

Strategic Plan – Initiative Work Plan FY2014

Initiative Name Enhancing the Quality of Life of Faculty and Staff Date 4/3/2013

Goal # 6

Goal Chair(s) President Bradley

Initiative # 1

Initiative Chair(s) Lindsey Eberman

Thesis Statement: The team to enhance the quality of life of faculty and staff aims to continue successful programming, support grant initiatives aligned with our goal, and implement a comprehensive assessment plan of faculty and staff workplace satisfaction.

1. Introduction/Background – What?

This initiative has focused primarily on social programming to enhance the quality of life for faculty and staff. Although these programs have significant value, we would like to shift our focus toward a better understanding of our campus climate, in particular, issues affecting the retention of faculty and staff. As such, this work plan outlines our request to continue support of successful programs and grant submissions, while seeking to better understand our retention issues.

2. Proposal/Purpose/Justification – Why?

a. Continue support of successful programs – The Work Life Integration Conference provides a forum for student, faculty, and staff enrichment. The conference has grown to include external attendees, drawing recognition to Indiana State as an institution that encourages work-life balance, a principle component of quality of life.

In collaboration with New Faculty Orientation, we hope to provide several programs, including a faculty welcome, throughout the Fall and Spring to periodically “check in” on both first and second year faculty. We believe that the New Faculty Orientation courses are robust, but additional connections to these pre-tenure faculty groups will allow us to identify at-risk faculty and improve retention.

b. Support Grant Initiatives – The National Science Foundation (NSF) offers grant funding to institutions that create a climate more conducive to the success of underrepresented minorities and women in the science and technology fields. Although the grant was not supported in 2011, the team of researchers is adjusting their premise toward organizational change.

c. Comprehensive Assessment of Work Place Satisfaction – After extensive research, we have identified an organization, the Collaborative on Academic Careers in Higher Education (COACHE), that provides comprehensive assessment and consultation. Because we do not have a clear picture of work place satisfaction, we believe it is timely to begin this three year membership which includes assessment, data analysis, consultation, and follow-up.

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3. Discussion of Past Years Results – Benchmark Successes?

(This section needs to be as long as is necessary to assess whether funding should be continued.)

Our past year successes have been focused on attendance at events and programming. Our main social events (Tailgating [n=58] and the New Hire Reception [n=68]) have been successful, will be “institutionalized” and the cost will be absorbed by the Goal/Office of the President. The Quality of Life Team will continue its role in planning, supporting, and implementing these events.

We supported the Work Life Integration Conference, which has garnered regional recognition and is incorporating external attendees [n=23 attendees/session over 14 sessions].

We also conducted a first-year faculty focus group [n=15]. Data from this event are included (Appendix A).

We initiated a campus-wide THANK YOU program to thank all faculty and staff for their contributions to the University. We were able to connect with over 1600 employees with a thank you note.

Through our work, we have identified that the first and second years are crucial for maintaining connections and establishing support networks for faculty work-place success. We would like to continue programming focused at this population, as well as expand to include staff in both our programs and assessment.

4. Work Plan, Next Fiscal Year – Action Steps – Process – How?

The Work Life Integration Conference is planned and scheduled for Fall 2013. To improve the conference and our objectives, attendees will evaluate sessions and we will register all attendees to acquire a more accurate head count.

Programming for employees will include the planning and implementation of previously successful events and the collaboration with New Faculty Orientation for additional events. We have already scheduled the New Hire Reception and will collaborate with the Over on the Hill Gang for Football Tailgating. We are in communication with Lisa Spence to coordinate additional new hire, check in and second year faculty events throughout the year. We anticipate delivering four events, as well as using members of the Quality of Life Team to serve in two-person “Welcoming Committees,” providing new faculty with additional resources. The Welcoming Committees will deliver a professional development text within the first 2-weeks of starting the Fall semester.

The NSF Advance Grant development is underway and will culminate with a submission in the fall. Members of the committee have requested texts to support their work.

The comprehensive assessment plan using COACHE occurs over a three year period and includes assessment, analysis, and consultation. The committee researched several tools, instruments, and resources available. We have a strong understanding of the three most common tools on the market. They include the Chronicles of Higher Education Great Colleges to Work for survey, which Indiana State has used in the past but yielded little actionable insights for the future. The Higher Education Research Institute also provides the Diversity Learning Environment survey, but this survey tends to be long, resulting in low response rates. The COACHE survey and services will provide us with assessment, using a validated tool, an opportunity to include customized questions, and data analysis guided by our specific needs with comparable data to other member institutions.

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There are 200 member institutions in the COACHE consortium, including Ball State, Indiana University Bloomington and Purdue University. We would be able to select five peer institutions for comparison, as well as compare to all other member institutions. We consulted with Dr. Tom Gieryn, the Vice Provost for Faculty and Academic Affairs at Indiana University to determine their satisfaction with the COACHE services. He spoke about the cons, only referring to the cost, reflecting that the institution was committed to retaining faculty and staff and indicated that this was actually their “3rd wave” of participation (or the end of their 7th year of membership). He was appreciative of the ability to break down data, even down to the unit level and the ability to compare to like institutions. He stated that the responsiveness and connectedness to the COACHE Director was great and that he felt Dr. Mathews had a vested interest in Indiana University’s success. Additional resources regarding the COACHE survey and services are included in Appendix B.

