CASE
CASE WESTERN RESERVE UNIVERSITY

Report of the

2004 University Community and Climate Survey

by the

Subcommittee on Faculty Engagement, Motivation, and Commitment
And
The Resource Equity Committee

Prepared as part of the Self-Study supporting the application of
Case Western Reserve University
for continued accreditation

Higher Learning Commission
North Central Association of Colleges and Schools

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EXECUTIVE SUMMARY

In May 2004 an online, confidential survey on university climate and community was administered to faculty members of Case Western Reserve University (Case). The survey's purpose was to examine the quality of the university's academic community and its impact on the experience of being a faculty member at Case, and to assess factors that may be adversely affecting the recruitment and retention of highly qualified faculty members, especially women and under-represented minorities. Questionnaire items pertained to faculty involvement in campus activities, faculty interactions and colleagueship, academic leadership, access to resources, and overall levels of satisfaction. The data obtained were primarily quantitative ratings, with one open-ended qualitative question at the end of the survey.

508 full-time faculty members responded to the survey. After dropping poor quality responses, and responses where school/college was not identified, a final sample of 240 responses (39%) were analyzed from all schools/colleges other than the School of Medicine, and 206 responses were analyzed from the School of Medicine (12%).

The main conclusions of the survey are:

(1) Overall, Case faculty:
- Are moderately involved in academic activities on campus, and are involved in extracurricular activities on campus to a low degree
- Perceive positive relationships with peers and administration
- Feel valued for their work and successes
- Experience moderate support for work-life integration
- Believe there is effective leadership in their primary units (school/college or department)
- Are moderately clear on allocations of resources, and perceive moderately fair distribution of resources
- Would prefer more effective mentoring
- Are generally satisfied with their experience of and engagement with Case

(2) Some Case faculty:
- Perceive that teaching and service are undervalued relative to research
- Perceive that resources, infrastructure and rewards are not commensurate with their overall contribution to Case
- Are disconnected from university-wide initiatives
- Suggest that Case needs to work on enhancing a community of inclusion

(3) In particular, women faculty, in comparison with their male colleagues:
- Feel less supported and valued in their school/college or department
- Perceive that gender, race, and family obligations make a difference in how faculty members are treated
- Experience a greater sense of pressure and restrictions

- Report lower ratings of their academic unit head's leadership, and lower ratings of their provision of resources and supports
- Experience more mentoring from outside their primary units
- Perceive that compensation and non-research supports are less equitably distributed
- Perceive that compensation, office and lab space, teaching requirements, and clerical support are allocated with less transparency
- Are less satisfied with their overall community and job experience at Case.

Recommendations:

<u>Primary Unit (School/College or Department) Level:</u>

1. Institute formal policies and provide adequate resources for enhanced leadership training of department chairs and school/college deans.

2. Improve the day-to-day academic experience of women faculty and junior faculty (instructors and assistant professors) within the primary unit by:
   a. Enhancing the quality of colleagueship and the overall experience of inclusion in the primary unit
   b. Paying attention to the allocation of academic assignments, resources, and supports by the primary unit head (chair or dean) to advance academic performance
   c. Improving work-life integration.

3. Improve mentoring and development of all faculty in the primary unit.

4. Improve transparency in school/college and departmental decision processes and in the implementation of existing faculty policies.

<u>University Administration Level:</u>

1. Work closely with the Faculty Senate to determine and institutionalize means for enhancing the campus-wide faculty community experience.

2. Increase support for and accountability of primary unit heads (deans and chairs) for leadership of a vibrant faculty community and creation of an inclusive academic culture.

3. Continue to publicize and adequately fund the work of the University Diversity Officer, emphasizing his/her role as facilitator for faculty inclusion and equity oversight in recruitment, employment, advancement, and other areas related to faculty duties.

4. Undertake similar efforts to survey staff and students about their experience of university community and climate.

INTRODUCTION

The Subcommittee on Faculty Engagement, Motivation, and Commitment was appointed in May 2003 by then Provost Jim Wagner to undertake the following charge:

Charge to the Subcommittee

Perform a broad analysis of the level of faculty engagement, motivation, and commitment with respect to the full range of learning and discovery at Case Western Reserve University. Conduct a comprehensive and detailed survey (like the one used at Purdue University) to gather pertinent data. Identify issues that can be systematically addressed to strengthen faculty commitment and motivation and raise expectations for higher levels of engagement. Assess factors that may be adversely affecting the recruitment and retention of highly qualified faculty members, especially women and under-represented minorities.

Subcommittee Process and Personnel

The subcommittee met eight times (5/29/03, 6/9/03, 9/8/03, 10/17/03, 10/31/03, 11/20/03, 2/4/04, 9/10/04).

Early in its course, the subcommittee decided to focus its attention on the evaluation of the university as a "community" for its faculty. Members stipulated that a strong community (and sense of community) was a positive attribute, to be nurtured and developed. The concept of community included relationships and positive identification: within a unit (say a department, division, or school); with members of other schools across the University; with administration (again local or central); with students; and, indeed, with the more symbolic notion of Case Western Reserve University itself. The community dimensions that the subcommittee members wished to evaluate included both academic and social elements, which encompassed a range of aspects, from actual physical venues and events (lectures, committee work, informal gathering places, sports events, entertainment events) to the quality of the academic climate; from the opportunities and resources available on campus for the effective conduct of the faculty role to levels of overall satisfaction.

The subcommittee decided to combine its efforts with those of the University's Resource Equity Committee (REC). Under the aegis of the NSF-funded ACES project (initiated to advance women faculty in science and engineering at Case), the REC also was charged to conduct a faculty survey addressing gender equity issues. A combined survey was thought to be more efficient and likely have a higher response rate than would two lengthy surveys.

One member of the subcommittee, Diana Bilimoria (Organizational Behavior), took the lead role in developing the survey, organizing the analysis of the findings, and preparing this report. Susan Perry, Research Associate for the NSF-ACES project, performed most of the detailed analysis of the survey results.

The members of the subcommittee are Stuart Youngner (Bioethics), Claudia Coulton (MSASS), Randy Beer (EECS), Diana Bilimoria (Organizational Behavior), Cleve Gilmore (MSASS), Bill Leatherberry (Law), Andre Mickel (Endodontics), Dorothy Miller (Women's Center), Shirley Moore (Nursing), Mano Singham (UCITE), and Eric Youngstrom (Psychology). The subcommittee was staffed by Jean Gubbins from the Office of Institutional Research. The Resource Equity Committee's members are Diana Bilimoria (Organizational Behavior), Patricia Higgins (Nursing), Eleanor Stoller (Sociology), and Cyrus Taylor (Physics). The Resource Equity Committee is staffed by Susan Perry, Research Associate for the NSF-ACES project, and Linda Robson, doctoral student.

SURVEY METHODOLOGY

An online, confidential survey on university climate and community was administered in May 2004. The study's purpose was to examine the quality of the university's academic community and its impact on the experience of being a faculty member at Case. Specifically, the study aimed at examining faculty engagement, motivation, and commitment; access to academic resources; and other academic career development issues. Consistent with the charge provided to the subcommittee, an additional aim of the study was to undertake research that contributes to the development of an academic environment that increases the inclusion of women and minorities at all levels of faculty and academic leadership through illumination and transformation of institutional practices, policies, climate, and culture.

Questionnaire Construction

The Case questionnaire was modeled after several existing public-domain faculty climate surveys from Purdue University, University of Kansas, The Higher Education Research Institute Faculty Survey, University of Arizona School of Medicine's faculty advancement survey, and a climate survey from the University of Michigan's ADVANCE program.

Questionnaire items were also based in part on the results of the focus-group investigation of Case faculty members conducted by the REC in Spring 2000. The focus groups yielded findings concerning faculty members' experiences and perceptions of the culture and academic resources at Case. As recommended in the REC's final report[1], these issues were included in the survey to quantitatively ascertain campus-wide perceptions of community, culture, academic resources, and gender equity in the Case community.

In order to further tailor the instrument, one of the subcommittee meetings served as a focus group in which subcommittee members had an open discussion of important aspects of community.

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[1] The Resource Equity Comment final report may be obtained at
http://www.case.edu/menu/president/resource.htm

Finally, global satisfaction items were constructed, along with demographic questions about professional, tenure, and domestic status.

Confidentiality

The subcommittee received IRB approval for the conduct of the research in February 2004. Respondents were assured that all responses would be confidential. Individuals or individual departments would not be identified in the reporting of results. Only aggregate data were to be reported at the school/college level or by aggregation of the larger faculty groups (e.g. by rank or gender). Participants were asked to complete an online Informed Consent Statement prior to completing the survey.

As an incentive for survey completion, participants were told that they had the opportunity to enter a raffle for one of five $100 restaurant gift certificates. Providing an e-mail address for this purpose was entirely voluntary, and was entered on a web page separate from the survey. E-mail address information was used only for awarding prizes and was subsequently erased.

Survey Sample

During exam week in early May 2004, an e-mail invitation to complete the questionnaire was sent by Professor Donald L. Feke, Vice Provost for Planning and Assessment. Two follow-up emails were sent within the next 4 weeks, one by Vice Provost Feke, and the second by Provost John L. Anderson. The original email was emailed to all full- and part-time faculty, for a total of 3,699. This total was made up of 2,233 full-time faculty (at least a 51% appointment) and 1,466 part time faculty.

579 faculty members completed the survey. Of these 579 faculty members, 508 were full-time and 71 were part-time. Due to the low response rates of part-time faculty, all part-time faculty responses were dropped from the analysis. Thus the results presented in this report pertain only to the university's full-time faculty.

Response Rates by School/College (N=508):

University Full-time Faculty	Sample	University Population	Response Rate
MSASS	19	28	68%
Nursing	24	53	45%
Law	13	44	30%
A&S	122	221	55%
Engineering	47	115	41%
Medicine	217	1729	13%
Dentistry	8	66	12%
Management	26	85	31%

Prefer not to answer	27		
No response	5		

Rank and Gender Response Demographics (N=508):

Rank and gender distribution information is provided below, comparing the university's population of full-time faculty with the sample respondents.

University Full-time Faculty	University Population	Sample
Professor	29%	35%
Associate Prof.	22%	27%
Assistant Prof.	37%	26%
Instructor	9%	7%
Lecturer	2%	2%
Visiting	2%	2%
Research Prof.	0%	0%
Female	31%	40%
Male	69%	60%

These response statistics show an over-sampling of full professors, associate professors, and female faculty members, and an under-sampling of assistant professors and male faculty members.

Response Quality

Response Quality: out of 155 survey items (Q1-Q11)		
Very good	> 95% complete	447 (88%)
Good	92 – 94.9% complete	26 (5%)
Poor	< 92% complete	35 (7%)

Surveys were rated for response quality, based on the number of non-demographic items completed. Per standard survey methodology, and after discussion with external statistical experts, surveys that were less than 92% complete were considered "poor" in quality since the missing data could bias the construct creation process. A total of 35 poor responses were dropped from all analyses, leaving 473 surveys for further analysis.

The poor responses received by each school/college, and dropped from further analyses, were: MSASS (3), Nursing (3), Law (0), A&S (7), Engineering (2), Medicine (11), Dentistry (1), Management (3), and Prefer not to answer or didn't answer (5).

Of the final sample of 473, the following is the break-up by school/college, rank and gender:
- 16 respondents were from Mandel School of Applied Social Sciences, 21 from School of Nursing, 13 from School of Law, 115 from Arts & Sciences, 45 from

Case School of Engineering, 206 from School of Medicine, 7 from School of Dental Medicine, and 23 from School of Management. Three omitted the item asking for their school or college, and 24 chose "prefer not to answer."

- The ranks of the respondents included 7 lecturers, 35 instructors, 122 assistant professors, 125 associate professors, 167 professors, 1 adjunct faculty, 8 visiting faculty, 1 research faculty, 1 "other," and 6 who did not respond to this item.
- 180 respondents were women and 284 men, with 9 not indicating their gender.
- Of respondents who gave both rank and gender, there were
    - 26 female instructors, 9 male instructors
    - 63 female assistant professors, 57 male assistant professors
    - 52 female associate professors, 73 male associate professors
    - 31 female professors, and 132 male professors.

For the purposes of the data analyses, the sample was divided into two parts – (1) faculty responses from all schools/colleges except the School of Medicine, and (2) responses from the School of Medicine faculty only. School of Medicine data were analyzed and reported separately for two reasons. First, the response rate from the School of Medicine was extremely low. Second, unlike the other schools/colleges, full-time faculty members in the School of Medicine do not necessarily teach or practice on campus. Despite the low response rate from the School of Dentistry, their responses were included in the analyses of all schools/colleges since their faculty members are generally located on campus. Thus for the purposes of this report, findings are reported separately for the School of Medicine and for All Schools/Colleges without the School of Medicine.

32 respondents were dropped from the school/college analyses since it was not clear to which school/college they belonged (i.e., they responded with "Prefer not to answer" or gave no response to this question.

After dropping poor responses and responses not indicating school/college, the final sample size for data analyses for all schools/colleges excluding the School of Medicine was 240. The total number of faculty members in these schools/colleges was 612, yielding a **final response rate of 39% for all schools/colleges except the School of Medicine.**

After dropping poor responses and responses not indicating school/college, the final sample for data analyses for the School of Medicine was 206. The total number of full-time faculty members in the School of Medicine was 1729, yielding a **final response rate of 12% for the School of Medicine.**

Data Analyses

Survey data were analyzed using both quantitative and qualitative methods.

(a) *Quantitative Analyses*
Descriptive statistics were generated for each item in the survey (see Appendix 1). Factor analyses were then conducted on the whole sample to obtain the underlying factor structure of survey items across all respondents. Appendix 1 also summarizes the listing of factors obtained per question, the survey items that constitute each factor, and the

factor reliability (**α**) for each question. Subsequently, survey items were grouped together by factor and averaged for purposes of generating the graphical results.

Appendix 2 provides item averages by school/college. Appendix 3 presents item means by rank and gender for the whole sample.

Appendix 4 reports overall item means and standard deviations for all schools/colleges excluding the School of Medicine. Appendix 5 reports overall item means and standard deviations for the School of Medicine only.

For tests of significant differences, MANOVA tests were conducted as appropriate: significant differences among groups of faculty (by school/college, by rank, and by gender) are reported for all schools/colleges, and by rank and gender for the School of Medicine.

The quantitative analyses were performed by Susan Perry under the supervision of Diana Bilimoria and Claudia Coulton.

(b) *Qualitative Analyses*

At the end of the web-based survey instrument, respondents were offered the opportunity to share perspectives in a "free text" box, asking "Is there anything you'd like to tell the researchers?" Thirty one percent (31%, N=159) of the survey respondents, which includes faculty from the School of Medicine, provided qualitative (textual) comments, exhibiting a wide-range of perspectives, from critical to appreciative.

Analysis of the qualitative data was conducted by members of the Resource Equity Committee (REC). The qualitative (textual) data were separated from the larger SPSS data files, organized into text format, and analyzed, using standard methods of content analysis. The procedure consisted of REC team members initially reading the comments individually, identifying distinct comments and keywords. The team then met to discuss the comments in depth, comparing themes, and categories. Areas of agreement as well as divergence among identified themes were discussed, explored, and resolved. It is noteworthy that the confidential nature of the online survey meant that it was impossible to request clarification or elaboration of submitted comments. Furthermore, data was stripped of identifying characteristics (i.e., name of department or colleagues) and some comments were edited to preserve the confidentiality of respondents; all edited comments were placed in brackets in the presentation of results.

CONCLUSIONS

Conclusions are presented below for: (1) Overall Conclusions, (2) Quantitative Findings, and (3) Qualitative Findings.

<u>Overall Conclusions</u>

The results paint a comprehensive picture of the university's academic climate and community as follows.

(1) Overall, Case faculty:
- Are generally satisfied with their experience of and engagement with Case
- Are moderately involved in academic campus activities, and are involved in extracurricular activities on campus to a low degree
- Perceive positive relationships with peers and administration
- Feel valued for their work and successes
- Experience moderate support for work-life integration
- Believe there is effective leadership in their primary units (school/college or department)
- Are moderately clear on allocations of resources, and perceive moderately fair distribution of resources
- Would prefer more effective mentoring

(2) Some Case faculty:
- Perceive that teaching and service are undervalued relative to research
- Perceive that resources, infrastructure and rewards are not commensurate with their overall contribution to Case
- Are disconnected from university-wide initiatives
- Suggest that Case needs to work on enhancing a community of inclusion

(3) In particular, women faculty, in comparison with their male colleagues:
- Feel less supported and valued in their school/college or department
- Perceive that gender, race, and family obligations make a difference in how faculty members are treated
- Experience a greater sense of pressure and restrictions
- Report lower ratings of their academic unit head's leadership, and lower ratings of their provision of resources and supports
- Experience more mentoring from outside their primary units
- Perceive that compensation and non-research supports are less equitably distributed
- Perceive that compensation, office and lab space, teaching requirements, and clerical support are allocated with less transparency
- Are less satisfied with their overall community and job experience at Case.

Conclusions of the Quantitative Findings

All Schools except School of Medicine:

1. Faculty Engagement and Involvement:
   - Survey response rates from all schools were moderate, ranging between 30% and 57%, except for the School of Dental Medicine whose response rate (12%) was the lowest among all schools and colleges surveyed. Despite multiple assurances of confidentiality, many faculty respondents did not fully complete the demographic information section of the survey, choosing to complete only one (or two) of the three main demographic variables used in the analyses: school/college, rank, and gender.
   - Overall, full-time faculty involvement in campus activities is low to moderate. This differs significantly by school/college. Participation in specific academic activities also varies by school/college.
   - Participation in extracurricular activities on campus is low. Participation in academic activities is moderate. Appropriately, faculty participation in academic activities on campus is higher than participation in extracurricular activities. Higher participation in on-campus academic activities generally occurs at the full professor level. Lack of information or the inconvenience of an event is the primary reason for faculty non-participation. Campus safety concerns are rated by most faculty as a non-issue.

2. Quality of Relationships Across Campus:
   - Overall, faculty members at Case perceive a lack of negative attitudes or comments among their peers or administrators regarding age, sex, race or country of origin.
   - Most faculty believe that moderately respectful relations exist among faculty and with administrators.

3. Quality of Colleagueship and Support in Primary Unit:
   - Most faculty report feeling valued and included in their primary unit (department/school). However, female faculty members feel less valued and included in their primary unit in comparison to their male colleagues.
   - While most faculty do not believe that gender, race, and family obligations make a difference in how a faculty member is treated within their primary unit, women faculty perceive that these dimensions do make a difference. Full professors are least likely to believe that these dimensions make a difference.
   - As rank increases, the sense of pressure and restrictions experienced in the primary unit decreases. Female faculty members generally report experiencing pressure and restrictions more than do their male counterparts. Full professors report the least sense of pressure and restrictions.
   - The quality of colleagueship and support within the primary unit as perceived by faculty differs on all factors by school/college.

4. Support for work-life integration:
   - Faculty members experience moderate support for work-life integration.
   - A third of the respondents either did not know what support was available or did not think it applied to them.
   - Full professors experience the most support for work-life integration.

5. Effectiveness of Primary Unit Head (Chair/Dean):
   - Faculty members believe that their primary unit head exercises effective academic leadership. However, female faculty report lower ratings, in comparison to their male colleagues, with respect to the demonstration of effective academic leadership by their primary unit head.
   - Most faculty members believe that their primary unit head provides resources and supports for academic performance. However women faculty report lower ratings on this factor than do male faculty.

6. Mentoring:
   - Most faculty rate the mentoring they receive within and outside the primary unit to be poor.
   - Mentoring received within and outside the primary unit varies by school/college.
   - Female faculty members report receiving more mentoring from outside their primary units than their male colleagues do.
   - Assistant professors report receiving the most mentoring from within the primary unit, in comparison with other levels.

7. Appropriateness of Resources to Advance Academic Work:
   - Faculty members generally believe that the resources available are moderately appropriate to advance their academic work. This belief differs by school/college.
   - A high proportion of faculty (more than a third) responded that they do not know whether funding of and technical support for research is appropriate to advance their academic performance.

8. Equitable Distribution of Resources:
   - Faculty members generally perceive that resources are fairly distributed in comparison with others. This differs by rank, with instructors reporting the greatest perceptions of inequity in distribution of office and lab space, service assignments and consulting opportunities.
   - A high proportion of faculty (ranging from 23% to 38% on the 3 factors) responded that they do not know if resources are distributed fairly in their primary units.
   - Junior faculty and women faculty perceive that compensation and non-research supports are less equitably distributed than their senior and male colleagues perceive.

9. Transparency of Resource Allocation Processes:

- Faculty members generally report a moderately clear process for allocation of resources.
- A high proportion of faculty (ranging from 28% to 34% on the 2 factors) responded that they do not know if the resource allocation processes in their primary unit are transparent.
- Full professors are most likely to report transparency in the process of allocating compensation, space, teaching and clerical support. Female faculty perceive that these resources are allocated with less transparency than their male colleagues perceive.

10. Satisfaction:
- Most faculty members are satisfied with their overall experience of community and job satisfaction. Assistant and associate professors are the least satisfied on this dimension. Women faculty are less satisfied with their overall community and job experience than are men faculty.
- Faculty members are highly satisfied with their professional activities and success.
- Faculty members report low to moderate satisfaction with the mentoring they receive.

School of Medicine:

Conclusions from the School of Medicine results should be interpreted with caution due to severe sample size limitations.

1. Faculty Engagement and Involvement:
- Only 13% of the School of Medicine faculty responded to the survey. Despite multiple assurances of confidentiality, many faculty respondents did not fully complete the demographic information section of the survey, choosing to complete only one (or two) of the three main demographic variables used in the analyses: school/college, rank, and gender.
- Overall, full-time School of Medicine faculty involvement in campus activities is low. Involvement goes up with rank: instructors and assistant professors are the least likely to be involved overall. Campus safety is generally considered a non-issue.
- Participation in academic and extracurricular activities on campus by School of Medicine faculty is low. Higher participation in extracurricular activities generally occurs at the full professor level.
- Associate professors are most likely to indicate that the lack of information or inconvenience of an event, and campus safety and location factors, are the reasons for non-attendance at campus events.

2. Quality of Relationships Across Campus:
- Overall, School of Medicine faculty members perceive a lack of negative attitudes or comments among their peers or administrators regarding age, sex, race or country of origin.

- Most School of Medicine faculty believe that moderately respectful relations exist among faculty and with administrators.
- Moderately high proportions of School of Medicine faculty (ranging from 15% to 27%) responded that they do not know about the quality of relationships in the larger campus community.

3. Quality of Colleagueship and Support in Primary Unit:
   - Most School of Medicine faculty report feeling valued and included in their primary unit (department/school). However, assistant professors and female faculty members feel less valued and included in their primary unit in comparison to their senior and male colleagues.
   - While most School of Medicine faculty do not believe that gender, race, and family obligations make a difference in how a faculty member is treated within their primary unit, women faculty perceive that these dimensions do make a difference.
   - As rank increases, the sense of pressure and restrictions experienced in the primary unit decreases. Assistant professors in the School of Medicine report the greatest sense of pressure and restrictions.

4. Support for Work-life Integration:
   - Faculty members in the School of Medicine experience moderate support for work-life integration.
   - A third of the respondents either did not know what support was available or did not think it applied to them.
   - Female School of Medicine faculty members experience less support for work-life integration than do male faculty members.

5. Effectiveness of Primary Unit Head (Chair/Dean):
   - Most School of Medicine faculty members believe that their primary unit head exercises effective academic leadership. However, female faculty report lower ratings, in comparison to their male colleagues, with respect to the demonstration of effective academic leadership by their primary unit head.
   - Most School of Medicine faculty members believe that their primary unit head provides resources and supports for academic performance. However women faculty report lower ratings on this factor than do male faculty.

6. Mentoring:
   - Most School of Medicine faculty rate the mentoring they receive within and outside the primary unit to be low.
   - Female faculty members report receiving more mentoring from outside their primary units in the School of Medicine than their male colleagues do.
   - Instructors in the School of Medicine report receiving the most mentoring from within the primary unit, in comparison with other levels.

7. Appropriateness of Resources to Advance Academic Work:

- School of Medicine faculty members generally believe that the resources available are moderately appropriate to advance their academic work.
- A high proportion of faculty (ranging from 16% to 36% on the 3 factors) responded that they do not know whether resources available are appropriate to advance their academic performance.

8. Equitable Distribution of Resources:
   - School of Medicine faculty members generally perceive that resources are fairly distributed in comparison with others. This differs by rank and gender, with assistant professors and women faculty reporting the greatest perceptions of inequity in distribution of office and lab space, service assignments and consulting opportunities. A high proportion of faculty (ranging from 35% to 40% on the 3 factors) responded that they do not know whether resources are fairly distributed in their primary unit.
   - Assistant professors in the School of Medicine perceive that funding of and technical support for research is less equitably distributed than their male colleagues perceive.

9. Transparency of Resource Allocation Processes:
   - School of Medicine faculty members generally report a moderately transparent process for allocation of resources.
   - A high proportion of faculty (ranging from 36% to 40% on the 2 factors) responded that they do not know whether the resource allocation processes in their primary unit are transparent.
   - Assistant professors and women faculty in the School of Medicine are least likely to report transparency in the process of allocating compensation, space, teaching and clerical support.
   - Assistant professors in the School of Medicine perceive that internal funding and support for research are allocated with less transparency than their senior colleagues perceive.

10. Satisfaction:
    - Most School of Medicine faculty members are satisfied with their overall experience of community and job satisfaction. Assistant professors are the least satisfied on this dimension. Women faculty are less satisfied with their overall community and job experience than are men faculty.
    - School of Medicine faculty members are moderately to highly satisfied with their professional activities and success. Assistant professors are lowest on this factor.
    - School of Medicine faculty members report low to moderate satisfaction with the mentoring they receive.

Conclusions from the Qualitative Data

Almost one third (31%) of the faculty respondents provided comments. Respondents used the free text box at the end of the questionnaire to emphasize their positive evaluation of

Case, to elaborate or clarify the meaning of their quantitative responses, or to highlight concerns that they felt were overlooked in the questionnaire. Several themes were reflected at both the department and University levels.

Additionally, some respondents perceive teaching and service are undervalued relative to research. Conversely, a number of faculty researchers feel they are valued only for the income they generate for the University.

Some faculty described a sense of disconnect between themselves and University initiatives. Comments reflected perceptions of a one-way, top down system of communication.

Some faculty expressed concerns that the resources, infrastructure, and rewards are inadequate relative to their contribution. Some compare Case to other universities, whereas other respondents compare their situation to other units at Case.

In general, participants would like to see Case work at building and enhancing a community of inclusion, fostering greater intellectual and informal interaction among all colleagues. This involves recognition of diversity across multiple dimensions including academic discipline, gender, ethnicity, sexual orientation, physical ability, and/or family status.

RECOMMENDATIONS

The quantitative and qualitative data from this survey represent a range of faculty perspectives and depict a common interest in enhancing the climate at Case. Based on the results of this analysis, the Subcommittee on Faculty Engagement, Motivation, and Commitment and the Resource Equity Committee suggest the following actions to continue the process of development throughout the University environment.

Primary Unit (School/College or Department) Level:

1. Institute formal policies and provide adequate resources for enhanced leadership training of department chairs and school/college deans.

2. Improve the day-to-day academic experience of women faculty and junior faculty (instructors and assistant professors) within the primary unit by:
   d. Enhancing the quality of colleagueship and the overall experience of inclusion in the primary unit
   e. Paying attention to the allocation of academic assignments, resources, and supports by the primary unit head (chair or dean) to advance academic performance
   f. Improving work-life integration.

3. Improve mentoring and development of all faculty in the primary unit.

4. Improve transparency in school/college and departmental decision processes and in the implementation of existing faculty policies.

University Administration Level:

1. Work closely with the Faculty Senate to determine and institutionalize means for enhancing the campus-wide faculty community experience.

2. Increase support for and accountability of primary unit heads (deans and chairs) for leadership of a vibrant faculty community and creation of an inclusive academic culture.

3. Continue to publicize and adequately fund the work of the University Diversity Officer, emphasizing his/her role as facilitator for faculty inclusion and equity oversight in recruitment, employment, advancement, and other areas related to faculty duties.

4. Undertake similar efforts to survey staff and students about their experience of university community and climate.

RESULTS

Quantitative Findings

The first set of findings below represents:

1. The frequency distribution of the responses obtained for each factor from faculty in all schools/colleges except the School of Medicine. In each of these graphs, a line separates more negative responses from more positive responses.

2. The means for each factor obtained for (a) the whole sample, (b) by each school/ college except the School of Medicine, (c) by academic rank, and (d) by gender.

A second set of findings are reported for the School of Medicine faculty responses only. These consist of

1. Frequency distributions by each factor, and

2. The means for each factor obtained for (a) the whole sample of School of Medicine faculty, (b) by academic rank, and (c) by gender.

Multivariate tests of significance (MANOVA) are reported for each factor according to the category investigated (by school/college, by rank, and by gender). Three approaches were taken in undertaking the MANOVA analyses. First, MANOVA analyses were run

using only the case responses that were fully complete for all factors. This approach presented a challenge since there were many factors that had a large number of missing items (either due to a "don't know" response or because they had been left blank). Thus there was a need to utilize other treatments of missing values. Second, to preserve sample size for the multivariate tests, a MANOVA with replaced missing values was undertaken, with the missing factor values being filled in by a series mean. Third, a MANOVA was conducted with the individual missing items (either due to a 5-don't know response or a blank response) being replaced by a series mean. The factors were then recalculated. For the purposes of this report, it was decided to report the MANOVA analyses using the third approach due to the high numbers of missing items and don't-knows in some questions that were generating extremely small Ns for the analyses. However, significant findings are reported below only for those factors where significant differences were obtained using the third approach and at least one of the other two approaches.

Overall statistics for the MANOVA analyses are presented below. These results indicate that the global F statistics are all significant, allowing us to proceed with the interpretation of individual factors.

School/college MANOVA

All Schools/Colleges except the School of Medicine, N=240.

Multivariate Tests(c) – no missing factors

Effect		Value	F	Hypothesis df	Error df	Sig.
Q13_school_college	Pillai's Trace	1.363	2.308	162.000	1272.000	.000
	Wilks' Lambda	.205	2.343	162.000	1224.452	.000
	Hotelling's Trace	1.871	2.371	162.000	1232.000	.000
	Roy's Largest Root	.604	4.746(b)	27.000	212.000	.000

a Exact statistic
b The statistic is an upper bound on F that yields a lower bound on the significance level.
c Design: Intercept+Q13_school_college

Rank MANOVA

All Schools/Colleges except the School of Medicine, N=221

Multivariate Tests(c) – no missing items

Effect		Value	F	Hypothesis df	Error df	Sig.
Q21_rank	Pillai's Trace	.700	2.177	81.000	579.000	.000
	Wilks' Lambda	.432	2.289	81.000	572.137	.000
	Hotelling's Trace	1.028	2.408	81.000	569.000	.000
	Roy's Largest Root	.678	4.849(b)	27.000	193.000	.000

a Exact statistic
b The statistic is an upper bound on F that yields a lower bound on the significance level.
c Design: Intercept+Q21_rank

School of Medicine only, N=203

Multivariate Tests(c) – no missing items

Effect		Value	F	Hypothesis df	Error df	Sig.
Q21_rank	Pillai's Trace	.743	2.097	81.000	516.000	.000
	Wilks' Lambda	.412	2.168	81.000	509.329	.000
	Hotelling's Trace	1.076	2.241	81.000	506.000	.000
	Roy's Largest Root	.649	4.136(b)	27.000	172.000	.000

a Exact statistic
b The statistic is an upper bound on F that yields a lower bound on the significance level.
c Design: Intercept+Q21_rank

Gender MANOVA

All Schools/Colleges except the School of Medicine, N=237

Multivariate Tests(b) – no missing items

Effect		Value	F	Hypothesis df	Error df	Sig.
Q24_gender	Pillai's Trace	.314	3.535(a)	27.000	209.000	.000
	Wilks' Lambda	.686	3.535(a)	27.000	209.000	.000
	Hotelling's Trace	.457	3.535(a)	27.000	209.000	.000
	Roy's Largest Root	.457	3.535(a)	27.000	209.000	.000

a Exact statistic
b Design: Intercept+Q24_gender

School of Medicine only, N=203

Multivariate Tests(b) – no missing items

Effect		Value	F	Hypothesis df	Error df	Sig.
Q24_gender	Pillai's Trace	.393	4.130(a)	27.000	172.000	.000
	Wilks' Lambda	.607	4.130(a)	27.000	172.000	.000
	Hotelling's Trace	.648	4.130(a)	27.000	172.000	.000
	Roy's Largest Root	.648	4.130(a)	27.000	172.000	.000

a Exact statistic
b Design: Intercept+Q24_gender

Below, the frequency distributions and means for the results are presented, together with the significant F values for the tests of individual factor differences (by school/college, by rank, and by gender).

