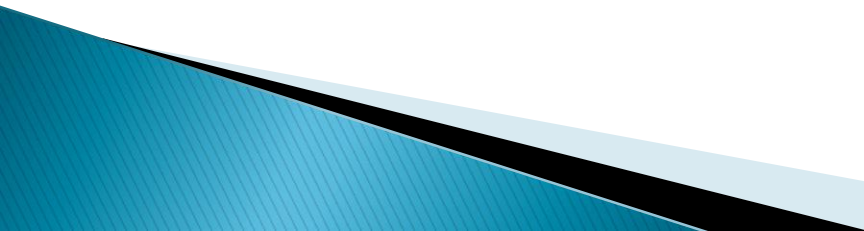


NDSU Administrative Survey Results

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Administration and response rates

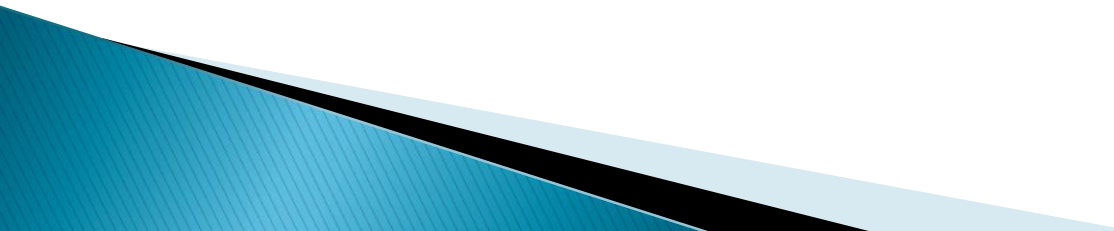
- ▶ Survey distributed online February 18, 2010 to March 24, 2010
 - ▶ 75 administrators received the survey, 42 (56%) responded
 - ▶ Response rates should be interpreted with caution
 - ▶ By sex – 25 men (45%) of 56 responded, 11 women (58%) of women responded (6 missing data)
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Response rates by college

▶ Missing = 12 (29%)


Agriculture, Food Systems, and Natural Resources	47%
Arts, Humanities & Social Sciences	58%
Business	50%
Engineering & Architecture	30%
Human Development & Education	0%
Pharmacy, Nursing, and Allied Sciences	57%
Science & Mathematics	38%
Graduate & Interdisciplinary Studies/Acad Affairs	14%

Sample demographics (N=42)

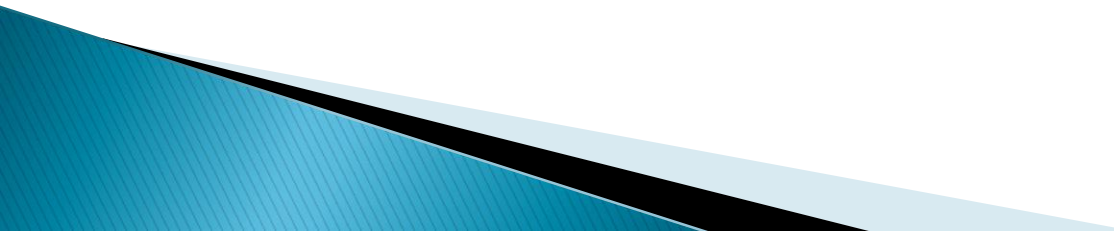
- ▶ 25 (60%) men/11 (26%) women, 6 (14% missing)
 - ▶ 33 (79% white), 6 (14%) chose “other” or missing
- 

WHAT POSITION DO YOU HOLD?		
Department Head/Chair	27	64%
Associate/Assistant Department Head/Chair or Associate/Assistant Dean	5	12%
Academic Dean	5	12%
Program coordinator	1	2%
Missing/Prefer not to answer	4	10%
HOW LONG AT NDSU?		
3 years or less	3	7%
4 to 10 years	11	26%
11 or more years	25	60%
Missing/Prefer not to answer	3	7%
HOW LONG IN CURRENT ADMIN POSITION?		
3 years or less	18	43%
4 to 10 years	15	36%
11 or more years	8	19%
Missing	1	2%
PERCENT OF APPT ADMIN?		
26 to 50 percent	14	33%
51 to 75 percent	20	48%
Missing	2	5%
COLLEGE OF APPT?		
Agriculture, Food Systems, and Natural Resources	8	19%
Arts, Humanities, and Social Sciences	7	17%
Business	2	5%
Engineering and Architecture	3	7%
Pharmacy, Nursing, and Allied Sciences	4	10%
Science and Mathematics	5	12%
Human Development & Education	0	0%
Other Academic Administrators	1	2%
Prefer not to answer	12	29%

