

ADVANCE BU Faculty Climate Survey Findings

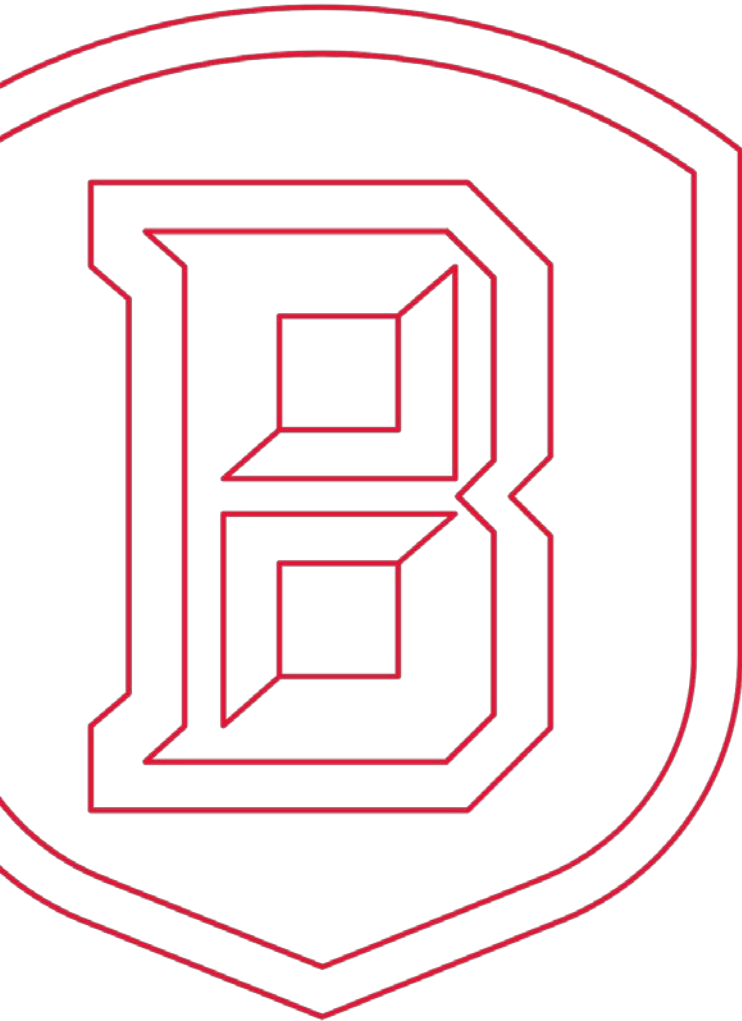


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BRADLEY University

Today's Goals



- 1. Provide an overview of faculty climate surveys 2018-2024**
- 2. Identify actions needed to address faculty concerns**
- 3. Identify the campus groups who need to take actions**
- 4. Provide ADVANCE BU resources to help us move forward**
- 5. Invite your questions and suggestions**

All slides available on ADVANCE
BU Website ([Reports](#))

Trends from Two Campus-wide Faculty Surveys

Spring 2018 (Faculty Gender Equity Task Force)

N = 221 fulltime faculty across all five colleges and the library (117 women, 91 men, 13 other/prefer not to say—58% response rate for fulltime faculty)

Spring 2024 (ADVANCE BU)

N = 82 fulltime faculty across all five colleges and the library (31 men, 36 women, 15 non-binary/prefer not to say—27% response rate for fulltime faculty)



Additional Faculty Survey

Spring 2018 (Faculty Gender Equity Task Force)

N = 221 fulltime faculty across all five colleges and the library (117 women, 91 men, 13 other/prefer not to say—58% response rate for fulltime faculty)



Spring 2023 HERI (Higher Education Research Institute) Faculty Survey (Office of Campus Climate)

N= 143 (72 women, 66 men, 5 nonbinary/other—43% response rate for all fulltime undergraduate faculty)

Spring 2024 (ADVANCE BU)

N = 82 fulltime faculty across all five colleges and the library (31 men, 36 women, 15 non-binary/prefer not to say —27% response rate for fulltime faculty)





Differences Between the Data Sets

Bradley's 2018 and 2024 instruments:

- Focused on our internal climate
- Most of the questions are the same, but 2024 survey was slightly shorter, with some questions revised for clarity and specificity (as noted below)
- Faculty-initiated, designed, administered, and analyzed

2023 HERI Survey:

- Different questions from the Bradley instruments
- Nationally standardized survey designed to allow us to make comparisons with our peer institutions nationwide
- Administered and analyzed by Office of Campus Climate



Survey Team Members and Notes

Spring 2018	Spring 2022	Spring 2024
Jackie Hogan (LAS) Kalyani Nair (CCET) Eden Blair (FCB) Dunja Antunovic (CFA) Mark Brown (EHS) Celia Johnson (EHS) Chris Jones (LAS) Tanya Marcum (FCB) David Olds (EHS) Melissa Peterson (EHS)	Janine Peacher (Div of DEI) Charity Gunn (Div of DEI)	Jackie Hogan (LAS) Kelly McConnaghay (LAS) Jenny Gruening Burge (OIE) Kalyani Nair (CCET) Sherri Morris (LAS) Austin Ioerger (EHS, GA) Christine Pribbenow (external evaluator, UW)

Note: Asterix (*) indicates statistical significance in tables.

Call-out box indicates qualitative comment



Sense of Belonging to Department

	Spring 2018			Spring 2024		
	Men	Women	Other	Men	Women	Nonbinary /Other
My department values the work I do	--	--	--	74% Agree/ strongly agree	58% Agree/ strongly agree	60% Agree/ strongly agree
Faculty in my department respect each other	--	--	--	77%* Agree/ strongly agree	69% Agree/ strongly agree	60% Agree/ strongly agree
I feel welcome in my department	--	--	--	84% Agree/strongly agree	78% Agree/strongly agree	67% Agree/strongly agree

- A majority of faculty feel valued, welcomed, and respected in their department, with men feeling this more strongly.

➔ Some action needed to improve sense of value, respect, belonging for women and nonbinary/other faculty.

