

Divisional Findings for University of North Texas  
2018-2019 COACHE Report

COACHE Steering Committee  
[lee.walker@unt.edu](mailto:lee.walker@unt.edu)

October 14, 2019

Table 1: COACHE Steering Committee

Member	Rank and Department
Brian Ayre	Professor, Biological Sciences
Robert Bland	Professor, Public Administration
Denise Catalano	Associate Professor, Rehabilitation and Health
Tracy Everbach	Professor, Journalism
Lorenzo Garcia	Professor, Dance and Theatre
Linda Holloway	Co-Chair and Interim Associate Vice Provost
Veronica Jones	Assistant Professor, Counseling and Higher Ed
Jennifer Lane	Professor, Vocal Studies
Eugene Martin	Associate Professor, Media Arts
Shawne Miksa	Associate Professor, Information Sciences
Sanjukta Pookulangara	Asso Professor, Merchandising & Digital Retailing
Chuck Tarantino	Assistant VP for Grants and Contracts
Lee Walker	Co-Chair and Associate Professor, Political Science
Jennifer Way	Professor, Art History & Art Education
Melody White	Lecturer, Information Technology & Decision Sciences
Joanne Woodard	VP for Institutional Equity and Diversity

## Divisional Findings for University of North Texas 2018 COACHE Report

### **Abstract**

The Collaborative on Academic Careers in Higher Education (COACHE) Survey provides a summary of faculty satisfaction and or dissatisfaction with their jobs at UNT. The COACHE survey was conducted in Spring of 2018, and 619 of 1105 eligible full time faculty responded to the survey. The findings from the 2018 COACHE Survey are presented in terms of benchmarks. Each benchmark represents the average of several survey items that share a common theme. Moreover, findings are presented in comparison to five peer institutions and 109 cohort institutions. This summary, however, focuses on cross-division, cross discipline and cross demographic categories at UNT.

Table 2: Contents

---



---

Introduction	pages 3-4
COACHE Cohort Comparison Findings	pages 4-8
How to Read COACHE Divisional Report	pages 8-13
General Divisional Comparison	pages 13-15
Divisional and Demographic Comparisons	pages 15-17
(1) College of Business	pages 17-21
(2) College of Music	pages 21-24
(3) College of Liberal Arts and Social Sciences	pages 24-32
(4) College of Merchandising, Hospitality & Tourism	pages 32-34
(5) College of Science	pages 34-37
(6) College of Visual Arts and Design	pages 36-39
(7) University Libraries	pages 39-41
(8) College of Journalism	pages 40-43
(9) College of Health & Public Service	pages 43-45
(10) College of Engineering	pages 45-49
(11) College of Information	pages 49-51
(12) College of Education	pages 52-55
Some Examples of Discipline Comparisons	pages 55-58
Gender and STEM in the COACHE Findings	pages 58-60
Summary, Conclusions and Recommendations	pages 60-63
References	page 64

---



---

## Introduction

The 2018 UNT COACHE Survey of Faculty Satisfaction is a snapshot of the UNT faculty in 2018. This document is a summary of faculty responses to the COACHE survey in terms of divisions (colleges), disciplines and demographic categories. The Collaborative on Academic Careers in Higher Education at Harvard University administers the COACHE Survey to university and colleges of many different types. UNT is included in a group of 109 universities. Like UNT, many of these universities are research-one institutions and have high research and teaching expectations. The COACHE team provides an executive summary that focuses on cross-university comparison. The comparison reveals that UNT faculty are more likely to respond to the COACHE survey and less likely to respond positively to the survey questions than are faculty at the 109 universities in the UNT cohort. While this cross university comparison is useful, there is much variation in the responses of UNT faculty. This report highlights the variation between and within UNT divisions.

This study will be presented in the following form. In the first section, we discuss some important cohort findings from the COACHE Executive Summary. In the second section, we present the method that we use to examine the findings within and between UNT divisions in the COACHE survey. We establish five analytical dimensions ( 1) Resources and Support, 2) Work, 3) Work Environment, 4) Institutional Leadership, and 5) Shared Governance) that are constructed from the 25 COACHE benchmarks. In the third section, we present some general division findings from the survey, including a ranking of divisions for each of the five analytical dimensions. In the fourth and fifth sections of this summary, we present examples of divisional and discipline-based demographic comparisons. In the sixth section, we briefly discuss the COACHE gender findings in the STEM context. The final section summarizes and concludes.

Table 3: COACHE Response Rates

Category	UNT	Peers	Cohort
Overall	56%	44%	46%
Tenured	56%	45%	48%
Pre-Tenure	59%	50%	48%
Non-Tenure Track	57%	38%	41%
Full	54%	45%	47%
Associate	57%	45%	48%
Men	50%	39%	43%
Women	65%	50%	53%
White	58%	46%	49%
Faculty of Color	52%	37%	41%
Asian/Asian American	49%	35%	38%
Underrepresented Minorities	55%	40%	45%

## COACHE Cohort Comparison Findings

Table 3 shows that UNT participated in the COACHE survey at higher rates in all demographic categories than did faculty at our five peer and 109 cohort institutions. The five peer institutions are Florida International University, Texas Tech University, University of Central Florida, University of Tennessee and Virginia Commonwealth University. Overall, UNT’s response rate is 12% higher than the average of our five peer institutions, and 10% higher than the average of the 109 cohort institutions. This high response rate appears to reflect a higher level of engagement among UNT faculty as compared to faculty at cohort institutions (Watanabe, Olson, and Falci 2017).

The COACHE findings are presented in terms of benchmarks. These COACHE benchmarks relate to five dimensions of academic job satisfaction. Table 3 shows that the five dimensions of the academic job are (1) Resources and Support, (2) Work, (3) Work Environment, (4) Institutional Leadership, and (5) Shared Governance. These five dimensions are used to explain the findings of the between and within division analysis of the UNT COACHE responses.

Table 4: Dimensions and Benchmarks in COACHE Survey

Dimension	Benchmark	Area of Concern
Resources and Support	Appreciation and Recognition	
	Facilities and Work Resources	
	Personal and Family Policies	
	Health and Retirement Benefits	Yes
Work	Research	
	Service	
	Teaching	
	Interdisciplinary Work	Yes
Work Environment	Collaboration	
	Mentoring	
	Departmental Collegiality	Yes
	Departmental Engagement	Yes
	Departmental Quality	Yes
	Tenure Policies**	
	Tenure Clarity**	
Promotion to Full**		
Institutional Leadership	Senior Leadership	
	Divisional Leadership	
	Departmental Leadership	Yes
	Faculty Leadership	Yes
Shared Governance	Trust	Yes
	Shared Sense of Purpose	Yes
	Understanding Issues at Hand	Yes
	Adaptability	
	Productivity toward Goals	Yes

\*\*Excluded from some analyses because of non-response to item survey questions.

As a starting point, the COACHE and Executive Summary reports that (in comparison to the peer institutions) UNT has no areas of strength and 11 areas of concern among the 25 benchmarks. At the same time, these findings are somewhat misleading. While Department Collegiality is listed as an area of concern, it is also the benchmark on which UNT faculty rated the University most highly (see Figure 1). It is also important to note that research finds that socially isolated people tend to have a greater probability of non-participation in surveys (Watanabe, Olson and Falci 2017). The higher non-participation among the peer and cohort institutions may reflect on these cohort institutions' slightly higher mean collegiality scores. Additionally, Departmental leadership (while an Area of Concern) generates the highest mean score among the four Institutional Leadership measures for UNT faculty.

Using the demographic areas in Table 4, we can also assess the effect of these demographic categories on UNT faculty responses. Figure 2 shows the relationship between gender, race/ethnicity, and academic rank in faculty responses. We plot COACHE Benchmarks in which there are significant differences or benchmarks that may be of substantive interest. The Gender Plot of Figure 2 shows that Women differ significantly from men in their satisfaction in the areas of Resource and Support (Appreciation and Recognition, Facilities, and Personal) and Work (Research and Service). On these two dimensions, UNT women are less satisfied in their job than are UNT men. Meanwhile on Institutional Leadership dimension, women are less likely to be satisfied with divisional leadership but do not differ with men on faculty leadership.

The Race/Ethnic Plot of Figure 2 shows the findings concerning Race and Ethnic job satisfaction. The figure shows that Under-represented Minority (URM) faculty and Asian/Asian-American faculty do not express lower satisfaction on any dimension than do White faculty. In fact, Asian/Asian American faculty express higher job satisfaction than White faculty on the Shared Governance dimension (Adaptability, Shared Purpose, and Understanding). Additionally, URM faculty express greater satisfaction with mentoring than do White faculty members.



Black Diamond = UNT score. Green lines represent the top 30 percent of institutional means, red lines represent the bottom 30 percent, and grey lines represent institutions in the middle 40 percent. The circles locate the five peer institutions. The black line represents your prior results from 2011 Associate Professor only UNT COACHE findings.

Figure 1: COACHE Mean Results for UNT and Peer and Cohort Institutions

Finally, The Rank Plot of Figure 2 shows that associate professors are less likely to express satisfaction in their jobs than are faculty of other ranks. This finding is consistent with research that shows that mid-career faculty are more dissatisfied with the academic job (Mamiseishvili, Miller and Lee 2016). Interestingly, we also find that full professors are less likely to express satisfaction with Shared Governance (Productivity, Adaptability, and Shared Purpose) than are assistant professors and lecturers. On the other hand, lecturers are less likely to express satisfaction with Teaching than are full professors. In the next section, we explain how the between and within UNT findings are assessed.



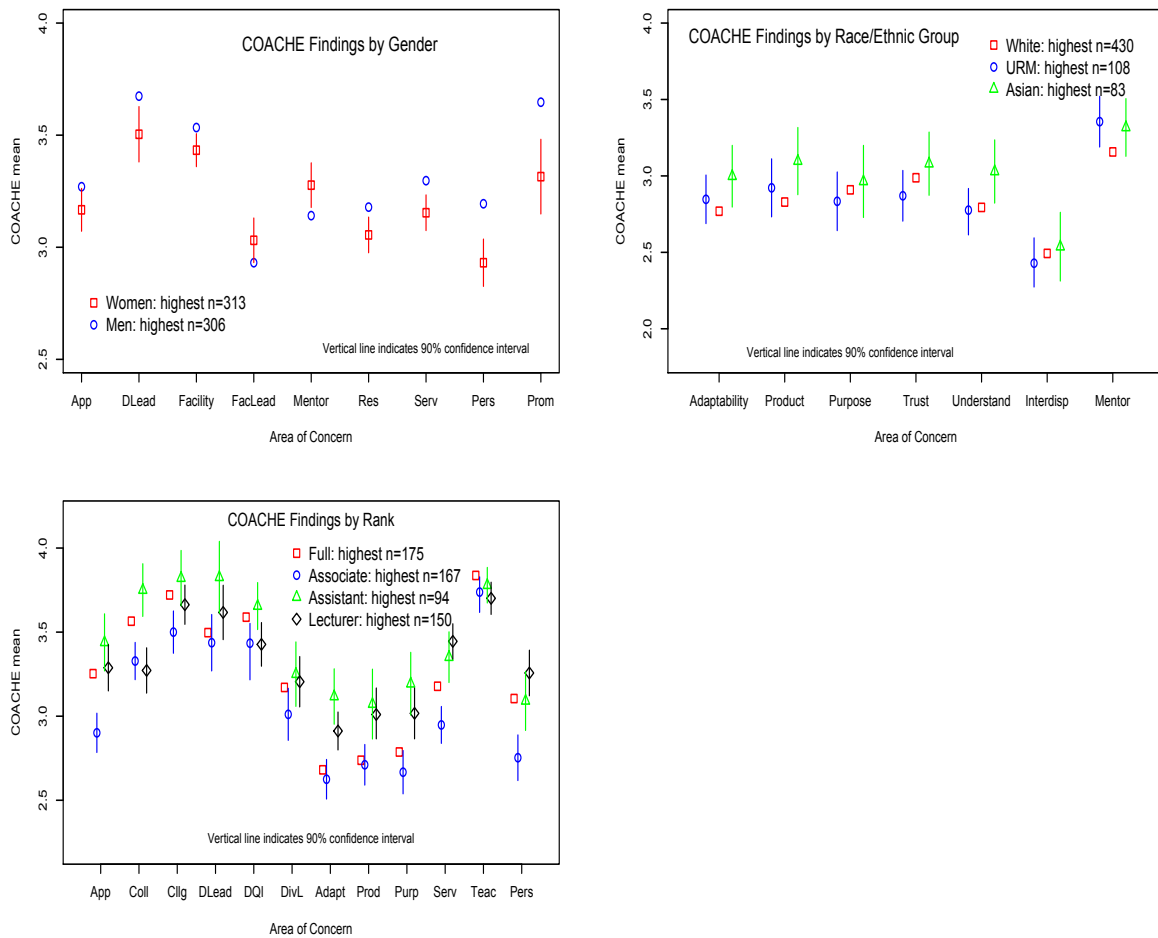


Figure 2: UNT Findings by Demographics and Areas of Concern

## How to Read COACHE Divisional Report

This report seeks to understand more fully the UNT responses to the COACHE survey. While comparing UNT findings to peer and cohort universities does place the responses into greater context, situating the responses at the UNT divisional level provides useful frames of reference for the responses. Given this goal, we seek to explain the findings through the five academic job dimensions that we discussed earlier: (1) Resources and Support, (2) Work, (3) Work Environment, (4) Institutional Leadership, and (5) Shared Governance. In this section, we present a discussion of the five dimensions and the COACHE benchmarks that align with these dimensions. We also show the items that constitute each of the 25

benchmarks.

## Resources and Support

**Resources and Support** consists of the following COACHE benchmarks:

- *Appreciation and Recognition:* 1) Recognition: For teaching; 2) Recognition: For advising; 3) Recognition: For scholarship; 4) Recognition: For service; 5) Recognition: For outreach; 6) Recognition: From colleagues; 7) Recognition: From Chief Administrative Officer (CAO); 8) Recognition: From Dean; 9) Recognition: From Head/Chair; 10) School/college is valued by Pres/Provost; 11) Dept. is valued by Pres/Provost.
- *Facilities and Work Resources:* 1) Support for improving teaching; 2) Office; 3) Laboratory, research, studio space; 4) Equipment; 5) Classrooms; 6) Library resources; 7) Computing and technical support; Clerical/administrative support.
- *Personal and Family Policies:* 1) Right balance between professional/personal; 2) Institution supports family/career compatibility; 3) Housing benefits; 4) Tuition waivers, remission, or exchange; 5) Spousal/partner hiring program; 6) Childcare; 7) Eldercare; 8) Family medical/parental leave; 9) Flexible workload/modified duties; 10) Stop-the-clock policies; 11) Commuter benefits; 12) Parking benefits.
- *Health and Retirement Benefits:* 1) Health benefits for yourself; 2) Health benefits for family; 3) Retirement benefits; 4) Phased retirement options.

## Work

**Work** consists of the following COACHE benchmarks:

- *Nature of Work: Research:* 1) Time spent on research; 2) Expectations for finding external funding; 3) Influence over focus of research; 4) Quality of graduate students to support research; 5) Support for research; 6) Support for engaging undergraduates in research; 7) Support for obtaining grants (pre-award); 8) Support for maintaining

grants (post-award); 9) Support for securing grad student assistance; 10) Support for travel to present/conduct research; 11) Availability of course release for research.

