

# TODAY'S AGENDA

---

**Poll & Share**



**Partner Panel - Brooklyn College & Vanderbilt University**

with Tammy Lewis and Tracey George



**Q&A**

**Introduction to Deans' Reports**

**Wrap-up & Assignment**



# PANELISTS

---



**Tammy Lewis, Ph.D.**

Associate Provost for Faculty &  
Administration, Professor of Sociology  
Brooklyn College



**Tracey George, J.D.**

Vice Provost for Faculty Affairs,  
Vanderbilt University

# Brooklyn College

COACHE Strategy Workshop:  
Disseminating the Results and Taking Action on the  
Data

Presented by Tammy L. Lewis,  
Associate Provost for Faculty and Administration

August 7, 2020

# CUNY Context

## MISSION

### The Nation's Leading Urban University

The City University of New York is the nation's largest urban public university, a transformative engine of social mobility that is a critical component of the lifeblood of New York City. Founded in 1847 as the nation's first free public institution of higher education, CUNY today has [25 colleges](#) spread across New York City's five boroughs, serving 275,000 degree-seeking students of all ages and awarding 55,000 degrees each year. More than 80 percent of the University's graduates stay in New York, contributing to all aspects of the city's economic, civic and cultural life and diversifying the city's workforce in every sector. The University's historic mission continues to this day: provide a public first-rate education to all students, regardless of means or background.

- > [CHANCELLOR](#)
- > [HISTORY](#)
- > [1 UNIVERSITY, 25 COLLEGES](#)
- > [ACADEMICS](#)
- > [ADMISSIONS](#)



“CUNY propels almost six times as many low-income students into the middle class and beyond as all eight Ivy League campuses, plus Duke, M.I.T., Stanford and Chicago, combined.”

– The New York Times

# CUNY Context

## COLLEGES AND SCHOOLS

### 1 University, 25 Colleges

The University spans 25 campuses across the city's five boroughs providing exceptional access for high school graduates, high academic quality, numerous programs to support student completion and deep connections with important industries for career success.

- > 11 SENIOR COLLEGES
- > 7 COMMUNITY COLLEGES
- > 7 GRADUATE, HONORS AND PROFESSIONAL SCHOOLS

[EXPLORE COLLEGES AND SCHOOLS](#)



“CUNY is an educational Ellis Island that provides a gateway to high-quality, affordable education and upward economic mobility to New Yorkers of all backgrounds.”

– Chancellor Félix V. Matos Rodríguez

# CUNY's System Approach

Updated 4-27-20

Updated 4-27-20

## Recommended COACHE Communications Plans for CUNY Central and CUNY Colleges

Note: The timeline has been modified as a result of COVID-19. New dates are indicated in red.

### Guiding Principles

Chancellor Matos Rodríguez and Executive Vice Chancellor and University Provost Cruz

- strongly encourage faculty and administrators throughout the university to use the data from the COACHE survey to foster ongoing conversations about improving faculty satisfaction at CUNY;
- hope that these discussions will take place both within and between colleges, enabling the sharing of best practices across the university;
- look forward to being part of these ongoing conversations and will create opportunities for feedback and discussion (e.g., special forums, agenda items at council meetings).

