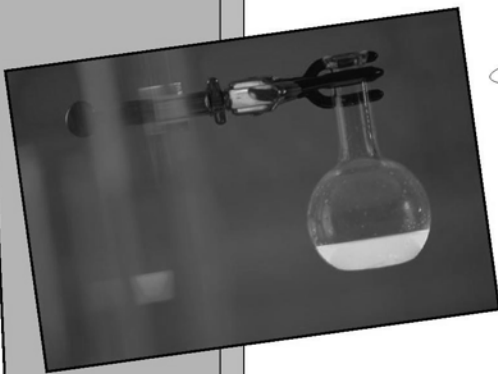




THE STUDY OF NEW SCHOLARS

Tenure -Track Faculty Job Satisfaction Survey©

GENDER: STATISTICAL REPORT [Universities]



By Dr. Cathy A. Trower and Dr. Jared L. Bleak

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Recommended citation:

Study of New Scholars. *Gender: Statistical Report* [Universities]. By Cathy A. Trower and Jared L. Bleak. Cambridge, MA: Harvard Graduate School of Education, 2004.

Cover design by: William R. Trower

Acknowledgements

This study was made possible with the support of The Ford Foundation and The Atlantic Philanthropies. The Ford Foundation and The Atlantic Philanthropies are not responsible for the report's conclusions and do not endorse activities that influence legislation.

We are grateful to the following individuals who contributed to this study: Dr. Richard Chait, Ms. Janice Ballou, Dr. Hester Fuller, and Ms. Heidi Short, and Dr. Rosita Thomas.

A special thanks to our pilot institutions¹ for agreeing to participate in this research project and to the junior faculty who took time out of their busy schedules to complete the survey. Thanks also to the focus group participants and to those who agreed to be interviewed.

Research Note: Results Vary By Institution

This report presents aggregate statistical findings; that is, data presented here compared males and females across the six research universities in our sample. Thus, while males and females are differentially satisfied *across all* institutions, they are not differentially satisfied *at each* institution. In fact, on three campuses, males and females are equally satisfied on the dimensions studied in this survey.

¹ Brown University, Duke University, University of Arizona, University of California at Berkeley, University of Illinois-Urbana Champaign, University of Washington.

Biographies

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**The Study of New Scholars
Gender: Statistical Report
[Universities]**

Executive Summary

The Study of New Scholars survey of full-time tenure-track faculty at six research universities reveals important gender differences in workplace satisfaction.

Of the 28 measures of workplace satisfaction measured in this study, junior faculty women were significantly less satisfied than men on 19 – two out of three. Conversely, in no area were males significantly less satisfied than females. In 9 areas there was no difference in the satisfaction levels of males and females.

- ❖ Females rated their institution as a workplace significantly lower than males.
- ❖ Females rated their global satisfaction with their department and with their institution significantly lower than males.
- ❖ Females were significantly less likely than males to recommend their department to a candidate for a tenure-track position.

Females were significantly less satisfied than males with the following:

- ❖ **Elements of Work & Expectations.**
 - Expectations for how to spend time
 - Expectations for research output
 - Expectations for the amount of outside funding needed
 - Time available for research
 - Resources available to support work
 - Professional assistance for proposal writing and locating outside funds
- ❖ **Relationships.**
 - Commitment of the department chair to their success
 - Commitment of senior faculty to their success
 - Interest senior faculty take in their professional development
 - Opportunities to collaborate with senior faculty
 - Professional interactions they have with senior colleagues
 - Quality of mentoring they receive from senior faculty
 - How well they fit in their department
- ❖ **Diversity, Salary, Work-Life Balance.**
 - The racial diversity of the faculty in their department
 - The ethnic diversity of the faculty in their department
 - Their salary
 - The balance between their personal and professional lives

Other significant gender differences were found concerning tenure, pressure to conform, and fairness.

❖ **Tenure.**

- Males felt significantly clearer than females about their prospects for tenure.
- Males felt significantly clearer than females about the expectations for scholarly performance.
- Male were significantly more likely than females to believe that tenure decisions in their department are based primarily on performance rather than on politics, relationships, or demographic characteristics.
- Females were significantly more likely than males to believe that expectations for scholarship had changed for the worse for them since they started on the tenure-track at their institution.
- Females were significantly more likely than males to report having received mixed messages from senior faculty about the requirements for tenure.

❖ **Pressure to conform.**

- Females reported feeling significantly more pressure than males to conform to departmental colleagues in three areas: Political views, personal behavior, and attire.

❖ **Fair treatment.**

- Males were significantly more likely than females to agree that their department treats all junior faculty fairly compared to one another.

The Study of New Scholars

Purpose. Our purpose is twofold. 1) To make the academy a more equitable and appealing place for new faculty to work in order to ensure that academic institutions attract the best and brightest scholars and teachers; and, 2) To increase the recruitment, retention, status, success, and satisfaction of women and minority faculty members.

Process. In order to fulfill our purpose, we began with focus groups in 2001 of junior faculty from representative institutions. Using those data, we created a junior faculty survey (see appendix 1) that measures workplace satisfaction with factors that enable productive and successful careers. We sought the participation of 6 premier research universities (members of the Association of American Universities), reported on here, and several top-ranked liberal arts colleges (*U.S. News & World Report*) to participate in a pilot study, reported on in separate papers.

The pilot study will be followed by a national rollout to the remaining AAU institutions and top-ranked liberal arts colleges that wish to participate.

The survey allows us to gauge and compare the institutional policies and practices; assess satisfaction levels of junior faculty across participating institutions; and identify the institutional characteristics and personnel practices of the best places to work, with a special focus on women and minorities.

What Makes a Great Academic Workplace?

During focus groups, junior faculty told us that a great academic workplace is one that provides a variety of factors in each of five key areas: tenure, the work itself and workload, support for professional development, the climate, and the quality of life.

❖ Tenure

- Clarity of tenure processes, expectations, and procedures
- Transparency of tenure process
- Consistency of tenure practices, expectations, and messages
- Equity in the application of tenure standards
- Flexibility in tenure timeline
- Feedback on progress toward tenure
- Some understanding of the chances of receiving tenure
- Reasonable performance expectations for research, teaching, and service
- Tenure decisions based on performance rather than other factors (e.g., politics, relationships, or demographic characteristics)

❖ **Work/Workload**

- Clear and reasonable expectations for how work time should be spent
- Reasonable expectations regarding the level and number of courses taught
- High quality students and a reasonable class size
- Clear and reasonable research expectations
- Enough time for research
- Amount of research funding expected
- Equity in the assigned teaching, advising, and service workload
- Ability to balance personal and professional life

❖ **Professional Development/Support**

Interpersonal relationships

- Fair treatment
- A department chair who is committed to one's success
- A senior faculty that is committed to one's success
- A senior faculty that takes an interest in one's progress and well-being
- Opportunities to collaborate with senior faculty
- A good "fit" (feeling comfortable) in one's department
- High quality mentoring

Other dimensions of support

- Nice physical setting for work
- Resources available to support the work
- Discretion over course content
- Influence over one's research program
- Competent, professional assistance with writing proposals/securing funds
- Attractive salary and benefits

❖ **Climate**

- Little or no pressure to conform to colleagues re: areas of research, methodology, political views, personal behavior, attire.
- Enjoyable professional interactions with senior colleagues
- Good racial, ethnic, and gender faculty diversity in one's department

❖ **Policy Provisions**

- Formal mentoring programs
- Periodic, formal performance reviews
- Written summary of performance reviews
- Professional assistance in obtaining externally funded grants
- Professional assistance to improve teaching
- Travel funds to present papers or conduct research
- Paid research leave during the probationary period
- An upper limit on service obligations during the probationary period
- Affordable, quality childcare
- Financial assistance with housing
- Stop-the-tenure-clock for parental or other family reasons
- Personal leaves during the probationary period

University Sample and Response Rates

In the Spring of 2002, the survey was sent to all full-time tenure-track faculty at 6 (2 private and 4 public) research universities in the United States; 1,614 individuals (587 females, 1,027 males) received the survey. A total of 983 university faculty members responded to the survey for a university response rate of 61%. The number of university survey respondents, who reported race and gender, is shown in the table below.

