



Leadership Education for
Advancement and Promotion

Faculty Climate Survey

*Interpersonal Relations, Collegiality, Leadership,
Mentoring, Diversity, and Institutional Support
According to Research and Teaching Faculty in 2003*





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Climate Survey Data Collection

Instrument

The survey instrument is modeled after a survey conducted by an NSF ADVANCE program at the University of Michigan. We selected and modified items from their 12-page survey and developed a few additional questions designed specifically for the CU-Boulder campus. Our 5-page survey instrument contains 102 items or questions. The instrument we used is attached in Appendix C.

The items ask respondents to share demographic information about themselves and their employment, opinions as to the best and worst aspects of the work environment, and responses to six sets of items corresponding to the following concepts: interpersonal relations, collegiality, leadership, mentoring, diversity, and institutional support.

We contacted individuals in the sample several times to ensure a high response rate. First, we emailed an invitation asking them to visit our website where they could take the survey and submit their responses online. We followed-up with another email. Our third contact was a printed letter mailed to non-respondents; we were especially concerned that some of the non-respondents had not checked their email accounts and never knew of our attempt to contact them. Printed on letterhead with the names of several administrators supporting LEAP, the letter doubled the response rate. A fourth letter was followed by a phone call to encourage the remaining non-respondents to complete the survey.

Sample

The sample of respondents represents the 2002 faculty population at the University of Colorado, Boulder. We deliberately sampled faculty who had been employed for at least one year, therefore excluding new hires in 2003. The faculty body consists of 2240 individuals; by our count, 46% are tenure-track professors and 44% are researchers with no instructional responsibilities. The remaining 10% are administrative and/or non-tenure-track faculty.

Our sampling plan reflects our objective to compare whether men and women in tenure-track, research, and other positions share similar perceptions about the working environment on campus. We created a representative sample, by job title, of 700 individuals. Women were over-sampled so each job title in the sample consisted of 50% women.

After initiating contact with potential respondents, we removed 125 individuals from the sample. Most of these individuals were research associates who work in off-campus government labs affiliated with on-campus research institutes. We did not

believe their responses would reflect accurate assessments of the campus climate or work environment. A handful of other potential respondents were also removed: individuals no longer employed at the university, faculty on sabbatical or leave, and any persons who expressed their wish not to participate.

Our final sample consisted of 575 people; 449 of them responded to the survey for a response rate of 78%. This is a very high response rate compared to most surveys conducted on campus. Table 1 shows the number and percent of people in each job category for the population, the sample, and the respondents. These percentages show that the respondents, sample, and population are similar according to job title. For example, 22% of the respondents, 23% of the sample, and 23% of the population are Research Assistants. We are confident that the survey results can be generalized to the faculty population.

Table 1: Population, Sample, and Respondents

Job Title	Population		Sample		Respondents	
	N	%	n	%	n	%
Tenure Track						
assistant professor	259	12%	76	11%	46	10%
associate professor	303	14%	90	13%	64	14%
full professor	475	21%	140	20%	91	20%
Non-Tenure Track						
instructor	169	8%	50	7%	31	7%
director	22	1%	0	0%	5	1%
other	22	1%	14	2%	7	2%
Research Track						
research assistant	514	23%	164	23%	101	22%
research associate	456	20%	160	23%	84	19%
research professor	20	1%	6	1%	5	1%
missing values					15	3%
Total	2240	100%	700	100%	449	100%

The 15 missing values reflect cases in which respondents did not reveal their job title.

Executive Summary of Survey Results

The survey results include three types of data: scaled measures, descriptive, and open-ended responses. Data between tenure track and research faculty are compared; non-tenure track faculty data are available upon request.

Climate Indicators

Six scales measure the following concepts: interpersonal relations, collegiality, chair leadership, mentoring, institutional support, and diversity. Table 2 shows the average response or “grade” on each scale according to all respondents. The grading scheme is described in Appendix A. The last two columns compare responses between tenure-track and research track faculty on each scale. The number of respondents in each category is shown inside parentheses.

Table 2: Responses and Average Grades of Scaled Measures

Scale	Grade Value*	N	Grade Value*	N	Grade Value*	N
Interpersonal Relations	B	3.52 (408)	B	3.19 (188)	B	3.83 (177)
Collegiality	B	2.61 (261)	B	2.55 (123)	B	2.72 (108)
Chair Leadership	B	2.61 (210)	B	2.49 (117)	B	2.81 (74)
Mentoring	C	1.53 (120)	C	1.53 (61)	C	1.51 (48)
Institutional Support	C	2.71 (244)	C	2.91 (117)	D	2.46 (100)
Diversity Commitment	C	2.00 (425)	B	2.25 (195)	D	1.73 (186)

* The range of possible values differs for each scale. Only compare values to other values in the same row.

The Bs and Cs indicate an average campus climate. Research faculty score higher than average on interpersonal relations, collegiality, and chair leadership. Tenure track faculty score lower than the average on those same scales, but do score slightly above the average on mentoring, institutional support, and diversity commitment. Curiously, respondents in each group were more likely to respond to interpersonal relations and diversity questions—the response rate drops substantially for the other scaled items. The varying response rates may be a consequence of how the questions were ordered in the survey, but they may also indicate an unofficial ranking of respondents’ priorities.

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Table 3: T-Test Results for Gender Differences Within Job Groups

Scale	Tenure	Non-Tenure	Research
Interpersonal Relations	0.02*	0.69	0.22
Collegiality	0.36	0.55	0.66
Chair Leadership	0.55	0.01**	0.15
Mentoring	0.93	0.15	0.64
Institutional Support	0.48	0.06	0.98
Diversity	0.02*	0.08	0.01**

* Significant at the .05 level.

** Significant at the .01 level.

T-tests for gender differences in each job group of faculty show more similarities than differences. Only 4 of 18 tests showed a significant gender difference. The significant differences are asterisked in the table above (Table 3) and are as follows:

- Tenure track men have a more favorable rating of the interpersonal relations than tenure track women. Tenure track women see the interpersonal relations as more hostile, racist, homogenous, disrespectful, non-collegial, sexist, individualistic, competitive, homophobic, non-supportive, and uncivil compared to men.
- Women are more likely than men to believe that diversity is important and, likewise, women show more commitment to diversity than men.
- Tenure track men rate their chairs higher than women. Research women rate their chairs higher than research men.

Item Responses

The descriptive data section presents data in a series of tables showing the average response according to gender and group (i.e. men and women in research, tenure, and non-tenure track positions). The frequency charts for each item show how many respondents answered the questions and how they answered them—these charts are in Appendix B. In general, men are more satisfied than women and research track women are more satisfied than tenure track women. The analyses of item responses reveal several additional findings:

- Female research faculty have higher ratings on interpersonal relations than male researchers *and* tenure track women.
- Tenure track men are more likely than women to agree that ‘colleagues value my work’ and ‘I am comfortable asking questions about performance expectations.’ However, tenure-track men are more likely to feel pressure to change their work interests and are more reluctant to raise controversial issues.

- Women in each job group are more likely than men to feel under constant scrutiny and to believe that they have to work harder to be perceived as a scholar.
- Tenure track men have higher evaluations than women on several measures of institutional support: accommodating family responsibilities, child care, health accommodations, career planning, teaching improvement, administrative opportunities, tenure clock adjustments, and acquiring resources. Tenure track women score higher on the remaining two items: family leave and partner/spousal hiring.
- Research track women score higher than men on all but three institutional support items: acquiring resources, tenure clock adjustments, and teaching improvement.
- Women and minority respondents are less likely to encourage other women and minority persons to work in their department or unit.
- All respondents indicate that racial diversity is more important than gender diversity. Tenure track faculty show more commitment to gender/racial diversity than do research and other non-tenure track faculty.
- The typical respondent discusses gender/racial issues once a month and is less likely to discuss diversity issues at work than in other places. Women discuss issues more than men and tenure track faculty discuss gender/racial issues more often than other job groups.
- Tenure track men rate their chairs higher than women whereas research women rate their chairs higher than men.
- Women in each group show greater satisfaction than men with the mentoring they receive.
- In each group, men were more likely to negotiate and to be aware they could negotiate, but women were more likely to receive what they wanted.
- Women are more likely than men to have a mentor. Most mentors are men, but mentors and mentees tend to be the same gender. Among tenure track faculty, 82% of men are mentored by men and 53% of women are mentored by women.
- Tenure track men mentor more faculty than women whereas tenure track women mentor more graduate students.
- There are no gender differences in the number of courses taught or in the number of semesters faculty are released from teaching. Men are more likely than women to receive course release due to a sabbatical whereas

Full Summary of Survey Results

Climate Indicators

Scale Construction and Reliability

A scale is an average response to a grouping of items in the survey. The sections below report which items were used to construct each scale and the average scores for men and women according to their job group. Each scale was tested for reliability by computing Cronbach's Alpha (Table 4). All of the scales have an alpha above 0.60 indicating reliability.

Table 4: Scale Reliability, Means, Responses, and Ranges

Scale	Alpha	Mean	N	Range
Climate	0.88	3.52	408	0 - 5
Collegiality	0.80	2.61	210	0 - 5
Chair	0.96	2.61	210	0 - 4
Mentoring	0.96	1.53		0 - 3
Institutional Support	0.77	2.71	244	
Diversity	0.83	2.00	425	0 - 3

Interpersonal Relations

The first 11 questions on the survey asked respondents to rate their work environment on a continuum, with high scores indicating "positive" dimensions: friendly, non-racist, heterogenous, respectful, collegial, non-sexist, collaborative, cooperative, non-homophobic, supportive, and civil. A new variable for interpersonal relations was computed by adding individuals' responses to these 11 items and dividing the sum by 11. Therefore, the new variable represents respondents' average score on these 11 items.

The average score on the interpersonal relations scale, which ranges from a 0 to 5, is 3.52 with a standard deviation of .98 among 408 respondents. Tenure track women averaged 3.04, with lower assessments of the interpersonal relations than tenure track men, who averaged 3.39. This difference is statistically significant at the .05 level. However, women *researchers* have higher scores than men (women average 3.9 whereas men average 3.75). The gender difference among research faculty is not statistically significant.

Collegiality

The collegiality scale also ranges from a low of 0 to a high of 5. The average score is 2.61 and the standard deviation is .58 among 210 respondents. About half of the respondents either skipped some or all of the 14 collegiality items in question 2 of the survey.

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The 14 items in the collegiality scale include, but are not limited to: ‘My colleagues value my work,’ ‘I feel pressure to change my work interests in order to gain colleagues’ respect,’ ‘I constantly feel under scrutiny by my colleagues,’ and ‘I have to work harder than my colleagues do in order to be perceived as a legitimate scholar.’ Please refer to Appendix C, question 2 of the survey to review all of the questions included in this collegiality scale.

On average, men scored 2.67 and women scored 2.58. In each job group, men scored slightly higher on the collegiality scale than women. The average scores are as follows: tenure track men (2.63), tenure track women (2.52), research track men (2.76), and research track women (2.71). None of the gender differences within the job groups are statistically significant.

Chair Leadership

The chair leadership scale averages scores on 15 items asked in Section B, Question 1 of the survey. These items include but are not limited to: ‘chair maintains high academic standards,’ ‘chair is open to constructive criticism,’ ‘chair is an effective administrator,’ ‘chair handles disputes/problems effectively,’ and ‘chair creates a cooperative and supportive environment.’ Please refer to the survey in Appendix C for the complete list of items included in the chair leadership scale. The scale ranges from a low of 0 to a high of 4. The average score is 2.61 among 210 respondents. Men’s average score (2.55) was lower than women’s (2.69).

According to job group, the average scores are as follows: tenure track men (2.56), tenure track women (2.44), research track men (2.66), and research track women (2.94). Research track women have higher assessments of their chairs than do men. T-tests indicate that the gender difference is not significant in either group.

Mentoring

The mentoring scale is computed by averaging the 10 items in Question 4, Section B of the survey (see Appendix C.). These items include, but are not limited to: ‘my mentor promotes my career through networking,’ ‘my mentor provides useful advice on publishing,’ ‘my mentor helps me obtain resources I need,’ and ‘my mentor provides advice on balancing work and family.’

The average score was 1.53 on this scale, which ranged from a low of 0 to a high of 3. Like the other scales, the reliability is well above the .60 rule-of-thumb (Cronbach’s Alpha = .964).

Men averaged slightly lower scores (1.52) than women (1.54). Men and women in the tenure track and research track show similar averages (1.53 and 1.54 among tenure track faculty; 1.56 and 1.45 among research faculty, respectively). None of the gender differences within job groups are statistically significant.



Institutional Support

Ten items are combined to form the institutional support scale. Respondents were asked to rate how well their department supports each of the items, ranging from 'Poor' to 'Excellent.' These items are found in Question 5, Section A of the survey, including but not limited to: 'family leave,' 'child care,' 'partner/spousal hiring,' 'health accommodations,' 'career planning,' 'tenure clock adjustments,' and 'acquiring resources.'

The average score on the institutional support scale is 2.71 among 244 respondents. Men averaged lower scores (2.65) than women (2.79) indicating that women rate the institutional support in their department higher than men do.

Tenure track women average 2.98 compared to 2.85 among tenure track men. Men and women in the research track have nearly identical averages (2.45 and 2.44, respectively). T-Tests show that none of the gender differences within job groups are statistically significant.

Diversity

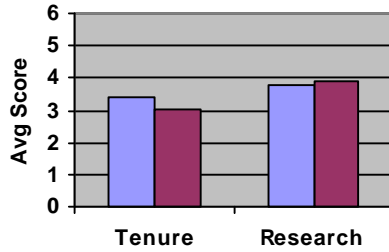
The diversity scale is a combination of four items: 'the importance of increasing the number of women in my department,' 'the importance of increasing the number of minority persons in my department,' 'my commitment to gender diversity,' and 'my commitment to racial/ethnic diversity.' The scale ranges from a low of 0 to a high of 3.

The average score is 2.0 and the standard deviation is approximately .61 among 425 respondents. Women averaged higher scores (2.10) than men (1.89) and tenure track faculty also average higher scores than the other groups.

