



UNC Charlotte ADVANCE
Faculty Climate Survey Data Report 2010:
Institutional Faculty Diversity Highlights



Highlights From the Faculty Climate Survey

The purpose of the UNC Charlotte campus climate survey is to monitor tenure-track and tenured faculty perceptions of campus climate. The survey measures the overall dimensions of job satisfaction, intentions to stay at the university, work/life balance, diversity equity climate, department chair satisfaction, and sense of community. Additional items address faculty's perceptions of campus and departmental leadership, mentoring, promotion and tenure policy clarity and demographic information. The survey was administered to all UNC Charlotte tenured and tenure-track faculty during the Spring 2010 semester. A response rate of 33% was obtained, so results are interpreted with caution. However, findings are consistent with prior faculty climate surveys conducted via HERI and COACHE; refer to the Academic Affairs web page for prior reports. For details about the survey development, refer to the ADVANCE UNC Charlotte website (advance.uncc.edu, under Work & Life Resources, then Climate Survey).

This report includes an overview of main **Highlights** from the survey as a thematic presentation of outcomes, along with implications and areas for future growth. Following the highlights are **Findings** which present the overall institutional results. The report presents **Demographics** of respondents and concludes with the **Survey Background and Methodology** section. Results are encouraging in that the faculty generally report the campus climate and job satisfaction to be positive.

Survey Note: Survey items were constructed on a 4 point Likert-scale, with 1 being strongly negative and 4 being strongly positive, therefore a mean construct score approaching 3 and above represents a positive indicator, whereas a mean construct score approaching 2 and below indicates a negative indicator.

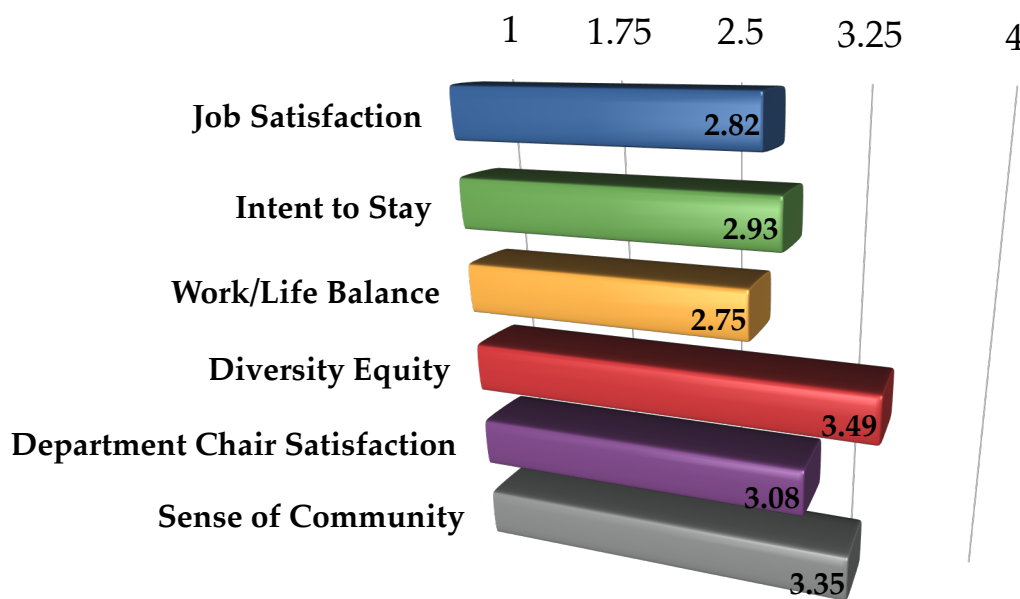
Institutional View: Faculty Climate Perceptions

The survey measures the dimensions of job satisfaction, intentions to stay at the university, work/life balance, diversity equity climate, department chair satisfaction, and sense of community. Additional items address campus and departmental leadership perceptions, mentoring, promotion and tenure policy clarity and demographic information. Sample items for each dimension are listed in the chart in the Survey Background and Methodology section.

Climate Survey construct means for UNC Charlotte as an institution overall are presented below. Constructs are multiple survey items collapsed into a central mean to represent a topical theme. The institutional responses were moderately positive, with construct means ranging near 3.0 on a 4.0 scale, with 4 being strongly positive, 3 being positive, 2 being negative and 1 being strongly negative. Diversity equity climate received the highest positive ranking for the institution, followed by sense of community and satisfaction with department chairs.

Job satisfaction, intent to stay and work/life balance at the university received low scores and have the most room for improvement.

This chart reflects the climate survey construct means for UNC Charlotte as a whole. Positive agreement = 3 and higher.



