

Pre-tenured Faculty Job Satisfaction: An Examination of Personal Fit, Institutional
Fit and Faculty Work-life

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Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State
University in partial fulfillment of the requirements for the Degree of

Doctor of Philosophy
in
Educational Leadership and Policy Studies

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March 25, 2014
Blacksburg, Virginia

Keywords: Job Satisfaction, Pre-tenured Faculty Members, Institutional Fit,
Personal Fit, Work-life Balance, Multiple-regression

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Faculty Work-life

By

Maxwell Awando

Abstract

The purpose of this study is to explore job satisfaction among pre-tenured faculty. More specifically I was interested in examining demographic and personal fit factors, fit with the norms and values of the institution among pre-tenured faculty in different institutional types. The sample for the study included all pre-tenured faculty members who completed the COACHE 2009- 2010 job satisfaction survey. The COACHE survey was administered to pre-tenured faculty at 149 four- year colleges and universities in 2009-2010. The conceptual framework for this study is grounded in a modified version of the structural model of job satisfaction by Olsen et al., (1995). The application of exploratory factor analysis followed by stepwise multiple-regression was used to construct and discover dimensions or factors that predict global job satisfaction affecting pre-tenured faculty members.

The results of the stepwise multiple-regression revealed that the three constructs of variables differ by institution type. A combination of five variables: effectiveness of work-life balance policies, satisfaction with time available for faculty work, satisfaction with tenured collegiality, satisfaction with autonomy of faculty work, satisfaction with compensation, and satisfaction with support services were the most significant predictors of job satisfaction for pre-tenured faculty members. Institutional fit variables were stronger significant predictors of fit and job satisfaction compared to demographic and personal fit variables. The findings of this study

underscore the importance of university administrators to pay particular attention to extrinsic dimension of the faculty work to job satisfaction to fulfill institutional mission.

Acknowledgements

Thank you to my dissertation chair, Dr. Steven Janosik for your commitment and encouragement throughout this process. To my committee members, Kusum Singh, Claire Robbins, and David Kniola, a thousand thank you for the insights and collective support in this momentous endeavor.

I would also like to acknowledge Dr. Joan Hirt for setting me up on the right path with your constructive feedback and guidance on my career. To Bethany Flora, your friendship and words of encouragement always reminded me what is important in life. You are such an inspiration to me.

To my extended family in the VT Provost Office, thank you for welcoming me into the fold. The food and the laughter were always great. Many thanks to Peggy Layne, Patricia Hyer, Ellen Plummer, Jack Finney, Ashley Wood, and ken Smith.

Special acknowledgements go to my family. Thanks to my two daughters Nicole and Caylee. Your smile, hugs, and kisses every day kept me going. Finally a special thank you to the most precious wife in the world Joyce Awando, I could not have completed my degree without your unwavering love and support. You took the burden of the family graciously. The reward of this accomplishment is yours as well as mine.

To my Lord, for your love and patience, reminding me that you are always in control of everything. You are my strength always.

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Chapter One

Introduction

Faculty work has changed dramatically during the past two decades as demands for faculty productivity have increased. In the past, faculty workload was viewed in terms of teaching, research, and service. Today, the traditional three components of faculty work involve additional expectations and align with the extension of institutional mission to include innovation, creativity, and development (Cohen, 2008; Gappa, Austin, & Trice, 2007). As such, the work faculty members perform has become complex, encompassing the distribution of their efforts among various responsibilities that include administration, governance, interaction with students, research, and scholarly work (Schuster & Finkelstein, 2006).

The demands of the knowledge economy have resulted in increased pressures in productivity affecting faculty work directly through restructuring of work to increase competitiveness. Faculty workload varies according to institutional type and academic discipline (Meyer, 1998). Faculty members work longer hours as their work has become more demanding having many responsibilities competing for their time. The members of faculty especially those at research institutions, report working more than 55 hours per week, which increased from 13% in 1972 to 44% in 2003 (Schuster & Finkelstein, 2006). Townsend and Rosser (2007) measured instructional workload and found a significant increase in teaching load between 1993 and 2004.

Additionally, technological advances have led to an “unbundling” of the teaching role leading to increased workload for faculty members who do not only teach more students face-to-face but also online (Jewett, 2000; Schuster & Finkelstein, 2006). Online courses often demand different attention by being technology savvy to meet student expectations. The use of technology within courses, programs, and distance learning, demands more time and training of

faculty (Kleiner, Thomas, & Lewis, 2007). Additional preparation and augmented assignments may be some of the unexpected consequences of digital course delivery (Mupinga & Maughan, 2008). Faculty members who used e-mail or course-specific web sites worked on average 55 hours per week in contrast to 50 hours per work for those who did not (Warburton, Chen, & Bradburn, 2002). This phenomenon is becoming the norm with increasingly technologically savvy students. Student enrolment increased to 20.6 million in 2010 and is expected to set new records by increasing 14% between 2010-2019 (National Center for Educational Statistics, 2011) leading to larger class sizes and more online teaching for faculty members. With the advent of Massive Open Online Courses (MOOC) faculty work will become even more challenging.

Workload

Workload with respect to research has also changed. Three decades ago faculty members were less focused on research and writing for publication. Since then, the pursuit of institutional prestige, entrepreneurism, and tenure are pushing faculty to publish more scholarly articles (Slaughter & Rhoades, 2004). Using data from National Study of Postsecondary Faculty (NSOPF) 1993-2004 survey, Townsend and Rosser (2007) found a significant increase in scholarly articles by faculty in all institutional types in both refereed and non-refereed journals.

Likewise, faculty members involvement in obtaining externally funded research grants has become vital especially in research intensive institutions (Slaughter & Rhodes, 2004). Having external funding allows faculty members to conduct more extensive research in addition to buying expensive equipment, hiring graduate assistants, increasing travel funds, and obtaining release time. Faculty members are pressured to seek grant money not only for research and scholarly publications but to increase the prestige of the institution. Such revenue streams are increasingly important criteria for promotion and tenure at all institution types especially

research universities (Gonzales & Padilla, 2008). To receive research grants, faculty members must have a strong record of scholarly publication and be affiliated with a reputable research institution (Ali, Bhattacharyya, & Olejniczak, 2010). Consequently as an expectation of research, the public demands a demonstration of economic development and technological transfer to industry.

A dramatic increase in federal funding for research and development of institutions has also occurred. Between FY 2008 and FY2009, there was an increase of 5.8% in funding to \$54.9 billion in science and engineering (S&E) (National Science Foundation [NSF], 2010). Available data from NSF (2007) shows an increase of 50% within a 10 year period (1997-2007), meaning an increase in the number of proposals by researchers for grants. However, competition for these grants has increased (NSF, 2007).

At the same time, federal funding is being used by institutions as a tool to benchmark their research capabilities, output, and prestige (Goldman, Goldman, Gates, Brewer, & Brewer, 2004). Competition for funding is now the norm for research and development (R&D) leading to what is today termed as academic capitalism (Slaughter & Rhoades, 2004). Scientific production has increased tremendously during the past decade resulting in “mission drift” where teaching in some cases has been relegated to graduate students and contingent faculty, as tenure track faculty members are pressured to focus on revenue producing research (Geiger, 2004). Many faculty members currently spend a substantial amount of their time writing grant proposals and working on grant projects as part of productivity (Scientific American, 2011).

Faculty service as a component of faculty workload has also started to feature more prominently in higher education. Faculty members are now more engaged in consulting services outside academe that draws from their area of expertise. They contribute through holding

positions in governing bodies and governmental organizations, in work, with professional and academic organizations, and as journal manuscript reviewers (O'Meara, Terosky, & Neumann, 2008).

The old notion of service is still apparent in university governance but there is more interest in what the university can do for society. Service can be institutional service, disciplinary service, community service, and scholarly service (Schuster & Finkelstein, 2006). Most faculty members give their time to committee work as part of service. Involvement in governance campus wide increased 40% between 1969 and 1997 (Schuster & Finkelstein, 2006). Involvement in committee workload activities occurs at the level of department, college or school, university, and state university systems. The activities of the committees are varied and include search committees, ad-hoc committees, policy and curriculum committees, promotion and tenure committees, and senate/council work (Gappa et al., 2007).

Faculty Shortage

In addition to workload demands, other trends are affecting faculty retention, productivity, and work-life redefining the role of the faculty. In certain disciplines such as science, technology, mathematics and engineering (STEM) there is a shortage of faculty (Mangan, 2006; Owen, 2009). Other disciplines are facing the same problems. In the business field, a report by the Association to Advance Collegiate Schools of Business [AACSB] (2002) International revealed that university business programs are facing a shortage of doctoral level degree production. The report indicated a shortage of 2,419 doctorate holders by 2013 leading to fewer business doctoral faculty members (Doctoral Faculty Commission, 2003). Olian, LeClair, and Milano (2004) estimated that by 2014, the shortage of doctorate degrees in business will approach 2,500.

The pressure of faculty shortage in certain disciplines is even more serious given the increase of aging tenured professors. In January 2011, the first baby boomers reached 65 years of age and began to retire (American Association of Retired Persons, 2010). Conley (2008) found that as of 2006, 330 individuals turn 60 every hour while 22.5% of full-time faculty members in U.S. universities are more than 50 years old. According to NSOPF (2004), 28% of full-time instructional faculty was between 55 and 64 years old and 5% were between 65 and 70 years old. The retirement of older faculty may result in a shortage of faculty if younger faculty members are not hired to replace them (Leslie, 2007). New faculty members have different demands compared to the baby boomer generation. New faculty demand quick feedback on their performance, are skeptical, in-charge of themselves, and expect work-life balance policies as part of their employment package (Cook, 2008). University academic administrators are therefore intensifying their recruitment efforts (Leubsdorf, 2006).

Cost of Hiring

In previous decades, newly hired scientists only required a desk and stationery to start work. Today, many new faculty members require expensive start-up packages designed to boost productivity. These packages often include sophisticated lab equipment, computers, expensive facilities, and funds to hire graduate assistants, collectively called a startup package (Ehrenberg, Rizzo, & Condie, 2003). Ehrenberg et al. (2003) reported that the average high-end assistant professor start-up package at a research intensive institution varied by discipline from \$416,875 in engineering to \$580,000 in chemistry. If a faculty member leaves before the institution has recouped startup costs, there is a net loss to the institution that is exacerbated when administrators have to start the hiring process all over again (Calister, 2006).

Work, Family, and Life Issues

Another factor that affects faculty is work and family issues. Faculty members have reported difficulty in balancing work and family responsibilities (Bellavia & Frone, 2005; Snyder & Dillow, 2010). However, scholars on work-life balance have focused on work-family conflict as primarily women's issue (Perna, 2001). Increasingly, newly hired faculty members report a desire to have children as reflected in institutional work-life balance policies and programs (Philipsen & Bostic, 2010; Wolf-Wendel & Ward, 2006). Similarly, the Collaborative on Academic Careers in Higher Education (COACHE) surveys show new faculty members have different approaches than previous generations. The new generation of faculty members strives to balance work and family while meeting the demands of tenure and promotion policies (Gallagher & Trower, 2009).

Pre-tenured Faculty

In reviewing studies conducted since the 1980's on pre-tenured faculty, Olsen and Crawford (1998) found pre-tenured faculty members had high levels of stress associated with lower job satisfaction. Ponjuan, Conley, and Trower (2011) study found pre-tenured faculty members in the professional areas (e.g., agriculture, business) were less satisfied compared to those in STEM disciplines with their collegial relationships with senior faculty members. Similarly other studies found pre-tenured faculty are initially highly motivated, idealistic, enthusiastic, committed, and willing to work hard (Boice, 1992; Olsen, 1993; Rice, Sorcinelli, & Austin, 2000). Later their hopes and work-life experiences overtime do not match leading to dissatisfaction, (Rice, et al., 2000).

Increased demand for productivity in teaching, research and service coupled with other trends such as older faculty retirement, disciplinary demands, rising startup costs, and meshing of

careers with family and home responsibilities, make the work of faculty members more challenging today than ever before. Each of these factors and trends affects faculty satisfaction and institutions have a vested interest on individual job satisfaction in retaining faculty, leading to institutions success (Johnsrud & Rosser, 2002; Rosser, 2004). There is therefore, a need to understand the nuances of what is important to faculty members, experiences, perception, attitudes about work, and what leads to job satisfaction. Consequently, it is important to attend to the issue of job satisfaction among pre-tenured faculty members.

Job Satisfaction

A review of literature reveals various definitions of job satisfaction. Locke (1976) termed job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1304). Other scholars have defined job satisfaction as contingent on one’s job properties and experiences. For example Cranny, Smith and Stone (1992) defined job satisfaction as “an affective (that is, emotional) reaction to one’s job, resulting from the incumbent’s comparison of actual outcomes with those that are desired (expected, deserved, and so on)” (p. 1). Benge and Hickey (1984) viewed job satisfaction as the combination of various attitudes held by an employee at a given time. Weiss (2002) defined job satisfaction as attitudinal: “a positive (or negative) evaluative judgment one makes about one’s job or job situation” (p. 175).

Central to this study of job satisfaction in higher education, a study by Gappa et al. (2007) indicates faculty members job satisfaction has declined in the past generation. Schuster and Finkelstein (2006) found similar results where the number of faculty members who reported being dissatisfied doubled from 7.2% in 1975 to 15.3% in 1998. In another survey by Trower

and Bleak (2004), 26% of tenure track faculty members at six research universities reported being dissatisfied or very dissatisfied with their work or workplace.

The literature in job satisfaction among faculty members has also examined gender and race/ethnicity. Most studies on gender have found that women faculty members have lower job satisfaction than their male counterparts (Callister, 2006; Hult, Callister, & Sullivan, 2005). On the other hand, other studies found that rank affects satisfaction levels with female faculty members in higher academic ranks reporting greater satisfaction levels than their male counterparts (Okpara, Squillace, & Erondy, 2005). In addition, the evidence suggests that women of color are less satisfied than white faculty members in various dimensions of job satisfaction (Sabharwal & Corley, 2009; Seifert & Umbach, 2007).

There are few studies on the impact of discipline on faculty satisfaction (Sabharwal & Corley, 2009). Studies have shown faculty members in different disciplines have different expectations shaped by their socialization and distinctive epistemology (Biglan, 1973; Smart & McLaughlin 1978). Researchers have not found academic discipline as a significant predictor of job satisfaction (Hagedorn, 2000). Similar results were found by Olsen, Marple, and Stage (1995) who examined job satisfaction of women and minorities at a research I university. However, other researchers who examined gender, academic discipline, and job satisfaction found significant differences in satisfaction levels indicating perhaps a combination of factors is more influential than just one (Ward & Sloane, 2000). Ward and Sloan's (2000) study found faculty members in social sciences were the least satisfied while engineers were the most satisfied.

Rewards and salary also influence faculty job satisfaction (Hagedorn, 1996; Ward & Sloane, 2000). Hagedorn (1996) found the measure of wage differentials was significantly

related to increased job dissatisfaction for female faculty members. For administrators at institutions that peg faculty pay on academic discipline or amount of work accomplished, such inequities perceived by the faculty resulted in greater dissatisfaction (Ward & Sloane, 2000).

Work and family issues affect faculty job satisfaction, particularly female faculty members (Hagedorn, 2002; Wolf-Wendel & Ward, 2006). Findings from a study by Nyquist et al. (2000) found that women felt more isolated, less supported, and less satisfied than male faculty members. For faculty women who are married, research indicates that they have higher levels of job satisfaction than those who are not married (Hagedorn, 2002).

The nature of work itself has influence on faculty members' job satisfaction (Olsen et al., 1995; Tack & Patitu, 1992). A number of work determinants such as work overload, perceived control over career development, feeling valued, receiving adequate rewards, being involved in decision making and governance, and sense of community affect faculty member's perception of job satisfaction (Austin, Sorcinelli, & McDaniels, 2007; Hagedorn, 2000; Tack & Patitu, 1992).

Models of Job Satisfaction

Scholars in higher education have explored many facets and theories of job satisfaction (Hagedorn, 2000; Nyquist et al., 2000; Rosser, 2004). Hagedorn (2002) constructed a model that used individual and environmental factors for faculty job satisfaction. Hagedorn (2000) included two categories of variables, mediators and triggers, defining a trigger as "a significant life event that may be either related or unrelated to the job" (Hagedorn, 2002, p. 6). A mediator was defined as a "variable or situation that influences (moderates) the relationships between other variables or situations producing an interaction effect" (Hagedorn, 2002, p. 6). In the model, academic discipline as a mediator was found not to be a significant predictor of job satisfaction. Another model on faculty job satisfaction by Nyquist, et al. (2000) suggested that personal

factors (e.g., work responsibilities interfering with home, role conflict perception), organizational factors (e.g. available resources, commitment to the organization, collegiality, perceived opportunity for promotion and advancement, and adequacy of mentoring), and job-related factors (e.g., job security, autonomy and academic freedom, stimulation from work, resources available workload, and income) had an effect on individual self and social knowledge, as well as satisfaction.

Rosser's (2004) model examined faculty work-life satisfaction, and intent to leave. She used a sample of 12,755 faculty members obtained from the National Study of Postsecondary Faculty. The dimensions of faculty satisfaction were defined in terms of advising and course workload, benefits and job security. As such, her findings were that faculty members perceptions (whether positive or negative) of their work-life directly and significantly influenced satisfaction and had a powerful impact on their intentions to leave.

While Hagedorn (2000), Nyquist et al. (2000), and Rosser (2004) have suggested reasonable models explaining job satisfaction in higher education, Olsen et al.'s (1995) structural model of job satisfaction is more practical. Olsen et al. (1995) provides a more exhaustive model of job satisfaction among faculty members in higher education. Although the model was used to explore job satisfaction among women and minority faculty members, it can be applied to pre-tenured faculty. Pre-tenured faculty members face similar issues as women and minorities. The model allows examination of a sum of complex set of relationships among a set of variables (Olsen et al., 1995). The model of satisfaction was defined by Olsen et al. (1995) as encompassing overall satisfaction with teaching and satisfaction with research.

The model developed by Olsen et al. (1995) has multiple independent variables in three major categories; (a) exogenous variables (b) professional role interests and professional

satisfaction, and (c) institutional fit. Each of these three categories is hypothesized to explain variance in job satisfaction. The exogenous variables encompassed gender, faculty rank, minority status, and discipline. These variables are demographic characteristics of individuals. Gender, age, and rank were found to have a profound effect on faculty work satisfaction.

The second category of variables in Olsen et al. (1995) model relates to professional role interests and professional satisfaction. These variables include time spent on research, time spent on teaching, time spent on service, satisfaction with teaching, satisfaction with research, professional role interests, perceived control over career, and satisfaction with intrinsic aspects of faculty work. Professional role interest and professional satisfaction refers to the roles and tasks that are truly valued in an institution vis-a-vis the traditional socialization of women and minorities (Olsen et al., 1995).

The third category of variables, institutional fit, is based on alignment between personal and institutional standards and expectations. The concept of person-situation fit has been applied in determining levels of job satisfaction among individuals in organizations. Person-situation fit has been defined as the “congruence between norms and values of organizations and the values of persons” (Chatman, 1989, p. 339). The four variables under this category are: (a) perceived clarity of tenure process, (b) discrepancy between real and ideal criteria for tenure, (c) recognition and support, and (d) satisfaction with the academic department (Olsen et al., 1995). A misfit or mismatch between an individual and institution can result in negative consequences such as lower job satisfaction and higher turnover (Olsen et al., 1995). So far I have not found studies that have used Olsen et al. (1995) model. Olsen et al., (1995) model is useful in studying job satisfaction among pre-tenured faculty members because it provides a more comprehensive

framework than other models to examine how demographic variables, personal, and institutional characteristics affect job satisfaction.

Statement of the Problem

Faculty work expectations have dramatically changed affecting productivity, workload, academic work place, and faculty life redefining teaching, research, and service (Cohen, 2008; Gappa et al., 2007). Faculty work-life has become complex as a consequence of redefined missions, the demands of knowledge economy, and advances in technology leading to restructuring of work to increase competitiveness (Schuster & Finkelstein, 2006). Faculty now teach more hours including online (Jewett, 2000; Schuster & Finkelstein, 2006), generate new knowledge through research and publish scholarly articles (Slaughter & Rhoades, 2004; Townsend & Rosser, 2007), seek grant funds by writing proposals (Gonzales & Padilla, 2008), and engage in multiple forms of service (Mupinga & Maughan, 2008; Ward, 2003).

Simultaneously, other trends have emerged to affect faculty work-life placing demands on faculty role. Such trends include retirement of senior faculty members (Conley, 2008; Mupinga & Maughan, 2008; NSOPF, 2004) driving the demand to hire new faculty (Leubsdorf, 2006). This entails providing expensive startup packages and risk that if faculty members leave before institutions have recouped the cost of investment the university suffers financial loss (Calister, 2006; Ehrenberg, et al (2003). Faculty members are also grappling with the demands of family and workload responsibilities (Bellavia & Frone, 2005; Snyder & Dillow, 2010; Wolf-Wendel & Ward, 2006).

Various models have been developed and used to understand job satisfaction in the context of higher education, most notably Nyquist et al. (2000) academic model of job satisfaction, Hagedorn's (2002) conceptual framework of triggers and mediators, Rosser (2004)

structural equation model of faculty members' intentions to leave, and Johnsrud and Heck's (1998) conceptual model of faculty work-life. One framework that is more relevant to study job satisfaction is Olsen et al.'s (1995) structural model of satisfaction. The model provides a way of understanding the fit between professional role and institutional support including the relationship with one's department and the work context as predictors of job satisfaction.

Despite research on job satisfaction on faculty members by gender (Callister, 2006; Hagedorn, 2000), ethnicity (Sabharwal & Corley, 2009; Seifert & Umbach, 20082), rewards and salary (Johnsrud & Rosser, 2002; Rosser, 2004), and intention to stay (Johnsrud & Rosser, 2002), few studies have specifically focused on pre-tenured faculty. Even though there is high job satisfaction in higher education institutions compared to other work settings, job satisfaction among faculty is declining (Schuster & Finkelstein, 2006; Trower & Bleak, 2004). Studies have found a gap between high expectation and hope and work-life experiences of pre-tenured faculty when they enter academe leading to high levels of stress and dissatisfaction (Boice, 1992; Olsen 1993; Rice, et al., 2000). This can lead to turnover (Hegardon, 2000; Rosser, 2004). Other studies show dissatisfaction is related to discipline (Ponjuan, et al., 2011). We need faculty who are satisfied with their jobs to achieve intellectual excellence and contribute to institutions mission and society at large (Austin et al., 2007).

Little research has also been completed at a national level on job satisfaction, with multiple variables at the personal level and institutional level and issue of fit. This study will address these gaps and extend the literature on job satisfaction in the professoriate.

Purpose Statement

The purpose of this study is to explore job satisfaction among pre-tenured faculty. More specifically, I was interested in examining demographic and personal fit factors align with the

norms and values of the institution and predict job satisfaction among pre-tenured faculty in different institutional types.

The conceptual framework for this study was the structural model of job satisfaction by Olsen et al., (1995). Olsen et al. (1995) identified three factors that influence job satisfaction. The first factor includes exogenous variables: gender, minority status, rank, and discipline. For purposes of this study these variables I renamed demographic variables. The second factor, professional role interest and professional satisfaction, I renamed personal fit. For purposes of this study, personal fit included the variables such as reasonableness of promotion, satisfaction with work-life policies, and tenure process among others. I defined personal fit as an individual personal disposition (Mobley, 1977; Weitz, 1952). The third factor, institutional fit, was defined as clarity of the tenure process, effectiveness or ineffectiveness of institutional policies, nature of work, satisfaction with compensation, and quality of support services. For the purposes of this study institutional fit is defined as the structural mechanisms of the institutions which include policies and regulations. Job satisfaction was defined using a measure of global job satisfaction as measured by the COACHE survey. The COACHE survey is a survey of pre-tenured faculty members who are members of COACHE, a consortium of higher education institutions in the United States.

The sample for the study included all pre-tenured faculty who completed the COACHE 2010 job satisfaction survey. The COACHE survey was administered to pre-tenured faculty at 149 four- year colleges and universities in 2009-2010. A total of 5,861 pre-tenured tenure track faculty responded to the survey and 3,213 were valid responses used in the study. For purposes of this study, pre-tenured faculty members who completed the survey were used and grouped according to the basic Carnegie classifications of institution type. I used the entire sample from

members of COACHE that represented faculty at selected doctoral, masters, and baccalaureate granting institutions.

Research Questions

The study was guided by the following research questions:

1. To what extent do demographic variables, personal fit, and institutional fit explain variation in job satisfaction for pre-tenured faculty members in doctoral granting institutions?
2. To what extent do demographic variables, personal fit, and institutional fit explain variation in job satisfaction for pre-tenured faculty members in master's granting institutions?
3. To what extent do demographic variables, personal fit, and institutional fit explain variation in job satisfaction for pre-tenured faculty members in baccalaureate granting institutions?

Significance of the Study

This study was significant for several campus constituencies. One group includes provosts and senior academic administrators. The results of this study provided data on factors that predict job satisfaction for pre-tenured faculty members in different institutional types. Knowledge of job satisfaction factors may lead to more refined programs and services that encourage job satisfaction and retention and doing away with programs or services that do not influence positive satisfaction.

Deans and department heads may use the results of this study in their programs to help pre-tenured faculty adjust to the new environment and build relationships and collegiality between tenured and pre-tenured faculty members. Deans and department heads may review programs targeted to pre-tenured faculty members to make them more relevant and enjoyable.

Human resource practitioners may use the findings of this study to shed more light onto the value of programs that encourage job satisfaction. The study provided data on factors that

affect job satisfaction among pre-tenured faculty members. Human resource personnel may use the findings of the study to develop a collegial environment that is more inclusive and leads to job satisfaction and higher performance to a wider campus community.

The present study also had significance for future research. I examined the extent to which demographic, personal fit, and institutional fit variables explain variation in job satisfaction among pre-tenured faculty members institutional types. Future studies may examine job satisfaction among contingent faculty members. Contingent faculty members are increasingly being hired to teach at colleges and universities (Morris, 2009).

