

**Report on the
University of Michigan-Dearborn
2002 Survey of Academic Climate and Activities**

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HISTORY OF THE PROJECT

During the fall of 2001, staff at the Institute for Research on Women and Gender (IRWG) administered the University of Michigan Survey of Academic Climate and Activities as part of a larger effort to assess the work environment for scientists and engineers at the University of Michigan-Ann Arbor (UM-AA) campus. That survey was designed to identify specific issues and needs that may apply to women scientists and engineers on the UM-AA campus, and to determine areas to target for change. Aware of the existence of this survey, administrators from the University of Michigan-Dearborn (UM-D) approached the staff at IRWG about developing a similar survey to assess the situation on that campus and to identify potential climate problems--especially how those problems may differ by gender. Accordingly, IRWG staff administered the University of Michigan-Dearborn Survey of Academic Climate in the fall of 2002. Funds for the study were provided by the UM-Dearborn administration.

Goals for the Study

Unlike the UM-AA climate survey which assessed the particular experiences of women scientists and engineers on campus (compared to men scientists and engineers and women social scientists) the UM-D climate study was much broader in focus and assessed the work experiences of all men and women faculty across all disciplines. Accordingly, all lecturers, tenure track faculty, librarians and curators were included in the Dearborn sample. Thus, while the overall goal was to replicate the UM-Ann Arbor survey, special care was also taken to include survey items that would address issues specific to the Dearborn campus, as well as investigate climate issues for women (a copy of the survey is included in Appendix A). Wherever possible, we aimed to ascertain whether differences were related to gender or to factors more generally relevant to individuals working at the UM-D campus.

The study discussed in this report was initiated under the assumption that aggregate data about difficulties faced by faculty at the University of Michigan-Dearborn campus would help identify possible areas for intervention efforts to improve the situation. We believe that our findings can in fact be helpful in this way. But we also offer a caution: aggregate data can only provide a picture of the overall group—that picture may in fact be misleading or simply irrelevant to any given individual or particular unit. What this study can do—and we hope it does—is to give a picture in “broad strokes” across many different units and individuals. It does not fill in the crucial shading and detail that only individual units and faculty can provide. This is a particularly relevant point given that the Dearborn sample includes individuals representing a wide range of academic positions and experiences.

Confidentiality and Anonymity

The survey was administered by staff at the Institute for Research on Women and Gender and respondents were directed to mail completed surveys to IRWG. Because of the nature of the questions and the hope of encouraging as many faculty as possible to complete the survey, UM-D administrators agreed that this survey—like the UM-AA survey—should be anonymous, as well as confidential. Accordingly, no identification numbers were used to connect the mailed surveys to the potential respondents. To further preserve anonymity, the questionnaire did not ask the respondents to identify their appointing department, but only to choose among 3 primary academic fields: 1) Engineering, Natural Sciences or Mathematics, 2) Social Sciences,

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Behavioral Sciences, Education or Management, 3) Humanities, Librarians, other Curators. To aid us in assessing the representativeness of our sample of respondents, we included a postcard in the survey mailing on which we asked the respondents to indicate their name and whether or not they had completed and returned the survey. Survey respondents mailed these post cards to IRWG separately from the survey.

Sample

The sample of lecturers and faculty surveyed included several groups of individuals with paid appointments at the University of Michigan-Dearborn as of October 1, 2002:

Lecturers

- All lecturers
(female, N=18; male, N=18).

Tenure Track Faculty

- All tenure track faculty
(female, N=59; male, N =156).

Librarians & Curators

- All librarians and curators
(female, N=9; male, N =5).

Questionnaire Design

The University of Michigan Survey of Academic Climate and Activities is a ten-page survey that was initially used to assess the climate of the University of Michigan-Ann Arbor campus in 2001. Specific items for the UM-D survey were culled from the 2001 UM-AA survey based on the particular needs and goals of the UM-D administration, as well as the relevance of the items to assessing climate issues for women at UM-D. The primary focus of the survey questions is to address issues related to institutional and unit/department climate, with additional questions assessing topics such as professional employment, teaching, service, resources, career satisfaction, recognition, productivity, personal life, and demographics included to help us assess equivalence of faculty experiences. Where possible, we included questions from faculty surveys previously conducted at other universities. Many of the original climate survey questions came from the University of Michigan Faculty Work-Life Study (1996) conducted by researchers from The Center for the Study of Higher and Postsecondary Education (CSHPE) and the Center for the Education of Women (CEW).¹

¹ In addition, we incorporated items from a University of Michigan Medical School faculty survey (1994), a Texas A&M University Campus Climate Survey (1998), The University of Arizona Faculty Advancement Survey (2000), and the University of California at Los Angeles Higher Education Research Institute (HERI) Faculty Survey. We adapted questions on gender equity from a Gender Fairness Environment Scale developed by the University of Virginia School of Medicine Committee on Women, and a scale to measure aspects of the working environment for female faculty developed by Riger, Stokes, Raja, and Sullivan (1997). Questions on sexual harassment were modified from items included in the U.S. Merit Systems Protection Board's survey of sexual harassment in the federal workplace (1994).

Response Rate

The survey was mailed to all 265 lecturers and faculty during the week of October 10, 2002. To encourage participation, we sent a second mailing to non-respondents of the survey (identified by those who did not return the postcard) during the week of November 7, 2002. A total of 114 surveys were received, although one survey was eliminated from the analyses because it was completed by a faculty member who was not included in the target sample. The overall survey response rate was 42.5% (female = 49%; male = 38%). Although this response rate is disappointing, it is similar to the 38% response rate of the 2001 UM-AA survey, as well as being quite typical of surveys of this kind. We cannot be sure what all the factors were that contributed to this response rate, but three seem particularly likely to have been relevant:

- The survey was designed to address respondents with different kinds of positions — lecturer, faculty, and librarian/curator —and in several different schools. Care was taken to include questions that applied to all of the tracks and disciplines, but inevitably this meant that some items were irrelevant, and possibly frustrating, to every respondent.
- Due to the small numerical size of many of the UM-D departments and colleges, it is possible that certain individuals felt that their anonymity could not be protected, even with the safeguards that were utilized in the survey procedure. This concern may have prevented some of the respondents from completing the survey. There is some evidence for this. For example, we received a return postcard from an unidentified individual stating that the survey would not be completed because of concerns about confidentiality.
- Partly as a result of the need to cover so many different kinds of experience, but also because we hoped to be quite comprehensive, the survey was quite long, requiring individuals to spend, in many cases, close to an hour to complete it. Supporting our view that the length of the survey was a factor is the fact that our overall response rate is comparable to response rates for other surveys of similar length administered to persons of high status, such as university faculty.²

It is important to note that the actual rate of response is less important, in scientific terms, than the representativeness of the sample of respondents. This is, as we have noted above, difficult to assess. We have several indicators with which to evaluate representativeness: academic field, rank, and race-ethnicity. On all of these indicators there were no differences between the respondent sample and the pool of respondents as a whole. Women responded at a higher rate than men: 49% females vs. 38% males. This latter variable is a matter of some concern, since we are attempting with these data to assess gender differences. It is possible that the sample of male respondents is less representative of all males than is that of female respondents. To assess

² For example, the response rate for the survey of UM faculty conducted by CEW and CSHPE in 1996 was 44% (CSHPE and CEW, 1999).

this possibility we compared male and female respondents to the overall sample pools of men and women separately. We found that both men and women respondents did not differ from the pool as a whole. Junior faculty were somewhat underrepresented in the overall sample, for both men and women. In short, there was no evidence of differential representativeness of the sample by gender. In addition, the gender difference in response rates—and the rates of response themselves—are quite typical for social science surveys (Riger *et al.*, 1997).

Interpreting Self-Report Data

Survey data are, by necessity, self-report data. For our purposes—assessment of the work environment experienced by men and women faculty--this is actually exactly what we want. By definition, the felt work environment can only be reported on by an individual from her or his point of view.

Nevertheless, it is often tempting to think of self-report differences as “merely” subjective. We must emphasize that the subjective and the objective are identical when we are assessing aspects of personal morale and satisfaction, and perceptions of the work environment. Of course it *is* possible to ask whether people in general (or some specific person—e.g., the “man on the Clapham omnibus” of British philosophy; or “Joe Sixpack” in US contexts) would see the situation the same way. But whether they would or would not is actually not relevant to the assessment of any individual’s perspective. In the same way, a particular individual may find an office or meeting room “too warm,” while another finds it “too cool.” The thermostat may indicate that the temperature is 72 degrees Fahrenheit, but that outside measure is really unrelated to the individual’s perception that the room is too warm (for her) or too cool (for her). Her perception *is* the felt or relative temperature of the room. In the same way, we are interested in the felt workplace environment for women at UM-D.

