

Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE): Faculty Report

ADVANCE at University of New Mexico (UNM) is funded by the National Science Foundation

This report contains key baseline findings from a survey administered to 2,200 UNM faculty in November 2016. A total of 545 (25%) faculty responded to at least one survey question; however, only full-time, main campus faculty (STEM and non-STEM) are included in this report (n=399). The survey contains items and measures developed by the ADVANCE at UNM project leads and adapted from the following validated surveys:

- Responsibility for Constructive Change Scale (Fuller et al, 2006)
- Faculty Attitudes towards Diversity (Ng et al, 2013)
- UC Berkeley Climate Survey (Rankin & Associates Consulting, 2014)
- Social Capital Community Benchmark Survey (Saguaro Seminar, 2002)
- UNM Work Life Survey (UNM, 2013)

All items, where needed, were recoded into binary variables. Unless otherwise noted, “agree” includes strongly agree and agree and “disagree” includes strongly disagree and disagree.

Demographics of survey respondents

Just over half of the respondents are female.

n=329



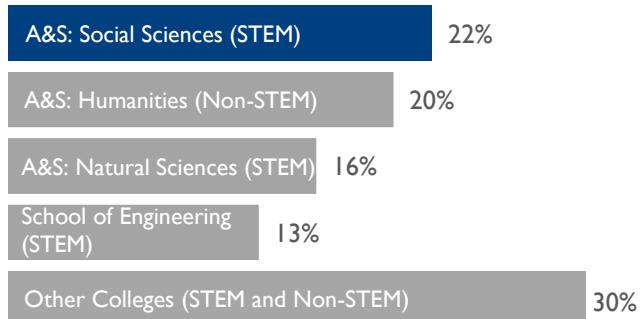
19% of respondents are underrepresented minorities.

n=326

70%	Caucasian or White
14%	Hispanic or Latino/a
5%	Asian
3%	Native American or Alaskan Native
2%	African American or Black
6%	Other (Mixed race and Jewish descent)

Social Sciences faculty are the largest group.

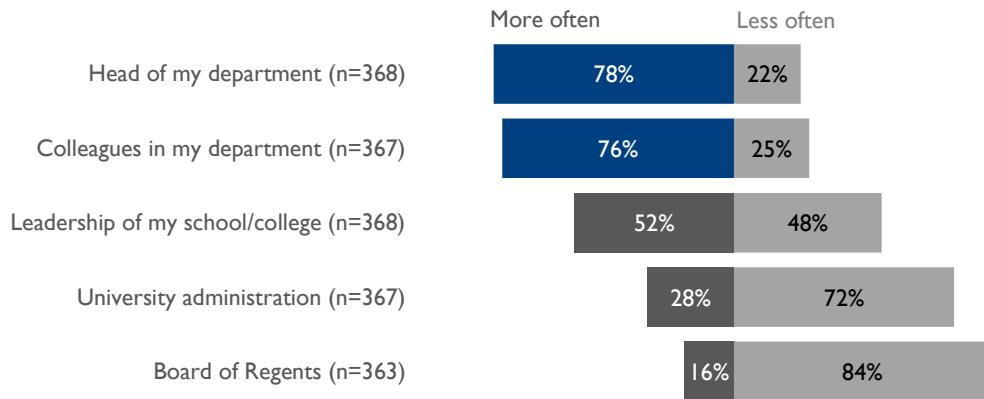
n=325



Note: Other colleges include Anderson School of Management (n=11), School of Public Administration (n=2), College of Education (n=21), College of Fine Arts (n=23), School of Architecture and Planning (n=11) and College of University Libraries and Learning Sciences/University College/Honors College (n=12).

Professors/Distinguished professors are the largest group of respondents (30%) followed by associate professors (28%), assistant professors (25%), and lecturers (15%). In addition, two respondents identified as directors, one director/adjunct faculty, one associate dean, and one respondent did not specify.

