

2021 Strategy Workshop: PICKING PRIORITIES FROM YOUR DATA

August 31, 2021



collaborative on academic
careers in higher education

Overview



Introductions



**Discussion Groups:
Priority Setting**



**Case Study:
U Mass Amherst**



**Discussion Groups:
Drilling Down**

Today's Presenters



Michell Budig, PhD

Vice Provost for Faculty
Development, University of
Massachusetts Amherst



Christiane Healey, PhD

Faculty Fellow; Senior Lecturer
in Biology, University of
Massachusetts Amherst



R. Todd Benson, EdD

Executive Director,
Collaborative on Academic
Careers in Higher Education

SMALL GROUP EXERCISE 1: PRIORITY SETTING

Prior to the call today, we asked you to review your report and identify a few priorities that you think warrant further discussion with your faculty.

In your small groups, share your list of priorities and discuss the following questions:

- What made these issues stand out in your mind? Were there other issues of equal or greater concern?
- In what ways does organizational context matter here? Are there things happening within your college/university that add other context to your decision? (e.g. Strategic planning, State mandates, etc.)

**Exemplar Case Study:
University of Massachusetts,
Amherst**

Michelle Budig
Senior Vice Provost
of Faculty Affairs

Christiane Healey
Chancellor's Leadership Fellow

UMass**Amherst**

Office of Faculty Development

WORK

LIVE

THRIVE



SURVEY TIMELINE



Year 1: Decisions about the Roll-Out

Year 2: Discussions of Data & Release of Short Thematic Reports to the Campus

Year 3: Leading Change

Composition of and Engagement with the UMass-COACHE Steering Committee

Amel Ahmed, *Associate Provost for Equity and Inclusion, Associate Professor, Political Science*

Brian Baldi, *Assistant Director, Center for Teaching and Learning; Senior Lecturer*

Michelle Budig, *Vice Provost for Faculty Development; Professor, Sociology*

Adena Calden, *Senior Lecturer, Mathematics*

Angela de Oliviera, *Interim Chair, Environmental Health Sciences; Professor, Resource Economics*

Farshid Hajir, *Senior Vice Provost for Academic Affairs; Professor, Mathematics*

Christiane Healey, *Chancellor's Leadership Fellow, Senior Lecturer of Biology*

Karen Helfer, *Professor, Communication Disorders*

Joya Misra, *UMass ADVANCE Co-Principal Investigator, Professor, Sociology*

MJ Peterson, *Professor, Political Science; Faculty Senate Secretary*

Lori Reardon, *Massachusetts Society of Professors, Senior Staff*

Ann Marie Russell, *Associate Provost for Data and Analytics*

Laurel Smith-Doerr, *UMass ADVANCE Principal Investigator, Professor, Sociology*

Wendy Varner, *Director of Faculty Development, Office of Faculty Development*

Eve Weinbaum, *President, Massachusetts Society of Professors; Associate Professor, Sociology*

Elizabeth Williams, *Director of Survey and Evaluation Research, Office of Academic Planning and Assessment; Adjunct Assistant Professor*

Coverage & Buy-in

Leveraging Members

Planning

Processing

Vetting

Faculty Job Satisfaction Survey Highlights

74%  faculty are satisfied with the institution as a place to work 

BEST ASPECT  of UMass is the quality of colleagues

75%  agree colleagues are committed to diversity and inclusion 

AREAS OF STRENGTH FOR FACULTY AT UMASS AMHERST

76%  satisfaction with library resources 

70%  satisfaction with clarity and support around tenure policies and processes

71%  satisfaction with their department as a place to work 

AREAS UMASS AMHERST EXCEEDS PEER INSTITUTIONS

#1  among peers in satisfaction with Chancellor and Provost 

89%  satisfaction with autonomy over course content 

#1  among peers in satisfaction with all aspects of governance 

AREAS FOR GROWTH ACCORDING TO FACULTY:



- DEPARTMENTAL COLLEGIALITY & ENGAGEMENT
- EQUITABILITY OF TEACHING LOAD & SERVICE
- CLARITY/SUPPORT AROUND PROMOTION TO FULL
- FINDING MENTORS WITHIN DEPARTMENT
- SUPPORT FOR ENGAGING UNDERGRADS IN RESEARCH
- SATISFACTION WITH HEALTH AND RETIREMENT BENEFITS

 = AREA UMASS OUTSHINES PEERS

Finding the right dissemination model

Surveying other institutions

- *Thanks, Univ. of Toronto!*

How to use the CAO COACHE report

- Strengths
- Limitations
- Interpretation

Increasing Accessibility

- Short reports on themes
- Providing context
- Scope reflects needs of our campus

Read the COACHE Summary Report

UMass Amherst NetID login required to open PDF.

