Harvard Graduate School of Education

The Collaborative on Academic Careers in Higher Education

COACHE Faculty Job Satisfaction Survey 2021-22 Instrumentation Summary

Prior administrations[1]:

Response rate

42% non-tenure track faculty
50% pre-tenure faculty
47% tenured faculty

Completion rate

90% of respondents

Duration (mode)

24 minutes

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[1] Rates do not include medical schools since they are not included in the standard reports

About this COACHE Instrumentation Summary

These tables list the *abbreviated* names for nearly every item included in the 2017-18 edition of the COACHE Faculty Job Satisfaction Survey. Some items are rated on an agreement scale, others on a satisfaction scale, still others on a frequency scale, and so on. The complete instrument is available upon request.

The question identifiers (e.g., "Q45B") skip in sequence and do not indicate the quantity of variables in this survey, only their relative order; although a "Q460" exists, there are not 460 questions. Also, due to adaptive survey branching (depending on respondents' institutional types, rank, tenure status, etc.), no participant is administered every item in the instrument. Completion rates and response times positively reflect this tailoring of the survey experience.

During the developmental phases of our research, COACHE analysts conducted a series of principal component analyses (PCA) to derive twenty summary themes, or benchmarks, which describe faculty attitudes about their workplaces. Each benchmark is comprised of a few or several survey items, as follows. Some items remain in the survey, though they are not included in a benchmark score; these are marked here with an asterisk. Where applicable, Cronbach's alpha values are reported in parentheses.

The shaded blocks of survey items are optional modules, so comparison data is limited. In addition, a version of this summary for faculty at community colleges is available upon request.

Please direct inquiries, feedback, and requests to:

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Nature of work: Research (α=.87)

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 (α=.85)

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 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
Q60E*	The number of students you advise/mentor

Nature of work: Teaching (α=.83)

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*	Indicate whether you feel you spend too much or too little time on outreach.
Q50E*	Indicate 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 (α=.83)

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 (α=.87)

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 (α=.85)

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 (Non-tenure track α=.88, Pre-tenure α=.86, Tenured α=.86)

Q99*	Interest in interdisciplinary work
Q98A*	Engagement in collaborative interdisciplinary teaching
Q98B*	Engagement in collaborative interdisciplinary research
Q98C*	Engagement in solo interdisciplinary teaching or research
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 (α=.74)

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 (α=.79)

Q110*	I have served as either a formal or informal mentor to… (Pre-tenure, Tenured faculty | In my, Outside my department)
Q115*	Being a mentor is/has been fulfilling to you in your role as a faculty member
Q120A*	Importance of having a mentor(s) in your department to your success as a faculty member
Q120B*	Importance of having a mentor(s) outside your department at your institution to your success as a faculty member
Q120C*	Importance of having a mentor(s) outside your institution to your success as a faculty member
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
Q125C*	Effectiveness of mentoring for you from someone outside 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 α=.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.
Q145B*	Have you received formal feedback on your progress toward tenure?

Tenure clarity (Pre-tenure α=.89)

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 α=.93)

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
Q145A*	Have you received formal feedback on your progress toward promotion to full professor?
Q150*	When do you plan to submit your dossier for promotion to full professor?
Q155*	What are your primary reasons?

Leadership: Senior (α=.95)

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 (α=.95)

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 (α=.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 (α=.93)

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

Institutional Governance and Leadership

Q170A*	My institution's priorities are stated consistently across all levels of leadership.
Q170C*	My institution's priorities are acted upon consistently across all levels of leadership.
Q170D*	In the past 5 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.

Shared Governance (α=.97)

Q187B	On the whole, the effectiveness of the shared governance system at your institution.
Q188A	Existing faculty governance structures offer sufficient opptys for me to provide input on institution-wide policies.
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.
Q188D	My institution's shared governance model holds up under unusual situations.
Q188E	My institution systematically reviews the effectiveness of its decision making processes.
Q189AA	The governance committees on which I currently serve make observable progress toward goals.
Q189AB	The progress achieved through governance efforts is publicly recognized.
Q189AC	My institution cultivates new leaders among faculty.
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.
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.
Q189BC	Faculty leaders and senior administrators: Respectfully consider one another's views before important decisions.
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.
Q189BF	Faculty leaders and senior administrators: Share a sense of responsibility for the welfare of the institution.
Q189BG	Faculty leaders and senior administrators: Discuss difficult issues in good faith.

Departmental collegiality (α=.87)

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 (α=.83)

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 (α=.90)

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 (α=.93)

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.

Recruitment and retention

Q225*	Which have you done at this institution in the past five years? (Sought outside job offer, Received outside job offer, Renegotiated my employment)
Q226*	Motivation for seeking an outside offer
Q227*	Seriousness of consideration of outside offer
Q228*	Satisfaction with retention efforts
Q235*	If you could negotiate adjustments to your employment, which 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.
Q270*	Use the space below to tell us the number one thing that you, personally, feel your institution could do to improve your workplace. [OPEN-ENDED]

Optional modules:

	Non-tenure-track Faculty (Full-time NTT faculty only)
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

	Clinical Faculty (Full-time clinical faculty only α=.85)
Q45F	The portion of your time spent on patient care/client services
Q50F*	Indicate whether you feel you spend too much or too little time on patient care/client services
Q137G	Clarity of expectations regarding your performance as a provider of patient care/client services
Q190F	Engagement with faculty in your department in conversations about: Resident learning
Q190G	Engagement with faculty in your department in conversations about: Effective patient care practices
Q215M*	Recognition you receive for your patient care/client services
Q92A*	Support from non-physician clinical staff for your clinical care activities
Q92B*	Opportunities for physician input in management decisions
Q92C*	Communication to physicians about this location's financial status
Q92D*	The teamwork between physicians and other clinical staff
Q92E	Location's responsiveness in meeting your requests as a physician
Q92F*	Space available for your clinical practice
Q92G	Availability of supplies for your clinical practice
Q92H	Quality of equipment needed for your clinical practice
Q92I	Your ability to provide a high quality of patient care in this location
Q92J	How well this clinical location functions overall as it relates to patient care

* Not included in benchmark (following principal component analysis) but reported individually in the COACHE Institutional Report.