EXECUTIVE SUMMARY

Areas of strength
Your faculty’s ratings of the following survey dimensions placed your institution first or second (out of six) compared to peers and in the top quartile compared to all comparable COACHE participants. 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.

Tenure practices
- clarity of tenure process
- clarity of tenure criteria
- clarity of tenure standards
- clarity of tenure body of evidence
- clarity of sense of achieving tenure
- consistent messages about tenure from tenured colleagues
- upper limit on committee assignments

Tenure expectations: Clarity
- clarity of expectations: scholar
- clarity of expectations: advisor
- clarity of expectations: member of community

Tenure expectations: Reasonableness
- reasonableness of expectations: scholar
- reasonableness of expectations: advisor
- reasonableness of expectations: member of community

Nature of the work: Teaching
- quality of graduate students

Work and home
- paid/unpaid personal leave
- colleagues make raising children and tenure-track compatible
- ability to balance between professional and personal time

Climate, culture, collegiality
- fairness of immediate supervisor’s evaluations
- opportunities to collaborate with tenured faculty
- amount of professional interaction with tenured colleagues

Global satisfaction
- would again choose to work at this institution
- overall rating of institution

Areas of concern
Your faculty’s ratings of the following survey dimensions placed your institution fifth or sixth (out of six) compared to peers and in the bottom quartile compared to all comparable COACHE participants. We recommend targeting these areas for intervention.
**Nature of the work: Research**
- travel funds

**Work and home**
- childcare

**Climate, culture, collegiality**
- amount of personal interaction with tenured colleagues
- amount of personal interaction with pre-tenure colleagues

---

**Improving trends**
Compared to your prior survey results, the following dimensions appear to have improved to an extent you might consider meaningful (i.e., by five percent or more).

**Tenure practices**
- consistent messages about tenure from tenured colleagues
- tenure decisions based on performance

**Nature of the work: Overall**
- quality of facilities
- amount of access to TA’s, RA’s, etc.

**Nature of the work: Research**
- paid/unpaid research leave

**Work and home**
- stop-the-clock
- spousal/partner hiring program
- paid/unpaid personal leave
- institution makes having children and tenure-track compatible
- institution makes raising children and tenure-track compatible
- colleagues make having children and tenure-track compatible
- colleagues make raising children and tenure-track compatible
- ability to balance between professional and personal time

**Climate, culture, collegiality**
- amount of professional interaction with tenured colleagues
- intellectual vitality of tenured colleagues

**Compensation and benefits**
- compensation

**Global satisfaction**
- institution as a place to work
- CAO cares about quality of life for pre-tenure faculty
- overall rating of institution

---

**Worsening trends**
Compared to your prior survey results, the following dimensions appear to have worsened to an extent you might consider meaningful (i.e., by five percent or more).

**Tenure practices**
- upper limit on committee assignments
Tenure expectations: Clarity
  clarity of expectations: scholar
  clarity of expectations: advisor
  clarity of expectations: campus citizen

Tenure expectations: Reasonableness
  reasonableness of expectations: scholar
  reasonableness of expectations: teacher
  reasonableness of expectations: advisor
  reasonableness of expectations: colleague in department
  reasonableness of expectations: campus citizen
  reasonableness of expectations: member of community

Nature of the work: Research
  travel funds

Climate, culture, collegiality
  peer reviews of teaching or research
  informal mentoring
## Benchmarks

