COACHE

The Collaborative on Academic Careers in Higher Education

The initiative to improve faculty recruitment, retention, and work/life quality

Kenyon College

Tenure-Track Faculty Job Satisfaction Survey

Institutional Report

2008-2009

HARVARD GRADUATE SCHOOL OF EDUCATION

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n < 5

To protect the identity of respondents and in accordance with procedures approved by Harvard University's Committee on the Use of Human Subjects, cells with fewer than five data points (i.e., mean scores for questions that were answered by fewer than five faculty from a subgroup within an institution) are not reported. Instead, "n < 5" will appear as the result.

Percentage difference (% diff)

In reporting comparisons of means, many studies express the result as a percentage difference based on one of the subgroup means. For example, if females (group1) rated clarity of the tenure criteria at 2.40 on a five-point scale, and males (group2) rated the same dimension at 2.00, one might report that "women find tenure criteria 20 percent clearer than do men."

$$\frac{\text{group1 - group2}}{\text{group2}}$$

By this method, however, the same difference in rating (0.40) at the higher end of the five-point scale would seem narrower if expressed as a percentage. If we compare a female (group1) mean of 4.40 against a male (group2) mean of 4.00, we find just 10 percent difference—half the difference of our earlier example—even though the absolute difference between the results is the same. Thus, using a variable divisor (group2) exaggerates differences at the low end of a scale, or conversely, mutes differences at the high end of a scale.

Another problem caused by this method is that the percentage value of the difference changes depending on how you express the comparison: "Women find tenure clarity 20 percent clearer than do men," but "Men find tenure clarity 16.7 percent less clear than do women."

Still, expressing comparative results as a percentage is a universal method of deciding whether or not a difference is "important," "practical," or "meaningful." Therefore, your COACHE report expresses differences as a percentage of the *range* on our five point scale.

$$\frac{\text{group1 - group2}}{\text{scale high - scale low}}$$

To cite the examples above, the 0.40 that separates female and male results—whether at the low or high end of the scale—will always be 10 percent of the range of possible clarity responses, or 5 – 1 = 4. Likewise, a 10 percent difference always translates into a 0.40 difference in means.

Arguably, the fixed divisor could be the number (5), not the range (4) of responses. We provide your data in a format allowing you to substitute your own assumptions. (Be aware that such a change will make smaller the relative differences between groups.) However, we believe that these assumptions strengthen the consistency of the analysis from item to item across the dimensions of the survey.

Response rate

The percent of all eligible pre-tenure faculty, by gender and by race, whose responses, following the data conditioning process, were deemed eligible to be included in this analysis. These response rates determine the weight scale used to balance the sample.

Please contact COACHE with any additional questions about methodology and definitions, about survey administration, or about any aspects of this institutional report.

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COACHE

Tenure-Track Faculty Job Satisfaction Survey
Executive Summary

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The Collaborative on Academic Careers in Higher Education

EXECUTIVE SUMMARY

Areas of strength

Your faculty's ratings of the following survey dimensions placed your institution **first or second (out of six) compared to peers and in the top quartile** compared to all comparable COACHE participants. We recommend sharing these findings (e.g., in job postings, with search committees and prospective faculty) as compelling aspects of your institution as a workplace.

Tenure practices
- clarity of tenure process
- clarity of tenure criteria
- clarity of tenure standards
- clarity of tenure body of evidence
- clarity of sense of achieving tenure
- consistent messages about tenure from tenured colleagues
- periodic, formal performance reviews
- written summary of performance reviews

Tenure expectations: Clarity
- clarity of expectations: scholar
- clarity of expectations: teacher
- clarity of expectations: colleague in department

Tenure expectations: Reasonableness
- reasonableness of expectations: scholar
- reasonableness of expectations: colleague in department

Nature of the work: Research
- influence over focus of research

Work and home
- spousal/partner hiring program
- paid/unpaid personal leave
- institution makes having children and tenure-track compatible
- institution makes raising children and tenure-track compatible
- colleagues make having children and tenure-track compatible
- colleagues make raising children and tenure-track compatible

Climate, culture, collegiality
- formal mentoring
- peer reviews of teaching or research
- informal mentoring
- opportunities to collaborate with tenured faculty
- amount of professional interaction with tenured colleagues
- intellectual vitality of tenured colleagues

Compensation and benefits
- financial assistance with housing

Global satisfaction

department as a place to work
CAO cares about quality of life for pre-tenure faculty
overall rating of institution

Areas of concern

Your faculty's ratings of the following survey dimensions placed your institution **fifth or sixth (out of six) compared to peers and in the bottom quartile** compared to all comparable COACHE participants. We recommend targeting these areas for intervention.

Nature of the work: Overall
amount of access to TA's, RA's, etc.
computing services
Nature of the work: Research
professional assistance in obtaining grants
Nature of the work: Teaching
discretion over course content
teaching services
Climate, culture, collegiality
how well you fit

Improving trends

Compared to your prior survey results, the following dimensions appear to have improved to an extent you might consider meaningful (**i.e., by five percent or more**).

Tenure practices
consistent messages about tenure from tenured colleagues
Tenure expectations: Clarity
clarity of expectations: colleague in department
Nature of the work: Overall
quality of facilities
computing services
Nature of the work: Research
amount of time to conduct research
travel funds
Nature of the work: Teaching
degree of influence over which courses you teach
number of students you teach
Work and home
childcare
institution makes having children and tenure-track compatible
institution makes raising children and tenure-track compatible
colleagues make having children and tenure-track compatible
colleagues make raising children and tenure-track compatible
ability to balance between professional and personal time
Climate, culture, collegiality
formal mentoring

Compensation and benefits
- financial assistance with housing
- compensation

Global satisfaction
- department as a place to work

Worsening trends

Compared to your prior survey results, the following dimensions appear to have worsened to an extent you might consider meaningful (**i.e., by five percent or more**).

Tenure practices
- clarity of sense of achieving tenure
- upper limit on committee assignments

Tenure expectations: Clarity
- clarity of expectations: advisor
- clarity of expectations: campus citizen
- clarity of expectations: member of community

Tenure expectations: Reasonableness
- reasonableness of expectations: scholar
- reasonableness of expectations: teacher
- reasonableness of expectations: advisor
- reasonableness of expectations: campus citizen
- reasonableness of expectations: member of community

Nature of the work: Overall
- way you spend your time as a faculty member

Nature of the work: Research
- professional assistance in obtaining grants
- paid/unpaid research leave

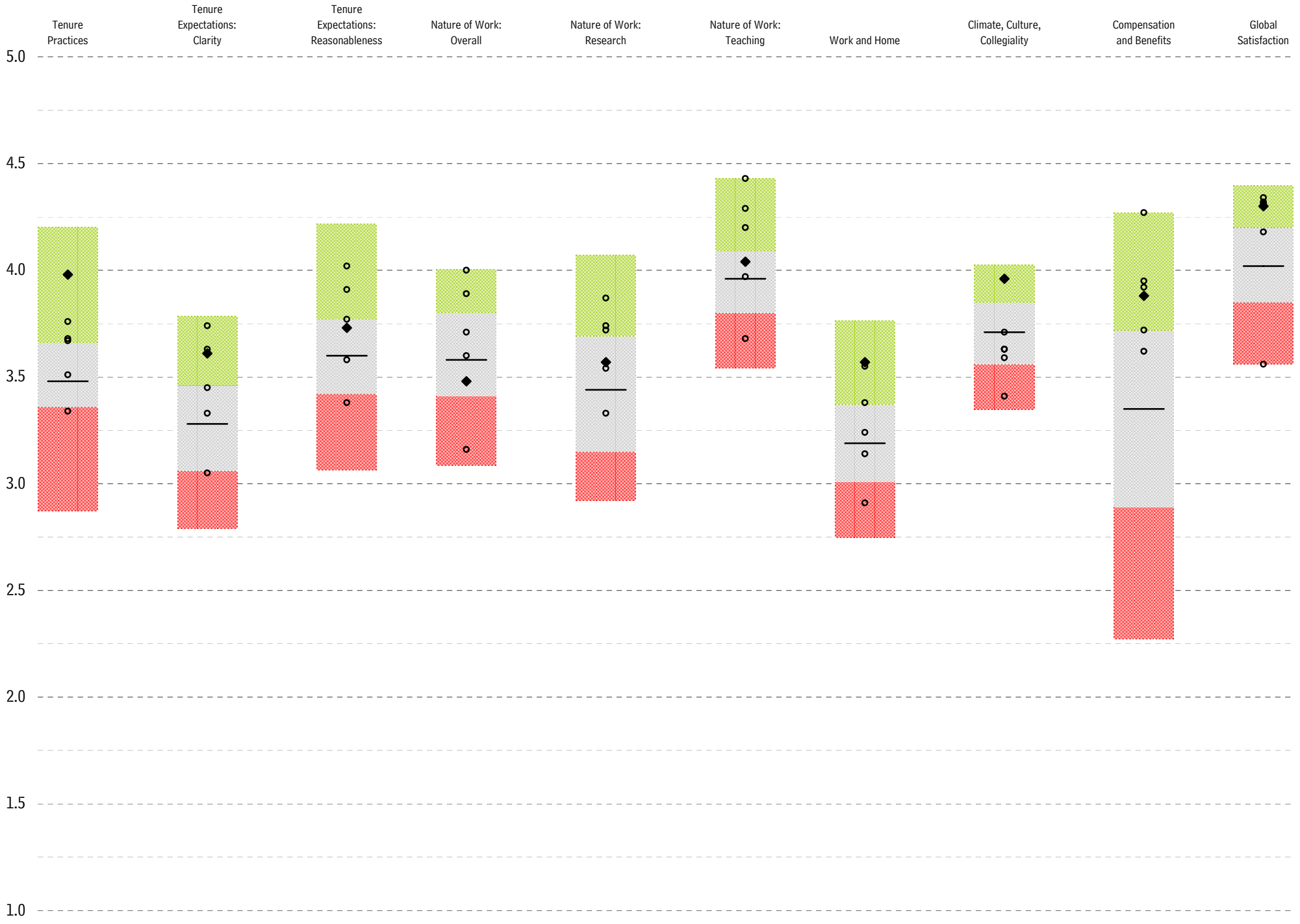
Nature of the work: Teaching
- teaching services
- upper limit on teaching obligations

