

Selected Results  
*from the*  
COACHE Tenure-Track Faculty  
Job Satisfaction Survey

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The Experience of Tenure-Track Faculty  
at Research Universities:  
Analysis of COACHE Survey Results  
by Academic Area and Gender



COACHE

The Collaborative on Academic Careers in Higher Education  
*at the Harvard University Graduate School of Education*

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## Introduction

The Collaborative on Academic Careers in Higher Education (COACHE) provides academic leaders with in-depth peer data to monitor and improve work satisfaction among full-time, tenure-track faculty.

To date, 149 four-year colleges and universities have joined COACHE to enhance the quality of life for pre-tenure faculty and to enhance their institutions' ability to recruit, retain, and develop the cohort most critical to their long-term future.

The core element of COACHE is the Tenure-Track Faculty Job Satisfaction Survey, a validated survey instrument developed, tested, and continually improved with assistance from the Ford Foundation, the Atlantic Philanthropies, and participating institutions. We now have job satisfaction data on nearly ten thousand pre-tenure faculty nationwide.

The COACHE Survey assesses faculty experiences in several areas deemed critical to early-career faculty success:

- Tenure practices
- Clarity of institutional expectations for tenure
- Reasonableness of institutional expectations for tenure
- Nature of work – Overall
- Nature of work – Teaching
- Nature of work – Research
- Work and home
- Climate, culture, and collegiality
- Compensation and benefits
- Global satisfaction

Academic leaders use COACHE to focus attention, to spot successes and weaknesses, to compare results with a self-selected set of peer institutions, and then to take concrete steps to make policies and practices more effective and more prevalent. The COACHE Institutional Report that each COACHE member receives pinpoints problem areas, whether within a particular policy or practice, academic area, or demographic. Ultimately, COACHE provides member colleges and universities a powerful lever to achieve a competitive advantage in the recruitment, retention, and success of new faculty.

This COACHE analysis, available to the public, complements the Institutional Report with an overview of results across all COACHE sites in the 2005-06, 2006-07, 2007-08 and 2008-09 cohorts.

If your institution would like more information about joining the Collaborative, please call 617-496-9348. You may also e-mail us at [coache@gse.harvard.edu](mailto:coache@gse.harvard.edu) or visit our web site at <http://www.coache.org>.

## Survey Themes

The COACHE survey is organized around five themes: (a) Tenure; (b) Nature of the Work; (c) Policies and Practices; (d) Climate, Culture and Collegiality; and (e) Global Satisfaction.

### Tenure

The survey asked pre-tenure faculty to rate their level of clarity<sup>1</sup> regarding four aspects of tenure: process, criteria, standards, and the body of evidence required. Along the same scale, the survey asked pre-tenure faculty to rate their level of clarity regarding their sense of whether or not they will achieve tenure. Faculty then rated their level of agreement<sup>2</sup> with the following two statements: “I have received consistent messages from tenured colleagues about the requirements for tenure,” and, “In my opinion, tenure decisions here are made primarily on performance-based criteria rather than on non-performance criteria.”

Next, the survey asked pre-tenure faculty to rate their level of clarity regarding the expectations for earning tenure in six areas where faculty work is judged: scholarship, teaching, advising, collegiality in the department, campus citizenship, and membership in the broader community. For each item, the survey also asked faculty about the reasonableness<sup>3</sup> of those expectations; we include in the analysis of reasonableness only the responses of those who previously rated expectations as “fairly clear” or “very clear.”

### Nature of the work

The COACHE survey asked pre-tenure faculty to rate their level of satisfaction<sup>4</sup> with a number of aspects of the work, the workplace, and support services. Three composites were created to reflect the overall nature of faculty work, the teaching aspects of faculty work, and the research component of faculty work.

The Nature of Work – Overall composite represents the mean satisfaction scores of the following:

- Satisfaction with the number of hours worked
- The allocation of faculty members’ time
- Clerical/administrative support services
- Access to TAs, RAs, and/or GAs
- Quality of facilities
- Computing support services

The Teaching composite represents the mean satisfaction scores of the following:

- Level of courses taught
- Number of courses taught

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|---|---|
| 1 | Clarity scale: 5 = Very clear, 4 = Fairly clear, 3 = Neither clear nor unclear, 2 = Fairly unclear, 1 = Very unclear                                      |
| 2 | Agreement scale: 5 = Strongly agree, 4 = Somewhat agree, 3 = Neither agree nor disagree, 2 = Somewhat disagree, 1 = Strongly disagree                     |
| 3 | Reasonableness scale: 5 = Very reasonable, 4 = Fairly reasonable, 3 = Neither reasonable nor unreasonable, 2 = Fairly unreasonable, 1 = Very unreasonable |
| 4 | Satisfaction scale: 5 = Very satisfied, 4 = Satisfied, 3 = Neither satisfied nor dissatisfied, 2 = Dissatisfied, 1 = Very dissatisfied                    |

- Degree of influence over which courses are taught
- Discretion over content of courses taught
- Number of students taught
- Quality of undergraduates taught/interacted with
- Quality of graduates taught/interacted with

The Research composite represents the mean satisfaction scores of the following:

- Amount of time to conduct research
- Amount of external funding required
- Influence over research focus

### Work and home

COACHE asks pre-tenure faculty to rate the importance<sup>5</sup> to their success and the effectiveness<sup>6</sup> at their institution of 7 faculty policies and practices that are relevant to work and home balance. Included in those policies are:

- Paid and unpaid personal leave
- Childcare
- Stop the clock
- Spousal and partner hiring programs
- Elder care
- Modified duties for parental or other family reasons
- Part-time tenure track positions

For the purposes of this analysis, effectiveness ratings were only counted if respondents rated the policy as either “Important” or “Very Important” to their success as a faculty member.

The survey follows this list with several statements related to the interaction of professional and personal/family life. Faculty rated their level of agreement with these five items:

- My institution does what it can to make having children and the tenure-track compatible.
- My institution does what it can to make raising children and the tenure-track compatible.
- My departmental colleagues do what they can to make having children and the tenure-track compatible.
- My departmental colleagues do what they can to make raising children and the tenure-track compatible.
- My colleagues are respectful of my efforts to balance my home and work responsibilities.

5 Importance scale: 5 = Very important, 4 = Important, 3 = Neither important nor unimportant, 2 = Unimportant, 1 = Very unimportant

6 Effectiveness scale: 5 = Very effective, 4 = Effective, 3 = Neither effective nor ineffective, 2 = Ineffective, 1 = Very ineffective

Faculty were also asked to rate their satisfaction with the balance they are able to strike between professional time and personal or family time. Finally, the COACHE survey asked faculty to rate their satisfaction with their compensation (i.e., salary and benefits).

### Climate, culture and collegiality

The COACHE survey asked pre-tenure faculty to rate their satisfaction with various aspects of the climate, culture and collegiality of their workplaces. These items include many of the policies and practices deemed important by faculty for their success including:

- Formal mentoring
- Informal mentoring
- Peer reviews of teaching or research

Additionally, the composite addresses other issues of climate and culture. These items include the fairness with which their immediate supervisors evaluate their work; the interest tenured faculty take in their professional development, and the opportunities available to collaborate with tenured faculty. In four separate questions, COACHE also asks faculty to consider the amount of personal and professional interactions they have with pre-tenure and tenured colleagues. Faculty then rate their satisfaction with how well they fit (e.g., their sense of belonging, their comfort level) in their departments and the intellectual vitality of the tenured colleagues in their departments. This section of the survey concludes by asking faculty to rate their agreement with the statement, “On the whole, my department treats pre-tenure faculty fairly compared to one another.”

### Compensation and benefits

The COACHE survey asks three questions about satisfaction with compensation. This report includes responses to questions about general satisfaction with salary and benefits, financial assistance with finding housing, and tuition waivers.

### Global satisfaction

The COACHE survey asks pre-tenure faculty about their overall satisfaction in a series of questions. This report includes results from four of these items: satisfaction with their departments and with their institutions as places to work, “all things considered”; agreement with the statement, “If I had to do it over again, I would accept my current position”; and an overall rating<sup>7</sup> of their institutions as places for pre-tenure faculty to work.

## Survey Administration and Participants

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

7 Global satisfaction scale: 5 = Great, 4 = Good, 3 = So-so, 2 = Bad, 1 = Awful

Administration of the survey occurs annually for COACHE member institutions during their first year of the three-year membership cycle. All pre-tenure, tenure-track faculty with at least one year on the tenure track receive email invitations to participate in the web-based survey. As of the 2008-2009 administration, COACHE invited 22,046 faculty to participate in the survey. Of those invited, 13,068 faculty participated in the survey garnering a 59.3% response rate. However, this analysis only examined pre-tenure faculty from doctoral institutions. Considering only those institutions, COACHE invited 16,549 faculty to complete the survey, of which 9,512 faculty participated in the survey. This generated a response rate of 57.5%. For a report of participation rates by academic area, refer to the appendix Table 1.

## Analysis by Academic Area and by Gender

As the Collaborative grows, it affords us the opportunity to provide greater nuance and detail in our analysis. This report describes a focus on pre-tenure faculty at doctoral universities only. This includes institutions with Carnegie Classifications of Research Universities – very high research activity, Research Universities – high activity, and Doctoral Research Universities. In particular, the analysis examined gender differences across various academic areas. Academic areas consist of twelve categories based on a review of structural designations (i.e., schools and colleges, which differ from campus to campus) and CIP codes (which are too narrowly defined for meaningful reporting of comparisons across so many disciplines). The academic areas are:

- Humanities
- Visual and Performing Arts
- Social Sciences
- Physical Sciences
- Biological Sciences
- Engineering, Computer Science, Mathematics, and Statistics
- Agriculture Natural Resources, and Environmental Science
- Business
- Education
- Health and Human Ecology
- Medical Schools and Health Professions (non-clinical)
- Other Professions, including (among others) Architecture, Journalism, Law, Library

Participating institutions assign faculty to the Academic Area variable based on the unique characteristics of each department. This allows COACHE members the flexibility to group faculty in ways that are meaningful to each institution based on the unique character of the departments. However, it does pose some limitations for aggregate analysis. Ultimately, the benefits of allowing those closest to the department to assign the proper codes outweigh the methodological need for perfect uniformity.

### Data analysis and weighting

The analysis of the data consisted of a t-test for independent samples with equal variances assumed. Only items found to be statistically significant ( $p < 0.01$ ) were reported in this analysis.

This report did not use weighting adjustments in this analysis. In a recent article that analyzed the benefits and risks associated with weighting in the analysis of multi-campus datasets, Pike (2008)<sup>8</sup> recommends caution in the use of weights. His analysis concluded that the use of weights might increase the likelihood of a Type I error (i.e. finding a statistically significant difference when in fact there is none). To determine if weighting is appropriate, Pike recommends running the analysis with both weighted and unweighted data. If the scores are substantially different, then weighting is an appropriate adjustment. In the case of this report, such an analysis concluded the scores did not warrant the use of weights.

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Pike, G. (2008). Using Weighting Adjustments to Compensate for Survey Nonresponse. *Research in Higher Education*, 49(2), 153–171.