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This table summarizes your mean results for each survey dimension. The overall mean is shown. In the "vs others" column, a green arrow signifies that your institution places first or second amongst peers and in the top quartile overall; a red arrow indicates that you ranked fifth or sixth amongst peers and the bottom quartile overall. In all other columns, the arrows demonstrate that the mean is better (green) or worse (red) than the comparable group's mean by 10 percent or more.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NAME</th>
<th>OVERALL RESULTS</th>
<th>SUBGROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>mean</td>
<td>vs others</td>
</tr>
<tr>
<td>Q19</td>
<td>clarity of tenure process</td>
<td>3.93</td>
<td>▲</td>
</tr>
<tr>
<td>Q20</td>
<td>clarity of tenure criteria</td>
<td>3.80</td>
<td>▲</td>
</tr>
<tr>
<td>Q21</td>
<td>clarity of tenure standards</td>
<td>3.45</td>
<td>▲</td>
</tr>
<tr>
<td>Q22</td>
<td>clarity of tenure body of evidence</td>
<td>3.76</td>
<td>▲</td>
</tr>
<tr>
<td>Q23</td>
<td>clarity of sense of achieving tenure</td>
<td>3.75</td>
<td>▲</td>
</tr>
<tr>
<td>Q24A</td>
<td>clarity of expectations: scholar</td>
<td>3.88</td>
<td>▲</td>
</tr>
<tr>
<td>Q24B</td>
<td>clarity of expectations: teacher</td>
<td>3.71</td>
<td></td>
</tr>
<tr>
<td>Q24C</td>
<td>clarity of expectations: advisor</td>
<td>3.34</td>
<td>▲</td>
</tr>
<tr>
<td>Q24D</td>
<td>clarity of expectations: colleague in department</td>
<td>3.27</td>
<td></td>
</tr>
<tr>
<td>Q24E</td>
<td>clarity of expectations: campus citizen</td>
<td>2.94</td>
<td></td>
</tr>
<tr>
<td>Q24F</td>
<td>clarity of expectations: member of community</td>
<td>3.07</td>
<td>▲</td>
</tr>
<tr>
<td>Q25A</td>
<td>reasonableness of expectations: scholar</td>
<td>3.88</td>
<td>▲</td>
</tr>
<tr>
<td>Q25B</td>
<td>reasonableness of expectations: teacher</td>
<td>3.84</td>
<td>▼</td>
</tr>
<tr>
<td>Q25C</td>
<td>reasonableness of expectations: advisor</td>
<td>3.67</td>
<td>▲ ▼</td>
</tr>
<tr>
<td>Q25D</td>
<td>reasonableness of expectations: colleague in department</td>
<td>3.50</td>
<td>▼</td>
</tr>
<tr>
<td>Q25E</td>
<td>reasonableness of expectations: campus citizen</td>
<td>3.42</td>
<td>▼</td>
</tr>
<tr>
<td>Q25F</td>
<td>reasonableness of expectations: member of community</td>
<td>3.48</td>
<td>▲</td>
</tr>
<tr>
<td>Q26</td>
<td>consistent messages about tenure from tenured colleagues</td>
<td>3.44 ▲ ▲</td>
<td></td>
</tr>
<tr>
<td>Q27A</td>
<td>tenure decisions based on performance</td>
<td>3.91</td>
<td>▲</td>
</tr>
<tr>
<td>Q28</td>
<td>way you spend your time as a faculty member</td>
<td>3.80</td>
<td></td>
</tr>
<tr>
<td>Q28B</td>
<td>number of hours you work as a faculty member</td>
<td>3.52</td>
<td>▲</td>
</tr>
<tr>
<td>Q29A</td>
<td>level of courses you teach</td>
<td>4.17</td>
<td></td>
</tr>
<tr>
<td>Q29B</td>
<td>number of courses you teach</td>
<td>4.10</td>
<td></td>
</tr>
<tr>
<td>Q29C</td>
<td>degree of influence over which courses you teach</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>Q29D</td>
<td>discretion over course content</td>
<td>4.48</td>
<td></td>
</tr>
<tr>
<td>Q29E</td>
<td>number of students you teach</td>
<td>3.82</td>
<td></td>
</tr>
<tr>
<td>Q29F</td>
<td>quality of undergraduate students</td>
<td>3.42</td>
<td>▼ ▼</td>
</tr>
<tr>
<td>Q29G</td>
<td>quality of graduate students</td>
<td>3.81</td>
<td>▲</td>
</tr>
<tr>
<td>Q30B</td>
<td>amount of time to conduct research</td>
<td>3.06</td>
<td></td>
</tr>
<tr>
<td>Q30C</td>
<td>expectations for finding external funding</td>
<td>3.04</td>
<td></td>
</tr>
<tr>
<td>Q30D</td>
<td>influence over focus of research</td>
<td>4.34</td>
<td></td>
</tr>
<tr>
<td>Q31</td>
<td>quality of facilities</td>
<td>3.42</td>
<td></td>
</tr>
<tr>
<td>Q32</td>
<td>amount of access to TA's, RA's, etc.</td>
<td>3.06</td>
<td>▼</td>
</tr>
<tr>
<td>Q33A</td>
<td>clerical/administrative services</td>
<td>3.63</td>
<td></td>
</tr>
<tr>
<td>Q33B</td>
<td>research services</td>
<td>3.28</td>
<td></td>
</tr>
<tr>
<td>Q33C</td>
<td>teaching services</td>
<td>3.55</td>
<td></td>
</tr>
<tr>
<td>Q33D</td>
<td>computing services</td>
<td>3.67</td>
<td></td>
</tr>
</tbody>
</table>
This table summarizes your mean results for each survey dimension. The overall mean is shown. In the "vs others" column, a green arrow signifies that your institution places first or second amongst peers and in the top quartile overall; a red arrow indicates that you ranked fifth or sixth amongst peers and the bottom quartile overall. In all other columns, the arrows demonstrate that the mean is better (green) or worse (red) than the comparable group's mean by 10 percent or more.

