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**PERCEPTIONS OF EARLY CAREER FACULTY:
MANAGING THE TRANSITION FROM GRADUATE
SCHOOL TO THE PROFESSORIAL CAREER**

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INTRODUCTION

During the summer of 2007, the Associated New American Colleges (ANAC), with TIAA-CREF Institute support, conducted online national surveys of faculty in the first five years of their careers and the department chairs, deans, and chief academic officers at twenty ANAC member colleges and universities who hired them. The purposes of these surveys were to assess the preparation and motivation of doctoral students for faculty careers at ANAC-type institutions, the alignment of early career faculty professional expectations with those of their college and university employers, and work/life balance issues and stressors in the early career. The survey of hiring administrators was designed to measure the degree of alignment between faculty and administrator perceptions of issues important to the recruitment and retention of faculty who are in the early stages of their careers.

ANAC is a national consortium of mid-size private Carnegie Masters institutions whose membership spans the United States from Simmons College in Boston and Valparaiso University in the nation's heartland to Pacific Lutheran University in the Northwest and the University of Redlands in southern California. Mostly church-related, these colleges and universities range in enrollment from 2,500-8,000 students and offer a variety of graduate and professional programs around a strong liberal arts undergraduate core. To some they are described as comprehensive liberal arts institutions, to others liberal arts universities.

SUMMARY OF EARLY CAREER FACULTY SURVEY RESULTS

Of the 1,330 ANAC-member early career faculty invited to complete the survey, 450 responded (33.9% response rate). The hiring administrator response rate was a slightly higher 34.2% (193 responses to 565 invitations). Of the 450 faculty respondents, the 368 clearly in the early stage of their careers have been included in this analysis. They are in their first five years as higher education faculty members and hold the rank of assistant professor, instructor, or lecturer. More than 75 percent of them are in full-time, tenure-track positions; only three are tenured. They truly meet the criterion of being recent doctoral program graduates in the first years of their careers.

The average age of this cohort of respondents is 39 years, 64% are married, the average spouse or domestic partner age is 31.7 years, and the mean number of children is 1.7 per respondent. The average higher education service is 4.0 years full-time, 2.1 years part-time (3.8 full-time and 2.4 years part-time for women; 4.4 years full-time and 1.7 part-time for men). Women respondents were slightly longer at their current institution (3.1 years compared with 2.7 years for men). The average age of early career women faculty is 38.9 and men 39.6, 60% of women are married and 70% of men, and 12% of women faculty compared to 7% of men are unmarried and living with domestic partners. Married men (n=111) are slightly older than married women (n=121) on average, 41.1 to 39.4 years, respectively. The average age of the spouse or domestic partner of women faculty is 29.8, for men it is 34 years. Male early career faculty members have slightly more children, 1.8 to 1.6 children per female faculty member. The remainder of the cohort is separated, divorced, widowed, or unmarried and living alone.

The academic fields of the cohort are widely distributed across the arts and sciences: 57 indicating social sciences and history, 39 natural sciences, 25 English, 20 foreign languages, 19 communications/media, and 19 teacher education. Numbers of respondents from professional

studies fields lagged somewhat behind their liberal arts brethren: 17 from business and 14 from nursing being the highest. Early career faculty at ANAC member institutions are somewhat more diverse ethnically (12%) than their late career (age 50 and older) colleagues (6%), the latter a cohort ANAC surveyed in 2003 (Berberet et al, 2005). 58% of the early career minority faculty members in the cohort are women.

It may be significant that 56% of respondents are women (206 of 368) perhaps indicating that the demographic gender shift in the professoriate of recent decades appears to have reached a culminating point, perhaps reflective of the lopsided majority undergraduate enrollment of women on many campuses over the past two decades. While further demographic evidence is needed to confirm this inference, there has been a steady increase in the percentage of faculty members who are women on ANAC member campuses over the past decade and more. Also, it seems noteworthy that a much higher percentage of male faculty are on the tenure track (88%) than women (71%), and in arts and sciences disciplines (83% of men) than women (73% of women faculty).

TABLE 1 – SUMMARY OF ANAC-MEMBER EARLY CAREER FACULTY RESPONDENT DEMOGRAPHICS

	All	Women	Men
Number of faculty respondents	368	206	162
Average age	39.2	38.9	39.6
Average years as full-time faculty member	4.0	3.8	4.4
Average years as part-time faculty member	2.1	2.4	1.7
Average years at current institution	2.9	3.1	2.9
Percent on tenure track	78%	71%	88%
Percent married	64%	60%	70%
Average age of married faculty		41.1	39.4
Average number of children	1.7	1.6	1.8
Percent ethnic minority	13%	14%	13%
Percent in arts and sciences disciplines	78%	73%	83%

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

The analysis of ANAC-member early career faculty salaries confirms that a significant percentage of faculty members combine some teaching with other professional sources of income. In order to conform the data as much as possible to the majority full-time tenure track appointment model, raw data outliers such as less than full-time faculty status and full-time faculty who earned more than half of their income from outside campus sources were not included. Moreover, reflecting the significant role of graduate and professional programs at ANAC member institutions, Table 2 breaks out salaries in liberal arts and sciences fields from those of faculty members across the institution as a whole (including professional school faculty). Not surprising faculty salaries across the entire institution are somewhat higher than salaries in the arts and sciences fields alone.