Although this study examined which demographic, personal fit, and institutional fit variables and job satisfaction, more research could be extended to other characteristics that may affect job satisfaction. Such characteristics may include the mediating role of institutional leadership and the environment on job satisfaction.

Finally, the study was also significant for institutional policy development. The study provided information on which institutional factors (e.g., leave policies, promotion and tenure policies, and work-life balance polices) influenced job satisfaction. Provost and academic leaders might use these results to examine whether they have policies in place to manage these institutional factors.

Delimitations

As with all research projects the present study had a number of delimitations. The first dealt with datasets. Specifically, the study was limited to the operationalization of variables used in the COACHE survey. There may be other variables related to job satisfaction of pre-tenured faculty that were not measured by the COACHE survey. If so the results might have been

influenced by such factors such as institutional leadership, social economic status, or other job satisfaction factors in general.

Items on the COACHE survey relied on faculty members self-reports, which means they are prone to self-bias (Donaldson & Grant-Vallone, 2002). Respondents may lie or skew their answers to make themselves look better and at the same time they may not be able to give an accurate response due to cognitive biases, or poor memory. Research studies show employees have a propensity of providing socially desirable responses, which is affected by property of the constructs (Spector & Brannick, 1995). The researchers believed that the responses are true statements as given.

The COACHE survey is administered only to those institutions that are members of COACHE organization. There are more than 4,000 four-year higher education institutions in the U.S. and therefore making inference from the results and conclusions of the study is limited.

Organization of the Study

This study is organized in five chapters. The first chapter introduced the topic of the study, the purpose statement, the research question and significance of the study. The second chapter reviews the literature relevant to the study. Chapter Three describes the methodology of the study, including the sample, data collection procedures and analysis of the data. The fourth chapter describes the results of the study. Finally, in Chapter Five I discuss the results of the study and their implications for future practice, research and policy.

Chapter Two

Literature Review

This chapter contains a review of literature on faculty job satisfaction and is arranged in three sections that correspond to the independent variables in the study. The first section describes research on demographic variables and job satisfaction. The second section reviews studies on personal fit and job satisfaction. The third section describes institutional fit and job satisfaction.

I include three subsections in each of these major sections. I begin by reviewing studies on job satisfaction and the independent variables in general. Then I address research on job satisfaction and independent variable among faculty, and finally I cover research on job satisfaction and the independent variable among pre-tenured faculty members.

Demographic Variables and Job Satisfaction

Extensive research has been done on job satisfaction in organizations. Organization managers want employees who are committed, productive and satisfied with their jobs (Dessler, 2005).

Demographic Variables and Job Satisfaction

A number of studies have investigated the effect of demographic variables on job satisfaction at the work place. Such studies have examined age (Kong, Chye, & Hian, 1993; Luthans & Thomas, 1989), gender (Goh, Koh, & Low, 1991; Mason and Goulden, 2004), race (Brush, Moch, & Pooyan, 1987; Hanson & Fang, 2008), rank (Miles, Patrick, & King, 1996), and marital status (Bowen, Radhakrishna, & Keyser, 1994).

Research studies that have examined age as a factor in job satisfaction are limited, but have concluded that there is a positive relationship between the two variables (Kong et al., 1993).

Using data from the 1972-1973 Quality of Employment Survey, a regression analysis of job satisfaction and its determinants (such as job values and job rewards) showed a strong covariance between age and job satisfaction (Kallenberg & Loscocco, 1983). Older workers are more satisfied because of promotion and because they serve in desirable positions within the organization. This is true mostly for employees 50 years or older (Quinn, Staines, & Mccullough, 1974).

On the other hand, other researchers have found strong evidence of a U-shaped relationship between job satisfaction and age, where younger workers feel more satisfied because of minimum work experience (Clark, Oswald, & Warr, 1996). As workers gain experience, satisfaction tends to drop as employees are more informed concerning conditions of their work. Another group of scholars who have examined job satisfaction and age have concluded that satisfaction is curvilinear and not linear, and is likely to change throughout the career of the employee (Luthans & Thomas, 1989; Spector, 1997). Luthans and Thomas, (1989) attribute the lower level of job satisfaction found in their sample to: (a) older workers being increasingly disappointed and having limited aspirations and expectations; (b) older workers coping with idea of early retirement; and (c) increased pressure resulting from changing technology and increased emphasis on meeting productivity targets.

Other studies have examined effects of gender on job satisfaction. In a study of school psychologist, Brown, Hohenshil and Brown (1998) reported women are more satisfied in their jobs than men. Other scholars arrived at the same conclusion (Black & Holden, 1998; Locke, Fitzpatrick, & White, 1983). Research studies within occupations (such as doctors) show female physicians to be more satisfied than male physicians (Bashaw, 1999). Research studies among

scientists came to the same conclusions (Dhawan, 2000), attorneys (Hull, 1999), and clergy (McDuff, 2001).

Other studies on gender and job satisfaction have arrived at different conclusions altogether indicating few differences on determinants of job satisfaction (e.g., job characteristics, family responsibilities, and personal expectations) between men and women (Golding, Resnick, & Crosby, 1983; Hodson, 1989). In a review of studies published in *Educational Administration Quarterly* during a six-year period, the conclusions indicated no significant difference in satisfaction levels between women and men (Thompson & McNamara, 1997). Similar conclusions were reached in yet another study of job satisfaction in small businesses where there was no difference in job satisfaction levels between male and female employees (Smith, Smits, & Hoy, 1998). A more recent study using data from The National Study of Changing Workforce also did not find statistically significant difference between men and women in job satisfaction levels (Banerje & Perruci, 2010).

Race has also received attention from scholars of organizational behavior and studies have shown that race is a determinant of job satisfaction. Data from the National Educational Longitudinal Survey (NELS) were used in studying the variation of job satisfaction by sex and race among scientists and the findings reveal that white scientists have higher levels of job satisfaction than Asian Americans (Hanson & Fang, 2008). Using data from a large national sample in a model that incorporated human capital and work context, Banerje and Perruci (2010) found that non-whites are less satisfied with their jobs than whites. Brush et al. (1987) conversely reviewed 15 job satisfaction studies and came to the conclusion that satisfaction did not differ by race among members of Michigan Organizational Assessment Package Databank.

Another factor that affects job satisfaction is rank, an official position or grade. Job level is usually structural in nature and affects role behavior. As such, rank is a significant predictor of workers' level of job satisfaction (Miles et al., 1996).

Demographic Variables and Job Satisfaction Among Faculty Members

Many studies in literature support the important role demographic variables play in job satisfaction among faculty members. The inclusion of demographic variables in job satisfaction studies stems from their possible correlation with satisfaction (Olsen et al., 1995; Smart, 1990; Toutkoushian, Bellas, & Moore, 2003). This subsection discusses demographic characteristics often cited in faculty job satisfaction literature.

Gender has an impact on job satisfaction particularly since male and female faculty members react differently to stress and strain on the job (Lease, 1999; Olsen et al., 1995). Several studies have indicated that women have a lower overall level of job satisfaction than men with respect to benefits, salary, and promotion opportunities (Hult, et al., 2005). Factors such as departmental climate also affect faculty job satisfaction. Studies have shown female faculty members prefer relationships and connections, and if they experience a negative departmental climate they will report lower levels of job satisfaction than their male counterparts (Calister, 2006).

In contrast, another group studies has found women reporting a much higher level of job satisfaction than men, especially in their work with co-workers (Okpara et al., 2005; Sabharwal & Corley, 2009). In addition, few studies show women in higher academic ranks such as senior lecturers and professors are more satisfied than their male peers (Okpara et al., 2005; Oshagbemi, 1997). Finally, there is a body of work that reveals both male and female academicians exhibit the same levels of overall job satisfaction in the academy (Stevens, 2005;

Wade & Sloane, 2000). The overall results of these studies are mixed, suggesting that more empirical research needs to be done.

Studies have also examined disciplinary context, gender, and job satisfaction. In a study of science and engineering disciplines, women faculty members reported significantly lower levels of job satisfaction than their male counterparts with the departmental climate as a mediating factor (Callister, 2006). Ward and Sloane (2000) also found significant differences in job satisfaction on gender and disciplinary affiliation of faculty members of selected Scottish universities.

Another group of studies has examined ethnicity and job satisfaction. Such studies on ethnicity and job satisfaction have revealed that ethnicity plays a key role in job satisfaction among employees. One body of work reveals that levels of job satisfaction among faculty of color decreased between 1993-1999 (Rosser, 2005). Another study examined the level of job satisfaction of finance faculty members and found race to be a significant predictor of job satisfaction (Byrne, Chughtai, Flood, & Willis, 2012). Sabharwal and Corley (2009) conducted research on job satisfaction and concluded that non-Hispanic and African American faculty members are more satisfied than all other ethnicities, while Asians are more likely to be dissatisfied than whites. The retention of minority faculty members has been a concern based on the lower levels of job satisfaction compared with other ethnicities (Olsen et al., 1995; Tack & Patitu, 1992).

Academic rank has also been shown in studies to affect job satisfaction. In a study of psychologist faculty members in a medical school, higher ranked professors showed higher levels of productivity and satisfaction compared to associate professors and assistant professors (Holden & Black, 1996). As faculty members earn tenure and move on to higher ranks, certain

life events (triggers) may determine job satisfaction (Hagedorn, 2000). As such, rank is a predictor of faculty job satisfaction (Oshagbemi, 1997). Similar findings were reached in other studies where senior researchers and tenured researchers were more satisfied with their jobs than junior faculty or untenured faculty (Bender & Heywood, 2006; Oshagbemi, 1997; Tack & Patitu, 1992; Ward & Sloane, 2000). Other studies have shown faculty in non-tenured positions have lower level of job satisfaction because of less encouragement and support for research activities, and heavy teaching loads, and lack of access to resources (Bowen & Schuster, 1986).

Although marital status has influence on job satisfaction among faculty, a review of literature indicates few studies incorporating marital status as a variable. A study by Hagedorn, (2000) showed marriage to positively influence satisfaction levels for faculty members. This finding has been confirmed by a recent study by Bozeman and Gaughan (2011) who also found that marriage positively affects job satisfaction. Bowen et al., (1994) who studied 4H extension agents found that married faculty members were more satisfied with their jobs than those who were single. Gupta (2004) found marriage to have significant effect on job satisfaction among foreign faculty members in contrast to those who are native-born faculty members.

However, other studies have contradicted these findings. Some studies have reported marriage has a negative impact on job satisfaction (Aisenberg & Harrington, 1988; Bryson, Bryson, & Johnson, 1978). Women faculty members also exhibit more strain and stress leading to dissatisfaction if their spouses are in another town due to lack of job opportunities in surrounding areas or absence of dual-career policies in institutions (Gupta, 2004). In many societies, women tend to take a major role in bringing up children. Consequently, having younger children can greatly impact faculty members satisfaction (Gupta, 2004).

Demographic Variables and Job Satisfaction Among Pre-tenured Faculty

Beginning scholars are looking for environments that are not only supportive of their work but of their personal life as well (Rice, et al., 2000). They need a supportive environment and an opportunity to build a career. New faculty members are expected to establish themselves quickly as scholars, researchers, and teachers as they prepare for tenure. In addition the new faculty is diverse in terms of gender, age, and ethnicity (Rice et al., 2000). The following is a discussion of literature on demographic variables and job satisfaction among pre-tenured faculty members.

Many of the studies on pre-tenured faculty members early careers have been done in the mid-1980s and 1990s, mostly in single institutions (Boice, 1992, 2000; Luce & Murray, 1998; Rice, et al., 2000). Other studies have included discipline specific research areas, for example, new geography faculty members (Solem & Foote, 2004), radiologist (Kelly, Cronin, & Dunnick, 2007), planning faculty (Hamlin, Marcucci, & Wenning, 2000), dental educators (Schenkein & Best, 2001), and nursing educators (Luce & Murray, 1998; Nugent, Bradshaw, & Kito, 1999). All these studies demonstrate both satisfaction and dissatisfaction experienced by pre-tenured faculty members whether professional or personal.

Studies on pre-tenured faculty members show the start of academic career is often filled with enthusiasm and optimism that later turns to stress, strain, and dissatisfaction (Boice, 2000; Olsen et al., 2005; Olsen & Sorcinelli, 1992). Women faculty members seem to be more dissatisfied with their careers compared to men. Women faculty members have been found to be mostly distressed as a consequence of their gender leading to dissatisfaction (Boice, 1992; Hagedorn, 1996). Academe was originally designed with white male preferences and values (Shuster & Finkelstein, 2006). Women have reported experiencing unwelcoming and chilly

climates where they are not treated as equals resulting in lack of engagement at professional and personal level (Rice et al., 2000).

In addition, women pre-tenured faculty members maybe at a stage when they are in early years of marriage and maybe grappling with raising a family and have to balance their academic workload and child care. A study by Mason and Goulden (2004) found that women faculty members who attained tenure were less likely to have children while those women faculty members who had children while on the tenure track often took longer to attain tenure. Mason, Wolfinger, and Goulden (2013) posit that pre-tenure female professors with children tend to leave the academe in greater numbers than their male counterparts.

Research on Personal Fit and Job Satisfaction

Previous research has established a link between job satisfaction and fit (Kristof-Brown, Zimmerman, & Johnson, 2005). Researchers have continued to describe job satisfaction as an affective emotional response that emanates from the actual and desired aspects of a job (Locke, 1976). In this subsection I will discuss personal fit and job satisfaction in general, then personal fit and job satisfaction among faculty, and finally, personal fit and job satisfaction among pre-tenured faculty.

Personal Fit and Job Satisfaction in General

It is possible to be simultaneously satisfied with some aspects of a job while being dissatisfied with other aspect of the same job (Meagan, Swortzel, & Taylor, 2005). This contradiction makes it difficult to measure job satisfaction. One body of literature has continued to recognize the value of job satisfaction based on one's assessment with his or her job (Kalleberg, 1977; Locke, 1976). Kalleberg (1977) defined job satisfaction as the "overall affective orientation on the part of individuals toward work roles which they are presently

occupying’’ (p. 126). He categorized job satisfaction into two dimensions: intrinsic (related to work itself) and extrinsic (representing facets of the job external to the task itself such as convenience, financial, relationships with co-workers, career and adequacy of resources).

The extrinsic dimension includes a number of concepts. First, the convenience dimension refers to the inherent features of the job such as no excessive work to do, enough time to do the work, and ease of convenience of traveling to and from work. Secondly, the relationship to co-workers dimension refers to the ease to make friends with co-workers, engagement in team work and helpfulness. Thirdly, the financial dimension encompasses salary, benefits, and job security. Related to financial dimension is the career dimension, which refers to the opportunities provided by the job for career advancement. Having adequate resources dimension refers to the availability of resources to accomplish a task well. Ultimately proponents of this approach view the qualities of the job as shaping the workers level of satisfaction (Kalleberg, 1977; Ross & Reskin, 1992). Their assumption is that people need work that is fulfilling, which they can control, that gives them freedom to plan, and apply their skills appropriately.

According to Kalleberg (1977) the intrinsic dimension refers to what extent the work is interesting, can be self-directed, and rewards can be obtained vis-à-vis the characteristics as a gateway for individuality, self-aspiration, creativity and contentment. Intrinsic rewards are tied to carrying out the work itself, which usually encompasses having autonomy in influencing the work processes and how challenging the work is (Kalleberg, 1977; Cooper-Hakim & Viswesvaran, 2005).

Similarly, controlling the timing and amount of work done are predictors of job satisfaction, particular when an employee has to manage their time vis-à-vis work demands (Tausig & Fenwick, 2001). Decker, Harris-Kojetin, and Bercovitz (2009) examined predictors of

intrinsic job satisfaction to overall job satisfaction and found a positive relationship, signifying a positive work experience among nursing assistants.

Personal Fit and Job Satisfaction Among Faculty Members

Faculty work traditionally consists of three constructs: teaching, research, and service. Several studies have attempted to identify what is important to faculty members as they do their work. In particular, researchers try to explain how faculty members' perceptions of work-life are related to satisfaction as attitudinal outcome (Olsen et al., 1995; Tack & Patitu, 1992). Olsen et al.,'s (1995) study on job satisfaction of women and minority faculty members measured their professional role interests and institutional fit at a predominately or historically white university. The researchers found that faculty members' sense of control of academic work, and professional role construct, had a direct effect on job satisfaction. However, more recent studies suggest intrinsic job satisfaction for women of color to have decreased over time (Rosser, 2005).

Work-life balance has become a defining issue in faculty life because it has a cognitive and an affective component (Valcour, 2007). Meeting the multiple demands of family and work involves an individual cognitive component whereas the affective component emanates from appraising how well one has met the demands resulting in positive or negative feelings or emotions (Lyubomirsky & Diener, 2005). When an individual effectively responds to the demands of work and family roles, they feel satisfied (Valcour, 2007). A review of literature reveals academic administrators are now dealing with faculty members' work and family concerns by putting in place different kinds of family-friendly policies to provide flexibility. Today, professors have been known to work longer hours per week including consulting and research projects (Jacobs & Winslow, 2004). Researchers have shown family factors affect job outcomes such as earning tenure and conversely, academic careers do affect family outcomes,

decisions about whether or not to become a parent (Mason & Goulden, 2004). Ward and Wolf-Wendel (2005) conducted a qualitative study on work-life balance policy issues affecting women tenure-track faculty with young children. They concluded that although some institutions have policies such as parental leave and tenure clock stop policies, the challenge for women is knowing the policies and using them (Ward & Wolf-Wendel, 2005). Mason and Goulden (2004) further argue that women do not use family-friendly programs in the University of California system in the 1980s due to a "mostly discouraging culture" (p. 15). Faculty are less satisfied with the balance between their professional lives and personal lives (Olsen 1993).

Collegiality and collaboration have been described as important components of faculty satisfaction. Collegiality incorporates many constructs such as, concern for colleagues, value of peers and their work, social connections, community, respect, and a feeling of belonging (Austin et al., 2007; Gappa et al., 2007). The absence of collegiality has been shown to negatively influence job satisfaction (August & Waltman 2004). Even though being a professor involves autonomy over one's work, studies show a faculty members' satisfaction is dependent on ones colleagues' perception of oneself and one's work (August & Waltman, 2004; Bozeman & Gaughan, 2011; Hagedorn, 2000; Rosser, 2004).

Personal Fit and Job Satisfaction Among Pre-tenured Faculty

Studies on job satisfaction among pre-tenured faculty members are few in number and are mostly subsumed in larger studies on university faculty. Research studies indicate that new faculty members start their careers with great expectations, enthusiasm and optimism which eventually decrease as they become highly stressed, frustrated, disillusioned, and dissatisfied with their careers (Austin et al., 2007; Boice, 2000).

Olsen (1993) conducted a longitudinal study examining aspects of job satisfaction and work stress among first and third-year cohort pre-tenured faculty members. She examined pre-tenured faculty members' sense of personal autonomy and their intellectual engagement in their work (personal fit factors) and levels of job satisfaction in addition to other factors such as salary and recognition. The empirical study found faculty members' perception over time varied leading to decreased job satisfaction. Having a sense of autonomy, the opportunity to use ones skills and abilities, and a sense of accomplishment were factors considered by pre-tenured faculty members as most satisfying for their professional life.

Collegiality is also an important aspect for pre-tenured faculty members. New faculty enter the profession with an expectation that there will be a high level of collegiality, peer collaboration, and community (Austin et al., 2007). Research studies on pre-tenure collegiality and job satisfaction is mixed. For example, some report strong feelings of isolation and lack of support with and in their departments while others report high satisfaction with department chairs, mentors, and peers (Austin et al., 2007; Gappa, Austin, & Trice, 2007; Boice, 1992). Other studies have found lack of a sense of community at one's institution is a predictor of job satisfaction and intent to leave (Barnes, Agago, & Coombs, 1998).

Research on Institutional Fit and Job Satisfaction

There has been an ongoing interest on the importance of different types of fit in organizations. The concept of institutional fit normally termed as person-environmental fit or person organization fit (P-O), has been extensively researched and applied in organizations. Researchers acknowledge that human behavior is a product of the person and the environment. Having a good P-O fit has been linked to positive attraction, selection decision, retention, and employees' work-related attitudes and behaviors (Kristof-Brown et al., 2005; Verquer, Beehr, &

Wagner, 2003). What is clear from previous research is that an increase in P-O fit increases job satisfaction, with the converse relationship being also true as well (Kristof-Brown, et al., 2005; Verquer, et al., 2003). This section on institutional fit and job satisfaction will review studies in three sub-categories: institutional and job satisfaction in general, institutional and job satisfaction among faculty members in higher education, and finally, institutional fit and job satisfaction among pre-tenured faculty members.

Institutional Fit and Job Satisfaction in General

Kristof (1996) defined P-O fit as “the compatibility between people and organizations that occurs when: (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both” (p. 6). Researchers have defined compatibility as supplementary fit or complimentary fit. Supplementary fit is when the an individual’s characteristics are similar to the organizations or its members characteristics while complimentary fit occurs when an individual and organizations characteristics complement or fill the gap of each other’s needs (Cable & Edwards, 2004; Kristof, 1996). Researchers have shown that if people are in congruence with the organization, they are more likely to exhibit positive behavior and attitudes. The congruence of P-O fit is critical to overall fit and job satisfaction (Kristof-Brown et al., 2005).

Job satisfaction emanates from the overall affective orientation of a person towards work roles or activities (Kalleberg, 1977). When there is an increase in congruence between individuals and organizations, employees are more satisfied and therefore less likely to leave their jobs (Silverthorne, 2004; Westerman & Cyr, 2004). The behaviors, attitudes and values that attracted employees to their jobs in the first place lead to satisfaction and their absence leads to dissatisfaction (Westerman & Cyr, 2004). Kinicki, Mckee-Ryan, Schriesheim, and Carson

(2002) conducted a meta-analysis of studies that examined antecedents, correlates, and consequences of job satisfaction. They observed that group and organizational characteristics, job characteristics, role ambiguity and role conflict, and leader relations are antecedents of job satisfaction (Kinicki et al., 2002). Kinicki et al. (2002) found a correlation between the antecedents and job satisfaction. These results were further confirmed by another meta-analysis by Kristof-Brown et al. (2005) who examined the interactive effect of multiple types of fit and found that every type of fit (person-environment, person-job, and person work group) leads to higher job satisfaction.

Institutional Fit and Job Satisfaction Among Faculty Members

Universities and colleges are complex organizations that have continued to undergo changes reshaping the academic profession (Cohen, March, & Olsen 1972). Nevertheless, faculty members continue to be at the core of the enterprise, constituting the intellectual capital of the organization (Shuster & Finkelstein, 2006). As in any organization, faculty members join the university because the institution provides a good fit for their aspirations, values, and career goals. The institutions, however, control many aspects of the organization such as mission, size, programs offered, salary, and policies that influence work environment and thus, satisfaction. College officials therefore communicate their institutional values whether intentionally or unintentionally to faculty (Lindholm, 2003).

For faculty members, departments are sometimes big enough to function as organizations. Faculty members are situated at the department and college levels resulting in creation of multiple sub-cultures within the bigger organization climate (Moran & Volkwein, 1988). The overall effect of the sub-culture shapes behavior as a means of reinforcing organizational culture (Wagner & Hollenbeck, 2002).

Researchers in higher education have studied different areas of P-O fit, including climate, culture, faculty expectations, and socialization (Austin, 2002; Moran & Volkwein, 1988; Olsen & Crawford, 1998; Tierney, 1988). Academic administrators create policies and programs that are meant to support the professional and work activities of faculty members. One aspect that is pivotal to faculty satisfaction is the work itself and the organizational policies that influence that work. Such activities include financial support to attend research meetings and professional seminars, mentoring programs, and sabbatical leave. Activities that are important to faculty members include travel, and professional assistance to obtain grants both of which have an impact on job satisfaction (Rosser, 2004).

In addition, other studies have shown women and faculty of color perceived themselves burdened with service oriented courses to teach rather than courses that are core component of the curriculum (Aguirre, 2000). They therefore appeared to have lower job satisfaction because of this course arrangement when compared with white faculty members (Aguirre, 2000).

Lindholm (2003) examined organizational fit among faculty members and the universities in which they work. She argued that “faculty perceptions and behavior are known to affect, and to be affected, by their academic work environment” (p. 126). Similarly Rosser’s (2005) study on investigating the change in faculty members’ perceptions of their work-life and satisfaction over time found a positive change in faculty satisfaction with technical and professional development support by the university. Policies and programs put in place by administrators affect the environment in which faculty members operate. In most organizations, if employees feel they do not fit with the values of organization, they usually leave. Such flexibility is a less viable option in academic setting considering the tenure system and where faculty members are specialized in their academic discipline (Schuster & Finkelstein, 2006).

A number of studies have analyzed the influence of work-life balance policies in academic institutions on how faculty members balance work and family responsibilities. Hollenshead, Sullivan, Smith, August and Hamilton (2005) surveyed academic administrators at 256 institutions and found research universities were most likely to have family friendly policies. They include stop the tenure clock, work part time policies or modified duties, parental leave, child care or elder care and dual career couple (American Association of University Professors [AAUP], 2001). However, the use of such policies is limited and affected by the climate found in universities (Ward & Wolf-Wendel, 2005). These policies are there to mitigate work-family conflict. Studies have found a strong correlation between work-family conflict and job satisfaction (Kossek & Ozeki 1998). The physical and psychological health of faculty members is associated with work-life balance (Kinman & Jones, 2008; Tytherleigh, Webb, Cooper, & Ricketts, 2005).

Institutional Fit and Job Satisfaction Among Pre-tenured Faculty

Extrinsic factors have been known to be more positively related to satisfaction than intrinsic factors for junior faculty members (Olsen & Sorcinelli, 1992). In *Heeding new voices: Academic careers for a new generation*, Rice et al. (2000) contend three main issues are of concern to pre-tenured faculty members: lack of comprehensible tenure system, lack of community, and lack of integrated life. Pre-tenured faculty members are usually busy spending most of their time in developing courses, writing research papers, teaching, and evaluating students. At the same time, pre-tenured faculty members are required to fit in the culture of the department and organization to get tenure. In their pursuit of fitting in, pre-tenured faculty members may view the tenure process as a mystery, unclear, and potentially unfair (Rice, et al., 2000). A similar conclusion was reached in other studies (e.g. Olsen 1993; Trower & Bleak,

2004). On the whole, evidence suggest that pre-tenured faculty members perceive the tenure expectations, evaluation feedback, timeline, and the collegial review process as not clear and confusing (Austin et al., 2007).