Race and Gender, University Respondents

Race	Females	Males
White, non-Hispanic	297	442
Asian American/Pacific Islander	36	76
Hispanic	15	24
African American	12	11
Multi-racial	10	10
Native American	2	2
Other	14	7
Race not reported	3	25
Total	389	597

Findings

The next several sections of this report provide data that may help explain why men and women are differentially successful in the academy², especially at our nation's top research universities. They are certainly differentially satisfied.

Throughout the following sections, you will note *f-values* and *t-values*. Both are measures of statistical significance; that is, conducting f-tests and t-tests allow researchers to demonstrate whether there are differences between more than two scores (in the case of f-tests) or two scores (in the case of t-tests).

² **National Data** (from the National Research Council and the National Center for Education Statistics)

Doctoral degrees. Women earned 21% of all doctorates awarded in the 1970s, 34% in the 1980s, and 39% in the 1990s.

Instructional faculty. Women were 29% of the instructional faculty in 1979; 30% in 1989, and 41% in 1999.

Full-time faculty. Women hold 35% of the full-time faculty positions in the U.S., but at the top 20 research universities, that percentage falls to 26%.

Rank. The rank of full professor at research universities was comprised of 6% females in 1980 and 12% in 1996. Of all the full-time faculty members at the top 20 research universities, 8% are female full professors and 45% are male full professors. At any given age, men are more likely to be in higher rank.

Tenure status. The percentage of women with tenure compared to men with tenure in 1980, 1990, and in 2000 was 50% v. 70%, 45% v. 68%, and 51% v. 69%, respectively. The under-representation of women among the tenured faculty is largest at research universities, even after controlling for differences in age and field.

The number of asterisks following each f-value or t-value denotes the level of statistical significance as follows: * $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$. One asterisk means that we are 95% confident that there is a difference between the scores and that it occurred because there really is a difference and not because of chance, two asterisks -- 99% confident, and three asterisks -- 99.9% confident.

SECTION I: DEMOGRAPHICS

Survey respondents reported basic demographic characteristics, including: 1) Start of current academic appointment; 2) Academic rank (to rule out any full professors); 3) Whether or not they hold a joint appointment; 4) Race; 5) Gender; 6) Annual salary; and, 7) Whether or not they have children under the age of 18 living at home with them (and how many).

Table I.1. Please indicate the year in which your current faculty appointment began.

Female			Male		
Fall 2000 to Spring 2003	Fall 1997 to Spring 2000	Before Fall 1997	Fall 2000 to Spring 2003	Fall 1997 to Spring 2000	Before Fall 1997
61%	32%	7%	65%	29%	6%

Table I.2.A. What is your academic field? [Number of respondents]

Female					Male				
Natural Sciences	Social Sciences	Humanities	Professions	Other Fields	Natural Sciences	Social Sciences	Humanities	Professions	Other Fields
65	88	102	123	6	187	82	92	217	6

Table I.2.B. What is your academic field? [Percentage distribution by gender]

	Natural Sciences	Social Sciences	Humanities	Professions
Female	26%	52%	53%	36%
Males	74%	48%	47%	64%

Table I.3. What is your rank?

Female				Male			
Professor	Associate Professor	Assistant Professor	Instructor or Lecturer	Professor	Associate Professor	Assistant Professor	Instructor or Lecturer
0	5%	95%	0	0	8%	92%	0

Table I.4. Do you hold a joint appointment (formal responsibilities in more than one department)?

Female	Male
13%	10%

Table I.5. What is your gender?

Female				Male			
Sample Number	Sample Percent	Respondents Number	Respondents Percent	Sample Number	Sample Percent	Respondents Number	Respondents Percent
587	36%	389	39%	1,027	64%	597	61%

Table I.6. What is your race? [NOTE: Some sample race data missing or not reported.]

Faculty of Color				White Faculty			
Sample Number	Sample Percent	Respondents Number	Respondents Percent	Sample Number	Sample Percent	Respondents Number	Respondents Percent
266	24%	219	23%	833	76%	739	77%

Table I.7. What is your annual salary? (A=less than \$30,000, B=\$30,000 to \$44,999, C=\$45,000 to \$59,999, D=\$60,000 to \$74,999, E=\$75,000 to \$89,999, F=\$90,000 or more).

Female						Male					
A	B	C	D	E	F	A	B	C	D	E	F
0	9%	58%	17%	10%	6%	0	6%	35%	26%	18%	14%

Table I.8. Do you have children under the age of 18 living with you at home?

Female				Male			
No children	1 child	2 children	3+ children	No children	1 child	2 children	3+ children
60%	23%	16%	1%	53%	22%	20%	5%

Significant Gender Differences: Demographics

- **Salary.** There is a statistically significant difference in salary between males and females; males earn significantly more than females ($f = 61.25$)***. However, this could be due to rank, experience, or academic field. There is a significant main effect of academic area on salary ($f = 71.95$)***. Faculty in the Professions (where there are more males) have significantly higher salaries than faculty in the other academic areas. Faculty in the Humanities (where there are more females) have the lowest salaries. There is a significant main effect of academic area on academic rank ($f = 3.08$)*. Faculty in the Professions and Natural Sciences have the highest academic rank; Social Sciences faculty the lowest.
- **Children Living at Home.** There is a significant main effect of gender on the number of children under the age of 18 living at home. Males were significantly more likely than females to have children under the age of 18 living with them at home ($f = 16.84$)***.

SECTION II: TENURE

Tenure clarity. There were five survey measures surrounding tenure clarity including: process, criteria, standards, body of evidence, and chances.

- ❖ Junior faculty were most clear about the tenure process (29% very clear) and the tenure criteria (25% very clear).
- ❖ Junior faculty were least clear about tenure standards; nearly one third of the faculty were unclear on this dimension. Junior faculty were next least clear about their tenure prospects, followed by the body of evidence required to stand for tenure.

Table II.1. Tenure clarity, overall.

How clear are you re:	Unclear	Fairly Clear	Very Clear
A. Process	11%	59%	29%
B. Criteria	15%	60%	25%
C. Standards	31%	54%	15%
D. Body of evidence	22%	54%	24%
E. Prospects	24%	52%	23%

Gender Tables

Table II.1.A. I find the tenure process in my department to be...

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
13%	59%	28%	11%	59%	30%

Table II.1.B. I find the tenure criteria (the things that are evaluated) in my department to be...

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
16%	59%	25%	14%	61%	25%

Table II.1.C. I find the tenure standards (the performance threshold) in my department to be...

