



COACHE

COLLABORATIVE ON ACADEMIC CAREERS IN EDUCATION

FACULTY JOB SATISFACTION COMMITTEE 2022 EXECUTIVE SUMMARY AND REPORT

Presented to the Office of the Provost

December 20, 2022



University of Missouri

APPRECIATION

The 2022 COACHE Faculty Job Satisfaction Survey Committee co-chairs, Shelly Rodgers (School of Journalism) and Daryl Smith (Trulaske College of Business), express their sincerest thanks to the committee who shared their valuable time and expertise and without whom this report would not be possible.

We also recognize the extensive support and efforts of ex-officio members: Executive Director Mardy Eimers (MU Analytics and Institutional Research), Associate Provost for Faculty Success Candace Kuby (Provost's Office), the 2019 COACHE co-chairs Leigh Neier (College of Education and Human Development) and Joe Parcell (College of Agriculture, Food, and Natural Resources), and Faculty Council Vice Chair Tom Warhover (School of Journalism).

Special thanks goes to Jared Beasley (MU Analytics and Institutional Research) for running COACHE data at the drop of a hat, Judith Elwess (Office of the Provost) for her expertise and insights on strategic communication of results, and to all those who took the time to give feedback: Matt Martens (Senior Vice Provost), Stephanie McClelland (Chief Online Learning Officer), John Middleton (Associate Vice President for Academic Affairs and Chief of Staff), Tori Mondelli (Director of MU's Teaching for Learning Center), and Alex Socarides (Associate Provost for Academic Programs).

Finally, we thank Provost Latha Ramchand for sharing her vision with our committee and prioritizing faculty job satisfaction to ensure the continued success of the University of Missouri.

2022 COACHE Committee



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Psychological Sciences



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EXECUTIVE SUMMARY

Faculty are essential to the success of our university and academic mission.

To better understand the needs of our faculty, the University of Missouri (MU) partnered with Harvard University's Collaborative on Academic Careers in Higher Education (COACHE) in the spring of 2022 to conduct a faculty job satisfaction survey.

COACHE is a consortium of over 300 colleges and universities, committed to improving the academic workplace.

The survey evaluates faculty perceptions on different benchmarks or themes, including:

- Nature of Work: Research, Service, and Teaching
- Family Policies, Benefits, Resources, and Support
- Interdisciplinary Work, Collaboration, and Mentoring
- Tenure and Promotion
- Institutional Leadership
- Shared Governance
- Departmental Engagement, Quality, and Collegiality
- Appreciation and Recognition

To date, MU has participated in four COACHE survey cycles: 2013, 2016, 2019, and 2022. This report is an overview of the 2022 COACHE survey results.

The Office of the Provost convened the 2022 COACHE Survey Faculty Job Satisfaction Committee (hereafter referred to as the "the committee") in October 2022 to analyze data obtained from the 2022 COACHE survey results.

The committee was guided by two questions:

- What does the committee perceive to be the most important campus-wide issues?
- What are the committee's recommendations in light of identified issues?

The remainder of this report is organized as follows:

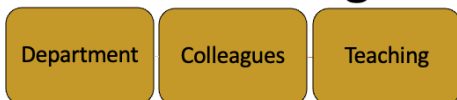
- Campus accomplishments and initiatives
- Procedures and background
- Survey results
- Summary and recommendations

We invite faculty and administrators to review this report and give feedback.

Sincerely,
The 2022 COACHE Committee

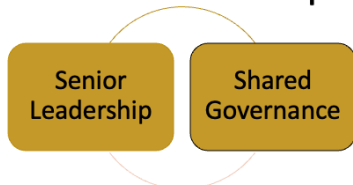
OVERVIEW

Areas of Strength



One of the ways we use the COACHE report to assess and advance faculty satisfaction is by focusing on priority areas. Our findings suggest rising levels of satisfaction with aspects of the Department, Colleagues, and Teaching, and dissatisfaction with aspects of Senior Leadership and Shared Governance amongst MU faculty, so we have focused on these significant issues in our recommendations.

Areas for Development



As well as additional analyses, we continue to assess tracking questions and compare data across the years. We have again divided our data by comparing MU to itself and its peers and cohort and explored demographics. We hope that our in-depth examination of some of the results in these areas can help MU administrators and faculty to improve uptake of actions and help increase faculty satisfaction.

CAMPUS ACCOMPLISHMENTS AND INITIATIVES

The 2022 committee began where the 2019 committee left off, starting with campus accomplishments and initiatives (Appendix A). This information is useful to track the progress of strategic initiatives tied to COACHE findings.

COMMITTEE PROCEDURES AND BACKGROUND

Committee Commitment

The committee members - who intentionally represent varying colleges and schools - are committed to providing complete, accurate, and transparent reporting of survey results. This commitment has been consistent since the committee's formation. A detailed description of procedures is in the endnotes.¹

Process for Reviewing Survey Results

The committee considered the following process when reviewing the 2022 COACHE data:

- Review benchmarks to understand the nature of faculty responses.
- Compare 2022 survey data with a) past MU results and b) 2022 peer/cohort institutions.
- Pay attention to qualitative themes.
- Identify potential strengths and opportunities.

Benchmark Comparisons

Two types of benchmark comparisons are in this report: 1) MU compared to itself and 2) MU compared to other "peer" or "cohort" institutions. There are 5 peer and 82 cohort institutions for the 2022 survey cycle (Appendix B).

