

**ADVANCE PROJECT:
USM FACULTY WORK CLIMATE SURVEY**

SURVEY RESULTS

Executive Summary Report

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1. INTRODUCTION

As part of the ADVANCE initiative, a work environment survey was developed and administered at the end of the fall, 2012 semester to all USM full time tenured and tenure track faculty to assess attitudes and perceptions about a variety of factors impacting their academic careers. The goal of the survey was to develop and share a comprehensive understanding of the status of women STEM and Social Sciences faculty and how USM faculty experience their working environments at the University of Southern Maine. The survey was based on climate surveys from a number of other ADVANCE institutions and assessed multiple constructs of the working climate.

Faculty and faculty administrators across the three campuses were invited by the Provost to complete an anonymous survey assessing perceptions of USM's academic climate. The survey was administered by the Muskie School of Public Service, which has expertise in creating and administering on-line surveys and ensuring that the on-line surveys are secure and confidential. This report summarizes those findings and represents a snapshot of the experiences of USM faculty.

BACKGROUND

The literature is replete with studies and reports that have well documented the very low number of women faculty in Science, Technology, Engineering and Mathematics (STEM) fields nationally—at every level and in most disciplines (National Science Foundation, 2008). Also well documented is the issue of the leaky educational pipeline, beginning in childhood, as being held partly responsible for the unequal numbers of men and women in faculty positions in STEM disciplines (Pell, 1996; Huyer, 2002; Carrell et al., 2009; and Price, 2010).

A number of programs have worked to increase the talent pool of women students in science and education (American Council on Education, 1988; National Research Council, 1991). However, despite such efforts, these programs have only succeeded in increasing the pool of women doctorates and the presence of women on the STEM faculty remains disproportionately low, constituting just 34% of Associate Professors and 19% of Professors (National Science Board, 2008).

Research by Kulis et al (2002), Bentley and Adamson (2003), and Xu (2008) attempts to explain the basis for women not entering STEM careers even though men and women are equally committed to their academic careers. Explanations include women voluntarily opt out of careers that are research-oriented and have an isolating and competitive environment; prefer jobs that leave time for teaching and collegial collaboration; social and political biases in STEM disciplines limit the opportunities for women; and gender bias influence the chances for women to be hired and retained and create conditions of isolation, marginalization, stereotyping, insufficient support, delay in advancement and other adversities. Other explanations include an academic organizational structure that creates a poor work climate, a limitation in opportunities for advancement, unequal criteria or criteria unequally enforced, and differential pay scales, all leading to greater job dissatisfaction and higher attrition. Xu (2008) suggests that women's underrepresentation is more a function of the social culture in academia rather than innate gender differences in ability or in differential preferences for jobs that are less demanding.

The results of the 2007 Tenure-track Faculty Job Satisfaction Survey conducted by the Collaborative on Academic Careers in Higher Education (COACHE) provided some support for most of these explanations. The survey measured clarity and reasonableness of tenure processes and review; importance and effectiveness of common policies and procedures; workload and support for teaching and research; climate, culture, and collegiality on campus; and job satisfaction. The results suggest that a combination of campus climate and work related policies have a considerable influence on women faculty retention and advancements and efforts to retain women in academia must provide a clear approach to both creating a nurturing academic climate and policies and procedures that influence attraction and retention of women faculty.

Studies have shown varying degrees of influence (none to positive) of women faculty on the persistence of women students in the STEM fields (Carrell et al., 2009; Price, 2010). However, as a comprehensive regional university that primarily focuses on teaching and providing research opportunities to undergraduate students, recruiting, retaining, promoting, supporting, and sustaining a diverse faculty population that reflects the community it serves is very important to the mission of the University of Southern Maine (USM). These successful women faculty will serve as role models and enhance recruitment and retention of women and minority-undergraduate students in STEM, social and behavioral sciences disciplines.

INSTITUTIONAL CONTEXT

The University of Southern Maine's faculty consists of 396 full-time and 340 part-time faculty members. Full-time faculty have appointments at the rank of lecturer, instructor, assistant professor, associate professor, and professor. Eighty-four percent of full-time faculty hold a terminal degree in their respective disciplines. Tenure-track faculty are generally hired for a 6-year probationary period, during which they work on a series of 1- and 2-year contracts with evaluations each year. Unless the probationary period is extended for 1 year for exceptional life circumstances, tenure-track faculty are considered for tenure in their sixth year of service at the latest. The evaluation of effectiveness of faculty is primarily carried out through the traditional peer review system of tenure and promotion based on department/program criteria in 4 areas: teaching, scholarship, university and community service. There is also a quadrennial post-tenure review process.