<table>
<thead>
<tr>
<th>ITEM NAME</th>
<th>POLICY EFFECTIVENESS</th>
<th>GLOBAL POLICY EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q34B1 formal mentoring</td>
<td>3.01</td>
<td></td>
</tr>
<tr>
<td>Q34B2 informal mentoring</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>Q34B3 periodic, formal performance reviews</td>
<td>3.52</td>
<td></td>
</tr>
<tr>
<td>Q34B4 written summary of performance reviews</td>
<td>3.41</td>
<td></td>
</tr>
<tr>
<td>Q34B5 professional assistance in obtaining grants</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>Q34B6 professional assistance for improving teaching</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>Q34B7 travel funds</td>
<td>2.83</td>
<td>▼ ▼</td>
</tr>
<tr>
<td>Q34B8 paid/unpaid research leave</td>
<td>3.11</td>
<td></td>
</tr>
<tr>
<td>Q34B9 paid/unpaid personal leave</td>
<td>3.43</td>
<td>▲ ▲ ▼</td>
</tr>
<tr>
<td>Q34B10 upper limit on committee assignments</td>
<td>3.33</td>
<td>▲</td>
</tr>
<tr>
<td>Q34B11 upper limit on teaching obligations</td>
<td>3.69</td>
<td></td>
</tr>
<tr>
<td>Q34B12 peer reviews of teaching or research</td>
<td>3.15</td>
<td></td>
</tr>
<tr>
<td>Q34B13 childcare</td>
<td>2.21</td>
<td>▼</td>
</tr>
<tr>
<td>Q34B14 financial assistance with housing</td>
<td>2.13</td>
<td></td>
</tr>
<tr>
<td>Q34B15 stop-the-clock</td>
<td>3.68</td>
<td>▲</td>
</tr>
<tr>
<td>Q34B16 spouse/partner hiring program</td>
<td>2.58</td>
<td></td>
</tr>
<tr>
<td>Q34B17 elder care</td>
<td>2.88</td>
<td>n/a ▲</td>
</tr>
<tr>
<td>Q34B18 tuition waivers</td>
<td>1.81</td>
<td>n/a ▲ ▲</td>
</tr>
<tr>
<td>Q34B19 modified duties for parental or other family reasons</td>
<td>3.01</td>
<td>n/a ▼</td>
</tr>
<tr>
<td>Q34B20 part-time tenure-track position</td>
<td>2.62</td>
<td>n/a</td>
</tr>
<tr>
<td>Q35A institution makes having children and tenure-track compatible</td>
<td>3.22</td>
<td>▲ ▲ ▼</td>
</tr>
<tr>
<td>Q35B institution makes raising children and tenure-track compatible</td>
<td>3.04</td>
<td>▲ ▲</td>
</tr>
<tr>
<td>Q35C colleagues make having children and tenure-track compatible</td>
<td>3.69</td>
<td>▲ ▲</td>
</tr>
<tr>
<td>Q35D colleagues make raising children and tenure-track compatible</td>
<td>3.76</td>
<td>▲ ▲ ▼</td>
</tr>
<tr>
<td>Q35E colleagues are respectful of efforts to balance work/home</td>
<td>4.01</td>
<td>n/a</td>
</tr>
<tr>
<td>Q36 compensation</td>