Watch a brief video:

How to interpret the benchmark graphics in the summary report



Survey responses were collected from February 3 through April 10, 2020. The majority of responses were recorded prior to the suspension of in-person instruction on March 23, 2020 due to COVID-19. The survey had a 38% overall response rate (539 total respondents). The averaged overall survey response rate at UMass Amherst's COACHE peer institutions was 35%.

Peer Institutions:

Rutgers University - New Brunswick (2019 Survey)

SUNY-Stony Brook (2017 Survey)

University of Connecticut (2020 Survey)

University of Delaware (2020 Survey)

University of Maryland - College Park (2020 Survey)

Finding the right dissemination model

Surveying other institutions

- *Thanks, Univ. of Toronto!*

How to use the CAO COACHE report

- Strengths
- Limitations
- Interpretation

Increasing Accessibility

- Short reports on themes
- Providing context
- Scope reflects needs of our campus

Appreciation and Recognition

Recognizing faculty accomplishments and appreciating faculty contributions to the research, teaching, and service missions of the campus is key to honor individuals, contribute to a positive climate, and motivate sustained excellence. Faculty, like all employees, value receiving appreciation for their efforts and recognized for their specific achievements. The faculty job satisfaction survey explores the extent to which faculty are satisfied with recognition (1) for different aspects of their work (teaching, scholarship, service, advising and outreach) and (2) from different levels (colleagues, Head/Chair, Dean, Provost).

Areas of Strength

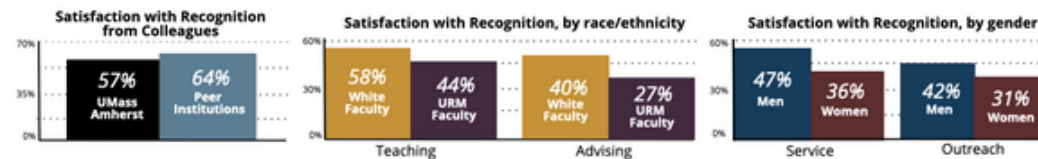


UMass faculty were more satisfied than faculty at peer institutions with recognition for teaching, advising, service, and outreach. UMass Amherst faculty are similarly satisfied as faculty at peer institutions with recognition of scholarship. UMass faculty were also more satisfied than faculty at peer institutions with recognition received from administrators at all levels, including their dean and the provost. A majority of faculty (62%) felt recognized by their department head/chair.

Faculty at UMass perceived that the provost cares about faculty of their rank to a greater extent (51%) than faculty at peer institutions (45%). Notably, this pattern held across gender*, racial/ethnic groups, and career stages of tenure-track faculty. For example, 63% of pre-tenure faculty agreed that the provost cares about pre-tenure faculty compared to 51% of the faculty at peer institutions. Non-tenure track faculty felt that the provost cares about faculty of their rank at similar levels (46%) as NTT faculty at peer institutions (46%).

*COACHE reports findings by gender for men and women, including transgender men and women, but not for non-binary individuals.

Areas for Growth



Relative to peer institutions, UMass faculty reported lower satisfaction with recognition from their colleagues, with 57% of UMass faculty satisfied compared to 64% of faculty at peer institutions. Furthermore, there are differences in feeling appreciated by one's colleagues by gender* and race/ethnicity**, with 62% of men expressing satisfaction compared to 55% of women and 59% of white faculty compared to 50% of URM faculty.

While URM faculty at UMass are more or similarly satisfied with the recognition they receive compared to URM faculty at peer institutions, notable gaps in satisfaction are found within the campus by race/ethnicity, white faculty felt more recognized than URM faculty across all five aspects of work (white vs URM: Teaching = 58% vs 44%; Advising = 40% vs 27%; Scholarship = 51% vs 46%; Service = 41% vs 38%; Outreach = 37% vs 30%).

Similarly, within the campus differences in satisfaction by gender emerged: men are more satisfied than women with the recognition they receive for scholarship (52% vs 46%), service (47% vs 36%), and outreach (42% vs 31%) but men and women felt similarly about their recognition for teaching (56% vs 56%) and advising (37% vs 39%).

*COACHE reports findings by gender for men and women, including transgender men and women, but not for non-binary individuals.

**Defined by COACHE as faculty who identified as non-white and non-Asian/Asian-American in the survey.

Recommendations and Resources

Based on research across dozens of institutions, COACHE has developed a set of best practices for appreciation & recognition. UMass employs many of these best practices and the high levels of faculty satisfaction at UMass compared to peer institutions are a testament to the importance of recognition of faculty achievements at UMass.

Finding the right dissemination model

Surveying other institutions

• Thanks, Univ. of Toronto!