The student-to-faculty ratio is 15:1 which compares favorably to other peer institutions. This suggests that USM has an adequate number of faculty to fulfill its mission. That being said, however, there has been a decrease in the number of full-time faculty in each of the last three years. The decreasing number of full-time faculty in combination with the reduction in support staff has increased the administrative burden of faculty. There is also an increased demand for the time and resources of full-time faculty with regard to student advising, programmatic and curricular management and development, and University and community service. The move toward providing on-line classes demands more time from faculty as does the new General Education program, which requires the development of new courses usually outside of those required by degree programs within which all faculty teach.

A core aim of USM is to "advocate diversity in all aspects of its campus life and academic work" in a way that reflects the populations in the central and southern Maine regions, the most diverse regions in the state. The significant racial/ethnic changes in this region have resulted in a rapid increase in ethnic community support services and activities and cultural venues, making these regions more desirable locations to live for diverse women faculty candidates, especially those from underrepresented populations. Yet, current USM demographic data indicate inequity in the representation and advancement of women in STEM disciplines.

Since the last accreditation visit in 2010, the character and size of the University has continued to change. Women, who filled 22% and 39% of the tenured/tenure-track positions in 1990 and 2000, respectively, now fill 41.8% of the tenured/tenure track positions as of 2011, which is considerably higher than the national rate of 31% (NSF, 2008). In contrast, USM women faculty hold 24.2% of tenured/tenure track positions in STEM disciplines which is lower than the national average of 28.1% (NSF, 2008). Women fair better in Social Sciences at USM where they represent 44.7% of tenured/tenure-track positions, a rate higher than the national average of 34.4% (NSF, 2008).

In recent years, representatives of ethnic and racial minorities have joined the faculty, part of the ongoing and systematic efforts to diversify the University. However, in 2011 the percentage of faculty who are members of ethnic minority groups (Asian, Blacks, Hispanics, and American Indians/Alaska Natives) is one of the lowest (4.9%) in the University of Maine System (average 5.7%; range = 3.1% to 13.9%) and is lower than the national average of 21.5% (NSF, 2009). Representation of women minorities (3.0% in STEM and 5.3% in Social Sciences) is lower than the national averages of 6.4% and 9.0%, respectively (NSF, 2009). This lack of ethnic diversity is particularly problematic considering USM's location in Portland.

Faculty equity in promotion is of concern at USM where women make up 16.0% of full professors (compared with 39% university-wide), 25.8% of associate professors and 66.7% of assistant professors in STEM programs. In comparison, the national averages are 17.7%, 33.5% and 39.3% (National Science Foundation, 2009). In Social Sciences, women make up 27.8% of full professors, 55.3% of associate professors and 66.7% of assistant professors. The national averages are 21%, 45.5% and 43.3%, respectively.

Women minorities hold associate and assistance professorships in STEM and Social Sciences but not as full professors. Of the 275 faculty in STEM and Social Sciences, 95 or 34.5% are full-time and part-time instructors and lecturers, of which 51 (53.7%) are women with only three women minorities. STEM departments rely less on women instructors and lecturers when compared with the Social Sciences departments.

Of the 13 STEM programs at USM only Biology, Environmental Science and Linguistics have women full-time full professors and the numbers are small, one each in Biology and Environmental Science and two in Linguistics. In Social Sciences, seven of the 11 programs have women full-time full professors, six in Law, one each in Economics and Geology/Anthropology, three in Public Policy and Management, two each in Social Work and Sociology, and three at the Lewiston-Auburn College.

When Frehill (2006, 2009) looked at more than 30 separate institutions' reports on commissions on the status of women, four questions emerged as fundamental in understanding women's status as faculty within academic institutions and provide a framework for documenting progress toward institutional transformation. These questions are (1) To what extent are women and men in "gender equitable" departments and positions? (2) Are the institution's processes of advancement fair to men and women; (3) To what extent do women hold powerful positions within the institution?; and (4) To what extent are resources allocated equitably by gender?