FINDINGS FOR ALL SCHOOLS/COLLEGES EXCEPT THE SCHOOL OF MEDICINE (N=240)

1. Participation in Activities on Campus or in University Circle (question 1)

Factor 1: Participation in extracurricular activities
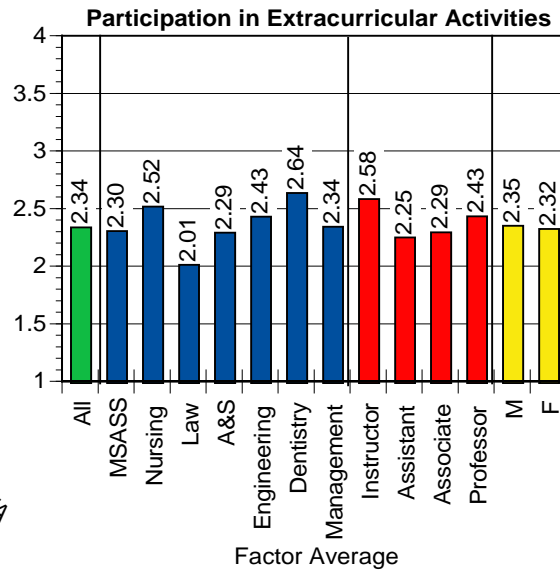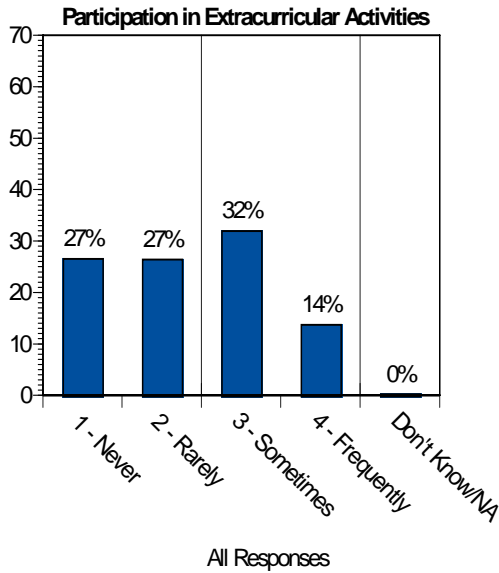
Factor 2: Participation in academic activities
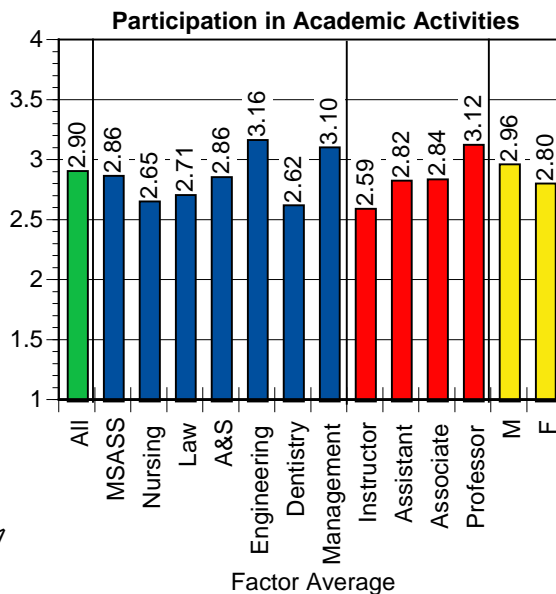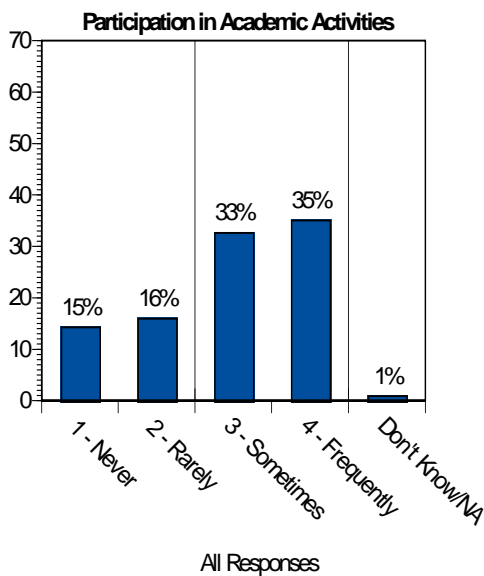
Multivariate tests reveal significant differences on this factor due to:
- School/College (p<.05)
- Rank (p<.001)

2. Reasons for Not Attending an Event on Campus or in University Circle (question 2)

Factor 1: Lack of information or inconvenience of event
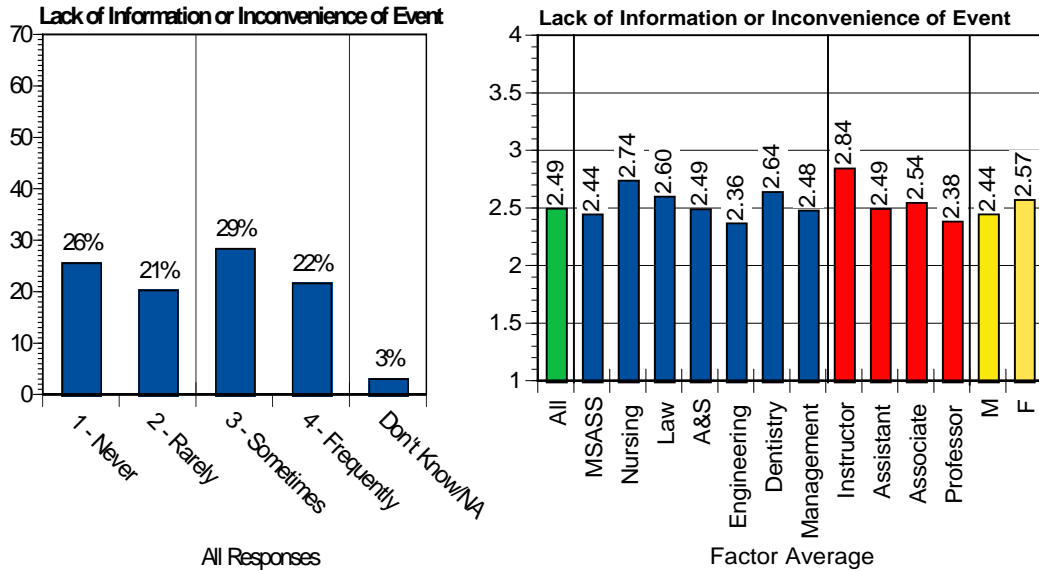
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)

Factor 2: Safety and Location
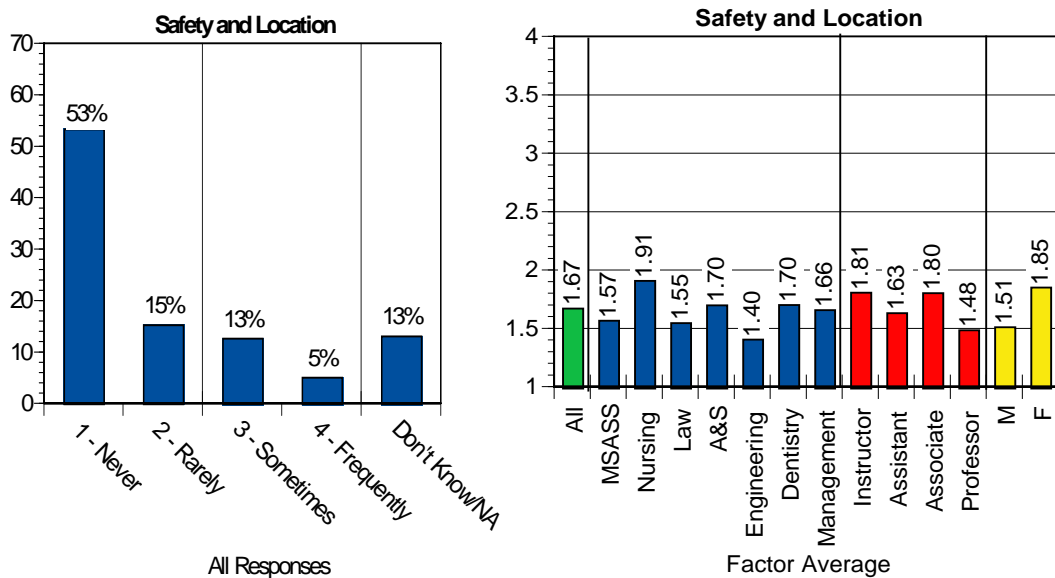
Multivariate tests reveal significant differences on this factor due to:
- Gender (p<.01)

3: <u>Overall Involvement in Campus Activities (question 3)</u>
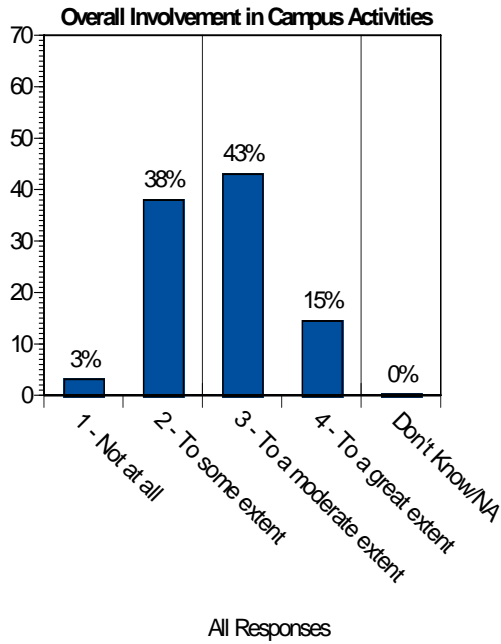
Overall Involvement in Campus Activities

All Responses

Overall Involvement in Campus Activities

Item Average

Multivariate tests reveal significant differences on this factor due to:
- School/College (p<.05)

4. <u>Quality of Relationships Within the Campus Community (question 7)</u>

Factor 1: Lack of Acceptance of Diversity

Lack of Acceptance of Diversity

All Responses

Lack of Acceptance of Diversity

Factor Average

Factor 2: Biased Attitudes toward Faculty and Staff from Other Countries

Biased Attitudes toward Faculty and Staff from Other Countries

All Responses

Biased Attitudes toward Faculty and Staff from Other Countries

Factor Average

Factor 3: Respectful Relationships Among Faculty and With Administrators

Respectful Relationships Among Faculty and With Administrators

All Responses

Respectful Relationships Among Faculty and With Administrators

Factor Average

5. Quality of Colleagueship and Support in Primary Unit (question 4)
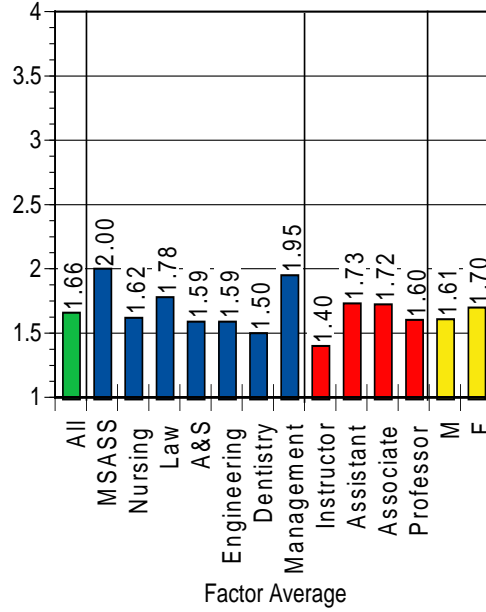
Factor 1: Sense of Being Valued and Included

Multivariate tests reveal significant differences on this factor due to:
- School/College (p<.05)
- Gender (p<.001)

Factor 2: Gender, Race, and Family Obligations Make a Difference
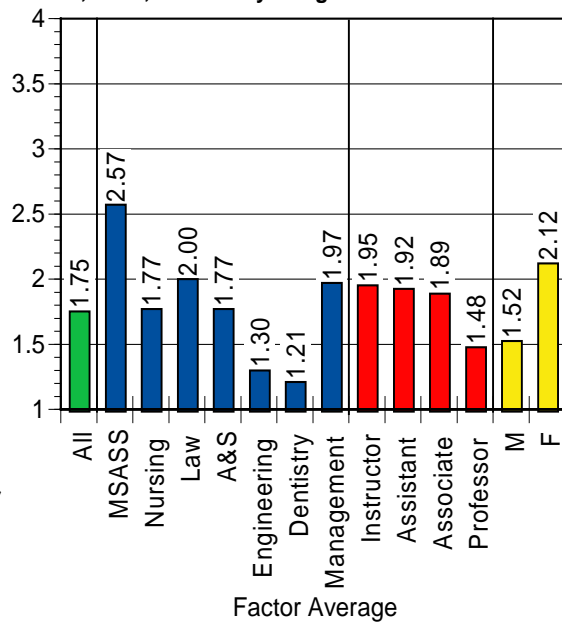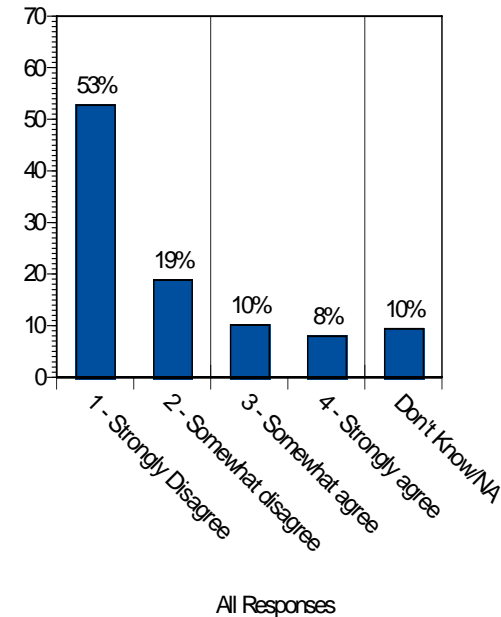
Multivariate tests reveal significant differences on this factor due to:
- School/College (p<.001)
- Rank (p<.001)
- Gender (p<.001)

Factor 3: Sense of Pressure and Restrictions
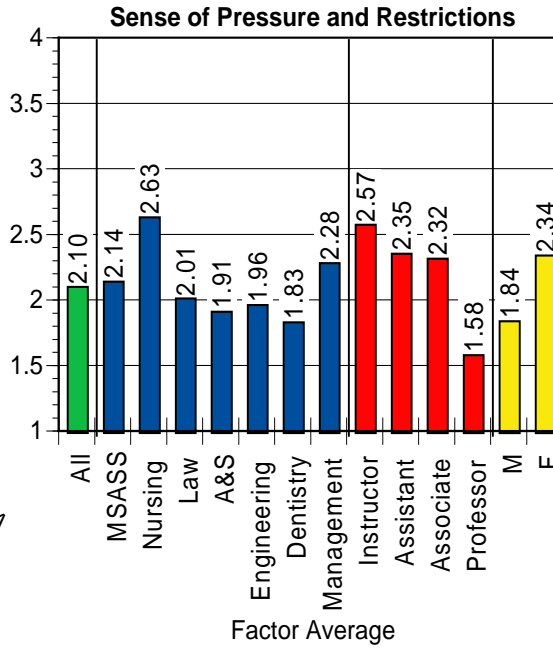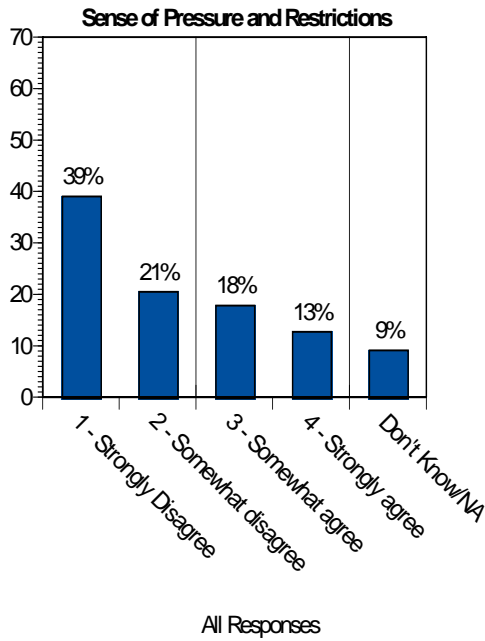
Multivariate tests reveal significant differences on this factor due to:
- School (p<.05)
- Rank (p<.001)
- Gender (p<.001)

6. Support for Work-Life Integration (question 5)

Factor 1: Support for Work-Life Integration

Support for Work-Life Integration

All Responses

Support for Work-Life Integration

Factor Average
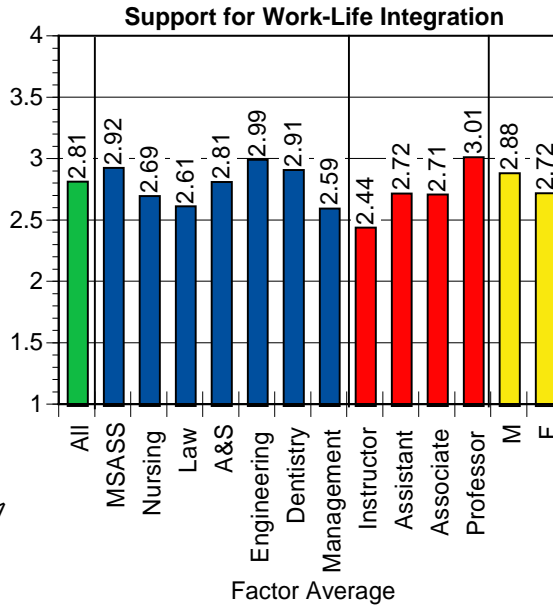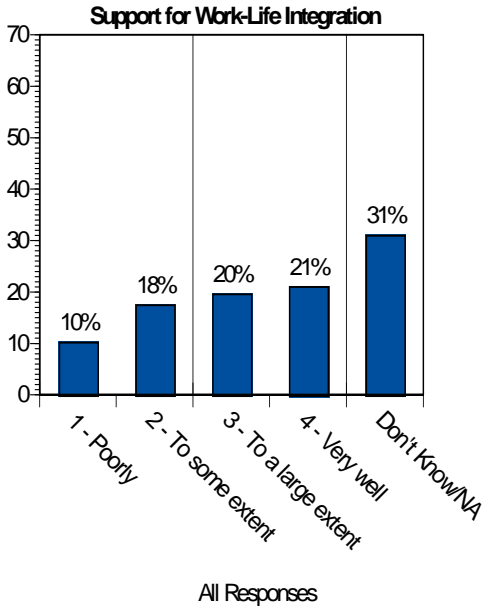
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)

7. Effectiveness of Primary Unit Head (Chair/Dean) (question 6)

Factor 1: Effective Academic Leadership

Effective Academic Leadership

All Responses

Effective Academic Leadership

Factor Average
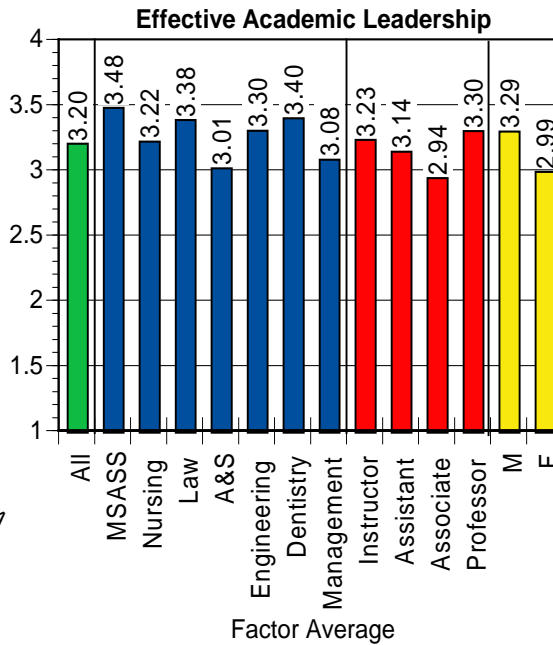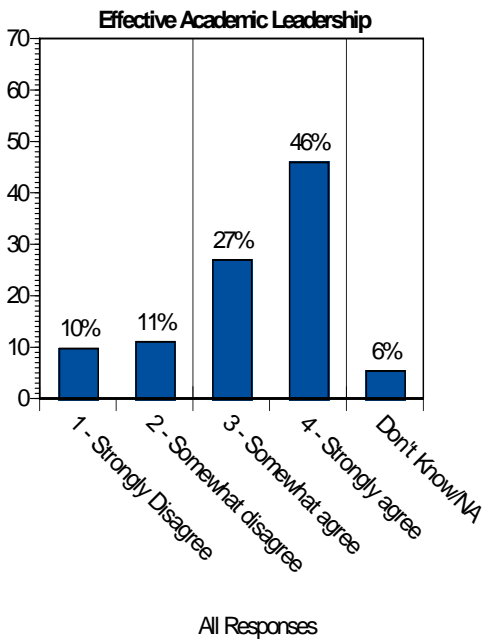
Multivariate tests reveal significant differences on this factor due to:
- Gender (p<.01)

Factor 2: Provides Resources and Support for Academic Performance

Provides Resources and Support for Academic Performance

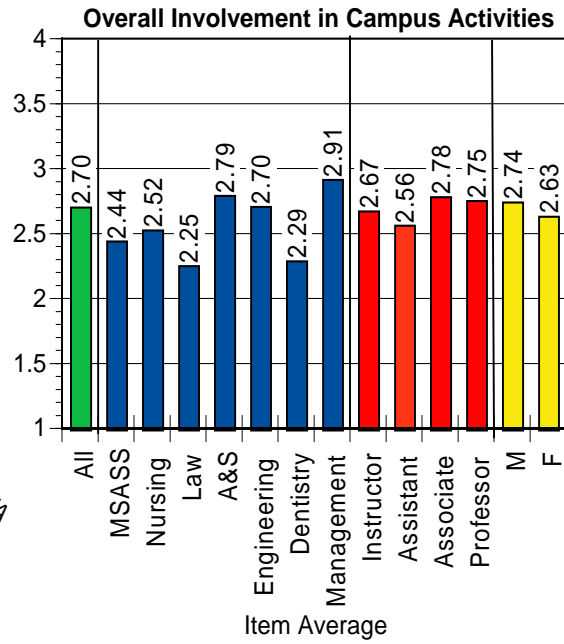All Responses

Provides Resources and Support for Academic Performance

Factor Average

Multivariate tests reveal significant differences on this factor due to:
- Gender (p<.05)

8. Mentoring Received (question 9)

Factor 1: Mentoring Received Outside Primary Unit

Mentoring Received Outside Primary Unit

All Responses

Mentoring Received Outside Primary Unit

Factor Average

29
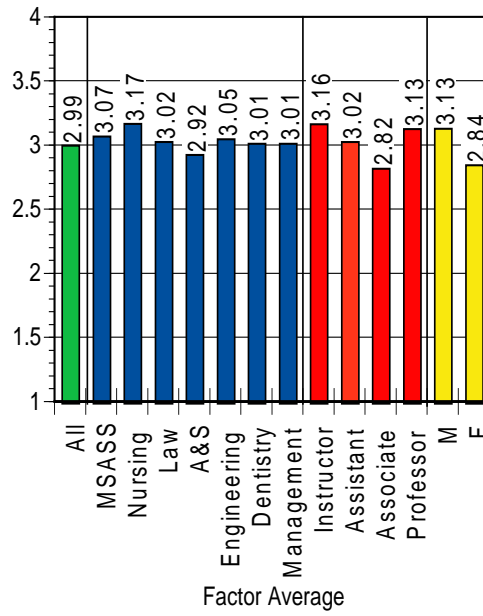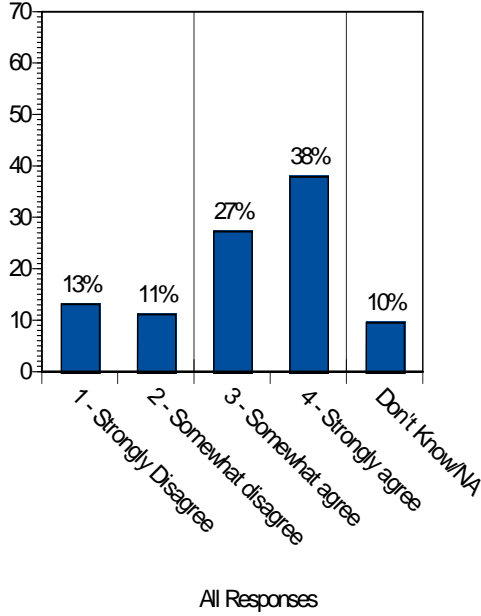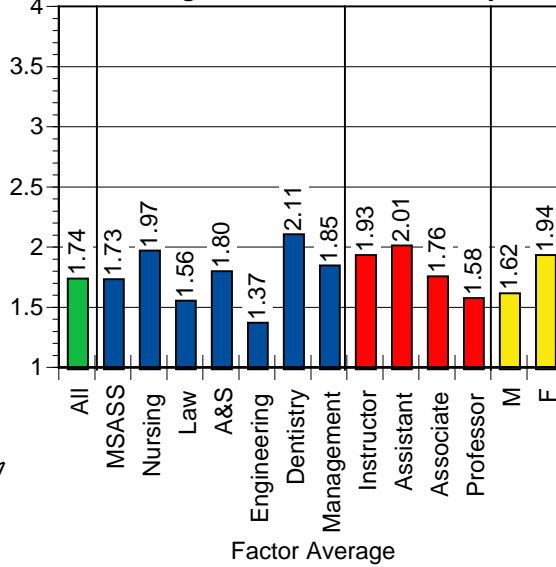
Multivariate tests reveal significant differences on this factor due to:
- School/College (p<.05)
- Rank (p<.01)
- Gender (p<.001)
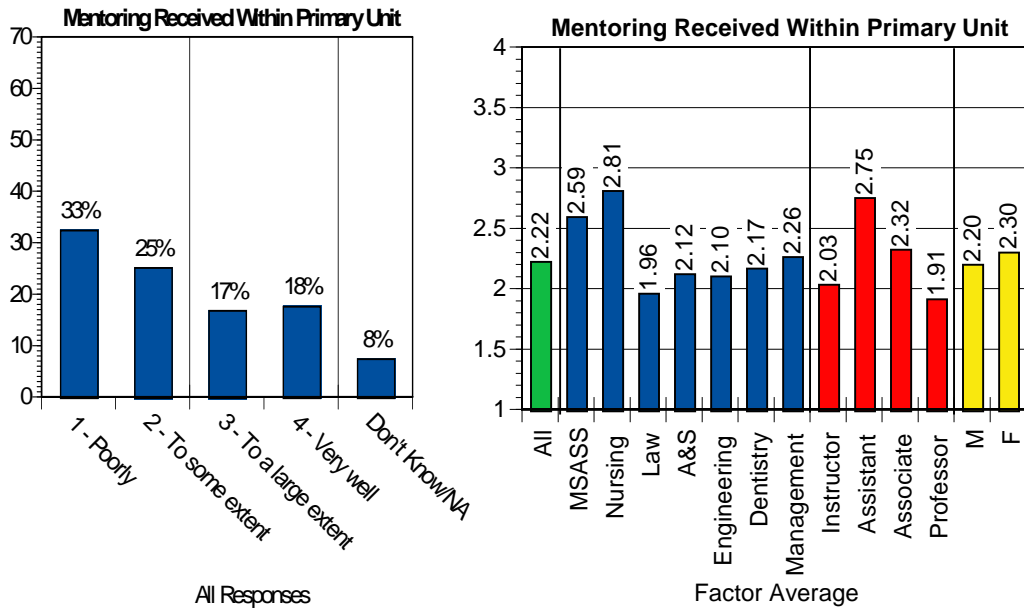
Factor 2: Mentoring Received Within Primary Unit

Multivariate tests reveal significant differences on this factor due to:
- School/College (p<.05)
- Rank (p<.001)

9. Appropriateness of Resources to Advance Academic Work (question 10A)

Factor 1: Appropriate Funding of and Technical Support for Research

Appropriate Funding of and Technical Support for Research

All Responses

Appropriate Funding of and Technical Support for Research

Factor Average
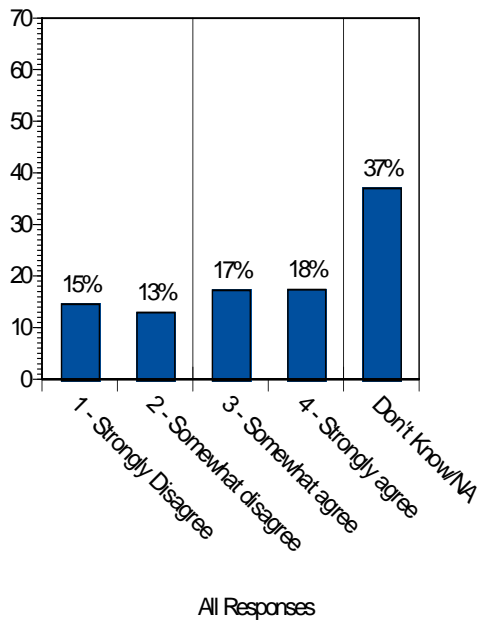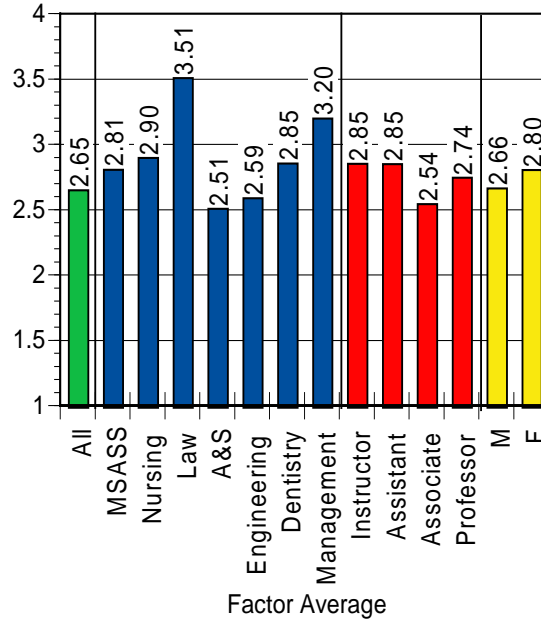
Multivariate tests reveal significant differences on this factor due to:
- School/College (p<.001)

Factor 2: Appropriate Compensation, Office Space, and Clerical Support

Appropriate Compensation, Office Space, and Clerical Support

All Responses

Appropriate Compensation, Office Space, and Clerical Support

Factor Average

Multivariate tests reveal significant differences on this factor due to:
- School/College (p<.001)

31

Factor 3: Appropriate Support for Non-research Responsibilities

Appropriate Support for Non-research Responsibilities   **Appropriate Support for Non-research Responsibilities**

Left chart (All Responses):
- 1 - Strongly Disagree: 9%
- 2 - Somewhat disagree: 15%
- 3 - Somewhat agree: 33%
- 4 - Strongly agree: 35%
- Don't Know/NA: 8%

Right chart (Factor Average):
- All: 3.02
- MSASS: 2.89
- Nursing: 2.87
- Law: 3.55
- A&S: 2.93
- Engineering: 3.18
- Dentistry: 3.50
- Management: 2.97
- Instructor: 3.00
- Assistant: 2.80
- Associate: 2.91
- Professor: 3.24
- M: 3.10
- F: 2.91

Multivariate tests reveal significant differences on this factor due to:
- Rank ($p<.01$)

10. <u>Fairness of Resources in Comparison with Others (question 10B)</u>

Factor 1: Equitable Distribution of Office and Lab Space, Service Assignments and Consulting Opportunities

Equitable Distribution - Space, Service and Consulting   **Equitable Distribution - Space, Service and Consulting**