DATA ANALYSIS STRATEGY

The analyses conducted compared all women and men faculty on the UM-Dearborn campus. We had hoped to conduct analyses assessing gender differences within the three academic groups (Engineering, Natural Sciences or Mathematics; Social Sciences, Behavioral Sciences, Education or Management; Humanities, Librarians, other Curators) as well as by rank. However, individual cell sizes were too small to permit such a strategy. This problem also precluded analyses of gender by rank. Thus analyses were limited to assessing gender differences within the whole sample.

We ran analyses of variance (ANOVAs) on scales and items from the survey, comparing mean scores of women and men faculty. Frequency data were evaluated by chi-square tests. In the results discussed below, any references to significant differences or group differences refer exclusively to differences found to be statistically significant ($p \leq .05$). Throughout this account, we report frequencies/percentages, means and standard deviations, as appropriate. We note that descriptive statistics reported for ANOVAs are uncorrected scores, though all significance tests were conducted on scores controlling for rank, age, time at the University of Michigan, time

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since Ph.D. and household characteristics. We report the uncorrected scores for ease of interpretation.

In many cases, we created scales of items as a data reduction strategy that minimized the likelihood of findings resulting from chance, and maximized measurement reliability (see Cronbach, 1990, for an account of the measurement approach employed here). Twelve scales were constructed to assess departmental and university climate and activities in the original UM-AA survey data. Within sections of that questionnaire, factor analyses were conducted with the UM-AA data to identify the structure underlying sets of items used in previous research. Using standard criteria for identification of meaningful factor structures (eigenvalues greater than 1; rotated factor loadings $>.40$ on the relevant scale and $<.30$ on all other scales), we identified groups of items for reliability analyses. Items that loaded relatively purely on a single factor and made conceptual sense as measuring a single underlying dimension were then assessed in terms of alpha reliability. Scales were created (by averaging unweighted items selected in this way) with alphas above $.70$ (and for which deletion of no item would increase the alpha).

A total of twelve scales were created in the original study: two to assess university climate, nine to assess departmental climate, and three to assess other department and campus experiences; one additional item (evaluation of department leader as committed to racial/ethnic diversity) was used to assess departmental climate. Following are the twelve scales and thirteenth individual item by category; see Appendix B for lists of items comprising each scale. The scales were replicated for this study and the alphas³ for the UM-D sample are reported for each scale.

University Climate

- gender stereotyping (4 items); alpha = $.71$
- ethnic and religious group stereotyping (4 items); alpha = $.82$

Departmental Climate

- egalitarianism of atmosphere (9 items); alpha = $.87$
- scholarly isolation (6 items); alpha = $.85$
- felt surveillance (4 items); alpha = $.79$
- felt tokenism (2 items); alpha = $.89$
- supportive environment (6 items); alpha = $.89$
- tolerant of diversity environment (4 items); alpha = $.72$
- evaluation of department leader as fair (3 items); alpha = $.89$
- evaluation of department leader as able to create positive environment (3 items); alpha = $.92$
- evaluation of departmental leader as committed to racial/ethnic diversity (1 item)

Other Department and Campus Experiences

- felt influence over educational decisions (5 items); alpha = $.71$
- felt influence over unit resources (salary, money for professional meetings, equipment) (3 items); alpha = $.77$
- career satisfactions (12 items); alpha = $.82$

³ Alpha is a measure of reliability of the items in a particular index. It ranges from 0 to 1.0 and indicates how much the items in an index are measuring the same thing.

In the course of analyzing these data, we conducted many statistical tests. Of course some of them might have been significant by chance, despite our reliance on conventional standards of statistical significance as a guide. We felt it was extremely important in this kind of research—in which there are few theoretical or empirical guides, and in which it might be consequential in policy terms to overlook or underestimate differences—to report on all significant findings. However, we have focused on findings that are relatively robust and that fit with the pattern of findings from the UM-AA study.

FINDINGS

The following provides a summary of findings from the data analyses. Results of all analyses are reported in table format at the end of this report. Discussions of individual findings refer to the appropriate tables.

Personal and Professional Experiences

This section reviews findings about professional experience, household characteristics, and career satisfactions and activities by gender. Overall, results suggest that women experience many of the same difficulties (specifically in the areas of service and institutional and departmental climate) that men do. The exceptions are in the area of felt influence, effort to obtain resources, contract negotiation and renegotiation, mentoring, and some departmental climate indicators.

Level of Professional Experience: There were several gender differences in professional experience among women and men (Table 1), many of which reflect the greater age and time in the field of the men faculty. Women faculty tended to be younger than their male counterparts, to have fewer years since the Ph.D. or highest degree, and to have been at UM-D fewer years. Men were more likely to be at the highest rank, women were more likely to be at the lowest rank. Women were also more likely than men to be librarians or curators.

Household Characteristics: There were a few gender differences in household composition. Women faculty were less likely than their male counterparts to have a partner and children and more likely to have a partner without children (Table 2). While more women than men are single parents, the difference was not statistically significant. If partnered, women were more likely to have a partner who is employed fulltime.

Career Experiences and Satisfactions: In many areas, men and women faculty reported equivalent career experiences and satisfactions. They value many of the same aspects of their careers, and there were no significant gender differences in productivity and career satisfactions. There were some gender differences: women reported less influence in their units; more effort in obtaining resources; heavier undergraduate teaching loads and fewer mentors in their units.

Productivity. In the survey faculty were asked to identify which of a list of factors (identified in Table 4) are reliable and informative indicators of productivity in their area of research; they were also asked to rank themselves on their productivity and how they felt their unit or department would rank them on their productivity. There were no gender differences in either self-rated or perceptions of department rated productivity (Table 3). There were also no

differences in which criteria were selected as important indicators of productivity, although there was a trend ($p \leq .10$) for men more than women to select the number of monographs written as an important criterion (Table 4).

Recognition. There were no significant differences by gender in reports of departmental nominations for awards for teaching, research, clinical work, or service work (see Table 5).

Career satisfaction. There were no gender differences on the career satisfaction scale, assessing satisfaction with twelve key aspects of professional development at the unit/department level (Table 6). Both men and women rated being valued as a mentor and teacher by their students as well as ability to attract students to work with as the most satisfying aspects of their professional development. Looking at the individual items comprising the scale, the survey findings revealed no differences in career satisfaction between men and women faculty.

Felt influence on educational matters and resources. There were no significant gender differences on the scale constructed to assess felt influence over educational decisions (influence over curriculum decisions, selecting new graduate students, resident/fellows, faculty members, and unit head), or on the unit resources scale (the size of salary increases; obtaining money for travel to professional meetings; securing research facilities and equipment) (Table 7). Looking at the individual items that comprise the scales, we found three significant gender differences. Women faculty reported less felt influence than men faculty on unit curriculum decisions, amount of the salary increases they receive, and selecting the next unit head. The questions about influence did produce rank effects, with senior faculty reporting more influence in the overall resources scale, including such items as size of salary increases and money for travel. Senior faculty also reported more influence over who gets tenure.

Resources—effort and satisfaction. There were gender differences on the scale assessing mean effort to secure office and research space, computer and other lab equipment, and service from vendors with women reporting a higher level of effort than men reported. However there was no difference on the scale assessing satisfaction with the current allocation of these resources (Table 8). Looking at the individual items that comprised the effort and satisfaction with resources scales revealed no gender differences with the exception of a trend ($p \leq .10$) for women to report more effort to secure service from vendors than men. These findings suggest that while no one resource stands out as requiring more effort on the part of women, the overall cumulative effect is that women indicate they need to put more effort into obtaining resources than men.

Initial contract negotiation. Faculty hired at UM-D within the last ten years were asked to identify features of their initial contract negotiation from a series of fifteen items including course release time, lab equipment, lab space, renovation of lab space, research assistant, clerical/administrative support, discretionary funds, travel funding, special bonus, summer salary, special timing of tenure clock, moving expenses, housing subsidy, child care, and partner/spouse position. Respondents were asked to indicate whether a particular item was offered by UM-D, and/or bargained for by them during the initial contract negotiation. There were no gender differences in the number of items offered by UM-D, or bargained for, promised in the contract letter or received during initial contract negotiation (Table 9a). With the

exception of moving expenses, there were no significant gender differences in the percentage of men and women faculty offered any individual item by UM-D during the initial contract negotiation (Table 9b). More men than women were offered moving expenses by UM-D during initial contract negotiation.