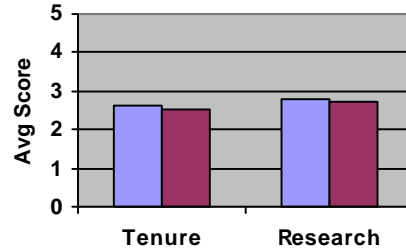
There is a significant gender difference at the .05 level on the diversity scale among both tenure track and research track faculty. Tenure track women average 2.33 whereas tenure track men average 2.15 on the diversity scale. Research track women also average higher scores than their male counterparts (1.84 compared to 1.61, respectively).

Graphs of Average Scores on Climate Indicators by Gender

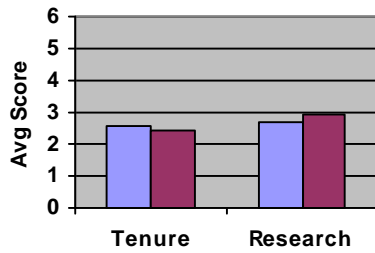
Interpersonal Relations Scale



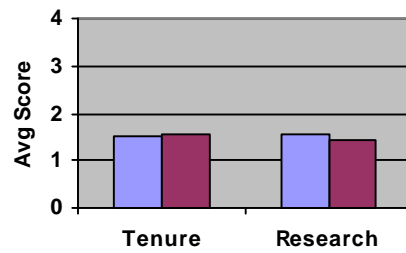
Collegiality Scale



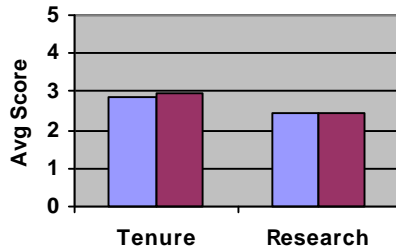
Chair Leadership Scale



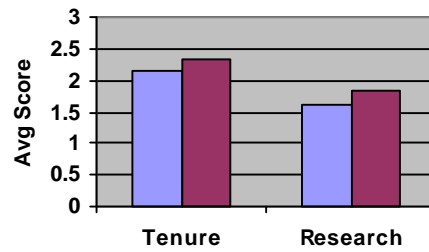
Mentoring Scale



Institutional Support Scale



Diversity Scale



Item Analysis

The tables (below) show either the average response or frequency of responses for each item according to respondents' gender and group. All "don't know" responses are excluded from the descriptive data in the tables.

Table 5 shows the number of men and women respondents in each job title according to their race (white or minority). More females (234) than males (200) responded to the survey even though the sample consisted of 50% women, indicating that women's response rate was higher than men's. Minority faculty (78) make up 18% of the respondents, which exceeds their representation in the faculty population, indicating either a disproportionate representation in the sample (we did not sample for race/ethnicity) or a disproportionately high response rate among minority faculty. Also, the gender composition of the minority respondents differs from the white respondents. There are more males among the minority respondents (43 men vs. 35 women) whereas there are more females among the white respondents (157 men vs. 199 women).

Table 5: Gender, Ethnicity, and Job Title of Respondents

	Female	Male
Minority Faculty		
assistant professor	9	5
associate professor	8	7
full professor	3	12
research assistant	4	8
research associate	10	9
research professor		
instructor		1
director	1	1
<i>Subtotal</i>	35	43
White Faculty		
assistant professor	19	13
associate professor	24	25
full professor	48	28
research assistant	50	39
research associate	34	31
research professor	2	3
instructor	17	13
director	2	1
other	3	4
<i>Subtotal</i>	199	157
Total	234	200

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Table 6 presents men's and women's average responses to interpersonal relations and collegiality items according to their job group. There were 6 possible responses to the interpersonal relations items, ranging from 0 to 5. A zero represents agreement with the negative item on the left side of the continuum and a 5 represents agreement with the positive item on the right side; therefore, the higher the score, the more desirable the perception. The collegiality items, also reported in table 5, are coded on a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree.'

Among tenure track faculty, women give lower ratings than men on every interpersonal relations item. Tenure track women see the interpersonal relations as more hostile, racist, homogenous, disrespectful, non-collegial, sexist, individualistic, competitive, homophobic, non-supportive, and uncivil compared to men. This is almost reversed among research faculty, where women give higher ratings than men on all but two items (women researchers say the interpersonal relations is more sexist and individualistic). By comparing groups among the men, researchers tend to have higher interpersonal relations ratings than tenure-track faculty. This pattern is accentuated among women where women researchers have higher interpersonal relations ratings than tenure-track women on *every* interpersonal relations item.

The collegiality item responses range from 0 to 4, from 'strongly disagree' to 'strongly agree.' A score of 2 reflects a 'neutral' response. The averages according to gender and group vary quite a bit, thus a close look at this table (Table 6) is necessary. Among tenure track faculty, men are more likely than women to agree that 'colleagues value my work' but more likely than women to agree that 'I feel pressure to change my interests to gain respect.' Tenure track men are more likely than tenure track women to agree that 'I am comfortable asking questions about performance expectations' and 'I am reluctant to raise controversial issues for fear it will affect my promotion/tenure.' Women in each job group are more likely than their male counterparts to agree that 'I feel under scrutiny by my colleagues' and 'I have to work harder than my colleagues do in order to be perceived as a legitimate scholar.' In every gender and job group, the respondents agree more with 'I solicit colleagues' opinions about my research' than 'Colleagues solicit my opinions about their research.' Evidently, everybody feels that they seek others' opinions more than others seek them.

Table 6: Average Responses to Interpersonal Relations and Collegiality Items

Item	Men		Women	
	Tenure	Research	Tenure	Research
Climate (N)	(81)	(83)	(103)	(91)
hostile to friendly	3.84	4.29	3.69	4.41
racist to non-racist	4.16	4.40	3.70	4.63
homogenous to heterogenous	2.69	2.36	2.40	2.71
disrespectful to respectful	3.73	4.03	3.18	4.09
non-collegial to collegial	3.38	3.58	3.29	3.81
sexist to non-sexist	3.87	4.28	3.09	4.03
individualistic to collaborative	2.56	3.52	2.35	3.30
competitive to cooperative	2.89	3.75	2.71	3.82
homophobic to non-homophobic	3.92	4.31	3.91	4.40
non-supportive to supportive	3.58	3.70	2.94	3.85
uncivil to civil	2.59	2.72	2.49	3.60
Collegiality (N)	(49)	(57)	(72)	(49)
colleagues value my work	2.84	3.18	2.78	3.24
pressure to change interests to gain respect	1.22	1.10	1.08	1.01
pressure to change interests to gain promotion	1.44	1.50	1.29	1.15
comfortable asking about performance expectations	2.90	2.74	2.78	2.82
reluctant to raise controversial issues for fear it will affect promotion	1.51	1.22	1.44	1.30
colleagues ask about my gender/ethnicity to understand issues	1.11	1.10	1.41	1.26
colleagues assume I speak for others of my gender/ethnicity	1.20	1.07	2.18	1.25
colleagues solicit my opinions about their research	2.33	2.57	2.24	2.33
I solicit colleagues' opinions about my research	2.67	2.93	2.73	2.77
colleagues have lower expectations of me	0.78	0.81	0.77	0.72
I feel under scrutiny by my colleagues	1.48	1.01	1.65	1.03
I have to work harder to be seen as legitimate	1.49	1.31	1.75	1.41
I network in my department/unit	2.73	3.01	2.77	2.87
I network outside my department/unit	2.96	2.60	2.98	2.78

Table 7 shows men's and women's average responses to institutional support and diversity items, again, according to their job group. The scale construction and analysis section of this report discusses whether these differences are significant (refer to Table 3). We first discuss the institutional support items and then discuss the diversity measures.

High scores are "positive" evaluations of institutional support. These items are coded on a 5-point Likert scale ranging from 'Poor' (1) to 'Excellent' (5) and 'Average' is represented by a score of 3.

Men and women in each group tend to evaluate the institutional support items as average (the scores in Table 7 hover near the value of 3). Among tenure track faculty, women rate two items higher than men: family leave and partner/spousal hiring. The tenure track men have higher evaluations than women on several measures of institutional support: accommodating family responsibilities, child care, health accommodations, career planning, teaching improvement, administrative opportunities, tenure clock adjustments, and acquiring resources. Among research faculty, women score higher on all items except 'acquiring resources,' 'tenure clock adjustments,' and 'teaching improvement' – the latter two which should not pertain to the researchers because they do not undergo tenure review nor do they teach.

Four different Likert scales are used to code the diversity items. Responses to the first four items asking whether respondents would encourage certain groups to work in their department include: 'Yes' (0), 'Probably' (1), 'Probably Not' (2), and 'No' (3). Responses to the questions about the importance of increasing the number of women or the number of minority persons include: 'very important' (1), 'important' (2), and 'not important' (3). Responses to the questions about respondents' personal commitments to gender/racial diversity include: 'not at all committed' (1), 'somewhat committed' (2), and 'very committed' (3). And, finally, responses to the last two items listed in the table—how often respondents' discuss gender/diversity issues—are coded on a six-point Likert scale including: 'daily,' 'weekly,' 'monthly,' 'a few times a year,' 'less than yearly,' and 'never.'

All respondents were asked whether they would encourage minority men, minority women, white men, and white women seeking a friendly work environment to work in their department. Tenure track and research faculty were all inclined to say 'Yes' or 'Probably' as indicated by their average responses. The researchers were slightly more inclined than tenure track faculty to say 'Yes,' that they would encourage persons for each gender/race groups to work in their department. While men and women researchers show similar scores on these items, tenure track women were *less inclined* than their male counterparts to encourage women and/or minority persons to work with them. Further analyses (not shown) indicate that a greater proportion of minority faculty (17%) compared to white faculty (9%) would not encourage minority persons to work in their department. Moreover, we did not expect respondents to give different answers to these four diversity questions; we expected a respondent answering 'Yes' to one item would respond 'Yes' to the other three items.

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This did not happen; respondents were most likely to encourage white men and least likely to encourage minority women to join their ranks.

Following these questions, we asked how important it is ('very important,' 'important,' and 'not important') to increase the number of women and the number of minority persons in the respondent's department. The responses to the importance of increasing the number of women fall between 'important' and 'not important.' Men and women in each job group averaged higher scores on the importance of increasing minority persons than the importance of increasing women, indicating a greater concern for racial diversity. As we discuss later in this report, open-ended responses indicate that some respondents feel increasing the number of women is not as important as increasing racial diversity because they believe there are "enough" women in their department already. Across the job groups, tenure track faculty are more likely to indicate the importance of increasing women/minorities than researchers.

The next two questions in the survey probed whether respondents are personally committed to gender and racial diversity. Available responses included 'not at all committed,' 'somewhat committed,' and 'very committed.' We expected some respondents who revealed the importance of diversity might not be committed to making it happen. Again, the tenure track faculty show more commitment to gender and racial diversity than research faculty. Tenure track women show more personal commitment to racial diversity than gender diversity. The research faculty, men and women, show similar responses falling between 'not at all committed' and 'somewhat committed.'

The final set of diversity items ask respondents how often they discuss gender and racial issues (a) at work and (b) in their personal lives. We intended to use these items as indirect measures of gender/racial consciousness. Please note that respondents may have interpreted these questions as how often they discuss issues that *happen* at work and issues that *happen* in their lives rather than how often they discuss issues *when* they are at work and *when* they are not at work. The responses to these items range from 'Daily' (1) to 'Never' (6). The average respondent was less likely to discuss diversity issues at work as compared to discussion issues elsewhere. Women scored higher than men in every category, indicating they discuss diversity issues more than men do. Across the job groups, tenure track faculty discuss issues more often than research faculty. Overall, the respondents' indicated that they talk about gender and racial issues on a monthly basis.

Table 7: Average Responses to Institutional Support and Diversity Items

Item	Tenure	Research	Tenure	Research
	Men		Women	
Institutional Support (N)	(53)	(55)	(61)	(43)
accommodating family responsibilities	3.00	3.36	2.95	3.48
family leave	2.47	2.84	2.57	3.05
child care	2.41	2.04	2.31	2.31
partner/spousal hiring	2.93	1.88	3.32	2.01
mental/physical health accommodations	2.96	2.83	2.65	3.34
career planning	3.40	2.94	3.28	3.00
teaching improvement	3.93	2.15	3.86	2.13
administrative opportunities	3.39	2.28	3.22	2.45
tenure clock adjustments	2.87	1.45	2.77	1.30
acquiring space, equipment, resources	3.53	3.56	3.40	3.38
Diversity (N)	(83)	(87)	(180)	(96)
I'd encourage minority men to work here*	0.44	0.32	0.70	0.32
I'd encourage minority women to work here*	0.51	0.35	0.78	0.38
I'd encourage white men to work here*	0.36	0.26	0.31	0.28
I'd encourage white women to work here*	0.37	0.27	0.52	0.33
important to increase number of women^	1.89	1.55	1.94	1.69
important to increase number of minority persons^	2.16	1.61	2.43	1.83
personal commitment to gender diversity**	2.25	1.64	2.43	1.94
personal commitment to ethnic diversity**	2.38	1.65	2.51	1.91
discusses gender/race issues at work†	3.37	2.41	3.99	2.67
discusses gender/race issues elsewhere†	3.93	3.40	4.40	3.52

* Responses: yes (0), probably (1), probably not (2), no (3).

^ Responses: very important (1), important (2), not important

** Responses: not at all committed (1), somewhat committed (2), very

† Responses: daily (1), weekly (2), monthly (3), a few times a year (4), less

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Table 8 shows men's and women's average responses to evaluations of departmental chair leadership and the mentoring they receive from other faculty. The 15 items regarding chair leadership (e.g. 'my chair maintains high academic standards,' 'my chair is open to constructive criticism,' 'my chair is an effective administrator,' etc.) are coded on a 5-point Likert scale ranging from 'Poor' (0) to 'Superior' (4).

For respondents, questions regarding chair leadership were the most contentious items in the survey; participants complained about them and worried that their responses could be inferred by or revealed to their chairs, putting them at risk. We have maintained confidentiality and anonymity but wonder if this particular fear led respondents to give higher evaluations of their chair than they would under other circumstances.

Most of the average responses to the chair leadership questions (in Table 8) are between 2 and 3, indicating evaluations between 'average' and 'above average' on several items. Among tenure track faculty, men gave higher ratings than women on all 15 chair leadership items. Research women gave higher ratings than men on the majority (13 of 15) of items.

