Survey Findings
NYU Steinhardt Strategic Planning: Implementation Priorities

Keeling Associates
Campus Change for Learning

Richard P. Keeling, MD  Jennifer Dickson, DrPH  Kyle Hutchison  Christine Priori  June 27, 2013
<table>
<thead>
<tr>
<th>Categories</th>
<th>Sample*</th>
<th># of Responses</th>
<th>% Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>280</td>
<td>164</td>
<td>59%</td>
</tr>
<tr>
<td>Staff/Administrators</td>
<td>328**</td>
<td>91</td>
<td>28%</td>
</tr>
</tbody>
</table>

*Source: EmailDirect.

**Staff/Administrator sample includes 138 Researchers.
Sample constituents

Are you an administrator or a faculty member?

Faculty member 64%
$n=164$

Staff/Administrator 36%
$n=91$
How long have you worked at NYU Steinhardt?

- Less than one year: 20% (Administrators), 12% (Faculty)
- 1 to 5 years: 37% (Administrators), 16% (Faculty)
- 6 to 10 years: 13% (Administrators), 27% (Faculty)
- More than 10 years: 30% (Administrators), 45% (Faculty)

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## Primary NYU Steinhardt department of faculty

Faculty: What is your primary NYU Steinhardt department?

<table>
<thead>
<tr>
<th>Departments</th>
<th>Survey Data* (N = 164)</th>
<th>Institutional Data** (N = 277)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music and Performing Arts Professions</td>
<td>18%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>17%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>14%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Media, Culture, and Communication</td>
<td>11%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Humanities and Social Sciences in the Professions</td>
<td>9%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Administration, Leadership, and Technology</td>
<td>8%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Nutrition, Food Studies, and Public Health</td>
<td>6%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Art and Art Professions</td>
<td>6%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Communicative Sciences and Disorders</td>
<td>4%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>3%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

*Faculty respondents only.

**Source: Institutional data / faculty data 2012-2013 provided by the University.

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Faculty appointment status

Institutional faculty data*

- Tenure-track or Tenured: 65%
- Clinical: 35%

Survey respondents

- Tenure-track or Tenured: 74%
  - n=114
- Clinical: 26%
  - n=41

*Source: Institutional data / faculty data 2012-2013 provided by the University

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Faculty rank

All faculty*

- Professor: 30% (n=82)
- Associate Professor: 38% (n=105)
- Assistant Professor: 24% (n=68)
- Other**: 8% (n=22)

Survey respondents

- Professor: 33% (n=50)
- Associate Professor: 41% (n=62)
- Assistant Professor: 26% (n=39)

*Source: Institutional data / faculty data 2012-2013 provided by the University, including both clinical and tenured/tenure-track faculty members.
**Includes clinical instructors, master instructors, master teachers, and teachers.

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Survey Findings
Goal Ratings and Objective Rankings

Goals were rated

Objectives for each goal were then ranked

- Respondents were asked to rate the importance of each goal individually. Ratings were not forced choice or mutually exclusive, meaning faculty could give every goal a “6” if they thought they were all “very important.”

- The chart on page 10 demonstrates the faculty’s rating and prioritization of each of the goals in the plan. The mean ratings across the top of the chart show the average rating faculty gave each goal on a scale from 1 to 6, “not important at all” to “very important,” respectively; the chart shows the proportion of faculty who gave each goal what rating.

- All of the goals were rate as “important” or “very important” by more than half of the faculty participating in the survey; only a very small proportion deemed any of the goals “unimportant” or “not important at all.”

- Goal 2 received the highest mean rating, and was rated “very important” by the largest number of faculty; conversely, Goals 1 and 3 received the lowest mean rating and were rated “unimportant” or “not important at all” by the greatest number of faculty.

- There is very little variation between the highest and lowest rated goals, demonstrating majority support for all of the goals.

- Respondents were asked to rank each of the objectives for each goal in order of priority.

