

Guidance from Meghal Parikh and Nancy Chick on Reading the Report--to Prepare for Further Analysis

Here's one approach that will help digest so much information a little more easily and inform the next step of further analysis of the quantitative and qualitative data.

The Survey Questions --> The Report

- First, familiarize yourself with the survey questions (separate PDF on the website) and the different themes of the survey's Sections. Those Sections correspond to the themes summarized by COACHE (i.e., list of topics on the left of pages 5-9 in the report).

Digging into the Report

- ***Our Overall Strengths & Concerns (p. 4, bottom):*** Note our overall strengths and concerns.
- ***Responses by Faculty Group & Compared with Other Institutions (p. 5-9):*** Check how different groups of Rollins faculty responded to the survey themes. See if there are differences in response between the groups, and if specific areas of strength or concern arise within each group: All Faculty (page 5), Pre-tenure Faculty (page 6), Associate Professors (page 7), Female Faculty (page 8), & Faculty of Color (page 9). The visualizations show the comparative analysis with other institutions. Note how our faculty responses compare to other institutions. *How to read the visualizations?* See the explanation on the top of page 4, and [watch this explanatory video from COACHE](#).
- ***Two Best & Two Worst Aspects of Working at Rollins (p. 10-11):*** See if the above areas of strength/concern were frequently cited as the two best/two worst aspects of working at Rollins. The most frequently cited are in red font.
- ***Open-Ended "One Thing to Improve" Themes (p. 12, top):*** The survey resulted in a lot of comments/qualitative data. COACHE did a very high-level analysis. See the bulleted list. What questions does this list raise? What warrants further analysis?
- ***Overall Satisfaction (p. 12, bottom):*** See how Rollins faculty rated their satisfaction with their department and the institution, compared with our peers and cohort institutions.

From the above, what surprised you? What was as you expected?

See the next page for how to share your questions and comments.

Selected Institutions

You selected 5 institutions as peers against whom to assess your COACHE Survey results. The results at these institutions are included throughout this report in the aggregate or, when cited individually, in random order.

- Agnes Scott College (2020)
- Davidson College (2020)
- Gettysburg College (2020)
- Kenyon College (2018)
- Muhlenberg College (2020)

Cohort Institutions

Faculty from the following 27 institutions comprise the comparison cohort of liberal arts colleges for this 2020 Chief Academic Officer Report.

- Agnes Scott College (2020)
- Amherst College (2020)
- Babson College (2019)
- Barnard College (2017)
- Bates College (2018)
- Centre College (2020)
- Colgate University (2018)
- Davidson College (2020)
- Gettysburg College (2020)
- Hamilton College (2018)
- Harvey Mudd College (2020)
- Juniata College (2020)
- Kenyon College (2018)
- Lafayette College (2020)
- Manhattan College (2019)
- Mills College (2020)
- Mount Holyoke College (2020)
- Muhlenberg College (2020)
- Occidental College (2018)
- Ohio Wesleyan University (2019)
- Saint Mary's College of Maryland (2017)
- The University of the South (2018)
- University of North Carolina-Asheville (2018)
- Ursinus College (2020)
- Washington and Lee University (2020)
- Wellesley College (2020)
- Wofford College (2020)

Faculty Debriefing Sessions

Note that you may have multiple opportunities to share your thoughts and questions from the different perspectives listed below.

Date	Faculty Group to Debrief	Facilitator(s)
Thu, Nov 5, 4-5pm	Full Professors	Lee Lines & Jenny Queen
Fri, Nov 6, noon-1pm	Faculty of Color	Victoria Brown & Nancy Chick
Tue, Nov 10, 1-2pm	Lecturers & Visiting Professors	Serina Al Haddad
Tue, Nov 10, 2-3pm	Assistant Professors	Samuel Sanabria
Wed, Nov 11, 11am-noon	Crummer Faculty	Jenny Queen
Thu, Nov 12, 4-5pm	Department Chairs	Lee Lines & Jenny Queen
Mon, Nov 16, 3-4pm	Faculty who teach in Holt	Samuel Sanabria
Tue, Nov 17, 1-2pm	Female Faculty	Serina Al Haddad & Jenny Queen
Fri, Nov 20, 1-2pm	Associate Professors	Jonathan Harwell & Nancy Chick

Each will be held in the facilitator's Webex room. (If there are two facilitators, go to the Webex room of the person listed first.)

COACHE Statement about Surveying During COVID

“COACHE conducted an analysis of response rates and patterns to determine whether there were any practical differences between response patterns of faculty who completed the survey prior to the COVID-19 disruptions and those faculty who responded later in the survey administration period. Their analysis concluded that the impact on the survey report is likely negligible.”



