

The Collaborative on Academic Careers in Higher Education  
*at the Harvard Graduate School of Education*



COACHE Faculty Job Satisfaction Survey  
GOVERNANCE AND LEADERSHIP REPORT  
Clemson University  
2015

*Acknowledgements:* Support for COACHE reports on faculty leadership and shared governance is provided by our partner institutions in the Collaborative. We are grateful to their academic leaders for having the courage to participate.

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*Contact information:*

The Collaborative on Academic Careers in Higher Education (COACHE)  
Harvard Graduate School of Education  
8 Story Street, 5<sup>th</sup> Floor  
Cambridge, MA 02138

Email: [coache@gse.harvard.edu](mailto:coache@gse.harvard.edu)  
URL: <http://www.coache.org>  
Voice: 617-495-5285  
Fax: 617-496-9350

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# Introduction

In 2015, COACHE introduced two new survey modules on Faculty Leadership and Academic Governance.

Across a decade working with provosts and faculty in COACHE, our research team had been asked time and again for advice on improving the vitality of shared governance and developing the quality of faculty leadership. Eventually, we realized that COACHE surveys only indirectly reveal whether faculty and administrators **collaborate effectively to achieve institutional objectives**. Our attention to what can be done to improve faculty circumstances had missed the prior question: is there even any institutional capacity to get that work started?

In addition, our partners and National Advisory Council have observed that COACHE's tightly-coupled modules on senior, divisional, and departmental leadership were incomplete without parallel survey questions concerning faculty leadership in an institution-wide governing body, such as a senate or collective bargaining unit.

We studied the governance literature, interviewed dozens of stakeholders, drafted a questionnaire, solicited feedback on the instrument, and this year, piloted a survey module to determine whether or not academic governance is working well in the eyes of faculty. Our analysis of the scholarship and our own interview transcripts produced what we are calling five “ingredients” of effective academic governance:

- Trust
- Shared sense of purpose
- Understanding of the issue at hand
- Adaptability
- Productivity

As a disaggregation of the faculty-administration relationship beyond merely “love” or “hate,” these “ingredients” could serve as a checklist for faculty and administrators. Each point should provoke a constructive dialog among stakeholders about what is necessary to overcome your institution's challenges, from the day-to-day to the existential.

## Instrument

A full treatment of shared governance would probably double the length of the COACHE instrument. So, we had to choose our focus: a few, key observable behaviors that are the hallmarks of effective relationships between faculty leaders and senior administrators.

Other surveys ask faculty to rate faculty leaders' and senior administrators' governance behaviors separately. However, we have learned from ten years of observation how this ends: self-evaluations

are always more glowing than evaluations of others, so respondents “lay the blame” squarely at the other party’s feet.

So, we designed most items in the COACHE shared governance module based on the shared responsibility of faculty leaders and senior administrators. For example: “Faculty leadership and senior administrators share a sense of responsibility for the welfare of the institution.” If most faculty check “I don’t know,” or give the item a low frequency rating, then you, the senior administrator, have a data-informed basis for a conversation with faculty leadership about your common goals—without a “report card” rating of whose sense (faculty leaders’ or administrators’) is the “wrong” one.

We also produced a new module on faculty leadership to match related COACHE items on the pace of decision making, stated priorities, and the communication of priorities by most of the key stakeholders in governance.

The combined results, we believe, provide a more complete measure of an institution’s capacity for change. In the right hands, these data can become the foundation for constructive dialog between your faculty and administrators—and among your faculty—about how decisions are made.

## Report

Much like the Provost’s Report, the Governance & Leadership Report strives to provide some sense of your institution’s performance relative to the cohort of comparison institutions. However, it must be noted that because these items are new, **the comparison data for this report includes only the 2014-15 cohort**. This refers to new items as well as the questions used in prior administrations of the COACHE Survey (Senior Leadership, Divisional Leadership, and Departmental Leadership).

Until we accrue a critical mass of comparative data from these new survey items and confirm on a larger scale that they are measuring what they are intended to measure, your results are being presented in a broad-brush analysis separate from our standard institutional report. Comparisons to other pilot institutions in this report may be less useful due to the diverse governance cultures and expectations represented among them. What may be more meaningful are this companion report’s internal comparisons (by demographic, professional, and divisional groups), which will give you a glimpse at differing perceptions of the quality of the administration-faculty relationship at your institution.

Because cultures and expectations vary widely, no institution could possibly be “ideal” on every dimension. Instead, COACHE analysts will use these results to identify which types of institutions are stronger in what Robert Birnbaum (2004) would call “hard” governance (formal structures and processes) or “soft” governance (the climate and culture around decision making). We can then match campuses with comparable models of governance whose provosts and deans can learn from one another.