Work and home
- stop-the-clock

Climate, culture, collegiality
- peer reviews of teaching or research
- fairness of immediate supervisor's evaluations
- amount of personal interaction with tenured colleagues
- amount of professional interaction with pre-tenure colleagues
- amount of personal interaction with pre-tenure colleagues
- how well you fit
- intellectual vitality of tenured colleagues

Global satisfaction
- would again choose to work at this institution

Benchmarks


Tenure Practices
Tenure Expectations: Clarity
Tenure Expectations: Reasonableness
Nature of Work: Overall
Nature of Work: Research
Nature of Work: Teaching
Work and Home
Climate, Culture, Collegiality
Compensation and Benefits
Global Satisfaction
5.0
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0

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Kenyon College

The Collaborative on Academic Careers in Higher Education
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Survey Administration 2008-09

This table summarizes your mean results for each survey dimension. The overall mean is shown. In the "vs others" column, a green arrow signifies that your institution places **first or second amongst peers** *and* **in the top quartile overall**; a red arrow indicates that you ranked **fifth or sixth amongst peers** *and* **the bottom quartile overall**. In all other columns, the arrows demonstrate that the mean is better (green) or worse (red) than the comparable group's mean **by 10 percent or more**.

			OVERALL RESULTS			SUBGROUPS	
	ITEM	NAME	mean	vs others	vs prior	females	faculty of color
TENURE	Q19	clarity of tenure process	4.25	▲		▼	n/a
	Q20	clarity of tenure criteria	4.17	▲			n/a
	Q21	clarity of tenure standards	3.83	▲		▼	n/a
	Q22	clarity of tenure body of evidence	4.14	▲			n/a
	Q23	clarity of sense of achieving tenure	4.06	▲			n/a
	Q24A	clarity of expectations: scholar	3.79	▲			n/a
	Q24B	clarity of expectations: teacher	4.19	▲			n/a
	Q24C	clarity of expectations: advisor	3.45		▼		n/a
	Q24D	clarity of expectations: colleague in department	3.93	▲			n/a
	Q24E	clarity of expectations: campus citizen	3.38		▼		n/a
	Q24F	clarity of expectations: member of community	2.81				n/a
	Q25A	reasonableness of expectations: scholar	4.20	▲			n/a
	Q25B	reasonableness of expectations: teacher	3.97				n/a
	Q25C	reasonableness of expectations: advisor	3.41		▼		n/a
	Q25D	reasonableness of expectations: colleague in department	3.94	▲			n/a
	Q25E	reasonableness of expectations: campus citizen	3.56				n/a
	Q25F	reasonableness of expectations: member of community	3.25			▲	n/a
	Q26	consistent messages about tenure from tenured colleagues	3.79	▲			n/a
	Q27A	tenure decisions based on performance	4.05			▼	n/a
NATURE OF THE WORK	Q28	way you spend your time as a faculty member	3.47			▼	n/a
	Q28B	number of hours you work as a faculty member	3.02		▲	▼	n/a
	Q29A	level of courses you teach	4.28				n/a
	Q29B	number of courses you teach	3.65				n/a
	Q29C	degree of influence over which courses you teach	4.36				n/a
	Q29D	discretion over course content	4.58	▼			n/a
	Q29E	number of students you teach	4.20				n/a
	Q29F	quality of undergraduate students	4.57				n/a
	Q29G	quality of graduate students	N<5		▲	▲	n/a
	Q30B	amount of time to conduct research	2.44				n/a
	Q30C	expectations for finding external funding	3.50			▲	n/a
	Q30D	influence over focus of research	4.75	▲			n/a
	Q31	quality of facilities	3.78			▲	n/a
	Q32	amount of access to TA's, RA's, etc.	2.47	▼		▲	n/a
	Q33A	clerical/administrative services	4.09				n/a
	Q33B	research services	2.99			▲	n/a
	Q33C	teaching services	3.33	▼			n/a
	Q33D	computing services	3.32	▼			n/a

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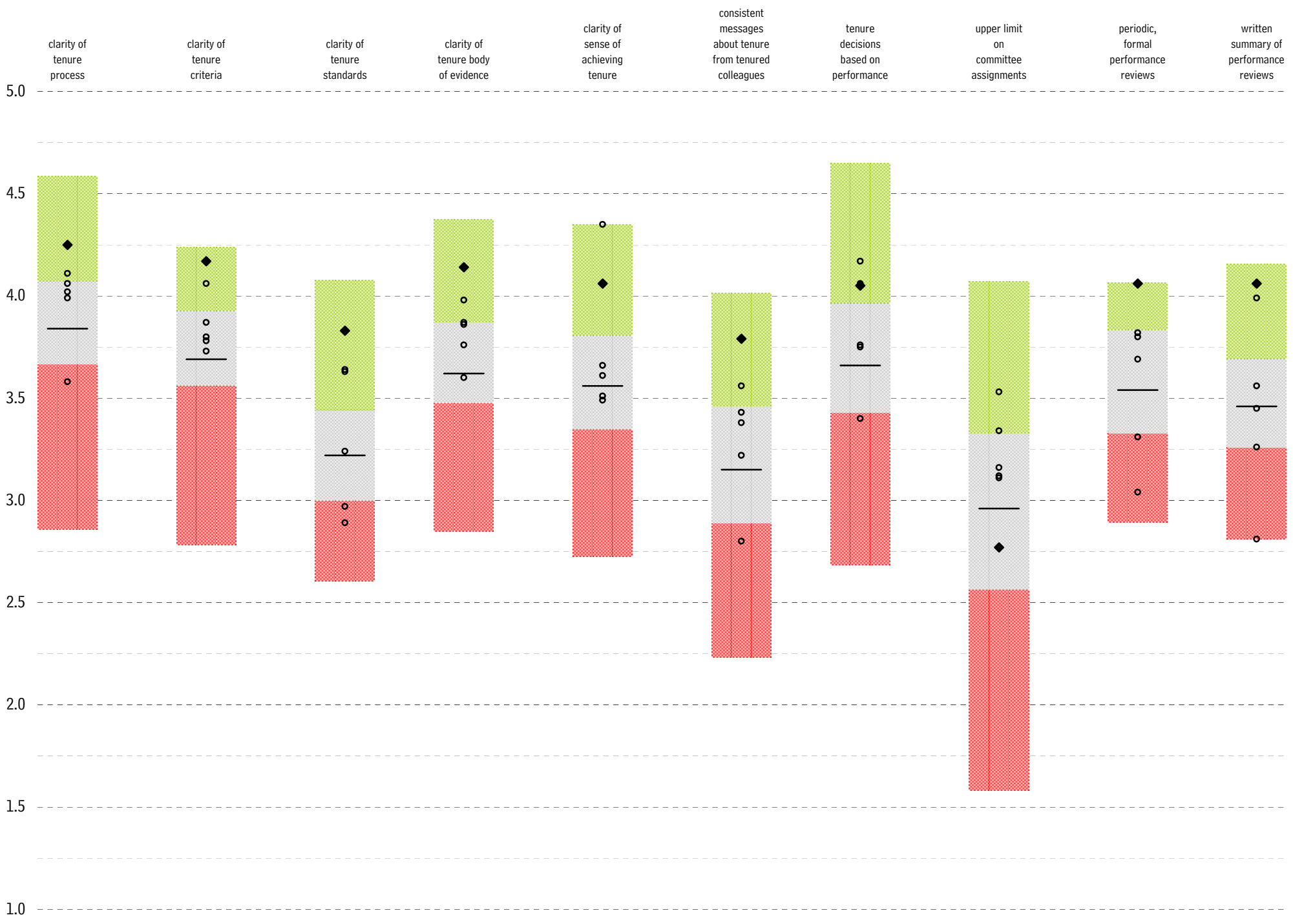
This table summarizes your mean results for each survey dimension. The overall mean is shown. In the "vs others" column, a green arrow signifies that your institution places **first or second amongst peers** *and* **in the top quartile overall**; a red arrow indicates that you ranked **fifth or sixth amongst peers** *and* **the bottom quartile overall**. In all other columns, the arrows demonstrate that the mean is better (green) or worse (red) than the comparable group's mean **by 10 percent or more**.