After eliminating the outliers, 157 of the 206 female and 132 of the 162 male faculty members are included in the institution-wide salary analysis. The liberal arts and sciences breakdown includes 118 women and 109 men. Indeed, the fact that outliers number nearly 25 percent of the survey sample suggests that the variety of appointment models and employment arrangements at ANAC member institutions may be more diverse than commonly understood. The data reveal that for a majority of both women and men salaries are not meeting faculty expectations and that there is substantial faculty support for merit and bonus salary increases based on performance.

Table 2 provides a gender comparison of salaries and other income of these 289 ANAC-member early career women and men faculty. Although the salaries of men are slightly higher than those of early career women faculty, the difference does not appear to be statistically significant. A detailed analysis by respondent academic discipline has not yet been done, but it would appear that salaries overall are lifted somewhat due to market effects of the variety of graduate and professional programs offered on ANAC member campuses, e.g., law, business, engineering, pharmacy, and the allied health sciences where salaries are higher nationally than those of arts and science faculty. Likewise, opportunities for outside income appear to be greater for faculty in professional fields.

TABLE 2 – AVERAGE SALARIES FOR ANAC-MEMBER EARLY CAREER FACULTY

	Liberal Arts Fields			Liberal Arts and Professional Fields		
	Male	Female	Total	Male	Female	Total
9-month base salary	\$47,931	\$47,461	\$47,697	\$50,901	\$49,552	\$50,167
Other from institution	\$4,181	\$4,611	\$4,398	\$4,795	\$5,063	\$4,937
Other from outside institution	\$7,906	\$6,197	\$7,077	\$15,083	\$10,582	\$12,651
# of Respondents	Liberal Arts Fields			Liberal Arts and Professional Fields		
	Male	Female	Total	Male	Female	Total
9-month base salary	109	118	228	132	157	289
Other from institution	53	54	107	62	70	132
Other from outside institution	34	32	66	40	47	87

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

Survey results reveal a number of findings with implications for the successful recruitment and retention of early career faculty and institutional planning for the professoriate of the future. These findings are highlighted below and are elaborated on in data tables throughout this report:

- Early career faculty at ANAC-member institutions agree with the mission of their institution, understand that their institution fits neither the classic liberal arts college nor research university institutional-type, enjoy the challenges of their jobs, and feel that their institutions treat them fairly.

- Early career faculty report work patterns similar to ANAC late career faculty. Curiously, in light of stereotypical views about long work hours due to tenure track pressures, early career faculty in this survey report working fewer hours per week than their late career colleagues (mean 51 hours v. 54 hours, respectively). Still, work significantly affects family and leisure patterns in the early career and contributes to stress in achieving a balance of work and family time.
- Women and men early career faculty appear to be involved in professional and family responsibilities in quite similar ways. Men report working slightly more hours each week and slightly fewer hours in home and family responsibilities than women faculty, but the relative difference in time each spends seems insignificant. One suspects that this may be a far cry from the roles of each during the immediate decades following the great expansion in the size of the professoriate in the 1960's when women began to enter the ranks of the faculty in growing numbers.
- ANAC-member early career faculty members emerge from graduate school under-prepared to assume faculty teaching and other responsibilities. Their sense of becoming “very effective” in their responsibilities improves markedly after a few years, but there are still areas such as advising, serving on committees, grant writing, and interdisciplinary collaboration where they confess inadequacy and where additional faculty development supports could be highly beneficial.
- ANAC-member early career faculty are satisfied with many of their current fringe benefits, e.g., retirement and supplementary retirement savings plans and health, disability, and life insurance, but would like their institutions to develop new benefits such as assistance with child care and home purchases.
- On the whole, ANAC-member early career faculty appear to understand the expectations of their employing institutions and experience fair congruence in their work patterns with what they believe their institutions expect, a perception their hiring administrators share. This alignment becomes closer over the faculty career, as illustrated in the high degree of alignment identified in the 2003 late career faculty survey between actual work patterns and faculty perceptions of what the institution expects.
- Hiring administrator survey responses indicate that department chairs, deans, and chief academic officers at ANAC institutions are aware of early career faculty salary and benefit concerns. Nearly two-thirds of administrators claim that they are not satisfied with the salaries and benefits their institution offers new faculty members. Administrators feel they do a good job in communicating institutional expectations at the time of hiring and that socialization and professional evaluation reinforce these expectations. They are less satisfied with the faculty rewards, support for professional development planning, and assistance in setting priorities that their institutions provide. Finally, while highly satisfied with their faculty hires in recent years, administrators are somewhat nervous about the size and quality of the new faculty applicant pool that will be available in the future.

