

WELCOME TO “PREPARING FOR SURVEY ADMINISTRATION”

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”
- ✓ We will use the hand raising feature for the Q&A portion of the workshop
- ✓ This session will be recorded solely for distribution among COACHE partners

TODAY'S AGENDA

Welcome & Timeline Overview



Developing your Communications Plan – Promising Practices

breakout rooms followed by group discussion

Break – 5 min



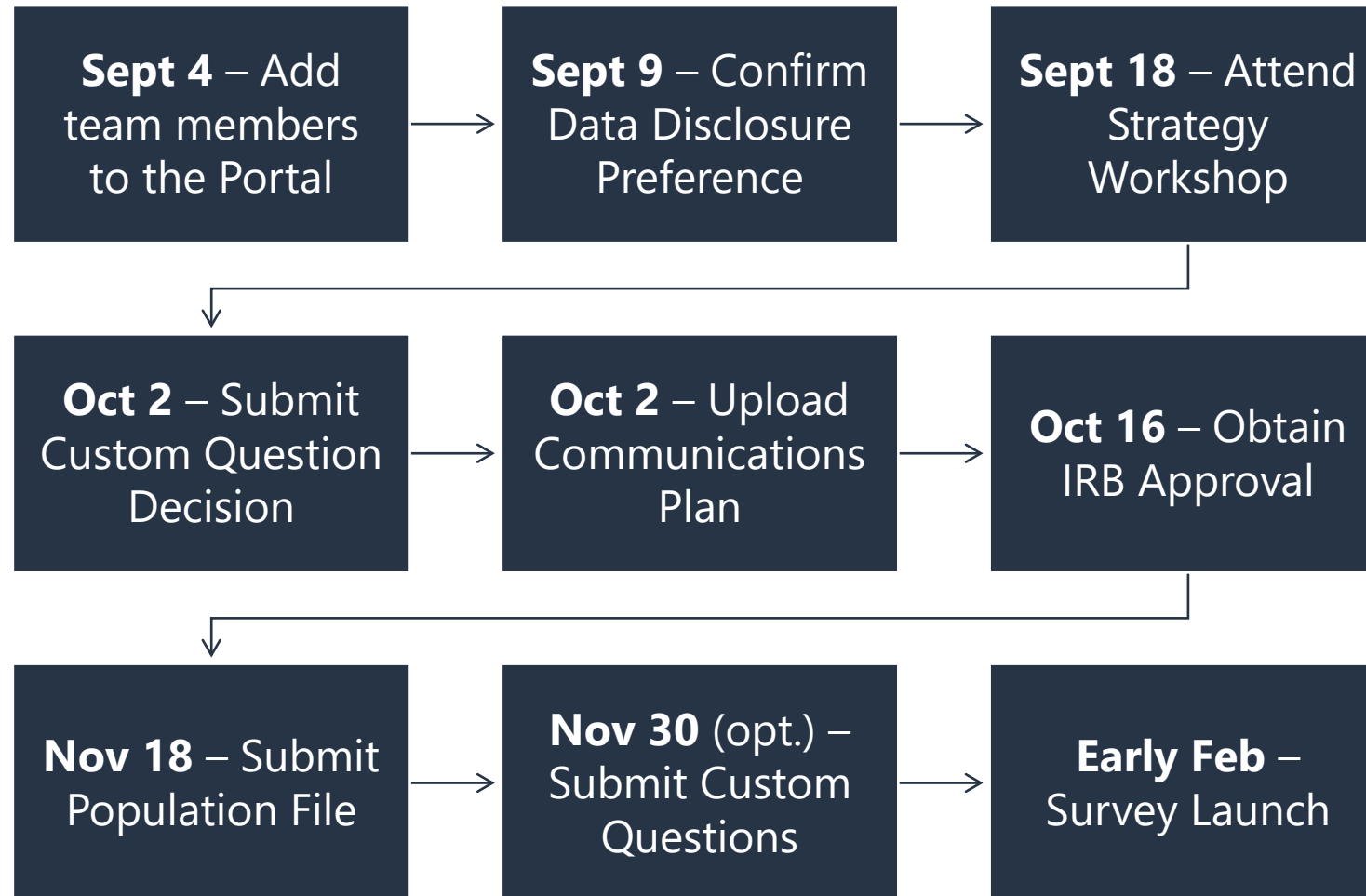
Custom Questions: Decision Guide & Development Timeline