<td>3.38</td>
<td>▲ ▼</td>
</tr>
<tr>
<td>Q37 ability to balance between professional and personal time</td>
<td>3.04</td>
<td>▲ ▼</td>
</tr>
<tr>
<td>Q38A fairness of immediate supervisor's evaluations</td>
<td>4.18</td>
<td>▲</td>
</tr>
<tr>
<td>Q38B interest tenured faculty take in your professional development</td>
<td>3.54</td>
<td></td>
</tr>
<tr>
<td>Q38C opportunities to collaborate with tenured faculty</td>
<td>3.56</td>
<td>▲ ▼</td>
</tr>
<tr>
<td>Q38D value faculty in your department place on your work</td>
<td>3.66</td>
<td>n/a</td>
</tr>
<tr>
<td>Q39A amount of professional interaction with tenured colleagues</td>
<td>3.66</td>
<td>▲ ▼</td>
</tr>
<tr>
<td>Q39B amount of personal interaction with tenured colleagues</td>
<td>3.50</td>
<td>▼</td>
</tr>
<tr>
<td>Q39C amount of professional interaction with pre-tenure colleagues</td>
<td>3.89</td>
<td></td>
</tr>
<tr>
<td>Q39D amount of personal interaction with pre-tenure colleagues</td>
<td>3.83</td>
<td>▼</td>
</tr>
<tr>
<td>Q40 how well you fit</td>
<td>3.76</td>
<td></td>
</tr>
<tr>
<td>Q41 intellectual vitality of tenured colleagues</td>
<td>3.53</td>
<td>▲ n/a</td>
</tr>
<tr>
<td>Q41A intellectual vitality of pre-tenure colleagues</td>
<td>4.08</td>
<td>n/a</td>
</tr>
<tr>
<td>Q41B participation in governance of institution</td>
<td>3.75</td>
<td>n/a</td>
</tr>
<tr>
<td>Q41C participation in governance of department</td>
<td>3.91</td>
<td>n/a</td>
</tr>
<tr>
<td>Q42 on the whole, institution is collegial</td>
<td>4.23</td>
<td>n/a</td>
</tr>
<tr>
<td>Q45A department as a place to work</td>
<td>3.96</td>
<td></td>
</tr>
<tr>
<td>Q45B institution as a place to work</td>
<td>3.72</td>
<td></td>
</tr>
<tr>
<td>Q46B CAO cares about quality of life for pre-tenure faculty</td>
<td>3.34</td>
<td>▼</td>
</tr>
<tr>
<td>Q48 would again choose to work at this institution</td>
<td>4.16</td>
<td>▲</td>
</tr>
<tr>
<td>Q50 overall rating of institution</td>
<td>3.96</td>
<td>▲</td>
</tr>
<tr>
<td>clarity of expectations: scholar</td>
<td>clarity of expectations: teacher</td>
<td>clarity of expectations: advisor</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>clarity of</td>
<td>clarity of</td>
<td>clarity of</td>
</tr>
<tr>
<td>expectations: scholar</td>
<td>expectations: teacher</td>
<td>expectations: advisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tenure Expectations: Reasonableness