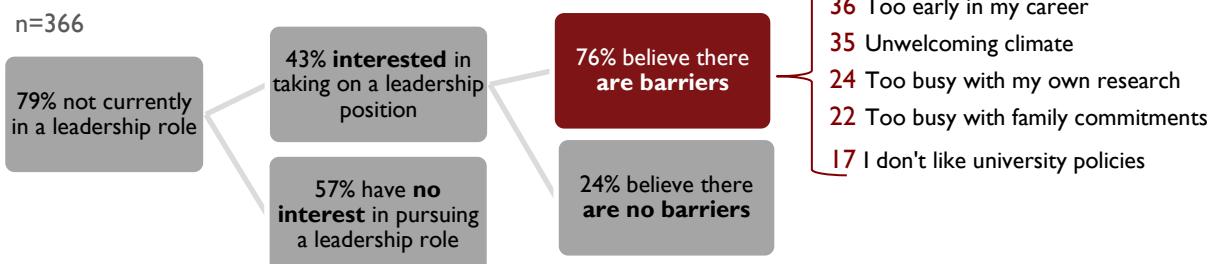
Respondents' trust in different categories of university officials varies greatly.



Note: "More often" includes most of the time and just about always; "less often" includes hardly ever and some of the time.

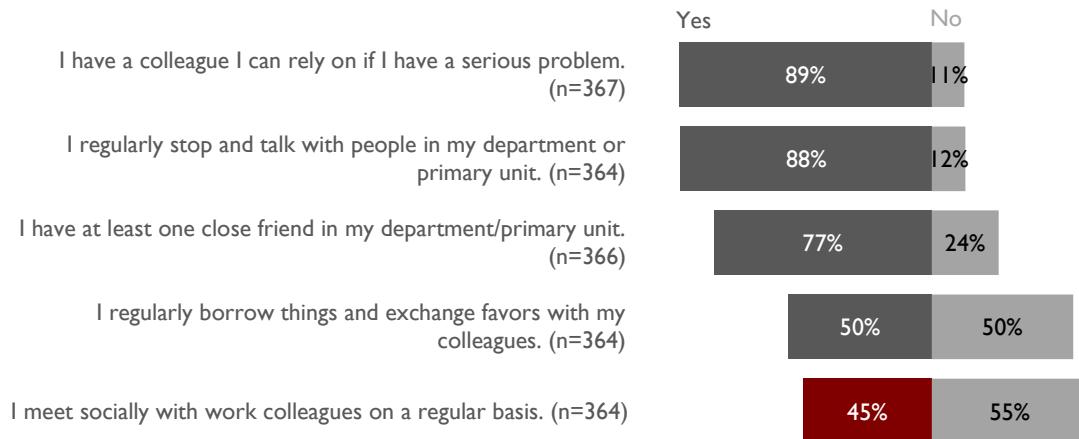
Respondents trust the head of their department more often and the board of regents less often.

Respondents with interest in taking leadership positions believe there are barriers to doing so.



Note: This survey item asked participants if they were interested in a leadership position and response options included: yes, no, already in a leadership role.

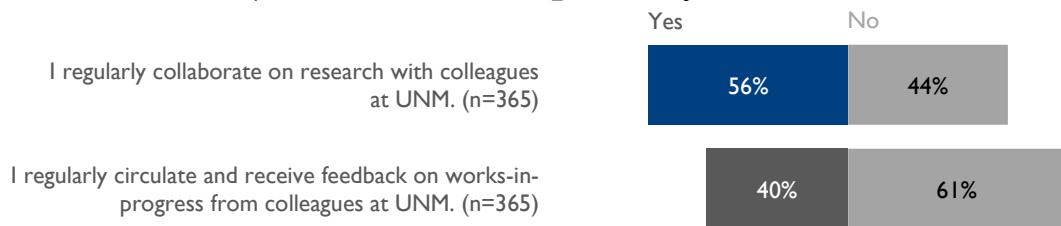
The majority of respondents have colleagues to turn to in need and to talk to, but only 45% have regular social outings with their colleagues.



Note: These questions were asked as yes or no questions.

