ADVANCE

WESTERN WASHINGTON UNIVERSITY’S COLLEGE OF SCIENCES AND TECHNOLOGY ADVANCE CATALYST CLIMATE SURVEY REPORT

Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers

AUTHORS:

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THE COLLEGE OF SCIENCES AND TECHNOLOGY
Introduction

In July of 2008, the College of Sciences and Technology (CST) obtained an ADVANCE Catalyst Grant (formerly the IT-Start program) from the National Science Foundation [PIs Kitto, Norman, Guenter-Schlesinger]. The goal of the National Science Foundation’s ADVANCE program is to “increase the recruitment, retention and advancement of women in academic STEM careers as a means to facilitate a more diverse workforce in these disciplines.” The Catalyst Grant specifically supports the basic data collection and analysis functions which are necessary to understand the status of faculty at institutions seeking institutional transformation (IT) or partnership (PAID) grants. Toward that end, CST has undertaken a comprehensive assessment of a variety of factors affecting the campus climate for all faculty in CST by gathering and analyzing quantitative and qualitative data. Ultimately, the goal of CST’s ADVANCE Catalyst Project is to develop initiatives that will address existing barriers to the development of CST faculty in their careers. Additionally, we hope to develop a competitive ADVANCE PAID proposal that will focus on activities and initiatives for women which were identified as key issues in the survey, and will be explored in upcoming Focus Groups. We believe that all CST faculty members, regardless of gender, will benefit from initiatives that promote equity and uniformity in advancement opportunities and support career progression and development. During the spring quarter of 2009, all CST faculty were invited to participate in this study by filling out the WWU ADVANCE Catalyst Climate Survey. A summary of the faculty responses is presented in this document. Focus Groups will be held during Spring Quarter 2010 to further refine our understanding of the survey findings.

Survey Methods

Based upon feedback from NSF panel members and program officers, we agreed that it would be more efficient to model the climate studies after existing ADVANCE surveys. Under the leadership of Karen Bradley, Chair of the Sociology Department, and coordinated by Debra Young, our ADVANCE Research Associate, we gathered an aggregate of questions from five other ADVANCE Climate Surveys which included: the Survey of Academic Climate and Activities from the University of Michigan, The Faculty Work Climate from the University of Illinois and Chicago, the University Community and Climate Survey at Case Western Reserve University, the Department Climate Survey at the University of Wisconsin at Madison, and the Kansas State University Community and Climate Survey.

Although these survey models from R1 institutions were useful in designing our survey, we undertook the process of adapting survey questions to capture information specific to comprehensive universities and to WWU specifically. After condensing the questions down to what was relevant for our project, we sought input from several female CST faculty members as well as the CST department chairs and directors. The resulting survey consisted of 103 questions in seven areas of climate indicators: employment demographics, job satisfaction, mentoring, leadership, department climate, professional development, and equal opportunity. The intention was to capture a snapshot of faculty perceptions, and to further explore underlying factors affecting these perceptions in Focus Groups, to be held in spring 2010.

During the process of developing and implementing the ADVANCE Catalyst Survey, we convened the Faculty Leadership Team, consisting of faculty members from various
The team includes: Joann J. Otto, Chair of the Biology Department; Todd Morton, Chair of the Engineering Technology Department; Debra Jusak, Associate Professor, Computer Science; Kristen Larson, Associate Professor, Physics/Astronomy; Robert Mitchell, Associate professor, Geology; Elizabeth Raymond, Assistant Professor, Chemistry; and Karen Bradley, Chair of the Sociology Department. These faculty members contributed to the design and implementation of the survey, as well as provided input into dissemination of results and upcoming Focus Group tasks. Of key concern to the team was the protection of confidentiality of survey respondents, and in particular, for female faculty respondents due to their small numbers within several departments. To this end we undertook the process of searching for survey software which would provide the greatest security for respondent’s information, and in collaboration with Todd Epps and Dan Van Pelt, set up an online anonymous password system to assure that no information could be linked to a specific faculty member. Survey Crafter software was chosen as it allowed CST to control and maintain the resulting data on an in-house secure server. In order to protect the identity of respondents within CST’s relatively small departments, we agreed to report results on a college wide basis only. In addition, the ADVANCE Team agreed to destroy the data after the Catalyst Project was completed.