EARLY CAREER FACULTY INSTITUTIONAL “FIT” AND WORK PATTERNS

Table 3 indicates that ANAC-member early career faculty members are generally satisfied with their professional positions and feel that they fit their institution well. This is not to suggest that tensions are nonexistent; areas survey responses indicate are sources of stress include balancing work and family and rewards available for contributions to their institution and professional accomplishments. Interestingly, the degree to which administrator work and their own work support the mission of their institution effectively is questioned by more than one-third of respondents.

TABLE 3 –PERCEPTIONS OF JOB, INSTITUTIONAL MISSION AND REWARDS AMONG ANAC-MEMBER EARLY CAREER FACULTY

	% Agreeing
I enjoy the challenges of my job.	94%
I agree with the institutional mission of my college.	88
My institution fits neither the classic liberal arts nor research university model.	74
Expectations of my department are consistent with institutional mission.	74
Faculty rewards support the goals of my institution’s mission.	66
My institution is well managed; administrator work supports the mission effectively.	64
Faculty work supports mission effectively.	62
If I had it to do over, I would still choose a faculty career.	92

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

In their workload patterns and classroom pedagogies the new generation of faculty differs only marginally from the late career faculty generation it is replacing. Perhaps due to the brevity of their faculty careers to date, early career faculty members perceive greater differences between their perceptions of institutional expectations and their actual practice than their late career colleagues. Still, the correlation between perceptions of institutional expectations and actual practice is high in both groups except for teaching where early career faculty significantly exceed their perception of institutional time expectations, likely because they understand that a strong teaching record is the sine qua non for earning tenure in the ANAC institutional setting. Interestingly, actual time spent teaching slightly exceeded perceptions of institutional expectation among late career faculty in both ANAC member institutions and the universities of Minnesota and North Carolina.

TABLE 4 –FACULTY HOURS WORKED PER WEEK

	Early Career Faculty	Late Career Faculty
Hours Teaching	34	31
Research/Creative	7	7
Campus/Community Service	6	11
Professional Development	2	3
Other	2	2
Total Hours	51	54

Source: Associated New American Colleges Survey of Early Career Faculty (2007); Associated New American Colleges Survey of Late Career Faculty (2003)

TABLE 5 –FACULTY WORK ALLOCATION: ACTUAL VERSUS PERCEPTION OF INSTITUTIONAL EXPECTATIONS

	<i>Early Career Faculty</i>		<i>Late Career Faculty</i>	
	% of Actual Work Time	% Faculty Perception of Institutional Expectations	% of Actual Work Time	% Faculty Perception of Institutional Expectations
Teaching	67%	56%	59%	56%
Research/Creative	14	17	13	17
Campus/Community Service	12	6	20	18
Professional Development	4	14	5	6

Source: Associated New American Colleges Survey of Early Career Faculty (2007); Associated New American Colleges Survey of Late Career Faculty (2003)

As illustrated in Table 6, the remarkably similar teaching pedagogies of early and late career faculty would appear to be a testimonial to the high degree that late career faculty at ANAC member institutions have departed from the dominant lecture mode of teaching of an earlier era in higher education. Because, as Table 7 reveals, most early career faculty leave graduate school feeling unprepared to teach “very effectively,” the similar pedagogies of the two generations of faculty members appear to be a result of the professional development supports and socialization early career faculty experience in order to develop quickly the diverse pedagogies they report using.

TABLE 6 –ALLOCATION OF FACULTY TEACHING TIME

	Early Career Faculty	Late Career Faculty
Lecture	28%	30%
Class Discussion	21	21
Student Group Projects	11	10
Oral & Written Work	9	9
Labs/Research/Clinical	9	8
Email/Web/Media	8	7
Testing/Review	5	5

Source: Associated New American Colleges Survey of Early Career Faculty (2007); Associated New American Colleges Survey of Late Career Faculty (2003)

FACULTY CAREER CHOICE, PREPARATION, SATISFACTION, AND INSTITUTIONAL EXPECTATIONS

Table 7 gauges the level of preparation ANAC-member early career faculty perceive they have in order to perform major faculty responsibilities at the time they completed graduate school and currently. The findings show that less than a third of respondents considered themselves “very effectively” prepared for undergraduate teaching upon leaving graduate school, one in five felt they could very effectively articulate a philosophy of teaching based on learning theory, and less than 10 percent felt very effectively prepared to advise undergraduates and serve on faculty committees. In their readiness to use technology in teaching and collaborate across disciplines—increasingly important pedagogies for the group work and networking of a global information age—one in five and one in four felt very effectively prepared, respectively.

