

2016 COACHE Findings Review

March 10, 2017


Reimagining our Careers and Campus Culture



crew

Council for the Representation & Engagement of Women Faculty



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2016 COACHE Findings Review

- Session Plan
 - Introductions and Session Overview–*Betsy Dell*
 - COACHE Overview -*Margaret Bailey*
 - COACHE data by Gender and select NSF Data Indicators -
Carol Marchetti
 - Open ended questions: Findings- *Margaret Bailey*
 - Break Out session to discuss response
 - Focus group questions
 - Individual actions
 - Group Actions
 - Report Out
 - Wrap Up

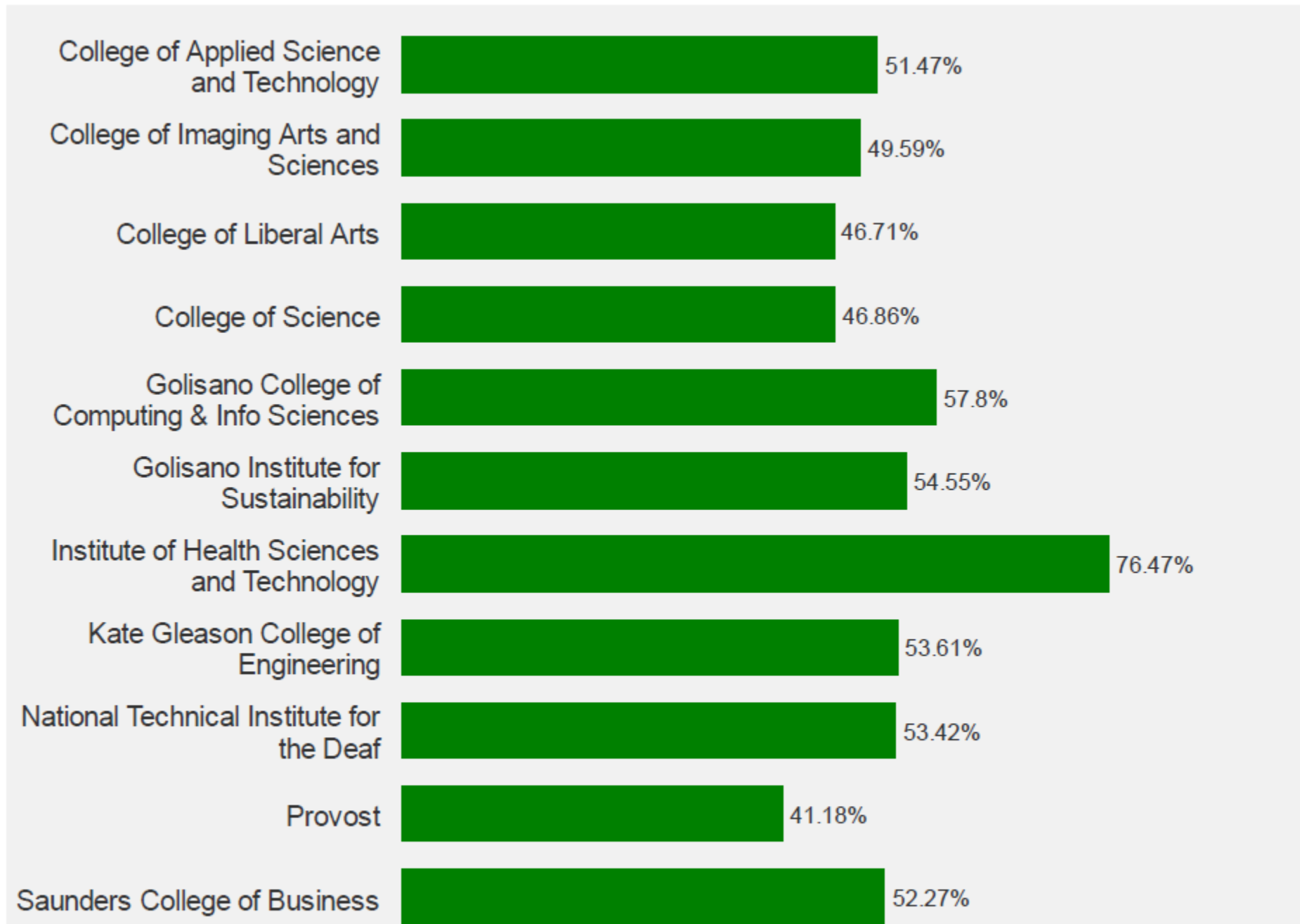
COACHE 2016

- The Collaborative on Academic Careers in Higher Education (COACHE)
- Surveys faculty about experiences and views regarding:
 - Research, Teaching, Service
 - Benefits, compensation and work/life
 - Mentoring
 - Leadership and Governance
 - Appreciation & Recognition
 - Resources in support of faculty work
 - Interdisciplinary Work & Collaboration