- *Nature of Work: Service:* 1) Time spent on service; 2) Support for faculty in leadership roles; 3) Number of committees; 4) Attractiveness of committees; 5) Discretion to choose committees; 6) Equitability of committee assignments; 7) Number of student advisees; Support for being a good advisor; Equity of the distribution of advising responsibilities.
- *Nature of Work: Teaching:* 1) Time spent on teaching; 2) Number of courses taught; 3) Level of courses taught; 4) Discretion over course content; 5) Number of students in classes taught; 6) Quality of students taught; 7) Equitability of distribution of teaching load; 8) Quality of grad students to support teaching; 9) Teaching schedule; 10) Support for teaching diverse learning styles; 11) Support for assessing student learning; 12) Support for developing online/hybrid courses; 13) Support for teaching online/hybrid courses.
- *Interdisciplinary Work:* 1) Budgets encourage interdisciplinary work; 2) Facilities conducive to interdisciplinary work; 3) Interdisciplinary work is rewarded in merit; 4) Interdisciplinary work is rewarded in promotion; 5) Interdisciplinary work is rewarded in tenure; 6) Department knows how to evaluate interdisciplinary work.

## **Work Environment**

**Work Environment** consists of the following COACHE benchmarks:

- *Collaboration:* 1) Opportunities for collaboration within dept; 2) Opportunities for collaboration outside inst; 3) Opportunities for collaboration outside dept.
- *Mentoring:* 1) Effectiveness of mentoring within dept; 2) Effectiveness of mentoring outside dept; 3) Mentoring of pre-tenure faculty in dept; 4) Mentoring of tenured associate profs in dept; 5) Support for faculty to be good mentors.

- *Departmental Collegiality*: 1) Colleagues support work/life balance; 2) Meeting times compatible with personal needs; 3) Amount of personal interaction w/Pre-tenure; 4) How well you fit; 5) Amount of personal interaction w/Tenured; 6) Colleagues pitch in when needed; 7) Department is collegial; 8) Colleagues committed to diversity/inclusion.
- *Departmental Engagement*: 1) Discussions of undergrad student learning; 2) Discussions of grad student learning; 3) Discussions of effective teaching practices; 4) Discussions of effective use of technology; 5) Discussions of current research methods; 6) Amount of professional interaction w/Pre-tenure; 7) Amount of professional interaction w/Tenured.
- *Departmental Quality*: 1) Intellectual vitality of tenured faculty; 2) Intellectual vitality of pre-tenure faculty; 3) Scholarly productivity of tenured faculty; 4) Scholarly productivity of pre-tenure faculty; 5) Teaching effectiveness of tenured faculty; 6) Teaching effectiveness of pre-tenure faculty; 7) Dept. is successful at faculty recruitment; 8) Dept. is successful at faculty retention; 9) Dept. addresses sub-standard performance.
- *Tenure Policies*: 1) Clarity of tenure process; 2) Clarity of tenure criteria; 3) Clarity of tenure standards; 4) Clarity of body of evidence for deciding tenure; 5) Clarity of whether I will achieve tenure; 6) Clarity of tenure process in department; 7) Consistency of messages about tenure; 8) Tenure decisions are performance-based.
- *Tenure Clarity*: 1) Clarity of expectations: Scholar; 2) Clarity of expectations: Teacher; 3) Clarity of expectations: Advisor; 4) Clarity of expectations: Colleague; 5) Clarity of expectations: Campus citizen; 6) Clarity of expectations: Broader community.
- *Promotion to Full*: 1) Dept. culture encourages promotion; 2) Reasonable expectations: Promotion; 3) Clarity of promotion process; 4) Clarity of promotion criteria; 5) Clarity of promotion standards; 6) Clarity of body of evidence for promotion; 7) Clarity of

time frame for promotion; 8) Clarity of whether I will be promoted.

## **Institutional Leadership**

**Institutional Leadership** consists of the following COACHE benchmarks:

- *Senior Leadership*: 1) Pres/Chancellor: Pace of decision making; 2) Pres/Chancellor: Stated priorities; 3) Pres/Chancellor: Communication of priorities; 4) Provost: Pace of decision making; 5) Provost: Stated priorities; 6) Provost: Communication of priorities; 7) Provost: Ensuring faculty input.
- *Divisonal Leadership*: 1) Dean: Pace of decision making; 2) Dean: Stated priorities; 3) Dean: Communication of priorities; 4) Dean: Ensuring faculty input.
- *Departmental Leadership*: 1) Head/Chair: Pace of decision making; 2) Head/Chair: Stated priorities; 3) Head/Chair: Communication of priorities; 4) Head/Chair: Ensuring faculty input; 5) Head/Chair: Fairness in evaluating work.
- *Faculty Leadership*: 1) Faculty leaders: Pace of decision making; 2) Faculty leaders: Stated priorities; 3) Faculty leaders: Communication of priorities; 4) Faculty leaders: Ensuring faculty input.

## **Shared Governance**

**Shared Governance** consists of the following COACHE benchmarks:

- *Trust*: 1) I understand how to voice opinions about policies; 2) Clear rules about the roles of faculty and administration; 3) Faculty and admin follow rules of engagement; 4) Faculty and admin have an open system of communication; 5) Faculty and admin discuss difficult issues in good faith.
- *Shared Sense of Purpose*: 1) Important decisions are not made until there is consensus; 2) Admin ensures sufficient time for faculty input; 3) Faculty and admin respectfully consider the other's view; 4) Faculty and admin have a shared sense of responsibility.

- *Understanding Issues at Hand:* 1) Faculty governance structures offer opportunities for input; 2) Admin communicate rationale for important decisions; 3) Faculty and admin have equal say in decisions; 4) Faculty and admin define decision criteria together.
- *Adaptability:* 1) Shared governance holds up in unusual circumstances; 2) Institution regularly reviews effectiveness of governance; 3) Institution cultivates new faculty leaders.
- *Productivity toward Goals:* 1) Overall effectiveness of shared governance; 2) My committees make measureable progress towards goals; 3) Public recognition of progress.

The divisional analysis is restricted by the number of respondents in subunits of the divisions. The provisions of the COACHE contract restrict demographical analysis on subunits with fewer than five respondents. This restriction is designed to insure the anonymity of respondents. In the next section of this report, we present division-level findings at the overall level to demonstrate that there is a high level of variation in divisional responses.

## **General Division Comparison**

Table 5 shows the twelve UNT Colleges ranked for each of the five dimensions of the COACHE survey. The table ranks the Colleges based on the average (mean) score on a 5-point scale for each of the benchmarks in that dimension. For example, Resources and Support consists of the benchmarks of Appreciation, Facilities, Personal, and Health. The College of Business means for the four benchmarks are 3.421, 4.512, 3.453 and 3.596, respectively. We sum these four means and divide by four to achieve a dimension mean of 3.655. Table 5 is useful because it allows us to form expectations about demographical mean response scores. In general, we can expect that Work Environment related scores will be higher than Shared Governance related scores. Figure 1 on page 6 shows that there is a similar pattern among UNT peer and cohort institutions.

Business, Music, and Library are the divisions that perform best in terms of overall faculty satisfaction, as these three divisions are above the global mean on all five dimensions.

Table 5: Ranking Divisions within the Five COACHE Dimensions

Rank	Resources Support (mean)	Work (mean)	Work Environment (mean)	Institutional Leadership (mean)	Shared Governance (mean)
1	Business(3.655)	HPS(3.424)	Music(3.705)	Library(3.558)	Library(3.328)
2	Library (3.586)	Music (3.358)	Library(3.694)	Music(3.478)	MHT(3.168)
3	HPS(3.537)	Library(3.336)	HPS(3.652)	Business(3.414)	Music(3.122)
4	Music(3.347)	Business(3.259)	MHT(3.578)	Journalism(3.349)	Business(3.114)
5	MHT(3.287)	Journalism(3.176)	Journalism(3.553)	MHT(3.242)	HPS(2.924)
6	Journalism(3.283)	Engineering(3.161)	Business(3.534)	CLASS(3.233)	Information(2.895)
7	Engineering(3.259)	COS(3.080)	Information(3.496)	HPS(3.230)	Education(2.880)
8	Education(3.223)	Information(3.079)	CLASS(3.442)	Education(3.193)	Journalism(2.809)
9	COS(3.224)	CLASS(3.051)	CVAD(3.374)	COS(3.160)	CVAD(2.741)
10	Information(3.204)	MHT(3.027)	Engineering(3.369)	Information(3.099)	COS(2.739)
11	CLASS(3.163)	Education(3.002)	Education(3.322)	Engineering(2.977)	CLASS(2.725)
12	CVAD(2.963)	CVAD(2.994)	COS(3.239)	CVAD(2.933)	Engineering(2.670)
Mean(624)	3.289	3.147	3.477	3.241	2.878
C Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity and Promotion to Full due to non-ignorable missingness in each of these three benchmarks. Mean = UNT Mean. C Mean = COACHE men for the 109 Cohort universities.

Alternatively, Visual Arts and Design, Liberal Arts and Social Sciences, and the College of Science perform comparably poorly in overall faculty satisfaction, as these three colleges are below the global mean on all five dimensions.

The Figures 2, 3, and 4 show UNT divisional level findings for the 25 COACHE benchmarks and reveal considerable variation across the twelve divisions that the COACHE survey documents. Figure 2 and 3 show that faculty in both the College of Liberal Arts and Social Sciences (CLASS) and College of Sciences (COS) have concerns about Shared Governance, as both colleges are at the bottom of their respective graph in all five Shared Governance indicators. These findings may relate to the separation of the College of Arts and Sciences into CLASS and COS. Additionally, Figure 2 shows that CLASS ranks lower than Business, Music and Health and Public Service on the Work dimension. Again, CLASS is lower on all four Work benchmarks, even though CLASS faculty members do express a high level of satisfaction in Teaching.

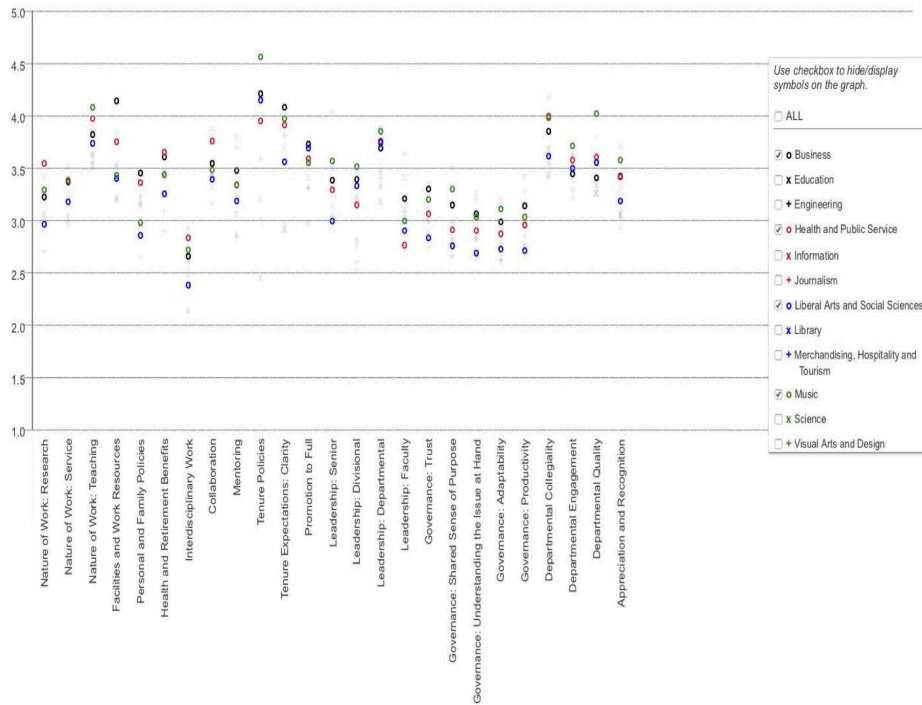


Figure 3: Divisional Findings for Business, Health and Public Service, Liberal Arts and Social Sciences, and Music

Meanwhile, Figure 3 shows that Library faculty are quite positive relative to faculty in other divisions on most measures of the COACHE survey. Mean Library faculty responses are indicated by the blue X. Library faculty have particularly high mean values on Appreciation and Recognition, Collegiality, Collaboration, and Mentoring. In contrast to CLASS and COS faculty, Library faculty members also express relatively high satisfaction with Shared Governance. Figure 4 shows that faculty in the College of Merchandising, Hospitality, and Tourism also express consistently high (relative) satisfaction with Shared Governance.

## Divisional and Demographic Comparisons

In this section, we extend demographic comparison to divisional analyses of the COACHE findings. We examine findings for twelve units of the University. We make this comparison



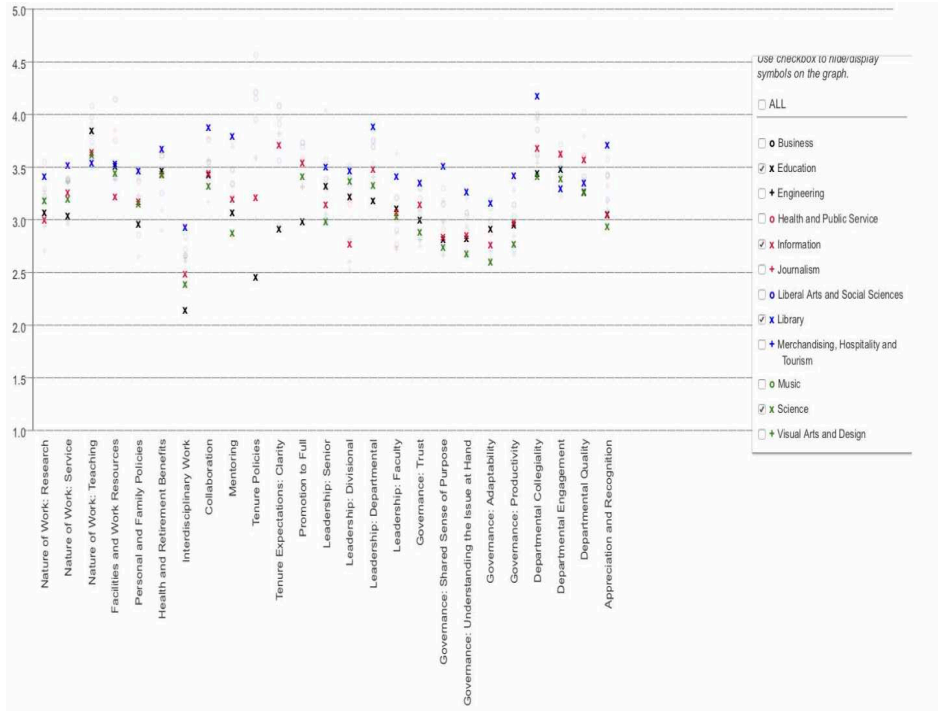


Figure 4: Divisional Findings for Education, Information, Library, and Science

in several ways. Firstly, we compare the assessment of the overall faculty concerning the five COACHE dimensions to UNT as a whole and to the 109 Cohort universities that participated in the COACHE survey. This comparison highlights areas in which UNT units differ significantly from the UNT as a whole and from the Cohort universities.<sup>1</sup>

We also highlight areas in which general patterns, that may or may not be statistically significant difference, emerge in the comparison of UNT as a whole and Cohort universities to the UNT unit.

