

Crafting your Communications Plan

Faculty Job Satisfaction Survey | Module 3

Implementation of any initiative at a college or university will wither on the branch without faculty engagement. A well thought out communications plan can make all the difference in gaining faculty buy-in, both in terms of garnering strong and [representative response rates](#), but also in implementing policies based on your results. How we communicate to faculty sets the tone for the entire initiative and establishes trust and accountability.

It is important that your team convenes early in the Survey Administration Timeline to outline and begin working on your plan. In the pages that follow, we will offer tips, guidelines, and tactics for building out your institution's communications plan.

Promising Practices

Vary the message, the messenger, and the medium

We often think that a single email (sent repeatedly) or an all faculty open forum is the best way to reach our faculty. Yet we also have a sense that there are some faculty who never open those messages or attend those events. If we work under the assumption that there are many faculties and they will have differing priorities, interests, and concerns, then it only makes sense that we try different messages to reach them. The same can be said about the people delivering those messages. In some cases, an email from the Provost will work. Other faculty respond when they hear from colleagues. Shifting the medium helps reach faculty who might be unwilling to speak at a forum but are willing to comment on a shared document or a webpage.

Focus on process

One of the most common complaints we hear from faculty is that nothing is ever going to be done with the data. Sometimes that is the case but more often, faculty are unaware of the work because we don't communicate the process. If faculty believe that a presentation is a standalone meeting, then they are less likely to attend. Conveying the steps along the way and *the steps ahead* make the case that this isn't just another report that will end up on someone's desktop.

Make your plan longitudinal and iterative

Connected to the previous practice is the idea that communication plans need to be built out over time. Perhaps more important is to give yourself permission to change those plans based on what you learn from your faculty. Then, tell your faculty about those choices. When your faculty hear that you are making adjustments, it sends the signal to them that you are listening.

Plan for feedback

Rarely if ever do we define an effective communication plan as one-directional, yet that tends to be a common approach. This seems even less logical in higher education where we are surrounded with highly intelligent consumers of data. When we push content out instead of engaging faculty in generative discussions, we are treating faculty as problems to be solved when we should be leveraging them as problem solvers. Be sure to account for how you will capture faculty feedback and questions, and identify a point person to monitor and respond to these messages.

Set goals and identify measures of effectiveness

As you build your plan out, ask yourself what you think an engaged faculty discussion might look like. What are the metrics that gauge engagement for each communications channel, and what indicators do you want to use to measure the effectiveness of your effort?

Questions to Consider

You all have communications offices and faculty who can help you flesh out your full plan, but in any organizational communications initiative there are some high-level questions to begin with.

Who are the potential recipient groups?

It may seem obvious that you want to communicate with your faculty, but there is no such thing as “the faculty” as a monolithic group. It is important to outline the different subsets of your faculty so you can begin to think about how your messaging and outreach might differ between them. Try to be specific and break down broader categories into more granular levels (e.g. faculty → non-tenure track, faculty of color, STEM / Business / Humanities, etc.). Once you have compiled a preliminary list of faculty groups, go back through and ask yourselves: *who might we be missing?*

Who are the potential messengers at your institution?

People often act on a request because the person making the request wields some sort of power or influence over them. Consider who on your campus might be an influential messenger for information regarding the Faculty Job Satisfaction Survey, and what type(s) of power they might possess for certain recipient groups. Some types of power and influence to consider are:

- **Legitimate power:** This is the type of power granted by holding a position or title of significance
- **Reward power:** The power of being able to reward your audience for taking a desired action
- **Expert power:** Power granted when the sender is considered to be an authority on the subject matter

- **Referent power:** Power granted when the sender is viewed as a credible source or similar to the recipient in some way (this might include faculty on your campus who have a reputation for being a tough critic)

What is the bottom-line message you are trying to convey?

It can be tempting in an initiative of this scale to try and pack a lot of information into one single communication. Especially with email and digital communication, however, your audience will often be scanning the material for one key takeaway or action item. In order to make sure your communication has a clear core message, you can share a draft with a colleague that's not working closely on the project and ask them what they think the one core takeaway from your email or flyer, or slide deck is. If they do not get your bottom-line message, go back and simplify. Focus more on the bottom-line message and repeat it more often.