Clarity of Tenure & Promotion Expectations

	Spring 2018			Spring 2024		
	Men	Women	Other	Men	Women	Nonbinary /Other
At Bradley, expectations for tenure and promotion are very clear	56% Agree/ strongly agree	52% Agree/ strongly agree	--	30% Agree/ strongly agree	25% Agree/ strongly agree	13% Agree/ strongly agree

- **There is less perceived clarity in 2024 than in 2018.**
 - Could indicate increasing awareness of the issues rather than decreased clarity.
- **Less than 1/3 of faculty in 2024 believe that T&P expectations are clear.**

➔ Action required to clarify expectations.

Perceived Fairness of Evaluation

	Spring 2018			Spring 2024		
	Men	Women	Other	Men	Women	Nonbinary /Other
In my department, teaching effectiveness is always evaluated fairly , regardless of gender, race/ethnicity, social status, or interpersonal issues between colleagues	85%* Agree/strongly agree	56% Agree/strongly agree	--	65% Agree/strongly agree	58%* Agree/strongly agree	67% Agree/strongly agree
In my department, research productivity is always evaluated fairly , regardless of gender, race/ethnicity, social status, or interpersonal issues between colleagues	76%* Agree/strongly agree	44% Agree/strongly agree	--	71%* Agree/strongly agree	61% Agree/strongly agree	40% Agree/strongly agree

- Men are significantly more likely to perceive evaluations of teaching and research as fair.

➔ **Action required to improve TPR expectations and processes, and thus increase confidence in fairness.**

Perceptions of Value and Equity of Service

	Spring 2018			Spring 2024		
	Men	Women	Other	Men	Women	Nonbinary /Other
At Bradley, service is highly valued [2018], a strong record of service is required for tenure and promotion [2024]	53% Agree/strongly agree	42% Agree/strongly agree	--	26% Agree/strongly agree	28% Agree/strongly agree	27% Agree/strongly agree
In my department, service responsibilities are distributed equitably.	58%* Agree/strongly agree	32% Agree/strongly agree	--	45%* Agree/strongly agree	19% Agree/strongly agree	27% Agree/strongly agree

- **A minority of faculty believe that service is valued/required for tenure and promotion.**
 - Changed wording in 2024 to “required” may account for lower levels of agreement.
- **Men are significantly more likely to perceive that service loads are equitably distributed.**

➔ Actions required to formally clarify service requirements, and to adopt evidence-based practices that promote equity in service (eg. regular rotation rather than asking for “volunteers”).

Plans to Seek Promotion to Full Professor

If you are currently an Associate Professor, do you plan to apply for Full Professor within 5 years?

Spring 2018			Spring 2024		
Men (Yes)	Women (Yes)	Other (Yes)	Men (Yes)	Women (Yes)	Nonbinary/Other (Yes)
56%	48%	80%*	67%	50%	100%*

- Roughly 1/3 of all Associate Professors do not plan to apply for promotion.
- Women are least likely to plan to apply for promotion.

➔ **Action required to grant promotion for fuller range of valued work, increase/communicate incentives.**

“The raise isn't worth it. There are no rewards to do so.”

“The university pretends that promotion is achievable for all but the statistics reveal that this is false.”

“I feel like the cards are stacked against me. The process feels like it ONLY evaluates scholarship. Since my focus has been on teaching, service, and other important roles at the institution, my scholarship isn't strong enough. I feel like the current process rewards those that are selfish, and punishes those that contribute the most to the university and its values.”



Work-life Balance

	Spring 2018			Spring 2024		
	Men	Women	Other	Men	Women	Nonbinary /Other
I feel that employment at Bradley allows me to achieve a healthy balance between work and family/personal life	67%* Agree/strongly agree	38% Agree/strongly agree	--	32% Agree/strongly agree	31% Agree/strongly agree 31%* Disagree/strongly disagree	13% Agree/strongly agree

- **Work-life balance appears to have decreased considerably.**
- **Men are more satisfied with work-life balance.**

➔ **Action required to ensure adequate staffing and work/life balance policies.**

“[We need] a maternity leave policy. Female faculty are FORCED to take unpaid leave depending on when a child is born. Because they only qualify for 6-8 weeks of paid leave...they must go unpaid for any semester weeks beyond the 6-8.”

“The evisceration of staff from our department has caused the faculty to take on the duties of 2 full time staff. Productivity in all areas has suffered and the quality of the educational experience and management has declined.”

Staff face similar challenges

Awareness of Discrimination



How often you have personally experienced, witnessed or learned of specific cases of the following at Bradley?

	Spring 2018			Spring 2024 ("in the last 12 months")		
	Men	Women	Other	Men	Women	Nonbinary/ Other
Discrimination against women in hiring	88%* Never/rarely	70% Never/rarely	--	81% Never/rarely	80% Never/rarely	80% Never/rarely
Discrimination against women faculty in tenure, promotion and retention decisions	92%* Never/rarely	69% Never/rarely	--	71%* Never/rarely	51% Never/rarely	53% Never/rarely
Discrimination against women faculty in compensation and benefits	86%* Never/rarely	29% Never/rarely	--	74%* Never/rarely	20% Never/rarely	40% Never/rarely
Discrimination against women faculty in professional development (sabbaticals, internal funding, etc.)	95%* Never/rarely	61% Never/rarely	--	87%* Never/rarely	60% Never/rarely	64% Never/rarely

- Men are significantly less likely experience or be aware of these forms of discrimination.
 - Changed wording to "in last 12 months" may account for some differences between 2018 and 2024.

➔ Action required to increase awareness and decrease incidence of varied forms of discrimination.



Awareness of Discrimination

How often you have personally experienced, witnessed or learned of specific cases of the following at Bradley?