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Rollins College 2019-20

Faculty Job Satisfaction Survey Report



Acknowledgements:

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The Ford Foundation
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Harvard Graduate School of Education
All of our partner institutions

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Contact information:

The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
8 Story Street, 5th Floor
Cambridge, MA 02138
Email: coache@gse.harvard.edu
URL: <https://coache.gse.harvard.edu>
Voice: 617-495-5285
Fax: 617-496-9350

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Introduction

You are holding in your hands a preview of the COACHE Chief Academic Officer Report. The CAO Report data and design are the culmination of our work since 2003 with faculty focus groups, two pilot studies (for pre-tenure and tenured faculty), and ongoing dialog with academic leaders at our partner institutions.

While there are many approaches to report design, our choices at COACHE leverage our comparative data to help you, your leadership team, and your faculty move more swiftly from survey results into dissemination, engagement and action.

To the uninitiated, the CAO Report can be daunting. However, just a few minutes spent with the Results at a Glance and Benchmark Dashboard will unlock the broad themes of your survey results and the areas deserving of immediate scrutiny.

Your faculty's strengths and concerns will be revealed, layer by layer, as you follow the green, grey, and red colors of your CAO Report. These colors illustrate your faculty's attitudes relative to peers of your own choosing and to a larger, labor-market cohort (e.g., women to women, associate professor to associate professor). The yellow and orange colors will identify gaps between groups within your own institution (e.g., women and men, associate and full professors).

This preview is just a glimpse of what lies within your CAO Report—a beginning, not the end. The digital files that follow this preview contain item-level analysis, faculty's qualitative opinions coded by survey theme, results disaggregated by school/college and discipline, and more tools for understanding the conditions faculty need in order to do their best work.

You are about to discover that many faculty concerns can be dealt with immediately and inexpensively, while others present themselves as opportunities for broad involvement in designing collaborative solutions.

The questions at the end of this preview should help you get this process of inquiry underway. Yet, at COACHE, we have learned that the most important analysis has yet to occur. Analysis is a social process of engagement with your colleagues and—most importantly—your faculty. The COACHE partners who succeed do so by inviting faculty to be agents of institutional improvement.

As you embark upon the next steps of "collective sensemaking" and action, we have many examples to share. Your research-practice partnership with COACHE continues beyond this report delivery for many months of advice and networking. Allow us to develop your capacity for evidence-driven leadership in the academy.

Your Cohort and Peers

Based on the number of Rollins College faculty and other organizational characteristics, your comparison "cohort" includes 27 COACHE partners who identify as generally similar. The complete list is available in the CAO Report's appendices. You selected five comparison institutions – "peers" in the report – to represent those most similar to you in the faculty labor market. They are listed at the right.

- Agnes Scott College (2020)
- Davidson College (2020)
- Gettysburg College (2020)
- Kenyon College (2018)
- Muhlenberg College (2020)

Response Rates

Your report summarizes the findings from 62% of your eligible faculty. Given an average survey completion time of 22 minutes, this report constitutes approximately 51 hours of your faculty's time and, more importantly, their candor. Your response rate is *lower* than your peers by approximately 2.8 percentage points.

Differences in rates of response between demographic groups matter, as well. The table below summarizes response rates by tenure status, rank, gender, and race. As you read this preview and the complete CAO Report, keep in mind how large or small these subgroups' representation is among your survey responses.

Response Rates

	You	Peers	Cohort
All Faculty	62%	65%	62%
Tenured	58%	63%	63%
Pre-tenure	71%	75%	70%
Non-tenure Track	61%	57%	52%
Full Professor	63%	61%	61%
Associate Professor	56%	65%	66%
Men	60%	65%	58%
Women	64%	65%	66%
White	62%	66%	64%
Faculty of Color	64%	61%	58%
Asian/Asian-American	83%	55%	59%
Underrepresented Minorities	59%	64%	57%

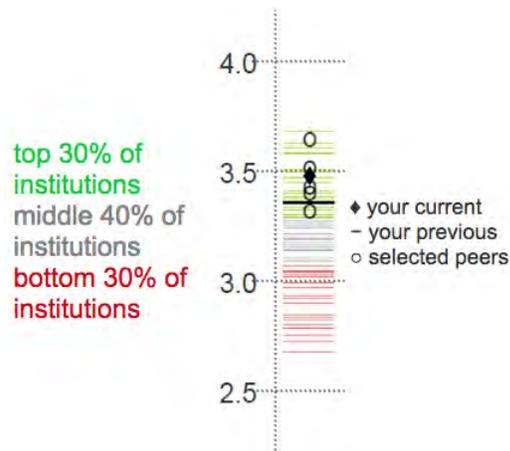
¹ "Faculty of color" are, for the purposes of this report, those individuals not categorized as White, non-Hispanic.

