

# PARTNERS IN PROGRESS



collaborative on academic  
careers in higher education

IMPACT  
REPORT



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# PARTNERS IN PROGRESS

## A message from the Executive Director



What does progress mean to you?

How your institution defines progress may well be different from how others define it. That's why one of the most valuable parts of working with the COACHE team is uncovering what progress means for each of our partners and helping them map paths to achieve it — not only to benefit faculty but also institutions, students, and the higher education sector at large.

Mapping these pathways is a community process. Our model encourages faculty, administrators, and leadership to work together, and also aims to create a space where our partners can learn from each other.

When we make connections within our community of practice, I am continually impressed by the humility we see across the board. Our partners actively engage with and learn from each other regardless of Carnegie class or rankings. Together, we focus on the work because supporting and engaging faculty is ultimately the goal. In the pages of this Impact Report I hope you will find learnings and inspiration from institutions of all kinds.

Just as our partners continue to strive forward, our team is constantly listening to evolve our methodology and understanding of what factors influence the faculty experience.

Additionally, we share COACHE data with researchers who are examining the future of the professoriate to help create a broader understanding of the trends and issues in higher education.

I am grateful for the impressive list of institutions, organizations, and researchers who have chosen to partner with COACHE. I look forward to listening more, deepening our relationships with our current colleagues, expanding our partnership with new organizations, and — collectively — helping to drive truly meaningful progress that reaches far beyond what any one of us could do alone.

A handwritten signature in blue ink, appearing to read "R. Todd Benson". The signature is fluid and stylized, with a long horizontal line extending to the right.

**R. Todd Benson, Ed.D.**

*Executive Director and Principal Investigator*

# OUTCOMES DRIVEN BY INSIGHTS

The Collaborative on Academic Careers in Higher Education (COACHE) is a research-practice partnership based at the Harvard Graduate School of Education. It brings together faculty and academic leaders who believe in the value of sound data to help drive real progress — for faculty and institutions, as well as the higher education sector more widely.

COACHE's research instruments go far beyond simple surveys. They are dynamic studies about the faculty experience that inform actionable strategies to drive meaningful change.

Whether with small or large campuses, public or private, the COACHE team works in partnership with faculty and leadership to support the highest quality survey delivery that elicits robust data and the richest possible insights. This work is further strengthened through access to benchmarking against self-selected peers and best practice case studies that highlight innovative approaches from exemplary institutions. As a collaborative, COACHE also creates opportunities for its partners to engage with its highly skilled researchers and with each other on important topics related to the faculty experience.

With COACHE, more than 300 colleges, universities, community colleges, and systems have strengthened their capacity to identify the drivers of faculty success and to implement informed changes.



# FACULTY JOB SATISFACTION SURVEY

Through more than 15 years of collaboration with senior faculty administrators, COACHE has a unique understanding of faculty needs and the intricacies of life in higher education.

The Faculty Job Satisfaction Survey, COACHE's flagship instrument, captures faculty sentiment across a variety of themes that are not only ripe for researchers in the sector, but support the creation of actionable plans for faculty and academic leaders in pursuit of progress.

The Faculty Job Satisfaction Survey continues to set the standard for national studies of the faculty experience. As the leading survey to follow William T. Grant Foundation's research-practice partnership model, it both enables COACHE partners to affect institutional progress and drives the research agenda for scholars of higher education.

The breadth of data captured through the survey each year allows COACHE partners to study and track progress against their own data sets as well as compare their data to self-selected sets of peer institutions. In addition, this partnership model allows for institutional leaders to tap into COACHE researchers, sector best practices, and others from across the community of practice.

Pages 6–11 of this report share just some of the ways that institutions and leaders have used data from COACHE Faculty Job Satisfaction Surveys to extract insights and learnings, create action plans, and map a path of measurable progress across a range of dimensions.

*12,682 faculty from 31 colleges and universities completed the survey\**

## IMPROVING THE WORKPLACE FOR FACULTY

Respondents were asked to identify the one thing their institution could do to improve the workplace for faculty. The top five most commonly cited issues were coded by COACHE from open-ended responses.