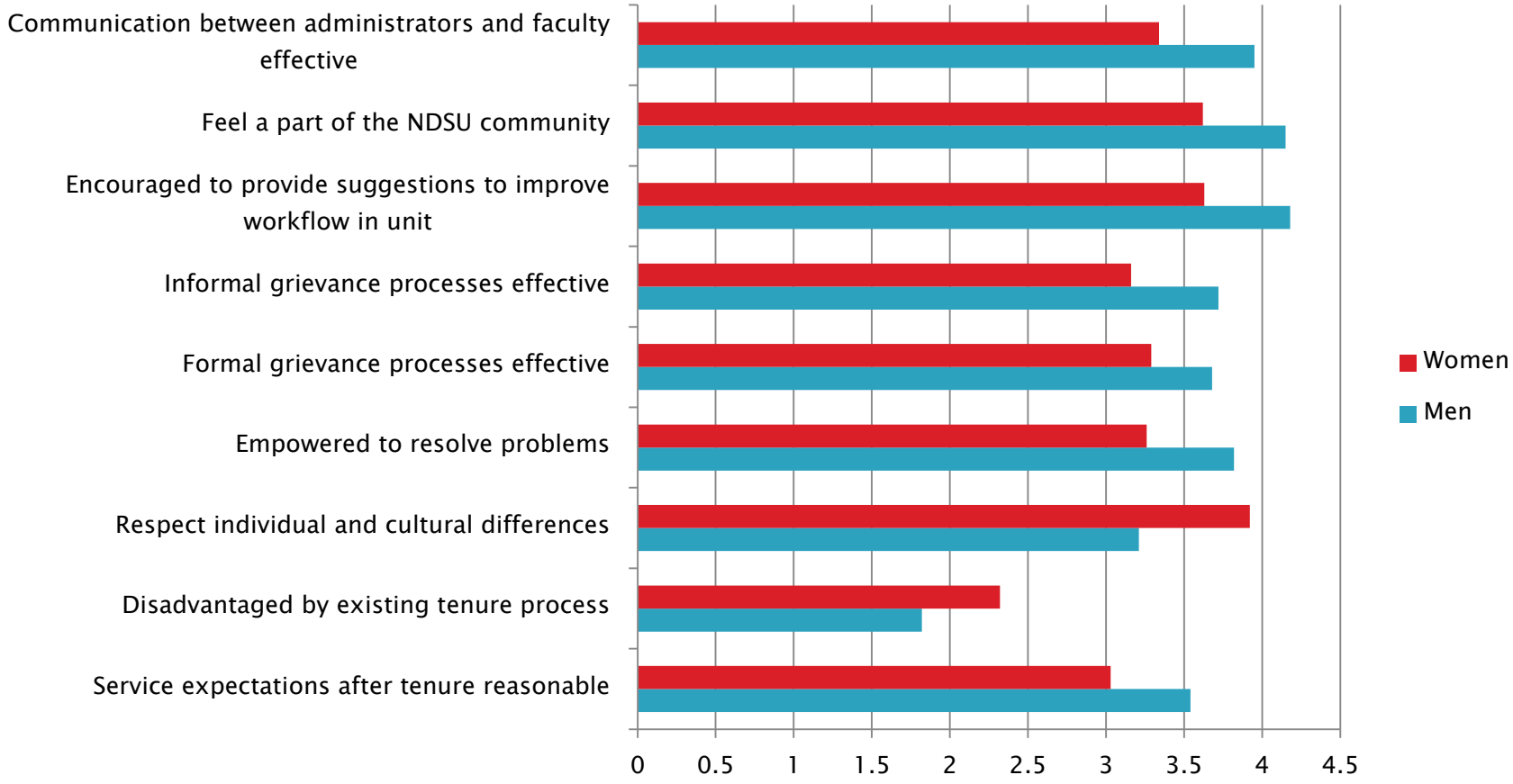
Sample demographics

- ▶ Women are significantly less likely to be chairs or deans, more likely to be associate chairs
 - ▶ Women have less experience in admin appointments (82% of women 3 years or fewer, 36% of men)
 - ▶ More likely to have part time appointments (82% of women, 38% of men)
 - ▶ Less likely to be in STEM colleges (63% of women in non-STEM, 38% of men) – (NS)
 - ▶ No significant differences in experience or type of appointment for STEM versus non-STEM administrators
- 

