Faculty Perspectives

The Winter 2014 issue of Inquiry, Trends & Insights provided a focus on faculty, and in particular highlighted results of the 2011 COACHE survey. Tulane administered the COACHE survey again in early 2015 and for the first time included tenured faculty members as well as tenure-track faculty. In this issue, we once again focus on Tulane faculty and share the results of the 2015 COACHE survey. Additionally, we also share faculty demographic data that is regularly included as part of our mandatory and voluntary external reporting.

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COACHE Survey

Tulane has been a member of the Collaborative on Academic Careers in Higher Education (COACHE) since 2008. Based at the Harvard Graduate School of Education, COACHE is a consortium of over 200 four-year colleges and universities across North America committed to making the academic workplace more attractive and equitable for faculty. Please visit the COACHE Website (http://coache.gse.harvard.edu/) or download the Winter 2014 issue of Inquiry, Trends & Insights for more information about COACHE initiatives and survey.

Tulane administered the COACHE Survey of Faculty Job Satisfaction in 2008, 2011, and 2015. The most recent survey was completed by both tenure-track and tenured faculty members whereas earlier versions were designed for tenure-track faculty only.

The survey response rates have declined in each of the three COACHE administrations. In 2015, the first year both tenured faculty and tenure-track faculty were included in the survey, only 39% responded. COACHE response rates were 67% and 59% in 2008 and 2011 respectively.

The results indicate that collegiality is a strength at Tulane. Specifically, faculty were asked to identify the best aspects of working at Tulane. The top four responses were quality of colleagues, support of colleagues, geographic location, and sense of “fit”. Faculty members also identified the support of colleagues and geographic location as best aspects of working at Tulane in 2008 and 2011.

Support of colleagues and geographic location have been among the best aspects of working at Tulane in 2008, 2011, and 2015.

Faculty identified resources and infrastructure as areas of concern. Specifically, the areas of greatest concern at Tulane were identified as compensation, quality of facilities, lack of support for research/creative work, and quality of leadership. Compensation and quality of facilities were also cited as problematic aspects of working at Tulane in 2008 and 2011.
COACHE results

Results from 2011 and 2015 COACHE surveys indicate some differences over time. Improvements were made in the areas of clarity and reasonableness of tenure standards and expectations as well as mentoring activities. The perceptions of the quality of departmental, divisional, and senior leadership declined over the same period of time. Departmental engagement, an area in which Tulane is in the top 30% of similar-sized institutions, remained approximately the same from 2011 to 2015.

Faculty and academic leaders are invited to examine the COACHE results in more detail. In particular, differences among faculty (tenured/ pre-tenure; rank; gender; race) benchmarks should be examined closely to identify targets for improvement. Also, certain indicators within benchmarks may be lower than desired and can provide opportunities for development.

Faculty Composition

Every fall the Office of Assessment and Institutional Research (OAIR) captures a snapshot of faculty data in accordance with mandatory and voluntary reporting requirements. These data include faculty characteristics such as full- or part-time status, rank, gender, race/ethnicity, etc. These data are reported externally to the federal government (Integrated Postsecondary Educational Data System, IPEDS) as well as to voluntary benchmarking surveys such as the American Association of University Professors (AAUP) Faculty Compensation Survey.

Table 1 depicts the number of full-time faculty (excluding visiting faculty members) by rank and school as of November 1, 2015. Whereas the majority of full-time faculty are actively engaged in instruction, research, and university service, the counts identified in Table 1 also include some faculty members whose responsibilities are largely or entirely confined to research, certain administrative responsibilities, or other non-instructional activities. Table 1 does not include senior academic leaders, such as the President, Provost/Vice President for Academic Affairs, and Deans, who also hold academic rank and tenure. Full-time, non-tenure-track faculty include faculty members with titles of Instructor, Lecturer, Professor of Practice, and Senior Professor of Practice. Typically the primary responsibility of these faculty members is teaching. Visiting Faculty and Postdoctoral Teaching Fellows are not included in this table.
Data from the AAUP Faculty Compensation Survey can be used to compare Tulane faculty characteristics with those of peer institutions. Figure 1 depicts the number of full-time, tenured and tenure-track faculty (excluding medical faculty) for Tulane University and its peers from 2009-10 to 2014-15. The institutions included in the peer average are Brown University, Duke University, Emory University, George Washington University, Georgetown University, University of Miami, Northwestern University, Tufts University, Vanderbilt University, and Washington University in St. Louis.

Table 1. Tulane Faculty by Rank and School

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROFESSOR</th>
<th>ASSOCIATE</th>
<th>ASSISTANT</th>
<th>FULL-TIME, NON-TENURE-TRACK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. B. Freeman School of Business</td>
<td>15</td>
<td>8</td>
<td>29</td>
<td>17</td>
<td>69</td>
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<tr>
<td>School of Architecture</td>
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<td>6</td>
<td>2</td>
<td>5</td>
<td>18</td>
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<tr>
<td>School of Continuing Studies</td>
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<td></td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
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<td>4</td>
<td>12</td>
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<td>School of Social Work</td>
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<td>7</td>
<td>17</td>
<td>17</td>
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<tr>
<td>Total</td>
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<td>370</td>
<td>170</td>
<td>1121</td>
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</tbody>
</table>

Data from Emory University were not available in 2014-15.
Faculty Diversity

As of November 1, 2015, 40% of Tulane full-time faculty (excluding visiting faculty members) are women. Figure 2 depicts Fall 2015 faculty by race/ethnicity.

Using IPEDS data from Fall 2013 (the last year in which comparable data are available), 21% of Tulane faculty members identified as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/other Pacific Islander, or of two or more races. As shown in Figure 3, only four of Tulane’s peer institutions have a higher percentage of faculty of color.

Contact Us

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