WISE@OU Campus Climate Summary Report

Women in Science and Engineering at Oakland University

May 2013

Analysis by the WISE@OU Leadership Team:

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EXECUTIVE SUMMARY

Introduction

The Women in Science and Engineering at Oakland University (WISE@OU) program is focused on institutional analysis, recruitment, retention, and promotion of women and under-represented populations in the science, technology, engineering, and mathematics (STEM) areas. This project is supported by a four-year National Science Foundation ADVANCE (PAID) grant (Award 1107072), which was awarded to Oakland University in September 2011.

During the past year, WISE@OU has conducted an accelerated "institutional transformation" fact-finding endeavor. This report compiles the information from the WISE@OU climate survey, focus group sessions, and other faculty-related data. The WISE@OU leadership team has analyzed the data to determine the current strengths and limitations of the OU campus climate and to identify issues that may hamper the success and growth of STEM faculty, women and under-represented populations in particular.

The main results are first presented by theme or topic area (e.g., hiring process, tenure process, etc.) in the summary below. Each of the successive sections includes graphs of climate survey responses, summaries from the focus group sessions, and any additional data collected about each topic.

About the Climate Survey

In order to gauge the current level of satisfaction of OU faculty in the College of Arts and Sciences (CAS) and the School of Engineering and Computer Science (SECS) with their employment, the WISE@OU program conducted a climate survey in April 2012. The survey queried faculty members on a number of topics, including the hiring process, the tenure process, career growth and satisfaction, grants and research, departmental environment, and work/life balance. Follow-up focus group sessions were conducted with STEM faculty in summer 2012.

Surveys were sent to all tenure-track and tenured faculty in CAS and SECS.

- The survey was created using Qualtrics, an online survey and analysis research suite.
- A link to the survey was e-mailed to approximately 313 faculty members. All survey responses were anonymous.
- The overall response rate to the climate survey was 58% (180 responses). 36% (65) of the respondents were from STEM departments and 59% (106) of the respondents were from non-STEM departments. 5% (9) of the respondents did not indicate their departmental affiliation.
- In the analysis, survey responses are categorized into STEM departments, which include SECS and CAS departments of Biological Sciences, Chemistry, Mathematics and Statistics, and Physics; and non-STEM departments, which include CAS departments in the Social Sciences and the Humanities.

Characteristics of Faculty Respondents – Climate Survey[1]

- 55% (94) of the survey respondents were men and 45% (76) were women. 10 respondents did not answer this question.
- 70% (120) of the survey respondents were non-Hispanic Caucasian. 9% (16) of the respondents indicated they were from under-represented populations (Black/African American, Hispanic/Latino, or Native American/Alaskan Native), and 11% (19) of the respondents were Asian. 10% (17) of the respondents selected 'Other' or 'Prefer not to answer.' 8 respondents did not answer this question.
- Just over one-third of all respondents were from a STEM discipline.
    - 42 STEM male faculty, 21 STEM female faculty, 51 non-STEM male faculty, and 53 non-STEM female faculty responded to the survey. 13 respondents did not indicate both sex and departmental affiliation.

Characteristics of Faculty Respondents – Focus Group Sessions[2]

- There were 7 focus group sessions with 24 total participants.
- Sessions included:
    - STEM female assistant professors (2 sessions)
    - STEM female associate professors (2 sessions)
    - STEM female full professors (1 session)
    - Chairs of STEM departments (all male, 1 session)
    - STEM faculty from under-represented populations (all male, 1 session)

Overall Satisfaction and Considerations to Leave

In general, survey responses indicated that faculty members were more satisfied than dissatisfied with the campus climate. It is important to note that faculty in the focus group sessions took the opportunity to more openly discuss the challenges they face on campus and the summary reports of the focus group sessions in this report highlight some of the issues that may contribute to faculty dissatisfaction.

- Over half of all the survey respondents were very or moderately satisfied with their position at OU.
    - 67% (41) of STEM faculty reported that their career progress met or exceeded their own expectations, as compared to 76% (78) of non-STEM faculty.
    - In survey comments, faculty mentioned that colleagues, a balanced workload, and academic freedom were factors that contributed to career satisfaction.

[1] The climate survey and focus group sessions were approved by the Institutional Review Board (IRB) at Oakland University.
[2] Conditions of the IRB expedited review of the focus group sessions included preserving anonymity in the data and having the facilitators refrain from serving in any university-wide tenure and promotion committees for the duration of the grant.

- Despite this reported satisfaction, a number of survey respondents indicated that they had seriously considered leaving OU.
    - In the STEM disciplines, 20% (12) of survey respondents had seriously considered leaving OU. This differs greatly from the non-STEM disciplines, where 42% (42) had seriously considered leaving OU.
    - In survey comments, faculty mentioned that workload issues, low salaries, and a gender-biased environment were factors that detracted from career satisfaction.

THE HIRING PROCESS

- The overwhelming majority of female faculty from both STEM and non-STEM disciplines reported that they were satisfied with the hiring process.
    - Faculty reported that the search process was open and fair, noting their positive interactions with the search committee and department engagement in efforts to recruit diverse faculty.
- However, faculty reported more dissatisfaction regarding obtaining resources, negotiation, and start-up packages. Such concerns were also echoed in focus group discussions.
    - In negotiations for additional salary and resources, STEM male faculty appeared to be more successful than all others.
- While the University has been successful in hiring women in STEM positions, the same is not true in recruiting under-represented populations.
- This year, for the first time, the University mandated that search committee participants engage in training prior to beginning their searches to increase their ability to recruit diverse applicants.

THE TENURE PROCESS

- In the STEM departments, there is a greater percentage of tenured male faculty than tenured female faculty. In contrast, the non-STEM faculty exhibit similar levels of tenure status for both men and women.
    - From Board of Trustee actions between 2005 and 2012, 29 STEM faculty were tenured; 9 of these were female (31%). There were two tenure denials; one female (2005) and one male (2011).
- Female faculty seem to be better informed about pre-tenure workshops and mentoring opportunities than male faculty.
- Most faculty feel somewhat supported by at least one senior colleague as they work toward tenure/promotion.
- In terms of satisfaction with the current departmental tenure process, most STEM faculty are well-satisfied. In non-STEM areas, male faculty are also well-satisfied, but fewer female faculty feel satisfied with process.
- The majority of untenured faculty from all departments did not know if rolling back the tenure clock was an option. Tenured faculty expressed a slightly increased knowledge about this option, although many of the tenured faculty also responded that they did not know about the roll back option.

  - There was some concern about differences between units, such as in the interpretation of the process. Faculty expressed the desire for more clarity and consistency from administration with respect to university tenure standards.
- There was a strong sense that many faculty are doing excessive service, especially associate professors and faculty from under-represented populations.
  - A frequent concern was that female faculty, especially junior faculty, were being asked to do more service than male faculty.
  - There was concern that those who do a greater amount of service may not be perceived as serious about their research.
- Female STEM untenured faculty voiced concerns that the sex of the tenure review candidate did matter in the review process, particularly when it came to combining motherhood and a career.
- There was great concern across the ranks about the role of grant funding in the tenure process.
  - Faculty perceived that the focus was on dollars not on the quality of research, which caused teaching to be secondary to research funding.
  - There is a current scarcity of research funds which may cause additional setbacks in the career progress of STEM faculty.
- 165 University Research Committee (URC) Faculty Fellowships have been awarded in the past 7 years, providing internal funding for faculty. 44% of applications have been approved, with female faculty applicants having a lower success rate (41%) than male applicants (59%) during this time period.
  - Among STEM faculty, the female applicant success rate is 45%; the male applicant success rate is 54%. The success rate of STEM faculty compared with all faculty is variable from year to year.

CAREER GROWTH AND SATISFACTION

- Over half of the faculty in both the STEM and non-STEM disciplines reported that they were very or moderately satisfied with their position at OU.
  - Comments from the survey indicated that faculty were most pleased with their colleagues.
  - Specifically from STEM faculty, other contributing factors frequently mentioned included a balanced workload and academic freedom, along with administration, students, location, and department atmosphere.
- Despite this, a number of faculty did report that they had seriously considered leaving OU, with the greatest number of faculty considering this option coming from the non-STEM departments.
  - Respondents most frequently mentioned low salary, issues with administration/chair/department, and research support/career progression issues as factors that contributed to their consideration of leaving OU.
- Most faculty members indicated that they were not receiving assistance from their colleagues or department in the forms of career advice and development opportunities.
- STEM female faculty reported that they more frequently participated in career planning efforts than male faculty. Non-STEM faculty indicated that they rarely participated in such efforts.
- The majority of female faculty as well as most of the male faculty from both STEM and non-STEM disciplines reported that they would like more professional development opportunities and career management training.

- A sabbatical offers time for faculty to conduct research, which contributes to career growth and promotion opportunities. Between the Fall 2008 semester and the Winter 2012 semester, 142 sabbaticals were awarded, with 38 (27%) for STEM faculty.

GRANTS AND RESEARCH

- About two-thirds of STEM faculty have external funding, as opposed to only about one-eighth of non-STEM faculty. STEM faculty are expected to apply for and obtain external funding to support their research, which can be a major challenge.
- While most STEM faculty reported that they have the equipment and supplies needed to conduct their research, many want better mentoring and more support while applying for grants.
- STEM faculty reported a higher likelihood of having reduced teaching loads so they could focus on research, as compared to non-STEM faculty. In the STEM disciplines, female faculty reported more satisfaction with their teaching and service loads than male faculty.
- In focus group discussions, faculty mentioned other issues that related to grants and research.
    - Faculty identified the lack of trained technicians to support the existing environment as a problem.
    - While the grants office was viewed as improving, there was still a desire to have it concentrate more on helping faculty rather than enforcing rules.
    - Another common concern was the lack of support for research infrastructure and for postdocs.

DEPARTMENTAL ENVIRONMENT

- While a majority of faculty members across disciplines do not report feeling isolated at OU, some reported issues with sexism in their department and with the assignment and recognition of service activities by their department.
- In particular, significant gaps were observed in STEM faculty responses to survey questions that pertained to the influence and adequacy of the number of females and under-represented populations (URM) in leadership positions in a department, as well as to their own participation in their department's decision-making processes.
    - With regards to female or URM faculty in leadership positions, 60% (13 and 12 respondents, respectively) of female STEM faculty agree that their department has too few of these leaders, while less than 40% (14 and 13 respondents, respectively) of male STEM faculty are of that opinion.
    - While 64% (27) of male STEM faculty agree that they feel like a full and equal participant in the problem-solving and decision-making processes in their department, 50% (10) of female STEM faculty feel like equal participants.
        - Non-STEM faculty responses also exhibited a gap, though it is slightly less pronounced (70% (35) male vs. 58% (30) female).
- Responses to the survey also indicated that female faculty across disciplines more strongly agree (30% STEM, 25% non-STEM) than male faculty (4% STEM, 2% non-STEM) with the statement that the ideas of female faculty are not received in the same manner as those of male colleagues.
- Many of these themes of workload/division of labor, sexism in the department, and the department climate in general were reflected in the focus group discussions.

BALANCING PERSONAL AND PROFESSIONAL LIFE

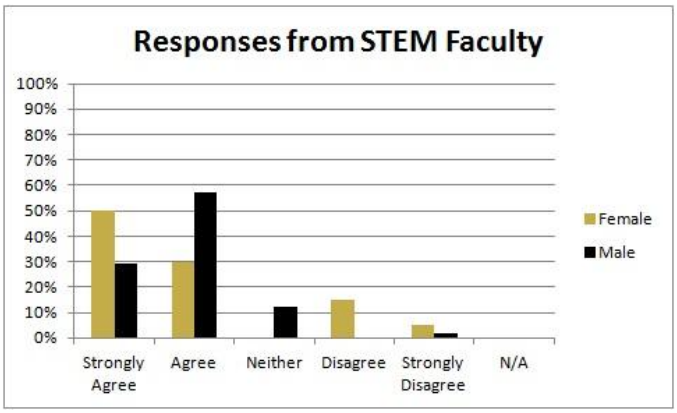
- Faculty indicated that the demands of teaching, research, and service interfere with family planning and activities outside of work.
- Over half of the survey respondents, 57% (34) from STEM and 65% (66) from non-STEM, reported that their professional responsibilities cause them to forgo personal activities.
- Some female STEM faculty respondents (35%) felt that they were perceived to be less committed to their careers if they had children, while male STEM faculty (55%) held the opposite view. This pattern was also seen in the non-STEM faculty members' responses (36% female, 68% male).

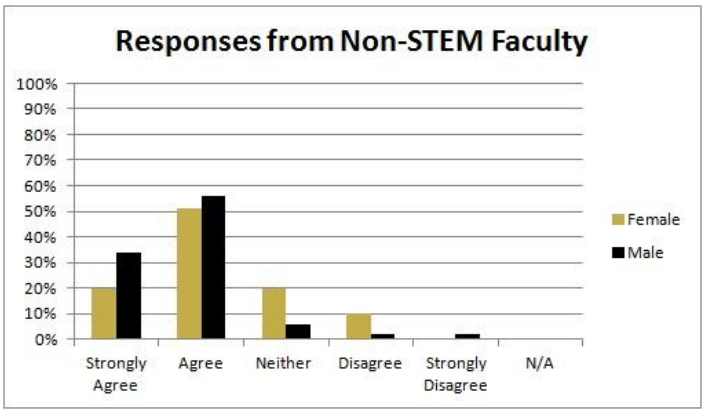
Family-related concerns were reflected in the focus groups, where the main themes in these discussions included the difficulties in combining motherhood and a career, issues of timing and pregnancy, and the lack of adequate day care available to faculty members.

THE HIRING PROCESS – CLIMATE SURVEY

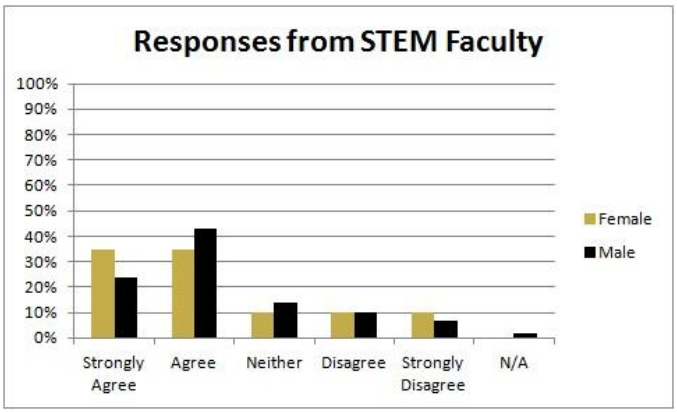
Some of the climate survey questions addressed aspects of the hiring process. The following charts represent responses from faculty members who completed this survey.

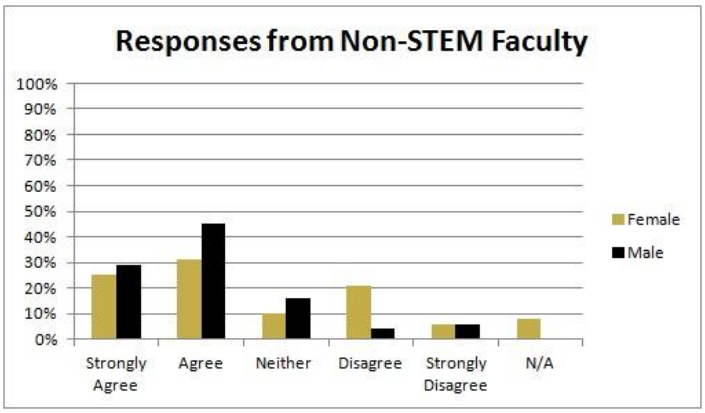
Agree/Disagree: I was satisfied with the hiring process overall.



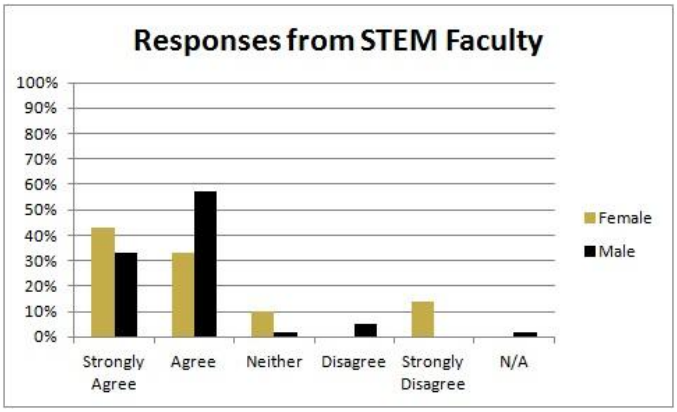


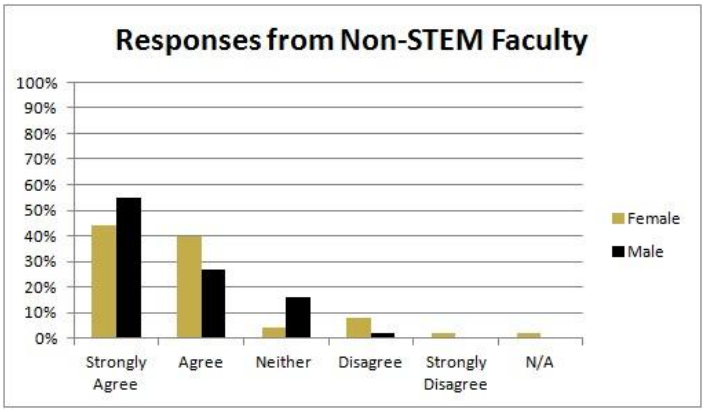
Agree/Disagree: The department did its best to obtain resources for me.



