



UNC Charlotte Climate Survey 2013

University Report





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Faculty Affairs and
Diversity Office
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October 15th, 2013



Executive Summary

The overall findings of the Climate Survey are that most faculty and staff are fairly satisfied with their position at UNC Charlotte. A majority of faculty and staff are satisfied with their departmental climate and with their coworkers. Additionally the majority of faculty and staff felt that they fit in with their department or unit and intended to stay at UNC Charlotte. The areas with the greatest amount of discontent are with salary, benefits, and childcare.

The climate for diverse faculty shows some challenges. While many faculty believe that their department provides an equitable environment for diverse faculty and staff, many individuals feel that there are still challenges and barriers to faculty and staff from diverse backgrounds. In many of the questions targeting the environment for diverse faculty and staff, while the majority of faculty and staff are satisfied, a fairly consistent amount of about 15% of faculty and staff felt that there were significant problems with the opportunities and treatment of diverse faculty and staff. On several questions regarding mobility and professional treatment minority faculty and female faculty were more likely to see barriers to advancement than white or male faculty. Another area that faculty and staff point to as an area of concern is for faculty and staff with childcare or other caregiving responsibilities. There appeared to be a divide between individuals with caretaking responsibilities and individuals without these caregiving responsibilities. Many faculty felt that they were treated differently due to their caregiving responsibilities.

Diversity goals at UNC Charlotte are another area of some disagreement among faculty and staff. There were many different voices, some that expressed disagreement with the need for more diversity and were highly dissatisfied with goals to diversify the faculty and staff. Others felt that there were no efforts to diversify faculty and staff, or that there might be some success in diverse recruitment but there was little focus or success on diverse faculty and staff retention. Some faculty as well felt that diversity was becoming more of a priority in hiring than the qualifications of the applicants.

The professional satisfaction that most faculty and staff experienced is positive, most faculty are satisfied with their teaching responsibilities as well as their service obligations. Most faculty are satisfied with the promotion and tenure process, and feel that they understand the process. There were no differences in perceptions of the promotion and tenure process by gender or minority status. A large percentage of faculty, particularly junior faculty have mentors and are regularly in contact with this mentor regarding a number of different issues. Among part-time and non-tenure track faculty there is a sense of immobility. The majority of these faculty members would like to move into tenure track positions, yet the majority of non-tenure track faculty feel that the University provides no opportunities to move into tenure track positions.



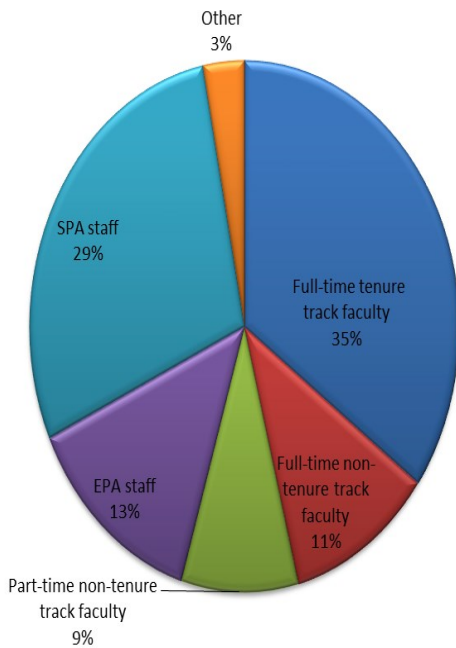
Executive Summary

The issues that faculty pointed to as in need of the most action at the university level were benefits, resources, and space. At the departmental level these were the same issues of concern. The areas in which faculty believed that the university was effectively addressing were athletics, diversity of students, and diversity of faculty and staff. The areas that were pointed to as being effectively addressed at the departmental level were curriculum, diversity of faculty and staff, and diversity of students.

There are no consistent differences between men and women in stem departments except for a few areas. Women do appear to find it more difficult to fit into stem departments, where women are more likely to feel left out based on their gender. This feeling of being left out based on gender is significantly different than women in non-stem departments. Yet for many of the climate questions there is no difference between stem women and stem men.

Respondent Statistics

Respondent Employment Status



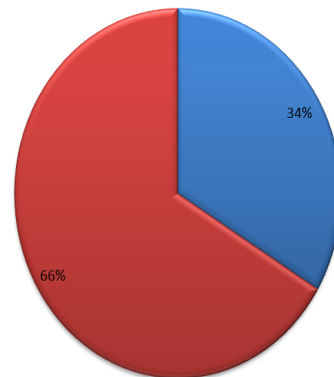
Employment Status

The highest percentage of the respondents were full-time tenure track faculty, making up 35% of the respondents. Following close behind were SPA staff, making up 29% of the respondents. EPA staff and part-time non-tenure track faculty, and full-time non-tenure track faculty had a fairly similar response rate ranging from 9% to 13%. Individuals that identified themselves as “other” made up 3% of the respondents.

The distribution of the respondents for the survey was fairly diverse in regard to employment status. All faculty, EPA staff, and SPA were invited to participate in the survey. Of those that were invited 595 of the 2515 chose to participate. This translates into a response rate of close to 24%. Unfortunately by the end of the survey close to half of these individuals had dropped out of the survey resulting in only about 315 individuals completing the entire survey.

Gender Distribution

■ Male ■ Female



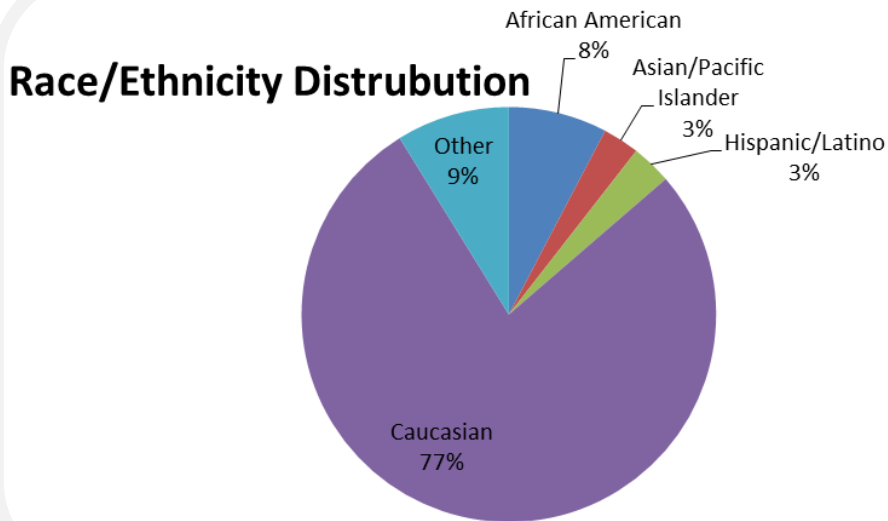
Gender Distribution

Female respondents made up more than half of the survey respondents with 66%, with men making up 34% of the respondents.

Respondent Statistics

Racial/Ethnic Distribution

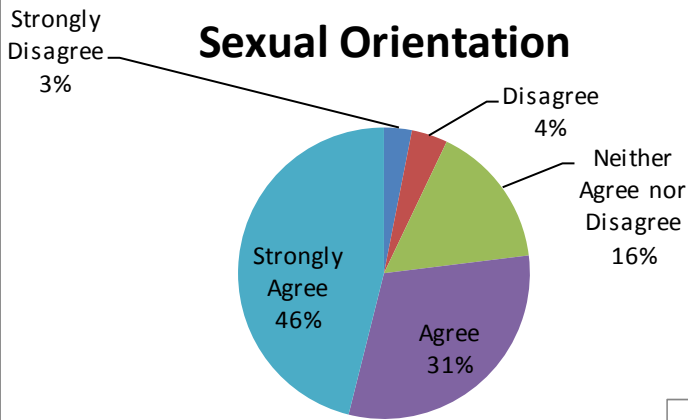
The majority of the respondents to the survey were Caucasian, making up 77% of the respondents. The next largest racial/ethnic group were individuals that identified themselves as African-American, at 8% of respondents. For both Hispanic/Latino and Asian/Pacific Islander, only 3% of respondents identified with each of these groups. Lastly there were 9% of the respondents that noted they belonged to an “other” racial or ethnic group. Most individuals that identified as “other” did so either to specify that they did not want to identify with a specific race or ethnicity or to specify a mixed racial identify, or a racial identify more specific than they felt that the terms provided allowed (for example “European descent” rather than “Caucasian”)



Is there an equitable climate?

The majority of individuals responded that they believed there was an equitable environment for both genders, race/ethnicity, sexual orientation, spiritual/religious beliefs, age as well as individuals with disability or part-time employment status.

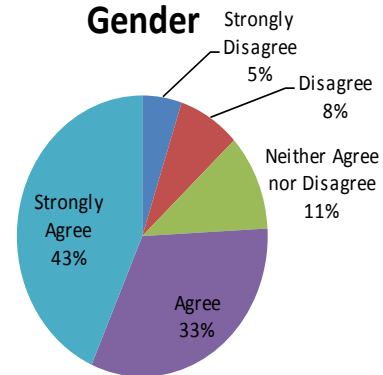
Sexual Orientation



Gender and Sexual Orientation

In regard to both gender and sexual orientation there was strong agreement or agreement by the majority of individuals that the department provided an equitable environment for these groups. For gender 76% of individuals agreed that there was an equitable climate, and for sexual orientation 77% of individuals felt that there was an equitable climate.

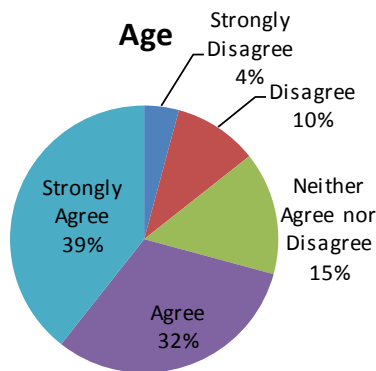
Gender



Age

For age most individuals as well felt as though there was an equitable environment, with 71% either agreeing or strongly agreeing that their department provided an equitable environment for age difference. There was about 15% of the respondents that were ambivalent about this, and 14% of the respondents disagreed or strongly disagreed that there was an equitable climate for age.

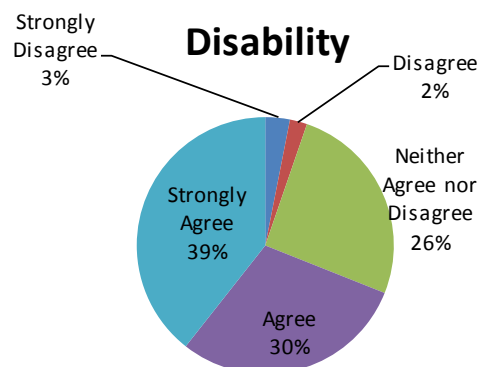
Age



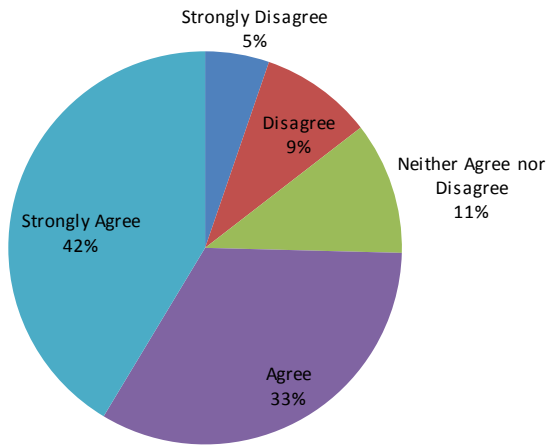
Disability

The climate for individuals with a disability was also seen by most respondents as being positive, with 69% agreeing or strongly agreeing. A large number of respondents neither agreed nor disagreed indicating that perhaps they have little knowledge of how their departmental climate might be in regard to an individual with a disability.

Disability



Understanding/Appreciating Cultural Differences

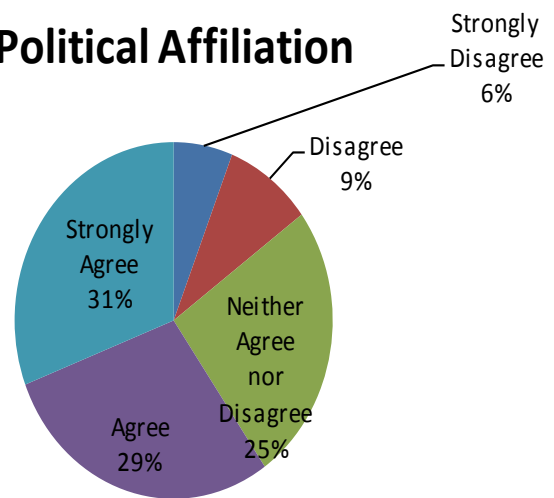


Cultural and Political Differences

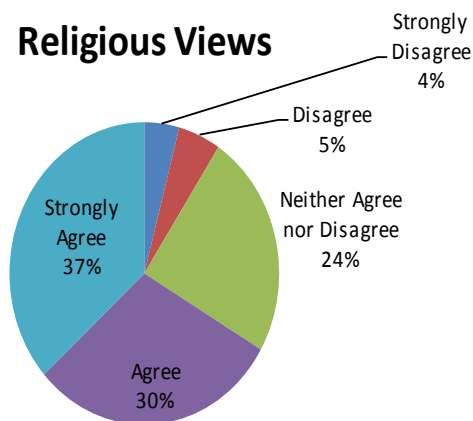
Most respondents again felt that there was an equitable environment toward cultural and political differences. In regard to appreciating and understanding cultural differences 75% of the respondents strongly agreed or agreed. There were though 14% of individuals that felt that these differences were not understood or appreciated in their departments.

In regard to political affiliation a majority of respondents did feel again that there was an equitable climate for differences. There was a large amount of ambivalence with 25% of individuals stating that they neither agreed nor disagreed. Similar to the question regarding cultural appreciation, 15% of individuals disagreed or strongly disagreed that there was an equitable climate for these differences.

Political Affiliation



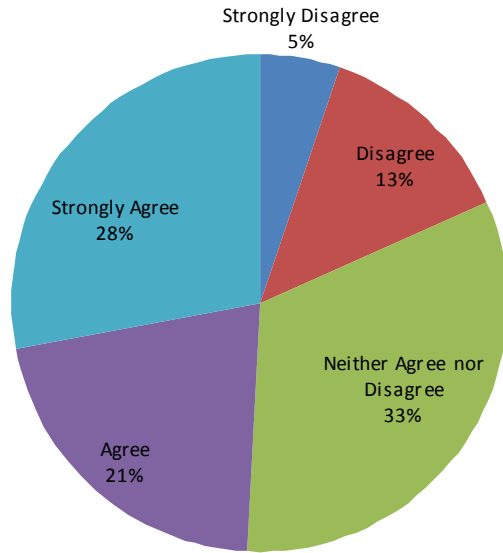
Religious Views



Religious Views

A majority of the respondents felt that there was an equitable environment for different religious or spiritual views in their department. A large number of individuals were ambivalent about this question, at 24%, and a fairly small percentage, 9%, disagreed or strongly disagreed that there was an equitable environment for different religious views.

Part-Time Non-Tenure Track Faculty



Part-Time Faculty Climate

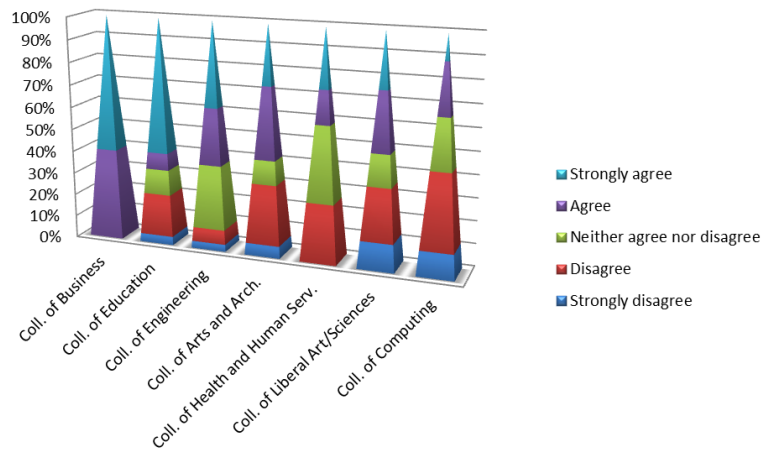
Respondents had much more varied responses to questions regarding the climate for part-time faculty in their home department. More than a third of respondents were ambivalent regarding the climate for part-time faculty, whereas almost half of the respondents strongly agreed or agreed that there was an equitable climate for part-time

faculty. Yet 18% of respondents strongly disagreed or disagreed that there was an equitable climate for part-time faculty. Yet when the employment status of individual respondents was included in the analysis there were significant differences between part-time and full-time faculty, and their perceptions of an equitable climate. Close to 38% of part-time non-tenure track faculty either disagreed or strongly disagreed that there was an equitable climate toward non-tenure track part-time faculty in their department. This is compared to only about 18% of tenure track faculty that disagreed or strongly disagreed that there was an equitable climate toward part-time non-tenure track faculty. There was also about one-third of tenure-track faculty that were ambivalent regarding this question, compared to only 12% of the part-time non-tenure track faculty.

Part-Time Faculty Climate By College

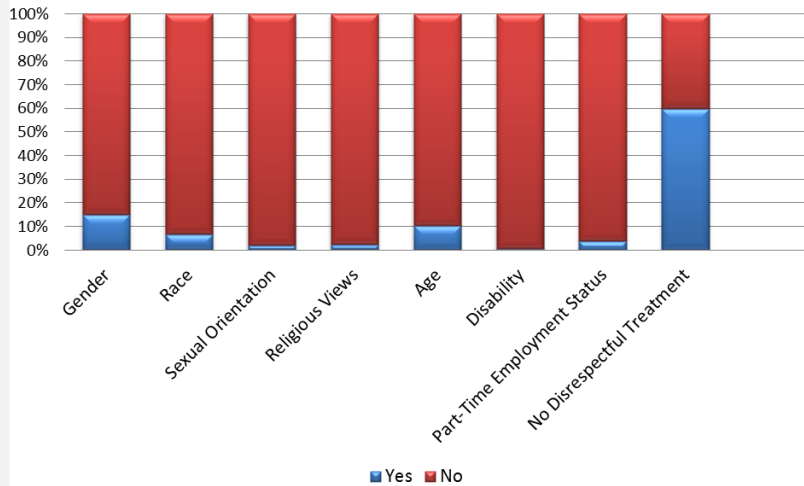
The colleges that faculty and staff believed had the most positive climate for part-time faculty were the College of Business and the College of Education. For the College of Computing about 44% of respondents did not feel that there was an equitable climate for part-time faculty. In the College of Liberal Arts and Science 30% of the respondents either disagree or strongly disagreed that there was an equitable climate for part-time faculty. In the College of Arts and Architecture close to 30% also did not feel that there was not an equitable climate for part-time faculty.