Key Indicators Further Illustrate Faculty Views

Job satisfaction is good among faculty, yet different by gender and rank.

Overall, faculty report satisfaction with their jobs (construct mean = 2.8). Satisfaction with salary is moderate. Women indicated significantly lower job satisfaction than men and associate professors reported significantly less job satisfaction. Associate level professors reported dissatisfaction with their salaries more than other faculty. Faculty are moderately satisfied with their quality of work/life balance. Gender and rank appear to be factors associated with workload perceptions. Women reported less satisfaction with work/life balance than men, yet men reported feeling overwhelmed more than women. Faculty at the professor rank reported feeling overwhelmed more than assistant and associate faculty.

Faculty expressed intent to stay at UNC Charlotte.

Overall, faculty reported that they intend to remain at UNC Charlotte (construct mean = 2.93). Associate professors reported significantly less intent to stay than assistant and full professors. 19% of women reported frequently considering leaving, compared to 10% of men. Salary, opportunities for advancement, and collegiality are the most commonly indicated reasons faculty would consider leaving. These three factors relate to survey findings that salary satisfaction is low, that promotion and tenure policies are unclear to half of the faculty, and that mentoring may be occurring disparately.

Faculty perceive a positive diversity equity climate for gender, cultural diversity, age, sexual orientation, physical disability, religious views and political affiliations.

The majority of faculty believe that the diversity equity climate is good for gender, cultural diversity, sexual orientation, age, disability, religious view and political affiliation

at both the departmental level and the university level (construct mean = 3.49). University level perceptions were slightly higher than at the departmental level, an indication that factors related to diversity equity, such as stereotyping and discriminating behavior, are experienced more so at the departmental level.

Department chair satisfaction is good.

Faculty's satisfaction with department chairs is good across the colleges. Faculty are generally satisfied with their department chairs (construct mean = 3.08). The large majority believe their department chairs foster the development of their special talents and interests. However, room exists for improvement; 31% do not agree with this statement and may believe that their work is marginalized.

Mentoring is part of the university culture, yet may be occurring disparately.

Half of faculty report having a mentor at UNC Charlotte (formally or informally), and more women report having a mentor than men. Half of faculty report serving as a mentor to faculty at UNC Charlotte (formally or informally). Mentoring occurs more frequently at the assistant level than at the associate and professor levels. It is unclear whether those faculty who are not being mentored at UNC Charlotte desire a university mentor.

Associate and full professors experience a sense of community more so than assistant professors.

Sense of community is strong across the colleges (construct mean = 3.35), and, overall, faculty report being engaged in the academic community. Assistant professors reported lower sense of community. Given that collegiality is the third most common reason faculty indicated they would consider leaving the university, sense of community is essential to faculty retention.



Findings from the Survey

The following section provides detailed results from the faculty climate survey conducted in the spring of 2010. Results are discussed in terms of the survey constructs (multiple items collapsed into a central mean to represent a topical theme) of job satisfaction, intent to stay, work/life balance, diversity equity, department chair satisfaction, and sense of community.

Several additional key indicators (singular items used to describe a topic) are also discussed, such as mentoring and promotion and tenure. The response rate of 33% is generally considered moderate, therefore, these results must be interpreted with caution. The information obtained via this survey implementation does provide important implications for future directions of Academic Affairs strategic planning. Similar results have been obtained from prior faculty climate surveys conducted via HERI and COACHE (refer to Academic Affairs).

Top Issues to Address		
Type of Issue	University Level	Departmental Level
Capital Expenditure	Resources	Resources
Capital Expenditure	Benefits (including travel)	Curriculum
Capital Expenditure	Space allocation	Benefits (including travel)
Human Capital	Mentoring	Mentoring
Human Capital	Clarity of Policies	Clarity of Policies
Human Capital	Gender Disparities	Gender Disparities

Finding: Job Satisfaction

Job satisfaction is positive among faculty yet impacted by gender and rank.

- Overall, faculty report being satisfied with their jobs (construct mean = 2.8).
- Results from an ANOVA showed statistically significant differences in job satisfaction among men and women ($F=4.239$, $p=.016$), and statistically significant differences in job satisfaction by rank ($F=4.142$, $p=.001$). **Women and those respondents who did not specify gender reported lower levels of job satisfaction than men. Associate professors reported significantly less job satisfaction than assistant and full professors.**

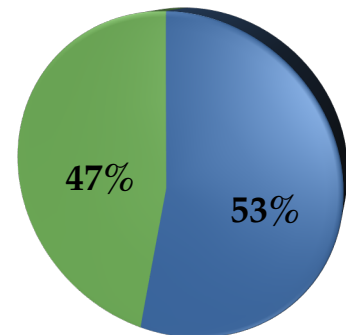
Salary satisfaction is low.

