COACHE

Collaborative On Academic Careers in Higher Education

Faculty Job Satisfaction Survey
2024-2025 Report and Recommendations

![UNT University of North Texas logo]

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Appreciation
A NOTE FROM THE PROVOST

Dear Colleagues,

I am pleased to present the full report and recommendations from our sixth COACHE faculty job satisfaction survey, administered in spring 2024. The results offer important context for understanding how our faculty perceive their professional environment, and we continue to use data from each COACHE survey to benchmark our progress against peer institutions and improve how we support faculty success and satisfaction at UNT.

I want to express my gratitude to everyone who participated in this survey. Your honest feedback is critical in helping us understand what we are doing well and where we have opportunities to strengthen support for faculty success. I also want to thank the COACHE Steering Committee for their thoughtful analysis and engagement of our academic community, particularly Vice Provost for Faculty Success Holly Hutchins, who led the committee, and the leaders of our three focus area subcommittees. Because of their efforts and valuable insights from faculty across our university, we now have a roadmap of data-informed, actionable steps to chart our path toward making UNT an even better place to work.

As you read on, you will see we have much to celebrate, including significant strides in addressing areas of concern while enriching resources that help faculty succeed. But there is still work to be done. We are committed to using our 2024-2025 COACHE findings to lean into our strengths and address our challenges through policies and practices that drive faculty development, workload equity, leadership accountability, and faculty satisfaction.

Thank you all for your dedication to our students and to the mission of the University of North Texas. I look forward to continuing this important work with you.

With gratitude,

Michael A. McPherson, Ph.D.
Provost and Vice President for Academic Affairs

Part 1: The COACHE Survey and the Impact on UNT Faculty Satisfaction

The Faculty Success Office actively engages in surveys to gauge faculty satisfaction in pursuit of continuous improvement. Among the comprehensive surveys we have undertaken, the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey is one of the most impactful initiatives in enhancing the faculty job experience.

The COACHE survey project assesses twenty-five (25) benchmarks of full-time faculty satisfaction with the academic workplace, notably around the clarity and reasonableness of the tenure process; work/personal responsibilities; workload and support for teaching and research; climate, culture, and collegiality on campus; and global satisfaction and compensation and benefits. The data is then separated into the seven (7) categories that further describe the variables necessary for faculty job satisfaction. A complete description of the COACHE Benchmarks and items can be found in Appendix C.
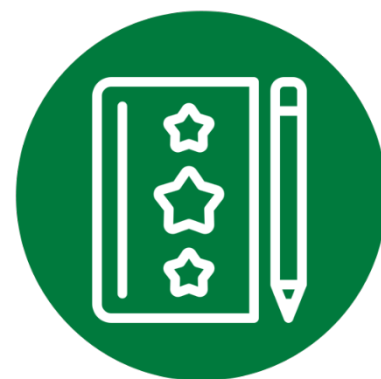
- Nature of Work
- Professional Support
- Professional Development
- Tenure and Promotion
- Leadership
- Shared Governance
- Departmental Climate

The COACHE results provide each participating institution with a formal Provost's Report containing internal and external comparative analyses highlighting each institution's strengths and opportunities for improvement. UNT has participated in the COACHE survey every three years since 2009 and has used the results to improve policy, processes, and resources to improve our faculty work satisfaction. A few of the ways UNT faculty have benefited from the COACHE results over time include:

- Improved workload equity and transparency in university policy and unit guidelines
- Expanded resources and policy changes for professional-track faculty
- Supported the creation of the UNT Faculty Lounge
- Ensured regular faculty salary market studies
- Included resources to support departmental climate (e.g., Crucial Conversations, chair training, faculty leadership development)

COACHE provides peer and cohort comparisons as part of the UNT analysis. UNT's peer group was selected by reviewing IPEDS data (2024) to identify similar four-year doctoral institutions in student size, demographics, Carnegie Status (R1), and that recently completed the COACHE survey. For 2024, these included:

- Florida International University (2024)
- Georgia State University: Atlanta (2023)
- University of Central Florida (2024)
- University of Texas at El Paso (2023)
- Virginia Polytechnic Institute and State University (2023)

The comparison cohort includes 85 COACHE partner institutions whose faculty size and organizational characteristics are similar to UNT's. The COACHE methodology and the peer and cohort institution list are in Appendix D.

Part 2: The COACHE Steering Committee and Response Rate

Our COACHE journey began with the appointment of the COACHE Steering Committee, co-led by **Vice Provost Holly Hutchins** (Faculty Success) and **Dr. Brian Richardson** (Professor, Communication Studies), who served as an Academic Affairs Fellow in the Faculty Success Office. Our Steering Committee comprised faculty and staff from the Division of University Brand Strategy and Communications, Data, Analytics, and Institutional Research, and Faculty Success.

Our Steering Committee's timeline included:

Timeline	Activity
Fall 2023, Spring 2024	The COACHE Steering Committee formed, active faculty recruitment to participate in the survey
April 2024	COACHE was administered to UNT faculty
Fall 2024 - Spring 2025	The Steering Committee reviewed the COACHE survey results, conducted additional analyses and inquiries, and recommended actions
Fall 2025	Actions to be implemented

2024-2025 Steering Committee Members

Jorge Aviles-Diz, Professor, Spanish, College of Liberal Arts and Social Sciences

Alex Barr, Senior Lecturer, Physics, College of Science

Amanda Fuller, Associate Director, University Brand Strategy and Communications

Daniel Hubbard, Director, Data, Analytics, and Institutional Research (DAIR)

Karen Johnson, Associate Professor, Department of Learning Technologies, College of Information

William Joyner, Vice Chair, Faculty Senate; Associate Professor, Vocal Studies, College of Music

Jessica Napoles, Professor, Music Education, College of Music

Jessica Pamplin, Business Intelligence Analyst, DAIR

Jesus Quevedo-Torrero, Clinical Associate Professor, Computer Science and Engineering, College of Engineering

Reynaldo Quiroz, Business Intelligence Analyst, DAIR

Barrett Taylor, Professor, Counseling and Higher Education, College of Education

Kim Williams, Chair, Hospitality and Tourism Management, College of Merchandising, Hospitality and Tourism

Majed Yaghi, Clinical Associate Professor, Marketing, G. Brint Ryan College of Business

