

COACHE

The Collaborative on Academic Careers in Higher Education

Improving
the quality of
higher education
through
collaboration

The initiative to improve
faculty recruitment, retention,
and work/life quality

University of North Texas
Tenured Faculty Job Satisfaction Survey
Institutional Report
2010-2011



HARVARD

GRADUATE SCHOOL OF EDUCATION

8 Story Street, 5th Floor • Cambridge, Mass. 02138 • 617.495.5285 • coache@gse.harvard.edu • www.coache.org

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Acknowledgements: Many people and organizations are responsible for making the COACHE project possible. We would especially like to thank the following:

The Ford Foundation
The Atlantic Philanthropies
Harvard Graduate School of Education
The University of North Texas
All of our member institutions

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Contact information:

The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
8 Story Street, 5th Floor
Cambridge, MA 02138

Email: coache@gse.harvard.edu
URL: <http://www.coache.org>
Voice: 617-495-5285
Fax: 617-496-9350

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PREFACE

One of the great strengths of an institution of higher education is its faculty. A consensus has emerged that college faculty are affected by their perception of the values and rewards in their workplace, and that supportive environments promote faculty satisfaction, which can lead to increased productivity and retention. With this understanding, the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education developed the Tenure-Track Faculty Job Satisfaction Survey.

Since 2003, COACHE member institutions have used data from the Tenure-Track Faculty Survey to leverage improvements in the workplace for pre-tenure faculty. Meanwhile, COACHE and its research partners have analyzed the data more broadly to understand the themes associated with faculty satisfaction and to contribute to the existing literature on faculty.

One of the most pervasive themes arising from our research is the role tenured faculty play as catalysts for the success of pre-tenure faculty. Tenured faculty serve as leaders for campus governance and policy decisions, as mentors to pre-tenure faculty, and as the arbiters of campus culture and climate. Simply put, the perceptions of tenured faculty shape nearly every facet of campus life. To understand them better, COACHE has designed the Tenured Faculty Job Satisfaction Survey.

This new instrument assesses tenured faculty experiences in several areas deemed critical to their success:

- Nature of work in research, teaching, and service
- Policies and infrastructure in support of faculty work
- Compensation, benefits, and family policies

- Mentoring
- Promotion policies
- Interdisciplinary work and collaboration
- Senior, divisional, and departmental leadership
- Departmental collegiality, quality, and engagement
- Appreciation and recognition

The result is this diagnostic and comparative management tool for college and university leaders. Tailored to each institution in this project, the COACHE Tenured Faculty Institutional Report pinpoints problem areas, whether within a particular policy or practice, academic area, or demographic. This benchmarking report identifies the overall performance of your campus to its peers, compares subgroups at your campus to subgroups at other campuses, and describes differences between groups on your campus. Thorough, yet accessible, this report is designed to refine the ability of campus leaders to confront concerns and celebrate achievements.

Membership in the Collaborative, however, does not conclude with delivery of this report. Academic leaders use COACHE results to focus attention, spot successes and weaknesses, and then take concrete steps to make policies and practices more effective and more prevalent. Our mission to make the academy a more attractive place to work is advanced only when supported by institutional action. To that end, COACHE is your partner and a resource for maximizing the ability of your data to initiate dialogue, recruit talented scholars, and further the work satisfaction of *all* faculty at your institution. For our advice on making the most of your participation, please review the supplementary material provided with this report. Then, contact us with any questions or new ideas that have emerged.

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GUIDE TO YOUR REPORT

The data, summary tables, and visual displays provided here tell the story of your tenured faculty's satisfaction and experiences working at your institution. Your report is comprised of four sections:

I. Executive summary

The executive summary gives an overview of what your tenured faculty members think about working at your institution. It shows, in a condensed fashion, your institution's strengths and weaknesses, in relation to the five peer institutions you chose for comparison, as well as in relation to all COACHE colleges or universities.

Dashboard Benchmarks

As a brief introduction to your report, this display compares your institution's performance to the six peer institutions on each of the seventeen benchmark themes. Benchmark scores are computed using the arithmetic means of the individual survey dimensions within a particular theme. This chart provides a broad sense of which aspects of the survey your faculty rated lowest and highest and how those levels of satisfaction compare to other institutions.

Areas of strength and areas of concern

Translating the *Index of Results* (see below) into text produced these lists of survey dimensions for which your faculty's responses overall ranked your institution particularly well or poorly relative to your peers. If you read nothing else in this report, you will learn the general thrust of your results from this synopsis.

Differences by gender, race, and rank

In addition to comparing your results to your peers, this section will note any survey dimensions with at least a ten percent difference between men and women; between white faculty and Asian faculty; between white faculty and underrepresented minority faculty and between full professors and associate professors* at your institution.

Index of results

With this list of overall results for nearly all survey dimensions, we have paired comparisons beyond your walls to comparisons within. Alongside the overall mean results, green (▲) and red (▼) arrows suggest where your results are most positive, most negative, or mixed. This table serves best as an index to the fine-grained data tables of your report. In addition to the overall comparisons across institutions, the index compares subgroups at your campus to the comparable subgroups at your peer institutions (e.g. your women to your peers' women) and provides intra-institutional comparisons (e.g. your men compared to your women) by gender, race, and rank.

The Index includes mean scores on individual survey items and results of benchmark scores. Benchmarks are designated with red font in the Index of results and reflect the mean scores of faculty on a range of items

* In a few cases, tenured assistant professors were included in the survey population. In those cases, assistants were aggregated with associate faculty.

within each theme. The full list of benchmarks and the survey items used to compose them can be found in the Appendix of this report.

Open-ended comments: Summary

Your report includes faculty responses to several open-ended survey questions. Here, we summarize into several themes the results of the final, open-ended question on improving the workplace. Since the qualitative coding process accounts for responses that touch upon multiple themes, the total number of comments reported in this thematic summary is likely to exceed the actual number of faculty who responded to this question.

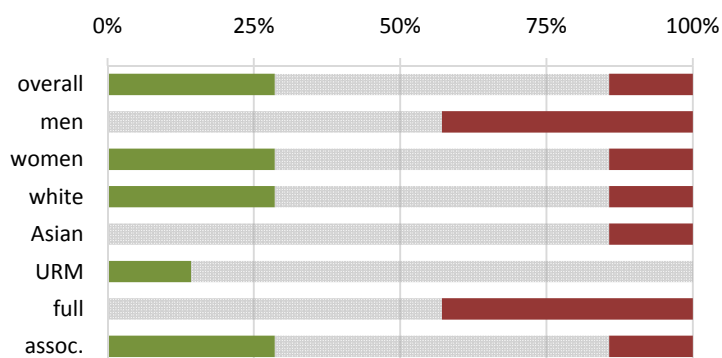
II. Findings organized by survey themes

The next section of the report organizes the survey results into themes. The themes were developed in a two-stage process using both qualitative and quantitative analysis methods to form and test their statistical validity as well as their utility for policy makers. The process resulted in fifteen themes:

- Nature of work: Service
- Nature of work: Teaching
- Nature of work: Research
- Facilities and work resources
- Retirement and family policies
- Collaboration and interdisciplinary work*
- Mentoring
- Promotion
- Senior and divisional leadership*
- Departmental leadership
- Departmental engagement
- Departmental quality
- Departmental collegiality
- Appreciation and recognition
- Retention

Each tab is organized to provide an “at a glance” understanding of your faculty’s perceptions about each respective theme. In the upper left corner is a summary of your institution’s performance compared to peers. The bar charts summarize the performance of your faculty compared to your peer institutions’ faculty overall, by gender, by race, and by rank. The green portions of the bars represent the proportion of survey items within this theme for which your faculty reported higher levels of satisfaction than most of your peers. The red portions of the bars represent the proportion of survey items within this theme for which your faculty reported lower levels of satisfaction than most of your peers. The grey section in the middle reflects the portion of items where your mean scores were in the middle of the pack.

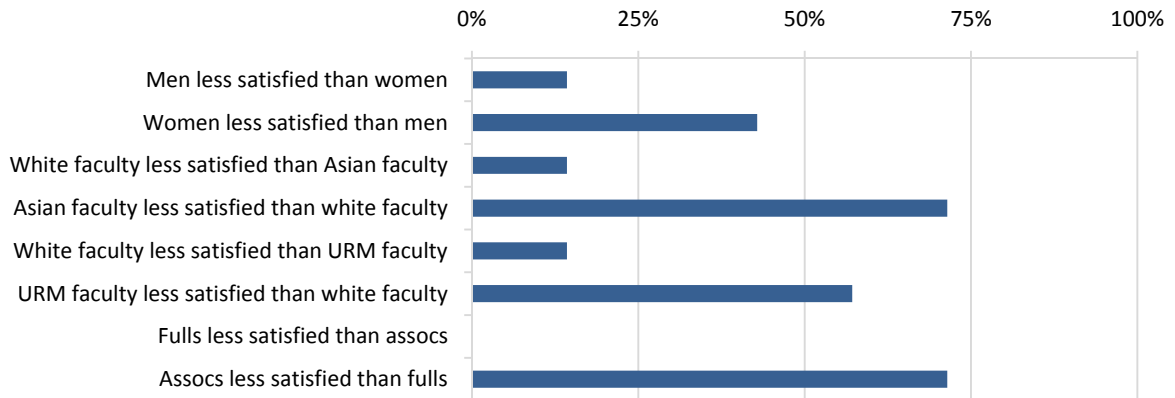
In the example to the right, men and full professors at this institution are less satisfied relative to peers at other schools on more survey items than other subgroups within your campus. Note that these are inter-institutional comparisons of subgroups.



* In two cases, the small number of items in a survey benchmark necessitated the merging of two groups into a single thematic report.

The next component of the thematic reports compares the subgroups within your institution. This bar chart shows the net differences between subgroups based on gender, race, and rank for the items on the survey falling under this theme. **In reviewing this table, it is quite possible to see an entirely blank table, which indicates no inter-group differences. A blank table indicates a certain level of parity among subgroups, which can be important when considering policy implications.**

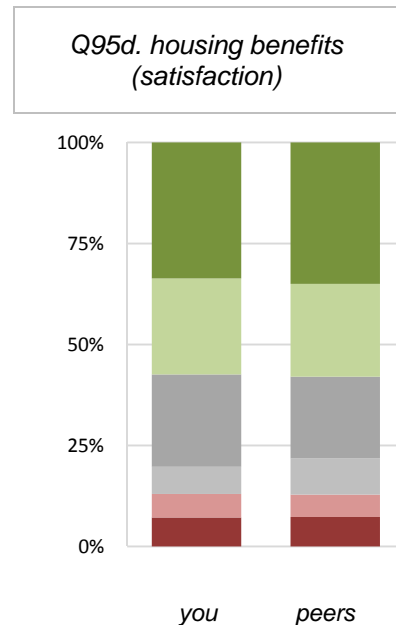
Using the table below as an example, Asian faculty are less satisfied than their white counterparts and associate faculty are less satisfied than full professors on more survey dimensions in this theme. There are no survey items in this theme where full professors are less satisfied than associates.



Below this table is a Thematic Breakout. This section is an analysis that is unique to this theme of the report. In some cases, it consists of responses to a non-likert scale question or provides a more nuanced level of analysis on a particular data point.

The second page of each theme provides distribution charts for you and your peers' faculty for each likert scale question in the theme. Each chart lists the short name for a survey item followed parenthetically by the Likert scale used in the question. In all cases, the green portions of the column charts represent positive scores (e.g. very satisfied and somewhat satisfied, or strongly agree and somewhat agree), the red portions show the distribution of negative responses on all Likert scales (e.g. very dissatisfied or dissatisfied, or strongly disagree or somewhat disagree) and the grey portions reflect neutral responses (e.g. neither satisfied nor dissatisfied and neither agree nor disagree).

For a small number of items, a second shade of grey is added to reflect other meaningful responses outside the Likert scale. For example, when asked about satisfaction with specific campus policies, respondents have the option to choose "Not offered at my institution." While this response is not useful in calculating an average score of satisfaction, it is valuable. Using the sample to the right, approximately one fourth of faculty at this institution reported that housing benefits (e.g. real estate services, subsidized housing, or low-interest mortgages) are not offered while three fourths rated their satisfaction or dissatisfaction with the policy. Clearly this indicates a lack of communication about housing policies to a rather large portion of faculty.



III. Data tables and other results

This portion of your report contains the raw data from you and your peers' participation in the survey.

Descriptive data

In this section, we provide the survey response rates for your institution and your comparable peers. You will also find here the range of weights used in calculating mean scores. (For an explanation of weights, see “Definitions” below.)

Additionally, this section of the report summarizes the survey's demographic questions, which ask respondents to provide background information about their careers, family status, and other personal characteristics. Though much of this information is not used to disaggregate results in the report, COACHE analysts are available for follow-up analysis that takes into account any of these demographics variables.

Mean comparisons

The mean comparisons are based on results from all survey respondents at your institution and at the six peer institutions participating in this study. For each survey dimension, the mean is the weighted arithmetic average of faculty responses on a particular item. Means are provided for your institution overall, for your peer institutions overall (the mean of their means), and—where population size allows—for groups by gender, by race (white faculty, Asian faculty or underrepresented minority faculty), and by rank. In separate columns, the relative position of your results is provided by a rank against your six peers.

Frequency distributions

As with the mean comparisons, these frequency distribution tables are based on results from all survey respondents at your institution and at all other institutions participating in this study. Provided here are the actual (unweighted) number and percentage of faculty responses on each survey dimension. We provide comparisons overall and between the same sub-groups identified in the mean comparisons (i.e., by gender, race/ethnicity, and rank).

A note on interpreting means and frequencies

Relative frequencies of responses for each item can provide crucial information not given by the mean score alone. While a group's mean score on an item gives valuable information about the group's central tendency, the frequency can tell you the extent to which the group is polarized in their responses. For example, consider the following two hypothetical cases:

- 1) In one case, half of a group of tenured faculty chose “*Very dissatisfied*” (1) on a 5-point scale, and half chose “*Very satisfied*” (5);
- 2) In the second case, every respondent in the group chose “*Neither satisfied nor dissatisfied*” (3).

In both cases, the mean score is 3.0; however, whereas in the second case the mean reflects individuals' attitudes very accurately, in the first case, the mean (*Neither satisfied nor dissatisfied*) does not actually reflect the attitude of anyone in the group. Rather, this group seems to be made up of two sub-groups with very different attitudes. It is important to take into account the polarization of scores when considering policy changes in order to gain a greater understanding of how faculty members will be affected.

Responses to open-ended questions

This section shows the comments written by your tenured faculty in response to follow-up questions to several survey items and to three open-ended questions.

Questions that only allowed an open-text response included:

Q65. Who tends to benefit most in the distribution of committee assignments?

Q75. Who tends to benefit most in the distribution of teaching loads?

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

Questions including an option of “Other” followed by an open text response included:

Q155. Subjects responding "In ten years or more" or "never" to Question 150 ("When do you plan to submit your dossier for promotion to full professor?") were asked the follow-up question "What are your primary reasons?". Subjects responding "Other" were asked to specify.

Q230. Subjects responding "Used an outside offer as leverage in negotiations (e.g., with a department chair or dean)" to Question 225 ("Which of the following have you done at this institution in the past five years?") were asked the follow-up question, "Which of the following items were adjusted as a result of those negotiations?" Subjects responding "Other" were asked to specify.

Q235. If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust? Subjects responding "Other" were asked to specify.

Q260. If you were to leave your institution, what would be your primary reason? Subjects responding "Other" were asked to specify.

IV. Appendices

A. Survey instrument

A static, coded version of the web-based instrument is provided in the first appendix. Please note that this medium does not accurately indicate survey “adaptive branching” behavior, where some items are skipped because of responses to previous questions.

B. Benchmark scores

Benchmark scores are the weighted arithmetic means of a series of survey items that address similar thematic items. This appendix provides a full list of all the benchmarks created for this report and the items used to create each benchmark.

METHOD

Background

The principal purposes of the Collaborative on Academic Careers in Higher Education (COACHE) survey are two-fold: (1) to enlighten academic leaders about the experiences and concerns of full-time faculty; and (2) to provide data that lead to informed discussions and appropriate actions to improve the quality of work/life for those faculty. Over time, we hope these steps will make the academy an even more attractive and equitable place for talented scholars and teachers to work.

The core elements of COACHE are two web-based surveys designed and tested in focus groups (see *Survey Design* below)—The Tenure-Track Faculty Job Satisfaction Survey and the Tenured Faculty Job Satisfaction Survey. The Tenured Faculty Survey asked full-time tenured faculty to rate the attractiveness of various terms and conditions of employment and to assess their own level of work satisfaction. While there are many faculty surveys, this latest COACHE instrument is unique in that it was designed expressly to take account of the concerns and experiences of full-time, tenured faculty.

This COACHE Tenured Faculty Job Satisfaction Survey provides academic leaders with a powerful lever to enhance engagement of and the quality of work life for tenured faculty. Each report provides not only interesting data, but also actionable diagnoses. The data are a springboard to workplace improvements, more responsive policies and practices, and an earned reputation as a great place for tenured faculty to work.

Survey design

The chief aim in developing the COACHE Tenured Faculty Job Satisfaction Survey was to assess, in a comprehensive and quantitative way, tenured faculties' engagement and work-related quality of life. The survey addresses multiple facets of job satisfaction and includes specific questions that would yield unambiguous, actionable data on key policy-relevant issues. The COACHE instrument was developed and validated in stages over a period of several years.

First, an exhaustive review of the literature revealed a series of recurring themes in the lives of faculty which are crucial to their satisfaction and success. These themes were used as scaffolding for the construction of a series of focus groups. Eight focus groups with 73 tenured faculty revealed how they view certain work-related issues, including specific institutional policies and practices, work climate, the ability to balance professional and personal lives, issues surrounding promotion, governance and overall job satisfaction.

Drawing from the focus groups, prior surveys on job satisfaction among academics and other professionals, and consultation with experts on survey development, COACHE researchers developed a web-based survey prototype.

COACHE solicited feedback about the survey by conducting cognitive interviews with tenured faculty to clarify ambiguous items, refine language, reconsider the ordering of items and in some cases, eliminate invalid questions.

Survey administration

All eligible subjects at participating institutions were invited to complete the survey. Eligibility was determined according to the following criteria:

- Full-time
- Tenured
- Hired and tenured prior to 2010 (new hires or recent promotions are unable to respond meaningfully to many questions)
- Not *clinical* faculty in such areas as Medicine, Dentistry, Nursing, Pharmacy, and Veterinary Medicine

Subjects first received a message about the survey from a senior administrator (e.g., president, provost, or dean) at their institution. Next, subjects received an email from COACHE inviting them to complete the survey. Over the course of the survey administration period, up to four automated reminders were sent via email to all subjects who had not completed the survey.

Participants accessed a secure web server through their own unique link provided by COACHE and responded to a series of multiple-choice and open-ended questions (see *Appendix A*). The median survey completion time was approximately 25 minutes; the mode (most frequent) completion time was approximately 21 minutes.

Data conditioning

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 Answer* 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.

The next step in identifying valid respondents consists of reviewing response patterns for individuals who may have rushed through the survey. Commonly called "speeders" and "cheaters", these are respondents who completed the survey in a significantly shorter time span than the rest of the survey cohort who chose the same response for at least 85% of the survey or who followed a suspiciously consistent pattern of responses throughout the survey. Speeders and cheaters are flagged for review and removed from the data when appropriate.

Finally, in responses to open-ended questions, individually-identifying words or phrases that would compromise the respondent's anonymity were either excised or emended by COACHE analysts. Where this occurred, the analyst substituted that portion of the original response with brackets containing an ellipsis or alternate word or phrase (e.g., [...] or [underrepresented minority]). If your institution appended custom open-ended questions, comments were not altered in any way. Prior to completing any open-ended questions, faculty were warned, "You have completed the main questionnaire. Your campus leadership appended the next few questions to delve into specific topics related to your institution. In some cases, these questions ask for open text responses. COACHE reports the full unedited response for these items. Please keep in mind that COACHE never directly links your contact information to a response, however, some comments may inadvertently disclose the identity of respondents. We encourage you to use your best judgment to balance candor and confidentiality."

DEFINITIONS

Data weighting or “weight scale”

A weighting scale was developed for each institution to adjust for the under- or over-representation in the data set of subgroups defined by rank and gender (e.g., male associate professors, female full professors, etc.). Applying these weights to the data thus allowed the relative proportions of subgroups in the data set for each institution to more accurately reflect the proportions in that institution’s actual population of tenured faculty. (See “Descriptive Data” in your report for your institution’s weight scale.)

n < 5

To protect the identity of respondents and in accordance with procedures approved by Harvard University’s Committee on the Use of Human Subjects, cells with fewer than five data points (i.e., mean scores for questions that were answered by fewer than five faculty from a subgroup within an institution) are not reported. Instead, “n < 5” will appear as the result.

Peers

For the purposes of this pilot study, the term peers refers to the full cohort of participating institutions. These include:

- Auburn University
- Florida International University
- Georgia State University
- New Mexico State University
- The University of Alabama
- The University of Memphis
- The University of North Texas

Percentage difference (% diff)

In reporting comparisons of means, many studies express the result as a percentage difference based on one of the subgroup means. For example, if females (group1) rated clarity of the promotion criteria at 2.40 on a five-point scale, and males (group2) rated the same dimension at 2.00, one might report that “women find promotion criteria 20 percent clearer than do men.”

$$\frac{\text{group1} - \text{group2}}{\text{group2}}$$

By this method, however, the same difference in rating (0.40) at the higher end of the five-point scale would seem narrower if expressed as a percentage. If we compare a female (group1) mean of 4.40 against a male (group2) mean of 4.00, we find just 10 percent difference—half the difference of our earlier example—even though the absolute difference between the results is the same. Thus, using a variable divisor (group2) exaggerates differences at the low end of a scale, or conversely, mutes differences at the high end of a scale.

Another problem caused by this method is that the percentage value of the difference changes depending on how you express the comparison: “Women find promotion clarity 20 percent clearer than do men,” but “Men find promotion clarity 16.7 percent less clear than do women.”

Still, expressing comparative results as a percentage is a universal method of deciding whether or not a difference is “important,” “practical,” or “meaningful.” Therefore, your COACHE report expresses differences as a percentage of the *range* on our five point scale.

$$\frac{\text{group1} - \text{group2}}{\text{scale high} - \text{scale low}}$$

To cite the examples above, the 0.40 that separates female and male results—whether at the low or high end of the scale—will always be 10 percent of the range of possible clarity responses, or $5 - 1 = 4$. Likewise, a 10 percent difference always translates into a 0.40 difference in means.

Arguably, the fixed divisor could be the number (5), not the range (4) of responses. We provide your data in an Excel format allowing you to substitute your own assumptions. (Be aware that such a change will make smaller the relative differences between groups.) However, we believe that these assumptions strengthen the consistency of the analysis from item to item across the dimensions of the survey.

Race/ethnicity designations

For comparisons by race/ethnicity, respondents are divided into three groups: white (non-Hispanic), Asian, and underrepresented minority (urm). The “Asian” category includes all Asian-American and Pacific Islanders. Underrepresented minorities include all non-white, non-Asian faculty (American Indian or Native Alaskan, Black or African-American, Hispanic or Latino, and Multiracial). In all race comparisons, white faculty are identified as the comparison group. Differences are noted between white faculty and Asian faculty and between white faculty and underrepresented minority faculty.

Response rate

The percent of all eligible tenured faculty, by gender, by race, and by rank, whose responses, following the data conditioning process, were deemed eligible to be included in this analysis. These response rates determine the weight scale used to balance the sample.

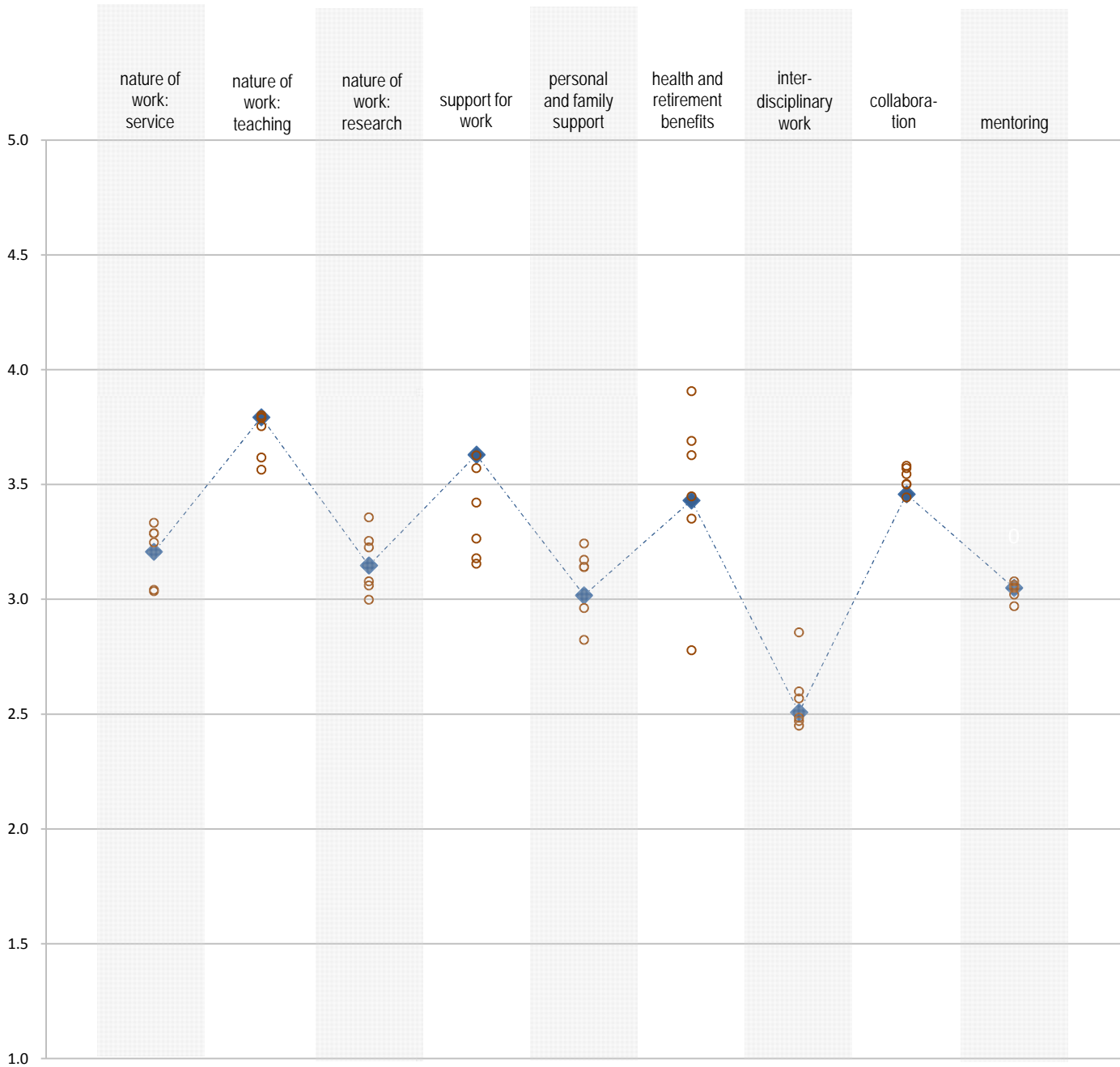
Please contact COACHE with any additional questions about methodology and definitions, about survey administration, or about any aspects of this institutional report.

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Tenured Faculty Job Satisfaction Survey Dashboard of Benchmark Scores

The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
Survey Administration 2010-2011

Introduction: These dashboard displays reflect your overall performance on the seventeen benchmarks of the survey instrument. Benchmark scores represent the arithmetic mean of survey items which fall within a particular dimension of the COACHE Survey. The chart below shows your institution's performance (with the blue diamond) compared to the six other institutions in your comparison group (in brown circles). Average scores always fall within a range of 1.0 (least favorable score) to 5.0 (the most favorable score).



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Tenured Faculty Job Satisfaction Survey Executive Summary

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The Collaborative on Academic Careers in Higher Education

EXECUTIVE SUMMARY

The *COACHE Tenured Faculty Job Satisfaction Survey* was administered online from October 2010 through December 2011. This executive summary highlights faculty responses to most items in the survey, which fall into seventeen primary survey domains:

Nature of work: Service	Senior leadership
Nature of work: Teaching	Divisional leadership
Nature of work: Research	Departmental leadership
Facilities and resources for work	Departmental engagement
Retirement and family policies	Departmental quality
Collaboration	Departmental collegiality
Interdisciplinary work	Appreciation and recognition
Mentoring	Global satisfaction
Promotion	

Population data and completion rates

	YOUR INSTITUTION			YOUR PEERS		
	Population	Valid Respondents	Response Rate	Population	Valid Respondents	Response Rate
Overall	574	278	48%	3232	1397	43%
Men	401	183	46%	2263	929	41%
Women	173	95	55%	969	468	48%
White	465	227	49%	2537	1136	45%
Asian	46	26	57%	308	110	36%
Underrepresented minorities	63	25	40%	387	151	39%
Full	289	139	48%	1649	688	42%
Associates	285	139	49%	1583	709	45%

Pilot Cohort

Seven institutions were included in the limited launch of the Tenured Faculty Job Satisfaction Survey and Report. The results in your institutional report include comparisons to this cohort. The institutions included in this cohort are:

- Auburn University
- Florida International University
- Georgia State University
- New Mexico State University
- The University of Alabama
- The University of Memphis
- The University of North Texas

Areas of strength

Your faculty's ratings of the following survey dimensions placed your institution **first or second (out of seven) compared to peers**. We recommend sharing these findings (e.g., in job postings, with search committees and prospective faculty) as compelling aspects of your institution as a workplace.

Nature of work: Teaching

- time on teaching
- level of courses taught
- discretion over course content

Facilities and resources for work

- lab/research/studio space
- equipment
- library resources
- computing & technical support
- clerical & administrative support

Personal and family support

- housing benefits

Health and retirement benefits

- salary

Mentoring

- effective mentoring of pre-tenure faculty

Senior leadership

- stated priorities: provost
- communication of priorities: provost
- confidence in leadership: provost
- priorities are acted upon consistently

Divisional leadership

- support adapting to changes: dean

Departmental engagement

- discussions of effective teaching
- professional interaction with departmental colleagues

Departmental quality

intellectual vitality: tenured faculty
scholarly productivity: pre-tenured faculty
department is successful at retention of faculty
department is successful at addressing sub-standard performance

Departmental collegiality

personal interaction with departmental colleagues

Appreciation and recognition

recognition for advising
valued by president/provost: school
CAO cares about assistant professors

Global satisfaction

would again choose to work at institution
overall rating of department
overall rating of institution

Areas of concern

Your faculty's ratings of the following survey dimensions placed your institution **sixth or seventh (out of seven) compared to peers**. We recommend targeting these areas for intervention.

Nature of work: Research

expectations for external funding
influence over focus of research
support for securing graduate student support
time spent on outreach

Personal and family support

modified duties for family reasons
compatibility of career/personal life

Health and retirement benefits

health benefits for family

Interdisciplinary work

department understands interdisciplinary work

Collaboration

collaboration within college/school

collaboration outside college/school
collaboration outside institution

Mentoring

mentoring from outside department
mentoring from outside institution

Promotion

promotion expectations are reasonable
associates encouraged towards promotion
clarity: promotion process
clarity: promotion criteria
clarity: time to apply for promotion
[RANK=Assoc.] clarity: sense of promotion to full

Departmental leadership

stated priorities: chair
communication of priorities: chair
opportunities for input: chair
confidence in leadership: chair

Departmental engagement

discussions of technology

Departmental collegiality

meeting times are compatible
department is collegial

Appreciation and recognition

recognition for scholarship
recognition from colleagues

Differences by gender

Male faculty at your institution did not rate any survey dimensions **at least 10% lower** than did female faculty at your institution.

Female faculty at your institution rated the following survey dimensions **at least 10% lower** than did male faculty at your institution.

Nature of work: Service

support for additional leadership roles

Nature of work: Research

time on research
availability of course release
balance of faculty roles

Facilities and resources for work

clerical & administrative support

Personal and family support

housing benefits
tuition waivers
childcare
eldercare
career/personal life balance

Interdisciplinary work

interdisciplinary work rewarded in merit
interdisciplinary work rewarded in promotion
department understands interdisciplinary work

Promotion

promotion expectations are reasonable
associates encouraged towards promotion
clarity: promotion process
clarity: time to apply for promotion
clarity: sense of promotion to full [Associate Faculty Only]

Departmental leadership

communication of priorities: chair
opportunities for input: chair

Differences by race

White faculty at your institution rated the following survey dimensions **at least 10% lower** than did Asian faculty at your institution.

Nature of work: Service

support for additional leadership roles

Personal and family support

modified duties for family reasons

Mentoring

mentoring from within department

Promotion

clarity: time to apply for promotion

clarity: sense of promotion to full [Associate Faculty Only]

Departmental leadership

stated priorities: chair

communication of priorities: chair

confidence in leadership: chair

support adapting to changes: chair

Appreciation and recognition

recognition from chair

Asian faculty at your institution rated the following survey dimensions **at least 10% lower** than did white faculty at your institution.

Nature of work: Service

equity of committee assignment distribution

Personal and family support

housing benefits

spousal/partner hiring program

eldercare

Health and retirement benefits

health benefits for self

health benefits for family

Departmental quality

intellectual vitality: pre-tenured faculty

Appreciation and recognition

CAO cares about assistant professors

CAO cares about associate professors

Global satisfaction

would again choose to work at institution

White faculty at your institution rated the following survey dimensions **at least 10% lower** than did underrepresented minority faculty at your institution.

Mentoring

being a mentor has been fulfilling

Underrepresented minority faculty at your institution rated the following survey dimensions **at least 10% lower** than did white faculty at your institution.

Nature of work: Research

expectations for external funding

Facilities and resources for work

lab/research/studio space

Personal and family support

spousal/partner hiring program

eldercare

Interdisciplinary work

budgets support interdisciplinary work

facilities support interdisciplinary work

interdisciplinary work rewarded in merit

interdisciplinary work rewarded in promotion

department understands interdisciplinary work

Collaboration

collaboration within department

collaboration within college/school

collaboration outside college/school

collaboration outside institution

Mentoring

effective mentoring of pre-tenure faculty

effective mentoring of associate faculty

Promotion

promotion expectations are reasonable

associates encouraged towards promotion

clarity: promotion process
clarity: promotion criteria
clarity: promotion standards
clarity: body of evidence for promotion
clarity: time to apply for promotion
clarity: sense of promotion to full [Associate Faculty Only]

Divisional leadership

pace of decision making: dean
stated priorities: dean
communication of priorities: dean
confidence in leadership: dean
support adapting to changes: dean

Departmental leadership

communication of priorities: chair
opportunities for input: chair
confidence in leadership: chair

Departmental engagement

discussions of undergraduate learning

Appreciation and recognition

recognition for outreach
recognition from dean
valued by president/provost: school

Global satisfaction

overall rating of department

Differences by rank

Full Professors at your institution did not rate any survey dimensions **at least 10% lower** than did Associate Professors at your institution.

Associate Professors at your institution rated the following survey dimensions **at least 10% lower** than did Full Professors at your institution.

Personal and family support

spousal/partner hiring program
compatibility of career/personal life

career/personal life balance

Health and retirement benefits

salary

Interdisciplinary work

facilities support interdisciplinary work
interdisciplinary work rewarded in merit
interdisciplinary work rewarded in promotion

Collaboration

collaboration within college/school

Mentoring

effective mentoring of associate faculty

Promotion

promotion expectations are reasonable
associates encouraged towards promotion
clarity: promotion process
clarity: promotion criteria
clarity: promotion standards
clarity: body of evidence for promotion
clarity: time to apply for promotion

Departmental engagement

discussion of research methods

Departmental quality

department is successful at retention of faculty

Appreciation and recognition

recognition for scholarship
CAO cares about associate professors

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Tenured Faculty Job Satisfaction Survey Index of Results

The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
Survey Administration 2010-2011

The table below represents your performance on all Likert scale items in the survey **compared to your peer group**. Areas of Strength, designated by a green triangle, and Areas of Concern, designated by a red triangle, are defined by the rank of your mean score among your six peers. If your score is among the top 2 in your peer group, the item is a strength; if your score is among the bottom 2, the item is a concern. This threshold can be modified in the 'criteria' tab of the Excel version of this report.

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ITEM NAME	mean	overall	Gender		Race			Rank	
			men	women	white	Asian	URM	full	assoc.
benchmark: nature of work: service	3.21						▼		
45c time on service	3.36						▼	▲	
55b support for additional leadership roles	2.65		▲						
60a number of committees	3.32						▼		
60b attractiveness of committees	3.41						▼		
60c choice of committees	3.41			▼			▼	▲	
60d equity of committee assignment distribution	3.02						▼		
benchmark: nature of work: teaching	3.79						▲		▲
45a time on teaching	3.89	▲					▲	▼	▲
70a number of courses taught	3.72			▼			▲	▼	
70b level of courses taught	4.22	▲		▲	▲				▲
70c discretion over course content	4.52	▲		▼	▲				▲
70e quality of students	3.28								
70h equity of teaching workload distribution	3.14			▼	▼			▲	▼
benchmark: nature of work: research	3.15						▼		
45b time on research	3.31			▼					▼
70g availability of course release	2.64		▲				▲		
80a expectations for external funding	2.88	▼		▼	▼	▼	▼	▼	▼
80b influence over focus of research	4.22	▼		▼	▼				▼
80c quality of graduate students	3.05			▼			▼		
85a support for obtaining grants	2.87		▲				▼		
85b support for managing grants	2.78		▲				▼		
85c support for securing graduate student support	2.85	▼	▲	▼			▼	▼	▼
85d support for research travel	3.36								▲
45d time spent on outreach*	3.57	▼		▼			▼	▼	▼
45e time spent on administrative tasks*	3.17			▼				▲	
55a balance of faculty roles*	3.17			▼			▼	▼	
benchmark: facilities & resources for work	3.63	▲		▲	▲	▲			▲
90a office	3.77						▲		▲
90b lab/research/studio space	3.41	▲			▲	▲		▼	▲
90c equipment	3.67	▲			▲	▲	▲		▲
90d classrooms	3.37							▼	▲
90e library resources	4.09	▲		▲	▲	▲	▲		▲
90f computing & technical support	3.90	▲		▲	▲	▲			▲
90h clerical & administrative support	3.38	▲			▲	▲			▲
70f support to improve teaching	3.29			▼			▼	▼	

* Indicates that the survey item is not used in calculating benchmark scores.



The Collaborative on Academic Careers in Higher Education

Tenured Faculty Job Satisfaction Survey

Survey Administration 2010-2011

The table below examines "meaningful" differences, indicated by a red target (🎯), between comparable subgroups **within your institution** (e.g., between men and women on your campus). The differences between groups is calculated by dividing the net mean difference between groups by the response set range of 4. The subgroup with the lower score is flagged with the red target. So, for example, if a red target appears beneath the "URM" column, then underrepresented minority faculty scored that survey item lower than did white faculty at your institution.

A meaningful difference between groups is currently defined as 10% or more. This threshold can be modified in the 'criteria' tab of the Excel version of this report.

ITEM NAME	Gender		Race		Race		Rank	
	men	women	white	Asian	white	URM	full	assoc.
benchmark: nature of work: service								
45c								
55b		🎯	🎯					
60a								
60b								
60c								
60d						🎯		
benchmark: nature of work: teaching								
45a								
70a								
70b								
70c								
70e								
70h								
benchmark: nature of work: research								
45b		🎯						
70g		🎯						
80a							🎯	
80b								
80c								
85a								
85b								
85c								
85d								
45d								
45e								
55a		🎯						
benchmark: facilities & resources for work								
90a								
90b							🎯	
90c								
90d								
90e								
90f								
90h								🎯
70f								

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The Collaborative on Academic Careers in Higher Education
 Tenured Faculty Job Satisfaction Survey
 Survey Administration 2010-2011

The table below represents your performance on all Likert scale items in the survey **compared to your peer group**. Areas of Strength, designated by a green triangle, and Areas of Concern, designated by a red triangle, are defined by the rank of your mean score among your six peers. If your score is among the top 2 in your peer group, the item is a strength; if your score is among the bottom 2, the item is a concern. This threshold can be modified in the 'criteria' tab of the Excel version of this report.

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ITEM NAME	mean	overall	Gender		Race			Rank	
			men	women	white	Asian	URM	full	assoc.
benchmark: personal and family support	3.02			▼	▼				
95d housing benefits	2.54	▲	▲			▲	▲	▲	▲
95e tuition waivers	3.37			▼			▲		▲
95f spousal/partner hiring program	2.58		▲			▼			
95g childcare	2.44		▲	▼		▼			
95h eldercare	2.74		▲	▼		▼	▼		
95j family medical/parental leave	3.39					▼	▲		
95k modified duties for family reasons	3.27	▼		▼	▼				▼
200b compatibility of career/personal life	2.61	▼	▲	▼	▼	▼			▼
200a career/personal life balance*	3.31					▼	▲	▲	
benchmark: health and retirement benefits	3.43					▼			
95a health benefits for self	3.64					▼			
95b health benefits for family	3.37	▼				▼			▼
95c retirement benefits	3.44								
95i phased retirement options	2.98								▼
90g salary*	3.09	▲	▲	▲	▲	▲		▲	▲
benchmark: interdiscpl. work	2.51		▲			▼	▼	▲	▼
100a budgets support interdiscpl. work	2.64		▲				▼		
100b facilities support interdiscpl. work	2.39		▲	▼			▼	▲	▼
100c interdiscpl. work rewarded in merit	2.51		▲	▼			▼	▲	
100d interdiscpl. work rewarded in promotion	2.55		▲			▼	▼		▼
100g department understands interdiscpl. work	2.51	▼	▲	▼	▼		▼		▼
benchmark: collaboration	3.46	▼		▼	▼		▼		▼
105a collaboration within department	3.72			▼			▼	▲	▼
105b collaboration within college/school	3.28	▼		▼	▼		▼	▲	▼
105c collaboration outside college/school	3.18	▼		▼			▼	▲	▼
105d collaboration outside institution	3.60	▼		▼			▼	▼	
benchmark: mentoring	3.05					▲	▼		
115 [Q110=Yes] mentoring is fulfilling	4.05			▼					
125a mentoring from within department	3.47				▼	▲			
125b mentoring from outside department	3.25	▼		▼	▼				▼
125c mentoring from outside institution	3.56	▼			▼	▲	▼		▼
130a effective mentoring of pre-tenure faculty	3.27	▲			▲	▲	▼	▲	▲
130b effective mentoring of associate faculty	2.25		▲		▲		▼		
130c mentors are supported by institution	2.31		▲		▲				

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The Collaborative on Academic Careers in Higher Education

Tenured Faculty Job Satisfaction Survey

Survey Administration 2010-2011

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ITEM NAME	Gender		Race		Race		Rank	
	men	women	white	Asian	white	URM	full	assoc.
benchmark: personal and family support								
95d housing benefits		●		●				
95e tuition waivers		●						
95f spousal/partner hiring program				●		●		●
95g childcare		●						
95h eldercare		●		●		●		
95j family medical/parental leave								
95k modified duties for family reasons			●					
200b compatibility of career/personal life								●
200a career/personal life balance*		●						●
benchmark: health and retirement benefits								
95a health benefits for self				●				
95b health benefits for family				●				
95c retirement benefits								
95i phased retirement options								
90g salary*								●
benchmark: interdiscpl. work								
100a budgets support interdiscpl. work						●		●
100b facilities support interdiscpl. work						●		●
100c interdiscpl. work rewarded in merit		●				●		●
100d interdiscpl. work rewarded in promotion		●				●		●
100g department understands interdiscpl. work		●				●		
benchmark: collaboration								
105a collaboration within department						●		
105b collaboration within college/school						●		●
105c collaboration outside college/school						●		
105d collaboration outside institution						●		
benchmark: mentoring								
115 [Q110=Yes] mentoring is fulfilling						●		
125a mentoring from within department			●					
125b mentoring from outside department								
125c mentoring from outside institution								
130a effective mentoring of pre-tenure faculty						●		
130b effective mentoring of associate faculty						●		●
130c mentors are supported by institution								

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The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
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ITEM NAME	mean	overall	Gender		Race			Rank	
			men	women	white	Asian	URM	full	assoc.
benchmark: promotion	3.47	▼		▼	▼	▲	▼		▼
135a promotion expectations are reasonable	3.51	▼		▼	▼	▲	▼		▼
135b associates encouraged towards promotion	3.25	▼		▼			▼		▼
140a clarity: promotion process	3.65	▼		▼	▼		▼		▼
140b clarity: promotion criteria	3.60	▼		▼			▼	▲	▼
140c clarity: promotion standards	3.42			▼		▲	▼	▲	▼
140d clarity: body of evidence for promotion	3.70			▼			▼		
140e clarity: time to apply for promotion	3.41	▼		▼	▼	▲	▼		▼
140f [RANK=Assoc.] clarity: sense of promotion to full	2.96	▼		▼	▼	▲	▼	n/a	▼
benchmark: senior leadership	3.38						▼	▲	
180a pace of decision making: president	3.25						▼		
180b stated priorities: president	3.31						▼		
180c communication of priorities: president	3.37						▼		
180l pace of decision making: provost	3.43				▲	▼		▲	▲
180m stated priorities: provost	3.44	▲			▲	▼	▲	▲	▲
180n communication of priorities: provost	3.51	▲			▲	▼	▲	▲	▲
165a confidence in leadership: president*	3.22						▼		
165b confidence in leadership: provost*	3.64	▲			▲		▲	▲	▲
170a priorities are stated consistently*	2.97		▲		▲			▲	
170c priorities are acted upon consistently*	2.79	▲	▲		▲	▼			▲
benchmark: divisional leadership	3.11						▼	▼	
185d pace of decision making: dean	3.21						▼		
185e stated priorities: dean	3.15						▼		
185f communication of priorities: dean	3.13						▼	▼	
185g opportunities for input: dean	2.97		▲	▲			▼	▼	
165c confidence in leadership: dean*	3.27						▼		
175a support adapting to changes: dean*	3.08	▲	▲		▲	▲		▲	▲
benchmark: departmental leadership	3.44	▼		▼	▼	▲	▼		▼
185h pace of decision making: chair	3.46			▼	▼		▼	▲	▼
185i stated priorities: chair	3.40	▼		▼		▲	▼	▲	▼
185j communication of priorities: chair	3.43	▼		▼	▼	▲	▼		▼
185k opportunities for input: chair	3.46	▼		▼	▼		▼		▼
165d confidence in leadership: chair*	3.48	▼		▼	▼	▲	▼		▼
175b support adapting to changes: chair*	3.46					▲			

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The Collaborative on Academic Careers in Higher Education

Tenured Faculty Job Satisfaction Survey

Survey Administration 2010-2011

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ITEM NAME	Gender		Race		Race		Rank	
	men	women	white	Asian	white	URM	full	assoc.
benchmark: promotion		🎯				🎯		🎯
135a promotion expectations are reasonable		🎯				🎯		🎯
135b associates encouraged towards promotion		🎯				🎯		🎯
140a clarity: promotion process		🎯				🎯		🎯
140b clarity: promotion criteria						🎯		🎯
140c clarity: promotion standards						🎯		🎯
140d clarity: body of evidence for promotion						🎯		🎯
140e clarity: time to apply for promotion	🎯		🎯			🎯		🎯
140f [RANK=Assoc.] clarity: sense of promotion to full		🎯	🎯			🎯	n/a	n/a
benchmark: senior leadership								
180a pace of decision making: president								
180b stated priorities: president								
180c communication of priorities: president								
180l pace of decision making: provost								
180m stated priorities: provost								
180n communication of priorities: provost								
165a confidence in leadership: president*								
165b confidence in leadership: provost*								
170a priorities are stated consistently*								
170c priorities are acted upon consistently*								
benchmark: divisional leadership						🎯		
185d pace of decision making: dean						🎯		
185e stated priorities: dean						🎯		
185f communication of priorities: dean						🎯		
185g opportunities for input: dean								
165c confidence in leadership: dean*						🎯		
175a support adapting to changes: dean*						🎯		
benchmark: departmental leadership						🎯		
185h pace of decision making: chair								
185i stated priorities: chair				🎯				
185j communication of priorities: chair		🎯	🎯			🎯		
185k opportunities for input: chair		🎯				🎯		
165d confidence in leadership: chair*			🎯			🎯		
175b support adapting to changes: chair*			🎯					

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The Collaborative on Academic Careers in Higher Education
 Tenured Faculty Job Satisfaction Survey
 Survey Administration 2010-2011

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ITEM NAME	mean	overall	Gender		Race			Rank	
			men	women	white	Asian	URM	full	assoc.
benchmark: departmental engagement	3.46			▼				▲	
190a discussions of undergraduate learning	3.54							▲	
190b discussion of graduate learning	3.67			▼					
190c discussions of effective teaching	3.45	▲			▲	▼	▲		▲
190d discussions of technology	3.28	▼		▼		▼			▼
190e discussion of research methods	3.13				▼		▲	▲	▼
205a prof. interaction with dept. colleagues	3.70	▲			▲	▲			▲
benchmark: departmental quality	3.51	▲					▲	▲	
195a intellectual vitality: tenured faculty	3.49	▲		▼			▲	▲	▼
195b intellectual vitality: pre-tenured faculty	3.99			▼		▼	▲	▲	
195c scholarly productivity: tenured faculty	3.38						▲	▲	
195d scholarly productivity: pre-tenured faculty	3.88	▲					▲	▲	
240b department is successful at recruitment of faculty	3.51			▲	▼	▲	▲		
240c department is successful at retention of faculty	3.47	▲		▲	▲	▲		▲	▲
240d department is successful at addressing sub-standard performanc	2.78	▲	▲		▲			▲	▲
benchmark: departmental collegiality	3.71			▼	▼		▲		
200c colleagues support personal obligations	3.45					▼			
200d meeting times are compatible	3.94	▼		▼	▼			▼	▼
205b personal interactions with dept. colleagues	3.72	▲			▲		▲	▲	▲
205c sense of belonging in department	3.71					▲	▲		
210a colleagues pitch in when needed	3.64			▼		▼	▲		
210c department is collegial	3.81	▼		▼	▼				▼
benchmark: appreciation and recognition	3.27				▲	▼			
215a recognition for teaching	3.23			▼	▲	▼	▲		
215b recognition for advising	3.03	▲	▲		▲			▼	▲
215c recognition for scholarship	3.23	▼				▼			▼
215d recognition for service	3.02		▲					▼	▲
215e recognition for outreach	2.92		▲	▼		▼	▼		
215f recognition from provost	2.93		▲		▲			▲	
215g recognition from dean	2.94		▲			▼	▼		
215h recognition from chair	3.44			▼	▼	▲			▼
215i recognition from colleagues	3.43	▼		▼	▼		▲		▼
220a valued by president/provost: school	3.62	▲			▲			▲	▲
220b valued by president/provost: department	3.14				▲	▼			
245a CAO cares about assistant professors	3.60	▲			▲	▼		▲	▲
245b CAO cares about associate professors	3.38				▲	▼		▲	
245c CAO cares about full professors	3.58			▲				▲	
210b institution is collegial*	3.69			▲			▲		
245d would again choose to work at institution*	3.66	▲			▲				▲
245e would again choose an academic career*	4.43					▲			
250a overall rating of department*	3.79	▲			▲	▲		▲	▲
250b overall rating of institution*	3.69	▲			▲		▲		▲

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The Collaborative on Academic Careers in Higher Education

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Survey Administration 2010-2011

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A meaningful difference between groups is currently defined as 10% or more. This threshold can be modified in the 'criteria' tab of the Excel version of this report.

ITEM NAME	Gender		Race		Race		Rank	
	men	women	white	Asian	white	URM	full	assoc.
benchmark: departmental engagement								
190a						●		
190b								
190c								
190d								
190e								●
205a								
benchmark: departmental quality								
195a								
195b				●				
195c								
195d								
240b								
240c								●
240d								
benchmark: departmental collegiality								
200c								
200d								
205b								
205c								
210a								
210c								
benchmark: appreciation and recognition								
215a								
215b								
215c								●
215d								
215e						●		
215f								
215g						●		
215h			●					
215i								
220a							●	
220b								
245a				●				
245b				●				●
245c								
210b								
245d				●				
245e								
250a							●	
250b								

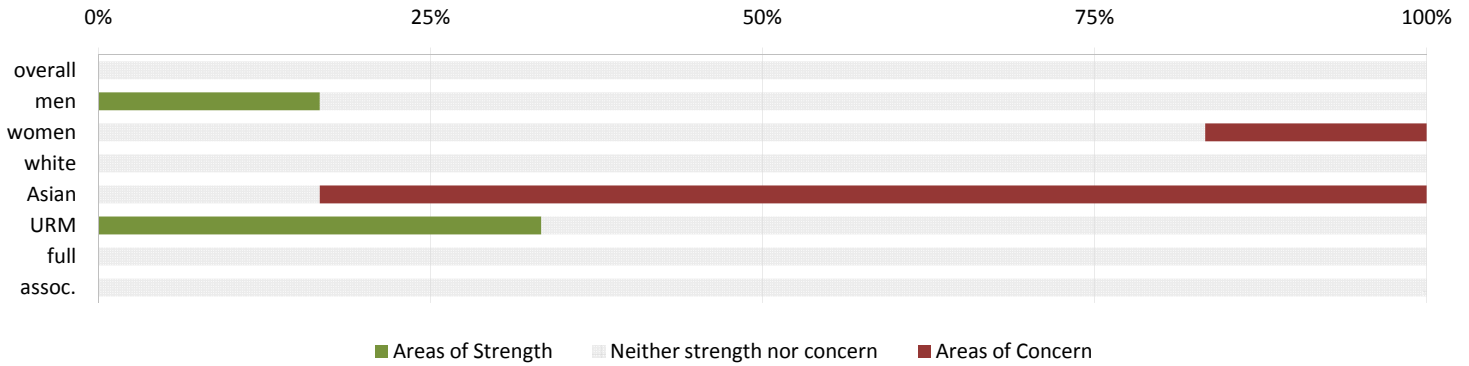
* Indicates that the survey item is not used in calculating benchmark scores.

COACHE

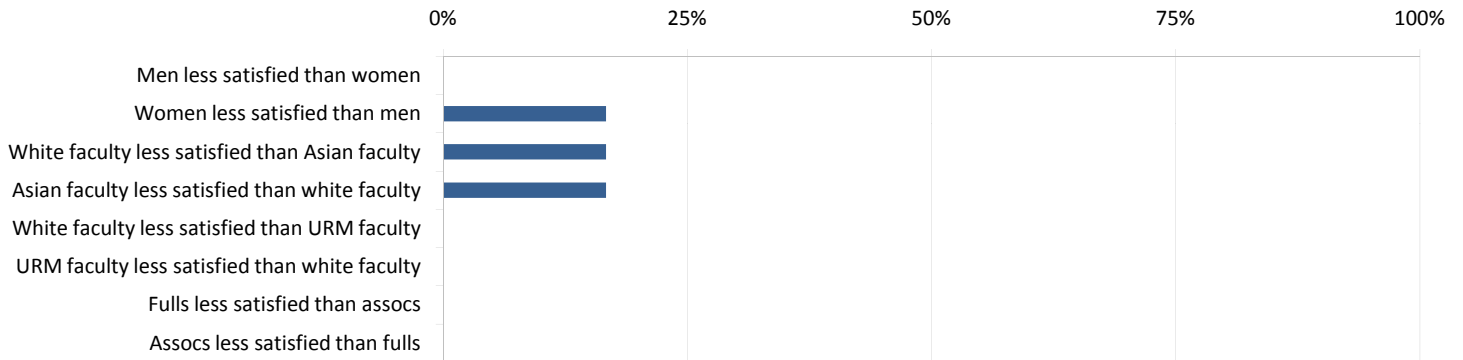
Tenured Faculty Job Satisfaction Survey Thematic Analysis

The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
Survey Administration 2010-2011

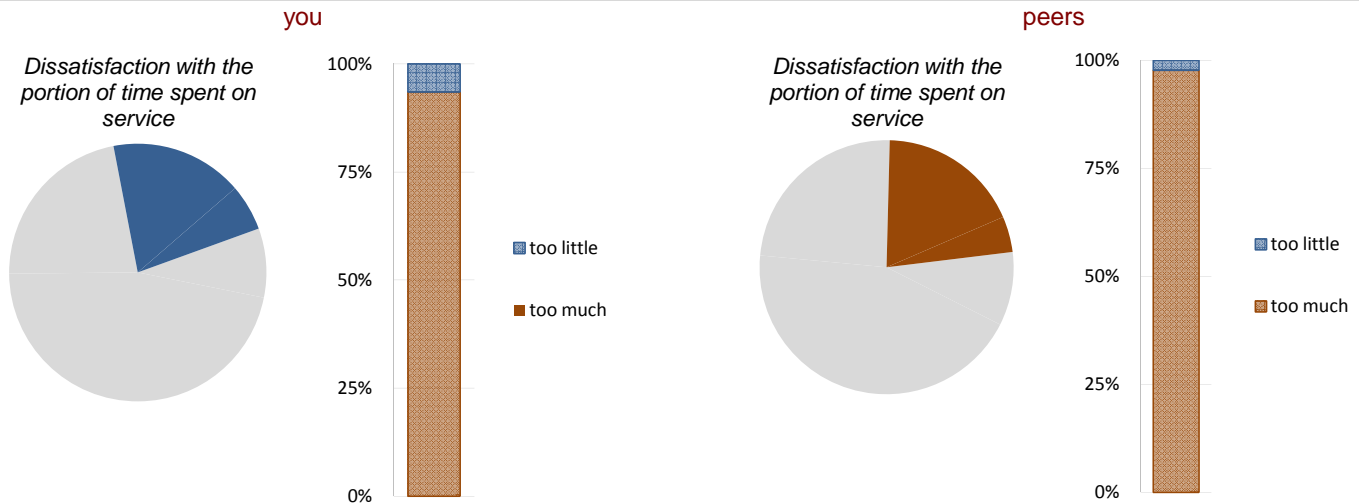
The table below summarizes your institution's performance compared to peers on questions from the Nature of Work: Service section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of survey items in the Nature of Work: Service theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



The colored portions of the pie charts below represent the portion of your faculty (left) and the faculty at your comparable peers (right) reporting dissatisfaction with **the portion of time spent on service**. Faculty who reported dissatisfaction were then asked if they spent "Too much" or "Too little" time on service. The column charts reflect the distribution of these responses.



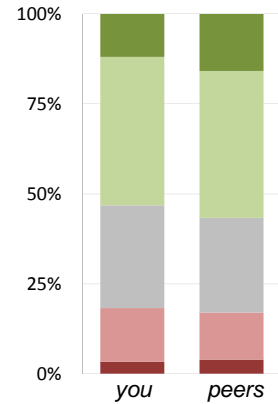
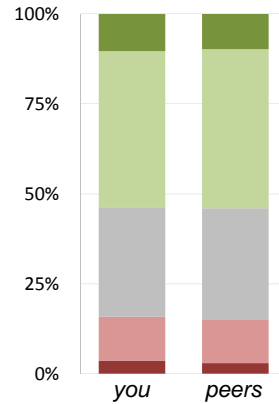
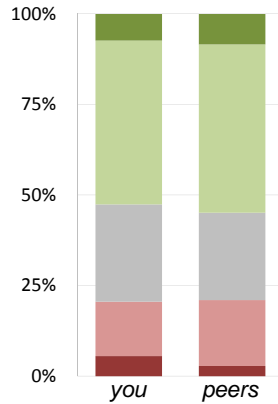
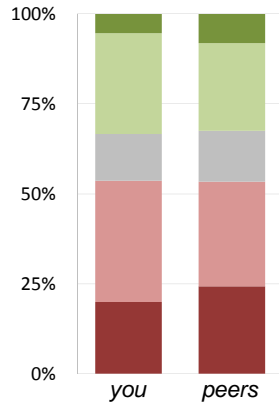
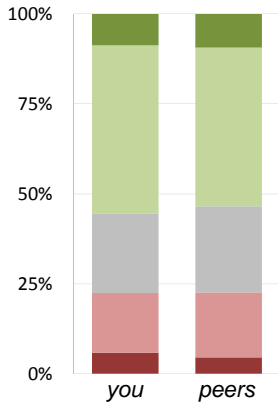
The Collaborative on Academic Careers in Higher Education

Tenured Faculty Job Satisfaction Survey

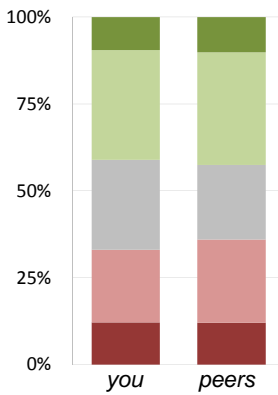
Survey Administration 2010-2011

The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

<p><i>Q45c. time on service (satisfaction)</i></p>	<p><i>Q55b. support for additional leadership roles (agreement)</i></p>	<p><i>Q60a. number of committees (satisfaction)</i></p>	<p><i>Q60b. attractiveness of committees (satisfaction)</i></p>	<p><i>Q60c. choice of committees (satisfaction)</i></p>
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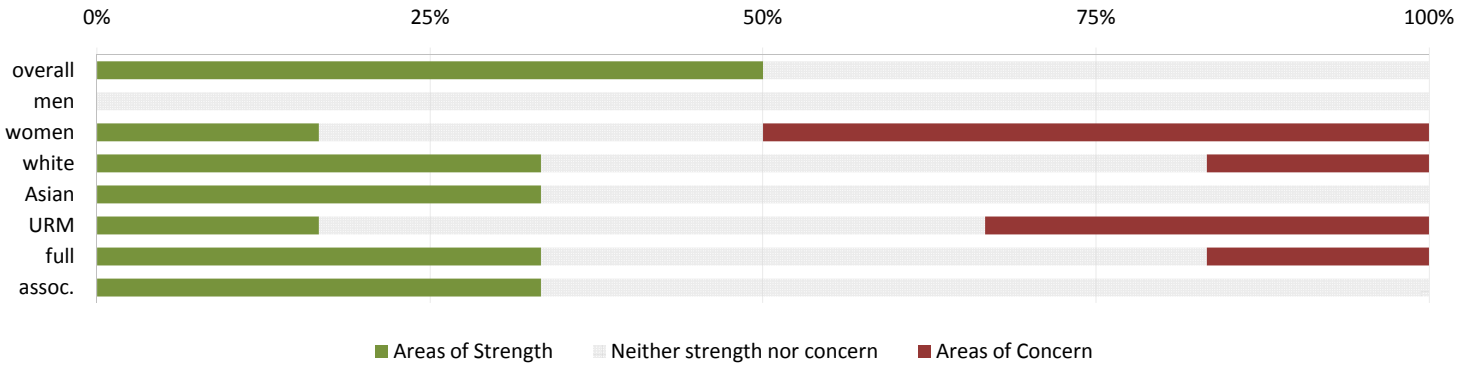


Q60d. equity of committee assignment distribution (satisfaction)

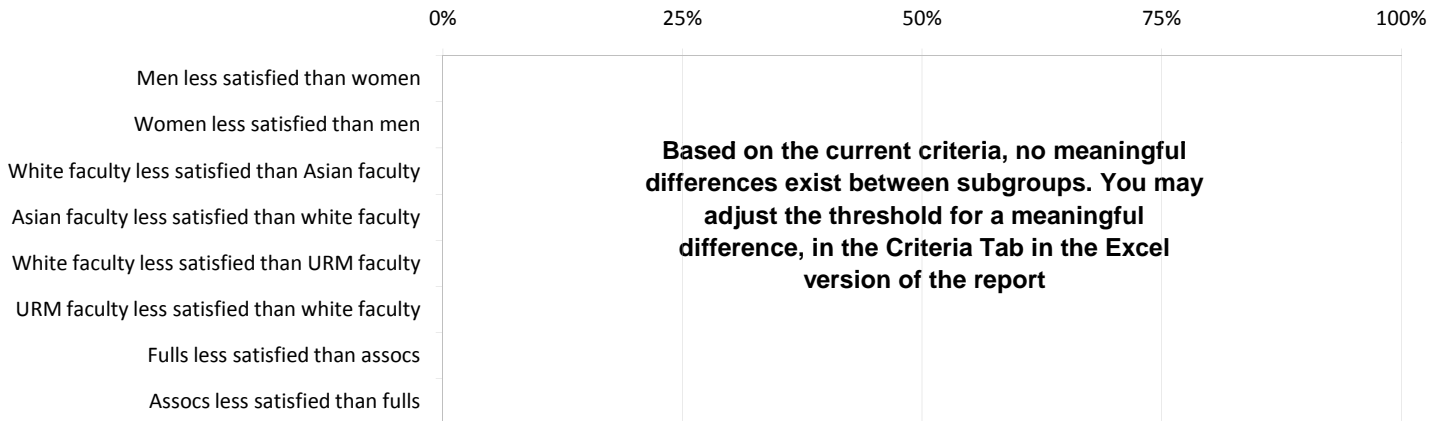


The Collaborative on Academic Careers in Higher Education
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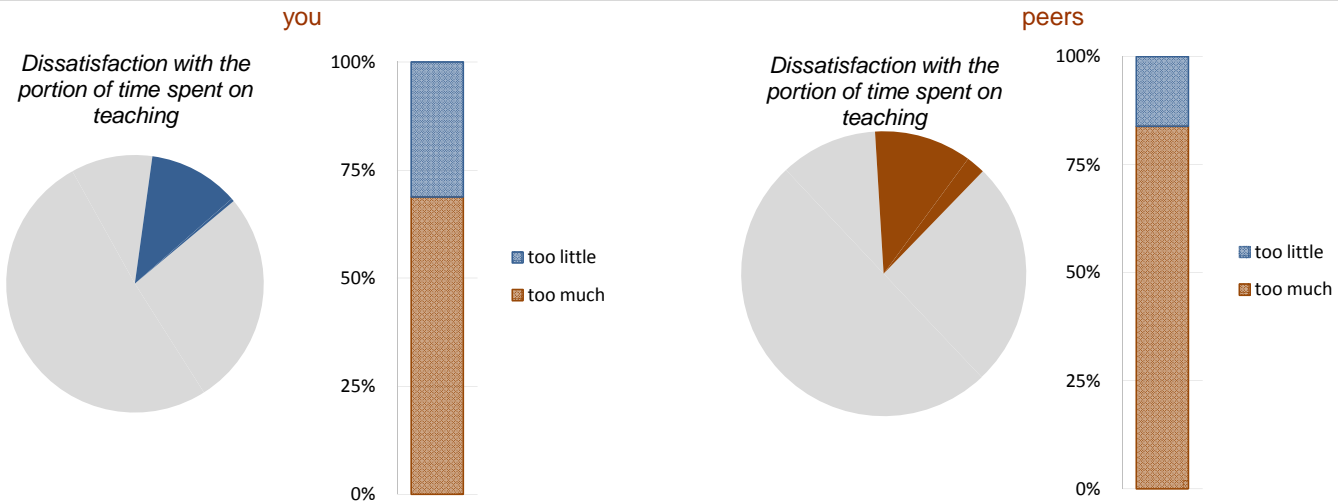
The table below summarizes your institution's performance compared to peers on questions from the Nature of Work: Teaching section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Nature of Work: Teaching theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



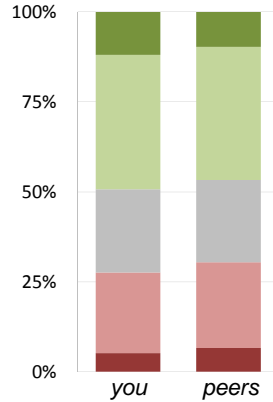
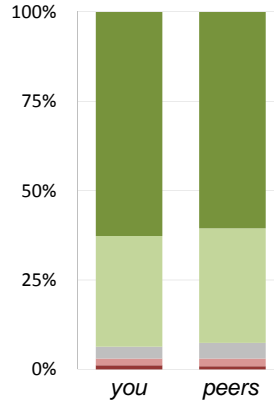
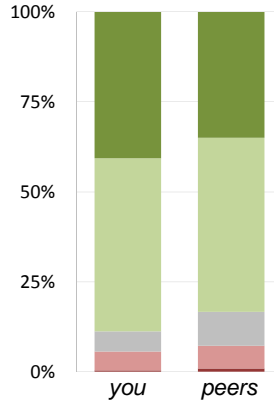
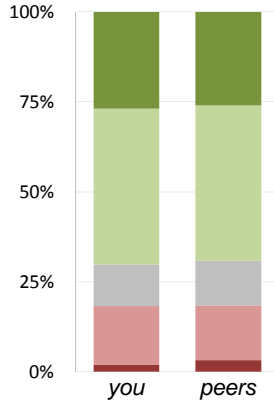
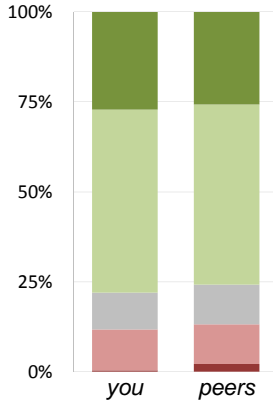
The colored portions of the pie charts below represent the portion of your faculty (left) and the faculty at your comparable peers (right) reporting dissatisfaction with **the portion of time spent on teaching**. Faculty who reported dissatisfaction were then asked if they spent "Too much" or "Too little" time on teaching. The column charts reflect the distribution of these responses.



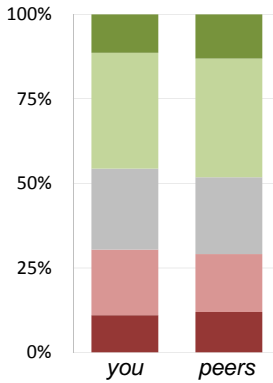
The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

Q45a. time on teaching (satisfaction)	Q70a. number of courses taught (satisfaction)	Q70b. level of courses taught (satisfaction)	Q70c. discretion over course content (satisfaction)	Q70e. quality of students (satisfaction)
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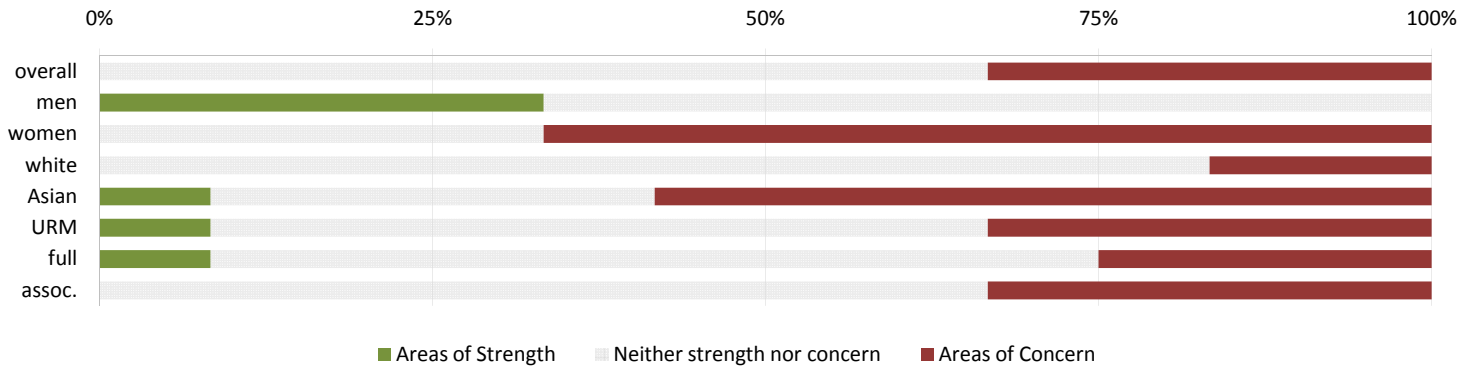


Q70h. equity of teaching workload distribution (satisfaction)

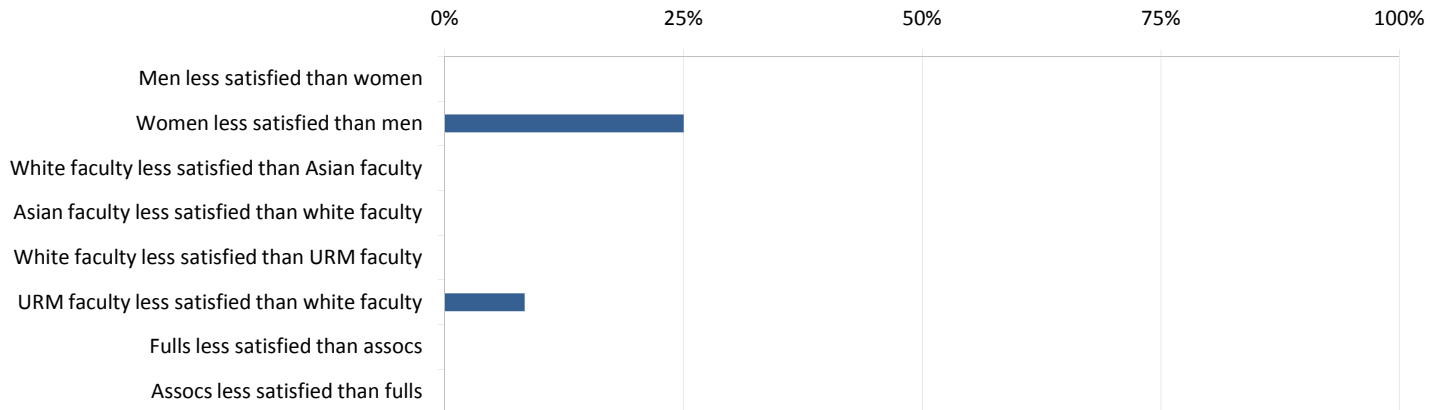


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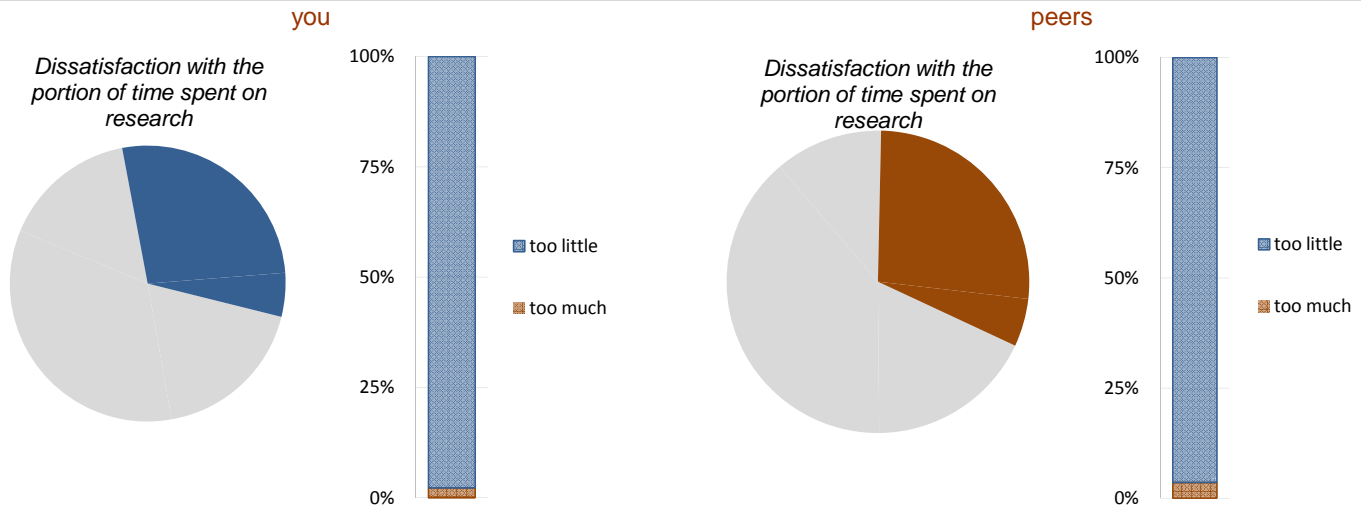
The table below summarizes your institution's performance compared to peers on questions from the Nature of Work: Research section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Nature of Work: Research theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



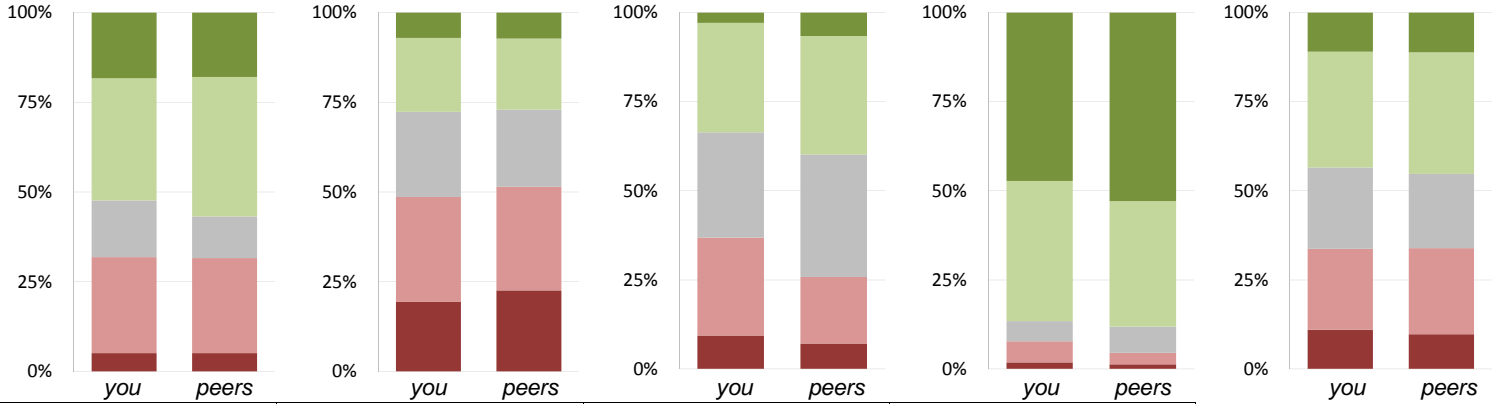
The colored portions of the pie charts below represent the portion of your faculty (left) and the faculty at your comparable peers (right) reporting dissatisfaction with **the portion of time spent on research**. Faculty who reported dissatisfaction were then asked if they spent "Too much" or "Too little" time on research. The column charts reflect the distribution of these responses.