Items 1 and 2 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: Men faculty are encouraged to provide suggestions on how to improve the workflow in their units (4.18)
 - ▶ For women: Women faculty respect cultural and individual differences (3.92)
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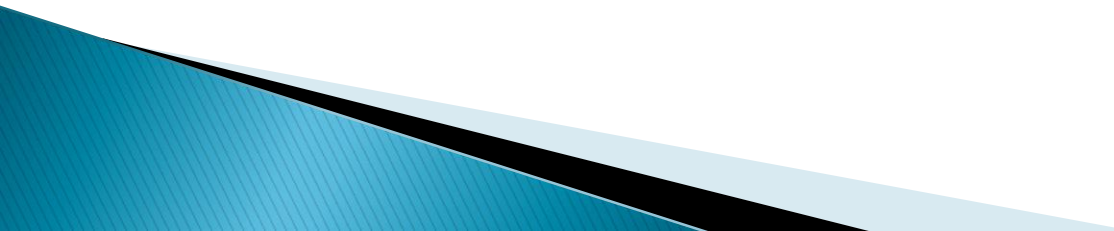
Significant differences in pairs



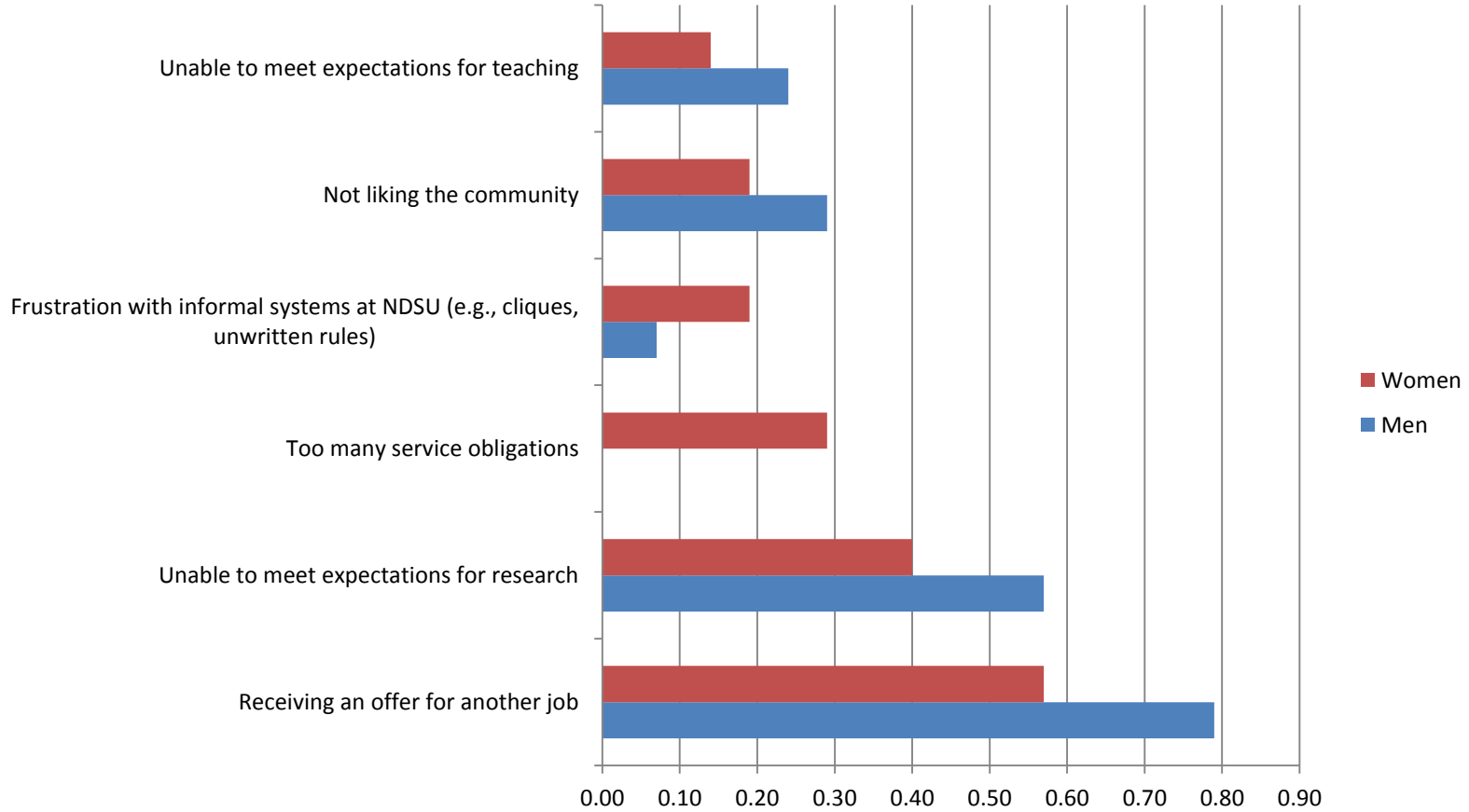
NDSU Climate items

	Sample Mean	Men minus Women	STEM minus Non-STEM
Academic Administrators at NDSU are equally accessible to faculty who are men and faculty who are women.	3.79	1.36	0.45
NDSU has an equitable process for nominating faculty who are men and faculty who are women for awards.	3.61	2.05	0.85
Policies are applied equitably to faculty who are men and faculty who are women.	3.62	1.85	0.19
Search committees at NDSU receive sufficient resources for gathering a gender diverse faculty candidate pool.	3.10	0.34	-0.73
Resources are allocated equitably to faculty who are women and faculty who are men.	3.23	1.71	0.55
There is a need for institutional transformation at NDSU to create more gender equality.	3.71	-1.32	-0.35
Faculty at NDSU (men and women) have a shared sense of mission for the university.	3.50	0.74	-0.56
On the department level, NDSU has a transparent process for allocating resources to men and women faculty	3.29	1.85	0.12

Reasons for leaving

- ▶ Receiving another offer (#1 for men and women)
 - ▶ Failing to meet expectations for research (#2 for men, #3 for women)
 - ▶ The weather (#2 for women, #3 for men)
 - ▶ Relocation closer to family (#4 for both)
 - ▶ Lack of spousal accommodation (#5 for both)
- 

Reasons for leaving



Unit climate

	Sample Mean	Men minus Women	STEM minus non-STEM