Studies have examined experiences among female faculty which are unique to gender. Traditionally, universities were structured in terms of culture and norms by and for white middle class men. Grant, Kenelly, and Ward (2000) assert that:

The clockwork of the [academic] career is distinctly male. That is, it is built upon men's normative paths and assumes freedom from competing responsibilities, such as family, that generally affect women more than men. In such a system, women with families are cumulatively disadvantaged. (p. 82).

Women did not fit in the traditional role of an academic and were therefore more prone to be given work that is geared towards service and teaching and not research (Aguirre, 2000). P-O fit is an appropriate construct for measuring the experiences and challenges pre-tenured women faculty face, resulting in dissatisfaction.

Additional studies show pre-tenure female faculty face challenges stemming from extrinsic factors that create a mismatch between their expectations, interest and values, and the organizations' expectations (Austin & Rice, 1998; Olsen et al., 1995). The mismatch is evident when it comes to tenure and promotion policies, gender stereotyping, tokenism, and low compensation. Female pre-tenured faculty members have the challenge of pursuing tenure and balancing their professional lives with family responsibilities such as child care and taking care of aging parents (Mason & Goulden, 2004). However, some institutions lack clear expectations and guidelines regarding the tenure and promotion process (Austin & Rice, 1998; Diamantes, Roby, & Hambright, 2002). In addition, research universities place a high premium on research

and obtaining grants which is in contrast to women faculty members who are pushed towards teaching and service (Aguirre, 2000).

Other studies have examined faculty work-life balance for female faculty members. Although a few higher education studies have examined on pre-tenured faculty members, women pre-tenured faculty members identified policies that offer flexibility and autonomy as helpful in aiding in balancing their work-life and family responsibilities (Ward & Wolf-Wendel, 2004). Nevertheless, for women aspiring for tenure and having taken advantage of stop the clock policies felt losing out research grant opportunities and enormous pressure from backlogged work (Armenti, 2004). As such the supportive work family policies together with department heads support are critical in making department the best place to work and retain pre-tenured faculty members (O'Meara & Campbell, 2011).

Conclusion

To summarize there is extensive research on how demographic factors affect job satisfaction in organizations and higher education. Several demographic factors have been shown to impact job satisfaction among faculty, including gender (Callister, 2006; Sabharwal & Corley, 2009; Rosser, 2004; Sabharwal & Corley, 2009), and race and ethnicity (Sabharwal & Corley, 2009; Seifert & Umbach, 2008). There is also research on marital status as it affects job satisfaction of faculty members positively (Cetin, 2006; Hagedorn, 2000) and negatively (Aisenberg & Harrington, 1988; Bryson et al., 1978). Other research studies have examined rank and suggest that faculty members who have seniority have higher levels of satisfaction (Bender & Heywood, 2006; Oshagbemi, 1997; Tack & Patitu, 1992; Ward & Sloane, 2000). Other studies have examined how academic discipline affects job satisfaction among faculty members (Hagedorn, 2000; Olsen et al., 1995; Smart, 1990; Ward & Sloane, 2000).

There is also research that has examined how personal fit explain satisfaction among faculty. These factors for example autonomy, work family balance, and intellectual engagement are intrinsic to a faculty member's satisfaction with regards to teaching, research, service, and career development (Kelly, 1989; Olsen 1993; Rosser, 2005). Faculty members want work that conforms to their interests, provide autonomy, facilitates a sense of achievement, and allows for the formation of a collegial community. Absence of these factors is negatively associated with job satisfaction and lower levels of satisfaction (Aguirre, 2000; Austin et al., 2007; Gappa et al. 2007). In addition, work-life balance has become a concern to faculty members and has an influence in job satisfaction. Studies have focused on work-life balance issues and the minimal use of work-life balance policies by faculty members especially women faculty members (AAUP, 2001; Colbeck, 2006; Ward & Wolf-Wendel, 2004). Work-life balance policies may mitigate the different demands of work and family for faculty members (Mason & Goulden, 2004; Ward & Wolf-Wendel, 2005). The challenge is creating a supportive environment (O'Meara & Campbell, 2011).

Studies have explored how faculty members values, abilities, needs, attributes, and goals fit the values, attributes, needs, and goals of the institutional (Kristof, 1996). Universities control the mission, size, programs, resources, salary, and policies that influence faculty members work-life and ultimately affect satisfaction (Lindholm, 2003; Rosser, 2004, 2005). Another group of studies has examined experiences and challenges of women pre-tenured faculty members and how they fit in the university and its relation to satisfaction (Aguirre, 2000; Austin & Rice, 1998; Diamantes et al., 2002; Olsen et al., 1995).

Arguably there is a dearth of studies that isolates and explore job satisfaction by interaction of personal and situational factors among pre-tenured faculty. This study is designed

to address this gap by examining how multiple types of variables (demographic, personal fit, and institutional fit variables) influence job satisfaction among pre-tenured faculty within a single framework.

Chapter Three

Methodology

The purpose of this study was to explore job satisfaction among pre-tenured faculty members. More specifically I was interested in examining demographic and personal fit factors align with the norms and values of the institution among pre-tenured faculty. The conceptual framework for this study was a modified structural model of job satisfaction by Olsen et al. (1995).

The structural model identifies three factors that influence job satisfaction (Olsen et al., 1995). Exogenous variables include gender, minority status, dependents, institutional type and discipline. For purposes of this study these exogenous variables will be called Demographic Variables. The second factor, Professional Role Interest and Professional Satisfaction, I have renamed Personal Fit. Personal fit included variables such as reasonableness of tenure expectations, satisfaction with work-life policies, tenure process, and climate, culture, and collegiality. The third factor Institutional Fit was defined as clarity of the tenure process and effectiveness or ineffectiveness of institutional policies, and nature of work, among others. Job satisfaction was defined by global job satisfaction as measured by the Collaborative on Academic Careers in Higher Education (COACHE) survey (Appendix A).

The research questions that guided this study were:

1. To what extent do Demographic Variables, Personal Fit, and Institutional Fit explain variance in job satisfaction for pre-tenured faculty members in doctoral granting institutions?

2. To what extent do Demographic Variables, Personal Fit, and Institutional Fit explain variance in job satisfaction for pre-tenured faculty members in master's granting institutions?
3. To what extent do Demographic Variables, Personal Fit, and Institutional Fit explain variance in job satisfaction for pre-tenured faculty members in baccalaureate granting institutions?

In this chapter I describe the design of the study. This includes a description of the sample selection procedure, the data set, the validity and reliability of the data set, the data collection procedures, and finally the data analysis procedures.

Sample Selection

The sample for the study was drawn from those who completed the Collaborative Academic Careers in Higher Education (COACHE) 2009-2010 tenure-track faculty job satisfaction survey. The COACHE is a consortium of colleges and universities in the United States. The COACHE job satisfaction survey was administered to pre-tenured faculty at 149 four-year colleges and universities in 2009-2010. I used the entire sample of pre-tenured faculty members who completed the survey and clustered them in accordance with the basic Carnegie classifications. The requested dataset had a sample of 3,374 valid responses out of 5,861 faculty members who responded. In the first step, I identified the Carnegie classification for each of the 149 institutions at which the COACHE survey was administered. I removed cases that did not indicate institution type and was left with a sample of 3,213. I collapsed the Carnegie categories into three categories: doctorate-granting universities, masters granting institutions, and baccalaureate granting institutions.

Instrumentation

The COACHE job satisfaction instrument was designed to measure faculty experiences critical to success and continuity of the university in the tenure process. The instrument contains 51 questions with multiple sub-sections. It takes approximately 20 to 25 minutes to complete and is composed of six sections: (a) demographic variables, (b) tenure and promotion, (c) nature of work, (d) policies and practices, (e) climate culture and collegiality, and (f) global satisfaction. I used items from the six sections in my study. From the review of literature, the variables delineated in the COACHE survey such as gender, discipline, ethnicity, rank and tenure, nature of work, salary, and institutional variables, were selected because of empirical evidence of their potential influence on job satisfaction (August & Waltman, 2004; Callister, 2006; Hagedorn, 2000; Hult et al., 2005; Okpara et al., 2005; Olsen et al., 1995; Tack & Patitu, 1992).

The first section of the questionnaire collects data about demographic characteristics of the participants. There are 18 items in the section that ask respondents about age, tenure, gender, rank, and race/ethnicity, among others. Response options provide a menu of options relevant to the question as well as a “decline to answer” option. I included the following demographic items in my data set: gender, minority status, and institutional type. Some items (e.g., age) were used to describe my sample, while others (e.g. race, gender) were relevant to the data analysis.

The second section included in this study involved questions about tenure and promotion. There are three sets of items containing 20 questions. The sets include questions about tenure in the department, including clarity and reasonableness of expectations surrounding teaching, research, and service. For purposes of this study, I used two sets of items. The first was a series of questions about the reasonableness of tenure expectations. For example, respondents were asked to rate how reasonable expectations were with respect to teaching, scholarship, advising

students, being a colleague, being a campus citizen, and being member of the broader community. These variables served as proxies for the construct personal fit. Responses were measured using a five point scale that ranged from very unreasonable (1) to very reasonable (5). “Not applicable/ I don’t know” and “Decline to answer,” were also response options. I assigned these items to the personal fit construct in the study since reasonableness of expectations is a matter of personal fit for pre-tenured faculty. For the purposes of this study, personal fit is defined as an individual personal disposition (Mobley, 1977; Weitz, 1952). I included 6 items from the tenure and promotion section of the COACHE survey in the personal fit section of my study.

This same section, tenure and promotion, included a series of items about the clarity of tenure expectations. For example, respondents rated how clear the expectations of tenure and promotion were with respect to teaching, scholarship, advising students, being a colleague, being a campus citizen, and being a member of the broader community. Previous studies have found that items such as these influence job satisfaction (Austin et al., 2007; Rice, et al., 2000; Trower & Bleak, 2004; Trower, 2012). Responses were measured on a scale that ranged from very unclear (1) to very clear (5). “Not applicable/ I don’t know” and “Decline to answer” were also options. These items were included in the institutional fit arena of the study since clarity of tenure is an institutional responsibility. In all, I included six items from the tenure and promotion section of the COACHE survey in the institutional fit portion of my study as they were germane to the study. For the purpose of this study institutional fit is defined as the structural mechanisms of the institutions which include policies and regulations.

In the third section, there were a series of items about nature of work (day to day activities). For example, respondents were asked to indicate their level of satisfaction with

respect to time spent as a faculty member on teaching, research, external funding, level of courses taught, degree of influence on courses taught, number of courses taught, quality of undergraduate and graduate students, what work they perform, quality of facilities, and access to teaching fellows and graduate assistants. In the same section respondent were asked how satisfied they were with support services. These services included clerical/administrative, research, teaching, and computing services. They responded on 5 point scale ranging from very dissatisfied (1) to very satisfied (5). “Decline to answer” or “Not applicable/ I don’t know” were also available response options. Studies have found factors such as increasing work load, quality of students, opportunity for research, access to graduate student assist facilities, supplies, and having poor working conditions cause dissatisfaction (Bowen & Schuster, 1986; Hagedorn, 1996; Rice, 2006; Rice et al., 2002). I assigned these items as institutional fit since it is the institution that define the type of work a faculty member will be doing and the parameters and resources to perform the said work.

The fourth section of the COACHE survey instrument included items that dealt with perceptions of policies and practices. In this section there were three sets of items totaling 27 questions. The items included questions about the importance or unimportance of policies in the institution to a faculty member. Such policies and programs put in place by academic administrators have been found to affect the environment in which pre-tenured faculty members operate and subsequently, job satisfaction (Lindholm, 2003; Rosser, 2005; Schuster & Finkelstein, 2006). For purposes of this study, I used all three sets of items from this section. For the first set, the respondents were asked how important or unimportant a policy/practice is to their success. They responded on a five point scale ranging from very unimportant (1) to very important (5). These items were included as personal fit characteristics of the study since the

level of importance of a policy/practice falls on affective psychological disposition of an individual internal standards or the value they place on a policy. Other items in the same section dealt with effectiveness and ineffectiveness of policy in the institutions. For example respondents rated the effectiveness or ineffectiveness of policy at the institution. They responded on a five point scale that ranged from very ineffective (1) to very effective (5). “Not offered at my institution” and “I don’t know/Not applicable” were also response options given. I considered these questions as institutional fit.

In the same section of policies and practices, there is a series of five items to elicit responses on practice at the institution. For example respondents were asked to indicate their level of agreement or disagreement with statements dealing with application of policies at the institution. The response options were on a 5 point scale ranging from strongly disagree (1) to strongly agree (5). “Decline to answer” or “Not applicable/ I don’t know” were also available response options. I assigned these items as personal fit since it is the institutions responsibility to ensure policies are implemented.

The last two items in the policy and practice section dealt with one’s satisfaction and dissatisfaction with compensation and balance between professional and personal time. For example, respondents rate how satisfied or dissatisfied they are with compensation and the balance between their professional time and personal or family time. They responded on five point scale ranging from very dissatisfied (1) to very satisfied (5). “Decline to answer” or “Not applicable/ I don’t know” were also available response options. For the purpose of this study these items were categorized as institutional fit since they are institutions responsibility to provide resources and put in place policies that are geared towards helping faculty meet institutions mission.

The fifth section of the COACHE survey dealt with climate, culture, and collegiality at the work place. Even though faculty members value autonomy, having a collegial and constructive corporation environment is important to them (Ponjuan et al., 2011). For pre-tenured faculty, studies show collegiality as a salient variable (Austin et al., 2007; Gappa et al., 2004). Collegiality affects job satisfaction (August & Walterman, 2004; Bozeman, 2011). I assigned the items in this section to personal fit. It is faculty members responsibility to develop relationships and collaborations for career advancement and meeting institutions mission.

The dependent variable for this study was drawn from the sixth section of the COACHE instrument entitled global satisfaction. The section has three sub-sections where participants are asked to rate their overall satisfaction with their department or institution as a place of work. In this section I used one item: satisfaction with institution. This is because satisfaction with institution and department are highly correlated: $r_s .586, p < 0.001$. The first item asked respondents their satisfaction with their department as a place to work. The second item asked respondents about their satisfaction with their institutions as a place to work. They responded using a seven point scale that ranged from very dissatisfied (1) to very satisfied (5). “Not Applicable/ I don’t know” and Decline to Answer,” were also given as response options. Information regarding the COACHE survey instrument is included in Appendix A. Table 1 provides details on items related to each of the three constructs I used as independent variables and the response options for those items.

Reliability and Validity

It is important to determine the reliability and validity of any research instrument (Howell, 2007). Reliability has been described as the extent to which a given instrument is internally consistent over a given period of time (Corbetta, 2003). The COACHE job satisfaction

Table 1*Model of Variables*

Construct	#/Item	Response Options
Demographic Variables	13. Gender	Male (0) Female (1) Decline to answer (98)
	11. Race	American Indian or Native Alaskan (0) Asian, Asian-American or Pacific Islander = 1 White (non-Hispanic) = 2 Black/African-American = 3 Hispanic Latino = 4 Other = 5 Multiracial = 6 Decline to answer
	Department/Discipline	Primary Secondary Decline to answer (98)
Personal Fit	24a. Reasonable expectations of tenure process as scholar	Very unreasonable (1) Fairly unreasonable (2) Neither reasonable or unreasonable (3) Fairly reasonable (4) Very reasonable (5)
	34 a. Importance of policy to faculty member including work-life balance policies	Very unimportant = 1 Unimportant = 2 Neither important nor unimportant = 3 Important = 4 very important (5)
	36 and 37. The balance between professional time and personal or family time	Very dissatisfied = 1 Dissatisfied = 2 Neither satisfied nor dissatisfied = 3 Satisfied = 4 Very satisfied = 5

Table 1*Model of Variables (Continued)*

Construct	#/Item	Response Options
		“I don’t know/ Not applicable = 98 Decline to Answer = 98
Institutional Fit	19, 20, 21, 22, 23. Aspects of tenure process 25a. Clarity of the tenure process as scholar	Very clear = 1 Fairly clear = 2 Neither clear or unclear = 3, Fairly clear = 4 Very clear = 5.
	28 – 32 Satisfaction with various aspect of work	Very dissatisfied = 1 Dissatisfied = 2 Neither satisfied nor dissatisfied = 3 Satisfied = 4 Very satisfied = 5 “I don’t know/ Not applicable = 98 Decline to answer = 98
	33a – 33d Quality of support services	Very dissatisfied = 1 Dissatisfied = 2 Neither satisfied nor dissatisfied = 3 Satisfied = 4 Very satisfied = 5 “I don’t know/ Not applicable = 98 Decline to answer = 98
	34b. Effect of policy	Very ineffective = 1 Ineffective = 2 Neither effective nor ineffective = 3 Effective = 4 Very effective = 5 I don’t know/ Not applicable = 9

Table 1*Model of Variables (Continued)*

Construct	#/Item	Response Options
		Not offered at my Institution = 8
34a. Effectiveness of work-life balance policies		Strongly disagree = 1 Somewhat disagree = 2 Neither agree nor disagree = 3 Somewhat agree = 4 Strongly agree = 5
		I don't know/ Not applicable = 9
		Not offered at my Institution = 8
		Strongly disagree = 1 Somewhat disagree = 2 Neither agree nor disagree = 3 Somewhat agree = 4 Strongly agree = 5
36. Satisfaction with compensation		Very dissatisfied = 1 Dissatisfied = 2 Neither satisfied nor dissatisfied = 3 Satisfied = 4 Very satisfied = 5 "I don't know Not applicable = 98 Decline to Answer = 98

instrument has been in existence since 2002. It has been administered every two years to measure various aspects of job satisfaction among faculty and the correlation in the scores has been high.

Validity is the extent to which the instrument measures what it is intended to measure. Two forms of validity (content and predictive validity) are established by factor analysis. Content validity is the degree to which the content of an instrument reflects what the researcher wants to know (Suskie, 1996). The source to support content validity includes content, response process, internal structure, relations to other variables, and consequences (Messik, 1989). The validity of the COACHE instrument has been established over several years in stages. According to COACHE (2010), the process involved initially a review of the literature and included interviews and focus groups with faculty and academic administrators. Themes were developed from the interviews. Additional cognitive interviews were conducted to ensure respondents understood the meaning of the questions. The results of the cognitive interviews were used to revise some language and to rearrange the order of items in the survey. The instrument was then piloted and to ensure validity and reliability a factor analysis was done to test the reliability of the scales. The α obtained for each of the categories was above 0.7 (Appendix B). A web based instrument was therefore developed and administered to the identified sample.

Data Source

Prior to collecting data, I obtained approval from the Institutional Review Board (IRB) for research involving human subjects at my current institution (Appendix C). I then obtained the dataset by contacting the COACHE administrators at Harvard University Graduate School of Education, Cambridge, Massachusetts. I made a request by submitting a brief research proposal explaining the purpose of the research and the research questions guiding the study. Following approval of the proposal by COACHE director the dataset was sent to me electronically.

Data Analysis Procedures

Data analysis involved four steps. First, I recoded the response options of “Decline to answer” and “I don’t know/ Not applicable” as missing variables. Secondly, expectation maximization (EM) was used to create a new data set in which all missing values are imputed with maximum likelihood values. This is a process where values are imputed iteratively in succession until the covariance matrix for the next iterations is similar to that of the preceding iteration (Laird, 1988; Tsikriktsis, 2005). Using SPSS software, the variables for the study were included in the EM analysis. In the third step, I ran an exploratory factor analysis (EFA) using the principal axis factoring (PAF) with oblique rotation to determine and retain the smallest possible number of factors and satisfaction scores, while explaining the most variance observed for the constructs personal fit and institution fit. Finally, composite scores were created from the factors to reflect the independent variables as appropriate. Researchers have suggested some rule of thumb to determine the number of factor to retain (Field 2009, Rietveld & Van Hout 1993).

These rules are:

1. Retain only those factors with an eigen value larger than 1 (Guttman-Kaiser rule);
2. Keep the factors which, in total, account for about 70-80% of the variance;
3. Make a scree plot; keep all factors before the breaking point or elbow (Cattell, 1966).

For this study, the visual scree test was used to retain factors for analysis (Cattell, 1966). The scree test has been found to be more accurate than eigen > 1 rule (Costello & Osborne, 2005; Henson & Roberts, 2006).

Researchers have created conceptual models that examine various aspects of faculty work-life balance and satisfaction (Johnsrud & Rosser, 2002; Olsen et al., 1995; Rosser, 2004, 2005). As such, variables that predict job satisfaction for tenure track faculty members are highly

correlated. It was therefore appropriate to use exploratory factor analysis and oblique rotation for factor/item loadings to reveal any correlation between the factors (Costello & Osborne, 2005).

Tabachnick and Fidell (1996) recommend a minimum factor loading of .32. For this study, > .45 factor loading was used as a minimum in factor analysis. I created composite score for those items that strongly represented a factor with a factor loading > .45 for factor retention. The data is grouped into institutional type as per Carnegie classification. Lastly, a stepwise multiple linear regression analysis was used to analyze the data.

Demographic Variables

For demographic variables, the data was already coded and in numeric form. Gender was coded as male = 0 and female = 1. The next demographic variable was race/ethnicity. The coding for race/ethnicity was as follows: American Indian or Native Alaskan = 0, Asian, Asian-American or Pacific Islander = 1, White (non-Hispanic) = 2, Black/African-American = 3, Hispanic/Latino = 4, Other = 5, and Multiracial = 6. After conducting an EM analysis, I collapsed the coding into two categories: Whites and non-whites. I coded whites = 0 and non-whites as 1.

Personal Fit

For the construct personal fit, there were three subsections sections in the questionnaire used in this study. The first subsection questions represented six items that were numeric in nature and asked respondents how reasonable expectations were with respect to the tenure process. The data were coded as follows: Very unreasonable = 1, Fairly unreasonable = 2, Neither reasonable nor unreasonable = 3, Fairly reasonable = 4, and Very reasonable = 5. After conducting an EM, I ran an EFA to ensure that these six items measured the same concept. The EFA results of scree plot showed one factor to extract. Table 2, 3, and 4 shows the

Table 2

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with reasonableness of tenure expectations Doctoral Granting Institutions (n = 3,213)

Factor Matrix^a	
Items	Factor Satisfaction with reasonableness of tenure expectations
Q25e. A campus citizen - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.780
Q25d. A colleague in your department - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.761
Q25c. An advisor to students - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.705
Q25f. A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.696
Q25b. A teacher - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.642
Q25a. A scholar - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.510

Note: Factor loading > .45

Table 3

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with reasonableness of tenure expectations Masters Granting Institutions (n = 3,213)

Factor Matrix^a	
Items	Factor Satisfaction with reasonableness of tenure expectations
Q25e. A campus citizen - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.81
Q25d. A colleague in your department - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.74
Q25c. An advisor to students - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.68
Q25f. A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.63
Q25b. A teacher - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.61
Q25a. A scholar - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.53

Note: Factor loading > .45

Table 4

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with reasonableness of tenure expectations Baccalaureate Granting Institutions (n = 3,213)

Factor Matrix^a	
Items	Factor Satisfaction with reasonableness of tenure expectations
Q25e. A campus citizen - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.80
Q25d. A colleague in your department - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.69
Q25c. An advisor to students - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.68
Q25b. A teacher - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.66
Q25f. A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.64
Q25a. A scholar - Is what's expected in order to earn tenure REASONABLE to you regarding your performance as:	.48

Note: Factor loading > .45

un-rotated factors of the EFA for different institution type. For doctorate institutions the Kaiser-Meyer-Olkin measure of sampling adequacy was .85 and one item accounted for 46.30% of total variance. For master institutions, Kaiser-Meyer-Olkin measure of sampling adequacy was .82 and total variance 45.05%. For baccalaureate institutions, Kaiser-Meyer-Olkin measure of sampling adequacy were .83, and total variance 44.16. The Bartlett's test of sphericity was significant. No rotation was possible. I labeled the factor "Satisfaction with reasonableness of tenure expectations."

Another set of items that I labeled as personal fit asked respondents how important or unimportant institution policies are to their success as a faculty member. Of the 20 questions, eight questions represented the concept work-life balance and the other 12 questions represented the concept faculty work (research, scholarship, teaching and service). For doctorate institutions, the scree test suggested three factors for rotation. After extraction and rotation, the items loaded presenting a simple clear structure (Table 5). Eight items loaded on the first factor, five items on the second factor, and four items on the third factor. Three items had factor loadings less than .45 which were suppressed. The Kaiser-Meyer Olkin measure of sampling adequacy is .88% with the three factors explaining 39.32% variance of all the items. The Bartlett's test of sphericity was significant. The first factor had items related to work-life balance and family assistance or fringe benefits policies at the institution. The items were labeled "Satisfaction with importance of work-life balance policies." The second factor had items loading related to performance evaluation of faculty members and were labeled "Satisfaction with performance evaluation and professional development policies." The third factor I labeled "Satisfaction with limits on job responsibility." I created a composite score for each participant by summing up the responses to the items for each factor.