 - Tenure & Promotion Practices
 - Dept. collegiality, quality and engagement

COACHE Survey

- Selected Comparison Schools
 - Lehigh University
 - Syracuse University
 - Tulane University
 - Virginia Polytechnic Institute and State University
 - Worcester Polytechnic Institute

Divisional Response Rates



Response Rates

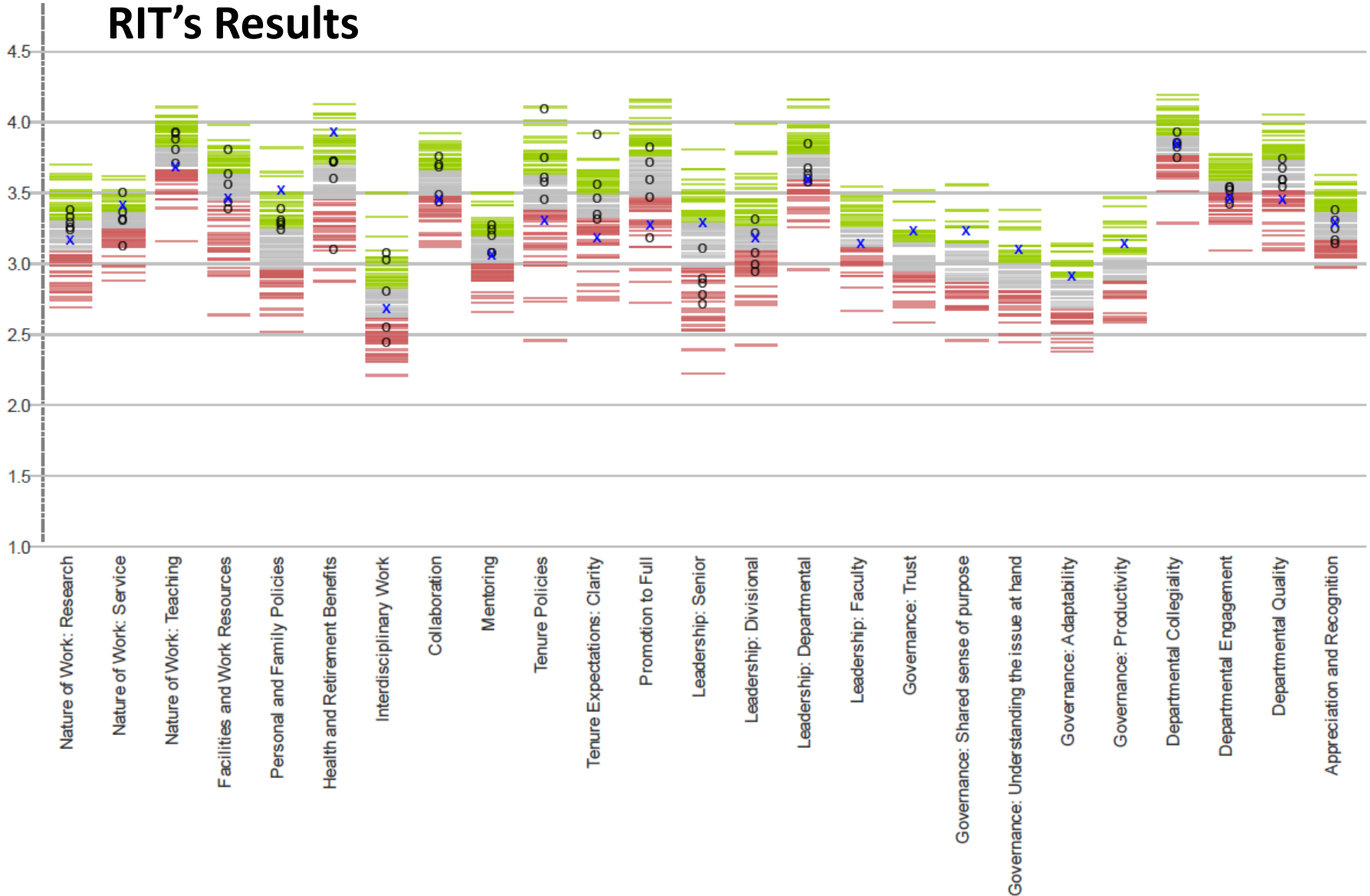
		overall	tenured	pre-ten	ntt	full	assoc	men	women
Rochester Institute of Technology	<i>population</i>	958	540	145	273	232	295	619	338
	<i>responders</i>	491	295	75	121	123	169	292	198
	<i>response rate</i>	51%	55%	52%	44%	53%	57%	47%	59%
Selected Comparison Institutions	<i>population</i>	4239	2549	733	957	1455	1326	2852	1387
	<i>responders</i>	2095	1319	371	405	744	682	1317	778
	<i>response rate</i>	49%	52%	51%	42%	51%	51%	46%	56%
All	<i>population</i>	74266	44248	12956	17062	24866	22279	44236	30020
	<i>responders</i>	34981	21531	6545	6905	11892	11017	19285	15691
	<i>response rate</i>	47%	49%	51%	40%	48%	49%	44%	52%

