Perceptions of Climate and Connectivity Among UNL STEM Faculty
Insights from STEM faculty at UNL from 2008

Julia McQuillan, Christina Falci and Mary Anne Holmes

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Comparisons to Peer Institutions that did the CHOACHe survey
University of Illinois at Urbana-Champaign,
  University of Iowa,  Iowa State University,
  University of Kansas,  Ohio State University

Small Sample sizes

UNL men = 28  Peer men = 188
UNL women = 9  Peer women = 26
UNL Advantage
(Pre-tenure Stem)

• Clarity of tenure expectations about being a member of a broader community (♀)
• Tenure decisions are based on performance
• Academic Freedom
• Assistance for grant proposals
## Best at UNL
### (Pre-tenure STEM)

<table>
<thead>
<tr>
<th>UNL Advantage</th>
<th>Best Aspect</th>
<th>UNL Proportion</th>
<th>Peer Proportion</th>
<th>UNL Rank</th>
<th>Peer Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>.26</td>
<td>Academic Freedom</td>
<td>.29</td>
<td>.03</td>
<td>1</td>
<td>20</td>
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<td>.15</td>
<td>Assistance for grant proposals</td>
<td>.20</td>
<td>.05</td>
<td>4</td>
<td>12</td>
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<tr>
<td>.03</td>
<td>Cost of Living</td>
<td>.26</td>
<td>.23</td>
<td>2</td>
<td>2</td>
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<tr>
<td>-.03</td>
<td>Opportunities to collaborate with colleagues</td>
<td>.14</td>
<td>.17</td>
<td>6</td>
<td>4</td>
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<tr>
<td>-.05</td>
<td>Support of Colleagues</td>
<td>.14</td>
<td>.19</td>
<td>5</td>
<td>3</td>
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<tr>
<td>-.06</td>
<td>Quality of Colleagues</td>
<td>.20</td>
<td>.26</td>
<td>3</td>
<td>1</td>
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</tbody>
</table>
UNL Disadvantage (Leverage?)

- Clarity of tenure expectations as a scholar and as a citizen of a broader community ♂
- Reasonableness of tenure expectations as a teacher, advisor, colleague, citizen of broader community ♂
- Compensation, personal interaction ♂
- Child care effectiveness (all)
Gender and Organizational Commitment

![Bar chart showing gender and organizational commitment.
- Women: Pale pink bar for 'I haven't thought or < 5 years' and red bar for 'Foreseeable future or rest of career'.
- Men: Pale pink bar for 'I haven't thought or < 5 years' and red bar for 'Foreseeable future or rest of career'.]
Importance of policy for success:
- spouse/partner hiring
- paid and unpaid personal leave

Not very Important to Very Important
Women
Men

My institution helps to make family/career compatible
Strongly Disagree to Strongly Agree
Women
Men
CLARITY of tenure process as a:
- colleague
- campus citizen
- a member of the broader community

♀ Perceptions of clarity *decreased* as rank increased ↓
♂ Perceptions of clarity *increased* as rank increased ↑
Clarity of the tenure process....
No differences

Tenure Process
Tenure Criteria (what things are evaluated)
Tenure Standards (the performance threshold)
Tenure Body of Evidence

Very Unclear to Very Clear

Men UNL  Men Peers  Women UNL  Women Peers

Do the clarity of particular tenure expectations differ? Some…
Effectiveness of policies: which differ?

- Formal Mentoring
- Informal Mentoring
- Childcare

Very Ineffective to Very Effective

Men UNL
Men Peers
Women UNL
Women Peers

Legend:
- Red: Men UNL
- Gray: Men Peers
- Orange: Women UNL
- White: Women Peers

* Indicates significant difference.
Summary: How are UNL STEM assistant professors better, worse, or no different from Peer STEM assistant professors?

Clarity and reasonableness of tenure

- UNL < PEERS clarity for community, scholar, campus citizen
- UNL < PEERS reasonableness of teacher, advisor, colleague, campus citizen, member broader community
- UNL > PEERS tenure based on performance-based criteria

Satisfaction with teaching and general work situation:

- UNL = PEERS

Policies and Procedures

- UNL < PEERS importance of informal mentoring, upper limit on committees, and upper limit on teaching obligations
- UNL < PEERS effectiveness of formal mentoring, informal mentoring, child care
- UNL = PEERS on work/life balance & tenure track

Satisfaction

- UNL < PEERS on compensation/benefits & personal interaction with pre-TT

Global satisfaction

- UNL = PEERS on sense of fit and intellectual vitality
- UNL > PEERS best aspects academic freedom and assistance for grant proposals
- UNL < PEERS best aspect “sense of fit”
Summary: How does gender matter?

