NSF UWF Faculty ADVANCE Program
2015 UWF Faculty Culture Survey

ADVANCE Showcase April 8, 2016
A familiar story…
The “Leaky Pipeline”

Total U.S. STEM Faculty by Gender: Women “leak out” of universities as level increases

(National Science Foundation, 2013; women-green)
Number of UWF STEM Faculty at each Tenure Rank 2015 ($N = 68$ respondents)

- **Asst. Prof.**
  - Men: 19
  - Women: 18

- **Assoc. Prof.**
  - Men: 13
  - Women: 12

- **Full Prof.**
  - Men: 28
  - Women: 10
NSF Faculty ADVANCE Program

• Purpose:
  “Adapt best practices for enhancing a supportive and inclusive culture for recruiting, retaining, and advancing women faculty in Science, Technology, Engineering, and Math (STEM) Disciplines.”

• Beneficial for the entire campus, not just female faculty in the STEM disciplines.

• $598,354 National Science Foundation grant over a 5-year period (2011-2016)
ADVANCE Teams & Partners

- ADVANCE Investigator Team
- Internal Steering Committee
- External Advisory Board
- UWF Partners (e.g., Provost’s Office, CUTLA, RSP)
- External Partners
- WLE Task Force (Work-Life Effectiveness)
- STRIDE Task Force
  - (Strategies and Tactics for Recruiting to Improve Diversity and Excellence)
NSF UWF Faculty ADVANCE Program

- Three overarching goals:
  - Foster a supportive and inclusive climate and culture for faculty success
  - Establish recruitment and retention policies and procedures to enhance diversity of the faculty
  - Provide professional development and advancement opportunities to build positive psychological capital of women faculty
ADVANCE Scholars

• **Criteria:**
  • NSF-approved science discipline and department membership
  • Tenure-earning position; below dean-level

• **Current participants:**
  • 30+ ADVANCE Scholars across 11 UWF departments and centers
ADVANCE Programs 2012-2016

To ADVANCE UWF Culture:
• STRIDE Task Force (Strategies & Tactics for Recruiting to Increase Diversity and Excellence)
• WLE Task Force (Work-Life Effectiveness)
• Administrator Training
• 2012 and 2015 UWF Faculty Culture Survey

To ADVANCE Scholars:
• Scholars’ Luncheons
• Scholars Mentoring Program
• Faculty Career Networking and Grant Proposal Development Awards
• Professional Career Coaching
• Distinguished Visiting Scholar Series
• Professional and Leadership Development Workshops
• ADVANCE Website
“About how many, if any, ADVANCE Program Activities have you participated in since the program began?”

Total attendance = 394; STEM Women Total = 229

Gender, STEM, Gender x STEM  ***$p < .01$
NSF ADVANCE PROGRAM
2015 UWF Faculty Culture Survey

The purpose of the survey was:

• To measure any changes in faculty perceptions during the grant.

• To help the ADVANCE committees design the proposed programs such as professional development workshops, STRIDE taskforce training, WLE policies and programs, and the mentoring program.

• A mechanism to prompt change.
The Faculty Culture Survey

The survey includes 11 major scales:

• University Culture
• Tenure & Promotion
• Department Climate
• Diversity Climate
• Faculty Searches
• Work-Life Climate
• Childcare
• Job Outcomes: Job Satisfaction, Engagement, Organizational Identity, and Commitment
Culture Survey Scoring

- Scale scores can vary from 1-7, with 7 as the positive direction. \( 7 = \text{Strongly Agree} \)
- Negative questions were reverse-scored when combined with positive questions
- Sex differences are reported only for scales and subscales on which they were significantly different.
2015
N = 358 / 643
54% Response Rate

2012
N = 330 / 587
56% Response Rate

Faculty Culture Survey Samples: All Ranks
Tenure-Track Faculty: Gender

**2015**
- \( N = 134 / 306 \)
- 44% Response Rate
- 75 Men; 57 Women

- **Male**: 56%
- **Female**: 42.5%
- **Missing**: 1.5%

**2012**
- \( N = 142 / 278 \)
- 51% Response Rate
- 75 Men; 60 Women

- **Male**: 52.8%
- **Female**: 42.3%
- **Missing**: 4.9%
Tenure-Track Faculty: Race/Ethnicity