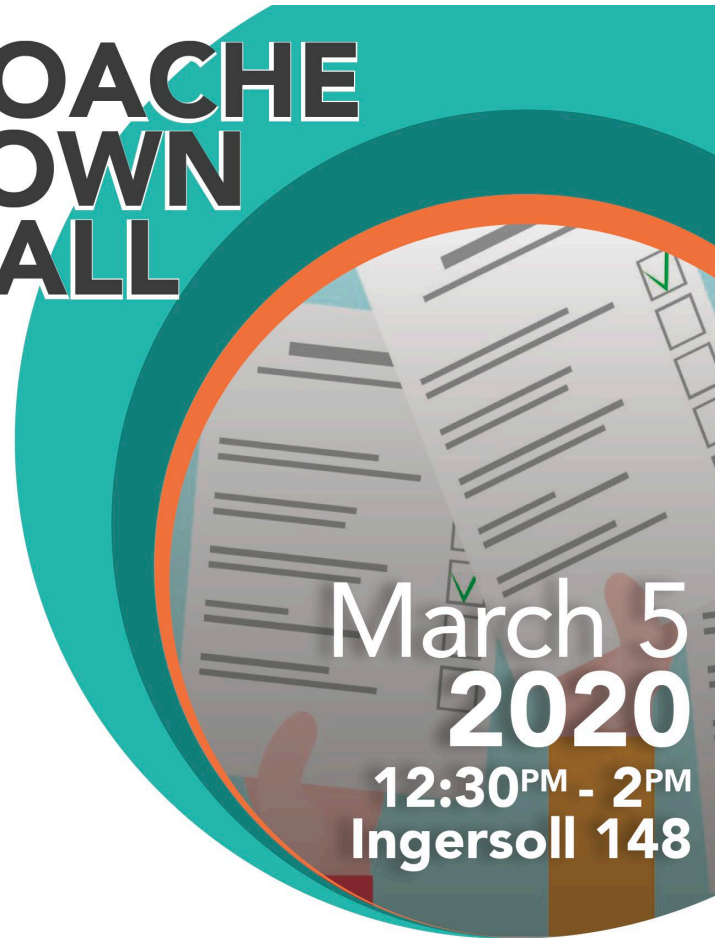
Timeframe	CUNY Central Action	College Action
September 2019	Chancellor Matos Rodríguez communicates with Presidents and EVC Cruz communicates with CAOs regarding the recommended timeline and communication strategy (outlined below) for COACHE data dissemination and discussion	President and Provost review COACHE data College decides how COACHE reports/data will be shared with faculty (e.g., posted on public website or college intranet)
	Office of Academic Affairs (OAA) and leadership of the University Faculty Senate (UFS) form a CUNY-wide COACHE Task Force comprised of faculty and administrators	President/Provost, in consultation with Faculty Governance Leaders, finalizes the membership of the college's COACHE Task Force comprised of faculty and administrators
	COACHE Communication Models and COACHE Communication Milestones, which offer advice about developing communication plans, posted on the <a href="#">CUNY COACHE website</a> .	President/Provost shares COACHE reports/data and names of members of the COACHE Task Force with faculty List of COACHE Task Force members sent to CUNY Office of Academic Affairs (c/o <a href="#">Annemarie Nicols-Grinenko</a> )
By the end of October 2019	List of CUNY-wide and college COACHE Task Force members posted on the <a href="#">CUNY COACHE website</a> CUNY posts COACHE system-wide report and data for all participating CUNY colleges on Blackboard (with access limited to faculty and staff); instructions for accessing COACHE system-wide report and data for all participating CUNY colleges posted on the <a href="#">CUNY COACHE website</a>	COACHE Task Force finalizes and shares communication plan

October 2019 – May 2020 December 2020	CUNY-wide COACHE Task Force reviews university-wide data	COACHE Task Force reviews college data
	CUNY-wide COACHE Task Force leads discussions of the COACHE results at UFS, the <a href="#">Faculty Affairs Advisory Board (FAAB)</a> and other forums	COACHE Task Force leads discussions of the survey results in large-scale (e.g., town hall, Senate) and smaller-scale (e.g., department chair meetings, Senate subcommittees) forums
	Discussion of COACHE results at Council of Presidents (CoPs) and Academic Council	
	CUNY-wide COACHE Task Force conducts additional data collection/analyses as necessary	COACHE Task Force conducts additional data collection/analyses as necessary
By end of May 2020 December 15, 2020	OAA facilitates discussions about best practices among CUNY colleges	COACHE Task Force examines data from other CUNY colleges and makes connections to other colleges to learn about initiatives, programs and policies that have contributed to high levels of faculty satisfaction
	OAA facilitates discussions about best practices between COACHE and CUNY colleges	COACHE Task Force contacts <a href="#">COACHE</a> to make connections with other colleges that have successfully dealt with issues identified by the survey
By end of May 2020 December 15, 2020	CUNY-wide COACHE Task Force offers OAA recommendations for university-wide action in response to the survey	COACHE Task Force offers the President/Provost recommendations for actions in response to the survey
September 2020 February 2021	OAA announces (and posts on the <a href="#">CUNY COACHE website</a> ) initial CUNY-wide actions that will be taken in response to the COACHE data	President/Provost announce initial actions that will be taken in response to the COACHE data President submits a brief report to the Chancellor on COACHE Task Force recommendations and planned initial actions to be taken in response to the survey
Spring – Fall 2021 – Spring 2022	OAA provides progress reports on CUNY-wide initiatives to address issues identified in the COACHE survey (e.g., on the <a href="#">CUNY COACHE website</a> , UFS/ <a href="#">FAAB</a> meetings, CoPs, Academic Council)	List of planned Initial actions sent CUNY OAA (c/o <a href="#">Annemarie Nicols-Grinenko</a> ) so that they can be posted on the <a href="#">CUNY-COACHE website</a> to allow for the sharing of best practices across the university President/Provost provide progress reports on college initiatives aimed at addressing issues identified in the COACHE survey (via web-based/print media, email communications, Senate and/or other meeting forums)

