AAUDE Faculty Survey Results

Tenured and Tenure-Track Professors Only

Presentation to the Academic Leadership Forum
February 27

Prepared PIA / Anne-Marie Durocher
Overview

1. Purpose – Methods – Demographics
2. Satisfaction
3. Workload
4. Atmosphere in Unit and Mentoring
5. Tenure and Promotion
6. Open-ended Text Comments
7. Retention
1. Purpose – Methods - Demographics

- The AAU is the Association of American Universities: 62 Institutions (34 public, 26 private, 2 Canadian).
- Being a member of the AAU allows participation in the data exchange (thus AAU “DE”)
- The AAUDE Faculty Survey is a comprehensive faculty survey developed by an AAUDE Working Group.
- Purpose in short: understanding what works and what does not work at McGill for Academic staff.
### 1. Purpose – Methods - Demographics

<table>
<thead>
<tr>
<th>Parameter</th>
<th>AAUDE Faculty Survey 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population</strong></td>
<td>2,416</td>
</tr>
<tr>
<td></td>
<td>All ranked academics with the exclusion of GFT-H. Rank was defined as the following appointments: Assistant, Associate and Full Professors (tenure-track and non-tenure-track), Assistant, Associate and Full Librarians, Faculty Lecturer and Senior Faculty Lecturers; Assistant Profs Spec Category were included as well).</td>
</tr>
<tr>
<td><strong>Respondents</strong></td>
<td>966, including 789 tenured or tenure-track professors, for an overall response rate of 40% and a response rate of 48% among tenured or tenure-track professors.</td>
</tr>
<tr>
<td><strong>Margin of Error</strong></td>
<td>Overall ±2.4 percentage points, 19 times out of 20 (when every respondent answered the question). Unfortunately there was a high drop out rate, therefore the confidence interval for later questions is larger. <strong>For this presentation: ±2.5 to ±3 percentage points, 19 times out of 20.</strong></td>
</tr>
</tbody>
</table>
1-Diversity at McGill among TT

- 65% Men; 34% Women; less than 1% Transgendered or other
- 83% of respondents refer to themselves only as White.
- 10% are on temporary visas.
- 18% have French as a first language; 21% have a first language other than English or French
- 7% identify as homosexual, bisexual, asexual or other than heterosexual
- 4% have a disability
2. Satisfaction – all TT ranks

1. Overall satisfaction
   - 2013 (n=776)
     - Very dissatisfied: 4%
     - Dissatisfied: 15%
     - Neutral: 6%
     - Satisfied: 41%
     - Very satisfied: 34%
   - 2010 (n=673)
     - Very dissatisfied: 4%
     - Dissatisfied: 10%
     - Neutral: 6%
     - Satisfied: 42%
     - Very satisfied: 38%

2. Research support
   - 2013 (n=779)
     - Very dissatisfied: 12%
     - Dissatisfied: 26%
     - Neutral: 18%
     - Satisfied: 32%
     - Very satisfied: 12%
   - 2010 (n=671)
     - Very dissatisfied: 9%
     - Dissatisfied: 24%
     - Neutral: 16%
     - Satisfied: 36%
     - Very satisfied: 15%

3. Teaching Support
   - 2013 (n=776)
     - Very dissatisfied: 7%
     - Dissatisfied: 21%
     - Neutral: 20%
     - Satisfied: 34%
     - Very satisfied: 18%
   - 2010 (n=669)
     - Very dissatisfied: 7%
     - Dissatisfied: 15%
     - Neutral: 20%
     - Satisfied: 40%
     - Very satisfied: 18%
2. Overall Satisfaction by Rank

- **2013 (n=280)**
  - Full
    - Very dissatisfied: 3%
    - Neutral: 10%
    - Satisfied: 5%
    - Very satisfied: 36%
    - Total: 46%

- **2010 (n=238)**
  - Full
    - Very dissatisfied: 4%
    - Neutral: 8%
    - Satisfied: 5%
    - Very satisfied: 34%
    - Total: 49%

- **2013 (n=340)**
  - Associate
    - Very dissatisfied: 5%
    - Neutral: 22%
    - Satisfied: 7%
    - Very satisfied: 42%
    - Total: 24%

- **2010 (n=270)**
  - Associate
    - Very dissatisfied: 5%
    - Neutral: 13%
    - Satisfied: 8%
    - Very satisfied: 44%
    - Total: 30%

- **2013 (n=156)**
  - Assistant
    - Very dissatisfied: 2%
    - Neutral: 10%
    - Satisfied: 8%
    - Very satisfied: 47%
    - Total: 33%