Kevin Yanowski, Associate Librarian, Department Head of Cataloging and Metadata Services, UNT Libraries
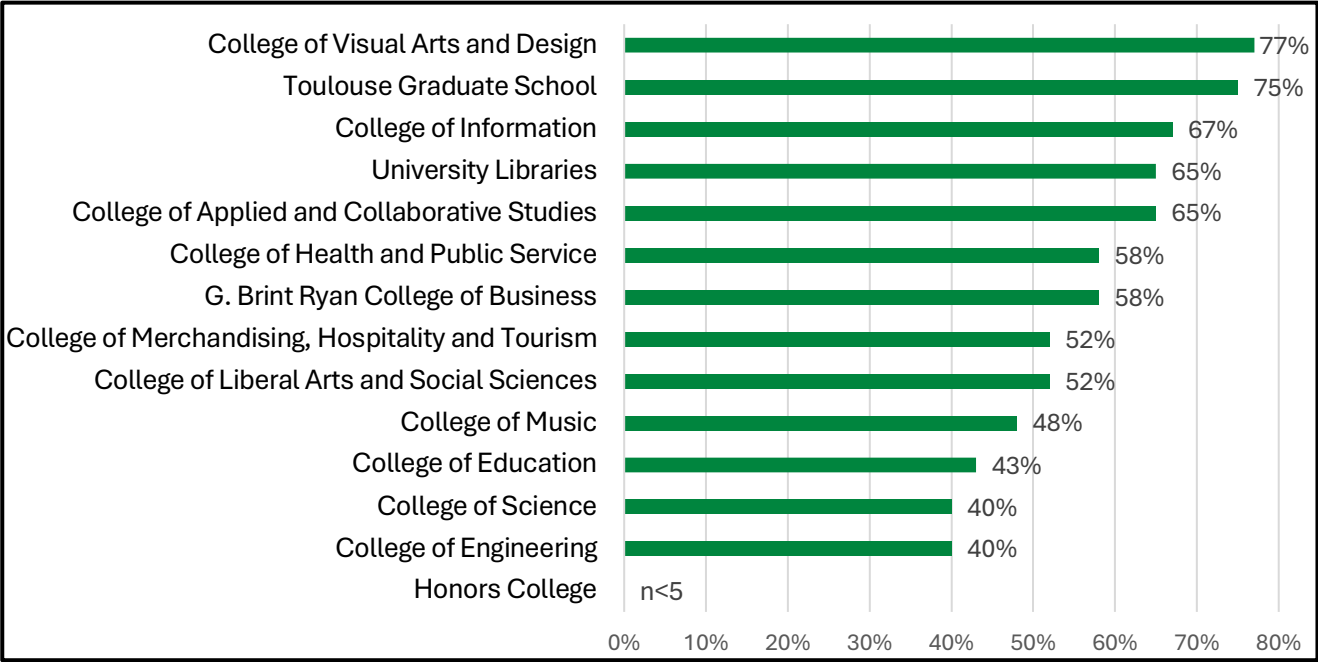
Our Steering Committee actively engaged faculty in the project. Their work paid off, with over 50% of the faculty responding, almost matching our 2021 COACHE response rate of 53% and surpassing our peers and the overall cohort.

UNT's Overall Response Rate

		Overall	Tenured	Pre-Ten	PF*	Full	Assoc	Male	Female	White	FOC	Asian	URM
UNT	Population	1,197	565	210	422	334	243	642	548	711	406	231	175
	Responders	623	290	114	219	183	117	300	318	400	200	103	97
	Response Rate	**52%**	**51%**	**54%**	**52%**	**55%**	**48%**	**47%**	**58%**	**56%**	**49%**	**45%**	**55%**
Selected Peers (5)	Population	6,755	3,363	994	2,398	1,871	1,917	3,827	2,860	4,118	2,525	1,119	1,406
	Responders	3,094	1,581	452	1,061	903	895	1,532	1,498	2,005	1,052	386	666
	Response Rate	46%	47%	45%	44%	48%	47%	40%	52%	49%	42%	34%	47%
Cohort (85)	Population	95,667	46,863	13,625	35,179	29,150	25,456	50,860	40,289	62,101	27,644	14,024	13,620
	Responders	39,336	20,766	5,917	12,653	13,041	11,053	19,172	19,261	28,171	10,566	4,734	5,832
	Response Rate	41%	44%	43%	36%	45%	43%	38%	48%	45%	38%	34%	43%

*PF= Professional Faculty

UNT's College Response Rate

College	Response Rate
College of Visual Arts and Design	77%
Toulouse Graduate School	75%
College of Information	67%
University Libraries	65%
College of Applied and Collaborative Studies	65%
College of Health and Public Service	58%
G. Brint Ryan College of Business	58%
College of Merchandising, Hospitality and Tourism	52%
College of Liberal Arts and Social Sciences	52%
College of Music	48%
College of Education	43%
College of Science	40%
College of Engineering	40%
Honors College	n<5

Part 3: The COACHE 2024 Results

What Did the Survey Results Tell Us?

UNT received our COACHE survey results in late Summer 2024, and our Steering Committee began reviewing the data. The 2024 Chief Academic Officer's (CAO) report is available, and a brief summary follows.

Areas of Strength and Opportunities

COACHE identifies "areas of strength" as those in which a university's benchmark scores are first or second among its peer group *and* the university ranks in the top 30 percent of its cohort group. Each Benchmark is defined in Appendix C.

Areas of strength within UNT were identified as:

Areas of Strength
Appreciation and Recognition
Departmental Quality
Governance: Adaptability
Leadership: Divisional
Leadership: Senior
Mentoring
Nature of Work: Teaching
Promotion to Full

Top Five Benchmarks

From the 2024 COACHE survey top five benchmarks, which were the highest mean scores within the 25 benchmarks, three of them were also included in the "areas of strength" for UNT and relatively outperformed its university peers:

Benchmark	Mean Score
1. Promotion to Full Professor	3.93
2. Departmental Collegiality	3.83
3. Nature of Work: Teaching	3.81
4. Departmental Quality	3.73
5. Leadership: Departmental	3.71

COACHE recognizes "areas of concern" as those in which a university's benchmark scores rank fifth or sixth compared to its peers *and* are in the bottom 30 percent of its cohort group. While UNT had no areas of weakness identified by COACHE in the 2024 results, the lowest-scoring benchmarks university-wide (below 3.0 on a 5-point scale) were reviewed.

Lowest Five Benchmarks:

Benchmark	Mean Score
1. Interdisciplinary Work	2.59
2. Governance: Understanding the Issue at Hand	2.90
3. Governance: Adaptability	2.93
4. Governance: Shared Sense of Purpose	2.98
5. Governance: Productivity	3.01

What's Changed from COACHE 2021

Considering our 2024 results, it is important to consider the changes UNT made because of our COACHE 2021 data. In 2021, UNT had one strength and five opportunities for development. In 2024, we were able to move three of our opportunities for growth to strengths.

