Resources on the Effect of Department Climate on Faculty Satisfaction

1. Lindholm, J. (2003). Perceived organizational fit: Nurturing the minds, hearts, and personal ambitions of university faculty. *The Review of Higher Education.* 27(1): 125-139.

    This study is based upon the author's interviews with 36 full-time, tenure-track faculty (12 women and 24 men) at a public research university (UCLA). The author states that the faculty she interviewed had "a commonly expressed need to establish a sense of space within the university that is distinctively their own—neither too distant from nor too connected with their departmental and institutional colleagues and where they feel comfortable, respected, and appreciated for genuinely being themselves" (p. 143). The author found that "needs for autonomy, independence, and interdependence revealed themselves as deeply embedded tensions within study participants" (p. 143).

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

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

3. Cornell University Institutional Research and Planning. (2006). *Cornell's Faculty Work Life Survey: Understanding Faculty Satisfaction.* Retrieved October 18, 2013 from http://www.advance.cornell.edu/documents/faculty_satisfaction_report.pdf.

    Analyses of Cornell University climate survey data show that faculty members' perceptions relating to integration or sense of belonging are strongly associated with career satisfaction.

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

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

5. Callister, R. (2006). The impact of gender and department climate on job satisfaction and intentions to quit for faculty in science and engineering fields. *Journal of Technology Transfer.* 31: 367-375.

    The author found that department climate has a major impact on job satisfaction and intention to quit of women faculty in science and engineering. This work was funded by an NSF ADVANCE IT grant to Utah State University.

6. Settles, I.H., Cortina, L.M., Stewart, A.J., and Malley, J. (2007). Voice matters: Buffering the impact of a negative climate for women in science. *Psychology of Women Quarterly.* 31: 270-281.

    This article is based upon survey data collected from 135 tenure-track women faculty in the natural sciences at a large Midwestern university. Multiple regression analyses indicated that negative departmental climates were related to lower job satisfaction. However, voice interacted with climate.

Women faculty who perceived that they had more voice in departmental matters showed a higher level of job satisfaction than women faculty who perceived that they had less voice in departmental matters.

7. WISELI (Women in Science & Engineering Leadership Institute) at the University of Wisconsin-Madison. *Results from the 2010 Study of Faculty Worklife at UW-Madison.* Retrieved October 18, 2013 from http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010TT.pdf.

   See Figure 4 on p. 19. "Good climate/collegiality" is reported as one of the factors that contributes most to faculty satisfaction at the University of Wisconsin-Madison.

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

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

9. Ponjuan, L., Conley, V.M., and Trower, C. (2011). Career stage differences in pre-tenure track faculty perceptions of professional and personal relationships with colleagues. *The Journal of Higher Education.* 82(3): 319-346.

   The authors found that pre-tenure female faculty members were significantly less satisfied than males with their relationships with their senior colleagues.

10. Tam, M-Y.S., Khare, M.M., Wichelechi, J., and Drill, K. (2012). University of Illinois at Chicago. *Women in Science and Engineering System Transformation (WISEST). NSF ADVANCE Award # 0546843 Final Report (2006-2012).* Retrieved October 18, 2013 from http://www.uic.edu/depts/oaa/wisest/docs/UIC%20WISEST%20End%20of%20Grant%20Report%2001%2018%202013.pdf. (Note: The Appendices to this final report are available at: http://www.uic.edu/depts/oaa/wisest/docs/UIC%20WISEST%20End%20of%20Grant%20Report%20Appendices%2001%2018%202013.pdf.)

    By the end of the NSF ADVANCE IT grant period at UIC, female faculty reported feeling that the climate had warmed and that they were more satisfied with their careers.

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

    This study conducted a mixed methods analysis of women faculty departure at one research institution (University of Maine), using Hagedorn's model of faculty job satisfaction. The study, which analyzed findings of an institution-wide survey and interviews with women faculty who had left the institution, identified overall negative departmental environments as a theme. See Table 3 on p. 83 for a list of items in which there were significant differences in survey responses by gender.