



Harvard Graduate School of Education

The Collaborative on Academic Careers in Higher Education

COACHE Faculty Job Satisfaction Survey 2014-15 Instrumentation Summary

Prior administrations:

Response rate

64% pre-tenure faculty
56% tenured faculty

Completion rate

92% of respondents

Duration (mode)

22 minutes

About this COACHE Instrumentation Summary

These tables list the *abbreviated* names for nearly every item included in the 2014-15 edition of the COACHE Faculty Job Satisfaction Survey. Some items are rated on an agreement scale, others on a satisfaction scale, still others on a frequency scale, and so on. The complete instrument is available upon request.

The question identifiers (e.g., “Q45B”) skip in sequence and do not indicate the quantity of variables in this survey, only their relative order; although a “Q460” exists, there are not 460 questions. Also, due to adaptive survey branching (depending on respondents’ institutional types, rank, tenure status, etc.), no participant is administered every item in the instrument. Completion rates and response times positively reflect this tailoring of the survey experience.

During the developmental phases of our research, COACHE analysts conducted a series of principal component analyses (PCA) to derive twenty summary themes, or benchmarks, which describe faculty attitudes about their workplaces. Each benchmark is comprised of a few or several survey items, as follows. Some items remain in the survey, though they are not included in a benchmark score; these are marked here with an asterisk. Where applicable, Cronbach’s alpha values are reported in parentheses.

The shaded blocks of survey items are optional modules, so comparison data is limited. In addition, a version of this summary for faculty at community colleges is available upon request.

Please direct inquiries, feedback, and requests to:

The Collaborative on Academic Careers in Higher Education (COACHE)

Harvard Graduate School of Education

8 Story Street, Suite 5-3

Cambridge, MA 02138

Email: coache@gse.harvard.edu

Web: www.coache.org

Voice: 617-495-5285

Fax: 617-496-9350

Nature of work: Research ($\alpha=.852$)

- Q45B Satisfaction with the portion of your time spent on research.
- Q50B* Indicate whether you feel you spend too much or too little time on research.
- Q80A The amount of external funding you are expected to find
- Q80B The influence you have over the focus of your research/scholarly/creative work
- Q80C The quality of graduate students to support your research/scholarly/creative work
- Q80D Institutional support (e.g., internal grants/seed money) for your research/scholarly/creative work
- Q80E The support your institution provides you for engaging undergraduates in your research/scholarly/creative work
- Q85A Obtaining externally funded grants (pre-award)
- Q85B Managing externally funded grants (post-award)
- Q85C Securing graduate student assistance
- Q85D Traveling to present papers or conduct research/creative work
- Q85E The availability of course release time to focus on your research

Nature of work: Service ($\alpha=.83$)

- Q45C Satisfaction with the portion of your time spent on service.
- Q50C* Indicate whether you feel you spend too much or too little time on service.
- Q55B My institution helps faculty who take on additional leadership roles to sustain other aspects of their work.
- Q60A The number of committees on which you serve
- Q60B The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve
- Q60C The discretion you have to choose the committees on which you serve
- Q60D How equitably committee assignments are distributed across faculty in your department
- Q60E* The number of students you advise/mentor

Nature of work: Teaching ($\alpha=.82$)

- Q45A Satisfaction with the portion of your time spent on teaching.
- Q50A* Indicate whether you feel you spend too much or too little time on teaching.
- Q70A The number of courses you teach
- Q70B The level of courses you teach
- Q70C The discretion you have over the content of the courses you teach
- Q70D The number of students in the classes you teach, on average
- Q70E The quality of students you teach, on average
- Q70H How equitably the teaching workload is distributed across faculty in your department
- Q70I The quality of graduate students to support your teaching

Nature of Work: Other

- Q45D* The portion of your time spent on outreach.
- Q45E* The portion of your time spent on administrative tasks.
- Q50D* Indicate whether you feel you spend too much or too little time on outreach.
- Q50E* Indicate whether you feel you spend too much or too little time on administrative tasks.
- Q55A* I am able to balance the teaching, research, and service activities expected of me.