Survey Timing

The 2022 COACHE survey was disseminated in the spring 2022 at a time when the COVID-19 pandemic was still impacting MU faculty and the campus as a whole.²

Participation

MU faculty response rate to the survey was higher than both our peers and national cohort of institutions participating in COACHE (Appendix C). Of the eligible population of 1,764 University of Missouri faculty, 897 (51%) completed the 2022 COACHE survey, which is 10% higher than 2019.³ The adjusted response rate reflective of the survey findings reported below is 53%.⁴



MU faculty response rate led
our peers and national
cohort:

MU - 51%

Peers - 49%

Cohort - 42%

SURVEY RESULTS

Faculty Satisfaction - Benchmarks

To begin, we explored the 25 benchmarks that COACHE uses to assess faculty satisfaction. Average scores presented below are on a scale between 1.0 (less satisfied) to 5.0 (more satisfied).

The following five benchmarks received the **highest-rated** scores.

Top 5 COACHE Benchmarks for MU in 2022	Mean
1. Departmental Collegiality	3.83
2. Leadership: Departmental	3.82
3. Nature of Work: Teaching	3.75
4. Collaboration	3.66
5. Departmental Quality	3.61

The five **lowest-rated** benchmark scores were:

Bottom 5 COACHE Benchmarks for MU in 2022	Mean
1. Governance: Adaptability	2.36
2. Governance: Shared Sense of Purpose	2.45
3. Governance: Productivity	2.45
4. Leadership: Senior	2.46
5. Governance: Understanding the Issue at Hand	2.54

Most/Least Improved Benchmarks

A key consideration of this report is measuring changes in faculty job satisfaction over time (Appendix D). The table below shows the top five **most improved** benchmarks for MU from 2019 to 2022.

5 Most Improved Benchmarks for MU	2019 Results	2022 Results	% Change
1. Leadership: Faculty*	3.03	3.36	10.89%
2. Leadership: Departmental*	3.61	3.82	5.82%
3. Departmental Engagement	3.52	3.57	1.42%
4. Promotion to Full Professor	3.56	3.60	1.12%
5. Departmental Quality	3.57	3.61	1.12%

*COACHE identified benchmark as 'area of strength', where MU scored first or second among five peer institutions and scored in the top 30 percent of the national cohort.

The five **least improved** benchmarks were:

5 Least Improved Benchmarks for MU	2019 Results	2022 Results	% Change
1. Leadership: Senior*	3.10	2.46	-20.65%
2. Governance: Shared Sense of Purpose*	2.94	2.45	-16.67%
3. Governance: Productivity*	2.86	2.45	-14.34%
4. Governance: Adaptability*	2.69	2.36	-12.27%
5. Governance: Understanding the Issue at Hand*	2.84	2.54	-10.56%

*COACHE identified benchmark as 'area of concern', where MU scored fifth or sixth among five peer institutions and scored in the bottom 30 percent of the national cohort.

For a comprehensive view of changes for all 25 benchmarks for MU over time - 2013, 2016, 2019, 2022 - see Appendix E.

Best/Worst Aspects of the University Experience

Out of a list of 26 aspects provided by COACHE, the following three were identified by faculty as the **best** aspects of the university experience.

Top Three 'Best' Aspects for MU	Percent Selected
1. Quality of Colleagues	38%
2. Cost of Living	27%
3. Support of Colleagues	25%

The following were identified by faculty as the **worst** aspects of the university experience.

Top Three 'Worst' Aspects for MU	Percent Selected
1. Compensation	31%
2. Quality of Leadership	27%
3a. Service (too much/too many assignments)*	12%
3b. Research (lack of support)*	12%
3c. Unrelenting Pressure to Perform*	12%

*All three items (3a, 3b, 3c) tied for third 'worst' aspect and were retained for reporting purposes.

Pandemic-Related Impacts

As noted, faculty took the survey deep into the second year of the COVID-19 pandemic. While the pandemic caused widespread disruption beginning in early March 2020, despite that transitional experience, most faculty had a primarily positive experience with the process of going to online/hybrid teaching. Specifically, faculty, as compared to the national cohort, were:

Satisfied or Very Satisfied
with Support for Developing
Online/Hybrid Courses

MU – 60%
Cohort – 57%

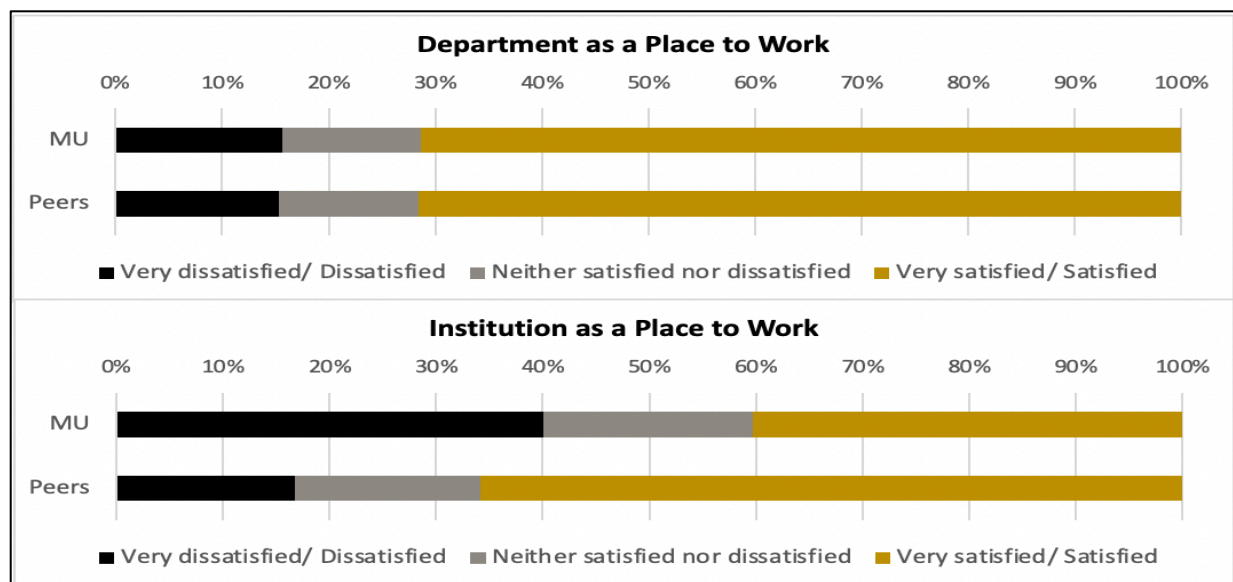
Satisfied or Very Satisfied
with Support for Teaching
Online/Hybrid Courses

