



The Collaborative on Academic Careers in Higher Education

at the Harvard Graduate School of Education

Faculty Job Satisfaction Survey 2012-13

Instrumentation Summary

Response rate

64% pre-tenure faculty

56% tenured faculty

Completion rate

92% of respondents

Duration (mode)

22 minutes

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

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 faculty 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

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*	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.

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

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.

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

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.

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

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.

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.

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)?

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).

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?

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

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

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.

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.

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?

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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