The questions about the mentoring faculty receive are of particular importance to us. Many LEAP activities address the common concern that there is not enough mentoring, especially for women faculty trying to climb the career ladder. It is one aspect of the interpersonal relations that LEAP hopes to improve by conducting faculty workshops on mentoring and coaching other faculty.

The mentoring items ask respondents to indicate the level of mentoring they receive from their primary mentor. Available responses include: 'none' (0), 'too little' (1), 'adequate' (2), and 'too much' (3). Therefore, scores closer to zero indicate less mentoring.

All of the mentoring scores in Table 8 are between 'too little' and 'adequate.' Surprisingly, tenure track women averaged higher scores than tenure track men on all but one mentoring item ('helps me obtain resources I need'). Research women score higher than men on nearly every item, excluding 'provides useful advice on publishing,' 'meets with me,' and 'listens to me.' According to these results, women in all categories are more satisfied than men with the amount of mentoring they receive.

Table 8: Average Responses to Chair Leadership and Mentor Items

Item	Men		Women	
	Tenure	Research	Tenure	Research
Chair Leadership (N)	(57)	(34)	(57)	(39)
maintains high academic standards	2.72	2.78	2.62	2.70
is open to constructive criticism	2.90	2.96	2.71	3.15
is an effective administrator	2.65	3.01	2.49	3.02
shows interest in faculty/researchers way	2.55	2.88	2.38	2.90
helps me obtain resources I need	2.36	2.24	2.12	2.45
gives me useful feedback about my performance	2.40	2.55	2.24	2.63
articulates a clear vision	2.60	2.11	2.41	2.39
articulates clear criteria for promotion	2.82	2.99	2.62	3.26
honors agreements	2.38	2.55	2.18	2.55
handles disputes/problems effectively	2.50	2.58	2.32	2.66
communicates consistently with faculty/researchers	2.59	2.70	2.42	2.91
creates a cooperative/supportive environment	2.79	2.64	2.68	2.82
shows commitment to diversity	2.65	2.56	2.32	2.76
provides adequate collegial opportunities	2.99	3.09	2.84	3.43
	2.43	2.60	2.35	2.89
My Mentor...	(29)	(26)	(30)	(22)
serves as a role model	1.76	1.77	1.81	1.83
promotes my career through networking	1.33	1.63	1.54	1.63
advises about preparation for advancement	1.47	1.58	1.79	1.66
provides useful advice on publishing	1.39	1.77	1.72	1.69
advises about department/unit politics	1.63	1.47	1.75	1.69
helps me obtain resources I need	1.63	1.77	1.62	1.79
advocates for me	1.62	1.77	1.73	1.85
meets with me	1.74	1.84	1.77	1.79
listens to me	1.15	1.51	1.36	1.36
family	1.78	1.79	1.84	1.85

Table 9 shows men's and women's average responses to hiring negotiation items and a second set of mentor items, again each according to the respondents' job group.

According to the results in Table 9, a higher percentage of men than women in each job group negotiated and were aware they could negotiate. However, a higher percentage of women than men in each job group received what they wanted in their negotiations. Thus, it appears that while men are more likely to negotiate, women may be better at it or at least more satisfied with the results of their negotiations. Turning to a comparison of the job groups, tenure track faculty were most likely to negotiate and to receive what they negotiated for; research faculty were the most likely to have been aware that they could negotiate.

On the second set of mentor items (listed in Table 9), more women than men have mentors. Men are more likely than women to be mentored by a person of the same gender and in the same department. The table shows that, among tenure track faculty, 82% of men are mentored by men whereas only 53% of women are mentored by women. Tenure track men mentor approximately 3.05 peers and 3.88 graduate students; tenure track women mentor fewer peers (1.83) but more graduate students (4.65).

Table 9: Average Responses to Negotiation and Mentoring Items

Item	Men		Women	
	Tenure	Research	Tenure	Research
Negotiation				
negotiated at time of hire	50% (44)	27% (24)	45% (50)	17% (17)
received what I negotiated for	77% (37)	65% (20)	80% (44)	68% (15)
aware I could negotiate	39% (17)	53% (35)	22% (13)	33% (27)
Mentor				
has a mentor	44% (40)	46% (41)	54% (59)	58% (57)
mentor is male	82% (32)	80% (33)	53% (30)	71% (39)
mentor is in same department	75% (30)	83% (34)	66% (40)	75% (45)
how many mentors do you have	2.69	1.52	2.36	1.69
number of peers I mentor	3.05	0.71	1.83	0.70
graduate students I mentor	3.88	0.90	4.65	0.99

Table 10 compares average responses of tenure-track and *non-tenure track* men and women to questions regarding if and why they were released from teaching responsibilities during any semester of their experience at CU. *Research faculty are excluded from this table* because they do not have primary teaching responsibilities.

Men and women do not appear to differ in the number of courses they teach or the number of semesters they have been released from teaching. As expected, tenure track faculty (among men and women) teach about 1 course less than non-tenure track faculty and average about 3 more semesters of course release. This is not surprising and is an expected result because tenure track faculty have additional responsibilities that non-tenure track faculty do not have.

While men and women show similar teaching loads, they differ as to why they received course release. More women (40) than men (24) received course release because they were awarded a grant. Twenty-four women received course release for administrative work, 61 due to sabbatical, and 23 due to a leave of absence. These numbers are higher than men among whom 10 received course release for administrative work, 45 due to sabbatical, and 14 due to a leave of absence. The percentages show that men and women share the same reasons for course release—there is not a disproportionate number of women receiving course release due to leaves of absence.

Table 10: Average and Frequency of Responses to Course Release Items

Item	Men		Women	
	Tenure	Non Tenure	Tenure	Non Tenure
Courses & Course Release				
number of courses taught per semester	1.62	2.93	1.68	2.68
semesters of course release	3.28	0.36	3.21	0.43
Reason for Course Release				
grant	24 (23%)		40 (25%)	1 (20%)
administrative work	10 (10%)	1 (50%)	24 (15%)	3 (60%)
sabbatical	45 (44%)		61 (38%)	1 (20%)
leave of absence	14 (14%)	1 (50%)	23 (14%)	
course banking	4 (4%)		4 (2%)	
startup negotiation	4 (4%)		3 (2%)	
research semester	1 (1%)		5 (3%)	
teachnig semester (course development)	1 (1%)		1 (1%)	
TOTAL (PERCENT)	103 (100%)	2 (100%)	161 (100%)	5 (100%)

Table 11 compares men and women in the three job groups according to their average responses to questions regarding LEAP visibility. According to these results, women in each job group were more likely than men to have heard of LEAP and to have participated in a LEAP activity. Likewise, men were more likely to have never heard of LEAP. The table also shows that tenure track faculty are more aware of LEAP than non-tenure track and research faculty. These results are as we expected, since LEAP efforts thus far focus primarily upon tenure track women.

We asked respondents to indicate how they heard about LEAP in order to evaluate our recruitment and publicity efforts. The results show that individuals who are aware of LEAP were most likely to learn about the program from LEAP committee members, colleagues, an invitation to join an activity, or by some sort of combination of contacts. From this, we learn that dispersion by word-of-mouth is probably the best means to maintain and improve LEAP visibility on campus. At this point, we are developing a newsletter and it is too early to tell whether that will be an effective means to increase awareness of the LEAP mission.

Table 11: Frequency of Responses to LEAP Visibility Items

Item	Men			Women		
	Tenure	Non Tenure	Research	Tenure	Non Tenure	Research
LEAP Visibility						
I heard about LEAP	38	5	12	57	10	26
I participated in a LEAP activity	4	1	1	18	1	5
I have never heard of LEAP	45	8	77	36	5	67
Informed by...						
LEAP committee member	7	1	4	11	2	2
LEAP graduate student				3		1
brochure	6	1		3		3
invitation	3		2	11		4
newsletter	2		2	2	1	3
website	3		1	3		2
email	3	2	2	4	1	4
survey			1	1	1	3
LEAP activity	2					2
colleague	8	1	1	22	4	1
cannot remember	1		1		2	3
several of the above	4		1	11	1	5



Open-Ended Items

The participants responded to three open-ended questions. The first open-ended question asked which aspects of the university work environment need improvement, which are categorized under the label “Worst Aspects of Climate.” The second open-ended question asked respondents to identify positive aspects of the work environment (“Best Aspects of Climate”). The third open-ended question was the last question in the survey; it solicited responses to the statement, “Please feel free to record any additional comments you have regarding your work environment.” Responses to this third question are categorized under “General Comments.”

Responses were coded according to emerging themes and entered into a software program, QSR N6, for analysis. The themes for each question and illustrative quotes are described below. Although respondents were often concerned about taking time out of their busy work schedules to take our survey, they were rather prolific with their open-ended responses.

Best Aspects of Climate

Fewer survey participants chose to answer this question, and many of those who did simply indicated that they are generally happy with their situations. Others answered more specifically, pointing out characteristics of their work environments they particularly like. Their responses are detailed below under the following categories: diversity, collegiality, job characteristics, leadership, physical environment, and institutional and professional support.

DIVERSITY

Of the 450 survey participants, 16 reported that they enjoy the diversity of the faculty, staff, and students in their departments:

“The diversity of our center is wonderful. We have professors, research staff and graduate students from all over the world. It brings new learning experiences to each day.”

“My work environment has a diverse cultural/ethnic environment and everyone is very nice and supportive.”

“The junior faculty in particular have a fair amount of gender and racial diversity.”



“There are several collaborative research projects, and collaboration is generally supported.”

“I greatly enjoy my immediate colleagues. We work very collaboratively and support each other.”

“Research is more individualistic, but a number of us collaborate on studies, to our mutual benefit.”

A few respondents reported that their colleagues are exceptionally warm and personable, and that employees in their units are valued not only as professionals but also as human beings:

“People are very supportive in times of personal difficulties.”

“The people in my department are almost invariably very friendly, personable, interested in me as a person as well as a coworker.”

THE JOB

Thirty participants reported that they particularly like their work:

“Listen, it's a great job. I'm lucky to have it, and I try not to forget that.”

“I enjoy research and teaching very much.”

“I regularly get offers of twice my present salary. I stay because...I love the work.”

Several respondents cited the freedom to satisfy intellectual curiosity and to work independently toward professional goals as the best aspects of their jobs:

“I am left alone to do my work as I choose. I like that.”

“[The best aspect is the] ability to do the work that I enjoy regardless of possible negative views of the research topic.”

“[The best aspect is the] freedom to pursue research interests.”

“[The best aspect is] intellectual freedom.”

The freedom to shape their own courses was also mentioned by a few respondents:

“I like that I am free to shape my courses.”

“[The best aspect is] freedom from prescribed curricula.”

Several respondents also deemed their work with students one of the most enjoyable aspects of their job:

“I thoroughly [enjoy] working with honors students here, and find the graduate students to be well-qualified and hard-working.”

“I receive a great deal of appreciation from students, both undergrad and grad, and I love teaching.”

Other participants indicated that they appreciate the flexibility their positions allow them:

“I have flexibility in my hours (as long as I work many more than 40 per week!), and can work from home some of the time.”

“Everything is pretty good, especially the time flexibility.”

“[My unit was] very supportive when I had a child: [they] allowed me to spread 10 weeks of leave over 12 weeks, and to work from home one day a week for over a year.”

LEADERSHIP

Ten respondents reported that their unit leaders are the most positive aspect of their work environments. These participants stated that their chairs and managers are competent, accessible, hard-working, and supportive both professionally and personally:

“My boss is probably the most supportive, understanding, concerned faculty member in my department and I am lucky to work for him for both professional and personal reasons.”

“My department has strong leadership and a clearly articulated vision for strengthening both teaching and research. Because of this, my work environment has consistently improved over the past few years.”

“We have an extremely competent and hard-working chair.”

These respondents also describe environments in which a general sense of inclusion pervades the decision-making process:

“My Center is very open to hearing my ideas. There is leadership, consensus building when there are decisions to be made.”

“[We have] democratic department governance.”



Worst Aspects of Climate

In response to this question, participants raised a number of issues pertaining to diversity, institutional support, collegiality, professional respect, departmental and university leadership, and departmental standards and procedures.

DIVERSITY

Of the 450 survey participants, 99 referred to diversity issues in their responses. Some of these responses were brief and very general (e.g., “Diversity needs improvement.”). Others, however, addressed specific diversity issues in great detail. These responses are described below.

GENDER

Of the 99 respondents who addressed diversity issues, 28 cited gender diversity as a concern. A few of these respondents reported encountering openly hostile attitudes and behaviors in their units:

“Certainly I have encountered blatant sexism a number of times - nothing that denied the ability to do my job and nothing that was institutionalized per say. However, individuals have repeatedly treated me with disrespect due to my gender. This group includes faculty, staff and graduate students.”

“Women aren't always treated quite as well. Woman who are more forceful are viewed more negatively than men who are similar. Women who are more qualified in what they say are not considered to be as good scientists.”

The majority of the responses, however, dealt with more subtle forms of discrimination, such as disproportionate male-to-female ratios in some departments, the exclusions of women from leadership positions, and hindrances to professional advancement that may be more likely to affect women than men.

Eight of the 28 participants who broached the topic of gender alluded to the general lack of women in their respective units. These respondents observed that women working in their units are greatly outnumbered by men and expressed a desire for balance:

“The gender ratio is about 3 men for every woman. It should be closer to equal.”



“[The climate could be improved by] a better balance of gender without compromising expertise.”

“[We] need more women scientists.”

Seven of the 28 respondents reported that leadership positions within their units are disproportionately filled by men, and that this may affect the climate for women in those units:

“I’d like to see women in positions of power within my department. It seems that many of the tenured women have been marginalized and do not participate fully in the running of the department.”

“More opportunities for women faculty in leadership are needed at every level.”

“[The culture of the department could be improved by] having women in power positions with real power behind them. So far women get all the work, none of the privileges.”

“[T]he actions, or at least the bottom line results, of most of our department indicate an unwillingness to have women and minorities as colleagues. Or maybe women and minorities are just not making it through the “pipeline” far enough.”

One respondent worried that the lack of women faculty in general and in leadership positions sets a bad example for graduate students and may prevent women from entering the field:

“I am the only female tenure-track faculty member at the institute where I hold my primary appointment. Many of the graduate students are female, probably over 50%, and I think that this situation will discourage female graduate students from pursuing an academic career, even though the male faculty are themselves collegial and supportive in general.”