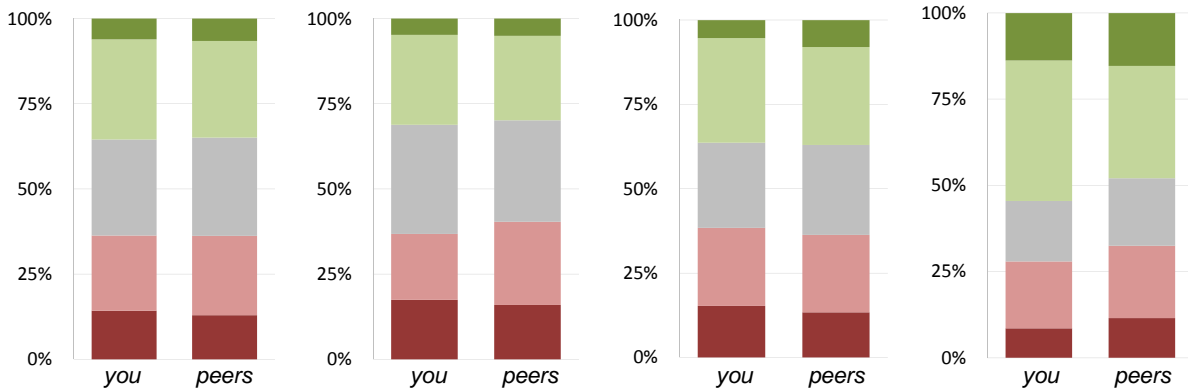
The Collaborative on Academic Careers in Higher Education
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

Q45b. <i>time on research (satisfaction)</i>	Q70g. <i>availability of course release (satisfaction)</i>	Q80a. <i>expectations for external funding (satisfaction)</i>	Q80b. <i>influence over focus of research (satisfaction)</i>	Q80c. <i>quality of graduate students (satisfaction)</i>
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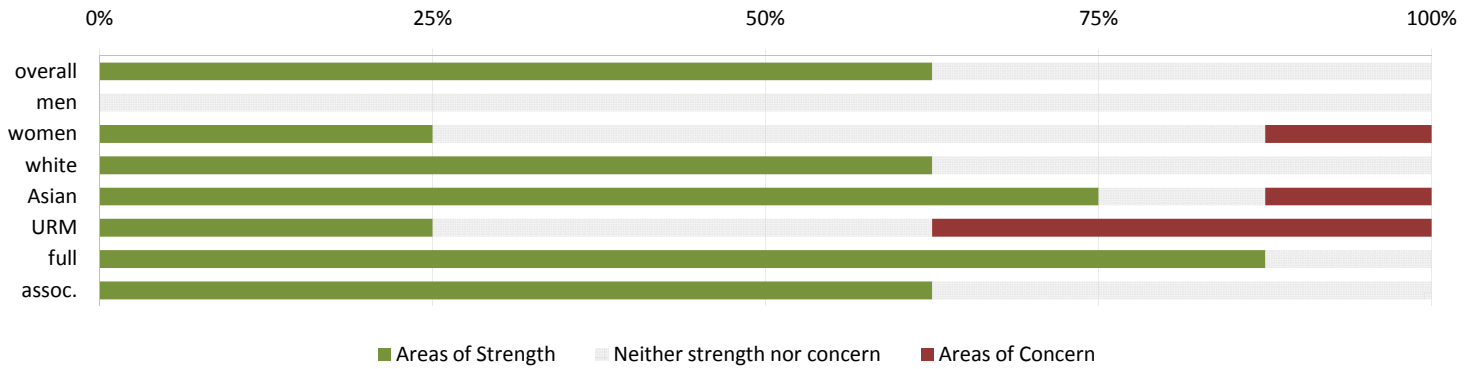


Q85a. <i>support for obtaining grants (satisfaction)</i>	Q85b. <i>support for managing grants (satisfaction)</i>	Q85c. <i>support for securing graduate student support (satisfaction)</i>	Q85d. <i>support for research travel (satisfaction)</i>
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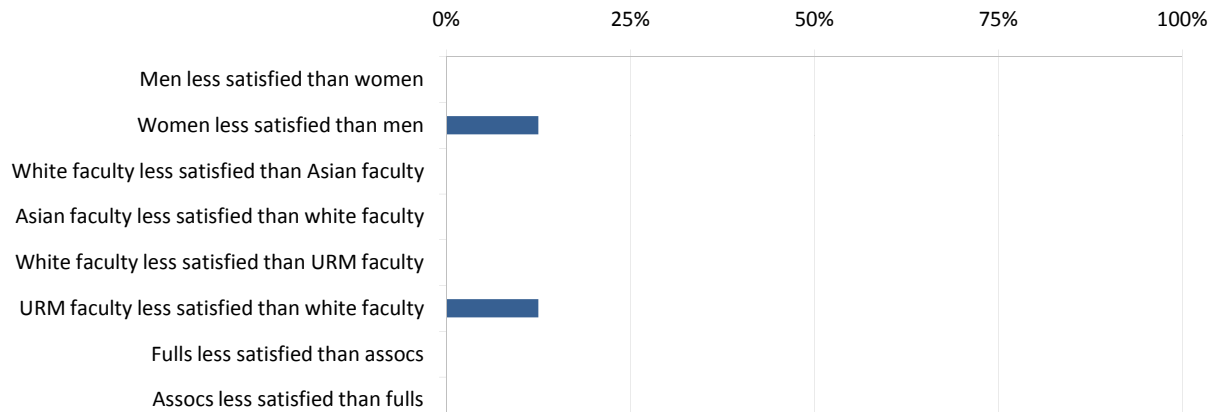


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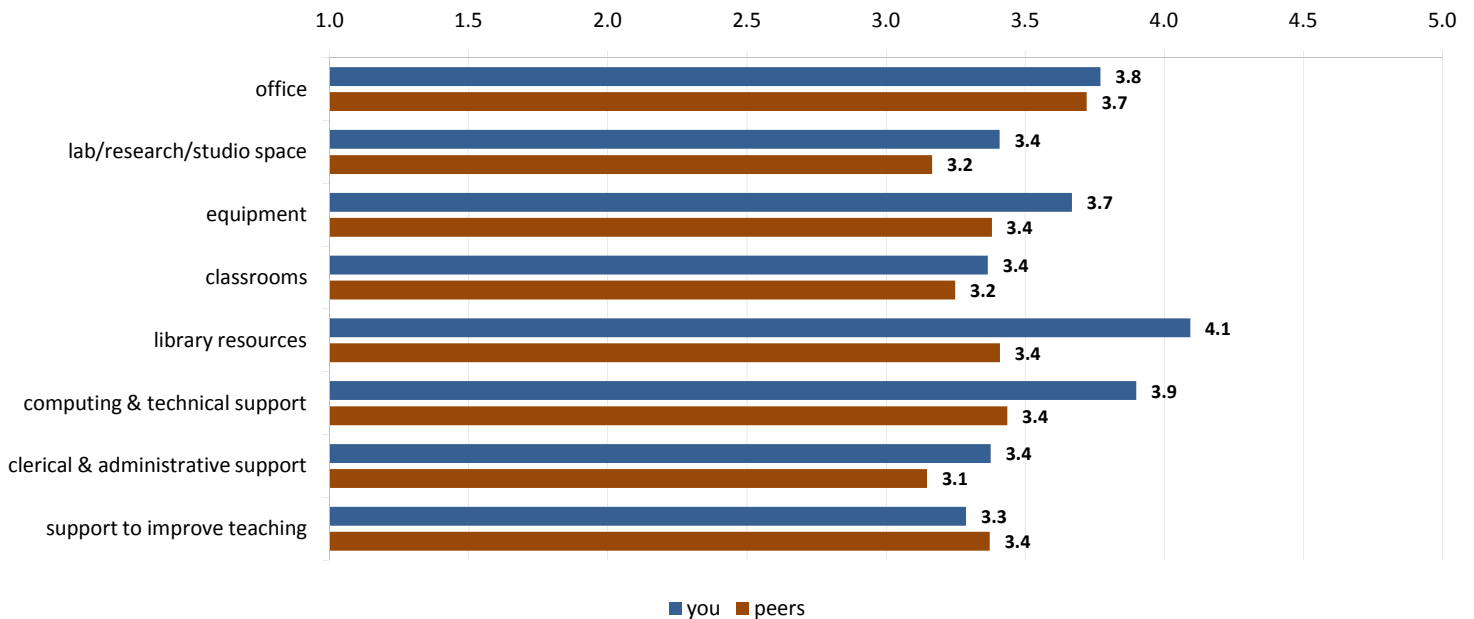
The table below summarizes your institution's performance compared to peers on questions from the Facilities & Work Resources section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Facilities and Work Resources theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



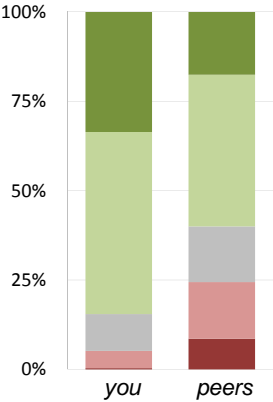
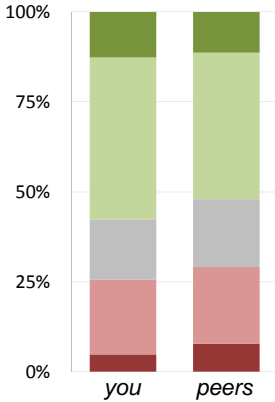
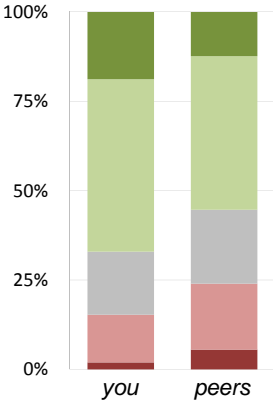
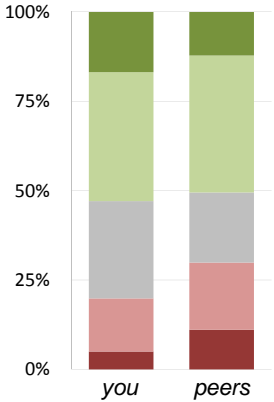
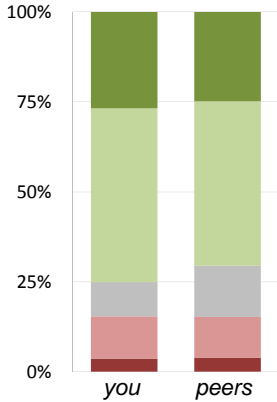
The bar chart below shows the mean scores on a five point satisfaction scale (1= Very Dissatisfied thru 5=Very satisfied) for the items included in the Facilities and Work Resources section of the survey for your institution (blue bars) and your peer institutions (brown bars).



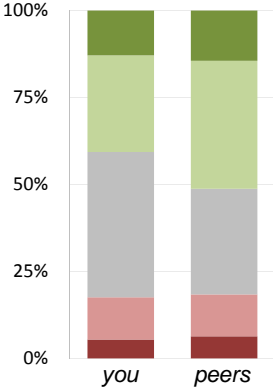
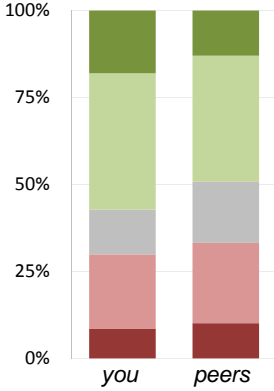
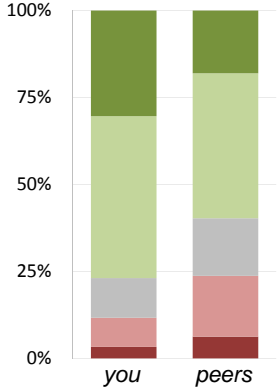
The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

Q90a. office (satisfaction)	Q90b. lab/research/studio space (satisfaction)	Q90c. equipment (satisfaction)	Q90d. classrooms (satisfaction)	Q90e. library resources (satisfaction)
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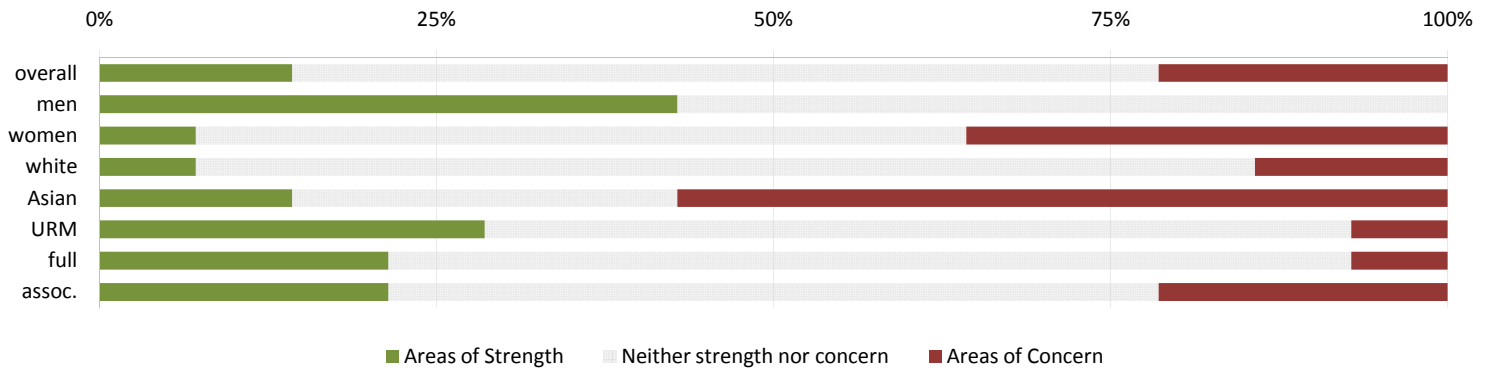


Q90f. computing & technical support (satisfaction)	Q90h. clerical & administrative support (satisfaction)	Q70f. support to improve teaching (satisfaction)
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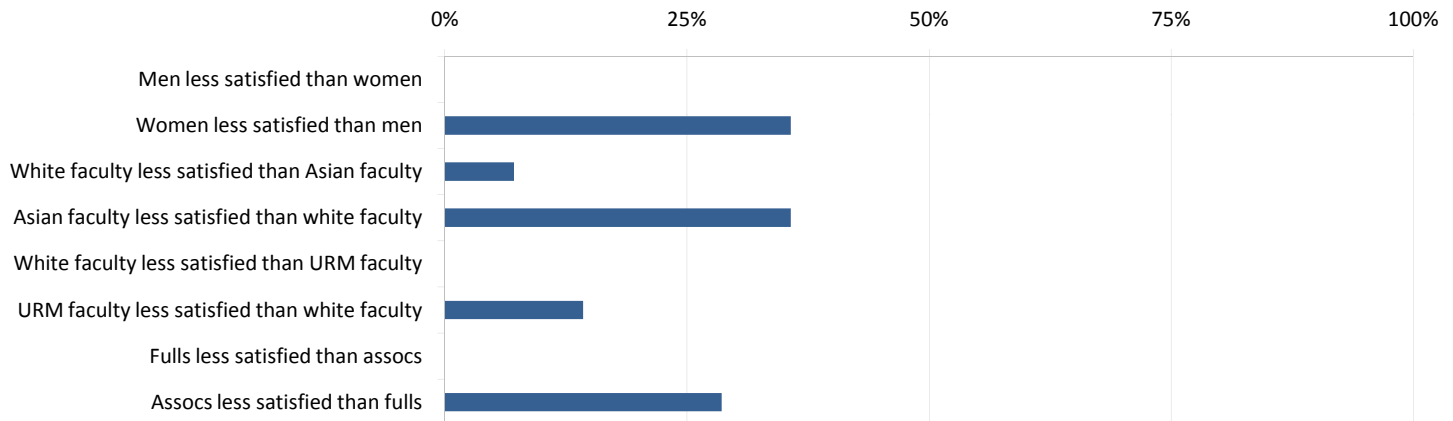


The Collaborative on Academic Careers in Higher Education
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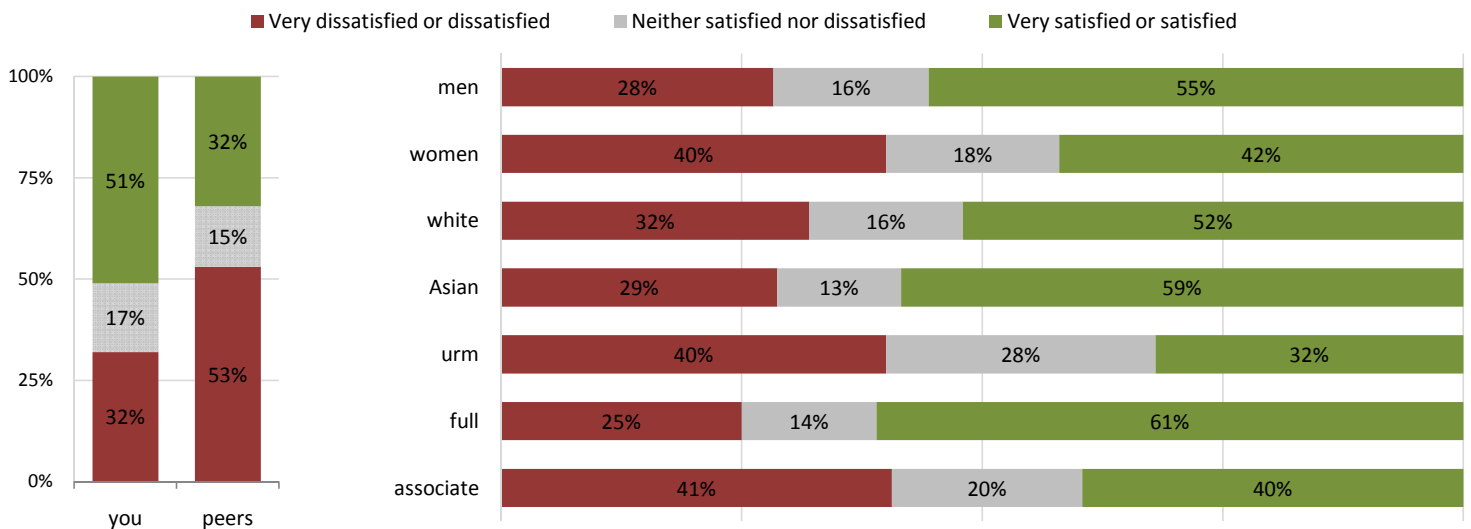
The table below summarizes your institution's performance compared to peers on questions from the Retirement & Family Policies section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Retirement and Family Policies theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



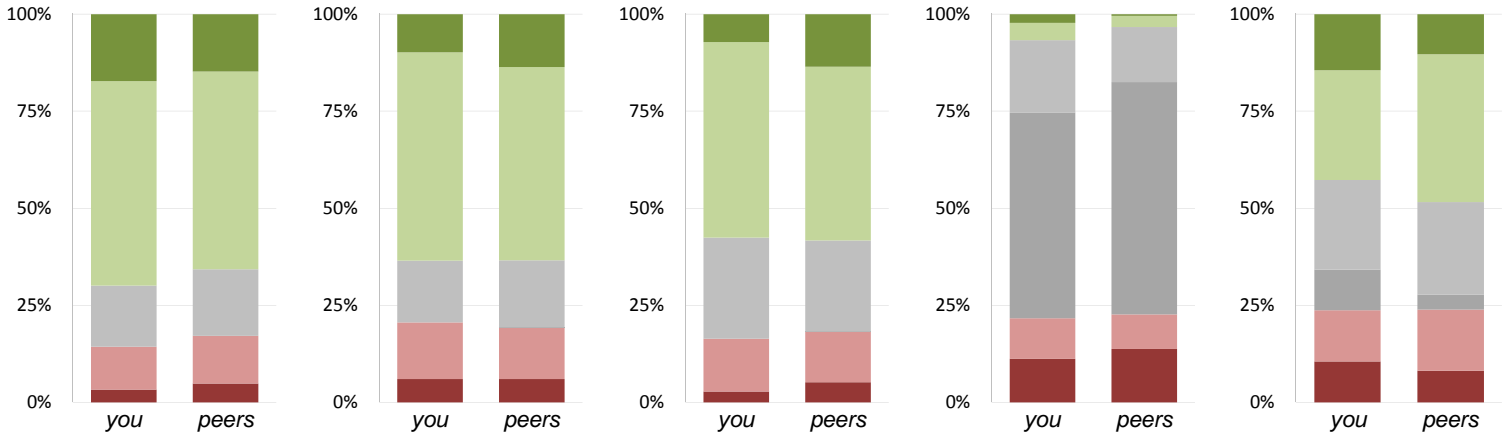
The chart on the left summarizes the responses for your institution and your peers to Q90g "Rate your level of satisfaction or dissatisfaction with your salary." The charts to the right disaggregate **your institutional data** by gender, race, and rank. The red portion of the charts represents the percent of dissatisfied respondents. Green represents satisfied respondents. The grey portion reflects the portion of respondents who are neither satisfied nor dissatisfied.



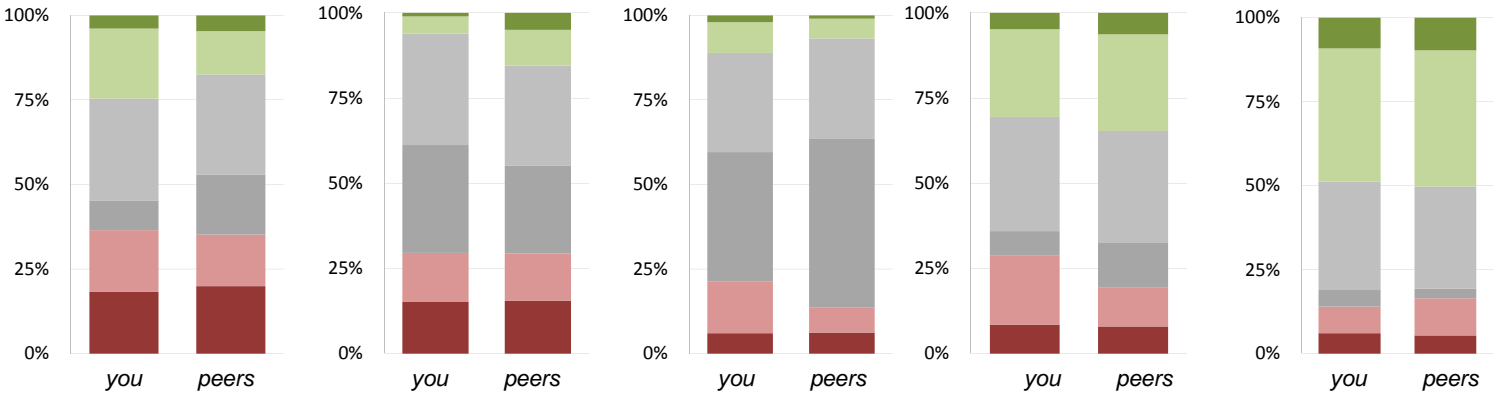
The Collaborative on Academic Careers in Higher Education
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represents the proportion of faculty's negative scores on the scale. Also, note there are two shades of grey in the report. Light grey is a neutral response. **The darker grey indicates responses of "Not offered at my institution".**

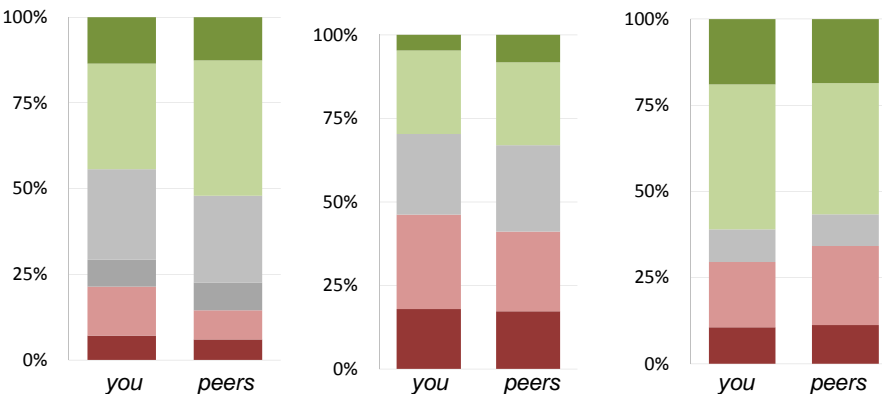
Q95a. health benefits for self (satisfaction)	Q95b. health benefits for family (satisfaction)	Q95c. retirement benefits (satisfaction)	Q95d. housing benefits (satisfaction)	Q95e. tuition waivers (satisfaction)
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Q95f. spousal/partner hiring program (satisfaction)	Q95g. childcare (satisfaction)	Q95h. eldercare (satisfaction)	Q95i. phased retirement options (satisfaction)	Q95j. family medical/parental leave (satisfaction)
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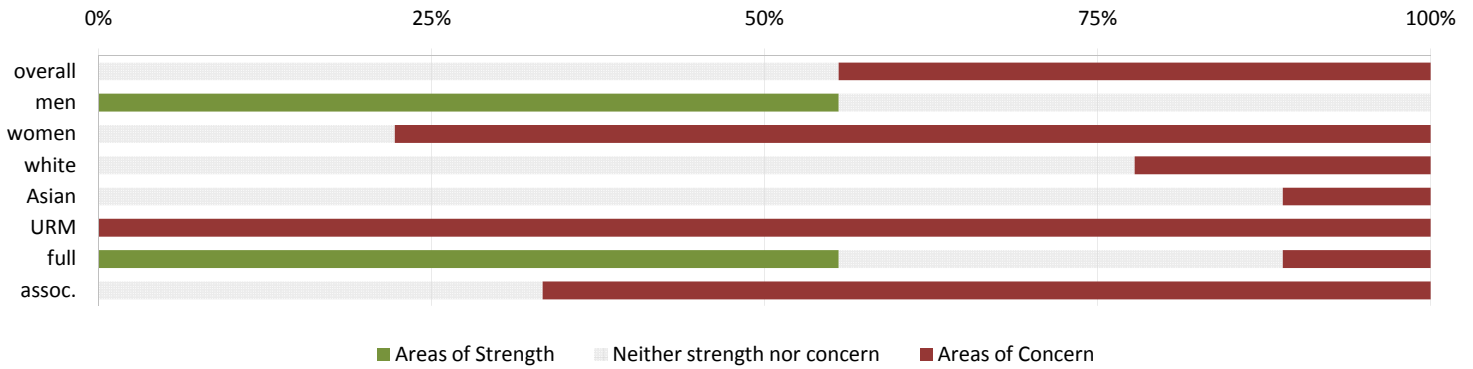


Q95k. modified duties for family reasons (satisfaction)	Q200b. compatibility of career/personal life (agreement)	Q200a. career/personal life balance* (agreement)
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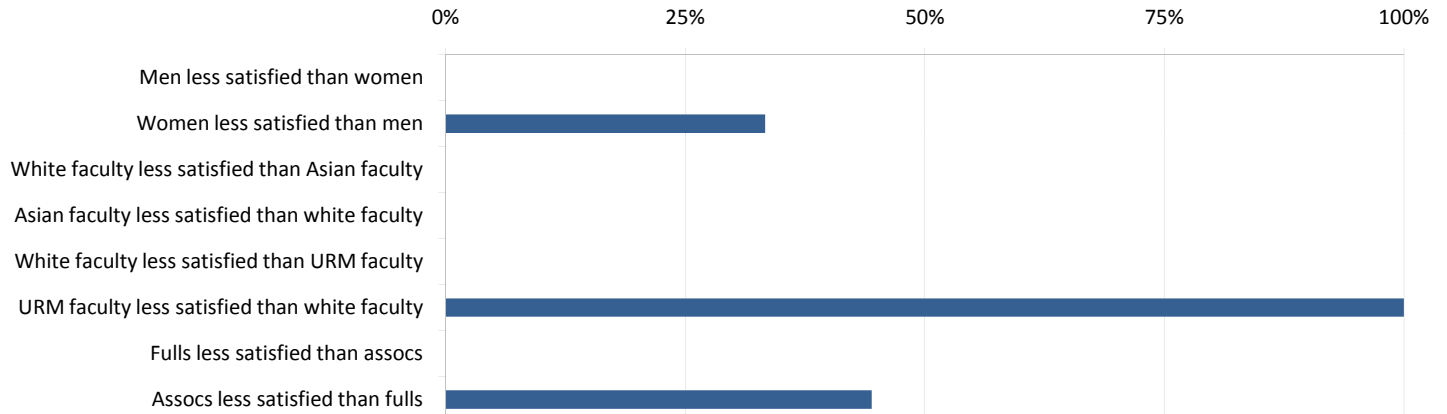


The Collaborative on Academic Careers in Higher Education
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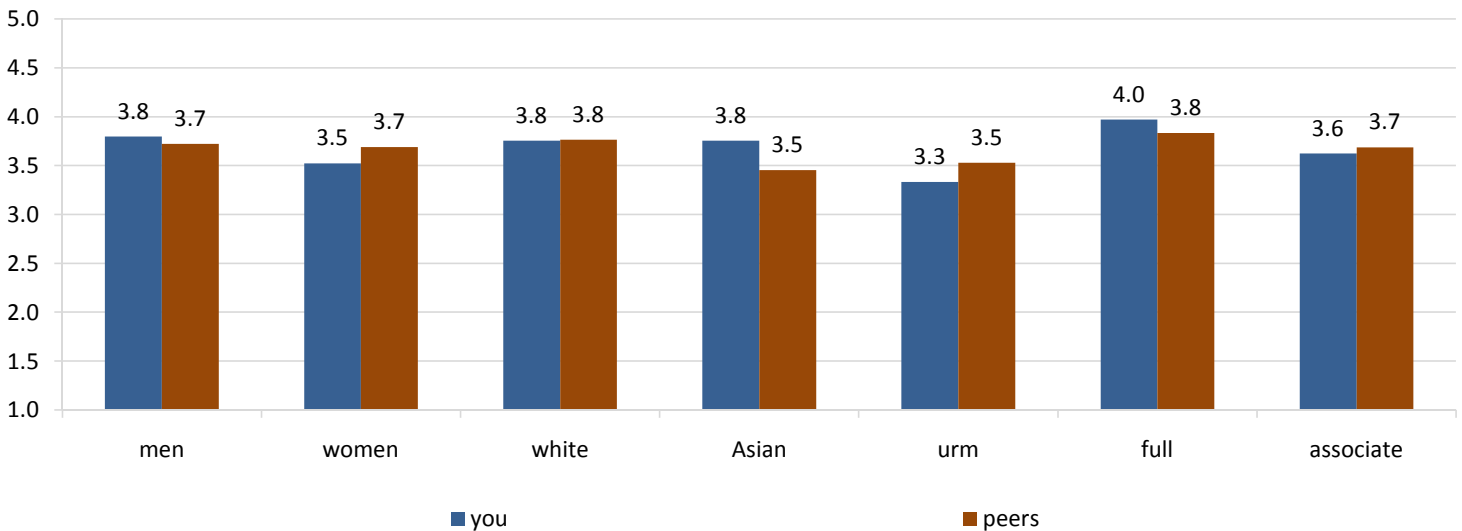
The table below summarizes your institution's performance compared to peers on questions from the Collaboration & Interdisciplinary Work section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Collaboration and Interdisciplinary Work themes with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



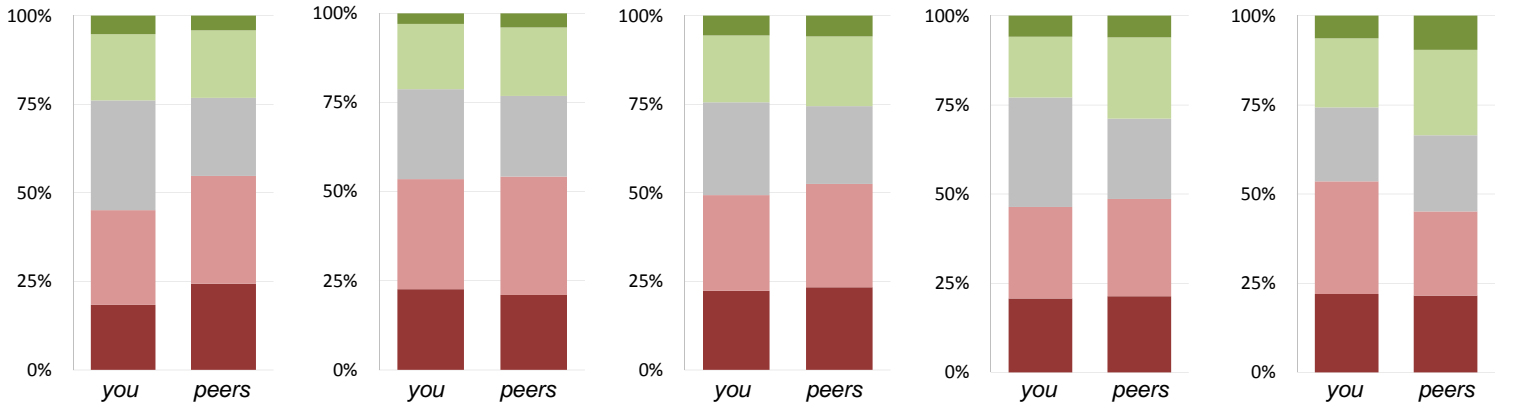
The column charts below compare the mean scores of Q105a which asks faculty about **their satisfaction with opportunities for collaboration within the department**. The results are disaggregated by gender, race, and rank on a scale of 1 (Very dissatisfied) to 5 (Very satisfied). The blue bars represent the mean ratings of faculty at your institution. The brown bars show the average score of your peer institutions.



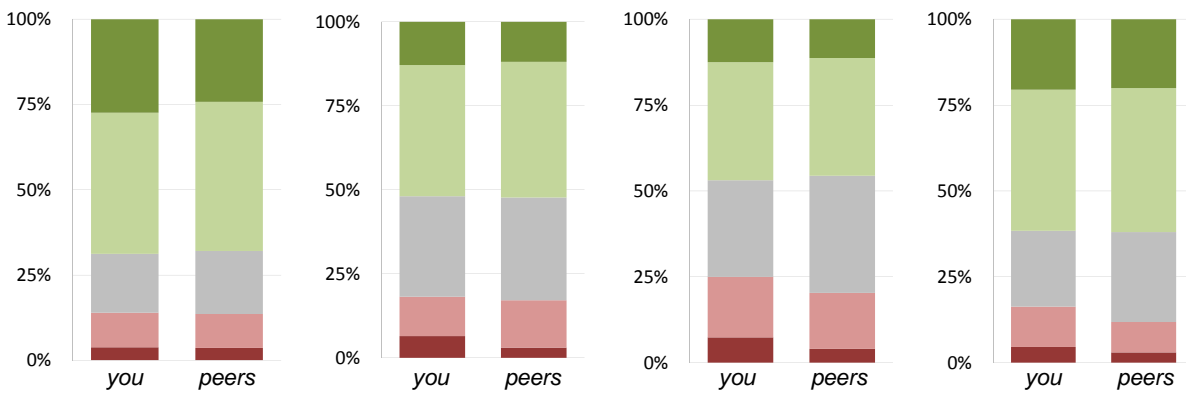
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

Q100a. budgets support interdiscpl. work (agreement)	Q100b. facilities support interdiscpl. work (agreement)	Q100c. interdiscpl. work rewarded in merit (agreement)	Q100d. interdiscpl. work rewarded in promotion (agreement)	Q100g. department understands interdiscpl. work (agreement)
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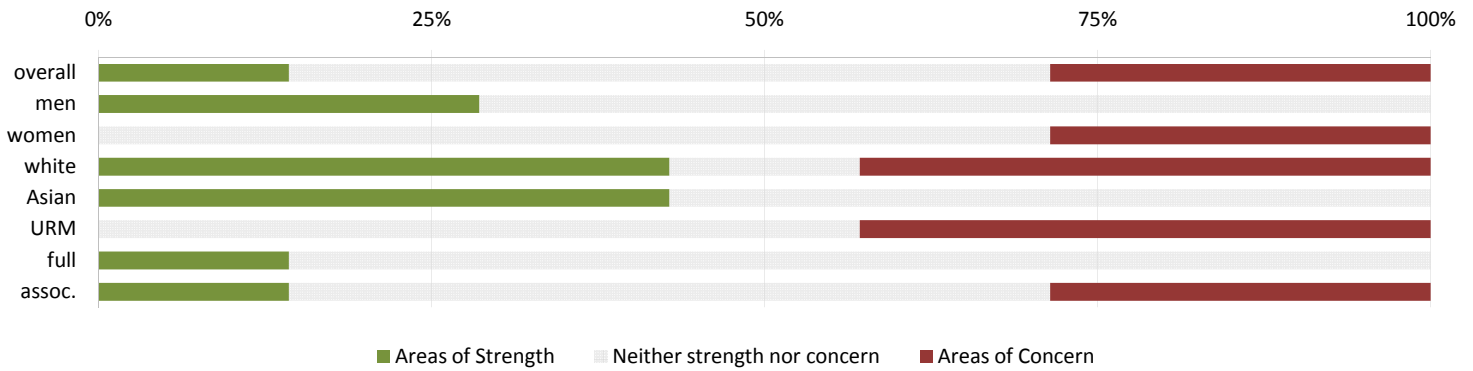


Q105a. collaboration within department (satisfaction)	Q105b. collaboration within college/school (satisfaction)	Q105c. collaboration outside college/school (satisfaction)	Q105d. collaboration outside institution (satisfaction)
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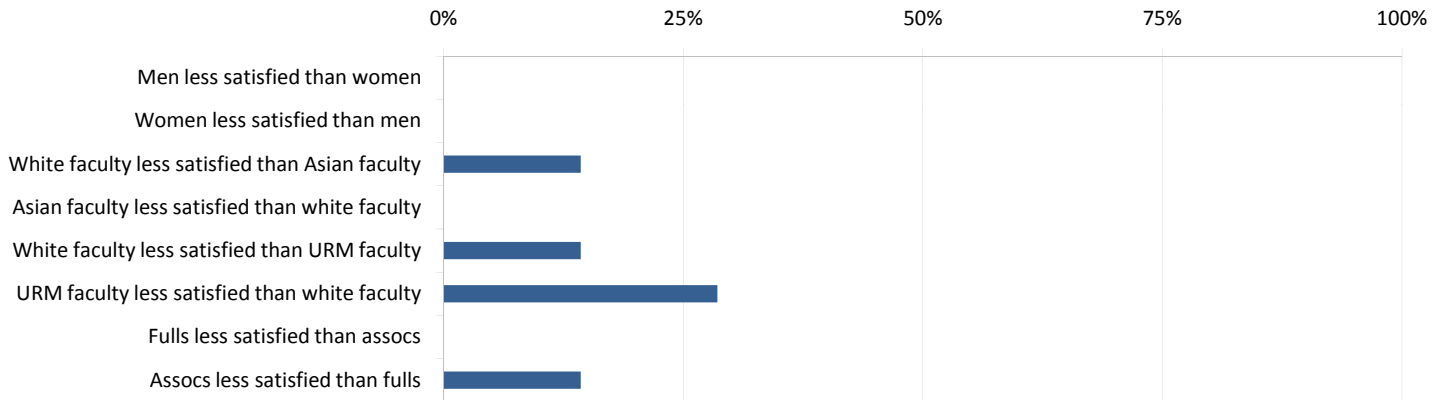


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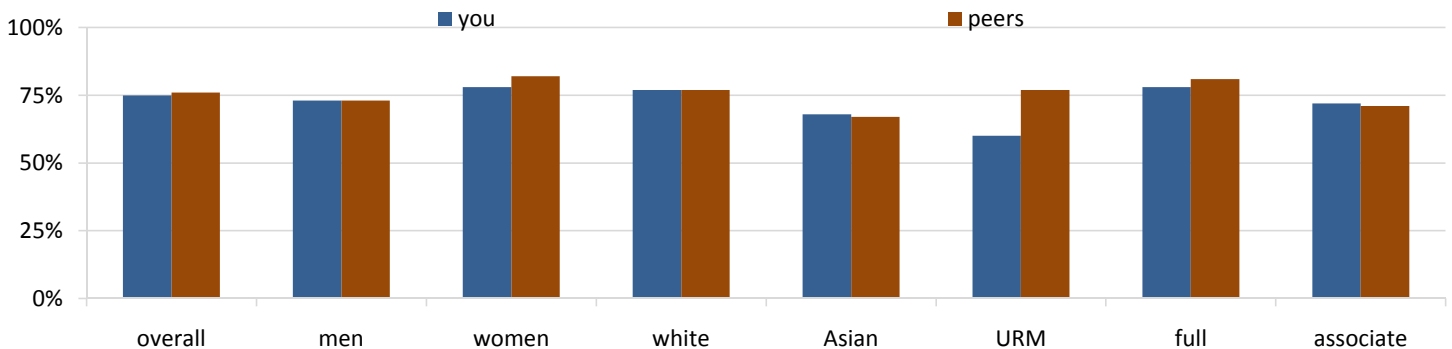
The table below summarizes your institution's performance compared to peers on questions from the Mentoring section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



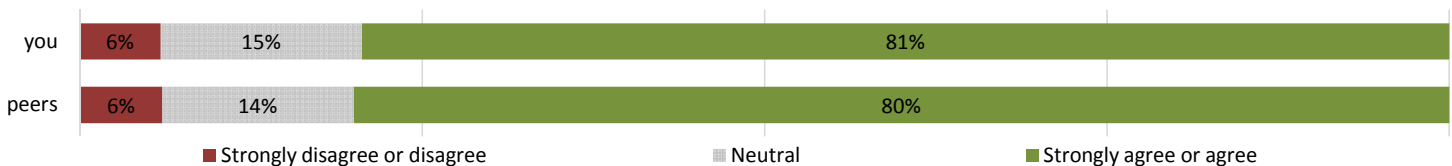
The bar graph below displays the percentage of items in the Mentoring theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



The column charts below represent the percent of faculty at your institution (blue columns) compared to your peers (brown columns) who (in Q110) report **servicing as a mentor to another faculty member** in the past five years. The results are disaggregated by gender, race, and rank. Respondents were then asked whether being a mentor has been fulfilling to them. The bar chart at the bottom of the page displays the results of that question.



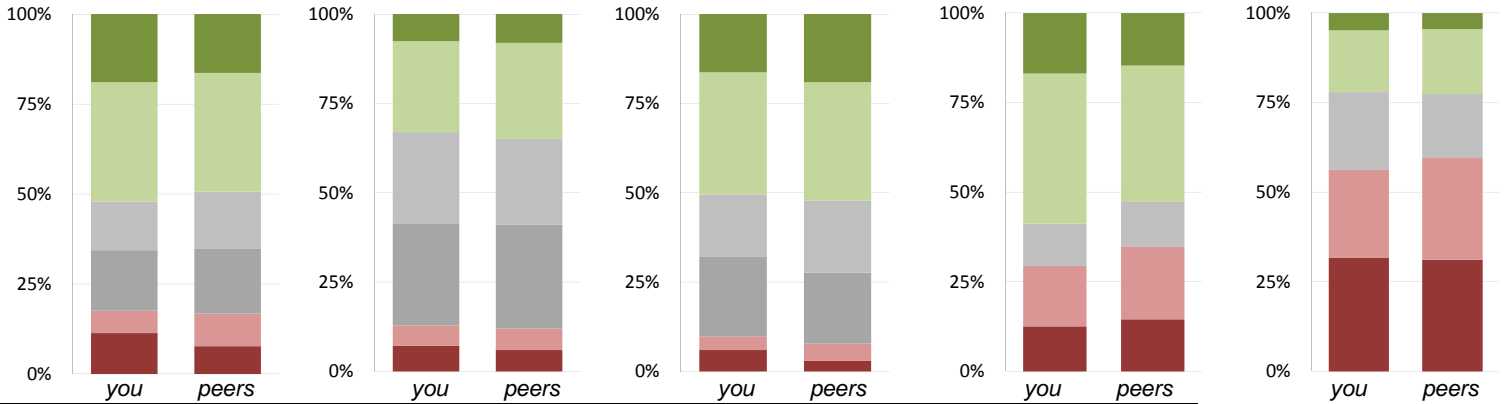
Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?



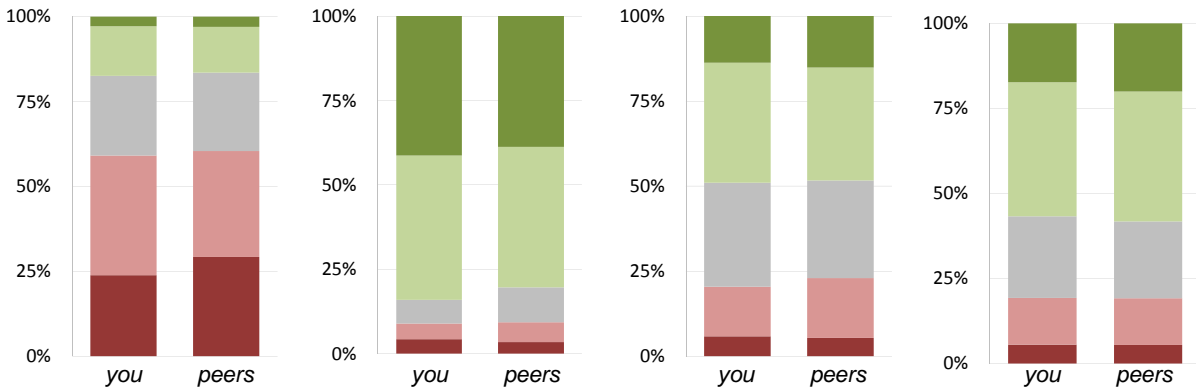
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of negative responses on the scale. Also, note that some of the frequency displays use two shades of grey. Light grey is a neutral response. **The darker grey indicates responses of "Have not received"**.

Q125a. mentoring from within department (effectiveness)	Q125b. mentoring from outside department (effectiveness)	Q125c. mentoring from outside institution (effectiveness)	Q130a. effective mentoring of pre-tenure faculty (agreement)	Q130b. effective mentoring of associate faculty (agreement)
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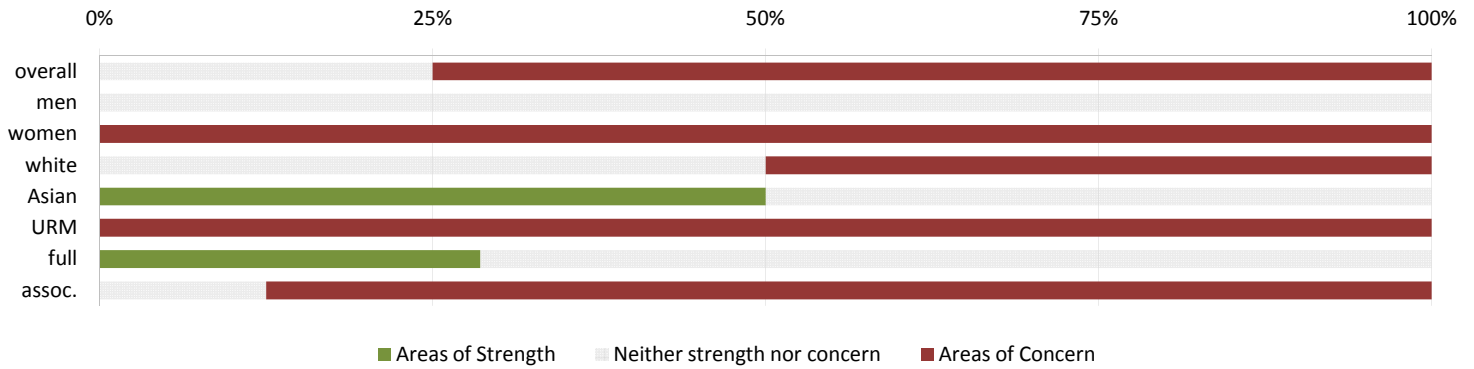


Q130c. mentors are supported by institution (agreement)	Q120a. importance of mentoring within dept. (importance)	Q120b. importance of mentoring outside dept.* (importance)	Q120c. importance of mentoring outside institution* (importance)
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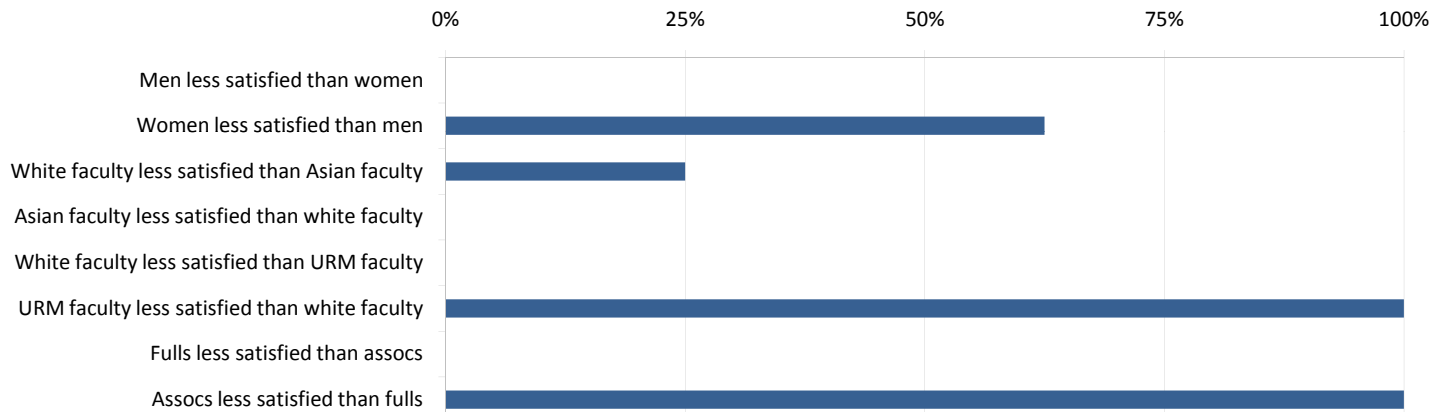


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The table below summarizes your institution's performance compared to peers on questions from the Promotion section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



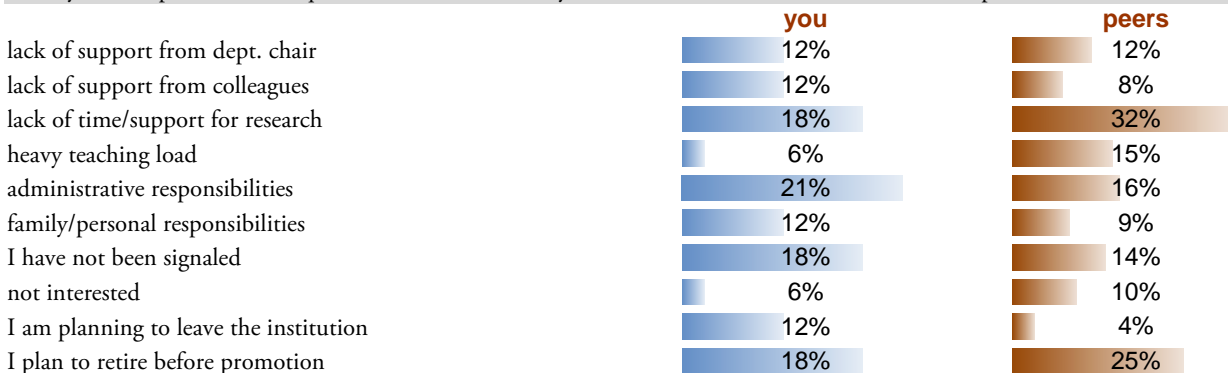
The bar graph below displays the percentage of items in the Promotion theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



This bar chart displays the proportion of Associate rank faculty who plan to submit a dossier for promotion within the next ten years (green) compared to those who plan to wait more than ten years or who plan never to submit their dossier (red).



Faculty who responded to the question above with "Ten years or more" or "Never", were asked to explain their decision.



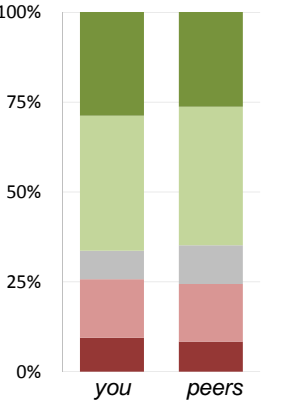
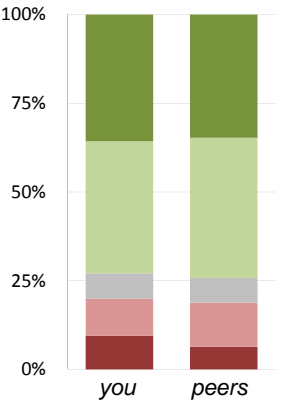
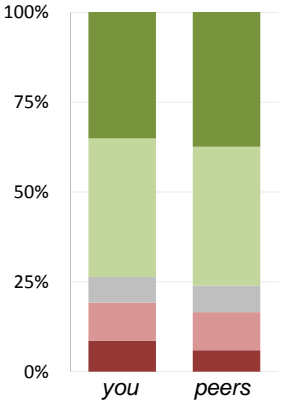
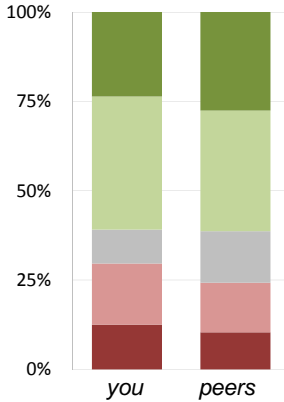
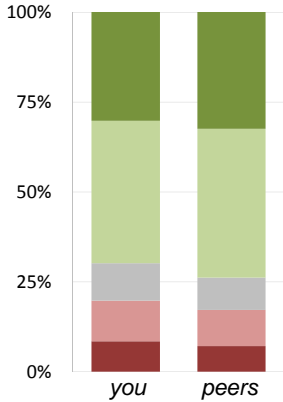
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bar represents the proportion of faculty's negative responses on the scale.

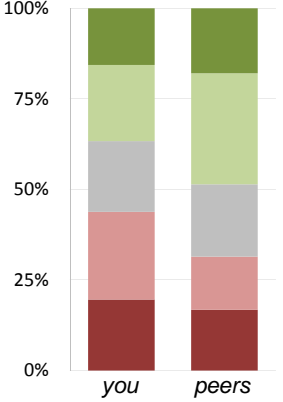
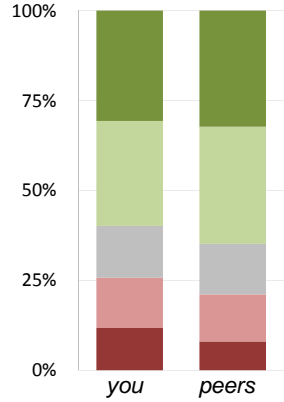
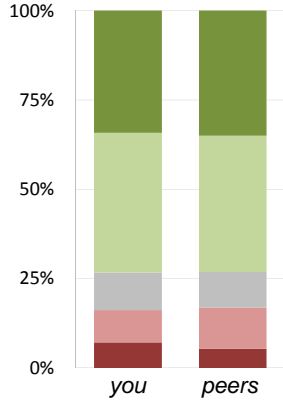
<p>Q135a. promotion expectations are reasonable (agreement)</p>	<p>Q135b. associates encouraged towards promotion (agreement)</p>	<p>Q140a. clarity: promotion process (clarity)</p>	<p>Q140b. clarity: promotion criteria (clarity)</p>	<p>Q140c. clarity: promotion standards (clarity)</p>
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<p>Q140d. clarity: body of evidence for promotion (clarity)</p>

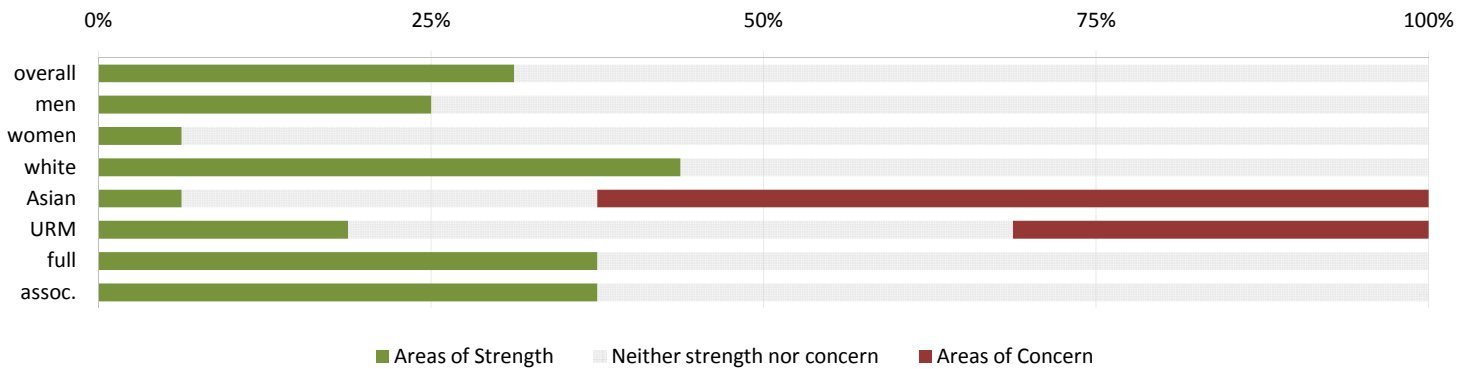
<p>Q140e. clarity: time to apply for promotion (clarity)</p>
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<p>Q140f. [RANK=Assoc.] clarity: sense of promotion to full (clarity)</p>

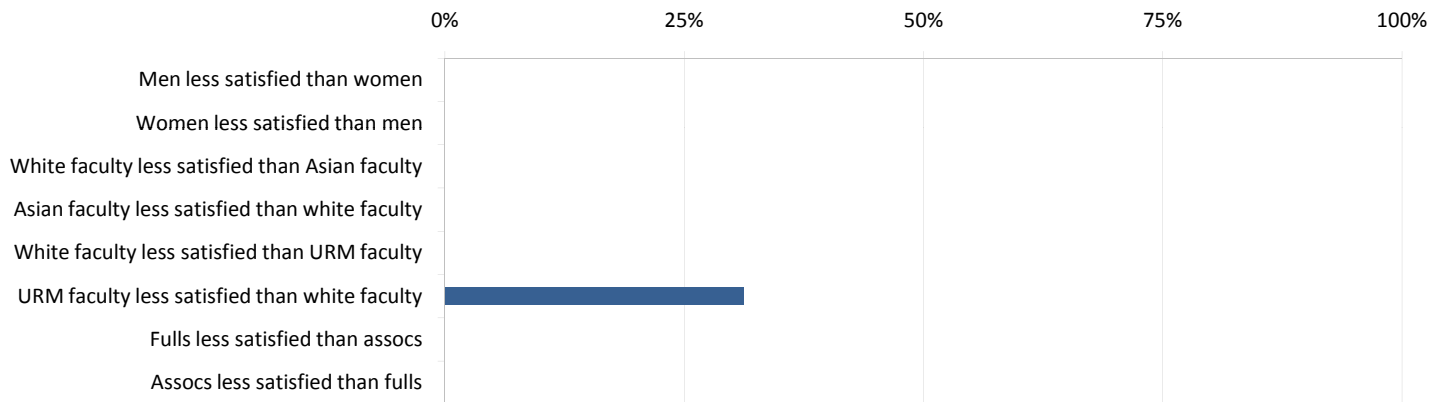


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The table below summarizes your institution's performance compared to peers on questions from the Senior & Divisional Leadership section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.

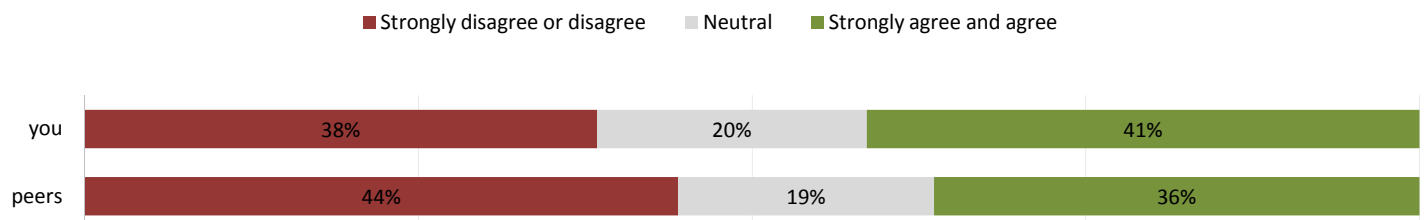


The bar graph below displays the percentage of items in the Senior and Divisional Leadership themes with a meaningful difference (10% of scale or greater) between various subgroups within your institution.

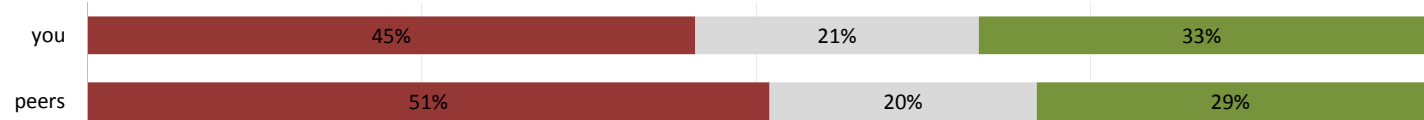


Two questions in the survey delve specifically into the consistency of priorities as they are espoused by campus leadership and as they are acted upon by campus leaders. The following two bar graphs show how your faculty and your peer faculty responded to these two items.

My institution's priorities are stated consistently across all levels of leadership.



My institution's priorities are acted upon consistently across all levels of leadership.



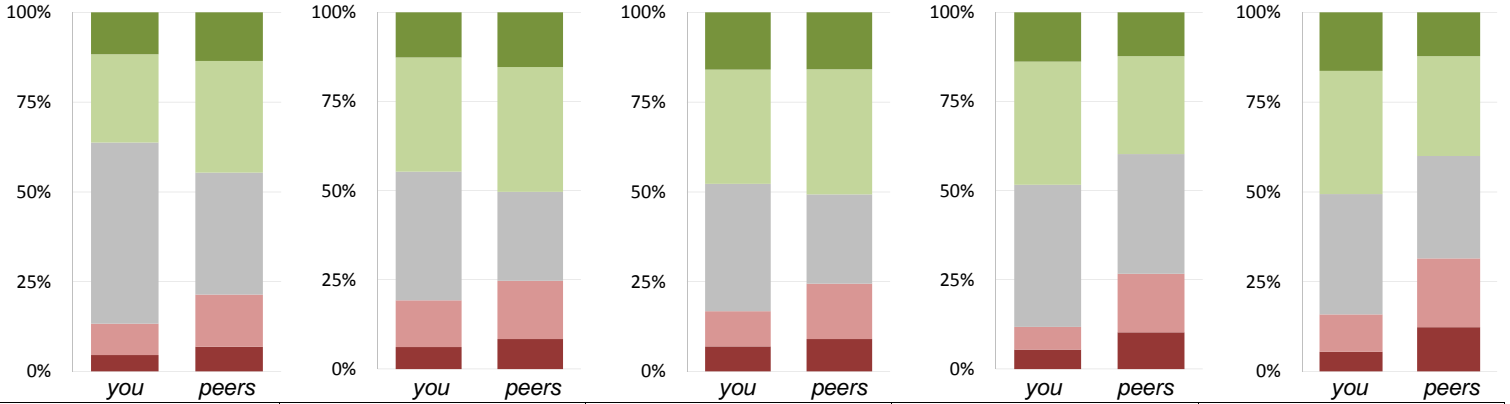
The Collaborative on Academic Careers in Higher Education

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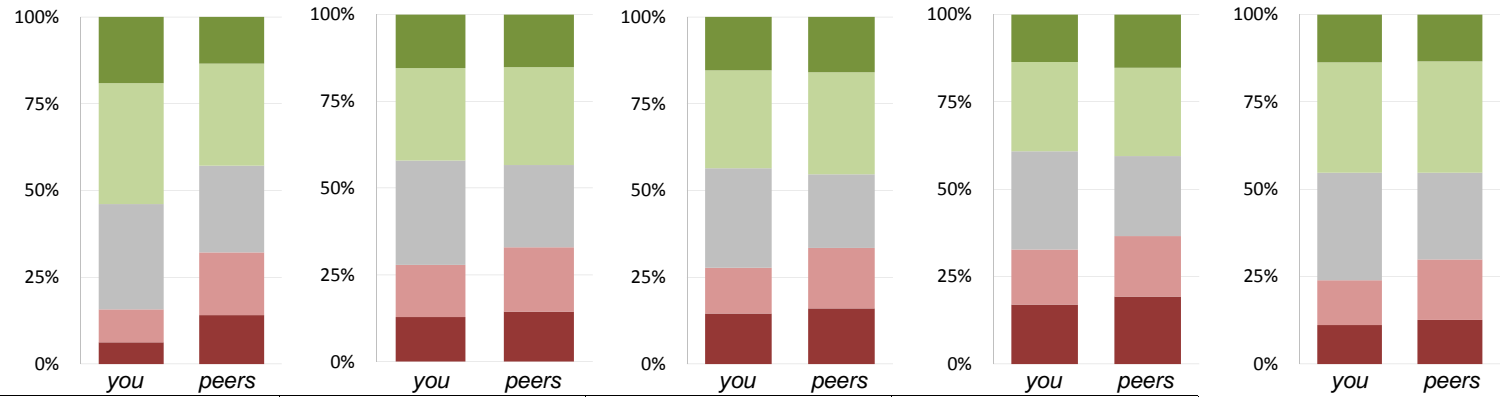
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

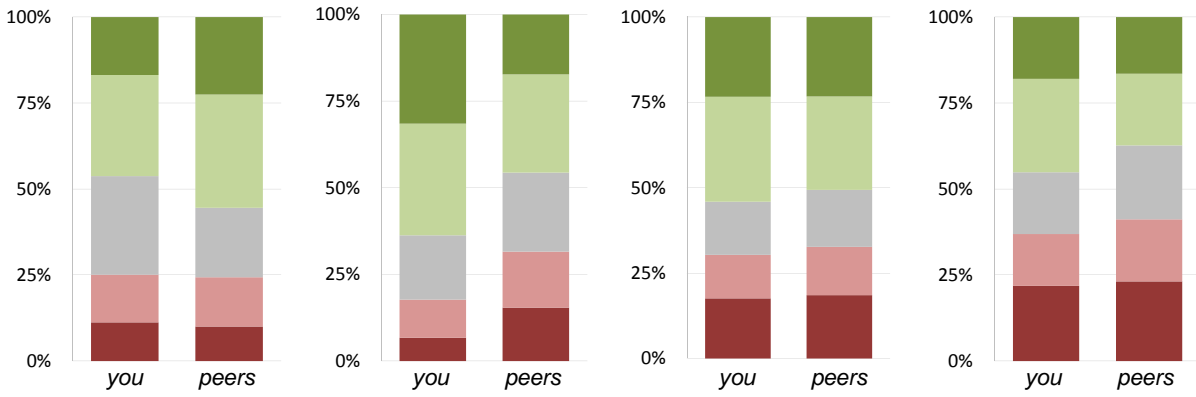
<p><i>Q180a. pace of decision making: president (satisfaction)</i></p>	<p><i>Q180b. stated priorities: president (satisfaction)</i></p>	<p><i>Q180c. communication of priorities: president (satisfaction)</i></p>	<p><i>Q180l. pace of decision making: provost (satisfaction)</i></p>	<p><i>Q180m. stated priorities: provost (satisfaction)</i></p>
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<p><i>Q180n. communication of priorities: provost (satisfaction)</i></p>	<p><i>Q185e. stated priorities: dean (satisfaction)</i></p>	<p><i>Q185f. communication of priorities: dean (satisfaction)</i></p>	<p><i>Q185g. opportunities for input: dean (satisfaction)</i></p>	<p><i>Q185d. pace of decision making: dean (satisfaction)</i></p>
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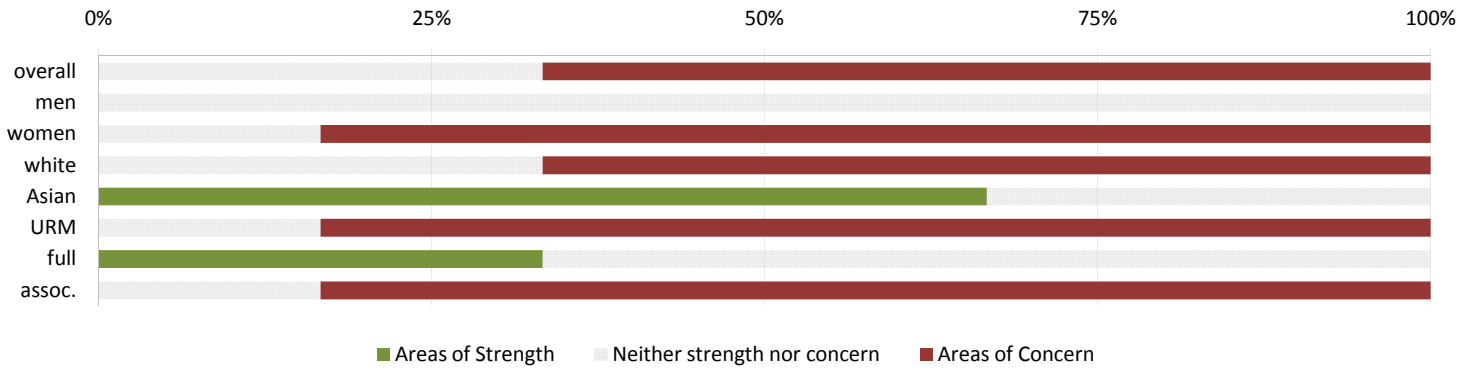


<p><i>Q165a. confidence in leadership: president* (agreement)</i></p>	<p><i>Q165b. confidence in leadership: provost* (agreement)</i></p>	<p><i>Q165c. confidence in leadership: dean* (agreement)</i></p>	<p><i>QQ175a. support adapting to changes: dean* (agreement)</i></p>
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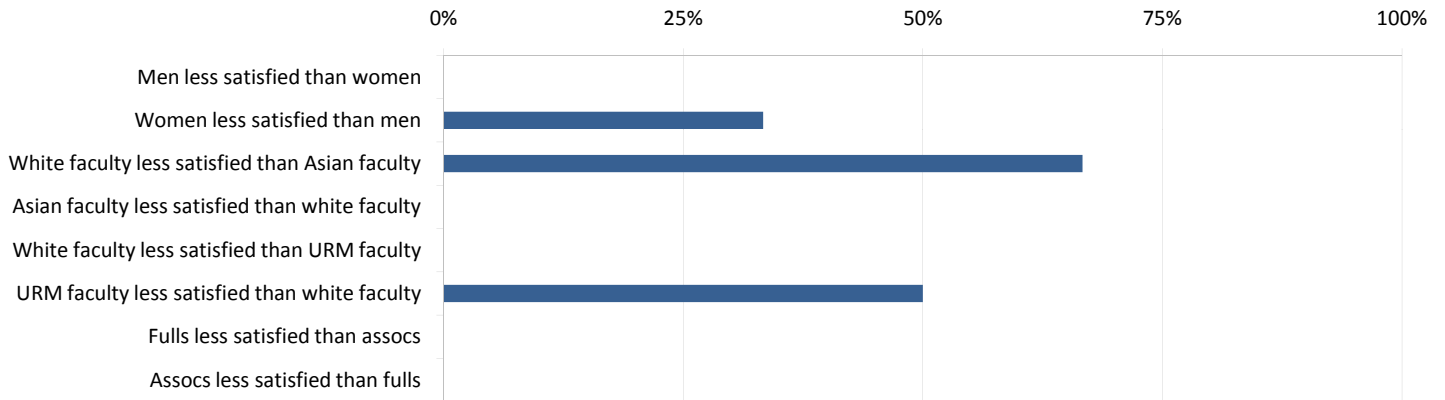


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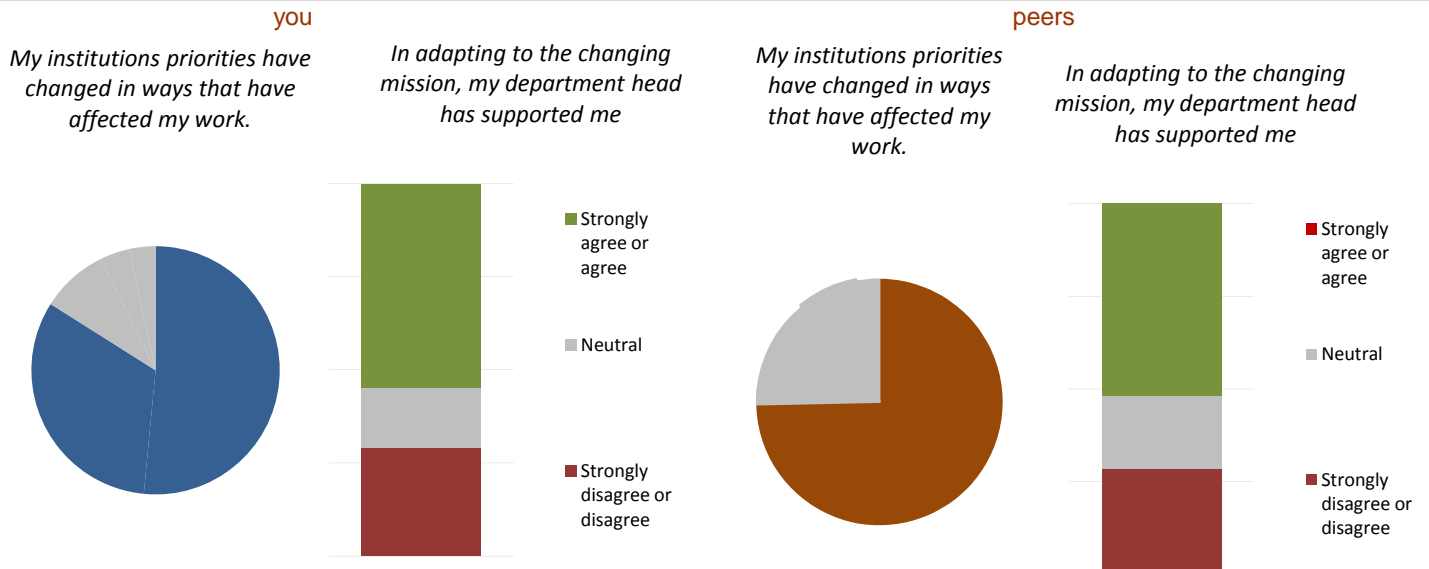
The table below summarizes your institution's performance compared to peers on questions from the Departmental Leadership section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Departmental Leadership theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



The pie charts below represent the proportion of your faculty (left) and the faculty at your comparable peers (right) who stated that the institution's priorities have changed in ways that impact their work. Those faculty who agreed that the institution's priorities had changed were then asked if their department chairs supported them in adjusting to the new priorities. The adjacent column chart shows their responses to this follow-up question.