How might the message be interpreted, or mis-interpreted?

Consider your audience's level of knowledge about the survey and/or COACHE, their possible reactions to the initiative, and potential reasons for being invested. Frame your message to align with the audience's unique needs. Appendix A of this document provides some examples of lenses that you might want to apply to your communications, and sample language to convey these different messages.

Who can faculty contact on your campus with questions and how?

Simply relying on one-way communication can result in miscommunication and a feeling of being excluded. Consider who on your campus will be responsible for fielding questions from faculty about the survey, and how they will be reachable. For example, it may make sense to set up a dedicated email inbox for questions related to the survey. You can, of course, always direct faculty to COACHE's FAQ page and support team (coachefaculty@abtassoc.com) as well.

What channels of communication are available to you?

When selecting a communications channel, be sure to consider the wide array of mediums available to you. Some examples might include:

- Email
- Intranet/employee portal
- Faculty lounges
- Community meetings (e.x. faculty senate, faculty collective bargaining group, school- and college-wide meetings, etc.)
- Newsletters (e.x. HR, Provost's Office)
- Social media
- Website (see [Vanderbilt University's](#) webpage for an example)
- Campus newspapers



Consider which of your recipient groups are most likely to encounter your message where, and what effect the medium of communication might have on their interpretation of the message's importance.

At a minimum, we suggest sending a pre-launch email, a post-launch follow up message, and a post-survey communication (see Appendix A for samples).

What is the institutional context of your communications?

Every year there is something happening on campus, or in recent memory, that might color your faculty's perception of the survey. Be sure to consider what these contexts might be for your institution and how you might be able to address or assuage concerns through your messaging. Also consider whether there are institutional events or other initiatives that you might be able to leverage to inform the timing and messaging of your communications.

A Note on IRB Compliance and Communicating with your Faculty

All formal communication with faculty about survey participation must be approved by Harvard's Committee on the Use of Human Subjects. Contact outside of approved IRB protocol may violate the protections promised to human subjects. Any concerns about possible IRB violations should be brought to the attention of COACHE staff immediately.

Participation in the survey is completely voluntary, and no one will know who has or has not responded. Any coercion of faculty to participate in the COACHE survey is strictly prohibited by IRB protocol, is inconsistent with the mission of COACHE, and undermines the validity of your data. Please remember when communicating with faculty that even subtle comments may be interpreted more strongly than intended (especially when delivered from someone in a position of authority). Err on the side of caution when encouraging your faculty to participate; COACHE staff are available to assist you if any questions remain.

Please review the enclosed Appendixes for IRB approved language.



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Appendixes



Appendix A: Sample Email Communications

PRE-LAUNCH ENDORSEMENT LETTER

Date: [DATE]
Memo to: [FIRSTNAME] [LASTNAME], [RANK/TITLE]
From: [NAME], President AND/OR Provost AND/OR Faculty Governing Body Leader
Re: Helping Our Faculty Succeed through Participation in COACHE's Job Satisfaction Survey

Dear Colleagues,

I am pleased to inform you of an important opportunity you will be offered in the coming days to participate in a survey of faculty job satisfaction. This survey research is part of a national program called the Collaborative on Academic Careers in Higher Education (COACHE), which has been operating from the Harvard Graduate School of Education since 2003. Participation will entail completing a 25-minute, web-based survey; your unique link to the survey will be emailed to you from COACHE in the coming days. COACHE will not use any name or email address for any purposes except for this research.

While there are many surveys that faculty are asked to complete, this one was designed entirely to determine their current job satisfaction compared to faculty at peer institutions. Your views are especially important to us as we strive to attract and retain the best and brightest scholars and teachers, increase the satisfaction of all faculty, and to make [INSTITUTION] a great place to work.

(If Institution is not receiving unit-record data)

The survey is completely confidential and will be handled through the COACHE project team at Harvard. Your privacy will be maintained in all published and written data, and your identity will be carefully protected in all information, including the summary analysis, that COACHE will share with our campus.