Three participants reported that some professional tasks, such as departmental service and time spent with students, are gendered. One respondent observed that this imbalance could be problematic for women seeking tenure or promotion:

“Women tend to get more service assignments and spend more time with students, but are then chastised when they don’t publish as much; senior faculty (male full professors) spend little time with students and avoid service with no consequences.”



“Salaries are far too low for faculty of the quality we are able to attract. My fear is that we will lose people at an increasing rate.”

“For my experience level and comparable to my peers at my level, I am demonstrably underpaid and as a result am seeking other opportunities.”

Others noted that they may not be able to afford to stay at CU:

“We need salaries that enable us to live in Boulder. Those of us just entering the housing market are in trouble. My monthly expenses without any extras exceed my income.”

“Salary parity with comparable research institutions seems like a minimum requirement for a place with this high cost of living.”

COLLEGIALITY

Fifty-one of the 450 survey participants cited collegiality as an aspect of their work environment that needs improvement. These participants described work environments in which a sense of community is, to varying degrees, lacking:

“I worry about the lack of a community in my department. I'm not talking about a loving, nurturing family but rather just a shared view among the faculty about where the department might be going and what is important to address.”

“[S]ome colleagues don't even say hello when first greeted. How can community be built or maintained under such circumstances?”

“There's certainly no bad will or intentional hostility, and all members are very cordial and professional. But the dept. seems to me very individualistic, competitive, and uncritical of itself.”

Thirteen participants complained that their units are fractured along lines of rank or position. Six respondents described difficulties dealing with senior colleagues:

“Senior faculty are allowed to behave abysmally (toward both students and colleagues) without sanction.”

“I am becoming increasingly aware of the oppressive atmosphere caused by the confrontational approach of senior (usually) members of my department...I find that the confrontational approach is wearing me down.”

“I work in a department which I would characterize as ‘hostile,’ particularly from several senior faculty...The department has a



“The university seems to consider research people like myself as 2nd class citizens.”

“Research faculty are tolerated, but are not considered particularly important by the university administration, despite the fact that we are responsible for attracting a significant fraction of CU's research funding. This is discouraging.”

While their work may be considered vital to the mission of the university, these participants said they receive relatively low pay, little prestige, and are considered less valuable than tenure-track faculty:

“It is disappointing that the salary being paid for a research associate is less than 100% [of the] salary of a graduate student.”

“We professional women (and men for that matter) who have devoted our careers to bringing prestige (not to mention research dollars and overhead) to CU through our research or other work receive absolutely recognition or support... It's as if we are invisible and really don't matter because only tenure track people have any status on campus.”

“Our department is supposedly VERY concerned about undergraduate education, yet a very large percentage (over 30-40?) of student credit hours gets taught by instructors. Why not appreciate and legitimize those of us who are full-time and longstanding instructors within the department?”

“I often feel that my choice of following the teaching career path, rather than research, makes my tenure track colleagues question my knowledge and abilities. It is quite frustrating.”

PHYSICAL ENVIRONMENT

The majority of responses to this survey questions referred to the physical deficiencies of the work environments. 115 of the 450 respondents reported that their physical environments are in need of improvement. The problems most commonly mentioned were the deterioration of campus buildings, the lack of space, and unsanitary conditions. Issues pertaining to the impermanence of department locations and the dispersion of department members across campus were also frequently mentioned. Twenty-seven respondents reported that the buildings in which they work are badly in need of renovation:

“The condition of the building bespeaks a lack of regard for those who must work here.”



“The building needs to be gutted and rebuilt with modern internet connections, more electricity ([I] some times can't do experiments because [of] blowing circuits). [There is] no environmental control, leaky window that let in cold air in winter. IT IS AWFUL!!! I don't have an opinion on most of the stuff in this survey, I just want physical working conditions that are tolerable which right now they are not.”

“There is also a big problem with the HVAC system in my department. People have chronic health (respiratory) problems due to the unsanitary quality of the air that we are constantly breathing.”

“The carpets are disgusting and the walls have not been painted in a long while.”

“The building needs some tender loving care to make it a reasonably comfortable and safe working environment.”

The lack of adequate office and laboratory space is also an issue for many respondents. 45 participants reported that their departments have outgrown the office and laboratory space allotted to them:

“We have extremely limited physical space to accomplish our research. It's definitely a limiting factor in the number of people whom we hire and equipment we buy. I feel that it leads to poor work attitude sometimes, and limits our success rate.”

“We do not have enough space to meet the department's needs.”

“I went from having my own cubicle to being assigned a temporary office I share with two others to not having an office yet for the fall. I feel disrespected.”

“There is no office space in my particular unit (we sit in partitioned cubicles) and those of us who are on tenure track must find quiet spaces where we can work when there are particular deadlines to meet.”

“We are grown so much as a department that physical space needs are becoming severe.”

Eight respondents also noted a recent decline in custodial service. They observe that bathrooms, hallways, and offices are rarely cleaned, resulting in unsanitary conditions:

“The budget cuts that have led to such drastic cuts in janitorial service are unpleasantly palpable. I have bought and now keep in my office a whisk broom, dustpan, and wet mop. If I want my floors to be cleaned, I have to clean them myself.”



“It would be nice if the hallways and bathrooms were cleaned more regularly. Some hallways have not been cleaned at all this summer and bathrooms have been thoroughly cleaned only once or twice. My office has not been vacuumed in months and the trash has not been emptied in a couple of weeks.”

“[The] lack of normal custodial services is a problem.”

A few respondents reported that the locations of their offices are problematic. Locations in buildings off the main campus (such as East Campus buildings) makes it difficult to access libraries, students, and on-campus colleagues:

“Being on East Campus, I definitely do not feel part of the rest of the university.”

“[We] should be at the main campus for more interaction with faculty and students, and for using libraries etc.”

Others reported that the distribution of members of the one unit across a number of buildings makes interaction difficult and leads to feelings of isolation.

“My unit is spread over several buildings. One building with sufficient space for all would be desirable.”

“Our offices are very isolated.”

“The department is too distributed.”

LEADERSHIP

Forty-four of the 450 participants referred to various problems with unit or department leadership in their responses:

“[We] need better management (i.e. direction of tasks) so that job responsibilities are better coordinated and driven by project goals rather than personalities.”

“The management is somewhat unstructured such that it is not always clear which/whose priorities are driving decisions regarding future activities.”

“Our Chair has destroyed what was previously a very supportive atmosphere for women, and I spend more time/energy than I would like battling on behalf of younger faculty who are not being treated properly.”



WORKLOAD

Sixteen survey participants described overwhelming and constantly increasing workloads in their responses:

“The environment is very intense. People work very hard on teaching, research, and service. We are constantly being asked to do more and more. Nothing ever gets eliminated; things are only added.”

“Continuing to push what used to be campus functions and/or responsibilities to the department level without additional staffing and failure to recognize the factors that have increased workloads have created a great deal of dissatisfaction.”

“Our undergraduate classes are much too large. We are a kind of ‘work horse’ unit for the university.”

“We are expected to be good scholars, yet the system does not allow us enough time to be. If I find time to go to the library once a month to browse through topics other than my own research, I feel lucky. Too bad, the State does not realize that scholarly work requires good nurture of the scholars!”


General Comments

For the most part, participants used this final question as an opportunity to qualify their failure to answer certain questions. For instance, some respondents explained that they did not answer questions pertaining to departmental leadership because they are currently serving as department chair. Several respondents noted that their departments are already predominantly female and therefore the questions about gender diversity did not apply to them. Some respondents answered this question with a “bottom line” statement, summarizing their thoughts on topics covered in the survey:

“The physics dept at CU is a very good place to work. The biggest problem is relatively low pay and poor benefits, which affect morale.”

“Despite our deplorable building and a few difficult colleagues over the years, I have been generally quite happy.”

Others commented on the relevance of the survey. Some respondents felt that the survey was designed with tenure-track faculty in mind and that many of the questions were irrelevant to those holding other positions:



“I feel that many of the questions in this survey do not apply to my position at the university.”

“I would just like to point out that I work at NOAA. Most of the questions refer to working on campus.”

Other respondents critiqued the survey’s design and merit:


“The fact that much of this survey is highly general, and requires no proof, severely undermines any real productive purpose. This is especially true of those parts of the survey that involve issues of race and gender.”

Others used the final question as an opportunity to apologize for late responses or to praise LEAP:

“Sorry to take so long to fill this thing out!”

“Please excuse my late response, but you are competing with numerous Federal Government surveys and online training programs.”

“I like the main goals of the LEAP project. Please continue to do these surveys and research! I appreciate the opportunity to participate.”





Appendix A: Grading Scheme

Numerical values for the scales are converted into letter grades. The five letter grades correspond to five quintiles calculated for each scale. For example, an A represents values that are 80% or more of the highest score possible and an F represents the bottom quintile or scores that are less than 20% of the highest score possible. Table 12 lists grades and their corresponding quintiles. Table 13 lists the grade, values, and labels for responses to each scale.

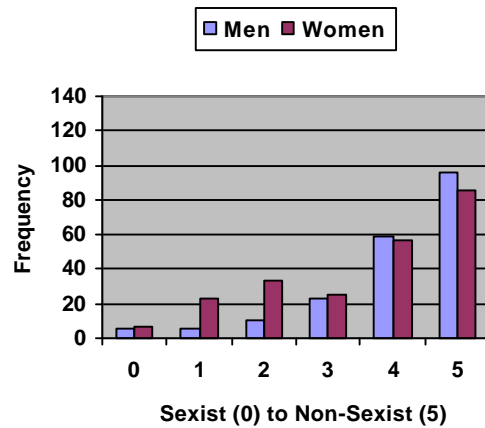
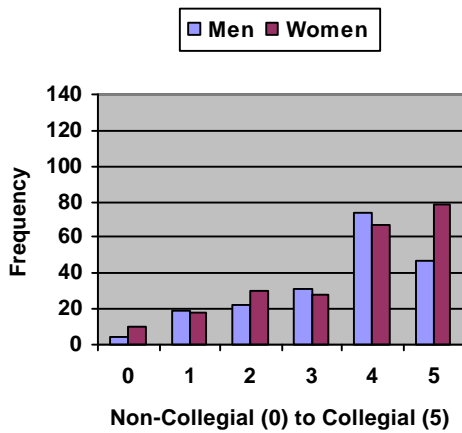
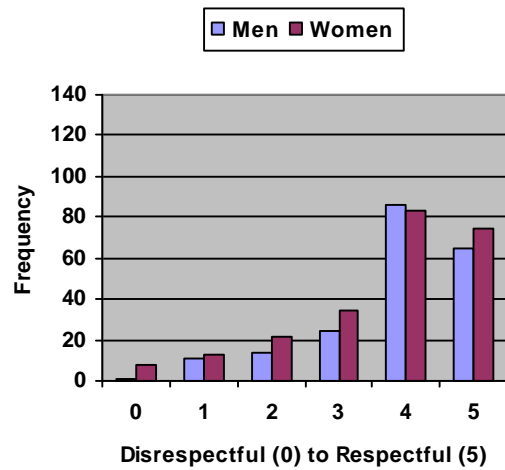
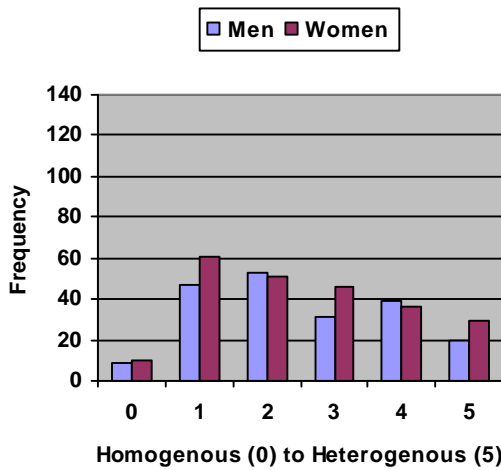
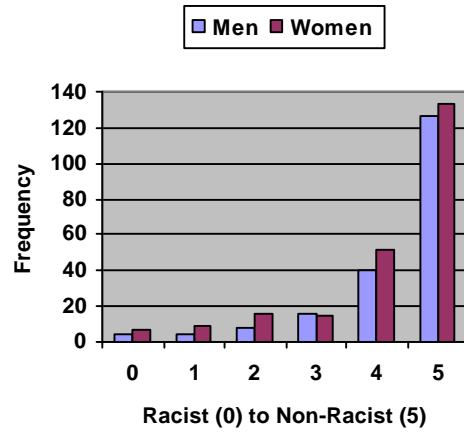
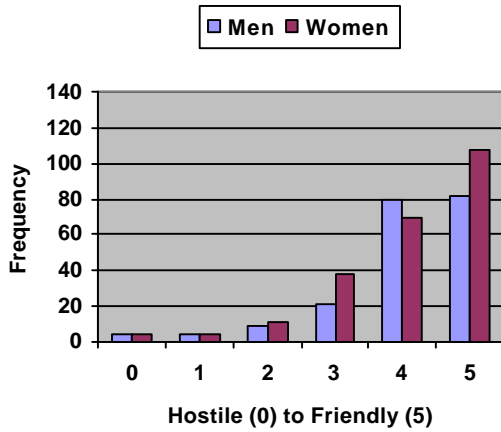
Table 12: Letter Grades and Quintiles