All faculty members in seven CST departments: Biology, Chemistry, Computer Science, Engineering Technology, Geology, Mathematics, and Physics, were sent a link to the online survey. In total, 139 tenured, tenure track, and non-tenure track faculty were invited to respond, which included 44 women and 94 men. The overall response rate was 58%. Tenured women had the highest response rate, at 87%, while non-tenure track male faculty had the lowest response rate at 31%. Non-tenure track female’s response rate was 73%.

Survey Results

![Number of Faculty Surveyed/Survey Respondents](image)

Faculty surveyed by gender and academic appointment are as follows: 15 tenured women, 49 tenured men, 14 tenure-track women, 20 tenure-track men, 15 non-tenure track women, and 26 non-tenure track men. The number of respondents by gender and academic appointment are as follows: 13 tenured women, 30 tenured men, 8 tenure-track women, 11 tenure-track men, 11 non-tenure track women, and 8 non-tenure track men. One woman and one man who responded did not disclose their employment category, and there was one tenure-track faculty member who did not disclose his/her gender. These three faculty members are not included in any analysis by employment category or gender.
However, their comments are included in any documentation of written responses. The demographics of the survey population and respondents are exhibited in Figures 1 and 2.

The results of the climate survey are reported here as percentages of respondents, which are rounded up or down as appropriate to the nearest one percent. The specific categories for reporting are tenured faculty, tenure track faculty, and non-tenure track faculty, by gender.

After analyzing the data from the survey and meeting with the ADVANCE Faculty Leadership Team, we came up with three key areas of climate indicators for further exploration in our Focus Groups. The three areas of climate indicators are as follows:

- Balance of Work-Life and Work-Load
- Leadership and Career Development
- Equal Opportunity

In the initial part of the survey we asked faculty to report their motivations for accepting a position at WWU. They were able to choose more than one answer from a list. The results of their responses are reported by employment category and gender, and are portrayed in Figures 3 through 5.

For tenured faculty a balance of teaching and research was a strong motive for accepting a position, (92% for female tenured faculty and 60% for male tenured faculty). Eighty
percent of female tenured faculty chose salary as a strong motivator for accepting a position at Western as compared to 10% of male tenured faculty. Forty percent of male tenured faculty and 38% of female tenured faculty chose work-life balance as a motivator for coming to WWU. Collaboration was also a key factor for women faculty members (figure 3).

Seventy five percent of female tenure track faculty chose teaching, collaborative work environment, and a balance of teaching/research as strong motivations for accepting a position at WWU, and 82% of male tenure track faculty chose work-life balance and teaching/research balance as strong motivations.

Teaching, work-life balance and partner’s career were chosen as prime motivators for non-tenure track men to accept a position at WWU. For non-tenure track women, it was teaching and work-life balance that motivated them. Family ranked mid-way for both male and females at 49% and 50%.

For all three faculty groups the geographic area of WWU was a primary motivation for applying and accepting a faculty position.
Work-Life/ Work-Load Distribution

Faculty respondents were asked the open ended question, “How satisfied are you that your experience matches your initial expectations?” Of the 35 comments from tenure-track and tenured faculty, eight could be categorized as positive, in that the faculty members spoke highly of the supportive atmosphere and opportunities at WWU, the geographic area, teaching and student connections, balance of teaching and research, and work-life balance. Of the 35 comments 27 brought up concerns about their personal experience versus their initial expectation. Seventeen of these comments spoke directly to feelings of stress and feeling overwhelmed with the lack of balance between teaching, research and service, and the impact this has on their ability to perform up to their standards, as well as the impact this has on their personal and family time. The overriding feeling was that service and teaching responsibilities both have pressing deadlines and often took precedence over research, which is less structured, “research happens after hours and during breaks.” Concern was expressed that research tends to get “squeezed out,” and that the “work/life balance as well as the teaching/research balance are difficult to maintain at my desired levels.” In contrast, frustration was expressed that the expectations for research play a large role in the tenure promotion process with “…limited infrastructure support.” Faculty members were divided between whether they believed research was more important than is emphasized at WWU, or whether the current and increasing expectations for research could, “…damage the high quality education that can be experienced at WWU.”