(If Institution is receiving unit record data)

In a process approved by Harvard's and [INSTITUTION]'s institutional review board, COACHE will provide our campus with their summary analysis, as well as the confidential unit-record database, stripped of names and e-mail addresses. The data provided to [INSTITUTION] will be received and kept on a secure server by [NAME], [TITLE], [ADMINISTRATIVE UNIT]. **Neither I, nor any other administrator, staff or faculty member outside [ADMINISTRATIVE UNIT] at [INSTITUTION] will have access to the unit-record data.** [ADMINISTRATIVE UNIT] will explore and analyze broad patterns in the data to assist with planning and developing improved academic policies and practices across campus. To protect confidentiality and guarantee that the results of this survey cannot influence personnel decisions about individual faculty members, [ADMINISTRATIVE UNIT] staff will disseminate survey results only with data aggregated in cells of five respondents or more, so that individual faculty and individual departments cannot be identified.



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We welcome this opportunity to learn from an independent, research-driven, comparative study. We believe that [INSTITUTION] has the potential to be one of the best places for faculty to work, and with your help we can learn how best to support that goal. However, data from the Faculty Job Satisfaction Survey will be meaningful only if we have broad participation.

Within a week, you will receive an e-mail from COACHE (coachefaculty@opinioncast.com), directing you to the online survey. The survey is easy to complete. If you have any questions about this survey, please contact [INSTITUTION CONTACT] at [EMAIL] or [PHONE], or COACHE at coachefaculty@abtassociates.com.

Thank you in advance by helping us through participation in this study.

Sincerely,

[PRESIDENT and/or PROVOST and/or FACULTY GOVERNING BODY LEADER]



POST-LAUNCH FOLLOW UP EMAIL (EXAMPLE)

FROM: [COACHE TEAM MEMBER EMAIL]
FROM_NAME: [COACHE TEAM MEMBER NAME]
SUBJECT_LINE: Improve [INSTITUTION] by lending your voice to COACHE's Faculty Job Satisfaction Survey

Dear Colleagues,

I am writing to you today as a colleague and partner in an important endeavor for [INSTITUTION]. A few days ago, you were sent an invitation to participate in the COACHE Faculty Job Satisfaction Survey. As you may already be aware, this survey is designed to enhance our understanding about your experience as a faculty member at [INSTITUTION NICKNAME].

As part of the working group assigned to this task, I want you to understand that we are fully committed to using this data to improve the workplace for faculty. The survey is only the first step in a three-year process designed to transform data into actionable policies and practices.

(If your institution has previously participated in COACHE)

In the past, our participation in COACHE helped identify the aspects of faculty life where you and others were less satisfied such as [AREA OF CONCERN FROM LAST REPORT]. Based on your feedback, [INSERT POLICY OR PRACTICES CREATED SINCE LAST SURVEY ADMINISTRATION].

(If your institution has never participated in COACHE)

Other institutions have used COACHE data to identify areas of strength and concern related to policies and practices. COACHE works with participating institutions to disseminate the results to faculty. Then, we will identify best practices for improving on our weaknesses and leveraging our strengths.

When the results are in hand, we plan to share the findings broadly and work with faculty to build a concrete action plan. In other words, these results will not just sit on a shelf. [INSERT COMMENT ABOUT / LINK TO INSTITUTION'S WEBSITE FOR MORE INFORMATION ABOUT TIMELINE.]

If you have already completed the survey, please accept my sincere thanks. If you have not completed the survey, I hope you will do so as soon as possible. Please be assured, the instrument is designed to be completed by most faculty within 25 minutes. I hope you will lend your voice to this effort.

Thank you,

[LIST ALL COACHE TEAM MEMBERS]



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POST-SURVEY CAO COMMUNICATION (EXAMPLE)

FROM: [PROVOST EMAIL]
FROM_NAME: [PROVOST NAME]
SUBJECT_LINE: Update on [INSTITUTION]'s response to the Faculty Job Satisfaction Survey results

Dear Colleagues,

One of my overarching priorities is to foster a workplace that is valued by our faculty, students and staff. There is no doubting that the pressures of an academic career are significant – especially during periods of constraint such as those as we have experienced in recent times. Nonetheless it is important that we continuously strive to do more to support our community and, periodically, assess how we are performing and what further might be done at the department, division, or university-wide level.