MU – 62%
Cohort – 57%

This information, along with campus support and resources made available to divisional deans, department chairs, and faculty (Appendix F), speaks to faculty's satisfaction with their ability to transition to the demand for online/hybrid courses while dealing with intense pressure during the pandemic.

MU as a Place to Work

There were other "big picture" results. For purposes of the report, we are sharing respondents' overall satisfaction with their departments and institution as a place to work. As shown below, most MU faculty were satisfied or very satisfied with their department but were less satisfied with the institution as a whole. Satisfaction with MU overall scored much lower when compared to our peers.



Inclusion, Diversity and Equity

Another comparison is the important viewpoint on inclusion, diversity, and equity (IDE). The 2019 COACHE report highlighted IDE as a priority area, so our initial examinations focused on changes in IDE in 2019 and 2022. For example, results showed that faculty of color reported lower benchmark scores on 23 of 25 in 2019 in contrast to white faculty. In 2022, faculty of color (in contrast to white faculty) reported lower benchmark scores on only 6 of 25 benchmarks, suggesting a reduction in benchmark disparities between groups (Appendix G).

Faculty Retention

We also looked at data on faculty retention. Faculty were asked, "Which of the following have you done at this institution in the past five years?" The table below shows that in comparison to all faculty respondents, a higher percentage of underrepresented minority faculty indicated they had actively sought an outside job offer. Additionally, a higher percentage of faculty of color and underrepresented minority faculty indicated receiving a formal job offer.

Which of the following have you done at this institution in the past five years?	All Faculty	Women	FOC	URM
Actively sought an outside job offer	26%	27%	27%	35%
Received a formal job offer	14%	14%	17%	22%
Renegotiated the terms of [my] employment	15%	17%	9%	11%
None of the above	39%	37%	39%	31%
Decline to answer	6%	5%	8%	1%

Faculty Suggestions for Improvement: Most Common Themes

The final item in the COACHE survey was an open-text response to the prompt, "What is the number one thing your institution could do to improve the workplace for faculty?" The five most common themes in MU faculty responses were:⁵

- Culture - 37%
- Leadership: General - 35%
- Appreciation and recognition - 25%
- Compensation and benefits - 25%
- Leadership: Senior - 24%

SUMMARY

The results of the 2022 COACHE survey provide a snapshot of MU faculty job satisfaction. For consistency, we continued to assess tracking questions and compared data across years, as well as additional analyses. We divided survey data by comparing MU to itself and its peers/cohort and explored demographics.

Areas of Strength

Three areas of strength - aspects of the Department, Colleagues, and Teaching - were identified. One very promising theme that emerged is that most faculty appear to really like working within their departments and are satisfied with colleagues they regularly work with - both within and outside the department. Included in this are departmental and faculty leaders of campus organizations or governing bodies (e.g., Faculty Council). MU led its peers in faculty satisfaction with departmental and faculty leaders, suggesting faculty recognize and appreciate the efforts of fellow faculty colleagues.

Areas for Development

Two areas for development - Senior Leadership and Shared Governance - were identified. Senior leadership at this institution includes the president/chancellor or provost. Areas of faculty dissatisfaction included senior leaders' stated priorities, pace of decision-making, or communication with faculty.

Shared governance refers to the structures, processes, and practices through which faculty participate in institutional decision-making. The survey targets five key aspects of the relationships between stakeholders, including faculty and administrators, as described by COACHE:⁶

- **Trust** in other stakeholders as well as governance structures and processes
- **Shared sense of purpose** across stakeholders with diverse interests and perspectives
- **Understanding the issue at hand** by engaging stakeholders in an inclusive dialogue
- **Adaptability** of stakeholders' approach to governance, in the interest of improved effectiveness
- **Productivity** that signals effectiveness and motivated continued participation

For every aspect of governance - from trust, adaptability, productivity, to understanding the issue at hand, and shared sense of purpose - faculty satisfaction decreased from 2019 and 2022. Although MU faculty were less satisfied than institutional peers, the absolute levels of satisfaction in some areas were low for all institutions.

RECOMMENDATIONS

One of the ways we use the COACHE survey to assess and advance faculty satisfaction is by focusing on priority areas. In coordination with the COACHE committee, ex-officio members, and MU faculty members, two priority areas and recommendations were identified.

Senior Leadership and Shared Governance

- Evaluate efficacy of shared governance structure and operation and make modifications to foster and commit to faculty shared governance.
- Improve quality, frequency, and transparency of communication between institutional leaders and faculty and celebrate, report, and affirm faculty successes publicly.
- Foster open dialogue and work with faculty to find new opportunities for faculty to lead and influence both policy and programs.
- Create a website where faculty can submit questions and recommendations (on shared governance) to senior leadership.