Perceptions by gender vary among early career faculty on their levels of preparation for the faculty career when they finished graduate school. For example, male faculty felt somewhat more “very effectively” prepared than women to conduct research and slightly more prepared to teach and advise undergraduates and articulate a teaching philosophy. Female faculty felt better prepared than men to serve on faculty committees. Fast forward to current time and a considerably larger percentage of men still feel “very effectively” prepared to conduct research, teach undergraduates, teach using technology, and articulate a teaching philosophy. On their part, a higher percentage of early career women faculty members currently feel “very effectively” prepared for interdisciplinary collaboration, advising undergraduates, and serving on faculty committees.

These low levels of perceived preparation suggest that graduate schools continue to do a poor job of educating future faculty for teaching and other faculty responsibilities. Indeed, only a third of respondents reported feeling “very effectively” prepared to conduct research. It may be that graduate faculty lack the expertise to prepare future faculty well for the range of responsibilities that faculty fulfill outside the research university setting and that the first few years of the faculty career serve as a kind of mentored apprenticeship, albeit one including responsibility for a full-time workload. This would help to explain, as Table 7 illustrates, the dramatic increase in perceptions of currently working “very effectively” in areas such as teaching (76% of respondents), articulating a philosophy of teaching (61%), and teaching with technology (54%).

**TABLE 7 – LEVEL OF PREPARATION FOR CAREER RESPONSIBILITIES
AMONG ANAC-MEMBER EARLY CAREER FACULTY**

	After Graduate School % “Very Effectively” Prepared			Currently Working “Very Effectively”		
	All	Women	Men	All.	Women	Men
Conduct research	33%	28%	39%	46%	39%	55%
Teach undergraduates	31	29	33	76	71	82
Interdisciplinary collaboration	25	25	26	43	47	39
Teach using technology	20	20	20	54	50	59
Articulate teaching philosophy	19	18	21	61	57	66
Serve on faculty committees	10	12	7	49	52	45
Advise undergraduates	8	6	9	46	48	44
Obtain grants	7	8	7	14	14	13

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

Table 8 examines ANAC-member early career faculty perceptions of alignment between the amount of work they do in fulfilling the responsibilities in Table 7 and their perception of institutional expectations regarding these responsibilities at the time they were hired and currently. The areas where they perceive that the amounts of their work are either “more than expected” or “less than expected” may reflect the priorities of graduate school and their experience of the culture of the research university. For example, undergraduate teaching, advising, and faculty committees consume considerably more time than they expected while research, grant seeking, and fulfilling publication expectations consume considerably less time. Interestingly, these perceptions of expectations tend to hold true currently, as well, perhaps proving more resistant to change than their perceptions of their effectiveness.

Only in the amount of technology involved with teaching do less than 20 percent of the faculty report a divergence in their expectations and their perception of institutional expectations. Perhaps boding well for the future, technology is not only the area of greatest alignment between faculty work expectations and their perceptions of institutional expectations, but it is also their greatest single source of satisfaction—90% of early career faculty reporting that they agree with their current workload regarding teaching with technology. In the main, the expectations of early career women and men are similar; the most notable gender difference being in the expectation level each has for research.

TABLE 8 – ALIGNMENT OF ACTUAL FACULTY WORK WITH FACULTY PERCEPTIONS OF INSTITUTIONAL EXPECTATIONS

	When Hired			Currently		
	% "More than Expected"			% "More than Expected"		
Amount of Work	All	Women	Men	All	Women	Men
Undergraduate advising	34%	34%	33%	26%	30%	22%
Faculty committees	33	31	36	31	34	27
Undergraduate teaching	28	25	32	18	21	16
Technology in teaching	9	9	10	9	11	8
	% "Less than Expected"			% "Less than Expected"		
Conduct research	45%	49%	40%	38%	46%	29%
Interdisciplinary collaboration	35	32	41	26	24	28
External grants expected	27	27	27	25	28	22
Collegial interactions	25	31	18	18	22	14
Publications expected	22	21	24	21	19	25

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

The responses in Table 9 reveal dramatically that the decision to pursue a faculty career is made far more for reasons such as the enjoyment of teaching, desire to work on a college campus, commitment to serve society, and the appeal of the faculty professional lifestyle than issues of workload, job market, or financial considerations. Such intrinsic motives for choosing and remaining in the faculty career appear to hold true among late career faculty in ANAC and research university settings, as well (Berberet et al, 2005, Wergin, 2001).

