

**Stasis and Change:
Faculty Satisfaction, Stress and University Priorities
An Analysis of the 1998-99 and 2004-05 HERI Faculty Surveys**

by ChrisTina Leimer

Director, Institutional Research, Assessment and Planning

California State University, Fresno

April 10, 2006

Presented at the 47th annual Association for Institutional Research Forum, Kansas City, MO.
June 2-6, 2007 entitled Faculty Satisfaction and Stress: What's Changed? Analysis of 1998 and
2005 HERI Faculty Survey Results.

**Stasis and Change:
Faculty Satisfaction, Stress and University Priorities
An Analysis of the 1998-99 and 2004-05 HERI Faculty Surveys**

by ChrisTina Leimer

Director, Institutional Research, Assessment and Planning
California State University, Fresno

Executive Summary

Full-Time undergraduate faculty responses on the Fall 1998 and Spring 2005 HERI Faculty Surveys were analyzed to compare changes in satisfaction, stress and perceived importance of University priorities by academic rank, gender and race/ethnicity. Each survey was analyzed separately then responses were combined and analyzed in order to assess change.

Questions asked:

- Has faculty satisfaction with work increased, decreased or remained stable over time and on what dimensions?
- What does the faculty find most stressful and have changes occurred?
- What does the faculty believe are the University's highest priorities and have priorities changed between 1998 and 2005?
- Do differences exist between men's and women's satisfaction, stress and perception of University priorities?
- Do differences in satisfaction, stress or perception of priorities exist between white faculty and faculty of color?
- Have changes in satisfaction, stress or University priorities occurred for men, women, white faculty or faculty of color?

Findings:

- *Differences between the academic ranks* are widening. In 1998, the differences were those that might be expected, i.e., the review/promotion process, research/publishing demands, committee work, faculty meetings, and personal finances. In 2005, these distinctions remained but teaching load, opportunity for scholarly pursuits, salary and benefits, and institutional "red tape" were some of the additional satisfaction and stress differences.
- Associate and Assistant Professors are the least satisfied and the most stressed by these changes.
- Life has changed considerably for Full Professors and primarily in a positive direction.
- Full-Time Lecturers are more satisfied and, in some aspects, less stressed.
- Most faculty groups are more satisfied with the quality of students in 2005 than in 1998.
- For faculty of color, life has improved on many dimensions.
- Women and faculty of color are more satisfied with their relationship with administration now than in 1998.
- Men are more satisfied than women with their opportunity for scholarly pursuits and they are more likely than women to still want to be a professor if they could start again.
- Women are more likely than men to find subtle discrimination stressful in both survey years.
- Assistant and Associate Professors of color are more likely to find subtle discrimination stressful than their white counterparts in 2005.
- All academic ranks rate promoting intellectual development as the University's highest priority.
- *Diversity/multicultural issues* are viewed as a relatively high priority at this University.
- Enhancing the *University's national image* and prestige are seen as University priorities.

Introduction

This study focuses on change in faculty satisfaction, stress, and perceived importance of University priorities between Fall 1998 and Spring 2005. It is based on HERI Faculty Surveys administered in those two years. Each survey was analyzed separately then responses to each survey were combined and analyzed in order to assess change during this approximately six-year period.

Questions asked:

- Has faculty satisfaction with work increased, decreased or remained stable over time and on what dimensions?
- What does the faculty find most stressful and have changes occurred?
- What does the faculty believe are the University's highest priorities and have priorities changed between 1998 and 2005?
- Do differences exist between men's and women's satisfaction, stress and perception of University priorities?
- Do differences in satisfaction, stress or perception of priorities exist between white faculty and faculty of color?
- Have changes in satisfaction, stress or University priorities occurred for men, women, white faculty or faculty of color?

Methodology

The following analysis is based on data collected in the 1998 and 2005 administrations of the HERI faculty survey. The 1998 response rate was 35% (N=309) and the 2005 response rate was 29% (N=304). Both samples have an overall 5.7% margin of error for the entire sample and a 6.7% margin of error for the Full-time undergraduate faculty subpopulation. The full-time undergraduate faculty (N=212 in 1998, N=213 in 2005) population is the subject of this study.

Based on academic rank, gender and race/ethnicity, neither survey matched its population (Table 1A, 1B and 1C). The 1998 sample of full-time undergraduate faculty over-represented full-time Lecturers. The 2005 full-time undergraduate faculty sample overrepresented full-time Lecturers and women and under-represented Professors. Both samples were weighted to match their respective populations. Therefore, each survey stands on its own as generalizable to its population.

To determine change over time, however, the two samples should be similar in their distribution and they are not. The 2005 sample includes a smaller proportion of Professors (66% to 39%) and a larger proportion of Assistant Professors and Lecturers (11% and 23% for both ranks). To control for these differential distributions, separate unweighted analyses (T-Tests) were conducted for each academic rank to determine if changes occurred in satisfaction, stress or perception of University priorities during that time period. To determine if differences "between" academic ranks persisted, disappeared or surfaced between 1998 and 2005, each year's survey was analyzed separately using weighted cases and One-Way ANOVA. Inferences about stability and change were made based on statistically significant differences existing in both years, or in one year but not the other, respectively. Tukey's HSD was the post hoc comparison test used to distinguish which groups differ from each other.

T-Tests with weighted data were used to analyze differences between genders and racial/ethnic groups within each survey year. Because the number of respondents in specific racial/ethnic categories of non-white faculty was too small for analysis, the race/ethnicity variable was recoded into “white” and “of color.” As with inferences for academic ranks, statistically significant differences that exist in both time periods or in one but not the other were used to signify continuing differences or change. To determine if satisfaction, stressors, or University priorities perceptions have changed for men, women, white faculty, and faculty of color, T-tests were used to compare each groups’ unweighted responses in 1998 and 2005.

Where bivariate tests indicated significant differences by gender or race, multifactorial ANOVAs were used to examine whether the effect is mitigated by academic rank. Only those effects that remain gender or race specific, or where interactions between gender and academic rank or race and academic rank exist, are reported as findings.

In this report, numbers in parentheses in the text are mean scores. Where they could be inserted without intrusiveness, they are included for easy reference. Tables at the end of the document provide more statistical detail.

Scale values for each set of survey items are:

- Satisfaction: Not Satisfied to Very Satisfied, 1-4
- Stressors: Not At All to Extensive, 1-3
- University Priorities: Lowest to Highest, 1-4

Findings

Differences Between Academic Ranks

In reviewing differences between academic ranks in the two surveys, some characteristics shift between the ranks but remain constant distinguishers (Tables 2A and 2B).