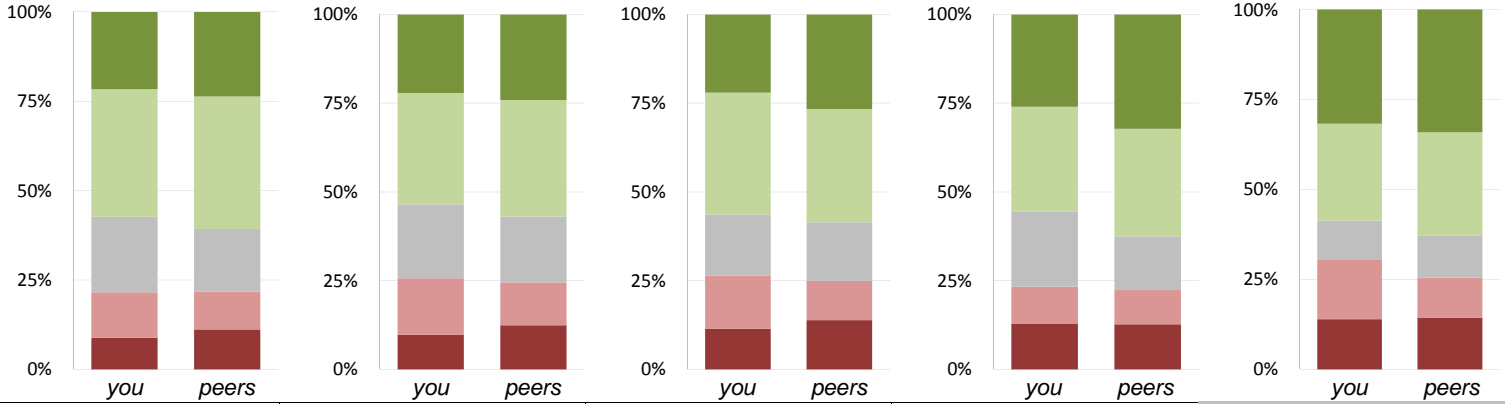
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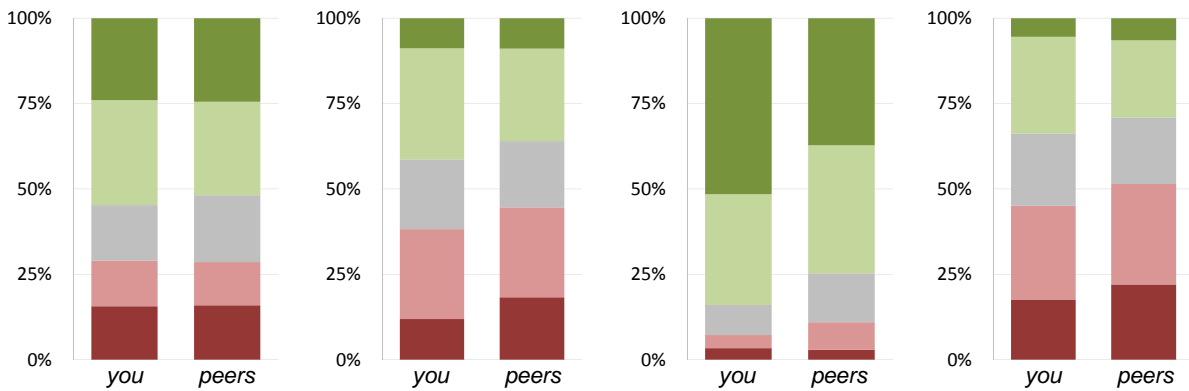
Survey Administration 2010-2011

The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

Q185h. <i>pace of decision making: chair (satisfaction)</i>	Q185i. <i>stated priorities: chair (satisfaction)</i>	Q185j. <i>communication of priorities: chair (satisfaction)</i>	Q185k. <i>opportunities for input: chair (satisfaction)</i>	Q165d. <i>confidence in leadership: chair* (agreement)</i>
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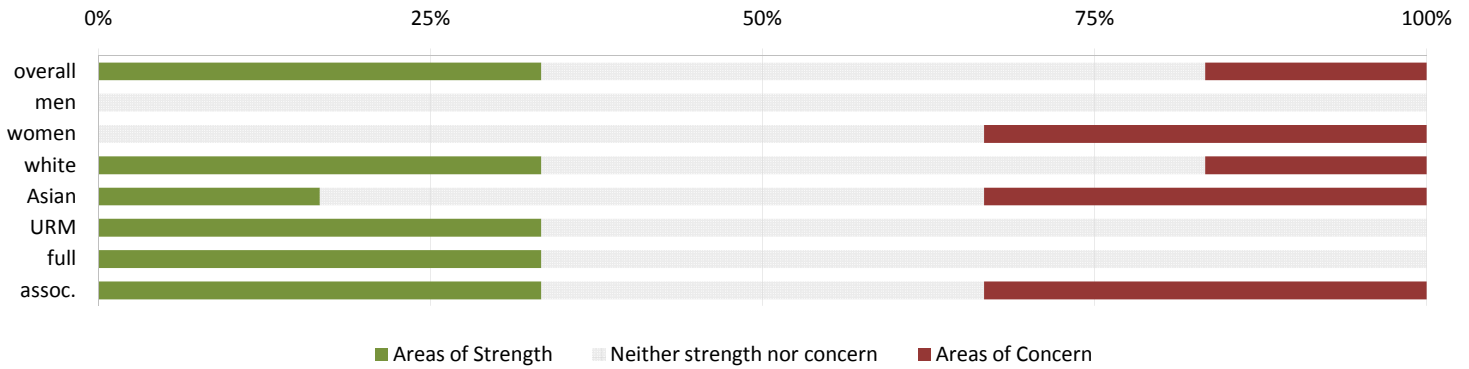


Q175b. <i>support adapting to changes: chair* (agreement)</i>	Q170a. <i>priorities are stated consistently* (agreement)</i>	Q170b. <i>priorities have changed* (agreement)</i>	Q170c. <i>priorities are acted upon consistently* (agreement)</i>
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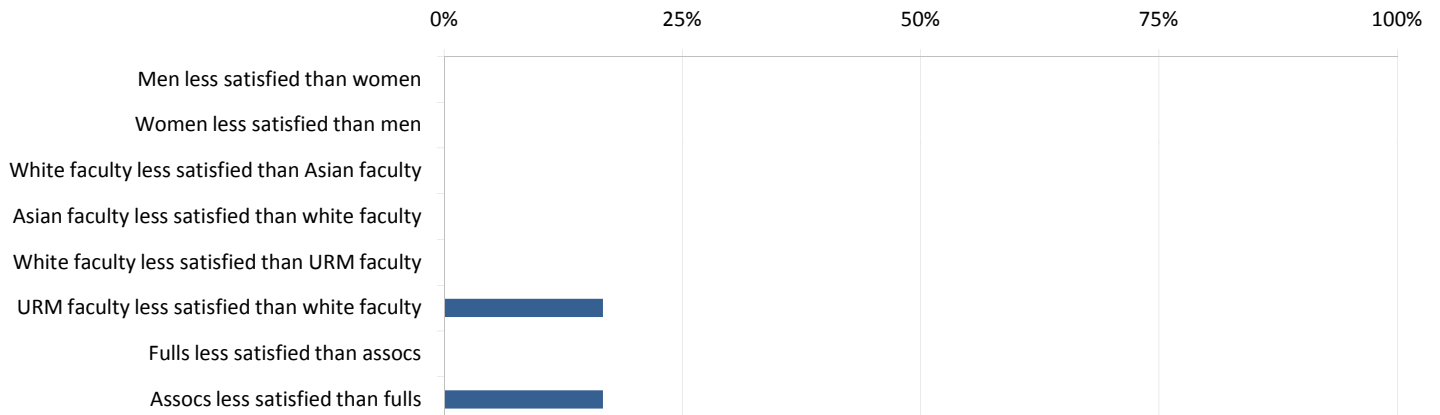


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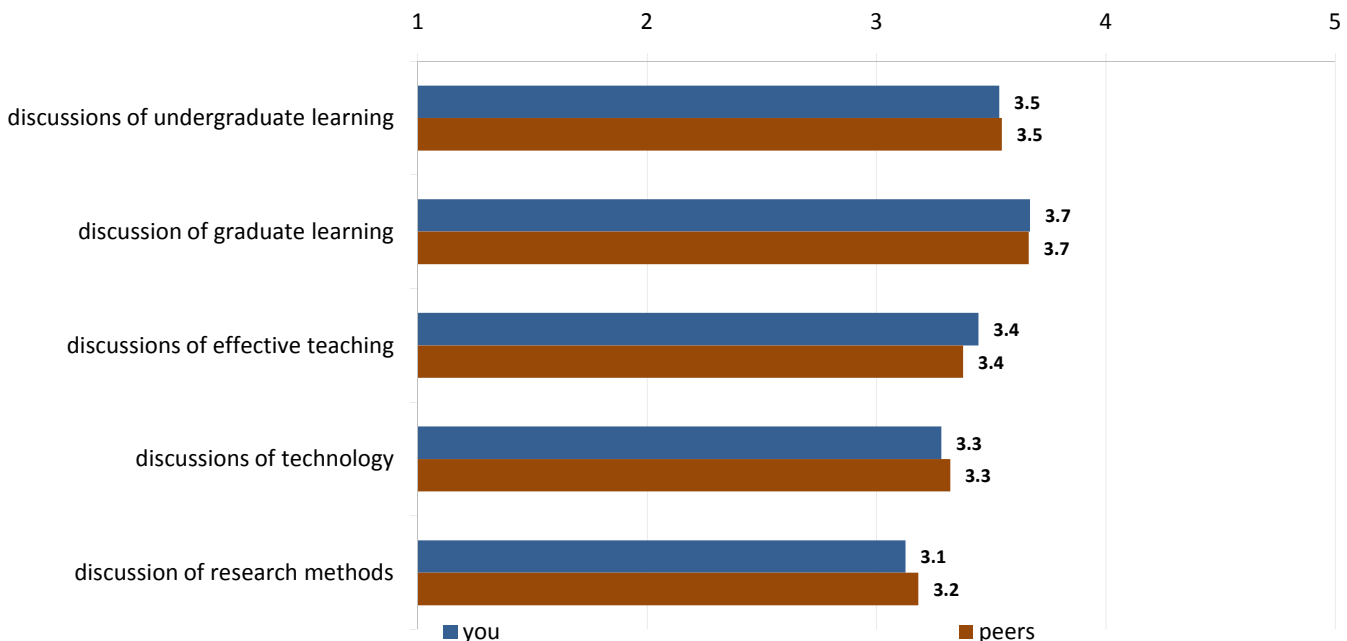
The table below summarizes your institution's performance compared to peers on questions from the Departmental Engagement section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Departmental Engagement theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



Faculty were asked to describe the frequency of discussions with their colleagues (1=Never to 5=Frequently) about various professional activities. The chart below shows the mean score for your faculty compared to your peer institutions on each of these activities.



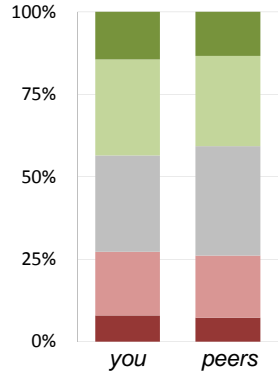
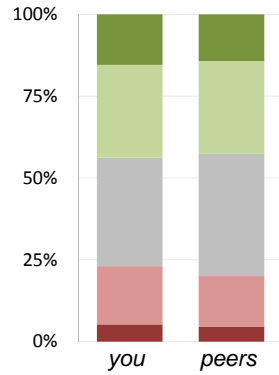
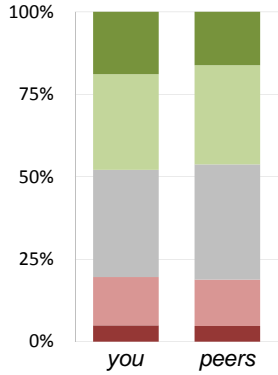
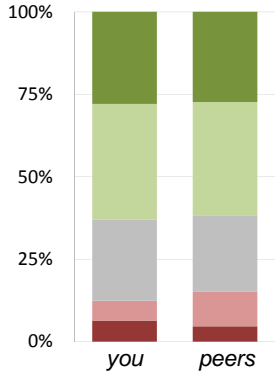
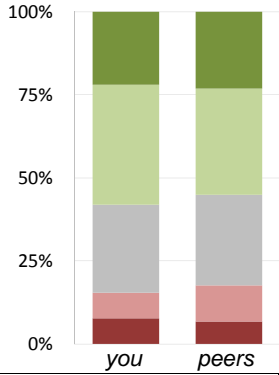
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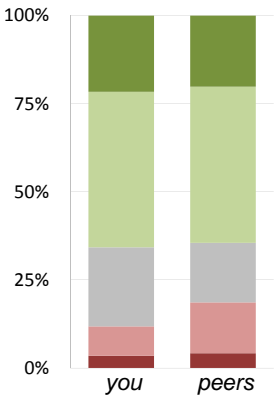
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

<p><i>Q190a. discussions of undergraduate learning (frequency)</i></p>	<p><i>Q190b. discussion of graduate learning (frequency)</i></p>	<p><i>Q190c. discussions of effective teaching (frequency)</i></p>	<p><i>Q190d. discussions of technology (frequency)</i></p>	<p><i>Q190e. discussion of research methods (frequency)</i></p>
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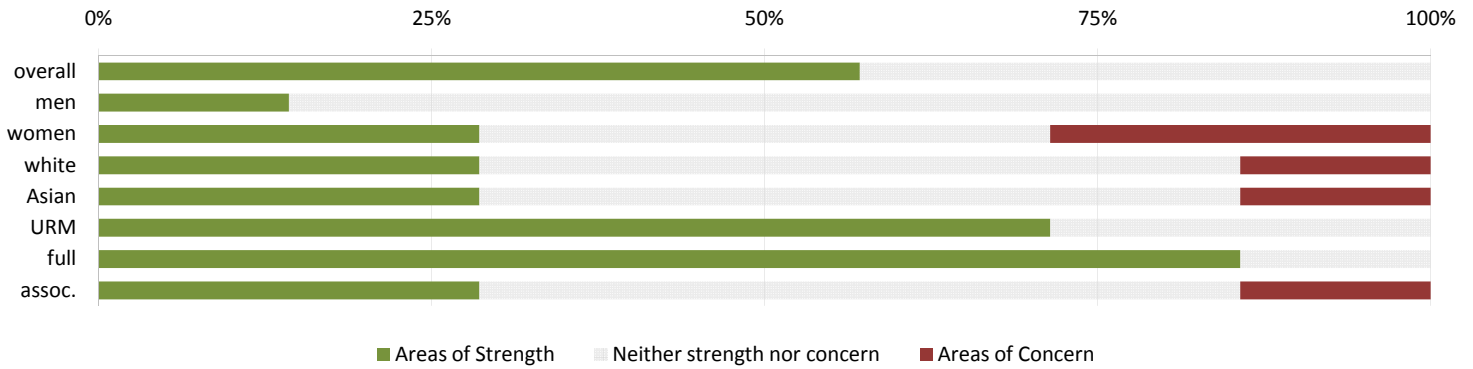


Q205a. prof. interaction with dept. colleagues (satisfaction)

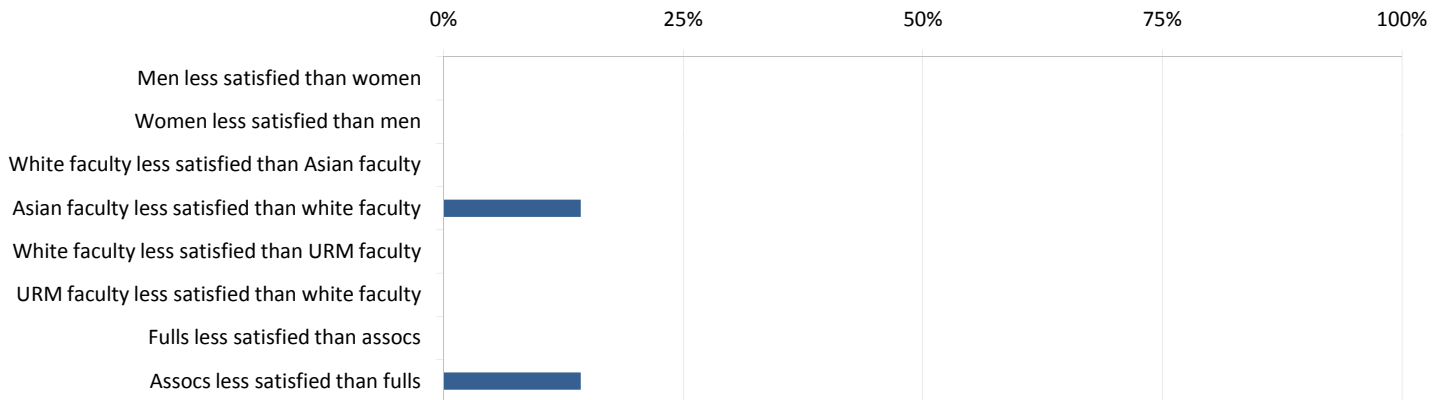


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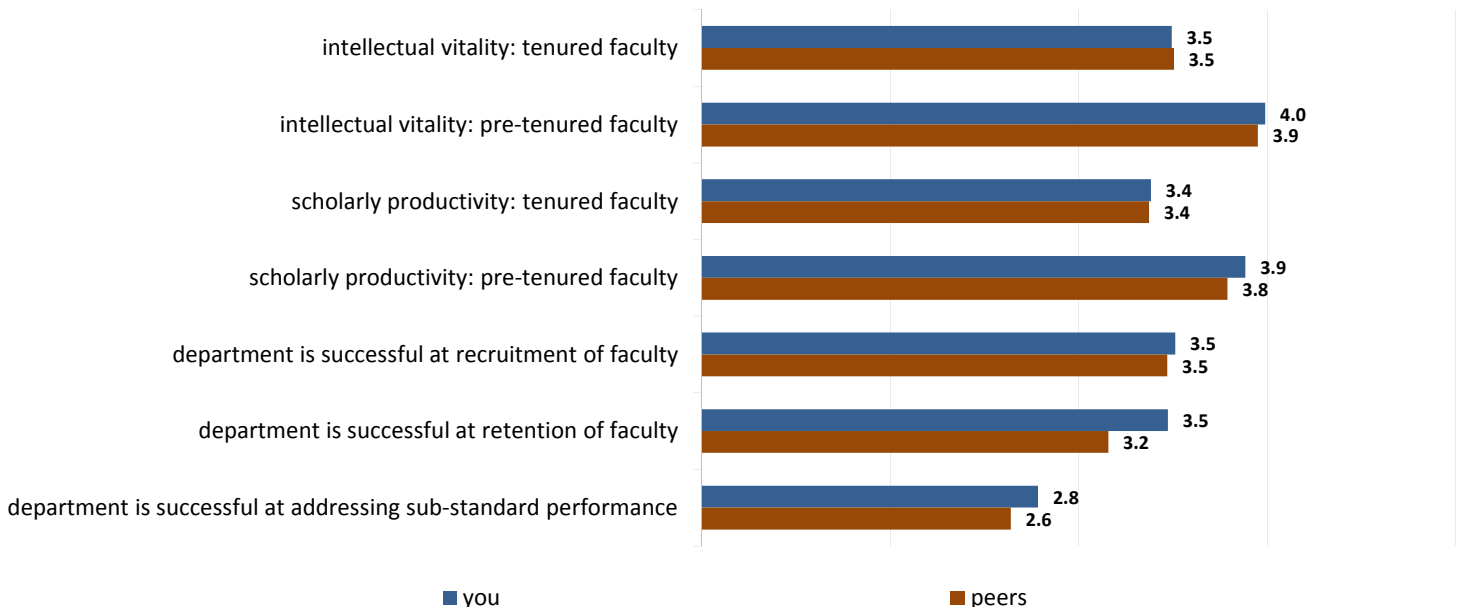
The table below summarizes your institution's performance compared to peers on questions from the Departmental Quality section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Departmental Quality theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



The chart below shows the mean scores of several survey items related to the respondents' perceptions about the quality of the faculty in their departments at your institution (blue) and at your peer institutions (brown).



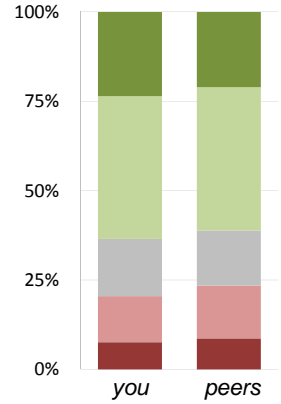
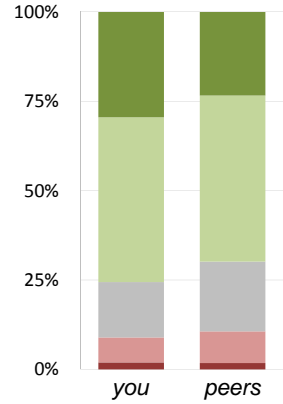
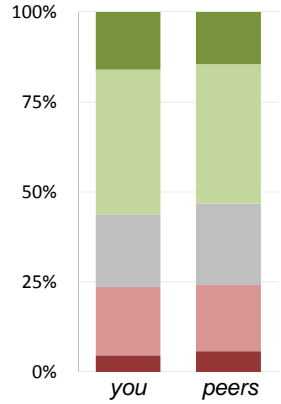
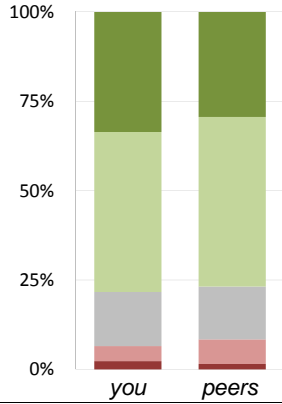
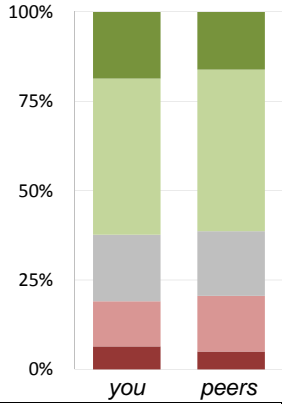
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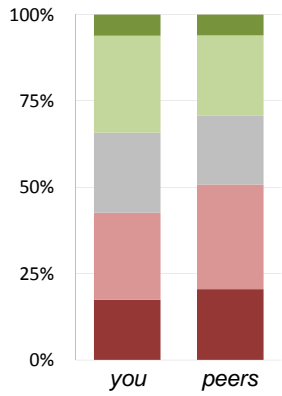
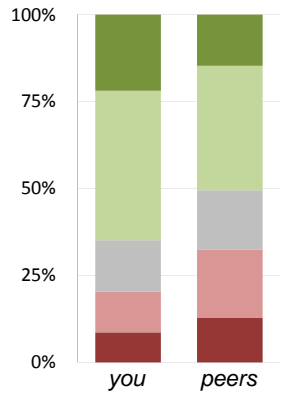
Survey Administration 2010-2011

The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

<p><i>Q195a. intellectual vitality: tenured faculty (satisfaction)</i></p>	<p><i>Q195b. intellectual vitality: pre-tenured faculty (satisfaction)</i></p>	<p><i>Q195c. scholarly productivity: tenured faculty (satisfaction)</i></p>	<p><i>Q195d. scholarly productivity: pre-tenured faculty (satisfaction)</i></p>	<p><i>Q240b. department is successful at recruitment of faculty (agreement)</i></p>
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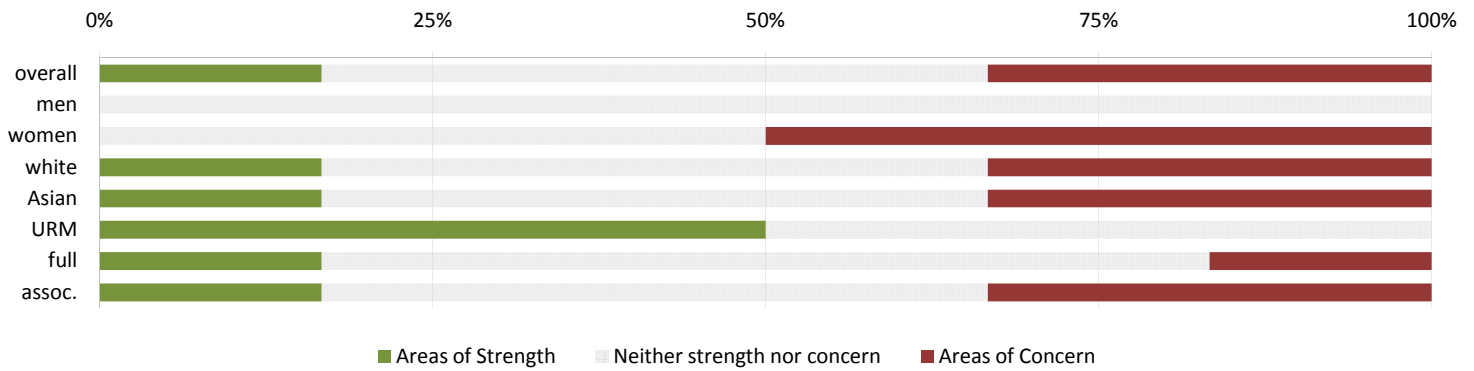


<p><i>Q240c. department is successful at retention of faculty (agreement)</i></p>	<p><i>Q240d. department is successful at addressing sub-standard performance (agreement)</i></p>
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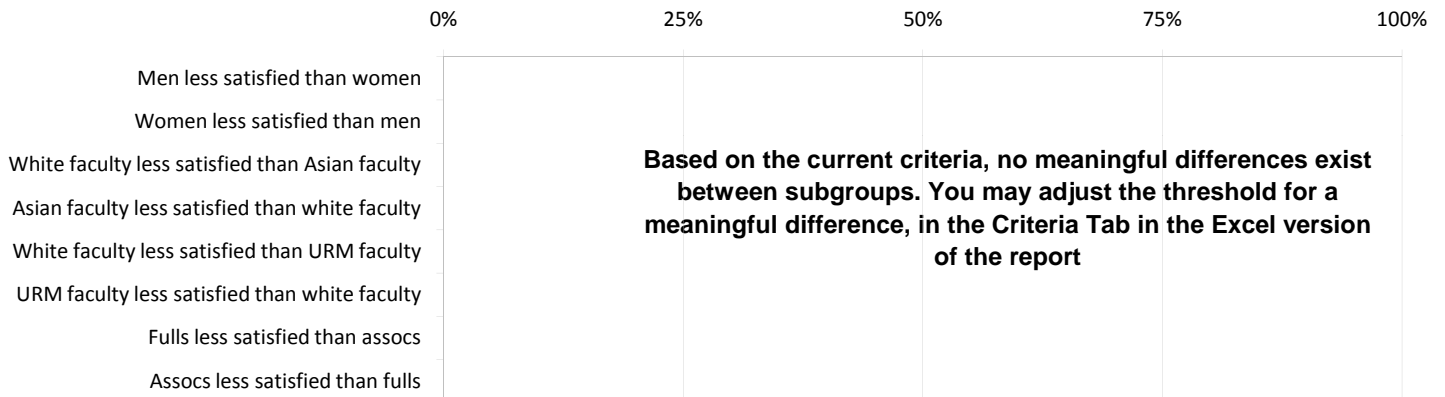


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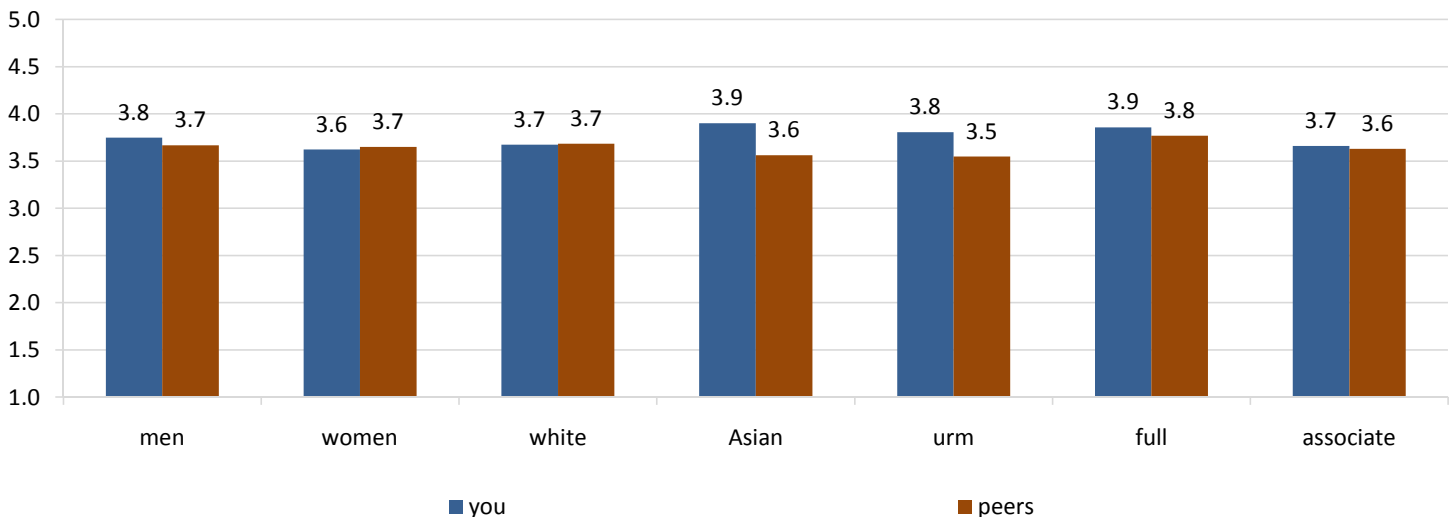
The table below summarizes your institution's performance compared to peers on questions from the Departmental Collegiality section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Departmental Collegiality theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



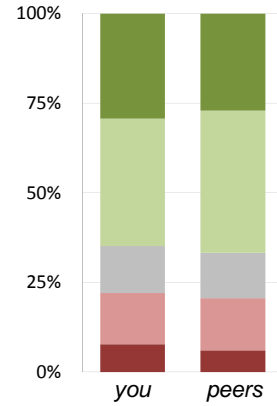
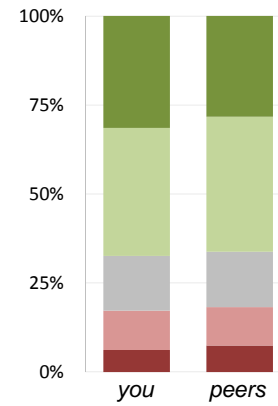
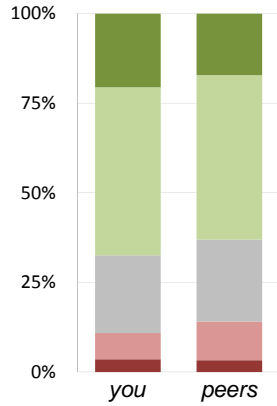
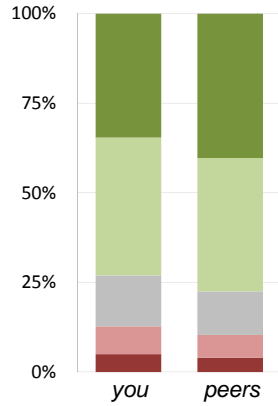
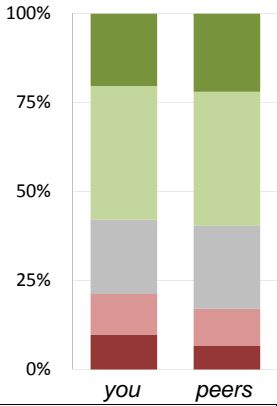
Q205c asks faculty to rate their level of satisfaction with **their sense of fit within their department**. The charts below display the responses from your faculty (blue) and from your peers (brown) overall, by gender, by race, and by rank.



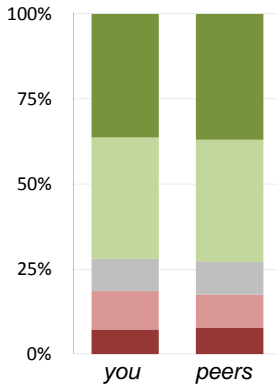
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

Q200c. <i>colleagues support personal obligations (agreement)</i>	Q200d. <i>meeting times are compatible (agreement)</i>	Q205b. <i>personal interactions with dept. colleagues (satisfaction)</i>	Q205c. <i>sense of belonging in department (satisfaction)</i>	Q210a. <i>colleagues pitch in when needed (agreement)</i>
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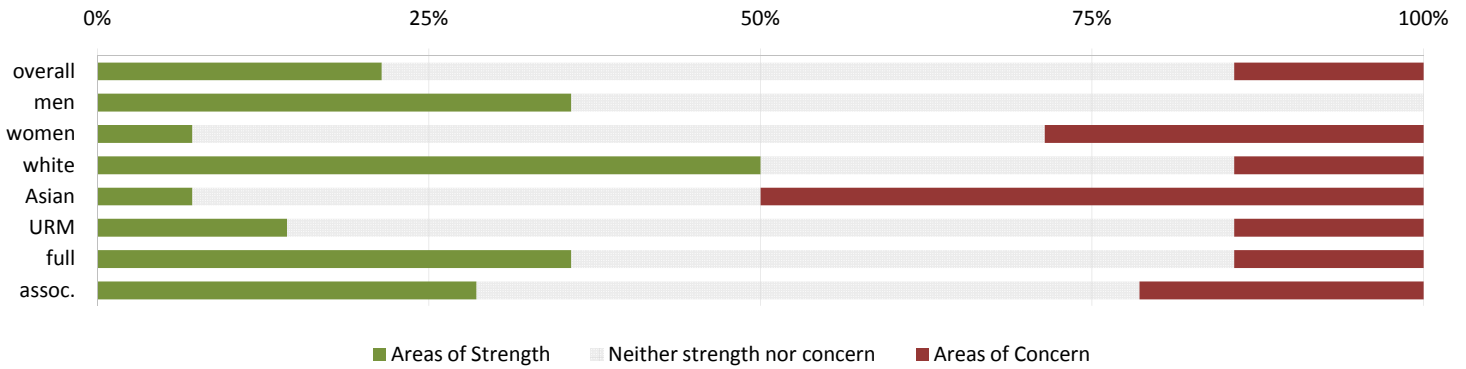


Q210c. *department is collegial (agreement)*

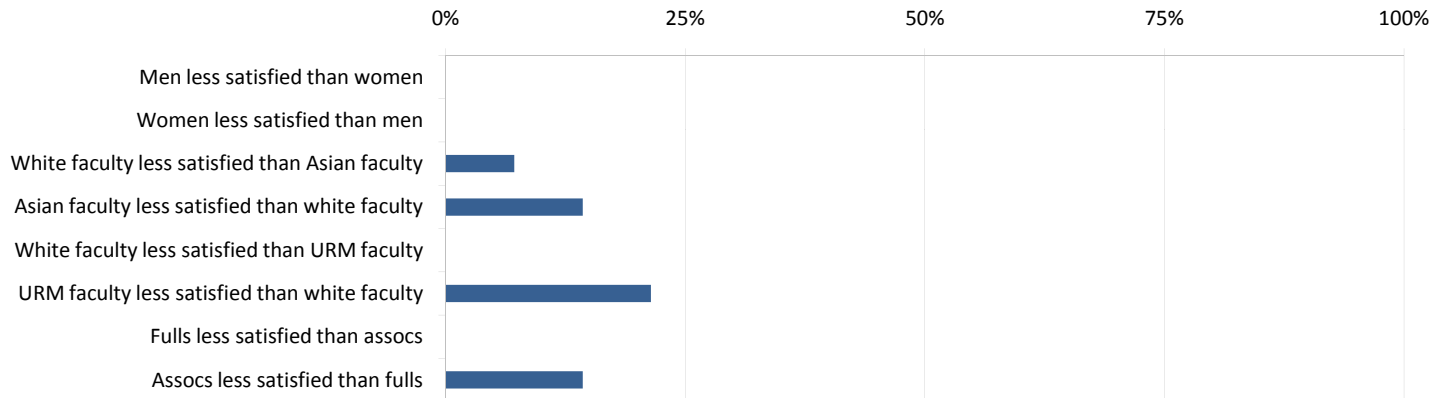


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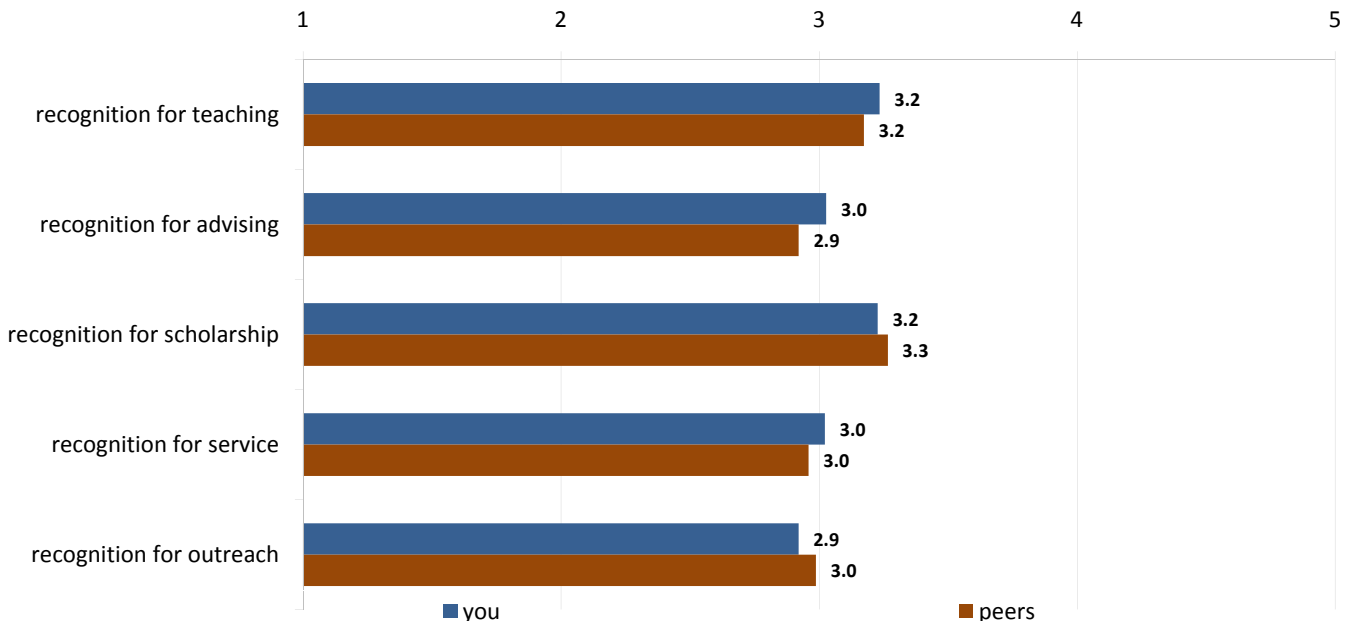
The table below summarizes your institution's performance compared to peers on questions from the Appreciation & Recognition section of the survey. The green portion of the bar represents the proportion of items where your campus ranked in the top 2. The red bar represents the proportion of items where your institution performed in the bottom 2. The grey portion of the bar represents the proportion of items that were not in the top or bottom 2.



The bar graph below displays the percentage of items in the Appreciation and Recognition theme with a meaningful difference (10% of scale or greater) between various subgroups within your institution.



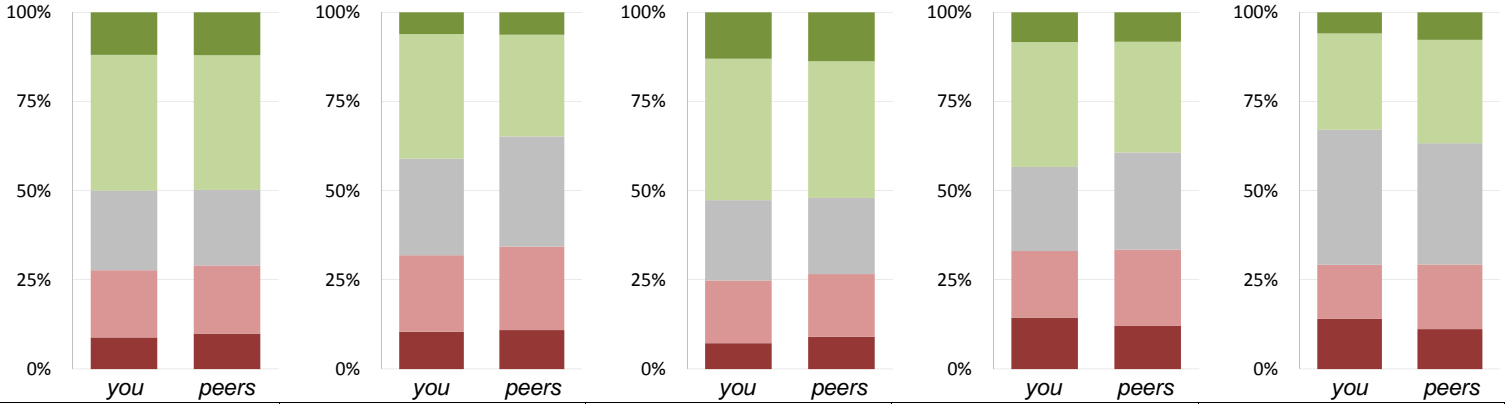
The chart below shows the mean scores on a five point scale (1=Very dissatisfied to 5=Very satisfied) on a series of items related to appreciation and recognition. The blue bar represents your faculty while the brown bar represents the faculty at your peer institutions.



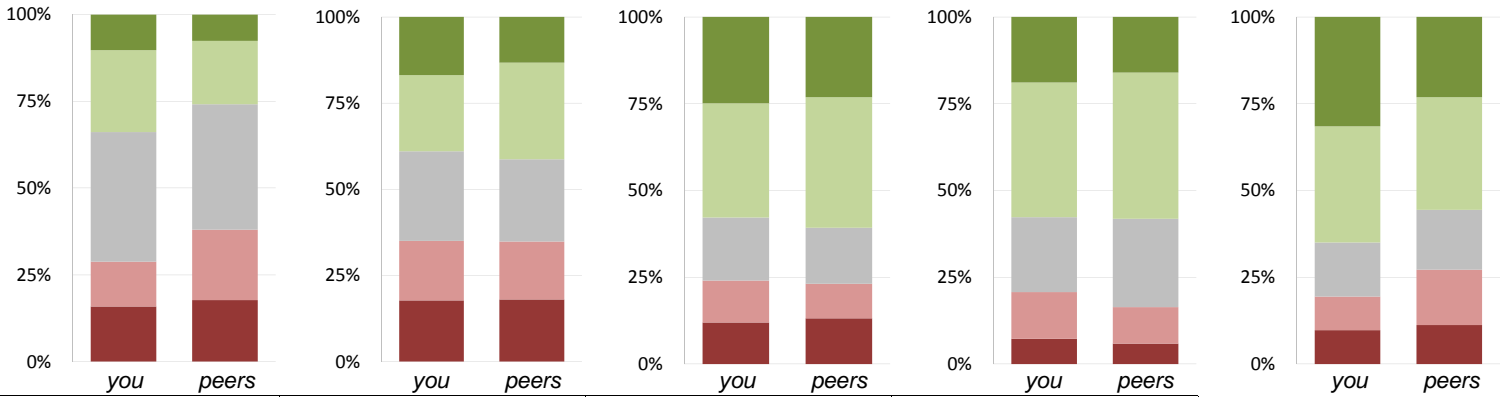
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The tables below display the frequency distribution of responses to all items in this theme. The box above each item lists the short name of the survey question with a brief description of the type of scale used in the question (e.g. satisfaction, agreement, frequency, etc.) In all cases, the green sections of the bar represent the proportion of positive responses while the red bars represent the proportion of faculty's negative responses on the scale.

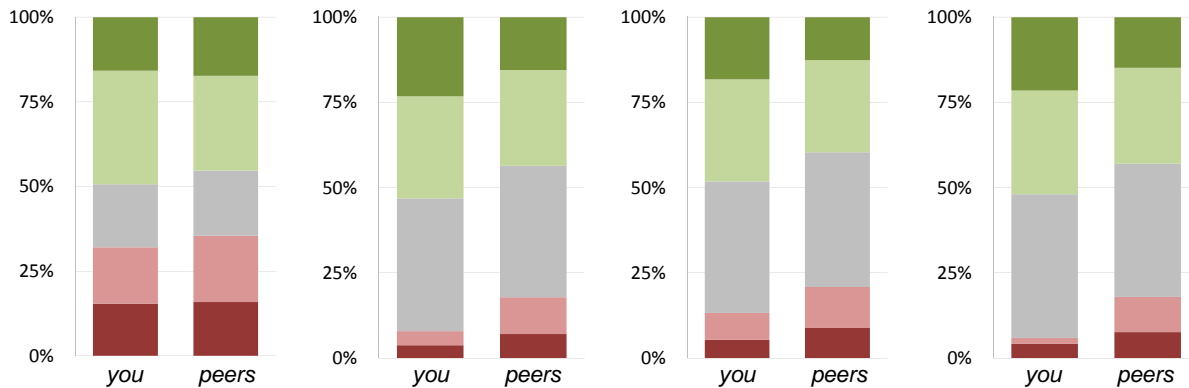
Q215a. recognition for teaching (satisfaction)	Q215b. recognition for advising (satisfaction)	Q215c. recognition for scholarship (satisfaction)	Q215d. recognition for service (satisfaction)	Q215e. recognition for outreach (satisfaction)
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Q215f. recognition from provost (satisfaction)	Q215g. recognition from dean (satisfaction)	Q215h. recognition from chair (satisfaction)	Q215i. recognition from colleagues (satisfaction)	Q220a. valued by president/provost: school (agreement)
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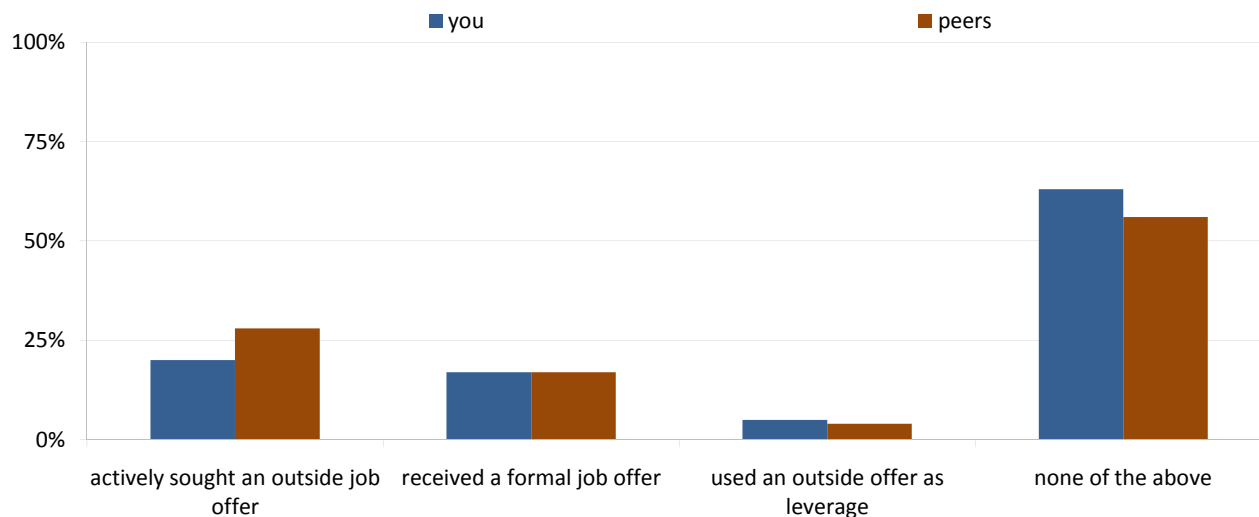


Q220b. valued by president/provost: department (agreement)	Q245a. CAO cares about assistant professors (agreement)	Q245b. CAO cares about associate professors (agreement)	Q245c. CAO cares about full professors (agreement)
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The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
Survey Administration 2010-2011

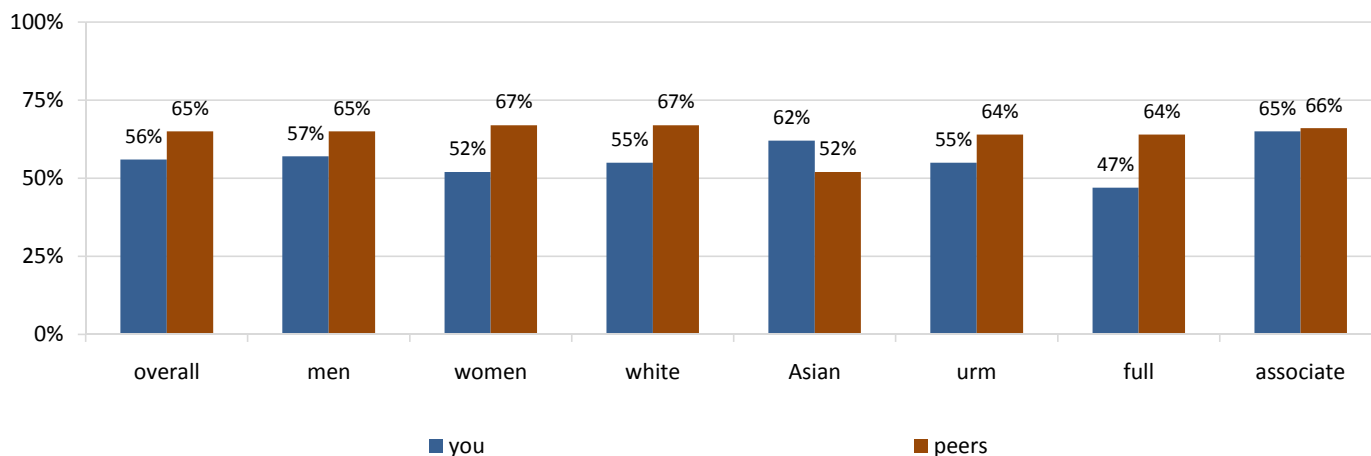
The bar chart below shows the percentage of your faculty (blue) and faculty at your peer institutions (brown) who indicated that they been involved in some activities associated with the pursuit of employment at another institution within the past five years.



The table below shows the responses to the question "If you could **negotiate adjustments to your employment**, which one of the following items would you most like to adjust?" All categories are shown, with the top four responses from your faculty in blue and the top four responses from peer faculty in brown.

	overall	gender		race			rank	
		men	women	white	Asian	URM	full	assoc.
base salary	44%	47%	39%	43%	38%	57%	37%	51%
supplemental salary	9%	9%	8%	9%	10%	5%	7%	11%
tenure clock	0%	0%	0%	0%	0%	0%	0%	0%
teaching load	14%	11%	19%	15%	10%	10%	13%	15%
administrative responsibilities	4%	5%	3%	5%	5%	0%	5%	4%
leave time	3%	1%	5%	2%	0%	10%	4%	1%
equipment	2%	3%	1%	2%	5%	0%	2%	2%
lab/research support	6%	7%	4%	5%	10%	5%	8%	3%
employment for spouse/partner	6%	4%	9%	5%	14%	0%	4%	7%
sabbatical or other leave	8%	7%	10%	8%	5%	10%	10%	6%
no adjustments	5%	5%	4%	5%	5%	5%	9%	0%

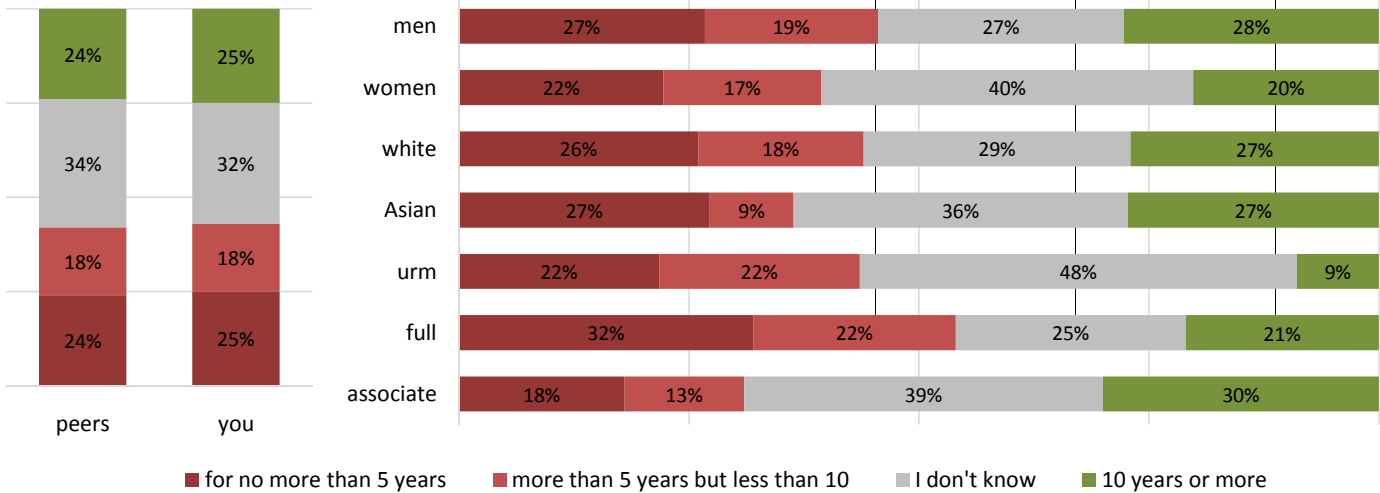
The chart below reflects the responses to a question about the necessity of outside offers as leverage for negotiating at your institution (blue) and at peer institutions (brown). The columns reflect the percentage of respondents who believe that an outside offer is necessary for leverage in negotiations.



The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
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The column chart below and to the left displays the response to the question about your faculty's intent to remain at your institution compared to your peers' faculty. Red sections represent faculty at a higher risk of departure. The green sections represent those faculty who are at a low risk of departure. The grey sections represent faculty who have not clearly expressed their intent to remain or depart from your institution. The bar chart (below and to the right) disaggregates the data for your campus only by gender, race, and rank.

How long do you plan to remain at this institution?



Faculty were asked if they chose to leave the institution, what would the primary reason be for leaving. The responses were disaggregated by race, gender and rank. The top four items are highlighted in blue text and border for your institution and in brown text and border for your comparable peers.

	overall		white		Asian		URM	
	you	peers	you	peers	you	peers	you	peers
to improve salary/benefits	16%	18%	13%	16%	24%	23%	38%	27%
to find a more collegial workplace	2%	4%	2%	3%	5%	4%	5%	4%
employer who provides more resources in support of your work	10%	8%	9%	8%	14%	13%	10%	5%
institution whose priorities match my own	7%	8%	6%	8%	19%	13%	5%	5%
to pursue an administrative position in higher ed	4%	5%	5%	5%	5%	4%	0%	7%
to pursue a non-academic position	0%	2%	0%	2%	0%	2%	0%	1%
employment opportunities for spouse/partner	4%	2%	3%	2%	10%	2%	5%	4%
other family/personal needs	2%	5%	3%	4%	0%	8%	0%	5%
to improve quality of life	7%	9%	7%	10%	5%	8%	10%	6%
to retire	34%	29%	37%	31%	10%	13%	24%	26%
to improve prospects for promotion	2%	1%	2%	0%	0%	4%	0%	1%
to more to a preferred geographic location	9%	8%	10%	9%	5%	3%	0%	6%
there is no reason why I would leave this institution	2%	2%	2%	2%	5%	2%	5%	3%

	men		women		full		associate	
	you	peers	you	peers	you	peers	you	peers
to improve salary/benefits	17%	19%	13%	17%	13%	15%	19%	21%
to find a more collegial workplace	1%	2%	5%	6%	2%	3%	3%	5%
employer who provides more resources in support of your work	7%	7%	15%	10%	6%	7%	13%	9%
institution whose priorities match my own	7%	8%	7%	7%	7%	6%	8%	9%
to pursue an administrative position in higher ed	4%	5%	6%	4%	4%	6%	5%	4%
to pursue a non-academic position	0%	1%	1%	2%	0%	2%	1%	2%
employment opportunities for spouse/partner	4%	2%	4%	3%	3%	1%	4%	4%
other family/personal needs	2%	5%	4%	5%	2%	4%	3%	6%
to improve quality of life	7%	8%	6%	12%	6%	9%	8%	10%
to retire	38%	31%	26%	24%	47%	40%	19%	18%
to improve prospects for promotion	2%	0%	2%	1%	0%	0%	4%	1%
to more to a preferred geographic location	9%	8%	9%	8%	8%	6%	10%	10%
there is no reason why I would leave this institution	2%	3%	2%	1%	3%	2%	2%	2%

COACHE

Tenured Faculty Job Satisfaction Survey Responses to Open-ended Questions

The Collaborative on Academic Careers in Higher Education
Tenured Faculty Job Satisfaction Survey
Survey Administration 2010-2011

The final question in the survey asks respondents to describe the one thing their institution could do to improve the academic workplace. Each comment was coded thematically and categorized by gender and rank in the Excel version of the report. The table below shows the percentage of responses to each theme for your institution compared with peers. The top four themes are highlighted.

	you		peers	
	%	Rank	%	Rank
Appreciation and Recognition	11%	4	5%	9
Collaboration	0%	18	0%	19
Departmental Collegiality	2%	12	2%	12
Departmental Engagement	0%	18	0%	19
Departmental Quality	3%	10	6%	7
Diversity	1%	15	2%	14
Geographic Location	0%	18	0%	17
Health and Retirement Benefits	0%	18	1%	16
Interdisciplinary Work	1%	15	0%	18
Departmental Leadership	6%	7	5%	8
Divisional Leadership	4%	9	7%	6
Senior Leadership	18%	1	13%	2
Mentoring	1%	15	0%	21
Nature of Work: Research	16%	2	12%	3
Nature of Work: Service	5%	8	3%	11
Nature of Work: Teaching	6%	6	8%	5
Other	2%	12	4%	10
Personal and Family Support	1%	14	2%	13
Promotion	2%	11	1%	15
Salary and Rewards	8%	5	17%	1
Support for Work	13%	3	12%	4

COACHE

The Collaborative on Academic Careers in Higher Education

RESPONSES TO OPEN-ENDED QUESTIONS

Some COACHE survey questions offered an opportunity for faculty to reply in their own words. Following are the comments provided by respondents at your institution.

65. Who tends to benefit most in the distribution of committee assignments?

A few who game the system to their benefit

administrators

assistant professors

Certain faculty members who don't like committee work are only required to do the base minimum.

Chair

Chair and Senate committees

Complainers, selfish colleagues who view their research as more important than others.

Define "benefit"--those who wish to do no work just don't get assigned or refuse to attend, so they "benefit;" those who do work get many assignments, so they "benefit" in a stronger eval score

Department

department chair

Department Chair

don't understand question

faculty members who are less competent to serve on committees or are irresponsible in their time management tend to not be appointed to committees

Faculty that simply choose to let others run the department for them.

Faculty who are in the "good books" of the departmental administration.

Faculty with seniority and full professors

I'm not sure how to read this question. We tend to give tenure-trackers a break, which means that people at the associate level (like me) bear a huge part of the service burden. It makes it hard to get to the full professor rank

It's up to the Chair.

junior faculty

junior faculty, department, and university

junior non-tenured professors

Lazy incompetent and uncooperative people: they don't get committee assignments because they can't be relied upon to pull their weight, and if they do get an assignment, they fail to show up or just screw things up so badly that no-one wants them to do it again.

Lazy Professors benefit. Talented faculty who actually do work, run meetings, document and preserve minutes just get more put upon them.

lecturers, they don't have to do as much

males and people who do poor work

Males, especially senior males.

Men in my department serve with less frequency on committees. Women are the work horses of our school and department.

New junior faculty are being protected by not having to serve on more than 1-2 committees.

No one. Committee work is not really appreciated. It is expect of you, but nothing get credited except that you did it. If you don't do it, you will be penalized by the department. But if you do it, they just say you are ok. I do the committee work for my own good and for my contribution to the community. It is a self-satisfying thing, just like teaching or research. You do it for yourself. They don't credit it for you, and penalize you if you don't.

People not likely to be on campus.

People who are known not to be producers an not willing to take initiative and do the work required for committees.

Senior Faculty who do not serve on committees

Small (N=1) units must have representation on ALL committees. Results in SAME person serving on everything!

Some faculty are on many committees and control the direction of our unit. Others have little impact.

Some individuals simply do not do their share of the committee work--due to incompetence or due to their refusal to take on such assignments.

[My] Faculty Chair

Studio art faculty members known for being poor committee members. They succeed in not getting appointed to committees.

The chairman of the department, who is ignoring the charter

The incompetent and the apathetic because they are never asked to do anything. If you're reliable and capable, then you get the important, time-consuming or tedious committee assignments

The issue isn't who benefits. The issue is those who don't carry their weight and few options to ensure that they do.

The less competent members of the faculty tend to benefit most.

The people who do a poor job.

The people who whine about how important they are and refuse to do their share of service.

The people with the power of decision; those in authority, but who do not necessarily accept responsibility.

The unit that has the most faculty controls the outcome of the votes

Those faculty members who do not perform benefit the most since they are not given further service assignments and consequently those who perform well are burdened with more, unfortunately.

Those on tenure track, and those who are highly involved in research.

those who are not pulling their weight

Those who are politically connected to the senior administration (or who are "good soldiers" who support the status quo)

those who complain the loudest or who are the most "liked".

Those who do all the work typically get elected to committees

those who do as little as possible when serving on a committee

Those who do not work or volunteer to serve the department.

Those who focus on their own work and needs and decline to engage in service that doesn't directly benefit their personal interests.

Those who have proven unreliable in their prior service commitments. They get fewer and fewer assignments and responsibilities, while those of us who have done a responsible job in our assignments are asked to do an increasing amount. This can be very detrimental to those of us who have strong research components, but are still trying to be good citizens. Those who focus only on research and are poor citizens do not seem to get penalized. They are permitted to continue in their roles, pushing their research programs, while the rest of us are burning the candle at both ends to be sure to be good citizens and have strong research programs. And, any time salary differentials occur because of this, those who have not been good citizens are still rewarded by the administration by pay raises, and their pay is no different than for the rest of us who put forth the extra effort.

Those with most seniority benefit the most in committee assignment distribution affecting the division. There is a small clique in my department and a de facto chair. My committee work is mostly university-wide.

Untenured Faculty

75. Who tends to benefit most in the distribution of teaching loads?

"Research administrators" are favored over real researchers. Funding, irrespectively if it is research related or not, seems the unique parameter in evaluations and research output as well as research impact have never been considered meaningful by our past administrators. No quantitative measures (e.g. h-index) of one's research impact have been ever considered by committees, chairs or deans in the past.

administration not productive researchers

Again, definitions: the productive scholars get course reductions, but so do the non-productive scholars, so both benefit in their own way

Again, it is the incompetents who benefit. There are people who don't pull their weight in research, but still on researcher course-loads. And in some cases, the department chair wants to minimize the damage that they cause when they're in the classroom, so he gives them light loads and small classes.

Because each member generally gets the same load, those who benefit most are those who are not substantially involved in research.

colleagues who invest in committee, service or administrative work

Current chair gives full course release to tenure track faculty for small projects. Previous chairs required that tenure track faculty participate fully in the department service and research projects. In a small department when all don't participate equally it places huge burden on tenured faculty.

Department

Faculty newer to the institution.

faculty teaching a doctoral seminar

Faculty with significant research records.

faculty with grant funding

Faculty with no research don't teach a full load.

Faculty with smaller student demand for their courses.

fair for all

Full professors are not teaching their fair share

Individuals who are favored by the administration

It benefits those who don't any teaching. The rest have to take up the load for those who do little teaching.

Lazy people benefit. Core faculty have a burden that is absurd. I teach a 4 hour core course this semester with [over one hundred] students. That counts as ONE COURSE for me. Really.

new hires and people throughout the university in colleges and departments that comply with UNT teaching and workload policy

New untenured professors

Not able to answer the question as stated, but let me offer this... there is inequality of what counts as a "course" in terms of teaching. We offer many online courses that may have large enrollments, but the dept and college have not taken the time to define what counts as a "course" for faculty load -- thus, some faculty teach a small number of students while others teach a large number of students, and both count as a "course."

Not the students, who aren't getting the benefit of my teaching in my areas of greatest expertise, since I am not allowed to offer those courses.

People who already have less teaching; those who have highly visible research programs.

People who have joined the faculty more recently and made a lighter teaching load a condition of employment.

Persons favored by our dean

Research Faculty

research faculty, but that's ok.

Selected faculty

Some faculty act as administrators of various sets of courses and call them "remote programs". They refuse to acknowledge their position as administrators and yet decide who teach what course within those "remote programs".

Some get released to do research but do limited amounts

teaching track faculty

tenure track faculty trying to get tenure

Tenured professors

The chairman of the department and the Dean in my college.

the college

The ones who bring in the most funding.

The politically astute

The tenured/tenured track faculty that are producing the most in scholarship

The University

The worst teachers.

There tend to be several faculty members who have the favor of the dean who always get the course release time for their research though other faculty have similar or greater research distinction in their field.

those doing the scheduling

Those faculty who have great personal connections with, or influence on, the departmental administration.

Those in power and who have the authority to make the decisions, generally those in authority.

Those on tenure track and those with heavy research agendas.

Those who are loudest and most aggressive.

those who insist on the most time for their research activities

Those who publish less, but "kiss up" to the Chair or complain the loudest. I never complain, or voice my dissatisfaction.

Those who SAY/CLAIM they are doing a heavy workload of research.

Those who teach exclusively doctoral level courses.

Those with grants. This is good.

Those with heavy administration duties.

Whoever can work the system.

young faculty and research faculty

155. You responded: "In ten years or more" or "never" to Question 150. What are your primary reasons?

Subjects responding "In ten years or more" or "never" to Question 150 ("When do you plan to submit your dossier for promotion to full professor?") were asked this follow-up question. Subjects responding "Other" were asked to specify.

complete lack of support from dean and chair for past six years

criteria not conveyed

department politics

Don't think I can make it.

Heavy Service

I am part of an academic couple and I am not valued

I do not feel that the institution values the strengths of my dossier. I do not believe my dossier would be supported for full professorship. Therefore, I have begun to look at positions outside of UNT and pleased that others view my credentials favorably

My dossier is not yet strong enough

not sure of the process

the tenure process was so stressful and demeaning that I chose not to go through it again. I do not see any value in achieving full professorship.

230. Which of the following items were adjusted as a result of those negotiations?

Subjects responding "Used an outside offer as leverage in negotiations (e.g., with a department chair or dean)" to Question 225 ("Which of the following have you done at this institution in the past five years?") were asked this follow-up question. Subjects responding "Other" were asked to specify.

No responses.

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

Subjects responding "Other" were asked to specify.

Better graduate student support

Colleagues that publish research so I can respect them

have clear objective promotion criteria

I have a thankless low-level administrative position.

Increased departmental autonomy in budgeting, resource allocation, and setting research and hiring priorities as well as better financial support for graduate education

more creative control over courses taught

No Change

office is too small

Parking

potential for formal recognition/awards

promotion to Full

Retirement with medical benefits

Space for my center

staff support for the department; reduction in unfunded mandates from administration

work life balance

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

Subjects responding "Other" were asked to specify.

Be closer to family and make more money

Being asked to fill out poorly designed surveys like this one

Better research environment

better research fit

department with a Ph.D. program (and I would only leave after my kids are out of school)

Have better students

I am leaving this institution. I have been hired by a research one university which recognizes my talents and will reward me (financially and personally) for my work.

I don't know if I would leave, but I would only consider would leaving if my department was no longer supportive of my work.

lower teaching load

More female friendly

Reduced teaching load; more time and resources for research.

Salary, admin position, geographic location, and/or research admin position

to go to a better university

to work at a PhD granting institution

To work at an institution with a more vital intellectual atmosphere

to work at institution whose chair values intellectual & ethnic diversity

to work with colleagues in my subfield (none in my dept.)

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

abandon customer service model and fire [a senior administrator].

Accept my area of research as an integral part of the department.

Acknowledgment of success of individual faculty, worth of individual faculty, value of individual faculty

Address needs of faculty trying to balance work with family.

Adequately fund graduate students to support research

Administration has always imposed decisions and ignored faculty input, even when it has requested faculty input. Some administrators have openly expressed their disdain for faculty as a whole. Until the [a senior administrator] is replaced, this will not change, because he does not believe in consensus-based decision-making.

After one obtains the rank of Full Professor there is very little opportunities for recognition for outstanding work. Most, if not all, academic recognition goes to individuals with high grant dollars. Undergraduate student research mentoring, etc. are recognized only if one brings in lots of research dollars.

Allot more scholarship money to graduate students in the department. We would then be able to attract higher quality students and the department's reputation would rise.

Attract good graduate students by making their compensation more competitive.

Avoid micromanagement by pushing goals and outcomes that are not supported by the necessary resources.

Balance expectations with resources in order to lower stress levels on students and faculty

Balance the Tier 1 research push with all of its emphasis on STEM fields with clear and immediate and obvious support for the arts and humanities fields.

Be aware and appreciate the faculty and their efforts to provide excellence.

Become more stable; we have had five department chairs in two deans, three provosts, and three different presidents in the last six years. Administrators come and encourage initiatives, but don't stay to see them through. Regular faculty must then manage what they have started.

Better administrators - particularly at the chair and dean level

better balance. i.e. reduce teaching load when reaching a senior rank based on quality (not quantity) in research

Better communication

better communication and engaging faculty in decision making.

Better physical facilities (better office space).

Better Salary for long time employees.

Bring back our former [senior administrator], who had us on a strong upward trajectory until being forced out, apparently due to Texas politics. A fair number of my answers to institutional-level questions would have been different a year ago. Now, support at all levels has been cut, we're grossly understaffed, my lab computers are ancient, and support for pursuing external grants is deteriorating.

Care about what I do!

Change the climate for women and for African American, Mexican American & Native American people.

clearer commitment to cultivating and honoring the unique strengths of each individual - faculty and staff

Clearly state its mission and vision.

Communicate honestly and authentically

Competitive salaries for all faculty, not just new hires.

Consider faculty as important as administrators to the university's mission...

Continue to hire outstanding junior (and senior) faculty members.

Create more diverse promotion criteria to allow more creativity and entrepreneurship. It needs to have teeth, be rigorous but more broadly based

cut down on the bureaucracy.

Cut the administrative fat, and there is a lot of it at UNT. There are more VPs and other high-paid people so removed from students it is ridiculous. Put more money in to students and developing faculty and departments. There are more important things to being a university in the 21st century than chasing Tier One status and all the priorities targeting STEM programs, and the hell with everything else.

Demand that the Research Office works for the faculty and not the other way around.

Demonstrate that faculty and staff members are truly valued, especially now that we are not getting merit raises. This could come in many non-monetary forms.

demonstrate viably that they value education for its own sake in all its myriad facets rather than putting all its efforts into supporting technology and sciences.

Departmental bullies, hostile work environment, and issues not addressed but swept under the rug, poor oversight

Develop state-of-the-art research and teaching facilities for faculty and students.

Do not interfere in the matters at department level and provide all supportive services.

Drastically reduce the number of VP's, cut administrative salaries, use the money saved to hire more faculty members and to reduce teaching loads. The administration seems to want this to be a research institution – a

3-2 load is incompatible with that goal, to the best of my knowledge. I know of no university with such a heavy load that is known as a good research institution. In addition, the administration should listen A LOT more to faculty if they want to know how to make the university better. We are ridiculously administratively top-heavy. Why should any administrator make five times the salary of a full professor? Such an imbalance says louder than any words where the priorities are, despite rhetoric.

Dump STEM

Eliminate student evaluations.

Endorse academic freedom by valuing all forms of scholarship

enforce institutional workload policy

Equitable salary adjustments

Expedite legal reviews on contracts, agreements, etc.

Faculty salaries in the College of Music. The CoM is by far the most internationally respected program at this university, yet faculty salaries are among the lowest in the university. Very demoralizing.

family friendly

Find the balance for teaching and research

Fire most of the Vice Presidents, who bloat the University's budget, as they are ill equipped to do their job (and cost too much).

flexible options for faculty in child rearing and elder care years

Focus on quality not quantity of students

get a new department chair

Get rid of Discovery Park

Get rid of [a senior administrator]- he is not trustworthy, is not honest with faculty, and basically does whatever he wants.

Get rid of [a senior administrator]. He is deceptive and has the poorest communication skills of any administrator I have ever encountered. He has transformed the transparency of recent administrative decision making to a secretive, good old boy network--much like it was when I arrived over 20 years ago. His lack of leadership and poor communication skills threaten the future of the institution at a time when productive and progressive change is necessary, i.e., in the current economic and political climate. His actions in the past year have jeopardized the institution's probability of emerging as a research one institution. He is more interested in securing a comfortable power base than in the larger mission and objective of UNT. He has destroyed faculty morale; he has neither the political savvy nor the communication skills to lead the institution, particularly in a time of change.

Get the chancellor to focus at the system level and stay out of managing at the individual institutional level.

Give up on its attempt to leap into tier-one research status. Those resources are best used elsewhere.

Give up the delusion of becoming a Tier One University.

Greater equality in treatment of faculty

Greater support of faculty

Have a dean who understands doctoral education and the time that it takes to work effectively with doctoral students.

Have all the support services (research offices, budgeting, purchasing, legal, etc.) revise their mission from servicing the university to servicing the faculty. There are too many things that are set up to act as roadblocks and hindrances to research rather than facilitating research. Too many inflexible rules, a legal office that has its nose in everything, a research office that comes with more and more ways to make pursuing grants an unbearable process, and way too cumbersome and slow a process to get anything done. I spend more time making sure things don't get lost in the system than it takes to write the proposals and do the research.

have full tuition scholarships for qualified applicants

Have the Chancellor and President show some integrity. I mention this because Chancellor promised a national search for new president. A temporary interim president was appointed who indicated he had no intention of being permanent. A selection committee was formed to select a new president. During the search the Chancellor on his own without consultation with the committee appointed the interim president permanent. This shows total disrespect for committee members. Chancellor and President both need to develop integrity. This type of action is not unusual for the current Chancellor.

I have mentored every single one of the tenured faculty in my department. Yet, as they became chairs and had an opportunity, none have reciprocated nor have any administrators or the dean provided mentoring to facilitate advancing from associate professor to full professor for a consistent period of 6 years. There is a major problem here.

I work in a first rate College of Music at this university. It has a strong national and international reputation that is not always recognized by the upper administration of the university. Greater recognition of the College of Music by the upper administration would do the most to improve this workplace.

I'd like to see more emphasis on the humanities at UNT.

If research at a Tier 1 Level is expected, then the institution should provide resources (funds, graduate assistants, reassigned duties) so that faculty can accomplish their goals. Specifically in our department, we must stop trying to meet every new demand for a new program.

Improve and increase the facilities.

Improve base pay to levels of comparable institutions

improve compensation

Improve faculty mentoring at all levels.

improve faculty participation in decision making processes.

improve leadership at all levels

Improve parking access.

Improve the Culture. Get rid of the politics of intimidation completely. Encourage intellectual freedom and creative exchange, especially at the local, departmental level when it is not present. Encourage fairness both toward new faculty and long-time faculty. Overhaul recruiting. Reward departmental teamwork as much as individual success wherever possible. See fewer lines of demarcation between Research, Teaching, Service. Encourage more than one area of excellence when appropriate. Encourage Equity & Diversity. Community. and Individuality.

Improve the quality of graduate student assistants

Increase office space and improve the quality of supplies

Increase salaries

increase salaries

Increase salaries for faculty at the associate professor rank.

Increase space for research and offices

Infrastructure improvement for research. (fine mechanics, electronics, computers and programming)

Initiate leadership (in an area that will inevitably change anyway) by replacing tenure with a system that protects and rewards productive faculty in the same way that workers are rewarded in other career areas. While there are many challenges in higher education, the constraints imposed by life-long guaranteed employment ensure both mediocrity and the ability to change at the rocket pace that universities have both the need and opportunity to make.