Equitable Climate for Part-Time Faculty by College



Disrespectful Treatment

Have you been Treated Disrespectfully Because of



Disrespectful Treatment

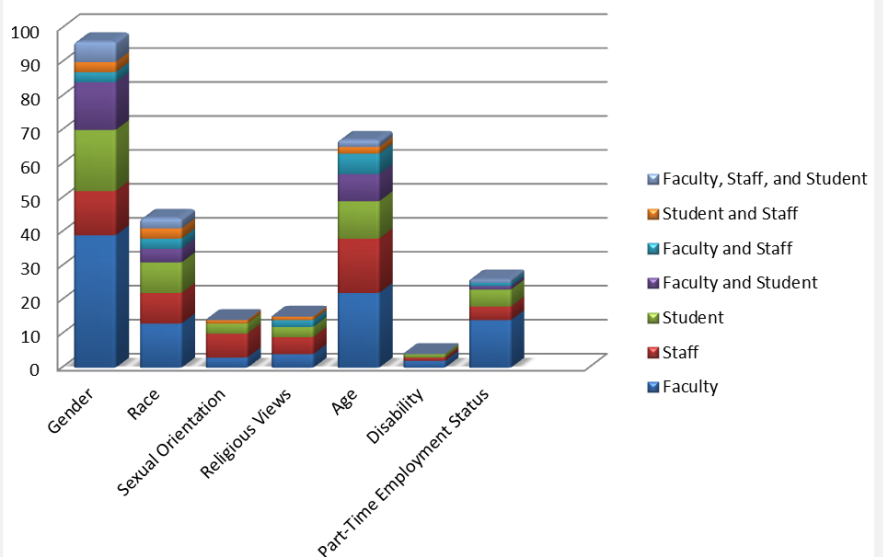
The majority of respondents to the survey did not feel that they had been treated disrespectfully due to any of the specified characteristics. The characteristic that most individuals felt that they had been treated disrespectfully for was due to their gender, with more than 10% of respondents pointing to this as the cause of this disrespectful treatment. The next largest cause of this disrespect was due to age, where 10% of individuals felt disrespected due to their age. About 5% of

individuals felt disrespectful treatment was directed toward them due to their race. There was a significant difference between men and women in regard to their perceptions of disrespectful treatment due to gender, where the majority of those individuals that did feel that they had been treated disrespectfully due to their gender were female, 6% (7) of men felt disrespected due to their gender compared to 23% (49) of women. There was no significant relationship between the age of the individual and their perceptions of being treated disrespectfully due to their age, yet those at the oldest levels and youngest levels seemed to experience this more than those closer to the mean age. Minority individuals were also more likely than non-minority individuals to feel that they had been disrespected due to their race.

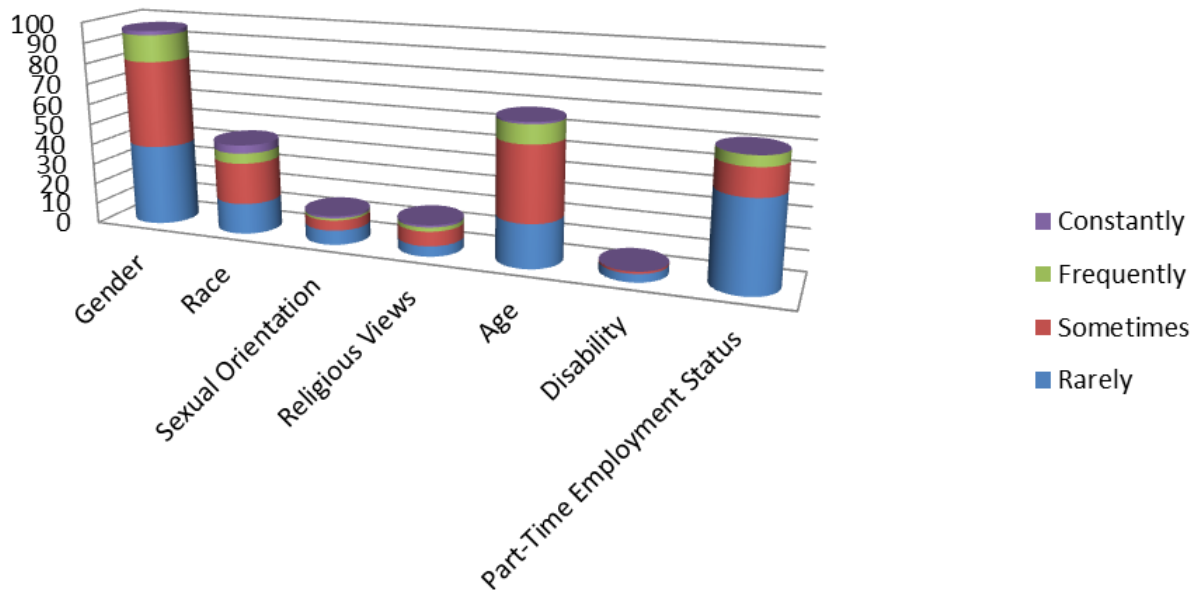
By Whom?

Most of this disrespectful treatment was from faculty, or faculty in a combination with other individuals. In regard to gender close to 40 individuals noted that this treatment came from faculty members, and 23 individuals noted that this treatment was from faculty in combination with other individuals, either staff, students or both.

Disrespectful Treatment by



How Often do you Experience Disrespectful Treatment?

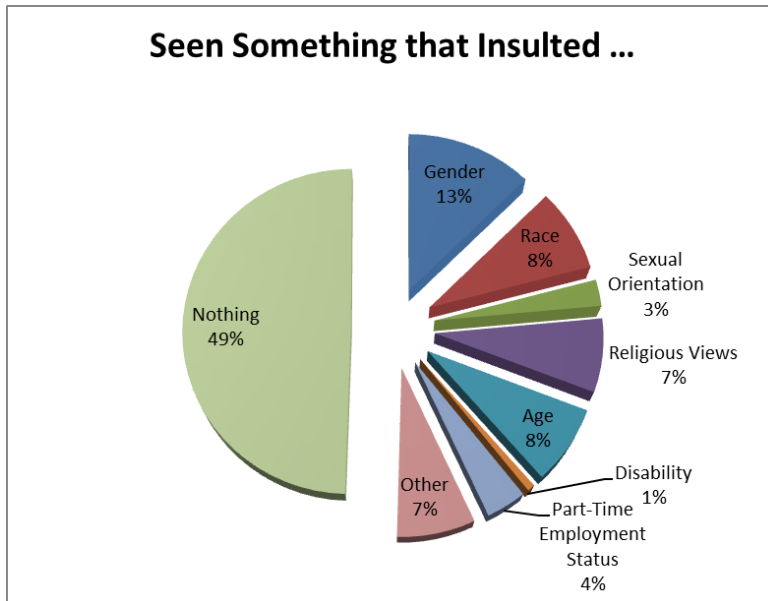


How Often does Disrespectful Treatment Occur

For most of the respondents the disrespectful treatment only occurred rarely or sometimes rather than frequently or constantly. In regard to gender for all but 20 individuals they felt that this disrespectful treatment occurred either rarely or only sometimes. This distribution was mirrored by most of the respondents, with only a few individuals for each characteristic noting that this disrespect occurred frequently or constantly.

Seen or Heard Something that Insulted ...

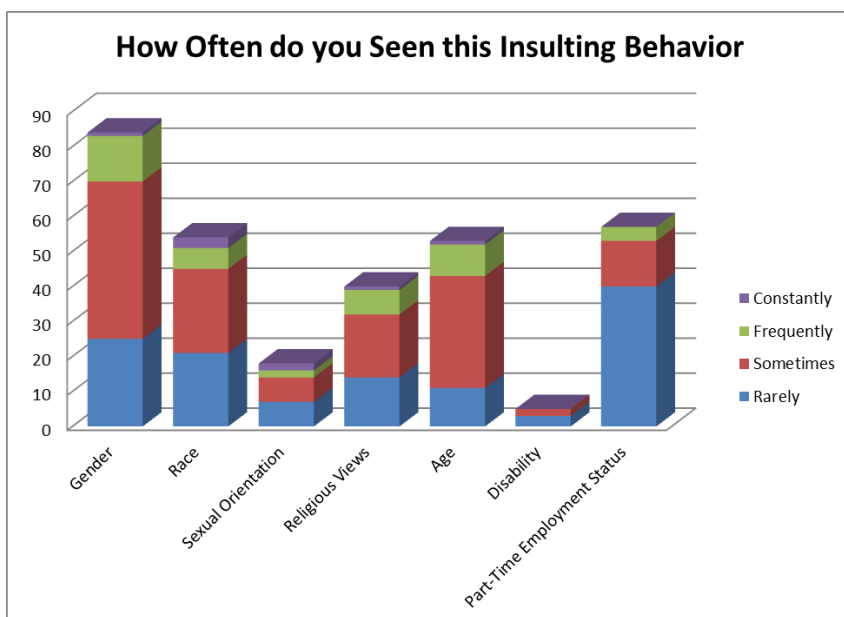
Slightly more than half of the respondents said that had seen or heard some that insulted one or more of several characteristics. The majority of individuals noted that they had seen or heard something that insulted their gender or their race. In addition age and religious views were also pointed to as characteristics they felt had been insulted



Other

Some of the other characteristics that individuals had seen or heard something that insulted are the following

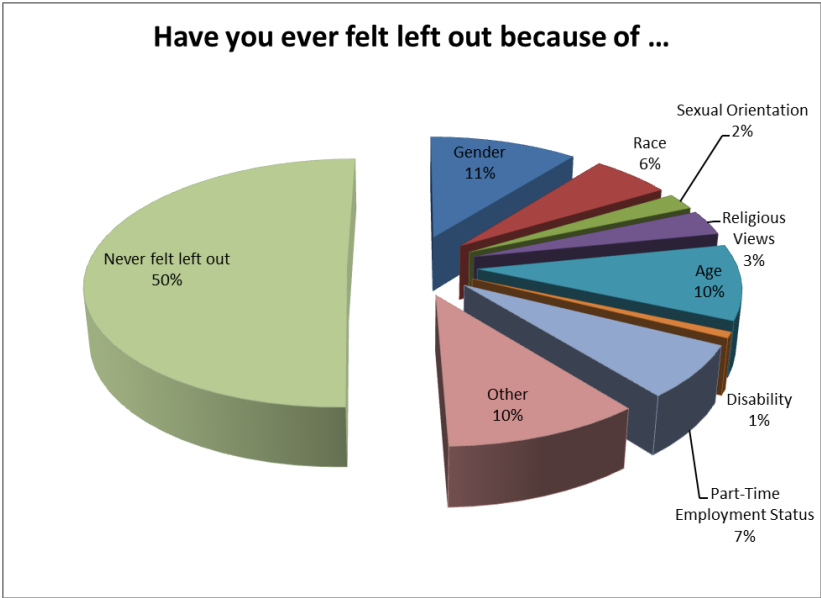
- *Parental obligations/breastfeeding/childless status*
- *Qualifications/education/non PhD/field*
- *Non-tenure/Clinical status*
- *SPA/Staff/Temporary status*
- *Political or religious beliefs*
- *Socioeconomic position*



Amount of Insulting Behavior

For most of the respondents the insulting behavior they witnessed only occurred rarely or sometimes. There were very few respondents that felt that the behavior occurred constantly.

Fit



Fit

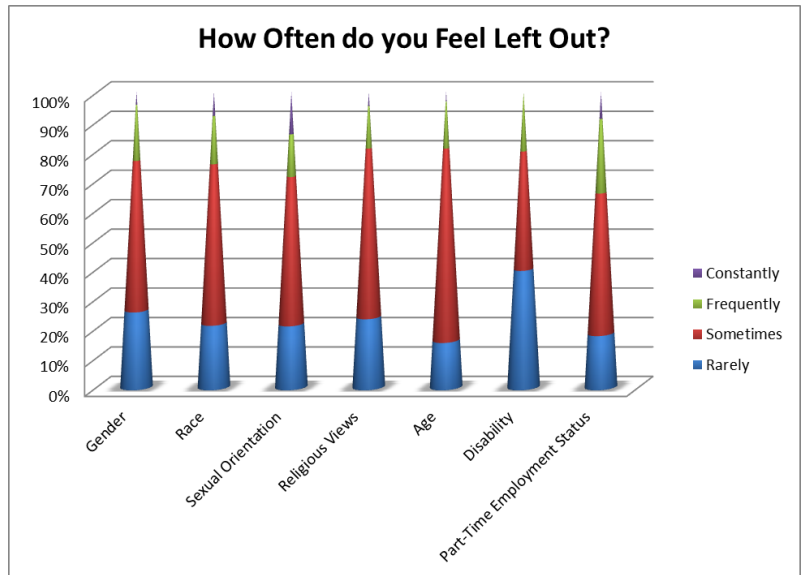
Half of the respondents felt left out for one reason or more. Many felt left out due to their gender (11%) and age (10%). A large number of individuals also felt left out because of their part-time status (7%) and race (6%). In addition to these reasons people listed many “other” reasons why they felt left out ranging from their employment status to their political beliefs.

Other reasons why you feel left out

- *New Employee/junior faculty*
- *International*
- *Lack of Education—no BA/BS or no PhD*
- *Non-Tenure Track/Clinical*
- *Staff or temporary employee*
- *Socioeconomic status*
- *Political beliefs*
- *Position and support role*
- *Faculty opinions respected most*
- *Family responsibilities*
- *Workload*
- *“No idea; I have felt left out without being able to figure out the reason”*

How Often?

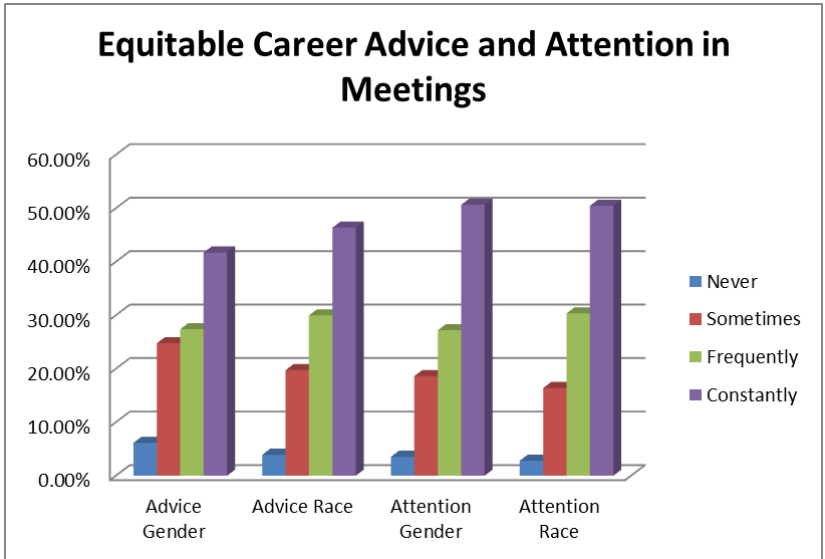
Most of the individuals that felt left out said that they felt left out either rarely or sometimes, but with a majority noted that it occurred sometimes rather than rarely.



Departmental Marginalization

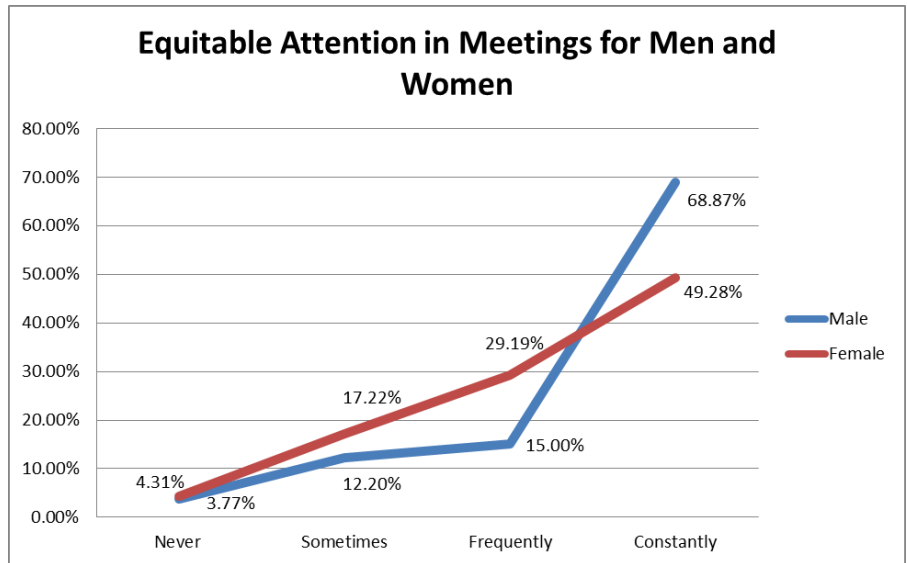
Career Advice and Attention in Meetings

Many individuals (between 40% and 50%) felt that men and women as well as ethnic majority and minority members constantly received both equitable career advice and attention in meetings. A fairly small amount (between 6% and 3%) believed that these group never received equitable career advice or attention in meetings. Those in between, stating that they either frequently or sometimes receive equitable career advice and attention in meeting made up a large portion of the respondents.



