University of Pittsburgh

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

- **C**ollaborative **O**f **A**cademic **C**areers in **H**igher **E**ducation
- 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%

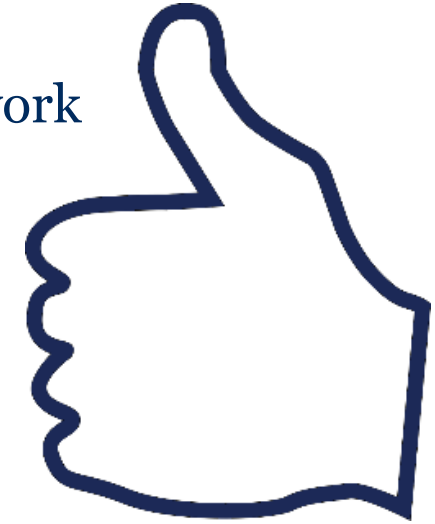
Would recommend or strongly recommend department as a place to work

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

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%*

Satisfaction with Time Spent On:

Research
66% ☺

Service
63% ☺

Teaching
80% ☺

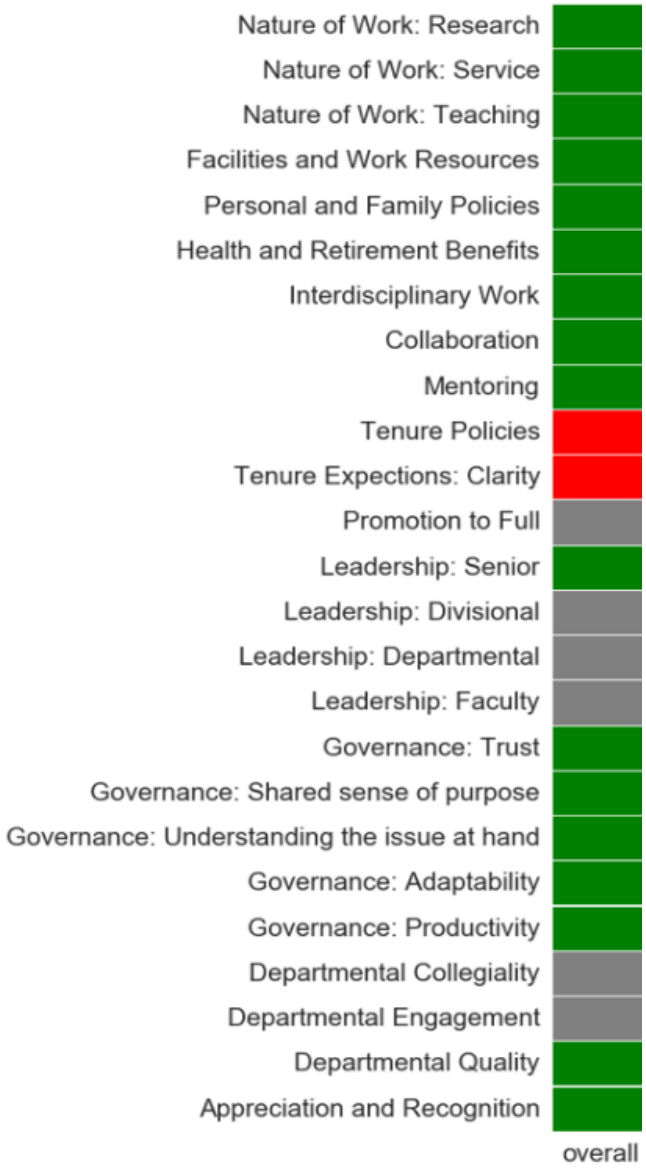
Satisfaction with

Retirement Benefits
83% ☺

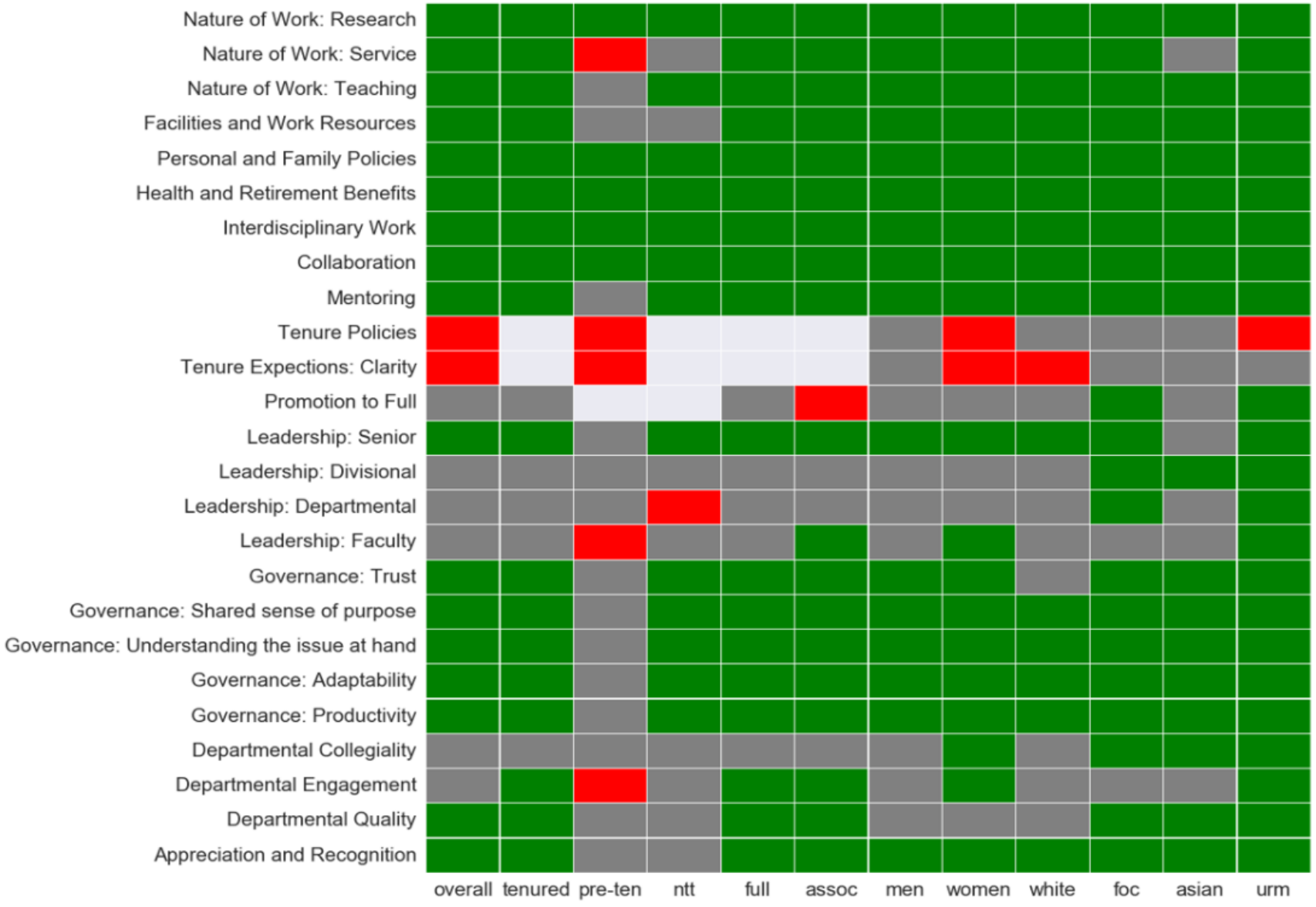
Health Benefits