- The review/promotion process was more stressful for Associate Professors than for Professors or Lecturers in 1998. This remains true in 2005, but Assistant Professors too now find this process more stressful than Full Professors and Lecturers.
- Research and publishing demands are more stressful for Associate and Assistant Professors than for Full Professors and Full-time Lecturers.
- Committee work was more stressful for Full and Associate Professors in 1998 than for Lecturers. In 2005, Associates and Assistants were more stressed by committee work than either Full Professors or Lecturers. Full Professors were more stressed than Lecturers.
- In 1998, faculty meetings were more stressful for Full and Associate Professors than for Lecturers. In addition, Associates found these meetings more stressful than Assistant Professors did. There was no difference in stress levels between Assistants and Lecturers. In 2005, Lecturers were less stressed by these meetings than all other ranks.
- Personal finances were more stressful for Assistant Professors and Lecturers than for Professors in 1998. In 2005, Associates and Assistants were more stressed by their personal finances than were Professors.

Differences Between the Ranks in 1998 That No Longer Exist

In 1998, Professors were more likely than Assistant Professors to believe that recruiting more minority students was a University priority (2.61 to 1.89). In 2005, there is no difference between the ranks on this issue (2.60, 2.51, 2.47 and 2.25).

New Differences Between the Ranks in 2005

Some differences between the ranks that were not evident in 1998, are now (Table 3A and 3B). They include:

- Assistant Professors are less satisfied with their salary and benefits than are Professors (1.98 to 2.64).
- Assistant Professors are less satisfied with their opportunities for scholarly pursuits than are Professors (1.95 to 2.55).
- In terms of overall job satisfaction, Assistant Professors are less satisfied than Professors (2.63 to 3.04).
- Assistant Professors are more stressed than Professors by their teaching load (2.33 to 1.96).
- Associate Professors are less satisfied with their teaching load than Full-Time Lecturers (1.81 to 2.38).
- Associate Professors are more stressed by institutional procedures and “red tape” than Full-Time Lecturers (2.29 to 1.83).
- Household responsibilities are more stressful for Associate and Assistant Professors than for Professors (2.15 and 2.10 to 1.72, respectively).
- Child care is more stressful for Assistants than Professors (1.75 to 1.25).
- Keeping up with information technology is more stressful for Professors and Lecturers than for Assistant Professors (1.76 and 1.84 to 1.43, respectively).
- Associate Professors believe the University puts a higher priority on enhancing the institution’s national image than Lecturers do (3.03 to 2.45).

Changes By Academic Rank

For *Full Professors*, life has changed on several dimensions, but less change has occurred for other full-time faculty ranks (Table 4).

Professors are more satisfied with their salary and benefits than other faculty and their satisfaction increased between 1998 and 2005 (2.33 to 2.68). Professors are more satisfied with their teaching load now than in 1998 (1.68 to 2.03). In addition, they are more satisfied with:

- Quality of students (1.68 to 2.03)
- Professional relations with other faculty (2.70 to 3.10)
- Social relations with other faculty (2.43 to 2.87)
- Competency of colleagues (2.51 to 2.95)
- Relationship with administration (2.21 to 2.52)
- Overall job satisfaction (2.75 to 3.03)
- Opportunity to develop new ideas (2.76 to 3.08)

Professors are less stressed than they were in 1998 by their physical health (1.68 to 1.46), the review/promotion process (1.50 to 1.25) and keeping up with information technology (1.95 to 1.75).

There was no change on the priorities that Professors see as important at this University. Like all other faculty ranks, Professors believe the University's highest priority is promoting intellectual development (mean=3.23 in 2005). Other priorities whose means were 2.5 or higher are recruiting more minority students, creating a multicultural environment, increasing/maintaining institutional prestige, and enhancing the University's national image.

Like Full Professors, *Associate Professors* are more satisfied with the quality of students (1.67 to 2.07). However, they are less satisfied with their teaching load (2.29 to 1.78). The only other change for these faculty members is the belief that developing community among faculty and students is a higher University priority now (2.0 to 2.5). University priorities Associate Professors rated 2.5 or higher in both years are increasing/maintaining institutional prestige and enhancing the institution's national image, in addition to promoting intellectual development.

Assistant Professors are less satisfied with their opportunity for scholarly pursuits (2.58 to 1.94) and find the review/promotion process (1.89 to 2.29) and committee work more stressful (1.58 to 2.04). They believe the University places a higher priority on hiring "faculty stars" (1.42 to 2.06), recruiting more minority students (1.89 to 2.51) and creating a multicultural environment (2.37 to 2.92) now than in 1998. Increasing/maintaining institutional prestige, enhancing the institution's national image and intellectual development are priorities Assistant Professors rated 2.5 or higher in both years.

Full-Time Lecturers are more satisfied with their salary and benefits (1.93 to 2.28) than they were six years ago. They are "more" stressed by their physical health (1.41 to 1.70) but "less" stressed by the review/promotion process (1.80 to 1.33), subtle discrimination (1.49 to 1.18) and personal finances (2.02 to 1.75). This group sees hiring "faculty stars" (2.02 to 1.67) and increasing/maintaining institutional prestige (2.77 to 2.34) as lower priorities now than they were in 1998. Creating a multicultural environment and intellectual development are University priorities that Lecturers consistently rated 2.5 or above.

Differences By Gender

A few differences between the sexes are consistent from year to year (Table 5). In both 1998 and 2005, men are more satisfied with their opportunities for scholarly pursuits than are women. Women are more likely than men to find subtle discrimination stressful and are more stressed than men by a lack of personal time.

Differences Between the Sexes in 1998 That No Longer Exist

In 1998, some gender differences existed that no longer do. Men were more satisfied than women with their relationship with administration (2.40 to 2.08), but in 2005 there is no difference (2.53 to 2.47). Women were more stressed than men about their physical health and committee work. Those distinctions no longer exist.

New Differences Between the Sexes in 2005

Conversely, there are some differences between male and female faculty in 2005 that did not exist in 1998. Women are more satisfied than men with their social relationships with other faculty (2.92 to 2.65). They are more stressed than men by the review/promotion process (1.78 to 1.53) and research and publishing demands (1.94 to 1.61). Men are more likely than women to still want to be a professor (4.42 to 4.10).

Has Life Changed for Male Faculty?

Men are more satisfied with the competency of their colleagues and are more likely to still want to be a professor in 2005 than in 1998 (Table 6). They are less stressed by keeping up with information technology (1.82 to 1.60). As for University priorities, men believe the University places a higher priority on developing leadership ability in students and developing community among faculty and students now than in 1998.

Has Life Changed for Female Faculty?

Women are more satisfied with their relationship with administration than they were in 1998 (2.17 to 2.47) and are less stressed by faculty meetings (1.83 to 1.61).

Differences By Race/Ethnicity

There are no continuing differences in satisfaction, stress or University priorities between white faculty and faculty of color (Table 7).

Differences in 1998 That No Longer Exist

In 1998, white faculty members were more satisfied with their opportunities to develop new ideas (2.88 to 2.35) and overall job satisfaction (2.82 to 2.50) than were faculty of color.

New Differences in 2005

In 2005, keeping up with information technology is more stressful for faculty of color than for white faculty (1.90 to 1.62). Faculty of color believe hiring “faculty stars” is a higher University priority than white faculty believe it is (2.19 to 1.76). Subtle discrimination is more stressful for Associate and Assistant Professors of color (2.0 and 1.82, respectively) than for their white counterparts (1.22 and 1.3, respectively).

