

# COACHE conversations with the VPAA

Tenured Faculty, with guest Fr. Linnane

Wed, April 13, 2016

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## What is the COACHE survey?

Administered by the Collaborative on Academic Careers in Higher Education at Harvard Graduate School of Education, the survey is a top-flight instrument to gauge faculty satisfaction (tenured, tenure-track) across all areas of faculty life. The COACHE survey is a snapshot, not a report card. It's an opportunity for further conversation and action. Its underlying premise: When leaders and faculty themselves improve faculty life, that improves the student experience, institutional climate, and educational quality. Loyola participates about every three years: 2008, 2011, and 2015.

### Kinds of Information

- *Mean:* dissatisfaction – satisfaction (1 – 5 scale)
- *National Context:* 112 participating institutions
- *Peer Context:* Comparisons among 5 peer institutions selected among participating 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, and some attention to division]

## What are the highlights?

### General: Institutional bragging rights\*

- Personal and Family Policies
  - Mentoring
  - Tenure Policies
  - Promotion
  - Department Leadership
  - Department Collegiality
- \* Brag with caution: some important inter-group differences

### General: Areas of Concern & Opportunity

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

## A Closer Look: Areas of Notable Group Difference

Effect size: **Medium (m)** or **Large (l)**

Women Faculty	Faculty of Color	Tenure-Track Faculty	Tenured Faculty	Associate Professors	Full Professors
<ul style="list-style-type: none"> <li>• Nature of Work: Service &amp; Research (m)</li> <li>• Department Collegiality (m)</li> </ul>	<ul style="list-style-type: none"> <li>• Tenure clarity (l)</li> <li>• Department Leadership &amp; Collegiality (l)</li> </ul>	<ul style="list-style-type: none"> <li>• No large categorical patterns</li> <li>• Some targeted areas of group difference                             <ul style="list-style-type: none"> <li>• Nature of Work/Service: Number of student advisees (m)</li> <li>• Nature of Work/Teaching: Number of courses taught (m)</li> <li>• Family policies: Spousal/partner hiring program (m)</li> <li>• Facilities: Equipment &amp; Library resources (m)</li> <li>• Interdisciplinary work: Dept knows how to evaluate (m)</li> <li>• Dept: Discussions of technology &amp; research (m)</li> <li>• Dept: intellectual vitality &amp; teaching effectiveness of tenured faculty (m)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Senior leadership (l)</li> <li>• Health and Retirement Benefits (m)</li> <li>• Mentoring (m)</li> </ul>	<ul style="list-style-type: none"> <li>• Department Leadership (m)</li> <li>• Department Collegiality (m)</li> <li>• Promotion (l)</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership (m)</li> </ul>

## A Closer Look: Retention and Negotiation

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"

- Tenured: Retire (30%), improve salary (15%)
- Tenure-Track: Increase resources to support work (21%), Move to preferred geographic location (17%)
- Faculty of Color: Improve Salary/Benefits (35%)
- White faculty: Retire (26%)

Best aspects (mostly similar to peer/national institutions)

- Quality of Colleagues & Support of Colleagues: #1 & #2 for all groups
- Geographic Location and Sense of "Fit": #3 or #4 depending on group
- Peer institutions also tend to cite quality of ug students, less so at Loyola

Worst aspects (mostly similar to peer/national institutions)

- All groups cite: compensation, service assignments, teaching load
- Women, faculty of color, pre-tenured faculty more likely to cite "lack of diversity"
- Men, white faculty, and tenured faculty more likely to cite "quality of leadership"

## Contextual Institutional Information: A changing professoriate

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 Who Have Held Tenured/Tenure-Track Positions Elsewhere

- 17% at Loyola vs. 27% peers and 33% nationally

## Helpful framing questions

- First takes: What is surprising? How are the results consistent with your own individual perceptions of our institution? How are they different?
- 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?
- Responsibility: For any matter, what is the role/responsibility of faculty, academic leaders, and shared governance?

## What are Loyola's responses to the COACHE results so far?

### *2011 COACHE Report (responses, 2014-15)*

#### Tenure-Track Faculty Mentoring

- Universal mentoring for all first-year faculty
- Year-round, collective mentoring for all TT faculty
- Tenure Dossier Library

#### Mid-Career Faculty Advancement

- Finding the Path: Peer Support Network & Senior Mentoring
- Mid-Career Summer Grants

#### Faculty Writing Retreats

### *2015 COACHE Report (responses so far, 2015-16)*

#### Faculty salary equity study, late spring 2016

#### Annual chairs workshop (best practices in faculty evaluation, e.g.), in development

#### Faculty recognition: Internal awards – Chair committee recommendations to come

#### Faculty Affairs Committee – recommendations and timeline, March 2016

- Senior faculty/senior leadership dialogue
- Chair training/gender equity and workload
- Student evaluations/implicit bias and innovative pedagogy (Faculty Evaluation Committee)
- Mid-career advancement/best practices and Full demographics

#### Report back to faculty at annual Q&A with the VPAA (May 13)

## Loyola's COACHE Team, 2015-16

Jeff Barnett, PsyD, ABPP, Professor of Psychology & Associate Dean, Loyola College

Kathy Forni, Ph.D., Professor of English & Chair, Faculty Affairs Committee

Lorie Holtgrave, M.A., Director of Budgets and Operations, Office of Academic Affairs

Brian Norman, Ph.D. (Chair), Professor of English & Associate VP for Faculty Affairs and Diversity

Full report, engagement plan, best practices, and more at the [www.loyola.edu/departments/fdd](http://www.loyola.edu/departments/fdd)