Areas of Strength (all faculty combined)

Leadership: Senior

Areas of Concern (all faculty combined)

Mentoring: The Faculty Success Office and UNT colleges have increased their support for faculty mentoring. Based on a needs assessment conducted in 2022, the Faculty Success Office redeveloped the Faculty Mentoring Program, which helps departmental mentoring partners (chair, mentor, mentee) support and learn about mentoring practices (Best Practices in Faculty Mentoring on Bridge). This cross-disciplinary mentoring program helps connect external department mentors. It increased the number of mentoring interaction activities, such as Speed Mentoring, Meeting Meet-Ups, and the Faculty Learning Communities that bring together faculty of different career stages to engage in professional development.

Departmental Collegiality and Department Engagement (we grouped these together): We took several steps to increase faculty experiences of greater collegiality and engagement. UNT System HR trained academic department leaders with lower engagement scores on the Gallup Engagement Survey to develop an action plan to increase opportunities for connection and involvement. Faculty Success also provides annual Crucial Conversations workshops for deans, chairs, and faculty to equip individuals with the skills to develop healthy conditions to have productive conversations.

Interdisciplinary Work: Our scores on Interdisciplinary Work slightly increased as some departments began recognizing it as a valued part of their workload and annual review criteria.

Nature of Work: Teaching: In summer 2023, the Faculty Success Office hired a Faculty Director for Teaching Development and Effectiveness who created and/or implemented multiple teaching resources, notably the ACUE Teaching Program, teaching peer review training, and an annual teaching portfolio workshop. CLEAR also launched CETO and other online teaching support resources.

Increases and Decreases Across Other Benchmarks

Benchmark averages across UNT with a change of more or less than 0.10 and -0.10 between 2021 and 2024:

Up from 2021

Benchmark	2021 Mean scores	2024 Mean score	Increase	% Change
Promotion to Full Professor	3.70	3.91	0.21	5.7%
Recruitment and Retention	2.59	2.75	0.16	6.2%
Mentoring	3.22	3.38	0.16	5.0%
Interdisciplinary Work	2.47	2.58	0.11	4.5%

Down from 2021

Benchmark	2021 Mean scores	2024 Mean score	Decrease	% Change
Leadership: Senior	3.48	3.25	-0.23	-6.6%
Governance: Shared Sense of Purpose	3.13	2.97	-0.16	-5.1%
Tenure Policies	3.76	3.6	-0.16	-4.3%
Governance: Understanding the Issue at Hand	3.02	2.88	-0.14	-4.6%
Governance: Trust	3.17	3.04	-0.13	-4.1%

Part 4: COACHE Steering Committee Inquiry and Findings

The COACHE 2024 survey results were just the beginning of the story, and our engagement process focused on learning about the "rest of the story" from our faculty and administrative leaders. After reviewing the survey data, the Steering Committee focused its inquiry on three main questions:

- What additional information do we need to better understand the survey results, and who should we ask for this input?
- What insights will unit leaders have to improve faculty satisfaction related to their work area and faculty population?
- What actionable recommendations allow UNT to lean into our strengths and address developmental opportunities to improve faculty job satisfaction?

The Steering Committee embarked on a distributed engagement process to explore these questions, allowing additional meaning and context to emerge, providing academic units and senior leaders with data for their local contexts. Figure 1 illustrates this process and additional use of COACHE data.

Faculty Engagement and Deeper Dives:
The Steering Committee recruited additional faculty to work on one of three focus committees

COACHE Steering Committee & Faculty Forums

UNT Stakeholders

Stakeholder Group Sharing and Engagement:
HR/Academic Resources, DRI, CLEAR, Toulouse, Faculty Senate

VPAA: Faculty Success, Colleges, Depts

College Reports, Chair Academy, Faculty Success Groups

Data Availability
Accreditation, grants, graduate research, planning

(Figure 1: Distributed Engagement Process for COACHE 2024 Data)

The distributed engagement process is further described below:

- **Focused our Steering Committee inquiry around three significant areas.** The COACHE Steering Committee identified three main areas of lower faculty satisfaction than UNT's 2021 results and ranked in the lower 30% of our peer comparisons. The three focus areas and co-leads include *Shared Governance and Leadership, Promotion and Tenure, and Interdisciplinary Work and Collaboration*. Each focus area is described in greater detail later in the report.

- **Shared COACHE survey data with stakeholders**. We engaged stakeholders in the Budget Office, Human Resources, Academic Resources, CLEAR, Research and Innovation, and Toulouse Graduate School so they can explore how the data can inform President Keller's Three Strategic Priorities and their respective areas. Stakeholders received data in early October 2024 and provided quarterly status updates.

- **Created college-level COACHE reports and an interactive dashboard.** Our DAIR team created COACHE reports with college-specific data to allow deans and their faculty to understand the benchmarks that indicate improvement opportunities and areas where their faculty are satisfied. Our DAIR team created 12 college reports, individualized with benchmark breakdowns for that college and longitudinal benchmark comparisons over six years (2018, 2021, 2024). The reports included overall response rates for UNT and college, and a breakdown of tenure type, gender, and ethnicity response rates. *UNT College Deans were given their COACHE results in early 2025 and may be contacted for the results.*

DAIR also created an interactive COACHE dashboard on Insights 2.0 within the Faculty Dashboard options where department chairs and deans can review their specific unit and college survey results.

The reports also included visuals for global satisfaction metrics, which are not ranked the same as benchmarks but provide vital information in understanding faculty satisfaction within colleges. The items chosen for the global satisfaction metrics came from **a partnership with the University of Missouri (MU)**. These global satisfaction metrics include breakdowns in gender, ethnicity, tenure status, and experience within the college versus UNT as a whole.

Three Focus Areas

The Steering Committee actively recruited faculty to join their work to provide perspective, review and react to the data, and to volunteer for interviews and focus groups. COACHE data revealed UNT's 2024 ratings on several Benchmarks, including Governance, Senior Leadership, Interdisciplinary Work, Collaboration, and Promotion and Tenure, were lower than those in our COACHE 2021 survey.
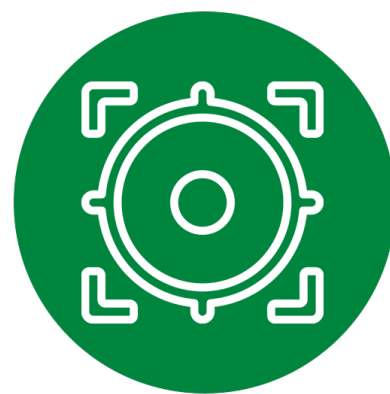
Interdisciplinary Work and Collaboration

The Issue: The COACHE survey revealed that UNT ranked low (fifth place) among peer institutions regarding faculty satisfaction related to interdisciplinary work and collaboration, with mean scores of 2.59 and 3.57, respectively. Specifically, tenured (μ=2.50) and pre-tenured faculty (μ=2.48) reported the lowest satisfaction scores on Interdisciplinary Work. The picture was the same across all demographics, including gender, as both men (μ=2.63) and women reported a low mean score (μ=2.55) that placed UNT in the bottom tier of our peers. From an ethnicity standpoint, UNT faculty ranked in the bottom tier (fifth place) across all ethnic groups.