Custom Questions in the Real World: University of Denver



Wrap-up & Next Steps

SURVEY ADMINISTRATION TIMELINE



Download the full version at: <http://coache.net/timeline>

DEVELOPING YOUR COMMUNICATIONS PLAN

PROMISING PRACTICES



September 18, 2020



collaborative on academic careers in higher education

GETTING STARTED: QUESTIONS TO CONSIDER

1. Who should receive this information?
2. Who would be the best sender?
3. What is the bottom-line message?
4. How might the message be interpreted?
5. How do we solicit feedback & what kind of feedback do we want?
6. What are the best channels for communicating?
7. How should we time and sequence this message?



DETERMINE THE “WHO”

Recipients

- Who will make decisions based on the data?
- Who will influence these decisions?
- Who will be impacted by these decisions?
- Who might be resistant to the results or resulting decisions made?
- Who are we missing?

Senders

- Legitimate power (e.x. Provost, Deans, Chief Diversity Officer, etc.)
- Reward power (e.x. Department Chairs)
- Expert power (e.x. COACHE representative)
- Referent power (e.x. respected colleagues, naysayers)

Identify the most appropriate sender for each recipient group.

FOCUS



Identify & focus on the bottom-line message.

FRAME

Audience Considerations:

- Knowledge level
- Possible reactions
- Reason for listening
- Needs



FEEDBACK

- Only ask for feedback you can use
- Use open-ended questions when soliciting feedback
- Carefully consider how to construct a forum for feedback that would elicit responses from a broad range of constituents



ASSESS & SELECT CHANNELS

Considerations for selecting a channel:

- Richness
 - ✓ Supports immediate feedback
 - ✓ Provides verbal and non-verbal cues
 - ✓ Has a personal focus
- Permanence
- Speed
- Effect



ASSESS & SELECT CHANNELS

Sample Communications Channels

- Email
- Intranet/employee portal
- Faculty lounges
- Department meetings
- Community meetings
- Newsletter
- Social media
- Website



PARTNER SPOTLIGHT: WEBPAGE



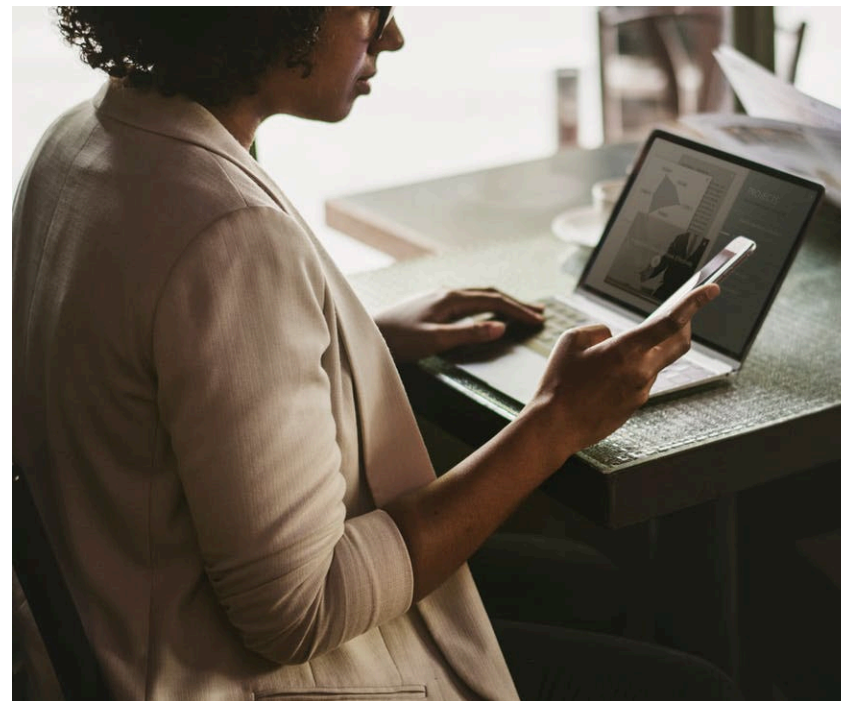
VANDERBILT
UNIVERSITY

<https://www.vanderbilt.edu/faculty-affairs/2020-coache-survey/>

- Brief intro text explaining the initiative
- Links to related news items and announcements
- Includes FAQs on page and links out to full FAQ list on COACHE website
- Provides contact information for faculty questions