² "Underrepresented minorities" are individuals who identify as neither White, non-Hispanic nor Asian/Asian-American.

Understanding the COACHE Benchmarks

The following five pages offer a view of your faculty from 10,000 feet. Each survey theme is summarized by a “Benchmark,” the mean of several five-point Likert-scale survey questions that share a common theme. A Benchmark score provides a general sense of how faculty feel about a particular aspect of their work/life at your institution; your CAO Report delivers results for Benchmarks and for specific survey items.

In this preview, we compare your Benchmark scores, shown as diamonds, to the scores of other COACHE partners, represented as horizontal lines. Green lines represent the top 30 percent of institutional means, red lines represent the bottom 30 percent, and grey lines represent institutions in the middle 40 percent. The circles locate the five institutions your team selected as most nearly competing with yours (or resembling yours) in the market for faculty. The black line represents your prior results (if applicable).



Your Strengths and Concerns

As shorthand, COACHE defines an "area of strength" any Benchmark where your institution scores first or second among your selected comparison group and in the top 30 percent (the green section) of the cohort.

Conversely, an "area of concern" is where your faculty rating of a Benchmark falls fifth or sixth among your peers and in the bottom 30 percent (the red section) of the cohort. The survey themes at the right met these criteria for Rollins College.

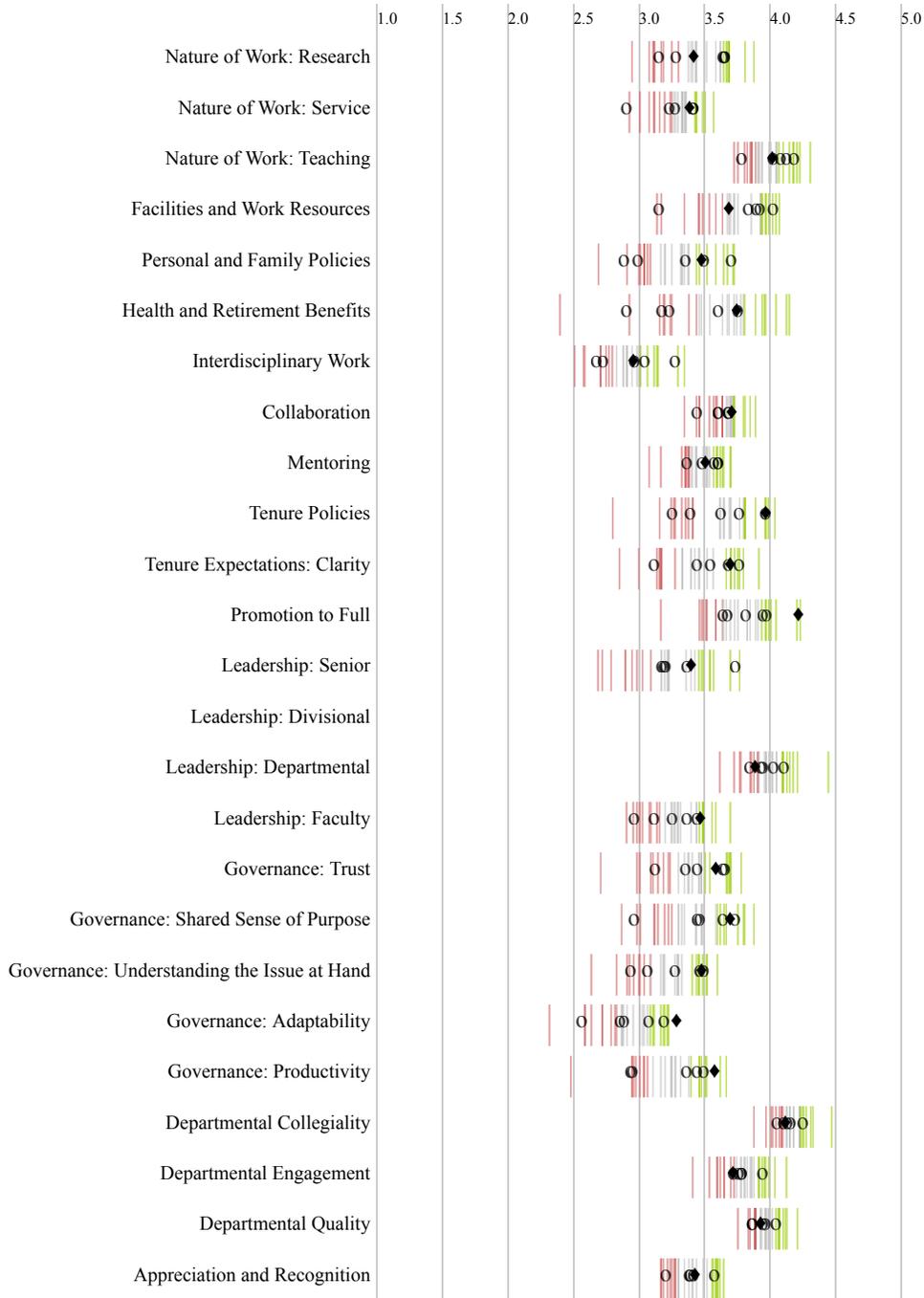
Note that between-group differences could alter your conclusions about these aspects of academic life on your campus—and suggest tailored approaches to improving them. Keep this in mind as you consider, after the overall results, the subsequent charts for pre-tenure faculty, for associate professors, for women, and for faculty of color. Look to your CAO Report for other subgroups and more detailed displays.