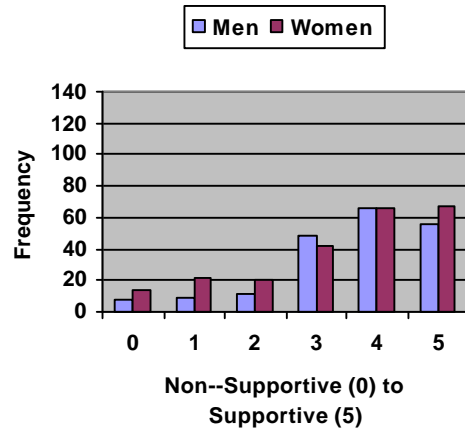
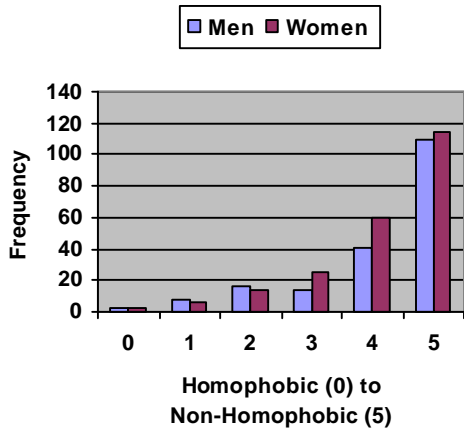
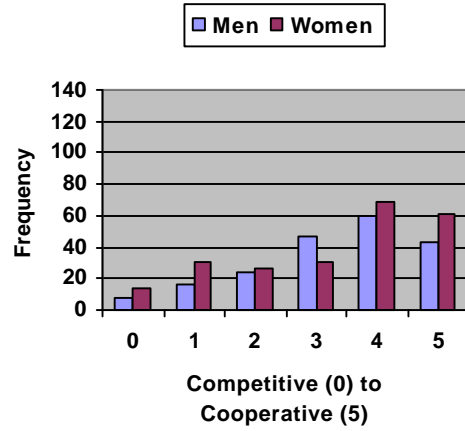
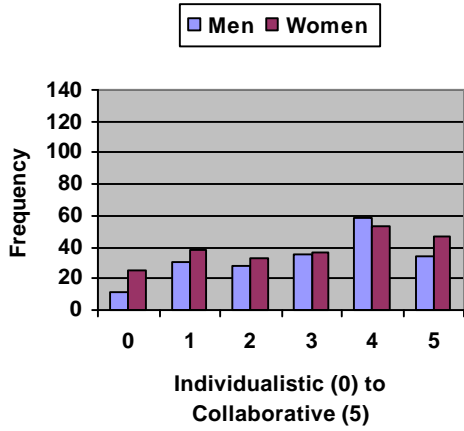
Grade	Quintile
A	80-100%
B	60-79%
C	40-59%
D	20-39%
F	0-19%

Table 13: Scale Letter Grades, Values, and Labels

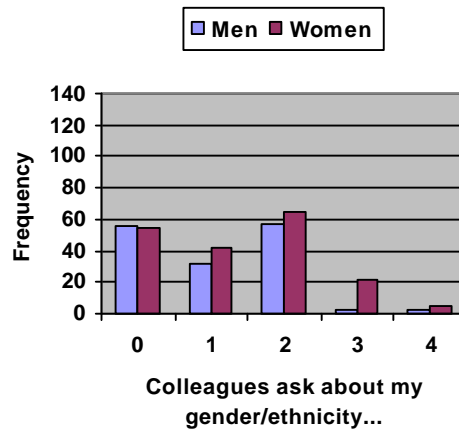
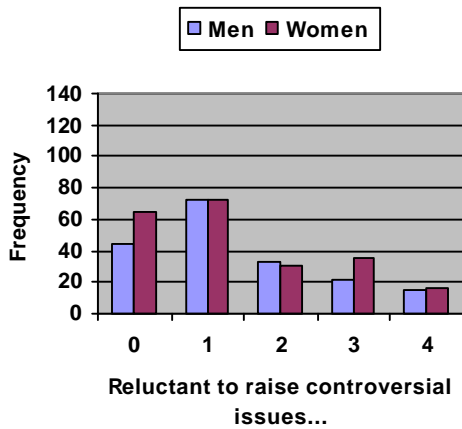
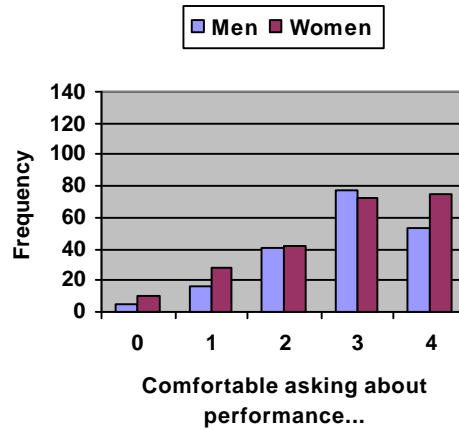
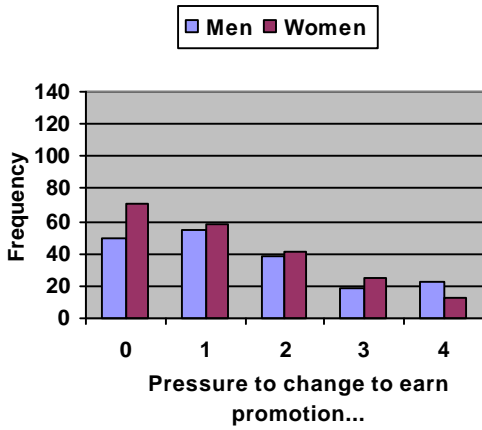
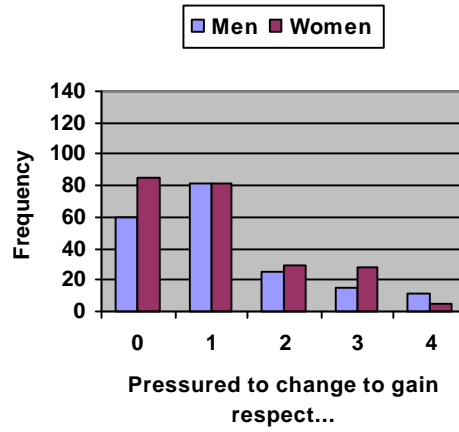
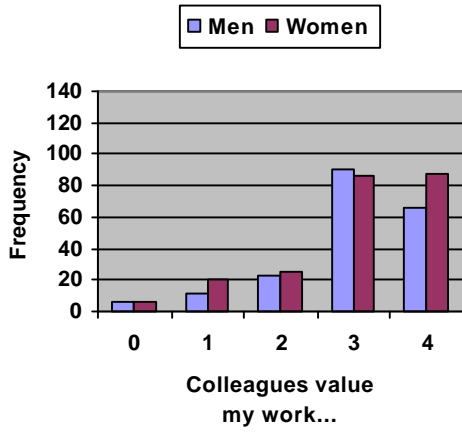
Scale	Grade	Value	Label on Survey
Climate	A	4.0 to 5.0	6
	B	3.0 to 3.9	5
	C	2.0 to 2.9	3 and 4
	D	1.0 to 1.9	2
	F	0.0 to 0.9	1
Collegiality	A	3.2 to 4.0	strongly agree
	B	2.4 to 3.2	tend to agree
	C	1.6 to 2.3	neutral
	D	0.8 to 1.5	tend to disagree
	F	0.0 to 0.7	strongly disagree
Chair	A	3.2 to 4.0	superior
	B	2.4 to 3.2	above average
	C	1.6 to 2.3	average
	D	0.8 to 1.5	below average
	F	0.0 to 0.7	poor
Mentoring	A	2.4 to 3.0	too much
	B	1.8 to 2.3	adequate
	C	1.2 to 1.7	
	D	0.6 to 1.1	too little
	F	0.0 to 0.5	none
Institutional Support	A	4.2 to 5.0	excellent
	B	3.4 to 4.1	above average
	C	2.6 to 3.3	average
	D	1.8 to 2.5	below average
	F	1.0 to 1.7	poor
Diversity	A	2.6 to 3.0	very important/very committed
	B	2.2 to 2.5	
	C	1.8 to 2.1	important/somewhat committed
	D	1.4 to 1.7	
	F	1.0 to 1.3	not important/not at all committed

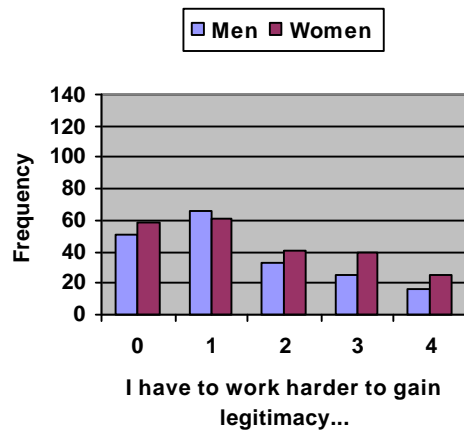
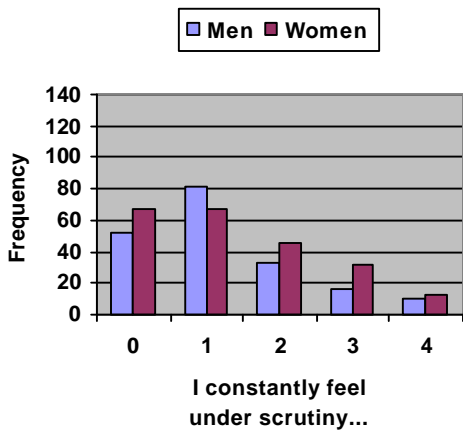
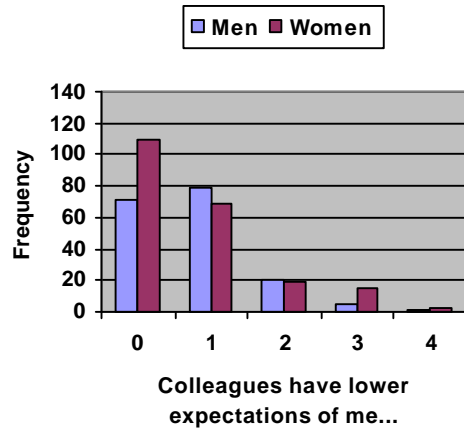
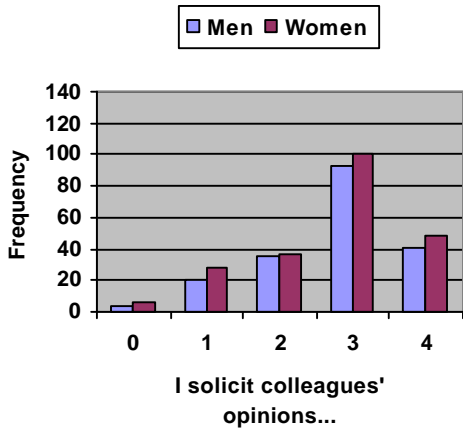
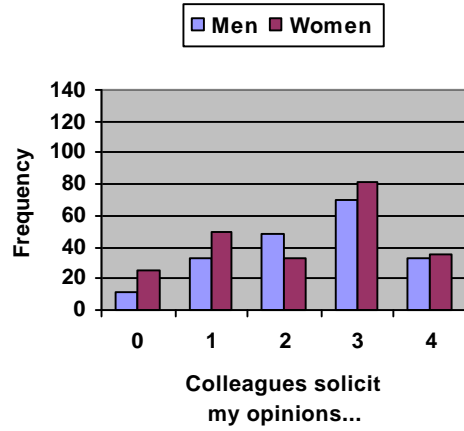
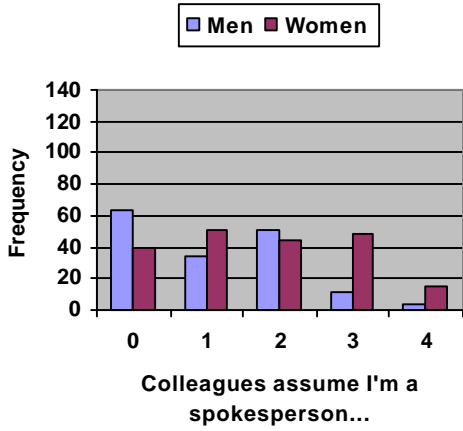
Appendix B: Frequency Charts

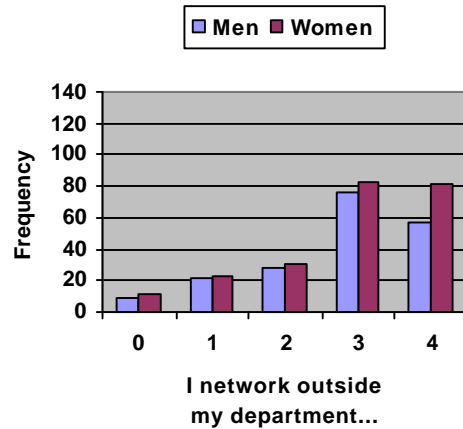
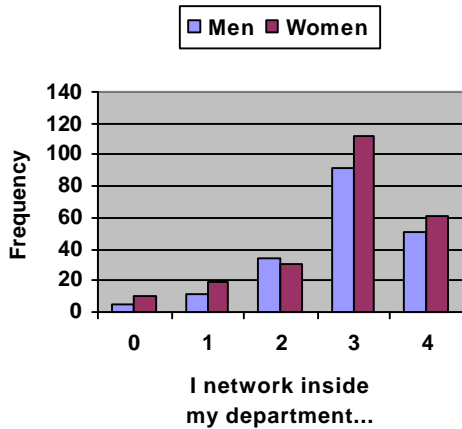




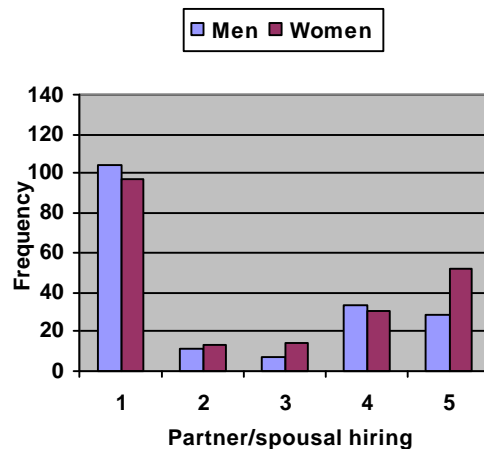
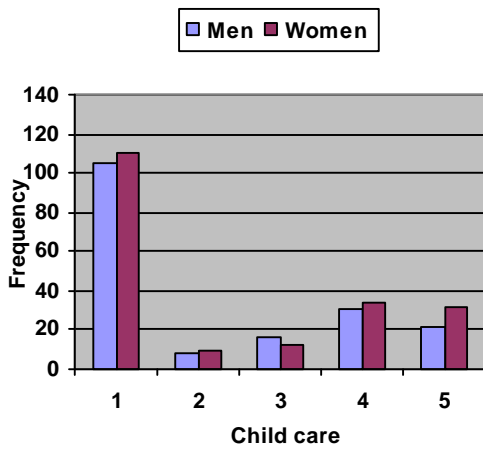
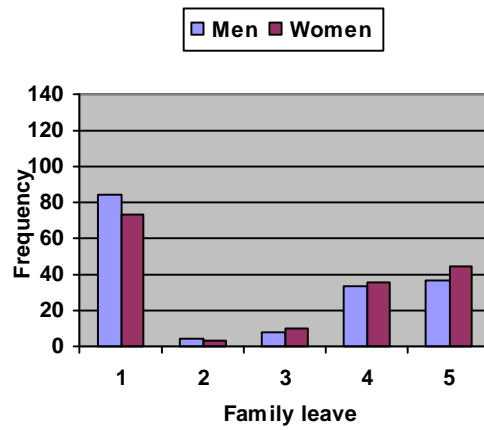
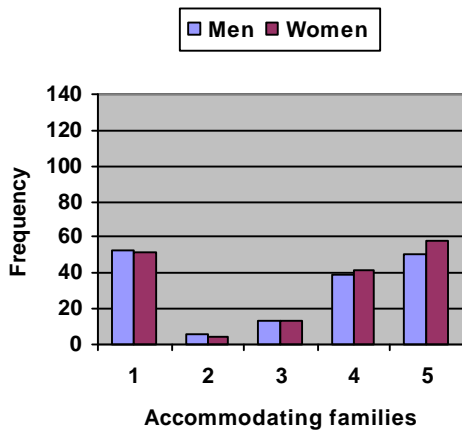
The values in the following frequency charts range from 0 (strongly disagree) to 4 (strongly agree). They correspond to the 14 items in Question 2, Section A of the survey.