- Faculty are unsatisfied with their salary and benefits (construct mean = 2.39). Men and women are equally dissatisfied with their salaries: 54% of men and 56% of women reported being dissatisfied or strongly dissatisfied. Associate level faculty reported being dissatisfied or very dissatisfied with their salary and benefits more than assistant and professor level faculty (64% dissatisfied or very dissatisfied, compared to 49% and 55% respectively).

Promotion and tenure policies need clarity.

- A split exists among faculty, regardless of gender or level, who agree with the statement “multiple and diverse strategies for achieving career aspirations are accepted/rewarded.” Half disagree that multiple strategies exist (53% disagree or strongly disagree) and half agree (47% agree or strongly agree.)
- 40% feel very or somewhat dissatisfied with the transparency of promotion and tenure policies and 47% are very or somewhat dissatisfied with the clarity of promotion and tenure policies. These findings were consistent across gender.

Multiple & diverse strategies for achieving career aspirations are accepted/rewarded.



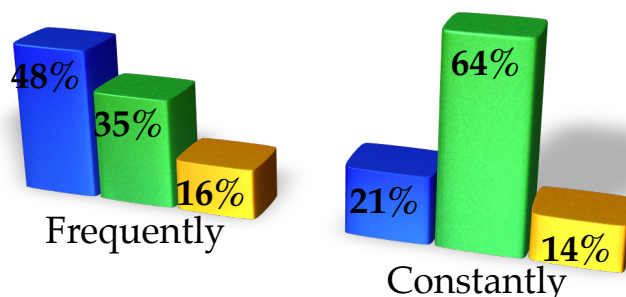
● Disagree ● Agree

Faculty expressed intent to stay at UNC Charlotte; associate professors are less likely to stay.

- The majority of faculty reported they are likely to remain at UNC Charlotte (construct mean = 2.93.) However, 60% reported they sometimes think about leaving UNC Charlotte. 19% of women reported frequently considering leaving, compared to 10% of men.
- Results from an ANOVA showed statistically significant differences in intent to stay by rank ($F=3.378$, $p=.006$); **Associate professors are less likely to remain at UNC Charlotte than professors and assistant professors.**

How Often Do You Think of Leaving UNC Charlotte?

■ Assistant Professor
 ■ Associate Professor
 ■ Full Professor

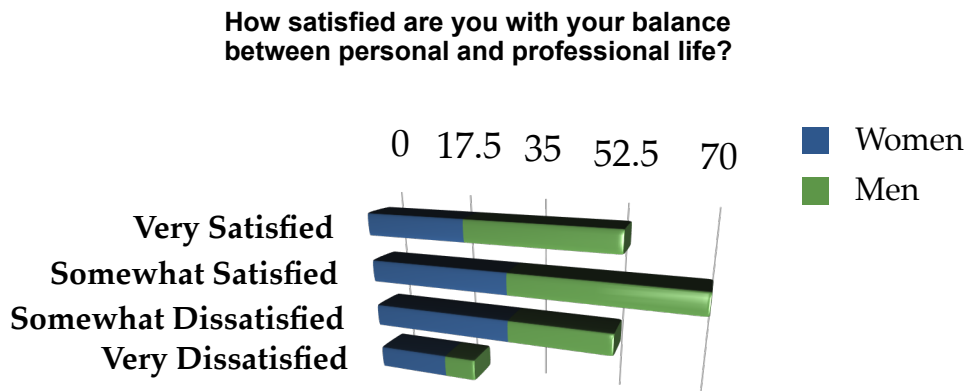


Finding: Job Satisfaction continued

- Primary reasons for which faculty reported they would consider leaving UNC Charlotte were:
 - Salary (19%)
 - Opportunity for advancement (16%)
 - Collegiality (12%)
- Open-ended responses to this item indicated additional reasons faculty would consider leaving UNC Charlotte, with the following themes:
 - Retirement
 - Dissatisfaction with university leadership
 - Opportunities for research
 - More culturally diverse region
- Half (51%) of respondents reported never having received an outside offer for employment. Of the 49% who reported having received an outside offer for employment, only 13% resulted in a salary increase at UNC Charlotte.

Faculty are approaching satisfaction with their quality of work/life balance; gender and rank impact satisfaction (construct mean = 2.75).