SURVEY SAMPLE

All fulltime faculty at USM, all three-hundred ninety-six fulltime USM faculty were contacted to complete the survey through their official university email address. An advance email was sent to faculty, notifying them that they would be receiving the survey in the coming week. On November 5, 2012 an email with an invitation to complete the survey, information describing the survey and a link to the online survey instrument was emailed. A reminder was sent to faculty to complete the survey, including the link, on November 12, 2012. A final email reminder was sent on November 19, 2012. A total of 158 faculty completed the survey, for a response rate of 40%. The survey was closed on December 31, 2012. A copy of the survey instrument is included in Appendix A.

2. SUMMARY OF FINDINGS

A SNAPSHOT OF SURVEY RESPONDENTS

Of the 158 survey respondents, just over half are female (51%), forty-one percent are male and 8% do not identify their gender¹. Most respondents indicate that they are Caucasian/non-Hispanic (83%), while 3% indicate their race ethnicity is an underrepresented minority and five percent self-identify as belonging in the category of “Other” for their race/ethnicity. Ninety-two percent of respondents identify themselves as either a U.S. Citizen or a Permanent Resident of the United States.

More than three quarters of all respondents indicate that they currently have tenure (80%). The vast majority of respondents received tenure after 1990 (79%), with nearly half (49%) having received tenure after 2000. The majority of survey respondents currently hold the rank of associate professor (51%), while 34% are full professors, 12% are assistant professors and 2% are in non-tenure track positions. Most respondents received tenure *after* being hired at USM. Almost three quarters of all respondents have been in their position for less than fifteen years (74%).

Eleven percent of respondents indicate that they will experience or are currently involved in the tenure process at USM. Most expect to be reviewed for tenure in the next four years (2013-2016). The survey identified several notable differences between the genders in regard to tenure status. A higher percentage of male respondents (88%) than female respondents (80%) report having tenure and more female than male respondents received tenure since 2000. A total of 61% of female respondents received tenure since 2000, in comparison to 34% of male faculty respondents. A higher percentage of female faculty respondents indicate that they will be involved in the process (14%) than male faculty respondents (9%) who indicate the same. More than half of all female faculty respondents (59%) have been in their position for less than eight years, compared to 40% of male faculty respondents. Nineteen percent of male faculty respondents received their tenure prior to 1990, compared to 7% of female faculty respondents.

The largest percent of respondents indicate that their department belongs to the social sciences discipline (20%), followed by natural sciences (13%), humanities (13%), health sciences (11%), education (10%). Less than ten percent of respondents report their department belongs to physical sciences (7%), business (6%), arts (4%), public policy (3%), and law (1%). When looking at respondents by gender, the picture is different, with the largest disciplines represented by male respondents as social sciences (22%), natural sciences (22%), education (12%) and physical sciences (12%), while female respondents largely also come from social sciences (22%), natural sciences (9%) and education (10%), but also humanities (19%) and health sciences (17%).

¹ As noted in the results section, while tables include the responses of those who did not identify their gender, gender comparisons are made with the data for those respondents indicating their gender.

SATISFACTION WITH USM

Seventy-eight percent of all respondents indicate that they are at least slightly satisfied with the way their career has progressed at USM. Regardless of gender, the top three reasons cited for the satisfaction of faculty with faculty positions: 1) their students, 2) their colleagues and the support of colleagues and 3) a combination of independence, autonomy and/or academic freedom. However, the lack of money and institutional resources top the list of faculty reasons given for dissatisfaction with their positions.

More than half of all respondents (53%) indicate that they have at least moderately considered leaving USM. More female respondents (58%) indicate that they have either moderately or seriously considered leaving USM than male respondents (46%). Leading reasons for considering leaving included: lack of individual support/resources/facilities/ and recognition; lack of salary increases /contract issues; organizational problems associated with institutional change/effectiveness/ leadership/vision and better professional opportunities elsewhere.

THE HIRING PROCESS AT USM

Eighty-seven percent of all respondents agree that they were satisfied with the hiring process overall. Sixty-two percent of all respondents agree that they were satisfied with their start-up package at the time of hire. However, twenty-percent either somewhat or strongly disagree that they had been satisfied with their initial compensation offer. Female respondents were at least slightly less satisfied with each aspect of the hiring process compared to male respondents.

Looking at differences between genders on statements relating to the hiring process, when compared to responses from female faculty, a larger percentage of male respondents agree at some level that they were strongly satisfied with the hiring process overall (42% male; 30% female); their department did its best to obtain resources for them (80% male; 67% female); their department made an effort to meet them (92% male; 78% female); and that they negotiated successfully for what they needed during the hiring process (71% male; 61% female). Additionally, a slightly larger percent of non-STEM respondents (93%) agree that they were satisfied with the hiring process, compared to STEM respondents (84%).

