**2016 Worklife/Climate Survey**

*Results from University of Wyoming, University of North Texas, Rochester Institute of Technology, & Ohio State University*

**Introduction**

The faculty worklife/departmental climate survey is part of a PLAN D Project funded by the National Science Foundation in partnership with North Dakota State University. This survey collected data on worklife satisfaction and departmental climate from faculty in colleges of engineering at the University of Wyoming, the University of North Texas, Rochester Institute of Technology, and the Ohio State University. Survey data were collected from January 27 to April 14, 2016 via an on-line survey. Of the 207 faculty who responded to the survey, 141 (68.1%) identified as men and 59 (28.5%) identified as women. Seven (3.4%) participants did not report their gender and are only included in the overall percentages. Based on the total number of faculty members surveyed (N = 583), the response rate for this survey was 35.5%. A description of the sample can be found in Appendix A, on pages 25 and 26. When differences in responses based on gender were found to be statistically significant at the p ≤ .05 level, they are marked with an asterisk (\*), at the p ≤ .01 level are marked with a double asterisk (\*\*) and at the p ≤ .001 level are marked with a triple asterisk (\*\*\*).

**Executive Summary**

* Women faculty members were significantly less likely to report that they are treated with respect by male colleagues (p. 2), students (p. 3), and staff (p. 3).
* Women faculty members were significantly more likely to report that they feel excluded from the informal networks in their department (p. 4) and that they encounter unwritten rules within their department (p. 5).
* Women faculty members were significantly more likely to report that faculty who have children are considered by faculty in their department to be less committed to their careers (p. 16).
* Women faculty members were significantly less likely to report that they are currently in a tenure track or tenured position (p. 25) and that they currently have tenure (p. 26).
* Women faculty members were significantly more likely to report that they are currently caring for dependent children (p. 26).
* Forty-seven (33.3%) of the men surveyed indicated plans to attend the ally training offered at their university.

**Departmental Climate**

*I am treated with respect by male colleagues.\*\**

*I am treated with respect by female colleagues.*

Differences in responses based on gender at the p ≤ .05 level, they are marked with an asterisk (\*), at the p ≤ .01 level are marked with a double asterisk (\*\*) and at the p ≤ .001 level are marked with a triple asterisk (\*\*\*).

*I am treated with respect by students.\**

*I am treated with respect by staff.\**

Differences in responses based on gender at the p ≤ .05 level, they are marked with an asterisk (\*), at the p ≤ .01 level are marked with a double asterisk (\*\*) and at the p ≤ .001 level are marked with a triple asterisk (\*\*\*).

*I am treated with respect by my department chair/head.*

*I feel excluded from the informal networks in my department.\**

Differences in responses based on gender at the p ≤ .05 level, they are marked with an asterisk (\*), at the p ≤ .01 level are marked with a double asterisk (\*\*) and at the p ≤ .001 level are marked with a triple asterisk (\*\*\*).

*I encounter unwritten rules within my department.\*\**

*I do a great deal of work that is not formally recognized by my department.*

Differences in responses based on gender at the p ≤ .05 level, they are marked with an asterisk (\*), at the p ≤ .01 level are marked with a double asterisk (\*\*) and at the p ≤ .001 level are marked with a triple asterisk (\*\*\*).

*I feel isolated in my department.*

*I feel isolated in my college.*

*I feel like a full and equal participant in problem-solving and decision-making.*

*I have a voice in how resources are allocated.*

**Satisfaction with Job**

*How satisfied are you with working in academia?*

*How satisfied are you with your work environment at your current institution?*

*Have you ever considered leaving your university based on your work environment?*

