

# NTID 2023 COACHE: Exploring the Results and Comparing with RIT



## What is COACHE?

- **C**ollaborative **o**n **A**cademic **C**areers in **H**igher **E**ducation
- A research-practice partnership in the Harvard Graduate School of Education
- Studies the work lives of faculty with a focus on actionable data to support academic administrators
- Goal: collect data to improve the academic workplace

## What is a COACHE Comparative Report?

- **COACHE provides college leadership with a report that compares responses from faculty in the college with responses from the rest of the university's faculty.**

# Response Rates

|      | 2019      | 2023      |
|------|-----------|-----------|
| RIT  | 487 (50%) | 449 (47%) |
| NTID | 66 (46%)  | 53 (46%)  |

| NTID | Overall | T   | Pre-T | NTT | Full | Assoc. | Men | Women | White | FOC |
|------|---------|-----|-------|-----|------|--------|-----|-------|-------|-----|
| 2019 | 46%     | 57% | 45%   | 38% | 88%  | 50%    | 47% | 45%   | 43%   | 60% |
| 2023 | 46%     | 54% | N<5   | 41% | 50%  | 58%    | 43% | 46%   | 45%   | 50% |



# All 2023 NTID Benchmarks Compared with RIT

| short name                                | Division |      | RIT (without Division) |      | External Analysis<br>(division compared to rest of institution) |          |
|---|----------|------|------------------------|------|---|----------|
|   | Mean     | SD   | Mean                   | SD   | concern   | strength |
| Benchmark: Nature of Work Research        | 2.90     | 0.91 | 2.89                   | 0.82 |   |          |
| Benchmark: Nature of Work: Service        | 3.17     | 0.76 | 3.18                   | 0.77 |   |          |
| Benchmark: Nature of Work: Teaching       | 3.62     | 0.64 | 3.54                   | 0.74 |   |          |
| Benchmark: Facilities and work resources  | 3.53     | 0.67 | 3.23                   | 0.79 |   |          |
| Benchmark: Personal and family policies   | 3.38     | 0.87 | 3.22                   | 0.95 |   |          |
| Benchmark: Health and retirement benefits | 3.64     | 0.80 | 3.58                   | 0.86 |   |          |
| Benchmark: Interdisciplinary work         | 2.63     | 0.88 | 2.53                   | 0.99 |   |          |
| Benchmark: Collaboration                  | 3.39     | 0.86 | 3.52                   | 0.86 |   |          |
| Benchmark: Mentoring                      | 3.26     | 0.95 | 3.05                   | 0.97 |   |          |
| Benchmark: Tenure policies                | N<5      | N<5  | 3.16                   | 1.04 |   | N<5      |
| Benchmark: Tenure clarity                 | N<5      | N<5  | 3.07                   | 0.99 |   | N<5      |
| Benchmark: Promotion                      | 2.91     | 1.07 | 3.26                   | 1.00 |   |          |
| Benchmark: Leadership: Senior             | 2.97     | 1.01 | 2.83                   | 1.02 |   |          |
| Benchmark: Leadership: Divisional         | 2.50     | 1.15 | 2.81                   | 1.21 |   |          |
| Benchmark: Leadership: Departmental       | 3.58     | 1.03 | 3.45                   | 1.12 |   |          |
| Leadership: Faculty                       | 3.74     | 0.88 | 3.31                   | 0.94 |   |          |
| Governance: Trust                         | 3.03     | 0.90 | 3.03                   | 0.83 |   |          |
| Governance: Shared Purpose                | 3.01     | 0.91 | 2.85                   | 0.88 |   |          |
| Governance: Understanding                 | 3.03     | 0.84 | 2.85                   | 0.85 |   |          |
| Governance: Adaptability                  | 3.02     | 0.96 | 2.70                   | 0.86 |   |          |
| Governance: Productivity                  | 3.21     | 0.88 | 2.92                   | 0.89 |   |          |
| Benchmark: Departmental collegiality      | 3.75     | 0.62 | 3.79                   | 0.81 |   |          |
| Benchmark: Departmental engagement        | 3.08     | 0.77 | 3.47                   | 0.85 |   |          |
| Benchmark: Departmental quality           | 2.86     | 0.87 | 3.43                   | 0.83 |   |          |
| Benchmark: Appreciation and recognition   | 3.23     | 0.71 | 3.05                   | 0.87 |   |          |

12 green

5 red

6 neutral

2 insufficient responses

Overall, NTID faculty replied more favorably than RIT faculty did.

# COACHE's Four Levels of University Leadership

## ■ Senior

- University president/chancellor and chief academic officer (provost)

## ■ Divisional

- College dean, Dean's office, and Assoc. VP for Acad. Affairs (NTID)

## ■ Departmental

- Department head/chair

## ■ Faculty

- Institutional governing body (RIT Faculty Senate, NTID Faculty Congress)

**Specific COACHE Benchmarks Where NTID  
Faculty Responded More Favorably  
than RIT Faculty Responded**



## RIT-Level

- **University leadership**
  - Communication of priorities
  - Stated priorities
  - Pace of decision making
  - Ensuring faculty input
  - Support in adapting to change

Reminder: This benchmark relates to how NTID faculty perceive the RIT administration.

