

Guidance from Meghal Parikh and Nancy Chick on Reading the Report--to Prepare for Further Analysis

Here's one approach that will help digest so much information a little more easily and inform the next step of further analysis of the quantitative and qualitative data.

The Survey Questions --> The Report

- First, familiarize yourself with the questions from the survey (after report, below) and the different themes of the survey's Sections. Those Sections correspond to the themes summarized by COACHE (i.e., list of topics on the left of pages 5-9 in the report).

Digging into the Report

- ***Our Overall Strengths & Concerns (p. 4, bottom):*** Note our overall strengths and concerns.
- ***Responses by Faculty Group & Compared with Other Institutions (p. 5-9):*** Check how different groups of Rollins faculty responded to the survey themes. See if there are differences in response between the groups, and if specific areas of strength or concern arise within each group: All Faculty (page 5), Pre-tenure Faculty (page 6), Associate Professors (page 7), Female Faculty (page 8), & Faculty of Color (page 9). The visualizations show the comparative analysis with other institutions. Note how our faculty responses compare to other institutions. *How to read the visualizations?* See the explanation on the top of page 4, and [watch this explanatory video from COACHE](#).
- ***Two Best & Two Worst Aspects of Working at Rollins (p. 10-11):*** See if the above areas of strength/concern were frequently cited as the two best/two worst aspects of working at Rollins. The most frequently cited are in red font.
- ***Open-Ended "One Thing to Improve" Themes (p. 12, top):*** The survey resulted in a lot of comments/qualitative data. COACHE did a very high-level analysis. See the bulleted list. What questions does this list raise? What warrants further analysis?
- ***Overall Satisfaction (p. 12, bottom):*** See how Rollins faculty rated their satisfaction with their department and the institution, compared with our peers and cohort institutions.

From the above, what surprised you? What was as you expected?

See the next page for how to share your questions and comments.

Selected Institutions

You selected 5 institutions as peers against whom to assess your COACHE Survey results. The results at these institutions are included throughout this report in the aggregate or, when cited individually, in random order.

- Agnes Scott College (2020)
- Davidson College (2020)
- Gettysburg College (2020)
- Kenyon College (2018)
- Muhlenberg College (2020)

Cohort Institutions

Faculty from the following 27 institutions comprise the comparison cohort of liberal arts colleges for this 2020 Chief Academic Officer Report.

- Agnes Scott College (2020)
- Amherst College (2020)
- Babson College (2019)
- Barnard College (2017)
- Bates College (2018)
- Centre College (2020)
- Colgate University (2018)
- Davidson College (2020)
- Gettysburg College (2020)
- Hamilton College (2018)
- Harvey Mudd College (2020)
- Juniata College (2020)
- Kenyon College (2018)
- Lafayette College (2020)
- Manhattan College (2019)
- Mills College (2020)
- Mount Holyoke College (2020)
- Muhlenberg College (2020)
- Occidental College (2018)
- Ohio Wesleyan University (2019)
- Saint Mary's College of Maryland (2017)
- The University of the South (2018)
- University of North Carolina-Asheville (2018)
- Ursinus College (2020)
- Washington and Lee University (2020)
- Wellesley College (2020)
- Wofford College (2020)

Faculty Debriefing Sessions

Note that you may have multiple opportunities to share your thoughts and questions from the different perspectives listed below.

Date	Faculty Group to Debrief	Facilitator(s)
Thu, Nov 5, 4-5pm	Full Professors	Lee Lines & Jenny Queen
Fri, Nov 6, noon-1pm	Faculty of Color	Victoria Brown & Nancy Chick
Tue, Nov 10, 1-2pm	Lecturers & Visiting Professors	Serina Al Haddad
Tue, Nov 10, 2-3pm	Assistant Professors	Samuel Sanabria
Wed, Nov 11, 11am-noon	Crummer Faculty	Jenny Queen
Thu, Nov 12, 4-5pm	Department Chairs	Lee Lines & Jenny Queen
Mon, Nov 16, 3-4pm	Faculty who teach in Holt	Samuel Sanabria
Tue, Nov 17, 1-2pm	Female Faculty	Serina Al Haddad & Jenny Queen
Fri, Nov 20, 1-2pm	Associate Professors	Jonathan Harwell & Nancy Chick

Each will be held in the facilitator's Webex room. (If there are two facilitators, go to the Webex room of the person listed first.)

COACHE Statement about Surveying During COVID

“COACHE conducted an analysis of response rates and patterns to determine whether there were any practical differences between response patterns of faculty who completed the survey prior to the COVID-19 disruptions and those faculty who responded later in the survey administration period. Their analysis concluded that the impact on the survey report is likely negligible.”



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Rollins College 2019-20

Faculty Job Satisfaction Survey Report



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Harvard Graduate School of Education
All of our partner institutions

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Introduction

You are holding in your hands a preview of the COACHE Chief Academic Officer Report. The CAO Report data and design are the culmination of our work since 2003 with faculty focus groups, two pilot studies (for pre-tenure and tenured faculty), and ongoing dialog with academic leaders at our partner institutions.

While there are many approaches to report design, our choices at COACHE leverage our comparative data to help you, your leadership team, and your faculty move more swiftly from survey results into dissemination, engagement and action.

To the uninitiated, the CAO Report can be daunting. However, just a few minutes spent with the Results at a Glance and Benchmark Dashboard will unlock the broad themes of your survey results and the areas deserving of immediate scrutiny.

Your faculty's strengths and concerns will be revealed, layer by layer, as you follow the green, grey, and red colors of your CAO Report. These colors illustrate your faculty's attitudes relative to peers of your own choosing and to a larger, labor-market cohort (e.g., women to women, associate professor to associate professor). The yellow and orange colors will identify gaps between groups within your own institution (e.g., women and men, associate and full professors).

This preview is just a glimpse of what lies within your CAO Report—a beginning, not the end. The digital files that follow this preview contain item-level analysis, faculty's qualitative opinions coded by survey theme, results disaggregated by school/college and discipline, and more tools for understanding the conditions faculty need in order to do their best work.

You are about to discover that many faculty concerns can be dealt with immediately and inexpensively, while others present themselves as opportunities for broad involvement in designing collaborative solutions.

The questions at the end of this preview should help you get this process of inquiry underway. Yet, at COACHE, we have learned that the most important analysis has yet to occur. Analysis is a social process of engagement with your colleagues and—most importantly—your faculty. The COACHE partners who succeed do so by inviting faculty to be agents of institutional improvement.

As you embark upon the next steps of "collective sensemaking" and action, we have many examples to share. Your research-practice partnership with COACHE continues beyond this report delivery for many months of advice and networking. Allow us to develop your capacity for evidence-driven leadership in the academy.

Your Cohort and Peers

Based on the number of Rollins College faculty and other organizational characteristics, your comparison "cohort" includes 27 COACHE partners who identify as generally similar. The complete list is available in the CAO Report's appendices. You selected five comparison institutions – "peers" in the report – to represent those most similar to you in the faculty labor market. They are listed at the right.

- Agnes Scott College (2020)
- Davidson College (2020)
- Gettysburg College (2020)
- Kenyon College (2018)
- Muhlenberg College (2020)

Response Rates

Your report summarizes the findings from 62% of your eligible faculty. Given an average survey completion time of 22 minutes, this report constitutes approximately 51 hours of your faculty's time and, more importantly, their candor. Your response rate is *lower* than your peers by approximately 2.8 percentage points.

Differences in rates of response between demographic groups matter, as well. The table below summarizes response rates by tenure status, rank, gender, and race. As you read this preview and the complete CAO Report, keep in mind how large or small these subgroups' representation is among your survey responses.

Response Rates

	You	Peers	Cohort
All Faculty	62%	65%	62%
Tenured	58%	63%	63%
Pre-tenure	71%	75%	70%
Non-tenure Track	61%	57%	52%
Full Professor	63%	61%	61%
Associate Professor	56%	65%	66%
Men	60%	65%	58%
Women	64%	65%	66%
White	62%	66%	64%
Faculty of Color	64%	61%	58%
Asian/Asian-American	83%	55%	59%
Underrepresented Minorities	59%	64%	57%

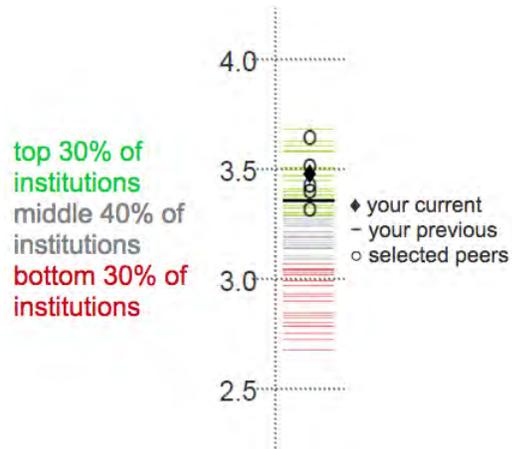
¹ "Faculty of color" are, for the purposes of this report, those individuals not categorized as White, non-Hispanic.

² "Underrepresented minorities" are individuals who identify as neither White, non-Hispanic nor Asian/Asian-American.

Understanding the COACHE Benchmarks

The following five pages offer a view of your faculty from 10,000 feet. Each survey theme is summarized by a “Benchmark,” the mean of several five-point Likert-scale survey questions that share a common theme. A Benchmark score provides a general sense of how faculty feel about a particular aspect of their work/life at your institution; your CAO Report delivers results for Benchmarks and for specific survey items.