2012 ($N = 142$)

- White: 75%
- African American/Black: 1%
- Mixed Race: 2%
- Other: 1%
- Missing: 15%

2015 ($N = 134$)

- White: 80%
- African American/Black: 4%
- Mixed Race: 4%
- Missing: 4%
- Native American: 1%
- Asian: 7%

2012 ($N = 142$)

2015 ($N = 134$)
2015 Tenure-Track Faculty: Years of Service

- Over 15 years: 31.6%
- 1-2 years: 15.8%
- 3-5 years: 18.0%
- 6-10 years: 18.8%
- Less than 1 year: 7.5%
- Other (please specify): 0.8%
<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52% STEM faculty</td>
<td>55% STEM faculty</td>
</tr>
<tr>
<td></td>
<td>67% Spouse/partner</td>
<td>69% Spouse/partner</td>
</tr>
<tr>
<td></td>
<td>42% Kids at home</td>
<td>35% Kids at home</td>
</tr>
<tr>
<td></td>
<td>(Mode = 1 child)*</td>
<td>(Mode = 2 children)*</td>
</tr>
<tr>
<td></td>
<td>23% Eldercare resp.</td>
<td>28% Eldercare Resp.</td>
</tr>
<tr>
<td></td>
<td>49.4 Years Avg. Age</td>
<td>49.7 Years Avg Age</td>
</tr>
<tr>
<td></td>
<td>$SD = 11.4$ years</td>
<td>$SD = 11.0$ years</td>
</tr>
<tr>
<td></td>
<td>52.8 Avg. Hours/Week</td>
<td>52.0 Avg. Hours/Week</td>
</tr>
<tr>
<td></td>
<td>$SD = 11.0$</td>
<td>$SD = 11.1$</td>
</tr>
</tbody>
</table>

*Mode for faculty members with children
Percent Tenure-track Faculty who Picked Policy as a "Top Three" for Recruitment and Retention

Female ratings of importance > Male ratings: **p < .01. Year ratings: *p < .05; **p < .01.
Major Scale Means and Job Outcomes

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-Family Balance*</td>
<td>4.7</td>
<td>4.1</td>
</tr>
<tr>
<td>ID &amp; Commitment</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Job Sat.</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Diversity Climate</td>
<td>4.9</td>
<td>4.8</td>
</tr>
<tr>
<td>Dept. Climate</td>
<td>5.5</td>
<td>5.3</td>
</tr>
<tr>
<td>Work-Life Climate</td>
<td>5.3</td>
<td>5.1</td>
</tr>
<tr>
<td>Workload</td>
<td>5.2</td>
<td>5.1</td>
</tr>
<tr>
<td>Engagement</td>
<td>5.1</td>
<td>5.3</td>
</tr>
<tr>
<td>Faculty Searches</td>
<td>4.9</td>
<td>4.7</td>
</tr>
<tr>
<td>T&amp; P</td>
<td>4.7</td>
<td>4.9</td>
</tr>
<tr>
<td>Univ. Culture</td>
<td>4</td>
<td>3.8</td>
</tr>
</tbody>
</table>
• **Satisfaction with Work-Family Balance**
  - “I am satisfied with my ability to balance the needs of my job with those of my personal or family life.”

  Year $p < .05$
University Culture Subscales - Year

- **Governance**
  - “UWF leadership fosters a culture supportive of faculty success.”

- **Faculty Togetherness**
  - “UWF faculty members respect one another.”

Year **$p < .01$**
Communication is good among faculty members between departments.

UWF faculty members all work together for the common good of the university.

UWF faculty members trust each other.

Faculty Togetherness Subscale

UWF's leadership understands faculty concerns.

Faculty Governance Subscale

UWF provides faculty adequate opportunities to participate in university governance.

Policies at UWF are generally applied in a uniform manner.

UWF leadership fosters a collegial culture where all faculty members feel like they belong.

UWF morale among faculty members is high.