![Average Percentage of Time Spent on Work-Load Activities](image)

Figure 6. Time Spent on Workload Activities

Of relevance to us was the distribution of time faculty were spending on the three activities of service, research and teaching. Other than tenure-track males who report nearly 67% of their time spent in teaching activities, the other three faculty groups were somewhat similar in amount of time spent; from 59%-61%. One remarkable difference shown in the Figure above is the balance of service and research activities for the tenured female faculty, who spend the most amount of time of all faculty groups on service (23.46%) and the least amount of time on research (16.00%). When faculty were asked to rate their satisfaction level with the distribution of activities, tenured female faculty were the least satisfied at 46%, versus the 63%-72% satisfaction rate found in the other groups. Male tenure-track faculty were the most satisfied faculty group in this area, with 72% reporting satisfaction. When faculty were asked to explain their satisfaction level with their current workload,” 42 tenure-track and tenured faculty responded with comments. Of the comments, 37 expressed concern and frustration over their inability to do both teaching and scholarship
up to their standards. As a result most report that research takes “a back seat to the more urgent priorities” of teaching and service, and that trying to do it all requires working until late into the evening, and working “...60-70 hours a week.” One comment pointed out that “...teaching and service commitments have externally imposed deadlines,” whereas research does not. Most simply stated that they wished they had more time for research, or more time to develop courses and do research. Again, concerns were raised that promotion and other rewards depend on research productivity. All who commented on service activities, felt that service efforts were not valued; “...there is no positive recognition for that work.” Others stated that time spent on service directly affected time in the classroom and on research. In addition, there was concern over the inequity of service expectations.

![Figure 7. Participation on Committees This Year](image)

When faculty were asked to choose, from a list, the number of committees they were serving on this year, female tenured faculty reported the highest number; with 46% serving on 5-10 committees.

![Figure 8. Average Participation Past Five Years](image)

When comparing the averages for the past five years, we chose to compare tenured faculty only, as they are the most likely group to have been with the College of Sciences and Technology for the past five years, and as a group are expected to perform much of the service activities. We found that 26% of male faculty report serving on five or more
committees versus 47% of female faculty who report serving on five or more committees, a 21% difference overall (Figure 8).

In addition to serving on a higher number of committees, female tenured faculty were 23% more likely than tenured males to report the belief that they need to work harder than colleagues in order to be considered successful. Tenure-track females were 14% more likely than their male counterparts to believe they needed to work harder to be considered successful, and non-tenure track females were 10% more likely to report they needed to work harder.

When asked to compare their perception of their participation in service activities compared to colleagues, twelve percent more male faculty perceived that they participated more or much more.
In addition to being the group reporting the highest involvement in service activities, female tenured faculty were the most dissatisfied with their ability to combine career and home, with 39% reporting that they were unable to balance their work-life (Figure 11). Of note, is that they were closely followed by tenure-track males, where 36% reported difficulty balancing their work and life. Of the tenured and tenure-track faculty, tenure-track females indicated that they were the least troubled; 26% reported that they were unable to balance their work and personal life. However, when faculty were asked if they had ever considered leaving WWU to achieve work-life balance the percentages in all faculty groups rose to higher levels. Fifty percent of both tenured males and tenure-track females reported that they have considered leaving, 45% of tenured females, and 45% of tenure-track males also reported that they have considered leaving.

Although nearly half of the tenured and tenure-track faculty indicated that they had considered leaving WWU to achieve work-life balance, they reported overall satisfaction with their department’s support for work-life balance, and believed their department was supportive of the flexibility needed for work-life balance. Corresponding with the above indication that female tenured faculty were the least satisfied with their balance of career and personal life, they also indicated the least satisfaction with their department’s support for work-life balance (at 61% satisfied). Again, they were closely followed by tenured males. The group most satisfied was the female tenure-track faculty at 100%.
Table 1. Percent Primary Caregivers by Gender

<table>
<thead>
<tr>
<th>Faculty Group</th>
<th>Gender</th>
<th>Percent Primary Caregivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Faculty</td>
<td>Female N=13</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Male N=30</td>
<td>40%</td>
</tr>
<tr>
<td>Tenure Track Faculty</td>
<td>Female N=8</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Male N=11</td>
<td>36%</td>
</tr>
<tr>
<td>Non-Tenure Track Faculty</td>
<td>Female N=11</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Male N=8</td>
<td>50%</td>
</tr>
</tbody>
</table>

One factor that is often considered when assessing difficulty with the balance of career and personal life is the presence of childcare or other care giving responsibilities in the home. In the survey faculty members were asked to indicate whether they were primary caregivers for any member of their immediate or extended family. The female tenured faculty group reported the lowest percentage of primary caregivers at 31%, and non-tenure track males reported the highest at 50%. The other faculty groups ranged from 36% to 40% reporting as primary caregivers.