We have also identified a staff survey, validated in the literature, that will require Provost and President approval. This survey is at no cost.

5. Reporting and Deliverable Schedule – When?

The Work Life Integration Conference will take place in October 2013.

Programming for Employees will occur throughout the first year with several events in the Fall (Welcome through New Faculty Orientation, New Hire Reception, Tailgating, Culminating event for New Faculty Orientation) and several events in the Spring (Check-in #1 and #2, You Made It Celebration). We will also incorporate a professional development text, in collaboration with Lisa Spence and the New Faculty Orientation.

The NSF Advance Grant submission is due in Fall 2013.

The comprehensive assessment plan using COACHE occurs over a three year period and includes assessment, analysis, and consultation. The staff survey would be implemented in the same three year cycle as the COACHE survey.

6. Budget – How Much, a General Discussion of Funds Use?

At present, our account rests with \$25484 with \$3197 encumbered to continue our assistance with the student Diversity Learning Environment Survey. This results in \$22287 remaining in our account. Our budget request is for \$47049, with the bulk of the cost attributed to the COACHE consultation and assessment. This cost (\$35000) can be spread over a three year period (\$11666/year), but considering our surplus, we suggest using those funds to support the cost.

7. Stakeholders and Management Plan – Who?

The Work Life Integration Conference is chaired by Deb Israel.

The First Year faculty programming is coordinated by Lindsey Eberman, in collaboration with Lisa Spence.

The NSF Advance Grant is chaired by Jennifer Latimer and Barbara Eversole.

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The COACHE membership and staff survey can be facilitated by Lindsey Eberman, but would require consultation with both the President and Provost to be most effective.

8. Outcome Assessment & Future Testing

(How will we know that we were successful?)

Outcome Measures:

Work Life Integration Conference – attendance (991#s of internal stakeholders) and attendee feedback

Programming for Employees – attendance (#991s) and focus group (check-in) feedback

NSF Advance Grant Submission – funding

COACHE and staff survey – year 1: actionable data, year 2: implementation of action items, year 3: follow-up

9. Line Item Budget Discussion that tracks Budget Templates ...

(These sections also need to be as long as is necessary to articulate each of the budget line items.)

Operational Budget

Work Life Integration Conference – Total Cost \$5000

Break down – Operational: \$2470, Travel: \$1030, Honorarium: \$1500

Programming for Employees – Total Cost \$6699.25

Break down – 1st and 2nd year Faculty Programs (4 @ \$800 each = \$3200)

Faculty Development Text (\$45 for 61 new regular faculty = \$2745)

Welcoming Committee Package (\$9.25 mugs for 61 new regular faculty = \$564.25)

NSF Advance Grant Authors Resource Texts – (\$38 for 5 members = \$190)

Institutional Memberships – Total Cost \$35350

Break down - College and University Work Family Association Institutional Membership = \$350

(Current representatives: Barbara Eversole, Darlene Hantzis, Debra Israel)

Collaborative on Academic Careers in Higher Education = \$35000

(can be spread over the 3 years of membership)

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Appendix A.

First-Year Faculty Focus Group Aggregate Data

Social

It appears that several departments engage in some method of socializing with new faculty. Some take the new faculty member to lunch, others to dinner, others have a party for the incoming member. The members of NFO also enjoyed the socializing outside of their department with other new faculty members in their NFO class. This provided them opportunities to collaborate and make friends with other members of the institution.

Interviews

Departments vary widely in how they conduct interviews. Some members reported being rushed through in a one-day interview, with little opportunity to see Terre Haute.

Generally speaking, all incoming applicants met with the department chair, dean, and students. Some applicants met with a member from HR, but others did not. Few met with a realtor or experienced Terre Haute (whether by a drive through town or a home tour).

Transitioning

Members of NFO appreciated the first few days of orientation. In particular, the presentation regarding where to find things in a classroom (regarding technology) was very helpful. Most of the members reported that at least one person in their department (either faculty or staff) showed them or helped them find parking, keys, computers, ID card, etc.

Suggestions

1. Enhancing or standardizing the interview process.
 - a. Provide a list of all members of the search committee, or everyone the candidate might meet throughout the interview.
 - b. Ensure that members of the search committee or those participating in the interview process have been apprised of what questions should or should not be asked in an interview.
 - c. Provide more exposure to Terre Haute.
2. Once new faculty or staff from out of town is hired, send an informational package from the Chamber of Commerce, with additional information regarding rental and real estate options. This may also include Summer Festivals, Activities in the Area (hiking, parks, etc.), and potentially a contact list of others moving to the area around the same time.
 - a. We identified that most new faculty arrive in mid-late July and an event or email list to invite people to socialize before school has started may be a helpful.
 - b. A list of Terre Haute Hot Spots might also be helpful
 - i. George's Café
 - ii. Coffee Grounds
 - iii. Fountain
3. Provide a First Day To Do List
 - a. Include directions (campus map) and details about how to acquire a parking pass, keys, ID, and HR.

