



RUTGERS

UNIVERSITY | NEW BRUNSWICK

Office of the Provost

COACHE Town Hall Meeting

Wednesday, March 17, 2021

Wednesday, March 24, 2021

Wednesday, April 7, 2021

4:30 PM – 5:30 PM

The COACHE Survey at Rutgers–New Brunswick

- ❖ The Office of the Provost partnered with the Harvard Graduate School of Education’s *Collaborative on Academic Careers in Higher Education* (COACHE) in Spring of 2019 to conduct a faculty job satisfaction survey.
- ❖ The COACHE Survey was administered in April, 2019.
 - The broad goal of this inaugural survey is to identify areas of strength and concern to inform decisions as we work to improve key areas that are critical to faculty success.
 - The next survey administration will take place in Spring of 2022.
- ❖ Survey results are available to faculty and administrators through an interactive dashboard on the Office of the Provost website.

The COACHE Working Group

- ❖ The COACHE Working Group was convened in Fall of 2020.
- ❖ The Working Group is comprised of representatives from across the academic units, including NB Libraries and Faculty Council.
- ❖ The Working Group has met regularly and worked diligently to **review survey results and make recommendations** in three key areas identified by the survey:
 - Faculty Development and Mentoring
 - Research Support and Infrastructure
 - Strategic Planning and Communications

The COACHE Working Group

Clinton Andrews, *Bloustein School of Planning and Public Policy*

Alok Baveja, *Rutgers Business School*

Robert Boikess, *School of Arts and Sciences*

Timothy Cleary, *Graduate School of Applied and Professional Psychology*

Christopher Doll, *Mason Gross School of the Arts*

Thomas Figueira, *School of Arts and Sciences*

Susan Forman, *Graduate School of Applied and Professional Psychology*

Marybeth Gasman, *Graduate School of Education*

Emily Greenfield, *School of Social Work*

Maria Kraimer, *School of Management and Labor Relations*

Linda Reddy, *Graduate School of Applied and Professional Psychology*

Lisa Rodenburg, *School of Environmental and Biological Sciences*

Bharat Sarath, *Rutgers Business School*

Anand Sarwate, *School of Engineering*

Don Schaffner, *School of Environmental and Biological Sciences*

Stuart Shapiro, *Bloustein School of Planning and Public Policy*

Michelle Van Noy, *School of Management and Labor Relations*

Elin Wicks, *School of Engineering*

Ellen Williams, *School of Environmental and Biological Sciences*

Ryan Womack, *New Brunswick Libraries*

Faculty Development and Mentoring

Timothy Cleary, *Graduate School of Applied and Professional Psychology*

Christopher Doll, *Mason Gross School of the Arts*

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Maria Kraimer, *School of Management & Labor Relations*

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Stuart Shapiro, *Bloustein School of Planning and Public Policy*

Elin Wicks, *School of Engineering*

Conceptual Framework Guiding Analysis

Career Trajectory

- Satisfaction with promotion processes, tenure processes, and leadership opportunities

Professional Roles

- Satisfaction with mentoring and other support that facilitates performance in scholarship, teaching, and other professional roles (e.g., advisor, campus citizen)

Work-life Balance

- Satisfaction with ability to balance professional roles (e.g., research/ teaching/service) as well as work and personal life

Career Trajectory:

Assessment of Current Strengths & Weaknesses

- ▶ Assistant and Associate professors are generally satisfied with the clarity of the tenure and promotion **process**.
- ▶ They are *less* satisfied with clarity of **tenure standards** (assistants) and **standards and timing for promotion to full** (associates).
 - ▶ Underrepresented minority (URM) women expressed even lower satisfaction
- ▶ 60% of all faculty expressed *dissatisfaction* with **leadership opportunities**.
- ▶ Non-tenure track faculty were not asked about promotion satisfaction.