## Overall Findings

The chart below represents the performance of each academic area in comparison to the other eleven. Mean scores for each of the 83 survey dimensions were ranked across all 12 academic areas. The blue, leftmost portion of the bar represents the number of times an academic area ranked in the top three (75th percentile or above) of all academic areas. The red, rightmost portion of the bar shows the number of times an academic area fell in the bottom three (25th percentile or below) of all academic areas.

Chart 1.1 Analysis by academic area

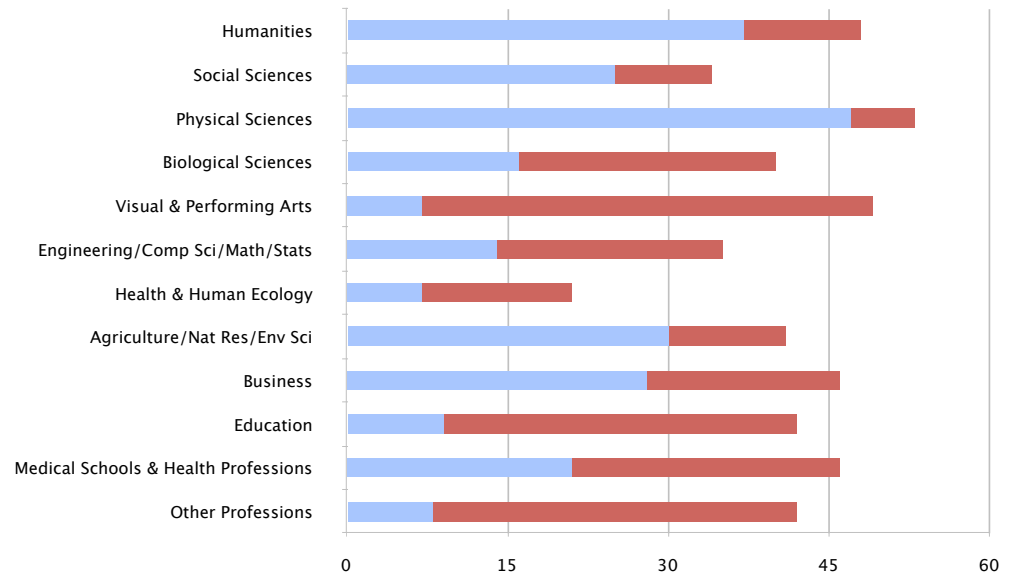
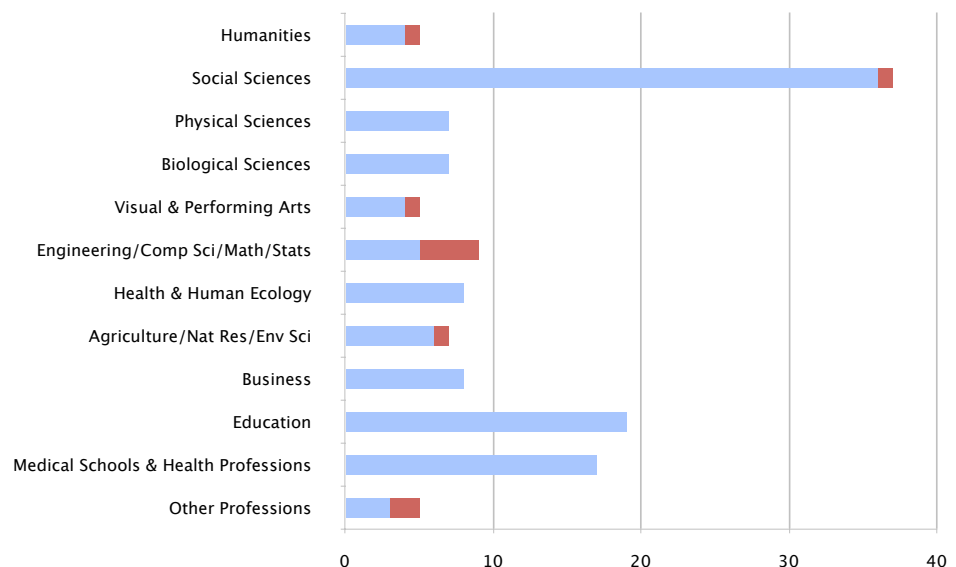


Chart 1.2 considers gender differences within each academic area. This chart shows the number of statistically significant differences between men and women in their respective academic areas for all 83 survey dimensions. The leftmost blue areas represent the number of survey dimensions rated significantly higher by men. The rightmost red areas show the number of survey items rated significantly higher by women.

Chart 1.2 Analysis by gender and academic area



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## Humanities

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Humanities faculty ratings of the following survey dimensions placed them in the **top** three of all 12 areas:

Agreement that:

- Receive consistent messages about tenure from tenured colleagues
- Colleagues make having children and the tenure track compatible
- Colleagues make raising children and the tenure track compatible
- Would again choose to work at this institution

Clarity of:

- Tenure process
- Tenure criteria
- Tenure standards
- Body of evidence for receiving tenure
- Expectations as a scholar

Effectiveness of:

- Periodic, formal performance reviews
- Written summary of performance reviews
- Upper limits on teaching obligations
- Travel funds
- Paid/unpaid research leave
- Stop-the-clock
- Modified duties for parental or other family reasons
- Peer reviews of teaching or research
- Informal mentoring

Satisfaction with:

- Number of hours you work as a faculty member
- Clerical/administrative services
- Number of courses you teach
- Degree of influence over which course you teach
- Discretion over course content
- Quality of undergraduate students
- Teaching services
- The level of influence over the focus of research
- Interest tenured faculty take in your professional development
- Value faculty in your department place on your work
- Amount of personal interaction with tenured faculty

- Amount of personal interaction with pre-tenure faculty
- How well you fit
- Fairness of immediate supervisor's evaluations
- Intellectual vitality of tenured colleagues
- Intellectual vitality of pre-tenure colleagues
- Participation in governance of institution
- Participation in governance of department
- Department as a place to work

Humanities faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Institution makes raising children and tenure-track compatible
- CAO cares about quality of life for pre-tenure faculty

Clarity of:

- Expectations as an advisor
- Expectations as a campus citizen
- Expectations as a member of the community

Effectiveness of:

- Financial assistance with housing

Reasonableness of:

- Expectations as a colleague in the department
- Expectations as a member of the community

Satisfaction with:

- Amount of access to TAs, RAs, etc.
- Compensation
- Institution as a place to work

Women in the Humanities rated the following survey dimensions significantly\* higher than men:

Effectiveness of:

- Stop-the-clock

Men in the Humanities rated the following survey dimensions significantly\* higher than women:

Clarity of:

- Sense of achieving tenure

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\* p<0.01

Satisfaction with:

- Number of hours you work as a faculty member
- Amount of time conduct research
- Ability to balance between professional and personal time

## Social Sciences

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Social Sciences faculty ratings of the following survey dimensions placed them in the **top** three of 12 academic areas:

Agreement that:

- Tenure standards are based on performance
- Would again choose to work at this institution

Clarity of:

- Tenure standards

Effectiveness of:

- Upper limit on teaching obligations
- Paid/unpaid research leave
- Stop-the-clock
- Elder care

Reasonableness of:

- Expectations as a teacher
- Expectations as an advisor
- Expectations as a colleague in department
- Expectations as a campus citizen
- Expectations as a member of the community

Satisfaction with:

- The way you spend your time as a faculty member
- The number of hours you work as a faculty member
- Clerical/administrative services
- Degree of influence over which courses you teach
- Discretion over course content
- Professional assistance for improving teaching
- Expectations for finding external funding
- The influence over the focus on research
- Ability to balance between professional and personal time
- Amount of personal interaction with tenured faculty
- Amount of professional interaction with pre-tenure faculty

- Amount of personal interaction with pre-tenure faculty
- Intellectual vitality of pre-tenure colleagues

Social Sciences faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- CAO cares about quality of life for pre-tenure faculty

Clarity of:

- Expectations as a member of the community

Effectiveness of:

- Childcare
- Part-time tenure-track positions
- Financial assistance with housing

Satisfaction with:

- The level of courses you teach
- The quality of courses you teach
- The quality of undergraduate students
- The quality of graduate students
- The institution as a place to work

Women in the Social Sciences rated the following survey dimensions significantly\* higher than men:

Effectiveness of:

- Stop-the-clock

Men in the Social Sciences rated the following survey dimensions significantly\* higher than women:

Agreement that:

- Would again choose to work at this institution
- Tenure decisions based on performance
- On the whole, institution is collegial
- Institution makes raising children and tenure-track compatible
- Institution makes having children and tenure-track compatible
- Consistent messages about tenure from tenured colleagues
- Colleagues make raising children and the tenure track compatible
- Colleagues make having children and the tenure track compatible
- Colleagues are respectful of efforts to balance work/home

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\* p<0.01

Clarity of:

- Tenure standards
- Tenure process
- Tenure criteria
- Tenure body of evidence
- Sense of achieving tenure
- Expectations: teacher
- Expectations: scholar

Satisfaction with:

- Way you spend your time as a faculty member
- Value faculty in your department place on your work
- Quality of facilities
- Opportunities to collaborate with tenured faculty
- Number of hours you work as a faculty member
- Influence over focus of research
- How well you fit
- Fairness of immediate supervisor's evaluations
- Expectations for finding external funding
- Discretion over course content
- Department as a place to work
- Degree of influence over which courses you teach
- Clerical/administrative services
- Amount of time conduct research
- Amount of professional interaction with tenured faculty
- Amount of access to TAs, RAs, etc.
- Ability to balance between professional and personal time
- Overall rating of institution

Reasonableness of:

- Expectations: teacher
- Expectations: scholar

## Physical Sciences

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Physical Sciences faculty ratings of the following survey dimensions placed them in the top three of 12 academic areas:

Agreement that:

- Received consistent messages about tenure from tenured colleagues
- Institution makes having children and tenure-track compatible

- Institution makes raising children and tenure-track compatible
- Colleagues make having children and the tenure track compatible
- Colleagues make raising children and the tenure track compatible

Clarity of:

- Tenure process
- Tenure criteria
- Tenure standards
- Tenure body of evidence
- Sense of achieving tenure
- Expectations as a scholar
- Expectations as a teacher
- Expectations as an advisor
- Expectations as a colleague in department
- Expectations as a campus citizen

Effectiveness of:

- Upper limit on committee assignments
- Upper limit on teaching obligations
- Professional assistance with obtaining grants
- Paid/unpaid research leave
- Childcare
- Spousal/partner hiring program
- Elder care
- Modified duties for parental or other family reasons
- Part-time tenure-track positions
- Formal mentoring
- Peer reviews of teaching or research
- Financial assistance with housing
- Tuition waivers
- Informal mentoring

Reasonableness of:

- Expectations as a scholar
- Expectations as a teacher
- Expectations as an advisor
- Expectations as a campus citizen

Satisfaction with:

- Quality of facilities
- Amount of access to TAs, RAs, etc.