Has Life Changed for Faculty of Color?

Between 1998 and 2005, there has been substantially more change for faculty of color than for white faculty (Table 6). Faculty of color are more satisfied with the competency of their colleagues, visibility for jobs at other institutions, their relationship with administration, and their opportunities to develop new ideas than they were in 1998. Overall, they are more satisfied with their job (2.41 to 2.88). In 2005, faculty of color believe the University gives a higher priority to hiring minorities in faculty and administration and to enhancing the institution’s national image than it did in 1998.

Has Life Changed for White faculty?

White faculty, too, are more satisfied with the competency of their colleagues in 2005 than they were in 1998 (2.73 to 2.97). They are more satisfied with their social relationships with other faculty and they are less stressed by keeping up with information technology (Table 6).

Quality of students

This change does not fit neatly into any of the categories in this report because it occurred for nearly all groups. Male and female faculty as well as white faculty and faculty of color are all more satisfied with the quality of students in 2005 than in 1998 (Table 6) as are Full and Associate Professors (Table 3).

	Population		Survey Sample		FT Faculty Population		FT Faculty Survey Sample	
	N	%	N	%	N	%	N	%
1998-99								
LECTURER	500	46.5	87	28.3	72	11.5	44	20.8
ASSIS PROF	67	6.2	28	9.1	67	10.7	19	9.0
ASSOC PROF	75	7.0	27	8.8	75	12.0	21	9.9
PROFESSOR	433	40.3	165	53.7	411	65.8	128	60.4
1998 Total	1075	100	307	100	625	100	212	100
2004-05								
LECTURER	577	51.70	109	36.1	115	19.0	60	28.2
ASSIS PROF	135	12.10	57	18.9	134	22.1	50	23.5
ASSOC PROF	91	8.15	45	14.9	88	14.5	41	19.2
PROFESSOR	313	28.05	91	30.1	269	44.4	62	29.1
2004 Total	1116	100.0	302	100	606	100	213	100

	Population		Survey Sample		FT Faculty Population		FT Faculty Survey Sample	
	N	%	N	%	N	%	N	%
1998-99								
Female	470	40.3	124	40.1	231	33.8	73	34.4
Male	697	59.7	185	59.9	453	66.2	139	65.6
1998 Total	1167	100	309	100	684	100	212	100
2004-05								
Female	501	42.2	152	50.2	252	38.7	102	48.1
Male	687	57.8	151	50.2	400	61.3	110	51.9
2004 Total	1188	100	303	100	652	100	212	100

	Population		Survey Sample		FT Faculty Population		FT Faculty Survey Sample	
	N	%	N	%	N	%	N	%
1998-99								
Am Ind	9	0.8%	7	2.3%	4	0.6%	5	2.3%
Asian	96	8.5%	22	7.2%	64	9.4%	16	7.5%
Af. Am.	37	3.3%	1	0.3%	25	3.7%	1	0.5%
Hispanic	98	8.6%	16	5.3%	49	7.2%	12	5.6%
Non-White	9	0.8%	0	0.0%	5	0.7%	0	0.0%
White	884	77.8%	237	78.0%	536	78.4%	170	79.8%
Other	0	0.0%	14	4.6%	0	0.0%	9	4.2%
Unknown	3	0.3%	7	2.3%	1	0.1%	0	0.0%
TOTAL*	1136	100%	304	100%	684	100%	213	100%
2004-05								
Am Ind	8	0.7%	10	3.3%	3	0.5%	7	3.2%
Asian	102	8.8%	24	7.9%	70	10.7%	19	8.6%
Af. Am.	37	3.2%	6	2.0%	26	4.0%	5	2.3%
Hispanic	110	9.5%	23	7.5%	54	8.3%	15	6.8%
Non-White	35	3.0%	0	0.0%	15	2.3%	0	0.0%
White	860	73.9%	227	74.4%	483	74.1%	167	75.9%
Other	6	0.5%	10	3.3%	1	0.2%	7	3.2%
Unknown	6	0.5%	5	1.6%	0	0.0%	0	0.0%
TOTAL*	1164	100%	305	100%	652	100%	220	100%

Table 2A
ANOVA Summary Comparing Academic Ranks on Satisfaction, Stress and University Priorities
1998 and 2005

		1998					2004				
		Sum of Squares	df	Mean Square	F	Sig.	Sum of Squares	df	Mean Square	F	Sig.
Review/Promotion Process	Between Groups	19.867	3	6.622	11.679	0.000	45.628	3	15.209	41.811	0.000
	Within Groups	115.678	204	0.567			72.754	200	0.364		
	Total	135.545	207				118.382	203			
Personal Finances	Between Groups	11.224	3	3.741	8.147	0.000	9.076	3	3.025	8.018	0.000
	Within Groups	94.151	205	0.459			75.463	200	0.377		
	Total	105.376	208				84.539	203			
Committee Work	Between Groups	9.153	3	3.051	6.827	0.000	14.911	3	4.970	12.273	0.000
	Within Groups	91.616	205	0.447			80.993	200	0.405		
	Total	100.769	208				95.904	203			
Faculty Meetings	Between Groups	5.720	3	1.907	4.869	0.003	6.887	3	2.296	5.175	0.002
	Within Groups	80.276	205	0.392			88.718	200	0.444		
	Total	85.995	208				95.606	203			
Research/Publishing Demands	Between Groups	13.086	3	4.362	11.773	0.000	20.165	3	6.722	15.161	0.000
	Within Groups	75.216	203	0.371			88.671	200	0.443		
	Total	88.302	206				108.836	203			

Table 2B
Multiple Comparison Test Results
Differences Between Academic Ranks 1998 and 2005