- This was a forced choice ranking of 1 to X (X being the number of objectives listed with each goal) for each objective under the goal.

- 1 denotes the highest ranked priority; thus, the mean ranking closest to 1 being the highest priority objective and the lowest priority objectives being given rankings of whatever number of objectives were listed under that goal (i.e. if a goal has 8 objectives, faculty ranked the objectives from 1 to 8, 8 being the lowest priority).
Prioritization of the Plan’s Goals

Please rank the plan's goals according to how you believe they should be prioritized in the best interests of the School as a whole, your work, and that of your department.

Mean rating: 5.5

2) Research and Artistic Creation: Steinhardt leads in the generation of cutting-edge research and creative works in the performing and visual arts, media, health, and education.

4) Community Partnerships: Steinhardt collaborates with urban communities to strengthen or create dense, inter-professional partnerships in the mutual interest of students, faculty, and communities.

6) Technology: Steinhardt leads technological innovation and integration in teaching, research, and creative works of art.

5) Health and Human Potential: Steinhardt advances health and human potential across the lifespan within the School and in communities throughout the world.

1) Signature Pedagogies: Steinhardt creates and implements signature pedagogies that will be part of every student's learning experience and are based in and inform research, theory, and practice in the fields of performing and visual arts, media, health, and education.

3) Global and Cosmopolitan Focus: Steinhardt leads the Global Network University in integrating global experiences and cosmopolitan perspectives in research, teaching, and the arts.
Goal 1: Signature Pedagogies

1) Signature Pedagogies: Steinhardt creates and implements signature pedagogies that will be part of every student’s learning experience and are based in and inform research, theory, and practice in the fields of performing and visual arts, media, health, and education.

Please review each of the objectives for this goal and rank them according to how you believe they should be prioritized in the best interests of the School as a whole, your work, and that of your department.
Goal 2: Research and Artistic Creation

2) *Research and Artistic Creation*: Steinhardt leads in the generation of cutting-edge research and creative works in the performing and visual arts, media, health, and education.

Please review each of the objectives for this goal and rank them according to how you believe they should be prioritized in the best interests of the School as a whole, your work, and that of your department.

2.3 Provide an environment that supports and enables faculty ingenuity and creativity.
2.6 Train and support world-class doctoral students in multiple disciplines, and offer competitive packages to candidates.
2.1 Diversify and support mechanisms for intentional cross-disciplinary collaboration in research and artistic creation.
2.2 Build and sustain community partnerships to facilitate faculty research and artistic creation.
2.7 Fully integrate research training into undergraduate and masters-level education.
2.4 Develop and use new technologies to support research and artistic creation.
2.5 Disseminate and communicate research and artistic creations to local, national, and international communities.
2.8 Engage in and support distinctive research in the visual and performing arts.

Mean Ranking | # Activities
---|---
2.8 | 82
3.8 | 83
4.1 | 88
4.3 | 72
4.9 | 58
5.0 | 43
5.0 | 49
5.7 | 29
Goal 3: Global and Cosmopolitan Focus

3) *Global and Cosmopolitan Focus*: Steinhardt leads the Global Network University in integrating global experiences and cosmopolitan perspectives in research, teaching, and the arts.

Please review each of the objectives for this goal and rank them according to how you believe they should be prioritized in the best interests of the School as a whole, your work, and that of your department.