86% ☺

Family Medical/ Parental Leave
64% ☺

Pitt Compared to Cohort



Pitt Compared to Cohort



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Pitt Compared to Peers

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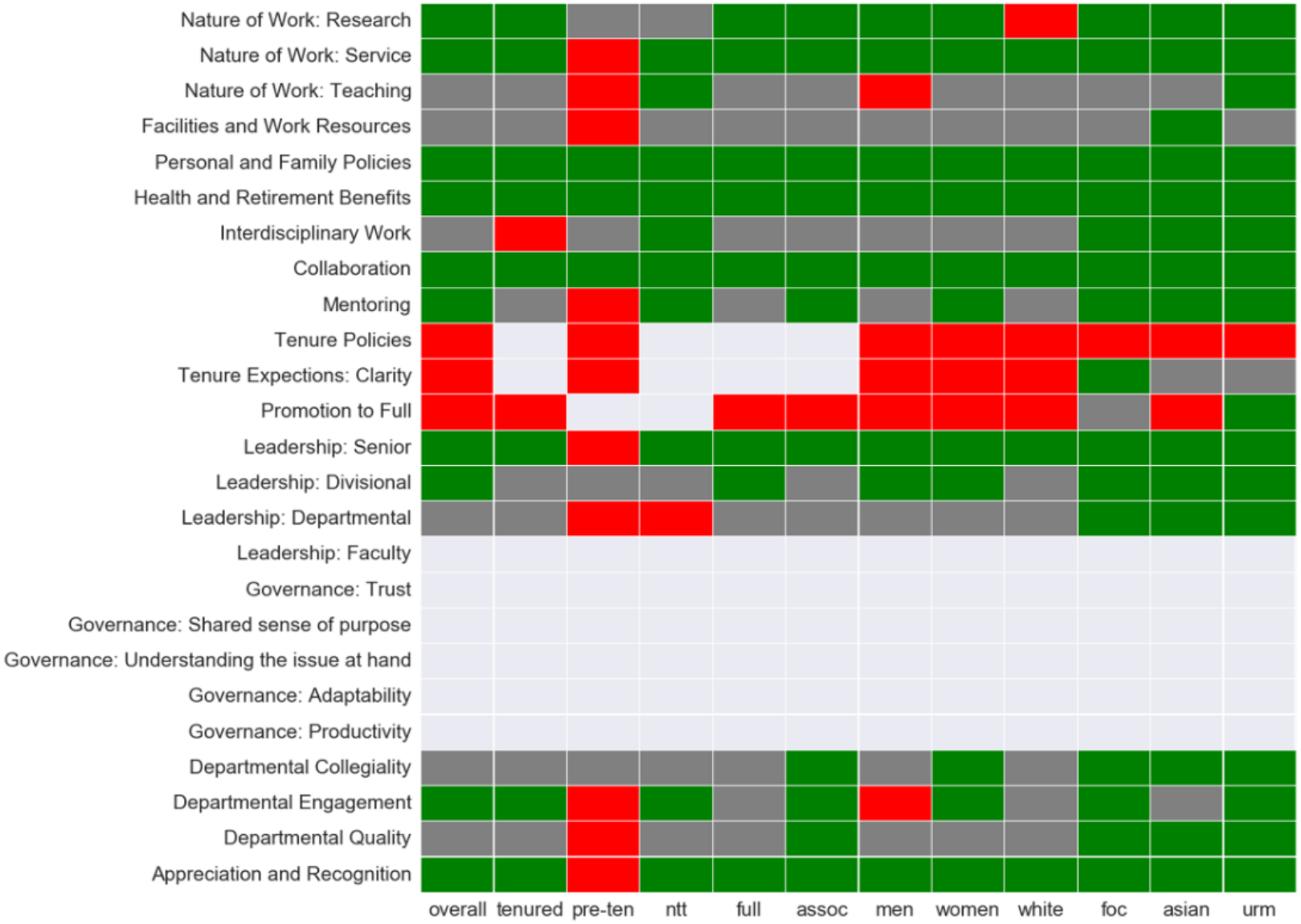
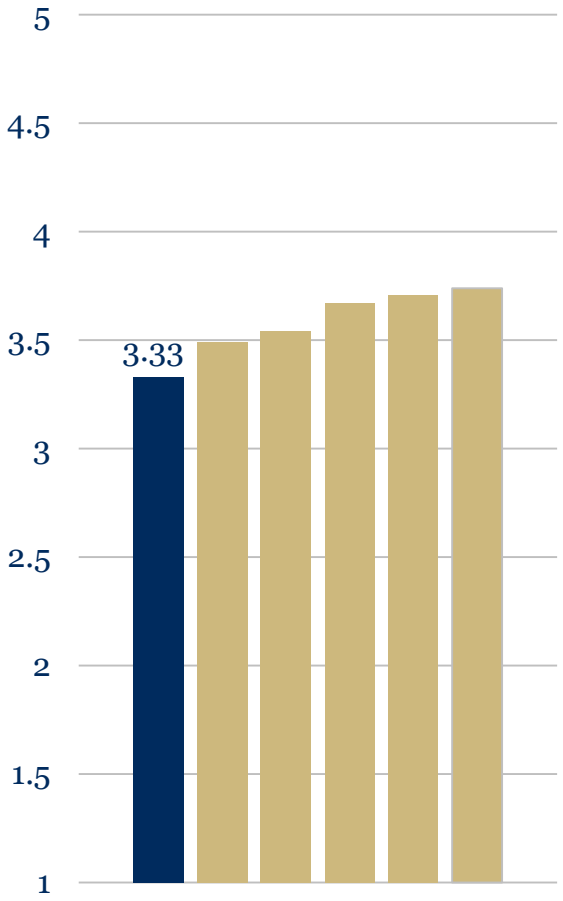
Pitt Compared to Peers