Institutional support for faculty striving to meet the institution's research goals.

internal summer research grants

Invest in the Performing Arts students in the College of ARTS and Sciences. CAS core is heavy in science and math because the dominant culture is sci/math so humanities and arts are constantly out voting. CAS core is lopsided. CAS thinking is lopsided if it's only about research \$ awarded

larger office

Leave me alone. I know what I am supposed to do. Just let me do it. Provide better Research Services Office support.

Less administrative tasks like TracDat and Faculty Profile

Less clerical/busywork (assessment) that gets in the way of doing our jobs.

Less paperwork and service

less teaching load

Make it clear, in writing, that productive departments in the Liberal Arts (teaching, scholarship, and service) are valued within the strategic plan of this university (and back it with actions)

Make salaries competitive with comparable institutions...do not just bring in higher paid faculty from other institutions.

Make salaries competitive.

MAke sure that lazy, worthless people at least don't get raise money!

make sure that the dean and the chair are competent. Make sure the Dean and the Chair follow the university polices, and treat the faculty fairly.

Mandate the use objective, quantitative measures in evaluating people. When pressuring to get funding, at any price, from any sources, keep in mind the following (an improvised paraphrase of a JFK quote): "Ask not what the tax payers dollars can do for you -- ask what you can do for the tax payers dollars."

More faculty lines, fewer administrators in niche areas.

My institution is going through an identity crisis. It feels like every semester we have new directives/missions--many of which compete and conflict with one another. How can we focus on our research when we are expected to serve on umpteen committees and be available for students increasing hours? Something has to give...this institution needs a clearer direction.

My institution says it supports research, but it does not retain our best faculty. It says it supports my discipline, but my disciplines has not received the resources it needs to contribute. My institution cannot recognize the clearly visible potential my discipline has in terms of increased credit hour production, grants, capital funding, media coverage, etc. The lack of support has caused my colleagues to find employment elsewhere. They need to give us faculty to do our job adequately and give my discipline autonomy from the department it is housed in.

new [senior administrator]

New [senior administrator]

New dean and department chair with more administrative experience working at better quality research institutions.

new office facilities.

Nurture the younger tenure-track faculty members who have been hired, since they are the future of the institution

Offer higher support for TAs, so that we could recruit better graduate students

office space

Office staff support

Our dean needs to show us that he cares. The university should not have a biased view of our department.

Pay more attention to faculty input, across all issues.

Paying tuition for graduate students in STEM departments

Pick a mission and describe the job.

Prepare students better to face scholarship and a more advanced learning environment

present dean and associate deans do not comprehend the role, intent, the significance and importance of some of its departments. They continually make decisions that seriously damage some department's growth. They make public comments that reveal they have a myopic view of the global aspects of the college...this is the number one thing: Lack of understanding of all departments within the college and how to support them all rather than a few.

Provide adequate parking for the faculty and staff. Build a parking garage or provide additional parking before tearing up a large central parking lot to build a new building.

Provide better, and realistic, graduate student support

Provide core facilities for research

Provide more administrative support or course release so I would have more time to work on my research.

Provide more resources for research, reduce teaching loads and reduce number of students taught in classes.

provide more support for humanities/intercultural/intradisciplinary research, including reconsideration of workload, travel funds and research assistants.

Provide stability and eliminate the uncertainty and turmoil that we have experienced over the last 5-7 years.

provide support for collegial interactions, interdisciplinary course development, and release time to do research and write and conduct grants

Provide the space and resources we need to accomodate demand for our programs.

Put us in a nicer building.

Quit making money priority number 1, and make quality priority number 1

Raise our salaries at par with other research institutions, Recognize the value in all research not just the STEMS.

Realize, make that fact public, and than implement the decision that the humanities are as important to a major university as the sciences and engineering.

Reasonable teaching loads for researchers with grants in the non-STEM areas

recognition of work for the good of the institution, college, department.

recognize in a meaningful way that research is a broader concept than exclusively the acquisition of restricted federal grants

Recognize mentoring and teaching abilities and efforts.

Recognize that faculty are the most important asset of the university.

Recognize the importance of Humanities

Recruit outside talents for upper administrative positions

reduce course load to allow more time for research activities

Reduce expected teaching workload percentage

Reduce teaching load

Reduce the amount of assessing, information gathering & transferring, so that there's more time for teaching and research.

Reduce the power of the Chancellor over the running of the institution.

Reduce the teaching load to 2:1.

Reduce undergraduate class size for most courses to 35.

Remove [my] department chair.

remove some of the vice presidents

Remove [a senior administrator], swiftly, with much pomp and ceremony.

Replace [a senior administrator], a political hack with no academic experience.

Replace the [chair of my department] with someone possessing a more expansive view of what it means to be [an expert in my field], and who is more in tune with the University's mission of encouraging interdisciplinarity, ethnic and intellectual diversity.

replace the [senior administrator]; change the mechanism for naming the [senior administrator] and board of regents

Replace [a senior administrator] with some one who cares for faculty. [The current senior administrator] does not respect faculty. This is dangerous.

Resources to fund basic operating costs.

Respect the time of faculty members and listen to us.

Retire the 10 professors in the department that are older than 62. They retired on the job and nobody noticed.

Reward scholarship and cut dead wood.

right now, improve parking as it is terrible.

saddle us with fewer mindless bureaucratic/service tasks so we have more time for our research.

Salary compression in my college is the number # source of dissatisfaction for me. Lack of money for faculty merit is making it worse. As an associate professor, I currently earn slightly less than our most junior assistant professor.

Salary increase.

salary support for research

shift some of the staff resources from administrative offices to departments by trimming "new" offices that create programs that generate demands on faculty time but themselves do not teach any classes, write any grants, produce any publications.

Should not overcommit on \$, start ups, ec. Be realistic and commit only what they can afford.

Since improvements are in the works, I will have to wait to see the results.

Somehow find a way to support those of us who aren't in the hard sciences or engineering. There isn't much optimism for those of us in other areas.

Sometimes we are given so much administrative busy-work to do, we do not have time to get down to the real work at hand--educating our students.

Space

Spend less money and attention on football

Spousal Accommodation. Fair, uniform, and transparent promotion process

Stop delegating excessive tasks to faculty that are really clerical tasks or administrator/chair tasks. The consumption of faculty time towards tasks that, at most other universities, would be done by clerical staff or administrators/chairs eats up valuable faculty time that should be going towards research successes.

STOP MOST OF THE ABSURD ASSESSMENTS. TRAKDAT, PROGRAM REVIEW, GRADUATE RECRUITING PLANS, DEPARTMENT PLANS, ETC. ETC. IT'S DESTROYING INITIATIVE AND THE ABILITY TO DO WHAT MATTERS MOST: TEACHING AND SCHOLARLY WORK.

Stop pursuing unachievable research status

Substandard faculty members need to be held to a higher standard of productivity.

Support faculty workload related to paperwork filling. I have opportunities to write a good proposal (good chance of success) at least twice a month but cannot do the proposal and the routing form + signatures + budget builder without getting a trip to the woodshed for not doing it 10 days early. Interdisciplinary work is harder because the paperwork doubles and science and engineering are on separate campuses. The clusters have solved a horrible hostile department work environment. While I prefer to not come into the office or give my opinion in the department, I am happy with my output by staying away. There is also a gap in answering some questions. For instance all faculty have timely offers to provide input but the parameters are set so that outcomes appear predetermined and input is redundant. For instance to keep me out of the dept. mission the keywords were selected to limit me when it turned out to not be possible an ADDITIONAL keyword was added so that I cannot make a case for resources. I have relayed this in the sit down with COACHE and did not see it on the report.

Support for external funding proposals and managing existing grants.

support individual accomplishment differentially to a greater extent

Support productive faculty members by increasing resources for their work without the faculty members needing an outside job offer.

The administration sometimes has fantastical ideas about what they think departments should do that aren't grounded in reality or in the intellectual interests of the faculty in the departments. It would be better if the when the administration wants to do something that present faculty aren't interested in, they should be more prepared to be more engaged in the process, to bring in outside consultants to create a workable plan to work toward the objectives, and be more willing to find areas of common ground with existing faculty members to work on areas of interest common between the faculty and administration.

The College of Music here is a very strong academic unit while much of the rest of the units and programs across the campus are somewhat weak. If the academic rigor and level of professional achievement could be raised across the campus that would make the university a better environment.

The department puts too much of a burden on the competent and responsible faculty members and does not acknowledge or reward their contribution at an adequate level. If the extra work were in fact acknowledged and rewarded, this would greatly improve the workplace.

The number one PROBLEM of my institution is the favoritism of the administration. Therefore the number one thing to do to improve my workplace is to solve this problem.

The power given to department chairs is too great. My number one recommendation is to immediately remove the existing department chairperson. He is a pwoe-hungry ego maniac.

This is problematic as the university is attempting to move from a teacher college to a top tier research institution without adequate support from the state. Perhaps I could say that the institution ought to act as if it were the institution it wishes to become.

To attract very good Ph. D students

Treat the faculty who built the institution with respect as they complete their careers in an institution that has changed its focus.

Understand and support the special nature of my college and programs, with their strong focus on community engagement and applied academic work.

UNT could provide some stability in administration. The institution has experienced significant change in administration over the past ten years. Those who come act as if we are broken and in need of drastic changes to policies, procedures and traditions. I feel it makes us look like we are always in the middle of an identity crisis. Some of the changes of the new administrations have created a lack of trust in the institution, leading in my opinion to a lack of loyalty to the institution.

UNT is utterly bureaucratic and seems to be increasingly dictated by the legal counsel. The administrators should take care of their faculty and be facilitators to enable them the freedom to pursue their academic pursuits rather than being hindrance.

update facilities and basic equipment

Value the contribution of the faculty instead of devaluing them.

We need national recognition for the outstanding work we do here, and we are in the shadow of a football culture which places more value on a perennially losing team than on an outstanding, internationally recognized College.

Within the System, create an environment for a stable long term President and Provost - so there is not constant administrative change which results in new initiatives, new goals, adjusted strategic plans, revised policies, and varying levels of control on budgets, etc. More time is spent on adjusting and meeting the "new" initiatives rather than moving forward with some college/departmental autonomy to "get things done".

work load/compensation

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Tenured Faculty Job Satisfaction Survey Data Tables

COACHE

Tenured Faculty Job Satisfaction Survey Respondent Characteristics

The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2010-2011

		you		peers		
		Count	%	Count	%	
		overall	278	48%	1397	43%
		male	183	46%	929	41%
		female	95	55%	468	48%
Response rates		white	227	49%	1136	45%
		Asian	26	57%	110	36%
		URM	25	40%	151	39%
		full	139	48%	688	42%
		associate/assistant	139	49%	709	45%
		male/fulls	0.5186	41%	n/a	n/a
		male/associates	1.9373	25%	n/a	n/a
		female/fulls	0.5156	11%	n/a	n/a
		female/associates	1.0595	23%	n/a	n/a
Q5	What is your current appointment status?	Full-time	278	100%	1397	100%
		Part-time	0	0%	0	0%
		Emeritus	0	0%	0	0%
		Other	0	0%	0	0%
		None of the above	0	0%	0	0%
Rank*		Professor (or "Full Professor")	144	52%	689	49%
		Associate Professor	134	48%	698	50%
		Assistant Professor	0	0%	10	1%
		Instructor/Lecturer	0	0%	0	0%
		Other	0	0%	0	0%
Q15	In what year were you hired or appointed to this rank at this institution?	2000 to present	144	53%	765	56%
		1990 to 1999	79	29%	373	28%
		1980 to 1989	32	12%	169	12%
		Before 1980	17	6%	49	4%
Q25	Are you currently serving in an administrative position?	Yes	75	27%	361	26%
		No	203	73%	1036	74%
Q30	[Q25=1] Which of the following administrative titles do you currently hold?	Department Chair or Department Head	30	41%	157	44%
		Center or Program Director	17	23%	131	37%
		Dean, Assoc. Dean, or Div. Chief	19	26%	28	8%
		Provost, Assoc. Provost, Vice Provost, etc.	2	3%	4	1%
		Other	6	8%	34	10%
Race*		American Indian or Native American	3	1%	12	1%
		Asian, Asian-American, or Pacific Islander	26	9%	110	8%
		White (non-Hispanic)	227	82%	1136	81%
		Black or African-American	11	4%	54	4%
		Hispanic or Latino	11	4%	63	5%
		Other	0	0%	5	0%
Gender*		Multiracial	0	0%	17	1%
		Male	183	66%	929	66%
	Female	95	34%	468	34%	
Q275	Not counting your current institution, at how many other colleges/universities have you held a tenured faculty position?	0	162	63%	928	73%
		1	68	26%	245	19%
		2	21	8%	75	6%
		3	2	1%	15	1%
		4	3	1%	1	0%
		5 or more	1	0%	5	0%
Q280	In what year were you born? (Age calculated from year of birth)	30 or younger	0	0%	3	0%
		31 to 40	8	3%	84	7%
		41 to 50	63	27%	341	30%
		51 to 60	84	36%	434	38%
		61 to 70	69	30%	252	22%
		71 or above	8	3%	19	2%
Q285	What is your marital status?	Single	23	9%	92	8%
		Married or in a civil union	195	79%	978	81%
		Unmarried, living with partner	7	3%	34	3%
		Divorced, separated, or widowed	23	9%	106	9%
Q290	What is your spouse/partner's employment status?	Not employed and not seeking employment	33	17%	201	21%
		Not employed but seeking employment	10	5%	46	5%
		Employed at this institution	36	19%	224	23%
		Employed elsewhere	114	59%	483	51%
Q295	Do you have any of the following responsibilities	Infants, toddlers, or pre-school age children	14	5%	113	9%
		Elementary, middle or high school aged children	71	27%	410	31%
		Children 18 or over who live with you	23	9%	158	12%
		Elders for whom you are providing ongoing care	23	9%	91	7%
		A disabled or ill family member	24	9%	103	8%
		None of these	125	47%	546	42%
Q300	What is your citizenship status?	U.S. citizen	247	96%	1200	96%
		Non-U.S. citizen	10	4%	56	4%

*In some cases respondent reported gender, race, and/or rank did not match the data provided by the institution. All efforts were made to reconcile discrepancies between conflicting data sources.

COACHE

Tenured Faculty Job Satisfaction Survey Mean Comparisons

The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2010-2011

item	theme	shortname	description	GENDER										net diff (m-f)	% diff
				overall			males			females					
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank			
	Nature of Work: Service	benchmark: nature of work: service	Benchmark: Nature of work - Service	3.206	3.205	5	3.241	3.232	5	3.127	3.136	3	0.114	2.90%	
45c	Nature of Work: Service	time on service	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Service (e.g., committee work).	3.363	3.328	5	3.409	3.367	4	3.257	3.240	5	0.152	3.80%	
55b	Nature of Work: Service	support for additional leadership roles	My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work.	2.651	2.626	4	2.776	2.717	3	2.358	2.401	3	0.418	10.50%	
60a	Nature of Work: Service	number of committees	Please rate your level of satisfaction or dissatisfaction with the number of committees on which you serve.	3.318	3.372	5	3.332	3.421	5	3.285	3.249	3	0.047	1.20%	
60b	Nature of Work: Service	attractiveness of committees	Please rate your level of satisfaction or dissatisfaction with the attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve.	3.407	3.429	5	3.374	3.399	4	3.480	3.501	5	-0.106	-2.70%	
60c	Nature of Work: Service	choice of committees	Please rate your level of satisfaction or dissatisfaction with the discretion you have to choose the committees on which you serve.	3.409	3.492	4	3.424	3.483	4	3.373	3.500	7	0.051	1.30%	
60d	Nature of Work: Service	equity of committee assignment distribution	Please rate your level of satisfaction or dissatisfaction with how equitably committee assignments are distributed across faculty in your department.	3.016	3.000	4	3.073	3.039	5	2.877	2.892	4	0.196	4.90%	
	Nature of Work: Teaching	benchmark: nature of work: teaching	Benchmark: Nature of work - Teaching	3.792	3.720	3	3.802	3.701	1	3.769	3.762	4	0.033	0.80%	
45a	Nature of Work: Teaching	time on teaching	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Teaching.	3.893	3.828	2	3.922	3.853	3	3.826	3.770	3	0.096	2.40%	

* Indicates that the survey item is not used in calculating benchmark scores.

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Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2010-2011

item	theme	shortname	description	GENDER											net diff (m-f)	% diff
				overall			males			females						
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank				
70a	Nature of Work: Teaching	number of courses taught	Please rate your level of satisfaction or dissatisfaction with the number of courses you teach.	3.723	3.699	5	3.768	3.715	5	3.619	3.660	6	0.149	3.70%		
70b	Nature of Work: Teaching	level of courses taught	Please rate your level of satisfaction or dissatisfaction with the level of courses you teach.	4.224	4.050	1	4.232	4.014	1	4.202	4.139	2	0.030	0.80%		
70c	Nature of Work: Teaching	discretion over course content	Please rate your level of satisfaction or dissatisfaction with the discretion you have over the content of the courses you teach.	4.524	4.453	1	4.575	4.424	1	4.404	4.513	6	0.171	4.30%		
70e	Nature of Work: Teaching	quality of students	Please rate your level of satisfaction or dissatisfaction with the quality of students you teach, on average.	3.282	3.161	4	3.234	3.061	3	3.393	3.390	5	-0.159	-4.00%		
70h	Nature of Work: Teaching	equity of teaching workload distribution	Please rate your level of satisfaction or dissatisfaction with how equitably teaching workload is distributed across faculty in your department.	3.138	3.158	5	3.164	3.175	6	3.074	3.106	6	0.090	2.30%		
	Nature of Work: Research	benchmark: nature of work: research	Benchmark: Nature of work: Research	3.147	3.162	4	3.218	3.198	4	2.983	3.080	5	0.235	5.90%		
45b	Nature of Work: Research	time on research	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Research.	3.310	3.304	5	3.526	3.434	1	2.806	3.007	6	0.720	18.00%		
70g	Nature of Work: Research	availability of course release	Please rate your level of satisfaction or dissatisfaction with the availability of course release time to focus on your research.	2.636	2.553	4	2.760	2.642	4	2.342	2.336	4	0.418	10.50%		
80a	Nature of Work: Research	expectations for external funding	Please rate your level of satisfaction or dissatisfaction with the amount of external funding you are expected to find.	2.875	3.099	7	2.976	3.148	7	2.628	2.988	7	0.348	8.70%		

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The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2010-2011

item	theme	shortname	description	GENDER										net diff (m-f)	% diff
				overall			males			females					
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank			
80b	Nature of Work: Research	influence over focus of research	Please rate your level of satisfaction or dissatisfaction with the influence you have over the focus of your research/scholarly/creative work.	4.215	4.317	6	4.217	4.317	6	4.211	4.321	6	0.006	0.20%	
80c	Nature of Work: Research	quality of graduate students	Please rate your level of satisfaction or dissatisfaction with the quality of graduate students to support your work.	3.046	3.085	4	3.061	3.067	4	3.008	3.134	6	0.053	1.30%	
85a	Nature of Work: Research	support for obtaining grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for obtaining externally funded grants (pre-award).	2.866	2.901	3	2.844	2.935	6	2.919	2.813	3	-0.075	-1.90%	
85b	Nature of Work: Research	support for managing grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for managing externally funded grants (post-award).	2.777	2.787	4	2.810	2.805	4	2.699	2.721	4	0.111	2.80%	
85c	Nature of Work: Research	support for securing graduate student support	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for securing graduate student assistance.	2.849	2.924	6	2.932	2.934	5	2.634	2.901	7	0.298	7.50%	
85d	Nature of Work: Research	support for research travel	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for traveling to present papers or conduct research/creative work.	3.363	3.138	3	3.481	3.156	3	3.085	3.104	3	0.396	9.90%	
45d	Nature of Work: Other*	time spent on outreach*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Outreach.	3.565	3.673	6	3.548	3.676	7	3.605	3.671	6	-0.057	-1.40%	
45e	Nature of Work: Other*	time spent on administrative tasks*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Administrative tasks.	3.169	3.051	3	3.278	3.088	1	2.918	2.970	6	0.360	9.00%	
55a	Nature of Work: Other*	balance of faculty roles*	Please rate your level of agreement or disagreement with the following statements. I am able to balance the teaching, research, and service activities expected of me.	3.169	3.128	4	3.390	3.288	3	2.640	2.751	6	0.750	18.80%	

* Indicates that the survey item is not used in calculating benchmark scores.

The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2010-2011

item	theme	shortname	description	GENDER										net diff (m-f)	% diff
				overall			males			females					
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank			
	Facilities and resources for work	benchmark: facilities & resources for work	Benchmark: Facilities and work resources	3.629	3.370	1	3.666	3.365	1	3.541	3.380	2	0.125	3.10%	
90a	Facilities and resources for work	office	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Office.	3.770	3.721	4	3.793	3.704	4	3.715	3.761	4	0.078	2.00%	
90b	Facilities and resources for work	lab/research/studio space	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Laboratory, research, or studio space.	3.408	3.166	2	3.502	3.210	1	3.163	3.032	3	0.339	8.50%	
90c	Facilities and resources for work	equipment	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Equipment.	3.668	3.380	1	3.723	3.375	1	3.534	3.379	3	0.189	4.70%	
90d	Facilities and resources for work	classrooms	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Classrooms.	3.366	3.248	3	3.388	3.274	3	3.316	3.183	3	0.072	1.80%	
90e	Facilities and resources for work	library resources	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Library resources.	4.093	3.409	1	4.059	3.387	1	4.172	3.466	2	-0.113	-2.80%	
90f	Facilities and resources for work	computing & technical support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Computing and technical support.	3.899	3.436	1	3.919	3.427	1	3.851	3.458	1	0.068	1.70%	
90h	Facilities and resources for work	clerical & administrative support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Clerical/administrative support.	3.376	3.147	2	3.518	3.177	1	3.044	3.091	5	0.474	11.90%	
70f	Facilities and resources for work	support to improve teaching	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for improving your teaching.	3.287	3.373	5	3.281	3.316	5	3.301	3.500	6	-0.020	-0.50%	

* Indicates that the survey item is not used in calculating benchmark scores.

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Tenure-Track Faculty Job Satisfaction Survey
Survey Administration 2010-2011

item	theme	shortname	description	GENDER										net diff (m-f)	% diff
				overall			males			females					
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank			
	Personal and family support	benchmark: personal and family support	Benchmark: Personal and family support	3.017	3.080	5	3.083	3.110	5	2.858	3.002	6	0.225	5.60%	
95d	Personal and family support	housing benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage).	2.536	2.177	2	2.677	2.189	1	2.163	2.141	3	0.514	12.90%	
95e	Personal and family support	tuition waivers	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Tuition waivers.	3.368	3.238	4	3.493	3.204	2	2.948	3.297	7	0.545	13.60%	
95f	Personal and family support	spousal/partner hiring program	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Spousal/partner hiring program.	2.584	2.570	4	2.612	2.572	3	2.499	2.594	5	0.113	2.80%	
95g	Personal and family support	childcare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Childcare.	2.441	2.614	4	2.652	2.680	4	1.921	2.459	6	0.731	18.30%	
95h	Personal and family support	eldercare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Eldercare.	2.735	2.803	5	2.883	2.805	3	2.359	2.792	7	0.524	13.10%	
95j	Personal and family support	family medical/parental leave	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Family medical/parental leave.	3.389	3.378	5	3.437	3.418	5	3.280	3.281	3	0.157	3.90%	
95k	Personal and family support	modified duties for family reasons	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Flexible workload/modified duties for parental or other family reasons.	3.267	3.496	7	3.329	3.530	5	3.117	3.382	7	0.212	5.30%	
200b	Personal and family support	compatibility of career/personal life	My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	2.610	2.815	6	2.693	2.897	6	2.415	2.631	6	0.278	7.00%	

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200a	Personal and family support*	career/personal life balance*	I have been able to find the right balance, for me, between my professional life and my personal/family life.	3.309	3.228	4	3.464	3.339	3	2.946	2.970	4	0.518	13.00%	
	Health and retirement benefits	benchmark: health and retirement benefits	Benchmark: Health and retirement benefits	3.430	3.467	5	3.367	3.434	5	3.577	3.538	5	-0.210	-5.30%	
95a	Health and retirement benefits	health benefits for self	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for yourself.	3.637	3.563	4	3.573	3.524	4	3.789	3.645	3	-0.216	-5.40%	
95b	Health and retirement benefits	health benefits for family	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for your family (i.e. spouse, partner, and dependents).	3.366	3.489	6	3.305	3.442	6	3.537	3.607	5	-0.232	-5.80%	
95c	Health and retirement benefits	retirement benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Retirement benefits.	3.436	3.465	4	3.377	3.463	5	3.582	3.481	3	-0.205	-5.10%	
95i	Health and retirement benefits	phased retirement options	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Phased retirement options.	2.977	3.157	5	2.907	3.135	5	3.145	3.212	4	-0.238	-6.00%	
90g	Health and retirement benefits*	salary*	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Salary.	3.090	2.532	2	3.169	2.549	1	2.906	2.488	2	0.263	6.60%	
	Interdisciplinary work	benchmark: interdiscpl. work	Benchmark: Interdisciplinary work	2.508	2.571	4	2.617	2.610	4	2.253	2.472	5	0.364	9.10%	
100a	Interdisciplinary work	budgets support interdiscpl. work	Budget allocations encourage interdisciplinary work.	2.640	2.485	3	2.701	2.530	4	2.493	2.360	3	0.208	5.20%	

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100b	Interdisciplinary work	facilities support interdiscpl. work	Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.	2.388	2.514	5	2.480	2.546	5	2.179	2.428	7	0.301	7.50%		
100c	Interdisciplinary work	interdiscpl. work rewarded in merit	Interdisciplinary work is rewarded in the merit process.	2.509	2.514	4	2.667	2.533	2	2.141	2.468	7	0.526	13.20%		
100d	Interdisciplinary work	interdiscpl. work rewarded in promotion	Interdisciplinary work is rewarded in the promotion process.	2.549	2.608	5	2.691	2.641	3	2.228	2.520	5	0.463	11.60%		
100g	Interdisciplinary work	department understands interdiscpl. work	My department understands how to evaluate interdisciplinary work.	2.507	2.737	7	2.636	2.774	7	2.204	2.631	7	0.432	10.80%		
	Collaboration	benchmark: collaboration	Benchmark: Collaboration	3.457	3.524	6	3.530	3.520	4	3.286	3.522	7	0.244	6.10%		
105a	Collaboration	collaboration within department	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with other members of your department.	3.715	3.721	4	3.796	3.722	2	3.522	3.689	6	0.274	6.90%		
105b	Collaboration	collaboration within college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty elsewhere within your college/school.	3.284	3.389	6	3.332	3.361	5	3.170	3.447	7	0.162	4.10%		
105c	Collaboration	collaboration outside college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside of your college/school.	3.179	3.294	6	3.229	3.281	5	3.066	3.314	7	0.163	4.10%		
105d	Collaboration	collaboration outside institution	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside your institution.	3.600	3.647	6	3.699	3.663	4	3.370	3.606	6	0.329	8.20%		

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	Mentoring	benchmark: mentoring	Benchmark: Mentoring	3.050	3.039	4	3.059	3.019	4	3.028	3.074	5	0.031	0.80%		
115	Mentoring	[Q110=Yes] mentoring is fulfilling	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?	4.046	4.044	3	4.057	4.011	2	4.023	4.105	6	0.034	0.90%		
125a	Mentoring	mentoring from within department	Please rate the effectiveness or ineffectiveness of mentoring from someone in my department.	3.466	3.461	3	3.478	3.455	4	3.441	3.445	4	0.037	0.90%		
125b	Mentoring	mentoring from outside department	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my department.	3.251	3.348	7	3.198	3.287	5	3.357	3.450	6	-0.159	-4.00%		
125c	Mentoring	mentoring from outside institution	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my institution.	3.559	3.753	7	3.433	3.656	7	3.792	3.928	5	-0.359	-9.00%		
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	3.270	3.064	1	3.347	3.047	1	3.096	3.086	4	0.251	6.30%		
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	2.251	2.211	3	2.361	2.284	2	2.004	2.035	4	0.357	8.90%		
130c	Mentoring	mentors are supported by institution	My institution provides adequate support for faculty to be good mentors.	2.312	2.228	3	2.382	2.251	2	2.152	2.157	4	0.230	5.80%		
120a	Mentoring*	importance of mentoring within dept.	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors in your department.	4.161	4.119	2	4.042	4.041	4	4.434	4.300	2	-0.392	-9.80%		

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120b	Mentoring*	importance of mentoring outside dept.*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your department.	3.363	3.390	5	3.190	3.232	5	3.754	3.750	3	-0.564	-14.10%	
120c	Mentoring*	importance of mentoring outside institution*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your institution.	3.451	3.564	6	3.276	3.389	5	3.846	3.967	6	-0.570	-14.30%	
	Promotion	benchmark: promotion	Benchmark: Promotion	3.468	3.564	7	3.595	3.626	5	3.173	3.402	7	0.422	10.60%	
135a	Promotion	promotion expectations are reasonable	Generally, the departmental expectations for promotion from associate to full professor are reasonable to me.	3.506	3.656	7	3.625	3.716	4	3.187	3.492	7	0.438	11.00%	
135b	Promotion	associates encouraged towards promotion	My department has a culture where associate professors are encouraged to work towards promotion to full professorship.	3.252	3.354	6	3.480	3.459	4	2.706	3.081	7	0.774	19.40%	
140a	Promotion	clarity: promotion process	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion process in my department.	3.647	3.772	6	3.783	3.835	6	3.334	3.626	7	0.449	11.20%	
140b	Promotion	clarity: promotion criteria	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion criteria (what things are evaluated) in my department.	3.597	3.696	7	3.680	3.735	7	3.404	3.592	6	0.276	6.90%	
140c	Promotion	clarity: promotion standards	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion standards (the performance thresholds) in my department.	3.416	3.448	5	3.509	3.484	4	3.203	3.357	6	0.306	7.70%	
140d	Promotion	clarity: body of evidence for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The body of evidence (the dossier's contents) that are considered in making promotion decisions.	3.700	3.711	4	3.800	3.760	3	3.469	3.584	6	0.331	8.30%	

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140e	Promotion	clarity: time to apply for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The time frame within which associate professors should apply for promotion.	3.411	3.559	6	3.543	3.615	4	3.103	3.419	7	0.440	11.00%	
140f	Promotion	[RANK=Assoc.] clarity: sense of promotion to full	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: My sense of whether I will be promoted from associate to full professor.	2.960	3.215	7	3.118	3.297	7	2.633	3.025	7	0.485	12.10%	
160	Promotion*	[RANK=Assoc.] decision to remain depends on promotion*	Would you agree or disagree that, on the whole, your decision to remain at this institution for the rest of your career depends on whether or not you are promoted to full professor?	3.158	3.086	4	3.187	3.156	3	3.093	2.947	3	0.094	2.40%	
	Senior leadership	benchmark: senior leadership	Benchmark: Senior leadership	3.378	3.211	3	3.436	3.230	4	3.245	3.157	3	0.191	4.80%	
180a	Senior leadership	pace of decision making: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's pace of decision making.	3.248	3.303	4	3.285	3.331	4	3.164	3.221	4	0.121	3.00%	
180b	Senior leadership	stated priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's stated priorities.	3.312	3.322	5	3.352	3.348	4	3.220	3.240	4	0.132	3.30%	
180c	Senior leadership	communication of priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's communication of priorities to faculty.	3.373	3.334	4	3.445	3.328	4	3.204	3.323	4	0.241	6.00%	
180l	Senior leadership	pace of decision making: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's pace of decision making.	3.429	3.140	3	3.475	3.157	2	3.317	3.098	3	0.158	4.00%	
180m	Senior leadership	stated priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's stated priorities.	3.442	3.060	1	3.480	3.067	1	3.349	3.045	3	0.131	3.30%	

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180n	Senior leadership	communication of priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's communication of priorities to faculty.	3.512	3.082	2	3.540	3.085	2	3.445	3.073	3	0.095	2.40%	
165a	Senior leadership*	confidence in leadership: president*	I have confidence in the leadership provided by my president.	3.222	3.423	5	3.284	3.427	5	3.068	3.392	5	0.216	5.40%	
165b	Senior leadership*	confidence in leadership: provost*	I have confidence in the leadership provided by my provost.	3.638	3.144	1	3.677	3.149	1	3.540	3.135	3	0.137	3.40%	
170a	Leadership and Governance: Other*	priorities are stated consistently*	My institution's priorities are stated consistently across all levels of leadership.	2.967	2.818	3	3.034	2.792	2	2.812	2.868	4	0.222	5.60%	
170b	Leadership and Governance: Other*	priorities have changed*	In the past five years, my institution's priorities have changed in ways that affect my work in my department.	4.273	3.983	1	4.249	3.944	1	4.328	4.074	2	-0.079	-2.00%	
170c	Leadership and Governance: Other*	priorities are acted upon consistently*	My institution's priorities are acted upon consistently across all levels of leadership.	2.789	2.623	2	2.883	2.610	2	2.566	2.651	5	0.317	7.90%	
	Divisional leadership	benchmark: divisional leadership	Benchmark: Divisional leadership	3.109	3.091	4	3.057	3.082	4	3.231	3.107	3	-0.174	-4.40%	
185d	Divisional leadership	pace of decision making: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's pace of decision making.	3.208	3.175	4	3.169	3.170	3	3.300	3.180	3	-0.131	-3.30%	
185e	Divisional leadership	stated priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's stated priorities.	3.147	3.099	4	3.095	3.089	4	3.270	3.118	3	-0.175	-4.40%	

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185f	Divisional leadership	communication of priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's communication of priorities to faculty.	3.130	3.124	4	3.072	3.104	4	3.266	3.165	4	-0.194	-4.90%		
185g	Divisional leadership	opportunities for input: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's ensuring opportunities for faculty to have input into school/college priorities.	2.972	2.986	3	2.894	2.980	5	3.155	2.992	2	-0.261	-6.50%		
165c	Divisional leadership*	confidence in leadership: dean*	I have confidence in the leadership provided by my dean.	3.268	3.221	4	3.248	3.214	3	3.314	3.237	3	-0.066	-1.70%		
175a	Divisional leadership*	support adapting to changes: dean*	In adapting to the changing mission, I have received sufficient support from my dean or division head.	3.080	2.872	2	3.118	2.852	2	2.989	2.928	4	0.129	3.20%		
	Departmental leadership	benchmark: departmental leadership	Benchmark: Departmental leadership	3.437	3.540	6	3.558	3.545	3	3.165	3.516	7	0.393	9.80%		
185h	Departmental leadership	pace of decision making: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's pace of decision making.	3.461	3.549	5	3.570	3.545	3	3.219	3.548	7	0.351	8.80%		
185i	Departmental leadership	stated priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's stated priorities.	3.395	3.482	7	3.500	3.502	3	3.161	3.423	6	0.339	8.50%		
185j	Departmental leadership	communication of priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's communication of priorities to faculty.	3.430	3.504	6	3.576	3.504	2	3.102	3.492	7	0.474	11.90%		
185k	Departmental leadership	opportunities for input: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's ensuring opportunities for faculty to have input into departmental policy decisions.	3.464	3.631	7	3.593	3.634	4	3.176	3.606	7	0.417	10.40%		

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165d	Departmental leadership*	confidence in leadership: chair*	I have confidence in the leadership provided by my chair.	3.483	3.586	7	3.594	3.596	4	3.223	3.564	7	0.371	9.30%	
175b	Departmental leadership*	support adapting to changes: chair*	In adapting to the changing mission, I have received sufficient support from my department head or chair.	3.461	3.363	3	3.578	3.389	2	3.182	3.299	5	0.396	9.90%	
	Departmental Engagement	benchmark: departmental engagement	Benchmark: Departmental engagement	3.460	3.448	3	3.521	3.429	1	3.318	3.482	7	0.203	5.10%	
190a	Departmental Engagement	discussions of undergraduate learning	How often do you engage with faculty in your department in conversations about undergraduate student learning?	3.535	3.546	5	3.596	3.543	4	3.393	3.549	5	0.203	5.10%	
190b	Departmental Engagement	discussion of graduate learning	How often do you engage with faculty in your department in conversations about graduate student learning?	3.669	3.664	4	3.770	3.618	2	3.433	3.770	7	0.337	8.40%	
190c	Departmental Engagement	discussions of effective teaching	How often do you engage with faculty in your department in conversations about effective teaching practices?	3.445	3.377	2	3.500	3.329	1	3.316	3.475	5	0.184	4.60%	
190d	Departmental Engagement	discussions of technology	How often do you engage with faculty in your department in conversations about effective use of technology?	3.282	3.321	6	3.343	3.281	4	3.137	3.403	6	0.206	5.20%	
190e	Departmental Engagement	discussion of research methods	How often do you engage with faculty in your department in conversations about use of current research methodologies?	3.127	3.182	5	3.167	3.205	5	3.032	3.131	5	0.135	3.40%	
205a	Departmental Engagement	prof. interaction with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of professional interaction you have with colleagues in your department.	3.698	3.587	2	3.747	3.594	1	3.583	3.558	4	0.164	4.10%	

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	Departmental Quality	benchmark: departmental quality	Benchmark: Departmental quality	3.510	3.421	2	3.551	3.429	1	3.416	3.392	3	0.135	3.40%	
195a	Departmental Quality	intellectual vitality: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of tenured faculty in your department.	3.493	3.504	2	3.573	3.508	2	3.307	3.474	6	0.266	6.70%	
195b	Departmental Quality	intellectual vitality: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of pre-tenure faculty in your department.	3.989	3.949	4	4.045	3.952	2	3.857	3.933	6	0.188	4.70%	
195c	Departmental Quality	scholarly productivity: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of tenured faculty in your department.	3.383	3.372	3	3.450	3.367	3	3.228	3.372	5	0.222	5.60%	
195d	Departmental Quality	scholarly productivity: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of pre-tenure faculty in your department.	3.883	3.789	2	3.906	3.793	1	3.829	3.769	3	0.077	1.90%	
240b	Departmental Quality	department is successful at recruitment of faculty	My department is successful at recruiting high-quality faculty members.	3.511	3.469	3	3.484	3.474	5	3.572	3.459	2	-0.088	-2.20%	
240c	Departmental Quality	department is successful at retention of faculty	My department is successful at retaining high-quality faculty members.	3.473	3.156	1	3.489	3.178	1	3.436	3.077	2	0.053	1.30%	
240d	Departmental Quality	department is successful at addressing sub-standard performance	My department is successful at addressing sub-standard tenured faculty performance.	2.783	2.639	1	2.856	2.657	1	2.618	2.588	4	0.238	6.00%	
	Departmental Collegiality	benchmark: departmental collegiality	Benchmark: Departmental collegiality	3.711	3.723	5	3.775	3.735	2	3.564	3.676	6	0.211	5.30%	

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				overall			males			females					
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank			
200c	Departmental Collegiality	colleagues support personal obligations	My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	3.446	3.559	5	3.488	3.603	5	3.351	3.440	5	0.137	3.40%	
200d	Departmental Collegiality	meeting times are compatible	Department meetings occur at times that are compatible with my personal/family needs.	3.935	4.031	6	3.982	4.037	6	3.827	3.998	6	0.155	3.90%	
205b	Departmental Collegiality	personal interactions with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of personal interaction you have with colleagues in your department.	3.721	3.611	2	3.757	3.584	2	3.638	3.657	4	0.119	3.00%	
205c	Departmental Collegiality	sense of belonging in department	Please rate your level of satisfaction or dissatisfaction with how well you fit in your department (e.g. your sense of belonging in your department).	3.712	3.667	3	3.750	3.667	2	3.622	3.652	5	0.128	3.20%	
210a	Departmental Collegiality	colleagues pitch in when needed	My departmental colleagues "pitch in" when needed.	3.635	3.627	4	3.726	3.644	2	3.426	3.562	6	0.300	7.50%	
210c	Departmental Collegiality	department is collegial	On the whole, my department is collegial.	3.811	3.871	6	3.888	3.908	5	3.631	3.767	6	0.257	6.40%	
	Appreciation and Recognition	benchmark: appreciation and recognition	Benchmark: Appreciation and recognition	3.269	3.170	3	3.311	3.184	3	3.172	3.136	3	0.139	3.50%	
215a	Appreciation and Recognition	recognition for teaching	How satisfied are you with the recognition you receive for your teaching efforts?	3.234	3.174	3	3.315	3.162	2	3.046	3.193	6	0.269	6.70%	
215b	Appreciation and Recognition	recognition for advising	How satisfied are you with the recognition you receive for your student advising?	3.027	2.921	1	3.067	2.940	1	2.931	2.879	3	0.136	3.40%	

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item	theme	shortname	description	GENDER										net diff (m-f)	% diff
				overall			males			females					
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank			
215c	Appreciation and Recognition	recognition for scholarship	How satisfied are you with the recognition you receive for your scholarly/creative work?	3.227	3.266	6	3.272	3.265	5	3.124	3.270	5	0.148	3.70%	
215d	Appreciation and Recognition	recognition for service	How satisfied are you with the recognition you receive for your service contributions (e.g., committee work)?	3.022	2.959	3	3.053	2.966	3	2.949	2.950	4	0.104	2.60%	
215e	Appreciation and Recognition	recognition for outreach	How satisfied are you with the recognition you receive for your outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)?	2.920	2.988	4	2.969	2.942	3	2.797	3.097	7	0.172	4.30%	
215f	Appreciation and Recognition	recognition from provost	For all of your work, how satisfied are you with the recognition you receive from your provost or chief academic officer?	2.931	2.732	3	2.977	2.749	2	2.810	2.697	3	0.167	4.20%	
215g	Appreciation and Recognition	recognition from dean	For all of your work, how satisfied are you with the recognition you receive from your dean or division head?	2.942	2.977	4	2.889	2.968	5	3.067	3.008	4	-0.178	-4.50%	
215h	Appreciation and Recognition	recognition from chair	For all of your work, how satisfied are you with the recognition you receive from your department head or chair?	3.435	3.483	5	3.490	3.489	5	3.305	3.464	6	0.185	4.60%	
215i	Appreciation and Recognition	recognition from colleagues	For all of your work, how satisfied are you with the recognition you receive from your colleagues/peers?	3.434	3.496	6	3.513	3.515	4	3.251	3.436	6	0.262	6.60%	
220a	Appreciation and Recognition	valued by president/provost: school	I feel that my school/college is valued by this institution's President and Provost.	3.621	3.393	2	3.688	3.423	2	3.459	3.311	3	0.229	5.70%	
220b	Appreciation and Recognition	valued by president/provost: department	I feel that my department is valued by this institution's President and Provost.	3.144	3.075	4	3.217	3.100	2	2.969	3.010	5	0.248	6.20%	

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				overall			males			females						
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank				
mean	mean	peer rank	mean	mean	peer rank	mean	mean	peer rank	mean	mean	peer rank					
245a	Appreciation and Recognition	CAO cares about assistant professors	The person who serves as the chief academic officer at my institution cares about Assistant Professors.	3.599	3.310	2	3.609	3.330	1	3.574	3.270	3	0.035	0.90%		
245b	Appreciation and Recognition	CAO cares about associate professors	The person who serves as the chief academic officer at my institution cares about Associate Professors.	3.381	3.176	3	3.419	3.232	2	3.289	3.059	3	0.130	3.30%		
245c	Appreciation and Recognition	CAO cares about full professors	The person who serves as the chief academic officer at my institution cares about Full Professors.	3.581	3.355	3	3.532	3.391	3	3.695	3.279	2	-0.163	-4.10%		
210b	Global satisfaction*	institution is collegial*	On the whole, my institution is collegial.	3.693	3.621	3	3.672	3.617	3	3.743	3.626	2	-0.071	-1.80%		
240a	Retention	outside offers are unnecessary*	Outside offers are not necessary as leverage in compensation negotiations.	2.399	2.200	3	2.347	2.221	3	2.529	2.112	2	-0.182	-4.60%		
245d	Retention	would again choose to work at institution*	If I had it to do all over, I would again choose to work at this institution.	3.660	3.480	2	3.711	3.480	3	3.543	3.468	3	0.168	4.20%		
245e	Retention	would again choose an academic career*	If I had it to do all over, I would again choose an academic career.	4.428	4.382	4	4.435	4.413	5	4.413	4.306	3	0.022	0.60%		
250a	Global satisfaction*	overall rating of department*	All things considered, please rate your level of satisfaction or dissatisfaction with your department as a place to work.	3.786	3.664	1	3.895	3.693	1	3.531	3.583	4	0.364	9.10%		
250b	Global satisfaction*	overall rating of institution*	All things considered, please rate your level of satisfaction or dissatisfaction with your institution as a place to work.	3.694	3.410	2	3.773	3.391	1	3.511	3.446	3	0.262	6.60%		

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				overall			white			Asian			urm						
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank	net diff (w-Asian)	% diff	you	peers	peer rank	net diff (w-urm)	% diff
	Nature of Work: Service	benchmark: nature of work: service	Benchmark: Nature of work - Service	3.206	3.205	5	3.189	3.187	5	3.251	3.425	6	-0.062	-1.60%	3.307	3.192	4	-0.118	-3.00%
45c	Nature of Work: Service	time on service	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Service (e.g., committee work).	3.363	3.328	5	3.305	3.298	5	3.507	3.626	6	-0.202	-5.10%	3.696	3.336	2	-0.391	-9.80%
55b	Nature of Work: Service	support for additional leadership roles	My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work.	2.651	2.626	4	2.607	2.590	4	3.017	3.009	5	-0.410	-10.30%	2.631	2.531	4	-0.024	-0.60%
60a	Nature of Work: Service	number of committees	Please rate your level of satisfaction or dissatisfaction with the number of committees on which you serve.	3.318	3.372	5	3.297	3.339	5	3.405	3.673	6	-0.108	-2.70%	3.397	3.387	4	-0.100	-2.50%
60b	Nature of Work: Service	attractiveness of committees	Please rate your level of satisfaction or dissatisfaction with the attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve.	3.407	3.429	5	3.424	3.423	4	3.299	3.479	6	0.125	3.10%	3.376	3.510	5	0.048	1.20%
60c	Nature of Work: Service	choice of committees	Please rate your level of satisfaction or dissatisfaction with the discretion you have to choose the committees on which you serve.	3.409	3.492	4	3.383	3.505	5	3.331	3.508	6	0.052	1.30%	3.717	3.438	2	-0.334	-8.40%
60d	Nature of Work: Service	equity of committee assignment distribution	Please rate your level of satisfaction or dissatisfaction with how equitably committee assignments are distributed across faculty in your department.	3.016	3.000	4	3.071	2.991	4	2.638	3.228	7	0.433	10.80%	2.957	2.924	4	0.114	2.90%
	Nature of Work: Teaching	benchmark: nature of work: teaching	Benchmark: Nature of work - Teaching	3.792	3.720	3	3.791	3.717	3	3.849	3.677	2	-0.058	-1.50%	3.729	3.779	4	0.062	1.60%
45a	Nature of Work: Teaching	time on teaching	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Teaching.	3.893	3.828	2	3.883	3.813	3	4.081	3.785	1	-0.198	-5.00%	3.751	3.988	6	0.132	3.30%

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70a	Nature of Work: Teaching	number of courses taught	Please rate your level of satisfaction or dissatisfaction with the number of courses you teach.	3.723	3.699	5	3.718	3.689	5	3.999	3.620	1	-0.281	-7.00%	3.445	3.861	7	0.273	6.80%
70b	Nature of Work: Teaching	level of courses taught	Please rate your level of satisfaction or dissatisfaction with the level of courses you teach.	4.224	4.050	1	4.236	4.035	1	4.185	4.138	4	0.051	1.30%	4.163	4.062	4	0.073	1.80%
70c	Nature of Work: Teaching	discretion over course content	Please rate your level of satisfaction or dissatisfaction with the discretion you have over the content of the courses you teach.	4.524	4.453	1	4.548	4.465	1	4.461	4.305	3	0.087	2.20%	4.397	4.488	5	0.151	3.80%
70e	Nature of Work: Teaching	quality of students	Please rate your level of satisfaction or dissatisfaction with the quality of students you teach, on average.	3.282	3.161	4	3.298	3.148	4	3.132	3.077	4	0.166	4.20%	3.320	3.252	3	-0.022	-0.60%
70h	Nature of Work: Teaching	equity of teaching workload distribution	Please rate your level of satisfaction or dissatisfaction with how equitably teaching workload is distributed across faculty in your department.	3.138	3.158	5	3.111	3.169	6	3.201	3.204	5	-0.090	-2.30%	3.297	3.117	2	-0.186	-4.70%
	Nature of Work: Research	benchmark: nature of work: research	Benchmark: Nature of work: Research	3.147	3.162	4	3.152	3.153	4	3.189	3.273	6	-0.037	-0.90%	3.047	3.143	4	0.105	2.60%
45b	Nature of Work: Research	time on research	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Research.	3.310	3.304	5	3.288	3.273	4	3.617	3.588	4	-0.329	-8.20%	3.141	3.292	5	0.147	3.70%
70g	Nature of Work: Research	availability of course release	Please rate your level of satisfaction or dissatisfaction with the availability of course release time to focus on your research.	2.636	2.553	4	2.597	2.536	4	2.967	2.772	2	-0.370	-9.30%	2.561	2.536	4	0.036	0.90%
80a	Nature of Work: Research	expectations for external funding	Please rate your level of satisfaction or dissatisfaction with the amount of external funding you are expected to find.	2.875	3.099	7	2.908	3.100	7	3.023	3.147	6	-0.115	-2.90%	2.429	3.060	7	0.479	12.00%

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80b	Nature of Work: Research	influence over focus of research	Please rate your level of satisfaction or dissatisfaction with the influence you have over the focus of your research/scholarly/creative work.	4.215	4.317	6	4.219	4.352	6	4.264	4.057	4	-0.045	-1.10%	4.121	4.325	5	0.098	2.50%
80c	Nature of Work: Research	quality of graduate students	Please rate your level of satisfaction or dissatisfaction with the quality of graduate students to support your work.	3.046	3.085	4	3.050	3.053	4	2.913	3.135	6	0.137	3.40%	3.204	3.217	4	-0.154	-3.90%
85a	Nature of Work: Research	support for obtaining grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for obtaining externally funded grants (pre-award).	2.866	2.901	3	2.879	2.864	3	2.814	3.204	6	0.065	1.60%	2.816	2.853	4	0.063	1.60%
85b	Nature of Work: Research	support for managing grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for managing externally funded grants (post-award).	2.777	2.787	4	2.803	2.746	3	2.519	3.072	7	0.284	7.10%	2.897	2.809	3	-0.094	-2.40%
85c	Nature of Work: Research	support for securing graduate student support	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for securing graduate student assistance.	2.849	2.924	6	2.882	2.884	4	2.728	3.000	6	0.154	3.90%	2.718	3.089	7	0.164	4.10%
85d	Nature of Work: Research	support for research travel	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for traveling to present papers or conduct research/creative work.	3.363	3.138	3	3.348	3.131	3	3.433	3.332	3	-0.085	-2.10%	3.411	3.083	3	-0.063	-1.60%
45d	Nature of Work: Other*	time spent on outreach*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Outreach.	3.565	3.673	6	3.636	3.676	5	3.237	3.622	7	0.399	10.00%	3.427	3.691	7	0.209	5.20%
45e	Nature of Work: Other*	time spent on administrative tasks*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Administrative tasks.	3.169	3.051	3	3.110	3.012	4	3.494	3.456	5	-0.384	-9.60%	3.267	3.115	2	-0.157	-3.90%
55a	Nature of Work: Other*	balance of faculty roles*	Please rate your level of agreement or disagreement with the following statements. I am able to balance the teaching, research, and service activities expected of me.	3.169	3.128	4	3.152	3.061	4	3.464	3.641	6	-0.312	-7.80%	2.966	3.264	6	0.186	4.70%

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	Facilities and resources for work	benchmark: facilities & resources for work	Benchmark: Facilities and work resources	3.629	3.370	1	3.644	3.374	1	3.692	3.273	1	-0.048	-1.20%	3.427	3.395	4	0.217	5.40%
90a	Facilities and resources for work	office	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Office.	3.770	3.721	4	3.781	3.742	5	3.843	3.475	2	-0.062	-1.60%	3.591	3.706	4	0.190	4.80%
90b	Facilities and resources for work	lab/research/studio space	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Laboratory, research, or studio space.	3.408	3.166	2	3.512	3.196	1	3.367	2.962	1	0.145	3.60%	2.514	2.974	7	0.998	25.00%
90c	Facilities and resources for work	equipment	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Equipment.	3.668	3.380	1	3.669	3.403	1	3.793	3.190	1	-0.124	-3.10%	3.515	3.320	2	0.154	3.90%
90d	Facilities and resources for work	classrooms	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Classrooms.	3.366	3.248	3	3.346	3.205	3	3.730	3.512	3	-0.384	-9.60%	3.123	3.329	6	0.223	5.60%
90e	Facilities and resources for work	library resources	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Library resources.	4.093	3.409	1	4.054	3.408	2	4.159	3.348	1	-0.105	-2.60%	4.349	3.418	2	-0.295	-7.40%
90f	Facilities and resources for work	computing & technical support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Computing and technical support.	3.899	3.436	1	3.905	3.439	1	4.105	3.350	1	-0.200	-5.00%	3.604	3.482	4	0.301	7.50%
90h	Facilities and resources for work	clerical & administrative support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Clerical/administrative support.	3.376	3.147	2	3.389	3.140	2	3.434	2.994	2	-0.045	-1.10%	3.195	3.351	4	0.194	4.90%
70f	Facilities and resources for work	support to improve teaching	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for improving your teaching.	3.287	3.373	5	3.336	3.394	5	3.071	3.239	6	0.265	6.60%	3.123	3.356	6	0.213	5.30%

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	Personal and family support	benchmark: personal and family support	Benchmark: Personal and family support	3.017	3.080	5	3.004	3.108	6	3.066	3.096	5	-0.062	-1.60%	3.067	2.924	4	-0.063	-1.60%
95d	Personal and family support	housing benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage).	2.536	2.177	2	2.584	2.247	3	2.177	1.949	2	0.407	10.20%	2.755	2.018	1	-0.171	-4.30%
95e	Personal and family support	tuition waivers	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Tuition waivers.	3.368	3.238	4	3.375	3.224	4	3.252	3.433	5	0.123	3.10%	3.448	3.184	2	-0.073	-1.80%
95f	Personal and family support	spousal/partner hiring program	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Spousal/partner hiring program.	2.584	2.570	4	2.705	2.603	3	2.014	2.494	6	0.691	17.30%	2.064	2.442	5	0.641	16.00%
95g	Personal and family support	childcare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Childcare.	2.441	2.614	4	2.499	2.602	3	2.196	3.037	7	0.303	7.60%	2.258	2.279	3	0.241	6.00%
95h	Personal and family support	eldercare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Eldercare.	2.735	2.803	5	2.844	2.806	3	2.254	2.742	6	0.590	14.80%	2.249	2.808	7	0.595	14.90%
95j	Personal and family support	family medical/parental leave	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Family medical/parental leave.	3.389	3.378	5	3.417	3.416	4	3.214	3.399	6	0.203	5.10%	3.393	3.114	2	0.024	0.60%
95k	Personal and family support	modified duties for family reasons	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Flexible workload/modified duties for parental or other family reasons.	3.267	3.496	7	3.228	3.557	7	3.704	3.405	3	-0.476	-11.90%	3.093	3.140	3	0.135	3.40%
200b	Personal and family support	compatibility of career/personal life	My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	2.610	2.815	6	2.612	2.813	7	2.490	3.155	7	0.122	3.10%	2.733	2.679	4	-0.121	-3.00%

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200a	Personal and family support*	career/personal life balance*	I have been able to find the right balance, for me, between my professional life and my personal/family life.	3.309	3.228	4	3.287	3.194	3	3.258	3.276	7	0.029	0.70%	3.552	3.147	2	-0.265	-6.60%
	Health and retirement benefits	benchmark: health and retirement benefits	Benchmark: Health and retirement benefits	3.430	3.467	5	3.497	3.491	4	3.073	3.316	6	0.424	10.60%	3.268	3.414	5	0.229	5.70%
95a	Health and retirement benefits	health benefits for self	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for yourself.	3.637	3.563	4	3.731	3.593	4	3.096	3.365	6	0.635	15.90%	3.449	3.503	5	0.282	7.10%
95b	Health and retirement benefits	health benefits for family	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for your family (i.e. spouse, partner, and dependents).	3.366	3.489	6	3.462	3.517	4	2.788	3.384	6	0.674	16.90%	3.273	3.380	5	0.189	4.70%
95c	Health and retirement benefits	retirement benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Retirement benefits.	3.436	3.465	4	3.438	3.483	4	3.399	3.349	5	0.039	1.00%	3.459	3.426	4	-0.021	-0.50%
95i	Health and retirement benefits	phased retirement options	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Phased retirement options.	2.977	3.157	5	3.024	3.184	5	2.764	2.907	5	0.260	6.50%	2.754	3.145	5	0.270	6.80%
90g	Health and retirement benefits*	salary*	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Salary.	3.090	2.532	2	3.107	2.553	2	3.291	2.372	1	-0.184	-4.60%	2.724	2.474	3	0.383	9.60%
	Interdisciplinary work	benchmark: interdiscpl. work	Benchmark: Interdisciplinary work	2.508	2.571	4	2.582	2.577	3	2.523	2.700	6	0.059	1.50%	1.872	2.387	7	0.710	17.80%
100a	Interdisciplinary work	budgets support interdiscpl. work	Budget allocations encourage interdisciplinary work.	2.640	2.485	3	2.682	2.493	3	2.847	2.629	4	-0.165	-4.10%	2.097	2.308	6	0.585	14.60%

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100b	Interdisciplinary work	facilities support interdiscpl. work	Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.	2.388	2.514	5	2.420	2.501	4	2.525	2.651	5	-0.105	-2.60%	1.968	2.472	6	0.452	11.30%
100c	Interdisciplinary work	interdiscpl. work rewarded in merit	Interdisciplinary work is rewarded in the merit process.	2.509	2.514	4	2.605	2.533	3	2.536	2.567	5	0.069	1.70%	1.715	2.307	7	0.890	22.30%
100d	Interdisciplinary work	interdiscpl. work rewarded in promotion	Interdisciplinary work is rewarded in the promotion process.	2.549	2.608	5	2.672	2.600	3	2.497	2.779	6	0.175	4.40%	1.662	2.457	7	1.010	25.30%
100g	Interdisciplinary work	department understands interdiscpl. work	My department understands how to evaluate interdisciplinary work.	2.507	2.737	7	2.550	2.770	7	2.666	2.731	5	-0.116	-2.90%	1.973	2.433	7	0.577	14.40%
	Collaboration	benchmark: collaboration	Benchmark: Collaboration	3.457	3.524	6	3.503	3.542	6	3.489	3.450	4	0.014	0.40%	3.011	3.404	7	0.492	12.30%
105a	Collaboration	collaboration within department	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with other members of your department.	3.715	3.721	4	3.753	3.765	4	3.754	3.454	4	-0.001	0.00%	3.332	3.530	7	0.421	10.50%
105b	Collaboration	collaboration within college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty elsewhere within your college/school.	3.284	3.389	6	3.334	3.398	6	3.261	3.402	5	0.073	1.80%	2.877	3.265	7	0.457	11.40%
105c	Collaboration	collaboration outside college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside of your college/school.	3.179	3.294	6	3.259	3.304	5	3.047	3.276	5	0.212	5.30%	2.642	3.206	7	0.617	15.40%
105d	Collaboration	collaboration outside institution	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside your institution.	3.600	3.647	6	3.619	3.647	5	3.820	3.671	3	-0.201	-5.00%	3.195	3.578	7	0.424	10.60%

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	Mentoring	benchmark: mentoring	Benchmark: Mentoring	3.050	3.039	4	3.068	3.046	3	3.099	2.989	2	-0.031	-0.80%	2.830	3.022	6	0.238	6.00%
115	Mentoring	[Q110=Yes] mentoring is fulfilling	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?	4.046	4.044	3	3.989	4.015	4	4.154	4.181	4	-0.165	-4.10%	4.516	4.251	3	-0.527	-13.20%
125a	Mentoring	mentoring from within department	Please rate the effectiveness or ineffectiveness of mentoring from someone in my department.	3.466	3.461	3	3.404	3.464	6	4.210	3.501	1	-0.806	-20.20%	3.147	3.324	4	0.257	6.40%
125b	Mentoring	mentoring from outside department	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my department.	3.251	3.348	7	3.205	3.344	6	3.547	3.406	3	-0.342	-8.60%	3.267	3.344	5	-0.062	-1.60%
125c	Mentoring	mentoring from outside institution	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my institution.	3.559	3.753	7	3.520	3.710	7	3.894	3.611	2	-0.374	-9.40%	3.499	4.071	7	0.021	0.50%
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	3.270	3.064	1	3.367	3.103	1	3.004	2.824	2	0.363	9.10%	2.695	2.916	6	0.672	16.80%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	2.251	2.211	3	2.337	2.239	2	2.073	2.151	5	0.264	6.60%	1.698	2.020	6	0.639	16.00%
130c	Mentoring	mentors are supported by institution	My institution provides adequate support for faculty to be good mentors.	2.312	2.228	3	2.326	2.235	2	2.316	2.358	5	0.010	0.30%	2.188	2.095	4	0.138	3.50%
120a	Mentoring*	importance of mentoring within dept.	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors in your department.	4.161	4.119	2	4.072	4.114	5	4.598	4.255	1	-0.526	-13.20%	4.424	4.101	2	-0.352	-8.80%

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120b	Mentoring*	importance of mentoring outside dept.*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your department.	3.363	3.390	5	3.196	3.323	7	3.910	3.566	1	-0.714	-17.90%	4.179	3.750	1	-0.983	-24.60%
120c	Mentoring*	importance of mentoring outside institution*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your institution.	3.451	3.564	6	3.328	3.527	7	4.056	3.515	1	-0.728	-18.20%	3.797	3.905	4	-0.469	-11.70%
	Promotion	benchmark: promotion	Benchmark: Promotion	3.468	3.564	7	3.510	3.597	7	3.738	3.567	2	-0.228	-5.70%	2.812	3.292	7	0.698	17.50%
135a	Promotion	promotion expectations are reasonable	Generally, the departmental expectations for promotion from associate to full professor are reasonable to me.	3.506	3.656	7	3.538	3.718	7	3.798	3.513	2	-0.260	-6.50%	2.876	3.288	7	0.662	16.60%
135b	Promotion	associates encouraged towards promotion	My department has a culture where associate professors are encouraged to work towards promotion to full professorship.	3.252	3.354	6	3.316	3.400	5	3.287	3.155	4	0.029	0.70%	2.654	3.102	7	0.662	16.60%
140a	Promotion	clarity: promotion process	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion process in my department.	3.647	3.772	6	3.737	3.780	6	3.820	3.932	4	-0.083	-2.10%	2.687	3.529	7	1.050	26.30%
140b	Promotion	clarity: promotion criteria	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion criteria (what things are evaluated) in my department.	3.597	3.696	7	3.665	3.729	5	3.756	3.692	5	-0.091	-2.30%	2.828	3.439	7	0.837	20.90%
140c	Promotion	clarity: promotion standards	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion standards (the performance thresholds) in my department.	3.416	3.448	5	3.453	3.482	5	3.805	3.358	1	-0.352	-8.80%	2.662	3.211	7	0.791	19.80%
140d	Promotion	clarity: body of evidence for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The body of evidence (the dossier's contents) that are considered in making promotion decisions.	3.700	3.711	4	3.756	3.740	3	3.854	3.648	3	-0.098	-2.50%	3.051	3.517	6	0.705	17.60%

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140e	Promotion	clarity: time to apply for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The time frame within which associate professors should apply for promotion.	3.411	3.559	6	3.416	3.571	7	3.826	3.658	2	-0.410	-10.30%	2.893	3.376	7	0.523	13.10%
140f	Promotion	[RANK=Assoc.] clarity: sense of promotion to full	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: My sense of whether I will be promoted from associate to full professor.	2.960	3.215	7	2.946	3.243	7	3.658	3.368	2	-0.712	-17.80%	2.351	2.822	6	0.595	14.90%
160	Promotion*	[RANK=Assoc.] decision to remain depends on promotion*	Would you agree or disagree that, on the whole, your decision to remain at this institution for the rest of your career depends on whether or not you are promoted to full professor?	3.158	3.086	4	3.009	3.014	4	3.888	3.445	2	-0.879	-22.00%	3.554	3.232	3	-0.545	-13.60%
	Senior leadership	benchmark: senior leadership	Benchmark: Senior leadership	3.378	3.211	3	3.391	3.172	3	3.097	3.448	6	0.294	7.40%	3.609	3.289	3	-0.218	-5.50%
180a	Senior leadership	pace of decision making: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's pace of decision making.	3.248	3.303	4	3.282	3.255	4	3.025	3.470	6	0.257	6.40%	3.228	3.481	5	0.054	1.40%
180b	Senior leadership	stated priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's stated priorities.	3.312	3.322	5	3.309	3.293	3	3.134	3.485	6	0.175	4.40%	3.560	3.374	4	-0.251	-6.30%
180c	Senior leadership	communication of priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's communication of priorities to faculty.	3.373	3.334	4	3.396	3.301	3	3.024	3.483	6	0.372	9.30%	3.591	3.409	4	-0.195	-4.90%
180l	Senior leadership	pace of decision making: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's pace of decision making.	3.429	3.140	3	3.444	3.081	1	3.121	3.464	6	0.323	8.10%	3.678	3.293	3	-0.234	-5.90%
180m	Senior leadership	stated priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's stated priorities.	3.442	3.060	1	3.442	3.022	1	3.140	3.362	6	0.302	7.60%	3.811	3.094	1	-0.369	-9.20%

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180n	Senior leadership	communication of priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's communication of priorities to faculty.	3.512	3.082	2	3.532	3.036	2	3.140	3.384	6	0.392	9.80%	3.789	3.195	1	-0.257	-6.40%
165a	Senior leadership*	confidence in leadership: president*	I have confidence in the leadership provided by my president.	3.222	3.423	5	3.237	3.385	5	2.997	3.658	6	0.240	6.00%	3.341	3.510	5	-0.104	-2.60%
165b	Senior leadership*	confidence in leadership: provost*	I have confidence in the leadership provided by my provost.	3.638	3.144	1	3.672	3.113	1	3.333	3.468	5	0.339	8.50%	3.690	3.109	2	-0.018	-0.50%
170a	Leadership and Governance: Other*	priorities are stated consistently*	My institution's priorities are stated consistently across all levels of leadership.	2.967	2.818	3	2.952	2.745	2	3.153	3.250	5	-0.201	-5.00%	2.880	2.941	5	0.072	1.80%
170b	Leadership and Governance: Other*	priorities have changed*	In the past five years, my institution's priorities have changed in ways that affect my work in my department.	4.273	3.983	1	4.312	4.020	2	4.177	3.886	1	0.135	3.40%	4.043	3.791	1	0.269	6.70%
170c	Leadership and Governance: Other*	priorities are acted upon consistently*	My institution's priorities are acted upon consistently across all levels of leadership.	2.789	2.623	2	2.812	2.568	2	2.773	3.013	6	0.039	1.00%	2.607	2.656	5	0.205	5.10%
	Divisional leadership	benchmark: divisional leadership	Benchmark: Divisional leadership	3.109	3.091	4	3.153	3.048	3	3.240	3.439	6	-0.087	-2.20%	2.630	3.176	7	0.523	13.10%
185d	Divisional leadership	pace of decision making: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's pace of decision making.	3.208	3.175	4	3.256	3.135	3	3.373	3.490	5	-0.117	-2.90%	2.673	3.259	7	0.583	14.60%
185e	Divisional leadership	stated priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's stated priorities.	3.147	3.099	4	3.189	3.056	4	3.414	3.415	4	-0.225	-5.60%	2.553	3.199	7	0.636	15.90%

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185f	Divisional leadership	communication of priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's communication of priorities to faculty.	3.130	3.124	4	3.178	3.080	3	3.216	3.476	6	-0.038	-1.00%	2.673	3.265	6	0.505	12.60%
185g	Divisional leadership	opportunities for input: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's ensuring opportunities for faculty to have input into school/college priorities.	2.972	2.986	3	3.019	2.942	4	2.958	3.383	6	0.061	1.50%	2.622	3.020	6	0.397	9.90%
165c	Divisional leadership*	confidence in leadership: dean*	I have confidence in the leadership provided by my dean.	3.268	3.221	4	3.332	3.201	3	3.392	3.402	4	-0.060	-1.50%	2.645	3.271	7	0.687	17.20%
175a	Divisional leadership*	support adapting to changes: dean*	In adapting to the changing mission, I have received sufficient support from my dean or division head.	3.080	2.872	2	3.090	2.841	2	3.386	3.086	1	-0.296	-7.40%	2.640	2.941	5	0.450	11.30%
	Departmental leadership	benchmark: departmental leadership	Benchmark: Departmental leadership	3.437	3.540	6	3.435	3.547	6	3.825	3.575	2	-0.390	-9.80%	2.934	3.419	7	0.501	12.50%
185h	Departmental leadership	pace of decision making: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's pace of decision making.	3.461	3.549	5	3.462	3.566	6	3.704	3.560	3	-0.242	-6.10%	3.127	3.422	6	0.335	8.40%
185i	Departmental leadership	stated priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's stated priorities.	3.395	3.482	7	3.376	3.486	5	3.781	3.497	2	-0.405	-10.10%	3.051	3.398	7	0.325	8.10%
185j	Departmental leadership	communication of priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's communication of priorities to faculty.	3.430	3.504	6	3.400	3.499	6	3.994	3.584	1	-0.594	-14.90%	2.947	3.413	7	0.453	11.30%
185k	Departmental leadership	opportunities for input: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's ensuring opportunities for faculty to have input into departmental policy decisions.	3.464	3.631	7	3.506	3.642	6	3.820	3.660	3	-0.314	-7.90%	2.610	3.453	7	0.896	22.40%

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165d	Departmental leadership*	confidence in leadership: chair*	I have confidence in the leadership provided by my chair.	3.483	3.586	7	3.478	3.611	6	3.925	3.512	2	-0.447	-11.20%	2.983	3.458	7	0.495	12.40%
175b	Departmental leadership*	support adapting to changes: chair*	In adapting to the changing mission, I have received sufficient support from my department head or chair.	3.461	3.363	3	3.412	3.357	3	3.934	3.353	1	-0.522	-13.10%	3.306	3.334	4	0.106	2.70%
	Departmental Engagement	benchmark: departmental engagement	Benchmark: Departmental engagement	3.460	3.448	3	3.472	3.470	4	3.433	3.498	4	0.039	1.00%	3.392	3.217	2	0.080	2.00%
190a	Departmental Engagement	discussions of undergraduate learning	How often do you engage with faculty in your department in conversations about undergraduate student learning?	3.535	3.546	5	3.606	3.582	5	3.342	3.577	5	0.264	6.60%	3.168	3.261	4	0.438	11.00%
190b	Departmental Engagement	discussion of graduate learning	How often do you engage with faculty in your department in conversations about graduate student learning?	3.669	3.664	4	3.657	3.686	4	3.721	3.748	4	-0.064	-1.60%	3.718	3.438	3	-0.061	-1.50%
190c	Departmental Engagement	discussions of effective teaching	How often do you engage with faculty in your department in conversations about effective teaching practices?	3.445	3.377	2	3.469	3.407	2	3.274	3.475	7	0.195	4.90%	3.435	3.080	1	0.034	0.90%
190d	Departmental Engagement	discussions of technology	How often do you engage with faculty in your department in conversations about effective use of technology?	3.282	3.321	6	3.280	3.333	5	3.236	3.421	6	0.044	1.10%	3.347	3.113	3	-0.067	-1.70%
190e	Departmental Engagement	discussion of research methods	How often do you engage with faculty in your department in conversations about use of current research methodologies?	3.127	3.182	5	3.104	3.200	6	3.334	3.286	4	-0.230	-5.80%	3.087	2.888	2	0.017	0.40%
205a	Departmental Engagement	prof. interaction with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of professional interaction you have with colleagues in your department.	3.698	3.587	2	3.712	3.605	2	3.689	3.457	2	0.023	0.60%	3.596	3.527	5	0.116	2.90%

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	Departmental Quality	benchmark: departmental quality	Benchmark: Departmental quality	3.510	3.421	2	3.518	3.446	3	3.403	3.285	3	0.115	2.90%	3.559	3.325	2	-0.041	-1.00%
195a	Departmental Quality	intellectual vitality: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of tenured faculty in your department.	3.493	3.504	2	3.520	3.544	5	3.272	3.288	4	0.248	6.20%	3.507	3.335	2	0.013	0.30%
195b	Departmental Quality	intellectual vitality: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of pre-tenure faculty in your department.	3.989	3.949	4	4.033	4.004	4	3.571	3.752	6	0.462	11.60%	4.098	3.697	2	-0.065	-1.60%
195c	Departmental Quality	scholarly productivity: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of tenured faculty in your department.	3.383	3.372	3	3.423	3.404	3	3.060	3.186	4	0.363	9.10%	3.413	3.291	2	0.010	0.30%
195d	Departmental Quality	scholarly productivity: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of pre-tenure faculty in your department.	3.883	3.789	2	3.902	3.824	3	3.733	3.610	3	0.169	4.20%	3.899	3.678	2	0.003	0.10%
240b	Departmental Quality	department is successful at recruitment of faculty	My department is successful at recruiting high-quality faculty members.	3.511	3.469	3	3.453	3.481	6	3.670	3.370	2	-0.217	-5.40%	3.808	3.423	2	-0.355	-8.90%
240c	Departmental Quality	department is successful at retention of faculty	My department is successful at retaining high-quality faculty members.	3.473	3.156	1	3.445	3.159	2	3.747	3.062	2	-0.302	-7.60%	3.427	3.155	3	0.018	0.50%
240d	Departmental Quality	department is successful at addressing sub-standard performance	My department is successful at addressing sub-standard tenured faculty performance.	2.783	2.639	1	2.790	2.634	1	2.819	2.753	4	-0.029	-0.70%	2.682	2.564	3	0.108	2.70%
	Departmental Collegiality	benchmark: departmental collegiality	Benchmark: Departmental collegiality	3.711	3.723	5	3.707	3.745	6	3.732	3.660	4	-0.025	-0.60%	3.727	3.585	2	-0.020	-0.50%

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item	theme	shortname	description	RACE/ETHNICITY															
				overall			white			Asian			urm						
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank	net diff (w-Asian)	% diff	you	peers	peer rank	net diff (w-urm)	% diff
200c	Departmental Collegiality	colleagues support personal obligations	My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	3.446	3.559	5	3.477	3.573	5	3.219	3.678	6	0.258	6.50%	3.469	3.395	3	0.008	0.20%
200d	Departmental Collegiality	meeting times are compatible	Department meetings occur at times that are compatible with my personal/family needs.	3.935	4.031	6	3.895	4.064	7	4.170	3.905	3	-0.275	-6.90%	4.007	3.973	4	-0.112	-2.80%
205b	Departmental Collegiality	personal interactions with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of personal interaction you have with colleagues in your department.	3.721	3.611	2	3.712	3.629	2	3.714	3.473	3	-0.002	-0.10%	3.803	3.545	2	-0.091	-2.30%
205c	Departmental Collegiality	sense of belonging in department	Please rate your level of satisfaction or dissatisfaction with how well you fit in your department (e.g. your sense of belonging in your department).	3.712	3.667	3	3.674	3.686	4	3.902	3.562	2	-0.228	-5.70%	3.808	3.548	2	-0.134	-3.40%
210a	Departmental Collegiality	colleagues pitch in when needed	My departmental colleagues "pitch in" when needed.	3.635	3.627	4	3.629	3.629	4	3.576	3.736	6	0.053	1.30%	3.748	3.489	2	-0.119	-3.00%
210c	Departmental Collegiality	department is collegial	On the whole, my department is collegial.	3.811	3.871	6	3.854	3.915	6	3.757	3.725	4	0.097	2.40%	3.508	3.592	5	0.346	8.70%
	Appreciation and Recognition	benchmark: appreciation and recognition	Benchmark: Appreciation and recognition	3.269	3.170	3	3.309	3.177	2	3.244	3.353	6	0.065	1.60%	2.965	2.974	4	0.344	8.60%
215a	Appreciation and Recognition	recognition for teaching	How satisfied are you with the recognition you receive for your teaching efforts?	3.234	3.174	3	3.263	3.192	2	3.222	3.416	6	0.041	1.00%	2.997	2.885	2	0.266	6.70%
215b	Appreciation and Recognition	recognition for advising	How satisfied are you with the recognition you receive for your student advising?	3.027	2.921	1	3.029	2.904	1	3.281	3.354	5	-0.252	-6.30%	2.737	2.710	3	0.292	7.30%