For each unit, we also compare subgroups in each UNT unit. The size of each UNT unit conditions our ability to perform meaningful subunit comparisons. For the most part,

<sup>1</sup>To determine statistical significance, we examine mean values and compare mean values using a 90% confidence interval to determine if a mean value is outside of the generated interval. To create the confidence interval we calculate a pooled standard deviation using the following formula:  $\text{pooled sd} = \frac{\sqrt{\sum_1^K ((n_k - 1) * (sd_k^2))}}{(n_1 + n_2 + n_k) - K}$

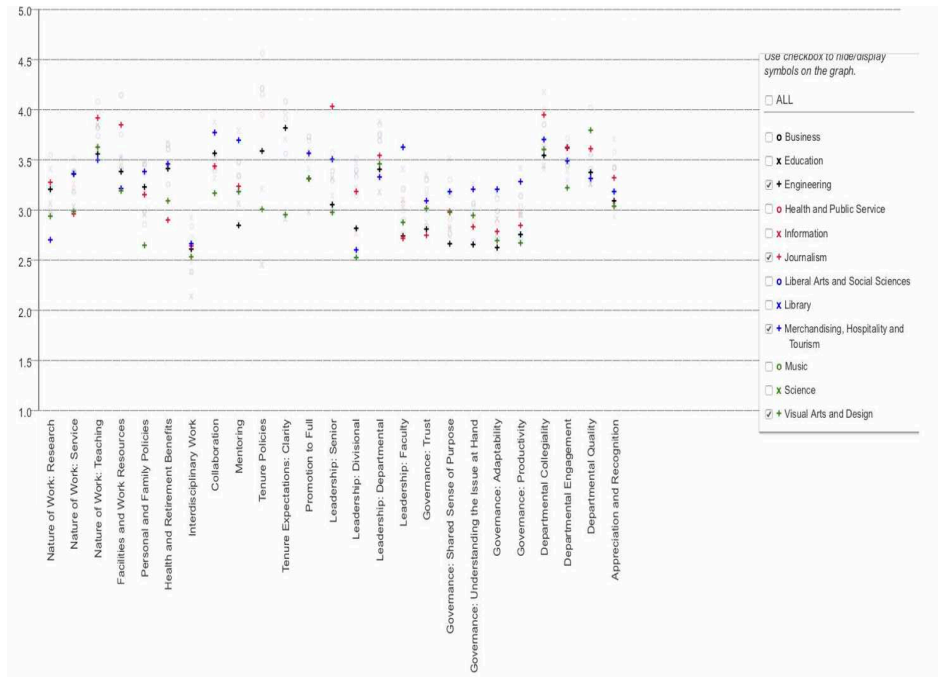


Figure 5: Divisional Findings for Engineering; Journalism; Merchandising, Hospitality, and Tourism; and Visual Arts and Design

our subunit comparisons are performed in three demographic groupings: (1) Gender, (2) Race/Ethnicity, and (3) Academic Rank or Tenure Status. Like the overall analysis of each unit, we compare findings for each subgrouping to the UNT as a whole findings and to Cohort universities findings. We also compare the findings for each subgroup with other subgroups within its demographic group.

### College of Business

Overall, the College of Business fairs well when compared to other units at UNT and to the 109 Cohort universities included in the COACHE study. Table 6 shows that College of Business faculty has higher mean values on all five COACHE dimensions than does UNT faculty as a whole and higher mean values than the COACHE Cohort universities. To be clear, these higher mean values are not significantly greater than the University or Cohort

Table 6: Business COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
	Gender				
Women(18)	3.645	3.229	3.406	3.361	3.084
Men (30)	3.689	3.315	3.663	3.496	3.215
	Race/Ethnicity				
URM (7)	3.899	3.532	3.851	3.423	2.936
Asian /Asian American(10)	3.573	3.384	3.385	3.313	3.138
White (29)	3.627	3.406	3.517	3.443	3.159
	Rank				
Assistant (10)	3.972	3.515	4.051	3.873	3.721
Associate (12)	3.509	3.047	3.263	3.108	2.756
Full (14)	3.691	3.296	3.620	3.504	3.187
Lecturer (12)	3.581	3.329	3.404	3.385	3.117
College Mean (48)	3.655	3.259	3.534	3.414	3.114
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

means, but when placed in context with other UNT units, these higher mean values are suggestive of somewhat greater job satisfaction.

Diving deeper into the College's demographics, Figure 6 shows Business faculty mean responses to the COACHE job satisfaction survey by Gender, Race/Ethnicity, and Rank. The Gender Plot of Figure 6 shows that Business women faculty's job satisfaction does not differ significantly from that of Business men faculty's job satisfaction. Again, we only plot areas of concern in which there are significant demographic differences or interesting substantive similarities. Women Business faculty responses only differ from men Business faculty responses on Departmental Leadership and Trust benchmarks.

Table 6 places these gendered findings into greater perspective. While Business women faculty do have lower means than do men for all five COACHE dimensions, none of the dimensional differences is significant. The non-significant difference in Institutional Leader-

ship likely relates to women Business faculty members' concerns about divisional leadership. The non-significant difference in Shared Governance likely relates to women Business faculty members' concerns about trust. Moreover, in all cases but one (Work Environment=3.406), women Business faculty mean scores exceed the University mean score. Meanwhile, men Business faculty responses exceed the University COACHE means on all five dimensions. Men Business faculty means are particularly higher on Resources and Support and Shared Governance.

The Race/Ethnicity Plot of Figure 6 shows that Business faculty responses generally conform to the University wide findings that we discuss earlier in this summary. The figure shows that URM Business faculty and Asian/Asian-American Business faculty do not express lower satisfaction on any dimension than do White Business faculty. In fact, URM faculty members express higher job satisfaction than do White faculty on the Work Environment dimension. We can attribute the higher satisfaction of URM Business faculty to faculty members' feelings concerning Collaboration, Departmental Collegiality and Mentoring. Furthermore, the COACHE dimensional means of URM Business faculty is higher than the University mean on all five dimensions.

Meanwhile, we find that Asian/Asian-American Business faculty members do have some concern about the Work Environment dimension. Asian/Asian American Business faculty has a lower mean value on Work Environment than do URM Business faculty and a lower mean value than the overall University mean. The Asian/Asian-American Business faculty's Work Environment mean value is the only Business Race/Ethnicity mean that is lower than any University dimensional mean value.

The Rank Plot of Figure 6 shows that associate professors in the College of Business express lower job satisfaction than do Business faculty of other ranks. Nevertheless, the plot shows that associate professors are generally no less satisfied than full professors in most aspects of their job. Table 6 tells a somewhat different story. While Business faculty are generally more satisfied with their jobs than are the average University faculty member,

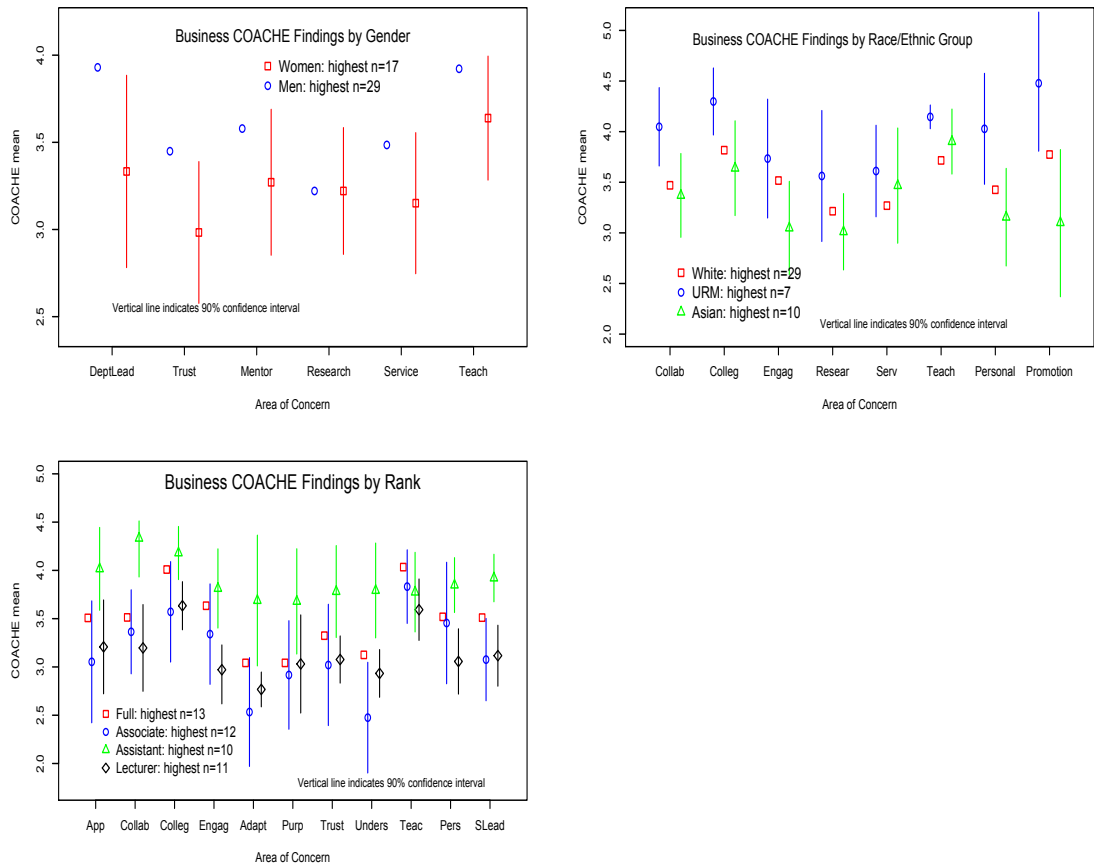


Figure 6: Business COACHE Findings

the satisfaction of the mean Business associate professors is below that of the average University faculty member on the Work, Work Environment, Institutional Leadership, and Shared Governance dimensions. The mean full professors and mean assistant professors in the College of Business are above the mean University professor on all five dimensions, and the mean Business assistant professor is substantially above the mean University and mean Cohort professor on all five of the dimensions.

Meanwhile, lecturers COACHE in the College of Business are also generally positive (as compared to other University faculty and the COACHE Cohort faculty) about their jobs, as Business lecturers have mean values on all five dimensions that do not differ significantly from the mean values of Business full professors. Additionally, Business lecturers have mean values on four

Table 7: Summary of Business Findings from COACHE

Grouping	Dimension	Group	Effect
College Overall	Resources and Support	All	+
College Overall	Shared Governance	All	+
College Overall	Institutional Leadership	All	+
Race/Ethnicity	Work Environment	URM	+
Academic Rank	Shared Governance	Full Professors	+
Academic Rank	All dimensions	Assistant Professors	+
Academic Rank	Shared Governance	Associate Professors	-

of the five dimensions that exceed the University and Cohort means on the five dimensions. The sole exception is the Work Environment dimension. Here, Business lecturers have a mean value that is only slightly lower than the University mean value (3.404 to 3.477 and 3.544).

To conclude this summary, Table 7 summarizes the major findings of this analysis of College of Business COACHE responses. The table lists the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### College of Music

The College of Music fares well concerning the job satisfaction of its faculty when compared to other units at UNT and to the 109 Cohort universities included in the COACHE study. Table 8 shows that College of Music faculty has higher mean values on all five COACHE dimensions than the University overall, and higher mean values on four of the five COACHE dimensions as compared to the COACHE Cohort universities. The Resources and Support dimension is the sole exception, and this dimensional difference is very small at only 0.006 (3.347 to 3.353).

Figure 7 shows that there are few demographic differences in the job satisfaction of Music faculty. The Gender Plot of Figure 7 shows that women Music faculty are more

Table 8: Music COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work Environment mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
Gender					
Women(18)	3.290	3.366	3.750	3.516	3.285
Men (30)	3.392	3.350	3.672	3.459	3.007
Race/Ethnicity					
URM (6)	3.054	3.490	3.552	3.425	2.865
White (40)	3.394	3.454	3.731	3.489	3.170
Rank					
Assistant (8)	3.533	3.474	3.907	3.738	3.428
Associate (11)	3.117	3.038	3.531	3.308	3.060
Full (22)	3.373	3.409	3.711	3.426	3.006
Lecturer (7)	3.476	3.362	3.731	3.699	3.381
College Mean (48)	3.347	3.358	3.705	3.478	3.122
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

likely to express satisfaction with Service and Shared Purpose benchmarks than are men Music faculty. Alternatively, women Music faculty members are only less likely to express satisfaction with Interdisciplinary Research than are men Music faculty members.

In fact, Table 8 more explicitly shows the lack of gender differences among College of Music Faculty. The mean value for men and women Music faculty are similar across all five COACHE dimensions. Moreover, the mean values for both women and men Music faculty on all five COACHE dimensions are above the University mean values for all five dimensions. Additionally, with one exception (women Music faculty concerning Resources and Support), the mean values of women and men Music faculty exceed the values of the average Cohort faculty member.

The Race/Ethnicity plot of Figure 7 shows that Music Faculty of Color (URM) only differ from White Music faculty on the Personal and Family Policies benchmark. Please note the COACHE data for the College of Music does not list or separate out Asian/Asian-

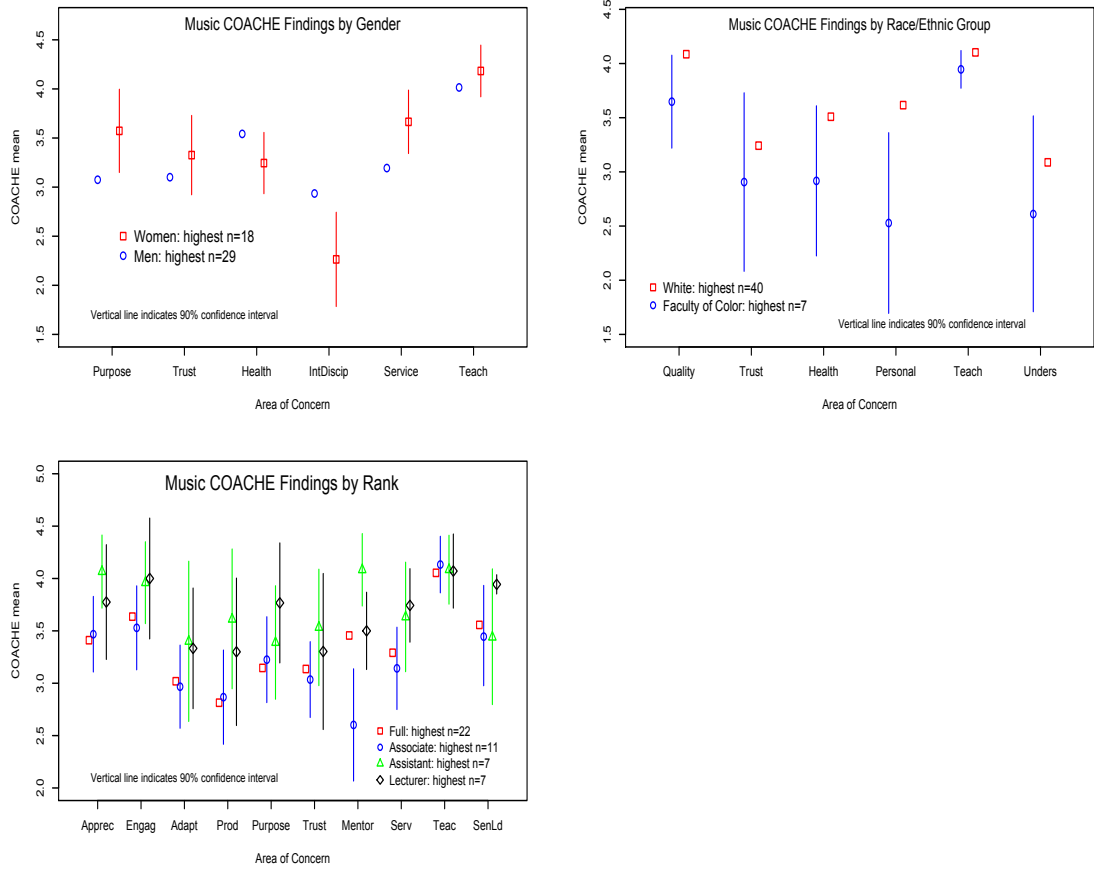


Figure 7: Music COACHE Findings

American faculty from other FOC. Table 8 does show a pattern that suggests that URM faculty in the College of Music may be less satisfied overall than their White counterparts. This pattern emerges on the Shared Governance and Resources and Support dimensions. While not statistically significant, URM Music faculty have lower mean values on these two dimensions than White Music faculty (2.865 to 3.170, and 3.054 to 3.394, respectively). Additionally, URM Music faculty’s mean values on these two dimensions are below both the University means and the Cohort means. We point out however that these differences are not significant.