- **2010 (n=165)**
  - Assistant
    - Very dissatisfied: 3%
    - Neutral: 7%
    - Satisfied: 6%
    - Very satisfied: 50%
    - Total: 35%
2. Satisfaction with Support for Research by Rank

- **2013 (n=280)**
  - Very dissatisfied: 11%
  - Dissatisfied: 27%
  - Neutral: 16%
  - Satisfied: 32%
  - Very satisfied: 14%

- **2010 (n=237)**
  - Very dissatisfied: 9%
  - Dissatisfied: 24%
  - Neutral: 13%
  - Satisfied: 38%
  - Very satisfied: 17%

- **2013 (n=342)**
  - Very dissatisfied: 15%
  - Dissatisfied: 29%
  - Neutral: 20%
  - Satisfied: 27%
  - Very satisfied: 9%

- **2010 (n=268)**
  - Very dissatisfied: 13%
  - Dissatisfied: 27%
  - Neutral: 15%
  - Satisfied: 34%
  - Very satisfied: 11%

- **2013 (n=157)**
  - Very dissatisfied: 8%
  - Dissatisfied: 18%
  - Neutral: 15%
  - Satisfied: 45%
  - Very satisfied: 14%

- **2010 (n=166)**
  - Very dissatisfied: 4%
  - Dissatisfied: 20%
  - Neutral: 19%
  - Satisfied: 38%
  - Very satisfied: 19%
## 2. Satisfaction with Support for Teaching by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>2013 (n=280)</th>
<th>2010 (n=236)</th>
<th>2013 (n=342)</th>
<th>2010 (n=267)</th>
<th>2013 (n=154)</th>
<th>2010 (n=166)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very dissatisfied</td>
<td>Very satisfied</td>
<td>Very satisfied</td>
<td>Very satisfied</td>
<td>Very satisfied</td>
<td>Very satisfied</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>18%</td>
<td>21%</td>
<td>38%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Full</td>
<td>7%</td>
<td>14%</td>
<td>20%</td>
<td>42%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>26%</td>
<td>19%</td>
<td>30%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Associate</td>
<td>9%</td>
<td>21%</td>
<td>20%</td>
<td>33%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>16%</td>
<td>19%</td>
<td>36%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Assistant</td>
<td>5%</td>
<td>8%</td>
<td>19%</td>
<td>48%</td>
<td>21%</td>
<td>21%</td>
</tr>
</tbody>
</table>
### 2. Satisfaction (cont’d)

<table>
<thead>
<tr>
<th>Five most satisfied</th>
<th>Five least satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Quality of undergraduate non-professional students</strong> (86%)</td>
<td><strong>22. Access to teaching assistants</strong> (40%)</td>
</tr>
<tr>
<td><strong>2. Quality of undergraduate professional students</strong> (82%)</td>
<td><strong>21. Time available for scholarly work</strong> (39%)</td>
</tr>
<tr>
<td><strong>3. Quality of graduate professional students</strong> (81%)</td>
<td><strong>20. Clerical and administrative staff / support</strong> (35%)</td>
</tr>
<tr>
<td><strong>4. Library resources</strong> (75%)</td>
<td><strong>19. Salary</strong> (36%)</td>
</tr>
<tr>
<td><strong>5. Advising and supervising responsibilities</strong> (74%)</td>
<td><strong>18. Classroom space</strong> (32%)</td>
</tr>
</tbody>
</table>
Questions or comments on satisfaction?
3. Workload

- 53% of professors say workload is “too heavy” (40%) or “much too heavy” (13%)

- Professors report working 56 hours/week on average (with 60, 50, 55 hrs/week are the most frequent answers)

- 47% say their workload is “somewhat heavier” (35%) or “much heavier” (12%) than colleagues at comparable universities
3. Workload (cont’d)
Division of time

All Faculties beside MD-DE
n~447

- Teaching - student interaction: 42%
- Clinical work: 10%
- Research: 19%
- Service: 29%
- Other: 0.4%

Medicine and Dentistry
n~214

- Teaching - student interaction: 29%
- Clinical work: 8%
- Research: 40%
- Service: 17%
- Other: 6%
### Top 5 sources of stress at work (% said “extensive”)

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Securing funding for research</td>
<td>49%</td>
</tr>
<tr>
<td>Scholarly productivity</td>
<td>37%</td>
</tr>
<tr>
<td>Managing a research group or grants (e.g., finances, personnel)</td>
<td>28%</td>
</tr>
<tr>
<td>Departmental or campus politics</td>
<td>27%</td>
</tr>
<tr>
<td>Committee and / or administrative responsibilities</td>
<td>20%</td>
</tr>
</tbody>
</table>
3. Questions or comments on workload?
# 4. Atmosphere and Mentoring