Contract renegotiation. There were no gender differences in the number of items offered by UM-D, bargained for, or received during contract renegotiation (selecting from the same fifteen items listed under initial contract negotiation; Table 9a). There were, however, a few gender differences on the individual contract items. A higher percentage of men were offered both course release time and travel funding than women were offered, while a higher percentage of women reported asking for travel funding (Table 9b).

Teaching. There were few gender difference in the number of graduate, non-lab, or lab courses taught during the winter and fall 2001 semesters, or in the number of undergraduate and graduate students taught during this time period (Table 10). Women reported a bigger typical teaching load of undergraduate courses than men; in contrast, men report teaching more undergraduate students in 2001. There was a trend ($p \leq .10$) for women to report developing more new courses in the past 5 years. We found no gender differences in the number of courses faculty were released from teaching during the past five years, or in the number of graduate students, postdoctoral fellows, or junior faculty for whom faculty serve as official advisor.

Mentoring. We expected to limit analysis of these questions to assistant professors—for whom mentoring is especially important—as was done with data from the UM-AA survey. However, only five men and eight women at the assistant professor level reported on their mentoring experiences, precluding such analyses. Looking at the entire sample, we found that women did report significantly fewer mentors in the same unit or department than men reported (Table 11).

Service. There were no significant gender differences in the number of committees served on or chaired, or the level of importance faculty attributed to having a department or college level leadership position (Table 12).

University Climate: To assess institutional climate—experiences not limited to one’s unit/department—we included questions on gender and racial stereotyping, discrimination, and sexual harassment. In the areas of gender stereotyping, discrimination and harassment, the institutional climate at UM-D is chillier for women faculty than for men faculty.

Stereotyping. We found no gender differences on the scale to assess gender stereotyping over the last five years (how frequently faculty or students make insensitive or disparaging comments about women or men), or on the scale to assess racial/religious stereotyping over the last five years (how frequently faculty or students make insensitive or disparaging comments about racial/ethnic minorities, or members of a particular religious group, as “typical” of that group; Table 13). Looking at the individual items comprising each scale, we found one significant gender difference; compared to their male counterparts, women faculty reported hearing disparaging comments made about women by faculty more frequently.

Discrimination. There were no gender differences in the reported rates of job-related discrimination experienced at UM-D within the last five years due to sexual orientation, physical disability, or religious affiliation. Men faculty reported a higher instance of racial/ethnic discrimination, and women faculty reported a higher instance of gender discrimination (Table 14a). The percentage of women faculty reporting gender discrimination in the past five years (40.5%) is quite high compared to another study, which found that 19.4% of women scientists and engineers in academe had experienced gender discrimination as an obstacle *over the course of their careers* (Sonnert & Holton, 1995, 128).⁴ Of the six areas listed in the survey in which discriminatory behavior may affect a career, three were significant (salary, space/other resources, and access to administrative staff; the difference in promotion experiences also approached significance, Table 14b). Over 13% of women faculty reported gender discrimination in access to administrative staff. Over 16% of women faculty reported experiencing gender discrimination in the distribution of space and other resources. Nearly 30% percent of women faculty reported gender discrimination in the area of salary.

Sexual harassment. Over 14% of women faculty, and 3% of their male counterparts reported experiencing unwanted and uninvited sexual attention (sexual teasing, jokes, remarks or questions; unwanted pressure for dates; unwanted letters, phone calls, email; unwanted touching, leaning over, cornering, pinching; unwanted pressure for sexual favors; stalking; rape or assault) at UM-D during the last five years (Table 15). The five-year rate of unwanted sexual attention reported by women faculty at UM-D is similar to faculty surveys where sexual harassment rates of 11-15% were reported *over the course of a career* (Dey, Korn & Sax 1996; Sonnert & Holton 1995). Significantly more women than men faculty reported experiencing sexual harassment themselves, and knowing of other faculty who experienced such behavior. Eighteen percent of men faculty and nearly 44% percent of women faculty reported knowing at least one person who has experienced sexual harassment at UM-D within the last five years.

Departmental Climate: Of the nine scales assessing unit/department climate, there were significant gender differences on only one scale—egalitarian atmosphere (Table 16). There were no gender differences on the three scales rating the department chair (as fair, as able to create a positive environment, and as committed to ethnic/racial diversity); analyses of the scholarly isolation, tolerant and positive environment, felt surveillance and tokenism scales likewise resulted in no significant gender differences. Compared to their male counterparts, women rated their departments significantly lower on gender egalitarian atmosphere (items such as the environment promotes adequate collegial opportunities for women, and women are appropriately represented in senior positions). It is interesting to note that in eight of the nine department climate scales there were no significant differences between male and female faculty and it is only on the scale in which gender is explicit that we find a difference between the two groups.

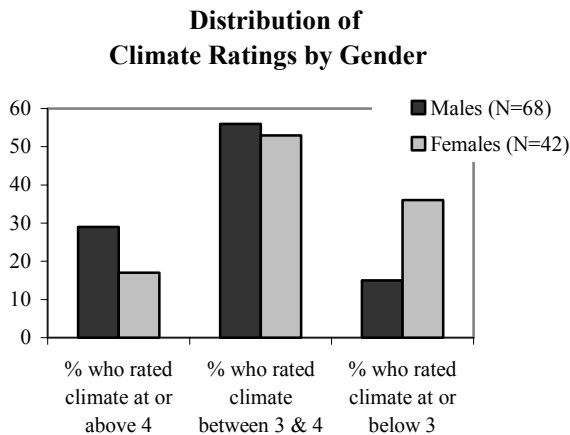
Do the Gender Differences in Climate Matter?

It is fair to ask whether the differences we have found in the climate as experienced by women faculty really “matter.” It is always difficult to address the question of the magnitude of a difference found on a survey scale. The absolute values (from 1 as low, negative to 5 as high,

⁴ Among women scientists who had decided to leave science interviewed by Sonnert and Holton the rate of reported gender discrimination was 38.5%.

positive) do not correspond to any external standard (the way the values on a thermometer do), so we can't tell whether a mean difference of nearly ½ point (which is the approximate difference between female and male scores on the aggregate climate measure combining all of the scales), is large or small.

One way to decide might be to look not just at the middle of the distribution, but at the full range of scores for both groups. The two distributions do overlap substantially, with members of both groups scoring near the top of the scale, though the scores for women include scores closer to the bottom than the scores for men (the lowest male rating is 1.87, while the lowest female rating is 1.56). What this suggests is that there are some women faculty who experience the climate as positively as the most positive men. But there are few men faculty who experience the climate as negatively as the most negative women. And there are more women than men who experience it negatively.



Another way of getting at this is to look at the middle of the distributions in absolute terms. The middle (both mean and median) rating of the climate for women is closest to a 3 on the 5-point scale, while the average rating for men is closest to a 4. There are some women faculty who rated the climate at or above 4 (about 15%), but twice as many men did (30%). And some men rated the climate at or below 3 (about 15%), but more than twice as many women did (36%). So the distributions of ratings do overlap, but they are also quite different. On the basis of these

findings, we believe it is reasonable to conclude that the difference in felt climate between women and men faculty is substantial.

Another way to evaluate the importance of the climate differences is to examine whether perceptions of climate are related to overall job satisfaction. We calculated correlations between these variables and overall satisfaction with one's current position at UM-D for men and women faculty separately. To help us contextualize the meaning of these relationships, we also calculated correlations assessing the relationship between satisfaction and other campus experiences, and personal position indicators. We found that for faculty of both genders aspects of the departmental climate were especially highly correlated with overall job satisfaction. In comparison, the personal, position and household characteristics indicators were not strongly correlated with overall job satisfaction.

Institutional and Departmental Climate Ratings: Several of the departmental climate indicators (positive environment, tolerant environment, felt surveillance) were highly correlated with overall job satisfaction for faculty of both genders (Table 17). Two indicators, gender egalitarian atmosphere and the department chair ratings, were also correlated with overall job satisfaction for the women faculty only; scholarly isolation was correlated for the men only. None of the institutional climate indicators (stereotyping, discrimination and harassment) were

significantly correlated with overall job satisfaction for men and women faculty with the exception of gender discrimination, which was negatively correlated for the men faculty.