Table 2. Ages of the Children

<table>
<thead>
<tr>
<th>Faculty Group</th>
<th>Gender</th>
<th>Age 0-4</th>
<th>Age 5-11</th>
<th>Age 12-18</th>
<th>Age 19-22</th>
<th>Over 22 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Faculty</td>
<td>Female N=13</td>
<td>8%</td>
<td>38%</td>
<td>23%</td>
<td>8%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Male N=30</td>
<td>10%</td>
<td>27%</td>
<td>33%</td>
<td>10%</td>
<td>37%</td>
</tr>
<tr>
<td>Tenure Track Faculty</td>
<td>Female N=8</td>
<td>25%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Male N=11</td>
<td>27%</td>
<td>36%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Non-Tenure Track Faculty</td>
<td>Female N=11</td>
<td>27%</td>
<td>9%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Male N=8</td>
<td>25%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

When asked to report if they had one or more children in the following age groups, female tenured faculty and male tenure-track faculty represented the highest percentages of parents with children between the ages of 5-11, 38% and 36%. These were also the same two groups reporting the most difficulty in balancing work and life. Conversely, female tenured faculty reported the least percentage of primary caregivers among all faculty groups, at 31%.

Male tenured faculty reported their highest percentage of faculty with children in the age group of over 22 years - 37%. However, 33% percent of male tenured faculty did report having children between the ages of 12-18. Tenure-track females as a group had a lower percentage of faculty with children overall, with the highest percentage having children between the ages of 0-4. They are also the most satisfied with the department support for the balance of career and home, but have one of the highest percentages of faculty who have considered leaving WWU to balance work-life.

Figure 13. Faculty Perceptions of Impact of Childcare Responsibilities on Career

![Faculty Perceptions of Impact of Childcare on Career](image-url)
We asked two questions to explore overall perceptions of faculty with childcare: 1) Are faculty with childcare responsibilities perceived as being less professional, and 2) Are faculty without childcare responsibilities expected to fill in for those who do (Figure 13). Overall, faculty reported few perceptions that childcare responsibilities corresponded with less commitment to one’s career. However, they did report at a higher percentage that faculty without childcare responsibilities are expected to fill in for those who have childcare responsibilities; a practice which could affect the perception of fairness within departments, and consequently attitudes towards faculty with child care responsibilities (Figure 13).

When faculty were asked questions regarding their use of family friendly benefits such as tenure clock extension and parental and family leave benefits, five females reported they requested and took family and parental leave, and one requested and stopped her tenure clock. All utilized these benefits because of the birth of a child, and all were satisfied the way their request was handled. When faculty were asked if they had considered requesting these benefits but did not, two female faculty members reported that they had considered requesting the tenure clock extension, and an additional five female and three male faculty members had considered requesting parental and family leave but did not. When asked why they didn’t request leave or tenure extension 7 faculty members responded. One faculty member was confused about the procedure for requesting tenure clock extension, three felt family leave would impact promotion or tenure, and one was concerned about the impact on the department, stating that, “requesting family leave definitely feels like asking for special treatment to me.” One comment made reference to past negative attitudes regarding taking time off for any reason including medical, and reported to have scheduled a past surgery so as to not miss any work days. One faculty member could not imagine what “life would look like without my job.”

Finally, comments were solicited at the end of the survey in an open ended question: “Is there anything else that you would like us to know?” There were 14 comments from tenure-track and tenured faculty. Of these, 4 spoke directly to issues of work-life and work-load balance. One comment suggested that CST is in “somewhat of an identity crisis” between focus on scholarship or teaching. All four comments addressed the concern of their ability to keep up on the workload, do a good job, and stay healthy. One reported getting physically sick from the stress and workload.

