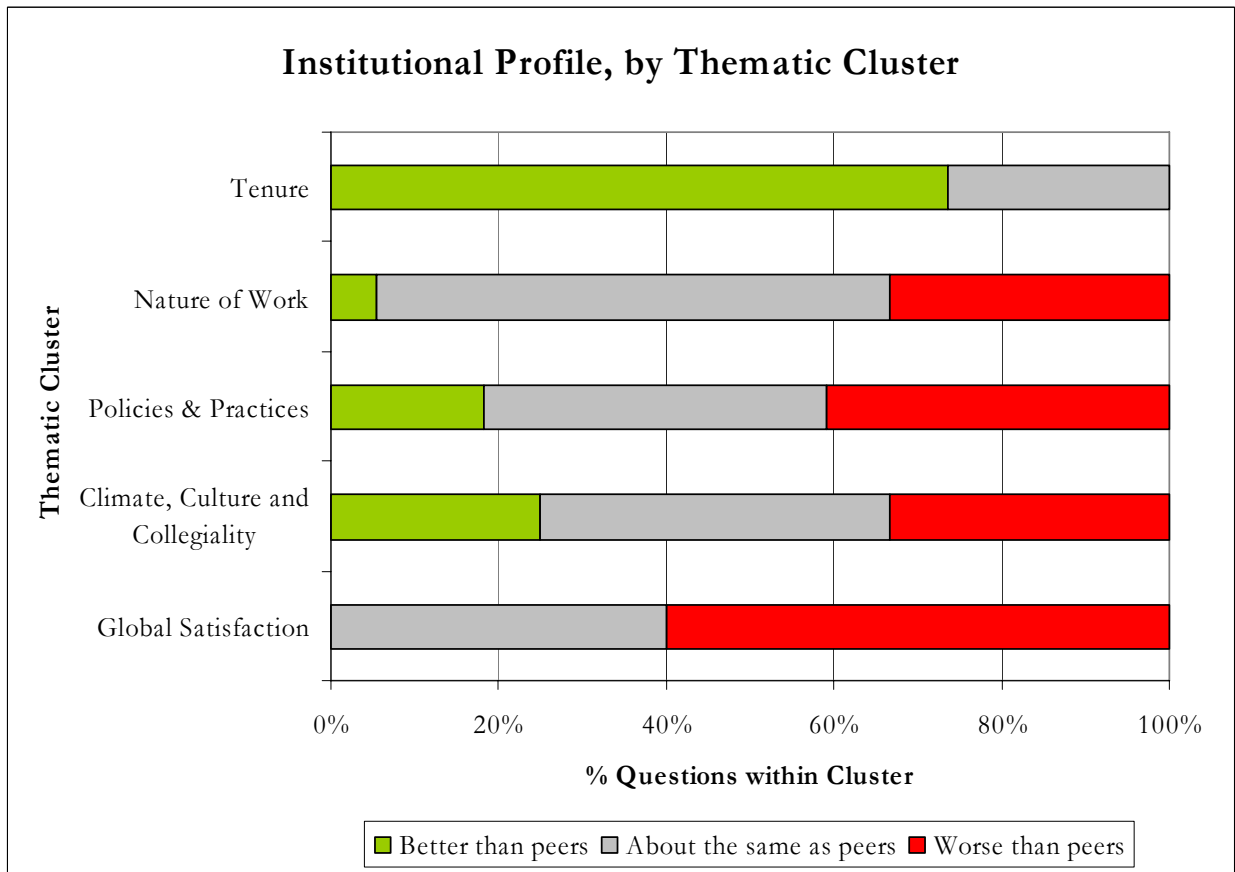


INSTITUTIONAL PROFILE

The survey was organized around five themes:

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

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



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

		1	2	3	4	5	6
Section I. Tenure		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Q25b	reasonableness of the expectations for performance as a teacher.	4.32	+	M+	W+C+		
Q25a	reasonableness of the expectations for performance as a scholar.	4.22	+	M+F+	W+C+		C > W
Q24a	clarity of the expectations for performance as a scholar.	4.16	+	M+F+	W+C+		C > W
Q25c	reasonableness of the expectations for performance as a student advisor.	4.15	+	M+F+	W+C+		
Q25d	reasonableness of the expectations for performance as a department colleague.	3.98	+	M+	W+		
Q25e	reasonableness of the expectations for performance as a campus citizen.	3.92	+	M+	C+		
Q24b	clarity of the expectations for performance as a teacher.	3.90	+	M+F+	C+		C > W
Q19	clarity of the tenure process.	3.90	+	M+	C+		C > W
Q23	clarity of their own prospects for earning tenure.	3.87	+	M+F+	C+		
Q20	clarity of the criteria for tenure.	3.78	+	M+F+	W+C+		
Q25f	reasonableness of the expectations for performance as a community member.	3.74		F-	C+		
Q22	clarity of the body of evidence that will be considered in making decisions about their own tenure.	3.72	+	M+	W+C+		
Q24c	clarity of the expectations for performance as a student advisor.	3.62	+	M+F+	W+C+		C > W
Q27a	perception that tenure decisions are based primarily on performance.	3.51					
Q21	clarity of the standards for tenure.	3.41	+		C+		C > W
Q24d	clarity of the expectations for performance as a department colleague.	3.30			C+		C > W
Q24e	clarity of the expectations for performance as a campus citizen.	3.29		F+	C+		C > W
Q24f	clarity of the expectations for performance as a community member.	3.16			C+		C > W
Q26	not receiving mixed messages from senior colleagues about the requirements of tenure.	2.89	+	F+	C+		

		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
Section II. Nature of Work			Overall	Gender	Race	Gender	Race
Q29d	satisfaction with the discretion they have over the content of the courses they teach.	4.58			C-		
Q30d	satisfaction with the influence they have over the focus of their research.	4.37	-	F-	W-		
Q29a	satisfaction with the level of the courses they teach.	4.19			W+		
Q29c	satisfaction with the influence they have over which courses they teach.	4.16		M+			
Q29b	satisfaction with the number of courses they teach.	4.06		F-	C-		
Q30a	satisfaction with what's expected of them as researchers.	3.96	+	M+F+	W+	M > F	
Q29e	satisfaction with the number of students they teach.	3.94			C+		
Q33d	satisfaction with the quality of computing services.	3.73					
Q28	satisfaction with the way they spend their time as faculty members.	3.72		F-	C-		
Q29g	satisfaction with the quality of graduate students with whom they interact.	3.63			C-		
Q33c	satisfaction with the quality of teaching services.	3.50	-		W-		
Q33a	satisfaction with the quality of clerical/administrative services.	3.44	-	M-F-	C-		
Q29f	satisfaction with the quality of undergraduate students with whom they interact.	3.33			C-		
Q33b	satisfaction with the quality of research services.	3.29		M-F+			
Q31	satisfaction with the quality of facilities.	3.08	-	M-F-	W-C-		
Q30c	satisfaction with the amount of research funding they are expected to find.	3.01		F-		M > F	
Q30b	satisfaction with the amount of time they have to conduct research.	2.93	-	F-		M > F	
Q32	satisfaction with the amount of access they have to Teaching Fellows, Graduate Assistants, et al.	2.74	-	M-F-	W-C-		

