

The Collaborative on Academic Careers in Higher Education
at the Harvard Graduate School of Education



COACHE Faculty Job Satisfaction Survey
PROVOST'S REPORT
Kenyon College
2013

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All of our member institutions

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The Collaborative on Academic Careers in Higher Education
at the Harvard Graduate School of Education

The Provost's Report **RESULTS**

Kenyon College

	overall	tenured	pre-tenure	full	assoc	men	women	white	faculty of color
Kenyon College									
<i>population</i>	162	132	30	74	58	95	67	120	42
<i>responders</i>	108	87	21	49	38	64	44	85	23
<i>response rate</i>	67%	66%	70%	66%	66%	67%	66%	71%	55%
Selected peers									
<i>population</i>	912	710	202	416	293	531	381	724	171
<i>responders</i>	629	473	156	279	194	346	283	512	114
<i>response rate</i>	69%	67%	77%	67%	66%	65%	74%	71%	67%
All									
<i>population</i>	41634	30793	10841	16887	14478	26891	14743	32365	9149
<i>responders</i>	20946	15189	5757	8151	7251	12595	8351	16885	4042
<i>response rate</i>	50%	49%	53%	48%	50%	47%	57%	52%	44%

*Due to some missing gender and race/ethnicity data, the numbers of males and females, and of white faculty and faculty of color, may not sum to the total populations.

SELECTED PEER INSTITUTIONS

You selected five institutions as peers against whom to compare your COACHE Survey results. The results at these peer institutions are included throughout this report in the aggregate or, when cited individually, in random order. Your peer institutions are:

- ◆ Connecticut College
- ◆ Franklin and Marshall College
- ◆ Middlebury College
- ◆ Pomona College
- ◆ St. Olaf College

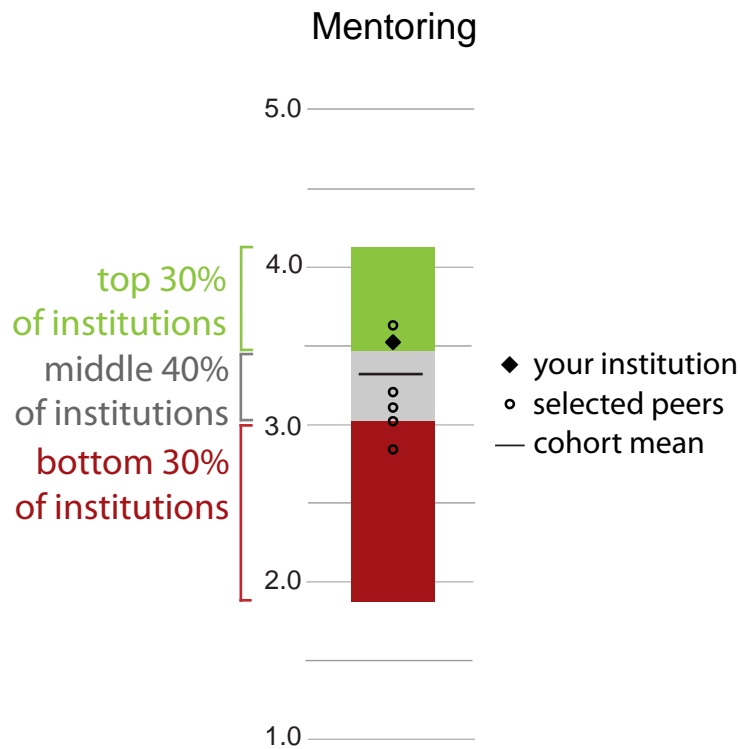
PRIOR COHORT YEARS

If your institution participated in a previous administration of the COACHE Faculty Job Satisfaction Survey, this report will show change over time for any questions that have remained unchanged. For campuses with multiple years of comparative data, users may toggle between cohort years by using the Criteria tab of the Excel report.

- ◆ 2008
- ◆ 2005

COACHE

Results at a Glance

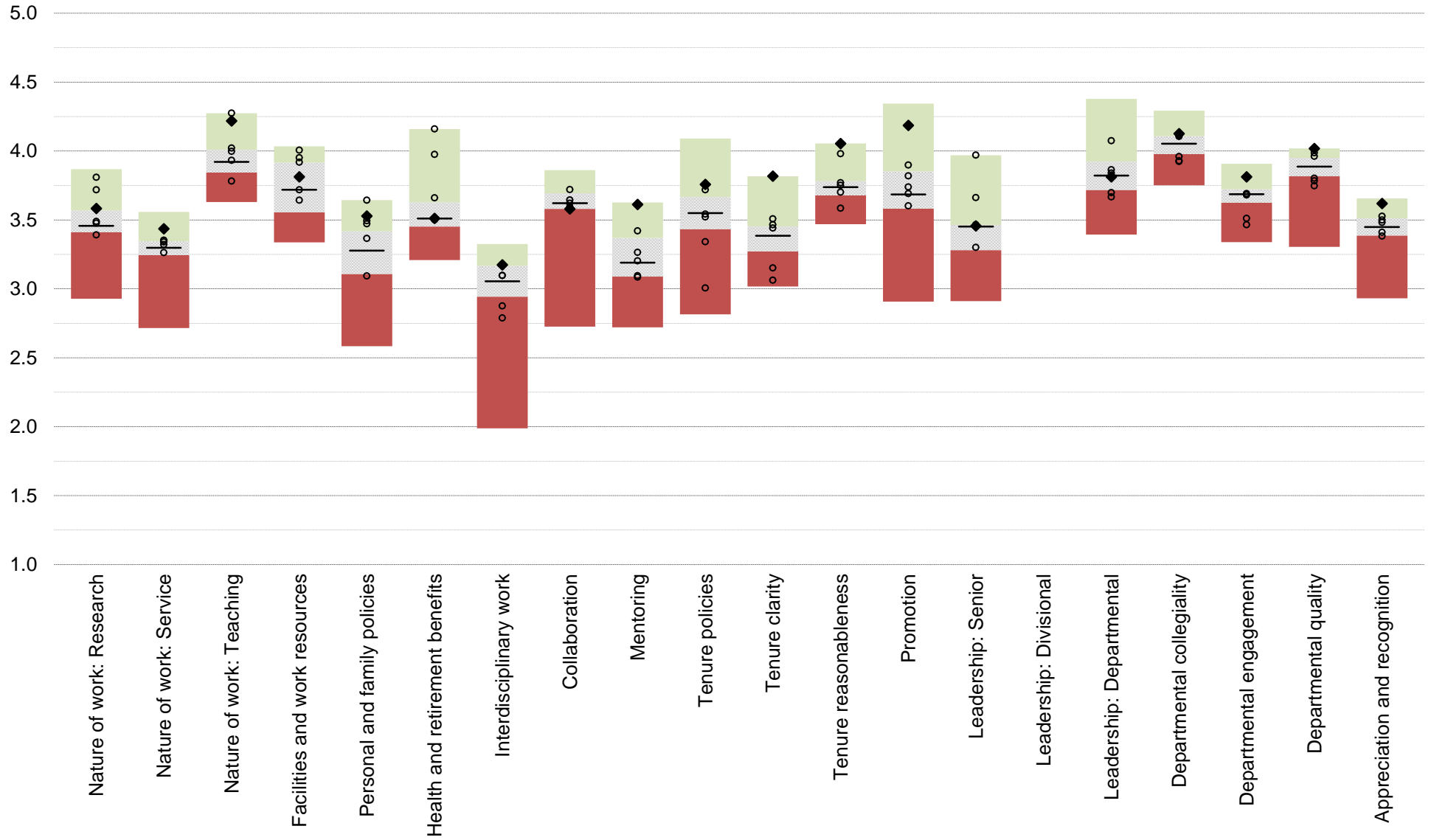


This chart summarizes over a half million data points in benchmark results for your institution relative to peers and the full cohort of COACHE's participating institutions.

Each column represents the range of institutional means (not the distribution of individual respondents) along that dimension. Within each chart, you can see your institution's mean score on the benchmark (◆), the mean scores of your five peers (○), and the distribution of the responses of the entire cohort of institutions as signified by the red, grey, and green boxes.

You should be most concerned with the placement of your marker (◆). A score in the red section of the column indicates that your institution ranked in the bottom 30 percent of all institutions. A mark in the green section indicates your faculty rated a benchmark in the top 30 percent of all institutions. A mark in the grey area indicates a "middle-of-the-road" result.

Kenyon College



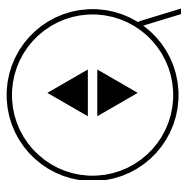
COACHE Dashboard Guide

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure	rank	gender	race	2008
Health and retirement benefits	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	full	women		
Interdisciplinary work	3.00	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	white	
Collaboration	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		women	white	
Mentoring	3.18	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc		foc	
Tenure policies	3.64	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A			+
Tenure clarity	3.33	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	N<5	N/A	N/A	men		



What do these triangles mean?

These symbols represent results that fit COACHE's criteria (adjustable in Excel) for "areas of strength" (in green) and "areas of concern" (in red).

Your ranking among peers:

1st or 2nd ▲

3rd or 4th ▲

5th or 6th ▲

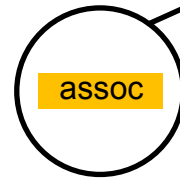
insufficient data for reporting ◀

Your percentile among all members:

Top 30% ▲

Middle 40% ▲

Bottom 30% ▲



And these results?