			OVERALL RESULTS			SUBGROUPS	
	ITEM	NAME	mean	vs others	vs prior	females	faculty of color
POLICY EFFECTIVENESS	Q34B1	formal mentoring	3.51	▲			n/a
	Q34B2	informal mentoring	4.23	▲			n/a
	Q34B3	periodic, formal performance reviews	4.06	▲			n/a
	Q34B4	written summary of performance reviews	4.06	▲			n/a
	Q34B5	professional assistance in obtaining grants	2.35	▼		▲	n/a
	Q34B6	professional assistance for improving teaching	3.21			▲	n/a
	Q34B7	travel funds	4.38				n/a
	Q34B8	paid/unpaid research leave	3.99				n/a
	Q34B9	paid/unpaid personal leave	3.79	▲		▲	n/a
	Q34B10	upper limit on committee assignments	2.77		▼	▲	n/a
	Q34B11	upper limit on teaching obligations	3.74				n/a
	Q34B12	peer reviews of teaching or research	3.79	▲			n/a
	Q34B13	childcare	3.04		▲	▲	n/a
	Q34B14	financial assistance with housing	4.00	▲		▲	n/a
	Q34B15	stop-the-clock	3.35		▲	▲	n/a
	Q34B16	spousal/partner hiring program	3.00	▲		▲	n/a
	Q34B17	elder care	N<5		n/a	▲	n/a
	Q34B18	tuition waivers	4.13		n/a		n/a
	Q34B19	modified duties for parental or other family reasons	3.25		n/a	▲	n/a
	Q34B20	part-time tenure-track position	N<5		n/a	▲	n/a
CLIMATE, CULTURE, COLLEGIALITY	Q35A	institution makes having children and tenure-track compatible	4.19	▲	▲		n/a
	Q35B	institution makes raising children and tenure-track compatible	3.83	▲	▲	▼	n/a
	Q35C	colleagues make having children and tenure-track compatible	4.22	▲	▲		n/a
	Q35D	colleagues make raising children and tenure-track compatible	4.16	▲	▲		n/a
	Q35E	colleagues are respectful of efforts to balance work/home	4.21		n/a	▼	n/a
	Q36	compensation	3.64		▲		n/a
	Q37	ability to balance between professional and personal time	2.86		▲	▼	n/a
	Q38A	fairness of immediate supervisor's evaluations	4.27				n/a
	Q38B	interest tenured faculty take in your professional development	3.81			▼	n/a
	Q38C	opportunities to collaborate with tenured faculty	3.77	▲		▼	n/a
	Q38D	value faculty in your department place on your work	4.19		n/a		n/a
	Q39A	amount of professional interaction with tenured colleagues	3.89	▲			n/a
	Q39B	amount of personal interaction with tenured colleagues	3.77		▼		n/a
	Q39C	amount of professional interaction with pre-tenure colleagues	3.87				n/a
	Q39D	amount of personal interaction with pre-tenure colleagues	3.91		▼		n/a
	Q40	how well you fit	3.76	▼	▼		n/a
	Q41	intellectual vitality of tenured colleagues	3.83	▲	n/a		n/a
	Q41A	intellectual vitality of pre-tenure colleagues	4.27		n/a		n/a
	Q41B	participation in governance of institution	4.03		n/a	▲	n/a
	Q41C	participation in governance of department	N<5		n/a	▲	n/a
	Q42	on the whole, institution is collegial	4.62		n/a		n/a
GLOBAL	Q45A	department as a place to work	4.53	▲	▲		n/a
	Q45B	institution as a place to work	4.19				n/a
	Q46B	CAO cares about quality of life for pre-tenure faculty	4.35	▲			n/a
	Q48	would again choose to work at this institution	4.15		▼	▼	n/a
	Q50	overall rating of institution	4.33	▲		▲	n/a

Tenure Practices



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The Ford Foundation
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Harvard Graduate School of Education

