

SPRING 2026

COACHE ACTION PLAN

SPEAK · INSPIRE · TRANSFORM



MARIST
UNIVERSITY

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Introduction

Marist faculty are the cornerstone of our institution's ability to fulfill its mission and values. To gain deeper insights into faculty perceptions and experiences on campus, we are proud to present an action plan based on the findings of the Marist University Faculty Job Satisfaction Survey. This survey, conducted by the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard University, examines key issues and trends in faculty work satisfaction. Since its inception in 2007, hundreds of higher education institutions have participated in COACHE, providing a robust framework for understanding and improving faculty experiences. Additional details about the survey and its findings can be accessed through the Marist University COACHE website.

Our survey was conducted between February to April 2024, a pivotal time as Marist initiated the implementation of the Marist 100 Strategic Plan during the 2023-2024 academic year. Aligned with Marist 100's vision to improve the world through education, this action plan underscores our commitment to enhancing the faculty work experience. We deeply appreciate the efforts of faculty who participated in the survey amidst significant professional demands. The study included all full-time faculty—both tenured/tenure-track and non-tenure-track on continuing appointments—and achieved an impressive 80% response rate, one of the highest nationally among COACHE participants.

Marist's participation in COACHE is designed to enhance our existing structures for shared governance, policy development, and faculty engagement. The survey provides insights that support and strengthen ongoing efforts, rather than creating a separate decision-making process. The findings revealed several strengths, such as departmental engagement and collegiality, health and retirement benefits, effective leadership from both faculty and senior administration, and a shared sense of purpose and trust in governance. However, the survey also identified areas of concern, including the nature of work related to service, teaching load, compensation, as well as the promotion process for associate professors and non-tenure track faculty. While this action plan addresses some of these concerns, there are additional issues and challenges identified that are not covered here; we remain aware of these and are committed to continually striving to enhance the overall faculty work experience.

This action plan outlines key issues and proposes targeted steps to address them, providing a foundation for implementation during the 2025–2026 academic year. Priorities were identified and framed based on data from the faculty satisfaction survey, complemented by feedback collected during listening sessions with the faculty community. Furthermore, these actions are guided by the Marist mission and the Marist 100 Strategic Plan, rooted in principles of equity and inclusion to foster an environment where everyone feels welcomed, valued, respected, and heard. A COACHE committee will be actively engaged in the ongoing collaboration, implementation, and evaluation of this action plan.

As we review the results and consider emerging recommendations, established committees and leadership bodies will continue to guide decisions. COACHE simply provides a clearer understanding of how faculty experience their work and where they see opportunities for improvement, helping us make thoughtful, evidence-based choices within our current frameworks. Any actions that follow will continue to move through the appropriate channels, honoring established roles, procedures, and collaborative decision-making processes. Our commitment is to use COACHE as a source of illumination: a tool that deepens dialogue, refines existing practices, and enhances the faculty experience in partnership with the broader campus community.



SPEAK: THE COACHE SURVEY

The Collaborative on Academic Careers in Higher Education is a research-practice partnership based in the Harvard Graduate School of Education. COACHE studies the work lives of faculty with a focus on actionable data to support and improve faculty working conditions.

"The COACHE survey provides vital information about how we can support and develop our diverse intellectual strengths to build programs advancing faculty development and equitable community.

I am grateful to Assistant Provost Addrain Conyers and the faculty who have taken such care in reviewing and distilling the survey responses into this thoughtful action plan."

Catherine Gunther Kodat, Provost

COACHE Timeline

- YEAR 1:** 2023-2024 _____ Administer Survey
- YEAR 2:** 2024-2025 _____ Analyze Data and Develop Action Plans
- YEAR 3:** 2025-2026 _____ Implement Action Plans
- YEAR 4:** 2026-2027 _____ Repeat the Cycle

Survey Themes

Nature of Work

Service, Teaching, Research

Tenure and Promotion

Tenure Policies and Expectations

Interdisciplinary Work

Collaboration and Mentoring

The Department

Engagement, Quality and Collegiality

Resources and Support

Facilities and work resources, Personal and Family Policies, Health and Retirement Benefits and Salary

Shared Governance

Trust, Shared Sense of Purpose, Understanding the Issues at Hand, Adaptability and Productivity

Institutional Leadership

Senior Leadership, School Leadership, Departmental Leadership and Faculty Leadership

Appreciation and Recognition

Celebrating the invaluable contributions of faculty. It emphasizes gratitude for their dedication, hard work, and the positive impact they have on the academic community.

