



University of Pittsburgh

COACHE Faculty Survey: A Presentation to the Senate Equity, Inclusion, and Anti- Discrimination Advocacy Committee (EIADAC)

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Why Survey the Faculty?

- Aligns with the Plan for Pitt
- Support efforts to recruit, develop, and retain a diverse and excellent faculty
- Baseline data about faculty satisfaction and faculty perceptions of Pitt as a workplace
- Roadmap for implementing informed changes



The COACHE Survey

- **Collaborative Of Academic Careers in Higher Education**
- Harvard Graduate School of Education
- Consortium of over 250 institutions
- Survey of faculty satisfaction
- Resources to promote change



Survey Themes

- Nature of Work (Research, Teaching, Service)
- Resources & Benefits
- Tenure & Promotion
- Collaboration & Mentoring
- Leadership & Governance
- Department Culture



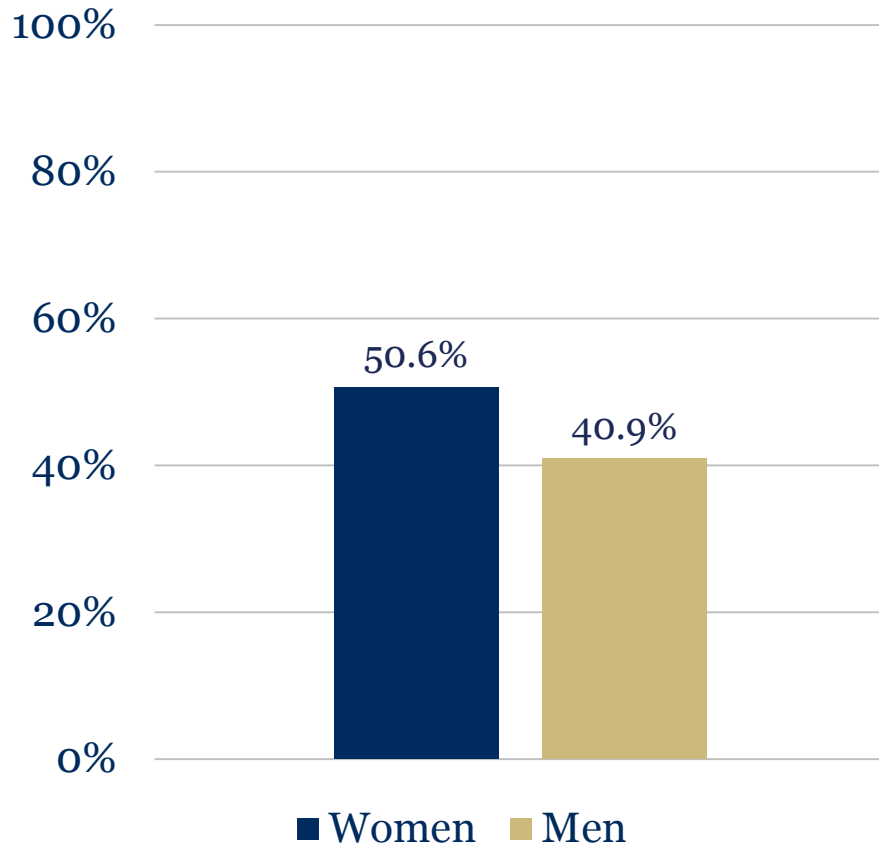
Methodology

- Full-time faculty eligible to participate
- Survey open from Feb 10 to April 17, 2016
- Pitt response rate was 45% (similar to 47% response rate of other institutions)
 - 507 tenured faculty
 - 192 tenure stream faculty
 - 608 non-tenure stream faculty