CULTURE	30%
LEADERSHIP	28%
SUPPORT FOR WORK GENERALLY	26%
COMPENSATION	25%
FACILITIES AND RESOURCES FOR WORK	23%

\*2022 Faculty Job Satisfaction Survey

**Faculty Job Satisfaction Survey results provide insights on a variety of themes that reflect faculty attitudes about their workplace, including:**

- Nature of work: research, teaching, and service
- Tenure and promotion
- Interdisciplinary work, collaboration, and mentoring
- Departmental collegiality, engagement, and quality
- Leadership: senior, divisional, departmental, and faculty
- Institutional governance
- Facilities and work resources
- Appreciation and recognition
- Recruitment and retention
- Personal and family policies
- Health and retirement benefits
- Global satisfaction
- Clinical work (if applicable)
- Other metrics informed by custom questions developed in partnership with participating colleges or universities

## Comparative Data for Deans

Drilling down and deploying data at a divisional level is an effective strategy for partners to get even more valuable insights from their COACHE results. That's why COACHE recently introduced Comparative Data for Deans, also known as Deans' Reports, as an optional add-on to its flagship Faculty Job Satisfaction Survey.

The increased granularity of these Deans' Reports provides an additional layer of detail, whether helping to parse out cultural distinctions between divisions or shining a light on broader trends in a particular discipline. As a result, these divisional reports can help deans and provosts assess variability in policy application across the institution. They can also highlight any divisions that could offer particular learnings or tackle specific improvements to inform strategy and plans for progress.

COACHE Deans' Reports not only allow partners to compare a division to the rest of the university but, if desired, can also compare it to similar divisions at other universities, or five self-selected "near peers."

Finally, these Deans' Reports provide leadership with valuable information about their school or college's position within the faculty labor market. The reports can inform how they can support their current faculty, what makes their division attractive to prospective faculty, or how they can improve their national reputation.



# FACULTY RETENTION AND EXIT SURVEY

Launched in 2017, the Faculty Retention and Exit Survey is the only multi-institutional survey of faculty retention and departure in US higher education. The survey seeks feedback from three groups who can offer critical insights to an organization: faculty who ultimately left an institution; faculty who received an offer to work elsewhere in the past year, but were ultimately retained; and, optionally, faculty who were preemptively retained by an institution.

With a shareable, adaptive, and validated instrument to replace the individual efforts of universities, the survey helps researchers and participating institutions better understand the drivers of faculty who are considering departing their college or university — and what can entice them to stay.

Through multi-year data collection, partners can better understand activities and actions that support faculty retention, and how to make smarter investments in faculty development, success, and satisfaction.

## Faculty Retention and Exit Survey themes include:

- The search for a new position
- Nature of the outside offer
- Compelling factors in a decision to depart or stay
- Influence of spouses' and partners' careers
- The counteroffer process
- Transition to a new institution
- Work environment
- Demographic characteristics of population

FACULTY RETENTION AND EXIT SURVEY – ALL DATA*	Reasons to Leave	Reasons to Stay
Salary	33%	18%
Quality of colleagues	20%	22%
Department or institution reputation	22%	14%
Potential for professional growth and intellectual stimulation	20%	8%
Proximity to family	14%	13%
Employment opportunity for spouse/partner in the region	13%	10%
Opportunity to collaborate with colleagues	11%	11%
Collegiality within the department	9%	13%
Cost of living	9%	11%
Availability of cultural, social, or recreational activities	9%	10%
Prospects for tenure, promotion, or contract renewal	8%	11%
Potential for work-life balance	10%	8%
Quality of academic leadership	13%	4%
Quality of graduate students	8%	9%
Quality or quantity of research infrastructure	10%	6%

\*2021–22

# IN PURSUIT OF PROGRESS

COACHE is proud to support the many leading institutions and individuals who are committed to continued progress in the academic workplace — ultimately benefiting faculty, students and organizations. The following stories highlight a selection of the remarkable results of our partners.

## MEASURABLE RESULTS CULTIVATE TRUST AND POSITIVE CHANGE AT CUNY

*COACHE results help to track clear progress toward goals*

### PARTNER SPOTLIGHT

#### City University of New York (CUNY)

City University of New York (CUNY) strives to give faculty a voice in making the university system and its 25 individual campuses better places to work. Providing faculty with measurable results that show continued progress is a key step in the process.