Retention and Negotiation

Creating an environment that values, supports, and empowers faculty to thrive in their roles, while also providing effective strategies for addressing their needs and concerns.



Marist University's Timeline

FALL 2023

Marist collaborated with the Harvard Graduate School of Education to initiate the planning process for its inaugural Faculty Job Satisfaction Survey.

SPRING 2024

The survey was distributed to eligible full-time faculty and closed in April.

SUMMER 2024

The Assistant Provost for Faculty Development and the Assistant Dean for Faculty and Student Affairs visited Harvard Graduate School of Education to obtain university-level results and consult with the Harvard COACHE Team.

OCTOBER-NOVEMBER 2024

Marist received institutional and school level results from Harvard. The COACHE Team started sharing results with faculty, developed presentations, and actively sought faculty input on potential improvements.

SPRING 2025

The COACHE team initiated the development of an institutional action plan to address key concerns and enhance faculty satisfaction, recruitment, development, resource allocation, and retention.

SUMMER-SPRING 2026

University-level strategic initiatives published, and faculty feedback will be collected to inform and refine their implementation.



Survey Results

Marist University achieved an exceptional faculty survey response rate, significantly outperforming its peer institutions and the broader cohort. While peer institutions averaged a 45% response rate and the entire group of 86 COACHE partners reported a 41% response rate, Marist's faculty participation stood notably higher at 80%.

| | MARIST | PEERS | COHORT |
|------------------------------------|---------------|--------------|---------------|
| All Faculty | 80% | 45% | 41% |
| Tenured | 75% | 46% | 44% |
| Pre-tenure | 84% | 44% | 44% |
| Non-tenure Track | 83% | 39% | 36% |
| Full Professor | 70% | 47% | 45% |
| Associate Professor | 75% | 47% | 43% |
| Men | 81% | 39% | 38% |
| Women | 79% | 51% | 48% |
| White | 82% | 47% | 45% |
| Faculty of Color | 73% | 40% | 38% |
| Asian / Asian-American | 71% | 40% | 34% |
| Underrepresented Minorities | 76% | 41% | 43% |

The report's findings are systematically organized, first categorized by subject area and then dissected through two distinct analytical lenses: a disciplinary breakdown and a demographic examination. The disciplinary component segments the responses according to broad academic disciplines, providing a structured view of the data across different fields of study. Meanwhile, the demographic analysis offers a nuanced perspective by analyzing the responses through multiple identity and professional dimensions, including academic tenure status, professional rank, gender, race and ethnicity.

An area of strength is benchmarked where Marist scores in the top 30 percent of Marist's cohort. Conversely, an area for improvement is identified when Marist faculty ratings for a benchmark are in the bottom 30 percent compared to Marist's cohort. Additionally, the committee highlighted the four most frequently identified best and worst global aspects.

Areas of Strength for Faculty at Marist

AMONG THE TOP 30% OF COHORT



Departmental Collegiality and Engagement
Governance:
Shared Sense of Purpose
Governance:
Productivity and Trust



Facilities and Work Resources
Leadership: Senior
Leadership: Faculty
Tenure: Policies and Clarity
Health and Retirement Benefits

Areas of Improvement for Faculty at Marist

AMONG THE BOTTOM 30% OF COHORT



Nature of Work: Service
Interdisciplinary Work



Promotion Process
Collaboration

Best and Worst Aspects of Working at Marist According to Faculty



BEST

Quality of Colleagues
Support of Colleagues
Quality of Undergraduate Students
Geographic Location



WORST

Compensation
Teaching Load
Too Much Service/
Too Many Assignments
Cost of Living

INSPIRE:

Marist's 2025-2026 Action Plan



NATURE OF WORK: SERVICE & TEACHING LOAD

Service

The survey results highlight significant concerns among faculty members regarding service responsibilities. Faculty express major concerns about three key areas: the overall service volume, the equitable distribution of service assignments, and the degree of autonomy they have in selecting their service commitments. The number of student advisees was viewed as a particular challenge, irrespective of their rank or demographic background.

