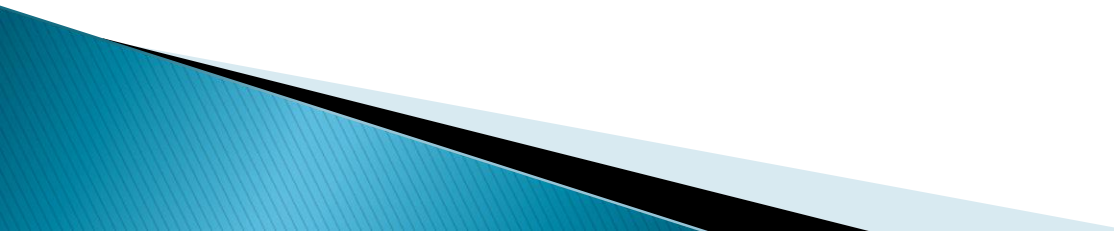


# NDSU Climate Survey Results, 2014

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Professor of Labor Studies and Employment Relations  
Rutgers University  
External Evaluator

# Administration and response rates

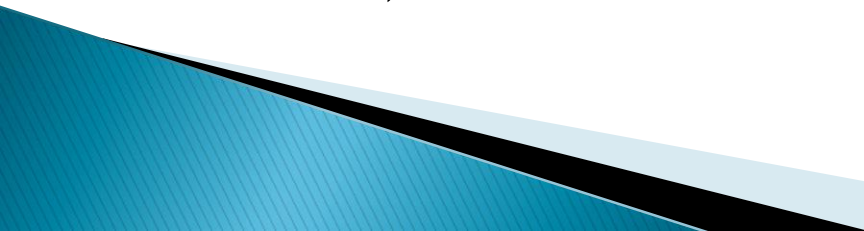
- ▶ Survey distributed online February 20, 2014 to March 31, 2014
  - ▶ 80 administrators received the survey, 42 (53%) responded
- 

# Sample demographics (N=42)

- ▶ 21 (50%) men/11 (26%) women, 10 (24% missing)
- ▶ 29 (79% white), 13 (31%) chose other categories or data are missing
- ▶ 14 (33%) come from STEM colleges, 10 (24%) from non-STEM colleges, 18 (42%) of respondents chose “Other” or preferred not to answer

	N	Percent
<b>TOTAL</b>	42	100%
<b>SEX</b>		
Male	21	50%
Female	11	26%
Missing/Prefer not to answer	10	24%
<b>RACE</b>		
White	29	69%
Other/Prefer not to answer	13	31%
<b>WHAT POSITION DO YOU HOLD?</b>		
Department Head/Chair	20	48%
Associate/Assistant Department Head/Chair or Associate/Assistant Dean	6	14%
Academic Dean	4	10%
Other	3	7%
Missing/Prefer not to answer	9	21%
<b>HOW LONG AT NDSU?</b>		
3 years or less	4	10%
4 to 10 years	6	14%
11 or more years	23	55%
Missing/Prefer not to answer	9	21%
<b>HOW LONG IN CURRENT ADMIN POSITION?</b>		
3 years or less	15	36%
4 to 10 years	14	33%
11 or more years	1	2%
Missing	12	29%
<b>PERCENT OF APPOINTMENT ADMINISTRATIVE?</b>		
25 percent or less	3	7%
26 to 50 percent	8	19%
51 to 75 percent	7	17%
76 to 100 percent	14	33%
Missing	10	24%
<b>COLLEGE OF APPOINTMENT?</b>		
STEM	14	33%
Non-STEM	10	24%
Other Academic Administrators	1	2%

# Sample demographics

- ▶ No significant differences between men and women administrators
  - ▶ Women somewhat less likely to be department chairs – 50% of women vs. 65% of men
  - ▶ More likely to be associate or assistant deans (44% of women versus 13% of men).
  - ▶ 63% of women administrators who indicated a college of appointment (N=5) in the sample are in non-STEM colleges, versus 29% (N=5) of men.
  - ▶ One significant difference for STEM versus non-STEM administrators – department heads come disproportionately from STEM colleges (77% vs. 20%).
- 

# Items 2 and 3: University Climate

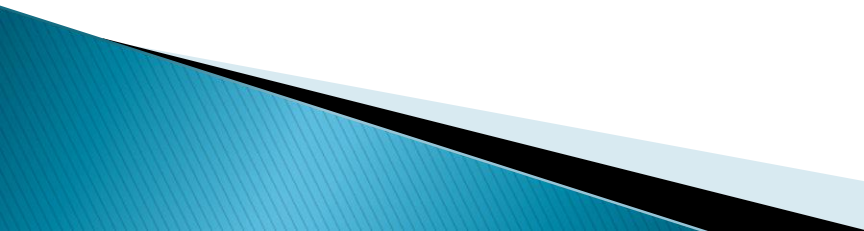
- ▶ Paired items: e.g., Service expectations are reasonable for women/men faculty 1 = Strongly disagree, 5 = strongly agree
  - ▶ Top ranked item for men: The promotion process from associate to full professor status is fair for NDSU faculty who are men (4.18).
  - ▶ For women: The mentoring opportunities for faculty who are women are helpful. (4.06)
- 

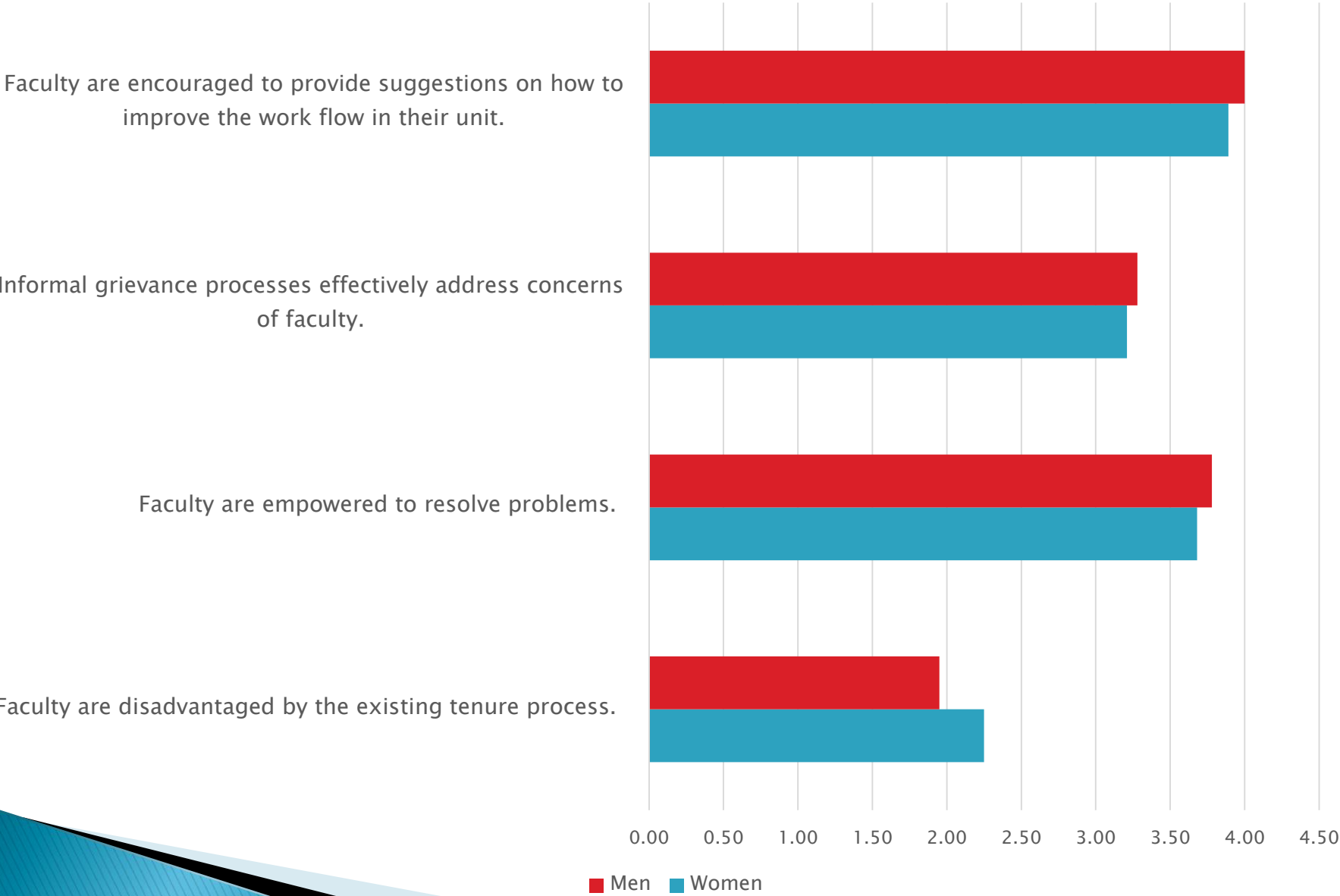
Table 2: Paired items for climate with tests of significance (2014)