Leadership has used COACHE Faculty Job Satisfaction Survey findings from 2015 and 2019 to take a data-driven approach to increasing faculty satisfaction across the system while also identifying insights unique to individual campuses, explains Dr. Annemarie Nicols-Grinenko, University Dean for Faculty Affairs and Leadership Development. She is currently also serving as Interim Senior University Dean and Vice Provost for Academic Programs and Policy at CUNY.

From a system-wide perspective, Dr. Nicols-Grinenko highlights three particularly noteworthy outcomes that have emerged from the COACHE process: ensuring more input from faculty on the activities of the Central Office; the charging of a task force to make recommendations about the development of clear guidelines on how research, teaching, and service are considered in tenure and promotion; and negotiating a reduced teaching workload.

“We’re using the data to both advocate for and justify faculty support. This has been helpful at the system level as well as campus level,” says Dr. Nicols-Grinenko. And importantly, faculty have been noticing the changes. After the most recent COACHE results, each participating CUNY campus was asked to make recommendations based on the data, and Dr. Nicols-Grinenko says she has heard positive feedback from colleagues about changes that have been implemented as a result.



We’re using the data to both advocate for and justify faculty support.

Dr. John Verzani, Chair of the CUNY University Faculty Senate, has been involved in both COACHE Faculty Job Satisfaction Surveys. He says the ability to do cross-campus comparisons has been valuable, as well as comparing the university level and the campus level — particularly when looking at the results over a period of time and comparing several survey cycles.





**Dr. John Verzani and  
Dr. Annemarie Nicols-Grinenko**  
City University of New York

“Campuses are establishing new positions to deal with faculty issues, new faculty awards and recognition opportunities, mentoring programs, leadership development programs, and DEI programs,” he says. He adds that he was “wowed” by how many of the campuses improved against their benchmark measures from the previous COACHE survey.

“ There’s steady progress — and there’s a measurable outcome from that progress that makes a big difference in cultivating real trust.

Dr. Verzani also sees that trust is growing among faculty as they engage with the COACHE process and see that their voices are being heard. “There’s steady progress — and there’s a measurable outcome from that progress that makes a big difference in cultivating real trust. It’s creating a real appreciation of faculty and administrators working together to try to make things better.”

CUNY began its third COACHE survey cycle in 2022, and CUNY leadership is looking forward to diving into the results. 

IN PURSUIT OF PROGRESS



**Dr. John Meier**  
Lafayette College

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# FOCUS ON PROGRESS LEADS TO FACULTY GOVERNANCE REFORM

*Data-driven changes allow for more efficient, impactful work*

## PARTNER SPOTLIGHT

### Lafayette College

When administrative and faculty leadership at Lafayette College reviewed the results of their 2020 COACHE Faculty Job Satisfaction Survey, they saw a clear desire from faculty to engage more fully in critical issues, such as diversity, equity, and inclusion. However, faculty at the small liberal arts college in Easton, Penn. were simultaneously facing a dramatically increased workload and other challenges as a result of the COVID-19 pandemic.


For many, the time demanded from the existing faculty governance committee structure was weighing on them: faculty were dedicating an enormous amount of time to their committee structure in addition to increasingly full schedules. While faculty recognized the importance of their governance work, they saw the opportunity to streamline the committee structure to leave more time for teaching and scholarship while also creating a greater sense of purpose and outcomes in their governance work — a win-win.

According to Dr. John Meier, Provost at Lafayette College, the impact of the pandemic was profound in driving major change initiatives. “With making an impact always top of mind, we had a fertile ground for people who were interested in how we could do things differently,” says Dr. Meier.

Against this backdrop, Lafayette College leadership set about significantly reforming faculty governance, and in particular its committees, with COACHE data providing a key touch point and ongoing input from faculty themselves. “The complete rethinking of Lafayette College’s governance structures has been one of the most significant actions coming out of the COACHE process for the campus,” says Dr. Meier.

A strong campus-wide Diversity Committee was a top priority to bolster existing efforts as well as address diversity, equity, and inclusion issues revealed in the COACHE data. With an emphasis on including as many voices as possible, faculty led the charge to add staff, students, and even alumni in moving for the first time from a faculty committee to a broadly representative group.