	Spring 2018			Spring 2024 ("in the last 12 months")		
	Men	Women	Other	Men	Women	Nonbinary/ Other
Discrimination against women faculty in service expectations [2018]/ load [2024]	89%* Never/rarely	29% Never/rarely	--	69%* Never/rarely	29% Never/rarely	43% Never/rarely
Subtle discrimination against women faculty (being singled out, overlooked, ignored, interrupted, treated with condescension)	66%* Never/rarely	25% Never/rarely	--	70%* Never/rarely	26% Never/rarely	47% Never/rarely
Sexual harassment against women	91%* Never/rarely	51% Never/rarely	--	90% Never/rarely	85% Never/rarely	80% Never/rarely

- Men are significantly less likely to be aware of these forms of discrimination (esp. service and subtle).
 - Changed wording to “in last 12 months” may account for some differences between 2018 and 2024.

➔ Action required to increase awareness and decrease incidence of varied forms of discrimination.



Awareness of Discrimination

How often you have personally experienced, witnessed or learned of specific cases of the following at Bradley?

	Spring 2018			Spring 2024 (“in last 12 months”)		
	Men	Women	Other	Men	Women	Nonbinary/ Other
Discrimination against faculty of color	--	--	--	66% Never/rarely	63% Never/rarely	67% Never/rarely
Discrimination against LGBTQ+ faculty	--	--	--	87%* Never/rarely	72% Never/rarely	73% Never/rarely
Discrimination against faculty with disabilities	--	--	--	80%* Never/rarely	66% Never/rarely	67% Never/rarely
Discrimination against faculty based on nationality				77%* Never/rarely	71% Never/rarely	60%* Never/rarely

- **Roughly 1/3 of all faculty are aware of discrimination against faculty of color.**
- **Men are significantly less likely to be aware of these other forms of discrimination.**
 - Changed wording to “in last 12 months” may account for some differences between 2018 and 2024.
- **In qualitative comments, several faculty noted that such discrimination may happen, but because they are not in these groups, they have not experienced it or are not aware of it.**

 **Action required to increase awareness and decrease incidence of varied forms of discrimination.**



Perceived Effectiveness of Institutional Response

Please indicate how strongly you agree or disagree with these statements.

	Spring 2018			Spring 2024		
	Men	Women	Other	Men	Women	Nonbinary/ Other
At Bradley sexual harassment is taken very seriously	--	--	--	53%* Agree/strongly agree	37% Agree/strongly agree	33% Agree/strongly agree
Bradley responds to sexual harassment very effectively	--	--	--	43%* Agree/strongly agree	17% Agree/strongly agree	33% Agree/strongly agree
At Bradley, harassment of faculty of color, LGBTQ faculty, faculty with disabilities and other marginalized faculty is taken very seriously	--	--	--	42% Agree/strongly agree	20% Agree/strongly agree	20% Agree/strongly agree
Bradley responds to harassment of faculty of color, LGBTQ faculty, faculty with disabilities and other marginalized faculty very effectively	--	--	--	29% Agree/strongly agree	6%* Agree/strongly agree	20% Agree/strongly agree

- Overall, a minority of faculty are confident that these forms of harassment are taken seriously or responded to effectively, but men have greater confidence than others.

 **Action required to improve and communicate procedures to increase confidence.**



Perceived Effectiveness of Institutional Response

Please indicate how strongly you agree or disagree with these statements.

	Spring 2018			Spring 2024		
	Men	Women	Other	Men	Women	Nonbinary/ Other
At Bradley, hostile and intimidating behavior is taken very seriously	--	--	--	39%* Agree/strongly agree	17% Agree/strongly agree	20% Agree/strongly agree
Bradley responds to hostile and intimidating behavior very effectively				32%* Agree/strongly agree	6%* Agree/strongly agree	20% Agree/strongly agree

- A minority of faculty are confident that these forms of harassment are taken seriously or responded to effectively, but men have greater confidence than others.

 **Action required to improve procedures and communicate them to faculty and staff.**

“The HR department reports to the Provost and/or VP of legal affairs... They are more concerned with protecting the university than the employees. This structure needs to change.”

“Intimidating behavior happens behind closed doors and goes hugely unreported. There is a lot of unchecked power at Bradley. Rules are broken with little accountability.”

“There are faculty at the university that are what I would best describe as "bullies." Everyone knows that they act this way, but there doesn't seem to be anything we can do about it. “

Sense of Being Valued by Administration

	Spring 2018			Spring 2024		
	Men	Women	Other	Men	Women	Nonbinary /Other
The higher administration (VPs, Provost, President) values the work I do	--	--	--	19% Agree/strongly agree	6%* Agree/strongly agree	13% Agree/strongly agree

- A small minority of faculty feel valued by the higher administration. This is particularly pronounced among women faculty.

➔ **Action required to strengthen trust, communication, and shared governance.**

“Bradley's upper administration...is extremely hostile and intimidating towards faculty and staff.”

“The philosophy of "do less" [with] higher work loads, lower pay and larger class size is a clear sign that the value of my work is not appreciated/respected.”

“I certainly don't feel like administration cares if I am here or not. They would probably prefer for most of us to leave.”