Professional Roles:

Assessment of Current Strengths & Weaknesses

- ▶ Faculty are generally satisfied with **clarity of expectations for scholar and teacher** roles and 80% felt fulfillment in being a mentor.
- ▶ They are *less* satisfied with clarity for other roles such as advisor, colleague, and campus citizen.
- ▶ Satisfaction with mentoring is high overall, however, varies greatly by School.
- ▶ *URM women* and *tenured professors* expressed *much lower satisfaction* with **mentoring support**.
- ▶ 55% of faculty expressed *low satisfaction* with **support for being a mentor**.

Work-Life Balance:

Assessment of Current Strengths & Weaknesses

- ▶ Men and full professors are generally satisfied with work-life balance and balancing work responsibilities (research, teaching, and service).
- ▶ More than 40% of **women and URM faculty** were *dissatisfied* with their balance between *work and personal life*.
- ▶ **Associate professors expressed more dissatisfaction**, with 70% of URM women associate professors being dissatisfied with work-life balance.
- ▶ Associate professors (regardless of race and gender) also expressed dissatisfaction with their ability to *balance work responsibilities* (research, teaching, and service).
- ▶ NTT and TT faculty had similar levels of (dis)satisfaction with work-life balance.

Recommendations - Overview

- ▶ Recommendations are organized by:
 - ▶ Leadership Infrastructure
 - ▶ Mentoring Support
 - ▶ Other Types of Faculty Development Support
- ▶ In the following slides, we present the recommendations designed to address areas of greatest dissatisfaction among the faculty
- ▶ All recommendations apply to TT and NTT faculty

Recommendations:

Leadership and Infrastructure

- ▶ Finalize search for Vice Provost for Faculty Development and provide necessary support staff to this role.
- ▶ Develop a coordinated approach to disseminate information about faculty development workshops and initiatives to faculty across and between Schools (e.g., school liaisons, coordinated meetings with Deans and Chairs, sharing of best practices across Schools).
- ▶ Develop a High Potential Leadership Program to identify and develop a diverse pool of faculty for leadership opportunities.
- ▶ In future COACHE surveys, include specific questions for NTT promotion process.

Recommendations:

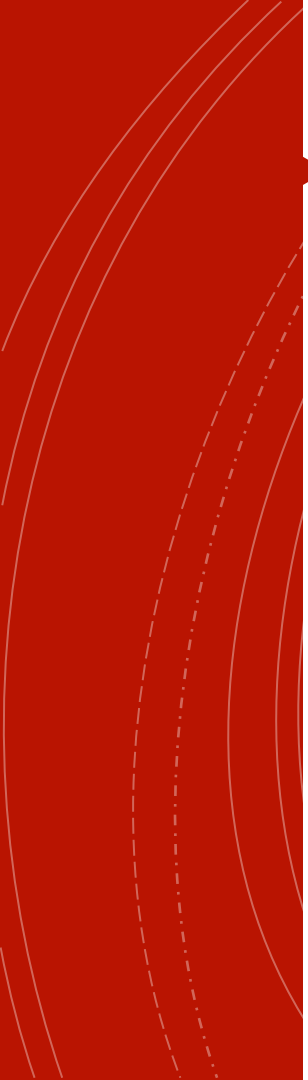
Mentoring Support

- ▶ Conduct an assessment of existing mentoring initiatives within Schools/Departments to identify “best practices” (especially those benefiting women and URM) to share across schools.
- ▶ Build on the existing Rutgers Connection Network program and “best practices” identified in above to develop guidelines for Deans to adopt formal and informal mentoring practices that support all assistant and associate professors.
- ▶ Develop a culture in which mentoring is valued and rewarded.

