

From Faculty Surveys to Faculty Engagement

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COACHE

The Collaborative on Academic Careers in Higher Education
at the Harvard Graduate School of Education

Making meaning, not more data:

About our audience

Shared governance

Autonomy

Consumers of data



About our environment



Using data **with** faculty

Process matters

Use existing structures

Pull, not push

Sense-making, not report-writing

Developmental conversations

Pedestal, not the pillory



It takes a network

Build a flexible team

Layered transparency

*Share data and **convene***



FSSE: Faculty Survey of Student Engagement

- Designed to complement the National Survey of Student Engagement (NSSE)
- Gives a snapshot of
 - Faculty perceptions of how often students engage in different activities
 - The importance faculty place on various areas of learning and development
 - The nature and frequency of student-faculty interactions
 - How faculty organize their time in and out of class
- 2014: 143 institutions

NSSE-FSSE

		Student Engagement	
		Low	High
Faculty Value	Low	<ul style="list-style-type: none"> • Is this activity not aligned with institutional mission, educational goals, etc. • Should this change? 	<ul style="list-style-type: none"> • Are faculty values not aligned with institutional mission/goals? • Do faculty values need to be examined or changed? • What is driving this?
	High	<ul style="list-style-type: none"> • Are there institutional barriers (curricular, monetary, etc.) preventing students from participating? • Are students prepared for, aware of, or capable of participating in the activity? 	<ul style="list-style-type: none"> • Is there more work to be done here? • Is this sustainable? • How can we maintain?

General Examples of FSSE Use

- Accreditation self-studies
- Assessment and improvement
- Curricular reform
- Faculty development programs
- Faculty workshops and retreats
- Grand proposals, applications, and progress reports
- Institutional research
- Scholarship of teaching and learning (SoTL) initiatives

Examples of Institutional Use

- **Quinnipiac University:** NSSE-FSSE, curricular reform, student learning plans
- **Fisk University:** annual institutional effectiveness planning, department review, FSSE-course evaluations
- **Luther College:** NSSE-FSSE subpopulation reports, Faculty Assessment Committee
- **Viterbo University:** general education study, Higher Learning Commission/North Central Association Comprehensive self-study report



New York City College of Technology

COACHE Comparison 2008-09 and 2011-12



Evolution of City Tech since 2004

- Full time faculty increased from below 300 to over 420
- College is more baccalaureate-focused
- Progress toward improvement of facilities and equipment

Goals of COACHE Survey Administration

- Probe results
- Gain faculty input about how to extend positive directions
- Find remedies for persistent problems

COACHE @City Tech

- Administered three COACHE Surveys
- Under auspices of ADVANCE grant
 - Spring 2009 untenured faculty
 - Spring 2009 tenured faculty
- Under auspices of CUNY
 - Spring 2012 tenured faculty

COACHE provides data for the following Key Domains/Themes

- Tenure and Promotion
 - Clear expectations, reasonable expectations
- Nature of Your Work
 - Time
 - Teaching load
 - Quality of support
- Policies and Practices
 - Support for work (e.g., mentoring, grant assistance)
 - Work/life balance

COACHE provides data for the following Key Domains/Themes

- Climate, Culture, and Collegiality
 - Colleagues
 - Departmental
 - Institutional
- Global Satisfaction
 - Department
 - Institution

COACHE Respondents

- ▶ 2008-2009
 - ▶ Pre-tenured
 - ▶ Population: 62 (31 Females; 31 Males)
 - ▶ Responders: 34 (21 Females; 13 Males)
 - ▶ Response Rate: 54.8%
 - ▶ Tenured
 - ▶ Population: 200 (77 Females; 123 Males)
 - ▶ Responders: 99 (43 Females; 56 Males)
 - ▶ Response Rate: 49.5%
- ▶ 2011-2012
 - ▶ Tenured
 - ▶ Population: 205 (90 Females; 115 males)
 - ▶ Responders: 97 (46 Females; 51 males)
 - ▶ Response Rate: 47.3%

Recommendations from 2009 Findings

- Committee for the Retention and Advancement and of Faculty
 - Working committee that reviews survey data and conducts focus group activities
 - Provides recommendations regarding areas of concern to the Provost and President

Recommendations from 2009 Findings

- Reduce Teaching load
 - Current Status in 2011-12
 - Average for tenured faculty is 3.92 out of 5
 - Women (3.86) and Men (3.96) were similar in their ratings
 - This area was identified as a “worst” aspect at the college (29%)
 - ACTION in 2013-14
 - Teaching load reduced

These ratings are based on a scale from 1-5 where 1=Very dissatisfied, 2=Dissatisfied, 3=Neither satisfied nor dissatisfied, 4=Satisfied, 5=Very satisfied.