Inclusion, Diversity and Equity

- Improve recruitment, hiring, promotion, and retention of diverse faculty.⁷ Increase cluster hires in divisions with greatest need and follow best practices proven effective at peer institutions.
- Identify and remove any barriers that may limit opportunities for advancement of diverse faculty.
- Foster an inclusive and welcoming culture that values and celebrates differences of background, expertise, race, gender, sexuality, and religion among faculty.
- Gather, monitor, and communicate feedback about campus IDE efforts, and engage with divisional leaders and faculty to identify the most appropriate strategies to support and enhance IDE.
- Improve the COACHE survey tool by adding customized IDE questions to the 2025 survey.

In closing, the findings of the COACHE survey are a starting point and a guide for programmatic improvements in all areas. Although the 2022 COACHE survey revealed that there are aspects of MU to celebrate, it will be important for institutional leadership to remain committed to work with faculty to explore the issues that emerged.

Some of the concerns raised have been previously identified as areas that need attention and, even before the survey, efforts are underway to address them. Engagement of faculty and academic leaders in discussions of the results is critical to implementing effective and sustainable changes that will support faculty satisfaction.

We hope that our in-depth examination of some of the results in these areas can help administrators and faculty to improve uptake of actions and increase faculty satisfaction at the University of Missouri.

Appendix A

MU Accomplishments and Initiatives Tied to COACHE 2016 and 2019 Results⁸

MU ACCOMPLISHMENTS AND INITIATIVES	Tied to 2016 Results	Tied to 2019 Results
Established the Teaching for Learning Center .	X	
Updated and revised promotion and tenure guidelines.	X	
MU Faculty Council initiated the Shared Governance Award .	X	
Approved new structure for campus standing committees and ad hoc committees.	X	
Leadership development initiatives and formative reviews to improve leadership at the senior, dean, and chair levels.	X	X
Campus-wide effort toward NTT faculty multiyear contracts and increased compensation for NTT faculty.	X	X
Preparing Future Faculty Postdoctoral Program for Faculty Diversity to enhance diversity among rising faculty members.	X	X
Provost Office initiated faculty mentoring program for The Huddle .	X	X
Provost Awards for University Citizenship and Service .		X
Provost Office created associate provost position with focus on enhancing faculty and faculty leadership development and success, and chair communications.		X
Established Provost Leadership Program .		X
Established Mid-Career Research Development Fellows with 2-year cohort model in collaboration with the Division of Research, Innovation, & Impact.		X
Greater focus on interdisciplinary collaborations, such as NextGen Precision Health and Mizzou Forward Initiatives.		X
Initiated optional faculty Exit Interviews through Provost's Office.		X
Established the Arts & Humanities Research and Creative Works Fellows cohort program (with RII).		X
Established the Provost Great Books Program .		X
Division of Research, Innovation, and Impact established the Early Career Research Development Fellows cohorts .		X
Division of Research, Innovation, and Impact established the MU CAREER CLUB .		X
Participated in the iChange Network for a three-year cohort program to support underrepresented minorities in STEM fields.		X
Created a Mizzou Aspire Institute team to support underrepresented minorities in STEM fields.		X
Facilitated a campus-wide effort for departments to revise workload policies to address equity in workloads.		X
Created an external awards office & provided fiscal support to faculty seeking highly prestigious external awards.		X
Created Faculty Excellence Week with multiple faculty recognition events related to internal and external awards, book authors, and Kemper Fellows.		X
Created an Ombudsperson position and launched a search for the inaugural position.		X
Created resources for holistic support and assessments of teaching through the Task Force to Enhance Learning and Teaching (TFELT).		X
Created fiscal support and a process for NCFDD scholarships for the 12-week Faculty Success Program.		X
Established a Professional Development Council focused on professional development for faculty members across campus.		X
In partnership with the Graduate School, supported fiscally Mentoring at Mizzou and CIMER trainings .		X

Appendix B

MU Peer and Cohort Institutions for the 2022 COACHE Survey Cycle

MU had 5 peer institutions listed below, which COACHE defines as those most similar to MU in the faculty labor market.

- Purdue University
- SUNY - University at Buffalo
- University of Arkansas
- University of Kansas
- Washington State University