Departmental Experiences Indicators: The career satisfactions, and satisfaction with resources scale were highly correlated with overall job satisfaction for both men and women faculty (Table 18). The efforts to obtain resources scale, as well as committee service, committee chairmanship and failure of the department to nominate for awards were correlated with overall satisfaction for men.

Personal and Position Indicators and Household Characteristics: In contrast to the climate indicators, personal, position, and household indicators largely were not significantly correlated with overall job satisfaction (Table 19). None of the variables was significantly correlated with satisfaction for men faculty. For the women, only having a partner and children was significantly correlated.

CONCLUSIONS AND SUGGESTIONS

The results show that in many areas pertaining to career patterns and satisfactions, women and men faculty at UM-D are very similar. They are also similar in that satisfaction with their position is related to rating the university climate as positive. The survey findings reveal that women faculty experience a more negative work environment than do male faculty.

Women report less influence than their male peers over their units' educational decisions and allocation of resources—particularly in the area of curriculum decisions, salaries, and selection of unit head and report more effort to obtain resources. In contract negotiations, women are less often offered moving expenses. In renegotiations, they are less often offered course release time or travel funds—although they are more likely to ask for travel funds than men are. Women faculty report teaching, on average, more undergraduate courses than men; however, men report having taught more undergraduate students during 2001. Across rank, women also report significantly fewer mentors within their own departments. Women faculty report higher levels of gender discrimination and sexual harassment than their male peers report.

While disheartening, these data are consistent with findings from the UM-AA study and point to possible domains for intervention. There is evidence in the UM-AA survey that past gender discrimination and sexual harassment relate to faculty's current satisfaction with their position at UM-AA and evaluation of workplace climate. These results suggest that interrupting or preventing early experiences of disadvantage may have a long-term payoff in women faculty's subsequent morale. We believe that the best institutional strategy for improving the academic work environment for women faculty—as for all faculty—is to create and maintain systematic procedures for assessing that environment and acting on those assessments.

Following are remedies suggested by findings from the UM-AA survey as well as qualitative data from interviews with faculty on that campus which may be useful given the similar results of this study:

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- ensure that equitable offers, counter-offers and contract agreements are made and monitored;
- improve training and accountability of deans and senior officers in areas of mentoring, problem solving, fair and judicious procedures and practices, and conflict-resolution;
- improve training, selection and accountability of chairs, senior faculty leaders, and administrators at all levels in areas of mentoring, problem solving, fair and judicious procedures and practices, and conflict-resolution;
- have departments engage in systematic evaluation of their own climates and take active steps to address their negative features;
- ensure that colleges and schools have clear and transparent policies and procedures that minimize negative experiences;
- create or revive mechanisms for addressing conflict or difficulties women faculty face at the unit and departmental levels.

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Table 1: Professional Experience by Gender

	men (N=68)		women (N=42)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Age	53.61 ^a	8.69	47.72 ^a	9.10
Time since highest degree*	5.20 ^a	2.04	4.37 ^a	2.06
Time since first UM-D appointment*	4.53 ^a	1.96	3.27 ^a	1.73
	<u>percentages</u>		<u>percentages</u>	
Faculty of color	18		21.4	
Hired in last ten years	32 ^a		52 ^a	
Joint appointment	13		19	
Librarian/curator	4 ^a		17 ^a	
Full professor	38 ^a		14 ^a	
Associate professor	32		29	
Assistant professor	12 ^a		26 ^a	
Lecturer	13		14	

*1=1995-2001;2=1990-1994, 3=1985-1989; 4=1980-1984; 5=1975-1979; 6=1970-1974; 7=1965-1969; 8=1960-1964.

^aMatching symbols identify groups that differ significantly from each other, $p \leq .05$

Table 2: Household and Partner Employment Characteristics by Gender (Percentages)

	men (N=68)	women (N=42)
Household Composition:		
Single (no partner nor children)	7	9
Children, no partner	7	12
Partner and children	73 ^a	50 ^a
Partner, no children	13 ^a	29 ^a
Partner Employment:	(N=68)	(N=42)
Partner works fulltime	51 ^a	77 ^a
Partner employed at UM-D	9	6
Considered leaving UM-D to improve partner's career	24	21

^a Matching symbols identify groups that differ significantly from each other, $p \leq .05$

Table 3: Productivity by Gender

	men (N=68)		women (N=42)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Perception of own productivity*	5.72	2.27	5.93	2.40
Perception of department's view of own productivity*	6.17	2.42	6.33	2.34

*Scores on all items ranged from 1 to 10 (1=much less productive; 10=much more productive).

Note: Statistically significant effects on *rank* (assistant, associate, full) were found for perception of own productivity and department's view of own productivity with more senior faculty rating productivity higher.

Table 4: Perceived as Important Indicators of Productivity in Individual's Field by Gender (Percentages)

	men (N=68)	women (N=42)
Number of external grant proposals (PI or co-PI)	33	39
Total dollar amount of external grants (PI or co-PI)	35	21
Number of external fellowships	5	0
Number of articles published in refereed academic or professional journals	91	91
Number of monographs written	36 ^t	18 ^t
Number of books edited	28	33
Number of book chapters	33	46
Number of dissertations chaired	0	3
Number of presentations at national/international conferences	50	61
Number of patents	2	0

^tMatching symbols identify groups that differ significantly from each other, $p \leq .10$

Table 5: Recognition by Gender (Percentages)

	men (N=68)	women (N=42)
Nominated for teaching award	34	33
Nominated for research award	17	11
Nominated for clinical award	2	0
Nominated for service award	16	5
Nominated for at least one award	24	13
Failed to be nominated for award for which one is qualified	23	16

Table 6: Mean Scores of Career Satisfaction Item Ratings by Gender

	men (N=68)		women (N=42)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Scale:				
Satisfaction with unit/department	3.50	.67	3.54	.71
Individual items:*				
Sense of being valued as a mentor or advisor by students	4.31	.94	4.48	.87
Sense of being valued as a teacher by students	4.28	.98	4.64	.73
Sense of contributing to theoretical developments in my discipline	3.40	1.26	3.66	1.40
Opportunity to collaborate with other faculty	3.45	1.29	3.71	1.30
Ability to attract students to work with	4.02	1.14	3.68	1.32
Level of funding for research or creative efforts	3.20	1.15	2.96	1.31
Sense of being valued for my teaching by members of unit/dept	3.46	1.30	3.39	1.13
Level of intellectual stimulation in day-to-day contacts with faculty colleagues	3.10	1.36	3.41	1.35
Amount of social interaction with members of unit/department	3.25	1.23	3.35	1.20
Sense of being valued for research, scholarship, or creativity by members of unit/department	3.45	1.32	3.13	1.31
Current salary in comparison with the salaries of UM-D colleagues	2.76	1.39	2.97	1.29
Balance between professional and personal life	3.58	1.29	3.21	1.12

*Scores on all items ranged from 1 to 5 (1=very dissatisfied; 5=very satisfied).

Table 7: Influence over Educational Decisions and Unit Resources by Gender

	men (N=68)		women (N=42)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Scales:				
Unit educational decisions	3.02	.91	2.57	.96
Unit resources (salary, money for travel, facilities/equipment)	2.19	.94	2.14	.76
Individual items:*				
Unit curriculum decisions	3.16 ^a	1.01	2.46 ^a	1.26
Size of salary increases I receive	1.86 ^a	.95	1.58 ^a	.83
Obtaining money for travel to professional meetings	2.33	1.19	2.37	1.10
Securing the facilities or equipment I need for my research	2.50	1.17	2.42	.95
Selecting new graduate students or residents/fellows	2.61	1.61	2.36	1.50
Selecting new faculty members to be hired	3.10	1.12	2.97	1.07
Determining who gets tenure	3.09	1.19	2.05	1.12
Selecting the next unit head	2.93 ^a	.92	2.12 ^a	.99
Affecting the overall unit climate/culture	2.73	.94	2.56	1.05

*Scores for all items range from 1 to 5 (1=no influence; 5=tremendous influence).

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^a Matching symbols denote statistically significant difference, $p \leq .05$.