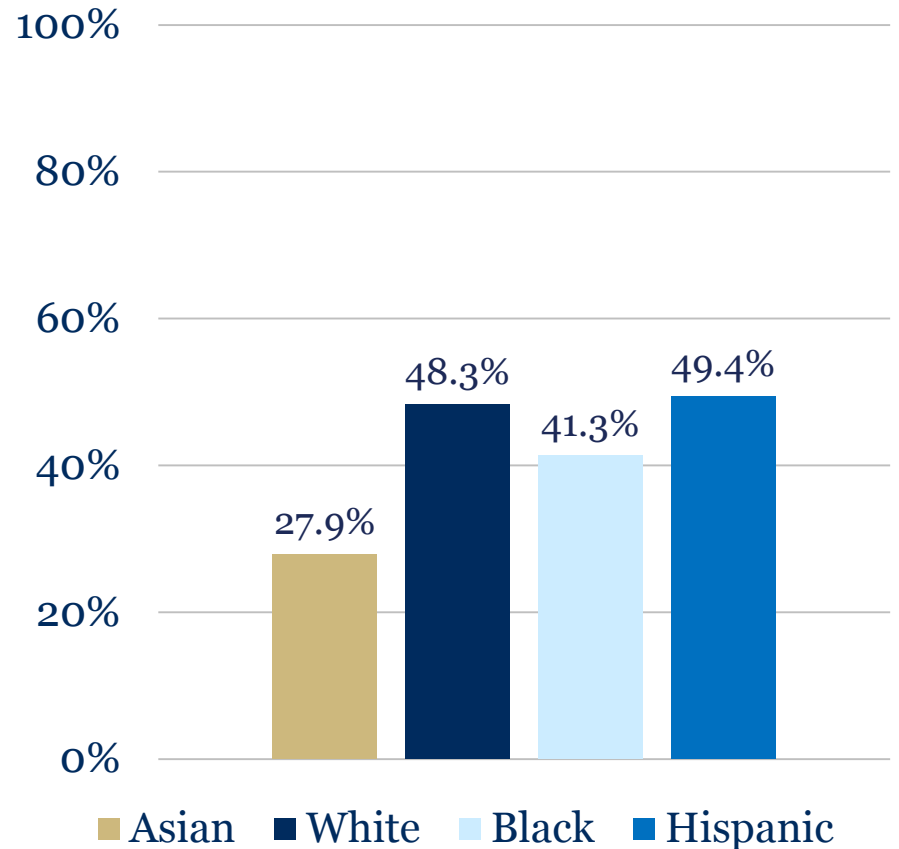


Response Rates

By Gender



By Race/Ethnicity



American Indian, Other, and Multiracial were additional categories, but sample size was too small for inclusion in this chart



Comparisons

- Cohort: 88 research universities that were surveyed in the past 3 years
- Peers: 5 universities of our choosing from cohort

1. Indiana University

2. Purdue University

**3. University of
Minnesota**

**4. University of North
Carolina**

5. University of Virginia



Results

1. Part 1

- General satisfaction
- Key benchmarks
- Personal and family policy questions

2. Part 2

- Diversity and inclusion questions
- Faculty in their own words



Results – Part 1

- General satisfaction
- Key benchmarks
 - Each benchmark assessed with multiple Qs
 - Comparison of Pitt relative to cohort/peers
- Variation on benchmarks related to gender and race/ethnicity
- Personal and family policy questions



General Satisfaction

94%

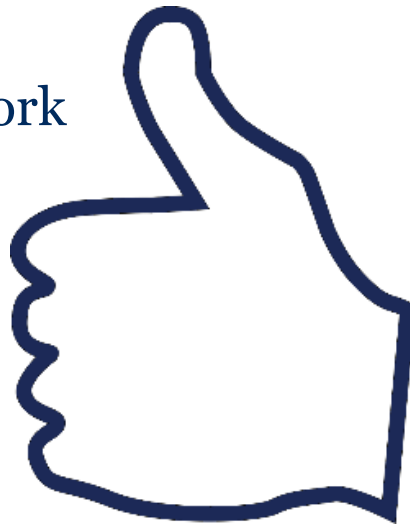
Would recommend or strongly recommend department as a place to work

- *Cohort Avg.:* 92%
- *Peers Avg.:* 94%

75%

Satisfied with Pitt as a place to work

- *Cohort Avg.:* 63%
- *Peers Avg.:* 70%



74%

Said if they had to do it again, they would select Pitt

- *Cohort Avg.:* 66%
- *Peers Avg.:* 70%

74%

Satisfied with department as a place to work

- *Cohort Avg.:* 71%
- *Peers Avg.:* 72%



Effect Size

- Strength of a phenomenon
- Not a test of statistical significance
- Emphasizes size of an effect

$$d = \frac{M_1 - M_2}{SD}$$

| Effect Size | d |
|-------------|------|
| Small | 0.10 |
| Medium | 0.30 |
| Large | 0.50 |