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215c	Appreciation and Recognition	recognition for scholarship	How satisfied are you with the recognition you receive for your scholarly/creative work?	3.227	3.266	6	3.240	3.271	4	3.273	3.489	6	-0.033	-0.80%	3.074	3.021	3	0.166	4.20%
215d	Appreciation and Recognition	recognition for service	How satisfied are you with the recognition you receive for your service contributions (e.g., committee work)?	3.022	2.959	3	3.022	2.961	3	3.329	3.294	4	-0.307	-7.70%	2.671	2.707	3	0.351	8.80%
215e	Appreciation and Recognition	recognition for outreach	How satisfied are you with the recognition you receive for your outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)?	2.920	2.988	4	3.003	2.989	4	3.048	3.265	6	-0.045	-1.10%	2.243	2.802	7	0.760	19.00%
215f	Appreciation and Recognition	recognition from provost	For all of your work, how satisfied are you with the recognition you receive from your provost or chief academic officer?	2.931	2.732	3	2.949	2.720	2	2.921	2.930	4	0.028	0.70%	2.772	2.602	3	0.177	4.40%
215g	Appreciation and Recognition	recognition from dean	For all of your work, how satisfied are you with the recognition you receive from your dean or division head?	2.942	2.977	4	2.990	2.957	3	3.025	3.227	6	-0.035	-0.90%	2.434	2.893	7	0.556	13.90%
215h	Appreciation and Recognition	recognition from chair	For all of your work, how satisfied are you with the recognition you receive from your department head or chair?	3.435	3.483	5	3.408	3.538	6	3.930	3.462	1	-0.522	-13.10%	3.023	3.112	4	0.385	9.60%
215i	Appreciation and Recognition	recognition from colleagues	For all of your work, how satisfied are you with the recognition you receive from your colleagues/peers?	3.434	3.496	6	3.442	3.541	7	3.421	3.556	5	0.021	0.50%	3.385	3.083	2	0.057	1.40%
220a	Appreciation and Recognition	valued by president/provost: school	I feel that my school/college is valued by this institution's President and Provost.	3.621	3.393	2	3.698	3.365	2	3.451	3.602	5	0.247	6.20%	3.180	3.390	5	0.518	13.00%
220b	Appreciation and Recognition	valued by president/provost: department	I feel that my department is valued by this institution's President and Provost.	3.144	3.075	4	3.203	3.050	2	2.911	3.302	6	0.292	7.30%	2.921	3.095	5	0.282	7.10%

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245a	Appreciation and Recognition	CAO cares about assistant professors	The person who serves as the chief academic officer at my institution cares about Assistant Professors.	3.599	3.310	2	3.665	3.320	2	3.127	3.421	6	0.538	13.50%	3.540	3.183	3	0.125	3.10%
245b	Appreciation and Recognition	CAO cares about associate professors	The person who serves as the chief academic officer at my institution cares about Associate Professors.	3.381	3.176	3	3.474	3.195	2	2.947	3.158	6	0.527	13.20%	3.073	3.054	4	0.401	10.00%
245c	Appreciation and Recognition	CAO cares about full professors	The person who serves as the chief academic officer at my institution cares about Full Professors.	3.581	3.355	3	3.620	3.345	3	3.409	3.534	5	0.211	5.30%	3.387	3.296	3	0.233	5.80%
210b	Global satisfaction*	institution is collegial*	On the whole, my institution is collegial.	3.693	3.621	3	3.689	3.639	3	3.658	3.566	5	0.031	0.80%	3.767	3.490	2	-0.078	-2.00%
240a	Retention	outside offers are unnecessary*	Outside offers are not necessary as leverage in compensation negotiations.	2.399	2.200	3	2.375	2.148	3	2.466	2.700	6	-0.091	-2.30%	2.533	2.161	1	-0.158	-4.00%
245d	Retention	would again choose to work at institution*	If I had it to do all over, I would again choose to work at this institution.	3.660	3.480	2	3.738	3.493	2	3.331	3.216	4	0.407	10.20%	3.377	3.512	4	0.361	9.00%
245e	Retention	would again choose an academic career*	If I had it to do all over, I would again choose an academic career.	4.428	4.382	4	4.411	4.394	5	4.602	4.296	1	-0.191	-4.80%	4.379	4.385	4	0.032	0.80%
250a	Global satisfaction*	overall rating of department*	All things considered, please rate your level of satisfaction or dissatisfaction with your department as a place to work.	3.786	3.664	1	3.830	3.685	1	3.796	3.562	2	0.034	0.90%	3.418	3.535	5	0.412	10.30%
250b	Global satisfaction*	overall rating of institution*	All things considered, please rate your level of satisfaction or dissatisfaction with your institution as a place to work.	3.694	3.410	2	3.691	3.390	2	3.534	3.391	4	0.157	3.90%	3.898	3.509	2	-0.207	-5.20%

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				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank				
	Nature of Work: Service	benchmark: nature of work: service	Benchmark: Nature of work - Service	3.206	3.205	5	3.287	3.318	5	3.177	3.170	5	0.110	2.80%		
45c	Nature of Work: Service	time on service	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Service (e.g., committee work).	3.363	3.328	5	3.392	3.450	5	3.352	3.288	4	0.040	1.00%		
55b	Nature of Work: Service	support for additional leadership roles	My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work.	2.651	2.626	4	2.759	2.741	5	2.613	2.589	4	0.146	3.70%		
60a	Nature of Work: Service	number of committees	Please rate your level of satisfaction or dissatisfaction with the number of committees on which you serve.	3.318	3.372	5	3.383	3.503	5	3.294	3.331	5	0.089	2.20%		
60b	Nature of Work: Service	attractiveness of committees	Please rate your level of satisfaction or dissatisfaction with the attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve.	3.407	3.429	5	3.496	3.516	5	3.373	3.401	4	0.123	3.10%		
60c	Nature of Work: Service	choice of committees	Please rate your level of satisfaction or dissatisfaction with the discretion you have to choose the committees on which you serve.	3.409	3.492	4	3.500	3.575	4	3.376	3.463	4	0.124	3.10%		
60d	Nature of Work: Service	equity of committee assignment distribution	Please rate your level of satisfaction or dissatisfaction with how equitably committee assignments are distributed across faculty in your department.	3.016	3.000	4	3.170	3.184	5	2.960	2.944	4	0.210	5.30%		
	Nature of Work: Teaching	benchmark: nature of work: teaching	Benchmark: Nature of work - Teaching	3.792	3.720	3	3.877	3.825	2	3.762	3.687	3	0.115	2.90%		
45a	Nature of Work: Teaching	time on teaching	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Teaching.	3.893	3.828	2	4.028	3.942	2	3.845	3.793	3	0.183	4.60%		

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				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank				
70a	Nature of Work: Teaching	number of courses taught	Please rate your level of satisfaction or dissatisfaction with the number of courses you teach.	3.723	3.699	5	3.898	3.815	4	3.661	3.666	5	0.237	5.90%		
70b	Nature of Work: Teaching	level of courses taught	Please rate your level of satisfaction or dissatisfaction with the level of courses you teach.	4.224	4.050	1	4.263	4.193	2	4.210	4.006	1	0.053	1.30%		
70c	Nature of Work: Teaching	discretion over course content	Please rate your level of satisfaction or dissatisfaction with the discretion you have over the content of the courses you teach.	4.524	4.453	1	4.562	4.561	4	4.511	4.423	1	0.051	1.30%		
70e	Nature of Work: Teaching	quality of students	Please rate your level of satisfaction or dissatisfaction with the quality of students you teach, on average.	3.282	3.161	4	3.248	3.200	4	3.294	3.145	3	-0.046	-1.20%		
70h	Nature of Work: Teaching	equity of teaching workload distribution	Please rate your level of satisfaction or dissatisfaction with how equitably teaching workload is distributed across faculty in your department.	3.138	3.158	5	3.222	3.318	6	3.109	3.106	4	0.113	2.80%		
	Nature of Work: Research	benchmark: nature of work: research	Benchmark: Nature of work: Research	3.147	3.162	4	3.276	3.307	4	3.100	3.114	4	0.176	4.40%		
45b	Nature of Work: Research	time on research	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Research.	3.310	3.304	5	3.543	3.624	6	3.227	3.201	5	0.316	7.90%		
70g	Nature of Work: Research	availability of course release	Please rate your level of satisfaction or dissatisfaction with the availability of course release time to focus on your research.	2.636	2.553	4	2.836	2.775	5	2.566	2.483	4	0.270	6.80%		
80a	Nature of Work: Research	expectations for external funding	Please rate your level of satisfaction or dissatisfaction with the amount of external funding you are expected to find.	2.875	3.099	7	3.049	3.223	7	2.816	3.059	7	0.233	5.80%		

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mean	mean	peer rank	mean	mean	peer rank	mean	mean	peer rank								
80b	Nature of Work: Research	influence over focus of research	Please rate your level of satisfaction or dissatisfaction with the influence you have over the focus of your research/scholarly/creative work.	4.215	4.317	6	4.304	4.441	6	4.183	4.278	6	0.121	3.00%		
80c	Nature of Work: Research	quality of graduate students	Please rate your level of satisfaction or dissatisfaction with the quality of graduate students to support your work.	3.046	3.085	4	3.189	3.207	4	2.995	3.041	4	0.194	4.90%		
85a	Nature of Work: Research	support for obtaining grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for obtaining externally funded grants (pre-award).	2.866	2.901	3	2.992	3.022	3	2.821	2.859	4	0.171	4.30%		
85b	Nature of Work: Research	support for managing grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for managing externally funded grants (post-award).	2.777	2.787	4	2.919	2.809	3	2.724	2.775	4	0.195	4.90%		
85c	Nature of Work: Research	support for securing graduate student support	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for securing graduate student assistance.	2.849	2.924	6	3.000	3.018	4	2.794	2.892	6	0.206	5.20%		
85d	Nature of Work: Research	support for research travel	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for traveling to present papers or conduct research/creative work.	3.363	3.138	3	3.324	3.287	2	3.377	3.085	3	-0.053	-1.30%		
45d	Nature of Work: Other*	time spent on outreach*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Outreach.	3.565	3.673	6	3.613	3.717	5	3.546	3.658	6	0.067	1.70%		
45e	Nature of Work: Other*	time spent on administrative tasks*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Administrative tasks.	3.169	3.051	3	3.214	3.192	4	3.153	3.002	4	0.061	1.50%		
55a	Nature of Work: Other*	balance of faculty roles*	Please rate your level of agreement or disagreement with the following statements. I am able to balance the teaching, research, and service activities expected of me.	3.169	3.128	4	3.415	3.402	3	3.080	3.047	4	0.335	8.40%		

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	Facilities and resources for work	benchmark: facilities & resources for work	Benchmark: Facilities and work resources	3.629	3.370	1	3.731	3.434	1	3.592	3.347	2	0.139	3.50%		
90a	Facilities and resources for work	office	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Office.	3.770	3.721	4	3.957	3.801	2	3.703	3.690	4	0.254	6.40%		
90b	Facilities and resources for work	lab/research/studio space	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Laboratory, research, or studio space.	3.408	3.166	2	3.612	3.334	1	3.337	3.112	2	0.275	6.90%		
90c	Facilities and resources for work	equipment	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Equipment.	3.668	3.380	1	3.773	3.390	1	3.630	3.371	1	0.143	3.60%		
90d	Facilities and resources for work	classrooms	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Classrooms.	3.366	3.248	3	3.464	3.279	2	3.331	3.236	4	0.133	3.30%		
90e	Facilities and resources for work	library resources	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Library resources.	4.093	3.409	1	4.165	3.483	1	4.067	3.385	2	0.098	2.50%		
90f	Facilities and resources for work	computing & technical support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Computing and technical support.	3.899	3.436	1	3.993	3.534	1	3.865	3.403	1	0.128	3.20%		
90h	Facilities and resources for work	clerical & administrative support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Clerical/administrative support.	3.376	3.147	2	3.464	3.243	2	3.345	3.116	2	0.119	3.00%		
70f	Facilities and resources for work	support to improve teaching	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for improving your teaching.	3.287	3.373	5	3.341	3.417	5	3.268	3.358	5	0.073	1.80%		

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	Personal and family support	benchmark: personal and family support	Benchmark: Personal and family support	3.017	3.080	5	3.120	3.208	5	2.980	3.037	5	0.140	3.50%	
95d	Personal and family support	housing benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage).	2.536	2.177	2	2.501	2.248	2	2.551	2.160	2	-0.050	-1.30%	
95e	Personal and family support	tuition waivers	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Tuition waivers.	3.368	3.238	4	3.187	3.411	5	3.441	3.180	2	-0.254	-6.40%	
95f	Personal and family support	spousal/partner hiring program	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Spousal/partner hiring program.	2.584	2.570	4	2.951	2.706	3	2.447	2.528	4	0.504	12.60%	
95g	Personal and family support	childcare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Childcare.	2.441	2.614	4	2.589	2.791	5	2.388	2.568	4	0.201	5.00%	
95h	Personal and family support	eldercare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Eldercare.	2.735	2.803	5	2.872	2.742	3	2.648	2.814	5	0.224	5.60%	
95j	Personal and family support	family medical/parental leave	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Family medical/parental leave.	3.389	3.378	5	3.451	3.493	5	3.366	3.341	4	0.085	2.10%	
95k	Personal and family support	modified duties for family reasons	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Flexible workload/modified duties for parental or other family reasons.	3.267	3.496	7	3.483	3.500	5	3.204	3.491	7	0.279	7.00%	
200b	Personal and family support	compatibility of career/personal life	My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	2.610	2.815	6	2.928	2.944	4	2.492	2.771	7	0.436	10.90%	

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				overall			full			associate						
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank				
200a	Personal and family support*	career/personal life balance*	I have been able to find the right balance, for me, between my professional life and my personal/family life.	3.309	3.228	4	3.672	3.512	2	3.182	3.137	5	0.490	12.30%		
	Health and retirement benefits	benchmark: health and retirement benefits	Benchmark: Health and retirement benefits	3.430	3.467	5	3.480	3.570	5	3.412	3.431	4	0.068	1.70%		
95a	Health and retirement benefits	health benefits for self	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for yourself.	3.637	3.563	4	3.750	3.690	5	3.597	3.520	4	0.153	3.80%		
95b	Health and retirement benefits	health benefits for family	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for your family (i.e. spouse, partner, and dependents).	3.366	3.489	6	3.608	3.643	5	3.280	3.435	6	0.328	8.20%		
95c	Health and retirement benefits	retirement benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Retirement benefits.	3.436	3.465	4	3.439	3.570	5	3.434	3.426	3	0.005	0.10%		
95i	Health and retirement benefits	phased retirement options	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Phased retirement options.	2.977	3.157	5	2.949	3.184	6	2.994	3.140	5	-0.045	-1.10%		
90g	Health and retirement benefits*	salary*	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Salary.	3.090	2.532	2	3.578	2.883	1	2.915	2.421	2	0.663	16.60%		
	Interdisciplinary work	benchmark: interdiscpl. work	Benchmark: Interdisciplinary work	2.508	2.571	4	2.808	2.663	2	2.401	2.545	7	0.407	10.20%		
100a	Interdisciplinary work	budgets support interdiscpl. work	Budget allocations encourage interdisciplinary work.	2.640	2.485	3	2.766	2.538	3	2.596	2.463	3	0.170	4.30%		

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100b	Interdisciplinary work	facilities support interdiscpl. work	Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.	2.388	2.514	5	2.721	2.556	2	2.267	2.503	6	0.454	11.40%		
100c	Interdisciplinary work	interdiscpl. work rewarded in merit	Interdisciplinary work is rewarded in the merit process.	2.509	2.514	4	2.834	2.648	2	2.391	2.475	4	0.443	11.10%		
100d	Interdisciplinary work	interdiscpl. work rewarded in promotion	Interdisciplinary work is rewarded in the promotion process.	2.549	2.608	5	2.859	2.750	3	2.439	2.571	6	0.420	10.50%		
100g	Interdisciplinary work	department understands interdiscpl. work	My department understands how to evaluate interdisciplinary work.	2.507	2.737	7	2.775	2.828	4	2.413	2.716	7	0.362	9.10%		
	Collaboration	benchmark: collaboration	Benchmark: Collaboration	3.457	3.524	6	3.705	3.629	3	3.370	3.493	6	0.335	8.40%		
105a	Collaboration	collaboration within department	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with other members of your department.	3.715	3.721	4	3.971	3.833	2	3.624	3.686	6	0.347	8.70%		
105b	Collaboration	collaboration within college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty elsewhere within your college/school.	3.284	3.389	6	3.659	3.537	1	3.150	3.343	7	0.509	12.70%		
105c	Collaboration	collaboration outside college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside of your college/school.	3.179	3.294	6	3.462	3.378	2	3.078	3.271	6	0.384	9.60%		
105d	Collaboration	collaboration outside institution	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside your institution.	3.600	3.647	6	3.709	3.737	6	3.562	3.622	5	0.147	3.70%		

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mean	mean	peer rank	mean	mean	peer rank	mean	mean	peer rank								
	Mentoring	benchmark: mentoring	Benchmark: Mentoring	3.050	3.039	4	3.344	3.244	3	2.946	2.969	5	0.398	10.00%		
115	Mentoring	[Q110=Yes] mentoring is fulfilling	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?	4.046	4.044	3	4.224	4.157	3	3.976	4.006	4	0.248	6.20%		
125a	Mentoring	mentoring from within department	Please rate the effectiveness or ineffectiveness of mentoring from someone in my department.	3.466	3.461	3	3.619	3.604	3	3.419	3.425	4	0.200	5.00%		
125b	Mentoring	mentoring from outside department	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my department.	3.251	3.348	7	3.350	3.334	4	3.219	3.348	6	0.131	3.30%		
125c	Mentoring	mentoring from outside institution	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my institution.	3.559	3.753	7	3.769	3.715	3	3.485	3.755	7	0.284	7.10%		
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	3.270	3.064	1	3.547	3.408	2	3.177	2.946	1	0.370	9.30%		
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	2.251	2.211	3	2.740	2.730	5	2.088	2.044	3	0.652	16.30%		
130c	Mentoring	mentors are supported by institution	My institution provides adequate support for faculty to be good mentors.	2.312	2.228	3	2.548	2.451	3	2.228	2.152	3	0.320	8.00%		
120a	Mentoring*	importance of mentoring within dept.	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors in your department.	4.161	4.119	2	3.968	3.910	2	4.227	4.181	3	-0.259	-6.50%		

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120b	Mentoring*	importance of mentoring outside dept.*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your department.	3.363	3.390	5	3.248	3.171	2	3.404	3.455	6	-0.156	-3.90%		
120c	Mentoring*	importance of mentoring outside institution*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your institution.	3.451	3.564	6	3.448	3.394	4	3.452	3.613	7	-0.004	-0.10%		
	Promotion	benchmark: promotion	Benchmark: Promotion	3.468	3.564	7	4.094	4.079	5	3.250	3.397	7	0.844	21.10%		
135a	Promotion	promotion expectations are reasonable	Generally, the departmental expectations for promotion from associate to full professor are reasonable to me.	3.506	3.656	7	4.193	4.169	3	3.256	3.481	7	0.937	23.40%		
135b	Promotion	associates encouraged towards promotion	My department has a culture where associate professors are encouraged to work towards promotion to full professorship.	3.252	3.354	6	3.926	3.966	4	3.015	3.160	6	0.911	22.80%		
140a	Promotion	clarity: promotion process	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion process in my department.	3.647	3.772	6	4.224	4.221	5	3.446	3.627	7	0.778	19.50%		
140b	Promotion	clarity: promotion criteria	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion criteria (what things are evaluated) in my department.	3.597	3.696	7	4.244	4.149	2	3.369	3.549	7	0.875	21.90%		
140c	Promotion	clarity: promotion standards	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion standards (the performance thresholds) in my department.	3.416	3.448	5	4.030	3.892	1	3.204	3.305	6	0.826	20.70%		
140d	Promotion	clarity: body of evidence for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The body of evidence (the dossier's contents) that are considered in making promotion decisions.	3.700	3.711	4	4.207	4.211	5	3.522	3.545	5	0.685	17.10%		

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140e	Promotion	clarity: time to apply for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The time frame within which associate professors should apply for promotion.	3.411	3.559	6	3.845	3.971	5	3.257	3.419	6	0.588	14.70%		
140f	Promotion	[RANK=Assoc.] clarity: sense of promotion to full	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: My sense of whether I will be promoted from associate to full professor.	2.960	3.215	7	n/a	n/a	n/a	2.960	3.215	7	n/a	n/a		
160	Promotion*	[RANK=Assoc.] decision to remain depends on promotion*	Would you agree or disagree that, on the whole, your decision to remain at this institution for the rest of your career depends on whether or not you are promoted to full professor?	3.158	3.086	4	n/a	n/a	n/a	3.158	3.086	4	n/a	n/a		
	Senior leadership	benchmark: senior leadership	Benchmark: Senior leadership	3.378	3.211	3	3.490	3.290	2	3.340	3.180	4	0.150	3.80%		
180a	Senior leadership	pace of decision making: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's pace of decision making.	3.248	3.303	4	3.430	3.355	3	3.185	3.284	4	0.245	6.10%		
180b	Senior leadership	stated priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's stated priorities.	3.312	3.322	5	3.371	3.400	5	3.292	3.290	5	0.079	2.00%		
180c	Senior leadership	communication of priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's communication of priorities to faculty.	3.373	3.334	4	3.520	3.391	3	3.322	3.311	4	0.198	5.00%		
180l	Senior leadership	pace of decision making: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's pace of decision making.	3.429	3.140	3	3.538	3.211	2	3.394	3.114	2	0.144	3.60%		
180m	Senior leadership	stated priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's stated priorities.	3.442	3.060	1	3.530	3.170	1	3.413	3.016	1	0.117	2.90%		

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180n	Senior leadership	communication of priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's communication of priorities to faculty.	3.512	3.082	2	3.542	3.178	1	3.502	3.043	2	0.040	1.00%		
165a	Senior leadership*	confidence in leadership: president*	I have confidence in the leadership provided by my president.	3.222	3.423	5	3.419	3.514	4	3.154	3.385	5	0.265	6.60%		
165b	Senior leadership*	confidence in leadership: provost*	I have confidence in the leadership provided by my provost.	3.638	3.144	1	3.883	3.263	1	3.554	3.097	1	0.329	8.20%		
170a	Leadership and Governance: Other*	priorities are stated consistently*	My institution's priorities are stated consistently across all levels of leadership.	2.967	2.818	3	3.121	2.900	2	2.912	2.786	3	0.209	5.20%		
170b	Leadership and Governance: Other*	priorities have changed*	In the past five years, my institution's priorities have changed in ways that affect my work in my department.	4.273	3.983	1	4.172	3.925	3	4.309	4.001	2	-0.137	-3.40%		
170c	Leadership and Governance: Other*	priorities are acted upon consistently*	My institution's priorities are acted upon consistently across all levels of leadership.	2.789	2.623	2	2.785	2.682	3	2.791	2.600	2	-0.006	-0.20%		
	Divisional leadership	benchmark: divisional leadership	Benchmark: Divisional leadership	3.109	3.091	4	3.182	3.108	4	3.083	3.080	3	0.099	2.50%		
185d	Divisional leadership	pace of decision making: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's pace of decision making.	3.208	3.175	4	3.279	3.141	3	3.183	3.180	4	0.096	2.40%		
185e	Divisional leadership	stated priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's stated priorities.	3.147	3.099	4	3.171	3.146	4	3.139	3.082	4	0.032	0.80%		

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185f	Divisional leadership	communication of priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's communication of priorities to faculty.	3.130	3.124	4	3.205	3.121	4	3.104	3.120	4	0.101	2.50%		
185g	Divisional leadership	opportunities for input: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's ensuring opportunities for faculty to have input into school/college priorities.	2.972	2.986	3	3.084	3.040	3	2.933	2.959	3	0.151	3.80%		
165c	Divisional leadership*	confidence in leadership: dean*	I have confidence in the leadership provided by my dean.	3.268	3.221	4	3.362	3.238	4	3.235	3.204	3	0.127	3.20%		
175a	Divisional leadership*	support adapting to changes: dean*	In adapting to the changing mission, I have received sufficient support from my dean or division head.	3.080	2.872	2	3.039	2.927	2	3.093	2.852	2	-0.054	-1.40%		
	Departmental leadership	benchmark: departmental leadership	Benchmark: Departmental leadership	3.437	3.540	6	3.517	3.431	3	3.411	3.570	7	0.106	2.70%		
185h	Departmental leadership	pace of decision making: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's pace of decision making.	3.461	3.549	5	3.606	3.445	2	3.416	3.579	7	0.190	4.80%		
185i	Departmental leadership	stated priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's stated priorities.	3.395	3.482	7	3.491	3.363	2	3.365	3.511	7	0.126	3.20%		
185j	Departmental leadership	communication of priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's communication of priorities to faculty.	3.430	3.504	6	3.468	3.376	3	3.417	3.539	6	0.051	1.30%		
185k	Departmental leadership	opportunities for input: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's ensuring opportunities for faculty to have input into departmental policy decisions.	3.464	3.631	7	3.514	3.538	4	3.448	3.657	7	0.066	1.70%		

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mean	mean	peer rank	mean	mean	peer rank	mean	mean	peer rank								
165d	Departmental leadership*	confidence in leadership: chair*	I have confidence in the leadership provided by my chair.	3.483	3.586	7	3.492	3.518	3	3.480	3.602	7	0.012	0.30%		
175b	Departmental leadership*	support adapting to changes: chair*	In adapting to the changing mission, I have received sufficient support from my department head or chair.	3.461	3.363	3	3.191	3.207	4	3.542	3.401	3	-0.351	-8.80%		
	Departmental Engagement	benchmark: departmental engagement	Benchmark: Departmental engagement	3.460	3.448	3	3.604	3.499	3	3.409	3.431	4	0.195	4.90%		
190a	Departmental Engagement	discussions of undergraduate learning	How often do you engage with faculty in your department in conversations about undergraduate student learning?	3.535	3.546	5	3.674	3.504	2	3.486	3.563	5	0.188	4.70%		
190b	Departmental Engagement	discussion of graduate learning	How often do you engage with faculty in your department in conversations about graduate student learning?	3.669	3.664	4	3.889	3.760	3	3.592	3.634	5	0.297	7.40%		
190c	Departmental Engagement	discussions of effective teaching	How often do you engage with faculty in your department in conversations about effective teaching practices?	3.445	3.377	2	3.422	3.394	3	3.453	3.373	2	-0.031	-0.80%		
190d	Departmental Engagement	discussions of technology	How often do you engage with faculty in your department in conversations about effective use of technology?	3.282	3.321	6	3.408	3.333	3	3.237	3.315	6	0.171	4.30%		
190e	Departmental Engagement	discussion of research methods	How often do you engage with faculty in your department in conversations about use of current research methodologies?	3.127	3.182	5	3.433	3.275	2	3.020	3.157	6	0.413	10.30%		
205a	Departmental Engagement	prof. interaction with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of professional interaction you have with colleagues in your department.	3.698	3.587	2	3.799	3.711	3	3.662	3.542	2	0.137	3.40%		

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	Departmental Quality	benchmark: departmental quality	Benchmark: Departmental quality	3.510	3.421	2	3.722	3.488	1	3.436	3.400	4	0.286	7.20%		
195a	Departmental Quality	intellectual vitality: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of tenured faculty in your department.	3.493	3.504	2	3.739	3.567	2	3.406	3.483	7	0.333	8.30%		
195b	Departmental Quality	intellectual vitality: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of pre-tenure faculty in your department.	3.989	3.949	4	4.159	4.023	1	3.929	3.922	5	0.230	5.80%		
195c	Departmental Quality	scholarly productivity: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of tenured faculty in your department.	3.383	3.372	3	3.605	3.405	1	3.305	3.361	4	0.300	7.50%		
195d	Departmental Quality	scholarly productivity: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of pre-tenure faculty in your department.	3.883	3.789	2	4.068	3.858	1	3.818	3.768	4	0.250	6.30%		
240b	Departmental Quality	department is successful at recruitment of faculty	My department is successful at recruiting high-quality faculty members.	3.511	3.469	3	3.711	3.595	3	3.439	3.428	5	0.272	6.80%		
240c	Departmental Quality	department is successful at retention of faculty	My department is successful at retaining high-quality faculty members.	3.473	3.156	1	3.788	3.289	1	3.359	3.116	2	0.429	10.70%		
240d	Departmental Quality	department is successful at addressing sub-standard performance	My department is successful at addressing sub-standard tenured faculty performance.	2.783	2.639	1	2.887	2.666	2	2.747	2.632	1	0.140	3.50%		
	Departmental Collegiality	benchmark: departmental collegiality	Benchmark: Departmental collegiality	3.711	3.723	5	3.777	3.786	5	3.689	3.701	4	0.088	2.20%		

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mean	mean	peer rank	mean	mean	peer rank	mean	mean	peer rank								
200c	Departmental Collegiality	colleagues support personal obligations	My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	3.446	3.559	5	3.542	3.641	5	3.408	3.542	5	0.134	3.40%		
200d	Departmental Collegiality	meeting times are compatible	Department meetings occur at times that are compatible with my personal/family needs.	3.935	4.031	6	3.878	4.052	6	3.955	4.026	6	-0.077	-1.90%		
205b	Departmental Collegiality	personal interactions with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of personal interaction you have with colleagues in your department.	3.721	3.611	2	3.782	3.674	2	3.699	3.587	2	0.083	2.10%		
205c	Departmental Collegiality	sense of belonging in department	Please rate your level of satisfaction or dissatisfaction with how well you fit in your department (e.g. your sense of belonging in your department).	3.712	3.667	3	3.857	3.769	3	3.660	3.631	3	0.197	4.90%		
210a	Departmental Collegiality	colleagues pitch in when needed	My departmental colleagues "pitch in" when needed.	3.635	3.627	4	3.722	3.781	5	3.604	3.576	4	0.118	3.00%		
210c	Departmental Collegiality	department is collegial	On the whole, my department is collegial.	3.811	3.871	6	3.904	3.845	3	3.777	3.874	6	0.127	3.20%		
	Appreciation and Recognition	benchmark: appreciation and recognition	Benchmark: Appreciation and recognition	3.269	3.170	3	3.448	3.312	3	3.205	3.121	3	0.243	6.10%		
215a	Appreciation and Recognition	recognition for teaching	How satisfied are you with the recognition you receive for your teaching efforts?	3.234	3.174	3	3.351	3.345	4	3.193	3.117	3	0.158	4.00%		
215b	Appreciation and Recognition	recognition for advising	How satisfied are you with the recognition you receive for your student advising?	3.027	2.921	1	3.114	3.072	6	2.998	2.876	1	0.116	2.90%		

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item	theme	shortname	description	RANK											net diff (full- assoc)	% diff
				overall			full			associate						
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank				
mean	mean	peer rank	mean	mean	peer rank	mean	mean	peer rank								
215c	Appreciation and Recognition	recognition for scholarship	How satisfied are you with the recognition you receive for your scholarly/creative work?	3.227	3.266	6	3.567	3.426	4	3.106	3.211	6	0.461	11.50%		
215d	Appreciation and Recognition	recognition for service	How satisfied are you with the recognition you receive for your service contributions (e.g., committee work)?	3.022	2.959	3	3.083	3.173	6	3.000	2.898	2	0.083	2.10%		
215e	Appreciation and Recognition	recognition for outreach	How satisfied are you with the recognition you receive for your outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)?	2.920	2.988	4	3.051	3.127	5	2.869	2.942	5	0.182	4.60%		
215f	Appreciation and Recognition	recognition from provost	For all of your work, how satisfied are you with the recognition you receive from your provost or chief academic officer?	2.931	2.732	3	3.145	2.897	2	2.849	2.670	3	0.296	7.40%		
215g	Appreciation and Recognition	recognition from dean	For all of your work, how satisfied are you with the recognition you receive from your dean or division head?	2.942	2.977	4	3.159	3.114	3	2.863	2.921	4	0.296	7.40%		
215h	Appreciation and Recognition	recognition from chair	For all of your work, how satisfied are you with the recognition you receive from your department head or chair?	3.435	3.483	5	3.568	3.484	3	3.390	3.484	6	0.178	4.50%		
215i	Appreciation and Recognition	recognition from colleagues	For all of your work, how satisfied are you with the recognition you receive from your colleagues/peers?	3.434	3.496	6	3.629	3.603	5	3.365	3.461	7	0.264	6.60%		
220a	Appreciation and Recognition	valued by president/provost: school	I feel that my school/college is valued by this institution's President and Provost.	3.621	3.393	2	3.840	3.510	2	3.543	3.355	2	0.297	7.40%		
220b	Appreciation and Recognition	valued by president/provost: department	I feel that my department is valued by this institution's President and Provost.	3.144	3.075	4	3.320	3.247	4	3.082	3.015	4	0.238	6.00%		

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item	theme	shortname	description	RANK											net diff (full- assoc)	% diff
				overall			full			associate						
				you	peers	peer rank	you	peers	peer rank	you	peers	peer rank				
mean	mean	peer rank	mean	mean	peer rank	mean	mean	peer rank								
245a	Appreciation and Recognition	CAO cares about assistant professors	The person who serves as the chief academic officer at my institution cares about Assistant Professors.	3.599	3.310	2	3.768	3.451	2	3.541	3.256	2	0.227	5.70%		
245b	Appreciation and Recognition	CAO cares about associate professors	The person who serves as the chief academic officer at my institution cares about Associate Professors.	3.381	3.176	3	3.710	3.388	2	3.268	3.101	3	0.442	11.10%		
245c	Appreciation and Recognition	CAO cares about full professors	The person who serves as the chief academic officer at my institution cares about Full Professors.	3.581	3.355	3	3.707	3.329	1	3.534	3.357	3	0.173	4.30%		
210b	Global satisfaction*	institution is collegial*	On the whole, my institution is collegial.	3.693	3.621	3	3.741	3.668	3	3.676	3.602	3	0.065	1.60%		
240a	Retention	outside offers are unnecessary*	Outside offers are not necessary as leverage in compensation negotiations.	2.399	2.200	3	2.666	2.298	3	2.302	2.170	3	0.364	9.10%		
245d	Retention	would again choose to work at institution*	If I had it to do all over, I would again choose to work at this institution.	3.660	3.480	2	3.744	3.570	3	3.630	3.447	2	0.114	2.90%		
245e	Retention	would again choose an academic career*	If I had it to do all over, I would again choose an academic career.	4.428	4.382	4	4.578	4.515	4	4.375	4.340	4	0.203	5.10%		
250a	Global satisfaction*	overall rating of department*	All things considered, please rate your level of satisfaction or dissatisfaction with your department as a place to work.	3.786	3.664	1	3.918	3.733	2	3.738	3.637	2	0.180	4.50%		
250b	Global satisfaction*	overall rating of institution*	All things considered, please rate your level of satisfaction or dissatisfaction with your institution as a place to work.	3.694	3.410	2	3.740	3.558	3	3.678	3.359	2	0.062	1.60%		

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COACHE

Tenured Faculty Job Satisfaction Survey Frequency Distributions

The Collaborative on Academic Careers in Higher Education
Tenure-Track Faculty Job Satisfaction Survey
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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
45c	Nature of work: Service	time on service	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Service (e.g., committee work).	very satisfied	24	9%	130	9%	18	10%	103	11%	6	6%	27	6%
				satisfied	129	47%	611	44%	81	45%	399	43%	48	51%	212	45%
				neither satisfied nor dissatisfied	61	22%	332	24%	45	25%	227	25%	16	17%	105	22%
				dissatisfied	46	17%	251	18%	29	16%	156	17%	17	18%	95	20%
				very dissatisfied	16	6%	63	5%	8	4%	35	4%	8	8%	28	6%
55b	Nature of work: Service	support for additional leadership roles	My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work.	strongly agree	14	5%	108	8%	11	6%	78	9%	3	3%	30	7%
				somewhat agree	73	28%	324	24%	50	29%	237	27%	23	26%	87	20%
				neither agree nor disagree	34	13%	188	14%	27	16%	147	17%	7	8%	41	9%
				somewhat disagree	88	34%	386	29%	55	32%	225	25%	33	37%	161	36%
				strongly disagree	52	20%	323	24%	28	16%	198	22%	24	27%	125	28%
60a	Nature of work: Service	number of committees	Please rate your level of satisfaction or dissatisfaction with the number of committees on which you serve.	very satisfied	20	7%	115	8%	11	6%	91	10%	9	10%	24	5%
				satisfied	123	45%	638	46%	87	48%	432	47%	36	39%	206	45%
				neither satisfied nor dissatisfied	73	27%	332	24%	47	26%	221	24%	26	28%	111	24%
				dissatisfied	41	15%	249	18%	26	14%	142	16%	15	16%	107	23%
				very dissatisfied	15	6%	39	3%	9	5%	26	3%	6	7%	13	3%
60b	Nature of work: Service	attractiveness of committees	Please rate your level of satisfaction or dissatisfaction with the attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve.	very satisfied	28	10%	134	10%	14	8%	95	10%	14	15%	39	8%
				satisfied	118	44%	604	44%	82	46%	389	43%	36	39%	215	47%
				neither satisfied nor dissatisfied	82	30%	421	31%	53	30%	275	30%	29	31%	146	32%
				dissatisfied	33	12%	166	12%	23	13%	110	12%	10	11%	56	12%
				very dissatisfied	10	4%	41	3%	6	3%	36	4%	4	4%	5	1%
60c	Nature of work: Service	choice of committees	Please rate your level of satisfaction or dissatisfaction with the discretion you have to choose the committees on which you serve.	very satisfied	32	12%	216	16%	17	10%	147	16%	15	16%	69	15%
				satisfied	111	41%	557	41%	81	46%	368	41%	30	33%	189	41%
				neither satisfied nor dissatisfied	77	29%	360	26%	49	28%	240	26%	28	30%	120	26%
				dissatisfied	40	15%	178	13%	25	14%	113	12%	15	16%	65	14%
				very dissatisfied	9	3%	54	4%	5	3%	39	4%	4	4%	15	3%
60d	Nature of work: Service	equity of committee assignment distribution	Please rate your level of satisfaction or dissatisfaction with how equitably committee assignments are distributed across faculty in your department.	very satisfied	25	10%	138	10%	15	9%	104	12%	10	11%	34	7%
				satisfied	83	32%	439	32%	59	34%	304	34%	24	27%	135	30%
				neither satisfied nor dissatisfied	68	26%	292	22%	50	29%	191	21%	18	20%	101	22%
				dissatisfied	55	21%	324	24%	34	19%	194	22%	21	24%	130	29%
				very dissatisfied	32	12%	164	12%	17	10%	108	12%	15	17%	56	12%
50c	Nature of work: Service*	[Q45c<3] time on service*	Indicate whether you spend too much or too little time on service.	too much	57	93%	293	98%	32	89%	175	97%	25	100%	118	99%
				too little	4	7%	7	2%	4	11%	6	3%	0	0%	1	1%
				very satisfied	74	27%	347	26%	50	28%	253	28%	24	26%	94	21%
45a	Nature of work: Teaching	time on teaching	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Teaching.	satisfied	139	51%	675	50%	94	52%	436	48%	45	48%	239	53%
				neither satisfied nor dissatisfied	28	10%	149	11%	16	9%	101	11%	12	13%	48	11%
				dissatisfied	31	11%	149	11%	19	11%	95	11%	12	13%	54	12%
				very dissatisfied	1	0%	29	2%	1	1%	17	2%	0	0%	12	3%
				very satisfied	72	27%	343	26%	49	28%	243	28%	23	25%	100	23%
70a	Nature of work: Teaching	number of courses taught	Please rate your level of satisfaction or dissatisfaction with the number of courses you teach.	satisfied	116	43%	571	43%	79	45%	372	42%	37	41%	199	45%
				neither satisfied nor dissatisfied	31	12%	164	12%	20	11%	117	13%	11	12%	47	11%
				dissatisfied	44	16%	201	15%	25	14%	123	14%	19	21%	78	18%
				very dissatisfied	5	2%	43	3%	4	2%	27	3%	1	1%	16	4%
				very satisfied	109	41%	461	35%	73	41%	293	33%	36	40%	168	38%
70b	Nature of work: Teaching	level of courses taught	Please rate your level of satisfaction or dissatisfaction with the level of courses you teach.	satisfied	129	48%	639	48%	85	48%	434	49%	44	48%	205	47%
				neither satisfied nor dissatisfied	15	6%	125	9%	10	6%	92	10%	5	5%	33	8%
				dissatisfied	14	5%	83	6%	8	5%	55	6%	6	7%	28	6%
				very dissatisfied	1	0%	12	1%	1	1%	8	1%	0	0%	4	1%
				very satisfied	109	41%	461	35%	73	41%	293	33%	36	40%	168	38%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
70c	Nature of work: Teaching	discretion over course content	Please rate your level of satisfaction or dissatisfaction with the discretion you have over the content of the courses you teach.	very satisfied	168	63%	803	61%	114	64%	524	59%	54	59%	279	63%
				satisfied	83	31%	425	32%	54	31%	288	33%	29	32%	137	31%
				neither satisfied nor dissatisfied	9	3%	58	4%	6	3%	46	5%	3	3%	12	3%
				dissatisfied	5	2%	28	2%	2	1%	18	2%	3	3%	10	2%
				very dissatisfied	3	1%	12	1%	1	1%	8	1%	2	2%	4	1%
70e	Nature of work: Teaching	quality of students	Please rate your level of satisfaction or dissatisfaction with the quality of students you teach, on average.	very satisfied	32	12%	129	10%	18	10%	71	8%	14	15%	58	13%
				satisfied	100	37%	490	37%	68	38%	308	35%	32	35%	182	41%
				neither satisfied nor dissatisfied	62	23%	303	23%	39	22%	206	23%	23	25%	97	22%
				dissatisfied	60	22%	316	24%	42	24%	238	27%	18	20%	78	18%
				very dissatisfied	14	5%	88	7%	10	6%	61	7%	4	4%	27	6%
70h	Nature of work: Teaching	equity of teaching workload distribution	Please rate your level of satisfaction or dissatisfaction with how equitably teaching workload is distributed across faculty in your department.	very satisfied	30	11%	172	13%	22	12%	125	14%	8	9%	47	11%
				satisfied	90	34%	463	35%	60	34%	313	36%	30	35%	150	34%
				neither satisfied nor dissatisfied	63	24%	299	23%	41	23%	194	22%	22	26%	105	24%
				dissatisfied	51	19%	226	17%	34	19%	139	16%	17	20%	87	20%
				very dissatisfied	29	11%	158	12%	20	11%	105	12%	9	10%	53	12%
50a	Nature of work: Teaching*	[Q45a<3] time on teaching*	Indicate whether you spend too much or too little time on teaching.	too much	22	69%	140	84%	13	65%	89	86%	9	75%	51	81%
				too little	10	31%	27	16%	7	35%	15	14%	3	25%	12	19%
45b	Nature of work: Research	time on research	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Research.	very satisfied	50	18%	244	18%	40	22%	196	22%	10	11%	48	11%
				satisfied	93	34%	529	39%	72	40%	370	41%	21	23%	159	35%
				neither satisfied nor dissatisfied	43	16%	158	12%	27	15%	106	12%	16	17%	52	12%
				dissatisfied	73	27%	360	26%	35	19%	202	22%	38	41%	158	35%
				very dissatisfied	14	5%	70	5%	6	3%	35	4%	8	9%	35	8%
70g	Nature of work: Research	availability of course release	Please rate your level of satisfaction or dissatisfaction with the availability of course release time to focus on your research.	very satisfied	18	7%	92	7%	13	8%	69	8%	5	6%	23	5%
				satisfied	52	21%	252	20%	39	23%	190	22%	13	15%	62	15%
				neither satisfied nor dissatisfied	60	24%	272	21%	41	25%	195	23%	19	22%	77	18%
				dissatisfied	74	29%	367	29%	49	29%	223	26%	25	29%	144	34%
				very dissatisfied	49	19%	287	23%	25	15%	168	20%	24	28%	119	28%
80a	Nature of work: Research	expectations for external funding	Please rate your level of satisfaction or dissatisfaction with the amount of external funding you are expected to find.	very satisfied	7	3%	81	7%	4	2%	58	7%	3	4%	23	6%
				satisfied	75	31%	412	33%	61	38%	300	36%	14	17%	112	27%
				neither satisfied nor dissatisfied	72	30%	425	34%	44	27%	280	34%	28	34%	145	35%
				dissatisfied	67	27%	232	19%	37	23%	131	16%	30	37%	101	25%
				very dissatisfied	23	9%	88	7%	16	10%	60	7%	7	9%	28	7%
80b	Nature of work: Research	influence over focus of research	Please rate your level of satisfaction or dissatisfaction with the influence you have over the focus of your research/scholarly/creative work.	very satisfied	127	47%	718	53%	88	49%	481	53%	39	43%	237	52%
				satisfied	106	39%	478	35%	64	36%	320	35%	42	47%	158	35%
				neither satisfied nor dissatisfied	15	6%	100	7%	11	6%	64	7%	4	4%	36	8%
				dissatisfied	16	6%	43	3%	13	7%	25	3%	3	3%	18	4%
				very dissatisfied	5	2%	18	1%	3	2%	13	1%	2	2%	5	1%
80c	Nature of work: Research	quality of graduate students	Please rate your level of satisfaction or dissatisfaction with the quality of graduate students to support your work.	very satisfied	27	11%	136	11%	17	10%	86	11%	10	13%	50	13%
				satisfied	80	33%	415	34%	61	36%	282	34%	19	24%	133	33%
				neither satisfied nor dissatisfied	56	23%	253	21%	37	22%	177	22%	19	24%	76	19%
				dissatisfied	56	23%	294	24%	35	21%	200	24%	21	27%	94	24%
				very dissatisfied	27	11%	119	10%	18	11%	73	9%	9	12%	46	12%
85a	Nature of work: Research	support for obtaining grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for obtaining externally funded grants (pre-award).	very satisfied	15	6%	80	7%	9	6%	62	8%	6	7%	18	4%
				satisfied	72	29%	348	28%	46	28%	227	28%	26	32%	121	30%
				neither satisfied nor dissatisfied	69	28%	352	29%	46	28%	245	30%	23	28%	107	26%
				dissatisfied	54	22%	286	23%	40	25%	181	22%	14	17%	105	26%
				very dissatisfied	35	14%	158	13%	22	13%	100	12%	13	16%	58	14%
			very satisfied	10	5%	54	5%	7	5%	43	6%	3	4%	11	3%	

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
85b	Nature of work: Research	support for managing grants	or dissatisfaction with the support your institution has offered you for managing externally funded grants (post-award).	satisfied	56	26%	267	25%	39	27%	177	24%	17	25%	90	25%
				neither satisfied nor dissatisfied	68	32%	321	30%	46	32%	223	31%	22	32%	98	28%
				dissatisfied	41	19%	262	24%	27	19%	166	23%	14	20%	96	27%
				very dissatisfied	37	17%	172	16%	24	17%	114	16%	13	19%	58	16%
85c	Nature of work: Research	support for securing graduate student support	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for securing graduate student assistance.	very satisfied	13	5%	98	8%	10	6%	65	8%	3	4%	33	8%
				satisfied	75	31%	356	29%	56	34%	240	29%	19	25%	116	29%
				neither satisfied nor dissatisfied	61	25%	326	27%	43	26%	236	29%	18	23%	90	22%
				dissatisfied	56	23%	281	23%	32	19%	174	21%	24	31%	107	26%
85d	Nature of work: Research	support for research travel	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for traveling to present papers or conduct research/creative work.	very dissatisfied	37	15%	164	13%	24	15%	103	13%	13	17%	61	15%
				satisfied	109	41%	438	33%	84	47%	300	34%	25	27%	138	31%
				neither satisfied nor dissatisfied	47	18%	263	20%	29	16%	185	21%	18	20%	78	17%
				dissatisfied	52	19%	281	21%	24	14%	173	19%	28	31%	108	24%
50b	Nature of work: Research*	[Q45b<3] time on research*	Indicate whether you spend too much or too little time on research.	very dissatisfied	23	9%	155	12%	16	9%	97	11%	7	8%	58	13%
				too much	2	2%	15	4%	2	5%	14	6%	0	0%	1	1%
				too little	85	98%	404	96%	39	95%	217	94%	46	100%	187	99%
				very satisfied	24	12%	193	17%	16	12%	133	18%	8	12%	60	16%
45d	Nature of work: Other*	time spent on outreach*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Outreach.	satisfied	91	44%	503	45%	57	42%	335	45%	34	49%	168	44%
				neither satisfied nor dissatisfied	75	36%	326	29%	55	40%	213	29%	20	29%	113	30%
				dissatisfied	14	7%	89	8%	8	6%	54	7%	6	9%	35	9%
				very dissatisfied	2	1%	15	1%	1	1%	12	2%	1	1%	3	1%
45e	Nature of work: Other*	time spent on administrative tasks*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Administrative tasks.	very satisfied	22	9%	98	9%	16	10%	74	10%	6	7%	24	6%
				satisfied	89	37%	357	31%	58	36%	237	31%	31	37%	120	31%
				neither satisfied nor dissatisfied	55	23%	320	28%	41	26%	225	30%	14	17%	95	24%
				dissatisfied	57	23%	292	25%	36	23%	175	23%	21	25%	117	30%
50d	Nature of work: Other*	[Q45d<3] time on outreach*	Indicate whether you spend too much or too little time on outreach.	very dissatisfied	20	8%	81	7%	9	6%	49	6%	11	13%	32	8%
				too much	4	25%	25	27%	3	33%	18	31%	1	14%	7	19%
				too little	12	75%	69	73%	6	67%	40	69%	6	86%	29	81%
				very satisfied	73	27%	339	25%	48	27%	219	24%	25	27%	120	26%
50e	Nature of work: Other*	[Q45e<3] time on admin. tasks*	Indicate whether you spend too much or too little time on admin. tasks.	satisfied	132	48%	623	46%	95	52%	428	47%	37	40%	195	43%
				neither satisfied nor dissatisfied	26	10%	194	14%	10	6%	122	13%	16	17%	72	16%
				dissatisfied	32	12%	155	11%	21	12%	104	11%	11	12%	51	11%
				very dissatisfied	10	4%	53	4%	7	4%	34	4%	3	3%	19	4%
55a	Nature of work: Other*	balance of faculty roles*	Please rate your level of agreement or disagreement with the following statements. I am able to balance the teaching, research, and service activities expected of me.	very satisfied	34	17%	121	12%	26	19%	88	13%	8	12%	33	11%
				strongly agree	44	16%	225	16%	36	20%	184	20%	8	9%	41	9%
				somewhat agree	102	38%	517	38%	79	44%	365	40%	23	25%	152	33%
				neither agree nor disagree	20	7%	98	7%	11	6%	65	7%	9	10%	33	7%
90a	Facilities and resources for work	office	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Office.	somewhat disagree	77	28%	357	26%	44	24%	216	24%	33	36%	141	31%
				strongly disagree	29	11%	181	13%	11	6%	86	9%	18	20%	95	21%
				very satisfied	73	27%	339	25%	48	27%	219	24%	25	27%	120	26%
				satisfied	132	48%	623	46%	95	52%	428	47%	37	40%	195	43%
90b	Facilities and resources for work	lab/research/studio space	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Laboratory, research, or studio space.	neither satisfied nor dissatisfied	26	10%	194	14%	10	6%	122	13%	16	17%	72	16%
				dissatisfied	32	12%	155	11%	21	12%	104	11%	11	12%	51	11%
				very dissatisfied	10	4%	53	4%	7	4%	34	4%	3	3%	19	4%
				very satisfied	34	17%	121	12%	26	19%	88	13%	8	12%	33	11%
90b	Facilities and resources for work	lab/research/studio space	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Laboratory, research, or studio space.	satisfied	73	36%	379	38%	53	39%	279	40%	20	31%	100	33%
				neither satisfied nor dissatisfied	55	27%	194	20%	35	26%	131	19%	20	31%	63	21%
				dissatisfied	30	15%	186	19%	17	12%	113	16%	13	20%	73	24%
				very dissatisfied	10	5%	110	11%	6	4%	78	11%	4	6%	32	11%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
90c	Facilities and resources for work	equipment	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Equipment.	very satisfied	48	19%	161	12%	33	19%	111	13%	15	18%	50	12%
				satisfied	123	48%	561	43%	87	51%	373	43%	36	42%	188	43%
				neither satisfied nor dissatisfied	45	18%	270	21%	24	14%	181	21%	21	25%	89	21%
				dissatisfied	34	13%	240	18%	24	14%	154	18%	10	12%	86	20%
				very dissatisfied	5	2%	72	6%	2	1%	52	6%	3	4%	20	5%
90d	Facilities and resources for work	classrooms	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Classrooms.	very satisfied	34	13%	150	11%	24	14%	108	12%	10	11%	42	10%
				satisfied	121	45%	540	41%	81	46%	364	41%	40	43%	176	40%
				neither satisfied nor dissatisfied	45	17%	251	19%	30	17%	175	20%	15	16%	76	17%
				dissatisfied	56	21%	283	21%	33	19%	178	20%	23	25%	105	24%
				very dissatisfied	13	5%	103	8%	9	5%	62	7%	4	4%	41	9%
90e	Facilities and resources for work	library resources	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Library resources.	very satisfied	91	34%	237	18%	55	31%	155	17%	36	39%	82	18%
				satisfied	138	51%	574	42%	93	52%	375	42%	45	48%	199	44%
				neither satisfied nor dissatisfied	28	10%	210	16%	21	12%	145	16%	7	8%	65	14%
				dissatisfied	13	5%	214	16%	9	5%	141	16%	4	4%	73	16%
				very dissatisfied	1	0%	116	9%	0	0%	83	9%	1	1%	33	7%
90f	Facilities and resources for work	computing & technical support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Computing and technical support.	very satisfied	83	30%	246	18%	55	31%	176	19%	28	30%	70	15%
				satisfied	127	47%	567	42%	87	48%	365	40%	40	43%	202	44%
				neither satisfied nor dissatisfied	31	11%	226	17%	16	9%	154	17%	15	16%	72	16%
				dissatisfied	23	8%	237	17%	16	9%	154	17%	7	8%	83	18%
				very dissatisfied	9	3%	86	6%	6	3%	57	6%	3	3%	29	6%
90h	Facilities and resources for work	clerical & administrative support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Clerical/administrative support.	very satisfied	49	18%	176	13%	37	21%	123	14%	12	13%	53	12%
				satisfied	106	39%	493	36%	73	41%	344	38%	33	35%	149	33%
				neither satisfied nor dissatisfied	35	13%	238	18%	26	15%	167	18%	9	10%	71	16%
				dissatisfied	58	21%	313	23%	30	17%	186	21%	28	30%	127	28%
				very dissatisfied	23	8%	138	10%	12	7%	86	9%	11	12%	52	12%
70f	Facilities and resources for work	support to improve teaching	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for improving your teaching.	very satisfied	33	13%	187	14%	18	11%	111	13%	15	17%	76	18%
				satisfied	71	28%	477	37%	52	31%	305	35%	19	22%	172	40%
				neither satisfied nor dissatisfied	107	42%	392	30%	71	42%	284	33%	36	42%	108	25%
				dissatisfied	31	12%	156	12%	20	12%	104	12%	11	13%	52	12%
				very dissatisfied	14	5%	83	6%	9	5%	57	7%	5	6%	26	6%
95d	Personal and family support	housing benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage).	very satisfied	3	2%	3	0%	3	3%	2	0%	0	0%	1	0%
				satisfied	6	4%	22	3%	4	5%	15	3%	2	4%	7	3%
				neither satisfied nor dissatisfied	25	19%	105	14%	21	24%	78	16%	4	9%	27	10%
				dissatisfied	14	10%	66	9%	8	9%	50	10%	6	13%	16	6%
				very dissatisfied	15	11%	102	14%	9	10%	71	15%	6	13%	31	12%
				not offered at my institution	71	53%	445	60%	43	49%	262	55%	28	61%	183	69%
95e	Personal and family support	tuition waivers	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Tuition waivers.	very satisfied	22	14%	99	10%	17	15%	65	10%	5	12%	34	11%
				satisfied	43	28%	363	38%	34	31%	251	39%	9	21%	112	37%
				neither satisfied nor dissatisfied	35	23%	228	24%	28	25%	166	26%	7	17%	62	20%
				dissatisfied	20	13%	150	16%	14	13%	93	14%	6	14%	57	19%
				very dissatisfied	16	11%	78	8%	9	8%	58	9%	7	17%	20	7%
				not offered at my institution	16	11%	37	4%	8	7%	17	3%	8	19%	20	7%
95f	Personal and family support	spousal/partner hiring program	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Spousal/partner hiring program.	very satisfied	5	4%	29	5%	3	3%	19	5%	2	6%	10	5%
				satisfied	26	21%	80	13%	20	22%	50	12%	6	17%	30	15%
				neither satisfied nor dissatisfied	38	30%	184	30%	31	34%	141	34%	7	20%	43	21%
				dissatisfied	23	18%	95	15%	15	16%	62	15%	8	23%	33	16%
				very dissatisfied	23	18%	124	20%	15	16%	80	19%	8	23%	44	21%
				not offered at my institution	11	9%	110	18%	7	8%	64	15%	4	11%	46	22%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
95g	Personal and family support	childcare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Childcare.	very satisfied	1	1%	25	5%	1	2%	11	3%	0	0%	14	8%
				satisfied	5	5%	52	10%	5	8%	39	12%	0	0%	13	7%
				neither satisfied nor dissatisfied	32	33%	146	29%	26	43%	112	35%	6	16%	34	19%
				dissatisfied	14	14%	69	14%	8	13%	37	11%	6	16%	32	18%
				very dissatisfied	15	15%	77	15%	6	10%	41	13%	9	24%	36	21%
				not offered at my institution	31	32%	128	26%	15	25%	82	25%	16	43%	46	26%
95h	Personal and family support	eldercare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Eldercare.	very satisfied	2	2%	5	1%	2	3%	3	1%	0	0%	2	1%
				satisfied	9	9%	29	6%	6	9%	19	6%	3	10%	10	5%
				neither satisfied nor dissatisfied	29	29%	148	30%	26	38%	112	36%	3	10%	36	20%
				dissatisfied	15	15%	37	7%	9	13%	19	6%	6	19%	18	10%
				very dissatisfied	6	6%	31	6%	2	3%	23	7%	4	13%	8	4%
				not offered at my institution	38	38%	248	50%	23	34%	139	44%	15	48%	109	60%
95j	Personal and family support	family medical/parental leave	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Family medical/parental leave.	very satisfied	15	9%	80	10%	11	10%	52	10%	4	7%	28	10%
				satisfied	65	40%	336	41%	43	39%	229	42%	22	41%	107	38%
				neither satisfied nor dissatisfied	53	32%	251	30%	36	33%	175	32%	17	31%	76	27%
				dissatisfied	13	8%	91	11%	9	8%	47	9%	4	7%	44	15%
				very dissatisfied	10	6%	45	5%	5	5%	24	4%	5	9%	21	7%
				not offered at my institution	8	5%	24	3%	6	5%	16	3%	2	4%	8	3%
95k	Personal and family support	modified duties for family reasons	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Flexible workload/modified duties for parental or other family reasons.	very satisfied	19	14%	105	13%	14	16%	71	13%	5	10%	34	12%
				satisfied	43	31%	329	39%	29	32%	220	40%	14	28%	109	38%
				neither satisfied nor dissatisfied	37	26%	211	25%	25	28%	146	27%	12	24%	65	22%
				dissatisfied	20	14%	71	9%	11	12%	41	8%	9	18%	30	10%
				very dissatisfied	10	7%	50	6%	6	7%	25	5%	4	8%	25	9%
				not offered at my institution	11	8%	67	8%	5	6%	41	8%	6	12%	26	9%
200b	Personal and family support	compatibility of career/personal life	My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	strongly agree	10	5%	88	8%	7	5%	64	9%	3	4%	24	6%
				somewhat agree	53	25%	265	25%	34	24%	182	26%	19	26%	83	22%
				neither agree nor disagree	51	24%	277	26%	42	30%	200	29%	9	12%	77	21%
				somewhat disagree	60	28%	254	24%	39	28%	149	21%	21	29%	105	28%
				strongly disagree	38	18%	185	17%	17	12%	99	14%	21	29%	86	23%
				not offered at my institution	50	19%	242	19%	40	23%	192	22%	10	11%	50	11%
200a	Personal and family support*	career/personal life balance*	I have been able to find the right balance, for me, between my professional life and my personal/family life.	strongly agree	111	42%	496	38%	74	43%	340	39%	37	41%	156	36%
				somewhat agree	25	9%	120	9%	21	12%	82	9%	4	4%	38	9%
				neither agree nor disagree	50	19%	299	23%	27	16%	173	20%	23	25%	126	29%
				somewhat disagree	28	11%	147	11%	11	6%	80	9%	17	19%	67	15%
				strongly disagree	47	17%	197	15%	24	13%	131	15%	23	25%	66	15%
				not offered at my institution	144	53%	680	51%	102	57%	456	51%	42	45%	224	51%
95a	Health and retirement benefits	health benefits for self	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for yourself.	satisfied	43	16%	229	17%	28	16%	145	16%	15	16%	84	19%
				neither satisfied nor dissatisfied	30	11%	163	12%	19	11%	108	12%	11	12%	55	12%
				dissatisfied	9	3%	65	5%	7	4%	51	6%	2	2%	14	3%
				very dissatisfied	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
				not offered at my institution	23	10%	160	14%	14	9%	110	13%	9	13%	50	14%
				very satisfied	125	54%	583	50%	87	54%	399	49%	38	54%	184	52%
95b	Health and retirement benefits	health benefits for family	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for your family (i.e. spouse, partner, and dependents).	satisfied	37	16%	202	17%	26	16%	143	18%	11	15%	59	17%
				neither satisfied nor dissatisfied	34	15%	155	13%	23	14%	108	13%	11	15%	47	13%
				dissatisfied	14	6%	70	6%	12	7%	56	7%	2	3%	14	4%
				very dissatisfied	0	0%	1	0%	0	0%	0	0%	0	0%	1	0%
				not offered at my institution	23	10%	160	14%	14	9%	110	13%	9	13%	50	14%
				very satisfied	125	54%	583	50%	87	54%	399	49%	38	54%	184	52%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
95c	Health and retirement benefits	retirement benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Retirement benefits.	very satisfied	18	7%	174	14%	11	7%	128	15%	7	9%	46	11%
				satisfied	126	50%	573	45%	85	51%	380	44%	41	50%	193	47%
				neither satisfied nor dissatisfied	65	26%	301	23%	40	24%	208	24%	25	30%	93	23%
				dissatisfied	34	14%	166	13%	26	15%	103	12%	8	10%	63	15%
				very dissatisfied	7	3%	66	5%	6	4%	50	6%	1	1%	16	4%
				not offered at my institution	0	0%	1	0%	0	0%	0	0%	0	0%	1	0%
95i	Health and retirement benefits	phased retirement options	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Phased retirement options.	very satisfied	8	5%	49	6%	6	5%	36	7%	2	4%	13	5%
				satisfied	43	26%	220	28%	26	22%	156	29%	17	35%	64	27%
				neither satisfied nor dissatisfied	56	34%	253	33%	40	34%	175	33%	16	33%	78	33%
				dissatisfied	34	20%	88	11%	25	21%	64	12%	9	18%	24	10%
				very dissatisfied	14	8%	62	8%	11	9%	46	9%	3	6%	16	7%
				not offered at my institution	12	7%	103	13%	10	8%	61	11%	2	4%	42	18%
90g	Health and retirement benefits*	salary*	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Salary.	very satisfied	40	15%	77	6%	30	17%	63	7%	10	11%	14	3%
				satisfied	98	36%	361	26%	69	38%	244	27%	29	31%	117	26%
				neither satisfied nor dissatisfied	46	17%	205	15%	29	16%	140	15%	17	18%	65	14%
				dissatisfied	64	23%	432	32%	35	19%	272	30%	29	31%	160	35%
				very dissatisfied	25	9%	288	21%	17	9%	188	21%	8	9%	100	22%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100a	Interdisciplinary work	budgets support interdiscpl. work	Budget allocations encourage interdisciplinary work.	strongly agree	11	5%	49	4%	6	4%	38	5%	5	7%	11	3%
				somewhat agree	40	19%	226	19%	27	19%	157	20%	13	19%	69	17%
				neither agree nor disagree	66	31%	261	22%	50	35%	196	25%	16	23%	65	16%
				somewhat disagree	57	27%	362	31%	37	26%	213	27%	20	29%	149	38%
				strongly disagree	39	18%	288	24%	23	16%	185	23%	16	23%	103	26%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100b	Interdisciplinary work	facilities support interdiscpl. work	Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.	strongly agree	7	3%	49	4%	6	4%	34	4%	1	1%	15	4%
				somewhat agree	42	18%	233	19%	30	20%	164	20%	12	15%	69	17%
				neither agree nor disagree	58	25%	276	23%	43	28%	209	26%	15	19%	67	17%
				somewhat disagree	71	31%	404	33%	45	30%	243	30%	26	33%	161	40%
				strongly disagree	52	23%	256	21%	28	18%	165	20%	24	31%	91	23%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100c	Interdisciplinary work	interdiscpl. work rewarded in merit	Interdisciplinary work is rewarded in the merit process.	strongly agree	13	6%	69	6%	10	6%	47	6%	3	4%	22	6%
				somewhat agree	44	19%	232	20%	33	21%	152	19%	11	14%	80	20%
				neither agree nor disagree	61	26%	259	22%	49	32%	193	25%	12	15%	66	17%
				somewhat disagree	63	27%	344	29%	37	24%	213	27%	26	33%	131	33%
				strongly disagree	52	22%	275	23%	25	16%	177	23%	27	34%	98	25%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100d	Interdisciplinary work	interdiscpl. work rewarded in promotion	Interdisciplinary work is rewarded in the promotion process.	strongly agree	13	6%	71	6%	11	8%	50	6%	2	3%	21	5%
				somewhat agree	38	17%	264	23%	26	18%	188	24%	12	16%	76	20%
				neither agree nor disagree	68	31%	262	23%	50	34%	185	24%	18	23%	77	20%
				somewhat disagree	57	26%	317	27%	36	25%	190	24%	21	27%	127	33%
				strongly disagree	46	21%	248	21%	22	15%	163	21%	24	31%	85	22%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100g	Interdisciplinary work	department understands interdiscpl. work	My department understands how to evaluate interdisciplinary work.	strongly agree	15	6%	116	10%	11	7%	82	10%	4	5%	34	9%
				somewhat agree	46	19%	290	24%	33	21%	192	24%	13	16%	98	25%
				neither agree nor disagree	49	21%	258	21%	40	25%	190	23%	9	11%	68	17%
				somewhat disagree	75	32%	285	24%	47	30%	182	22%	28	35%	103	26%
				strongly disagree	52	22%	261	22%	26	17%	166	20%	26	33%	95	22%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
105a	Collaboration	collaboration within department	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with other members of your department.	very satisfied	73	27%	322	24%	54	31%	220	25%	19	21%	102	23%
				satisfied	110	41%	581	44%	74	42%	392	44%	36	40%	189	43%
				neither satisfied nor dissatisfied	46	17%	245	18%	29	16%	158	18%	17	19%	87	20%
				dissatisfied	27	10%	132	10%	15	9%	80	9%	12	13%	52	12%
				very dissatisfied	10	4%	48	4%	4	2%	34	4%	6	7%	14	3%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
			Please rate your level of satisfaction	very satisfied	34	13%	157	12%	25	14%	105	12%	9	10%	52	12%

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					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
105b	Collaboration	collaboration within college/school	or dissatisfaction with your opportunities for collaboration with faculty elsewhere within your college/school.	satisfied	103	39%	529	40%	68	39%	344	40%	35	39%	185	42%
				neither satisfied nor dissatisfied	79	30%	401	31%	54	31%	277	32%	25	28%	124	28%
				dissatisfied	31	12%	184	14%	20	11%	115	13%	11	12%	69	16%
				very dissatisfied	17	6%	40	3%	7	4%	28	3%	10	11%	12	3%
105c	Collaboration	collaboration outside college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside of your college/school.	very satisfied	32	13%	144	11%	22	13%	94	11%	10	11%	50	12%
				satisfied	88	34%	439	34%	59	35%	296	35%	29	33%	143	33%
				neither satisfied nor dissatisfied	72	28%	437	34%	51	31%	295	35%	21	24%	142	33%
				dissatisfied	45	18%	208	16%	29	17%	126	15%	16	18%	82	19%
105d	Collaboration	collaboration outside institution	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside your institution.	very dissatisfied	19	7%	52	4%	6	4%	38	4%	13	15%	14	3%
				very satisfied	54	21%	263	20%	38	22%	180	21%	16	18%	83	19%
				satisfied	108	41%	549	42%	72	42%	378	43%	36	40%	171	39%
				neither satisfied nor dissatisfied	58	22%	344	26%	43	25%	221	25%	15	17%	123	28%
115	Mentoring	[Q110=Yes] mentoring is fulfilling	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?	dissatisfied	31	12%	116	9%	17	10%	64	7%	14	16%	52	12%
				very dissatisfied	12	5%	39	3%	3	2%	28	3%	9	10%	11	3%
				strongly agree	77	39%	367	36%	46	36%	226	35%	31	43%	141	38%
				somewhat agree	83	42%	452	44%	55	43%	286	44%	28	39%	166	45%
125a	Mentoring	mentoring from within department	Please rate the effectiveness or ineffectiveness of mentoring from someone in my department.	neither agree nor disagree	29	15%	138	14%	22	17%	97	15%	7	10%	41	11%
				somewhat disagree	5	3%	44	4%	3	2%	25	4%	2	3%	19	5%
				strongly disagree	6	3%	18	2%	2	2%	13	2%	4	6%	5	1%
				very effective	45	19%	197	16%	23	15%	122	16%	22	25%	75	18%
125b	Mentoring	mentoring from outside department	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my department.	somewhat effective	79	33%	397	33%	53	35%	262	34%	26	30%	135	32%
				neither effective nor ineffective	32	13%	192	16%	22	15%	134	17%	10	11%	58	14%
				somewhat ineffective	15	6%	110	9%	6	4%	70	9%	9	10%	40	9%
				very ineffective	27	11%	93	8%	16	11%	52	7%	11	13%	41	10%
125c	Mentoring	mentoring from outside institution	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my institution.	have not received	40	17%	216	18%	31	21%	141	18%	9	10%	75	18%
				very effective	17	8%	90	8%	8	6%	38	5%	9	11%	52	13%
				somewhat effective	57	25%	300	27%	33	23%	190	27%	24	30%	110	27%
				neither effective nor ineffective	57	25%	268	24%	40	28%	187	26%	17	21%	81	20%
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	somewhat ineffective	13	6%	67	6%	7	5%	43	6%	6	8%	24	6%
				very ineffective	16	7%	67	6%	11	8%	42	6%	5	6%	25	6%
				have not received	64	29%	325	29%	45	31%	216	30%	19	24%	109	27%
				very effective	38	16%	220	19%	20	13%	110	15%	18	21%	110	26%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	somewhat effective	80	34%	383	33%	45	30%	230	31%	35	41%	153	37%
				neither effective nor ineffective	41	18%	233	20%	27	18%	174	24%	14	16%	59	14%
				somewhat ineffective	9	4%	56	5%	6	4%	39	5%	3	4%	17	4%
				very ineffective	14	6%	34	3%	11	7%	24	3%	3	4%	10	2%
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	have not received	52	22%	230	20%	40	27%	162	22%	12	14%	68	16%
				strongly agree	43	17%	188	15%	28	17%	115	14%	15	17%	73	17%
				somewhat agree	107	42%	486	38%	70	42%	335	40%	37	41%	151	35%
				neither agree nor disagree	30	12%	158	12%	25	15%	113	13%	5	6%	45	10%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	somewhat disagree	43	17%	260	20%	27	16%	158	19%	16	18%	102	23%
				strongly disagree	32	13%	186	15%	15	9%	121	14%	17	19%	65	15%
				strongly agree	12	5%	55	4%	7	4%	37	5%	5	6%	18	4%
				somewhat agree	43	17%	224	18%	34	21%	157	19%	9	10%	67	16%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	neither agree nor disagree	54	22%	220	18%	41	26%	170	21%	13	15%	50	12%
				somewhat disagree	61	24%	350	28%	38	24%	220	27%	23	26%	130	31%
				strongly disagree	79	32%	383	31%	40	25%	223	28%	39	44%	160	38%
				strongly agree	7	3%	37	3%	3	2%	25	3%	4	5%	12	3%

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					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
130c	Mentoring	mentors are supported by institution	My institution provides adequate support for faculty to be good mentors.	somewhat agree	36	15%	166	13%	26	16%	118	15%	10	12%	48	11%
				neither agree nor disagree	58	23%	285	23%	44	27%	196	24%	14	16%	89	21%
				somewhat disagree	87	35%	384	31%	57	35%	246	30%	30	35%	138	32%
				strongly disagree	59	24%	360	29%	32	20%	222	28%	27	32%	138	32%
110	Mentoring*	have served as mentor to*	In the past five years, I have served as either a formal or informal mentor to:	pre-tenure faculty in dept.	191	70%	953	71%	122	68%	606	68%	69	74%	347	77%
				tenured faculty in dept.	61	22%	316	23%	44	25%	206	23%	17	18%	110	24%
				pre-tenure faculty outside dept.	52	19%	342	25%	32	18%	207	23%	20	22%	135	30%
				tenured faculty outside dept.	23	8%	132	10%	17	9%	78	9%	6	6%	54	12%
				none of the above	68	25%	324	24%	48	27%	245	27%	20	22%	79	18%
120a	Mentoring*	importance of mentoring within dept.	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors in your department.	very important	106	41%	502	39%	59	35%	292	34%	47	53%	210	48%
				important	110	43%	539	42%	75	45%	372	43%	35	39%	167	38%
				neither important nor unimportant	18	7%	134	10%	13	8%	98	11%	5	6%	36	8%
				unimportant	12	5%	76	6%	10	6%	62	7%	2	2%	14	3%
				very unimportant	11	4%	45	3%	11	7%	34	4%	0	0%	11	3%
120b	Mentoring*	importance of mentoring outside dept.*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your department.	very important	35	14%	193	15%	13	8%	85	10%	22	25%	108	25%
				important	90	35%	423	33%	56	34%	250	30%	34	38%	173	40%
				neither important nor unimportant	78	31%	366	29%	56	34%	273	32%	22	25%	93	21%
				unimportant	37	15%	225	18%	27	16%	182	22%	10	11%	43	10%
				very unimportant	15	6%	68	5%	14	8%	52	6%	1	1%	16	4%
120c	Mentoring*	importance of mentoring outside institution*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your institution.	very important	44	17%	255	20%	18	11%	121	14%	26	29%	134	31%
				important	100	39%	488	38%	63	38%	297	35%	37	42%	191	44%
				neither important nor unimportant	61	24%	288	23%	45	27%	220	26%	16	18%	68	16%
				unimportant	35	14%	175	14%	28	17%	149	18%	7	8%	26	6%
				very unimportant	14	6%	70	5%	11	7%	58	7%	3	3%	12	3%
135a	Promotion	promotion expectations are reasonable	Generally, the departmental expectations for promotion from associate to full professor are reasonable to me.	strongly agree	78	30%	413	32%	66	38%	294	34%	12	15%	119	28%
				somewhat agree	102	40%	526	41%	66	38%	358	42%	36	44%	168	40%
				neither agree nor disagree	27	10%	114	9%	14	8%	76	9%	13	16%	38	9%
				somewhat disagree	29	11%	128	10%	18	10%	73	9%	11	13%	55	13%
				strongly disagree	22	9%	91	7%	12	7%	52	6%	10	12%	39	9%
135b	Promotion	associates encouraged towards promotion	My department has a culture where associate professors are encouraged to work towards promotion to full professorship.	strongly agree	62	24%	363	28%	52	30%	269	31%	10	11%	94	21%
				somewhat agree	98	37%	444	34%	70	40%	309	35%	28	31%	135	31%
				neither agree nor disagree	25	10%	190	14%	16	9%	130	15%	9	10%	60	14%
				somewhat disagree	45	17%	183	14%	20	11%	91	10%	25	28%	92	21%
				strongly disagree	33	13%	136	10%	16	9%	75	9%	17	19%	61	14%
140a	Promotion	clarity: promotion process	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion process in my department.	very clear	93	35%	490	37%	69	40%	348	40%	24	26%	142	32%
				somewhat clear	102	38%	507	39%	67	39%	333	38%	35	38%	174	39%
				neither clear nor unclear	19	7%	96	7%	14	8%	67	8%	5	5%	29	7%
				somewhat unclear	28	11%	139	11%	12	7%	76	9%	16	17%	63	14%
				very unclear	23	9%	79	6%	11	6%	46	5%	12	13%	33	7%
140b	Promotion	clarity: promotion criteria	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion criteria (what things are evaluated) in my department.	very clear	95	36%	456	35%	67	39%	312	36%	28	30%	144	33%
				somewhat clear	99	37%	518	39%	65	37%	351	40%	34	37%	167	38%
				neither clear nor unclear	19	7%	91	7%	15	9%	61	7%	4	4%	30	7%
				somewhat unclear	28	11%	163	12%	14	8%	96	11%	14	15%	67	15%
				very unclear	25	9%	84	6%	13	7%	51	6%	12	13%	33	7%