Dependent Variable	1998				2004				
	Rank 1	Rank 2	Mean Diff.	Sig.	Rank	Rank	Mean Diff.	Sig.	
Review/ Promotion Process	Professor	Associate	-.925(*)	0.0	Professor	Associate	-.885(*)	0.0	
		Assistant	-0.391	0.104		Assistant	-1.069(*)	0.0	
		Lecturer	-0.296	0.32		Lecturer	-0.099	0.819	
		Associate	Professor	.925(*)	0.0	Associate	Professor	.885(*)	0.0
			Assistant	0.534	0.071		Assistant	-0.183	0.541
			Lecturer	.629(*)	0.024		Lecturer	.786(*)	0.0
		Assistant	Professor	0.391	0.104	Assistant	Professor	1.069(*)	0.0
			Associate	-0.534	0.071		Associate	0.183	0.541
			Lecturer	0.095	0.975		Lecturer	.970(*)	0.0
		Lecturer	Professor	0.296	0.32	Lecturer	Professor	0.099	0.819
			Associate	-.629(*)	0.024		Associate	-.786(*)	0.0
			Assistant	-0.095	0.975		Assistant	-.970(*)	0.0
Personal Finances	Professor	Associate	-0.219	0.441	Professor	Associate	-.372(*)	0.02	
		Assistant	-.673(*)	0.0		Assistant	-.525(*)	0.0	
		Lecturer	-.434(*)	0.027		Lecturer	-0.198	0.314	
		Associate	Professor	0.219	0.441	Associate	Professor	.372(*)	0.02
			Assistant	-0.454	0.098		Assistant	-0.153	0.69
			Lecturer	-0.215	0.692		Lecturer	0.174	0.608
		Assistant	Professor	.673(*)	0.0	Assistant	Professor	.525(*)	0.0
			Associate	0.454	0.098		Associate	0.153	0.69
			Lecturer	0.239	0.638		Lecturer	0.327	0.056
		Lecturer	Professor	.434(*)	0.027	Lecturer	Professor	0.198	0.314
			Associate	0.215	0.692		Associate	-0.174	0.608
			Assistant	-0.239	0.638		Assistant	-0.327	0.056
Committee Work	Professor	Associate	-0.126	0.817	Professor	Associate	-.380(*)	0.023	
		Assistant	0.342	0.112		Assistant	-.305(*)	0.047	
		Lecturer	.580(*)	0.001		Lecturer	.377(*)	0.01	
		Associate	Professor	0.126	0.817	Associate	Professor	.380(*)	0.023
			Assistant	0.469	0.076		Assistant	0.074	0.955
			Lecturer	.706(*)	0.002		Lecturer	.756(*)	0.0
		Assistant	Professor	-0.342	0.112	Assistant	Professor	.305(*)	0.047
			Associate	-0.469	0.076		Associate	-0.074	0.955
			Lecturer	0.237	0.632		Lecturer	.682(*)	0.0
		Lecturer	Professor	-.580(*)	0.001	Lecturer	Professor	-.377(*)	0.01
			Associate	-.706(*)	0.002		Associate	-.756(*)	0.0
			Assistant	-0.237	0.632		Assistant	-.682(*)	0.0
Faculty Meetings	Professor	Associate	-0.165	0.612	Professor	Associate	-0.116	0.833	
		Assistant	0.308	0.134		Assistant	0.011	1.0	
		Lecturer	.396(*)	0.03		Lecturer	.412(*)	0.006	
		Associate	Professor	0.165	0.612	Associate	Professor	0.116	0.833
			Assistant	.474(*)	0.046		Assistant	0.127	0.835
			Lecturer	.561(*)	0.012		Lecturer	.529(*)	0.004
		Assistant	Professor	-0.308	0.134	Assistant	Professor	-0.011	1.0
			Associate	-.474(*)	0.046		Associate	-0.127	0.835
			Lecturer	0.087	0.966		Lecturer	.401(*)	0.023
		Lecturer	Professor	-.396(*)	0.03	Lecturer	Professor	-.412(*)	0.006
			Associate	-.561(*)	0.012		Associate	-.529(*)	0.004
			Assistant	-0.087	0.966		Assistant	-.401(*)	0.023
Research/ Publishing Demands	Professor	Associate	-.659(*)	0.0	Professor	Associate	-.493(*)	0.002	
		Assistant	-.521(*)	0.001		Assistant	-.542(*)	0.0	
		Lecturer	-0.029	0.997		Lecturer	0.255	0.176	
		Associate	Associate	.659(*)	0.0	Associate	Professor	.493(*)	0.002
			Assistant	0.138	0.862		Assistant	-0.049	0.988
			Lecturer	.630(*)	0.002		Lecturer	.747(*)	0.0
		Assistant	Professor	.521(*)	0.001	Assistant	Professor	.542(*)	0.0
			Associate	-0.138	0.862		Associate	0.049	0.988
			Lecturer	.492(*)	0.036		Lecturer	.796(*)	0.0
		Lecturer	Professor	0.029	0.997	Lecturer	Professor	-0.255	0.176
			Associate	-.630(*)	0.002		Associate	-.747(*)	0.0
			Assistant	-.492(*)	0.036		Assistant	-.796(*)	0.0

* indicates a difference between Rank1 and Rank2

Table 3A
ANOVA Summary Comparing Academic Ranks
on Satisfaction, Stress and University Priorities
Differences in 2005 Only

		Sum of Squares	df	Mean Square	F	Sig.
Salary and Benefits	Between Groups	13.939	3	4.646	6.098	0.001
	Within Groups	156.193	205	0.762		
	Total	170.133	208			
Opportunity for Scholarly Pursuits	Between Groups	11.955	3	3.985	4.345	0.005
	Within Groups	180.682	197	0.917		
	Total	192.638	200			
Teaching Load Satisfaction	Between Groups	11.022	3	3.674	4.056	0.008
	Within Groups	183.891	203	0.906		
	Total	194.912	206			
Overall job satisfaction	Between Groups	5.152	3	1.717	2.994	0.032
	Within Groups	117.595	205	0.574		
	Total	122.746	208			
Household Responsibilities	Between Groups	6.372	3	2.124	4.411	0.005
	Within Groups	96.306	200	0.482		
	Total	102.678	203			
Child Care	Between Groups	4.273	3	1.424	3.206	0.024
	Within Groups	87.966	198	0.444		
	Total	92.239	201			
Inst Procedures and "Red Tape"	Between Groups	4.848	3	1.616	3.080	0.029
	Within Groups	105.473	201	0.525		
	Total	110.321	204			
Teaching Load Stress	Between Groups	6.112	3	2.037	3.775	0.011
	Within	107.392	199	0.540		
	Total	113.504	202			
Keeping Up with Info Technology	Between Groups	4.374	3	1.458	4.356	0.005
	Within Groups	66.939	200	0.335		
	Total	71.313	203			
Enhance Institution's National Image	Between Groups	7.633	3	2.544	2.939	0.034
	Within Groups	174.856	202	0.866		
	Total	182.489	205			

Table 3B
Multiple Comparison Test Results
Differences Between Academic Ranks
Only in 2005

Dependent Variable	Rank 1	Rank 2	Mean Diff.	Sig.
Salary and Benefits	Professor	Associate	0.343	0.229
		Assistant	.662(*)	0.0
		Lecturer	0.367	0.105
	Associate	Professor	-0.343	0.229
		Assistant	0.319	0.372
		Lecturer	0.024	0.999
	Assistant	Professor	-.662(*)	0.0
		Associate	-0.319	0.372
		Lecturer	-0.295	0.36
	Lecturer	Professor	-0.367	0.105
		Associate	-0.024	0.999
		Assistant	0.295	0.36
Opportunity for Scholarly Pursuits	Professor	Associate	0.395	0.193
		Assistant	.606(*)	0.003
		Lecturer	0.314	0.336
	Associate	Professor	-0.395	0.193
		Assistant	0.211	0.763
		Lecturer	-0.081	0.984
	Assistant	Professor	-.606(*)	0.003
		Associate	-0.211	0.763
		Lecturer	-0.292	0.49
	Lecturer	Professor	-0.314	0.336
		Associate	0.081	0.984
		Assistant	0.292	0.49
Teaching Load Satisfaction	Professor	Associate	0.508	0.054
		Assistant	0.398	0.101
		Lecturer	-0.066	0.982
	Associate	Professor	-0.508	0.054
		Assistant	-0.111	0.956
		Lecturer	-.575(*)	0.047
	Assistant	Professor	-0.398	0.101
		Associate	0.111	0.956
		Lecturer	-0.464	0.089
	Lecturer	Professor	0.066	0.982
		Associate	.575(*)	0.047
		Assistant	0.464	0.089
Overall Job Satisfaction	Professor	Associate	0.097	0.925
		Assistant	.405(*)	0.019
		Lecturer	0.088	0.922
	Associate	Professor	-0.097	0.925
		Assistant	0.308	0.277
		Lecturer	-0.009	1.0
Assistant	Professor	-.405(*)	0.019	
	Associate	-0.308	0.277	
	Lecturer	-0.317	0.179	

