The COACHE Survey

• **Collaborative on Academic Careers in Higher Education**
• Online survey to assess faculty perceptions on career satisfaction
• Look at differences in experience by rank and gender
• Identify impact of policies and processes on satisfaction
• Assess performance against cohort and select peer institutions
Survey Themes

- Nature of Work (Research, Teaching, Service)
- Collaboration & Interdisciplinary Work
- Departmental Culture
- Tenure, Promotion & Mentoring
- Policies & Benefits
- Leadership
Other Institutions

- 81 participating institutions
- Peer Institutions
  - University of North Carolina – Chapel Hill
  - University of Virginia
  - University of California – Davis
  - Indiana University – Bloomington
  - State University of New York – Stony Brook
Highlights

• Overall Satisfaction
• Leadership
• Departmental Culture
• Areas for Improvement
Overall Satisfaction
Nursing
58.4%  
(n=13)
Nursing
69.3%

(4.04 MEAN SCORE)
78.6%
of faculty said they were satisfied with U of T as a place of work.
Nursing: 92.4%

94.5% (4.59 MEAN SCORE)

Of faculty said they were satisfied with the influence they have over the focus of their research and scholarly work.

Nursing: 77%

91.9% (4.47 MEAN SCORE)

Of faculty said they were satisfied with their discretion over course content.

92.8%

91.6%
Leadership
Communication of Priorities

I AM SATISFIED WITH THE COMMUNICATION OF PRIORITIES BY

(MEAN 3.60) 61.5%
CHAIR
PEERS: 64.5%

(MEAN 3.08) 34.9%
PRESIDENT
PEERS: 45.4%

(MEAN 3.10) 42.9%
DEAN
PEERS: 41.1%

(MEAN 2.99) 36.0%
PROVOST
PEERS: 38.6%

Nursing Dean 54.6%
Stated Priorities

60.6% Satisfaction Chair
PEERS: 63.2%

34.6% Satisfaction Provost
PEERS: 40.3%

41.9% Satisfaction Dean
PEERS: 40.8%

35.9% Satisfaction President
PEERS: 44.7%

Nursing Dean
43.5%
Dean: Ensuring opportunities for input into local policy decisions

- Nursing: 63.7%
- U of T: 36.0%

Dean: Pace of Decision Making

- Nursing: 54.6%
- U of T: 46.0%
Department Culture
I am satisfied with my department as a place to work.

(Mean 4.05)

77.9%

Satisfaction

Nursing

61.6%
48% of faculty indicated that one of the best things about working at U of T was the quality of their colleagues.

30.8% Nursing

38.5% chose academic freedom.
Pre-Tenure Faculty Nursing: 72.7%

Tenured Faculty Nursing: 72.8%
Clarity of expectation: scholar & teacher

Tenure decisions are performance-based

Consistency of messages about tenure

Clarity of tenure standards in department
Health Professions: 93.3% received formal feedback

Health Professions: 55.6% received formal feedback
Areas for Improvement
Department culture encourages promotion

Clarity of the time frame for promotion

My sense of whether I will be promoted

66.8% 66.7%

53.7% 61.1%

40.5% 45.0%

U of T  Health Professions
Good Practices – Promotion

- 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.
- Encourage pre-tenure and tenured faculty to attend the sessions provided by the Office of the Vice Provost, Faculty and Academic Life [http://www.faculty.utoronto.ca/events/](http://www.faculty.utoronto.ca/events/)
Nursing: 45.5%

Nursing: 46.2%

19% DEPARTMENT SUCCESSFUL AT ADDRESSING SUBSTANDARD TENURED FACULTY PERFORMANCE
Effectiveness of mentoring within department

- Importance of mentoring within department
  - U of T: 83.1%
  - Health Professions: 94.2%
  - Nursing: 100%

- Being a mentor is fulfilling
  - U of T: 81.7%
  - Health Professions: 86.2%

Effective mentoring of associate faculty

- Effective mentoring of associate faculty
  - U of T: 18.9%
  - Health Professions: 18.2%

Effective mentoring of pre-tenure faculty

- Effective mentoring of pre-tenure faculty
  - U of T: 54.2%
  - Health Professions: 46.8%
  - Nursing: 58.30%