Recommendations:

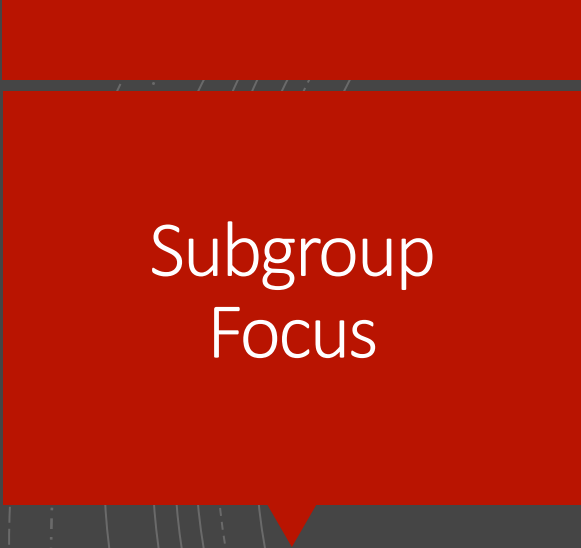
Other Types of Faculty Development Support

- ▶ Develop an optional, non-evaluative Individual Development Plan tool (e.g., web-based personal goal tracking and support systems) that all faculty (including Full Profs) can utilize if they wish.
- ▶ Identify Associate and Full professors who have been at rank for more than 5 years to provide outreach and targeted support for a pathway to promotion to Full/Distinguished.
- ▶ Provide guidelines and support for Deans to develop half-day workshops for associate professors; topics to include balancing work responsibilities, balancing work-life, and standards for promotion to full professor.
- ▶ Develop new programs specifically geared towards URM, possibly based on the current OASIS (female) program.



Strategic Planning & Communications

- **Alok Baveja**, Professor
Department of Supply Chain Management, RBS
- **Robert S. Boikess**, Professor
Department of Chemistry & Chemical Biology, SAS
- **Thomas Figueira**, Distinguished Professor
Department of Classics, SAS
- **Susan G. Forman**, University Professor
Department of School Psychology, GSAPP
- **Ellen Williams**, Associate Professor
Department of 4-H Youth Development, SEBS

A red speech bubble graphic with a tail pointing downwards, containing the text 'Subgroup Focus'.

Subgroup Focus

- Improving relationship between faculty & the administration
- Improving shared decision making

COACHE Survey Results

- Examined data in the areas of Shared Governance and Leadership
- Identified survey items for which mean responses were both in the unsatisfactory range (below 3 on the 5-point scale) and below Rutgers' benchmark group

Shared
Governance Areas
in Need of
Improvement

- Institution cultivates new faculty leaders
- Institution regularly reviews effectiveness of governance
- Overall effectiveness
- Public recognition of progress
- Sufficient time for faculty input
- Important decisions are not made until there is consensus
- Faculty and administration have open system of communication
- Faculty and administration have equal say in decisions

A red speech bubble graphic with a tail pointing towards the bottom left. It contains the text 'Leadership Areas in Need of Improvement'.

Leadership Areas in Need of Improvement

- Senior leadership stated priorities
- Senior leadership communication of priorities
- Dean communication of priorities
- Dean ensuring faculty input

Observational Evidence

- Over the last 30 years the role of faculty and faculty influence in the governance of the university has been marginalized
- For example: RCM; Academic Analytics; Canvas; use of SIRS results; Infosilem course scheduling

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Yet, There is Reason for Optimism

- President Holloway and his senior administrators have communicated attitudes of cooperation and collaboration
- These attitudes must translate to actions

Recommendations

- Creation of a document addressing who's who in the administration and what role they play
- Creation of a Shared Governance Coordinating Council (Senate, Faculty Council, Unions)
- Orientation training in faculty leadership and shared governance for faculty representatives to shared governance entities
- Implementation of self-assessment process by shared governance entities

Recommendations

- Provision of regularly scheduled feedback from administration to faculty on progress/goal attainment related to strategic plans or other major reports
- Membership of relevant committees include significant percentage of faculty
- All Rutgers academic units (RU-New Brunswick, RU-Camden, RU-Newark, and RU-RBHS, Rutgers Cooperative Extension) should be recognized and included in the shared governance process
- Advancement of major faculty roles, including teaching, research and service, should be primary areas of consideration in all matters related to shared governance



RESEARCH SUPPORT AND INFRASTRUCTURE

Linda Reddy, *Graduate School of Applied and Professional Psychology*

Emily Greenfield, *School of Social Work*

Clinton Andrews, *Edward J. Bloustein School of Planning & Public Policy*

Michelle Van Noy, *School of Management and Labor Relations*

Bharat Sarath, *Rutgers Business School*

Donald Schaffner, *Department of Food Science*

Ryan Womack, *University Libraries*

KEY OBSERVATIONS FROM THE COACHE SURVEY

Faculty are dissatisfied with research support.

