COACHE Survey Results

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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
Pharmacy
83.4%
(n=16)
Pharmacy
80%
92.8%

Pharmacy: 87.6%

(4.59 MEAN SCORE)

(94.5%)

OF FACULTY SAID THEY WERE SATISFIED WITH THE INFLUENCE THEY HAVE OVER THE FOCUS OF THEIR RESEARCH AND SCHOLARLY WORK

91.6%

Pharmacy: 81.3%

(4.47 MEAN SCORE)

(91.9%)

OF FACULTY SAID THEY WERE SATISFIED WITH THEIR DISCRETION OVER COURSE CONTENT
Leadership
Communication of Priorities

I am satisfied with the communication of priorities by:

- **Chair**
  - Mean: 3.60
  - 61.5% (peers: 64.5%)

- **Dean**
  - Mean: 3.10
  - 42.9% (peers: 41.1%)

- **Provost**
  - Mean: 2.99
  - 36.0% (peers: 38.6%)

- **President**
  - Mean: 3.08
  - 34.9% (peers: 45.4%)

Pharmacy Dean: 28.6%
Stated Priorities

- **Health Professions Dean**: 43.5%
- **Dean**: 35.9%
- **Provost**: 34.6%
- **Chair**: 41.9%

SATISFACTION

- **Chair**: 63.2%
- **Provost**: 40.3%
- **Dean**: 40.8%
- **President**: 44.7%
Dean: Pace of Decision Making

<table>
<thead>
<tr>
<th>Institute</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>U of T</td>
<td>46.0%</td>
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<tr>
<td>Health Professions</td>
<td>47.8%</td>
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Dean: Ensuring opportunities for input into local policy decisions

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Department Culture
I am satisfied with my department as a place to work

(Mean 4.05)

77.9%

Satisfaction

Pharmacy

60%
46.7% chose opportunities to collaborate with colleagues.

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

46.7% Pharmacy.
Pre-Tenure Faculty Pharmacy 78.6%

Tenured Faculty Pharmacy 71.4%
TENURE

Clarity of expectation: scholar & teacher
- U of T: 66.7%
- Health Professions: 81.9%

Tenure decisions are performance-based
- U of T: 71.4%
- Health Professions: 80.8%

Consistency of messages about tenure
- U of T: 42.9%
- Health Professions: 56.3%

Clarity of tenure standards in department
- U of T: 46.7%
- Health Professions: 56.2%
Health Professions:
- 93.3% received formal feedback on tenure
- 55.6% received formal feedback on promotion
Areas for Improvement
Department culture encourages promotion

Clarity of the time frame for promotion

My sense of whether I will be promoted
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/)
DEPARTMENT CULTURE

Pharmacy 38.5%

19% DEPARTMENT SUCCESSFUL AT ADDRESSING SUBSTANDARD TENURED FACULTY PERFORMANCE

Pharmacy 92.3%

53% COLLEAGUES HELP WITH WORK/LIFE BALANCE
Effectiveness of mentoring within department

- U of T: 83.1%
- Pharmacy: 87.6%

Being a mentor is fulfilling

- U of T: 81.7%
- Pharmacy: 100.0%

Effective mentoring of associate faculty

- U of T: 18.9%
- Pharmacy: 0.0%

Effective mentoring of pre-tenure faculty

- U of T: 54.2%
- Pharmacy: 23.1%

Effectiveness of mentoring within department

- U of T: 62.1%
- Pharmacy: 53.9%
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:

- **Pharmacy**
  - Compensation: 87.6% (Mean 3.98)
  - Benefits for self and family: 78.1% (Mean 4.03)

- **Peers**
  - Compensation: 79.4% (Mean 4.03)
  - Benefits for self and family: 82.5%

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

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>U of T</th>
<th>Pharmacy</th>
<th>Peers</th>
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</thead>
<tbody>
<tr>
<td>Lab/Studio Space</td>
<td>59.8%</td>
<td>75.0%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Computing/IT Support</td>
<td>54.8%</td>
<td>73.3%</td>
<td>61.7%</td>
</tr>
<tr>
<td>Clerical/Admin Support</td>
<td>51.8%</td>
<td>43.8%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Equipment</td>
<td>58.6%</td>
<td>50.1%</td>
<td>59.3%</td>
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- **U of T**
- **Pharmacy**
- **Peers**
Next Steps
Resources for Chairs & Deans

- COACHE results with:
  - Questions for Discussion and
  - Good Practices
    - [http://www.faculty.utoronto.ca/reports/coache-2012/resources/](http://www.faculty.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 one of the best things about working at U of T was the quality of their colleagues.

Departmental Culture:

53% colleagues help with work-life balance.

75% meetings compatible with personal family needs.

19% department successful at assessing research and performance.

Professional Interaction:

72.6% professional interaction with faculty.

72.5% professional interaction with tenured faculty.

49.4% engagement with faculty in conversations about research methodologies.

Work Satisfaction:

77.9% satisfied with department as a place to work.

86.7% pre-tenure faculty.

77.7% tenured faculty.

Scholarly Productivity of:

How often do you engage with faculty in conversations about:

48.9% regular/frequent undergraduate student learning.

63.1% regular/frequent graduate student learning.

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?