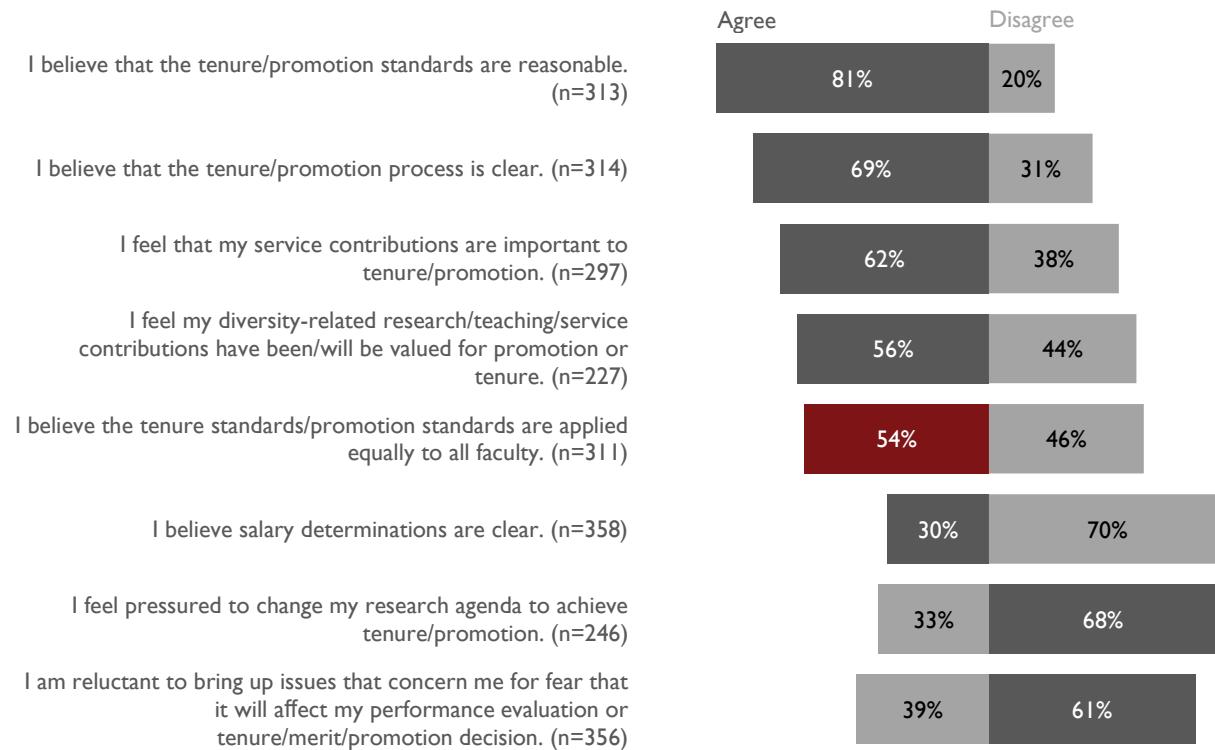
Additionally, 77% of respondents agree they are generally satisfied with their social life on campus.

More respondents collaborate on research than circulate and receive feedback on work (56% and 40%, respectively).