My unit would benefit from more candidates who are women in applicant pools.	3.71	1.52	0.94
My unit has actively tried to recruit faculty who are women.	4.45	0.38	0.58
The climate for faculty who are women in my unit is supportive.	4.29	0.79	0.38
My unit has taken steps to enhance the climate for faculty who are women.	4.21	0.54	0.17
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).	3.85	0.55	0.42
My unit has developed a specific plan to move faculty who are women into leadership positions.	2.36	0.44	-0.43
My unit has developed a specific plan to retain faculty who are women.	2.73	0.95	-0.62
My faculty unit has developed a specific plan to mentor faculty who are women.	3.10	1.29	-0.21
My unit has developed a specific plan to promote faculty who are women.	2.78	0.50	-0.25
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.	1.65	-0.43	-0.10

Unit climate for work/family

	Sample Mean	Men minus Women	STEM minus non- STEM
It is difficult for faculty in my unit to adjust their work schedules to care for children or other family members.	2.53	-1.40	-0.37
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.	3.29	-1.35	-0.45
My unit has supportive policies for faculty with a new baby/child.	4.05	0.87	0.25
My unit has supportive policies for faculty with dependent care responsibilities.	3.89	0.93	0.43
My unit is supportive of new faculty hires who need to utilize spousal/partner hiring.	4.14	1.11	0.07
Faculty in my unit who have children are considered by their peers to be less committed to their careers.	1.76	-1.93	-0.39
Pace and pressure in my unit have a negative influence on the personal lives of faculty.	3.00	-0.94	-0.19

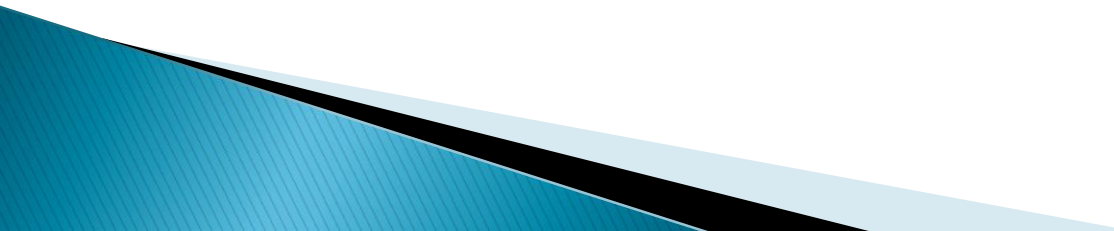
NDSU work/family programs – How valuable?