Here, the faculty subgroup with the lower rating appears. Shading conveys the magnitude of subgroup differences: small effects appear as text only, moderate effects are shaded yellow, and large effects are shaded orange. Trivial differences remain blank. Change over time appears as +/-.



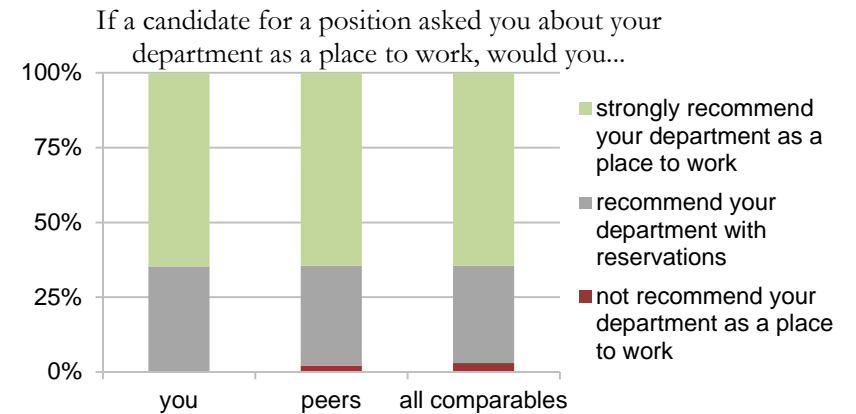
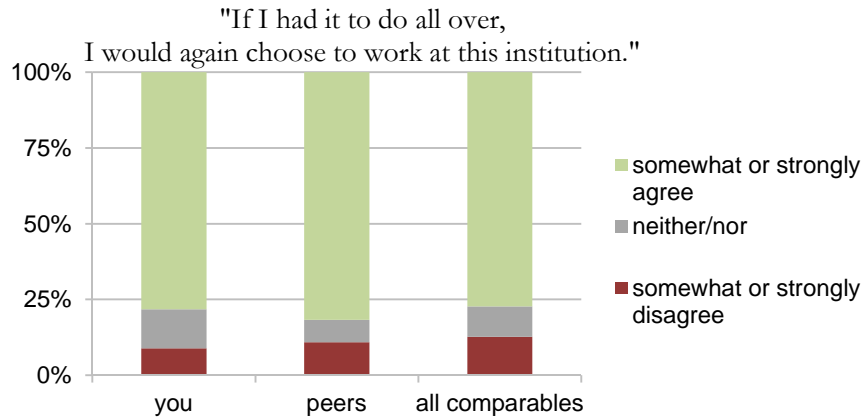
This result, for example, shows that your female faculty are **less satisfied** than are women at your peers (◀), but **more satisfied** than are women at 70% of other institutions (▶). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

Kenyon College

	YOUR RESULTS COMPARED TO PEERS ◀ YOUR RESULTS COMPARED TO COHORT ▶										AREAS OF STRENGTH IN GREEN AREAS OF CONCERN IN RED				WITHIN CAMPUS DIFFERENCES*			
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race				
Nature of work: Research	3.58	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	women					
Nature of work: Service	3.44	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	assoc	assoc	women					
Nature of work: Teaching	4.22	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc				
Facilities and work resources	3.81	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	assoc	assoc	women	white				
Personal and family policies	3.53	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	white				
Health and retirement benefits	3.51	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women					
Interdisciplinary work	3.17	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc		foc				
Collaboration	3.58	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	assoc	assoc	women	foc				
Mentoring	3.61	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured							
Tenure policies	3.76	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	white				
Tenure clarity	3.82	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	foc				
Tenure reasonableness	4.05	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women	foc				
Promotion	4.19	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc		foc				
Leadership: Senior	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women					
Leadership: Divisional	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Leadership: Departmental	3.81	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc				
Departmental collegiality	4.13	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	assoc	assoc	women	foc				
Departmental engagement	3.81	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			women					
Departmental quality	4.02	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	assoc	assoc	women	foc				
Appreciation and recognition	3.62	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	assoc	assoc	women	foc				

* A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the "Background and Definitions" section of this report.



Kenyon College

	YOUR RESULTS COMPARED TO PEERS ◀					AREAS OF STRENGTH IN GREEN					WITHIN CAMPUS DIFFERENCES*				
	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2008
Benchmark: Nature of Work Research	3.58	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	gender		
Time spent on research	3.08	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		N/A
Expectations for finding external funding	3.79	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Influence over focus of research	4.59	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	+
Quality of grad students to support research	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	pre-ten	assoc	women	white	-
Support for research	3.59	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	white	N/A
Support for engaging undergrads in research	3.48	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	full	women	white	N/A
Support for obtaining grants (pre-award)	3.39	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc		foc	N/A
Support for maintaining grants (post-award)	3.42	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Support for securing grad student assistance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Support for travel to present/conduct research	3.78	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	white	N/A
Availability of course release for research	2.69	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women		N/A
Benchmark: Nature of Work: Service	3.44	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		N/A
Time spent on service	3.34	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		N/A
Support for faculty in leadership roles	2.99	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		N/A
Number of committees	3.51	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	white	N/A
Attractiveness of committees	3.64	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		N/A
Discretion to choose committees	3.96	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Equitability of committee assignments	3.23	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Number of student advisees	3.72	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	N/A
Benchmark: Nature of Work: Teaching	4.22	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Time spent on teaching	4.17	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Number of courses taught	3.89	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten		women	foc	
Level of courses taught	4.23	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+
Discretion over course content	4.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc		white	
Number of students in classes taught	4.35	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc			+
Quality of students taught	4.47	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	N/A
Equitability of distribution of teaching load	3.71	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Quality of grad students to support teaching	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Related survey items															
Time spent on outreach	3.49	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc			N/A
Time spent on administrative tasks	2.88	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women		N/A
Ability to balance teaching/research/service	3.10	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women		N/A

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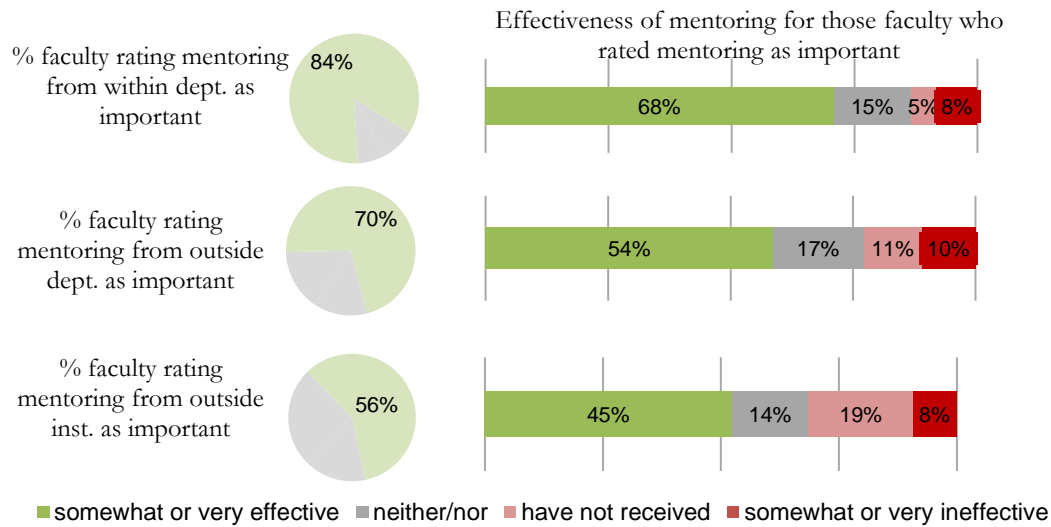
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	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2008
Benchmark: Facilities and work resources	3.81	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	white	N/A
Support for improving teaching	3.92	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀			women	white	N/A
Office	4.13	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀		assoc		foc	N/A
Laboratory, research, studio space	3.86	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀			women	white	N/A
Equipment	3.76	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	white	N/A
Classrooms	3.82	◀▶	◀▶	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten		women	white	N/A
Library resources	3.97	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀					N/A
Computing and technical support	3.46	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀		assoc	women	foc	+
Clerical/administrative support	3.56	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀			women		-
Benchmark: Personal and family policies	3.53	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten	assoc	women	white	N/A
Housing benefits	3.50	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten		women	white	N/A
Tuition waivers, remission, or exchange	3.98	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	tenured	assoc	women	foc	N/A
Spousal/partner hiring program	2.87	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten		women		N/A
Childcare	3.40	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	tenured	assoc	women	white	N/A
Eldercare	3.05	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten	assoc	women	foc	N/A
Family medical/parental leave	3.95	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀		full	women		N/A
Flexible workload/modified duties	3.70	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀		assoc	women		N/A
Stop-the-clock policies	3.17	▶◀	N/A	▶◀	N/A	N/A	▶◀	▶◀	▶◀	▶◀	N/A	N/A	men	white	N/A
Inst. does what it can for work/life compatibility	3.41	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀		assoc	women		N/A
Right balance between professional/personal	2.93	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten	assoc	women	foc	N/A
Benchmark: Health and retirement benefits	3.51	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	tenured	assoc	women		N/A
Health benefits for yourself	3.56	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	tenured	assoc	women		N/A
Health benefits for family	3.54	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	tenured		men	white	N/A
Retirement benefits	3.61	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	tenured	assoc	women	white	N/A
Phased retirement options	3.11	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	tenured	full	women	foc	N/A
Related survey items															
Salary	3.03	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	tenured	assoc	women	foc	-

