

Wichita State University

2019-20

Faculty Job Satisfaction Survey
Report Preview

Introduction

You are holding in your hands a preview of the COACHE MIT Mechanical Engineering 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 and, of course, not the end. The digital files that follow this preview contain ""rs thed

Your Cohort and Peers

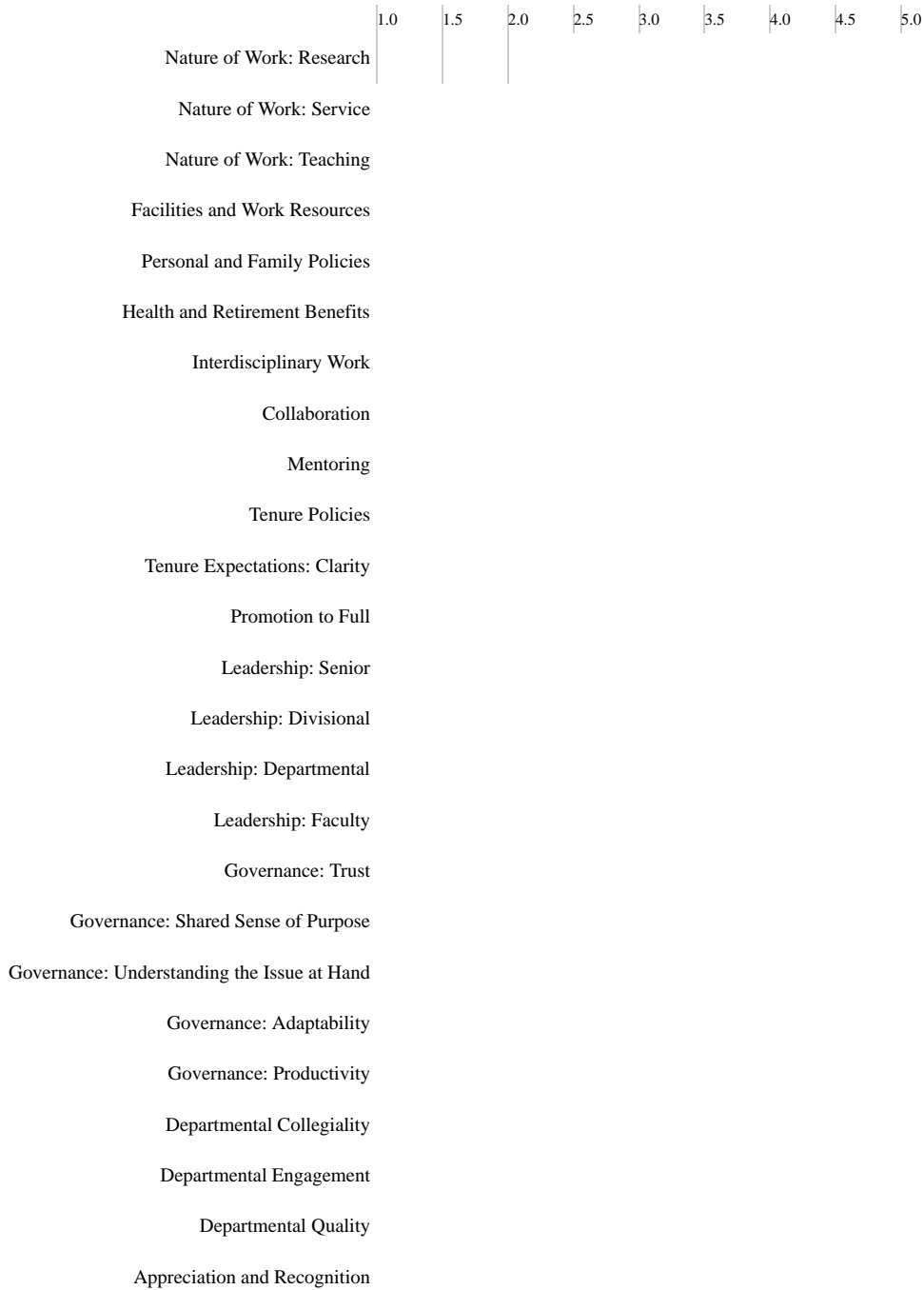
Based on the number of WSU faculty and other organizational characteristics, your comparison "cohort" includes 110 COACHE partners who identify as generally similar. The complete list is available in the CAO Report's appendices. Y



Understanding the COACHE Benchmarks

Your Strengths and Concerns

As shorthand, COACHE defines as an "area of strength" any Benchmark where your institution scores first or second among your selected compns onnn



Nature of Work: Research

Nature of Work: Service

Nature of Work: Teaching

Facilities and Work Resources

Personal and Family Policies

Health and Retirement Benefits

Interdisciplinary Work

Collaboration

Mentoring

Tenure Policies

Tenure Expectations: Clarity

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.

Eight horizontal grey bars representing a list of responses for selection.

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	3%	6%	6%	3%	3%
Support of colleagues	3%	2%	5%	2%	3%
Opportunities to collaborate with colleagues	2%	3%	3%	2%	2%
Quality of graduate students	6%	11%	6%	5%	16%
Quality of undergraduate students	9%	9%	10%	5%	10%
Quality of facilities	16%	18%	6%	20%	10%
Compensation	38%	39%	37%	38%	41%
Lack of support for research/creative work	13%	20%	16%	14%	17%
Lack of support for teaching	6%	2%	8%	8%	5%
Lack of support for professional development	4%	2%	6%	5%	6%
Lack of assistance for grant proposals	4%	5%	3%	3%	3%
Childcare policies	2%	5%	0%	2%	2%
Spousal/partner hiring program	3%	2%	3%	2%	6%
Lack of diversity	5%	2%	3%	4%	5%
Absence of others like me	3%	3%	3%	2%	0%
My sense of "fit" here	2%	2%	2%	2%	0%
Geographic location	8%	9%	13%	8%	6%
Commute	0%	0%	0%	0%	0%
Cost of living	0%	0%	0%	0%	0%

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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:

- - 32%
- - 30%
- - 18%
- - 18%
- - 12%

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.

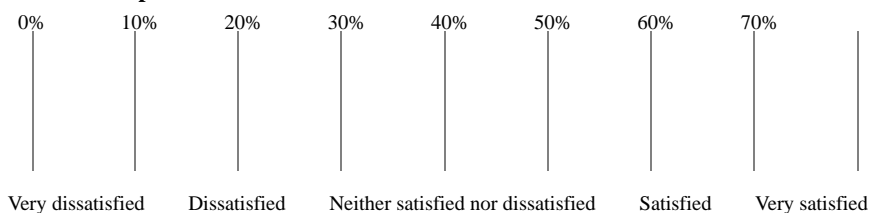
In the complete digital report, you may access these redacted comments all at once, coded thematically, and accompanied by a chart of theme frequencies. In addition, when a comment mentions a topic that is related to a Benchmark, your CAO Report attaches that comment to the appropriate section. With 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

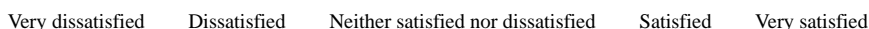
There are other "big picture" results in your report concerning overall satisfaction, intent to leave, and the likelihood that a faculty member would recommend her/his department as a place to work. For the purposes of this

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 that

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?



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