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Interpreting and Disseminating Results of the COACHE Survey: The Critical Role of Faculty Fellows

Florida State University





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Presenters

- Janet Kistner,
 - Vice President of Faculty Development and Advancement
- Aimée Boutin
 - Professor of French
- Dawn Carr
 - Professor and Director of the Claude Pepper Center
- Lyndsay Jenkins
 - Michael and Jean Shanasarian Endowed Associate Professor



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FSU's COACHE History

- Surveys in 2015, 2018, & 2021
- Very helpful for continuously improving faculty work life
- Helps to have a team to dive into the data and disseminate the results
- Able to do so much more with our 2021 COACHE data – thanks to our Faculty Fellows!



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FSU Faculty Fellows Program

Two Goals:

1. Leverage faculty expertise for programs, policies, initiatives
2. Pipeline of faculty for leadership positions

How it works?

Identify initiatives and invite applications

Year-long appointments

.25 in the academic year (e.g., 1 course release)

50% summer salary



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FSU Faculty Fellows Program

- Fellows with us today were in the first cohort. So happy they are with us today so you can hear from them directly about their experiences.
- Focused on a couple of initiatives
 - Faculty Mentoring Programs
 - Facilitating Interdisciplinary Research
- FF involved in data analysis, dissemination of findings (writing short reports; meeting with faculty groups) and developing action plans
- Exceeded all expectations! Never letting go of this program



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Analyzing the Data

Dawn Carr



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collaborative on academic
careers in higher education

Analyzing the
data

Florida State University 2020-21

Faculty Job Satisfaction Survey

Report Preview



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Faculty Job Satisfaction Survey Highlights

#1 AMONG PEER INSTITUTIONS FOR FACULTY SATISFACTION WITH:



LEADERSHIP AT ALL LEVELS



APPRECIATION & RECOGNITION



ALL ASPECTS OF GOVERNANCE



81%*

Report overall satisfaction with FSU as a place to work



BEST ASPECT

of FSU is the quality and support of colleagues



94%*

Recommend their department to others

* Exceeds Peer Institutions

STRENGTHS FOR FACULTY:



81%*

See colleagues and leaders as committed to diversity & inclusion



81%*

View departments as collegial places to work



86%*

Satisfaction with clarity of tenure processes and policies



88%*

Satisfaction with their health benefits

FACULTY-IDENTIFIED AREAS FOR GROWTH:

Mentoring Faculty Across Career Stages

Faculty Equity, Diversity, and Inclusion

Interdisciplinary Work & Collaboration

Clarity/Support Around Promotions

Departmental Quality and Engagement

Family Policies and Retirement Benefits



Analyzing the data

Infographic for overall findings



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Analyzing the Data

Identified top areas of growth



Mentoring Faculty Across Career Stages



Faculty Equity, Diversity, and Inclusion



Interdisciplinary Work & Collaboration



Departmental Quality and Engagement

Family Policies and Retirement Benefits



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Disseminating the Data

Aimée Boutin



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Disseminating the Data through Themed Reports

The screenshot shows the Florida State University Faculty COACHE Survey Results 2020-21 webpage. The page has a dark maroon header with the university name and logo, and navigation links for Home, For Faculty, For Visitors, Preeminence, Diversity, Faculty Honors & Awards, COACHE Survey Results (highlighted), and Faculty News Blog. The main content area features a large image of a university building with the title "Florida State University COACHE Survey Results 2020-21". Below this, a section titled "COACHE REPORTS" is circled in green, containing four report links: "Interdisciplinary Engagement (PDF)", "Diversity and Inclusion (PDF)", "Department Collegiality, Quality, and Leadership (PDF)", and "Mentoring (PDF)".