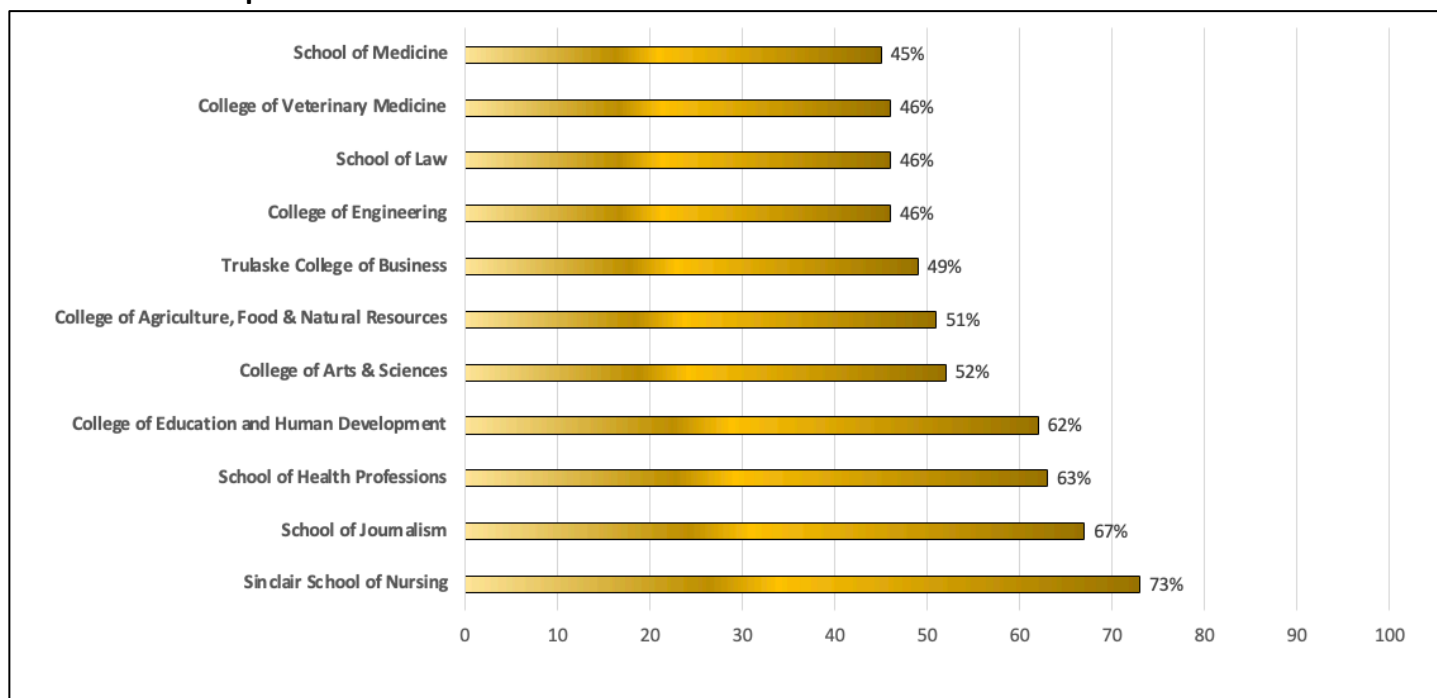
MU had 82 cohort institutions listed below, which COACHE defines based on the number of Mizzou faculty and other organizational characteristics.

- | | |
|--|---|
| • Appalachian State University | • Rochester Institute of Technology |
| • Auburn University | • Rutgers University - News Brunswick |
| • Baylor University | • San José State University |
| • Bowling Green State University | • St. John's University |
| • California State University - Fullerton | • SUNY - Stony Brook University |
| • Central Michigan University | • SUNY - University at Buffalo |
| • Clarkson University | • Texas Tech University |
| • Clemson University | • University of Arkansas |
| • CUNY - Bernard M Baruch College | • University of California, Davis |
| • CUNY - Brooklyn College | • University of Central Florida |
| • CUNY - City College of New York | • University of Cincinnati - Main Campus |
| • CUNY - College of Staten Island | • University of Connecticut |
| • CUNY - Hunter College | • University of Delaware |
| • CUNY - John Jay College of Criminal Justice | • University of Denver |
| • CUNY - Lehman College | • University of Houston - Clear Lake |
| • CUNY - Medgar Evers College | • University of Kansas |
| • CUNY - New York City College of Technology | • University of Louisville |
| • CUNY - Queens College | • University of Maryland, College Park |
| • CUNY - The Graduate School and University Center | • University of Massachusetts - Amherst |
| • CUNY - York College | • University of North Carolina - Chapel Hill |
| • Emory University | • University of North Carolina - Charlotte |
| • Fisk University | • University of North Texas |
| • Florida Agricultural and Mechanical University | • University of Pittsburgh |
| • Florida International University | • University of Richmond |
| • Florida State University | • University of South Carolina - Columbia |
| • George Mason University | • University of South Florida |
| • Georgetown University | • University of Tennessee |
| • Georgia State University | • University of Tennessee at Chattanooga |
| • Illinois State University | • University of Tennessee at Martin |
| • Indiana University - Bloomington | • University of Tennessee Southern |
| • Iowa State University | • University of Texas at Arlington |
| • James Madison University | • University of Texas at Austin |
| • Kent State University | • University of Texas at El Paso |
| • Lehigh University | • University of the Pacific |
| • Louisiana State University | • University of Virginia |
| • Missouri University of Science and Technology | • Vanderbilt University |
| • North Carolina Central University | • Virginia Commonwealth University |
| • North Carolina State University | • Virginia Polytechnic Institute and State University |
| • Old Dominion University | • Washington State University |
| • Purdue University | • Wichita State University |
| • Radford University | • Worcester Polytechnic Institute |

Appendix C

2022 COACHE Survey Response Rate

MU Divisional Response Rate



MU Response Rate Compared to Peers and National Cohort

	MU	Peers	Cohort
All Faculty	51%	49%	42%
Tenured	55%	52%	45%
Pre-Tenure	48%	50%	46%
Non-tenure Track	48%	41%	37%
Full Professor	57%	52%	47%
Associate Professor	55%	50%	42%
Men Faculty	47%	43%	39%
Women Faculty	55%	55%	49%
White Faculty	54%	53%	46%
Faculty of Color*	47%	39%	39%
Asian/Asian-American Faculty	43%	40%	35%
Underrepresented Minority Faculty*	52%	37%	43%

*COACHE defines faculty of color or "FOC" as any respondent identified by his or her institution or self-identifying in the survey as non-White; underrepresented minority faculty or "URM" refers to any respondent identified by his or her institution or self-identifying in the survey as non-White and non-Asian/Asian-American.