- Number of courses you teach
- Number of students you teach
- Teaching services
- Expectations for finding external funding
- Research services
- Interest tenured faculty take in your professional development
- Opportunities to collaborate with tenured faculty
- Amount of professional interaction with tenured colleagues
- Intellectual vitality of tenured colleagues
- Department as a place to work
- Overall rating of institution

Physical Sciences faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Colleagues are respectful of efforts to balance work/home

Satisfaction with:

- The way you spend your time as a faculty member
- Computing services
- Quality of graduate students
- Ability to balance between professional and personal time
- Amount of personal interaction with pre-tenure faculty

Women in the Physical Sciences rated no survey dimensions significantly\* higher than men.

Men in the Physical Sciences rated the following survey dimensions significantly\* higher than women:

Agreement that:

- Institution makes raising children and tenure-track compatible
- Institution makes having children and tenure-track compatible

Satisfaction with:

- Opportunities to collaborate with tenured faculty
- Clerical/administrative services
- Amount of time conduct research
- Amount of professional interaction with tenured faculty
- Amount of personal interaction with tenured faculty

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\*  $p < 0.01$



## Biological Sciences

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Biological Sciences faculty ratings of the following survey dimensions placed them in the **top** three of 12 academic areas:

Agreement that:

- Received consistent messages about tenure from tenured colleagues
- Tenure decisions are based on performance

Clarity of:

- Tenure process
- Tenure criteria
- Body of evidence to receive tenure
- Expectations as a scholar

Effectiveness of:

- Spousal/partner hiring program
- Paid/unpaid research leave

Reasonableness of:

- Expectations as a scholar
- Expectations as a colleague in department
- Expectations as a campus citizen
- Expectations as a member of the community

Satisfaction with:

- Influences over focus of research
- Opportunities to collaborate with tenured faculty
- Amount of professional interaction with pre-tenure faculty
- Amount of personal interaction with pre-tenure faculty
- Amount of personal interaction with pre-tenure faculty

Biological Sciences faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Colleagues make raising children and the tenure track compatible
- Colleagues are respectful of efforts to balance work/home
- CAO cares about quality of life for pre-tenure faculty
- Would again choose to work at this institution

Clarity of:

- Expectations as a teacher
- Expectations as an advisor

Effectiveness of:

- Periodic formal performance reviews
- Written summary of performance reviews
- Travel funds
- Modified duties for parental or other family reasons
- Part-time tenure-track positions
- Formal mentoring
- Peer reviews of teaching or research

Satisfaction with:

- The way you spend your time as a faculty member
- Clerical/administrative services
- The number of courses you teach
- Fairness of immediate supervisor's evaluations
- Value faculty in your department place on your work
- How well you fit
- Participation in governance of institution
- Participation in governance of department
- Institution as a place to work
- Overall rating of institution

Women in the Biological Sciences rated no survey dimensions significantly\* higher than men.

Men in the Biological Sciences rated the following survey dimensions significantly\* higher than women:

Agreement that:

- Institution makes raising children and tenure-track compatible
- Colleagues make raising children and the tenure track compatible

Reasonableness of:

- Expectations: teacher
- Expectations: scholar

Satisfaction with:

- Amount of time conduct research
- Ability to balance between professional and personal time
- Number of courses you teach

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\*  $p < 0.01$

## Visual and Performing Arts

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Visual and Performing Arts faculty ratings of the following survey dimensions placed them in the **top** three of 12 academic areas:

Clarity of:

- Sense of achieving tenure
- Expectations as a teacher
- Expectations as a colleague in department

Reasonableness of:

- Expectations as a member of the community

Satisfaction with:

- Discretion over course content
- Amount of personal interaction with tenured faculty
- How well you fit

Visual and Performing Arts faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Received consistent messages about tenure from tenured colleagues
- Institution makes having children and tenure-track compatible
- Institution makes raising children and tenure-track compatible
- Colleagues make raising children and the tenure track compatible
- Colleagues are respectful of efforts to balance work/home
- On the whole, institution is collegial

Clarity of:

- Tenure process
- Tenure criteria
- Expectations as a scholar

Effectiveness of:

- Upper limit on committee assignments
- Upper limit on teaching obligations
- Professional assistance for improving teaching
- Professional assistance in obtaining grants
- Travel funds
- Childcare
- Stop-the-clock

- Spousal/partner hiring program
- Modified duties for parental or other family reasons
- Paid/unpaid personal leave
- Informal mentoring
- Financial assistance with housing
- Tuition waivers

Reasonableness of:

- Expectations as a scholar
- Expectations as a colleague in department
- Expectations as a campus citizen

Satisfaction with:

- The way you spend your time as a faculty member
- The number of hours you work as a faculty member
- The quality of facilities
- The amount of access to TAs, RAs, etc.
- The level of courses you teach
- The number of courses you teach
- The number of students you teach
- The quality of undergraduate students
- Teaching services
- The amount of time to conduct research
- Expectations for finding external funding
- Research services
- Ability to balance between professional and personal time
- Amount of professional interaction with pre-tenure faculty
- Participation in governance of department
- Compensation
- Department as a place to work

Women in the Visual and Performing Arts rated the following survey dimensions significantly\* higher than men:

Effectiveness of:

- Tuition waivers

Men in the Visual and Performing Arts rated the following survey dimensions significantly\* higher than women:

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\* p<0.01

Agreement that:

- Institution makes raising children and tenure-track compatible
- Institution makes having children and tenure-track compatible

Satisfaction with:

- Amount of access to TAs, RAs, etc.
- Ability to balance between professional and personal time

## Engineering, Computer Sciences, Mathematics, and Statistics

Engineering, Computer Sciences, Mathematics, and Statistics faculty ratings of the following survey dimensions placed them in the **top** three of 12 academic areas:

Clarity of:

- Expectations as a teacher
- Expectations as an advisor
- Expectations as a member of the community

Effectiveness of:

- Upper limit on committee assignments
- Professional assistance in obtaining grants
- Childcare
- Elder care
- Modified duties for parental or other family reasons
- Part-time tenure-track

Reasonableness of:

- Expectations as a scholar

Satisfaction with:

- Amount of access to TAs, RAs, etc.
- Amount of time to conduct research
- Research services
- Compensation

Engineering, Computer Sciences, Mathematics, and Statistics faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Colleagues make having children and the tenure track compatible
- Colleagues make raising children and the tenure track compatible

- On the whole, institution is collegial
- Would again choose to work at this institution

Satisfaction with:

- Computing services
- Number of courses you teach
- Discretion over course content
- Quality of graduate students
- Teaching services
- Fairness of immediate supervisor's evaluations
- Influence over the focus of research
- Interest tenured faculty take in your professional development
- Value faculty in your department place on your work
- Amount of professional interaction with tenured colleagues
- Amount of personal interaction with tenured faculty
- Amount of professional interaction with pre-tenure faculty
- Amount of personal interaction with pre-tenure faculty
- How well you fit
- Intellectual vitality of pre-tenure colleagues
- Participation in governance of institution
- Department as a place to work

Women in the Engineering, Computer Sciences, Mathematics, and Statistics rated the following survey dimensions significantly\* higher than men:

Effectiveness of:

- Travel funds
- Stop-the-clock
- Paid/unpaid research leave
- Paid/unpaid personal leave

Men in the Engineering, Computer Sciences, Mathematics, and Statistics rated the following survey dimensions significantly\* higher than women:

Clarity of:

- Expectations as a colleague in department

Satisfaction with:

- Way you spend your time as a faculty member
- Number of hours you work as a faculty member
- Amount of time conduct research
- Ability to balance between professional and personal time

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\* p<0.01

## Health and Human Ecology

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Health and Human Ecology faculty ratings of the following survey dimensions placed them in the **top** three of 12 academic areas:

Agreement that:

- Colleagues are respectful of efforts to balance work/home

Clarity of:

- Expectations as a campus citizen

Effectiveness of:

- Periodic formal performance evaluations
- Formal mentoring

Satisfaction with:

- Computing services
- The level of courses you teach
- The quality of graduate students

Health and Human Ecology faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Clarity of:

- Tenure body of evidence
- Expectations as a colleague in department
- Expectations as a member of the community

Effectiveness of:

- Paid/unpaid research leave
- Paid/unpaid personal leave
- Tuition waivers

Satisfaction with:

- The number of hours you work as a faculty member
- The quality of undergraduate students
- The expectations for finding external funding
- The level of influence over focus of research
- Amount of personal interaction with tenured faculty
- Intellectual vitality of pre-tenure colleagues

Women in the Health and Human Ecology rated no survey dimensions significantly\* higher than men.

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\* p<0.01

Men in the Health and Human Ecology rated the following survey dimensions significantly\* higher than women:

Reasonableness of:

- Expectations: scholar

Satisfaction with:

- Way you spend your time as a faculty member
- Opportunities to collaborate with tenured faculty
- Number of hours you work as a faculty member
- Influence over focus of research
- Expectations for finding external funding
- Amount of time conduct research
- Ability to balance between professional and personal time

## Agriculture, Natural Resources, and Environmental Sciences

Agriculture, Natural Resources, and Environmental Sciences faculty ratings of the following survey dimensions placed them in the **top** three of 12 academic areas:

Agreement that:

- Would again choose to work at this institution
- On the whole, the institution is collegial

Clarity of:

- Sense of achieving tenure
- Expectations as an advisor
- Expectations as a member of the community

Effectiveness of:

- Periodic formal performance reviews
- Written summary of performance reviews
- Professional assistance for improving teaching
- Stop-the-clock
- Paid/unpaid personal leave
- Formal mentoring
- Peer reviews of teaching or research
- Informal mentoring
- Tuition waivers

Reasonableness of:

- Expectations as a teacher

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\* p<0.01



Satisfaction with:

- Computing services
- The number of courses you teach
- The degree of influence over which courses you teach
- The number of students you teach
- Teaching services
- Research services
- Fairness of immediate supervisor's evaluations
- Interest tenured faculty take in your professional development
- Value faculty in your department place on your work
- Amount of professional interaction with tenured colleagues
- Compensation
- Department as a place to work
- Institution as a place to work
- Overall rating of institution

Agriculture, Natural Resources, and Environmental Sciences faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Colleagues make having children and the tenure track compatible

Clarity of:

- Expectations as a teacher
- Expectations as a colleague in department
- Expectations as a campus citizen

Effectiveness of:

- Travel funds

Satisfaction with:

- Amount of professional interaction with pre-tenure faculty
- Amount of personal interaction with pre-tenure faculty
- Amount of personal interaction with tenured faculty
- How well you fit
- Participation in governance of institution
- Participation in governance of department

Women in the Agriculture, Natural Resources, and Environmental Sciences rated the following survey dimensions significantly\* higher than men:

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\*  $p < 0.01$

Effectiveness of:

- Stop-the-clock

Men in the Agriculture, Natural Resources, and Environmental Sciences rated the following survey dimensions significantly\* higher than women:

Agreement that:

- Colleagues are respectful of efforts to balance work/home

Clarity of:

- Sense of achieving tenure

Satisfaction with:

- Amount of time conduct research
- Amount of professional interaction with pre-tenure faculty
- Ability to balance between professional and personal time

Reasonableness of:

- Expectations as a scholar

## Business

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Business faculty ratings of the following survey dimensions placed them in the top three of 12 academic areas:

Agreement that:

- Institution makes having children and tenure-track compatible
- Institution makes raising children and tenure-track compatible
- Colleagues make having children and the tenure track compatible
- Colleagues make raising children and the tenure track compatible
- Colleagues are respectful of efforts to balance work/home
- On the whole, institution is collegial

Clarity of:

- Expectations as a colleague in department

Effectiveness of:

- An upper limit on committee assignments
- Professional assistance with improving teaching
- Travel funds
- Childcare
- Financial assistance with housing

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\* p<0.01

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Reasonableness of:

- Expectations as an advisor
- Expectations as a colleague in department

Satisfaction with:

- The way you spend your time as a faculty member
- The number of hours you work as a faculty member
- The quality of facilities
- The amount of access to TAs, RAs, etc.
- Clerical/administrative services
- The amount of time to conduct research
- Expectations for finding external funding
- Ability to balance between professional and personal time
- Value faculty in your department place on your work
- Intellectual vitality of pre-tenure colleagues
- Participation in governance of institution
- Participation in governance of department
- Compensation

Business faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Tenure decisions are based on performance

Clarity of:

- Sense of achieving tenure
- Expectations as a scholar

Effectiveness of:

- Professional assistance in obtaining grants
- Paid/unpaid research leave
- Spousal/partner hiring program
- Paid/unpaid personal leave
- Formal mentoring
- Informal mentoring

Reasonableness of:

- Expectations as a scholar
- Expectations as a teacher

Satisfaction with:

- Degree of influence over which courses you teach
- Discretion over course content
- The number of students you teach
- Fairness of immediate supervisor's evaluations
- Opportunities to collaborate with tenured faculty
- Amount of professional interaction with tenured colleagues
- Intellectual vitality of tenured colleagues

Women in Business rated no survey dimensions significantly\* higher than men.

Men in the Business rated the following survey dimensions significantly\* higher than women:

Agreement that:

- Colleagues make raising children and the tenure track compatible

Clarity of:

- Sense of achieving tenure

Reasonableness of:

- Expectations as a scholar

Satisfaction with:

- Way you spend your time as a faculty member
- Number of hours you work as a faculty member
- How well you fit
- Amount of time conduct research
- Ability to balance between professional and personal time

## Education

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Education faculty ratings of the following survey dimensions placed them in the top three of 12 academic areas:

Agreement that:

- CAO cares about quality of life for pre-tenure faculty

Clarity of:

- Expectations as a campus citizen
- Expectations as a member of the community

Effectiveness of:

- Written summary of performance reviews
- Professional assistance in obtaining grants

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\* p<0.01

Satisfaction with:

- Computing services
- The level of courses you teach
- The quality of undergraduate students
- Institution as a place to work

Education faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Received consistent messages about tenure from tenured colleagues
- Tenure decisions based on performance
- Institution makes having children and tenure-track compatible
- Institution makes raising children and tenure-track compatible
- Colleagues make having children and the tenure track compatible
- On the whole, institution is collegial

Clarity of:

- Tenure standards

Effectiveness of:

- Upper limit on committee assignments
- Professional assistance for improving teaching
- Paid/unpaid research leave
- Spousal/partner hiring program
- Elder care
- Modified duties for parental or other family reasons
- Tuition waivers

Reasonableness of:

- Expectations as a scholar
- Expectations as an advisor

Satisfaction with:

- The quality of facilities
- The amount of access to TAs, RAs, etc.
- The degree of influence over which courses you teach
- The amount of time to conduct research
- Expectations for finding external funding
- The level of influence over focus of research
- Research services

- Ability to balance between professional and personal time
- Interest tenured faculty take in your professional development
- Opportunities to collaborate with tenured faculty
- Value faculty in your department place on your work
- Intellectual vitality of tenured colleagues
- Intellectual vitality of pre-tenure colleagues
- Compensation
- Department as a place to work
- Overall rating of institution

Women in Education rated no survey dimensions significantly\* higher than men.

Men in the Education rated the following survey dimensions significantly\* higher than women:

Agreement that:

- Institution makes raising children and tenure-track compatible
- Institution makes having children and tenure-track compatible
- Colleagues are respectful of efforts to balance work/home

Clarity of:

- Tenure standards
- Sense of achieving tenure

Effectiveness of:

- Upper limit on teaching obligations
- Upper limit on committee assignments

Reasonableness of:

- Expectations as a teacher
- Expectations as a scholar
- Expectations as a advisor

Satisfaction with:

- Way you spend your time as a faculty member
- Research services
- Number of hours you work as a faculty member
- Expectations for finding external funding
- Discretion over course content
- Degree of influence over which courses you teach
- Clerical/administrative services
- Amount of time conduct research
- Ability to balance between professional and personal time

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\* p<0.01

## Medical Schools and Health Professions (non-clinical)

Medical Schools and Health Professions faculty ratings of the following survey dimensions placed them in the **top** three of 12 academic areas:

Agreement that:

- Institution makes having children and tenure-track compatible
- Institution makes raising children and tenure-track compatible
- Colleagues are respectful of efforts to balance work/home
- On the whole, institution is collegial

Effectiveness of:

- Spousal/partner hiring program
- Paid/unpaid personal leave
- Financial assistance with housing
- Tuition waivers

Satisfaction with:

- Way you spend your time as a faculty member
- The quality of facilities
- The number of students you teach
- The quality of undergraduate students
- The quality of graduate students
- The amount of time to conduct research
- Ability to balance between professional and personal time
- Opportunities to collaborate with tenured faculty
- Amount of professional interaction with tenured colleagues
- Amount of professional interaction with pre-tenure faculty
- Intellectual vitality of tenured colleagues
- Institution as a place to work
- Overall rating of institution

Medical Schools and Health Professions faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Would again choose to work at this institution

Clarity of:

- Tenure process
- Tenure criteria
- Tenure standards

- The body of evidence to receive tenure
- Sense of achieving tenure
- Expectations as a teacher
- Expectations as an advisor
- Expectations as a campus citizen

Effectiveness of:

- Periodic formal performance reviews
- Written summary of performance reviews
- An upper limit on teaching obligations
- Professional assistance for improving teaching
- Stop-the clock
- Part-time tenure-track positions
- Formal mentoring
- Peer reviews of teaching or research

Reasonableness of:

- Expectations as a teacher

Satisfaction with:

- Clerical/administrative services
- The level of courses you teach
- The degree of influence over which courses you teach
- Discretion over course content
- Teaching services

Women in the Medical Schools and Health Professions rated no survey dimensions significantly\* higher than men.

Men in the Medical Schools and Health Professions rated the following survey dimensions significantly\* higher than women:

Agreement that:

- Institution makes raising children and tenure-track compatible
- Institution makes having children and tenure-track compatible
- Colleagues make raising children and the tenure track compatible
- Colleagues make having children and the tenure track compatible

Clarity of:

- Tenure process

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\* p<0.01



Reasonableness of:

- Expectations as a scholar
- Expectations as an advisor

Satisfaction with:

- Way you spend your time as a faculty member
- Opportunities to collaborate with tenured faculty
- Number of students you teach
- Number of hours you work as a faculty member
- Expectations for finding external funding
- Clerical/administrative services
- Amount of time conduct research
- Amount of professional interaction with tenured faculty
- Amount of access to TAs, RAs, etc.
- Ability to balance between professional and personal time

## Other Professions

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Other Professions faculty ratings of the following survey dimensions placed them in the **top** three of 12 academic areas:

Agreement that:

- CAO cares about quality of life for pre-tenure faculty

Effectiveness of:

- Travel funds
- Part-time tenure-track positions

Satisfaction with:

- The level of courses you teach
- Fairness of immediate supervisor's evaluations
- How well you fit
- Participation in governance of institution
- Participation in governance of department

Other Professions faculty ratings of the following survey dimensions placed them in the **bottom** three of 12 academic areas:

Agreement that:

- Consistent messages about tenure from tenured colleagues
- Tenure decisions based on performance
- Institution makes having children and tenure-track compatible

## Clarity of:

- Tenure process
- Tenure criteria
- Tenure standards
- The body of evidence for receiving tenure
- Sense of achieving tenure
- Expectations as a scholar

## Effectiveness of:

- Upper limit on committee assignments
- Periodic, formal performance reviews
- Written summary of performance reviews
- Upper limit on teaching obligations
- Professional assistance in obtaining grants
- Childcare
- Stop-the-clock
- Elder care
- Peer reviews of teaching or research
- Informal mentoring

## Reasonableness of:

- Expectations as a scholar
- Expectations as a teacher
- Expectations as an advisor
- Expectations as a colleague in department
- Expectations as a campus citizen
- Expectations as a member of the community

## Satisfaction with:

- Quality of facilities
- Clerical/administrative services
- Number of students you teach
- Amount of time to conduct research
- Research services
- Interest tenured faculty take in your professional development
- Opportunities to collaborate with tenured faculty
- Amount of professional interaction with tenured colleagues
- Intellectual vitality of tenured colleagues

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\* p<0.01

Women in Other Professions rated the following survey dimensions significantly\* higher than men:

Effectiveness of:

- Professional assistance for improving teaching
- Paid/unpaid personal leave

Men in the Other Professions rated the following survey dimensions significantly\* higher than women:

Satisfaction with:

- Clerical/administrative services
- Amount of time conduct research
- Ability to balance between professional and personal time

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\* p<0.01



## Appendix

Table 1 Participation rates by academic area

	Population			Respondents			Response Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Humanities	929	941	1870	513	601	1114	55.2%	63.9%	59.6%
Social Sciences	1268	1162	2430	751	800	1551	59.2%	68.8%	63.8%
Physical Sciences	689	210	899	404	130	534	58.6%	61.9%	59.4%
Biological Sciences	540	290	830	294	191	485	54.4%	65.9%	58.4%
Visual & Performing Arts	586	425	1011	302	255	557	51.5%	60.0%	55.1%
Engineering/ Comp Sci/Math/Stats	1882	511	2393	972	298	1270	51.6%	58.3%	53.1%
Health & Human Ecology	338	403	741	201	248	449	59.5%	61.5%	60.6%
Agriculture/ Nat Res/Env Sci	603	283	886	329	192	521	54.6%	67.8%	58.8%
Business	842	431	1273	400	234	634	47.5%	54.3%	49.8%
Education	412	678	1090	256	439	695	62.1%	64.7%	63.8%
Medical Schools & Health Professions	1115	851	1966	549	505	1054	49.2%	59.3%	53.6%
Other Professions	663	567	1230	377	372	749	56.9%	65.6%	60.9%
Combined Participation Rates	9867	6752	16619	5348	4265	9613	54.2%	63.2%	57.8%

