

than a standard deviation above or below the mean. For example, “F+” indicates that the female faculty at your institution had a mean score more than one standard deviation above the mean score of the females at peer institutions.

The next two columns highlight for each question any disparities *within your institution* based on gender (*Column 5*) or race (*Column 6*). Because each of these columns compares means between two distinct groups on your campus (i.e., men and women; whites and faculty of color), we used a test of statistical significance. The letter designations (e.g., F, M, W, C) in a given cell indicate responses where the difference between the two means is large enough that it is very unlikely (less than 5% chance) to have occurred by chance alone. The letter designations signify the group with the higher score.

Effectiveness Gaps. This section excerpts the results of questions 34a and 34b, which identify the three policies or practices, from among sixteen listed in the survey, that junior faculty rated *most important* to them and *least effective* on your campus. The “top three” are displayed for all faculty, for females and males, and for white faculty and faculty of color. Perhaps most significantly, the table in this section highlights any notable gaps between ratings of importance and ratings of effectiveness for all faculty and by gender and race. By targeting for improvement policies and practices with the largest gaps (noting that these may differ by gender and race), you should be able to make greater and faster strides toward increased levels of satisfaction levels among junior faculty.

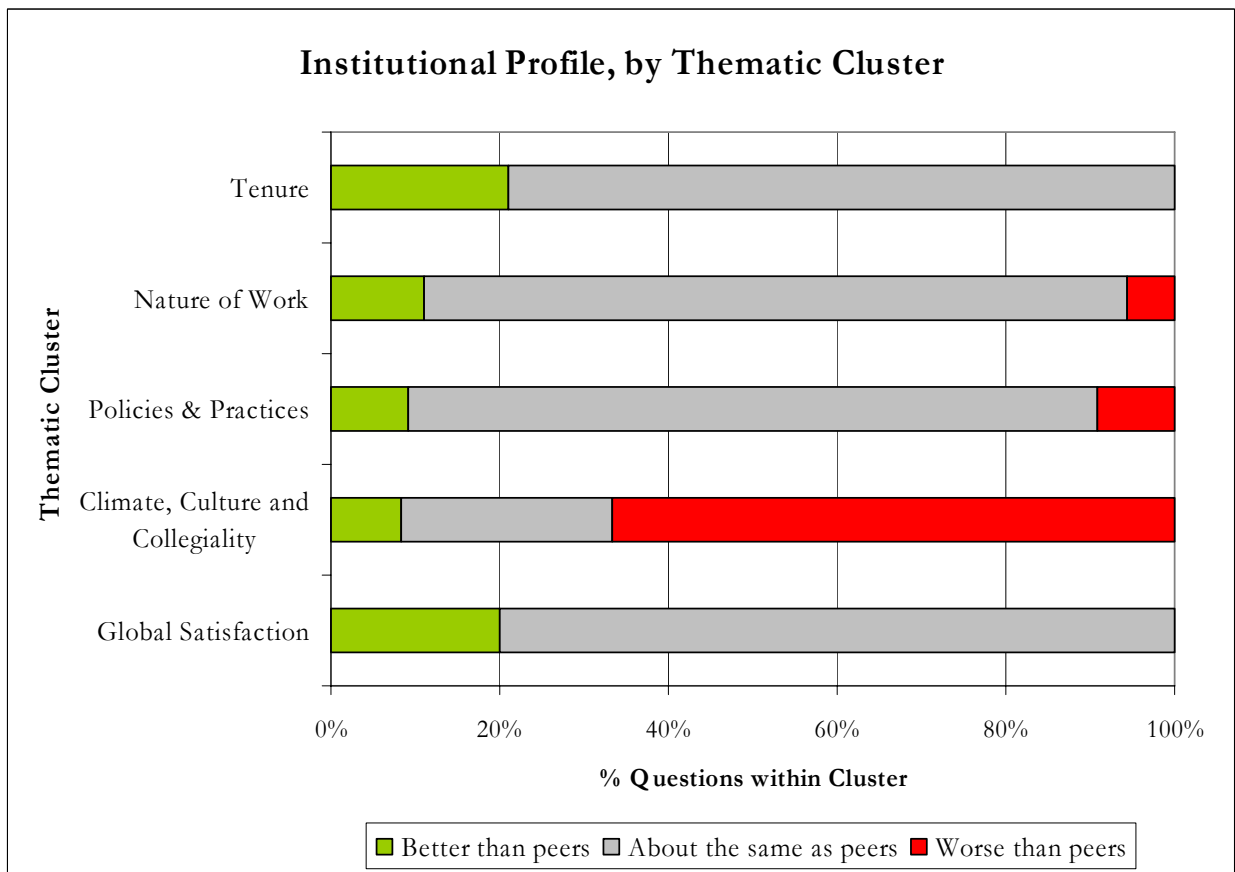
The Best and Worst. The survey asked respondents to select, from a list of 28 items, the two best and two worst aspects of working at your institution. This section summarizes the responses. We list, in rank order, the four best and the four worst according to your junior faculty. These rankings are compared to your peers and to all universities (or colleges). In addition, the answers are grouped by gender and race. Taken together with the “Effectiveness Gap” responses, you now know what works well and what does not from the perspective of tenure-track faculty. You know what to celebrate and where to concentrate your efforts.