		Mean	N	Sig.
Pair 1	Service expectations after tenure are reasonable for women faculty.	3.39	38	<b>0.02</b>
	Service expectations after tenure are reasonable for men faculty.	3.84		
Pair 2	Women faculty are disadvantaged by the existing tenure process.	2.25	40	<b>NS</b>
	Men faculty are disadvantaged by the existing tenure process.	1.95		
Pair 3	The promotion process from associate to full professor status is fair for NDSU women faculty.	3.82	38	0.01
	The promotion process from associate to full professor status is fair for NDSU men faculty.	4.18		
Pair 4	Women faculty are disadvantaged by the existing promotion process.	2.10	41	NS
	Men faculty are disadvantaged by the existing promotion process.	1.83		
Pair 5	Women faculty at NDSU respect individual and cultural differences.	3.97	39	<b>0.01</b>
	Men faculty at NDSU respect individual and cultural differences.	3.59		
Pair 6	Women faculty at NDSU are empowered to resolve problems.	3.68	37	<b>NS</b>
	Men faculty at NDSU are empowered to resolve problems.	3.78		
Pair 7	Formal grievance processes are effective for women faculty.	3.50	30	NS
	Formal grievance processes are effective for men faculty.	3.47		
Pair 8	Informal grievance processes effectively address concerns of women faculty.	3.21	29	<b>NS</b>
	Informal grievance processes effectively address concerns of men faculty.	3.28		
Pair 9	Women faculty at NDSU are encouraged to provide suggestions on how to improve the work flow in their unit.	3.89	35	<b>NS</b>
	Men faculty at NDSU who are men are encouraged to provide suggestions on how to improve the work in their unit.	4.00		
Pair 10	Women faculty feel a part of the NDSU community.	3.74	35	<b>0.01</b>
	Men faculty feel a part of the NDSU community.	4.03		
Pair 11	Women faculty at NDSU feel a part of the Fargo/Moorhead community.	3.68	28	NS
	Men faculty at NDSU feel a part of the Fargo/Moorhead community	3.89		
Pair 12	Communication between administrators and women faculty is effective.	3.87	38	<b>0.03</b>
	Communication between administrators and men faculty is effective.	4.08		
Pair 13	The networking opportunities for women faculty are helpful.	4.05	37	0.05
	The networking opportunities for men faculty are helpful	3.76		
Pair 14	The mentoring opportunities for women faculty are helpful.	4.06	36	NS
	The mentoring opportunities for men faculty are helpful.	3.97		
Pair 15	Annual evaluations of women faculty help them advance their careers.	3.92	39	NS
	Annual evaluations of men faculty help them advance their careers.	3.95		

NS = Significance level greater than 0.05

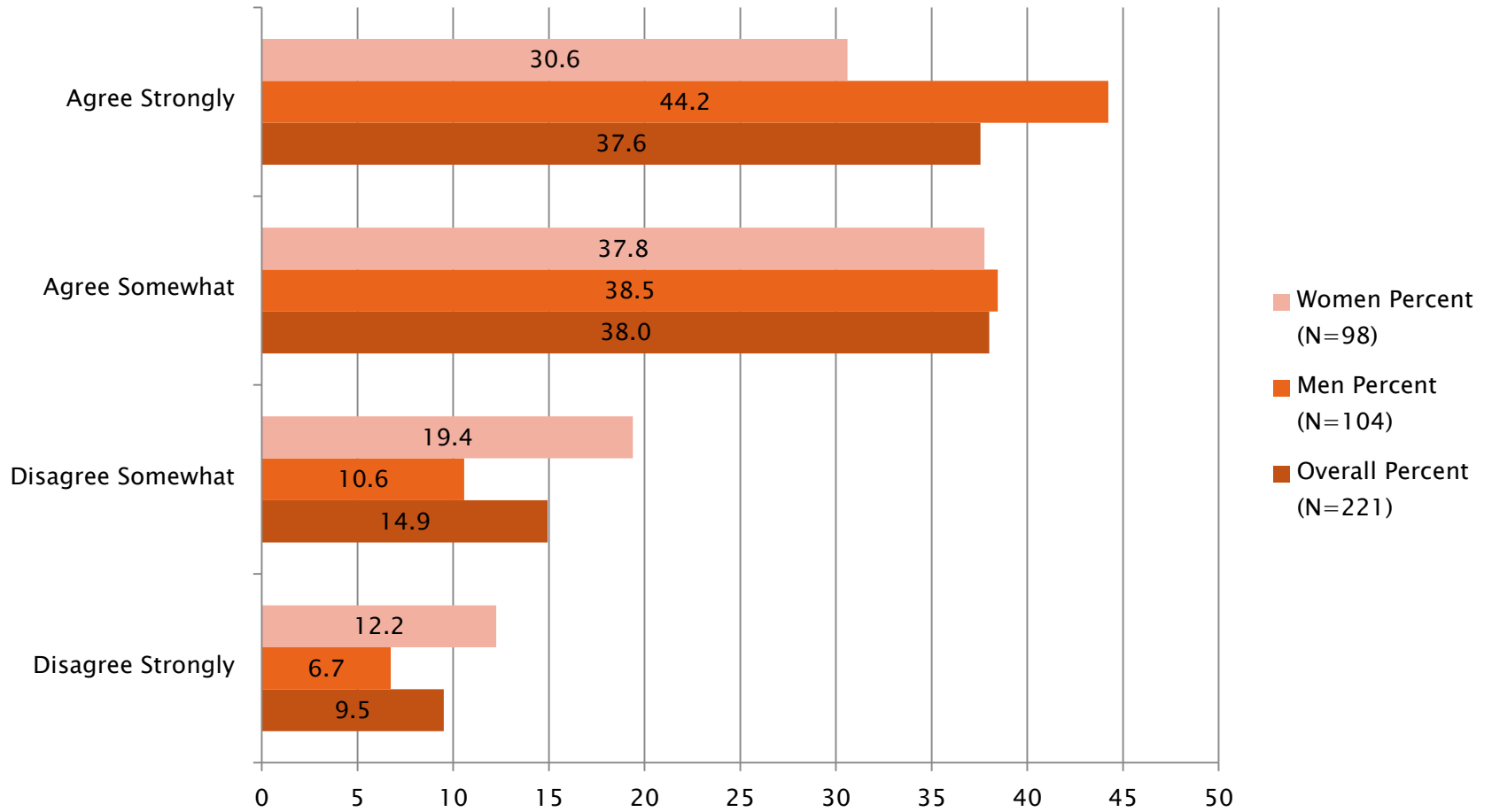
**Bold** = Difference significant in 2010 survey results