In addition, a campus-wide Budget Committee was formed and, with faculty input through the COACHE survey providing a powerful impetus to streamline the overall governance structures, several other committees were eliminated or redesigned based on their effectiveness in addressing needs of the community.

While the number of faculty-elected committees will decrease from 16 to nine, the new structure not only gives faculty better opportunities to contribute more meaningfully, but also provides them with more space to pursue work in research and in the classroom. 



The complete rethinking of Lafayette College’s governance structures has been one of the most significant actions coming out of the COACHE process for the campus.

# INCLUSIVITY PROGRAMS SHOW STRONG RETURN ON INVESTMENT

*COACHE data supports institutional progress*

## PARTNER SPOTLIGHT

### Florida International University

With over 1,000 full-time faculty members from around the globe, strengthening inclusivity — with the ability to measure progress — is vital to Florida International University (FIU), which serves more than 56,000 students at its Miami campus.

Leading these efforts is FIU's Office to Advance Women, Equity, and Diversity (AWED), established in 2016 through a National Science Foundation ADVANCE Grant aimed at institutional transformation. Many of AWED's programs — as well as the office's creation — were informed by data collected through the COACHE Faculty Job Satisfaction Surveys administered in 2017 and 2013.


“The use of COACHE Faculty Job Satisfaction Survey data has been invaluable for turning areas of concern for faculty into areas of strength.”

“The use of COACHE Faculty Job Satisfaction Survey data has been invaluable for turning areas of concern for faculty into areas of strength,” says Dr. Suzanna Rose, Founding Associate Provost of AWED. “We're able to use the COACHE data to focus our actions and show the return on investment for our work.”

AWED is responsible for providing evidence-based inclusivity programs intended to increase faculty diversity and satisfaction in areas including the university's commitment to diversity and inclusion, hiring and retention issues, and mentoring. Overall, the COACHE data showed that satisfaction among all faculty, including Latinx, Black, and women faculty, has improved.

One of its most recent and impactful programs is the award-winning Bystander Leadership™ Program. Based on the insights revealed in the COACHE data, the program empowers faculty to take responsibility for being more inclusive toward their colleagues and recognize their own biases. The impressive results showed that when more than 60 percent of the department had been through the program, faculty reported feeling their departmental climate was more supportive.

One of the key supporters of the program is Dr. Caroline Simpson, the Associate Director at AWED, where she oversees equity and diversity programming university wide. “People have conversations and listen, and they realize what others have experienced,” says Dr. Simpson. “It's important. And COACHE gives us the ability to measure that feedback and track progress, which is so hard otherwise.”

Simpson notes that while FIU recognizes there is still progress to be made, the proven results of the Bystander Leadership™ Program can serve as a model for other institutions. It is currently being adapted at Georgia State University, which received a National Science Foundation ADVANCE grant under the Adaptation Program and will be collaborating with FIU as a more senior advanced institution. 



**Dr. Suzanna Rose and  
Dr. Caroline Simpson**  
Florida International University

# RESEARCH-PRACTICE PARTNERSHIP SUPPORTS INSTITUTIONAL EFFECTIVENESS

*COACHE data facilitates scholars focusing on the academic workforce*

## PARTNER SPOTLIGHT

**Dr. Damani White-Lewis and  
Dr. Nicholas Havey**

“We’re in the business of trying to improve institutional effectiveness,” says Dr. Damani White-Lewis, Assistant Professor of Higher Education at the University of Pennsylvania. “Without research, practice, and partnership, you don’t have the transformative edge.”

An expanding component of COACHE’s work is strengthening the research-practice partnership through the dissemination of data to scholars, such as Dr. White-Lewis, who are part of a growing field of research focusing on the faculty experience and the academic workforce. Most recently, he was the lead author of the paper “Leaving the Institution or Leaving the Academy? Analyzing the Factors that Faculty Weigh in Actual Departure Decisions,” published in *Research in Higher Education*, co-authored

by Dr. KerryAnn O’Meara, Dr. Kiernan Mathews, and Dr. Nicholas Havey.

It is the first peer-reviewed paper on the faculty experience using data from COACHE’s Faculty Retention and Exit Survey, launched in 2017 to help universities better succeed at retention efforts. The paper notes that the significant drivers for faculty departure weren’t unique to those leaving academia, providing administrations with valuable information to more effectively shape faculty retention programs.