Facilities and work resources ($\alpha=.81$)

- Q70F The support your institution has offered you for improving your teaching
- Q90A Office
- Q90B Laboratory, research, or studio space
- Q90C Equipment
- Q90D Classrooms
- Q90E Library resources
- Q90F Computing and technical support
- Q90H Clerical/administrative support
- Q90G* Salary

Personal and Family Policies ($\alpha=.85$)

- Q95D Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage)
- Q95E Tuition waivers, remission, or exchange
- Q95F Spousal/partner hiring program
- Q95G Childcare
- Q95H Eldercare
- Q95J Family medical/parental leave
- Q95K Flexible workload/modified duties for parental or other family reasons
- Q95L Stop-the-clock for parental or other family reasons
- Q200B My institution does what it can to make personal/family obligations and an academic career compatible.
- Q200A I have been able to find the right balance, for me, between my professional life and my personal/family life.

Health and retirement benefits ($\alpha=.83$)

- Q95A Health benefits for yourself
- Q95B Health benefits for your family (i.e. spouse, partner, and dependents)
- Q95C Retirement benefits
- Q95I Phased retirement options

Interdisciplinary work (Pre-tenure $\alpha=.83$, Tenured $\alpha=.87$)

- Q100A Budget allocations encourage interdisciplinary work.
- Q100B Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.
- Q100C Interdisciplinary work is rewarded in the merit process.
- Q100D Interdisciplinary work is rewarded in the promotion process.
- Q100E Interdisciplinary work is rewarded in the tenure process.
- Q100G My department understands how to evaluate interdisciplinary work.

Collaboration ($\alpha=.73$)

- Q105A Opportunities for collaboration with other members of your department
- Q105E Opportunities for collaboration within your institution, faculty outside your department
- Q105D Opportunities for collaboration with faculty outside your institution

Mentoring ($\alpha=.70$)

- Q110* I have served as either a formal or informal mentor to... (Pre-tenure, Tenured faculty | In my, Outside my department)
- Q115* Being a mentor is/has been fulfilling to you in your role as a faculty member
- Q120A* Importance of having a mentor(s) in your department to your success as a faculty member
- Q120B* Importance of having a mentor(s) outside your department at your institution to your success as a faculty member
- Q120C* Importance of having a mentor(s) outside your institution to your success as a faculty member
- Q125A Effectiveness of mentoring for you from someone in your department
- Q125B Effectiveness of mentoring for you from someone outside your department at your institution
- Q125C* Effectiveness of mentoring for you from someone outside your institution
- Q130A There is effective mentoring of pre-tenure faculty in my department.
- Q130B There is effective mentoring of tenured associate professors in my department.
- Q130C My institution provides adequate support for faculty to be good mentors.

Tenure policies (Pre-tenure $\alpha=.92$)

- Q136A The clarity of the tenure process in your department.
- Q136B The clarity of the tenure criteria (what things are evaluated) in my department
- Q136C The clarity of the tenure standards (the performance threshold) in my department
- Q136D The clarity of the body of evidence (the dossier's contents) considered in making tenure decisions in my department
- Q136E The clarity of whether or not you will achieve tenure.
- Q139A I have received consistent messages from tenured faculty about the requirements for tenure.
- Q139B Tenure decisions here are made primarily on performance-based rather than on non-performance-based criteria.
- Q145B* Have you received formal feedback on your progress toward tenure?