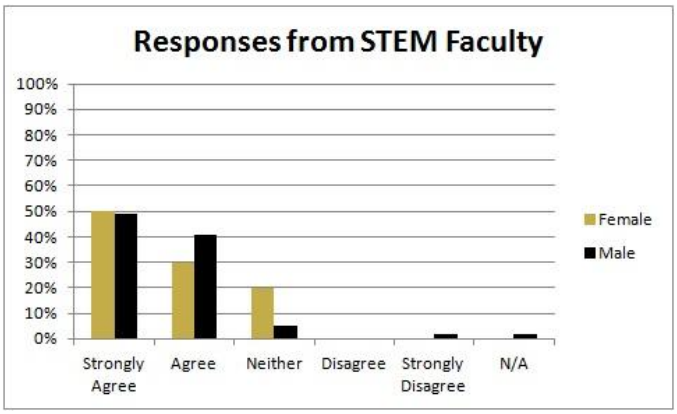


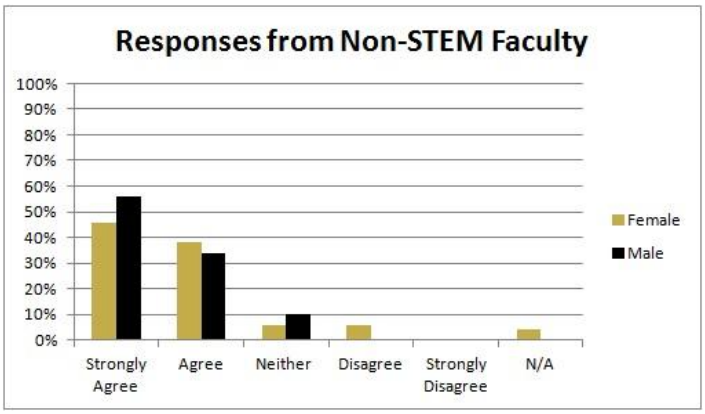
Agree/Disagree: Faculty in the department made an effort to meet me.



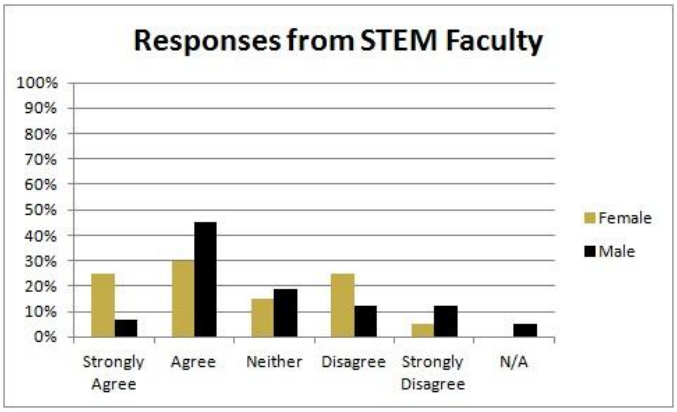


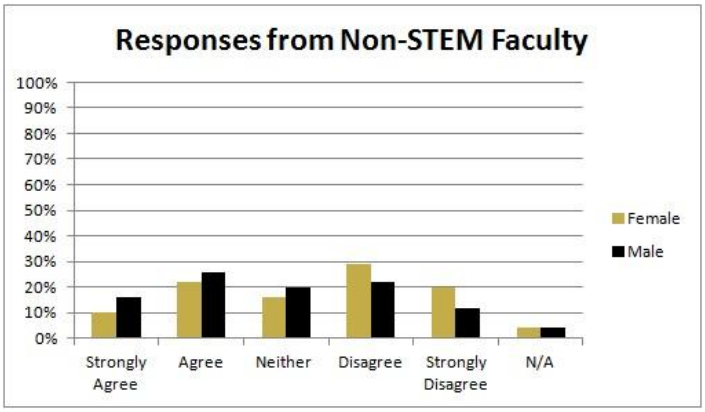
Agree/Disagree: My interactions with the search committee were positive.



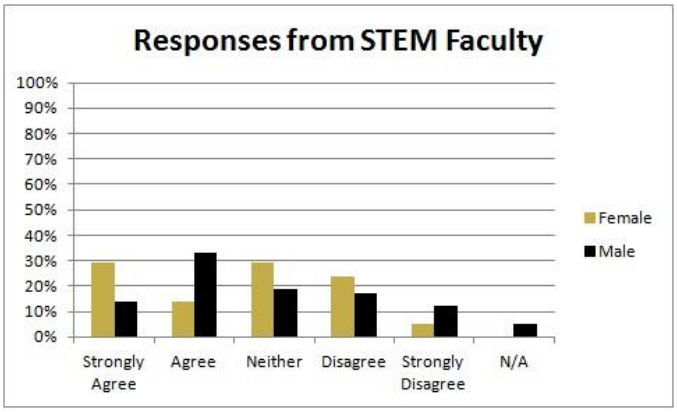


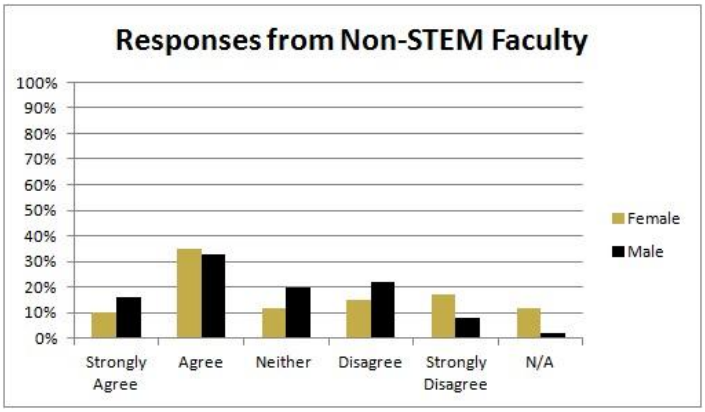
Agree/Disagree: I was able to successfully negotiate for what I needed.



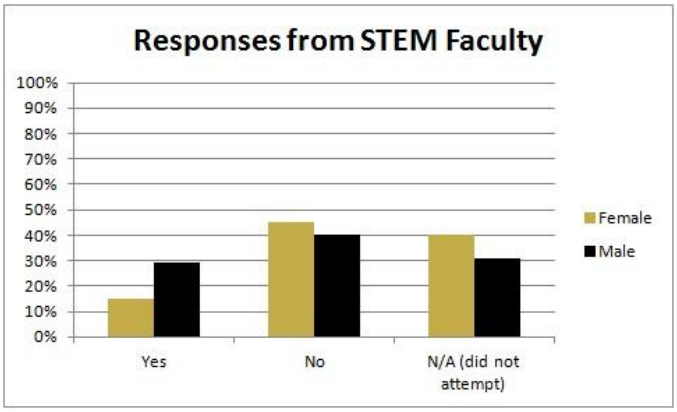


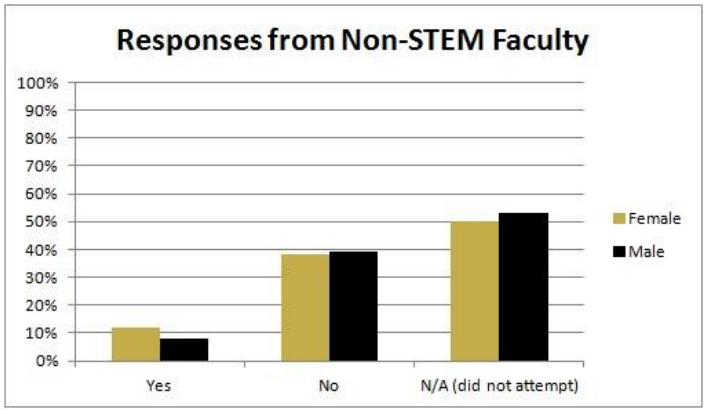
Agree/Disagree: I was satisfied with my start-up package at the time.



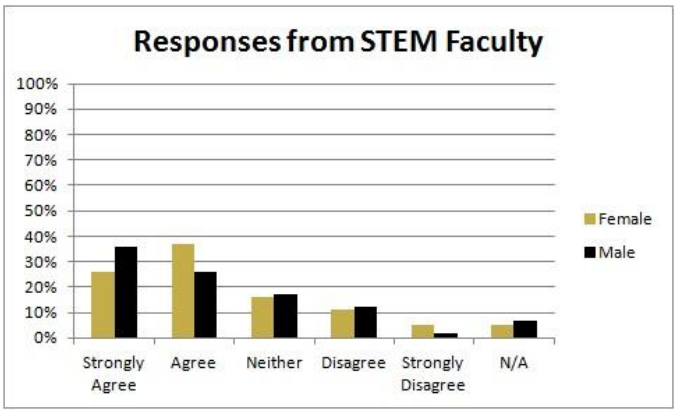


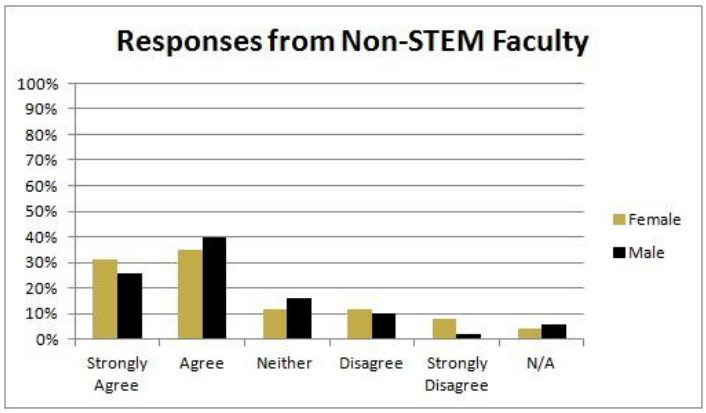
In the past 5 years, have you successfully re-negotiated with OU or your department chair regarding your salary, summer support, lab resources, work space or reduction of teaching load for any reason, including an outside job offer?



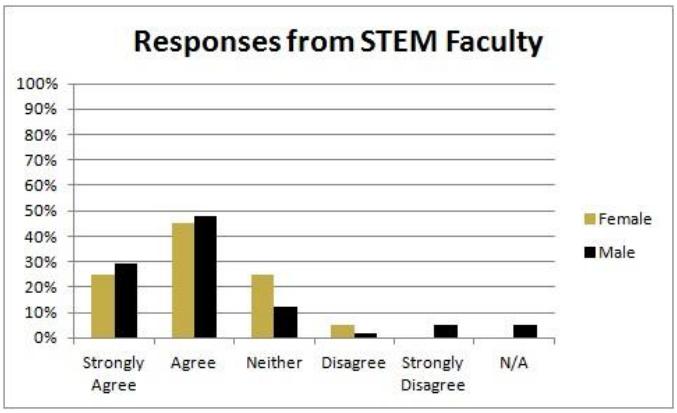


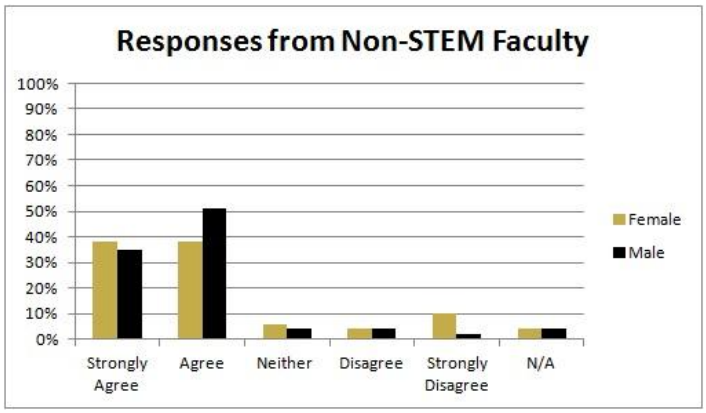
Agree/Disagree: Those responsible in my department for the hiring process engaged in efforts to recruit diverse faculty.



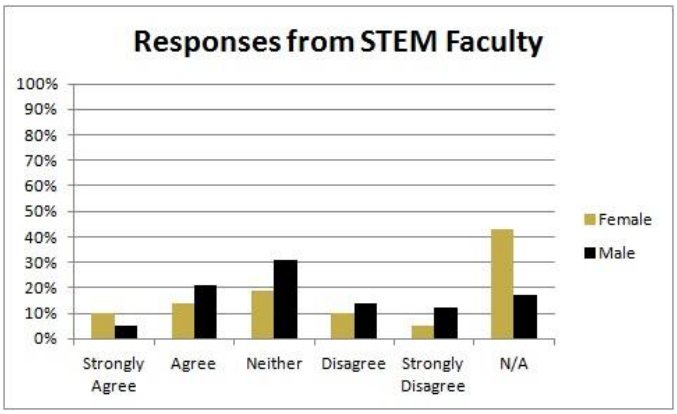


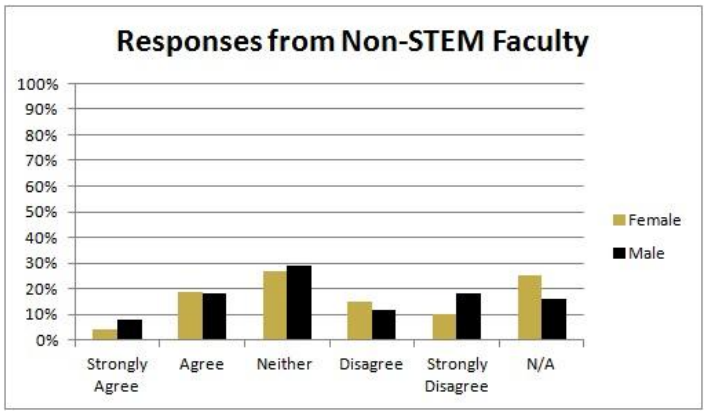
Agree/Disagree: The search process was open and fair.





Agree/Disagree: Participation in OU recruitment training was a high priority.

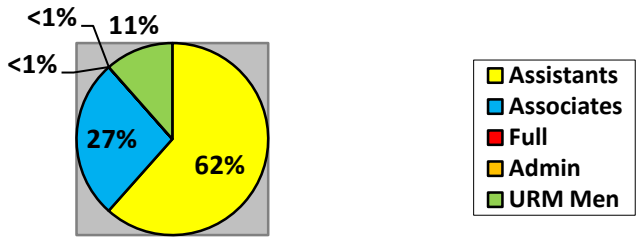




THE HIRING PROCESS – FOCUS GROUP SUMMARY

Three major themes emerged around issues with the recruitment process: recruitment in general, start-up packages and dual/spousal hiring. The most prominent theme was around general recruitment issues followed by start-up packages and dual/spousal hiring.

Recruitment in General



Percentages indicate what percentage of comments came from which focus group.

Figure 1: Recruitment in General - Percentage of Comments from Different Focus Groups

Overall: STEM faculty were divided on whether or not recruitment was fair to all the applicants, in particular women.

Problematic Recruitment:

It was the assistant professors who made the strongest link between recruitment efforts and sex. The common belief was that while women were seldom the top choice of the department doing the hiring, they were often hired because men turned down the job. This idea was also supported by some of the associate professors.

For example, one associate professor summed up her department's hiring this way:

> The men turn us down. The last couple—the last few hires—we've gotten women because all the men have turned us down. Actually, I think there's bias because when I look at the ranking in my department … I always see our department ranking the women candidate lower than they deserve to be ranked. But then the funny thing is they end up getting hired because the men won't take the job.

The idea that there was bias in the process was articulated by other women faculty.

An assistant professor said, "When I appl[ied for] jobs, I was told white male first, white female, colored male, colored female [she laughs]—this is the rank[ing]. So people prefer the white male [candidate.]"

An associate professor relayed how bias in the form of sexism was a part of her job interview:

> Professor 1: I got asked if I was a party girl when I came and interviewed.
>
> Facilitator: How did you answer that?
>
> Professor 1: I said "I don't have time to party. I'm in the lab all the time." And I was shocked.

Bias was also evident when another faculty member was asked what her husband did for a living in her job interview. While other female professors did not experience overt sexism in the hiring process, some felt that their departments presented obstacles for female candidates. One associate professor noted that the lack of senior women faculty in her department could be off-putting to potential female hires.

Not related to sex, many of the faculty noted that the salaries were often too low to get the candidate they wanted for the job.

<u>Fair Recruitment:</u>

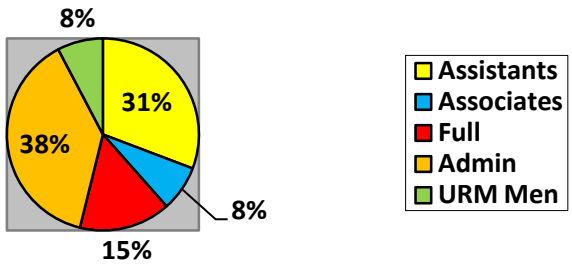
While some found the overall recruitment process to be problematic in some aspect, others found it to be gender neutral and fair. One faculty member noted that the recruitment pools for their own department were 1/3 women which resulted in more men being hired. Others found in their experience, there were no overt biases in the process. One assistant professor said, "I think that there's no priority at least for females. They don't …consider your gender before they give you tenure or not. They just judge by the qualifications. That's my feeling." Another agreed with this assessment, "In my search committee maybe it's different. We do not talk about [whether] it's men or women. We just say "this person, how much is he or she qualified for the requirements?" …I know there are isolated cases and that [an] individual male faculty member maybe have a bias. But I think, in general speaking, most of the male faculty are fair in this issue, at least in my search committee."