Spring 2023 HERI Faculty Survey Excerpts

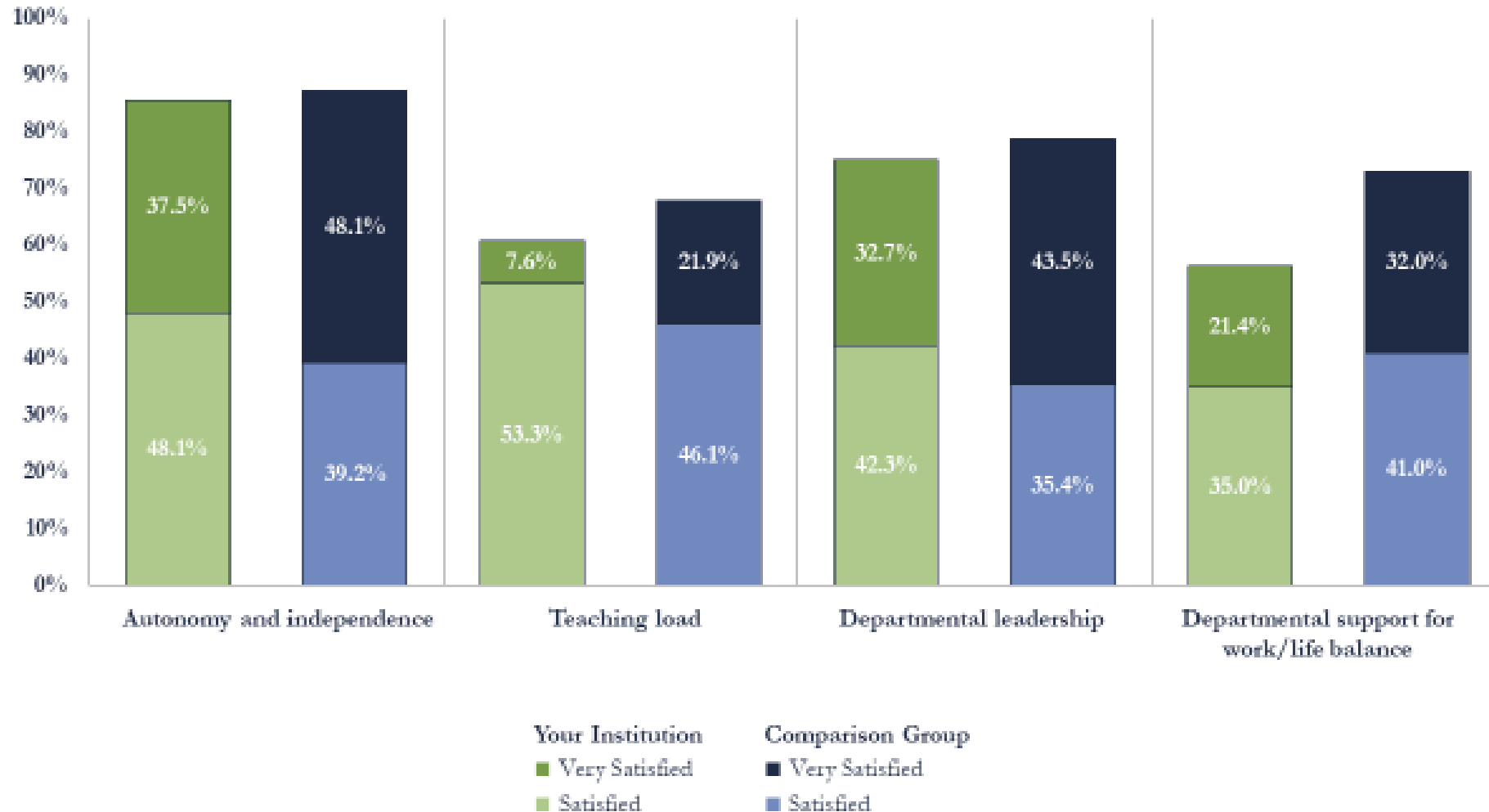
BU Office of Campus Climate

- N= 143 (72 women, 66 men, 5 nonbinary/other)
- 43% response rate for all full-time undergraduate faculty

Reminder

- Different questions from the Bradley instruments
- Nationally standardized survey designed to allow us to make comparisons with our peer institutions nationwide

Workplace Satisfaction



HERI 2023 Findings

BU satisfaction lags significantly behind peer institutions regarding:

- Teaching load*
- Departmental support for work/life balance*

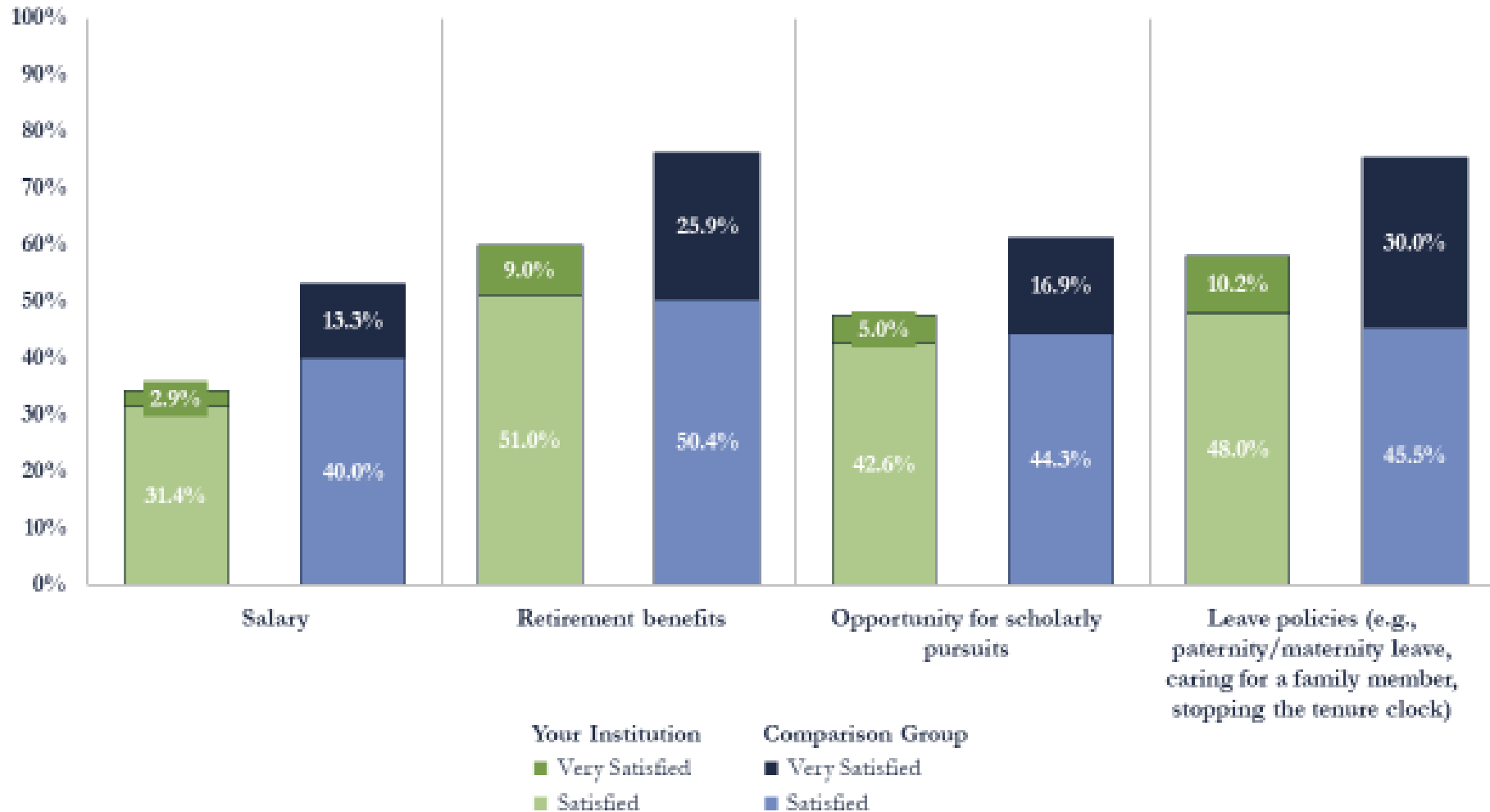


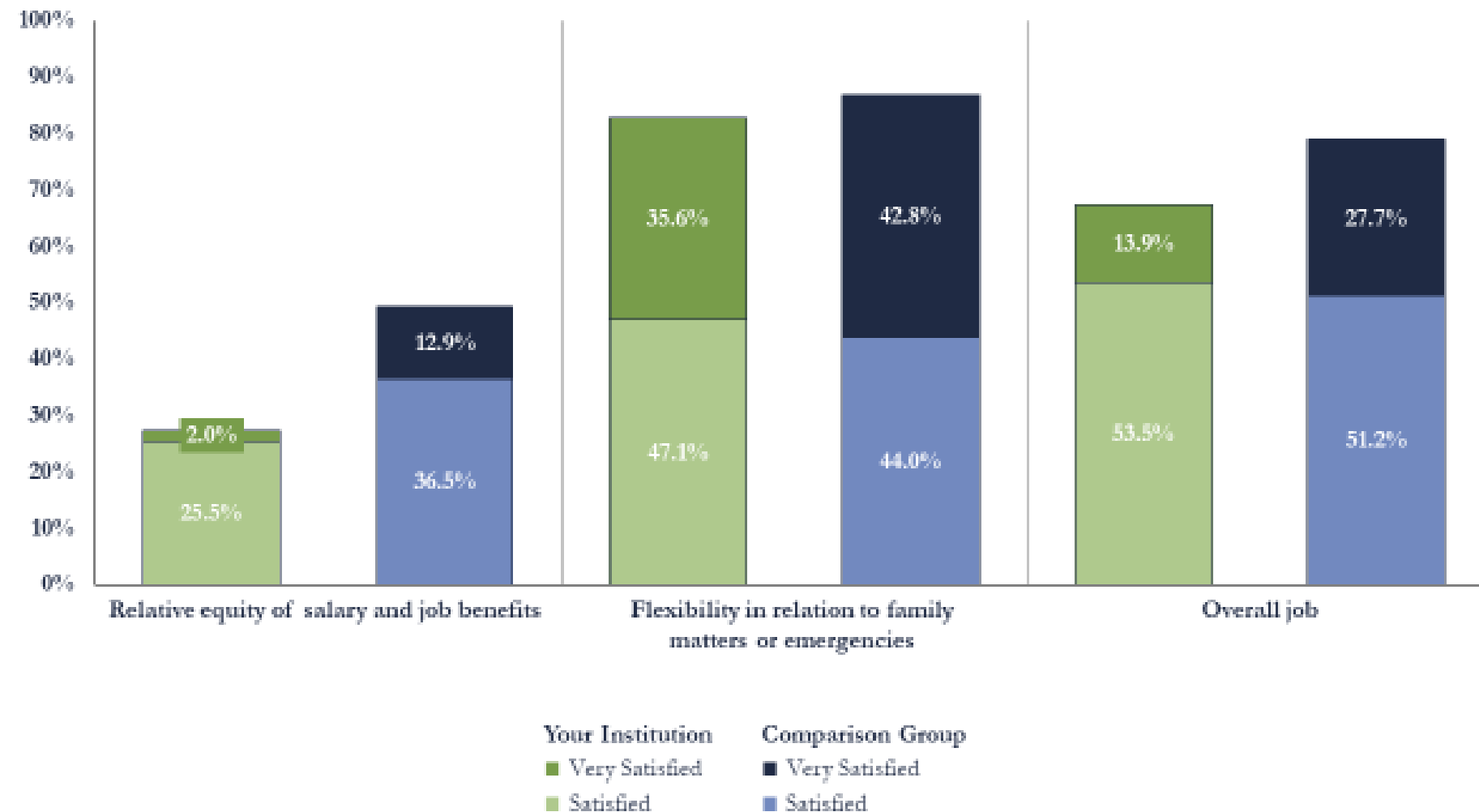
Satisfaction With Compensation

HERI 2023 Findings

BU satisfaction lags significantly behind peer institutions regarding:

- Salary*
- Retirement benefits*
- Scholarly opportunities*
- Leave policies*





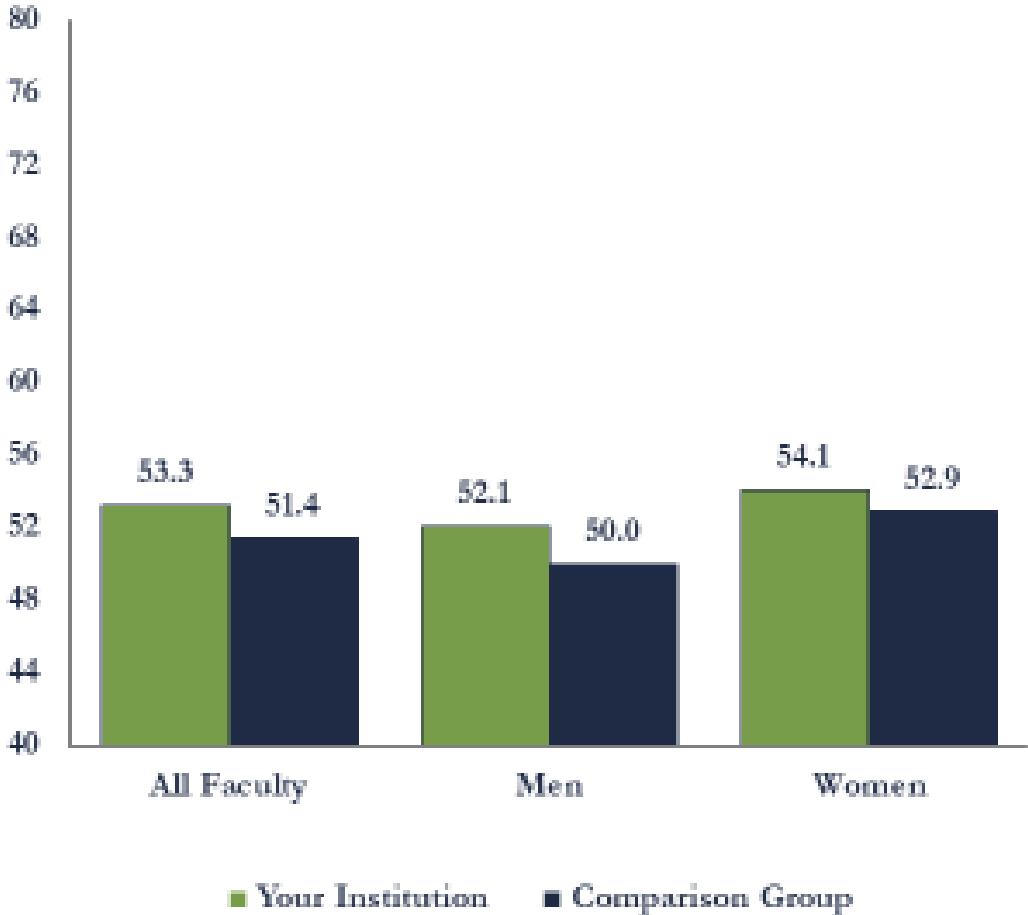
HERI 2023 Findings

BU satisfaction lags significantly behind peer institutions regarding:

- Equity of salary and benefits*
- Overall job satisfaction*

Career-Related Stress

Career-Related Stress measures the amount of stress faculty experience related to their career.



Construct Items

- Committee work *
- Students
- Research or publishing demands
- Institutional procedures and "red tape" *
- Teaching load
- Lack of personal time
- Self-imposed high expectations

HERI 2023 Findings

On par with peer institutions, **women** at Bradley experience slightly **more career stress** than men (and significantly more due to committee work and red tape).



“Please indicate the extent to which discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia) has been a source of stress for you during the past year:”

HERI 2023 Findings

- **Men at BU experience less stress** due to discrimination than men at **peer institutions**
- **Women at BU experience more stress** due to discrimination than women at **peer institutions**
- **Women at BU experience more stress** due to discrimination **than men at BU**
- But these are not statistically significant differences



Stress Due to Discrimination, by Gender



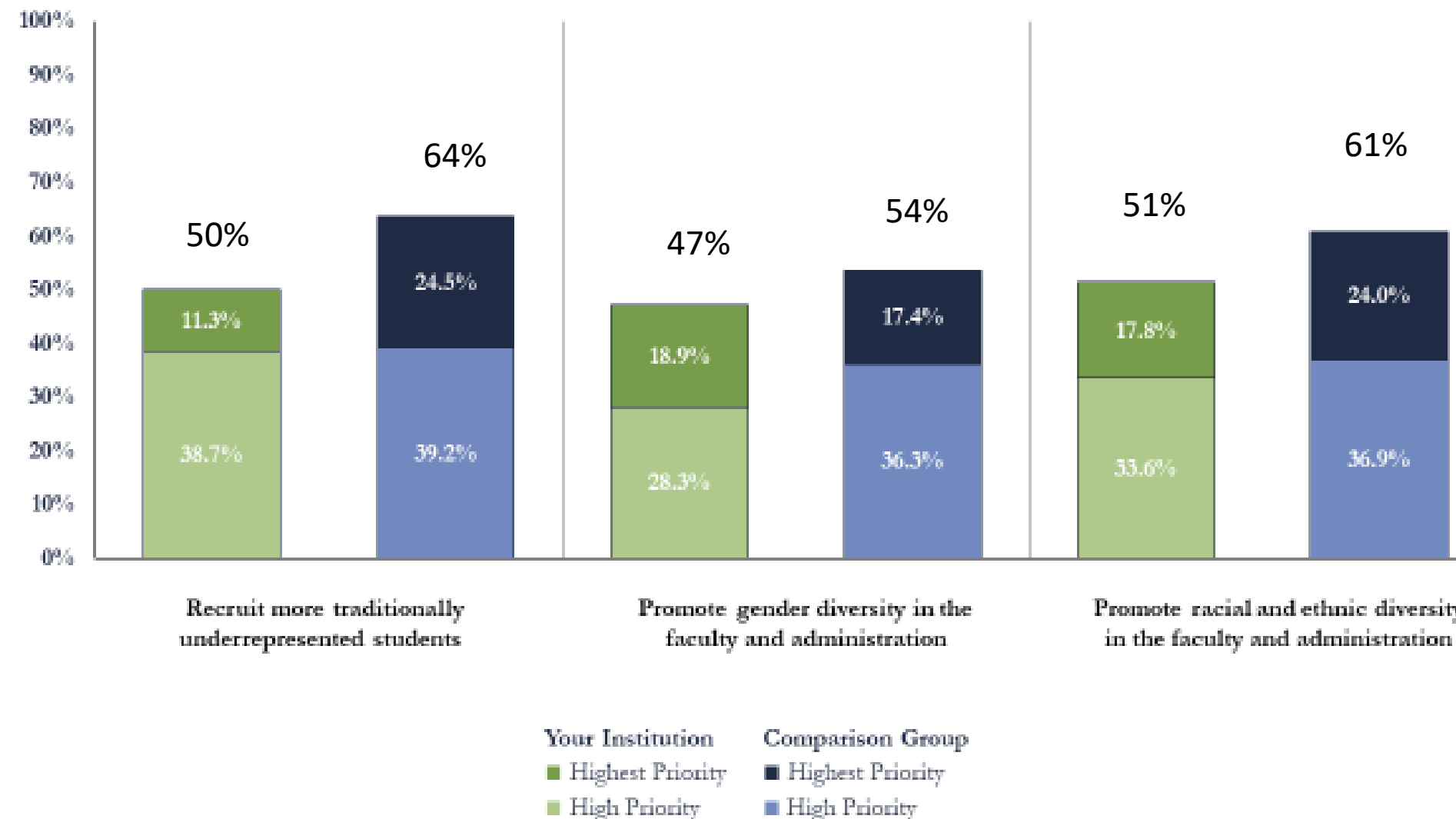
Institutional Priority: Commitment to Diversity



