



HARVARD GRADUATE SCHOOL OF EDUCATION

The Collaborative on Academic Careers in Higher Education

August 11, 2016

Dr. Jeremy Haefner
Rochester Institute of Technology
6 Lomb Memorial Drive
Rochester, NY 14623

Dear Dr. Haefner,

On behalf of the COACHE Team, I am pleased to inform you that your COACHE Chief Academic Officer's Report is complete and ready for you and your team to review. We are particularly excited about the newest iteration of the report which offers all of the robust features of our previous report with new interactive features. In the next few days, you will receive an email with a copy of this letter and a secure link to access COACHE's new digital report. You should receive this email no later than Monday, August 15, 2016. Our new report design, with customizable views, will allow institutions to quickly and intuitively explore your survey findings. We are very excited about the potential of our new reporting platform.

The delivery of this report signals a shift in your work with your faculty and in your partnership with COACHE. This letter will provide with some of the top level results. Your next step is to schedule a call with our team for a personalized walk through of your findings. This guided tour to your report will touch on the key findings from your results, instruct you on the functionality of our new digital report design, and offer you the opportunity to strategize with our team about the most effective ways to disseminate these results and engage you faculty.

High Level Findings

Your report summarizes the findings from 51% of your faculty. With an average survey completion time of twenty-two minutes, this report constitutes approximately 180 hours of your faculty's time and, more importantly, their candor. As you read this report, consider these investments your faculty have already made in this project.

Selected Comparison Institutions

As a university, RIT is benchmarked in the *CAO Report* against all participating institutions in the Carnegie "research" and large and mid-sized "Master's" categories. Any mention of your "cohort" includes this range of institutions. In addition, you chose five comparison institutions – referred to as "peers" in the report – to represent those nearer to you in the faculty labor market. They are:

- ▶ Lehigh University
- ▶ Syracuse University
- ▶ Tulane University
- ▶ Virginia Polytechnic and State University
- ▶ Worcester Polytechnic Institute

Historical Trends

Compared to your results in 2013, six benchmark averages are higher and only one is lower. Improvements were noted on the Nature of work: Research, Nature of work: Service, Personal and family

policies, Health and retirement benefits, Promotion to full, and Senior leadership benchmarks. The only drop occurred on the Tenure expectations: Clarity benchmark.

Areas of Strength

Your report highlights areas of strength and areas of concern relative to your faculty's ratings of the twenty-five benchmarks in the COACHE Faculty Job Satisfaction Survey. An area of strength is defined as any benchmark where your institution scored in the top 30 percent of the cohort and first or second among your peers. Based on these criteria, RIT has nine "areas of strength," listed below:

- ▶ Nature of work: Service
- ▶ Personal and family policies
- ▶ Health and retirement benefits
- ▶ Leadership: Senior
- ▶ Governance: Trust
- ▶ Governance: Shared sense of purpose
- ▶ Governance: Understanding
- ▶ Governance: Adaptability
- ▶ Governance: Productivity

Areas of Concern

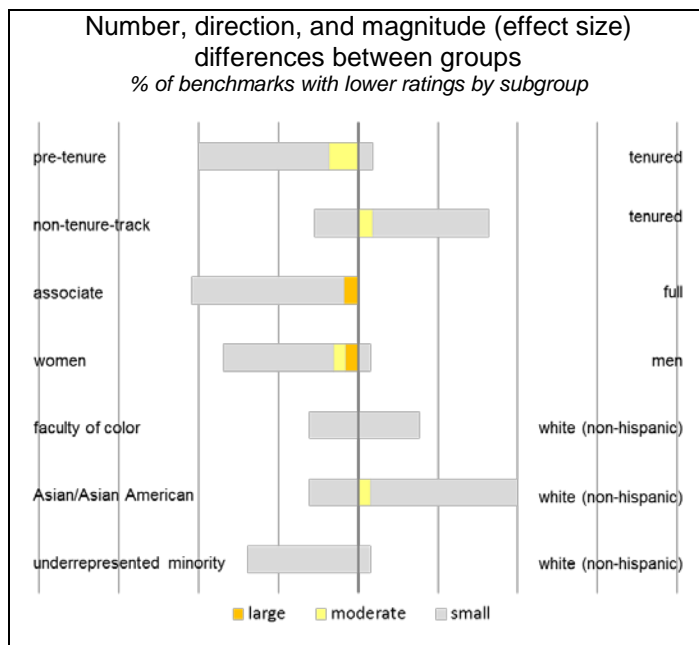
Conversely, an area of concern is noted when your faculty rated a benchmark lower than 70 percent of the cohort and fifth or sixth compared to your peers. Based on these criteria, RIT has five "areas of concern," listed below:

- ▶ Collaboration
- ▶ Tenure policies
- ▶ Tenure expectations: Clarity
- ▶ Promotion to full
- ▶ Departmental Quality

Notable differences among your faculty

Keep in mind that COACHE "strengths" and "concerns" are based on *overall* scores; between-group differences could alter your conclusions about these aspects of academic life on your campus (and suggest tailoring your approaches to improving them). At RIT, the following faculty sub-groups were more likely than their counterparts, on average, to give lower ratings in their survey responses: pre-tenure faculty compared to tenured faculty, tenured faculty compared to non-tenure track faculty, associate professors compared to full professors, women compared to men, white (non-Hispanic) faculty compared to Asian/Asian American faculty, and underrepresented minority faculty compared to white (non-Hispanic) faculty.

The display at right summarizes these differences by tenure track status, rank, gender, and race/ethnicity across the benchmark



themes. Each subgroup's bar represents the proportion of benchmarks in which that population gave *lower* ratings. (We use generally-accepted ranges of effect size magnitude to distinguish between “small,” “moderate” and “large”; we do not report trivial differences.)

Next steps

The next phase your relationship with COACHE begins as soon as you use our secure link to download your institutional report. This newly developed reporting platform brings together thousands of data points about your faculty with millions more about the national faculty labor market to help you make informed decisions about next steps. Please email coache@gse.harvard.edu to schedule your personal guided tour of our new report design.

Your commitment to COACHE's research-practice partnership is a commitment to engage your faculty in collective sense-making around these results. When engaged constructively, your faculty will ask better questions, add important context, and help you to prioritize the work that follows. In the experience of our longstanding partners, engaging with faculty in an open and transparent manner increases their receptivity to change. Consider, then, the best strategies for sharing these findings with your faculty. A good first step is to decide who among the faculty can serve as ambassadors for the COACHE results. Are there established or aspiring leaders who bring expertise and credibility to the process?

Once you have identified your faculty leaders, they can utilize these results as a tool for engagement. Consider the data as the start, not the end, of your discussion with faculty. Instead of producing a report or a PowerPoint presentation that pushes results out, ask yourself and your team how you can use the data to draw your faculty into a dialog. Rather than an outline, build a list of generative questions you hope to explore with your faculty (visit our website for examples that other COACHE partners have used).

After your introductory webinar, we know that there will be much more work to do and the COACHE team will continue to engage and support you through the process.

Sincerely,

R. Todd Benson, Ed.D.
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Deputy Director, COACHE Faculty Job Satisfaction Survey
Harvard Graduate School of Education