In this preview, we compare your Benchmark scores, shown as diamonds, to the scores of other COACHE partners, represented as horizontal lines. Green lines represent the top 30 percent of institutional means, red lines represent the bottom 30 percent, and grey lines represent institutions in the middle 40 percent. The circles locate the five institutions your team selected as most nearly competing with yours (or resembling yours) in the market for faculty. The black line represents your prior results (if applicable).



Your Strengths and Concerns

As shorthand, COACHE defines an "area of strength" any Benchmark where your institution scores first or second among your selected comparison group and in the top 30 percent (the green section) of the cohort.

Conversely, an "area of concern" is where your faculty rating of a Benchmark falls fifth or sixth among your peers and in the bottom 30 percent (the red section) of the cohort. The survey themes at the right met these criteria for Rollins College.

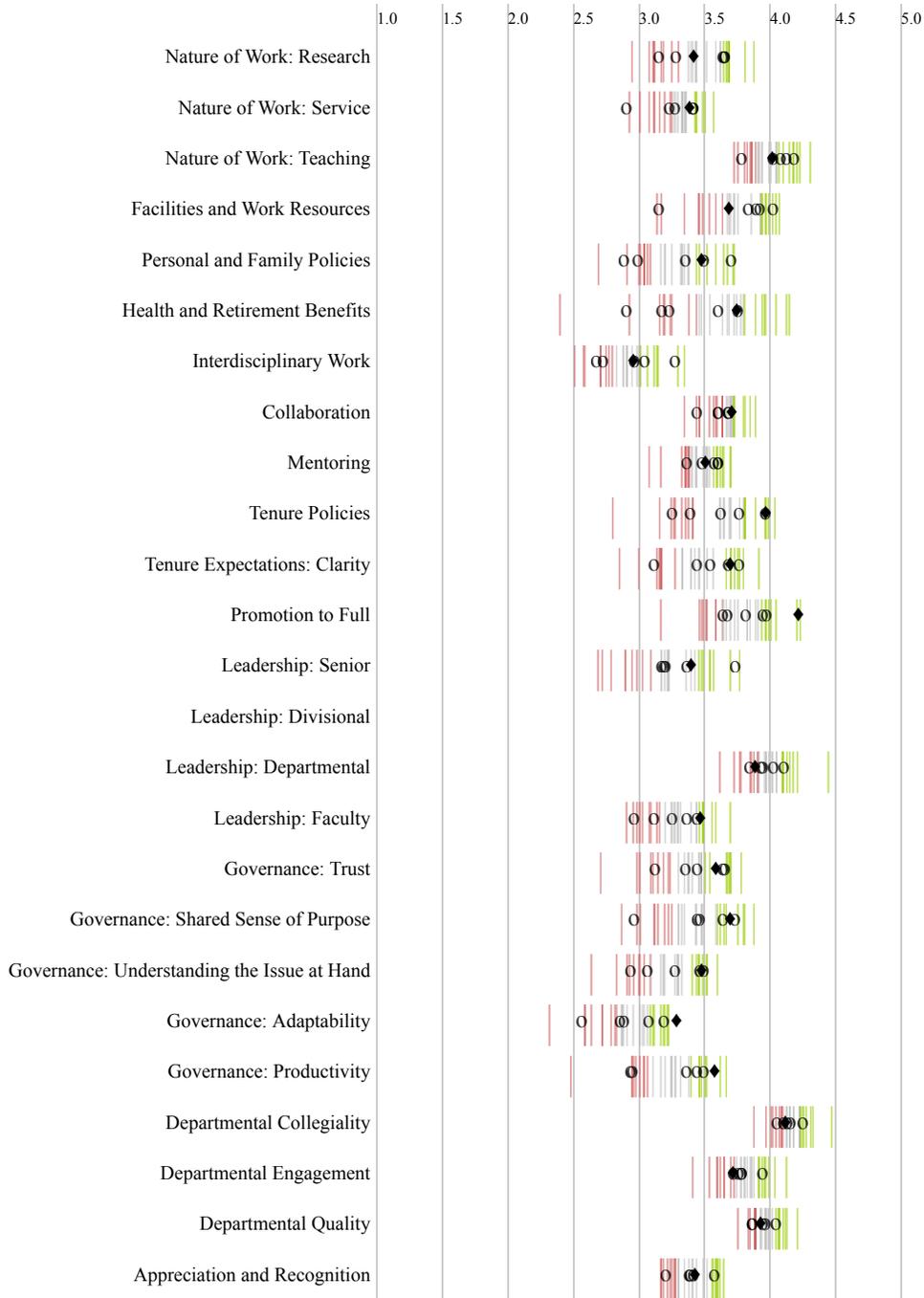
Note that between-group differences could alter your conclusions about these aspects of academic life on your campus—and suggest tailored approaches to improving them. Keep this in mind as you consider, after the overall results, the subsequent charts for pre-tenure faculty, for associate professors, for women, and for faculty of color. Look to your CAO Report for other subgroups and more detailed displays.

Areas of strength (all faculty combined)

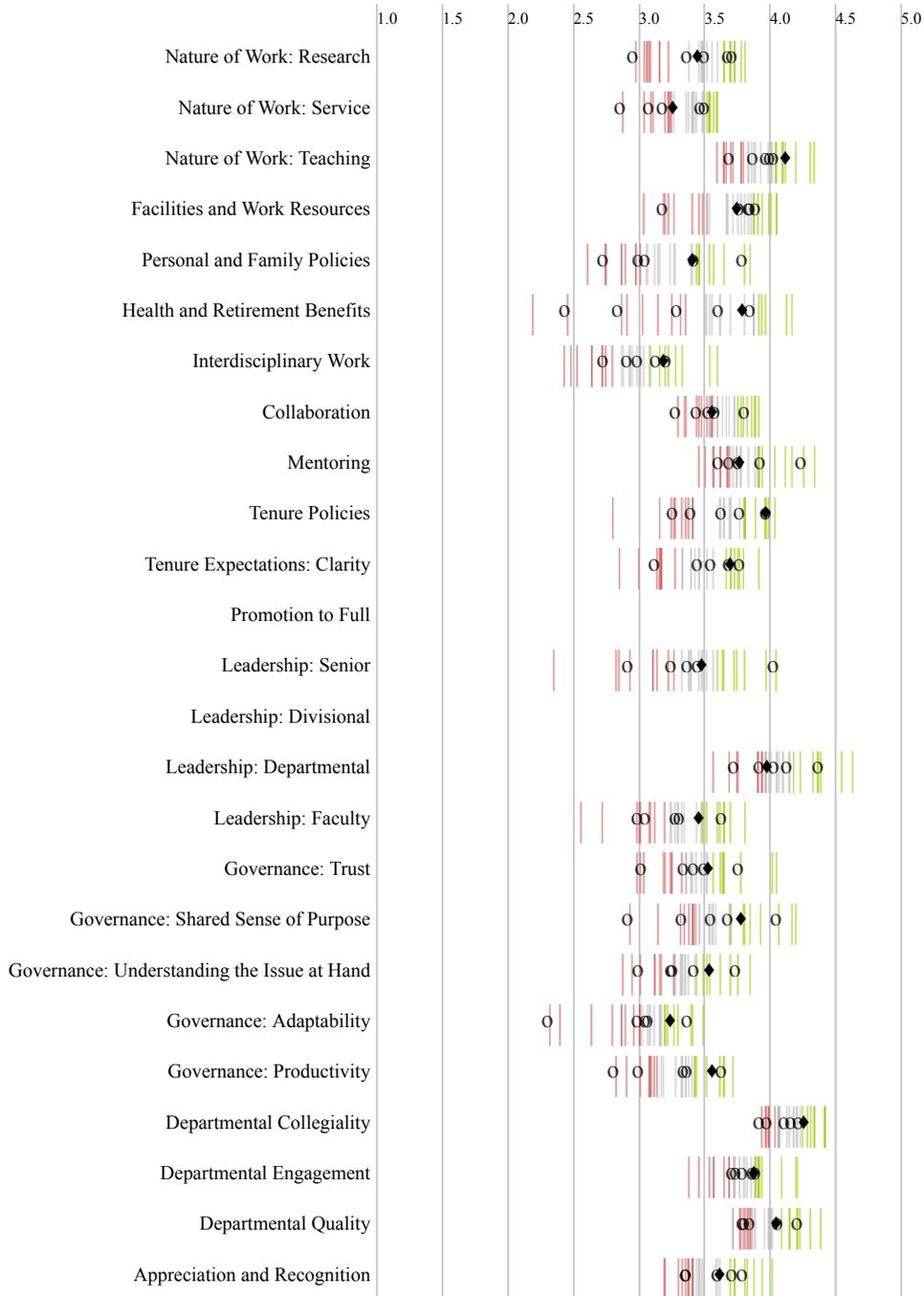
- *Collaboration*
- *Governance: Adaptability*
- *Governance: Productivity*
- *Governance: Shared Sense of Purpose*
- *Governance: Understanding the Issue at Hand*
- *Leadership: Faculty*
- *Promotion to Full*
- *Tenure Expectations: Clarity*
- *Tenure Policies*

Areas of concern (all faculty combined)