### *At a Glance*

The first two pages of your report display your institution’s performance relative to the 2014-15 cohort on nine benchmarks of governance and leadership. They include:

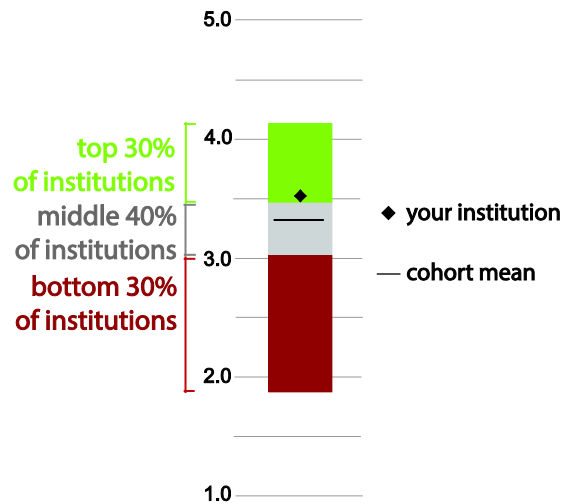
Governance

- Productivity*
- Trust*
- Shared sense of purpose*
- Understanding the issue at hand*
- Adaptability*

Leadership

- Senior Leadership*
- Divisional Leadership*
- Departmental Leadership*
- Faculty Leadership*

Each tri-colored box on the “At a Glance” page represents the range of institutional means (not the distribution of individual respondents) along that dimension. Within each chart, you can see your institution’s mean score on the benchmark (◆) and the distribution of the responses of the pilot cohort of institutions as signified by the red, grey, and green boxes. A score in the red section of the column indicates that your institution ranked in the bottom 30 percent of institutions. A mark in the green section indicates your faculty rated a benchmark in the top 30 percent of all institutions. A mark in the grey area indicates a “middle-of-the-road” result.



*Dashboard*

This dashboard display provides a more detailed look—but still a summary—of your institution’s results for the governance and leadership benchmarks, with your results compared to those of the cohort overall. The dashboard also allows you to explore variations within your institution, disaggregating the results by tenure status, rank, gender, race/ethnicity, and, if applicable, academic division.

Each benchmark represents the mean score of several items that share a common theme, providing a *general* sense of how faculty feel about a particular aspect of their experience. Below each benchmark are the individual items nested within that theme. The dashboard displays your institution’s mean score, the cohort mean, and to provide further context for comparing your faculty’s score to those of the cohort—percentile rank.

On the right side of the dashboard are your intra-institutional comparisons, which highlight the meaningful differences between subgroups on your own campus. For comparisons across professional and demographic subgroups, effect sizes are indicated as *small* (text appears in cell), *moderate* (text appears in cell with yellow highlight), and *large* (text appears in the cell with orange highlight). Trivial differences remain blank. The name of the group with the *lower* rating appears in the cell to indicate the direction of the difference. If this section of your report were blank, your results would suggest parity across subgroups.

Depending on the size and type of your institution, your dashboard also might also display comparisons across academic divisions. At the far right of your dashboard, the faculty mean scores

in academic divisions are compared to your overall institutional mean. Here, effect sizes *and* direction of effect are indicated by circles in shades of green (positive) and red (negative). The legend at the top of the dashboard explains the thresholds for the different colors. In short, a green circle indicates that the academic division's mean is higher than your institutional mean, while a red circle indicates that the division's score is lower than your institutional mean. Effect size is indicated as small (a light green or pink circle, depending on the direction of the effect), moderate (a bright red or bright green circle), or large (a dark green or dark red circle). Trivial differences remain blank. A light gray circle indicates that the sample from an academic division included fewer than five responses.

Even if your campus performs well compared to other institutions, large differences between subgroups or academic divisions can suggest an area of concern. For example, a campus may perform very well overall on a particular benchmark (or individual item), but have great disparity by rank, race, gender, or academic discipline. This is especially true when the number of faculty in a particular subgroup is small. The underrepresented group could be providing lower ratings, but because their numbers are so small, their concerns might get lost in the overall result. This report is designed to surface such differences.

## Next Steps

You have this report in your hands, but the most important analysis did not occur at our desk, nor will it occur at yours. Analysis and interpretation are social acts involving the engagement of your faculty. Only in through a collective sensemaking can you begin to improve the mechanisms by which administrators and faculty work together. You might ask:

- What about these data is consistent with our perceptions of our institution? What is surprising?
- Are there practically significant differences in the perceptions of some faculty (by gender, rank, tenure status, or within divisions) that raise concerns?
- Considering the current circumstances at our institution, are some “ingredients” more important than others?
- What are the structures (hard governance) and norms (soft governance) that reinforce the decision making status quo at our institution?

