



Harvard Graduate School of Education

The Collaborative on Academic Careers in Higher Education

COACHE Faculty Job Satisfaction Survey 2020-21 Instrumentation Summary

Prior administrations:

Response rate

64% pre-tenure faculty

56% tenured faculty

Completion rate

92% of respondents

Duration (mode)

22 minutes

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

- Q45B Satisfaction with the portion of your time spent 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.
- 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

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

- Q45A Satisfaction with the portion of your time spent 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

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

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 ($\alpha=.70$)

- 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
- 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.

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

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

Governance: Trust

- 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.
- 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.
- Q189BG Faculty leaders and senior administrators: Discuss difficult issues in good faith.

Governance: Shared Sense of Purpose

- Q189AD Important institutional decisions not made until consensus among faculty leaders, senior administrators is achieved.
- Q189AE Senior administrators ensure that there is sufficient time for faculty to provide input on important decisions.
- Q189BC Faculty leaders and senior administrators: Respectfully consider one another's views before important decisions.
- Q189BF Faculty leaders and senior administrators: Share a sense of responsibility for the welfare of the institution.

Governance: Understanding the Issue

- Q188A Existing faculty governance structures offer sufficient oppty for me to provide input on institution-wide policies.
- Q189AF 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.

Governance: Adaptability

- Q188D My institution's shared governance model holds up under unusual situations.
- Q188E My institution systematically reviews the effectiveness of its decision making processes.
- Q189AC My institution cultivates new leaders among faculty.

Governance: Productivity

- Q187B On the whole, the effectiveness of the shared governance system at your institution.
- Q189AA The governance committees on which I currently serve make observable progress toward goals.
- Q189AB The progress achieved through governance efforts is publicly recognized.

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.

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

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.

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.
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