

WELCOME TO “PLANNING FOR REPORT DELIVERY”

Some logistical notes before we begin:

- ✓ Please make sure that your line is muted
- ✓ Add your full name to your video by right clicking on yourself and selecting “Rename”
- ✓ Use the chat function to the righthand side of the screen to submit questions for the Q&A period later in this session. You may direct any questions to “All Panelists”
- ✓ This session will be recorded solely for distribution among COACHE partners

TODAY'S AGENDA

Welcome & COACHE Introductions



COACHE Results Through a COVID-19 Lens

with Dominique Foster, M.Ed.



Break – 5 min

How to Handle Sensitive Open-Text Comments

breakout rooms followed by group discussion



Wrap-up & Assignment for next session

PLANNING FOR REPORT DELIVERY:

COACHE RESULTS THROUGH A COVID-19 LENS

Dominique Foster, M.Ed.
Doctoral Research Assistant

July 24, 2020



collaborative on academic
careers in higher education

BACKGROUND CONTEXT



- U.S. declared a state of emergency on March 13, 2020
- Widespread disruption to campus operations
- Shift to fully-online learning
- Faculty working from home full-time
- COVID-19 disruption took place in the middle of Faculty Job Satisfaction Survey administration



Did the COVID-19 disruption have a meaningful impact on the COACHE results?

GUIDING QUESTIONS



Did the COVID-19 disruption...

... affect faculty perceptions of their campus environment?

- Benchmark scores
- Individual survey items

... lead to meaningful shifts in COACHE results?





THE BIG PICTURE

Perceptions differ, but don't substantively affect COACHE results

BENCHMARK IMPACT: SAMPLE SELECTION

All Participating Institutions		
Analyzed by institution type (University & Liberal Arts)	Tenured and pre-tenure, non-clinical faculty	Three faculty groups: ^[1] Pre-transition In-transition ^[2] Post-transition

Note: ¹Pre-transition (Launch-March 8th), In-transition (March 9-22nd), Post-transition (March 23-Close)

²In-transition faculty excluded from analyses

BENCHMARK IMPACT: ANALYTICAL PROCESS

Stage 1

Two-factor fixed effects ANOVA (Transition Group and Institution)^[1,2]

Stage 2

Significant benchmarks were then tested using 2019 cohort data^[3]

Stage 3

Difference-in-differences analysis if significant both years^[4]

Note: ¹ANOVA effects of interest were the interaction effect and Transition Group main effect.

²Effect sizes (Cohen's *d*) were calculated for statistically significant Transition Group main effects.

³Liberal arts college analyses concluded prior to this step due to insufficient 2019 data. Forthcoming results are interpreted as correlational and don't imply causation.

⁴Difference-in-differences was conducted if the interaction effect was statistically significant both years or if the main effect was practically significant in both years.

BENCHMARK IMPACT: RESULTS

Were perceptions impacted by COVID-19 disruption?

Yes, but not for all benchmarks.

Which perceptions were impacted?

Those pertaining to leadership, governance, research, service, facilities, and resources.

Did impact differ by institution type?

Yes

BENCHMARKS IMPACTED BY COVID-19 DISRUPTION

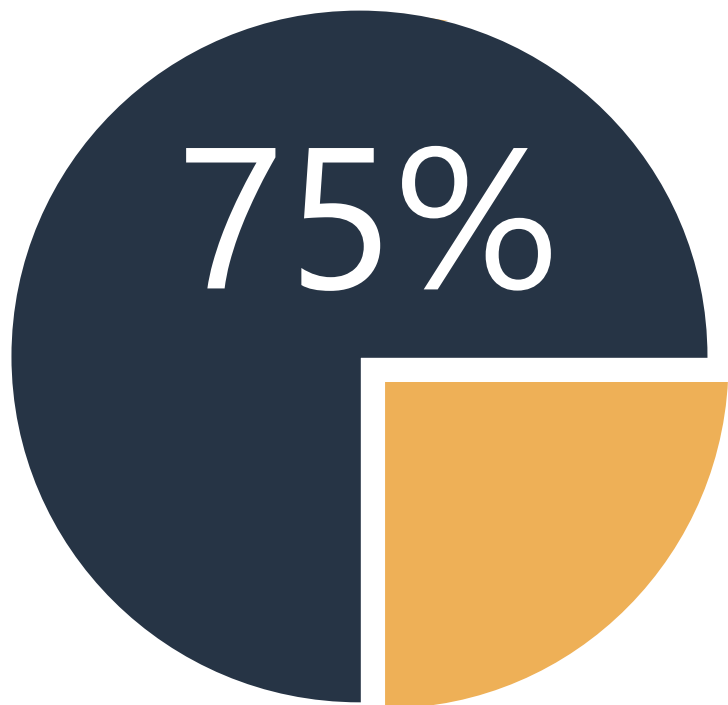
University Faculty

Departmental Engagement
Division Leadership
Facilities and Work Resources
Faculty Leadership
Governance Adaptability
Governance Productivity
Governance Purpose
Governance Trust
Governance Understanding
Health and Retirement Benefits
Nature of Work: Research
Nature of Work: Service
Senior Leadership