The Rank Plot in Figure 7 is of interest because it generally shows that lecturers in the College of Music generally have a mean level of job satisfaction that is similar to Music



Table 9: Summary of Music Findings from COACHE

Grouping	Dimension	Group	Effect
College Overall	All dimensions	All	+
Gender	All dimensions	Both	+
Race/Ethnicity	Shared Governance	URM	slight -
Academic Rank	All dimensions	Assistant Professors	+
Academic Rank	Institutional Leadership	Lecturers	+

Faculty of all other ranks. In fact, lecturers are more likely to express satisfaction with Senior Leadership and Service than are Music full professors. The plot is also interesting in that associate professors in the College of Music generally express job satisfaction at the same levels as full professors in the College. Table 8 generally confirms all of these favorable findings. Lecturers, assistant professors, and full professors in the College of Music have mean values on all five COACHE dimensions that exceed the University and Cohort means. Meanwhile, Music associate professors have mean values that are lower than the University and Cohort mean on Resources and Support and the Work dimensions.

To conclude this summary, Table 9 summarizes the major findings of this analysis of College of Music COACHE responses. The table lists the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### **College of Liberal Arts and Social Sciences**

Given the size and diversity of the College of Liberal Arts and Social Sciences, it is logical to expect variation in the satisfaction that faculty express for their respective jobs. Indeed, we do find that there is significant variation in the job satisfaction of CLASS faculty. Of great importance, we find that CLASS faculty mean values on all five COACHE dimensions are below the mean values for both the University and the Cohort of universities. Table 10 shows that the greatest disparity between CLASS means and University and Cohort means

Table 10: CLASS COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
	Gender				
Women(97)	3.054	2.979	3.420	3.146	2.699
Men (95)	3.305	3.156	3.461	3.346	2.779
	Race/Ethnicity				
URM (32)	3.025	2.897	3.329	3.062	2.328
Asian/Asian American (16)	3.257	3.296	3.687	3.494	3.098
White (140)	3.183	3.058	3.438	3.239	2.763
	Rank				
Assistant (25)	3.361	3.293	3.792	3.652	2.885
Associate (58)	3.064	3.037	3.333	3.224	2.683
Full (55)	3.223	3.138	3.488	3.135	2.640
Lecturer (55)	3.176	2.905	3.350	3.188	2.841
College Mean (193)	3.163	3.051	3.442	3.233	2.725
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

are on the Work and Shared Governance dimensions. On the Work dimension, CLASS faculty has a mean value of 3.051, while the University and the Cohort have means of 3.147 and 3.213, respectively.<sup>2</sup> On the Shared Governance dimension, CLASS faculty has a mean value of 2.725, while the University and the Cohort have means of 2.878 and 2.988, respectively.<sup>3</sup> These findings are particularly interesting given that the CLASS faculty mean for Institutional Leadership is only slightly lower than both the University and Cohort means in the leadership area.

Figure 8 shows that there are substantial Gender and Race/Ethnicity differences in CLASS concerning faculty job satisfaction using the individual COACHE benchmarks. The Gender plot of Figure 8 shows that there are differences between women and men on 11 of

<sup>2</sup>The pooled standard deviation for CLASS faculty is .811, and the 90% confidence interval is (2.954, 3.148).

<sup>3</sup>The pooled standard deviation for CLASS faculty is .903, and the 90% confidence interval is (2.611, 2.838).

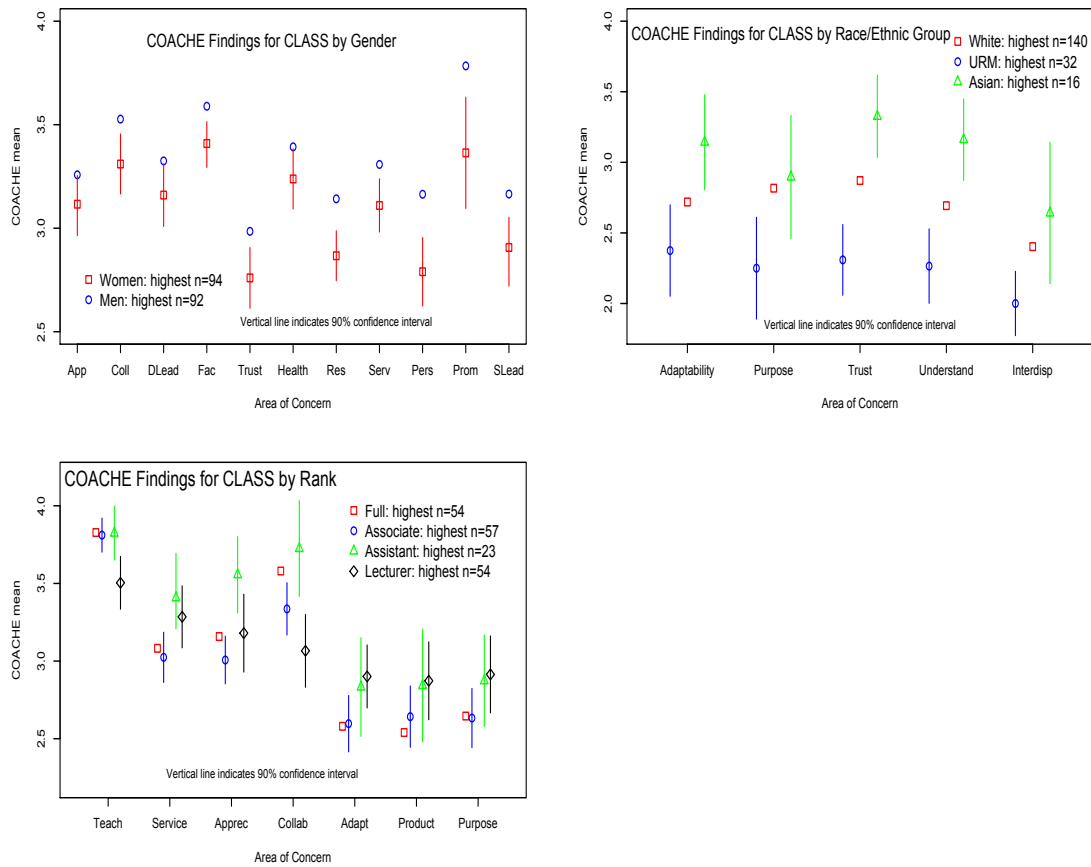


Figure 8: CLASS COACHE Findings

the 25 benchmarks, and CLASS women have lower mean values (in relation to CLASS men) on all 11 of these benchmarks. Women’s mean responses on these 11 benchmarks seem to indicate that women have less job satisfaction on the Resources and Support, Institutional Leadership, and Work dimensions.

Table 10 shows that the lower mean values of CLASS women faculty translate to lower mean values on all five COACHE dimensions as compared to CLASS men faculty. In particular, there are significant differences in CLASS women and men concerning Resources and Support, Work, and Institutional Leadership. On all three dimensions, men in the College of Liberal Arts and Social Sciences are more likely to express satisfaction than are their women counterparts.<sup>4</sup> Moreover, CLASS women faculty have lower mean values on all five COACHE

<sup>4</sup>The pooled standard deviations for Resources and Support, Work and Institutional Leadership are 0.886,

dimensions as compared to the means for the University as a whole and compared to the means for the 109 Cohort universities. In contrast, CLASS men have higher mean values than do the University as a whole on four of the five COACHE dimensions. Additionally, CLASS men have a more favorable appraisal of institutional leadership than do the average University faculty member and the average faculty member among the Cohort universities. These trends suggest that CLASS women tend to have less job satisfaction than CLASS men.

The Race and Ethnicity plot of Figure 8 reveals that URM faculty members in CLASS express lower job satisfaction on the Shared Governance dimension than do White and Asian/Asian-American faculty. The URM CLASS faculty difference is particularly stark on the Trust benchmark. These URM findings are consistent with research that link URM faculty job satisfaction with the academic climate more than with tangible resources (Price, et al 2005; Wubreh 2011). Table 8 vividly confirms the findings of the figure in that URM mean value on the Shared Governance. URM CLASS faculty members have a significantly lower Shared Governance mean (2.328) than do Asian (3.098) or White (2.763) CLASS faculty. Moreover, this mean value is substantially lower than the Asian-Asian American faculty mean, White faculty mean, College mean, University mean and the Cohort mean. Furthermore, the URM mean on Shared Governance is the lowest mean value of any dimension for any demographic group in Table 8.

In addition, on the Shared Governance dimension, the Rank plot in Figure 8 reveals that full professors in CLASS have lower levels of satisfaction with Shared Governance as compared to assistant professors and lecturers in CLASS. This finding is evident by the lower means for full professors on the Adaptability, Productivity and Purpose benchmarks as compared to assistant professors and lecturers. Table 8 also shows that the full professors' Shared Governance mean is substantially lower than the mean value for the College, the University as a whole and the Cohort universities.

---

0.876 and 1.055, respectively.

Additionally, the Rank plot of Figure 8 shows that CLASS lecturers are less likely to express satisfaction with Teaching than are CLASS faculty of other ranks. This lower mean value on the Teaching benchmark for lecturers is the primary factor in the Work dimension results that are shown in Table 10. CLASS lecturers have the lowest overall mean value on the Work dimension at 2.905. This mean value is also lower than the CLASS mean, the University mean and the Cohort mean. Meanwhile CLASS assistant professors have a mean value on the Work dimension that exceeds both the University and the Cohort mean values.

Because CLASS is such a large and diverse college, it is useful to examine demographic means among the disciplines of the college. Table 11 shows CLASS COACHE findings by demographics and discipline type. CLASS Social Sciences faculty expresses greater job satisfaction on the Work and Work Environment dimensions than do CLASS Humanities and CLASS Visual and Performing Arts faculty. Moreover, the means of CLASS Social Sciences Faculty on these two dimensions are the only means among CLASS disciplinary means that meet or exceed the University means on these two dimensions.

Again, one of the interesting CLASS findings is that CLASS faculty generally have a negative view of Shared Governance within the University. This finding is reinforced by the fact that CLASS faculty in all three disciplinary areas share this relatively negative view on Shared Governance. Note the fact that the mean value for all three CLASS subdivisions is below the University mean value of 2.878. Meanwhile, two of the three subdivisions are relatively positive about Institutional Leadership. Humanities and Social Sciences faculty mean values on Institutional Leadership slightly exceed the mean value of the University and equal the mean value of the Cohort universities. Alternatively, CLASS Visual and Performing Arts faculty is quite negative about Institutional Leadership with a mean value of 2.818. Consequently, we can conclude that CLASS Visual and Performing Arts faculty is more negative about institutional leadership than are other CLASS faculty. These findings also somewhat suggest that CLASS faculty's negative appraisal of Shared Governance is not directly related to institutional leadership.

Table 11: CLASS Disciplines COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
<b>Humanities</b>					
Gender					
Women(47)	3.055	2.899	3.348	3.146	2.720
Men (33)	3.232	3.135	3.338	3.402	2.776
Race/Ethnicity					
URM (13)	3.244	3.095	3.390	3.472	2.512
Asian/Asian American (6)	3.149	2.839	3.476	3.288	3.094
White (61)	3.143	2.988	3.320	3.269	2.751
Rank					
Assistant (8)	3.074	2.974	3.743	3.476	2.326
Associate (21)	2.956	2.980	3.231	3.409	2.699
Full (18)	3.139	3.040	3.406	3.179	2.597
Lecturer (33)	3.251	2.927	3.270	3.252	2.947
Humanities (80)	3.129	2.995	3.343	3.296	2.744
<b>Social Sciences</b>					
Gender					
Women(24)	3.035	3.026	3.594	3.230	2.564
Men (43)	3.368	3.223	3.552	3.314	2.747
Race/Ethnicity					
URM (13)	2.973	2.926	3.510	2.997	2.214
Asian/Asian American (8)	3.263	3.359	3.780	3.506	2.920
White (46)	3.317	3.144	3.545	3.323	2.765
Rank					
Assistant (7)	3.461	3.389	4.030	3.722	2.992
Associate (24)	3.141	3.115	3.352	3.544	2.672
Full (27)	3.169	3.045	3.503	3.084	2.544
Lecturer (9)	3.604	3.436	3.969	3.524	2.919
Social Sciences (67)	3.248	3.153	3.568	3.283	2.682
<b>Visual and Performing Arts</b>					
Gender					
Women(14)	2.974	2.943	3.185	2.509	2.316
Men (7)	3.356	3.018	3.341	3.352	3.221
Race/Ethnicity					
URM (4)	3.025	2.668	3.074	3.288	2.799
White (17)	3.135	3.037	3.291	2.713	2.682
Rank					
Assistant (5)	3.418	2.888	3.240	3.458	3.071
Associate (5)	3.195	2.969	3.409	2.713	2.859
Full (4)	3.034	3.266	3.207	2.154	2.232
Lecturer (7)	2.636	2.835	3.177	2.684	2.566
Visual & Performing (21)	3.116	2.964	3.252	2.818	2.705
College Mean (193)	3.163	3.051	3.442	3.233	2.725
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

This subdivision of CLASS faculty excludes eight faculty members who are categorized in the Health and Human Performance discipline. Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

While we find earlier that CLASS women faculty has lower mean values on all five COACHE dimensions as compared to CLASS men faculty, Table 11 shows that these five dimension differences are not uniform across the three CLASS subdivisions. To begin, CLASS Humanities women's mean values differ from their men counterparts on only three of the five dimensions: Resources and Support, Work, and Institutional Leadership. Meanwhile, CLASS Social Sciences women faculty's means also differ from the means of their men counterparts on only three of the five dimensions: Resources and Support, Work, and Shared Governance. Lastly, CLASS Visual and Performing Arts women faculty's means also differ from their men counterparts on only three of the five dimensions: Resources and Support, Institutional Leadership, and Shared Governance. CLASS Visual and Performing Arts women have substantially lower satisfaction with the University's performance on Institutional Leadership and Shared Governance dimensions.

