



HARVARD



GRADUATE SCHOOL
OF EDUCATION

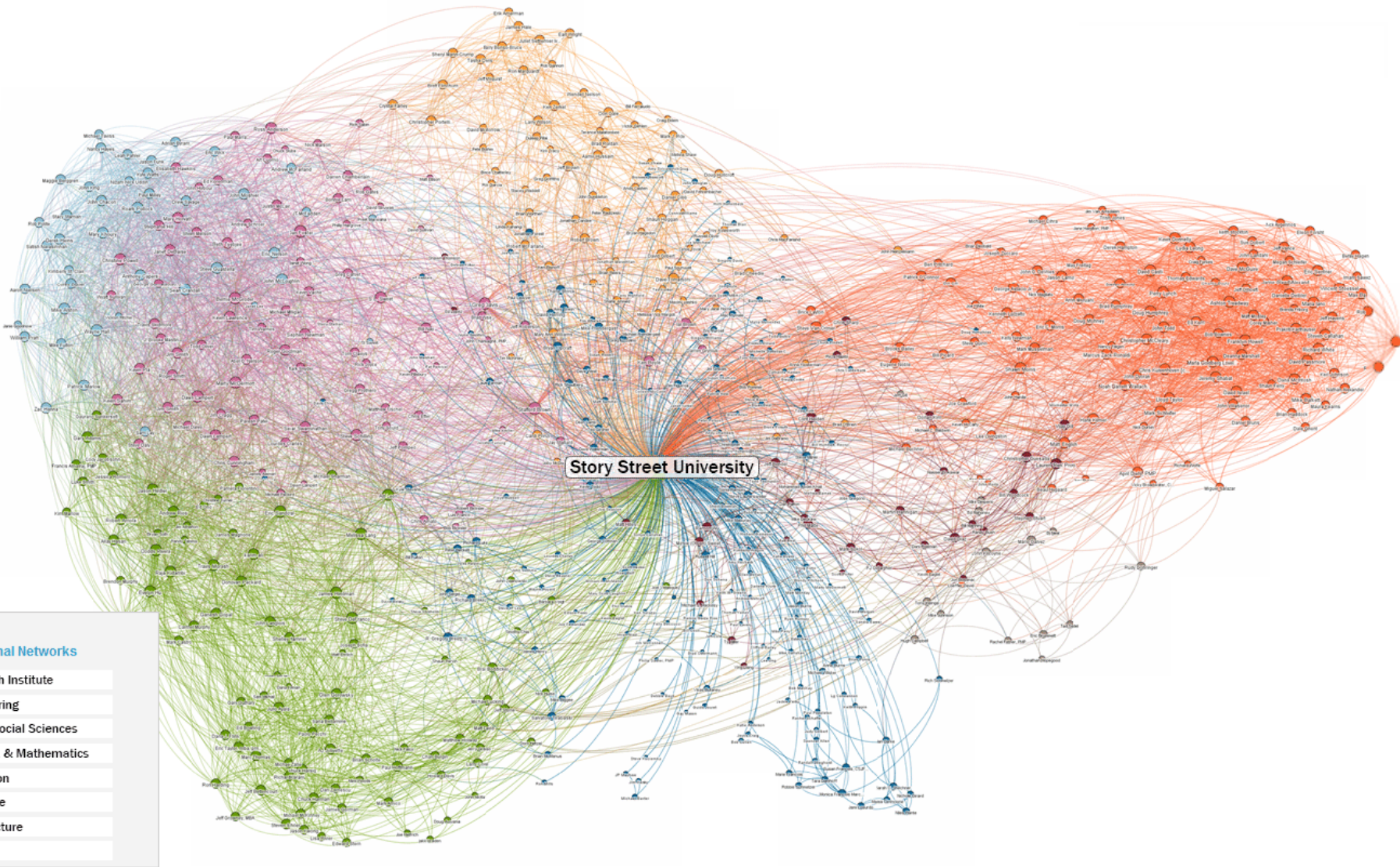
The Collaborative on Academic Careers in Higher Education

A Research-Practice Partnership | 2018

What are the conditions in which faculty do their best work?