UWF communication is good between faculty and administration.

UWF's leadership understands faculty concerns.
Resource Allocation

- "Resources and other benefits are allocated fairly within my department."

Gender *$p < .05$; **$p < .01$; ***$p < .001$; No effects for Year
2015 Department Culture

Faculty Appreciation Subscale
- My department Chair respects my opinions and preferences: 73.2%
- I am able to influence the important decisions that affect my work: 56.4%

Department Fairness Subscale
- My department Chair treats all faculty members fairly: 72.4%
- Teaching loads (e.g., number of classes, class size, etc.): 67.2%
- Resources and other benefits are allocated fairly: 61.2%
- Service responsibilities are shared fairly in my department: 55.2%

Resource Allocation Subscale
- Resources and other benefits are allocated fairly: 61.2%
- UWF provides equal access to university resources: 53%
- UWF provides equal access to university benefits: 5.2%
2015 Diversity Climate - Gender

**Strategic Priority of Diversity**

- Women: 4.3
- Men: 4.9

***Climate for Faculty of Color***

- Women: 4.1
- Men: 5.0

***Climate for Women***

- Women: 4.3
- Men: 5.4

***Overall Diversity Culture***

- Women: 4.3
- Men: 5.3

*Gender *p* < .05; **p* < .01; ***p* < .001; No effects for Year*
**T & P Chair Support**
- “My department Chair offered to help me prepare my materials for T&P.”

**T & P Process**
- “In my department, expectations concerning T&P are clearly documented.”
• **Workload**
  - “Service responsibilities are shared fairly in my department.”
  - “Teaching loads (e.g.- number of classes, class size, class level) are shared fairly in my department.”

• **Faculty Searches**
  - “UWF has recruitment of women faculty members as a top priority.”
• Work Life Climate

  • “Faculty members are given ample opportunity to perform both their job and their job and their personal responsibilities well.”

  • “My department Chair (immediate supervisor) provides me with the flexibility I need to be successful at home and at work.”
**Family Issues**

- **Parental Leave Process** (*p < .001*)
  - “The process of applying for parental leave is simple and straightforward.”

- **Parental Leave Amount**
  - “I would have liked more time off after the child was born, but felt I would fall behind in meeting tenure expectations.”

- **Childcare**
  - “I am satisfied with the quality of care my child has received at the campus childcare center.”
Similar to 2012

<table>
<thead>
<tr>
<th>2015 (N = 269)</th>
<th>n</th>
<th>% total</th>
<th>% Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids &lt; 18 at home</td>
<td>89</td>
<td>33.1%</td>
<td></td>
</tr>
<tr>
<td>Would use if needed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus childcare (CCC)</td>
<td>58</td>
<td>21.6%</td>
<td></td>
</tr>
<tr>
<td>Infant care</td>
<td></td>
<td>7.1%</td>
<td></td>
</tr>
<tr>
<td>After-school care</td>
<td></td>
<td>18.6%</td>
<td></td>
</tr>
<tr>
<td>Emergency childcare</td>
<td></td>
<td>14.1%</td>
<td></td>
</tr>
<tr>
<td>Evening childcare during classes</td>
<td></td>
<td>12.6%</td>
<td></td>
</tr>
<tr>
<td>Private partner of UWF</td>
<td></td>
<td>16.7%</td>
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### 2015 Childcare Center ($N=269$)