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
33%	55%	12%	30%	54%	16%

Table II.1.D. How clear are you about the body of evidence that will be considered in making your tenure decision?

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
24%	52%	23%	21%	56%	24%

Table II.1.E. How clear to you are your own prospects for earning tenure?

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
27%	54%	19%	23%	51%	26%

Tenure expectations clarity. There were five survey measures about the clarity of tenure expectations including: as a scholar, a teacher, an advisor, a colleague, and a campus citizen.

- ❖ Junior faculty were most clear about the expectations for scholarship (13% unclear).
- ❖ Junior faculty were least clear about campus citizenship and collegueship (42% and 35% unclear, respectively).

Table II.2. Tenure expectations clarity, overall.

Expectations as a(n)...	Unclear	Fairly Clear	Very Clear
A. Scholar	13%	45%	41%
B. Teacher	17%	57%	26%
C. Advisor to students	36%	49%	15%
D. Colleague in the department	35%	48%	16%
E. Campus citizen	42%	46%	13%

Gender Tables

Table II.2.A. Is what's expected in order to earn tenure clear to you regarding your performance as a scholar?

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
19%	44%	37%	10%	46%	44%

Table II.2.B. Is what's expected in order to earn tenure clear to you regarding your performance as a teacher?

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
17%	57%	26%	17%	57%	26%

Table II.2.C. Is what's expected in order to earn tenure clear to you regarding your performance as an advisor to students?

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
37%	43%	19%	36%	52%	13%

Table II.2.D. Is what's expected in order to earn tenure clear to you regarding your performance as a colleague in your department?

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
38%	45%	17%	34%	51%	16%

Table II.2.E. Is what's expected in order to earn tenure clear to you regarding your performance as a campus citizen?

Female			Male		
Unclear	Fairly Clear	Very Clear	Unclear	Fairly Clear	Very Clear
42%	43%	15%	41%	48%	11%

Have expectations changed? The survey asked faculty whether they felt that the expectations for tenure concerning scholarship, teaching, advising, collegueship, or campus citizenship had changed since they started on the tenure-track, and if so, how they thought those changes had, or would, affect them.

- ❖ Slightly more than half of faculty reported that expectations had not changed in any of the five areas (i.e., scholarship, teaching, advising, collegueship, and campus citizenship) since they started employment.
- ❖ For those who reported that expectations had changed, most reported that it was too soon to tell how the changes would affect them, or that the change had been neither for the better nor for the worse for them.

Table II.3. Have tenure expectations changed? Overall.

In the area of...	Worse	Neither Better nor Worse	Better	Too Soon To Tell	Have Not Changed
A. Scholarship	13%	13%	4%	17%	53%
B. Teaching	8%	17%	6%	16%	55%
C. Advising	6%	18%	3%	17%	56%
D. Collegueship	6%	17%	3%	18%	56%
E. Campus citizenship	6%	17%	3%	19%	54%

Gender Tables

Table II.3.A. Since you were appointed, have expectations for tenure changed regarding scholarship? If so, please indicate whether the changes have been better or worse for you.

Female					Male				
Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed	Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed
18%	9%	3%	19%	51%	11%	14%	4%	16%	54%

Table II.3.B. Since you were appointed, have expectations for tenure changed regarding teaching

Female					Male				
Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed	Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed
9%	14%	7%	18%	53%	7%	18%	6%	14%	55%

Table II.3.C. Since you were appointed, have expectations for tenure changed regarding advising

Female					Male				
Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed	Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed
8%	16%	3%	17%	56%	4%	19%	3%	17%	57%

Table II.3.D. Since you were appointed, have expectations for tenure changed regarding collegueship

Female					Male				
Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed	Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed
7%	15%	3%	19%	56%	6%	18%	3%	17%	56%

Table II.3.E. Since you were appointed, have expectations for tenure changed regarding campus citizenship?

Female					Male				
Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed	Worse	Neither Better nor Worse	Better	Too Soon to Tell	Have not Changed
7%	16%	2%	20%	55%	5%	19%	3%	19%	54%

Have you received mixed messages about tenure from senior colleagues?

- ❖ Nearly half of all faculty respondents agreed either strongly (16%), or somewhat (33%) that they had received mixed messages from senior colleagues about the requirements for tenure.

Table II.4. I have received mixed messages about tenure requirements from senior colleagues, overall.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
16%	33%	13%	18%	19%

Table II.4.A. I have received mixed messages about tenure requirements from senior colleagues, by gender.

Female					Male				
Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
22%	36%	10%	15%	17%	13%	31%	16%	20%	21%

Are tenure decisions based primarily on performance?

- ❖ Almost three fourths of faculty agreed either strongly (34%) or somewhat strongly (38%) that tenure decisions are based more on performance criteria than on politics, relationships or demographics.

Table II.5. From what I can gather, tenure decisions in my department are based primarily on performance rather than on politics, relationships, or demographics, overall.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
34%	38%	8%	14%	7%

Table II.5.A. From what I can gather, tenure decisions in my department are based primarily on performance rather than on politics, relationships, or demographics, by gender.

Female					Male				
Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
30%	38%	7%	18%	7%	36%	38%	9%	11%	6%

Significant Gender Differences: Tenure

- Male junior faculty felt significantly clearer than did female junior faculty about their prospects for tenure ($t = 2.1797$)*.
- Male junior faculty felt significantly clearer than did female junior faculty about the expectations for scholarly performance ($t = 3.6553$ ***).
- Female junior faculty were significantly more likely than male junior faculty to feel that the expectations for scholarship have changed for the worse for them ($t = 3.5861$ ***).
- Female junior faculty were significantly more likely than male junior faculty to report having received “mixed messages” from senior faculty about the requirements for tenure ($t = -3.8534$ ***).
- Male junior faculty were significantly more likely than female junior faculty to report that tenure decisions are based on performance rather than on politics, relationships, or demographics ($t = 2.5809$ **).

SECTION III: NATURE OF WORK

There were eight “Nature of Work” measures including: the way faculty spend time, the level of courses taught, the number of courses taught, the number of students taught, the quality of students taught, the research expectations, the time available to conduct research, and the amount of research funding faculty are expected to raise.

- ❖ Junior faculty were most satisfied with the level and number of courses they teach.
- ❖ Junior faculty were least satisfied with the amount of time available to conduct research—45% of respondents were dissatisfied with this job aspect.
- ❖ The amount of research funding junior faculty were expected to raise was the second least satisfying job aspect.

Table III.1. Satisfaction, overall.