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4. Other things to consider
 - a. Periodic meetings/social activities in the 2nd year to keep NFO members connected.
 - b. During initial NFO meetings, ask about personal interests to assist in matching people outside of work interests.
 - c. Email policies (communicating with students not on ISU email, FERPA, storage, etc.)
 - d. MapWorks (more integration or demo instead of informational)

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Appendix B.

COACHE Support Materials

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Invitation to Participate



COACHE

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

Survey of Faculty Job Satisfaction

All of your full-time faculty
Results in an intuitive, adaptable format
Three years of personalized consultation

"While some states are seeking to define 'accountability' by unproven (and worrisome) measures of faculty 'productivity,' SUNY sees its responsibility to faculty differently. We seek to foster a culture of support and success, both to recruit the best and brightest teacher-scholars to SUNY and to keep them thriving on our campuses."

*David Lavallee, Ph.D.
Executive Vice Chancellor for Academic Affairs, State University of New York
announcing system-wide partnership with COACHE*



What is COACHE?

The Collaborative on Academic Careers in Higher Education is a research initiative and membership organization driven by senior academic officers who believe that the search for best practices begins with sound data—data that make the recruitment and management of faculty talent, and their own leadership, more effective.

Under COACHE, academic leaders at over 200 colleges, universities, and systems have strengthened their capacity to identify the drivers of faculty success and to implement informed changes. Offering comparisons to self-selected peers, innovative approaches from exemplary institutions, and one-on-one consultations, COACHE is a full-service partner in improving the academic workplace.

What is included in membership?

Members receive not just a survey and analysis, but three years of support for turning data into action. This includes:

- The COACHE survey of all full-time faculty
- Comprehensive results in an intuitive format ready for immediate dissemination
- Custom reports in Excel, benchmarks, peer comparisons, executive summaries, online crosstabs and raw data
- News briefs on exemplary practices from high-performing members and on insights revealed by our analysis of nationwide results
- Strategy sessions at the conferences where senior academic leaders convene (e.g., APLU, AAC&U)
- COACHE researchers' expertise in using data for grantseeking, board work, and institutional change
- Invitations to our annual—and selective—Leaders Workshop at the Harvard Faculty Club
- Ongoing consultant-level support for the challenges academic leaders face every day

How is COACHE different?

Some faculty surveys are created primarily to produce scholarly research or to sell newspapers. Such instruments include questions with no correlating policy or practical response. With an eye toward institutional improvement, provosts helped design the COACHE survey to be **actionable** and **pivotal** in producing data that are of immediate use to academic policymakers.

The COACHE survey is also ***tailored***. Although a one-size-fits-all survey of faculty and staff offers a greater degree of convenience, we know from research—and you know from experience—that pre-tenure, tenured, and non-tenure-track faculty have many different concerns about their work, lives, and productivity. These guiding principles shape a highly salient instrument: **for every ten faculty who start the survey, nine complete it in the first sitting.**

How are COACHE results being used?

COACHE has been described as a Swiss Army Knife to which academic administrators turn repeatedly for help in:

<i>Accreditation</i>	<i>Institutional research</i>
<i>Assessment & improvement</i>	<i>Professional development</i>
<i>Budget planning & requests</i>	<i>Search committees</i>
<i>Faculty retention</i>	<i>State system initiatives</i>
<i>Grant seeking</i>	<i>Strategic planning</i>

Visit www.coache.org for examples of how COACHE data are being used in these ways.

What is the cost?

In light of the search and hiring costs resulting from even a single, preventable faculty departure, the presidents, provosts and deans in the Collaborative are finding membership to be worth the investment many times over.

The total cost to participate in COACHE, however, depends on you, your institution, and your assessment strategy. Factors to consider in estimating cost include:

- *Are you a small college or a large university?*
- *Will you include your full-time, non-tenure-track faculty?*
- *Have you already participated in a COACHE survey?*
- *Will you pay the fee now or across multiple fiscal years?*
- *Are you or is someone at your institution attending a Harvard Institute for Higher Education this year?*
- *Are you a member of a system or consortium?*

Answers to these questions will help us determine how to make COACHE work within your budget.

How do I enroll?

Just call or email us to schedule a conversation about next steps, or visit www.coache.org to learn more.

coache@gse.harvard.edu or (617) 495-5285

DATA, LEADERSHIP, AND CATALYZING CULTURE CHANGE



By R. Todd Benson
and Cathy A. Trower

As the national economy has worsened, a large cadre of tenured senior faculty is graying and staying at their institutions. This has left an older set of full professors who began their careers in a very different era, an overworked and underappreciated set of associate professors, and a group of assistant professors who are wondering, “What have I gotten myself into?”