All Responses

Factor Average
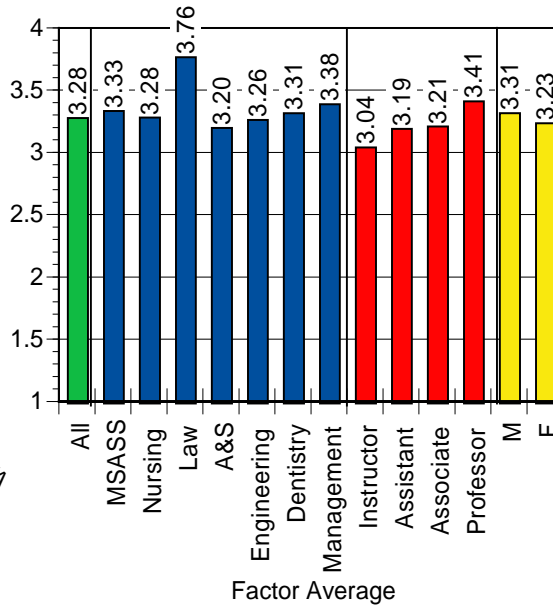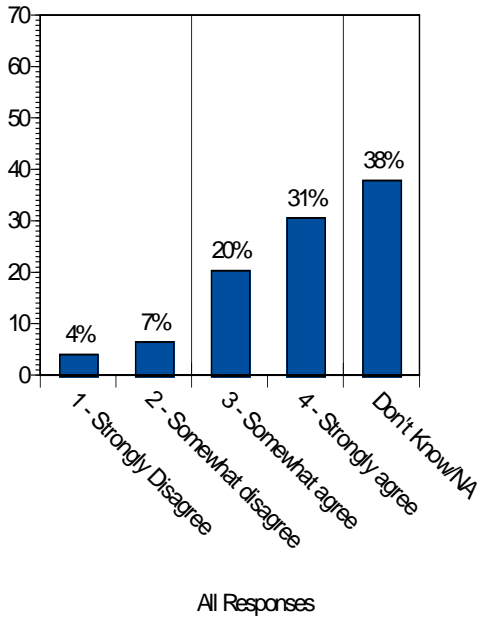
Multivariate tests reveal significant differences on this factor due to:

- Rank ($p<.05$)

Factor 2: Equitable Distribution of Compensation and Non-research Related Support and Assignments

Equitable Distribution - Compensation, Non-research Support   **Equitable Distribution - Compensation, Non-research Support**

All Responses

Factor Average
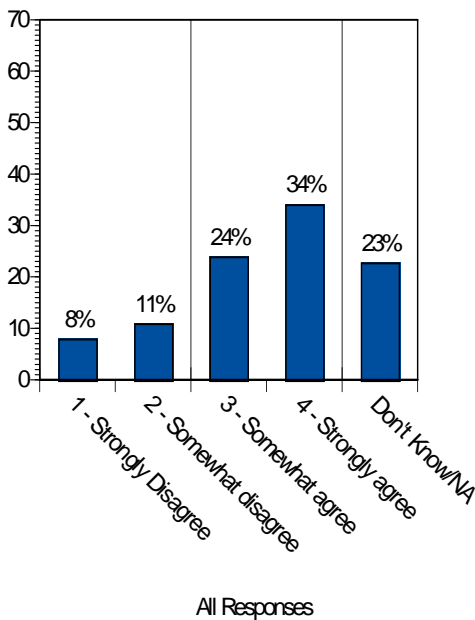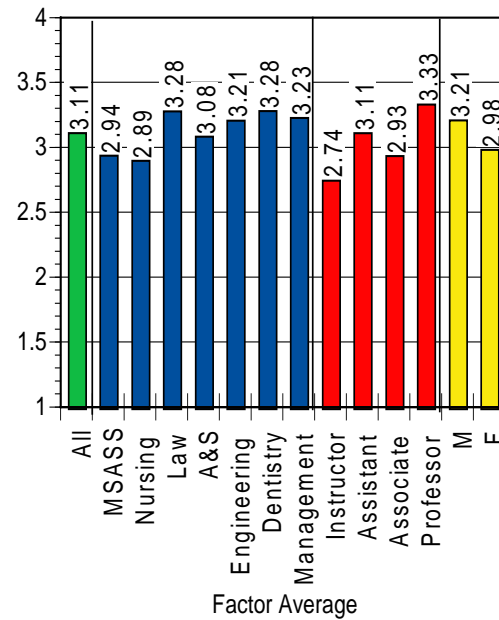
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.001)
- Gender (p<.05)

Factor 3: Fair Funding Of and Technical Support for Research
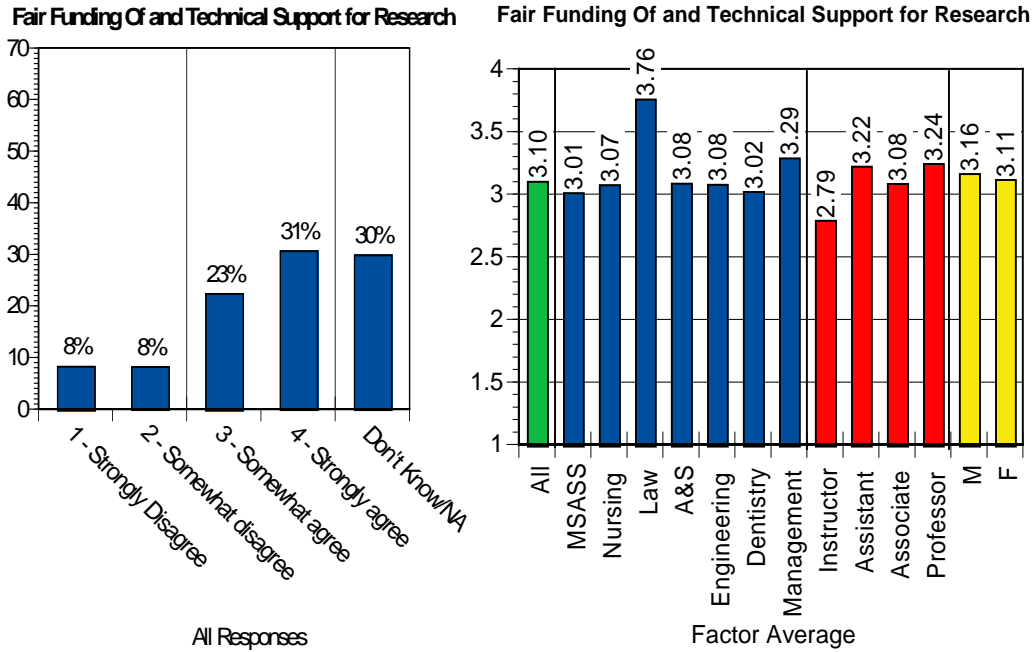
Fair Funding Of and Technical Support for Research

All Responses

Fair Funding Of and Technical Support for Research

Factor Average

11. <u>Transparency in Resource Allocation Process (question 10C)</u>

Factor 1: Clear Process for Allocating Compensation, Space, Teaching and Clerical Supports

Clear Process - Compensation, Space, Teaching, Clerical Support
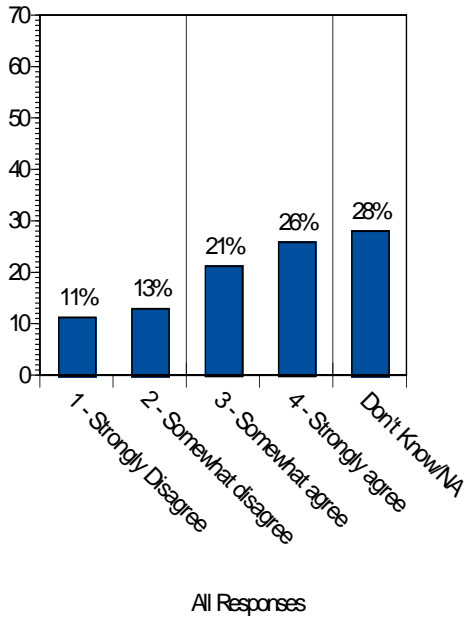
All Responses

Clear Process - Compensation, Space, Teaching, Clerical Support

Factor Average
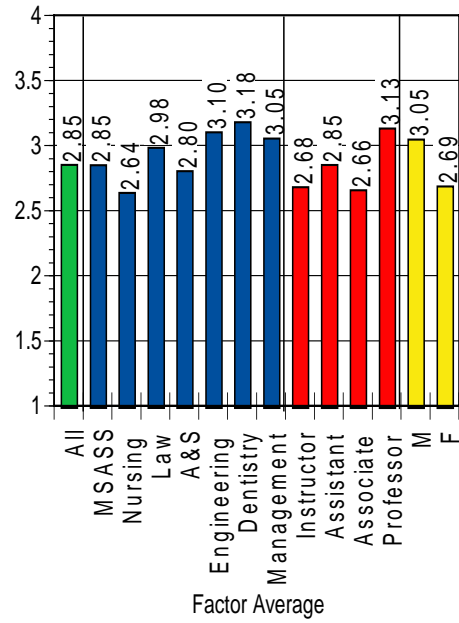
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)
- Gender (p<.001)

Factor 2: Clear Process for Allocating Internal Funding and Support for Research

Clear Process - Internal Funding, Support for Research

All Responses

Clear Process - Internal Funding, Support for Research

Factor Average

35
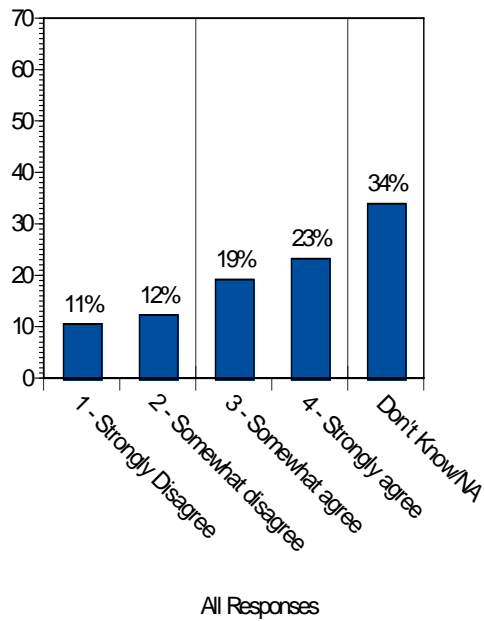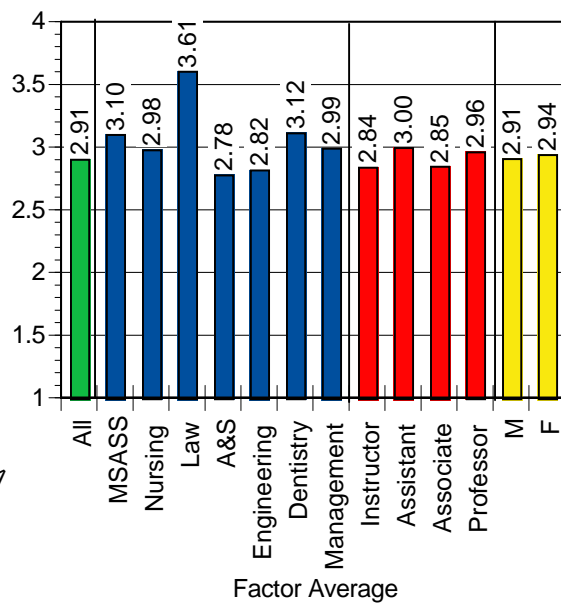
12. Satisfaction with Community and Academic Dimensions (question 11)

Factor 1: Community and Job Satisfaction
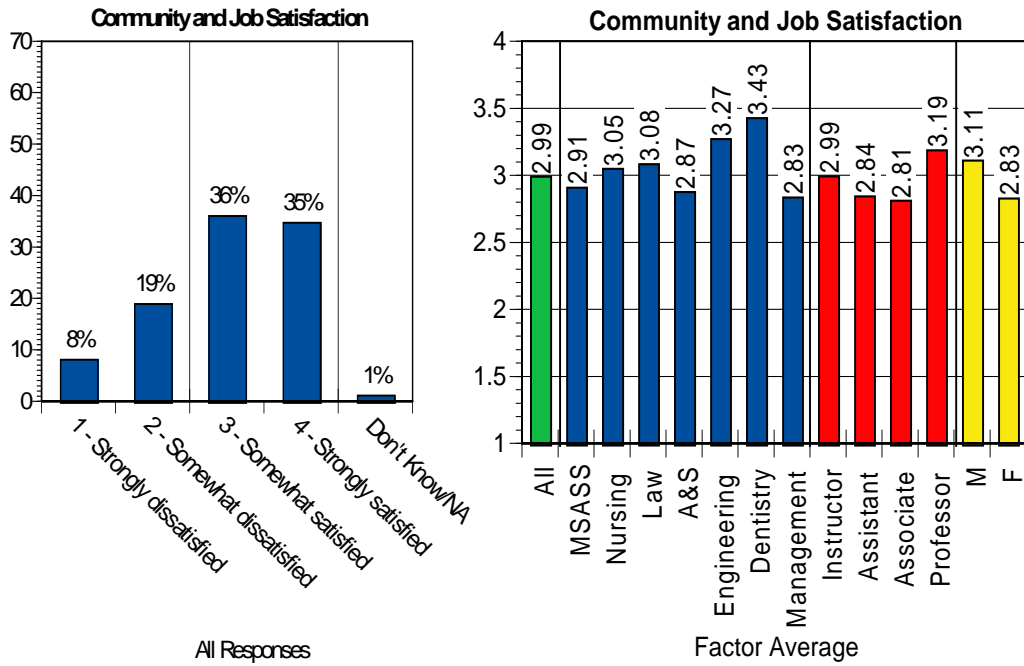
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)
- Gender (p<.01)

Factor 2: Satisfaction with Professional Activities and Success

Satisfaction with Professional Activities and Success

All Responses

Satisfaction with Professional Activities and Success

Factor Average

Factor 3: Satisfaction with Mentoring Received

Satisfaction with Mentoring Received

All Responses

Satisfaction with Mentoring Received

Factor Average
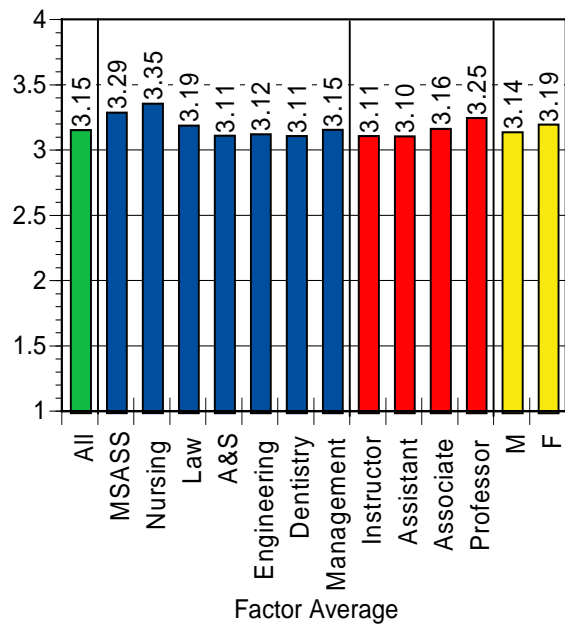
FINDINGS FOR THE SCHOOL OF MEDICINE (N=206)

1. <u>Participation in Activities on Campus or in University Circle (question 1)</u>

Factor 1: Participation in extracurricular activities

Participation in Extracurricular Activities

All Responses - Medicine

- 1 - Never: 47%
- 2 - Rarely: 27%
- 3 - Sometimes: 21%
- 4 - Frequently: 5%
- Don't Know/NA: 0%

Participation in Extracurricular Activities

Factor Average - Medicine

- All: 1.84
- Instructor: 1.71
- Assistant: 1.68
- Associate: 1.84
- Professor: 2.02
- M: 1.88
- F: 1.78

Multivariate tests reveal significant differences on this factor due to:

- Rank (p<.01)

Factor 2: Participation in academic activities

Participation in Academic Activities

All Responses - Medicine

- 1 - Never: 37%
- 2 - Rarely: 18%
- 3 - Sometimes: 21%
- 4 - Frequently: 21%
- Don't Know/NA: 2%

Lack of Information or Inconvenience of Event

Factor Average - Medicine

- All: 2.30
- Instructor: 2.40
- Assistant: 2.73
- Associate: 1.77
- Professor: 2.47
- M: 2.50
- F: 2.49

38

2. Reasons for Not Attending an Event on Campus or in University Circle (question 2)

Factor 1: Lack of information or inconvenience of event

Lack of Information or Inconvenience of Event — All Responses - Medicine

28% (1 - Never), 19% (2 - Rarely), 23% (3 - Sometimes), 25% (4 - Frequently), 5% (Don't Know/NA)

Lack of Information or Inconvenience of Event — Factor Average - Medicine

All: 2.5, Instructor: 2.4, Assistant: 2.73, Associate: 1.77, Professor: 2.47, M: 2.5, F: 2.49

Multivariate tests reveal significant differences on this factor due to:

- Rank (p<.01)

Factor 2: Safety and Location

Safety and Location — All Responses - Medicine

62% (1 - Never), 15% (2 - Rarely), 7% (3 - Sometimes), 4% (4 - Frequently), 13% (Don't Know/NA)

Safety and Location — Factor Average - Medicine

All: 1.48, Instructor: 1.50, Assistant: 1.63, Associate: 1.39, Professor: 1.43, M: 1.43, F: 1.57

Multivariate tests reveal significant differences on this factor due to:

- Rank (p<.05)

39

3. Overall Involvement in Campus Activities (question 3)

Overall Involvement in Campus Activities

All Responses - Medicine

- 1 - Not at all: 25%
- 2 - To some extent: 51%
- 3 - To a moderate extent: 19%
- 4 - To a great extent: 3%
- Don't Know/NA: 0%

Overall Involvement in Campus Activities

Item Average - Medicine

- All: 2.01
- Instructor: 1.83
- Assistant: 1.77
- Associate: 2.15
- Professor: 2.1
- M: 2.06
- F: 1.91

Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.05)

4. Quality of Relationships Within the Campus Community (question 7)

Factor 1: Lack of Acceptance of Diversity

Lack of Acceptance of Diversity

All Responses - Medicine

- 1 - Strongly Disagree: 56%
- 2 - Somewhat disagree: 19%
- 3 - Somewhat agree: 7%
- 4 - Strongly agree: 3%
- Don't Know/NA: 15%

Lack of Acceptance of Diversity

Factor Average - Medicine

- All: 1.52
- Instructor: 1.7
- Assistant: 1.62
- Associate: 1.45
- Professor: 1.47
- M: 1.52
- F: 1.54

40

Factor 2: Biased Attitudes toward Faculty and Staff from Other Countries

Biased Attitudes toward Faculty and Staff from Other Countries

All Responses - Medicine

Biased Attitudes toward Faculty and Staff from Other Countries
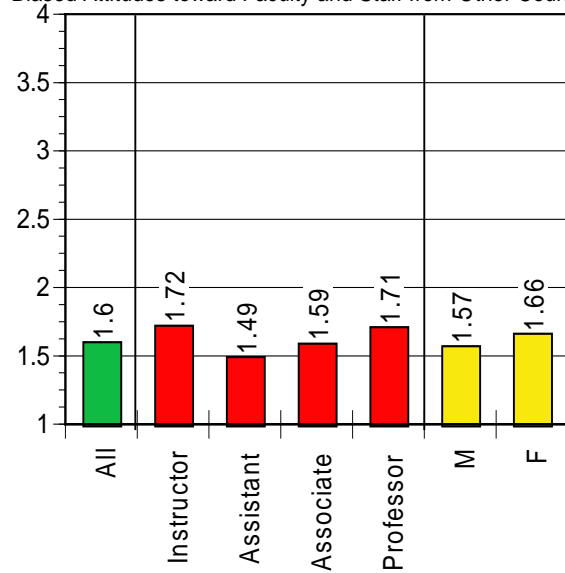
Factor Average - Medicine

Factor 3: Respectful Relationships Among Faculty and With Administrators

Respectful Relationships Among Faculty and With Administrators
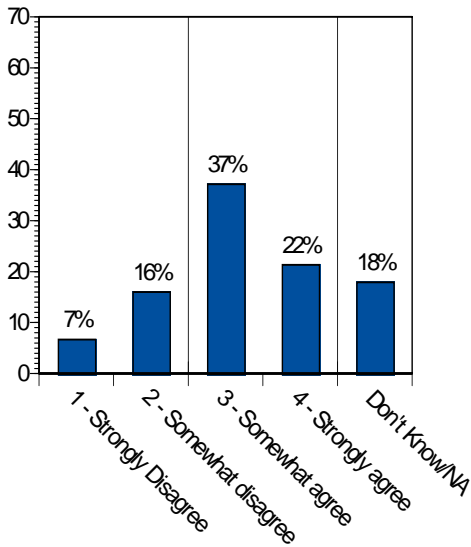
All Responses - Medicine

Respectful Relationship Among Faculty and With Administrators

Factor Average - Medicine

41

5. Quality of Colleagueship and Support in Primary Unit (question 4)

Factor 1: Sense of Being Valued and Included

Sense of Being Valued and Included

All Responses - Medicine

Sense of Being Valued and Included

Factor Average - Medicine

Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)
- Gender (p<.001)

Factor 2: Gender, Race, and Family Obligations Make a Difference

Gender, Race, and Family Obligations Make a Difference

All Responses - Medicine

Gender, Race and Family Obligations Make a Difference

Factor Average - Medicine

42

Multivariate tests reveal significant differences on this factor due to:
- Gender (p<.001)

Factor 3: Sense of Pressure and Restrictions

Sense of Pressure and Restrictions

All Responses - Medicine

Sense of Pressure and Restrictions

Factor Average - Medicine
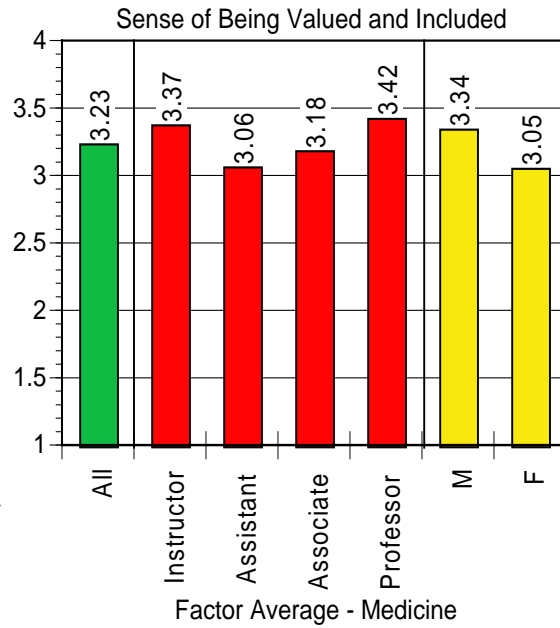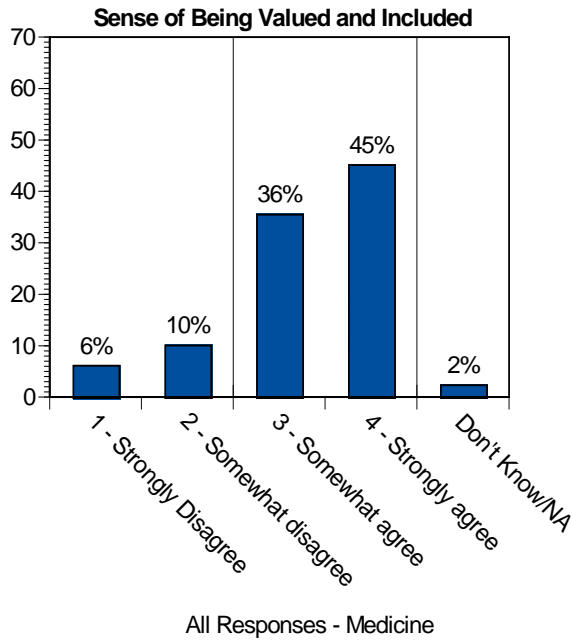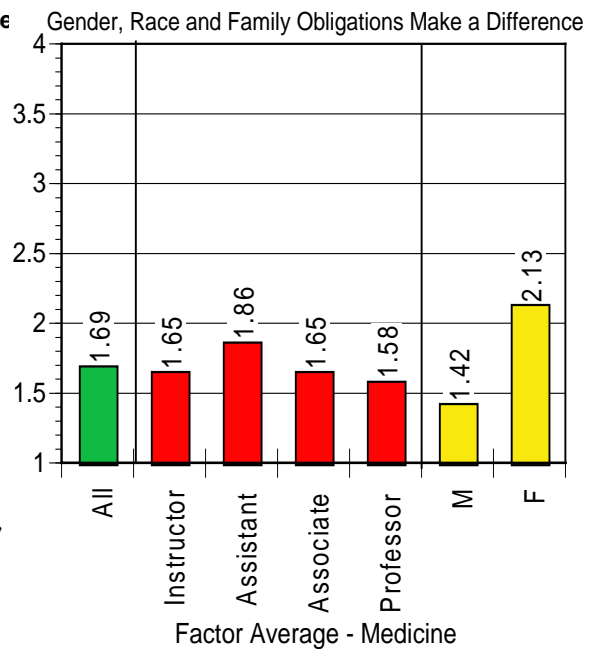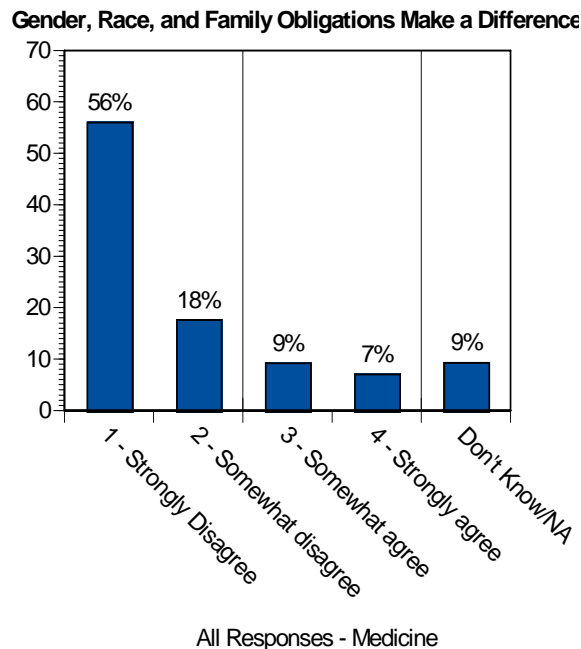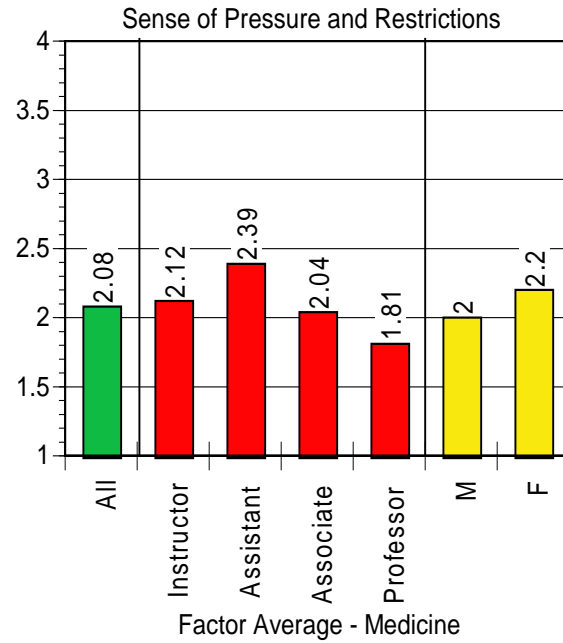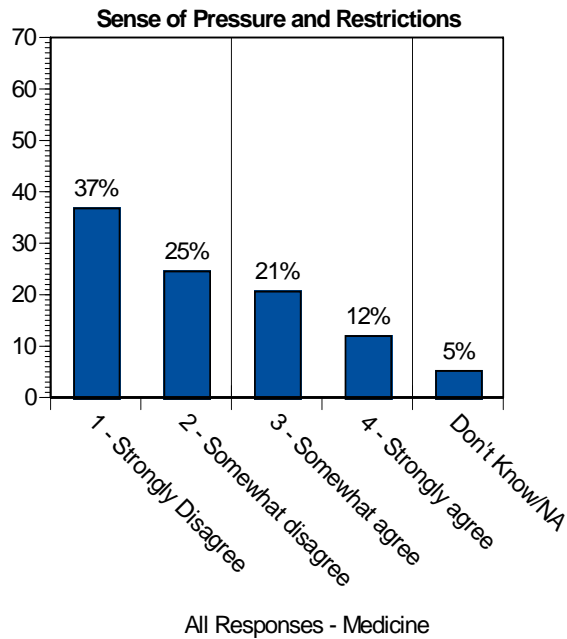
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.001)

6. Support for Work-Life Integration (question 5)

Factor 1: Support for Work-Life Integration

Support for Work-Life Integration

All Responses - Medicine

Support for Work-Life Integration

Factor Average - Medicine

Multivariate tests reveal significant differences on this factor due to:
- Gender (p<.05)

7. Effectiveness of Primary Unit Head (Chair/Dean) (question 6)

Factor 1: Effective Academic Leadership

Effective Academic Leadership

All Responses - Medicine

Effective Academic Leadership

Factor Average - Medicine
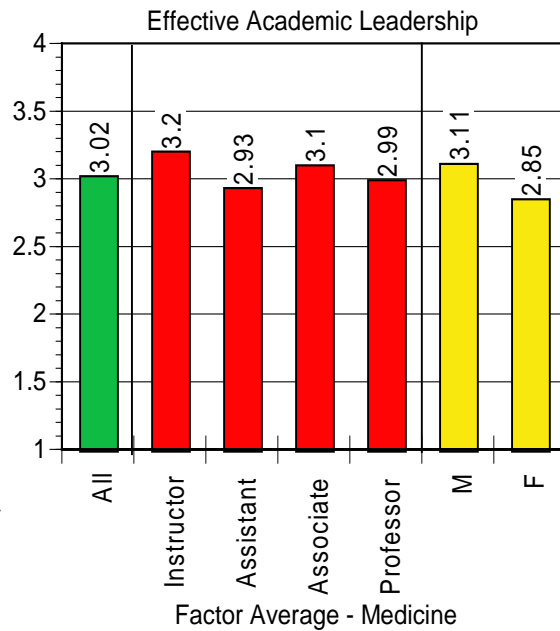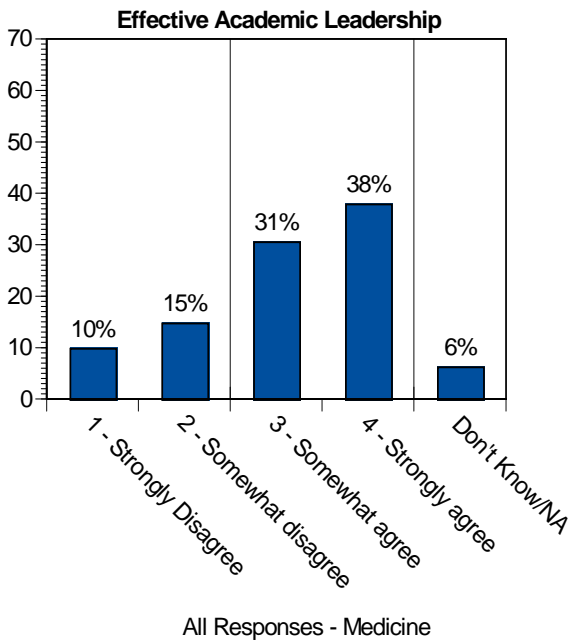
Multivariate tests reveal significant differences on this factor due to:
- Gender (p<.05)

Factor 2: Provides Resources and Support for Academic Performance

Provides Resources and Support for Academic Performance
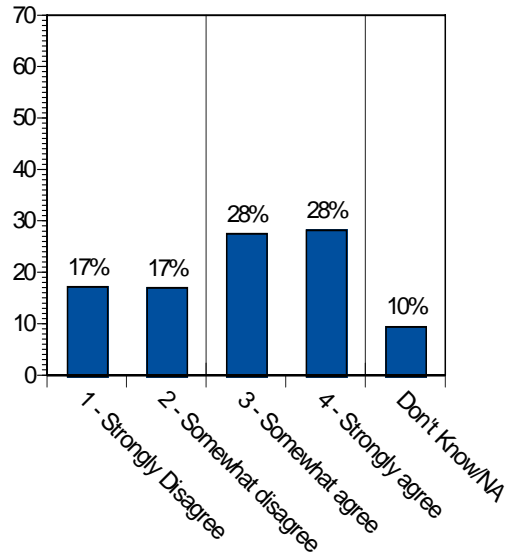
All Responses - Medicine

Provides Resources and Support for Academic Performance

Factor Average - Medicine

Multivariate tests reveal significant differences on this factor due to:

- Gender ($p<.05$)

8. Mentoring Received (question 9**)**

Factor 1: Mentoring Received Outside Primary Unit

Mentoring Received Outside Primary Unit

All Responses - Medicine

Mentoring Received Outside Primary Unit

Factor Average - Medicine

Multivariate tests reveal significant differences on this factor due to:
- Gender (p<.001)