## Top positive feedback (% said “somewhat agree” or “strongly agree”)

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, McGill University is a good fit for me</td>
<td>80%</td>
</tr>
<tr>
<td>(of which 42% strongly agree)</td>
<td></td>
</tr>
<tr>
<td>My department/unit is a good fit for me</td>
<td>75%</td>
</tr>
<tr>
<td>(of which 45% strongly agree)</td>
<td></td>
</tr>
<tr>
<td>I can navigate the unwritten rules of my unit</td>
<td>74%</td>
</tr>
<tr>
<td>(of which 38% strongly agree)</td>
<td></td>
</tr>
<tr>
<td>Dept./unit flexible with pers. lives when scheduling unit obligations</td>
<td>71%</td>
</tr>
<tr>
<td>(of which 39% strongly agree)</td>
<td></td>
</tr>
<tr>
<td>My colleagues value my research / scholarship</td>
<td>72%</td>
</tr>
<tr>
<td>(of which 35% strongly agree)</td>
<td></td>
</tr>
<tr>
<td>I feel excluded from an informal network in my department/unit</td>
<td>62%</td>
</tr>
<tr>
<td>“disagree or strongly disagree” (41%)</td>
<td></td>
</tr>
</tbody>
</table>
4. Atmosphere and Mentoring (cont’d)

- Received adequate mentoring? % who said yes:

<table>
<thead>
<tr>
<th></th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>43%</td>
<td>62%</td>
</tr>
</tbody>
</table>

- 88% of full profs and 75% of associate profs say they served as mentor (mostly informally)

- Mentoring wanted regarding (in descending order):
  - Earning tenure
  - Obtaining needed resources for research
  - Teaching
  - Navigating dept. and/or discipline politics
4. Questions or comments on atmosphere and mentoring?
5. Tenure and Promotion

Are criteria for *tenure* clearly communicated?
- Strongly agree: Full (51%), Assoc. (29%), Assist. (14%)
- Strongly disagree: Full (7%), Assoc. (9%), Assist. (12%)

Are criteria for *promotion* clearly communicated?
- Strongly agree: Full (35%), Associates (6%)
- Strongly disagree: Full (7%), Associates (34%)
5. Tenure and Promotion (cont’d)

How are the following items valued in the tenure process? (% who said "Highly Valued")

- **Research**
  - Assistant: 97%
  - Associate: 94%
  - Full: 96%
  - 22% “somewhat or very overvalued”
  - 38% “somewhat or very undervalued”

- **Teaching**
  - Assistant: 49%
  - Associate: 41%
  - Full: 57%

- **Service**
  - Assistant: 17%
  - Associate: 21%
  - Full: 25%
  - 42% “somewhat or very undervalued”
5. Questions or comments on tenure and promotion?
6. Open-ended text comments

- 324 profs wrote in a final comment (41% of the 789 TT).
- Average length was 1/3 page.
- Writing a final comment was not correlated with overall satisfaction.
- Nature of final comment not correlated with overall satisfaction.
6. Open-ended text comments (cont’d) Themes

1. The Administration – Governance (-)
2. Administrative and clerical support (-)
3. General impression of McGill (+)
4. The respondent’s own work/research/students (+)
5. Climate in unit; relationships with colleagues (+)
“The bureaucracy makes choices and changes with little regard to faculty preferences. Too much downloading of administrative tasks onto faculty.”

“Clerical help for faculty members who have extensive research and teaching responsibilities is almost non-existent and indeed no effort is made by the Faculty/Department to rectify the situation. One senses a strong underlying current of neglect if not outright arrogance.”
Theme 3

“I am happy to be a member of this great institution.”
6. Open-ended text comments (cont’d)

Themes

Themes 4-5

“Despite the existence of some negatives, the colleagues in my own area and my truly excellent students are so great that it outweighs them.”

“I love working at McGill and especially appreciate the work I get to do with the scholars I have been invited to join. My students are wonderful, eager to learn, and they bring great joy to this work.”
7. Retention

- 5% say they are “very likely” to leave in the next three years – excluding retirement as cause.
- 6% said they would choose not to come to McGill if they could decide all over again.
- Every year about 25 prof leave for reasons likely other than retirement or not achieving tenure.
- Retention cannot be predicted or assessed via survey results at McGill.
Questions?
Comments?
Suggestions?

For further inquiries:
Please contact the Office of the Provost