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		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
Section III. Policies and Practices			Overall	Gender	Race	Gender	Race
Q34b-02	effectiveness of informal mentoring.	3.85	+	M+	C+		
Q34b-11	effectiveness of an upper limit on teaching obligations.	3.77					
Q34b-03	effectiveness of periodic, formal performance reviews.	3.60			W-C+		C > W
Q34b-10	effectiveness of an upper limit on committee assignments.	3.54	+	M+	W+		
Q34b-12	effectiveness of peer reviews of teaching and research.	3.48	+	M+F+	C+		C > W
Q34b-04	effectiveness of written summary of periodic performance reviews.	3.45			W-C+		C > W
Q34b-06	effectiveness of professional assistance for improving teaching.	3.35		F+	C+		C > W
Q34b-07	effectiveness of travel funds to present papers or conduct research.	3.32		F-	W-		
Q35d	departmental colleagues do what they can to make raising children and the tenure-track compatible.	3.32		M+	C+		
Q35c	departmental colleagues do what they can to make having children and the tenure-track compatible.	3.25	-	F-	W-		
Q34b-01	effectiveness of formal mentoring program.	3.20	+	M+F+	W+C+		C > W
Q36	satisfaction with compensation.	3.10	-	M-	C-	F > M	
Q34b-15	effectiveness of stop-the-tenure-clock for parental or other family reasons.	3.01	-	M-F-	W-C-		
Q34b-08	effectiveness of paid or unpaid research leave during the probationary period.	2.85	-	F-	W-C-		
Q37	satisfaction with the balance they are able to strike between professional time and personal or family time.	2.74		F-		M > F	
Q34b-05	effectiveness of professional assistance in obtaining externally funded grants.	2.72		M-F+			
Q35a	institution does what it can to make having children and the tenure-track compatible.	2.62	-	M-F-	W-C-	M > F	
Q34b-09	effectiveness of paid or unpaid personal leave during the probationary period.	2.61	-	M-F-	W-		
Q35b	institution does what it can to make raising children and the tenure-track compatible.	2.60	-	F-	W-	M > F	
Q34b-16	effectiveness of spousal/partner hiring program.	2.30	-	M-F-	W-C-		
Q34b-14	effectiveness of financial assistance with housing.	2.17			C-		
Q34b-13	effectiveness of childcare.	2.07	-	M-F-	W-C-	M > F	

		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
Section IV. Climate, Culture, and Collegiality			Overall	Gender	Race	Gender	Race
Q38a	satisfaction with the fairness of their immediate supervisor's evaluation of their work.	4.19	+	M+	C+		
Q43	sense that their department treats junior faculty fairly compared to one another.	3.85		F+	C+		
Q39d	satisfaction with the amount of personal interaction they have with junior colleagues in their dept.	3.80	-	M-F-	W-		
Q39c	satisfaction with the amount of professional interaction they have with junior colleagues in their dept.	3.73	-	M-	W-		
Q40	satisfaction with how well they "fit" in their department.	3.71					
Q39b	satisfaction with the amount of personal interaction they have with senior colleagues in their dept.	3.67		M+			
Q38b	satisfaction with the interest senior faculty take in their professional development.	3.62	+				
Q39a	satisfaction with the amount of professional interaction they have with senior colleagues in their dept.	3.45		M-			
Q38c	satisfaction with their opportunities to collaborate with senior faculty.	3.44					
Q42a	sense of unity and cohesion among the faculty in their department.	3.31	+	M+	C+		C > W
Q41	satisfaction with the intellectual vitality of the senior colleagues in their department.	3.27	-	M-	W-		
Q42b	sense of unity and cohesion among the faculty in their School.	2.68	-	F-	W-	M > F	

		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at Your Institution	
			Overall	Gender	Race	Gender	Race
Section V. Global Satisfaction							
Q48	sense that if they had to do it over again, they would accept their current position.	4.03	-	F-	C-		
Q45a	satisfaction with their departments as places to work.	3.84		F-	W-		
Q50	rating their institution as a place for junior faculty to work.	3.74	-	F-	W-C-		
Q45b	satisfaction with their institution as a place to work.	3.50	-	F-	C-		
Q46b	satisfaction that the CAO at their institution seems to care about the quality of life for junior faculty.	3.12					

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

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

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

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

At your institution overall

1. Childcare
2. Spousal/partner hiring program
3. Professional assistance in obtaining externally funded grants

Males

1. Professional assistance in obtaining externally funded grants
2. Spousal/partner hiring program
3. Financial assistance with housing
3. Childcare

Females

1. Childcare
2. Paid or unpaid research leave during the probationary period
2. Spousal/partner hiring program

White faculty

1. Professional assistance in obtaining externally funded grants
2. Childcare
3. Spousal/partner hiring program

Faculty of color

1. Childcare
 2. Spousal/partner hiring program
 3. Financial assistance with housing
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The following table provides “effectiveness gap” results in greater detail. A high percentage of faculty indicating an effectiveness gap indicates a potential problem with that policy or provision on your campus. Note especially the differences between groups on those policies and provisions that do not necessarily rank high overall.