Factor 2: Mentoring Received Within Primary Unit

Mentoring Received Within Primary Unit

All Responses - Medicine

Mentoring Received Within Primary Unit

Factor Average - Medicine
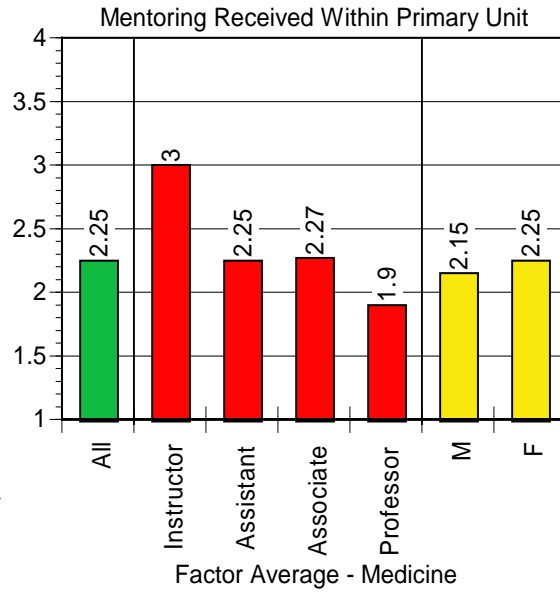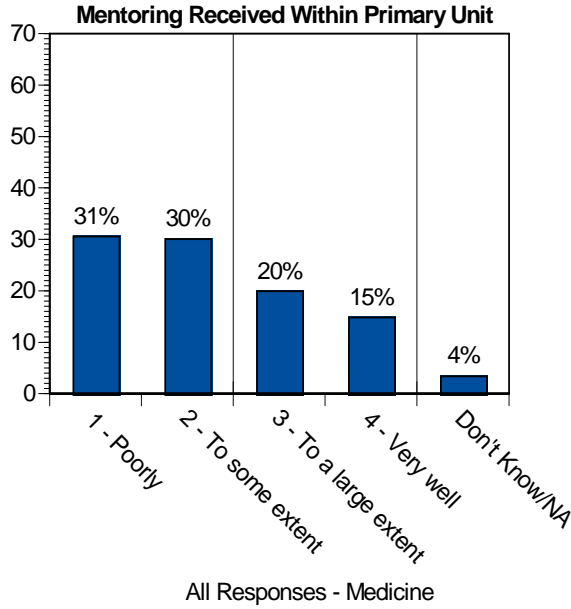
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.001)

9. Appropriateness of Resources to Advance Academic Work (question 10A)

Factor 1: Appropriate Funding of and Technical Support for Research

Appropriate Funding of and Technical Support for Research

All Responses - Medicine

Appropriate Funding of and Technical Support for Research
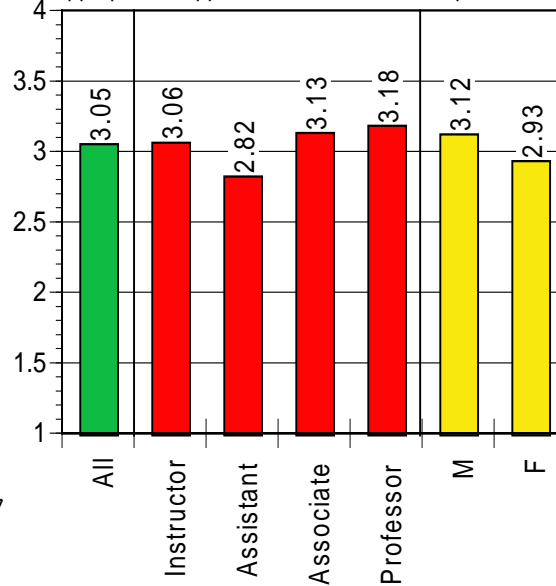
Factor Average - Medicine

Factor 2: Appropriate Compensation, Office Space, and Clerical Support

Appropriate Compensation, Office Space, and Clerical Support

Appropriate Compensation, Office Space, and Clerical Support

All Responses - Medicine

Factor Average - Medicine

Multivariate tests reveal significant differences on this factor due to:

- Gender (p<.05)

Factor 3: Appropriate Support for Non-research Responsibilities

Appropriate Support for Non-research Responsibilities

Appropriate Support for Non-research Responsibilities

All Responses - Medicine

Factor Average - Medicine

47

10. <u>Fairness of Resources in Comparison with Others (question 10B)</u>

Factor 1: Equitable Distribution of Office and Lab Space, Service Assignments and Consulting Opportunities

Equitable Distribution - Space, Service and Consulting

All Responses - Medicine

Equitable Distribution - Space, Service and Consulting

Factor Average - Medicine
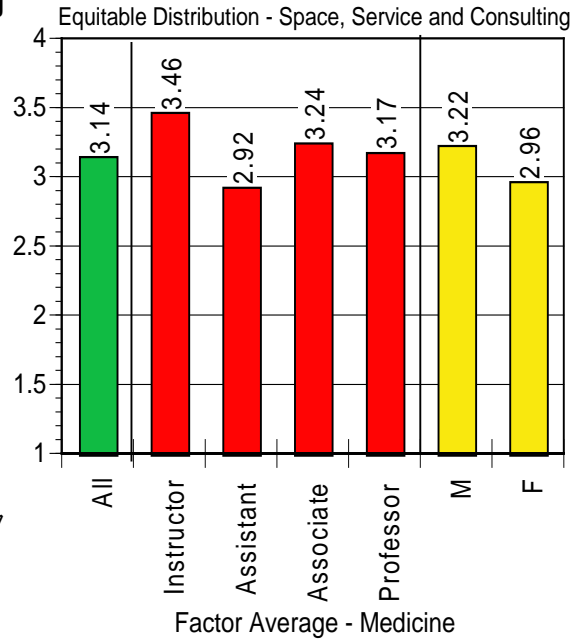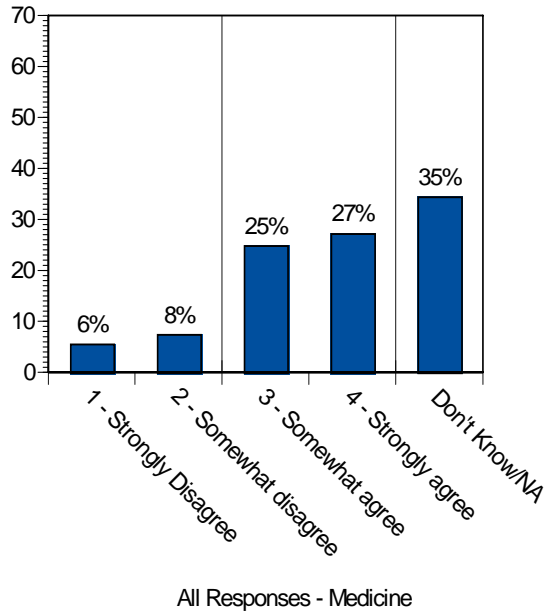
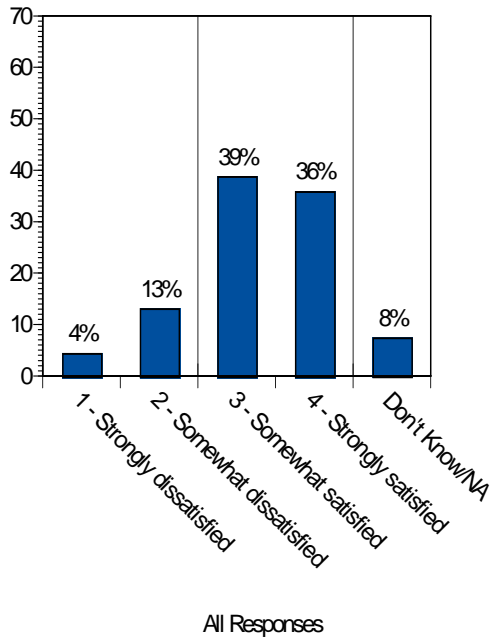Multivariate tests reveal significant differences on this factor due to:
- Rank ($p < .05$)
- Gender ($p < .01$)

Factor 2: Equitable Distribution of Compensation and Non-research Related Support and Assignments

Equitable Distribution - Compensation, Non-research Support
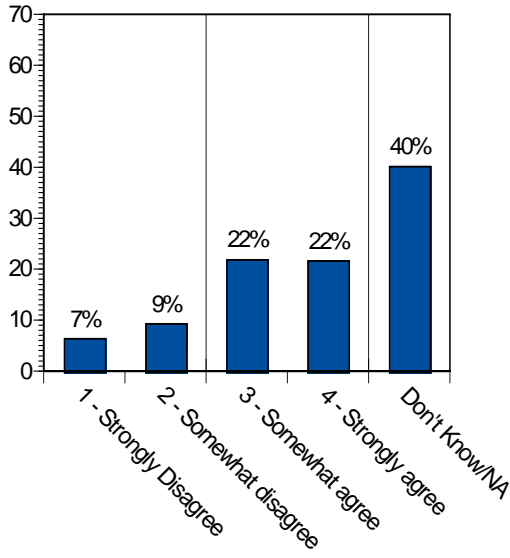
All Responses - Medicine

Equitable Distribution - Compensation, Non-research Support
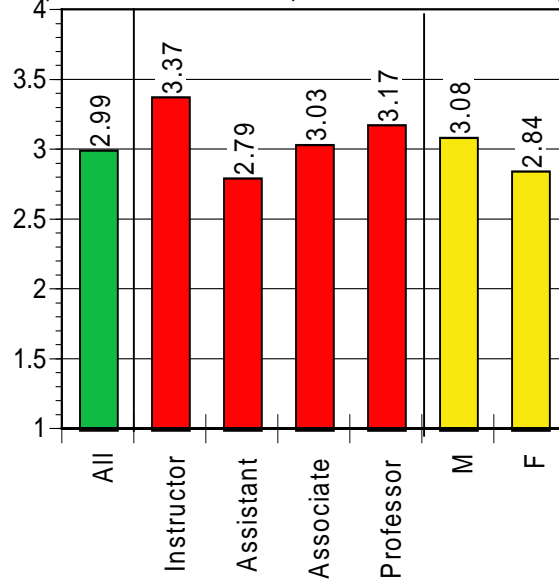
Factor Average - Medicine

Factor 3: Fair Funding of and Technical Support for Research

Fair Funding Of and Technical Support for Research
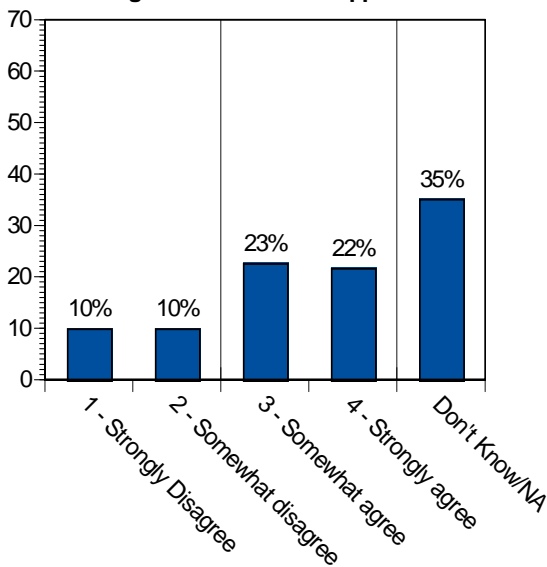
All Responses - Medicine

Fair Funding Of and Technical Support for Research
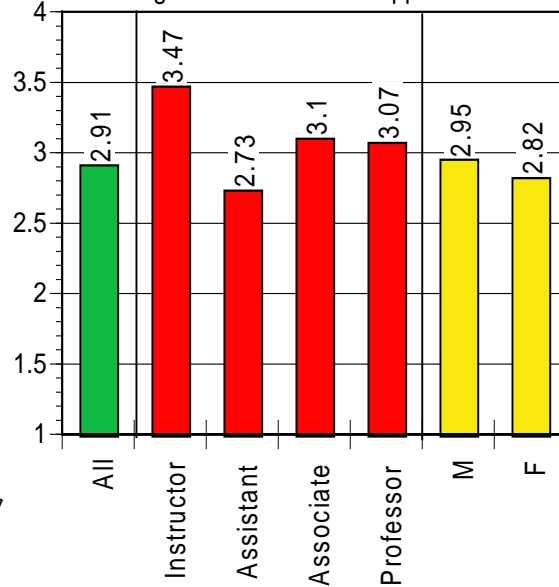
Factor Average - Medicine

Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)

11. Transparency in Resource Allocation Process (question 10C)

Factor 1: Clear Process for Allocating Compensation, Space, Teaching and Clerical Supports

49

Clear Process - Compensation, Space, Teaching, Clerical Support
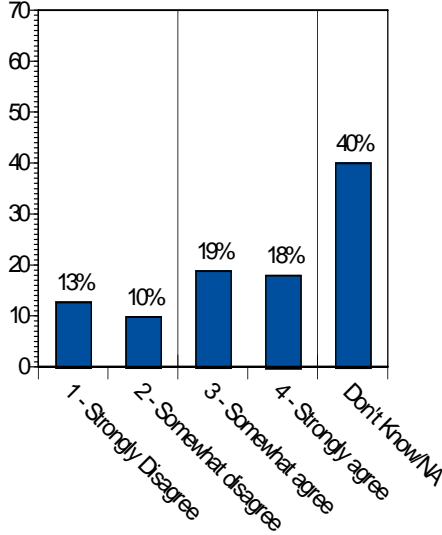
All Responses - Medicine

Clear Process - Compensation, Space, Teaching, Clerical Support
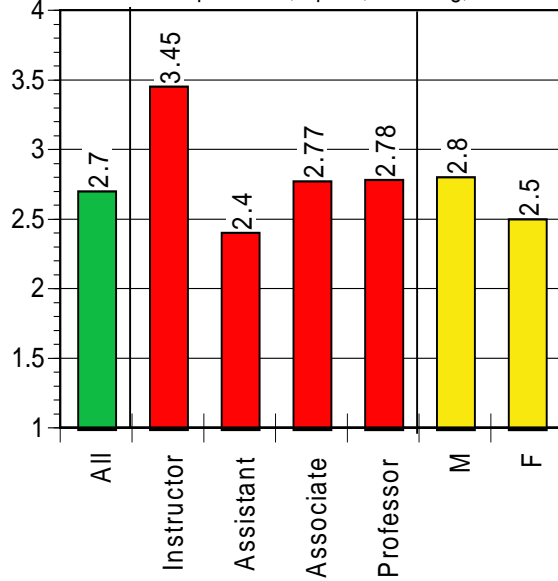
Factore Average - Medicine

Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)
- Gender (p<.05)

Factor 2: Clear Process for Allocating Internal Funding and Support for Research

Clear Process - Internal Funding, Support for Research
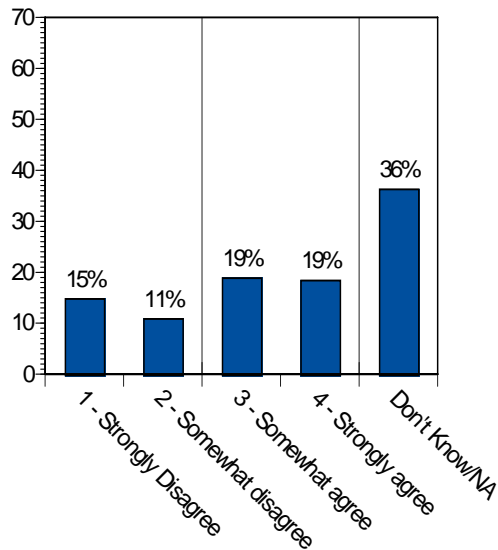
All Responses - Medicine

Clear Process - Internal Funding, Support for Research
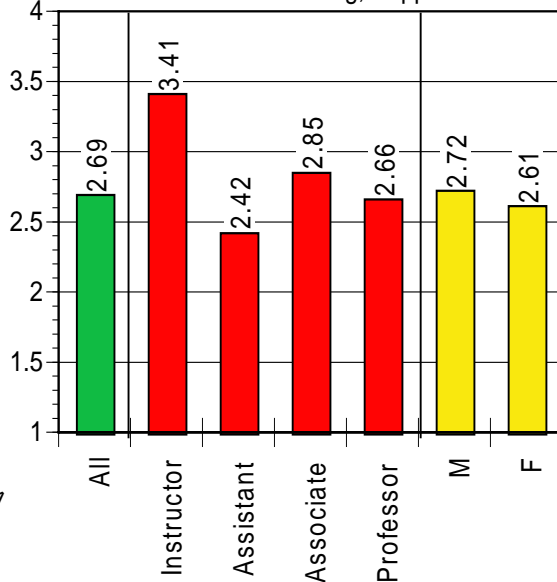
Factor Average - Medicine

Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)

12. Satisfaction with Community and Academic Dimensions (question 11)

Factor 1: Community and Job Satisfaction

Community and Job Satisfaction

All Responses - Medicine

Community and Job Satisfaction

Factor Average - Medicine
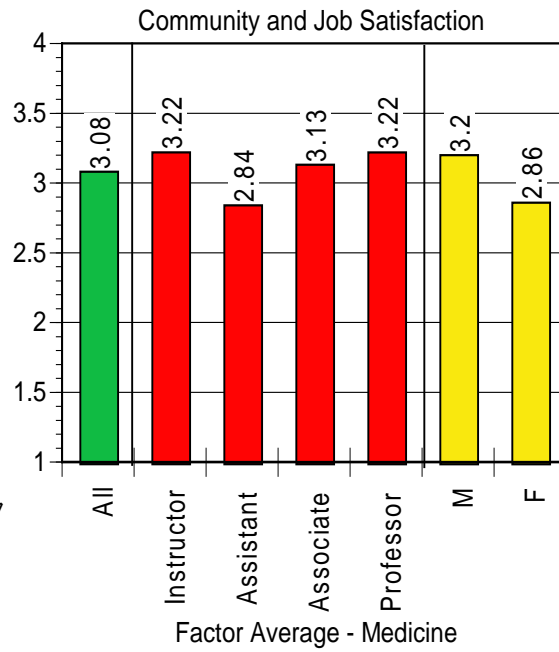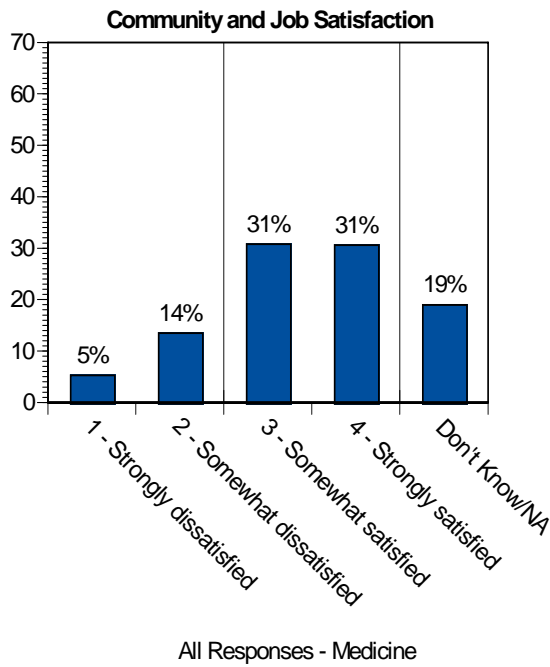
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.01)
- Gender (p<.001)

Factor 2: Satisfaction with Professional Activities and Success
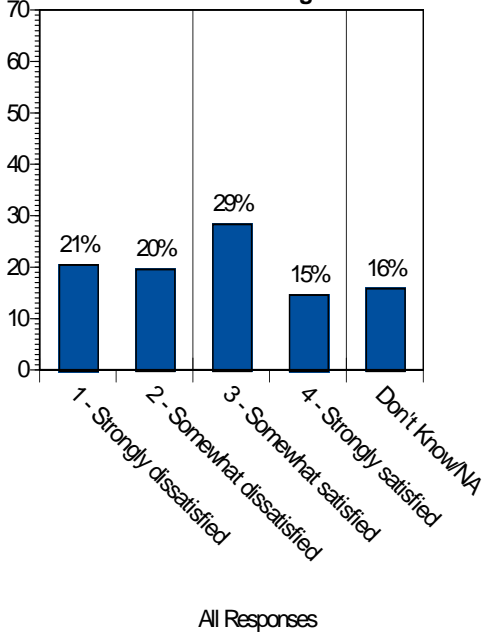

Satisfaction with Professional Activities and Success

All Responses - Medicine

Satisfaction with Professional Activities and Success

Factor Average - Medicine
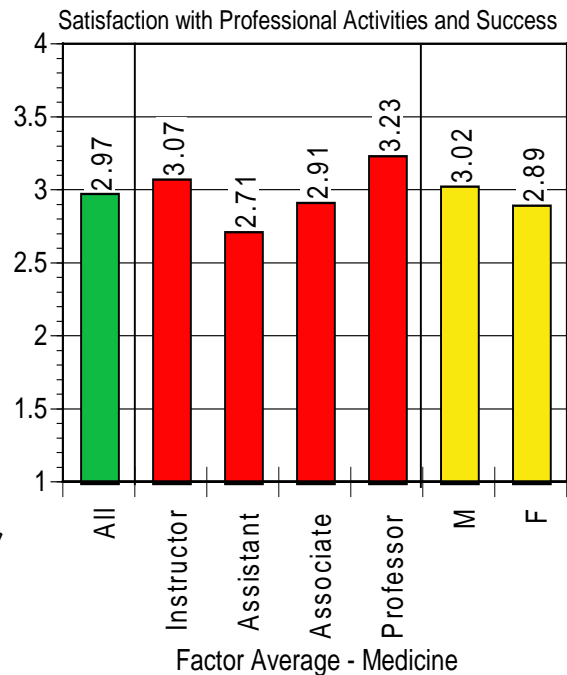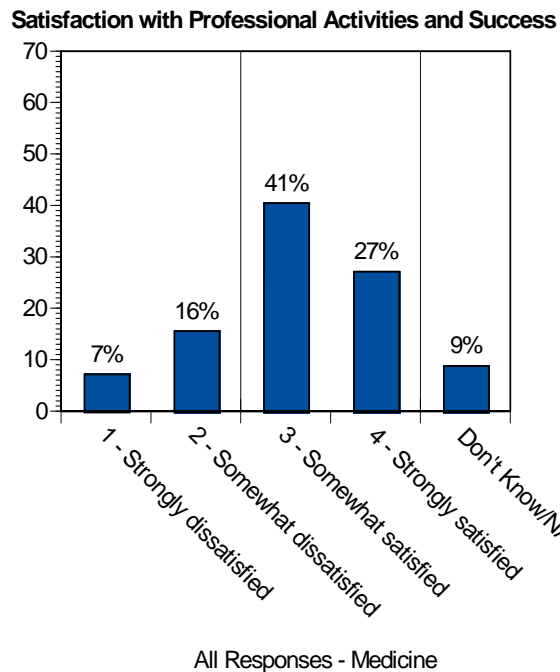
Multivariate tests reveal significant differences on this factor due to:
- Rank (p<.001)

Factor 3: Satisfaction with Mentoring Received

Satisfaction with Mentoring Received

All Responses - Medicine

Satisfaction with Mentoring Received

Factor Average - Medicine
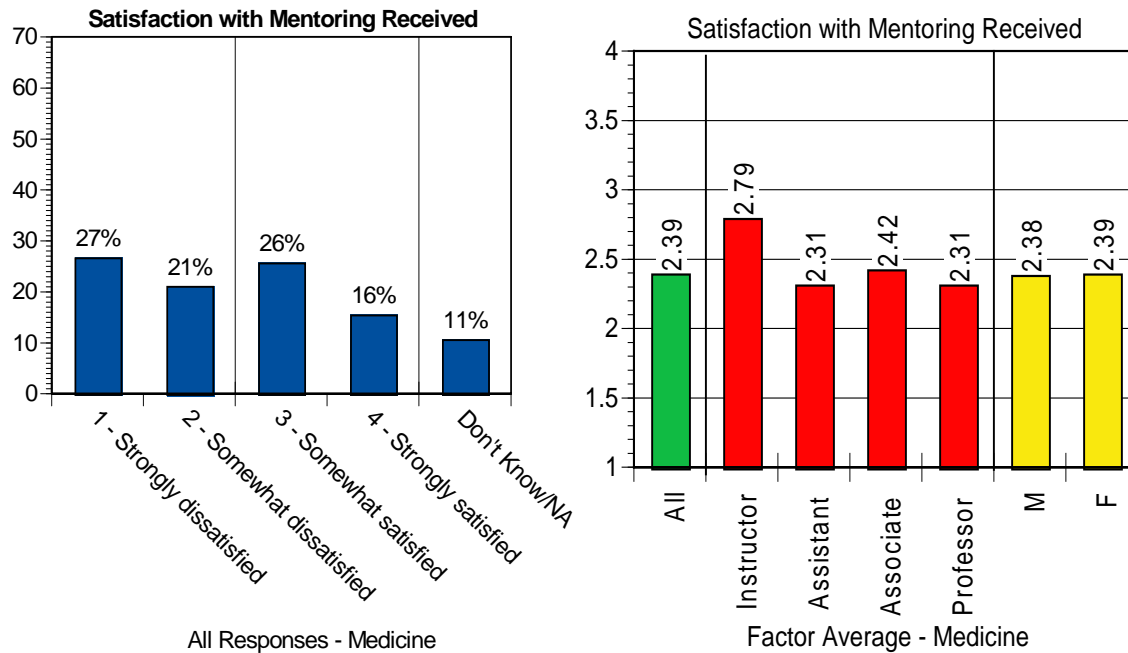
Qualitative Findings

This section of the report summarizes findings from the analysis and coding of qualitative data (N=159 respondents). A brief description of each theme is presented, followed by direct quotes. This method allows the faculty respondents to speak for themselves, providing illustrative examples of how these themes are manifested and experienced at Case, while producing a succinct report. Quotes included here, while representative of their respective themes, are *not* an exhaustive presentation of all qualitative data. Appendix 6 contains all qualitative data included in this analysis. These data have been de-identified to protect the anonymity of the respondents.

Analysis of the faculty comments resulted in 4 overarching categories, which are further defined by 15 themes:

a. Overall Sense of Community and Climate at Case

1. Positive perspectives on the academic climate
2. Concerns about community
3. Little things matter
4. Concerns about channels of communication and decision making
5. Teaching and service are undervalued

6. Business of the research university: money matters
7. Perceptions of bias or marginalization
8. Concerns about family-friendly policies

b. Resources and Supports at Case

1. Concerns about resources
2. Concerns about University infrastructure
3. Concerns about lack of mentoring

c. University Administration

1. Positive perspectives on University administration
2. Concerns about the University's direction

d. School / Department

1. Positive perspectives about school /department
2. Concerns about school / department

These themes are discussed in detail below.

a. Overall Sense of Community and Climate at Case

1. Positive perspectives on the academic climate
   Description: In addition to quotes corresponding with subsequent themes, several respondents expressed a high regard for the climate at the University and their experiences of being a faculty member at Case.

   "Case has had an unexpected number of exceptional faculty in any schools of the University."

   "Case is a great environment because of its people, new leadership has invigorated the general attitude…"

   "Overall I find academic life at Case stimulating and rewarding."

   "I like and respect my colleagues in other departments quite a bit."

2. Concerns about community
   Description: Respondents feel their school, department, and / or University needs to improve the sense of community, via physical amenities and increased opportunities for interaction among colleagues ranging from intellectual pursuits to casual interactions. Respondents express a desire for more engagement or belonging with the University community.

"The spatial layout of Case breaks up a university community environment. I find the food and public culture life on campus terribly lacking; there is no place where museum, arts & sciences, humanities, medicine, engineering etc. folks can hang out, bump into each other etc....The campus needs a building, built by an international architect, that is purposely designed to bring people together; it would offer interesting food, information, meeting rooms, coffee shops, hang out spaces, cultural performances, small lectures...etc....I find this lack of public culture the one big reason I sometimes think about going elsewhere. There is no University diverse public culture here."

"My experience has been that there is a strong sense of community within my department... but a weak sense of community within the university generally."

"Overall, I don't feel that the level of intellectual activity and stimulation at Case is what it should be for a "major research university." This place is strangely dead."

"Faculty perform as independent contractors and there is no mechanism in place to change this culture."

"Having relocated...to accept this position I was astounded that no one reached out to help my[spouse]and me become acclimated to the region and to feel as if we belonged at Case. Overall, this has been the greatest disappointment in accepting the position at Case."

3. Little things matter
   Description: Respondents feel department and / or University could improve sense of morale and climate by small gestures, in the form of physical amenities, opportunities for interaction among colleagues and other public forums, or changes in policy.

   "Upset at not getting suitable parking near [my school] despite being a faculty member with a... baby."

   "I was disappointed that business cards were not provided by the University."

   "Recent losses in community feeling due to canceling the university ball, banning pets, etc. have greatly reduced the pleasant, convivial atmosphere Case used to have."

4. Concerns about channels of communication and decision making
   Description: Respondents, speaking to either departmental or University levels, express a desire for improved communication channels and clearer decision making processes.

   "Changes in President and Provost create some anxiety about expectations; they should let us know what they think about promotion expectations."

"Due to variations in teaching and travel schedules, I think it would be helpful to have a more systematic process for sharing information with everyone in the department, not only sharing things in senior faculty meetings and relying on serendipity for the junior faculty to also learn about what is going on."

"Leadership would benefit from actively and seriously LISTENING to feedback given by those at the 'bottom' of the academic ladder."

"… There is no comfortable way to give and no response to bottom up feedback. The top down management style predominates."

5. Teaching and service are undervalued
Description: Respondents express perceptions that their teaching and service activities are undervalued (compared to research activities), especially as this pertains to promotion
and tenure.

"Individuals whose primary focus is [education] are undervalued compared with those performing… research."

"I realize that we are primarily a research institution and that is part of what makes this a great school, but those of us who have taken on the burden of service and teaching (another aspect that makes our school great!) are not adequately recognized with regard to promotion and tenure."

"… There is one criterion for getting tenure at the level of the provost and that criterion is publishing, in specific numbers and in specific places, using specific methods. The other criteria - teaching and service - are unimportant."

"[My school] says it is interested in improving the experience of undergraduates, but I see little evidence of that beyond lip service. All rewards go for research, despite heavy duties in administration, and teaching appears to get the least attention. Perhaps more importantly, there is nothing to encourage faculty to take an interest in students outside of the classroom, because all of the rewards in the system demand that one puts the lion's share of one's time into research…"

"Teaching faculty have been taken for granted for years. This did not worry [me] too much except when undeserving academic faculty who refuse to teach at all get promoted. [In the mean time] the teacher is told teaching is too hard to measure. [My school] should embrace and support its teaching faculty."

6. Business of the research university
Description: Respondents describe their role in economic terms. Some may describe faculty as "entrepreneur." Others discuss the importance of continued research funding

within the context of University's emphasis on the "bottom line."

"I, and most faculty, feel that we are on their own (entrepreneurs) and that the bottom-line is measured in dollars."

"I am simply a source of revenue. Basically I rent space (very expensive space) in a University owned building."

"My clinical department runs more like a business venture than an academic department. This goes for equity in salary, research space, bridge funding and other components of academic life that would reduce the level of stress."

7. Perceptions of bias or marginalization
Description: Respondents describe perceptions and/or experiences in which they are not as valued in the University as another group. This theme encompassed the majority of comments throughout these data. Quotes included here speak to impressions of bias based on rank, gender, disability, race, discipline, field, or sexual orientation.

"This is a difficult place to be female--there is a persistent but implicit edge for committee work here. It's also striking that the President's cabinet is all male--it sends a sure and clear message to the women on campus."

"The biggest problem is the contempt for humanities and humane social sciences shown by natural scientists and engineers, as well as central University administration, and the atmosphere fostered by central University administration, through nonsense such as equating performing arts with humanities, permits and reinforces this contempt."

"... Homophobia... is rampant on campus."

"There still is a feeling, and is backed up with some actual information, that those in the Arts & Sciences are less well-respected and less well-paid than those in other colleges and schools.

"Ph.D. researchers flounder in clinical departments and are basically unnoticed."

"There is discrimination of people with disability."

"Case can do a better job of being a culturally competent university. The presence of international students doesn't make one competent. I find that the treatment of... African American students and faculty is neglectful as well as shameful."

8. Concerns about family-friendly policies
   Description: Respondents express a desire for improved policies in the university or department regarding increased flexibility around family responsibilities, such as care taking of children, elderly relatives. Comments included in this theme also include comments regarding a desire for accessible child care on campus.

   "I am considered full-time, but only work [a percentage] of that time so that I can take care of [dependent family members]. The time frame for promotions does not seem too flexible to accommodate… someone working [less than 100%] time."