Table 5

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of Policies/Practices Doctoral Granting Institutions (n = 3,213)

Items	Factor		
	Satisfaction with importance of work-life balance policies	Satisfaction with performance evaluation and professional development policies	Satisfaction with Limits on job responsibility
Q34a. Elder care - Please rate how important or unimportant you think each would be to your success as a faculty member.	.70		
Q34a. Modified duties for parental or other family reasons (e.g., course release) - Please rate how important or unimportant you think each would be to your success as a faculty member.	.69		
Q34a. Childcare - Please rate how important or unimportant you think each would be to your success as a faculty member.	.67		
Q34a. Stop-the-clock for parental or other family reasons - Please rate how important or unimportant you think each would be to your success as a faculty member.	.62		
Q34a. Tuition waivers (e.g., for child, spouse/partner) - Please rate how important or unimportant you think each would be to your success as a faculty member.	.59		

Table 5 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of Policies/Practices Doctoral Granting Institutions (n = 3,213)

Items	Factor		
	Satisfaction with importance of work-life balance policies	Satisfaction with performance evaluation and professional development policies	Satisfaction with Limits on job responsibility
Q34a. Spousal/partner hiring program - Please rate how important or unimportant you think each would be to your success as a faculty member.	.57		
Q34a. Financial assistance with housing - Please rate how important or unimportant you think each would be to your success as a faculty member.	.56		
Q34a. Part-time tenure-track position - Please rate how important or unimportant you think each would be to your success as a faculty member.	.55		
Q34a. Paid or unpaid personal leave - Please rate how important or unimportant you think each would be to your success as a faculty member.			
Q34a. Periodic, formal performance reviews - Please rate how important or unimportant you think each would be to your success as a faculty member.		.77	
Q34a. Written summary of periodic performance reviews - Please rate how important or unimportant you think each would be to your success as a faculty member.		.72	

Table 5 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of Policies/Practices Doctoral Granting Institutions (n = 3,213)

Items	Factor		
	Satisfaction with importance of work-life balance policies	Satisfaction with performance evaluation and professional development policies	Satisfaction with Limits on job responsibility
Q34a. Formal mentoring program (e.g., assigned mentors, matching) - Please rate how important or unimportant you think each would be to your success as a faculty member.		.61	
Q34a. Professional assistance for improving teaching - Please rate how important or unimportant you think each would be to your success as a faculty member.		.57	
Q34a. Informal mentoring - Please rate how important or unimportant you think each would be to your success as a faculty member.		.50	
Q34a. Professional assistance in obtaining externally funded grants - Please rate how important or unimportant you think each would be to your success as a faculty member.			
Q34a. Peer reviews of teaching or research/creative work - Please rate how important or unimportant you think each would be to your success as a faculty member.			

Table 5 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of Policies/Practices Doctoral Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34a. An upper limit on teaching obligations - Please rate how important or unimportant you think each would be to your success as a faculty member.		Satisfaction with Limits on job responsibility
		.68
Q34a. An upper limit on committee assignments for tenure-track faculty - Please rate how important or unimportant you think each would be to your success as a faculty member.		
		.60
Q34a. Paid or unpaid research leave - Please rate how important or unimportant you think each would be to your success as a faculty member.		
		.56
Q34a. Travel funds to present papers or conduct research – Please rate how important or unimportant you think each would be to your success as a faculty member.		
		.52

Note: Factor loadings <.45 were suppressed

For master and baccalaureate granting institutions, I removed items related to research since most masters and baccalaureate institutions focus more on teaching and on liberal arts courses. The EFA scree test suggested three factors for extraction and rotation. The first factor had eight items loading on it. The items related to work-life balance, and I labeled the factor “Satisfaction with importance of work-life balance policies.” Six items loaded on the second factor. The items related to faculty members performance evaluation and professional development and I labeled the factor limits on teaching, service and research policies. Two items had their factor loading less than .45 and were suppressed (Table 6). The Kaiser-Meyer Olkin measure of sampling adequacy is .86 with two items accounting for 38.60% variance of all the items. The Bartlett’s test of sphericity was significant.” I created a composite score for each participant by summing up the responses to the items for each factor.

The results of the EFA scree test for baccalaureate granting institutions suggest three factors for extraction. After extraction and rotation, the first factor had eight items loading on it while the second factor had five items loading on it. The third factor had only two items that loaded and was therefore not used in the analysis. One item had its factor loading suppressed since it was $> .45$ (Table 7). The Kaiser-Meyer-Olkin measure of sampling adequacy is .86 with two factors accounting for 42.6% of total variance of the items.

Another set of items I labeled personal fit had 13 items and came from the fifth section of the survey labeled climate, culture, and collegiality. The items were coded as: “Not applicable/ I don’t know” = 9, “Very dissatisfied” = 1, “Dissatisfied” = 2, “Neither satisfied nor dissatisfied” = 3, “Satisfied” = 4, “Very satisfied” = 5, and “Decline to answer” = 98. I ran an EFA on the 13 items in the EM dataset for all institution types. For doctoral granting institutions, the scree test suggested retaining three factors for rotation. The EFA results of rotated factor matrix show

Table 6

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of policies/practices Masters Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with importance of work-life balance policies	Satisfaction with performance evaluation and professional development policies	
Q34a. Stop-the-clock for parental or other family reasons - Please rate how important or unimportant you think each would be to your success as a faculty member.	.72		
Q34a. Childcare - Please rate how important or unimportant you think each would be to your success as a faculty member.	.71		
Q34a. Modified duties for parental or other family reasons (e.g., course release) - Please rate how important or unimportant you think each would be to your success as a faculty member.	.70		
Q34a. Tuition waivers (e.g., for child, spouse/partner) - Please rate how important or unimportant you think each would be to your success as a faculty member.	.62		
Q34a. Elder care - Please rate how important or unimportant you think each would be to your success as a faculty member.	.61		

Table 6 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of policies/practices Masters Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with importance of work-life balance policies	Satisfaction with performance evaluation and professional development policies	
Q34a. Spousal/partner hiring program - Please rate how important or unimportant you think each would be to your success as a faculty member.	.61		
Q34a. Financial assistance with housing - Please rate how important or unimportant you think each would be to your success as a faculty member.	.54		
Q34a. Part-time tenure-track position - Please rate how important or unimportant you think each would be to your success as a faculty member.	.52		
Q34a. Paid or unpaid personal leave - Please rate how important or unimportant you think each would be to your success as a faculty member.			
Q34a. Periodic, formal performance reviews - Please rate how important or unimportant you think each would be to your success as a faculty member.		.84	
Q34a. Written summary of periodic performance reviews - Please rate how important or unimportant you think each would be to your success as a faculty member.		.79	

Table 6 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of policies/practices Masters Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with importance of work-life balance policies	Satisfaction with performance evaluation and professional development policies	
Q34a. Professional assistance for improving teaching - Please rate how important or unimportant you think each would be to your success as a faculty member.		.51	
Q34a. Formal mentoring program (e.g., assigned mentors, matching) - Please rate how important or unimportant you think each would be to your success as a faculty member.		.48	
Q34a. Peer reviews of teaching or research/creative work - Please rate how important or unimportant you think each would be to your success as a faculty member.		.46	
Q34a. Informal mentoring - Please rate how important or unimportant you think each would be to your success as a faculty member.			
Q34a. An upper limit on teaching obligations - Please rate how important or unimportant you think each would be to your success as a faculty member.			.76

Table 6 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of policies/practices Masters Granting Institutions (n = 3,213)

Items	Factor		
	Satisfaction with importance of work-life balance policies	Satisfaction with performance evaluation and professional development policies	
Q34a. An upper limit on committee assignments for tenure-track faculty - Please rate how important or unimportant you think each would be to your success as a faculty member.			.51

Note: Factor loadings <.45 were suppressed

Table 7

Exploratory Factor Analysis using principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of policies/practices Baccalaureate Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with impotence of work-life balance policies	Satisfaction with performance evaluation and professional development policies	
Q34a. Modified duties for parental or other family reasons (e.g., course release) - Please rate how important or unimportant you think each would be to your success as a faculty member.	.77		
Q34a. Childcare - Please rate how important or unimportant you think each would be to your success as a faculty member.	.74		
Q34a. Stop-the-clock for parental or other family reasons - Please rate how important or unimportant you think each would be to your success as a faculty member.	.72		
Q34a. Tuition waivers (e.g., for child, spouse/partner) - Please rate how important or unimportant you think each would be to your success as a faculty member.	.70		
Q34a. Elder care - Please rate how important or unimportant you think each would be to your success as a faculty member.	.63		

Table 7 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of policies/practices Baccalaureate Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies	
Q34a. Paid or unpaid personal leave - Please rate how important or unimportant you think each would be to your success as a faculty member.	.58		
Q34a. Part-time tenure-track position - Please rate how important or unimportant you think each would be to your success as a faculty member.	.56		
Q34a. Spousal/partner hiring program - Please rate how important or unimportant you think each would be to your success as a faculty member.	.50		
Q34a. Financial assistance with housing - Please rate how important or unimportant you think each would be to your success as a faculty member.			
Q34a. Periodic, formal performance reviews - Please rate how important or unimportant you think each would be to your success as a faculty member.		.84	

Table 7 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Importance or Unimportance of policies/practices Baccalaureate Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies	
Q34a. Written summary of periodic performance reviews - Please rate how important or unimportant you think each would be to your success as a faculty member.		.79	
Q34a. Peer reviews of teaching or research/creative work - Please rate how important or unimportant you think each would be to your success as a faculty member.		.53	
Q34a. Professional assistance for improving teaching - Please rate how important or unimportant you think each would be to your success as a faculty member.		.52	
Q34a. Informal mentoring - Please rate how important or unimportant you think each would be to your success as a faculty member.		.46	
Q34a. Formal mentoring program (e.g., assigned mentors, matching) - Please rate how important or unimportant you think each would be to your success as a faculty member.			

seven items loaded on the first factor and two items each on the second and third factor (Table 8). The first three items accounted for 63.99 % of total variance of all items. The factor related to climate and culture of the department and was labeled “Satisfaction with tenured faculty collegiality.” I created a composite score for this factor. The second and third factors had less than three items that loaded and were therefore not used in the analysis (Costello & Osborne, 2005). One item had suppressed factor loading that was not shown. The Kaiser-Meyer-Olkin measure of sampling adequacy is .90 and Bartlett’s test of sphericity was significant.

For masters granting institutions, the EFA scree test suggested three factors to be rotated. The pattern matrix shows the factor loadings of rotated factor matrix with three factors (Table 9). Eight items loaded on the first factor while three items loaded strongly on the second factor. For the third factor, only two items loaded and were disregarded. The first factor related to climate and culture of the department and was labeled “Satisfaction with tenured faculty collegiality.” The second factor had items relating to personal interactions with pre-tenured faculty. I labeled the factor “Satisfaction with pre-tenured faculty member’s collegiality.” I created a composite score for the items making up the two factors. The Kaiser-Meyer-Olkin measure of sampling adequacy is .90 and Bartlett’s test of sphericity was significant. Three items accounted for 63.9% of total variance of all items.

For baccalaureate granting institutions, the scree test suggested extraction of three factors. The first factor had items related to the climate and collegiality with tenured faculty members. I labeled the factor “Satisfaction with tenured faculty collegiality” (Table 10). The second factor had three items loading on it was related to personal interactions with pre-tenured faculty. I labeled the factor “Satisfaction with pre-tenured faculty member’s collegiality.” The third factor had two items that had their loadings suppressed and was not used in the analysis.

Table 8

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Doctoral Granting Institutions (n = 3,213)

Items	Factor	
	2	3
Q38b. The interest tenured faculty take in your professional development - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.91	
Q39a. The amount of professional interaction you have with tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.85	
Q38c. Your opportunities to collaborate with tenured faculty - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.80	
Q38d. The value faculty in your department place on your work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.79	
Q41. The intellectual vitality of the tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.62	

Table 8 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Doctoral Granting Institutions (n = 3,213)

Items	Factor	
	2	3
Q40. How well you fit (e.g., your sense of belonging, your comfort level) in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.52	
Q39b. The amount of personal interaction you have with tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.50	
Q38a. The fairness with which your immediate supervisor evaluates your work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		
Q39d. The amount of personal interaction you have with pre-tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.98
Q39c. The amount of professional interaction you have with pre-tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.73

Table 8 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Doctoral Granting Institutions (n = 3,213)

Items	Factor	
	2	3
Q41a. The intellectual vitality of pre-tenure faculty in your department - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		
Q41c. Opportunities for participation, appropriate to your rank, in the governance of your department - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.91
Q41b. Opportunities for participation, appropriate to your rank, in the governance of your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.67

Note: Factor loadings <.45 were suppressed

Table 9

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Masters Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with tenured faculty collegiality	Satisfaction with pre-tenured faculty member's collegiality	
Q38b. The interest tenured faculty take in your professional development - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.87		
Q38d. The value faculty in your department place on your work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.84		
Q38c. Your opportunities to collaborate with tenured faculty - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.81		
Q39a. The amount of professional interaction you have with tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.75		
Q41. The intellectual vitality of the tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.62		

Table 9 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Masters Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with tenured faculty collegiality	Satisfaction with pre-tenured faculty member's collegiality	
Q40. How well you fit (e.g., your sense of belonging, your comfort level) in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.49		
Q38a. The fairness with which your immediate supervisor evaluates your work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.47		
Q39b. The amount of personal interaction you have with tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.46		
Q39d. The amount of personal interaction you have with pre-tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.95	
Q39c. The amount of professional interaction you have with pre-tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.70	

Table 9 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Masters Granting Institutions (n = 3,213)

Items	Factor		3
	Satisfaction with tenured faculty collegiality	Satisfaction with pre-tenured faculty member's collegiality	
Q41a. The intellectual vitality of pre-tenure faculty in your department - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.46	
Q41c. Opportunities for participation, appropriate to your rank, in the governance of your department - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:			.96
Q41b. Opportunities for participation, appropriate to your rank, in the governance of your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:			.64

Note: Factor loadings <.45 were suppressed

Table 10

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Baccalaureate Granting Institutions (n = 3,213)

Items	Component		3
	Satisfaction with tenured faculty collegiality	Satisfaction with pre-tenured faculty member's collegiality	
Q38b. The interest tenured faculty take in your professional development - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.94		
Q38d. The value faculty in your department place on your work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.85		
Q38a. The fairness with which your immediate supervisor evaluates your work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.75		
Q38c. Your opportunities to collaborate with tenured faculty - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.74		
Q41. The intellectual vitality of the tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.73		

Table 10 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Baccalaureate Granting Institutions (n = 3,213)

Items	Component		3
	Satisfaction with tenured faculty collegiality	Satisfaction with pre-tenured faculty member's collegiality	
Q39a. The amount of professional interaction you have with tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.72		
Q40. How well you fit (e.g., your sense of belonging, your comfort level) in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.63		
Q39b. The amount of personal interaction you have with tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:	.56		
Q39d. The amount of personal interaction you have with pre-tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.93	

Table 10 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Climate, Culture, and Collegiality Baccalaureate Granting Institutions (n = 3,213)

Items	Component		3
	Satisfaction with tenured faculty collegiality	Satisfaction with pre-tenured faculty member's collegiality	
Q39c. The amount of professional interaction you have with pre-tenured faculty in your department/at your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.88	
Q41a. The intellectual vitality of pre-tenure faculty in your department - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:		.59	
Q41b. Opportunities for participation, appropriate to your rank, in the governance of your institution - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:			.91
Q41c. Opportunities for participation, appropriate to your rank, in the governance of your department - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your workplace:			.80

Note: Factor loadings <.45 were suppressed

The Kaiser-Meyer- Olkin measure of sampling adequacy is .88 and Bartlett's test of sphericity was significant. Three items accounted for 45.57% of total variance of all items. I created a composite score for items comprising the two factors.

The final item for the construct personal fit, asked respondents how satisfied or dissatisfied they are with the balance between professional time and personal or family time. The responses for these items were already coded as: Not applicable/ I don't know = 9, Very dissatisfied = 1, Dissatisfied = 2, Neither satisfied nor dissatisfied = 3, Satisfied = 4, Very satisfied = 5, and Decline to answer = 98. Since this was a single item, factor analysis was not conducted.

Institutional Fit

In terms of institutional fit, there were six subsections that were used for the purposes of this study. For the first subsection, respondents were asked to rate various aspects surrounding tenure in their department in terms of clarity. The items were coded as: "Very clear" = 1, "Fairly clear" = 2, "Neither clear or unclear" = 3, "Fairly clear" = 4, and "Very clear" = 5. An EFA was run on the five items to ensure they measured the same concept. For all institutional types the scree test suggested one factor to be extracted and all the five items loaded on one factor (Table 11, 12, and 13). I labeled the factor "Satisfaction with clear tenure rules." The Kaiser-Meyer-Olkin measure of sampling adequacy for the institutions was .83, .88, and .89 respectively. One item had a variance of 45.54% variance for doctoral granting institution, 65.93% variance for masters granting institution, and 68.44% for baccalaureate granting institution. The Bartlett's test of sphericity was significant. The communalities were high. I created composite scores for each participant by summing up the responses to the five items for each institution type.

The second subset of items for institutional fit had 6 items that asked respondents to rate

Table 11

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Clarity of Tenure Rules in the Department Doctoral Granting Institutions (n = 3,213)

Items	Factor
	Satisfaction with clear tenure rules
Q20. I find the tenure criteria (what things are evaluated) in my department to be...	.88
Q21. I find the tenure standards (the performance threshold) in my department to be...	.88
Q22. I find the body of evidence that will be considered in making my tenure decision to be...	.84
Q19. I find the tenure process in my department to be...	.82
Q23. My sense of whether or not I will achieve tenure is...	.62

Note: Factor loading > .45

Table 12

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Clarity of Tenure Rules in the Department Masters Granting Institutions (n = 3,213)

Items	Factor
	Satisfaction with clear tenure rules
Q22. I find the body of evidence that will be considered in making my tenure decision to be...	.87
Q21. I find the tenure standards (the performance threshold) in my department to be...	.87
Q20. I find the tenure criteria (what things are evaluated) in my department to be...	.86
Q19. I find the tenure process in my department to be...	.86
Q23. My sense of whether or not I will achieve tenure is...	.65

Note: Factor loading > .45

Table 13

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Clarity of Tenure Rules in the Department Baccalaureate Granting Institutions (n = 3,213)

Items	Factor Satisfaction with clear tenure rules
Q22. I find the body of evidence that will be considered in making my tenure decision to be...	.87
Q21. I find the tenure standards (the performance threshold) in my department to be...	.87
Q20. I find the tenure criteria (what things are evaluated) in my department to be...	.86
Q19. I find the tenure process in my department to be...	.86
Q23. My sense of whether or not I will achieve tenure is...	.65

Note: Factor loading > .45

clarity of the tenure process. The response items were the same as those for various aspects of tenure. I ran an EFA on the dataset to make sure the six items measured the same construct. An examination of the scree test suggested retention of one factor. The EFA results for all institution types showed the six items extracted had strong loadings on one factor for doctoral and masters granting institutions. The items related to the process of tenure and expectations. I labeled the factor “Satisfaction with clear tenure process” (Table 14, 15, and 16).

The Kaiser-Meyer-Olkin measure of sampling adequacy is .86, .85, and .83, respectively. The Bartlett’s test of sphericity was significant. The communalities of the items were also high. I created a composite score for each participant by summing up the responses to the six items for doctoral and masters granting institutions and five items for baccalaureate granting institutions.

The third subset of institutional fit had 14 items that asked participants to indicate their level of satisfaction with aspects of their work. The items were coded as: “Not applicable/ I don’t Know” = 9, “Very dissatisfied” = 1, “Dissatisfied” = 2, “Neither satisfied nor dissatisfied” = 3, “Satisfied” = 4, “Very satisfied” = 5, and “Decline to answer” = 98. I ran the EFA on the EM dataset and for doctoral granting institutions, the scree test suggested two factors to be extracted for these set of items. Five items loaded strongly on the first factor. Four items loaded strongly on the second factor. Five items had weaker loadings $< .45$ that were suppressed (Table 17). The first factor had items related to the way faculty spend their time. I labeled the factor “Satisfaction with time available for faculty work.” The second factor had items related to how much leeway faculty members have over their work. I labeled the factor “Satisfaction with autonomy of faculty work.” Two factors accounted for 37.85 % of total variance of all the items.

The Kaiser- Meyer- Olkin measure of sampling adequacy is .87 and Bartlett’s test of sphericity is significant. I created a composite score for each participant for the two factors by

Table 14

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Clarity of Tenure process Doctoral Granting Institutions (n = 3,213)

Items	Factor Satisfaction with clear tenure process
Q24e. A campus citizen - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.80
Q24c. An advisor to students - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.79
Q24d. A colleague in your department - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.78
Q24f. A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.75
Q24b. A teacher - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.68
Q24a. A scholar - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.53

Note: Factor loading > .45

Table 15

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Clarity of Tenure process Masters Granting Institutions (n = 3,213)

Items	Factor Satisfaction with clear tenure process
Q24e. A campus citizen - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.85
Q24f. A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.76
Q24d. A colleague in your department - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.76
Q24c. An advisor to students - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.73
Q24b. A teacher - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.66
Q24a. A scholar - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.55

Note: Factor loading > .45

Table 16

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Clarity of Tenure process Baccalaureate Granting Institutions (n = 3,213)

	Factor
	Satisfaction with clear tenure process
Q24e. A campus citizen - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.82
Q24d. A colleague in your department - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.73
Q24c. An advisor to students - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.71
Q24f. A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.68
Q24b. A teacher - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.59
Q24a. A scholar - Is what's expected in order to earn tenure CLEAR to you regarding your performance as:	.46

Note: Factor loadings > .45

Table 17

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with Autonomy of Faculty Work Doctoral Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with time available for faculty work	Satisfaction with autonomy of faculty work
Q30b. The amount of time you have to conduct research/produce creative work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.84	
Q28B. The number of hours you work as a faculty member in an average week - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.69	
Q28. The way you spend your time as a faculty member - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.65	
Q30c. The amount of external funding you are expected to find - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.61	
Q32. The amount of access you have to Teaching Fellows, Graduate Assistants, et al. - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.45	
Q31. The quality of facilities (i.e., office, labs, classrooms) - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		
Q30d. The influence you have over the focus of your research/creative work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		

Table 17 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with Autonomy of Faculty Work Doctoral Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with time available for faculty work	Satisfaction with autonomy of faculty work
Q29c. The degree of influence you have over the courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.79
Q29a. The level of the courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.73
Q29d. The discretion you have over the content of your courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.72
Q29e. The number of students you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.48
Q29f. The quality of undergraduate students with whom you interact - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		
Q29b. The number of courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		
Q29g. The quality of graduate students with whom you interact - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		

Note: Factor loadings <.45 were suppressed

summing the responses of the items.

For masters granting institutions, the scree test suggested two factors for extraction. Six items loaded strongly on the first factor and related to the way faculty spend their time. I labeled the factor "Satisfaction with available time for faculty work." The second factor had five items each strongly loading on it. The items related to how much leeway faculty members have over their work. I labeled the factor "Satisfaction with autonomy of faculty work." Three items had factor loadings $<.45$ (Table 18). Two factors explain 37.85 % of total variance of all the items. The Kaiser-Meyer-Olkin measure of sampling adequacy is .86 and Bartlett's test of sphericity is significant. I created a composite score for each participant by summing the responses to the items.

For baccalaureate granting institutions I removed items related to research and teaching graduate students. The scree test suggested two factors to extract. Four items loaded strongly on the first factor, two on the second factor, and four on the third factor. No factor with factor loading $>.45$ loaded on the fourth factor (Table 19). The items for the first factor related to the way faculty members spend their time. I labeled the factor "Satisfaction with available time for faculty work." For the second factor, the items related to the amount of leeway faculty have over their work responsibilities. I labeled the factor "Satisfaction with autonomy of faculty work." Four items accounted for 39.98% variance of all the items. The Kaiser-Meyer-Olkin measure of sampling adequacy is .71 and Bartlett's test of sphericity is significant. I created a composite score for by summing the responses to the items that loaded for the factors.

The fourth subset of institutional fit had four items that asked participants how satisfied they were with the quality of support services. The items response options were similar to those of nature of work questions. I run an EFA for the four items and the scree test showed one factor

Table 18

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with Autonomy of Faculty Work Masters Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with time available for faculty work	Satisfaction with autonomy of faculty work
	.90	
Q30b. The amount of time you have to conduct research/produce creative work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		
Q28B. The number of hours you work as a faculty member in an average week - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.76	
Q28. The way you spend your time as a faculty member - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.65	
Q29b. The number of courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.60	
Q32. The amount of access you have to Teaching Fellows, Graduate Assistants, et al. - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.48	
Q31. The quality of facilities (i.e., office, labs, classrooms) - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		
Q29e. The number of students you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		

Table 18 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with Autonomy of Faculty Work Masters Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with time available for faculty work	Satisfaction with autonomy of faculty work
Q29c. The degree of influence you have over the courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.68
Q29d. The discretion you have over the content of your courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.64
Q29a. The level of the courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.61
Q29f. The quality of undergraduate students with whom you interact - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.58
Q29g. The quality of graduate students with whom you interact - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.55
Q30d. The influence you have over the focus of your research/creative work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		

Note: Factor loadings < .45 were suppressed

Table 19

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with Autonomy of Faculty Work Baccalaureate Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with time available for faculty work	Satisfaction with autonomy of faculty work
Q30b. The amount of time you have to conduct research/produce creative work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.81	
Q28B. The number of hours you work as a faculty member in an average week - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.66	
Q28. The way you spend your time as a faculty member - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.65	
Q29b. The number of courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:	.62	
Q29f. The quality of undergraduate students with whom you interact - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		
Q29e. The number of students you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		
Q29d. The discretion you have over the content of your courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.85

Table 19 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Satisfaction with Autonomy of Faculty Work Baccalaureate Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with time available for faculty work	Satisfaction with autonomy of faculty work
Q29c. The degree of influence you have over the courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.80
Q29a. The level of the courses you teach - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		.50
Q30d. The influence you have over the focus of your research/creative work - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		
Q31. The quality of facilities (i.e., office, labs, classrooms) - Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:		

Note: Factor loadings < .45 were suppressed

for extraction for all institution types. I labeled the extracted unrotated factor “Satisfaction with Quality of Support Services” (Table 20, 21, and 22). The Kaiser-Meyer-Olkin measure of sampling adequacy is .76, .75, and .73 for doctoral, masters, and baccalaureate granting institutions respectively. For doctoral granting institution, one item accounted for 45.17% of total variance, while for masters granting institution is 42.11% of total variance and for baccalaureate institutions is 42.72% of total variance. The Bartlett’s test of sphericity is significant. I created a composite score for each participant by summing up the responses to the four items.