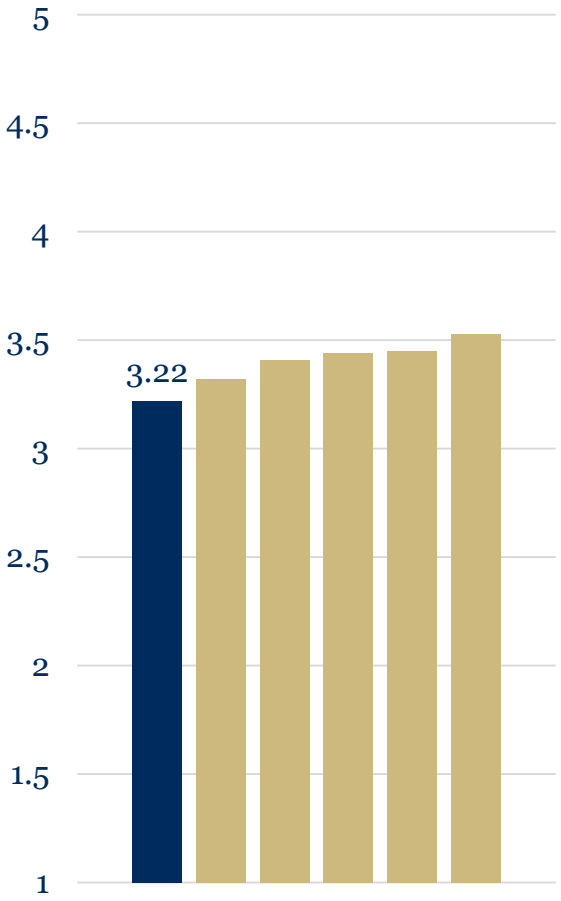


Tenure & Promotion

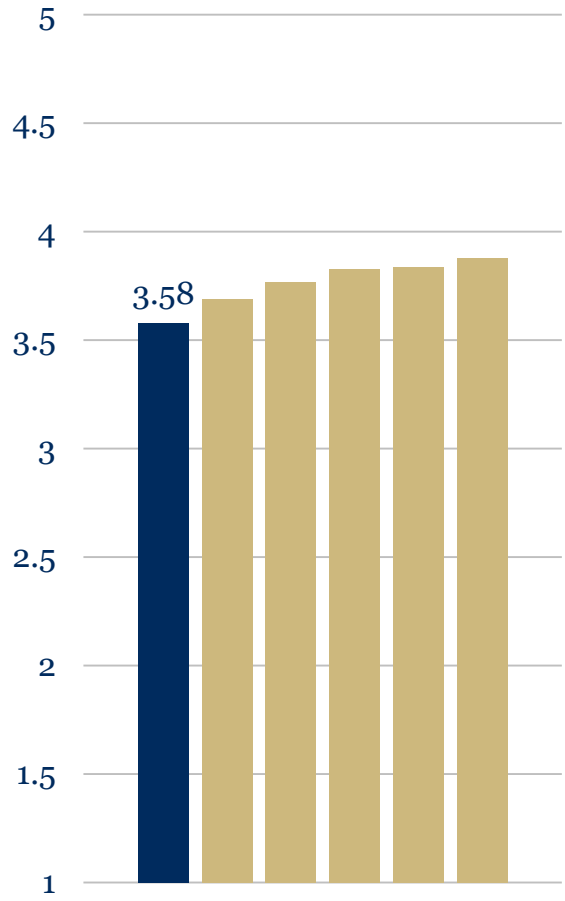
Tenure Policies



Tenure Expectations



Promotion to Full



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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

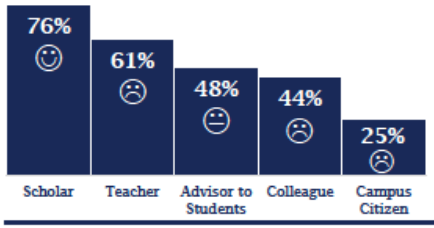
60% 😐 Tenure Criteria

51% 😐 Tenure Standards

58% ☹ Body of Evidence

47% ☹ If I will achieve tenure

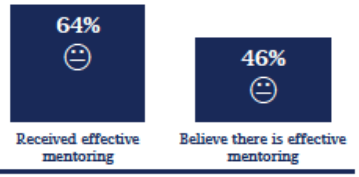
Expectations for Tenure Clear Regarding Performance as:



Departmental Mentorship

95% Believe having a mentor is important

But only...



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

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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