- *(No areas of concern)*



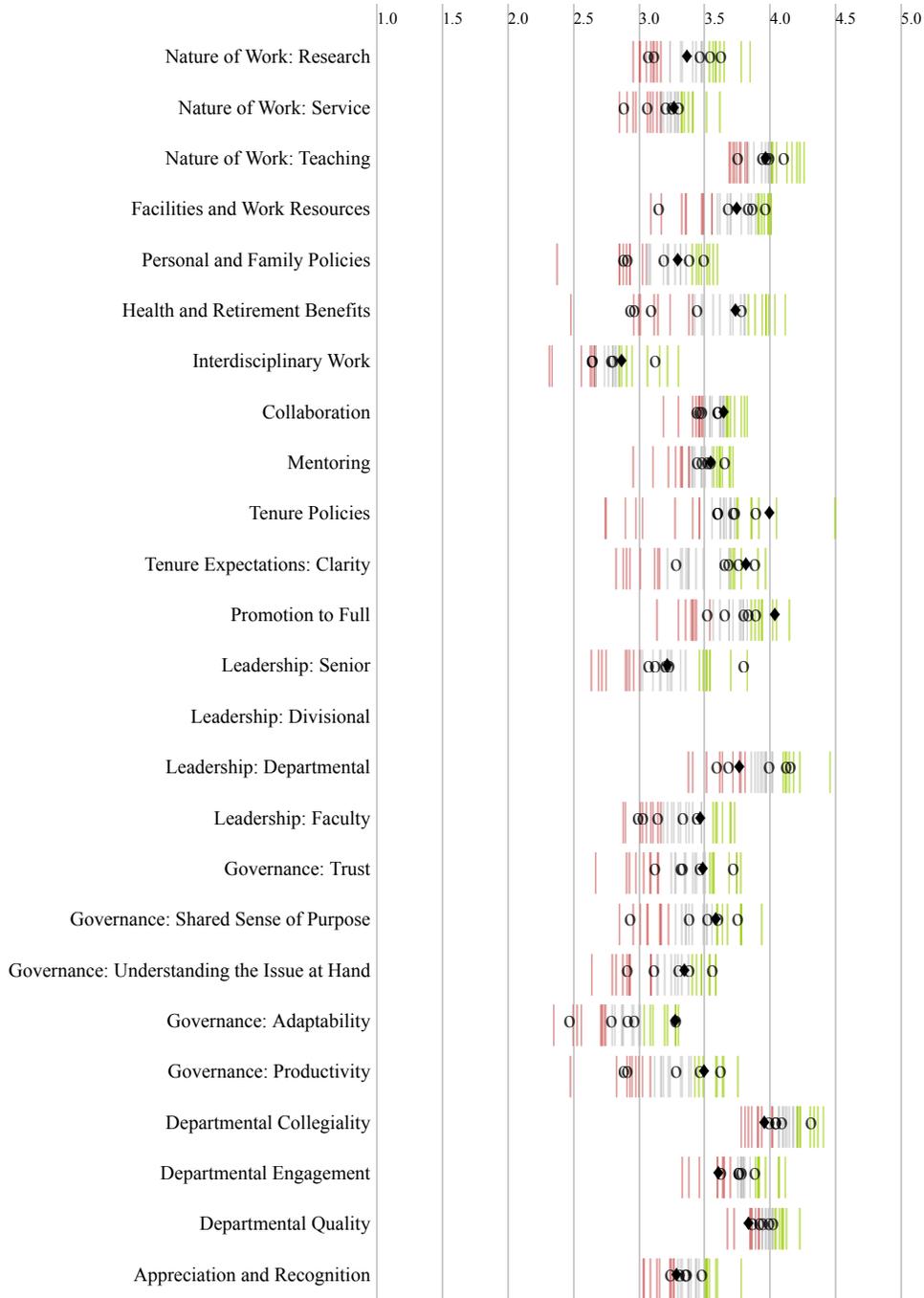
Data are masked in instances where your institution or a peer institution has insufficient data for reporting.



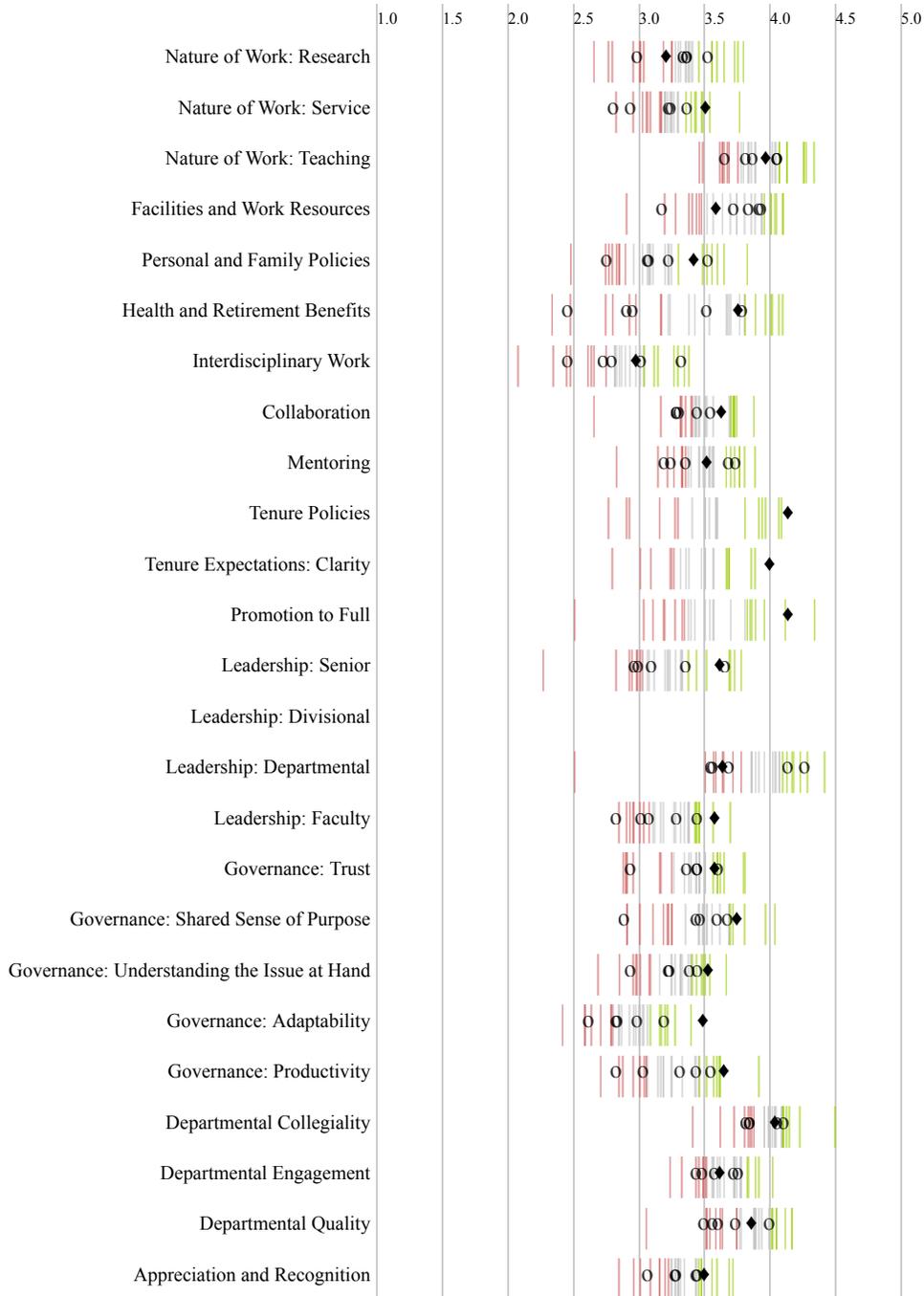
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Near the conclusion of the survey, we ask faculty to think about the institution as a whole and identify those issues (both good and bad) that are most on their minds. Here, faculty are given the opportunity to select the two best aspects of working at your institution. Your CAO Report

includes these results compared to peers and the COACHE cohort and, therefore, your competitive advantages in faculty recruitment and retention. The most frequently cited responses at your institution are highlighted in red.

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	39%	45%	27%	34%	32%
Support of colleagues	20%	26%	15%	17%	12%
Opportunities to collaborate with colleagues	4%	3%	8%	6%	6%
Quality of graduate students	5%	3%	4%	1%	0%
Quality of undergraduate students	17%	16%	19%	11%	12%
Quality of facilities	8%	3%	4%	4%	6%
Compensation	0%	0%	0%	0%	0%
Support for research/creative work	2%	0%	4%	1%	0%
Support for teaching	14%	18%	15%	18%	6%
Support for professional development	8%	16%	8%	13%	12%
Assistance for grant proposals	1%	0%	0%	0%	0%
Childcare policies	0%	0%	0%	0%	0%
Spousal/partner hiring program	0%	0%	0%	0%	0%
Diversity	2%	0%	0%	3%	6%
Presence of others like me	1%	0%	0%	0%	0%
My sense of "fit" here	12%	8%	15%	10%	12%
Geographic location	24%	32%	31%	27%	29%
Commute	4%	3%	12%	4%	6%
Cost of living	1%	0%	4%	0%	3%
Protections from service/assignments	0%	0%	0%	0%	0%
Teaching load	5%	8%	4%	6%	9%
Manageable pressure to perform	4%	8%	0%	1%	3%
Academic freedom	15%	11%	8%	23%	18%
Tenure/promotion clarity or requirements	2%	0%	4%	0%	6%
Quality of leadership	1%	0%	0%	0%	0%
There are no positive aspects	2%	0%	4%	3%	3%
Decline to answer	3%	0%	0%	4%	6%

Faculty are also asked to identify the two worst aspects of working at your institution. The worst aspects can be particularly helpful in narrowing down your priorities, especially when a review of your Benchmarks suggests many concerns to address: when everything needs fixing,

we tend to fix nothing. In the CAO Report, these worst aspects are a heat map of your institution's competitive threats. The most frequently cited responses at your institution are highlighted in red.