By and large, tenure-track faculty want what they have always wanted: clear and reasonable tenure requirements; support for teaching and research; an environment that allows them to juggle responsibilities at work and home; and a set of colleagues to whom they can turn for mentoring, collaborations, intellectual stimulation, and friendship.

But several key differences between the past and present affect these faculty dramatically:

- new methods and technologies for knowledge production and dissemination;
- longer lead times for getting published in top-tier print journals and cutbacks in university presses and the books coming out of them;

- state and federal budget cuts;
- increased competition for grant funding;
- mounting pressures for accountability and transparency;
- more trustee involvement in the academic side of things;
- a ratcheting up of expectations for teaching, research, service, and outreach; and
- changing student demographics and learning needs.

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On the personal side, there is increasingly a 24/7 expectation for faculty work and accessibility to students; meanwhile, the new norm for faculty with partners is a dual career, with no one staying home to raise children.

It is crucial to understand today's tenure-track workers so that colleges and universities can continue to attract and retain a large subset of them by understanding and supporting their satisfaction and success at work.

DATA USE IN THE ACADEMY

As academicians, we gather, analyze, and disseminate lots of data. We are also bombarded with numbers and statistics every day, in part because two fundamental principles of the academy are, first, to ground arguments in evidence and second, to draw conclusions from systematic analysis.

When looking inward, though, campuses may collect information but not link it to decisions in any discernible way. Results may also be questioned, especially when the findings or implications are unpopular, causing defensiveness amongst the data recipients. When faculty employment, work life, and productivity are under consideration, anecdotes, impressions, and dogmatic beliefs are often more likely than evidence to serve as a catalyst and rationale for introspection and change

Feldman and March (1981) determined that the link between organizational decisions and information is weak because evidence is often overlooked when making the decisions that it was supposed to justify—indeed, much of the information used to support a decision is collected and interpreted after the decision has in effect been made. And, when inaction is the aim, regardless of how much information is available at the time a decision is first considered, more and more is requested.

Nevertheless, past research on faculty employment (Trower & Honan, 2002) has shown that data serve many important roles in decision-making and policy formulation: to catalyze, compare, identify, warn, illuminate, influence, inform, monitor, orchestrate, and signal. Edgar Schein (2004) was able to demonstrate that what gets measured becomes what matters and that leaders can, over time, use data to incrementally shift an organization's culture.

Two fundamental principles of the academy are, first, to ground arguments in evidence and second, to draw conclusions from systematic analysis.

We at the Collaborative on Academic Careers in Higher Education (COACHE)—a research group focused on measuring and improving the academic workplace—and those working at our over 200 member institutions believe that it is possible to shape the academic workplace and culture by systematically gathering data, benchmarking a campus's performance against those of its peers, showcasing exemplars, convening faculty and administrators to discuss findings, suggesting policies and practices that are responsive to what the data are saying, and changing over time through repeated measurement and ongoing learning.

COACHE is a consortium of nearly 200 colleges, universities, and systems across North America committed to making the academic workplace more attractive and equitable for faculty. Founded in 2002 with support from the Ford Foundation and Atlantic Philanthropies, COACHE is based at the Harvard Graduate School of Education and is now supported completely by its members.

Responding to the explosion of hiring and turnover costs and to persistent challenges in diversifying the academy, COACHE gives presidents, provosts, and deans both peer diagnostics and concrete solutions for informing efficient and effective investment in their faculty. Membership enables colleges and universities to focus on issues critical to faculty success and on steps academic policymakers can take to gain a competitive advantage in faculty recruitment and retention.

Beyond surveying and analysis, COACHE brings academic leaders together to maximize the impact of the data, to meet with counterparts from peer institutions, and to preview COACHE's findings on exemplary programs and practices.

DATA USE AS CATALYST FOR CULTURE CHANGE ON FOUR CAMPUSES

What follows is a look at what four different universities within the same system have done with faculty job satisfaction survey data to make themselves into great places for faculty to work. North Carolina State University, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, and Winston-Salem State University have all participated in the COACHE Faculty Job Satisfaction Survey of tenure-track faculty triennially since its inception in 2005.

Each of these campuses and their leaders serve as models for the strategic use of data to inform dialogue and drive changes in policy and practice. While every campus must follow its own path for turning evidence into action, there are some instructive commonalities across these four campuses.

In addition to global satisfaction with the workplace, the COACHE Tenure-Track Faculty Job Satisfaction survey measures the views of pre-tenure faculty about the areas they say are most important to their success, including:

- The clarity and reasonableness of the expectations for tenure
- Support for teaching and research
- Support for family and personal life
- Climate, culture, and collegiality
- Policies and practices
- Compensation and benefits

North Carolina State University (NC State)

The vice provost for faculty affairs (VPFA) at NC State recently commented on the use of COACHE data: “We’ve used the data,” she said, “to identify strengths and weaknesses and to monitor progress in areas important to improving the workplace for junior faculty. The data are rich because we can compare our results over time, against our peers, and by gender, race, and academic area.”