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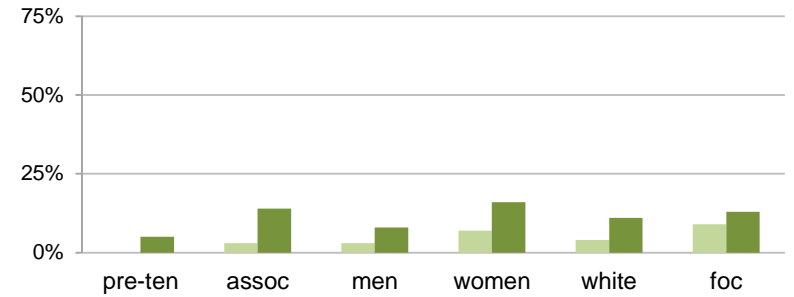
Kenyon College

	YOUR RESULTS COMPARED TO PEERS ◀					AREAS OF STRENGTH IN GREEN					WITHIN CAMPUS DIFFERENCES*				
	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		2008
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2008
Benchmark: Interdisciplinary work	3.17	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	assoc		foc	N/A
Budgets encourage interdiscip. work	2.94	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	assoc		white	N/A
Facilities conducive to interdiscip. work	2.90	◀▶	▶◀	▶◀	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	tenured	assoc	women	foc	N/A
Interdiscip. work is rewarded in merit	3.33	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	men	foc	N/A
Interdiscip. work is rewarded in promotion	3.38	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	men	foc	N/A
Interdiscip. work is rewarded in tenure	3.43	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	foc	N/A
Dept. knows how to evaluate interdiscip. work	3.43	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	men	foc	N/A
Benchmark: Collaboration	3.58	▶◀	▶◀	◀▶	◀▶	▶◀	◀▶	◀▶	▶◀	◀▶		assoc	women	foc	N/A
Opportunities for collab. within dept.	3.67	▶◀	▶◀	◀▶	◀▶	▶◀	◀▶	◀▶	▶◀	▶◀		assoc	women	foc	N/A
Opportunities for collab. outside dept.	3.57	▶◀	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	▶◀	◀▶		assoc	women		N/A
Opportunities for collab. outside inst.	3.47	▶◀	▶◀	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀	◀▶	pre-ten	assoc	women		N/A
Benchmark: Mentoring	3.61	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured				N/A
Effectiveness of mentoring within dept.	3.93	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	full	men	white	N/A
Effectiveness of mentoring outside dept.	3.71	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	full		white	N/A
Mentoring of pre-tenure faculty	4.01	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			men	foc	N/A
Mentoring of associate faculty	2.99	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	N/A
Support for faculty to be good mentors	3.10	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	N/A
Being a mentor is fulfilling	4.10	▶◀	▶◀	N/A	◀▶	▶◀	◀▶	▶◀	▶◀	◀▶	N/A	assoc			N/A
Related survey items															
Importance of mentoring within dept.	4.23	◀▶	◀▶	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶			men		N/A
Importance of mentoring outside dept.	3.90	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			men	white	N/A
Importance of mentoring outside inst.	3.65	▶◀	◀▶	▶◀	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶		full	men	white	N/A
Effectiveness of mentoring outside the inst.	3.75	▶◀	▶◀	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	◀▶	tenured	full	men	white	N/A

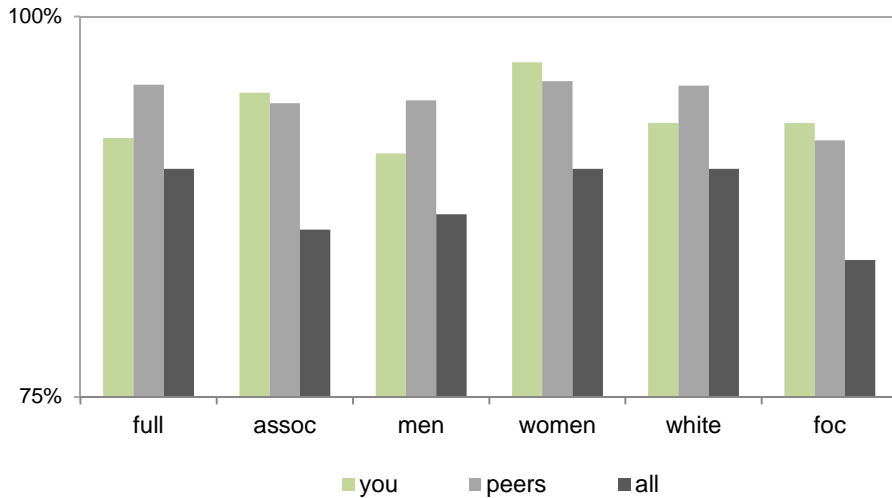
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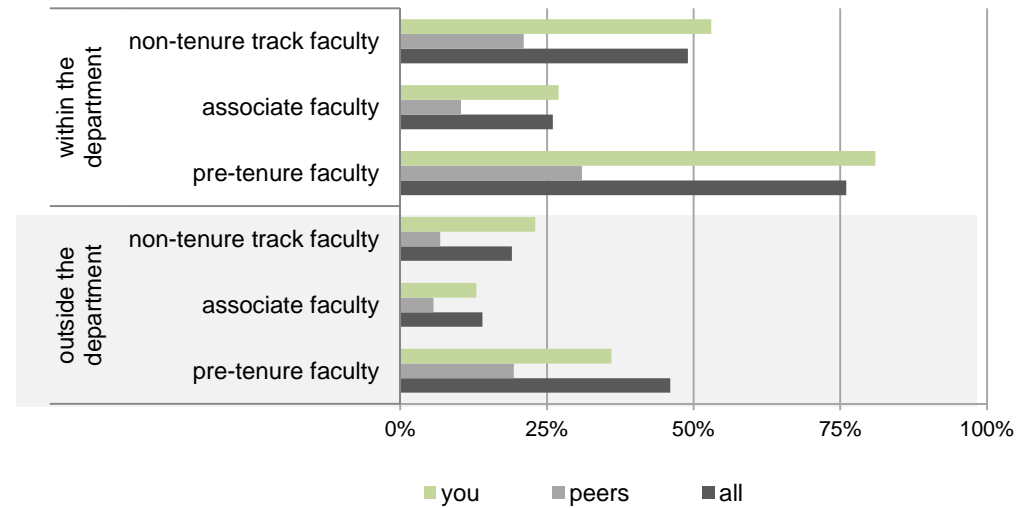
■ % of respondents reporting s/he has not received mentoring within the department
 ■ % of respondents reporting s/he has not received mentoring outside the department at this institution



% of respondents who report serving as a mentor in the past five years



Whom are the mentors mentoring?