**TABLE 9 – INFLUENCES ON CAREER DECISIONS
AMONG ANAC-MEMBER EARLY CAREER FACULTY**

	Choice of a Faculty Career			Remain in Faculty Career		
	All	Women	Men	All	Women	Men
	<i>% Responding "Very Much"</i>					
Enjoy teaching	82%	81%	83%	84%	83%	85%
Work on campus	61	62	59	66	68	63
Serve society	56	55	57	60	62	58
Faculty lifestyle	47	47	48	50	51	48
Enjoy research	35	37	33	36	39	32
Graduate school faculty role models	22	18	26	19	19	20
Workload expectations	15	12	19	18	18	20
Academic job market	10	11	9	13	15	12
Earning potential in academia	3	1	6	7	6	9
Obtain research funding	3	3	2	5	5	4

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

In light of the high-minded influences that cause ANAC-member faculty to choose the professorial career, it is not surprising that what motivates faculty members professionally is similarly high-minded. Survey responses document that the motivation of early career faculty members is similar to the responses of late career faculty revealed in the 2003 survey. Table 10 presents the survey findings on faculty motivation:

TABLE 10 – SOURCES OF FACULTY MOTIVATION AND SATISFACTION

	<i>% Responding "Important/Very Important"</i>	
	Early Career Faculty	Late Career Faculty
Learning and intellectual stimulation from my field	94%	98%
Departmental colleague support and appreciation	92	
My contributions impact my institution	91	93
Favorable student evaluations of my teaching	83	90
Favorable peer evaluations of my work	80	89
Publication of book or article or a conference presentation	76	77
Merit pay for good performance	76	74
Special award or recognition of my efforts by students	58	80

Source: Associated New American Colleges Survey of Early Career Faculty (2007); Associated New American Colleges Survey of Late Career Faculty (2003)

Early career faculty perceptions suggest that ANAC member institutions manage well the transition from graduate school to faculty career in the hiring, orientation, and professional evaluation processes. This undoubtedly helps to explain the relatively high satisfaction of ANAC member faculty with their institutions and may go far in enabling these institutions to recruit and retain faculty in the future. The fact that two-thirds want their institution to be more helpful in setting faculty priorities would seem to indicate a trusting relationship between faculty and institution (as well, perhaps, as a faculty cry for help because they feel pulled in many directions). Table 11 reports this high degree of early career agreement with the way their institutions handle these critical functions.

TABLE 11 – SATISFACTION WITH HIRING, ORIENTATION AND PROFESSIONAL EVALUATIONS AMONG ANAC-MEMBER EARLY CAREER FACULTY

	% Agreeing
Annual evaluation and feedback helpful in first 5 years of service	89%
Received useful feedback following evaluations	86
Professional accomplishments are fairly evaluated	84
Feedback helpful in preparing for eventual tenure evaluation	78
Evaluations have followed expectations at time of hiring	76
Informed of expectations & evaluation criteria when hired	75
Institution could be more helpful in setting faculty priorities	69
Institution has effective new faculty orientation program	67

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

BALANCING THE STRESS OF WORK, PERSONAL AND FAMILY LIFE

In spite of the high degree of satisfaction most ANAC-member early career faculty surveyed report they experience, the faculty career has numerous sources of stress. Table 12 illustrates the many tugs on faculty time and the many areas where faculty feel pressed to perform well. For example, a perceived lack of time, balancing time demands of teaching and research, and balancing work and family obligations are the top three sources of stress early career faculty cite.

TABLE 12 – SOURCES OF FACULTY STRESS

	% Reporting Source as “More/Very Significant”			
	All	Early Career Faculty		Late Career Faculty
		Women	Men	All
Balancing time demands of teaching and research	80%	81%	78%	71%
Lacking time to give a piece of work the time it deserves	77	79	75	86
Balancing work and family obligations	65	63	68	71
Expectations of students	62	62	62	70
Keeping up in my field	61	60	62	
My performance evaluations	53	57	48	55
Devoting adequate time to my teaching	53	55	49	
Research and publishing expectations	51	48	55	

Source: Associated New American Colleges Survey of Early Career Faculty (2007); Associated New American Colleges Survey of Late Career Faculty (2003)

The survey probed deeply into behavioral patterns and perceptions that shed light on issues of balancing work and personal and family life. Table 13 tabulates responses to a number of behavioral indicators of personal and family life as a baseline for developing a profile of the lives of early career faculty women and men away from campus. Perhaps the startling finding is that one in two respondents reports suffering ill-health due to work-related stress, a finding seemingly at odds with the 92% who declare, “If they had it to do over, I would still choose a faculty career.” (See Table 3.) Other highlights: only one in eight had or adopted a child while a faculty member; two in five would like to work part-time on the tenure track, seven in eight spouses/partners work full- or part-time, nearly one in four early career faculty have considered leaving their institution to advance their spouse or partner’s career; and more than one in three wants to have more children.

TABLE 13 – BALANCING PROFESSIONAL AND PERSONAL/FAMILY LIFE FOR ANAC-MEMBER EARLY CAREER FACULTY

	No	Yes	Women Yes	Men Yes
You or spouse had/adopted a child while a faculty member	277	38	22	16
Parental leave time adequate to meet family needs	38	17	11	6
Pregnancy resulted in colleagues taking on additional work	44	9	7	2
Interest in being on tenure track while working part-time	154	100	70	30
Spouse or partner works full- or part-time.	26	176	107	69
Sought institutional help to find work for spouse/partner	191	54	28	26
If yes, satisfied with institutional assistance?	27	27	17	10
Considered leaving institution for spouse/partner career reasons	161	71	40	31
Limited number of children to succeed at my institution	179	55	38	17
Want to have more children	150	86	50	36
Suffered ill-health due to work-related stress	129	134	86	48

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

A second measure of faculty behavior in personal and family life is the number of hours spent in activities away from campus. Table 14 reveals that early career men share in family and household responsibilities to the same degree as early career women, at least in self-reported hours spent on these activities—perhaps a finding nearly as significant as the extent that early career women are the majority of hires in this survey sample. Taken together work and household responsibilities consume nearly 11 hours of each of each early career faculty member’s week.