Liberal Arts Faculty

Appreciation and Recognition
Collaboration
Departmental Collegiality
Facilities and Work Resources
Faculty Leadership
Governance Adaptability
Governance Purpose
Governance Trust
Governance Understanding
Interdisciplinary Work
Nature of Work: Research
Nature of Work: Service
Nature of Work: Teaching
Personal and Family Benefits
Senior Leadership

BENCHMARK SCORES: MAGNITUDE OF CHANGE

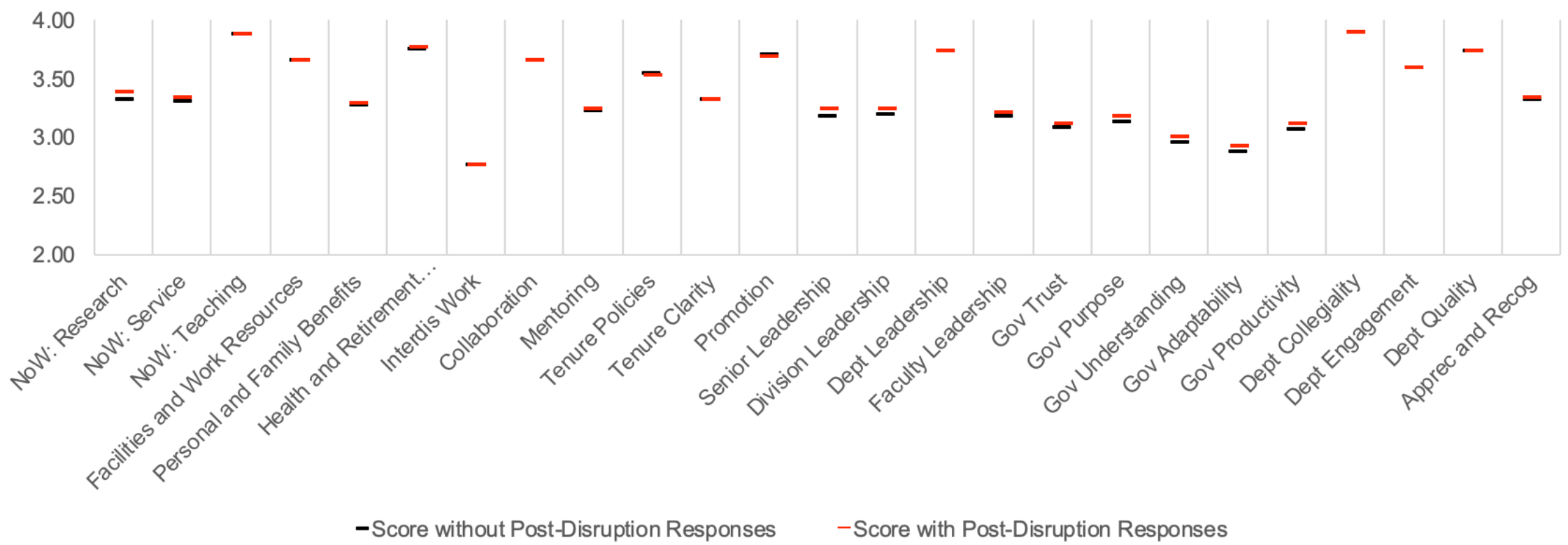


Percentage of
pre-disruption
responses

BENCHMARK SCORES: MAGNITUDE OF CHANGE

Visual analysis reveals differences are negligible in the context of using the data as a primer for discussion.