The Executive Summary, we would reiterate, is but a thumbnail sketch. It is a place to begin, not a place to end. The Executive Summary gives you an overall sense of the work life of your junior faculty *as they see it*. The data presented here offer you a springboard for further analysis, discussion, and ultimately, action.

The survey was organized around five themes:

- I. Tenure;
- II. Nature of the Work;
- III. Policies and Practices;
- IV. Climate, Culture, and Collegiality; and
- V. Global Satisfaction.

This chart summarizes your faculty scores for each cluster taken as a whole. The bar graph indicates what percentage of the survey items *within each cluster* were above, below, or within one standard deviation of the peer mean.



The following five tables detail the dimensions on which your institution received favorable, unfavorable, and mixed ratings within each thematic cluster.

		1	2	3	4	5	6
Section I. Tenure		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q25b	reasonableness of the expectations for performance as a teacher.	4.11					
Q24a	clarity of the expectations for performance as a scholar.	3.97			C+		C > W
Q25a	reasonableness of the expectations for performance as a scholar.	3.91				M > F	
Q25d	reasonableness of the expectations for performance as a department colleague.	3.88			W+C-		W > C
Q25c	reasonableness of the expectations for performance as a student advisor.	3.87			C-		
Q25e	reasonableness of the expectations for performance as a campus citizen.	3.87	+	M+	W+		
Q23	clarity of their own prospects for earning tenure.	3.82		M+		M > F	
Q25f	reasonableness of the expectations for performance as a community member.	3.80		M+	W+		
Q24b	clarity of the expectations for performance as a teacher.	3.74					
Q20	clarity of the criteria for tenure.	3.65					
Q19	clarity of the tenure process.	3.64		F-		M > F	
Q22	clarity of the body of evidence that will be considered in making decisions about their own tenure.	3.54				M > F	
Q27a	perception that tenure decisions are based primarily on performance.	3.45			C-		W > C
Q24e	clarity of the expectations for performance as a campus citizen.	3.36	+	M+F+	W+		
Q24d	clarity of the expectations for performance as a department colleague.	3.35	+	M+	W+		
Q24c	clarity of the expectations for performance as a student advisor.	3.30			W+		
Q24f	clarity of the expectations for performance as a community member.	3.23	+	M+F+	W+		
Q21	clarity of the standards for tenure.	3.20					
Q26	not receiving mixed messages from senior colleagues about the requirements of tenure.	2.59					

		1	2	3	4	5	6
Section II. Nature of Work		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q29d	satisfaction with the discretion they have over the content of the courses they teach.	4.66					
Q30d	satisfaction with the influence they have over the focus of their research.	4.43			C-		
Q29b	satisfaction with the number of courses they teach.	4.31	+	F+	W+		
Q29c	satisfaction with the influence they have over which courses they teach.	4.16					
Q29a	satisfaction with the level of the courses they teach.	4.14					
Q28	satisfaction with the way they spend their time as faculty members.	3.86			C+		
Q31	satisfaction with the quality of facilities.	3.79	+	M+F+	W+		
Q29e	satisfaction with the number of students they teach.	3.78	-	F-	W-		
Q33d	satisfaction with the quality of computing services.	3.77					
Q30a	satisfaction with what's expected of them as researchers.	3.73				M > F	
Q29g	satisfaction with the quality of graduate students with whom they interact.	3.70		F-	C+	M > F	
Q33c	satisfaction with the quality of teaching services.	3.62					
Q33a	satisfaction with the quality of clerical/administrative services.	3.56					
Q33b	satisfaction with the quality of research services.	3.43					
Q29f	satisfaction with the quality of undergraduate students with whom they interact.	3.36					
Q30b	satisfaction with the amount of time they have to conduct research.	3.08					
Q30c	satisfaction with the amount of research funding they are expected to find.	3.07				M > F	
Q32	satisfaction with the amount of access they have to Teaching Fellows, Graduate Assistants, et al.	3.00			C-		