The Work: The Interdisciplinary & Collaboration (I&C) team utilized several methods to gain deeper insights into COACHE findings. These included engaging departments that scored lowest and highest on I&C Benchmarks, conducting focus group interviews with current or former department chairs to learn about the unique challenges faculty encounter when attempting I&C work, what resources and support would promote I&C work, and how leaders can foster greater concern for I&C work. The I&C read through the promotion and/or tenure documents for the top three and bottom three scoring departments in both the I&C metrics**.**

They also interviewed three UNT faculty members who were actively engaged in interdisciplinary and collaborative work. Finally, the I&C team reviewed best practices of universities that have developed initiatives for supporting this type of work, including Virginia Tech University, Texas State University, University of Houston, Georgia State University, Duke University, University of Southern California, and University of Central Florida.

Their findings indicated:

- **Cultural Silos**: Faculty in departments scoring low in I&C appear to operate in departmental silos with minimal cross-unit engagement.

- **Lack of I&C Incentives**: Interdisciplinary efforts are either not consistently recognized or rewarded in P&T processes, merit, workload, and annual review, or the process is unclear. A review of department guidelines showed that those who scored higher on these I&C Benchmarks included interdisciplinary work in their guideline documents, whereas low-scoring units did not.

- **Structural Barriers**: Limited infrastructure to support interdisciplinary work, unclear evaluation metrics, and a lack of collaborative spaces, both physical and virtual, hinder interdisciplinary efforts.

- **Leadership and Messaging Gaps**: UNT could benefit from increased communication, visibility, and consistent guidelines supporting interdisciplinary work. For example, our recently developed UNT Values do not mention interdisciplinary work or collaboration other than "Better Together".

Tenure and Promotion

The Issue: UNT scored well on several Promotion and Tenure (P&T) Benchmarks including ranking second in its peer group for all faculty members in "Tenure Policies" and "Tenure Expectations: Clarity", and first in "Promotion to Full." UNT scored low on "Clarity of whether I will achieve tenure," ranking fifth among its peers and in the 27th percentile of its cohort group.

Mean scores for women faculty on the benchmark "Tenure Policies," fell from 3.81 (2021) to 3.48 (2024), placing UNT fifth among its peers for this group. White faculty members' scores for "Tenure Policies" and "Tenure Expectations: Clarity" were lower in 2024 (3.49 and 3.24, respectively) than in 2021 (3.73 and 3.34); additionally, this group ranked fifth among cohort universities on these benchmarks. Finally, some colleges scored significantly lower than their peers on "Tenure and Promotion" benchmarks.

The Work: The P&T team gathered data through faculty interviews (n=30) and across four focus groups to explore perceived challenges and barriers to tenure clarity, policy, and overall promotion and tenure process. The P&T team used Padlet, a virtual group collaboration tool, for the four focus groups that allowed participants (n=35) to share their responses to the prompt questions. The P&T team then reviewed the data to identify common themes and patterns.

Their findings indicated:

- **Lack of Clarity and Consistency in P&T Expectations**
  Faculty expressed confusion about department and college promotion and tenure expectations, citing vague criteria and inconsistent categorization across department and college documents.

- **Concerns About Teaching Evaluation Methods**
  Many faculty discussed the over-reliance of their RPT Committee and department chair on SPOT evaluations, despite UNT Policy 6.007, which includes ten additional options to assess teaching effectiveness. Faculty raised concerns about the fairness and effectiveness of teaching assessment.

- **Inconsistent Promotion Criteria for Professional Faculty**
  College and department-level Professional Faculty Promotion standards often failed to distinguish between different faculty roles and ranks, leading to perceived inequities for professional faculty.

- **Discrepancies Across Units and Mentoring Gaps**
  Conflicting guidance from department chairs and committees, inconsistent advice from mentors, and inconsistent mentoring support contributed to faculty uncertainty and uneven preparation for promotion.

Shared Governance and Institutional Leadership

The Issue: COACHE results revealed that UNT faculty rated all Shared Governance benchmarks higher in 2021 than 2024.
These benchmarks included:

- "Governance: Trust" (3.13 to 3.02)
- "Governance: Shared Sense of Purpose" (3.12 to 2.98)
- "Governance: Understanding the Issue at Hand" (3.02 to 2.90)
- "Governance: Adaptability" (3.01 to 2.93)
- "Governance: Productivity" (3.05 to 3.01).

Concerning "Institutional Leadership," all faculty scored "Leadership: Senior" lower in 2024 (μ=3.25) than in 2021 (μ=3.48). Full professors rated several leadership benchmarks low; their mean scores for "Leadership: Senior" ranked fifth among UNT's cohort, while their scores on "Leadership: Faculty" ranked sixth among UNT's cohort and in the 13th percentile.

The Work: The team facilitated an information-sharing session with UNT faculty from several colleges interested in shared governance/leadership issues at UNT and held a series of meetings with Faculty Senate members and the Executive Committee. Finally, they collaborated with DAIR to analyze college and department-level data to gauge how units rated shared governance and leadership at UNT.

Their findings indicated:

- **Shared Governance Experiences Vary Across Units**
  Faculty experiences and perceptions of shared governance vary significantly across departments and colleges, with few units consistently scoring their satisfaction at either extreme.

- **Concerns About Transparency and Inclusion**
  Many faculty feel excluded or only symbolically included in administrative decision-making, indicating a need for more meaningful participation.

- **Persistent but Isolated Concerns**
  Some faculty continue to focus on highly individualized or outdated issues, suggesting a need to rebuild trust and shift the focus to shared goals and future improvements.

Part 5: The Flight Path Forward: Actionable Recommendations

Using the COACHE survey and the additional inquiry provided by reviewing unit-level data, engaging faculty perceptions through interviews and focus groups, and comparing peer institutional practices, the COACHE Steering Committee recommended the following actions to improve areas of low satisfaction. Where possible, we also update the current work underway to support the recommendations.