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RIT's Results



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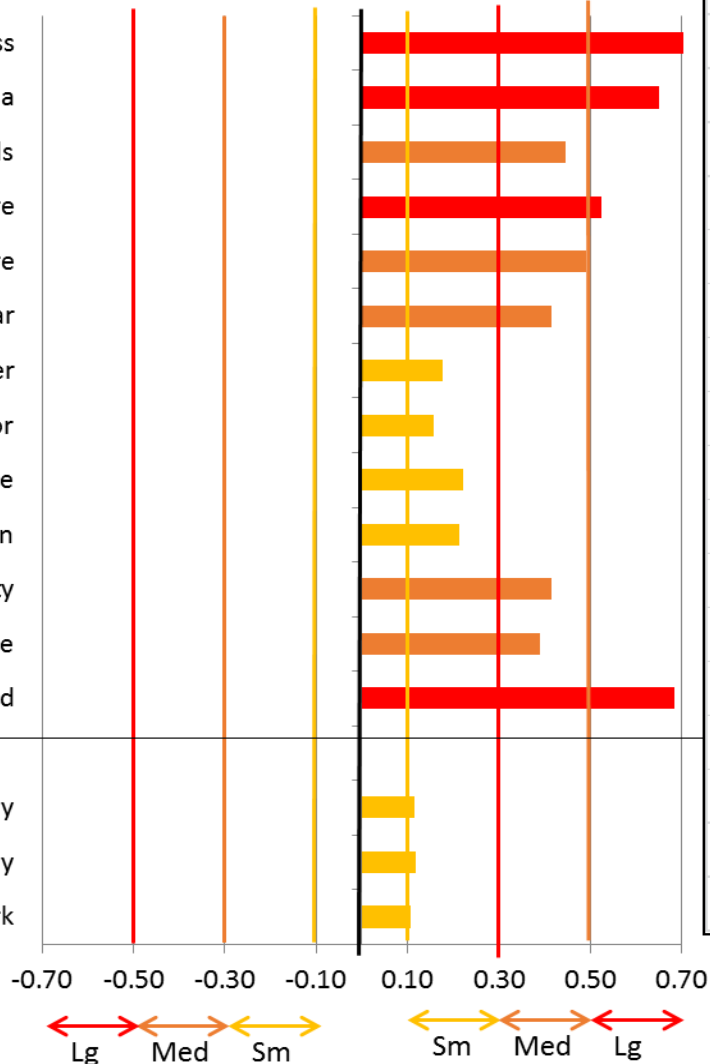
Selected 2016 COACHE Questions