Table 8: Effort and Satisfaction with Resources by Gender

	men (N=68)		women (N=42)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Scales				
Mean effort	2.48 ^a	1.04	2.83 ^a	1.14
Mean satisfaction	3.65	1.03	3.54	1.14
Effort to secure the following resources*:				
office space	1.96	1.27	2.04	1.35
research space	2.68	1.16	2.50	1.73
computer equipment	2.90	1.20	3.00	1.23
lab equipment	2.88	1.24	3.43	1.40
service from vendors (repairs, supplies, upgrades)	2.50 ^t	1.06	3.04 ^t	1.25
Satisfaction with the following resources**:				
office space	3.71	1.37	3.82	1.36
research space	3.50	1.35	3.64	1.45
computer equipment	3.65	1.41	3.63	1.34
lab equipment	3.56	1.23	3.08	1.38
service from vendors (repairs, supplies, upgrades)	3.45	1.26	3.36	1.29

* Scores on all items range from 1 to 5 (1=no effort; 5=tremendous effort).

** Scores on all items range from 1 to 5 (1=very dissatisfied; 5=very satisfied).

^a Matching symbols denote statistically significant differences, $p \leq .05$.

^t Matching symbols identify groups that differ significantly from each other, $p \leq .10$.

Table 9a: Number of Items in Contract Negotiation by Gender

	men (N=21)		women (N=22)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Initial Contract Negotiation (if hired in last 10 yrs)				
Number of items offered by UM	2.17	1.58	1.57	1.75
Number of items bargained for	.89	1.37	.71	1.23
Number of items promised in offer letter	.22	.65	.43	.98
Total number of items received	2.17	2.15	2.05	1.99
Contract Renegotiation				
	(N=68)		(N=42)	
Number of items offered by UM	1.65	1.30	1.03	1.50
Number of items bargained for	1.94	2.11	1.50	1.07
Number of items received by terms of award	.92	1.60	1.0	1.77
Total number of items received	4.50	3.41	3.54	2.45

^a Matching symbols denote statistically significant differences, $p \leq .05$.

Table 9b: Contract Negotiations by Gender (Percentages)

	Initial Negotiation (hired within last 10 yrs)		Later Renegotiations:	
	men (N=21)	women (N=22)	men (N=68)	women (N=42)
Course release time				
Offered by UM	53	72	46 ^a	23 ^a
Asked/bargained for	16	6	33	26
Lab equipment				
Offered by UM	5	0	4	0
Asked/bargained for	0	6	19	10
Lab space				
Offered by UM	5	6	2	0
Asked/bargained for	0	6	20 ^t	7 ^t
Renovation of lab space				
Offered by UM	0	0	0	3
Asked/bargained for	5	0	7	7
Research assistant				
Offered by UM	0	0	4	3
Asked/bargained for	5	6	13	10
Clerical/administrative support				
Offered by UM	11	11	9	3
Asked/bargained for	0	6	19	13
Discretionary funds				
Offered by UM	5	11	4	3
Asked/bargained for	11	0	11	3
Travel funding				
Offered by UM	52	39	41 ^a	16 ^a
Asked/bargained for	5	17	35 ^a	61 ^a
Special bonus				
Offered by UM	0	0	11	7
Asked/bargained for	5	0	2	7
Summer salary				
Offered by UM	42	28	26 ^t	10 ^t
Asked/bargained for	11	11	22	13
Special timing of tenure clock				
Offered by UM	5	11	2 ^t	10 ^t
Asked/bargained for	11	11	6	3
Moving expenses				
Offered by UM	47 ^a	17 ^a	13	10
Asked/bargained for	16	6	11	16
Housing subsidy				
Offered by UM	0	0	2	0
Asked/bargained for	0	0	0	0
Child care				
Offered by UM	0	0	0	0
Asked/bargained for	0	0	0	0
Partner/Spouse position				
Offered by UM	0	0	0	0
Asked/bargained for	5	0	2	0

^a Matching symbols denote statistically significant differences, $p \leq 0.05$.

Table 10: Teaching by Gender

	men (N=55)		women (N=24)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Typical yearly teaching load in department				
Number of undergraduate courses	4.30 ^a	1.82	5.40 ^a	1.23
Number of graduate courses	1.14	1.42	2.00	2.30
Number of new courses developed in past 5 years	1.86 ^t	1.76	4.12 ^t	3.71
Number of courses released from teaching in past 5 years	3.79	4.60	4.83	3.90
Teaching load winter and fall Semesters 2001				
Number of undergraduate courses	3.58	2.04	3.40	2.16
Number of graduate courses	.57	1.22	1.08	1.75
Number of non-lab courses	3.48	2.07	3.76	2.33
Number of lab courses	.65	1.23	.72	1.43
Number of undergraduate students	124.94 ^a	87.11	77.58 ^a	71.51
Number of graduate students	12.20	33.63	15.68	36.85
Official advising				
Number of undergraduates	9.84	14.52	15.17	34.65
Number of graduate students (masters, PhD)	9.83	42.45	21.96	64.20
Number of postdocs	.00	.00	.04	.20
Number of junior faculty	.22	.73	.25	.85

^a Matching symbols denote statistically significant difference, $p \leq 0.05$.

Table 11: Mentoring of Tenure Track Faculty by Gender

	men (N=36)		women (N=27)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Number of areas of no mentoring by anyone anywhere	5.21	2.63	3.52	2.33
Number of mentors in same UMD unit/department	5.72 ^a	3.79	3.79 ^a	2.64
Number of male mentors at UMD	4.33	2.35	4.33	3.49

^a Matching symbols denote statistically significant difference, $p \leq 0.05$.

Many respondents did not complete these questions resulting in a smaller N available for analysis.

Table 12: Service by Gender

	men (N=68)		women (N=42)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Average number of committees served on per year	4.07	2.49	4.40	2.92
Average number of committees chaired per year	1.00	1.22	1.14	1.15
Importance of having dept/college leadership position *	2.83	1.48	3.03	1.42

*Scale 1-5, 1=not at all important, 5=very important

Table 13: Stereotyping by Gender

	men (N=68)		women (N=42)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Scales*				
Gender stereotyping	1.66	.84	1.90	.82
Racial or religious stereotyping	1.61	.81	1.61	.77
Items*				
about women by faculty	1.54 ^a	.90	2.29 ^a	1.29
about women by students	1.58	.89	1.88	1.01
about men by faculty	1.65	1.15	1.68	.94
about men by students	1.50	.83	1.66	.94
about racial/ethnic minorities by faculty	1.47	.88	1.41	.74
about racial/ethnic minorities by students	1.66	.98	1.69	.78
about a religious group by faculty	1.48	.83	1.59	.99
about a religious group by students	1.70	1.02	1.63	.79

*Scale 1-5, 1=never, 2=once or twice per year, 3=couple of times per year, 4= more than once per month, 5=weekly

^a Matching symbols denote statistically significant differences, $p \leq .05$.

Table 14a: Discrimination by Gender (Percentages)

	men (N=68)	women (N=42)
Discrimination due to:		
Race/ethnicity	17.3 ^a	2.7 ^a
Gender	11.5 ^a	40.5 ^a
Sexual orientation	0	0
Physical disability	1.9	0
Religious affiliation	1.9	0

^a Matching symbols identify groups that differ significantly from each other, $p \leq .05$

Table 14b: Gender Discrimination by Gender (Percentages)

	men (N=68)	women (N=42)
Experienced gender discrimination in:		
Hiring	5.8	10.8
Promotion	1.9 ^t	10.8 ^t
Salary	7.7 ^a	29.7 ^a
Space/equipment, other resources	3.8 ^a	16.2 ^a
Access to administrative staff	0 ^a	13.5 ^a
Graduate student or resident/fellow assignments	0	2.7

^a Matching symbols identify groups that differ significantly from each other, $p \leq .05$

^t Matching symbols denote statistically significant differences, $p \leq .10$.

Table 15: Sexual Harassment* by Gender (Percentages)

	men (N=68)	women (N=42)
Experienced sexual harassment at UMD in past five years	3.0 ^a	14.3 ^a
Knows someone who experienced sexual harassment at UMD in past five years	18.0 ^a	43.6 ^a

* Defined as unwanted and uninvited sexual attention (sexual teasing, jokes, remarks or questions; unwanted pressure for dates; unwanted letters, phone calls, email; unwanted touching, leaning over, cornering, pinching; unwanted pressure for sexual favors; stalking; rape or assault.)