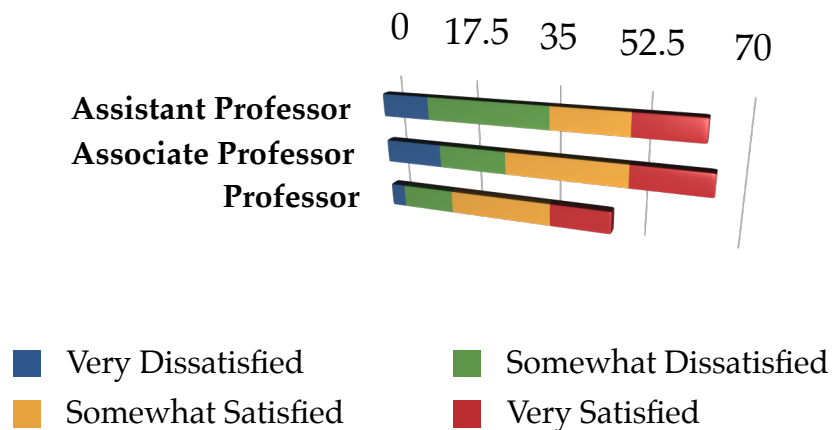
- On one of the construct items, women reported being dissatisfied or strongly dissatisfied with work/life balance more often than men (49% of women dissatisfied; 30% of men dissatisfied). Assistant and associate level faculty reported dissatisfaction or strong dissatisfaction with work/life balance more frequently than did professor level faculty (56% assistant, 48% associate, 30% professors).



Finding: Job Satisfaction continued

- Of those faculty respondents who indicated having children and a partner/spouse, 85% of males reported that their partners/spouses handle most of the parenting responsibilities.
- Among all faculty, 67% agree or strongly agree that their workload often is overwhelming. More men (70%) report feeling overwhelmed by their workloads than do women (62%). Having a higher rank does appear to impact perceptions about workload. 75% of professors report feeling overwhelmed compared to 68% of assistant professors and 68% of associate professors.
- *Note: These gender and rank differences are descriptive, i.e. not statistically significant; nevertheless, they point out important implications for gender and rank.*

How satisfied are you with your balance between personal and professional life?





Finding: Diversity Equity Climate

Faculty perceive a positive diversity equity climate.

- Overall, faculty report that they *do not feel discrimination* based upon ethnicity, gender, age, sexual orientation or physical disability by either their faculty colleagues or by students (construct mean = 3.49).
 - However, 24% reported that they “sometimes” feel left out at work because of their gender and 20% reported that they “sometimes” feel left out at work because of their age.
 - Faculty report that their departments provide an equitable climate for gender, cultural diversity, age, sexual orientation, physical disability, religious views and political affiliations.
 - Faculty report that the university overall provides an equitable climate for gender, cultural diversity, age, sexual orientation, physical disability, religious views, and political affiliations. Faculty rate university diversity equity higher at the university level than at the departmental level for all areas except sexual orientation and physical disability.
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Finding: Department Chair Satisfaction

satisfaction with department chairs is positive.

Faculty generally express satisfaction with their department chairs (construct mean = 3.08).

- 79% report satisfaction with their department chairs' abilities to keep faculty informed.
- 76% are satisfied with their chairs' abilities to communicate departmental needs to upper-level administration.
- 67% believe their department chairs are competent at seeking outside funding.
- 69% believe their chairs foster the development of faculty's special talents and interests.
- 80% are satisfied with chairs' abilities to promote affirmative action.

Finding: Mentoring

Mentoring is part of the university culture, however, mentoring may occur disparately.



About half of faculty report serving currently as a formal or informal mentor to UNC Charlotte faculty (46%.) Half of faculty report having a UNC Charlotte mentor (50%.)

• More women report having a mentor than men; 57% of women reported having a mentor compared to 42% of men.

• Having a mentor declines with rank; 70% of assistant professors report having a mentor; 47% of associates report having a mentor; 34% of professors report having a mentor.

Finding: Sense of Community

Faculty experience a sense of community disparately by rank.

The sense of community was positive overall (construct mean = 3.35.) Faculty report being engaged in academic guest speakers (73%,) faculty development activities (71%,) and faculty mentoring (50%.)

- Results from an ANOVA showed statistically significant differences in sense of community by rank ($F=3.241$, $p=.008$). **Assistant professors reported significantly less sense of community than associate and full professors respectively.**
- 84% report being satisfied or very satisfied with their interpersonal and social relationships with colleagues.
- 87% of faculty serve on at least one committee a year, with no differences by gender.
- Assistant professors reported significantly less sense of community than associate and full professors.

