



Harvard Graduate School of Education

The Collaborative on Academic Careers in Higher Education

**COACHE Faculty Job Satisfaction Survey 2017-18
Instrumentation Summary**

The list below includes the abbreviated names for the items comprising the 25 key benchmarks.

Nature of work: Research

Satisfaction with the portion of your time spent on research.
 The amount of external funding you are expected to find
 The influence you have over the focus of your research/scholarly/creative work
 The quality of graduate students to support your research/scholarly/creative work
 Institutional support (e.g., internal grants/seed money) for your research/scholarly/creative work
 The support your institution provides you for engaging undergraduates in your research/scholarly/creative work
 Obtaining externally funded grants (pre-award)
 Managing externally funded grants (post-award)
 Securing graduate student assistance
 Traveling to present papers or conduct research/creative work
 The availability of course release time to focus on your research

Nature of work: Service

Satisfaction with the portion of your time spent on service.
 My institution helps faculty who take on additional leadership roles to sustain other aspects of their work.
 The number of committees on which you serve
 The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve
 The discretion you have to choose the committees on which you serve
 How equitably committee assignments are distributed across faculty in your department

Nature of work: Teaching

Satisfaction with the portion of your time spent on teaching.
 The number of courses you teach
 The level of courses you teach
 The discretion you have over the content of the courses you teach
 The number of students in the classes you teach, on average
 The quality of students you teach, on average
 How equitably the teaching workload is distributed across faculty in your department
 The quality of graduate students to support your teaching

Facilities and work resources

The support your institution has offered you for improving your teaching
 Office
 Laboratory, research, or studio space
 Equipment
 Classrooms
 Library resources
 Computing and technical support
 Clerical/administrative support

Personal and Family Policies

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

Health and retirement benefits

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

Interdisciplinary work

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

Collaboration

Opportunities for collaboration with other members of your department
Opportunities for collaboration within your institution, faculty outside your department
Opportunities for collaboration with faculty outside your institution

Mentoring

Effectiveness of mentoring for you from someone in your department
Effectiveness of mentoring for you from someone outside your department at your institution
There is effective mentoring of pre-tenure faculty in my department.
There is effective mentoring of tenured associate professors in my department.
My institution provides adequate support for faculty to be good mentors.

Tenure policies

The clarity of the tenure process in your department.
The clarity of the tenure criteria (what things are evaluated) in my department
The clarity of the tenure standards (the performance threshold) in my department
The clarity of the body of evidence (the dossier's contents) considered in making tenure decisions in my department
The clarity of whether or not you will achieve tenure.
I have received consistent messages from tenured faculty about the requirements for tenure.
Tenure decisions here are made primarily on performance-based rather than on non-performance-based criteria.

Tenure clarity

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

Promotion

Generally, the expectations for promotion from associate to full professor are reasonable to me.
My department has a culture where associate professors are encouraged to work towards promotion to full professor.
Clarity of the process for promotion from associate to full professor in my department
Clarity of the criteria (what things are evaluated) for promotion from associate to full professor in my department
Clarity of the standards (the performance thresholds) for promotion from associate to full professor in my department
Clarity of the body of evidence (the dossier's contents) for promotion from associate to full professor in my department
Clarity of the timeframe within which associate professors should apply for promotion in rank to full professor
My sense [of clarity] of whether or not I will be promoted from associate to full professor

Leadership: Senior

My institution's president's/chancellor's: Pace of decision making
My institution's president's/chancellor's: Stated priorities
My institution's president's/chancellor's: Communication of priorities to faculty
My institution's CAO's: Pace of decision making
My institution's CAO's: Stated priorities
My institution's CAO's: Communication of priorities to faculty
My institution's CAO's: Ensuring opportunities for faculty to have input into the institution's priorities [small colleges]

Leadership: Divisional

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

Leadership: Departmental

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

Leadership: Faculty

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

Governance: Trust

I understand the process by which I can express my opinions about institutional policies.
 My institution has clear rules about the various roles and authority of the faculty and administration.
 Faculty leaders and senior administrators: Follow agreed-upon rules of engagement when there are disagreements.
 Faculty leaders and senior administrators: Have an open system of communication for making decisions.
 Faculty leaders and senior administrators: Discuss difficult issues in good faith.

Governance: Shared Sense of Purpose

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

Governance: Understanding the Issue

Existing faculty governance structures offer sufficient optys for me to provide input on institution-wide policies.
 Once an important decision is made, senior administrators communicate their rationale.
 Faculty leaders and senior administrators: Have equal say in governance matters.
 Faculty leaders and senior administrators: Engage each other in defining decision criteria used to evaluate options.

Governance: Adaptability

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

Governance: Productivity

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

Departmental collegiality

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

Departmental engagement

Engagement with faculty in your department in conversations about: Undergraduate student learning
Engagement with faculty in your department in conversations about: Graduate student learning [large institutions]
Engagement with faculty in your department in conversations about: Effective teaching practices
Engagement with faculty in your department in conversations about: Effective uses of technology
Engagement with faculty in your department in conversations about: Uses of current research methodologies
The amount of professional interaction you have with pre-tenure faculty in your department
The amount of professional interaction you have with tenured faculty in your department

Departmental quality

The intellectual vitality of tenured faculty in your department
The intellectual vitality of pre-tenure faculty in your department
The research/scholarly/creative productivity of tenured faculty in your department
The research/scholarly/creative productivity of pre-tenure faculty in your department
The teaching effectiveness of tenured faculty in your department
The teaching effectiveness of pre-tenure faculty in your department
The teaching effectiveness of non-tenure track faculty in your department
My department is successful at recruiting high-quality faculty members.
My department is successful at retaining high-quality faculty members.
My department is successful at addressing sub-standard tenured faculty performance.

Appreciation and recognition

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