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
<th>$M (SD)$</th>
<th>Median</th>
<th>Mode*</th>
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</thead>
<tbody>
<tr>
<td>Kids &lt; 18 at home</td>
<td>89</td>
<td>31.3%</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Would use campus childcare (CCC)</td>
<td>58</td>
<td>21.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waited for CCC?</td>
<td>48/57</td>
<td>84.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never Applied</td>
<td>38/89</td>
<td>42.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Months until position opened</td>
<td>28</td>
<td>--</td>
<td>13.0 (11.5)</td>
<td>9.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Months to date on waiting list</td>
<td>10</td>
<td>--</td>
<td>14.7 (10.8)</td>
<td>16.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Months before making alternative arrangements</td>
<td>13</td>
<td>--</td>
<td>12.0 (4.2)</td>
<td>4.0</td>
<td>6.0</td>
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</table>
## 2012 Childcare Center (N = 330)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>( M ) (SD)</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids &lt; 18 at home</td>
<td>94</td>
<td>28.5%</td>
<td>1.8 (1.1)</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Would use campus childcare (CCC)</td>
<td>49</td>
<td>14.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waited for CCC?</td>
<td>30/42</td>
<td>71.4%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Months until position opened</td>
<td>20</td>
<td>--</td>
<td>12.9 (15.7)</td>
<td>7.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Months to date on waiting list</td>
<td>10</td>
<td>--</td>
<td>23.4 (27.6)</td>
<td>14.0</td>
<td>24.0</td>
</tr>
<tr>
<td>Months before making alternative arrangements</td>
<td>13</td>
<td>--</td>
<td>6.9 (7.3)</td>
<td>6.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>
- **Identity**
  - “I find that my values and UWF’s values are very similar.”

- **Commitment**
  - “UWF really inspires the very best in me in the way of job performance.”

- **Work Life Climate**
  - “Faculty members are given ample opportunity to perform both their job and their personal responsibilities well.”
  - “My department Chair (immediate supervisor) provides me with the flexibility I need to be successful at home and at work.”

- **Job Satisfaction**
  - “I am satisfied with my current salary.”
UWF Culture Strengths

• Mean scale ratings were above the midpoint, at about the 5 out of 7 mark overall.

• Overall culture ratings improved slightly from 2012 to 2017. The work-life satisfaction scale improvement was significant.

• Faculty reported favorably on department culture and support of department chairs.

• Faculty are engaged in their jobs and committed to them.

• Among policies presented to them, faculty identified internal funding for research and a tenure clock stop policy as priorities.

• However, with the combined effort of the WLE, Faculty Senate, the Union Bargaining Team, and the administration, there is now paid parental leave available for faculty, which reduces/eliminates the need for a stop policy.
UWF Potential for Growth

- The NSF “leaky pipeline” from Assistant to Full Professor in the STEM is mirrored in this sample.
- Faculty perceptions of diversity climate differed by gender (lower for women), and have room for improvement.
- Specifically, women faculty perceive resource inequities and do not perceive gender or racial diversity as strategic priorities of the university.
- All dimensions of the culture have room for improvement, especially faculty perceptions of faculty governance.
- Employment opportunities for partners was the second highest rated priority for faculty, and employment assistance was rated highly as well.
- There is a need for childcare on-campus among teaching faculty, with many parents giving up after months on the waiting list.
- There is the possibility of applying for an NSF Institutional Transformation Grant to address these issues.
UWF Faculty Culture Strengths

Overall, mean scale ratings were above the midpoint, but have room for improvement.

Faculty reported favorably on department culture and support of department chairs.

Faculty perceptions of diversity climate differed by gender (lower for women), and have room for improvement. Specifically, faculty do not perceive gender or racial diversity as strategic priorities of the university.

Among policies presented to them, faculty identified internal funding for research and a tenure clock stop policy as priorities. There were gender differences in ratings of importance of many policies.

Faculty are engaged in their jobs and committed to them. Aspects of job satisfaction could be improved.
MILK & COOKIES
LACTATION ROOM OPEN HOUSE

WHEN
April 8th
3pm-5pm

WHERE
John C. Pace Library
Room 322

A CELEBRATION OF UWF AS A FAMILY-FRIENDLY CULTURE!

ALL ARE WELCOME!

FOR MORE INFORMATION PLEASE CONTACT ADVANCE@UWF.EDU

Sponsored by the UWF Faculty ADVANCE Program
ADVANCE Web Site

http://uwf.edu/advance/

• Please visit our web site for more information!

• Features:
  • Overview of ADVANCE Scholars
  • ADVANCE program and partners
  • ADVANCE activities and upcoming events
  • Information and application forms for grant proposals

• A copy of this presentation will be available on the ADVANCE website.
Thank you!
Questions?

Faculty ADVANCE Program
http://uwf.edu/advance/