Earlier this year, [INSTITUTION] was one of many institutions to join the Collaborative on Academic Careers in Higher Education (COACHE), based at the Harvard Graduate School of Education, which administered a survey of job satisfaction to our faculty. In this effort, locally coordinated by [LOCAL COACHE LIAISON], [TITLE], surveys were sent to XXX individuals, and responses were received from XXX (XXX%).

Thank you to everyone who took the time to respond. I appreciate that time is a precious resource, and I am committed to making your contribution to this effort be worth every minute.

Survey responses are grouped into several themes, including the nature of the teaching, research, and service aspects of faculty work; the clarity and reasonableness of our tenure and promotion processes; satisfaction with personal and family supports; levels of climate and collegiality; and other aspects of your work-life.

Later this year, COACHE will send to us a comprehensive report of the findings, including results at peers and among a large cohort of similar institutions. I will be convening a task force responsible for assisting me in interpreting and responding to the detailed findings when they arrive. You may follow our progress here [\[LINK TO TIMELINE AND ONGOING UPDATES\]](#). In the meantime, I welcome all comments and your suggestions on how we can organize the campus community around disseminating, discussing, and acting upon the survey results toward keeping [INSTITUTION] a great place to advance the work and success of all faculty.

Sincerely,

[PROVOST SIGNATURE]

Appendix B: Communications Frameworks

	Goal	What faculty hear	How is initial information shared?	How will the findings be prioritized?	How will decisions be made & communicated?
INFORM	To provide stakeholders with balanced and objective information to assist them in understanding the problem, alternatives, or solutions	We will keep you informed.	The results will be posted on the faculty intranet.	We will share information on how findings will be prioritized.	We will share information on the decision-making process.
CONSULT	To obtain feedback on analysis, alternatives, or decisions	We will keep you informed, and we will listen to and acknowledge your concerns, and provide feedback on how your input influenced the final decision...	... and we will host a town hall meeting for all faculty to hear your thoughts and insights.	We will seek feedback on priority-setting and will share information on how findings will be prioritized.	Your feedback will help guide how we address specific issues and will inform decision-making.
COLLABORATE	To work directly with stakeholders throughout the process to ensure that mutual concerns are understood and considered	We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how your input influenced decision-making...	... and we will have small group meetings to inform our approach to specific issues that have been identified.	Feedback from town hall and small group discussions will be directly reflected in priority-setting and decision-making.	

Adapted by COACHE and AAMC's Faculty Forward from LAP2: International Association for Public Participation 2007

Cont. Communications Frameworks

	Goal	What faculty hear	How is initial information shared?	How will findings be prioritized?	How will decisions be made & communicated?
CO-CREATE	To partner with stakeholders in each aspect of the decision-making process, including development of alternatives and identification of the preferred solution	We will look to you for direct advice and innovation in formulating solutions and we will incorporate your advice and recommendations into decisions to the maximum extent possible...	... and each small group will focus on a major area to make recommendations on how to prioritize and approach specific issues that have been identified.		We will incorporate small group recommendations into priority-setting and decision-making to the maximum extent possible.
DELEGATE	To place final decision-making in the hands of the others	We will place final decision-making in your hands...	... and those groups will decide how to prioritize and approach specific issues that have been identified.		

Adapted by COACHE and AAMC's Faculty Forward from LAP2: International Association for Public Participation 2007



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APPENDIX C: EMAIL COMMUNICATIONS FROM COACHE TO SURVEY PARTICIPANTS

Email invitation from COACHE

FROM: [coachefaculty@opinioncast.com]
FROM_NAME: Collaborative on Academic Careers
SUBJECT_LINE: Help [INSTITUTION NICKNAME] assess the academic workplace

Dear Professor [LASTNAME],

With the endorsement of [NAME OF CHIEF ACADEMIC OFFICER], the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard University invites your participation in a survey of full-time faculty at [INSTITUTION].

For more than 10 years, COACHE and our partners have been acting upon data from this survey to make individual institutions--and, by extension, the academy--more equitable and appealing places for scholars and teachers to do their best work. This year, we intend to continue that work on behalf of you and your peers.

Your help is important to the success of this study, but your contribution is entirely voluntary. Should you choose to participate, you will have the right to discontinue the survey at any time and to refuse to answer specific questions. Most faculty complete the questionnaire in under 25 minutes.