Gender and Attention in Meetings

There were significant differences between the perceptions of equitable attention in meetings between men and women. There were very few, men or women that believed that there was never equitable attention in meetings between men and women. Only 3.77% of male respondents and 4.31% of female respondents believed that men and women never received equitable attention in meetings. The differences after this



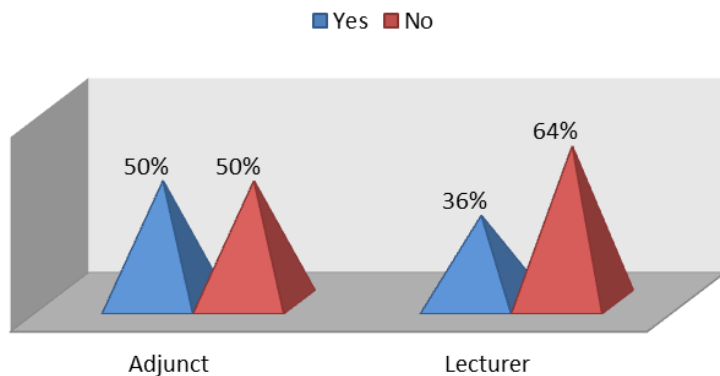
begin to increase. In regard to the sometimes response, 17.22% of women believed that men and women sometimes received equitable attention, where only 12% of men responded this way. Men were more likely to believe that there was equitable attention either constantly or frequently. The largest difference between men and women, was in regard to the constantly response, where there was close to a 20% difference between men and women.

PART-TIME FACULTY

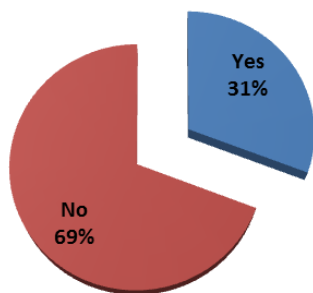
Non-Tenure Track Faculty Mobility

For adjunct faculty and lecturers there was a large proportion of them that would like to become part of the tenure track faculty. Half of adjunct faculty would like to become part of the tenure track faculty, and 36% of lecturers would like to become part of the tenure track faculty.

Do you Want to Become Part of the Tenure Track Faculty?



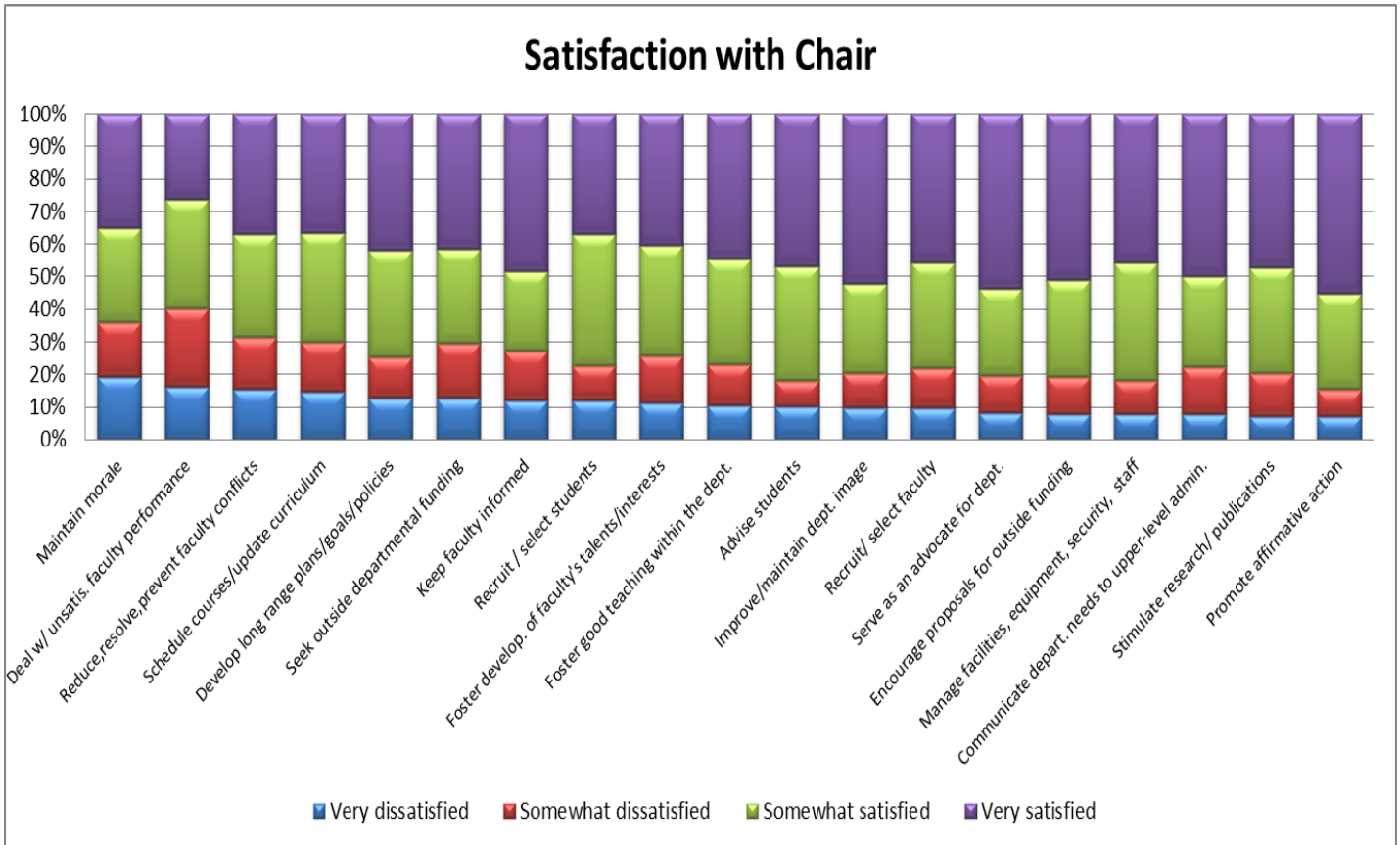
Is Mobility Possible?



Is Mobility Possible?

When these non-tenure track faculty were asked whether there was any mobility into tenure track positions from these non-tenure track positions there was a large percentage that did not believe that this upward mobility was possible. Only about one-third of these non-tenure track faculty believed that there was any ability to move into these positions.

Department Chair Evaluation



Most Satisfied

- Promote Affirmative Action
- Serve as an advocate for the department
- Improve and maintain department image
- Encourage proposals for outside funding
- Communicate departmental needs to upper-level administration
- Keep faculty informed

Most Dissatisfied

- Maintain morale
- Deal with unsatisfactory faculty performance
- Reduce, resolve, and prevent faculty conflicts
- Schedule courses and update curriculum
- Develop long range plans, goals, and policies
- Seek outside departmental funding

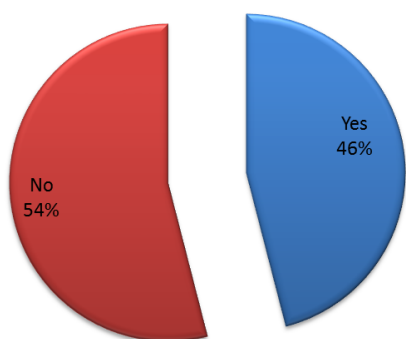
Faculty and staff were most satisfied with the communication and representation responsibilities of chairs in the University community, faculty and staff were most dissatisfied with chair's management of the department.

Diversity at UNCC

Plan for Diversity, Access, and Inclusion

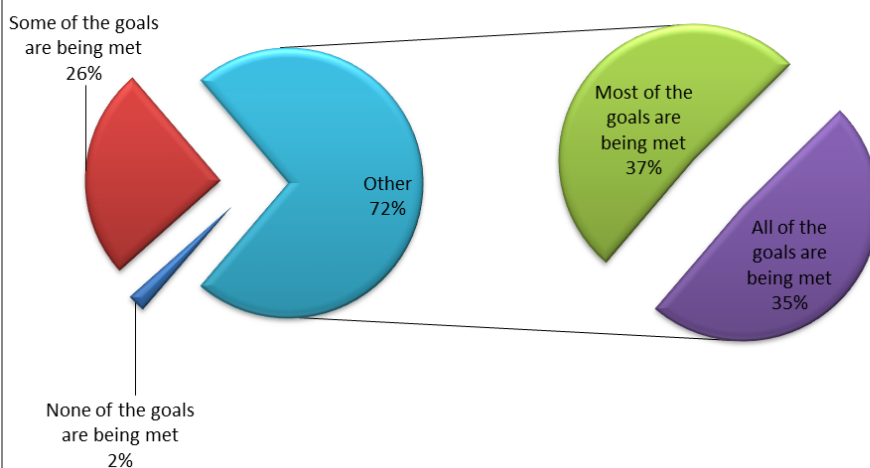
Diversity Goals in the Department

Are you familiar with the goals in the Plan for Campus Diversity, Access, and Inclusion?



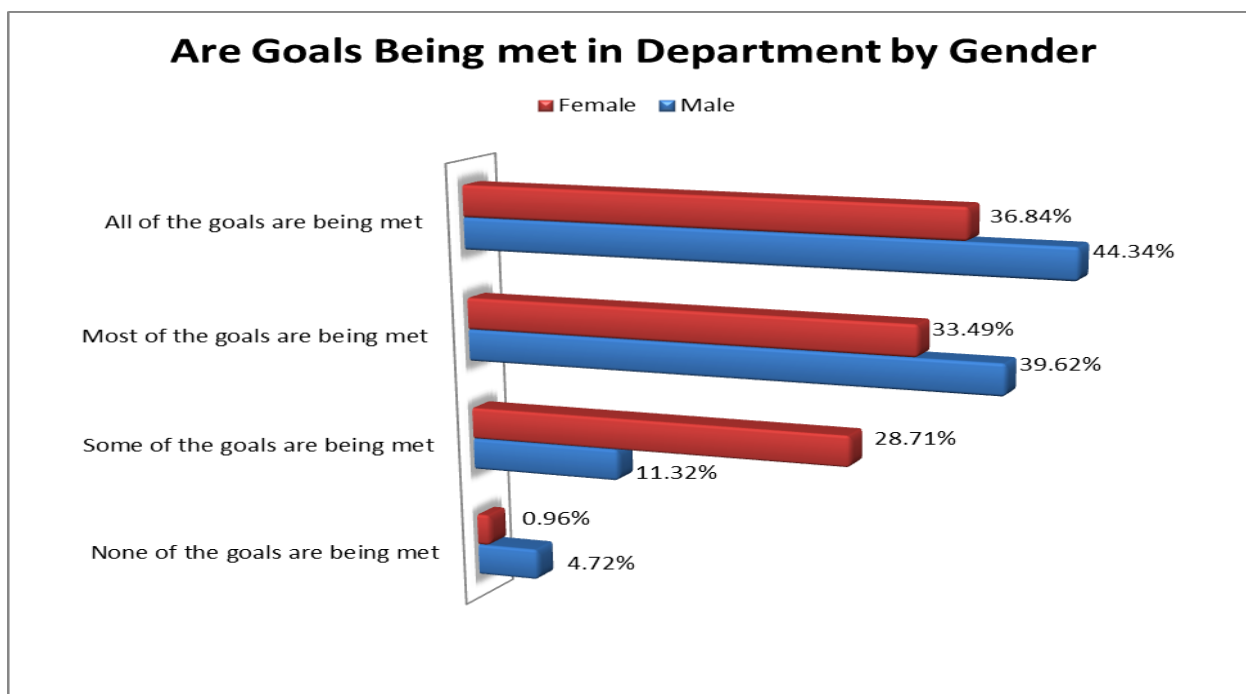
Slightly less than half of the respondents were familiar with the goals in the Plan for Campus Diversity, Access, and Inclusion. After reviewing these goals the majority of individuals (72%) stated that their department was meeting all or most of these goals. Only 11 individuals (2%) stated that none of the goals were being met. Whereas 26% of individuals did feel that only some of the goals were being met.

Are the Diversity Goals being Met by your Department



Diversity at UNCC

Plan for Diversity, Access, and Inclusion



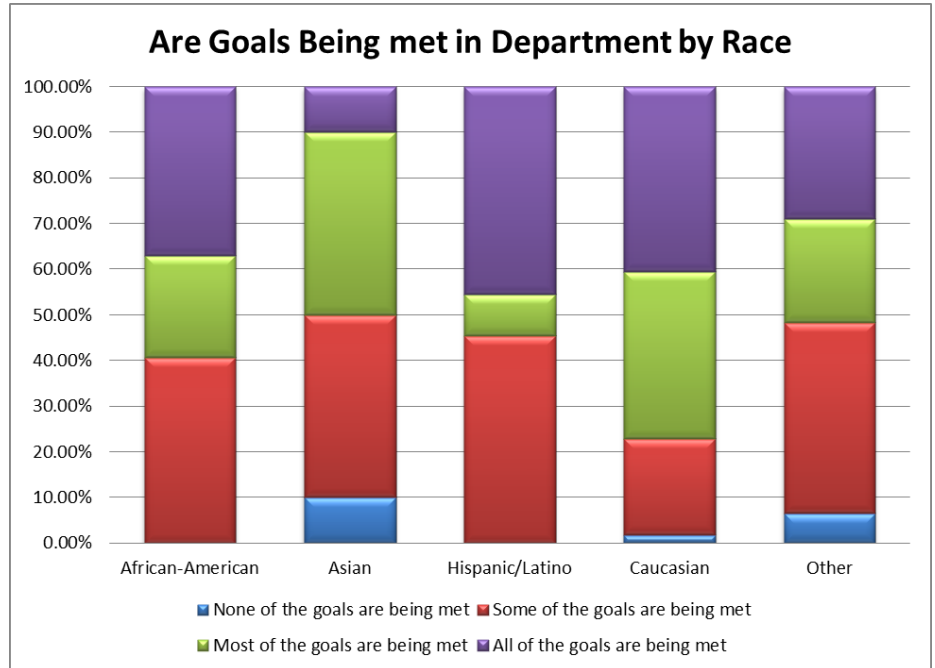
Diversity Goals in the Department by Gender

Close to half of males believed that all of the goals of the diversity plan were being met in the department. Whereas only about 37% of women believed that all of the diversity goals in the department were being met. The difference between men and women was similar for the response specifying that “most of the goals were being met” in the department. Women were much more likely to believe that only some of the goals in the diversity plan were being met, there was a close to 16% gap between men and women. There was a significant influence of gender on the perceptions by individuals regarding whether the diversity goals were being met.

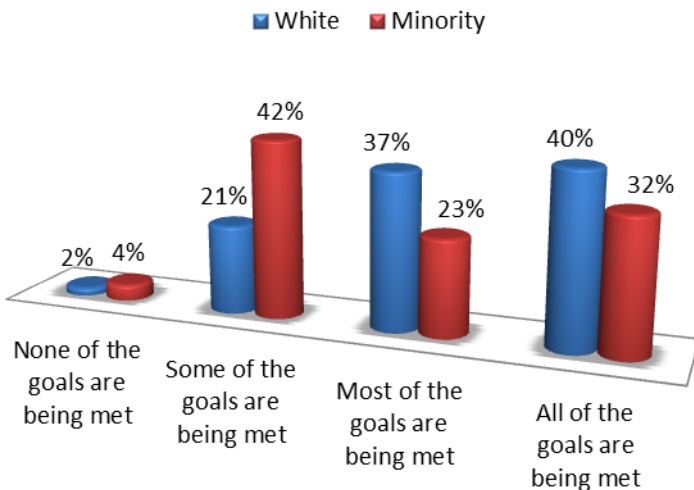
Minority Perceptions of Departmental Diversity Goals

Diversity Goals in the Department by Race

When respondents are separated by race there are some differences between minority and majority race individuals. Whites were the most likely to respond that either all or most of the diversity goals were being met in the department. There were slight differences between Asians, Hispanic/Latinos, and African-American respondents.



Minority Perceptions of Diversity Goals



The perceptions that minority faculty and staff held regarding how successful the department was at fulfilling the goals outlined in the Plan for Diversity, Access, and Inclusion were significantly different than those of white faculty and staff. There were almost twice as many minority faculty that believed none or only some of the goals of the plan were being met in the department. Where there was about 10% less minorities than white faculty and staff that believed all or most of the goals of the plan were being met. There is a significant difference between minority and majority race individuals regarding their perceptions of the department's progress toward the diversity, access, and inclusion goals.

Diversity Challenges in Department

What Goals are not Being Met?

"We need to recruit more under represented faculty and staff. Students are quite diverse"

- Equal treatment between men & women in activities.
- Diverse faculty recruitment—males, female, and ethnic minorities
- Staff based diversity
- Equal pay for women and minorities
- No women in leadership positions
- No full-time female employees
- Student diversity
- Inclusion of diverse religious and political beliefs
- Inclusion and support of gay and lesbian faculty and staff

"Inclusion of part-time faculty"

"Female faculty are hired and then overloaded with so much service that they can't move forward"

"[F]air and equal treatment for Clinical faculty and adjunct faculty fair treatment for senior [older] faculty"

"Greater awareness of factors other than race coming into play; understanding the subtle forms in which discrimination may occur"

"There is no sincere effort to support gay and lesbian faculty members. This is not only a departmental issue; The problem comes from the administration"

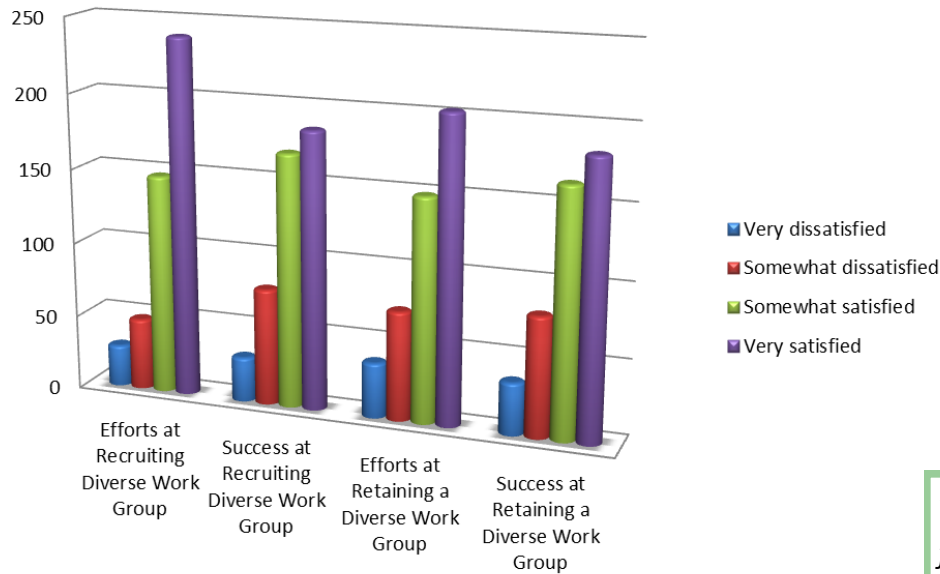
"We don't have a understanding of people[s] rights and how things are said without any thoughts to other people[s] beliefs"

"Our diversity is limited to certain ethnic groups and ages, other aspects of diversity are not represented at all"

"I think sometimes we're too focused on being diverse that we choose a candidate for their diversity over their ability to do the job"

Diverse Faculty Recruitment and Retention

Satisfaction with Department's Recruitment and Retention of Diverse Faculty



“Faculty searches have produced diverse applicant pools, however the hiring is dictated from administration. Administration has directed the hiring of ethnic minorities even if they are not the most qualified applicant”

“There is a high turn over rate for staff in my department regardless of diversity. It is concerning”

Recruitment and Retention of Diverse Faculty

The majority of respondents were either very satisfied or somewhat satisfied with the efforts and success of the department at both the recruitment and retention of diverse faculty. The satisfaction level of respondents was less for the retention of diverse faculty. Many of the individual comments focus on the difficulty in recruiting and retaining diverse faculty with few resources, focus on the multiple types of diversity that are not represented, and indicate concern that qualifications should be more important than hiring a diverse faculty.