The Myth of “The Faculty”



Survey Themes: Faculty Job Satisfaction

The survey themes reflect our findings about the faculty experience, including:

- Nature of the Work:
 - Research
 - Teaching
 - Service
- Tenure & Promotion:
 - Clarity of Tenure Policies
 - Clarity of Expectations
 - Promotion to Full
- The Department:
 - Engagement
 - Quality
 - Collegiality
- Personal & Family Policies
- Health & Retirement Benefits
- Facilities & Work Resources
- Appreciation & Recognition
- Retention & Negotiations
- Interdisciplinary Work
- Collaboration
- Mentoring
- Academic Governance:
 - Trust
 - Understanding the Issue at Hand
 - Shared Sense of Purpose
 - Adaptability
 - Productivity
- Leadership:
 - Senior
 - Divisional
 - Departmental
 - Faculty
- Clinical Work (*for medical school faculty*)
- Custom Questions (*as requested*)

What is the best purpose of an Exit Study?

Causes

*the **compelling factors***

*in a decision to depart or stay
and the influence of **spouses' careers***

Costs

*the **nature of the outside offer***

*the **investment in and contributions**
from faculty [**institutional data**]*

Conduct

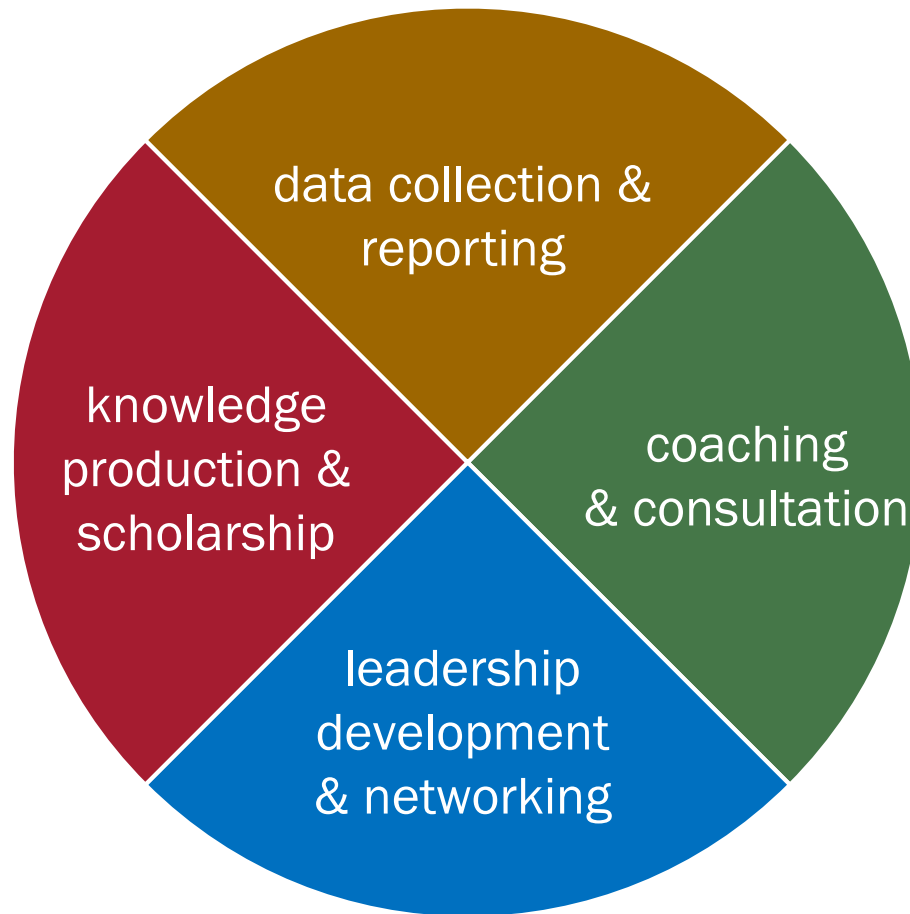
*the **search** for a new position*

*the **counteroffer** process*

of retention actions and departures

*the **transition** to a new institution*

The Aims of COACHE



Our Approach to Partnerships

COACHE embraces the William T. Grant Foundation's Research Practice Partnerships model.*

Research Practice Partnerships:



Are sustainable in the long-term



Focus on practical problems



Benefit both researchers and academic leaders



Are intentional about relationships



Emphasize original analysis

*Coburn, C.E., Penuel, W.R., & Geil, K.E. (January 2013). Research-Practice Partnerships: A Strategy for Leveraging Research for Educational Improvement in School Districts. William T. Grant Foundation, New York, NY.



