SURVEY RESULTS - PART TWO

To share your thoughts about these results, a blog has been created at http://blogs.bgsu.edu/idealbgsu/.

Background

Bowling Green State University, along with five partner research universities in northern Ohio, is participating in a program funded by the National Science Foundation: Institutions Developing Excellence in Academic Leadership (IDEAL). This three-year project is designed to cultivate and support collegial environments and climates for women and underrepresented groups in the sciences, technology, engineering, and mathematics (STEM) fields.

The goals of the IDEAL project align closely with Strategy 7 of BGSU’s strategic plan: Increase institutional diversity and inclusion. As such, the BGSU Office of the Provost has been very supportive of the work that has been done by the faculty IDEAL teams.

Recently, we distributed the first set of results from a BGSU climate survey, which was conducted to understand how well the University is meeting the goal of encouraging a supportive and collegial environment for all faculty, and women and underrepresented minorities in particular. The first set of results presented overall results from the faculty respondents as a whole. This second set of results presents comparisons between men and women to understand how gender impacts the experience of being a faculty member at BGSU.

Climate survey data collection and analysis

The online faculty climate survey was conducted in Spring 2010. All full-time faculty members at BGSU were asked to complete this 140 question survey. Detailed item-level results compiled by BGSU Institutional Research are available at http://www.bgsu.edu/downloads/finance/file81023.pdf. Details about the factors and the exact wording of items can be found here and more information about the methodology can be found in the first set of climate survey results here.
Sample characteristics

A total of 199 women and 178 men completed the survey (16 respondents did not report gender). Details on the sample are provided below. Percentages in parentheses are response rates relative to campus population for each category.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Minorities</th>
<th>Professor</th>
<th>Assoc. Pr.</th>
<th>Assist. Pr.</th>
<th>Instructor</th>
<th>Lecturer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>41</td>
<td>21</td>
<td>73</td>
<td>37</td>
<td>42</td>
<td>17</td>
<td>199   (51%)</td>
</tr>
<tr>
<td>Male</td>
<td>32</td>
<td>46</td>
<td>67</td>
<td>25</td>
<td>25</td>
<td>8</td>
<td>178   (39%)</td>
</tr>
<tr>
<td>Total</td>
<td>73 (81%)</td>
<td>67 (45%)</td>
<td>140 (53%)</td>
<td>62 (48%)</td>
<td>67 (28%)</td>
<td>25</td>
<td>393   (47%)</td>
</tr>
</tbody>
</table>

Results

Satisfaction with job conditions:

There were three areas of general job conditions in which female faculty reported lower satisfaction than male faculty at a statistically significant level \( p < 0.05 \). Specifically, women reported less respect and fairness on the part of their department chair, less satisfaction with opportunities for scholarly pursuit, and lower job security. The individual questions comprising the factor on chair respect and fairness indicate that women respondents perceived they were less able to share their views and opinions openly, and to participate in solving departmental problems and allocating resources. Some of these differences (especially job security) may be attributable to the higher proportion of women than men in non-tenure track faculty positions at the University. Indeed, non-tenure track faculty reported significantly lower job security \( (M = 1.92 \text{ “dissatisfied”}) \) than tenured and tenure track faculty \( (M = 3.25 \text{ “satisfied”}) \).
Note: Advising responsibilities, job security, and opportunities for scholarly pursuit are individual survey items. The other bars represent factors comprised of several items.
Satisfaction with Resources:

The only area within resources for which women reported significantly lower satisfaction than men was research support (such as for securing grants). Although both men and women reported that they were “satisfied,” women’s scores were significantly lower than those of men.

Note: Clerical/administrative staff and nearby parking are individual survey items. The other bars represent factors comprised of several items.
**Satisfaction with life/work balance:**

Satisfaction with work/life balance is an area in which gender differences might be expected. However, male and female faculty reported similar levels of satisfaction in this domain. The exception to this was satisfaction with the ability to adjust their work schedule around child care needs, where women reported lower satisfaction than men.

![Bar chart showing satisfaction levels for various factors related to life/work balance with an asterisk indicating significant difference at p < .05.]

*Note:* Department meetings outside the 9-5 workday is an individual survey item. The other bars represent factors comprised of several items.
**Challenges faced by BGSU faculty members:**

Overall, women reported several challenges at higher rates than men. Specifically, relative to men, women reported feeling more isolated at BGSU. They also were more likely to report that discriminatory attitudes are present at BGSU, that gender and race make a difference in interactions and access to resources, and that female faculty with children are considered to be less committed to their careers. Although overall reports are still low, it appears that women are either more aware of or more sensitive to various forms of work place discrimination that may be directed against them. Indeed, a small number of female respondents gave specific examples in their open ended responses of derogatory comments that had been made toward them or other women in their department, and one respondent reported that she perceived an “increase in chilly climate for women faculty.”

![Bar chart](image)

* Indicates that men’s and women’s reports differ at $p < .05$

**Note:** Questions about the career commitment of faculty members with children are individual survey items. The other bars represent factors comprised of several items.
Sources of Stress:

Women reported higher feelings of stress than men in several domains. In general, these were stresses related to work life and not to personal life, suggesting that the higher levels of stress for women reflect something about the BGSU climate, rather than about how women perceive and report stress. Women felt more stress than men related to scholarly productivity, securing research funding, teaching, administrative, and advising responsibilities. They also reported more stress from the timing of department meetings or functions.

Note: All sources of stress variables were individual survey items.
What’s next?

These results show differences in the perceptions of the climate between men and women in all academic areas of BGSU. The IDEAL project is also interested in differences between faculty in math and sciences and those in other academic areas. Thus, one more report on the 2010 faculty climate survey will be released shortly. Part III will address differences between STEM and non-STEM faculty. Please look for this final report!

Our hope is that these results can serve as a starting point for discussions about BGSU’s current climate and strategies for creating a workplace environment that maximizes our ability to recruit and retain talented and diverse faculty. Because a statistical survey can only go so far in identifying the sources of poor work climates, we rely on people’s thoughtful comments to identify more clearly the causes of dissatisfaction and to develop and lobby for actionable responses. To share your thoughts about these results, a blog has been created at http://blogs.bgsu.edu/idealbgsu/. Log on to this site and click on “comments” to share your thoughts about this important topic.

To learn more about what IDEAL is doing on campus, and to become more involved yourself, please visit our webpage.

The IDEAL project at BGSU consists of:
Second Year Team:
  Dr. Andrew Layden (Physics & Astron), Dr. Dara Musher-Eizenman (Psychology), Dr. Margaret Yacobucci (Geology)
First Year Team:
  Dr. Laura Leventhal (Computer Science), Dr. Helen Michaels (Biology), Dr. Sheila Roberts (Geology)
Co-Director: Dr. Deanne Snively (Chemistry)
Team Coach: Dr. Deborah O’Neil (Management)