Monitor salary equity and merit increases

- **Conduct salary market adjustment studies every four years**
  Faculty concerns on salary equity and competitiveness among peer institutions remained a primary area of dissatisfaction since 2021. The Faculty Senate and the Academic Resource Office regularly conduct salary reviews and market studies. The updated 2024 Faculty Compensation Guidelines are available for review.

- **Increase communication around how salary levels are established**
  As part of the COACHE Stakeholder Group, the Budget Office, Human Resources, and Academic Resources plan to clarify how faculty compensation is determined, improve offer packages for graduate students, and increase support for academic budget officers to ensure the support and implementation of the new budget model.

- **Increase transparency in determining merit increases**
  As a result of the President's Strategic Budget Plan, unit leaders can exercise more autonomy in managing their budgets — including decisions impacting merit increases. Merit budgets would be institutionally defined and reside within the units.

Ensure faculty service is equitably administered and recognized

- **Implement and monitor faculty workload equity**
  Faculty also expressed dissatisfaction with their service workload. The Academic Faculty Workload Equity Initiative, led by the Vice Provost of Faculty Success, was underway when COACHE 2024 was administered. As of summer 2025, UNT Policy 6.027 requires that faculty workloads be transparent, clear, and equitably assigned relative to career rank. All department workload revisions will be complete and posted by fall 2025. Faculty Success will also monitor the impact of the new workload guidelines on faculty grievance, retention, and faculty and unit administrator satisfaction.

Increase faculty interdisciplinary engagement and rewards

- **Recognize interdisciplinary work in faculty evaluation guidelines**
A review of UNT departmental guidelines showed that departments that scored higher on these benchmarks included interdisciplinary work in their guidelines, creating more faculty involvement and buy-in, whereas low-scoring units did not. Units should ensure that interdisciplinary and collaborative efforts are explicitly recognized, rewarded, and evaluated in P&T guidelines, merit, annual review, and workload in departments where this work is expected and needed.

- **Develop institutional infrastructure to support collaboration**
Units where interdisciplinary and collaborative efforts are valued and needed should facilitate workshops, social events, and research seminars to encourage faculty interaction and promote interdisciplinary collaboration. Faculty Success and the Division of Research and Innovation may also consider offering university-level events. Utilizing social media and events to highlight interdisciplinary and collaborative work can increase visibility among internal and external stakeholders.

- **Foster a university-wide culture through leadership and messaging**
UNT can elevate the importance of interdisciplinary work in institutional values (Better Together), leadership communications, and strategic planning to

Increase unit-level promotion and/or tenure support

- **Offer unit-level tailored and timely P&T workshops**
Based on a fall 2024 review of college-level P&T workshops, Provost McPherson instructed colleges to offer college-level workshops in addition to those offered by Faculty Success to provide discipline-specific guidance to promotion-eligible (tenure-system, professional-track) faculty. Units should encourage joint attendance by faculty and their mentors to align understanding.

- **Improve P&T communication and advising structures**
Providing consistent feedback to promotion-eligible faculty is essential. These include facilitating regular check-ins with department chairs and PACs to clarify expectations and progress. Units should maintain up-to-date and consistent online resources (websites, guideline documents, etc.) for P&T information and promote common language and references to avoid confusion and deviation about "what counts" and how evaluation will occur. Faculty may also benefit from external department mentors, such as those available through the Faculty Success Cross-Disciplinary Mentoring Program.

- **Broaden teaching evaluation practices and outcomes**
Unit administrators, PACs, and RPT committees should promote ongoing departmental dialogue about fair and meaningful teaching assessments in addition to the SPOT (Student Perceptions of Teaching) survey. Units should review UNT Policy 06.007 to identify additional methods for assessing teaching excellence for use in faculty annual review and promotion and/or tenure evaluations.

Strengthen communication among faculty and administrator governance bodies

- **Provide annual shared governance resources for unit administrators**
  To strengthen awareness and accountability, Faculty Success will include the shared governance policies (UNT Policy 06.047 and Regents Rule 06.100) in New Chair Orientation and for current department chairs.

- **Increase engagement between governance bodies**
  The Faculty Senate will explore additional ways to improve transparency, coordination, and mutual understanding among faculty and unit administrators. We encourage college deans to consider regularly meeting with their Senators to stay current on topics and decisions pertinent to their college.

- **Promote constructive faculty participation in governance**
  Distribute shared governance guidelines to faculty annually, encourage active engagement in decision-making processes, and survey faculty to better understand their evolving perceptions and concerns.

Stakeholder support

As part of our distributed engagement, we also shared COACHE data with several university key stakeholders who reported gaining essential insights about faculty perceptions of their respective units. Further, these groups recognized opportunities for change and growth stemming from COACHE results, as described below:

Honors College. Starting Fall 2025, the Honors college will host monthly workshops on honors pedagogy, honors contracts, and undergraduate research mentorship. These sessions will also offer networking opportunities, responding to faculty feedback about the benefits of connecting with other engaged instructors.

DSI-CLEAR. The DSI-CLEAR team explored the data more deeply by meeting with stakeholders in their division to discuss key results and the role DSI-CLEAR might play in them. They also collected additional data by interviewing staff at two peer institutions about their practices related to online course development. The COACHE 2024 results will be an important data source for DSI-CLEAR as they review their resources and future professional development initiatives.

Division of Research and Innovation. The DRI office used COACHE results to inform its strategic planning process and supplemented that data with input from over 40 stakeholders—including faculty, staff, administrators, and students—through targeted discussions.

Academic Resources. The Academic Resources office will work to clarify how faculty compensation is determined and work to improve office packages for graduate students.

Budget Office. The Budget Office reviewed the COACHE data to identify areas lacking support in budget or financial matters. They will continue working with academic budget officers to ensure the support and implementation of the new budget model.

Faculty Senate. COACHE data highlighted faculty concerns about shared governance and leadership at UNT. In response, amid administrative and legislative changes, the Faculty Senate will continue monitoring faculty perceptions to help build trust and transparency between faculty and administration.

Appendices

Appendix A: Methodology

Background

The principal purposes of the Collaborative on Academic Careers in Higher Education (COACHE) survey are two-fold: (1) to enlighten academic leaders about the experiences and concerns of full-time, faculty; and (2) to provide data that lead to informed discussions and appropriate actions to improve the quality of work/life for those faculty. The core element of COACHE is a web-based survey designed on the basis of extensive literature reviews; of themes emerging from multiple focus groups; of feedback from senior administrators in Academic Affairs; and of extensive pilot studies and cognitive tests in multiple institutional contexts.