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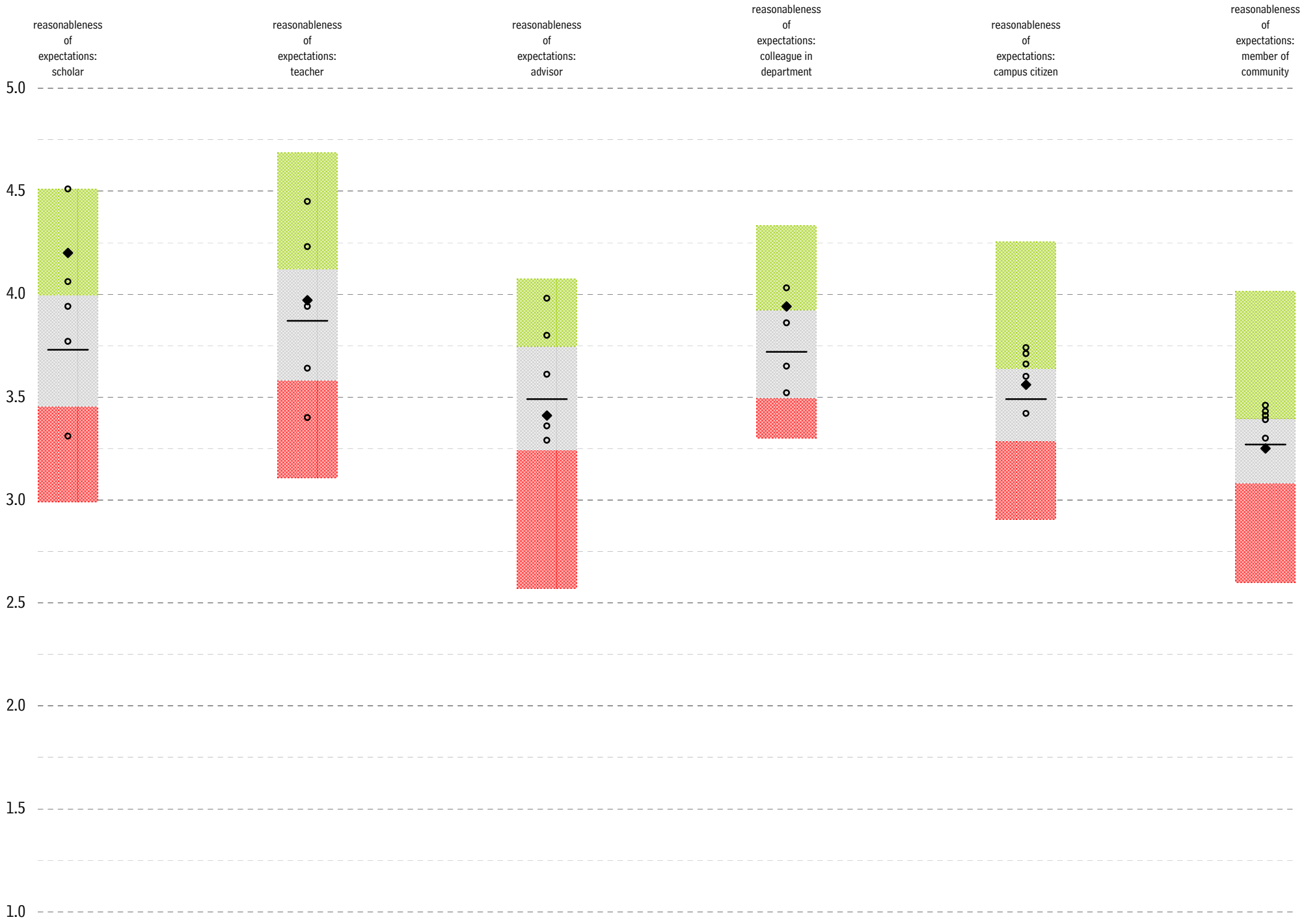
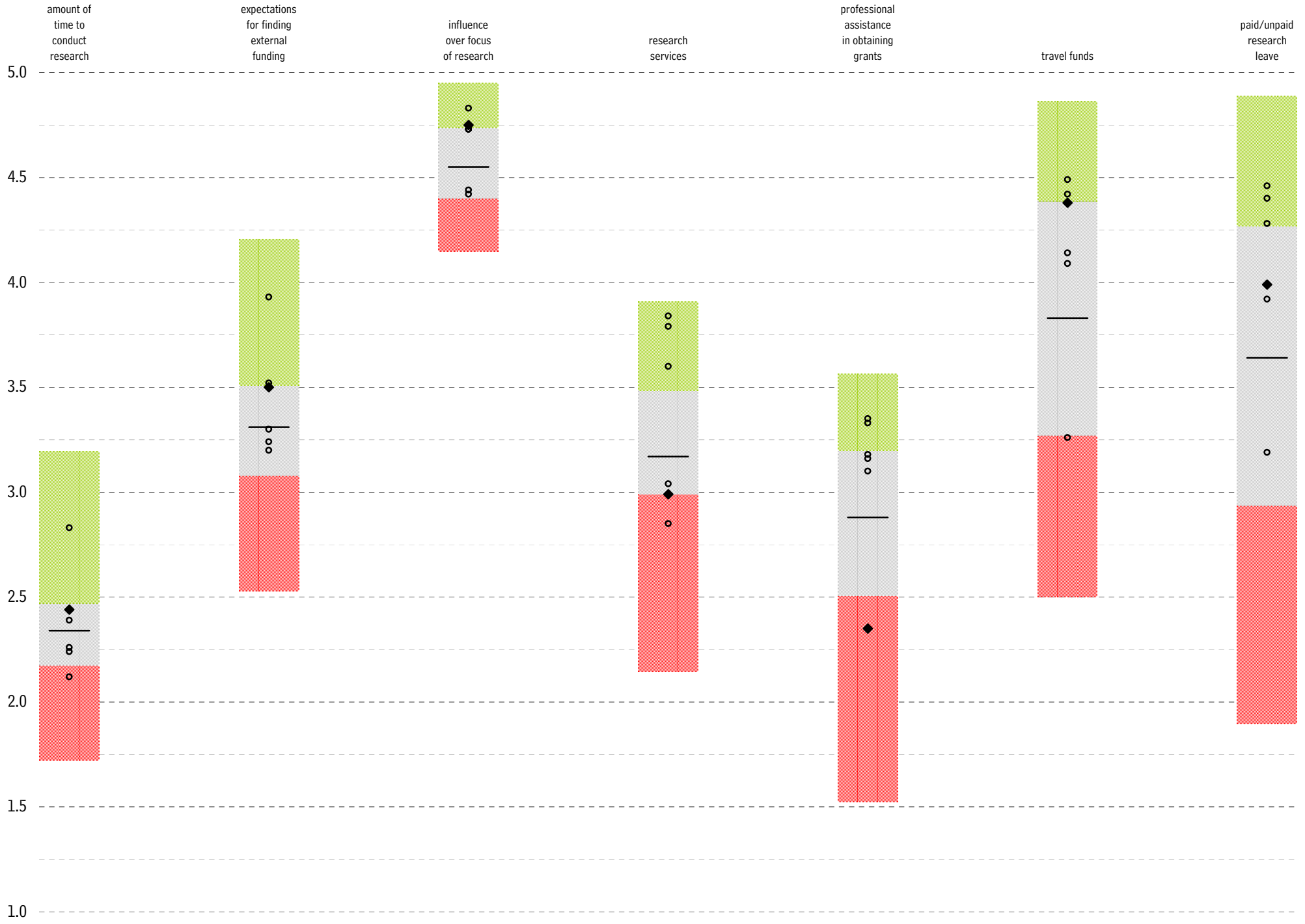
Tenure Expectations: Clarity