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	1%	0%	0%	0%	0%
Support of colleagues	5%	11%	12%	6%	3%
Opportunities to collaborate with colleagues	2%	3%	4%	1%	0%
Quality of graduate students	2%	0%	0%	0%	0%
Quality of undergraduate students	6%	11%	0%	8%	3%
Quality of facilities	8%	3%	19%	8%	9%
Compensation	35%	37%	31%	32%	38%
Lack of support for research/creative work	12%	11%	12%	15%	15%
Lack of support for teaching	0%	0%	0%	0%	0%
Lack of support for professional development	4%	0%	4%	1%	0%
Lack of assistance for grant proposals	0%	0%	0%	0%	0%
Childcare policies	3%	5%	4%	4%	3%
Spousal/partner hiring program	2%	5%	4%	0%	0%
Lack of diversity	11%	11%	12%	11%	12%
Absence of others like me	5%	8%	0%	6%	9%
My sense of "fit" here	4%	5%	4%	1%	6%
Geographic location	2%	3%	0%	1%	0%
Commute	5%	8%	8%	6%	9%
Cost of living	8%	18%	15%	7%	6%
Too much service/too many assignments	21%	21%	27%	23%	24%
Teaching load	15%	13%	4%	14%	21%
Unrelenting pressure to perform	2%	5%	4%	1%	0%
Academic freedom	0%	0%	0%	0%	0%
Tenure/promotion clarity or requirements	5%	5%	4%	4%	3%
Quality of leadership	8%	3%	4%	10%	6%
There are no positive aspects	5%	0%	8%	3%	3%
Decline to answer	6%	0%	0%	7%	9%

Global Considerations: In Your Faculty's Own Words

The final item in our survey is an open-text response to the prompt, "What is the one thing your institution could do to improve the workplace for faculty?" The comments from your faculty were reviewed by our team, redacted of identifying information, and coded according to the survey themes. The five most common themes in your faculty's responses were:

- *Compensation and benefits* - 31%
- *Leadership: General* - 26%
- *Nature of work: Teaching* - 23%
- *Facilities and resources for work* - 22%
- *Appreciation and recognition* - 16%

The complete and coded open-text responses in your CAO Report are a tool for prioritizing your results. By adding a dose of humanity to the quantitative results, these comments direct you and your team to be more sensitive to what is in the minds of your faculty. The mean and standard

deviation for Tenure Clarity tell you which faculty are unclear about expectations for tenure. An open-text comment describes the impact on faculty's lives—their careers, their health, their families—and may even include helpful ideas on how to fix the problem.

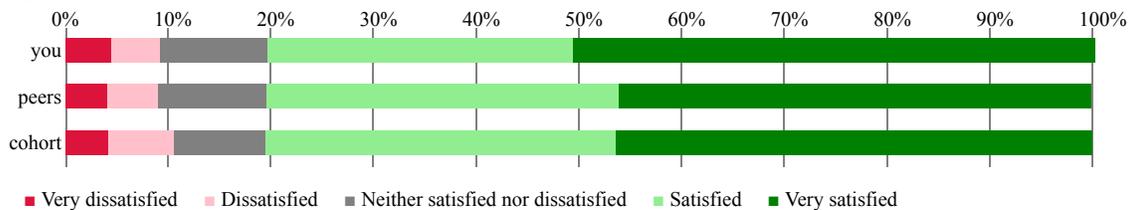
In the complete digital report, you may access these redacted comments all at once, coded thematically, and accompanied by a chart of theme frequencies. In addition, when a comment mentions a topic that is related to a Benchmark, your CAO Report attaches that comment to the appropriate section. With salient, open-text prompts associated with each theme, you will find it easy to incorporate them into your presentations and discussions with faculty. Doing so reinforces that you are listening and trying to understand—the first step toward improving the faculty workplace.

Global Considerations: The Department and Institution as a Place to Work

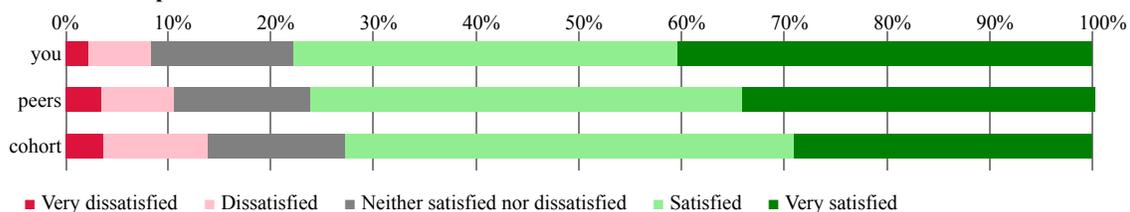
There are other "big picture" results in your report concerning overall satisfaction, intent to leave, and the likelihood that a faculty member would recommend her/his department as a place to work. For the purposes of this

preview, we are sharing respondents' overall satisfaction with their departments and with their institution as a place to work.

Department as a place to work



Institution as a place to work



Next Steps: Distributed Leadership

While some are tempted to see these results and jump immediately to strategies for fixing problems, others know that institutional change is more effective and sustainable under models of distributed leadership. At COACHE, we have learned from our partners that analysis and sensemaking are a community process. Treat this document and the full report as a discussion guide, not a report card. Engage your faculty as partners in improving the workplace. Leverage their skills, expertise, and their personal experiences. Thoughtful, transparent engagement establishes trust among faculty. How you engage your faculty throughout this process is just as important as any policies or programs that result. Very few things can be accomplished in the academy without trust.

The remaining pages of this preview pose questions for you to consider, alone or with your team, as you begin this endeavor. In the next few weeks, COACHE will host several online open houses where you and your team can ask questions and engage with other teams. Also, COACHE

will be hosting a Strategy Workshop on August 8 and 9, 2019. The event is free of charge to our partners (except for travel and lodging) and is designed to give every institution the opportunity to plan for a successful dissemination strategy. We will also share some additional materials, including:

- A series of video tutorials for navigating and interpreting your full report
- Sample meeting agendas
- Discussion guides for your team
- Promising practices from other partner institutions

Your CAO Report contains additional materials that describe how to dig deeper, build communication plans, disseminate broadly, take ownership, and engage with peer institutions. If you are ever in doubt about what to do, call us. COACHE succeeds only when you are equipped to create the conditions in which faculty do their best work.



What, if anything, surprises you about these results? Which results confirm your perceptions of your institution?

Based on these first few pages of analysis, what initial questions do you have about the results underlying them? What themes do you feel most warrant further scrutiny?

Which strategic priorities, faculty affairs initiatives, or other important institutional activities do your COACHE areas of strength support? Which might the areas of concern bring into play?



Which offices, governing bodies, and committees might relate to these findings? Consider, for example, a committee on the status of women/minorities, tenure and promotion committee, faculty governing body, center for teaching and learning, human resources, sponsored research, marketing and communications office...

Write the names of at least five administrators, staff, or faculty—beyond your immediate COACHE team—whose work might be informed by these results. For example, if your results indicate dissatisfaction among faculty of color, you might consider including the Chief Diversity Officer. If faculty provide lower ratings on the Benchmarks relating to shared governance, the Faculty Senate (or equivalent) might be constructively engaged in the next steps.

In what venues or through what channels might you share the results with them? Consider that the most effective strategies for engaging the results are those that pull faculty into a discussion rather than those that push data out.



Among the offices and individuals noted in the prior prompt, which might be allies? Which might feel threatened by the COACHE results?

How will their recommendations be received and considered?

What other information or data may help inform their interpretations of the COACHE report?





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SECTION 1. DEMOGRAPHIC BACKGROUND

Q2. Are you currently employed at [INSTITUTION]?

Yes.....1
No.....0

Q5. What is your current appointment status?

Full-time faculty..... 2
Part-time faculty 1
Emeritus faculty 0
Visiting faculty 8
Other..... 0
None of the above 96

Q20. What is your tenure status?

Tenured.....3
Not tenured but on the tenure track2
Not on tenure track1

Q10. What is your rank?

Professor (including titles such as Research Professor,
Clinical Professor, etc.).....4
Associate Professor (including titles such as Research
Associate Professor, Clinical Associate Professor, etc.)3
Assistant Professor (including titles such as Research
Assistant Professor, Clinical Assistant Professor, etc.).....2
Instructor/Lecturer.....1
Other.....5

Q12. What is your **highest** earned academic degree (M.D. includes foreign equivalents)?

Doctoral degree (Ph.D., Ed.D., etc.).....1
First-professional degree2
Doctoral degree AND First-professional degree3
Master of Fine Arts, Master of Social Work4
Other Master's degree.....5
Bachelor's degree.....6
Associate's degree or equivalent.....7
Certificate or diploma for completion of undergraduate
program (other than associate's or bachelor's)8
Not applicable (Do not hold a degree)0

Q13. Does your work as a faculty member include the clinical care of patients?