CONSIDER THE CONTEXT

- Organizational climate
- Timing
 - Don't assume your messages will reach your audience the first time you send them
- Location



BREAKOUT GROUP ASSIGNMENT

GROUP 1: *What communication channels are available to us?*

- North Carolina State University
- University of North Carolina - Chapel Hill
- University of North Carolina - Charlotte

GROUP 2: *Who are the potential recipient groups and messengers?*

- University of North Texas
- University of Texas at Arlington

GROUP 3: *What is the bottom-line message you are trying to convey?*

- Central Michigan University
- Purdue University
- University of California – Davis
- University of Tennessee, Knoxville

GROUP 4: *What is the institutional context? How might it affect the interpretation of your message?*

- Fisk University
- Florida State University
- North Carolina Central University
- Skidmore College
- University of Central Florida

CUSTOM QUESTIONS

DECISION GUIDE & DEVELOPMENT TIMELINE

September 18, 2020



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QUESTIONS TO CONSIDER

- What is missing from the core instrument?
- What issues are addressed in the survey but require a deeper dive for your campus?
- Is a survey the best way to understand the issues?
- Are there other, non-faculty, constituent groups that are impacted by the issue? How will you solicit their input?
- Are the issues actionable?

DEVELOPMENT TIMELINE

1. Inform COACHE of your decision to add custom survey items in the Survey Administration Portal (Oct. 2).
2. Send a list of topics and schedule a call to discuss item development (by the end of Oct.).
3. COACHE will provide sample items based on your topics.
4. COACHE and partners will revise until consensus is reached.
5. Upload the final approved items to the Survey Administration Portal. (by the end of Nov.)

SOME THINGS TO KEEP IN MIND

- You most likely have survey design experts on your campus. Ask them for help.
- Your analytic plan should be part of the item design process.
- Incorporate your custom items into your communication plan.