Specifically, the areas of concern are:

- Overall service load
- Equitable distribution of service through committee assignments
- Discretion to choose committee work
- Volume of advisees

Teaching Load

The teaching load is identified as a major concern for faculty members at Marist. This issue is primarily driven by the high number of courses assigned to instructors, which can significantly impact their teaching, research, professional activity and overall job satisfaction.

Specifically, the area of concern is:

- Number of courses taught

ACTION PLAN I: Improve Transparency and Equity in Faculty Service

- Develop a service dashboard based on the [American Council of Education's](#) recommendations:
 - Create a committee service matrix that details all campus-wide and school service committees. Each committee is assigned a tier category based on time commitment required for participation.
 - Establish equitable faculty service expectations.
 - Implement mechanisms for real-time tracking of faculty service commitments to support equitable distribution of service responsibilities.
 - Incorporate meaningful evaluations of service contributions into evaluations processes, ensuring that service is recognized and valued appropriately.
- Streamline committee assignment and selection:
 - Establish processes that allow all faculty to express interest in all committee service, enabling more agency.
 - Ensure alignment with existing faculty handbook process to promote transparency and communication across all committees. Continue to prioritize the election of faculty-governance committees.

Relevant Offices and Committees: Academic Affairs, Academic Affairs Committee, Ad Hoc Faculty Handbook Revision Committee, Deans, Department Chairs, Faculty Affairs Committee, President's Office, Rank and Tenure Committee

ACTION PLAN II: Assess Advising Load

Review advising loads across departments/schools to identify current disparities.

- Consider a maximum average advising load (policy or guideline) that would trigger resources for assistance (e.g., professional advisors).

Relevant Offices and Committees: Academic Affairs, Center for Advising and Academic Services, Deans, Department Chairs, Rank and Tenure Committee



ACTION PLAN III: Review Faculty Teaching Loads

- Continue progress to transitioning tenure-stream faculty toward an 18-credit teaching load through data-driven analysis and strategic planning.
 - Conduct a thorough review of current teaching loads, including overload assignments, part-time instruction percentage, class sizes, and course releases for administrative responsibilities.
 - Prioritize faculty input to review the impact of current practices on teaching effectiveness and faculty workload.
- Review and benchmark teaching loads for non-tenure stream faculty.

Relevant Offices and Committees: Academic Affairs, Deans





PROMOTION PROCESS

The survey results indicate that the promotion process is a significant area of concern for faculty members seeking career advancement. This issue particularly affects Associate-rank faculty aiming for full professorship, as well as non-tenure track faculty across all ranks. The data suggests that these faculty members experience challenges or dissatisfaction with the procedures, criteria, and transparency involved in advancing their academic careers at Marist.

Associate Professors

Associate Professors report a lack of clear understanding regarding the expectations they must meet, the specific criteria they need to fulfill, and the procedural steps they should follow to advance to the rank of Full Professor.

Specifically, the areas of concern are:

- Department culture encourages promotion
- Reasonable expectations for promotion
- Clarity of promotion process
- Clarity of promotion criteria
- Clarity of promotion standards
- Clarity of whether I will be promoted

Non-Tenure Track Faculty

The clarity of the contract and promotion processes for Non-Tenure Track (NTT) faculty is a significant area of concern, with the data highlighting a lack of clarity in both standards and evidence required for contract renewal.

Specifically, the areas of concern are:

- Clarity of contract renewal standards
- Clarity of promotion standards
- Clarity of body of evidence for deciding contract renewal



ACTION PLAN I: Establish Clear and Transparent Promotion Processes

Associate Professors

- Review and clarify criteria, expectations, and eligibility for promotion.
- In collaboration with the Office of the Provost and School Deans, provide guidance for schools and departments to publish clear and specific criteria for promotion that align with the Faculty Handbook, including definitions of outstanding, noteworthy, satisfactory, and unsatisfactory.
- Provide guidance for schools and departments to create and publish a clear timeline for promotion applications, reviews, and decisions that align with the Faculty Handbook to ensure predictability and fairness.