Tenure clarity (Pre-tenure $\alpha=.88$)

- Q137A Clarity of expectations regarding your performance as a scholar
 Q137B Clarity of expectations regarding your performance as a teacher
 Q137C Clarity of expectations regarding your performance as an advisor to students
 Q137D Clarity of expectations regarding your performance as a colleague in your department
 Q137E Clarity of expectations regarding your performance as a campus citizen
 Q137F Clarity of expectations regarding your performance as a member of the broader community (e.g., outreach)

Promotion (Tenured $\alpha=.92$)

- Q135C Generally, the expectations for promotion from associate to full professor are reasonable to me.
 Q135B My department has a culture where associate professors are encouraged to work towards promotion to full professor.
 Q140A Clarity of the process for promotion from associate to full professor in my department
 Q140B Clarity of the criteria (what things are evaluated) for promotion from associate to full professor in my department
 Q140C Clarity of the standards (the performance thresholds) for promotion from associate to full professor in my department
 Q140D Clarity of the body of evidence (the dossier's contents) for promotion from associate to full professor in my department
 Q140E Clarity of the timeframe within which associate professors should apply for promotion in rank to full professor
 Q140F My sense [of clarity] of whether or not I will be promoted from associate to full professor
 Q145A* Have you received formal feedback on your progress toward promotion to full professor?
 Q150* When do you plan to submit your dossier for promotion to full professor?
 Q155* What are your primary reasons?

Leadership: Senior ($\alpha=.91$)

- Q180A My institution's president's/chancellor's: Pace of decision making
 Q180B My institution's president's/chancellor's: Stated priorities
 Q180C My institution's president's/chancellor's: Communication of priorities to faculty
 Q180L My institution's CAO's: Pace of decision making
 Q180M My institution's CAO's: Stated priorities
 Q180N My institution's CAO's: Communication of priorities to faculty
 Q180O My institution's CAO's: Ensuring opportunities for faculty to have input into the institution's priorities [small colleges]

Leadership: Divisional ($\alpha=.94$)

- Q185D My dean's or division head's: Pace of decision making
 Q185E My dean's or division head's: Stated priorities
 Q185F My dean's or division head's: Communication of priorities to faculty
 Q185G My dean's or division head's: Ensuring opportunities for faculty to have input into school/college priorities

Leadership: Departmental ($\alpha=.95$)

- Q185H My department head's or chair's: Pace of decision making
 Q185I My department head's or chair's: Stated priorities
 Q185J My department head's or chair's: Communication of priorities to faculty
 Q185K My department head's or chair's: Ensuring opportunities for faculty to have input into departmental policy decisions
 Q185L My department head's or chair's: Fairness in evaluating my work

Leadership: Faculty

- Q186A My institution-wide faculty governing body's: Pace of decision making
 Q186B My institution-wide faculty governing body's: Stated priorities
 Q186C My institution-wide faculty governing body's: Communication of priorities to faculty
 Q186D My institution-wide faculty governing body's: Steps taken to ensure faculty are included in that body's decision making

Institutional Governance and Leadership

- Q170A* My institution's priorities are stated consistently across all levels of leadership.
 Q170C* My institution's priorities are acted upon consistently across all levels of leadership.
 Q170D* In the past 5 years, my institution's priorities have changed in ways that negatively affect my work in my department.
 Q175A* In adapting to the changing mission, I have received sufficient support from my dean or division head.
 Q175B* In adapting to the changing mission, I have received sufficient support from my department head or chair.

Q175C* In adapting to the changing mission, I have received sufficient support from my chief academic officer.