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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

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

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Resources and Good Practices

Promotion from Associate Professor to Full Professor

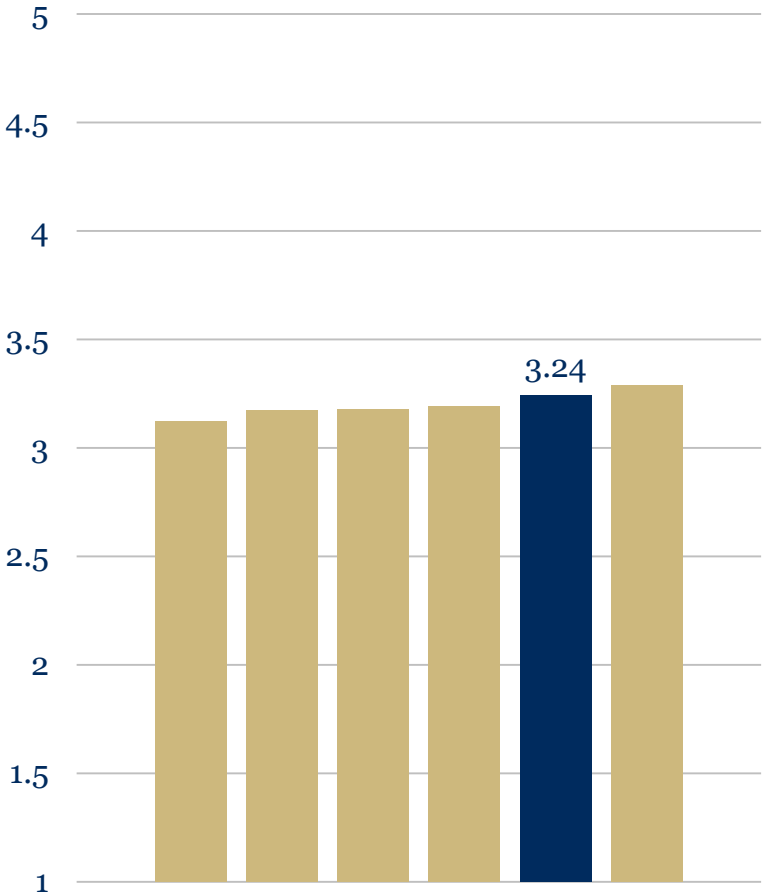
- Set up regular meetings with associate professors approaching promotion.
- Provide opportunities to discuss the tenure/promotion process with recently tenured/promoted faculty.
- Provide feedback to associate professors considering promotion in relation to expectations around teaching and research 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

