

## CEWiT Faculty Equity Assessment

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### Introduction

In Summer 2017, CEWiT conducted a survey to determine if differences exist between men and women STEM faculty with regards to equity and climate, and if so, the nature of said differences. This survey examines the relationship between equity and climate and its impact on retention.

The survey expanded upon questions within The Collaborative on Academic Careers in Higher Education (COACHE) study to better understand issues relating to equity on the IUB campus. At time of survey distribution, women made up 32.5% of IU STEM departments and 3 (16%) STEM departments had a woman Chair.

An electronic survey was sent to 724 IUB STEM<sup>1</sup> faculty in Summer 2017. Two hundred seventy participants responded, achieving a 32% response rate. See Tables 1 and 2 for gender and race breakdown. Table 3 shows IU STEM by gender; 31% of men responded, compared to 44% of women. It is pertinent to note that 6% of respondents did not feel comfortable disclosing gender and racial information.

### Key Findings

Quantitative findings highlight gender and racial differences across multiple value points. Key significant items are clustered into the following categories: Climate, Male Advocacy, and Retention.

Using weather as a metaphor, how would you describe the climate for faculty in your department with respect to equity?	Gender	
	Men	Women
Sunny	31.54%	16.35%
Partly Sunny	32.21%	35.58%
Fair	11.41%	15.38%
Cloudy	8.72%	6.73%
Partly Cloudy	14.77%	13.46%
Drizzly	1.34%	4.81%
Stormy		4.81%
Tornado season		2.88%
Grand Total	100.00%	100.00%

### **Climate**

Women describe the climate of their department less favorably than men (Figure 1). Women are less likely than men to agree that their respective department treats all faculty with respect, that the department has a sense of unity and cohesion, that the department is committed to supporting diversity and inclusion, and that there is visible leadership support for diversity (Figures 2 through 5).

Figure 1

<sup>1</sup> CEWiT used the NSF definition of STEM: Astronomy, Biochemistry, Biology, Chemistry, Cognitive Sciences, Computer Science, Informatics, Economics, Geography, Geological Sciences, Information & Library Sciences, Intelligent Systems Engineering, Mathematics, Physics, Psychological & Brain Sciences, Speech & Hearing Sciences, and Statistics.

My department is a place where all faculty are treated with respect.	Gender	
	Men	Women
Strongly agree	55.70%	35.58%
Somewhat agree	32.21%	31.73%
Neither agree nor disagree	5.37%	11.54%
Somewhat disagree	6.04%	13.46%
Strongly disagree	0.67%	7.69%
Grand Total	100.00%	100.00%

Figure 2

Faculty in my department have a sense of unity and cohesion.	Gender	
	Men	Women
Strongly agree	36.24%	20.19%
Somewhat agree	41.61%	26.92%
Neither agree nor disagree	11.41%	20.19%
Somewhat disagree	6.04%	18.27%
Strongly disagree	4.70%	14.42%
Grand Total	100.00%	100.00%

Figure 3

There is visible leadership for support and promotion of diversity.	Gender	
	Men	Women
Strongly agree	40.94%	24.51%
Somewhat agree	34.23%	31.37%
Neither agree nor disagree	15.44%	18.63%
Somewhat disagree	4.70%	14.71%
Strongly disagree	4.70%	10.78%
Grand Total	100.00%	100.00%

Figure 4

My department is committed to supporting and promoting diversity and inclusion.	Gender	
	Men	Women
Strongly agree	45.21%	25.25%
Somewhat agree	35.62%	32.32%
Neither agree nor disagree	13.01%	23.23%
Somewhat disagree	4.11%	12.12%
Strongly disagree	2.05%	7.07%
Grand Total	100.00%	100.00%

Figure 5

Only 62% of women feel comfortable expressing views to colleagues (Figure 6), which likely explains the gender differences in belief that some faculty have a condescending attitude towards women: 50% of women compared to 28% of men agree (Figure 7).