Shared Governance

- Q187B On the whole, the effectiveness of the shared governance system at your institution.
- Q188A Existing faculty governance structures offer sufficient oppys for me to provide input on institution-wide policies.
- Q188B I understand the process by which I can express my opinions about institutional policies.
- Q188C My institution has clear rules about the various roles and authority of the faculty and administration.
- Q188D My institution's shared governance model holds up under unusual situations.
- Q188E My institution systematically reviews the effectiveness of its decision making processes.
- Q189F The governance committees on which I currently serve make observable progress toward goals.
- Q189G The progress achieved through governance efforts is publicly recognized.
- Q189AA My institution cultivates new leaders among faculty.
- Q189AB Important institutional decisions not made until consensus among faculty leaders, senior administrators is achieved.
- Q189AC Senior administrators ensure that there is sufficient time for faculty to provide input on important decisions.
- Q189AD Once an important decision is made, senior administrators communicate their rationale.
- Q189BA Faculty leaders and senior administrators: Have equal say in governance matters.
- Q189BB Faculty leaders and senior administrators: Engage each other in defining decision criteria used to evaluate options.
- Q189BC Faculty leaders and senior administrators: Respectfully consider one another's views before important decisions.
- Q189BD Faculty leaders and senior administrators: Follow agreed-upon rules of engagement when there are disagreements.
- Q189BE Faculty leaders and senior administrators: Have an open system of communication for making decisions.
- Q189BF Faculty leaders and senior administrators: Share a sense of responsibility for the welfare of the institution.
- Q189BG Faculty leaders and senior administrators: Discuss difficult issues in good faith.
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Departmental collegiality ($\alpha=.84$)

- Q200C My department colleagues do what they can to make personal/family obligations and an academic career compatible.
- Q200D Department meetings occur at times that are compatible with my personal/family needs.
- Q205B The amount of personal interaction you have with pre-tenure faculty in your department
- Q205C How well you fit in your department (e.g. your sense of belonging in your department)
- Q205E The amount of personal interaction you have with tenured faculty in your department
- Q210A My department colleagues "pitch in" when needed.
- Q210C On the whole, my department is collegial.
- Q212A On the whole, my department colleagues are committed to supporting, promoting diversity and inclusion in the dept.
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Departmental engagement ($\alpha=.80$)

- Q190A Engagement with faculty in your department in conversations about: Undergraduate student learning
- Q190B Engagement with faculty in your department in conversations about: Graduate student learning [large institutions]
- Q190C Engagement with faculty in your department in conversations about: Effective teaching practices
- Q190D Engagement with faculty in your department in conversations about: Effective uses of technology
- Q190E Engagement with faculty in your department in conversations about: Uses of current research methodologies
- Q205A The amount of professional interaction you have with pre-tenure faculty in your department
- Q205D The amount of professional interaction you have with tenured faculty in your department
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Departmental quality ($\alpha=.88$)

- Q195A The intellectual vitality of tenured faculty in your department
- Q195B The intellectual vitality of pre-tenure faculty in your department
- Q195C The research/scholarly/creative productivity of tenured faculty in your department
- Q195D The research/scholarly/creative productivity of pre-tenure faculty in your department
- Q195G The teaching effectiveness of tenured faculty in your department
- Q195H The teaching effectiveness of pre-tenure faculty in your department
- Q195I The teaching effectiveness of non-tenure track faculty in your department
- Q240B My department is successful at recruiting high-quality faculty members.
- Q240C My department is successful at retaining high-quality faculty members.
- Q240D My department is successful at addressing sub-standard tenured faculty performance.
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Appreciation and recognition ($\alpha=.92$)

- Q215A Recognition you receive for your teaching efforts
Q215B Recognition you receive for your student advising?
Q215C Recognition you receive for your scholarly/creative work?
Q215D Recognition you receive for your service contributions?
Q215E Recognition you receive for your outreach?
Q215J For all of your work, recognition you receive from your chief academic officer (provost, VPAA, dean of faculty)?
Q215K For all of your work, recognition you receive from your dean or division head?
Q215L For all of your work, recognition you receive from your department head or chair?
Q215I For all of your work, recognition you receive from your colleagues/peers?
Q220A My school/college is valued by this institution's President/Chancellor and Provost. [large institutions]
Q220B My department is valued by this institution's President/Chancellor and Provost.
Q245A The chief academic officer at my institution seems to care about the quality of life for faculty of my rank.

Recruitment and retention

- Q225* Which have you done at this institution in the past five years? (Sought outside job offer, Received outside job offer, Renegotiated my employment)
Q230* Which of the following items were adjusted as a result of those negotiations? (Check all that apply.)
Q235* If you could negotiate adjustments to your employment, which of the following items would you most like to adjust?
Q240A* Outside offers are not necessary as leverage in compensation negotiations.
Q255A* How long do you plan to remain at this institution?
Q255B* Assuming you achieve tenure, how long do you plan to remain at this institution?

