Global satisfaction: Overall satisfaction at Harvard and Peer Universities

“Overall, how satisfied are you with being a faculty member at Harvard?”

Harvard

- Very satisfied: 49%
- Somewhat satisfied: 32%
- Neutral: 9%
- Somewhat dissatisfied: 6%
- Very dissatisfied: 4%

Harvard and Peer Universities: % of faculty who are “somewhat” or “very” satisfied

- Professors
  - Harvard: H
  - Peer Universities: Peer

- Assistant and Associate Professors
  - Harvard: H
  - Peer Universities: Peer

Harvard
- Women: H
- Men: M

Peer Universities
- Women: Women
- Men: Men
Global satisfaction: Most Harvard ladder faculty report high levels of global satisfaction

Overall, how satisfied are you with being a faculty member at Harvard?

- Very satisfied: 49%
- Somewhat satisfied: 32%
- Neither satisfied nor dissatisfied: 9%
- Somewhat dissatisfied: 14%
- Very dissatisfied: 6%

If you could decide all over again, would you still decide to be a faculty member at Harvard?

- Very satisfied: 57%
- Somewhat satisfied: 27%
- Neither satisfied nor dissatisfied: 4%
- Somewhat dissatisfied: 6%
- Very dissatisfied: 6%

Would you encourage a faculty member who resembles you to accept a faculty position at Harvard?

- Very satisfied: 47%
- Somewhat satisfied: 29%
- Neither satisfied nor dissatisfied: 7%
- Somewhat dissatisfied: 3%
- Very dissatisfied: 9%

Notes: Summary values are subject to rounding. The scale for “If you had to do it over again, would you still become a faculty member at Harvard?” and “Would you encourage a faculty member who resembles you to come to Harvard?” was definitely, probably, maybe, probably not, definitely not.
Satisfaction: Areas of high and low satisfaction at Harvard

Areas where more than 75% of faculty are satisfied

Quality of library content - 67% satisfied, 20% slightly satisfied, 4% dissatisfied
Quality of graduate/professional students - 61% satisfied, 26% slightly satisfied, 5% dissatisfied
Quality of library services - 62% satisfied, 20% slightly satisfied, 4% dissatisfied
Opportunities to innovate in your teaching - 58% satisfied, 23% slightly satisfied, 5% dissatisfied
Quality of technical and research staff - 48% satisfied, 33% slightly satisfied, 6% dissatisfied
Teaching load - 55% satisfied, 25% slightly satisfied, 6% dissatisfied
Quality of support and administrative staff - 48% satisfied, 29% slightly satisfied, 9% dissatisfied
Salary - 43% satisfied, 32% slightly satisfied, 12% dissatisfied

Areas where more than 25% of faculty are dissatisfied

Travel/conference funds - 34% dissatisfied, 22% slightly dissatisfied, 16% satisfied
Support for securing grants - 26% dissatisfied, 27% slightly dissatisfied, 17% satisfied
Time available for scholarly work - 25% dissatisfied, 25% slightly dissatisfied, 25% satisfied
Satisfaction: Changes at Harvard since 2007

Quality of technical and research staff***

Quality of support and administrative staff***

Salary*

Research infrastructure

Quality of graduate and professional students*

Teaching infrastructure***

Availability of teaching assistants*

Support for securing grants

% of faculty who are “somewhat” or “very” satisfied

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Note: Analysis includes only those questions asked in both 2007 and 2013. Bold and * indicates significant difference between 2007 and 2013, where * p<0.05, ** p<0.01, *** p<0.001
Atmosphere: Notable improvements at Harvard since 2007

- The department is a good fit for me
- My colleagues value my research
- The department creates a collegial environment
- The department accommodates family responsibilities
- I have a voice in decision-making

Note: Analysis includes only those questions asked in both 2007 and 2013 and where peer data are available. Bold and * indicates significant difference between 2007 and 2013, where * p<0.05, ** p<0.01, *** p<0.001
Atmosphere: Among Professors at both Harvard and Peer Universities some, but not all, aspects of atmosphere differ by gender

The department is a good fit for me*

My colleagues value my research

The department creates a collegial environment*

The department accommodates family responsibilities

I have a voice in decision-making

% of Professors who “somewhat” or “strongly” agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Harvard

<table>
<thead>
<tr>
<th>Harvard</th>
<th>Peer Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>H Women</td>
<td>H Men</td>
</tr>
<tr>
<td>Men</td>
<td>Women</td>
</tr>
</tbody>
</table>

Note: * indicates significant differences between men and women at Harvard, where * p<0.05, ** p<0.01, *** p<0.001
Atmosphere: Among Assistant and Associate Professors at Harvard there are no gender differences in atmosphere

% of **Assistant and Associate Professors** who “somewhat” or “strongly” agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Harvard</th>
<th>Peer Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department is a good fit for me</td>
<td><img src="graph1.png" alt="Graph" /></td>
<td><img src="graph2.png" alt="Graph" /></td>
</tr>
<tr>
<td>My colleagues value my research</td>
<td><img src="graph3.png" alt="Graph" /></td>
<td><img src="graph4.png" alt="Graph" /></td>
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<tr>
<td>The department creates a collegial environment</td>
<td><img src="graph5.png" alt="Graph" /></td>
<td><img src="graph6.png" alt="Graph" /></td>
</tr>
<tr>
<td>The department accommodates family responsibilities</td>
<td><img src="graph7.png" alt="Graph" /></td>
<td><img src="graph8.png" alt="Graph" /></td>
</tr>
<tr>
<td>I have a voice in decision-making</td>
<td><img src="graph9.png" alt="Graph" /></td>
<td><img src="graph10.png" alt="Graph" /></td>
</tr>
</tbody>
</table>