^a Matching symbols identify groups that differ significantly from each other, $p \leq .05$

Table 16: Department Climate Scales* by Gender

	men (N=68)		women (N=42)	
	<u>mean</u>	<u>sd</u>	<u>mean</u>	<u>sd</u>
Positive environment	3.35	.92	3.21	.90
Tolerant environment	3.86	.87	3.60	.78
Scholarly isolation	2.39	.86	2.43	.96
Felt surveillance	2.47	1.12	2.96	1.07
Egalitarian atmosphere	3.88 ^a	.80	3.14 ^a	.85
Tokenism	2.19	1.28	2.53	1.17
Chair as fair	3.49	1.16	3.21	1.14
Chair as able to create a positive environment	3.40	1.24	3.26	1.16
Chair as committed to ethnic/racial diversity	3.86	1.02	3.54	1.15

*Scores range from 1(low) to 5 (high) on all items that make up the scales.

^a Matching symbols denote statistically significant differences, $p \leq .05$.

**Table 17: Institutional and Departmental Climate Ratings by Gender—
Correlations with Overall Satisfaction with Position**

	Overall satisfaction with UM-D position	
	men (N=68)	women (N=42)
Institutional Factors:		
Gender stereotyping	.07	-.16
Ethnic/religious stereotyping	.02	-.23
Gender discrimination	-.28*	-.12
Unwanted sexual attention	.06	-.18
Departmental Factors:		
Positive climate	.40**	.49**
Tolerant climate	.31*	.39*
Gender egalitarian atmosphere	.12	.37*
Scholarly isolation	-.31*	-.29
Felt surveillance	-.31*	-.40*
Race/gender tokenism	.09	.07
Rating of department chair as fair	.14	.42**
Rating of department chair as able to create positive environment	.18	.37*

* $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

**Table 18: Departmental Experiences Indicators by Gender—
Correlations with Overall Satisfaction with Position**

	Overall satisfaction with UM-D position	
	men	women
	(N=68)	(N=42)
Career satisfactions	.57**	.42**
Influence over educational decisions	.19	.10
Influence over resources	.20	.21
Effort to obtain resources	-.54**	-.22
Satisfaction with resources	.44**	.43**
N areas of non-mentoring	-.13	-.18
N mentors in same department	-.05	.32
N male mentors in same dept	-.15	.14
Committee service	-.26*	.07
Committee chair	-.29*	.17
Failure to nominate for award	-.38**	-.14
Productivity—self view	-.14	.08
Productivity—department view	.03	.15

* p<.05, **p<.01, ***p<.001

**Table 19: Personal and Position Indicators by Gender—
Correlations with Overall Satisfaction with Position**

	Overall satisfaction with UM-D position	
	men	women
	(N=68)	(N=42)
Age	.06	-.10
Ethnicity	-.14	-.26
Years at UM	.04	.17
Years since Ph.D.	.04	.15
Joint Appointment	-.08	.21
Rank	.23	.14
Single, no children	-.12	-.24
Partner and children	.00	.44**

*p≤.05, **p≤.01, ***p≤.001

APPENDIX

SURVEY OF ACADEMIC CLIMATE AND ACTIVITIES

APPENDIX

University of Michigan-Dearborn

Fall, 2002

SURVEY OF ACADEMIC CLIMATE AND ACTIVITIES

Procedures for Completing the Survey

Thank you very much for taking the time to complete this survey. We know how busy you are and have tried to make the process as simple and efficient as possible. However, if you feel that there is any additional information about your experiences at the University of Michigan-Dearborn that was not asked in the survey, but that you think we should know, please feel free to add your written comments on an additional sheet of paper and return it with the survey. There are two options available to you for completing the survey: by hand or in an interview.

1. Completing the survey by hand

You can simply fill out the enclosed copy of the survey by hand and return it to us in the enclosed addressed and stamped envelope.

2. Completing the survey in an interview

If it would be easier for you to respond in an interview format, we will arrange for a project staff member to do the survey with you, either over the phone or face-to-face, and record your responses on a survey. If you prefer this option, please contact Dr. Janet Malley, Deputy Director of the Institute for Research on Women and Gender at the University of Michigan-Ann Arbor (734-764-9537, jmalley@umich.edu).

To facilitate analyses and future planning, we hope to receive completed surveys no later than November 5, 2002.

Please note that the University of Michigan-Dearborn Human Subjects Protection Committee has approved this study. If you have any questions, please contact Gerald Gardner, Chair, Human Subjects Protection Committee (phone x35939, 4054 CASL Building).

University of Michigan-Dearborn Survey of Academic Climate and Activities
Throughout this survey, "faculty" refers to all tenured and tenure-track, librarian or curator faculty.

PROFESSIONAL EMPLOYMENT

In the chart below, please check the appropriate boxes to indicate when you obtained your highest academic degree, your first UM-Dearborn appointment and started on a tenure track at UM-D (if applicable).

	1960-64	1965-69	1970-74	1975-79	1980-84	1985-89	1990-94	1995-99	2000-02
year of highest degree									
year of 1 st UM-D appointment									
year began tenure track at UM-D									

How would you classify the primary academic field of your UM-D appointment? (*check only one*)

- Engineering, Natural Sciences or Mathematics
 Social Sciences, Behavioral Sciences, Education or Management
 Humanities, Librarians, other Curators

Please indicate in the following chart your budgeted appointment for July 2001-June 2002 at UM-D, including the rank associated with the appointment, and the field in which you held the appointment. If you had multiple budgeted appointments, please list information for the second budgeted appointment, where applicable, as well. To list your rank, please use the following codes.

- | | | |
|-----------------------------|-------------------------|----------------------------------|
| Instructional Track: | Library/Curator: | Administrative: |
| 1 lecturer | 5 librarian or curator | 6 any administrative appointment |
| 2 asst. professor | | |
| 3 assoc. professor | | |
| 4 professor | | |

	rank code	engineering/ natural sciences/ math	social or behavioral sci/ education/ management	humanities/ librarians/ curators	other
1 st (only) budgeted appointment					
2 nd budgeted appointment					

Including up through this academic year (2002-03), how many years (including 0) have you held each of the following ranks at UM-Dearborn and at other academic institutions (please distinguish between part-time and full-time employment)?

	UM-Dearborn		other academic institution	
	part time	full time	part time	full time
lecturer				
assistant professor				
associate professor				
professor				
librarian or curator				

Were you ever employed as a researcher in a non-academic setting? No Yes
If yes, for how many years? _____
 Since receiving your final degree, for how many years (including 0) were you *not* employed at all? _____

Were you hired at UM-Dearborn within the last 10 years? No Yes

University of Michigan-Dearborn Survey of Academic Climate and Activities
 Throughout this survey, "faculty" refers to all tenured and tenure-track, librarian or curator faculty.

If yes, please check which, if any, of the following were part of any aspect of your *initial contract negotiation*, and in what ways, according to the four categories listed below.

Please check all that apply.

	offered by university	asked/bargained for by me	promised (in my offer letter)	received		offered by university	asked/bargained for by me	promised (in my offer letter)	received
course release time					signing bonus				
lab equipment					summer salary				
lab space					special timing of tenure clock				
renovation of lab space					moving expenses				
research assistant					housing subsidy				
clerical/admin. support					child care				
discretionary funds					partner/spouse position				
travel funding					other:				

TEACHING. If *not* teaching, please indicate N/A by checking here ; and then go to section labeled **SERVICE** (p. 4).

What is the *typical teaching load* each year in your primary unit? Number of undergraduate courses? _____
 Number of graduate courses? _____

In the past 5 years, how many *new* courses (courses that you have not taught previously--do not include even major revisions of courses you have taught before) have you prepared for your primary unit? _____
 Of these, how many did *you* propose? _____
 How many were you *asked or required* to develop? _____

In the past 5 years, how many courses have you been released from teaching for the following reasons:
 (Indicate how many next to each category.) _____ with your own grant or fellowship funds?
 _____ by your department? for? (check all that apply):
 _____ course development
 _____ administrative work
 _____ modified duties
 _____ routine leave (e.g., "nurturance leave"/leave after certain duties)
 _____ sabbatical
 _____ other: _____

For how many of each of the following types of individuals (including 0) do you currently serve as *official* advisor?

_____ undergraduates _____ PhD students _____ junior faculty
 _____ MA students _____ post-docs

On average, how many hours per month do you spend on *informal* mentoring activities (e.g. advising, counseling, advocating for students or junior faculty who are not your advisees)? _____

University of Michigan-Dearborn Survey of Academic Climate and Activities
Throughout this survey, "faculty" refers to all tenured and tenure-track, librarian or curator faculty.