PROFESSIONAL ACTIVITIES

- *Teaching Load:* Most faculty respondents indicate they have maintained an undergraduate course load of six courses over the last two years. The largest percent of both male and female faculty respondents indicate that they taught no graduate courses (49% of male faculty and 26% of female faculty) during this time.
- *Research and Scholarly Activity:* Two-thirds of all respondents have not had any research or scholarly activity supported by a grant on which they were a PI or Co-PI over the past two years. More female (37%) than male (25%) respondents report being part of such grant-supported activities. Regardless of gender, a higher percentage of respondents from the STEM disciplines indicate they have been supported by this type of research or scholarly activity compared to those from non-STEM disciplines. Within each discipline group (STEM/Non-STEM), a greater percentage of female respondents indicate they were part of this activity than male respondents.

- *Scholarly Productivity:* Thirty-eight percent of respondents indicate that they rate their overall level of scholarly productivity at least slightly more productive than other faculty in their discipline and among their rank nationwide. The majority (51%) rate themselves as slightly or somewhat less productive than their national counterparts. However, a larger percentage of female faculty respondents (41%) than male faculty respondents (34%) rate their productivity as at least slightly more productive than their national counterparts. More female faculty respondents (59%) than male faculty respondents (46%) think their department views their research and scholarly productivity as at least slightly more productive than the department average.

Resource Support - Equipment and Supplies: Sixty-three percent of all respondents agree at some level that they have the equipment and supplies they need to adequately conduct their research. However, fewer female faculty respondents (59%) agree at some level that they have the equipment and supplies they need to adequately conduct their research, compared with 74% of male faculty respondents. Less than half (48%) of all faculty respondents at least slightly agree that they receive regular maintenance/upgrades of their equipment. A higher percent of non-STEM faculty respondents agree that they receive regular maintenance/upgrades than STEM faculty, regardless of gender.

- *Colleagues Conducting Similar Research on Campus:* Forty-six percent of all respondents disagree at some level that they have colleagues that do similar research on campus. Nearly a quarter (23%) strongly disagrees. A smaller percentage of female faculty respondents (46%) indicate that they have colleagues on campus who do similar research, compared with 54% of male faculty respondents.
- *Peer Guidance/Career Advice:* About half (52%) of all faculty respondents at least slightly agree that they have colleagues or peers at USM who give them career advice or guidance when they need it. Nearly a quarter (37%) somewhat or strongly disagree that they have this support. Less female faculty respondents (49%) indicate that they have colleagues or peers at USM who give them career advice or guidance when they need it, compared with 60% of male faculty respondents.
- *Teaching Support:* Fifty-three percent of all faculty respondents at least slightly agree that they have adequate teaching support. However, a quarter moderately or strongly disagree that they have this support. Less female faculty respondents (48%) indicate that they have sufficient teaching support, compared with 66% of male faculty respondents.
- *Committee Service:* The majority of respondents indicated that their department has a curriculum committee (72%), promotion and tenure committee (66%), and faculty search committee (51%). Less than half indicated that their department had a graduate admissions committee (41%) or an advisory committee (22%). More male than female respondents indicated that they had chaired their department's advisory, promotion and tenure, and faculty search committees. Male respondents

also had more interest in chairing the promotion and tenure, faculty search, and graduate admissions committees. More female than male respondents had chaired their department's curriculum and graduate admissions committees. Female respondents also had more interest in chairing their department's advisory and graduate admissions committees.

INTERACTIONS WITH COLLEAGUES

A moderate (approximately one mean point on a scale of 1-6) difference across seven questions identifying key components of interaction with colleagues indicates that female respondents do not feel the same level of respect, acceptance and opportunities as male respondents in their interactions with colleagues and others in their department.

Male respondents feel *a little more* than female respondents that they are respected by colleagues, staff, students and their department head/chair; a little more like full and equal participants, that they are solicited about their opinions on work-related matters; and that they have more voice in how resources are allocated. Additionally, male respondents feel a little more than female respondents that they can voice their opinions openly; that their research is valued; that faculty meetings allow for all participants to share their views; that committee assignments are rotated fairly; that they are a little less isolated at USM and that they are not excluded from informal networks. Female faculty respondents however, indicated that their research, teaching and service is not recognized and valued by their department.