	Lecturer	Professor	-0.088	0.922
		Associate	0.009	1.0
		Assistant	0.317	0.179
Household	Professor	Associate	-.423(*)	0.019
Responsibilities		Assistant	-.378(*)	0.018
		Lecturer	-0.172	0.549
	Associate	Professor	.423(*)	0.019
		Assistant	0.046	0.992
		Lecturer	0.252	0.395
	Assistant	Professor	.378(*)	0.018
		Associate	-0.046	0.992
		Lecturer	0.206	0.489
	Lecturer	Professor	0.172	0.549
		Associate	-0.252	0.395
		Assistant	-0.206	0.489
Child Care	Professor	Associate	-0.291	0.165
		Assistant	-.345(*)	0.028
		Lecturer	-0.107	0.825
	Associate	Professor	0.291	0.165
		Assistant	-0.054	0.985
		Lecturer	0.183	0.64
	Assistant	Professor	.345(*)	0.028
		Associate	0.054	0.985
		Lecturer	0.238	0.328
	Lecturer	Professor	0.107	0.825
		Associate	-0.183	0.64
		Assistant	-0.238	0.328
Inst Procedures	Professor	Associate	-0.202	0.535
and "Red Tape"		Assistant	-0.094	0.894
		Lecturer	0.262	0.213
	Associate	Professor	0.202	0.535
		Assistant	0.108	0.914
		Lecturer	.463(*)	0.029
	Assistant	Professor	0.094	0.894
		Associate	-0.108	0.914
		Lecturer	0.356	0.088
	Lecturer	Professor	-0.262	0.213
		Associate	-.463(*)	0.029
		Assistant	-0.356	0.088
Teaching Load	Professor	Associate	-0.335	0.128
Stress		Assistant	-.372(*)	0.033
		Lecturer	-0.007	1.0
	Associate	Professor	0.335	0.128
		Assistant	-0.037	0.996
		Lecturer	0.328	0.215
	Assistant	Professor	.372(*)	0.033
		Associate	0.037	0.996
		Lecturer	0.365	0.085
	Lecturer	Professor	0.007	1.0
		Associate	-0.328	0.215
		Assistant	-0.365	0.085

Keeping Up with Info Technology	Professor	Associate	0.041	0.986
		Assistant	.326(*)	0.013
		Lecturer	-0.07	0.916
	Associate	Professor	-0.041	0.986
		Assistant	0.285	0.135
		Lecturer	-0.111	0.84
	Assistant	Professor	-.326(*)	0.013
		Associate	-0.285	0.135
		Lecturer	-.396(*)	0.007
	Lecturer	Professor	0.07	0.916
		Associate	0.111	0.84
		Assistant	.396(*)	0.007
Enhance Institution's National Image	Professor	Associate	-0.182	0.783
		Assistant	0.188	0.683
		Lecturer	0.393	0.107
	Associate	Professor	0.182	0.783
		Assistant	0.37	0.301
		Lecturer	.575(*)	0.039
	Assistant	Professor	-0.188	0.683
		Associate	-0.37	0.301
		Lecturer	0.205	0.712
	Lecturer	Professor	-0.393	0.107
		Associate	-.575(*)	0.039
		Assistant	-0.205	0.712
* indicates a difference between Rank1 and Rank2				

Table 4
Change in Satisfaction, Stress and University Priorities 1998 to 2005
By Academic Rank

	Survey Year	Full Professors			Associate Professors			Assistant Professors			Lecturers		
		N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Satisfaction													
Salary and Benefits	98	126	*2.33	0.839	21	2.05	0.865	19	2.16	1.068	42	*1.93	0.838
	04	62	2.68	0.919	41	2.29	0.844	49	1.98	0.854	58	2.28	0.812
Opportunity for Scholarly Pursuits	98	125	2.29	0.850	21	2.52	0.873	19	*2.58	0.769	40	2.30	0.939
	04	61	2.51	1.027	41	2.12	0.842	49	1.94	0.966	49	2.24	0.902
Teaching Load	98	127	*1.98	0.831	21	*2.29	0.845	19	1.84	0.898	42	2.36	0.821
	04	62	2.31	0.968	40	1.78	0.832	49	1.92	0.997	57	2.39	0.921
Quality of Students	98	127	**1.68	0.763	21	*1.67	0.658	19	1.79	0.713	42	2.07	0.867
	04	62	2.03	0.905	41	2.07	0.721	49	1.90	0.797	58	2.24	0.779
Autonomy and Independence	98	125	2.95	0.739	21	3.19	0.814	19	3.26	0.733	41	3.15	0.691
	04	62	3.10	0.863	41	2.95	0.835	49	2.90	0.872	58	3.10	0.831
Professional Relationships with Other Faculty	98	127	**2.70	0.829	21	3.10	0.831	19	3.16	0.765	42	2.93	0.778
	04	62	3.10	0.863	41	2.85	0.853	49	2.82	0.858	57	3.00	0.824
Social relationships with Other Faculty	98	124	***2.43	0.789	19	2.58	1.216	17	2.76	0.970	40	2.65	0.802
	04	61	2.87	0.846	41	2.59	0.974	49	2.67	0.875	54	2.85	0.878
Competency of Colleagues	98	125	***2.51	0.867	20	2.85	0.745	18	3.00	0.840	41	2.88	0.748
	04	62	2.95	0.818	41	2.90	0.735	48	2.77	0.831	57	3.07	0.799
Visibility for jobs at other institutions/organizations	98	71	2.14	0.780	13	2.15	0.801	14	2.07	0.829	36	1.97	0.878
	04	44	2.43	0.789	32	2.09	0.734	34	2.29	0.871	32	2.41	0.979
Relationship with administration	98	127	*2.21	0.879	20	2.45	1.099	19	2.47	1.020	39	2.44	1.046
	04	62	2.52	0.954	41	2.56	0.896	48	2.52	0.945	55	2.47	0.940
Overall job satisfaction	98	126	*2.75	0.745	21	2.86	0.964	19	2.68	0.749	42	2.71	0.918
	04	62	3.03	0.724	41	2.93	0.685	49	2.63	0.834	58	2.95	0.759
Opportunity to develop new ideas	98	125	*2.76	0.902	21	2.86	0.854	19	3.00	0.745	41	2.71	0.844

