COACHE at the University of Delaware: Action Planning and Next Steps

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INTRODUCING OURSELVES

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HIGH-LEVEL TIMELINE

We are dedicated to helping our partners make meaning from their results and enact data-driven policy changes that will improve the academic workplace on their campus. For this reason, participation in the Faculty Job Satisfaction Survey is a three-year commitment.

**Year 1**
**Diagnose**
Form a team, identify strategic goals, engage faculty, launch survey*.

**Year 2**
**Prioritize**
Evaluate findings, disseminate results, prioritize initiatives.

**Year 3**
**Implement**
Act upon priorities, engage with COACHE peers, evaluate progress.

**Beyond**
**Re-assess**
Plan to re-survey, measure efficacy of interventions, continuously engage community.

*Survey launch occurs once per year, typically in the first week of February, and remains open for two months.
## NEXT STEPS: DIVING DEEPER INTO YOUR RESULTS

**Faculty Job Satisfaction Project**  
Chief Academic Officer Report  
University of Delaware 2020

### Benchmarks

For help understanding this visualization, see the video or visit the benchmarks Dashboard.

To see the full name of a subgroup, hover pointer over the short form.

### Global Views

### Table: Benchmarks

<table>
<thead>
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<th>Category</th>
<th>Mean</th>
<th>Overall</th>
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<th>Ten vs Pre-Ten</th>
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WHAT THE COACHE REPORT SAYS ABOUT TENURE POLICIES

• The average score on the Tenure Policies Benchmark is 3.26.

• The University of Delaware’s scores are in the bottom third of their self-selected peers and in the bottom 30% of all universities in the study.

• These comparisons to other institutions are consistent across for all subgroups of faculty.

• Women report less clarity on tenure policies than men.

• Underrepresented Minority Faculty report less clarity on tenure policies than white faculty.
WHAT THE COACHE REPORT DOES NOT SAY ABOUT TENURE POLICIES

• The dimensions of your tenure policies that are least clear and most clear.

• The differences between your tenure policies and those of your comparisons schools.

• The differences between how your tenure polices are implemented and those of your comparison institutions.

• Why women are less clear about these policies than men at your institution.

• Why underrepresented minority faculty report less clarity on tenure policies than their white colleagues.
CASE STUDY:
UNIVERSITY OF CENTRAL FLORIDA

- Team centered: Faculty and administrators
- Prioritization of issues: The Shark Tank
- Process and progress focused
- Leans on faculty expertise

Jonathan Beever wins COACHE Innovation Award
May 29, 2019

Associate Professor of Philosophy, Jonathan Beever, and Stephen M. Kiebler, from CREOL, the College of Optics and Photonics, have won the final COACHE Innovation Award for 2019. As part of the Collaborative on Academic Careers in Higher Education (COACHE) survey, the COACHE award supports innovation, exploration and development by providing UCF faculty with time and funding to complete a project of their choosing.

Beever and Kiebler’s project for the COACHE award is “Cultivating an Institutional culture of ethics and responsible conduct.” Through this project, the pair hopes to create workshops for new faculty, post docs and graduate students. Further, these workshops will allow participants to understand ethical conduct through the lens of their professional work, and to support participants in becoming ERC advocates in their home disciplines. This approach, Beever and Kiebler note, will be beneficial to graduate students’ transitions into professional careers, faculty members’ professional development and mentoring capacities, and strengthening of an institutional culture of ethics.

In conjunction with this initiative, Beever and Kiebler have written articles for the UCF Forum highlighting several topics relating to ethics and current trends. Their article about self-driving cars was picked up by Brigham Young University (BYU) Radio where they discussed some of their ideas further. Listen to it here (begins at 40:05).

The award is a progressive award, in which given over the course of three years. In the initial year, seven projects were awarded funds, including three that involved CAH faculty (Blake Scott and Laurie Pinkert from the Department of Writing and Rhetoric, and Beever.) Faculty who receive awards in 2017-18 were provided the opportunity to apply for additional funding in 2018-19 to scale up or improve the project. Of the three awards granted in 2018-19, two were given to projects involving CAH faculty members (Beever and Pinkert). Beever’s project was selected for the third and final round of funding.
WHAT A DEEPER DIVE LOOKS LIKE

• Focus groups and Interviews: Who leads? Whose voices are included? Who’s not at the table?

• Policy and document reviews: Which documents? Who has access?

• Reviewing institutional data: COACHE...and?

• Partner discussions