	Sample Mean	Men minus Women	STEM minus non-STEM
Extension of the tenure clock	4.40	-0.32	0.14
Spousal/partner hiring	4.22	0.22	0.23
Required training for search committee chairs.	3.56	0.06	0.37
On-line training for search committee chairs.	3.33	-0.02	0.68
Required on-line sexual harassment training	3.17	-0.34	0.75
On campus child care services	4.50	0.38	0.48
Advance FORWARD Programs	3.57	-0.01	0.63

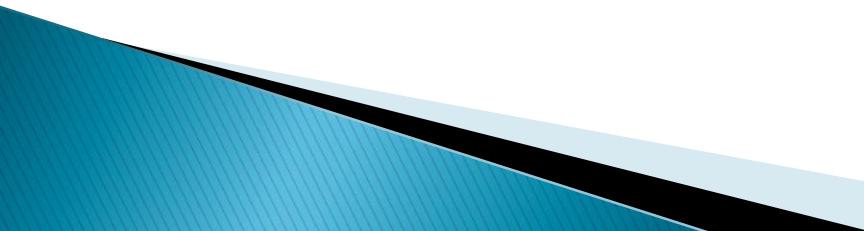
ADVANCE FORWARD Programs – How valuable?

	Sample Mean	Men minus Women	STEM minus non-STEM
Allies/advocates program	3.32	0.37	-0.48
Course release program	3.71	-0.04	1.27
Leap grant program	3.81	0.2	1.26
Climate research grant	3.54	-0.47	0.67
Travel grants	4.47	0.17	0.55
Leadership development grants	4.09	0.08	0.48
Junior faculty cohort mentoring program	3.87	0.18	0.90
FORWARD Lecture Series	3.40	-0.25	0.75

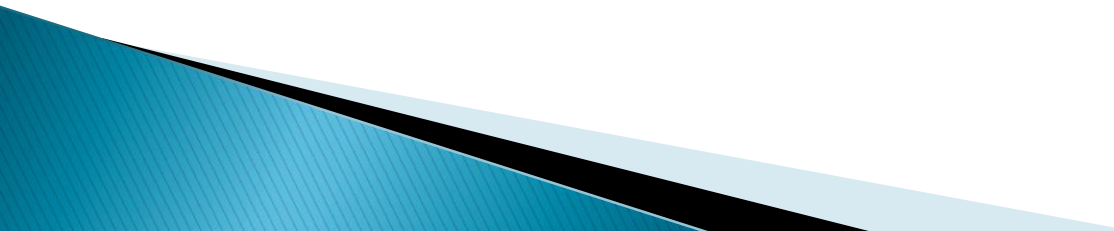
Conclusions and implications

- ▶ Marginally positive responses ($\bar{X} > 3.0$) for items assessing gender equitable climate
 - ▶ Relatively strong agreement on the need to create institutional transformation ($\bar{X} = 3.71$)
 - ▶ Less agreement that units have concrete policies to retain, promote, and advance women faculty into leadership positions
 - ▶ Suggests a need for concrete policy guidance via best practices, FORWARD initiatives
- 

Conclusions and implications

- ▶ For most climate items, women are significantly less positive than men
 - ▶ Women administrators perceive less gender equity on campus and in their units, and significantly more conflict, especially for women faculty, in balancing work and family obligations
 - ▶ Women administrators are also less likely to believe that effective policies are in place for creating gender equity
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Conclusions and implications

- ▶ There are no differences between STEM and non-STEM administrators across any of these dimensions
 - ▶ This suggests that all colleges should be targeted in attempts to create equity/transform climate
 - ▶ There is evidence of the “two universities” I observed in my interview work
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Conclusions and implications

- ▶ The best news: there is broad support for policies aimed at increasing gender equity
 - ▶ All administrators (men/women, STEM/non-STEM) believe these policies are valuable
 - ▶ This is particularly true for policies aimed at helping faculty balance work and family
 - ▶ Administrators also agree that the ADVANCE FORWARD initiatives are valuable
 - ▶ This suggests that concrete policy initiatives should enjoy widespread support
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