Within Pitt Variation



Asian faculty **less** satisfied than White Faculty

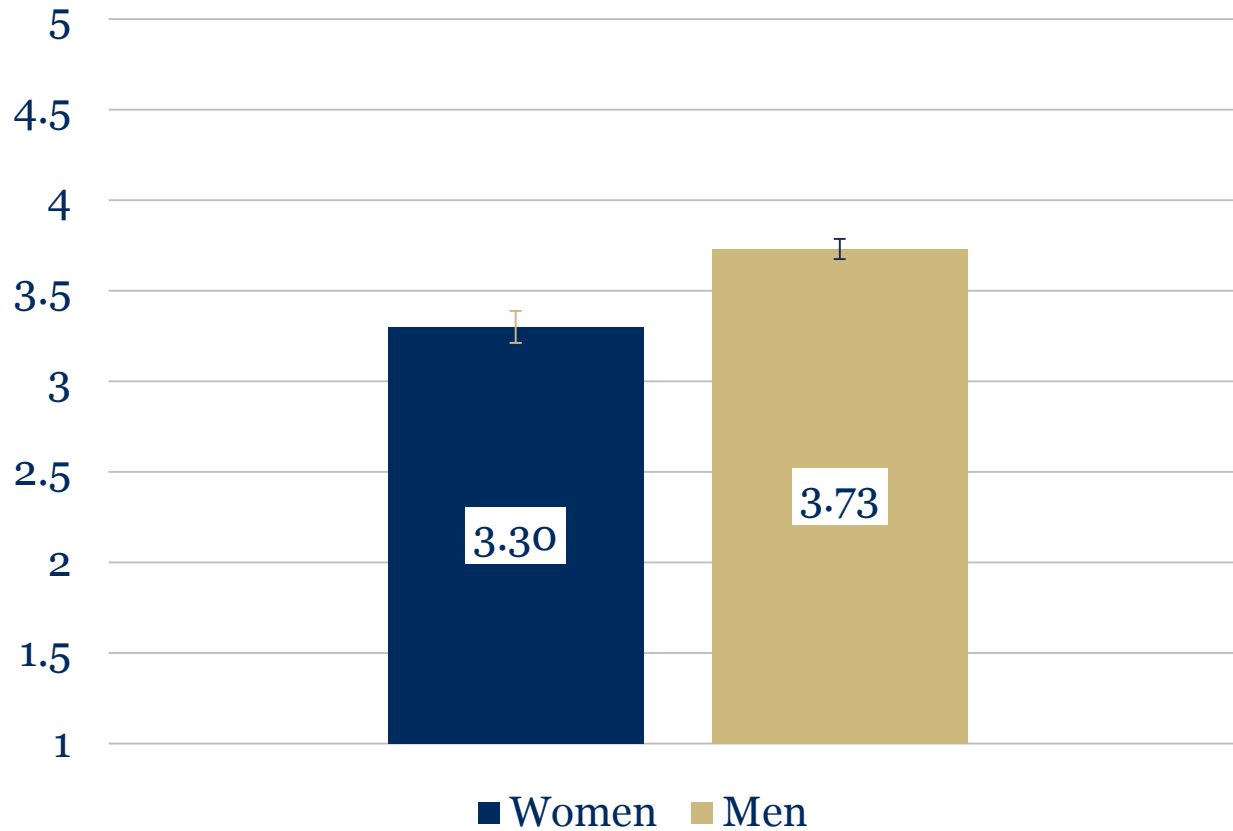
Women **less** satisfied than men

White faculty **less** satisfied than all faculty of color



Variation by Gender

Promotion to Full Professor

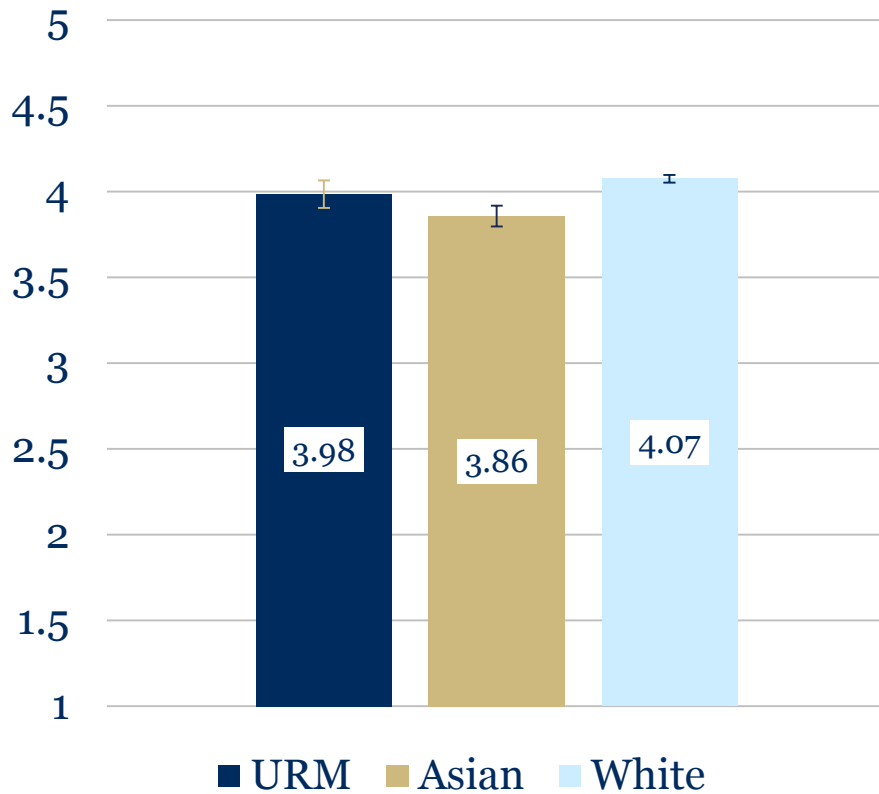


**All questions asked on a 5-point scale*

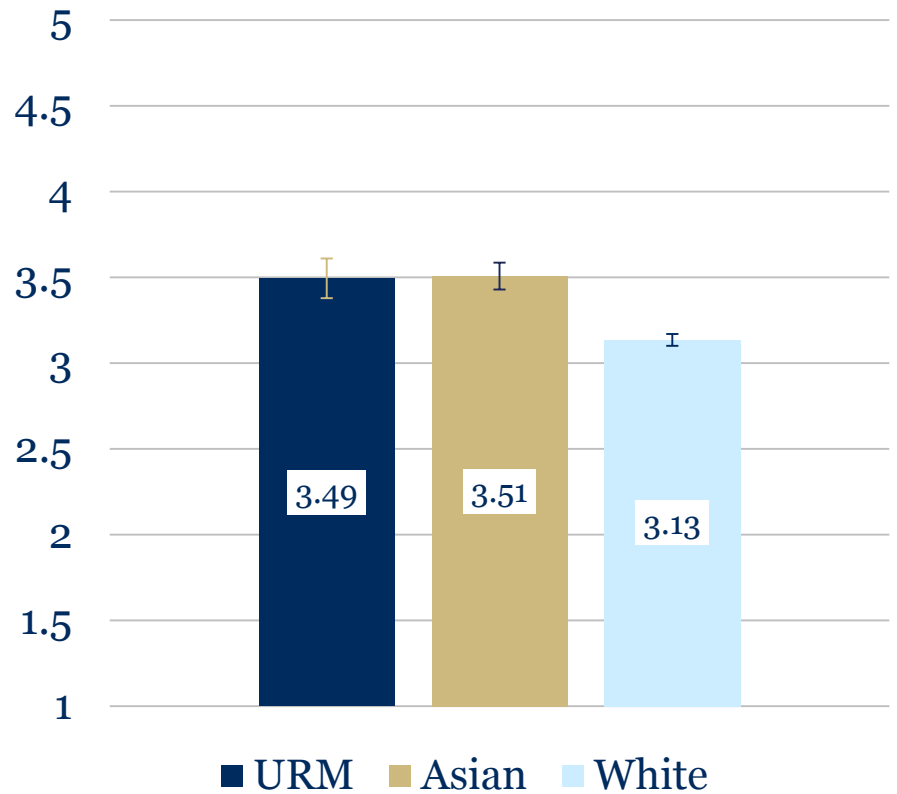


Variation by Race/Ethnicity