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FLORIDA STATE UNIVERSITY FACULTY

HOME FOR FACULTY FOR VISITORS PREEMINENCE DIVERSITY FACULTY HONORS & AWARDS COACHE SURVEY RESULTS FACULTY NEWS BLOG

Florida State University COACHE Survey Results 2020-21

COACHE REPORTS

- Interdisciplinary Engagement (PDF)
- Diversity and Inclusion (PDF)
- Department Collegiality, Quality, and Leadership (PDF)
- Mentoring (PDF)



Themed Reports: Mentoring Example

84%
OF FACULTY SAY SERVING AS A MENTOR IS FULFILLING

88%
OF FACULTY BELIEVE BEING MENTORED IS IMPORTANT TO ACADEMIC SUCCESS

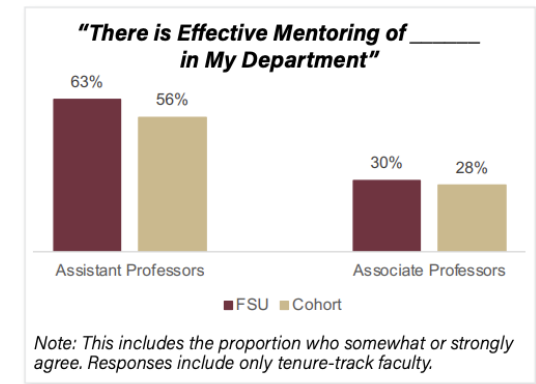
60%
OF FACULTY PROVIDE MENTORSHIP TO OTHERS AT FSU

AREAS OF GROWTH & IMPROVEMENT

MENTORING AMONG ASSOCIATE PROFESSORS

Mid-career faculty face different challenges than those starting in the profession and often require different forms of support for development and advancement. Although the majority of tenured and non-tenure track faculty did engage in mentoring, two in five (40%) did not engage in any mentoring of other faculty members. In addition, among those who did indicate providing mentoring to others, only 25% mentored tenured faculty within their own department, and 10% mentored tenured faculty in other departments. This may at least partially explain why associate professors perceive mentoring as less effective than assistant professors. One-third of associate professors at FSU perceive mentoring from someone within the department as not being effective compared to only one in five assistant professors. These results suggest that associate professors seem to receive less support than they want.

Relative to counterparts at other universities in the national cohort, faculty of color, Asian, and under-represented minority faculty at FSU were more likely to report mentoring of