Meanwhile, the staff at COACHE will also be making sense of this pilot's findings. We ask that you engage us over the next few months to help us understand how to improve this tool for measuring the effectiveness of shared governance. We hope to hear from you about:

- ... *the ingredients*. How well do these five aspects capture the nature of governance at your institution? Are there any ingredients we missed?
- ... *the process for turning these findings into action*. How will you and your faculty move forward on these results?

We will look forward to hearing from you.

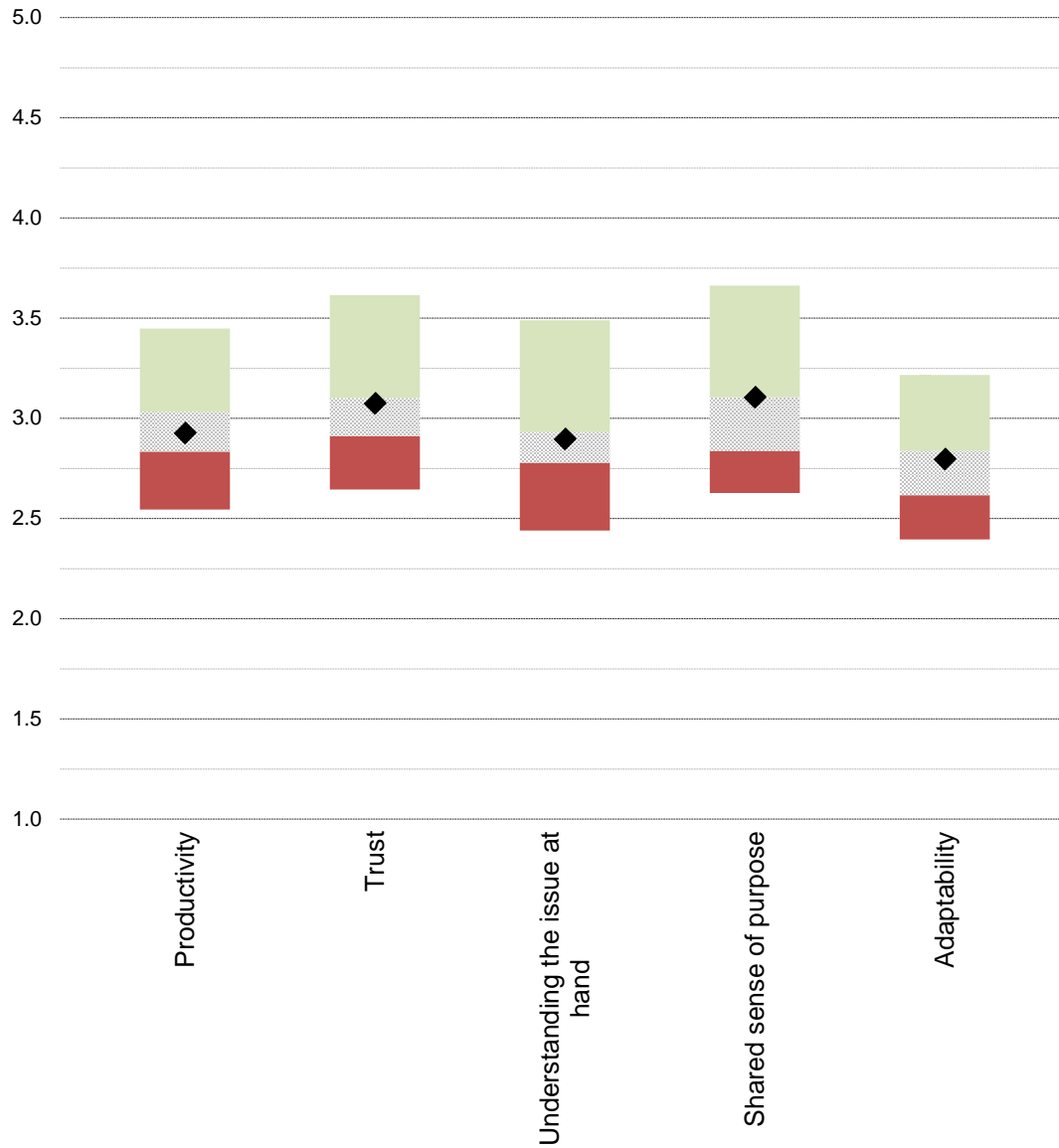


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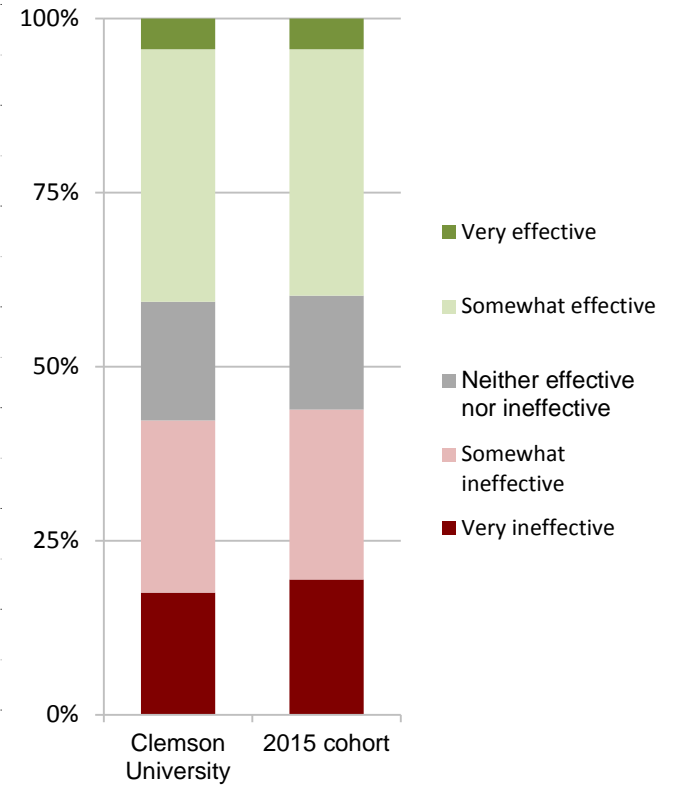
The COACHE Governance & Leadership Report  
**RESULTS**

### Clemson University

#### Shared Governance Benchmarks



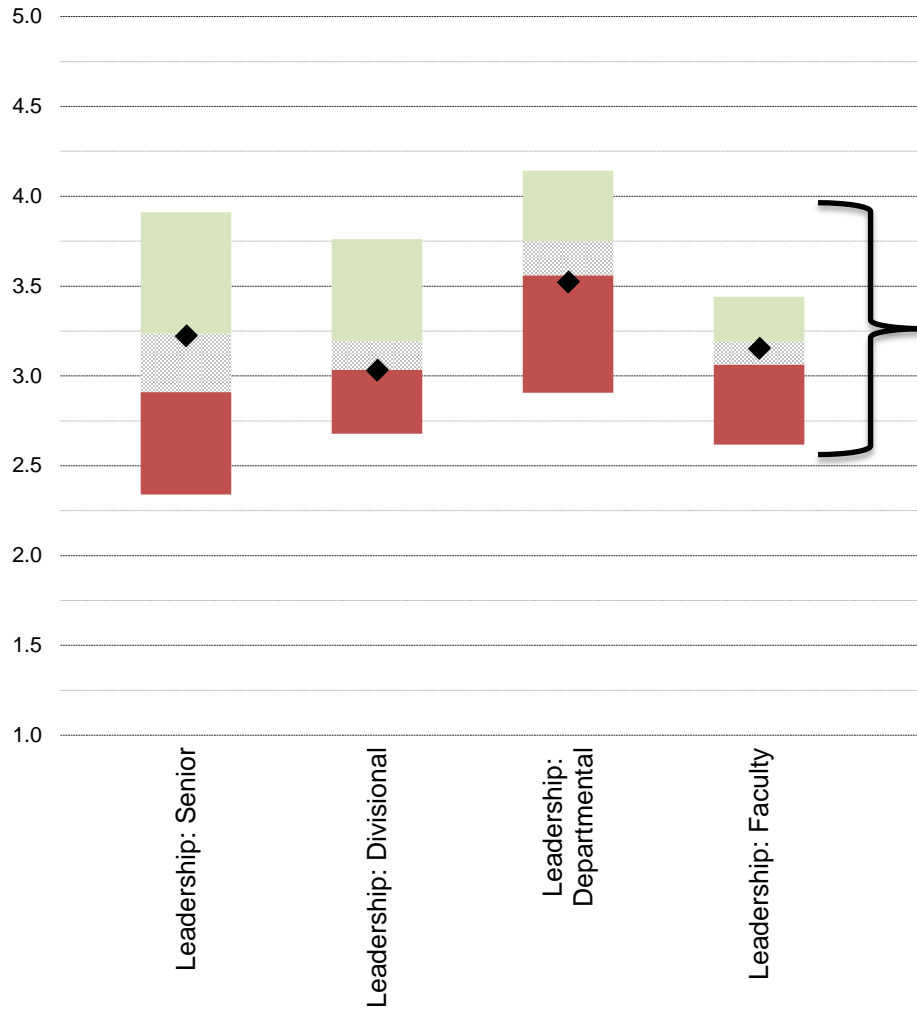
On the whole, rate the effectiveness or ineffectiveness of the shared governance system at your institution.