Widespread dissemination. In order to use data to initiate institutional change, transparency is crucial. NC State shares its COACHE survey results openly; in fact, the findings—including raw frequency tables—can be found on the university’s website. They have been discussed with the Council of Deans, the Faculty Senate, college leadership teams, the faculty well-being administrative advisory committee, and the NSF ADVANCE grant senior personnel, as well as with department heads in workshops developed by the ADVANCE program on improving departmental climate.

Confirmation of strengths and attention to weaknesses. NC State performed very well on many aspects of the COACHE survey relative to other campuses in the 2005-06 cohort. It ranked in the top four among research universities on tenure clarity and policies and first or second among its peers on all but one item in the tenure theme in 2008-09. COACHE has publicly lauded NC State as an exemplar for its scores on the survey dimensions related to tenure practices and processes, and NC State is one of seven universities featured in a book by Cathy Trower on faculty work life, *Success on the Tenure-Track: Five Keys to Faculty Job Satisfaction*.

That publicity has attracted attention on campus, including that of the senior faculty who worked on a revision of the tenure policy in 2002. The COACHE scores confirmed their confidence and that of others on campus that the policy was working. Subsequently, the senior faculty have become “advocates for the COACHE survey,” reported the VPFA.

Positive results on certain dimensions of the survey made it easier for faculty and administrators to discuss areas for improvement. The data revealed that tenure-track faculty

found the tenure processes and standards to be clear—a cause for congratulation—but that there were issues about the reasonableness of tenure expectations. The VPFA noted that budget reductions had led to larger classes and increased teaching and service responsibilities. At the same time, the expectations for research and external funding had increased, so tenure-track faculty members had to jump a higher hurdle to achieve tenure.

So leaders at NC State have been working on policies regarding work and personal-life integration. As with tenure clarity, the results of the 2008-09 survey administration confirmed that their efforts have resulted in improved scores on many dimensions, including the stop-the-tenure-clock policy, personal-leave policies, the compatibility of the tenure track with having and raising children, and the ability to balance work and personal time.

Focus on important differences. While NC State’s overall results in the tenure categories were generally positive, women tended to be less satisfied with tenure clarity, their chances of having personal interactions with tenured and pre-tenured colleagues, and their opportunities to collaborate with tenured faculty. They were also less satisfied than their male colleagues with modified duties for parental or other family reasons (e.g., course release), the spousal/partner hiring program, and childcare services. This led the institution to take action to rectify these problems.

For example, the vice provost for faculty affairs and the assistant vice provost for faculty and staff diversity held panels on work-life integration and produced a publication listing information and contacts for family-friendly policies at NC State. They also highlighted these policies in new-faculty orientation and as part of a series of panel discussions for an assistant professors learning community. The goal was to make new faculty, female and male, more aware of programs and services such as those addressed in the COACHE survey questions. “We will need to compare the most recent COACHE results to earlier responses to determine the impact of these efforts,” commented the VPAA.

Taking action. An analysis of the gap between how important faculty members consider a policy and its effectiveness allowed NC State to further explore the results. If a policy is important to faculty but ineffective, then the institution should consider ways to improve it. If a policy is ineffective but relatively unimportant for faculty, it may not make sense to assign resources to it.

In order to use data to initiate institutional change, transparency is crucial.

NC State used its results to create change in important areas. According to the VPFA, the COACHE data

leveraged our strengths in areas such as tenure clarity to recruit and retain junior faculty; helped deans and department heads understand the need to support their faculty in juggling accelerating institutional and personal demands; strengthened policies and practices that help all faculty members integrate work and personal responsibilities; suggested ways to improve department and institutional climate for junior faculty members; and emphasized that the institution is experienced differently by women and faculty of color in important areas.

The University of North Carolina at Charlotte (UNC Charlotte)

This institution underwent a period of significant change during the mid-1990s as it began the transformation from its Carnegie classification as a large master's to a doctoral university. COACHE data have been useful in steering it through this transition, and some of the university's practices in the use of those data are worth emulating.

Widespread dissemination. Survey results have been publicized widely on the university website and have been shared and discussed with the Faculty Council and the Deans Council. COACHE data were also used as part of an NSF ADVANCE institutional-transformation award, which included the creation of climate scorecards; leadership-development programs; and a future of the faculty committee, which reviews the recruitment, retention, and professional development activities for new faculty in order to eliminate roadblocks to success.

Confirmation of strengths and attention to weaknesses. The COACHE data identified strengths in several key aspects of institutional climate and work/personal-life balance at UNC Charlotte, including stop-the-tenure-clock policies and leave for personal or research reasons. The provost commented that the institution has had a long history of "family-friendly" policies that corresponded with the growth in the junior faculty ranks, and that

the COACHE data underscored the importance of such policies in overall faculty satisfaction. The campus values collegiality and we have been able to sustain the sense of a cooperative, positive environment throughout this period of rapid growth. Junior faculty, by and large, feel that their voices are heard. This has reinforced my conviction as CAO that orientation sessions, mentoring programs, and faculty forums around tenure and promotion are worthwhile investments of time for the senior administration.