**Leadership and Career Development**

![Faculty who Believe that Chairs Receive Inadequate Training to be More Effective in Their Role as Leader](image-url)

Figure 14. Tenured Male N=30, Female N=13; Tenure Track Male=11, Female N=8; Non-Tenure Track Male =8, Female=11.
When CST faculty were asked questions regarding their level of satisfaction with leadership support in the three work-load areas of teaching, scholarly activities, and service commitments, 83%-100% of faculty reported that they were satisfied. However, when faculty were asked if Chairs received adequate training to be more effective in their role as leaders, the tenured faculty as the leadership group disagreed more strongly; with the 69% of female tenured faculty reporting disagreement (Figure 14).

**Tenured Faculty Opportunity for Leadership**

To understand how women are faring in regards to opportunity for leadership, we asked if faculty have participated in decision making committees, and then if they have had the opportunity to act in a leadership role within those decision making committees. In all categories of committees tenured women were less likely to act in a role of leadership than tenured men. The greatest difference was at the department level, where women were 25% less likely than men to act as a leader in decision making committees.

![Percent of Tenured Faculty Participation in Decision Making Committees v. Opportunity for Leadership in Decision Making Committees](image)

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![Tenured Faculty Report Reasons for Not Acting in a Leadership Role](image)

When tenured faculty were asked to report their reasons for not acting in a leadership role, women were 14% more likely to say that they weren’t asked, and 8% less likely to report that they weren’t interested. Twenty three percent of women chose other as a reason for not acting in a leadership role, and 30% did not respond to this question.
Male and female tenure track faculty were more evenly matched with regard to leadership in decision making committees within their departments. Women were 5% less likely to act in the role of leader and 12% less likely to participate in decision making committees at the department level. At the college level men participated in decision making committees at a higher rate, but were 13% less likely to act in a leadership role. A significant difference in leadership opportunity is reported in professional associations, where men acted in leadership roles 27% more than women.

Fifty percent of female tenure track faculty did not respond to the question regarding reasons for not acting in a leadership role, and 37% of the male tenure track faculty did not respond. Twenty seven percent more men cited “wasn’t asked” as a reason they have not acted as a leader in a decision making committee.
In order to understand climate issues in the area of career development, faculty were asked questions about satisfaction with tenure/promotion, and mentoring. When asked to rate their satisfaction with the tenure promotion process, female tenured faculty were the least satisfied, with 61% reporting satisfaction compared to the group with the highest percent of satisfaction, female tenure-track faculty at 100%.

Overall, the tenure-track women faculty members were the most satisfied with their current salary, and the tenured women and non-tenure track men were the least satisfied. Tenure-track women were also the most satisfied with other aspects of faculty support, while tenured men were the least satisfied. Overall, tenured faculty are less satisfied in both areas of support. Both male and female non-tenure track faculty members report a low level of satisfaction with their salary.
Mentoring

Of relevance when assessing career advancement and retention for women faculty is the availability and quality of mentoring. We wanted to understand how female faculty are faring with regards to career support and mentoring. We found that 100% of female tenure-track faculty regard someone as a mentor versus only 46% of female tenured faculty. This not only raises the question of how senior female faculty are getting support for their own career transitions and advancement, but also as leaders, what quality of mentoring are they in turn able to provide for female junior faculty.

Because of the relatively small size of CST departments, and thus the limited availability of neutral mentors within the departments and college, we raised the question of where faculty are finding mentors. Of the 100% of female tenure track faculty who regard someone as a mentor 38% report their mentors are outside of WWU. Only nine percent of tenure-track males, and eight percent of tenured females have mentors outside of WWU.
We then asked faculty how valuable they found their mentorship relationship to their career development. Other than 10% of male tenure track faculty, all who regarded someone as a mentor reported that their mentor was valuable to their career development.

We also asked the faculty members without mentors if they believed a mentor could help them in their career development (Figure 24). To a greater degree, male faculty members were less likely to believe a mentor could help them in their career development, 20-24% versus only 8% of all female faculty members (Figure 25).
As reported earlier in this report, female tenure-track faculty as a group reported spending the most amount of time on research; 27.25% of their work-load activities (Figure 6). Correspondingly, they also report the highest percentage of faculty presenting scholarship at professional conferences every year; 63% (Figure 26). Female tenured faculty as a group, reported spending the least amount of time on research; 16% of their work-load activities (Figure 6). They are fairly evenly split with presenting scholarship, with 23% reporting once every five years, and 23% reporting twice per year (Figure 26).

