NSF ADVANCE ACES Program

June 12, 2008

Introduction

Initial resources have a long-term impact on the success of new faculty in launching productive research and teaching careers. This report summarizes findings from a 5-year study of initial resources provided to new faculty at Case Western Reserve University.

Data Collection

The purpose of this study is to examine the representation and status of women and minority faculty who are new hires. Offer letters were obtained from the Provost’s office.

Faculty offer letters from 31 science and engineering (S&E) departments in four schools were included in this study. The four schools are College of Arts and Sciences (CAS), Case School of Engineering (CSE), Weatherhead School of Management (WSOM), and School of Medicine Basic Science Departments (SOMBS).

Only offer letters approved by board of trustees of the university were included. A part-time, visiting, short-term, or summer faculty appointment was excluded.

The collection of offer letters started from 2003 and is still ongoing. As the end of 2007, 109 offer letters have been collected, including 32 offers letters (29.4%) from CAS, 22 (20.2%) from CSE, 46 (42.2%) from SOMBS, and 9 (8.3%) from WSOM (Table 1).

As shown in Table 2, the percentage of offer letters collected from 2003 to 2007 accounts for 13.8%, 28.4%, 21.1%, 12.8%, and 23.9% of total number of new offers, respectively.

Variables

For each offer letter, the variables we identified based on offer letter content description include: college, department, gender of offer recipient (female, male), rank offered (lecture/instructor, assistant professor, associate professor, professor), tenure at hire (hire with tenure, hire without tenure), tenure status (tenure-track, not-tenure-track, not applicable if hire with tenure), year of appointment (ranging from 2003 to 2007), base salary offered, contract type (9-month, 12-month, unable to determine), summer salary (applicable only to 9-month contract), start-up package amount.

Statistical analysis

Descriptive statistics (e.g., frequency, percentage, mean and standard deviation, cross tab, and t-test) are conducted in the current data analysis.
FINDINGS

Trends by Gender

Of the 109 offers, 32% (n = 35) were given to females and 68% (n = 74) were given to males (Table 3).

Within each school, the number and percentage of new appointments stratified by gender vary dramatically. As shown in Table 4, the percentage of females offered positions ranges from 18.2% in CSE to 44.4% in WSOM.

Table 5 shows the number and percentage of new offers stratified by year of appointment and gender. Except during 2006, when 57% (n = 8) of the offers were made to females, the percentage of females obtained offers during 2003-2007 has ranged from 21.7% to 32.3%.

Trends by Rank

As shown in Table 6, in order of frequency, 59.6% of new appointments (n = 65) are assistant professor positions, followed by instructors 24.8% (n = 27), professor 8.3% (n = 9), and associate professor 7.3% (n = 8).

Table 7 shows total offers stratified by rank and gender. Across all ranks, 62.5% (n = 5) represents the highest percentage of female hires, at the associate professor level, and 22.2% (n = 2) represents the lowest percentage of female hires, at the professor level.

Table 8 shows the total number of offers stratified by rank and school. Within SOMBS, 52.2% (n = 24) of new offers are at the assistant professor level, and 37% of new offers are at the instructor level. This is also true at other schools, with over 70% of new appointments to junior levels (instructor and assistant professor positions) in each school.

Trends by Tenure Status

Of the 109 new appointments, 13.8% (n = 15) appointments offered tenure at hire; 86.2% (n = 94) appointments did not offer tenure at hire.

Of the 15 appointments with tenure at hire, 33.3% (n = 5) went to females, and 66.7% (n = 10) went to males.

Of the 94 appointments without tenure at hire, 68% appointments (n = 64) are tenure-track positions, 31% appointments (n = 29) are non-tenure-track positions, and 1 appointment (1%) is tenure-not-applicable.

Of the 64 tenure-track appointments, 28% of the offer recipients are female, and 72% are male.

Of the 29 non-tenure-track positions, females account for 38%, and males account for 62%.
Trends of Start-up Funds

As seen in Table 9, the availability of start-up funds is stratified by school. WSOM provides no start-up funds to its 9 new hires; CSE provides start-up funds to all 22 offer recipients. In CAS, 84.4% of offers (n = 27) include start-up funds, and in SOMBS, only 54.3% of the offers (n = 25) include start-up funds.