   "We desperately need an overhaul of work-family or work-life policies. The tenure extension is great, but "leaves" for illness or birth or adoption are still a problem. When my[child] was born… I did not get a teaching release…[after 6 weeks] I was back in the classroom and [directing an academic program] and my research suffered considerably. I feel strongly that at a research university, faculty should get a teaching release during the term they give birth or adopt."

   "Surprised at the lack of day care facilities at Case considering the number of women that work/attend Case."

   "The University needs to institute a formal parental leave policy for faculty."

b. Resources and Supports at Case

1. Concerns about resources
   Description: Respondents speak to needing more resources. Examples include requests for increased assistance in their departments with administrative responsibilities related to grant preparation, bridge funding, improved offers to potential recruits, and access to technological resources.

   "Salary compensation is woefully inadequate. Salary compression is an ongoing (decades long) problem. According to salary surveys of comparable institutions by my discipline's professional organization, salaries at Case are in the bottom quartile (in a rank by rank comparison)."

   "My department needs a larger faculty so that we will be able to create and maintain a true community of researchers."

   "There were several places where I am not happy with the resources, but it is an institutional issue -- everyone in the department is in the same boat."

2. Concerns about University infrastructure
   Description: Respondents speak about University support offices/infrastructure needing improved processes or policies (i.e., ORA and grants administration, HR, parking).

   "Administratively, human resources and purchasing departments have been major disappointments. Human resources pass on incompetent research technicians from one lab to the next. Purchasing department is constantly mishandling purchasing orders."

   "The IRB process could work more smoothly to save researchers time and frustration."

   "A formal system of evaluating and replacing / retaining department chairs must be introduced and strictly implemented to avoid the administrative mismanagement and un-academic, unhealthy work environment at the department level."

   "University bureaucracies such as the Office of Research, Human Resources, and Communications, actively undercut my work and make my job constantly harder."

3. Concerns about lack of mentoring
   Description: Respondents express a desire for more opportunities for individual faculty development. They refer to professional / academic development, development of research ideas, personal/leadership development.

   "My main disappointment with the university is in the lack of mentoring I have received, and the lack of leadership my department chairs and deans have shown."

   "[I'm] not satisfied by my development in the research area, the lack of mentorship has led to a lack of motivation."

   "'Mentoring' is... a pretty useless term for me—it would be nice to have a better idea how to be a chair... And one can't exactly be 'mentored' by higher administration because interests of chairs and higher administrators are not entirely the same (though key staff are reasonably helpful)."

c. *University Administration*

1. Positive perspectives on University administration
   Description: Respondents feel top level of University administration (to include president, "cabinet," and board of trustees) has a strong relationship and communication with faculty and/or community.

"The current Case president is the best since I joined the faculty [30+] years ago."

"The new Dean… is the best thing that's happened here."

"Case is great environment because of its people, new leadership has invigorated the general attitude, challenges remain with old leadership compromising some of the departments in [my school].."

2. Concerns about the University's direction
   Description: Respondents describe a sense of apprehension with the overall direction of the university. There is a perceived misalignment between personal and organizational objectives, priorities, and values.

   "The rhetoric pertaining to becoming the 'most powerful learning environment in the world' is anti-intellectual and a source of embarrassment to many faculty. The faculty senate tends to be quite passive, and it does not examine decisions that affect the long-term fiscal health of the university such as the recent decision to invest endowment funds in development which is unfortunate. The current organization and funding of units within the University make interdisciplinary collaboration difficult despite current rhetoric."

   "I have concerns about the overall direction of the University, the focus on marketing rather than building of necessary infrastructure, and the administrative disorganization and turmoil at the top levels."

   "Case… seems to be caught [in] an identity struggle between being a research institution and a liberal arts school, but is only legitimately succeeding at the former."

   "Great universities emphasize knowledge development, faculty independence, and scholarly productivity rather than rank and narrowly-defined "market-driven" indicators of success. The emphasis here has been on the latter to the detriment of the former."

d. School / Department

1. Positive perspectives about school /department
   Description: Respondents feel their department/school enjoys positive professional and interpersonal relationships.

   "[My department and school have] turned a corner and is one of the most exciting schools in the country."

"I feel VERY supported in my Department."

The department chair is a god among men. How he maintains a level of effectiveness with as fractured and disagreeable faculty as exists in the department is truly amazing. He is further hindered by the University's lack of strong support [for our department] in general and [our field] in particular. He is the main reason I have stayed despite other job offers at competing universities.

"Life in my department has been wonderful."

2. Concerns about school / department
   Description: Respondents speak to professional and/or interpersonal dissatisfaction in their department. Some respondents have included statements describing a desire for an improved working environment and/or better interpersonal relationships in their department.

   "…My [department] here has some extremely unfriendly people who harass other members of the faculty. Apparently, nothing can be done to stop this."

   "There are severe interpersonal problems within my department that have been going on for [several] years… and they have never been addressed. My department is extremely dysfunctional because of this, and a lot of money is spent hiring outside people to do work because some of our tenured faculty refuse to do departmental service."

   "I'm disappointed that... I never was introduced to many members of the department... I was disappointed that my department chair didn't acknowledge the fact that I was nominated for... awards [early in my career here]."

Feedback on the Survey

Some of the qualitative comments obtained from the survey also contained recommendations for the researchers when analyzing these data, as well as suggestions for follow-up studies. Recommendations spoke to general themes of concerns for confidentiality, inclusion/exclusion of issues, and length/format of the instrument itself. We have included a representative, but not exhaustive sample of these comments below.

   "I'm curious as to why sexual orientation questions were not included in the questions about support for diversity."

   "The sociodemographics you just asked for, when combined with the school and department (especially for the smaller departments) could easily identify people. I hope that the researchers will refrain from and protect the confidentiality of these study results."

"Questions are written in a way that makes many assumptions!"

"You didn't count the hospital committee work and limited hospital administrative support to patient care related activities."

"The scope of the survey is narrow...excluding faculty that are not focused on teaching, such as those in the athletic department. Coaches are faculty, but the Physical Education and Athletic Department was not listed as a department in the list."

"Please be notified that there is one department missing from the Dental section...the Department of General Practice Dentistry."

"This is much too long to complete for busy faculty."

FACTOR STRUCTURE WITH ITEM AVERAGES AND STANDARD DEVIATIONS FOR THE WHOLE SAMPLE (N=473)

1. <u>Participation in Activities on Campus and in University Circle</u>
   Question: How often, in the past 24 months, have you participated in any of the following activities on campus or within University Circle? (**Overall α =.81**)

   Factor 1: Participation in extracurricular activities on campus (**α = .79**)
   Items:
   - (d) University academic ceremonies (e.g., convocation)
   - (e) Social event
   - (f) Politically oriented event.
   - (g) Sporting event.
   - (h) Student-organized event.
   - (i) Cultural event/performance
   - (j) Other community event

Factor 1: Extracurricular Activity	Item Mean	SD
University academic ceremonies (e.g., convocation).	2.31	1.14
Social event.	2.69	0.90
Politically oriented event.	1.62	0.80
Sporting event.	1.32	0.66
Student-organized event.	2.23	0.95
Cultural event/performance.	2.58	0.96
Other community event	2.10	0.85

   Factor 2: Participation in academic activities (**α = .60**)
   Items:
   - (a) Brown bag discussion
   - (b) Seminar/visiting lecturer
   - (c) Colloquium

Factor 2: Academic Activity	Item Mean	SD
Brown bag discussion.	1.94	1.05
Seminar/visiting lecturer.	3.30	0.86
Colloquium.	2.59	1.13

2. <u>Reasons for Not Attending an Event on Campus or in University Circle</u>
   Question: How often, in the past 24 months, have you wanted to attend an event or function on campus or within University Circle, but did not because of the following reasons? (**Overall α =.74**)

Factor 1: Lack of information or inconvenience of event (α = .67)
Items:
- (a) I did not know about the event
- (b) I did not know anyone else who was going to attend
- (c) I was too busy
- (d) It was just too far away
- (e) I had already gone home for the day

Factor 1: Lack of information or inconvenience of event	Item Mean	SD
I did not know about the event.	2.47	0.84
I did not know anyone else who was going to attend.	2.05	1.06
I was too busy.	3.68	0.65
It was just too far away.	2.10	1.05
I had already gone home for the day.	2.10	1.05

Factor 2: Safety and location (α = .61)
Items:
- (f) I don't feel safe on campus after dark
- (g) It was on the other side of Euclid Avenue.
- (h) Other

Factor 2: Safety and location	Item Mean	SD
I don't feel safe on campus after dark.	1.60	0.89
It was on the other side of Euclid Avenue.	1.51	0.84
Other.	1.62	0.99

3. Overall Involvement in Campus Activities
   Question: Overall, how involved would you say you are in campus activities?

Overall Involvement in Campus Activities	Item Mean	SD
	2.39	0.83

4. Quality of Relationships within the Campus Community
   Question: Please indicate your level of agreement with each of the following statements regarding the Case campus community as a whole **(Overall α =.80)**

Factor 1: Lack of Acceptance of Diversity (α = .85)
Items:
- (g) Sexist remarks are heard in faculty gatherings at Case
- (h) Racist remarks are heard in faculty gatherings at Case
- (i) Ageist remarks are heard in faculty gatherings at Case

Factor 1: Lack of Acceptance of Diversity	Item Mean	SD
Sexist remarks are heard in faculty gatherings at Case.	1.62	0.87
Racist remarks are heard in faculty gatherings at Case.	1.38	0.72
Ageist remarks are heard in faculty gatherings at Case.	1.62	0.85

Factor 2: Biased Attitudes toward Faculty and Staff from Other Countries **(α = .94)**
Items:
- (e)   Faculty at Case has a condescending attitude towards faculty from other countries
- (f)   Faculty at Case has a condescending attitude towards staff from other countries.

Factor 2: Biased Attitudes	Item Mean	SD
Faculty at Case has a condescending attitude towards faculty from other countries.	1.60	0.82
Faculty at Case has a condescending attitude towards staff from other countries.	1.65	0.85

Factor 3: Respectful Relationships among Faculty and With Administrators **(α = .71)**
Items:
- (a)   Faculty at Case respect each other
- (b)   Faculty at Case are treated with respect by campus administrators
- (c)   Faculty at Case are typically at odds with campus administrators

Factor 3: Respectful Relationships	Item Mean	SD
Faculty at Case respects each other.	3.22	0.70
Faculty at Case is treated with respect by campus administrators.	2.81	0.89
Faculty at Case is typically at odds with campus administrators.	2.43	0.86

Responding to items about relationships among faculty and administrators, 62% of faculty respondents indicated perceptions of respectful and cooperative relationships.

5. Quality of Relationships and Support in Primary Unit

Question 4: Please rate the following statements about your primary unit. Please consider your department as your primary unit, otherwise refer to your school as your primary unit **(overall α =.92)**

Factor 1: Sense of being valued and included   **(α = .92)**
Items:
- (a)   Colleagues in my primary unit value my work
- (b)   Colleagues in my primary unit can be trusted
- (e)   I am comfortable asking questions about performance expectations

(g) I feel I can make my primary unit a better place to work
(h) Colleagues in my primary unit provide me feedback about research/scholarly issues (i) Colleagues in my primary unit provide me advice about career/professional issues
(m) Colleagues in my primary unit solicit my opinions about scholarly issues
(n) Colleagues in my primary unit solicit my opinions about professional/clinical activities
(o) I solicit my colleagues' advice/assistance about my research
(q) I generally interact positively with colleagues in my primary unit
(r) I feel professionally welcome and included by colleagues in my primary unit
(s) Colleagues in my primary unit include me in social events and activities on campus
(t) Colleagues in my primary unit include me in social events and activities off campus

Factor 1: Sense of being valued and included	Item Mean	SD
Colleagues in my primary unit value my work.	3.38	0.82
Colleagues in my primary unit can be trusted.	3.33	0.86
I am comfortable asking questions about performance expectations	3.25	0.85
I feel I can make my primary unit a better place to work.	3.26	0.85
Colleagues in my primary unit provide me feedback about research/scholarly issues.	2.88	0.96
Colleagues in my primary unit provide me advice about career/professional issues.	2.80	0.97
Colleagues in my primary unit solicit my opinions about scholarly issues.	2.98	0.92
Colleagues in my primary unit solicit my opinions about professional/clinical activities.	3.07	0.94
I solicit my colleagues' advice/assistance about my research.	3.17	0.79
I generally interact positively with colleagues in my primary unit.	3.61	0.62
I feel professionally welcome and included by colleagues in my primary unit.	3.34	0.89
Colleagues in my primary unit include me in social events and activities on campus.	3.25	0.92
Colleagues in my primary unit include me in social events and activities off campus.	2.87	0.98

Factor 2: Gender, race, and family obligations make a difference **(α = .87)**
Items:
(u) Gender makes a difference in everyday interactions in my primary unit
(v) Race makes a difference in everyday interactions in my primary unit
(w) Gender makes a difference in access to resources for faculty in my primary unit
(x) Race makes a difference in access to resources for faculty in my primary unit

(y) Colleagues in my primary unit consider female faculty who have children to be less committed to their careers

(z) Colleagues in my primary unit consider male faculty who have children to be less committed to their careers

Factor 2: Gender, race, and family obligations	Item Mean	SD
Gender makes a difference in everyday interactions in my primary unit.	1.96	1.11
Race makes a difference in everyday interactions in my primary unit.	1.67	0.97
Gender makes a difference in access to resources for faculty in my primary unit.	1.66	1.00
Race makes a difference in access to resources for faculty in my primary unit.	1.49	0.88
Colleagues in my primary unit consider female faculty who have children to be less committed to their careers.	1.87	0.98
Colleagues in my primary unit consider male faculty who have children to be less committed to their careers.	1.39	0.70

Factor 3: Sense of Pressure and Restrictions **(α = .83)**
Items:
(c) I feel pressure to change my work habits to gain the respect of colleagues in my primary unit

(d) I feel pressure to change my work interests to earn tenure/promotion

(f) I am reluctant to raise controversial issues for fear it will affect my promotion/tenure., (l) I constantly feel under scrutiny by colleagues in my primary unit

(p) I have to work harder than my colleagues to be perceived as a legitimate scholar

Factor 3: Pressure and Restrictions	Item Mean	SD
I feel pressure to change my work habits to gain the respect of colleagues in my primary unit.	1.88	1.00
I feel pressure to change my work interests to earn tenure / promotion	2.09	1.14
I am reluctant to raise controversial issues for fear it will affect my promotion / tenure.	2.14	1.11
I constantly feel under scrutiny by colleagues in my primary unit.	2.01	0.99
I have to work harder than my colleagues to be perceived as a legitimate scholar.	2.26	1.11

6. Support for Work-Life Integration
   Question: Please rate the extent to which your primary unit (department / school) supports the following career-relevant issues.

   Factor 1: Support for Work-Life Integration (α = .91)

Items:
- a) Flexibility regarding family responsibilities
- b) Family leave
- c) Child care
- d) Partner/spousal hiring
- e) Tenure clock adjustment
- f) Sabbatical leave
- g) Mental/physical health accommodations

Factor 1: Support for Work-Life Integration	Item Mean	SD
Flexibility regarding family responsibilities.	2.95	0.98
Family leave.	2.85	1.06
Child care.	2.44	1.11
Partner / spousal hiring.	2.35	1.06
Tenure clock adjustment.	2.59	0.99
Sabbatical leave.	2.56	1.12
Mental / physical health accommodations.	2.81	1.01

7. Effectiveness of Primary Unit Head (Chair/Dean)
Question: Please rate the following statements regarding the head (chair / dean) of your primary unit (department / school) **(overall α = .97)**

Factor 1: Effective Academic Leadership **(α =.96)**
Items:
- (a) Maintains high academic standards
- (b) Is open to constructive criticism
- (c) Is an effective administrator
- (d) Shows interest in faculty/researchers
- (e) Treats faculty/researchers in an even-handed way
- (h) Articulates a clear vision
- (i) Articulates clear criteria for promotion/tenure
- (j) Honors agreements
- (k) Handles disputes/problems effectively
- (l) Communicates consistently with faculty/researchers
- (m) Creates a cooperative and supportive environment
- (n) Shows commitment to diversity
- (o) Facilitates collegial interactions among the faculty

Factor 1: Effective Academic Leadership	Item Mean	SD
Maintains high academic standards.	3.38	0.83
Is open to constructive criticism.	3.01	1.01
Is an effective administrator.	3.00	1.01
Shows interest in faculty / researchers.	3.30	0.95
Treats faculty/researchers in an even-handed way.	3.11	1.05
Articulates a clear vision.	2.82	1.10
Articulates clear criteria for promotion/tenure.	3.04	1.00
Honors agreements.	3.32	0.91

Handles disputes//problems effectively.	2.92	0.98
Communicates consistently with faculty/ researchers.	2.92	1.05
Creates a cooperative and supportive environment.	3.06	1.02
Shows commitment to diversity.	3.41	0.85
Facilitates collegial interactions among the faculty.	3.09	0.99

Factor 2: Provides Resources and Support for Academic Performance **(α = .94)**
Items:

(f) Helps me obtain the resources I need
(g) Gives me useful feedback about my performance
(p) Is a mentor to me
(q) Values my mentoring of others
(r) Provides administrative opportunities
(s) Provides teaching/development opportunities
(t) Shares resources/opportunities fairly
(u) Involves me in important decision-making processes

Factor 2: Resources and Support	**Item Mean**	**SD**
Helps me obtain the resources I need.	2.99	1.05
Gives me useful feedback about my performance.	2.96	1.06
Is a mentor to me.	2.47	1.18
Values my mentoring of others.	3.01	1.08
Provides administrative opportunities.	2.96	1.07
Provides teaching/development opportunities.	3.01	0.97
Shares resources/opportunities fairly.	2.99	1.04
Involves me in important decision-making processes.	2.74	1.13

8. Mentoring Received
   Question: Please rate the following regarding mentoring you receive, which is defined as advice or counsel on scholarly or career issues, or sponsorship or advocacy on your behalf (**overall α =.76**)

   Factor 1: Mentoring Received Outside Primary Unit **(α = .74)**
   Items:
   (c) To what extent do you receive formal mentoring outside your primary unit, but within the University?
   (d) To what extent do you receive informal mentoring outside your primary unit, but within the University?
   (e) To what extent do you receive formal mentoring outside of the University?
   (f) To what extent do you receive informal mentoring outside of the University?

Factor 1: Mentoring Outside Primary Unit	**Item Mean**	**SD**
To what extent do you receive formal mentoring outside your primary unit, but within the University?	1.52	0.88
To what extent do you receive informal mentoring outside your primary unit, but within the University?	1.84	0.93

	Item Mean	SD
To what extent do you receive formal mentoring outside of the University?	1.57	0.94
To what extent do you receive informal mentoring outside of the University?	2.23	1.02

Factor 2: Mentoring Received Within Primary Unit **(α =.80)**
Items:
    (a)   To what extent do you receive formal mentoring within your primary unit (department/school)?
    (b)   To what extent do you receive informal mentoring within your primary unit (department/school)?

Factor 2: Mentoring Within Primary Unit	**Item Mean**	**SD**
To what extent do you receive formal mentoring within your primary unit (department/school)?	1.95	1.10
To what extent do you receive informal mentoring within your primary unit (department/school)?	2.47	1.01

9.   <u>Appropriateness of Resources to Advance Academic Work</u>
    Question: Please rate the following statements whether resources in your primary unit are appropriate to advance your work. Please consider your department as your primary unit, otherwise refer to your school as your primary unit **(overall α = .95)**

    Factor 1: Appropriate Funding Of and Technical Support for Research **(α = .91)**
    Items:
        (h)   Internal funding for new research or teaching ideas
        (i)   Internal funding for bridge support between external grants
        (m) Start-up package and contract
        (n)   Consulting opportunities
        (p)   Assistance in obtaining patents, copyrights, or trademarks
        (q)   Computers/equipment and technical support

Factor 1: Funding and Technical Support	**Item Mean**	**SD**
Internal funding for new research or teaching ideas.	2.50	1.12
Internal funding for bridge support between external grants.	2.06	1.08
Start-up package and contract.	2.58	1.19
Consulting opportunities.	2.71	1.08
Assistance in obtaining patents, copyrights, or trademarks.	2.48	1.08
Computers/ equipment and technical support.	2.80	1.07

    Factor 2: Appropriate Compensation, Office Space, and Clerical Support **(α = .76)**
    Items:
        (a)   Office space
        (j)   Salary during academic year
        (k)   Salary during the summer

(o) Support for professional development/travel funds
(r) Clerical/secretarial support

Factor 2: Compensation, Office Space, and Clerical Support	Item Mean	SD
Office space.	3.28	0.91
Salary during academic year.	2.82	1.02
Salary during the summer.	2.88	1.03
Support for professional development/travel funds.	2.51	1.13
Clerical/ secretarial support.	2.52	1.09

Factor 3: Appropriate Support for Non-research Responsibilities **(α = .75)**
Items:
(c) Teaching assistants or graders
(d) Teaching load
(e) Student advising responsibilities
(f) Service/ committee assignments

Factor 3: Support for Non-research Responsibilities	Item Mean	SD
Teaching assistants or graders.	2.75	1.08
Teaching load.	3.11	0.94
Student advising responsibilities.	3.11	0.87
Service/ committee assignments.	3.08	0.88

10. Fairness of Resources in Comparison with Others
Question: Please rate the following statements whether resources in your primary unit are fair in comparison with others in your primary unit. Please consider your department as your primary unit, otherwise refer to your school as your primary unit **(overall α = .97)**

Factor 1: Equitable Distribution of Office and Lab Space, Service Assignments and Consulting Opportunities **(α = .88)**
Items:
(a) Office space
(b) Laboratory space/space for housing research animals
(f) Service/committee assignments
(g) Assistance in grant preparation, including budgets
(n) Consulting opportunities
(p) Assistance in obtaining patents, copyrights, or trademarks

Factor 1: Office and Lab Space	Item Mean	SD
Office space.	3.43	0.81
Laboratory space/space for housing research animals.	3.16	0.90
Service/ committee assignments.	3.03	0.93
Assistance in grant preparation, including budgets.	3.22	0.89

Consulting opportunities.	3.03	0.99
Assistance in obtaining patents, copyrights, or trademarks.	3.07	0.99

Factor 2: Equitable Distribution of Compensation and Non-research Related Support and Assignments **(α = .90)**
Items:
- (c) Teaching assistants or graders
- (d) Teaching load
- (e) Student advising responsibilities
- (j) Salary during academic year
- (k) Salary during the summer
- (l) Administrative supplement salary
- (r) Clerical/secretarial support

Factor 2: Compensation and Non-research Related Support	Item Mean	SD
Teaching assistants or graders.	3.22	0.92
Teaching load.	3.14	0.96
Student advising responsibilities.	3.07	0.94
Salary during academic year.	2.83	1.06
Salary during the summer.	3.08	0.97
Administrative supplement salary.	2.87	1.10
Clerical/ secretarial support.	3.05	0.97

Factor 3: Fair Funding Of and Technical Support for Research **(α = .90)**
Items:
- (h) Internal funding for new research or teaching ideas
- (i) Internal funding for bridge support between external grants
- (m) Start-up package and contract
- (o) Support for professional development/travel funds
- (q) Computers/equipment and technical support

Factor 3: Fair Funding and Technical Support	Item Mean	SD
Internal funding for new research or teaching ideas.	3.00	1.02
Internal funding for bridge support between external grants.	2.74	1.09
Start-up package and contract.	2.68	1.19
Support for professional development/travel funds.	3.04	0.99
Computers/ equipment and technical support.	3.20	0.91

11. Transparency in Resource Allocation Process
    Question: Please rate the following statements whether the decision making process behind resource allocation is made clear in your primary unit. Please consider your department as your primary unit, otherwise refer to your school as your primary unit **(overall α = .98)**

Factor 1: Clear Process for Allocating Compensation, Space, Teaching and Clerical Supports **(α = .98)**
Items:
- (a) Office space
- (b) Laboratory space/space for housing research animals
- (c) Teaching assistants or graders
- (d) Teaching load
- (e) Student advising responsibilities
- (j) Salary during academic year
- (k) Salary during the summer
- (l) Administrative supplement salary
- (m) Start-up package and contract
- (n) Consulting opportunities
- (q) Computers/equipment and technical support
- (r) Clerical/secretarial support

Factor 1: Compensation, Space, Teaching and Clerical Supports	Item Mean	SD
Office space.	2.82	1.10
Laboratory space/space for housing research animals.	2.68	1.11
Teaching assistants or graders.	2.94	1.04
Teaching load.	2.92	1.05
Student advising responsibilities.	2.93	1.00
Salary during academic year.	2.57	1.10
Salary during the summer.	2.96	1.09
Administrative supplement salary.	2.67	1.17
Start-up package and contract.	2.50	1.18
Consulting opportunities.	2.88	1.09
Computers/ equipment and technical support.	2.87	1.05
Clerical/ secretarial support.	2.76	1.08

Factor 2: Clear Process for Allocating Internal Funding and Support for Research **(α = .92)**
Items:
- (f) Service/ committee assignments
- (g) Assistance in grant preparation, including budgets
- (h) Internal funding for new research or teaching ideas
- (i) Internal funding for bridge support between external grants
- (o) Support for professional development/travel funds
- (p) Assistance in obtaining patents, copyrights, or trademarks

Factor 2: Internal Funding and Support for Research	Item Mean	SD
Service/ committee assignments.	2.92	0.99
Assistance in grant preparation, including budgets.	2.89	1.09
Internal funding for new research or teaching ideas.	2.64	1.13

Internal funding for bridge support between external grants.	2.40	1.15
Support for professional development/travel funds.	2.75	1.14
Assistance in obtaining patents, copyrights, or trademarks.	2.82	1.05

12. Satisfaction with Community and Academic Dimensions
    Question: Please indicate how satisfied you are with each of the following dimensions of your professional life **(overall α = .90)**

    Factor 1: Community and Job Satisfaction   **(α = .86)**
    Items:
    - (a)   Overall experience of community at Case
    - (b)   Overall experience of collegiality in your primary unit (department/school)
    - (c)   Overall experience of being a faculty member in your primary unit (department/school)
    - (d)   Teaching and service load
    - (e)   Teaching and research balance

Factor 1: Community and Job Satisfaction	**Item Mean**	**SD**
Overall experience of community at Case.	2.94	0.84
Overall experience of collegiality in your primary unit (department / school).	3.07	0.99
Overall experience of being a faculty member in your primary unit (department / school).	3.09	0.95
Teaching and service load.	3.06	0.87
Teaching and research balance.	2.96	0.95

Factor 2: Satisfaction with Professional Activities and Success **(α = .79)**
Items:
- (f)   Success of your research or scholarship
- (g)   Effectiveness of your teaching
- (j)   Service within the University
- (k)   Service in your academic discipline
- (l)   Community service
- (m)   Professional development opportunities

Factor 2: Professional Activities and Success	**Item Mean**	**SD**
Success of your research or scholarship.	3.05	0.91
Effectiveness of your teaching.	3.35	0.67
Service within the University.	2.91	0.88
Service in your academic discipline.	3.23	0.78
Community service.	3.06	0.83
Professional development opportunities.	2.76	0.98

Factor 3: Satisfaction with Mentoring Received **(α = .79)**
Items:

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(h)   Mentoring you have received in your primary unit (department/school)

(i)   Mentoring you have received within the University

Factor 3: Satisfaction with Mentoring	Item Mean	SD
Mentoring you have received in your primary unit (department / school).	2.48	1.07
Mentoring you have received within the University.	2.32	1.05

1. Participation in Activities on Campus and in University Circle

Factor 1: Extracurricular Activity																
Item	Mandel School of Applied Social Sciences (N=16)		School of Nursing (N=21)		School of Law (N=13)		Arts & Sciences (N=115)		School of Engineering (N=45)		School of Medicine (N=206)		School of Dentistry (N=7)		School of Management (N=23)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
University academic ceremonies (e.g., convocation).	2.88	1.09	3.43	0.75	2.46	0.97	2.45	1.06	2.98	1.00	1.77	1.00	3.29	0.76	2.78	1.04
Social event.	2.63	0.96	2.86	0.79	2.46	0.88	3.03	0.84	3.20	0.55	2.33	0.88	3.00	1.00	3.09	0.90
Politically oriented event.	2.00	0.82	1.95	1.07	1.54	0.88	1.95	0.87	1.55	0.70	1.36	0.60	1.86	0.90	1.57	0.90
Sporting event.	1.31	0.70	1.24	0.44	1.08	0.28	1.37	0.70	1.62	0.89	1.21	0.49	1.29	0.49	1.30	0.56
Student-organized event.	2.25	0.78	2.76	0.94	2.31	1.03	2.44	0.88	2.67	0.77	1.86	0.91	2.50	1.23	2.39	0.94
Cultural event / performance.	2.81	0.83	2.90	0.89	2.54	0.97	2.71	0.97	2.76	0.83	2.37	0.96	3.29	0.76	2.78	1.00
Other community event	2.25	0.78	2.48	0.81	1.69	0.86	2.04	0.79	2.25	0.72	1.99	0.86	3.29	0.49	2.48	0.79

Factor 2: Academic Activity																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Brown bag discussion.	2.44	0.89	3.05	0.92	2.38	1.04	2.22	1.01	1.98	0.99	1.43	0.78	2.29	1.38	3.13	0.87
Seminar / visiting lecturer.	3.07	0.59	2.70	0.98	3.31	0.86	3.23	0.84	3.91	0.36	3.28	0.88	3.33	0.52	3.61	0.66
Colloquium.	3.14	0.77	2.24	1.00	2.18	1.08	3.11	0.95	3.57	0.77	2.13	1.05	2.43	0.79	2.55	1.18

2. Reasons for Not Attending an Event on Campus or in University Circle

Factor 1: Lack of information or inconvenience of event																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
I did not know about the event.	2.60	0.63	2.38	0.74	2.60	0.70	2.37	0.80	2.35	0.78	2.51	0.92	2.71	0.95	2.64	0.73
I did not know anyone else who was going to attend.	2.19	1.28	2.38	1.07	2.38	1.19	1.86	0.94	1.82	0.92	2.09	1.11	2.29	0.95	2.00	1.09
I was too busy.	3.88	0.34	3.90	0.30	3.62	0.87	3.63	0.72	3.71	0.51	3.67	0.67	3.57	0.54	3.78	0.52
It was just too far away.	1.75	0.78	2.55	1.10	2.17	1.12	2.06	1.00	1.98	0.99	2.16	1.13	2.17	1.17	1.74	0.81
I had already gone home for the day.	1.88	0.96	2.43	1.03	2.23	1.24	2.35	1.09	1.91	0.95	1.95	1.03	2.00	1.27	2.18	1.10

Factor 2: Safety and location

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
I don't feel safe on campus after dark.	1.50	0.82	2.29	1.01	1.38	0.96	1.74	0.98	1.25	0.44	1.49	0.82	1.86	0.90	1.68	1.04
It was on the other side of Euclid Avenue.	1.63	0.81	1.81	1.12	1.77	1.01	1.66	0.90	1.33	0.72	1.39	0.76	1.71	0.95	1.41	0.80
Other.	1.00		1.67	1.21	1.33	0.82	1.82	1.09	1.60	0.91	1.48	0.86	1.00		2.38	1.51

3: Overall Involvement in Campus Activities

Overall Involvement in Campus Activities

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
	2.44	0.63	2.52	0.68	2.25	0.62	2.79	0.84	2.70	0.59	2.01	0.77	2.29	0.49	2.91	0.79

4. Quality of Relationships within the Campus Community

Factor 1: Lack of Acceptance of Diversity

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Sexist remarks are heard in faculty gatherings at Case.	1.79	0.89	2.21	0.86	1.42	0.90	1.61	0.85	1.52	0.85	1.59	0.84	1.43	0.79	1.86	1.25
Racist remarks are heard in faculty gatherings at Case.	1.54	0.78	1.58	0.69	1.18	0.41	1.43	0.76	1.25	0.72	1.34	0.68	1.43	0.79	1.45	0.96
Ageist remarks are heard in faculty gatherings at Case.	1.69	1.03	2.16	1.02	1.18	0.41	1.61	0.75	1.56	0.77	1.58	0.88	1.43	0.79	1.77	1.02

Factor 2: Biased Attitudes

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Faculty at Case have a condescending attitude towards faculty from other countries.	1.57	0.85	1.83	0.71	2.00	1.27	1.53	0.76	1.49	0.81	1.66	0.87	1.40	0.55	1.52	0.90
Faculty at Case have a condescending attitude towards staff from other countries.	1.85	0.90	1.74	0.81	1.50	1.00	1.60	0.82	1.58	0.84	1.72	0.87	1.80	0.84	1.55	1.01