# Differences no longer significant in 2014

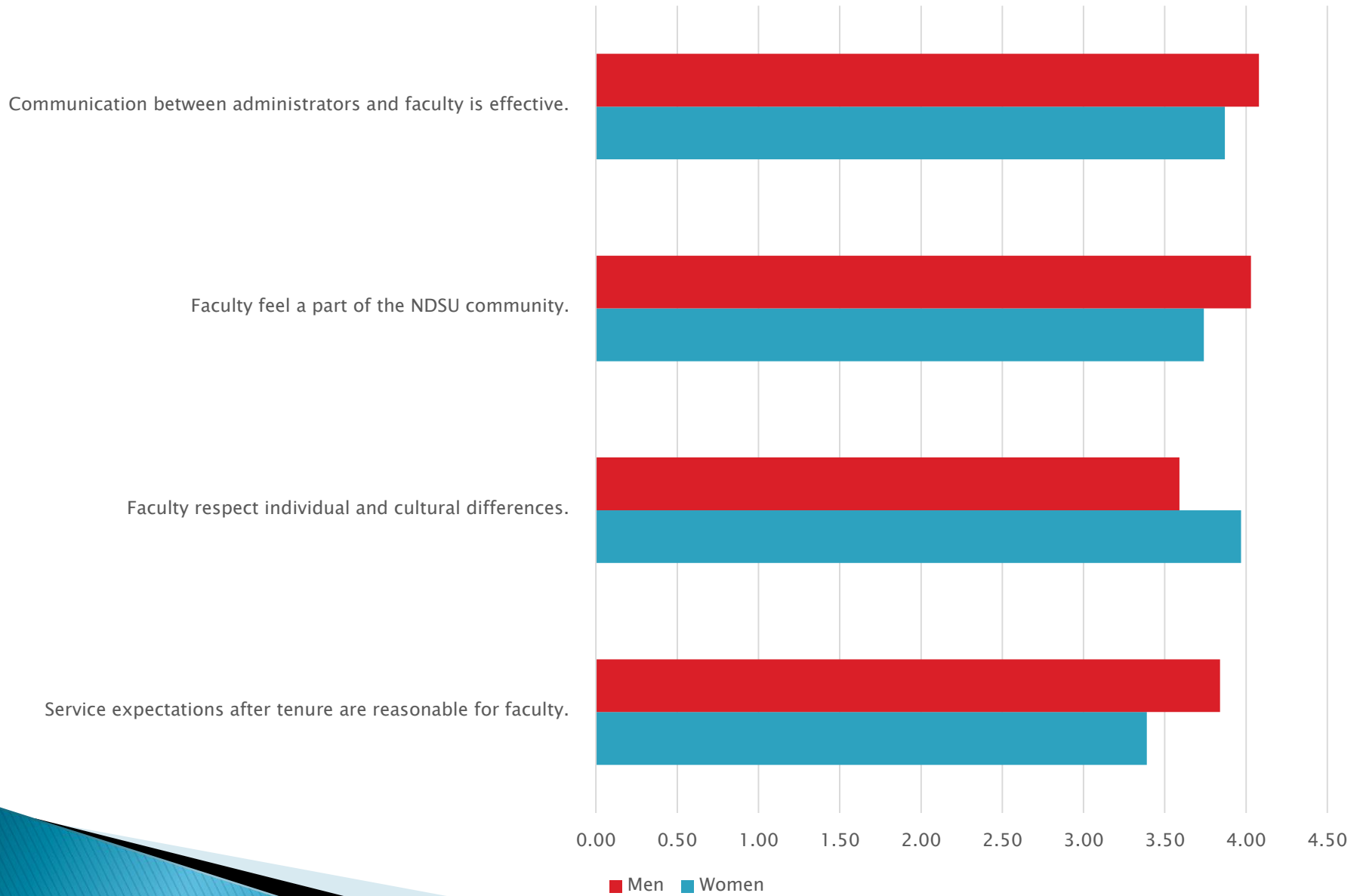




*I feel like a full and equal participant in problem solving and decision-making\*\*.*



## Differences that remain significant in 2014



# Significant differences emerged in 2014

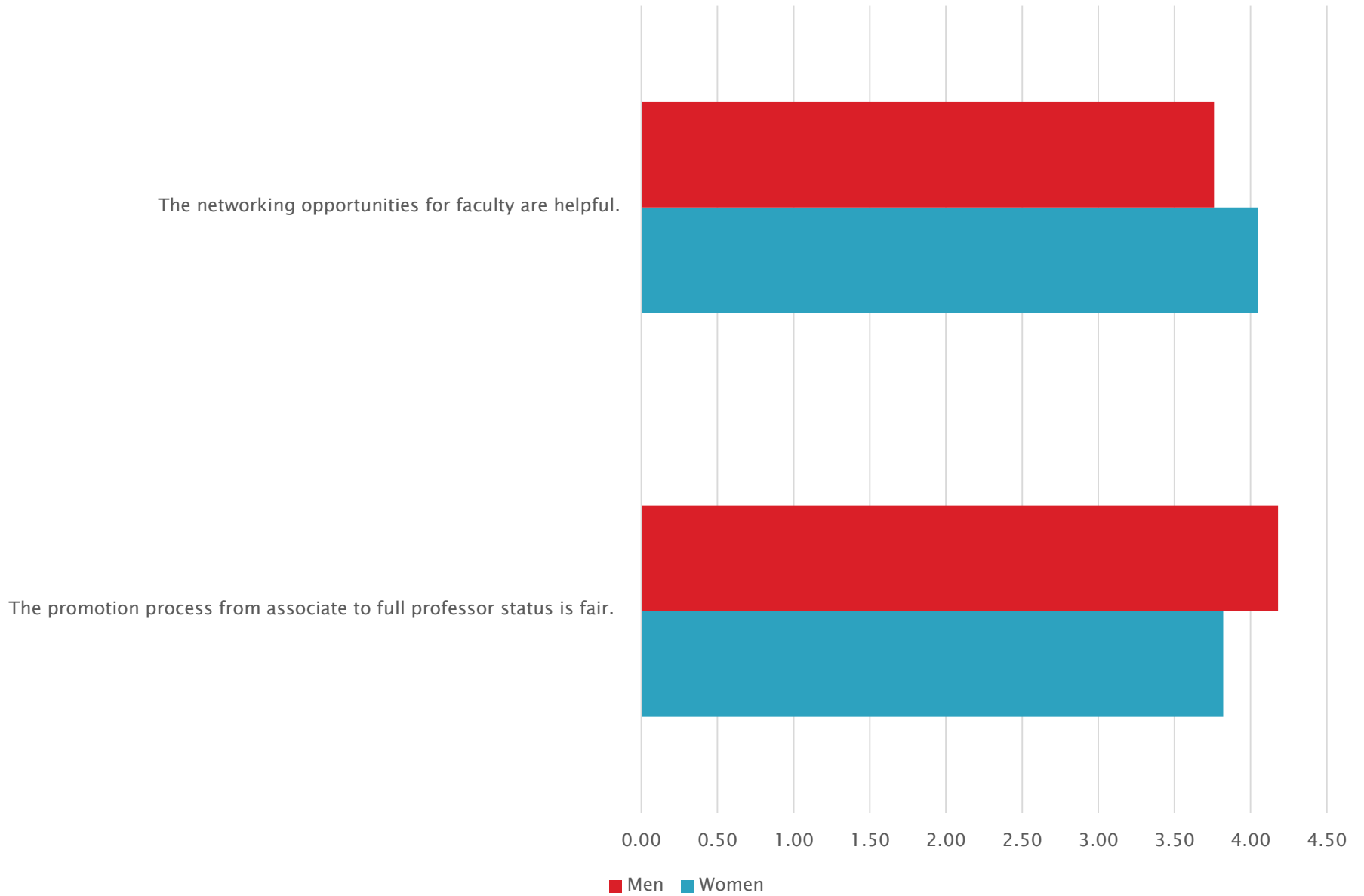


Table 3. NDSU Climate Comparisons (2014)