Health & Retirement Benefits

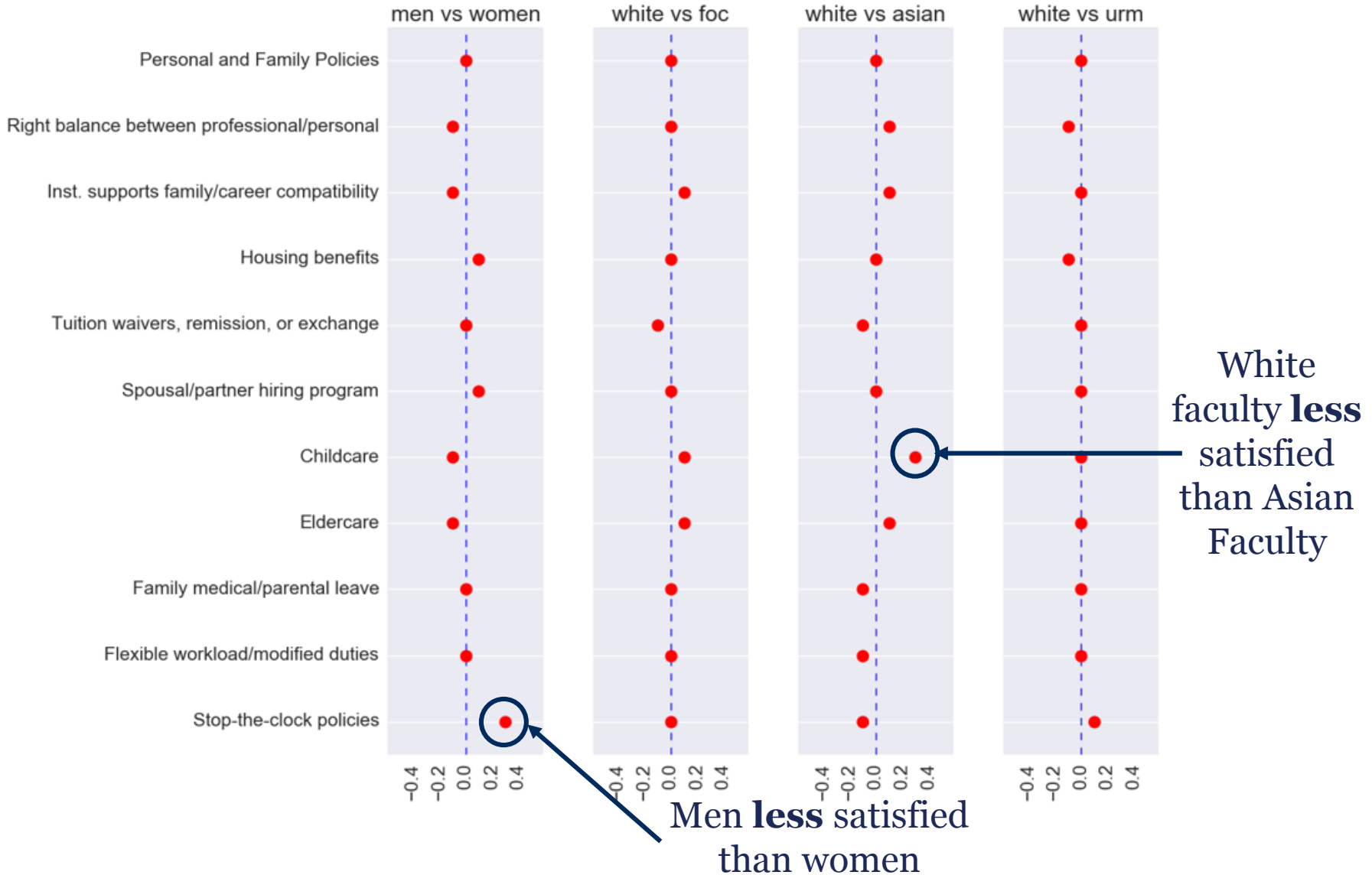


Divisional Leadership





Personal & Family Policies Questions





Summary of Results: Part 1

- Pitt faculty are quite satisfied with Pitt
- Tenure and promotion policies is an area for improvement
- Diverse faculty at Pitt compare favorably to diverse faculty at peer institutions
- Little within Pitt variation by gender and race/ethnicity