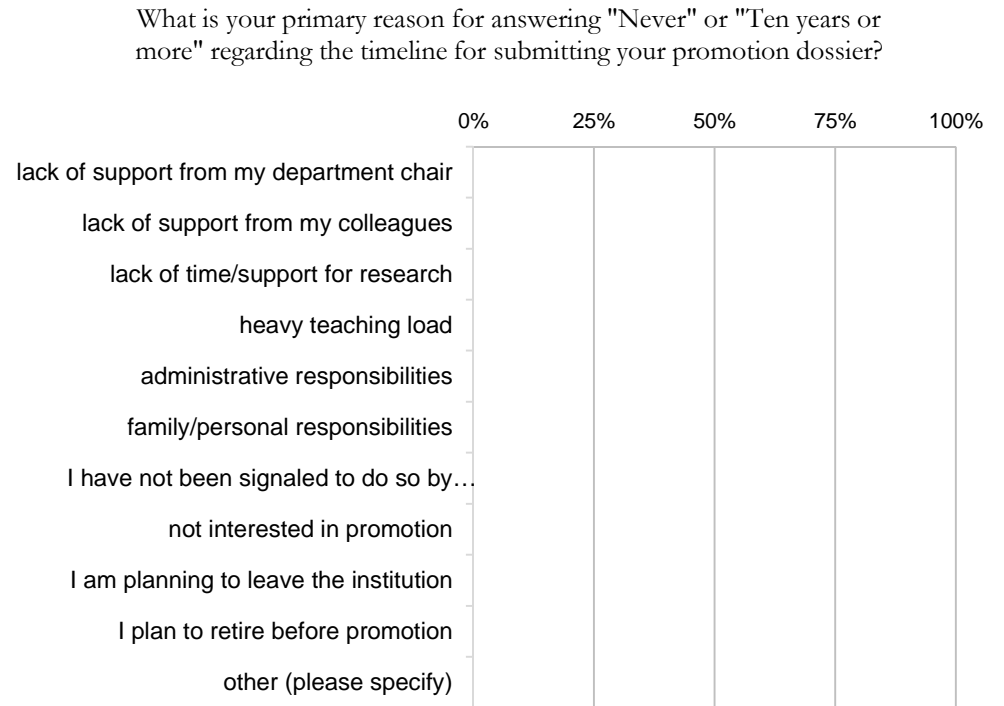
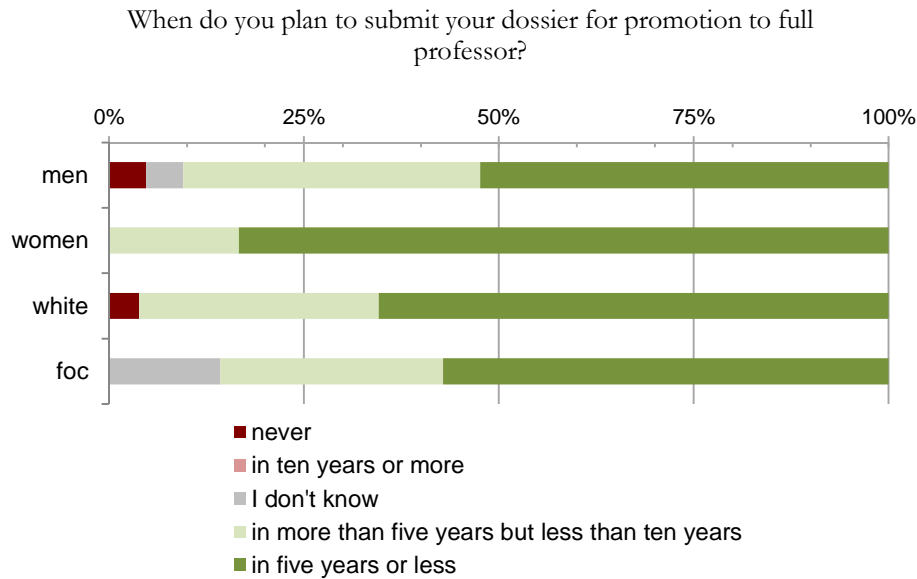
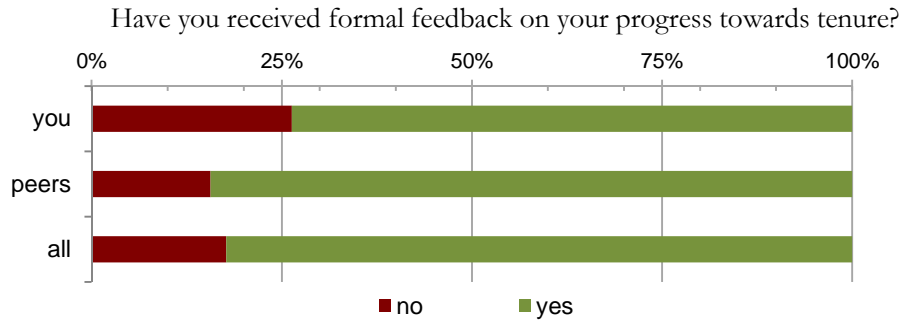


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	YOUR RESULTS COMPARED TO PEERS ◀					AREAS OF STRENGTH IN GREEN					WITHIN CAMPUS DIFFERENCES*				
	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2008
Benchmark: Tenure policies	3.76	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	white	N/A
Clarity of tenure process	4.10	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	white	-
Clarity of tenure criteria	3.90	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	white	-
Clarity of tenure standards	3.45	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	white	-
Clarity of body of evidence for deciding tenure	4.20	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	foc	
Clarity of whether I will achieve tenure	3.75	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women	foc	-
Consistency of messages about tenure	3.25	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	white	-
Tenure decisions are performance-based	3.65	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	white	-
Benchmark: Tenure clarity	3.82	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	foc	N/A
Clarity of expectations: Scholar	3.80	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	white	
Clarity of expectations: Teacher	4.40	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women	foc	+
Clarity of expectations: Advisor	3.65	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	foc	+
Clarity of expectations: Colleague	3.90	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A		foc	
Clarity of expectations: Campus citizen	4.00	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men		+
Clarity of expectations: Broader community	3.15	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	men	foc	+
Benchmark: Tenure reasonableness	4.05	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women	foc	N/A
Reasonable expectations: Scholar	4.40	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women		+
Reasonable expectations: Teacher	4.35	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women	foc	+
Reasonable expectations: Advisor	3.90	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A		foc	+
Reasonable expectations: Colleague	4.10	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women	white	+
Reasonable expectations: Campus citizen	3.75	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A		white	+
Reasonable expectations: Community member	3.89	◀▶	N/A	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	N/A	N/A		foc	+
Benchmark: Promotion	4.19	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc		foc	N/A
Reasonable expectations: Promotion	4.16	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	N/A
Dept. culture encourages promotion	4.07	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	men	foc	N/A
Clarity of promotion process	4.42	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	men	foc	N/A
Clarity of promotion criteria	4.33	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	men	foc	N/A
Clarity of promotion standards	4.08	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc		foc	N/A
Clarity of body of evidence for promotion	4.29	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	men	foc	N/A
Clarity of time frame for promotion	4.19	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc		foc	N/A
Clarity of whether I will be promoted	3.60	◀▶	◀▶	N/A	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	N/A	women	foc	N/A

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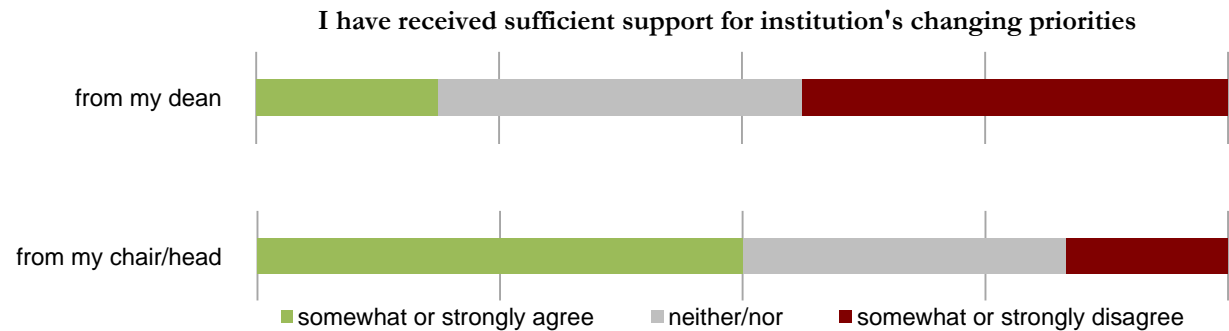
Kenyon College

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	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2008
Leadership Items (not included in benchmark scores)															
Priorities are stated consistently	3.27	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women		N/A
Priorities are acted on consistently	3.13	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	white	N/A
Changed priorities negatively affect my work**	3.15	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	white	N/A
Benchmark: Leadership: Senior	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women		N/A
Pres/Chancellor: Pace of decision making	3.68	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			women	foc	N/A
Pres/Chancellor: Stated priorities	3.52	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		women		N/A
Pres/Chancellor: Communication of priorities	3.31	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	white	N/A
CAO: Pace of decision making	3.69	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	white	N/A
CAO: Stated priorities	3.46	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women		N/A
CAO: Communication of priorities	3.42	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	white	N/A
CAO: Ensuring faculty input	3.27	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		N/A
Benchmark: Leadership: Divisional	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dean: Pace of decision making	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dean: Stated priorities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dean: Communication of priorities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dean: Ensuring faculty input	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Benchmark: Leadership: Departmental	3.81	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Head/Chair: Pace of decision making	3.74	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten		women		N/A
Head/Chair: Stated priorities	3.66	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc		foc	N/A
Head/Chair: Communication of priorities	3.72	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Head/Chair: Ensuring faculty input	3.91	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women		N/A
Head/Chair: Fairness in evaluating work	4.06	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A

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**This item is reverse coded.

36 (34%) of your faculty reported that institutional priorities have changed in ways that negatively affect their work. Those respondents were asked if they agreed or disagreed that deans and dept. heads provided sufficient support in adapting to these changes.



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	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2008					
Benchmark: Departmental collegiality	4.13	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶										
Colleagues support work/life balance	4.07	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	N/A					
Meeting times compatible with personal needs	4.33	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	N/A					
Amount of personal interaction w/Pre-tenure	3.92	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶		assoc	women							
How well you fit	3.93	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	◀▶	▶◀	pre-ten			foc						
Amount of personal interaction w/Tenured	3.96	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			women	foc	+					
Colleagues pitch in when needed	4.24	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	N/A					
Dept. is collegial	4.32	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc		foc	N/A					
Related survey items																				
Colleagues committed to diversity/inclusion	4.23	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A					
Benchmark: Departmental engagement	3.81	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			women		N/A					
Discussions of undergrad student learning	4.27	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		full	women	foc	N/A					
Discussions of grad student learning	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Discussions of effective teaching practices	4.07	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	full			N/A					
Discussions of effective use of technology	3.47	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	white	N/A					
Discussions of current research methods	3.09	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	full	women	foc	N/A					
Amount of professional interaction w/Pre-tenure	3.98	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women		+					
Amount of professional interaction w/Tenured	3.97	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		women		+					
Benchmark: Departmental quality	4.02	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	N/A					
Intellectual vitality of tenured faculty	4.08	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	+					
Intellectual vitality of pre-tenure faculty	4.23	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	+					
Scholarly productivity of tenured faculty	3.89	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc		foc	N/A					
Scholarly productivity of pre-tenure faculty	4.12	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	N/A					
Teaching effectiveness of tenured faculty	4.21	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀		assoc	women	foc	N/A					
Teaching effectiveness of pre-tenure faculty	4.17	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	▶◀	tenured	assoc	women	foc	N/A					
Dept. is successful at faculty recruitment	4.15	◀▶	◀▶	N/A	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	N/A	assoc	women	foc	N/A					
Dept. is successful at faculty retention	4.08	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀	N/A	assoc		foc	N/A					
Dept. addresses sub-standard performance	2.93	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A					

*A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the “Background and Definitions” section of this report.

