RESULTS FROM THE 2010 FACULTY CLIMATE SURVEY

The Faculty Climate Survey was administered at Case Western Reserve University (CWRU) in fall 2010 to faculty at the rank of instructor and above who had been hired before April 2010. The survey included items about overall satisfaction at the university; evaluation of work environment and leadership; access to and satisfaction with resources and support; assessment of the campus climate; and career development aspects such as promotion, tenure, mentoring, and retention. This report presents a summary of the survey results.

Faculty members at CWRU were last surveyed in 2007 using a locally created instrument. The study conducted in 2010 uses a different survey instrument, created by staff at member institutions of the Association of American Universities (AAU). Through our participation in the AAU Data Exchange (AAUDE), we are able to receive comparison data from our AAU peers. That said, by switching instruments we are unable to reliably compare the change in faculty responses at CWRU from 2007 to 2010.

CONTENTS

CWRU Sample

Of the 2,669 faculty who received the survey, 24% (631) responded. Excluding medical faculty in clinical disciplines, the response rate is 41%. Response rates for each college/school varied significantly as indicated in the table below.

Table 1. Faculty Response Rates by School

School	Total N	Respondent N	Response Rate
Applied Social Sciences	23	16	70%
Arts and Sciences (Arts, Humanities, and Social Sciences)	146	102	70%
Arts and Sciences (Math and Natural Sciences)	91	42	46%
Dental Medicine	68	18	26%
Engineering	103	41	40%
Law	42	22	52%
Management	63	27	43%
Medicine (Basic Sciences)	434	115	26%
Medicine (Clinical)	1,592	187	12%
Nursing	86	51	59%
Physical Education and Athletics	21	10	48%
Total	**2,669**	**631**	**24%**
Total excluding Medicine - Clinical	1,077	444	41%

Women were more likely to respond to the survey than men (39% vs. 21%). In terms of race/ethnicity, a higher proportion of White faculty responded to the survey when compared to Asian and Underrepresented faculty.[1] Likewise, a larger proportion of professors, instructors[2], and associate professors responded, as did tenured faculty and tenure-track faculty.

AAU Peer Sample

CWRU's participation in the Association of American Universities Data Exchange enabled us to receive comparison data from other AAU institutions that also administered the faculty survey. The AAUDE comparison group in this report consists of one public and four private AAU institutions that are regularly used for benchmarking by CWRU schools and programs. AAUDE data-sharing rules restrict us from divulging the names of the universities in the comparison group.

The AAUDE exchange provides unit-record data, allowing us to customize the peer sample by discipline or other factors. We included only those respondents from peer institutions whose school or department corresponds to a school or department at CWRU.

The table below compares respondents from CWRU to AAU peers on a number of demographic variables. Significant differences are noted with asterisks.

Table 2. Comparison of CWRU and AAU Samples

	CWRU	Peers
Male***	57%	66%
Female	43%	34%
Professor	37%	37%
Associate Professor	25%	24%
Assistant Professor	29%	29%
Instructor***	9%	5%
Lecturer[3]***	n/app	4%
Other	n/app	1%
Tenured	46%	43%
Tenure track	18%	16%
Non-tenure track	36%	41%
Age (years)***	52	49
Time at the institution (years)*	13	12

*$p<.05$, **$p<.01$, ***$p<.001$

---

[1] Underrepresented minority (URM) includes those faculty self-identified as African American, Hispanic, or Native American. Citizenship was not considered in reporting by race/ethnicity (e.g., "Asian" includes both Asian foreign nationals and Asian American citizens).

[2] Responses from instructors and senior instructors were grouped into one category.

[3] Lecturers and other faculty without Board-approved appointments (e.g., visitors) were not surveyed at CWRU.

II. Satisfaction

Overall Satisfaction – CWRU

Of those who took the survey, 401 (64%) said they were satisfied overall[4] as a CWRU faculty member. The following chart displays overall faculty satisfaction by gender, race/ethnicity, and rank.

