



UNC Charlotte ADVANCE
Faculty Diversity Scorecard and Climate Survey Report 2013:
College of Education



Current State of Faculty Diversity

Monitoring the current state of faculty diversity enables UNC Charlotte to identify its strengths and areas of focus for growth and future direction. This scorecard presents the College of Education's faculty diversity goals from the 2010-2015 Strategic Plan and relevant data on faculty diversity and opinions of diversity equity. Data sources include UNC Charlotte Academic Affairs, Human Resources, Institutional Research, and the ADVANCE Faculty Climate Survey. This scorecard is based on data from the 2011 - 2012 academic year.

Faculty Diversity Scorecard

College of Education Faculty Diversity Scorecard	Faculty Diversity	Underrepresented Minority (URM) Composition	● Below Average
		The percent of URM faculty is below the national average.	
		Gender Composition	● Above Average
		The percent of female faculty is above the national average.	
	Reappointment, Promotion and Tenure	20% of RPT were awarded to URM faculty.	<i>Unrated</i>
		47% of RPTs were awarded to women.	<i>Unrated</i>
	Recruitment	The percent of African American applicants is more than the national labor market average.	● Above Average
		The percent of Hispanic applicants is less than the national labor market average.	● Below Average
		The percent of female applicants is more than the national labor market average.	● Above Average
	Climate	Intent to Stay	● Above Average
		Department Chair Satisfaction	● Above Average
		Diversity Equity Climate	● Above Average
		Job Satisfaction	● Above Average
	Collegiality and Inclusion	● Above Average	
	Collaboration and Support	● Above Average	
	Professional Development	● Above Average	
	Institutional Support	● Above Average	
	Workload	● Above Average	
	Promotion and Tenure	● Above Average	
	Work/Life Balance	● Above Average	
Faculty Mentoring	67% of faculty reported having someone they consider to be a mentor at UNCC.	<i>Unrated</i>	

Scorecard Legend

- Above Average = Faculty diversity composition was above the national comparison data level. Climate score was above the institutional average for the listed indicator.
- Average = Faculty diversity composition meets the national comparison data level. Climate score was the same as the institutional average for the listed indicator.
- Below Average = Faculty diversity composition was lower than the national comparison data level. Climate score was below the institutional average for the listed indicator.

**FOR MORE INFORMATION ABOUT THE CLIMATE WITHIN
THE COLLEGE PLEASE SEE PAGE 7.**

College of Education Strategic Plan 2010-2015

The College of Education Strategic Plan 2010-2015 lists the following Faculty Development Goal with aligned outcomes: the College will continue to recruit and retain an excellent, diverse faculty with the outcomes of increased number/percent of faculty from underrepresented minority groups and college faculty climate in the high/positive range. The information contained within this scorecard and report provides a means for benchmarking progress towards these stated College goals.

Faculty Diversity

- 19% of faculty in the College of Education are underrepresented minorities,* which is less than the national average of 37% for underrepresented minority Education faculty.
- 57% of faculty in the College of Education are female, compared to the national average of 43% for female Education faculty.

Faculty Level, Gender & Ethnicity Distribution 2012							
Level	Gender		Ethnicity				
	Women	Men	Non-resident Alien	African American	Asian	Hispanic	Caucasian
Assistant Professor	29	11	0	6	0	5	31
Associate Professor	19	22	2	6	5	0	26
Full Professor	9	15	0	1	0	1	19
Lecturer	4	0	0	0	0	0	0
Other	3	0	0	0	0	0	0
Total	57%	43%	2%	13%	4%	6%	75%

*Underrepresented minorities include African American and Hispanic faculty.

**National data was collected from the American Council on Education, which utilized information from the US Department of Education's Digest of Education Statistics 2011.



Reappointment, Promotion and Tenure

The data below provides an overview of the results from reappointment, promotion, and tenure decisions at the college level. This information can further be used to examine how these activities are impacting diversity within the College of Education and whether these decisions are contributing to the achievement of long term goals.

- 20% of reappointments, promotions, and tenure were given to underrepresented minorities*.
- 47% of reappointments, promotions and tenure were given to women.
- All reviews were approved.

College of Education Approved Reviews by Gender & Ethnicity 2012						
	# of Reviews by Gender		# of Reviews by Ethnicity			
	Women	Men	African American	Asian	Hispanic	Caucasian
Reappointments	4	1	1	0	1	3
Promotions	0	0	0	0	0	0
Tenure at Rank	3	7	1	2	0	7
Total	47%	53%	13%	13%	7%	67%

*Underrepresented minorities include African American and Hispanic faculty.

Faculty Recruitment

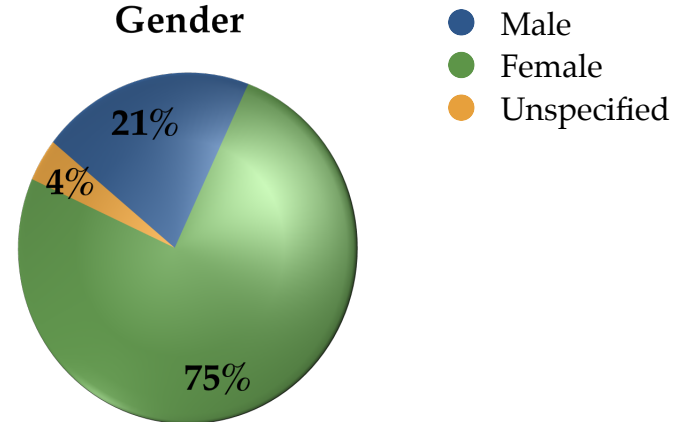
During the 2011-2012 academic year, the College of Education advertised 9 faculty positions. For those, there were a total of 288 applicants. The gender and ethnicity distribution of the applicants is displayed below. The overwhelming majority of applicants were female (75%) and Caucasian (54%).