Survey Design

The COACHE instrument was developed and validated in stages over several years. Faculty were interviewed in focus groups to learn how they view certain work-related issues, including specific institutional policies and practices, work climate, the ability to balance professional and personal lives, issues surrounding tenure, and overall job satisfaction.

COACHE solicited feedback about the survey by conducting follow-up interviews with a sub-sample of the pilot study respondents. Cognitive interviews were conducted with faculty from a broad range of institutional types to test the generalizability of questions across various institutional types. The survey was revised in light of this feedback. The current version of the survey was revised further, taking into account feedback provided by respondents in survey administrations annually since 2005.

Survey administration

All eligible subjects at participating institutions were invited to complete the survey. Eligibility was determined according to the following criteria: Full-time, not hired in the same year as survey administration, and not in terminal year after being denied tenure.

Subjects first received a letter about the survey from a senior administrator (e.g., president, provost, or dean) at their institution. Next, subjects received an email from COACHE inviting them to complete the survey. Over the course of the survey administration period, four automated reminders were sent via email to all subjects who had not completed the survey. Participants accessed a secure web server through their own unique link provided by COACHE. Generally, respondents completed the survey in less than twenty-five minutes; the mode (most frequent) completion time was approximately 24 minutes.

Data conditioning

For a participant's responses to be included in the data set, s/he had to provide at least one meaningful response beyond the initial demographic section of the instrument. The responses of faculty who either terminated the survey before completing the demographic section or chose only N/A or Decline to Respond for all questions were removed from the survey data set, although they remained in the population data file. The impact of such deletions, however, is relatively small: on average, greater than 90 percent of respondents who enter the COACHE survey go on to complete it in its entirety.

When respondents completed the survey in an inordinately short time or when the same response was used for at least 95% of items, the respondents were removed from the survey data file. Self-reported demographic characteristics differing from institutional data provided to COACHE was recoded to match the respondent's selection.

Appendix B: Definitions

All comparable institutions, "Cohort," or "All"
Within the report, comparisons between your institution and the cohort group provide context for your results in the broader faculty labor market. While the experiences, demands, and expectations for faculty vary by institutional type - reflected in your peer selections - this comparison to the entire COACHE cohort can add an important dimension to your understanding of your faculty. The institutions included in this year's cohort group is listed in the appendix of your Provost's Report.

Effect size
Put simply, An effect size describes the magnitude of difference between two groups, regardless of statistical significance. In this report, effect sizes measure the differences between paired subgroups within a campus (i.e., male and female, tenured and pre-tenure faculty, associate and full professors, white faculty and faculty of color).

We do not use tests of statistical significance in part because COACHE is a census, not a sample; differences in means are representative of the population, not of some broader sample. We rely on effect sizes, instead, because they consider both the central tendency and the variance, countering concerns about differences in group sizes. Also, unlike other measures of differences between groups, effect sizes show both the direction and magnitude of differences.

Effect sizes in this report are calculated using the formula below where:

$$Effect\ size = \frac{x1 - x2}{sd1}$$

In the social science research domain in which COACHE operates, the following thresholds are generally accepted ranges of effect size magnitude.

$$0 < Trivial < .1$$
$$.1 < Small < .3$$
$$.3 < Moderate < .5$$
$$.5 < Large < 1.0 +$$

Faculty of color or "FOC"
Any respondent identified by his or her institution or self-identifying in the survey as non-White.

Underrepresented minority faculty or "URM"
Any respondent identified by his or her institution or self-identifying in the survey as non-White and non-Asian/Asian-American.

$n < 5$
To protect the identity of respondents and in accordance with procedures approved by Harvard University's Committee on the Use of Human Subjects, cells with fewer than five data points (i.e., mean scores for questions that were answered by fewer than five faculty from a subgroup within an institution) are not reported. Instead, "n < 5" will appear as the result.

Response rate
The percent of all eligible respondents, by tenure status, rank, gender and by race, whose responses, following the data conditioning process, were deemed eligible to be included in this analysis. Thus, your response rate counts as nonrespondents those faculty who were "screened out" by the survey application or by later processes.

Appendix C: Instrumentation Summary

The COACHE Benchmarks and abbreviated names for nearly every item included in the 2024 edition of the COACHE Faculty Job Satisfaction Survey. Some items are rated on an agreement scale, others on a satisfaction scale, and others on a frequency scale. The question identifiers (e.g., "Q45B") skip in sequence and do not indicate the quantity of variables in this survey, only their relative order; although a "Q460" exists, there are not 460 questions. Also, due to adaptive survey branching (depending on respondents' institutional types, rank, tenure status, etc.), no participant is administered every item in the instrument.

During the developmental phases of our research, COACHE analysts conducted a series of principal component analyses (PCA) to derive twenty summary themes, or benchmarks, which describe faculty attitudes about their workplaces. Each benchmark is comprised of a few or several survey items, as follows. Some items remain in the survey, though they are not included in a benchmark score; these are marked here with an asterisk. Where applicable, Cronbach's alpha values are reported in parentheses.

Nature of work: Research
Q45B Satisfaction with the portion of your time spent on research.
Q50B* Indicate whether you feel you spend too much or too little time on research.
Q80A The amount of external funding you are expected to find
Q80B The influence you have over the focus of your research/scholarly/creative work
Q80C The quality of graduate students to support your research/scholarly/creative work
Q80D Institutional support (e.g., internal grants/seed money) for your research/scholarly/creative work
Q80E The support your institution provides for engaging undergraduates in your research/scholarly/creative work Q85A Obtaining externally funded grants (pre-award)
Q85B Managing externally funded grants (post-award) Q85C Securing graduate student assistance
Q85D Traveling to present papers or conduct research/creative work
Q85E The availability of course release time to focus on your research

Nature of work: Service
Q45C Satisfaction with the portion of your time spent on service.
Q50C* Indicate whether you feel you spend too much or too little time on service.
Q55B My institution helps faculty who take on additional leadership roles to sustain other aspects of their work. Q60A The number of committees on which you serve
Q60B The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve
Q60C The discretion you have to choose the committees on which you serve
Q60D How equitably committee assignments are distributed across faculty in your department
Q60E* The number of students you advise/mentor

Nature of work: Teaching
Q45A Satisfaction with the portion of your time spent on teaching.
Q50A* Indicate whether you feel you spend too much or too little time on teaching.
Q70A The number of courses you teach
Q70B The level of courses you teach
Q70C The discretion you have over the content of the courses you teach
Q70D The number of students in the classes you teach, on average
Q70E The quality of students you teach, on average
Q70H How equitably the teaching workload is distributed across faculty in your department
Q70I The quality of graduate students to support your teaching

Facilities and work resources

Q70F The support your institution has offered you for improving your teaching

Q90A Office

Q90B Laboratory, research, or studio space

Q90C Equipment

Q90D Classrooms

Q90E Library resources

Q90F Computing and technical support

Q90H Clerical/administrative support

Personal and Family Policies

Q95D Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage)

Q95E Tuition waivers, remission, or exchange

Q95F Spousal/partner hiring program

Q95G Childcare

Q95H Eldercare

Q95J Family medical/parental leave

Q95K Flexible workload/modified duties for parental or other family reasons

Q95L Stop-the-clock for parental or other family reasons

Q200B My institution does what it can to make personal/family obligations and an academic career compatible.