PRESENTERS



Darrin Hicks, PhD

Associate Professor,
University of Denver



Kate Willink, PhD

Vice Provost for Faculty Affairs,
University of Denver

Making the Most of Custom Questions

Kate Willink

Darrin Hicks

University of Denver

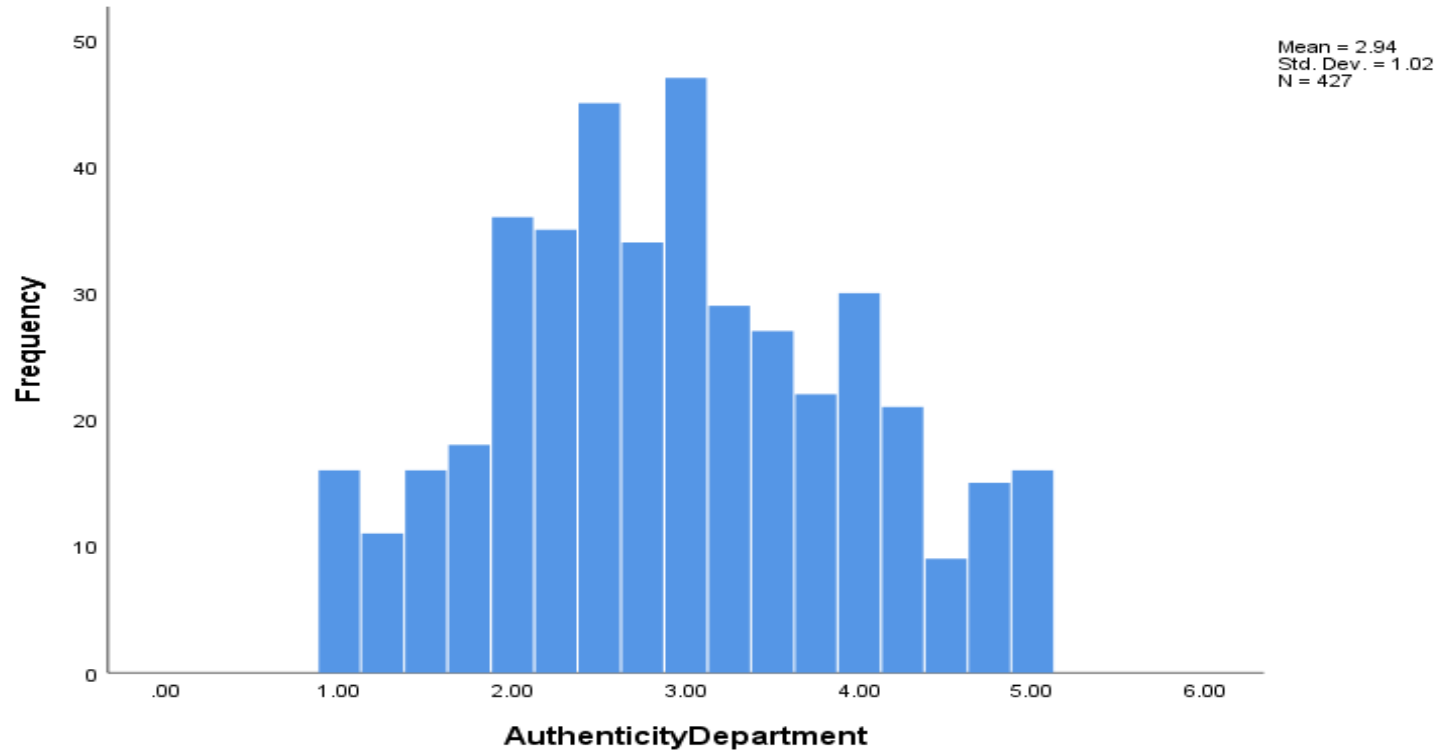
Approaching Custom Questions

- Align your use of custom questions
- Pick the right team and keep it small
- 15 questions go quickly; depth over breadth; pointed over general questions
- Use a validated instrument if possible

Measuring Authenticity

- To assess the quality of deliberative decision-making, we included a set of custom questions designed to measure the “authenticity” of deliberative processes.
- Authenticity refers to a stakeholder’s perception of their power to influence decision-making; it’s a measure of whether, or not, the deliberative process is organized to afford the stakeholder’s meaningful voice.
- The authenticity measure was taken from the Process Quality Scale (Hicks & Larson, 2008), a validated instrument used in multiple contexts to assess the quality of deliberative process.
- The three items we used to measure authenticity are:
 - Often decisions are made in advance and simply confirmed by the process (reversed scored)
 - In the process some people’s “merits” are taken for granted while other’s have to justify themselves (reversed scored)
 - In the process, strings are being pulled from the outside, which influence important decisions (reversed scored)
- In prior research, authenticity has been shown to reliably predict the success of implementation and a wide array of program outcomes.
- We focused on the authenticity of departmental decision-making not simply because of its predictive power, but also because it engenders a set of low-cost, relatively easy to implement, interventions that increase the effectiveness of collaborative efforts.

Results: Overall Authenticity Scores



Mean Scores:

Department:

DU: 2.9/5

DCB: 3.1/5

Division:

DU: 2.6/5

DCB: 2.8/5

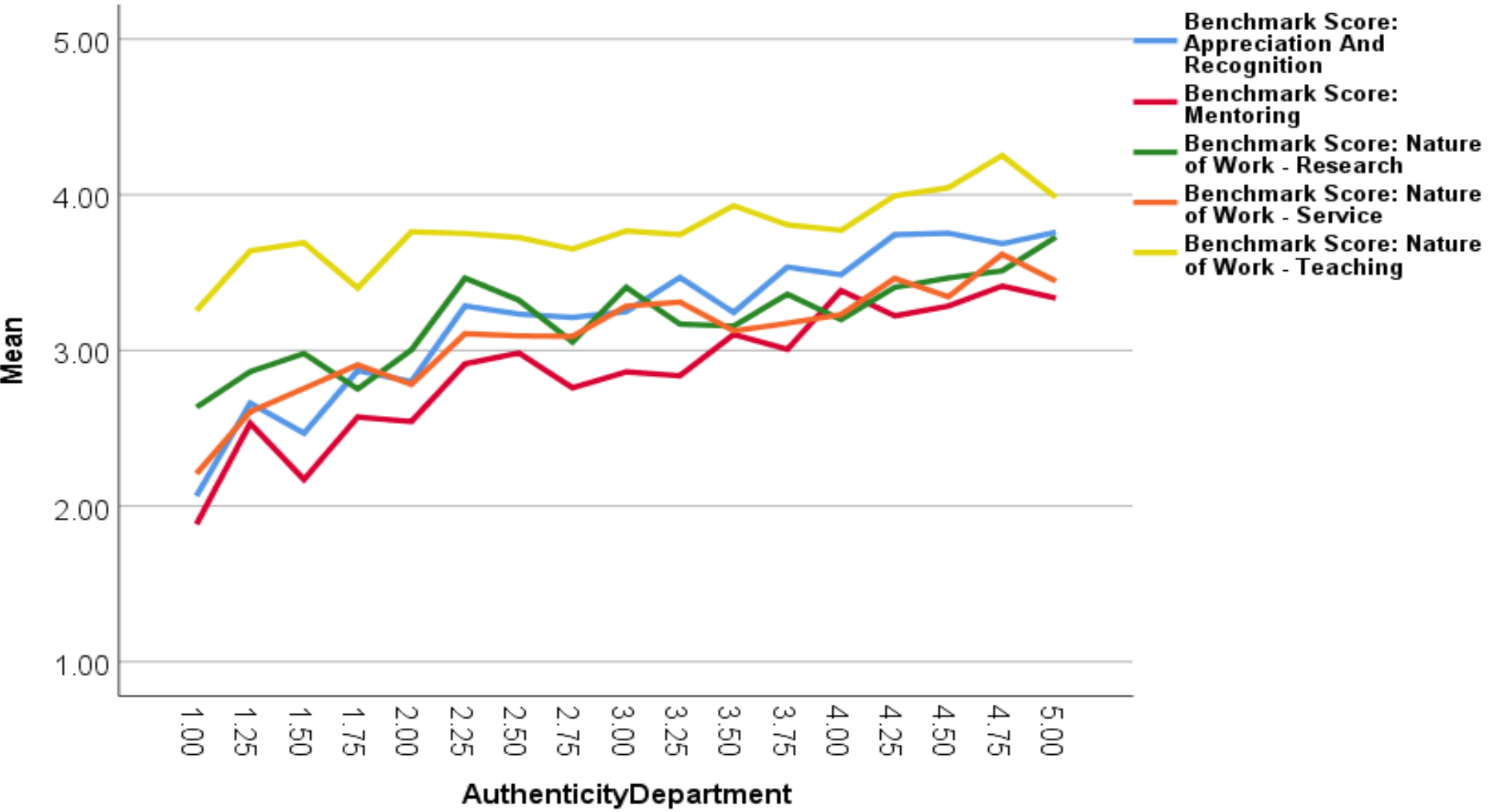
University:

DU: 2.4/5

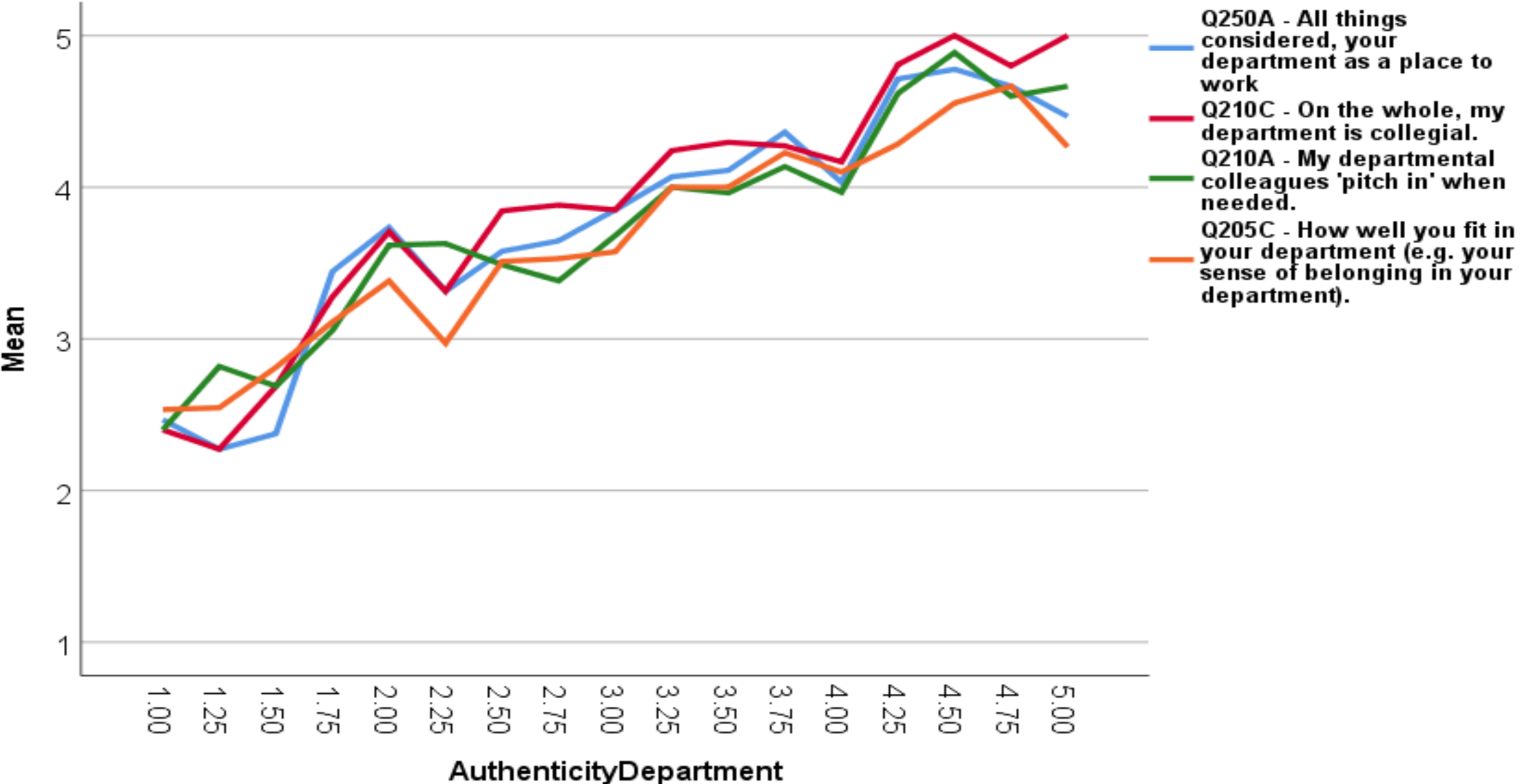
DCB: 2.7/5

DCB Unit Rank: 3/12 (Dept.); 4/12 (Div.); 1/12 (Univ.)

