

# UTPA 2012 Baseline Academic Leadership Team Climate Survey

## EXECUTIVE SUMMARY

This report is based on findings from an Academic Leadership Team Climate Survey conducted October 19-November 6, 2012 among 75 members of the Academic Leadership Team faculty at UTPA.

Here is a summary of the key findings:

**UTPA's campus climate was rated favorably.** 59.7% (n=43) of the respondents indicate that overall they find the campus climate to be good or excellent. There is not statistically significant difference in responses by gender.

**Sample Demographics.** 33 respondents, or 47.1%, said they are STEM faculty or administrators. 70.4%, n=50, of the sample is male while 29.6%, n=21, is female. There is an underrepresentation of females in the sample, as 35.8% of the AALT population is female. 34.2% indicated that they are less than 50 years old and 57.5 were between 50-70 years of age. In terms of race/ethnicity, 2.7% said American Indian/Alaskan Native, 67.1% said Anglo or Caucasian, 9.6% said Asian, Native Hawaiian, or other Pacific Islander, and 1.4 said Black or African American. Other was indicated by 5.5% as well. Exactly 25% indicated that they identify as Hispanic or Latino, with a substantial proportion of this group specifying Mexican origin (33.7% of the AALT population is Hispanic or Latin@). About 10% of the respondents have been employed in academia for less than 10 years, 58.9% between 10-25 years, and about 30% with more than 25 years in academia. In terms of years employed at UTPA, 35.5% said less than 10 years, 46.6% said between 10-25, and 16.8% said more than 25 years. 17.8% of respondents were full time administrators, 37% full professors, 43.8% associate professors, 2.7% lecturer/directors. 28% of respondents rank their level of Spanish fluency as none, 31% as poor, 15.5% as fair, 11.3% as good, and 14.1% as excellent. Approximately 1/3 of respondents are native Texans, 34% are U.S. but not Texas-born, and the remaining faculty are foreign-born. More than half (52.8% or n=38) of respondents are first-generation college students.

**AALT members are supportive of gender equality on campus.** 78.1% (n=57) of respondents said that the issue of gender equality on campus is important or very important to them. There is a statistically significant difference by gender such that women are more likely to indicate that gender equality is important or very important in comparison to their male counterparts ( $\chi^2 = .032$ ). 19.2% (n=14) of the sample said it was somewhat important and 2.7% (n=2) of the sample said it was not important at all. Further, 75.4% (n=52) said they would actively support the development of a women's faculty organization at UTPA, and 49.3% (n=36) said they expect some or strong support for efforts to address issues of gender inequality from the faculty they lead. Fully, 68% of respondents (n=47) said that a concerted effort to address gender inequality on our campus will impact men positively, while 24.6%

(n=17) said it would not impact men at all, and 7.2% (n=5) said negatively. No differences exist by gender for these last four questions.

**AALT members see low levels of gender stereotyping and impact thereof.** When asked if there is gender stereotyping within their department/program, 62% (n=44) of AALT members responded “not that I know of.” 23.9% (n=17) said some, 11.3% (n=8) said a lot, and 2.8% (n=2) said a great deal. Further when asked about the impact of gender stereotyping in their department/program, 32.8% (n=22) said no impact at all, 29.9% (n=20) said little impact, 32.8% (n=22) said some impact, and 4.1% (n=3) said significant impact. There are no statistically significant differences by gender for either of these questions. However, it is interesting to note that at least some of the respondents (about 22) who indicated that they do not know of gender stereotyping in their department/program also stated that gender stereotyping an impact different from “no impact at all in their department/program.” No statistically significant difference by gender exists.

AALT respondents were asked what level of agreement or resistance they expect from their faculty as the institution begins to address issues of gender equality on campus. About half (49.3% or 36) said some or strong support, 18.6% (n=13) said neither, and 30% (n=21) said some or strong resistance). No gender significant gender differences exist here.

**AALT members identified research record and teaching experiences as most important characteristics when building a pool of applicants, hiring new faculty.** Respondents were asked to rank nine characteristics that might be important to them as they build pools of applicants (research record, teaching experience, research potential, service record, gender, race/ethnicity, collegiality, educational pedigree, and letters of recommendation). Research record and teaching experience received the most support, having 59.2% of respondents ranking them first and second. Research potential followed with 47.9%, collegiality with 8.5%, educational pedigree with 7%, service record and letters of recommendation with 2.8% each, and gender and ethnicity/race with 0. Most respondents ranked gender 7<sup>th</sup> or lower and ethnicity as 7<sup>th</sup> or lower. When male and female respondents’ answers are examined separately we find that 63.3% of men put research record as first or second, compared with 47.6% of women. Also, 59.2% of male respondents ranked teaching experience as 1<sup>st</sup> or 2<sup>nd</sup>, compared to 57.1% of women. About 48% of women ranked research potential as 1 or 2 as opposed to 49% of their male counterparts. Larger percentages of female respondents ranked educational pedigree (14.3%) and collegiality (14.3%) as 1<sup>st</sup> or 2<sup>nd</sup> in comparison to males (6% and 4%, respectively).