# Brooklyn's Approach

- Interdisciplinary
- Multiple types of information – from raw data to narrative
- Multiple levels of meeting – departments, school-level, college level
- Multiple means to access – online and presentations

## COACHE TOWN HALL



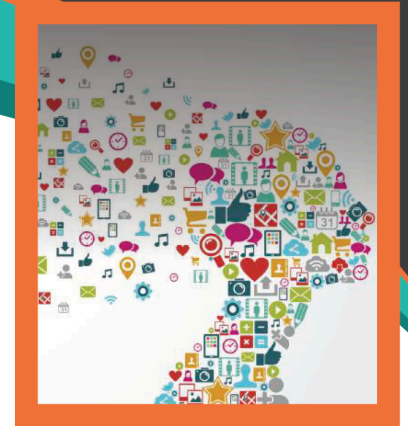
collaborative on academic careers in higher education

## THE DATA TELL THE STORY

In spring 2019, 44% of faculty at Brooklyn College completed the COACHE Faculty Job Satisfaction Survey.

The data gathered tell a compelling story.

It is the story of a faculty who value and appreciate their students, their colleagues, and the academic freedoms the institution provides. (And that our location isn't bad.) But it also tells the story of a faculty who, when compared with both our peers and our cohort, in nearly every rank and demographic identifier, express dissatisfaction with institutional support for research/creative work and concern about inadequate facilities, find the teaching load too onerous to pursue research effectively, and feel burdened by service and administrative responsibilities for which they don't feel recognized or supported. In fact, of the 18 benchmark areas assessed, COACHE data reveals that 17 are "areas of concern."



To be candid, although marginal improvements have been made since the 2015 survey, the results indicate that improvement is still needed in most areas that the survey addresses. Urgent actions are required in some areas.

The COACHE Task Force has been charged to drill into this data in order to recommend a course of action.

The data are complex, and the story shifts when applying different lenses. We want to

recommend evidence-driven initiatives that reflect diverse faculty voices and will be effective and transformative.



# COACHE @Vanderbilt

**Tracey E. George**

*Vice Provost for Faculty Affairs*

*Charles B. Cox III & Lucy D. Cox Family Chair in Law & Liberty*

*Professor of Political Science*

# COACHE@Vanderbilt **Overview**

- ***Vanderbilt participated in COACHE Survey in 2016 and 2020***
- University's Guiding Principles
- Pre-Survey Plan in 2016
- Post-Survey by Academic Year
- Launch of 2020 Survey

# COACHE@Vanderbilt

## Guiding Principles



**INTENTIONAL**



**TRANSPARENT**



**COLLABORATIVE**



**RESPONSIVE**



**DYNAMIC**



**CONTINUOUS**

# COACHE@Vanderbilt

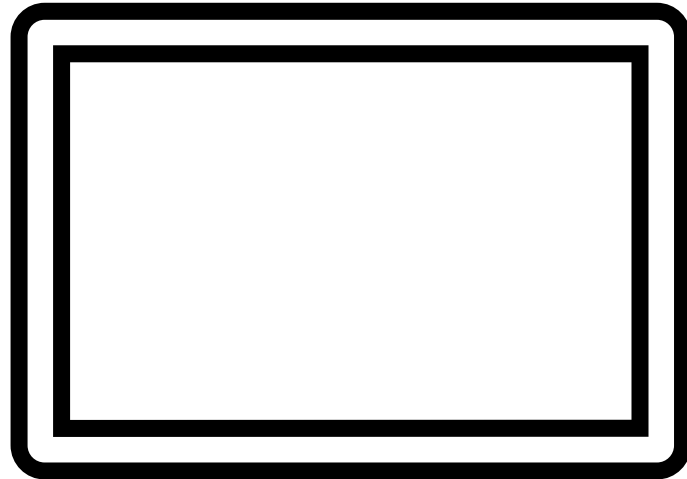
## Pre-Survey Planning in 2016

- **Encouraging Participation**

- Broad and robust communications plan
- Partnership with faculty senate, academic administrators, and standing committees
- Financial incentives for schools
- Result: **56% response rate** (substantially higher than 2016 cohort)

