

Can a survey improve the climate for faculty?

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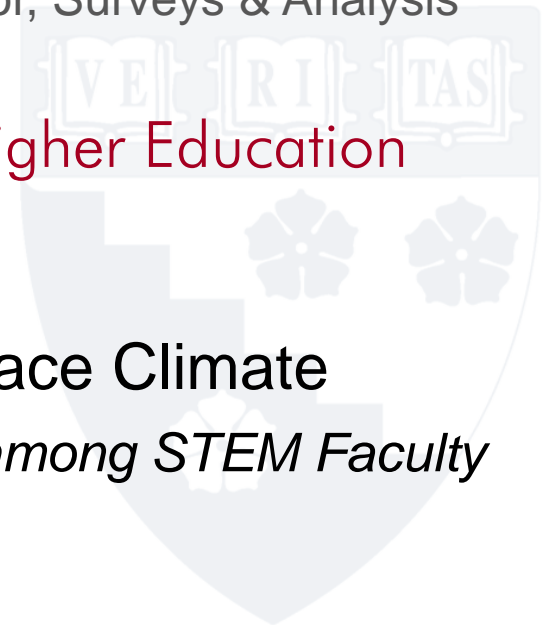
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UC ADVANCE PAID Roundtable 5: Workplace Climate

Assessments & Interventions to Improve Diversity among STEM Faculty

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Can a survey improve
the climate for faculty?



“Data are *impotent*...
they only become *potent*
when somebody in charge
wants something to happen.”

Trower, C. & Honan, J. (2002). “How might data be used?” In R. Chait, *The questions of tenure*. Cambridge, MA: Harvard University Press.



“Data are *impotent*...
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when somebody in charge
brings together people who
have a stake in the
outcome.”

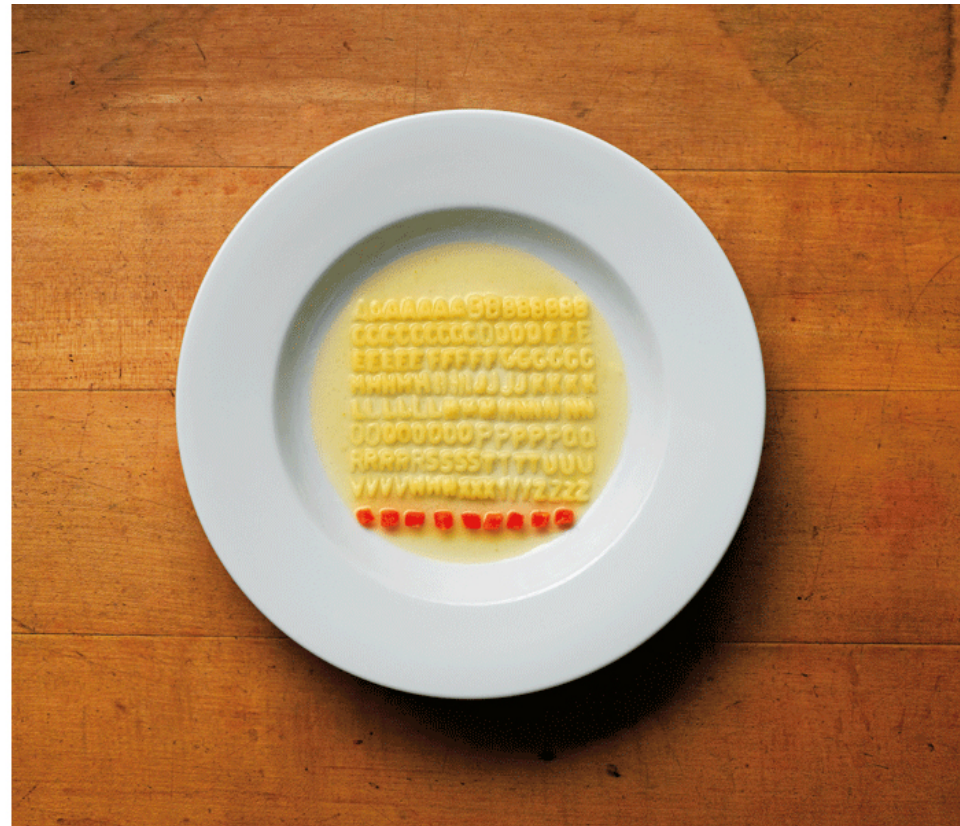


Outline

- (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

UC ADVANCE PAID Roundtable 5: Workplace Climate

COACHE on Climate



COACHE

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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



COACHE

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COACHE on Diversity



Making data potent

Understanding the limitations

Unpacking the data

From quantitative to qualitative



Unpacking “sense of fit”