Appendix D

COACHE Benchmark Scores and Percent Change for MU from 2019 to 2022

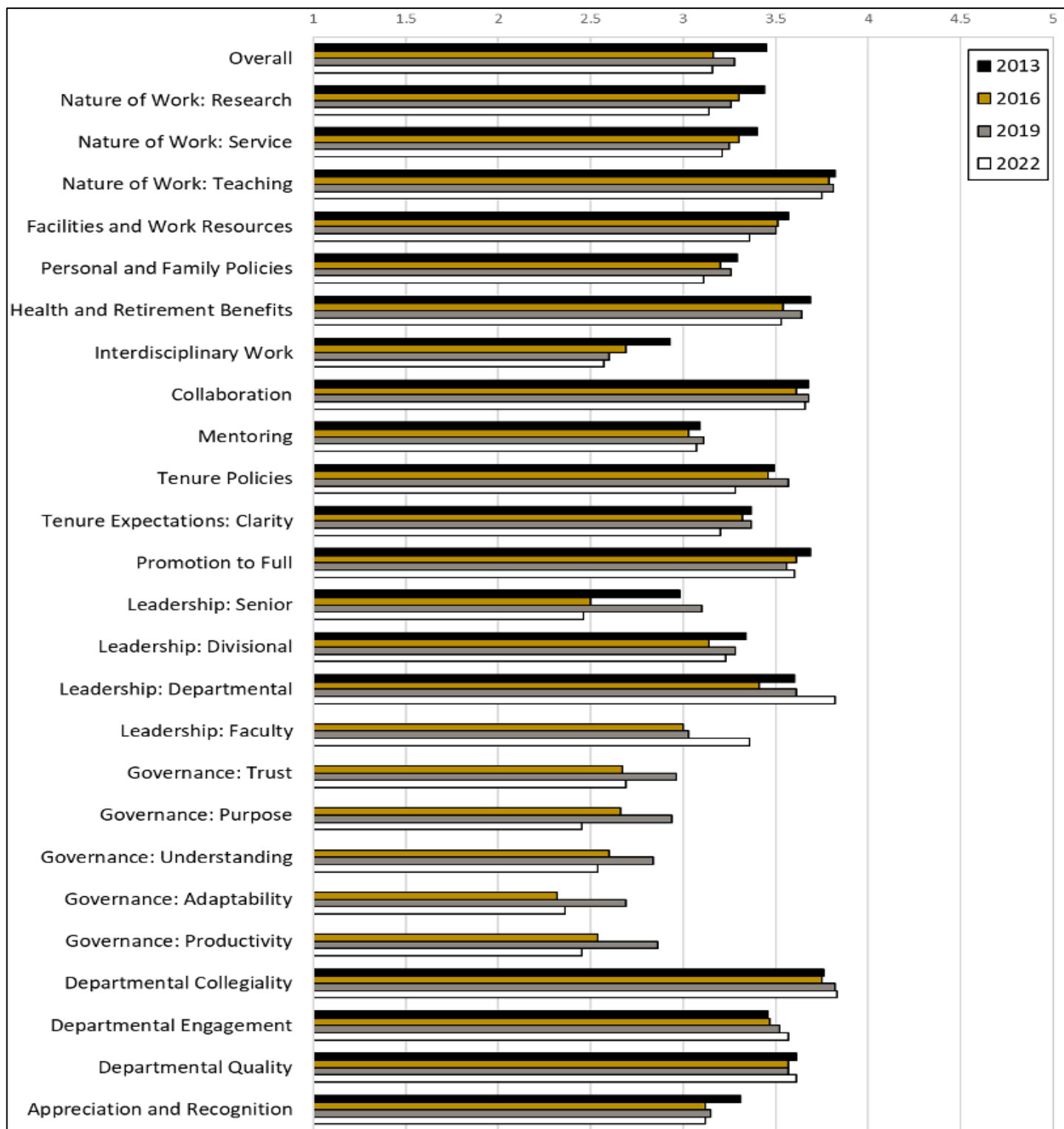
COACHE Benchmark	2019	2022	% Change
Nature of Work: Research	3.26	3.14	-3.68%
Nature of Work: Service*	3.25	3.21	-1.23%
Nature of Work: Teaching	3.81	3.75	-1.57%
Facilities and Work Resources*	3.50	3.36	-4.00%
Personal and Family Policies	3.26	3.11	-4.60%
Health and Retirement Benefits	3.64	3.53	-3.02%
Interdisciplinary Work*	2.60	2.57	-1.15%
Collaboration	3.68	3.66	-0.54%
Mentoring*	3.11	3.07	-1.29%
Tenure Policies*	3.57	3.28	-8.12%
Tenure Expectations: Clarity*	3.37	3.20	-5.04%
Promotion to Full	3.56	3.60	1.12%
Leadership: Senior*	3.10	2.46	-20.65%
Leadership: Divisional	3.28	3.23	-1.52%
Leadership: Departmental**	3.61	3.82	5.82%
Leadership Faculty**	3.03	3.36	10.89%
Governance: Trust*	2.96	2.69	-9.12%
Governance: Shared Sense of Purpose*	2.94	2.45	-16.67%
Governance: Understanding the Issues at Hand*	2.84	2.54	-10.56%
Governance: Adaptability*	2.69	2.36	-12.27%
Governance: Productivity*	2.86	2.45	-14.34%
Departmental Collegiality	3.82	3.83	0.26%
Departmental Engagement	3.52	3.57	1.42%
Departmental Quality	3.57	3.61	1.12%
Appreciation and Recognition	3.15	3.12	-0.95%

**COACHE identifies benchmark as 'area of strength' where MU scored first or second among peers and in the top 30 percent of the national cohort.