**Satisfaction with Being a CWRU Faculty Member
by Gender, Race/Ethnicity, and Rank**
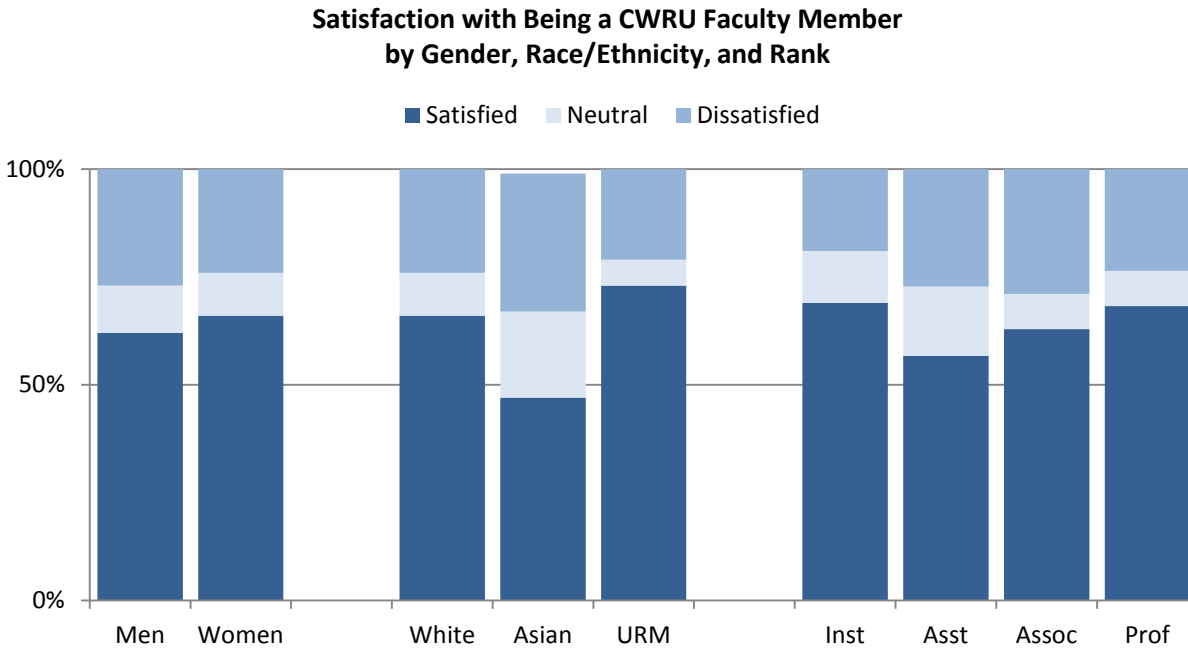
The majority of participants were also satisfied with resources CWRU provides to support their teaching (52%). However, fewer than half of respondents (47%) were satisfied with resources provided to support their research and scholarship.

Satisfaction on these three items did not differ by gender; however, Asian faculty members were significantly less satisfied with being a faculty member at CWRU than were White and Underrepresented faculty. Asian faculty members were also significantly less satisfied than White faculty with the resources CWRU provides to support their research and scholarship. Comparing satisfaction by rank, assistant professors were significantly less satisfied than faculty at other ranks with being a faculty member at CWRU. Specifically, only 57% of assistant professors report being satisfied, compared to 66% of faculty at other ranks.

***Overall Satisfaction – CWRU vs. AAU Peers***

Compared to faculty at AAU peer institutions, faculty at CWRU were significantly less likely to say that they were satisfied being a faculty member at their institution. Similarly, CWRU faculty were significantly less likely to report being satisfied with the resources their institution provides to support their research and scholarship and with resources provided to support their teaching.

---

[4] Respondents who selected "very satisfied" or "somewhat satisfied"

Overall Satisfaction: CWRU Faculty vs. Peer Faculty

Overall, how satisfied are you being a faculty member at your institution?

■ Satisfied ■ Neutral ■ Dissatisfied
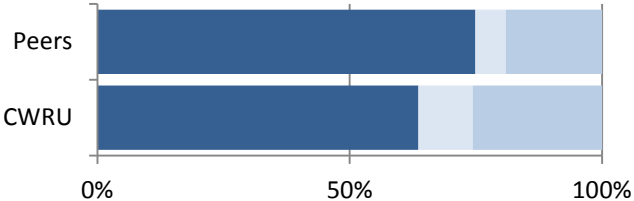
Satisfaction with Facilities, Resources, and Support – CWRU

Faculty were asked about their level of satisfaction with various aspects of the work environment, including compensation, facilities, support services, and work responsibilities. The chart below compares faculty satisfaction with factors related to working at CWRU.