Factor 3: Respectful Relationships

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Faculty at Case respect each other.	3.06	0.57	2.90	0.77	3.27	0.47	3.07	0.78	3.42	0.54	3.34	0.64	3.50	0.84	3.00	0.93
Faculty at Case are treated with respect by campus administrators.	2.75	1.00	3.10	0.77	2.78	1.20	2.56	0.87	2.84	0.90	2.93	0.87	3.80	0.45	2.75	1.02

Faculty at Case are typically at odds with campus administrators.	2.60	0.63	2.80	0.89	2.71	0.95	2.36	0.78	2.57	0.97	2.67	0.86	3.25	0.96	2.57	1.08

5. Quality of Relationships and Support in Primary Unit

Factor 1: Sense of Being valued and included																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Colleagues in my primary unit value my work.	3.31	0.60	3.38	0.59	3.17	0.72	3.19	0.95	3.64	0.65	3.41	0.79	4.00	0.00	3.48	0.79
Colleagues in my primary unit can be trusted.	3.40	0.63	3.32	0.67	3.15	0.56	3.13	1.06	3.47	0.69	3.46	0.76	3.29	1.11	3.14	1.13
I am comfortable asking questions about performance expectations.	3.38	0.81	3.24	0.89	3.15	0.56	3.22	0.92	3.35	0.69	3.22	0.86	4.00	0.00	3.22	1.00
I feel I can make my primary unit a better place to work.	3.00	1.03	3.10	0.83	3.08	0.76	3.13	0.90	3.57	0.63	3.30	0.82	3.71	0.49	3.13	1.14
Colleagues in my primary unit provide me feedback about research/scholarly issues.	2.94	1.06	3.24	0.83	2.73	0.79	2.67	1.05	3.11	0.80	2.94	0.95	3.00	0.82	3.09	0.68
Colleagues in my primary unit provide me advice about career/professional issues.	3.06	1.06	3.05	0.87	2.92	0.28	2.63	0.99	2.98	0.95	2.82	0.98	2.71	1.25	2.96	0.88
Colleagues in my primary unit solicit my opinions about scholarly issues.	2.56	1.03	3.00	0.67	2.33	0.78	2.84	0.99	3.27	0.69	3.08	0.90	3.43	0.54	3.04	0.93
Colleagues in my primary unit solicit my opinions about professional/clinical activities.	2.75	1.13	3.14	0.73	2.69	0.95	2.77	1.02	3.32	0.71	3.21	0.90	3.86	0.38	2.95	1090.00

Item	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
I solicit my colleagues' advice/assistance about my research.	3.06	0.93	3.60	0.50	3.08	0.67	2.84	0.90	3.29	0.63	3.27	0.77	3.50	0.58	3.27	0.55
I generally interact positively with colleagues in my primary unit.	3.63	0.50	3.62	0.50	3.31	0.75	3.45	0.79	3.73	0.50	3.69	0.53	3.71	0.49	3.65	0.57
I feel professionally welcome and included by colleagues in my primary unit.	3.25	0.93	3.14	0.85	3.23	0.83	3.18	1.04	3.64	0.72	3.41	0.81	3.86	0.38	3.35	0.94
Colleagues in my primary unit include me in social events and activities on campus.	3.19	1.05	3.05	0.81	3.17	0.84	3.23	0.99	3.59	0.62	3.24	0.93	3.50	0.55	3.13	1.01
Colleagues in my primary unit include me in social events and activities off campus.	3.00	1.00	2.52	0.98	2.83	0.84	2.86	1.02	3.18	0.87	2.92	0.96	3.00	0.63	2.55	1.06

Factor 2: Gender, race, and family obligations																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Gender makes a difference in everyday interactions in my primary unit.	2.71	1.13	1.55	0.89	2.42	1.08	2.16	1.17	1.44	0.81	1.86	1.09	1.33	0.52	2.35	1.11
Race makes a difference in everyday interactions in my primary unit.	2.62	1.15	1.81	1.04	2.08	1.00	1.7	1.00	1.3	0.69	1.52	0.88	1.33	0.52	2.18	1.18

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Gender makes a difference in access to resources for faculty in my primary unit.	2.7	1.25	1.24	0.46	1.91	1.22	1.68	1.02	1.2	0.46	1.66	1.02	1.17	0.41	1.81	1.16
Race makes a difference in access to resources for faculty in my primary unit.	2.53	1.19	2.05	1.05	1.92	1.08	1.43	0.81	1.12	0.34	1.5	0.80	1.17	0.41	1.75	1.16
Colleagues in my primary unit consider female faculty who have children to be less committed to their careers.	2.31	1.32	2.00	0.86	1.82	1.08	1.81	0.95	1.35	0.68	2.00	1.02	1.14	0.38	1.91	0.87
Colleagues in my primary unit consider male faculty who have children to be less committed to their careers.	1.92	1.26	1.41	0.51	1.62	0.77	1.41	0.72	1.17	0.45	1.38	0.68	1.29	0.76	1.41	0.73

Factor 3: Pressure and Restrictions																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
I feel pressure to change my work habits to gain the respect of colleagues in my primary unit.	2.12	1.03	2.25	1.07	2.15	1.07	1.65	0.96	1.99	1.06	1.88	0.99	1.71	0.95	2.13	1.10
I feel pressure to change my work interests to earn tenure / promotion.	2.31	1.25	2.86	1.11	2.11	1.05	1.91	1.11	2.03	1.14	2.09	1.13	1.67	1.21	2.33	1.20

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
I am reluctant to raise controversial issues for fear it will affect my promotion / tenure.	2.00	1.08	2.55	1.23	2.7	1.34	2.1	1.16	2.03	1.12	2.10	1.08	1.17	0.41	2.32	1.09
I constantly feel under scrutiny by colleagues in my primary unit.	1.87	0.81	2.48	0.98	1.46	0.66	1.84	1.03	1.73	0.90	2.05	0.98	2.29	0.76	2.39	1.08
I have to work harder than my colleagues to be perceived as a legitimate scholar.	2.37	1.26	2.9	1.04	1.91	0.94	2.08	1.12	1.43	1.11	2.32	1.08	2.33	1.21	2.36	1.05

6. Support for Work-Life Integration

Factor 1: Support for Work-Life Integration																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Flexibility regarding family responsibilities.	3.31	1.03	3.21	0.86	2.85	0.69	3.01	0.90	3.33	0.79	2.84	1.05	3.00	0.89	2.82	0.96
Family leave.	3.33	1.00	3.21	0.89	2.91	0.94	2.68	1.10	3.00	1.21	2.88	1.05	2.83	0.75	2.61	1.15
Child care.	2.57	0.98	2.67	0.98	2.54	0.97	2.45	1.12	2.33	1.32	2.43	1.13	2.25	0.96	2.44	1.15
Partner / spousal hiring.	2.08	1.17	2.38	1.19	1.44	0.73	2.26	1.17	2.52	0.99	2.47	0.98	2.33	0.58	2.29	1.11
Tenure clock adjustment.	2.79	0.80	2.29	1.07	2.75	0.89	2.82	0.91	2.43	1.08	2.50	1.04	2.80	0.84	2.50	1.05
Sabbatical leave.	3.08	0.95	2.00	1.16	3.00	0.87	3.03	0.95	3.17	1.05	1.99	1.06	2.25	1.26	2.77	0.97
Mental / physical health accommodations.	3.50	0.80	3.00	0.84	2.86	0.90	2.84	0.98	3.04	1.00	2.71	1.04	3.00	1.23	2.58	1.17

7. Effectiveness of Primary Unit Head (Chair/Dean)

Factor 1: Effective Academic Leadership																	
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Maintains high academic standards.	3.75	0.45	3.19	0.81	3.54	0.52	3.25	0.99	3.61	0.69	3.39	0.79	3.57	0.79	3.30	0.97
Is open to constructive criticism.	3.40	1.12	3.00	0.89	3.36	0.67	2.94	1.11	3.33	0.75	2.88	1.02	3.43	0.79	3.00	1.00
Is an effective administrator.	3.56	0.63	2.76	0.94	3.64	0.51	2.92	1.07	3.07	0.95	2.94	1.02	3.83	0.41	2.91	1.13
Shows interest in faculty / researchers.	3.50	0.89	3.67	0.58	3.75	0.45	3.17	1.07	3.50	0.70	3.25	0.92	3.14	1.22	3.30	1.11
Treats faculty/researchers in an even-handed way.	3.27	1.03	3.10	0.77	3.36	0.81	3.01	1.19	3.43	0.85	3.04	1.05	3.29	1.25	3.17	0.98
Articulates a clear vision.	2.69	0.87	2.90	1.00	3.38	0.51	2.72	1.22	3.05	1.08	2.79	1.06	3.50	0.84	2.74	1.25
Articulates clear criteria for promotion/tenure.	3.60	0.63	2.90	1.12	3.23	0.73	3.18	1.02	3.30	0.79	2.89	1.03	3.14	0.90	2.82	1.18
Honors agreements.	3.80	0.56	3.43	0.81	3.73	0.47	3.30	0.98	3.59	0.59	3.16	0.95	3.80	0.45	3.45	0.91
Handles disputes/ problems effectively.	3.57	0.65	2.90	0.89	3.50	0.52	2.78	1.11	3.12	0.75	2.82	0.97	3.43	0.54	3.00	1.09
Communicates consistently with faculty/ researchers.	3.53	0.83	3.14	0.91	3.33	0.65	2.79	1.15	3.02	0.91	2.85	1.05	3.14	1.07	3.04	1.11
Creates a cooperative and supportive environment.	3.50	0.73	3.43	0.87	3.25	0.97	2.88	1.15	3.20	0.80	3.00	1.02	3.43	0.98	3.09	1.00
Shows commitment to diversity.	3.53	0.92	3.95	0.22	3.42	0.79	3.38	0.91	3.51	0.80	3.35	0.83	4.00	0.00	3.23	0.97

| | 3.73 | 0.46 | 3.40 | 0.68 | 3.25 | 0.87 | 2.92 | 1.13 | 3.14 | 0.80 | 3.09 | 0.97 | 3.50 | 1.23 | 3.04 | 1.07 |

Facilitates collegial interactions among the faculty.

Factor 2: Resources and Support

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Helps me obtain the resources I need.	3.25	1.07	3.29	0.90	3.50	1.00	3.03	1.08	3.02	0.99	2.83	1.05	3.14	1.07	3.18	1.10
Gives me useful feedback about my performance.	3.38	0.72	3.24	0.89	3.08	1.08	2.93	1.13	3.25	0.84	2.81	1.08	3.29	0.76	2.91	1.20
Is a mentor to me.	2.50	1.16	2.80	1.01	2.31	1.25	2.55	1.21	2.29	1.09	2.41	1.18	2.50	1.64	2.59	1.30
Values my mentoring of others.	3.14	1.03	3.44	0.86	2.78	1.30	2.96	1.11	3.21	1.01	2.91	1.10	4.00	0.00	2.83	1.19
Provides administrative opportunities.	3.14	1.10	3.26	1.05	3.29	1.25	3.04	1.14	3.29	0.80	2.79	1.05	3.00	1.27	3.20	1.06
Provides teaching/ development opportunities.	3.29	0.83	3.43	0.75	3.36	1.03	3.02	0.97	3.00	0.91	2.87	1.02	2.86	0.69	3.36	0.90
Shares resources/ opportunities fairly.	3.20	1.08	3.10	0.89	3.45	0.82	2.97	1.11	3.18	0.87	2.86	1.05	3.17	1.17	3.17	0.94
Involves me in important decision-making processes.	2.88	1.20	2.81	0.93	2.92	1.08	2.87	1.16	3.00	0.90	2.49	1.14	3.14	1.22	3.04	1.02

8. Mentoring Received

Factor 1: Mentoring Outside Primary Unit

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
To what extent do you receive formal mentoring outside your primary unit, but within the University?	1.50	0.82	1.48	0.75	1.18	0.60	1.51	0.95	1.23	0.58	1.60	0.93	1.67	0.82	1.35	0.65
To what extent do you receive informal mentoring outside your primary unit, but within the University?	1.81	0.83	1.86	0.73	1.25	0.62	1.95	1.00	1.54	0.79	1.89	0.97	1.83	0.75	1.70	0.88
To what extent do you receive formal mentoring outside of the University?	1.56	0.96	2.15	1.04	1.50	0.80	1.40	0.82	1.13	0.52	1.64	0.99	2.00	1.27	1.78	1.04
To what extent do you receive informal mentoring outside of the University?	2.06	0.68	2.38	0.92	2.25	0.87	2.33	1.04	1.56	0.79	2.21	1.05	2.29	1.11	2.57	0.95

Factor 2: Mentoring Within Primary Unit																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
To what extent do you receive formal mentoring within your primary unit (department/school)?	2.40	1.18	2.65	1.09	1.58	0.90	1.80	1.17	1.72	0.94	1.97	1.08	2.17	1.33	2.00	1.09

To what extent do you receive informal mentoring within your primary unit (department/school)?	2.69	1.08	3.00	0.84	2.33	0.99	2.42	1.09	2.49	0.94	2.43	0.98	2.00	1.23	2.52	0.99

9. Appropriateness of Resources to Advance Academic Work

Factor 1: Funding and Technical Support																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Internal funding for new research or teaching ideas.	3.20	1.01	3.10	0.77	3.50	0.97	2.32	1.01	2.22	1.20	2.44	1.13	2.60	1.14	2.76	1.18
Internal funding for bridge support between external grants.	2.00	0.87	2.23	0.83	4.00		1.95	1.06	1.64	0.96	2.23	1.10	2.33	1.16	2.40	1.35
Start-up package and contract.	2.25	1.28	2.33	1.16	2.86	1.22	2.65	1.11	2.67	1.20	2.52	1.23	3.00	1.73	3.20	1.08
Consulting opportunities.	2.78	0.97	2.61	1.20	3.25	0.96	2.58	1.01	3.17	1.02	2.67	1.09	2.50	1.00	0.13	1.16
Assistance in obtaining patents, copyrights, or trademarks.	2.00	1.41	2.67	1.21			1.92	0.63	2.45	1.15	2.58	1.10	4.00	0.00	4.00	0.00
Computers/ equipment and technical support.	3.19	1.05	3.52	0.68	3.92	0.29	2.58	0.97	2.64	1.27	2.67	1.07	3.14	1.22	3.64	0.79

Factor 2: Compensation, Office Space, and Clerical Support

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Office space.	3.00	1.16	3.05	0.92	3.58	0.79	3.31	0.90	3.47	0.73	3.23	0.93	3.50	1.23	3.78	0.42
Salary during academic year.	2.50	1.16	2.76	1.00	3.38	1.19	2.56	0.96	3.00	0.87	2.90	1.03	2.57	0.98	3.26	0.92
Salary during the summer.	2.69	1.03	3.00	1.13	3.36	1.21	2.72	0.99	2.89	1.04	3.01	1.04	3.00		3.00	1.00
Support for professional development/travel funds.	2.50	1.10	2.57	1.17	3.77	0.44	2.50	1.09	2.21	1.19	2.43	1.12	2.43	0.98	3.27	0.94
Clerical/ secretarial support.	2.80	1.15	2.10	1.14	3.38	0.87	2.39	1.00	2.93	1.08	2.41	1.09	3.57	0.54	2.96	1.07

Factor 3: Support for Non-research Responsibilities

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Teaching assistants or graders.	2.60	1.35	2.16	1.17	3.00	1.00	2.85	0.97	3.05	1.07	2.68	1.06	2.67	1.53	3.00	1.16
Teaching load.	2.67	1.18	2.81	1.08	3.50	1.00	3.03	0.98	3.26	0.93	3.17	0.82	3.17	1.17	2.91	1.19

Student advising responsibilities.	3.27	0.80	3.10	0.77	3.42	0.79	3.02	0.92	3.19	0.74	3.14	0.85	3.67	0.52	3.00	1.10
Service/ committee assignments.	2.87	0.92	3.47	0.51	3.91	0.30	2.94	0.86	3.23	0.86	3.04	0.86	3.67	0.52	3.00	1.09

10. Fairness of Resources in Comparison with Others

Factor 1: Office and Lab Space																
Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Office space.	3.56	0.89	3.48	0.60	3.67	0.78	3.43	0.85	3.43	0.66	3.40	0.81	3.71	0.49	3.78	0.74
Laboratory space/space for housing research animals.	3.33	1.16	3.00	0.00			3.23	1.05	3.09	0.98	3.17	0.83	4.00		4.00	
Service/ committee assignments.	3.07	0.96	3.20	0.70	3.82	0.41	2.87	1.01	3.05	0.81	3.02	0.93	3.60	0.89	3.26	1.01
Assistance in grant preparation, including budgets.	3.27	0.59	3.40	0.75	4.00	0.00	3.32	0.90	3.51	0.56	3.09	0.95	2.75	1.26	2.94	1.06
Consulting opportunities.	3.17	0.98	3.00	1.11	3.50	1.00	3.11	0.85	3.42	0.76	2.84	1.07	2.60	0.89	3.17	1.12
Assistance in obtaining patents, copyrights, or trademarks.	3.00		3.00	1.27			3.04	1.04	3.04	1.04	3.05	0.98	3.50	0.71	4.00	0.00

Factor 2: Compensation and Non-research Related Support

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Teaching assistants or graders.	3.40	0.84	3.00	1.10	3.00	1.00	3.30	0.91	3.45	0.71	3.09	0.93	3.50	0.71	3.38	1.02
Teaching load.	3.13	0.99	2.95	1.02	3.42	1.17	3.16	1.02	3.21	0.91	3.10	0.93	3.17	1.17	3.23	0.97
Student advising responsibilities.	3.33	0.90	3.14	0.73	3.33	0.89	2.95	1.05	3.14	0.81	3.09	0.90	3.67	0.52	3.09	1.11
Salary during academic year.	2.36	1.15	2.61	1.04	3.00	1.32	2.76	1.08	2.89	0.94	2.87	1.05	2.67	1.37	3.18	1.10
Salary during the summer.	2.78	1.20	2.81	1.22	3.40	1.27	3.03	0.94	3.19	0.83	3.06	0.92	3.00		3.18	1.02
Administrative supplement salary.	2.50	1.31	2.64	1.12	3.00	1.55	2.76	1.07	3.32	1.06	2.86	1.09	2.33	1.53	3.38	0.74
Clerical/ secretarial support.	3.10	0.88	2.75	1.12	3.67	0.49	3.18	0.87	3.15	0.98	2.90	1.00	3.57	0.54	3.35	0.98

Factor 3: Fair Funding and Technical Support

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Internal funding for new research or teaching ideas.	3.27	0.96	3.19	0.81	3.70	0.95	3.11	1.00	3.06	0.86	2.81	1.05	3.00	1.41	3.00	1.10
Internal funding for bridge support between external grants.	2.89	0.93	2.67	0.89	4.00		2.90	1.15	2.85	1.12	2.69	1.09	2.67	1.53	2.50	1.08
Start-up package and contract.	2.13	1.13	2.60	1.17	2.50	1.29	2.74	1.27	2.85	1.14	2.61	1.21	2.50	2.12	3.07	1.21
Support for professional development/travel funds.	3.23	1.01	2.86	1.06	3.92	0.28	3.12	0.93	3.00	0.92	2.98	1.00	2.80	1.10	3.33	0.97
Computers/ equipment	3.17	1.12	3.55	0.83	3.92	0.29	3.13	0.89	3.23	0.90	3.07	0.93	3.00	1.29	3.67	0.80

and technical support.																

11. Transparency in Resource Allocation Process

Factor 1: Compensation, Space, Teaching and Clerical Supports

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Office space.	3.07	1.10	2.20	1.06	3.64	0.67	2.89	1.09	3.11	0.87	2.68	1.11	3.00	1.23	3.30	1.06
Laboratory space/space for housing research animals.	2.67	1.16	2.50	1.00			2.78	1.10	3.00	1.06	2.53	1.16			4.00	
Teaching assistants or graders.	3.10	1.10	2.28	0.96	2.67	0.58	3.13	0.98	3.32	0.76	2.72	1.12	3.50	0.71	2.86	1.20
Teaching load.	2.67	1.18	2.76	1.00	3.00	1.04	3.01	1.13	3.16	0.87	2.80	1.03	3.17	1.17	3.09	1.19
Student advising responsibilities.	3.00	1.00	2.81	0.87	2.92	1.08	2.84	1047.00	3.14	0.83	2.91	1.03	3.67	0.52	3.05	1.17
Salary during academic year.	2.60	1.24	2.44	0.98	2.33	1.07	2.29	1.06	2.85	1.01	2.63	1.12	3.00	1.23	2.87	1.14
Salary during the summer.	2.79	1.05	2.75	1.18	3.00	1.25	2.96	1.10	3.30	0.88	2.87	1.15			2.89	1.10
Administrative supplement salary.	2.50	1.27	2.27	1.27	2.44	1.33	2.53	1.16	3.24	1.09	2.72	1.17	2.25	1.26	3.00	1.12
Start-up package and contract.	2.25	1.17	2.17	1.12	2.33	1.21	2.49	1.17	2.67	1.09	2.48	1.22	1.00		2.60	1.30
Consulting opportunities.	3.50	0.84	3.00	1.18	3.25	0.96	2.76	0.99	3.35	0.93	2.74	1.14	2.80	1.10	2.85	1.21
Computers/ equipment and technical support.	2.93	1.16	3.19	1.08	3.73	0.47	2.57	1.03	2.97	0.85	2.77	1.08	3.20	1.10	3.43	1.03
Clerical/ secretarial support.	2.83	1.03	2.35	1.09	3.36	0.67	2.68	1.10	3.05	0.84	2.67	1.12	3.33	0.82	3.14	1.24

Factor 2: Internal Funding and Support for Research

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Service/ committee assignments.	2.93	1.14	3.20	0.62	3.45	0.52	2.91	1.01	3.00	0.87	2.77	1.04	3.60	0.89	3.13	1.10
Assistance in grant preparation, including budgets.	3.36	0.75	3.39	0.70	3.50	0.71	2.86	1.15	3.16	0.86	2.75	1.15	2.50	1.00	2.69	1.25
Internal funding for new research or teaching ideas.	3.40	0.74	3.11	0.81	3.50	0.97	2.62	1.15	2.53	1.13	2.46	1.13	3.00	1.41	2.70	1.17
Internal funding for bridge support between external grants.	2.80	1.03	2.75	0.97	4.00		2.37	1.21	2.24	1.19	2.34	1.16	2.67	1.53	2.50	1.08
Support for professional development/travel funds.	2.86	1.17	2.65	1.09	3.92	0.29	2.63	1.19	2.78	1.07	2.72	1.17	2.80	1.10	3.19	1.03
Assistance in obtaining patents, copyrights, or trademarks.	3.00		2.83	1.17			2.60	1.00	2.72	1.02	2.85	1.11	3.67	0.58	4.00	0.00

12. Satisfaction with Community and Academic Dimensions

Factor 1: Community and Job Satisfaction

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Overall experience of community at Case.	2.93	0.77	3.14	0.85	2.69	0.75	2.87	0.83	3.18	0.78	2.87	0.84	3.57	0.79	3.04	0.93
Overall experience of collegiality in your primary unit (department / school).	3.25	0.86	3.09	0.94	2.92	1.04	2.79	1.09	3.44	0.66	3.19	0.95	3.57	1.13	2.78	1.13

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Overall experience of being a faculty member in your primary unit (department / school).	3.13	0.89	3.19	0.98	3.23	1.01	2.91	1.04	3.35	0.65	3.11	0.93	3.57	1.13	2.90	0.97
Teaching and service load.	2.73	1.03	3.00	0.89	3.46	0.78	2.96	0.90	3.20	0.85	3.10	0.84	3.28	1.11	2.86	0.97
Teaching and research balance.	2.67	1.05	2.80	0.81	3.25	1.14	2.79	0.99	3.15	0.83	3.09	0.93	3.00	1.10	2.59	0.96

Factor 2: Professional Activities and Success

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Success of your research or scholarship.	3.25	0.86	2.95	0.86	3.33	0.71	3.17	0.79	3.28	0.94	2.93	0.95	2.42	0.98	3.04	0.95
Effectiveness of your teaching.	3.33	0.82	3.70	0.57	3.46	0.66	3.36	0.68	3.34	0.57	3.26	0.66	3.00	0.58	3.47	0.85
Service within the University.	3.21	1.05	3.15	0.69	2.80	1.23	3.03	0.84	3.09	0.77	2.77	0.86	2.83	1.17	2.95	1.00
Service in your academic discipline.	3.46	0.64	3.65	0.59	3.41	0.67	3.18	0.81	3.29	0.67	3.17	0.83	3.57	0.79	3.21	0.80
Community service.	3.60	0.51	3.38	0.74	3.00	0.74	3.04	0.74	2.91	0.83	2.96	0.88	3.66	0.82	2.94	1.00
Professional development opportunities.	3.00	0.89	3.30	0.80	3.15	0.99	2.68	0.94	2.79	1.00	2.67	0.99	3.14	1.07	3.04	1.02

Factor 3: Satisfaction with Mentoring

Item	Mandel School of Applied Social Sciences		School of Nursing		School of Law		Arts & Sciences		School of Engineering		School of Medicine		School of Dentistry		School of Management	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Mentoring you have received in your primary unit (department / school).	2.93	1.00	2.70	1.03	2.46	1.05	2.50	1.07	2.36	1.10	2.40	1.09	2.50	1.05	2.55	1.10
Mentoring you have received within the	2.58	1.00	2.26	0.99	2.11	1.17	2.49	1.02	2.09	1.07	2.26	1.08	2.50	1.05	2.15	0.93

| University. | | | | | | | | | | | | | | | | | |

ITEM AVERAGES BY RANK AND GENDER – WHOLE SAMPLE
N=443

1. Participation in Activities on Campus and in University Circle

Factor 1: Extracurricular Activity

Item	Instructor		Assistant		Associate		Professor	
	F N=26	**M** N=9	**F** N=63	**M** N=57	**F** N=52	**M** N=73	**F** N=31	**M** N=132
University academic ceremonies (e.g., convocation).	2.50	2.44	1.87	1.95	2.56	2.00	2.55	2.65
Social event.	2.54	3.00	2.62	2.50	2.65	2.63	2.48	2.88
Politically oriented event.	1.73	1.63	1.52	1.45	1.69	1.53	1.84	1.65
Sporting event.	1.54	2.00	1.17	1.28	1.06	1.23	1.19	1.47
Student-organized event.	2.65	2.56	2.17	2.09	2.20	2.31	2.06	2.18
Cultural event / performance.	2.65	2.67	2.43	2.39	2.56	2.51	2.71	2.77
Other community event	2.12	2.56	1.89	1.91	2.08	1.97	2.17	2.36

Factor 2: Academic Activity

Item	Instructor		Assistant		Associate		Professor	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**
Brown bag discussion.	2.00	1.86	1.70	1.96	2.17	1.75	2.10	2.05
Seminar / visiting lecturer.	2.96	3.56	3.24	3.25	2.94	3.38	3.14	3.56
Colloquium.	2.13	1.88	2.30	2.48	2.55	2.56	2.68	2.88

2. Reasons for Not Attending an Event on Campus or in University Circle

Factor 1: Lack of information or inconvenience of event

Item	Instructor		Assistant		Associate		Professor	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**
I did not know about the event.	2.36	2.78	2.49	2.67	2.42	2.25	2.38	2.49
I did not know anyone else who was going to attend.	2.48	2.00	2.07	2.49	2.19	1.61	1.70	1.96
I was too busy.	3.81	3.56	3.81	3.68	3.83	3.68	3.50	3.58
It was just too far away.	2.40	1.71	2.10	2.04	1.94	1.93	2.17	2.22
I had already gone home for the day.	2.54	1.88	2.39	2.10	2.15	2.04	1.61	1.98

Factor 2: Safety and location

Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
I don't feel safe on campus after dark.	1.85	1.38	2.00	1.55	2.00	1.42	1.61	1.27
It was on the other side of Euclid Avenue.	1.88	1.88	1.66	1.32	1.61	1.38	1.45	1.42
Other.	1.33	1.00	1.95	1.27	1.70	1.63	1.33	1.67

3: Overall Involvement in Campus Activities

Overall Involvement in Campus Activities

Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
	2.27	2.56	2.16	2.11	2.46	2.45	2.35	2.49

4. Quality of Relationships within the Campus Community

Factor 1: Lack of Acceptance of Diversity

Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Sexist remarks are heard in faculty gatherings at Case.	1.88	1.13	1.87	1.47	2.17	1.44	1.90	1.36
Racist remarks are heard in faculty gatherings at Case.	1.63	1.75	1.49	1.46	1.51	1.25	1.44	1.18
Ageist remarks are heard in faculty gatherings at Case.	1.96	1.13	1.76	1.45	1.91	1.42	1.87	1.50

Factor 2: Biased Attitudes

Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Faculty at Case have a condescending attitude towards faculty from other countries.	1.71	1.60	1.63	1.55	1.66	1.51	1.62	1.55
Faculty at Case have a condescending attitude towards staff from other countries.	1.86	1.83	1.60	1.66	1.79	1.56	1.57	1.61

Factor 3: Respectful Relationships

Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Faculty at Case respect each other.	2.92	2.88	3.22	3.13	3.18	3.36	3.17	3.33

Faculty at Case are treated with respect by campus administrators.	3.09	2.38	2.92	2.82	2.91	2.97	2.69	2.76
Faculty at Case are typically at odds with campus administrators.	2.50	2.86	2.41	2.43	2.27	2.37	2.37	2.39

5. Quality of Relationships and Support in Primary Unit

Factor 1: Sense of being valued and included							
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Colleagues in my primary unit value my work.	3.27	3.00	3.14	3.33	3.19	3.51	3.26	3.65
Colleagues in my primary unit can be trusted.	3.24	3.00	3.07	3.39	3.10	3.38	3.10	3.63
I am comfortable asking questions about performance expectations.	3.31	3.00	3.08	3.36	3.02	3.26	3.39	3.38
I feel I can make my primary unit a better place to work.	3.31	3.44	3.10	3.36	2.88	3.34	2.93	3.45
Colleagues in my primary unit provide me feedback about research/scholarly issues.	2.92	2.63	2.73	2.88	2.68	3.00	2.81	3.05
Colleagues in my primary unit provide me advice about career/professional issues.	2.92	2.89	2.73	2.98	2.69	2.81	2.42	2.92
Colleagues in my primary unit solicit my opinions about scholarly issues.	2.63	2.00	2.64	2.89	2.67	3.21	3.03	3.32
Colleagues in my primary unit solicit my opinions about professional/clinical activities.	2.96	2.56	2.78	2.93	2.75	3.33	3.00	3.40
I solicit my colleagues' advice/assistance about my research.	3.26	3.13	3.15	3.15	2.94	3.27	3.17	3.27
I generally interact positively with colleagues in my primary unit.	3.54	3.44	3.53	3.68	3.54	3.62	3.29	3.77
I feel professionally welcome and included by colleagues in my primary unit.	3.15	2.67	3.10	3.40	2.98	3.49	3.16	3.69
Colleagues in my primary unit include me in social events and activities on campus.	3.20	2.63	2.95	3.35	2.92	3.29	3.03	3.58
Colleagues in my primary unit include me in social events and activities off campus.	2.85	2.63	2.60	2.93	2.59	2.93	2.78	3.16

Factor 2: Gender, race, and family obligations make a difference								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Gender makes a difference in everyday interactions in my primary unit.	2.32	1.50	2.33	1.79	2.65	1.58	2.65	1.50
Race makes a difference in everyday interactions in my primary unit.	1.96	1.38	1.98	1.72	2.21	1.38	2.13	1.35
Gender makes a difference in access to resources for faculty in my primary unit.	1.76	1.38	2.15	1.50	2.16	1.39	2.17	1.29
Race makes a difference in access to resources for faculty in my primary unit.	1.77	1.38	1.67	1.63	2.00	1.26	1.78	1.22
Colleagues in my primary unit consider female faculty who have children to be less committed to their careers.	2.04	1.88	2.62	1.76	2.21	1.51	2.37	1.46
Colleagues in my primary unit consider male faculty who have children to be less committed to their careers.	1.48	1.25	1.40	1.46	1.50	1.37	1.38	1.27

Factor 3: Sense of Pressure and Restrictions								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
I feel pressure to change my work habits to gain the respect of colleagues in my primary unit.	2.12	1.44	2.31	2.07	2.06	1.86	1.60	1.57
I feel pressure to change my work interests to earn tenure / promotion.	2.46	2.13	2.52	2.49	2.31	2.17	1.65	1.32
I am reluctant to raise controversial issues for fear it will affect my promotion / tenure.	2.57	2.50	2.48	2.54	2.33	2.24	1.65	1.42
I constantly feel under scrutiny by colleagues in my primary unit.	2.00	2.13	2.33	2.07	2.08	1.96	1.86	1.84
I have to work harder than my colleagues to be perceived as a legitimate scholar.	2.71	3.00	2.62	2.53	2.72	2.00	2.34	1.75