The fifth subset of items I used for the construct institutional fit had 20 items that asked respondents to rate the effectiveness or ineffectiveness of institutional policies. Out of the 20 questions, 8 questions represented the concept work-life balance and the other 12 questions represented the construct faculty work (research, scholarship, teaching and service). The items were codes as: “Very ineffective” =1, “Ineffective” = 2, “Neither effective nor ineffective” = 3, “Effective” = 4, and “Very effective” = 5. I ran an EFA on the EM data to make sure the 20 items measured satisfaction with faculty and work work-life balance constructs. Going by the scree test two factors were extracted and after conducting factor rotation, ten items loaded on the first factor while five factors loaded on the second factor. Five items had suppressed factor loadings indicating their loadings were < .45 (Table 23). Three items accounted for 46.96% of the total variance. The Kaiser-Meyer-Olkin measure of sampling adequacy is .90. Bartlett’s test of sphericity was significant. I labeled the first factor “Satisfaction with Effectiveness of work-life Balance Policies” since the items related to work-life policies. The items for the second factor related to faculty member’s work performance, I labeled the factor “Satisfaction with Effective Performance Evaluation and Professional Development Policies.” I created a composite score for each participant by summing up the responses to the items for each factor.

Table 20

*Exploratory Factor Analysis Using principal Axis Factoring with Oblimin Normalization of
Quality of Support Services of Doctoral Granting Institutions (n = 3,213)*

Items	Factor Satisfaction with quality of support services
Q33c. Teaching services - How satisfied are you with the quality of these support services?	.76
Q33b. Research services - How satisfied are you with the quality of these support services?	.71
Q33d. Computing services - How satisfied are you with the quality of these support services?	.62
Q33a. Clerical/administrative services - How satisfied are you with the quality of these support services?	.59

Note: Factor loading > .45

Table 21

Exploratory Factor Analysis using principal Axis Factoring with Oblimin Normalization of Quality of Support Services Scale of Masters Granting Institutions (n = 3,213)

Items	Factor
	Satisfaction with quality of support services
Q33c. Teaching services - How satisfied are you with the quality of these support services?	.77
Q33b. Research services - How satisfied are you with the quality of these support services?	.66
Q33d. Computing services - How satisfied are you with the quality of these support services?	.61
Q33a. Clerical/administrative services - How satisfied are you with the quality of these support services?	.53

Note: Factor loading > .45

Table 22

*Exploratory Factor Analysis Using principal Axis Factoring with Oblimin Normalization of
Quality of Support Services Baccalaureate Granting Institutions (n = 3,213)*

Items	Factor
	Satisfaction with quality of support services
Q33b. Research services - How satisfied are you with the quality of these support services?	.80
Q33c. Teaching services - How satisfied are you with the quality of these support services?	.70
Q33a. Clerical/administrative services - How satisfied are you with the quality of these support services?	.54
Q33d. Computing services - How satisfied are you with the quality of these support services?	.54

Note: Factor loading > .45

Table 23

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Doctoral Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with Effectiveness of work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34b. Elder care - How effective or ineffective for you have been the following at your institution?	.82	
Q34b. Modified duties for parental or other family reasons (e.g., course release) - How effective or ineffective for you have been the following at your institution?	.79	
Q34b. Financial assistance with housing - How effective or ineffective for you have been the following at your institution?	.73	
Q34b. Part-time tenure-track position - How effective or ineffective for you have been the following at your institution?	.69	
Q34b. Spousal/partner hiring program - How effective or ineffective for you have been the following at your institution?	.68	
Q34b. Childcare - How effective or ineffective for you have been the following at your institution?	.65	
Q34b. Paid or unpaid personal leave - How effective or ineffective for you have been the following at your institution?	.63	

Table 23 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Doctoral Granting Institutions (n = 3,213)

	Satisfaction with Effectiveness of work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34b. Stop-the-clock for parental or other family reasons - How effective or ineffective for you have been the following at your institution?	.58	
Q34b. Paid or unpaid research leave - How effective or ineffective for you have been the following at your institution?	.55	
Q34b. Tuition waivers (e.g., for child, spouse/partner) - How effective or ineffective for you have been the following at your institution?	.47	
Q34b. Travel funds to present papers or conduct research - How effective or ineffective for you have been the following at your institution?		
Q34b. An upper limit on teaching obligations - How effective or ineffective for you have been the following at your institution?		
Q34b. Periodic, formal performance reviews - How effective or ineffective for you have been the following at your institution?		.88
Q34b. Written summary of periodic performance reviews - How effective or ineffective for you have been the following at your institution?		.85

Table 23 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Doctoral Granting Institutions (n = 3,213)

	Satisfaction with Effectiveness of work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34b. Informal mentoring - How effective or ineffective for you have been the following at your institution?		.65
Q34b. Formal mentoring program (e.g., assigned mentors, matching) - How effective or ineffective for you have been the following at your institution?		.65
Q34b. Peer reviews of teaching or research/creative work - How effective or ineffective for you have been the following at your institution?		.59
Q34b. Professional assistance in obtaining externally funded grants - How effective or ineffective for you have been the following at your institution?		
Q34b. An upper limit on committee assignments for tenure-track faculty - How effective or ineffective for you have been the following at your institution?		
Q34b. Professional assistance for improving teaching - How effective or ineffective for you have been the following at your institution?		

Note: Factor loadings < .45 were suppressed

For masters and baccalaureate granting institutions, I did not analyze items that were related to research since most of these instituting are more focused on teaching than research. The scree test for masters granting institutions suggested two factors to be extracted. Ten items loaded and on the first factor while five items also loaded on the second factor. Two items had their factor loadings suppressed due to weak factor loading (Table 24). The items that loaded on the first factor represented work-life balance policies and I labeled it “Satisfaction with Work-life Balance Policies.” The second factor had items representing faculty members work performance. I labeled the factor “Satisfaction with Effective Performance Evaluation and Professional Development Policies.” I created a composite score for each participant by summing up the responses to the items for each factor. The Kaiser-Meyer-Olkin measure of sampling adequacy is .89 with two items having a variance 48.21% of total items.

For baccalaureate granting institutions the scree plot suggested two factors for extraction and rotation. Eight items loaded on the first factor. For the second factor, five items loaded. Four items had their factor loadings suppressed due to weak factor loading (Table 25). The items that loaded on the first factor represented work-life balance policies and I labeled it “Satisfaction with Work-life Balance Policies.” The second factor had items that represented faculty member’s work performance. I therefore labeled the factor “Satisfaction with Effective Performance Evaluation and Professional Development Policies.” I created a composite score for each participant by summing up the responses to the items for each factor. The Kaiser-Meyer-Olkin measure of sampling adequacy is .83 with two items having a variance 40.39% of total items.

The sixth subset of items for institutional fit had five items that asked respondents to indicate the level of agreement with institutional and department efforts in practicing work-life balance polices. The items for these construct were coded as: “Strongly disagree” = 1,

Table 24

Exploratory Factor Analysis using principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Masters Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34b. Modified duties for parental or other family reasons (e.g., course release) - How effective or ineffective for you have been the following at your institution?	.89	
Q34b. Elder care - How effective or ineffective for you have been the following at your institution?	.82	
Q34b. Paid or unpaid personal leave - How effective or ineffective for you have been the following at your institution?	.74	
Q34b. Part-time tenure-track position - How effective or ineffective for you have been the following at your institution?	.72	
Q34b. Stop-the-clock for parental or other family reasons - How effective or ineffective for you have been the following at your institution?	.70	
Q34b. Financial assistance with housing - How effective or ineffective for you have been the following at your institution?	.70	
Q34b. Spousal/partner hiring program - How effective or ineffective for you have been the following at your institution?	.64	

Table 24 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Masters Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34b. Childcare - How effective or ineffective for you have been the following at your institution?	.63	
Q34b. An upper limit on teaching obligations - How effective or ineffective for you have been the following at your institution?	.49	
Q34b. An upper limit on committee assignments for tenure-track faculty - How effective or ineffective for you have been the following at your institution?	.45	
Q34b. Tuition waivers (e.g., for child, spouse/partner) - How effective or ineffective for you have been the following at your institution?		
Q34b. Periodic, formal performance reviews - How effective or ineffective for you have been the following at your institution?		.90
Q34b. Written summary of periodic performance reviews - How effective or ineffective for you have been the following at your institution?		.87
Q34b. Formal mentoring program (e.g., assigned mentors, matching) - How effective or ineffective for you have been the following at your institution?		.62

Table 24 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Masters Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34b. Informal mentoring - How effective or ineffective for you have been the following at your institution?		.61
Q34b. Peer reviews of teaching or research/creative work - How effective or ineffective for you have been the following at your institution?		.59
Q34b. Professional assistance for improving teaching - How effective or ineffective for you have been the following at your institution?		

Note: Factor loading < .45 were suppressed

Table 25

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Baccalaureate Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies
	.84	
Q34b. Modified duties for parental or other family reasons (e.g., course release) - How effective or ineffective for you have been the following at your institution?		
Q34b. Elder care - How effective or ineffective for you have been the following at your institution?	.79	
Q34b. Part-time tenure-track position - How effective or ineffective for you have been the following at your institution?	.73	
Q34b. Financial assistance with housing - How effective or ineffective for you have been the following at your institution?	.63	
Q34b. Spousal/partner hiring program - How effective or ineffective for you have been the following at your institution?	.62	
Q34b. Paid or unpaid personal leave - How effective or ineffective for you have been the following at your institution?	.57	
Q34b. Stop-the-clock for parental or other family reasons - How effective or ineffective for you have been the following at your institution?	.53	

Table 25 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Baccalaureate Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34b. Childcare - How effective or ineffective for you have been the following at your institution?		
Q34b. An upper limit on teaching obligations - How effective or ineffective for you have been the following at your institution?		
Q34b. Tuition waivers (e.g., for child, spouse/partner) - How effective or ineffective for you have been the following at your institution?		
Q34b. An upper limit on committee assignments for tenure-track faculty - How effective or ineffective for you have been the following at your institution?		
Q34b. Periodic, formal performance reviews - How effective or ineffective for you have been the following at your institution?		.86
Q34b. Written summary of periodic performance reviews - How effective or ineffective for you have been the following at your institution?		.84
Q34b. Peer reviews of teaching or research/creative work - How effective or ineffective for you have been the following at your institution?		.71

Table 25 (Continued)

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of Work-life Balance and Performance Evaluation Policies Baccalaureate Granting Institutions (n = 3,213)

Items	Factor	
	Satisfaction with work-life balance policies	Satisfaction with performance evaluation and professional development policies
Q34b. Informal mentoring - How effective or ineffective for you have been the following at your institution?		.55
Q34b. Formal mentoring program (e.g., assigned mentors, matching) - How effective or ineffective for you have been the following at your institution?		.50
Q34b. Professional assistance for improving teaching - How effective or ineffective for you have been the following at your institution?		.45

Note: Factor loadings < .45 were suppressed

“Somewhat disagree” = 2, “Neither agree nor disagree” = 3, “Somewhat agree” = 4, and “Strongly agree” = 5. I ran an EFA on these five items ensure they measured the same concept. The five items loaded on one factor as suggested by the scree test for all institution types. The items represented polices in the Institution and departments facilitating work-life balance as shown in the extracted unrotated factor matrix (Table 26, 27, and 28). The Kaiser-Meyer-Olkin measure of sampling adequacy is .73, .72, and .72 for doctoral, masters, and baccalaureate granting institutions respectively. For doctorate granting institutions one item had 69.03% total variance, while for masters granting institution it is 67.35% and baccalaureate institutions it is 69.15%. The Bartlett’s test of sphericity was significant for all institution types. I labeled the factor, “Satisfaction with institutional efforts in facilitating work-life balance.” I created a composite score for the factor.

The last items used for institutional fit for this study asked respondents how satisfied or dissatisfied with compensation. The responses for these items were already coded as: “Not applicable/ I don’t know” = 9, “Very dissatisfied” = 1, “Dissatisfied = 2, “Neither satisfied nor dissatisfied” = 3, “Satisfied” = 4, “Very satisfied” = 5, and “Decline to answer” = 98.

Job Satisfaction

In terms of the dependent variable job satisfaction, I first cleaned the data by conducting an EM for missing cases. The dependent variable for this study was a question that asked respondents how satisfied they were with respect to their institution. The items were coded as: “Not applicable/ I don’t know” = 9, “Very dissatisfied” = 1, “Dissatisfied” = 2, “Neither satisfied nor dissatisfied” = 3, “Satisfied” = 4, “Very satisfied” = 5, and “Decline to answer” = 98. Respondents rated each item on a scale of one to five. I used overall job satisfaction with the institution as the dependent variable.

Table 26

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of performance evaluation and Work-life Balance Policies Doctoral Granting Institutions

(n = 3,213)

Items	Factor Satisfaction with Institutional efforts in facilitating work-life balance
Q35d. My departmental/institutional colleagues do what they can to make raising children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.91
Q35c. My departmental/institutional colleagues do what they can to make having children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.91
Q35b. My institution does what it can to make raising children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.79
Q35e. My colleagues are respectful of my efforts to balance work and home responsibilities - Please indicate your level of agreement with the following statements:	.78
Q35a. My institution does what it can to make having children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.76

Note: Factor loading > .45

Table 27

Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of performance evaluation and work-life Balance Policies Masters Granting Institutions

(n = 3,213)

Items	Factor Satisfaction with Institutional efforts in facilitating work-life balance
Q35c. My departmental/institutional colleagues do what they can to make having children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.92
Q35d. My departmental/institutional colleagues do what they can to make raising children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.91
Q35e. My colleagues are respectful of my efforts to balance work and home responsibilities - Please indicate your level of agreement with the following statements:	.78
Q35b. My institution does what it can to make raising children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.74
Q35a. My institution does what it can to make having children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.73

Note: Factor loading > .45

Table 28

Summary of Exploratory Factor Analysis Using Principal Axis Factoring with Oblimin Normalization of performance evaluation and work-life Balance Policies Baccalaureate Granting Institutions (n = 3,213)

Items	Factor Satisfaction with Institutional efforts in facilitating work-life balance
Q35d. My departmental/institutional colleagues do what they can to make raising children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.93
Q35c. My departmental/institutional colleagues do what they can to make having children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.93
Q35e. My colleagues are respectful of my efforts to balance work and home responsibilities - Please indicate your level of agreement with the following statements:	.79
Q35a. My institution does what it can to make having children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.74
Q35b. My institution does what it can to make raising children and the tenure-track compatible - Please indicate your level of agreement or disagreement with the following statements:	.74

Note: Factor loading > .45

Analysis of Data

The final step of data analysis involved generating and running a regression analysis. I sought to understand how demographic variables, personal fit, and institutional fit variables explained the variance in Job satisfaction in different institution types, so I ran a step-wise regression. A stepwise regression is useful in accuracy of the prediction and reducing redundancy because most of the independent variables may be correlated. It therefore leads to developing a useful prediction equation. Multiple-regression analysis is an appropriate analysis for studying the relationship of more than one predictor variable to one dependent variable (Pedhazur & Pedhazur, 1991). The stepwise regression and multiple linear regression and equations that were done are explained further in chapter four.

Dummy coding was done for DV gender and ethnicity since the data was categorical. For gender (DV_m) is coded male as 1 and females is 0. Similarly, dummy coding was conducted for ethnicity where ethnicity score at E_w is coded white as 1 and non-whites is 0 and recoded (R_Race). The resultant regression equation has the following format:

$$JS_{ik} = \beta_0 + \beta_1 DVG_m + \beta_2 DVE_w + \beta_4 PF + \beta_5 IF + \epsilon_{ik} \text{ where}$$

JS_{ik} = Job Satisfaction; i^{th} for the person at the k^{th} institution type

β_0 = intercept

$\beta_1 DVG_m$ = Gender (male is 1 and female 0 when respondent is male)

$\beta_2 DVE_w$ = Ethnicity (white is 1 and non- whites as 0 when respondent is white)

$B_4 PF$ = Personal Fit

$B_5 IF$ = Institutional Fit

ϵ_{ik} = error

The constructs demographic variables, personal fit, and institutional fit demographic variables are made up of factors as shown in Table 11. These factors represented in the COACHE data have items that were used to conduct EFA by way of correlational matrix to determine whether they measure one underlying variable (See Table 29 and Appendix A for items used for factor analysis). Conducting a correlation analysis provides for explanation of relationships between the independent variables and job satisfaction (dependent variable) of pre-tenured faculty members at different institution type. The sum scores obtained in the factor analysis were entered into the multiple-regression equations. Three regression equations were developed corresponding to institution type as per Carnegie classification. I used SPSS to feed the independent variables into a regression model to see the relationship of each independent variable to the dependent variable job satisfaction. The overall variance in satisfaction was measured for each regression equation by the adjusted r^2 value and the significance difference were measured by Fisher's F ratio (F) statistic with p -values of .05 (Pedhazur & Pedhazur, 1991). The zero-order correlation measured the amount of shared variation and interrelatedness between the variables or factors ((Pedhazur & Pedhazur, 1991). The strength and significance of each component in explaining job satisfaction for pre-tenured faculty members was examined using beta coefficients. An explanation of how the analysis was conducted is given in chapter four.

Table 29*Variables Used in the Study*

Construct	Factors
Demographic	Gender Race
Personal Fit	Satisfaction with reasonable expectation of tenure process Satisfaction with importance of work-life balance policies Satisfaction with limits on job responsibilities Satisfaction with tenured faculty collegiality Satisfaction with pre-tenured faculty collegiality Balance between professional time and personal or family time
Institutional Fit	Satisfaction with clear tenure rules Satisfaction with clear tenure process Satisfaction with time available for work Satisfaction with support services Satisfaction with effectiveness of performance evaluation and professional development policies Satisfaction with autonomy of faculty work Satisfaction with effectiveness of work-life balance policies Importance of performance evaluation and professional development policies Satisfaction with institutions efforts on work-life balance policies

Chapter Four

Results

The purpose of this chapter is to report the findings from the analysis of the data. The first section describes characteristics of the sample and compares the three groups of pre-tenured faculty members to see how they differ in terms of demographic characteristics. Next, I report the results of the stepwise multiple-regression analysis on the three research question. The final section of the chapter reveals the results of the stepwise multiple-regression analysis.

Characteristics of Sample

A total number of 3,213 participants responses were analyzed from all institution types. Of these, 1,921 were from doctoral granting institutions, 883 from masters granting institutions, and 409 from baccalaureate granting institutions (Table 30). Demographic characteristics of the sample are presented in Table 31. The majority of the participants were white (non-Hispanic) 71.1% ($n = 2,302$), followed by Asian, Asian American, or Pacific Islander 15.6% ($n = 501$), Black/African-American 5.2% ($n = 168$), Hispanic Latino 4.5% ($n = 145$), Multiracial .5% ($n = 16$), and others comprised 2.2% ($n = 71$). For purposes of analysis, race/ethnicity and gender were changed to a dichotomous variable.

Before any analysis of data, it was important to scan the data for general trends for all institutional types. The purpose was to show if there were any outliers in the data and if the data were normally distributed. Table 32, 33, and 34 provides general inferential statistics for doctoral, masters, and baccalaureate granting institutions with each variable included in the stepwise multiple-regression analysis for this study. For doctoral granting institutions, the intercorrelations were low to moderate. Satisfaction with tenured faculty collegiality had the strongest correlation with job satisfaction with a value of .51

Table 30*Frequency Distribution by Institution Type*

Institution Type	Frequency	Percent
Doctoral Institutions	1,921	59.8
Masters Institutions	883	27.5
Baccalaureate Institutions	409	12.7
Total	3,213	100.0

Table 31*Frequency Distribution Respondent Race/Ethnicity*

Race/Ethnicity	Frequency	Percent
American Indian or Native Alaskan	10	0.3
Asian, Asian American, or Pacific Islander	501	15.6
White (non-Hispanic)	2,302	71.6
Black or African-American	168	5.2
Hispanic or Latino	145	4.5
Other	71	2.2
Multiracial	16	0.5
Total	3,213	100.0

Table 32

Means, Standard Deviations, and Intercorrelations for Pre-tenured Faculty Job Satisfaction and Personal Fit and Institutional Fit

Predictors Variables in Doctoral Institutions

Variables	M	SD	R/E	G	SRTE	SIWL BP	IPEP D	SWLJ R	STFC	SWC	SCTR	SCTP	STAF W	SAF W	SSS	SEWL BP	SEPE DP	SIEF WLB	BPT& FT
OJS	3.61	0.99	-0.01	0.01*	0.42*	0.10*	0.10*	-0.04*	0.51*	0.40*	0.36*	0.39*	0.49*	0.40*	0.47*	0.51*	0.49*	0.46*	0.34
R/E	2.08	0.83	-	0.02	-0.03	0.05*	0.05*	0.10*	0.01	-0.03	-0.03	-0.02	-0.04*	0.03	-0.01	-0.03	0.00	-0.05*	-0.02
G	0.45	0.50		-	-0.08*	0.17*	0.17*	0.16*	-0.05*	-0.02	-0.08*	-0.05*	-0.14	-0.02*	-0.08	0.00*	-0.03*	-0.10*	-0.11*
SRTE	3.51	0.64			-	0.06*	0.06*	0.00	0.55*	0.29*	0.62*	0.79*	0.54*	0.41*	0.45*	0.48*	0.59*	0.49*	0.37*
SIWL BP	3.94	0.62				-	1.00*	0.36*	0.03*	0.05*	-0.03	0.04*	-0.03	0.04*	0.09*	0.18*	0.18*	0.07*	-0.05*
IPEP D	3.94	0.62					-	0.36*	0.03*	0.05*	-0.03*	0.04*	-0.03*	0.04*	0.09*	0.18*	0.18*	0.07*	-0.05*
SWLJ R	4.34	0.54						-	0.01*	-0.13*	-0.01*	0.00	-0.10*	0.00	-0.02	-0.01	0.05*	-0.02	-0.09*
STFC	3.52	0.92							-	0.27*	0.57*	0.53*	0.50*	0.41*	0.45*	0.45*	0.69*	0.57*	0.33*
SWC	3.08	1.15								-	0.19*	0.21*	0.36*	0.25	0.31*	0.41*	0.30*	0.29*	0.30*
SCTR	3.58	0.90									-	0.68*	0.45*	0.31*	0.38*	0.34*	0.60*	0.44*	0.29*
SCTP	3.20	0.84										-	0.46*	0.31*	0.43*	0.43*	0.59*	0.44*	0.29*

Table 32 (Continued)

Means, Standard Deviations, and Intercorrelations for Pre-tenured Faculty Job Satisfaction and Personal Fit and Institutional Fit

Predictors Variables in Doctoral Institutions

Variables	M	SD	R/E	G	SRTE	SIWLBP	IPEPD	SWLJR	STFC	SWC	SCTR	SCTP	STAFW	SAFW	SSS	SEWLBP	SEPEDP	SIEFWLB	BPT&FT
STAFW	3.27	0.79											-	0.44*	0.50*	0.47*	0.51*	0.52*	0.62*
SAFW	4.11	0.73												-	0.33*	0.32*	0.39*	0.32*	0.26*
SSS	3.48	0.82													-	0.50*	0.51*	0.44*	0.30*
SEWLBP	3.01	0.60														-	0.58*	0.61*	0.34*
SEPEDP	3.24	0.77															-	0.55*	0.32*
SIEFWLB	3.50	0.94																-	0.48*
BPT&FT	2.94	1.09																	-

Note: Race/ethnicity (R/E), Gender (G), Satisfaction with reasonableness of tenure expectations (SRTE), Importance of work-life balance policies (SIWLBP), Importance of performance evaluation and professional development policies (IPEPD), Satisfaction with limits on job responsibilities (SWLJR) Satisfaction with tenured faculty collegiality (STFC), Satisfaction with compensation (SWC), Satisfaction with clear tenure rules (SCTR), Satisfaction with clear tenure process (SCTP), Satisfaction with time available for work (STAFW), satisfaction with autonomy of faculty work (SAFW), Satisfaction with support services (SSS), Satisfaction with effectiveness of work-life balance policies (SEWLBP), Satisfaction with effectiveness of performance evaluation and development policies (SEPEDP), Satisfaction with institution efforts in facilitation work-life balance policies (SIEFWLB), and Balance between professional time & personal or family time (BPT&FT).