Faculty Satisfaction with Resources and Support

■ Satisfied ■ Neutral ■ Dissatisfied
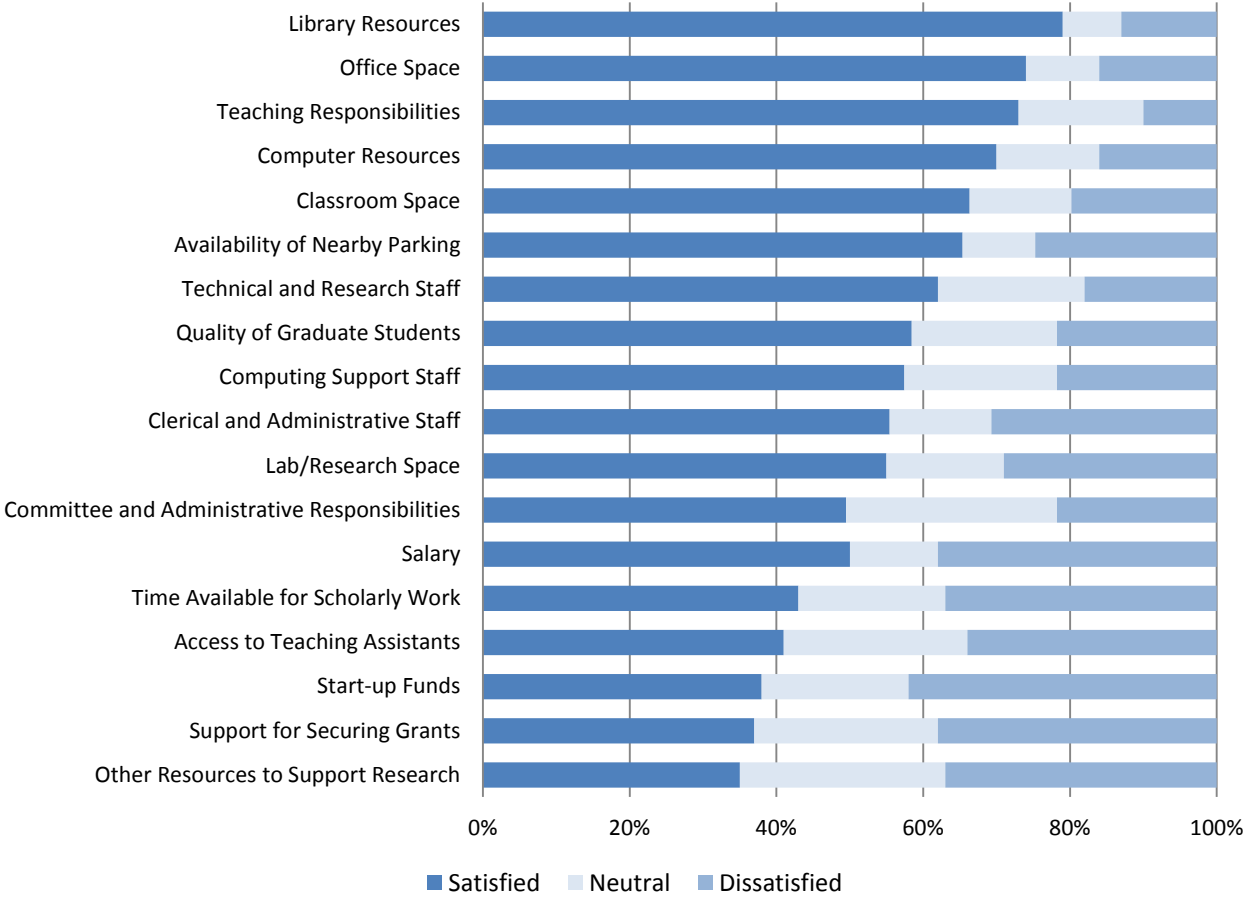
Differences by Gender
We conducted a series of t-tests to determine gender differences among faculty on the items examined above. Results of our analyses revealed that men were significantly more satisfied than women with lab/research space (58% vs. 50%) and with time available for scholarly work (45% vs. 40%). There were no other differences by gender.

Differences by Rank
We conducted additional independent samples t-tests to determine how faculty differed by rank in their satisfaction with various aspects of their work. The results are as follows:

- Professors were significantly more satisfied with office space (77% of professors satisfied vs. 72% for faculty at all other ranks), availability of nearby parking (77% vs. 60%), lab/research space (64% vs. 50%), salary (56% vs. 46%), and time available for scholarly work (49% vs. 40%).