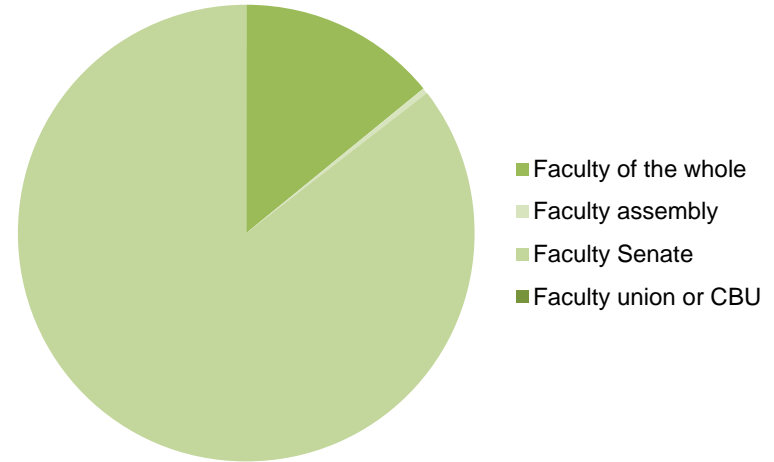


**Clemson University**

**Leadership Benchmarks**



Prior to the questions about faculty leadership, respondents are asked to identify their faculty leadership. The pie chart below shows the distribution of responses.



## Clemson University

	<i>Effect Size Differences between Groups</i>									
	Clemson University		2015 cohort		% rank relative to all institutions	pre-tenure compared to tenured	small	moderate	large	faculty of color compared to white faculty
	mean	sd	mean	sd			ntt compared to tenure stream (ten-strm)	assoc compared to fulls	women compared to men	
<b>Governance: Productivity</b>	2.93	0.94	2.95	0.23	49%	tenured	ten-strm		men	white
Overall effectiveness of shared governance	2.85	1.21	2.83	0.30	55%	tenured			men	white
My committees make measureable progress towards goals	3.10	0.92	3.24	0.16	12%	tenured	ntt	assoc	men	white
Public recognition of progress	2.90	1.00	2.86	0.23	63%	tenured	ten-strm		men	white
<b>Governance: Trust</b>	3.08	0.84	3.03	0.20	63%			assoc		
I understand how to voice opinions about policies	3.06	1.10	3.11	0.24	49%	pre-ten	ntt			
Cear rules about the roles of faculty and administration	3.14	1.08	2.99	0.23	76%	tenured	ten-strm	assoc		
Faculty and admin follow rules of engagement	3.16	1.00	3.11	0.24	59%					white
Faculty and admin have an open system of communication	2.96	1.02	2.91	0.25	65%					white
Faculty and admin discuss difficult issues in good faith	3.18	1.02	3.08	0.28	69%				men	
<b>Governance: Shared Purpose</b>	3.11	0.89	2.99	0.26	71%	tenured			men	white
Imporant decisions are not made until there is consensus	2.59	1.01	2.57	0.28	61%	tenured	ten-strm		men	white
Admin ensures sufficient time for faculty input	3.15	0.98	2.89	0.25	86%	tenured			men	white
Faculty and admin respectfully consider the other's view	3.17	1.01	3.03	0.28	67%	pre-ten		assoc		
Faculty and admin have a shared sense of responsibility	3.46	1.01	3.41	0.29	59%			assoc	men	
<b>Governance: Understanding</b>	2.90	0.89	2.89	0.22	55%	tenured				white
Faculty governance structures offer opportunities for input	3.02	1.12	2.98	0.23	61%		ntt			
Admin communicate rationale for important decisions	2.80	1.00	2.89	0.25	41%	tenured	ten-strm		men	white
Faculty and admin have equal say in decisions	2.59	1.08	2.61	0.30	55%	tenured				white
Faculty and admin define decision criteria together	3.02	1.03	2.94	0.24	65%		ten-strm			
<b>Governance: Adaptability</b>	2.80	0.85	2.76	0.21	59%	tenured	ten-strm	assoc		white
Shared governance holds up in unusual circumstances	2.79	1.02	2.76	0.26	59%	tenured	ten-strm	assoc	men	white
Institution regularly reviews effectiveness of governance	2.64	1.03	2.60	0.23	55%	tenured	ten-strm			white
Institution cultivates new faculty leaders	2.94	0.96	2.91	0.26	61%		ten-strm			