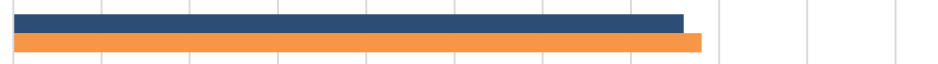
	Sample Mean	Men minus Women	STEM minus Non-STEM	2014 minus 2010
Academic Administrators at NDSU are equally accessible to faculty who are men and faculty who are women.	4.24	<b>1.26*</b>	0.04	0.45*
NDSU has an equitable process for nominating faculty who are men and faculty who are women for awards.	3.72	<b>1.66*</b>	0.55	0.11
Policies are applied equitably to faculty who are men and faculty who are women.	4.07	<b>0.42</b>	0.07	0.45*
Search committees at NDSU receive sufficient resources for gathering a gender diverse faculty candidate pool.	3.54	0.57	-0.93	0.44
Resources are allocated equitably to faculty who are women and faculty who are men.	3.58	<b>0.45</b>	0.15	0.35
There is a need for institutional transformation at NDSU to create more gender equality.	3.28	<b>-1.02</b>	0.66	-0.43
Faculty at NDSU (men and women) have a shared sense of mission for the university.	3.64	0.60	-0.13	0.14
On the department level, NDSU has a transparent process for allocating resources to men and women faculty	3.69	<b>-0.10</b>	-0.09	0.40

\* Significant mean difference at  $p < 0.05$

**Bold** = Difference significant in 2010 results

# NDSU Climate Comparisons

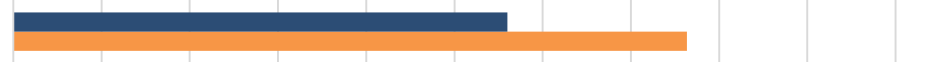
On the department level, NDSU has a transparent process for allocating resources to faculty (women and men), such as space, equipment, and graduate assistant support.+



Faculty at NDSU (women and men) have a shared sense of mission for the university.



There is a need for institutional transformation at NDSU to create more gender equality.+



Resources are allocated equitably to women faculty and men faculty.+



Search committees at NDSU receive sufficient resources for gathering a gender diverse faculty candidate pool.



Policies are applied equitably to men faculty and women faculty.+



NDSU has an equitable process for nominating men faculty and women faculty for awards.\*



Academic administrators at NDSU are equally accessible to men faculty and women faculty.\*



0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00

Men Women

	Sample Mean	Men minus Women	STEM minus non-STEM	2014 minus 2010
My unit would benefit from more candidates who are women in applicant pools.	3.98	<b>-0.05</b>	1.27*	0.27
My unit has actively tried to recruit faculty who are women.	4.56	0.22	0.49	0.11
The climate for faculty who are women in my unit is supportive.	4.30	0.06	-0.39	0.01
My unit has taken steps to enhance the climate for faculty who are women.	4.30	-0.16	-0.39	0.09
My unit would benefit from more faculty who are women in leadership positions (e.g., program coordinators, PTE or search committee chairs, department heads/chairs).	4.10	-0.41	1.10*	0.25
My unit has developed a specific plan to move faculty who are women into leadership positions.	3.03	-0.40	-0.38	0.67*
My unit has developed a specific plan to retain faculty who are women.	3.15	<b>-0.30*</b>	-0.50	0.42*
My faculty unit has developed a specific plan to mentor faculty who are women.	3.50	<b>-0.33*</b>	-0.17	0.40
My unit has developed a specific plan to promote faculty who are women.	3.29	0.00	0.00	0.51*
I would do more for faculty who are women in my unit, but there would be negative reactions from the faculty who are men in my unit.	1.54	-0.21	0.20	-0.11

\* Significant mean difference at  $p < 0.05$

**Bold** = Difference significant in 2010 results

## Unit Climate Comparisons

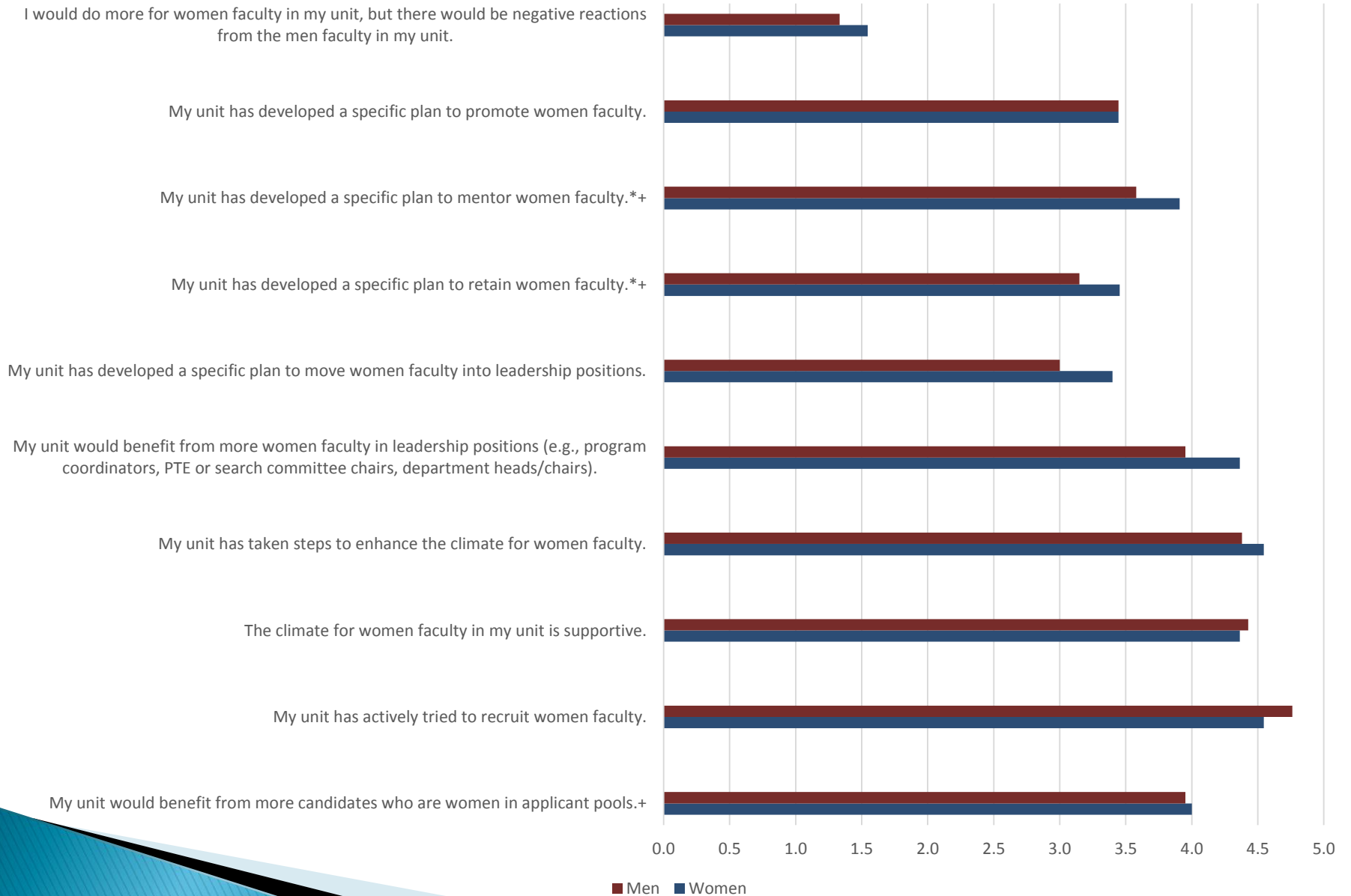


Table 6. Unit Work/Family Climate Comparisons (2014)

	Sample Mean	Men minus Women	STEM minus non-STEM	2014 minus 2010
It is difficult for faculty in my unit to adjust their work schedules to care for children or other family members.	2.06	<b>0.67</b>	0.69	-0.47
It is difficult for faculty in my unit to attend meetings held early in the morning or late in the afternoon due to family obligations.	3.58	<b>-0.72</b>	0.82	0.29
My unit has supportive policies for faculty with a new baby/child.	4.58	0.00	-0.22	0.53*
My unit has supportive policies for faculty with dependent care responsibilities.	4.03	<b>-0.91*</b>	-0.11	0.14
My unit is supportive of new faculty hires who need to utilize spousal/partner hiring.	4.23	<b>-0.19</b>	0.03	0.09
Faculty in my unit who have children are considered by their peers to be less committed to their careers.	1.44	<b>0.08</b>	0.30	-0.32
Pace and pressure in my unit have a negative influence on the personal lives of faculty.	3.24	-0.11	0.44	0.24