6. Support for Work-Life Integration

Factor 1: Support for Work-Life Integration				
Item	Instructor	Assistant	Associate	Professor

	F	M	F	M	F	M	F	M
Flexibility regarding family responsibilities.	2.74	2.83	2.76	2.78	2.79	3.08	2.76	3.25
Family leave.	2.83	2.00	2.79	2.59	2.85	2.94	2.65	3.12
Child care.	2.65	2.60	2.13	2.26	2.28	2.63	2.19	2.69
Partner / spousal hiring.	2.25	2.40	2.13	1.97	2.34	2.38	2.32	2.58
Tenure clock adjustment.	2.30	2.67	2.47	2.43	2.36	2.51	2.68	2.89
Sabbatical leave.	1.67	2.67	2.39	2.04	2.39	2.34	2.71	2.92
Mental / physical health accommodations.	3.05	2.75	2.61	2.50	2.68	2.83	2.81	3.09

7. Effectiveness of Primary Unit Head (Chair/Dean)

Factor 1: Effective Academic Leadership								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Maintains high academic standards.	3.40	3.29	3.18	3.44	3.34	3.31	3.03	3.63
Is open to constructive criticism.	2.92	3.17	2.89	2.98	2.82	3.11	2.55	3.24
Is an effective administrator.	3.00	3.43	2.75	3.19	2.66	3.10	2.70	3.12
Shows interest in faculty / researchers.	3.36	2.56	3.21	3.31	3.25	3.32	3.07	3.48
Treats faculty/researchers in an even-handed way.	2.96	3.00	2.83	3.15	2.90	3.28	2.82	3.37
Articulates a clear vision.	2.92	3.00	2.64	3.00	2.46	2.78	2.60	2.99
Articulates clear criteria for promotion/tenure.	3.14	2.88	2.75	2.81	2.71	3.00	3.26	3.42
Honors agreements.	3.33	3.22	3.11	3.28	3.21	3.42	3.08	3.54
Handles disputes//problems effectively.	2.88	3.14	2.70	3.07	2.57	3.06	2.48	3.12
Communicates consistently with faculty/ researchers.	3.12	2.67	2.78	3.14	2.73	2.93	2.57	3.05
Creates a cooperative and supportive environment.	3.00	2.78	2.84	3.16	2.81	3.22	2.70	3.25
Shows commitment to diversity.	3.63	2.88	3.26	3.43	3.43	3.50	3.10	3.51
Facilitates collegial interactions among the faculty.	3.28	3.00	2.80	3.18	2.70	3.23	2.62	3.35

Factor 2: Resources and Support								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Helps me obtain the resources I need.	3.15	3.11	2.80	3.05	2.88	3.01	2.61	3.16
Gives me useful feedback about my performance.	3.20	2.89	2.73	3.05	2.67	2.99	2.59	3.23
Is a mentor to me.	2.52	3.00	2.36	2.89	2.39	2.46	2.00	2.47
Values my mentoring of others.	3.14	3.33	2.52	2.83	2.87	3.06	2.86	3.36
Provides administrative opportunities.	3.13	2.67	2.74	3.02	2.74	3.05	2.62	3.19
Provides teaching/development opportunities.	3.21	3.11	2.86	3.04	2.79	3.04	2.81	3.17
Shares resources/opportunities fairly.	3.08	3.29	2.67	3.04	2.78	3.13	2.63	3.17
Involves me in important decision-making processes.	2.65	2.38	2.41	2.78	2.47	2.94	2.50	3.02

8. Mentoring Received

Factor 1: Mentoring Outside Primary Unit								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
To what extent do you receive formal mentoring outside your primary unit, but within the University?	1.60	1.78	1.87	1.48	1.45	1.48	1.48	1.42
To what extent do you receive informal mentoring outside your primary unit, but within the University?	1.76	2.00	2.35	1.75	1.94	1.76	2.00	1.64
To what extent do you receive formal mentoring outside of the University?	2.20	2.33	1.82	1.46	1.61	1.40	1.61	1.41
To what extent do you receive informal mentoring outside of the University?	2.48	2.33	2.68	1.95	2.50	2.11	2.69	1.92

Factor 2: Mentoring Within Primary Unit								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
To what extent do you receive formal mentoring within your primary unit (department/school)?	1.96	2.44	2.37	2.21	1.98	1.96	1.50	1.69

To what extent do you receive informal mentoring within your primary unit (department/school)?								
	2.73	2.44	2.69	2.67	2.62	2.58	2.00	2.22

9. Appropriateness of Resources to Advance Academic Work

Factor 1: Funding and Technical Support

Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Internal funding for new research or teaching ideas.	2.53	2.83	2.62	2.48	2.74	2.36	2.41	2.50
Internal funding for bridge support between external grants.	2.70	2.00	2.19	1.84	2.08	2.38	1.68	2.06
Start-up package and contract.	2.33	1.67	2.72	2.74	2.32	2.33	2.19	3.00
Consulting opportunities.	2.43	2.40	2.22	2.03	2.67	3.00	2.64	3.13
Assistance in obtaining patents, copyrights, or trademarks.	3.00	2.33	2.50	2.44	2.56	2.45	2.25	2.49
Computers/ equipment and technical support.	3.23	3.00	2.80	2.83	2.79	2.73	2.69	2.81

Factor 2: Compensation, Office Space, and Clerical Support

Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Office space.	3.19	2.44	3.18	3.26	3.39	3.27	2.77	3.52
Salary during academic year.	2.38	2.11	2.78	2.88	2.86	2.73	2.65	3.11
Salary during the summer.	3.00	2.67	2.88	2.74	3.00	2.90	2.62	3.04
Support for professional development/travel funds.	2.04	2.57	2.62	2.54	2.65	2.39	2.52	2.59
Clerical/ secretarial support.	2.77	2.71	2.33	2.67	1.90	2.42	2.29	2.82

Factor 3: Support for Non-research Responsibilities

Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Teaching assistants or graders.	2.44	2.00	2.69	2.59	2.68	2.85	2.44	3.04
Teaching load.	3.36	3.43	2.91	2.93	3.04	3.06	2.85	3.35
Student advising responsibilities.	3.26	3.50	2.91	2.74	2.88	3.13	3.27	3.36
Service/ committee assignments.	2.83	3.40	2.84	2.88	2.88	3.12	3.19	3.33

10. Fairness of Resources in Comparison with Others

Factor 1: Office and Lab Space								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Office space.	3.35	3.13	3.17	3.36	3.60	3.42	3.20	3.62
Laboratory space/space for housing research animals.	3.17	2.75	2.91	2.96	3.07	3.18	2.81	3.43
Service/ committee assignments.	2.96	2.60	2.87	3.00	2.67	3.08	2.89	3.27
Assistance in grant preparation, including budgets.	3.18	3.00	3.10	3.03	3.31	3.35	2.92	3.37
Consulting opportunities.	3.09	3.33	2.07	2.43	2.85	3.24	2.87	3.37
Assistance in obtaining patents, copyrights, or trademarks.	3.67	2.33	2.67	2.92	2.88	3.21	3.00	3.11

Factor 2: Compensation and Non-research Related Support								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Teaching assistants or graders.	2.88	2.20	3.20	3.03	3.24	3.18	3.06	3.52
Teaching load.	3.33	3.14	2.96	3.04	3.13	3.00	3.19	3.37
Student advising responsibilities.	3.14	3.00	2.86	2.90	2.80	3.12	3.15	3.26
Salary during academic year.	2.73	2.29	2.55	3.00	2.73	2.74	2.72	3.17
Salary during the summer.	3.19	2.80	2.95	2.96	3.00	3.13	3.00	3.33
Administrative supplement salary.	2.20	1.00	2.44	2.50	2.83	3.00	2.47	3.25
Clerical/ secretarial support.	3.21	2.50	2.87	3.08	2.69	2.97	3.00	3.27

Factor 3: Fair Funding and Technical Support								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Internal funding for new research or teaching ideas.	2.89	3.00	3.07	2.88	3.03	3.09	2.83	3.08
Internal funding for bridge support between external grants.	3.10	2.00	2.54	2.30	2.63	3.14	2.53	2.92
Start-up package and contract.	2.89	1.80	2.40	2.84	2.26	2.69	2.08	3.20
Support for professional development/travel funds.	2.75	3.00	2.88	3.05	3.07	3.15	3.00	3.21
Computers/ equipment and technical support.	3.50	3.17	3.18	3.12	3.07	3.31	2.93	3.26

11. Transparency in Resource Allocation Process

Factor 1: Compensation, Space, Teaching, and Clerical Supports								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Office space.	2.61	2.60	2.26	2.77	2.82	2.97	2.47	3.08
Laboratory space/space for housing research animals.	3.00	3.00	2.16	2.44	2.36	2.70	2.19	3.09
Teaching assistants or graders.	3.07	2.00	2.48	2.76	2.64	2.95	2.63	3.35
Teaching load.	3.22	3.00	2.76	2.82	2.65	2.94	2.56	3.24
Student advising responsibilities.	3.14	3.00	2.72	2.67	2.70	2.95	2.88	3.22
Salary during academic year.	2.52	2.50	2.21	2.71	2.40	2.36	2.13	2.98
Salary during the summer.	3.00	2.80	2.75	2.73	2.69	3.10	2.60	3.34
Administrative supplement salary.	2.31	1.00	1.64	2.47	2.60	2.79	2.11	3.14
Start-up package and contract.	3.00	2.00	2.08	2.57	2.09	2.38	2.00	3.24
Consulting opportunities.	2.67	3.50	2.14	2.27	2.91	3.09	2.69	3.25
Computers/ equipment and technical support.	3.16	3.20	2.66	2.96	2.71	2.84	2.55	3.02
Clerical/ secretarial support.	2.92	2.40	2.52	2.68	2.39	2.68	2.46	3.13

Factor 2: Internal Funding and Support for Research								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Service/ committee assignments.	2.96	2.75	2.68	2.76	2.81	3.02	2.62	3.18
Assistance in grant preparation, including budgets.	3.18	3.20	2.61	2.67	2.88	3.05	2.48	3.13
Internal funding for new research or teaching ideas.	2.79	3.00	2.49	2.37	2.94	2.54	2.68	2.78
Internal funding for bridge support between external grants.	3.09	1.50	2.12	2.14	2.43	2.60	2.24	2.50
Support for professional development/travel funds.	2.74	3.00	2.57	2.83	2.69	2.63	2.56	3.03
Assistance in obtaining patents, copyrights, or trademarks.	3.83	2.00	2.29	2.79	2.63	2.85	2.73	2.87

12. Satisfaction with Community and Academic Dimensions

Factor 1: Community and Job Satisfaction								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Overall experience of community at Case.	3.04	3.00	2.74	2.84	2.86	3.01	2.77	3.11
Overall experience of collegiality in your primary unit (department / school).	3.12	2.56	2.73	3.12	2.86	3.12	2.71	3.43
Overall experience of being a faculty member in your primary unit (department / school).	3.27	3.00	2.70	3.09	2.79	3.15	2.81	3.44
Teaching and service load.	3.32	3.13	2.79	2.96	2.80	3.16	2.83	3.31
Teaching and research balance.	2.74	3.14	2.63	2.83	2.89	3.03	2.87	3.23

Factor 2: Professional Activities and Success								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Success of your research or scholarship.	2.65	3.13	2.83	2.57	2.92	3.03	3.28	3.45
Effectiveness of your teaching.	3.56	3.75	3.20	3.37	3.34	3.44	3.11	3.34
Service within the University.	2.86	2.63	2.89	2.58	3.12	2.80	3.23	3.02
Service in your academic discipline.	3.43	3.13	3.12	3.04	3.25	3.16	3.42	3.38
Community service.	3.26	3.00	2.87	2.81	3.05	2.98	3.40	3.18
Professional development opportunities.	2.76	2.63	2.57	2.40	2.84	2.74	2.86	3.10

Factor 3: Satisfaction with Mentoring								
Item	Instructor		Assistant		Associate		Professor	
	F	M	F	M	F	M	F	M
Mentoring you have received in your primary unit (department / school).	2.44	2.75	2.43	2.53	2.41	2.45	2.22	2.65
Mentoring you have received within the University.	2.74	2.29	2.61	2.12	2.24	2.25	2.32	2.27

ITEM AVERAGES FOR ALL SCHOOLS/COLLEGES
EXCEPT SCHOOL OF MEDICINE
N=240

1. Participation in Activities on Campus and in University Circle

Factor 1: Extracurricular Activity	Item Mean	SD
University academic ceremonies (e.g., convocation).	2.72	1.05
Social event.	3.00	0.82
Politically oriented event.	1.82	0.87
Sporting event.	1.38	0.69
Student-organized event.	2.49	0.89
Cultural event/performance.	2.76	0.92
Other community event	2.19	0.81

Factor 2: Academic Activity	Item Mean	SD
Brown bag discussion.	2.36	1.05
Seminar/visiting lecturer.	3.35	0.81
Colloquium.	3.00	1.02

2. Reasons for Not Attending an Event on Campus or in University Circle

Factor 1: Lack of information or inconvenience of event	Item Mean	SD
I did not know about the event.	2.43	0.77
I did not know anyone else who was going to attend.	1.98	1.01
I was too busy.	3.70	0.62
It was just too far away.	2.04	0.99
I had already gone home for the day.	2.21	1.07

Factor 2: Safety and location	Item Mean	SD
I don't feel safe on campus after dark.	1.66	0.93
It was on the other side of Euclid Avenue.	1.59	0.89
Other.	1.77	1.09

3: Overall Involvement in Campus Activities

Overall Involvement in Campus Activities	Item Mean	SD
	2.70	0.76

4. Quality of Relationships within the Campus Community

Factor 1: Lack of Acceptance of Diversity	Item Mean	SD
Sexist remarks are heard in faculty gatherings at Case.	1.67	0.91
Racist remarks are heard in faculty gatherings at Case.	1.40	0.76
Ageist remarks are heard in faculty gatherings at Case.	1.64	0.83

Factor 2: Biased Attitudes	Item Mean	SD
Faculty at Case has a condescending attitude towards faculty from other countries.	1.56	0.80
Faculty at Case has a condescending attitude towards staff from other countries.	1.62	0.85

Factor 3: Respectful Relationships	Item Mean	SD
Faculty at Case respects each other.	3.14	0.74
Faculty at Case is treated with respect by campus administrators.	2.74	0.92
Faculty at Case is typically at odds with campus administrators.	2.51	0.87

5. Quality of Relationships and Support in Primary Unit

Factor 1: Sense of being valued and included	Item Mean	SD
Colleagues in my primary unit value my work.	3.35	0.83
Colleagues in my primary unit can be trusted.	3.23	0.93
I am comfortable asking questions about performance expectations	3.27	0.85
I feel I can make my primary unit a better place to work.	3.21	0.88
Colleagues in my primary unit provide me feedback about research/scholarly issues.	2.88	0.95
Colleagues in my primary unit provide me advice about career/professional issues.	2.81	0.95
Colleagues in my primary unit solicit my opinions about scholarly issues.	2.93	0.92
Colleagues in my primary unit solicit my opinions about professional/clinical activities.	2.96	0.97
I solicit my colleagues' advice/assistance about my research.	3.07	0.82
I generally interact positively with colleagues in my primary unit.	3.55	0.68
I feel professionally welcome and included by colleagues in my primary unit.	3.31	0.94
Colleagues in my primary unit include me in social events and activities on campus.	3.27	0.91
Colleagues in my primary unit include me in social events and activities off campus.	2.87	0.99

Factor 2: Gender, race, and family obligations	Item Mean	SD
Gender makes a difference in everyday interactions in my primary unit.	2.03	1.12
Race makes a difference in everyday interactions in my	1.81	1.04

primary unit.		
Gender makes a difference in access to resources for faculty in my primary unit.	1.65	1.00
Race makes a difference in access to resources for faculty in my primary unit.	1.57	0.93
Colleagues in my primary unit consider female faculty who have children to be less committed to their careers.	1.77	0.94
Colleagues in my primary unit consider male faculty who have children to be less committed to their careers.	1.41	0.72

Factor 3: Pressure and Restrictions	Item Mean	SD
I feel pressure to change my work habits to gain the respect of colleagues in my primary unit.	3.13	1.02
I feel pressure to change my work interests to earn tenure / promotion	2.89	1.16
I am reluctant to raise controversial issues for fear it will affect my promotion / tenure.	2.85	1.15
I constantly feel under scrutiny by colleagues in my primary unit.	3.03	1.00
I have to work harder than my colleagues to be perceived as a legitimate scholar.	2.82	1.13

6. Support for Work-Life Integration

Factor 1: Support for Work-Life Integration	Item Mean	SD
Flexibility regarding family responsibilities.	3.07	0.89
Family leave.	2.83	1.08
Child care.	2.46	1.10
Partner / spousal hiring.	2.26	1.10
Tenure clock adjustment.	2.67	0.96
Sabbatical leave.	2.92	1.03
Mental / physical health accommodations.	2.92	0.99

7. Effectiveness of Primary Unit Head (Chair/Dean)

Factor 1: Effective Academic Leadership	Item Mean	SD
Maintains high academic standards.	3.38	0.87
Is open to constructive criticism.	3.09	1.00
Is an effective administrator.	3.03	1.01
Shows interest in faculty / researchers.	3.34	0.96
Treats faculty/researchers in an even-handed way.	3.16	1.05
Articulates a clear vision.	2.86	1.13
Articulates clear criteria for promotion/tenure.	3.17	0.97
Honors agreements.	3.45	0.85
Handles disputes//problems effectively.	2.99	0.99
Communicates consistently with faculty/ researchers.	2.98	1.05
Creates a cooperative and supportive environment.	3.09	1.02
Shows commitment to diversity.	3.47	0.85
Facilitates collegial interactions among the faculty.	3.10	1.01

Factor 2: Resources and Support	Item Mean	SD
Helps me obtain the resources I need.	3.11	1.04
Gives me useful feedback about my performance.	3.06	1.03
Is a mentor to me.	2.51	1.18
Values my mentoring of others.	3.06	1.09
Provides administrative opportunities.	3.14	1.06
Provides teaching/development opportunities.	3.12	0.92
Shares resources/opportunities fairly.	3.09	1.01
Involves me in important decision-making processes.	2.92	1.07

8. Mentoring Received

Factor 1: Mentoring Outside Primary Unit	Item Mean	SD
To what extent do you receive formal mentoring outside your primary unit, but within the University?	1.43	0.82
To what extent do you receive informal mentoring outside your primary unit, but within the University?	1.80	0.91
To what extent do you receive formal mentoring outside of the University?	1.49	0.88
To what extent do you receive informal mentoring outside of the University?	2.21	0.99

Factor 2: Mentoring Within Primary Unit	Item Mean	SD
To what extent do you receive formal mentoring within your primary unit (department/school)?	1.92	1.14
To what extent do you receive informal mentoring within your primary unit (department/school)?	2.50	1.03

9. Appropriateness of Resources to Advance Academic Work

Factor 1: Funding and Technical Support	Item Mean	SD
Internal funding for new research or teaching ideas.	2.56	1.10
Internal funding for bridge support between external grants.	1.96	1.05
Start-up package and contract.	2.68	1.15
Consulting opportunities.	2.80	1.06
Assistance in obtaining patents, copyrights, or trademarks.	2.38	1.07
Computers/ equipment and technical support.	2.90	1.08

Factor 2: Compensation, Office Space, and Clerical Support	Item Mean	SD
Office space.	3.36	0.88
Salary during academic year.	2.77	1.00
Salary during the summer.	2.85	1.03
Support for professional development/travel funds.	2.61	1.13
Clerical/ secretarial support.	2.64	1.08

Factor 3: Support for Non-research Responsibilities	Item Mean	SD
Teaching assistants or graders.	2.83	1.07
Teaching load.	3.04	1.03
Student advising responsibilities.	3.11	0.87
Service/ committee assignments.	3.11	0.87

10. Fairness of Resources in Comparison with Others

Factor 1: Office and Lab Space	Item Mean	SD
Office space.	3.50	0.78
Laboratory space/space for housing research animals.	3.18	0.98
Service/ committee assignments.	3.05	0.94
Assistance in grant preparation, including budgets.	3.32	0.83
Consulting opportunities.	3.17	0.91
Assistance in obtaining patents, copyrights, or trademarks.	3.09	1.02

Factor 2: Compensation and Non-research Related Support	Item Mean	SD
Teaching assistants or graders.	3.32	0.89
Teaching load.	3.17	1.00
Student advising responsibilities.	3.09	0.96
Salary during academic year.	2.80	1.08
Salary during the summer.	3.07	0.99
Administrative supplement salary.	2.89	1.12
Clerical/ secretarial support.	3.19	0.91

Factor 3: Fair Funding and Technical Support	Item Mean	SD
Internal funding for new research or teaching ideas.	3.14	0.97
Internal funding for bridge support between external grants.	2.83	1.09
Start-up package and contract.	2.73	1.21
Support for professional development/travel funds.	3.15	0.95
Computers/ equipment and technical support.	3.28	0.91

11. Transparency in Resource Allocation Process

Factor 1: Compensation, Space, Teaching and Clerical Supports	Item Mean	SD
Office space.	2.97	1.06
Laboratory space/space for housing research animals.	2.87	1.07
Teaching assistants or graders.	3.05	0.99
Teaching load.	3.00	1.07
Student advising responsibilities.	2.95	1.00
Salary during academic year.	2.52	1.09
Salary during the summer.	2.99	1.07
Administrative supplement salary.	2.66	1.20

Start-up package and contract.	2.47	1.16
Consulting opportunities.	3.00	1.04
Computers/ equipment and technical support.	2.89	1.04
Clerical/ secretarial support.	2.83	1.06

Factor 2: Internal Funding and Support for Research	Item Mean	SD
Service/ committee assignments.	3.02	0.95
Assistance in grant preparation, including budgets.	3.01	1.03
Internal funding for new research or teaching ideas.	2.78	1.11
Internal funding for bridge support between external grants.	2.44	1.16
Support for professional development/travel funds.	2.81	1.14
Assistance in obtaining patents, copyrights, or trademarks.	2.79	1.02

12. Satisfaction with Community and Academic Dimensions

Factor 1: Community and Job Satisfaction	Item Mean	SD
Overall experience of community at Case.	2.99	0.83
Overall experience of collegiality in your primary unit (department / school).	3.00	1.02
Overall experience of being a faculty member in your primary unit (department / school).	3.07	0.97
Teaching and service load.	3.03	0.91
Teaching and research balance.	2.87	0.97

Factor 2: Professional Activities and Success	Item Mean	SD
Success of your research or scholarship.	3.15	0.86
Effectiveness of your teaching.	3.40	0.68
Service within the University.	3.05	0.87
Service in your academic discipline.	3.29	0.76
Community service.	3.11	0.79
Professional development opportunities.	2.87	0.97

Factor 3: Satisfaction with Mentoring	Item Mean	SD
Mentoring you have received in your primary unit (department / school).	2.53	1.06
Mentoring you have received within the University.	2.36	1.03

1. Participation in Activities on Campus and in University Circle

Factor 1: Extracurricular Activity	Item Mean	SD
University academic ceremonies (e.g., convocation).	1.77	0.99
Social event.	2.33	0.88
Politically oriented event.	1.36	0.60
Sporting event.	1.21	0.49
Student-organized event.	1.86	0.91
Cultural event/performance.	2.37	0.96
Other community event	1.99	0.86

Factor 2: Academic Activity	Item Mean	SD
Brown bag discussion.	1.43	0.78
Seminar/visiting lecturer.	3.28	0.88
Colloquium.	2.13	1.05

2. Reasons for Not Attending an Event on Campus or in University Circle

Factor 1: Lack of information or inconvenience of event	Item Mean	SD
I did not know about the event.	2.51	0.92
I did not know anyone else who was going to attend.	2.09	1.11
I was too busy.	3.67	0.67
It was just too far away.	2.16	1.13
I had already gone home for the day.	1.95	1.03

Factor 2: Safety and location	Item Mean	SD
I don't feel safe on campus after dark.	1.49	0.82
It was on the other side of Euclid Avenue.	1.39	0.76
Other.	1.48	0.86

3: Overall Involvement in Campus Activities

Overall Involvement in Campus Activities	Item Mean	SD
	2.01	0.77

4. Quality of Relationships within the Campus Community

Factor 1: Lack of Acceptance of Diversity	Item Mean	SD
Sexist remarks are heard in faculty gatherings at Case.	1.59	0.84
Racist remarks are heard in faculty gatherings at Case.	1.34	0.68
Ageist remarks are heard in faculty gatherings at Case.	1.58	0.88

Factor 2: Biased Attitudes	Item Mean	SD
Faculty at Case has a condescending attitude towards faculty from other countries.	1.66	0.87
Faculty at Case has a condescending attitude towards staff from other countries.	1.72	0.87

Factor 3: Respectful Relationships	Item Mean	SD
Faculty at Case respects each other.	3.34	0.64
Faculty at Case is treated with respect by campus administrators.	2.93	0.87
Faculty at Case is typically at odds with campus administrators.	2.67	0.86

5. Quality of Relationships and Support in Primary Unit

Factor 1: Sense of being valued and included	Item Mean	SD
Colleagues in my primary unit value my work.	3.41	0.79
Colleagues in my primary unit can be trusted.	3.46	0.76
I am comfortable asking questions about performance expectations	3.22	0.86
I feel I can make my primary unit a better place to work.	3.30	0.82
Colleagues in my primary unit provide me feedback about research/scholarly issues.	2.94	0.95
Colleagues in my primary unit provide me advice about career/professional issues.	2.82	0.98
Colleagues in my primary unit solicit my opinions about scholarly issues.	3.08	0.90
Colleagues in my primary unit solicit my opinions about professional/clinical activities.	3.21	0.90
I solicit my colleagues' advice/assistance about my research.	3.27	0.77
I generally interact positively with colleagues in my primary unit.	3.69	0.53
I feel professionally welcome and included by colleagues in my primary unit.	3.41	0.81
Colleagues in my primary unit include me in social events and activities on campus.	3.24	0.93
Colleagues in my primary unit include me in social events and activities off campus.	2.92	0.96

Factor 2: Gender, race, and family obligations	Item Mean	SD
Gender makes a difference in everyday interactions in my primary unit.	1.86	1.09
Race makes a difference in everyday interactions in my primary unit.	1.52	0.88
Gender makes a difference in access to resources for faculty in my primary unit.	1.66	1.02
Race makes a difference in access to resources for faculty in my primary unit.	1.40	0.80
Colleagues in my primary unit consider female faculty who have children to be less committed to their careers.	2.00	1.02
Colleagues in my primary unit consider male faculty who have children to be less committed to their careers.	1.38	0.68

Factor 3: Pressure and Restrictions	Item Mean	SD
I feel pressure to change my work habits to gain the respect of colleagues in my primary unit.	1.88	0.99
I feel pressure to change my work interests to earn tenure / promotion	2.09	1.13
I am reluctant to raise controversial issues for fear it will affect my promotion / tenure.	2.10	1.08
I constantly feel under scrutiny by colleagues in my primary unit.	2.05	0.98
I have to work harder than my colleagues to be perceived as a legitimate scholar.	2.32	1.08

6. Support for Work-Life Integration

Factor 1: Support for Work-Life Integration	Item Mean	SD
Flexibility regarding family responsibilities.	2.84	1.05
Family leave.	2.88	1.05
Child care.	2.43	1.13
Partner / spousal hiring.	2.47	0.98
Tenure clock adjustment.	2.50	1.04
Sabbatical leave.	1.99	1.06
Mental / physical health accommodations.	2.71	1.04

7. Effectiveness of Primary Unit Head (Chair/Dean)

Factor 1: Effective Academic Leadership	Item Mean	SD
Maintains high academic standards.	3.39	0.79
Is open to constructive criticism.	2.88	1.02
Is an effective administrator.	2.94	1.02
Shows interest in faculty / researchers.	3.25	0.92
Treats faculty/researchers in an even-handed way.	3.04	1.05
Articulates a clear vision.	2.79	1.06
Articulates clear criteria for promotion/tenure.	2.89	1.03

	3.16	0.95
Honors agreements.	3.16	0.95
Handles disputes//problems effectively.	2.82	0.97
Communicates consistently with faculty/ researchers.	2.85	1.05
Creates a cooperative and supportive environment.	3.00	1.02
Shows commitment to diversity.	3.35	0.83
Facilitates collegial interactions among the faculty.	3.09	0.97

Factor 2: Resources and Support	Item Mean	SD
Helps me obtain the resources I need.	2.83	1.05
Gives me useful feedback about my performance.	2.81	1.08
Is a mentor to me.	2.41	1.18
Values my mentoring of others.	2.91	1.10
Provides administrative opportunities.	2.79	1.05
Provides teaching/development opportunities.	2.87	1.02
Shares resources/opportunities fairly.	2.86	1.05
Involves me in important decision-making processes.	2.49	1.18

8. Mentoring Received

Factor 1: Mentoring Outside Primary Unit	Item Mean	SD
To what extent do you receive formal mentoring outside your primary unit, but within the University?	1.60	0.93
To what extent do you receive informal mentoring outside your primary unit, but within the University?	1.89	0.97
To what extent do you receive formal mentoring outside of the University?	1.64	0.99
To what extent do you receive informal mentoring outside of the University?	2.21	1.05

Factor 2: Mentoring Within Primary Unit	Item Mean	SD
To what extent do you receive formal mentoring within your primary unit (department/school)?	1.97	1.08
To what extent do you receive informal mentoring within your primary unit (department/school)?	2.43	0.98

9. Appropriateness of Resources to Advance Academic Work

Factor 1: Funding and Technical Support	Item Mean	SD
Internal funding for new research or teaching ideas.	2.44	1.13
Internal funding for bridge support between external grants.	2.23	1.10
Start-up package and contract.	2.52	1.23
Consulting opportunities.	2.67	1.09
Assistance in obtaining patents, copyrights, or trademarks.	2.58	1.10
Computers/ equipment and technical support.	2.67	1.07

Factor 2: Compensation, Office Space, and Clerical Support	Item Mean	SD
Office space.	3.23	0.93
Salary during academic year.	2.90	1.03
Salary during the summer.	3.01	1.04
Support for professional development/travel funds.	2.43	1.12
Clerical/ secretarial support.	2.41	1.09

Factor 3: Support for Non-research Responsibilities	Item Mean	SD
Teaching assistants or graders.	2.68	1.06
Teaching load.	3.17	0.82
Student advising responsibilities.	3.14	0.85
Service/ committee assignments.	3.04	0.86

10. Fairness of Resources in Comparison with Others

Factor 1: Office and Lab Space	Item Mean	SD
Office space.	3.40	0.81
Laboratory space/space for housing research animals.	3.17	0.83
Service/ committee assignments.	3.02	0.93
Assistance in grant preparation, including budgets.	3.09	0.95
Consulting opportunities.	2.84	1.07
Assistance in obtaining patents, copyrights, or trademarks.	3.05	0.98

Factor 2: Compensation and Non-research Related Support	Item Mean	SD
Teaching assistants or graders.	3.09	0.93
Teaching load.	3.10	0.93
Student advising responsibilities.	3.09	0.90
Salary during academic year.	2.87	1.05
Salary during the summer.	3.06	0.92
Administrative supplement salary.	2.86	1.09
Clerical/ secretarial support.	2.90	1.0

Factor 3: Fair Funding and Technical Support	Item Mean	SD
Internal funding for new research or teaching ideas.	2.81	1.05
Internal funding for bridge support between external grants.	2.69	1.09
Start-up package and contract.	2.61	1.21
Support for professional development/travel funds.	2.98	1.00
Computers/ equipment and technical support.	3.07	0.93

11. Transparency in Resource Allocation Process

Factor 1: Compensation, Space, Teaching and Clerical Supports	Item Mean	SD
Office space.	2.68	1.11
Laboratory space/space for housing research animals.	2.53	1.16
Teaching assistants or graders.	2.72	1.12
Teaching load.	2.80	1.03
Student advising responsibilities.	2.91	1.03
Salary during academic year.	2.63	1.12
Salary during the summer.	2.87	1.15
Administrative supplement salary.	2.72	1.17
Start-up package and contract.	2.48	1.22
Consulting opportunities.	2.74	1.14
Computers/ equipment and technical support.	2.77	1.08
Clerical/ secretarial support.	2.67	1.12

Factor 2: Internal Funding and Support for Research	Item Mean	SD
Service/ committee assignments.	2.77	1.04
Assistance in grant preparation, including budgets.	2.75	1.15
Internal funding for new research or teaching ideas.	2.46	1.13
Internal funding for bridge support between external grants.	2.34	1.16
Support for professional development/travel funds.	2.72	1.17
Assistance in obtaining patents, copyrights, or trademarks.	2.85	1.11

12. Satisfaction with Community and Academic Dimensions

Factor 1: Community and Job Satisfaction	Item Mean	SD
Overall experience of community at Case.	2.88	0.84
Overall experience of collegiality in your primary unit (department / school).	3.20	0.95
Overall experience of being a faculty member in your primary unit (department / school).	3.11	0.93
Teaching and service load.	3.11	0.84
Teaching and research balance.	3.10	0.93

Factor 2: Professional Activities and Success	Item Mean	SD
Success of your research or scholarship.	2.93	0.95
Effectiveness of your teaching.	3.26	0.67
Service within the University.	2.77	0.86
Service in your academic discipline.	3.18	0.83
Community service.	2.97	0.88
Professional development opportunities.	2.67	0.99

Factor 3: Satisfaction with Mentoring	Item Mean	SD
Mentoring you have received in your primary unit (department / school).	2.40	1.09
Mentoring you have received within the University.	2.27	1.08

APPENDIX 6:
DE-IDENTIFIED LIST OF QUALITATIVE DATA[2]

Comments resulting from the question, "Is there anything more you'd like to tell the researchers?"

