

Benchmarks Dashboard

COACHE Dashboard Guide

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

| | mean | overall | tenured | pre-ten | full | assoc | men | women | white | foc | tenure | rank | gender | race | 2008 |
|--------------------------------|------|---------|---------|---------|------|-------|-----|-------|-------|-----|---------|-------|--------|-------|------|
| Health and retirement benefits | 3.43 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | pre-ten | full | women | | |
| Interdisciplinary work | 3.00 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | pre-ten | assoc | women | white | |
| Collaboration | 3.46 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | tenured | | women | white | |
| Mentoring | 3.18 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | tenured | assoc | women | white | |
| Tenure policies | 3.64 | ◀▶ | N/A | ◀▶ | N/A | N/A | ◀▶ | ◀▶ | ◀▶ | N<5 | N/A | N/A | | | + |
| Tenure clarity | 3.33 | ◀▶ | N/A | ◀▶ | N/A | N/A | ◀▶ | ◀▶ | ◀▶ | N<5 | N/A | N/A | men | | |



What do these triangles mean?

These symbols represent results that fit COACHE's criteria for "areas of strength" (in green) and "areas of concern" (in red).

Your ranking among peers: Your percentile among your cohort:

- 1st or 2nd ◀▶▶ Top 30%
- 3rd or 4th ◀▶ Middle 40%
- 5th or 6th ◀▶▶ Bottom 30%

insufficient data for reporting ◀



And these results?

Here, the faculty subgroup with the lower rating appears. Shading conveys the magnitude of subgroup differences: small effects appear as text only, moderate effects are shaded yellow, and large effects are shaded orange. Trivial differences remain blank. Change over time appears as +/-.



This result, for example, shows that your female faculty are less satisfied than are women at your peers (◀), but more satisfied than are women at 70% of other institutions (▶). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1) med. (.3) lrg. (.5)