The amount of startup funds varies by school. As shown in Tables 10 & 11, the mean difference of $232,980 in startup funds between CAS and SOM is statistically significant, p=.012. So is the mean difference of $385,978 in startup funds between SOM and WSOM, p=.009. Similarly, an independent samples t-test of startup funds by gender was also conducted. However, no significant difference between males and females were found for a particular school or for the overall sample.

Trends of Base Salary

As shown in Table 12, 34.3% of (n = 36) appointments are 12-month-contract, 54.3% of (n = 57) appointments are 9-month-contract, and the remaining 11.4% of (n = 12) appointments do not mention contract type.

In the current analysis, base salary is compared on a 9-month scale. We transform the 12-month salary by the proportion 9/11, and keep the 9-month salary unchanged.

As shown in Table 13 and Table 14, the average base salary difference between females and males is stratified by school. The mean difference of standardized base salary between WSOM and all of the other three schools is statistically significant, ranging from $22,541 to $46,892 (Table 14). The mean difference of base salary between CAS and CSE is statistically significant (Mean Difference = $24,351, p = .001). Similarly, an independent samples t-test of base salary by gender was also conducted. However, no statistically significant difference in base salary was found between men and women for a particular school or for the overall sample.

Table 15 describes base salary scaled to 9 months, stratified by School and Rank. Overall, as the rank increases, the amount of base salary also increases, up from an average of $61,183 at the instructor level to an average of $127,130 at the professor level.
Appendices:

Table 1

<table>
<thead>
<tr>
<th>College/School</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<td>Arts &amp; Sciences</td>
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<td>Management</td>
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Table 2

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<td>2005</td>
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<td>2006</td>
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<td>2007</td>
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## Trends by Gender

### Table 3

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<td>Male</td>
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<td>Male</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>20</td>
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<td>% by Gender</td>
<td>37.5%</td>
<td>62.5%</td>
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<td></td>
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<td>% by Gender</td>
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<td>81.8%</td>
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<td>Medicine</td>
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<td>% by Gender</td>
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<td>67.4%</td>
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<tr>
<td>Management</td>
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<td>5</td>
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<td>55.6%</td>
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<td>74</td>
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<td>% by Gender</td>
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<td></td>
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<tr>
<td>N</td>
<td>4</td>
<td>11</td>
</tr>
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<td>% by Gender</td>
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<td>73.3%</td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>10</td>
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<td>% by Gender</td>
<td>32.3%</td>
<td>67.7%</td>
</tr>
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<td>2005</td>
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<td></td>
</tr>
<tr>
<td>N</td>
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<td>% by Gender</td>
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<td>N</td>
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<td>% by Gender</td>
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<td>42.9%</td>
</tr>
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<td>2007</td>
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<td></td>
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<td>N</td>
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<td>18</td>
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<td>% by Gender</td>
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<td>69.2%</td>
</tr>
<tr>
<td>Total</td>
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<td>74</td>
</tr>
<tr>
<td>% by Gender</td>
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**Trends by Rank**

Table 6

<table>
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<th>Rank</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<td>59.6</td>
<td>59.6</td>
</tr>
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<td>Associate Professor</td>
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Table 7

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<th>Rank</th>
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<th>Male</th>
<th>Total</th>
<th>% within Rank</th>
<th>% within Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>N 17</td>
<td>48</td>
<td>65</td>
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<td>73.8%</td>
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<tr>
<td>Associate Professor</td>
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<td>8</td>
<td>62.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Professor</td>
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<td>7</td>
<td>9</td>
<td>22.2%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Instructor</td>
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<td>16</td>
<td>27</td>
<td>40.7%</td>
<td>59.3%</td>
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<tr>
<td>Total</td>
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<td>74</td>
<td>109</td>
<td>32.1%</td>
<td>67.9%</td>
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</table>