Areas of strength (all faculty combined)

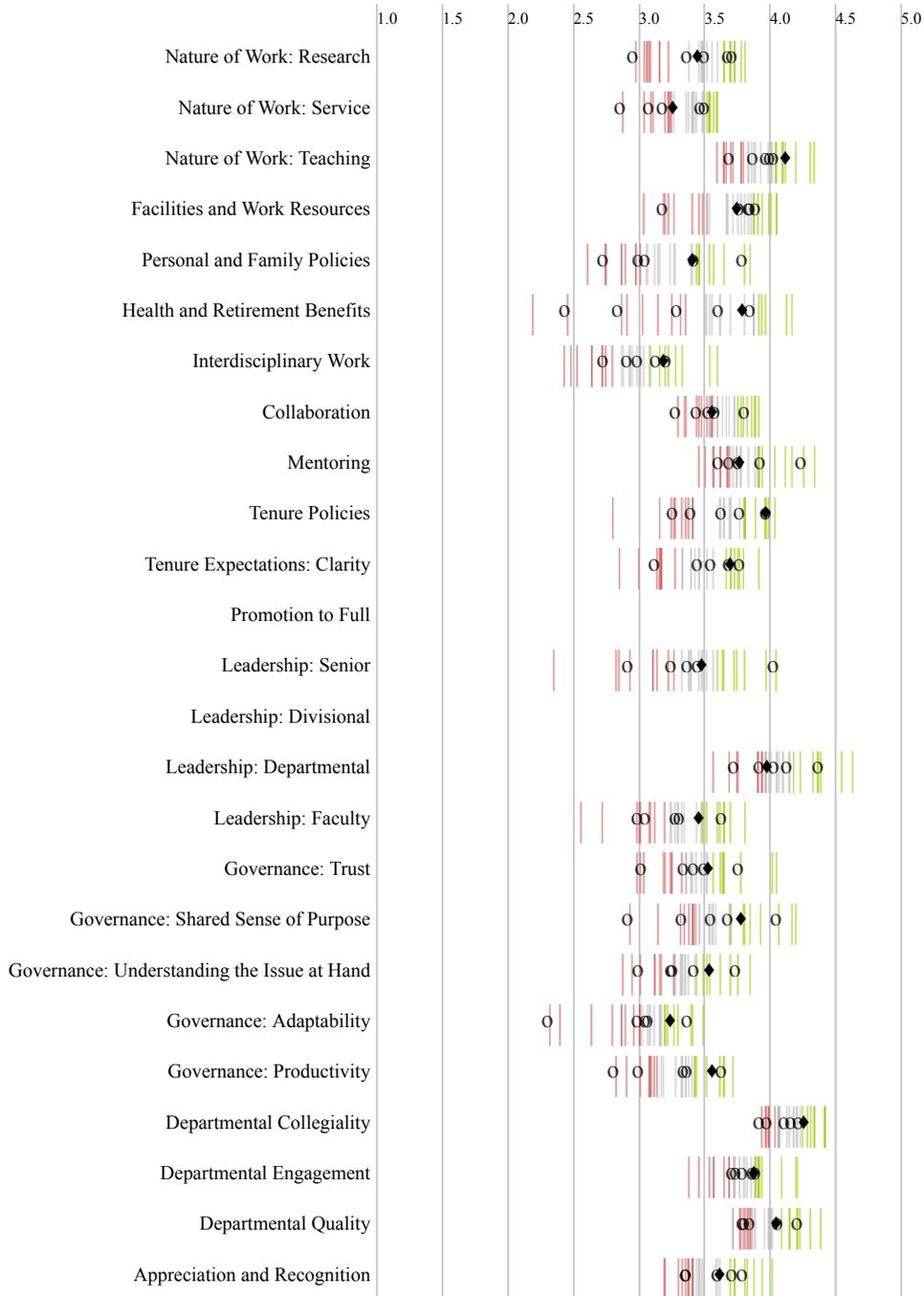
- *Collaboration*
- *Governance: Adaptability*
- *Governance: Productivity*
- *Governance: Shared Sense of Purpose*
- *Governance: Understanding the Issue at Hand*
- *Leadership: Faculty*
- *Promotion to Full*
- *Tenure Expectations: Clarity*
- *Tenure Policies*