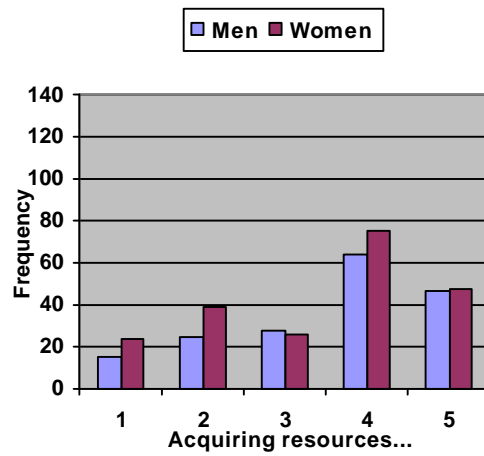
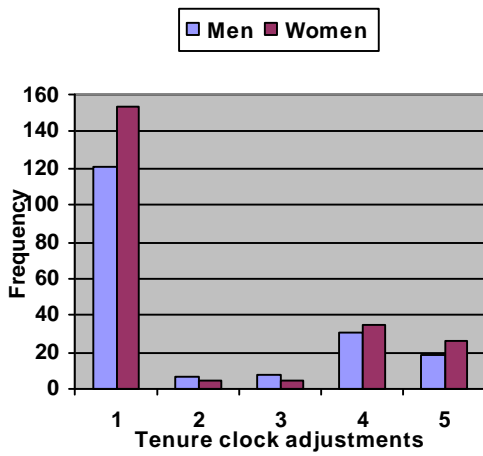
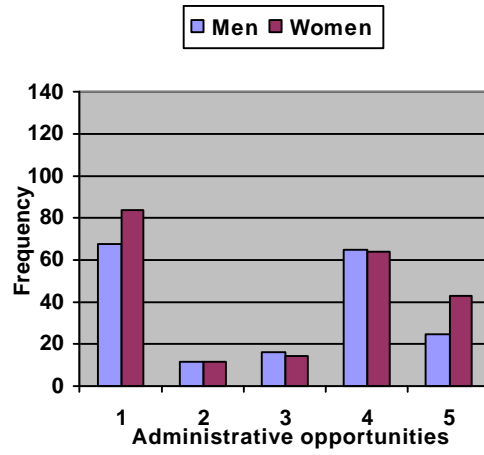
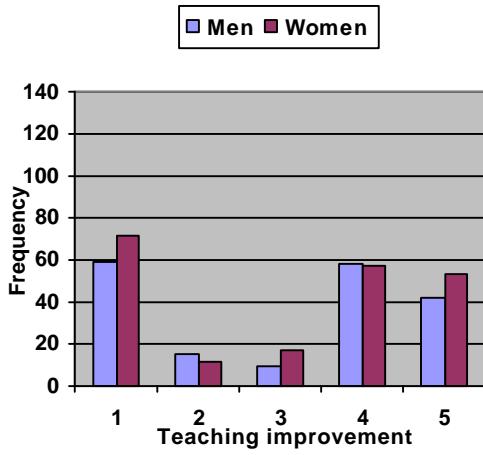
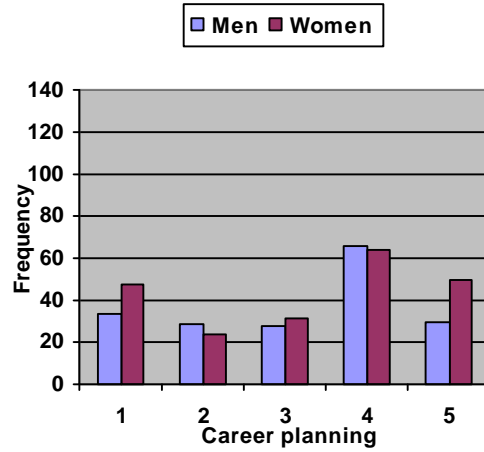
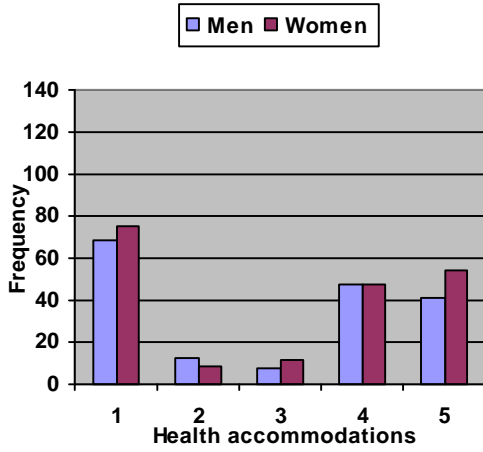




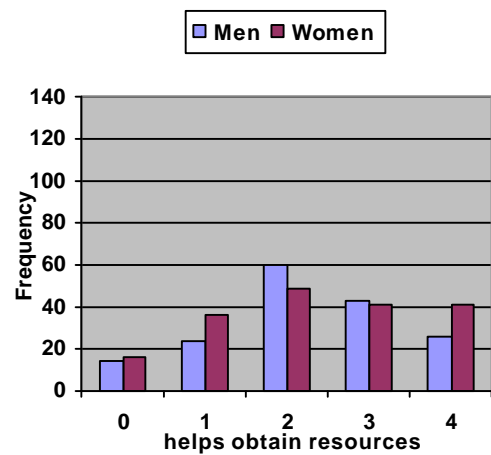
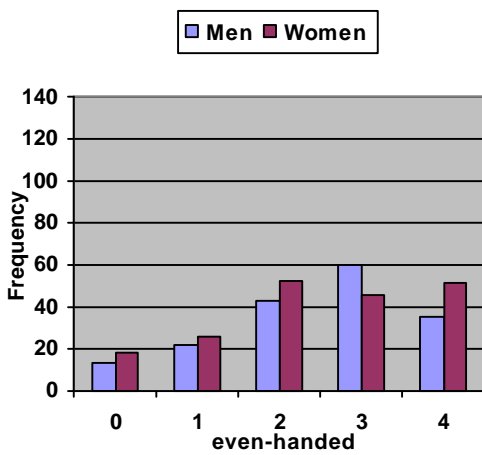
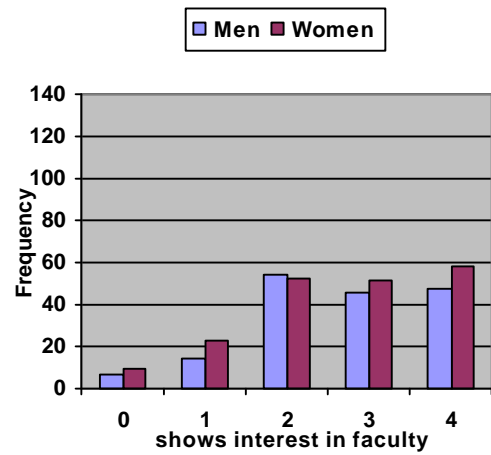
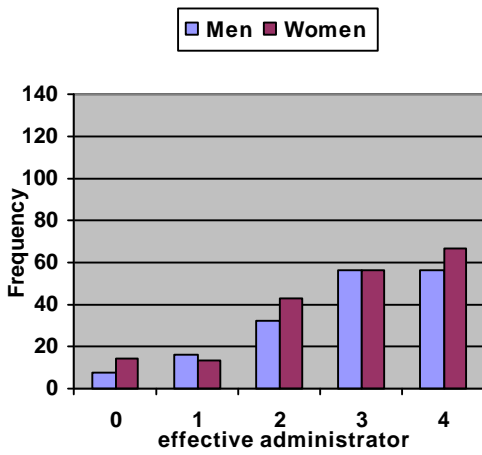
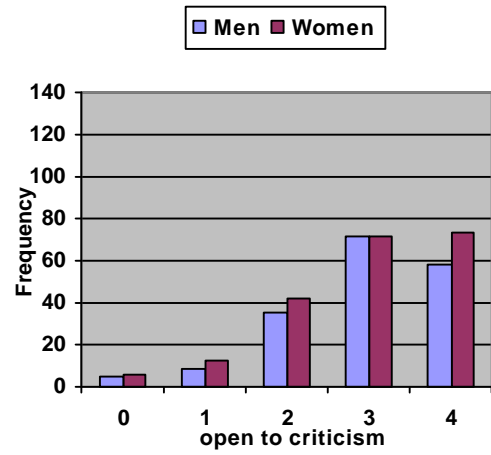
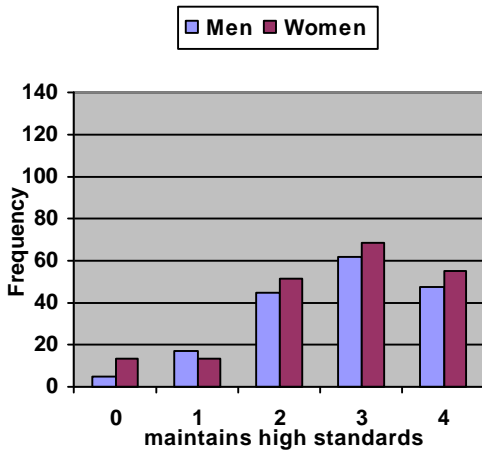


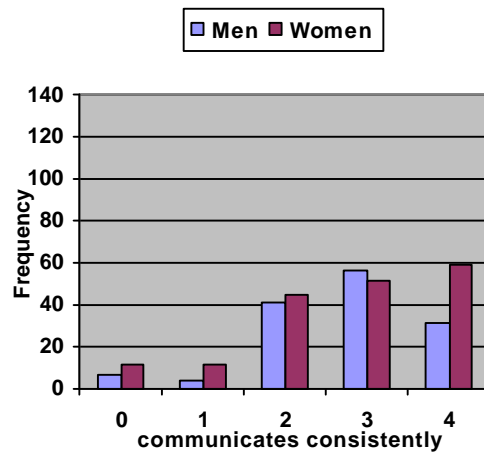
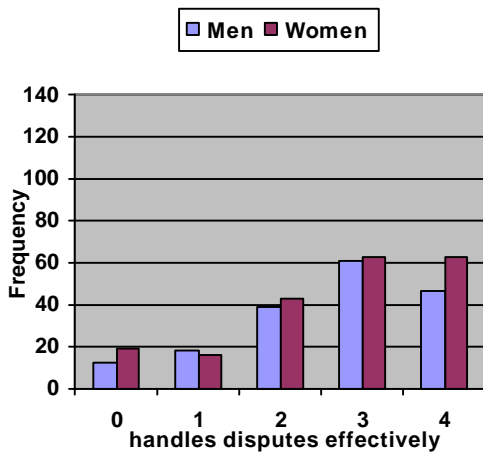
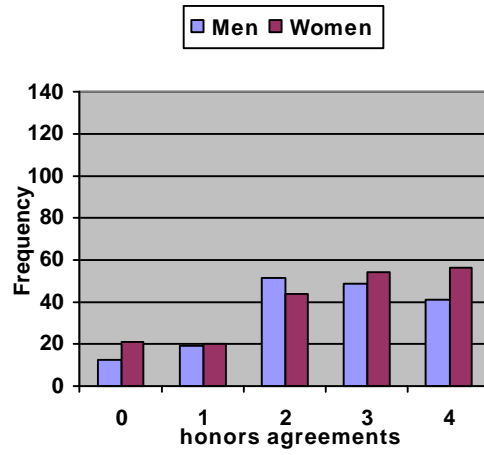
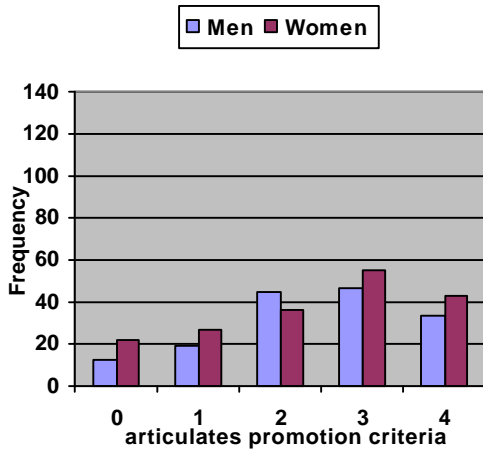
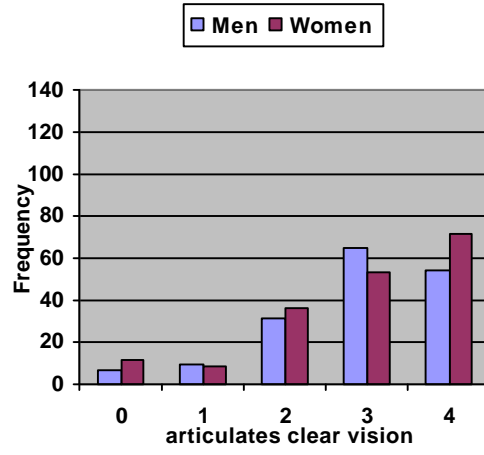
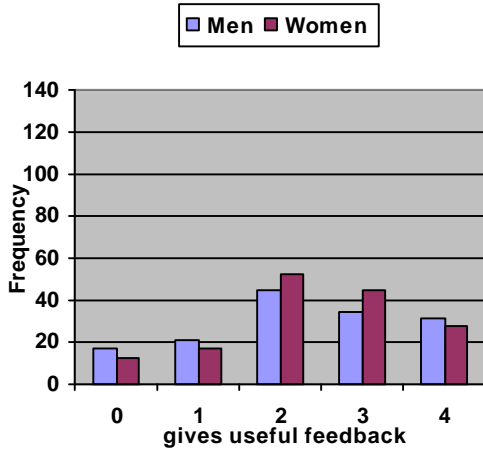
The following frequency charts correspond to Question 5, Section A of the survey. They address respondents' ratings of institutional support in their department with answers ranging from 1 ('Poor') to 5 ('Excellent').