	04	61	3.08	0.822	41	2.85	0.823	49	2.73	0.908	55	2.76	0.902
Still Want to Be Professor?	98	126	4.06	1.053	21	4.19	0.750	18	3.89	1.079	44	4.14	1.069
	04	61	4.34	0.998	40	4.13	1.090	49	4.18	1.014	59	4.39	0.831
Stressors													
Household Responsibilities	98	126	1.80	0.693	21	1.76	0.768	18	1.78	0.647	41	1.98	0.651
	04	61	1.75	0.722	41	2.15	0.727	48	2.10	0.660	56	1.89	0.652
Child Care	98	124	1.26	0.539	21	1.43	0.676	17	1.29	0.588	41	1.49	0.637
	04	61	1.26	0.545	39	1.54	0.720	47	1.60	0.825	56	1.36	0.672
Care of Elderly Parent	98	127	1.46	0.664	21	1.38	0.590	18	1.50	0.857	41	1.27	0.549
	04	62	1.44	0.643	41	1.44	0.673	48	1.42	0.710	56	1.34	0.640
My Physical Health	98	127	*1.68	0.653	21	1.48	0.512	19	1.53	0.697	41	*1.41	0.591
	04	61	1.46	0.621	41	1.68	0.687	48	1.69	0.624	56	1.70	0.711
Review/Promotion Process	98	127	*1.50	0.744	21	2.43	0.746	19	*1.89	0.737	40	***1.80	0.823
	04	61	1.25	0.567	41	2.12	0.781	48	2.29	0.617	55	1.33	0.546
Subtle Discrimination	98	127	1.41	0.634	20	1.45	0.686	19	1.26	0.562	41	*1.49	0.746
	04	61	1.34	0.655	41	1.39	0.628	48	1.42	0.710	56	1.18	0.471
Personal Finances	98	127	1.59	0.647	21	1.81	0.814	19	2.26	0.653	41	*2.02	0.724
	04	61	1.56	0.592	41	1.93	0.685	48	2.08	0.613	56	1.75	0.611
Committee Work	98	127	1.92	0.697	21	2.05	0.669	19	**1.58	0.607	41	1.34	0.530
	04	61	1.74	0.681	41	2.12	0.678	48	2.04	0.544	56	1.36	0.586
Faculty Meetings	98	127	1.83	0.652	21	2.00	0.548	19	1.53	0.612	41	1.44	0.550
	04	61	1.74	0.705	41	1.83	0.704	48	1.71	0.651	56	1.30	0.570
Research/Publishing Demands	98	126	1.53	0.589	21	2.19	0.680	19	2.05	0.405	41	1.56	0.776
	04	61	1.64	0.684	41	2.10	0.664	48	2.15	0.684	56	1.36	0.645
Inst Procedures and "Red Tape"	98	126	2.17	0.716	21	2.29	0.463	19	2.11	0.567	41	1.95	0.740
	04	61	2.08	0.781	41	2.29	0.716	48	2.19	0.734	57	1.82	0.658
Teaching Load	98	126	2.06	0.708	21	2.10	0.768	19	2.26	0.653	41	1.85	0.760
	04	60	1.97	0.758	41	2.32	0.650	48	2.33	0.724	56	1.96	0.713
Children's Problems	98	125	1.36	0.559	21	1.29	0.561	17	1.29	0.686	41	1.37	0.581
	04	61	1.36	0.606	38	1.45	0.602	48	1.29	0.544	56	1.27	0.447
Marital Friction	98	125	1.28	0.533	21	1.43	0.746	18	1.39	0.698	42	1.33	0.612
	04	61	1.28	0.488	39	1.49	0.683	48	1.27	0.574	56	1.29	0.563
Lack of Personal Time	98	127	2.07	0.768	21	2.10	0.700	19	2.32	0.749	41	2.10	0.800
	04	62	2.03	0.724	41	2.37	0.767	48	2.13	0.703	57	2.07	0.678

Keeping Up with Info Technology	98	127	*1.95	0.615	21	1.81	0.512	19	1.68	0.671	41	1.68	0.610
	04	61	1.75	0.567	41	1.73	0.593	48	1.44	0.542	56	1.84	0.626
University Priorities													
Promote Intellectual Development	98	127	3.09	0.979	21	2.81	1.167	19	3.26	0.872	40	3.30	0.939
	04	61	3.23	0.844	40	3.20	0.823	49	3.16	1.007	58	3.14	0.847
Increase Minorities in Faculty/Admin	98	127	2.44	0.923	20	2.15	0.875	18	2.06	0.725	39	2.03	0.932
	04	60	2.53	0.812	40	2.33	0.917	48	2.48	0.850	56	2.48	0.894
Dev Community among Students/Faculty	98	126	2.23	0.956	21	*2.00	0.894	19	2.26	0.933	40	2.38	1.055
	04	61	2.43	0.805	40	2.50	0.816	49	2.51	0.938	57	2.39	0.881
Dev Leadership Ability in Students	98	126	2.21	0.949	21	2.14	1.014	19	2.37	0.895	39	2.46	0.969
	04	61	2.48	0.906	40	2.50	0.784	49	2.37	0.809	56	2.52	0.853
Increase Women in Faculty/Admin	98	127	2.31	0.940	19	1.89	0.994	19	2.05	0.780	39	2.21	1.031
	04	60	2.53	0.833	40	2.28	0.847	48	2.44	0.897	56	2.39	0.867
Teach Students How to Change Society	98	126	1.95	0.893	21	1.95	0.921	19	1.84	0.898	40	2.35	1.099
	04	61	2.13	0.939	40	2.20	0.883	49	2.24	1.011	57	2.16	0.882
Increase/Maintain Institutional Prestige	98	127	2.65	0.920	21	2.76	0.700	19	2.89	0.994	39	*2.77	0.959
	04	61	2.75	0.943	40	2.63	0.952	49	2.71	0.935	58	2.34	0.849
Hire Faculty "Stars"	98	126	1.75	0.826	21	1.76	0.700	19	**1.42	0.507	41	*2.02	0.987
	04	61	1.92	0.802	40	1.83	0.958	49	2.06	0.922	57	1.67	0.715
Recruit More Minority Students	98	126	2.61	0.912	20	2.55	1.050	19	*1.89	0.737	40	2.40	0.955
	04	60	2.60	0.764	40	2.25	0.870	49	2.51	0.982	58	2.47	0.941
Enhance Institution's National Image	98	127	2.56	0.940	21	2.57	0.811	19	2.74	1.098	40	2.70	0.992
	04	61	2.84	0.934	40	3.03	0.891	49	2.65	1.032	57	2.46	0.847
Create Multicultural Environment	98	126	2.62	0.866	20	2.40	0.995	19	*2.37	0.831	40	2.63	0.925
	04	59	2.66	0.843	40	2.78	0.768	49	2.92	1.017	58	2.59	0.899
*p≤.05, **p≤.01, ***p≤.001													
<u>Scales</u>													
Satisfaction: Not Satisfied to Very Satisfied, 1-4													
Stressors: Not At All to Extensive, 1-3													
University Priorities: Lowest to Highest, 1-4													