“I think the process is frustrating only because it isn't clear to me how this could change. [O]verall, [I]'m satisfied with the colleagues [I] have, but the diversity is embar [r]assingly poor”

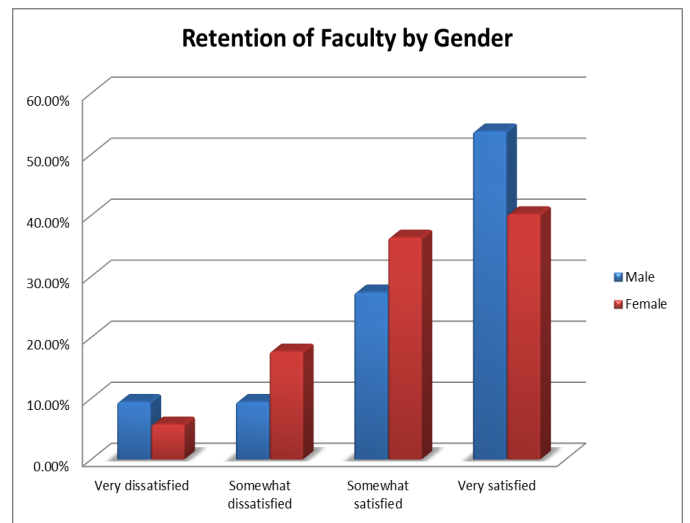
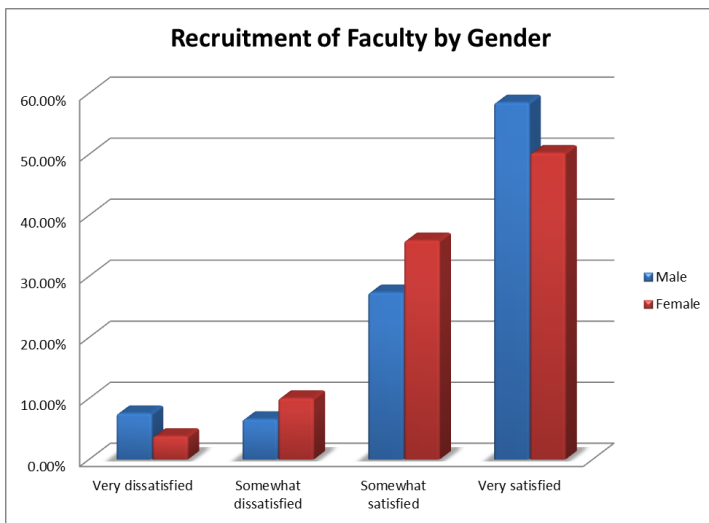
“Departmental turn over is horrendous. Staff positions are constantly in flux and reorganized on a whim. This has had a distinct negative effect on department operations. Retention of female staff and faculty seems to be a particular issue”

“There is a huge reliance on word-of-mouth and national search firms to recruit diverse faculty, but when there is no active effort made to grow and nurture diverse professionals to become faculty, then the result is very few diverse candidates”

“The department is not the problem. Again, it is the . . . Dean's office. Part-time faculty/non-tenured faculty are not involved or recognized at meetings. They are not respected or even given consideration”

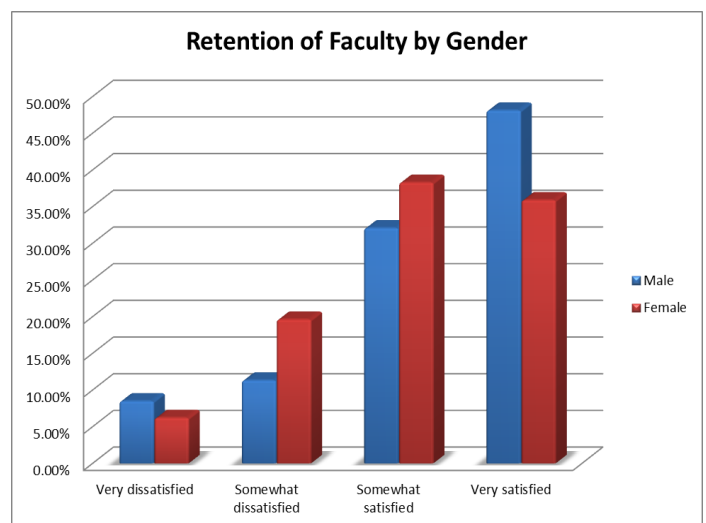
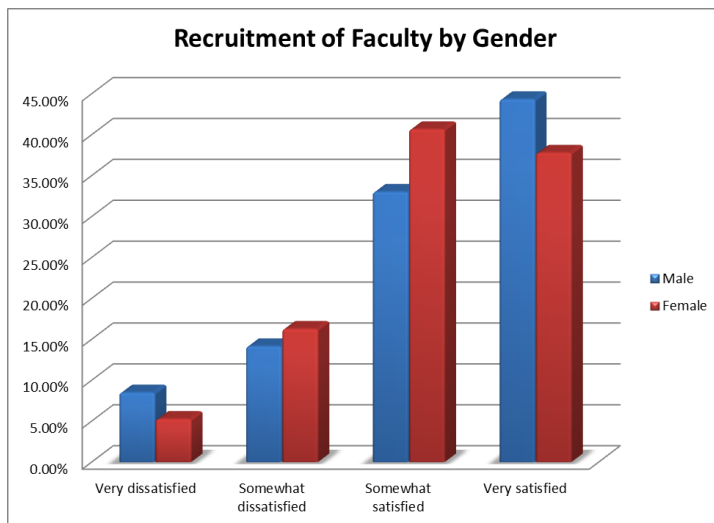
“Almost all members of a minority group have left since I started working here”

Department Efforts at Recruiting and Retaining a Diverse Faculty



Most individuals were either very satisfied or somewhat satisfied with the efforts made by the department to recruit a diverse faculty. There were not significant differences between men and women, and their satisfaction with the recruitment efforts. In regard to the efforts to retain a diverse faculty there were significant gender differences. Close to 54% of men were very satisfied with the retention efforts, where only about 40% of women were very satisfied. More women also stated that they were somewhat satisfied or somewhat dissatisfied at higher rates than men.

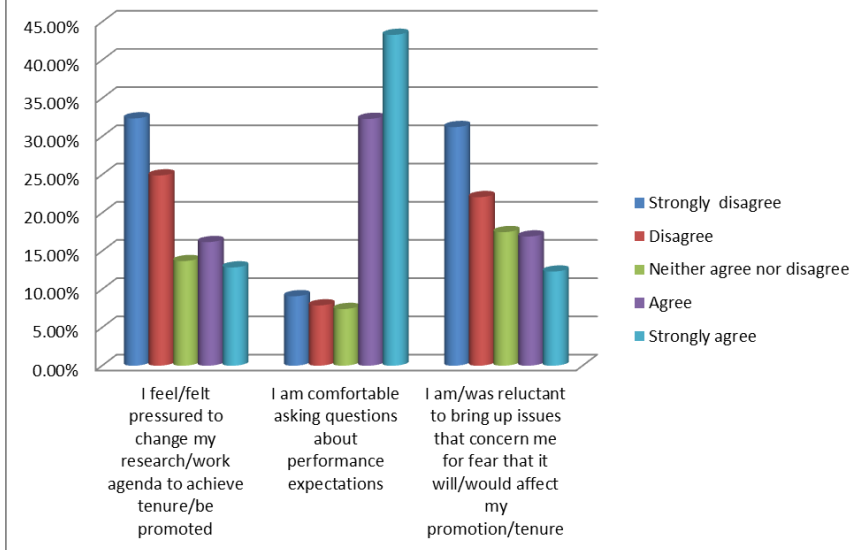
Department Success at Recruiting and Retaining a Diverse Faculty



In relation to the success of departments at recruitment and retaining diverse faculty there were only significant differences by gender for the retention of diverse faculty rather than the recruitment. Women were less likely to say that they were very satisfied with the retention efforts than men. The differences between men's and women's perceptions of the diverse faculty recruitment success of their department were only minor, and there was not a significant difference.

Department Fit and Tokenism

Research Agenda and Promotion/Tenure



Department Fit

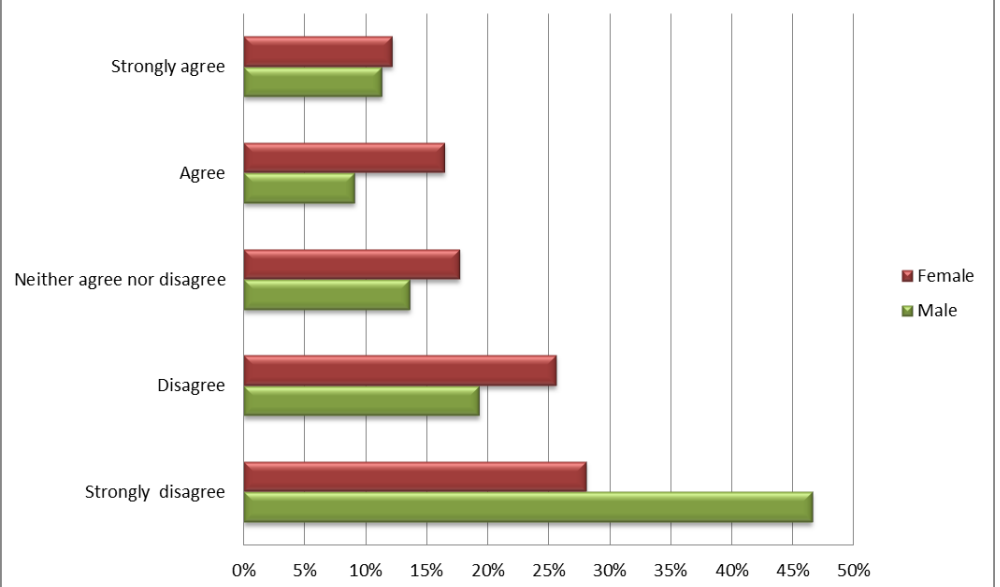
Most faculty felt that they could ask questions regarding promotion and tenure and that they were comfortable bringing up issues that were of concern to them. A majority of individuals (57%) disagreed or strongly disagreed with the statement that they felt pressured to change their research or work agenda in order gain tenure or promotion. There was though about 12% that strongly agreed that they had to change their agenda, and about the same that believed that bringing up issues of concern would negatively influence their tenure or promotion.

Gender and Reluctance to Bring up Issues

The only significant difference between men and women in regard to these questions of fit were women’s and men’s reluctance to bring up issues that concerned them for fear that this would influence their promotion or tenure. There was a large gap between men and women saying that they strongly disagreed that they were reluctant to bring up issues. Slightly less than 50% of men said they strongly disagreed that they were reluctant to bring up issues, where only less than 30% of women strongly disagreed with this statement, indicating that women seem to experience more fear in bringing up issues of concern than men.

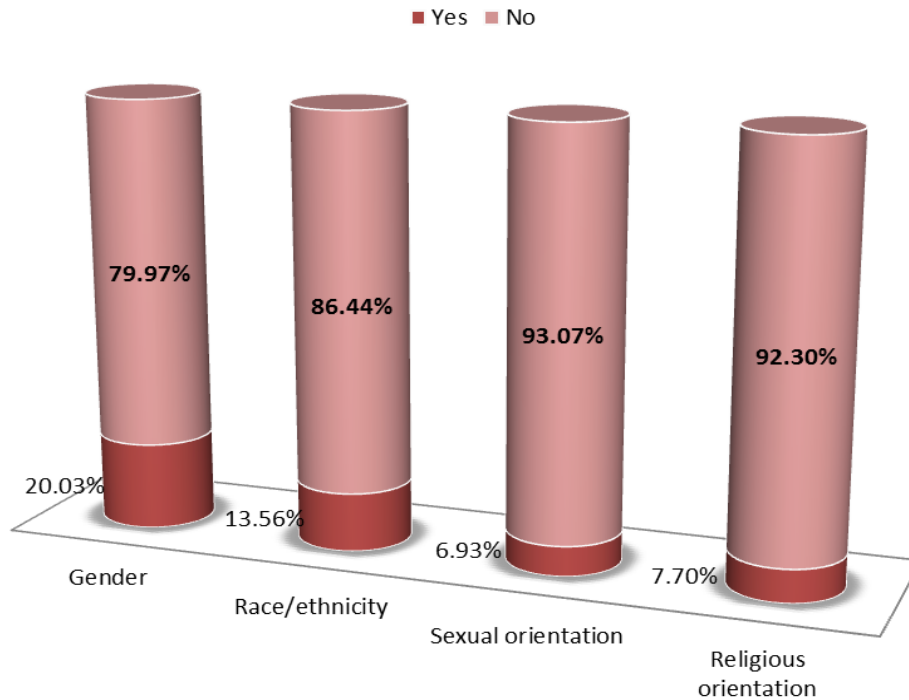
“I am/was reluctant to bring up issues that concern me for fear that it will/would affect my promotion/tenure”

Reluctance to Bring up Issues by Gender



Tokenism

Are you Expected to Represent "Point of View"?



"Conservative Political views"

"Experience"

"Socio-economic status"

"As a professional staff member"

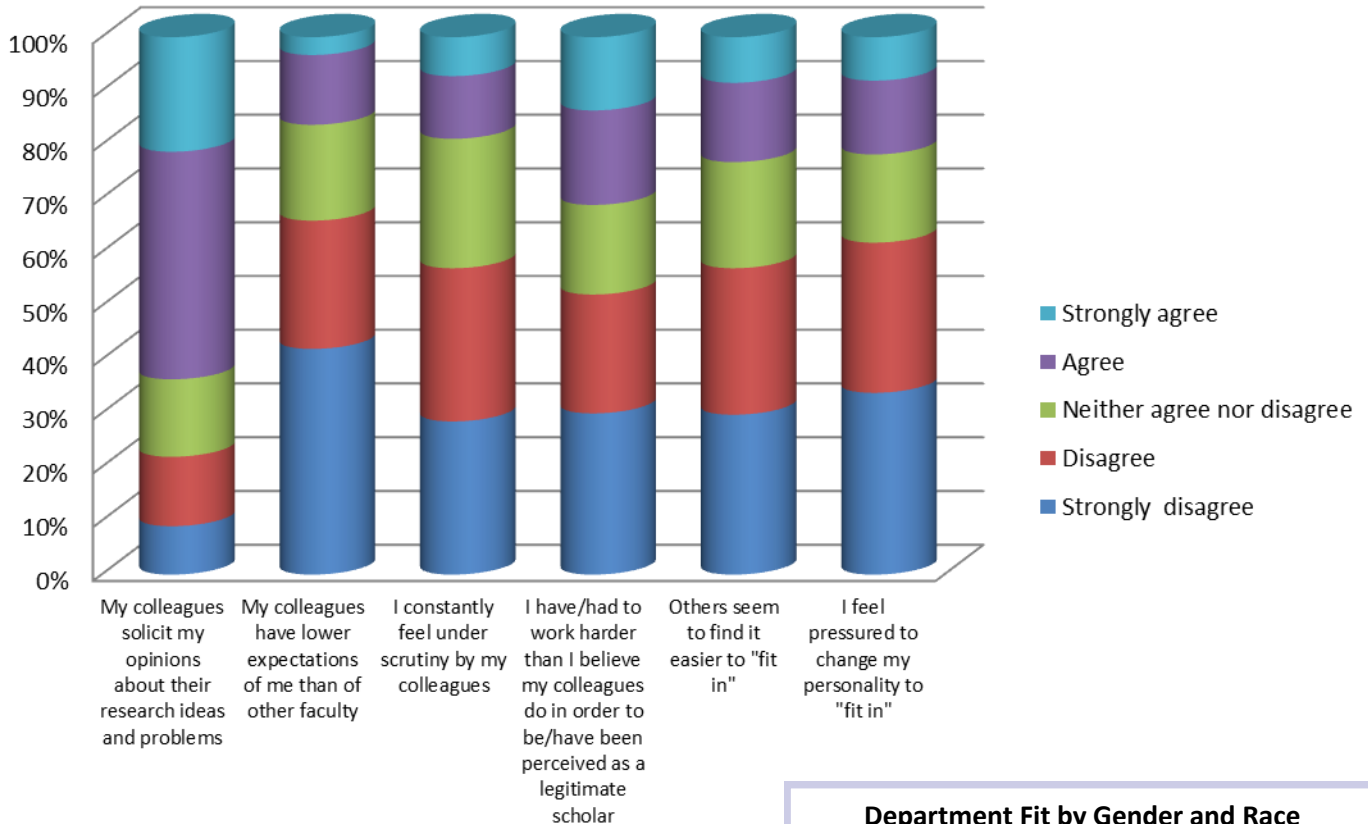
"[T]hey see me as a co-worker--not an identity. And that's good"

"Gender voices have been silenced"

Most individuals did not feel that they were expected to represent the point of view of their gender, race, sexual orientation, or religious orientation. The characteristic that most individuals felt that they had to represent was their gender at about 20%. In regard to race/ethnicity about 13% of faculty/staff felt that they needed to represent this specific point of view. As for the last two points of view, sexual orientation and religious orientation, only about 7% of individuals felt that they needed to represent the specific point of view. The majority of individuals felt that they were not expected to represent any point of view. Some additional points of view that individuals felt that they were expected to represent were their position or status in the university or department, their socio-economic class, or their political views or beliefs.