Yes.....1
 No.....0

Q15. In what year did you earn your current rank at this institution?

Q405, q410, q415, and Q420 for NTT Faculty Only

Q405. What is the length of your current contract?

1 semester.....1
 2 semesters2
 1-2 years.....3
 3-4 years.....4
 5 or more years5
 Other.....6
 Decline to answer..... 98

Q410. Is your appointment...

Fixed-term renewable.....1
 Fixed-term non-renewable.....2
 Rolling.....3
 Other.....4
 Decline to answer..... 98

Q415. What is your primary work responsibility (on what are you expected to focus)?

Mostly research.....1
 Mostly teaching.....2
 Mostly outreach (e.g., extension, community
 engagement, technology transfer, economic
 development, K-12 education).....3
 Mostly department/program administration4
 Mostly clinical7
 About an equal amount of two or more different
 activities5
 Other.....6
 Decline to answer..... 98

Q420. Not counting your current institution, at how many other colleges/universities have you held a non-tenure-track faculty position?

00
 11
 22

33
 44
 5 or more5
 Decline to answer..... 98

Q25. Are you currently serving in an administrative position?

Yes1
 No.....0
 Decline to answer..... 98

Q30. Which of the following administrative titles do you currently hold?

Department Chair/Head, Associate or Assistant
 Chair/Head1
 Center or Program Director2
 Dean, Associate Dean, Assistant Dean, Vice Dean,
 Division Chief, etc.3
 Provost, Associate Provost, Assistant Provost, Vice
 Provost, etc.4
 Other (Please specify):.....9
 Decline to answer..... 98

Q35. What is your race and/or ethnicity? *(Please check all that apply)*

American Indian or Native Alaskan: *A person having origins in any of the original peoples of North and South America (including Central America).....0*
Asian, Asian-American, or Pacific Islander: *A person having origins in any of the original peoples of the Far East, Pacific Islands, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Guam, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, and Samoa.....1*
White (non-Hispanic): *A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.....2*
Black or African-American: *A person having origins in any of the black racial groups of Africa3*
Hispanic or Latino: *A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin4*
Other5
Multiracial6
Native Hawaiian or Pacific Islander: *A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.....7*
Middle Eastern, Southwest Asian, or North African...8
 Decline to answer..... 98

Q40. What is your sex?

Male.....	0
Female.....	1
Other (Please specify).....	5
Decline to answer.....	98

Q275x11 for Pre-tenure and Tenured Faculty Only

Q275x11. Not counting your current institution, at how many other colleges/universities have you held a tenured or tenure-track faculty position?

0.....	0
1.....	1
2.....	2
3.....	3
4.....	4
5 or more.....	5
Decline to answer.....	98

Q280. In what year were you born?

Q285. What is your marital status?

Single.....	1
Married or in a civil union.....	2
Unmarried, living with partner.....	3
Divorced, separated, or widowed.....	4
Decline to answer.....	98

Q290. What is your spouse/partner's employment status?

Not employed and not seeking employment.....	1
Not employed but seeking employment.....	2
Employed at this institution.....	3
Employed elsewhere.....	4
Decline to answer.....	98

Q295. Do you have any of the following responsibilities? *(Please check all that apply)*

Infants, toddlers, or pre-school age children who live with you at least half the year.....	1
Elementary, middle, or high school age children who live with you at least half the year.....	2
Children 18 or over who live with you at least half the year.....	3
Children away at college for whom you are financially responsible.....	6

Elders for whom you are providing ongoing care for more than 3 hours a week.....	4
A disabled or ill family member.....	5
None of the above	0
Decline to answer.....	98

Q300x11. What is your citizenship status?

U.S. Citizen	1
Resident Alien.....	3
Non-Resident Alien.....	4
Other.....	6
Decline to answer.....	98

Q315. What is your annual salary?

Less than \$30,000.....	1
\$30,000 to \$44,999	2
\$45,000 to \$59,999	3
\$60,000 to \$74,999	4
\$75,000 to \$89,999	5
\$90,000 to \$104,999	7
\$105,000 to \$119,999.....	8
\$120,000 or above.....	9
Decline to answer.....	98

Q320. Do you identify as a member of the lesbian, gay, bisexual, transgender (LGBT) community?

Yes.....	1
No.....	0
Decline to answer.....	98

Q321. Have you been diagnosed with a disability?

Yes.....	1
No.....	0
Decline to answer.....	98

Q322. Do you have any of the following disabilities? *(Please check all that apply)*

- A sensory impairment (vision or hearing)
- A mobility impairment
- A learning disability (e.g., ADHD, dyslexia)
- A mental health disorder
- Other, please describe:

Q323. Who, at your institution is aware of your disability (check all the apply)?

- Some of my departmental colleagues
- All of my departmental colleagues
- My Department Head/Chair
- The Disability Services Office at my institution
- I have not disclosed my disability to anyone at my institution

SECTION 2. NATURE OF WORK – OVERALL

Q43 for Community College Faculty Only

Q43. Describe the opportunities, if any, you have to interact with graduate students working at [INSTITUTION NAME].

- [TEXT BOX].....1
- I do not interact with graduate students working at [INSTITUTION NAME] 97
- Decline to answer..... 98

Q45. Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following:

- A. Teaching
- B. Research
- C. Service (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents)
- D. [Colleges and University Faculty] Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)
- E. Administrative tasks (e.g., creating and submitting reports, routine paperwork)
- F. [Clinical Faculty] Patient care/client services (including medical service; counseling patients or families; administrative tasks associated with clinical service)

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

Q50. You indicated dissatisfaction with the portion of your time spent on the following activity or activities. Please indicate whether you feel you spend too much or too little time on:

- A. Teaching
- B. Research
- C. Service (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents)
- D. Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)
- E. Administrative tasks (e.g., creating and submitting reports, routine paperwork)
- F. [Clinical Faculty] Patient care/client services (including medical service; counseling patients or families; administrative tasks associated with clinical service)

Too much.....	1
Too little.....	0
Decline to answer.....	98

Q55. Please rate your level of agreement or disagreement with the following statements:

- A. I am able to balance the teaching, research, and service (and clinical, if applicable) activities expected of me.
- B. My institution does what it can to help faculty who take on additional leadership roles (e.g. major committee assignments, department chairmanship), to sustain other aspects of their faculty work.

Strongly agree.....	5
---------------------	---

Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree.....	2
Strongly disagree.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

SECTION 3. NATURE OF WORK – SERVICE

[SHOW THE SECTION HEADER, “NATURE OF WORK – SERVICE” AT THE TOP OF EVERY SCREEN IN SECTION 3 OF THE SURVEY]

Q60. Please rate your level of satisfaction or dissatisfaction with the following:

- A. The number of committees on which you serve
- B. The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve
- C. The discretion you have to choose the committees on which you serve
- D. How equitably committee assignments are distributed across faculty in your department
- F. How equitably additional service work is compensated in your department
- G. The relevance of the committees on which you *currently* serve
- E. The number of students you advise/mentor (including oversight of independent study, research projects, internships, study abroad)
- H. The support your institution has offered you to be a good advisor to students
- I. How equitably advising responsibilities are distributed across faculty in your department

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

SECTION 4. NATURE OF WORK – TEACHING

Q70. Please rate your level of satisfaction or dissatisfaction with the following:

- A. The number of courses you teach
- B. The level of courses you teach

- C. The discretion you have over the content of the courses you teach
- D. The number of students in the classes you teach, on average
- E. The quality of students you teach, on average
- I. University Faculty Only The quality of graduate students to support your teaching
- F. The support your institution has offered you for improving your teaching
- G. *[NONE, INTENTIONALLY LEFT BLANK TO PRESERVE PREVIOUS CODES]*
- H. How equitably the teaching workload is distributed across faculty in your department
- J. Your teaching schedule (evenings, weekends, etc.)
- K. Addressing diverse learning styles in your classroom (e.g., returning adult students, English Language Learners, etc.)
- L. Assessing your students' learning
- M. Developing online or hybrid courses (a mix of online and traditional, face-to-face classroom instruction)
- N. Teaching online or hybrid courses (a mix of online and traditional, face-to-face classroom instruction)

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

SECTION 5. NATURE OF WORK – RESEARCH

Q80. Please rate your level of satisfaction or dissatisfaction with the following:

- A. The amount of external funding you are expected to find
- B. The influence you have over the focus of your research/scholarly/creative work
- C. University Faculty Only The quality of graduate students to support your research/scholarly/creative work
- D. Institutional support (e.g., internal grants/seed money) for your research/scholarly/creative work
- E. **[College and University Faculty]** The support your institution provides you for engaging undergraduates in your research/scholarly/creative work

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

Q85. Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for:

- A. Obtaining externally funded grants (pre-award)
- B. Managing externally funded grants (post-award)
- C. University Faculty Only Securing graduate student assistance
- D. Traveling to present papers or conduct research/creative work
- E. The availability of course release time to focus on your research

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

SECTION 6. RESOURCES & SUPPORT

Q90. Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment:

- A. Office
- B. Laboratory, research, or studio space
- C. Equipment
- D. Classrooms
- E. Library resources
- F. Computing and technical support
- G. Salary
- H. Clerical/administrative support

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

Q92A-Q92J for Clinical Faculty Only

Q92. Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.

