



LOYOLA
UNIVERSITY MARYLAND

2015 COACHE Report on Faculty Job Satisfaction

VPAA Conversation with Women Faculty

February 4, 2016

WHAT IS THE COACHE SURVEY?

Top-Flight Instrument to Gauge Faculty Satisfaction

- Administered by the Collaborative on Academic Careers in Higher Education, Harvard Graduate School of Education

Faculty experiences and perceptions on work-life areas:

- Research, teaching, service, resources, compensation, mentoring, leadership, recognition, etc.

Kinds of Information

National Context: 112 participating institutions

Peer Context: Comparisons among 5 peer institutions

- [Franklin & Marshall, Gonzaga, Holy Cross, Providence, Richmond]

Longitudinal Context: comparison to 2011 survey

Inter-Group Context: within and between institutions

- rank, tenure status, gender, race, division (limited)

Leadership Tool & Faculty Opportunity

The COACHE survey is intended to be a diagnostic and comparative management tool

Snapshot, not report card.

Opportunity for further conversation and action.

Underlying premise: When leaders and faculty themselves improve faculty life, that improves the student experience, institutional climate, and educational quality.

WHAT ARE THE HIGHLIGHTS?

(Very Brief:
Fuller Presentation at the Faculty Assembly)

Institutional Strength (potential bragging rights*)

- Personal and Family Policies
- Mentoring
- Tenure Policies
- Promotion
- Department Leadership
- Department Collegiality

* Brag with caution: some inter-group differences

Areas of Concern / Opportunities

General

- Senior Leadership
- Nature of Work: Time Spent on Teaching
- Nature of Work: Time Spent on Research
- Nature of Work: Time Spent on Service

Areas of Concern / Opportunities

Group Differences

Tenure-Track Faculty

Tenured Faculty

Associate Professors

Full Professors

Women Faculty – to be covered today

Faculty of Color

A Closer Look: Women Faculty

On Campus Groups Differences (effect size: **medium/large**)

Nature of Work: Service

- Area of satisfaction but less satisfaction compared to peer & national institutions
- Largest effect sizes in discretion to choose committees, equitability of committee assignments, and number of student advisees

Nature of Work: Research

- No sharp areas of difference with men faculty; dispersed effect
- Compared to women faculty at peer institutions:
 - **More** satisfied: support for travel
 - **Less** satisfied: focus of research, grad student support, ug involvement

Tenure Policies & Clarity

- Area of institutional strength compared to peer institutions and 2011 responses
- Biggest group difference around body of evidence for deciding tenure

Additional targeted areas

- Ability to balance teaching/research/service
- Personal and Family Policies: Child Care (*less dissatisfied than peer institutions*)
- Personal and Family Policies: Right balance between professional/personal

A Closer Look: Women Faculty

On Campus Groups Differences (effect size: **medium/large**)

Related data

Men Faculty

- Senior Leadership: **CAO Stated Priorities & Communication of Priorities**
- **Mentoring: inside/outside department and institution**

Associate Professors

- Department Leadership
- Departmental Collegiality

Salary

Associate Professors, **Women Faculty, Faculty of Color**

Plans to submit dossier for promotion to full

- ~ 35% of women faculty: never, 10 years or more, or I don't know
- < 25% of men faculty: never, 10 years or more, or I don't know
- > 75% of all faculty have not received formal feedback on progression toward promotion to full professor

A Closer Look: Women Faculty

Top reasons: “If you could negotiate adjustments to employment”

- #1 & #2 for all groups: salary & teaching load (true nationally)
- #3 for women: administrative responsibilities (12% vs. 5% men; 4% peers)

Top reasons: “If you were to choose to leave your institution”

- #1 & #2 for men and women: improve salary or retire
- #3 for women: improve your quality of life (16% vs. 4% men)

Best aspects (similar to peer/national institutions)

- #1 & #2 for all groups: Quality of Colleagues & Support of Colleagues
- #3 for women: Geographic location (24% vs. 13% men)
- Peer institutions also tend to cite quality of ug students, less so at Loyola

Worst aspects (all similar to peer/national institutions)

- All groups cite: Compensation, Service Assignments, Teaching Load
- Women faculty also cite “lack of diversity” more than men faculty
- Men faculty also cite quality of leadership more than women faculty

SOME FOLLOW-UP INSTITUTIONAL INFORMATION

Faculty Demographics:

A changing professoriate...and leadership?

Faculty Demographics (AY15-16)

- Faculty hired since fall 2008
 - 37% overall
- Ratio of Tenure-Track to Tenured Faculty
 - Fall 2008: 54 TT / 180 T (2008 Fact Book)
 - Fall 2015: 90 TT / 186 T
- Women Faculty
 - Overall: 51%, including all full-time (2015 Fact Book)
 - By rank: 53% Assistant, 50% Associate, 32% Full
- Faculty of Color
 - Overall: 18%, including all full-time (2015 Fact Book)
 - By rank: 31% Assistant, 23% Associate, 4% Full
- Chairs
 - 52% Associate; 28% women
- Academic Senior Leadership (Academic Affairs/Deans Offices)
 - 54% women

Faculty Development Support: Mid-Career

Focus on Associate Professors

- Initiatives from AA
 - Finding the Path: semester alliance meetings and individual midcareer mentoring for advancement
 - Midcareer summer grants
 - Equity Analysis and Promotion bump target in Faculty Salary Plan
 - Chair workshops
- Faculty-Driven Initiatives
 - STEM women faculty group
 - Potentially: Women Faculty Leadership Coalition
 - 2009 Ad Hoc Report on Family-Friendly Rank and Tenure Policies.
 - 2016 RTPS vote on probationary period and various leaves.
 - Others?

Question/Conversation

- How best to create/amplify cross-department networking and support?

CONVERSATION

Helpful Framing Questions for Conversations

- **First takes:** What is surprising? How are the data consistent with your perceptions of our institution?
- **Group trends:** Are there significant differences in the perception of some faculty (by gender, rank, tenure status, or within divisions) that create opportunities or raise concerns?
- **Priorities and Comparisons:** Considering the current circumstances at Loyola, are some ingredients or areas more important than others?

Further Questions to Guide Decisions Moving Forward

- What has the biggest impact on the lives of faculty?
- Are there areas of strength we want to nonetheless improve or cultivate in comparison to peer institutions, perhaps to be distinct?
- Are there areas of relative weakness or dissatisfaction that nonetheless don't warrant our attention right now?
- Is there one item that can be addressed relatively quickly that you would prioritize?
- Is there one item that would be your top priority, even if it requires focused effort over time or additional resources?