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					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
140c	Promotion	clarity: promotion standards	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion standards (the performance thresholds) in my	very clear	76	29%	344	26%	56	33%	237	27%	20	22%	107	24%
				somewhat clear	99	38%	503	38%	64	37%	344	40%	35	38%	159	36%
				neither clear nor unclear	21	8%	141	11%	15	9%	95	11%	6	7%	46	10%
				somewhat unclear	43	16%	209	16%	24	14%	124	14%	19	21%	85	19%
				very unclear	25	9%	110	8%	13	8%	68	8%	12	13%	42	10%
140d	Promotion	clarity: body of evidence for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The body of evidence (the dossier's contents) that are considered in	very clear	91	34%	458	35%	66	38%	316	36%	25	27%	142	32%
				somewhat clear	104	39%	499	38%	67	39%	338	39%	37	40%	161	37%
				neither clear nor unclear	28	11%	130	10%	19	11%	86	10%	9	10%	44	10%
				somewhat unclear	24	9%	151	12%	12	7%	94	11%	12	13%	57	13%
				very unclear	19	7%	70	5%	10	6%	35	4%	9	10%	35	8%
140e	Promotion	clarity: time to apply for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The time frame within which associate professors should apply for promotion.	very clear	81	31%	422	32%	59	34%	275	32%	22	24%	147	33%
				somewhat clear	77	29%	426	33%	57	33%	318	37%	20	22%	108	25%
				neither clear nor unclear	38	14%	185	14%	22	13%	125	14%	16	18%	60	14%
				somewhat unclear	37	14%	171	13%	19	11%	90	10%	18	20%	81	18%
				very unclear	31	12%	105	8%	16	9%	61	7%	15	16%	44	10%
140f	Promotion	[RANK=Assoc.] clarity: sense of promotion to full	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: My sense of whether I will be promoted from associate to full	very clear	20	16%	114	18%	13	19%	69	19%	7	12%	45	17%
				somewhat clear	27	21%	194	31%	18	26%	125	34%	9	15%	69	26%
				neither clear nor unclear	25	20%	127	20%	13	19%	68	19%	12	20%	59	22%
				somewhat unclear	31	24%	93	15%	12	18%	48	13%	19	32%	45	17%
				very unclear	25	20%	106	17%	12	18%	54	15%	13	22%	52	19%
145	Promotion*	[RANK=Assoc.] feedback on	Have you received formal feedback on your progress toward promotion?	yes	31	25%	177	28%	21	33%	112	31%	10	17%	65	24%
				no	91	75%	451	72%	43	67%	248	69%	48	83%	203	76%
				I've already submitted	21	17%	56	9%	11	17%	36	10%	10	17%	20	7%
150	Promotion*	[RANK=Assoc.] timeline for promotion*	When do you plan to submit your dossier for promotion to full professor?	in five years or less	58	46%	326	51%	34	52%	187	51%	24	40%	139	51%
				in more than 5 years but less than 10	13	10%	66	10%	6	9%	39	11%	7	12%	27	10%
				in 10 years or more	0	0%	2	0%	0	0%	2	1%	0	0%	0	0%
				never	10	8%	65	10%	4	6%	40	11%	6	10%	25	9%
				I don't know	23	18%	125	20%	10	15%	62	17%	13	22%	63	23%
155	Promotion*	[Q150=3 or 0] reason for not applying for promotion*	What are your primary reasons for not applying for promotion?	lack of support from dept. chair	4	12%	22	12%	1	7%	12	12%	3	16%	10	11%
				lack of support from colleagues	4	12%	16	8%	3	21%	7	7%	1	5%	9	10%
				lack of time/support for research	6	18%	61	32%	2	14%	27	26%	4	21%	34	39%
				heavy teaching load	2	6%	29	15%	0	0%	18	17%	2	11%	11	13%
				administrative responsibilities	7	21%	31	16%	4	29%	10	10%	3	16%	21	24%
				family/personal responsibilities	4	12%	17	9%	2	14%	8	8%	2	11%	9	10%
				I have not been signaled	6	18%	26	14%	3	21%	12	12%	3	16%	14	16%
				not interested	2	6%	20	10%	1	7%	16	16%	1	5%	4	5%
				I am planning to leave the institution	4	12%	7	4%	2	14%	3	3%	2	11%	4	5%
				I plan to retire before promotion	6	18%	48	25%	4	29%	33	32%	2	11%	15	17%
160	Promotion*	[RANK=Assoc.] decision to remain depends on promotion*	Would you agree or disagree that, on the whole, your decision to remain at this institution for the rest of your career depends on whether or not you are promoted to full professor?	strongly agree	20	17%	124	20%	13	20%	73	21%	7	13%	51	20%
				somewhat agree	33	28%	143	23%	15	23%	89	25%	18	33%	54	21%
				neither agree nor disagree	30	25%	125	20%	18	28%	70	20%	12	22%	55	21%
				somewhat disagree	14	12%	87	14%	7	11%	52	15%	7	13%	35	13%
				strongly disagree	21	18%	131	21%	11	17%	66	19%	10	19%	65	25%
180a	Senior leadership	pace of decision making: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's pace of decision making.	very satisfied	28	12%	170	14%	24	15%	125	15%	4	5%	45	11%
				satisfied	59	25%	389	31%	39	25%	260	31%	20	24%	129	31%
				neither satisfied nor dissatisfied	121	50%	426	34%	71	45%	280	33%	50	61%	146	35%
				dissatisfied	21	9%	182	15%	16	10%	115	14%	5	6%	67	16%
				very dissatisfied	11	5%	86	7%	8	5%	56	7%	3	4%	30	7%

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					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
180b	Senior leadership	stated priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's stated priorities.	very satisfied	31	13%	197	15%	22	14%	138	16%	9	11%	59	14%
				satisfied	78	32%	449	35%	57	35%	306	36%	21	25%	143	33%
				neither satisfied nor dissatisfied	88	36%	321	25%	49	30%	210	25%	39	47%	111	26%
				dissatisfied	32	13%	209	16%	22	14%	126	15%	10	12%	83	19%
				very dissatisfied	15	6%	108	8%	11	7%	73	9%	4	5%	35	8%
180c	Senior leadership	communication of priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's communication of priorities to faculty.	very satisfied	39	16%	204	16%	30	19%	139	16%	9	11%	65	15%
				satisfied	78	32%	446	35%	51	31%	302	35%	27	33%	144	33%
				neither satisfied nor dissatisfied	87	36%	319	25%	55	34%	203	24%	32	39%	116	27%
				dissatisfied	24	10%	197	15%	17	10%	128	15%	7	8%	69	16%
				very dissatisfied	17	7%	116	9%	9	6%	80	9%	8	10%	36	8%
180l	Senior leadership	pace of decision making: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's pace of decision making.	very satisfied	33	14%	153	12%	24	15%	105	13%	9	11%	48	11%
				satisfied	82	34%	340	27%	57	36%	231	28%	25	32%	109	26%
				neither satisfied nor dissatisfied	95	40%	416	34%	59	37%	276	34%	36	46%	140	33%
				dissatisfied	15	6%	203	16%	11	7%	121	15%	4	5%	82	20%
				very dissatisfied	13	5%	128	10%	8	5%	88	11%	5	6%	40	10%
180m	Senior leadership	stated priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's stated priorities.	very satisfied	39	16%	152	12%	28	18%	99	12%	11	14%	53	13%
				satisfied	82	34%	346	28%	57	36%	242	29%	25	31%	104	25%
				neither satisfied nor dissatisfied	80	33%	355	29%	47	30%	236	29%	33	41%	119	28%
				dissatisfied	25	10%	238	19%	18	11%	134	16%	7	9%	104	25%
				very dissatisfied	13	5%	153	12%	9	6%	112	14%	4	5%	41	10%
180n	Senior leadership	communication of priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's communication of priorities to faculty.	very satisfied	46	19%	169	13%	31	19%	109	13%	15	19%	60	14%
				satisfied	84	35%	370	29%	57	36%	260	31%	27	33%	110	26%
				neither satisfied nor dissatisfied	73	30%	315	25%	47	29%	202	24%	26	32%	113	27%
				dissatisfied	23	10%	227	18%	15	9%	139	17%	8	10%	88	21%
				very dissatisfied	15	6%	177	14%	10	6%	123	15%	5	6%	54	13%
165a	Senior leadership*	confidence in leadership: president*	I have confidence in the leadership provided by my president.	strongly agree	39	17%	287	23%	30	19%	206	24%	9	12%	81	19%
				somewhat agree	68	29%	419	33%	46	30%	271	32%	22	29%	148	35%
				neither agree nor disagree	66	29%	256	20%	41	26%	161	19%	25	33%	95	22%
				somewhat disagree	32	14%	183	14%	21	14%	118	14%	11	14%	65	15%
				strongly disagree	26	11%	127	10%	17	11%	89	11%	9	12%	38	9%
165b	Senior leadership*	confidence in leadership: provost*	I have confidence in the leadership provided by my provost.	strongly agree	80	31%	224	17%	55	32%	157	18%	25	30%	67	15%
				somewhat agree	82	32%	367	28%	58	34%	239	28%	24	29%	128	29%
				neither agree nor disagree	47	19%	295	23%	29	17%	193	23%	18	21%	102	23%
				somewhat disagree	28	11%	210	16%	17	10%	128	15%	11	13%	82	19%
				strongly disagree	17	7%	199	15%	11	6%	139	16%	6	7%	60	14%
170a	Leadership and governance: Other*	priorities are stated consistently*	My institution's priorities are stated consistently across all levels of leadership.	strongly agree	23	9%	112	9%	12	7%	73	9%	11	12%	39	9%
				somewhat agree	84	32%	338	27%	64	38%	224	27%	20	22%	114	27%
				neither agree nor disagree	53	20%	242	19%	34	20%	170	21%	19	21%	72	17%
				somewhat disagree	68	26%	328	26%	42	25%	198	24%	26	29%	130	31%
				strongly disagree	31	12%	229	18%	17	10%	164	20%	14	16%	65	15%
170b	Leadership and governance: Other*	priorities have changed*	In the past five years, my institution's priorities have changed in ways that affect my work in my department.	strongly agree	135	52%	474	37%	88	51%	280	33%	47	52%	194	45%
				somewhat agree	85	32%	477	37%	56	33%	328	39%	29	32%	149	34%
				neither agree nor disagree	23	9%	182	14%	14	8%	136	16%	9	10%	46	11%
				somewhat disagree	10	4%	103	8%	8	5%	71	8%	2	2%	32	7%
				strongly disagree	9	3%	37	3%	6	3%	26	3%	3	3%	11	3%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
170c	Leadership and governance: Other*	priorities are acted upon consistently*	My institution's priorities are acted upon consistently across all levels of leadership.	strongly agree	14	5%	78	6%	10	6%	47	6%	4	5%	31	7%
				somewhat agree	72	28%	273	23%	55	33%	184	23%	17	20%	89	21%
				neither agree nor disagree	54	21%	236	20%	32	19%	166	21%	22	25%	70	17%
				somewhat disagree	70	27%	355	29%	45	27%	213	27%	25	29%	142	34%
				strongly disagree	45	18%	266	22%	26	15%	181	23%	19	22%	85	20%
185d	Divisional leadership	pace of decision making: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's pace of decision making.	very satisfied	32	14%	166	13%	20	13%	113	14%	12	15%	53	13%
				satisfied	74	32%	395	32%	49	31%	259	31%	25	32%	136	33%
				neither satisfied nor dissatisfied	72	31%	307	25%	48	31%	203	25%	24	31%	104	25%
				dissatisfied	30	13%	215	17%	19	12%	148	18%	11	14%	67	16%
				very dissatisfied	26	11%	156	13%	20	13%	104	13%	6	8%	52	13%
185e	Divisional leadership	stated priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's stated priorities.	very satisfied	36	15%	189	15%	21	14%	122	15%	15	19%	67	16%
				satisfied	62	27%	352	28%	44	28%	242	29%	18	23%	110	26%
				neither satisfied nor dissatisfied	70	30%	296	24%	44	28%	196	24%	26	33%	100	24%
				dissatisfied	35	15%	231	19%	23	15%	151	18%	12	15%	80	19%
				very dissatisfied	30	13%	180	14%	23	15%	121	15%	7	9%	59	14%
185f	Divisional leadership	communication of priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's communication of priorities to faculty.	very satisfied	36	15%	199	16%	21	14%	127	15%	15	19%	72	17%
				satisfied	66	28%	369	29%	43	28%	247	30%	23	29%	122	29%
				neither satisfied nor dissatisfied	67	29%	265	21%	45	29%	183	22%	22	28%	82	20%
				dissatisfied	31	13%	218	17%	22	14%	144	17%	9	11%	74	18%
				very dissatisfied	34	15%	201	16%	24	15%	133	16%	10	13%	68	16%
185g	Divisional leadership	opportunities for input: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's ensuring opportunities for faculty to have input into school/college priorities.	very satisfied	32	14%	190	15%	20	13%	124	15%	12	15%	66	16%
				satisfied	60	26%	315	25%	38	24%	219	26%	22	28%	96	23%
				neither satisfied nor dissatisfied	66	28%	285	23%	44	28%	192	23%	22	28%	93	22%
				dissatisfied	37	16%	216	17%	23	15%	136	16%	14	18%	80	19%
				very dissatisfied	40	17%	240	19%	31	20%	158	19%	9	11%	82	20%
165c	Divisional leadership*	confidence in leadership: dean*	I have confidence in the leadership provided by my dean.	strongly agree	57	23%	295	23%	33	21%	194	23%	24	29%	101	24%
				somewhat agree	75	31%	348	27%	52	33%	234	28%	23	27%	114	27%
				neither agree nor disagree	38	16%	211	17%	24	15%	139	16%	14	17%	72	17%
				somewhat disagree	31	13%	180	14%	22	14%	119	14%	9	11%	61	14%
				strongly disagree	43	18%	235	19%	29	18%	159	19%	14	17%	76	18%
Q175 a	Divisional leadership*	support adapting to changes: dean*	In adapting to the changing mission, I have received sufficient support from my dean or division head.	strongly agree	37	18%	151	16%	22	16%	94	16%	15	21%	57	17%
				satisfied	56	27%	191	21%	39	29%	125	21%	17	24%	66	20%
				neither agree nor disagree	37	18%	197	22%	26	19%	130	22%	11	16%	67	20%
				somewhat disagree	31	15%	165	18%	19	14%	93	16%	12	17%	72	22%
				strongly disagree	45	22%	212	23%	30	22%	145	25%	15	21%	67	20%
185h	Departmental leadership	pace of decision making: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's pace of decision making.	very satisfied	49	22%	257	24%	35	24%	171	23%	14	18%	86	24%
				satisfied	81	36%	402	37%	57	39%	278	38%	24	30%	124	35%
				neither satisfied nor dissatisfied	48	21%	191	18%	30	20%	126	17%	18	23%	65	18%
				dissatisfied	29	13%	115	11%	18	12%	78	11%	11	14%	37	10%
				very dissatisfied	20	9%	121	11%	8	5%	80	11%	12	15%	41	12%
185i	Departmental leadership	stated priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's stated priorities.	very satisfied	50	22%	261	24%	37	25%	175	24%	13	16%	86	24%
				satisfied	71	31%	356	33%	51	35%	246	34%	20	25%	110	31%
				neither satisfied nor dissatisfied	47	21%	201	19%	26	18%	144	20%	21	27%	57	16%
				dissatisfied	36	16%	131	12%	20	14%	77	11%	16	20%	54	15%
				very dissatisfied	22	10%	135	12%	13	9%	90	12%	9	11%	45	13%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
185j	Departmental leadership	communication of priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's communication of priorities to faculty.	very satisfied	50	22%	289	27%	39	26%	193	26%	11	14%	96	27%
				satisfied	78	34%	346	32%	52	35%	246	34%	26	33%	100	28%
				neither satisfied nor dissatisfied	39	17%	179	16%	25	17%	111	15%	14	18%	68	19%
				dissatisfied	34	15%	121	11%	18	12%	81	11%	16	20%	40	11%
				very dissatisfied	26	11%	150	14%	14	9%	103	14%	12	15%	47	13%
185k	Departmental leadership	opportunities for input: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's ensuring opportunities for faculty to have input into departmental policy	very satisfied	59	26%	351	32%	46	31%	239	32%	13	16%	112	32%
				satisfied	67	30%	330	30%	43	29%	225	31%	24	30%	105	30%
				neither satisfied nor dissatisfied	48	21%	165	15%	32	22%	110	15%	16	20%	55	16%
				dissatisfied	24	11%	106	10%	11	7%	68	9%	13	16%	38	11%
				very dissatisfied	29	13%	138	13%	16	11%	94	13%	13	16%	44	12%
165d	Departmental leadership*	confidence in leadership: chair*	I have confidence in the leadership provided by my chair.	strongly agree	73	32%	379	34%	52	34%	250	33%	21	27%	129	35%
				somewhat agree	62	27%	319	29%	45	30%	225	30%	17	22%	94	26%
				neither agree nor disagree	25	11%	130	12%	15	10%	92	12%	10	13%	38	10%
				somewhat disagree	38	17%	124	11%	22	14%	74	10%	16	21%	50	14%
				strongly disagree	32	14%	160	14%	18	12%	106	14%	14	18%	54	15%
175b	Departmental leadership*	support adapting to changes: chair*	In adapting to the changing mission, I have received sufficient support from my department head or chair.	strongly agree	43	24%	192	25%	31	26%	123	24%	12	20%	69	25%
				somewhat agree	55	31%	214	27%	38	32%	141	28%	17	28%	73	26%
				neither agree nor disagree	29	16%	153	20%	19	16%	104	21%	10	17%	49	18%
				somewhat disagree	24	13%	99	13%	14	12%	59	12%	10	17%	40	14%
				strongly disagree	28	16%	125	16%	17	14%	77	15%	11	18%	48	17%
190a	Departmental engagement	discussions of undergraduate learning	How often do you engage with faculty in your department in conversations about undergraduate student learning?	frequently	57	22%	298	23%	37	22%	189	22%	20	22%	109	25%
				regularly	94	36%	413	32%	67	39%	273	32%	27	30%	140	32%
				occasionally	69	27%	352	27%	44	26%	249	29%	25	28%	103	24%
				seldom	20	8%	140	11%	14	8%	98	11%	6	7%	42	10%
				never	20	8%	87	7%	8	5%	48	6%	12	13%	39	9%
190b	Departmental engagement	discussion of graduate learning	How often do you engage with faculty in your department in conversations about graduate student learning?	frequently	74	28%	353	27%	49	28%	216	25%	25	27%	137	31%
				regularly	93	35%	445	34%	66	38%	297	35%	27	30%	148	34%
				occasionally	65	25%	298	23%	47	27%	209	24%	18	20%	89	20%
				seldom	16	6%	137	11%	8	5%	100	12%	8	9%	37	9%
				never	17	6%	60	5%	4	2%	36	4%	13	14%	24	6%
190c	Departmental engagement	discussions of effective teaching	How often do you engage with faculty in your department in conversations about effective teaching practices?	frequently	50	19%	211	16%	29	17%	122	14%	21	23%	89	20%
				regularly	77	29%	393	30%	54	31%	264	30%	23	25%	129	29%
				occasionally	86	32%	457	35%	66	38%	310	36%	20	22%	147	34%
				seldom	39	15%	184	14%	21	12%	137	16%	18	20%	47	11%
				never	13	5%	62	5%	4	2%	36	4%	9	10%	26	6%
190d	Departmental engagement	discussions of technology	How often do you engage with faculty in your department in conversations about effective use of technology?	frequently	41	15%	187	14%	26	15%	113	13%	15	16%	74	17%
				regularly	75	28%	372	28%	54	31%	238	27%	21	23%	134	30%
				occasionally	88	33%	490	37%	60	34%	343	39%	28	31%	147	33%
				seldom	47	18%	203	15%	29	17%	139	16%	18	20%	64	15%
				never	14	5%	59	5%	5	3%	38	4%	9	10%	21	5%
190e	Departmental engagement	discussion of research methods	How often do you engage with faculty in your department in conversations about use of current research methodologies?	frequently	38	14%	174	13%	26	15%	114	13%	12	13%	60	14%
				regularly	77	29%	358	27%	52	30%	250	29%	25	27%	108	25%
				occasionally	77	29%	433	33%	54	31%	290	33%	23	25%	143	33%
				seldom	51	19%	246	19%	33	19%	156	18%	18	20%	90	21%
				never	21	8%	95	7%	8	5%	57	7%	13	14%	38	9%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
205a	Departmental engagement	prof. interaction with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of professional interaction you have with colleagues in your department.	very satisfied	57	22%	264	20%	40	23%	181	21%	17	19%	83	19%
				satisfied	116	44%	582	44%	79	46%	390	45%	37	41%	192	44%
				neither satisfied nor dissatisfied	59	22%	221	17%	37	21%	149	17%	22	24%	72	16%
				dissatisfied	22	8%	189	14%	12	7%	121	14%	10	11%	68	15%
				very dissatisfied	9	3%	55	4%	5	3%	31	4%	4	4%	24	5%
195a	Departmental quality	intellectual vitality: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of tenured faculty in your department.	very satisfied	49	19%	210	16%	31	18%	139	16%	18	20%	71	16%
				satisfied	115	44%	587	45%	84	49%	397	46%	31	34%	190	44%
				neither satisfied nor dissatisfied	49	19%	235	18%	29	17%	163	19%	20	22%	72	17%
				dissatisfied	33	13%	203	16%	22	13%	119	14%	11	12%	84	19%
				very dissatisfied	17	6%	65	5%	6	3%	49	6%	11	12%	16	4%
195b	Departmental quality	intellectual vitality: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of pre-tenure faculty in your department.	very satisfied	87	34%	373	29%	60	35%	257	30%	27	30%	116	28%
				satisfied	116	45%	603	47%	78	46%	397	47%	38	43%	206	49%
				neither satisfied nor dissatisfied	39	15%	187	15%	23	14%	124	15%	16	18%	63	15%
				dissatisfied	11	4%	88	7%	6	4%	55	6%	5	6%	33	8%
				very dissatisfied	6	2%	19	1%	3	2%	16	2%	3	3%	3	1%
195c	Departmental quality	scholarly productivity: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of tenured faculty in your department.	very satisfied	42	16%	189	15%	28	16%	126	14%	14	15%	63	15%
				satisfied	106	40%	503	39%	74	43%	345	40%	32	35%	158	37%
				neither satisfied nor dissatisfied	53	20%	294	23%	35	20%	186	21%	18	20%	108	25%
				dissatisfied	50	19%	239	18%	30	17%	156	18%	20	22%	83	19%
				very dissatisfied	12	5%	75	6%	5	3%	56	6%	7	8%	19	4%
195d	Departmental quality	scholarly productivity: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of pre-tenure faculty in your department.	very satisfied	76	29%	296	23%	47	28%	202	24%	29	33%	94	23%
				satisfied	119	46%	587	46%	86	51%	402	47%	33	38%	185	44%
				neither satisfied nor dissatisfied	40	16%	246	19%	26	15%	151	18%	14	16%	95	23%
				dissatisfied	18	7%	112	9%	9	5%	74	9%	9	10%	38	9%
				very dissatisfied	5	2%	23	2%	2	1%	18	2%	3	3%	5	1%
240b	Departmental quality	department is successful at recruitment of faculty	My department is successful at recruiting high-quality faculty members.	strongly agree	62	24%	274	21%	42	24%	185	21%	20	22%	89	20%
				somewhat agree	105	40%	523	40%	65	38%	341	39%	40	44%	182	42%
				neither agree nor disagree	42	16%	201	15%	30	17%	155	18%	12	13%	46	11%
				somewhat disagree	34	13%	192	15%	22	13%	112	13%	12	13%	80	18%
				strongly disagree	20	8%	113	9%	13	8%	74	9%	7	8%	39	9%
240c	Departmental quality	department is successful at retention of faculty	My department is successful at retaining high-quality faculty members.	strongly agree	56	22%	190	15%	36	21%	119	14%	20	23%	71	16%
				somewhat agree	110	43%	464	36%	77	46%	317	37%	33	38%	147	34%
				neither agree nor disagree	38	15%	220	17%	25	15%	162	19%	13	15%	58	13%
				somewhat disagree	30	12%	255	20%	17	10%	166	19%	13	15%	89	20%
				strongly disagree	22	9%	165	13%	14	8%	94	11%	8	9%	71	16%
240d	Departmental quality	department is successful at addressing sub-standard performance	My department is successful at addressing sub-standard tenured faculty performance.	strongly agree	15	6%	73	6%	7	4%	50	6%	8	9%	23	6%
				somewhat agree	69	28%	280	23%	51	32%	185	23%	18	21%	95	23%
				neither agree nor disagree	57	23%	243	20%	43	27%	174	22%	14	16%	69	17%
				somewhat disagree	62	25%	367	30%	37	23%	232	29%	25	29%	135	33%
				strongly disagree	43	17%	248	20%	23	14%	164	20%	20	24%	84	21%
200c	Departmental collegiality	colleagues support personal obligations	My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	strongly agree	46	20%	254	22%	26	18%	168	22%	20	25%	86	22%
				somewhat agree	85	38%	434	38%	63	43%	297	39%	22	28%	137	34%
				neither agree nor disagree	47	21%	269	23%	32	22%	182	24%	15	19%	87	22%
				somewhat disagree	26	12%	119	10%	14	10%	65	9%	12	15%	54	14%
				strongly disagree	22	10%	78	7%	11	8%	44	6%	11	14%	34	9%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
200d	Departmental collegiality	meeting times are compatible	Department meetings occur at times that are compatible with my personal/family needs.	strongly agree	90	35%	509	40%	56	33%	334	40%	34	38%	175	42%
				somewhat agree	100	38%	469	37%	70	41%	330	39%	30	33%	139	33%
				neither agree nor disagree	37	14%	154	12%	25	15%	103	12%	12	13%	51	12%
				somewhat disagree	20	8%	80	6%	14	8%	45	5%	6	7%	35	8%
				strongly disagree	13	5%	50	4%	5	3%	30	4%	8	9%	20	5%
205b	Departmental collegiality	personal interactions with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of personal interaction you have with colleagues in your department.	very satisfied	53	21%	224	17%	37	22%	141	16%	16	18%	83	19%
				satisfied	121	47%	597	46%	82	49%	398	46%	39	44%	199	45%
				neither satisfied nor dissatisfied	56	22%	297	23%	32	19%	204	24%	24	27%	93	21%
				dissatisfied	19	7%	141	11%	14	8%	88	10%	5	6%	53	12%
				very dissatisfied	9	3%	42	3%	4	2%	30	3%	5	6%	12	3%
205c	Departmental collegiality	sense of belonging in department	Please rate your level of satisfaction or dissatisfaction with how well you fit in your department (e.g. your sense of belonging in your department).	very satisfied	82	31%	370	28%	56	33%	247	28%	26	29%	123	28%
				satisfied	94	36%	495	38%	66	39%	340	39%	28	31%	155	35%
				neither satisfied nor dissatisfied	40	15%	203	16%	19	11%	124	14%	21	23%	79	18%
				dissatisfied	29	11%	141	11%	22	13%	97	11%	7	8%	44	10%
				very dissatisfied	16	6%	97	7%	8	5%	61	7%	8	9%	36	8%
210a	Departmental collegiality	colleagues pitch in when needed	My departmental colleagues "pitch in" when needed.	strongly agree	76	29%	354	27%	52	31%	251	29%	24	27%	103	23%
				somewhat agree	92	36%	518	40%	63	37%	337	39%	29	32%	181	41%
				neither agree nor disagree	34	13%	165	13%	24	14%	110	13%	10	11%	55	13%
				somewhat disagree	37	14%	190	15%	21	12%	112	13%	16	18%	78	18%
				strongly disagree	20	8%	79	6%	9	5%	56	6%	11	12%	23	5%
210c	Departmental collegiality	department is collegial	On the whole, my department is collegial.	strongly agree	96	36%	483	37%	64	37%	325	37%	32	35%	158	36%
				somewhat agree	94	36%	469	36%	67	39%	318	37%	27	30%	151	34%
				neither agree nor disagree	25	9%	126	10%	17	10%	89	10%	8	9%	37	8%
				somewhat disagree	30	11%	126	10%	15	9%	72	8%	15	16%	54	12%
				strongly disagree	19	7%	102	8%	10	6%	63	7%	9	10%	39	9%
215a	Appreciation and recognition	recognition for teaching	How satisfied are you with the recognition you receive for your teaching efforts?	very satisfied	31	12%	153	12%	21	12%	102	12%	10	11%	51	12%
				satisfied	99	38%	478	38%	71	42%	325	38%	28	31%	153	36%
				neither satisfied nor dissatisfied	58	22%	268	21%	36	21%	177	21%	22	24%	91	22%
				dissatisfied	49	19%	242	19%	31	18%	161	19%	18	20%	81	19%
				very dissatisfied	23	9%	126	10%	11	6%	82	10%	12	13%	44	10%
215b	Appreciation and recognition	recognition for advising	How satisfied are you with the recognition you receive for your student advising?	very satisfied	14	6%	71	6%	8	5%	44	6%	6	8%	27	7%
				satisfied	80	35%	321	28%	57	38%	225	30%	23	30%	96	26%
				neither satisfied nor dissatisfied	62	27%	348	31%	44	29%	252	33%	18	23%	96	26%
				dissatisfied	49	21%	264	23%	29	19%	151	20%	20	26%	113	30%
				very dissatisfied	24	10%	123	11%	14	9%	81	11%	10	13%	42	11%
215c	Appreciation and recognition	recognition for scholarship	How satisfied are you with the recognition you receive for your scholarly/creative work?	very satisfied	34	13%	178	14%	26	15%	124	14%	8	9%	54	13%
				satisfied	104	40%	495	38%	70	41%	335	39%	34	38%	160	37%
				neither satisfied nor dissatisfied	59	23%	277	21%	37	22%	180	21%	22	24%	97	23%
				dissatisfied	46	18%	227	18%	28	16%	146	17%	18	20%	81	19%
				very dissatisfied	19	7%	117	9%	11	6%	79	9%	8	9%	38	9%
215d	Appreciation and recognition	recognition for service	How satisfied are you with the recognition you receive for your service contributions (e.g., committee work)?	very satisfied	22	8%	107	8%	14	8%	73	9%	8	9%	34	8%
				satisfied	92	35%	401	31%	66	39%	273	32%	26	28%	128	29%
				neither satisfied nor dissatisfied	62	24%	353	27%	39	23%	244	28%	23	25%	109	25%
				dissatisfied	49	19%	277	21%	29	17%	169	20%	20	22%	108	25%
				very dissatisfied	38	14%	156	12%	23	13%	99	12%	15	16%	57	13%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
215e	Appreciation and recognition	recognition for outreach	How satisfied are you with the recognition you receive for your outreach (e.g., extension, community engagement, technology transfer, economic development, K-12	very satisfied	11	6%	77	8%	8	6%	49	7%	3	5%	28	8%
				satisfied	50	27%	287	29%	34	27%	185	28%	16	27%	102	30%
				neither satisfied nor dissatisfied	70	38%	338	34%	52	42%	233	36%	18	30%	105	31%
				dissatisfied	28	15%	180	18%	15	12%	111	17%	13	22%	69	20%
				very dissatisfied	26	14%	111	11%	16	13%	78	12%	10	17%	33	10%
215f	Appreciation and recognition	recognition from provost	For all of your work, how satisfied are you with the recognition you receive from your provost or chief academic officer?	very satisfied	24	10%	90	8%	21	13%	68	9%	3	4%	22	6%
				satisfied	55	24%	217	18%	38	24%	140	18%	17	23%	77	20%
				neither satisfied nor dissatisfied	87	37%	429	36%	54	34%	290	36%	33	45%	139	35%
				dissatisfied	30	13%	241	20%	23	14%	163	21%	7	10%	78	20%
				very dissatisfied	37	16%	211	18%	24	15%	134	17%	13	18%	77	20%
215g	Appreciation and recognition	recognition from dean	For all of your work, how satisfied are you with the recognition you receive from your dean or division head?	very satisfied	39	17%	163	13%	22	14%	114	14%	17	22%	49	12%
				satisfied	51	22%	345	28%	40	26%	225	27%	11	14%	120	29%
				neither satisfied nor dissatisfied	60	26%	293	24%	35	23%	200	24%	25	32%	93	23%
				dissatisfied	40	17%	207	17%	28	18%	131	16%	12	16%	76	18%
				very dissatisfied	41	18%	222	18%	29	19%	149	18%	12	16%	73	18%
215h	Appreciation and recognition	recognition from chair	For all of your work, how satisfied are you with the recognition you receive from your department head or chair?	very satisfied	56	25%	254	23%	37	25%	172	23%	19	25%	82	23%
				satisfied	74	33%	412	38%	55	37%	289	39%	19	25%	123	34%
				neither satisfied nor dissatisfied	41	18%	177	16%	23	15%	109	15%	18	24%	68	19%
				dissatisfied	27	12%	110	10%	20	13%	72	10%	7	9%	38	11%
				very dissatisfied	27	12%	144	13%	14	9%	97	13%	13	17%	47	13%
215i	Appreciation and recognition	recognition from colleagues	For all of your work, how satisfied are you with the recognition you receive from your colleagues/peers?	very satisfied	49	19%	207	16%	37	22%	138	16%	12	13%	69	16%
				satisfied	101	39%	545	42%	69	41%	380	44%	32	36%	165	38%
				neither satisfied nor dissatisfied	56	22%	329	25%	32	19%	208	24%	24	27%	121	28%
				dissatisfied	35	13%	136	11%	23	14%	81	9%	12	13%	55	13%
				very dissatisfied	19	7%	76	6%	9	5%	53	6%	10	11%	23	5%
220a	Appreciation and recognition	valued by president/provost: school	I feel that my school/college is valued by this institution's President and Provost.	strongly agree	81	32%	299	23%	56	33%	196	23%	25	29%	103	24%
				somewhat agree	86	33%	421	33%	59	35%	299	35%	27	31%	122	28%
				neither agree nor disagree	40	16%	223	17%	27	16%	144	17%	13	15%	79	18%
				somewhat disagree	25	10%	207	16%	13	8%	130	15%	12	14%	77	18%
				strongly disagree	25	10%	145	11%	16	9%	90	10%	9	10%	55	13%
220b	Appreciation and recognition	valued by president/provost: department	I feel that my department is valued by this institution's President and Provost.	strongly agree	40	16%	221	17%	28	17%	148	18%	12	14%	73	17%
				somewhat agree	85	34%	357	28%	58	35%	243	29%	27	32%	114	26%
				neither agree nor disagree	47	19%	246	19%	34	20%	169	20%	13	15%	77	18%
				somewhat disagree	42	17%	250	20%	22	13%	158	19%	20	24%	92	21%
				strongly disagree	39	15%	202	16%	26	15%	127	15%	13	15%	75	17%
245a	Appreciation and recognition	CAO cares about assistant professors	The person who serves as the chief academic officer at my institution cares about Assistant Professors.	strongly agree	56	23%	187	16%	37	23%	127	16%	19	23%	60	15%
				somewhat agree	72	30%	338	28%	45	28%	236	29%	27	33%	102	25%
				neither agree nor disagree	94	39%	465	39%	67	42%	305	38%	27	33%	160	40%
				somewhat disagree	10	4%	130	11%	6	4%	77	10%	4	5%	53	13%
				strongly disagree	9	4%	85	7%	5	3%	57	7%	4	5%	28	7%
245b	Appreciation and recognition	CAO cares about associate professors	The person who serves as the chief academic officer at my institution cares about Associate Professors.	strongly agree	44	18%	153	13%	30	19%	110	14%	14	17%	43	11%
				somewhat agree	72	30%	327	27%	47	29%	230	29%	25	31%	97	24%
				neither agree nor disagree	93	39%	479	40%	65	41%	314	39%	28	35%	165	40%
				somewhat disagree	19	8%	146	12%	12	8%	83	10%	7	9%	63	15%
				strongly disagree	13	5%	107	9%	6	4%	66	8%	7	9%	41	10%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
245c	Appreciation and recognition	CAO cares about full professors	The person who serves as the chief academic officer at my institution cares about Full Professors.	strongly agree	51	22%	177	15%	31	20%	124	16%	20	25%	53	13%
				somewhat agree	72	30%	336	28%	46	29%	238	30%	26	33%	98	24%
				neither agree nor disagree	100	42%	467	39%	69	44%	295	37%	31	39%	172	43%
				somewhat disagree	4	2%	123	10%	4	3%	69	9%	0	0%	54	13%
				strongly disagree	10	4%	91	8%	7	4%	67	8%	3	4%	24	6%
225	Retention*	pursuit of other employment*	Which of the following have you done at this institution in the past five years	actively sought an outside job offer	53	20%	370	28%	30	17%	252	29%	23	25%	118	27%
				received a formal job offer	46	17%	226	17%	22	13%	155	18%	24	26%	71	16%
				used an outside offer as leverage	12	5%	52	4%	6	3%	37	4%	6	7%	15	3%
				none of the above	167	63%	737	56%	115	66%	484	55%	52	57%	253	58%
				base salary	11	92%	41	79%	6	100%	27	73%	5	83%	14	93%
230	Retention*	[Q225=3] negotiated changed to contract*	Which of the following items were adjusted as a result of negotiations?	supplemental salary	3	25%	9	17%	1	17%	8	22%	2	33%	1	7%
				tenure clock	0	0%	1	2%	0	0%	1	3%	0	0%	0	0%
				teaching load	3	25%	9	17%	3	50%	8	22%	0	0%	1	7%
				administrative responsibilities	2	17%	7	13%	1	17%	7	19%	1	17%	0	0%
				leave time	0	0%	2	4%	0	0%	2	5%	0	0%	0	0%
				equipment	1	8%	3	6%	0	0%	3	8%	1	17%	0	0%
				lab/research support	1	8%	5	10%	0	0%	2	5%	1	17%	3	20%
				employment for spouse/partner	0	0%	4	8%	0	0%	3	8%	0	0%	1	7%
				sabbatical or other leave	0	0%	4	8%	0	0%	4	11%	0	0%	0	0%
				no adjustments	0	0%	3	6%	0	0%	2	5%	0	0%	1	7%
235	Retention*	[Q225<=3] negotiated change to contract*	If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?	base salary	100	44%	620	52%	69	47%	423	54%	31	39%	197	50%
				supplemental salary	20	9%	54	5%	14	9%	40	5%	6	8%	14	4%
				tenure clock	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
				teaching load	32	14%	140	12%	17	11%	87	11%	15	19%	53	13%
				administrative responsibilities	10	4%	57	5%	8	5%	34	4%	2	3%	23	6%
				leave time	6	3%	14	1%	2	1%	8	1%	4	5%	6	2%
				equipment	5	2%	26	2%	4	3%	17	2%	1	1%	9	2%
				lab/research support	13	6%	88	7%	10	7%	61	8%	3	4%	27	7%
				employment for spouse/partner	13	6%	25	2%	6	4%	18	2%	7	9%	7	2%
				sabbatical or other leave	18	8%	125	11%	10	7%	73	9%	8	10%	52	13%
240a	Retention*	outside offers are unnecessary*	Outside offers are not necessary as leverage in compensation negotiations.	no adjustments	11	5%	32	3%	8	5%	25	3%	3	4%	7	2%
				strongly agree	25	11%	77	7%	15	10%	57	8%	10	14%	20	6%
				somewhat agree	35	15%	148	13%	23	15%	108	14%	12	16%	40	11%
				neither agree nor disagree	40	18%	163	15%	27	18%	104	14%	13	18%	59	16%
				somewhat disagree	54	24%	286	26%	37	24%	200	27%	17	23%	86	24%
245d	Retention*	would again choose to work at institution*	If I had it to do all over, I would again choose to work at this institution.	strongly disagree	72	32%	439	39%	51	33%	283	38%	21	29%	156	43%
				strongly agree	78	30%	359	28%	46	27%	256	30%	32	35%	103	24%
				somewhat agree	87	33%	394	31%	64	38%	259	30%	23	25%	135	32%
				neither agree nor disagree	45	17%	206	16%	33	19%	116	14%	12	13%	90	21%
				somewhat disagree	33	13%	175	14%	15	9%	116	14%	18	20%	59	14%
245e	Retention*	would again choose an academic career*	If I had it to do all over, I would again choose an academic career.	strongly disagree	18	7%	144	11%	12	7%	103	12%	6	7%	41	10%
				strongly agree	179	68%	833	64%	114	66%	569	66%	65	71%	264	61%
				somewhat agree	49	19%	289	22%	36	21%	186	22%	13	14%	103	24%
				neither agree nor disagree	23	9%	79	6%	17	10%	53	6%	6	7%	26	6%
				somewhat disagree	9	3%	69	5%	6	3%	37	4%	3	3%	32	7%
				strongly disagree	4	2%	29	2%	0	0%	19	2%	4	4%	10	2%