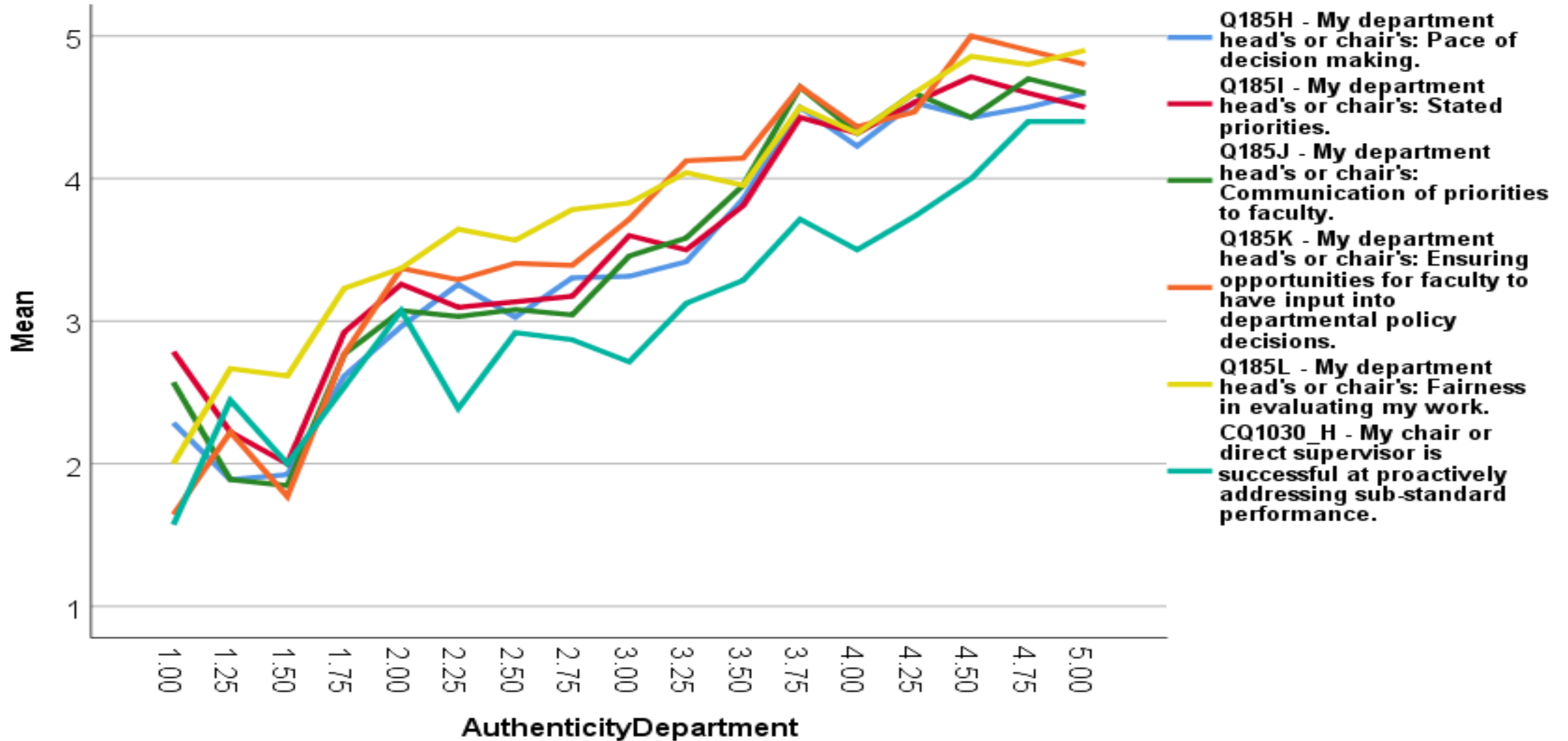
Results-General Benchmark Scores



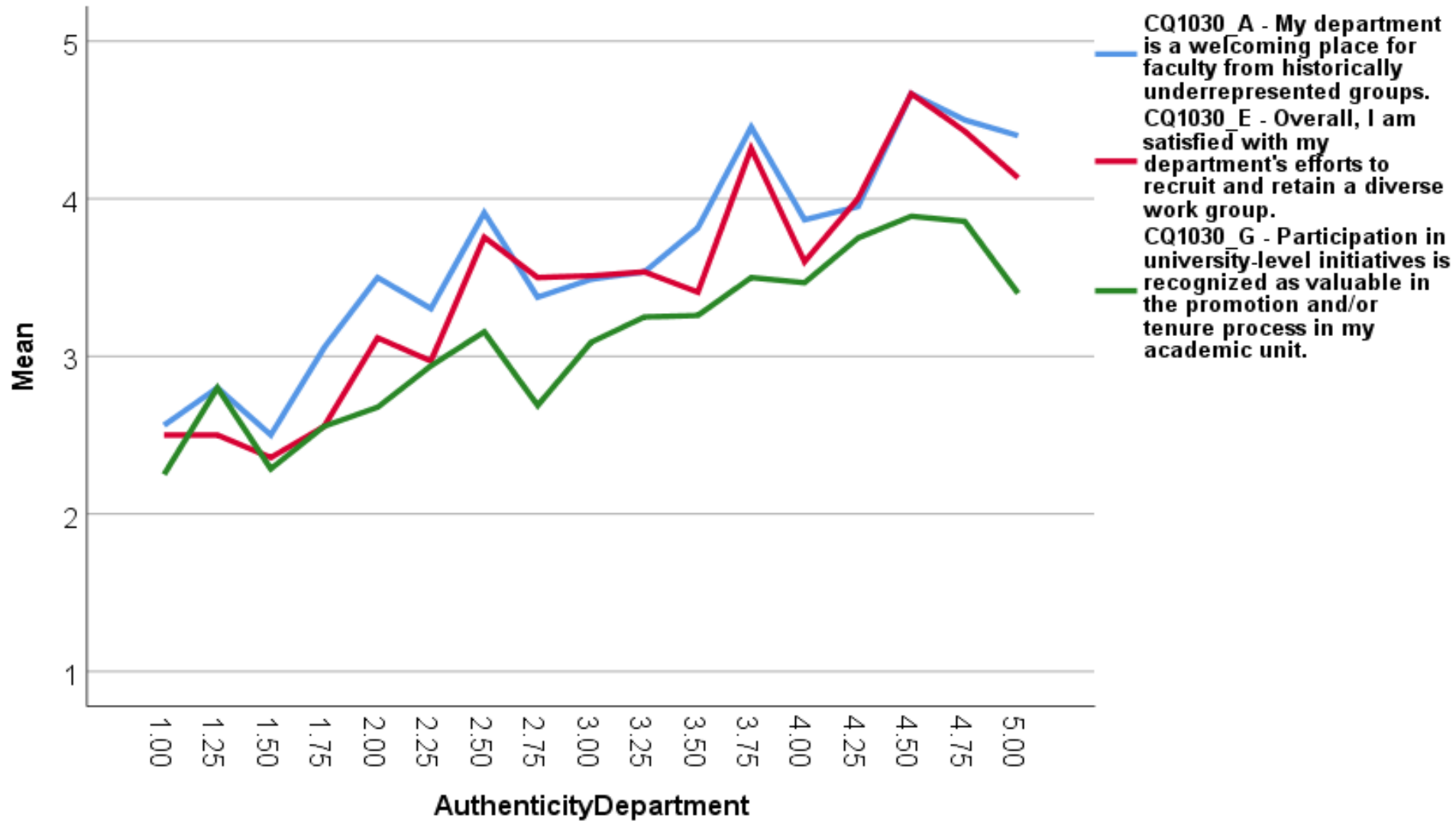
Results-Departmental Satisfaction



Results-Departmental Leadership



Results—Departmental Diversity and Inclusion



Putting the Results to Work

- **Identifying Needs:** We identified three “groups” of departments (using authenticity + departmental leadership benchmark scores): those that have low process quality (n=15), those with moderate process quality (n=19) and those with high process quality (n=16).
- **Follow-up Conversations:** These rankings, coupled with discussions with Dean’s and Department Chair’s allowed us to identify the operant norms and deeper patterns at work in departments.
- **Best Practices:** We formulated a set of best practices for increasing authenticity and disseminated across campus (using stages for deliberation; breaking established norms of power by equalizing speaking time and randomizing speaking order; creating process vigilance through post-meeting surveys)
- **Targeted Interventions:** We worked directly with chairs from three departments to create a process for making difficult decisions, working with them throughout the process.

Increasing Authenticity: Interventions

- **Sociology and Criminology:** *"High-stakes decisions often bring out departmental tensions. Since moving from an unstructured consensus model to an aggregate-ranking model for these decisions, **we have been able to collectively make tough decisions--and feel good about them--by ensuring that the process is fair and transparent. We can still grapple with different perspectives, but in ways that are productive and generative instead of toxic to our departmental climate**"—Hava Gordon, Chair*