Average Variance between Benchmark Scores with and without Post-disruption Responses



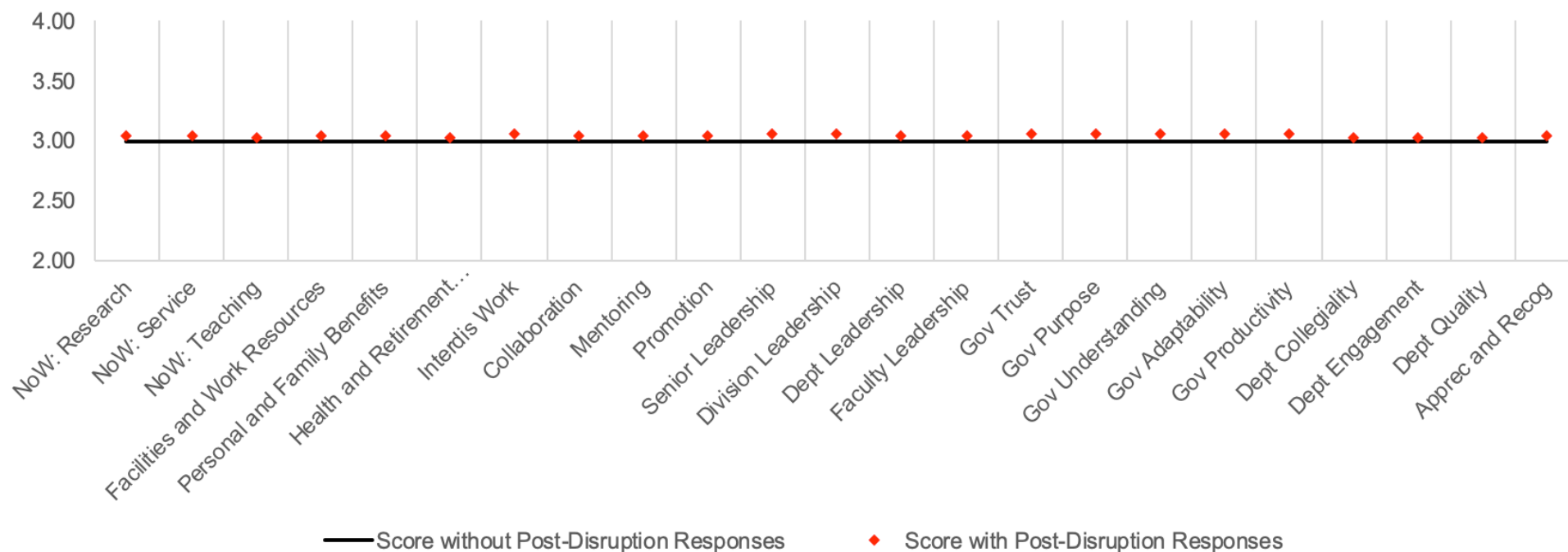
BENCHMARK SCORES: MAGNITUDE OF CHANGE

For 23^[1] benchmarks examined, average within institution variances ranged from ± 0.024 - 0.065.



If all benchmarks had a score of 3.0 without post-disrupted responses, their overall score would look like...

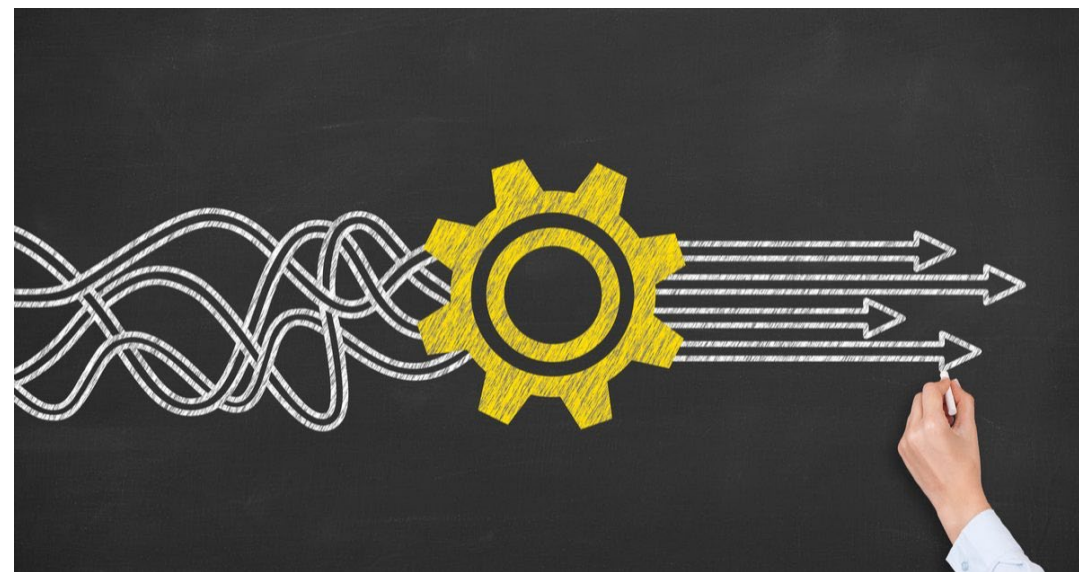
Change in Benchmark Scores based on Average Within-Institution Variance



Notes: ¹Tenure Clarity (0.088) and Tenure Policy (0.083) were excluded from the chart due to the small number of faculty who are asked questions related to these benchmarks, yielding overly-exaggerated results in comparison with other benchmarks.

