



Building a Team

There are only two prerequisites to launch our survey on your campus: a database of your eligible faculty, and a letter endorsing COACHE to those faculty. COACHE, however, isn't about making data. It's a research-practice partnership about building your capacity to make meaning. If you follow (and improve upon) our advice, you will engage faculty and improve your processes of collaborative, data-driven sense-making. You will also, of course, learn about the conditions your faculty need to do their best work.

1. Why

Distributed leadership builds resilience and trust into this work. Teams also increase accountability and the likelihood of impact. Another benefit is less work for each person involved. As a “cybernetic” mechanism, this team will adapt to your COACHE results and suggest how you and important campus constituents should move forward. The dialog between administrators and faculty shows a continued commitment to listen to one another and to establish consensus for the next steps in institutional improvement.

2. Who

Depending on your institutional context, a team can be as small as three or four, or as large as a dozen or more. Some colleges create a new group, while others already have committees, task forces, or advisory groups wired for this purpose.

Your team must not consist only of the staff who assist with the (few) technical details of launching the survey, but of the administrators, faculty, offices and committees who can broadcast your COACHE participation at the outset and, later, disseminate and benefit from the results.

Ask yourself and your colleagues: Who are the key stakeholders? Are there offices or committees whose leaders might learn from certain “cuts” of COACHE results (e.g., by URM, rank, discipline)? Might involving the faculty senate or collective bargaining group (for example) help the process? What might be the consequences of excluding some or any of these groups? Not all of these players need to be on the team, but those on the team should have access to all of these players.

Examples of titles we have seen on COACHE teams:

- chief academic officer
- senior academic officers in faculty affairs, development, diversity

- chief diversity officer
- committee on the status of women/minorities
- tenure and promotion committee member
- faculty governing body chair or similar rep
- institutional research/effectiveness officer
- director of center for teaching and learning
- human resource officer
- sponsored research director
- principal investigator (e.g., NSF ADVANCE)
- communications officer
- faculty with expertise in higher ed., org. development/behavior, data analysis...

3. What

The most effective teams represent the diverse areas of expertise that can be brought to bear throughout your partnership. Ideally, a cross-campus team will:

- synthesize quantitative and qualitative data;
- incorporate knowledge of faculty policies and programs, both existing and proposed;
- utilize other assets—survey results, reports, and professional associations—in sense-making;
- have access to and the respect of faculty governance bodies at all levels of the institution;
- take into account the “right” political connections around the institution;
- give one or more faculty participants a chance to cultivate their own leadership capabilities.

Draft a well-defined purpose and bring a plan for how the team will be managed, but be sure the first team meeting allows for adjustments from the participants. Be explicit about goals that are internally derived, externally mandated, and/or generated in some other way.

Once your team is assembled, consider introducing them to COACHE with our proposed agenda, below.

Sample Agenda

Topic: Setting up our institution for a successful engagement in COACHE

Meeting objectives:

- (1) To get acquainted with COACHE and the skills/experience that this team assembles.
- (2) To establish the connection between the work of this group and other activities on campus.
- (3) To agree on a schedule of activity (meetings, check-ins by phone, etc.) for the next few months.

Facilitator: _____ *Note taker:* _____ *Time keeper:* _____

To prepare for this meeting, please:

- (1) Browse the COACHE website, view their video clips.
- (2) Reflect on what's worked and where we've fallen short at this campus concerning our work in faculty development, diversity, work/life, tenure and promotion, and other faculty affairs.

Schedule [60 minutes]

# min	Activity
5	What is COACHE? <i>Slides available from COACHE and partner sites.</i>
5	What's the COACHE timeline? <ul style="list-style-type: none"> • Pre-launch preparations (1: Summer and Fall) • Survey launch and administration (1: February to April) • Survey conclusion and report preparations (1: April to June) • Delivery of results (+ webcasts, conference calls) (1: June or July) • Campus-wide engagement, recommendations for action (2: Fall, Winter, Spring) • Further action and communication of outcomes (3: Fall, Winter, Spring)
5	How have institutions like ours benefited? <i>Examples available from COACHE</i>

10	<p>Who are we?</p> <p>What expertise and past experiences does everyone bring to the team?</p> <p><i>Consider reporting of data, workplace issues, faculty policies and programs, organizational change, communication, and shared governance successes and challenges.</i></p>
10	<p>What prior efforts to assess and improve the academic workplace have we tried?</p> <p>When they have fallen short of expectations, why? When they have met with success, why? How are data used—or when unused, why?</p>
10	<p>What do we hope to accomplish?</p> <p>What goals would we like to achieve through partnership with COACHE? What must happen for us to say, “That was worth it”? Are there any obstacles (or opposition) that could delay or derail our progress?</p>
5	<p>What needs or activities, specifically, might COACHE data support?</p> <p>Which offices or committees should we engage?</p> <p><i>Examples include: Strategic planning; Accreditation; Human resources; Center for Teaching & Learning; Faculty development activities; Establishing budget priorities; Search committees; Diversity and inclusion; Grant seeking; Faculty-Trustee engagement; Consortial activities.</i></p>
5	<p>Is there anything else we should share today about the context in which this project begins?</p>

5	<p>Review next steps from this meeting. <i>For example:</i></p> <ul style="list-style-type: none"> • Contact COACHE with outcomes of this discussion, including any questions raised. • Reach out to the offices, committees, etc. who could be involved in building awareness, in receiving and interpreting results, and later, in disseminating and engaging campus communities. • If possible, find out when they meet (e.g., faculty senate meeting dates, deans' meetings, chairs' council). • Plan for next meeting: Draft an engagement and communication plan leading up to launch, through survey administration, and inclusive of the dissemination of results. <p><i>Examples available from COACHE.</i></p>
<i>adjourn</i>	<p>Assess what worked well about this meeting and what we would have liked to change.</p> <p><i>What we liked (plus)</i> <i>What we'll change (delta)</i></p>