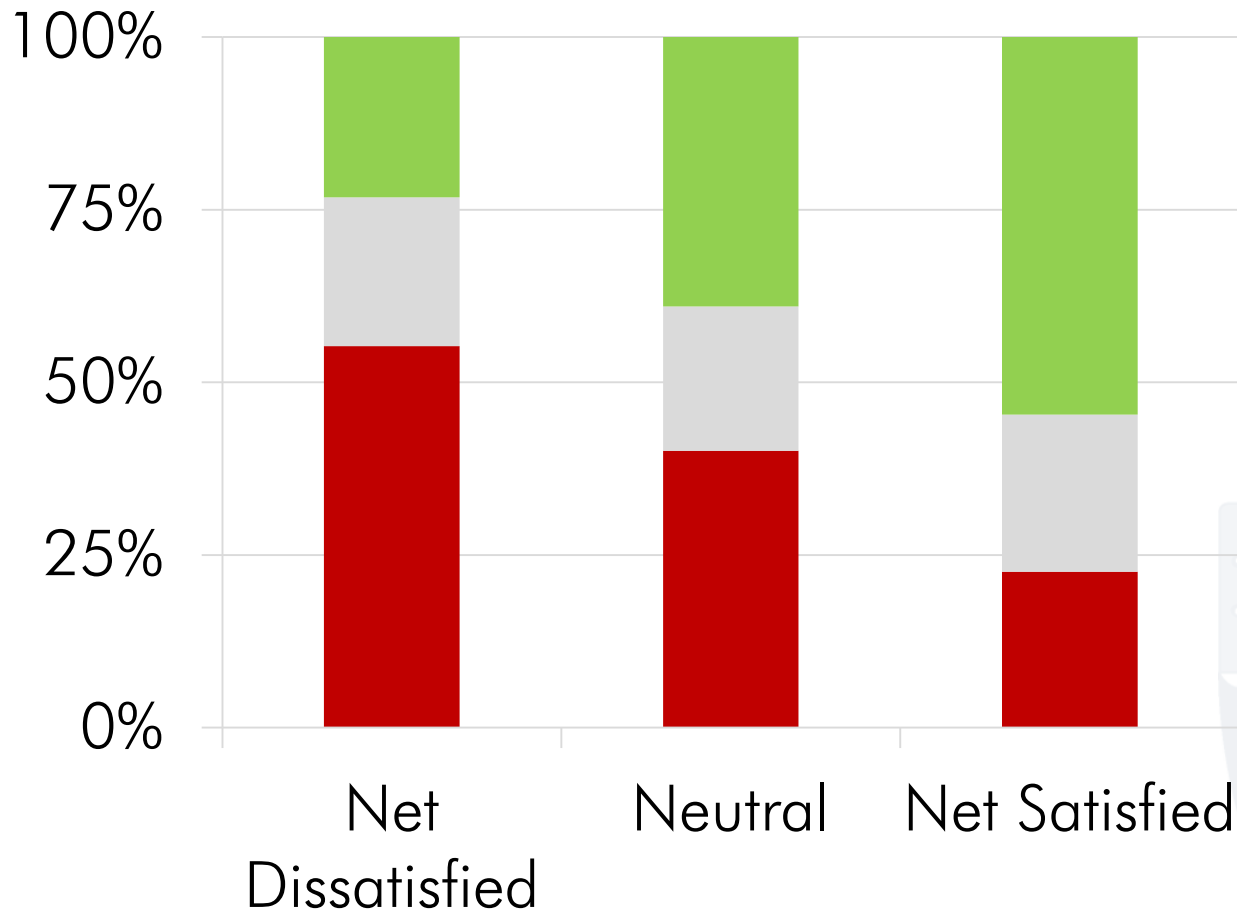
What aspects of faculty life appear to be related to “fit”?

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

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.”