# RIT-Level

## ■ Personal and family policies

- Institution does what it can for work/life compatibility
- Housing benefits
- Parking
- Family medical/parental leave
- Tuition waivers/exchange
- Spousal/partner hiring program
- Childcare
- Eldercare

Reminder: This benchmark relates to how NTID faculty perceive these RIT policies/benefits.

## RIT- and NTID-Level

### ▪ **Appreciation and recognition**

- Recognition for teaching, advising, service, outreach
- Recognition from chair
- College is valued by President/Provost
- I would again choose this institution
- Institution as a place to work
- Outside offers are necessary in negotiations
- Recognition from colleagues, from dean
- Visible leadership for support of diversity

# RIT- and NTID-Level

## ■ Facilities and Work Resources

- Classrooms
- Library resources
- Equipment
- Laboratory, research, studio space
- Computing and technical support
- Administrative support
- Support for improving teaching
- Office space

## RIT- and NTID-Level

- **Governance (Trust, Shared Purpose, Understanding, Adaptability, Productivity)**
  - Overall effectiveness of shared governance
  - Faculty input in decisions; consensus
  - Cultivation of new faculty leaders
  - My committees make measurable progress toward goals
  
- **Mentoring**
  - Mentoring available within NTID but outside the department
  - Importance of mentoring
  - Effectiveness of mentoring from outside the university

## NTID-Level

### ■ Departmental leadership

- Stated priorities
- Ensuring faculty input
- Fairness in evaluating work
- Support in adapting to change
- Pace of decision making
- Communication of priorities

### ■ Faculty Leadership

- Pace of decision making
- Stated priorities
- Communication of priorities
- Ensuring faculty voices in decision making

# NTID-Level

## ■ Nature of Work: Teaching

- Time spent on teaching
- Number of courses taught
- Number of students in classes taught
- Time spent on administrative tasks
- Equitability of distribution of teaching load
- Teaching schedule
- Quality of students taught
- Discretion over course content

**Specific COACHE Benchmarks Where NTID  
Faculty Responded Less Favorably  
than RIT Faculty Responded**



# RIT- and NTID-Levels

## ■ Collaboration

- Opportunities for collaboration within the department
- Opportunities for collaboration outside the university
- Opportunities for collaboration outside the department but within the university

## ■ Existing Efforts and How to Improve

- Research-active faculty are encouraged to make connections with faculty at other universities when/where relevant.
- Ad hoc committees focused on topics of interest to faculty (curriculum, appraisal, scholarship expectations, etc.).
- Faculty should feel empowered to discuss opportunities to collaborate within the department.

# NTID-Level

## ■ Leadership: Divisional

- Pace of decision making
- Stated priorities
- Communication of priorities
- Ensuring faculty input
- Support provided by NTID college leadership to assist with adapting to change

## ■ Existing Efforts and How to Improve

- Continue to update priorities and communication via the President's Monthly Report, college-wide presentations, quarterly meetings with budget administrators, presentations to NFC, direct communication with faculty regarding federal appropriations (73% of NTID budget).
- Continued expediting of faculty hiring within RIT expectations/constraints.

# NTID-Level

## ■ Promotion

- Culture that does not encourage promotion
- Clarity of promotion time frame, process, criteria, and evidence needed
- Reasonableness of expectations for promotion
- Clarity of promotion standards and whether I will be promoted
- Priorities are stated and acted on consistently

## ■ Existing Efforts and How to Improve:

- AVPAA and assoc. deans already discussing POW, appraisal, and promotion matters regularly with chairs.
- Chairs receive ongoing training are developing updated scholarship guidelines.
- Tenure/promotion guidelines and related documents available on AA website.
- Jess La Sala meets regularly with faculty to support their dossier prep.
- Current lecturer mentoring group can discuss this topic.

## NTID-Level

### ■ Department engagement

- Discussions of undergraduate and graduate student learning
- Discussions of current research methods
- Discussions of effective teaching practices
- Amount of professional interaction with pre-tenured and tenured faculty
- Discussions on effective use of technology

### ■ Existing Efforts and How to improve

- Outcomes assessment coordinators can lead curriculum discussions.
- Discussion of tech. literacy in AOS programs is encouraged due to recent elimination of Career English I/II requirements.
- Peer evaluation of teaching for promotion helps this discussion and is an expectation of promotion.

## NTID-Level

### ■ Departmental quality

- Department is successful at faculty recruitment
- Department is successful at faculty retention
- Department addresses sub-standard performance

### ■ Existing Efforts and How to Improve

- NTID Future Faculty mentorship program: 11 (23-24), 6 (24-25).
- Funds (\$20k) to support faculty work toward terminal degree.
- Professional development funds for NTID faculty (TT \$2350, L \$1700).
- Department chair attendance at national chairpersons conferences.
- Implementation of updated NTID workload guidelines to standardize workload expectations.