Areas of concern (all faculty combined)

- *(No areas of concern)*



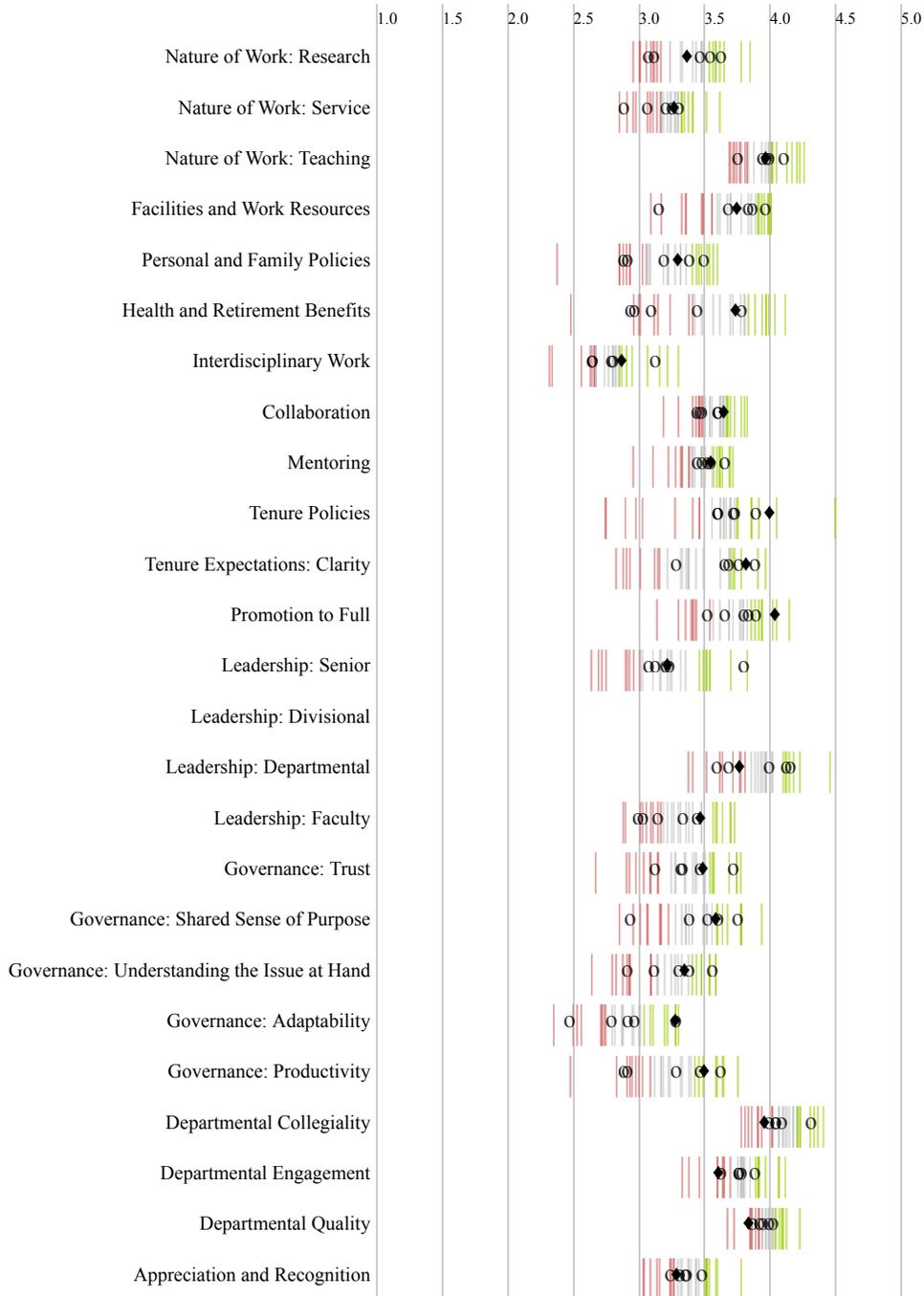
Data are masked in instances where your institution or a peer institution has insufficient data for reporting.