\* Significant mean difference at  $p < 0.05$

**Bold** = Difference significant in 2010 results



Balancing Personal and Professional Life

Regarding statements about their primary department/unit's support of worklife balance on a 4-point scale (1=disagree strongly, 4=agree strongly):

Question	Women	Men	Overall
I am usually satisfied with the way in which I balance my professional and personal life.	M = 2.55 SD = 1.00	M = 2.93 SD = 0.89	M = 2.74** SD = 0.97 Range = 1 to 4
I often have to forgo family or personal activities because of professional responsibilities.	M = 2.86 SD = 0.95	M = 2.46 SD = 0.92	M = 2.66** SD = 0.96 Range = 1 to 4
Personal responsibilities and commitments have slowed down my career progression.	M = 2.45 SD = 1.03	M = 2.11 SD = 1.00	M = 2.29** SD = 1.03 Range = 1 to 4
Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	M = 3.24 SD = 0.87	M = 3.17 SD = 0.91	M = 3.21 SD = 0.88 Range = 1 to 4
It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	M = 2.01 SD = 0.91	M = 2.10 SD = 0.93	M = 2.05 SD = 0.93 Range = 1 to 4
The department is supportive of family leave.	M = 3.27 SD = 0.90	M = 2.31 SD = 0.85	M = 3.24 SD = 0.87 Range = 1 to 4
My department has supportive practices for faculty who have a new baby/child in the family.	M = 3.20 SD = 0.93	M = 2.99 SD = 0.93	M = 3.09 SD = 0.92 Range = 1 to 4

# NDSU work/family programs – How valuable?

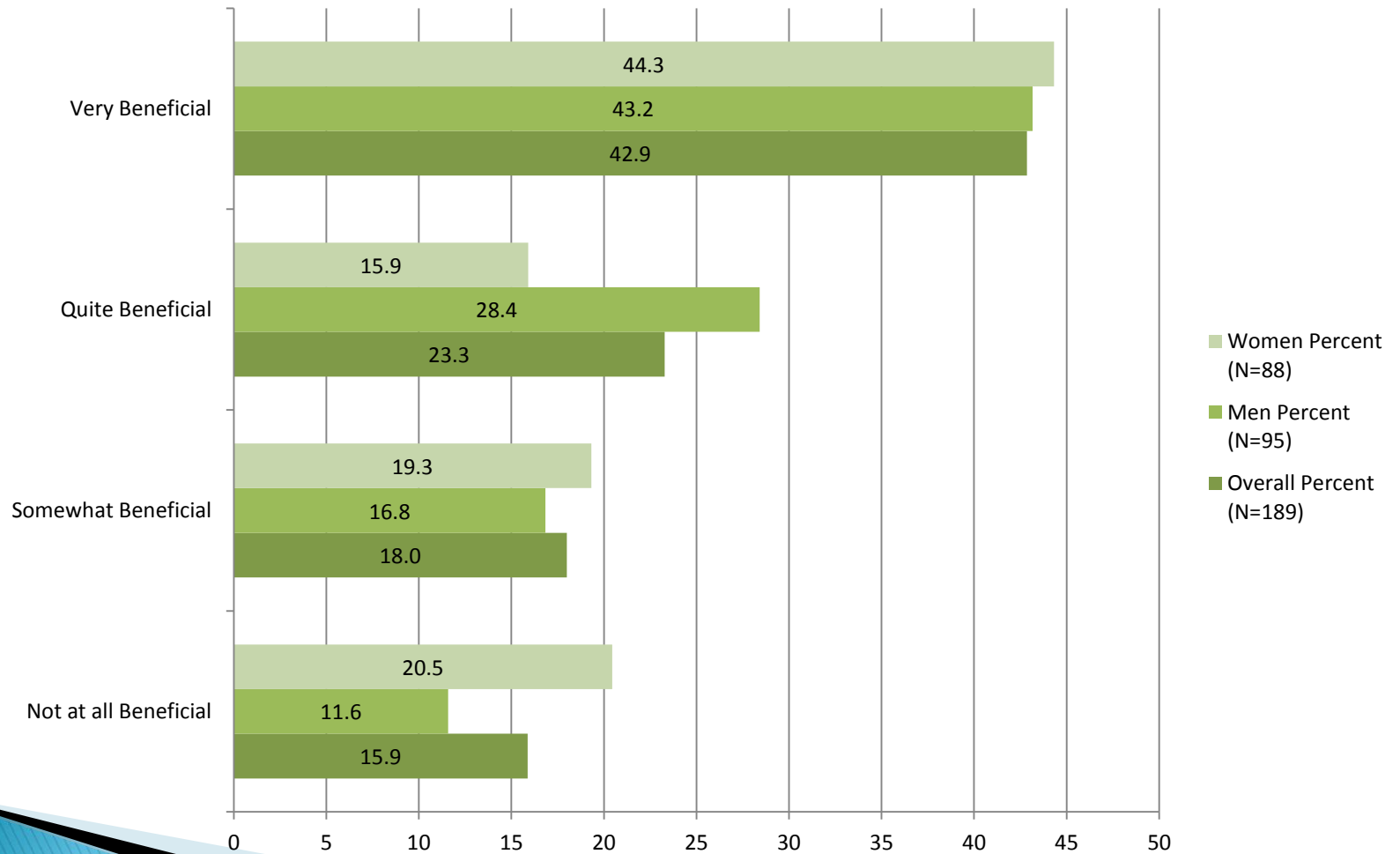
Table 7. NDSU Policy Comparisons (2014)

	Sample Mean	Men minus Women	STEM minus non-STEM	2014 minus 2010
Extension of the tenure clock	4.50	-0.49	-0.08	0.10
Spousal/partner hiring	4.25	-0.23	0.55*	0.03
Required training for search committee chairs.	3.79	-1.04*	0.03	0.23
On-line training for search committee chairs.	3.09	-0.21	0.22	-0.24
Required on-line sexual harassment training	2.91	0.37	0.02	-0.26
On campus child care services	4.37	-0.13	-0.17	-0.13
Advance FORWARD Programs	4.00	-0.75	-0.19	0.43