While we find that overall that CLASS URM faculty members have a significantly lower Shared Governance mean (2.328) than do Asian (3.098) or White (2.763) CLASS faculty members, this finding is not uniform across all subdivisions of CLASS. Table 11 shows that CLASS URM Social Sciences and CLASS URM Humanities faculty's appraisal of Shared Governance is far more distinctive and negative as compared to their CLASS URM Visual and Performing Arts counterparts. Nonetheless, CLASS URM faculty members in all three CLASS subdivisions have mean values on Shared Governance that are lower than the University and Cohort mean values. Furthermore, CLASS White faculty members in all three CLASS subdivisions have Shared Governance mean values that are lower than the University and Cohort mean values. Still, the difference between the job satisfaction of CLASS URM Humanities and Social Sciences faculty members is significant lower than that of CLASS White and Asian/Asian-American faculty members in these two CLASS subdivisions.

Table 11 also reveals interesting information about differences among CLASS faculty as related to rank and job satisfaction. Recall that Class lecturers have lower mean value on the Work dimension than do CLASS faculty of other ranks. CLASS Social Sciences lecturers

Table 12: Summary of CLASS Findings from COACHE

Grouping	Dimension	Group	Effect
College Overall	Work	All	-
College Overall	Shared Governance	All	-
Gender	Resources and Support	Women	-
Gender	Work	Women	-
Gender	Institutional Leadership	Women	-
Race/Ethnicity	Shared Governance	URM	-
Academic Rank	Shared Governance	Full Professors	-
Academic Rank	Institutional Leadership	Assistant Professors	+
Academic Rank	Work Environment	Assistant Professors	+
Academic Rank	Work	Lecturers	-
Gender	Work	Humanities Women	-
Gender	Shared Governance	Social Sciences Women	-
Gender	Institutional Leadership	Visual & Performing Women	-
Gender	Shared Governance	Visual & Performing Women	-
Race/Ethnicity	Shared Governance	Humanities URM	-
Race/Ethnicity	Shared Governance	Social Sciences URM	-
Race/Ethnicity	Institutional Leadership	Visual & Performing White faculty	-
Academic Rank	Shared Governance	Humanities Full Professors	-
Academic Rank	Shared Governance	Social Sciences Full Professors	-
Academic Rank	Shared Governance	Visual & Performing Full Professors	-
Academic Rank	Institutional Leadership	Visual & Performing Full Professors	-

are distinctive from other CLASS lecturers in that CLASS Social Sciences lecturers have a higher Work mean value than CLASS Social Sciences faculty of other ranks. Moreover, the Work mean value for CLASS Social Sciences lecturers is higher than the University and Cohort means. In contrast, the mean values for both CLASS Humanities and CLASS Visual And Performing Arts lecturers are the lowest of their rank counterparts and lower than the University and Cohort means.

Table 11 also shows CLASS full professor faculty members in all subdivisions have lower mean values on the Institutional Leadership dimension than their CLASS counterparts of other ranks. What is interesting about these differences is that the average assessment of a CLASS Visual and Performing Arts full professor is a full point lower than the average



assessment of a CLASS Humanities full professor (2.154 and 3.179, respectively). Furthermore, the mean Institutional Leadership value of CLASS full professors is lower than the University and Cohort means. CLASS full professors follow this same general pattern on the Shared Governance dimension. While all UNT faculty generally have a concern about Shared Governance, CLASS full professors are even more concerned about this aspect of their job.

To conclude this summary, Table 12 summarizes the major findings of this analysis of College of Liberal Arts and Social Sciences COACHE responses. The table list the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### **Merchandising, Hospitality & Tourism**

Overall, the College of Merchandising, Hospitality & Tourism (MHT) does relatively well when compared to other UNT units in that four of the five MHT dimension mean values exceed the UNT five dimension mean values. Table 13 shows that the average MHT faculty member's job satisfaction is lower than that of the average University faculty member only on the Work dimension. Furthermore, MHT faculty has higher mean responses than Cohort faculty on the Work Environment and Shared Governance dimensions.

Even given these positive findings, demographic differences do emerge among MHT faculty. There is a clear gender split in the level of job satisfaction among MHT faculty. MHT women faculty are more likely to express satisfaction with their jobs than are men on three of the five COACHE dimensions (Work Environment, Institutional Leadership, and Shared Governance). More specifically, the mean value of MHT women faculty on the Shared Governance dimension is significantly greater than the mean value of MHT men faculty.<sup>5</sup> Moreover, the mean values of MHT women faculty on four of the five COACHE dimensions meet or exceed the University's mean values on these five dimensions. Strikingly, MHT women faculty's Shared Governance mean far exceeds the University's mean on the Shared Governance

---

<sup>5</sup>The pooled standard deviation is .845, and the 90% confidence interval is (2.981, 3.820).

Table 13: Merchandising, Hospitality & Tourism COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
Gender					
Women(11)	3.332	3.050	3.488	3.412	3.401
Men (8)	3.224	2.989	3.171	3.031	2.873
Race/Ethnicity					
Faculty of Color (11)	3.186	2.974	3.437	3.202	3.173
White Faculty (8)	3.461	3.109	3.783	3.355	3.164
Tenure Status					
Non-Tenure Track (10)	3.602	3.470	3.736	3.696	3.334
Tenure-Track (2)	2.654	2.326	3.221	3.018	2.718
Tenured (7)	3.026	2.731	3.475	3.141	3.229
College Mean (19)	3.287	3.027	3.578	3.242	3.168
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

dimension. In contrast, the mean values of MHT men faculty on all five COACHE dimensions are lower than the University’s mean values on all five dimensions. For MHT men faculty, the mean value for Work Environment (3.171) is particularly low when compared to the UNT mean (3.477) and the Cohort mean (3.544).

Meanwhile, there is little difference in the job satisfaction of MHT FOC and MHT White faculty. The relatively high satisfaction (in relation to other UNT units) that MHT faculty express on the Shared Governance dimension is shared by both MHT FOC and MHT White faculty. Furthermore, both MHT FOC and MHT White faculty have Shared Governance means that exceed both the UNT mean and the Cohort mean.

Given the size of the College of Merchandising, Hospitality & Tourism, we examine job satisfaction by tenure status rather than rank. Table 13 shows a divide in job satisfaction between MHT non-tenure track faculty and MHT tenure-track/tenured faculty. MHT non-tenure track faculty are more satisfied with their jobs than are MHT tenure-track/tenured

Table 14: Summary of MHT Findings from COACHE

Grouping	Dimension	Group	Effect
Gender	Shared Governance	Men	-
Academic Rank	Shared Governance	Non-Tenure Track	+
Academic Rank	Institutional Leadership	Non-Tenure Track	+
Academic Rank	Work	Non-Tenure Track	+

faculty. There are substantial differences in the satisfaction of MHT non-tenure track and MHT tenure-track/tenured faculty on the Resources and Support, Work, and Institutional Leadership dimensions. MHT non-tenure track faculty are far more positive on all three of these dimensions. It is also important to note that the mean values for MHT non tenure-track faculty exceed the UNT and Cohort means on all five dimensions. Conversely, the mean values for MHT tenure track/tenured faculty is less than the UNT and Cohort means on all five dimensions.

To conclude this summary, Table 14 summarizes the major findings of this analysis of College of Merchandising, Hospitality & Tourism COACHE responses. The table list the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### College of Science

The College of Science (COS) fairs less favorably on the five dimensions of the COACHE job satisfaction survey than do other UNT units. Table 15 shows that the average College of Science faculty member’s job satisfaction is lower than that of the average University faculty member and the average Cohort faculty member on all five COACHE dimensions. Furthermore, COS faculty has a significantly lower mean response on the Work Environment dimension as compared to both UNT and Cohort faculty.<sup>6</sup> Moreover, the mean value for COS faculty on Shared Governance dimension is significant lower than the mean of Cohort

<sup>6</sup>The pooled standard deviation for the Work Environment dimension is .941, and the 90% confidence interval is (3.016, 3.462).

Table 15: Science COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work Environment mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
	Gender				
Women(20)	2.889	2.873	3.140	3.054	2.632
Men (30)	3.452	3.212	3.354	3.238	2.765
	Race/Ethnicity				
URM (6)	2.922	2.819	2.667	2.945	2.411
Asian/Asian American (10)	3.033	2.934	3.053	3.465	3.012
White (34)	3.124	3.176	3.403	3.114	2.695
	Rank				
Assistant (2)	3.453	2.958	3.609	3.802	3.658
Associate (15)	3.000	2.975	3.016	3.258	2.622
Full (21)	3.210	3.052	3.183	3.009	2.611
Lecturer (12)	3.481	3.292	3.511	3.230	2.817
College Mean (50)	3.224	3.080	3.239	3.160	2.739
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

faculty.<sup>7</sup>

There is much discussion about women in STEM fields. Furthermore, using the five COACHE dimensions, findings do reveal gender differences in job satisfaction of COS faculty. COS women faculty have lower mean values on all five COACHE dimensions than their COS men counterparts.<sup>8</sup> Moreover, COS women faculty have lower mean values on all five COACHE dimensions than UNT faculty as a whole and Cohort faculty. Furthermore, the mean of COS women faculty on the Work Environment dimension is significantly different from the Cohort.<sup>9</sup>

<sup>7</sup>The pooled standard deviation for the Shared Governance dimension is .903, and the 90% confidence interval is (2.518, 2.960).

<sup>8</sup>Nonetheless, the mean of COS women faculty is significantly different from COS men faculty only on the Resources and Support dimension. The pooled standard deviation for COS women faculty is 1.114 with a 90% CI of (2.479, 3.299).

<sup>9</sup>The pooled standard deviation for COS women faculty is 1.054 with a 90% CI of (2.740, 3.542) for the Work Environment dimensions.

The Race/Ethnicity findings from Table 15 shows that COS URM faculty has a mean value on the Work Environment that is significantly less than the mean value for COS White faculty.<sup>10</sup> Moreover, the mean values for COS URM faculty on all five COACHE dimensions are less than the mean values for UNT faculty as a whole and for Cohort faculty.<sup>11</sup>

In the area of faculty rank, Table 15 shows that there is little variation in the job satisfaction of COS faculty. While COS associate professors have lower mean values on four of the five COACHE dimensions (the sole exception is the Institutional Leadership dimension) than do COS faculty of other ranks, these mean values are not significantly different from the mean values of other COS faculty. Meanwhile, while COS assistant professors have higher mean values on four of the five COACHE dimensions (the sole exception is the Work dimension), the small sample of COS assistant professors prevents the difference from reaching significance. Lastly, while not statistically significant in relation to COS full professors, COS lecturers have relatively high mean values on the Work and Work Environment dimensions. For COS lecturers, their mean values on Work and Work Environment exceeds the mean values for UNT as a whole.

To conclude this summary, Table 16 summarizes the major findings of this analysis of College of Science COACHE responses. The table list the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### **College of Visual Arts and Design**

The College of Visual Arts and Design (CVAD) fairs somewhat poorly on the five dimensions of the COACHE job satisfaction survey. Table 17 shows that the average CVAD faculty member's job satisfaction is lower than that of the average UNT faculty member and the average Cohort faculty member on all five COACHE dimensions. Furthermore, CVAD

---

<sup>10</sup>The pooled standard deviation for COS URM faculty is 1.040 with a 90% CI of (1.967, 3.365) for the Work Environment dimensions.

<sup>11</sup>Even given the small sample of COS URM faculty, the mean values of COS URM faculty are significantly different from Cohort faculty and UNT faculty on the Work Environment dimension.

Table 16: Summary of Science Findings from COACHE

Grouping	Dimension	Group	Effect
College overall	Work Environment	All	-
College overall	Shared Governance	All	-
Gender	Resources and Support	Women	-
Gender	Work	Women	-
Race/Ethnicity	Work Environment	URM	-
Race/Ethnicity	Shared Governance	URM	-
Academic Rank	Shared Governance	Full Professors	-
Academic Rank	Work Environment	Lecturers	+

faculty has significantly lower mean response on the Resources dimensions.<sup>12</sup>

Diving deeper into Table 17, we find little gender difference in the job satisfaction of CVAD faculty. The table shows that CVAD women faculty has lower mean values than CVAD men faculty on three of the five COACHE dimensions. Meanwhile, CVAD men faculty has lower mean values on the Institutional Leadership and Shared Governance dimensions. Nonetheless, none of these differences is significant. Additionally, only the mean value Work Environment of CVAD men faculty is greater than a mean value at the University level (3.5 to 3.477). While this difference is not significant, it is nonetheless noteworthy in that it is the only mean value that exceeds the University means on the five COACHE dimension.

Furthermore, the Race/Ethnicity findings for CVAD faculty are interesting in that CVAD FOC has higher means on four of the five COACHE dimensions than do CVAD White faculty. Because of the small sample size of CVAD FOC, we combine both CVAD Asian/Asian-American faculty and CVAD URM faculty. The small sample also contributes to the fact that the differences between the CVAD FOC and CVAD White FOC are not significant. Nevertheless, the large differences between CVAD FOC and CVAD White faculty on the Institutional Leadership and Shared Governance is noteworthy. Moreover, the mean values of CVAD FOC on the Work Environment, Institutional Leadership, and Shared Governance

<sup>12</sup>The pooled standard deviation is .928, and the 90% confidence interval is (2.701, 3.225).

Table 17: CVAD COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
Gender					
Women(22)	2.908	2.964	3.318	2.934	2.865
Men (12)	3.100	3.083	3.500	2.907	2.727
Race/Ethnicity					
Faculty of Color (6)	3.114	2.969	3.732	3.552	3.434
White Faculty (27)	2.936	3.111	3.311	2.802	2.732
Rank					
Assistant (9)	2.698	2.916	3.041	2.586	2.678
Associate (11)	2.954	2.881	3.231	2.726	2.678
Full (8)	2.844	2.901	3.572	3.229	2.822
Lecturer (6)	3.769	3.534	4.069	3.732	3.654
College Mean (34)	2.963	2.994	3.374	2.933	2.741
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

dimensions exceed the mean values for both the University as a whole and those of the Cohort universities. Meanwhile, the mean values of CVAD White faculty on the Work Environment, Institutional Leadership, and Shared Governance dimensions are less than the mean values for both the mean values of the University as a whole and the Cohort universities.

Table 17 shows that CVAD lecturers are quite positive about their jobs as compared to CVAD faculty of other ranks. CVAD lecturers are the only CVAD rank that have mean values on all five COACHE dimensions that are higher than UNT faculty and Cohort universities' faculty. Indeed, all other CVAD assistant professors and CVAD associate professors have mean values on all five COACHE dimensions that are lower than UNT faculty and Cohort universities faculty.

To conclude this summary, Table 18 summarizes the major findings of this analysis of College of Visual Arts and Design COACHE responses. The table list the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup

Table 18: Summary of CVAD Findings from COACHE

Grouping	Dimension	Group	Effect
College overall	Resources and Support	All	-
College overall	Shared Governance	All	-
Gender	Resources and Support	Women	-
Gender	Work Environment	Men (related to UNT faculty)	+
Race/Ethnicity	Work Environment	URM	+
Race/Ethnicity	Shared Governance	URM	+
Academic Rank	Shared Governance	Assistant Professors	-
Academic Rank	Institutional Leadership	Assistant Professors	-
Academic Rank	Shared Governance	Associate Professors	-
Academic Rank	All dimensions	Lecturers	+

affected, and whether the effect is positive or negative.