* $p \leq .001$

Table 33

Means, Standard Deviations, and Intercorrelations for Pre-tenured Faculty Job Satisfaction and Personal Fit and Institutional Fit

Predictors Variables in Masters granting Institutions

	M	SD	R/E	G	SRTE	SIWL BP	IPEP D	STFC	SPTF C	BPT& FT	SCTR	SCTP	STAF W	SAF W	SSS	SEWL BP	SEPE DP	SIEF WLB	SWC
OJS	3.58	0.98	0.01	0.01	0.47	-0.04	0.15*	0.47*	0.33*	0.42*	0.36*	0.42*	0.54*	0.52*	0.52*	0.52*	0.49*	0.45*	0.37*
R/E	2.01	0.81	-	0.04	-0.05	0.01	0.05	-0.04	0.02	-0.06	-0.05	-0.04	-0.12	0.01*	-0.07	-0.09	-0.05	-0.03*	-0.05
G	0.49	0.50		-	-0.02	0.14*	0.12*	-0.02	0.00	-0.08*	-0.04	0.02	-0.12*	0.03	-0.02	-0.03	-0.02	-0.07*	-0.04
SRTE	3.56	0.63			-	-0.05	0.13*	0.53*	0.34*	0.38*	0.64*	0.78*	0.50*	0.41*	0.48*	0.52*	0.56*	0.48*	0.27*
SIWL BP	3.45	0.78				-	0.30*	-0.03	-0.02	-0.09*	-0.05	0.00	-0.10*	-0.07*	-0.05	-0.08*	0.01	-0.13*	-0.12*
IPEP D	3.88	0.60					-	0.09*	0.07*	-0.02	0.03	0.13*	0.07*	0.17*	0.18*	0.1*4	0.30*	0.06*	-0.02
STFC	3.80	0.93						-	0.56*	0.36*	0.57*	0.51*	0.40*	0.48*	0.45*	0.45*	0.67*	0.60*	0.27*
SPTF C	3.91	0.81							-	0.22*	0.31*	0.30*	0.24*	0.37*	0.30*	0.29*	0.38*	0.34	0.21*
BPT& FT	3.06	1.11								-	0.29*	0.29*	0.63*	0.30*	0.37*	0.43*	0.32*	0.50*	0.38*
SCTR	3.66	0.90									-	0.69*	0.34*	0.28	0.39*	0.39*	0.58*	0.46*	0.18*
SCTP	3.34	0.81										-	0.39*	0.35*	0.45*	0.46*	0.58*	0.43*	0.19*
STAF W	3.15	0.87											-	0.50*	0.54*	0.60*	0.46*	0.50*	0.42*

Table 33 (Continued)

Means, Standard Deviations, and Intercorrelations for Pre-tenured Faculty Job Satisfaction and Personal Fit and Institutional Fit

Predictors Variables in Masters granting Institutions

	M	SD	R/E	G	SRTE	SIWL BP	IPEP D	STFC	SPTFC	BPT& FT	SCTR	SCTP	STAF W	SAF W	SSS	SEWL BP	SEPE DP	SIEF WLB	SWC	
SAF W	3.85	0.67													-	0.45*	0.40*	0.41*	0.37*	0.32*
SSS	3.27	0.82														-	0.61*	0.49*	0.50*	0.35*
SEWL BP	2.87	0.62															-	0.55*	0.66*	0.44*
SEPE DP	3.28	0.76																-	0.51*	0.27*
SIEF WLB	3.48	0.90																	-	0.39*
SWC	3.06	1.13																		-

Note. Race/ethnicity (R/E), Gender (G), Satisfaction with reasonableness of tenure expectations (SRTE), Importance of work-life balance policies (SIWLBP), Importance of performance evaluation and professional development policies (IPEPD), Satisfaction with tenured faculty collegiality (STFC), Satisfaction with pre-tenured faculty collegiality (SPTFC), Satisfaction with compensation (SWC), Balance between professional time & personal or family time (BPT&FT), Satisfaction with clear tenure rules (SCTR), Satisfaction with clear tenure process (SCTP), Satisfaction with time available for work (STAFW), Satisfaction with autonomy of faculty work (SAFW), Satisfaction with support services (SSS), Satisfaction with effectiveness of work-life balance policies (EWLBP), Satisfaction with effectiveness of performance evaluation and development policies (SEPEDP), Satisfaction with institution efforts in facilitation work-life balance policies (SIEFWLB),

* $p = \leq .001$

Table 34

Means, Standard Deviations, and Intercorrelations for Pre-tenured Faculty Job Satisfaction and Personal Fit and Institutional Fit

Predictors Variables in Baccalaureate Institutions

Variab les	M	SD	R/E	G	SRTE	SIWL BP	IPEP D	STFC	SPTF C	BPT& FT	SCTR	SCTP	STAF W	SAF W	SSS	SEWL BP	SEPE DP	SIEF WLB	SWC
OJS	3.88	.924	0.01	-0.14*	0.54*	-0.04	0	0.47*	0.33*	0.41*	0.40*	0.45*	0.57*	0.31*	0.46*	0.49*	0.43*	0.49*	0.35*
R/E	2.14	.805	-	-0.01	-0.03	0.09*	0.05	-0.02	-0.04	0.05	-0.01	0.02	0.13*	0.02	-0.02	0.02	0	0	-0.07
G	.54	.499		-	-0.17*	0.19*	0.20*	-0.16*	-0.07	-0.24*	-0.18*	-0.06	-0.23*	-0.11*	-0.17*	-0.10*	-0.10*	-0.22*	-0.19*
SRTE	3.57	.646			-	-0.08*	0.03	0.48*	0.30*	0.37*	0.67*	0.78*	0.50*	0.40*	0.41*	0.46*	0.51*	0.46*	0.31*
SIWL BP	3.59	.800				-	0.37*	-0.07	-0.03	-0.14*	-0.03	0.03	-0.10*	-0.07	0.02	0.10*	0.06	-0.10*	-0.05
IPEP D	4.06	.576					-	0.01	0.11*	-0.10*	0.06	0.12*	-0.04	0.07	0.06	0.06	0.2	-0.05	-0.01
STFC	3.777	.8391						--	0.65*	0.36*	0.55*	0.42*	0.44*	0.39*	0.41*	0.40*	0.56*	0.58*	0.29*
SPTF C	4.07	.734							-	0.25*	0.28*	0.18*	0.31*	0.35*	0.32*	0.23*	0.31*	0.32*	0.20*
BPT& FT	2.93	1.119								-	0.24*	0.28*	0.63*	0.22*	0.24*	0.36*	0.32*	0.44*	0.26*
SCTR	3.65	.839									-	0.65*	0.35*	0.32*	0.35*	0.32*	0.50*	0.40*	0.24*
SCTP	3.31	.766										-	0.43*	0.30*	0.39*	0.45*	0.56	0.37*	0.23*
STAF W	3.33	.823											-	0.38*	0.41*	0.46*	0.39*	0.48*	0.30*

Table 34 (Continued)

Means, Standard Deviations, and Intercorrelations for Pre-tenured Faculty Job Satisfaction and Personal Fit and Institutional Fit Predictors

Variab les	M	SD	R/E	G	SRTE	SIWL BP	IPEP D	STFC	SPTF C	BPT& FT	SCTR	SCTP	STAF W	SAF W	SSS	SEWL BP	SEPE DP	SIEF WLB	SWC	
SAF W	4.31	.724													-	0.37*	0.33*	0.27*	0.32*	0.22*
SSS	3.57	.794													--	0.44*	0.41*	0.41*	0.31*	
SEWL BP	4.31	.724														-	0.46*	0.61*	0.32*	
SEPE DP	3.33	.697															-	0.42*	0.19*	
SIEF WLB	3.63	.912																-	0.30*	
SWC	3.36	1.079																		-

Note. Race/Ethnicity, Gender (G), Satisfaction with reasonableness of tenure expectations (SRTE), Importance of work-life balance policies (SIWLBP), Importance of performance evaluation and professional development policies (IPEPD), Satisfaction with tenured faculty collegiality (STFC), Satisfaction with pre-tenured faculty (SPTFC), Balance between professional time & personal or family time (BPT&FT), Satisfaction with clear tenure rules (SCTR), Satisfaction with clear tenure process (SCTP), Satisfaction with time available for work (STAFW), Satisfaction with autonomy of faculty work (SAFW), Satisfaction with support services (SSS), Effectiveness of work-life balance policies (EWLBP), Satisfaction with effectiveness of performance evaluation and development policies (EPEDP), Satisfaction with institution efforts in facilitation work-life balance policies (SIEFWLB), and Satisfaction with compensation (SWC).

* $p = \leq .001$

and was significant $p < .05$. The highest zero order correlation was .51 and the tolerance level were greater than .20. In addition, as per the rule of thumb VIF values did not exceed 5 or 10, and at thus multicollinearity was not an issue in the model (Montgomery, 2001). For masters granting institutions, satisfaction with time available for faculty work was significant, and strongly correlated with job satisfaction with a value of .55. The same variable, satisfaction with time available for faculty work, was also strongly correlated with job satisfaction for baccalaureate granting institutions with a value of .57, and significant at $p \leq .05$.

A stepwise multiple-regression was employed to answer three research questions. The first research question was: to what extent do demographic variables, personal fit, and institutional fit, explain variation in job satisfaction for pre-tenured faculty members in doctoral granting institutions? The stepwise regression stopped after the inclusion of seven independent variables. Model seven was significant, $F(7, 1913) = 214.677, p \leq .001$, and resulted in seven significant predictors of job satisfaction: satisfaction with effectiveness of work-life balance policies, satisfaction with tenured faculty collegiality, satisfaction with time available for faculty work, satisfaction with compensation, satisfaction with support services, satisfaction with autonomy of faculty work, and gender (Table 35). Forty-four percent of the variance of job satisfaction for pre-tenured faculty members in doctoral granting institutions could be accounted for by the regression equation. Ten factors were excluded from the model because they did not have a t-statistic that had significant value: race/ethnicity, importance of work-life balance policies, satisfaction with importance of performance evaluation and professional development policies, satisfaction with reasonableness of tenure expectations, importance of work-life balance policies, satisfaction with limits on job responsibilities, balance between professional time and

Table 35*Results of Regression of Demographic, Personal Fit, and Institution Variables on Overall Job**Satisfaction for Doctoral Granting Institutions*

Model		B	Std. Error	Beta	t	Sig.	R Square	Adjusted R Square
1	(Constant)	1.08	0.10		10.97	.000	0.26	0.26
	SEWLBP	0.84	0.03	0.51	26.26	.000		
2	(Constant)	0.52	0.10		5.39	.000	0.36	0.36
	SEWLBP	0.58	0.03	0.36	17.44	.000		
	STFC	0.38	0.02	0.35	17.36	.000		
3	(Constant)	0.26	0.10		2.69	.007	0.40	0.39
	SEWLBP	0.47	0.03	0.29	13.80	.000		
	STFC	0.30	0.02	0.28	12.87	.000		
	STAFW	0.27	0.03	0.21	9.92	.000		
4	(Constant)	0.23	0.10		2.34	.019	0.42	0.42
	SEWLBP	0.39	0.03	0.24	11.28	.000		
	STFC	0.29	0.02	0.27	12.77	.000		
	STAFW	0.23	0.03	0.18	8.42	.000		
	SWC	0.14	0.02	0.16	8.40	.000		
5	(Constant)	0.10	0.10		1.00	.318	0.43	0.43
	SEWLBP	0.33	0.04	0.20	9.32	.000		
	STFC	0.26	0.02	0.25	11.57	.000		
	STAFW	0.19	0.03	0.15	6.68	.000		
	SWC	0.14	0.02	0.16	8.10	.000		
	SSS	0.16	0.03	0.13	6.10	.000		
6	(Constant)	-0.24	0.11		-2.08	.037	0.44	0.44
	SEWLBP	0.33	0.04	0.20	9.19	.000		
	STFC	0.24	0.02	0.22	10.34	.000		
	STAFW	0.15	0.03	0.12	5.28	.000		
	SWC	0.13	0.02	0.15	7.78	.000		
	SSS	0.15	0.03	0.12	5.80	.000		
	SAFW	0.15	0.03	0.11	5.51	.000		
7	(Constant)	-0.30	0.12		-2.61	.009	0.44	0.44
	SEWLBP	0.32	0.04	0.20	8.93	.000		
	STFC	0.24	0.02	0.22	10.37	.000		

Table 35 (Continued)*Results of Regression of Demographic, Personal Fit, and Institution Variables on Overall Job**Satisfaction for Doctoral Granting Institutions*

Model	B	Std. Error	Beta	t	Sig.	R Square	Adjusted R Square
STAFW	0.16	0.03	0.13	5.71	.000		
SWC	0.13	0.02	0.15	7.76	.000		
SSS	0.15	0.03	0.13	5.96	.000		
SAFW	0.14	0.03	0.11	5.38	.000		
Gender	0.11	0.03	0.06	3.27	.001		

Note: Satisfaction with effectiveness of work-life balance policies (EWLBP), Satisfaction with tenured faculty collegiality (STFC), Satisfaction with time available for work (STAFW), Satisfaction with compensation (SWC), Satisfaction with support services (SSS), Satisfaction with autonomy of faculty work (SAFW), Gender (G), Satisfaction with compensation.

personal or family time, satisfaction with clear tenure rules, satisfaction with clear tenure process, effectiveness of performance evaluation and development policies, and satisfaction with effectiveness of work-life balance policies.

The second research question in the study was: to what extent do demographic variables, personal fit, and institutional fit explain variance in job satisfaction for pre-tenured faculty members in master's institutions? The tenth model of the analysis was significant, $F(10, 872) = 77.219, p \leq .001$, resulting into ten significant predictors of job satisfaction: satisfaction with time available for work, satisfaction with autonomy of faculty work, satisfaction with effectiveness of performance evaluation and development policies, satisfaction with support services, satisfaction with effectiveness of work-life balance policies, balance between professional time and family time, satisfaction with compensation, satisfaction with tenured faculty collegiality, race/ethnicity, satisfaction with clarity of tenure process (Table 36). Approximately 46.4% of the variance of job satisfaction for pre-tenured faculty members in masters granting institutions could be accounted for by the regression equation. Seven factors were not included in the model and include: race/ethnicity, gender, reasonableness of tenure expectations, satisfaction with importance of work-life balance policies, importance of performance evaluation and professional development policies, satisfaction with pre-tenured faculty collegiality, satisfaction with clear tenure rules, and satisfaction with effectiveness of work-life balance policies.

A stepwise multiple-regression was conducted for the third research question: to what extent do demographic variables, personal fit, and institutional fit explain variance in job satisfaction for pre-tenured faculty members in baccalaureate institutions? Model eight was significant, $F(6, 402) = 60.308, p \leq .001$ and resulted into six significant predictors of job

Table 36

Results of Stepwise Multiple-regression of Demographic, Personal Fit, and Institution Variables on Overall Job Satisfaction for Masters Granting Institutions

	Model	B	Std. Error	Beta	t	Sig.	R Square	Adjusted R Square
1	(Constant)	1.64	0.10		15.71	0.00	0.30	0.29
	STAFW	0.61	0.03	0.54	19.22	0.00		
2	(Constant)	0.34	0.15		2.18	0.03	0.38	0.38
	STAFW	0.43	0.03	0.38	12.33	0.00		
	SAFW	0.49	0.05	0.33	10.87	0.00		
3	(Constant)	-0.07	0.16		-0.43	0.67	0.42	0.42
	STAFW	0.33	0.04	0.30	9.46	0.00		
	SAFW	0.41	0.04	0.28	9.08	0.00		
	SEPEDP	0.31	0.04	0.24	8.03	0.00		
4	(Constant)	-0.18	0.16		-1.14	0.26	0.44	0.44
	STAFW	0.27	0.04	0.24	7.28	0.00		
	SAFW	0.36	0.04	0.24	7.98	0.00		
	SEPEDP	0.24	0.04	0.19	6.16	0.00		
	SSS	0.22	0.04	0.19	5.82	0.00		
5	(Constant)	-0.33	0.16		-2.03	0.04	0.45	0.45
	STAFW	0.22	0.04	0.20	5.71	0.00		
	SAFW	0.36	0.04	0.24	8.02	0.00		
	SEPEDP	0.20	0.04	0.16	4.97	0.00		
	SSS	0.18	0.04	0.15	4.33	0.00		
	SEWLBP	0.20	0.06	0.13	3.55	0.00		
6	(Constant)	-0.36	0.16		-2.27	0.02	0.46	0.45
	STAFW	0.15	0.04	0.13	3.47	0.00		
	SAFW	0.36	0.04	0.25	8.20	0.00		
	SEPEDP	0.20	0.04	0.15	4.92	0.00		
	SSS	0.17	0.04	0.14	4.28	0.00		
	SEWLBP	0.19	0.06	0.12	3.36	0.00		
	BPT&FT	0.09	0.03	0.10	3.18	0.00		
7	(Constant)	-0.36	0.16		-2.27	0.02	0.46	0.46
	STAFW	0.15	0.04	0.13	3.31	0.00		

Table 36 (Continued)

Results of Stepwise Multiple-regression of Demographic, Personal Fit, and Institution Variables on Overall Job Satisfaction for Masters Granting Institutions

	Model	B	Std. Error	Beta	t	Sig.	R Square	Adjusted R Square
	SAFW	0.35	0.04	0.24	7.91	0.00		
	SEPEDP	0.20	0.04	0.16	5.02	0.00		
	SSS	0.17	0.04	0.14	4.19	0.00		
	SEWLBP	0.16	0.06	0.10	2.80	0.01		
	BPT&FT	0.08	0.03	0.09	2.81	0.01		
	SWC	0.06	0.03	0.07	2.37	0.02		
8	(Constant)	-0.36	0.16		-2.29	0.02	0.46	0.46
	STAFW	0.16	0.04	0.14	3.54	0.00		
	SAFW	0.32	0.05	0.22	7.02	0.00		
	SEPEDP	0.15	0.05	0.11	3.06	0.00		
	SSS	0.16	0.04	0.14	4.01	0.00		
	SEWLBP	0.16	0.06	0.10	2.75	0.01		
	BPT&FT	0.07	0.03	0.08	2.40	0.02		
	SWC	0.06	0.03	0.07	2.37	0.02		
	STFC	0.09	0.04	0.09	2.37	0.02		
9	(Constant)	-0.52	0.17		-3.00	0.00	0.47	0.46
	STAFW	0.17	0.04	0.15	3.77	0.00		
	SAFW	0.31	0.05	0.21	6.82	0.00		
	SEPEDP	0.14	0.05	0.11	3.04	0.00		
	SSS	0.16	0.04	0.14	4.04	0.00		
	SEWLBP	0.16	0.06	0.10	2.82	0.00		
	BPT&FT	0.07	0.03	0.08	2.32	0.02		
	SWC	0.06	0.02	0.07	2.39	0.02		
	STFC	0.09	0.04	0.09	2.41	0.02		
	R/E	0.07	0.03	0.06	2.31	0.02		
10	(Constant)	-0.57	0.17		-3.27	0.00	0.47	0.46
	STAFW	0.16	0.04	0.15	3.72	0.00		
	SAFW	0.31	0.05	0.21	6.76	0.00		
	SEPEDP	0.12	0.05	0.09	2.37	0.02		
	SSS	0.15	0.04	0.13	3.76	0.00		
	SEWLBP	0.15	0.06	0.10	2.60	0.01		

Table 36 (Continued)

Results of Stepwise Multiple-regression of Demographic, Personal Fit, and Institution Variables on Overall Job Satisfaction for Masters Granting Institutions

Model	B	Std. Error	Beta	t	Sig.	R Square	Adjusted R Square
BPT&FT	0.07	0.03	0.07	2.27	0.02		
SWC	0.06	0.02	0.07	2.55	0.01		
STFC	0.08	0.04	0.08	2.11	0.04		
R/E	0.07	0.03	0.06	2.31	0.02		
SCTP	0.08	0.04	0.07	2.06	0.04		

Note: Satisfaction with available time for faculty work (STAFW), Satisfaction with autonomy of faculty work (SAFW), Satisfaction with effectiveness of performance evaluation and development policies (SEPEDP), Satisfaction with support services, (SSS), Satisfaction with effectiveness of work-life balance policies (EWLBP), Balance between professional time and family time (BPT&FT), Satisfaction with compensation (SWC), Satisfaction with tenured collegiality (STFC), Race/ethnicity and Satisfaction with clear tenure process (SCTP).
 $p \leq .001$

satisfaction: satisfaction with time available for work, satisfaction with reasonable tenure expectation, satisfaction with support service, satisfaction with compensation, satisfaction with effectiveness of work-life balance policies, satisfaction with compensation, satisfaction with effective work-life balance policies, and satisfaction with tenured collegiality (Table 37).

Approximately forty- seven percent of the variance of job satisfaction for pre-tenured faculty members in baccalaureate granting institutions were accounted for by the six variables in the regression equation. Eleven variables were excluded from the model: race/ethnicity, gender, importance of work-life balance policies, importance of performance evaluation and professional development policies, satisfaction with pre-tenured faculty collegiality, balance between professional time and family time, satisfaction with clear tenure rules, satisfaction with clear tenure process, satisfaction with autonomy of faculty work, satisfaction with effectiveness of performance evaluation and development policies, and satisfaction with institution efforts in facilitation work-life balance policies.

In summary, the results of the stepwise multiple-regression analysis revealed similarities and differences between the three institutional types as well as factors that play a critical role in predicting job satisfaction for pre-tenured faculty members. These findings and their implications for future research, policy, and practice, are discussed in the next chapter.

Table 37

Results of Stepwise Multiple-regression of Demographic, Personal Fit, and Institution Variables on Overall Job Satisfaction for Baccalaureate Granting Institutions

Model		B	Std. Error	Beta	t	Sig.	R Square	Adjusted R Square
1	(Constant)	1.77	0.16		11.25	.000	0.32	0.32
	STAFW	0.63	0.05	0.57	13.83	.000		
2	(Constant)	0.68	0.21		3.31	.001	0.40	0.40
	STAFW	0.44	0.05	0.40	8.95	.000		
	SRTE	0.48	0.06	0.34	7.61	.000		
3	(Constant)	0.33	0.21		1.54	.125	0.44	0.43
	STAFW	0.38	0.05	0.34	7.59	.000		
	SRTE	0.40	0.06	0.28	6.35	.000		
	SSS	0.24	0.05	0.20	4.78	.000		
4	(Constant)	0.22	0.21		1.06	.288	0.46	0.45
	STAFW	0.33	0.05	0.29	6.37	.000		
	SRTE	0.35	0.06	0.24	5.34	.000		
	SSS	0.20	0.05	0.17	3.96	.000		
	SIEFWLB	0.18	0.05	0.17	3.89	.000		
5	(Constant)	0.16	0.21		0.74	.462	0.47	0.45
	STAFW	0.31	0.05	0.28	6.12	.000		
	SRTE	0.33	0.06	0.23	5.06	.000		
	SSS	0.18	0.05	0.15	3.58	.000		
	SIEFWLB	0.16	0.05	0.16	3.63	.000		
6	SWC	0.08	0.03	0.10	2.48	.013	0.47	0.46
	(Constant)	-0.02	0.23		-0.10	.921		
	STAFW	0.30	0.05	0.27	5.82	.000		
	SRTE	0.31	0.06	0.21	4.73	.000		
	SSS	0.16	0.05	0.14	3.19	.002		
	SIEFWLB	0.12	0.05	0.12	2.48	.014		
	SWC	0.08	0.03	0.09	2.29	.023		
SEWLBP	0.17	0.08	0.10	2.10	.036			
7	(Constant)	-0.11	0.23		-0.48	.631	0.48	0.47
	STAFW	0.29	0.05	0.26	5.60	.000		
	SRTE	0.28	0.07	0.19	4.21	.000		
	SSS	0.15	0.05	0.12	2.88	.004		

Table 37 (Continued)

Results of Stepwise Multiple-regression of Demographic, Personal Fit, and Institution Variables on Overall Job Satisfaction for Baccalaureate Granting Institutions

Model		B	Std. Error	Beta	t	Sig.	R Square	Adjusted R Square
	SIEFWLB	0.08	0.05	0.08	1.52	.130		
	SWC	0.07	0.03	0.09	2.15	.032		
	SEWLBP	0.18	0.08	0.11	2.23	.026		
	STFC	0.11	0.05	0.10	2.12	.035		
8	(Constant)	-0.15	0.23		-0.67	.504	0.47	0.47
	STAFW	0.30	0.05	0.27	5.84	.000		
	SRTE	0.28	0.07	0.20	4.29	.000		
	SSS	0.15	0.05	0.13	2.94	.004		
	SWC	0.07	0.03	0.09	2.18	.029		
	SEWLBP	0.23	0.07	0.14	3.09	.002		
	STFC	0.14	0.05	0.13	2.89	.004		

Note: Satisfaction with time available for work (STAFW), Satisfaction with reasonableness of tenure expectations (SRTE), Satisfaction with support services (SSS), Satisfaction with compensation (SWC), Satisfaction with institutions effort on work-life balance policies (SIEFWLB), Satisfaction with tenured collegiality (STFC), Satisfaction with effectiveness of performance evaluation and development policies (SEPEDP), and Satisfaction with tenures faculty collegiality (STFC).
 $p \leq .001$

Chapter 5

Discussion

The purpose of this study was to explore what factors contribute to job satisfaction by examining the degree to which demographic variables (gender and race), personal fit, and institution fit variables predict job satisfaction among pre-tenured faculty members. The dataset from the COACHE 2009-2010 survey of pre-tenured faculty members was used for this study. A stepwise multiple-regression analysis was used to examine the variation in job satisfaction among pre-tenured faculty in doctoral, masters and baccalaureate granting institutions, and to identify the variables that predicted job satisfaction. Stepwise multiple-regression was an appropriate method given the number of variables and the fact that this study was exploratory. In this chapter, I first discuss the major findings of the study in the context of the current literature for the three institution types. I then give implications for future research, policy, and practice. Finally, I present the limitations and conclusions.

Major Findings

The findings of this study show institutional fit variables (satisfaction with time available for faculty work, satisfaction with compensation, and satisfaction with support services) were more predictive of job satisfaction than personal fit (satisfaction with tenured faculty collegiality) and demographic variables for all three institutional types. This is consistent with previous studies that found pre-tenured faculty members have high levels of satisfaction with the relative autonomy of faculty work and the nature of academic work to frame ones research agenda (Austin et al., 2000). Faculty members are happy with flexibility of time in relation to how they organize their work (Olsen, 1993; Sorcinelli, 1988). Other studies found salary and benefits affect faculty members satisfaction and morale (Johnsrud & Rosser, 2002; Hagedorn, 1996; Matier, 1990). Satisfaction with tenured faculty collegiality was predictive of job satisfaction, confirming previous research that

faculty value a sense of community where senior colleagues serve as mentors and role models (Luce & Murray, 1998; Trower & Gallagher, 2008). The findings lead us to the conclusion that there is an intercorrelation between institutions values and faculty members job satisfaction, and is supported by previous studies (Hagedorn, 1996; Lindholm, 2003; Rosser, 2004; Smart, 1990). This study also shows that other facets of faculty work seem to be contributing more to job satisfaction than the work itself (Table 38).

Pre-tenured Faculty Members Job Satisfaction in Doctoral Granting Institutions

The first research question examined to what extent demographic variables, personal fit, and institutional fit, explain variation in job satisfaction for pre-tenured faculty members in doctoral granting institutions. The model for this institutional type suggests that effective work-life balance policies were the best predictor of overall job satisfaction. Of the seven variables that explained the variance in overall job satisfaction for pre-tenured faculty members, only one belonged to the construct of personal fit variables (satisfaction with tenured faculty collegiality); five belonged to the construct of institutional fit variables (satisfaction with effectiveness of work-life balance policies, satisfaction with time available for faculty work, satisfaction with compensation, satisfaction with support services, and satisfaction with autonomy of faculty work); and one (gender) belonged to the construct demographic variables.