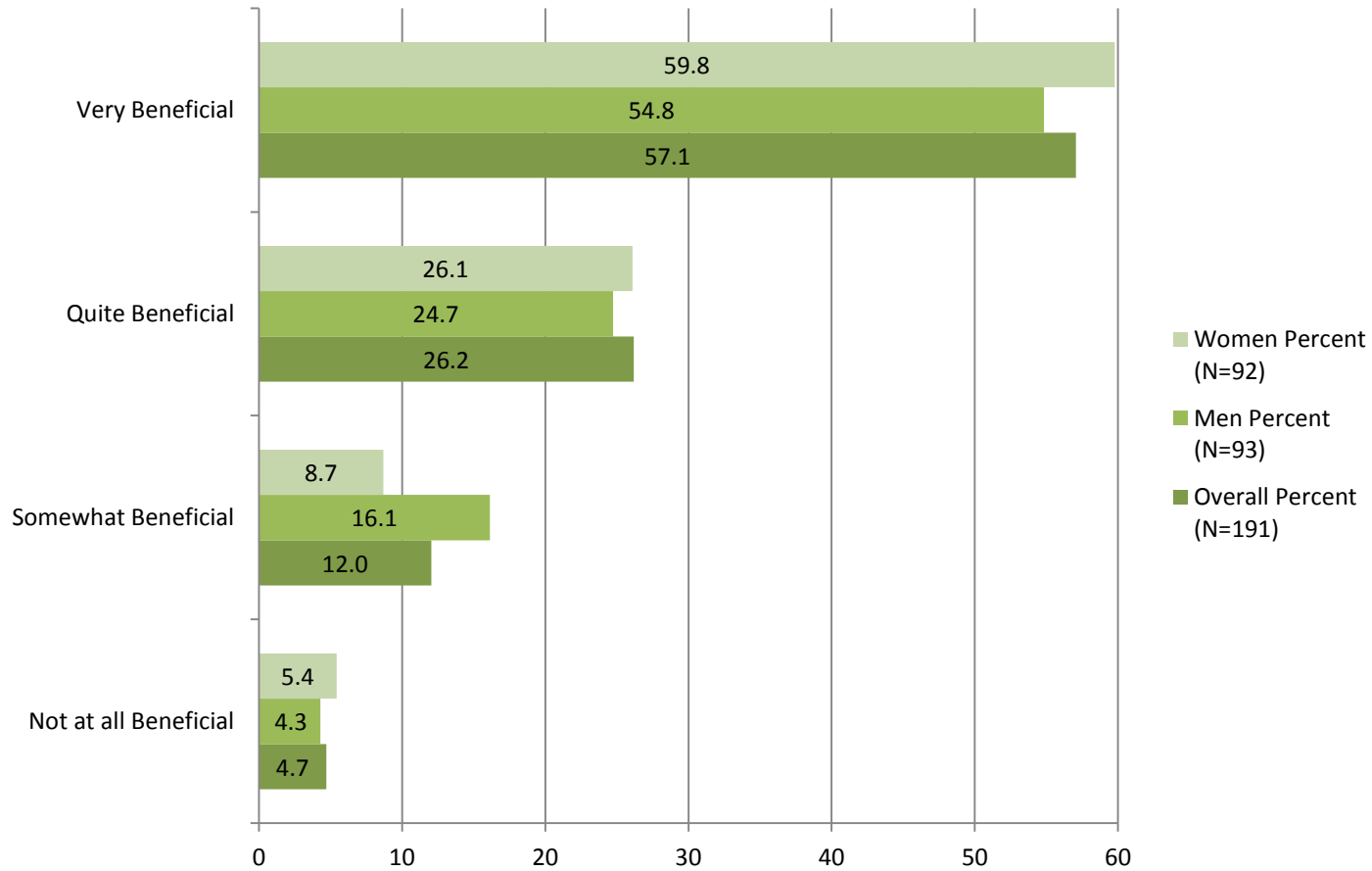
\* Significant mean difference at  $p < 0.05$

**Bold** = Difference significant in 2010 results

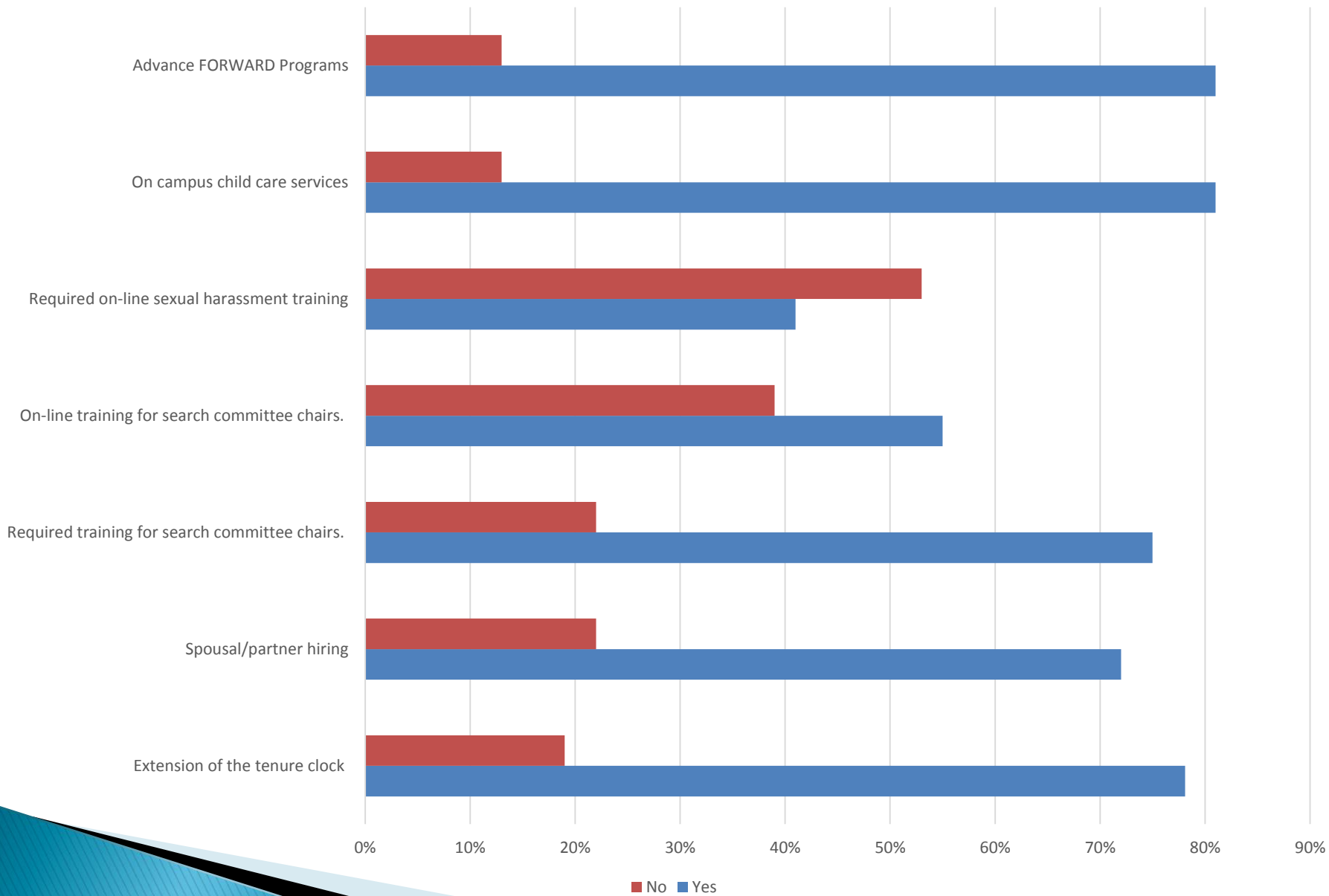
*How beneficial is Policy 103: Spousal/Partner hiring?*



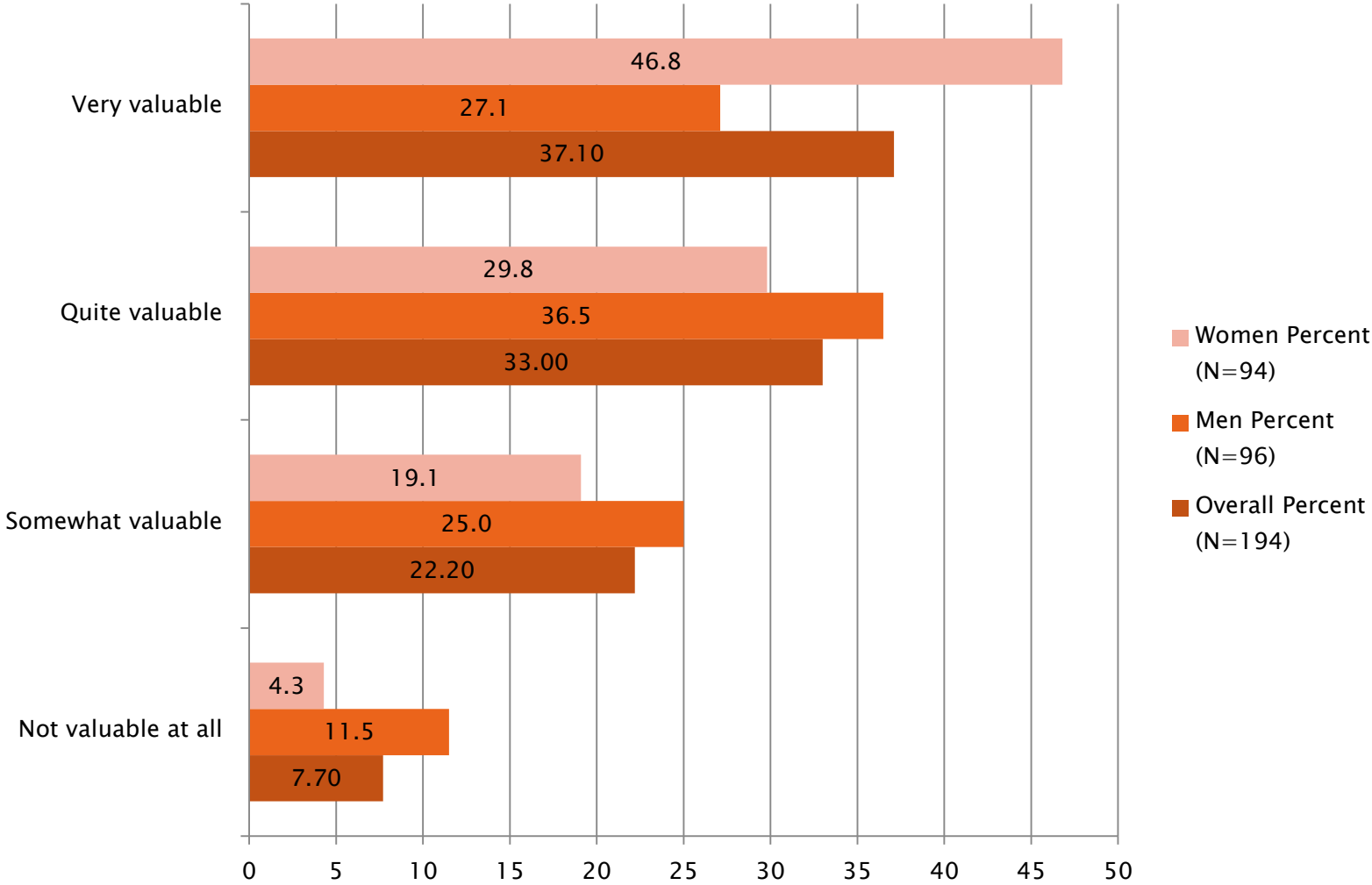
*How beneficial is Policy 352: Extension of the tenure clock?*