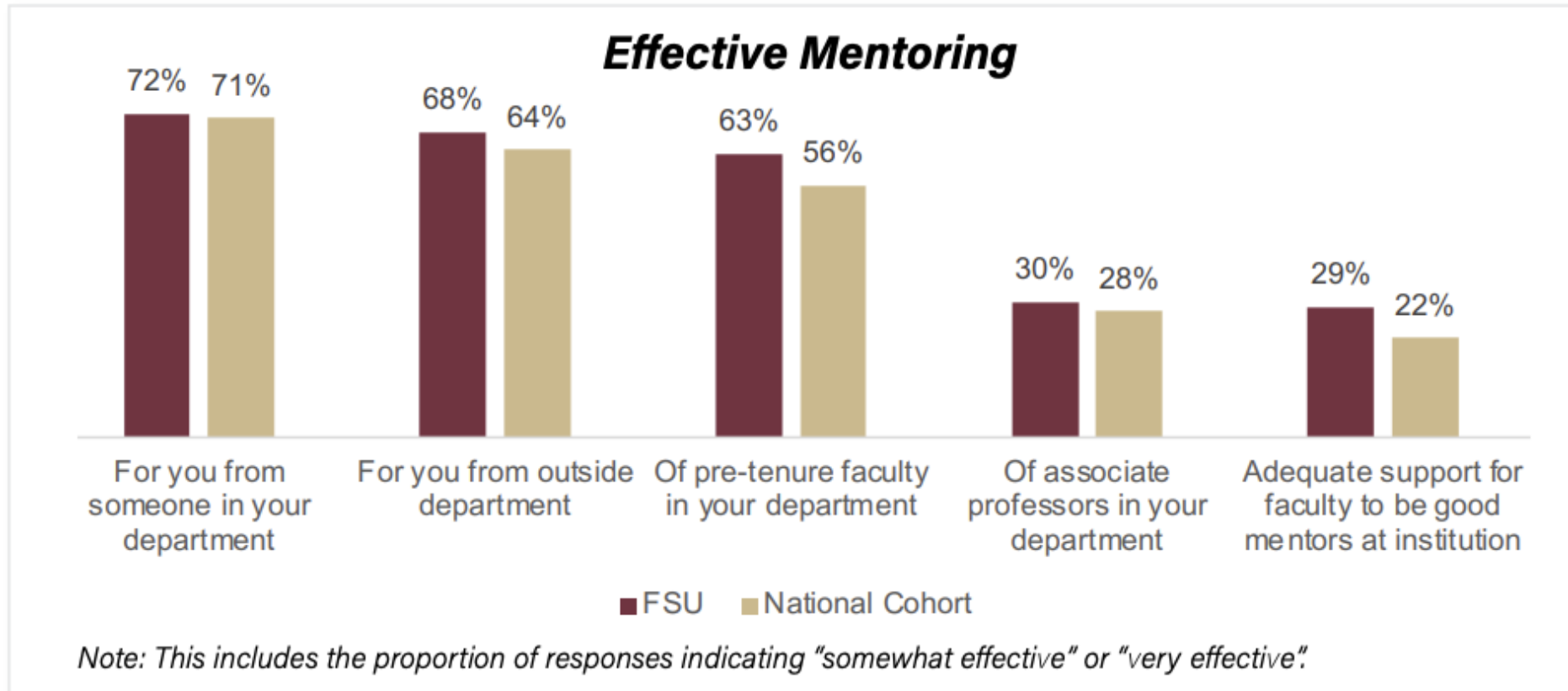


associate professors in their departments as effective. Even so, only 36-41% reported that mentoring at the associate professor level was effective.

These results suggest that although FSU is generally providing better support for under-represented groups at the associate level, overall, there are substantial gaps in mentoring support for mid-career faculty in their professional development or their path to promotion in rank.



Themed Reports: Mentoring Example





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Disseminating the Data In-person

- Academic Leaders Meeting for Deans and Department Chairs university-wide
- Humanities Area Committee in the College of Arts and Sciences





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Developing Action Plans

Lyndsay Jenkins

NEXT STEPS FOR IMPROVING MENTORSHIP AT FSU

Engagement of faculty and academic leaders in discussions of the results is critical to implementing effective and sustainable changes that will support faculty success. We are scheduling meetings with faculty groups, as well as with chairs and deans, to review and discuss the COACHE results. We hope that these meetings will produce faculty-driven plans for making FSU an even better academic home for our faculty.

As we seek to improve mentorship at FSU and further the university's strategic goals, we have identified several important areas for development:

1

Examine differences in expectations from key leaders across different colleges to **identify effective ways to support faculty** at all stages of their careers, including mid-career when mentoring plans for associate professors may be lacking.

2

Prioritize diversity and inclusion in faculty mentoring and advancement by building on existing resources and planning new ones to foster an equitable climate for faculty.

3

Invest in current initiatives to recognize and train mentors, improve research mentoring relationships, and increase opportunities to share best practices.

4

Review and if needed, **implement mentoring guidelines and accountability measures** for departments and colleges to ensure equitable advancement.

5

Promote **cross-disciplinary mentoring** outside home departments.

Action Plans

For each themed report, action items were developed.



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Action Plans..... in Action

- University
- College
- Department



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Host topical meetings for university



- Fellows hosted topical meetings to share survey findings and gather qualitative feedback from faculty
 - Brief overview
 - Discussion groups
- Attended by faculty across the university
- e.g., work-life balance



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Interview Deans

- Each fellow interviewed 2 college deans

Interview Guide for University Dean's on Mentoring

Thank you for your willingness to speak to me today about faculty mentoring in your college. We are meeting with university deans with the goal of better understanding how mentorship is viewed and executed at the college level. We plan to speak to individual department heads and other individuals involved in mentorship across the university as well, but we acknowledge that the vision for how mentorship is carried out is often inspired by college level leadership.

We have a few questions to guide our conversation to better understand your views and your college programs involving mentorship of faculty.