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

NC State University Policy or practice for junior faculty	At Your Institution				
	Overall	Males	Females	White faculty	Faculty of color
Childcare	51% (1)	36%* (3)	72% (1)	43% (2)	65% (1)
Spousal/partner hiring program	45% (2)	40% (2)	49%* (2)	41% (3)	53% (2)
Professional assistance in obtaining externally funded grants	40% (3)	41% (1)	36% (6)	44% (1)	29% (5)
Financial assistance with housing	38% (4)	36%* (3)	42% (5)	32% (4)	49% (3)
Paid or unpaid research leave during the probationary period	30% (5)	19% (9)	49%* (2)	29%* (6)	33% (4)
Travel funds to present papers or conduct research	28% (6)	30% (5)	25%* (8)	30% (5)	23% (8)
An upper limit on committee assignments for tenure-track faculty	27%* (7)	22%* (7)	34% (7)	29%* (6)	20% (10)
Paid or unpaid personal leave during the probationary period	27%* (7)	15%* (12)	43% (4)	27%* (8)	27% (6)
Stop-the-tenure-clock for parental or other family reasons	24% (9)	25% (6)	22% (10)	23% (10)	26% (7)
Formal mentoring program for junior faculty	23% (10)	22%* (7)	25%* (8)	27%* (8)	13% (11)
An upper limit on teaching obligations	17%* (11)	16% (11)	19%* (11)	16% (15)	21% (9)
Written summary of periodic performance reviews for junior faculty	17%* (11)	15%* (12)	19%* (11)	22% (11)	4% (14)
Peer reviews of teaching and research	15% (13)	17% (10)	12% (15)	21% (12)	2% (15)
Informal mentoring	14%* (14)	13% (16)	16% (13)	17% (14)	8% (12)
Periodic, formal performance reviews for junior faculty	14%* (14)	15%* (12)	13% (14)	19% (13)	1% (16)
Professional assistance for improving teaching	12% (16)	15%* (12)	7% (16)	15% (16)	6% (13)

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

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

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

		# of institutions where item ranked among the top four responses			# of institutions where item ranked among the top four responses	
		YOUR PEERS (n = 5)	ALL UNIV. (n = 37)		YOUR PEERS (n = 5)	ALL UNIV. (n = 37)
OVERALL	1. Geographic location	3	23	1. Compensation	5	27
	2. Support of colleagues	4	26	2. Lack of support for research	1	26
	3. My sense of "fit" here	4	30	3. Quality of facilities	1	7
	4. Quality of colleagues	5	27	4. My lack of "fit" here	0	1
MALES	1. Geographic location	3	22	4. Quality of graduate students	1	11
	2. My sense of "fit" here	4	32	4. Too much service/too many assignments	3	9
	3. Quality of colleagues	5	31	1. Compensation	5	26
	4. Cost of living	4	19	2. Lack of support for research	0	22
FEMALES	1. Support of colleagues	4	28	3. Quality of facilities	1	9
	2. Geographic location	3	24	4. Quality of graduate students	3	16
	2. Teaching load	2	13	1. Quality of facilities	1	6
	4. Opportunities to collaborate with colleagues	0	2	2. Too much service/too many assignments	3	14
WHITE FACULTY	1. Geographic location	3	22	3. Compensation	2	22
	2. Support of colleagues	5	25	4. Lack of support for research	3	23
	2. My sense of "fit" here	4	30	4. Childcare policies/practices (or lack thereof)	0	3
	4. Quality of colleagues	5	29	1. Lack of support for research	3	27
FACULTY OF COLOR	1. Geographic location	2	18	2. Quality of facilities	1	10
	2. Support of colleagues	4	22	3. Compensation	4	26
	3. Teaching load	3	15	4. My lack of "fit" here	0	4
	4. Opportunities to collaborate with colleagues	2	11	1. Compensation	3	23
	4. Cost of living	4	23	2. Childcare policies/practices (or lack thereof)	0	1