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item	theme	short name	description	response scale	overall				males				females			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
255	Retention*	time remaining at institution*	How long do you plan to remain at this institution?	for no more than 5 years	65	25%	307	24%	45	27%	210	25%	20	22%	97	23%
				more than 5 years but less than 10	46	18%	227	18%	31	19%	156	18%	15	17%	71	17%
				10 years or more	64	25%	300	24%	46	28%	208	25%	18	20%	92	22%
				I don't know	81	32%	437	34%	45	27%	270	32%	36	40%	167	39%
				to improve salary/benefits	39	16%	226	18%	28	17%	157	19%	11	13%	69	17%
				to find a more collegial workplace	6	2%	45	4%	2	1%	18	2%	4	5%	27	6%
				employer who provides more resources	24	10%	102	8%	11	7%	60	7%	13	15%	42	10%
260	Retention*	reasons for departure*	If you were to leave your institution, what would be your primary reason?	institution whose priorities match my career	18	7%	99	8%	12	7%	71	8%	6	7%	28	7%
				to pursue an administrative position in my field	11	4%	61	5%	6	4%	45	5%	5	6%	16	4%
				to pursue a non-academic position	1	0%	21	2%	0	0%	12	1%	1	1%	9	2%
				employment opportunities for spouse/other family/personal needs	9	4%	28	2%	6	4%	14	2%	3	4%	14	3%
				to improve quality of life	6	2%	59	5%	3	2%	40	5%	3	4%	19	5%
				to improve quality of life	17	7%	115	9%	12	7%	65	8%	5	6%	50	12%
				to retire	83	34%	362	29%	61	38%	261	31%	22	26%	101	24%
				to improve prospects for promotion	5	2%	7	1%	3	2%	4	0%	2	2%	3	1%
				to move to a preferred geographic location	22	9%	102	8%	14	9%	68	8%	8	9%	34	8%
				there is no reason why I would leave this institution	6	2%	28	2%	4	2%	22	3%	2	2%	6	1%
265	Retention*	recommendation of department*	If a candidate for a faculty position asked you about your department as a place to work, would you...	strongly recommend	138	55%	615	49%	93	56%	408	49%	45	53%	207	50%
				recommend with reservations	96	38%	536	43%	65	39%	357	43%	31	36%	179	43%
				not recommend	17	7%	106	8%	8	5%	75	9%	9	11%	31	7%
				strongly disagree	40	15%	231	18%	22	13%	161	19%	18	20%	70	16%
210b	Global satisfaction*	institution is collegial*	On the whole, my institution is collegial.	somewhat agree	144	55%	633	48%	98	57%	422	49%	46	51%	211	48%
				neither agree nor disagree	52	20%	243	19%	34	20%	150	17%	18	20%	93	21%
				somewhat disagree	20	8%	136	10%	14	8%	93	11%	6	7%	43	10%
				strongly disagree	8	3%	66	5%	5	3%	43	5%	3	3%	23	5%
				very satisfied	80	31%	345	26%	52	30%	239	28%	28	31%	106	24%
250a	Global satisfaction*	overall rating of department*	All things considered, please rate your level of satisfaction or dissatisfaction with your department as a place to work.	satisfied	104	40%	535	41%	74	43%	362	42%	30	33%	173	40%
				neither satisfied nor dissatisfied	33	13%	174	13%	24	14%	114	13%	9	10%	60	14%
				dissatisfied	32	12%	150	12%	17	10%	93	11%	15	17%	57	13%
				very dissatisfied	12	5%	98	8%	4	2%	60	7%	8	9%	38	9%
250b	Global satisfaction*	overall rating of institution*	All things considered, please rate your level of satisfaction or dissatisfaction with your institution as a place to work.	very satisfied	45	17%	232	18%	31	18%	167	19%	14	15%	65	15%
				satisfied	140	53%	530	41%	95	55%	339	39%	45	49%	191	44%
				neither satisfied nor dissatisfied	37	14%	231	18%	23	13%	147	17%	14	15%	84	19%
				dissatisfied	34	13%	220	17%	18	10%	155	18%	16	18%	65	15%
				very dissatisfied	8	3%	90	7%	6	3%	59	7%	2	2%	31	7%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
45c	Nature of work: Service	time on service	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Service (e.g., committee work).	very satisfied	15	7%	92	8%	5	19%	16	15%	4	17%	22	15%
				satisfied	106	47%	494	44%	12	46%	56	51%	11	46%	61	41%
				neither satisfied nor dissatisfied	51	23%	276	24%	4	15%	28	25%	6	25%	28	19%
				dissatisfied	41	18%	219	19%	4	15%	7	6%	1	4%	25	17%
				very dissatisfied	13	6%	46	4%	1	4%	3	3%	2	8%	14	9%
55b	Nature of work: Service	support for additional leadership roles	My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work.	strongly agree	10	5%	84	8%	2	9%	16	16%	2	9%	8	6%
				somewhat agree	59	27%	262	24%	10	43%	25	25%	4	17%	37	26%
				neither agree nor disagree	27	13%	150	14%	3	13%	21	21%	4	17%	17	12%
				somewhat disagree	73	34%	323	30%	6	26%	22	22%	9	39%	41	28%
				strongly disagree	46	21%	267	25%	2	9%	15	15%	4	17%	41	28%
60a	Nature of work: Service	number of committees	Please rate your level of satisfaction or dissatisfaction with the number of committees on which you serve.	very satisfied	17	8%	88	8%	1	4%	16	15%	2	8%	11	7%
				satisfied	96	43%	513	46%	15	60%	58	54%	12	48%	67	45%
				neither satisfied nor dissatisfied	64	29%	274	25%	5	20%	22	21%	4	16%	36	24%
				dissatisfied	31	14%	212	19%	4	16%	9	8%	6	24%	28	19%
				very dissatisfied	14	6%	31	3%	0	0%	2	2%	1	4%	6	4%
60b	Nature of work: Service	attractiveness of committees	Please rate your level of satisfaction or dissatisfaction with the attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve.	very satisfied	22	10%	106	10%	4	17%	10	9%	2	8%	18	12%
				satisfied	98	44%	485	44%	10	42%	54	50%	10	40%	65	45%
				neither satisfied nor dissatisfied	69	31%	347	31%	5	21%	27	25%	8	32%	47	32%
				dissatisfied	25	11%	142	13%	4	17%	14	13%	4	16%	10	7%
				very dissatisfied	8	4%	33	3%	1	4%	2	2%	1	4%	6	4%
60c	Nature of work: Service	choice of committees	Please rate your level of satisfaction or dissatisfaction with the discretion you have to choose the committees on which you serve.	very satisfied	26	12%	170	15%	2	8%	18	17%	4	17%	28	19%
				satisfied	87	39%	464	42%	13	54%	40	38%	11	48%	53	36%
				neither satisfied nor dissatisfied	66	30%	288	26%	5	21%	34	32%	6	26%	38	26%
				dissatisfied	36	16%	148	13%	3	13%	10	9%	1	4%	20	14%
				very dissatisfied	7	3%	42	4%	1	4%	4	4%	1	4%	8	5%
60d	Nature of work: Service	equity of committee assignment distribution	Please rate your level of satisfaction or dissatisfaction with how equitably committee assignments are distributed across faculty in your department.	very satisfied	20	9%	112	10%	2	8%	13	13%	3	13%	13	9%
				satisfied	67	31%	353	32%	9	38%	40	39%	7	29%	46	31%
				neither satisfied nor dissatisfied	57	27%	234	21%	4	17%	28	27%	7	29%	30	20%
				dissatisfied	47	22%	275	25%	4	17%	13	13%	4	17%	36	24%
				very dissatisfied	24	11%	133	12%	5	21%	9	9%	3	13%	22	15%
50c	Nature of work: Service*	[Q45c<3] time on service*	Indicate whether you spend too much or too little time on service.	too much	50	94%	249	98%	4	80%	7	88%	3	100%	37	97%
				too little	3	6%	5	2%	1	20%	1	13%	0	0%	1	3%
45a	Nature of work: Teaching	time on teaching	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Teaching.	very satisfied	61	27%	272	25%	6	23%	29	26%	7	30%	46	32%
				satisfied	114	51%	553	51%	17	65%	50	45%	8	35%	72	49%
				neither satisfied nor dissatisfied	22	10%	119	11%	2	8%	18	16%	4	17%	12	8%
				dissatisfied	26	12%	125	11%	1	4%	11	10%	4	17%	13	9%
				very dissatisfied	1	0%	24	2%	0	0%	2	2%	0	0%	3	2%
70a	Nature of work: Teaching	number of courses taught	Please rate your level of satisfaction or dissatisfaction with the number of courses you teach.	very satisfied	59	27%	276	26%	8	32%	27	25%	5	22%	40	28%
				satisfied	95	43%	464	43%	12	48%	43	40%	9	39%	64	45%
				neither satisfied nor dissatisfied	24	11%	131	12%	4	16%	15	14%	3	13%	18	13%
				dissatisfied	39	18%	166	15%	0	0%	19	18%	5	22%	16	11%
				very dissatisfied	3	1%	35	3%	1	4%	3	3%	1	4%	5	3%
70b	Nature of work: Teaching	level of courses taught	Please rate your level of satisfaction or dissatisfaction with the level of courses you teach.	very satisfied	91	41%	365	34%	8	32%	42	39%	10	43%	54	38%
				satisfied	104	47%	528	49%	15	60%	51	48%	10	43%	60	42%
				neither satisfied nor dissatisfied	13	6%	98	9%	1	4%	9	8%	1	4%	18	13%
				dissatisfied	12	5%	71	7%	1	4%	5	5%	1	4%	7	5%
				very dissatisfied	0	0%	9	1%	0	0%	0	0%	1	4%	3	2%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
70c	Nature of work: Teaching	discretion over course content	Please rate your level of satisfaction or dissatisfaction with the discretion you have over the content of the courses you teach.	very satisfied	143	65%	657	61%	13	52%	52	49%	12	52%	94	66%
				satisfied	63	29%	344	32%	11	44%	43	41%	9	39%	38	27%
				neither satisfied nor dissatisfied	7	3%	44	4%	1	4%	9	8%	1	4%	5	3%
				dissatisfied	5	2%	22	2%	0	0%	1	1%	0	0%	5	3%
				very dissatisfied	2	1%	10	1%	0	0%	1	1%	1	4%	1	1%
70e	Nature of work: Teaching	quality of students	Please rate your level of satisfaction or dissatisfaction with the quality of students you teach, on average.	very satisfied	29	13%	103	10%	1	4%	10	9%	2	9%	16	11%
				satisfied	83	38%	406	38%	9	36%	34	32%	8	35%	50	35%
				neither satisfied nor dissatisfied	46	21%	240	22%	9	36%	27	25%	7	30%	36	25%
				dissatisfied	52	24%	251	23%	3	12%	30	28%	5	22%	35	25%
				very dissatisfied	10	5%	77	7%	3	12%	6	6%	1	4%	5	4%
70h	Nature of work: Teaching	equity of teaching workload distribution	Please rate your level of satisfaction or dissatisfaction with how equitably teaching workload is distributed across faculty in your department.	very satisfied	23	11%	135	13%	4	16%	18	17%	3	13%	19	13%
				satisfied	74	34%	386	36%	10	40%	32	30%	6	26%	45	31%
				neither satisfied nor dissatisfied	47	22%	238	22%	7	28%	30	29%	9	39%	31	22%
				dissatisfied	44	20%	182	17%	2	8%	14	13%	5	22%	30	21%
				very dissatisfied	27	13%	129	12%	2	8%	11	10%	0	0%	18	13%
50a	Nature of work: Teaching*	[Q45a<3] time on teaching*	Indicate whether you spend too much or too little time on teaching.	too much	17	63%	114	83%	1	100%	13	100%	4	100%	13	81%
				too little	10	37%	24	17%	0	0%	0	0%	0	0%	3	19%
45b	Nature of work: Research	time on research	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Research.	very satisfied	42	19%	189	17%	6	23%	24	22%	2	8%	31	21%
				satisfied	73	33%	430	39%	14	54%	56	51%	6	25%	43	30%
				neither satisfied nor dissatisfied	34	15%	134	12%	0	0%	8	7%	9	38%	16	11%
				dissatisfied	63	28%	298	27%	4	15%	18	17%	6	25%	44	30%
				very dissatisfied	11	5%	56	5%	2	8%	3	3%	1	4%	11	8%
70g	Nature of work: Research	availability of course release	Please rate your level of satisfaction or dissatisfaction with the availability of course release time to focus on your research.	very satisfied	14	7%	72	7%	4	16%	10	10%	0	0%	10	7%
				satisfied	43	21%	207	20%	7	28%	25	25%	2	10%	20	15%
				neither satisfied nor dissatisfied	46	22%	224	22%	5	20%	19	19%	9	43%	29	21%
				dissatisfied	61	29%	289	28%	7	28%	32	32%	6	29%	46	34%
				very dissatisfied	43	21%	241	23%	2	8%	15	15%	4	19%	31	23%
80a	Nature of work: Research	expectations for external funding	Please rate your level of satisfaction or dissatisfaction with the amount of external funding you are expected to find.	very satisfied	4	2%	61	6%	2	8%	11	11%	1	5%	9	7%
				satisfied	62	31%	347	34%	10	42%	30	31%	3	14%	35	27%
				neither satisfied nor dissatisfied	60	30%	342	34%	4	17%	30	31%	8	36%	53	40%
				dissatisfied	53	27%	193	19%	7	29%	19	20%	7	32%	20	15%
				very dissatisfied	19	10%	68	7%	1	4%	6	6%	3	14%	14	11%
80b	Nature of work: Research	influence over focus of research	Please rate your level of satisfaction or dissatisfaction with the influence you have over the focus of your research/scholarly/creative work.	very satisfied	103	47%	603	55%	13	52%	38	36%	11	48%	77	52%
				satisfied	88	40%	382	35%	9	36%	48	45%	9	39%	48	33%
				neither satisfied nor dissatisfied	13	6%	74	7%	1	4%	12	11%	1	4%	14	10%
				dissatisfied	13	6%	32	3%	2	8%	6	6%	1	4%	5	3%
				very dissatisfied	4	2%	13	1%	0	0%	2	2%	1	4%	3	2%
80c	Nature of work: Research	quality of graduate students	Please rate your level of satisfaction or dissatisfaction with the quality of graduate students to support your work.	very satisfied	20	10%	107	11%	3	12%	11	11%	4	20%	18	13%
				satisfied	64	32%	338	34%	10	40%	35	36%	6	30%	42	31%
				neither satisfied nor dissatisfied	48	24%	196	20%	4	16%	22	22%	4	20%	35	26%
				dissatisfied	50	25%	243	25%	5	20%	23	23%	1	5%	28	21%
				very dissatisfied	19	9%	100	10%	3	12%	7	7%	5	25%	12	9%
85a	Nature of work: Research	support for obtaining grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for obtaining externally funded grants (pre-award).	very satisfied	11	6%	63	6%	2	8%	8	8%	2	9%	9	7%
				satisfied	57	29%	276	28%	9	36%	37	39%	6	27%	35	26%
				neither satisfied nor dissatisfied	58	29%	288	29%	2	8%	27	28%	9	41%	37	27%
				dissatisfied	45	23%	234	24%	7	28%	16	17%	2	9%	36	26%
				very dissatisfied	27	14%	132	13%	5	20%	7	7%	3	14%	19	14%
				very satisfied	8	5%	44	5%	1	5%	4	5%	1	6%	6	5%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
85b	Nature of work: Research	support for managing grants	or dissatisfaction with the support your institution has offered you for managing externally funded grants (post-award).	satisfied	44	26%	213	24%	8	36%	30	35%	4	22%	24	21%
				neither satisfied nor dissatisfied	55	32%	258	29%	3	14%	27	32%	10	56%	36	32%
				dissatisfied	38	22%	217	25%	2	9%	15	18%	1	6%	30	27%
				very dissatisfied	27	16%	147	17%	8	36%	9	11%	2	11%	16	14%
85c	Nature of work: Research	support for securing graduate student support	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for securing graduate student assistance.	very satisfied	9	5%	75	8%	2	8%	10	10%	2	10%	13	10%
				satisfied	65	33%	286	29%	6	24%	28	29%	4	19%	42	31%
				neither satisfied nor dissatisfied	49	25%	263	27%	7	28%	31	32%	5	24%	32	24%
				dissatisfied	45	23%	233	23%	6	24%	22	22%	5	24%	26	19%
85d	Nature of work: Research	support for research travel	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for traveling to present papers or conduct research/creative work.	very dissatisfied	28	14%	135	14%	4	16%	7	7%	5	24%	22	16%
				satisfied	30	14%	172	16%	3	12%	14	13%	4	17%	20	14%
				neither satisfied nor dissatisfied	91	42%	354	32%	11	44%	46	43%	7	29%	38	27%
				dissatisfied	34	16%	205	19%	5	20%	24	23%	8	33%	34	24%
50b	Nature of work: Research*	[Q45b<3] time on research*	Indicate whether you spend too much or too little time on research.	very dissatisfied	48	22%	241	22%	2	8%	10	9%	2	8%	30	21%
				too much	16	7%	123	11%	4	16%	12	11%	3	13%	20	14%
				too little	2	3%	9	3%	0	0%	4	21%	0	0%	2	4%
				very satisfied	72	97%	339	97%	6	100%	15	79%	7	100%	50	96%
45d	Nature of work: Other*	time spent on outreach*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Outreach.	very satisfied	21	13%	150	16%	1	5%	9	10%	2	10%	34	27%
				satisfied	77	47%	419	46%	6	29%	43	48%	8	40%	41	33%
				neither satisfied nor dissatisfied	56	34%	260	29%	11	52%	31	34%	8	40%	35	28%
				dissatisfied	10	6%	70	8%	2	10%	6	7%	2	10%	13	10%
45e	Nature of work: Other*	time spent on administrative tasks*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Administrative tasks.	very dissatisfied	1	1%	11	1%	1	5%	1	1%	0	0%	3	2%
				satisfied	14	7%	73	8%	5	21%	13	17%	3	13%	12	10%
				neither satisfied nor dissatisfied	74	38%	295	31%	7	29%	25	33%	8	35%	37	31%
				dissatisfied	43	22%	266	28%	6	25%	24	32%	6	26%	30	25%
50d	Nature of work: Other*	[Q45d<3] time on outreach*	Indicate whether you spend too much or too little time on outreach.	very dissatisfied	48	24%	255	27%	4	17%	10	13%	5	22%	27	23%
				too much	17	9%	65	7%	2	8%	4	5%	1	4%	12	10%
				too little	4	36%	21	29%	0	0%	1	20%	0	0%	3	19%
				very satisfied	7	64%	52	71%	3	100%	4	80%	2	100%	13	81%
50e	Nature of work: Other*	[Q45e<3] time on admin. tasks*	Indicate whether you spend too much or too little time on admin. tasks.	very dissatisfied	61	98%	299	98%	5	100%	11	85%	6	100%	38	97%
				too much	1	2%	7	2%	0	0%	2	15%	0	0%	1	3%
				too little	35	16%	175	16%	8	32%	24	22%	1	4%	26	17%
				very satisfied	86	38%	407	36%	6	24%	57	52%	10	43%	53	36%
55a	Nature of work: Other*	balance of faculty roles*	Please rate your level of agreement or disagreement with the following statements. I am able to balance the teaching, research, and service activities expected of me.	strongly disagree	15	7%	79	7%	4	16%	7	6%	1	4%	12	8%
				somewhat disagree	65	29%	299	27%	6	24%	18	16%	6	26%	40	27%
				neither agree nor disagree	23	10%	159	14%	1	4%	4	4%	5	22%	18	12%
				strongly agree	58	26%	292	26%	9	36%	14	13%	6	24%	33	22%
90a	Facilities and resources for work	office	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Office.	very satisfied	109	49%	501	45%	12	48%	54	51%	11	44%	68	46%
				satisfied	23	10%	153	14%	0	0%	17	16%	3	12%	24	16%
				neither satisfied nor dissatisfied	26	12%	124	11%	3	12%	17	16%	3	12%	14	9%
				dissatisfied	7	3%	40	4%	1	4%	4	4%	2	8%	9	6%
90b	Facilities and resources for work	lab/research/studio space	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Laboratory, research, or studio space.	very dissatisfied	27	16%	99	12%	6	29%	7	8%	1	6%	15	14%
				satisfied	66	40%	319	40%	4	19%	35	40%	3	18%	25	24%
				neither satisfied nor dissatisfied	43	26%	152	19%	5	24%	17	19%	7	41%	25	24%
				dissatisfied	23	14%	141	18%	4	19%	19	22%	3	18%	26	25%
				very dissatisfied	5	3%	86	11%	2	10%	10	11%	3	18%	14	13%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
90c	Facilities and resources for work	equipment	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Equipment.	very satisfied	38	18%	129	12%	7	29%	13	13%	3	14%	19	13%
				satisfied	100	48%	473	45%	11	46%	39	38%	12	55%	49	34%
				neither satisfied nor dissatisfied	42	20%	208	20%	1	4%	26	25%	2	9%	36	25%
				dissatisfied	25	12%	194	18%	4	17%	18	17%	5	23%	28	20%
				very dissatisfied	4	2%	54	5%	1	4%	7	7%	0	0%	11	8%
90d	Facilities and resources for work	classrooms	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Classrooms.	very satisfied	24	11%	117	11%	8	32%	14	13%	2	8%	19	13%
				satisfied	101	46%	432	40%	9	36%	52	49%	11	44%	56	39%
				neither satisfied nor dissatisfied	37	17%	199	18%	3	12%	23	22%	5	20%	29	20%
				dissatisfied	46	21%	240	22%	4	16%	13	12%	6	24%	30	21%
				very dissatisfied	11	5%	90	8%	1	4%	4	4%	1	4%	9	6%
90e	Facilities and resources for work	library resources	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Library resources.	very satisfied	75	34%	194	18%	9	38%	14	13%	7	28%	29	20%
				satisfied	109	49%	467	42%	12	50%	50	48%	17	68%	57	39%
				neither satisfied nor dissatisfied	26	12%	173	16%	1	4%	19	18%	1	4%	18	12%
				dissatisfied	11	5%	176	16%	2	8%	13	12%	0	0%	25	17%
				very dissatisfied	1	0%	90	8%	0	0%	9	9%	0	0%	17	12%
90f	Facilities and resources for work	computing & technical support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Computing and technical support.	very satisfied	70	31%	202	18%	9	36%	15	14%	4	17%	29	20%
				satisfied	106	47%	463	42%	9	36%	48	45%	12	50%	56	38%
				neither satisfied nor dissatisfied	23	10%	188	17%	3	12%	18	17%	5	21%	20	14%
				dissatisfied	20	9%	188	17%	2	8%	20	19%	1	4%	29	20%
				very dissatisfied	5	2%	68	6%	2	8%	5	5%	2	8%	13	9%
90h	Facilities and resources for work	clerical & administrative support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Clerical/administrative support.	very satisfied	43	19%	139	13%	5	20%	4	4%	1	4%	33	22%
				satisfied	88	40%	403	36%	8	32%	45	42%	10	42%	45	31%
				neither satisfied nor dissatisfied	26	12%	198	18%	4	16%	23	22%	5	21%	17	12%
				dissatisfied	47	21%	259	23%	4	16%	18	17%	7	29%	36	24%
				very dissatisfied	18	8%	106	10%	4	16%	16	15%	1	4%	16	11%
70f	Facilities and resources for work	support to improve teaching	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for improving your teaching.	very satisfied	27	13%	145	14%	4	17%	15	14%	2	9%	27	19%
				satisfied	64	30%	409	39%	4	17%	32	30%	3	14%	36	26%
				neither satisfied nor dissatisfied	82	39%	310	30%	12	50%	35	33%	13	59%	47	33%
				dissatisfied	26	12%	120	11%	1	4%	17	16%	4	18%	19	13%
				very dissatisfied	11	5%	64	6%	3	13%	7	7%	0	0%	12	9%
95d	Personal and family support	housing benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage).	very satisfied	2	2%	2	0%	1	6%	0	0%	0	0%	1	1%
				satisfied	5	5%	16	3%	0	0%	2	3%	1	13%	4	4%
				neither satisfied nor dissatisfied	23	21%	85	14%	1	6%	7	12%	1	13%	13	15%
				dissatisfied	13	12%	42	7%	1	6%	13	22%	0	0%	11	12%
				very dissatisfied	11	10%	71	12%	3	17%	12	21%	1	13%	19	21%
				not offered at my institution	54	50%	380	64%	12	67%	24	41%	5	63%	41	46%
95e	Personal and family support	tuition waivers	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Tuition waivers.	very satisfied	18	14%	76	10%	2	14%	10	14%	2	17%	13	13%
				satisfied	36	29%	309	39%	4	29%	23	32%	3	25%	31	31%
				neither satisfied nor dissatisfied	30	24%	174	22%	2	14%	25	35%	3	25%	29	29%
				dissatisfied	14	11%	130	17%	4	29%	7	10%	2	17%	13	13%
				very dissatisfied	13	10%	61	8%	1	7%	5	7%	2	17%	12	12%
				not offered at my institution	15	12%	33	4%	1	7%	1	1%	0	0%	3	3%
95f	Personal and family support	spousal/partner hiring program	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Spousal/partner hiring program.	very satisfied	5	5%	25	5%	0	0%	0	0%	0	0%	4	6%
				satisfied	21	20%	67	13%	1	9%	6	11%	4	40%	7	10%
				neither satisfied nor dissatisfied	34	32%	141	28%	4	36%	23	42%	0	0%	20	29%
				dissatisfied	18	17%	71	14%	2	18%	9	16%	3	30%	15	22%
				very dissatisfied	16	15%	100	20%	4	36%	9	16%	3	30%	15	22%
				not offered at my institution	11	10%	94	19%	0	0%	8	15%	0	0%	8	12%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
95g	Personal and family support	childcare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Childcare.	very satisfied	1	1%	23	6%	0	0%	2	5%	0	0%	0	0%
				satisfied	5	6%	38	10%	0	0%	7	17%	0	0%	7	12%
				neither satisfied nor dissatisfied	25	32%	111	28%	5	36%	21	50%	2	40%	14	24%
				dissatisfied	10	13%	54	14%	3	21%	4	10%	1	20%	11	19%
				very dissatisfied	11	14%	60	15%	2	14%	3	7%	2	40%	14	24%
				not offered at my institution	27	34%	110	28%	4	29%	5	12%	0	0%	13	22%
95h	Personal and family support	eldercare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Eldercare.	very satisfied	2	2%	4	1%	0	0%	0	0%	0	0%	1	2%
				satisfied	8	10%	23	6%	0	0%	2	6%	1	20%	4	6%
				neither satisfied nor dissatisfied	26	31%	109	27%	3	27%	15	43%	0	0%	24	38%
				dissatisfied	11	13%	26	7%	3	27%	4	11%	1	20%	7	11%
				very dissatisfied	4	5%	23	6%	1	9%	2	6%	1	20%	6	10%
				not offered at my institution	32	39%	215	54%	4	36%	12	34%	2	40%	21	33%
95j	Personal and family support	family medical/parental leave	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Family medical/parental leave.	very satisfied	13	10%	64	10%	1	6%	6	9%	1	7%	10	11%
				satisfied	54	41%	284	42%	6	33%	24	36%	5	36%	28	31%
				neither satisfied nor dissatisfied	43	33%	194	29%	5	28%	26	39%	5	36%	31	34%
				dissatisfied	11	8%	69	10%	2	11%	7	10%	0	0%	15	16%
				very dissatisfied	5	4%	37	6%	3	17%	1	1%	2	14%	7	8%
				not offered at my institution	6	5%	21	3%	1	6%	3	4%	1	7%	0	0%
95k	Personal and family support	modified duties for family reasons	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Flexible workload/modified duties for parental or other family reasons.	very satisfied	14	12%	83	12%	4	31%	7	10%	1	8%	15	16%
				satisfied	36	32%	272	41%	3	23%	28	41%	4	31%	29	30%
				neither satisfied nor dissatisfied	30	26%	168	25%	3	23%	20	29%	4	31%	23	24%
				dissatisfied	16	14%	54	8%	1	8%	5	7%	3	23%	12	13%
				very dissatisfied	8	7%	35	5%	1	8%	4	6%	1	8%	11	11%
				not offered at my institution	10	9%	57	9%	1	8%	4	6%	0	0%	6	6%
200b	Personal and family support	compatibility of career/personal life	My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	strongly agree	7	4%	63	7%	1	5%	10	13%	2	11%	15	13%
				somewhat agree	48	28%	216	25%	2	11%	24	30%	3	16%	25	21%
				neither agree nor disagree	40	23%	234	27%	7	37%	22	28%	4	21%	21	18%
				somewhat disagree	51	29%	212	24%	5	26%	16	20%	4	21%	26	22%
				strongly disagree	28	16%	147	17%	4	21%	7	9%	6	32%	31	26%
				not offered at my institution	42	19%	196	18%	5	22%	22	22%	3	12%	24	17%
200a	Personal and family support*	career/personal life balance*	I have been able to find the right balance, for me, between my professional life and my personal/family life.	strongly agree	89	41%	395	37%	9	39%	48	49%	13	52%	53	38%
				somewhat agree	20	9%	92	9%	1	4%	13	13%	4	16%	15	11%
				neither agree nor disagree	42	19%	262	25%	6	26%	9	9%	2	8%	28	20%
				somewhat disagree	23	11%	120	11%	2	9%	6	6%	3	12%	21	15%
				strongly disagree	42	19%	160	15%	4	16%	16	16%	1	4%	21	14%
				not offered at my institution	120	54%	572	53%	6	24%	42	41%	18	72%	66	45%
95a	Health and retirement benefits	health benefits for self	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for yourself.	satisfied	34	15%	176	16%	7	28%	24	23%	2	8%	29	20%
				neither satisfied nor dissatisfied	22	10%	125	12%	6	24%	18	17%	2	8%	20	14%
				dissatisfied	5	2%	52	5%	2	8%	3	3%	2	8%	10	7%
				very dissatisfied	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
				not offered at my institution	20	11%	131	14%	3	13%	14	14%	0	0%	15	12%
				very satisfied	107	57%	492	52%	6	26%	39	40%	12	57%	52	42%
95b	Health and retirement benefits	health benefits for family	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for your family (i.e. spouse, partner, and dependents).	satisfied	27	14%	152	16%	5	22%	27	28%	5	24%	23	19%
				neither satisfied nor dissatisfied	26	14%	119	13%	5	22%	13	13%	3	14%	23	19%
				dissatisfied	9	5%	56	6%	4	17%	4	4%	1	5%	10	8%
				very dissatisfied	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
				not offered at my institution	20	11%	131	14%	3	13%	14	14%	0	0%	15	12%
				very satisfied	107	57%	492	52%	6	26%	39	40%	12	57%	52	42%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
95c	Health and retirement benefits	retirement benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Retirement benefits.	very satisfied	15	7%	148	14%	1	4%	9	9%	2	10%	17	13%
				satisfied	102	50%	487	46%	12	52%	39	40%	12	57%	47	35%
				neither satisfied nor dissatisfied	56	27%	230	22%	6	26%	33	34%	3	14%	38	28%
				dissatisfied	29	14%	135	13%	4	17%	12	12%	1	5%	19	14%
				very dissatisfied	4	2%	48	5%	0	0%	4	4%	3	14%	14	10%
				not offered at my institution	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
95i	Health and retirement benefits	phased retirement options	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Phased retirement options.	very satisfied	7	5%	36	6%	0	0%	3	5%	1	8%	10	10%
				satisfied	40	28%	183	30%	1	8%	15	23%	2	17%	22	23%
				neither satisfied nor dissatisfied	44	31%	190	31%	8	62%	30	46%	4	33%	33	34%
				dissatisfied	29	20%	67	11%	2	15%	7	11%	3	25%	14	15%
				very dissatisfied	12	8%	45	7%	0	0%	5	8%	2	17%	12	13%
				not offered at my institution	10	7%	93	15%	2	15%	5	8%	0	0%	5	5%
90g	Health and retirement benefits*	salary*	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Salary.	very satisfied	34	15%	68	6%	4	17%	4	4%	2	8%	5	3%
				satisfied	82	37%	300	27%	10	42%	21	20%	6	24%	40	27%
				neither satisfied nor dissatisfied	36	16%	162	15%	3	13%	23	22%	7	28%	20	14%
				dissatisfied	51	23%	342	31%	5	21%	36	34%	8	32%	54	36%
				very dissatisfied	21	9%	237	21%	2	8%	22	21%	2	8%	29	20%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100a	Interdisciplinary work	budgets support interdiscpl. work	Budget allocations encourage interdisciplinary work.	strongly agree	7	4%	38	4%	2	10%	6	7%	2	10%	5	4%
				somewhat agree	34	20%	183	19%	2	10%	26	29%	4	19%	17	13%
				neither agree nor disagree	55	32%	217	23%	10	48%	19	21%	1	5%	25	19%
				somewhat disagree	46	27%	296	31%	5	24%	21	23%	6	29%	45	33%
				strongly disagree	29	17%	227	24%	2	10%	18	20%	8	38%	43	32%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100b	Interdisciplinary work	facilities support interdiscpl. work	Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.	strongly agree	6	3%	39	4%	0	0%	4	4%	1	5%	6	4%
				somewhat agree	33	18%	190	19%	6	25%	23	24%	3	14%	20	15%
				neither agree nor disagree	49	26%	220	22%	7	29%	26	27%	2	10%	30	22%
				somewhat disagree	60	32%	332	34%	5	21%	29	30%	6	29%	43	32%
				strongly disagree	37	20%	206	21%	6	25%	14	15%	9	43%	36	27%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100c	Interdisciplinary work	interdiscpl. work rewarded in merit	Interdisciplinary work is rewarded in the merit process.	strongly agree	11	6%	61	6%	1	4%	4	4%	1	5%	4	3%
				somewhat agree	37	20%	194	20%	3	13%	18	20%	4	19%	20	15%
				neither agree nor disagree	51	27%	205	21%	8	35%	27	30%	2	10%	27	20%
				somewhat disagree	54	29%	278	29%	6	26%	25	27%	3	14%	41	31%
				strongly disagree	36	19%	217	23%	5	22%	17	19%	11	52%	41	31%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100d	Interdisciplinary work	interdiscpl. work rewarded in promotion	Interdisciplinary work is rewarded in the promotion process.	strongly agree	11	6%	63	7%	1	4%	4	4%	1	5%	4	3%
				somewhat agree	33	18%	215	23%	2	9%	24	27%	3	15%	25	19%
				neither agree nor disagree	56	31%	207	22%	9	39%	25	28%	3	15%	30	23%
				somewhat disagree	50	28%	257	27%	6	26%	24	27%	1	5%	36	28%
				strongly disagree	29	16%	200	21%	5	22%	13	14%	12	60%	35	27%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
100g	Interdisciplinary work	department understands interdiscpl. work	My department understands how to evaluate interdisciplinary work.	strongly agree	12	6%	102	10%	2	8%	5	6%	1	5%	9	7%
				somewhat agree	36	19%	242	24%	5	20%	22	25%	5	23%	26	19%
				neither agree nor disagree	41	22%	206	21%	5	20%	27	31%	3	14%	25	19%
				somewhat disagree	63	33%	237	24%	8	32%	18	21%	4	18%	30	22%
				strongly disagree	38	20%	202	20%	5	20%	15	17%	9	41%	44	33%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
105a	Collaboration	collaboration within department	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with other members of your department.	very satisfied	60	28%	282	26%	7	28%	17	16%	6	26%	23	16%
				satisfied	93	43%	471	44%	11	44%	45	43%	6	26%	65	45%
				neither satisfied nor dissatisfied	38	17%	183	17%	4	16%	28	27%	4	17%	34	23%
				dissatisfied	20	9%	105	10%	2	8%	8	8%	5	22%	19	13%
				very dissatisfied	7	3%	37	3%	1	4%	6	6%	2	9%	5	3%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
105a	Collaboration	collaboration within department	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with other members of your department.	very satisfied	29	13%	133	13%	2	8%	10	10%	3	13%	14	10%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
105b	Collaboration	collaboration within college/school	or dissatisfaction with your opportunities for collaboration with faculty elsewhere within your college/school.	satisfied	83	39%	426	40%	13	52%	46	45%	7	29%	57	39%
				neither satisfied nor dissatisfied	66	31%	323	30%	6	24%	30	29%	7	29%	48	33%
				dissatisfied	25	12%	147	14%	2	8%	16	16%	4	17%	21	14%
				very dissatisfied	12	6%	32	3%	2	8%	1	1%	3	13%	7	5%
105c	Collaboration	collaboration outside college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside of your college/school.	very satisfied	28	13%	120	12%	2	9%	8	8%	2	8%	16	11%
				satisfied	72	34%	359	35%	9	39%	36	36%	7	29%	44	31%
				neither satisfied nor dissatisfied	61	29%	349	34%	6	26%	39	39%	5	21%	49	35%
				dissatisfied	36	17%	171	16%	3	13%	14	14%	6	25%	23	16%
105d	Collaboration	collaboration outside institution	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside your institution.	very dissatisfied	12	6%	41	4%	3	13%	2	2%	4	17%	9	6%
				dissatisfied	47	22%	211	20%	4	17%	18	17%	3	13%	34	23%
				neither satisfied nor dissatisfied	85	40%	447	42%	14	58%	53	51%	9	38%	49	34%
				satisfied	47	22%	280	26%	5	21%	23	22%	6	25%	41	28%
115	Mentoring	[Q110=Yes] mentoring is fulfilling	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?	very dissatisfied	10	5%	30	3%	0	0%	3	3%	2	8%	6	4%
				dissatisfied	26	12%	94	9%	1	4%	7	7%	4	17%	15	10%
				neither agree nor disagree	62	37%	286	34%	7	41%	25	35%	8	53%	56	50%
				somewhat agree	69	41%	378	45%	7	41%	36	51%	7	47%	38	34%
125a	Mentoring	mentoring from within department	Please rate the effectiveness or ineffectiveness of mentoring from someone in my department.	strongly disagree	5	3%	13	2%	1	6%	2	3%	0	0%	3	3%
				somewhat disagree	5	3%	40	5%	0	0%	0	0%	0	0%	4	4%
				neither agree nor disagree	27	16%	119	14%	2	12%	8	11%	0	0%	11	10%
				somewhat agree	69	41%	378	45%	7	41%	36	51%	7	47%	38	34%
125b	Mentoring	mentoring from outside department	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my department.	very effective	29	15%	159	16%	10	43%	13	14%	6	26%	25	19%
				somewhat effective	67	35%	326	33%	5	22%	33	37%	7	30%	38	28%
				neither effective nor ineffective	27	14%	156	16%	4	17%	13	14%	1	4%	23	17%
				somewhat ineffective	13	7%	90	9%	0	0%	10	11%	2	9%	10	7%
125c	Mentoring	mentoring from outside institution	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my institution.	very ineffective	23	12%	73	7%	1	4%	3	3%	3	13%	17	13%
				have not received	33	17%	177	18%	3	13%	18	20%	4	17%	21	16%
				very effective	10	6%	73	8%	2	9%	4	5%	5	24%	13	10%
				somewhat effective	48	27%	230	25%	6	26%	29	35%	3	14%	41	32%
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	neither effective nor ineffective	43	24%	222	25%	7	30%	19	23%	7	33%	27	21%
				somewhat ineffective	10	6%	60	7%	2	9%	4	5%	1	5%	3	2%
				very ineffective	15	8%	52	6%	0	0%	2	2%	1	5%	13	10%
				have not received	54	30%	269	30%	6	26%	25	30%	4	19%	31	24%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	very effective	27	14%	169	18%	4	17%	13	15%	7	32%	38	29%
				somewhat effective	63	33%	305	33%	10	43%	30	34%	7	32%	48	36%
				neither effective nor ineffective	34	18%	189	20%	3	13%	23	26%	4	18%	21	16%
				somewhat ineffective	8	4%	49	5%	0	0%	4	5%	1	5%	3	2%
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	very ineffective	12	6%	31	3%	1	4%	1	1%	1	5%	2	2%
				have not received	45	24%	193	21%	5	22%	17	19%	2	9%	20	15%
				strongly agree	36	17%	157	15%	5	22%	13	13%	2	9%	18	13%
				somewhat agree	92	44%	411	40%	7	30%	27	28%	8	36%	48	34%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	neither agree nor disagree	24	11%	120	12%	3	13%	19	20%	3	14%	19	13%
				somewhat disagree	36	17%	212	20%	3	13%	22	23%	4	18%	26	18%
				strongly disagree	22	10%	139	13%	5	22%	16	16%	5	23%	31	22%
				strongly agree	10	5%	47	5%	0	0%	1	1%	2	9%	7	5%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	neither agree nor disagree	44	21%	184	18%	7	33%	15	17%	3	14%	21	15%
				somewhat disagree	53	26%	289	29%	4	19%	26	30%	4	18%	35	25%
				strongly disagree	60	29%	297	30%	8	38%	29	33%	11	50%	57	41%
				strongly agree	6	3%	32	3%	0	0%	1	1%	1	5%	4	3%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
130c	Mentoring	mentors are supported by institution	My institution provides adequate support for faculty to be good mentors.	somewhat agree	31	15%	133	13%	2	10%	15	16%	3	14%	18	13%
				neither agree nor disagree	44	21%	230	23%	8	40%	29	32%	6	27%	26	19%
				somewhat disagree	77	38%	326	33%	4	20%	21	23%	6	27%	37	27%
				strongly disagree	47	23%	281	28%	6	30%	26	28%	6	27%	53	38%
110	Mentoring*	have served as mentor to*	In the past five years, I have served as either a formal or informal mentor to:	pre-tenure faculty in dept.	162	73%	787	72%	16	64%	65	61%	13	52%	101	69%
				tenured faculty in dept.	52	23%	272	25%	2	8%	15	14%	7	28%	29	20%
				pre-tenure faculty outside dept.	39	18%	274	25%	8	32%	18	17%	5	20%	50	34%
				tenured faculty outside dept.	18	8%	110	10%	2	8%	7	7%	3	12%	15	10%
				none of the above	50	23%	256	23%	8	32%	35	33%	10	40%	33	23%
120a	Mentoring*	importance of mentoring within dept.	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors in your department.	very important	81	39%	404	38%	14	58%	38	39%	11	48%	60	42%
				important	90	43%	447	42%	9	38%	44	45%	11	48%	48	34%
				neither important nor unimportant	17	8%	106	10%	1	4%	12	12%	0	0%	16	11%
				unimportant	11	5%	64	6%	0	0%	3	3%	1	4%	9	6%
				very unimportant	11	5%	35	3%	0	0%	0	0%	0	0%	10	7%
120b	Mentoring*	importance of mentoring outside dept.*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your department.	very important	24	12%	138	13%	4	17%	14	15%	7	30%	41	29%
				important	66	32%	335	32%	13	54%	35	37%	11	48%	53	37%
				neither important nor unimportant	68	33%	311	30%	5	21%	32	34%	5	22%	23	16%
				unimportant	35	17%	196	19%	2	8%	14	15%	0	0%	15	10%
				very unimportant	15	7%	57	5%	0	0%	0	0%	0	0%	11	8%
120c	Mentoring*	importance of mentoring outside institution*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your institution.	very important	33	16%	188	18%	5	21%	17	18%	6	26%	50	34%
				important	71	34%	404	39%	16	67%	33	34%	13	57%	51	35%
				neither important nor unimportant	56	27%	235	23%	2	8%	31	32%	3	13%	22	15%
				unimportant	33	16%	149	14%	1	4%	15	15%	1	4%	11	8%
				very unimportant	14	7%	58	6%	0	0%	1	1%	0	0%	11	8%
135a	Promotion	promotion expectations are reasonable	Generally, the departmental expectations for promotion from associate to full professor are reasonable to me.	strongly agree	66	31%	352	34%	9	38%	24	24%	3	13%	37	27%
				somewhat agree	83	39%	429	41%	9	38%	49	49%	10	43%	48	35%
				neither agree nor disagree	22	10%	93	9%	3	13%	12	12%	2	9%	9	7%
				somewhat disagree	25	12%	101	10%	0	0%	9	9%	4	17%	18	13%
				strongly disagree	15	7%	61	6%	3	13%	6	6%	4	17%	24	18%
135b	Promotion	associates encouraged towards promotion	My department has a culture where associate professors are encouraged to work towards promotion to full professorship.	strongly agree	54	25%	314	29%	6	26%	16	16%	2	8%	33	24%
				somewhat agree	83	38%	367	34%	6	26%	36	36%	9	38%	41	29%
				neither agree nor disagree	18	8%	144	13%	5	22%	29	29%	2	8%	17	12%
				somewhat disagree	34	16%	152	14%	3	13%	6	6%	8	33%	25	18%
				strongly disagree	27	13%	99	9%	3	13%	13	13%	3	13%	24	17%
140a	Promotion	clarity: promotion process	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion process in my department.	very clear	80	37%	412	39%	9	39%	41	40%	4	17%	37	26%
				somewhat clear	84	39%	403	38%	9	39%	41	40%	9	38%	63	45%
				neither clear nor unclear	16	7%	73	7%	2	9%	12	12%	1	4%	11	8%
				somewhat unclear	23	11%	119	11%	0	0%	4	4%	5	21%	16	11%
				very unclear	15	7%	61	6%	3	13%	5	5%	5	21%	13	9%
140b	Promotion	clarity: promotion criteria	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion criteria (what things are evaluated) in my department.	very clear	83	38%	388	36%	9	38%	36	35%	3	13%	32	23%
				somewhat clear	80	37%	417	39%	9	38%	41	40%	10	42%	60	43%
				neither clear nor unclear	15	7%	64	6%	3	13%	11	11%	1	4%	16	11%
				somewhat unclear	21	10%	133	12%	0	0%	9	9%	7	29%	21	15%
				very unclear	19	9%	67	6%	3	13%	6	6%	3	13%	11	8%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
140c	Promotion	clarity: promotion standards	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion standards (the performance thresholds) in my	very clear	64	30%	291	27%	9	38%	29	28%	3	13%	24	17%
				somewhat clear	84	39%	414	39%	8	33%	37	36%	7	29%	52	37%
				neither clear nor unclear	14	6%	102	10%	4	17%	14	14%	3	13%	25	18%
				somewhat unclear	35	16%	174	16%	1	4%	12	12%	7	29%	23	17%
				very unclear	19	9%	85	8%	2	8%	10	10%	4	17%	15	11%
140d	Promotion	clarity: body of evidence for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The body of evidence (the dossier's contents) that are considered in	very clear	77	35%	394	37%	9	38%	31	30%	5	21%	33	24%
				somewhat clear	87	40%	398	37%	9	38%	44	43%	8	33%	57	41%
				neither clear nor unclear	22	10%	93	9%	3	13%	14	14%	3	13%	23	17%
				somewhat unclear	20	9%	130	12%	1	4%	8	8%	3	13%	13	9%
				very unclear	12	6%	52	5%	2	8%	5	5%	5	21%	13	9%
140e	Promotion	clarity: time to apply for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The time frame within which associate professors should apply for promotion.	very clear	68	31%	348	33%	9	38%	35	34%	4	17%	39	28%
				somewhat clear	65	30%	346	32%	6	25%	33	32%	6	25%	47	34%
				neither clear nor unclear	28	13%	148	14%	4	17%	17	17%	6	25%	20	14%
				somewhat unclear	30	14%	144	13%	2	8%	12	12%	5	21%	15	11%
				very unclear	25	12%	81	8%	3	13%	6	6%	3	13%	18	13%
140f	Promotion	[RANK=Assoc.] clarity: sense of promotion to full	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: My sense of whether I will be promoted from associate to full	very clear	14	14%	93	19%	4	33%	11	22%	2	14%	10	12%
				somewhat clear	23	23%	154	31%	3	25%	16	32%	1	7%	24	28%
				neither clear nor unclear	21	21%	98	20%	2	17%	13	26%	2	14%	16	19%
				somewhat unclear	25	25%	77	15%	2	17%	5	10%	4	29%	11	13%
				very unclear	19	19%	77	15%	1	8%	5	10%	5	36%	24	28%
145	Promotion*	[RANK=Assoc.] feedback on	Have you received formal feedback on your progress toward promotion?	yes	24	25%	148	30%	4	33%	12	25%	3	23%	17	21%
				no	73	75%	350	70%	8	67%	36	75%	10	77%	65	79%
				I've already submitted	18	18%	43	8%	2	17%	10	21%	1	8%	3	3%
150	Promotion*	[RANK=Assoc.] timeline for promotion*	When do you plan to submit your dossier for promotion to full professor?	in five years or less	46	46%	249	49%	5	42%	28	58%	7	58%	49	57%
				in more than 5 years but less than 10	8	8%	52	10%	4	33%	5	10%	1	8%	9	10%
				in 10 years or more	0	0%	2	0%	0	0%	0	0%	0	0%	0	0%
				never	9	9%	54	11%	1	8%	1	2%	0	0%	10	12%
				I don't know	20	20%	106	21%	0	0%	4	8%	3	25%	15	17%
				lack of support from dept. chair	4	14%	17	10%	0	0%	1	25%	0	0%	4	16%
155	Promotion*	[Q150=3 or 0] reason for not applying for promotion*	What are your primary reasons for not applying for promotion?	lack of support from colleagues	2	7%	13	8%	1	100%	0	0%	1	33%	3	12%
				lack of time/support for research	6	21%	54	33%	0	0%	1	25%	0	0%	6	24%
				heavy teaching load	2	7%	23	14%	0	0%	0	0%	0	0%	6	24%
				administrative responsibilities	7	24%	26	16%	0	0%	0	0%	0	0%	5	20%
				family/personal responsibilities	4	14%	15	9%	0	0%	1	25%	0	0%	1	4%
				I have not been signaled	4	14%	21	13%	0	0%	0	0%	2	67%	5	20%
				not interested	2	7%	16	10%	0	0%	1	25%	0	0%	3	12%
				I am planning to leave the institution	2	7%	6	4%	1	100%	0	0%	1	33%	1	4%
				I plan to retire before promotion	6	21%	43	27%	0	0%	1	25%	0	0%	4	16%
				160	Promotion*	[RANK=Assoc.] decision to remain depends on promotion*	Would you agree or disagree that, on the whole, your decision to remain at this institution for the rest of your career depends on whether or not you are promoted to full professor?	strongly agree	13	14%	93	19%	4	33%	12	26%	3	25%	19	23%
somewhat agree	27	29%	107					22%	3	25%	16	34%	3	25%	20	24%
neither agree nor disagree	23	24%	96					20%	3	25%	9	19%	4	33%	20	24%
somewhat disagree	11	12%	76					16%	2	17%	4	9%	1	8%	7	9%
strongly disagree	20	21%	109					23%	0	0%	6	13%	1	8%	16	20%
180a	Senior leadership	pace of decision making: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's pace of decision making.	very satisfied	25	13%	133	13%	2	9%	18	21%	1	5%	19	14%
				satisfied	49	25%	315	30%	6	27%	29	34%	4	19%	45	34%
				neither satisfied nor dissatisfied	97	49%	356	34%	9	41%	26	30%	15	71%	44	33%
				dissatisfied	17	9%	159	15%	3	14%	9	10%	1	5%	14	11%
				very dissatisfied	9	5%	71	7%	2	9%	4	5%	0	0%	11	8%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
180b	Senior leadership	stated priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's stated priorities.	very satisfied	26	13%	152	14%	3	14%	18	19%	2	10%	27	19%
				satisfied	64	32%	377	36%	7	32%	35	38%	7	33%	37	26%
				neither satisfied nor dissatisfied	70	35%	264	25%	7	32%	23	25%	11	52%	34	24%
				dissatisfied	28	14%	167	16%	3	14%	13	14%	1	5%	29	21%
				very dissatisfied	13	6%	90	9%	2	9%	4	4%	0	0%	14	10%
180c	Senior leadership	communication of priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's communication of priorities to faculty.	very satisfied	33	16%	159	15%	3	14%	20	22%	3	14%	25	18%
				satisfied	63	31%	372	35%	6	27%	33	36%	9	43%	41	29%
				neither satisfied nor dissatisfied	72	36%	262	25%	9	41%	21	23%	6	29%	36	26%
				dissatisfied	21	10%	160	15%	0	0%	15	16%	3	14%	22	16%
				very dissatisfied	13	6%	98	9%	4	18%	3	3%	0	0%	15	11%
180l	Senior leadership	pace of decision making: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's pace of decision making.	very satisfied	25	13%	115	11%	4	18%	20	23%	4	19%	18	13%
				satisfied	69	35%	266	26%	7	32%	31	35%	6	29%	43	32%
				neither satisfied nor dissatisfied	78	40%	356	35%	7	32%	21	24%	10	48%	39	29%
				dissatisfied	14	7%	172	17%	0	0%	11	13%	1	5%	20	15%
				very dissatisfied	9	5%	108	11%	4	18%	5	6%	0	0%	15	11%
180m	Senior leadership	stated priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's stated priorities.	very satisfied	30	15%	117	12%	5	23%	17	19%	4	19%	18	13%
				satisfied	68	35%	276	27%	6	27%	36	40%	8	38%	34	25%
				neither satisfied nor dissatisfied	65	33%	299	29%	6	27%	16	18%	9	43%	40	29%
				dissatisfied	23	12%	199	20%	2	9%	15	17%	0	0%	24	18%
				very dissatisfied	10	5%	126	12%	3	14%	6	7%	0	0%	21	15%
180n	Senior leadership	communication of priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's communication of priorities to faculty.	very satisfied	36	18%	128	12%	6	27%	19	21%	4	19%	22	16%
				satisfied	72	36%	300	29%	3	14%	33	37%	9	43%	37	27%
				neither satisfied nor dissatisfied	58	29%	262	25%	9	41%	18	20%	6	29%	35	26%
				dissatisfied	21	11%	196	19%	1	5%	12	13%	1	5%	19	14%
				very dissatisfied	11	6%	146	14%	3	14%	8	9%	1	5%	23	17%
165a	Senior leadership*	confidence in leadership: president*	I have confidence in the leadership provided by my president.	strongly agree	35	18%	230	22%	2	10%	26	27%	2	10%	31	23%
				somewhat agree	54	28%	341	33%	6	30%	33	34%	8	38%	45	33%
				neither agree nor disagree	52	27%	205	20%	7	35%	25	26%	7	33%	26	19%
				somewhat disagree	27	14%	159	15%	3	15%	7	7%	2	10%	17	13%
				strongly disagree	22	12%	105	10%	2	10%	5	5%	2	10%	17	13%
165b	Senior leadership*	confidence in leadership: provost*	I have confidence in the leadership provided by my provost.	strongly agree	67	32%	179	17%	7	30%	24	25%	6	26%	21	15%
				somewhat agree	66	32%	295	28%	8	35%	31	32%	8	35%	41	29%
				neither agree nor disagree	39	19%	241	23%	3	13%	24	25%	5	22%	30	21%
				somewhat disagree	24	12%	182	17%	1	4%	8	8%	3	13%	20	14%
				strongly disagree	12	6%	162	15%	4	17%	9	9%	1	4%	28	20%
170a	Leadership and governance: Other*	priorities are stated consistently*	My institution's priorities are stated consistently across all levels of leadership.	strongly agree	16	8%	83	8%	5	22%	15	17%	2	8%	14	10%
				somewhat agree	69	33%	271	26%	7	30%	34	38%	8	33%	33	24%
				neither agree nor disagree	45	21%	197	19%	5	22%	16	18%	3	13%	29	21%
				somewhat disagree	60	28%	282	28%	4	17%	12	13%	4	17%	34	25%
				strongly disagree	22	10%	190	19%	2	9%	13	14%	7	29%	26	19%
170b	Leadership and governance: Other*	priorities have changed*	In the past five years, my institution's priorities have changed in ways that affect my work in my department.	strongly agree	113	53%	403	39%	11	48%	22	24%	11	46%	49	36%
				somewhat agree	70	33%	397	38%	8	35%	40	44%	7	29%	40	29%
				neither agree nor disagree	19	9%	133	13%	1	4%	19	21%	3	13%	30	22%
				somewhat disagree	7	3%	84	8%	1	4%	6	7%	2	8%	13	10%
				strongly disagree	6	3%	29	3%	2	9%	4	4%	1	4%	4	3%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
170c	Leadership and governance: Other*	priorities are acted upon consistently*	My institution's priorities are acted upon consistently across all levels of leadership.	strongly agree	11	5%	60	6%	3	13%	10	11%	0	0%	8	6%
				somewhat agree	64	31%	216	22%	2	8%	26	30%	6	26%	31	23%
				neither agree nor disagree	38	18%	190	19%	10	42%	22	25%	6	26%	24	18%
				somewhat disagree	58	28%	300	30%	6	25%	16	18%	6	26%	39	29%
				strongly disagree	37	18%	221	22%	3	13%	13	15%	5	22%	32	24%
185d	Divisional leadership	pace of decision making: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's pace of decision making.	very satisfied	23	12%	130	13%	7	33%	15	16%	2	9%	21	16%
				satisfied	67	35%	316	31%	5	24%	36	40%	2	9%	43	32%
				neither satisfied nor dissatisfied	57	30%	251	25%	5	24%	26	29%	10	43%	30	22%
				dissatisfied	25	13%	183	18%	0	0%	9	10%	5	22%	23	17%
				very dissatisfied	18	9%	134	13%	4	19%	5	5%	4	17%	17	13%
185e	Divisional leadership	stated priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's stated priorities.	very satisfied	28	15%	143	14%	6	29%	18	20%	2	9%	28	21%
				satisfied	55	29%	290	28%	6	29%	28	31%	1	4%	34	25%
				neither satisfied nor dissatisfied	56	30%	241	24%	5	24%	28	31%	9	39%	27	20%
				dissatisfied	26	14%	197	19%	2	10%	12	13%	7	30%	22	16%
				very dissatisfied	24	13%	151	15%	2	10%	5	5%	4	17%	24	18%
185f	Divisional leadership	communication of priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's communication of priorities to faculty.	very satisfied	29	15%	153	15%	5	24%	20	22%	2	9%	26	19%
				satisfied	59	31%	303	30%	5	24%	26	29%	2	9%	40	30%
				neither satisfied nor dissatisfied	51	27%	212	21%	7	33%	26	29%	9	39%	27	20%
				dissatisfied	24	13%	187	18%	0	0%	13	14%	7	30%	18	13%
				very dissatisfied	27	14%	172	17%	4	19%	5	6%	3	13%	24	18%
185g	Divisional leadership	opportunities for input: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's ensuring opportunities for faculty to have input into school/college priorities.	very satisfied	27	14%	150	15%	3	14%	17	19%	2	9%	23	17%
				satisfied	51	27%	249	24%	5	24%	30	33%	4	17%	36	26%
				neither satisfied nor dissatisfied	53	28%	236	23%	6	29%	22	24%	7	30%	27	20%
				dissatisfied	27	14%	187	18%	3	14%	10	11%	7	30%	19	14%
				very dissatisfied	33	17%	198	19%	4	19%	11	12%	3	13%	31	23%
165c	Divisional leadership*	confidence in leadership: dean*	I have confidence in the leadership provided by my dean.	strongly agree	49	25%	239	23%	6	27%	24	24%	2	8%	32	24%
				somewhat agree	63	32%	275	27%	8	36%	35	35%	4	17%	38	29%
				neither agree nor disagree	28	14%	170	16%	2	9%	20	20%	8	33%	21	16%
				somewhat disagree	25	13%	160	15%	1	5%	7	7%	5	21%	13	10%
				strongly disagree	33	17%	193	19%	5	23%	13	13%	5	21%	29	22%
Q175 a	Divisional leadership*	support adapting to changes: dean*	In adapting to the changing mission, I have received sufficient support from my dean or division head.	strongly agree	29	17%	124	16%	6	35%	9	15%	2	11%	18	21%
				satisfied	49	29%	159	21%	4	24%	17	29%	3	17%	15	17%
				neither agree nor disagree	29	17%	165	21%	2	12%	15	25%	6	33%	17	20%
				somewhat disagree	26	15%	143	19%	2	12%	10	17%	3	17%	12	14%
				strongly disagree	38	22%	180	23%	3	18%	8	14%	4	22%	24	28%
185h	Departmental leadership	pace of decision making: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's pace of decision making.	very satisfied	41	22%	207	23%	5	24%	20	24%	3	15%	30	25%
				satisfied	66	35%	338	38%	8	38%	26	31%	7	35%	38	31%
				neither satisfied nor dissatisfied	40	22%	147	17%	3	14%	24	29%	5	25%	20	17%
				dissatisfied	22	12%	92	10%	5	24%	7	8%	2	10%	16	13%
				very dissatisfied	17	9%	97	11%	0	0%	7	8%	3	15%	17	14%
185i	Departmental leadership	stated priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's stated priorities.	very satisfied	40	22%	212	24%	7	33%	17	20%	3	15%	32	26%
				satisfied	60	32%	297	34%	6	29%	29	35%	5	25%	30	25%
				neither satisfied nor dissatisfied	39	21%	153	17%	4	19%	22	26%	4	20%	26	21%
				dissatisfied	25	14%	105	12%	4	19%	10	12%	7	35%	16	13%
				very dissatisfied	21	11%	111	13%	0	0%	6	7%	1	5%	18	15%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
185j	Departmental leadership	communication of priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's communication of priorities to faculty.	very satisfied	39	21%	237	27%	7	33%	17	20%	4	20%	35	29%
				satisfied	66	35%	282	32%	7	33%	35	42%	5	25%	29	24%
				neither satisfied nor dissatisfied	33	18%	135	15%	5	24%	20	24%	1	5%	24	20%
				dissatisfied	25	13%	104	12%	2	10%	4	5%	7	35%	13	11%
				very dissatisfied	23	12%	122	14%	0	0%	8	10%	3	15%	20	17%
185k	Departmental leadership	opportunities for input: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's ensuring opportunities for faculty to have input into departmental policy	very satisfied	50	27%	289	33%	6	29%	22	26%	3	15%	40	33%
				satisfied	56	30%	273	31%	7	33%	31	37%	4	20%	26	21%
				neither satisfied nor dissatisfied	39	21%	122	14%	7	33%	20	24%	2	10%	23	19%
				dissatisfied	16	9%	90	10%	0	0%	3	4%	8	40%	13	11%
				very dissatisfied	25	13%	110	12%	1	5%	8	10%	3	15%	20	16%
165d	Departmental leadership*	confidence in leadership: chair*	I have confidence in the leadership provided by my chair.	strongly agree	60	32%	315	35%	9	41%	26	30%	4	18%	38	31%
				somewhat agree	49	26%	257	29%	7	32%	29	33%	6	27%	33	27%
				neither agree nor disagree	21	11%	95	11%	1	5%	14	16%	3	14%	21	17%
				somewhat disagree	31	17%	107	12%	4	18%	9	10%	3	14%	8	6%
				strongly disagree	25	13%	126	14%	1	5%	10	11%	6	27%	24	19%
175b	Departmental leadership*	support adapting to changes: chair*	In adapting to the changing mission, I have received sufficient support from my department head or chair.	strongly agree	32	21%	164	25%	5	33%	11	21%	6	40%	17	23%
				somewhat agree	48	32%	174	26%	6	40%	21	40%	1	7%	19	26%
				neither agree nor disagree	23	15%	127	19%	2	13%	10	19%	4	27%	16	22%
				somewhat disagree	21	14%	92	14%	1	7%	1	2%	2	13%	6	8%
				strongly disagree	25	17%	100	15%	1	7%	9	17%	2	13%	16	22%
190a	Departmental engagement	discussions of undergraduate learning	How often do you engage with faculty in your department in conversations about undergraduate student learning?	frequently	49	23%	252	24%	4	17%	17	18%	4	16%	29	20%
				regularly	82	39%	340	32%	6	26%	34	35%	6	24%	39	27%
				occasionally	49	23%	281	27%	10	43%	35	36%	10	40%	36	25%
				seldom	17	8%	106	10%	1	4%	7	7%	2	8%	27	19%
				never	15	7%	71	7%	2	9%	3	3%	3	12%	13	9%
190b	Departmental engagement	discussion of graduate learning	How often do you engage with faculty in your department in conversations about graduate student learning?	frequently	58	27%	291	28%	8	35%	24	24%	8	32%	38	26%
				regularly	78	36%	371	35%	7	30%	38	39%	8	32%	36	25%
				occasionally	52	24%	236	22%	6	26%	27	28%	7	28%	35	24%
				seldom	14	6%	106	10%	1	4%	8	8%	1	4%	23	16%
				never	15	7%	47	4%	1	4%	1	1%	1	4%	12	8%
190c	Departmental engagement	discussions of effective teaching	How often do you engage with faculty in your department in conversations about effective teaching practices?	frequently	41	19%	171	16%	4	17%	18	18%	5	20%	22	15%
				regularly	65	30%	335	31%	6	26%	25	26%	6	24%	33	23%
				occasionally	70	32%	375	35%	8	35%	38	39%	8	32%	44	30%
				seldom	30	14%	135	13%	4	17%	14	14%	5	20%	35	24%
				never	11	5%	48	5%	1	4%	3	3%	1	4%	11	8%
190d	Departmental engagement	discussions of technology	How often do you engage with faculty in your department in conversations about effective use of technology?	frequently	28	13%	153	14%	6	26%	15	15%	7	28%	19	13%
				regularly	66	30%	312	29%	5	22%	22	22%	4	16%	38	26%
				occasionally	79	36%	396	37%	4	17%	48	49%	5	20%	46	32%
				seldom	33	15%	163	15%	6	26%	9	9%	8	32%	31	21%
				never	11	5%	44	4%	2	9%	4	4%	1	4%	11	8%
190e	Departmental engagement	discussion of research methods	How often do you engage with faculty in your department in conversations about use of current research methodologies?	frequently	29	13%	140	13%	6	26%	13	13%	3	12%	21	14%
				regularly	61	28%	305	29%	8	35%	31	32%	8	32%	22	15%
				occasionally	67	31%	355	33%	4	17%	34	35%	6	24%	44	30%
				seldom	44	20%	191	18%	3	13%	15	15%	4	16%	40	28%
				never	15	7%	73	7%	2	9%	4	4%	4	16%	18	12%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
205a	Departmental engagement	prof. interaction with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of professional interaction you have with colleagues in your department.	very satisfied	44	20%	229	21%	8	35%	16	16%	5	20%	19	13%
				satisfied	95	44%	469	44%	8	35%	45	46%	13	52%	68	47%
				neither satisfied nor dissatisfied	52	24%	170	16%	3	13%	19	19%	4	16%	32	22%
				dissatisfied	18	8%	158	15%	2	9%	14	14%	2	8%	17	12%
				very dissatisfied	6	3%	43	4%	2	9%	4	4%	1	4%	8	6%
195a	Departmental quality	intellectual vitality: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of tenured faculty in your department.	very satisfied	38	18%	182	17%	4	17%	11	11%	7	28%	17	12%
				satisfied	95	44%	493	46%	10	43%	39	40%	10	40%	55	39%
				neither satisfied nor dissatisfied	43	20%	177	17%	3	13%	24	25%	3	12%	34	24%
				dissatisfied	27	13%	162	15%	4	17%	16	16%	2	8%	25	18%
				very dissatisfied	12	6%	47	4%	2	9%	7	7%	3	12%	11	8%
195b	Departmental quality	intellectual vitality: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of pre-tenure faculty in your department.	very satisfied	73	34%	328	32%	6	26%	19	20%	8	33%	26	19%
				satisfied	95	45%	490	47%	10	43%	48	50%	11	46%	65	47%
				neither satisfied nor dissatisfied	32	15%	136	13%	2	9%	21	22%	5	21%	30	22%
				dissatisfied	8	4%	71	7%	3	13%	5	5%	0	0%	12	9%
				very dissatisfied	4	2%	11	1%	2	9%	3	3%	0	0%	5	4%
195c	Departmental quality	scholarly productivity: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of tenured faculty in your department.	very satisfied	34	16%	163	15%	4	17%	7	7%	4	16%	19	13%
				satisfied	86	40%	415	39%	6	26%	39	41%	14	56%	49	34%
				neither satisfied nor dissatisfied	46	21%	229	22%	6	26%	27	28%	1	4%	38	27%
				dissatisfied	42	20%	201	19%	5	22%	15	16%	3	12%	23	16%
				very dissatisfied	7	3%	53	5%	2	9%	8	8%	3	12%	14	10%
195d	Departmental quality	scholarly productivity: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of pre-tenure faculty in your department.	very satisfied	60	28%	257	25%	8	35%	16	16%	8	33%	23	17%
				satisfied	102	48%	478	46%	8	35%	47	48%	9	38%	62	46%
				neither satisfied nor dissatisfied	31	15%	188	18%	3	13%	24	25%	6	25%	34	25%
				dissatisfied	14	7%	93	9%	3	13%	7	7%	1	4%	12	9%
				very dissatisfied	4	2%	15	1%	1	4%	3	3%	0	0%	5	4%
240b	Departmental quality	department is successful at recruitment of faculty	My department is successful at recruiting high-quality faculty members.	strongly agree	48	22%	230	22%	6	26%	24	25%	8	32%	20	14%
				somewhat agree	85	40%	433	41%	10	43%	29	30%	10	40%	61	43%
				neither agree nor disagree	35	16%	154	14%	4	17%	22	23%	3	12%	25	17%
				somewhat disagree	31	14%	157	15%	1	4%	15	15%	2	8%	20	14%
				strongly disagree	16	7%	89	8%	2	9%	7	7%	2	8%	17	12%
240c	Departmental quality	department is successful at retention of faculty	My department is successful at retaining high-quality faculty members.	strongly agree	43	20%	158	15%	6	29%	15	15%	7	29%	17	12%
				somewhat agree	92	44%	385	36%	10	48%	28	29%	8	33%	51	36%
				neither agree nor disagree	32	15%	171	16%	4	19%	26	27%	2	8%	23	16%
				somewhat disagree	26	12%	213	20%	0	0%	15	15%	4	17%	27	19%
				strongly disagree	18	9%	130	12%	1	5%	13	13%	3	13%	22	16%
240d	Departmental quality	department is successful at addressing sub-standard performance	My department is successful at addressing sub-standard tenured faculty performance.	strongly agree	11	6%	56	6%	3	13%	7	8%	1	4%	10	8%
				somewhat agree	54	27%	236	24%	7	30%	23	26%	8	35%	21	16%
				neither agree nor disagree	48	24%	194	20%	4	17%	19	22%	5	22%	30	23%
				somewhat disagree	53	27%	309	31%	5	22%	19	22%	4	17%	39	30%
				strongly disagree	34	17%	198	20%	4	17%	20	23%	5	22%	30	23%
200c	Departmental collegiality	colleagues support personal obligations	My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	strongly agree	33	18%	211	22%	7	32%	19	24%	6	30%	24	19%
				somewhat agree	75	41%	358	38%	5	23%	33	42%	5	25%	43	34%
				neither agree nor disagree	38	21%	219	23%	4	18%	17	22%	5	25%	33	26%
				somewhat disagree	23	13%	100	11%	1	5%	6	8%	2	10%	13	10%
				strongly disagree	15	8%	62	7%	5	23%	3	4%	2	10%	13	10%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
200d	Departmental collegiality	meeting times are compatible	Department meetings occur at times that are compatible with my personal/family needs.	strongly agree	73	34%	429	42%	8	35%	30	32%	9	36%	50	36%
				somewhat agree	82	39%	380	37%	10	43%	38	41%	8	32%	51	37%
				neither agree nor disagree	28	13%	117	11%	3	13%	17	18%	6	24%	20	15%
				somewhat disagree	18	8%	67	6%	1	4%	5	5%	1	4%	8	6%
				strongly disagree	11	5%	39	4%	1	4%	3	3%	1	4%	8	6%
205b	Departmental collegiality	personal interactions with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of personal interaction you have with colleagues in your department.	very satisfied	41	20%	189	18%	7	30%	14	14%	5	20%	21	15%
				satisfied	98	47%	490	46%	12	52%	45	46%	11	44%	62	44%
				neither satisfied nor dissatisfied	47	22%	238	22%	1	4%	26	27%	8	32%	33	23%
				dissatisfied	18	9%	114	11%	0	0%	8	8%	1	4%	19	13%
				very dissatisfied	6	3%	30	3%	3	13%	5	5%	0	0%	7	5%
205c	Departmental collegiality	sense of belonging in department	Please rate your level of satisfaction or dissatisfaction with how well you fit in your department (e.g. your sense of belonging in your department).	very satisfied	66	31%	310	29%	8	35%	26	27%	8	32%	34	24%
				satisfied	75	35%	399	37%	10	43%	44	45%	9	36%	52	37%
				neither satisfied nor dissatisfied	33	15%	159	15%	1	4%	15	15%	6	24%	29	20%
				dissatisfied	24	11%	125	12%	3	13%	4	4%	2	8%	12	8%
				very dissatisfied	15	7%	73	7%	1	4%	9	9%	0	0%	15	11%
210a	Departmental collegiality	colleagues pitch in when needed	My departmental colleagues "pitch in" when needed.	strongly agree	61	29%	297	28%	9	39%	23	24%	6	24%	34	24%
				somewhat agree	72	34%	422	40%	8	35%	45	47%	12	48%	51	36%
				neither agree nor disagree	29	14%	126	12%	2	9%	16	17%	3	12%	23	16%
				somewhat disagree	33	16%	166	16%	1	4%	6	6%	3	12%	18	13%
				strongly disagree	16	8%	57	5%	3	13%	5	5%	1	4%	17	12%
210c	Departmental collegiality	department is collegial	On the whole, my department is collegial.	strongly agree	77	36%	409	38%	12	52%	29	30%	7	28%	45	31%
				somewhat agree	81	38%	381	36%	5	22%	42	43%	8	32%	46	32%
				neither agree nor disagree	19	9%	95	9%	1	4%	12	12%	5	20%	19	13%
				somewhat disagree	24	11%	107	10%	3	13%	6	6%	3	12%	13	9%
				strongly disagree	15	7%	74	7%	2	9%	8	8%	2	8%	20	14%
215a	Appreciation and recognition	recognition for teaching	How satisfied are you with the recognition you receive for your teaching efforts?	very satisfied	28	13%	128	12%	2	9%	16	16%	1	4%	9	6%
				satisfied	79	37%	389	38%	9	41%	47	48%	11	46%	42	30%
				neither satisfied nor dissatisfied	48	22%	219	21%	6	27%	12	12%	4	17%	37	26%
				dissatisfied	40	19%	202	20%	3	14%	10	10%	6	25%	30	21%
				very dissatisfied	19	9%	92	9%	2	9%	12	12%	2	8%	22	16%
215b	Appreciation and recognition	recognition for advising	How satisfied are you with the recognition you receive for your student advising?	very satisfied	13	7%	55	6%	1	5%	11	12%	0	0%	5	4%
				satisfied	62	34%	254	28%	8	36%	37	41%	10	45%	30	23%
				neither satisfied nor dissatisfied	52	28%	286	31%	8	36%	24	26%	2	9%	38	30%
				dissatisfied	36	19%	220	24%	5	23%	11	12%	8	36%	33	26%
				very dissatisfied	22	12%	93	10%	0	0%	8	9%	2	9%	22	17%
215c	Appreciation and recognition	recognition for scholarship	How satisfied are you with the recognition you receive for your scholarly/creative work?	very satisfied	29	13%	142	13%	4	17%	22	23%	1	4%	14	10%
				satisfied	84	39%	409	39%	8	35%	43	44%	12	50%	43	30%
				neither satisfied nor dissatisfied	52	24%	236	22%	2	9%	10	10%	5	21%	31	22%
				dissatisfied	33	15%	179	17%	8	35%	13	13%	5	21%	35	25%
				very dissatisfied	17	8%	90	9%	1	4%	9	9%	1	4%	18	13%
215d	Appreciation and recognition	recognition for service	How satisfied are you with the recognition you receive for your service contributions (e.g., committee work)?	very satisfied	18	8%	82	8%	3	13%	12	12%	1	4%	13	9%
				satisfied	76	35%	330	31%	9	39%	40	41%	7	29%	31	22%
				neither satisfied nor dissatisfied	51	24%	294	28%	5	22%	26	27%	6	25%	33	23%
				dissatisfied	37	17%	230	22%	4	17%	13	13%	8	33%	34	24%
				very dissatisfied	34	16%	120	11%	2	9%	6	6%	2	8%	30	21%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
215e	Appreciation and recognition	recognition for outreach	How satisfied are you with the recognition you receive for your outreach (e.g., extension, community engagement, technology transfer, economic development, K-12	very satisfied	10	7%	59	7%	1	6%	6	7%	0	0%	12	10%
				satisfied	37	25%	235	30%	5	28%	28	35%	8	40%	24	20%
				neither satisfied nor dissatisfied	58	39%	272	34%	9	50%	33	41%	3	15%	33	28%
				dissatisfied	22	15%	142	18%	2	11%	8	10%	4	20%	30	25%
				very dissatisfied	20	14%	85	11%	1	6%	6	7%	5	25%	20	17%
215f	Appreciation and recognition	recognition from provost	For all of your work, how satisfied are you with the recognition you receive from your provost or chief academic officer?	very satisfied	19	10%	68	7%	4	19%	11	13%	1	5%	11	8%
				satisfied	47	24%	176	18%	4	19%	23	27%	4	21%	18	14%
				neither satisfied nor dissatisfied	71	37%	359	37%	6	29%	26	30%	10	53%	44	34%
				dissatisfied	25	13%	203	21%	3	14%	12	14%	2	11%	26	20%
				very dissatisfied	31	16%	165	17%	4	19%	14	16%	2	11%	32	24%
215g	Appreciation and recognition	recognition from dean	For all of your work, how satisfied are you with the recognition you receive from your dean or division head?	very satisfied	34	18%	130	13%	3	14%	18	19%	2	10%	15	11%
				satisfied	43	23%	280	28%	7	33%	33	35%	1	5%	32	24%
				neither satisfied nor dissatisfied	46	24%	243	24%	5	24%	16	17%	9	43%	34	26%
				dissatisfied	32	17%	174	17%	3	14%	16	17%	5	24%	17	13%
				very dissatisfied	34	18%	178	18%	3	14%	10	11%	4	19%	34	26%
215h	Appreciation and recognition	recognition from chair	For all of your work, how satisfied are you with the recognition you receive from your department head or chair?	very satisfied	47	26%	211	24%	5	24%	19	23%	4	19%	24	19%
				satisfied	59	32%	346	39%	10	48%	32	38%	5	24%	34	27%
				neither satisfied nor dissatisfied	31	17%	133	15%	5	24%	17	20%	5	24%	27	22%
				dissatisfied	22	12%	90	10%	1	5%	7	8%	4	19%	13	10%
				very dissatisfied	24	13%	109	12%	0	0%	9	11%	3	14%	26	21%
215i	Appreciation and recognition	recognition from colleagues	For all of your work, how satisfied are you with the recognition you receive from your colleagues/peers?	very satisfied	38	18%	171	16%	7	30%	19	20%	4	16%	17	12%
				satisfied	82	39%	468	44%	7	30%	43	46%	12	48%	34	24%
				neither satisfied nor dissatisfied	48	23%	257	24%	3	13%	21	22%	5	20%	51	36%
				dissatisfied	29	14%	110	10%	3	13%	4	4%	3	12%	22	15%
				very dissatisfied	15	7%	51	5%	3	13%	7	7%	1	4%	18	13%
220a	Appreciation and recognition	valued by president/provost: school	I feel that my school/college is valued by this institution's President and Provost.	strongly agree	69	33%	239	23%	6	26%	24	25%	6	25%	36	26%
				somewhat agree	73	35%	352	33%	9	39%	33	35%	4	17%	36	26%
				neither agree nor disagree	28	13%	177	17%	5	22%	20	21%	7	29%	26	18%
				somewhat disagree	21	10%	175	17%	1	4%	10	11%	3	13%	22	16%
				strongly disagree	19	9%	116	11%	2	9%	8	8%	4	17%	21	15%
220b	Appreciation and recognition	valued by president/provost: department	I feel that my department is valued by this institution's President and Provost.	strongly agree	32	15%	178	17%	4	17%	16	17%	4	17%	27	19%
				somewhat agree	75	36%	293	28%	4	17%	32	34%	6	26%	32	23%
				neither agree nor disagree	36	17%	194	19%	7	30%	25	27%	4	17%	27	19%
				somewhat disagree	34	16%	216	21%	4	17%	10	11%	4	17%	24	17%
				strongly disagree	30	14%	161	15%	4	17%	11	12%	5	22%	30	21%
245a	Appreciation and recognition	CAO cares about assistant professors	The person who serves as the chief academic officer at my institution cares about Assistant Professors.	strongly agree	50	26%	155	16%	2	10%	13	15%	4	17%	19	15%
				somewhat agree	58	30%	277	28%	7	33%	32	37%	7	29%	29	23%
				neither agree nor disagree	73	37%	382	39%	8	38%	33	38%	13	54%	50	39%
				somewhat disagree	7	4%	113	11%	3	14%	2	2%	0	0%	15	12%
				strongly disagree	8	4%	64	6%	1	5%	7	8%	0	0%	14	11%
245b	Appreciation and recognition	CAO cares about associate professors	The person who serves as the chief academic officer at my institution cares about Associate Professors.	strongly agree	39	20%	128	13%	2	10%	9	10%	3	13%	16	12%
				somewhat agree	60	31%	271	27%	6	29%	27	31%	6	25%	29	22%
				neither agree nor disagree	74	38%	390	39%	8	38%	38	43%	11	46%	51	40%
				somewhat disagree	12	6%	122	12%	3	14%	7	8%	4	17%	17	13%
				strongly disagree	11	6%	84	8%	2	10%	7	8%	0	0%	16	12%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
245c	Appreciation and recognition	CAO cares about full professors	The person who serves as the chief academic officer at my institution cares about Full Professors.	strongly agree	45	23%	145	15%	3	14%	14	16%	3	15%	18	15%
				somewhat agree	60	31%	274	28%	7	33%	30	34%	5	25%	32	26%
				neither agree nor disagree	79	40%	388	39%	9	43%	34	39%	12	60%	45	37%
				somewhat disagree	3	2%	101	10%	1	5%	6	7%	0	0%	16	13%
				strongly disagree	9	5%	76	8%	1	5%	3	3%	0	0%	12	10%
225	Retention*	pursuit of other employment*	Which of the following have you done at this institution in the past five years	actively sought an outside job offer	44	20%	311	29%	4	17%	21	21%	5	20%	38	27%
				received a formal job offer	35	16%	180	17%	7	29%	13	13%	4	16%	33	23%
				used an outside offer as leverage	8	4%	42	4%	1	4%	5	5%	3	12%	5	3%
				none of the above	140	65%	606	57%	12	50%	58	59%	15	60%	73	51%
				base salary	7	88%	31	74%	1	100%	5	100%	3	100%	5	100%
230	Retention*	[Q225=3] negotiated changed to contract*	Which of the following items were adjusted as a result of negotiations?	supplemental salary	3	38%	6	14%	0	0%	2	40%	0	0%	1	20%
				tenure clock	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%
				teaching load	2	25%	8	19%	1	100%	1	20%	0	0%	0	0%
				administrative responsibilities	2	25%	6	14%	0	0%	1	20%	0	0%	0	0%
				leave time	0	0%	2	5%	0	0%	0	0%	0	0%	0	0%
				equipment	1	13%	1	2%	0	0%	1	20%	0	0%	1	20%
				lab/research support	1	13%	3	7%	0	0%	1	20%	0	0%	1	20%
				employment for spouse/partner	0	0%	4	10%	0	0%	0	0%	0	0%	0	0%
				sabbatical or other leave	0	0%	4	10%	0	0%	0	0%	0	0%	0	0%
				no adjustments	0	0%	3	7%	0	0%	0	0%	0	0%	0	0%
				235	Retention*	[Q225<>3] negotiated change to contract*	If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?	base salary	80	43%	504	52%	8	38%	48	56%	12	57%	68	53%
supplemental salary	17	9%	42					4%	2	10%	3	3%	1	5%	9	7%
tenure clock	0	0%	0					0%	0	0%	0	0%	0	0%	0	0%
teaching load	28	15%	118					12%	2	10%	8	9%	2	10%	14	11%
administrative responsibilities	9	5%	45					5%	1	5%	7	8%	0	0%	5	4%
leave time	4	2%	12					1%	0	0%	1	1%	2	10%	1	1%
equipment	4	2%	23					2%	1	5%	1	1%	0	0%	2	2%
lab/research support	10	5%	67					7%	2	10%	9	10%	1	5%	12	9%
employment for spouse/partner	10	5%	19					2%	3	14%	1	1%	0	0%	5	4%
sabbatical or other leave	15	8%	107					11%	1	5%	6	7%	2	10%	12	9%
no adjustments	9	5%	30					3%	1	5%	2	2%	1	5%	0	0%
240a	Retention*	outside offers are unnecessary*	Outside offers are not necessary as leverage in compensation negotiations.	strongly agree	21	11%	59	6%	2	10%	11	13%	2	10%	7	6%
				somewhat agree	27	15%	120	13%	4	19%	15	18%	4	20%	13	11%
				neither agree nor disagree	35	19%	126	14%	2	10%	14	17%	3	15%	23	19%
				somewhat disagree	45	24%	233	26%	5	24%	27	33%	4	20%	26	22%
				strongly disagree	57	31%	374	41%	8	38%	16	19%	7	35%	49	42%
245d	Retention*	would again choose to work at institution*	If I had it to do all over, I would again choose to work at this institution.	strongly agree	67	31%	298	28%	5	23%	20	21%	6	24%	41	30%
				somewhat agree	72	34%	328	31%	6	27%	32	34%	9	36%	34	25%
				neither agree nor disagree	37	17%	165	16%	4	18%	17	18%	4	16%	24	18%
				somewhat disagree	25	12%	138	13%	2	9%	12	13%	6	24%	25	18%
				strongly disagree	13	6%	119	11%	5	23%	13	14%	0	0%	12	9%
245e	Retention*	would again choose an academic career*	If I had it to do all over, I would again choose an academic career.	strongly agree	146	68%	675	64%	17	74%	59	61%	16	64%	99	70%
				somewhat agree	39	18%	243	23%	5	22%	27	28%	5	20%	19	13%
				neither agree nor disagree	20	9%	68	6%	1	4%	3	3%	2	8%	8	6%
				somewhat disagree	7	3%	56	5%	0	0%	3	3%	2	8%	10	7%
				strongly disagree	4	2%	18	2%	0	0%	5	5%	0	0%	6	4%

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item	theme	short name	description	response scale	white				Asian				urm			
					you		peers		you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
255	Retention*	time remaining at institution*	How long do you plan to remain at this institution?	for no more than 5 years	54	26%	264	25%	6	27%	12	13%	5	22%	31	22%
				more than 5 years but less than 10	39	18%	183	18%	2	9%	17	18%	5	22%	27	20%
				10 years or more	56	27%	249	24%	6	27%	20	21%	2	9%	31	22%
				I don't know	62	29%	343	33%	8	36%	45	48%	11	48%	49	36%
				to improve salary/benefits	26	13%	170	16%	5	24%	21	23%	8	38%	35	27%
				to find a more collegial workplace	4	2%	36	3%	1	5%	4	4%	1	5%	5	4%
				employer who provides more resources	19	9%	83	8%	3	14%	12	13%	2	10%	7	5%
260	Retention*	reasons for departure*	If you were to leave your institution, what would be your primary reason?	institution whose priorities match my career goals	13	6%	81	8%	4	19%	12	13%	1	5%	6	5%
				to pursue an administrative position in my field	10	5%	48	5%	1	5%	4	4%	0	0%	9	7%
				to pursue a non-academic position	1	0%	18	2%	0	0%	2	2%	0	0%	1	1%
				employment opportunities for spouse/other family/personal needs	6	3%	21	2%	2	10%	2	2%	1	5%	5	4%
				to improve quality of life	6	3%	46	4%	0	0%	7	8%	0	0%	6	5%
				to improve quality of life	14	7%	100	10%	1	5%	7	8%	2	10%	8	6%
				to retire	76	37%	316	31%	2	10%	12	13%	5	24%	34	26%
				to improve prospects for promotion	5	2%	2	0%	0	0%	4	4%	0	0%	1	1%
				to move to a preferred geographic location	21	10%	91	9%	1	5%	3	3%	0	0%	8	6%
				there is no reason why I would leave this institution	4	2%	22	2%	1	5%	2	2%	1	5%	4	3%
265	Retention*	recommendation of department*	If a candidate for a faculty position asked you about your department as a place to work, would you...	strongly recommend	114	55%	508	49%	13	62%	44	49%	11	48%	63	48%
				recommend with reservations	80	39%	438	42%	6	29%	39	43%	10	43%	59	45%
				not recommend	13	6%	91	9%	2	10%	7	8%	2	9%	8	6%
				strongly disagree	32	15%	189	18%	4	17%	21	22%	4	16%	21	15%
210b	Global satisfaction*	institution is collegial*	On the whole, my institution is collegial.	strongly agree	120	56%	524	49%	11	48%	48	49%	13	52%	61	43%
				somewhat agree	38	18%	197	18%	6	26%	15	15%	8	32%	31	22%
				neither agree nor disagree	18	8%	114	11%	2	9%	6	6%	0	0%	16	11%
				somewhat disagree	8	4%	45	4%	0	0%	7	7%	0	0%	14	10%
				strongly disagree	8	4%	45	4%	0	0%	7	7%	0	0%	14	10%
250a	Global satisfaction*	overall rating of department*	All things considered, please rate your level of satisfaction or dissatisfaction with your department as a place to work.	very satisfied	66	31%	289	27%	7	30%	22	22%	7	28%	34	24%
				satisfied	86	40%	445	42%	11	48%	41	42%	7	28%	49	35%
				neither satisfied nor dissatisfied	26	12%	129	12%	1	4%	20	20%	6	24%	25	18%
				dissatisfied	28	13%	123	12%	2	9%	8	8%	2	8%	19	14%
				very dissatisfied	7	3%	78	7%	2	9%	7	7%	3	12%	13	9%
250b	Global satisfaction*	overall rating of institution*	All things considered, please rate your level of satisfaction or dissatisfaction with your institution as a place to work.	very satisfied	36	17%	182	17%	4	17%	19	19%	5	20%	31	22%
				satisfied	116	54%	444	42%	11	48%	39	40%	13	52%	47	34%
				neither satisfied nor dissatisfied	29	13%	182	17%	2	9%	20	20%	6	24%	29	21%
				dissatisfied	29	13%	185	17%	4	17%	14	14%	1	4%	21	15%
				very dissatisfied	6	3%	73	7%	2	9%	6	6%	0	0%	11	8%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
45c	Nature of work: Service	time on service	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Service (e.g., committee work).	very satisfied	11	8%	67	10%	13	10%	63	9%
				satisfied	69	48%	322	47%	60	45%	289	41%
				neither satisfied nor dissatisfied	35	24%	157	23%	26	20%	175	25%
				dissatisfied	21	15%	119	17%	25	19%	132	19%
				very dissatisfied	7	5%	17	2%	9	7%	46	7%
55b	Nature of work: Service	support for additional leadership roles	My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work.	strongly agree	9	7%	59	9%	5	4%	49	7%
				somewhat agree	41	31%	166	25%	32	25%	158	24%
				neither agree nor disagree	19	14%	104	16%	15	12%	84	13%
				somewhat disagree	37	28%	190	29%	51	40%	196	29%
				strongly disagree	27	20%	143	22%	25	20%	180	27%
60a	Nature of work: Service	number of committees	Please rate your level of satisfaction or dissatisfaction with the number of committees on which you serve.	very satisfied	8	6%	62	9%	12	9%	53	8%
				satisfied	68	48%	335	50%	55	42%	303	43%
				neither satisfied nor dissatisfied	42	30%	159	24%	31	24%	173	25%
				dissatisfied	16	11%	104	15%	25	19%	145	21%
				very dissatisfied	7	5%	14	2%	8	6%	25	4%
60b	Nature of work: Service	attractiveness of committees	Please rate your level of satisfaction or dissatisfaction with the attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve.	very satisfied	15	11%	77	11%	13	10%	57	8%
				satisfied	63	45%	287	43%	55	42%	317	46%
				neither satisfied nor dissatisfied	43	30%	221	33%	39	30%	200	29%
				dissatisfied	17	12%	68	10%	16	12%	98	14%
				very dissatisfied	3	2%	18	3%	7	5%	23	3%
60c	Nature of work: Service	choice of committees	Please rate your level of satisfaction or dissatisfaction with the discretion you have to choose the committees on which you serve.	very satisfied	14	10%	107	16%	18	14%	109	16%
				satisfied	62	45%	288	43%	49	37%	269	39%
				neither satisfied nor dissatisfied	44	32%	182	27%	33	25%	178	26%
				dissatisfied	15	11%	80	12%	25	19%	98	14%
				very dissatisfied	3	2%	18	3%	6	5%	36	5%
60d	Nature of work: Service	equity of committee assignment distribution	Please rate your level of satisfaction or dissatisfaction with how equitably committee assignments are distributed across faculty in your department.	very satisfied	7	5%	75	11%	18	14%	63	9%
				satisfied	56	41%	242	36%	27	21%	197	29%
				neither satisfied nor dissatisfied	37	27%	137	20%	31	24%	155	23%
				dissatisfied	23	17%	152	23%	32	25%	172	25%
				very dissatisfied	12	9%	63	9%	20	16%	101	15%
50c	Nature of work: Service*	[Q45c<3] time on service*	Indicate whether you spend too much or too little time on service.	too much	25	93%	126	98%	32	94%	167	97%
				too little	2	7%	2	2%	2	6%	5	3%
45a	Nature of work: Teaching	time on teaching	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Teaching.	very satisfied	44	31%	189	29%	30	23%	158	23%
				satisfied	70	50%	331	50%	69	52%	344	50%
				neither satisfied nor dissatisfied	13	9%	61	9%	15	11%	88	13%
				dissatisfied	12	9%	63	10%	19	14%	86	12%
				very dissatisfied	1	1%	14	2%	0	0%	15	2%
70a	Nature of work: Teaching	number of courses taught	Please rate your level of satisfaction or dissatisfaction with the number of courses you teach.	very satisfied	44	32%	183	28%	28	21%	160	24%
				satisfied	58	42%	280	43%	58	44%	291	43%
				neither satisfied nor dissatisfied	15	11%	78	12%	16	12%	86	13%
				dissatisfied	17	12%	87	13%	27	21%	114	17%
				very dissatisfied	3	2%	19	3%	2	2%	24	4%
70b	Nature of work: Teaching	level of courses taught	Please rate your level of satisfaction or dissatisfaction with the level of courses you teach.	very satisfied	57	42%	242	38%	52	40%	219	32%
				satisfied	67	49%	316	49%	62	47%	323	48%
				neither satisfied nor dissatisfied	5	4%	54	8%	10	8%	71	11%
				dissatisfied	8	6%	31	5%	6	5%	52	8%
				very dissatisfied	0	0%	2	0%	1	1%	10	1%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
70c	Nature of work: Teaching	discretion over course content	Please rate your level of satisfaction or dissatisfaction with the discretion you have over the content of the courses you teach.	very satisfied	86	63%	408	63%	82	63%	395	58%
				satisfied	46	34%	206	32%	37	28%	219	32%
				neither satisfied nor dissatisfied	2	1%	22	3%	7	5%	36	5%
				dissatisfied	2	1%	12	2%	3	2%	16	2%
				very dissatisfied	1	1%	1	0%	2	2%	11	2%
70e	Nature of work: Teaching	quality of students	Please rate your level of satisfaction or dissatisfaction with the quality of students you teach, on average.	very satisfied	14	10%	68	10%	18	14%	61	9%
				satisfied	51	37%	233	36%	49	37%	257	38%
				neither satisfied nor dissatisfied	32	23%	149	23%	30	23%	154	23%
				dissatisfied	35	26%	163	25%	25	19%	153	23%
				very dissatisfied	5	4%	37	6%	9	7%	51	8%
70h	Nature of work: Teaching	equity of teaching workload distribution	Please rate your level of satisfaction or dissatisfaction with how equitably teaching workload is distributed across faculty in your department.	very satisfied	17	13%	93	14%	13	10%	79	12%
				satisfied	48	36%	240	37%	42	33%	223	33%
				neither satisfied nor dissatisfied	31	23%	147	23%	32	25%	152	23%
				dissatisfied	26	19%	99	15%	25	20%	127	19%
				very dissatisfied	13	10%	65	10%	16	13%	93	14%
50a	Nature of work: Teaching*	[Q45a<3] time on teaching*	Indicate whether you spend too much or too little time on teaching.	too much	10	77%	58	82%	12	63%	82	85%
				too little	3	23%	13	18%	7	37%	14	15%
45b	Nature of work: Research	time on research	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Research.	very satisfied	34	24%	164	24%	16	12%	80	12%
				satisfied	49	35%	275	41%	44	33%	254	37%
				neither satisfied nor dissatisfied	22	16%	66	10%	21	16%	92	13%
				dissatisfied	29	21%	139	21%	44	33%	221	32%
				very dissatisfied	6	4%	28	4%	8	6%	42	6%
70g	Nature of work: Research	availability of course release	Please rate your level of satisfaction or dissatisfaction with the availability of course release time to focus on your research.	very satisfied	13	10%	52	8%	5	4%	40	6%
				satisfied	31	24%	143	23%	21	17%	109	17%
				neither satisfied nor dissatisfied	29	23%	144	23%	31	25%	128	20%
				dissatisfied	32	25%	167	27%	42	34%	200	31%
				very dissatisfied	23	18%	117	19%	26	21%	170	26%
80a	Nature of work: Research	expectations for external funding	Please rate your level of satisfaction or dissatisfaction with the amount of external funding you are expected to find.	very satisfied	4	3%	46	8%	3	2%	35	6%
				satisfied	44	36%	215	35%	31	25%	197	31%
				neither satisfied nor dissatisfied	38	31%	210	35%	34	28%	215	34%
				dissatisfied	26	21%	100	16%	41	34%	132	21%
				very dissatisfied	10	8%	36	6%	13	11%	52	8%
80b	Nature of work: Research	influence over focus of research	Please rate your level of satisfaction or dissatisfaction with the influence you have over the focus of your research/scholarly/creative work.	very satisfied	70	51%	383	57%	57	44%	335	49%
				satisfied	51	37%	227	34%	55	42%	251	37%
				neither satisfied nor dissatisfied	9	7%	35	5%	6	5%	65	9%
				dissatisfied	5	4%	21	3%	11	8%	22	3%
				very dissatisfied	3	2%	6	1%	2	2%	12	2%
80c	Nature of work: Research	quality of graduate students	Please rate your level of satisfaction or dissatisfaction with the quality of graduate students to support your work.	very satisfied	17	13%	77	13%	10	8%	59	10%
				satisfied	46	36%	215	36%	34	29%	200	33%
				neither satisfied nor dissatisfied	22	17%	110	18%	34	29%	143	23%
				dissatisfied	28	22%	155	26%	28	24%	139	23%
				very dissatisfied	14	11%	47	8%	13	11%	72	12%
85a	Nature of work: Research	support for obtaining grants	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for obtaining externally funded grants (pre-award).	very satisfied	7	6%	45	8%	8	7%	35	6%
				satisfied	39	31%	184	31%	33	28%	164	26%
				neither satisfied nor dissatisfied	38	30%	177	30%	31	26%	175	28%
				dissatisfied	28	22%	120	20%	26	22%	166	27%
				very dissatisfied	13	10%	73	12%	22	18%	85	14%
				very satisfied	5	5%	28	5%	5	5%	26	5%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
85b	Nature of work: Research	support for managing grants	or dissatisfaction with the support your institution has offered you for managing externally funded grants (post-award).	satisfied	33	30%	133	25%	23	23%	134	25%
				neither satisfied nor dissatisfied	36	32%	155	29%	32	32%	166	31%
				dissatisfied	22	20%	140	26%	19	19%	122	23%
				very dissatisfied	15	14%	79	15%	22	22%	93	17%
85c	Nature of work: Research	support for securing graduate student support	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for securing graduate student assistance.	very satisfied	8	6%	49	8%	5	4%	49	8%
				satisfied	45	36%	182	30%	30	26%	174	28%
				neither satisfied nor dissatisfied	29	23%	170	28%	32	28%	156	25%
				dissatisfied	27	21%	137	23%	29	25%	144	23%
85d	Nature of work: Research	support for research travel	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for traveling to present papers or conduct research/creative work.	very dissatisfied	17	13%	68	11%	20	17%	96	16%
				satisfied	62	46%	243	36%	47	36%	195	29%
				neither satisfied nor dissatisfied	20	15%	114	17%	27	20%	149	22%
				dissatisfied	22	16%	136	20%	30	23%	145	21%
50b	Nature of work: Research*	[Q45b<3] time on research*	Indicate whether you spend too much or too little time on research.	very dissatisfied	15	11%	66	10%	8	6%	89	13%
				too much	2	6%	5	3%	0	0%	10	4%
				too little	33	94%	161	97%	52	100%	243	96%
				very satisfied	11	10%	99	18%	13	14%	94	16%
45d	Nature of work: Other*	time spent on outreach*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Outreach.	satisfied	53	48%	245	44%	38	40%	258	45%
				neither satisfied nor dissatisfied	40	36%	164	30%	35	37%	162	28%
				dissatisfied	7	6%	37	7%	7	7%	52	9%
				very dissatisfied	0	0%	7	1%	2	2%	8	1%
45e	Nature of work: Other*	time spent on administrative tasks*	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Administrative tasks.	very satisfied	9	7%	53	9%	13	11%	45	8%
				satisfied	53	42%	192	34%	36	31%	165	28%
				neither satisfied nor dissatisfied	29	23%	160	28%	26	22%	160	28%
				dissatisfied	26	21%	130	23%	31	26%	162	28%
50d	Nature of work: Other*	[Q45d<3] time on outreach*	Indicate whether you spend too much or too little time on outreach.	very dissatisfied	9	7%	32	6%	11	9%	49	8%
				too much	4	57%	14	36%	0	0%	11	20%
				too little	3	43%	25	64%	9	100%	44	80%
				satisfied	53	42%	192	34%	36	31%	165	28%
50e	Nature of work: Other*	[Q45e<3] time on admin. tasks*	Indicate whether you spend too much or too little time on admin. tasks.	very dissatisfied	29	21%	138	20%	15	11%	87	12%
				too much	30	97%	151	97%	42	100%	197	97%
				too little	1	3%	4	3%	0	0%	6	3%
				satisfied	29	21%	138	20%	15	11%	87	12%
55a	Nature of work: Other*	balance of faculty roles*	Please rate your level of agreement or disagreement with the following statements. I am able to balance the teaching, research, and service activities expected of me.	strongly agree	54	39%	271	40%	48	36%	246	35%
				somewhat agree	13	9%	48	7%	7	5%	50	7%
				neither agree nor disagree	34	24%	151	22%	43	33%	206	29%
				somewhat disagree	10	7%	70	10%	19	14%	111	16%
90a	Facilities and resources for work	office	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Office.	strongly disagree	41	29%	176	26%	32	24%	163	24%
				very satisfied	69	49%	311	46%	63	47%	312	45%
				satisfied	15	11%	92	14%	11	8%	102	15%
				neither satisfied nor dissatisfied	13	9%	71	11%	19	14%	84	12%
90b	Facilities and resources for work	lab/research/studio space	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Laboratory, research, or studio space.	dissatisfied	2	1%	23	3%	8	6%	30	4%
				very dissatisfied	19	18%	68	14%	15	15%	53	11%
				satisfied	42	41%	201	41%	31	31%	178	36%
				neither satisfied nor dissatisfied	27	26%	93	19%	28	28%	101	20%
				dissatisfied	13	13%	89	18%	17	17%	97	20%
				very dissatisfied	2	2%	43	9%	8	8%	67	14%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
90c	Facilities and resources for work	equipment	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Equipment.	very satisfied	28	21%	83	13%	20	16%	78	12%
				satisfied	65	49%	270	43%	58	47%	291	43%
				neither satisfied nor dissatisfied	21	16%	129	20%	24	20%	141	21%
				dissatisfied	17	13%	114	18%	17	14%	126	19%
				very dissatisfied	1	1%	39	6%	4	3%	33	5%
90d	Facilities and resources for work	classrooms	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Classrooms.	very satisfied	19	14%	81	12%	15	11%	69	10%
				satisfied	65	47%	260	40%	56	43%	280	41%
				neither satisfied nor dissatisfied	22	16%	125	19%	23	18%	126	19%
				dissatisfied	25	18%	137	21%	31	24%	146	22%
				very dissatisfied	7	5%	48	7%	6	5%	55	8%
90e	Facilities and resources for work	library resources	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Library resources.	very satisfied	45	32%	123	18%	46	35%	114	17%
				satisfied	77	55%	278	42%	61	46%	296	43%
				neither satisfied nor dissatisfied	12	9%	117	18%	16	12%	93	14%
				dissatisfied	5	4%	97	15%	8	6%	117	17%
				very dissatisfied	0	0%	52	8%	1	1%	64	9%
90f	Facilities and resources for work	computing & technical support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Computing and technical support.	very satisfied	46	33%	134	20%	37	28%	112	16%
				satisfied	66	47%	282	42%	61	46%	285	41%
				neither satisfied nor dissatisfied	13	9%	110	16%	18	14%	116	17%
				dissatisfied	11	8%	100	15%	12	9%	137	20%
				very dissatisfied	4	3%	45	7%	5	4%	41	6%
90h	Facilities and resources for work	clerical & administrative support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Clerical/administrative support.	very satisfied	27	20%	84	13%	22	17%	92	13%
				satisfied	57	41%	258	39%	49	37%	235	34%
				neither satisfied nor dissatisfied	19	14%	122	18%	16	12%	116	17%
				dissatisfied	23	17%	150	22%	35	26%	163	24%
				very dissatisfied	12	9%	55	8%	11	8%	83	12%
70f	Facilities and resources for work	support to improve teaching	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for improving your teaching.	very satisfied	18	14%	89	14%	15	12%	98	15%
				satisfied	38	29%	229	36%	33	26%	248	37%
				neither satisfied nor dissatisfied	47	36%	207	33%	60	47%	185	28%
				dissatisfied	22	17%	70	11%	9	7%	86	13%
				very dissatisfied	4	3%	34	5%	10	8%	49	7%
95d	Personal and family support	housing benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage).	very satisfied	2	3%	2	1%	1	2%	1	0%
				satisfied	3	4%	11	3%	3	5%	11	3%
				neither satisfied nor dissatisfied	14	20%	48	14%	11	17%	57	15%
				dissatisfied	9	13%	34	10%	5	8%	32	8%
				very dissatisfied	8	11%	42	12%	7	11%	60	15%
				not offered at my institution	34	49%	218	61%	37	58%	227	59%
95e	Personal and family support	tuition waivers	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Tuition waivers.	very satisfied	12	14%	55	12%	10	14%	44	9%
				satisfied	22	27%	186	39%	21	30%	177	37%
				neither satisfied nor dissatisfied	18	22%	115	24%	17	25%	113	24%
				dissatisfied	14	17%	65	14%	6	9%	85	18%
				very dissatisfied	9	11%	31	6%	7	10%	47	10%
				not offered at my institution	8	10%	25	5%	8	12%	12	3%
95f	Personal and family support	spousal/partner hiring program	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Spousal/partner hiring program.	very satisfied	5	7%	12	4%	0	0%	17	5%
				satisfied	14	21%	45	15%	12	21%	35	11%
				neither satisfied nor dissatisfied	23	34%	101	33%	15	26%	83	27%
				dissatisfied	11	16%	38	12%	12	21%	57	18%
				very dissatisfied	8	12%	55	18%	15	26%	69	22%
				not offered at my institution	7	10%	59	19%	4	7%	51	16%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
95g	Personal and family support	childcare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Childcare.	very satisfied	1	2%	5	2%	0	0%	20	7%
				satisfied	2	4%	28	13%	3	6%	24	9%
				neither satisfied nor dissatisfied	19	40%	77	35%	13	26%	69	25%
				dissatisfied	6	13%	22	10%	8	16%	47	17%
				very dissatisfied	6	13%	24	11%	9	18%	53	19%
				not offered at my institution	14	29%	62	28%	17	34%	66	24%
95h	Personal and family support	eldercare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Eldercare.	very satisfied	2	3%	2	1%	0	0%	3	1%
				satisfied	6	10%	15	6%	3	8%	14	6%
				neither satisfied nor dissatisfied	19	32%	67	26%	10	25%	81	34%
				dissatisfied	9	15%	20	8%	6	15%	17	7%
				very dissatisfied	3	5%	17	7%	3	8%	14	6%
				not offered at my institution	20	34%	139	53%	18	45%	109	46%
95j	Personal and family support	family medical/parental leave	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Family medical/parental leave.	very satisfied	10	11%	33	8%	5	7%	47	11%
				satisfied	31	35%	176	43%	34	45%	160	38%
				neither satisfied nor dissatisfied	31	35%	139	34%	22	29%	112	27%
				dissatisfied	6	7%	30	7%	7	9%	61	15%
				very dissatisfied	4	4%	14	3%	6	8%	31	7%
				not offered at my institution	7	8%	17	4%	1	1%	7	2%
95k	Personal and family support	modified duties for family reasons	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Flexible workload/modified duties for parental or other family reasons.	very satisfied	11	16%	41	10%	8	11%	64	15%
				satisfied	22	32%	157	40%	21	29%	172	39%
				neither satisfied nor dissatisfied	17	25%	112	28%	20	28%	99	23%
				dissatisfied	5	7%	31	8%	15	21%	40	9%
				very dissatisfied	5	7%	17	4%	5	7%	33	8%
				not offered at my institution	8	12%	35	9%	3	4%	32	7%
200b	Personal and family support	compatibility of career/personal life	My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	strongly agree	8	7%	49	9%	2	2%	39	7%
				somewhat agree	31	28%	135	26%	22	22%	130	24%
				neither agree nor disagree	31	28%	135	26%	20	20%	142	26%
				somewhat disagree	27	24%	124	24%	33	33%	130	24%
				strongly disagree	14	13%	79	15%	24	24%	106	19%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
200a	Personal and family support*	career/personal life balance*	I have been able to find the right balance, for me, between my professional life and my personal/family life.	strongly agree	33	25%	150	23%	17	13%	92	14%
				somewhat agree	60	45%	266	41%	51	39%	230	35%
				neither agree nor disagree	13	10%	51	8%	12	9%	69	10%
				somewhat disagree	20	15%	114	18%	30	23%	185	28%
				strongly disagree	8	6%	65	10%	20	15%	82	12%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
95a	Health and retirement benefits	health benefits for self	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for yourself.	very satisfied	27	19%	107	16%	20	15%	90	13%
				satisfied	72	51%	349	53%	72	54%	331	49%
				neither satisfied nor dissatisfied	24	17%	99	15%	19	14%	130	19%
				dissatisfied	13	9%	78	12%	17	13%	85	13%
				very dissatisfied	4	3%	25	4%	5	4%	40	6%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
95b	Health and retirement benefits	health benefits for family	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for your family (i.e. spouse, partner, and dependents).	very satisfied	14	12%	93	16%	9	8%	67	12%
				satisfied	68	57%	298	51%	57	50%	285	49%
				neither satisfied nor dissatisfied	18	15%	101	17%	19	17%	101	17%
				dissatisfied	17	14%	67	11%	17	15%	88	15%
				very dissatisfied	3	3%	30	5%	11	10%	40	7%
				not offered at my institution	0	0%	1	0%	0	0%	0	0%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
95c	Health and retirement benefits	retirement benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Retirement benefits.	very satisfied	10	8%	100	16%	8	7%	74	12%
				satisfied	66	50%	287	45%	60	51%	286	45%
				neither satisfied nor dissatisfied	33	25%	143	22%	32	27%	158	25%
				dissatisfied	18	14%	84	13%	16	14%	82	13%
				very dissatisfied	5	4%	25	4%	2	2%	41	6%
				not offered at my institution	0	0%	0	0%	0	0%	1	0%
95i	Health and retirement benefits	phased retirement options	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Phased retirement options.	very satisfied	6	6%	28	7%	2	3%	21	6%
				satisfied	29	28%	120	29%	14	22%	100	28%
				neither satisfied nor dissatisfied	30	29%	125	30%	26	40%	128	36%
				dissatisfied	20	20%	47	11%	14	22%	41	12%
				very dissatisfied	13	13%	33	8%	1	2%	29	8%
				not offered at my institution	4	4%	67	16%	8	12%	36	10%
90g	Health and retirement benefits*	salary*	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Salary.	very satisfied	34	24%	60	9%	6	5%	17	2%
				satisfied	52	37%	201	30%	46	35%	160	23%
				neither satisfied nor dissatisfied	20	14%	111	17%	26	20%	94	14%
				dissatisfied	29	21%	188	28%	35	26%	244	35%
				very dissatisfied	5	4%	112	17%	20	15%	176	25%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
100a	Interdisciplinary work	budgets support interdiscpl. work	Budget allocations encourage interdisciplinary work.	strongly agree	5	5%	28	5%	6	6%	21	4%
				somewhat agree	21	20%	115	19%	19	18%	111	19%
				neither agree nor disagree	43	40%	149	25%	23	22%	112	19%
				somewhat disagree	20	19%	158	26%	37	35%	204	35%
				strongly disagree	18	17%	150	25%	21	20%	138	24%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
100b	Interdisciplinary work	facilities support interdiscpl. work	Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.	strongly agree	4	3%	20	3%	3	3%	29	5%
				somewhat agree	28	24%	127	21%	14	13%	106	17%
				neither agree nor disagree	36	31%	151	25%	22	20%	125	20%
				somewhat disagree	31	26%	179	29%	40	36%	225	37%
				strongly disagree	19	16%	130	21%	33	29%	126	21%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
100c	Interdisciplinary work	interdiscpl. work rewarded in merit	Interdisciplinary work is rewarded in the merit process.	strongly agree	6	5%	40	7%	7	6%	29	5%
				somewhat agree	29	24%	125	21%	15	13%	107	18%
				neither agree nor disagree	41	34%	138	23%	20	18%	121	21%
				somewhat disagree	27	23%	159	27%	36	32%	185	32%
				strongly disagree	17	14%	130	22%	35	31%	145	25%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
100d	Interdisciplinary work	interdiscpl. work rewarded in promotion	Interdisciplinary work is rewarded in the promotion process.	strongly agree	8	7%	43	7%	5	5%	28	5%
				somewhat agree	22	19%	139	24%	16	15%	125	22%
				neither agree nor disagree	44	39%	142	24%	24	22%	120	21%
				somewhat disagree	24	21%	147	25%	33	30%	170	30%
				strongly disagree	15	13%	116	20%	31	28%	132	23%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
100g	Interdisciplinary work	department understands interdiscpl. work	My department understands how to evaluate interdisciplinary work.	strongly agree	8	7%	67	11%	7	6%	49	8%
				somewhat agree	28	23%	149	24%	18	15%	141	24%
				neither agree nor disagree	31	26%	134	22%	18	15%	124	21%
				somewhat disagree	35	29%	139	23%	40	34%	146	25%
				strongly disagree	18	15%	127	21%	34	29%	134	23%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
105a	Collaboration	collaboration within department	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with other members of your department.	very satisfied	45	33%	177	27%	28	22%	145	22%
				satisfied	57	42%	290	44%	53	41%	291	43%
				neither satisfied nor dissatisfied	22	16%	106	16%	24	18%	139	21%
				dissatisfied	9	7%	62	9%	18	14%	70	10%
				very dissatisfied	3	2%	20	3%	7	5%	28	4%
				not offered at my institution	0	0%	0	0%	0	0%	0	0%
			Please rate your level of satisfaction	very satisfied	23	17%	92	14%	11	9%	65	10%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
105b	Collaboration	collaboration within college/school	or dissatisfaction with your opportunities for collaboration with faculty elsewhere within your college/school.	satisfied	58	43%	270	42%	45	35%	259	39%
				neither satisfied nor dissatisfied	41	30%	191	30%	38	29%	210	32%
				dissatisfied	11	8%	76	12%	20	16%	108	16%
				very dissatisfied	2	1%	16	2%	15	12%	24	4%
105c	Collaboration	collaboration outside college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside of your college/school.	very satisfied	21	16%	78	12%	11	9%	66	10%
				satisfied	47	36%	222	35%	41	33%	217	33%
				neither satisfied nor dissatisfied	37	28%	209	33%	35	28%	228	35%
				dissatisfied	21	16%	102	16%	24	19%	106	16%
105d	Collaboration	collaboration outside institution	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside your institution.	very dissatisfied	4	3%	20	3%	15	12%	32	5%
				very satisfied	35	26%	142	22%	19	15%	121	18%
				satisfied	49	37%	279	43%	59	46%	270	41%
				neither satisfied nor dissatisfied	31	23%	152	23%	27	21%	192	29%
115	Mentoring	[Q110=Yes] mentoring is fulfilling	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?	dissatisfied	14	10%	52	8%	17	13%	64	10%
				very dissatisfied	5	4%	22	3%	7	5%	17	3%
				strongly agree	47	44%	211	39%	30	32%	156	32%
				somewhat agree	42	39%	220	41%	41	44%	232	48%
125a	Mentoring	mentoring from within department	Please rate the effectiveness or ineffectiveness of mentoring from someone in my department.	neither agree nor disagree	15	14%	84	16%	14	15%	54	11%
				somewhat disagree	1	1%	15	3%	4	4%	29	6%
				strongly disagree	2	2%	5	1%	4	4%	13	3%
				very effective	24	21%	94	17%	21	17%	103	16%
125b	Mentoring	mentoring from outside department	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my department.	somewhat effective	35	30%	187	33%	44	36%	210	33%
				neither effective nor ineffective	17	15%	91	16%	15	12%	101	16%
				somewhat ineffective	6	5%	37	7%	9	7%	73	11%
				very ineffective	10	9%	37	7%	17	14%	56	9%
125c	Mentoring	mentoring from outside institution	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my institution.	have not received	24	21%	119	21%	16	13%	97	15%
				very effective	11	10%	40	8%	6	5%	50	9%
				somewhat effective	26	23%	138	26%	31	27%	162	28%
				neither effective nor ineffective	27	24%	132	25%	30	27%	136	23%
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	somewhat ineffective	5	5%	27	5%	8	7%	40	7%
				very ineffective	8	7%	32	6%	8	7%	35	6%
				have not received	34	31%	163	31%	30	27%	162	28%
				very effective	25	21%	103	19%	13	11%	117	19%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	somewhat effective	40	34%	167	31%	40	34%	216	35%
				neither effective nor ineffective	14	12%	116	21%	27	23%	117	19%
				somewhat ineffective	4	3%	26	5%	5	4%	30	5%
				very ineffective	8	7%	16	3%	6	5%	18	3%
130a	Mentoring	effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.	have not received	27	23%	115	21%	25	22%	115	19%
				strongly agree	25	20%	119	19%	18	14%	69	11%
				somewhat agree	55	44%	263	42%	52	40%	223	35%
				neither agree nor disagree	18	14%	78	12%	12	9%	80	12%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	somewhat disagree	20	16%	101	16%	23	18%	159	25%
				strongly disagree	8	6%	71	11%	24	19%	115	18%
				strongly agree	8	7%	40	7%	4	3%	15	2%
				somewhat agree	26	21%	153	26%	17	13%	71	11%
130b	Mentoring	effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.	neither agree nor disagree	35	28%	127	21%	19	15%	93	15%
				somewhat disagree	34	28%	160	27%	27	21%	190	30%
				strongly disagree	20	16%	118	20%	59	47%	265	42%
				strongly agree	3	2%	22	4%	4	3%	15	2%