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### Clemson University

	<i>Effect Size Differences between Groups</i>									
	Clemson University		2015 cohort		% rank relative to all institutions	pre-tenure compared to tenured	small	moderate	large	faculty of color compared to white faculty
	mean	sd	mean	sd			ntt compared to tenure stream (ten-strm)	assoc compared to fulls	women compared to men	
<b>Leadership: Senior</b>	3.23	0.93	3.08	0.32	67%	tenured				men
Pres/Chancellor: Pace of decision making	3.17	1.01	3.11	0.34	59%	tenured	ten-strm			men white
Pres/Chancellor: Stated priorities	3.24	1.05	3.08	0.39	63%	tenured	ten-strm			men
Pres/Chancellor: Communication of priorities	3.16	1.08	3.04	0.42	59%	tenured	ten-strm			men
CAO: Pace of decision making	3.24	1.04	3.12	0.34	65%	tenured				men
CAO: Stated priorities	3.31	1.08	3.07	0.36	71%	tenured				men
CAO: Communication of priorities	3.29	1.13	3.06	0.37	73%	tenured		full		men
CAO: Ensuring faculty input	N<5	N<5	N<5	N<5	N<5	N<5	N<5	N<5	N<5	N<5
CAO: Support in adapting to change	N<5	N<5	N<5	N<5	N<5	N<5	N<5	N<5	N<5	N<5
<b>Leadership: Divisional</b>	3.03	1.12	3.13	0.24	29%	tenured		assoc		white
Dean: Pace of decision making	3.12	1.15	3.22	0.23	29%	tenured		assoc		white
Dean: Stated priorities	3.01	1.22	3.16	0.23	24%	tenured	ten-strm			men white
Dean: Communication of priorities	3.00	1.21	3.14	0.26	24%	tenured		assoc		white
Dean: Ensuring faculty input	3.01	1.25	3.03	0.27	44%	tenured		assoc		white
Dean: Support in adapting to change	2.25	1.26	2.57	0.33	8%	tenured	ntt	assoc		foc
<b>Leadership: Departmental</b>	3.52	1.18	3.63	0.23	22%	tenured				
Head/Chair: Pace of decision making	3.49	1.23	3.58	0.21	62%	tenured				
Head/Chair: Stated priorities	3.44	1.31	3.55	0.22	22%					men
Head/Chair: Communication of priorities	3.43	1.34	3.57	0.22	14%	tenured				white
Head/Chair: Ensuring faculty input	3.55	1.33	3.66	0.27	33%	tenured		assoc		
Head/Chair: Fairness in evaluating work	3.71	1.27	3.81	0.25	22%	tenured				men
Head/Chair: Support in adapting to change	2.98	1.51	3.23	0.43	14%	tenured		assoc		men foc
<b>Leadership: Faculty</b>	3.16	0.90	3.14	0.21	51%	tenured				men white
Faculty leadership pace of decision making	3.08	0.96	2.99	0.25	65%	tenured				white
Faculty leadership stated priorities	3.10	0.96	3.16	0.22	41%	tenured		full		men white
Faculty leadership communication of priorities	3.16	0.99	3.16	0.21	45%	tenured				men white
Faculty leadership ensuring faculty voices in decision making	3.28	1.02	3.24	0.21	57%	tenured	ntt			men

Means and frequency tables available in the Microsoft Excel version of this report.