How to use the CAO COACHE report

- Strengths
- Limitations
- Interpretation

Increasing Accessibility

- Short reports on themes
- Providing context
- Scope reflects needs of our campus

Thematic Breakouts

Nature of Work

- Research
- Service
- Teaching

Resources and Support

- Facilities and work resources
- Personal and family policies
- Health and retirement benefits

Institutional Leadership

- Senior Leadership
- Divisional (School/College) Leadership
- Departmental Leadership
- Faculty Leadership

Shared Governance

- Trust
- Shared sense of purpose
- Understanding the issue at hand
- Adaptability
- Productivity

Faculty Job Satisfaction Survey

THEMATIC REPORTS :

Nature of Work: Teaching

Tenure and Promotion

Nature of Work: Research/Creative Activity

Mentorship

Nature of Work: Service

The Department

Shared Governance & Institutional Leadership

- **Special Focus: Racial/Ethnic Differences** (Fall 2021)
- **Special Focus: Gender Differences** (Fall 2021)
- **Special Focus: Non-tenure Track Faculty** (Fall 2021)

Digging into the data

Surprise & Layers of Meaning

mean	overall
2.87	
3.35	
2.92	


89% 

satisfaction with autonomy over course content

91% 

satisfied with "stop-the-clock" policies vs. 72% at Peer Institutions 

 = AREA UMASS OUTSHINES PEERS

53%  satisfied with computing and technical resources

VS

63% at Peer Institutions

UMass: Highest among NTT faculty (70%) and lowest among full professors (50%)

UMass faculty were more satisfied than faculty at peer institutions with recognition for teaching, advising, service, and outreach. Satisfaction with scholarship is similar among institutions. 

 = Area UMass Amherst outshines peers

Resources Matter for In-Depth Data Analysis

Multifaceted Expertise Required

Digging into the data

Steering Committee Roles

Amel Ahmed, Associate Provost for Equity and Inclusion, Associate Professor, Political Science
Brian Baldi, Assistant Director, Center for Teaching and Learning; Senior Lecturer
Michelle Budig, Vice Provost for Faculty Development; Professor, Sociology
Adena Calden, Senior Lecturer, Mathematics
Angela de Oliveira, Interim Chair, Environmental Health Sciences; Professor, Resource Economics
Farshid Hajir, Senior Vice Provost for Academic Affairs; Professor, Mathematics
Christiane Healey, Chancellor's Leadership Fellow, Senior Lecturer of Biology
Karen Helfer, Professor, Communication Disorders
Joya Misra, UMass ADVANCE Co-Principal Investigator, Professor, Sociology
MJ Peterson, Professor, Political Science; Faculty Senate Secretary
Lori Reardon, Massachusetts Society of Professors, Senior Staff
Ann Marie Russell, Associate Provost for Data and Analytics
Laurel Smith-Doerr, UMass ADVANCE Principal Investigator, Professor, Sociology
Wendy Varner, Director of Faculty Development, Office of Faculty Development
Eve Weinbaum, President, Massachusetts Society of Professors; Associate Professor, Sociology
Elizabeth Williams, Director of Survey and Evaluation Research, Office of Academic Planning and Assessment; Adjunct Assistant Professor

- Engagement with and ownership of results
- Vetting of short reports

Disaggregation – College-Level Analyses

University of Massachusetts Amherst

Academic Planning & Assessment

Shared only with
Provost and College
Deans

Getting results out to the faculty, and in front of people who can make change

Timeline:

- released reports every two weeks
- February-June
- email announcements

Presentations to various groups of campus & unit leaders:

- Department Chairs
- Deans and Provost
- Other Vice Chancellors
- Faculty Senate Councils
- Faculty Union

Lessons Learned

Flexibility:

Data interpretation and dissemination took more time & resources than anticipated

Planning:

Big disruptions can happen (Covid19):
Have a long-term plan to keep you on course

Collaboration:

A diverse steering committee with strong buy-in is key to success

Resources:

Translating the rich quantitative data into actionable findings requires time & personnel

Pacing:

Sitting with problem identification is critical to the next step: leading for change

SMALL GROUP EXERCISE 2: DRILLING DOWN

In your small groups, share your list of priorities and discuss the following questions:

- Do you think the issues you identified impact faculty differently based on demographic characteristics? In what ways, if any, did you consider subsets of your population (e.g. women, faculty of color, NTT faculty) in your decision making?
- Who is going to disagree with the priorities you've identified? Why and how will you respond/engage them?
- What strategies might you use to engage faculty in discussions around the data? How can you learn more from your faculty about these issues?
- Who else should be engaged in understanding these results better? Chief Diversity Officer, Faculty Leadership, etc.

NEXT STEPS

Next Workshop: Engaging Faculty Leadership in Priority-Setting

Monday, 9/13/21

1-2:30 pm EDT/10-11:20 am PDT

Please re-register at <https://forms.office.com/r/PmUW0htsUm>