TABLE 14 – TIME SPENT IN ACTIVITIES AWAY FROM CAMPUS AMONG ANAC-MEMBER EARLY CAREER FACULTY

	All	Women	Men
Hours per week on family and household responsibilities	22.1	23.2	20.5
Hours per week of faculty professional work at home	14.9	15.2	14.5
Hours per week of non-work leisure activities with family, friends, or entertainment events	7.3	7.0	7.8
Times per week exercise to raise heart beat for 30 minutes	2.2	2.2	2.1

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

Finally, the survey explored ANAC-member early career faculty opinions on a variety of topics to gain an understanding of how these faculty experience relationships between their work and the rest of their lives. Certainly, from the standpoint of enjoying the challenges of being a faculty member the picture is a positive one (94% agreement). At the same time, perceptions on life, family, and leisure topics suggest that the professoriate imposes a variety of sacrifices that early career faculty feel they must make. For example, 91% feel that work “often” takes priority over other activities, 77% report coming to work when ill, 70% say they “seldom” have time for entertainment events, 58% do not see their children as much as they would like, just 36% “get enough” physical exercise, and only 26% indicate that they “find time for myself” to read for pleasure, catch up on the news, or pursue a hobby. Interestingly, although women and men responded similarly to most survey statements, male faculty appear to feel less in control of the role of work in their lives, suffer most from seeing their children less than they would like, and have the most difficulty using all of their annual vacation time. Table 15 is a summary of these perceptions:

**TABLE 15 – PERCEPTIONS OF WORK/LIFE BALANCE
AMONG ANAC-MEMBER EARLY CAREER FACULTY**

	% Agreeing		
	All	Women	Men
I enjoy the challenges of my job	94%	94%	95%
Work often takes priority over other activities	91	89	92
Family and friends comment on my high number of work hours	77	75	79
I do not see my friends as much as I would like	76	77	75
I’m so busy I come to work when ill	74	74	75
I seldom find time for entertainment, e.g., a play, movie, concert, or sporting event	70	68	69
I do not see my children as much as I would like	58	55	61
I don’t always manage to use all my annual leave or time off	57	53	62
I control the role of work in my life	50	55	42
I can arrange my work to get enough physical exercise	36	37	34
I regularly find time for myself, e.g., read for pleasure, catch up on the news, pursue a hobby	26	28	23

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

FACULTY COMPENSATION: SALARIES AND BENEFITS

Although the picture is mixed, institutions will need to monitor issues related to salaries and benefits in the recruitment and retention of beginning faculty going forward, especially if the supply of well-qualified candidates tightens as late career faculty retire in larger numbers over the next few years. Table 16 indicates the extent that ANAC-member early career faculty are unhappy with their salaries, the only topic in the survey where more than 50 percent of respondents disagree on every survey item. Perhaps unsurprisingly, in light of the differences in male and female faculty salaries noted early in this report, women are more dissatisfied with their salaries than men.

**TABLE 16 – SALARY AND FRINGE BENEFIT PERCEPTIONS
AMONG ANAC-MEMBER EARLY CAREER FACULTY**

	% Disagreeing		
	All	Women	Men
I was able to negotiate a fair salary when I was hired.	56%	56%	55%
My salary and benefits have matched my graduate school expectations.	56	58	52
My first-year salary at my current institution matched my expectations when hired.	55	57	51
My salary increases each year fairly reflect my contributions.	52	51	53

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

Regarding benefits, ANAC-member early career faculty are satisfied with their retirement and retirement savings plans, their ability to tax shelter deductible premiums and medical expenses, and the disability and life insurance plans their institutions offer. They even express satisfaction with retiree health insurance. Perhaps because they are directly affected at the current stage of their careers, they are less satisfied with their current health insurance, would like greater child care assistance, and are particularly dissatisfied that their institution provides little assistance with home purchases. Table 17 summarizes responses in these areas:

**TABLE 17 – SATISFACTION WITH INSTITUTION'S EMPLOYEE BENEFITS
AMONG ANAC-MEMBER EARLY CAREER FACULTY**

	% "Somewhat to Highly Satisfied"		
	All	Women	Men
Primary retirement plan	90%	91%	89%
Ability to tax shelter deductible premiums and medical expenses	90	89	92
Disability insurance	88	86	90
Life insurance	87	84	89
Supplemental retirement savings options	85	86	84
Retiree health insurance	71	68	74
Health insurance	63	64	61
Support for moving expenses when hired	63	62	63
Child care assistance	54	48	60
Assistance with home purchase	25	25	24

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

Table 18 prioritizes ANAC-member early career faculty preferences to change or introduce new employee benefits by indicating levels of satisfaction for each item. Assistance with faculty housing, emergency low interest loans, and support for child care emerge as the areas of greatest dissatisfaction with current benefits.