# COACHE@Vanderbilt Pre-Survey Planning in 2016

- Plan for what to do with the survey results



# Analyzing, Communicating & Utilizing Results: *Vanderbilt's Experience with the 2016 Survey*

# Post-Survey: Year 1

*Academic Year 2016-17*

Faculty Working Group

Preliminary Report to Community

Focus Groups and Town Halls

Final Report Released

Dedicated [Webpage](#) launched

# Post-Survey: Year 2

*Academic Year 2017-18*



New standing Faculty  
Development Committee



Deans' Working Group



Quarterly updates to  
webpage



Internal news stories

# Post-Survey: Year 3

*Academic Year 2018-19*

- **New Director of Faculty Development**
- **Faculty Development Committee Report**
- **Semi-annual updates to webpage**
- **Internal news stories**
- **Sexual Harassment Survey**

## COACHE 2020 Planning

- Groups and messages shift to anticipating 2020 survey
- No incentives for completing survey

## Results

- Response rate: 59% (2020 cohort: 44%)
- Increased response rate across all groups, notably:
  - NTT: 2016 = 47% → 2020 = 56%
  - FOC: 2016 = 50% → 2020 = 57%

**QUESTIONS?**

---

# JOB SATISFACTION DATA FOR DEANS

	Tier 3	Tier 2	Tier 1
School/College faculty compared to the entire institution (internal data only)	✓	✓	✓
School/College faculty compared to faculty at similar schools/colleges at other universities		✓	✓
School/College faculty compared to faculty at five similar schools/colleges hand-picked by the dean			✓

# SAMPLE TABLES

item name	All Faculty				Non-Tenu			
	You		Cohort		You		Cohort	
	mean	sd	mean	sd	mean	sd	mean	sd
Time spent on teaching	3.88	0.88	3.89	0.84	3.8	0.88	3.93	0.83
Time spent on research	3.51	1.03	3.63	1.08	3.29	0.99	3.45	1.06
Time spent on service	3.67	0.83	3.69	0.91	3.72	0.78	3.74	0.86
Time spent on outreach	3.5	0.94	3.5	0.9	3.49	0.95	3.49	0.94
Time spent on administrative tasks	3.3	0.95	3.06	1.06	3.29	0.88	3.17	1.02
Patient care/client services	--	--	3.83	0.96	--	--	3.86	0.95
Ability to balance teaching/research/service	3.46	1.27	3.45	1.25	3.4	1.23	3.41	1.25
Support for faculty in leadership roles	2.93	1.24	2.96	1.28	3.06	1.22	3.05	1.27
Number of committees	3.59	0.87	3.59	0.86	3.61	0.83	3.61	0.83
Attractiveness of committees	3.51	0.96	3.54	0.87	3.51	0.91	3.57	0.83
Discretion to choose committees	3.59	0.98	3.57	0.96	3.58	0.97	3.59	0.97
Equitability of committee assignments	3.12	1.1	3.19	1.04	3.14	1.05	3.22	1.03
Equitability of service work compensation	2.79	1.2	2.68	1.11	2.8	1.17	2.71	1.12
Relevance of committees	3.7	1.01	3.77	0.86	3.65	0.98	3.81	0.83
Number of student advisees	3.88	0.78	3.78	0.85	3.81	0.79	3.78	0.82

Means & Frequencies tables disaggregated by rank, tenure-status, and demographic

# NEXT STEPS

---

- ✓ Outline a high-level timeline for when you will reach certain milestones in reviewing and communicating the data.
- ✓ Meet as a team to develop your communications plan.
- ✓ Submit your communications plan to COACHE by September 21<sup>st</sup>.

# CONNECT WITH COACHE

---

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

[coache@gse.harvard.edu](mailto:coache@gse.harvard.edu)

617-495-5285

[coache.gse.harvard.edu](http://coache.gse.harvard.edu)



collaborative on academic  
careers in higher education