HERI 2023 Findings

BU faculty are **less likely** than faculty at peer institutions to report that **university is committed** to:

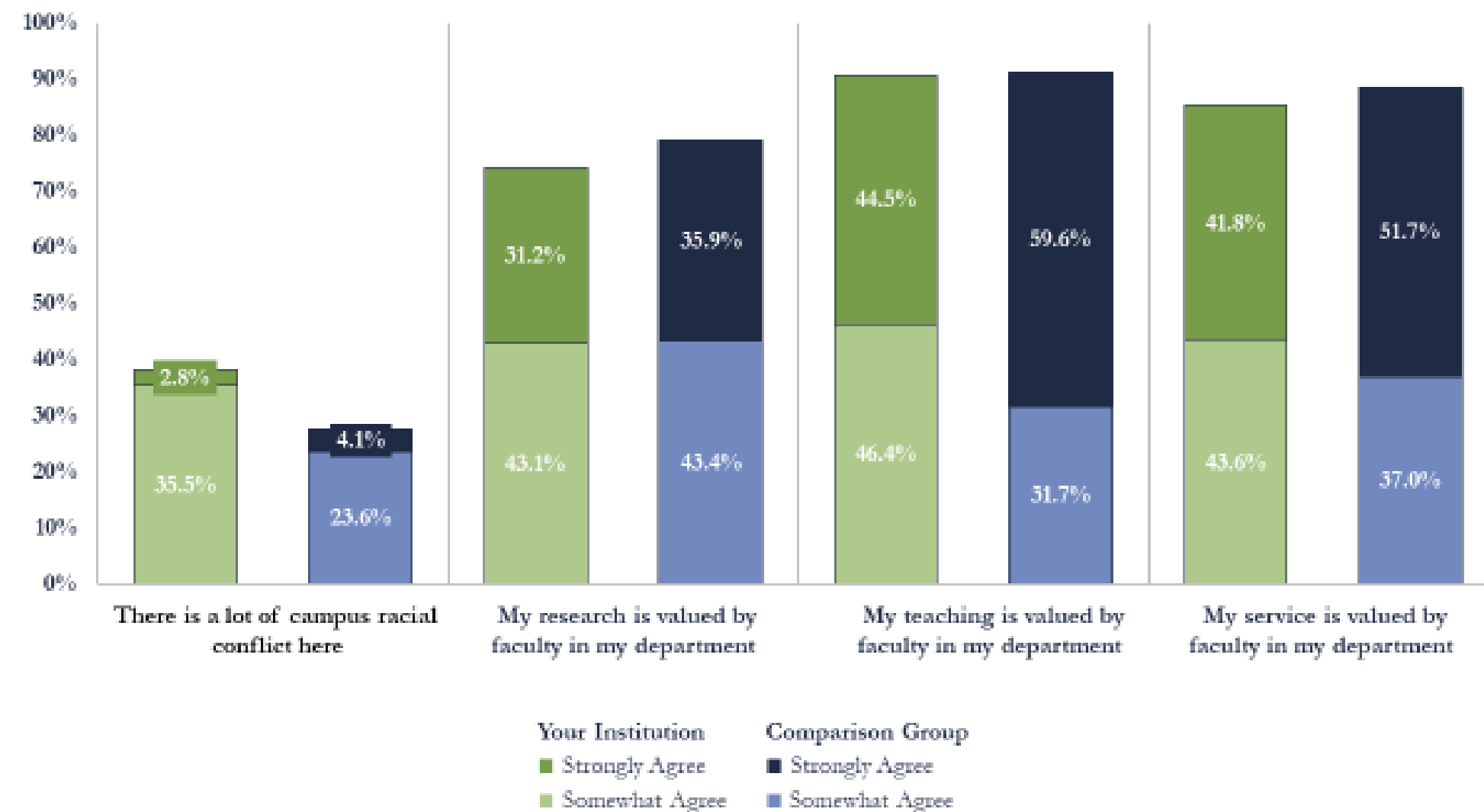
- **Recruiting** under-represented **students***
- Promoting **racial/ethnic diversity** in faculty & administration*
- Promoting **gender diversity** in faculty & administration



Perspectives on Campus and Departmental Climate

HERI 2023 Findings

- BU faculty perceive **more racial conflict** on campus than faculty at **peer institutions***
- Majority of BU faculty **feel** their research (74%), teaching (91%*), and service (85%*) are **valued in their departments** (but less than at **peers**)





Summary: Challenges and Possible Responses

Challenges	Possible Responses and ADVANCE BU Initiatives	Whose Actions Needed?
Lack of clarity and confidence in equity of TPR processes	Revise TPR processes, drawing on: <ul style="list-style-type: none">• <u>ADVANCE BU Recommendations for Revising TPR Guidelines</u>;• <u>ADVANCE BU Recommendations for Revising the Evaluation of Teaching</u>;• <u>ADVANCE BU Recommended University Template for Soliciting External Letters</u>.	Academic units; Chairs and Deans; University Senate; Provost
Lack of clarity on how much service is required; lack of confidence that service duties are equally distributed	<ul style="list-style-type: none">• Provide greater specificity of service expectations for each rank and the relative “weight” of service in TPR decisions, per <i>ADVANCE BU Recommendations for Revising TPR Guidelines</i>.• Units adopt evidence-based practices for promoting equity in service, found in <u>ADVANCE BU Recommendations for Promoting Equitable Service Loads</u>.	Academic units