- A. Support from non-physician clinical staff for your clinical care activities
- B. Opportunities for physician input in management decisions
- C. Communication to physicians about this location’s financial status
- D. The teamwork between physicians and other clinical staff
- E. Location’s responsiveness in meeting your requests as a physician
- F. Space available for your clinical practice
- G. Availability of supplies for your clinical practice
- H. Quality of equipment needed for your clinical practice
- I. Your ability to provide a high quality of patient care in this location
- J. How well this clinical location functions overall as it relates to patient care

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

Q95. Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment:

- A. Health benefits for yourself
- B. Health benefits for your family (i.e. spouse, partner, and dependents)
- C. Retirement benefits
- D. Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage)
- E. Tuition waivers, remission, or exchange
- F. Spousal/partner hiring program
- G. Childcare
- H. Eldercare
- I. Phased retirement options
- J. Family medical/parental leave
- K. Flexible workload/modified duties for parental or other family reasons
- L. Pre-tenure Faculty Only Stop-the-clock for parental or other family reasons
- M. [Community College Faculty] Commuter benefits
- N. [Community College Faculty] Parking

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1

Not offered at my institution	96
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

SECTION 7. INTERDISCIPLINARY WORK

Q99. Rate your level of interest in teaching and/or research with faculty in disciplines other than your own?

Not at all interested.....	1
Slightly interested.....	2
Moderately interested.....	3
Very interested.....	4
Extremely interested.....	5
Decline to answer.....	98

Q98. Are you engaged in...

- A. Collaborative teaching with faculty in disciplines other than your own?
- B. Collaborative research with faculty in disciplines other than your own?
- C. Solo interdisciplinary teaching and/or research?

Currently.....	1
Not currently, but previously at this institution.....	2
Never at this institution.....	3
Decline to answer.....	98
Not applicable.....	99

Q100. Please rate your level of agreement or disagreement with the following statements:

- A. Budget allocations encourage interdisciplinary work.
- B. Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.
- C. Interdisciplinary work is rewarded in the merit process.
- D. **[NTT or Tenured Associate or Tenured Full]** Interdisciplinary work is rewarded in the promotion process.
- E. **[Pre-tenure Faculty]** Interdisciplinary work is rewarded in the tenure process
- F. **[NTT Faculty]** Interdisciplinary work is rewarded in the reappointment process
- G. My department understands how to evaluate interdisciplinary work.

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree	3
Somewhat disagree.....	2
Strongly disagree.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

SECTION 8. COLLABORATION

Q105. Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with:

- A. Other members of your department
- E. Within your institution, faculty outside your department
- D. Faculty outside your institution

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

SECTION 9. MENTORING

Q110 for NTT or Tenured Associate or Tenured Full Only

Q110. At this institution and in the past five years, I have served as either a formal or informal mentor to...
(Check all that apply)

Pre-tenure faculty in my department.....	1
Tenured faculty in my department.....	2
Non-tenure-track faculty in my department.....	5
Pre-tenure faculty outside my department.....	3
Tenured faculty outside my department.....	4
Non-tenure-track faculty outside my department.....	6
None of the above.....	0
Decline to answer.....	98

Q115. Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?

Strongly agree.....	5
Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree.....	2
Strongly disagree.....	1
Decline to answer.....	98
Not applicable.....	99

Q120. Whether or not you have received formal or informal mentoring at your current institution, please indicate how important or unimportant each of the following is to your success as a faculty member:

- A. Having a mentor or mentors in your department

- B. Having a mentor or mentors outside your department at your institution
- C. Having a mentor or mentors outside your institution

Very important	5
Important	4
Neither important nor unimportant.....	3
Unimportant	2
Very unimportant.....	1
Decline to answer.....	98
Not applicable.....	99

Q125. Please rate the effectiveness or ineffectiveness of the following for you:

- A. Mentoring from someone in your department
- B. Mentoring from someone outside your department at your institution
- C. Mentoring from someone outside your institution

Very effective.....	5
Somewhat effective.....	4
Neither effective nor ineffective.....	3
Somewhat ineffective.....	2
Very ineffective.....	1
Have not received	97
Decline to answer.....	98
Not applicable.....	99

Q130. Please rate your level of agreement or disagreement with the following statements:

- A. [Pre-tenure or Tenured Faculty] There is effective mentoring of pre-tenure faculty in my department.
- B. [Tenured Associate or Tenured Full Faculty] There is effective mentoring of tenured associate professors in my department.
- D. [NTT Faculty] There is effective mentoring of non-tenure-track faculty in my department.
- C. [NTT or Tenured Associate or Tenured Full Faculty] My institution provides adequate support for faculty to be good mentors.

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree.....	2
Strongly disagree.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

SECTION 10. TENURE AND PROMOTION

Q135B-Q135E for Tenured Faculty Only

Q135. Please rate your level of agreement or disagreement with the following statements: [RANDOMIZE LIST; ACCEPT ONE RESPONSE PER ITEM]

- B. [Associate and Full Faculty] My department has a culture where associate professors are encouraged to work towards promotion to full professorship.
- C. [Associate and Full Faculty Only] Generally, the expectations for promotion from associate to full professor are reasonable to me.
- D. [Tenured Assistant Faculty] My department has a culture where assistant professors are encouraged to work towards promotion to associate professorship.
- E. [Tenured Assistant Faculty] Generally, the expectations for promotion from assistant to associate professor are reasonable to me.

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree.....	2
Strongly disagree.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

Q132, Q133, Q136A-Q136F Q137A-Q137G and Q139A-Q139B for Pre-tenure Faculty Only

Q136. Please rate the clarity of the following aspects of earning tenure in your department:

- A. The tenure process in my department
- B. The tenure criteria (what things are evaluated) in my department
- C. The tenure standards (the performance thresholds) in my department
- D. The body of evidence (the dossier's contents) that will be considered in making my tenure decision
- F. [Community College Faculty] The procedures for complaints and grievances originating in my department
- E. My sense of whether or not I will achieve tenure

Very clear.....	5
Somewhat clear.....	4
Neither clear nor unclear	3
Somewhat unclear	2
Very unclear	1
Decline to answer.....	98

Q132. At this time, do you believe you will achieve tenure?

Yes.....	1
----------	---

No.....0
 Decline to answer..... 98

Q133. Why do you feel that you will not achieve tenure at this institution?

Q137. Is what's expected in order to earn tenure clear to you regarding your performance as:

- A. A scholar
- B. A teacher
- C. An advisor to students
- D. A colleague in your department
- E. A campus citizen
- F. [College and University Faculty] A member of the broader community (e.g., outreach)
- G. [Clinical Faculty] A provider of patient care/client services

Very clear.....5
 Somewhat clear.....4
 Neither clear nor unclear3
 Somewhat unclear2
 Very unclear1
 Decline to answer..... 98
 Not applicable..... 99

Q139. Please rate your level of agreement or disagreement with the following statements:

- A. I have received consistent messages from tenured faculty about the requirements for tenure.
- B. In my opinion, tenure decisions here are made primarily on performance-based criteria (e.g., research/creative work, teaching, and/or service) rather than on non-performance-based criteria (e.g., politics, relationships, and/or demographics).

Strongly agree5
 Somewhat agree.....4
 Neither agree nor disagree3
 Somewhat disagree.....2
 Strongly disagree.....1
 Decline to answer..... 98
 Not applicable..... 99

Q140A-Q140F for Tenured Associate or Tenured Full Faculty

Q140. Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor:

- A. The promotion process in my department
- B. The promotion criteria (what things are evaluated) in my department
- C. The promotion standards (the performance thresholds) in my department
- D. The body of evidence (the dossier's contents) considered in making promotion decisions
- E. The time frame within which associate professors should apply for promotion
- F. [Tenured Associate Faculty] My sense of whether I will be promoted from associate to full professor

Very clear.....	5
Somewhat clear.....	4
Neither clear nor unclear	3
Somewhat unclear	2
Very unclear	1
Decline to answer.....	98

Q145.

- A. [Tenured Associate Professor] Have you received formal feedback on your progress toward promotion to full professor?
- B. [Pre-tenure Assistant Professor] Have you received formal feedback on your progress toward tenure?

Yes.....	1
No.....	0
Decline to answer.....	98

Q150 and Q155 for Tenured Associate Faculty Only

Q150. When do you plan to submit your dossier for promotion to full professor?

I've already submitted my dossier.....	4
In five years or less.....	1
In more than five years but less than ten years.....	2
In ten years or more.....	3
Never	0
I don't know.....	97
Decline to answer.....	98

Q155. You responded: [INSERT Q150 RESPONSE]. What are your primary reasons?

Lack of support from my department chair.....	1
Lack of support from my colleagues.....	2
Lack of time/support for research	3
Heavy teaching load.....	4
Administrative responsibilities	5
Family/personal responsibilities	6
I have not been signaled to do so by someone in my department	7
Not interested in promotion	8
I am planning to leave the institution	9
I plan to retire before promotion	10
[Clinical Faculty] Heavy clinical load.....	13
Other (Please specify).....	12
Other (Please specify).....	14
Decline to answer.....	98

Q152, Q153, Q156A-Q156F and Q157 for Tenured Assistant Faculty Only

Q156. Please rate the clarity of the following aspects of promotion in rank from assistant professor to associate professor:

- A. The promotion process in my department
- B. The promotion criteria (what things are evaluated) in my department
- C. The promotion standards (the performance thresholds) in my department
- D. The body of evidence (the dossier's contents) considered in making promotion decisions
- E. The time frame within which associate assistant professors should apply for promotion
- F. My sense of whether or not I will be promoted from assistant to associate professor

Very clear.....5
 Somewhat clear.....4
 Neither clear nor unclear3
 Somewhat unclear2
 Very unclear1
 Decline to answer..... 98

Q157. Have you received formal feedback on your progress toward promotion to associate professor?

