Can a survey improve the climate for faculty?

Director & Principal Investigator Associate Director, Surveys & Analysis

The Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education

UC ADVANCE PAID Roundtable 5: Workplace Climate Assessments & Interventions to Improve Diversity among STEM Faculty
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Can a survey improve the climate for faculty? No.
“Data are impotent… they only become potent when somebody in charge wants something to happen.”

“Data are impotent… they only become potent when somebody in charge brings together people who have a stake in the outcome.”
Outline

(1) About COACHE
(2) Perspective on climate and diversity
(3) Utilizing survey data for greater understanding
(4) Moving beyond one campus
(5) Other findings
COACHE: Making meaning since 2003
COACHE on Climate
COACHE on Climate

Nature of the Work
- Teaching
- Research
- Service

Tenure & Promotion

Interdisciplinary Work

Personal & Family Policies

Health/Retirement Benefits

Facilities & Work Resources

Leadership (Sr./Dean/Dept.)

Appreciation & Recognition

Collaboration

Mentoring

The Department

Engagement

Collegiality

Quality

Retention & Negotiations
Making data potent

Understanding the limitations

Unpacking the data

From quantitative to qualitative
Unpacking “sense of fit”

What aspects of faculty life appear to be related to “fit”?

What can we do about sense of fit?

Do those aspects vary by race or gender?
Sense of fit = Intent to stay

How long do you plan to remain at this institution?

- Ten years or more
- More than five years but less than ten
- For no more than five years

Sense of Fit in Department

Net Dissatisfied

Net Neutral

Net Satisfied
What makes a “fit”?

STEM Faculty:
- Interaction with colleagues
- Collaboration
- Recognition
What makes a “fit”?  

Hispanic/Latino Faculty:  
Recognition for different types of work  
Tenure is decided based on merit  
Intellectual vitality of pre-tenure faculty  
Interaction, collaboration w/pre-tenure  
Mentoring
What makes a “fit”?

Other URM Faculty:

Recognition for different types of work
Mentoring (both sides of equation)
Interactions with pre-tenure faculty
Leadership on diversity matters
Quantitative drives the qualitative

Listening tours
Focus groups
Virtual engagement
Effective uses of survey data

Process matters
Use existing structures
Pull, not push
Sense-making, not report-writing
Developmental conversations
Pedestal, not the pillory
Unintended consequences

Faculty engagement
Collective sense making
Creative problem solving
Denied, misused, feared

Wrong peers
“We’re a snowflake.”
Irreconcilable methodologies
The data aren’t perfect
A vote of no confidence
What’s wrong with them?
Statistical gymnastics
Making survey data bigger

Pass-through variables
Customizing questions
Qualitative components
Assessing impact of interventions
It takes a network
Share data and convene.
Who doesn’t respond?
Using data for inclusive climates

The fallacy of “The Faculty”
Four ranks, not three
Vital roles of non-tenure-track faculty
Chairs hold the keys
Analysis is a social act, co-authorship
Coda: Looking ahead

Survey  Service
Faculty Work  Institutional Challenges
Data  Meaning
“Data are impotent… they only become potent when somebody in charge brings together people who have a stake in the outcome.”