Service Activities
The tenured faculty, the rank with the highest participation in service activities, is the only group that reports any negative impact of service on their career. Female tenured faculty who report the highest participation in service activities also report the highest percentage of faculty (nearly a quarter) who believe service activities have negatively impacted their career (Figure 28).

Faculty members were then asked to explain their perception of the negative effects of service activities. Of the tenured faculty who reported negative impact there were six responses. Three of these comments state that service directly impacted time for teaching and research; one of which described it as a domino effect, displacing time in turn from teaching, mentoring, research, and personal time. The other three responses spoke about time in service that did not directly impact the department and did “not count” toward promotion or tenure. Concern was also raised for the unfairness in distribution of service commitments, and the lack of awareness on the part of leadership as to how much time is spent in service commitments.

**Equal Opportunity**

A number of questions in the survey focus on trying to ascertain how faculty experience the equal opportunity (EO) climate in both their Department and College, and how included they feel in the day to day workings of their department. As seen in Figure 29, the non-tenure track women responded less positively than their male counterparts, and less positively than male and female faculty of other ranks, about their perceptions of the EO climate in their department. The largest difference in male/female responses (28%) was found in the non-tenure track faculty rank. Interesting also to note is that 88% of tenure track women responded positively regarding the climate compared to 93% of tenured women.
There were more female tenured faculty (31%) who said they sometimes or usually observed or perceived discrimination based on gender in the work environment, than their male or female counterparts in either the same rank or any other rank. Male non-tenure track faculty answered "Never" at the 100% rate to this question and male and female members of all other ranks had varying responses to "rarely" (ranging from 36% of the non-tenure track women to 15% of the tenured women faculty).

When asked a similar question in regards to perceiving sexual harassment, specifically in the work environment in the last five years, again the female tenured faculty members were more likely to say “sometimes” at 23%, compared to only 7% of their male counterparts in this rank. And 0% female tenure-track faculty members answered this way, compared to 9% of their male counterparts, who said they did perceived sexual harassment in the work environment “sometimes.”
When combining women faculty across all ranks, 15% agreed they had been the subject of gender discrimination at WWU within the last five years, compared to 0% of males across all ranks (Figure 32).

As in the previous question, only women, (again across all ranks) and at a smaller percentage (6%) than in Figure 32, agreed that they had been the subject of sexual harassment at WWU over the last 5 years, compared to 0% of their male counterparts who answered this way.

Of the 15% of women who reported discrimination based on gender in the climate survey, and the 6% of women who reported sexual harassment, 0% reported that they filed a formal complaint. There were five responses indicating why the female faculty members did not report the incident. Two responses were checked categories under question “Indicate the reason you did not report the discrimination/harassment.” The responses were: “I was fearful of retaliation” and “I didn't want to be seen as a complainer.” The other three responses were written under the category of “Please explain your answer.” Two stated that the discrimination came from outside people or from near retired faculty, the other stated that reporting “…would be useless.”

In response to a more general question about reluctance to bring up issues of any kind for fear it would affect their performance evaluation, non-tenure track women had the highest proportional representation of agreement, 36%, with male tenure track faculty next, 27%, and male tenured faculty following, 17%.
Nearly half, at 45%, of the female non-tenure track faculty agreed that they felt isolated in their Departments, compared to 31% of their female tenured counterparts and 0% of their female tenure-track counterparts. There was a large amount of disagreement on this question between male and female respondents, with only 26% of male non-tenure track faculty, and 20% of male tenured faculty agreeing that they felt isolated. The relationship of the male/female respondents differed among the tenure track faculty, with 0% female tenure track faculty agreeing that they felt isolated.

Female non-tenure track faculty agreed at 36% that there were unwritten rules in their department, and reported that they felt excluded from informal networks at the same percentage. A slightly higher percentage, 38%, of male non-tenure track faculty reported that they felt excluded from informal networks, but only 25% of this group said there were unwritten rules in their department. Zero percent of male and female tenure-track faculty said they felt excluded from informal networks, but 27% of men from this group said they believed there were unwritten rules in the department. More male tenured faculty said there were unwritten rules at 23%, and felt excluded at 26%, than their female counterparts, 15% and 16%, respectively.