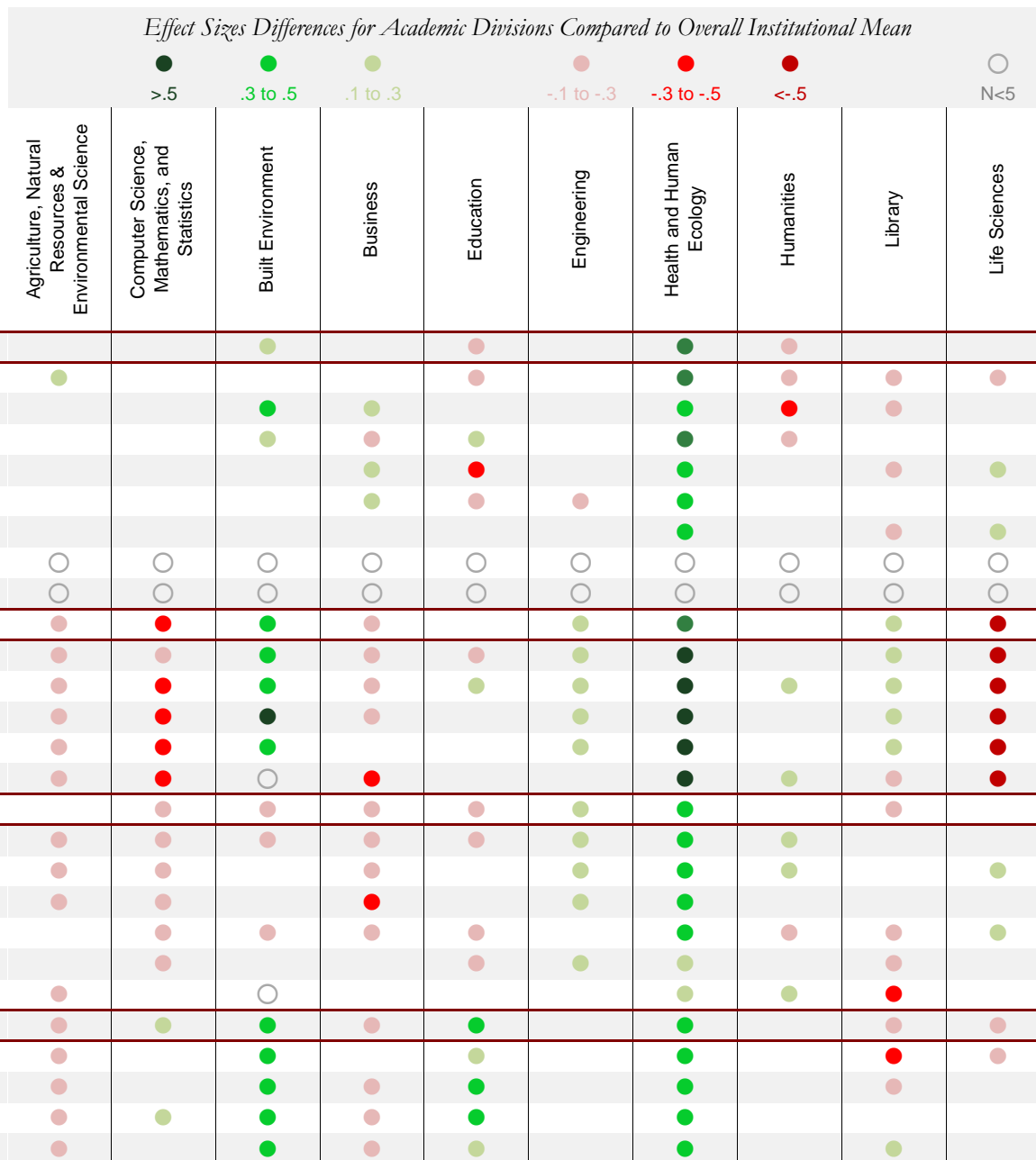
### Clemson University



	Agriculture, Natural Resources & Environmental Science	Computer Science, Mathematics, and Statistics	Built Environment	Business	Education	Engineering	Health and Human Ecology	Humanities	Library	Life Sciences
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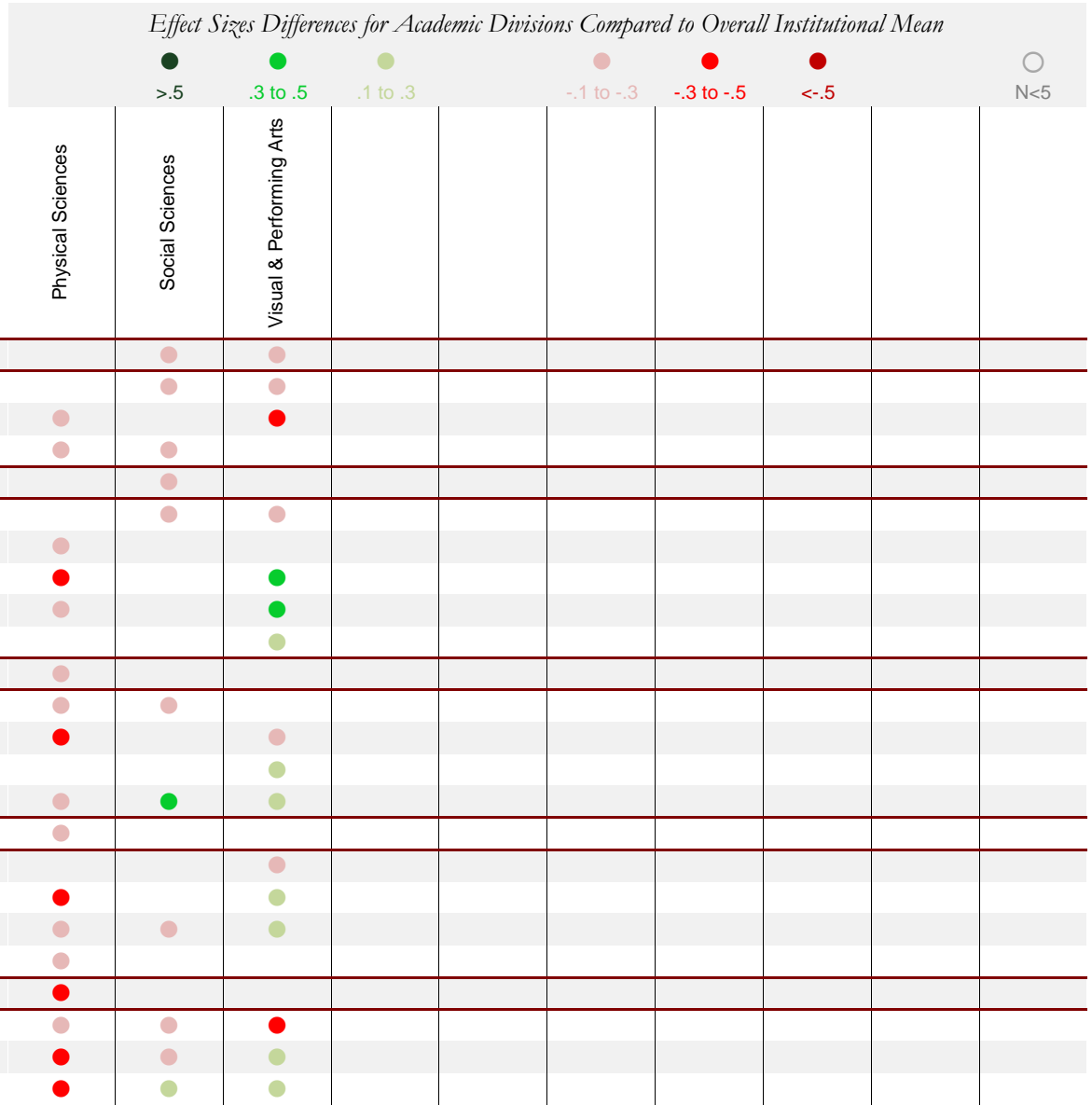
	Agriculture, Natural Resources & Environmental Science	Computer Science, Mathematics, and Statistics	Built Environment	Business	Education	Engineering	Health and Human Ecology	Humanities	Library	Life Sciences
<b>Governance: Productivity</b>			●		●		●	●	●	●
Overall effectiveness of shared governance			●		●		●	●		
My committees make measureable progress towards goals	●		●				●	●	●	●
Public recognition of progress			●			●	●	●	●	●
<b>Governance: Trust</b>	●		●				●	●	●	
I understand how to voice opinions about policies	●	●	●				●	●	●	
Cear rules about the roles of faculty and administration			●				●	●	●	
Faculty and admin follow rules of engagement	●	●	●	●		●	●	●	●	●
Faculty and admin have an open system of communication	●	●	●		●		●	●		
Faculty and admin discuss difficult issues in good faith	●	●	●		●		●	●	●	●
<b>Governance: Shared Purpose</b>		●	●		●	●	●	●	●	
