



The Collaborative on Academic Careers in Higher Education  
*at the Harvard Graduate School of Education*

Faculty Job Satisfaction Survey 2013-14  
Instrumentation Summary

**Response rate**

64% pre-tenure faculty

56% tenured faculty

**Completion rate**

92% of respondents

**Duration (mode)**

22 minutes

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 Nature of work: Research

- 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
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## Nature of work: Service

- 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 does what it can to help 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
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## Nature of work: Teaching

- 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
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## Nature of Work: Other

- Q45D\* The portion of your time spent on outreach.
- Q45E\* The portion of your time spent on administrative tasks.
- Q50D\* Whether you feel you spend too much or too little time on outreach.
- Q50E\* 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.
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## Facilities and work resources

- 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
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	Personal and Family Policies
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 (e.g. childcare, eldercare) 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.

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

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	Interdisciplinary work
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.

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	Collaboration
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

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	Mentoring
Q110*	I have served as either a formal or informal mentor to... (Pre-tenure faculty, Tenured faculty, In my department, Outside my department)
Q115*	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?
Q120A*	Importance of having a mentor or mentors in your department to your success as a faculty member.
Q120B*	Importance of having a mentor or mentors outside your department at your institution is to your success as a faculty member.
Q120C*	Importance of having a mentor or mentors outside your institution is to your success as a faculty member.
Q125A	Effectiveness of mentoring from someone in your department for you.
Q125B	Effectiveness of mentoring from someone outside your department at your institution for you.
Q125C*	Effectiveness of mentoring from someone outside your institution for you.
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.

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 Tenure policies

- 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 your department.
- Q136D The clarity of the body of evidence (the dossier's contents) that will be considered in making tenure decisions in your 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 criteria rather than on non-performance-based criteria.

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 Tenure clarity

- 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)?

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 Tenure reasonableness

- 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).

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 Promotion

- 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 professorship.
- Q140A Clarity of the process for promotion from associate professor to full professor in my department.
- Q140B Clarity of the criteria (what things are evaluated) for promotion from associate professor to full professor in my department.
- Q140C Clarity of the promotion standards (the performance thresholds) for promotion in rank from associate professor to full professor in my department.
- Q140D Clarity of the body of evidence (the dossier's contents) considered for promotion in rank from associate professor to full professor in my department.
- Q140E Clarity of the timeframe within which associate professors should apply for promotion in rank from associate professor to full professor.
- Q140F Please rate my sense 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?
- Q145B\* Have you received formal feedback on your progress toward tenure?
- Q150\* When do you plan to submit your dossier for promotion to full professor?
- Q155\* What are your primary reasons?

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 Leadership: Senior

- 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 chief academic officer's: Pace of decision making
- Q180M My institution's chief academic officer's: Stated priorities
- Q180N My institution's chief academic officer's: Communication of priorities to faculty
- Q180O My institution's chief academic officer's: Ensuring opportunities for faculty to have input into the institution's priorities
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	Leadership: Divisional
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
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
	Institutional Governance and Leadership
Q170A*	My institution's priorities are stated consistently across all levels of leadership (i.e. president, provost, deans/division heads, and department chairs/heads).
Q170C*	My institution's priorities are acted upon consistently across all levels of leadership. (i.e. president, provost, deans/division heads, and department chairs/heads).
Q170D*	In the past five 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 (provost, VPAA, dean of faculty).
	Departmental collegiality
Q200C	My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) 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 departmental colleagues "pitch in" when needed.
Q210C	On the whole, my department is collegial.
Q212A	On the whole, my department colleagues are committed to supporting and promoting diversity and inclusion in the department.
	Departmental engagement
Q190A	How often do you engage with faculty in your department in conversations about undergraduate student learning?
Q190B	How often do you engage with faculty in your department in conversations about graduate student learning?
Q190C	How often do you engage with faculty in your department in conversations about effective teaching practices?
Q190D	How often do you engage with faculty in your department in conversations about effective uses of technology?
Q190E	How often do you engage 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
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
Q215A	How satisfied are you with the recognition you receive for your teaching efforts?
Q215B	How satisfied are you with the recognition you receive for your student advising?
Q215C	How satisfied are you with the recognition you receive for your scholarly/creative work?
Q215D	How satisfied are you with the recognition you receive for your service contributions?
Q215E	How satisfied are you with the recognition you receive for your outreach?
Q215J	For all of your work, how satisfied are you with the recognition you receive from your chief academic officer (provost, VPAA, dean of faculty)?
Q215K	For all of your work, how satisfied are you with the recognition you receive from your dean or division head?
Q215L	For all of your work, how satisfied are you with the recognition you receive from your department head or chair?
Q215I	For all of your work, how satisfied are you with the recognition you receive from your colleagues/peers?
Q220A	I feel that my school/college is valued by this institution's President/Chancellor and Provost.
Q220B	I feel that my department is valued by this institution's President/Chancellor and Provost.
Q245A	The person who serves as the chief academic officer at my institution seems to care about the quality of life for faculty of my rank.

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	Recruitment and retention
Q225*	Which have you done at this institution in the past five years? (Sought an outside job offer, Received an 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 one 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?

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	Non-tenure-track Faculty (administered only to full-time NTT faculty at institutions opting in)
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

## 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.

\* Not included in benchmark, but reported individually in the COACHE Institutional Report.

For more information, contact:

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