Kenyon College

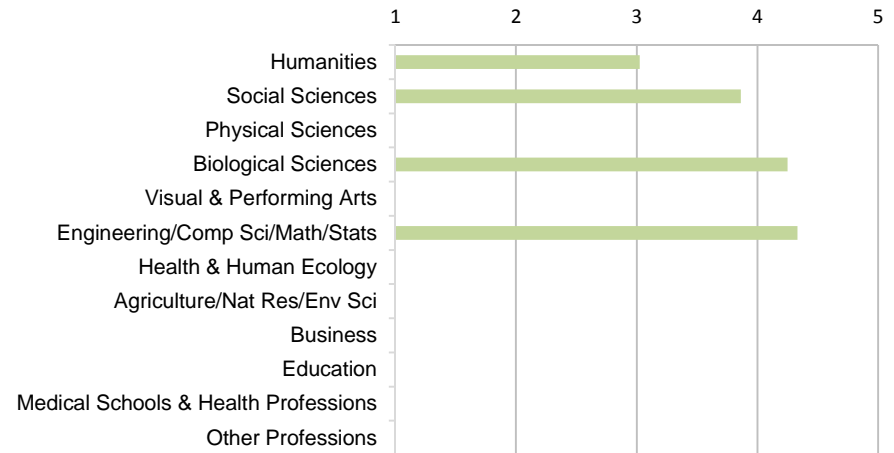
	YOUR RESULTS COMPARED TO PEERS ◀					AREAS OF STRENGTH IN GREEN					WITHIN CAMPUS DIFFERENCES*				
	YOUR RESULTS COMPARED TO COHORT ▶					AREAS OF CONCERN IN RED					sm. (.1)	med (.3)	lrg. (.5)		
	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure status	tenured ranks	gender	race	2008
Benchmark: Appreciation and recognition	3.62	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		assoc	women	foc	N/A
Recognition: For teaching	3.80	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶			women		N/A
Recognition: For advising	3.35	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women		N/A
Recognition: For scholarship	3.58	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Recognition: For service	3.41	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	white	N/A
Recognition: For outreach	3.38	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	assoc	women	foc	N/A
Recognition: From colleagues	3.95	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		women	foc	N/A
Recognition: From CAO	3.67	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women		N/A
Recognition: From Dean	3.60	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A	assoc	women	foc	N/A
Recognition: From Head/Chair	3.76	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten		women	foc	N/A
School/college is valued by Pres/Provost	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dept. is valued by Pres/Provost	3.54	◀▶	◀▶	N/A	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	N/A		women	foc	N/A
CAO cares about faculty of my rank	3.76	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	assoc	women	foc	-

* A group named in the Within Campus Differences rated the survey item lower than its comparison group. Coloration reflects the magnitude (effect size) of the difference. Additional explanation of effect size differences can be found in the "Background and Definitions" section of this report.

The person who serves as my chief academic officer seems to care about the quality of life for faculty of my rank.



I feel that **my department** is valued by this institution's President/Chancellor and Provost by Academic Area.**
 (1=Strongly disagree 5=Strongly Agree)



** See the "Background and Definitions" section of the report for a more detailed explanation of Academic Areas.

Kenyon College

Faculty were asked to identify the two (and only two) **best aspects** of working at your institution. The top four responses for your institution are shown in red and disaggregated by tenure status, gender, and race. The columns labeled *Peer* show the total number of times an item appeared as a top four item amongst any of your five peer institutions. The *All* column reflects the number of times an item appeared in the top four at any of the institutions in the current cohort. When a best aspect at your institution is also shown as a best aspect for your peers and/or the cohort, the issue may be seen as common in the faculty labor market. Best aspects that are unique to your campus are market differentiators for your institution which can be highlighted in recruitment and retention efforts.

	Overall			Tenured			Pre-tenure			Men			Women			White			Faculty of Color		
	you	peer	all (81)	you	peer	all (81)	you	peer	all (81)	you	peer	all (81)	you	peer	all (81)	you	peer	all (81)	you	peer	all (81)
quality of colleagues	32%	5	75	34%	5	73	25%	5	72	31%	5	72	34%	4	74	34%	5	75	26%	3	64
support of colleagues	14%	2	44	10%	0	41	30%	3	63	8%	1	29	23%	1	57	14%	0	42	13%	3	48
opportunities to collaborate with colleagues	0%	0	4	0%	0	8	0%	0	5	0%	0	3	0%	0	7	0%	0	5	0%	0	7
quality of graduate students	0%	0	4	0%	0	6	0%	0	3	0%	0	6	0%	0	4	0%	0	5	0%	0	6
quality of undergraduate students	79%	5	22	78%	5	24	85%	3	22	77%	5	22	82%	4	23	80%	5	23	78%	3	26
quality of the facilities	0%	0	1	0%	2	3	0%	0	2	0%	1	3	0%	0	0	0%	2	4	0%	1	7
support for research/creative work	2%	0	2	1%	0	1	5%	1	8	3%	0	2	0%	1	5	2%	0	2	0%	0	5
support for teaching	8%	2	6	9%	1	4	0%	2	13	10%	1	6	5%	2	10	8%	0	5	4%	4	16
support for professional development	0%	0	0	0%	0	0	0%	0	4	0%	0	1	0%	0	3	0%	0	0	0%	0	5
assistance for grant proposals	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	3
childcare policies/practices	0%	0	0	0%	0	0	0%	0	2	0%	0	0	0%	0	0	0%	0	0	0%	0	2
availability/quality of childcare facilities	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	2
spousal/partner hiring program	3%	0	0	3%	0	0	0%	0	1	3%	0	0	2%	0	0	2%	0	0	4%	0	2
compensation	1%	0	0	1%	0	2	0%	1	5	2%	0	1	0%	0	2	1%	0	1	0%	2	6
geographic location	1%	2	44	1%	3	47	0%	1	44	2%	3	46	0%	2	45	1%	1	43	0%	2	46
diversity	0%	0	5	0%	0	5	0%	0	4	0%	0	4	0%	0	4	0%	0	3	0%	0	12
presence of others like me	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	1	0%	0	0	0%	0	4
my sense of "fit" here	24%	4	54	21%	4	54	35%	3	46	27%	2	54	18%	5	49	27%	5	58	13%	2	35
protections from service/assignments	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	2
commute	1%	0	0	1%	0	0	0%	0	4	2%	0	0	0%	0	2	1%	0	0	0%	0	5
cost of living	8%	0	20	10%	0	21	0%	1	31	5%	0	27	14%	0	21	5%	0	22	22%	0	34
teaching load	1%	0	1	1%	0	0	0%	1	6	2%	0	1	0%	1	4	1%	0	0	0%	1	7
manageable pressure to perform	5%	0	3	3%	0	2	10%	0	7	3%	0	3	7%	0	4	4%	0	2	9%	1	14
academic freedom	17%	3	52	19%	3	53	10%	3	37	19%	2	56	14%	3	38	17%	3	50	17%	2	61
t&p clarity or requirements	3%	0	0	3%	0	0	0%	0	2	3%	0	0	2%	0	0	1%	0	0	9%	0	2
quality of leadership	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	2
other (please specify)	2%	0	0	2%	0	0	0%	1	2	3%	0	1	0%	0	1	1%	0	0	4%	0	7
decline to answer	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	2
there are no positive aspects	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	2

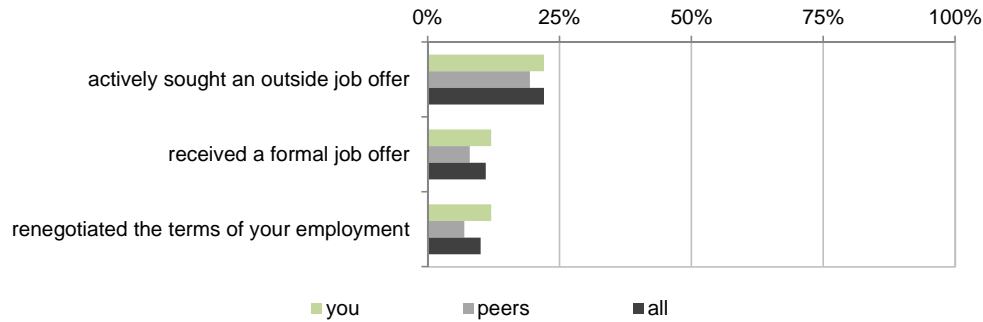
Kenyon College

Faculty were asked to identify the two (and only two) **worst aspects** of working at your institution. The top four responses for your institution are shown in red and disaggregated by tenure status, gender, and race. The columns labeled *Peer* show the total number of times an item appeared as a top four item at any of your five peer institutions. The *All* column shows the number of times an item appeared in the top four at any of the institutions in the current cohort. When a worst aspect at your institution is also shown as a worst aspect by your peers and/or the cohort, the issue may be seen as common in the faculty labor market. More attention should be paid to the worst aspects that are unique to your institution. These distinctions cast the institution in a negative light.