Before the end of the summer, [NAME OF CHIEF ACADEMIC OFFICER] will receive results from COACHE in summary form only. Your responses are strictly confidential -- nothing you say will be attributed directly to you for reporting purposes. Additional information about our commitments to your privacy (including IRB credentials, is available on the COACHE website.

Use the link below to access the survey. THIS LINK IS UNIQUELY YOURS. TO PROTECT YOUR CONFIDENTIALITY, IT SHOULD NOT BE SHARED.

[UNIQUE LINK IS LOADED HERE]

If for any reason you wish to pause in responding, you may use this link to resume later.

By completing your survey, you will be entered (where permitted by state law and campus policy) into a drawing to become one of five survey respondents selected to receive an Apple Watch SE.

To learn more about COACHE, visit coache.gse.harvard.edu, where you can find answers to our most common questions about the survey and the impact that COACHE has had on institutions like yours. For technical issues, please contact COACHE by email at coachefaculty@abassociates.com.

We and your institution's leaders hope you will take a few moments now to participate. Thank you for considering this invitation!



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Sincerely,

Dr. Kiernan R. Mathews
Executive Director and Principal Investigator
The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
Cambridge, Massachusetts



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careers in higher education

Reminder email, version 1:

FROM: [coachefaculty@opinioncast.com]
FROM_NAME: Collaborative on Academic Careers
SUBJECT_LINE: Reminder: Help COACHE and [INSTITUTION NICKNAME] understand your experiences as a faculty member

Dear Professor [LASTNAME],

Recently, we sent you an invitation to participate in COACHE's Faculty Job Satisfaction Survey, approved by [NAME OF CHIEF ACADEMIC OFFICER]. The data collected by COACHE give voice to faculty like you about the successes and struggles of working in academia. By participating in this study, you have the opportunity to share your perspective about the academic workplace in a secure and confidential manner. More importantly, when faculty participate in the COACHE Survey, it is the beginning of a three-year partnership to identify and improve on the policies and practices that impact your work as a faculty member at [INSTITUTIONAL NICKNAME].

Since our records indicate that your survey is incomplete, we are sending this reminder to complete your COACHE survey by accessing the following link:

[UNIQUE LINK IS LOADED HERE]

THIS LINK IS UNIQUELY YOURS. TO PROTECT YOUR CONFIDENTIALITY, IT SHOULD NOT BE SHARED.

Please take a moment to complete the survey at your earliest convenience. Doing so will also enter you (if permitted by state law and campus policy) into a drawing to become one of five survey respondents selected to receive an Apple Watch SE.

Many thanks in advance for your contribution. If you believe you have received this message in error, or if you wish to receive no further reminders, please contact coachefaculty@abtassociates.com.

Dr. Kiernan R. Mathews
Executive Director and Principal Investigator
The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
Cambridge, Massachusetts



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Reminder email, version 2:

FROM: [coachefaculty@opinioncast.com]
FROM_NAME: Collaborative on Academic Careers
SUBJECT_LINE: Reminder: Share your perspectives on the academic workplace with COACHE and [INSTITUTION NICKNAME]

Dear Professor [LASTNAME],

Recently, we sent you an invitation to participate in COACHE's Faculty Job Satisfaction Survey, approved by [NAME OF CHIEF ACADEMIC OFFICER]. The purpose of COACHE is to improve the academic workplace for faculty like you and others in your department, division, and the institution as a whole. You can contribute your perspectives about things like tenure and promotion policies, shared governance, and the support faculty receive to be effective teachers and scholars. Your contribution to this study is the beginning of a three-year relationship designed to identify areas of strength and concern about the academic workplace at [INSTITUTION NICKNAME], disseminate and interpret the results, identify priorities, and implement policies and practices to improve the workplace for you and your colleagues.

Since our records indicate that your survey is incomplete, we are sending this reminder to complete your COACHE survey by accessing the following link:

[UNIQUE LINK IS LOADED HERE]

THIS LINK IS UNIQUELY YOURS. TO PROTECT YOUR CONFIDENTIALITY, IT SHOULD NOT BE SHARED.

Please take a moment to complete the survey at your earliest convenience. Doing so will also enter you (if permitted by state law and campus policy) into a drawing to become one of five survey respondents selected to receive an Apple Watch SE.