- Scholar
- Teacher
- Advisor
- Colleague in department
- Campus citizen
- Member of community

Reasonableness of expectations:

- Scholar: 4.0
- Teacher: 4.5
- Advisor: 4.0
- Colleague in department: 4.0
- Campus citizen: 3.5
- Member of community: 3.5
Nature of Work: Overall

way you spend your time as a faculty member
number of hours you work as a faculty member
quality of facilities
amount of access to TA's, RA's, etc.
clerical/administrative services
computing services

1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5 5.0
Nature of Work: Research

- Amount of time to conduct research
- Expectations for finding external funding
- Influence over focus of research
- Research services
- Professional assistance in obtaining grants
- Travel funds
- Paid/unpaid research leave

The diagram represents various aspects of research work, with different colors indicating different levels of importance or frequency.
<table>
<thead>
<tr>
<th>Nature of Work: Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>level of courses you teach</td>
</tr>
<tr>
<td>5.0</td>
</tr>
</tbody>
</table>

- level of courses you teach
- number of courses you teach
- degree of influence over which courses you teach
- discretion over course content
- number of students you teach
- quality of undergraduate students
- quality of graduate students
- teaching services
- upper limit on teaching obligations
- professional assistance for improving teaching
1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5 5.0

- childcare
- stop-the-clock
- spousal/partner hiring program
- elder care
- modified duties for parental or other family reasons
- part-time tenure-track position
- paid/unpaid personal leave
- institution makes having children and tenure-track compatible
- institution makes raising children and tenure-track compatible
- colleagues make having children and tenure-track compatible
- colleagues make raising children and tenure-track compatible
- colleagues are respectful of efforts to balance work/home
- ability to balance between professional and personal time
Compensation and Benefits

- Financial assistance with housing
- Tuition waivers
- Compensation

[Bar chart showing the distribution of compensation and benefits]
Global Satisfaction

1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5 5.0

department as a place to work

institution as a place to work

CAO cares about quality of life for pre-tenure faculty

would again choose to work at this institution

overall rating of institution

CAO cares
about quality of
life for pre-
tenure faculty

would
again
choose to
work at
this
institution

overall rating of
institution
### Table 1. Policies rated by faculty as important and effective

This table shows, for each of 20 policies, 1) the number of faculty who provided a valid response for both the importance and the effectiveness questions (34a and 34b); and 2) the percent of your junior faculty (overall and grouped by gender and race) who rated the policy as important or very important to their success, and effective or very effective. The policies and practices with the highest percent of faculty with this response pattern can be viewed as exemplars of successful policies at your institution.