A significant predictor of job satisfaction for pre-tenured faculty members in doctoral granting institutions was collegiality. My findings reveal that pre-tenured faculty members value collegial relationships with tenured faculty members. This is consistent with previous research that underscores the value of a sense of community where colleagues care and respect one another and value each other's unique contributions (Austin et al., 2006). Research studies show pre-tenured faculty members experience separation, loneliness, fragmentation, and isolation (Boice, 1992; Olsen, 1993; Solem & Foote, 2004). One of the major factors associated with retention is a "sense of community."

Table 38

Significant Variables of Personal Fit, Institutional Fit, and Demographic Variables by Institutional Type

	Doctoral Granting Institutions	Masters Granting Institutions	Baccalaureate Granting Institutions
Personal Fit Variables	Satisfaction with tenured faculty collegiality	Balance between professional time and family time	Satisfaction with reasonable tenure expectations
		Satisfaction with tenured faculty collegiality	Satisfaction with tenured faculty collegiality
Institutional Fit Variables	Satisfaction with effective Work-life balance policies	Satisfaction with time available for faculty work	Satisfaction with time available for faculty work
	Satisfaction with time available for faculty work	Satisfaction with autonomy of faculty work	Satisfaction with effective Work-life balance policies
	Satisfaction with compensation	Satisfaction with effective performance evaluation and development policies	Satisfaction with support services
	Satisfaction with support services	Satisfaction with support services	Satisfaction with compensation
	Satisfaction with autonomy of faculty work	Satisfaction with effective work-life balance policies	
		Satisfaction with clarity of tenure process	
		Satisfaction with compensation	
Demographic Variables	Gender	Race/ethnicity	

Collegiality continues to be regarded by faculty members as one reason to remain and thrive in academe (Trower & Gallagher, 2008). This finding may explain why pre-tenured faculty members tend to value a sense of community (Luce & Murray, 1998; Solem & Foote, 2004). A study by Barnes et al., (1998) found pre-tenured faculty members look to tenured faculty for advice on navigating the tenure process, writing research papers and grant proposals, and making it in academe. A sense of community may help reduce loneliness for pre-tenured faculty members.

Balancing professional and personal responsibilities has become a major issue in faculty work-life especially for those pre-tenured faculty members who have family responsibilities resulting in role conflict (Olsen, 1993). The challenge of balancing professional and personal lives is aggravated with the ever increasing workload in research intensive universities. As such, faculty members' responsibilities are time bound and tensions arise in trying to accomplish different responsibilities with limited time available. This is consistent with previous studies that show pre-tenured faculty members face the challenges of balancing work and family responsibilities stemming from changing work demands such as working long hours, trying to fulfill tenure requirements while just starting a family, and being part of a dual-career couple (Jacobs, 2004; Olsen, 1993; Sorcinelli, 1985). Work usually spills over to the personal lives of faculty members and may create work-family conflict. This may explain the results of a study in the discipline of geography that found poor time management negatively affected performance of faculty members (Solem & Foote, 2004). This study suggests that work-life balance policies are part of the value system put in place to help pre-tenured faculty members balance professional and personal lives. Such institutional policies reflected in the values and culture are important in faculty job satisfaction. The effective implementation of the policies by the institution enables pre-tenured faculty members to balance their professional and personal lives.

The model for doctoral granting institutions suggests that compensation also has an effect on job satisfaction for pre-tenured faculty members. Studies show when pre-tenured faculty members see their institution providing equitable resources, it affects their satisfaction and intent to stay (Zhoe & Volkwein, 2004). In terms of gender, female faculty members still face challenges in academe. From literature, female faculty members especially minorities, have reported lower job satisfaction than the men. A number of studies have found salary and rewards affect job satisfaction with female faculty members and they report lower satisfaction with compensation compared to men (Boyer, 1990; Hagedorn, 1996; Hilt et al., 2008; Rosser, 2004). Compensation has been found to be the leading factor why faculty members leave their institutions (Matier, 1990; Moore & Gardner, 1992

Pre-tenured faculty members value quality support services to help them achieve their career goals, including attaining tenure. Previous studies show that new faculty members, especially in science disciplines, are provided a startup package that includes a fully equipped laboratory (Ehrenberg et al., 2003). The startup packages are important to enable them to conduct research and establish themselves as scholars and also act as a means of retention (Caliater, 2006). This goes hand in hand with autonomy of faculty work where faculty members value control in their work. Even though faculty members may not control the number of students they teach, they still want to have greater influence in their teaching, research, and service.

The findings of my study also show the relationship between the demographic variable gender and job satisfaction in doctoral granting institutions. Even though gender was less predictive of job satisfaction, prior studies have reported mixed results with respect to its interaction with other variables such as salary, discipline, and family factors. Some studies found significant differences between male and female faculty with job satisfaction, with male faculty members having higher levels of overall job satisfaction than female faculty members (Bilimoria et al., 2006; Callister, 2006; Hult et al., 2005; Tack & Patitu, 1992). The results of an independent sample t-test for this

institutional type in this study show no significant difference in job satisfaction between males and females, $t(1919) = -.467$, $p = 0.64$.

Pre-tenured Faculty Members Job Satisfaction in Masters Granting Institutions

The second research question sought to determine to what extent demographic variables, personal fit, and institutional fit explain variance in job satisfaction for pre-tenured faculty members in masters granting institutions. The final model shows 10 predictors, of which seven variables were from the institutional fit construct (satisfaction with time available for work, satisfaction with autonomy of faculty work, satisfaction with support services, satisfaction with effectiveness of work-life balance policies, satisfaction with effectiveness of performance evaluation and development programs, satisfaction with compensation, and clarity of tenure process); two variables from the personal fit construct (balance between professional time and family time and satisfaction with tenured collegiality); one variable from the demographic construct (race/ethnicity).

The model for this institutional type suggests that satisfaction with time available for faculty work was the strongest predictor of job satisfaction. Given the amount of work pre-tenured faculty have to perform to earn tenure, time management is an important element in their work-life. Faculty members need to feel they have control over their work. It seems pre-tenured faculty members who have time management skills to manage their work are more satisfied. Previous research suggest multiple responsibilities compete for faculty members time (Olsen, 1993; Olsen & Socrcinelli, 1992).

The model for this institutional type suggests that pre-tenured faculty members' value having autonomy over their work. Research studies have found that the desire for autonomy is one of the main reasons faculty choose an academic career (Tack & Patitu, 1992). Faculty members want autonomy in determining course content and scheduling of their work. Autonomy involves being regulated through peer reviews with set standards and expectations of faculty work in any given discipline.

Related to autonomy, the traditional academic freedom in the universities has recently come under threat, and organizations such as AAUP have continued to defend academic freedom's rightful place in higher education. The foundation statement of AAUP drafted in 1940 envisions academic freedom as a means to an end, because it is the institution that ultimately creates the right environment for academic freedom. Pre-tenured faculty members choose careers in academe because of the environment of discovery and intellectual experimentation. Academic freedom provides faculty members the freedom to pursue their research agenda no matter how controversial without fear of adverse job action. A study by Smart (1990) found that when faculty members feel that the work place is less appreciative of the free exchange of ideas, it affects satisfaction and intent to leave.

The model for masters granting institutions further suggest, having quality support services is a predictor of job satisfaction for pre-tenured faculty members. Pre-tenured faculty members see support services by institutions as important to their teaching and service duties. Providing adequate office space, labs and lab equipment reduces anxiety and stress (Austin et al., 2007). The continued provision of teaching and learning centers provide opportunities for faculty members to develop professionally (Gappa et al., 2007).

This study also found that effectiveness of performance review and professional development are important aspects of job satisfaction in masters granting institutions. Pre-tenured faculty members consider important having an effective performance evaluation system together with programs to help them grow professionally. The implication of this finding suggests it is important to have a well-developed and effective feedback system to let faculty members know how they are performing and what improvements they need to make. Studies have found that conversations are not as frequent as expected between senior faculty members with pre-tenured faculty members concerning tenure review process (Austin & Rice, 1998; Rice & Sorcinelli, 2002). The result of my study indicates pre-

tenured faculty value feedback to know their performance level may help them make developmental improvements and re-affirm tenure expectations.

The model for masters granting institutions further suggests satisfaction with compensation was a predictor of job satisfaction for pre-tenured faculty members in masters granting institutions. The implication for this findings shows inequities may still exist between men and women and faculty members still see compensation as important part of their work-life and affects their satisfaction.

Pre-tenured faculty members in masters granting institutions did not consider having a clear tenure process with respect to different roles as important. This is because the clarity of the tenure process was a weak predictor of fit and job satisfaction. However, research studies show new faculty members are concerned with vague and unclear expectations including unclear feedback on performance (Austin & Rice, 1998; Olsen & Sorcinelli, 1992). A clear review process and expectations for different facets of faculty work make it easier for faculty members to know where to focus their energy in order to achieve their goal.

The findings also show the importance of having a balance between professional time and family time. Apportioning reasonable time for work and family responsibility will assist in balancing faculty members life and perhaps go a long way to reduce stress (Olsen, 1993). Pre-tenured faculty members value collegiality with tenured faculty members. These findings suggest they want to pursue their work in an environment where a culture of mentorship, support, and collaboration exist.

Race/ethnicity was also found to be a predictor of job satisfaction for masters granting institutions. The findings of my study show the correlation between race/ethnicity and job satisfaction was positive although weak. This means, there is a difference in job satisfaction levels between whites and non-whites. Existing literature suggest race/ethnicity influences job satisfaction (Byrne, et al. 2012; Olsen et al., 1995; Rosser, 2005; Sabharwal & Corley, 2009; Tack & Patitu, 1992). This

may suggest that there is need to examine different factors of faculty work-life that affect different racial and ethnic groups.

Pre-tenured Faculty Members Job Satisfaction in Baccalaureate Granting Institutions

The third research question was concerned with the extent to which demographic variables, personal fit, and institutional fit explain variance in job satisfaction for pre-tenured faculty members in baccalaureate granting institutions. The model for this institution type showed satisfaction with time available for work and was the strongest predictor of fit and overall job satisfaction for pre-tenured faculty members in baccalaureate granting institutions. Two of the significant variables belonged to the construct of personal fit (satisfaction with reasonable tenure expectation and satisfaction with tenured faculty collegiality) and four belonged to the block of institutional fit (satisfaction with time available for faculty work, satisfaction with support service, satisfaction with effectiveness of work-life balance policies, satisfaction with compensation). The model contained no variable that belonged to the block of demographic variables.

The implications of these findings are revealing, as pre-tenured faculty members in baccalaureate granting institutions are more involved in teaching and service than research. The concern of lack of time is a critical factor in job satisfaction because of the ever-increasing demand for faculty to do more to fulfill the mission of baccalaureate granting institutions. This finding is important because of the struggles pre-tenured faculty members face in deciding what percentage of time to devote to different aspects of faculty work. In addition, related to available time, the findings of my study show effectiveness of work-life balance policies is a significant predictor to job satisfaction. With academic decentralized structure, it is important for academic administrators to make sure work-life balance policies are effective by creating an environment sensitive to work-family conflicts.

As with doctoral and masters granting institutions, the model of this institutional type shows quality of support service activities was also a significant predictor of job satisfaction for pre-tenured faculty members. Availability of resources enables pre-tenured faculty members do their jobs effectively and meet the institutions mission. The availability of resources for faculty work ties in with success of pre-tenured faculty members. This is confirmed by prior research where perception of an adequate and equitable allocation of resources, such as secretarial and office support, library services research support, clerical, and graduate student support impact job satisfaction (Johnsrud & Rosser, 2002; Matier, 1990). Perhaps, provision of resources by academic administrators will boost and accelerate the professional growth of pre-tenured faculty to fulfill the institutions mission.

The findings from this study also show satisfaction with compensation is a predictor of job satisfaction for pre-tenured faculty baccalaureate institutions. Compensation as a reward is a legitimization and recognition of ones worth and performance. Previous studies indicate that salary and increases relative to one's peers affects one's attitude and job satisfaction (Clark, 1983; Hegadorn, 2000). It is important therefore, for academic administrators to be cognizant of salary equity among faculty members or in the same department.

The findings of this study also show reasonable tenure expectations are an important predictor of job satisfaction for pre-tenured faculty baccalaureate institutions. Pre-tenured faculty members look at whether tenure policies are fair and not extreme to the point where it becomes difficult to qualify for tenure. This is consistent with studies that show the rising tenure expectations and promotion is an area of dissatisfaction (Gappa, et al., 2007; Rice, 2006; Schuster & Finkelstein, 2006). A study by Lindholm, Szelenyi, Hurtado, and Korn (2005) on pre-tenured faculty members found tenure and promotion review as a major area of stress. This is more important today where tenure bar has been raised resulting in more expectations (O'Meara & Rice, 2005). The findings may mean there is need to give more attention on the ever increasing additions on faculty work and how it

relates to expectations of tenure. Having flexibility in the tenure probation period such as varying time bases or leave of absence will assist faculty in having the flexibility to manage personal and professional time.

The current research study was designed to expand the discussion on job satisfaction by examining demographic and personal fit factors fit with the norms and values of the institution among pre-tenured faculty. The implications for future policy, practice, and research are noted herein. The findings provide a better understanding of the functional nature of the relationship between pre-tenured faculty members and their work environment.

Implications for Future Policy, Practice, and Research

Findings from the current study have several implications for university policy makers. University administrators are in a position to help pre-tenured faculty members manage their professional and personal lives. Knowing what pre-tenured faculty members value in terms of institutional characteristics will help university administrators and hiring authorities focus on such policies. Pre-tenured faculty need to feel they are in a welcoming environment that is supportive of their career aspirations. Work-life balance policies, such as parental or family leave, stop the clock, elder care, and dual career policies, are designed to ease the pressure between professional and personal responsibilities. As such, departmental chairs should make sure they make available the relevant policies concerning work-life balance issues to faculty members. A conducive culture that appreciates work-life balance should also be encouraged so that policies are not only put in practice but also practiced.

The expectations of a faculty member are conveyed through department climate and culture. Having a communal community and the opportunity to interact with senior members can lead to interesting collaborations in research and teaching. This can be accomplished by encouraging senior faculty to be mentors and collaborators for pre-tenured faculty members. Department heads and deans

can help pre-tenured faculty establish connections and networks important to their success. University administrators should play their part in encouraging development of mentoring programs, helping and educating senior faculty members to foster positive relationships with pre-tenured faculty.

Pre-tenured faculty members can develop their own strategies that result in greater satisfaction. They can take proactive steps to build supportive coalitions and groups by deciding with whom they will identify and share their research and career interest. Pre-tenured faculty members can also be proactive in discovering what policies are available for them to balance their professional and personal lives and what counts for tenure and promotion.

Pre-tenured faculty members experience stress related to overwhelming work demands. Faculty members are known to work 50-60 hours a week (Jacobs & Winslow, 2004). Department heads and deans need not overload pre-tenured faculty with work. There should be no disconnect between what faculty members are asked to do and what is rewarded. To address such concerns in managing and balancing different responsibilities, department heads and deans should provide new faculty reasonable teaching loads and give them courses to teach that are related to their areas of interest.

The present study could also inform policy development. University administrators and human resource managers could implement measures to encourage and expand opportunities for formal and informal interactions between pre-tenured faculty members and senior faculty members. These opportunities may be interdisciplinary in nature. Having in place policies that encourage communication will enhance faculty development. This can be achieved through redesigning orientation programs, personnel committee membership, and progress toward tenure committees among others. University administrators could also increase faculty compensation or use merit pay. This includes being responsive to compensation equity, especially for female faculty members who maybe earning less than their male counterparts. Such actions may lead to increased job satisfaction.

This study has focused on pre-tenured faculty members' job satisfaction. The changing landscape of higher education has resulted in more diverse faculty appointment types. Therefore future research should explore job satisfaction factors of contingent faculty members. In addition, future researchers might consider using structural equation modeling (SEM) to test casual models while studying faculty by gender or discipline and the mediating role of institutional leadership.

Future research may also explore job satisfaction of pre-tenured faculty members in STEM and non-STEM disciplines. In addition, since there is a concerted effort in higher education to have more women enter STEM disciplines as faculty members and supporting their future studies may examine pre-tenured faculty members job satisfaction in STEM and non-STEM discipline.

Higher education has continued to develop policies that support faculty members work-life, such as balancing their work and family responsibilities. Such polices are designed to provide flexibility for faculty members. Futures studies could examine the impact of faculty member's use of these policies on work experience and flexibilities, and personal fit if they differ by institution type.

Limitation of the Study

The current study has a number of limitations that arose during the analyses that warrant mention. Specifically, three limitations emerged in the course of the study.

The first limitation of the current study centers on its generalizability on other pre-tenured faculty members. The sample included only those pre-tenured faculty whose institutions are members of COACHE consortium. It would have been better personal fit the study included a more representative national sample. However, this sample is adequate and produced significant results of constructs under study.

Secondly, the survey is based on self-reported perceptions, which can be biased. Studies show self-reported responses are prone to misinterpretation of questions, personal errors such as poor memory, and judgmental process of attitude behavior (Donaldson & Grant-Vallone, 2002).

Thirdly, the variable academic discipline may have been an important variable in the study. However, the item resulted in many “other” responses that the data did not prove to be helpful.

Finally, the COACHE survey only captured a snapshot of time of pre-tenured faculty work-life experiences. Since higher education landscape is in a state of flux, it would be better for a longitudinal study of faculty work-life and do a comparative study between pre-tenure and tenured faculty members.

Conclusions

In conclusion, the exploratory nature of this study allowed me to conclude that there are significant differences in fit and overall job satisfaction factors based on institutional type. The regression models for each institutional type indicated institutional construct variables as the best predictor of fit and job satisfaction. It is important to better understand these factors especially in the ever changing work place of the American higher education system.

The degree of fit with a university is a result of perception of fit and interaction between university goals and values with personal goals and values. The common factors that were a significant fit with job satisfaction concerned personal values and goals especially work-life balance, collegiality, quality of support services, compensation, and autonomy of faculty work. Such values must not only be part of policy but also be promoted in the work setting to increase satisfaction.

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Appendix A

COACHE Survey Instrument

I. DEMOGRAPHIC BACKGROUND

1. Do you have tenure?

- 1 Yes [SCREEN OUT]
 0 No [CONTINUE]

2. Are you employed in a full-time position on the tenure-track?

- 1 Yes [CONTINUE]
 0 No [SCREEN OUT]

3. Please provide the FULL name of the institution where you are employed.

[TEXT-REQUIRED]

4. What is the highest degree you have earned?

- 3 Doctorate (Ph.D., J.D., M.D. etc.)
 2 Master's
 1 Bachelor's
 4 Associate's
 5 Other
 98 Decline to answer

6a. Is this your first tenure-track appointment?

- 1 Yes [SKIP TO Q7]
 0 No [CONTINUE]
 98 Decline to answer [SKIP TO Q7]

6b. How many years on the tenure track did you complete elsewhere?

- 1 1 year or less
 2 2 years
 3 3 years
 4 4 years
 5 5 or more years
 6 Full tenure
 98 Decline to answer

6d. Did your current faculty appointment begin with credit for prior service elsewhere?

- 1 Yes [CONTINUE]
 0 No [SKIP TO Q7]
 98 Decline to answer [SKIP TO Q7]

6e. How many years of credit for prior service did you receive?

- 1 1 year or less
 2 2 years

- 3 3 years
- 4 4 years
- 5 5 or more years
- 98 Decline to answer

7. Please indicate the year in which your current faculty appointment began:

[PULL DOWN MENU]:

8. What is your rank?

- 4 Professor (or "Full Professor")
- 3 Associate Professor
- 2 Assistant Professor
- 1 Instructor/Lecturer
- 5 Other

10. Name the department(s) or division(s) in which you hold formal responsibilities.

If you hold a joint appointment, respond to the survey questions about your *primary* department or division. (If only one of your departments is your tenure home, then please choose that department as your primary department.). If your formal responsibilities are evenly split, please choose one department as your primary:

[TEXT-REQUIRED]

Primary

Secondary

[TEXT-REQUIRED]

- 98 Decline to answer

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

- 0 **American Indian or Native Alaskan:**

A person having origins in any of the original peoples of North and South America (including Central America).

- 1 **Asian, Asian-American, or Pacific Islander:**

A person having origins in any of the original peoples of the Far East, Pacific Islands, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Guam, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, and Samoa.

- 2 **White (non-Hispanic):**

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

- 3 **Black or African-American**

A person having origins in any of the black racial groups of Africa.

- 4 **Hispanic or Latino:**

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.

- 5 **Other**

- 6 **Multiracial**

98 Decline to answer [NO OTHER SELECTION VALID]

IF COUNTRY = 0	IF COUNTRY = 1
12. What is your citizenship status? 1 <input type="radio"/> U.S. citizen 0 <input type="radio"/> Not U.S. citizen	12. Are you a Canadian citizen? 2 <input type="radio"/> Yes 0 <input type="radio"/> No
98 <input type="radio"/> Decline to answer	98 <input type="radio"/> Decline to answer

13. What is your gender?

- 0 Male
1 Female
98 Decline to answer

Q13b. Do you identify as a member of the gay, lesbian, bisexual, transgendered (GLBT) community?

- 1 Yes
0 No
98 Decline to answer

14. In what year were you born?

[PULL DOWN MENU]

- 98 Decline to answer

15. What is your annual salary?

[PULL DOWN MENU] :

- 1 Less than
\$30,000 2 \$30,000
to \$44,999
3 \$45,000 to \$59,999
4 \$60,000 to \$74,999
5 \$75,000 to \$89,999
7 \$90,000 to \$104,999
8 \$105,000 to \$119,999
9 \$120,000 or above

98 Decline to answer

Q16. Do you have any children or other dependents?

- 1 Yes [CONTINUE to Q16a1]
0 No [SKIP to Q17]
98 Decline to answer [SKIP to Q17]

Q16a1. How many children *who are infants, toddlers, or pre-school age* live with you at home?

- 0 None
- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 or more
- 98 Decline to answer

Q16a2. How many children *in elementary, middle, or high school* live with you at home?

- 0 None
- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 or more
- 98 Decline to answer

Q16a3. How many children *currently in college* do you have?

- 0 None
- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 or more
- 98 Decline to answer

16b. How many other dependents (e.g., an adult who requires your care) live with you at home?

[PULL DOWN MENU]

17. Which statement most clearly describes your household's employment situation?

- 0 I do not have a spouse/partner. [SKIP TO Q19]
- 1 My spouse/partner is not employed. [SKIP TO Q19]
- 2 My spouse/partner is employed full-time at this institution. [CONTINUE]
- 3 My spouse/partner is employed full-time elsewhere. [CONTINUE]
- 4 My spouse/partner is employed part-time at this institution. [CONTINUE]
- 5 My spouse/partner is employed part-time elsewhere. [CONTINUE]
- 98 Decline to answer [SKIP TO Q19]

II. TENURE & PROMOTION

This set of items addresses various aspects surrounding tenure in your department.

	5 Very	4 Fairly	3 Neither	2 Fairly	1 Very	98 Decline to
19. I find the tenure <i>process</i> in my department to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I find the tenure <i>criteria</i> (what things are evaluated) in my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I find the tenure <i>standards</i> (the performance threshold) in my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I find the <i>body of evidence</i> that will be considered in making my tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My sense of whether or not I will achieve tenure is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following pairs of questions ask you to identify the clarity and the reasonableness of various aspects of tenure.

Please answer both questions. If you choose not to answer these questions, please select "This criterion does not apply to me (not applicable)" or "Decline to answer" below.

24a. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a scholar** (e.g., research and creative work)?

5 Very	4 Fairly	3 Neither	2 Fairly	1 Very
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25a. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a scholar** (e.g., research and creative work)?

5 Very reasonable	4 Fairly reasonable	3 Neither reasonable	2 Fairly unreasonable	1 Very unreasonable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 This criterion does not apply to me (not applicable).

98 Decline to answer

[RECORD N/A FOR BOTH]

[RECORD DECLINE FOR BOTH]

24b. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a teacher?**

5	4	3	2	1
Ve	Fairly	Neither	Fairl	Very
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25b. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a teacher?**

5	4	3	2	1
Very reasona	Fairly reasona	Neither reasonable	Fairly unreasona	Very unreasona
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 9 This criterion does not apply to me (not applicable). [\[RECORD N/A FOR BOTH\]](#)
 98 Decline to answer [\[RECORD DECLINE FOR BOTH\]](#)
-

24c. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **an advisor to students?**

5	4	3	2	1
Ve	Fairly	Neither	Fairl	Very
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25c. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **an advisor to students?**

5	4	3	2	1
Very reasona	Fairly reasona	Neither reasonable	Fairly unreasona	Very unreasona
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 9 This criterion does not apply to me (not applicable). [\[RECORD N/A FOR BOTH\]](#)
 98 Decline to answer [\[RECORD DECLINE FOR BOTH\]](#)
-

24d. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a colleague in your department?**

5	4	3	2	1
Ve	Fairly	Neither	Fairl	Very
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25d. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a colleague in your department?**

5	4	3	2	1
Very reasona	Fairly reasona	Neither reasonable	Fairly unreasona	Very unreasona
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 9 This criterion does not apply to me (not applicable). [\[RECORD N/A FOR BOTH\]](#)
 98 Decline to answer [\[RECORD DECLINE FOR BOTH\]](#)
-

24e. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a campus citizen**?

5	4	3	2	1
Ve	Fairly	Neither	Fairl	Very
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25e. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a campus citizen**?

5	4	3	2	1
Very reasona	Fairly reasona	Neither reasonable	Fairly unreasona	Very unreasona
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 This criterion does not apply to me (not applicable).

[RECORD N/A FOR BOTH]

98 Decline to answer

[RECORD DECLINE FOR BOTH]

24f. Is what's expected in order to earn tenure **clear** to you regarding your performance as: **a member of the broader community** (e.g., outreach)?

5	4	3	2	1
Ve	Fairly	Neither	Fairl	Very
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25f. Is what's expected in order to earn tenure **reasonable** to you regarding your performance as: **a member of the broader community** (e.g., outreach)?

5	4	3	2	1
Very reasona	Fairly reasona	Neither reasonable	Fairly unreasona	Very unreasona
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 This criterion does not apply to me (not applicable).