Implications and Recommendations

Job Satisfaction

While the majority of faculty are satisfied in their current position, half report being dissatisfied with their salaries. Salary dissatisfaction is more prevalent at the associate professor level. Half report that institutional barriers affect them at work, primarily at the assistant and associate levels. While the majority of faculty feel that promotion and tenure policies are transparent and clear, 40% feel very/somewhat dissatisfied with the transparency of promotion and tenure policies and 47% are very/somewhat dissatisfied with the clarity of promotion and tenure policies. Because these findings were pronounced among assistant and associate level faculty, it appears that:

- Promotion and tenure policies need to be clear, consistent and communicated to faculty as they join the university as well as to those already a part of the campus community.
- Barriers to success need to be assessed to determine what they are and to begin resolution.
- Attitudes toward salary should be more thoroughly assessed; salary equity should also be assessed to determine if and where market value adjustments need to be made in conjunction with consideration of the present economic circumstances.

Intent to Stay

Most faculty indicated that they are likely to remain at UNC Charlotte. It is interesting to note that women expressed more frequency in thoughts about leaving; 19% reported they frequently considered leaving, compared to 10% of men. Not surprisingly, assistant and associate level faculty more frequently said they consider leaving than professor level faculty. Salary and opportunity for advancement were the most commonly cited reasons for consideration of leaving the university. Regardless of gender or rank, 16% agreed with the statement that they feel isolated in their department and 12% strongly agreed (no gender or rank disparities). Given this context of salary dissatisfaction, and some reports of feelings of isolation:

- Salary satisfaction and upward mobility are very connected to intent to remain at the university, which indicates that salary issues -- both perceptions and market value comparisons -- need to be more thoroughly investigated (as noted above);
 - Intent to stay is likely to be linked to perceptions of promotion and tenure policy and availability of mentoring, i.e. given the perceived lack of clarity surrounding promotion and tenure policies, faculty may not be aware of existing opportunities for advancement. Mentoring would serve to assist faculty in understanding policies as well as facilitate career advancement within the university.
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Work / Life Balance

Women report more dissatisfaction with their work/life balance than do men. Men who indicated having children also reported that their partner/spouse managed the majority of the parenting responsibilities. These findings are commonly found in workforce and gender studies, and resolutions to address these issues are complex. It is also not surprising that assistant and associate level faculty felt less satisfied in their work/life balance than did professors, given that assistant and associate level faculty are more likely to have young children and are striving for tenure and promotion.

Interestingly, professor level faculty reported feeling overwhelmed by their workloads more so than did assistant and associate level faculty. These findings imply that assistant and associate faculty are unhappy with their work/life balance but not necessarily overwhelmed by their workloads. Professors, on the other hand, report feeling overwhelmed by their workloads but are satisfied with their work/life balance. These findings could be an indication that lower ranking faculty expect their workloads to be heavy so they focus their attention toward resolving work/life conflicts. Meanwhile, professors have worked through their balance struggles, either by finding resolution or acceptance, yet they have unexpected workloads.

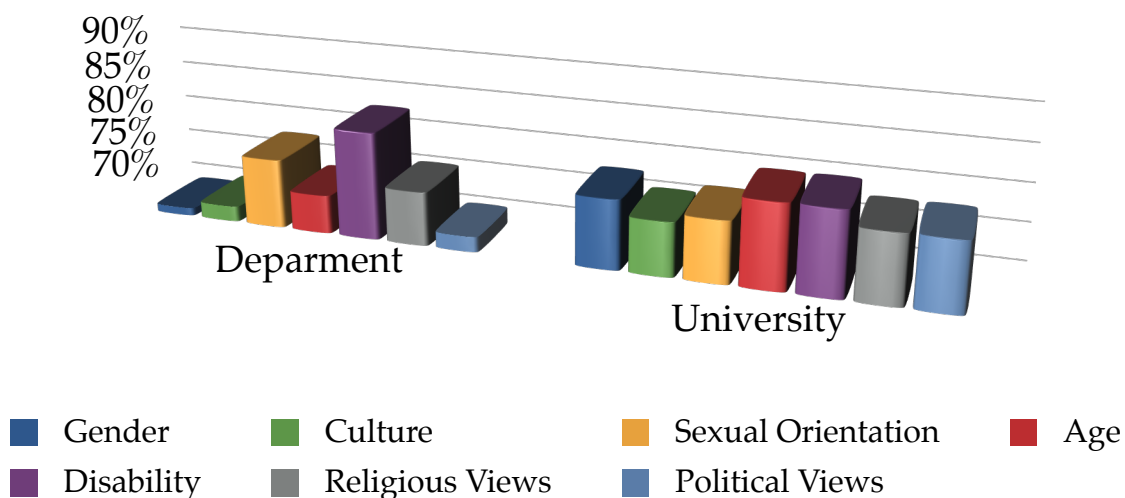
- It would appear that mentoring would facilitate resolution of individual issues with work/life balance, and that mentoring would be beneficial to all faculty levels, albeit for varied needs.
- At the institutional level, an in-depth look at workload expectations among faculty by rank would be useful, so that appropriate information and programs can be devised to target faculty concerns and expectations.
- At the department level, chairs are encouraged to discuss in a concrete manner the workload and productivity expectations, fostering open dialogues with faculty regarding individual career plans.

