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%

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

Health Benefits 86% 😊

Retirement Benefits 83% 😊

Family Medical/Parental Leave 64% 😊
Nature of Work: Research
Nature of Work: Service
Nature of Work: Teaching
Facilities and Work Resources
Personal and Family Policies
Health and Retirement Benefits
Interdisciplinary Work
Collaboration
Mentoring
Tenure Policies
Tenure Expectations: Clarity
Promotion to Full
Leadership: Senior
Leadership: Divisional
Leadership: Departmental
Leadership: Faculty
Governance: Trust
Governance: Shared sense of purpose
Governance: Understanding the issue at hand
Governance: Adaptability
Governance: Productivity
Departmental Collegiality
Departmental Engagement
Departmental Quality
Appreciation and Recognition
overall
## Pitt Compared to Cohort

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The chart illustrates the comparison between Pitt and its cohort across various categories and subcategories. The colors red and gray indicate the level of similarity or difference, with red typically representing a higher similarity or better alignment with the cohort.
Tenure & Promotion

Tenure Policies

Tenure Expectations

Promotion to Full

3.33

3.22

3.58
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 Standards
51% 😞 Body of Evidence
47% 😞 If I will achieve tenure

Expectations for Tenure Clear Regarding Performance as:

<table>
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<tr>
<th>Scholar</th>
<th>Teacher</th>
<th>Advisor to Students</th>
<th>Colleagues</th>
<th>Campus Citizen</th>
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<tr>
<td>76% 😊</td>
<td>61% 😞</td>
<td>48% 😞</td>
<td>44% 😞</td>
<td>25% 😞</td>
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Departmental Mentorship

95% Believe having a mentor is important but only...

64% 😞 Received effective mentoring
46% 😞 Believe there is effective mentoring

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
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
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

BUT...

- 95% Believe having a mentor is important
- 85% Believe being a mentor is fulfilling
- 84% Tenured faculty served as mentor
- 24% Satisfied with support to be 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!