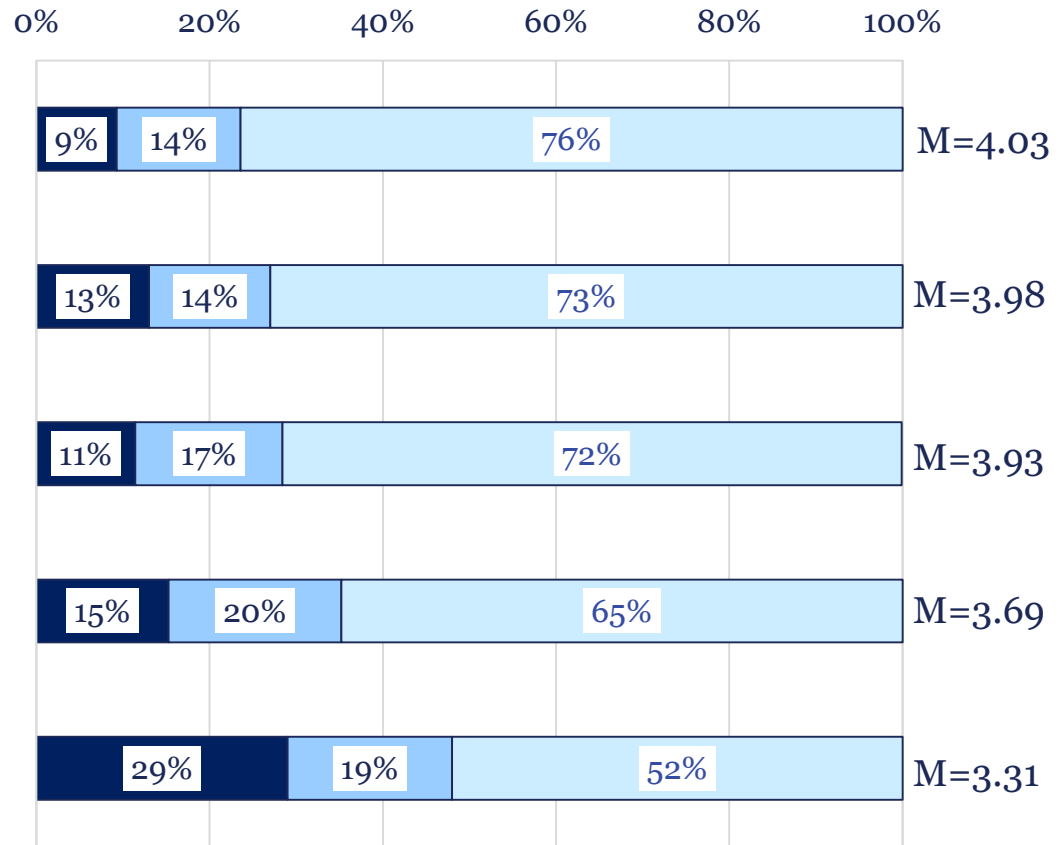


Results – Part 2

- Responses to diversity and inclusion questions (most are Pitt-specific)
- Examine variation in diversity and inclusion questions related to gender and race/ethnicity
- Faculty in their own words