TABLE 18 – PREFERENCE TO CHANGE BENEFITS OR INTRODUCE NEW BENEFITS AMONG ANAC-MEMBER EARLY CAREER FACULTY

	Satisfaction Level (Lowest=1; Highest=5)		
	% Rating Lowest	% Rating Highest	Mean Rating
Subsidized faculty housing	42%	16%	2.5
Emergency low interest loans for faculty	28	8	2.6
Support for child care	24	33	3.3
Tuition remission for spouse and children	13	36	3.7
Improved health insurance	5	38	3.9
Increased institution retirement contributions	4	41	4.0

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

When asked whether salary or benefits are more important to them, ANAC-member early career faculty came down on the side of salary, although more than half said they became more concerned about benefits after the birth of their first child and only 18% indicated being “not very concerned about benefits at this point in my career.” Three in four whose institution does not have a merit salary increase system would like their institution to introduce one and five in six would like their institution to introduce salary bonuses to reward outstanding faculty achievements (although many respondents did not complete these two questions). Table 19 summarizes these preferences.

TABLE 19 – SALARY AND FRINGE EMPLOYEE PREFERENCES AMONG ANAC-MEMBER EARLY CAREER FACULTY

	% Agreeing		
	All	Women	Men
I will be more concerned about benefits later in my career.	79%	74%	75%
I would rather increase my salary than my benefits.	64	68	59
My concern about benefits increased after birth of my first child.	54	53	56
My salary and benefits are on track to meet my career expectations.	38	38	38
I’m not very concerned about benefits at this point in my career.	18	17	19
	Yes	No	Exists
I would like my institution to introduce a merit salary increase system.	63	21	58
I would like my institution to introduce bonus payments or awards to reward outstanding faculty achievements.	176	35	41

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

PERCEPTIONS OF HIRING ADMINISTRATORS

In an effort to analyze the alignment of faculty and institutional expectations by gathering perceptions beyond those of faculty members alone, administrators at participating ANAC-member institutions who have responsibility for hiring new faculty and communicating institutional expectations to them, i.e., department chairs, academic deans, and chief academic officers, were also surveyed. The results suggest that ANAC administrators in the main are aware of the perceptions and needs of early career faculty. For example, administrators ranked institutional support for professional development, including mentoring, and annual evaluation and feedback, as high priorities during the early career faculty years. Table 20 summarizes ANAC-member administrator responses reflecting their evaluation of policies and practices at their institution.

TABLE 20 – SENIOR ADMINISTRATION EVALUATION OF EARLY CAREER FACULTY HIRING, SOCIALIZATION AND EVALUATION POLICIES AT ANAC INSTITUTIONS

	% Agreeing (Lowest=1; Highest=4)	Mean
Annual evaluation and feedback is important to faculty professional success at my institution.	92%	3.5
Performance feedback is designed to prepare faculty appropriately and fairly for eventual tenure evaluation.	89	3.3
Performance reviews emphasize the same expectations as those communicated at the time of hiring.	89	3.2
Faculty are fully informed of performance expectations at time of hiring	89	3.2
Performance feedback is carefully designed to address evaluation criteria.	83	3.1
New faculty orientation and socialization emphasizes expectations and evaluation criteria communicated at time of hiring.	84	3.1
My institution has an effective new faculty mentoring program.	71	2.9

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

In contrast with the priority they place on new faculty professional development from the time of hiring through the tenure process, the hiring administrators rate their institutional performance considerably lower on issues of salaries and benefits and recognize the tensions new faculty experience in balancing work, personal, and family life and their institution's limited assistance in helping early career faculty to achieve a balance. Table 21 indicates the level of agreement in these responses, again 4.0 being the highest possible mean agreement.

TABLE 21 – SENIOR ADMINISTRATION EVALUATION OF EARLY CAREER FACULTY SALARIES, BENEFITS AND WORK-FAMILY BALANCE AT ANAC INSTITUTIONS

	% Agreeing (Lowest=1; Highest=4)	Mean
Early career faculty balance well their teaching, research, and service responsibilities at my institution.	65%	2.7
My institution helps new faculty achieve a healthy balance between work and family life.	65	2.3
I'm satisfied with salaries and benefits my institution offers new faculty.	36	2.2
I feel early career faculty are satisfied with the salaries and benefits my institution provides them.	34	2.2

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

The ANAC-member senior administrators are satisfied with the quality, contributions, and institutional “fit” of early career faculty, suggesting that, at least presently, recruitment and retention of faculty are proceeding well. Table 22 summarizes these responses.