<table>
<thead>
<tr>
<th>Policy/Practice</th>
<th>Valid n</th>
<th>Overall</th>
<th>Males</th>
<th>Females</th>
<th>White Faculty</th>
<th>Faculty of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>An upper limit on teaching obligations</td>
<td>128</td>
<td>64% (1)</td>
<td>62% (1)</td>
<td>67% (1)</td>
<td>64% (1)</td>
<td>63% (1)</td>
</tr>
<tr>
<td>Periodic, formal performance reviews</td>
<td>142</td>
<td>61% (1)</td>
<td>63% (1)</td>
<td>58% (1)</td>
<td>62% (1)</td>
<td>58% (2*)</td>
</tr>
<tr>
<td>Informal mentoring</td>
<td>136</td>
<td>57% (2)</td>
<td>60% (2)</td>
<td>52% (3*)</td>
<td>58% (2)</td>
<td>53% (4)</td>
</tr>
<tr>
<td>Stop-the-clock for parental or other family reasons</td>
<td>68</td>
<td>53% (3)</td>
<td>51% (3)</td>
<td>55% (2)</td>
<td>47% (4)</td>
<td>68% (1)</td>
</tr>
<tr>
<td>Written summary of periodic performance reviews</td>
<td>136</td>
<td>49% (4)</td>
<td>47% (4)</td>
<td>52% (3*)</td>
<td>49% (3)</td>
<td>49% (5)</td>
</tr>
<tr>
<td>Professional assistance for improving teaching</td>
<td>119</td>
<td>43% (5)</td>
<td>42% (5)</td>
<td>46% (5)</td>
<td>36% (5)</td>
<td>58% (2*)</td>
</tr>
<tr>
<td>Peer reviews of teaching or research/creative work</td>
<td>136</td>
<td>41% (6)</td>
<td>41% (6)</td>
<td>42% (6*)</td>
<td>40% (7)</td>
<td>45% (6)</td>
</tr>
<tr>
<td>Paid or unpaid personal leave</td>
<td>85</td>
<td>40% (7*)</td>
<td>39% (8)</td>
<td>42% (6*)</td>
<td>41% (5*)</td>
<td>37% (9)</td>
</tr>
<tr>
<td>An upper limit on committee assignments for tenure-track faculty</td>
<td>115</td>
<td>40% (7)</td>
<td>40% (7)</td>
<td>39% (8)</td>
<td>41% (5*)</td>
<td>37% (9)</td>
</tr>
<tr>
<td>Paid or unpaid research leave</td>
<td>88</td>
<td>36% (9)</td>
<td>34% (9*)</td>
<td>38% (8)</td>
<td>38% (8)</td>
<td>31% (10)</td>
</tr>
<tr>
<td>Travel funds to present papers or conduct research</td>
<td>143</td>
<td>32% (10)</td>
<td>34% (9*)</td>
<td>31% (10)</td>
<td>30% (11)</td>
<td>38% (8)</td>
</tr>
<tr>
<td>Formal mentoring program</td>
<td>135</td>
<td>28% (11)</td>
<td>31% (11)</td>
<td>18% (12)</td>
<td>31% (10)</td>
<td>14% (13)</td>
</tr>
<tr>
<td>Professional assistance in obtaining externally funded grants</td>
<td>132</td>
<td>23% (12)</td>
<td>19% (13)</td>
<td>29% (11)</td>
<td>22% (12)</td>
<td>25% (11)</td>
</tr>
<tr>
<td>Modified duties for parental or other family reasons (e.g., course release)</td>
<td>57</td>
<td>21% (13)</td>
<td>24% (12)</td>
<td>16% (13)</td>
<td>19% (13)</td>
<td>24% (12)</td>
</tr>
<tr>
<td>Spousal/partner hiring program</td>
<td>74</td>
<td>13% (14)</td>
<td>12% (14)</td>
<td>15% (14)</td>
<td>15% (14)</td>
<td>8% (17)</td>
</tr>
<tr>
<td>Childcare</td>
<td>71</td>
<td>8% (15)</td>
<td>6% (15)</td>
<td>11% (15*)</td>
<td>6% (15)</td>
<td>38% (8)</td>
</tr>
<tr>
<td>Elder care</td>
<td>43</td>
<td>7% (16)</td>
<td>4% (16)</td>
<td>11% (15*)</td>
<td>4% (16)</td>
<td>13% (14)</td>
</tr>
<tr>
<td>Tuition waivers (e.g., for child, spouse/partner)</td>
<td>84</td>
<td>5% (17)</td>
<td>2% (17*)</td>
<td>9% (17)</td>
<td>2% (18)</td>
<td>12% (15)</td>
</tr>
<tr>
<td>Part-time tenure-track position</td>
<td>48</td>
<td>2% (18)</td>
<td>0% (19)</td>
<td>4% (18)</td>
<td>3% (17)</td>
<td>0% (19)</td>
</tr>
<tr>
<td>Financial assistance with housing</td>
<td>84</td>
<td>1% (15)</td>
<td>2% (17)</td>
<td>0% (19)</td>
<td>0% (19)</td>
<td>3% (18)</td>
</tr>
</tbody>
</table>

### Table 2. Policies rated by faculty as important, but ineffective

This table shows, for each of 20 policies, 1) the number of faculty who provided a valid response for both the importance and the effectiveness questions (34a and 34b); and 2) the percent of your junior faculty (overall and grouped by gender and race) who rated the policy as important or very important to their success, but ineffective or very ineffective (or not offered) at your institution. The policies and practices with the highest percent of faculty with this response pattern should be targeted for improvement.