Non-Tenure Track Faculty

- In collaboration with the Office of the Provost and School Deans, provide guidance for schools and departments to develop and publish clear standards and criteria for continuance and promotion, including timelines, required documentation, and evaluation metrics.

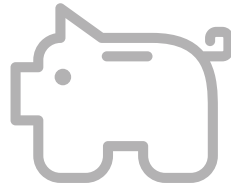
Relevant Offices and Committees: Academic Affairs, Ad Hoc Faculty Handbook Revision Committee, Deans, Faculty Affairs Committee, Faculty Evaluations Committee, Rank and Tenure Committee

ACTION PLAN II: Cultivate a Climate of Professional Growth and Development

- Enhance annual review and feedback mechanisms
 - Reviews should include constructive, actionable feedback on strengths, gaps, and opportunities for growth related to promotion criteria.
- Develop and expand mentoring programs to provide guidance on research, teaching, service, and the promotion process.
- Expand programming for dossier preparation, leadership skills, grant writing, and other competencies relevant to promotion.
- Invite recently promoted faculty to share their experiences and advice in open forums.

Relevant Offices and Committees: Academic Affairs, Ad Hoc Faculty Handbook Revision Committee, Center for Teaching and Learning, Deans





COMPENSATION AND COST OF LIVING

Faculty members identified compensation and the cost of living as two of the most dissatisfying aspects of working at the institution. Furthermore, a specific question about salary revealed that more than half of the faculty members express significant dissatisfaction with their pay.

Specifically, the areas of concern are:

- Compensation
- Cost of Living
- Housing Benefits

ACTION PLAN I: Compensation

- Maintain attention to faculty compensation, especially for salary competitiveness, inequities, and compression.
- Sustain an annual budget to address salary compression; ask Deans to review and address compensation disparities at the department level.
- Make transparent university and school-wide plans for salary adjustments, including timeline and prioritization.
- Consider a compensation program that moves to a merit-based annual salary adjustment complemented with a merit-based recognition award.

Relevant Offices and Committees: Deans, Faculty Affairs Committee, Human Resources, Priorities and Resources Committee

ACTION PLAN II: Cost of Living

- Offer guidance to assist in the relocation process for incoming hires as part of the Human Resources on-boarding process.

Relevant Offices and Committees: Academic Affairs, Faculty Affairs Committee, Human Resources, Priorities and Resources Committee



INTERDISCIPLINARY WORK AND COLLABORATION

Interdisciplinary Work

Faculty feedback highlights concern regarding institutional support for interdisciplinary engagement. While some structures exist to facilitate cross-disciplinary work, significant barriers remain. The findings suggest that a lack of formal incentives and institutional recognition discourages faculty from pursuing interdisciplinary collaborations.

Specifically, the areas of concern are:

- Interdisciplinary work is rewarded in merit
- Interdisciplinary work is rewarded in promotion
- Interdisciplinary work is rewarded in reappointment decisions

Collaboration Opportunities

Faculty perceptions indicate flexibility in collaboration opportunities, with the most significant challenges arising in external collaboration.

Specifically, the area of concern is:

- Limited opportunities for collaboration outside of Marist

ACTION PLAN I: Enhance Opportunity and Recognition for Interdisciplinary Collaboration

- Develop evaluation criteria for interdisciplinary work in merit, promotion, and reappointment processes.
 - Encourage Deans and review committees to consider interdisciplinary contributions in performance assessments.
- Increase support for joint faculty appointments and interdisciplinary leadership as well as provide administrative assistance for interdisciplinary projects.
- Review recognition practices (course release, stipend, etc.,) for interdisciplinary leadership to ensure equability.

Relevant Offices and Committees: Ad Hoc Faculty Handbook Revision Committee, Deans, Peer Review Committees, Provost's Council, Rank and Tenure Committee

ACTION PLAN II: Establish an Interdisciplinary Forum to Foster Collaboration and Showcase Faculty Expertise

- Develop and implement a formal infrastructure to support interdisciplinary engagement among faculty.
- Utilize the Center for Teaching and Learning as an interdisciplinary hub and provide necessary equipment and technology for cross-disciplinary work.
- Organize structured events such as panels, roundtables, poster sessions, and interactive discussions.
- Host an annual showcase of faculty research to promote and inspire future interdepartmental collaborations.