In the discussions, the faculty were aware of and acknowledged the push by the university to recruit under-represented minority faculty and women.

In sum, faculty members note that there can be problems with recruitment committees and unexamined or overt bias. Faculty related stories of inappropriate questioning during recruitment but many of the faculty did

not see sexism or bias in the committees they ran or participated in. We next explore in more detail two of the most common issues brought up in discussions on recruitment: start up packages and dual/spousal hiring.

Start-Up Package



Percentages indicate what percentage of comments came from which focus group.

Figure 2: Start-Up Packages - Percentage of Comments from the Different Focus Groups

Overall: Start-up packages for new faculty were an issue with all of the focus groups (see chart above). While a few of the faculty remarked that they thought the packages were fair (and one chair noted they were better than they used to be), all of the faculty noted that Oakland University was not competitive with other universities in the area and that the university loses candidates because of this. All the participants argued that low start-up packages have an effect on the success of the researcher.

One assistant professor concluded, "The administration has unrealistic expectations of who can come here and be successful based on the packages that they're getting." An associate professor concurred saying, "The start-up packages are sub-standard. They are absolutely ridiculous."

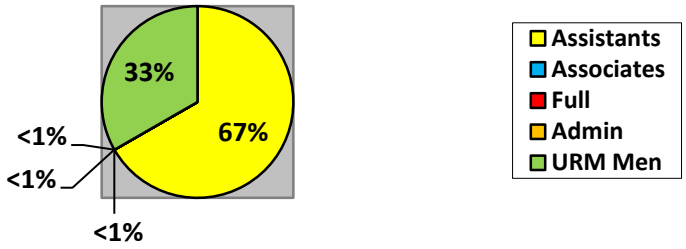
Offering small start-up packages can affect a faculty member's career, according to one full professor. She said, "But in starting a career of a young person, especially a woman who has all sorts of disadvantages, she needs to get a grant and quickly. Because the tendency is that that first grant people get at a later and later age, which is no good. If somebody has to...wants to make name for himself, that person needs to get recognized sooner." Another full professor agreed noting that good start-up packages led to momentum in a faculty member's career. A department chair agreed, saying "The university start-up package is usually very, very critical for success."

He went on to say that the way the packages are explained are misleading to candidates and could be remedied:

> Well, there's another issue with research. Obviously, this is about the science department and to some extent I imagine engineering. You know, we have start-up packages that I know the university is thinking that they are extremely generous [laughter in group]. Really what it takes to get somebody to the finish line is usually to give them a start-up package over again, like in the second year and then another time on the fourth year. And so by that mechanism they can actually make it through. But we

are supporting them to an unbelievable amount. … But in many cases, they end up really getting support in up to half a million dollars before they are tenured. So we might as well just tell them, as a package. …Therefore, we are also able to get the better ones [candidates] that somebody would say 150,000 dollars, "Forget it, they're not going to come." … But if you tell me you can get half a million dollars and then they might come.

Dual/Spousal Hiring



Percentages indicate what percentage of comments came from which focus group.

Figure 3: Dual/Spousal Hiring - Percentage of Comments from Focus Groups

Overall: All of the comments came from the assistant professor or the URM male focus groups with three main themes discussed: that spousal hiring was not fair, that some faculty need dual positions with spouses and that services on campus need to be offered and refined.

For example, one assistant professor noted, "my problem with that is I found that slightly unfair, because then you're giving a job to someone just solely because their spouse. It's like nepotism. I don't like this idea." Other faculty discussed that Oakland was too small to "give away" a position to a spouse and that the resources for a spousal hire should be used for other purposes.

Some faculty argued that when faculty need this benefit and do not have access to it – it does cause hardship and affects retaining faculty and their ability to get tenure and promotion. One assistant professor related her story and concluded that although her husband had a better job at his university, for family reasons he was willing to move here but when she talked to her chair, there was no possibility of offering him a job at OU. She said, "I think it is a disadvantage for women."

The faculty knew that this is sometimes desired by candidates and is sometimes addressed by other universities. One idea put forth was that the university offer employment assistance to the spouse. While there was agreement with this idea, one male faculty member cautioned that the office would have to have "meaningful contacts that you would know people in various industries that could provide information about their needs and so on. So, I don't see an office at the institution trying to do that as being particularly helpful."

THE HIRING PROCESS – ADDITIONAL DATA

Sex of STEM Assistant Professors Hired Between 2007 and 2012 – Analysis from the Office of Inclusion Trend Analysis[1]

Year	Female	Male	Total Hired
2007-2008	1	5	6
2008-2009	3	2	5
2009-2010	1	5	6
2010-2011	0	3	3
2011-2012	2	4	6
2012-2013	6	3	9
TOTAL	13	22	35

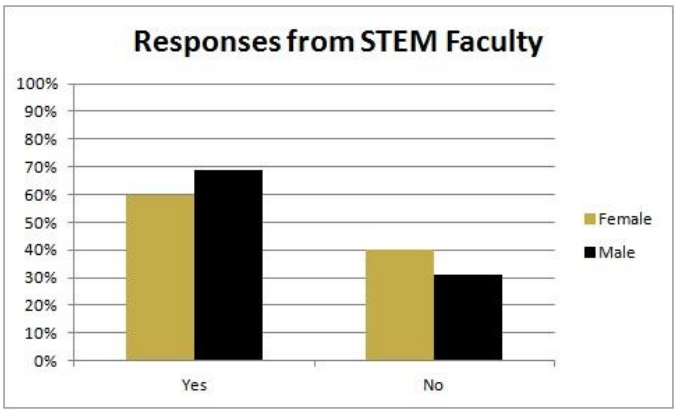
Ethnicity of STEM Assistant Professors Hired Between 2007 and 2012 – Analysis from the Office of Inclusion Trend Analysis[1]

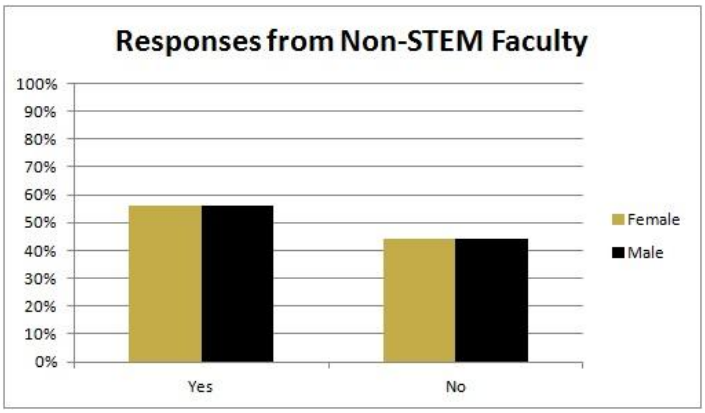
Year	Asian	Black	Hispanic	White	Other	Total Hired
2007-2008	3	0	0	3	0	6
2008-2009	2	0	0	3	0	5
2009-2010	3	0	0	3	0	6
2010-2011	3	0	0	0	0	3
2011-2012	4	0	0	2	0	6
2012-2013	2	0	0	7	0	9
TOTAL	17	0	0	18	0	35

THE TENURE PROCESS – CLIMATE SURVEY

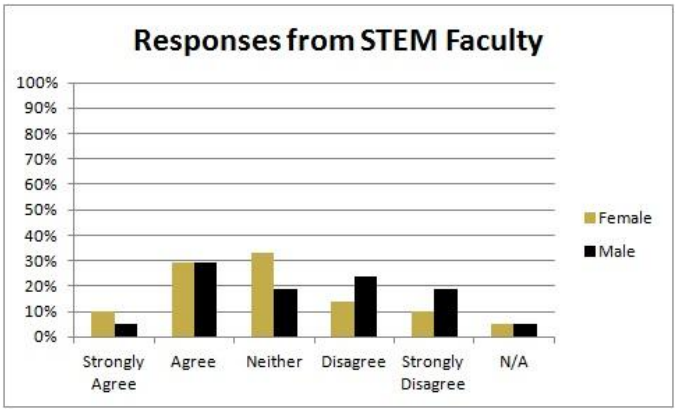
Some of the climate survey questions addressed aspects of the tenure process. The following charts represent responses from faculty members who completed this survey.

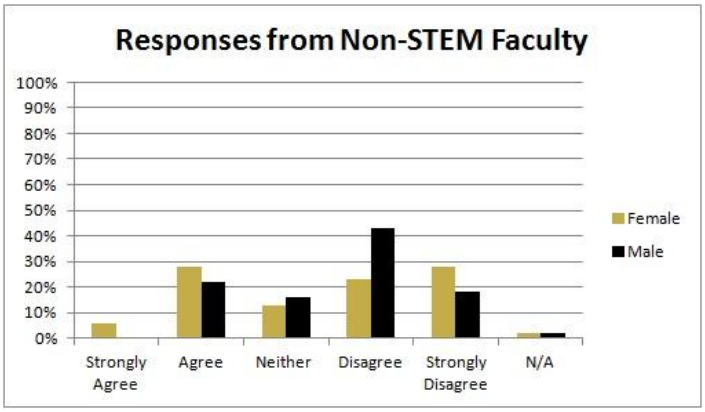
Do you currently have tenure?



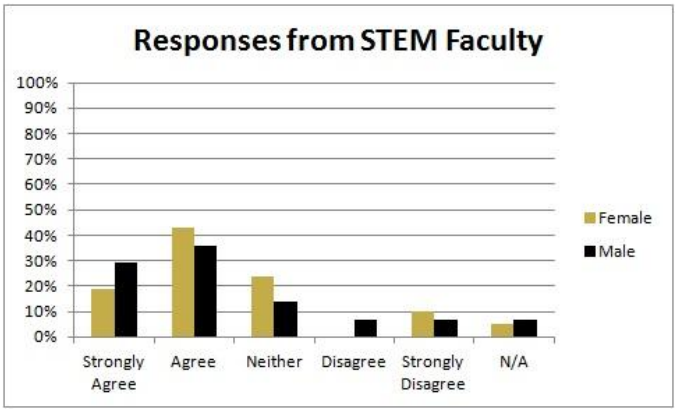


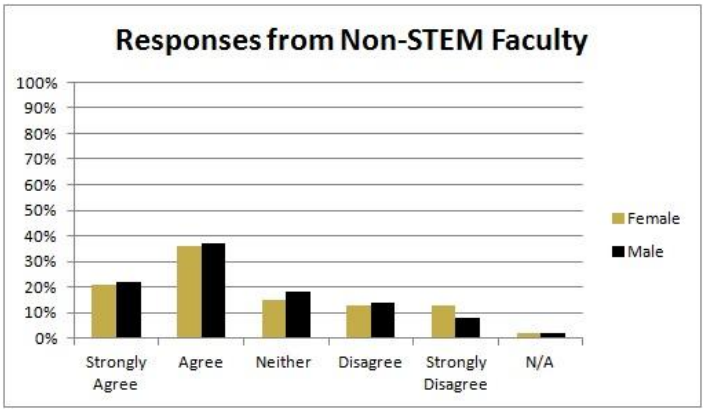
Agree/Disagree: I was told about assistance available for pre-tenure/promotion faculty (e.g., workshops, mentoring).



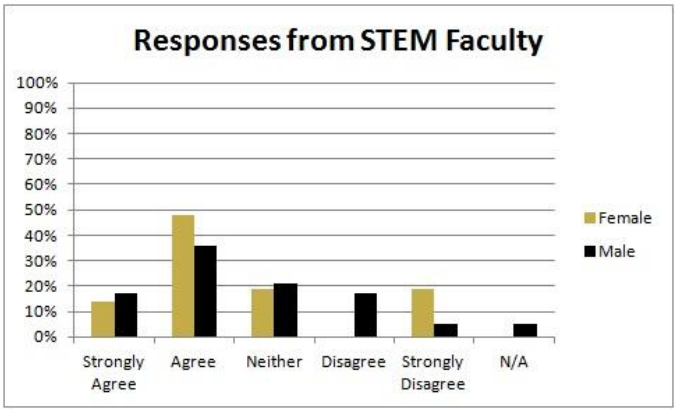


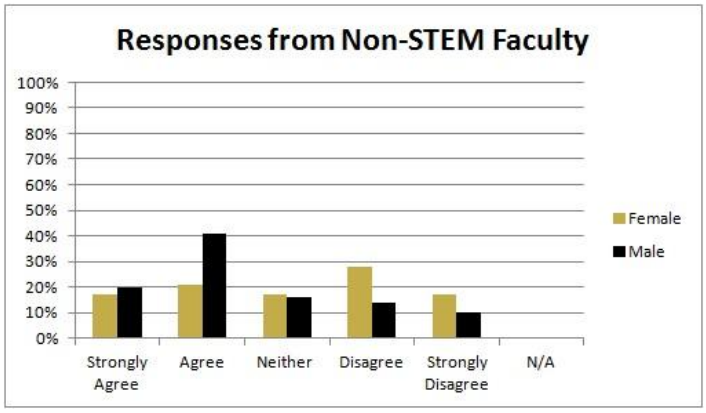
Agree/Disagree: A senior colleague was very helpful to me as I worked towards tenure/promotion.



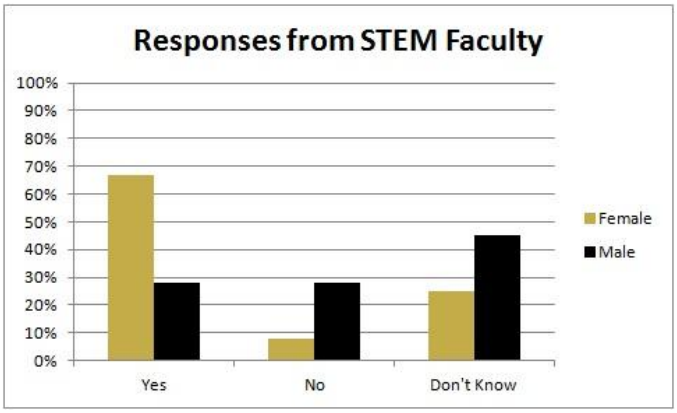


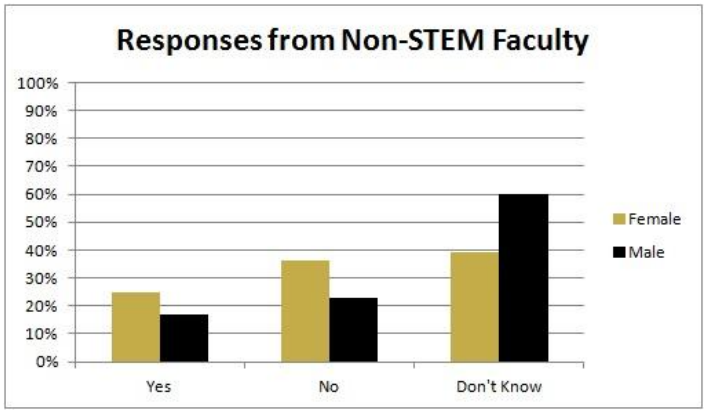
Agree/Disagree: I am satisfied with the current tenure/promotion process in my department or unit.



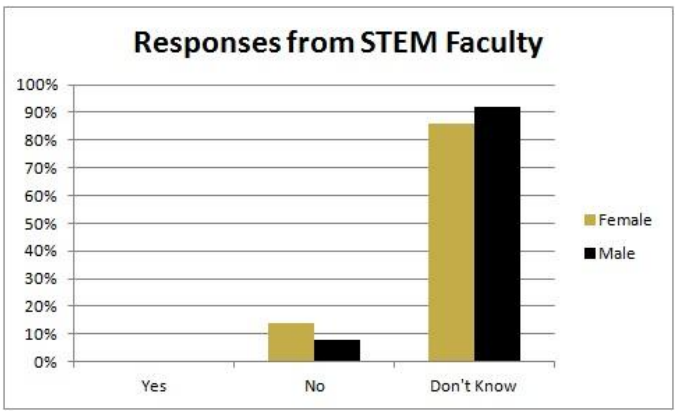


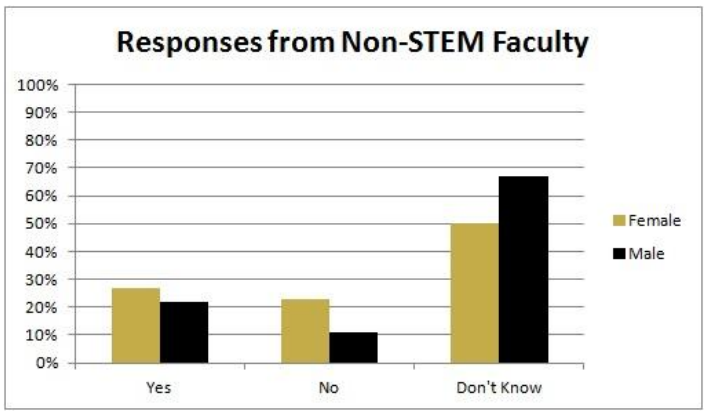
Was stopping or rolling back the tenure clock available to the untenured in your department when you were pre-tenure?
(Responses from tenured Associate Professors and Full Professors only)



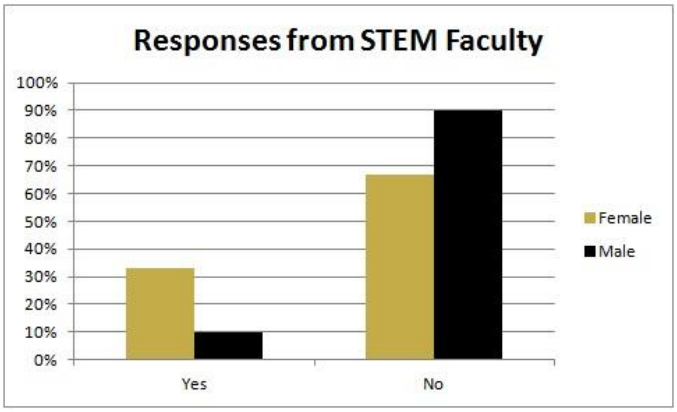


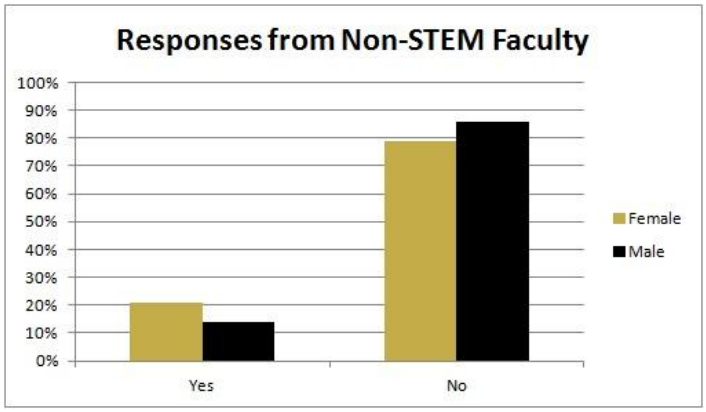
Is stopping or rolling back the tenure clock available to the untenured in your department?
(Responses from untenured Assistant Professors only)





Would you have been interested in stopping or rolling back your tenure clock if it had been available?
(Responses from Associate Professors and Full Professors only)





Comments from the Climate Survey

When asked about their perception of consequences to taking a tenure clock rollback, faculty respondents were nearly equally divided about the issue. Some faculty commented that such an option was a necessity, and there would not be consequences for using this leave option. Others mentioned the unfairness of the tenure process, which makes taking such a leave irrelevant and results in negative consequences.

