Can a survey improve the climate for faculty?

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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?

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

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

Sense of Fit in Department

- Net Dissatisfied
- Neutral
- Net Satisfied

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

UC ADVANCE PAID Roundtable 5: Workplace Climate
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.”