Dr. Havey, Senior Manager of Research and Insights at First Book, notes the importance of being easily able to access data from more than 40 institutions participating in the COACHE Faculty Retention and Exit Survey. By using a large, real-time data set specific to higher education, the researchers were able to look at actual faculty departures, rather than simply intent.

# ADVANCING HIGHER EDUCATION RESEARCH

*COACHE supports early career scholars*

While faculty satisfaction is closely tied to student success, the faculty experience continues to be understudied, leaving institutions with fewer answers or best practices to address the unique challenges facing faculty in the workplace.

To increase the knowledge and inquiry in this area of study, COACHE is committed to providing broad access to data for scholars as they begin their early research paths in higher education.

Using COACHE data to build a body of scholarship has allowed doctoral students and researchers to explore such topics as the experiences of faculty of

color on the tenure track, which factors contribute to a sense of fit within academic departments, and even some deeper dives into the experiences of faculty within specific disciplines such as nursing and business.

Another notable example of COACHE’s efforts to support doctoral students while advancing the scholarship of higher education is Dr. Amal Kumar, who gained student work experience in the COACHE offices as a doctoral student and a postdoctoral research fellow. Dr. Kumar contributed to insightful research and publications, and helped strengthen COACHE’s engagement with the research community.

“To have this sort of consortium of institutions that are collecting good data — and the right data — to be answering questions about faculty exit and retention is incredibly helpful because not everyone has the capacity, access, and resources to do it,” says Dr. Havey. “It is a huge boon and a huge benefit to junior researchers.”

Dr. White-Lewis and Dr. Havey add that they already have plans for a second paper about faculty experience and satisfaction utilizing COACHE data.

“When you invest in faculty, you invest in students. So how can we improve faculty careers? How can we improve departmental climates and institutions?” says Dr. White-Lewis. “When you focus on increasing faculty motivation and increasing their success, you create a more vibrant ecosystem for student learners.”



When you invest in faculty, you invest in students... When you focus on increasing faculty motivation and increasing their success, you create a more vibrant ecosystem for student learners.



**Dr. Damani White-Lewis**



**Dr. Nicholas Havey**

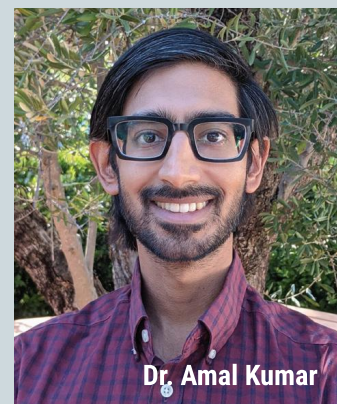
Describing his experience with COACHE as “real-world work with real-world impact,” Dr. Kumar discovered a deep interest in scholarship related to the faculty experience. The knowledge he gained has also supported his own personal experience as Assistant Professor in the Department of Public Policy and Administration at the California State University, Sacramento.

Dr. Kumar notes much of what faculty need to know to successfully navigate the academic sector is not “written in a handbook” but rather embedded in a “hidden curriculum,” which can result in sometimes unseen inequities for faculty members.

COACHE’s research on inequities in faculty recruitment and retention is not only a vital area of inquiry for the sector, it has directly impacted

Dr. Kumar’s own area of service as a faculty member. “I’ve been able to think more critically and be more intentional about the type of work I want to do and what impact I want to leave,” he says. He currently serves on a search committee as the affirmative action/equal opportunity representative.

Through access to its data, the COACHE team hopes to inspire more early scholars to further expand their interest in the faculty experience — which, as Dr. Kumar says, is truly the “other side of the coin” of student success.



**Dr. Amal Kumar**

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# PARTNERS

The wide range of institutions below highlights current and recent partners of COACHE.