> There is a disadvantage to anyone in my field and department. Productivity is weighted highly and no compassion is given for time taken off for any reason.

> I was told that if I do take a break, the committee reviewing me will still notice a gap on the CV, without taking into account the reasons for taking the break.

Faculty also commented about the tenure process in general, mentioning the fairness and clarity of the procedures.

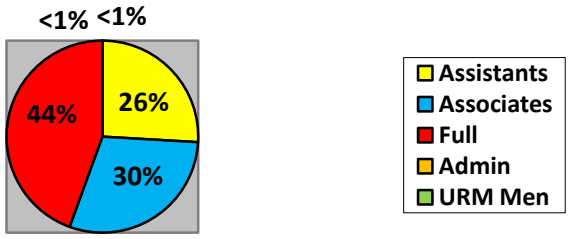
> The criteria for promotion and tenure are still not well defined and the decision is mostly left to the administration, not faculty. If there are salary cuts or freezes in the future, it should apply more evenly across faculty, administration, and staff.

> …The promotion procedures are not fair. There are always the unwritten rules…

THE TENURE PROCESS – FOCUS GROUP SUMMARY

A total of five themes/codes emerged from the focus group discussions around issues of the tenure process. The dominant theme was a need for more clarity and fairness in the tenure process. Other themes included: understanding the tenure clock, the emphasis on service, the sex of the candidate when undergoing tenure and the focus on grants and funding.

More Clarity and Fairness



Percentages indicate what percentage of comments came from which focus group.

Figure 4: Tenure in General - Comments from Focus Groups

Overall, the most common discussion about tenure in general was that the process needed to be clearer with similar standards and procedures for each discipline in the STEM fields. This was mainly a conversation held between the female full professors. The assistant professors, on the other hand, were primarily concerned that there was an "old boys' network" that would interfere with their abilities to get tenure.

Several of the faculty noted that the process to get tenure was harder than graduate school and it was not made easier by the differences in procedures between departments and lack of clarity in some criteria. In one focus group, the participants had a long discussion on the procedures, leaving one professor to note, "Well, see that's part of the problem, …we've got faculty that…don't know how the whole system works." One assistant professor said:

> So again, it's this—people's understanding and the climate, right? We're back to how do people understand the policies because it sounds like it gets interpreted differently sometimes depending on what your committee is, how people are looking at things, and then how well do people know what the policies are across the university.

A full professor said that while the departments may have different criteria, the administration, particularly the deans and provost, should have very clear criteria in their evaluations:

> I think make it more transparent. It will be very good for administrators, like the Dean and the Provost, to put their criteria in a more kind of transparent way to feedback those criteria. …They [the professor will] have very clear message of what they need to do.

Another concern expressed was that the types of grants desired for tenure were not always clear.

Beside procedures, some faculty, particularly assistant professors, worried about bias in their departments. One assistant professor said of some of the older male faculty:

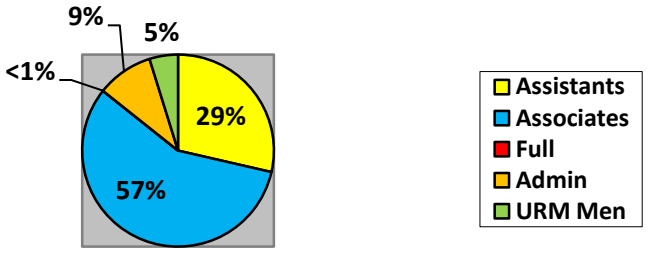
> They've got long-standing grudges from their own issues in the department. … They're going to be there when we go for tenure. They will be. They will still be there when we go up for tenure. And it's very hard because you don't want to affiliate yourself with any of them because of their own personal baggage, and they've all got their own spin on how they're going to work within it. There's so much politics.

Another assistant professor noted that the numbers of women and men faculty could become an issue for tenure votes. She said, "The problem is like everybody has a vote. But in each department you're going to have maybe five men for one woman, or something like that. So obviously, even if you have two of the men which are fair, you still have three which might not. So the vote is going [she laughs] to be against you anyway."

One faculty member advocated for getting rid of tenure altogether, saying:

> It's really, really dumb. It's very counterproductive for the individual and it's counterproductive I think for the unit. Also there's a problem with after people getting tenure. … There's a certain percentage that just don't do anything. They don't do service, they don't do research, they don't do anything. And maybe they get assigned more teaching, but then they do a poor job of that.

Stopping the Tenure Clock



Percentages indicate what percentage of comments came from which focus group.

Figure 5: Stopping the Tenure Clock – Comment from Focus Groups

The major concerns expressed about stopping the tenure clock were that the faculty perceived it as simply a delay in the process and not an actual stopping. The perception of many was that a faculty member could delay a tenure decision one year but would have to leave immediately if tenure was not granted. In addition there was the perception that the policy was viewed negatively by those in power. Only one of the faculty spoke about the policy in a positive light. She had stopped her tenure clock on the advice of her chair and has

found it beneficial after the birth of her child. Other faculty had a much more negative view of the policy. Those views were concerned with how the clock stopped, the impact on grants, the unofficial view of using the policy, how the policy was used incorrectly and chair's inexperience with faculty stopping their clock.

For example, one assistant professor said when asked about the policy:

> Okay. First of all, it's not stopping because you're delaying the day you present your dossier, but you're not delaying the end of your contract, which basically strikes out the grace period. So that means that if you delay it, you don't have the grace period, that if they tell you, "No," you're gone three months later. Bye-bye.

Others noted that it was not the tenure clock that was the most important but that it was funding agencies and grants that mattered. One faculty member noted that "all the granting agencies don't care" if you need time off, and another assistant professor simply stated, "You can't take time off to have a baby because then you're not productive in the lab." She noted that there was a "grant clock" and that clock could not be stopped.

Not only were grants viewed as an issue but concerns were also expressed that people in power viewed stopping the clock unfavorably. The same assistant professor continued, "And unofficially – because they will not tell you officially this – unofficially, they tell you that you shouldn't have done it [stopped your clock]." One assistant professor concurred saying, "Unofficially I was told I shouldn't have done it." To which another assistant professor responded, "Yeah, those are always private conversations and nothing is ever written down and it's always very friendly advice."

The idea that stopping your clock would harm your chances for tenure was also reinforced in the focus groups with associate professors. When asked about the policy, one professor replied, "I don't think it helps." She then related the story of a colleague who had used the policy but not gotten tenure. Another associate professor noted, "I think it's counterproductive. It's probably going to be looked at disfavorably [sic]." Another commented, "And everything I've ever heard from the scuttlebutt in the department is that if you stop the tenure clock, you're seen as, I don't know, weak [she laughs]." She continued, "There's something wrong with you. So they're going to have a higher standard then, when you do come up."

Often the attitude of the chair influenced how the tenure stoppage worked. One associate professor remembered:

> I got delayed because the chair asked me to request the stop of the tenure processes. So I said, "Well, I can do that." And, …after I came back and he said, "You didn't teach last semester, so you should compensate for that."

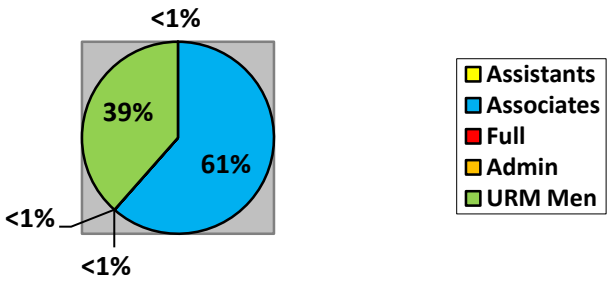
Another associate professor had her chair assign her to a service project so she would not have to teach later in her pregnancy. The difference in the way the clock was stopped was often due to the experience the department and the chair had with dealing with these issues. One professor reported:

> We haven't had anybody do it. … And the department, ...they're just not equipped. And it's sort of a scramble. But there's definitely no course release, not offsetting of any of the job at all. It's just like, "Well, when's the baby due? Okay, we'll make sure somebody's ready to step in there." … I think generally from what I've seen, the woman herself developed sort of a "what if" plan and, "I can teach from the hospital," or "I could do this or that." But she takes the initiative. I have not yet seen a case where a chair was supportive in helping when it happens.

The chairs' lack of experience with the policy is born out in their focus group. When asked if anyone had ever used the policy, one chair said no but it would not be a problem and then added, "However, at the end of the day, you have to present certain amount of work. So if you have a loss, so to speak, sometime professionally, you may have to make it up. Otherwise, you may be perceived differently. Not because you took some time off for family reasons. Not at all."

In sum, very few of the comments about stopping the tenure clock and the perception of how the policy work were positive. Even when the policy was understood, faculty expressed concern that unofficially it was not in their best interest to use it.

Emphasis on Service as Related to Tenure



Percentages indicate what percentage of comments came from which focus group.

Figure 6: Emphasis on Service for Tenure – Comments from Focus Groups

It was the associate professors and the URM males who had the most to say about the weight given to service in the pursuit of tenure. The discussion was on excessive amounts of service being done, a particular concern of the women faculty.

Most of the women faculty felt that they were asked to do more service than the men. One associate professor said, "It seems to me, that— this is off topic and it's my pet peeve is that the women get stuck with a disproportionate amount of the service. And I don't know if it's because we're more capable. I'd like to think that's it." Some of the faculty noted their experiences with large numbers of committees. One professor talked about how she was on seven committees at one point. Another professor said:

> I got stuck on 14 committees the first year, and I would say to [my chair] "Should I be on this? I really don't think I should be on this one." And he'd say, "No, it's really good, you need to be on this." And I would say, "I don't want to be on this. I don't think I should be on this." And I would get stuck on more.

Others talked about how they had to make very clear decisions about what they took on for service. One professor said, "And then it gets to the point where you go, "Well, pfft!, I'm not going to do that. Why should I do that? You know?" But even by seriously considering which service obligations to commit to, she found that her research productivity suffered. She said, "But then suddenly I'm like, oh, well, I guess I should have just kept on focusing on the same… just the research, research, research, research."

In addition to feeling like they did more service, there was also the concern that there was a gender component to it. One woman faculty member summed it up:

> I think there's visible service that can make you seem just too maternal. You know, it's like, "Oh, she just gets service, she's not serious about her research," or something like that. And in my department in particular, women overwhelmingly get put on the service loads that are time consuming.

What concerned many of the associate professors was how untenured women often could not refuse to do the service they were assigned. For example, one professor related the story of an untenured woman in her department.

> And in one case in particular, that woman who still has to come up for tenure, [got service] dumped on her. I mean, she happens to be a very capable person. She just gets a lot of the good things done. But just because they can do it, should they have this dumped on them? I've tried to intervene on that because she …[is not] in a position to say "no."

Under-represented minority men also talked about emphasis and expectations for service. One professor called it a "hot potato" topic and noted that if you do too much, you will not get promoted. However, the service work assigned to assistant professors also served to teach them about the department and the university. One male professor said:

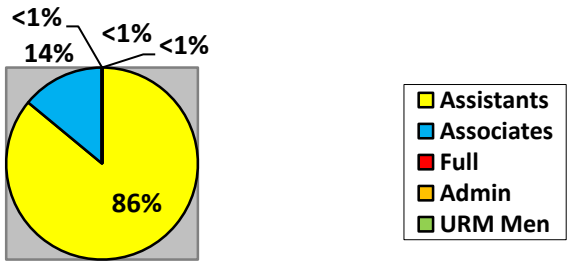
> Service is a duty of the faculty, okay? So first you don't get out of it because it has to be done. But at the assistant professor level, we decided that service will be a less onerous duty because you're not going to get assigned much. But you are going to be assigned specific [committee work]—you have to serve on search committees, on review committees because these are the normal operations. And if the person doesn't get familiar with that, when they go into the next rank, the information is lost in how to do those and they're not familiar with them. So that's part of the process of being a faculty member.

But it was noted that doing service came with some mixed messages, a push to do service and a pull to protect your time for research. One male professor said:

> And I think they may receive kind of mixed messages where they may feel pressure to do service. At the same time, people may be telling them, "Try to get out of service because that's going to slow your research." It's kind of—I guess, political because if everyone else is taking on the burden of all the service and they see this one person doesn't—isn't doing anything [he laughs], and two people may, both, they may be both assistants but one's getting more service than the other, I can see some resentment between those assistant professors.

In sum, women faculty largely felt that they were over-assigned service commitments and that it could affect their ability to get tenure. Male URM faculty noted that service was necessary but there were mixed messages about its importance.

Sex of Candidate



Percentages indicate what percentage of comments came from which focus group.

Figure 7: Importance of Sex of Candidate in the Tenure Process – Comments from Focus Groups

It was the assistant professors who noted that even though it should not matter, the sex of the candidate coming up for tenure did matter. One focus group discussed whether or not it *should* matter that they were women.

> Professor 4: I think that there's no priority at least for females. They don't make this—consider your gender before they give you tenure or not. They just judge by the qualifications. That's my feeling.
>
> Facilitator: And that's good or bad?
>
> Professor 4: It's fair. I mean, it's fair. We don't have privilege, but it's fair. Right. We can't take it for granted we are women, we have tenure automatically. We have to qualify first. So I think it's fair.

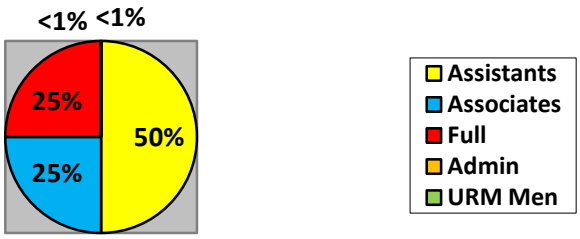
However, others noted that being women, particularly mothers, could affect their chances for tenure. One assistant professor noted, "And the tenure process sucks for women, regardless, just because it's done during your childbearing years, when your kids are very young." To which another professor replied, "Which is probably why there are many that don't have kids."

For others, sometimes the rules and process of tenure did not seem to be applied fairly to both men and women. One woman related the following story:

> I've seen two cases where one man actually had less—I'm not saying it's because he was a man and she was a woman. It might be personal case. But one woman had way more on her dossier. She actually had grants, reasonable ones. …She had publications. And actually the department did not vote—it was split and slightly against her. They was not hundred percent against her but she might have had like 40-60, something. But the overall departmental level was against. And we have had one man who actually didn't have grants. …. And the department was unanimous for him. I'm not saying it's because she was a woman. It might be personal, like they preferred him but didn't like her independently of the gender, but it can happen though.

A tenured professor related another story of unequal treatment. She said, "So I was told for my C-2, that I had to get three external letters. But [male colleague] who's also getting reviewed at the same time as I am, wasn't required to do that."

Focus on Grants and Research Funding



Percentages indicate what percentage of comments came from which focus group.

Figure 8: Focus on Grants and Research Funding in the Tenure Process – Comments from Focus Groups

Unrelated to gender, many of the faculty interviewed felt that the need for grants in order to get tenure was problematic. One issue raised was that there were fewer funds for research available with one faculty member noting that only 8 to 10 percent of grants get funded. One focus group had the following discussion.

> Professor 2: Because we're all sort of in the same boat. There's no money for science right now. And that's the one thing I've found, personally, there is too much emphasis on the money and it shouldn't be. It shouldn't be. We know for a fact that our tenure is purely dependent on the money.
>
> Professor 3: It doesn't matter if you're a great teacher. I was told it doesn't matter how bad your job you do at teaching as long as you bring in the grant, you'll get your tenure.
>
> Professor 2: No, but even if you do research, whole bunch of research, if you don't bring money [trails off]

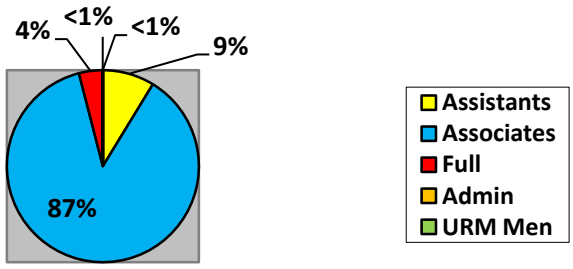
Professor 3: [It] doesn't matter.