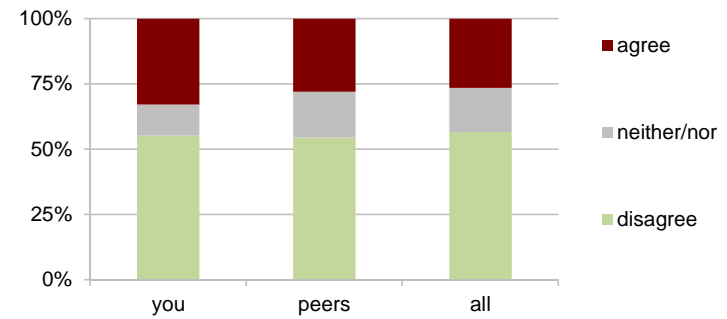
	Overall			Tenured			Pre-tenure			Men			Women			White			Faculty of Color		
	you	peers	all (81)	you	peers	all (81)	you	peers	all (81)	you	peers	all (81)	you	peers	all (81)	you	peers	all (81)	you	peers	all (81)
quality of colleagues	4%	0	4	5%	0	10	0%	1	6	3%	0	8	5%	0	3	4%	0	6	4%	0	11
support of colleagues	5%	1	1	6%	1	2	0%	0	4	3%	3	1	7%	0	6	6%	1	3	0%	1	5
opportunities to collaborate with colleagues	3%	0	0	1%	0	1	10%	0	1	2%	0	0	5%	0	1	2%	0	0	4%	0	1
quality of graduate students	1%	0	4	1%	0	1	0%	0	14	2%	0	7	0%	0	4	1%	0	3	0%	0	16
quality of undergraduate students	0%	1	23	0%	1	24	0%	1	20	0%	1	28	0%	1	13	0%	1	23	0%	1	21
quality of the facilities	0%	1	21	0%	1	22	0%	0	25	0%	1	23	0%	1	22	0%	1	25	0%	0	13
lack of support for research/creative work	9%	2	59	12%	2	52	0%	1	56	11%	0	51	7%	2	56	11%	2	58	4%	2	54
lack of support for teaching	0%	0	1	0%	0	3	0%	0	4	0%	0	1	0%	0	1	0%	0	1	0%	0	2
lack of support for professional development	3%	0	3	3%	0	6	0%	0	3	3%	0	4	2%	0	5	4%	0	3	0%	0	7
lack of assistance for grant proposals	2%	0	0	2%	0	0	0%	0	2	2%	0	0	2%	0	1	2%	0	0	0%	0	3
childcare policies/practices (or lack of)	1%	0	0	1%	0	0	0%	0	4	0%	0	2	2%	0	2	1%	0	0	0%	0	3
availability/quality of childcare facilities	0%	0	2	0%	0	3	0%	0	2	0%	0	1	0%	0	1	0%	0	2	0%	0	4
spousal/partner hiring program (or lack of)	17%	2	6	12%	0	2	40%	2	20	15%	0	6	20%	1	5	14%	1	6	26%	1	15
compensation	26%	2	68	30%	4	70	10%	2	60	29%	3	75	23%	4	61	28%	4	69	22%	2	67
geographic location	42%	2	21	38%	2	18	60%	3	33	47%	2	21	36%	1	21	39%	1	17	57%	1	33
lack of diversity	16%	0	2	14%	0	5	25%	3	15	16%	0	3	16%	0	14	11%	0	2	35%	1	33
absence of others like me	8%	0	0	7%	0	0	10%	2	7	3%	1	2	14%	0	0	6%	1	0	13%	0	12
my lack of "fit" here	5%	0	1	5%	0	0	5%	0	3	6%	0	2	2%	1	1	5%	1	0	4%	0	7
too much service/too many assignments	20%	5	51	22%	5	58	10%	4	36	16%	5	41	25%	5	62	22%	5	57	13%	5	30
commute	5%	0	2	5%	1	4	5%	0	7	6%	0	2	2%	1	2	5%	0	3	4%	0	3
cost of living	0%	1	12	0%	1	11	0%	1	13	0%	1	13	0%	1	11	0%	1	13	0%	1	14
teaching load	7%	4	28	8%	4	30	0%	3	32	6%	4	29	7%	3	32	6%	4	27	9%	4	27
unrelenting pressure to perform	8%	0	4	6%	0	2	20%	1	11	5%	0	2	14%	1	11	10%	0	5	4%	1	6
academic freedom	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	1
t&p clarity or requirements	2%	0	1	2%	0	0	0%	1	9	2%	0	1	2%	0	1	2%	0	1	0%	0	4
quality of leadership	0%	0	12	0%	0	16	0%	0	1	0%	1	17	0%	0	6	0%	0	15	0%	0	11
other (please specify)	6%	0	7	6%	2	13	5%	1	7	6%	0	9	5%	0	6	7%	2	9	0%	0	7
decline to answer	0%	0	0	0%	0	0	0%	1	0	0%	0	0	0%	0	0	0%	0	0	0%	0	1
there are no negative aspects	6%	0	0	7%	0	2	0%	0	2	8%	2	2	2%	0	1	7%	1	1	0%	0	8

Kenyon College

In the past five years, have you...



Are outside offers necessary for negotiations?



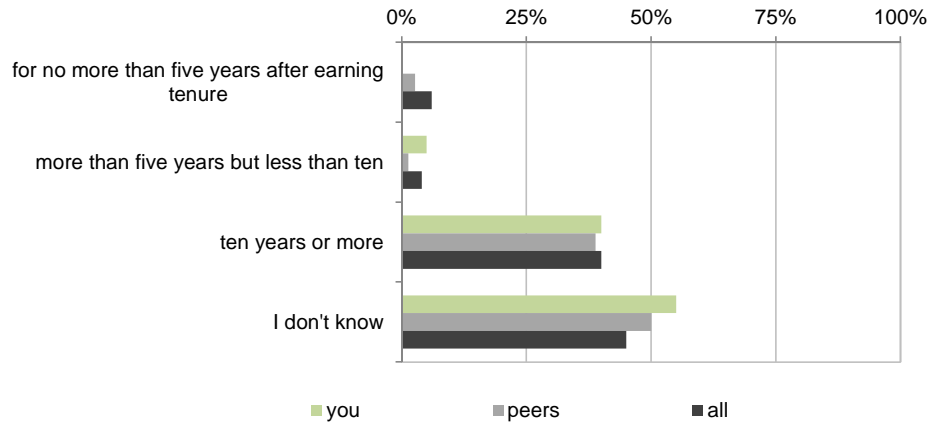
If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?

	Overall			Tenured			Pre-tenure			Men			Women			White			FOC		
	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all
base salary	39%	27%	31%	43%	30%	32%	18%	20%	27%	43%	30%	34%	33%	24%	28%	38%	28%	30%	40%	25%	34%
supplemental salary	2%	5%	4%	1%	5%	5%	6%	3%	4%	2%	6%	5%	3%	3%	3%	1%	5%	5%	5%	2%	3%
tenure clock	0%	1%	1%	0%	0%	0%	0%	3%	4%	0%	1%	1%	0%	1%	1%	0%	1%	1%	0%	1%	1%
teaching load (e.g., course release)	18%	28%	24%	17%	26%	23%	24%	32%	26%	11%	25%	20%	28%	31%	28%	18%	28%	24%	20%	29%	23%
administrative responsibilities	5%	5%	5%	4%	6%	6%	12%	1%	2%	9%	5%	6%	0%	4%	4%	7%	6%	6%	0%	1%	2%
equipment	2%	2%	2%	1%	2%	2%	6%	1%	1%	4%	3%	2%	0%	1%	1%	3%	2%	2%	0%	1%	0%
lab/research support	3%	6%	6%	3%	6%	5%	6%	8%	7%	4%	6%	5%	3%	7%	6%	3%	6%	6%	5%	5%	6%
employment for spouse/partner	11%	8%	7%	8%	4%	5%	24%	19%	14%	9%	8%	7%	13%	9%	8%	8%	8%	7%	20%	9%	8%
sabbatical or other leave time	6%	5%	6%	8%	5%	6%	0%	3%	4%	6%	3%	5%	8%	6%	7%	7%	4%	5%	5%	7%	9%

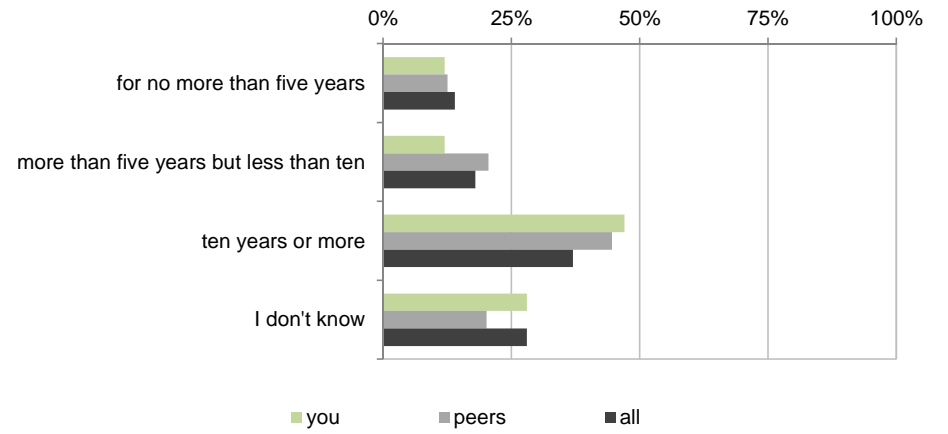
If you were to choose to leave your institution, what would be your primary reason?