<table>
<thead>
<tr>
<th>Mean Ranking</th>
<th># Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Design strategic global programs of study and work that are intentionally aligned with the foci of the various departments of the school.</td>
<td>2.7 45</td>
</tr>
<tr>
<td>3.3 Foster research on the global learning experience and support global partnerships and collaborations that will lead to the generation of new knowledge.</td>
<td>3.1 38</td>
</tr>
<tr>
<td>3.2 Increase students’ understanding of and participation in global learning experiences, both in New York City and abroad.</td>
<td>3.2 49</td>
</tr>
<tr>
<td>3.4 Facilitate collaboration among faculty and students with shared global interests, including bi-directional exchange.</td>
<td>3.4 33</td>
</tr>
<tr>
<td>3.5 Increase awareness and disseminate initiatives and activities of global work, research, and curriculum.</td>
<td>4.3 19</td>
</tr>
<tr>
<td>3.6 Lead the GNU in the integration and use of technology, including online communities—to co-teach across the GNU, keep students better connected to NYU in New York when they are abroad, and connect faculty at NYU to study away sites, and to reach outside of the GNU into the field, taking research into practice at the global sites.</td>
<td>4.4 31</td>
</tr>
</tbody>
</table>
4) **Community Partnerships**: Steinhardt collaborates with urban communities to strengthen or create dense, inter-professional partnerships in the mutual interest of students, faculty, and communities.

Please review each of the objectives for this goal and rank them according to how you believe they should be prioritized in the best interests of the School as a whole, your work, and that of your department.

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**Goal 4: Community Partnerships**

4.1 Develop and participate in community-based projects and research in New York City and other urban settings, including projects that foster collaboration among faculty, programs, departments, and initiatives across the School and University.

4.2 Select and support an urban community holistically, through the creation or enhancement of education/schools, health/wellness, and artistic initiatives to generate new knowledge and enhance cultural exchange and student learning experiences. Start with one model program with the intent to build.

4.3 Experiment with, create, and use innovative technology as a tool for networking, community engagement and developing and maintaining successful community partnerships.

4.4 Design and enhance inter-professional curricula that will serve as models for preparing professionals to work in integrated service systems.

4.5 Increase awareness and disseminate initiatives and activities of community engagement and research.
Goal 5: Health and Human Potential

5) *Health and Human Potential:* Steinhardt advances health and human potential across the lifespan within the School and in communities throughout the world.

Please review each of the objectives for this goal and rank them according to how you believe they should be prioritized in the best interests of the School as a whole, your work, and that of your department.

<table>
<thead>
<tr>
<th>Mean Ranking</th>
<th># Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8</td>
<td>12</td>
</tr>
<tr>
<td>3.3</td>
<td>10</td>
</tr>
<tr>
<td>3.45</td>
<td>21</td>
</tr>
<tr>
<td>3.55</td>
<td>19</td>
</tr>
<tr>
<td>3.6</td>
<td>9</td>
</tr>
<tr>
<td>4.1</td>
<td>23</td>
</tr>
</tbody>
</table>

- **Objective 5.1:** Employ the teaching and learning expertise of the faculty of the School in cross-University initiatives to improve education about health and wellness.
- **Objective 5.2:** Implement wellness and prevention initiatives and opportunities to learn about disabilities across the lifespan, from early intervention with children through support and assistance for the elderly.
- **Objective 5.3:** Plan and implement initiatives that focus on health and human potential broadly, including both the prevention of health-related problems and the promotion (through media, technology, etc.) of greater health through education-related efforts such as literacy.
- **Objective 5.4:** Support research on the use and integration of technology with activities, programs, and services that promote and support health and human potential, specifically to enhance community health and to promote equity and opportunity for under-resourced populations.
- **Objective 5.5:** Design inter-professional curricula that will serve as models for preparing professionals to work in integrated service systems to better serve communities’ needs.
- **Objective 5.6:** Support faculty, administrators, and students in their efforts to advance their own health and potential by providing a healthy environment and efforts that promote a healthy lifestyle.
6) *Technology*: Steinhardt leads technological innovation and integration in teaching, research, and creative works of art.

Please review each of the objectives for this goal and rank them according to how you believe they should be prioritized in the best interests of the School as a whole, your work, and that of your department.

**Goal 6: Technology**

6.1 Train and provide support and resources for faculty to incorporate technology into courses.

6.2 Teach students and show by classroom example how to innovate in artistic production across the spectrum of technologies.

6.3 Lead the discussion at the University level about the development and evaluation of online teaching and learning.

6.4 Integrate technology and the visual and performing arts to design the performance and exhibition spaces of the future.