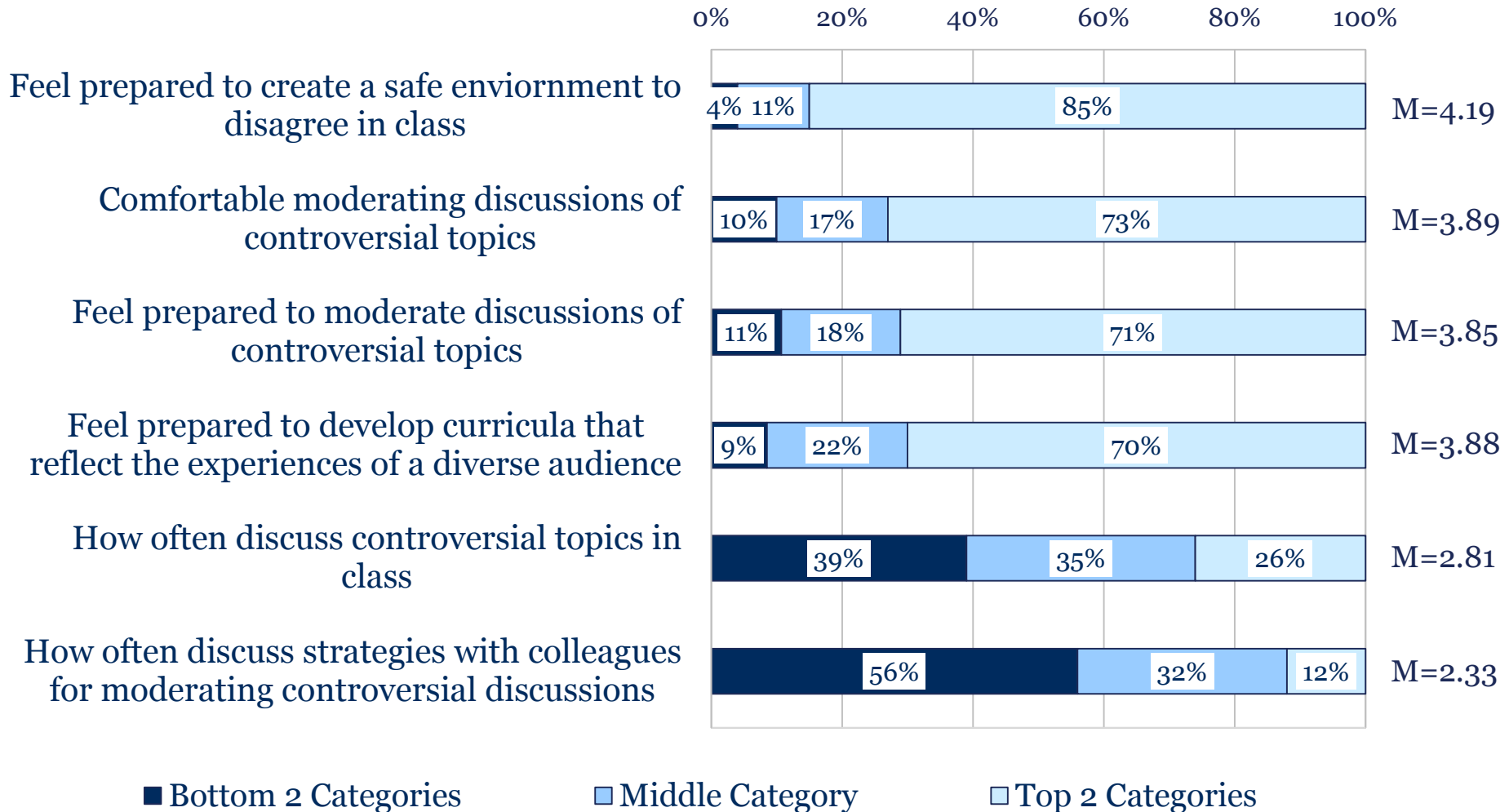
Diversity & Inclusion Questions: General



■ Disagree or Strongly Disagree ■ Neither Agree nor Disagree ■ Agree or Strongly Agree