Please answer the following questions about your teaching load, for the *fall 2001*, *winter 2002*, and *summer 2002* terms. If on sabbatical or leave during these terms, please indicate by checking on the appropriate line under the relevant term(s).

on sabbatical/leave of absence	Fall 2001		Winter 2002		Summer 2002	
	undergrad	graduate	undergrad	graduate	undergrad	graduate
non-lab courses*/number (N) and total credit hours (hrs)	N= hrs=	N= hrs=	N= hrs=	N= hrs=	N= hrs=	N= hrs=
lab courses*/number (N) and total credit hours (hrs)	N= hrs=	N= hrs=	N= hrs=	N= hrs=	N= hrs=	N= hrs=
total number of students taught/teaching						
total number of graders/graduate assistants/student mentors across courses						
average number of office hours/week						
average number of hours supervising student research/week						

*If appropriate, put in parentheses the number of these courses designated for non-majors.

SERVICE. We're interested in knowing your level of involvement in committee work at UM-Dearborn over the *past 5 years*. For *each* of the following levels, please choose 3-5 of the committees you consider important, *whether or not you have served on them* by checking the box to the left of the committee name. Then specify your level of participation on those selected by checking the appropriate boxes. (Please note: important committees are those which *you feel* address significant/ substantive issues and on which *you feel* you have/could play a meaningful role.)

<i>Please check all that apply for each committee you list.</i>		no participation	served	chaired
Department level committees:				
<input type="checkbox"/>	Curriculum			
<input type="checkbox"/>	department executive			
<input type="checkbox"/>	faculty search			
<input type="checkbox"/>	Fellowship			
<input type="checkbox"/>	graduate admissions			
<input type="checkbox"/>	Space			
<input type="checkbox"/>	other (please list):			
School/college level committees				
<input type="checkbox"/>	college curriculum			
<input type="checkbox"/>	college executive			
<input type="checkbox"/>	department/unit head search			
<input type="checkbox"/>	other (please list):			
University level committees				
<input type="checkbox"/>	Please list:			
<input type="checkbox"/>	Please list:			
<input type="checkbox"/>	Please list:			

In a typical year, how many committees do you serve on? _____ *In a typical year*, how many do you chair? _____

Please list any other committees you have served on *in the past 5 years*. _____

Have you ever been asked to serve on an "important" committee, but declined the invitation? No Yes
If yes, please explain _____

Have you ever volunteered for an "important" committee, but were *not* permitted to serve? No Yes
If yes, please explain _____

University of Michigan-Dearborn Survey of Academic Climate and Activities

Throughout this survey, "faculty" refers to all tenured and tenure-track, librarian or curator faculty.

Have you *ever* been asked to serve and/or served as department chair, department section/area/program chair or center/ lab/ institute/program director or administrator? asked to serve: No Yes
served: No Yes

How important to you is having a department or college leadership position? *Please circle the appropriate number.*
Not at all important 1 2 3 4 5 Very important

How willing are you to take on time-consuming service tasks (e.g., chairing an important committee)? *Please circle the appropriate number.*
Not at all willing 1 2 3 4 5 Very willing

RESOURCES. In the chart below, please indicate how much effort (e.g., memos, meetings, phone calls, etc.) it takes for you to secure the following items, and your level of satisfaction with current allocations of these items. *Please indicate by checking one box for each item under "effort" and one box for each item under "satisfaction."*

	effort						satisfaction					
	no effort	some effort	moderate effort	substantial effort	tremendous effort	not applicable	very dissatisfied	somewhat dissatisfied	neutral	somewhat satisfied	very satisfied	not applicable
office space												
research space												
computer equipment												
lab equipment												
service from vendors-repairs, supplies, upgrades												

If helpful, please elaborate on any resource allocation issues that concern you: _____

Have you received any of the following resources as a result of your own negotiations, the terms of an award, or offer by the university, since your initial contract at UM-D? *If so, please check all that apply. If not applicable, please check here:*

	asked/ bargained for by me	Terms of an award	offered by university		asked/ bargained for by me	terms of an award	offered by university
course release time				special bonus			
lab equipment				summer salary			
lab space				special timing of tenure clock			
renovation of lab space				moving expenses			
research assistant				housing subsidy			
clerical/admin. support				child care			
discretionary funds				partner/spouse position			
travel funding				other :			

Have you *ever* had an outside offer while at UM-Dearborn? No Yes
If yes, has an outside offer ever resulted in a salary increase? No Yes
If no, why not _____

Many of the questions on the following pages ask you to rate conditions in your unit or department. If you have multiple appointments, we would like you to rate your primary unit or department. We are most interested in learning about instructional units, so if you have an administrative position, and you have an additional instructional appointment in another unit, please select the instructional unit.

University of Michigan-Dearborn Survey of Academic Climate and Activities

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Areas of mentoring: In the chart below, please indicate the *areas in which you would benefit from mentoring* at this stage of your career by checking the relevant boxes in the column on the left. *Please check all that apply.* In the columns on the right, please indicate *the level of mentoring you currently receive* in each area listed, regardless of whether or not it is beneficial.

would benefit	My mentor(s)...	Amount of mentoring received			
		none	some	a lot	too much
	serves as a role model				
	promotes my career through networking				
	advises about preparation for advancement (e.g., promotion, leadership positions)				
	advises about getting my work published				
	advises about department politics				
	advises about obtaining the resources I need				
	advocates for me				
	advises about balancing work and family				
	other (please specify):				

Your mentors: In the chart below please indicate in the space provided *how many* male and female mentors you have and the *kinds of support/advice they provide*, according to their institutional affiliation category. *Please answer separately for male and female mentors, as appropriate, and check all that apply.* If you feel this is not applicable to you, please leave blank and check here:

My mentor(s)...	male mentors (N=)				female mentors (N=)			
	UM-D same unit (1 or more)	UM-D different unit (1 or more)	at other institution (1 or more)	outside academe (1 or more)	UM-D same unit (1 or more)	UM-D different unit (1 or more)	at other institution (1 or more)	outside academe (1 or more)
serves as a role model								
promotes my career through networking								
advises about preparation for advancement (e.g. promotion/tenure, leadership positions)								
advises about getting my work published								
advises about department politics								
advises about obtaining the resources I need								
advocates for me								
advises about balancing work and family								
other:								

Your role as a mentor: In the chart below please indicate in the space provided *how many* men and women you currently mentor, and the *kinds of support/advice you provide to them*, according to their institutional affiliation category.

As a mentor, I...	men mentored (N=)				women mentored (N=)			
	UM-D same unit (1 or more)	UM-D different unit (1 or more)	at other institution (1 or more)	outside academe (1 or more)	UM-D same unit (1 or more)	UM-D different unit (1 or more)	at other institution (1 or more)	outside academe (1 or more)
serve as a role model								
promote careers through networking								
advise about preparation for advancement (e.g. promotion/tenure, leadership positions)								
advise about getting work published								
advise about department politics								
advise about obtaining needed resources								
advocate for those I mentor								
advise about balancing work and family								
other:								

University of Michigan-Dearborn Survey of Academic Climate and Activities
Throughout this survey, “faculty” refers to all tenured and tenure-track, librarian or curator faculty.

Please rate the climate of your unit/department on the following continuum by *circling the appropriate number*.

Friendly	1	2	3	4	5	Hostile
Racist	1	2	3	4	5	Non-racist
Homogeneous	1	2	3	4	5	Diverse
Disrespectful	1	2	3	4	5	Respectful
Collegial	1	2	3	4	5	Contentious
Non-sexist	1	2	3	4	5	Sexist
Collaborative	1	2	3	4	5	Individualistic
Cooperative	1	2	3	4	5	Competitive
Homophobic	1	2	3	4	5	Non-homophobic
Not supportive	1	2	3	4	5	Supportive

Please indicate your level of agreement with each of the following statements concerning conditions in your unit/ department, and your relationships with your unit/department colleagues by *checking the appropriate box*.

	strongly disagree	tend to disagree	neutral	tend to agree	strongly agree	N/A
My research interests are valued by my colleagues.						
I feel pressured to change my research agenda in order to fit in.						
I feel/felt pressured to change my research agenda to make tenure/be promoted .						
I am comfortable asking questions about performance expectations.						
I feel pressured to change my teaching agenda in order to fit in.						
I feel/felt pressured to change my teaching agenda to make tenure/be promoted .						
I feel pressured to take on extra service duties in order to fit in.						
I feel/felt pressured to take on extra service duties to make tenure/be promoted .						
I am/was reluctant to bring up issues that concern me for fear that it will/would affect my promotion/tenure.						
My colleagues expect me to represent “the point of view” of my gender.						
My colleagues expect me to represent “the point of view” of my race/ethnicity.						
My colleagues solicit my opinions about their research ideas and problems.						
My colleagues have lower expectations of me than of other faculty.						
I constantly feel under scrutiny by my colleagues.						
I have/had to work harder than I believe my colleagues do, in order to be/have been perceived as a legitimate scholar.						
There are many unwritten rules concerning how one is expected to interact with unit colleagues.						
Others seem to find it easier than I to “fit in.”						