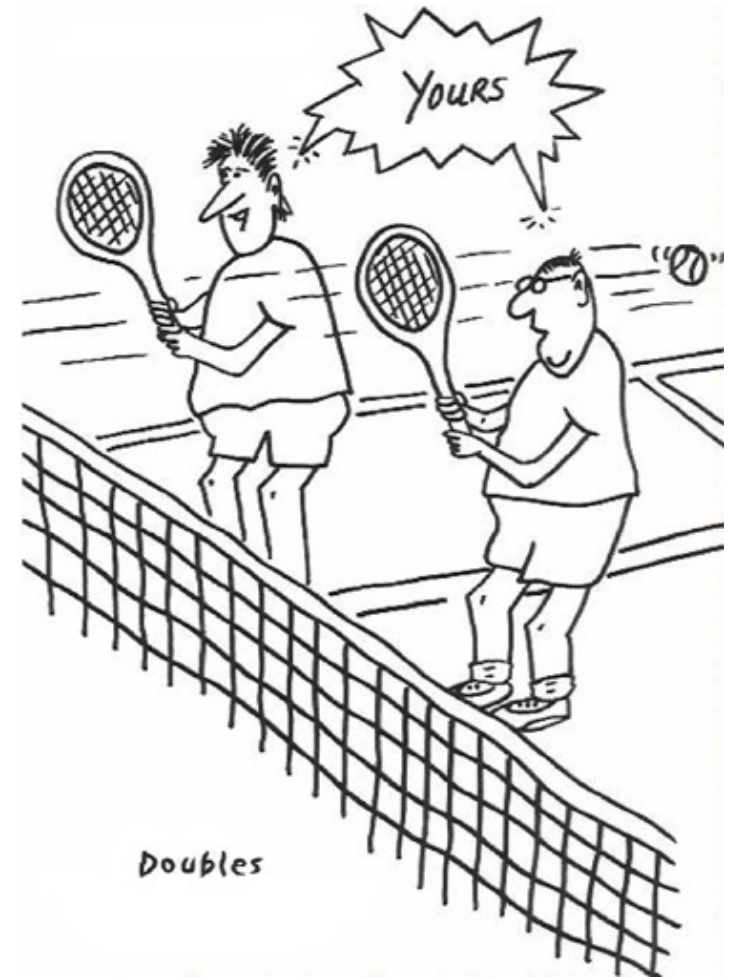
Irreconcilable
methodologies

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

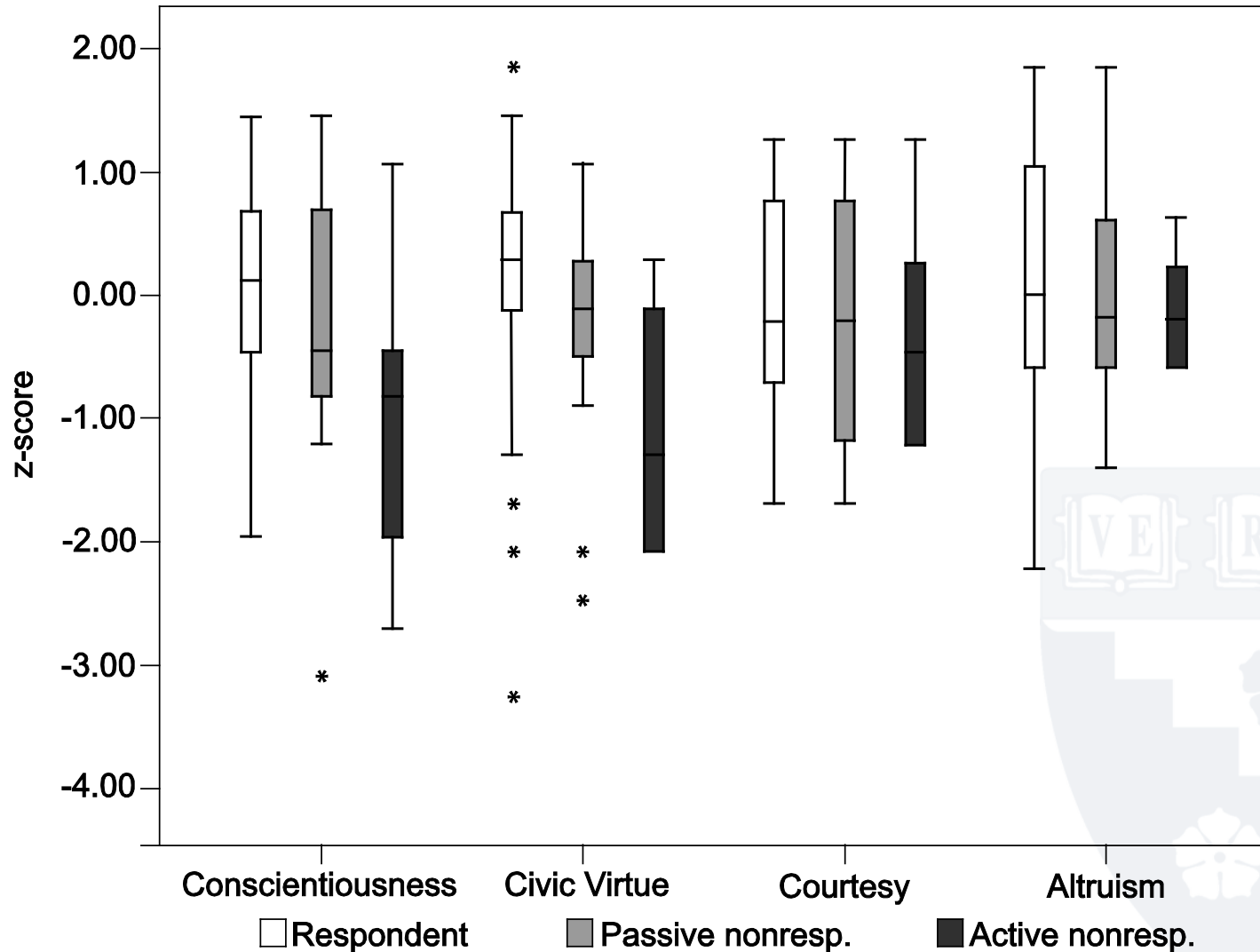


It takes a network

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





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