Increasing Authenticity: Interventions

- **Art and Art History:** *“As the new Director of the School of Art and Art History, the symposium allowed me to implement the practices of deliberative decision making (DDM), from the start of my tenure. DDM’s ability to encourage greater equity has helped reduce old tensions. We have tackled touchy subjects in a neutral and straightforward manner, and the voices and ideas of everyone—staff, junior faculty, and senior faculty, contributed to innovative ideas that are making SAAH a better place to work”*—Annabeth Headrick, Director.

Increasing Authenticity: Interventions

- **Communication Studies:** *“We incorporated several elements of deliberative decision-making from the symposium resources into our department's decision-making bylaws. In practice, using equalized speaking time and random speaking order has helped to ease discussion on difficult issues and to ensure everyone has a voice in the process. We adopted both a post-meeting survey and an annual assessment of authenticity, and I am hopeful that these methods will allow us to track our process and to intervene when necessary to diagnose and address problems. **Implementing the recommendations has improved our departmental climate by increasing our trust and confidence in the process and in each other**”–Mary Claire Loftus, Chair*

QUESTIONS?

NEXT STEPS

- ✓ Submit your decision about custom questions to the Portal
- ✓ Upload your communications plan for review
- ✓ Obtain IRB approval
- ✓ Submit population file for review
- ✓ (optional) Upload custom questions to the Portal

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