I feel free to express my views and opinions to colleagues.	Gender	
	Men	Women
Strongly agree	54.05%	29.81%
Somewhat agree	28.38%	32.69%
Neither agree nor disagree	6.76%	11.54%
Somewhat disagree	5.41%	16.35%
Strongly disagree	5.41%	9.62%
Grand Total	100.00%	100.00%

Figure 6

Some faculty have a condescending attitude towards women.	Gender	
	Men	Women
Strongly agree	8.57%	24.00%
Somewhat agree	21.43%	28.00%
Neither agree nor disagree	15.00%	16.00%
Somewhat disagree	10.71%	17.00%
Strongly disagree	44.29%	15.00%
Grand Total	100.00%	100.00%

Figure 7

## Male Advocacy

In addition to vast gender differences in response to climate and retention items, gender differences exist with regards to perceived treatment of men and women. Eighty-seven percent of men disagree that men receive preferential treatment, compared to 40% of women (Figure 8). Men are also more likely to disagree that men more often received helpful career advice than women (Figure 9). Women are both more likely than men to feel unheard by colleagues and believe that the department pays less attention when women speak as when men do (Figure 10).

	Gender	
	Men	Women
Men receive preferential treatment in teaching preferences.		
Strongly agree	0.75%	5.49%
Somewhat agree	2.24%	7.69%
Neither agree nor disagree	11.19%	46.15%
Somewhat disagree	13.43%	7.69%
Strongly disagree	72.39%	32.97%
Grand Total	100.00%	100.00%

Figure 8

	Gender	
	Men	Women
Men are more likely than women to receive helpful career advice from colleagues.		
Strongly agree	2.99%	12.90%
Somewhat agree	6.72%	11.83%
Neither agree nor disagree	16.42%	35.48%
Somewhat disagree	16.42%	11.83%
Strongly disagree	57.46%	27.96%
Grand Total	100.00%	100.00%

Figure 9

	Gender	
	Men	Women
In meetings, people pay just as much attention when women speak as when men do.		
Strongly agree	54.11%	30.39%
Somewhat agree	23.97%	21.57%
Neither agree nor disagree	8.22%	16.67%
Somewhat disagree	10.96%	20.59%
Strongly disagree	2.74%	10.78%
Grand Total	100.00%	100.00%

Figure 10

	Gender	
	Men	Women
Are you aware of any gender-based salary equity issues within your department?		
No	88.51%	67.33%
Yes	11.49%	32.67%
Grand Total	100.00%	100.00%

Figure 11

Further discrepancies exist in awareness of gender-based salary inequity within participants' departments (Figure 11).

## Retention

When asked if given the chance again to work at IU, 82.55% of men responded affirmatively, compared to only 63.46% of women (Figure 12). A possible contributing factor is women find their department culture and policies do not support day-to-day family responsibilities (Figure 13). Women are both less aware of salary inequity grievance policies and less comfortable with the process than men (Figures 14 and 15).

If given the opportunity to choose again, I would still choose to work at this institution.	Gender	
	Men	Women
Yes	82.55%	63.46%
Unsure	15.44%	30.77%
No	2.01%	5.77%
Grand Total	100.00%	100.00%

Figure 12

Does your department or school's culture and/or policies support day-to-day family responsibilities?	Gender	
	Men	Women
Yes	47.62%	40.20%
Somewhat	46.26%	47.06%
No	6.12%	12.75%
Grand Total	100.00%	100.00%

Figure 13

If faculty wish to file a grievance regarding salary-equity, is there a clear process within your department?	Gender	
	Men	Women
Yes	59.85%	35.79%
No	40.15%	64.21%
Grand Total	100.00%	100.00%

Figure 14

What is your comfort level with the process referred to in the previous question?	Gender	
	Men	Women
Extremely comfortable	25.53%	9.90%
Somewhat comfortable	18.44%	10.89%
Neither comfortable nor uncomfortable	44.68%	47.52%
Somewhat uncomfortable	11.35%	19.80%
Extremely uncomfortable		11.88%
Grand Total	100.00%	100.00%

Figure 15

Qualitative and predictive findings are forthcoming.

## Appendix

*Table 1: Participant Gender*

Gender	N	%
Man	149	55%
Woman	104	39%
Prefer not to say	16	6%
Grand Total	269	100%

*Table 2: Participant Race*

Race	N	%
Asian	37	14%
Hispanic/Latino	7	3%
Multiracial	9	3%
No Response	8	3%
Northern European American	1	0%
Other	1	0%
Prefer not to say	17	6%
White	189	70%
Grand Total	269	100%

*Table 3: IU STEM Gender*

Gender	N	%
Men	489	67.5%
Women	235	32.5%
Total	724	100%