Recommendations from 2009 Findings

- More time/appreciation for research
 - Current Status in 2011-12
 - This area is still a concern for tenured faculty (2.82 out of 5)
 - Women are less satisfied (2.50) than men (3.11)
 - ACTION 2013-14
 - Performance Measurement Process places greater emphasis on research grants
 - Faculty publications in refereed journals has increased from 69 to 138
 - Faculty book chapters have increased from 5 to 34
 - Faculty conference presentations, published as proceedings has increased from 42 to 71

These ratings are based on a scale from 1-5 where 1=Very dissatisfied, 2=Dissatisfied, 3=Neither satisfied nor dissatisfied, 4=Satisfied, 5=Very satisfied.

Recommendations from 2009 Findings

- Decrease committee work
 - Current Status in 2011-12
 - This is no longer a weakness when compared to our peers
 - Average for tenured faculty is 3.33 out of 5
 - Women are less satisfied (3.15) than men (3.49)
- Improve office space
 - Current Status in 2011-12
 - This area is still a concern among tenured faculty
 - Average for tenured faculty is 2.53 out of 5
 - Women are less satisfied (2.33) than men (2.72)

These ratings are based on a scale from 1-5 where 1=Very dissatisfied, 2=Dissatisfied, 3=Neither satisfied nor dissatisfied, 4=Satisfied, 5=Very satisfied.

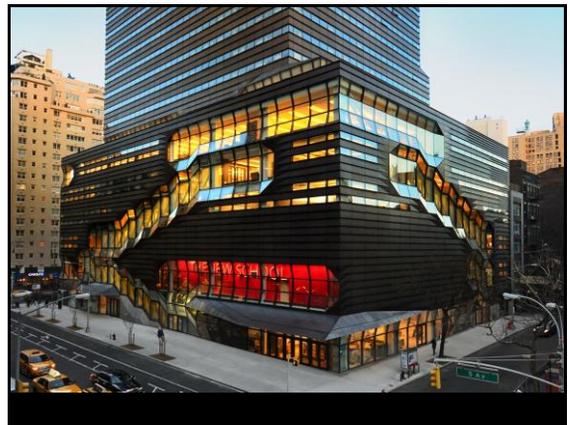
Recommendations from 2009 Findings

- Clarify tenure/promotion process
 - Current Status in 2011-12
 - This is not an area of concern when compared to our peers for the promotion process
 - Average for tenured faculty is 3.71 out of 5
 - Women (3.76) and Men (3.68) were similar in their ratings
 - ACTION since 2012-13
 - New Faculty Handbook created
 - New Faculty Orientation designed and implemented
 - New PARSE (Professional Activity Report and Self-Evaluation)
 - Workshops

These ratings are based on a scale from 1-5 where 1=Very Unclear, 2=Somewhat Unclear, 3=Neither clear nor unclear, 4=Somewhat Clear, 5=Very Clear.

Recommendations from 2009 Findings

- Faculty Commons
 - Sponsored Programs
 - Assessment and Institutional Research
 - Center for Teaching and Learning



The New School

- Urban
- Design, social science and the arts
- High use of PT faculty
- Tenure recent

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Why A Faculty Survey?

- MSCHE Chapter Working Group
- Faculty Senate
 - Perception of much change so quickly
 - Perceived disparities between divisions

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Why COACHE?

- Understand our effectiveness at recruiting, retaining and supporting faculty
- Understand campus climate and satisfaction
- Understand our faculty perceptions vis-à-vis our peers

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Anticipated Use of Results

- MSCHE faculty chapter
- Aid in setting PO agenda for continued faculty affairs policy development

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Actual Use of Results

- MSCHE chapter
- Workload
- Mentoring
- Faculty development

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Actual Use of Results

- COACHE revealed the areas of dissatisfaction
- PO, OIRE used (and will use) additional data to understand the issue(s)

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Actual Use of Results

Green Paper / White Paper

- Posted on faculty channel
- Senate interactive platform to collect comments
- Divisional committee to collect feedback
- PO revises
- Deans Council and Faculty Senate approve
- Becomes policy

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Reflections & Next Steps

- Participation rates
- Connect survey data to actions
- Search for peers

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Questions...