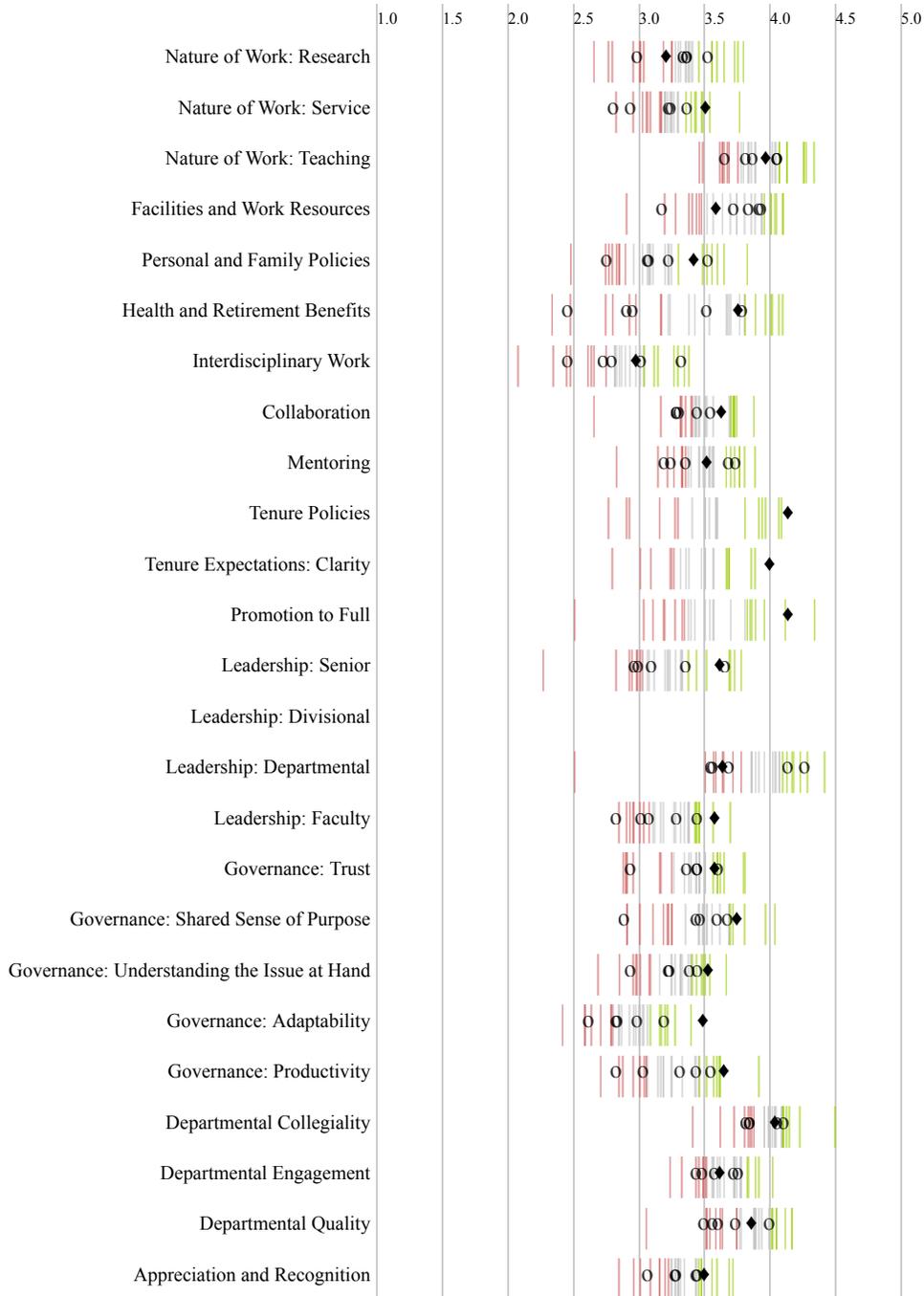
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Near the conclusion of the survey, we ask faculty to think about the institution as a whole and identify those issues (both good and bad) that are most on their minds. Here, faculty are given the opportunity to select the two best aspects of working at your institution. Your CAO Report

includes these results compared to peers and the COACHE cohort and, therefore, your competitive advantages in faculty recruitment and retention. The most frequently cited responses at your institution are highlighted in red.