Table 8

<table>
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<tr>
<th>Rank</th>
<th>Arts &amp; Sciences</th>
<th>Engineering</th>
<th>Medicine</th>
<th>Management</th>
<th>Total</th>
</tr>
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<td>Assistant Professor</td>
<td>N 22</td>
<td>16</td>
<td>24</td>
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<td>65</td>
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<td>% within college</td>
<td>68.8%</td>
<td>72.7%</td>
<td>52.2%</td>
<td>33.3%</td>
<td>59.6%</td>
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<td>3</td>
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<td>9</td>
</tr>
<tr>
<td>% within college</td>
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<td>4.3%</td>
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<td>7.3%</td>
</tr>
<tr>
<td>Professor</td>
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<td>3</td>
<td>1</td>
<td>9</td>
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<tr>
<td>% within college</td>
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<td>8.3%</td>
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<td>17</td>
<td>5</td>
<td>27</td>
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<tr>
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<td>37%</td>
<td>55.6%</td>
<td>24.8%</td>
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<td>Total</td>
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<td>46</td>
<td>9</td>
<td>109</td>
</tr>
<tr>
<td>% within college</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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**Trends of Start-Up Funds**

Table 9

<table>
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<tr>
<th>Startup Funds</th>
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<th>Medicine</th>
<th>Management</th>
<th>Total</th>
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<td>N</td>
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<td>0</td>
<td>21</td>
<td>9</td>
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<tr>
<td></td>
<td>% within college</td>
<td>15.6%</td>
<td>0%</td>
<td>45.7%</td>
<td>100%</td>
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<tr>
<td>Provided startup</td>
<td>N</td>
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<td>22</td>
<td>25</td>
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<td>funds</td>
<td>% within college</td>
<td>84.4%</td>
<td>100%</td>
<td>54.3%</td>
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</tr>
<tr>
<td>Total</td>
<td>N</td>
<td>32</td>
<td>22</td>
<td>46</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% within college</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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Table 10 Total amount of startup funds by School

<table>
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<th>College/School</th>
<th>Mean</th>
<th>Median</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>$152,999</td>
<td>$60,561</td>
<td>32</td>
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<td>Management</td>
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<td>$0</td>
<td>$0</td>
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<td>$83,738</td>
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<td>$411,202</td>
<td>$2,300,000</td>
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Table 11 Multiple Comparisons LSD: Total amount of startup funds

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<th>(I) college</th>
<th>(J) college</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>p-value</th>
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<td></td>
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<td>91396</td>
<td>.012</td>
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<td>Management</td>
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</tr>
<tr>
<td></td>
<td>Management</td>
<td>385978*</td>
<td>144716</td>
<td>.009</td>
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<td>Medicine</td>
<td>-385978*</td>
<td>144716</td>
<td>.009</td>
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Note. * The mean difference is significant at the .05 level
### Trends of Base Salary

#### Table 12

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<th>Contract Type</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<td>54.3</td>
<td>54.3</td>
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<td>96.3</td>
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#### Table 13 Standardized 9-month Base Salary by School and Gender

<table>
<thead>
<tr>
<th>College/School</th>
<th>Gender</th>
<th>Mean</th>
<th>Median</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Range</th>
</tr>
</thead>
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<tr>
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#### Table 14 Multiple Comparisons (LSD) of Standardized 9-month Base Salary by School

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<tr>
<th>(I) College</th>
<th>(J) College</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>p-value</th>
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<td>7268</td>
<td>.001</td>
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<td>6511</td>
<td>.099</td>
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<td>Management</td>
<td>-46892*</td>
<td>10228</td>
<td>.000</td>
</tr>
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<td>Arts &amp; Sciences</td>
<td>24351*</td>
<td>7268</td>
<td>.001</td>
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<td>Medicine</td>
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<td>6981</td>
<td>.056</td>
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<td>Management</td>
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<td>10533</td>
<td>.035</td>
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Note. * The mean difference is significant at the .05 level
Table 15 Standardized 9-month Salary by School and Rank

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<tr>
<th>College/School</th>
<th>Rank</th>
<th>Mean</th>
<th>Median</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Range</th>
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<td>*</td>
<td>*</td>
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<tr>
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<td>Professor</td>
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<td>*</td>
<td>2</td>
<td>*</td>
<td>*</td>
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<td>92</td>
<td>28539</td>
<td>204032</td>
</tr>
</tbody>
</table>

Note. * Not reported if less than 3 faculty members in the category.