Note: * indicates significant differences between men and women at Harvard, where * p<0.05, ** p<0.01, *** p<0.001
Atmosphere: Perspectives on climate and recruitment efforts for women vary significantly at Harvard by gender

"Please indicate your agreement or disagreement"

The School/Department makes genuine efforts to recruit female faculty.***

I feel that the climate for female faculty in the School/Department is at least as good as for male faculty.***

Note: Summary values are subject to rounding. * indicates differences, where * p<0.05, ** p<0.01, *** p<0.001
**Atmosphere:** Women at Harvard and Peer Universities are more likely to agree with negative aspects of the climate than men

- **I have to work harder to be perceived as a legitimate scholar.***
  - Women: [Graph showing percentage]
  - Men: [Graph showing percentage]

- **I feel excluded from an informal network.**
  - Women: [Graph showing percentage]
  - Men: [Graph showing percentage]

Note: * indicates significant differences between men and women at Harvard, where * p<0.05, ** p<0.01, *** p<0.001
Atmosphere: Perspectives on the climate for minority faculty vary significantly at Harvard by race/ethnicity

"Please indicate your agreement or disagreement with the following statements"

The School/Department makes genuine efforts to recruit minority faculty.

I feel that the climate for minority faculty in the School/Department is at least as good as for non-minority faculty.***

Note: Summary values are subject to rounding. Under-represented minority (URM) faculty are faculty who selected black, Hispanic, or Native American. * indicates differences, where * p<0.05, ** p<0.01, *** p<0.001
Atmosphere: More URM faculty than non-URM faculty at Harvard and Peer Universities feel that they have to work harder

I have to work harder to be perceived as a legitimate scholar.**

I feel excluded from an informal network.

Note: * indicates significant differences between URM and non-URM faculty at Harvard, where * p<0.05, ** p<0.01, *** p<0.001
Mentoring: Almost two-thirds of Assistant and Associate Professors at Harvard now have a formal mentor

% of Assistant and Associate Professors by type of mentor

<table>
<thead>
<tr>
<th></th>
<th>Formal mentor</th>
<th>Informal mentor only</th>
<th>No mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>35%</td>
<td>53%</td>
<td>12%</td>
</tr>
<tr>
<td>Men</td>
<td>39%</td>
<td>49%</td>
<td>12%</td>
</tr>
<tr>
<td>Women</td>
<td>72%</td>
<td>25%</td>
<td>3%</td>
</tr>
<tr>
<td>Men</td>
<td>60%</td>
<td>35%</td>
<td>5%</td>
</tr>
</tbody>
</table>

2007

2013
Mentoring: Changes in mentoring at Harvard since 2007

% of Assistant and Associate Professors who are “somewhat” or “very” satisfied

- Teaching
- Publishing scholarly work
- Securing funds for research
- Understanding promotions
- Distribution of time
- Running a lab or research group
- Navigating departmental politics
- Working with research assistants
- Work-life balance

Note: Analysis limited to Assistant and Associate Professors with mentors. While the question stem in 2007 and 2013 was the same, in 2007 the response scale was adequacy not satisfaction. The values shown above for 2007 are the percentage of faculty who indicated mentoring was “adequate” or “more than adequate”.

2007 2013
Work/Life Balance: Family structure for Harvard faculty by rank and gender

% of faculty by family structure

Partner, no children
Children and non-working partner
Children and working partner or single

No partner or children

Professors

Women
- Partner, no children: 9%
- Children and non-working partner: 17%
- Children and working partner or single: 26%
- Total: 64%

Men
- Partner, no children: 13%
- Children and non-working partner: 10%
- Children and working partner or single: 26%
- Total: 61%

Assistant and Associate Professors

Women
- Partner, no children: 14%
- Children and non-working partner: 25%
- Children and working partner or single: 6%
- Total: 55%

Men
- Partner, no children: 13%
- Children and non-working partner: 29%
- Children and working partner or single: 7%
- Total: 51%
Work/Life Balance: Wide gender gaps in time spent on household duties for Harvard faculty (esp. Assistant and Associate Professors) with children

“During an academic year, how many hours is your typical work week?” and “Roughly how many hours per week do you spend engaged in household, childcare, and/or adult care duties?”

Note: Analysis restricted to faculty who provided data on both hours worked and hours spent on household duties. * indicates gender differences within group, where * p<0.05, ** p<0.01, *** p<0.001
Work/Life Balance: Women at Harvard report higher stress with child-related issues and eldercare than men at Harvard

Note: The analysis for children’s schooling, childcare, and care of an ill child is limited to faculty who have at least one child 18 or younger. * indicates group differences, where * p<0.05, ** p<0.01, *** p<0.001
Work/Life Balance: Use of childcare for Harvard faculty with young children has increased since 2007

“Do you currently use Harvard-affiliated childcare centers?“

- Yes: 2007 - 32%, 2013 - 48%
- No, I chose to make other childcare arrangements: 2007 - 42%, 2013 - 31%
- No, I wanted to but I was unable to afford it: 2007 - 8%, 2013 - 7%
- No, I wanted to but I was unable to get in: 2007 - 17%, 2013 - 8%
- No, I do not need childcare: 2007 - 7%, 2013 - 8%

Note: Responses are limited to tenured and tenure-track faculty with children age 4 or under to enhance comparability. The 2007 survey asked about children’s age in categories (0-4) and for current usage of childcare. “...I was unable to afford it” was added in 2013. Excludes Longwood-based faculty (HMS/HSDM and SPH).