Tenure

- Q136A: Clarity of tenure process
- Q136B: Clarity of tenure criteria
- Q136C: Clarity of tenure standards
- Q136D: Clarity of body of evidence for deciding tenure
- Q136E: Clarity of whether I will achieve tenure
- Q137A: Clarity of expectations: Scholar
- Q137B: Clarity of expectations: Teacher
- Q137C: Clarity of expectations: Advisor
- Q137D: Clarity of expectations: Colleague
- Q137E: Clarity of expectations: Campus citizen
- Q137F: Clarity of expectations: Broader community
- Q139A: Consistency of messages about tenure
- Q139B: Tenure decisions are performance based

Average Lower
for Men

Average Lower
for Women



	Mean	
	Men	Women
Q136A: Clarity of tenure process	3.81	2.96
Q136B: Clarity of tenure criteria	3.73	2.96
Q136C: Clarity of tenure standards	3.19	2.64
Q136D: Clarity of body of evidence for deciding tenure	3.73	3.14
Q136E: Clarity of whether I will achieve tenure	3.73	3.15
Q137A: Clarity of expectations: Scholar	3.68	3.14
Q137B: Clarity of expectations: Teacher	3.92	3.71
Q137C: Clarity of expectations: Advisor	3.06	2.88
Q137D: Clarity of expectations: Colleague	3.22	2.96
Q137E: Clarity of expectations: Campus citizen	3.06	2.82
Q137F: Clarity of expectations: Broader community	2.83	2.36
Q139A: Consistency of messages about tenure	3.08	2.61
Q139B: Tenure decisions are performance based	3.61	2.81
<hr/>		
Q170A: Priorities are stated consistently	3.02	2.88
Q170D: Priorities are acted on consistently	2.82	2.68
Q170D: Changed Priorities negatively affect my work	2.86	2.72

Promotion

- Q170A: Priorities are stated consistently
- Q170D: Priorities are acted on consistently
- Q170D: Changed Priorities negatively affect my work

Effect Size

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Selected 2016 COACHE Questions

