NSF ADVANCE Project: Resources on Factors that Influence Faculty Satisfaction (e.g., hypervisibility, tokenism, culture, reward system, recognition)

1. Kanter, R.M. (1977). Some effects of proportions on group life: Skewed sex ratios and responses to token women. *American Journal of Sociology*. 82(5): 965-990.

    This is a classic reference on critical mass and tokenism that is cited repeatedly in funded NSF ADVANCE IT proposals and other journal articles. The author develops a framework to conceptualize the processes that occur between dominant and token group members.

2. Etzkowitz, H., Kemelgor, C., Neuschatz, M., Uzzi B., and Alonzo, J. (1994). The paradox of critical mass for women in science. *Science*. 266: 51-55.

    This article asserts that attainment of critical mass is not enough as a unilateral change strategy and that isolation of women may still exist (depending upon contextual factors). This is a widely cited article in NSF ADVANCE IT proposals.

3. Etzkowitz, H., Kemelgor, C., and Uzzi, B. (2000). *Athena Unbound: The Advancement of Women in Science and Technology*. Cambridge: Cambridge University Press.

    This reference states that critical mass is sometimes defined as at least a 15% minority, but asserts that critical mass is in reality the presence of a significant minority whose precise number varies by context (see pp. 105-113).

4. August, L. and Waltman, J. (2004). Culture, climate, and contribution: Career satisfaction among female faculty. *Research in Higher Education,* 45(2): 177-192.

    The authors found that the most significant predictors of career satisfaction for all women faculty in their study included measures of problematic departmental climate, a supportive relationship with the unit chairperson, and the level of influence within the department or unit.

5. Laursen, S. and Rocque, B. (2006). *An Assessment of Faculty Development Needs at the University of Colorado at Boulder: A Report Prepared for the LEAP Project*. Retrieved October 19, 2013 from http://www.colorado.edu/eer/downloads/LEAPfacultyDevelopmentNeeds2006.pdf.

    This report identifies faculty development needs that reduce tenure-track faculty job satisfaction at the University of Colorado at Boulder. Many faculty needs are specific to their career stage.

6. Settles, I.H., Cortina, L.M., Malley, J., and Stewart, A.J. (2006). The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly.* 30: 47-58.

    This study found evidence that gender discrimination and sexual harassment had a negative impact upon women faculty's career satisfaction.

7. Fox, M.F. and Colatrella, C. (2006). Participation, performance, and advancement of women in academic science and engineering: what is at issue and why. *Journal of Technology Transfer* (issue on Women in Science). 31: 377-386.

    This study is part of Georgia Tech's NSF ADVANCE initiative. Female faculty described "impact and recognition" as a chief area of satisfaction. See p. 381 of the article.

8. Eber, C.E. (2008). *A Diamond in the Rough: Faculty Retention at New Mexico State University. A report on research exploring why faculty leave NMSU. Under the auspices of ADVANCE, NMSU.* Retrieved October 21, 2013 from:
    http://teaching.nmsu.edu/files/2013/05/Retention_Report-Nov08.pdf

    This report explores why faculty leave New Mexico State University (NMSU) and is based upon interviews with 34 former NMSU faculty members.

    The report states that:

    "Respondents felt lack of appreciation for their contributions. Respondents viewed the faculty as a major strength of NMSU and felt that administrators do not respect faculty members or appreciate their contributions and achievements. They felt that NMSU culture accepts and even enforces mediocrity, and projects a sense of low self- and collective-esteem. This feeds a myth that NMSU is not as good as other universities" (p. 2).

    "Respondents observed a lack of transparency. A large communication gap exists between the faculty and administrators that is fueled by lack of transparency in decision making. Faculty members do not feel that their input in decision making is welcome. Faculty members are apprehensive about the corporate model of leadership that pits programs and people against one another in a competitive system" (p. 2).