Satisfaction with the...	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
A. Way you spend your time	5%	19%	6%	46%	26%
B. Level of courses you teach	1%	6%	6%	35%	52%
C. Number of courses you teach	3%	10%	6%	29%	51%
D. Number of students you teach	4%	12%	11%	34%	39%
E. Quality of students you teach	4%	20%	11%	36%	28%
F. Expectations of you as a researcher	3%	10%	12%	37%	37%
G. Amount of time you have to conduct research	16%	29%	10%	31%	14%
H. Amount of research funding you are expected to find	10%	18%	31%	26%	14%

Gender Tables

Table III.1.A. How satisfied are you with the way you spend your time as a faculty member?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
7%	23%	5%	44%	21%	3%	16%	6%	47%	28%

Table III.1.B. How satisfied are you with the level of the courses you teach?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
2%	10%	4%	31%	54%	1%	4%	7%	38%	51%

Table III.1.C. How satisfied are you with the number of courses you teach?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
6%	9%	6%	28%	51%	2%	10%	7%	29%	52%

Table III.1.D. How satisfied are you with the number of students you teach?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
6%	13%	9%	32%	40%	2%	10%	13%	36%	38%

Table III.1.E. How satisfied are you with the quality of the students you teach?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied.	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
6%	21%	9%	36%	29%	4%	20%	13%	36%	27%

Table III.1.F. How satisfied are you with what's expected of you as a researcher?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied.	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
4%	14%	13%	36%	33%	3%	6%	12%	38%	40%

Table III.1.G. How satisfied are you with the amount of time you have to conduct research?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
22%	31%	8%	29%	11%	11%	28%	12%	33%	16%

Table III.1.H. How satisfied are you with the amount of research funding you are expected to find?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
13%	19%	32%	25%	12%	9%	18%	31%	27%	15%

Significant Gender Differences: Nature of Work

- ❖ Male junior faculty were significantly more satisfied than were female junior faculty with four of the 8 Nature of Work dimensions studied, including:
 - The way they spend their time ($t = 3.8444$)***.
 - What is expected of them as a researcher ($t = 3.9836$)***.
 - The amount of time they have available to conduct research ($t = 4.1904$)***.
 - The amount of research funding they are expected to find ($t = 2.1727$)*.

- ❖ There is no significant difference between males and females with respect to four out of the 8 Nature of Work dimensions studied, including:
 - The level of courses taught.
 - The number of courses taught.
 - The number of students taught.
 - The quality of students taught.

SECTION IV: PROFESSIONAL DEVELOPMENT

Policy Helpfulness. One set of questions in the Professional Development section of the survey asked junior faculty whether or not they felt policy provisions in the following areas would be helpful: formal mentoring, performance reviews, a written summary of performance reviews, assistance with obtaining grants, assistance with improving teaching, travel funds, paid research leave, and an upper limit on service obligations.

- ❖ Junior faculty reported that they found, or would find, paid research leave, travel funds, and an upper limit on service obligations during the probationary period to be especially helpful.

Table IV.1. How helpful do you find (or would you find) each of the following? Overall.

	Unhelpful	Somewhat Helpful	Very Helpful
A. Formal mentoring	8%	35%	56%
B. Formal performance reviews	6%	36%	58%
C. Written summaries of formal performance reviews	7%	34%	60%
D. Professional assistance in obtaining externally funded grants	6%	27%	67%
E. Professional assistance in improving teaching	12%	51%	37%
F. Travel funds to present papers or conduct research	4%	14%	82%
G. Paid research leave during the probationary period	4%	10%	86%
H. An upper limit on service obligations	4%	18%	78%

Gender Tables

Table IV.1.A. How helpful do you find (or would you find) formal mentoring?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
8%	27%	64%	8%	41%	51%

Table IV.1.B. How helpful do you find (or would you find) formal performance reviews?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
5%	32%	63%	7%	39%	55%

Table IV.1.C. How helpful do you find (or would you find) a written summary of formal performance reviews?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
5%	30%	65%	8%	36%	56%

Table IV.1.D. How helpful do you find (or would you find) professional assistance in obtaining externally funded grants?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
4%	22%	75%	8%	31%	61%

Table IV.1.E. How helpful do you find (or would you find) professional assistance in improving teaching?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful

7%	47%	45%	15%	54%	31%
Table IV.1.F. How helpful do you find (or would you find) travel funds to present papers or conduct research?					
Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
2%	7%	91%	5%	19%	76%

Table IV.1.G. How helpful do you find (or would you find) paid research leave during the probationary period?					
Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
2%	5%	94%	6%	14%	80%

Table IV.1.H. How helpful do you find (or would you find) an upper limit on service obligations for tenure-track faculty?					
Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
1%	11%	87%	6%	22%	72%

Significant Gender Differences: Professional Development Policy Provision Helpfulness

- ❖ Female junior faculty were significantly more likely than male junior faculty to report that they found (or would find) all of the Professional Development policy provisions studied to be helpful, including:
 - Formal mentoring programs ($t = -2.9345$)*.
 - Formal performance reviews ($t = -2.3675$)*.
 - Written summaries of their performance reviews ($t = -2.9414$ **).
 - Professional assistance in obtaining grants ($t = -4.5574$ ***).
 - Professional assistance to improve their teaching ($t = -5.0761$ ***).
 - Travel funds to present papers or conduct research ($t = -6.3955$ ***).
 - Paid research leave ($t = -6.0652$ ***).
 - An upper limit on service obligations ($t = -6.0361$ ***).

Satisfaction. Another set of questions in the Professional Development section of the survey asked junior faculty about satisfaction with nine areas including: 1) their chairs' commitment to their success, 2) the senior faculty in their departments' commitment to their success, 3) the interest senior faculty in their department take in their professional development, 4) the physical setting in which they work, 5) the resources available to support their work, 6) their discretion over course content, 7) their influence over their own research agenda, 8) assistance with funding and proposal writing, and 9) opportunities to collaborate with senior colleagues.

- ❖ Overall, junior faculty were most satisfied with the influence they have over the focus of their research agenda, and the content of the courses they teach.
- ❖ Junior faculty were least satisfied with the assistance they receive writing proposals and locating funds.

Table IV.2. How satisfied are you with each of the following? Overall.

How satisfied are you with...	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
Your department chair's commitment to your success	6%	8%	9%	23%	54%
The commitment of senior faculty to your success	8%	13%	12%	29%	37%
The interest senior faculty take in your professional success	10%	15%	16%	30%	28%
The physical setting where you work (office, labs, parking)	8%	17%	10%	33%	32%
The resources available to support your work	6%	14%	11%	38%	32%
The discretion you have over the content of your courses	1%	3%	6%	22%	68%
The influence you have over the focus of your research	<1%	1%	3%	14%	81%
Assistance with proposal writing and locating funds	15%	23%	26%	23%	13%
Your opportunities to collaborate with senior faculty	11%	16%	23%	24%	26%

Gender Tables

Table IV.2.A. How satisfied are you with your department chair's commitment to your success?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
9%	9%	9%	24%	49%	4%	7%	9%	23%	57%

Table IV.2.B. How satisfied are you with the commitment of senior faculty in your department to your success?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
12%	15%	10%	28%	36%	6%	11%	14%	30%	38%

Table IV.2.C. How satisfied are you with the interest senior faculty take in your professional development?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
16%	17%	13%	27%	27%	7%	12%	18%	32%	30%

Table IV.2.D. How satisfied are you with the physical setting where you work (office, labs, parking)?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
9%	16%	10%	34%	31%	7%	18%	10%	32%	33%

Table IV.2.E. How satisfied are you with the resources available to support your work (library, technology, clerical)?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
8%	19%	8%	40%	26%	4%	11%	13%	37%	35%

Table IV.2.F. How satisfied are you with the discretion you have over the content of your courses?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1%	4%	6%	21%	68%	1%	3%	6%	23%	67%

Table IV.2.G. How satisfied are you with the influence you have over the focus of your research?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1%	1%	4%	15%	79%	<1%	1%	3%	14%	82%

Table IV.2.H. How satisfied are you with assistance with proposal writing and locating funds?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
20%	25%	22%	22%	11%	12%	20%	29%	24%	15%

Table IV.2.I. How satisfied are you with opportunities to collaborate with senior faculty?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
16%	20%	22%	21%	21%	8%	14%	24%	26%	29%

Significant Gender Differences: Professional Development Satisfaction

- ❖ Male junior faculty were significantly more satisfied than we female junior faculty with 6 out of the 9 Professional Development dimensions studied, including:
 - Their department chairs' commitment to their success ($t=3.4190$)***.
 - The senior faculty's commitment to their success ($t = 2.4451$)*.
 - The interest senior faculty take in their professional development ($t = 3.5846$)***.
 - The resources available to support their work ($t = 3.9289$)***.
 - The assistance available for proposal writing and locating funds ($t= 3.4705$)***.
 - Their opportunities to collaborate with senior faculty colleagues ($t=4.7775$)***.