Table 2.1 Means by academic area: Tenure Practices

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
clarity of tenure process	<b>3.84</b>	3.73	<b>3.85</b>	<b>3.75</b>	3.55	3.74	3.61	3.67	3.64	3.69	3.50	3.54
clarity of tenure criteria	<b>3.76</b>	3.67	<b>3.82</b>	<b>3.74</b>	3.44	3.60	3.49	3.53	3.53	3.56	3.47	3.43
clarity of tenure standards	<b>3.44</b>	<b>3.36</b>	<b>3.51</b>	3.32	3.22	3.25	3.23	3.26	3.22	3.18	3.22	3.06
clarity of tenure body of evidence	<b>3.68</b>	3.58	<b>3.67</b>	<b>3.60</b>	3.41	3.54	3.36	3.54	3.46	3.48	3.34	3.28
clarity of sense of achieving tenure	3.65	3.62	<b>3.69</b>	3.57	<b>3.66</b>	3.60	3.55	<b>3.69</b>	3.37	3.59	3.46	3.53
consistent messages about tenure from tenured colleagues	<b>3.23</b>	3.08	<b>3.34</b>	<b>3.16</b>	2.81	3.09	2.88	3.05	3.02	2.86	2.96	2.78
tenure decisions based on performance	3.76	<b>3.77</b>	<b>3.87</b>	<b>3.81</b>	3.51	3.74	3.51	3.73	3.50	3.39	3.70	3.44
upper limit on committee assignments	3.10	3.26	<b>3.51</b>	3.20	2.62	<b>3.40</b>	3.11	3.09	<b>3.67</b>	2.83	3.10	2.94
periodic, formal performance reviews	<b>3.53</b>	3.49	3.46	3.35	3.52	3.41	<b>3.62</b>	<b>3.65</b>	3.47	3.52	3.30	3.37
written summary of performance reviews	<b>3.48</b>	3.40	3.37	3.24	3.43	3.34	3.44	<b>3.54</b>	3.36	<b>3.51</b>	3.19	3.31

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 2.2 Means by academic area: Tenure Clarity

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
clarity of expectations: scholar	<b>3.87</b>	<b>3.83</b>	<b>3.98</b>	<b>3.83</b>	3.58	3.79	3.73	3.78	3.60	3.72	3.76	3.49
clarity of expectations: teacher	3.61	3.63	<b>3.77</b>	3.53	<b>3.77</b>	<b>3.75</b>	3.60	3.55	3.74	3.75	3.45	3.70
clarity of expectations: advisor	3.05	3.16	<b>3.36</b>	3.07	3.19	<b>3.36</b>	3.20	<b>3.21</b>	3.17	3.17	3.07	3.13
clarity of expectations: colleague in department	3.18	3.22	<b>3.31</b>	3.19	<b>3.28</b>	3.23	3.11	3.12	<b>3.25</b>	3.17	3.11	3.18
clarity of expectations: campus citizen	2.95	3.03	<b>3.07</b>	2.99	3.05	3.05	<b>3.11</b>	2.96	3.04	<b>3.06</b>	2.94	3.04
clarity of expectations: member of community	2.75	2.83	2.94	2.87	2.92	<b>3.05</b>	2.91	<b>2.98</b>	2.85	<b>2.95</b>	2.82	2.89

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 2.3 Means by academic area: Tenure Reasonableness

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
reasonableness of expectations: scholar	4.15	4.18	<b>4.37</b>	<b>4.21</b>	4.10	<b>4.19</b>	4.04	4.16	4.04	3.95	4.15	4.01
reasonableness of expectations: teacher	4.32	<b>4.37</b>	<b>4.38</b>	4.30	4.28	4.32	4.30	<b>4.36</b>	4.27	4.32	4.24	4.27
reasonableness of expectations: advisor	4.30	<b>4.32</b>	<b>4.39</b>	4.26	4.22	4.30	4.27	4.27	<b>4.32</b>	4.17	4.28	4.24
reasonableness of expectations: colleague in department	4.23	<b>4.42</b>	4.30	<b>4.40</b>	4.27	4.34	4.34	4.28	<b>4.37</b>	4.36	4.35	4.27
reasonableness of expectations: campus citizen	4.26	<b>4.35</b>	<b>4.32</b>	<b>4.32</b>	4.21	4.30	4.19	4.30	4.31	4.29	4.23	4.22
reasonableness of expectations: member of community	4.25	<b>4.37</b>	4.31	<b>4.39</b>	<b>4.36</b>	4.30	4.09	4.29	4.33	4.31	4.27	4.22

Means in **bold** are among the top three of the 12 comparable academic areas.



Table 2.4 Means by academic area: Nature of Work–Overall

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
way you spend your time as a faculty member	3.77	<b>3.78</b>	3.68	3.67	3.61	3.73	3.70	3.76	<b>3.95</b>	3.72	<b>3.85</b>	3.76
number of hours you work as a faculty member	<b>3.60</b>	<b>3.55</b>	3.44	3.42	3.15	3.48	3.18	3.53	<b>3.85</b>	3.34	<b>3.55</b>	3.50
quality of facilities	3.34	3.38	<b>3.58</b>	3.40	2.74	3.43	3.32	3.32	<b>3.75</b>	3.21	<b>3.64</b>	3.31
amount of access to TAs, RAs, etc.	2.95	3.04	<b>3.31</b>	<b>3.12</b>	2.75	<b>3.12</b>	3.08	3.09	<b>3.20</b>	2.78	3.08	2.96
clerical/administrative services	<b>3.77</b>	<b>3.63</b>	<b>3.63</b>	3.35	3.55	3.57	3.42	3.58	<b>3.67</b>	3.49	3.32	3.39
computing services	<b>3.63</b>	3.50	3.50	3.30	3.53	3.45	<b>3.63</b>	<b>3.65</b>	3.56	<b>3.74</b>	3.59	3.62

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 2.5 Means by academic area: Nature of Work–Teaching

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
level of courses you teach	4.13	4.09	4.15	4.13	4.07	4.11	<b>4.19</b>	<b>4.17</b>	4.12	<b>4.17</b>	4.09	<b>4.20</b>
number of courses you teach	<b>4.19</b>	3.98	<b>4.14</b>	3.85	3.63	3.87	3.98	<b>4.08</b>	3.93	3.92	3.99	3.93
degree of influence over which courses you teach	<b>4.35</b>	<b>4.28</b>	4.16	4.13	4.15	4.10	4.21	<b>4.26</b>	4.00	4.10	3.91	4.22
discretion over course content	<b>4.71</b>	<b>4.76</b>	4.51	4.56	<b>4.66</b>	4.40	4.60	<b>4.66</b>	4.45	4.56	4.29	4.60
number of students you teach	3.89	3.86	<b>4.03</b>	3.87	3.82	3.94	3.96	<b>4.09</b>	3.83	3.99	<b>4.01</b>	3.85
quality of undergraduate students	<b>3.56</b>	3.37	3.51	3.47	3.36	3.38	3.27	3.47	3.45	<b>3.53</b>	<b>3.88</b>	3.40
quality of graduate students	3.64	3.52	3.29	3.55	3.66	3.40	<b>3.83</b>	<b>3.83</b>	3.59	3.76	<b>3.91</b>	3.73
teaching services	<b>3.67</b>	3.62	<b>3.72</b>	3.54	3.50	3.54	3.63	<b>3.67</b>	3.63	3.64	3.52	3.58
upper limit on teaching obligations	<b>3.82</b>	<b>3.71</b>	<b>3.89</b>	3.51	2.98	3.64	3.46	3.42	3.66	3.48	3.32	3.39
professional assistance for improving teaching	3.33	<b>3.38</b>	3.32	3.29	3.17	3.34	3.35	<b>3.57</b>	<b>3.37</b>	3.29	3.25	3.31

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 2.6 Means by academic area: Nature of Work–Research

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
amount of time conduct research	2.98	2.98	3.02	2.93	2.48	<b>3.09</b>	2.88	3.08	<b>3.34</b>	2.71	<b>3.18</b>	2.69
expectations for finding external funding	3.01	<b>3.12</b>	<b>3.19</b>	3.05	2.71	2.98	2.84	2.93	<b>3.52</b>	2.86	3.00	2.87
influence over focus of research	<b>4.56</b>	<b>4.56</b>	4.44	<b>4.49</b>	4.33	4.19	4.21	4.28	4.46	4.24	4.28	4.35
research services	3.32	3.20	<b>3.51</b>	3.28	3.10	<b>3.33</b>	3.19	<b>3.36</b>	3.32	3.16	3.30	3.18
professional assistance in obtaining grants	2.80	2.71	<b>3.07</b>	2.66	2.59	<b>2.81</b>	2.72	2.77	2.59	<b>2.91</b>	2.79	2.48
travel funds	<b>3.47</b>	3.44	3.35	3.08	3.20	3.28	3.40	3.20	<b>3.84</b>	3.40	3.34	<b>3.63</b>
paid/unpaid research leave	<b>3.58</b>	<b>3.44</b>	<b>3.51</b>	3.15	3.06	3.03	2.86	2.99	2.77	2.78	2.95	3.10

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 2.7 Means by academic area: Work and Home

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
childcare	2.34	2.26	<b>2.68</b>	2.42	2.26	<b>2.61</b>	2.45	2.46	<b>2.71</b>	2.48	2.56	2.33
stop-the-clock	<b>3.55</b>	<b>3.53</b>	3.35	3.42	3.32	3.33	3.35	<b>3.49</b>	3.35	3.37	3.29	3.29
spousal/partner hiring program	2.74	2.68	<b>2.79</b>	<b>2.92</b>	2.57	2.68	2.67	2.71	2.57	2.56	<b>2.91</b>	2.66
elder care	2.78	<b>2.97</b>	<b>2.92</b>	2.71	2.80	<b>3.00</b>	2.71	2.76	2.91	2.66	2.75	2.39
modified duties for parental or other family reasons	<b>3.22</b>	2.96	<b>3.14</b>	2.75	2.83	<b>3.15</b>	3.00	3.00	2.92	2.91	3.02	3.03
part-time tenure-track positions	2.81	2.60	<b>3.10</b>	2.43	2.79	<b>3.02</b>	2.77	2.89	2.90	2.77	2.72	<b>3.03</b>
paid/unpaid personal leave	3.20	3.14	3.07	<b>3.23</b>	3.02	3.10	3.01	<b>3.42</b>	3.00	3.02	<b>3.33</b>	3.12
institution makes having children and tenure-track compatible	2.92	2.96	<b>3.12</b>	2.97	2.84	3.00	2.95	2.95	<b>3.17</b>	2.76	<b>3.07</b>	2.92

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 2.7 Means by academic area: Work and Home (continued)

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
institution makes raising children and tenure-track compatible	2.70	2.71	<b>2.94</b>	2.80	2.70	2.86	2.84	2.75	<b>3.04</b>	2.66	<b>2.95</b>	2.76
colleagues make having children and the tenure track compatible	<b>3.56</b>	3.54	<b>3.59</b>	3.44	3.44	3.37	<b>3.56</b>	3.42	<b>3.57</b>	3.43	3.52	3.45
colleagues make raising children and the tenure track compatible	<b>3.53</b>	3.44	<b>3.53</b>	3.40	3.40	3.37	3.50	3.44	<b>3.55</b>	3.43	3.50	3.42
colleagues are respectful of efforts to balance work/home	3.75	3.78	3.67	3.72	3.60	3.72	<b>3.96</b>	3.89	<b>3.97</b>	3.77	<b>3.92</b>	3.82
ability to balance between professional and personal time	<b>2.91</b>	<b>2.91</b>	2.79	2.82	2.47	2.87	2.80	2.86	<b>3.38</b>	2.77	<b>2.94</b>	2.90

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 2.8 Means by academic area:  
Climate, Culture, and Collegiality