- Associate professors were significantly less satisfied with technical and research staff (55% vs. 64%), clerical and administrative staff (47% vs. 59%), committee and administrative responsibilities (41% vs. 53%), and time available for scholarly work (37% vs. 45%).

- Assistant professors were significantly less satisfied with the availability of nearby parking (56% vs. 70%).

- Instructors and senior instructors were significantly more satisfied with library resources (94% vs. 77%), computer resources (83% vs. 68%), teaching responsibilities (81% vs. 72%), computing support staff (69% vs. 57%), and support for securing grants (52% vs. 36%).

Satisfaction with Facilities, Resources and Support – CWRU vs. AAU Peers
When comparing CWRU faculty satisfaction to that of the AAU peer group, a number of significant differences emerge. Most notably, the largest differences in satisfaction[5] were on items assessing the quality of graduate students (59% of CWRU faculty satisfied vs. 74% of peer faculty), access to teaching assistants (41% of CWRU faculty satisfied vs. 57% of peer faculty), and other resources to support research (35% of CWRU faculty satisfied vs. 48% of peer faculty).

Although faculty at CWRU were generally less satisfied than their peers on an item-by-item basis, similar patterns emerged among the two groups. Specifically, faculty at CWRU and faculty at peer institutions were most satisfied with office space, teaching responsibilities, and library resources. Similarly, faculty at both CWRU and AAU peers were least satisfied with other resources to support research, support for securing grants, and start-up funds.

---

[5] Percentages reflect respondents who say they are "somewhat satisfied" or "very satisfied"

III. Atmosphere of Primary Academic Unit

Atmosphere of the Primary Academic Unit – CWRU
Faculty members were asked a series of questions about the atmosphere of their department/school.

Table 3. Atmosphere of the Primary Academic Unit

Items	Agree	Neutral	Disagree
I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.	68%	18%	14%
My department/unit is a good fit for me.	65%	16%	19%
My colleagues value my research/scholarship.	63%	14%	24%
My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations.	60%	18%	22%
I am satisfied with opportunities to collaborate with faculty in other units at my institution.	58%	19%	23%
My chair/director/dean creates a collegial and supportive environment.	57%	13%	29%
I am satisfied with opportunities to collaborate with faculty in my primary department/school.	56%	16%	29%
I have a voice in the decision-making that affects the direction of my department/unit.	52%	13%	35%
My chair/director/dean helps me obtain the resources I need.	51%	18%	32%
Interdisciplinary research is recognized and rewarded by my department/unit.	50%	20%	30%
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	39%	24%	37%
I feel excluded from an informal network in my department/unit.	26%	22%	52%

Differences by Gender
Results of a series of independent samples t-tests suggest that men were significantly more likely than women to agree with the following statements:

- My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations (64% vs. 55%);

- I am satisfied with opportunities to collaborate with faculty in other units at my institution (60% vs. 54%); and

- I am satisfied with opportunities to collaborate with faculty in my primary department/school (59% vs. 51%).

In contrast, women were significantly more likely than men to agree with the following:

- My chair/director/dean helps me obtain the resources I need (57% vs. 46%); and
- I have to work harder than some of my colleagues to be perceived as a legitimate scholar (49% vs. 31%).

Differences by Rank
We conducted several independent samples t-tests to determine the differences between faculty responses by rank.

Results indicate that, compared to other faculty as a whole, **instructors** were significantly less likely to agree with the following:

- I am satisfied with opportunities to collaborate with faculty in other units at my institution (48% vs. 59% of faculty at all other ranks);
- I am satisfied with opportunities to collaborate with faculty in my primary department/school (49% vs. 56%);
- My colleagues value my research/scholarship (50% vs. 64%); and
- I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member (59% vs. 69%).

Additionally, instructors were significantly more likely to agree that they had to work harder than some of their other colleagues to be perceived as a legitimate scholar (69% vs. 36%).

Assistant professors were significantly less likely than other faculty to agree that:

- I have a voice in the decision-making that affects the direction of my department/unit (36% vs. 58%);
- My department/unit is a place where individual faculty may comfortably raise their personal and/or family responsibilities when scheduling departmental/unit obligations (52% vs. 63%);
- My department is a good fit for me (56% vs. 69%); and
- I am able to navigate the unwritten rules concerning how one is to conduct oneself as a faculty member (60% vs. 71%).