We see a similar trend with characteristics chosen as most or second most important for all respondents in new faculty hiring. Research record received 60.6%, teaching experience 59.2%, research potential received 40.8%, collegiality 19.7%, service record, educational pedigree, and letters of recommendation received 5.6% each. Again, none of the respondents chose gender or ethnicity/race as their first or second option; most respondents ranked gender 6<sup>th</sup> or lower and ethnicity as 7<sup>th</sup> or lower. When male and female respondents’ answers are examined separately we find that more men ranked research record as 1 or 2 as opposed to women (63.3% v. 52.4%). More women ranked teaching experience as 1 or (66.7% v. 59.2%). Male and female respondents were about equal in terms of research potential

(42.9% v. 38%). A substantial portion of females ranked collegiality as 1 or 2 in comparison to their male counterparts (28.6% v. 19.7%).

**AALT members identified collegiality and service record as most important characteristics when recommending faculty for leadership positions.** Respondents were asked to rank seven characteristics that might be important to them as they recommend faculty for leadership positions (research record, teaching experience, research potential, service record, gender, race/ethnicity, and collegiality). Collegiality received the highest first and second choice preferences, with 60%, closely followed by service record, with 58.6%. Teaching experience and research potential garnered 32.9% and 31.4%, respectively, while research record reached 25.7%. None of the respondents chose gender or ethnicity/race as their first or second option; most respondents ranked gender 6<sup>th</sup> or lower and ethnicity as 6<sup>th</sup> or lower. When male and female respondents' answers are examined separately we find that 66.7% of female and 57.14% of men ranked collegiality as 1 or 2; 38.8% of men and 57% of women ranked service as 1 or 2; and 30.6% of men and 33.3% of women ranked teaching experience as 1 or 2, while 26.5% of men and 19% of women ranked research record as 1 or 2.

**AALT members have mixed knowledge level regarding gender and ethnic diversity in STEM fields.** Respondents were asked a series of True/False questions to measure their knowledge about gender and ethnic diversity in STEM fields. For example, one of the statements read "More than half of STEM degrees awarded to women were in the biological sciences, where women make up the majority of students overall in the U.S." This statement is true, but 53% (n=35) of respondent answered false (an additional 7 did not answer at all).

When asked to assess the statement, "In 2010, about 85% of STEM faculty at UTPA are males," 92.5% of the respondents answered true and they are correct. Respondents were also asked to assess the statement, "In 2011 about 25% of STEM faculty are Hispanic at UTPA." This statement is false, yet a majority of respondents (53.7% or n=36) said this statement was true. The actual percentage of Hispanic STEM faculty is significantly lower than 25%. The next statement respondents evaluated read, "In 2010 there were no STEM women in leadership positions." This statement is true and 45.5% of respondents indicated this while 54.5% (n=36) said this statement was false. Finally, respondents were asked about the following: "In 2012 less than 5% of STEM faculty at UTPA are Hispanic women." This statement is true and 82.1% (n=55) responded correctly. There are no statistically significant differences by gender, ethnicity, or STEM faculty v. non-STEM faculty in any of these responses.

**Majority of AALT members have not witnessed or experienced gender discrimination.** Respondents were asked, "The last time you witnessed or experienced gender discrimination at UTPA, how did you handle it?" 52% of AALT respondents indicated that they have never witnessed or experienced gender discrimination. However, when examining only female respondents we find that this percentage that only 33.3% indicate not experiencing of witnessing gender discrimination, while 64.6% of the men said the same thing. . Another response option was "I didn't know what to do, so I did not act." Three respondents circled this response. Eleven respondents said they "intervened or spoke out about the issue directly as it was happening," and eleven said they "intervened or spoke to those involved after it happened." None of the respondents circled any of the other options, which included "spoke with other

peers about the issue,” “spoke with people in my chain of command,” and “filed or supported a formal grievance.”

## About the Data

**The AALT Climate survey** is based on paper and pencil questionnaires completed in-person at various meetings at UTPA conducted October 19 and November 6, 2012. A total of 75 surveys were completed by respondents. There are 95 members of the AALT. Data are weighted to produce a final sample that is representative of the general population of the AALT. Survey interviews were conducted under the direction of Jessica Lavariega Monforti and Margaret Graham, with support from UTPA’s NSF ADVANCE grant. Margin of sampling error is plus or minus 5.22 percentage points at the 95% confidence level.