Childcare, however, had been a sticking point for all campus employees for quite some time, and budget cuts have

The majority of new faculty...are from Generation X (born between 1965 and 1980), who have been characterized as wanting a good work and personal-life balance, mentoring, and a hospitable departmental climate.

postponed rectifying the situation. In addition, problems at the departmental level such as a perceived lack of interest from tenured in faculty in the professional development of pre-tenure colleagues and unclear expectations for tenure were identified as areas for improvement.

Focus on tenure-track faculty. UNC Charlotte's change in mission was coupled with a rapid expansion of the student body and academic programs. Since 1999, the number of full-time teaching faculty there has increased from 669 to nearly 1,000. The majority of new faculty hired during this period are from Generation X (born between 1965 and 1980), who have been characterized as wanting a good work and personal-life balance, mentoring, and a hospitable departmental climate.

"The data from the COACHE surveys," the provost commented, "have allowed us to articulate the needs of the junior faculty and also to understand the things they most value about the campus and faculty life." Leaders understood that the way tenure-track faculty were treated and supported would reverberate throughout the institution for decades, because it is those faculty who, if they stay, eventually take on leadership and mentoring roles for the faculty hired after them.

Taking action. Resources have been dedicated to leadership-development and mentoring programs. A transitions program facilitates a yearlong dialogue with campus leaders focused on helping new faculty navigate the tenure process, find grants, and build community. Seminars include "What I Wish I Had Known When I Got Here" (by a panel of second- to fourth-year assistant professors), "Campus Resources to Support Your Research" (with personnel from the grants office), and "Annual Review and the Reappointment, Tenure, and Promotion Process." The university also offers sessions on time management strategies, academic integrity, and using technology to enhance teaching and scholarship.

In the area of work and personal-life balance, UNC Charlotte has decided to include a childcare facility in the new master plan. Bonnie Cone Fellowships (named after the university's first president) were also developed to assist women in STEM fields with their academic career trajectories. These fellowships can serve a variety of functions, such as course buyouts designed to increase research and leadership development for women who aspire to administrative roles. And there are department-chair sessions in which senior and junior chairs meet to share ideas and strategies.

The University of North Carolina at Greensboro (UNC Greensboro)

Campus leaders used the comparative data from the COACHE 2005 and 2008 surveys to initiate a dialogue and implement programs designed to target areas of concern and improve the workplace for junior faculty.

Widespread dissemination. In order to raise awareness about the COACHE findings, the provost and the Institutional Research Office presented the survey results to deans, administrative team members, the Faculty Senate, and other key stakeholders. Deans were tasked with disseminating results to their direct reports.

Sharing the results of the COACHE survey so candidly across the campus may have posed some risks, but when the data are used appropriately and the discussion is well framed, they have the potential to foster truly creative solutions to complex problems.

Confirmation of strengths and attention to weaknesses. Like NC State, UNC Greensboro found that having a baseline of data from 2005 to compare to the 2008 results was helpful. Administrators were able to highlight areas of improvement (e.g., the clarity of the tenure process and standards, the clarity of expectations for scholarship and being a member of the campus community, the quality of facilities and research and clerical services, satisfaction with research leave, and global satisfaction). They also identified areas where scores had dropped (e.g., the clarity of advising expectations, the reasonableness of expectations for teaching and advising, satisfaction with the influence faculty have

over their research, travel support, childcare, and the amount of personal and professional interaction people have with other pre-tenure faculty).

Taking action. Following up on conversations about COACHE data in a variety of contexts and working with various offices, UNC Greensboro leaders took several steps. A big change effort was the Inclusive Community Initiative (<http://oedi.uncg.edu>), which began in 2008 through the joint leadership of the Faculty Senate and the Office of the Provost. They established a task force to further assess and make recommendations for increasing the level of inclusiveness on the UNC Greensboro campus.

Task force leaders identified 26 faculty, staff, and students from UNC Greensboro and two members from the Greensboro community to meet monthly during the 2008-09 academic year. They were asked to address five major goals: to 1) develop a UNC Greensboro-endorsed definition of an inclusive community; 2) conduct a campus climate assessment (building on COACHE and including all faculty and staff); 3) formulate a program-coordination and communication plan; 4) identify additional ways that UNC Greensboro could become a more inclusive community; and 5) develop a rationale and job description for a new position of vice chancellor of equity, diversity, and inclusion. Impressively, the university achieved all five goals.

In addition to these efforts to create a more inclusive campus climate, UNC Greensboro established a faculty mentoring program, offered through the University Teaching and Learning Center, and a Faculty Senate task force on non-tenure-track faculty (which comprise almost half of the total faculty).

Over the three-year period from 2008 to 2011, the Faculty Senate also revised the promotion and tenure guidelines to include community engagement and criteria for evaluating engaged scholarship. In fact, UNC Greensboro was among a select group of 119 universities and colleges nationwide to be recognized by the Carnegie Foundation for its 2008 Community Engagement classification in both curricular engagement and outreach and partnerships.

