COACHE Overview

• Implemented at Purdue in 2012, 2015, and 2018
• Gathers data directly from faculty – improve climate, recruitment, and success.
• All responses are anonymous and strictly confidential.
• Comparisons
  • Within Purdue – across faculty cohorts
  • Within Purdue – across years
  • Purdue to peers and cohort. Cohort size (2016-2018): 109 institutions who identified as generally similar to Purdue:
    • Iowa State University (2017)
    • University of California, Davis (2017)
    • Indiana University, Bloomington (2016)
    • University of Virginia (2016)
    • University of Arizona (2018)
• Response rate: 51% (higher than peers or cohort)
What did we do in response to COACHE 2015?

• University leadership:
  • Changed foci of the Heads Forums to disseminate best practices
  • Created new leadership development program to prepare faculty for roles as Associate Heads, Heads, and Associate Deans

• Promotion and Tenure:
  • New review standard
  • Asked for unit-specific criteria for tenure and promotion

• Monthly professional development seminar for clinical and professional track faculty

• Increased support for mid-career faculty: Newly Tenured Faculty Workshop, Research Refresh Award, Trailblazer Award
Improvements Since 2015

• Leadership
  • Agreement that Provost cares about faculty of my rank increased 13%
  • Satisfaction with recognition from Provost increased 11%
  • Agreement that College and Department are valued by President and Provost increased 6-7%
  • Statement that we regularly or frequently cultivate new leaders among faculty increased 4%

• Research
  • Satisfaction with support for research increased 11%
  • Satisfaction with equipment resources increased 6%

• Promotion
  • Indications that associate profs are receiving formal feedback on promotion increased 8%

• Teaching
  • Satisfaction with classroom space increased 5%
Improvements Since 2015

• Compensation
  • Satisfaction with salary increased 14%
  • Satisfaction with health benefits increased 12-14%
    • (Still low relative to peers)
  • Satisfaction with retirement benefits increased 9%
  • Satisfaction with tuition benefits increased 6%
  • Satisfaction with family medical/parental leave increased 5%

• Agreement that institution does what it can for work/life compatibility increased 9%
Declines Since 2015

- Satisfaction with faculty leadership (University Senate) fell in two areas:
  - Communication of priorities –8%
  - Stated priorities –5%
- Ratings of shared governance as effective decreased –6%
- Indices of tenure fell
  - Clarity of expectations as a campus citizen –10%
  - Clarity of tenure process –9%
  - Clarity of expectations as a colleague –9%
  - Clarity of the body of evidence for deciding tenure –7%
Tenure and Promotion

Promotion criteria are clear but standards and timeframe are less so

- Lag behind peers in these areas.
- 75% of associate profs agree that the expectations for promotion are reasonable.
- 46% of associate profs report that whether they will be promoted is clear.
- 49% of assistant profs agree that messages about tenure are consistent.
Comparisons to Peers: Strengths

- Nature of work: research
  - Quality of graduate students
  - Support for research
  - Support for engaging undergrads in research
  - Pre-awards management (support for grant submissions)

- Interdisciplinary work – but room to improve and lead
  - Although we are higher than our peers, less than 40% of faculty agree that interdisciplinary work is rewarded in merit or promotion.
  - Agreement that interdisciplinary work rewarded in tenure went down 6% since 2015.
  - This area is critical to the future of science and innovation in answering big questions.
    We could be a leader in this area if we are able to improve this further.
Comparisons to Peers: Strengths

• Mentoring – but room to improve and lead
  • Although we are higher than peers, less than 40% of faculty report that mentoring of tenured associate professors is effective — up 5% from 2015, but an area to work on.
  • Only 25% of faculty agree there is support for faculty to be good mentors. We need to develop this support.
  • We are already ahead of peers — this is an area we could lead if we further improve.
  • Agreement that mentoring of non-tenure track faculty is effective in departments increased 15% since 2015, but still below peers.

• Classroom space

• Childcare – but room to improve and lead
  • While we rate better than our peers on childcare, only 25% of faculty are satisfied with childcare resources. This is an area where we could impact faculty work-life satisfaction and lead as a University.

• Stop-the-clock policies
Comparisons to Peers: Weaknesses

- Ability to balance teaching/research/service.
- Nature of work: service — time spent on service, number/attractiveness of committees, equity in assignments.
- Department engagement, quality, and collegiality.
- Appreciation and recognition.
- Facilities and resources: office and laboratory (research/studio) space, library resources, computing/technical support.
- Eldercare, family medical/parental leave, flexible workload/modified duties increased from 2015 but still low relative to peers.
- Health and retirement benefits – increased from 2015 but still low relative to peers.
- Post-awards support (management of grants/contracts once awarded) — a weakness relative to peers. Satisfaction fell by 5% since 2015.
Diversity, Inclusion, and Collegiality

Lower than our peers and the COACHE cohort in these areas
Possible Areas to Work On

• Clarifying the tenure and promotion message.
• Better support for mentoring.
• Workload equity, especially with service work.
• Improve shared governance and communication.
• Stronger focus on diversity and inclusion.
• Strengthen commitment to collegiality.
Plans for FY 2019

• Continued analysis of data by demographic and unit.

• Present to other constituents: University Senate, EVPRP, HR, Colleges, and Departments.

• Town Halls in spring for clinical-track and continuing lecturers (separate meetings).

• Small group discussions with groups of faculty.
  • By peer group (rank, gender, URM status, etc.)
  • By topic (mentoring, P&T, etc.)

• Develop University-level and College-level policies, procedures, and programs/initiatives to address COACHE-identified areas of need.
How to Access the Data

• More information available on our website, including the Provost’s reports for 2012, 2015, and 2018:
  https://www.purdue.edu/provost/faculty/facultyInitiatives/coache.html

• Faculty access to University-wide data and data for College available at the same website.

• Data agreement on COACHE website for additional analyses from the Office of Institutional Research, Assessment, and Effectiveness.
THANK YOU!