		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
Section III. Policies and Practices			Overall	Gender	Race	Gender	Race
Q34b-07	effectiveness of travel funds to present papers or conduct research.	3.75			C-		
Q34b-11	effectiveness of an upper limit on teaching obligations.	3.66		F-	W-		
Q34b-02	effectiveness of informal mentoring.	3.65			C-		
Q36	satisfaction with compensation.	3.52					
Q34b-08	effectiveness of paid or unpaid research leave during the probationary period.	3.51					
Q34b-03	effectiveness of periodic, formal performance reviews.	3.44		F-			
Q34b-04	effectiveness of written summary of periodic performance reviews.	3.35		F-			
Q34b-06	effectiveness of professional assistance for improving teaching.	3.27		M-	C-		
Q35c	departmental colleagues do what they can to make having children and the tenure-track compatible.	3.26			C-		W > C
Q34b-10	effectiveness of an upper limit on committee assignments.	3.23			C-		
Q34b-15	effectiveness of stop-the-tenure-clock for parental or other family reasons.	3.23				F > M	
Q35d	departmental colleagues do what they can to make raising children and the tenure-track compatible.	3.18	-	M-	C-		W > C
Q34b-16	effectiveness of spousal/partner hiring program.	3.17		M+	C+		
Q34b-09	effectiveness of paid or unpaid personal leave during the probationary period.	3.13			W+		
Q34b-12	effectiveness of peer reviews of teaching and research.	3.09		F-	C-	M > F	
Q35a	institution does what it can to make having children and the tenure-track compatible.	3.07					
Q35b	institution does what it can to make raising children and the tenure-track compatible.	2.86					
Q34b-13	effectiveness of childcare.	2.83	+	M+	C+		
Q37	satisfaction with the balance they are able to strike between professional time and personal or family time.	2.79			C-		
Q34b-01	effectiveness of formal mentoring program.	2.74	-	M-F-	W-C-		
Q34b-05	effectiveness of professional assistance in obtaining externally funded grants.	2.62					
Q34b-14	effectiveness of financial assistance with housing.	2.51	+	M+	W+		

		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
Section IV. Climate, Culture, and Collegiality			Overall	Gender	Race	Gender	Race
Q39d	satisfaction with the amount of personal interaction they have with junior colleagues in their dept.	3.85	-	M-F-	C-		W > C
Q38a	satisfaction with the fairness of their immediate supervisor's evaluation of their work.	3.81	-	M-F-	W-C-		
Q39c	satisfaction with the amount of professional interaction they have with junior colleagues in their dept.	3.75	-	M-	C-		
Q40	satisfaction with how well they "fit" in their department.	3.59	-	F-	C-		
Q43	sense that their department treats junior faculty fairly compared to one another.	3.58	-	M-	C-		
Q39b	satisfaction with the amount of personal interaction they have with senior colleagues in their dept.	3.53	-	M-	C-		W > C
Q38b	satisfaction with the interest senior faculty take in their professional development.	3.45		M-	C-		
Q39a	satisfaction with the amount of professional interaction they have with senior colleagues in their dept.	3.41	-	M-	C-		
Q41	satisfaction with the intellectual vitality of the senior colleagues in their department.	3.37					
Q38c	satisfaction with their opportunities to collaborate with senior faculty.	3.30			C-		W > C
Q42a	sense of unity and cohesion among the faculty in their department.	3.14	-	M-F-	C-		
Q42b	sense of unity and cohesion among the faculty in their School.	2.89	+	F+			

		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Section V. Global Satisfaction							
Q48	sense that if they had to do it over again, they would accept their current position.	4.11			C-		W > C
Q50	rating their institution as a place for junior faculty to work.	3.83					
Q45a	satisfaction with their departments as places to work.	3.82			C-		
Q45b	satisfaction with their institution as a place to work.	3.75					
Q46b	satisfaction that the CAO at their institution seems to care about the quality of life for junior faculty.	3.30	+	M+	C+		

Question 34a. Regardless of whether the following policies and practices currently apply to your institution, please rate how important you think each would be to your success.

Question 34b. How effective for you have been the following at your institution?

From a list of 16 common policies and practices, below are those items which respondents identified as “Very important” or “Somewhat important” in Question 34a, then as “Very ineffective” or “Somewhat ineffective” in Question 34b. This “gap analysis” highlights those policies and practices for which a large gap exists between importance rating and effectiveness rating. We call this the “effectiveness gap.”

The following items were most frequently rated as **IMPORTANT** to junior faculty success, but **INEFFECTIVE** at your institution:

At your institution overall

1. Professional assistance in obtaining externally funded grants
2. Formal mentoring program for junior faculty
3. An upper limit on committee assignments for tenure-track faculty

Males

1. Formal mentoring program for junior faculty
2. Professional assistance in obtaining externally funded grants
3. An upper limit on committee assignments for tenure-track faculty

Females

1. Professional assistance in obtaining externally funded grants
2. Formal mentoring program for junior faculty
3. An upper limit on committee assignments for tenure-track faculty

White faculty

1. Formal mentoring program for junior faculty
2. Professional assistance in obtaining externally funded grants
3. An upper limit on committee assignments for tenure-track faculty

Faculty of color

1. Professional assistance in obtaining externally funded grants
 2. Formal mentoring program for junior faculty
 3. Peer reviews of teaching and research
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The following table provides “effectiveness gap” results in greater detail. A high percentage of faculty indicating an effectiveness gap indicates a potential problem with that policy or provision on your campus. Note especially the differences between groups on those policies and provisions that do not necessarily rank high overall.