The provost commented that the COACHE data

provide a great deal of information about a particular topic and demonstrate where UNC Greensboro stands relative to other institutions. [The information] helps us to benchmark where we are and discuss where we want to be. Collecting these data has reinforced our commitment to using data to move the institution forward strategically and helped spur us on to develop other surveys and metrics.

A key lesson from UNC Greensboro is that good data-driven discussions may result in a desire for more information. According to the provost,

The act of collecting data is powerful and instrumental in bringing about strategic change. What counts gets

When the data are used appropriately and the discussion is well framed, they have the potential to foster truly creative solutions to complex problems.

counted, or what gets counted counts. We've paid close attention to creating metrics of institutional excellence that align to each of our institutional priorities as identified in our strategic plan. For example, in the area of community engagement, we now measure the proportion of academic departments that have revised promotion and tenure guidelines to include the recognition of community-engaged scholarship.

Winston-Salem State University (WSSU)

Just as UNC Greensboro serves as an exemplar for institutional leadership, WSSU is a case study for managing institutional change. In the past decade, WSSU began the shift from baccalaureate to a master's-level institution; during the process, it doubled its enrollment and its tenure-track faculty population. Many of these faculty members were seasoned, tenured academics who, because of administrative restrictions, were hired by WSSU without tenure. Growth of this scope and scale is never smooth, but the use of COACHE data helped the administration manage change by prioritizing areas of concern and focusing resources.

Comparisons over time. Early on, tenure clarity was an area of contention among the newly hired faculty. Faculty who left tenured positions elsewhere were often promised

an expedited path to tenure based in part on years of prior service; however, many were disappointed with the clarity of the process, the criteria, and the standards (the mission shift from baccalaureate to master's status increased pressure for scholarship and creative work).

The results of the 2005-06 survey showed that WSSU had lower ratings than its peers for items related to tenure clarity, but the differences were not large enough to spur campus-wide change. However, the second administration of the survey showed a marked drop in clarity of the tenure process and standards (see Figure 1).

Another area of concern among WSSU faculty had to do with teaching. Increased enrollment meant increases in class size and the number of classes taught. Larger enrollments also meant the demand for some courses overrode the teaching interests of faculty.

The increase in teaching demands revealed itself in several survey items related to the nature of faculty work generally and to teaching specifically. Figure 2 highlights the drop in satisfaction with the way faculty spent their time, the number of courses taught, and the degree of influence faculty had over which courses they teach. Relative to peer institutions, WSSU saw substantial decreases in satisfaction with each of these survey dimensions, indicating a significant shift in faculty perceptions about the nature of their work.

FIGURE 1. PERCENTAGE OF FACULTY RESPONDING "CLEAR" OR "VERY CLEAR"

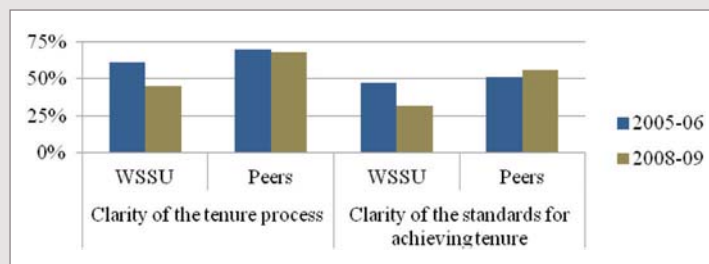
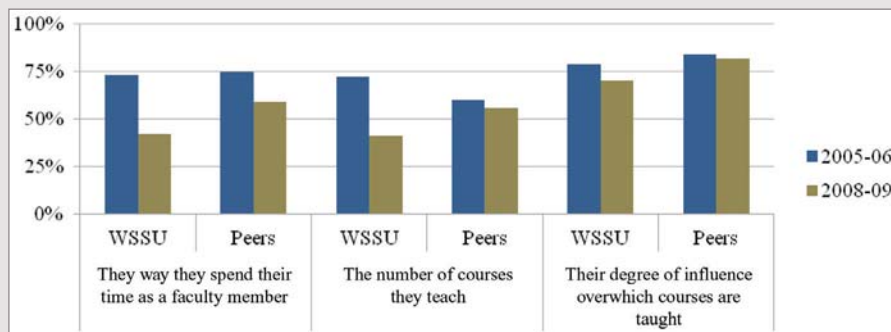



FIGURE 2. PERCENTAGE OF FACULTY RESPONDING "SATISFIED" OR "VERY SATISFIED"





**Good data-driven discussions
may result in a desire for
more information.**

Taking action. The pronounced shifts in faculty perceptions regarding the clarity of the tenure process and standards drove campus leaders to appoint a tenure and promotion review committee and to implement a multi-year process-improvement study. The resulting recommendations were put into place in 2011.