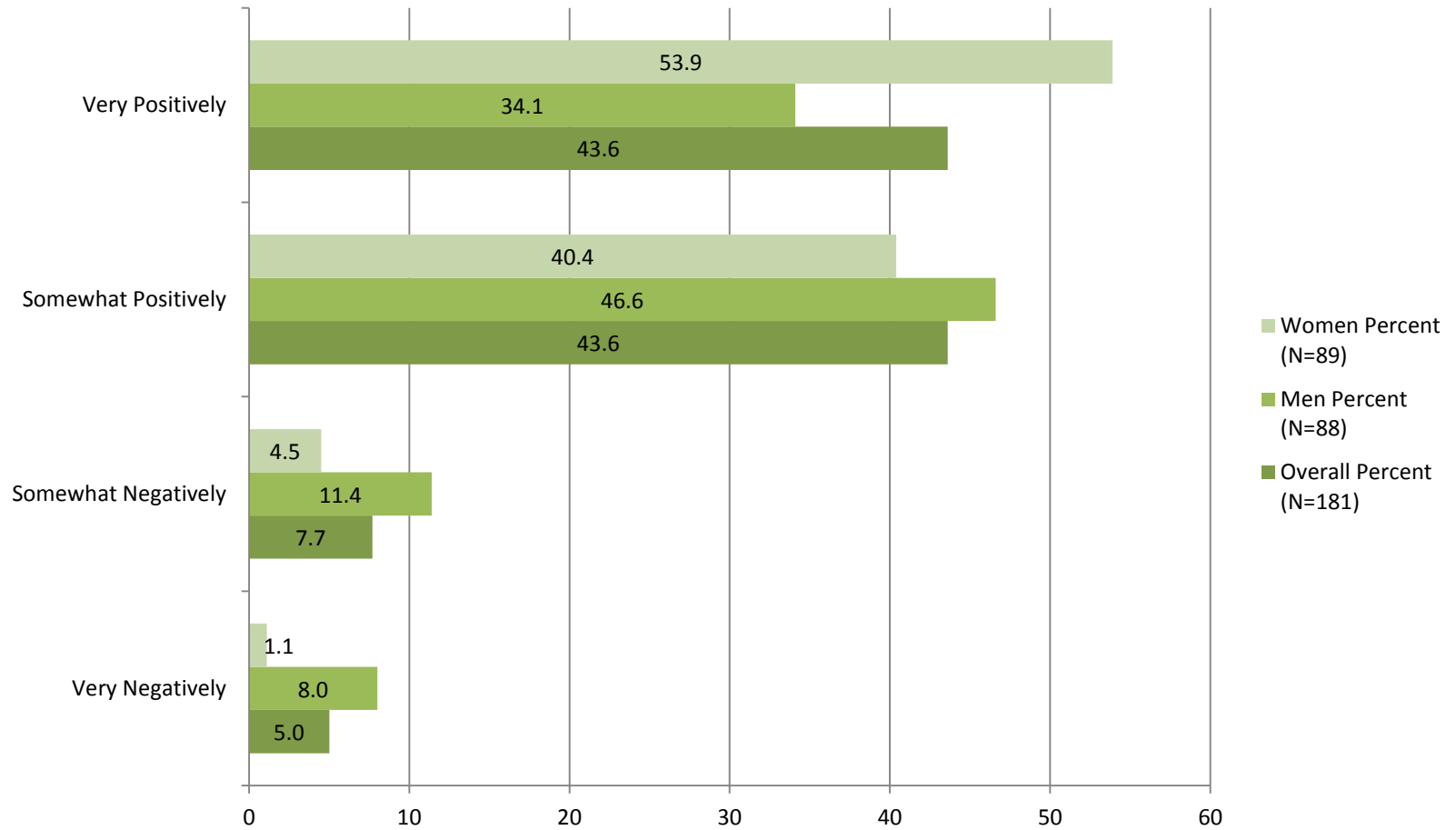
# Do Policies Promote Gender Equity?



*How valuable is the Advance FORWARD Program\*\*?*



*How has the Advance FORWARD Program impacted your experience of the climate at NDSU\*\*\*?*



# ADVANCE FORWARD Programs – How valuable?

Table 9. ADVANCE FORWARD Policy Comparisons (2014)