Tenure Expectations: Reasonableness

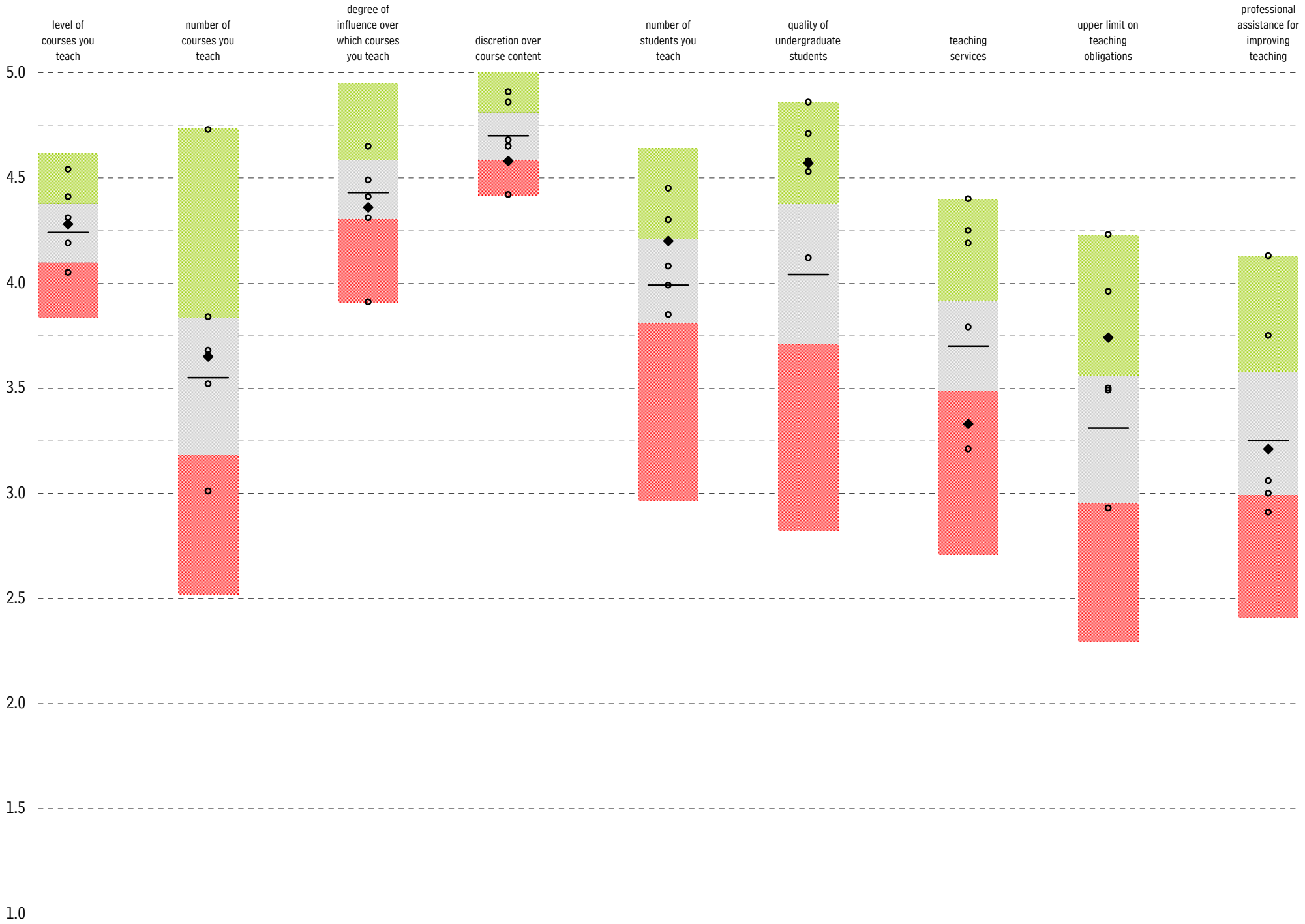


Nature of Work: Overall

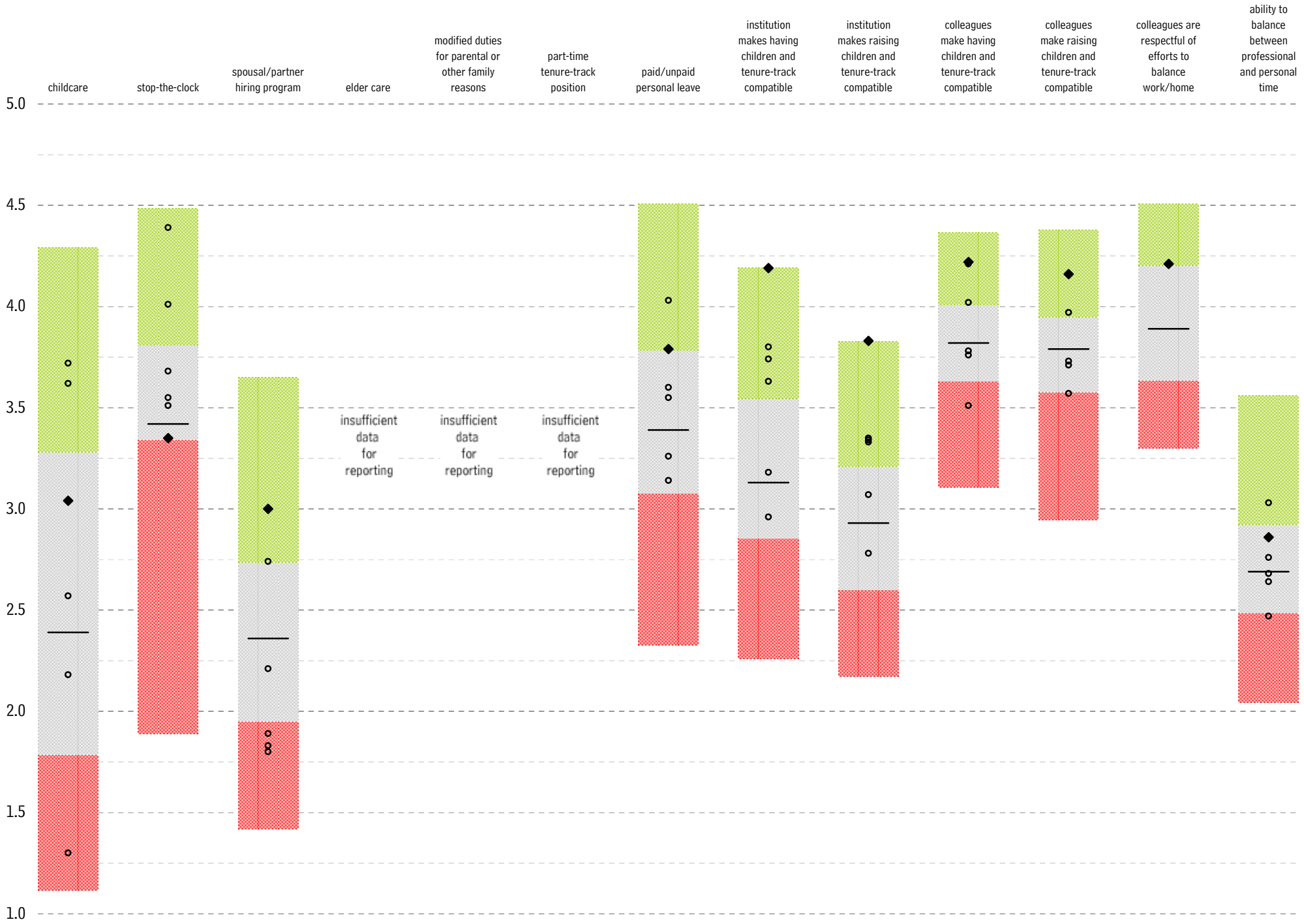
Nature of Work: Research



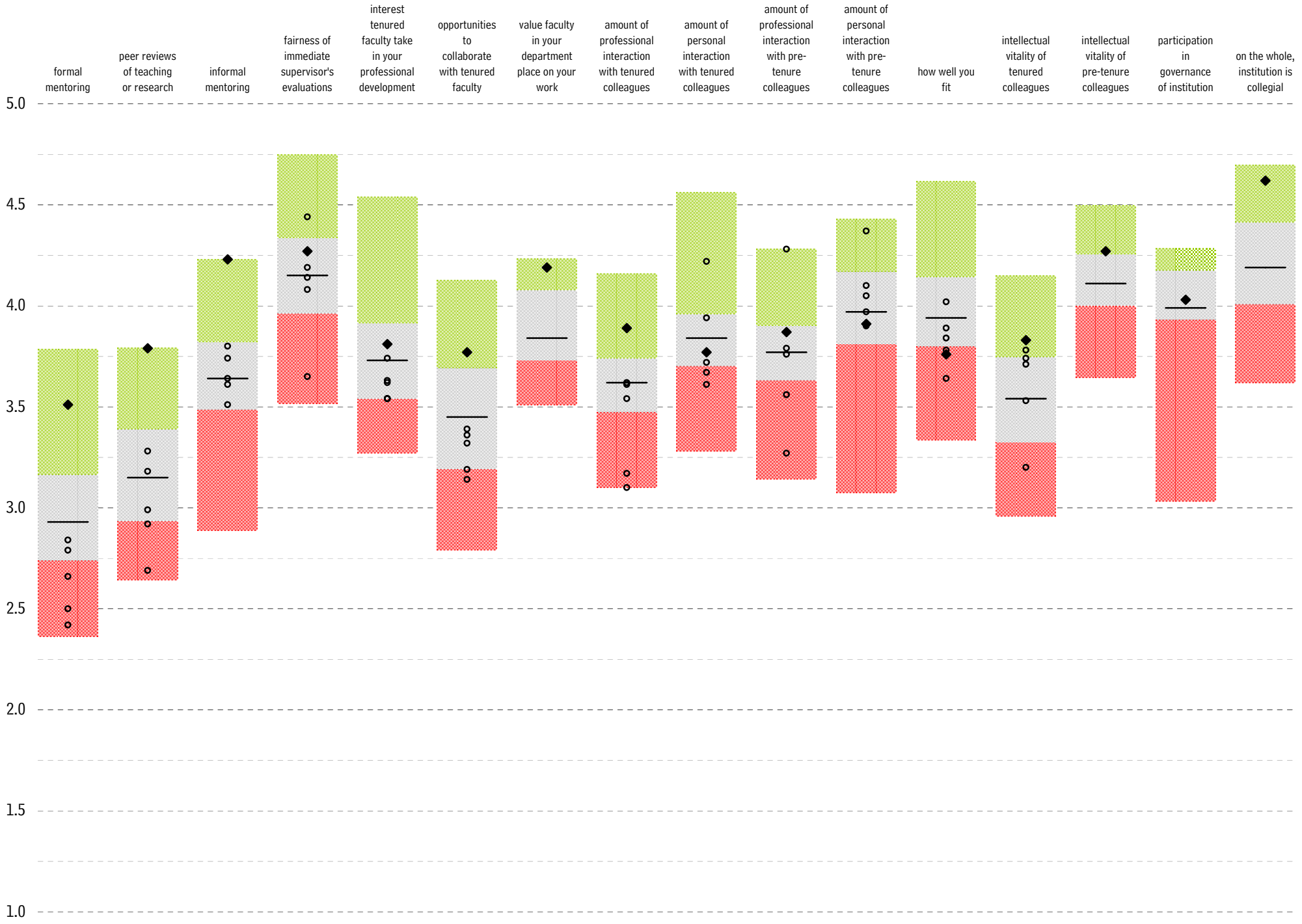
Nature of Work: Teaching



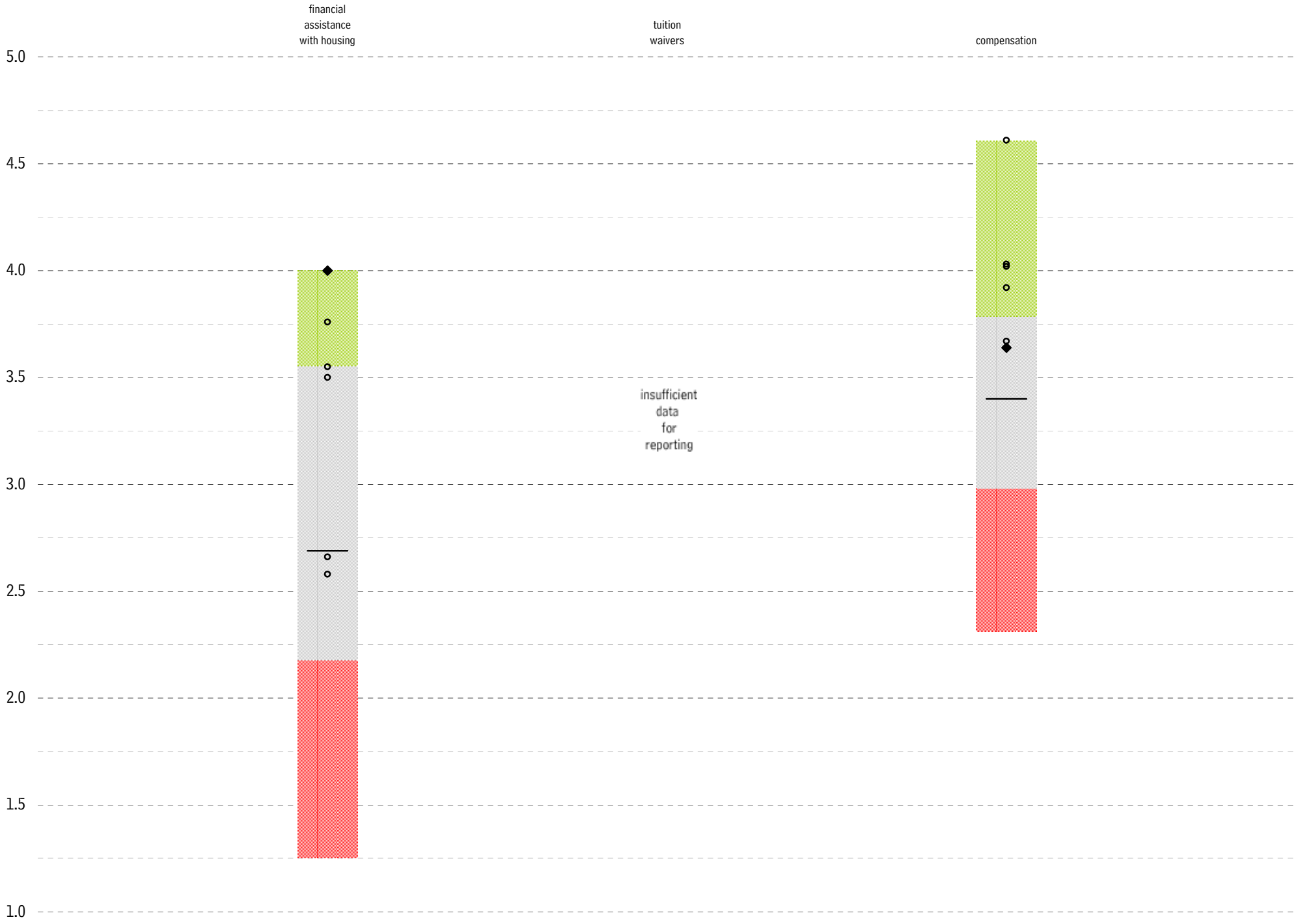
Work and Home



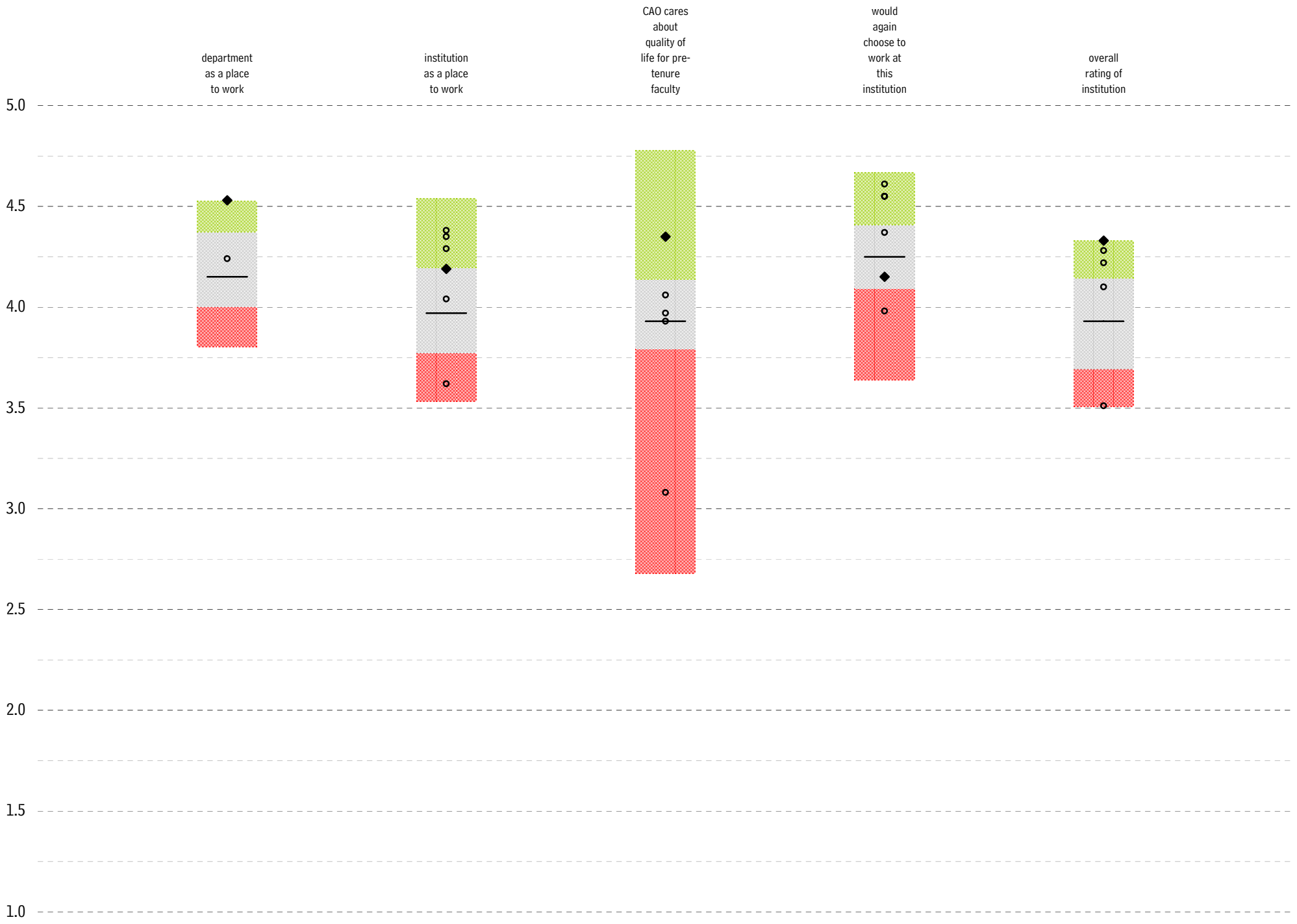
Climate, Culture, Collegiality



Compensation and Benefits



Global Satisfaction



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Appendix D: Results of custom questions (if applicable)

PREFACE

One of the great strengths of an institution of higher education is its faculty. A consensus has emerged that college faculty are affected by their perception of the values and rewards in their workplace, and that supportive environments promote faculty satisfaction, which can lead to increased productivity and retention. With this understanding, the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education developed the Tenure-Track Faculty Job Satisfaction Survey.

This core instrument of COACHE was developed, tested, validated, and is continually improved with assistance from participating institutions. Our survey assesses early-career faculty experiences in several areas deemed critical to their success:

- Clarity and reasonableness of tenure processes and review
- Workload and support for teaching and research
- Integration and balance of work and home responsibilities
- Climate, culture and collegiality on campus
- Compensation and benefits
- Global satisfaction

The result is this diagnostic and comparative management tool for college and university leaders. The COACHE Institutional Report pinpoints problem areas, whether within a particular policy or practice, academic area, or demographic. Each of the over 120 colleges and universities in the Collaborative receives a custom version of this benchmarking report and analysis of our job satisfaction database with responses of over 10,000 pre-tenure faculty nationwide.

Membership in the Collaborative, however, does not conclude with delivery of this report. Academic leaders use COACHE results to focus attention, spot successes and weaknesses, and then take concrete steps to make policies and practices more effective and more prevalent.

Our mission to make the academy a more attractive place to work is advanced only when supported by institutional action. To that end, COACHE is your partner and a resource for maximizing the ability of your data to initiate dialogue, recruit talented new scholars, and further the work satisfaction of *all* faculty at your institution. For our advice on making the most of your participation, please review the supplementary material provided with this report. Then, contact us with any questions or new ideas that have emerged.