Professor 2: [It] doesn't matter.

Another professor simply stated, "You can do 20 publications—you don't bring a cent? [It] doesn't matter."

THE TENURE PROCESS – PROMOTION TO FULL PROFESSOR – FOCUS GROUP SUMMARY

Focus group participants also discussed the process of promotion to full professor within their commentary about the tenure process.



Percentages indicate what percentage of comments came from which focus group.
Figure 9: Promotion to Full Professor - Comments from Focus Groups

In the discussion on getting promoted to full professor, 87% of comments were from associate female professors. Three main themes developed from the comments. First, the burden of service work keeps women from building the records to apply for promotion to full. Second, women expressed some reluctance about putting their records forward for review. Third, a mandatory review process would help bring forward candidates.

Burden of Service Work

The associate professors may not be building research records to apply for promotion to full. One theme was that associate professors make choices that can keep them from easily becoming full professors. One associate professor said:

> I made conscious choices along the way of what it is that I wanted to focus on and things that I felt I was good at. And I also view that working with the department, working with the school, working at the university, that's a very important contribution. And I think a lot of women end up doing that. And those are things that are so integral to the proper functioning of the university and of the school. … But then suddenly I'm like, "Oh well, I guess I should have just kept on focusing on the same—just keep going—just the research, research, research, research, even though technically you can go up one way or the other, right? Technically we can go up for full professor based on teaching or research … and I have decent research. But it put me at a disadvantage.

Service was one area that many associate professors felt kept them from becoming a full professor. One associate professor said:

> Being full professor? Well, if you look at—I don't know about your criteria—but if you look at our criteria, there's no way in hell somebody that's doing a lot of service is going to get anywhere."

One associate professor drew an analogy between having money and having time to research—people who don't give away their money are rich and people who don't give away their time (to service) have good research records.

> I'm not going to waste my time filling out their paperwork. And I don't care. I don't care one iota about the title "full professor" versus "associate." I don't care. But, you know, it's kind of like, people who are…people who are successful…it's like rich people. Rich people are rich because they know how not to give their money away.

She continued:

> But I have to say that even though it's not a goal and I don't care, if I thought it was a fair process where they said, "Wow, you know, you're doing all these things for the University. You're growing programs, you're, you know, you're busting your hindquarters every day for this University, for your students, and you are mentoring, and you are publishing from time to time, not a stellar publication record, but, you know, you're in there, in the game, trying to do all these…to balance all these different things for your program, for the University," and you…and you felt like you probably would get rewarded and promoted, then yes, I would do it. I would go through the trouble of filing for full professor.
>
> Facilitator: If it felt like a fair system?
>
> Yeah. If it felt like you were going to be judged on all your contributions. But if…but knowing that it's kind of like…I have to…I would have to get selfish. I'd have to get real selfish, you know, and sit there and be, it's all about the dollar number, and the publication record. That's the ticket.

Reluctance About Putting Records up for Review

Women faculty expressed some reluctance/insecurity/anger about putting their records forward for review.

One associate professor said, "So it's really—if you want to be promoted—I don't give a flying you know what. Honestly, my attitude is, I'm not even going to bother. I have no intention to even ever maybe bother to apply for full professor. I do this job for self-fulfillment. … If I need to make money because I'm getting close to retirement, I'll bale for an industry job, if I can get it, which I probably could.

Two associate professors had the following dialogue on the decision to go up for full professor:

> Professor 3: … After I spoke to our current chair, he was like, "Oh, you are in very good shape. You're one of the best faculty in the department. You're doing great." And I'm like, "Oh, really?" And then he said, "Yeah," and he said, "You know, you have outstanding publications and all that." I said, "Well, actually my publication level, I don't know. What do you think about it?" So he mentioned the number of publications, which was about double what I had. And I said, "No, that's not where I'm at." And he's like, "Oh, well, then..."
>
> Professor 1: But were you within your departmental or school guidelines?
>
> Professor 3: … And even though I've been doing research and I've been publishing and I'm just the type of person who is very reluctant to publish. I'm a perfectionist and I just hold on to things. ….
>
> Professor 1: I think that's a characteristic—I've read that's characteristic of women.
>
> Professor 3: Yeah. I—I mean, I have papers I sit on for years, I don't submit them. And so then he's like, "Well, maybe in a few years, you know, if you increase [your publications]."

Mandatory Review Process

The third theme relates to the criteria and the procedures for becoming a full professor. Subthemes included: difficult criteria or not specific enough; associate professors need a mandatory (and clear) review process that will move their promotions forward in departments hostile or indifferent to their promotion to full. (Some noted that there was not a mandatory review time for full professor promotion and the criteria to decide who should go up for full were not clear.) There were several related ideas to this theme – that the criteria were difficult (specific sort of research sought) and that men in the department would not support women.

Some of the associate professors viewed the criteria as too difficult. In general, one associate professor said:

> Well, I think—I think to large extent [she refers to person in focus group] is right. I didn't get into this as a goal to be a full professor, all right? On the other hand, if I thought—if I thought that it was possible, then I would go for it. But it's not something I'm going to hold my breath for. Because [the way the]…the job promotion stuff is worded, there's no way. And there is again, there is virtually no way anybody in my department at my level right now—I take it back—there might be one or two people that maybe could make full professor."

Another associate professor reflected on the tenure and promotion process over time and said:

> And I have to admit it—it used to be easier to get tenure. Most of the people did get tenure. … It seemed like for political reasons [when] somebody didn't get tenure. … It [tenure] is getting really hard. And like my colleague here says— the promotion to full professor seems almost impossible.

A full professor blamed too much flexibility in criteria:

> I think probably those criteria [for full] needed to be more specific as well. That also had lots of room. ...Because sometimes … you are a policy maker, you may like to try to make this more flexibility because to fit individual situation.

In addition to the criteria, one assistant professor worried that the men in her department may not be supportive but had not thought about how she would handle that when she got to promotion to full professor:

> Professor 3: It worries me, because there's only two female tenured faculty that could have a vote on us. And the rest of them are men.
>
> Facilitator: So why do you think women are getting stuck at the associate level and how are you thinking about that as you move through your career?
>
> Professor 3: It worries me, that there's a history in, at least our department, that women do not get promoted out of that.
>
> Professor 4: I didn't think that far [laughter].
>
> Professor 2: Yeah. I think it's hard enough to think about maybe making it for…?
>
> Facilitator: Okay. So that…so that's not even on the radar yet.

Others were concerned that the research done will not count:

> Professor 1: I think it's also—there's also bias against, maybe some applied research, or if you're working with a lot of collaborators.
>
> Professor 2: Oh, yeah.
>
> Professor 1: They would say it's great to collaborate, why don't we have more…let's foster collaboration.
>
> Professor 2: Except then it's not yours.
>
> Professor 1: But…yeah, then it's…then it's…someone has to be the PI and someone has to be the co-PI and a co-PI doesn't get much credit.

A common suggestion was for a mandatory review at some stage that would compel the department to examine all candidates for full professor. There was concern about the more informal procedure leaving candidates stuck at the associate level.

One associate professor had considered going up for full. She relayed her experience:

> And we had the things [workshops] about promotions. And, we had one [workshop] in particular for women going from associate to full. And one of the recommendations that came out of that was, well, do some preliminary [work], circulate your CV, get some feedback. You know, it doesn't have to be through your chair. Just kind of get some feedback. I did that. … I circulated it, first to people outside the department, who said, "Oh, go for it." … So then I started circulating it internally to full professors. … "If you just kind of give me some evaluation about that across the board." Each one of them said, "Yes, you're ready." Okay? Each one of them. Then two of the three retired before [laughing] I was able to go up. But then I bit the bullet and I circulated my CV to the chair who had it for months and never looked at it, and never gave me any feedback.

Two associate professors discussed what this mandatory review would look like:

> Professor 3: And when I think about even myself, people are now starting to tell me, "You should start thinking about going up for full professor." And I'm like, "Oh, no, I'm not ready. I'm not ready. I'm not ready." But if there was a way and I don't know, but just like we had for promotion to associate professor. If there was a system set up—.
>
> Professor 1: A stage of some kind.
>
> Professor 3:—where instead of you voluntarily going and saying, "Okay, can you look at my CV? Do you think I should prepare a dossier?" If instead we had a timeline, we said, "okay, maybe by your eighth—[or] sixth year after promotion to associate professor, you have this sort of review.

THE TENURE PROCESS – ADDITIONAL DATA

STEM Promotion to Associate Professor Between 2005 and 2012 – Analysis from Board of Trustees Actions[2]

Year	Female	Male	Total
2005	2	1	3
2006	2	3	5
2007	1	4	5
2008	1	4	5
2009	2	1	3
2010	0	2	2
2011	1	2	3
2012	0	3	3
TOTAL	9	20	29

STEM Promotion to Full Professor Between 2005 and 2012 – Analysis from Board of Trustees Actions[2]

Year	Female	Male	Total
2005	0	1	1
2006	0	0	0
2007	0	4	4
2008	1	2	3
2009	1	2	3
2010	0	0	0
2011	1	0	1
2012	1	1	2
TOTAL	4	10	14

Note: There were two tenure denials; one female (2005) and one male (2011).

University Research Committee (URC) Faculty Fellowships – All Applicants[3]

Year	Total Fellowship Applicants	Total Approved	Total Denied	Total Female Applicants	Total Male Applicants	Total STEM Applicants	Total STEM Female Applicants	Total STEM Male Applicants
2006-2007	61	24	37	21	40	16	4	12
2007-2008	47	24	23	20	27	10	2	8
2008-2009	47	24	23	24	23	8	3	5
2009-2010	44	27	17	19	25	11	1	10
2010-2011	54	19	35	24	30	8	0	8
2011-2012	57	21	36	20	37	8	2	6
2012-2013	68	26	42	34	34	20	8	12
TOTAL	378	165	213	162	216	81	20	61

University Research Committee (URC) Faculty Fellowships – Approved Applicants[3]

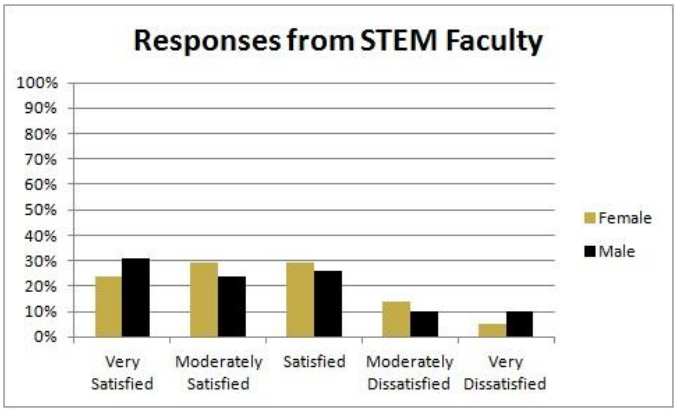
Year	Total Approved	Total Female Applicants Approved	Total Male Applicants Approved	Total STEM Applicants Approved	Total STEM Female Applicants Approved	Total STEM Male Applicants Approved
2006-2007	24	8	16	7	2	5
2007-2008	24	10	14	5	2	3
2008-2009	24	11	13	6	2	4
2009-2010	27	8	19	11	1	10
2010-2011	19	10	9	0	0	0
2011-2012	21	6	15	7	1	6
2012-2013	26	14	12	6	1	5
TOTAL	165	67	98	42	9	33

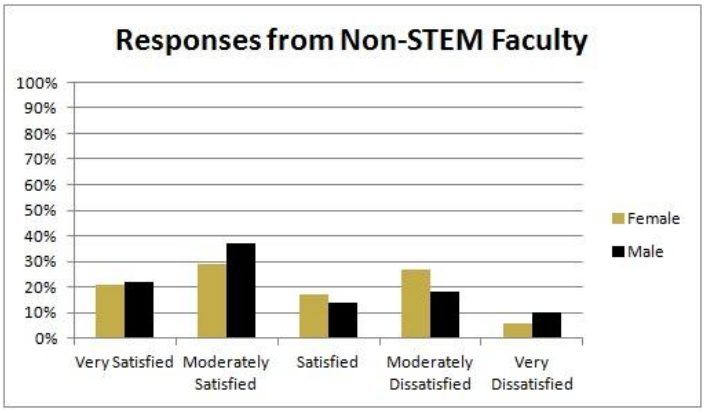
	Total STEM Fellowship Applicants	STEM Fellowships Approved (%)	STEM Fellowships Denied (%)
Female	20	45%	55%
Male	61	54%	46%
	Total Fellowship Applicants	**Total Fellowships Approved (%)**	**Total Fellowships Denied (%)**
Female	162	41%	59%
Male	216	59%	41%

CAREER GROWTH AND SATISFACTION – CLIMATE SURVEY

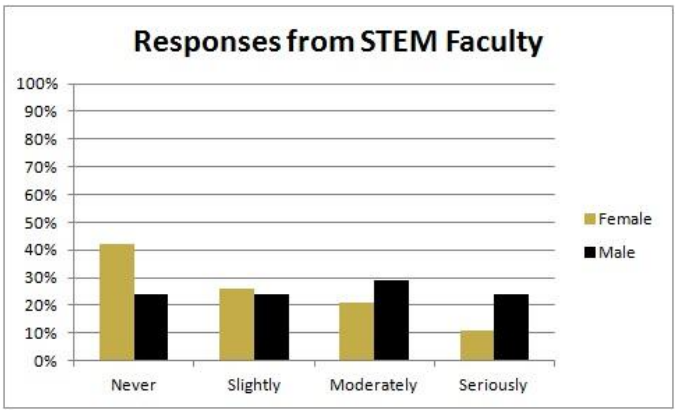
Some of the climate survey questions addressed career growth and satisfaction. The following charts represent responses from faculty members who completed this survey.

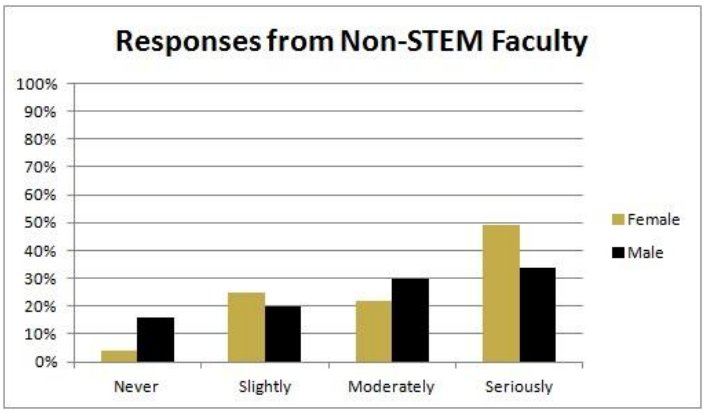
How satisfied or dissatisfied are you, in general, with your position at OU?



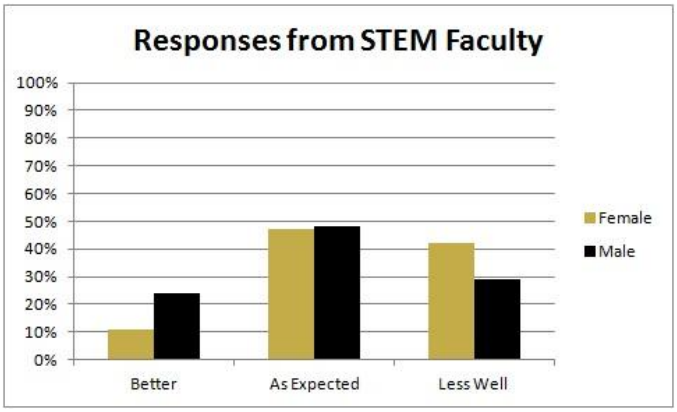


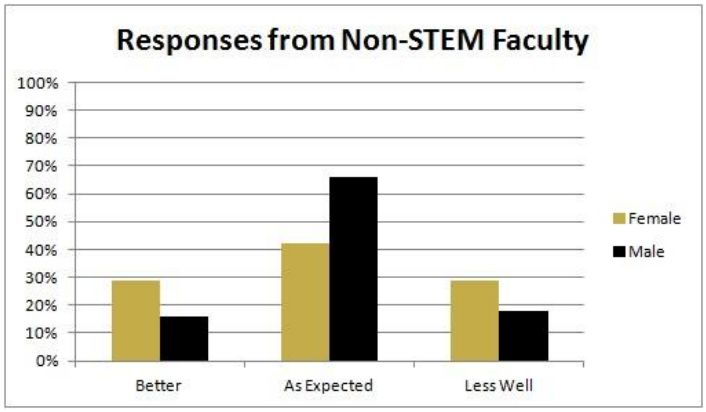
Have you ever seriously considered leaving OU?