### University Libraries

Overall, the UNT Libraries fair very well on the five dimensions of the COACHE survey when compared to other units at UNT and to the 109 Cohort universities included in the COACHE study. Table 19 shows that Library faculty has higher mean values on all five COACHE dimensions than does UNT faculty as a whole and higher mean values than the COACHE Cohort universities. Furthermore, the higher mean values for Library faculty on Institutional Leadership on Shared Governance are significantly greater than the mean values for both the UNT generally and for the Cohort universities.<sup>13</sup>

From a gender standpoint, Library women faculty have higher mean values on the five COACHE dimensions than do the Library men faculty. While none of the differences in the means of Library women and men are significant, the mean values of Library women on the five COACHE dimensions are all greater than the mean values of UNT and of the Cohort universities. Meanwhile, Library men have lower mean values on the Work and Work

<sup>13</sup>The pooled standard deviation for Library faculty on Institutional Leadership and Shared Governance are .895 and .771, respectively. These two standard deviations result in 90% confidence intervals are (3.311, 3.819) and (3.104, 3.552), respectively.



Table 19: Library COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work Environment mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
	Gender				
Women(22)	3.655	3.454	3.826	3.663	3.397
Men (10)	3.398	3.088	3.421	3.356	3.197
	Race/Ethnicity				
Faculty of Color (6)	3.690	3.420	3.677	3.470	3.512
White Faculty (27)	3.555	3.302	3.690	3.588	3.281
College Mean(32)	3.586	3.336	3.694	3.558	3.328
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

Environment dimensions as compared to UNT and the Cohort universities.<sup>14</sup>

As for Race/Ethnicity effects among Library faculty, both Library FOC and Library White faculty have mean values on the five COACHE dimensions that are substantially higher than the mean values of UNT and of the Cohort universities. Because of the small sample size of Library FOC, we combine both Library Asian/Asian-American faculty and Library URM faculty.

To conclude this summary, Table 20 summarizes the major findings of this analysis of University Libraries' COACHE responses. The table list the summaries for the unit overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### College of Journalism

Overall, the College of Journalism falls in the middle of UNT's units as related to the five dimensions of the COACHE survey in that three of the five Journalism dimension mean values meet or exceed the UNT five dimension mean values. Table 21 shows that the average

<sup>14</sup>These differences are not statistically different.

Table 20: Summary of University Libraries Findings from COACHE

Grouping	Dimension	Group	Effect
College overall	Institutional Leadership	All	+
College overall	Shared Governance	All	+
Gender	All dimensions	Women	+
Race/Ethnicity	All dimensions	FOC	+

Journalism faculty member’s job satisfaction is greater than that of the average University faculty member on the Work, Work Environment, and Institutional Leadership dimensions. Furthermore, Journalism faculty has greater mean values on the Work Environment and Institutional Leadership dimensions than do Cohort faculty. In both cases, none of the differences reaches statistical significance. Nevertheless, given the small sample of Journalism faculty, the differences are suggestive of the faculty’s overall job satisfaction.

Gender findings for the College of Journalism are not significant, but there is still useful information in the data. Firstly, Journalism men faculty have greater mean values on four of the five COACHE dimensions than do UNT faculty and Cohort universities faculty. The sole exception is the Shared Governance dimension. The mean value for Journalism men on Shared Governance is only 2.566, while the UNT and Cohort means are 2.878 and 2.988, respectively. Meanwhile, Journalism women faculty are above the UNT and Cohort means on this dimension at 3.066. Additionally, the mean values of Journalism women faculty on the Work Environment and Institutional Leadership dimensions are greater than the UNT mean values on these two dimensions.

Table 21 shows that Journalism FOC has less job satisfaction on all five dimensions than their Journalism White faculty counterparts. Again, because of the small sample, we are unable to say that these differences are significant. Nonetheless, the pattern that emerges from the mean data suggest that Journalism FOC does have less job satisfaction than their Journalism White faculty counterparts. This pattern is reinforced by the fact that mean

Table 21: Journalism COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work Environment mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
Gender					
Women(6)	3.154	3.119	3.482	3.497	3.066
Men (7)	3.440	3.300	3.646	3.375	2.566
Race/Ethnicity					
Faculty of Color (2)	2.627	2.455	2.918	2.838	2.265
White Faculty (10)	3.416	3.329	3.679	3.487	2.941
Rank					
Non-Tenure Track (8)	3.365	3.322	3.498	3.528	2.870
Tenured (4)	3.101	2.905	3.662	3.138	2.724
College Mean (13)	3.283	3.176	3.553	3.349	2.809
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

values of Journalism FOC on all five COACHE dimensions are less than the mean values of UNT faculty and Cohort universities Faculty, while the mean values of Journalism White faculty are greater than the mean values for UNT faculty.

As for faculty rank based on Tenure Status, Table 21 shows that there are no significant differences between the mean values of the five dimensions for non-tenure track and tenured-track Journalism faculty. While the mean values of non-tenure track Journalism faculty are somewhat greater on Resources and Support, Work and Institutional Leadership than are the mean values for tenured and tenured-track Journalism faculty, these differences are not significant. What is of interest is that the mean values of non-tenure track Journalism faculty is also somewhat greater than the mean values of UNT and Cohort faculty on these three dimensions, while the mean values of tenured and tenure-track Journalism faculty are less than the mean values of UNT and Cohort faculty.

To conclude this summary, Table 22 summarizes the major findings of this analysis of College of Journalism COACHE responses. The table list the summaries for the College

Table 22: Summary of College of Journalism Findings from COACHE

Grouping	Dimension	Group	Effect
College overall	Institutional Leadership	All	+
College overall	Work Environment	All	+
Gender	Shared Governance	Men	-
Race/Ethnicity	Shared Governance	FOC	-
Race/Ethnicity	Work	FOC	-
Tenure Status	Work	Tenured faculty	-
Tenure Status	Institutional Leadership	Non-Tenure Track faculty	+

overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### The College of Health and Public Service

Overall, the College of Health and Public Service (HPS) fairs quite well on the five dimensions of the COACHE survey when compared to other units at UNT and to the 109 Cohort universities included in the COACHE study. Table 23 shows that HPS faculty has higher mean values on four of the five COACHE dimensions than does UNT faculty as a whole. Furthermore, the mean values on the Resources and Support and Work dimensions are significantly greater than the mean values for UNT faculty on these two dimensions.<sup>15</sup> Additionally, HPS faculty has somewhat greater mean values on three of the five COACHE dimensions than does the COACHE Cohort universities faculty.

On the gender front, there are few differences between men and women HPS faculty on the five COACHE dimensions. The one difference that stand out among HPS women and men faculty is on the Work dimension. HPS women faculty has a significantly lower mean values on the Work dimension than do HPS men faculty.<sup>16</sup> The other slight gender difference is the mean values of HPS men faculty on all five COACHE dimensions are higher than the

<sup>15</sup>Based on pooled standard deviations of .842 for Resources and .841 for Work, the 90% confidence interval for HPS faculty on these two dimensions are (3.35, 3.724), and (3.237, 3.611), respectively.

<sup>16</sup>The pooled standard deviation for HPS women faculty on the Work dimension is .820. The 90% confidence interval is (3.067, 3.537).

Table 23: Health & Public Service COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
Gender					
Women(33)	3.501	3.302	3.617	3.116	2.809
Men (22)	3.595	3.610	3.725	3.330	3.077
Race/Ethnicity					
URM (13)	3.733	3.618	3.872	3.472	3.350
Asian/Asian American (10)	3.440	3.361	3.733	3.379	3.360
White (32)	3.490	3.364	3.532	3.076	2.592
Rank					
Assistant (13)	3.638	3.518	3.868	3.338	3.265
Associate (19)	3.244	3.188	3.548	3.105	2.837
Full (12)	3.958	3.700	3.919	3.371	2.956
Lecturer (11)	3.395	3.405	3.263	3.019	2.592
College Mean (55)	3.537	3.424	3.652	3.230	2.924
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

mean values of both UNT faculty and Cohort universities faculty.

Meanwhile, there are very few differences among HPS faculty based on race and ethnicity. Table 23 shows that the mean values for URM, Asian/Asian-American, and White HPS faculty on the Resources and Support, Work, and Work Environment dimensions all exceed the mean values for UNT and Cohort faculty. On the one hand, while the mean value of HPS White faculty on the Institutional Leadership dimension is lower than the mean values for HPS URM and Asian/Asian-American faculty, this difference is not significant. On the other hand, the mean value of HPS White faculty on the Shared Governance dimension is significantly less than the mean values for HPS URM and Asian/Asian-American faculty.<sup>17</sup> Importantly, the mean values on all five COACHE dimensions of both URM and Asian/Asian

<sup>17</sup>The pooled standard deviations for HPS URM and Asian/Asian-American faculty on the Work dimension are 1.022 and 1.150, respectively. The 90% confidence intervals are (2.884, 3.816) and (2.729, 3.991), respectively.

Table 24: Summary of Health & Public Service Findings from COACHE

Grouping	Dimension	Group	Effect
College overall	Resources and Support	All	+
College overall	Work	All	+
Gender	Work	Women	-
Gender	Work Environment	Men	+
Gender	Work	Men	+
Race/Ethnicity	Shared Governance	White faculty	-
Race/Ethnicity	Work	Asian/Asian American	+
Race/Ethnicity	Work	URM	+
Academic Rank	Shared Governance	Lecturers	-
Academic Rank	Work Environment	Full Professors	+
Academic Rank	Work Environment	Assistant Professors	+
Academic Rank	Work	Full Professors	+

American HPS faculty exceed the mean values of UNT and Cohort universities faculty.

The Shared Governance dimension also is one dimension on which we find a bit of difference among HPS faculty based on rank. HPS lecturers and associate professors have mean values on the Shared Governance dimension that are less than the UNT mean and Cohort means on this dimension. Additionally, the mean value of HPS lecturers on the Shared Governance dimension is significantly different from the Shared Governance mean value of HPS assistant professors.<sup>18</sup>

To conclude this summary, Table 24 summarizes the major findings of this analysis of College of Health & Public Service COACHE responses. The table lists the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### College of Engineering

Overall, Table 25 shows that the College of Engineering has mean values on the five COACHE dimensions that are less than the mean values for the Cohort universities. Fur-

<sup>18</sup>Based on pooled standardized deviations of .977, the 90% confidence interval for HPS lecturers is (2.023, 3.166).

thermore, the College of Engineering has mean values on four of the five COACHE dimensions that are less than the mean values for UNT faculty. At the same time, none of the College of Engineering mean values is significantly different from the mean values of UNT faculty mean values. Engineering faculty's mean value on Shared Governance is significantly less than Cohort universities' mean value on Shared Governance.<sup>19</sup> It is also worth noting that Engineering faculty's mean value on Institutional Leadership is quite low even though it is not significantly different from that means of UNT faculty and Cohort faculty.<sup>20</sup>

On the gender front, there are few significant differences between men and women Engineering faculty on the five COACHE dimensions. The one difference that is noteworthy among Engineering women and men faculty is on the Work dimension. The mean value for Engineering women on the Work dimension is significantly greater than the mean value of Engineering men.<sup>21</sup> Additionally, the mean values of Engineering women on Resources and Support, Work, and Work Environment dimensions are greater than the mean values for both UNT faculty and Cohort universities faculty, while the mean values of Engineering men on Resources and Support, Work, and Work Environment dimensions are less than the mean values for both UNT faculty and Cohort universities faculty. The other gender difference of note is that the Shared Governance mean of Engineering men is significantly less than the Shared Governance mean of Cohort faculty.<sup>22</sup> In contrast, while the Shared Governance mean of Engineering women is less than the Cohort mean, it is not significantly less.

Furthermore, there are very few differences among Engineering faculty based on race and ethnicity. Table 25 shows that the mean values for URM, Asian/Asian-American, and White Engineering faculty on four of the five COACHE dimensions are less than the mean values of UNT and Cohort faculty on these four dimensions. While these differences are not significant,

---

<sup>19</sup>The pooled standard deviation for Engineering faculty is .960, and the 90% confidence interval is (2.410, 2.930).

<sup>20</sup>The pooled standard deviation for Engineering faculty is 1.178, and the 90% confidence interval is (2.658, 3.296).

<sup>21</sup>The pooled standard deviation for Engineering women faculty on the Work dimension is 1.111. The 90% confidence interval is (3.329, 3.929).

<sup>22</sup>The pooled standard deviation for Engineering women faculty on the Work dimension is .957. The 90% confidence interval is (2.354, 2.920).

Table 25: College of Engineering COACHE Findings by Demographics

Demographic(n)	Resources and Support mean	Work Environment mean	Work Environment mean	Institutional Leadership mean	Shared Governance mean
	Gender				
Women(7)	3.463	3.629	3.577	3.112	2.883
Men (32)	3.216	3.063	3.327	2.950	2.637
	Race/Ethnicity				
URM (7)	3.332	3.178	3.438	3.144	2.825
Asian/Asian American (13)	3.262	3.242	3.407	2.838	2.608
White (19)	3.288	3.101	3.327	3.002	2.637
	Rank				
Assistant (7)	3.623	3.443	3.771	3.794	3.288
Associate (8)	2.781	3.095	3.060	2.455	2.274
Full (17)	3.262	2.994	3.345	2.753	2.506
Lecturer (7)	3.516	3.216	3.367	3.220	2.836
College Mean (39)	3.259	3.161	3.369	2.977	2.670
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.



Table 26: Summary of College of Engineering Findings from COACHE

Grouping	Dimension	Group	Effect
College overall	Shared Governance	All	-
College overall	Institutional Leadership	All	-
Gender	Work	Women	+
Gender	Work	Men	-
Gender	Shared Governance	Men	-
Gender	Work Environment	Women	+
Race/Ethnicity	Shared Governance	White faculty	-
Race/Ethnicity	Institutional Leadership	Asian/Asian American	-
Academic Rank	Shared Governance	Full Professors	-
Academic Rank	Institutional Leadership	Full Professors	-
Academic Rank	All dimensions	Assistant Professors	+
Academic Rank	Institutional Leadership	Associate Professors	-
Academic Rank	Shared Governance	Associate Professors	-

they reflect a pattern among Engineering faculty to have a lower level of job satisfaction. Also of note, while not significantly different from URM and Asian/Asian-American Engineering faculty, the mean value of Engineering White faculty on the Shared Governance dimension is significantly less than the mean values Cohort faculty on this dimension.<sup>23</sup>

As for academic rank, Engineering assistant professors have mean values on the five COACHE dimensions that are greater than those of Engineering associate professors, full professors, and lecturers. Moreover, the five mean values for Engineering assistant professors are also greater than the mean values for UNT and Cohort faculty. For other Engineering ranks, only the mean value for Engineering lecturers on the Resources and Support dimension exceeds the mean values of UNT and Cohort faculty on the five COACHE dimensions. For Engineering full professors, the mean values on Institutional Leadership and Shared Governance for full professors are significantly less than the Cohort means on these two dimensions.<sup>24</sup> While the low mean values of Engineering associate professors on these two

<sup>23</sup>The pooled standard deviation for Engineering White faculty is .906, and the 90% confidence interval is (2.295, 2.979).