Global satisfaction

- Q212B* There is visible leadership at my institution for the support and promotion of diversity on campus
Q245D* If I had it to do all over, I would again choose to work at this institution.
Q250A* All things considered, your department as a place to work
Q250B* All things considered, your institution as a place to work
Q260* If you were to choose to leave your institution, what would be your primary reason?
Q265* If a candidate for a faculty position at your rank asked you about your department as a place to work, would you (Recommend, With reservations, Not recommend)
Q267A* Please check the two (and only two) BEST aspects about working at your institution.
Q267B* Please check the two (and only two) WORST aspects about working at your institution.
Q270 Use the space below to tell us the number one thing that you, personally, feel your institution could do to improve your workplace. [OPEN-ENDED]

Optional modules:

	Tenure reasonableness (Pre-tenure $\alpha=.88$)
Q138A	Reasonableness of expectations regarding your performance as a scholar.
Q138B	Reasonableness of expectations regarding your performance as a teacher.
Q138C	Reasonableness of expectations regarding your performance as an advisor to students.
Q138D	Reasonableness of expectations regarding your performance as a colleague in your department.
Q138E	Reasonableness of expectations regarding your performance as a campus citizen.
Q138F	Reasonableness of expectations regarding your performance as a member of the broader community (e.g., outreach).
	Non-tenure-track Faculty (Full-time NTT faculty only)
Q450A*	Clarity of the contract renewal process in my department
Q450B*	Clarity of the contract renewal criteria (what things are evaluated) in my department
Q450C*	Clarity of the contract renewal standards (the performance thresholds) in my department
Q450D*	Clarity of the body of evidence (the dossiers' contents) considered in making contract renewal decisions
Q450E*	Clarity of my sense of whether or not my contract will be renewed
Q460A*	Clarity of the promotion process for non-tenure-track faculty in my department
Q460B*	Clarity of the criteria (what things are evaluated) for promotion of non-tenure-track faculty in my department
Q460C*	Clarity of the standards (the performance thresholds) for promotion of non-tenure-track faculty in my department
Q460D*	Clarity of the body of evidence (the dossiers' contents) considered in making promotion decisions for non-tenure-track faculty in my department
Q460E*	Clarity of my sense of whether or not I will be promoted
	Clinical Faculty (Full-time clinical faculty only)
Q45F	The portion of your time spent on patient care/client services
Q50F	Indicate whether you feel you spend too much or too little time on patient care/client services
Q137G	Clarity of expectations regarding your performance as a provider of patient care/client services
Q190F	Engagement with faculty in your department in conversations about: Resident learning
Q190G	Engagement with faculty in your department in conversations about: Effective patient care practices
Q215E	Recognition you receive for your patient care/client services
Q470A	Support from non-physician clinical staff for your clinical care activities
Q470B	Opportunities for physician input in management decisions
Q470C	Communication to physicians about this location's financial status
Q470D	The teamwork between physicians and other clinical staff
Q470E	Location's responsiveness in meeting your requests as a physician
Q470F	Space available for your clinical practice
Q470G	Availability of supplies for your clinical practice
Q470H	Quality of equipment needed for your clinical practice
Q470I	Your ability to provide a high quality of patient care in this location
Q470J	How well this clinical location functions overall as it relates to patient care

* Not included in benchmark (following principal component analysis), but reported individually in the COACHE Institutional Report.

To enroll your institution in COACHE, or to request access to our data for scholarly purposes, please contact:

The Collaborative on Academic Careers in Higher Education
 Harvard Graduate School of Education
 8 Story Street, Suite 05-03
 Cambridge, Massachusetts 02138
 (617) 495-5285
 coache@gse.harvard.edu
 www.coache.org