*(Includes partners 2017–2022, blue indicates current partners.)*

## FACULTY JOB SATISFACTION SURVEY

### **BACCALAUREATE**

Agnes Scott College  
Amherst College  
Babson College  
Bates College  
Centre College  
Colgate University  
College of the Holy Cross  
Davidson College  
Elizabeth City State University  
Fisk University  
Gettysburg College  
Hamilton College  
Harvey Mudd College  
Juniata College  
Kenyon College  
Lafayette College  
Medgar Evers College  
Mount Holyoke College  
Muhlenberg College  
New York City College of Technology  
Occidental College  
Ohio Wesleyan University  
Spelman College  
University of North Carolina at Asheville  
University of Richmond  
University of Tennessee Southern  
University of the South—Sewanee  
Ursinus College  
Washington and Lee University  
Wellesley College  
Wofford College  
York College

### **COMMUNITY COLLEGES**

Amarillo College  
Borough of Manhattan Community College  
Bronx Community College  
Guttman Community College  
Hostos Community College  
Kingsborough Community College  
LaGuardia Community College  
Queensborough Community College

### **MASTERS**

Appalachian State University  
Bernard M. Baruch College  
Brooklyn College  
College of Staten Island  
Craig Newmark Graduate School of Journalism  
at CUNY  
CUNY Graduate School of Public Health &  
Health Policy  
CUNY School of Labor and Urban Studies  
CUNY School of Law  
Fayetteville State University  
Hunter College  
John Jay College of Criminal Justice  
Lehman College  
Manhattan College  
Manhattanville College  
Mills College  
New York Institute of Technology  
North Carolina Central University  
Queens College  
Rollins College  
San José State University  
The City College of New York  
University of Houston—Clear Lake  
University of North Carolina at Pembroke  
University of Tennessee—Martin



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## RESEARCH

Auburn University  
Baylor University  
Bowling Green State University  
Brown University  
California State University, Fullerton  
Central Michigan University  
Clarkson University  
Clemson University  
CUNY Graduate Center  
Emory University  
Florida A&M University  
Florida Gulf Coast University  
Florida International University  
Florida State University  
Fred Hutchinson Cancer Research Center  
George Mason University  
Georgetown University  
Georgia State University  
Illinois State University  
Indiana University  
Iowa State University  
James Madison University  
Johns Hopkins University  
Kent State University  
Lehigh University  
Louisiana State University  
Missouri University of Science & Technology  
North Carolina A&T State University  
North Carolina State University  
Old Dominion University  
Purdue University  
Radford University  
Rochester Institute of Technology  
Rutgers University—Camden  
Rutgers University—New Brunswick  
Rutgers University—Newark  
St. John's University  
Stony Brook University  
Texas Tech University  
Tulane University  
University at Buffalo  
University of Arizona  
University of Arkansas

University of California—Davis  
University of Central Florida  
University of Cincinnati  
University of Connecticut  
University of Delaware  
University of Denver  
University of Kansas  
University of Louisville  
University of Maryland  
University of Massachusetts Amherst  
University of Missouri—Columbia  
University of Missouri—Kansas City  
University of North Carolina at Chapel Hill  
University of North Carolina at Charlotte  
University of North Carolina at Wilmington  
University of North Texas  
University of Pittsburgh  
University of South Carolina  
University of South Florida  
University of Tennessee—Chattanooga  
University of Tennessee Health Science Center  
University of Tennessee Institute for Public Service  
University of Tennessee Institute of Agriculture  
University of Tennessee Space Institute  
University of Tennessee—Knoxville  
University of Texas at Arlington  
University of Texas at Austin  
University of Texas at El Paso  
University of the Pacific  
University of Tulsa  
University of Virginia  
Vanderbilt University  
Virginia Commonwealth University  
Virginia Polytechnic Institute and State University  
Washington State University  
Wichita State University  
Worcester Polytechnic Institute

## SYSTEMS

City University of New York  
Rutgers University  
State University of New York  
University of California  
University of North Carolina  
University of Tennessee

# FACULTY RETENTION AND EXIT SURVEY

## MASTERS

University of Nebraska at Kearney

## RESEARCH

Auburn University  
Baylor University  
Carnegie Mellon University  
Clemson University  
Colorado State University  
Columbia University  
Emory University  
Florida State University  
George Mason University  
Iowa State University  
Massachusetts Institute of Technology  
Rochester Institute of Technology  
Rutgers University—Biomedical and Health Sciences  
Rutgers University—Camden  
Rutgers University—New Brunswick  
Rutgers University—Newark  
The University of Texas at Austin  
The University of Texas at San Antonio  
Tufts University  
University of Alabama  
University of Arkansas  
University of California—Berkeley  
University of California—Davis  
University of California—Irvine