1. First, can you discuss your views on the role of faculty mentorship in shaping faculty outcomes in your college?
2. Second, can you describe any formal programs your college provides to faculty for mentoring? These might include opportunities to receive feedback on grants, promotion materials, manuscripts, writing groups, or other types of formal programs, or it may provide more informal programs or activities that occur on an occasional or as-needed basis. Please describe who oversees these kinds of programs.
 - a. Follow-up questions: inquire about whether the opportunities described are offered on a regular basis, occasional basis, one time, etc., if not otherwise indicated
3. What types of mentoring do you feel is occurring in your college that is particularly



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College efforts

Two fellows started mentoring programs within their college



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Mentoring: Series for Associate Professors

Academic Leaders Group

Spring 2023

Shanna R. Daniels

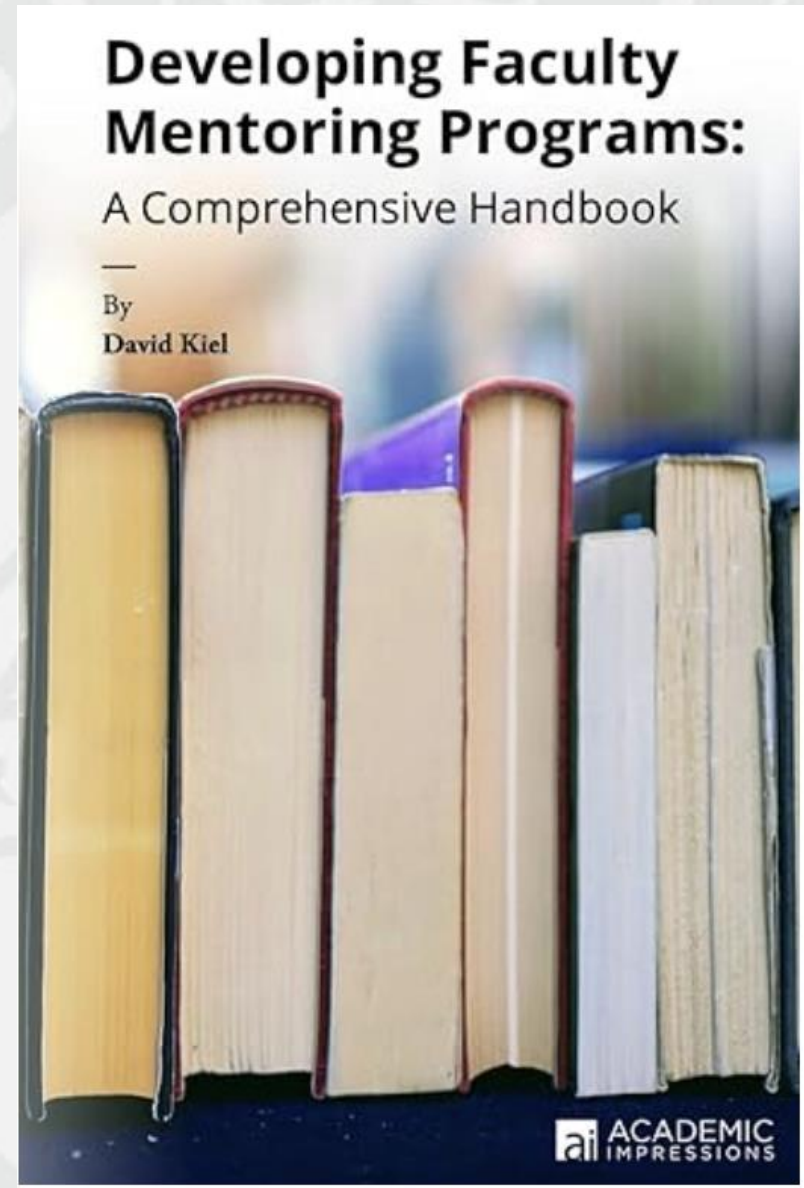
Lyndsay Jenkins



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Department efforts

Fellows asked questions
about mentoring in their
own departments and
moved the needle on
department-level
mentoring





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Impact on Fellows

- Dawn Carr
- Aimée Boutin
- Lyndsay Jenkins





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Summary

- Leverage talent of faculty
 - Qualitative, quantitative, and mixed-methods interests
 - Range of academic disciplines
- Broad array of perspectives made process and outcomes better
- Benefits to fellows



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Questions?

Email: fda-faculty@fsu.edu