| | mean | overall | tenured | pre-ten | ntt | full | assoc | men | women | white | foc | asian | urm | ten vs pre-ten | ten vs ntt | full vs assoc | men vs women | white vs foc | white vs asian | white vs urm | 2014 |
|---|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------|------------|---------------|--------------|--------------|----------------|--------------|------|
| Nature of Work: Research | 3.29 | | | | | | | | | | | | | tenured | | assoc | women | | white | urm | + |
| Time spent on research | 3.55 | | | | | | | | | | | | | | ntt | assoc | women | white | white | | + |
| Expectations for finding external funding | 3.12 | | | | | | | | | | | | | | ntt | assoc | women | | white | urm | |
| Influence over focus of research | 4.27 | | | | | | | | | | | | | | ntt | assoc | | foc | asian | urm | |
| Quality of grad students to support research | 3.35 | | | | | | | | | | | | | pre-ten | | | | | white | urm | |
| Support for research | 2.93 | | | | | | | | | | | | | tenured | tenured | | women | | white | urm | + |
| Support for engaging undergrads in research | 3.05 | | | | | | | | | | | | | tenured | | assoc | women | foc | white | urm | + |
| Support for obtaining grants (pre-award) | 3.21 | | | | | | | | | | | | | | ntt | assoc | women | | white | urm | + |
| Support for maintaining grants (post-award) | 3.23 | | | | | | | | | | | | | pre-ten | ntt | assoc | women | white | white | urm | + |
| Support for securing grad student assistance | 2.88 | | | | | | | | | | | | | | | | women | | white | urm | + |
| Support for travel to present/conduct research | 3.19 | | | | | | | | | | | | | tenured | tenured | assoc | women | white | white | urm | + |
| Availability of course release for research | 2.81 | | | | | | | | | | | | | | ntt | assoc | women | | white | urm | |
| Nature of Work: Service | 3.30 | | | | | | | | | | | | | | | tenured | assoc | women | foc | white | urm |
| Time spent on service | 3.54 | | | | | | | | | | | | | pre-ten | tenured | assoc | women | foc | | urm | |
| Support for faculty in leadership roles | 2.92 | | | | | | | | | | | | | | tenured | assoc | women | foc | white | urm | + |
| Number of committees | 3.44 | | | | | | | | | | | | | tenured | tenured | | women | foc | white | urm | |
| Attractiveness of committees | 3.46 | | | | | | | | | | | | | | tenured | assoc | women | foc | white | urm | |
| Discretion to choose committees | 3.46 | | | | | | | | | | | | | pre-ten | | assoc | women | | white | urm | |
| Equitability of committee assignments | 3.00 | | | | | | | | | | | | | | tenured | assoc | women | foc | white | urm | |
| Number of student advisees | 3.63 | | | | | | | | | | | | | pre-ten | | assoc | women | | white | urm | |
| Support for being a good advisor | 2.81 | | | | | | | | | | | | | | tenured | assoc | women | foc | white | urm | N/A |
| Equity of the distribution of advising responsibilities | 2.91 | | | | | | | | | | | | | tenured | tenured | assoc | women | | white | urm | N/A |
| Nature of Work: Teaching | 3.75 | | | | | | | | | | | | | pre-ten | | assoc | | foc | | urm | |
| Time spent on teaching | 3.94 | | | | | | | | | | | | | pre-ten | tenured | assoc | women | | white | urm | |
| Number of courses taught | 3.92 | | | | | | | | | | | | | pre-ten | ntt | assoc | women | | | urm | |
| Level of courses taught | 4.05 | | | | | | | | | | | | | pre-ten | ntt | assoc | women | foc | | urm | |
| Discretion over course content | 4.34 | | | | | | | | | | | | | | ntt | assoc | | foc | asian | urm | |
| Number of students in classes taught | 3.78 | | | | | | | | | | | | | pre-ten | | assoc | | foc | | urm | |
| Quality of students taught | 3.33 | | | | | | | | | | | | | pre-ten | tenured | assoc | men | foc | asian | urm | |
| Equitability of distribution of teaching load | 3.14 | | | | | | | | | | | | | | | assoc | women | | white | urm | + |
| Quality of grad students to support teaching | 3.45 | | | | | | | | | | | | | pre-ten | tenured | assoc | | | | urm | |
| Teaching schedule | 4.07 | | | | | | | | | | | | | pre-ten | | assoc | | | | | N/A |
| Support for teaching diverse learning styles | 3.62 | | | | | | | | | | | | | pre-ten | tenured | | | | | | N/A |
| Support for assessing student learning | 3.68 | | | | | | | | | | | | | | tenured | | | | | | N/A |
| Support for developing online/hybrid courses | 3.65 | | | | | | | | | | | | | pre-ten | tenured | | men | | white | urm | N/A |
| Support for teaching online/hybrid courses | 3.66 | | | | | | | | | | | | | pre-ten | tenured | | | foc | white | urm | N/A |
| Related Survey Items | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Time spent on outreach | 3.71 | | | | | | | | | | | | | pre-ten | | | women | | white | urm | |
| Time spent on administrative tasks | 3.02 | | | | | | | | | | | | | | tenured | | | | white | | |

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1) med (.3) lrg (.5)