University of California—Los Angeles  
University of California—Merced  
University of California—Riverside  
University of California—San Diego  
University of California—San Francisco  
University of California—Santa Barbara  
University of California—Santa Cruz  
University of Cincinnati  
University of Connecticut  
University of Denver  
University of Massachusetts Amherst  
University of Minnesota—Twin Cities  
University of Missouri—Columbia  
University of Nebraska—Lincoln  
University of Nebraska—Omaha  
University of Rochester  
University of South Carolina—Columbia  
University of Tennessee—Knoxville  
University of Wisconsin—Madison  
Virginia Commonwealth University  
Virginia Polytechnic Institute and State University  
Worcester Polytechnic Institute  
Yale University

## SYSTEM

Rutgers University  
University of California  
University of Nebraska

*(Includes partners 2017–2022, blue indicates current partners.)*



## Collaborative on Academic Careers in Higher Education (COACHE)

# TEAM AND LEADERSHIP

Our impactful partnership would not be possible without the support of dedicated leadership and staff.

### Faculty Steering Committee

#### **KEITH COLLAR**

*Associate Dean for Strategic Partnerships, Harvard Graduate School of Education  
Ex Officio, Faculty Steering Committee*

#### **FRANCESCA PURCELL**

*Senior Lecturer on Education, Harvard Graduate School of Education*

#### **RICHARD LIGHT**

*Faculty Steering Committee Chair  
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### COACHE Team



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*Assistant Director,  
Marketing and Engagement*



#### **JUNGMIN LEE ESCOBAR**

*Data Application Developer*



#### **KATE ZIRPOLO**

*Finance and Operations Associate*



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AGNESS SCOTT COLLEGE AMARILLO COLLEGE AMHERST COLLEGE APPALACHIA  
AYLOR UNIVERSITY BERNARD M. BARUCH COLLEGE BOROUGH OF MANHATTAN  
COMMUNITY COLLEGE BROOKLYN COLLEGE BROWN UNIVERSITY CALIFORNIA  
UNIVERSITY CENTRE COLLEGE CITY UNIVERSITY OF NEW YORK CLARKSON UN  
SLAND COLLEGE OF THE HOLY CROSS COLORADO STATE UNIVERSITY COLUMBI  
OF JOURNALISM AT CUNY CUNY GRADUATE CENTER CUNY GRADUATE SCH  
RMAN STUDIES CUNY SCHOOL OF LAW DAVIDSON COLLEGE ELIZABETH CIT  
ISK UNIVERSITY FLORIDA A&M UNIVERSITY FLORIDA GULF COAST UNIVERS  
UTCHINSON CANCER RESEARCH CENTER GEORGE MASON UNIVERSITY GEO  
UTTMAN COMMUNITY COLLEGE HAMILTON COLLEGE HARVEY MUDD COLLEGE  
NDIANA UNIVERSITY IOWA STATE UNIVERSITY JAMES MADISON UNIVERSIT  
UNIATA COLLEGE KENT STATE UNIVERSITY KENYON COLLEGE KINGSBORO  
COLLEGE LEHIGH UNIVERSITY LEHMAN COLLEGE LOUISIANA STATE UNIVER  
NSTITUTE OF TECHNOLOGY MEDGAR EVERS COLLEGE MILLS COLLEGE MIS  
MUHLENBERG COLLEGE NEW YORK CITY COLLEGE OF TECHNOLOGY NEW YORK  
CAROLINA CENTRAL UNIVERSITY NORTH CAROLINA STATE UNIVERSITY OCC  
URDUE UNIVERSITY QUEENS COLLEGE QUEENSBOROUGH COMMUNITY COL  
COLLINS COLLEGE RUTGERS UNIVERSITY RUTGERS UNIVERSITY – BIOMEDIC  
T. JOHN'S UNIVERSITY STATE UNIVERSITY OF NEW YORK STONY BROOK U  
NIVERSITY OF TEXAS TUFTS UNIVERSITY TULANE UNIVERSITY UNIVERSITY  
F ARKANSAS UNIVERSITY OF CALIFORNIA UNIVERSITY OF CENTRAL FLORID  
ELAWARE UNIVERSITY OF DENVER UNIVERSITY OF HOUSTON UNIVERSITY OF  
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