Case Studies: Faculty Job Satisfaction Survey

How Partners Use COACHE:

City University of New York



Leveraging a System's Scale to Advance Midcareer Faculty

- The two- and four-year campuses of CUNY [combined their results](#) to identify the most pressing area for strategic, system-wide investment: improving support for faculty at the rank of Associate Professor:
 - The [Mid-Career Faculty Fellowship Program](#) offers mentored writing groups, individual mentors, professional development, course release, and a community of colleagues across CUNY.
 - [Moving from Associate to Full Professor](#) features a workshop series and a funding opportunity aimed at helping tenured faculty make progress toward promotion.
- CUNY's engagement with COACHE also led to \$50,000 in foundation support for a new program, designed with COACHE and the Harvard Institutes for Higher Education, to [diversify CUNY's administrative leadership](#).

How Partners Use COACHE:

University of Central Florida



Engaging Faculty to Improve the Faculty Experience

- Upon receiving the results of their first COACHE survey, UCF's Office of Faculty Excellence created a priority-setting committee to evaluate findings and [a strategy committee](#) to work with faculty, department chairs, and administrative leadership to determine next steps.
- The sub-committees [proposed strategies](#) and offered recommendations, including the [Faculty COACHE Innovation Awards](#) as a tool for providing time for faculty to engage in their work—whether it be research, teaching or service, or both.
- UCF's Faculty Senate Steering Committee endorsed the strategies, and the Office of Faculty Excellence implemented the Action Plan.



How Partners Use COACHE:

Loyola University Maryland



LOYOLA
UNIVERSITY MARYLAND

Transparent, Collaborative Planning

- Loyola's Vice President of Academic Affairs worked closely with a COACHE advisory team and the Faculty Affairs Committee to design a process to *share the survey results* in an open manner, to *provide opportunities for faculty engagement* to better understand questions raised by the results, and to *report back COACHE's impact*.
- Loyola's faculty advisory team has prepared [a comprehensive website](#) sharing out the COACHE results, including recommended questions for readers, guidelines on best practices, and a plan for communication and faculty engagement.

Early impressions: Faculty Retention & Exit



Recommendations for Practice



Check in annually with dual-career couples.

Create “stickiness” by connecting faculty.

Help faculty in their transition away from your university.

Listen—and think beyond salary when making a counteroffer.

Institutions typically only put their best effort in spousal employment at the point of hiring.

“Quality of colleagues” is the most frequently cited factor to *remain* at the institution.

If faculty decide to accept an outside offer, a smooth transition goes a long way towards demonstrating goodwill.

Graduate student support ranks high in importance as an element of an outside offer—and has a deeper institutional benefit than salary.

Institutions with periodic check-ins with faculty about their satisfaction with spousal arrangements may develop good will and reduce the likelihood that faculty will pursue other opportunities.

The more opportunities faculty to engage each other professionally and personally, the stickier the institution becomes. They build social capital that becomes part of the cost equation when leaving.

Deans and chairs should practice an “ethic of care” in the handling of grants, equipment, email forwarding, and most of all, graduate students.

Deans and CAOs should broaden the conversation—a “re-visioning” about the way their work is currently organized, or about transforming their research agenda.

Recommendations for You

With your
deans, chairs,
or other
academic
leaders, ask...

What does your institution do related to *gathering, sharing* and *utilizing* information about faculty departures?

About retention actions? That is, efforts to keep someone who has an outside offer in hand?

Is there a protocol for how chairs or deans should handle outside offers?

Based on what you've just described in response to these questions, what do you think are your institution's data blind spots, or areas in need of improvement?

Learn More

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