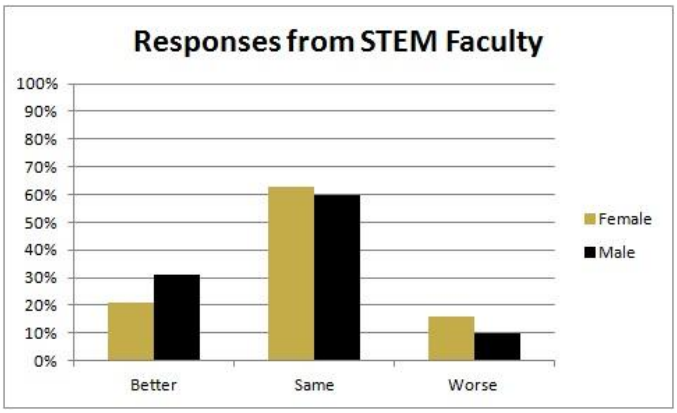


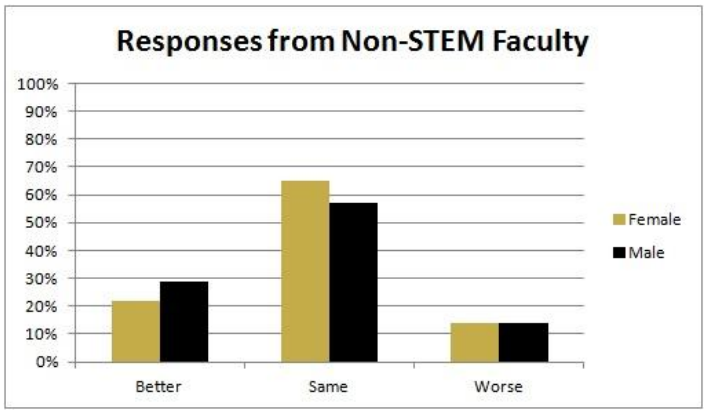
How has your career progressed at OU compared to your expectations at the time of joining?



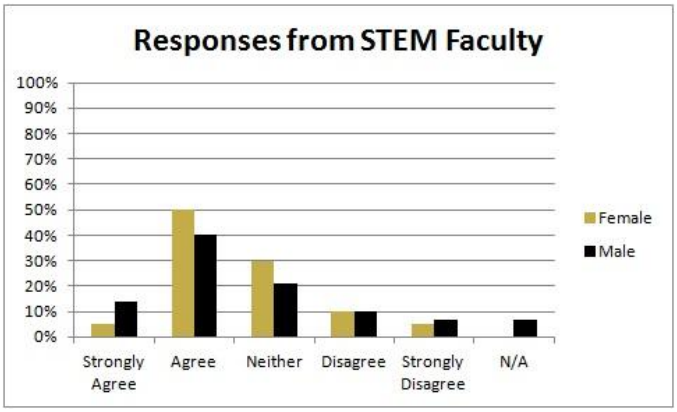


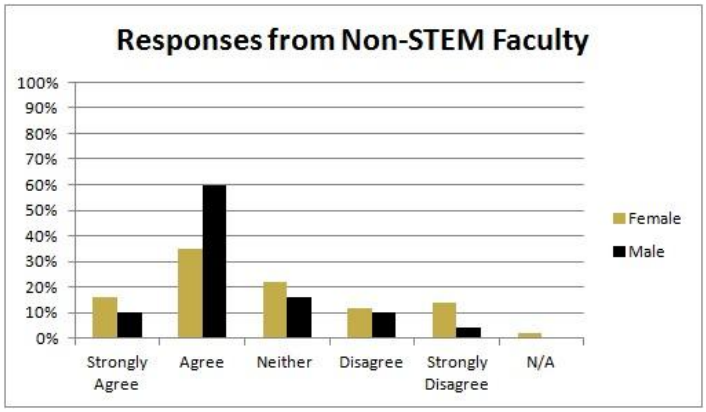
How has your career at OU progressed compared to your peers?



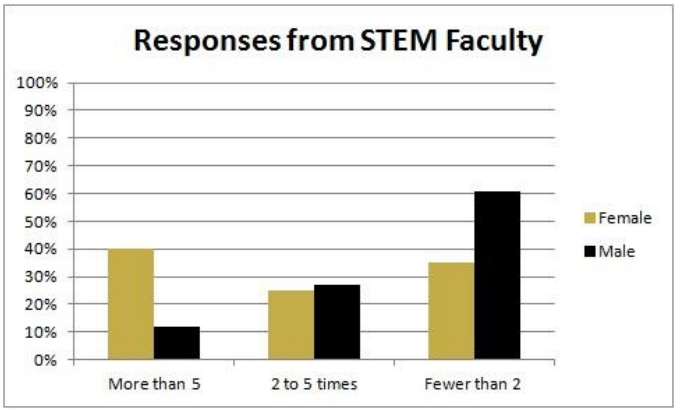


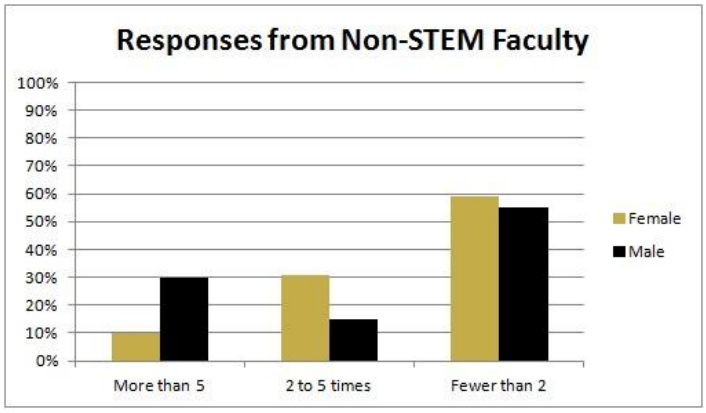
Agree/Disagree: I have colleagues or peers at OU who give me career advice or guidance when I need it.



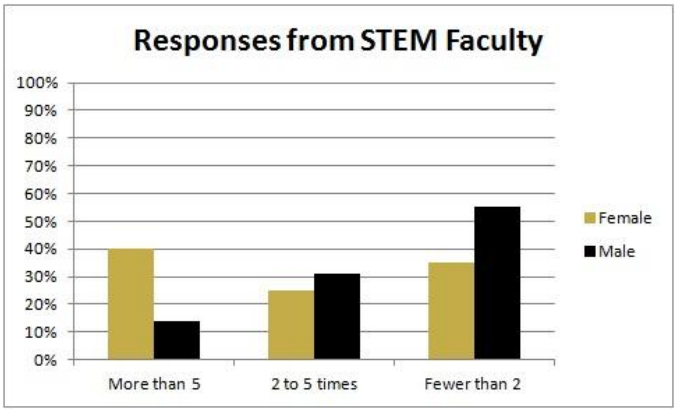


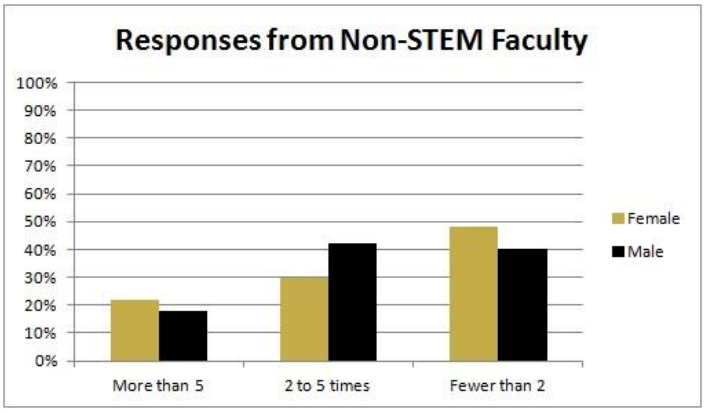
In the past 5 years, how many times did your chair, mentor, or senior colleagues approach you with career advice?



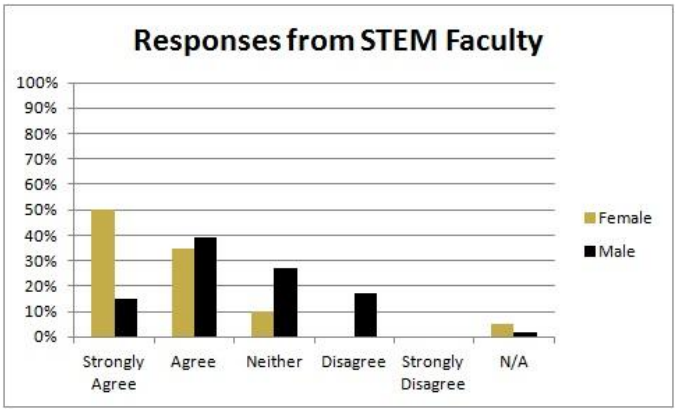


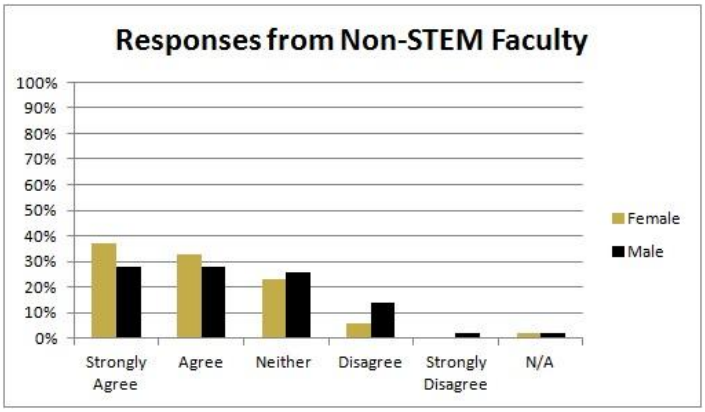
In the past 5 years, how many times did you initiate or participate in a career planning effort?



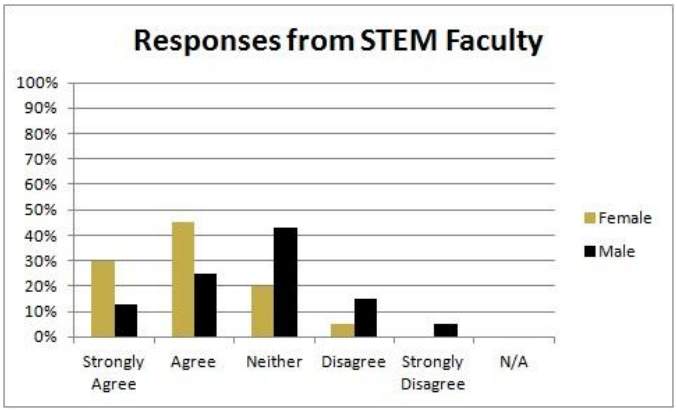


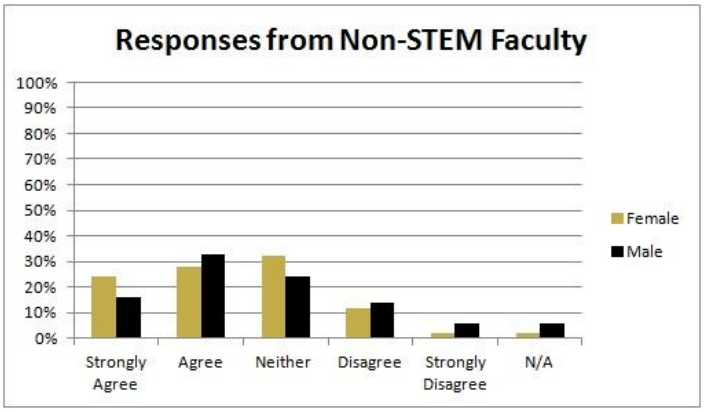
Agree/Disagree: More professional development opportunities are needed.





Agree/Disagree: More training in career management is needed.





Comments from the Climate Survey

Follow-up questions in the climate survey asked faculty members to comment on specific factors that contributed to their satisfaction or dissatisfaction at Oakland University. Respondents most frequently mentioned that a collegial department environment contributed to their satisfaction at the university (see these comments in the Departmental Environment section of this report).

Some comments addressed issues that may hinder the progression of a faculty member's career. Such factors included administrative red tape and low salary. Some faculty respondents expressed their dissatisfaction with these comments:

> Too much red tape at all levels, a disincentive to be active because of it.
>
> Administrative red tape. The inability of many to see the 'big picture'.
>
> Low compensation such as salary in comparison with peers in other similar institutions. There isn't a strong culture for rewarding successful and hard working faculty . The merit based rewarding mechanisms are not established at OU.
>
> Low salary. Significant merit based raises are really needed to keep many of the younger active faculty here.
>
> Low salary, high teaching load, high service expectations at junior level. There is NO reward for research publications and excellent teaching. There is very little incentive to work harder.

CAREER GROWTH AND SATISFACTION – ADDITIONAL DATA

Sabbaticals Awarded Between Fall 2008 and Winter 2012[4]

Semester	Total Sabbaticals Awarded	Sabbaticals Awarded to Female Faculty (STEM and non-STEM)	Sabbaticals Awarded to STEM Faculty (male and female)
Fall 2008	15	6	5
Winter 2009	15	5	3
Fall 2009	18	2	5
Winter 2010	21	10	7
Fall 2010	23	10	4
Winter 2011	18	7	6
Fall 2011	18	3	5
Winter 2012	14	3	3
TOTAL	142	46	38

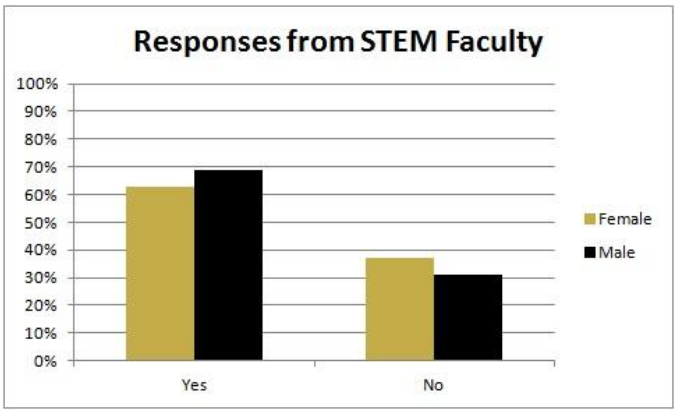
Sabbaticals Between Fall 2008 and Winter 2012 – Awarded/Denied[4]

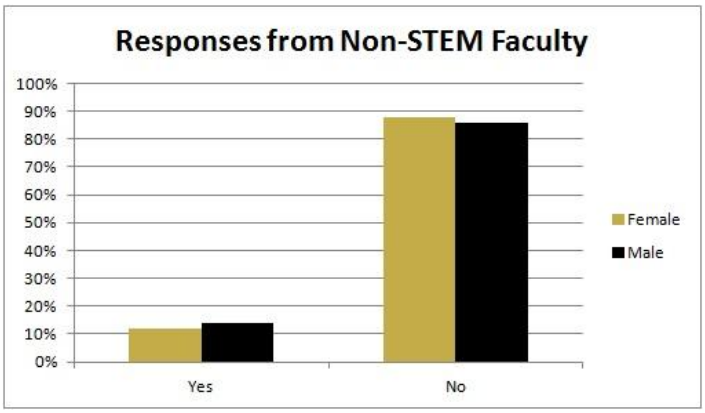
Sabbaticals Awarded to Female STEM Faculty	Sabbaticals Denied to Female STEM Faculty	Sabbaticals Awarded to Male STEM Faculty	Sabbaticals Denied to Male STEM Faculty
7	4	31	12
Sabbaticals Awarded to Female Non-STEM Faculty	**Sabbaticals Denied to Female Non-STEM Faculty**	**Sabbaticals Awarded to Male Non-STEM Faculty**	**Sabbaticals Denied to Male Non-STEM Faculty**
39	1	65	0

GRANTS AND RESEARCH – CLIMATE SURVEY

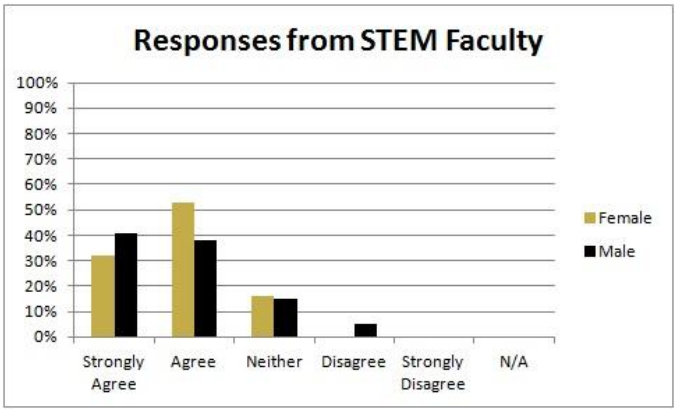
Some of the climate survey questions addressed grants and research. The following charts represent responses from faculty members who completed this survey.

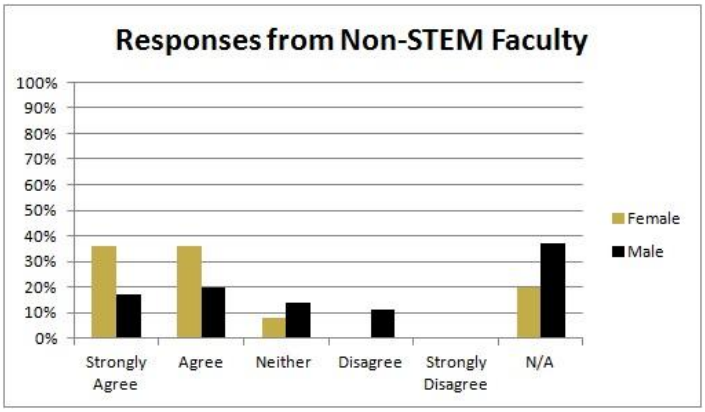
In the past 2 years, has your research been supported by an external grant on which you were either PI, co-PI or consultant?