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	39%	45%	27%	34%	32%
Support of colleagues	20%	26%	15%	17%	12%
Opportunities to collaborate with colleagues	4%	3%	8%	6%	6%
Quality of graduate students	5%	3%	4%	1%	0%
Quality of undergraduate students	17%	16%	19%	11%	12%
Quality of facilities	8%	3%	4%	4%	6%
Compensation	0%	0%	0%	0%	0%
Support for research/creative work	2%	0%	4%	1%	0%
Support for teaching	14%	18%	15%	18%	6%
Support for professional development	8%	16%	8%	13%	12%
Assistance for grant proposals	1%	0%	0%	0%	0%
Childcare policies	0%	0%	0%	0%	0%
Spousal/partner hiring program	0%	0%	0%	0%	0%
Diversity	2%	0%	0%	3%	6%
Presence of others like me	1%	0%	0%	0%	0%
My sense of "fit" here	12%	8%	15%	10%	12%
Geographic location	24%	32%	31%	27%	29%
Commute	4%	3%	12%	4%	6%
Cost of living	1%	0%	4%	0%	3%
Protections from service/assignments	0%	0%	0%	0%	0%
Teaching load	5%	8%	4%	6%	9%
Manageable pressure to perform	4%	8%	0%	1%	3%
Academic freedom	15%	11%	8%	23%	18%
Tenure/promotion clarity or requirements	2%	0%	4%	0%	6%
Quality of leadership	1%	0%	0%	0%	0%
There are no positive aspects	2%	0%	4%	3%	3%
Decline to answer	3%	0%	0%	4%	6%

Faculty are also asked to identify the two worst aspects of working at your institution. The worst aspects can be particularly helpful in narrowing down your priorities, especially when a review of your Benchmarks suggests many concerns to address: when everything needs fixing,

we tend to fix nothing. In the CAO Report, these worst aspects are a heat map of your institution's competitive threats. The most frequently cited responses at your institution are highlighted in red.

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	1%	0%	0%	0%	0%
Support of colleagues	5%	11%	12%	6%	3%
Opportunities to collaborate with colleagues	2%	3%	4%	1%	0%
Quality of graduate students	2%	0%	0%	0%	0%
Quality of undergraduate students	6%	11%	0%	8%	3%
Quality of facilities	8%	3%	19%	8%	9%
Compensation	35%	37%	31%	32%	38%
Lack of support for research/creative work	12%	11%	12%	15%	15%
Lack of support for teaching	0%	0%	0%	0%	0%
Lack of support for professional development	4%	0%	4%	1%	0%
Lack of assistance for grant proposals	0%	0%	0%	0%	0%
Childcare policies	3%	5%	4%	4%	3%
Spousal/partner hiring program	2%	5%	4%	0%	0%
Lack of diversity	11%	11%	12%	11%	12%
Absence of others like me	5%	8%	0%	6%	9%
My sense of "fit" here	4%	5%	4%	1%	6%
Geographic location	2%	3%	0%	1%	0%
Commute	5%	8%	8%	6%	9%
Cost of living	8%	18%	15%	7%	6%
Too much service/too many assignments	21%	21%	27%	23%	24%
Teaching load	15%	13%	4%	14%	21%
Unrelenting pressure to perform	2%	5%	4%	1%	0%
Academic freedom	0%	0%	0%	0%	0%
Tenure/promotion clarity or requirements	5%	5%	4%	4%	3%
Quality of leadership	8%	3%	4%	10%	6%
There are no positive aspects	5%	0%	8%	3%	3%
Decline to answer	6%	0%	0%	7%	9%

Global Considerations: In Your Faculty's Own Words

The final item in our survey is an open-text response to the prompt, "What is the one thing your institution could do to improve the workplace for faculty?" The comments from your faculty were reviewed by our team, redacted of identifying information, and coded according to the survey themes. The five most common themes in your faculty's responses were:

- *Compensation and benefits* - 31%
- *Leadership: General* - 26%
- *Nature of work: Teaching* - 23%
- *Facilities and resources for work* - 22%
- *Appreciation and recognition* - 16%

The complete and coded open-text responses in your CAO Report are a tool for prioritizing your results. By adding a dose of humanity to the quantitative results, these comments direct you and your team to be more sensitive to what is in the minds of your faculty. The mean and standard

deviation for Tenure Clarity tell you which faculty are unclear about expectations for tenure. An open-text comment describes the impact on faculty's lives—their careers, their health, their families—and may even include helpful ideas on how to fix the problem.

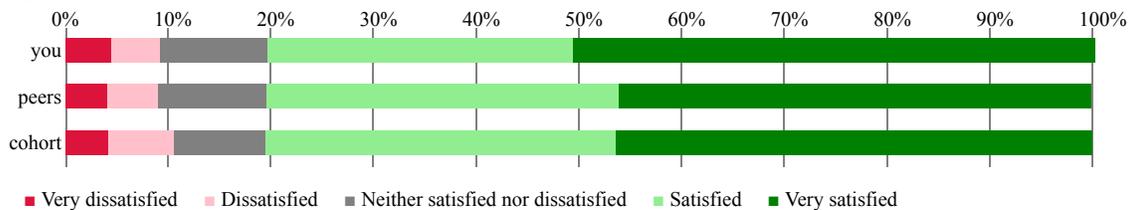
In the complete digital report, you may access these redacted comments all at once, coded thematically, and accompanied by a chart of theme frequencies. In addition, when a comment mentions a topic that is related to a Benchmark, your CAO Report attaches that comment to the appropriate section. With salient, open-text prompts associated with each theme, you will find it easy to incorporate them into your presentations and discussions with faculty. Doing so reinforces that you are listening and trying to understand—the first step toward improving the faculty workplace.