	Overall			Tenured			Pre-tenure			Men			Women			White			FOC		
	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all	you	peers	all
improve your salary/benefits	8%	9%	11%	8%	8%	11%	5%	11%	12%	8%	11%	13%	7%	6%	8%	8%	8%	10%	4%	15%	16%
find a more collegial work environment	3%	3%	3%	2%	3%	3%	5%	4%	3%	3%	1%	2%	2%	5%	4%	4%	2%	3%	0%	6%	4%
find an employer w/ more resources in support	6%	6%	7%	7%	6%	6%	0%	8%	7%	3%	6%	6%	9%	6%	7%	6%	6%	6%	4%	7%	9%
work at an institution w/ different priorities	4%	9%	10%	3%	8%	9%	5%	12%	13%	2%	9%	10%	7%	9%	10%	4%	9%	10%	4%	10%	10%
pursue an administrative position in higher education	4%	3%	3%	5%	4%	4%	0%	1%	1%	5%	3%	3%	2%	3%	3%	5%	4%	4%	0%	0%	2%
pursue a nonacademic job	1%	2%	2%	1%	2%	1%	0%	2%	2%	2%	2%	2%	0%	1%	1%	1%	2%	2%	0%	1%	1%
employment opportunities for spouse/partner	6%	6%	7%	5%	4%	5%	10%	14%	12%	5%	5%	6%	7%	8%	8%	4%	6%	7%	13%	6%	6%
for other family or personal needs	7%	7%	7%	3%	6%	6%	20%	8%	10%	6%	5%	6%	7%	8%	8%	6%	6%	6%	9%	11%	9%
improve your quality of life	9%	9%	9%	10%	8%	8%	5%	12%	11%	6%	8%	8%	14%	10%	10%	11%	8%	9%	4%	12%	10%
retire	23%	25%	22%	27%	32%	30%	5%	3%	3%	26%	26%	24%	18%	23%	20%	24%	28%	25%	17%	10%	13%
move to a preferred geographic location	20%	10%	10%	15%	9%	8%	40%	14%	15%	18%	12%	10%	23%	8%	10%	14%	11%	10%	39%	8%	10%

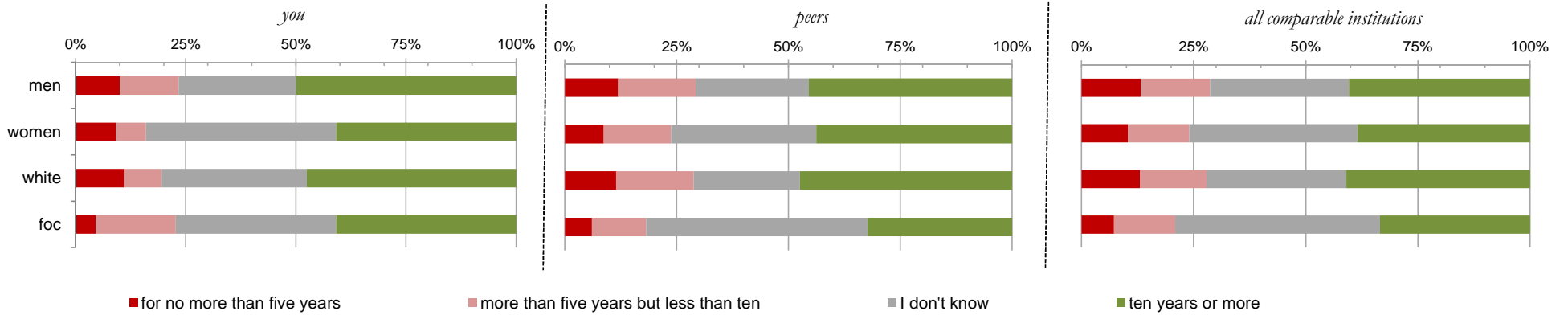
Assuming you achieve tenure, how long do you plan to remain at this institution? (*Pre-tenure Faculty Only*)



How long do you plan to remain at this institution? (*Tenured Faculty Only*)



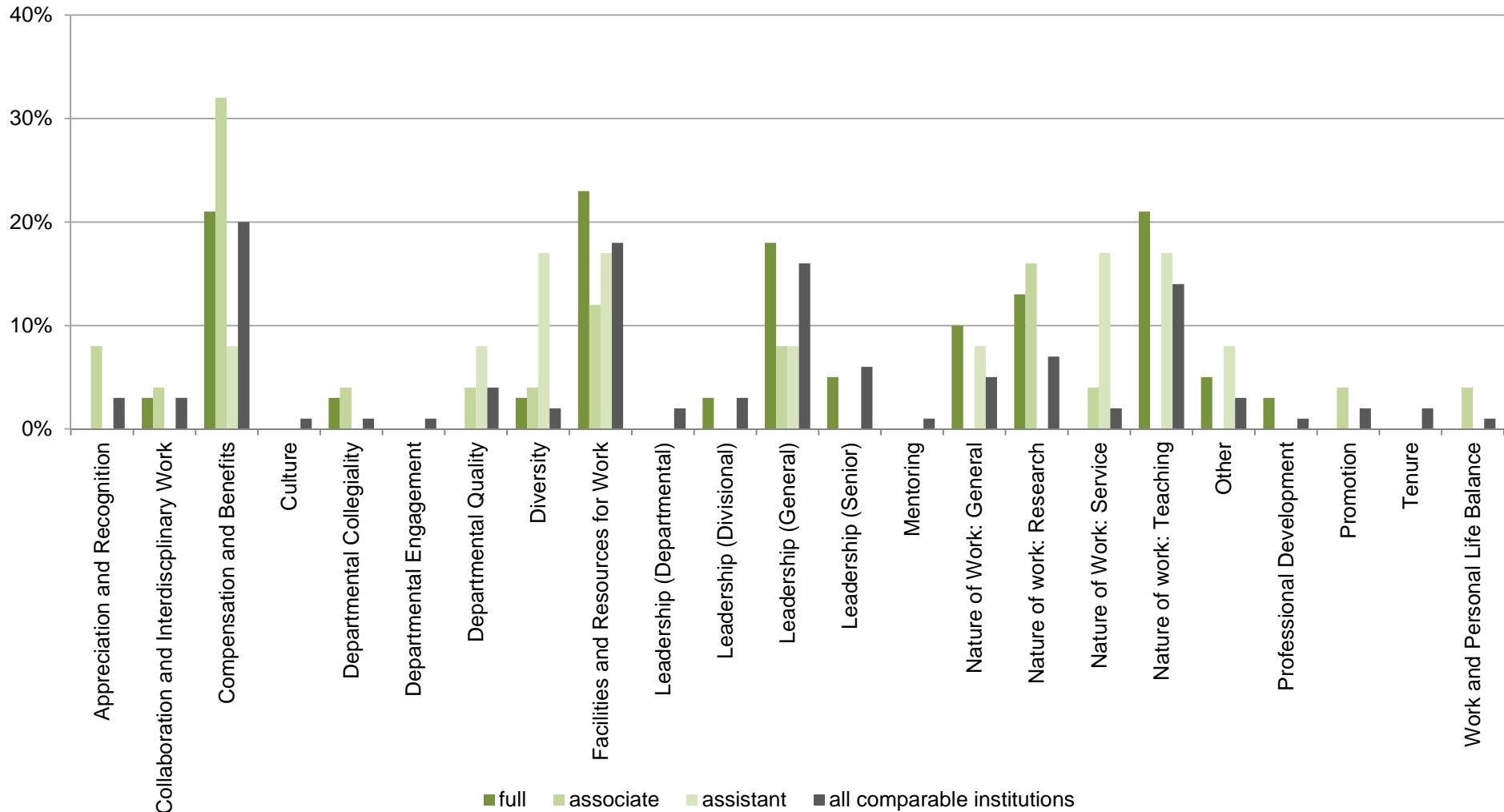
How long do you plan to remain at your institution?



Kenyon College

The final question in the COACHE Survey asks faculty to describe the one thing your institution can do to improve the workplace for faculty. COACHE analysts assigned all responses to one or more common themes. The full comments are available elsewhere in the Digital Report Portfolio.

Tell us the number one thing your institution can do to improve the workplace for faculty.





BACKGROUND & DEFINITIONS

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 element of COACHE is a web-based survey designed on the basis of extensive literature reviews; of themes emerging from multiple focus groups; of feedback from senior administrators in academic affairs; and of extensive pilot studies and cognitive tests in multiple institutional contexts. While there are many faculty surveys, the COACHE instrument is unique in that it was designed expressly to take account of the concerns and experiences faculty on issues with direct policy implications for academic leaders.

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

Survey Design

The chief aim in developing the *COACHE Faculty Job Satisfaction Survey* was to assess, in a comprehensive and quantitative way, faculty's 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. Focus groups were conducted with faculty to learn 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 tenure, and overall job satisfaction.