*COACHE identifies benchmark as 'area of concern' where MU scored fifth or sixth among peers and in the bottom 30 percent of the national cohort.

Appendix E

MU COACHE Benchmark Comparison by Year⁹



Appendix F

Sample List of Campus Supports and Resources During the COVID-19 Pandemic

Supports and Resources for Divisional Deans, Department Chairs, and Faculty

- Began regular Office of the Provost, Department Chairs/Directors, and Deans meetings during COVID-19 (1-2x/month as needed). These continue as monthly meetings for Department Chairs/Directors.
 - Established weekly Office of the Provost office hours for Department Chairs/Directors. These do not have agendas but provide spaces for chairs to ask questions and share concerns. This continues to date.
 - Colleges/Schools had leadership team meetings more frequently during the COVID-19 pandemic (e.g., weekly, or bi-weekly depending on need).
 - Academic Operations Team (AOT) was established and met weekly (Mondays during COVID-19, consisted of AD of Academics within colleges).
 - The campus incident command team served as a clearing house and advised on and approved all events early on to ensure all events met with current university as well as local public health guidance. The incident command team also provided advice on an ad hoc basis to many campus groups as well as working closely with strategic communications to maintain a web page with COVID-19 resources for faculty, staff, and students.
 - Shared information on where faculty, staff, and students could receive vaccinations.
-

Promotion and Tenure Supports and Resources

- Updated the Provost call document for Promotion and Tenure in April 2020 with language about COVID-19 impact considerations.
 - Some departments created and adopted their own COVID-19 consideration language for tenure and/or promotion processes to contextualize how COVID-19 impacted their field/disciplinary areas in relation to research, teaching, service, and/or extension work.
 - Some departments encouraged faculty members to submit a COVID-19 impact statement for annual reviews.
 - Supervisors considered remote/flex working arrangements.
 - Faculty members were granted an automatic extension of the tenure clock if faculty requested it.
 - The campus incident command team provided masks through the Mizzou Store as well as at building entrances once supplies became readily available. Early on they also made face shields available. Facilities and operations assisted units with procurement of plexiglass barriers and changes to classroom spaces.
-

Teaching for Learning Center Supports and Resources

- Supported 1,089 MU educators in online professional development (79 unique offerings) in response to the emergency online pivot (March 1, 2020 – July 1, 2020). Example offerings: Tips for Inclusive Teaching Online, Using Online Tools for your Teaching, Active Learning Online, and Alternative Assessment Types for Online Learning.
 - The Center continued its online offerings for the entirety of the pandemic and then introduced hyflex and hybrid options.
 - Offered a new Teaching & Learning in the Diverse Classroom course through CornellU EdX, and faculty received micro-credential.
 - Offered a new Teaching Essentials program for new faculty.
 - Offered two online Teaching for Learning conferences.
 - Co-edited and contributed to an online open resources collection: Pedagogies of Care for student-centered and adaptive strategies in the new Higher Ed Landscape.
-

Missouri Online Supports and Resources

- Quickly centralized and streamlined instructor academic technology support via phone, email, and chat, bringing together experts from each campus.
 - Brought together multiple sets of teaching with technology resources across the campuses via these websites: keeplearning.missouri.edu and teachingtools.umsystem.edu.
 - Accelerated project rollout of Zoom across the system to facilitate classes going online quickly.
 - Provided several live Zoom sessions for faculty to meet with Instructional Designers and Academic Technology staff to work through issues/concerns in teaching remotely.
 - Provided live training sessions around tools and teaching practices for online learning.
 - Utilized instructor resource guides to help instructors set up online courses.
-

Appendix G

MU Benchmarks Highlighting Within Campus Differences for 2019 and 2022

	2019								Within Campus Differences			2022							
									sm(.1)	med(.3)	lrg(.5)								
	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2016	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2019			
Nature of Work: Research		tenured	assoc	women	foc	white	urm		tenured	tenured	assoc	women				-			
Nature of Work: Service	tenured	tenured	assoc	women		white	urm		tenured	tenured	assoc					urm			
Nature of Work: Teaching		tenured			foc	asian	urm			tenured	assoc		foc	asian	urm				
Facilities and Work Resources	tenured	tenured	full	men	foc	asian	urm		tenured	tenured						-			
Personal and Family Policies	tenured	tenured	full		foc	asian	urm			tenured		women				urm			
Health and Retirement Benefits		tenured	full		foc	asian	urm	+		tenured			foc	asian	urm	-			
Interdisciplinary Work	tenured	tenured	assoc	women	foc	white	urm		tenured	tenured	assoc	women		white					
Collaboration		ntt	assoc	women	foc		urm			ntt	assoc	women				white			
Mentoring	tenured	tenured	assoc		foc		urm		tenured	tenured	assoc			white					
Tenure Policies	N/A	N/A	N/A	women	foc		urm	+	N/A	N/A	N/A		white	white	white	-			
Tenure Expectations: Clarity	N/A	N/A	N/A			white	urm		N/A	N/A	N/A		white	white	white	-			
Promotion to Full	N/A	N/A	assoc	women	foc	white	urm		N/A	N/A	assoc	women		white	urm				
Leadership: Senior	tenured	tenured	full	men	foc	asian	urm	+	tenured	tenured			white	white	urm	-			
Leadership: Divisional	tenured	tenured		men	foc		urm	+	tenured	tenured		men							
Leadership: Departmental	tenured	tenured	full	men	foc	asian	urm	+	tenured	tenured		men	foc	asian	urm	+			
Leadership: Faculty	tenured	tenured	full	men	foc		urm		tenured	tenured	full	men	foc	asian	urm	+			
Governance: Trust	tenured	tenured			foc		urm	+		tenured		men		white	urm	-			
Governance: Purpose	tenured	tenured			foc	white	urm	+	tenured	tenured		men		white	urm	-			
Governance: Understanding	tenured	tenured	full	men	foc	white	urm	+	tenured	tenured		men		white	urm	-			
Governance: Adaptability	tenured	tenured	full	men	foc	white	urm	+	tenured	tenured		men		white	urm	-			
Governance: Productivity	tenured	tenured	full	men	foc	white	urm	+	tenured	tenured		men	white	white	urm	-			
Departmental Collegiality	tenured	tenured	full		foc	asian	urm				assoc		foc	asian	urm				
Departmental Engagement					foc	asian	urm		pre-ten				foc	asian	urm				
Departmental Quality	tenured				foc	asian	urm		tenured		assoc			asian					
Appreciation and Recognition	tenured	tenured			foc		urm		tenured	tenured	assoc			white	urm				