Summary: Challenges and Possible Responses

Challenges	Possible Responses and ADVANCE BU Initiatives	Whose Actions Needed?
<p>About 1/3 of all Assoc Profs and 50% of women Assoc Profs do not plan to apply for promotion to Full.</p> <ul style="list-style-type: none"> • Only 25% of Full Profs at BU are women (cf to 36% nationwide) • Women earn on avg 17% less than men at BU (on par with national salary gap) 	<ul style="list-style-type: none"> • Revising TPR policies to reflect the full range of faculty work, and clarifying annual evaluation, and service processes (as above) should lead to earlier, more equitable promotions. Earlier promotion → higher compound earnings, and more gender equity at Full Professor rank. • AND/OR increase salary “bump” to national average and communicate transparent compensation policies to faculty. See <u>9 Policies that Lead to a More Equitable and Inclusive Workplace.</u> 	<p>Academic units; Chairs and Deans; University Senate; Provost</p> <p>Provost; President; CFO; Board of Trustees</p>



Summary: Challenges and Possible Responses

Challenges	Possible Responses and ADVANCE BU Initiatives	Whose Actions?
Slightly lower sense of being valued, respected, and welcome in their departments for women and nonbinary/other faculty.	<ul style="list-style-type: none">• Improving clarity of TPR and annual evaluations, clarity of service expectations, and adopting evidence-based practices for promoting equity in service (as above) should improve sense of being valued and respected.• Participation of faculty from advantaged gender identities in <u>Advocates and Allies</u> program should decrease subtle discrimination.	Chairs; Faculty in their units
Very low sense among faculty that they are valued by administration	<ul style="list-style-type: none">• Strengthen communication between faculty and administration; consider establishing <u>Chairs Council</u>; rebuild trust through transparency and shared governance. (More suggestions are needed.)	Chairs; Deans; Provost; Pres; University Senate



Summary: Challenges and Possible Responses

Challenges	Possible Responses and ADVANCE BU Initiatives	Whose Actions Needed?
<p>Decreased work/life balance, low satisfaction with work/life policies, salary, benefits, workload/ teaching load, scholarly opportunities.</p>	<ul style="list-style-type: none">• Ensure adequate staffing to support teaching, research, and University operations.• Utilize ADVANCE BU Equity Dashboard (forthcoming).• Adopt <i><u>9 Policies that Lead to a More Equitable and Inclusive Workplace</u></i>. For example:<ul style="list-style-type: none">• Create pay transparency policies, and disclose gender pay gap;• Conduct regular pay equity analysis;• Develop budget line for pay equity adjustments;• Establish childcare stipends;• Adopt flexible work schedule & leave policies.	<p>HR; Deans; Provost; CFO; President; Board of Trustees</p>

Summary: Challenges and Possible Responses



Challenges	Possible Responses and ADVANCE BU Initiatives	Whose Actions Needed?
<p>Women & nonbinary/ other faculty have more experiences of multiple forms of discrimination than men, more career stress due to discrimination</p>	<ul style="list-style-type: none"> • Participation of faculty from advantaged gender identities in Advocates and Allies program should decrease subtle discrimination. • Strengthen internal processes for reporting and responding to discrimination. 	<p>Faculty and staff in historically privileged groups; HR and Title IX offices</p>
<p>Low faculty confidence that discrimination, harassment, bullying taken seriously and effectively handled.</p>	<p>Improve communication about Title IX processes and outcomes; strengthen process for non-Title IX conflict resolution. (Specific suggestions are needed.)</p>	<p>HR; Title IX office; University Senate</p>
<p>Compared to peer institutions, Bradley faculty report more racial conflict on campus.</p>	<p>These results from HERI do not specify the nature of such conflict. Specific data gathering and problem solving is needed, particularly on faculty and staff experiences.</p>	<p>Division of DEI</p>



Summary: Challenges and Possible Responses

Challenges	Possible Responses and ADVANCE BU Efforts	Whose Actions Needed?
<p>BU faculty are less likely at peers to perceive that university is committed to:</p> <ul style="list-style-type: none">• Recruiting under-represented students• Promoting gender diversity in faculty & administration• Promoting racial/ethnic diversity in faculty & administration	<ul style="list-style-type: none">• Increase or more effectively communicate university's efforts to recruit and retain under-represented students.• Increase gender and racial/ethnic diversity in faculty ranks and administration.<ul style="list-style-type: none">• Other institutions use internal leadership development programs, targeted hiring programs, and dual career support programs (eg. through community partnerships with OSF, UI, ICC, Caterpillar)	<p>Enrollment Office; Div of DEI</p> <p>HR; CFO; Provost; President; Board</p>



Next Steps

- ✓ Read full recommendations at <https://bradley.edu/sites/ADVANCEBU/reports/>.
- ✓ Send questions and comments to ADVANCEBU@Bradley.edu or to the relevant campus office.
- ✓ Get involved in an ADVANCE BU initiative by contacting the relevant Team leader at <https://bradley.edu/sites/ADVANCEBU/team/> or by attending our campus events.
- ✓ To provide feedback and **suggestions for addressing faculty climate issues**, fill out the [Spring 2025 ADVANCE BU Faculty Climate Survey here](#). Goal: 65-75% response rate. Or paste this URL into your browser:
https://bradley.az1.qualtrics.com/jfe/form/SV_8CCImHaXFGubHUO

Discussion: Questions and Suggestions?



Please complete a brief questionnaire about this session to help us improve our programming



OR

https://bradley.az1.qualtrics.com/jfe/form/SV_bCpXIUY3xQ432Fo

Thank you!



ADVANCE BU

Advancing and Maintaining Equity

BRADLEY UNIVERSITY