Q200A I have been able to find the right balance, for me, between my professional life and my personal/family life.

Health and retirement benefits

Q95A Health benefits for yourself

Q95B Health benefits for your family (i.e. spouse, partner, and dependents)

Q95C Retirement benefits

Q95I Phased retirement options

Appreciation and recognition

Q215A Recognition you receive for your teaching efforts

Q215B Recognition you receive for your student advising?

Q215C Recognition you receive for your scholarly/creative work?

Q215D Recognition you receive for your service contributions?

Q215E Recognition you receive for your outreach?

Q215J For all of your work, recognition you receive from your chief academic officer (provost, VPAA, dean of faculty)?

Q215K For all of your work, recognition you receive from your dean or division head?

Q215L For all of your work, recognition you receive from your department head or chair?

Q215I For all of your work, recognition you receive from your colleagues/peers?

Q220A My school/college is valued by this institution's President/Chancellor and Provost. [large institutions] Q220B My department is valued by this institution's President/Chancellor and Provost.

Q245A The chief academic officer at my institution seems to care about the quality of life for faculty of my rank.

Interdisciplinary work

Q99* Interest in interdisciplinary work

Q98A* Engagement in collaborative interdisciplinary teaching

Q98B* Engagement in collaborative interdisciplinary research

Q98C* Engagement in solo interdisciplinary teaching or research

Q100A Budget allocations encourage interdisciplinary work.

Q100B Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.

Q100C Interdisciplinary work is rewarded in the merit process.

Q100D Interdisciplinary work is rewarded in the promotion process.

Q100E Interdisciplinary work is rewarded in the tenure process.

Q100G My department understands how to evaluate interdisciplinary work.

Collaboration

Q105A Opportunities for collaboration with other members of your department

Q105E Opportunities for collaboration within your institution, faculty outside your department

Q105D Opportunities for collaboration with faculty outside your institution

Mentoring

Q110* I have served as either a formal or informal mentor to… (Pre-tenure, Tenured faculty | In my, Outside my department)

Q115* Being a mentor is/has been fulfilling to you in your role as a faculty member

Q120A* Importance of having a mentor(s) in your department to your success as a faculty member

Q120B* Importance of having a mentor(s) outside your department at your institution to your success as a faculty member

Q120C* Importance of having a mentor(s) outside your institution to your success as a faculty member

Q125A Effectiveness of mentoring for you from someone in your department

Q125B Effectiveness of mentoring for you from someone outside your department at your institution

Q125C* Effectiveness of mentoring for you from someone outside your institution

Q130A There is effective mentoring of pre-tenure faculty in my department.

Q130B There is effective mentoring of tenured associate professors in my department.

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

Tenure policies

Q136A The clarity of the tenure process in your department.

Q136B The clarity of the tenure criteria (what things are evaluated) in my department

Q136C The clarity of the tenure standards (the performance threshold) in my department

Q136D The clarity of the body of evidence (the dossier's contents) considered in making tenure decisions in my department

Q136E The clarity of whether or not you will achieve tenure.

Q139A I have received consistent messages from tenured faculty about the requirements for tenure.

Q139B Tenure decisions here are made primarily on performance-based rather than on non-performance-based criteria.

Q145B* Have you received formal feedback on your progress toward tenure?

Promotion

Q135C Generally, the expectations for promotion from associate to full professor are reasonable to me.

Q135B My department has a culture where associate professors are encouraged to work towards promotion to full professor.

Q140A Clarity of the process for promotion from associate to full professor in my department

Q140B Clarity of the criteria (what things are evaluated) for promotion from associate to full professor in my department

Q140C Clarity of the standards (the performance thresholds) for promotion from associate to full professor in my department

Q140D Clarity of the body of evidence (the dossier's contents) for promotion from associate to full professor in my department

Q140E Clarity of the timeframe within which associate professors should apply for promotion in rank to full professor

Q140F My sense [of clarity] of whether or not I will be promoted from associate to full professor

Q145A* Have you received formal feedback on your progress toward promotion to full professor?

Q150* When do you plan to submit your dossier for promotion to full professor?

Leadership: Senior
Q180A My institution's president's/chancellor's: Pace of decision making
Q180B My institution's president's/chancellor's: Stated priorities
Q180C My institution's president's/chancellor's: Communication of priorities to faculty
Q180L My institution's CAO's: Pace of decision making
Q180M My institution's CAO's: Stated priorities
Q180N My institution's CAO's: Communication of priorities to faculty

Leadership: Divisional
Q185D My dean's or division head's: Pace of decision making
Q185E My dean's or division head's: Stated priorities
Q185F My dean's or division head's: Communication of priorities to faculty
Q185G My dean's or division head's: Ensuring opportunities for faculty to have input into school/college priorities

Leadership: Departmental
Q185H My department head's or chair's: Pace of decision making
Q185I My department head's or chair's: Stated priorities
Q185J My department head's or chair's: Communication of priorities to faculty
Q185K My department head's or chair's: Ensuring opportunities for faculty to have input into departmental policy decisions
Q185L My department head's or chair's: Fairness in evaluating my work

Leadership: Faculty
Q186A My institution-wide faculty governing body's: Pace of decision making
Q186B My institution-wide faculty governing body's: Stated priorities
Q186C My institution-wide faculty governing body's: Communication of priorities to faculty
Q186D My institution-wide faculty governing body's: Steps taken to ensure faculty are included in that body's decision making

Shared Governance: Trust
Q188B I understand the process by which I can express my opinions about institutional policies.
Q188C My institution has clear rules about the various roles and authority of the faculty and administration.
Q189BD Faculty leaders and senior administrators: Follow agreed-upon rules of engagement when there are disagreements.
Q189BE Faculty leaders and senior administrators: Have an open system of communication for making decisions. Q189BG Faculty leaders and senior administrators: Discuss difficult issues in good faith.