Expectations of tenure (advisor/colleague)
   \textit{Men} > \textit{Women}

Organizational commitment
   \textit{Men} > \textit{Women}

Spousal hiring and child care policies
   \textit{Women} > \textit{Men}

Time on service (administrators?)
   \textit{Men} > \textit{Women}

Perceptions of support for work/life
   \textit{Men} > \textit{Women}
Clarity of the tenure process performance expectations:
Significant gender by rank differences

A colleague

A campus citizen

A member of the broader community

very unclear

very clear

Full
Associate
Assistant
Women
Men
opportunities to collaborate with pre-tenured faculty: split by gender

Very unsatisfied                                     Very satisfied

Satisfaction with the way you spend your time

Very unsatisfied                                     Very satisfied

opportunities to collaborate with pre-tenured faculty: split by gender

Very unsatisfied                                     Very satisfied

the number of students you teach: split by gender

the way you spend your time: split by gender
Importance of Formal Mentoring

Importance of Informal Mentoring

My Institution Helps Make Family and Career Compatible

Strongly Disagree to Strongly Agree

Not very important to Very important
## Best 5 Aspects of UNL

<table>
<thead>
<tr>
<th></th>
<th><strong>Men</strong></th>
<th><strong>Women</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistant</strong></td>
<td><strong>1</strong>  <em>Academic Freedom</em></td>
<td>Opportunities to collaborate with colleagues</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong>  <em>Cost of living</em></td>
<td>Academic Freedom</td>
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<td></td>
<td><strong>3</strong>  <em>Quality of Colleagues</em></td>
<td>Quality of Colleagues</td>
</tr>
<tr>
<td></td>
<td><strong>4</strong>  <em>Assistance for grant proposals</em></td>
<td>Spousal/partner hiring program</td>
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<td></td>
<td><strong>5</strong>  <em>Support of Colleagues</em></td>
<td>Cost of living</td>
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<td><strong>Associate</strong></td>
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<td>My sense of &quot;fit&quot; here</td>
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<tr>
<td></td>
<td><strong>4</strong>  <em>Quality of facilities</em></td>
<td>Quality of facilities</td>
</tr>
<tr>
<td></td>
<td><strong>5</strong>  <em>My sense of &quot;fit&quot; here</em></td>
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<td><strong>Full</strong></td>
<td><strong>1</strong>  <em>Quality of Colleagues</em></td>
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<td><strong>2</strong>  <em>My sense of &quot;fit&quot; here</em></td>
<td>Quality of undergraduate students</td>
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<tr>
<td></td>
<td><strong>5</strong>  <em>Quality of graduate students</em></td>
<td>Geographic location</td>
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</tbody>
</table>
Open-Ended Responses:

Summary

• Gender shapes faculty experiences differently in different ranks
• Shows the need to “control” for potential confounding variables.

Best about Specific Position

• Gender shapes faculty experiences differently in different ranks
• Shows the need to “control” for potential confounding variables.

Best about UNL

• Spousal hiring possibilities (not a program, but my department makes a lot of effort)
• Research & Teaching opportunities
• Support by upper administration for growth in the area of research
• Career advancement
Summary of Gender by Rank

Clarity of the tenure process
A colleague:
• Women: Assistant > Associate > Full
• Men: Full > Assistant > Associate
A campus citizen
• Women: Assistant > Associate > Full
• Men: Full > Associate Assistant
Member of a broader community
• Women: Assistant > Associate > Full
• Men: Full > Assistant > Associate
Promotion process from associate to full
• Women: Associate > Full
• Men: Full > Associate

Satisfaction with aspects of work
The number of students you teach
• Women: Associate > Assistant > Full
• Men: Full > Assistant > Associate
The way that you spend your time
• Women: Assistant > Associate > Full
• Men: Full > Associate Assistant
Opportunities to collaborate with pre-tenured
• Women: Assistant > Full > Associate
• Men: Full > Associate > Assistant

Policies and Procedures
My Institution helps make family and career compatible
• Women: Assistant > Associate = Full
• Men: Full > Assistant = Associate
Importance of formal mentoring
• Women: Assistant > Full
• Men: Assistant = Full
Importance of informal mentoring
• Women: Associate > Assistant
• Men: Assistant > Associate

Global
• Academic Freedom: All 6 groups
• Quality of Colleagues: All but associate women
• Cost of living: Assistants; Associate Men
• Assistance for grants: Assistant men, Associate women
• Support of Colleagues: Assistant men, associate women
• Opportunities collaborate: Assistant women
• Spousal/partner hiring: Assistant women
• Quality of Facilities: Associate
• My Sense of Fit here: Associate and Full
• Quality of students: Full
• Geographic Location: Full women