- ❖ There was no significant difference between males and females with respect to 3 out of the 9 Professional Development dimensions studied, including:
 - The physical setting for work.
 - Discretion over the content of the courses taught.
 - Influence over one's research focus.

SECTION V: CLIMATE, CULTURE, AND COLLEGIALITY

This section of the survey examined the perceived degree of pressure to conform in five areas: research area, methodology, political views, personal behavior, and attire. Junior faculty also reported on whether they enjoyed their professional interactions with their senior colleagues, and how satisfied they were with: 1) their “fit” (e.g., comfort level) in their department, 2) the racial, ethnic, and gender diversity in their department, and 3) the quality of mentoring they receive from senior faculty.

- ❖ While the majority of junior faculty, overall, reported feeling “hardly any” or “no” pressure to conform to their colleagues in the five areas studied, nearly one quarter feel some pressure to conform in research areas and methodology, as well as in personal behavior.

Table V.1. Pressure to Conform, Overall.

How much pressure is there to conform to your colleagues in...	A great deal	Some	Hardly any	None
A. Research areas	5%	21%	32%	42%
B. Research methodologies	6%	23%	30%	40%
C. Political views	6%	17%	27%	50%
D. Personal behavior	8%	26%	31%	35%
E. Attire	2%	12%	33%	52%

Gender Tables

Table V.1.A. How much pressure is there to conform to your colleagues when it comes to research areas?

Female				Male			
A great deal	Some	Hardly any	None	A great deal	Some	Hardly any	None
6%	20%	27%	47%	5%	22%	34%	39%

Table V.1.B. How much pressure is there to conform to your colleagues when it comes to research methodologies?

Female				Male			
A great deal	Some	Hardly any	None	A great deal	Some	Hardly any	None
7%	24%	29%	40%	6%	23%	31%	40%

Table V.1.C. How much pressure is there to conform to your colleagues when it comes to political views?

Female				Male			
A great deal	Some	Hardly any	None	A great deal	Some	Hardly any	None
9%	20%	25%	46%	4%	16%	28%	52%

Table V.1.D. How much pressure is there to conform to your colleagues when it comes to personal behavior?

Female				Male			
A great deal	Some	Hardly any	None	A great deal	Some	Hardly any	None
10%	31%	29%	30%	6%	24%	32%	38%

Table V.1.E. How much pressure is there to conform to your colleagues when it comes to attire?

Female				Male			
A great deal	Some	Hardly any	None	A great deal	Some	Hardly any	None
3%	14%	36%	48%	2%	11%	32%	55%

Significant Gender Differences: Conformity

- ❖ Female junior faculty reported feeling significantly more pressure than male junior faculty to conform in 3 out of 5 areas: Political views ($t = -3.0213$ **), Personal behavior ($t = -3.3636$ ***), and Attire ($t = -2.2831$ *)

Professional interactions with the senior colleagues.

- ❖ Most junior faculty agreed strongly (43%) or somewhat strongly (35%) that they enjoy their professional interactions with senior colleagues.

Table V.2. For the most part, I enjoy my professional interactions with the senior colleagues in my department, overall.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
43%	35%	8%	9%	5%

Table V.2.A. For the most part, I enjoy my professional interactions with senior colleagues, by gender.

Female					Male				
Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
39%	35%	8%	12%	6%	47%	35%	8%	6%	4%

Satisfaction.

- ❖ Most junior faculty were very satisfied (36%) or somewhat satisfied (36%) with how well they fit in their department.
- ❖ Junior faculty were mostly satisfied with the racial, ethnic, and gender diversity of the faculties in their departments.
- ❖ One third of junior faculty were somewhat (29%) or very dissatisfied (21%) with the quality of mentoring they receive from senior colleagues.

Table V.3. How satisfied are you with each of the following? Overall.

How satisfied are you with...	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
How well you “fit” (sense of belonging) in your department?	6%	13%	9%	36%	36%
The racial diversity of the faculty in your department?	14%	22%	28%	22%	14%
The ethnic diversity of the faculty in your department?	11%	21%	29%	22%	17%
The gender diversity of the faculty in your department?	9%	19%	18%	25%	29%
The quality of mentoring you receive from senior faculty?	14%	19%	17%	29%	21%

Gender Tables

Table V.3.A. How satisfied are you with how well you “fit” (e.g., sense of belonging/comfort level) in your department?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
9%	18%	7%	35%	31%	4%	10%	10%	37%	38%

Table V.3.B. How satisfied are you with the racial diversity of the faculty in your department?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
21%	24%	25%	21%	9%	10%	21%	29%	22%	18%

Table V.3.C. How satisfied are you with the ethnic diversity of the faculty in your department?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
16%	26%	26%	22%	10%	8%	18%	30%	23%	21%

Table V.3.D. How satisfied are you with the gender diversity of the faculty in your department?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
11%	16%	15%	27%	31%	8%	22%	20%	24%	27%

Table V.4. How satisfied are you with the quality of mentoring you receive from senior faculty?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
20%	19%	13%	26%	21%	10%	20%	18%	31%	21%

Significant Gender Differences: Professional Interactions and Satisfaction

- ❖ Male junior faculty were significantly more likely than female junior faculty to report that they enjoyed their professional interactions with senior departmental faculty ($t = 3.5110$)***.
- ❖ Male junior faculty were significantly more satisfied than female junior faculty with 4 out of 5 of the climate/culture/collegiality dimensions measured, including:
 - How well they “fit” in their department ($t=4.2521$)***.
 - The racial diversity of their departmental faculty ($t = 5.4290$)***.
 - The ethnic diversity of their departmental faculty ($t = 5.7058$)***.
 - The quality of mentoring they receive from senior faculty ($t = 2.6188$)**.

SECTION VI: QUALITY OF LIFE

Policy Helpfulness. One set of questions in the Quality of Life section of the survey asked respondents about whether or not they feel policy provisions in the following areas would be helpful: childcare, housing assistance, stop-the-tenure-clock for familial reasons, and personal leaves during the probationary period.

- ❖ Junior faculty reported that they found, or would find, stop-the-tenure-clock provisions most helpful.

Table VI.1. How helpful do you find (or would you find) each of the following? Overall.