They included annual portfolio workshops; revisions to the contract period from three to two reappointments, with the second one coinciding with the tenure and promotion review; the establishment of university-wide minimum standards for research, teaching, and service; and revised standards and criteria for each department based on the new minimum standards—all in order to clarify the types of activities expected in each of the three areas of faculty work. The next administration of the COACHE survey will reveal whether the changes are improving the tenure process for faculty.

To begin addressing the concerns about teaching, WSSU began a large-scale review of the general education curriculum, as well as programmatic reviews. Whenever possible, course sizes were adjusted to meet the needs of students and faculty.

But perhaps the most significant change resulting from the data on research and teaching was a reframing of the dialogue around scholarship: WSSU has begun moving towards a tenure and promotion system that incorporates the scholarship of teaching. Allowing faculty the opportunity to maximize the value of their teaching time is a creative solution for institutions like WSSU that feel the pressure for increased teaching loads but also aspire to expand their institutional mission.

LESSONS LEARNED

When it comes to using data about faculty to change workplace cultures, there are six things that really matter: process, context, transparency, timing, disaggregation, and leadership.

Process Matters

When working with faculty on workplace issues, the exercise of systemic inquiry—a careful, deliberate effort to deal with a problem, to investigate something inadequately known or understood—matters as much as the actual findings. COACHE processes have, over time, helped frame the way faculty and the administration engage in dialogue.

At many campuses, the impetus for policy discussions is anecdotal information, rumors, urban legends, and the occasional crisis. Systematic inquiry rings true to faculty and can be used to filter out the background noise and politics so that both faculty and administration can focus on improvements.


The campuses featured here are fostering cultures where institutional improvement is driven by systemic analysis. As COACHE institutions share the results and the changes to policy and practice that have ensued with prospective faculty, they send a message that they value junior faculty.

And as deans and department heads use COACHE data to understand the challenges faced by tenure-track faculty, awareness of their issues helps build better cultures of support and inclusiveness. As campuses improve work and personal-life balance for faculty and staff and work on departmental and institutional climate, for instance, it is likely that they will retain top talent.

Context Matters

External pressures from the public and changing student demographics, combined with internal changes driven by shifts in faculty and mission creep, create circumstances where campuses can expect to perform well in some areas and poorly in others. Creating a context for results can help institutional leaders decide if a poor score on a dimension of a survey is a natural sign of growth and change, pertains to an area of lesser importance, or is a signal of real concern. In other words, how does understanding who we are now and who we aspire to be shape perceptions within the institution?

The other layer of context has to do with the faculty labor market as a whole. What aspects of faculty satisfaction are all institutions struggling with? Considering the broader context, what makes a campus distinctive? Understanding where each institution needs to improve helps faculty and institutional leaders understand where changes can and should be implemented on a particular campus.



**WSSU has begun moving towards
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This ‘warts-and-all’ approach to data disclosure is crucial for faculty who are, by training, skeptical.



Transparency Matters

Data transparency reduces barriers to acceptance of the results. All of the campuses showcased here were adamant about the importance of explicitly sharing their results from the COACHE survey with their faculty and the broader community. This “warts-and-all” approach to data disclosure is crucial for faculty who are, by training, skeptical. Posting the full report or even the executive summary on the campus website and creating multiple venues for discussion of the results reinforce the sense of data integrity. When the administration shares data openly, it diffuses arguments about the spinning of results for political gain.

Timing Matters

Data-driven decision-making is especially critical during times of institutional mission change. As the landscape of higher education becomes increasingly dynamic, institutions should expect the composition of their faculty to be more fluid. When the use of non-tenure-track faculty with limited-term appointments is added to the formula, it becomes nearly impossible to develop a stable sense of faculty on any single campus. So a regular and methodical analysis of faculty life will continue to grow in importance as institutions attempt to retain their best faculty by creating supportive workplaces that are responsive to their needs.

Disaggregation Matters

Disaggregating the results calls attention to the needs of underrepresented groups. As the COACHE survey frames the argument that women and faculty of color may have meaningfully different experiences and perceptions about the workplace, and as the results validate those experiences and perceptions, campuses can take huge steps forward for these too-often-marginalized faculty. The widespread differential in results for members of minority groups and women prevents naysayers from ignoring those voices whose concerns are often explained away as anomalies.

Leadership Matters

Where else but in higher education is there a collection of individuals who are so well prepared to analyze and comment on data? But gathering, disseminating, and actually using data to transform cultures are different phases in a process, and too many institutions never get past the gathering stage.

Disseminating and using data takes leaders who pave the way by ensuring political readiness for data on campus. Quoting a provost, Cathy Trower and Jim Honan (2002) have noted: “Data don’t just get up and walk around by themselves, if they don’t align with some higher will, they’ll just sit there. Those data are impotent, and they only become potent when somebody in charge wants something to happen” (p. 278).

Knowing both that data alone cannot effect institutional change and that political will without data can produce misguided and ill-informed decisions, we ask ourselves, “What can be gleaned from each of these stories about creating data-driven improvements to campuses?” □

RESOURCES

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