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					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
130c	Mentoring	mentors are supported by institution	My institution provides adequate support for faculty to be good mentors.	somewhat agree	23	18%	97	16%	13	11%	69	11%
				neither agree nor disagree	35	28%	154	25%	23	19%	131	21%
				somewhat disagree	44	35%	199	33%	43	36%	185	30%
				strongly disagree	21	17%	137	22%	38	31%	223	36%
110	Mentoring*	have served as mentor to*	In the past five years, I have served as either a formal or informal mentor to:	pre-tenure faculty in dept.	100	72%	504	76%	91	68%	449	66%
				tenured faculty in dept.	46	33%	236	35%	15	11%	80	12%
				pre-tenure faculty outside dept.	27	19%	187	28%	25	19%	155	23%
				tenured faculty outside dept.	19	14%	98	15%	4	3%	34	5%
120a	Mentoring*	importance of mentoring within dept.	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors in your department.	none of the above	31	22%	129	19%	37	28%	195	29%
				very important	45	35%	210	33%	61	48%	292	44%
				important	56	43%	272	43%	54	42%	267	40%
				neither important nor unimportant	14	11%	75	12%	4	3%	59	9%
120b	Mentoring*	importance of mentoring outside dept.*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your department.	unimportant	7	5%	40	6%	5	4%	36	5%
				very unimportant	7	5%	36	6%	4	3%	9	1%
				very important	13	10%	79	13%	22	17%	114	18%
				important	45	35%	186	30%	45	36%	237	37%
120c	Mentoring*	importance of mentoring outside institution*	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors outside your institution.	neither important nor unimportant	41	32%	191	30%	37	29%	175	27%
				unimportant	21	16%	124	20%	16	13%	101	16%
				very unimportant	9	7%	48	8%	6	5%	20	3%
				very important	21	17%	108	17%	23	18%	147	23%
135a	Promotion	promotion expectations are reasonable	Generally, the departmental expectations for promotion from associate to full professor are reasonable to me.	important	51	40%	224	36%	49	39%	264	41%
				neither important nor unimportant	28	22%	153	24%	33	26%	135	21%
				unimportant	18	14%	95	15%	17	13%	80	12%
				very unimportant	9	7%	46	7%	5	4%	24	4%
135b	Promotion	associates encouraged towards promotion	My department has a culture where associate professors are encouraged to work towards promotion to full professorship.	strongly agree	58	43%	272	42%	44	36%	254	41%
				somewhat agree	8	6%	36	5%	19	15%	78	13%
				neither agree nor disagree	9	7%	38	6%	20	16%	90	15%
				somewhat disagree	2	1%	23	4%	20	16%	68	11%
140a	Promotion	clarity: promotion process	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion process in my department.	strongly disagree	47	35%	254	39%	15	12%	109	17%
				somewhat disagree	56	42%	238	36%	42	33%	206	31%
				neither clear nor unclear	11	8%	80	12%	14	11%	110	17%
				somewhat disagree	14	10%	53	8%	31	24%	130	20%
140b	Promotion	clarity: promotion criteria	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion criteria (what things are evaluated) in my department.	strongly disagree	6	4%	32	5%	27	21%	104	16%
				very clear	63	47%	319	49%	30	23%	171	26%
				somewhat clear	53	40%	241	37%	49	37%	266	41%
				neither clear nor unclear	8	6%	35	5%	11	8%	61	9%
				somewhat unclear	5	4%	40	6%	23	18%	99	15%
				very unclear	5	4%	22	3%	18	14%	57	9%
				very clear	68	50%	295	45%	27	21%	161	25%
				somewhat clear	47	35%	264	40%	52	40%	254	39%
				neither clear nor unclear	8	6%	24	4%	11	8%	67	10%
				somewhat unclear	9	7%	45	7%	19	15%	118	18%
				very unclear	3	2%	30	5%	22	17%	54	8%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
140c	Promotion	clarity: promotion standards	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion standards (the performance thresholds) in my	very clear	54	41%	220	34%	22	17%	124	19%
				somewhat clear	52	39%	274	42%	47	36%	229	35%
				neither clear nor unclear	8	6%	56	9%	13	10%	85	13%
				somewhat unclear	15	11%	66	10%	28	21%	143	22%
				very unclear	4	3%	37	6%	21	16%	73	11%
140d	Promotion	clarity: body of evidence for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The body of evidence (the dossier's contents) that are considered in	very clear	62	46%	306	47%	29	22%	152	23%
				somewhat clear	53	39%	250	38%	51	39%	249	38%
				neither clear nor unclear	10	7%	40	6%	18	14%	90	14%
				somewhat unclear	6	4%	37	6%	18	14%	114	17%
				very unclear	4	3%	21	3%	15	11%	49	7%
140e	Promotion	clarity: time to apply for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The time frame within which associate professors should apply for promotion.	very clear	55	41%	259	40%	26	20%	163	25%
				somewhat clear	38	28%	222	34%	39	30%	204	31%
				neither clear nor unclear	17	13%	86	13%	21	16%	99	15%
				somewhat unclear	16	12%	61	9%	21	16%	110	17%
				very unclear	9	7%	27	4%	22	17%	78	12%
140f	Promotion	[RANK=Assoc.] clarity: sense of promotion to full	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: My sense of whether I will be promoted from associate to full	very clear	n/a	n/a	n/a	n/a	20	16%	114	18%
				somewhat clear	n/a	n/a	n/a	n/a	27	21%	194	31%
				neither clear nor unclear	n/a	n/a	n/a	n/a	25	20%	127	20%
				somewhat unclear	n/a	n/a	n/a	n/a	31	24%	93	15%
				very unclear	n/a	n/a	n/a	n/a	25	20%	106	17%
145	Promotion*	[RANK=Assoc.] feedback on	Have you received formal feedback on your progress toward promotion?	yes	n/a	n/a	n/a	n/a	31	25%	177	28%
				no	n/a	n/a	n/a	n/a	91	75%	451	72%
				I've already submitted	n/a	n/a	n/a	n/a	21	17%	56	9%
150	Promotion*	[RANK=Assoc.] timeline for promotion*	When do you plan to submit your dossier for promotion to full professor?	in five years or less	n/a	n/a	n/a	n/a	58	46%	326	51%
				in more than 5 years but less than 10	n/a	n/a	n/a	n/a	13	10%	66	10%
				in 10 years or more	n/a	n/a	n/a	n/a	0	0%	2	0%
				never	n/a	n/a	n/a	n/a	10	8%	65	10%
				I don't know	n/a	n/a	n/a	n/a	23	18%	125	20%
				lack of support from dept. chair	n/a	n/a	n/a	n/a	4	12%	22	12%
155	Promotion*	[Q150=3 or 0] reason for not applying for promotion*	What are your primary reasons for not applying for promotion?	lack of support from colleagues	n/a	n/a	n/a	n/a	4	12%	16	8%
				lack of time/support for research	n/a	n/a	n/a	n/a	6	18%	61	32%
				heavy teaching load	n/a	n/a	n/a	n/a	2	6%	29	15%
				administrative responsibilities	n/a	n/a	n/a	n/a	7	21%	31	16%
				family/personal responsibilities	n/a	n/a	n/a	n/a	4	12%	17	9%
				I have not been signaled	n/a	n/a	n/a	n/a	6	18%	26	14%
				not interested	n/a	n/a	n/a	n/a	2	6%	20	10%
				I am planning to leave the institution	n/a	n/a	n/a	n/a	4	12%	7	4%
				I plan to retire before promotion	n/a	n/a	n/a	n/a	6	18%	48	25%
				160	Promotion*	[RANK=Assoc.] decision to remain depends on promotion*	Would you agree or disagree that, on the whole, your decision to remain at this institution for the rest of your career depends on whether or not you are promoted to full professor?	strongly agree	n/a	n/a	n/a	n/a	20	17%	124	20%
somewhat agree	n/a	n/a	n/a					n/a	33	28%	143	23%
neither agree nor disagree	n/a	n/a	n/a					n/a	30	25%	125	20%
somewhat disagree	n/a	n/a	n/a					n/a	14	12%	87	14%
strongly disagree	n/a	n/a	n/a					n/a	21	18%	131	21%
180a	Senior leadership	pace of decision making: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's pace of decision making.	very satisfied	17	14%	91	14%	11	9%	79	13%
				satisfied	35	29%	208	33%	24	20%	181	29%
				neither satisfied nor dissatisfied	55	45%	197	31%	66	55%	229	37%
				dissatisfied	11	9%	89	14%	10	8%	93	15%
				very dissatisfied	3	2%	44	7%	8	7%	42	7%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
180b	Senior leadership	stated priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's stated priorities.	very satisfied	15	12%	99	15%	16	13%	98	15%
				satisfied	47	38%	249	39%	31	26%	200	31%
				neither satisfied nor dissatisfied	38	31%	140	22%	50	42%	181	28%
				dissatisfied	17	14%	107	17%	15	13%	102	16%
				very dissatisfied	7	6%	45	7%	8	7%	63	10%
180c	Senior leadership	communication of priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's communication of priorities to faculty.	very satisfied	19	15%	109	17%	20	16%	95	15%
				satisfied	47	38%	231	36%	31	25%	215	33%
				neither satisfied nor dissatisfied	41	33%	140	22%	46	38%	179	28%
				dissatisfied	11	9%	103	16%	13	11%	94	15%
				very dissatisfied	5	4%	54	8%	12	10%	62	10%
180l	Senior leadership	pace of decision making: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's pace of decision making.	very satisfied	16	14%	77	13%	17	14%	76	12%
				satisfied	48	41%	187	31%	34	28%	153	24%
				neither satisfied nor dissatisfied	41	35%	191	31%	54	45%	225	36%
				dissatisfied	7	6%	94	15%	8	7%	109	17%
				very dissatisfied	5	4%	63	10%	8	7%	65	10%
180m	Senior leadership	stated priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's stated priorities.	very satisfied	16	14%	78	13%	23	19%	74	12%
				satisfied	51	44%	194	31%	31	25%	152	24%
				neither satisfied nor dissatisfied	34	29%	166	27%	46	38%	189	30%
				dissatisfied	11	9%	105	17%	14	11%	133	21%
				very dissatisfied	5	4%	74	12%	8	7%	79	13%
180n	Senior leadership	communication of priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's communication of priorities to faculty.	very satisfied	18	15%	86	14%	28	23%	83	13%
				satisfied	50	42%	208	33%	34	28%	162	26%
				neither satisfied nor dissatisfied	34	29%	142	23%	39	32%	173	27%
				dissatisfied	10	8%	101	16%	13	11%	126	20%
				very dissatisfied	6	5%	89	14%	9	7%	88	14%
165a	Senior leadership*	confidence in leadership: president*	I have confidence in the leadership provided by my president.	strongly agree	25	21%	160	25%	14	12%	127	20%
				somewhat agree	36	31%	202	32%	32	28%	217	34%
				neither agree nor disagree	29	25%	123	20%	37	32%	133	21%
				somewhat disagree	17	15%	89	14%	15	13%	94	15%
				strongly disagree	10	9%	55	9%	16	14%	72	11%
165b	Senior leadership*	confidence in leadership: provost*	I have confidence in the leadership provided by my provost.	strongly agree	45	35%	127	20%	35	28%	97	15%
				somewhat agree	45	35%	181	28%	37	29%	186	29%
				neither agree nor disagree	21	16%	147	23%	26	21%	148	23%
				somewhat disagree	12	9%	99	15%	16	13%	111	17%
				strongly disagree	5	4%	89	14%	12	10%	110	17%
170a	Leadership and governance: Other*	priorities are stated consistently*	My institution's priorities are stated consistently across all levels of leadership.	strongly agree	15	11%	63	10%	8	6%	49	8%
				somewhat agree	46	35%	168	27%	38	30%	170	27%
				neither agree nor disagree	25	19%	127	20%	28	22%	115	18%
				somewhat disagree	32	24%	155	25%	36	28%	173	28%
				strongly disagree	14	11%	112	18%	17	13%	117	19%
170b	Leadership and governance: Other*	priorities have changed*	In the past five years, my institution's priorities have changed in ways that affect my work in my department.	strongly agree	65	49%	220	35%	70	55%	254	39%
				somewhat agree	44	33%	243	39%	41	32%	234	36%
				neither agree nor disagree	13	10%	92	15%	10	8%	90	14%
				somewhat disagree	7	5%	52	8%	3	2%	51	8%
				strongly disagree	5	4%	18	3%	4	3%	19	3%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
170c	Leadership and governance: Other*	priorities are acted upon consistently*	My institution's priorities are acted upon consistently across all levels of leadership.	strongly agree	7	5%	40	7%	7	6%	38	6%
				somewhat agree	40	31%	139	23%	32	26%	134	22%
				neither agree nor disagree	25	19%	122	20%	29	23%	114	19%
				somewhat disagree	34	26%	170	28%	36	29%	185	31%
				strongly disagree	24	18%	131	22%	21	17%	135	22%
185d	Divisional leadership	pace of decision making: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's pace of decision making.	very satisfied	18	15%	82	13%	14	12%	84	13%
				satisfied	37	31%	192	31%	37	32%	203	32%
				neither satisfied nor dissatisfied	35	30%	156	25%	37	32%	151	24%
				dissatisfied	16	14%	101	16%	14	12%	114	18%
				very dissatisfied	12	10%	83	14%	14	12%	73	12%
185e	Divisional leadership	stated priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's stated priorities.	very satisfied	20	17%	92	15%	16	14%	97	15%
				satisfied	30	26%	183	30%	32	28%	169	27%
				neither satisfied nor dissatisfied	34	29%	153	25%	36	31%	143	23%
				dissatisfied	16	14%	105	17%	19	16%	126	20%
				very dissatisfied	17	15%	87	14%	13	11%	93	15%
185f	Divisional leadership	communication of priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's communication of priorities to faculty.	very satisfied	21	18%	97	16%	15	13%	102	16%
				satisfied	33	28%	188	30%	33	28%	181	29%
				neither satisfied nor dissatisfied	30	26%	127	20%	37	32%	138	22%
				dissatisfied	15	13%	110	18%	16	14%	108	17%
				very dissatisfied	18	15%	100	16%	16	14%	101	16%
185g	Divisional leadership	opportunities for input: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's ensuring opportunities for faculty to have input into school/college priorities.	very satisfied	17	14%	97	16%	15	13%	93	15%
				satisfied	34	29%	167	27%	26	22%	148	24%
				neither satisfied nor dissatisfied	29	25%	136	22%	37	32%	149	24%
				dissatisfied	18	15%	100	16%	19	16%	116	18%
				very dissatisfied	20	17%	118	19%	20	17%	122	19%
165c	Divisional leadership*	confidence in leadership: dean*	I have confidence in the leadership provided by my dean.	strongly agree	33	27%	155	25%	24	20%	140	22%
				somewhat agree	36	29%	166	26%	39	33%	182	28%
				neither agree nor disagree	18	15%	104	17%	20	17%	107	17%
				somewhat disagree	17	14%	88	14%	14	12%	92	14%
				strongly disagree	20	16%	115	18%	23	19%	120	19%
Q175 a	Divisional leadership*	support adapting to changes: dean*	In adapting to the changing mission, I have received sufficient support from my dean or division head.	strongly agree	19	19%	80	18%	18	17%	71	15%
				somewhat agree	25	25%	92	21%	31	30%	99	21%
				neither agree nor disagree	21	21%	90	20%	16	15%	107	23%
				somewhat disagree	13	13%	88	20%	18	17%	77	16%
				strongly disagree	23	23%	97	22%	22	21%	115	25%
185h	Departmental leadership	pace of decision making: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's pace of decision making.	very satisfied	25	23%	110	22%	24	20%	147	25%
				satisfied	42	39%	184	36%	39	33%	218	38%
				neither satisfied nor dissatisfied	22	20%	88	17%	26	22%	103	18%
				dissatisfied	14	13%	60	12%	15	13%	55	9%
				very dissatisfied	6	6%	63	12%	14	12%	58	10%
185i	Departmental leadership	stated priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's stated priorities.	very satisfied	27	25%	110	22%	23	19%	151	26%
				satisfied	35	32%	161	32%	36	31%	195	34%
				neither satisfied nor dissatisfied	22	20%	100	20%	25	21%	101	17%
				dissatisfied	12	11%	62	12%	24	20%	69	12%
				very dissatisfied	12	11%	69	14%	10	8%	66	11%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
185j	Departmental leadership	communication of priorities: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's communication of priorities to faculty.	very satisfied	29	27%	117	23%	21	18%	172	30%
				satisfied	36	33%	159	32%	42	36%	187	32%
				neither satisfied nor dissatisfied	15	14%	91	18%	24	20%	88	15%
				dissatisfied	15	14%	64	13%	19	16%	57	10%
				very dissatisfied	14	13%	72	14%	12	10%	78	13%
185k	Departmental leadership	opportunities for input: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's ensuring opportunities for faculty to have input into departmental policy	very satisfied	32	29%	148	29%	27	23%	203	35%
				satisfied	33	30%	160	32%	34	29%	170	29%
				neither satisfied nor dissatisfied	18	17%	81	16%	30	25%	84	14%
				dissatisfied	11	10%	49	10%	13	11%	57	10%
				very dissatisfied	15	14%	69	14%	14	12%	69	12%
165d	Departmental leadership*	confidence in leadership: chair*	I have confidence in the leadership provided by my chair.	strongly agree	35	31%	171	33%	38	32%	208	35%
				somewhat agree	35	31%	147	29%	27	23%	172	29%
				neither agree nor disagree	11	10%	55	11%	14	12%	75	13%
				somewhat disagree	12	11%	62	12%	26	22%	62	10%
				strongly disagree	19	17%	80	16%	13	11%	80	13%
175b	Departmental leadership*	support adapting to changes: chair*	In adapting to the changing mission, I have received sufficient support from my department head or chair.	strongly agree	18	21%	79	22%	25	26%	113	26%
				somewhat agree	26	31%	94	27%	29	31%	120	28%
				neither agree nor disagree	12	14%	71	20%	17	18%	82	19%
				somewhat disagree	10	12%	50	14%	14	15%	49	11%
				strongly disagree	18	21%	60	17%	10	11%	65	15%
190a	Departmental engagement	discussions of undergraduate learning	How often do you engage with faculty in your department in conversations about undergraduate student learning?	frequently	28	21%	141	22%	29	23%	157	24%
				regularly	57	43%	210	33%	37	29%	203	31%
				occasionally	31	23%	170	26%	38	30%	182	28%
				seldom	8	6%	76	12%	12	9%	64	10%
				never	8	6%	45	7%	12	9%	42	6%
190b	Departmental engagement	discussion of graduate learning	How often do you engage with faculty in your department in conversations about graduate student learning?	frequently	36	27%	183	28%	38	29%	170	26%
				regularly	63	47%	222	35%	30	23%	223	34%
				occasionally	26	19%	146	23%	39	30%	152	23%
				seldom	5	4%	71	11%	11	8%	66	10%
				never	5	4%	21	3%	12	9%	39	6%
190c	Departmental engagement	discussions of effective teaching	How often do you engage with faculty in your department in conversations about effective teaching practices?	frequently	19	14%	100	15%	31	24%	111	17%
				regularly	42	31%	202	31%	35	27%	191	29%
				occasionally	57	42%	226	35%	29	22%	231	35%
				seldom	11	8%	89	14%	28	22%	95	14%
				never	6	4%	30	5%	7	5%	32	5%
190d	Departmental engagement	discussions of technology	How often do you engage with faculty in your department in conversations about effective use of technology?	frequently	20	15%	87	13%	21	16%	100	15%
				regularly	40	30%	196	30%	35	27%	176	27%
				occasionally	55	41%	240	37%	33	25%	250	38%
				seldom	15	11%	98	15%	32	25%	105	16%
				never	5	4%	28	4%	9	7%	31	5%
190e	Departmental engagement	discussion of research methods	How often do you engage with faculty in your department in conversations about use of current research methodologies?	frequently	22	16%	93	14%	16	12%	81	12%
				regularly	47	35%	183	28%	30	23%	175	27%
				occasionally	41	31%	217	33%	36	28%	216	33%
				seldom	15	11%	110	17%	36	28%	136	21%
				never	9	7%	45	7%	12	9%	50	8%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
205a	Departmental engagement	prof. interaction with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of professional interaction you have with colleagues in your department.	very satisfied	29	22%	150	23%	28	22%	114	17%
				satisfied	65	49%	290	45%	51	40%	292	44%
				neither satisfied nor dissatisfied	27	20%	100	15%	32	25%	121	18%
				dissatisfied	10	7%	83	13%	12	9%	106	16%
				very dissatisfied	3	2%	26	4%	6	5%	29	4%
195a	Departmental quality	intellectual vitality: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of tenured faculty in your department.	very satisfied	27	20%	105	16%	22	17%	105	16%
				satisfied	64	48%	305	47%	51	40%	282	43%
				neither satisfied nor dissatisfied	27	20%	109	17%	22	17%	126	19%
				dissatisfied	13	10%	95	15%	20	16%	108	16%
				very dissatisfied	3	2%	29	5%	14	11%	36	5%
195b	Departmental quality	intellectual vitality: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of pre-tenure faculty in your department.	very satisfied	49	37%	201	32%	38	30%	172	27%
				satisfied	61	46%	290	46%	55	43%	313	49%
				neither satisfied nor dissatisfied	17	13%	95	15%	22	17%	92	14%
				dissatisfied	4	3%	37	6%	7	6%	51	8%
				very dissatisfied	1	1%	9	1%	5	4%	10	2%
195c	Departmental quality	scholarly productivity: tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of tenured faculty in your department.	very satisfied	25	19%	91	14%	17	13%	98	15%
				satisfied	59	44%	260	40%	47	36%	243	37%
				neither satisfied nor dissatisfied	25	19%	145	22%	28	22%	149	23%
				dissatisfied	22	16%	116	18%	28	22%	123	19%
				very dissatisfied	3	2%	35	5%	9	7%	40	6%
195d	Departmental quality	scholarly productivity: pre-tenured faculty	Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of pre-tenure faculty in your department.	very satisfied	41	31%	161	25%	35	28%	135	21%
				satisfied	66	50%	288	46%	53	42%	299	47%
				neither satisfied nor dissatisfied	19	14%	115	18%	21	17%	131	21%
				dissatisfied	5	4%	59	9%	13	10%	53	8%
				very dissatisfied	1	1%	9	1%	4	3%	14	2%
240b	Departmental quality	department is successful at recruitment of faculty	My department is successful at recruiting high-quality faculty members.	strongly agree	33	24%	148	23%	29	23%	126	19%
				somewhat agree	58	43%	267	41%	47	37%	256	39%
				neither agree nor disagree	22	16%	94	15%	20	16%	107	16%
				somewhat disagree	16	12%	87	13%	18	14%	105	16%
				strongly disagree	6	4%	50	8%	14	11%	63	10%
240c	Departmental quality	department is successful at retention of faculty	My department is successful at retaining high-quality faculty members.	strongly agree	37	28%	96	15%	19	15%	94	14%
				somewhat agree	57	43%	250	39%	53	43%	214	33%
				neither agree nor disagree	19	14%	103	16%	19	15%	117	18%
				somewhat disagree	11	8%	119	19%	19	15%	136	21%
				strongly disagree	8	6%	71	11%	14	11%	94	14%
240d	Departmental quality	department is successful at addressing sub-standard performance	My department is successful at addressing sub-standard tenured faculty performance.	strongly agree	3	2%	41	7%	12	10%	32	5%
				somewhat agree	39	31%	142	23%	30	25%	138	23%
				neither agree nor disagree	37	30%	115	19%	20	16%	128	21%
				somewhat disagree	31	25%	189	31%	31	25%	178	30%
				strongly disagree	14	11%	122	20%	29	24%	126	21%
200c	Departmental collegiality	colleagues support personal obligations	My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.	strongly agree	27	23%	124	22%	19	18%	130	22%
				somewhat agree	42	35%	217	39%	43	41%	217	36%
				neither agree nor disagree	27	23%	132	24%	20	19%	137	23%
				somewhat disagree	17	14%	53	10%	9	8%	66	11%
				strongly disagree	7	6%	31	6%	15	14%	47	8%

* Indicates that the survey item is not used in calculating benchmark scores.

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
200d	Departmental collegiality	meeting times are compatible	Department meetings occur at times that are compatible with my personal/family needs.	strongly agree	47	36%	244	39%	43	33%	265	41%
				somewhat agree	44	34%	233	38%	56	43%	236	37%
				neither agree nor disagree	23	18%	89	14%	14	11%	65	10%
				somewhat disagree	11	8%	33	5%	9	7%	47	7%
				strongly disagree	6	5%	21	3%	7	5%	29	5%
205b	Departmental collegiality	personal interactions with dept. colleagues	Please rate your level of satisfaction or dissatisfaction with the amount of personal interaction you have with colleagues in your department.	very satisfied	27	20%	116	18%	26	21%	108	16%
				satisfied	68	51%	295	46%	53	42%	302	46%
				neither satisfied nor dissatisfied	24	18%	151	23%	32	26%	146	22%
				dissatisfied	10	8%	65	10%	9	7%	76	12%
				very dissatisfied	4	3%	16	2%	5	4%	26	4%
205c	Departmental collegiality	sense of belonging in department	Please rate your level of satisfaction or dissatisfaction with how well you fit in your department (e.g. your sense of belonging in your department).	very satisfied	43	32%	207	32%	39	30%	163	25%
				satisfied	55	41%	235	36%	39	30%	260	40%
				neither satisfied nor dissatisfied	16	12%	91	14%	24	19%	112	17%
				dissatisfied	11	8%	71	11%	18	14%	70	11%
				very dissatisfied	8	6%	44	7%	8	6%	53	8%
210a	Departmental collegiality	colleagues pitch in when needed	My departmental colleagues "pitch in" when needed.	strongly agree	38	29%	187	29%	38	30%	167	25%
				somewhat agree	51	38%	274	42%	41	33%	244	37%
				neither agree nor disagree	19	14%	76	12%	15	12%	89	14%
				somewhat disagree	19	14%	84	13%	18	14%	106	16%
				strongly disagree	6	5%	29	4%	14	11%	50	8%
210c	Departmental collegiality	department is collegial	On the whole, my department is collegial.	strongly agree	47	35%	236	36%	49	38%	247	37%
				somewhat agree	55	41%	235	36%	39	30%	234	36%
				neither agree nor disagree	14	10%	63	10%	11	9%	63	10%
				somewhat disagree	11	8%	61	9%	19	15%	65	10%
				strongly disagree	8	6%	52	8%	11	9%	50	8%
215a	Appreciation and recognition	recognition for teaching	How satisfied are you with the recognition you receive for your teaching efforts?	very satisfied	16	12%	82	13%	15	12%	71	11%
				satisfied	55	42%	253	40%	44	34%	225	35%
				neither satisfied nor dissatisfied	29	22%	129	21%	29	22%	139	22%
				dissatisfied	21	16%	114	18%	28	22%	128	20%
				very dissatisfied	10	8%	48	8%	13	10%	78	12%
215b	Appreciation and recognition	recognition for advising	How satisfied are you with the recognition you receive for your student advising?	very satisfied	7	6%	31	6%	7	6%	40	7%
				satisfied	41	36%	176	32%	39	34%	145	25%
				neither satisfied nor dissatisfied	35	31%	180	33%	27	23%	168	29%
				dissatisfied	20	18%	120	22%	29	25%	144	25%
				very dissatisfied	11	10%	46	8%	13	11%	77	13%
215c	Appreciation and recognition	recognition for scholarship	How satisfied are you with the recognition you receive for your scholarly/creative work?	very satisfied	23	17%	106	16%	11	9%	72	11%
				satisfied	63	47%	256	40%	41	32%	239	37%
				neither satisfied nor dissatisfied	24	18%	123	19%	35	27%	154	24%
				dissatisfied	15	11%	108	17%	31	24%	119	18%
				very dissatisfied	9	7%	53	8%	10	8%	64	10%
215d	Appreciation and recognition	recognition for service	How satisfied are you with the recognition you receive for your service contributions (e.g., committee work)?	very satisfied	9	7%	54	8%	13	10%	53	8%
				satisfied	54	41%	223	35%	38	29%	178	27%
				neither satisfied nor dissatisfied	30	23%	178	28%	32	25%	175	27%
				dissatisfied	19	14%	124	19%	30	23%	153	23%
				very dissatisfied	21	16%	59	9%	17	13%	97	15%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
215e	Appreciation and recognition	recognition for outreach	How satisfied are you with the recognition you receive for your outreach (e.g., extension, community engagement, technology transfer, economic development, K-12	very satisfied	6	6%	38	8%	5	6%	39	8%
				satisfied	33	33%	150	30%	17	20%	137	27%
				neither satisfied nor dissatisfied	33	33%	175	36%	37	43%	163	33%
				dissatisfied	14	14%	84	17%	14	16%	96	19%
				very dissatisfied	13	13%	45	9%	13	15%	66	13%
215f	Appreciation and recognition	recognition from provost	For all of your work, how satisfied are you with the recognition you receive from your provost or chief academic officer?	very satisfied	17	14%	57	10%	7	6%	33	6%
				satisfied	34	27%	129	22%	21	19%	88	15%
				neither satisfied nor dissatisfied	41	33%	198	33%	46	42%	231	39%
				dissatisfied	14	11%	109	18%	16	15%	132	22%
				very dissatisfied	18	15%	101	17%	19	17%	110	19%
215g	Appreciation and recognition	recognition from dean	For all of your work, how satisfied are you with the recognition you receive from your dean or division head?	very satisfied	24	20%	98	16%	15	13%	65	11%
				satisfied	28	24%	172	28%	23	21%	173	28%
				neither satisfied nor dissatisfied	30	25%	144	24%	30	27%	149	24%
				dissatisfied	17	14%	91	15%	23	21%	116	19%
				very dissatisfied	20	17%	107	17%	21	19%	115	19%
215h	Appreciation and recognition	recognition from chair	For all of your work, how satisfied are you with the recognition you receive from your department head or chair?	very satisfied	33	30%	114	22%	23	20%	140	24%
				satisfied	35	32%	196	39%	39	34%	216	37%
				neither satisfied nor dissatisfied	16	14%	81	16%	25	22%	96	16%
				dissatisfied	16	14%	46	9%	11	10%	64	11%
				very dissatisfied	11	10%	71	14%	16	14%	73	12%
215i	Appreciation and recognition	recognition from colleagues	For all of your work, how satisfied are you with the recognition you receive from your colleagues/peers?	very satisfied	30	23%	114	18%	19	15%	93	14%
				satisfied	54	41%	280	44%	47	37%	265	41%
				neither satisfied nor dissatisfied	25	19%	153	24%	31	24%	176	27%
				dissatisfied	15	11%	59	9%	20	16%	77	12%
				very dissatisfied	8	6%	36	6%	11	9%	40	6%
220a	Appreciation and recognition	valued by president/provost: school	I feel that my school/college is valued by this institution's President and Provost.	strongly agree	45	34%	161	25%	36	29%	138	21%
				somewhat agree	49	37%	215	34%	37	29%	206	31%
				neither agree nor disagree	19	15%	105	16%	21	17%	118	18%
				somewhat disagree	7	5%	92	14%	18	14%	115	18%
				strongly disagree	11	8%	68	11%	14	11%	77	12%
220b	Appreciation and recognition	valued by president/provost: department	I feel that my department is valued by this institution's President and Provost.	strongly agree	22	17%	124	20%	18	14%	97	15%
				somewhat agree	47	37%	189	30%	38	30%	168	26%
				neither agree nor disagree	26	20%	117	19%	21	17%	129	20%
				somewhat disagree	16	13%	107	17%	26	21%	143	22%
				strongly disagree	17	13%	91	14%	22	18%	111	17%
245a	Appreciation and recognition	CAO cares about assistant professors	The person who serves as the chief academic officer at my institution cares about Assistant Professors.	strongly agree	31	26%	112	19%	25	21%	75	12%
				somewhat agree	38	31%	164	28%	34	28%	174	28%
				neither agree nor disagree	47	39%	225	38%	47	39%	240	39%
				somewhat disagree	3	2%	54	9%	7	6%	76	12%
				strongly disagree	2	2%	36	6%	7	6%	49	8%
245b	Appreciation and recognition	CAO cares about associate professors	The person who serves as the chief academic officer at my institution cares about Associate Professors.	strongly agree	28	23%	97	16%	16	13%	56	9%
				somewhat agree	38	31%	168	28%	34	28%	159	26%
				neither agree nor disagree	49	40%	228	38%	44	37%	251	41%
				somewhat disagree	4	3%	65	11%	15	13%	81	13%
				strongly disagree	2	2%	36	6%	11	9%	71	11%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
245c	Appreciation and recognition	CAO cares about full professors	The person who serves as the chief academic officer at my institution cares about Full Professors.	strongly agree	29	24%	94	16%	22	19%	83	14%
				somewhat agree	38	31%	168	28%	34	30%	168	29%
				neither agree nor disagree	51	41%	227	38%	49	43%	240	41%
				somewhat disagree	1	1%	64	11%	3	3%	59	10%
				strongly disagree	4	3%	52	9%	6	5%	39	7%
225	Retention*	pursuit of other employment*	Which of the following have you done at this institution in the past five years	actively sought an outside job offer	23	17%	167	26%	30	23%	203	31%
				received a formal job offer	19	14%	110	17%	27	21%	116	17%
				used an outside offer as leverage	3	2%	32	5%	9	7%	20	3%
				none of the above	93	68%	387	60%	74	57%	350	53%
				base salary	3	100%	23	72%	8	89%	18	90%
230	Retention*	[Q225=3] negotiated changed to contract*	Which of the following items were adjusted as a result of negotiations?	supplemental salary	1	33%	7	22%	2	22%	2	10%
				tenure clock	0	0%	1	3%	0	0%	0	0%
				teaching load	1	33%	5	16%	2	22%	4	20%
				administrative responsibilities	1	33%	6	19%	1	11%	1	5%
				leave time	0	0%	2	6%	0	0%	0	0%
				equipment	0	0%	1	3%	1	11%	2	10%
				lab/research support	0	0%	4	13%	1	11%	1	5%
				employment for spouse/partner	0	0%	2	6%	0	0%	2	10%
				sabbatical or other leave	0	0%	4	13%	0	0%	0	0%
				no adjustments	0	0%	3	9%	0	0%	0	0%
235	Retention*	[Q225<3] negotiated change to contract*	If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?	base salary	45	37%	295	51%	55	51%	325	54%
				supplemental salary	8	7%	28	5%	12	11%	26	4%
				tenure clock	0	0%	0	0%	0	0%	0	0%
				teaching load	16	13%	66	11%	16	15%	74	12%
				administrative responsibilities	6	5%	34	6%	4	4%	23	4%
				leave time	5	4%	8	1%	1	1%	6	1%
				equipment	3	2%	16	3%	2	2%	10	2%
				lab/research support	10	8%	49	8%	3	3%	39	7%
				employment for spouse/partner	5	4%	6	1%	8	7%	19	3%
				sabbatical or other leave	12	10%	61	10%	6	6%	64	11%
240a	Retention*	outside offers are unnecessary*	Outside offers are not necessary as leverage in compensation negotiations.	no adjustments	11	9%	21	4%	0	0%	11	2%
				strongly agree	13	11%	40	7%	12	11%	37	7%
				somewhat agree	23	20%	87	16%	12	11%	61	11%
				neither agree nor disagree	26	22%	75	13%	14	13%	88	16%
				somewhat disagree	22	19%	150	27%	32	29%	136	24%
245d	Retention*	would again choose to work at institution*	If I had it to do all over, I would again choose to work at this institution.	strongly disagree	33	28%	205	37%	39	36%	234	42%
				strongly agree	44	33%	198	31%	34	27%	161	25%
				somewhat agree	43	32%	185	29%	44	34%	209	32%
				neither agree nor disagree	24	18%	96	15%	21	16%	110	17%
				somewhat disagree	12	9%	88	14%	21	16%	87	13%
245e	Retention*	would again choose an academic career*	If I had it to do all over, I would again choose an academic career.	strongly disagree	10	8%	65	10%	8	6%	79	12%
				strongly agree	97	72%	448	69%	82	64%	385	59%
				somewhat agree	22	16%	122	19%	27	21%	167	26%
				neither agree nor disagree	14	10%	34	5%	9	7%	45	7%
				somewhat disagree	1	1%	33	5%	8	6%	36	6%
				strongly disagree	1	1%	9	1%	3	2%	20	3%

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item	theme	short name	description	response scale	full				associate			
					you		peers		you		peers	
					Count	%	Count	%	Count	%	Count	%
255	Retention*	time remaining at institution*	How long do you plan to remain at this institution?	for no more than 5 years	43	32%	183	29%	22	18%	124	20%
				more than 5 years but less than 10	30	22%	142	22%	16	13%	85	13%
				10 years or more	28	21%	137	22%	36	30%	163	26%
				I don't know	33	25%	174	27%	48	39%	263	41%
				to improve salary/benefits	16	13%	95	15%	23	19%	131	21%
260	Retention*	reasons for departure*	If you were to leave your institution, what would be your primary reason?	to find a more collegial workplace	2	2%	16	3%	4	3%	29	5%
				employer who provides more resources	8	6%	43	7%	16	13%	59	9%
				institution whose priorities match my career goals	9	7%	40	6%	9	8%	59	9%
				to pursue an administrative position in my field	5	4%	36	6%	6	5%	25	4%
				to pursue a non-academic position	0	0%	10	2%	1	1%	11	2%
				employment opportunities for spouse/other family/personal needs	4	3%	5	1%	5	4%	23	4%
				to improve quality of life	2	2%	24	4%	4	3%	35	6%
				to retire	8	6%	55	9%	9	8%	60	10%
				to improve prospects for promotion	60	47%	251	40%	23	19%	111	18%
				to move to a preferred geographic location	0	0%	1	0%	5	4%	6	1%
265	Retention*	recommendation of department*	If a candidate for a faculty position asked you about your department as a place to work, would you...	there is no reason why I would leave this institution	10	8%	39	6%	12	10%	63	10%
				strongly recommend	4	3%	14	2%	2	2%	14	2%
				recommend with reservations	77	60%	320	51%	61	50%	295	47%
				not recommend	45	35%	260	41%	51	42%	276	44%
				strongly agree	7	5%	48	8%	10	8%	58	9%
210b	Global satisfaction*	institution is collegial*	On the whole, my institution is collegial.	somewhat agree	21	16%	125	19%	19	15%	106	16%
				neither agree nor disagree	76	56%	316	49%	68	53%	317	48%
				somewhat disagree	23	17%	106	16%	29	22%	137	21%
				strongly disagree	12	9%	69	11%	8	6%	67	10%
				very satisfied	3	2%	34	5%	5	4%	32	5%
250a	Global satisfaction*	overall rating of department*	All things considered, please rate your level of satisfaction or dissatisfaction with your department as a place to work.	satisfied	42	31%	192	30%	38	30%	153	23%
				neither satisfied nor dissatisfied	60	45%	255	39%	44	35%	280	43%
				dissatisfied	15	11%	82	13%	18	14%	92	14%
				very dissatisfied	13	10%	68	10%	19	15%	82	13%
				very satisfied	4	3%	51	8%	8	6%	47	7%
250b	Global satisfaction*	overall rating of institution*	All things considered, please rate your level of satisfaction or dissatisfaction with your institution as a place to work.	satisfied	23	17%	142	22%	22	17%	90	14%
				neither satisfied nor dissatisfied	77	57%	251	39%	63	49%	279	43%
				dissatisfied	15	11%	116	18%	22	17%	115	18%
				very dissatisfied	17	13%	99	15%	17	13%	121	18%
				very dissatisfied	3	2%	40	6%	5	4%	50	8%

* Indicates that the survey item is not used in calculating benchmark scores.

COACHE

Tenured Faculty Job Satisfaction Survey Appendices



COACHE

at the Harvard Graduate School of Education

coache@gse.harvard.edu | www.coache.org

Appendix A: COACHE Tenured Faculty Job Satisfaction Survey Instrument

Note: All caps text within brackets signifies programming instructions, e.g., [SKIP TO Q35].

SECTION 1. DEMOGRAPHIC BACKGROUND A

Q5. What is your current appointment status?

Full-time faculty	2
Part-time faculty	1
Emeritus faculty	0
Other	9
None of the above	96

Q10. What is your rank?

Professor (or “Full Professor”).....	4
Associate Professor.....	3
Assistant Professor	2
Instructor/Lecturer	1
Other	5

Q15. In what year were you hired or appointed to this rank at this institution?

Q20. What is your tenure status?

Tenured	3
Not tenured but on the tenure track	2
Not on tenure track.....	1

Q25. Are you currently serving in an administrative position?

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

[SKIP TO Q35]

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

Department Chair or Department Head.....	1
Center or Program Director.....	2
Dean, Associate Dean, Assistant Dean, Vice Dean, Division Chief, etc.....	3
Provost, Associate Provost, Assistant Provost, Vice Provost, etc.....	4
Other (Please specify)	9

Q35. What is your race? *(Please check all that apply)*

American Indian or Native Alaskan: <i>A person having origins in any of the original peoples of North and South America (including Central America).....</i>	0
Asian, Asian-American, or Pacific Islander: <i>A person having origins in any of the original peoples of the Far East, Pacific Islands, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Guam, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, and Samoa.</i>	1
White (non-Hispanic): <i>A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.....</i>	2
Black or African-American: <i>A person having origins in any of the black racial groups of Africa</i>	3
Hispanic or Latino: <i>A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.....</i>	4
Other	5
Multiracial	6
Decline to answer	98

Q40. What is your sex?

Male.....	0
Female.....	1
Decline to answer	98

SECTION 2. NATURE OF WORK – OVERALL

Now we have some questions related to day-to-day faculty activities.

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

A. Teaching	
B. Research	
C. Service (e.g., committee work)	
D. Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)	
E. Administrative tasks	
Very satisfied	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied	2
Very dissatisfied.....	1
Decline to answer	98
Not applicable	99

[IF ALL ITEMS Q45_A – Q45_E ARE > 2 (*respondent is not very dissatisfied or dissatisfied regarding any of the items*), SKIP TO Q55]

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

- A. [IF Q45_A > 2, SKIP:] Teaching
- B. [IF Q45_B > 2, SKIP:] Research
- C. [IF Q45_C > 2, SKIP:] Service (e.g., committee work)
- D. [IF Q45_D > 2, SKIP:] Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)
- E. [IF Q45_E > 2, SKIP:] Administrative tasks

Too much1
 Too little0
 Decline to answer98

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

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

Strongly agree5
 Somewhat agree4
 Neither agree nor disagree3
 Somewhat disagree2
 Strongly disagree1
 I don't know97
 Decline to answer98
 Not applicable99

SECTION 3. NATURE OF WORK – SERVICE

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

- A. The number of committees on which you serve
- B. The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve
- C. The discretion you have to choose the committees on which you serve
- D. How equitably committee assignments are distributed across faculty in your department

Very satisfied5
 Satisfied4
 Neither satisfied nor dissatisfied3
 Dissatisfied2
 Very dissatisfied1
 Decline to answer98
 Not applicable99

[IF Q60_D > 2 (*respondent is not very dissatisfied or dissatisfied regarding item D*), SKIP TO Q70]

Q65. Who tends to benefit most in the distribution of committee assignments?

SECTION 4. NATURE OF WORK – TEACHING

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

- A. The number of courses you teach
- B. The level of courses you teach
- C. The discretion you have over the content of the courses you teach
- D. The number of students you teach, on average
- E. The quality of students you teach, on average
- F. The support your institution has offered you for improving your teaching
- G. The availability of course release time to focus on my research
- H. How equitably the teaching workload is distributed across faculty in your department

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

[IF Q70_H > 2 (*respondent is not very dissatisfied or dissatisfied regarding item H*), SKIP TO Q80]

Q75. Who tends to benefit most in the distribution of course loads?

SECTION 5. NATURE OF WORK – RESEARCH

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

- A. The amount of external funding you are expected to find
- B. The influence you have over the focus of your research/scholarly/creative work
- C. The quality of graduate students to support your work

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

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

- A. Obtaining externally funded grants (pre-award)

- B. Managing externally funded grants (post-award)
- C. Securing graduate student assistance
- D. Traveling to present papers or conduct research/creative work

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

SECTION 6. RESOURCES & SUPPORT

The next items address salary, benefits, facilities, and support.

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

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

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

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

- A. Health benefits for yourself
- B. Health benefits for your family (i.e. spouse, partner, and dependents)
- C. Retirement benefits
- D. Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage)
- E. Tuition waivers
- F. Spousal/partner hiring program
- G. Childcare
- H. Eldercare
- I. Phased retirement options
- J. Family medical/parental leave
- K. Flexible workload/modified duties for parental or other family reasons



Very satisfied	5
Satisfied.....	4
Neither satisfied nor dissatisfied.....	3
Dissatisfied	2
Very dissatisfied.....	1
Not offered at my institution.....	96
I don't know.....	97
Decline to answer	98
Not applicable	99

SECTION 7. INTERDISCIPLINARY WORK

Now we have a few items about interdisciplinary work (e.g., teaching or scholarship that crosses the boundaries of traditional academic disciplines or schools of thought) at your institution.

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

- A. Budget allocations encourage interdisciplinary work.
- B. Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.
- C. Interdisciplinary work is rewarded in the merit process.
- D. Interdisciplinary work is rewarded in the promotion process.
- G. My department understands how to evaluate interdisciplinary work.

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

SECTION 8. COLLABORATION

The next items address opportunities for collaboration.

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

- A. Other members of your department
- B. Within your institution, faculty elsewhere within your college/school
- C. Within your institution, faculty outside of your college/school
- D. Faculty outside your institution

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



Decline to answer98
 Not applicable99

SECTION 9. MENTORING

Now we have some questions for you about mentorship of faculty. Please consider both formal mentoring programs, where mentors and mentees are assigned to each other, and informal mentoring relationships.

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

Pre-tenure faculty in my department.....1
 Tenured faculty in my department2
 Pre-tenure faculty outside my department.....3
 Tenured faculty outside my department4
 None of the above0 [SKIP TO Q120]

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

Strongly agree5
 Somewhat agree.....4
 Neither agree nor disagree.....3
 Somewhat disagree2
 Strongly disagree.....1
 Decline to answer98
 Not applicable99

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

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

Very important.....5
 Important.....4
 Neither important nor unimportant3
 Unimportant2
 Very unimportant.....1
 Decline to answer98
 Not applicable99

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

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

Very effective.....5
 Effective4

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

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

- A. There is effective mentoring of pre-tenure faculty in my department.
- B. There is effective mentoring of tenured associate professors in my department.
- C. My institution provides adequate support for faculty to be good mentors.

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

SECTION 10. PROMOTION

Now we would like to collect your impressions regarding various aspects of promotion in your department.

Q135. Please rate your level of agreement or disagreement with the following statements:

- A. Generally, the departmental expectations for promotion from associate to full professor are reasonable to me.
- B. My department has a culture where associate professors are encouraged to work towards promotion to full professorship.

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

[IF Q10 = 1, 2, OR 5 (*respondent is an Instructor/Lecturer, Assistant Professor, or Other*), SKIP TO Q225]

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

- A. The promotion process in my department
- B. The promotion criteria (what things are evaluated) in my department
- C. The promotion standards (the performance thresholds) in my department

- D. The body of evidence (the dossier’s contents) that are considered in making promotion decisions
- E. The time frame within which [IF ASSOCIATE PROFESSOR: “1”; IF FULL PROFESSOR: “associate professors”] should apply for promotion
- F. [SKIP IF FULL PROFESSOR:] My sense of whether I will be promoted from associate to full professor

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

[IF Q10 = 4 (*respondent is a Full Professor*), SKIP TO SECTION 11]

Q145. Have you received formal feedback on your progress toward promotion to full professor?

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

Q150. When do you plan to submit your dossier for promotion to full professor? [ACCEPT ONE RESPONSE]

I’ve already submitted my dossier.....	4	[SKIP TO Q160]
In five years or less	1	[SKIP TO Q160]
In more than five years but less than ten years.....	2	[SKIP TO Q160]
In ten years or more.....	3	
Never	0	
I don’t know.....	97	
Decline to answer	98	[SKIP TO Q160]

Q155. You responded: [INSERT Q150 RESPONSE]. What are your primary reasons? (*Please select up to two responses*)

Lack of support from my department chair.....	1
Lack of support from my colleagues.....	2
Lack of time/support for research.....	3
Heavy teaching load	4
Administrative responsibilities	5
Family/personal responsibilities	6
I have not been signaled to do so by someone in my department.....	7
Not interested in promotion.....	8
I am planning to leave the institution	9
I plan to retire before promotion	10
I am close to retirement	11
Other (Please specify)	12
Decline to answer	98

Q160. Would you agree or disagree that, on the whole, your decision to remain at this institution for the rest of your career depends on whether or not you are promoted to full professor?

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

SECTION 11. INSTITUTIONAL GOVERNANCE & LEADERSHIP

The next questions address your perceptions about leadership at your institution.

Q165. Please rate your level of agreement or disagreement with the following: (*Please select 'Not Applicable' if you serve in this capacity*)

- A. I have confidence in the leadership provided by my president.
- B. I have confidence in the leadership provided by my provost.
- C. I have confidence in the leadership provided by my dean or division head.
- D. I have confidence in my department head or chair.

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

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

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

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

[IF Q170_B <> 4 OR 5 (*respondent does not somewhat or strongly agree with item B*), SKIP TO Q180]

Q175. In adapting to the changing mission, I have received sufficient support from: *(Please select 'Not Applicable' if you serve in this capacity)*

- A. My dean or division head
- B. My department head or chair

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

Q180. Please rate your level of satisfaction or dissatisfaction with the following: *(Please select 'Not Applicable' if you serve in this capacity)*

- My institution's president's:
- A. Pace of decision making
 - B. Stated priorities
 - C. Communication of priorities to faculty

- My institution's provost's:
- L. Pace of decision making
 - M. Stated priorities
 - N. Communication of priorities to faculty

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

Q185. Please rate your level of satisfaction or dissatisfaction with the following: *(Please select 'Not Applicable' if you serve in this capacity)*

- My dean's or division head's:
- D. Pace of decision making
 - E. Stated priorities
 - F. Communication of priorities to faculty
 - G. Ensuring opportunities for faculty to have input into school/college priorities

- My department head's or chair's:
- H. Pace of decision making
 - I. Stated priorities
 - J. Communication of priorities to faculty
 - K. Ensuring opportunities for faculty to have input into departmental policy decisions

Very satisfied5
 Satisfied.....4
 Neither satisfied nor dissatisfied.....3
 Dissatisfied2
 Very dissatisfied.....1
 Decline to answer98
 Not applicable99

SECTION 12. ENGAGEMENT

The next items will collect some of your impressions regarding the faculty at your institution.

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

- A. Undergraduate student learning
- B. Graduate student learning
- C. Effective teaching practices
- D. Effective use of technology
- E. Use of current research methodologies

Frequently5
 Regularly4
 Occasionally3
 Seldom2
 Never1
 Decline to answer98

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

- A. The intellectual vitality of tenured faculty in your department
- B. The intellectual vitality of pre-tenure faculty in your department
- C. The research/scholarly/creative productivity of tenured faculty in your department
- D. The research/scholarly/creative productivity of pre-tenure faculty in your department

Very satisfied5
 Satisfied.....4
 Neither satisfied nor dissatisfied.....3
 Dissatisfied2
 Very dissatisfied.....1
 I don't know.....97
 Decline to answer98
 Not applicable99

SECTION 13. WORK & PERSONAL LIFE BALANCE

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

- A. I have been able to find the right balance, for me, between my professional life and my personal/family life.
- B. My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.

- C. My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.
- D. Department meetings occur at times that are compatible with my personal/family needs.

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

SECTION 14. CLIMATE

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

- A. The amount of professional interaction you have with colleagues in your department
- B. The amount of personal interaction you have with colleagues in your department
- C. How well you fit in your department (e.g. your sense of belonging in your department)

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

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

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

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

SECTION 15. APPRECIATION & RECOGNITION

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

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



- A. Teaching efforts
- B. Student advising
- C. Scholarly/creative work
- D. Service contributions (e.g., committee work)
- E. Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)

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

- F. Your provost or chief academic officer
- G. Your dean or division head
- H. Your department head or chair
- I. Your colleagues/peers

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

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

- A. I feel that my school/college is valued by this institution's President and Provost.
- B. I feel that my department is valued by this institution's President and Provost.

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

SECTION 16. RECRUITMENT & RETENTION

Next, we have a few questions related to faculty retention.

Q225. Which of the following have you done at this institution in the past five years? (*Check all that apply*)

Actively sought an outside job offer	1
Received a formal job offer	2
Used an outside offer as leverage in negotiations (e.g., with a department chair or dean)	3
None of the above	0
Decline to answer .....	.98

[IF Q225 = 3 (*respondent has used an outside offer as leverage in negotiations*), ASK Q230 AND THEN SKIP TO Q240;
ELSE, SKIP TO Q235]

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

Base salary	1
Supplemental salary (e.g., summer, intersession, overload)	2
Tenure clock	3
Teaching load (e.g., course release)	4
Administrative responsibilities	5
Leave time	6
Equipment	7
Lab/research support.....	8
Employment for spouse/partner.....	9
Sabbatical or other leave time	10
Other (Please specify)	11
No adjustments resulted from those negotiations.....	0
Decline to answer	98

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

Base salary	1
Supplemental salary (e.g., summer, intersession, overload)	2
Tenure clock	3
Teaching load (e.g., course release)	4
Administrative responsibilities	5
Leave time	6
Equipment	7
Lab/research support.....	8
Employment for spouse/partner.....	9
Sabbatical or other leave time	10
Other (Please specify)	11
There is nothing about my employment that I wish to adjust	0
Decline to answer	98

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

- A. Outside offers are not necessary as leverage in compensation negotiations
My department is successful at...
- B. Recruiting high-quality faculty members
- C. Retaining high-quality faculty members
- D. Addressing sub-standard tenured faculty performance

Strongly agree.....	5
Somewhat agree.....	4
Neither agree nor disagree.....	3
Somewhat disagree	2
Strongly disagree.....	1

I don't know.....97
 Decline to answer98
 Not applicable99

SECTION 17. GLOBAL SATISFACTION

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

- A. The person who serves as the chief academic officer at my institution cares about Assistant Professors.
- B. The person who serves as the chief academic officer at my institution cares about Associate Professors.
- C. The person who serves as the chief academic officer at my institution cares about Full Professors.
- D. If I had it to do all over, I would again choose to work at this institution.
- E. If I had it to do all over, I would again choose an academic career.

Strongly agree.....5
 Somewhat agree.....4
 Neither agree nor disagree.....3
 Somewhat disagree2
 Strongly disagree.....1
 Decline to answer98
 Not applicable.....99

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

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

Very satisfied5
 Satisfied.....4
 Neither satisfied nor dissatisfied.....3
 Dissatisfied2
 Very dissatisfied.....1
 Decline to answer98
 Not applicable.....99

Q255. How long do you plan to remain at this institution?

For no more than five years1
 More than five years but less than ten2
 Ten years or more.....3
 I don't know.....97
 Decline to answer98

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

To improve your salary/benefits.....	1
To find a more collegial work environment	3
To find an employer who provides more resources in support of your work	4
To work at an institution whose priorities match your own	5
To pursue an administrative position in higher education (e.g. chair, dean, or provost)	6
To pursue a nonacademic job	7
To improve the employment opportunities for my spouse/partner	8
For other family or personal needs	9
To improve your quality of life	10
To retire	11
To improve your prospects for promotion	12
To move to a preferred geographic location	13
Other (Please specify)	14
There is no reason why I would choose to leave this Institution	0
Decline to answer .....	.98

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

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

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

SECTION 18. DEMOGRAPHIC BACKGROUND B

Q275. Not counting your current institution, at how many other colleges/universities have you held a tenured faculty position?

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

Q280. In what year were you born?

- Q285. What is your marital status?
- Single1 [SKIP TO Q295]
 - Married or in a civil union2
 - Unmarried, living with partner3
 - Divorced, separated, or widowed4 [SKIP TO Q295]
 - Decline to answer98 [SKIP TO Q295]

- Q290. What is your spouse/partner's employment status?
- Not employed and not seeking employment1
 - Not employed but seeking employment.....2
 - Employed at this institution3
 - Employed elsewhere4
 - Decline to answer98

- Q295. Do you have any of the following responsibilities? (*Please check all that apply*)
- Infants, toddlers, or pre-school age children who live with you at least half the year1
 - Elementary, middle, or high school age children who live with you at least half the year2
 - Children 18 or over who live with you at least half the year3
 - Elders for whom you are providing ongoing care for more than 3 hours a week4
 - A disabled or ill family member5
 - None of the above0
 - Decline to answer98

- Q300. What is your citizenship status?
- U.S. Citizen.....1
 - Non-U.S. Citizen2
 - Decline to answer98

SECTION 19. FUTURE SURVEYS & FEEDBACK

Q305. As part of COACHE’s mission to improve the academic workplace, we occasionally invite faculty to participate in brief follow-up interviews. Your responses during any interviews, like your responses to this survey, would remain confidential. As with all of COACHE’s research, participation is completely voluntary and you may choose to withdraw from an interview at any time.

May we keep your contact information on file for a possible follow-up interview?

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

Thank you for your contribution to the pilot of the COACHE Tenured Faculty Job Satisfaction Survey.



COACHE

at the Harvard Graduate School of Education

coache@gse.harvard.edu | www.coache.org

Appendix B: Benchmark Scale Components

The following pages list the items used to calculate the seventeen benchmark scores shown throughout your report. Benchmark scores consist of the arithmetic mean of multiple items falling within the same theme. Although each theme was developed through an extensive review of the literature, consultation with the experts in the field, as well as several focus groups and cognitive interviews, the generation of benchmark scores requires additional steps to ensure statistical validity.

In the means and frequency sections of your full report, benchmark scores are designated in red font. Any questions *excluded* from the scales are noted in the means and frequency sections with an asterisk.

Benchmark: Nature of work – Service

time on service	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Service (e.g., committee work).
support for additional leadership roles	My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work.
number of committees	Please rate your level of satisfaction or dissatisfaction with the number of committees on which you serve.
attractiveness of committees	Please rate your level of satisfaction or dissatisfaction with the attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve.
choice of committees	Please rate your level of satisfaction or dissatisfaction with the discretion you have to choose the committees on which you serve.
equity of committee assignment distribution	Please rate your level of satisfaction or dissatisfaction with how equitably committee assignments are distributed across faculty in your department.

Benchmark: Nature of work – Teaching

time on teaching	Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following: Teaching.
number of courses taught	Please rate your level of satisfaction or dissatisfaction with the number of courses you teach.
level of courses taught	Please rate your level of satisfaction or dissatisfaction with the level of courses you teach.

discretion over course content Please rate your level of satisfaction or dissatisfaction with the discretion you have over the content of the courses you teach.

quality of students Please rate your level of satisfaction or dissatisfaction with the quality of students you teach, on average.

equity of teaching workload distribution Please rate your level of satisfaction or dissatisfaction with how equitably teaching workload is distributed across faculty in your department.

Benchmark: Nature of work: Research

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

availability of course release Please rate your level of satisfaction or dissatisfaction with the availability of course release time to focus on your research.

expectations for external funding Please rate your level of satisfaction or dissatisfaction with the amount of external funding you are expected to find.

influence over focus of research Please rate your level of satisfaction or dissatisfaction with the influence you have over the focus of your research/scholarly/creative work.

quality of graduate students Please rate your level of satisfaction or dissatisfaction with the quality of graduate students to support your work.

support for obtaining grants Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for obtaining externally funded grants (pre-award).

support for managing grants Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for managing externally funded grants (post-award).

support for securing graduate student support Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for securing graduate student assistance.

support for research travel Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for traveling to present papers or conduct research/creative work.

Benchmark: Facilities and work resources

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

lab/research/studio space Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Laboratory, research, or studio space.

equipment	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Equipment.
classrooms	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Classrooms.
library resources	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Library resources.
computing & technical support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Computing and technical support.
clerical & administrative support	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Clerical/administrative support.
support to improve teaching	Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for improving your teaching.
<i>Benchmark: Personal and family support</i>	
housing benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage).
tuition waivers	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Tuition waivers.
spousal/partner hiring program	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Spousal/partner hiring program.
childcare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Childcare.
eldercare	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Eldercare.
family medical/parental leave	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Family medical/parental leave.
modified duties for family reasons	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Flexible workload/modified duties for parental or other family reasons.
compatibility of career/personal life	My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.



Benchmark: Health and retirement benefits

health benefits for self	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for yourself.
health benefits for family	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Health benefits for your family (i.e. spouse, partner, and dependents).
retirement benefits	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Retirement benefits.
phased retirement options	Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment: Phased retirement options.

Benchmark: Interdisciplinary work

budgets support interdisciplinary work	Budget allocations encourage interdisciplinary work.
facilities support interdisciplinary work	Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work.
interdisciplinary work rewarded in merit	Interdisciplinary work is rewarded in the merit process.
interdisciplinary work rewarded in promotion	Interdisciplinary work is rewarded in the promotion process.
department understands interdisciplinary work	My department understands how to evaluate interdisciplinary work.

Benchmark: Collaboration

collaboration within department	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with other members of your department.
collaboration within college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty elsewhere within your college/school.
collaboration outside college/school	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside of your college/school.
collaboration outside institution	Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with faculty outside your institution.

Benchmark: Mentoring

[Q110=Yes] mentoring is fulfilling	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?
mentoring from within department	Please rate the effectiveness or ineffectiveness of mentoring from someone in my department.
mentoring from outside department	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my department.
mentoring from outside institution	Please rate the effectiveness or ineffectiveness of mentoring from someone outside my institution.
effective mentoring of pre-tenure faculty	There is effective mentoring of pre-tenure faculty in my department.
effective mentoring of associate faculty	There is effective mentoring of tenured associate professors in my department.
mentors are supported by institution	My institution provides adequate support for faculty to be good mentors.
importance of mentoring within dept.	Please indicate how important or unimportant each of the following is to your success as a faculty member: Having a mentor or mentors in your department.

Benchmark: Promotion

promotion expectations are reasonable	Generally, the departmental expectations for promotion from associate to full professor are reasonable to me.
associates encouraged towards promotion	My department has a culture where associate professors are encouraged to work towards promotion to full professorship.
clarity: promotion process	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion process in my department.
clarity: promotion criteria	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion criteria (what things are evaluated) in my department.
clarity: promotion standards	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The promotion standards (the performance thresholds) in my department.
clarity: body of evidence for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The body of evidence (the dossier's contents) that are considered in making promotion decisions.



clarity: time to apply for promotion	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: The time frame within which associate professors should apply for promotion.
[RANK=Assoc.] clarity: sense of promotion to full	Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor: My sense of whether I will be promoted from associate to full professor.

Benchmark: Senior leadership

pace of decision making: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's pace of decision making.
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stated priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's stated priorities.
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communication of priorities: president	Please rate your level of satisfaction or dissatisfaction with the following: My institution's president's communication of priorities to faculty.
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pace of decision making: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's pace of decision making.
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stated priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's stated priorities.
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communication of priorities: provost	Please rate your level of satisfaction or dissatisfaction with the following: My institution's provost's communication of priorities to faculty.
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Benchmark: Divisional leadership

pace of decision making: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's pace of decision making.
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stated priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's stated priorities.
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communication of priorities: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's communication of priorities to faculty.
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opportunities for input: dean	Please rate your level of satisfaction or dissatisfaction with the following: My dean's or division head's ensuring opportunities for faculty to have input into school/college priorities.
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Benchmark: Departmental leadership

pace of decision making: chair	Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's pace of decision making.
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stated priorities: chair Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's stated priorities.

communication of priorities: chair Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's communication of priorities to faculty.

opportunities for input: chair Please rate your level of satisfaction or dissatisfaction with the following: My department head's or chair's ensuring opportunities for faculty to have input into departmental policy decisions.

Benchmark: Departmental engagement

discussions of undergraduate learning How often do you engage with faculty in your department in conversations about undergraduate student learning?

discussion of graduate learning How often do you engage with faculty in your department in conversations about graduate student learning?

discussions of effective teaching How often do you engage with faculty in your department in conversations about effective teaching practices?

discussions of technology How often do you engage with faculty in your department in conversations about effective use of technology?

discussion of research methods How often do you engage with faculty in your department in conversations about use of current research methodologies?

prof. interaction with dept. colleagues Please rate your level of satisfaction or dissatisfaction with the amount of professional interaction you have with colleagues in your department.

Benchmark: Departmental quality

intellectual vitality: tenured faculty Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of tenured faculty in your department.

intellectual vitality: pre-tenured faculty Please rate your level of satisfaction or dissatisfaction with the intellectual vitality of pre-tenure faculty in your department.

scholarly productivity: tenured faculty Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of tenured faculty in your department.

scholarly productivity: pre-tenured faculty Please rate your level of satisfaction or dissatisfaction with the research/scholarly/creative productivity of pre-tenure faculty in your department.

department is successful at recruitment of faculty My department is successful at recruiting high-quality faculty members.

department is successful at retention of faculty My department is successful at retaining high-quality faculty members.

department is successful at addressing sub-standard performance My department is successful at addressing sub-standard tenured faculty performance.

Benchmark: Departmental collegiality

colleagues support personal obligations My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible.

meeting times are compatible Department meetings occur at times that are compatible with my personal/family needs.

personal interactions with dept. colleagues Please rate your level of satisfaction or dissatisfaction with the amount of personal interaction you have with colleagues in your department.

sense of belonging in department Please rate your level of satisfaction or dissatisfaction with how well you fit in your department (e.g. your sense of belonging in your department).

colleagues pitch in when needed My departmental colleagues "pitch in" when needed.

department is collegial On the whole, my department is collegial.

Benchmark: Appreciation and recognition

recognition for teaching How satisfied are you with the recognition you receive for your teaching efforts?

recognition for advising How satisfied are you with the recognition you receive for your student advising?

recognition for scholarship How satisfied are you with the recognition you receive for your scholarly/creative work?

recognition for service How satisfied are you with the recognition you receive for your service contributions (e.g., committee work)?

recognition for outreach How satisfied are you with the recognition you receive for your outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education)?

recognition from provost For all of your work, how satisfied are you with the recognition you receive from your provost or chief academic officer?

recognition from dean	For all of your work, how satisfied are you with the recognition you receive from your dean or division head?
recognition from chair	For all of your work, how satisfied are you with the recognition you receive from your department head or chair?
recognition from colleagues	For all of your work, how satisfied are you with the recognition you receive from your colleagues/peers?
valued by president/provost: school	I feel that my school/college is valued by this institution's President and Provost.
valued by president/provost: department	I feel that my department is valued by this institution's President and Provost.
CAO cares about assistant professors	The person who serves as the chief academic officer at my institution cares about Assistant Professors.
CAO cares about associate professors	The person who serves as the chief academic officer at my institution cares about Associate Professors.
CAO cares about full professors	The person who serves as the chief academic officer at my institution cares about Full Professors.



The Collaborative on Academic Careers in Higher Education

Harvard Graduate School of Education

8 Story Street, 5th Floor

Cambridge, MA 02138

Phone: 617.496.9344 or 617.496.9348

coache@gse.harvard.edu

<http://www.coache.org>



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GRADUATE SCHOOL OF EDUCATION