Note: Highlighted areas indicate disparities between groups. As a general trend, there were fewer highlighted areas in the 2022 (right) as compared to 2019 (left) survey results.

Endnotes

¹The committee's co-chairs received training, background, and support from COACHE via Zooms, phone calls, emails, and/or travel to the COACHE Communication Strategy Workshop to learn best practices. In line with procedures of previous University COACHE committees, the 2022 committee met as a whole five times during the fall 2022 semester and was provided full access to the 2022 COACHE data. The committee also reviewed best practices according to each benchmark, as suggested by COACHE. Additionally, the committee found value in referencing the 2019 COACHE Faculty Satisfaction Committee's report. Office of the Provost personnel and the Faculty Council vice chair were invited to attend each of the five meetings. The co-chairs met more frequently and occasionally met with the Office of the Provost personnel to gather clarifying data and discuss the process of the COACHE survey on the MU campus. During an early committee meeting, the Provost shared her vision for transparency, accountability, and action. The Office of the Provost's staff's investment in this process will continue to play a critical role in future accomplishments tied to COACHE findings.

²See report by Dominique Foster (2020) on the COACHE [website](#).

³For the COACHE 2022 survey cycle, all eligible faculty were invited to complete the survey. Eligibility was determined according to the following criteria: all full-time ranked faculty in professoriate titles in primary appointment, 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 participants who had not completed the survey. Participants accessed a secure web server through their own unique link provided by COACHE and, after agreeing to an informed consent statement, responded to a series of multiple-choice and open-ended questions. Generally, respondents completed the survey in less than 25 minutes; the average completion time was about 22 minutes.

⁴Consistent with previous years, the 2013, 2016, 2019, and 2022 COACHE reported campus response rate includes medical school faculty in the numerator. However, the adjusted response rate and response summary findings do not include medical school faculty. The medical school dean will receive a divisional report that summarizes responses from only medical school faculty.

⁵The comments from MU faculty were reviewed by the University of Harvard COACHE team, redacted of identifying information, and coded according to the survey themes. **Culture** refers to the institution's ability to fostering a climate that is inclusive, collegial, and fair, and cultivating open dialogue and a sense of community among different constituencies on campus. **Leadership: General** refers to frequency of turnover in institution's leadership positions, organizational structure and operations, faculty feeling they have input into institutional decisions, and leaders' ability to cultivate trusting relationships with faculty. **Appreciation/Recognition** refers broadly to faculty feeling their contributions are recognized, appreciated, valued, or rewarded. This includes faculty contributions in general or to specific types of faculty contributions, such as teaching, advising, scholarly/creative work, service, outreach, etc., and may include listening to or respecting faculty perspective on institutional matters. **Compensation/Benefits** refers to compensation, benefits (including health benefits for faculty and their families, i.e., spouse, partner, or dependents), retirement benefits, tuition waivers, childcare, flexible workload/modified duties for parental or other family reasons; stop-the-clock for parental or other family reasons; or parking. **Leadership: Senior** refers to quality of leadership provided by the institution's senior leadership, including the president/chancellor or provost. This may include senior leaders' priorities, pace of decision-making, or communication with faculty.

⁶For additional details, see the COACHE [website](#).

⁷Diversity includes but is not limited to dimensions of race/ethnicity, gender, gender identity and expression, disability, national origin, religion, sexual orientation, socioeconomic status, and veteran status.

⁸The accomplishments and initiatives (Appendix A) that reflect attention to the COACHE faculty job satisfaction survey results are representative of the seven COACHE benchmarks the MU 2019 COACHE committee identified as priority areas for campus and college growth/improvement in 2019: Mentoring, Interdisciplinary Work, Faculty and Department Leadership, Diversity, Recognition, Compensation, and Research and Creative Work Support. Many of these initiatives are also aligned with the five major priorities within the University of Missouri [Strategic Plan](#): Student Success; Research and Creative Works; Engagement and Outreach; Inclusive Excellence; and Planning, Operations and Stewardship.

⁹Five governance benchmarks (trust, purpose, understanding, adaptability, productivity) were measured by COACHE in 2016, 2019, and 2022, but not 2013. The citation for governance benchmarks is Ott, M. W. & Mathews, K. R. (2015). Effective academic governance: Five ingredients for CAOs and faculty. Cambridge, MA: The Collaborative on Academic Careers in Higher Education.

Note: Photos courtesy of the Curators of the University of Missouri.