WORK CLIMATE

There is a consistent, small difference across the board indicating that female faculty respondents do not feel as positively as male respondents about the work climate for women at the University of Southern Maine. Male faculty respondents feel a little more that faculty are serious about treating men and women faculty equally, and that most faculty would be as comfortable with a woman department chair as a male department chair. Female respondents indicate that they feel a little less that they are as likely as their male counterparts to have influence in departmental politics and administration; that it is not uncommon for a woman faculty member to present an idea and get no response then for a man faculty member to present the same idea and be acknowledged; and more that women faculty tend to get more feedback about their performance than men faculty do.

The vast majority of respondents (87%) feel safe in their workplace in terms of physical safety and security. This differs for male and female respondents, with more male faculty feeling safe (94%) than female faculty (86%). Based on the definition from the USM policy on harassment, 27% of all respondents indicate that they have been harassed while working at USM. More female respondents (28%) than male (17%) indicate that they have been harassed. Both male and female faculty who responded that they had spoken with someone about their harassment experience indicates that they had largely turned to family (67%), colleagues (72%), friends (75%) and/or their supervisor (58%). Differences between genders included a larger percent of female respondents who had turned to a supervisor or the USM Office of Equity and Compliance than male respondents, while a larger percent of male respondents had spoken to an attorney. All female respondents (100%) are aware that USM has a

policy on harassment in the workplace and 99% of male respondents indicate their awareness of the policy.

THE TENURE PROCESS AT USM

Sixty-eight percent of all faculty respondents agree at some level that they were satisfied with the tenure/promotion process they experienced, with 25% in strong agreement. Seventy-seven percent of male respondents agree that they were satisfied, compared to 67% of female respondents. Faculty rated their experiences with most of the elements of the tenure process in the middle of the agreement scale; with the greatest mean agreement for receiving feedback on their progress towards tenure and satisfaction with the tenure process overall.

There is a consistent, small difference across these questions indicating that female respondents did not feel the same type of support during the tenure process as male respondents. In comparison to male respondents, female respondents felt a little more that they understood the criteria for achieving tenure/promotion; they received feedback on their progress towards achieving tenure/promotion; they were told about assistance available and that a senior colleague was very helpful to them. In comparison to female respondents, male respondents felt a little more satisfied with the tenure process than female respondents; in particular that they received reduced teaching or service responsibilities so that they could build their scholarly agenda than their female counterparts.

USM PROGRAMS AND RESOURCES

- *Family Medical Leave:* Fourteen percent of faculty respondents indicate that they anticipated using Family Medical Leave in the future. A larger percent of female faculty respondents anticipate using this leave program (19%) than male faculty respondents (11%). A larger percent of female respondents (89%) think that Family Leave Program is valuable than male faculty respondents (79%).
- *Faculty Workshops:* Eighty-two percent of respondents indicate that they have participated in faculty workshops. Although there are more female (91%) than male respondents (80%) who report having attended these workshops, a more equal percentage of female respondents (78%) and male respondents (77%) report that they *plan* to attend faculty workshops in the future. A larger percentage of female respondents (74%) indicate that they think faculty workshops are somewhat or very valuable than male respondents (49%).
- *Faculty Mentoring:* Fifty-eight percent of all respondents have never used faculty mentoring. Only thirty-two female faculty respondents (40%) and twenty-one male respondents (32%) indicate that they have participated in a faculty mentoring relationship. Just over a quarter of both male and female respondents indicate that they anticipate using faculty mentoring it in the future. A higher percentage of female respondents (49%) indicate that they believe the program is moderately or very valuable program than male respondents (46%).

BALANCING PROFESSIONAL LIFE AND PERSONAL LIFE

Forty percent of all respondents indicate that they at least slightly agree that they often have to forgo professional activities because of personal responsibilities. Slightly more female respondents than male respondents agree that they often have to forgo professional activities because of personal life obligations. Thirty-nine percent of all respondents at least slightly agree with the statement that personal responsibilities and commitments have slowed down their career progression, with slightly more female respondents indicating their agreement than male respondents.

Fifty-eight percent of all respondents indicate that they have cared for or currently care for dependent children. A higher percentage of male than female respondents indicate they have had or currently have this responsibility. Whether male or female, the majority of respondents (57%) report having no more than two children. More than three quarters of all respondents do not feel that their job prevented them from having the number of children that they wanted. However, the percentage of female respondents who feel that their job has prevented them from having the number of children they wanted (20%) is higher than the percentage of male respondents who feel the same (9%). Less than a quarter of all respondents (24%) indicate that they have cared for or currently are caring for one or more dependent adults.