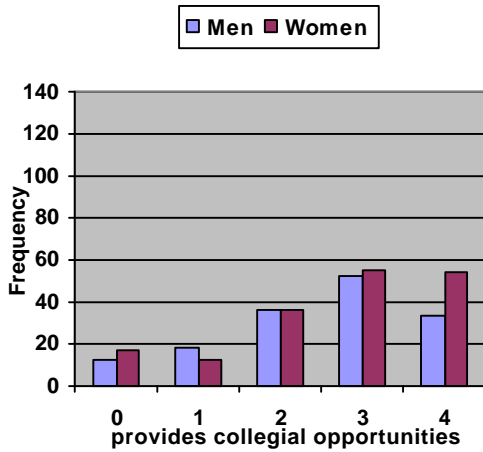
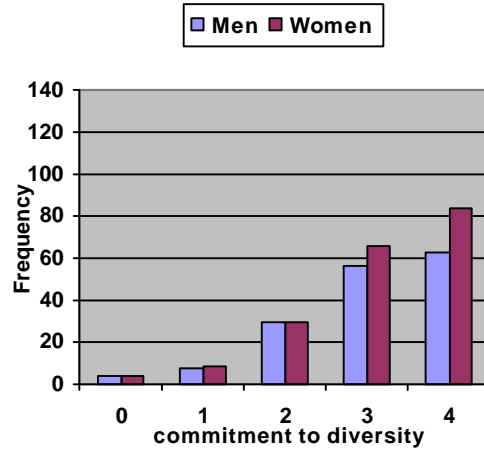
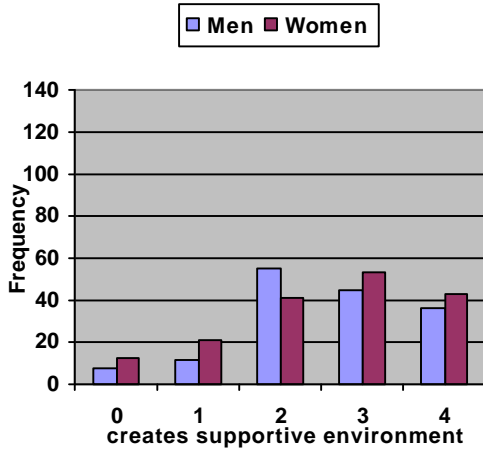




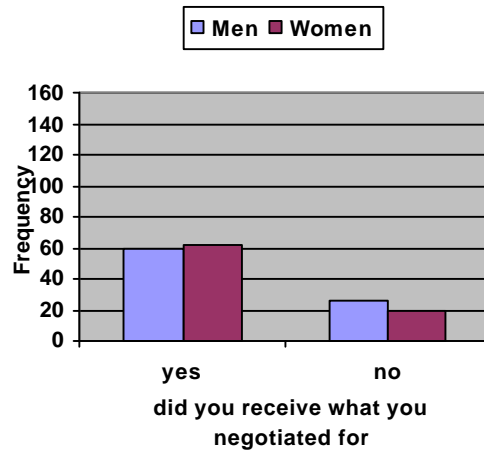
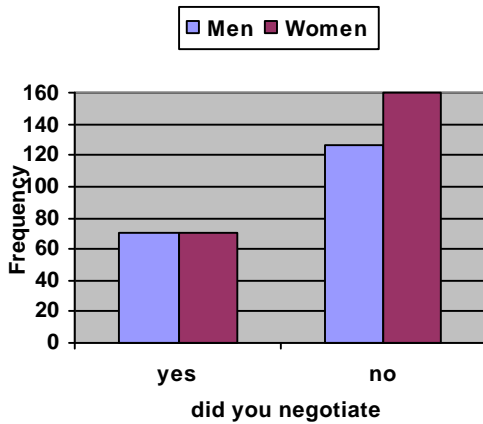
The following charts show the frequency of responses to 15 items regarding chair leadership. The responses range from 0 ('Poor') to 4 ('Superior'). They correspond to the 15 items in Question 1, Section B asking respondents to rate the chair of their department.

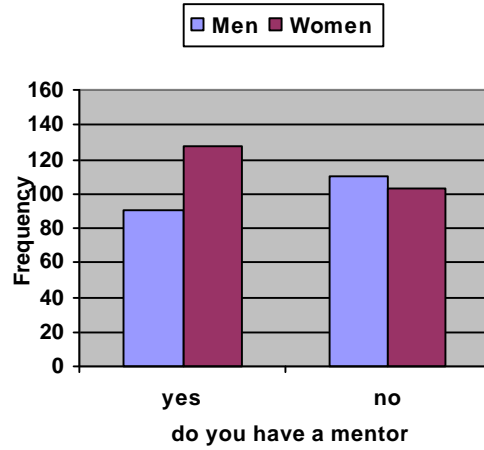
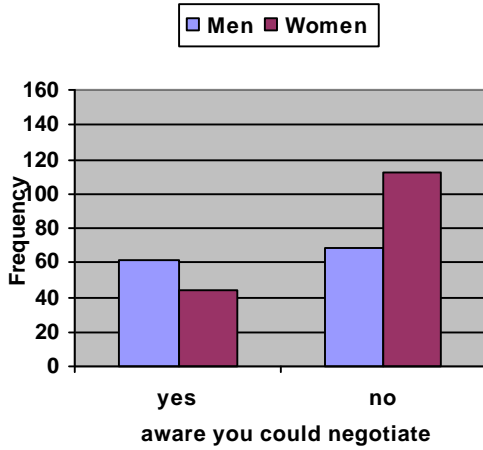




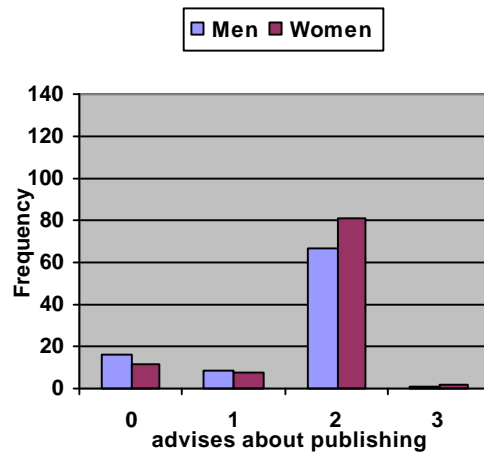
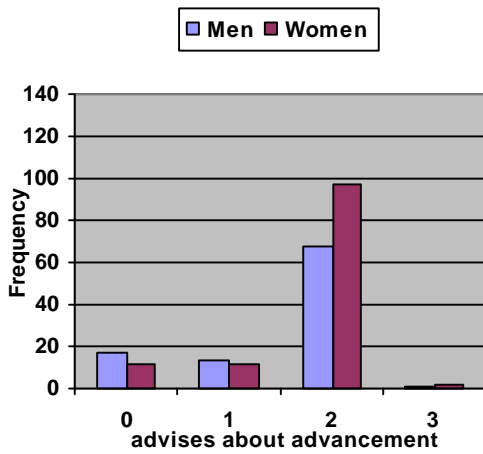
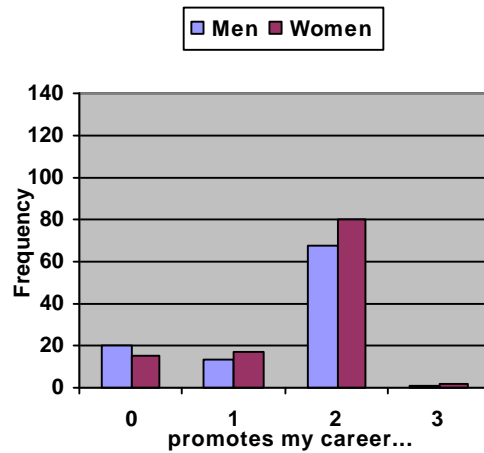
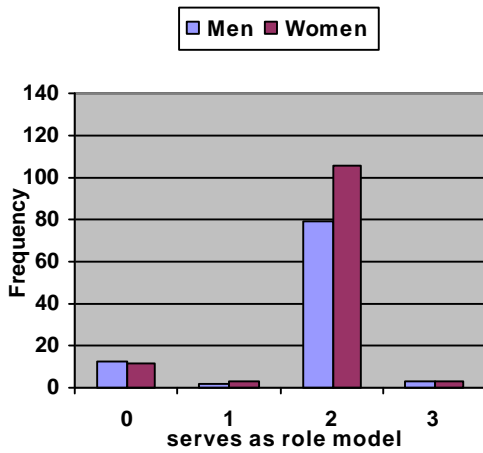


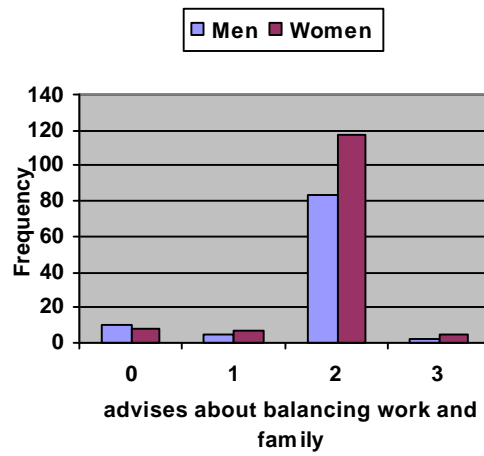
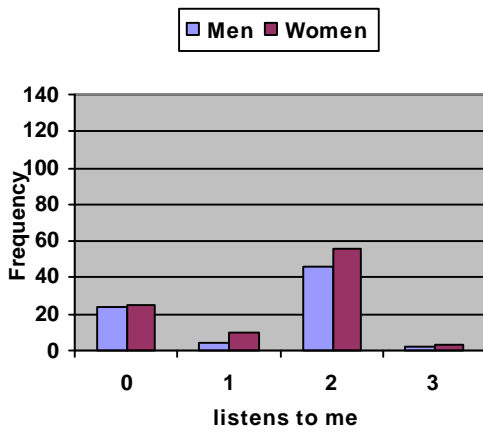
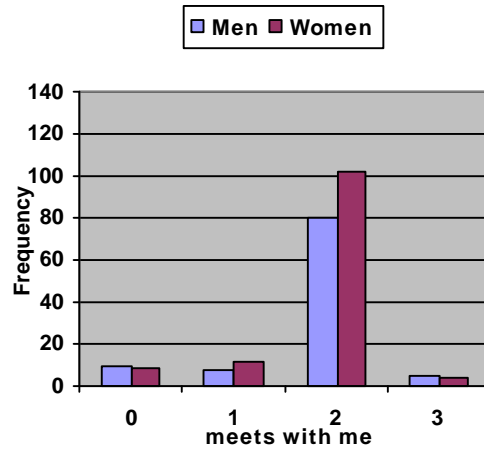
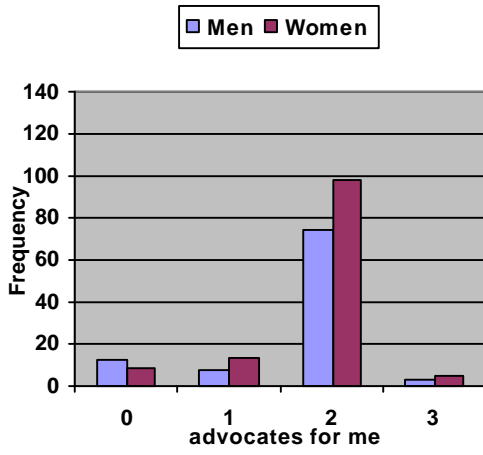
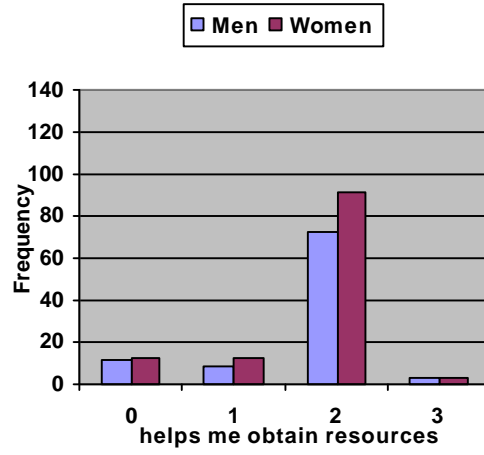
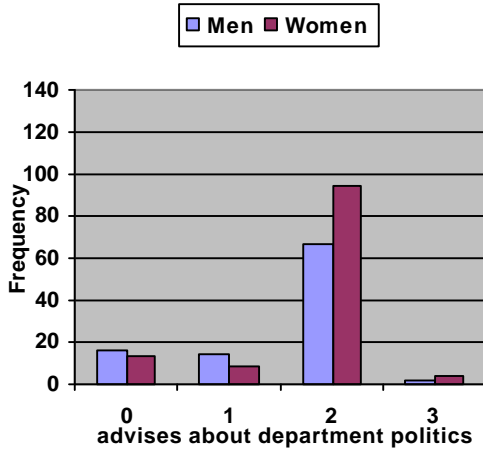
The frequency charts below correspond to the three items in Question 2, Section B regarding respondents' negotiation at the time of their hire. The fourth chart precludes the mentoring frequency charts.