Effectiveness of mentoring within department

- Effectiveness of mentoring within department
  - U of T: 62.1%
  - Health Professions: 69.7%
  - Nursing: 72.80%
Good Practices – Mentoring

- Work with the Office of the Vice Provost, Faculty and Academic Life to establish and evaluate a mentoring program.
- 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 needs or wants a mentor.
- Don’t make assumptions about what type of mentoring faculty will want (or if they will want it at all). Mentoring should be tailored to individual needs.
- Develop written guidelines for both mentors and mentees.
- Consider some alternative types of mentoring – peer mentoring, group mentoring, collaborative support models.
- If you’re in a small department or division, consider building networks beyond the department or division, particularly in order to support underrepresented faculty to find a mentor with a similar background.
- If possible, provide some kind of reward to those who act as mentors.
FACULTY EXPRESSED SATISFACTION WITH COMPENSATION AND BENEFITS

84% Nursing
(MEAN 3.98) 79.4% COMPENSATION

100% Nursing
(MEAN 4.03) 82.5% BENEFITS FOR SELF AND FAMILY

PEERS:
46.2% COMPENSATION
62.0% BENEFITS FOR SELF AND FAMILY

ONLY 7% OF U OF T FACULTY STATED THAT SALARY WAS THE ONE THING THEY WOULD CHANGE COMPARED TO 20% OF PEERS
FACILITIES AND WORK RESOURCES

- 59.8% Satisfaction with Lab/Studio Space
- 58.6% Satisfaction with Equipment
- 54.8% Satisfaction with Computing and IT Support
- 51.8% Satisfaction with Clerical and Administrative Support

- 80.0%
- 77.0%
- 72.8%
- 41.7%
Next Steps
Resources for Chairs & Deans

- COACHE results with:
  - Questions for Discussion and
  - Good Practices
  - [http://wwwfaculty.utoronto.ca/reports/coache-2012/resources/](http://wwwfaculty.utoronto.ca/reports/coache-2012/resources/)
- Can provide department presentations upon request
- Suggestion box: [http://www.faculty.utoronto.ca/communications/comments/](http://www.faculty.utoronto.ca/communications/comments/)
**COACHE Survey Results**

- **78.4%** of faculty said their department was collegial.
- **48%** of faculty think their colleagues are the best thing about working at their university.

**Departmental Culture:**
- 53% of colleagues help with work-life balance.
- 75% meetings are compatible with personal/family needs.
- 19% of departments are successful at assessing, supporting, and promoting diversity.

**Professional Interaction:**
- 72.6% professional interaction is fair.
- 72.5% professional interaction is fair.
- 49.4% engagement with faculty in conversations about research methodologies.

**Work Satisfaction:**
- 77.9% satisfied with department as a place to work.

**Scholarly Productivity:**
- 86.7% pre-tenure faculty.
- 77.7% tenured faculty.

**How often do you engage with faculty in your department in conversations about:**
- **48.9%** regular/frequent undergraduate student learning.
- **63.1%** regular/frequent graduate student learning.

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**COACHE Resources for Chairs**

**Departmental Culture**

**Questions for Discussion:**
- What creates and sustains collegiality in our department? What threatens a sense of collegiality in the department?
- What forums could be put in place to encourage interactions amongst all our faculty?
- What are our strengths? How can these be maintained?
- Where can we do better?
- How can we improve on the quality of our department?
- How can we address issues of substandard performance?
- What can we do to support our colleagues trying to juggle the demands of family life with the demands of an academic career?

**Good Practices**
- Chairs can have the most impact on departmental collegiality – have an open-door policy so that colleagues can stop in and chat about department issues. Intervene when necessary.
- Be cognizant of those who are the minority and ensure that they are not excluded or marginalized in the department; one person’s autonomy might be another’s isolation.
- Create forums for faculty to work together, to discuss research, methodologies, interdisciplinary ideas, pedagogies, and technology.
- Discuss the vitality of the department using benchmarks and analytical data when possible to keep these matters from becoming overly personalized.
- Use department meetings to create discussions and problem-solve. Have a rotating meeting chair so that faculty can experience different leadership styles and can learn to use their leadership skills.
- Identify a topical issue for each department meeting and have a faculty member take the lead on the discussion (e.g. mentoring, administrative support, technical support).
Questions?