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
formal mentoring	2.96	2.90	<b>3.01</b>	2.88	2.91	2.92	<b>2.97</b>	<b>3.14</b>	2.80	2.91	2.85	2.95
peer reviews of teaching or research	<b>3.20</b>	3.13	<b>3.22</b>	3.06	3.11	3.14	<b>3.20</b>	<b>3.30</b>	3.13	3.18	3.09	3.04
informal mentoring	<b>3.58</b>	3.54	<b>3.62</b>	3.54	3.45	3.48	3.51	<b>3.68</b>	3.28	3.46	3.47	3.35
fairness of immediate supervisor's evaluations	<b>4.09</b>	3.98	3.91	3.89	3.99	3.89	3.99	<b>4.14</b>	3.85	3.91	3.99	<b>4.00</b>
interest tenured faculty take in your professional development	<b>3.60</b>	3.55	<b>3.61</b>	3.48	3.47	3.39	3.47	<b>3.56</b>	3.44	3.33	3.48	3.37
opportunities to collaborate with tenured faculty	3.29	3.22	<b>3.73</b>	<b>3.61</b>	3.42	3.36	3.26	3.59	3.16	3.16	<b>3.63</b>	3.14
value faculty in your department place on your work	<b>3.65</b>	3.51	3.55	3.25	3.45	3.37	3.57	<b>3.76</b>	<b>3.69</b>	3.32	3.65	3.56
amount of professional interaction with tenured colleagues	3.53	3.42	<b>3.61</b>	3.47	3.53	3.34	3.41	<b>3.54</b>	3.40	3.41	<b>3.62</b>	3.41
amount of personal interaction with tenured faculty	<b>3.80</b>	<b>3.73</b>	<b>3.70</b>	3.57	<b>3.70</b>	3.50	3.57	3.57	3.67	3.62	3.65	3.66
amount of professional interaction with pre-tenure faculty	3.88	<b>3.91</b>	3.81	<b>3.93</b>	3.80	3.71	3.84	3.77	3.83	3.89	<b>3.92</b>	3.85

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 2.8 Means by academic area:  
Climate, Culture, and Collegiality (continued)

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
amount of personal interaction with pre-tenure faculty	<b>4.09</b>	<b>4.11</b>	3.84	<b>4.01</b>	3.87	3.78	3.95	3.75	3.94	4.00	3.88	<b>4.01</b>
how well you fit	<b>3.78</b>	3.74	3.72	3.60	<b>3.79</b>	3.67	3.74	3.70	3.76	3.72	3.73	<b>3.80</b>
intellectual vitality of tenured colleagues	<b>3.47</b>	3.47	<b>3.63</b>	3.41	3.41	3.35	3.42	3.39	3.32	3.29	<b>3.60</b>	3.32
intellectual vitality of pre-tenure colleagues	<b>4.12</b>	<b>4.13</b>	3.99	4.05	3.95	3.87	3.93	4.06	<b>4.07</b>	3.84	3.95	3.97
participation in governance of institution	<b>3.81</b>	3.61	3.51	3.42	3.66	3.47	3.59	3.50	<b>3.77</b>	3.76	3.63	<b>3.80</b>
participation in governance of department	<b>3.96</b>	3.83	3.71	3.54	3.64	3.65	<b>3.84</b>	3.63	<b>3.84</b>	3.83	3.68	<b>3.88</b>
on the whole, institution is collegial	4.06	4.09	4.17	4.08	3.91	3.92	3.97	<b>4.19</b>	<b>4.22</b>	3.94	<b>4.24</b>	4.02

Means in **bold** are among the top three of the 12 comparable academic areas.

**Table 2.9 Means by academic area: Compensation & Benefits**

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
financial assistance with housing	2.23	2.24	<b>2.55</b>	2.39	2.21	2.46	2.26	2.24	<b>2.73</b>	2.27	<b>2.60</b>	2.28
tuition waivers	2.83	2.75	<b>3.00</b>	2.79	2.41	2.99	2.45	<b>3.14</b>	2.94	2.66	<b>3.28</b>	2.81
compensation	3.00	3.12	3.32	3.32	2.77	<b>3.46</b>	3.13	<b>3.42</b>	<b>3.81</b>	2.94	3.34	3.07

Means in **bold** are among the top three of the 12 comparable academic areas.



Table 2.10 Means by academic area: Global Satisfaction

	Humanities	Social Sciences	Physical Sciences	Biological Sciences	Visual & Performing Arts	Engineering/Comp Sci/ Math/Stats	Health & Human Ecology	Agriculture/Nat Res/ Env Sci	Business	Education	Medical Schools & Health Professions	Other Professions
department as a place to work	<b>3.94</b>	3.91	<b>3.94</b>	3.86	3.72	3.79	3.85	<b>3.92</b>	3.84	3.76	3.86	3.88
institution as a place to work	3.55	3.56	3.64	3.51	3.62	3.62	3.70	<b>3.73</b>	3.70	<b>3.72</b>	<b>3.79</b>	3.61
CAO cares about quality of life for pre-tenure faculty	3.00	3.11	3.20	2.99	3.30	3.19	3.27	3.31	<b>3.39</b>	<b>3.38</b>	3.30	<b>3.32</b>
would again choose to work at this institution	<b>4.14</b>	<b>4.08</b>	4.01	3.87	4.06	3.85	3.99	<b>4.10</b>	3.98	3.98	3.93	4.04
overall rating of institution	3.79	3.78	<b>3.93</b>	3.76	3.76	3.77	3.71	<b>3.84</b>	3.76	3.71	<b>3.81</b>	3.77

Means in **bold** are among the top three of the 12 comparable academic areas.

Table 3.1 Means by academic area and by gender:  
Tenure Practices

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
clarity of tenure process	3.88	3.80	<b>3.84*</b>	3.62	3.88	3.74	3.78	3.72	3.58	3.53	3.75	3.70
clarity of tenure criteria	3.76	3.77	<b>3.77*</b>	3.58	3.82	3.82	3.74	3.75	3.44	3.45	3.61	3.59
clarity of tenure standards	3.49	3.40	<b>3.46*</b>	3.26	3.52	3.45	3.38	3.24	3.22	3.22	3.26	3.20
clarity of tenure body of evidence	3.71	3.65	<b>3.70*</b>	3.46	3.70	3.56	3.63	3.56	3.42	3.39	3.55	3.47
clarity of sense of achieving tenure	<b>3.77*</b>	3.56	<b>3.78*</b>	3.46	3.71	3.62	3.67	3.44	3.72	3.61	3.63	3.50
consistent messages about tenure from tenured colleagues	3.30	3.18	<b>3.24*</b>	2.93	3.41	3.12	3.23	3.03	2.85	2.77	3.10	3.04
tenure decisions based on performance	3.79	3.74	<b>3.94*</b>	3.60	3.90	3.77	3.85	3.73	3.58	3.42	3.75	3.66
upper limit on committee assignments	3.12	3.09	3.31	3.20	3.54	3.40	3.22	3.17	2.73	2.51	3.40	3.37
periodic, formal performance reviews	3.47	3.57	3.45	3.52	3.46	3.47	3.34	3.35	3.45	3.62	3.38	3.50
written summary of performance reviews	3.42	3.53	3.37	3.42	3.38	3.34	3.26	3.19	3.37	3.51	3.31	3.44

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	clarity of tenure process	3.60	3.62	3.69	3.63	3.69	3.55	3.76	3.65	<b>3.59*</b>	3.39	3.49
clarity of tenure criteria	3.48	3.50	3.55	3.47	3.54	3.50	3.66	3.50	3.50	3.43	3.38	3.48
clarity of tenure standards	3.26	3.21	3.27	3.27	3.26	3.17	<b>3.34*</b>	3.09	3.29	3.13	3.06	3.07
clarity of tenure body of evidence	3.38	3.35	3.55	3.51	3.49	3.39	3.57	3.42	3.42	3.26	3.28	3.28
clarity of sense of achieving tenure	3.63	3.48	<b>3.78*</b>	3.55	<b>3.48*</b>	3.17	<b>3.76*</b>	3.50	3.54	3.38	3.58	3.48
consistent messages about tenure from tenured colleagues	3.04	2.77	3.06	3.03	3.06	2.93	2.93	2.82	3.03	2.87	2.79	2.77
tenure decisions based on performance	3.57	3.45	3.83	3.56	3.55	3.42	3.50	3.32	3.77	3.62	3.45	3.42
upper limit on committee assignments	3.24	2.98	3.13	3.04	3.62	3.74	<b>3.07*</b>	2.68	3.07	3.14	2.91	2.97
periodic, formal performance reviews	3.57	3.67	3.64	3.67	3.46	3.50	3.55	3.49	3.25	3.36	3.32	3.41
written summary of performance reviews	3.36	3.50	3.59	3.46	3.30	3.48	3.51	3.51	3.14	3.25	3.27	3.34

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.2 Means by academic area and by gender:  
Tenure Clarity

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
clarity of expectations: scholar	3.92	3.84	<b>3.97*</b>	3.70	3.97	4.01	3.90	3.76	3.55	3.61	3.80	3.73
clarity of expectations: teacher	3.58	3.64	<b>3.70*</b>	3.56	3.76	3.79	3.54	3.51	3.75	3.78	3.74	3.78
clarity of expectations: advisor	3.01	3.07	3.20	3.13	3.39	3.25	3.10	2.99	3.21	3.18	3.37	3.32
clarity of expectations: colleague in department	3.15	3.21	3.27	3.18	3.33	3.26	3.25	3.10	3.31	3.25	<b>3.27*</b>	3.05
clarity of expectations: campus citizen	2.91	2.99	3.04	3.01	3.08	3.05	3.02	2.93	3.03	3.09	3.07	2.96
clarity of expectations: member of community	2.69	2.80	2.87	2.79	2.95	2.88	2.88	2.86	2.89	2.97	3.07	3.00

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	clarity of expectations: scholar	3.77	3.70	3.81	3.70	3.67	3.49	3.80	3.67	3.83	3.69	3.44
clarity of expectations: teacher	3.56	3.64	3.53	3.59	3.73	3.76	3.81	3.71	3.42	3.49	3.64	3.77
clarity of expectations: advisor	3.21	3.19	3.20	3.25	3.17	3.18	3.23	3.14	3.11	3.03	3.09	3.16
clarity of expectations: colleague in department	3.18	3.05	3.12	3.13	3.28	3.19	3.21	3.13	3.15	3.07	3.10	3.25
clarity of expectations: campus citizen	3.12	3.11	2.95	3.01	3.05	3.03	3.13	3.02	2.95	2.94	2.96	3.11
clarity of expectations: member of community	2.89	2.94	2.99	2.97	2.86	2.83	3.01	2.91	2.81	2.84	2.81	2.96

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.3 Means by academic area and by gender:  
Tenure Reasonableness