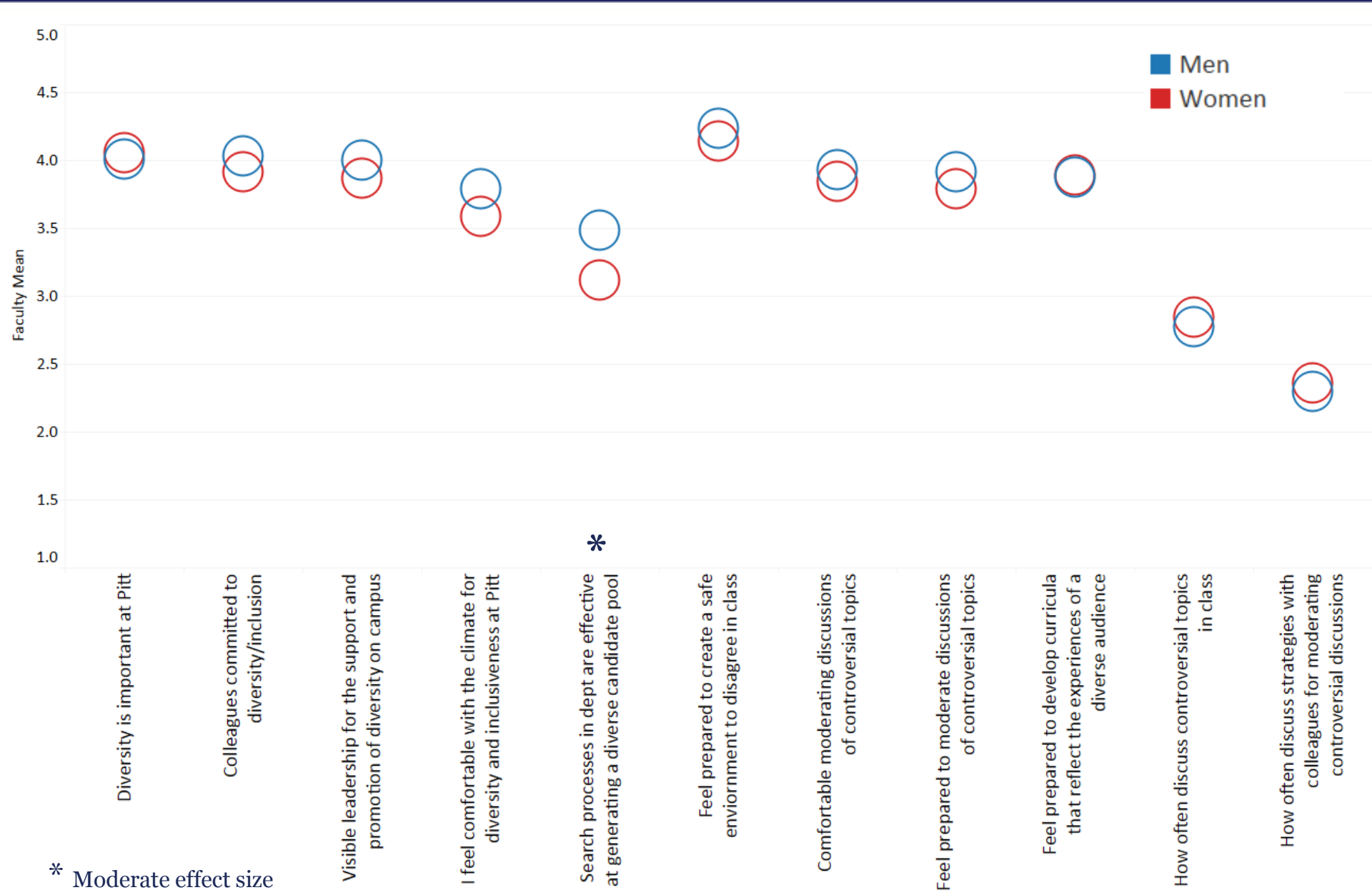


Diversity & Inclusion Questions: Classroom-Related





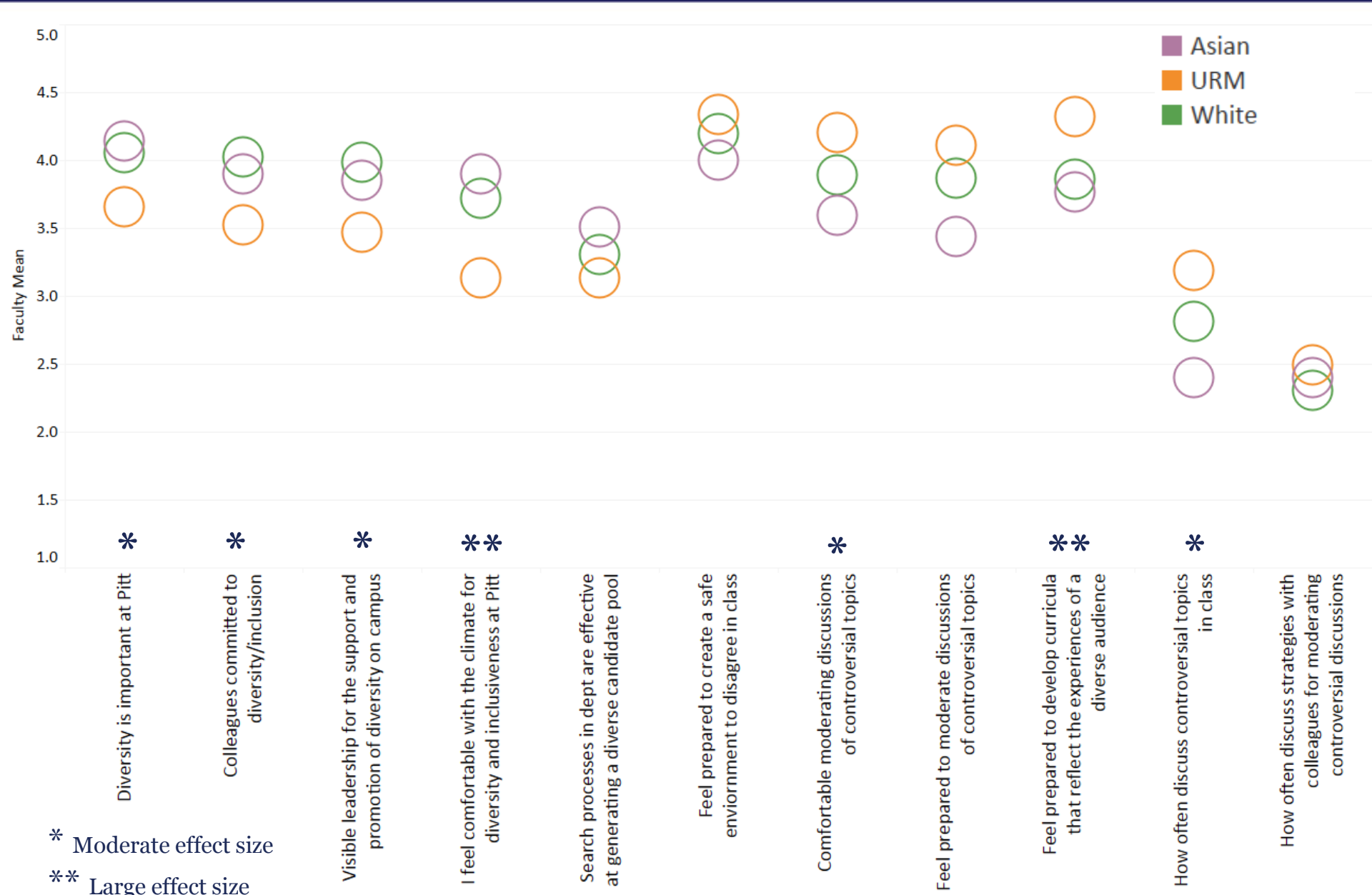
Variation By Gender



* Moderate effect size



Variation By Race





Diversity & Inclusion: Suggestions for Improvement

“We should have more diversity on our campus. Students should be encouraged to study abroad or to learn a foreign language”