Drawing from the focus groups, prior surveys on job satisfaction among academics and other professionals, and consultation with subject matter and advisory board experts on survey development, COACHE researchers developed web-based survey prototypes that were then tested in pilot studies across multiple institutions.

COACHE solicited feedback about the survey by conducting follow-up interviews with a sub-sample of the respondents of the pilot study. Cognitive interviews were conducted with faculty from a broad range of institutional types to test the generalizability of questions across various institutional types. The survey was revised in light of this feedback. The current version of the survey was revised further, taking into account feedback provided by respondents in survey administrations annually since 2005.

Survey administration

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

- Full-time
- Not hired in the same year as survey administration
- Not clinical faculty in such areas as Medicine, Dentistry, Nursing, Pharmacy, and Veterinary Medicine
- Not in terminal year after being denied tenure

Subjects first received a letter 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, three 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, and agreeing to an informed consent statement, responded to a series of multiple-choice and open-ended questions (see *Supplemental Materials*). Generally, respondents completed the survey in less than twenty-five 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 initial 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 Respond* 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.

When respondents completed the survey in an inordinately short time or when the same response was used for at least 95% of items, the respondents were removed from the population file.

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 [under-represented minority]). In the case of custom open-ended questions, comments were not altered in any way.

Definitions

All comparable institutions, "All comparables," or "All"

Within the report, comparisons between your institution and the cohort group provide context for your results in the broader faculty labor market. While the experiences, demands, and expectations for faculty vary by institutional type—reflected in your peers selections—this comparison to the entire COACHE cohort can add an important dimension to your understanding of your faculty. The institutions included in this year's "all comparables" group are listed in the appendix of your Provost's Report.

Data weighting or "weight scale"

In prior reports, a weighting scale was developed for each institution to adjust for the under- or over-representation in the data set of subgroups defined by race and gender (e.g., White males, Asian females,

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 pre-tenure faculty.

However, the use of weights poses some methodological challenges. First, and foremost, the actual application of weights in the COACHE report only produced very small changes in results. Because COACHE does not use samples the respondent group typically is representative of the full population. Also, weights applied to an overall mean are less useful when comparing subgroups of the respondent population. When weighted data is disaggregated, the utility of the weights is compromised. For these reasons and other, the use

of weights for this type of large scale analysis is becoming less common.

Effect size

Put simply, an effect size describes the magnitude of difference between two groups, regardless of statistical significance. In this report, effect sizes measure the differences between paired subgroups within a campus (i.e., men and women, tenured and pre-tenure faculty, associate and full professors, white faculty and faculty of color).

We do not use tests of statistical significance in part because COACHE is a census, not a sample; differences in means are representative of the population, not of some broader sample. We rely on effect sizes, instead, because they consider both the central tendency and the variance, countering concerns about differences in group sizes. Also, unlike other measures of differences between groups, effect sizes show both the direction and magnitude of differences.

Effect sizes in this report are calculated using the formula below where:

$$\frac{x_1 - x_2}{\sqrt{(sd_1^2) - (sd_2^2)}}$$

In the social science research domain in which COACHE operates, the following thresholds are generally accepted ranges of effect size magnitude.

Less than .1	Trivial difference
Between .1 and .3	Small difference
Between .3 and .5	Moderate difference
Greater than .5	Large difference

This report ignores trivial differences, but subgroups appear in the Within Campus Differences tables when their ratings are lower than their comparison group by a small (unshaded), moderate (yellow), or large (orange) effect.

Faculty of color or “foc”

Any respondent identified by his or her institution or self-identifying in the survey as non-White.

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.

Response rate

The percent of all eligible respondents, by tenure status, rank, gender and by race, whose responses, following the data conditioning process, were deemed eligible to be included in this analysis. Thus, your response rate counts as nonrespondents those faculty who were “screened out” by the survey application or by later processes.

Please feel free to contact COACHE with any additional questions about our research design, methodology, or definitions; about survey administration; or about any aspects of our reports and available data.



PARTICIPATING INSTITUTIONS

Faculty from the following institutions comprise the COACHE database of Universities for this 2012-13 Provost's Report.

- | | |
|---|--|
| Bowling Green State University | Buffalo State College |
| Christopher Newport University* | Farmingdale State College |
| Clemson University | Maritime College |
| Duke University* | Morrisville State College |
| Indiana University - Bloomington | Purchase College |
| James Madison University* | Stony Brook University |
| Johns Hopkins University | SUNY at Brockport |
| Kansas State University | SUNY at Canton |
| Lincoln University (MO) | SUNY at Cobleskill |
| Loyola University Maryland | SUNY at Cortland |
| Merrimack College | SUNY at Delhi |
| New School University | SUNY at Fredonia |
| North Dakota State University | SUNY at Geneseo |
| Old Dominion University* | SUNY at New Paltz |
| Otterbein University | SUNY at Old Westbury |
| Purdue University | SUNY at Oneonta |
| Radford University | SUNY at Oswego |
| Rochester Institute of Technology | SUNY at Plattsburgh |
| Tulane University* | SUNY at Potsdam |
| University of California, Davis | SUNY College of Environmental Science & Forestry |
| University of Houston | SUNY Institute of Technology at Utica/Rome |
| University of Kansas | University at Albany |
| University of Massachusetts - Lowell | University at Buffalo |
| University of Missouri - Columbia | The University of North Carolina System |
| University of Rochester | Appalachian State University |
| University of Saint Thomas (MN) | East Carolina University |
| University of Tennessee | Fayetteville State University |
| University of Toronto | North Carolina Ag & Tech State University |
| University of Tulsa | North Carolina Central University |
| University of Virginia | North Carolina State University |
| University of Washington Tacoma | University of North Carolina - Chapel Hill |
| University of Wisconsin - Parkside | University of North Carolina - Charlotte |
| Virginia Polytechnic Institute and State University | University of North Carolina - Greensboro |
| West Virginia University** | University of North Carolina - Pembroke |
| The State University of New York System | Western Carolina University |
| Alfred State College | Winston-Salem State University |
| Binghamton University | (continued) |

* Pre-tenure faculty only; ** Tenured faculty only

The City University of New York System
 College of Staten Island**
 Hunter College**
 John Jay College Criminal Justice**

Lehman College**
 New York City College of Technology**
 Queens College**

Faculty from the following institutions comprise the COACHE database of Liberal Arts Colleges and Small Masters Universities for this 2012-13 Provost's Report.

Albright College
 Amherst College
 College of the Holy Cross*
 Connecticut College
 Elizabeth City State University
 Emerson College
 Franklin and Marshall College
 Hamilton College*
 Hobart William Smith Colleges**
 Kenyon College

Middlebury College
 Mount Holyoke College**
 Pomona College
 Saint Mary's College of Maryland
 Scripps College
 St. Olaf College
 Stonehill College
 University of Richmond
 Wabash College
 Wellesley College

The following table lists the previous members of the Collaborative. Pre-tenure faculty at these institutions have completed a prior version of COACHE's survey instrument; their data are not included in this report's analysis, but are available for custom reporting.

Arizona State University
 Auburn University
 Ball State University
 Barnard College
 Bates College
 Boston University
 Bowdoin College
 Brown University
 Carleton College
 Case Western Reserve University
 Colgate University
 College of Saint Benedict / Saint John's University
 The College of Wooster
 Dartmouth College
 Davidson College
 Delaware State University
 Denison University
 DePauw University
 Drexel University
 Gonzaga University
 Goucher College

Hampshire College
 Harvard University
 Hendrix College
 Hofstra University
 Iowa State University
 Ithaca College
 Lafayette College
 Lehigh University
 Loyola Marymount University
 Macalester College
 Manhattanville College
 McGill University
 Michigan State University
 Mississippi State University
 Montana State University
 Montclair State University
 Northeastern University
 Oberlin College
 Occidental College
 The Ohio State University
 Ohio University

* Pre-tenure faculty only; ** Tenured faculty only

Ohio Wesleyan University
Pacific Lutheran University
Richard Stockton College of New Jersey
Rowan University
Skidmore College
Stanford University
Susquehanna University
Syracuse University
Texas Tech University
Trinity College (CT)
Tufts University
Union College
University of Alabama
University of Arizona
University of Arkansas
University of Baltimore
University of Chicago
University of Cincinnati
University of Connecticut
University of Illinois at Urbana-Champaign
University of Iowa
University of Kentucky
University of Massachusetts Amherst
University of Michigan - Flint
University of Minnesota
University of North Carolina at Asheville
University of North Carolina at Wilmington
University of North Texas
University of Notre Dame
University of Puget Sound
University of South Carolina
University of Texas at Dallas
Virginia Commonwealth University
University of Wyoming
Washington State University
Wayne State University
Wesleyan University
Wheaton College
Whitman College
California State University:
 Cal Poly Pomona
 Cal Poly San Luis Obispo
 California State University - Fullerton
 California State University - Long Beach
 California State University - San Bernardino

California State University - San Marcos
Sonoma State University
The City University of New York
 Bernard M Baruch College
 Brooklyn College
 City College
 Medgar Evers College
 York College
The University of Missouri System:
 Missouri University of Science and Technology
 University of Missouri - Kansas City
 University of Missouri - St. Louis



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