Table 5
Gender Differences in Satisfaction and Stress 1998 and 2005

	Respondent's Gender	1998			2004		
		N	Mean	Std. Deviation	N	Mean	Std. Deviation
Opportunity for Scholarly Pursuits	Male	138	***2.49	0.786	122	**2.46	0.953
	Female	68	2.06	0.920	79	2.02	0.968
Social relationships with Other Faculty	Male	134	2.44	0.866	122	*2.65	0.907
	Female	67	2.65	0.859	83	2.92	0.830
Relationship with administration	Male	138	*2.40	0.899	122	2.53	0.938
	Female	68	2.08	0.990	84	2.47	0.935
Still Want to Be Professor?	Male	141	4.13	0.963	125	*4.42	0.917
	Female	68	3.93	1.131	83	4.10	1.040
My Physical Health	Male	141	**1.53	0.602	120	1.59	0.625
	Female	68	1.78	0.686	85	1.63	0.694
Review/Promotion Process	Male	141	1.61	0.789	120	*1.53	0.720
	Female	68	1.86	0.829	84	1.78	0.802
Subtle Discrimination	Male	139	***1.26	0.516	120	**1.21	0.525
	Female	68	1.71	0.767	85	1.46	0.698
Committee Work	Male	141	**1.73	0.661	120	1.74	0.684
	Female	68	2.05	0.721	85	1.84	0.689
Research/Publishing Demands	Male	139	1.59	0.625	120	***1.61	0.674
	Female	68	1.83	0.685	85	1.94	0.767
Lack of Personal Time	Male	141	***1.96	0.750	122	*1.99	0.730
	Female	68	2.39	0.701	85	2.25	0.683

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

Scales

Satisfaction: Not Satisfied to Very Satisfied, 1-4

Stressors: Not At All to Extensive, 1-3

University Priorities: Lowest to Highest, 1-4

Table 6
Change in Satisfaction, Stress and University Priorities 1998 to 2005
By Gender and Race/Ethnicity

	Survey year	N	Men		Women			White			Of Color		
			Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Satisfaction													
Salary and Benefits	98	139	2.20	0.870	77	2.18	0.899	168	2.27	0.894	41	1.95	0.773
	04	113	2.35	0.896	106	2.27	0.900	164	2.33	0.873	56	2.27	0.963
Opportunity for Scholarly Pursuits	98	137	2.47	0.796	73	2.11	0.951	162	2.38	0.857	41	2.20	0.928
	04	109	2.42	0.926	98	2.05	0.957	157	2.28	0.933	51	2.16	1.027
Teaching Load	98	140	2.14	0.836	77	1.99	0.866	169	2.13	0.842	41	2.00	0.866
	04	112	2.21	0.969	105	2.12	0.958	162	2.20	0.951	56	2.07	0.988
Quality of Students	98	140	**1.71	0.789	77	**1.90	0.771	169	**1.85	0.799	41	**1.54	0.674
	04	113	2.00	0.835	106	2.21	0.789	164	2.12	0.805	56	2.04	0.852
Autonomy and Independence	98	139	3.07	0.758	74	3.01	0.731	167	3.13	0.738	39	2.85	0.630
	04	113	3.10	0.876	106	2.97	0.810	164	3.07	0.807	56	2.95	0.942
Professional Relationships with Other Faculty	98	140	2.74	0.834	77	3.00	0.778	169	2.88	0.822	41	2.71	0.782
	04	112	2.88	0.931	106	3.07	0.759	163	2.99	0.809	56	2.91	0.978
Social relationships with Other Faculty	98	133	2.44	0.856	73	2.68	0.831	159	*2.56	0.876	41	2.49	0.711
	04	111	2.61	0.926	103	2.91	0.818	162	2.76	0.855	53	2.75	0.979
Competency of Colleagues	98	136	**2.56	0.876	76	2.84	0.731	165	**2.73	0.858	41	*2.44	0.709
	04	112	2.87	0.788	105	3.03	0.802	163	2.97	0.765	55	2.87	0.883
Visibility for jobs at other institutions/organizations	98	88	2.14	0.819	51	1.98	0.787	106	2.13	0.840	30	*1.97	0.669
	04	80	2.31	0.773	69	2.23	0.957	114	2.24	0.865	36	2.39	0.838
Relationship with administration	98	137	2.38	0.925	75	*2.17	0.991	166	2.38	0.938	40	*2.07	0.917
	04	110	2.56	0.914	104	2.47	0.934	161	2.53	0.902	54	2.48	0.986
Overall job satisfaction	98	139	2.79	0.821	77	2.68	0.768	168	2.85	0.779	41	**2.41	0.706
	04	113	2.96	0.795	106	2.85	0.728	164	2.91	0.779	56	2.88	0.715
Opportunity to develop new ideas	98	137	2.82	0.839	77	2.71	0.901	167	2.90	0.862	40	**2.30	0.648

	04	112	2.95	0.889	102	2.78	0.828	160	2.89	0.861	55	2.82	0.863
Still Want to Be Professor?	98	140	*4.11	0.972	77	4.01	1.118	169	4.11	1.008	41	4.05	0.999
	04	114	4.41	0.900	104	4.15	1.012	164	4.31	0.924	55	4.24	1.071
Stressors													
Household Responsibilities	98	140	1.72	0.669	74	2.04	0.691	168	1.82	0.686	39	1.90	0.680
	04	109	1.83	0.701	106	2.05	0.681	162	1.97	0.691	54	1.83	0.720
Child Care	98	140	1.31	0.564	71	1.34	0.608	166	1.30	0.556	38	1.45	0.686
	04	109	1.37	0.633	103	1.44	0.737	159	1.40	0.675	54	1.41	0.714
Care of Elderly Parent	98	140	1.31	0.589	75	1.65	0.762	168	1.43	0.662	40	1.43	0.675
	04	110	1.34	0.595	106	1.49	0.720	163	1.42	0.646	54	1.39	0.712
My Physical Health	98	140	1.51	0.606	76	1.72	0.665	169	1.57	0.624	40	1.58	0.636
	04	109	1.58	0.628	106	1.67	0.700	162	1.62	0.678	54	1.61	0.627
Review/Promotion Process	98	140	1.61	0.784	75	1.79	0.827	169	1.60	0.758	39	1.85	0.904
	04	109	1.59	0.735	105	1.81	0.810	162	1.70	0.787	53	1.66	0.758
Subtle Discrimination	98	139	1.27	0.533	76	1.67	0.773	169	1.35	0.609	40	1.63	0.740
	04	109	1.20	0.523	106	1.46	0.692	162	1.25	0.572	54	1.56	0.718
Personal Finances	98	140	1.73	0.718	76	1.86	0.725	169	1.75	0.730	40	1.85	0.662
	04	109	1.73	0.618	106	1.90	0.675	162	1.81	0.661	54	1.80	0.626
Committee Work	98	140	1.68	0.660	76	1.96	0.738	169	1.78	0.696	40	1.73	0.716
	04	109	1.72	0.682	106	1.78	0.704	162	1.73	0.678	54	1.80	0.737
Faculty Meetings	98	140	1.66	0.630	76	*1.83	0.661	169	1.71	0.640	40	1.80	0.648
	04	109	1.60	0.682	106	1.61	0.684	162	1.60	0.681	54	1.59	0.687
Research/Publishing Demands	98	139	1.60	0.645	76	1.72	0.685	168	1.59	0.650	40	1.88	0.648
	04	109	1.61	0.681	106	1.91	0.763	162	1.73	0.729	54	1.80	0.762
Inst Procedures and "Red Tape"	98	140	2.08	0.690	75	2.21	0.703	168	2.10	0.698	40	2.20	0.723
	04	110	2.02	0.729	106	2.11	0.760	163	2.09	0.735	54	1.96	0.776
Teaching Load	98	140	1.95	0.723	75	2.13	0.741	168	2.02	0.705	40	1.95	0.815
	04	108	2.04	0.784	106	2.19	0.692	161	2.12	0.736	54	2.09	0.759
Children's Problems	98	140	1.37	0.567	72	1.32	0.601	167	1.37	0.595	38	1.34	0.534
	04	108	1.32	0.526	104	1.34	0.568	160	1.32	0.542	53	1.36	0.558
Marital Friction	98	140	1.33	0.593	74	1.27	0.556	168	1.27	0.533	39	1.51	0.756
	04	109	1.39	0.593	104	1.24	0.549	160	1.31	0.583	54	1.35	0.555
Lack of Personal Time	98	140	1.95	0.762	76	2.38	0.692	169	2.09	0.762	40	2.23	0.733
	04	111	2.01	0.732	106	2.27	0.684	164	2.17	0.715	54	2.02	0.739

