

Your results compared to PEERS ◀
Your results compared to COHORT ▶

Areas of strength in GREEN
Areas of concern in RED

Within campus differences
sm (.1) med. (.3) lrg. (.5)

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm	ten vs pre-ten	ten vs ntt	full vs assoc	men vs women	white vs foc	white vs asian	white vs urm	2009
Nature of Work: Research	3.01	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		assoc	men				N/A
Time spent on research	3.43	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	tenured	tenured	assoc	women	white	white	white	N/A
Expectations for finding external funding	3.17	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀			assoc	men	white	white	white	+
Influence over focus of research	4.04	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		ntt			foc	asian	white	
Quality of grad students to support research	2.59	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten	ntt	assoc	men			white	N/A
Support for research	2.60	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	tenured		men	foc		urm	N/A
Support for engaging undergrads in research	3.01	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	ntt	assoc	men			urm	N/A
Support for obtaining grants (pre-award)	2.82	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	ntt	assoc		white	white		N/A
Support for maintaining grants (post-award)	3.03	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		ntt	assoc		white	white		N/A
Support for securing grad student assistance	2.22	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured			white	white		
Support for travel to present/conduct research	2.88	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured		men	white	white	white	N/A
Availability of course release for research	2.49	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc		foc	asian	urm	N/A
Nature of Work: Service	3.14	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc	men			urm	N/A
Time spent on service	3.34	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀		tenured	assoc				white	N/A
Support for faculty in leadership roles	2.51	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc	men			white	N/A
Number of committees	3.38	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc	men			urm	N/A
Attractiveness of committees	3.21	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc	men			urm	N/A
Discretion to choose committees	3.40	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc	men	foc		urm	N/A
Equitability of committee assignments	2.88	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc	women			urm	N/A
Number of student advisees	3.43	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		ntt	assoc		foc	asian	urm	N/A
Support for being a good advisor	2.57	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		assoc	men	foc		urm	N/A
Equity of the distribution of advising responsibilities	2.88	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		assoc	women		white	urm	N/A
Nature of Work: Teaching	3.58	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc	men	foc	asian	urm	N/A
Time spent on teaching	3.84	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶		tenured	assoc	men	foc	asian	urm	N/A
Number of courses taught	3.68	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured		men	foc	asian	urm	+
Level of courses taught	3.98	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc	men	foc	asian	urm	+
Discretion over course content	4.34	◀▶	◀▶	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	pre-ten		full	men	foc	asian		-
Number of students in classes taught	3.28	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	ntt		men	foc	asian	urm	+
Quality of students taught	3.25	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶		tenured		men	foc	asian	urm	N/A
Equitability of distribution of teaching load	3.04	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured		assoc		foc		urm	N/A
Quality of grad students to support teaching	2.84	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	tenured	ntt						N/A
Teaching schedule	4.04	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured				foc	asian	urm	N/A
Support for teaching diverse learning styles	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Support for assessing student learning	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Support for developing online/hybrid courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Support for teaching online/hybrid courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Related Survey Items	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Time spent on outreach	3.33	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	pre-ten			men				N/A
Time spent on administrative tasks	2.90	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	tenured		men	white	white	white	N/A
Ability to balance teaching/research/service	3.27	◀▶	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	tenured	tenured	assoc					N/A