*What steps have you taken to leave?*

**The Factors that Contributed to Faculty Members Considering Leaving Their Respective Universities**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Factor** | OSU Women (N=38) | OSU Men (N=69) | UNT Women (N=2) | UNT Men (N=17) | RIT Women (N=11) | RIT Men (N=23) | UW Women (N=8) | UW Men (N=32) |
| Prestige of university | 2.1%N=1 | 10.1%N=7 |  | 11.8%N=2 | 18.2%N=2 | 4.3%N=1 |  | 9.4%N=3 |
| Prestige of department/unit/lab |  | 2.9%N=2 |  | 5.9%N=1 |  |  |  | 3.1%N=1 |
| Lack of teaching opportunities | 2.6%N=1 | 1.4%N=1 |  | 5.9%N=1 |  |  |  |  |
| Faculty start-up package |  | 1.4%N=1 |  | 5.9%N=1 |  |  |  |  |
| Salary and benefits | 13.2%N=5 | 14.5%N=10 | 100.0%N=2 | 35.3%N=6 |  | 13.0%N=3 | 50.0%N=4 | 34.4%N=11 |
| Workload allocation | 21.1%N=8 | 17.4%N=12 |  | 23.5%N=4 |  | 21.7%N=5 | 50.0%N=4 | 12.5%N=4 |
| Lack of support for research | 2.6%N=1 | 11.6%N=8 | 50.0%N=1 | 5.9%N=1 | 9.1%N=1 | 17.4%N=4 |  | 9.4%N=3 |
| Lack of research opportunities |  | 2.9%N=2 | 50.0%N=1 | 5.9%N=1 |  | 4.3%N=1 |  | 6.3%N=2 |
| Tenure standards |  | 1.4%N=1 |  | 5.9%N=1 | 18.2%N=2 | 8.7%N=2 |  | 3.1%N=1 |
| Climate of department/unit/lab | 13.2%N=5 | 17.4%N=12 | 50.0%N=1 | 41.2%N=7 | 27.3%N=3 | 21.7%N=2 | 25.0%N=2 | 21.9%N=7 |
| Colleagues in department/unit/lab | 7.9%N=3 | 10.1%N=7 |  | 11.8%N=2 |  | 4.3%N=1 | 25.0%N=2 | 9.4%N=3 |
| Climate for women | 15.8%N=6 |  |  |  | 9.1%N=1 |  | 37.5%N=3 | 3.%N=1 |
| Climate for faculty of color |  |  |  |  |  |  |  | 3.1%N=1 |
| Work/life satisfaction | 15.8%N=6 | 18.8%N=13 |  | 11.8%N=2 | 18.2%N=2 | 21.7%N=5 | 12.5%N=1 | 9.4%N=3 |
| Opportunities available for spouse/partner | 2.6%N=1 | 5.8%N=4 |  | 5.9%N=1 | 9.1%N=1 |  | 12.5%N=1 | 12.5%N=4 |
| Quality of students | 2.6%N=1 | 2.9%N=2 |  | 5.9%N=1 |  | 4.3%N=1 | 12.5%N=1 | 12.5%N=4 |
| Geographic location | 2.6%N=1 | 7.2%N=5 |  |  |  | 4.3%N=1 |  | 3.1%N=1 |
| Quality of the community |  | 2.9%N=2 |  |  |  |  |  | 3.1%N=1 |
| Community resources and organizations |  |  |  |  |  |  |  | 6.3%N=2 |

Faculty members were also provided with an opportunity to identify additional factors that might influence their decision to leave their university:

* Lack of support from administrators.
* Lack of academic experience among the leadership.
* Weak leadership.
* The department chair and the dean are my reasons to leave.
* Poor administrative decisions on prioritization of resources leading to a toxic atmosphere.
* Poor administration and lack of support for faculty in general.
* Poor leadership at the decanal and higher levels.
* Leader who was impossible to work with and making it virtually impossible to move forward. In the end I was retained through a package and shortly after the leader left that position.
* Institution has a superficial view of teaching (customer satisfaction surveys is all that matters).
* Climate of college; lack of a permanent dean; new Dean solving his problems and not solving our problems.
* Direction taken by State.
* External influences (energy industry).
* Climate for non-full-time persons.
* College environment.
* High administrative distractions.
* Lack of respect for non-tenure track faculty.
* Climate and faculty/tenure expectation shift and uncertainty.
* Working environment with many unresolved and festering conflicts; ineffective conflict resolution programs.
* Some of us feel that the secretary in our department is mean and unprofessional toward female faculty. We complain, but it doesn't matter. She punishes us for no reason by making rude comments, sitting on our paperwork, and giving mean looks.
* Inflexible vacations that do not match my family.
* Lack of voting rights and culture for non-tenure track faculty.
* T&P, promotion.
* Opportunity to have a private business, and divert all the bureaucracy of academic institutions.
* Potential for advancement.
* There are days when things are going well and there are days when nothing works. On nothing works days it is all I can do to keep my mouth shut. O’Henry wrote in one of his stories, "If I had the money I would create an insane asylum for cranky old professors and call it a university!" I don't have a Ph.D. and some days it is a challenge to work here. Other days it is pure joy. My response on a poll like this will vary from day to day and the last student crisis that I have dealt with.
* This was at that time. Not now.