Department Fit and Inclusion

Department Fit



Department Fit

The area in which most faculty felt that they fit in quite well was in regard to research. Most faculty either agreed or strongly agreed that their colleagues solicited their opinions about research ideas and problems. Similarly most individuals did not feel that faculty had lower expectations of them than other faculty, there were only about 16% of faculty that either agreed or strongly agreed that faculty had lower expectations of them than other faculty. For the last four areas of fit there were fairly consistent results. Most faculty and staff either disagreed or strongly disagreed that they experiences these areas of negative climate. Only about 7% of faculty/staff strongly agreed that they feel under constant scrutiny. About 13% of individuals strongly agreed that they have to work harder than other faculty.

Department Fit by Gender and Race

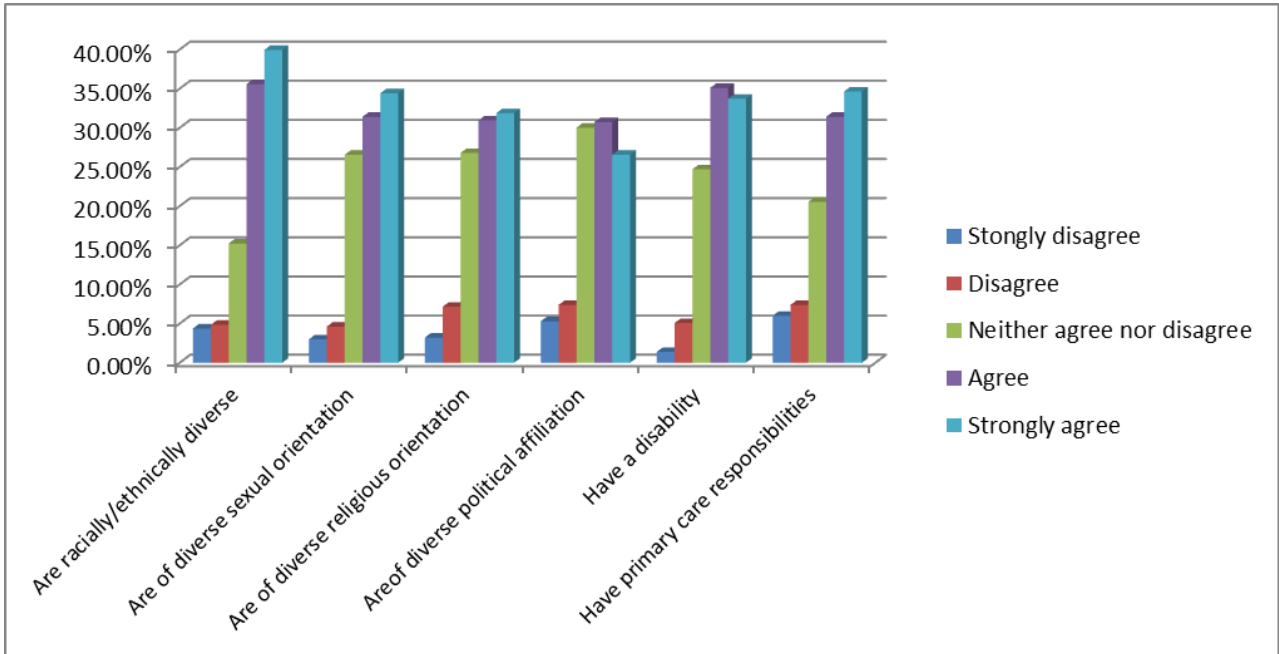
There were only significant differences in perceptions of fit for men and women in regard to the question "Others seem to find it easier than I to fit in." This was evidenced with more men strongly disagreeing with this question than women. There were significant differences between majority and minority race individuals in regard to four fit questions

- I feel pressured to change my personality to "fit in"
- Others seem to find it easier than I to "fit in"
- I have/had to work harder than I believe my colleagues do in order to be/have been perceived as a legitimate scholar
- My colleagues solicit my opinions about their research ideas and problems

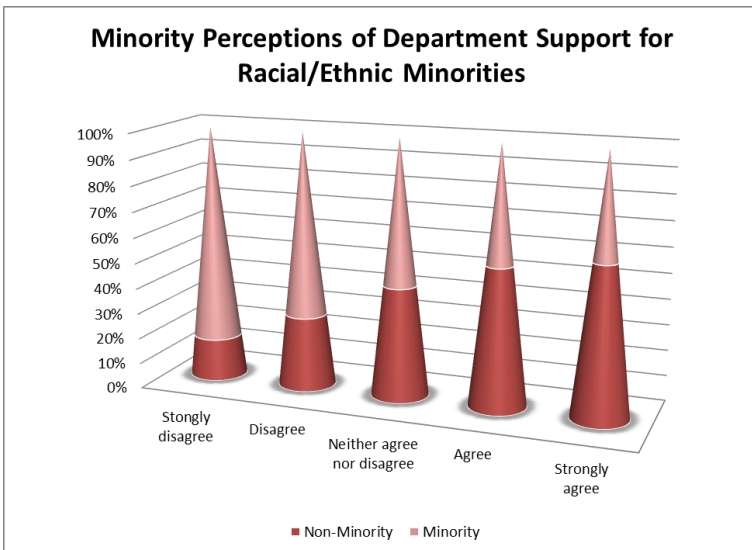
Minority faculty and staff found it more difficult to fit in than majority faculty and staff.

Supportive Departmental Work Environment

“As far as I know, there is a supportive department community for faculty/staff who are of diverse . . .”



The majority of faculty and staff believe that their department does provide a supportive community for the above characteristics. The area in which most faculty felt that the department did not provide a supportive environment was in regard to faculty and staff that have primary care responsibilities. More than 13% of faculty and staff felt that the department did not provide a supportive environment for individuals with primary care responsibilities. The other area in which there was some concern over the departmental environment was for faculty with diverse political affiliations.

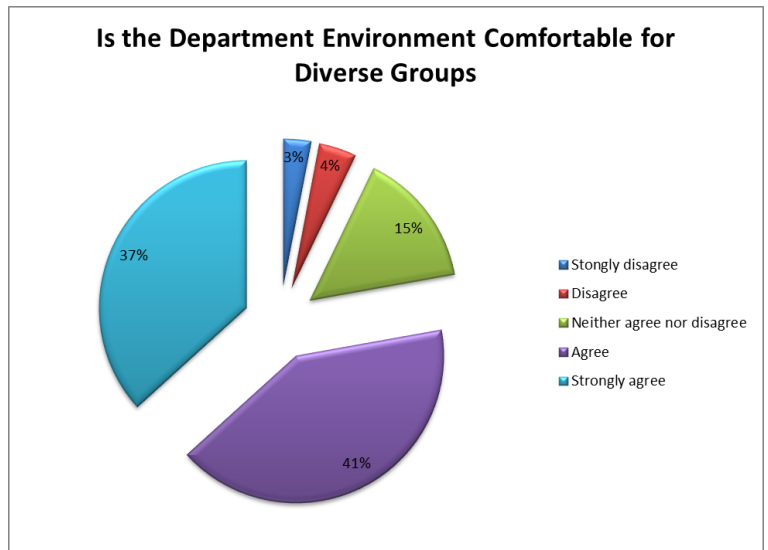


Minority Perceptions of Supportive Departmental Environment for racial/ethnic minorities

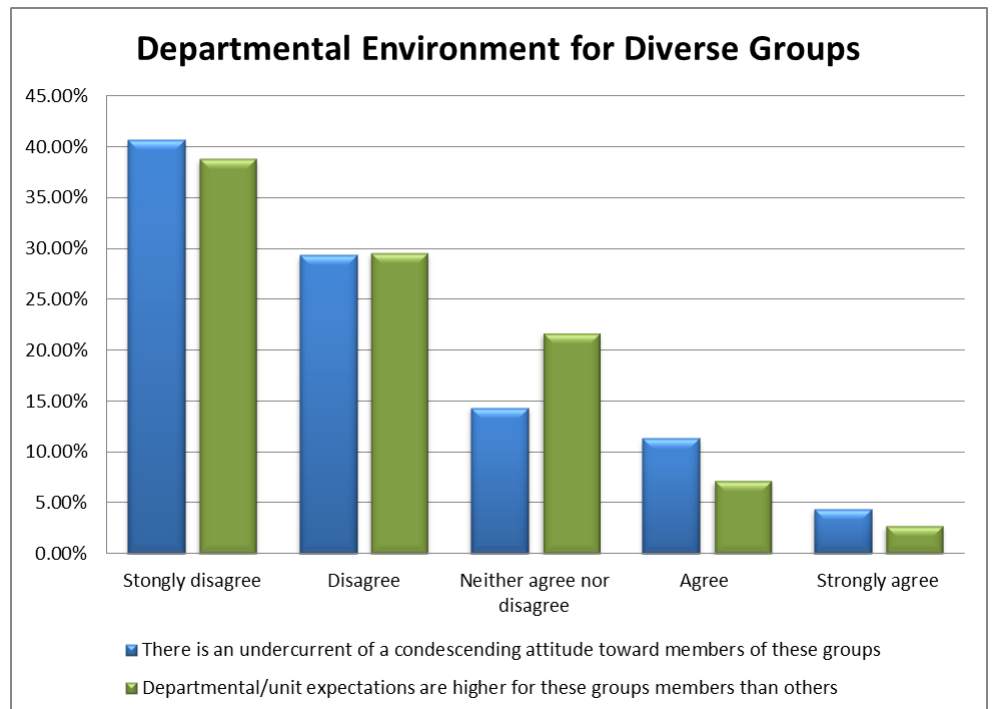
There were significant differences between minority faculty and non-minority faculty regarding the supportive departmental climate for racial and ethnic minorities. Agreement with this supportive environment decreases compared to non-minority faculty.

Department Environment for Diverse Faculty

The departmental environment for diverse faculty and staff is considered fairly positive, most faculty (78%) believe that the department environment is comfortable for diverse groups. About 15% of individuals were ambiguous about the environment for individuals with diverse backgrounds. Only 7% of faculty and staff disagreed that their department or unit was a comfortable work environment for individuals with diverse characteristics.



There were similar attitudes regarding more specific areas of fit for individuals from diverse backgrounds. Most respondents either disagreed or strongly disagreed that there was an undercurrent of condescension toward faculty and staff from diverse backgrounds in their department. There are similar results for individuals regarding the expectations placed on faculty and staff from diverse backgrounds. The only difference was in regard to the expectations placed on diverse faculty, there was a larger amount of respondents that were ambiguous about this question compared to whether or not there were condescending attitudes.



Why is the Departmental Environment not Comfortable for Diverse Groups

Why?

When individuals were asked to discuss why the department was not comfortable for diverse faculty and staff many responded that this was primarily communicated to them by faculty and the departmental leadership. This treatment was related to faculty with small children and individuals with attitudes and beliefs different from the norm, to name a few. Individuals felt this discomfort communicated to them through fellow faculty and also their department chair.

"It's the daily behavior of dept. colleagues. You can legislate, but you cannot change people. There is a lack of empathy for people. There is an unspoken segregation that occurs if someone is different"

"There is a great divide between those with and without children, an issue that comes to the fore in scheduling conflicts"

"There is not a lot of tolerance for different points of view. Personally, I am fairly liberal, as are most of the faculty, however, I have heard the chair make disparaging comments about Republicans. That doesn't seem to be appropriate"

"Insensitive comments by the Chair and by senior faculty"

"Employees with conservative religious or political beliefs are increasingly feeling less welcome across campus. There is an undercurrent of intolerance and bias towards them and sometimes, open hostility and anger."

"The department has a persistent hostile environment that is at best, unwelcoming, and at worst, aggressive and persecutory to anyone who expresses a difference- whether political, gender, nationality, or even difference of opinion"

"Women with young children are ridiculed for asking to change work hours to accommodate different situations"

Professional Satisfaction

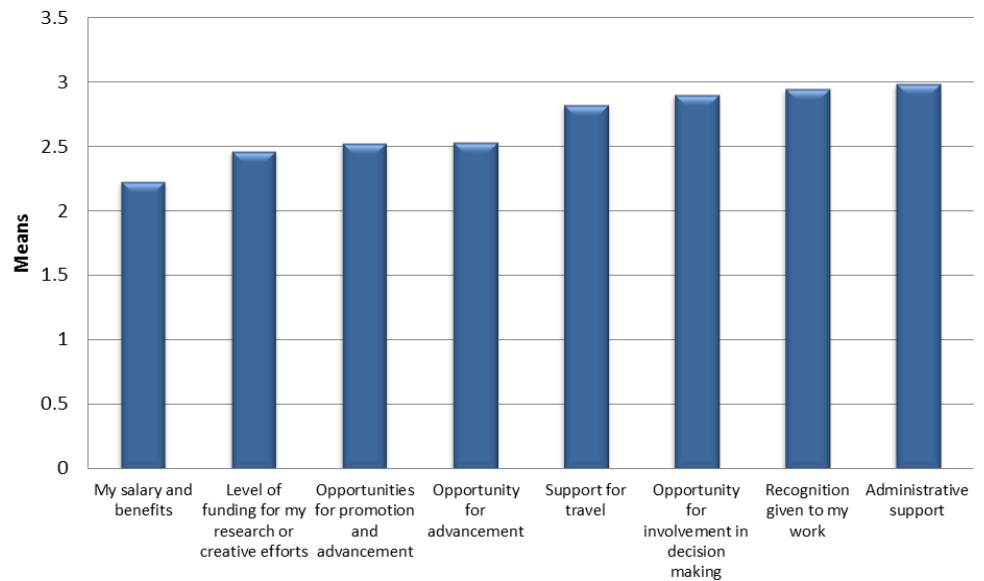
Areas of Dissatisfaction

- Salary and funding
- Advancement
- Decision making
- Recognition

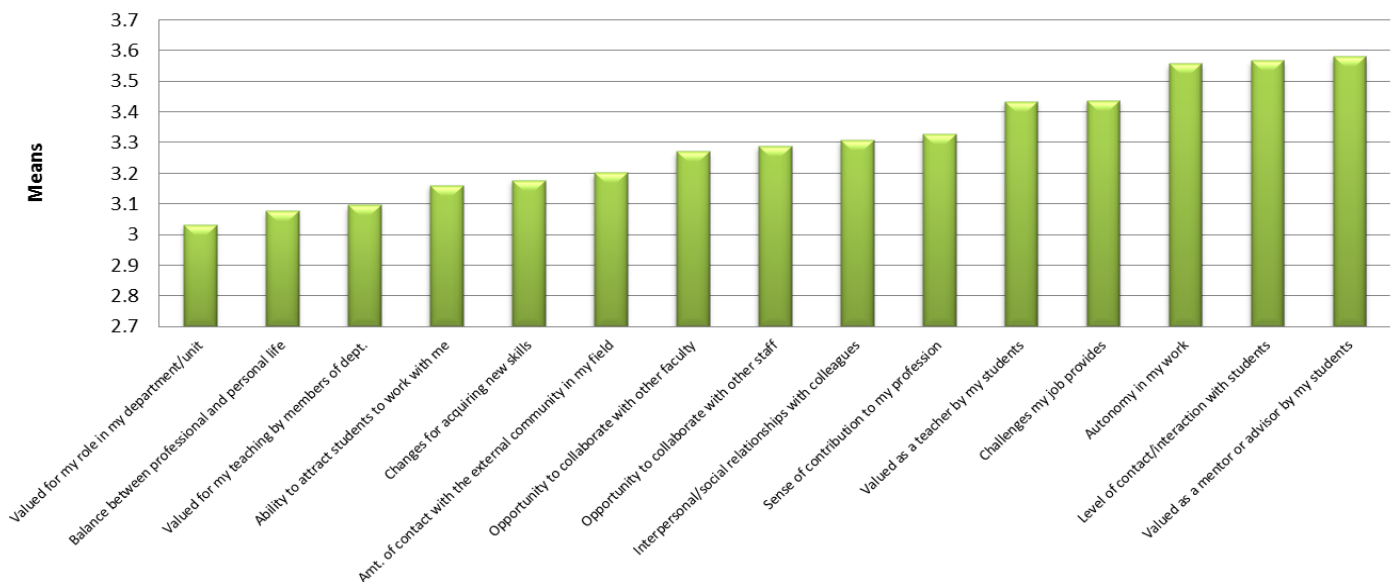
Highest Satisfaction Areas

- Student interaction and mentorship
- Autonomy and challenges
- Professional contribution
- Relationships and collaboration with faculty and staff

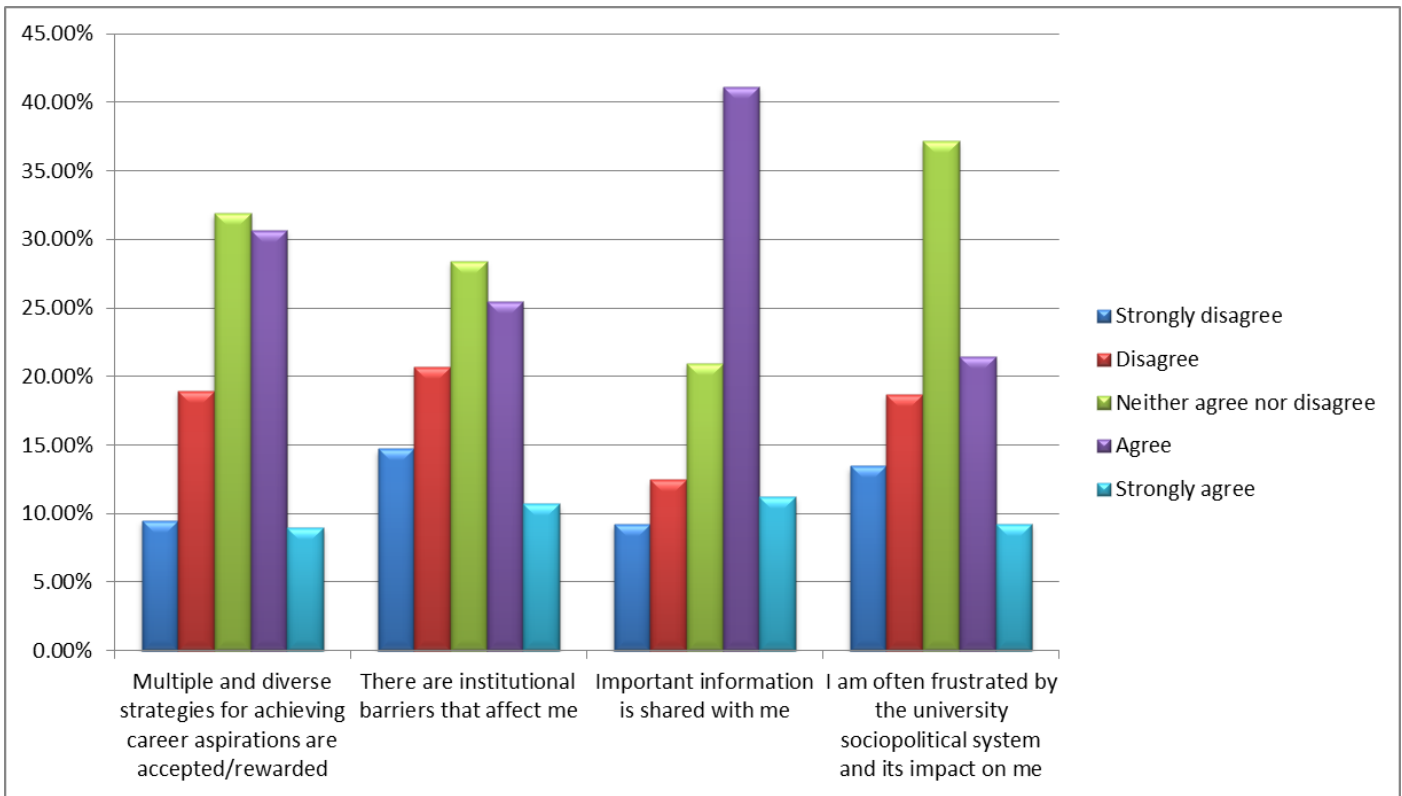
Professional Development Somewhat Dissatisfied