Diversity Equity

While diversity equity climate was generally perceived to be positive (construct mean = 3.49), opinions of an unacceptable diversity climate are sizeable, especially given the context of the university faculty as a predominately majority ethnic demographic (Caucasian). Gender, age and political views are less positively rated at the departmental level than at the university overall. In other words, more negative perceptions of the diversity equity climate exist at the department level than at the university level. This could be an indication that while overt forms of diversity disparity are not experienced or perceived at the university, subtle forms of diversity disparity are occurring at the departmental level.

- 29% feel that their departmental climates are not equitable for gender; 21% feel that the university climate is not equitable.
- 21% feel that their departmental climates are not equitable for sexual orientation; 22% feel that the university climate is not equitable.
- 25% feel that their departmental climates are not equitable for age; 19% feel that the university climate is not equitable.
 - To protect respondent identities, the Spring 2010 faculty campus climate survey was not aggregated at the departmental level, just at the university and college level. Diversity equity attitudes need to be more thoroughly assessed, by implementing the diversity equity components to a larger representation of faculty.
 - Departmental and university leadership support are needed to ensure that a maximum number of faculty participate, thereby ensuring comprehensive assessment.
 - Diversity equity goals and benchmarks should be set and monitored at a minimum of a bi-annual basis.

Equitable Diversity Climate: Positive Agreement





Department Chair Satisfaction

Faculty are satisfied with their department chairs overall, with no significant response differences for rank or gender. Items that the survey addressed focused on job performance of department chairs, e.g. ability to seek outside funding and develop faculty's special talents and interests, rather than on relationship and attitudinal features such as feeling a sense of trust in the leadership or ability to have candid discussions.

Given that the general perceptions of department chair job performance is positive across rank, gender and across the colleges, a future recommendation is to leverage department chairs for faculty development initiatives. Department chairs are in a unique position to foster career development within their departments and to clarify understanding of promotion and tenure.

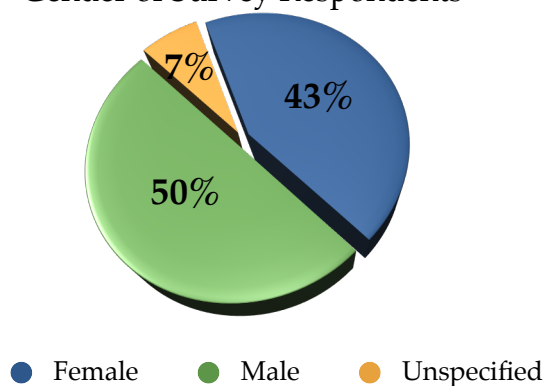
Sense of Community

Faculty across all colleges reported a strong sense of community. The majority of faculty reported satisfaction with their interpersonal and social relationships with colleagues. However, 28% of faculty reported feeling isolated in their departments. A significant difference was found between faculty rank, with assistant professors reporting less sense of community than associate and full professors. This response is concerning due to the survey finding that collegiality is the third most common reason for which faculty said they would consider leaving the university. Future implementations of the survey should investigate the reasons why faculty report feeling isolated so that prescriptive measures can be suggested. It is the belief of the ADVANCE Faculty Affairs Office that mentoring program participation can significantly improve one's sense of community by being part of a cohort and by having a colleague to consult for advice, and therefore helping to reduce feelings of isolation. Future evaluations will assess faculty mentoring impact on climate.