**Balancing Personal and Professional Life**

*I am usually satisfied with the way in which I balance my professional and personal life.*

*I have seriously considered leaving my current institution in order to achieve better balance between work and personal life.*

*I often have to forego professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.*

*I often have to forgo family or personal activities because of professional responsibilities.*

*Most faculty in my department are supportive of colleagues who want to balance their family and career lives.*

*It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.*

*My department is supportive of family leave.*

*Faculty who have children are considered by faculty in my department to be less committed to their careers.\*\**

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*Faculty who have caregiving responsibilities for aging family members are considered by faculty in my department to be less committed to their careers.*

*My department has supportive practices for faculty who are caring for elderly family members.*

**Women Faculty**

*There are too few women faculty in my department.*

*My department has actively recruited women faculty.*

*The climate for women in my department is good.*

*My department has taken steps to enhance the climate for women.*

*My department has too few women faculty in leadership positions.*

*My department has made an effort to promote women into leadership positions.*

*My department has developed policies and procedures that support women faculty members.*

*My department actively supports women faculty members.*

**Appendix A: Demographic Table**

Characteristics Women Men Overall

 n % n % n %

Institution

 UW 8 13.6 32 22.7 41 19.8

 UNT 2 3.4 17 12.1 19 9.2

 RIT 11 18.6 23 16.3 35 16.9

 OSU 38 64.4 69 48.9 112 54.1

Race

 Asian 2 3.4 13 9.2 15 7.2 Hispanic/Latino(a) 3 5.1 6 4.3 9 4.3 Native American 0 0.0 2 1.4 2 1.0 White 49 83.1 114 80.9 163 78.7

 Other 1 1.7 1 0.7 2 1.0 Did not respond 4 6.8 5 3.5 16 7.7

Highest Degree Attained

 Ph.D./Doctorate 44 74.6 125 88.7 169 81.6 Master’s 15 25.4 13 9.2 28 13.5 Did not respond 0 0.0 3 2.1 10 4.8

Academic Rank

 Assistant Professor 19 32.2 17 12.1 36 17.4 Associate Professor 13 22.0 32 22.7 45 21.7 Full Professor 8 13.6 62 44.0 70 33.8

 Academic Professional 1 1.7 3 2.1 4 1.9

 Professional Faculty 1 1.7 0 0.0 1 0.5 Senior Lecturer 10 16.9 6 4.3 16 7.7 Lecturer/Instructor 5 8.5 14 9.9 19 9.2

 Did not respond 2 3.4 7 5.0 16 7.7

Currently in Tenure-track Position\*\*

 Yes 34 57.6 107 75.9 141 68.1

 No 24 40.7 32 22.7 56 27.1

 Did not respond 1 1.7 2 1.4 10 4.8

Characteristics Women Men Overall

 n % n % n %

Have Tenure\*\*\*

 Yes 20 33.9 90 63.8 110 53.1

 No 14 23.7 15 10.9 29 14.0 Did not respond 25 42.4 36 25.5 68 32.9

Administrative Position

 Full-time 4 6.8 7 5.0 11 5.3

 Part-time 4 6.8 19 13.5 23 11.1

 None 51 86.4 112 79.4 164 79.2

 Did not respond 0 0.0 3 2.1 9 4.3

Relationship Status

 Married, living w/ spouse 41 69.5 116 82.3 158 76.3

 Living w/ partner 7 11.9 5 3.5 12 5.8

 Married, live separately 2 3.4 4 2.8 6 2.9

 Single 8 13.6 15 10.6 23 11.1 Did not respond 1 1.7 1 0.7 8 3.9

Parenting Status\*

 Yes 40 67.8 71 50.4 112 54.1 No 19 32.2 68 48.2 87 42.0

 Did not respond 0 0.0 2 1.4 8 3.9

Provided Eldercare

 Yes 6 10.2 30 21.3 36 17.4

 No 53 89.8 109 77.3 163 78.7

 Did not respond 0 0.0 2 1.4 8 3.9

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