciates.

nothing that I know of specifically

On farm demonstration research and direct farmer outreach

outreach good teaching

Outreach/Service. Teaching.

Outstanding Teaching. Service in any form other than graduate student supervision.

Papers published

Patents Publications

Political activity and public service

Presentations Conferences

public service

research and community outreach

research productivity biomedically oriented research

Service

Service

service - teaching

service professional awards

service and teaching

Service at University and College levels Serving on editorial boards

Service on committees Advising

service to the community teaching innovation

Service, although you are forced to do it Any activity that's not a 'countable' (money, pubs, grad students) item on an RPT package

Service/committee work

Software development

Teaching Personal time and money spent towards student groups/student activities

Teaching Mentoring

teaching - non-peer reviewed publications

teaching - outreach

teaching extension

Teaching Service

teaching university service

teaching and service

teaching, service

Teaching. Service.

teaching/university committees undergraduate advising

television appearances, blogging

Time (not results) dedicated to student mentoring

15. Briefly describe one issue relating to your faculty life that was not sufficiently covered in this survey.

1) More questions related to 'fit.' 2) More questions related to geographic location.

An organized orientation with formal and regular mentoring would have been very helpful, especially my first year. I had to figure out most things on my own - even simple things like how to manage lab waste and how to create a safety plan for the lab.

Assessment for raises in the various realms of teaching, service, and research.

Benefits - high premiums for dependents and no tuition assistance for children. This will definitely be a deciding factor in staying at this institution. Knowing that we could move elsewhere and have our children's college tuition paid for or partially paid for is going to make it difficult for the university to retain me and other faculty with young families.

Benefits - I think our benefits here are terrible. I often hear that things are going to improve, but have seen no evidence of that. It has regularly been the case that my salary increases have been completely offset by increase in cost of 'benefits'

Benefits and Compensation. Parking.

Can't think of one

contractual requirements (i.e. percentage of time spent on teaching, service, research) vs. tenure and promotion criteria

Curriculum

Demands placed on laboratory-based science faculty far exceed almost any other category. The pressure to have large lab groups in order to perform the quantity of research required, plus the need to actually be present in the lab supervising student research makes for a staggering workload which junior faculty have trouble managing except by working extremely long hours.

distribution of work across faculty members (evenness of distribution and whether senior faculty understand the needs of junior faculty, especially where family leave and service requirements are concerned)

exercise

external factors that influence university politics

Facilities.

Graduate students -- recruitment, support, etc.

Health insurance benefits.

I can make a huge contribution to my field without grant support. Worrying about grants, or working toward getting grants, detracts from my writing.

I do not yet have experience with matching funds, but I have heard my university only provides matching funds when required by the sponsor. A more effective approach at supporting research and increasing the bottom-line of overhead returns would be to provide more voluntary matching funds.

I have an extension/research appointment, and no questions addressed this mission--all were research or teaching questions.

It is difficult to assess the tenure process until after tenure. It is impossible to know if the process works.

It was covered in detail.

Job opportunities and job security at my institution for non-faculty spouses, perhaps the central issue in my willingness to stay at my institution after tenure

little attention seemed to focus on the role of college goals and vision and that is not a surprise, given that our college seems to lack them

More about how the tenure process should be organized or structured.

My department and my college want scientist faculty to establish successful research programs, but are either simply unwilling or unable to foster an appropriate research-intensive environment. There is no effective mentoring, little grant-writing support, negligible startup funding, and no emphasis on fostering intercollegiate interactions between our junior faculty in successful, established researchers in the broader community.

New faculty hiring process

No survey can capture the idiosyncrasies of any given institution. For me, it is being a humanities professor on a science/technology campus.

None

None

None

None

None.

Nothing comes to mind

Religion

Students evaluation of the faculty teaching

Support network within and outside the department

teaching load, leave policies

The amount of time lost from productive research (and the corresponding grants and publications) due to unstable political environments, and constant battling for adequate facilities (uninterrupted power, controlled access to labs, safety equipment...).

The impact of course size on teacher satisfaction; decision making processes (who gets to decide what?) at the department and college levels

The job requires long hours and constant dedication. It would be nice to have increased teaching and research assistance and increased paid leave to facilitate the balance between the classroom and research that makes us better instructors.

The lack of clarity in the tenure process that results in a lack of work/family life balance.

The recognition of faculty in the department by administrators that are trouble makers-that will lie to other senior faculty, spread gossip, untruths, and be two-faced to other faculty in the department yet administrators do nothing about these senior faculty but reward them with raises.

The survey needs more coverage of teaching.

the unequal distribution of university and college resources across departments (and I personally think that in my college, my department unfairly has more resources than other departments in the college). though our college has substantially fewer resources than other colleges in the university.

The University demands both extensive research and a heavy load of teaching. These are incompatible in and of themselves but particular where one is balancing family care (of the young or old) as well.

The university does not seem to have a significant commitment to diversity.

There are sub-groups in our department. Decisions sometimes get made about promotions and salary increases without faculty input and without a clear explication of the rationale for those decisions. Sometimes decisions seem to get made for convenience sake or decisions are made based on assumptions and not on facts.

There is a lack of diversity at NC State in faculty, administration, and students.

There is none.

There was too little focus on the intense pressure to obtain outside funding.

There's not enough recognition of 21st century publishing methods.

time commitments - The University job is very stressful related to doing a lot of work in very little time. The time demands are very stressful.

Time spent outside of formal work hours/university on the job

University support of research in terms of core facilities.

Variables between departments/colleges and their relative standing in the university