Professional Satisfaction Somewhat Satisfied



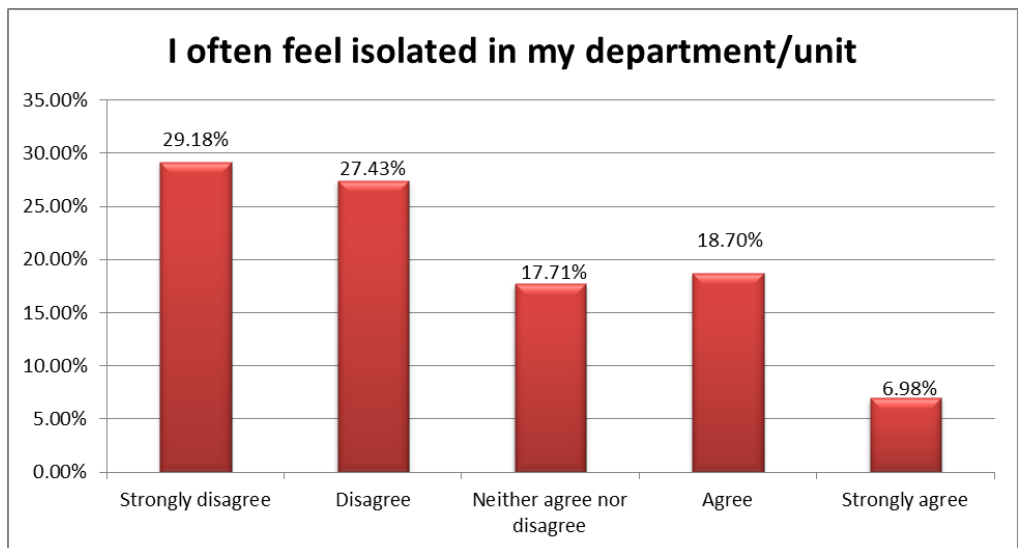
University Climate



When asked about different levels of overall university and departmental climate measures there is evidence that a large number of individuals experience some sort of negative climate on campus. Close to 1/3 of respondents felt that multiple and diverse strategies to achieving career aspirations were not accepted or rewarded. Similarly close to 35% of respondents felt that there were institutional barriers that affected them. The aspect of climate that had the least dissatisfaction was in regard to important information being shared with them, where about 20% of individuals did not feel that important information was shared with them. Lastly a fairly large number of respondents, around 30% said that they are often frustrated with the university’s sociopolitical impact on them.

Isolation

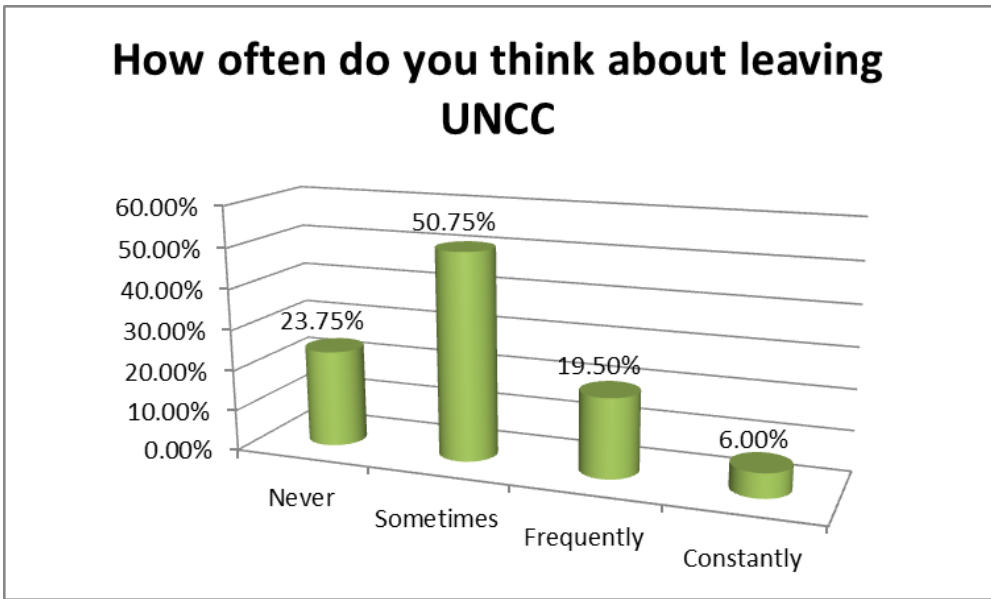
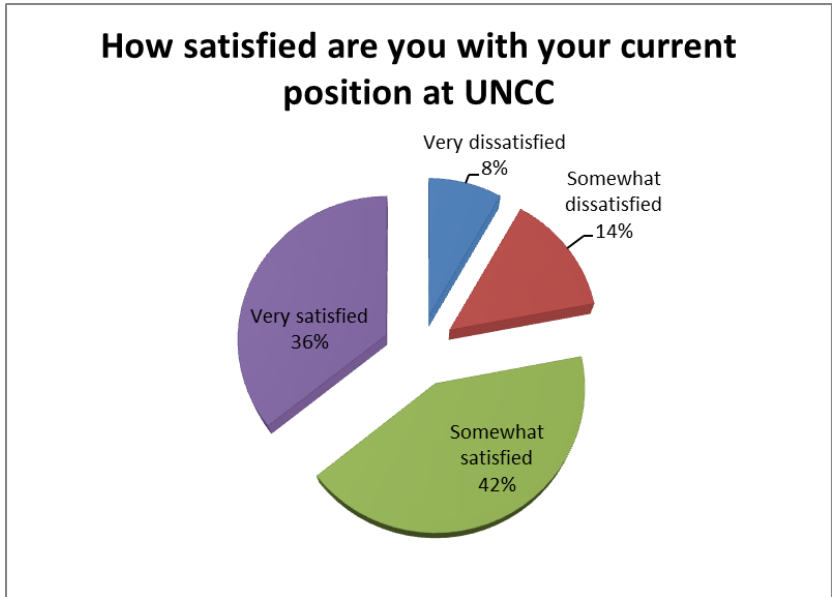
When asked whether individuals felt isolated in their department a fairly large number of respondents, about 25% agreed or strongly agreed with this statement.



Intent to Stay

Staying at UNCC

A majority of faculty are satisfied with their position at UNCC, 78% of respondents stated that they were either very satisfied or somewhat satisfied at UNCC. There were not significant gender differences in overall satisfaction with their position at UNCC. There were though significant differences between minority and majority faculty, where more minority faculty state that they were either somewhat dissatisfied or very dissatisfied.

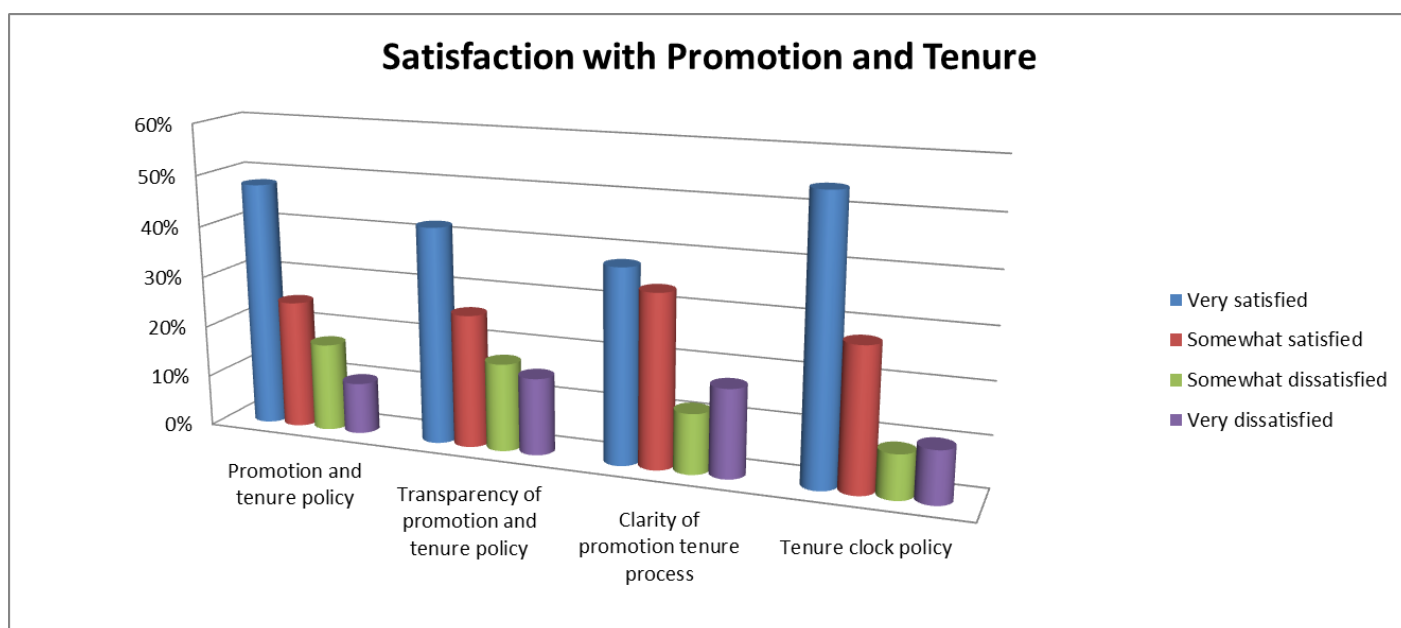


A majority of faculty and staff (76%) say that they do sometimes think of leaving, and about 25% state that they actually think about leaving frequently or constantly. There are no differences by gender or race in regard to how often individuals considers leaving UNCC.

PROMOTION AND TENURE

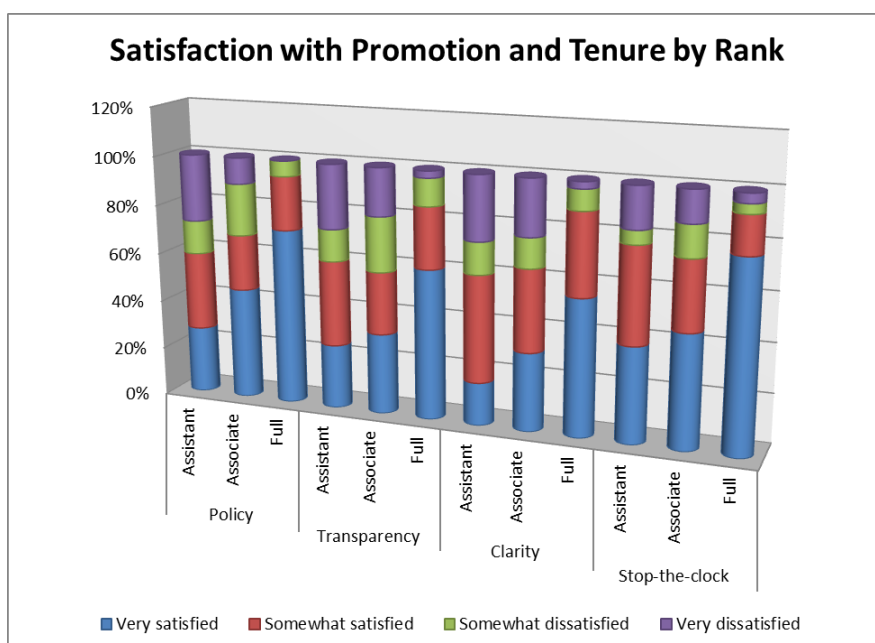
Promotion and Tenure Satisfaction

Most faculty are either satisfied or somewhat satisfied with the policy and process of promotion and tenure at UNC Charlotte. The area that gained the most satisfaction was in the area of the stop-the-clock policies for tenure. Additionally individuals were quite satisfied with the actual tenure and promotion policy. The areas that faculty were most dissatisfied with were the clarity of the process, with about 17% responding that they were very dissatisfied with the clarity of the process and nearly 15% stating that they were very dissatisfied with the transparency of the process. There were no differences between the attitudes of men and women, once rank was controlled for.



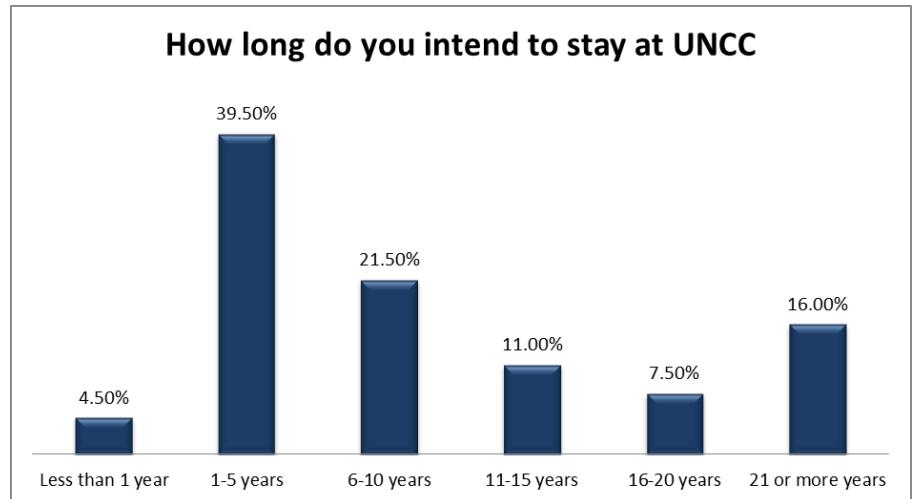
Promotion and Tenure Satisfaction by Rank

When satisfaction of promotion and tenure by rank is examined it can be seen that rank has a positive influence on the satisfaction level of faculty regarding the process. Among assistant professors on some levels there is as much high satisfaction as high dissatisfaction. Additionally in regard to clarity among assistant professors there is more high dissatisfaction than high satisfaction.



Salary and Intent to Leave UNC Charlotte

The majority of faculty and staff, close to 40%, say that they intend to stay at UNCC for one to five years. Another 20% say that they plan to stay at UNCC for six to ten years. There were no gender or racial/ethnic differences in the intent to stay at UNCC.

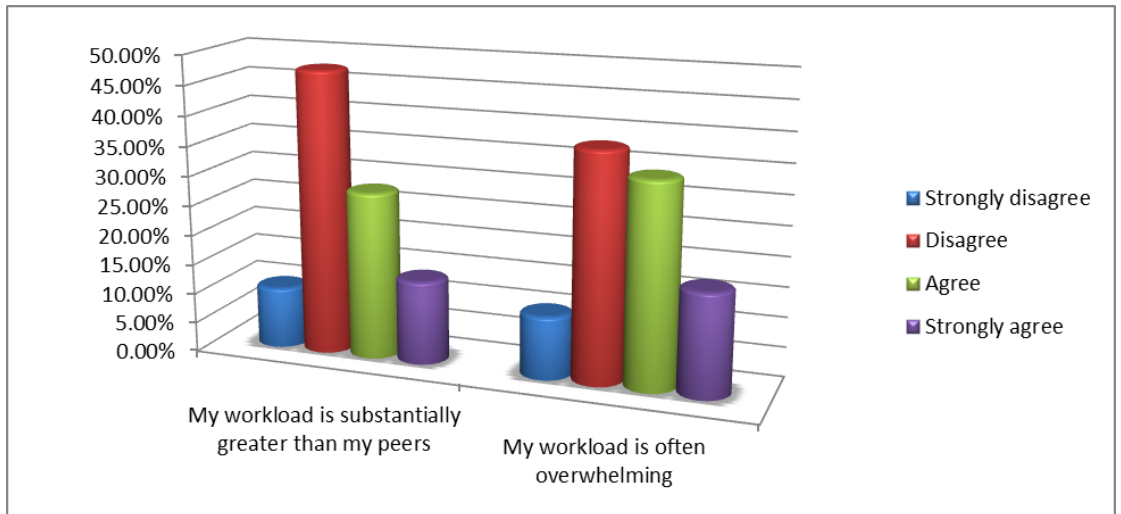


When individuals were asked why they might consider leaving UNC Charlotte the majority of individuals noted that this was due to salary. Other large factors that were pointed to were retirement and opportunity for advancement or permanent positions. Only 6% pointed to the work environment as a primary reason for leaving.

About 50% of individuals had received an outside offer while at UNC Charlotte, and only about 19% of those individuals had received a salary increase as a result of this outside offer. While men were more likely than women to report that they had received an outside offer, there were no differences in the likelihood of this outside offer leading to a raise.