TABLE 22 – SENIOR ADMINISTRATION SATISFACTION WITH EARLY CAREER FACULTY QUALITY AND FIT AT ANAC INSTITUTIONS

	% Agreeing (Lowest=1; Highest=4)	Mean
Goals and needs of departments and my institution are well served by new faculty hires in the last five years.	88%	3.2
A good match exists between the strengths and interests of new faculty and my institution's mission.	88	3.2
Early career and tenured faculty have mutually productive and collegial professional relationships at my institution.	90	3.1

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

Although many administrators are satisfied with their institution's faculty reward system, nearly one in three ANAC-member administrators are not and a similar number feel that their institution could provide more assistance in helping early career faculty members set priorities and undertake professional development planning to address weaknesses identified in their evaluations. This level of concern, when combined with the faculty perception that their salaries are low and the two in five administrators who feel that faculty position applicant pools have shrunk in size and quality in the past three years, may foretell difficulties in the future with recruiting and retaining the early career faculty cohort. Table 23 summarizes this response data.

TABLE 23 – SENIOR ADMINISTRATION SATISFACTION WITH INSTITUTIONAL REWARDS AND FACULTY APPLICANT POOLS AT ANAC INSTITUTIONS

	% Agreeing (Lowest=1; Highest=4)	Mean
Early career faculty are rewarded for the full range of their professional accomplishments in direct relationship to stated performance criteria.	72%	2.9
My institution could be more helpful assisting early career faculty in setting professional work priorities.	71	2.9
Faculty at my institution are encouraged to prepare professional development plans to address weaknesses identified in evaluations.	69	2.8
Overall, applicant pools to fill faculty position vacancies have shrunk in size and quality in the past three years.	42	2.4

Source: Associated New American Colleges Survey of Early Career Faculty (2007)

CONCLUDING OBSERVATIONS

Although the survey reports on the perceptions of early career faculty at member institutions of the Associated New American Colleges only, the findings may suggest the extent that women have entered the ranks of the professoriate in large numbers and that women and men faculty members have come to play similar professional and family roles. The survey results reaffirm what other surveys have found, not only that faculty choose this career because they enjoy teaching and seek the faculty professional lifestyle, but that they are also committed to serve society and to have a positive impact at their employing institutions. They are generally satisfied with their positions and their institutions and are well-regarded by the administrators who hired them—a more positive view of early career satisfaction than Rice *et al* reported in their groundbreaking work, *Heeding New Voices: Academic Careers for a New Generation* (2000). Rice *et al* observed significant faculty work-family stress, growing faculty work responsibilities and time pressures, uncertainty about tenure expectations, and feelings of isolation and alienation.

These 2007 survey results are also more positive than a 1998 ANAC faculty survey that revealed considerable dissatisfaction with faculty governance, institutional management, and institutional recognition and rewards for faculty (McMillin and Berberet, 2002). The 2007 survey confirms key elements in understanding faculty motivation—the intellectual stimulation of one’s discipline, the ability to impact one’s institution, the desire to be part of a meaningful academic community, and being recognized and rewarded for one’s institutional contributions (Wergin, 2001). The perceptions revealed in the 2007 survey suggest high faculty satisfaction with ANAC member institutions on all but recognition and rewards.

The current survey suggests a greater perception of alignment between faculty and institutional expectations than the 1998 ANAC survey responses. These findings, plus the 2007 survey evidence of institutional supports for faculty development in the early career, add credence to what Sorcinelli *et al* (2006) call the “Age of the Network” in faculty development. The Age of the Network refers to heightened collaboration among faculty, faculty “developers,” and their institutions to support faculty in undertaking expanding roles in order to meet the increasing expectations of higher education. Reflecting the nervousness of ANAC member administrators,

support for faculty development in the early career will likely become more important in the recruitment and retention of new faculty in the face of expected declines in the size and quality of the available pool of faculty candidates (Gappa *et al.*, 2007).

In spite of the clamor for reform in graduate education in recent years, graduate schools do not appear to prepare candidates well for their future faculty responsibilities in ANAC member settings. Rather, early career faculty “learn on the job,” assisted through institutional performance evaluation and feedback. Fortunately, the hiring colleges and universities themselves have stepped up with professional development supports and appropriate socialization, causing most early career faculty to feel that they are performing effectively by their third or fourth year of service.

If there is a warning in the survey results, it may be in faculty unhappiness with their salaries. Faculty salaries have never been high, but, coupled with dissatisfaction regarding merit and bonus financial rewards acknowledging their professional accomplishments and institutional contributions, could contribute to difficulties in recruiting and retaining faculty at a time when hiring administrators worry about near future declines in the quality and size of the candidate pool. This will likely become even more worrisome as the number of late career faculty members who retire grows in the next few years, especially if government and industry competition to hire new Ph.D.’s increases.

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