Yes.....1
 No.....0
 Decline to answer..... 98

Q152. When do you plan to submit your dossier for promotion to associate professor?

I've already submitted my dossier.....4
 In five years or less.....1
 In more than five years but less than ten years.....2
 In ten years or more.....3
 Never0
 I don't know..... 97
 Decline to answer..... 98

Q153. You responded: **[INSERT Q152 RESPONSE]**. What are your primary reasons? (*Please select up to two responses*)

Lack of support from my department chair.....1
 Lack of support from my colleagues.....2
 Lack of time/support for research3
 Heavy teaching load.....4
 Administrative responsibilities5
 Family/personal responsibilities6
 I have not been signaled to do so by someone in my department7
 Not interested in promotion8
 I am planning to leave the institution9
 I plan to retire before promotion 10
[Clinical Faculty] Heavy clinical load..... 13

Other (Please specify).....	12
Other (Please specify).....	14
Decline to answer.....	98

Q450A-Q450E, and Q460A-Q460E for NTT Faculty Only

Q450. Please rate the clarity of the following aspects of contract renewal in your department:

- A. The contract renewal process in my department
- B. The contract renewal criteria (what things are evaluated) in my department
- C. The contract renewal standards (the performance thresholds) in my department
- D. The body of evidence (the dossier’s contents) considered in making contract renewal decisions
- E. My sense of whether or not my contract will be renewed

Very clear.....	5
Somewhat clear.....	4
Neither clear nor unclear	3
Somewhat unclear	2
Very unclear	1
Decline to answer.....	98

Q460. Please rate the clarity of the following aspects of promotion in your department:

- A. The promotion process for non-tenure-track faculty in my department
- B. The criteria (what things are evaluated) for promotion of non-tenure-track faculty in my department
- C. The standards (the performance thresholds) for promotion of non-tenure-track faculty in my department
- D. The body of evidence (the dossier’s contents) considered in making promotion decisions for non-tenure-track faculty in my department
- E. My sense of whether I will be promoted

Very clear.....	5
Somewhat clear.....	4
Neither clear nor unclear	3
Somewhat unclear	2
Very unclear	1
Decline to answer.....	98

SECTION 11. INSTITUTIONAL GOVERNANCE & LEADERSHIP

Q170. Please rate your level of agreement or disagreement with the following statements:

- A. My institution's priorities are stated consistently across all levels of leadership (i.e. president, provost, deans/division heads, and department chairs/heads).
- B. My institution's priorities are acted upon consistently across all levels of leadership (i.e. president, provost, deans/division heads, and department chairs/heads).
- C. In the past five years, my institution's priorities have changed in ways that negatively affect my work in my department.

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree	3
Somewhat disagree.....	2
Strongly disagree.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

Q175. In adapting to the changing mission, I have received sufficient support from:

- A. My dean or division head
- B. My department head or chair
- C. College Faculty Only My chief academic officer (provost, VPAA, dean of faculty)

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree	3
Somewhat disagree.....	2
Strongly disagree.....	1
Decline to answer.....	98
Not applicable.....	99

Q180. Please rate your level of satisfaction or dissatisfaction with the following:

My institution's president's/chancellor's:

- A. Pace of decision making
- B. Stated priorities
- C. Communication of priorities to faculty

My institution's chief academic officer's (provost, VPAA, dean of faculty):

- L. Pace of decision making
- M. Stated priorities
- N. Communication of priorities to faculty
- O. College Faculty Only Ensuring opportunities for faculty to have input into the institution's priorities

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied	3
Dissatisfied	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

Q185D-Q185G for University Faculty Only

Q185. Please rate your level of satisfaction or dissatisfaction with the following:

My dean's or division head's:

- D. Pace of decision making
- E. Stated priorities
- F. Communication of priorities to faculty
- G. Ensuring opportunities for faculty to have input into school/college priorities

My department head's or chair's:

- H. Pace of decision making
- I. Stated priorities
- J. Communication of priorities to faculty
- K. Ensuring opportunities for faculty to have input into departmental policy decisions
- L. Fairness in evaluating my work

- Very satisfied.....5
- Satisfied.....4
- Neither satisfied nor dissatisfied3
- Dissatisfied2
- Very dissatisfied.....1
- Decline to answer..... 98
- Not applicable..... 99

Q187A. Some of the following questions refer to your “institution-wide faculty governing body” or to “faculty leaders”. Your campus might have more than one group that fits these descriptions (e.g., a faculty senate *and* a collective bargaining unit). From the list below, please select or fill in the *one* group to whom *your* answers will apply.

- Faculty of the whole1
- Faculty assembly.....2
- Faculty Senate3
- Faculty union or Collective Bargaining Unit.....4
- Other (Please specify):.....5
- Decline to answer..... 98

Q186. Please rate your level of satisfaction or dissatisfaction with the following:

- A. The pace of decision making by my institution-wide faculty governing body
- B. The stated priorities of my institution-wide faculty governing body
- C. The communication of priorities by my institution-wide faculty governing body
- D. The steps taken by my institution-wide faculty governing body to ensure faculty are included in that body's decision making

- Very satisfied.....5
- Satisfied.....4

Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

SECTION 11A. SHARED GOVERNANCE

Q187B. On the whole, rate the effectiveness or ineffectiveness of the shared governance system at your institution.

Very effective.....	5
Somewhat effective.....	4
Neither effective nor ineffective.....	3
Somewhat ineffective.....	2
Very ineffective.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

Q188. Please rate your level of agreement or disagreement with the following:

- A. The existing faculty governance structures offer sufficient opportunities for me to provide input on institution-wide policies
- B. I understand the process by which I can express my opinions about institutional policies
- C. My institution has clear rules about the various roles and authority of the faculty and administration
- D. My institution's shared governance model holds up under unusual situations
- E. My institution systematically reviews the effectiveness of its decision making processes

Strongly agree.....	5
Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree.....	2
Strongly disagree.....	1
Decline to answer.....	98
Not applicable.....	99

Q189A. How often do you experience the following?

- A. The governance committees on which I currently serve make observable progress toward goals.
- B. The progress achieved through governance efforts is publicly recognized.
- C. My institution cultivates new leaders among faculty.
- D. Important institutional decisions are not made until consensus among faculty leaders and senior administrators is achieved.
- E. Senior administrators ensure that there is sufficient time for faculty to provide input on important decisions.

F. Once an important decision is made, senior administrators communicate their rationale (e.g., data used for decision, weight of faculty input, etc.).

Frequently.....	5
Regularly	4
Occasionally.....	3
Seldom	2
Never	1
I don't know.....	97
Decline to answer.....	98

Q189B. How often do faculty leaders and senior administrators...

- A. Have equal say in governance matters.
- B. Engage each other in defining decision criteria used to evaluate options.
- C. Respectfully consider one another's views before making important decisions.
- D. Follow agreed-upon rules of engagement when there are disagreements.
- E. Have an open system of communication for making decisions.
- F. Share a sense of responsibility for the welfare of the institution.
- G. Discuss difficult issues in good faith.

Frequently.....	5
Regularly	4
Occasionally.....	3
Seldom	2
Never	1
I don't know.....	97
Decline to answer.....	98

SECTION 12. ENGAGEMENT

Q190. How often do you engage with faculty in your department in conversations about:

- A. Undergraduate student learning
- B. [University Faculty] Graduate student learning
- C. Effective teaching practices
- D. Effective use of technology
- E. Use of current research methodologies
- F. [Clinical Faculty] Resident learning
- G. [Clinical Faculty] Effective patient care practices

Frequently.....	5
Regularly	4
Occasionally.....	3
Seldom	2
Never	1

Decline to answer..... 98

Q195. Please rate your level of satisfaction or dissatisfaction with the following:

- A. The intellectual vitality of tenured faculty in your department
- B. The intellectual vitality of pre-tenure faculty in your department
- E. The intellectual vitality of non-tenure-track faculty in your department
- C. The research/scholarly/creative productivity of tenured faculty in your department
- D. The research/scholarly/creative productivity of pre-tenure faculty in your department
- F. The research/scholarly/creative productivity of non-tenure-track faculty in your department
- G. The teaching effectiveness of tenured faculty in your department
- H. The teaching effectiveness of pre-tenure faculty in your department
- I. The teaching effectiveness of non-tenure-track faculty in your department

Very satisfied.....5
 Satisfied.....4
 Neither satisfied nor dissatisfied.....3
 Dissatisfied.....2
 Very dissatisfied.....1
 I don't know..... 97
 Decline to answer..... 98
 Not applicable..... 99

SECTION 13. WORK & PERSONAL LIFE BALANCE

Q200. Please rate your level of agreement or disagreement with the following statements:

- A. I have been able to find the right balance, for me, between my professional life and my personal/family life.
- B. My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.
- C. My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.
- D. Department meetings occur at times that are compatible with my personal/family needs.