Other Actions

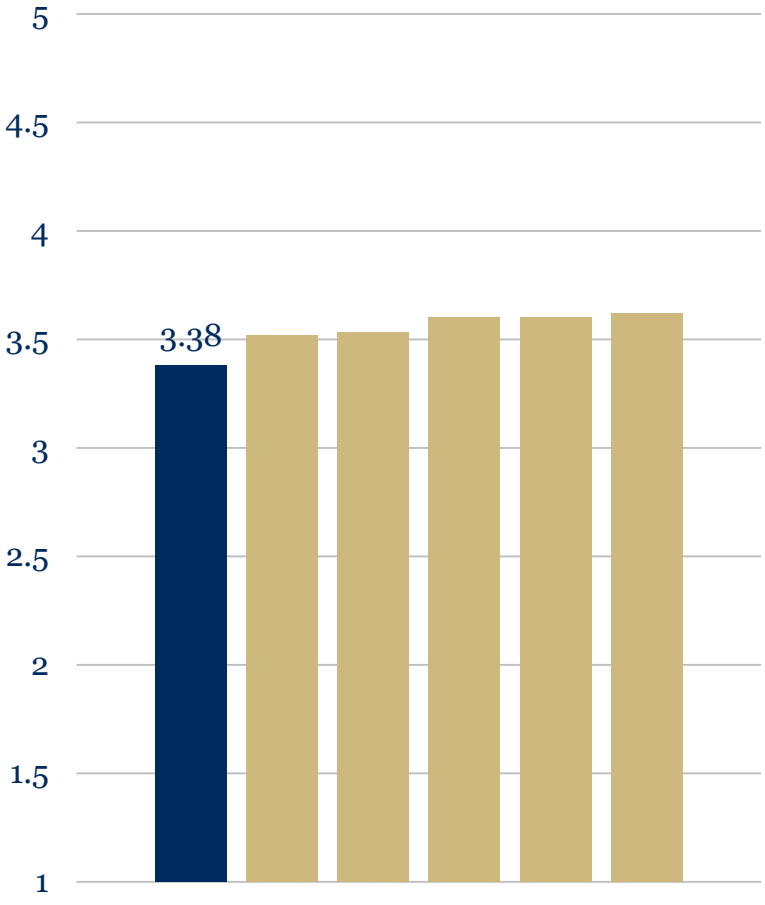
- Case Western ADVANCE grant from NSF
  - One of 10 partner institutions
  - Purpose is to seed gender equity among faculty
- Focus on mid-career faculty
- *A Celebration of Newly Promoted Women Faculty*
- Expanding opportunities for networking, mentoring, and support for women faculty

Mentoring

All Faculty



Tenure Stream Faculty



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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 good mentor

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Resources and Good Practices