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GUIDE TO YOUR REPORT

The data, summary tables, and visual displays provided here tell the story of your pre-tenure faculty's satisfaction and experiences working at your institution. Your report is comprised of three sections:

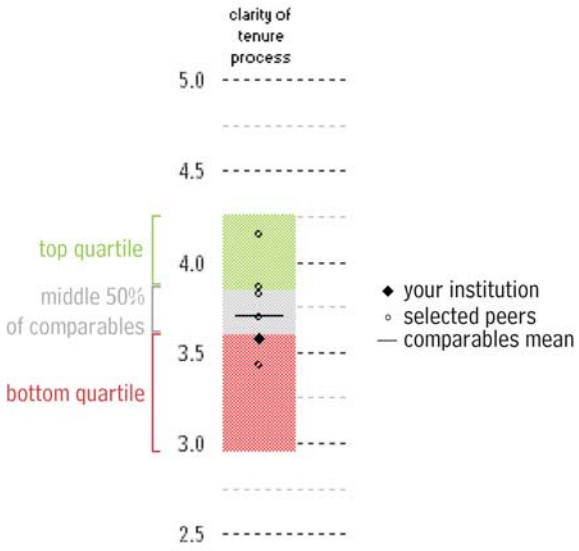
I. Executive summary

The executive summary gives an overview of what your pre-tenure, tenure-track faculty members think about working at your institution. It shows, in a condensed fashion, your institution's strengths and weaknesses, in relation to the five peer institutions you chose for comparison, as well as in relation to all COACHE colleges or universities.

Areas of strength and areas of concern
Translating the visual displays into text produced these lists of survey dimensions for which your faculty's responses overall ranked your institution particularly well or poorly relative to your peers *and* to comparable COACHE sites. If you read nothing else in this report, you will learn the general thrust of your results from this synopsis.

Improving trends and worsening trends
For institutions that have administered the survey more than once, we have compared your current survey results to your prior data by highlighting the dimensions that, overall, have improved or worsened by five percent or more.

Dashboards
The benchmark dashboard identifies your institution's results across the ten COACHE benchmarks of tenure-track faculty success. Each benchmark is the average score—along five-point scales—of several survey dimensions that share a common theme. Additional dashboards present the individual components making up the benchmark scores. All dashboards are simplified views of your absolute and comparative results overall; to grasp the nuances of your results by gender and over time (where applicable), we encourage further exploration of the means and frequency data.



The dashboard's visual display represents your mean rating as a black diamond (◆), your selected peer ratings as circles (O), and the mean of all comparable institutions (i.e., "universities" or "colleges") as a line (—) on a five-point scale. The green box signifies the performance of the top quartile of campuses in your comparable institutional group; the grey box, the middle 50 percent;

and the red box, the bottom quartile.* As you read across the data display, train your eye on the black diamond to discover a) your highest and lowest scores, and b) whether those scores place your faculty among the top, middle, or bottom of your peers and all others. (Note, however, that comparisons are not available for some questions new to the survey in 2008-09 due to insufficient data.)

Index of results
With this list of overall results for nearly all survey dimensions, we have paired comparisons beyond your walls to comparisons within. Alongside the overall mean results, green (▲) and red (▼) arrows suggest where your results are most positive, most negative, or mixed. This table serves best as an index to the fine-grained data tables of your report.

Policies and practices: effectiveness gaps
For the faculty who rated various policies as important to their success, we report the percentage (and rank order) who rated the policy as effective or ineffective (or not offered) at your institution. Higher percentages in the first chart indicate relatively successful policies, but in the second chart indicate policies currently absent or not working well.

Best and worst aspects about working at your institution
From a list of common characteristics of the academic workplace, your faculty chose two "best" and two "worst" aspects about working at your institution. We report the four aspects most frequently cited in each case and how many other peers and comparable COACHE sites share your best or worst qualities. In addition, all responses are grouped into response categories (e.g., tenure, nature of the work, external factors) and presented overall and by sub-groups in a chart format.

II. Data tables and other results

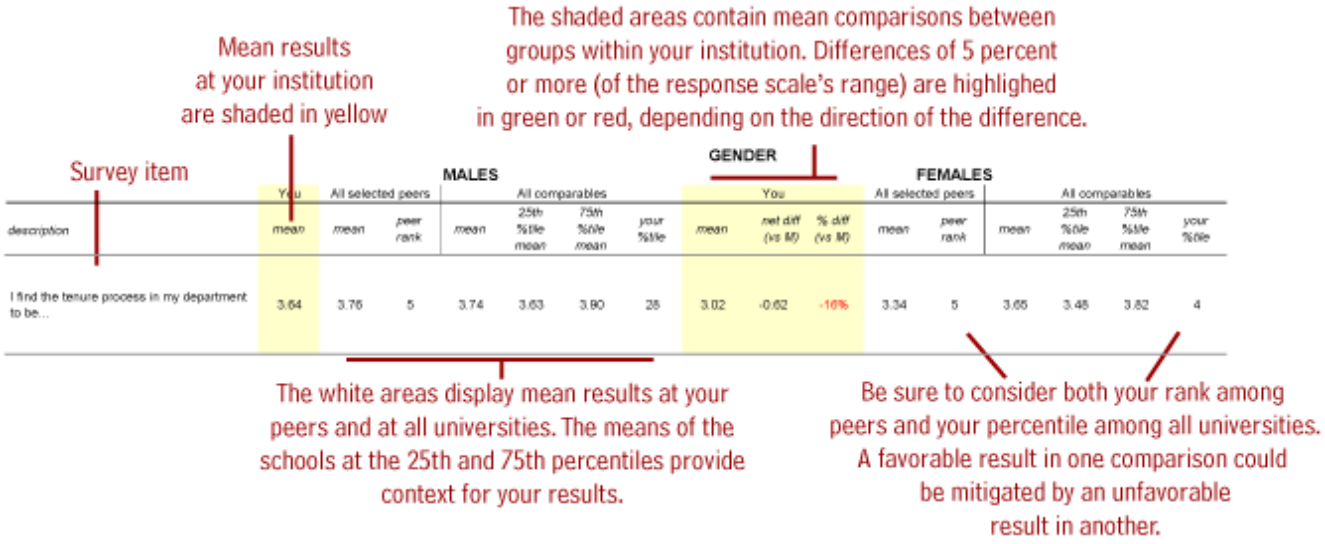
Descriptive data
We provide the survey response rates for your institution, your peers, and for all comparable sites. You will also find here the range of weights used in calculating your results, as well as the names of the five institutions you selected as your peers. (Peer data, however, is kept anonymous throughout this report.)

Demographic data
This is the report of the initial questions of the survey, which ask respondents to provide background information about their careers, family status, and other personal characteristics. Though much of this information is not used later in the report, COACHE analysts are available for follow-up analysis that takes into account any of these demographics variables.

Mean comparisons
The mean comparisons are based on results from all survey respondents at your institution, at the five peer institutions you selected, and at all other comparable institutions participating in this study (i.e., all colleges or all universities). For each survey dimension, the mean is the weighted arithmetic average of faculty responses on a particular item. Means are provided for your institution overall, for your peer institutions individually

* If you have selected a peer institution outside of your institutional type's "comparables" (e.g., you are a university and selected a college as a peer in the faculty labor market), some peer symbols (**O**) may fall outside the shaded percentile boxes. This is because the range of "comparables" includes only institutions of your same type.

and overall, for all comparable institutions overall, and—where population size allows—for groups by gender, by race (white faculty or faculty of color), by academic area, and against prior survey results (if your institution is administering the survey for a second time). In separate columns, the relative position of your results is provided by a rank against your five peers and by a percentile among all comparable institutions. For further context (i.e., of the distribution of results), the means of the institutions at the 75th and 25th percentiles are provided.



Frequency distributions

As with the mean comparisons, these frequency distribution tables are based on results from all survey respondents at your institution and at all other institutions participating in this study. Provided here are the weighted number and percentage of faculty responses on each survey dimension. We provide comparisons overall and between the same sub-groups identified in the mean comparisons (i.e., by gender, race/ethnicity, academic area, and current/prior survey administrations).

A note on interpreting means and frequencies

Relative frequencies of responses for each item can provide crucial information not given by the mean score alone. While a group's mean score on an item gives valuable information about the group's central tendency, the frequency can tell you the extent to which the group is polarized in their responses. For example, consider the following two hypothetical cases:

1) In one case, half of a group of pre-tenure faculty chose "*Very dissatisfied*" (1) on a 5-point scale, and half chose "*Very satisfied*" (5);
2) In the second case, every respondent in the group chose "*Neither satisfied nor dissatisfied*" (3).

In both cases, the mean score is 3.0; however, whereas in the second case the mean reflects individuals' attitudes very accurately, in the first case, the mean (*Neither satisfied nor dissatisfied*) does not actually reflect the attitude of anyone in the group. Rather, this group seems to be made up of two sub-groups with very different attitudes. It is important to take into account the polarization of scores when considering policy changes in order to gain a greater understanding of how faculty members will be affected.

Policies and practices: detail
These tables provide a deeper glimpse at your faculty's ratings of the importance and effectiveness of twenty policies and practices at your institution.