9. Seifert, T.A. and Umbach, P.D. (2008). The effects of faculty demographic characteristics and disciplinary context on dimensions of job satisfaction. *Research in Higher Education.* 49: 357-381.

    This study is based upon the 1999 National Study of Postsecondary Faculty data. The authors found that women faculty are consistently less satisfied than their male colleagues. Women faculty were less satisfied with their authority over their job than their male colleagues, even in the presence of controls for job-related variables and characteristics of their specific

discipline. Women faculty had less favorable perceptions of equitable treatment of women than their male colleagues.

10. Tuitt, F., Hanna, M., Martinez, L.M., del Carmen Salazar, M., and Griffin, R. (2009). Teaching in the line of fire: Faculty of color in the academy. *Thought & Action.* 25: 65-74. Retrieved October 19, 2013 from http://www.nea.org/assets/docs/HE/TA09LineofFire.pdf.

    This article reviews much of the literature on tokenism among Faculty of Color, including how it negatively impacts their job satisfaction.

11. Trower, C.A. (2011). Senior Faculty Vitality. *Advancing Higher Education.* TIAA-CREF.

    Focus groups with senior, tenured faculty at six public universities revealed that feeling valued and appreciated for their work is one of several factors that most affects their workplace satisfaction.

12. Trower, C.A. (2011). Senior faculty satisfaction: Perceptions of associate and full professors at seven public research universities. *Research Dialogue,* 101. TIAA-CREF.

    In this study of associate and full professors at seven public research universities, an open-ended survey question asked respondents to state the "number one thing that you, personally, feel your institution could do to improve your workplace." The most frequent response to this question (with 16% of respondents providing it) was to increase salaries. This relates to valuing faculty contributions and to rewarding faculty for outstanding work. See pp. 5-6 of the report.

13. O'Meara, K. (2011). Inside the panopticon: Studying academic reward systems (p. 161-220). In J.C. Smart, M.B. Paulsen (eds.)*, Higher Education: Handbook of Theory and Research,* 26. New York: Springer.

    This book chapter examines how academic reward systems work, as well as the dominant theoretical frameworks and methods that researchers have used to study academic reward systems. The author describes trends and reforms in academic reward systems from 1990 to 2010, as well as the problems and opportunities they raise. The author reviews what we have learned over the last 20 years of studying academic reward systems that is useful for reform efforts.

14. Maranto, C.L. and Griffin, A.E.C. (2011). The antecedents of a 'chilly climate' for women faculty in higher education. *Human Relations.* 64(2): 139-159.

    Using survey data of tenure-track faculty at a private Midwestern U.S. university (Marquette University), the authors found that women faculty perceived more exclusion from academic departments with a low representation of women. They found that perceptions of procedural fairness and gender equity fostered inclusion and warmed the climate for both men and women faculty.

15. Bozeman, B. and Gaughan, M. (2011). Job satisfaction among university faculty: Individual, work, and institutional determinants. *Journal of Higher Education*. 82(2): 154-186.

This study is based upon survey data from a representative national sample of university faculty working in Carnegie Research Extensive universities in all fields of science and engineering. The authors found that faculty are more satisfied with their jobs when they perceive that they are paid what they are worth and when they perceive that their colleagues respect their research work.

16. Gardner, S.K. (2012). "I couldn't wait to leave the toxic environment": A mixed methods study of women faculty satisfaction and departure from one research institution. *NASPA Journal About Women in Higher Education*. 5(1): 71-95.

This study conducted a mixed methods analysis of women faculty departure at one research institution (University of Maine), using Hagedorn's model of faculty job satisfaction. The study, which used findings of an institution-wide survey and interviews with women faculty who had left the institution, identified the following themes: a lack of resources to support faculty work, a lack of consistent and quality leadership, a lack of work-life balance policies and an environment to support them, and overall negative institutional and departmental environments.

See Table 3 on p. 83 for a list of items in which there were significant differences in survey responses by gender. These differences include differences in perceived resource allocations and in recognition for one's efforts.