Table 34: Percentage of junior faculty indicating an “effectiveness gap” for common policies and provisions.

Michigan State University Policy or practice for junior faculty	At Your Institution				
	Overall	Males	Females	White faculty	Faculty of color
Professional assistance in obtaining externally funded grants	42% (1)	35% (2)	52% (1)	38% (2)	47% (1)
Formal mentoring program for junior faculty	40% (2)	38% (1)	43% (2)	43% (1)	35% (2)
An upper limit on committee assignments for tenure-track faculty	29% (3)	25% (3)	34% (3)	31% (3)	25% (4)
Peer reviews of teaching and research	24% (4)	19%* (5)	32% (4)	22%* (7)	29% (3)
Informal mentoring	22% (5)	20% (4)	24% (9)	20% (10)	24% (5)
An upper limit on teaching obligations	21%* (6)	19%* (5)	25%* (7)	24% (5)	17% (9)
Spousal/partner hiring program	21%* (6)	15%* (10)	31% (5)	26% (4)	16%* (10)
Periodic, formal performance reviews for junior faculty	20% (8)	16%* (8)	25%* (7)	23% (6)	14% (13)
Paid or unpaid research leave during the probationary period	19%* (9)	17% (7)	22%* (10)	18% (11)	22% (6)
Written summary of periodic performance reviews for junior faculty	19%* (9)	14% (12)	27% (6)	21% (9)	15% (12)
Childcare	16%* (11)	11% (15)	22%* (10)	22%* (7)	9% (16)
Professional assistance for improving teaching	16%* (11)	16%* (8)	15% (12)	15% (12)	16%* (10)
Travel funds to present papers or conduct research	14% (13)	15%* (10)	13% (13)	12% (14)	18% (8)
Paid or unpaid personal leave during the probationary period	12%* (14)	12% (14)	11% (15)	7% (16)	20% (7)
Stop-the-tenure-clock for parental or other family reasons	12%* (14)	13% (13)	10% (16)	13% (13)	11% (14)
Financial assistance with housing	10% (16)	9% (16)	12% (14)	9% (15)	10% (15)

Note: The values in parenthesis indicate the vertical rank of that response. A * indicates a tie.

Question 44a. Please check the two best aspects about working at your institution, as opposed to a comparable institution.
Question 44b. Please check the two worst aspects about working at your institution, as opposed to a comparable institution.

Michigan State University

		# of institutions where item ranked among the top four responses			# of institutions where item ranked among the top four responses	
		YOUR PEERS (n = 5)	ALL UNIV. (n = 37)		YOUR PEERS (n = 5)	ALL UNIV. (n = 37)
OVERALL	1. Quality of colleagues	5	27	1. Geographic location	4	15
	2. My sense of "fit" here	4	30	2. Absence of others like me	2	8
	3. Teaching load	2	10	3. Unrelenting pressure to perform	3	9
	3. Cost of living	3	17	4. Compensation	4	27
MALES	1. Quality of colleagues	4	31	1. Absence of others like me	0	6
	2. Cost of living	4	19	2. Compensation	4	26
	3. My sense of "fit" here	4	32	2. Quality of graduate students	4	16
	4. Teaching load	2	10	4. Geographic location	4	13
	4. Support of colleagues	1	15			
FEMALES	1. Quality of colleagues	5	25	1. Geographic location	4	17
	2. Teaching load	3	13	2. Unrelenting pressure to perform	4	12
	3. My sense of "fit" here	4	29	3. Lack of support for research	1	23
	4. Support of colleagues	4	28	4. Tenure criteria clarity	1	5
WHITE FACULTY	1. Quality of colleagues	5	29	1. Geographic location	3	12
	2. My sense of "fit" here	4	30	2. Compensation	2	26
	3. Teaching load	2	11	3. Unrelenting pressure to perform	2	7
	4. Cost of living	3	16	4. Quality of graduate students	2	6
	4. Support of colleagues	4	25	4. Tenure criteria clarity	1	11
FACULTY OF COLOR	1. Cost of living	4	23	1. Absence of others like me	3	11
	2. Teaching load	3	15	2. Geographic location	4	18
	3. Quality of colleagues	5	19	3. My lack of "fit" here	0	4
	4. Support of colleagues	4	22	4. Lack of diversity	3	14