ITEM RESPONSE DIFFERENCES: SAMPLE & PROCESS

- Same university and liberal arts samples used in benchmark analyses
- Investigated Likert-type items
- Two-sample t-tests
 - Control for the Failure Discovery Rate^[1] post hoc to account for large number of comparisons
- Effect sizes (Cohen's d) calculated for items with statistically significant differences



ITEM RESPONSE DIFFERENCES: RESULTS



- Practically significant differences were observed for survey items in the university and liberal arts college samples (39 and 65 items, respectively).
- These items relate primarily to leadership, governance, and decision-making.
- Full lists of these items by institution type will be made available

ITEM RESPONSE DIFFERENCES: RESULTS

Differences were all positive in favor of post-disruption responses

Top 5 Items – University

- My institution's shared governance model holds up under unusual situations.
- Important institutional decisions are not made until consensus among faculty leaders and senior administrators is achieved.
- How often do faculty leaders and senior administrators...Engage each other in defining decision criteria used to evaluate options.
- How often do faculty leaders and senior administrators...Follow agreed-upon rules of engagement when there are disagreements
- Once an important decision is made, senior administrators communicate their rationale (e.g., data used for decision, weight of faculty input, etc.)

Top 5 Items – Liberal Arts

- The support my institution has offered me to be a good advisor to students.
- In adapting to the changing mission, I have received sufficient support from... My chief academic officer (provost, VPAA, dean of faculty)
- My institution's president's/chancellor's: Communication of priorities to faculty
- My institution does what it can to help faculty who take on additional leadership roles (e.g. major committee assignments, department chairmanship) to sustain other aspects of their faculty work.
- How often do faculty leaders and senior administrators...Respectfully consider one another's views before making important decisions.

RECOMMENDATIONS FOR PROVOST'S OFFICE

Based on the cumulative findings, institutional representatives should:

Interpret benchmark scores, and item frequencies and means as one would normally.



RECOMMENDATIONS FOR RESEARCHERS

Based on the findings, institutional researchers with access to raw data could follow the process below to explore their data in relation to COVID-19:

1. Review the list of pandemic-disrupted benchmarks and items for your institution type.
2. Select the benchmarks and items that are of interest to their institution's decision-making process or strategic planning initiatives.
3. Assess the statistical and actual impact that COVID-19 disruption had on those benchmarks and items.
 - Two-sample t-tests with unequal variances followed by a calculation of effect size with Cohen's d should be sufficient to determine statistical and practical significance.
 - Actual differences can be determined by calculating the difference between overall means and pre-disruption means.
4. Respond accordingly based on the results of both analyses.

QUESTIONS?

BREAKOUT GROUP ASSIGNMENT

Download & review the exercise: <https://coache.net/ssucase>

Your task

Assign one person to serve as the Meeting Leader who will moderate the discussion and one person to serve as the note taker. The remaining members of the group will role play as members of the team.

Discuss amongst the team:

- What factors are most important in the decision to share the qualitative data?
- What are the political, social, and symbolic issues that you face?
- Are there other players, beyond your core team, that need to be involved in this decision?

Consider the range of possible responses to sharing the open-text responses. Some possibilities include:

- Not sharing the open-text responses in any format with anyone (including the team)
- Sharing the responses with the team but not sharing the comments with the broader university community
- Asking the Institutional Research Office or faculty with experience in qualitative analysis to analyze the comments for trends. The comments are not shared but the analysis is.
- Developing a protocol for requesting the comments so that community can see comments within certain parameters
- Sharing the comments fully without further redaction

HOMework FOR NEXT WEEK

- ✓ Develop a statement and/or rationale for how you will distribute (or not) your open-text comments
- ✓ Make sure that anyone on your team who should have access to the report does have access
- ✓ Make sure that you and your team members can open the report
- ✓ Watch the report overview tutorials: <https://coache.net/reportvids>
- ✓ Note any areas of confusion or concern for discussion next week

CONNECT WITH COACHE

If you would like access to additional resources, contact us:

coache@gse.harvard.edu

617-495-5285

coache.gse.harvard.edu



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