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
reasonableness of expectations: scholar	3.87	3.79	<b>4.00*</b>	3.70	4.07	4.05	<b>3.90*</b>	3.62	3.65	3.62	3.83	3.72
reasonableness of expectations: teacher	3.86	3.96	<b>3.98*</b>	3.85	3.94	3.99	<b>3.93*</b>	3.68	3.84	3.90	3.94	3.93
reasonableness of expectations: advisor	3.49	3.56	3.65	3.60	3.81	3.74	3.67	3.48	3.59	3.50	3.76	3.66
reasonableness of expectations: colleague in department	3.58	3.58	3.75	3.65	3.71	3.72	3.77	3.58	3.68	3.53	3.67	3.60
reasonableness of expectations: campus citizen	3.43	3.50	3.58	3.58	3.55	3.60	3.55	3.47	3.45	3.42	3.52	3.59
reasonableness of expectations: member of community	3.33	3.36	3.56	3.49	3.51	3.46	3.50	3.43	3.43	3.45	3.54	3.57

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	reasonableness of expectations: scholar	<b>3.84*</b>	3.51	<b>3.88*</b>	3.64	<b>3.72*</b>	3.43	<b>3.86*</b>	3.51	<b>3.84*</b>	3.61	3.62
reasonableness of expectations: teacher	3.95	3.81	3.87	3.82	3.93	3.84	<b>4.04*</b>	3.79	3.75	3.71	3.92	3.91
reasonableness of expectations: advisor	3.71	3.50	3.63	3.63	3.64	3.63	<b>3.64*</b>	3.42	<b>3.60*</b>	3.42	3.64	3.58
reasonableness of expectations: colleague in department	3.65	3.53	3.62	3.48	3.76	3.70	3.69	3.54	3.64	3.53	3.61	3.64
reasonableness of expectations: campus citizen	3.56	3.49	3.52	3.49	3.59	3.61	3.63	3.50	3.46	3.41	3.54	3.58
reasonableness of expectations: member of community	3.42	3.42	3.53	3.52	3.48	3.49	3.54	3.47	3.40	3.37	3.45	3.50

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.4 Means by academic area and by gender:  
Nature of Work—Overall

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
way you spend your time as a faculty member	3.80	3.75	<b>3.91*</b>	3.65	3.73	3.52	3.73	3.57	3.68	3.53	<b>3.77*</b>	3.57
number of hours you work as a faculty member	<b>3.78*</b>	3.45	<b>3.73*</b>	3.39	3.52	3.19	3.47	3.33	3.33	2.97	<b>3.55*</b>	3.23
quality of facilities	3.36	3.33	<b>3.47*</b>	3.28	3.60	3.53	3.49	3.26	2.76	2.73	3.43	3.41
amount of access to TAs, RAs, etc.	2.97	2.93	<b>3.13*</b>	2.94	3.38	3.09	3.20	3.00	<b>2.97*</b>	2.47	3.14	3.05
clerical/administrative services	3.79	3.74	<b>3.73*</b>	3.52	<b>3.72*</b>	3.33	3.46	3.18	3.64	3.46	3.56	3.57
computing services	3.62	3.63	3.54	3.46	3.53	3.39	3.36	3.21	3.59	3.48	3.45	3.43

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.



	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	way you spend your time as a faculty member	<b>3.93*</b>	3.53	3.83	3.62	<b>4.07*</b>	3.75	<b>3.98*</b>	3.58	<b>3.96*</b>	3.72	3.85
number of hours you work as a faculty member	<b>3.52*</b>	2.98	3.53	3.49	<b>4.05*</b>	3.56	<b>3.66*</b>	3.19	<b>3.68*</b>	3.39	3.61	3.39
quality of facilities	3.50	3.18	3.34	3.28	3.76	3.73	3.32	3.16	3.69	3.59	3.33	3.30
amount of access to TAs, RAs, etc.	3.19	2.99	3.14	3.03	3.21	3.16	2.83	2.74	<b>3.18*</b>	2.95	3.05	2.86
clerical/ administrative services	3.54	3.32	3.63	3.50	3.64	3.71	<b>3.69*</b>	3.37	<b>3.44*</b>	3.19	<b>3.52*</b>	3.26
computing services	3.69	3.57	3.71	3.54	3.53	3.62	3.84	3.69	3.64	3.53	3.68	3.57

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.5 Means by academic area and by gender:  
Nature of Work–Teaching

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
level of courses you teach	4.11	4.16	4.14	4.04	4.12	4.25	4.14	4.14	4.10	4.02	4.11	4.10
number of courses you teach	4.19	4.20	4.04	3.93	4.15	4.08	<b>3.97*</b>	3.68	3.64	3.62	3.89	3.83
degree of influence over which courses you teach	4.37	4.34	<b>4.40*</b>	4.17	4.19	4.08	4.14	4.13	4.15	4.15	4.14	4.00
discretion over course content	4.72	4.71	<b>4.81*</b>	4.72	4.54	4.39	4.55	4.58	4.68	4.63	4.42	4.37
number of students you teach	3.84	3.94	3.88	3.83	4.07	3.90	3.96	3.75	3.86	3.77	3.97	3.87
quality of undergraduate students	3.47	3.63	3.35	3.38	3.47	3.62	3.47	3.49	3.36	3.36	3.35	3.47
quality of graduate students	3.57	3.69	3.55	3.47	3.31	3.21	3.54	3.57	3.62	3.72	3.39	3.43
teaching services	3.63	3.70	3.62	3.61	3.78	3.52	3.59	3.47	3.52	3.50	3.54	3.51
upper limit on teaching obligations	3.78	3.85	3.77	3.64	3.94	3.71	3.58	3.40	3.00	2.96	3.59	3.81
professional assistance for improving teaching	3.22	3.41	3.31	3.45	3.31	3.33	3.22	3.39	3.11	3.23	3.31	3.43

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	level of courses you teach	4.11	4.26	4.19	4.16	4.11	4.12	4.22	4.14	4.10	4.07	4.16
number of courses you teach	4.02	3.96	4.06	4.10	3.92	3.93	4.05	3.83	4.03	3.95	3.89	3.96
degree of influence over which courses you teach	4.26	4.18	4.30	4.23	4.00	4.00	<b>4.26*</b>	4.01	3.98	3.84	4.25	4.19
discretion over course content	4.62	4.58	4.68	4.65	4.47	4.41	<b>4.69*</b>	4.48	4.32	4.26	4.62	4.57
number of students you teach	3.89	4.03	4.14	4.05	3.86	3.75	4.11	3.92	<b>4.10*</b>	3.92	3.82	3.88
quality of undergraduate students	3.16	3.36	3.48	3.47	3.43	3.45	3.54	3.53	3.87	3.89	3.38	3.42
quality of graduate students	3.83	3.83	3.81	3.90	3.57	3.62	3.80	3.74	3.86	3.97	3.66	3.80
teaching services	3.64	3.62	3.66	3.68	3.55	3.75	3.72	3.59	3.55	3.49	3.53	3.63
upper limit on teaching obligations	3.61	3.32	3.39	3.47	3.65	3.66	<b>3.67*</b>	3.36	3.34	3.30	3.40	3.37
professional assistance for improving teaching	3.30	3.40	3.51	3.66	3.27	3.54	3.25	3.32	3.18	3.33	3.13	<b>3.50*</b>

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.6 Means by academic area and by gender:  
Nature of Work—Research

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
amount of time conduct research	<b>3.13*</b>	2.86	<b>3.24*</b>	2.72	<b>3.10*</b>	2.73	<b>3.10*</b>	2.65	2.61	2.35	<b>3.18*</b>	2.80
expectations for finding external funding	3.08	2.94	<b>3.23*</b>	3.02	3.23	3.05	3.13	2.92	2.72	2.70	3.00	2.91
influence over focus of research	4.54	4.58	<b>4.62*</b>	4.50	4.46	4.37	4.48	4.49	4.34	4.33	4.20	4.17
research services	3.32	3.33	3.28	3.12	3.52	3.43	3.37	3.10	3.18	3.02	3.33	3.29
professional assistance in obtaining grants	2.72	2.86	2.72	2.71	3.05	3.11	2.68	2.61	2.55	2.65	2.79	2.86
travel funds	3.37	3.55	3.48	3.41	3.34	3.38	3.05	3.14	3.15	3.25	3.22	<b>3.50*</b>
paid/unpaid research leave	3.47	3.68	3.39	3.50	3.52	3.47	3.03	3.35	2.93	3.22	2.95	<b>3.45*</b>

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	amount of time conduct research	<b>3.28*</b>	2.54	<b>3.18*</b>	2.86	<b>3.45*</b>	3.14	<b>3.08*</b>	2.50	<b>3.39*</b>	2.94	<b>2.85*</b>
expectations for finding external funding	<b>3.08*</b>	2.64	3.02	2.79	3.56	3.44	<b>3.07*</b>	2.74	<b>3.12*</b>	2.88	2.99	2.75
influence over focus of research	<b>4.37*</b>	4.07	4.29	4.24	4.51	4.38	4.37	4.17	4.31	4.25	4.41	4.30
research services	3.31	3.09	3.41	3.23	3.26	3.39	<b>3.39*</b>	3.03	3.35	3.23	3.27	3.10
professional assistance in obtaining grants	2.77	2.68	2.84	2.66	2.51	2.72	3.04	2.83	2.79	2.79	2.49	2.48
travel funds	3.47	3.35	3.18	3.21	3.81	3.93	3.49	3.35	3.28	3.41	3.60	3.66
paid/unpaid research leave	2.90	2.81	3.00	2.96	2.78	2.74	2.81	2.76	2.99	2.91	3.07	3.13

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.7 Means by academic area and by gender:  
Work and Home

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
childcare	2.32	2.36	2.29	2.23	2.78	2.39	2.56	2.17	2.35	2.14	2.64	2.47
stop-the-clock	3.36	<b>3.69*</b>	3.39	<b>3.65*</b>	3.24	3.63	3.25	3.61	3.24	3.38	3.14	<b>3.81*</b>
spousal/partner hiring program	2.66	2.81	2.65	2.69	2.79	2.79	2.93	2.92	2.54	2.58	2.66	2.73
elder care	2.88	2.67	2.82	3.09	2.80	3.40	2.93	2.29	2.67	3.00	3.02	2.67
modified duties for parental or other family reasons	3.30	3.15	2.92	2.99	3.13	3.08	2.72	2.73	2.88	2.79	3.01	3.48
part-time tenure-track positions	3.00	2.58	2.72	2.29	3.13	3.00	2.46	2.38	2.73	2.89	2.98	3.25
paid/unpaid personal leave	3.16	3.25	3.10	3.18	3.06	3.09	3.15	3.35	2.91	3.14	3.00	<b>3.49*</b>
institution makes having children and tenure-track compatible	2.94	2.91	<b>3.13*</b>	2.79	<b>3.26*</b>	2.71	3.06	2.82	<b>3.02*</b>	2.62	2.98	3.05
institution makes raising children and tenure-track compatible	2.80	2.63	<b>2.93*</b>	2.51	<b>3.05*</b>	2.63	<b>2.98*</b>	2.54	<b>2.07*</b>	2.49	2.87	2.78
colleagues make having children and the tenure track compatible	3.54	3.58	<b>3.69*</b>	3.40	3.63	3.45	3.53	3.30	3.47	3.39	3.37	3.37
colleagues make raising children and the tenure track compatible	3.55	3.52	<b>3.61*</b>	3.27	3.59	3.37	<b>3.54*</b>	3.18	3.41	3.38	3.38	3.34
colleagues are respectful of efforts to balance work/home	3.80	3.71	<b>3.99*</b>	3.59	3.74	3.43	3.83	3.54	3.69	3.52	3.73	3.71
ability to balance between professional and personal time	<b>3.02*</b>	2.82	<b>3.11*</b>	2.72	2.86	2.58	<b>2.98*</b>	2.57	<b>2.60*</b>	2.33	<b>2.94*</b>	2.66