<sup>24</sup>The pooled standard deviations for Engineering full professors are 1,242 and .963, and the 90% confidence intervals are (2.242, 3.264) and (2.110, 2.902).

dimensions are not significantly different from UNT and Cohort faculties, the low mean values are noteworthy.

To conclude this summary, Table 26 summarizes the major findings of this analysis of College of Engineering COACHE responses. The table list the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

### **College of Information**

Overall, the College of Information falls among the middle of UNT units as it relates to the five COACHE dimensions. Table 27 shows that none of the College's five mean values on the five COACHE dimensions is significantly different from the mean values of UNT faculty and Cohort universities faculty. In fact, the mean values for Information on the Work Environment and Shared Governance dimensions are slightly greater than the mean values of UNT faculty generally.

For the College of Information, there are significant gendered differences on all five COACHE dimensions. Table 27 shows that the mean values of Information women faculty are significantly greater than the mean values of Information men faculty.<sup>25</sup> Furthermore, four of the five mean values of Information women faculty exceed the mean values of UNT faculty and Cohort faculty on the five COACHE dimensions. In contrast, all five mean values of Information men faculty are less than the mean values of UNT faculty and Cohort faculty on the five COACHE dimensions.

Meanwhile, there are no substantial differences in the job satisfaction of College of Information faculty based on race and ethnicity. While there are some differences across the mean values of the race/ethnicity groups of Table 27, none of these differences are significant. Moreover, none of the mean values are significantly different from the mean values of UNT

---

<sup>25</sup>The pooled standard deviations for the Resources, Work, Work Environment, Institutional Leadership, and Shared Governance dimensions for Information women faculty are .736, .782, .773, .825, and .903, respectively. The confidence intervals for these five dimensions are (3.039,3.595), (2.933,3.509), (3.344,3.944), (3.022, 3.680), and (2.911, 3.653), respectively.

Table 27: College of Information COACHE Findings by Demographics

Demographic(n)	Resources and Support	Work	Work	Institutional	Shared
	mean	mean	Environment	Leadership	Governance
			mean	mean	mean
		Gender			
Women(20)	3.317	3.221	3.644	3.351	3.282
Men (10)	2.996	2.810	3.232	2.693	2.245
		Race/Ethnicity			
URM (7)	3.330	3.146	3.358	3.223	2.869
Asian/Asian American (4)	2.872	3.230	3.464	3.264	3.858
White (19)	3.228	3.038	3.538	3.021	2.778
		Rank			
Assistant (5)	3.420	3.251	3.672	3.429	3.445
Associate (7)	2.928	3.129	3.216	2.933	2.973
Full (12)	3.168	2.987	3.355	3.100	2.636
Lecturer (6)	3.432	3.048	3.566	3.033	3.030
College Mean (30)	3.204	3.079	3.496	3.099	2.895
University Mean	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

Table 28: Summary of College of Information Findings from COACHE

Grouping	Dimension	Group	Effect
Gender	Work	Men	-
Gender	Work Environment	Men	-
Gender	Shared Governance	Men	-
Gender	Institutional Leadership	Men	-
Gender	Resources and Support	Men	-
Gender	Shared Governance	Women	+
Race/Ethnicity	Shared Governance	Asian/Asian American	+
Academic Rank	Shared Governance	Full Professors	-
Academic Rank	All dimensions	Assistant Professors	+
Academic Rank	Institutional Leadership	Associate Professors	-

faculty and Cohort universities faculty. One mean of note is the Asian/Asian-American mean on Shared Governance (3.858). While this mean seems disproportionately high in comparison to Information URM and White faculty, the small sample of Asian/Asian American faculty produces a large standard deviation quite large and a wide confidence interval.

Additionally, there are patterns of difference in the job satisfaction of College of Information faculty based on rank. By patterns of difference, we contend there are non-significant differences that are suggestive of systematic difference between Information faculty of different academic ranks. For example, Table 27 shows that all five dimensional means of Information assistant professors exceed the mean values of Information faculty of other ranks, UNT faculty and Cohort faculty. In contrast, all five dimensional means of Information full professors are less than the mean values of Information faculty of other ranks, UNT faculty and Cohort faculty.

To conclude this summary, Table 28 summarizes the major findings of this analysis of College of Information COACHE responses. The table lists the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

## College of Education

Overall, the College of Education falls among the middle of UNT units on three of the five dimensions of the COACHE survey. Moreover, Table 29 shows that the mean values for Education faculty on Resources and Support, Institutional Leadership and Shared Governance are roughly the same (not significantly different from) the mean values of UNT faculty as a whole and for Cohort universities faculty. Alternatively, Education faculty mean values on the Work and Work Environment dimensions are significantly less than the mean values for Cohort faculty on these two dimensions.<sup>26</sup> These findings suggest that Education faculty has concerns about these two dimensions as they relate to the faculty's overall job satisfaction.

From a gender standpoint, Table 29 shows that there is little difference between the job satisfaction of Education men and women faculty. While the mean values of Education women faculty are greater than the mean values of Education men faculty on all five COACHE dimensions, none of these differences reaches statistical significance. Nonetheless, we do find a distinctive pattern among the mean values of Education men in that all five of their mean values are less than the mean values of UNT and Cohort faculties. In contrast, three of the five mean values of Education women faculty are greater than the mean values of UNT faculty as a whole. Again, these differences are not significant but are suggestive of a pattern in which Education women and men differ slightly in their respective job satisfaction.

Meanwhile College of Education findings concerning job satisfaction based on race and ethnicity confirm the College's overall lower satisfaction on the Work dimension. While not statistically significant for any grouping of faculty, Table 29 shows that the mean values for Education URM, Asian/Asian-American, and White faculty members on the Work dimension are less than the mean values for UNT and Cohort faculties. At the same time, the mean values of Education URM faculty on the other four COACHE dimensions are greater than the mean values for UNT faculty generally. Alternatively, the mean values of

---

<sup>26</sup>The pooled standard deviations for Education faculty on Work and Work Environment are .882 and 1.000, respectively. These two standard deviations yield 90% confident intervals of (2.827,3.117) and (3.12, 3.524), respectively.

Table 29: College of Education COACHE Findings by Demographics

Demographic(n)	Resources	Work	Work	Institutional	Shared
	and Support	Work	Environment	Leadership	Governance
	mean	mean	mean	mean	mean
	Gender				
Women(45)	3.316	3.059	3.429	3.273	2.929
Men (26)	3.174	2.978	3.262	3.123	2.863
	Race/Ethnicity				
URM (14)	3.374	2.987	3.516	3.331	3.087
Asian/Asian American (9)	2.983	2.740	3.078	2.950	2.384
White (45)	3.236	3.059	3.306	3.195	2.912
	Rank				
Assistant (18)	3.202	3.024	3.424	3.475	2.995
Associate (20)	2.939	2.654	3.071	3.016	2.552
Full (13)	3.268	3.168	3.486	2.959	2.916
Lecturer (17)	3.632	3.336	3.352	3.353	3.140
College Mean (71)	3.223	3.002	3.322	3.193	2.880
University Mean (624)	3.289	3.147	3.477	3.241	2.878
Cohort Mean	3.353	3.213	3.544	3.295	2.988

Rankings mean developed by adding mean score for each benchmark in the dimension and dividing by the number of benchmarks. Work Environment Dimension excludes Tenure Policies, Tenure Clarity, and Promotion to Full due to non-ignorable missingness in each of these three benchmarks.

Education Asian/Asian-American faculty on the other four COACHE dimensions are less than the mean values for UNT and Cohort faculties. Moreover, the Education Asian/Asian-American faculty have significantly less satisfaction on the Shared Governance dimension than do Education URM faculty.<sup>27</sup>

The Shared Governance dimension is also an area of concern for the College of Education when faculty satisfaction is assessed based on academic rank. Associate professors in the College of Education have a significantly lower mean value on the Shared Governance dimension than do Cohort faculty.<sup>28</sup> Additionally, the mean value on the Shared Governance dimension for Education lecturers is significantly greater than the mean value for Education associate professors.<sup>29</sup>

Education associate professors are also less satisfied with their jobs as they relate to the Work dimension. The mean value of Education associate professors is significantly less than that of Education professors of other academic ranks.<sup>30</sup> Additionally, the Work mean of Education associate professors is also significantly different from UNT faculty generally and from Cohort faculty. Meanwhile, while not statistically significant, Education lecturers have mean values on four of the five COACHE dimensions that are greater than the mean values of UNT faculty generally and Cohort faculty. These findings suggest that lecturers in the College of Education are somewhat more satisfied than associate professors in the College.

To conclude this summary, Table 30 summarizes the major findings of this analysis of College of Education COACHE responses. The table list the summaries for the College overall, the demographic group, the COACHE dimension of interest, the subgroup affected, and whether the effect is positive or negative.

---

<sup>27</sup>The pooled standard deviation for Asian/Asian-American faculty is 1.120, and the 90% confidence interval is (1.733, 3.035).

<sup>28</sup>The pooled standard deviation for Education associate professors is 1.021, and the 90% confidence interval is (2.159, 2.946).

<sup>29</sup>The pooled standard deviation for Education lecturers is .821, and the 90% confidence interval is (2.75, 3.43).

<sup>30</sup>The pooled standard deviation for Education associate professors is .812, and the 90% confidence interval is (2.355, 2.953).

Table 30: Summary of College of Education Findings from COACHE

Grouping	Dimension	Group	Effect
College overall	Work	All	-
College overall	Work Environment	All	-
Gender	Work	Men	-
Gender	Work Environment	Men	-
Race/Ethnicity	Work	Asian/Asian American	-
Race/Ethnicity	Shared Governance	Asian/Asian American	-
Race/Ethnicity	Shared Governance	URM	+
Academic Rank	Institutional Leadership	Assistant Professors	+
Academic Rank	Shared Governance	Lecturers	+
Academic Rank	Shared Governance	Associate Professors	-
Academic Rank	Work	Associate Professors	-

## Some Examples of Discipline Comparisons

In this section of the summary, we examine UNT faculty job satisfaction at the discipline level. We highlight findings from the Humanities, Visual and Performing Arts, and the Social Sciences. Figure 9 plots Humanities faculty mean responses to the COACHE job satisfaction survey by Gender, Race/Ethnicity, and Rank. The Gender Plot of Figure 9 shows that women in the Humanities differ most prominently from men on job satisfaction in the area of Work (Research and Teaching).

Meanwhile, the Race/Ethnic plot of Figure 9 shows that URM faculty members differ positively from White faculty members in the area of Work (Research and Service). By "positively," we mean URM faculty members are more satisfied with their job in the areas of Research and Service. Alternatively, the plot also shows that Asian/Asian-American faculty members are less satisfied with Research than both URM and White faculty.

Humanities findings concerning Rank indicate two important findings. First, lecturers in the Humanities are less satisfied with Teaching than are Humanities faculty of other ranks. Humanities lecturers are also more satisfied with Shared Governance than are full professors. The second finding concerns associate professors. In prior analyses, we have found



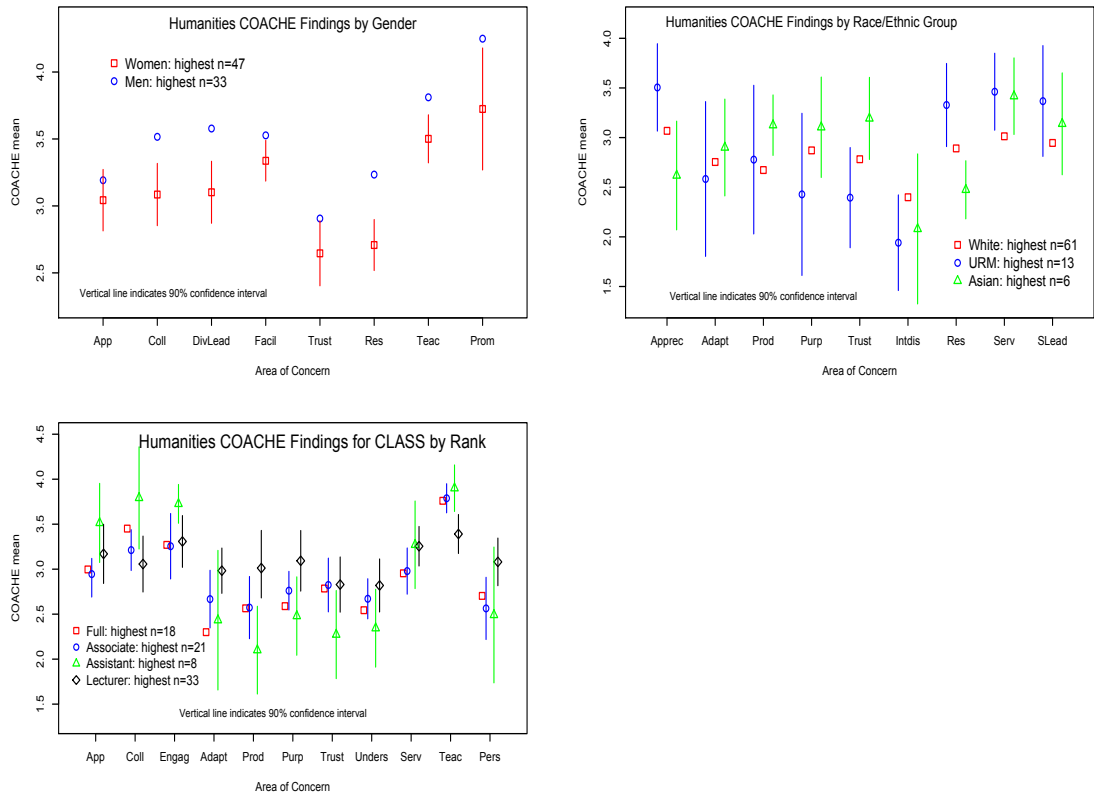


Figure 9: Humanities COACHE Findings

that assistant professors are generally more satisfied than faculty of other ranks. Humanities assistant professors are less likely to be satisfied with Shared Governance than are lecturers in the areas of Productivity, Shared Purpose, and Trust.

Figure 10 plots Visual and Performing Arts faculty mean responses to the COACHE job satisfaction survey by Gender, Race/Ethnicity, and Rank. The figure shows that differences in Visual and Performing Arts faculty job satisfaction appear to exist mostly between men and women faculty. The Gender plot of Figure 10 reveals gender differences on the Work Environment (Collegiality, Engagement, and Promotion) and Resource and Support (Facilities and Health) dimensions. Women faculty members in Visual and Performing Arts are less likely to be satisfied with Work Environment and Resources and Support than are their men counterparts. Meanwhile, women faculty in Visual and Performing Arts have roughly the same level of job satisfaction as men on the Work dimension.