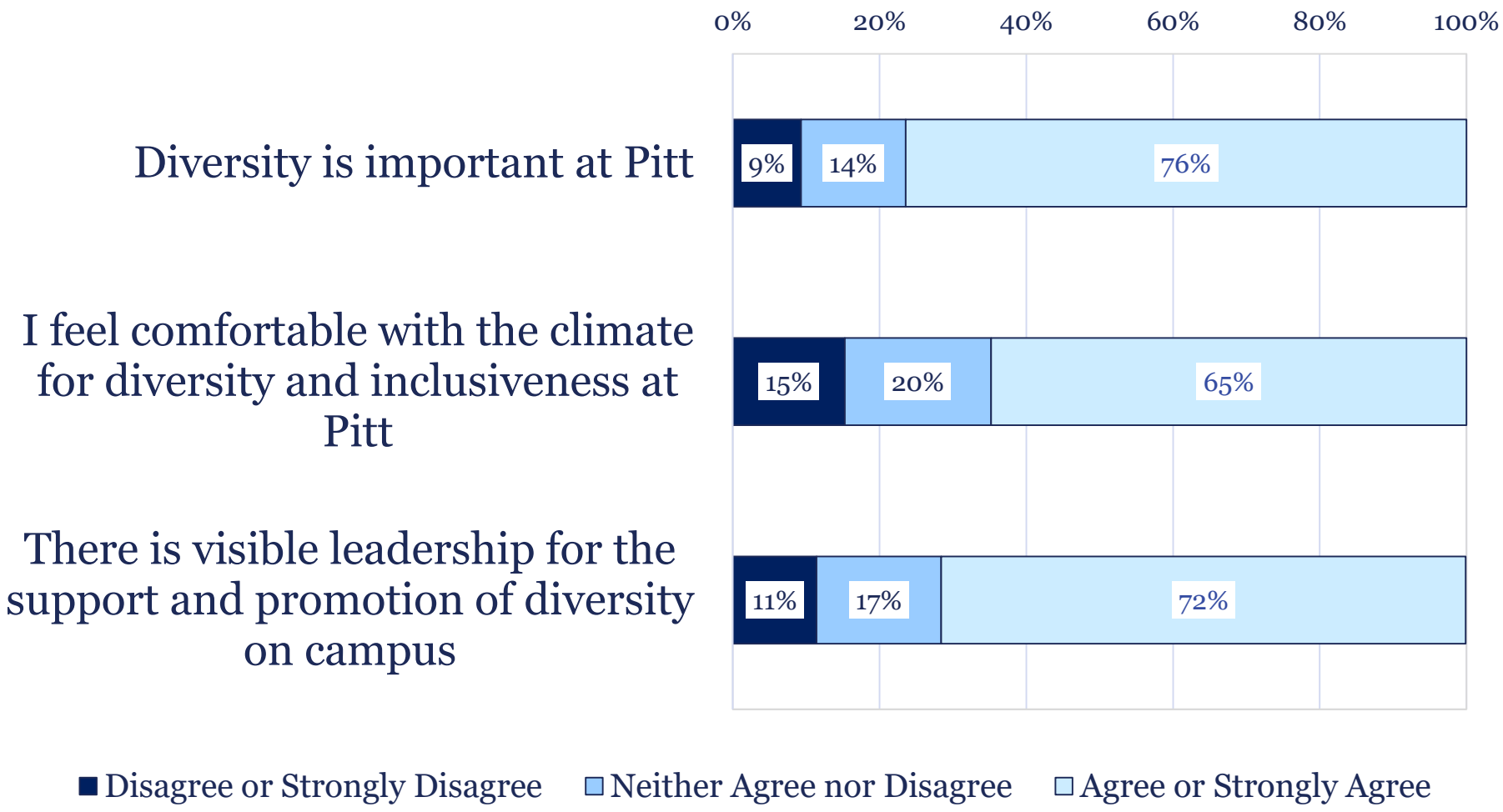
Faculty Mentoring

- 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

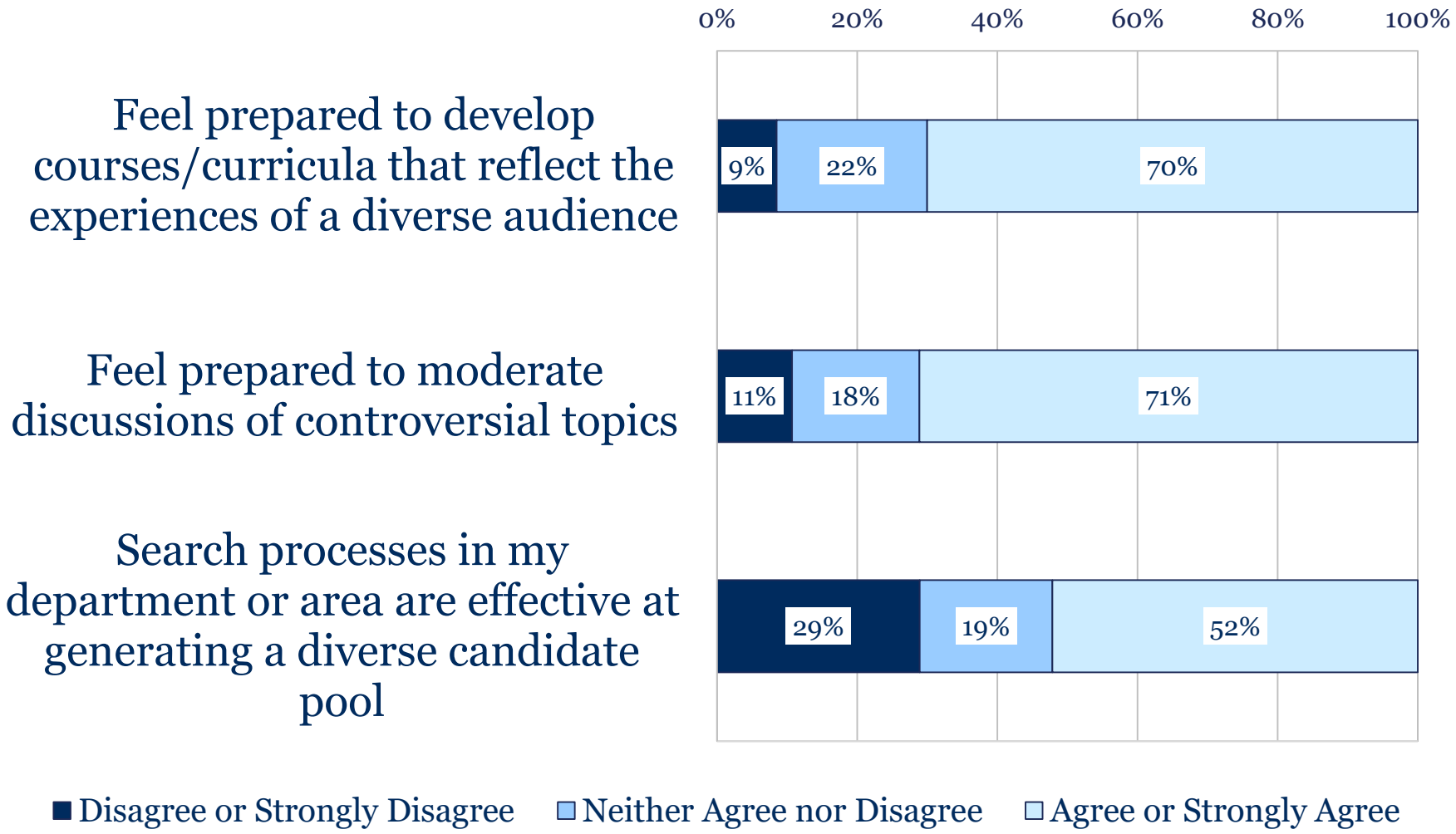
Other Actions

- 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 & Inclusion



Diversity & Inclusion



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

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Thank you!