<table>
<thead>
<tr>
<th>Policy/Practice</th>
<th>Valid n</th>
<th>Overall</th>
<th>Males</th>
<th>Females</th>
<th>White Faculty</th>
<th>Faculty of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition waivers (e.g., for child, spouse/partner)</td>
<td>84</td>
<td>74% (1)</td>
<td>80% (1)</td>
<td>65% (1)</td>
<td>75% (1)</td>
<td>73% (1)</td>
</tr>
<tr>
<td>Childcare</td>
<td>71</td>
<td>54% (1)</td>
<td>50% (1)</td>
<td>63% (1)</td>
<td>57% (1)</td>
<td>50% (3)</td>
</tr>
<tr>
<td>Travel funds to present papers or conduct research</td>
<td>143</td>
<td>45% (2*)</td>
<td>41% (3)</td>
<td>51% (4)</td>
<td>48% (2)</td>
<td>36% (7)</td>
</tr>
<tr>
<td>Modified duties for parental or other family reasons (e.g., course release)</td>
<td>57</td>
<td>45% (2*)</td>
<td>34% (6)</td>
<td>59% (2)</td>
<td>46% (3*)</td>
<td>42% (4)</td>
</tr>
<tr>
<td>Professional assistance in obtaining externally funded grants</td>
<td>132</td>
<td>44% (4*)</td>
<td>36% (5)</td>
<td>57% (3)</td>
<td>46% (3*)</td>
<td>39% (5)</td>
</tr>
<tr>
<td>Spousal/partner hiring program</td>
<td>74</td>
<td>44% (4*)</td>
<td>39% (4)</td>
<td>50% (5)</td>
<td>41% (5)</td>
<td>51% (2)</td>
</tr>
<tr>
<td>Financial assistance with housing</td>
<td>84</td>
<td>42% (6)</td>
<td>42% (2)</td>
<td>43% (7)</td>
<td>35% (7)</td>
<td>54% (1)</td>
</tr>
<tr>
<td>An upper limit on committee assignments for tenure-track faculty</td>
<td>115</td>
<td>35% (7)</td>
<td>32% (7)</td>
<td>39% (9*)</td>
<td>40% (6)</td>
<td>24% (13)</td>
</tr>
<tr>
<td>Paid or unpaid research leave</td>
<td>88</td>
<td>34% (8)</td>
<td>31% (8)</td>
<td>39% (9*)</td>
<td>33% (8)</td>
<td>37% (6)</td>
</tr>
<tr>
<td>Part-time tenure-track position</td>
<td>48</td>
<td>33% (9)</td>
<td>17% (13)</td>
<td>48% (6)</td>
<td>32% (9)</td>
<td>34% (9)</td>
</tr>
<tr>
<td>Formal mentoring program</td>
<td>135</td>
<td>31% (10)</td>
<td>25% (11)</td>
<td>41% (8)</td>
<td>29% (11)</td>
<td>35% (8)</td>
</tr>
<tr>
<td>Elder care</td>
<td>43</td>
<td>29% (11)</td>
<td>29% (9)</td>
<td>30% (11)</td>
<td>31% (10)</td>
<td>26% (10)*</td>
</tr>
<tr>
<td>Peer reviews of teaching or research/creative work</td>
<td>136</td>
<td>24% (12)</td>
<td>26% (10)</td>
<td>23% (13)</td>
<td>24% (12)</td>
<td>26% (10)*</td>
</tr>
<tr>
<td>Written summary of periodic performance reviews</td>
<td>136</td>
<td>17% (13*)</td>
<td>15% (14)</td>
<td>25% (16)</td>
<td>15% (16*)</td>
<td>26% (10)*</td>
</tr>
<tr>
<td>An upper limit on teaching obligations</td>
<td>128</td>
<td>17% (13)</td>
<td>18% (12)</td>
<td>15% (17)</td>
<td>15% (14)</td>
<td>21% (14)</td>
</tr>
<tr>
<td>Informal mentoring</td>
<td>136</td>
<td>15% (15*)</td>
<td>11% (17)</td>
<td>21% (14*)</td>
<td>13% (16*)</td>
<td>20% (15)*</td>
</tr>
<tr>
<td>Paid or unpaid personal leave</td>
<td>85</td>
<td>15% (15*)</td>
<td>6% (19)</td>
<td>28% (12)</td>
<td>14% (15)</td>
<td>17% (17)</td>
</tr>
<tr>
<td>Stop-the-clock for parental or other family reasons</td>
<td>68</td>
<td>13% (17)</td>
<td>14% (15)</td>
<td>13% (19)</td>
<td>16% (13)</td>
<td>9% (18*)</td>
</tr>
<tr>
<td>Periodic, formal performance reviews</td>
<td>142</td>
<td>13% (17)</td>
<td>12% (16)</td>
<td>14% (18)</td>
<td>10% (19)</td>
<td>20% (15)*</td>
</tr>
<tr>
<td>Professional assistance for improving teaching</td>
<td>12% (19)</td>
<td>7% (18)</td>
<td>21% (14*)</td>
<td>15% (16*)</td>
<td>9% (18*)</td>
<td></td>
</tr>
</tbody>
</table>