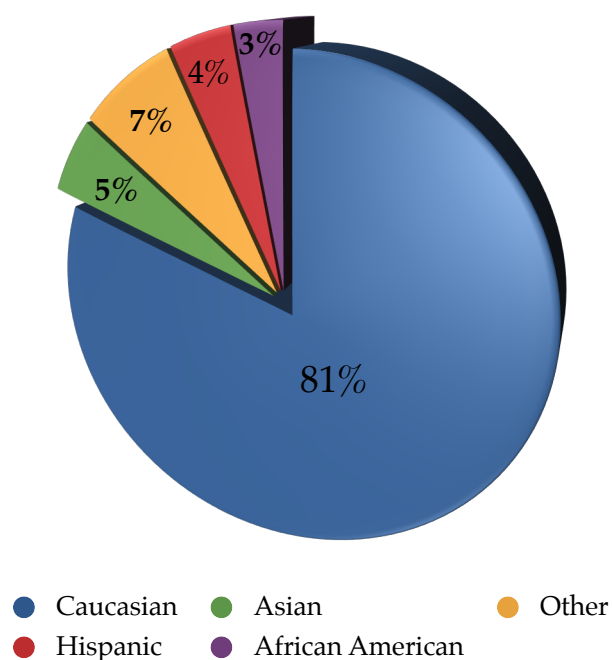
Overall Participant Demographics

Gender distribution of respondents may have been equal, depending upon the gender of the unspecified participants. Half of respondents identified themselves as male. The large majority of faculty respondents identified themselves as Caucasian (80%), with 19% identifying themselves as Hispanic, Asian, African American and Other. The Other category allowed for faculty to write in ethnicity, for which most wrote a variety of mixed ethnic representations. The majority of respondents indicated that they were tenured or on the tenure-track (79%) with the most representation among associate faculty (33%), followed by assistant level faculty (27%) and full professor level (20%). While the survey was intended for full time tenure track faculty, some respondents indicated their rank as lecturers, instructors, and administrators. Future surveys will be designed to include all faculty and administrators.

Gender of Survey Respondents



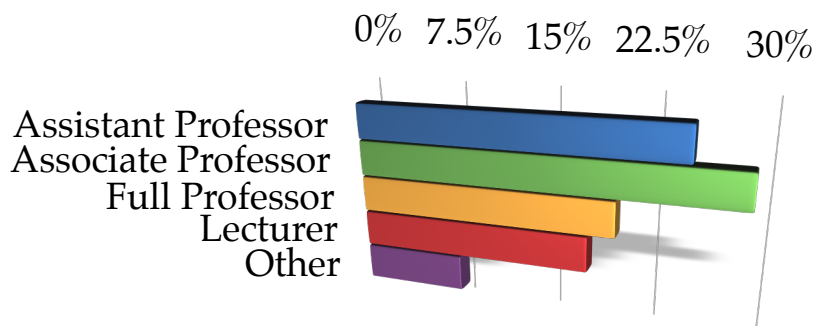
Ethnicity of Survey Respondents



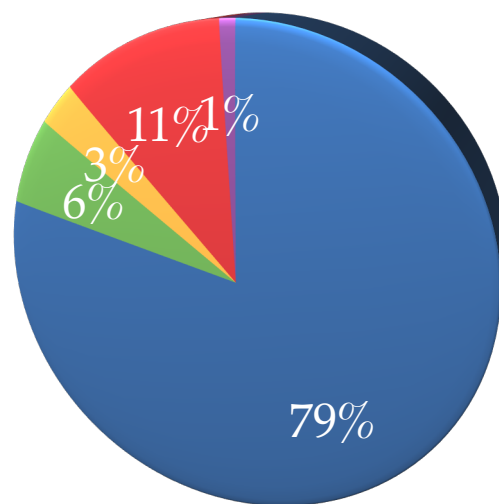
Overall Faculty Demographics

Academic Affairs reported a total of 1,049 full time faculty for the academic year 2009-2010. Gender, ethnicity and rank are reported below. Survey respondents were a representative sample of faculty by rank, gender and ethnicity. UNC Charlotte faculty rank is comprised of 29% associate faculty (33% of survey respondents), followed by 25% assistant level faculty (27% of survey respondents), and 20% full professor level faculty (20% of survey respondents). Gender distribution among faculty is majority male (57% compared to 50% of survey respondents). The large majority of faculty are Caucasian (79%), with 21% identifying themselves as Hispanic, Asian, African American and Other, which closely matches the survey respondents who were 80% Caucasian and 19% Hispanic, Asian, and African American.

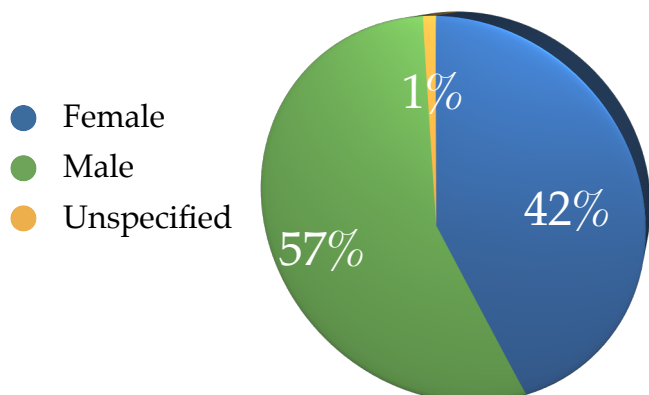
Full Time Faculty 2009-2010 Rank



Full Time Faculty 2009-2010 Ethnicity



Full Time Faculty 2009-2010 Gender



- Caucasian
- African American
- Hispanic
- Asian
- Other

Survey Background and Methodology

The ADVANCE Institutional Transformation Project is a National Science Foundation award that is designed to address the specific needs of gender equity among Science, Technology, Engineering, and Mathematics (STEM) faculty at the University of North Carolina at Charlotte. The goals of the grant are to increase the recruitment, retention and promotion of women in STEM disciplines with overarching goals to improve the general campus climate for the success of all faculty members.