	Unhelpful	Somewhat Helpful	Very Helpful
A. Affordable, quality childcare	21%	16%	64%
B. Financial assistance with housing	20%	25%	56%
C. Stop-the-clock for parental or family reasons	12%	20%	68%
D. Personal leave during the probationary period	12%	29%	59%

Gender Tables

Table VI.1.A. How helpful do you find (or would you find) quality, affordable childcare?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
17%	9%	75%	23%	20%	57%

Table VI.1.B. How helpful do you find (or would you find) financial assistance with housing?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
17%	22%	61%	21%	27%	52%

Table VI.1.C. How helpful do you find (or would you find) Stop-the-clock for parental or family reasons?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
9%	11%	80%	15%	25%	60%

Table VI.1.D. How helpful do you find (or would you find) personal leave during the probationary period?

Female			Male		
Unhelpful	Somewhat Helpful	Very Helpful	Unhelpful	Somewhat Helpful	Very Helpful
7%	20%	73%	15%	36%	50%

Significant Gender Differences: Quality of Life Policy Provision Helpfulness

- ❖ Female junior faculty were significantly more likely than male junior faculty to report that they found (or would find) all of the Quality of Life policy provisions studied to be helpful.
 - Affordable, quality childcare ($t = -4.3740$)***.
 - Financial assistance with housing ($t = -2.3767$)*.
 - Stop-the-clock during the probationary period for family reasons ($t = -5.5468$)***.
 - Personal leaves during the probationary period ($t = -6.8291$)***.

Satisfaction. Another set of questions in the Quality of Life section of the survey asked junior faculty about satisfaction with salary, benefits, and personal-professional life balance.

- ❖ Overall, junior faculty were most satisfied with their benefits (73% were either very or somewhat satisfied).
- ❖ Over half (56%) were very (20%) or somewhat (36%) satisfied with their salary.
- ❖ In contrast, nearly half (46%) were very (17%) or somewhat (29%) dissatisfied with the balance they find between their personal and professional lives.

Table VI.2. How satisfied are you with each of the following? Overall.

How satisfied are you with...	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
Salary	13%	20%	11%	36%	20%
Benefits	7%	16%	14%	40%	23%
Balance between professional and personal or family time	17%	29%	16%	28%	10%

Gender Tables

Table VI.2.A. How satisfied are you with your salary?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
18%	22%	10%	36%	14%	10%	19%	12%	36%	24%

Table VI.2.B. How satisfied are you with your benefits?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
9%	19%	13%	37%	22%	5%	15%	15%	42%	23%

Table VI.2.C. How satisfied are you with the balance between professional and personal or family time?

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
24%	31%	16%	21%	7%	12%	29%	16%	32%	11%

Significant Gender Differences: Quality of Life Satisfaction

- ❖ Male junior faculty were significantly more satisfied than were female junior faculty with 2 out of the 3 of the Quality of Life dimensions, including:
 - Their salary ($t = 4.3092$)***.
 - The balance between professional and personal/family time ($t = 5.2833$)***.

SECTION VII: EQUITY AND FAIRNESS

The first three questions in this section of the survey asked respondents whether they think their assigned workloads in teaching, advising, and service are more than, the same as, or less than other junior faculty at their institution. We did not ask about research because there is not an “assigned” workload for scholarship. There was also a question about whether or not they think that all junior faculty are treated fairly compared to one another.

- ❖ Two thirds of junior faculty believed that their assigned teaching workload is the same as that of other junior faculty at their institution; 25% believed that it is somewhat or significantly greater.
- ❖ Nearly two thirds (60%) of junior faculty believed that their assigned advising workload is the same as that of other junior faculty at their institution; 30% believed that it is somewhat or significantly greater.
- ❖ Slightly more than half (53%) of junior faculty believed that their assigned service workload is the same as that of other junior faculty at their institution; 47% believed that it is somewhat or significantly greater.

Table VII.1. Consider your *assigned* workload in each of the following areas. In comparing yourself with other junior faculty, would you say your workload is less than, the same as, or greater than theirs? Overall.

	Significantly Greater	Somewhat Greater	The Same	Somewhat Less	Significantly Less
Teaching	8%	17%	67%	6%	2%
Advising	11%	19%	60%	8%	2%
Service	17%	20%	53%	8%	2%

Gender Tables

Table VII.1.A. Consider your *assigned* workload in teaching. In comparing yourself with other junior faculty, would you say your teaching workload is less than, the same as, or greater than theirs?

Female					Male				
Significantly Greater	Somewhat Greater	The Same	Somewhat Less	Significantly Less	Significantly Greater	Somewhat Greater	The Same	Somewhat Less	Significantly Less
7%	17%	68%	6%	2%	9%	17%	66%	7%	1%

Table VII.1.B. Consider your *assigned* workload in advising. In comparing yourself with other junior faculty, would you say your advising workload is less than, the same as, or greater than theirs?

Female					Male				
Significantly Greater	Somewhat Greater	The Same	Somewhat Less	Significantly Less	Significantly Greater	Somewhat Greater	The Same	Somewhat Less	Significantly Less
13%	22%	54%	10%	1%	10%	17%	63%	7%	2%

Table VII.1.C. Consider your *assigned* workload in service. In comparing yourself with other junior faculty, would you say your service workload is less than, the same as, or greater than theirs?

Female					Male				
Significantly Greater	Somewhat Greater	The Same	Somewhat Less	Significantly Less	Significantly Greater	Somewhat Greater	The Same	Somewhat Less	Significantly Less
20%	20%	51%	9%	1%	14%	21%	54%	8%	3%

Table VII.2. On the whole, my department treats junior faculty fairly compared to one another.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
44%	32%	9%	9%	6%

Table VII.2.A. On the whole, my department treats junior faculty fairly compared to one another.

Female					Male				
Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
38%	33%	8%	13%	8%	48%	31%	9%	7%	5%

Significant Gender Differences: Equity

- ❖ Male junior faculty were significantly more likely than were female junior faculty to agree that their department treats junior faculty fairly compared to one another ($t=3.6167$)***.

SECTION VIII: GLOBAL SATISFACITON

The survey asked how satisfied junior faculty are with their department and their institution as a workplace; if they know who the Chief Academic Officer is and whether that person seems to care about the quality for life for junior faculty; how long they plan to stay at their institution, assuming they achieve tenure; whether they would accept their current position again; whether or not they would recommend their department to a prospective faculty member; and, how they rate their institution overall as a place for junior faculty to work.

- ❖ Most junior faculty were very (43%) or somewhat (37%) satisfied with their department as a place to work.
- ❖ They were somewhat less satisfied with their institution; still, most junior faculty were very (32%) or somewhat (43%) satisfied with their institution as a place to work.
- ❖ Nearly half (47%) believed that the CAO at their institution cares about the quality of life for junior faculty. However, 26% answered “Neutral” and 27% disagreed that the CAO cares.
- ❖ Fully 83% would accept their current position if they had it to do all over again.
- ❖ Nearly two thirds (63%) would strongly recommend their department to a candidate for a tenure-track faculty position.
- ❖ Most faculty rated their institution “Pretty good” (49%) or “Great” (27%) as a place for junior faculty to work.

Table VIII.1. All things considered, how satisfied are you with *your department* as a place to work? Overall

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
4%	9%	6%	37%	43%

Table VIII.1.A. All things considered, how satisfied are you with *your department* as a place to work? By gender.

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
4%	15%	6%	38%	37%	4%	6%	6%	37%	46%

Table VIII.2. All things considered, how satisfied are you with *your institution* as a place to work? Overall

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
5%	12%	8%	43%	32%

Table VIII.2.A. All things considered, how satisfied are you with *your institution* as a place to work? By gender.

