



**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.