Associate professors were significantly less likely to say their department/unit was a good fit for them (60% vs. 67%) and that they were satisfied with opportunities to collaborate with faculty in their primary department/school (49% vs. 58%).

A significantly higher proportion of **professors** agreed with several of the statements when compared to other faculty members as a whole. In fact, the only statements in which they did *not* differ from other faculty significantly were:

- My chair/director/dean helps me obtain the resources I need; and
- My chair/director/dean creates a collegial and supportive environment.

Professors were significantly less likely to agree that they had to work harder than some of their colleagues to be perceived as a legitimate scholar (30% vs. 44%) and that they felt excluded from an informal network in their department/unit (25% vs. 28%).

The table below summarizes the significant differences across faculty ranks. A plus sign (+) indicates that this group was significantly more likely to agree with the item when compared to other faculty as a whole, while a negative sign (-) indicates that the group was significantly less likely to agree with the item compared to other faculty as a whole. Blank boxes indicate areas where there were no significant differences.

Table 4. Summary of Significant Differences in Atmosphere by Rank

Items	Inst	Asst	Assoc	Prof
I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.	–	–		+
My department/unit is a good fit for me.		–	–	+
My colleagues value my research/scholarship.	–			+
My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations.		–		+
I am satisfied with opportunities to collaborate with faculty in other units at my institution.	–			+
My chair/director/dean creates a collegial and supportive environment.				
I am satisfied with opportunities to collaborate with faculty in my primary department/school.	–		–	+
I have a voice in the decision-making that affects the direction of my department/unit.		–		+
My chair/director/dean helps me obtain the resources I need.				
Interdisciplinary research is recognized and rewarded by my department/unit.				+
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	+			–
I feel excluded from an informal network in my department/unit.				–

Atmosphere of Primary Academic Unit – CWRU vs. AAU Peers
When comparing the responses of CWRU faculty to those of AAU peers on these ten items[6], significant differences emerge on all of them. CWRU faculty members were significantly more likely than their peers to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar. CWRU faculty were significantly less likely to agree with all of the other items. The

---

[6] Not all AAU peers that administered the survey asked the final two questions in this series, "I feel excluded from an informal network in my department/unit" and "I have to work harder than some of my colleagues to be perceived as a legitimate scholar." As such, we were unable to conduct analyses on these items.

most striking difference was on the item, "My chair/director/dean creates a collegial and supportive environment." Only 57% of CWRU faculty members agreed with this statement, compared to 67% of those at AAU peer institutions.

Predictors of Satisfaction

In order to determine which factors most strongly relate to overall satisfaction as a CWRU faculty member, we conducted bivariate correlations on questions related to satisfaction, stress, workload, department/school atmosphere, and leadership. More than 80 items correlated with overall faculty satisfaction. We then conducted a stepwise linear regression using eleven factors which had a correlation to overall satisfaction of greater than r = .30. Results indicate that the best predictors of faculty satisfaction are:

- Comfort at CWRU;

- Satisfaction with resources to support research and scholarship;

- Satisfaction with resources to support teaching;

- Satisfaction with the quality of graduate students; and

- Agreement that their department was a good fit for them.

It is interesting to note that satisfaction is not best predicted by faculty salary, department/school leadership, appropriateness of workload, lack of stress, space availability, or other resources to support research.

IV. Mentoring

Adequacy of Mentoring – CWRU

Faculty were asked "While at CWRU, do you feel you have received adequate mentoring?" Of the faculty who responded to the survey, 49% marked "yes." [7] The groups that reported the highest percentage of adequate mentoring were men, White faculty, professors, and tenured faculty. The following table compares the faculty who felt they received adequate mentoring by gender, race/ethnicity[8], rank, and tenure status[9].

---

[7] Scale: Yes, no, not applicable. Those who marked "not applicable" are not included in this section.

[8] In order to maintain participant confidentiality, groups with fewer than five responses are not reported. These groups are marked with an asterisk (*).

[9] Comparisons by tenure status exclude instructors, who are not at a tenure-eligible rank.