Keeping Up with Info Technology	98	140	**1.82	0.603	76	1.92	0.648	169	**1.85	0.614	40	1.88	0.648
	04	109	1.60	0.579	106	1.82	0.598	162	1.65	0.604	54	1.85	0.563
University Priorities													
Promote Intellectual Development	98	139	3.16	0.957	75	3.09	1.029	166	3.16	0.993	41	3.07	0.959
	04	113	3.19	0.851	104	3.17	0.886	163	3.20	0.874	55	3.15	0.848
Increase Minorities in Faculty/Admin	98	137	2.32	0.907	72	2.28	0.967	163	2.34	0.897	40	*2.17	0.984
	04	111	2.42	0.826	102	2.54	0.897	160	2.43	0.858	54	2.65	0.850
Dev Community among Students/Faculty	98	138	*2.19	0.884	75	2.37	1.112	165	2.22	0.965	41	2.37	0.994
	04	112	2.45	0.879	104	2.46	0.847	162	2.40	0.845	55	2.60	0.894
Dev Leadership Ability in Students	98	138	*2.20	0.897	74	2.43	1.074	164	2.28	0.982	41	2.29	0.929
	04	112	2.42	0.824	103	2.55	0.849	162	2.44	0.834	54	2.61	0.834
Increase Women in Faculty/Admin	98	136	2.29	0.894	74	2.14	1.051	164	2.20	0.913	40	2.33	1.023
	04	111	2.44	0.817	102	2.41	0.916	160	2.36	0.879	54	2.63	0.784
Teach Students How to Change Society	98	138	1.95	0.899	75	2.19	1.074	165	1.98	0.953	41	2.17	0.972
	04	113	2.06	0.848	103	2.33	1.004	162	2.10	0.921	55	2.45	0.919
Increase/Maintain Institutional Prestige	98	138	2.69	0.894	74	2.77	0.959	164	2.72	0.930	41	2.71	0.929
	04	113	2.65	0.906	104	2.59	0.931	163	2.56	0.917	55	2.78	0.896
Hire Faculty "Stars"	98	139	1.75	0.826	74	1.85	0.886	165	1.76	0.842	41	1.93	0.905
	04	113	1.89	0.880	103	1.87	0.836	162	1.76	0.818	55	2.25	0.865
Recruit More Minority Students	98	137	2.55	0.915	74	2.43	0.994	164	2.49	0.943	41	2.54	0.925
	04	112	2.43	0.908	104	2.53	0.870	163	2.44	0.903	54	2.61	0.834
Enhance Institution's National Image	98	139	2.57	0.933	74	2.72	1.000	165	2.68	0.943	41	*2.37	1.019
	04	113	2.79	0.940	103	2.70	0.927	163	2.70	0.917	54	2.87	0.972
Create Multicultural Environment	98	137	2.59	0.920	74	2.59	0.875	164	2.58	0.886	41	2.66	0.911
	04	111	2.73	0.863	104	2.74	0.924	162	2.69	0.902	54	2.89	0.839
*p≤.05, **p≤.01, ***p≤.001													
<u>Scales</u>													
Satisfaction: Not Satisfied to Very Satisfied, 1-4 Stressors: Not At All to Extensive, 1-3 University Priorities: Lowest to Highest, 1-4													

Table 7A							
Race/Ethnicity Differences in Satisfaction and Stress 1998 and 2005							
	Respondent's Gender	1998			2004		
		N	Mean	Std. Deviation	N	Mean	Std. Deviation
Overall job satisfaction	White	165	[*] 2.82	0.788	153	2.93	0.775
	Of Color	37	2.50	0.663	56	2.87	0.755
Opportunity to develop new ideas	White	164	^{***} 2.88	0.881	150	2.95	0.858
	Of Color	36	2.35	0.648	56	2.81	0.910
Subtle Discrimination	White	166	1.35	0.604	150	[*] 1.23	0.555
	Of Color	36	1.59	0.709	55	1.53	0.713
Keeping Up with Info Technology	White	166	1.87	0.614	150	^{**} 1.62	0.598
	Of Color	36	1.94	0.611	55	1.90	0.526
Hire Faculty "Stars"	White	164	1.72	0.808	151	^{***} 1.76	0.818
	Of Color	37	1.88	0.869	56	2.19	0.813
*p≤.05, **p≤.01, ***p≤.001							
Scales							
Satisfaction: Not Satisfied to Very Satisfied, 1-4							
Stressors: Not At All to Extensive, 1-3							
University Priorities: Lowest to Highest, 1-4							

Table 7B				
Combined Effect of Race and Rank on Subtle Discrimination				
Race	Rank	Mean	Std. Deviation	N
White	Professor	1.29	0.602	66
	Associate	[*] 1.22	0.491	32
	Assistant	[*] 1.3	0.661	37
	Lecturer	1.08	0.267	40
	Total	1.23	0.541	175
Of Color	Professor	1.31	0.604	29
	Associate	[*] 2	0.707	9
	Assistant	[*] 1.82	0.751	11
	Lecturer	1.44	0.727	16
	Total	1.52	0.709	65
*p≤.05				