“More professional support for faculty from underrepresented groups (such as workshops on pedagogy and research) would help to back up the university's stated commitment to diversity and retention”

“Make clear how fiscal and hiring of the many administrators decisions are made with or without regard to diversity and how choices are made between internal and external candidates for these administrative positions”

“I would like the institution to make a clear and consistent commitment to improve diversity”



Summary of Results: Part 2

- Most Pitt faculty believe diversity is important at Pitt
 - URM faculty less so than White faculty
- Most Pitt faculty feel prepared to talk about controversial topics in the classroom; few actually do
 - URM faculty more than White faculty
- Generating diverse candidate pools is an area for opportunity



Dissemination of COACHE Results

- Email sent to faculty announcing results
- Presentations to senior leadership
- Presentations to standing committees and ad hoc groups
- Met with deans and campus presidents



Dissemination of COACHE Results

- Developed website
 - <https://www.provost.pitt.edu/coache>
 - Results, infographics and “good practices”
- Resources to inform discussions and to strengthen work environment for faculty across the University of Pittsburgh



COACHE Survey Results

Promotion from Associate to Full

58% 😊

Believe department culture encourages promotion to full



71% 😊

Believe expectations for promotion to full are reasonable



Perceived Clarity of:



69% 😊

Promotion Process



63% 😊

Promotion Standards



71% 😊

Body of Evidence



72% 😊

Promotion Criteria

50% 😞

Time frame for promotion



36% 😞

If I will be promoted



Areas of Concern

ONLY 29%

Believe there is effective mentoring of tenured associate professors in their department



Women perceive consistently less clarity on promotion metrics than men



😊 = Pitt ranks in top third of cohort 😊 = Pitt ranks in middle third of cohort 😞 = Pitt ranks in bottom third of cohort



COACHE Survey Results

Good Practices:

Promotion from Associate Professor to Full Professor

- Set up regular meetings with associate professors approaching promotion
- Provide opportunities to discuss the tenure/promotion process with recently tenured/promoted faculty
- Provide feedback to associate professors considering promotion in relation to expectations around teaching and research achievement
- Make sample dossiers available
- Be aware of the workload that is placed on associate professors - ensure that they're not being buried with service, mentoring responsibilities, student advising or leadership/administrative duties that may actually get in the way of their continued trajectory to full professor
- Consider developing a workshop on the promotion process in your school
- Check the Office of the Provost's Faculty Development website for programs related to career progression:

<http://www.provost.pitt.edu/faculty-development/index.html>



Spring 2016



University of Pittsburgh

COACHE Survey Results

Mentoring



Received Effective Mentoring

69% 😊
Within
Department

66% 😊
Outside
Department

70% 😊
Outside
Institution

Believe there is Effective Mentoring
in Department

46% 😊
Tenure Stream
Faculty

29% 😊
Tenured
Associate
Professors

40% 😊
Non-Tenure
Track Faculty



95%
Believe having
a mentor
is important

85%
Believe being a
mentor
is fulfilling

84%
Tenured faculty
served
as mentor

BUT... 24%
Satisfied with
support to be
good mentor

😊 = Pitt ranks in top third of cohort 😐 = Pitt ranks in middle third of cohort ☹️ = Pitt ranks in bottom third of cohort



University of Pittsburgh

COACHE Survey Results

Good Practices: Faculty Mentoring

- Provide mentors for both pre-tenure and tenured faculty. Just because a faculty member gets tenure and is promoted to the associate rank does not mean that s/he no longer wants or needs a mentor
- Don't make assumptions about what type of mentoring faculty will want (or if they will want mentoring at all). Mentoring should be tailored to individual needs
- Develop written guidelines for both mentors and mentees
- Consider alternative types of mentoring - for example, peer mentoring, group mentoring, and collaborative support models
- Request and assess information about faculty contributions as faculty mentors. Include this information as part of annual faculty evaluations of performance in the area of service
- Consider building networks beyond the department or division, particularly in order to support underrepresented faculty to find a mentor with a similar background
- Find additional information and resources about mentoring on the Office of the Provost's website:

<http://www.provost.pitt.edu/pacwc/mentoring.html>



Actions

- Case Western ADVANCE grant from NSF
 - One of 10 partner institutions
 - Purpose is to seed gender equity among faculty
- Expanding opportunities for networking, mentoring, and support, with a particular emphasis on mid-career women faculty
 - Plans to launch *Center for Mentoring*
 - Considering a pilot of *faculty writing groups*



A Celebration of Newly Promoted Women Faculty

New annual event with inaugural celebration on 3/2/17
Complements event to welcome newly hired women faculty
Panel of senior women faculty offered advice & perspective



Actions

- Faculty Recruitment & Retention
 - *Family Friendly Programs for Pitt Faculty*
 - Implicit & unconscious bias workshops
 - Collaborative effort with faculty and Office of Diversity & Inclusion to develop resource guide for faculty recruiting
- Curricular Materials & Classroom Environment
 - Building faculty awareness and capacity
 - *2017 Provost's Diversity Institute for Faculty Development*



University of Pittsburgh

Thank you!