Shared Governance: Purpose
Q189AB Important institutional decisions not made until consensus among faculty leaders, senior administrators is achieved.
Q189AC Senior administrators ensure that there is sufficient time for faculty to provide input on important decisions.
Q189BC Faculty leaders and senior administrators: Respectfully consider one another's views before important decisions.

Q189BF Faculty leaders and senior administrators: Share a sense of responsibility for the welfare of the institution.

Shared Governance: Understanding
Q188A Existing faculty governance structures offer sufficient opportunities for me to provide input on institution-wide policies.
Q189AD Once an important decision is made, senior administrators communicate their rationale.
Q189BA Faculty leaders and senior administrators: Have equal say in governance matters.
Q189BB Faculty leaders and senior administrators: Engage each other in defining decision criteria used to evaluate options.

Shared Governance: Adaptability
Q188D My institution's shared governance model holds up under unusual situations.
Q188E My institution systematically reviews the effectiveness of its decision-making processes.
Q189AA My institution cultivates new leaders among faculty.

Shared Governance: Productivity
Q187B On the whole, the effectiveness of the shared governance system at your institution.
Q189F The governance committees on which I currently serve make observable progress toward goals.
Q189G The progress achieved through governance efforts is publicly recognized.

Departmental collegiality
Q200C My department colleagues do what they can to make personal/family obligations and an academic career compatible.
Q200D Department meetings occur at times that are compatible with my personal/family needs. Q205B The amount of personal interaction you have with pre-tenure faculty in your department Q205C How well you fit in your department (e.g. your sense of belonging in your department) Q205E The amount of personal interaction you have with tenured faculty in your department Q210A My department colleagues "pitch in" when needed.
Q210C On the whole, my department is collegial.
Q212A On the whole, my department colleagues are committed to supporting, promoting diversity and inclusion in the dept.

Departmental engagement
Q190A Engagement with faculty in your department in conversations about: Undergraduate student learning
Q190B Engagement with faculty in your department in conversations about: Graduate student learning [large institutions]
Q190C Engagement with faculty in your department in conversations about: Effective teaching practices
Q190D Engagement with faculty in your department in conversations about: Effective uses of technology
Q190E Engagement with faculty in your department in conversations about: Uses of current research methodologies
Q205A The amount of professional interaction you have with pre-tenure faculty in your department
Q205D The amount of professional interaction you have with tenured faculty in your department

Departmental quality
Q195A The intellectual vitality of tenured faculty in your department
Q195B The intellectual vitality of pre-tenure faculty in your department
Q195C The research/scholarly/creative productivity of tenured faculty in your department
Q195D The research/scholarly/creative productivity of pre-tenure faculty in your department Q195G The teaching effectiveness of tenured faculty in your department
Q195H The teaching effectiveness of pre-tenure faculty in your department

Q195I The teaching effectiveness of non-tenure track faculty in your department
Q240B My department is successful at recruiting high-quality faculty members.
Q240C My department is successful at retaining high-quality faculty members.
Q240D My department is successful at addressing sub-standard tenured faculty performance.

* Not included in benchmark (following principal component analysis) but reported individually in the COACHE Institutional Report.

Appendix D: Selected Peer Universities and Cohort Institutions

Selected Peer Universities

You selected 5 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.

- Florida International University (2024)
- Georgia State University: Atlanta (2023)
- University of Central Florida (2024)
- University of Texas at El Paso (2023)
- Virginia Polytechnic Institute and State University (2023)

Cohort Institutions

Faculty from the following 85 institutions comprise the comparison cohort of universities for this 2024 Chief Academic Officer Report.

- Appalachian State University (2022)
- Auburn University (2023)
- Baylor University (2024)
- Bowling Green State University (2023)
- Brown University (2023)
- California State University - Fullerton (2022)
- Central Michigan University (2021)
- Christopher Newport University (2024)
- Clarkson University (2024)
- Clemson University (2022)
- CUNY - Bernard M Baruch College (2023)
- CUNY - Brooklyn College (2023)
- CUNY - City College of New York (2023)
- CUNY - College of Staten Island (2023)
- CUNY - Hunter College (2023)
- CUNY - John Jay College of Criminal Justice (2023)
- CUNY - Lehman College (2023)
- CUNY - Medgar Evers College (2023)
- CUNY - New York City College of Technology (2023)
- CUNY - Queens College (2023)
- CUNY - School of Law (2023)
- CUNY - The Graduate School and University Center (2023)
- CUNY - York College (2023)
- Emory University (2023)
- Fisk University (2021)
- Florida Agricultural and Mechanical University (2022)
- Florida Gulf Coast University (2023)
- Florida International University (2024)
- Florida State University (2024)
- Fordham University (2024)

- George Mason University (2022)
- Georgetown University (2024)
- Georgia Institute of Technology (2024)
- Georgia State University: Atlanta (2023)
- Grand Valley State University (2024)
- Illinois State University (2022)
- Indiana University - Bloomington (2023)
- Indiana University Purdue University Indianapolis (2024)
- Iowa State University (2021)
- Kent State University (2022)
- Lehigh University (2022)
- Louisiana State University (2021)
- Missouri University of Science and Technology (2023)
- North Carolina Central University (2021)
- North Carolina State University (2024)
- Old Dominion University (2023)
- Purdue University (2022)
- Radford University (2022)
- Rochester Institute of Technology (2023)
- Rutgers University-Camden (2023)
- Rutgers University-Newark (2023)
- Rutgers University-New Brunswick (2023)
- St. John's University (2022)
- SUNY - Stony Brook University (2022)
- SUNY - University at Buffalo (2022)
- Texas Tech University (2022)
- Tulane University (2023)
- University of Arizona (2024)
- University of Arkansas (2022)
- University of California, Davis (2021)
- University of Central Florida (2024)
- University of Cincinnati - Main Campus (2022)
- University of Denver (2023)
- University of Kansas (2022)
- University of Louisville (2023)
- University of Massachusetts - Amherst (2024)
- University of Memphis (2024)
- University of Missouri - Columbia (2022)
- University of Missouri - Kansas City (2023)
- University of North Carolina - Chapel Hill (2021)
- University of North Carolina - Charlotte (2024)
- University of North Carolina - Wilmington (2024)
- University of Richmond (2023)
- University of South Carolina - Columbia (2023)
- University of Tennessee (2021)
- University of Tennessee at Chattanooga (2022)

- University of Tennessee at Martin (2022)
- University of Tennessee Southern (2022)
- University of Texas at Arlington (2021)
- University of Texas at Austin (2023)
- University of Texas at El Paso (2023)
- University of Virginia (2024)
- Virginia Polytechnic Institute and State University (2023)
- Washington State University (2024)
- Worcester Polytechnic Institute (2024)