Many thanks in advance for your contribution. If you believe you have received this message in error, or if you wish to receive no further reminders, please contact coachefaculty@abtassociates.com.

Dr. Kiernan R. Mathews
Executive Director and Principal Investigator
The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
Cambridge, Massachusetts



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Reminder email, version 3

FROM: [coachefaculty@opinioncast.com]
FROM_NAME: Collaborative on Academic Careers
SUBJECT_LINE: Reminder: COACHE's Faculty Job Satisfaction Survey at [INSTITUTION
NICKNAME]

Dear Professor [LASTNAME],

Recently, we sent you an invitation to participate in COACHE's Faculty Job Satisfaction Survey, approved by [NAME OF CHIEF ACADEMIC OFFICER]. By participating in the Survey, you are helping to give [INSTITUTIONAL NICKNAME] the data it needs to become a better place for faculty to work and a more attractive environment for recruiting the next generation of faculty.

Since our records indicate that your survey is incomplete, we are sending this reminder to complete your COACHE survey by accessing the following link:

[UNIQUE LINK IS LOADED HERE]

THIS LINK IS UNIQUELY YOURS. TO PROTECT YOUR CONFIDENTIALITY, IT SHOULD NOT BE SHARED.

Please take a moment to complete the survey at your earliest convenience. Doing so will also enter you (if permitted by state law and campus policy) into a drawing to become one of five survey respondents selected to receive an Apple Watch SE.

Many thanks in advance for your contribution. If you believe you have received this message in error, or if you wish to receive no further reminders, please contact coachefaculty@abtassociates.com.

Dr. Kiernan R. Mathews
Executive Director and Principal Investigator
The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
Cambridge, Massachusetts



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Reminder email, version 4:

FROM: [coachefaculty@opinioncast.com]
FROM_NAME: Collaborative on Academic Careers
SUBJECT_LINE: Reminder: COACHE's Faculty Job Satisfaction Survey at [INSTITUTION
NICKNAME]

Dear Professor [LASTNAME],

For the past several weeks, we have sent you several invitations to participate in COACHE's Faculty Job Satisfaction Survey, approved by [NAME OF CHIEF ACADEMIC OFFICER]. The survey will officially close at the end of this week. This is your final opportunity to help us by sharing your perspectives on the academic workplace.

We are sending this **final** reminder to complete your survey by accessing the following link:

[UNIQUE LINK IS LOADED HERE]

THIS LINK IS UNIQUELY YOURS. TO PROTECT YOUR CONFIDENTIALITY, IT SHOULD NOT BE SHARED.

Please take a moment to complete the survey at your earliest convenience. Doing so will also enter you (if permitted by state law and campus policy) into a drawing to become one of five survey respondents selected to receive an Apple Watch SE.

Many thanks in advance for your contribution. If you believe you have received this message in error, or if you wish to receive no further reminders, please contact coachefaculty@abtassociates.com.

Dr. Kiernan R. Mathews
Executive Director and Principal Investigator
The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
Cambridge, Massachusetts



APPENDIX D: SURVEY DISCLOSURES

For institutions administering the COACHE survey and not receiving record-level data

Welcome! Thank you for agreeing to take part in this research effort designed to evaluate work satisfaction among faculty. We know that your time is valuable, and we greatly appreciate your assistance with this project.

Informed Consent

We have obtained permission to distribute this survey to adult subjects from the Committee on the Use of Human Subjects (the Harvard University Institutional Review Board of record for this study) and from your institution.

Confidentiality

No raw or record-level data will be provided to your institution. Your answers to survey questions are strictly confidential. No data will be shared with your institution in any individually identifiable way, nor will any research conducted or published by COACHE or its affiliates disclose any individual responses.

Privacy

Your privacy will be maintained in all published and written data resulting from the survey. We will not use your name or email address for any other purposes without your consent.

Security

Respondent data such as email address, name, institution, etc. will reside on a Structured Query Language (SQL) server behind a firewall. To learn more about data security visit our [Frequently Asked Questions](#) page.

Rights of Participants

Your contribution is entirely voluntary, and you have the right to discontinue the survey at any time. You also have the right to refuse to answer specific questions by checking or selecting "Decline to Answer."

Eligibility

Most full-time faculty at participating institutions are eligible.