University of Michigan-Dearborn Survey of Academic Climate and Activities
Throughout this survey, "faculty" refers to all tenured and tenure-track, librarian or curator faculty.

How would you rate your unit/department's executive leader (chair or director) in each of the following areas? *Check the appropriate box for each item.*

The chair/director of my unit/department...	poor	below average	average	above average	superior
maintains high academic standards					
is open to constructive criticism					
is an effective administrator					
shows interest in faculty					
encourages and empowers faculty					
treats faculty in an even-handed way					
helps me obtain resources I need					
gives me useful feedback about my performance					
articulates a clear vision					
articulates clear criteria for promotion/tenure					
honors agreements					
handles disputes/problems effectively					
communicates consistently with faculty					
creates a cooperative and supportive environment					
shows commitment to racial-ethnic diversity					

For each item, please *check the box* that best corresponds to how much influence you feel you have over the following matters in your unit/department:

	really no influence	minor influence	some influence	substantial influence	tremendous influence	not applicable
unit curriculum decisions						
size of salary increases I receive						
obtaining money for travel to professional meetings (beyond						
securing the facilities or equipment I need for my research						
selecting new graduate students or residents/fellows						
selecting new faculty members to be hired						
determining who gets tenure						
selecting the next unit head						
affecting the overall unit climate/culture						

Please indicate in the chart below any job-related discrimination you have experienced *at UM-Dearborn within the last five years*, noting the basis for the discrimination (race/ethnicity, gender, sexual orientation, etc.) and the areas in which the discriminatory behavior has affected your career at UM-Dearborn. *Please check all that apply.*

	not applicable	race/ethnicity	gender	sexual orientation	physical disability	religious affiliation	other:
hiring							
promotion							
salary							
space/equipment, other resources							
access to administrative staff							
graduate student or resident/fellow assignments							
other (<i>please specify</i>):							

University of Michigan-Dearborn Survey of Academic Climate and Activities

Throughout this survey, "faculty" refers to all tenured and tenure-track, librarian or curator faculty.

Please indicate your level of agreement with each of the following statements concerning the atmosphere in your unit/department by *checking the appropriate box*:

	strongly disagree	disagree	neutral	agree	strongly agree
Some faculty have a condescending attitude toward women.					
Sexist remarks are heard in the classroom.					
There is equal access for both men and women to lab/research space.					
The environment promotes adequate collegial opportunities for women.					
Men receive preferential treatment in the areas of recruitment and promotions.					
Women receive preferential treatment in the areas of recruitment and promotions.					
Men are more likely than women to receive helpful career advice from colleagues.					
In meetings, people pay just as much attention when women speak as when men do.					
Women are appropriately represented in senior positions.					
Sex discrimination is a big problem in my department.					

How often within the last five years at UM-Dearborn have you overheard insensitive or disparaging comments about the following types of people in general, or about particular people as a member of that group, made by faculty or students?

[This does not refer to comments about an individual as an individual.]

Please check once for each row. Check "never" if not applicable.

		never	once or twice/year	couple of times/term	more than once/month	weekly
about women in general, or about particular women as "typical" of women	faculty					
	students					
about men in general, or about particular men as "typical" of men	faculty					
	students					
about racial/ethnic minorities, or about particular persons of color as "typical" of a racial/ethnic group	faculty					
	students					
about a religious group or about particular persons as "typical" of a religious group	faculty					
	students					

Within the past 5 years at UM-Dearborn, have you experienced any unwanted and uninvited sexual attention (defined as including unwanted sexual teasing, jokes, remarks or questions; unwanted pressure for dates; unwanted letters, phone calls, email; unwanted touching, leaning over, cornering, pinching; unwanted pressure for sexual favors; stalking; rape or assault)?

No Yes

If yes, did you make an official report of it to anyone? No Yes

Why/why not? _____

If applicable, please indicate which of the following actions you took in response to the unwanted sexual attention by indicating the effect that this action had. Please check all that apply. If you did not take the action please check N/A.

	I felt better	I felt worse	behavior decreased	behavior increased	made no difference	N/A
ignored behavior						
avoided the person(s)						
curtailed time in that unit						
asked/told the person(s) to stop						
reported behavior to unit/department head						
reported behavior to other UM-D official						
made a joke of the behavior						
went along with the behavior						
other; please explain:						

University of Michigan-Dearborn Survey of Academic Climate and Activities

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In your unit/department, how prevalent are instances of unwanted and uninvited sexual attention? Please circle the appropriate number for each applicable unit. Not at all prevalent 1 2 3 4 5 Very prevalent

Within the past five years, how many individuals from UM-Dearborn have come to you concerned about behavior they experienced that either you or they would define as uninvited and unwanted sexual attention? _____

Are you now, or *in the past five years* have you ever been, the officially designated person to whom people report incidences of unwanted sexual attention? No Yes

PERSONAL LIFE

Do you have a spouse or partner? No Yes
(If no, please go to the section labeled DEMOGRAPHICS, below)

What is your spouse's/partner's employment status? Not employed Part time Full time
 What is your spouse's/partner's *preferred* employment status at this time? Not employed Part time Full time
 Does your spouse/partner have a faculty or research position in academia? No Yes

If your partner is employed at UM-Dearborn, what type of appointment does he or she have? Check all that apply.
 instructional faculty member administrative/professional staff office or support staff
 primary research appointment technical other, specify _____
 post-doctoral or fellowship librarian/curator

Have you ever sought help from UM-Dearborn in attempting to find appropriate employment for your spouse or partner? No Yes

If yes, how satisfied were you with UM-Dearborn's help in locating appropriate opportunities for your spouse or partner? Please circle the appropriate number.
 Very dissatisfied 1 2 3 4 5 Very satisfied

Have you ever considered leaving UM-Dearborn to improve career opportunities for your spouse/partner? No Yes

DEMOGRAPHICS

Age: _____ (years) Sex: Male Female US citizen?: No Yes

Racial/Ethnic Identification Number of children for whom you do, or have, provide(d) care: _____
(Check one): Age of youngest: _____
 _____ African American Age of oldest: _____
 _____ Asian American
 _____ Euro American
 _____ Latina/o or Hispanic American
 _____ Native American/American Indian
 _____ Arab and Middle Eastern American
 _____ Mixed (please describe): _____
 _____ Other (please describe): _____

If you are a tenured or tenure-track faculty member:

Is it possible to stop or extend the tenure clock in your unit/department? No Yes I don't know

If yes, and if you were ever an assistant professor at UM-D, did you stop or extend the tenure clock for any of the following reasons? Check all that apply.

Yes, as part of my start-up package. Yes, because of childbirth/other dependent care duties.
 Yes, because of a professional opportunity. Yes, for health/medical reasons.
 Yes, for other reasons; please specify _____

Did you choose *not* to stop the tenure clock even though you were entitled to? No Yes
If yes, why? _____

If you have chosen to stop the tenure clock for any reason, how supportive was/were your unit/department in facilitating this choice? Please circle the appropriate number. Not at all supportive 1 2 3 4 5 Very supportive

SURVEY FOLLOWUP

Because the survey responses are anonymous, we have no way of knowing who completed them. Therefore, we ask you to please fill out and return, under separate cover, the enclosed stamped and addressed postcard. The postcard asks you to provide the following information:

1. that you have completed and returned (or decline to complete) the survey. This information will be used to re-contact non-respondents in an effort to increase response rate. *If you return the postcard you will not be re-contacted about the survey;*
2. whether or not you would like a copy of the report of the findings.

Thank you very much for taking the time to complete and return the survey.