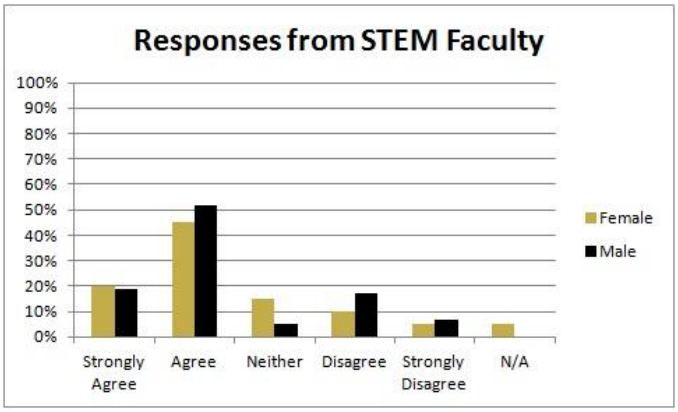


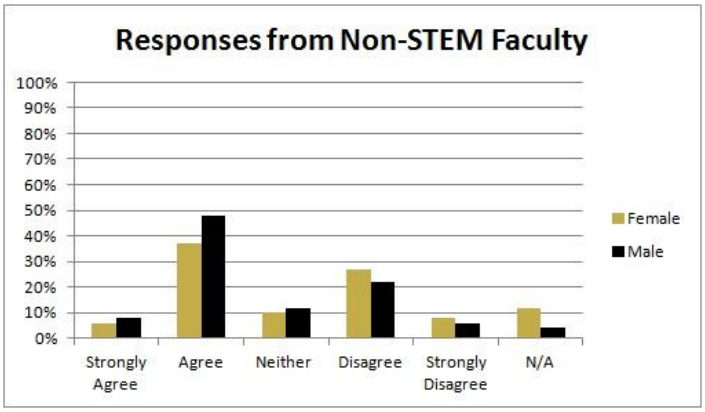
Agree/Disagree: More support is needed regarding the grant application process.



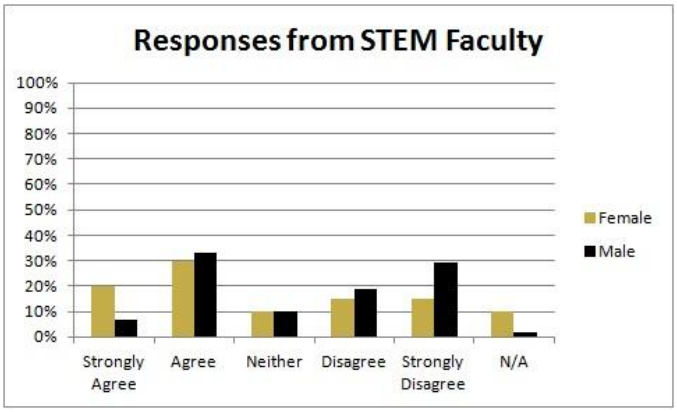


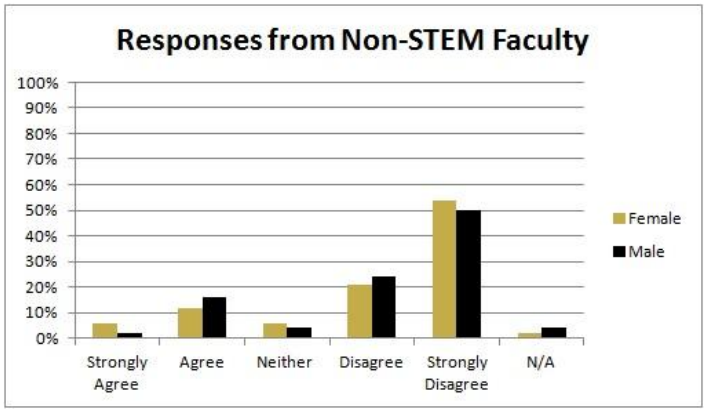
Agree/Disagree: I have the equipment and supplies I need to adequately conduct my research.



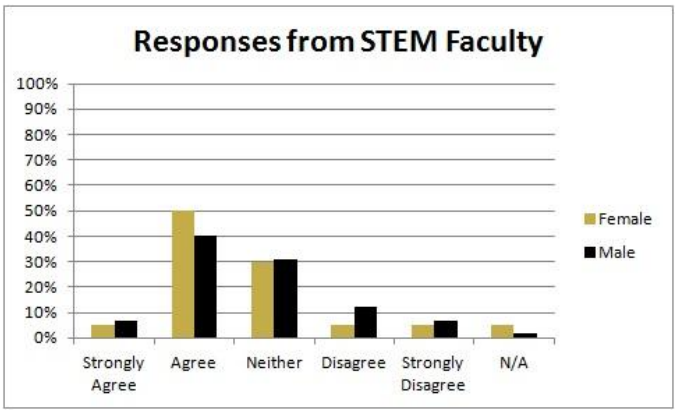


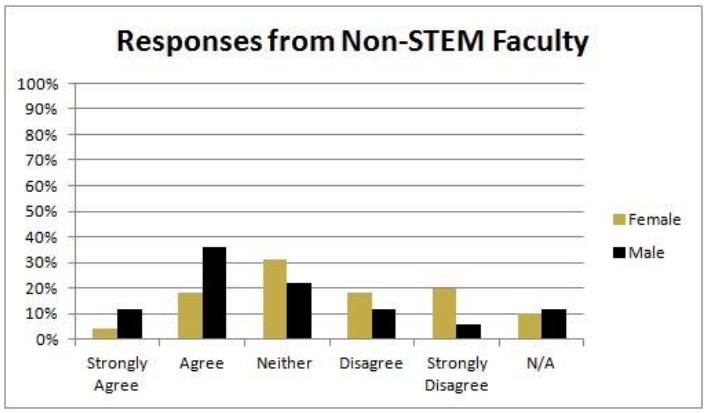
Agree/Disagree: I received reduced teaching or service responsibilities so I could build my research program.



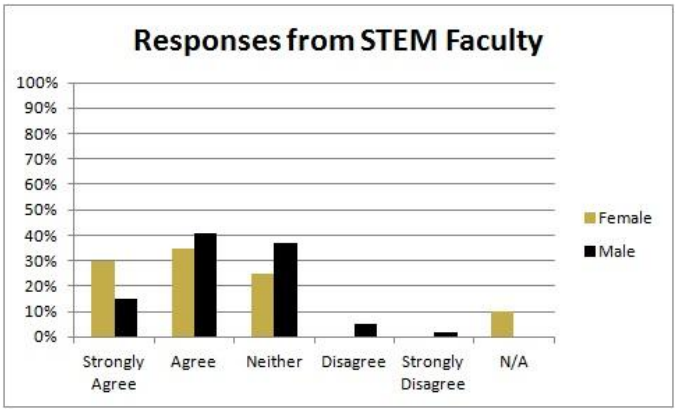


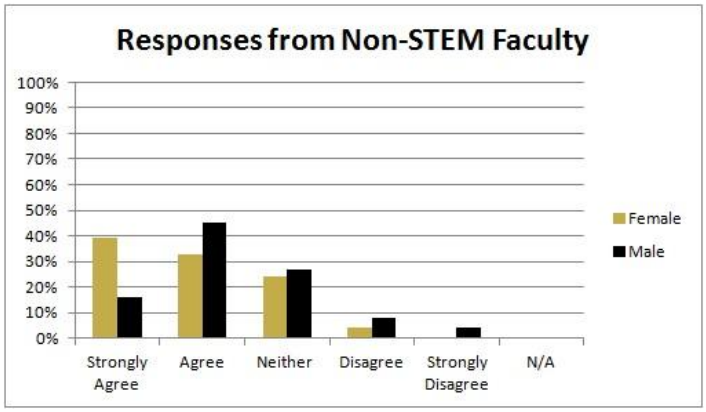
Agree/Disagree: OU provides me potential for research collaboration.



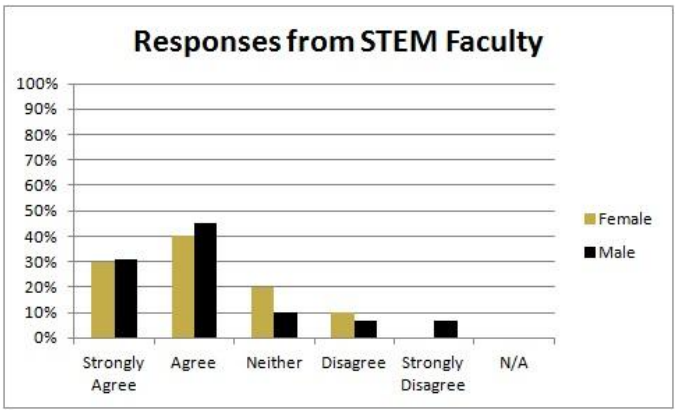


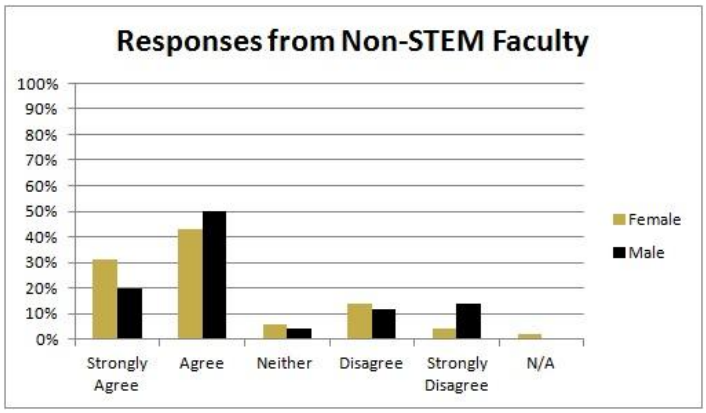
Agree/Disagree: More mentoring in research is needed.



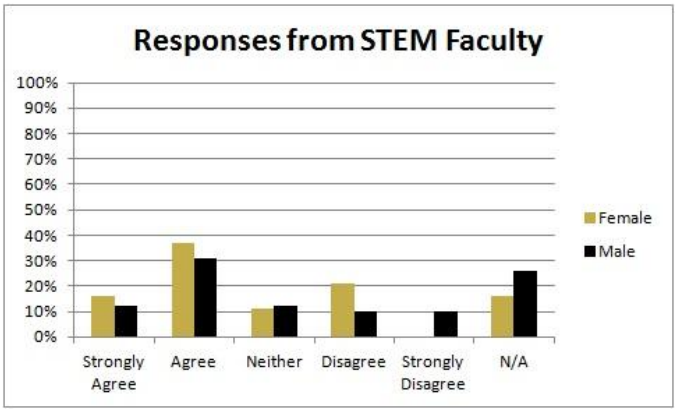


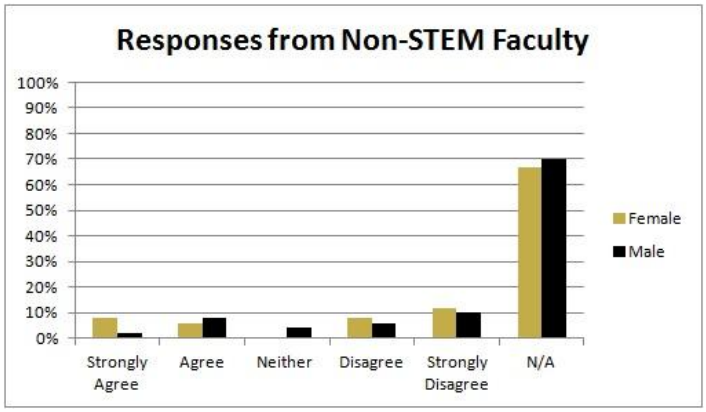
Agree/Disagree: I have sufficient office space in terms of quantity and quality.



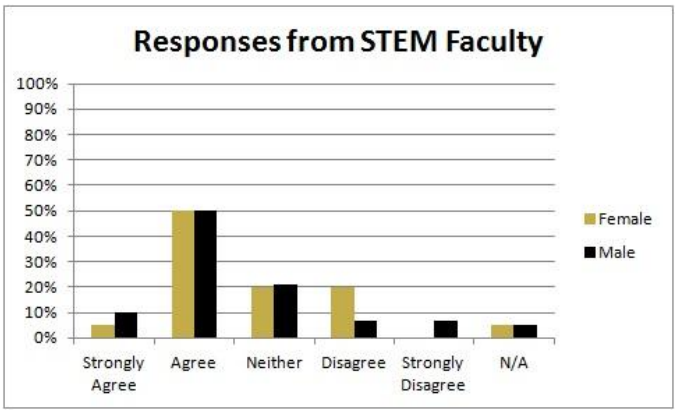


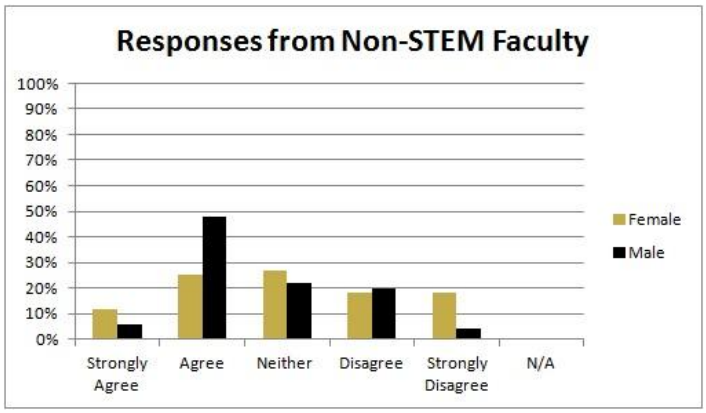
Agree/Disagree: I have sufficient laboratory space in terms of quantity and quality.





Agree/Disagree: I have sufficient teaching support.





Comments from the Climate Survey

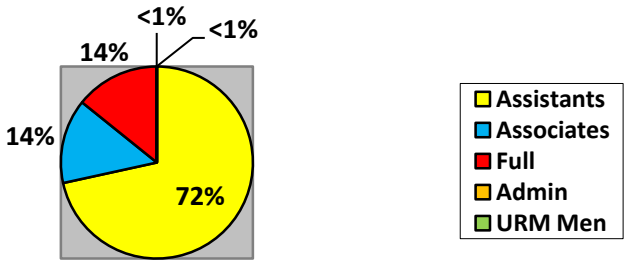
A few of the faculty comments from the survey expressed the challenge of balancing research and teaching. Respondents mentioned the importance placed on getting grants and on research productivity. Such comments include:

> Conflicting message about teaching load vs. research $$$. Which should take precedence? Trying to teach 4 classes / year + obtain and maintain research funding is very difficult. I find myself working way into the night most nights / week to the detriment of my health and family life. Either reduce teaching load (in my case preferred) or reduce research expectations of faculty (not preferred).
>
> … Teaching is considered to be insignificant and focus is placed solely on research productivity…
>
> Leadership in the School and the increasing emphasis by the university on research as measured by $, often at the detriment of teaching.
>
> No recognition for research publications. There is recognition only if one brings huge amounts of grants.

GRANTS AND RESEARCH – FOCUS GROUP SUMMARY

The most dominant theme was the difficulty in getting grants followed by five other themes that emerged; concerns with facilities and labs, problems with the grants office, the emphasis placed on research overall, the reputation and climate of Oakland University and the need for post-doctoral students. These five themes were all relatively similar in strength and mentioned approximately the same number of times.

Difficulty in Getting Grants



Percentages indicate what percentage of comments came from which focus group.

Figure 10: Breakdown of Comments - Research and Grants in General

Two subthemes emerged in the general comments. One was the excessive value placed on independent research and the other was the tight funding environment for getting grants.

Both associate and assistant professors discussed the issue of collaboration and how it was de-valued in judging research. According to one assistant professor, "You're supposed to be independent but to survive here you've got to have collaborators somewhere else. [She discusses her research with a collaborator.] So I get dinged for not being completely independent."

An associate professor concurred, "And I guess the other thing is if you have a collaboration and you're a co-PI …I've been told that's not enough. That's not— it just doesn't count. And it should count."

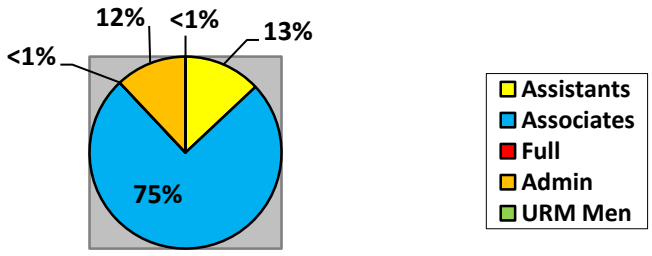
In terms of funding, the female assistant professors and the male URM faculty also noted how difficult it was to get grants at this time.

One assistant professor noted how even if you applied for grants, it did not also help research progress. She said, "You could submit six grants, but right now there's no money out there. There just isn't, regardless of who you are."

Male URM professors agreed with one professor saying, "Well, it's a challenge. Getting [funding is] even more challenging these days with the economic situation downturn, not too good. [Others in room: yeah, yeah]. … So it has been quite a challenge."

However, a female assistant professor said that the university could assist faculty in such tough funding times by offering bridge funding to keep a research project going. Noting what other universities did, she said, "But if you're at a big university where they've got core facilities and other stuff that you can take advantage of, they've got bridge funding."

Facilities and Labs



Percentages indicate what percentage of comments came from which focus group.

Figure 11: Breakdown of Comments - Facilities and Labs

The majority of comments on issues with the facilities and laboratories came from the associate professors and illustrated a "disconnect" between the viewpoint of the chairs and the situations faced by the faculty. While the faculty voiced a litany of concerns about equipment and space, one of the chairs noted, "The infrastructure here. It's decent, not lacking critical components. Ultimately, the PI, they have to write good proposals to get funded."