The University administration and board of trustees are widely perceived as incompetent, and/or unconcerned regarding/antagonistic to/unfamiliar with the priorities and needs of the faculty at a research university. This unfortunately does not strike me as an entirely inaccurate assessment.

Life in my department has been wonderful. Most problems have been from the poor administration of the University. I am hopeful that things are improving.

A University child-care facility would improve the work environment for younger faculty with children immensely. It's a travesty we don't have such a resource on campus, and it discourages a certain range of faculty from signing on at Case in my opinion.

The current Case president is the best since I joined the faculty [30+] years ago.

Upset at not getting suitable parking… despite being a faculty member with a one year old baby. Even more upset at Parking for giving an aggressive, Caucasian, male postdoctoral fellow parking… while not even considering my request.

Surprised at the lack of day care facilities at Case considering the number of women that work/attend Case.

Ph.D. researchers flounder in clinical departments and are basically unnoticed.

I and most faculty feel that we are on their own (entrepreneurs) and that the bottom-line is measured in dollars and there is no comfortable way to give and no response to bottom up feedback. The top down management style predominates.

Administratively, human resources and purchasing departments have been major disappointments. Human resources pass on incompetent research technicians from one lab to the next. Purchasing department is constantly mishandling purchasing orders. Overall, there is no sense of accountability with regards to the administration here at Case. I also find that the way administrators treat faculty is dependent on rank, race, and sex.

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[2] This appendix includes the comments of all faculty members who provided written remarks at the end of their questionnaires (N=159, including respondents from the School of Medicine). Although all comments are included here, many were edited of identifying characteristics. The research team used [brackets] to denote edited phrases or words. Our objectives in editing were twofold: maintaining confidentiality while preserving the integrity of each respondent's comments.

This is a difficult place to be female--there is a persistent but implicit edge for committee work here. It's also striking that the President's cabinet is all male--it sends a sure and clear message to the women on campus.

I realize that we are primarily a research institution and that is part of what makes this a great school, but those of us who have taken on the burden of service and teaching (another aspect that makes our school great!) are not adequately recognized with regard to promotion and tenure.

Salary compensation is woefully inadequate. Salary compression is an ongoing (decades long) problem. According to salary surveys of comparable institutions by my discipline's professional organization, salaries at Case are in the bottom quartile (in a rank by rank comparison).

The comments on the department reflect the soon-to-be departed leadership. current (interim, shortly to be permanent) leadership seems to be much better.

My satisfaction with CWRU has plummeted since the arrival of Pres. Hundert.

A number of problems at Case I have tried to resolve on my own. Two outstanding issues I feel I have less control over. 1) My department needs a larger faculty so that we will be able to create and maintain a true community of researchers. 2) The IRB process could work more smoothly to save researchers time and frustration. Thanks for administering the survey.

The university needs to institute a formal parental leave policy for faculty.

A formal system of evaluating and replacing/retaining department chairs must be introduced and strictly implemented to avoid the administrative mismanagement and un-academic, unhealthy work environment at the department level.

There is very little central support for research and scholarship. It appears that central administration is more interested in marketing and publicity than on establishing a true interdisciplinary educational/research environment.

There is no forum to express opinions on this topic and, if one does so, 'names are taken'.

The rhetoric pertaining to becoming the "most powerful learning environment in the world" is anti-intellectual and a source of embarrassment to many faculty. The faculty senate tends to be quite passive, and it does not examine decisions that affect the long-term fiscal health of the university such as the recent decision to invest endowment funds in development which is unfortunate. The current organization and funding of units within the University make interdisciplinary collaboration difficult despite current rhetoric. Many departments within [my school] are small and under-funded, and work is

needed to integrate and develop significantly in this area. This work cannot be confined to undergraduate educational initiatives.

Great universities emphasize knowledge development, faculty independence, and scholarly productivity rather than rank and narrowly-defined "market-driven" indicators of success. The emphasis here has been on the later to the detriment of the former. Leadership would benefit from actively and seriously LISTENING to feedback given by those at the 'bottom' of the academic ladder.

One of the problems with community at Case is that the individual schools seem to be so independent that there seems to be a sense of many individual entities instead of one, united university. There needs to be more of a feeling of working together as an entire university rather than just everyone looking out for their own self interests.

I had several alternative comments here but have deleted each one. Somewhat surprisingly, the constant theme was a bitterness that is in contrast to the answers on the survey. Overall, I think the "University" is a pyramidal system that gives nothing back but demands everything. I suppose that we can take some comfort in that the production of graduated students is what the University gives back.

[My school] has turned a corner and is one of the most exciting schools in the country - Case has had an unexpected number of exceptional faculty in many schools of the University.

…I feel VERY supported in my Department; poorly supported by [my school]; and actively UNsupported by the University. Indeed, University bureaucracies such as the Office of Research, Human Resources, and Communications, actively undercut my work and make my job constantly harder.

The biggest problem is the contempt for humanities and humane social sciences shown by natural scientists and engineers, as well as central University administration, and the atmosphere fostered by central University administration, through nonsense such as equating performing arts with humanities, permits and reinforces this contempt. The second greatest problem are the woeful salaries and horrible benefits. Finally, this questionnaire exemplifies this contempt: there IS no summer salary in general for faculty in humanities and social science; the experience of natural sciences is taken in this questionnaire as normative for all faculty when it is not!

As a PhD in a clinical department I feel that neither the department nor the University express any commitment to me as researcher or teacher. I am simply a source of revenue (NIH grant overhead). Basically I rent space (very expensive space) in a University owned building.

My answers relate to my employment by the VA and Case. I think that the new logo stinks.

I have concerns about the overall direction of the university, the focus on marketing rather than building of necessary infrastructure, and the administrative disorganization and turmoil at the top levels.

I had decided not to complete this survey and had placed it in the trash. However, after talking to [a University administrator], I thought I would complete it. [My experience with the tenure and promotion process] has left me with very strong feelings about the University. I am very angry about the process which should be clear and apparent, but which is not. I am angry that there is one criterion… and that criterion is publishing, in specific numbers and in specific places, using specific methods. The other criteria - teaching and service - are unimportant. Research and money seem important too, but only as these serve publications. This is a very different message from the one delivered by the president and it certainly is different from that delivered in specific units.

[The] Committee on Women Faculty has been in place for more than 20 years; change in the numbers and constellation of women and minority faculty has been stagnant during almost all of that time. No progress has been made. Even the Resource Equity Committee has been unsuccessful at moving forward with an agenda to inform and educate about disparities here. Although there is talk about a commitment to diversity in the administration, it is not at all apparent. There may be some diversity in surname, but there is little real diversity in view or thinking, or more importantly, in perspective. The perspective is male, mostly white, and very privileged.

Most of my research is [the type of] work that the university said it was committed to doing. But what people in the community realize is that commitment is to high profile projects, with high pr return, and it amounts to little recognition of the needs or strengths of the community around us.

Overall I find academic life at Case stimulating and rewarding.

Case is great environment because of its people, new leadership has invigorated the general attitude, challenges remain with old leadership compromising some of the departments in [my school].

Overall I am happy working at Case. But, I also hope that we can have more resources and a higher standard, so that Case can become truly a top research university, nationally and internationally.

The central administration is like a black hole.

I think the endless repetition of the phrase "world's most powerful learning environment," is irritating, especially in the absence of any explanation of what it means in concrete terms. Like all universities, the public relations efforts at Case embrace values in conflict with the values inherent in the stated mission of the institution (e.g., honesty, critical thought).

Too many departmental chair searches result in the installation of internal candidates. The boards of directors of both Case and our affiliated hospital, University Hospitals of Cleveland, need improvement. This format of this survey, as is true for many similar surveys, severely limits the quality of the information obtained.

Case needs a daycare center badly!!!

As a clinician I feel completely disassociated from the University - that my raison d'etre is to generate income for the department - of which I see very little. I also feel that me and my colleagues (male and female) with familial responsibilities are looked down upon by the good ol' boys because we cannot attend crack of dawn meetings or go to the bar at dusk. This culture at Case needs to change if we are to remain competitive.

There were several places where I am not happy with the resources, but it is an institutional issue -- everyone in the department is in the same boat.

CWRU is an excellent environment for developing people. Somehow it suffers from an inability to attract truly outstanding researchers. Thus we often settle for second-rank though excellent people. The problem is our provincial attitude and our hesitation to really roll out the red carpet for outstanding people.

Case is not different from many research institutions in promoting and supporting women and scholars of color. I do not think we get any accolades for the recruitment and promotion of women or women scholars of color or scholars of color. Moreover, women faculty with child responsibilities have all kinds of internal and external challenges in career advancement. In [my school it] is no different than the rest of the University.

[My] Dean is nice and efficient … but does not have a vision for the school. I think that the University has put this school at a disadvantage with the dean leadership. I suspect the answer is that [disciplines within my school are] not highly regarded by the University administration. The conclusion does not make me feel good about being here. But I will stay for a while longer. I think this is great effort to understand the faculty environment. Thanks.

There is discrimination of people with disability.

…I was hired without any regard to [the structural support that would be necessary for my position]. I have one full day of clinic and I am being told I am not [generating a sufficient amount of] my salary. I have been unable to get started on any research. I answered the above questions regarding colleagues, but basically… I have no colleagues.

I like to teach but if you reduce the teaching load (even a little) you get higher caliber research programs.

Recent losses in community feeling due to canceling the university ball, banning pets, etc have greatly reduced the pleasant, convivial atmosphere Case used to have. This loss was

compounded by the process by which [recent administration changes and] transition[s] took place. The hiring & transition process was far from smooth & appears to have provoked (perhaps excessive & unnecessary) anxiety on the part of the faculty. (both the outcry against the first candidate & the increasingly negative response to the policies of the person who was eventually hired). In terms of atmosphere, this has been the most unpleasant year I've had at Case; the faculty spent much of the year in a panic that has thus far not abated. I do hope things will settle down next year & people will begin to feel comfortable again.

I am considered full-time, but only work [a percentage] of that time so that I can take care of [dependent family members]. The time frame for promotions do not seem too flexible to accommodate… someone working [less than] 100% full-time.

I have had a mixed experience at Case: little or negative support in dept but much better in the school, especially as I became more senior. I wish the spousal hire situation were better. I wish we got some real help on grant budget preparation."

The spatial layout of Case breaks up a university community environment. I find the food and public culture life on campus terribly lacking; there is no place where museum, arts & sciences, humanities, medicine, engineering etc. folks can hang out, bump into each other etc.....The campus needs a building, built by an international architect, that is purposely designed to bring people together; it would offer interesting food, information, meeting rooms, coffee shops, hang out spaces, cultural performances, small lectures...etc.....I find this lack of public culture the one big reason I sometimes think about going elsewhere. There is no University diverse public culture here and I have heard many faculty say this same thing. Surely, we are smart enough to lay out a plan for such a building and space. Space matters and we need one that brings us all together...students, staff, etc.....I go to the orchestra, botanical gardens, and museum, but I never think of going to the university to hang out at night...I think that is a missed opportunity for all of Cleveland. WE should be a destination. We need urban geographers and architects to study the Case campus and lay out a strategic plan so that 15 years from now, I don't answer this survey lamenting that Case doesn't have a public culture. We work hard and stay in our offices all day, we take a short break at lunch, and everyone goes home at night. We don't have sports to bring us together and that is fine. The Orchestra doesn't. The museum doesn't. So what could? Can we have a conversation about this among all concerned? And if no one wants it, well given my desires, I might eventually look elsewhere. This would help build interdisciplinary talk, which does lack here. It could help build an intellectual environment, which there are many intellectuals here, but no environment that showcases it, no way to be a part of a public culture. Okay. Sorry. Enough is enough.

My experience has been that there is a strong sense of community within my [school] but a weak sense of community within the university generally.

Doing nontraditional research by ethnic faculty members often runs the risk of being undervalued by traditional academic standards.

Overall, I don't feel that the level of intellectual activity and stimulation at Case is what it should be for a "major research university." This place is strangely dead.

I know of no university with the kind of aspirations to national importance that Case has that supports graduate students so meagerly."

There has to be better communication among the various offices of the dean, accounting, and research administration. They must view themselves as part of a team that wants to do new and better things together with the faculty.

Small boys clubs within faculty is a big thing.

Treated unfairly and continue to be treated unfairly and making the environment for female faculty unbearable. To carry my vision, will find a home where I'm valued, respected and rewarded for what I bring in without punishing me. Case will lose as I'll carry my vision, ideas, grant funding to a new home if I do not receive a fair treatment and rewarded for my excellent credentials.

I believe our dept head tries to be fair, but in the name of "protecting junior faculty from unnecessary distractions," little information about school or university-level issues is relayed to the junior faculty. If I ever make a comment about feeling in the dark or that I would like to better understand the context for an issue we are discussing in a dept meeting, I have intermittently been treated as if it were my fault that I was uninformed. … Due to variations in teaching and travel schedules, I think it would be helpful to have a more systematic process for sharing information with everyone in the department, not only sharing things in senior faculty meetings and relying on serendipity for the junior faculty to also learn about what is going on.

Contrary to the 1970's norm of children being perceived as a detraction from one's work commitment, my experience in my department has been that children are legitimating-- e.g., the needs of a child are always seen as a legitimate reason for missing a department event; a woman with child care responsibilities in addition to working is revered--and not having children seems to be equated with "immaturity" and "having no responsibilities."

I don't feel that there is intentional gender discrimination in our department or that people disregard my ideas because I am a woman. It's just that the "guys" have extra-curricular interests in common and get together with one another as couples with the guys discussing the hobby and work-related matters while the women discuss children and other home issues. I am not invited to these dinners, and at department parties, the men and women often end up in segregated conversations--if I join in the men's conversation with my colleagues, I am treated by the women as a threat, but if I join the women's conversations, I miss the opportunity of informal interaction with my colleagues that could lead to improved relations at work and opportunities for collaboration or informal learning. This reminds me of the lament of [the women's movement] and may just be the plight of any "minority" member in a work group. There is also an "old-timers'" clique in

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our department. At department events, they sit together and talk to one another, and make no overtures to newcomers. … I don't believe that any ill will is intended. In fact, I think it's important to acknowledge that this pattern is typical of Cleveland, more generally, and so may simply reflect the culture of the region. Nonetheless, it is an aspect of [my school's] culture (if not the Case culture more generally) that makes Case unattractive to newcomers resulting in minimal interest in investing in the institution.

Tenure track system should be improved for humanities.

There are fundamental differences in the quality of Case experience as faculty for School of Medicine faculty that are based at UH versus otherwise. This survey does not capture this difference, which I believe is serious and the University underestimates.

Case is getting better.

I commute to Case from a great distance so it is difficult for me to attend weekend and evening events.
To the best of my knowledge, this is the first faculty poll of this sort in my fifteen years at the University. Much needed; long over-due.

Case can do a better job of being a culturally competent university. The presence of international students doesn't make one competent. I find that the treatment of one's own African American students and faculty is neglectful as well as shameful.

No long-term incentive from the university, school or department for extra-mural funding success. Very parochial place.

I do not feel a sense of community or pride about being at Case/University Hospitals. Our community stands deeply in the shadow of the Cleveland Clinic in the public eye. I also do not sense a feeling of faculty unity, community, or strong academic friendships within the school or between schools such as the feeling that exists at Hopkins, Harvard, Oxford or Cambridge. I feel that University leadership is on the right track but must recognize the need to bolster our reputation internationally, nationally, and in our local region.

Socializing amongst my colleagues is the single most challenging problem. Faculty perform as independent contractors and there is no mechanism in place to change this culture. Having relocated to accept this position I was astounded that no one reached out to help my [spouse and me] become acclimated to the region and to feel as if we belonged at Case. Overall, this has been the greatest disappointment in accepting the position at Case and has been one of the main factors in my departure.

There is no sense of any type of upward influence across our department. In other words, we are quite sure our immediate higher ups make decisions about our future without our input. There is incredibly low morale and very little respect for representatives of the school and the university.

Changes in President and Provost create some anxiety about expectations; they should let us know what they think about promotion expectations.

The department chair is the primary factor, which determines the faculty job satisfaction. Chairman performance (all aspects of leadership qualities and performance) needs more frequent evaluation.

Our department is in flux. I should note that I feel optimistic about our future as a department. Also, I had serious, serious equity concerns that were somewhat alleviated only very recently by a salary raise and office relocation (both in tandem with my promotion). And finally, we desperately need an overhaul of work-family or work-life policies. The tenure extension is great, but "leaves" for illness or birth or adoption are still a problem. When [our child] was born… I did not get a teaching release… [after 6 weeks] I was back in the classroom and [directing an academic program] and my research suffered considerably. I feel strongly that at a research university, faculty should get a teaching release during the term they give birth or adopt. THAT is a family-friendly policy with teeth. Otherwise, exhaustion sets in and research productivity is the first to go. Right now, faculty must negotiate with their Chairs for what they "get" in terms of release, and this is a vulnerable position to be in, esp. for Jr. folks.
Certain senior faculty (especially one) take undue advantage of junior faculty in terms of forcing themselves as authors on work they have not participated in, and using junior faculty's research to write their own grants or program projects. Non-compliance by junior faculty results in serious consequences such as termination of job, taking away lab space, limiting the use of expensive equipment, and other unethical measures. The Department Chair in the past often chose not to interfere and let the practice continue since such senior faculty bring grant money to the department.

I'm disappointed with the salary I receive. I'm disappointed that our department never had a department meeting and I never was introduced to many members of the department. I was disappointed that business cards were not provided by the University. I was disappointed that my department chair didn't acknowledge the fact that I was nominated for awards [early in my career here]. Other than that, I am pretty content with my position.

Someone needs to review the alumni contribution department. I have constantly been turned off by the way they handle my pledges, have told them so and why and have received no response. If I were not so loyal to the university, I would stop pledging. Also, I have heard many complaints about the name change to eliminate Western-Reserve from the name. I thought the original intent was to change the name...but to poll the alumns and then to select a NEW name, not just case. I thought originally that it was just the older graduates that felt this way....then I saw some articles in the Observer from the present students that evidently feel the same way. I don't think this action was too swift.

Comments vis-a-vis my administrative unit refer to [my school] as a whole, not to my department. The administration within [my] department is quite good while

administration within [my] school is terrible. The section evaluating the dean is an overall evaluation of the deans we've had while I've been here.

There still is a feeling, and is backed up with some actual information, that those in [my school] are less well-respected and less well-paid than those in other schools.

[My school] says it is interested in improving the experience of undergraduates, but I see little evidence of that beyond lip service. All rewards go for research, despite heavy duties in administration, and teaching appears to get the least attention. Perhaps more importantly, there is nothing to encourage faculty to take an interest in students outside of the classroom, because all of the rewards in the system demand that one puts the lion's share of one's time into research (which is a good thing) but also excessive administrative duties that do not seem very effective. Case… seems to be caught an identity struggle between being a research institution and a liberal arts school, but is only legitimately succeeding at the former.

… In [my] department at least, we need far more support staff. I have taught at three other institutions and Case has by FAR the least amount of support I've ever experienced. This is a huge problem, because it means that faculty are constantly having to learn to navigate a bureaucracy to get the most mundane things accomplished. One central person with the knowledge of how to do all of this (a secretary, for example, who is supposed to assist the faculty and not simply the chair) would save a lot of time.
… How can we claim to be a high-tech university?... Centrally locating resources… would also be helpful. We have tremendous resources that never get used simply because they are housed in separate departments without anyone even knowing they are on campus.

In clinical departments the major limitation to academic productivity is clinical load. The other factors are of minor importance.

My survey will be skewed because the department I belong to is… small. As you will see from my responses, I am very unhappy, but there are good reasons. First of all, the Chair is an abysmal leader who NEVER holds faculty meetings, mentors, or even displays any care for [our] program other than being happy to make all the decisions without consulting anyone else. [The chair] doesn't even consult or hold meetings about teaching assignments. … Certainly [the] leadership, or lack thereof, is a problem for [our department] but the administration also bears some blame for either not caring… or wanting to punish the entire department because the Chair is so incompetent as an administrator. Either way, the University needs to give more attention to [our] program before things will improve. First of all, they need to do a search for a senior position to be the new Chair -- the current one does not have the proper temperament to be a good Chair. [My chair] is socially awkward and really only cares about his/her own research and has a unique talent for being oblivious to other faculty members' needs. Second of all, the University either should support [small departments]… or just fold it into another

unit. I would hope they would do the former… but it is ridiculous to have a [small] department, with all the modern demands of research and publication… and then have a host of Visiting Appointments. No other department in the University is run in such a shoddy way. … So the way things are being done in [my department] does affect the quality of life for not only the professors but also the students. This should be a concern to the other faculty of the University. You may want to contact [other faculty] to verify if what I am saying is true. Yes, I am very angry about the treatment I have personally received. But I also do care about [my department's] program at Case and I believe I am correct about what is wrong and what needs to be done to make it better.

I wish there were more examples of part-time employment in my Dept.

A lot could be done to improve the experience (integration into the community, recognition of different job assignments, etc) of basic researchers in clinical departments.

Despite lip-service to the contrary, there is not consistent effort to be inclusive of fulltime VA teaching faculty in my dept.

There is a major change at [my school]. Whether the real support for teaching continues remains to be seen. However it is great to see it finally occur. Teaching faculty have been taken for granted for years. This did not worry them too much except when undeserving academic faculty who refuse to teach at all get promoted. [In the meantime], the teacher is told teaching is too hard to measure. The school should embrace and support its teaching faculty. There are signs this is beginning to happen.

I believe that there is a difference in support and vision in my department versus my school. In that section of the survey, my answers reflect my feelings towards the Dean and [my school] and are rather negative. My feelings towards my Department and Chair are more positive, but I had to choose between one and the other so I gave you my perceptions of the Dean and [my] school.

Why is engineering the only named school not identified by name? WE ARE OFFICIALLY KNOWN AS THE CASE SCHOOL OF ENGINEERING. This was approved by the Board of Trustees in 1992 and should be honored as the other named schools are recognized, i.e., Weatherhead, Mandell, etc.

Significant disparities exist between individual departments and institutions within the medical environment.

[My school] has hired a number of full-time women adjuncts who are paid significantly less for the same work than male full-time instructors. Bad idea.

My main disappointment with the University is in the lack of mentoring I have received, and the lack of leadership my department chairs and deans have shown. There are severe interpersonal problems within my department that have been going on for [quite some time], and they have never been addressed. Most of the problems came about because

department chairs have made unilateral decisions that affected the entire department (with Dean's consent) without departmental consensus, and often without departmental discussion. My department is extremely dysfunctional because of this, and a lot of money is spent hiring outside people to do work because some of our tenured faculty refuse to do departmental service.

I am full time but [less than 100%]. I spent [several] years as a salaried employee so I could be a good mother. My mentoring has been very good over all. My boss is very fair and responsive to the needs of mothers who are doctors- [s/he] has been excellent. My mentor has stuck with me although I am essentially part-time and continues to provide advice. [My mentor's] support has been great. I want to use names because you should know who is doing a good job. Thank you.

 [My department] attracts [a significant number of] undergrads [at Case and significant grant money, while holding national ranking]. Yet our staff support and building infrastructure are pathetic, which causes us to lose… faculty to other universities. This puts added pressure on remaining faculty and puts our department at serious risk for an unrecoverable slide: We will continue to lose faculty unless [we] receive bigger share of resources that is commensurate with our department's value to Case. *[The respondent provides specific details related to the lack of school/departmental resources.]* If this lack of support continues, I'll be forced to join the list of faculty who move on to better universities.

Although not satisfied by my development in the research area, the lack of mentorship has led to a lack of motivation. I therefore, feel partially responsible. Thanks.

School of Medicine's survival as a top flight academic medical center hinges on creating equitable reimbursement strategies and apportioning of indirect grant funds with its affiliate hospitals. The [School's promotion and tenure] process does a good job of rewarding those with traditional research careers. In new schemas excellence in patient care must be valued and rewarded with both reimbursement and professional advancement. The same concerns apply to those with a primary emphasis on teaching. Without this the academic medical center is doomed as dissatisfied faculty flee the system.

My clinical department runs more like a business venture than an academic department. The administrators seem not to be responsible to anyone. This goes for equity in salary, research space, bridge funding and other components of academic life that would reduce the level of stress. *[The respondent provides specific details related to a lack of institutional bridge funds.]* I have not received a legitimate salary increase commensurate with my standing in the research community (both nationally and internationally). In fact, when things got really testy I looked [to industry for a position] and [incredulity was expressed regarding my current salary]. Last year my department saw fit to raise by salary by [an insultingly small amount]. How embarrassing!! I don't believe that any university-wide committee will be able to rectify these injustices within my department. The possible exception is that the Dean has voiced approval for [my school] to pay

faculty salaries in clinical departments. I hope to see this occur during my lifetime at CWRU.

Individuals whose primary focus is [education] are undervalued compared with those performing… research unless they hold an administrative position… We are being asked to work… with little accommodation for day to day teaching effort in the clinical arena.

The administration of [my school] has been benign by and large, and I like and respect my colleagues in other departments quite a bit. It is only in the last 3 years that my home department became a terrible place to work.

In general I find that [my school] is friendlier than at the last university where I worked. However, my dept. here has some extremely unfriendly people who harass other members of the faculty. Apparently, nothing can be done to stop this. I am unwilling to continue under these circumstances. … I do not understand why CASE would not be able to do something. This creates a lot of stress for all of us. Eventually, it causes good people to leave.

[My department] has recently suffered from very incompetent leadership. The […] department has been using [inappropriate gender-related criteria] for hiring and promotion. Overall, the quality of academic work among the professoriate is rather undistinguished.

The department chair is a god among men. How he maintains a level of effectiveness with as fractured and disagreeable faculty as exists in the department is truly amazing. He is further hindered by the University's lack of strong support [for our department] in general and [our field] in particular. He is the main reason I have stayed despite other job offers at competing universities.

Initially more involved with trying to develop basic research when I came. The package provided was very good but it was difficult to accomplish and achieve success because of clinical pressure, including perceived pressure from colleagues, mentoring, and the low "critical mass" of researchers in my areas of interest. After leaving basic research and moving into more clinical areas, medical colleagues saw me more as a researcher and this decreased my referral potential. I have been fighting this perception ever since. I do participate in clinical trial research but see the possibilities of developing my own patient clinical research trials as significantly difficult.
I would like to see more support for our department from [my school]. I would also like to see more guidance from the dean regarding space allocation, and future roles and expectations about [our department]. Our department has been thought to be a primarily teaching department in the past. This is no longer accurate and it would be nice to see some changes reflecting this.

The new Dean… is the best thing that's happened here. We need him because this is a University in state of decay. And in my department, a place with frankly unbearable conflicts.

[My department] is led by an unethical, sexist, group of scoundrels that are exposing the university to almost certain legal action.

Lab space for human subjects very inadequate and not fairly distributed.

There were some areas where this questionnaire was difficult to complete for faculty in the department of medicine who are located at the VAMC, MetroHealth, or CCF. This may skew your results as people try to figure out how to answer these problematic questions.

You should have included questions about homophobia, which is rampant on campus.

About half of this survey is irrelevant to someone in my position… In that context the transparency of resource allocation processes in the department naturally is different for me than for anyone else -- I make many of those allocations, so I ought to know why I made them. … It's impossible to answer most of the questions about my immediate supervisor because we don't know yet. Anyone who claims to know most answers about [our dean] is giving you lousy data. "Mentoring" is also a pretty useless term for me -- it would be nice to have a better idea how to be a chair… And one can't exactly be "mentored" by higher administration because interests of chairs and higher administrators are not entirely the same (though key staff are reasonably helpful).

I assume that the results are fully confidential and that individual data will never be shared.

Questions are written in a way that makes many assumptions!

I believe that there is a difference in support and vision in my department versus my school. In that section of the survey, my answers reflect my feelings towards [my dean and my school] are rather negative. My feelings towards my Department and Chair are more positive, but I had to choose between one and the other so I gave you my perceptions of [my dean and my school] .

You didn't count the hospital committee work and limited hospital administrative support to patient care related activities.

Interesting questions! however, it would help to define 'frequently', etc. Also, demographic questions are detailed enough to individually identify many faculty--please be aware of this when compiling your reports.

You left out questions about the university/department's efforts on faculty's behalf to secure awards and fellowship support for its faculty (especially young, untenured faculty). I think we do a poor job compared with top ten departments.

RE questions about fairness, the process or issue could be considered to be unfairly biased in favor of one, rather than only unfairly biased against one. Your survey won't tell you which.

I really wasn't sure what you meant when you asked to what degree various elements (e.g., office space) were appropriate to advancing our work.

The scope of the survey is narrow...excluding faculty that are not focused on teaching, such as those in the athletic department. Coaches are faculty, but the Physical Education and Athletic Department was not listed as a department in the list.

The sociodemographic you just asked for, when combined with the school and department (especially for the smaller departments) could easily identify people. I hope that the researchers will refrain from and protect the confidentiality of these study results.

Please be notified that there is one department missing from the Dental section...the Department of General Practice Dentistry.

This questionnaire is far too long.

Department of Physical Education and Athletics. That choice was not available in the selection.

This is much too long to complete for busy faculty.

The way the final questions are set up doesn't give much of an opportunity to maintain anonymity. If I had seen these before I had started this questionnaire I probably would have declined to complete it.

In some cases the questions do not reflect [my primary unit, a research center] as we are [jointly assigned to two different units of the University].

Many questions are completely beyond the point or relevance, like 'race/gender inequities' in the [department] or school, done in order to beat the bureaucratic drums for new 'complaints', new 'measures', new quotas. Some important issues are omitted.

Some of the questions were difficult to assess as there are only two faculty in my discipline within the department.

I responded to questions regarding my "unit" with my department, not [my school] in mind.

I am fortunate to have [federal research] support so that I could continue with my research and teaching until the present time. I am sure that this and my successful research activities have colored many of my responses.
I work at MetroHealth and have very limited contact with the Case campus per se.

I'm curious as to why sexual orientation questions were not included in the questions about support for diversity.

This survey took 30-45 minutes to complete, much longer than the estimated 10-15 minutes.

Identity can be discerned from certain questions, which I did not answer. I am not confident about the confidentiality of the survey.

I was disappointed that there were no questions about homophobia at Case.

Survey is too long.

Your questionnaire is strongly oriented towards basic science faculty. It disregards the strong clinical faculty at UH, Metro & the VA.

My department is called General Practice and it is not within the list that you provide for the school of dentistry.

It was extremely difficult to complete major portions of this survey in a meaningful way. Because there were no comment boxes provided throughout, it is virtually guaranteed that many of my responses will be interpreted in ways that misrepresent my experience.

I don't like surveys in general. Usually little can be done to change things, no matter what the outcome of the survey is.

There are fundamental differences in the quality of Case experience as faculty for School of Medicine faculty that are based at UH versus otherwise. This survey does not capture this difference, which I believe is serious and the University underestimates.

There are too many questions; I was tempted to quit several times during the questionnaire.

Survey does not account for issues associated with working in cross-disciplinary units such as the Mandel Center.

[Your questions allow] you to identify a person particularly in smaller schools of the University, which should not be the case (small C).

I am part of the Department of Molecular Medicine. The disconnect between this new department and the rest of Case is reflected in it not being listed on the survey.

This survey is poorly designed for individuals who have been here through multiple administrations and departments. Perhaps limiting the questions to "this year?" would have been helpful, or breaking the situation down by 5 year periods?