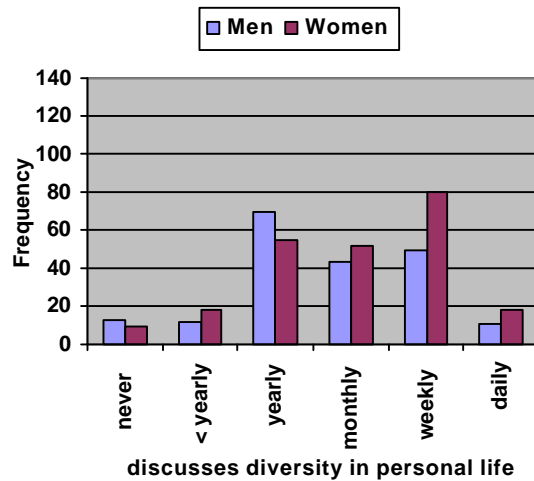
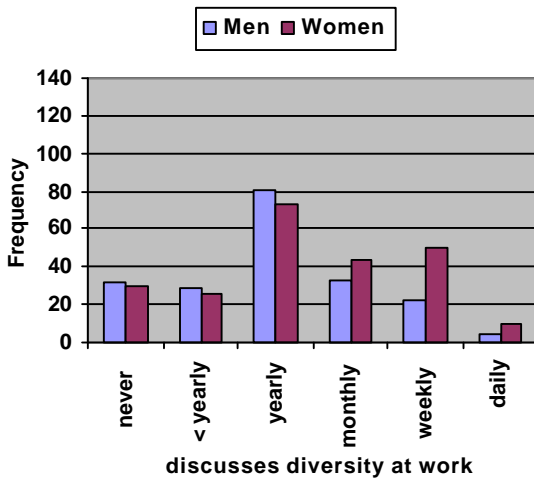
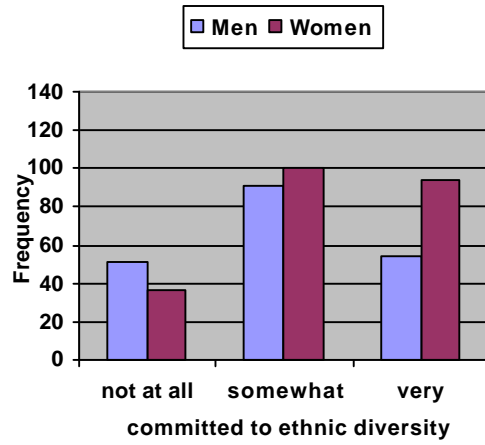
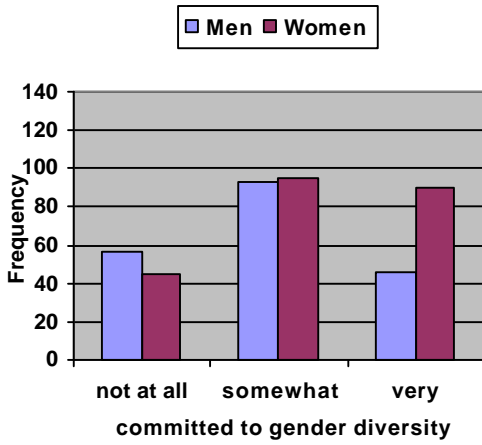
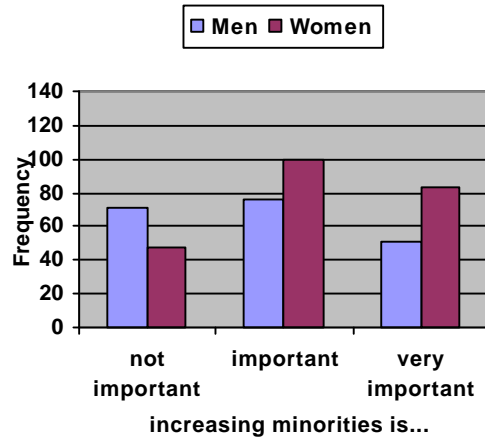
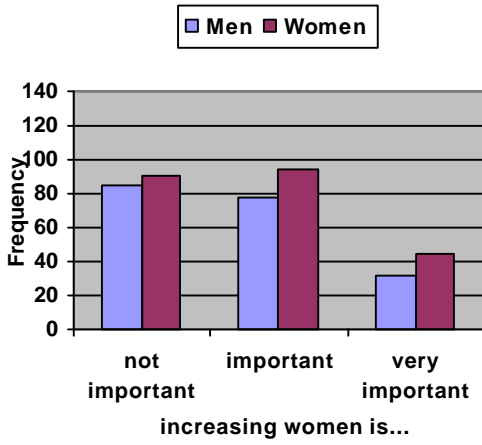


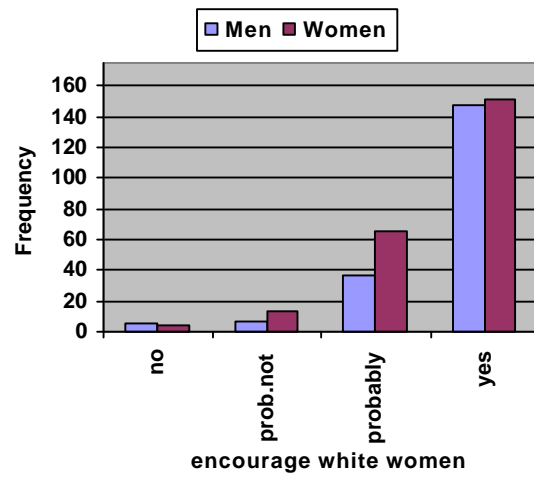
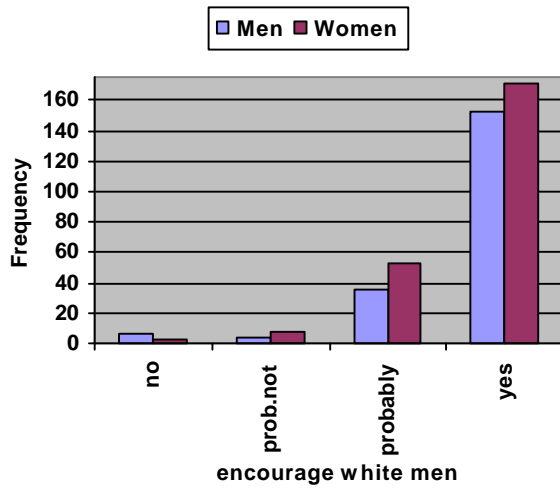
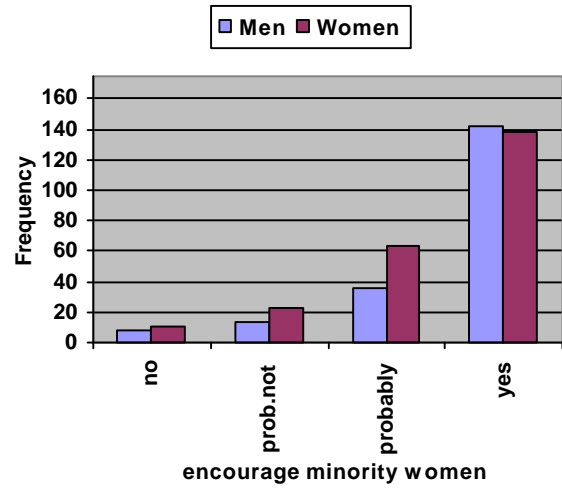
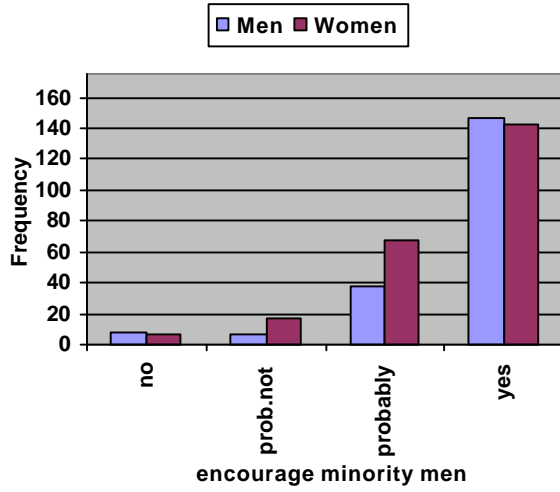
The following 10 charts illustrate the frequency for items in Question 4, Section B regarding the level of mentoring the respondents' receive from their primary mentor. Responses range from 0 ('None') to 3 ('Too much') and each item is prefaced with the statement, "My mentor..."





The following 10 charts correspond to several questions about diversity in Section A of the survey (questions 6 through 12).





Appendix C: Survey Instrument

LEADERSHIP EDUCATION FOR ADVANCEMENT AND PROMOTION
2003 SURVEY OF TEACHING & RESEARCH FACULTY

Section A: Work Environment

1. Please rate the work environment in your primary unit (i.e. department, institute, program, center, etc.) along the following dimensions:

	1	2	3	4	5	6	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-racist
Homogenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heterogeneous
Disrespectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Respectful
Collegial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-collegial
Non-sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Collaborative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Individualistic
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Competitive
Homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-homophobic
Non-supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Supportive
Civil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Un-civil

2. Please indicate your level of agreement with the following.

	Strongly disagree	Tend to disagree	Neutral	Tend to agree	Strongly agree	Don't Know
My colleagues value my work (teaching, research, creative work etc).						
I feel pressure to change my work interests in order to gain colleagues' respect.						
I feel pressure to change my work interests to earn tenure/promotion.						
I am comfortable asking questions about performance expectations.						
I am reluctant to raise controversial issues for fear it will affect my promotion/tenure.						
Colleagues ask about my gender/ethnicity specifically to better understand gender/ethnic issues.						
Colleagues assume I am a spokesperson for others of my gender/ethnicity.						
Colleagues solicit my opinions about their research.						
I solicit colleagues' opinions about my research.						
My colleagues have lower expectations of me than of others in my position.						
I constantly feel under scrutiny by my colleagues.						
I have to work harder than my colleagues do in order to be perceived as a legitimate scholar.						
I network (seek & give advice/assistance) with colleagues in my department/unit.						
I network with colleagues outside my department/unit.						

3. Which aspects of your university work environment (i.e. physical, social, or cultural) need improvement?

4. What are some positive aspects of your university work environment?

5. Please rate how well your primary unit supports the following.

	Excellent	Above Avg.	Average	Below Avg.	Poor	Don't Know
Accommodating family responsibilities						
Family leave						
Child care						
Partner/spousal hiring						
Mental/physical health accommodations						
Career planning						
Teaching improvement						
Administrative opportunities						
Tenure clock adjustments						
Acquiring space, equipment, other resources						

6. Would you encourage friends from the following groups to work in your primary unit if they are seeking a friendly work environment?	Yes	Probably	Probably not	No
racial/ethnic minority males				
racial/ethnic minority females				
white males				
white females				

7. Increasing the number of females in my primary unit is...

- very important.
- important.
- not important.

8. Increasing the number of racial/ethnic minority persons in my primary unit is...

- very important.
- important.
- not important.

9. To what extent are you personally committed to increasing gender diversity in your primary unit?

- Not at all committed
- Somewhat committed
- Very committed

10. To what extent are you personally committed to increasing racial/ethnic diversity in your primary unit?

- Not at all committed
- Somewhat committed
- Very committed

11. How often do you discuss issues of gender and racial equity at work (formal and informal conversations)?

- Daily
- Weekly
- Monthly
- A few times a year
- Less than yearly
- Never

12. How often do you discuss issues of gender and racial equity in your personal life?

- Daily
- Weekly
- Monthly
- A few times a year
- Less than yearly
- Never

Section B: Mentoring and Leadership

1. How do you rate your **current** primary unit leader (chair or director) in each of the following areas?

The chair/director of my unit...	Poor	Below avg.	Average	Above avg.	Superior	Don't Know
maintains high academic standards						
is open to constructive criticism						
is an effective administrator						
shows interest in faculty/researchers						
treats faculty/researchers 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/researchers						
creates a cooperative and supportive environment						
shows commitment to diversity						
provides adequate collegial opportunities						

2. Did you negotiate for more than offered to you at the time of your hire (i.e. salary, workload, space, etc.)?

- YES... If yes, did you receive what you negotiated for? NO YES
 NO... If not, were you aware that you could negotiate? NO YES

3. Is there anyone whom you **currently** regard as a mentor—someone who gives advice and counsel on career issues and/or sponsors or advocates for you?

- No
 Yes..... If yes, how many? _____

What is the gender of your *primary* mentor? Male Female
 Is she/he in the same primary unit? No Yes

4. Please indicate the level of mentoring you currently receive from your primary mentor.

My mentor...	None	Too little	Adequate	Too much	Not applicable
serves as a role model.					
promotes my career through networking.					
advises about preparation for advancement.					
provides useful advice on publishing.					
advises about department/unit politics.					
helps me obtain resources I need.					
advocates for me.					
meets with me.					
listens to me.					
provides advice on balancing work and family.					

5. How many faculty/researchers (not grad students) do you currently mentor at CU? _____

Section C: General Information

1. How much do you know about the Leadership Education for Advancement and Promotion (LEAP) program?

- Never heard of LEAP
- I heard about LEAP
- I participated in a LEAP activity

2. If you are familiar with the LEAP program, how (or from whom) did you learn about it?

- colleague
- LEAP committee member
- LEAP-funded grad student
- brochure
- invitation
- newspaper
- website
- other: _____

3. In which academic division do you work, primarily?

- Arts/Humanities
- Social Sciences
- Natural Sciences
- Research Institute or Center
- Engineering
- Law
- Business
- Libraries
- Education
- Music
- Journalism
- Other: _____

4. What is your department/institute? _____

5. What is your current title or rank?

- Full Professor
- Associate Professor
- Assistant Professor
- Instructor/Lecturer
- Research Professor
- Research Associate
- Professional Research Assistant
- Other: _____

6. How many graduate students do you currently advise or supervise? _____

7. How many years have you spent in each rank? Please mark zero where necessary.

	Years
Instructor/Lecturer	
Assistant Professor	
Associate Professor	
Full Professor	
Research Professor	
Research Associate	
Professional Research Assistant	
Other:	

8. If you hold a teaching position, how many courses do you normally teach per semester? _____

How many semesters have you been released from teaching? _____

If you have been released, please indicate the reason:

- grant or fellowship funds
- administrative work
- sabbatical
- leave of absence
- other: _____

9. Have you ever held an administrative position at CU? Yes No

If yes, for how many years (total rather than consecutive years)? _____

10. What is your gender? Female Male

11. What is your race/ethnicity? _____

*Please return the survey to Dr. Rankin at 390 UCB (Physics).
We appreciate the time you spent to fill out the survey and thank you for your participation.*