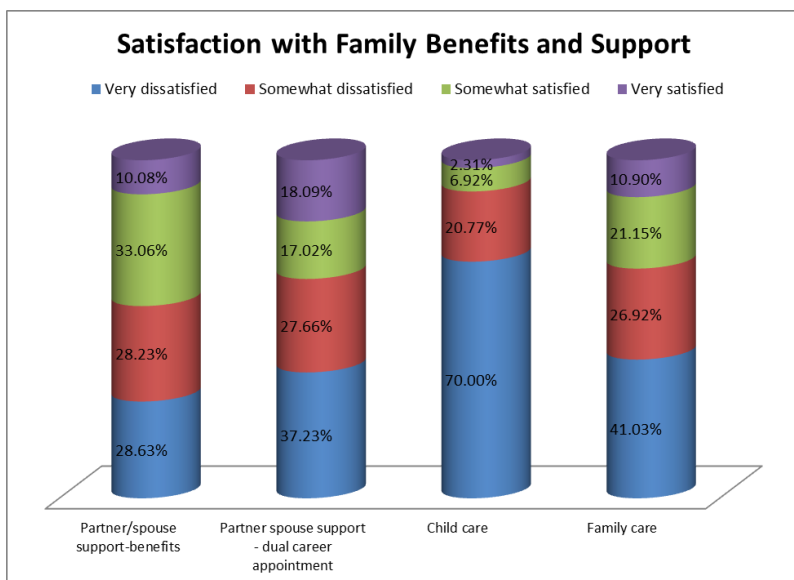
Work Family Balance

When individuals were asked about their workload the majority of respondents disagreed or strongly disagree with the statement that their workload was substantially greater than their peers. Yet there was less that disagreed or

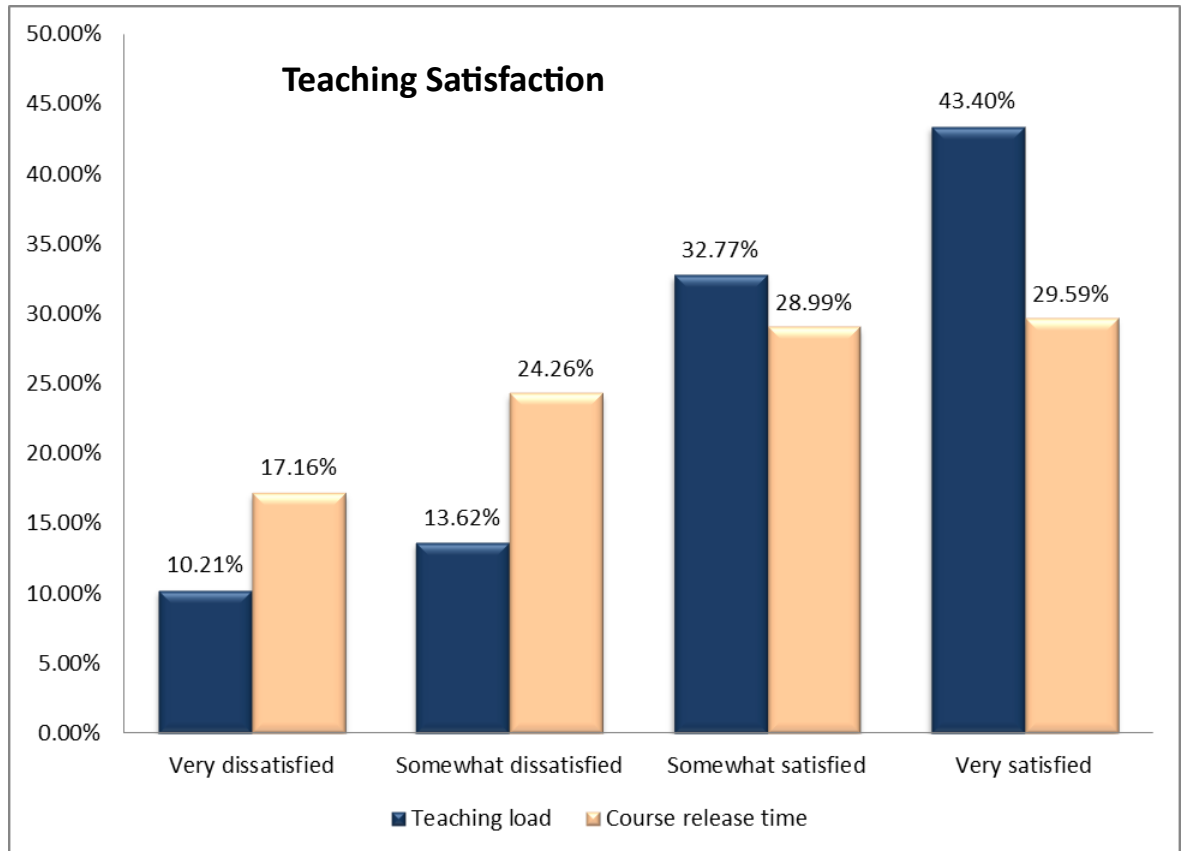
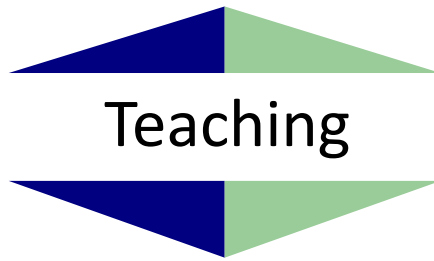


strongly disagreed with the statement that their workload is often overwhelming. While many faculty and staff feel that they have the same workload as their peers, they still find this workload to be overwhelming. Around 17% of respondents strongly agreed that their work was often overwhelming, and 34% agreed with the statement that their workload is often overwhelming.

When individuals were asked about their satisfaction with partner benefits and family/child care at UNCC there were some varied responses. In regard to partner/spouse benefits about 28% of the respondents stated that they were very dissatisfied, and more than 56% of respondents said that they were either very dissatisfied or dissatisfied with partner/spouse benefits. Only 10% of the respondents said that they were very satisfied with the partner/spouse benefits. In regard to dual career opportunities an even greater number of individuals felt dissatisfied, nearly 65% of respondents were either very dissatisfied or somewhat dissatisfied



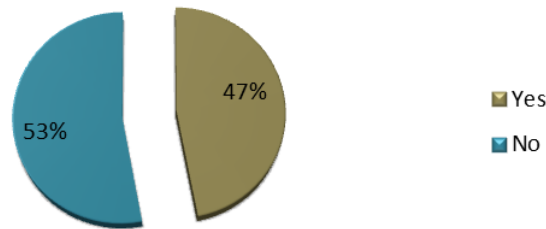
with the dual career opportunities. The area of child care received the highest levels of dissatisfaction with 70% of respondents saying that they were very dissatisfied with child care, and more than 90% of respondents saying they were either very dissatisfied or somewhat dissatisfied. Lastly there was also dissatisfaction with family care, where close to 68% of faculty and staff are very dissatisfied or somewhat dissatisfied. There were no gender or racial/ethnic difference in dissatisfaction with any of these partner/spouse benefits and family/child care.



Satisfaction with Course Load and Release Time

The majority of faculty were either very satisfied or somewhat satisfied with their course load and release time. Just above 43% of faculty were very satisfied with their teaching load and almost 33% were somewhat satisfied. Less faculty were satisfied with their course release time, only 30% of faculty were very satisfied, and 29% of faculty were somewhat satisfied. A larger number of faculty were somewhat dissatisfied or dissatisfied with their course release time and their teaching load. There were not racial/ethnic or gender differences in teaching load or course release time satisfaction. There were no differences in the satisfaction level based on faculty rank.

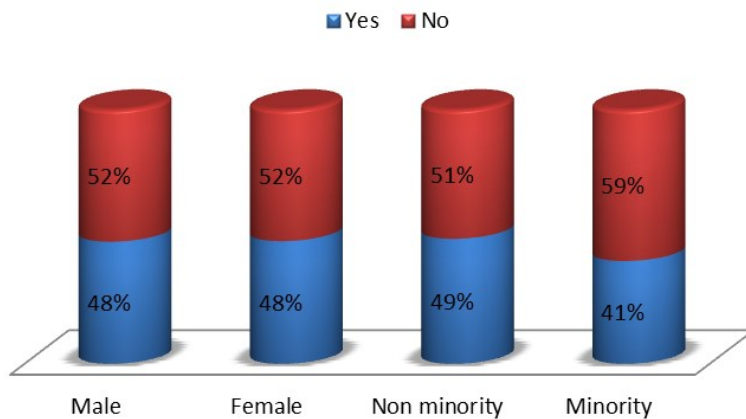
Do You Have a Mentor at UNCC?



Mentoring



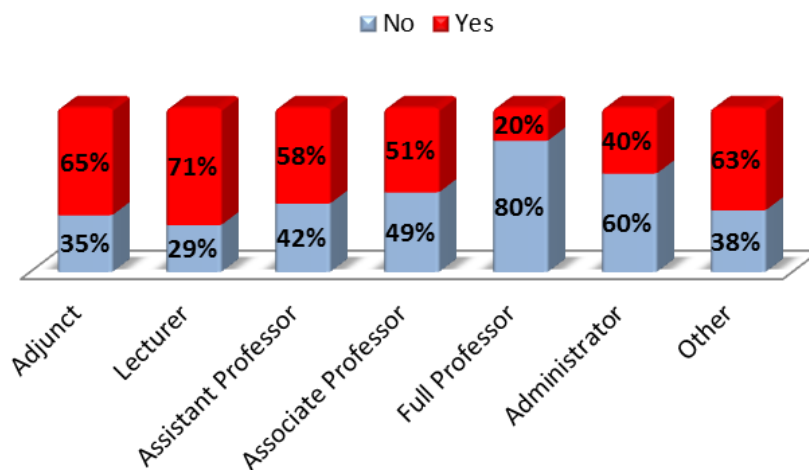
Mentorship by Gender and Race



Mentoring at UNC Charlotte

A little less than half of faculty say that they do have a mentor on campus, and there are no significant differences by gender or race of the respondent. As expected there are differences by rank, where full professors and administrations are less likely to have a mentor at UNCC.

Mentorship by Rank



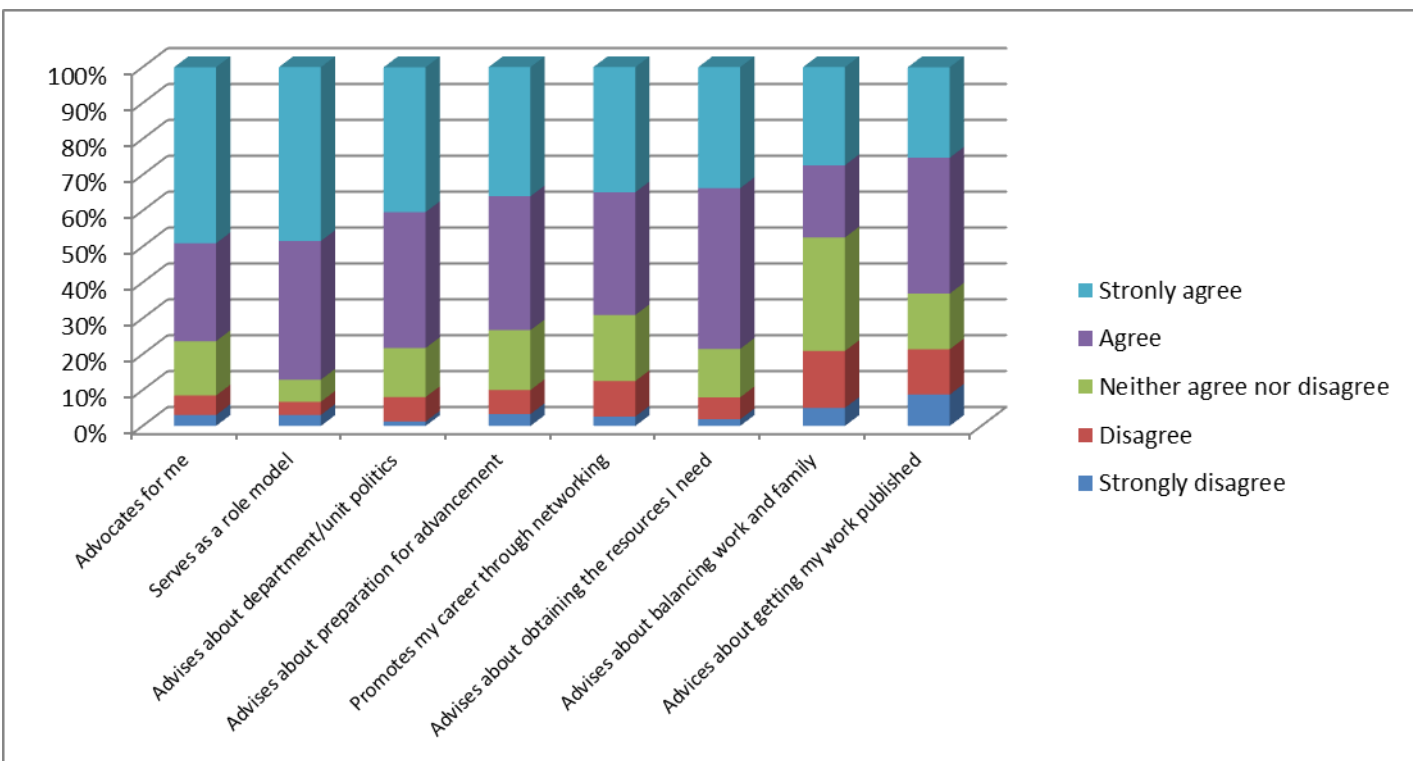
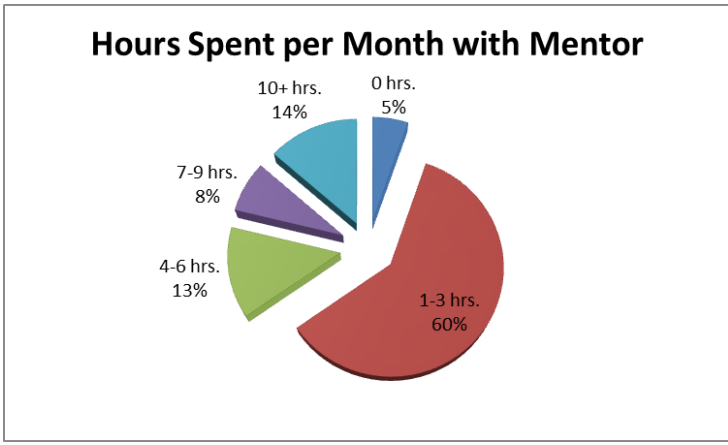


Mentoring



Mentoring at UNC Charlotte

Most individuals (60%) spent about 1 to 3 hours a month with their mentor. Many individuals believed that their mentors advocate for them, serves as a role model and advises about department/unit politics. The areas in which most individuals were ambivalent about the role of their mentors was in regard to work/life balance. About 9% of individuals strongly disagreed with the statement that their mentor advises them about getting their work published. Also about 5% of individuals strongly disagreed with the statement that their mentor advised about work life balance.



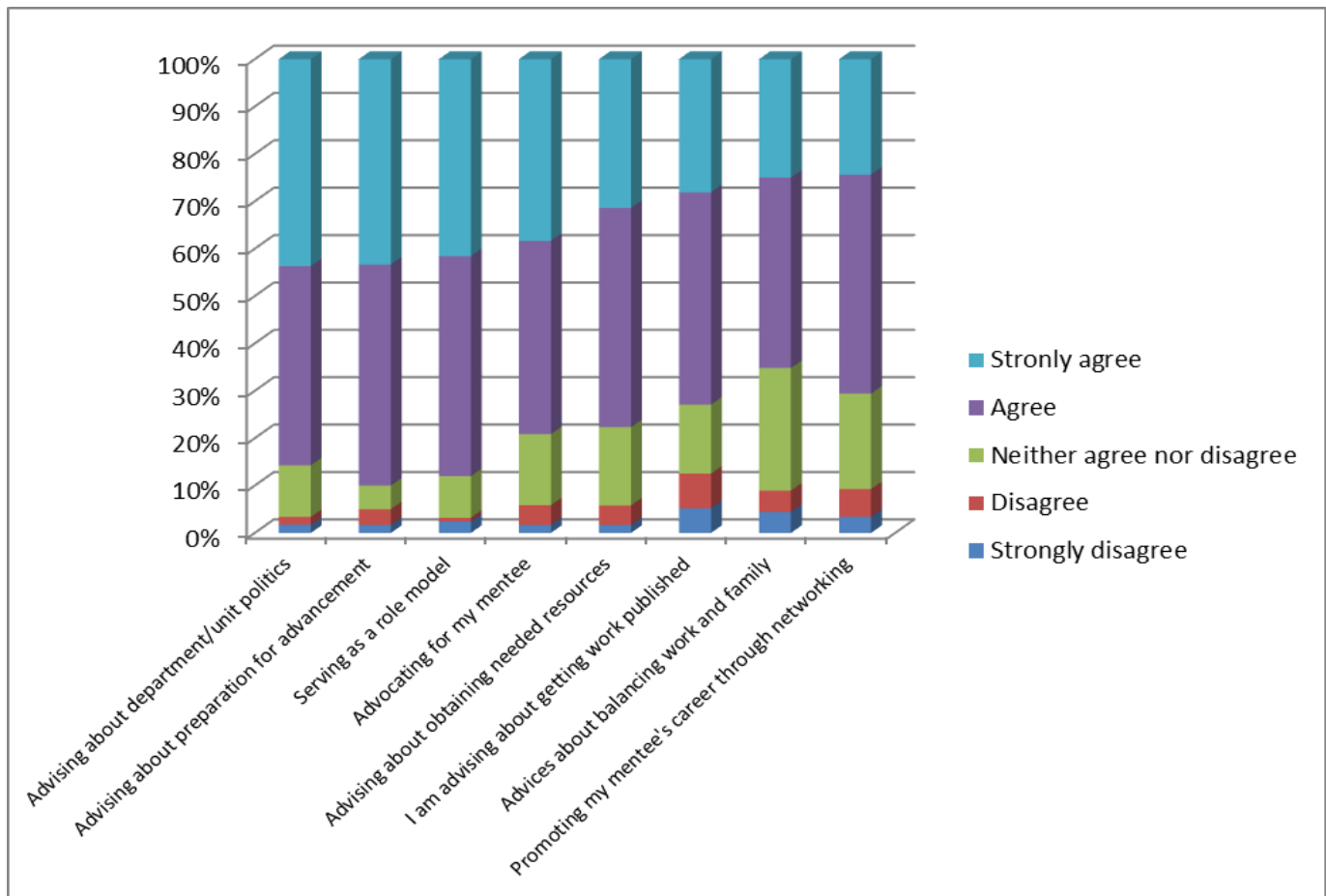
Mentoring

"I find this very fulfilling on a personal level, and as a result of taking the time to train and listen, I gain a better understanding of the support my colleagues need from me"

"Through my mentoring, I have been able to talk about teaching and different ways to improve my teaching by thinking about new ideas my mentee has"

Mentoring at UNC Charlotte

The majority (78%) of faculty and staff state that they are mentoring individuals, usually between 1 and 3 individuals. Mentors felt that they advised mentees on a number of levels. The three areas that received the strongest agreement were advising about department/unit politics, advising about preparation for advancement, and serving as a role model. Mentors noted additional personal fulfillment that they received from mentoring, including being motivated by young faculty and keeping up to date on new areas of research.