Table 5. Percent of Faculty Who Received Adequate Mentoring by Rank and Tenure Status

	Received Adequate Mentoring					
	All Faculty	**Men**	**Women**	**White**	**Asian**	**URM**
All Faculty	49%	51%	47%	52%	42%	31%
Instructor	39%	30%	41%	40%	*	*
Assistant Professor	42%	39%	45%	45%	38%	25%
Associate Professor	52%	53%	51%	53%	50%	43%
Professor	57%	60%	50%	59%	33%	43%
Not In Tenure Track	37%	37%	37%	39%	33%	27%
Tenure Track	54%	48%	62%	58%	50%	29%
Tenured	57%	61%	50%	60%	38%	42%

Non-tenure track faculty members (37%) were significantly less likely to say they received adequate mentoring. That said, we found no significant differences when comparing responses by race/ethnicity, gender, and rank.

Underrepresented faculty in clinical departments in the School of Medicine reported the lowest percentage of adequate mentoring (9%), while White faculty in the Weatherhead School of Management reported the highest percentage (71%). The following table compares faculty responses to adequate mentoring by college/school, gender, and race/ethnicity.

Table 6. Percent of Faculty Who Received Adequate Mentoring by School, Gender, and Ethnicity

	Received Adequate Mentoring					
School/College	**All Faculty**	**Men**	**Women**	**White**	**Asian**	**URM**
Applied Social Sciences	40%	50%	29%	42%	*	*
Arts and Sciences - Arts, Humanities, and Social Sciences	55%	59%	52%	58%	*	50%
Arts and Sciences - Math and Natural Sciences	61%	65%	54%	63%	60%	*
Dental Medicine	47%	55%	33%	42%	*	*
Engineering	50%	50%	*	52%	43%	*
Law	58%	50%	64%	61%	*	*
Management	57%	67%	33%	71%	*	*
Medicine - Basic Sciences	50%	53%	44%	49%	54%	*
Medicine - Clinical	40%	41%	39%	43%	43%	9%
Nursing	57%	*	58%	60%	*	33%
Physical Education and Athletics	33%	50%	*	33%	*	*

No significant differences existed across genders in each school. There was only one significant difference when comparing responses by race/ethnicity. This was in Management, where White faculty members were significantly more likely than Asian faculty to say they received adequate mentoring.

Adequacy of Mentoring and Satisfaction
Faculty members who received adequate mentoring were significantly more likely to be satisfied with being a CWRU faculty member overall (75% vs. 52%) and with resources provided by the university to support their teaching (66% vs. 40%) and their research and scholarship (57% vs. 38%).

Adequacy of Mentoring and Sources of Stress
Compared to those who did not receive adequate mentoring, faculty members who received adequate mentoring were significantly *less stressed* about the following (percentages reflect those who felt *no stress*):

- Timing of departmental meetings (56% vs. 46%);

- Review/promotion process (47% vs. 29%);

- Departmental or campus politics (39% vs. 22%); and

- Securing funding for research (17% vs. 9%).

Faculty members who received adequate mentoring were *no less stressed* about the following (percentages reflect those who felt *no stress*):

- Scholarly productivity (15% vs. 12%);

- Teaching responsibilities (37% vs. 38%);

- Advising responsibilities (48% vs. 52%); and

- Committee and/or administrative responsibilities (32% vs. 34%).

In terms of sources of stress outside the job, those who received adequate mentoring were significantly less stressed about the cost of living (12% vs. 19%) and caring for someone who was ill, disabled, aging, and/or in need of special services (10% vs. 16%). Faculty who said they received adequate mentoring were no more or less stressed about managing household duties (35% vs. 33%), childcare (51% vs. 48%), or their health (4% vs. 8%).

Mentoring – CWRU vs. AAU Peers
Compared to faculty members at peer institutions, CWRU faculty were significantly less likely to say that they had received adequate mentoring (49% at CWRU vs. 55% at peer institutions). Interestingly, women at CWRU were no less likely than women faculty at peer institutions to feel that they had received adequate mentoring; however, there was a significant difference among men. Specifically, only 51% of CWRU men felt they had received adequate mentoring, compared to 60% of men at peer institutions.

V. Faculty Retention

Of the 631 faculty who took the survey, 207 (33%) said it was "somewhat likely" (21%) or "very likely" (12%) that they would leave Case in the next three years. That said, the actual faculty turnover rates for the past three academic years were 6% in 2008 (n=166), 5% in 2009 (n=130), and 5% in 2010 (n=145).