[RECORD N/A FOR BOTH]

98 Decline to answer

[RECORD DECLINE FOR BOTH]

Please indicate whether you agree or disagree with each of the following statements:

26. I have received consistent messages from tenured faculty about the requirements for tenure.

9	5	4	3	2	1	98
Not	Strongly	Somew	Neither	Somew	Stron	Declin
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27a. In my opinion, tenure decisions here are made primarily on **performance-based criteria** (e.g., research/creative work, teaching, and/or service) rather than on **non-performance-based criteria** (e.g., politics, relationships, and/or demographics).

9	5	4	3	2	1	98
Not	Strongly	Somew	Neither	Somew	Stron	Declin

○	○	○	○	○	○	○
[SKIP TO Q28]	[SKIP TO Q28]	[SKIP TO Q28]	[SKIP TO Q28]	[CONTINUE] [CONTINUE]		[SKIP TO Q28]

27b. In your opinion, on what **non-performance-based criteria** are tenure decisions in your department primarily made?

[TEXT – REQUIRED]

Decline to answer

[TEXT FIELD NOT REQUIRED]

III. THE NATURE OF YOUR WORK

The next set of items explores your day-to-day activities as a faculty member.

Please indicate your level of satisfaction or dissatisfaction with the following aspects of your work:

	9 Not applicable/ I don't know	5 Very Satisfied	4 Satisfied	3 Neither satisfied nor dissatisfied	2 Dissatisfied	1 Very dissatisfied	98 Decline to answer
28. The way you spend your time as a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28b. The number of hours you work as a faculty member in an average week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29a. The level of the courses you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29b. The number of courses you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29c. The degree of influence you have over the courses you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29d. The discretion you have over the content of the courses you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29e. The number of students you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29f. The quality of undergraduate students with whom you interact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF VERSION = COLLEGE, SKIP TO 30b

IV. POLICIES AND PRACTICES

This set of questions addresses faculty policies and practices common at colleges and universities.

Please rate **how important** or **unimportant** the following policies and practices would be to your success, regardless of whether they currently apply to your institution, then rate **how effective** or **ineffective** each has been at your institution. For each item, please mark the appropriate column.

POLICY/PRACTICE:

1. Formal mentoring program (e.g., assigned mentors, matching)

34a. Importance or unimportance of policy to your success:

5 Very imnort	4 Imnort	3 Neither imnortant	2 Unimnort	1 Very unimnort
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98 Decline to answer [NO OTHER SELECTION VALID]

2. Informal mentoring

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

3. Periodic, formal performance reviews

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

4. Written summary of periodic performance reviews

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

5. Professional assistance in obtaining externally funded grants

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

6. Professional assistance for improving teaching

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

7. Travel funds to present papers or conduct research

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

8. Paid or unpaid research leave

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

9. Paid or unpaid personal leave

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective	2 Ineffective	1 Very Ineffect	8 Not offered at	9 I don't know/
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

10. An upper limit on committee assignments for tenure-track faculty

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

11. An upper limit on teaching obligations

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

12. Peer reviews of teaching or research/creative work

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

13. Childcare

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

14. Financial assistance with housing

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

15. Stop-the-clock for parental or other family reasons

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

16. Spousal/partner hiring program

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

17. Elder care

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

18. Tuition waivers (e.g., for child, spouse/partner)

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

19. Modified duties for parental or other family reasons (e.g., course release)

34a. Importance or unimportance of policy to your success:

5 Very important	4 Important	3 Neither important nor unimportant	2 Unimportant	1 Very unimportant
○	○	○	○	○

34b. Effectiveness or ineffectiveness of policy at your institution:

5 Very effective	4 Effective	3 Neither effective nor ineffective	2 Ineffective	1 Very Ineffective	8 Not offered at my institution	9 I don't know/ Not applicable
○	○	○	○	○	○	○

98 Decline to answer [NO OTHER SELECTION VALID]

IF VERSION = COLLEGE, SKIP TO 42

41c. Opportunities for participation, appropriate to your rank, in the governance of your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Please indicate your level of agreement or disagreement with the following statement:

	9 Not applicable/ I don't know	5 Strongly agree	4 Somewhat agree	3 Neither agree nor disagree	2 Somewhat disagree	1 Strongly disagree	98 Decline to answer
42. On the whole, my institution is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VI. GLOBAL SATISFACTION

Finally, we ask you to make some overall assessments about your department and your institution as a place to work.

44a. Please check the two (and only two) **best aspects** about working at your institution.

- | | |
|---|--|
| 1. Quality of colleagues | 10. Assistance for grant proposals |
| 2. Support of colleagues | 11. Childcare policies/practices |
| 3. Opportunities to collaborate with colleagues | 12. Availability/quality of childcare facilities |
| 4. Quality of graduate students | 17. Presence of others like me. |
| 5. Quality of undergraduate students | 18. My sense of "fit" here. |
| 6. Quality of facilities | 19. Protections from service/assignments |
| 7. Support for research/creative work (e.g., leave) | 20. Commute |
| 8. Support for teaching | 21. Cost of living |
| 9. Support for professional development | 22. Research/creative work requirements for tenure |

- | | |
|------------------------------------|------------------------------------|
| 23. Teaching load | 26. Tenure process clarity |
| 24. Tenure requirements in general | 27. Manageable pressure to perform |
| 25. Tenure criteria clarity | 28. Academic freedom |
| 13. Spousal/partner hiring program | 94. Other (Please specify) |
| 14. Compensation | 95. Other (Please specify) |
| 15. Geographic location | 99. There are no positive aspects. |
| 16. Diversity | 98. Decline to answer |

[TEXT- REQUIRED
if checking "Other"]

[TEXT- REQUIRED
if checking "Other"]

44b. Please check the two (and only two) **worst aspects** about working at your institution.

- | | |
|---|--|
| 1. Quality of colleagues | 17. Absence of others like me. |
| 2. Support of colleagues | 18. My lack of “fit” here. |
| 3. Opportunities to collaborate with colleagues | 19. Too much service / too many assignments |
| 4. Quality of graduate students | 20. Commute |
| 5. Quality of undergraduate students | 21. Cost of living |
| 6. Quality of facilities | 22. Research/creative work requirements for tenure |
| 7. Lack of support for research/creative work (e.g., leave) | 23. Teaching load |
| 8. Lack of support for teaching | 24. Tenure requirements in general |
| 9. Lack of support for professional development | 25. Tenure criteria clarity |
| 10. Lack of assistance for grant proposals | 26. Tenure process clarity |
| 11. Childcare policies/practices (or lack thereof) | 27. Unrelenting pressure to perform |
| 12. Availability/quality of childcare facilities | 28. Academic freedom |
| 13. Spousal/partner hiring program (or lack thereof) | 94. Other (Please specify |
| 14. Compensation | 95. Other (Please specify |
| 15. Geographic location | 98. There are no negative aspects. |
| 16. Lack of diversity | 99. Decline to answer |

[TEXT- REQUIRED

if checking “Other”]

[TEXT- REQUIRED

if checking “Other”]

45a. All things considered, how satisfied or dissatisfied are you with your **department** as a place to work?

9	5	4	3	2	1	98
Not applicable/ I don't know	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45b. All things considered, how satisfied or dissatisfied are you with your **institution** as a place to work?

9	5	4	3	2	1	98
Not applicable/ I don't know	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46a. Who serves as the **chief academic officer** at your institution?

(An institution's 'chief academic officer' typically reports to the President or Chancellor and oversees all educational affairs and activities, including research and academic personnel.)

- 5 President [CONTINUE]
- 6 Chancellor [CONTINUE]
- 4 Vice President for Academic Affairs [CONTINUE]
- 3 Academic Dean [CONTINUE]
- 2 Provost [CONTINUE]
- 1 Other (Please specify): [CONTINUE]
- 9 I don't know. [SKIP TO Q47]
- 98 Decline to answer [SKIP TO Q47]

Please indicate your level of agreement or disagreement with the following statement:

46b. The person who serves as the chief academic officer at my institution seems to care about the quality of life for pre-tenure faculty.

9 Not applicable/ I don't know	5 Strongly agree	4 Somewhat agree	3 Neither agree nor disagree	2 Somewhat disagree	1 Strongly disagree	98 Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Assuming you achieve tenure, how long do you plan to remain at your institution?

- 4 For the rest of my career [SKIP TO Q48]
3 For the foreseeable future [SKIP TO Q48]
2 For no more than 5 years after earning tenure [CONTINUE TO Q47b]
1 I haven't thought that far ahead [SKIP TO Q48]
9 Not applicable [SKIP TO Q48]
98 Decline to answer [SKIP TO Q48]

47b. Why do you plan to remain at your institution for no more than five years after earning tenure?

- 1 Prefer to work at another academic institution
2 Prefer to work in private industry
3 Prefer to work in government
4 Other (*Please explain:*) [TEXT- REQUIRED if checking "Other"]
98 Decline to answer

Please indicate your level of agreement or disagreement with the following statement:

48. If I could do it over, I would again choose to work at this institution.

9 Not applicable/ I don't know	5 Strongly agree	4 Somewhat agree	3 Neither agree nor disagree	2 Somewhat disagree	1 Strongly disagree	98 Decline to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. If a candidate for a tenure-track (pre-tenure) faculty position asked you about your **department** as a place to work, would you:

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

50. How do you rate your **institution** as a place for tenure-track (pre-tenure) faculty to work?

- 5 Great
- 4 Good
- 3 So-so
- 2 Bad
- 1 Awful

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

[TEXT-REQUIRED]

- Decline to answer

Appendix B

Chronbach's Alpha for COACHE Survey Instrument

Nature of Work - Research (Cronbach's Alpha: 0.852)

- Q45B - Research - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following.
- Q80A - The amount of external funding you are expected to find - Please rate your level of satisfaction or dissatisfaction with the following.
- Q80B - The influence you have over the focus of your research/scholarly/creative work - Please rate your level of satisfaction or dissatisfaction with the following.
- Q80C - The quality of graduate students to support your research/scholarly/creative work - Please rate your level of satisfaction or dissatisfaction with the following.
- Q80D - Institutional support (e.g., internal grants/seed money) for your research/scholarly/creative work - Please rate your level of satisfaction or dissatisfaction with the following.
- Q80E - The support your institution provides you for engaging undergraduates in your research/scholarly/creative work - Please rate your level of satisfaction or dissatisfaction with the following.
- Q85A - Obtaining externally funded grants (pre-award) - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for.
- Q85B - Managing externally funded grants (post-award) - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for.
- Q85C - Securing graduate student assistance - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for.

- Q85D - Traveling to present papers or conduct research/creative work - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for.
- Q85E - The availability of course release time to focus on your research - Please rate your level of satisfaction or dissatisfaction with the support your institution has offered you for.

Nature of Work – Service (Cronbach’s Alpha: 0.825)

- Q45C - Service (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents) - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following.
- Q55B - My institution does what it can to help faculty who take on additional leadership roles, to sustain other aspects of their faculty work. - Please rate your level of agreement or disagreement with the following statements.
- Q60A - The number of committees on which you serve - Please rate your level of satisfaction or dissatisfaction with the following.
- Q60B - The attractiveness (e.g., value, visibility, importance, personal preference) of the committees on which you serve - Please rate your level of satisfaction or dissatisfaction with the following.
- Q60C - The discretion you have to choose the committees on which you serve - Please rate your level of satisfaction or dissatisfaction with the following.
- Q60D - How equitably committee assignments are distributed across faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.

- Q60E - The number of students you advise/mentor (including oversight of independent study, research projects, internships, study abroad) - Please rate your level of satisfaction or dissatisfaction with the following.

Nature of Work – Teaching (Cronbach’s Alpha: 0.818)

- Q45A - Teaching - Please rate your level of satisfaction or dissatisfaction with the portion of your time spent on the following.
- Q70A - The number of courses you teach - Please rate your level of satisfaction or dissatisfaction with the following.
- Q70B - The level of courses you teach - Please rate your level of satisfaction or dissatisfaction with the following.
- Q70C - The discretion you have over the content of the courses you teach - Please rate your level of satisfaction or dissatisfaction with the following.
- Q70D - The number of students in the classes you teach, on average - Please rate your level of satisfaction or dissatisfaction with the following.
- Q70E - The quality of students you teach, on average - Please rate your level of satisfaction or dissatisfaction with the following.
- Q70H - How equitably the teaching workload is distributed across faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q70I - The quality of graduate students to support your teaching - Please rate your level of satisfaction or dissatisfaction with the following.

Facilities and Work Resources (Cronbach's Alpha: 0.806)

- Q70F - The support your institution has offered you for improving your teaching - Please rate your level of satisfaction or dissatisfaction with the following.
- Q90A - Office - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q90B - Laboratory, research, or studio space - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q90C - Equipment - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q90D - Classrooms - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q90E - Library resources - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q90F - Computing and technical support - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q90H - Clerical/administrative support - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.

Personal & Family Policies (Cronbach's Alpha: 0.845)

- Q95D - Housing benefits (e.g. real estate services, subsidized housing, low-interest mortgage) - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q95E - Tuition waivers, remission, or exchange - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.

- Q95F - Spousal/partner hiring program - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q95G - Childcare - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q95H - Eldercare - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q95J - Family medical/parental leave - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q95K - Flexible workload/modified duties for parental or other family reasons - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q95L - Stop-the-clock for parental or other family reasons - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q200B - My institution does what it can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible. - Please rate your level of agreement or disagreement with the following statements.
- Q200A - I have been able to find the right balance, for me, between my professional life and my personal/family life. - Please rate your level of agreement or disagreement with the following statements.

Health and Retirement Benefits (Cronbach's Alpha: 0.831)

- Q95A - Health benefits for yourself - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.

- Q95B - Health benefits for your family (i.e. spouse, partner, and dependents) - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q95C - Retirement benefits - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.
- Q95I - Phased retirement options - Please rate your level of satisfaction or dissatisfaction with the following aspects of your employment.

Interdisciplinary Work – Tenured Only (Cronbach’s Alpha: 0.872)

- Q100A - Budget allocations encourage interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements.
- Q100B - Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements.
- Q100C - Interdisciplinary work is rewarded in the merit process. - Please rate your level of agreement or disagreement with the following statements.
- Q100D - Interdisciplinary work is rewarded in the promotion process. - Please rate your level of agreement or disagreement with the following statements.
- Q100G - My department understands how to evaluate interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements.

Interdisciplinary Work – Tenure-Track Only (Cronbach’s Alpha: 0.825)

- Q100A - Budget allocations encourage interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements.

- Q100B - Campus facilities (e.g. spaces, buildings, centers, labs) are conducive to interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements.
- Q100G - My department understands how to evaluate interdisciplinary work. - Please rate your level of agreement or disagreement with the following statements.
- Q100E - Interdisciplinary work is rewarded in the tenure process. - Please rate your level of agreement or disagreement with the following statements.

Collaboration (Cronbach's Alpha: 0.726)

- Q105A - Other members of your department - Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with.
- Q105D - Faculty outside your institution - Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with.
- Q105E - Within your institution, faculty outside your department - Please rate your level of satisfaction or dissatisfaction with your opportunities for collaboration with.

Mentoring (Cronbach's Alpha: 0.700)

- Q125A - Mentoring from someone in your department - Please rate the effectiveness or ineffectiveness of the following for you.
- Q125B - Mentoring from someone outside your department at your institution - Please rate the effectiveness or ineffectiveness of the following for you.
- Q125C - Mentoring from someone outside your institution - Please rate the effectiveness or ineffectiveness of the following for you.
- Q130B - There is effective mentoring of tenured associate professors in my department. - Please rate your level of agreement or disagreement with the following statements.

- Q130C - My institution provides adequate support for faculty to be good mentors. - Please rate your level of agreement or disagreement with the following statements.
- Q115 - Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?

Tenure Policies (Cronbach's Alpha: 0.918)

- Q136A - The tenure process in my department - Please rate the clarity of the following aspects of earning tenure in your department.
- Q136B - The tenure criteria (what things are evaluated) in my department - Please rate the clarity of the following aspects of earning tenure in your department.
- Q136C - The tenure standards (the performance thresholds) in my department - Please rate the clarity of the following aspects of earning tenure in your department.
- Q136D - The body of evidence (the dossier's contents) that will be considered in making my tenure decision - Please rate the clarity of the following aspects of earning tenure in your department.
- Q136E - My sense of whether or not I will achieve tenure - Please rate the clarity of the following aspects of earning tenure in your department.
- Q139A - I have received consistent messages from tenured faculty about the requirements for tenure. - Please rate your level of agreement or disagreement with the following statements.
- Q139B - In my opinion, tenure decisions here are made primarily on performance-based criteria (e.g., research/creative work, teaching, and/or service) rather than on non-performance-based criteria (e.g., politics, relationships, and/or demographics).

Tenure Clarity (Cronbach's Alpha: 0.884)

- Q137A - A scholar - Is what's expected in order to earn tenure clear to you regarding your performance as.
- Q137B - A teacher - Is what's expected in order to earn tenure clear to you regarding your performance as.
- Q137C - An advisor to students - Is what's expected in order to earn tenure clear to you regarding your performance as.
- Q137D - A colleague in your department - Is what's expected in order to earn tenure clear to you regarding your performance as.
- Q137E - A campus citizen - Is what's expected in order to earn tenure clear to you regarding your performance as.
- Q137F - A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure clear to you regarding your performance as.

Tenure Reasonableness (Cronbach's Alpha: 0.880)

- Q138A - A scholar - Is what's expected in order to earn tenure reasonable to you regarding your performance as.
- Q138B - A teacher - Is what's expected in order to earn tenure reasonable to you regarding your performance as.
- Q138C - An advisor to students - Is what's expected in order to earn tenure reasonable to you regarding your performance as.
- Q138D - A colleague in your department - Is what's expected in order to earn tenure reasonable to you regarding your performance as.

- Q138E - A campus citizen - Is what's expected in order to earn tenure reasonable to you regarding your performance as.
- Q138F - A member of the broader community (e.g., outreach) - Is what's expected in order to earn tenure reasonable to you regarding your performance as.

Promotion (Cronbach's Alpha: 0.916)

- Q135B - My department has a culture where associate professors are encouraged to work towards promotion to full professorship. - Please rate your level of agreement or disagreement with the following statements.
- Q135C - Generally, the expectations for promotion from associate to full professor are reasonable to me. - Please rate your level of agreement or disagreement with the following statements.
- Q140A - The promotion process in my department - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor.
- Q140B - The promotion criteria (what things are evaluated) in my department - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor.
- Q140C - The promotion standards (the performance thresholds) in my department - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor.
- Q140D - The body of evidence (the dossier's contents) considered in making promotion decisions - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor.

- Q140E - The time frame within which associate professors should apply for promotion - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor.
- Q140F - My sense of whether I will be promoted from associate to full professor - Please rate the clarity of the following aspects of promotion in rank from associate professor to full professor.

Senior Leadership (Cronbach's Alpha: 0.908)

- Q180A - My institution's president's/chancellor's: Pace of decision making - Please rate your level of satisfaction or dissatisfaction with the following.
- Q180B - My institution's president's/chancellor's: Stated priorities - Please rate your level of satisfaction or dissatisfaction with the following.
- Q180C - My institution's president's/chancellor's: Communication of priorities to faculty - Please rate your level of satisfaction or dissatisfaction with the following.
- Q180L - My institution's chief academic officer's (provost, VPAA, dean of faculty): Pace of decision making - Please rate your level of satisfaction or dissatisfaction with the following.
- Q180M - My institution's chief academic officer's (provost, VPAA, dean of faculty): Stated priorities - Please rate your level of satisfaction or dissatisfaction with the following.
- Q180N - My institution's chief academic officer's (provost, VPAA, dean of faculty): Communication of priorities to faculty - Please rate your level of satisfaction or dissatisfaction with the following.

- Q1800 - My institution's chief academic officer's (provost, VPAA, dean of faculty): Ensuring opportunities for faculty to have input into the institution's priorities - Please rate your level of satisfaction or dissatisfaction with the following.

Divisional Leadership (Cronbach's Alpha: 0.943)

- Q185D - My dean's or division head's: Pace of decision making - Please rate your level of satisfaction or dissatisfaction with the following.
- Q185E - My dean's or division head's: Stated priorities - Please rate your level of satisfaction or dissatisfaction with the following.
- Q185F - My dean's or division head's: Communication of priorities to faculty - Please rate your level of satisfaction or dissatisfaction with the following.
- Q185G - My dean's or division head's: Ensuring opportunities for faculty to have input into school/college priorities - Please rate your level of satisfaction or dissatisfaction with the following.

Departmental Leadership (Cronbach's Alpha: 0.949)

- Q185H - My department head's or chair's: Pace of decision making - Please rate your level of satisfaction or dissatisfaction with the following.
- Q185I - My department head's or chair's: Stated priorities - Please rate your level of satisfaction or dissatisfaction with the following.
- Q185J - My department head's or chair's: Communication of priorities to faculty - Please rate your level of satisfaction or dissatisfaction with the following.
- Q185K - My department head's or chair's: Ensuring opportunities for faculty to have input into departmental policy decisions - Please rate your level of satisfaction or dissatisfaction with the following.

- Q185L - My department head's or chair's: Fairness in evaluating my work - Please rate your level of satisfaction or dissatisfaction with the following.

Departmental Collegiality (Cronbach's Alpha: 0.844)

- Q200C - My departmental colleagues do what they can to make personal/family obligations (e.g. childcare or eldercare) and an academic career compatible. - Please rate your level of agreement or disagreement with the following statements.
- Q200D - Department meetings occur at times that are compatible with my personal/family needs. - Please rate your level of agreement or disagreement with the following statements.
- Q205B - The amount of personal interaction you have with pre-tenure faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q205C - How well you fit in your department (e.g. your sense of belonging in your department) - Please rate your level of satisfaction or dissatisfaction with the following.
- Q205E - The amount of personal interaction you have with tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q210A - My departmental colleagues "pitch in" when needed. - Please rate your level of agreement or disagreement with the following statements.
- Q210C - On the whole, my department is collegial. - Please rate your level of agreement or disagreement with the following statements.

Departmental Engagement (Cronbach's Alpha: 0.796)

- Q190A - Undergraduate student learning - How often do you engage with faculty in your department in conversations about.

- Q190B - Graduate student learning - How often do you engage with faculty in your department in conversations about.
- Q190C - Effective teaching practices - How often do you engage with faculty in your department in conversations about.
- Q190D - Effective use of technology - How often do you engage with faculty in your department in conversations about.
- Q190E - Use of current research methodologies - How often do you engage with faculty in your department in conversations about.
- Q205A - The amount of professional interaction you have with pre-tenure faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q205D - The amount of professional interaction you have with tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.

Departmental Quality (Cronbach's Alpha: 0.883)

- Q195A - The intellectual vitality of tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q195B - The intellectual vitality of pre-tenure faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q195C - The research/scholarly/creative productivity of tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q195D - The research/scholarly/creative productivity of pre-tenure faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q195G - The teaching effectiveness of tenured faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.

- Q195H - The teaching effectiveness of pre-tenure faculty in your department - Please rate your level of satisfaction or dissatisfaction with the following.
- Q240B - My department is successful at recruiting high-quality faculty members - Please rate your level of agreement or disagreement with the following statement(s).
- Q240C - My department is successful at retaining high-quality faculty members - Please rate your level of agreement or disagreement with the following statement(s).
- Q240D - My department is successful at addressing sub-standard tenured faculty performance - Please rate your level of agreement or disagreement with the following statement(s).

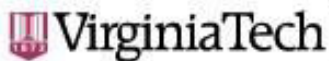
Appreciation and Recognition (Cronbach's Alpha: 0.919)

- Q215A - Teaching efforts - How satisfied are you with the recognition you receive for your...
- Q215B - Student advising - How satisfied are you with the recognition you receive for your...
- Q215C - Scholarly/creative work - How satisfied are you with the recognition you receive for your...
- Q215D - Service contributions (e.g., department/program administration, faculty governance, committee work, advising/mentoring students, speaking to alumni or prospective students/parents) - How satisfied are you with the recognition you receive for your..
- Q215E - Outreach (e.g., extension, community engagement, technology transfer, economic development, K-12 education) - How satisfied are you with the recognition you receive for your...

- Q215I - Your colleagues/peers - For all of your work, how satisfied are you with the recognition you receive from...
- Q215J - Your chief academic officer (provost, VPAA, dean of faculty) - For all of your work, how satisfied are you with the recognition you receive from...
- Q215K - Your dean or division head - For all of your work, how satisfied are you with the recognition you receive from...
- Q215L - Your department head or chair - For all of your work, how satisfied are you with the recognition you receive from...
- Q220A - I feel that my school/college is valued by this institution's President/Chancellor and Provost. - Please rate your level of agreement or disagreement with the following statements.
- Q220B - I feel that my department is valued by this institution's President/Chancellor and Provost. - Please rate your level of agreement or disagreement with the following statements.
- Q245A - The person who serves as the chief academic officer at my institution seems to care about the quality of life for faculty of my rank. - Please rate your level of agreement or disagreement with the following statements.

Appendix C

IRB Approval Letter



Office of Research Compliance
 Institutional Review Board
 North End Center, Suite 4120, Virginia Tech
 300 Turner Street NW
 Blacksburg, Virginia 24061 540/231-
 4606 Fax 540/231-0959
 email irb@vt.edu
 website <http://www.irb.vt.edu>

MEMORANDUM

DATE: October 9, 2013
TO: Steven M Janosik, Maxwell Awando
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)
PROTOCOL TITLE: Pre-tenure Faculty Job Satisfaction: An Examination of Personal Fit, Institutional Fit and Faculty Work-life
IRB NUMBER: 13-887

Effective October 9, 2013, the Virginia Tech Institutional Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Expedited, under 45 CFR 46.110 category(ies) 5**
 Protocol Approval Date: **October 9, 2013**
 Protocol Expiration Date: **October 8, 2014**
 Continuing Review Due Date*: **September 24, 2014**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

Date*	OSP	Sponsor	Grant Comparison Conducted?

* Date this proposal number was compared, assessed as not requiring comparison, or comparison information was revised.

If this IRB protocol is to cover any other grant proposals, please contact the IRB office (irbadmin@vt.edu) immediately.