Mentoring

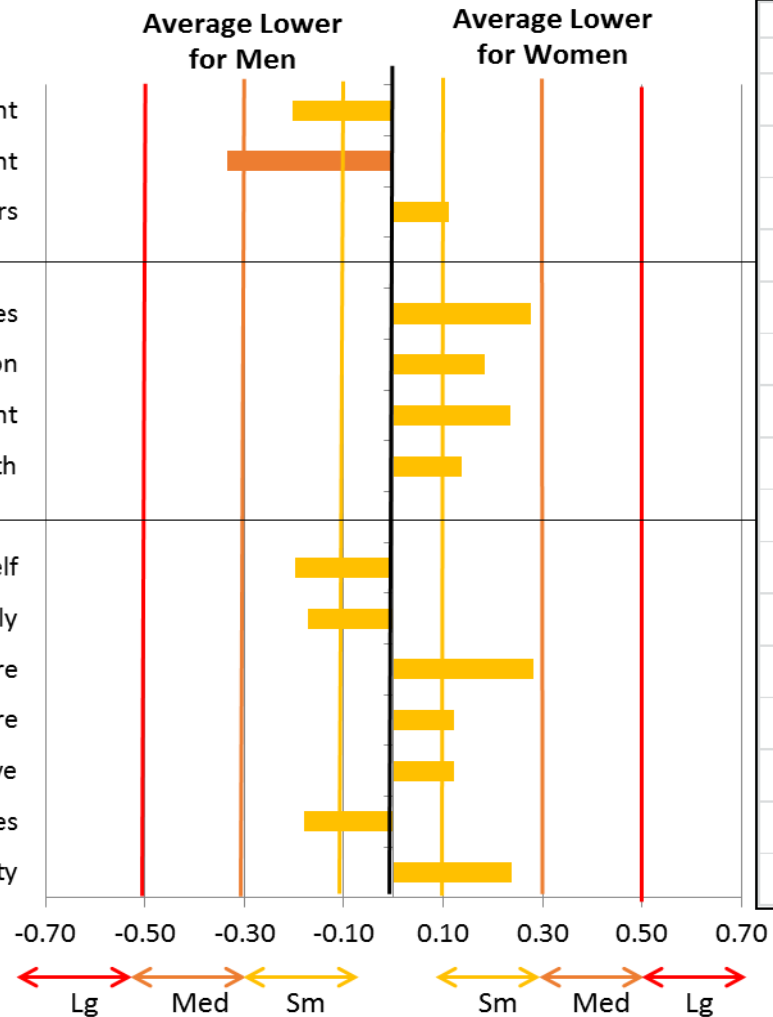
- Q120A: Importance of mentoring within department
- Q120B: Importance of mentoring outside department
- Q130C: Support for faculty to be good mentors

Trust

- Q188B: I understand how to voice opinions about policies
- Q188C: Clear rules about the roles of faculty and administration
- Q188B_D: Faculty and admin follow rules of engagement
- Q188B_G: Faculty and admin discuss difficult issues in good faith

Benefits & Support for Work/Life Balance

- Q95A: Satisfaction with Health benefits for yourself
- Q95B: Satisfaction with Health benefits for family
- Q95G: Satisfaction with Childcare
- Q95H: Satisfaction with Eldercare
- Q95J: Satisfaction with Family medical/parental leave
- Q95L: Satisfaction with Stop-the-clock-policies
- *Q200B: Inst. Does what it can for work/life compatibility



Mean	
Men	Women
4.06	4.26
3.46	3.81
2.64	2.51
3.39	3.08
3.25	3.05
3.38	3.15
3.33	3.20
3.93	4.08
3.93	4.07
3.18	2.87
3.24	3.14
3.65	3.54
3.64	3.79
3.48	3.20

