COACHE Faculty Survey

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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
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

- General satisfaction
- Key benchmarks
  - Each benchmark assessed with multiple Qs
  - Pitt mean relative to peers
- Areas of strength & improvement
- Added Qs on diversity & inclusion
General Satisfaction

94% Would recommend or strongly recommend department as a place to work
- **Cohort Avg.:** 92%
- **Peers Avg.:** 94%

74% Said if they had to do it again, they would select Pitt
- **Cohort Avg.:** 66%
- **Peers Avg.:** 70%

75% Satisfied with Pitt as a place to work
- **Cohort Avg.:** 63%
- **Peers Avg.:** 70%

74% Satisfied with department as a place to work
- **Cohort Avg.:** 71%
- **Peers Avg.:** 72%
Satisfaction with Time Spent On:

- Research: 66% 😊
- Service: 63% 😊
- Teaching: 80% 😊
Satisfaction with

Health Benefits 86% 😊
Retirement Benefits 83% 😊
Family Medical/Parental Leave 64% 😊
### Pitt Compared to Cohort

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#### Breakdown by Category:

- **Overall**: Comprehensive overview of comparisons.
- **Tenured**: Focus on tenured faculty.
- **Pre-Ten**: Focus on pre-tenure faculty.
- **NTT**: Non-Tenure Track faculty.
- **Full**: Full-time.
- **Assoc**: Associate.
- **Men**: Male faculty.
- **Women**: Female faculty.
- **White**: Faculty of White ethnicity.
- **Frac**: Faculty of Asian ethnicity.
- **Asian**: Faculty of Asian ethnicity.
- **Urm**: Faculty of URM ethnicity.

### Key Insights:

- **Nature of Work**: Research-focused institutions tend to vary significantly in their policies and resources compared to teaching-focused institutions.
- **Facilities and Work Resources**: Differences in availability and access vary widely across institutions.
- **Personal and Family Policies**: Variability increases in focus on family-friendly policies.
- **Health and Retirement Benefits**: There is a general trend of improvements, with variations in the extent of enhancements.
- **Interdisciplinary Work**: Collaboration and faculty engagement are nuanced across different institutional contexts.
- **Tenure Policies**: Variability is evident in tenure policies, with differences in clarity and implementation.
- **Tenure Expectations**: Clarity in tenure expectations is a significant factor, with differences noted in how institutions articulate their expectations.
- **Promotion to Full**: Challenges and strategies for transitioning to full professorship vary across institutions.
- **Leadership**: Differences in leadership styles and effectiveness are observed, with variations in senior and divisional roles.
- **Departmental Engagement**: Levels of departmental engagement range widely, with implications for faculty satisfaction and productivity.
- **Departmental Quality**: Differences in departmental quality are noted, affecting overall faculty experience and institutional reputation.
- **Appreciation and Recognition**: Variability in faculty recognition through appreciation and rewards is evident, impacting morale and retention.

### Conclusion:

The comparison highlights significant variations in institutional policies, resources, and outcomes, which are crucial for understanding and improving academic environments. Each category presents unique challenges and opportunities for growth and improvement, necessitating tailored strategies for each institution.
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#### Breakdown:

- **Overall**
- **Tenured**
- **Pre-tenure**
- **NTT**
- **Full**
- **Assoc**
- **Men**
- **Women**
- **White**
- **Foc**
- **Asian**
- **Urm**
COACHE Survey Results

Tenure Guidelines and Expectations
(Tenure Stream Faculty Only)

- 43% Receive consistent messages about tenure requirements
- 60% Believe tenure decisions are based on performance criteria

Perceived Clarity of:

- 63% Tenure Process
- 51% Tenure Standards
- 58% Body of Evidence
- 60% Tenure Criteria
- 47% If I will achieve tenure

Expectations for Tenure Clear Regarding Performance as:

- Scholar: 76%
- Teacher: 61%
- Advisor to Students: 48%
- Colleague: 44%
- Campus Citizen: 25%

Departmental Mentorship

- 64% Received effective mentoring
- 46% Believe there is effective mentoring
- 95% Believe having a mentor is important but only...

Resources and Good Practices

Tenure Guidelines and Expectations
(Tenure Stream Faculty Only)

- Document the tenure process.
- Make sure that all tenure-stream faculty know where to find the information that they need about the tenure process.
- Set up regular meetings with tenure-stream faculty to discuss tenure and the tenure process.
- Ensure that tenure-stream faculty are engaged with one or more faculty mentors.
- Facilitate regular discussions with tenured colleagues about tenure expectations.
- Provide feedback to tenure-stream faculty in relation to expectations around teaching, research and service; and provide feedback about the faculty member’s progress toward tenure.
- Provide opportunities for the tenure-stream faculty to discuss the tenure process with recently tenured faculty.
- Make sample dossiers available, and discuss the qualities of a strong dossier with the tenure-stream faculty.
- Discuss the role of external reviewers in the tenure process, as appropriate for the discipline.
- The University’s tenure guidelines can be found in the Faculty Handbook: http://www.provost.pitt.edu/memo/faculty_personnel_actions.html
COACHE Survey Results

Promotion from Associate Professor to Full Professor

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

Resources and 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 department, division, or 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](http://www.provost.pitt.edu/faculty-development/index.html)
Other Actions

- Case Western ADVANCE grant from NSF
  - One of 10 partner institutions
  - Purpose is to seed gender equity among faculty
- Focus on mid-career faculty
- *A Celebration of Newly Promoted Women Faculty*
- Expanding opportunities for networking, mentoring, and support for women faculty
Mentoring

All Faculty

Tenure Stream Faculty
COACHE Survey Results

Faculty 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 Stream 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 a good mentor

Resources and Good Practices

Faculty Mentoring

- Provide mentors for tenure stream, tenured, and non-tenure stream faculty.
- Just because a faculty member receives tenure and/or is promoted, does not mean that a mentor is no longer needed or wanted.
- 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
Other Actions

• Engaging the Provost’s Advisory Committee on Women’s Concerns (PACWC)
  – Taking inventory and facilitating connections
  – Resources on mentoring and leadership development
  – Workshops on mentoring
  – Spotlight on Women Leaders coming soon

• Launching a new Center for Mentoring
Diversity is important at Pitt

I feel comfortable with the climate for diversity and inclusiveness at Pitt

There is visible leadership for the support and promotion of diversity on campus
Diversity & Inclusion

Feel prepared to develop courses/curricula that reflect the experiences of a diverse audience

Feel prepared to moderate discussions of controversial topics

Search processes in my department or area are effective at generating a diverse candidate pool

- Disagree or Strongly Disagree
- Neither Agree nor Disagree
- Agree or Strongly Agree
Ongoing Activities

• Faculty Recruitment
  – Provost-sponsored workshops on implicit & unconscious bias
  – Collaborative effort with faculty and Office of Diversity & Inclusion to develop resource guide for faculty recruiting

• Teaching: Curricular Materials & Classroom Environment
  – Building faculty awareness and capacity
  – Broad engagement of faculty
  – Increased number of workshops and faculty participants
Going Forward

• Implementation of a communications plan to disseminate results to all faculty

• Ongoing discussions with deans and campus presidents

• Will engage other faculty governance groups

• Developing and implementing action plans

• Repeat survey in 3 years
Thank you!