Among all ranks, male instructors[10] have the highest proportion of anticipated turnover (46%), particularly Asian (67%) and male faculty (62%). The groups with the lowest proportion of anticipated turnover were Asian and Underrepresented professors (14% and 14%) and Underrepresented associate professors (14%). The table below compares the proportion of faculty who said they were likely to leave Case in the next three years across rank, tenure status, gender, and race/ethnicity[11].

Table 7. Faculty Retention

	Faculty "Somewhat" or "Very" Likely to Leave in the Next 3 Years					
	Total	Men	Women	White	Asian	URM
All Faculty	33%	31%	36%	34%	28%	39%
Instructor	46%	62%	41%	41%	67%	*
Assistant	39%	39%	39%	40%	28%	53%
Associate	30%	25%	36%	30%	30%	14%
Professor	28%	28%	28%	30%	14%	14%
Non-tenure Track	34%	30%	40%	35%	20%	55%
Tenure Track	35%	38%	33%	38%	27%	38%
Tenured	29%	28%	32%	30%	23%	17%

Results of an analysis of variance (ANOVA) indicate that instructors were significantly more likely than professors to say they would leave Case in the next three years (52% vs. 28%). No significant differences in responses existed by gender, race/ethnicity, or tenure status.

Adequacy of Mentoring and Faculty Retention
Faculty members who said they had not received adequate mentoring were significantly more likely to say they would leave in the next three years (45% somewhat or very likely vs. 25%).
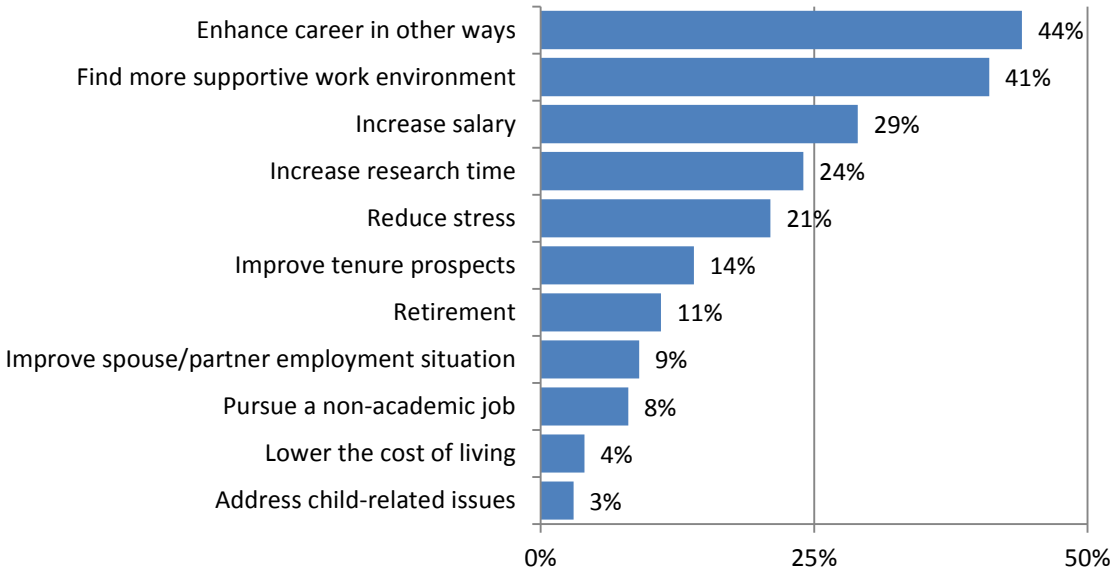
Reasons Considered for Leaving
Faculty members were asked "To what extent, if at all, have you considered the following reasons to leave Case?" The following chart provides the percent of all faculty members who have considered each reason "to a great extent," regardless of whether or not they plan on leaving in the next three years.

---

[10] Instructor response rates include senior instructors. Instructors were excluded from comparisons by tenure status.
[11] In order to maintain participant confidentiality, groups with fewer than five responses are not included (*).