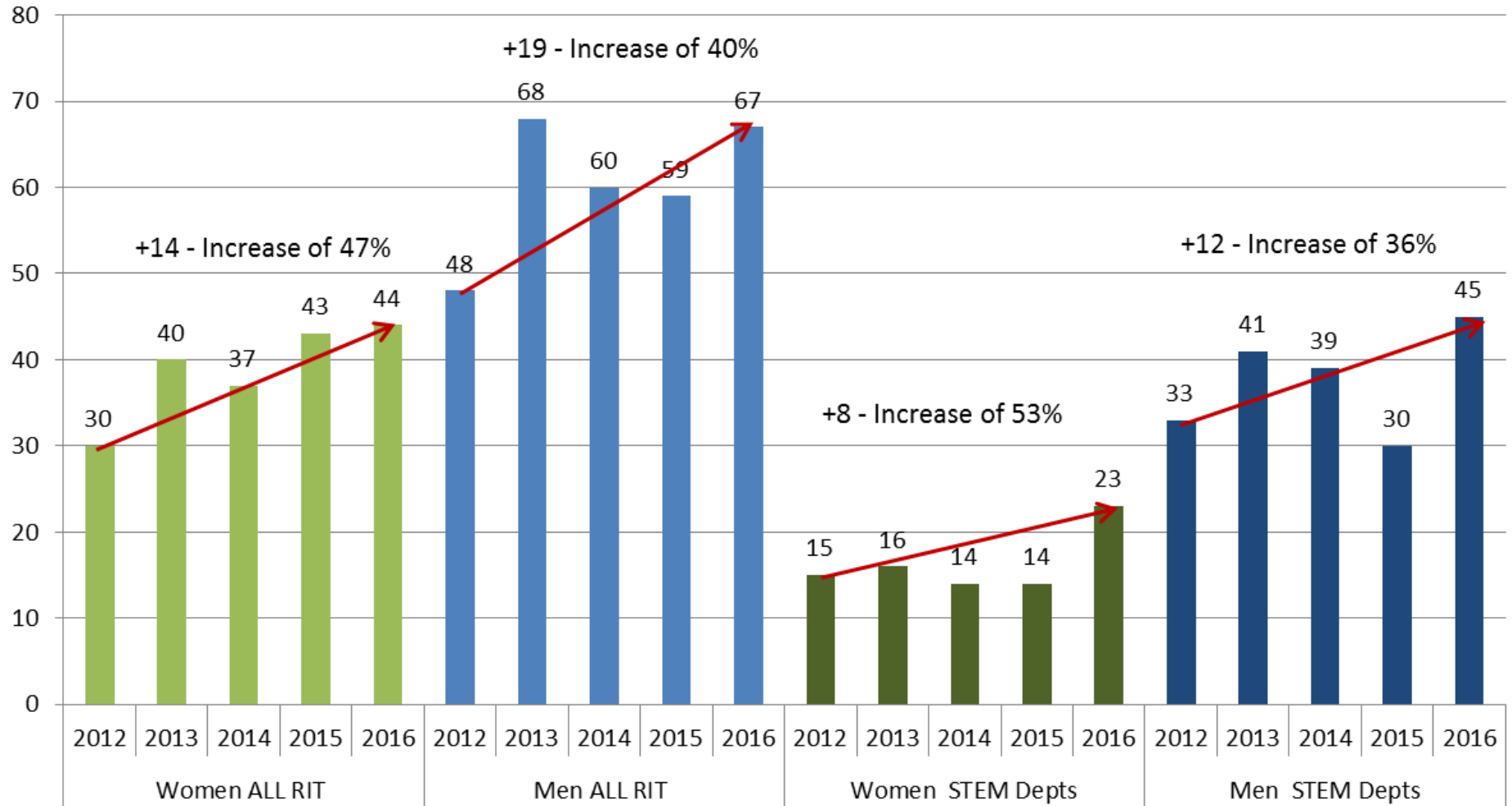
*Q200B: Agreement with "My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible."

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- **Recruitment – % of Women T/TT Hires shows lost opportunities**
 - TOTAL 2009-2011: 47% of 79 hires → 2012-2014: 37% of 194 hires
 - STEM 2009-2011: 33% of 40 hires → 2012-2014: 24% of 94 hires
- **Retention – T/TT Departures higher for women than expected**
 - Of departures during 2009-2014, 31% to 50% were women (compared to 32% women T/TT faculty).
- **Advancement – Lagging for women**
 - **Associate Professors at Rank > 9 Years:** Increasing trend 2012 through 2016 for women and men, increase faster for women
 - **Department Head/Chair/Program Directors (listed on website):**
 - Across all colleges, 27 of 83 (33%) are women
 - In STEM colleges, 4 of 27 (15%) are women
 - **Endowed Chairs:** 5 of 17 (29%) are held by women

Count of Faculty >9 Years in Rank at Associate Professor



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Open Ended Questions

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Break Out Session

- **Themes**
 - Tenure
 - Promotion
 - Mentoring and Trust
 - Work Life balance
- **Group Discussion questions**
 - *If there were to be a focus group related to this topic, what questions would you want to ask faculty?*
 - *What are individual actions faculty could take to address this topic?*
 - *What actions could CREW; Advance and/or the Advocates & Allies team take?*
 - *If the groups represented today were to author a memo to upper administration requesting action.*