Top problems identified in COACHE questions on “Nature of Work – Research” include:

- Post award handling of externally funded grants (post-award)
- Institutional support for research/scholarly/creative work
- Securing graduate student assistance (all greater than 40 % dissatisfied)

KEY OBSERVATIONS FROM THE COACHE SURVEY

Other issues:

- Availability of course release time for time to conduct research
- Pre-award support for obtaining externally funded grants (close to 40% dissatisfied)
- Quality of facilities (rated by 28% of respondents as the worst aspect of research at RU).

KEY OBSERVATIONS FROM THE COACHE SURVEY

- *Some subgroups of faculty report greater levels of dissatisfaction with research support.*
- Women - 15-20% less satisfied time devoted to research and amount of external funding they were expected to find.
- Women - 20% less satisfied in the availability of course release time to focus on research.
- Women - assistant professors (15-30% less satisfied) with respect to **clarity** of tenure process, tenure standards, evidence for deciding tenure, and whether they will achieve tenure.

RECOMMENDATIONS

- ***Apply diversity, equity, and inclusion (DEI) lens to the research enterprise.***

We strongly encourage Rutgers' administrators at all levels to apply DEI lens to the physical, digital, social, and financial infrastructure for research.

- ***Orient administrative services to support and amplify diverse forms of research.***

Make online administrative services for research—such as the eIRB, RAPPS, and SOAR— less cumbersome, more user-centered, and efficient.

Grant management varies by school or dept.

RECOMMENDATIONS

- ***Align research activities with updated RCM cost pools.***

Ensure that basic facility needs are met (e.g., annual flooding of laboratories should not occur) and commit to addressing deferred maintenance costs (and softening the emphasis on building new facilities)

Reduce costs of GAs to be more comparable with peer institutions where GA tuition is waived and not taken from the grant.

Credit cards linked to grant accounts – reduce POs or use of traditional vendors.

Ensure transparency in discretionary funds allocations (e.g., travel, membership fees, open access journal fees, dissemination supports – social networking)

RECOMMENDATIONS

- ***Reconsider incentive structures for research and scholarship.***

RU wide Indirect costs return policy is needed

Advocate transparent policies including % of course release

Revise policies that disincentive faculty from pursuing grants for particular types of research, such as Foundation grants where the 5% F&A automatically goes to the Rutgers Foundation; prestigious grants and service-oriented state contracts grants that do not make F&A recovery rates; and grant-funded projects that require collaboration and sharing of indirects across departments and units

RECOMMENDATIONS

- ***Enhance supports and opportunities to celebrate, promote, and disseminate faculty research.***

Strengthen supports for applied and community-engaged scholarship, assuring that these forms of scholarship are weighed equitably in tenure and promotion decisions and that there is mentorship for this work.

Create programs that delegate some faculty tasks (e.g., student graders, emergency coverage for childcare and care work, fellowships for course release time) to allow time on research.

Writing fellowship – applying for course releases.

Create a mock grant peer review program.

RECOMMENDATIONS

- ***Design structures and processes to ensure that administration receives regular feedback on faculty's experiences with conducting research at Rutgers.***

Central administration continue to systematically gather data from, with, and about faculty members' experiences of conducting research at Rutgers. From this data provide faculty feedback on what was learned, what will change and what cannot change.

We encourage Associate Research Deans to have greater opportunities for communication and collaboration to critically evaluate existing and new policies and procedures.



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Q&A Discussion