Reasons for Leaving Considered "To a Great Extent" by All Faculty

Reason	Percentage
Enhance career in other ways	44%
Find more supportive work environment	41%
Increase salary	29%
Increase research time	24%
Reduce stress	21%
Improve tenure prospects	14%
Retirement	11%
Improve spouse/partner employment situation	9%
Pursue a non-academic job	8%
Lower the cost of living	4%
Address child-related issues	3%

Although 11% of faculty are considering retirement in their decision to leave CWRU, only four (2%) faculty marked retirement as the *only* reason they were considering leaving.

Faculty differed significantly in their considerations when compared by gender and race/ethnicity. More specifically, men were significantly more likely than women to consider retirement in their decision to leave (considered "to a great extent": 13% vs. 8%). In contrast, women were significantly more likely to consider leaving Case to pursue a non-academic job (considered "to a great extent": 11% vs. 5%), reduce stress (26% vs. 17%); and address child-related issues (6% vs. 1%).

Asian faculty members were significantly more likely than White faculty to have considered leaving in order to improve their tenure prospects (considered "to a great extent": 33% vs. 11%) and to find a more supportive work environment (54% vs. 39%). In contrast, Underrepresented faculty were more likely than White faculty to consider leaving to enhance their career in other ways (considered "to a great extent": 62% vs. 42%) and address child-related issues (13% vs. 2%). Underrepresented faculty members were also more likely than White faculty members to consider leaving for other reasons not listed on the survey (41% vs. 17%).

Factors Most Strongly Related to Likelihood of Leaving
In an effort to determine which factors are most strongly related to faculty decisions to leave CWRU, we conducted bivariate correlations on questions related to satisfaction, heaviness of workload, sources of stress, department/school atmosphere, support for relief from teaching or other duties, support for tenure clock adjustments, comfort at CWRU, leadership, and more specific reasons for leaving. Almost 100 items correlated with faculty decisions to leave. Of those items, we used the top ten factors with the highest correlation in a stepwise linear regression. Results of the correlation analysis suggest that the three best predictors of leaving are:

1. Disagreement that the department is a good fit for them;

2. Desire to find a more supportive work environment; and

3. Disagreement that the chair/director/dean creates a collegial and supportive environment.

Results of a correlation analysis indicate that the more faculty agree with the following, the more likely they are to stay at Case over the next three years:

- My department/unit is a good fit for me;

- CWRU is a comfortable place for me as a faculty member;

- My chair/director/dean creates a collegial and supportive environment;

- My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling department/unit obligations;

- I have a voice in the decision-making that affects the direction of my department/unit;

- I can navigate the unwritten rules concerning how I am to conduct myself as a faculty member;

- My chair/director/dean helps me obtain the resources I need;

- My chair/director involves me in relevant decision-making processes; and

- My chair/director handles disputes/problems effectively.

Faculty who are less likely to leave are also less likely to consider leaving in order to find a more supportive work environment. Interestingly, almost all factors stem from department/school atmosphere and leadership. Questions related to satisfaction with academic resources, support for relief from teaching/duties, support for tenure clock adjustments, the appropriateness of workload, and sources of stress were not among the top ten factors for leaving the university. This suggests that the primary academic unit has the most influence on faculty retention.

Results of an independent samples t-test indicate that faculty who felt their workload was "too heavy" or "much too heavy" did not differ significantly from faculty who felt their workload was "about right" or "too light" when it came to deciding to leave Case. In other words, faculty members who said they had heavier workloads were no more or less likely to leave Case than those who felt they had lighter workloads.

Faculty Retention – CWRU vs. AAU Peers
Compared to faculty members at AAU peer institutions, faculty at CWRU were significantly more likely to say that they were somewhat or very likely to leave the institution (33% of CWRU faculty vs. 27% of peer faculty). The top three reasons for leaving were the same for both CWRU faculty and AAU peers – to enhance their careers in other ways, find a more supportive work environment, and/or increase their salary – although the order was different. Among AAU peers, salary was the second most considered reason, followed by finding a more supportive work environment. Perhaps the most striking finding is the extent to which CWRU faculty members are considering leaving to find a more supportive work environment. A full 41% of CWRU faculty considered this reason for leaving "to a great extent," compared to only 28% of faculty at peer institutions.

Additional Information

For additional information about this report, please contact Lynn Singer, Deputy Provost and Vice President for Academic Affairs, at lynn.singer@case.edu or 216-368-4389. To submit a request for data, please visit: http://www.case.edu/president/cir/cirhome.html.

CASE WESTERN RESERVE
UNIVERSITY   EST. 1826