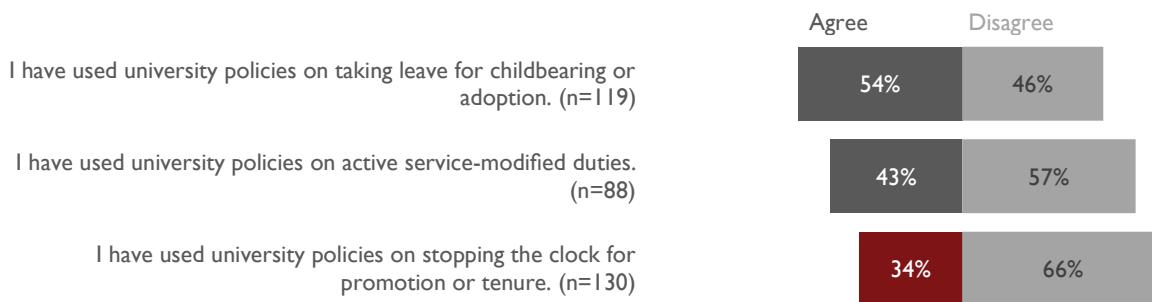


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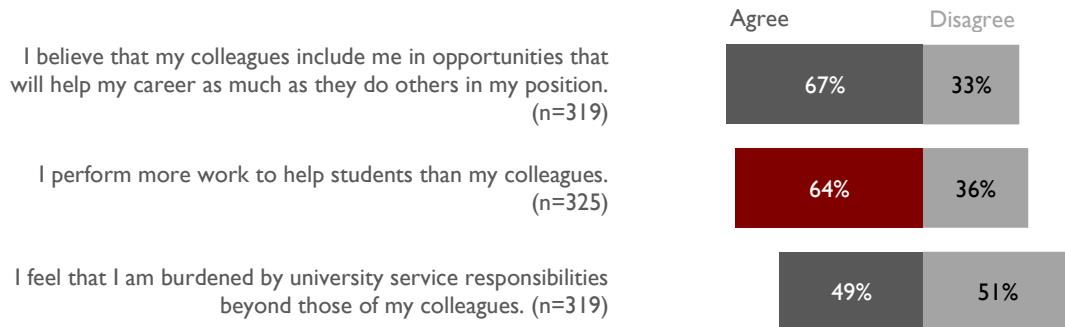
81% of respondents agree tenure/promotion standards are reasonable, 30% believe salary determinations are clear, and 54% believe standards are applied equally to all faculty.



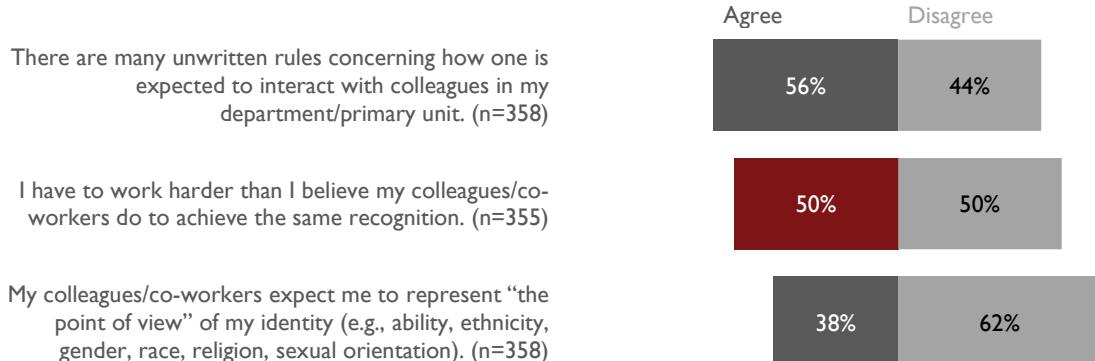
Just over half of the respondents have used policies on childbearing leave and one-third have used policies on stopping the clock.



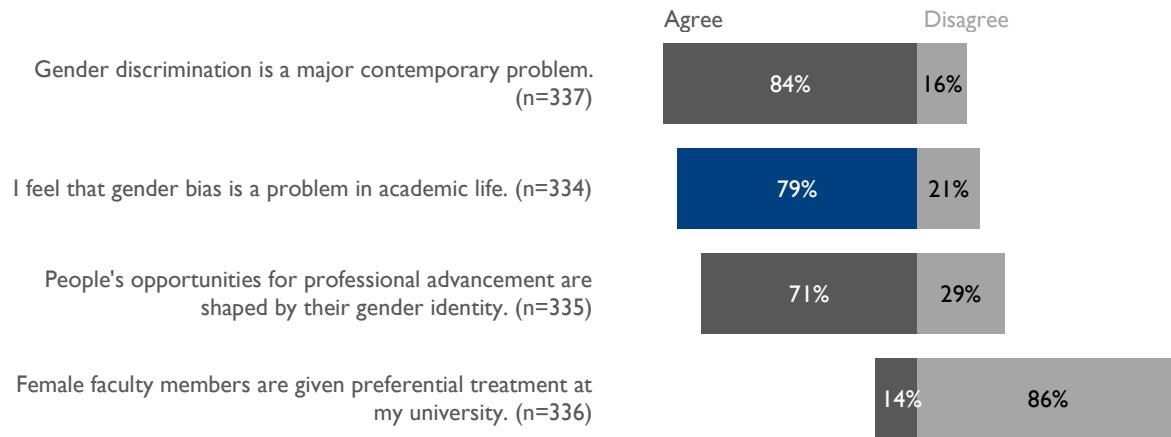
64% of respondents feel they perform more work to help their students than their colleagues.



56% of respondents affirm there are unwritten rules about departmental interactions, and half believe they have to work harder than their colleagues to get the same recognition.



Respondents feel gender bias is a major problem in academic life.



Nearly all respondents (94%) agree that diversity is relevant to the future professional lives of their students and 76% agree that university leadership should be representative of the racial/ethnic diversity of the United States.

Respondents also feel racial/ethnic bias is a major problem in academic life.