Global Considerations: The Department and Institution as a Place to Work

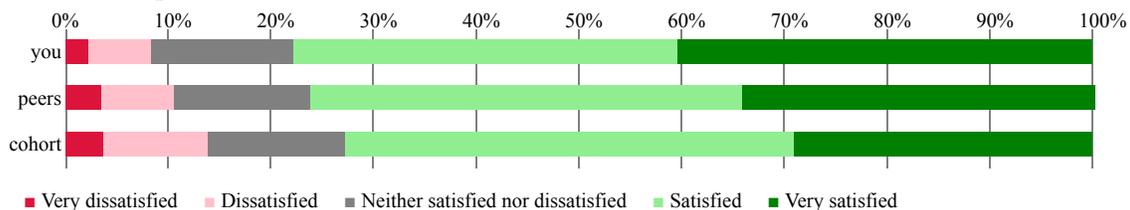
There are other "big picture" results in your report concerning overall satisfaction, intent to leave, and the likelihood that a faculty member would recommend her/his department as a place to work. For the purposes of this

preview, we are sharing respondents' overall satisfaction with their departments and with their institution as a place to work.

Department as a place to work



Institution as a place to work



Next Steps: Distributed Leadership

While some are tempted to see these results and jump immediately to strategies for fixing problems, others know that institutional change is more effective and sustainable under models of distributed leadership. At COACHE, we have learned from our partners that analysis and sensemaking are a community process. Treat this document and the full report as a discussion guide, not a report card. Engage your faculty as partners in improving the workplace. Leverage their skills, expertise, and their personal experiences. Thoughtful, transparent engagement establishes trust among faculty. How you engage your faculty throughout this process is just as important as any policies or programs that result. Very few things can be accomplished in the academy without trust.

The remaining pages of this preview pose questions for you to consider, alone or with your team, as you begin this endeavor. In the next few weeks, COACHE will host several online open houses where you and your team can ask questions and engage with other teams. Also, COACHE

will be hosting a Strategy Workshop on August 8 and 9, 2019. The event is free of charge to our partners (except for travel and lodging) and is designed to give every institution the opportunity to plan for a successful dissemination strategy. We will also share some additional materials, including:

- A series of video tutorials for navigating and interpreting your full report
- Sample meeting agendas
- Discussion guides for your team
- Promising practices from other partner institutions

Your CAO Report contains additional materials that describe how to dig deeper, build communication plans, disseminate broadly, take ownership, and engage with peer institutions. If you are ever in doubt about what to do, call us. COACHE succeeds only when you are equipped to create the conditions in which faculty do their best work.



What, if anything, surprises you about these results? Which results confirm your perceptions of your institution?

Based on these first few pages of analysis, what initial questions do you have about the results underlying them? What themes do you feel most warrant further scrutiny?

Which strategic priorities, faculty affairs initiatives, or other important institutional activities do your COACHE areas of strength support? Which might the areas of concern bring into play?



Which offices, governing bodies, and committees might relate to these findings? Consider, for example, a committee on the status of women/minorities, tenure and promotion committee, faculty governing body, center for teaching and learning, human resources, sponsored research, marketing and communications office...

Write the names of at least five administrators, staff, or faculty—beyond your immediate COACHE team—whose work might be informed by these results. For example, if your results indicate dissatisfaction among faculty of color, you might consider including the Chief Diversity Officer. If faculty provide lower ratings on the Benchmarks relating to shared governance, the Faculty Senate (or equivalent) might be constructively engaged in the next steps.

In what venues or through what channels might you share the results with them? Consider that the most effective strategies for engaging the results are those that pull faculty into a discussion rather than those that push data out.



Among the offices and individuals noted in the prior prompt, which might be allies? Which might feel threatened by the COACHE results?

How will their recommendations be received and considered?

What other information or data may help inform their interpretations of the COACHE report?





collaborative on academic
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The Collaborative on Academic Careers in Higher Education
Harvard Graduate School of Education
8 Story Street, Fifth Floor
Cambridge, Massachusetts 02138

(617) 495-5285
coache@gse.harvard.edu
<https://coache.gse.harvard.edu>