- 30% of applicants for positions within the College of Education were African American, compared to the national labor market average of 10% for Education.
- 3% of applicants for positions within the College of Education were Hispanic, which is equal to the national labor market average of 4% for Education.
- 75% of applicants for positions within the College of Education were female, which is higher than the national labor market average of 70% for Education.

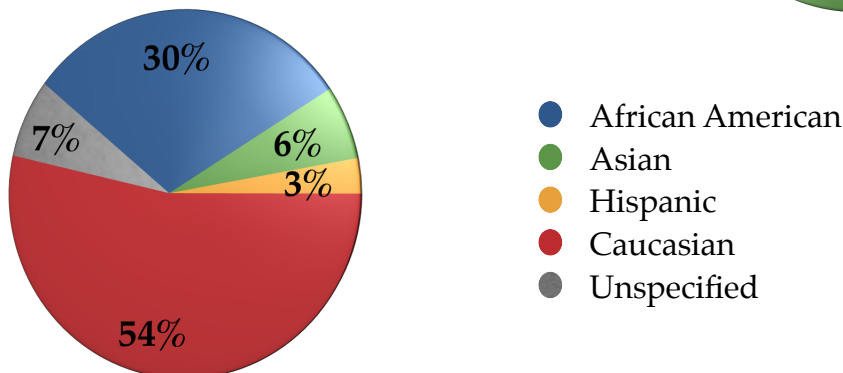
2011-2012 Applicant Gender			
Female	Male	Unspecified	Total #
216	60	12	288

2011-2012 Applicant Ethnicity						
Total Minority	African American	Asian	Hispanic	Caucasian	Unspecified	Total #
110	85	17	8	151	21	288

2011-2012 Applicant Gender



2011-2012 Applicant Ethnicity



College of Education Faculty Climate Survey Snapshot

College of Education faculty who responded to the Spring 2013 ADVANCE Faculty Climate Survey reported higher satisfaction than the institutional average for all constructs.

Implications: While a majority of the feedback concerning the following constructs were positive, the College of Education should focus on maintaining these levels of satisfaction.

Summary: The Faculty Campus Climate Survey among tenured and tenure track faculty in May 2013 was designed to measure overall job satisfaction, intent to remain at the university, work/life balance, diversity equity climate, satisfaction with department chairs, and overall sense of community on campus. A total of 525 faculty across the university responded to the survey for an overall response rate of 24%. The College of Education faculty responses have been aggregated and compared to the overall institutional faculty responses below.

Faculty Climate Survey 2013 Construct Means			
Survey Construct Measure	College of Education	Institutional Average	Did Not Specify College
Intent to Stay	3.04	2.92	2.96
Department Chair Satisfaction	2.63	2.19	1.55
Diversity Equity Climate	0.83	0.75	0.74
Job Satisfaction	3.63	3.06	3.11
Collegiality & Inclusion	3.92	3.52	3.34
Collaboration & Support	3.33	3	3.02
Professional Development	3.5	3.06	3.03
Institutional Support	3.78	3.12	3.11
Workload	3.19	2.89	3.03
Promotion & Tenure	3.69	3.1	3.11
Work/Life Balance	3.44	3.08	3.02

* The diversity climate construct was measured as between 0 and 1. Scores closer to one are viewed as more favorable environments for diversity.

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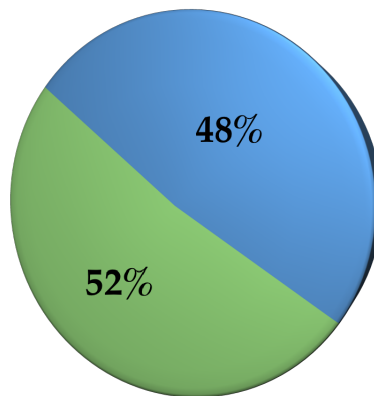
The column labeled "Institutional Average" includes scores of respondents who did identify their college in the climate survey. Scores in the "Institutional Average" column include all respondents. Scores to the right labeled "Did Not Specify College" are the scores of only those respondents who did not report their college in the climate survey.

Faculty Mentoring

Mentoring, either formal or informal, has been shown to be an important component in career development among faculty across academic literature. Several university wide mentoring programs are available to UNC Charlotte faculty. The year long New Faculty Orientation program provides cohort collaborations and information sessions to incoming faculty to the university. A one-on-one Faculty Mentoring program pairs senior level faculty members with junior level faculty to provide individual career coaching. A Mid-Career Faculty Mentoring program is offered through monthly meetings coordinated by the ADVANCE Faculty Affairs Office. The information below reflects the status of mentoring in the College of Education, based upon responses from the Faculty Climate Survey conducted in spring 2013.

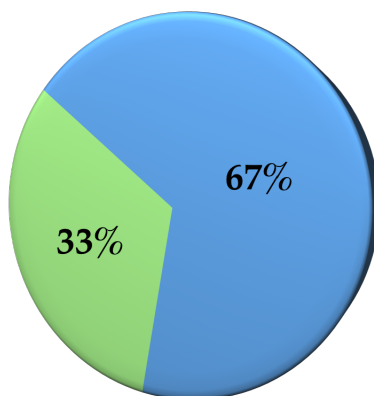
- 48% of College of Computing and Informatics faculty report serving as a mentor to another UNCC faculty member.
- 67% of College of Computing and Informatics faculty report having a mentor at UNCC.

● Yes
● No



Are you currently serving as a mentor, either officially or unofficially, to a UNCC faculty member?

● Yes
● No



Is there someone whom you currently regard as a mentor who also works at UNCC?