Female					Male				
Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
6%	16%	7%	45%	27%	4%	10%	9%	42%	35%

Table VIII.3. The person who serves as chief academic officer at my institution seems to care about the quality of life for junior faculty. Overall.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
17%	30%	26%	18%	9%

Table VIII.3.A. The person who serves as chief academic officer at my institution seems to care about the quality of life for junior faculty. By gender.

Female					Male				
Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
20%	28%	22%	21%	9%	15%	31%	29%	15%	10%

Table VIII.4. Assuming you achieve tenure, how long do you plan to remain at your institution? Overall.

Rest of my career	Foreseeable future	No more than five years after earning tenure	Don't know
14%	51%	13%	22%

Table VIII.4.A. Assuming you achieve tenure, how long do you plan to remain at your institution? By gender.

Female				Male			
Rest of my career	Foreseeable Future	No more than five years after earning tenure	Don't Know	Rest of my career	Foreseeable future	No more than five years after earning tenure	Don't know
15%	48%	15%	23%	13%	53%	13%	21%

Table VIII.5. If I had it to do over again, I would accept my current position. Overall.

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
56%	27%	6%	7%	4%

Table VIII.5.A. If I had it to do over again, I would accept my current position. By gender.

Female					Male				
Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
55%	26%	6%	7%	6%	57%	28%	6%	6%	3%

Table VIII. 6. If a candidate for a tenure-track faculty position asked you about your department as a place to work, would you recommend it? Overall.

Strongly	With reservations	Would not recommend
52%	43%	5%

Table VIII. 6.A. If a candidate for a tenure-track faculty position asked you about your department as a place to work, would you recommend it? By gender.

Female			Male		
Strongly	With reservations	Would not recommend	Strongly	With reservations	Would not recommend
48%	47%	5%	56%	40%	4%

Table VIII.7. How do you rate your institution as a place for junior faculty to work? Overall.

Great	Pretty good	So-so	Pretty bad	Awful
27%	49%	17%	5%	2%

Table VIII.7.A. How do you rate your institution as a place for junior faculty to work? By gender.

Female					Male				
Great	Pretty good	So-so	Pretty bad	Awful	Great	Pretty good	So-so	Pretty bad	Awful
21%	49%	21%	5%	3%	32%	48%	15%	5%	2%

Significant Gender Differences: Global Satisfaction

- ❖ Male junior faculty were significantly more satisfied than were female junior faculty with their department as a place to work ($t = 3.7686$)***.
- ❖ Male junior faculty were significantly more satisfied than were female junior faculty with their institution as a place to work ($t = 3.0338$)**.
- ❖ Male junior faculty were significantly more likely than were female junior faculty to recommend their department to a candidate for a tenure-track position ($t = 2.3417$)*.
- ❖ Male junior faculty rated their institution significantly higher than did female junior faculty as a place to work ($t = 3.6294$)***.

Statistically Significant Satisfaction Results

Of the 28 measures of workplace satisfaction in this study, junior faculty women were significantly less satisfied than men on 19—two out of three. Conversely, in no area were males significantly less satisfied than females. In 9 areas there was no difference in the satisfaction levels of males and females.

Statistically significant gender differences. Overall

Satisfaction Variables	W < M	M < W	No difference
Nature of Work			
The way you spend your time	X		
Level of courses you teach			X
Number of courses taught			X
Number of students taught			X
Quality of students taught			X
Research expectations	X		
Time available for research	X		
Amount of research funding expected	X		
Professional Development			
Commitment of department chair to your success	X		
Commitment of senior faculty to your success	X		
Interest senior faculty take in your professional development	X		
The physical setting in which you work			X
The resources available to support your work	X		
The discretion you have over the courses you teach			X
The influence you have over the focus of your research			X
The assistance you receive with proposal writing/locating \$	X		
The opportunities you have to collaborate with senior faculty	X		
Climate, Culture, and Collegiality			
Your professional interactions with senior colleagues	X		
How well you “fit” in your department (e.g., comfort level)	X		
The racial diversity of the faculty in your department	X		
The ethnic diversity of the faculty in your department	X		
The gender diversity of the faculty in your department			X
The quality of mentoring you receive from senior faculty	X		
Quality of Life			
Salary	X		
Benefits	X		X
Balance between professional and personal life			
Global Satisfaction			
Your department as a place to work	X		
Your institution as a place to work	X		
TOTAL	19 (68%)	0	9 (32%)

Academic Area. When we examined the data by gender and broad academic field (e.g., Natural Sciences, Humanities, Social Sciences, and the Professions), on the 28 satisfaction dimensions, we found that some gender differences disappeared and others became apparent. Women in the Professions were significantly less satisfied than men with 17 variables, 14 in the Natural Sciences, 7 in the Social Sciences, and none in the Humanities. Coincidentally, or maybe not, the number of statistically significant gender difference declines with the number of women in the field; that is, there are the most women in the humanities and the fewest in the professions.

Males significantly more satisfied than females with the following area. By field

Satisfaction Variables	Natural Sciences	Social Sciences	Humanities	Professions
Nature of Work				
The way you spend your time	(t = 2.4201)*			(t = 2.1388)*
Level of courses you teach				
Number of courses taught				
Number of students taught				
Quality of students taught				
Research expectations	(t = 2.3898)*	(t = 2.0349)*		
Time available for research	(t = 2.2315)*	(t = 2.3971)*		
Amount of research funding expected				(t = 2.3075)*
Professional Development				
Commitment of department chair to your success	(t = 2.1660)*			(t = 2.4958)*
Commitment of senior faculty to your success	(t = 1.9433)*			
Interest senior faculty take in your professional development	(t = 2.7471)**			
The physical setting in which you work				
The resources available to support your work		(t = 2.8062)**		(t = 2.6847)**
The discretion you have over the courses you teach				(t = 2.1263)*
The influence you have over the focus of your research				(t = 2.1823)*
The assistance you receive with proposal writing/locating \$	(t = 2.4352)*			(t = 3.7744)***
The opportunities you have to collaborate with senior faculty	(t = 2.1040)*			(t = 4.0458)***
Climate, Culture, and Collegiality				
Your professional interactions with senior colleagues	(t = 2.7384)**			(t = 2.5838)*
How well you “fit” in your department (e.g., comfort level)	(t = 3.8214)**			(t = 3.4572)***
The racial diversity of the faculty in your department	(t = 3.8269)***	(t = 2.9239)**		(t = 3.7720)***
The ethnic diversity of the faculty in your department	(t = 3.7797)***	(t = 3.1074)**		(t = 3.1831)**
The gender diversity of the faculty in your department				
The quality of mentoring you receive from senior faculty	(t = 2.5567)*			
Quality of Life				
Salary		(t = 2.0149)*		(t = 4.1926)***
Benefits				(t = 2.2063)*
Balance between professional and personal life		(t = 3.0014)**		(t = 3.5417)***
Global Satisfaction				
Your department as a place to work	(t = 1.9943)*			(t = 3.7240)***
Your institution as a place to work				(t = 3.3741)***
TOTAL	14 (50%)	7 (25%)	0	17 (61%)

Academic Area. The following table shows statistically significant differences on the other survey items (the ones that were not satisfaction questions per se). Again, women in the Professions have the most negative feedback, and are most apt to respond that policy provisions for professional development and quality of life would help.