Relevant Offices and Committees: Academic Affairs Committee, Center for Teaching and Learning, Deans, Department Chairs

ACTION PLAN III: Strengthen External Collaboration Programs

- Develop formal partnerships with external institutions to foster engagement.
 - Identify and compile a list of potential partners for collaboration.
 - Establish formal agreements (MOUs) outlining joint research, teaching, and resource-sharing opportunities.
 - Launch faculty exchange programs, joint research initiatives, and interdisciplinary conferences.
 - Provide support for securing external funding and offer professional development workshops to enhance collaborative scholarly activity.
- Collaborate with peer institutions to enhance faculty development and interdisciplinary opportunities.
 - Offer targeted programming in the Center for Teaching and Learning focused on collaborative teaching models.
 - Partner with peer institutions to deliver joint programming and foster external collaborations.
 - Form research groups to facilitate idea exchange, professional consultation, and networking.

Relevant Offices and Committees: Center for Teaching and Learning, Deans, Department Chairs, Faculty Affairs Committee, Marist Center for Social Justice Research, Office of Sponsored Programs and Research, Vice President - Chief Strategy and Planning Officer



APPENDICES

Appendix A: COACHE Survey Results Access

A summary of results from the COACHE Survey is available on the Marist COACHE website <https://www.marist.edu/academics/coache/>. Quantitative results are available to faculty using my.Marist or by scanning the QR Code below.



Appendix B: Comparison/Cohort Institutions

As part of COACHE, the Harvard Graduate School of Education asked Marist to select a group of peer institutions against whom to assess Marist's COACHE survey results. Marist is a unique institute and was defined as a Liberal Arts college.

Comparison (Peer) Institutions

- College of Holy Cross (2024)
- CUNY–Brooklyn College (2023)
- SUNY–Hunter College (2023)
- Fordham University (2024)
- Lehigh University (2022)

All Cohort Institutions

Faculty from the following 86 institutions comprise the comparison cohort of universities for the 2024 COACHE survey. These institutions are not peers of Marist but have different missions, campus types, research levels, and other factors:

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

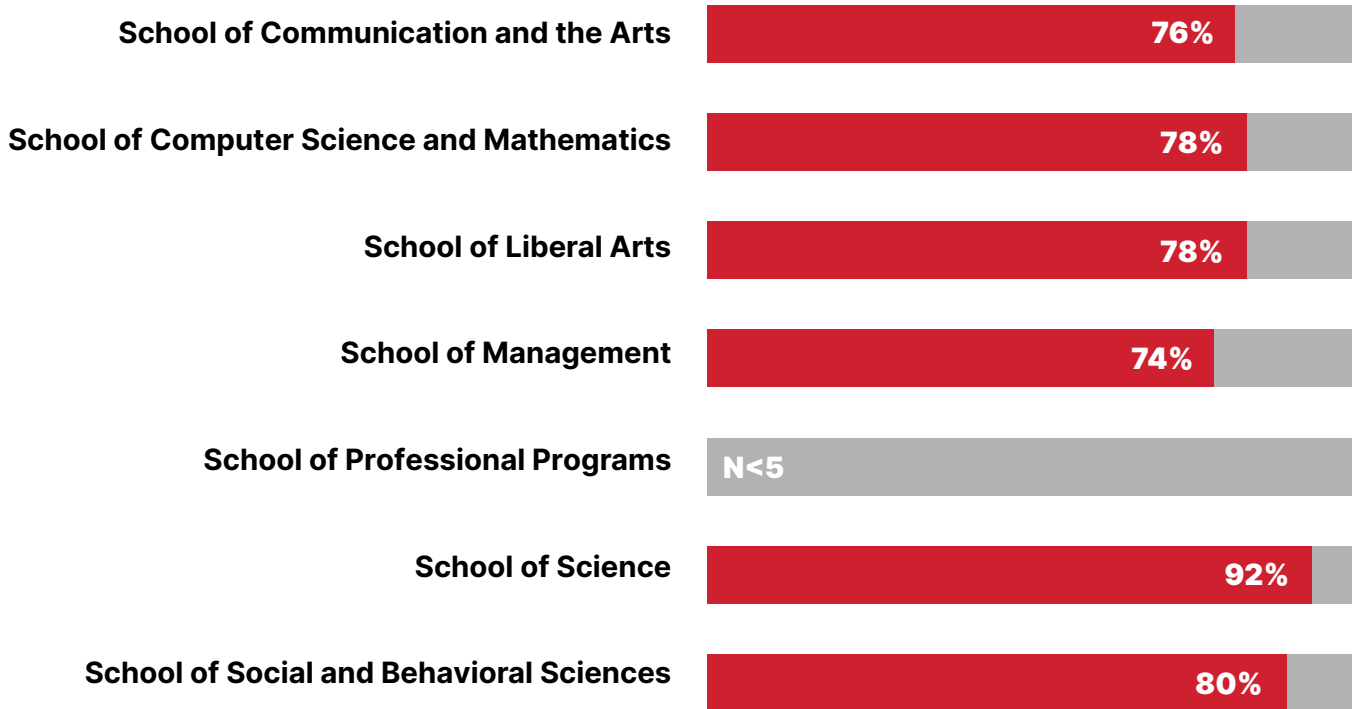


Appendix B: Cont'd

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



Appendix C: Response Rates



Appendix D: Glossary of Key Words

| Term | Definition |
|--------------------------|--|
| Action Plan | A strategic set of proposals to address faculty work experience issues and prioritize improvements. |
| Advising Load | The amount and distribution of student advisees assigned to individual faculty members. |
| COACHE | Collaborative on Academic Careers in Higher Education; a survey/resources initiative from Harvard focused on faculty satisfaction and improvement. |
| Collaboration | Joint projects or shared activities among faculty, schools, or external partners. |
| Compensation | Salary, benefits, and financial recognition provided to faculty. |
| Cost of Living | The relative expense of housing and routine life for faculty, especially as it relates to salary sufficiency. |
| Departmental Engagement | Faculty interaction, collaboration, and culture within academic departments. |
| Equity and Inclusion | Principles and practices to ensure fair treatment, access, and participation for all faculty. |
| Faculty Governance | Faculty governance refers to the structures and processes through which faculty participate in university decision-making—either by making recommendations or by directly shaping policies—via committees at the university, college, and department levels. |
| Faculty Service | Contributions faculty make outside of teaching and research, such as committee work and advising. |
| Institutional Leadership | Consist of senior, dean, department, and faculty leadership. |

Appendix D: Cont'd

| Term | Definition |
|------------------------|--|
| Interdisciplinary Work | Collaborative engagement and recognition across multiple academic fields or departments. |
| Merit | Standard for rewarding faculty performance in reviews, promotions, or salary adjustments. |
| Professional Growth | Mechanisms for faculty development, such as mentoring, workshops, and feedback. |
| Promotion Process | Steps and criteria required for faculty to advance in rank and status at the university. |
| Shared Governance | University structures and processes for joint faculty and administration decision making. |
| Strategic Plan | Long-term institutional roadmap for improvements, such as the "Marist 100 Strategic Plan". |
| Survey Response Rate | Percentage of eligible faculty participating in the COACHE survey; indicator of faculty engagement. |
| Teaching Load | The number and format of teaching assignments given to faculty, including course numbers, overloads, and releases for other responsibilities. |
| Tenure and Promotion | Tenure and Promotion Institutional policies, expectations, and processes determining Institutional policies, expectations, and processes determining advancement and job security for faculty. |



THANK YOU!

Thank you for your invaluable participation in the COACHE faculty survey. Your insights and feedback are crucial in shaping our academic environment, and we are grateful for the time and effort you dedicated to this important initiative.

Your voices have been heard, and we are committed to moving forward with the implementation of action plans that reflect your suggestions and concerns.

Together, we can foster a more supportive and enriching experience for all faculty members. Thank you once again for your engagement and commitment to our collective success.