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
childcare	2.54	2.35	2.48	2.41	2.75	2.65	2.62	2.40	2.67	2.42	2.42	2.24
stop-the-clock	3.25	3.40	3.24	<b>3.85*</b>	3.28	3.43	3.50	3.30	3.17	3.42	3.12	3.42
spousal/partner hiring program	2.86	2.39	2.58	2.95	2.57	2.56	2.75	2.45	2.92	2.90	2.65	2.66
elder care	2.88	2.50	2.88	2.25	2.90	2.91	3.00	2.33	2.78	2.70	2.65	2.00
modified duties for parental or other family reasons	2.87	3.14	3.26	2.64	2.94	2.92	3.00	2.91	2.91	3.15	2.98	3.06
part-time tenure-track positions	2.90	2.33	2.79	3.20	2.82	3.10	2.79	2.75	2.82	2.55	3.20	2.73
paid/unpaid personal leave	3.02	2.98	3.42	3.46	3.03	2.96	3.07	3.00	3.30	3.36	2.91	<b>3.31*</b>
institution makes having children and tenure-track compatible	3.12	2.81	3.06	2.80	3.23	3.03	<b>3.06*</b>	2.60	<b>3.20*</b>	2.91	3.00	2.84
institution makes raising children and tenure-track compatible	3.03	2.70	2.88	2.55	3.14	2.83	<b>2.93*</b>	2.51	<b>3.16*</b>	2.70	2.89	2.63
colleagues make having children and the tenure track compatible	3.60	3.53	3.50	3.31	3.68	3.36	3.55	3.37	<b>3.65*</b>	3.38	3.47	3.44
colleagues make raising children and the tenure track compatible	3.53	3.48	3.51	3.34	<b>3.70*</b>	3.27	3.58	3.35	<b>3.65*</b>	3.33	3.44	3.39
colleagues are respectful of efforts to balance work/home	4.18	3.82	<b>4.06*</b>	3.58	4.10	3.75	<b>4.24*</b>	3.56	3.97	3.86	3.79	3.86
ability to balance between professional and personal time	<b>3.15*</b>	2.51	<b>2.97*</b>	2.66	<b>3.52*</b>	3.13	<b>3.07*</b>	2.60	<b>3.17*</b>	2.69	<b>3.06*</b>	2.74

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.8 Means by academic area and by gender:  
Climate, Culture, and Collegiality

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
formal mentoring	2.86	3.03	2.88	2.91	3.01	3.01	2.91	2.84	2.94	2.89	2.88	3.02
peer reviews of teaching or research	3.11	3.27	3.17	3.09	3.18	3.35	3.09	3.01	3.08	3.17	3.17	3.03
informal mentoring	3.51	3.64	3.57	3.51	3.60	3.66	3.53	3.56	3.39	3.55	3.44	3.59
fairness of immediate supervisor's evaluations	4.11	4.07	<b>4.11*</b>	3.85	3.96	3.73	3.96	3.79	4.06	3.92	3.89	3.87
interest tenured faculty take in your professional development	3.57	3.62	3.60	3.50	3.66	3.42	3.54	3.37	3.55	3.40	3.38	3.40
opportunities to collaborate with tenured faculty	3.33	3.26	<b>3.37*</b>	3.07	<b>3.82*</b>	3.43	3.71	3.46	3.46	3.39	3.39	3.25
value faculty in your department place on your work	3.54	3.73	<b>3.69*</b>	3.35	3.68	3.17	3.33	3.13	3.57	3.35	3.42	3.20
amount of professional interaction with tenured colleagues	3.56	3.50	<b>3.52*</b>	3.33	<b>3.70*</b>	3.31	3.54	3.35	3.54	3.54	3.35	3.27
amount of personal interaction with tenured faculty	3.77	3.83	3.80	3.67	<b>3.77*</b>	3.44	3.64	3.48	3.69	3.73	3.50	3.51
amount of professional interaction with pre-tenure faculty	3.86	3.90	3.96	3.86	3.86	3.63	3.99	3.85	3.78	3.84	3.73	3.65
amount of personal interaction with pre-tenure faculty	4.04	4.14	4.13	4.09	3.88	3.73	4.01	4.02	3.82	3.94	3.78	3.79
how well you fit	3.75	3.80	<b>3.86*</b>	3.63	3.79	3.50	3.68	3.50	3.80	3.79	3.71	3.52
intellectual vitality of tenured colleagues	3.47	3.47	3.49	3.44	3.66	3.50	3.44	3.37	3.37	3.47	3.34	3.37

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.



	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	formal mentoring	3.04	2.90	3.18	3.06	2.80	2.81	3.02	2.85	2.89	2.81	2.86
peer reviews of teaching or research	3.25	3.17	3.34	3.24	3.20	3.01	3.33	3.09	3.08	3.11	3.02	3.07
informal mentoring	3.48	3.54	3.66	3.71	3.32	3.21	3.45	3.47	3.46	3.47	3.34	3.36
fairness of immediate supervisor's evaluations	4.06	3.93	4.17	4.10	3.84	3.86	4.01	3.85	4.08	3.89	3.97	4.02
interest tenured faculty take in your professional development	3.53	3.42	3.59	3.53	3.50	3.34	3.45	3.26	3.56	3.39	3.39	3.36
opportunities to collaborate with tenured faculty	<b>3.57*</b>	3.03	3.71	3.42	3.25	3.01	3.33	3.07	<b>3.79*</b>	3.45	3.21	3.07
value faculty in your department place on your work	3.79	3.49	3.83	3.66	3.63	3.78	3.53	3.21	3.76	3.52	3.53	3.59
amount of professional interaction with tenured colleagues	3.54	3.32	3.64	3.39	3.46	3.29	3.52	3.35	<b>3.78*</b>	3.44	3.44	3.38
amount of personal interaction with tenured faculty	3.65	3.52	3.66	3.45	3.74	3.57	3.69	3.59	3.70	3.59	3.65	3.68
amount of professional interaction with pre-tenure faculty	3.90	3.81	<b>3.88*</b>	3.61	3.84	3.81	3.93	3.87	3.97	3.88	3.86	3.84
amount of personal interaction with pre-tenure faculty	4.00	3.92	3.84	3.59	3.94	3.95	4.00	4.01	3.86	3.90	4.01	4.01
how well you fit	3.82	3.69	3.75	3.62	<b>3.87*</b>	3.58	3.74	3.73	3.77	3.68	3.83	3.78
intellectual vitality of tenured colleagues	3.42	3.42	3.40	3.39	3.33	3.28	3.25	3.30	3.69	3.49	3.35	3.29

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.8 Means by academic area and by gender:  
Climate, Culture, and Collegiality (continued)

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
intellectual vitality of pre-tenure colleagues	4.03	4.18	4.12	4.14	4.02	3.86	3.96	4.17	4.04	3.84	3.81	3.99
participation in governance of institution	3.78	3.84	3.70	3.54	3.42	3.65	3.31	3.59	3.70	3.64	3.43	3.57
participation in governance of department	4.03	3.91	3.97	3.71	3.70	3.65	3.52	3.58	3.72	3.57	3.60	3.80
on the whole, institution is collegial	4.00	4.11	<b>4.29*</b>	3.91	4.20	4.04	4.12	4.02	3.95	3.91	3.89	3.98

Table 3.9 Means by academic area and by gender:  
Compensation and Benefits

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
financial assistance with housing	2.24	2.22	2.16	2.34	2.46	2.96	2.35	2.45	2.18	2.25	2.44	2.53
tuition waivers	2.69	2.95	2.65	2.84	3.12	2.50	2.76	2.78	2.00	<b>3.08*</b>	2.90	3.32
compensation	2.92	3.07	3.17	3.07	3.25	3.51	3.26	3.41	2.75	2.80	3.43	3.52

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	intellectual vitality of pre-tenure colleagues	4.03	3.88	4.04	4.10	4.11	4.01	3.94	3.78	3.98	3.92	4.01
participation in governance of institution	3.65	3.56	3.48	3.54	3.86	3.65	3.91	3.67	3.57	3.68	3.77	3.85
participation in governance of department	3.84	3.82	3.65	3.66	3.81	3.90	4.00	3.74	3.68	3.68	3.88	3.88
on the whole, institution is collegial	4.10	3.89	4.30	4.03	4.23	4.20	4.13	3.86	4.28	4.20	4.01	4.05

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	financial assistance with housing	2.28	2.21	2.16	2.42	2.79	2.58	2.39	2.20	2.62	2.58	2.25
tuition waivers	2.05	2.74	3.10	3.33	2.95	2.94	2.55	2.73	3.31	3.24	2.73	2.93
compensation	3.09	3.17	3.35	3.54	3.71	3.95	3.06	2.88	3.41	3.27	3.00	3.15

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

Table 3.10 Means by academic area and by gender:  
Global Satisfaction

	Humanities		Social Sciences		Physical Sciences		Biological Sciences		Visual & Performing Arts		Engineering/ Comp Sci/ Math/Stats	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
department as a place to work	3.91	3.96	<b>3.99*</b>	3.81	4.00	3.74	3.94	3.74	3.76	3.69	3.79	3.78
institution as a place to work	3.52	3.58	3.61	3.50	3.65	3.58	3.51	3.48	3.66	3.58	3.60	3.65
CAO cares about quality of life for pre-tenure faculty	3.00	3.00	3.20	3.00	3.23	3.10	3.02	2.93	3.30	3.29	3.18	3.22
would again choose to work at this institution	4.12	4.16	<b>4.17*</b>	3.98	4.04	3.89	3.90	3.82	4.07	4.04	3.82	3.93
overall rating of institution	3.76	3.81	<b>3.87*</b>	3.68	3.94	3.89	3.80	3.70	3.79	3.73	3.75	3.79

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.

	Health & Human Ecology		Agriculture/ Nat Res/ Env Sci		Business		Education		Medical Schools & Health Professions		Other Professions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
department as a place to work	3.94	3.78	3.97	3.84	3.89	3.76	3.83	3.74	3.89	3.82	3.87	3.88
institution as a place to work	3.79	3.64	3.72	3.75	3.72	3.66	3.79	3.67	3.76	3.82	3.61	3.60
CAO cares about quality of life for pre-tenure faculty	3.37	3.18	3.22	3.48	3.34	3.45	3.49	3.32	3.36	3.24	3.33	3.31
would again choose to work at this institution	4.02	3.98	4.10	4.10	3.99	3.94	4.14	3.89	3.89	3.98	4.08	4.01
overall rating of institution	3.76	3.67	3.85	3.82	3.78	3.72	3.83	3.65	3.86	3.74	3.78	3.76

\* Means in **bold** are higher by statistically significant margin through the comparable subgroup's mean.