The UNC Charlotte ADVANCE Faculty Affairs Office is catalyzing policy reform, university partnerships, and the institutionalization of faculty development programs. The development of a diversity climate survey for faculty began in 2008 via the Diversity Committee in the College of Liberal Arts & Sciences. The survey was expanded for use among all colleges in 2009 through the ADVANCE Faculty Affairs Office, undergoing several revisions and reviews by faculty with expertise in diversity climate. The survey was implemented in April 2010 to all tenure-track faculty members [N=1049]. The overall response rate was 33%, which is considered a marginal representation of the campus faculty. Acceptable response rates for online surveys range between 30-40%, therefore these results are considered to be representative for the purpose of gaining insight into faculty perceptions. Monitoring the current opinions and experiences of university employees enables the university to **identity our strengths** and areas of focus for growth and **future direction**.

The campus climate survey dimensions were based upon the following resources and measurements:

- CLAS Solutions Team Award climate project led by Art Blume
- UNC Charlotte faculty climate survey 2005
- University of Michigan climate survey - widely used in ADVANCE institutions
- UNC Chapel Hill climate survey derivatives
- Cathy Sanders Diversity Climate Survey Committee recommendations
- COACHE (Collaborative on Academic Careers in Higher Education, Harvard) and HERI (Higher Education Research Institute, UCLA) derivatives
- Original items by ADVANCE Evaluation Team
- Seminal work on Department Chair evaluations by faculty (Tucker, 1984, 1993) which outlines department chair responsibilities



The survey has an acceptable Cronbach alpha coefficient of .366. A low alpha for the survey is expected, since there are distinct multiple constructs.

Limitations

Results should be interpreted with caution due to several factors. The low response rate of 33% does not necessarily serve as a representative sample of all tenured and tenure-track faculty. Although it is possible the opinions gathered from this survey may not accurately reflect the opinions of UNC Charlotte tenured and tenure-track faculty, these findings have been corroborated by previous surveys conducted at UNC Charlotte (see HERI and COACHE reports on the Academic Affairs web page). The survey was intended to measure perceptions of diversity climate, job satisfaction and related key identifiers. The campus climate survey does not measure the environment external to UNC Charlotte, confidence in university leadership, personal aspirations toward leadership or research productivity. Because the ADVANCE research team is attentive to protecting anonymity of survey participants, departmental statistics are unavailable. Results are aggregated only at the college level for two reasons: protection of the anonymity of survey participants, and departmental response rates are low. For future implementation, the research team makes the following recommendations:

1. Obtain expanded support from campus leadership for survey participation.
2. Reduce survey items to shorten time to participate.
3. Implement the survey in sections and spread across an academic year.

Sample Survey Items	
Survey Construct	Sample Items
Job Satisfaction	How satisfied are you with - [salary and benefits], [sense of contribution to my profession], [challenges my job provides], [autonomy in my work]?
Intent to Stay	How often do you think about leaving UNC Charlotte? How likely is it that you will stay [1-5 years], [6-10 years]?
Work/Life Balance	How satisfied are you with your balance between professional and personal life?
Diversity Equity Climate	How often, while at work, have you heard or seen something that insulted your - [gender], [ethnicity],[sexual orientation], [age], [disability], [religious views], [political affiliation]?
Department Chair	Please indicate your level of satisfaction with your Department Chair's ability to - [serve as advocate for department], [seek external funding], maintain morale].
Sense of Community	In a typical year, how many committees do you serve on? How satisfied are you with Interpersonal and social relationships with colleagues?
Key Indicators (Items)	
Promotion & Tenure	Overall, how satisfied have you been with your current position, in the following areas- [transparency of promotion and tenure policy], [clarity of promotion and tenure policy]?
Workload	My workload is often overwhelming.
Top Issues	Please choose 3-5 issues that you feel are important for the campus community to address at [your department level] [the university].
Mentoring	Is there anyone whom you currently regard as a mentor who also works at UNC Charlotte - someone who gives advice and counsel on career issues and/or sponsors or advocates for you?