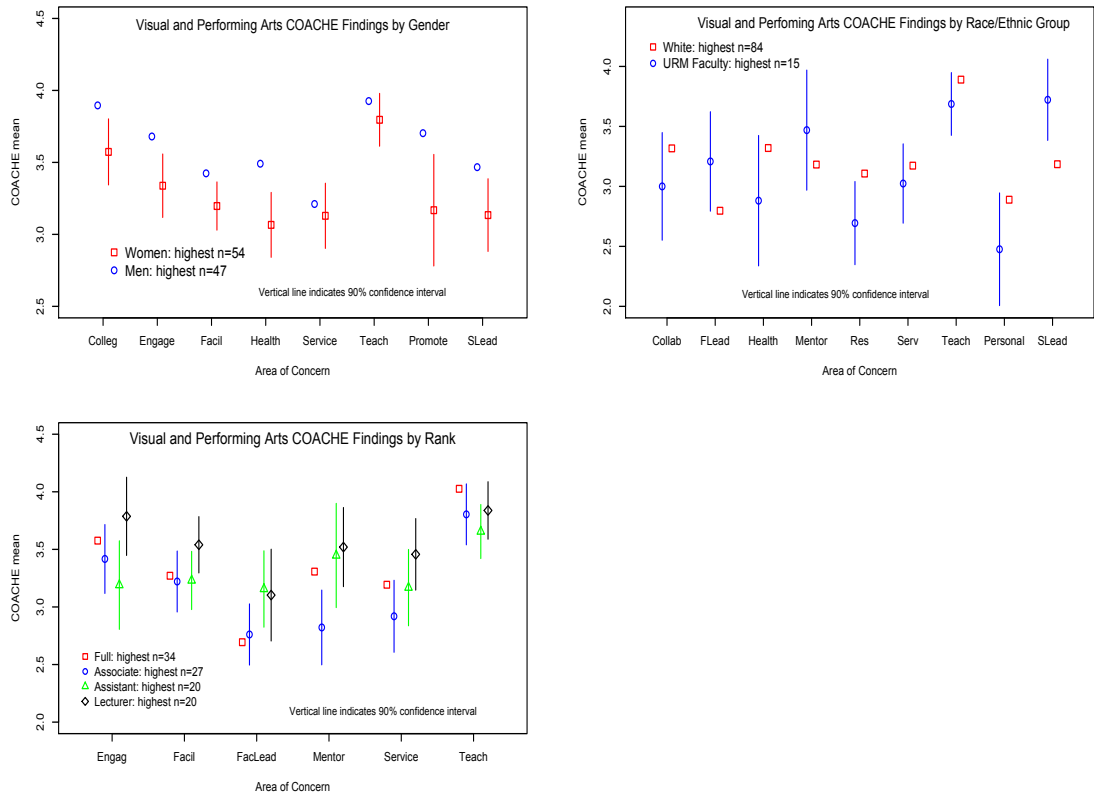


Figure 10: Visual and Performing Arts COACHE Findings

Both the Race/Ethnic plot and the Rank plot of Figure 10 show that there is little difference between Visual and Performing Arts faculty responses in these two demographics. Indeed, the Race/Ethnic plot suggests that URM Visual and Performing Arts faculty are more satisfied with Institutional Leadership than their White faculty counterparts.

Figure 11 plots Social Sciences faculty mean responses to the COACHE job satisfaction survey by Gender, Race/Ethnicity, and Rank. The Gender plot of Figure 11 suggests that there are few gender differences among Social Sciences faculty concerning job satisfaction. The plot shows that women in the Social Sciences express less job satisfaction on the Personal and Families Policy and Senior Leadership benchmarks than do their men counterparts. While not fully shown in the figure, Social Sciences women express similar job satisfaction on the Work, Work Environment and Shared Governance dimensions.

Meanwhile, the Race/Ethnic plot of Figure 11 reveals little difference in the responses

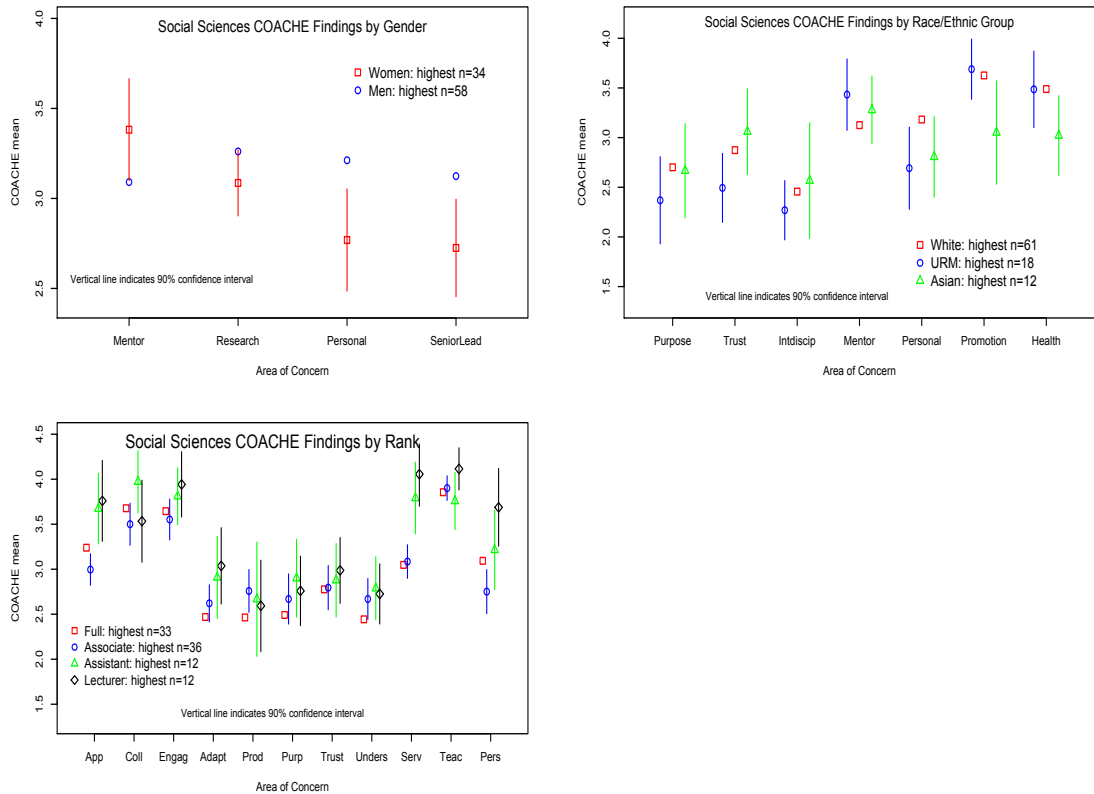


Figure 11: Social Sciences COACHE Findings

of URM Social Sciences faculty, Social Sciences Asian/Asian-American faculty and White Social Sciences faculty. Additionally, the Rank plot of Figure 11 shows that Social Sciences lecturers express greater satisfaction on the WORK (Service and Teaching) dimension than do Social Sciences full professors.

## Gender and STEM in the COACHE Findings

Science, Technology, Engineering and Mathematics (STEM) is a major concern of research institutions, and the underrepresentation of women in STEM fields is a major concern of the academy, generally. Figure 12 plots mean responses of UNT faculty to the COACHE job satisfaction survey by Gender in four STEM areas: 1) Biological Sciences, 2) Engineering, 3) Physical Sciences, and 4) Social Sciences. There are clear differences across these four areas of STEM. In Biological Sciences, women faculty are less likely to express satisfaction

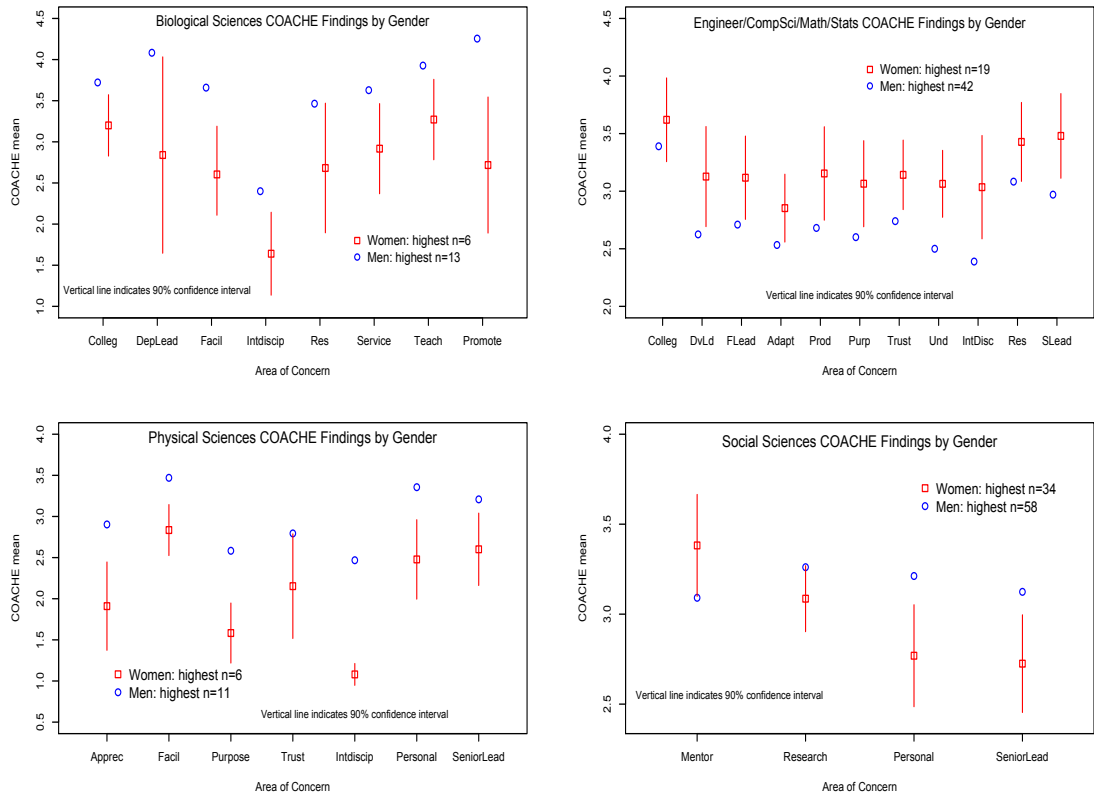


Figure 12: STEM COACHE Findings

in all four benchmarks of the Work dimension (Interdisciplinary Work, Research, Service and Teaching) than are men faculty. In Engineering, women faculty generally express greater job satisfaction than do men. Women in Engineering express this greater satisfaction most prominently on the Institutional Leadership (Division Leadership, Department Leadership, and Senior Leadership) and Shared Governance (Adaptability, Productivity, Purpose, Trust and Understanding). In the Physical Sciences, women faculty are less likely to express satisfaction on the Resources and Support (Appreciation, Facilities, and Personal) dimension. Finally, and as discussed in the prior section, there are few gender differences among Social Sciences faculty concerning job satisfaction.

Table 31: Findings from COACHE Divisional Analysis

Unit	Dimension	Group	Effect
University	Resources and Support	Women	-
University	Work	Women	-
University	Shared Governance	Asian/Asian Amer	+
University	Shared Governance	Full Professors	-
University	All Areas	Associate Professors	-
University	Work	Lecturers	-

## Summary and Conclusions

This study is an analysis of the rich survey data that is available from the COACHE Survey of Faculty Satisfaction. There is still much to be learned from placing these survey findings into context with other surveys that have been conducted with UNT faculty. The findings from the COACHE survey can be further contextualized through comparison with findings from the 2018 Gallup Survey, 2017-18 Faculty Separation Survey, 2018 Climate and 2017 Lecturers' Survey that have been conducted recently at UNT.

We also point out that the restriction on using data from departments and units with small number of faculty in certain demographics is important. It is possible, and likely, that faculty members in departments in which they are one of a small group of faculty may tend to “satisfice,” (that is to give a more favorable response than one would normally give) because they are somewhat isolated. Focus groups are being used to overcome this potential problem. To conclude this summary, Table 6 summarizes our major findings. The table lists the unit (division or discipline), the COACHE dimension of interest, the group affected, and whether the effect is positive or negative. This brief tabular summary is followed by a list of recommendations that are derived from our analysis of the COACHE and focus group data.

## Recommendations

Several recommendations have emerged from the COACHE Steering Committee's data analysis process. We present these recommendations in relation to the five COACHE dimensions.

### *Resources and Support*

- In response to Appreciation and Recognition Concern
  - Continue to have a Salute to Faculty Excellence Award event each year to increase public recognition of outstanding faculty.
  - Ensure that diversity, equity and inclusion are values that are incorporated in faculty appreciation and recognition.
- In response to Personnel and Family Policy
  - Establish a Parental and Family Leave Workload Modification process.
  - Initiate Workload Modification guidelines that accommodate parental and family issues. Begin with workload modification related to paternal issues and develop guidelines for other major family issues after this is implemented.
  - Offer more programs that address the physical and mental health of faculty.
  - Improve and centralize website that highlights Work/life balance activities.
- In response to Facilities and Resources
  - Develop programs that engage faculty at Discovery Park.
  - Establish regular OFS office hours at Discovery Park.
  - Implement additional Faculty Professional Development Programs.
  - Continue funding of National Council of Faculty Development and Diversity (NCFDD) membership.

- Establish an affinity group for lecturers that is supported by Office of Faculty Success.
- There is clear need for professional development opportunities for lecturers. Lecturers face restrictions on the availability of professional development and travel funds by design.

### *Work*

- Teaching

- Establish greater workload transparency and equity for lecturers, including clarification of lecturers' roles in upper division and graduate-level courses.
- Report all workload distribution in FIS system.
- Establish task force to examine gender and racial/ethnic biases in student evaluations in the annual review and tenure and promotion evaluations.

- Service

- Find ways to acknowledge the invisible work that women and under-represented minorities do, especially hard to quantify informal or unofficial advising of students.
- Evaluate lecturers' service in comparison to workload.

- Interdisciplinary Work

- Offer more grant writing workshops to empower and support interdisciplinary research.

### *Work Environment*

- Collegiality

- Similar to Title IX and Security training, require (annual or every two year) diversity training for all faculty designed to improve departmental environment concerning diversity and inclusion.

- Department Quality

- Require mandatory search committee training for all university search committees.
- Require that every search committee has a diversity advocate or officer.

- Promotion to Full

- Establish a mentoring process for associate professors
- Establish programs to facilitate the promotion of women to full professor.

- Lecturer Promotion

- Reconcile departmental and college-level lecturer promotion process with University lecturer promotion process.

### *Institutional Leadership*

- Departmental Leadership

- Establish a leadership academy for faculty who aspire to leadership opportunities that are not at the chair's level.
- Create mechanisms that produce greater transparency and accountability from department chairs.
- Provide additional training and support for department chairs.



## References

- [1] Price, Eboni G., A. Gozu, D. E. Kern, N. R. Powe, G. S. Wand, S. Golden, and L. A. Cooper. 2005. “The Role of Cultural Diversity Climate in Recruitment, Promotion, and Retention of Faculty in Academic Medicine.” *Journal of General Internal Medicine* 20(3): 565–71.
- [2] Mamiseishvili, Ketevan, Michael T. Miller and Donghan Lee. 2016. “Beyond Teaching and Research: Faculty Perceptions of Service Roles at Research Universities.” *Innovations in Higher Education* 41(4): 273-285.
- [3] Wubneh, Mubneh. 2011. “Commentary: Diversity and Minority Faculty Perception of Institutional Climate of Planning Schools—Results from the Climate Survey.” *Journal of Planning Education and Research* 31(3): 340-350.
- [4] Watanabe, Megumi, Kristen Olson and Christina Falci. 2017. “Social isolation, survey nonresponse, and nonresponse bias: An empirical evaluation using social network data within an organization.” *Social Science Research* 63(2): 324-338.