Other statistically significant gender differences, by field

NOTE: When the t-test sign is positive, males more likely to so report than females

NOTE: When the t-test sign is negative, females more likely to so report than males

Variables	Natural Sciences	Social Sciences	Humanities	Professions
Tenure				
Tenure standards clear	(t = 2.1334)*			
Tenure expectations for scholarship clear	(t = 3.1345)**	(t = 2.5369)*		(t = 3.5124)***
Receive mixed messages from senior colleagues about tenure	(t = -2.7584)**	(t = -2.1171)*		(t = -2.0391)*
Tenure decisions are based on primarily on performance				(t = 2.4341)*
Professional Development: Provision Availability				
Professional assistance in obtaining grant funding is available	(t = 2.0147)*			
Professional assistance to improve teaching is available		(t = -2.5996)*		
An upper limit on service is available		(t = 2.0633)*		
Formal mentoring is available			(t = -2.1940)*	(t = 1.9552)*
Professional Development: Provision Helpfulness				
Professional assistance in obtaining grant funding would help				(t = -5.0303)***
Professional assistance to improve teaching would help	(t = -2.1633)*	(t = -3.0596)**		(t = -4.6936)***
An upper limit on service would help	(t = -1.9801)*			(t = -3.8051)***
Formal mentoring would help				(t = -1.9394)*
Paid research leave would help		(t = -2.1616)*	(t = -2.2906)*	(t = -4.5009)***
Periodic, formal performance reviews would help		(t = -1.9751)*		(t = -2.0060)*
Written summaries of performance reviews would help				(t = -2.3143)*
Travel funds would help			(t = -2.2476)*	(t = -4.6136)***
Climate, Culture, and Collegiality				
Feel pressure to conform: Research area			(t = 2.3022)*	
Feel pressure to conform: Political views				(t = -3.4233)***
Feel pressure to conform: Attire	(t = -2.5627)*			
Feel pressure to conform: Personal behavior	(t = -2.0469)*			(t = -3.6642)***
Quality of Life: Provision Availability				
Stop-the-tenure-clock is available	(t = -3.7089)***	(t = -3.4834)***	(t = -2.3526)*	(t = -2.4256)*
Affordable, quality childcare is available	(t = 2.2367)*		(t = -2.0510)*	
Personal leaves during the probationary period are available		(t = -1.9979)*		
Quality of Life: Provision Helpfulness				
Stop-the-tenure-clock would help	(t = -2.2513)*			(t = -3.4615)***
Affordable, quality childcare would help				(t = -2.5142)*
Personal leaves during probationary period would help	(t = -2.6305)**	(t = -2.7792)**		(t = -4.1694)***
Equity and Fairness				
Assigned teaching load is greater than colleagues'	(t = -1.9752)*			
Assigned advising load is greater than colleagues'	(t = -2.0224)*			
All junior faculty in my department are treated fairly compared to one another	(t = 2.0942)*			(t = 2.3667)*
Global Satisfaction				
High institutional rating as a place to work				(t = 3.5124)***

Women of Color Compared with White Women³

A number of statistically significant differences exist between women of color and white women at research universities.

White women were significantly clearer than women of color about:

- ❖ The tenure process ($t = 3.4112$)***.
- ❖ The tenure criteria ($t = 2.3444$)*.
- ❖ The body of evidence that will be considered in the tenure decision ($t = 3.0104$)**.

White women were significantly more likely than women of color to believe that tenure decisions are based on performance rather than on politics, relationship, or demographics ($t = 1.9719$)*.

Women of color were significantly more likely than white women to report that they found (or would find) the following policy provisions to be helpful:

- ❖ Professional assistance to improve teaching ($t = -2.3220$)*.
- ❖ Childcare on campus ($t = 2.1124$)*.
- ❖ Financial assistance with housing ($t = -3.7086$)***.
- ❖ Personal leaves during the probationary period ($t = -2.8795$)*.

However, women of color were significantly less likely than white women to report that they found (or would find) stop-the-clock provisions to be helpful ($t = 2.0446$)*.

³ Data by race are detailed in the Race: Statistical Report [Universities].

Women of Color Compared with Men of Color⁴

A number of statistically significant differences exist between women and men of color at research universities, although not as many as exist between women of all races and men of all races.

- ❖ **Women of color rated their global satisfaction with their department significantly lower than men of color ($t = 2.5029$)*.**

Women of color were significantly less satisfied than men of color with the following:

❖ **Elements of Work & Expectations.**

- Time available for research ($t = 2.7336$)**.
- Resources available to support work ($t = 3.2497$)**.
- Professional assistance for proposal writing and locating outside funds ($t = 2.2509$)*.

❖ **Relationships.**

- Commitment of the department chair to their success ($t = 2.9805$)**.
- Interest senior faculty take in their professional development (2.2767)*.
- Opportunities to collaborate with senior faculty ($t = 4.3651$ ***).
- Professional interactions they have with senior colleagues ($t = 1.9589$)*.
- How well they fit in their department ($t = 2.0989$)*.

❖ **Diversity and Work-Life Balance.**

- The racial diversity of the faculty in their department ($t = 2.8368$)**.
- The ethnic diversity of the faculty in the department ($t = 3.1704$)**.
- The balance between their personal and professional lives ($t = 2.9932$)**.

Other significant gender differences were found concerning tenure, and feelings about the helpfulness of various policy provisions.

❖ **Tenure.** Men of color felt significantly clearer than women of color about:

- The tenure process ($t = 2.6584$)**.
 - The tenure standards ($t = 2.2468$)*.
 - Their prospects for achieving tenure ($t = 2.0409$)*.
 - The expectations for scholarly performance ($t = 3.0545$)**.
 - The expectations for collegueship ($t = 2.2454$)*.
-
- Women of color were significantly more likely than men of color to believe that expectations for campus citizenship had changed for the worse for them since they started on the tenure-track at their institution ($t = 2.3853$)*.

⁴ Data by race are detailed in the Race: Statistical Report [Universities].

- ❖ **Women of color were significantly more likely than men of color to report that they found (or would find) the following Professional Development policy provisions studied to be helpful:**
 - Professional assistance in obtaining grants (t= -2.9421)**.
 - Professional assistance to improve their teaching (t = -2.5123)*.
 - Travel funds to present papers or conduct research (t= -4.3389)***.
 - Paid research leave (t= -3.4077)***.
 - An upper limit on service obligations (t = -3.3043)**.

- ❖ **Women of color were significantly more likely than men of color to report that they found (or would find) all of the Quality of Life policy provisions studied to be helpful, including:**
 - Affordable, quality childcare (t= -2.0020)*.
 - Financial assistance with housing (t = -2.2643)*.
 - Stop-the-clock during the probationary period for family reasons (t = -3.7100)***.
 - Personal leaves during the probationary period (t = -3.5856)***.

Conclusion

This study reveals that junior faculty men and women are differentially satisfied on a number of workplace measures and have different experiences on the tenure-track at research universities.

Many differences are also noted by race (women of color were less satisfied than men of color and were less clear about several aspects of tenure) and by academic area (women in academic fields where there are fewer women were less satisfied than were women in academic fields with more women).

In addition to the quantitative findings reported here, our survey asked several open-ended questions which are analyzed and reported on in another paper [Gender: Qualitative Findings]. That report also includes the results of interviews conducted with a sample of men and women at research universities.

Appendix:

Tenure-Track Faculty Job Satisfaction Survey©