Note: The values in parenthesis indicate the vertical rank of that response. A “*” indicates a tie.
<table>
<thead>
<tr>
<th>rank</th>
<th>category</th>
<th>name</th>
<th>Selected peers</th>
<th>All comparables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>external factors</td>
<td>geographic location</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>climate, culture and collegiality</td>
<td>quality of colleagues</td>
<td>3</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>climate, culture and collegiality</td>
<td>my sense of “fit” here</td>
<td>4</td>
<td>62</td>
</tr>
<tr>
<td>3</td>
<td>climate, culture and collegiality</td>
<td>support of colleagues</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>1</td>
<td>external factors</td>
<td>geographic location</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>climate, culture and collegiality</td>
<td>quality of colleagues</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>climate, culture and collegiality</td>
<td>my sense of “fit” here</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>nature of the work</td>
<td>academic freedom</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>1</td>
<td>external factors</td>
<td>geographic location</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>climate, culture and collegiality</td>
<td>quality of colleagues</td>
<td>2</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>climate, culture and collegiality</td>
<td>support of colleagues</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>climate, culture and collegiality</td>
<td>my sense of “fit” here</td>
<td>2</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>nature of the work</td>
<td>academic freedom</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>1</td>
<td>external factors</td>
<td>geographic location</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>2</td>
<td>climate, culture and collegiality</td>
<td>my sense of “fit” here</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>3</td>
<td>nature of the work</td>
<td>academic freedom</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>climate, culture and collegiality</td>
<td>quality of colleagues</td>
<td>3</td>
<td>61</td>
</tr>
<tr>
<td>1</td>
<td>external factors</td>
<td>geographic location</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>climate, culture and collegiality</td>
<td>quality of colleagues</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>climate, culture and collegiality</td>
<td>support of colleagues</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>nature of the work</td>
<td>academic freedom</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>climate, culture and collegiality</td>
<td>my sense of “fit” here</td>
<td>4</td>
<td>47</td>
</tr>
</tbody>
</table>
Best aspects about working at your institution, by category (Q44a)

Overall Male Female White Faculty of Color

External factors

Climate, culture and collegiality

Policies and practices

Nature of the work

Tenure
## Most frequently cited **worst aspects** about working at your institution (Q44b)

<table>
<thead>
<tr>
<th>rank</th>
<th>category</th>
<th>name</th>
<th>Selected peers</th>
<th>All comparables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>nature of the work</td>
<td>lack of assistance for grant proposals</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>policies and practices</td>
<td>compensation</td>
<td>4</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>nature of the work</td>
<td>quality of graduate students</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>nature of the work</td>
<td>quality of facilities</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>1</td>
<td>nature of the work</td>
<td>lack of assistance for grant proposals</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>policies and practices</td>
<td>compensation</td>
<td>5</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>nature of the work</td>
<td>quality of graduate students</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>nature of the work</td>
<td>lack of support for research/creative work (e.g., leave)</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>1</td>
<td>nature of the work</td>
<td>teaching load</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>nature of the work</td>
<td>quality of facilities</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>nature of the work</td>
<td>quality of graduate students</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>nature of the work</td>
<td>lack of assistance for grant proposals</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>policies and practices</td>
<td>compensation</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>nature of the work</td>
<td>quality of undergraduate students</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>nature of the work</td>
<td>lack of assistance for grant proposals</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>nature of the work</td>
<td>quality of graduate students</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>policies and practices</td>
<td>compensation</td>
<td>5</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>nature of the work</td>
<td>quality of facilities</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>1</td>
<td>policies and practices</td>
<td>compensation</td>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td>2</td>
<td>nature of the work</td>
<td>teaching load</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>climate, culture and collegiality</td>
<td>opportunities to collaborate with colleagues</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>nature of the work</td>
<td>lack of assistance for grant proposals</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

**WORST ASPECTS**
North Carolina State University

---

*worst aspects: 1 of 1*
Worst aspects about working at your institution, by category (Q44b)

Overall Male Female White Faculty of Color

External factors
- Climate, culture and collegiality
- Policies and practices
- Nature of the work
- Tenure

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Faculty of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>External factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate, culture and collegiality</td>
<td>48%</td>
<td>31%</td>
<td>17%</td>
<td>31%</td>
<td>16%</td>
</tr>
<tr>
<td>Policies and practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of the work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>