If you have questions or concerns about this research, please contact:

R. Todd Benson, Ed.D.	Harvard University Committee on the Use of
Associate Director	Human Subjects in Research
COACHE – Harvard Graduate School of Education	1414 Massachusetts Avenue
Gutman Library, 6 Appian Way	Second Floor
Cambridge, MA 02318	Cambridge, MA 02138
coache@gse.harvard.edu	cuhs@fas.harvard.edu
617-495-5285	617-495-5459

Instructions



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The questionnaire was designed to be easy to complete. We estimate the survey should take approximately 25 minutes. As you finish each page and proceed to the next, your data will be submitted for processing. You can back up and change your answers on the previous page of the questionnaire by using the "Back" button on the screen. **Do not use the "Back" button in your browser.**

If you choose to suspend the survey to take a break, if your survey remains inactive for more than 10 minutes, if your computer shuts down, or if you lose your Internet connection, you will be able to resume where you left off. Simply log back on using the link you received in the email we sent you. You will be offered a link at the top of this page that lets you resume where you left off, or you may start over by clicking the "Continue" button at the bottom of this page.

I have read and understand the instructions and my rights as an informed participant. I wish to continue.

I refuse to participate.

Please print or save a copy of this page for your records.



For institutions administering the COACHE survey and receiving record-level data

Welcome! Thank you for agreeing to take part in this research effort designed to evaluate work satisfaction among faculty. We know that your time is valuable, and we greatly appreciate your assistance with this project.

Informed Consent

We have obtained permission to distribute this survey to adult subjects from the Committee on the Use of Human Subjects (the Harvard University Institutional Review Board of record for this study) and from your institution.

Data Use

The institutional research office at your institution has requested record-level data, believing that it may help them to identify any trouble spots with regard to faculty job satisfaction and enable them to respond with constructive revisions to policies and procedures. This means that they will receive survey responses with information that may indirectly identify some respondents.

Your institutional official receiving the data has signed an agreement stating that only aggregate data with no cells smaller than five respondents will be shared with broader audiences at your institution, and that no individuals in a position to make or influence individual faculty personnel decisions will have access to the data.

If you wish further information about the institutional official assuming responsibility for the data at your institution, click here [coachefaculty@abtassoc.com] to send an email message to COACHE, whose staff will give you the name of your institution's responsible official. Any communication with COACHE is kept strictly confidential.

Privacy

Your privacy will be maintained in all published and written data resulting from the survey. We will not use your name or email address for any other purposes without your consent.

Security

Respondent data such as email address, name, institution, etc. will reside on a Structured Query Language (SQL) server behind a firewall. Survey response data will also reside, in a coded format, on a SQL server behind a firewall. To learn more about data security visit our [Frequently Asked Questions](#) page.

Rights of Participants

Your contribution is entirely voluntary, and you have the right to discontinue the survey at any time. You also have the right to refuse to answer specific questions by checking or selecting "Decline to Answer."

Eligibility

Most full-time faculty at participating institutions are eligible.

If you have questions or concerns about this research, please contact:



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R. Todd Benson, Ed.D.
Associate Director
COACHE – Harvard Graduate School of Education
Gutman Library, 6 Appian Way
Cambridge, MA 02318
coache@gse.harvard.edu
617-496-3409

Harvard University Committee on the Use of
Human Subjects in Research
1414 Massachusetts Avenue
Second Floor
Cambridge, MA 02138
cuhs@fas.harvard.edu
617-495-5459

Instructions

The questionnaire was designed to be easy to complete. We estimate that the survey should take approximately 25 minutes. As you finish each page and proceed to the next, your data will be submitted for processing. You can back up and change your answers on the previous page of the questionnaire by using the "Back" button on the screen. **Do not use the "Back" button in your browser.**

If you choose to suspend the survey to take a break, if your survey remains inactive for more than 10 minutes, if your computer shuts down, or if you lose your Internet connection, you will be able to resume where you left off. Simply log back on using the link you received in the email we sent you. You'll be offered a link at the top of this page that lets you resume where you left off, or you may start over by clicking the "Continue" button at the bottom of this page.

I have read and understand the instructions and my rights as an informed participant. I wish to continue.

I refuse to participate.

Please print or save a copy of this page for your records.