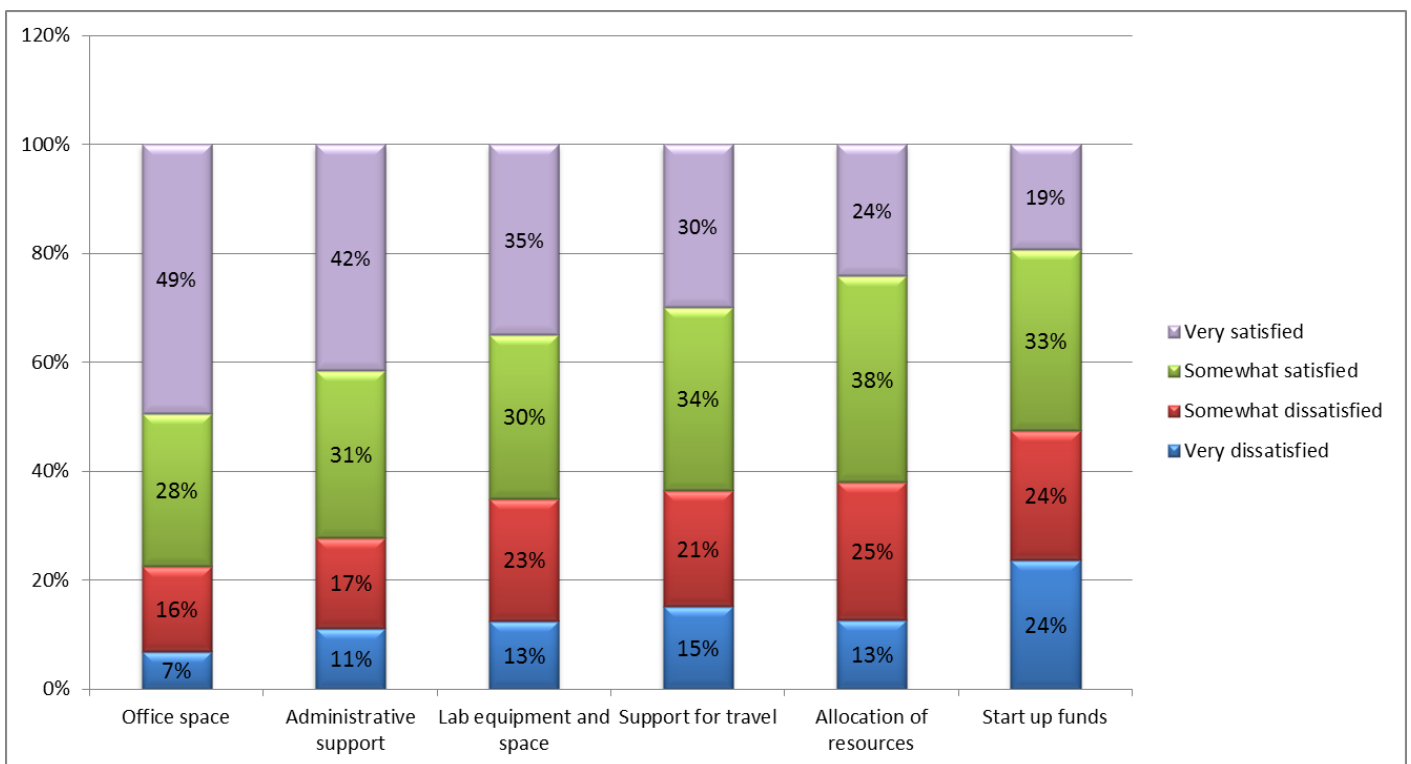


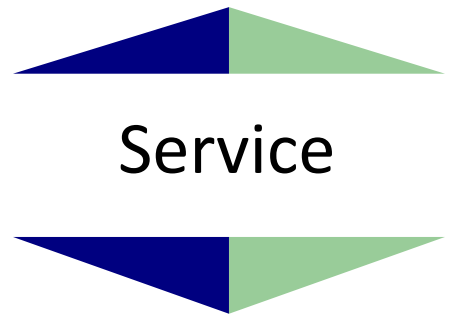


Resources

Resources

Most faculty are somewhat satisfied or very satisfied with the resources available to support their research and teaching. Office space and administrative support were the areas that had the highest levels of satisfaction, with nearly 50% of faculty stating that they were very satisfied with office space and 42% of faculty stating that they were very satisfied with administrative support. The area with the highest level of dissatisfaction was in regard to start-up funds, where 24% of faculty were very dissatisfied with the start-up funds provided.





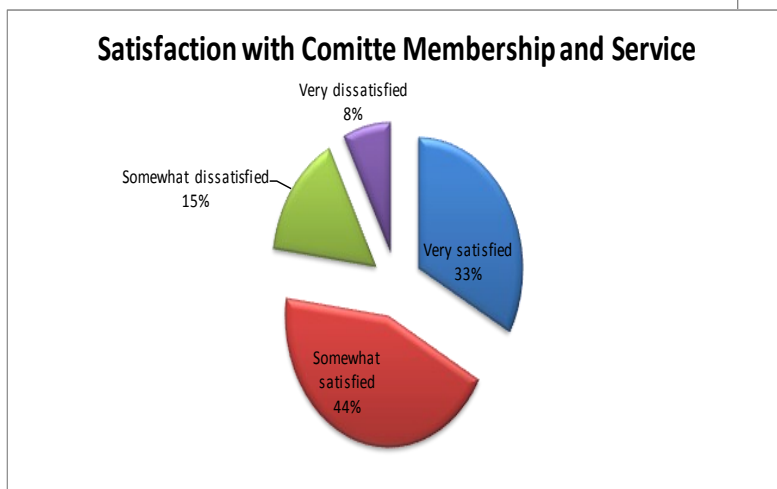
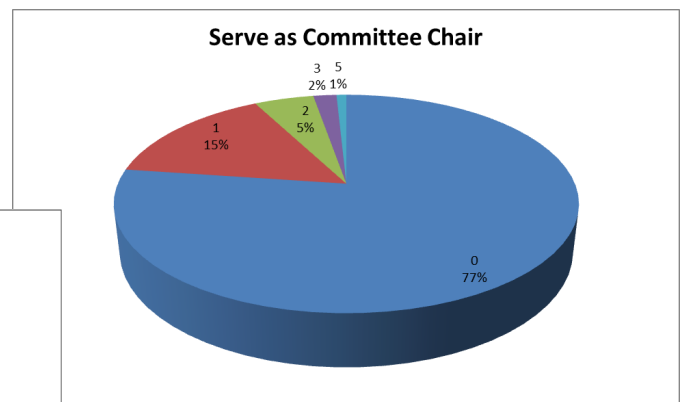
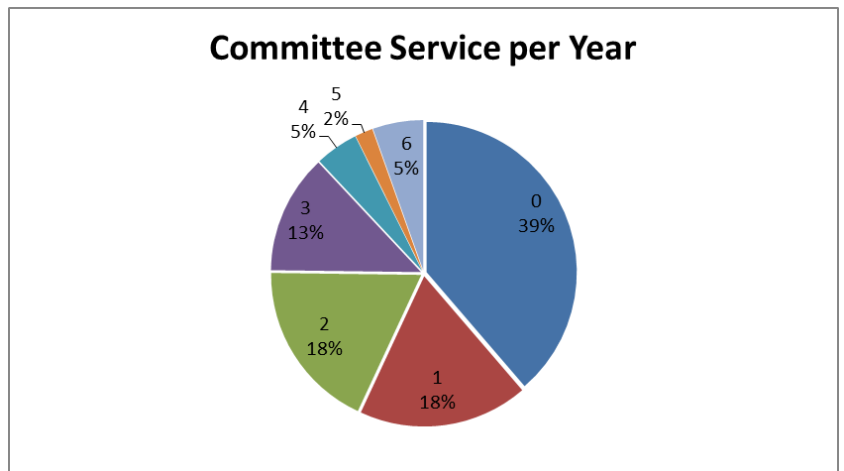
Service

Committee Service

The average committee service for faculty and staff members was 1.5 committees per year. Committee service ranged from a low of zero committees per year to a high of 6 committees per year, where only 5% of faculty though stated that they served on 6 committees a year.

The majority of respondents did not chair any of these committees. About 15% chaired only one committee per year on average, and 1% stated that they chair five committees a year.

Additionally the majority of respondents were either very satisfied or somewhat satisfied with their service appointments. There were no differences between the satisfaction levels of minority and majority race respondents or between men and women in regard to satisfaction with service commitments.



Campus Involvement

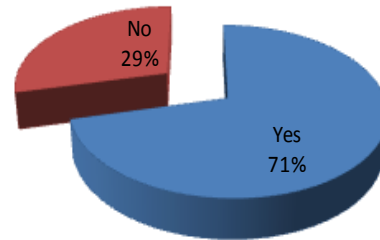
"[T]o provide an accessible and affordable education"

"To educate and enrich Charlotte and the surrounding counties"

"[N]ot what it should be - affordable higher education for the youth (undergraduates) of THIS STATE"

"I think that the goal is to continue to grow"

Do You Believe You Know the Mission of the University?



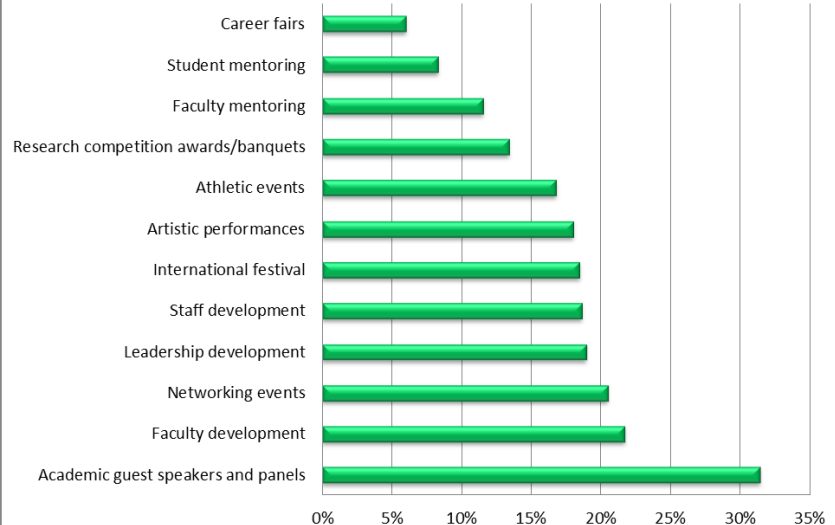
Highest Attended Events

- ◆ Academic guest speakers and panels
- ◆ Faculty Development

Attendance for Campus Events

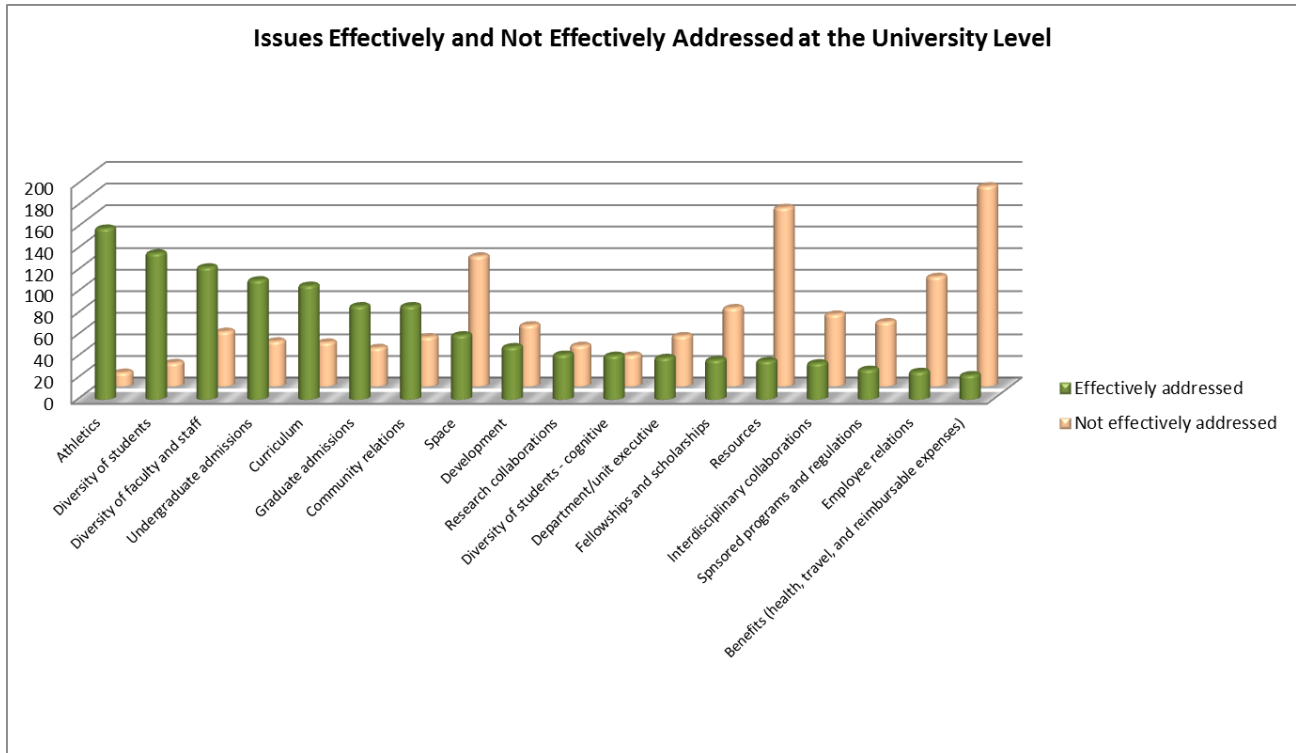
The events that most faculty and staff noted attending were events with academic guest speakers and panels and development events including faculty and staff development and networking events. About 30% of respondents said that they attended academic guest speakers and panels on campus. Only between 8% and 11% of faculty and staff noted that they attended student and faculty mentoring events. The majority of faculty and staff do believe that they know the mission of the University and their role in it.

Attendance for Campus Events



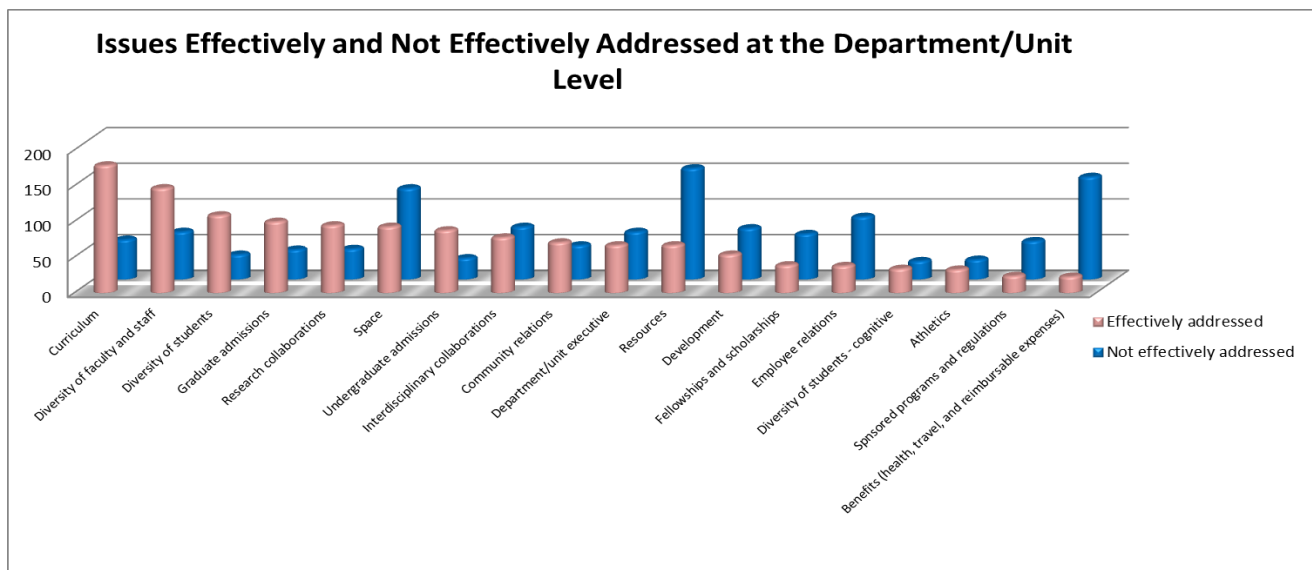
University Level Issues

At the University level the issues pointed to as being effectively addressed most often were athletics, diversity of faculty, staff, and students, undergraduate and graduate admissions, curriculum, and community relations. Benefits, resources, employee relations, and space were pointed to most often as the issues that the university was not effectively addressing.



Department/Unit Level Issues

At the department and unit level the issues that were most cited as being effectively addressed were curriculum, diversity of faculty, staff, and students, undergraduate and graduate admissions, and space. Issues pointed to as not being effectively addressed at the department and unit level were benefits, resources, and space.





Appendix

Sample: All faculty and staff of Academic Affairs at UNC Charlotte that were current employees were invited to participate in the survey. The total number of invitations sent out were 2515. A total of 595 individuals began the survey, and a total of 315 individuals completed the survey.

Timing: The initial email invitation was sent out through Campus Labs on May 7th, 2013. Two additional reminders were sent out on May 13th, 2013 and May 20th, 2013.

Statistical comparisons: All significant differences referred to in the document refer to statistically significant differences. Chi-squared and Fisher's exact tests of significance were used to determine statistically significant differences. The p-value used to determine significance was 0.10, although most of significance levels below 0.05.