| | mean | overall | Hum | Soc | Phy | Bio | VPA | ECM | HHE | Agr | Bus | Edu | Med | Oth | Hum vs other | Soc vs other | Phy vs other | Bio vs other | VPA vs other | ECM vs other | HHE vs other | Agr vs other | Bus vs other | Edu vs other | Med vs other | Oth vs other | 2014 |
|---|------|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------|
| Nature of Work: Research | 3.29 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | Soc | | Bio | VPA | other | other | | other | Edu | Med | | + |
| Time spent on research | 3.55 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | | | Bio | VPA | other | other | other | other | Edu | Med | Oth | + |
| Expectations for finding external funding | 3.12 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | Soc | other | other | VPA | other | HHE | Agr | other | | Med | other | |
| Influence over focus of research | 4.27 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | other | other | other | VPA | ECM | other | | | Edu | Med | Oth | |
| Quality of grad students to support research | 3.35 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | other | other | other | VPA | ECM | other | | other | Edu | Med | | |
| Support for research | 2.93 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | | | Bio | VPA | other | | | other | | Med | | + |
| Support for engaging undergrads in research | 3.05 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | | | other | | other | other | Agr | other | | | Oth | + |
| Support for obtaining grants (pre-award) | 3.21 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | Soc | Phy | Bio | VPA | other | other | other | other | | Med | | + |
| Support for maintaining grants (post-award) | 3.23 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | Soc | other | | VPA | other | other | other | | Edu | Med | Oth | + |
| Support for securing grad student assistance | 2.88 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | | other | | | | | Agr | other | | Med | Oth | + |
| Support for travel to present/conduct research | 3.19 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | Soc | Phy | Bio | VPA | | other | Agr | other | other | | other | + |
| Availability of course release for research | 2.81 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | | other | Bio | VPA | other | other | | other | Edu | Med | | |
| Nature of Work: Service | 3.30 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | Soc | | other | VPA | other | other | | other | | | Oth | |
| Time spent on service | 3.54 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | Soc | other | other | VPA | other | other | other | other | | Edu | | Oth |
| Support for faculty in leadership roles | 2.92 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | Soc | | | VPA | other | | | other | Edu | | Oth | + |
| Number of committees | 3.44 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | Soc | Phy | other | | other | | | | | other | Oth | |
| Attractiveness of committees | 3.46 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | | | Bio | | other | other | other | | Edu | | | Oth |
| Discretion to choose committees | 3.46 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | | | other | VPA | | | other | | | | Oth | |
| Equitability of committee assignments | 3.00 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | Soc | | | | other | HHE | | other | other | | Oth | |
| Number of student advisees | 3.63 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | | other | | | other | other | other | | Edu | Med | | |
| Support for being a good advisor | 2.81 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | Soc | | other | | other | | Agr | other | Edu | | | N/A |
| Equity of the distribution of advising responsibilities | 2.91 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | | Phy | other | | other | | Agr | other | other | Med | Oth | N/A |
| Nature of Work: Teaching | 3.75 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | Soc | | other | other | | other | | other | | Med | Oth | |
| Time spent on teaching | 3.94 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | Soc | Phy | other | | | | other | | | | | |
| Number of courses taught | 3.92 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | Soc | | other | other | | | other | | Edu | | Oth | |
| Level of courses taught | 4.05 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | Soc | | | | other | other | other | other | | other | Oth | |
| Discretion over course content | 4.34 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | | | other | other | ECM | other | other | other | | Med | Oth | |
| Number of students in classes taught | 3.78 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | Soc | | other | other | ECM | other | other | other | Edu | Med | Oth | |
| Quality of students taught | 3.33 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | Soc | Phy | other | other | | other | | other | other | | other | |
| Equitability of distribution of teaching load | 3.14 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | | | | | other | HHE | Agr | other | | Med | Oth | + |
| Quality of grad students to support teaching | 3.45 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | Hum | other | | other | other | ECM | other | | other | Edu | Med | | |
| Teaching schedule | 4.07 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | other | Phy | | VPA | | other | | other | Edu | Med | | N/A |
| Support for teaching diverse learning styles | 3.62 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | | Phy | Bio | | | HHE | | other | | | Oth | N/A |
| Support for assessing student learning | 3.68 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | | Phy | | other | ECM | other | other | other | other | other | | N/A |
| Support for developing online/hybrid courses | 3.65 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | | | other | VPA | | HHE | Agr | other | other | other | Oth | N/A |
| Support for teaching online/hybrid courses | 3.66 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | | Phy | other | VPA | | HHE | Agr | other | other | other | Oth | N/A |
| Related Survey Items | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Time spent on outreach | 3.71 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | Soc | | | VPA | other | other | other | | Edu | Med | other | |
| Time spent on administrative tasks | 3.02 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | other | Soc | | Bio | | other | | | other | | | Oth | |
| Ability to balance teaching/research/service | 3.33 | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | ◀▶ | | Soc | other | | VPA | other | HHE | | other | | Med | | |

Hum: Humanities
Soc: Social Sciences
Phy: Physical Sciences
Bio: Biological Sciences
VPA: Visual and Performing Arts
ECM: Engineering, Computer Science, Math and Statistics
HHE: Health and Human Ecology
Agr: Agriculture, Natural Resources, & Environmental Sciences

Bus: Business
Edu: Education
Med: Medicine
Oth: Other Professions (Law & Journalism)