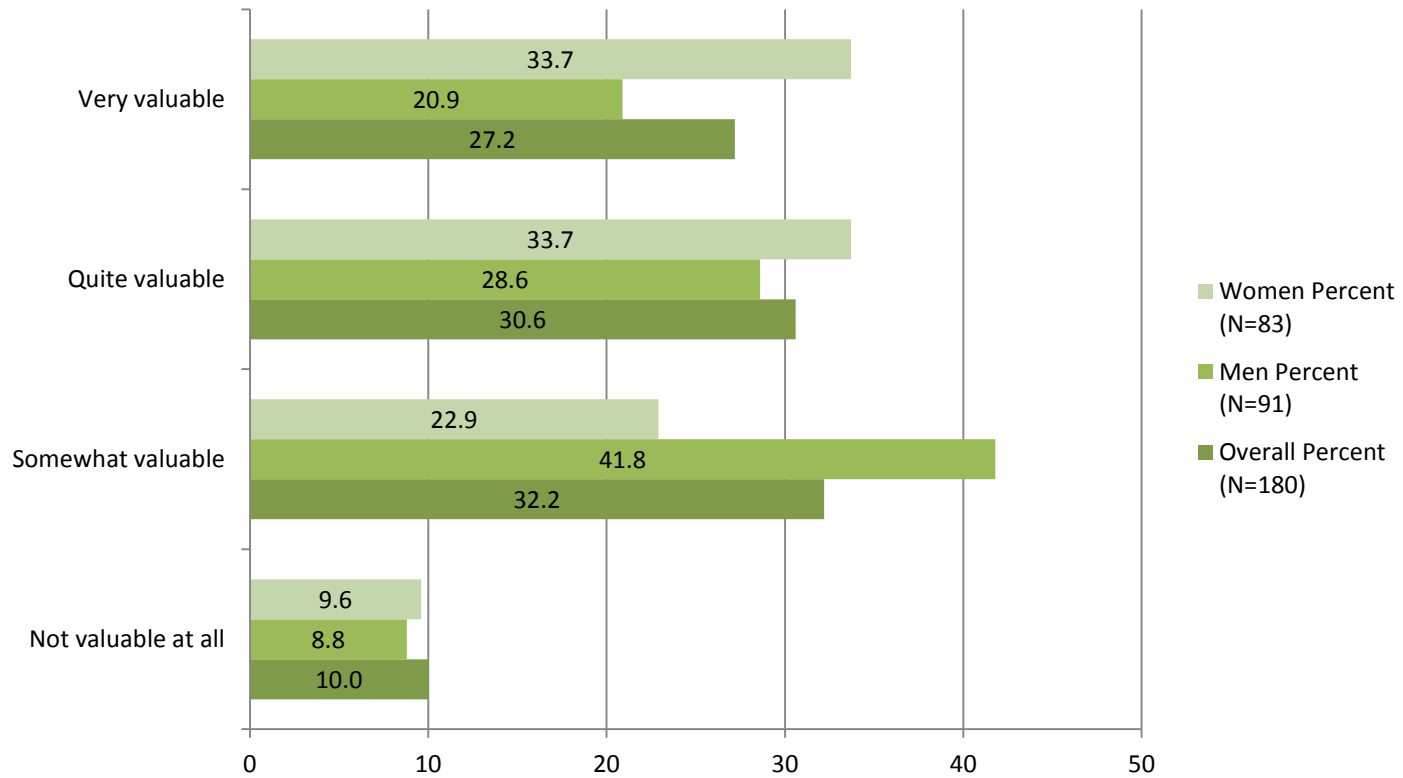
	Sample Mean	Men minus Women	STEM minus non-STEM	2014 minus 2010
Allies/advocates program	3.50	-0.20	0.41	0.18
Climate research grant	2.90	-0.21	-0.11	-0.64
Course release	4.33	-0.19	0.58	0.62*
FORWARD Lecture Series	3.79	-0.72	0.35	0.39
Junior faculty cohort mentoring	3.55	-0.32	<b>0.70</b>	-0.32
Leadership development grants	4.13	-0.40	0.33	0.04
LEAP grant program	4.15	-0.79*	0.25	0.34
Mentor travel grants	3.93	-0.30	-0.15	-0.54*
FORWARD department award	3.07	-0.27	0.82*	N/A
FORWARD training for chairs and heads	3.66	-0.40	0.26	N/A
Mid-career mentoring	3.81	0.02	0.53	N/A
New faculty session on enhancing department climate	3.62	-0.24	0.48	N/A
Promotion to full professor events	3.81	-0.01	0.20	N/A
PTE committee training	3.88	-0.77	0.23	N/A
Search committee member training	3.88	-0.71*	0.05	N/A
Commission on the Status of Women	3.74	-0.72	0.00	N/A

\* Significant mean difference at  $p < 0.05$

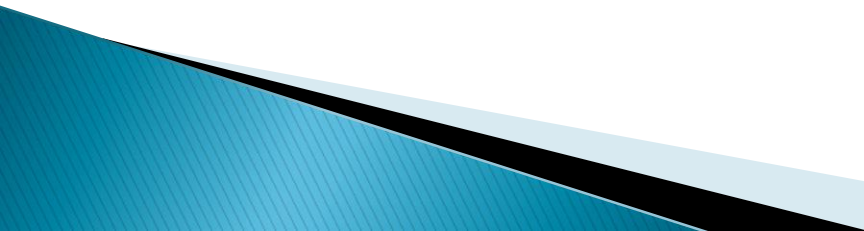
**Bold** = Difference significant in 2010 results



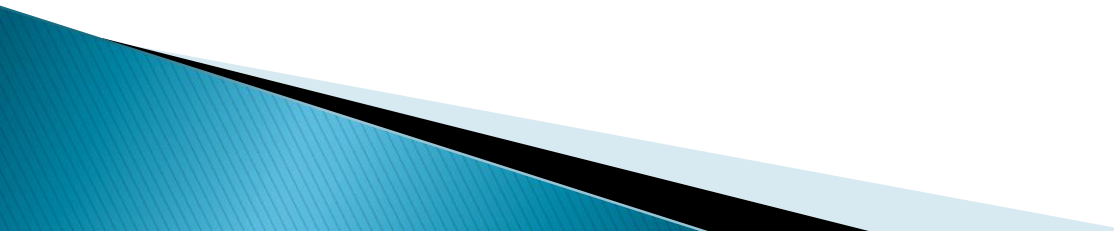
*How valuable are the Workshops for Search Committees\*\*?*



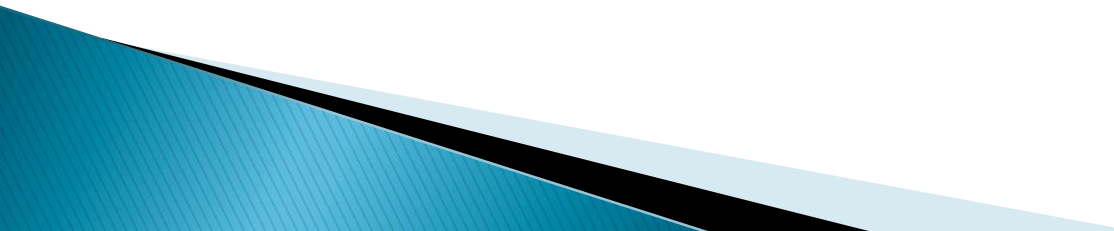
# Conclusions and implications

- ▶ To the extent that administrators perceive differences in climate, they continue to see the climate as more difficult for women faculty
  - ▶ Where differences between men and women administrators appear in perceptions of climate, women continue to be less positive than men
  - ▶ Some differences from 2010 disappeared – most deal with policy and practice
- 

# Conclusions and implications

- ▶ Some items on climate and policy for which attitudes did not change
  - ▶ A few for which more negative perceptions developed (e.g., the fairness of promotion to full)
  - ▶ Across the board support for work/family policies and a relatively positive view of unit climate
- 

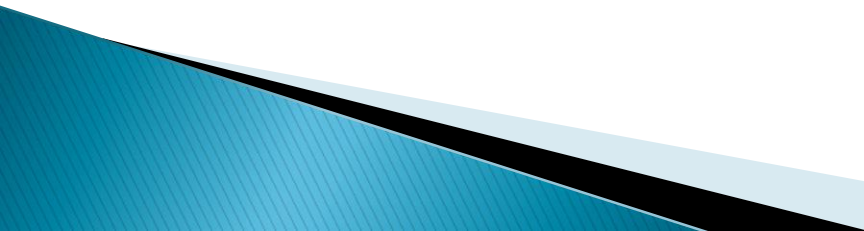
# Implications for institutionalization

- ▶ Rich assessment data suggests some initiatives have been better received and had more impact than others than others
  - ▶ Every institution makes decisions about return on investment
  - ▶ Some hints from the literature about what works
- 

# Diversity policies that work

- ▶ Kalev, A., F. Dobbin, and E. Kelly. 2006. “Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies.” *American Sociological Review* 71 (4): 589–617.
- ▶ 708 companies from 1971–2002, EEO data
- ▶ Compares three approaches:
- ▶ Structures of responsibility: Affirmative action plans with goals, oversight via staff positions
- ▶ Behavioral change – diversity training
- ▶ Networking and mentoring to decrease isolation

# Diversity policies that work

- ▶ Structures that embed accountability, authority, and expertise (affirmative action plans, diversity committees and taskforces, diversity managers and departments) are the most effective means of increasing the proportions of white women, black women, and black men in private sector management.
  - ▶ Bottom line: Continued progress would be facilitated by designated structures – policies and personnel to maintain the momentum of the program
- 

# Conclusions and implications

- ▶ Administrators, both men and women, find FORWARD valuable (Mean = 4.00)
  - ▶ 81% believe it promotes gender equity
  - ▶ 94% of women faculty and 81% of men faculty believe FORWARD initiatives have affected their experience of the climate very or somewhat positively
  - ▶ Suggests there should be relatively broad support among faculty and administrators for institutionalization of successful initiatives
- 