Imporant decisions are not made until there is consensus	●	●		●			●	●	●	●
Admin ensures sufficient time for faculty input		●	●			●	●	●	●	
Faculty and admin respectfully consider the other's view		●	●	●	●		●	●		
Faculty and admin have a shared sense of responsibility		●	●	●	●		●	●	●	
<b>Governance: Understanding</b>			●	●			●	●		●
Faculty governance structures offer opportunities for input			●	●			●	●		●
Admin communicate rationale for important decisions			●	●		●	●	●	●	
Faculty and admin have equal say in decisions	●	●	●				●	●	●	
Faculty and admin define decision criteria together		●	●	●	●		●	●		
<b>Governance: Adaptability</b>		●	●	●			●	●		●
Shared governance holds up in unusual circumstances		●	●	●			●	●		●
Institution regularly reviews effectiveness of governance		●		●			●	●		●
Institution cultivates new faculty leaders			●	●			●	●		●

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The Collaborative on Academic Careers in Higher Education (COACHE)

*at the* Harvard Graduate School of Education

8 Story Street, Fifth Floor

Cambridge, Massachusetts 02138

*Telephone:* (617) 495-5285

*E-mail:* [coache@gse.harvard.edu](mailto:coache@gse.harvard.edu)

*Web:* <http://www.coache.org>