Male respondents feel slightly more strongly that colleagues in their department are supportive of individuals who seek to balance their personal and career lives. Female respondents feel slightly more strongly than male faculty that it is difficult to adjust work schedules to care for children and other dependents and that male faculty members with children are considered to be less committed to their careers than men who do not have children. However, there is a slightly larger gap when asked if female faculty with children are considered by department members to be less committed to their careers than women who do not have children. Female respondents are decidedly lower than male respondents on this question, averaging a low level of disagreement. Female respondents also feel somewhat less strongly than male respondents that their department is supportive of family leave.

More than half of all respondents (57%) describe themselves as married and living with their spouse. An additional 16% indicate that they are not married, but living with a domestic partner (same or opposite sex). However, the situations for female respondents are much more diverse, with 41% married living with their spouse; 25% not married but living with a domestic partner and 25% single. Thirty-one percent of all respondents indicate that they would have used a USM spousal hiring program if available at the time they came to USM, with more female respondents (36%) indicating that they would have used this program than male respondents (28%).

DIVERSITY ISSUES

Gender Diversity: Just over half of all respondents (54%) indicate slight disagreement that there are too few women faculty in their department. The gender gap on this question is large, with 42% of female respondents strongly disagreeing in comparison with 29% of male respondents. More than half of all respondents (59%) at least slightly agree that their department has actively recruited women faculty. A much higher percentage of male respondents (77%) than female respondents (50%) agree that their department has actively recruited women faculty. Twenty percent of female respondents strongly disagree. Sixty-five percent of all respondents at least slightly disagree that their department has difficulty retaining women faculty. Thirty percent of all female responses agree at some level that their department has difficult retaining women.

Two-thirds of all respondents (68%) at least slightly agree that the climate for women faculty is good at the university. However, a large gender gap is found in the responses to this question, with 83% percent of male respondents agreeing at some level that the climate is good for women faculty, compared to 68% of female respondents. Most notably, 51% percent of male respondents strongly agree that the climate is good for woman faculty in comparison to 33% of female respondents indicating the same. Forty-five percent of all respondents at least slightly agree that their department has taken steps to enhance the climate for women. A much larger percentage of male respondents (68%) than female respondents (35%) at least slightly agree that these steps were taken. Thirty percent of female respondents either somewhat or strongly disagree. Sixty-three percent of all respondents disagree at some level that their department has *too few women* faculty in leadership positions. A higher percent of male respondents (66%) compared to female respondents (62%) at least slightly agree that their department has made an effort to promote women into leadership positions.

Racial/Ethnic Diversity: All race/ethnicity groups indicate at a high level that faculty are serious about treating minority and non-minority faculty equally, with faculty self-identifying as Caucasian agreeing half a mean point higher than both those respondents self-identifying as an underrepresented minority and "Other." All respondent race/ethnicity groups are mostly neutral on whether non-minority faculty would be as comfortable with a minority department chair as a non-minority department chair and whether or not minority faculty are less likely than their non-minority counterparts to have influence in departmental politics and administration.

Ninety-four percent of respondents indicate that they at least slightly agree that there are too few faculty of color in their department, with 57% indicating strong agreement. All underrepresented minority respondents, 95% of Caucasian respondents and 83% of respondents indicating "Other" for race/ethnicity at least slightly agree with the statement. Seventy-five percent of faculty respondents answering this question at least slightly agree that their department has too few faculty of color in leadership positions. Sixty-seven percent of minority faculty respondents slightly agree, with the remaining 33% strongly agreeing. Fifty-three percent of respondents agree at some level that their department has taken steps to enhance the climate for faculty of color. Minority respondents range from slightly disagreeing to somewhat agreeing. Eighty-three percent of those respondents indicating "Other" as their race/ethnicity are in some level of agreement, while 17% strongly disagree.

Numerous respondents indicate that it is difficult to answer diversity-related survey questions on recruitment and retention questions related to the hiring of underrepresented minority faculty since their department has not hired *any* faculty for several years. Of those who did answer these questions, sixty-one percent of respondents agree to some extent that their department has actively recruited faculty of color. All minority respondents slightly agree, while 83% of "Other." respondents at least slightly agree. Fifty percent of respondents at least slightly agree that their department has difficulty retaining faculty of color. All minority respondents slightly agree and those indicating "Other" for race/ethnicity are divided in their responses, with 50% indicating strong disagreement.