Responses to open-ended questions
This section shows the comments written by your pre-tenure faculty in response to follow-up questions to five survey items and to one open-ended question:

> *Q27b. On what are tenure decisions in your department primarily based?* Subjects were asked this follow-up question if they responded "Somewhat disagree" or "Strongly disagree" to Question 27a ("From what I can gather, tenure decisions here are based primarily on performance rather than on politics, relationships, or demographics.").
>
> *Q44a. Please check the two (and only two)* best *aspects about working at your institution.* Subjects responding "Other" were asked to specify.
>
> *Q44b. Please check the two (and only two)* worst *aspects about working at your institution.* Subjects responding "Other" were asked to specify.
>
> *Q46a. Who serves as the chief academic officer at your institution?* Subjects responding "other" were asked to specify.
>
> *Q47b. Assuming you achieve tenure, how long do you plan to remain at your institution?* Subjects responding "For no more than 5 years after earning tenure" to Q47 were prompted in Q47b to specify their reasons.
>
> *Q51. Please use the space below to tell us the number one thing that you, personally, think your institution should do in order to be a great place to work.*

III. Appendices

A. Participating institutions
A list of institutions, by type, control, and cohort, whose data comprise the COACHE database. If your institutional type is "college," then your comparables in this report are all colleges; if your type is university, your "comparables" are all universities.

B. Survey instrument
A static, coded version of the web-based instrument is provided in the first appendix. Please note that this medium does not accurately indicate survey "adaptive branching" behavior, where some items are skipped because of responses to previous questions.

C. Suggestions for action
Selections from COACHE's extensive policy response database (a resource for COACHE members), included here to provide a range of possible next steps as you involve your campus in discussions around your COACHE results.

D. Results of custom questions (if applicable)
For institutions that appended additional, custom questions to the COACHE survey, the results are displayed here in cross-tabulations and/or open-ended narrative.

METHOD

Background
The principal purposes of the Collaborative on Academic Careers in Higher Education (COACHE) survey are two-fold: (1) to enlighten academic leaders about the experiences and concerns of full-time, tenure-track faculty; and (2) to provide data that lead to informed discussions and appropriate actions to improve the quality of work/life for those faculty. Over time, we hope these steps will make the academy an even more attractive and equitable place for talented scholars and teachers to work.

The core element of COACHE is a web-based survey designed and tested in focus groups and a rigorous pilot study with twelve sites (see *Survey Design* below). The survey asked full-time tenure-track faculty to rate the attractiveness of various terms and conditions of employment and to assess their own level of work satisfaction. While there are many faculty surveys, the COACHE instrument is unique in that it was designed expressly to take account of the concerns and experiences of full-time, pre-tenure, tenure-track faculty, especially with regard to the promotion and tenure process, work-family balance, and organizational climate and culture.

This COACHE Tenure-Track Job Satisfaction Survey provides academic leaders with a powerful lever to enhance the quality of work life for pre-tenure faculty. Each report provides not only interesting data, but also actionable diagnoses. The data are a springboard to workplace improvements, more responsive policies and practices, and an earned reputation as a great place for pre-tenure faculty to work.

Survey design
The chief aim in developing the COACHE Tenure-Track Faculty Job Satisfaction Survey was to assess, in a comprehensive and quantitative way, pre-tenure faculty's work-related quality of life. The survey addresses multiple facets of job satisfaction and includes specific questions that would yield unambiguous, actionable data on key policy-relevant issues. The COACHE instrument was developed and validated in stages over a period of several years.

First, six focus groups were conducted with a total of 57 tenure-track faculty to learn how they view certain work-related issues, including specific institutional policies and practices, work climate, the ability to balance professional and personal lives, issues surrounding tenure, and overall job satisfaction.

Drawing from the focus groups, prior surveys on job satisfaction among academics and other professionals, and consultation with Harvard University and advisory board experts on survey development, COACHE researchers developed a web-based survey prototype that was then tested in a pilot study of 1,188 pre-tenure faculty members at 12 institutions.

COACHE solicited feedback about the survey by conducting follow-up interviews with a sub-sample of the respondents of the pilot study. The survey was revised in light of this feedback. The current version of the survey was revised further, taking into account feedback provided by respondents in survey administrations since the pilot study.

Survey administration
All eligible subjects at participating institutions were invited to complete the survey. Eligibility was determined according to the following criteria:

- Full-time
- Tenure-track/ladder rank
- Pre-tenure
- Hired prior to 2008 (new hires are unable to respond meaningfully to many questions)
- Not *clinical* faculty in such areas as Medicine, Dentistry, Nursing, Pharmacy, and Veterinary Medicine
- Not in terminal year after being denied tenure

See "Descriptive data" in your report for response rates at your institution by gender and by race.

Subjects first received a letter about the survey from a senior administrator (e.g., president, provost, or dean) at their institution. Next, subjects received an email from COACHE (coache@gse.harvard.edu) inviting them to complete the survey. Over the course of the survey administration period, three automated reminders were sent via email to all subjects who had not completed the survey.

Participants accessed a secure web server through their own unique link provided by COACHE and responded to a series of multiple-choice and open-ended questions (see *Appendix B*). The average survey completion time was approximately 20 minutes.

Data conditioning
For a participant's responses to be included in the data set, s/he had to provide at least one meaningful response beyond the demographic section of the instrument. The responses of faculty who either terminated the survey before completing the demographic section or chose only *N/A* or *Decline to Respond* for all questions were removed from the data set. The impact of such deletions, however, is relatively small: on average, greater than 90 percent of respondents who enter the COACHE survey go on to complete it in its entirety.

In responses to open-ended questions, individually-identifying words or phrases that would compromise the respondent's anonymity were either excised or emended by COACHE analysts. Where this occurred, the analyst substituted that portion of the original response with brackets containing an ellipsis or alternate word or phrase (e.g., […] or [under-represented minority]).

DEFINITIONS

Data weighting or "weight scale"
A weighting scale was developed for each institution to adjust for the under- or over-representation in the data set of subgroups defined by race and gender (e.g., White males, Asian females, etc.). Applying these weights to the data thus allowed the relative proportions of subgroups in the data set for each institution to more accurately reflect the proportions in that institution's actual population of pre-tenure faculty. (See "Descriptive Data" in your report for your institution's weight scale.)

Faculty of color
Any respondent identified by his or her institution or self-identifying in the survey as non-White.

The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2008-09

Most frequently cited *best aspects* about working at your institution (Q44a)

	rank	category	name	# of institutions where item ranked among the top four responses: Selected peers	# of institutions where item ranked among the top four responses: All comparables
Overall	1	nature of the work	quality of undergraduate students	5	29
	2	climate, culture and collegiality	support of colleagues	0	22
	3	climate, culture and collegiality	my sense of "fit" here	5	30
	4	nature of the work	academic freedom	1	20
	4	external factors	cost of living	1	2
Male	1	climate, culture and collegiality	support of colleagues	0	17
	2	climate, culture and collegiality	my sense of "fit" here	4	28
	3	nature of the work	quality of undergraduate students	5	31
	4	external factors	cost of living	1	4
	4	nature of the work	manageable pressure to perform	1	4
Female	1	nature of the work	quality of undergraduate students	5	30
	2	climate, culture and collegiality	support of colleagues	1	25
	2	nature of the work	academic freedom	1	15
	4	policies and practices	spousal/partner hiring program	0	1
	4	climate, culture and collegiality	my sense of "fit" here	4	27
	4	climate, culture and collegiality	quality of colleagues	5	23
	4	external factors	cost of living	1	4

The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2008-09

Most frequently cited *worst aspects* about working at your institution (Q44b)

	rank	category	name	# of institutions where item ranked among the top four responses: Selected peers	# of institutions where item ranked among the top four responses: All comparables
Overall	1	external factors	geographic location	3	13
	2	climate, culture and collegiality	absence of others like me	1	4
	3	nature of the work	unrelenting pressure to perform	1	9
	3	tenure	tenure requirements in general	0	1
Male	1	external factors	geographic location	3	16
	2	climate, culture and collegiality	absence of others like me	1	5
	3	nature of the work	lack of support for research/creative work (e.g., leave)	0	9
	4	nature of the work	lack of assistance for grant proposals	0	3
	4	policies and practices	spousal/partner hiring program (or lack thereof)	2	8
	4	external factors	commute	0	1
	4	nature of the work	teaching load	1	19
Female	1	external factors	geographic location	2	12
	2	nature of the work	unrelenting pressure to perform	3	17
	3	climate, culture and collegiality	lack of diversity	2	18
	3	tenure	tenure requirements in general	0	1