Strongly agree5
 Somewhat agree.....4
 Neither agree nor disagree.....3
 Somewhat disagree.....2
 Strongly disagree.....1
 I don't know..... 97
 Decline to answer..... 98
 Not applicable..... 99

SECTION 14. CLIMATE

Q205. Please rate your level of satisfaction or dissatisfaction with the following:

- A. The amount of professional interaction you have with pre-tenure faculty in your department
- B. The amount of personal interaction you have with pre-tenure faculty in your department
- C. How well you fit in your department (e.g. your sense of belonging in your department)
- D. The amount of professional interaction you have with tenured faculty in your department
- E. The amount of personal interaction you have with tenured faculty in your department
- F. The amount of professional interaction you have with non-tenure-track faculty in your department
- G. The amount of personal interaction you have with non-tenure-track faculty in your department

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

Q206A-Q206B for Community College Faculty Only

Q206. Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for...:

- A. Recruiting part-time faculty.
- B. Managing part-time faculty.

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

Q210. Please rate your level of agreement or disagreement with the following statements:

- A. My departmental colleagues “pitch in” when needed.
- C. On the whole, my department is collegial.

Strongly agree.....	5
Somewhat agree.....	4
Neither agree nor disagree.....	3

Somewhat disagree.....	2
Strongly disagree.....	1
Decline to answer.....	98
Not applicable.....	99

Q212. Please rate your level of agreement or disagreement with the following statements:

- A. On the whole, my department colleagues are committed to supporting and promoting diversity and inclusion in the department.
- B. There is visible leadership at my institution for the support and promotion of diversity on campus.

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree.....	2
Strongly disagree.....	1
Decline to answer.....	98
Not applicable.....	99

SECTION 15. APPRECIATION & RECOGNITION

Q215. Please rate your level of satisfaction or dissatisfaction with the following:

How satisfied are you with the recognition you receive for your...

- A. Teaching efforts
- B. Student advising
- C. Scholarly/creative work
- D. Service contributions (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents)
- E. [College or University Faculty] Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)
- M. [Clinical Faculty] Patient care/client services

For all of your work, how satisfied are you with the recognition you receive from...

- J. Tenured Associate and Tenured Full Only Your chief academic officer (provost, VPAA, dean of faculty)
- K. Tenured Associate and Tenured Full Only Your dean or division head
- L. Your department head or chair
- I. Your colleagues/peers

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2

Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

Q220A-Q220B for Tenured Associate and Tenured Full Only

Q220. Please rate your level of agreement or disagreement with the following statements:

- A. University Faculty Only I feel that my school/college is valued by this institution’s President/Chancellor and Provost.
- B. I feel that my department is valued by this institution’s President/Chancellor and Provost.

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree	3
Somewhat disagree.....	2
Strongly disagree.....	1
Decline to answer.....	98
Not applicable.....	99

SECTION 16. RECRUITMENT & RETENTION

Q225x11. Which of the following have you done at this institution in the past five years? (*Check all that apply*)

Actively sought an outside job offer	1
Received a formal job offer	2
Renegotiated the terms of your employment (with, for example, a department chair or dean)	3
None of the above	0
Decline to answer.....	98

Q226. What was your primary motivation for searching for an outside offer?

To use an offer as leverage to renegotiate the terms of my employment at [INSTITUTION].....	1
To leave [INSTITUTION].....	2
Decline to answer.....	98

[IF Q225x11 =2 ASK Q227]

Q227. Prior to receiving any counteroffer (if made), how seriously were you considering accepting the job offer you received?

Extremely seriously.....	5
Quite seriously.....	4
Moderately seriously.....	3
Slightly seriously.....	2
Not at all seriously.....	1

Decline to answer.....98

[IF Q225x11 =2 or 3 ASK Q228]

Q228. Rate your level of satisfaction or dissatisfaction with the efforts made by your institution to retain you.

Very satisfied.....5
 Satisfied.....4
 Neither satisfied nor dissatisfied.....3
 Dissatisfied.....2
 Very dissatisfied.....1
 Decline to answer.....98

Q230. Which of the following items were adjusted as a result of those negotiations? (*Check all that apply*)

Base salary1
 Supplemental salary (e.g., summer, intersession,
 overload).....2
 Tenure clock3
 Teaching load (e.g., course release)4
 Administrative responsibilities5
 Equipment.....7
 Lab/research support.....8
 Employment for spouse/partner.....9
 Sabbatical or other leave time 10
 Other (Please specify): 11
 No adjustments resulted from those negotiations0
 Decline to answer..... 98

Q235. If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?

Base salary1
 Supplemental salary (e.g., summer, intersession,
 overload).....2
 Tenure clock3
 Teaching load (e.g., course release)4
 Administrative responsibilities5
 Equipment.....7
 Lab/research support.....8
 Employment for spouse/partner.....9
 Sabbatical or other leave time 10
 Other (Please specify)..... 11
 There is nothing about my employment that I wish
 to adjust0
 Decline to answer..... 98

Q240. Please rate your level of agreement or disagreement with the following statement(s):

- A. [NTT or Tenured Associate or Tenured Full Faculty] Outside offers are not necessary as leverage in compensation negotiations

My department is successful at...

- B. [NTT or Tenured Associate or Tenured Full Faculty] Recruiting high-quality faculty members
- C. [NTT or Tenured Associate or Tenured Full Faculty] Retaining high-quality faculty members
- D. Addressing sub-standard tenured faculty performance

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree.....	2
Strongly disagree.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

SECTION 17. GLOBAL SATISFACTION

Q245. Please rate your level of agreement or disagreement with the following statements:

- A. 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.
- B. If I had it to do all over, I would again choose to work at this institution.
- C. [Community College Faculty] If I had it to do all over, I would again choose to work at a community college

Strongly agree	5
Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree.....	2
Strongly disagree.....	1
I don't know.....	97
Decline to answer.....	98
Not applicable.....	99

Q250. Please rate your level of satisfaction or dissatisfaction with the following:

- A. All things considered, your department as a place to work
- B. All things considered, your institution as a place to work

Very satisfied.....	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied.....	2
Very dissatisfied.....	1
Decline to answer.....	98
Not applicable.....	99

Q255.

- A. [Tenured Faculty] How long do you plan to remain at this institution?
- B. [Pre-tenure Faculty] Assuming you achieve tenure, how long do you plan to remain at this institution?
- C. [NTT Faculty] How long do you plan to remain at this institution?

For no more than five years	1
More than five years but less than ten	2
Ten years or more	3
I don't know.....	97
Decline to answer.....	98

Q260. If you were to choose to leave your institution, what would be your primary reason?

To improve your salary/benefits	1
To find a more collegial work environment.....	3
To find an employer who provides more resources in support of your work.....	4
To work at an institution whose priorities match your own.....	5
To pursue an administrative position in higher education (e.g. chair, dean, or provost).....	6
To pursue a nonacademic job	7
To improve the employment opportunities for your spouse/partner	8
For other family or personal needs	9
To improve your quality of life	10
To retire	11
To move to a preferred geographic location.....	13
Other (Please specify):.....	14
There is no reason why I would choose to leave this institution	0
Decline to answer.....	98

Q265. If a candidate for a faculty position asked you about your department as a place to work, would you...

Strongly recommend your department as a place to work.....	2
Recommend your department with reservations	1
Not recommend your department as a place to work.....	0
Decline to answer.....	98

Q267A. Please check the two (and only two) best aspects about working at your institution.

Quality of colleagues.....	1
Support of colleagues	2
Opportunities to collaborate with colleagues	3

Quality of graduate students.....	4
Quality of undergraduate students	5
Quality of facilities	6
Support for research/creative work (e.g., leave).....	7
Support for teaching.....	8
Support for professional development	9
Assistance for grant proposals	10
Childcare policies/support/availability.....	11
Spousal/partner hiring program	13
Compensation.....	14
Geographic location.....	15
Diversity	16
Presence of others like me.....	17
My sense of “fit” here	18
Protections from service/assignments.....	19
Commute.....	20
Cost of living.....	21
Teaching load.....	23
Manageable pressure to perform	27
Academic freedom.....	28
Tenure/promotion clarity or requirements.....	29
Quality of leadership.....	30
Patient care/client services	31
Other (Please specify).....	94
Other (Please specify).....	95
There are no positive aspects.	99
Decline to answer.....	98

Q267B. Please check the two (and only two) worst aspects about working at your institution.

Quality of colleagues.....	1
Support of colleagues	2
Opportunities to collaborate with colleagues	3
Quality of graduate students.....	4
Quality of undergraduate students	5
Quality of facilities	6
Lack of support for research/creative work (e.g., leave)	7
Lack of support for teaching.....	8
Lack of support for professional development	9
Lack of assistance for grant proposals	10
Childcare policies/support/availability(or lack thereof) ...	11
Availability/quality of childcare facilities.....	12
Spousal/partner hiring program (or lack thereof).....	13
Compensation.....	14
Geographic location.....	15
Lack of diversity	16
Absence of others like me.....	17
My lack of “fit” here.....	18
Too much service/too many assignments	19
Commute.....	20

Cost of living.....	21
Teaching load.....	23
Unrelenting pressure to perform	27
Academic freedom.....	28
Tenure/promotion clarity or requirements.....	29
Quality of leadership.....	30
Patient care/client services	31
Other (Please specify).....	94
Other (Please specify).....	95
There are no negative aspects.	99
Decline to answer.....	98

Q270. Please use the space below to tell us the number one thing that you, personally, feel your institution could do to improve your workplace.