In general, the sentiment among many was that the university was not putting adequate resources into research facilities. Concerns included not having the right equipment, not having agreements to share existing equipment, the lack of trained technicians to run and maintain the equipment and decisions to move laboratories or equipment without the researcher's consent.

One associate professor responded to another professor's comment that there was a lack of trained personnel by saying:

> She hit the nail on the head. I'm saying "ding-ding-ding" [laughter in room] because, for example, in our department, we bought a very expensive piece of equipment that cost more than my house. And…we got an NSF equipment grant even and …the requirement of the grant was to have a support person. Well, in name only, they [the university] got a support person. She does 20 different things.

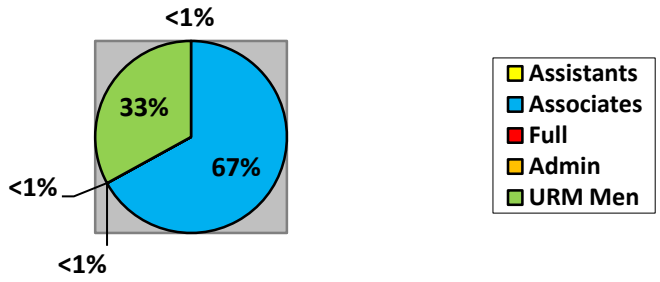
Another professor commented on the lack of support for facilities and how it influenced her research:

> I have almost quit my research. I need that analytical instrument for my research. … And I just think "what is the point?" because the thing has problems, problems, problems. All because of this lack of institutional support that no other university I know of does this. …Every university I know, even the other small ones, they have full time technicians that are gatekeepers of these instruments and we're screwing ourselves.

The lack of funding for research and needed equipment sparked this conversation in one of the focus groups.

> Professor 1: But it seems like, as people who've been here for a while, we've watched the direction of the University, which keeps really going more and more towards…this is not a teaching institution, it's a research institution, I think, in terms of the ideology.
>
> Professor 2: Well, that's the funny thing, is that it's not.
>
> Professor 1: I know.
>
> Professor 2: Because if it were really were a research institution, then they would put the money into funding the labs and allowing us to hire the people that are going to get the big grants. And they[would] put money into labs. I mean, don't get me wrong, they are. But it's about, what? half the level of regular institutions.

Grants Office



Percentages indicate what percentage of comments came from which focus group.

Figure 12: Breakdown of Comments - Grants Office

Almost everyone in the focus groups acknowledged that the grants and research office had improved considerably over time and several faculty named Vice Provost Dorothy Nelson as responsible for the change. A URM faculty member noted that the process had become more streamlined and that helped with grants. However two main issues emerged about the office: the need for more (and better trained) staff and the need to create a communicative, helping culture in the office versus a rules-oriented one.

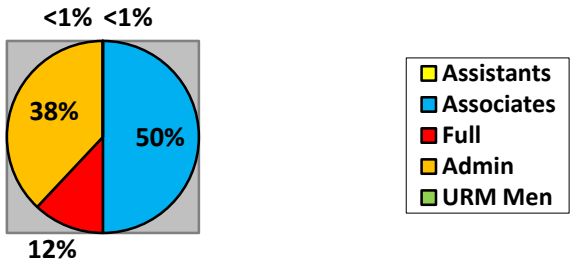
One associate professor noted the need for more staff adding, "So that they can turn things around faster, so that there's more support." Another agreed and said that the staff also needed to be well trained.

However it was not just the need for more people but also a change in the attitude and atmosphere of the office. One associate professor said she would like to see the office "having sort of a culture there where you feel that...they would be asking, 'Okay, how can I help you?', rather than, 'Okay, these are the rules—this is what you're supposed to do.' And almost feels oftentimes like just like they're trying to tell you what you can't do rather than tell you [what you can do.]"

A URM faculty member noted that the office could improve its communication. He said:

> But I don't think they communicate why they do things to faculty. They just pass down edicts, one after another after another. And when that's a fact, they [younger faculty] get very frustrated. They think they're stifling their research. They're not allowed to do this, they're not allowed to do that, and, that can be shocking to a young faculty I think.

Emphasis on Research



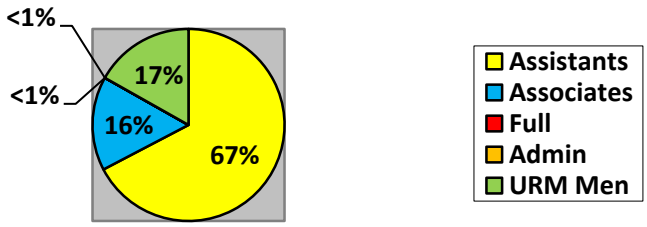
Percentages indicate what percentage of comments came from which focus group.

Figure 13: Breakdown of Comments - Emphasis on Research

It was in the chairs' focus group that the importance of research in getting tenure and being promoted was most succinctly stated. When asked what was most important, one chair responded, "Research, research, research." And then added, "Plus teaching of course" to the laughter in the group. Another chair concurred, "It is what he said. Again, it's research, and research, maybe teaching… But I think research is the most important aspect of that."

While it was acknowledged that research was important, some faculty found the emphasis on bringing in funding dollars to be problematic. One URM faculty member said, "If you cannot generate money, you are cooked [he laughs]. ...There is too much emphasis of money in my opinion." A female associate faculty member agreed saying, "And like [colleague's name] says, I think the University doesn't appreciate whatsoever the effort that, at least in STEM, I don't know other fields but in STEM, I don't think they have any appreciation whatsoever of any effort that people are doing that isn't bringing in dollars."

Reputation and Climate of OU



Percentages indicate what percentage of comments came from which focus group.

Figure 14: Breakdown of Comments – Reputation and Climate of OU

It was the assistant professors that primarily argued that it is the lack of infrastructure and overall university ranking for grants which limits faculty trying to get outside funding. One sentiment stated that the university was not as "competitive" as others when it came to getting grants. This is a dialogue from one focus group of assistant professors:

> Professor 3: Well, I just got a grant review, and they're funding at nine percent, which is abysmal. But one of the comments on the review is the environment—
>
> Professor 1:[interrupts] Oh, yeah, I got that too.
>
> Professor 3:—not acceptable. When I was in [names other university], it was outstanding environment. No complaints at all.
>
> Facilitator: Oh, so they [funding agencies] rank your university?
>
> Professor 1: They do. They have separate category.
>
> Professor 3: There's a whole category for research environment.
>
> Professor 1: My environment is three and four. So that's—that's not good.
>
> Facilitator: Out of—
>
> Professor 1: Out of, like one, two, three, four, five.
>
> Professor 3: One being the best.
>
> Professor 1: One is the best. Mine is three, four and it's like[ly to] bring down my impact score, so…
>
> Professor 3: That's a huge ding for us.
>
> Facilitator: So funding agencies are looking at [your grant] and saying, "Eh, I don't think they can do that kind of [research]. This may…this may be a good proposal, but I don't think they're going to get it done at this environment. They just don't have what it takes?"
>
> Professor 1: Yeah. Also some of the comments, "Can you really do this?"
>
> Facilitator: Oh, really?
>
> Professor 2: It's they're risking their money, and they're going to go for the less risk possible, and the less risk is U of M, it's not us.

This is a dialogue from a focus group of associate professors discussing the state of research facilities and internal funds for research:

> Professor 1: And it's just cheapness, cheapness.

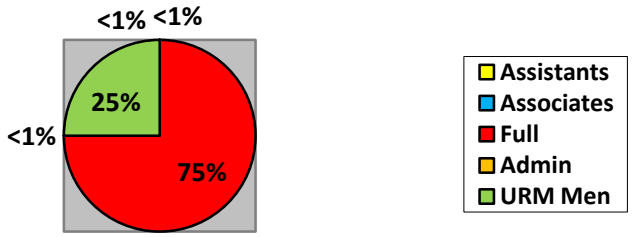
Professor 2: Um-hum.

Professor 1: You know, if you're going to call yourself a research institution…

Professor 2: Then do it.

Professor 1: Then, yeah. Then you have to cough up a little extra. And believe me, it will pay off. That's what they don't understand, is, I'm sitting here going, "Is there a point"? Should I even [try] to get another grant, because I'm being defeated here? Because they don't…we don't have the institutional support? I mean, if we had that, boy, I'd be going like gang-busters to get the bigger grants. Believe me, it would pay off.

Post-Doctoral Researchers



Percentages indicate what percentage of comments came from which focus group.

Figure 15: Breakdown of Comments – Post-Doctoral Researchers

It was the full female professors and the URM male faculty members who discussed the need for more post-doctoral researchers as part of grants and research. The main theme of the discussion was that faculty did not have enough funds in their grants to pay what the university wanted them to pay post-doc researchers.

One URM faculty member discussed the process of hiring a post doc:

> There are several things which make it impossible. For example, for a full full-time post-doc, as she knows, you have to pay 45 percent benefits. Which is [more than] every place, every place.

Another faculty member chimed in, "Yeah. it's like the salary plus 44 percent of fringe and benefit and overhead. …It's very expensive."

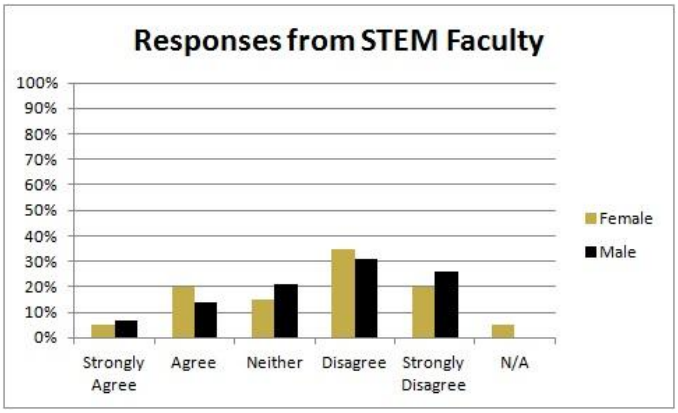
The discussion continued with one member saying, "There should be a choice. I know my student—her husband went to MIT from U of M as a post doc. What they doing at MIT, they give you a choice. They even give you the fringe and benefit money to you, and you use it to buy the appropriate health insurance required." To which another faculty member said, "Well, let's make the computation. You know, you want to [pay] $40,000, you add 44 percent to it, for fringe benefits, and on the top of it, it's 48 percent on the whole number. So it's 48 percent of...overhead." Another concluded, "You need a million dollar grant."

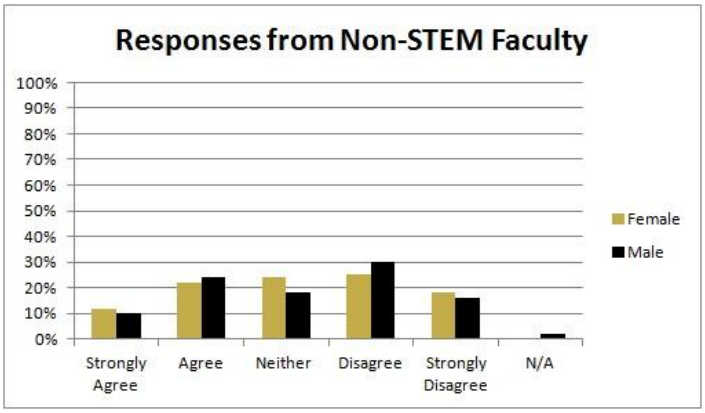
However, the faculty were quick to note that some universities exploited their post doc researchers but that allowing more flexibility in how they were compensated would give OU faculty the ability to have more assistance in research.

DEPARTMENTAL ENVIRONMENT – CLIMATE SURVEY

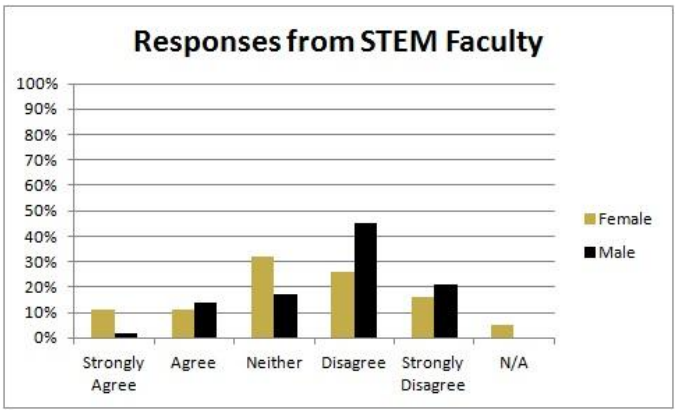
Some of the climate survey questions addressed departmental environment. The following charts represent responses from faculty members who completed this survey.

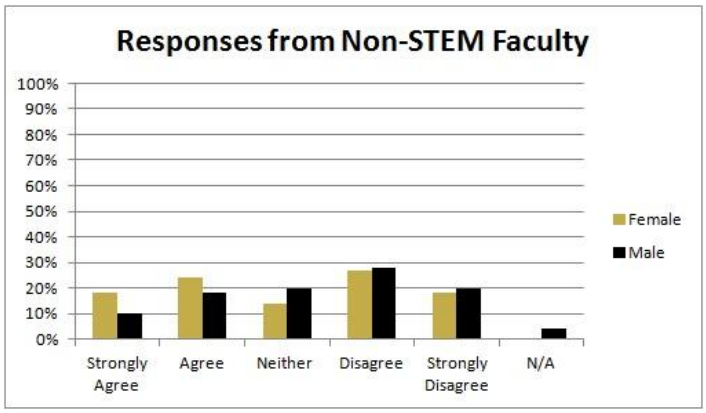
Agree/Disagree: I feel isolated at OU overall.



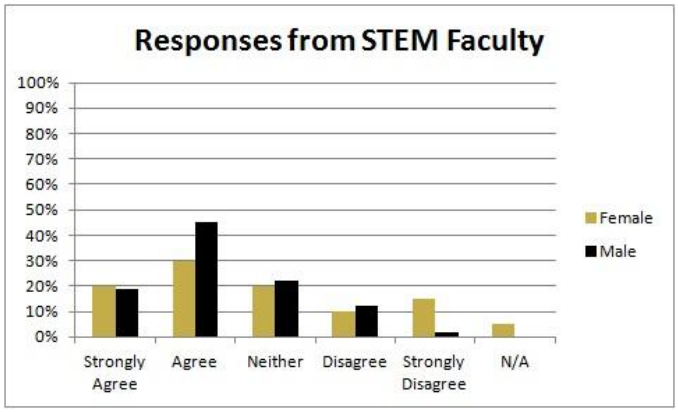


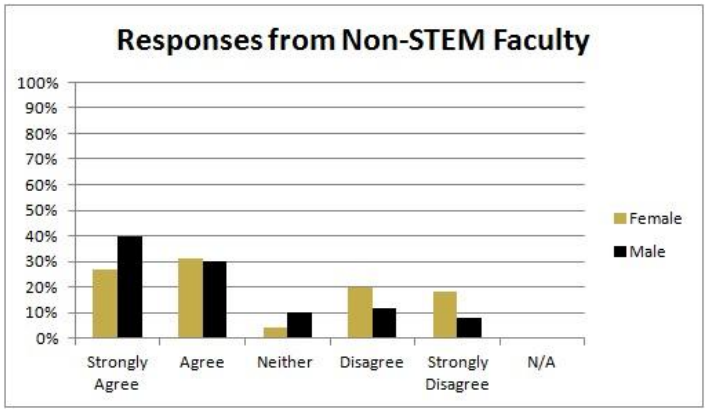
Agree/Disagree: I feel excluded from informal networks in my department.



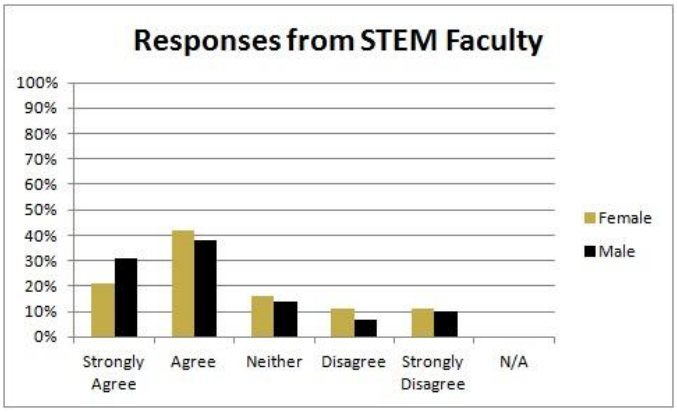


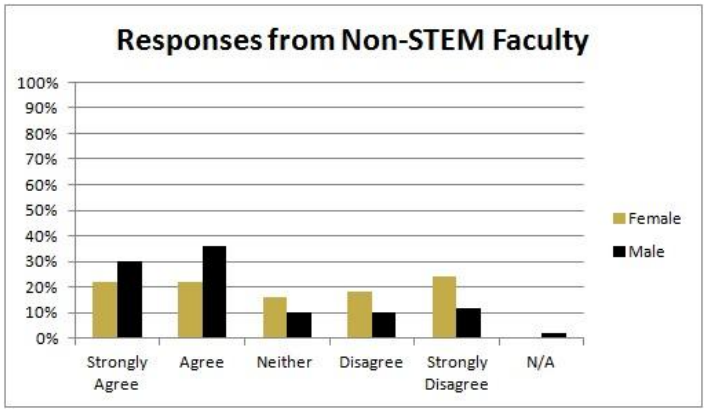
Agree/Disagree: I feel like a full and equal participant in the problem-solving and decision-making in my department.



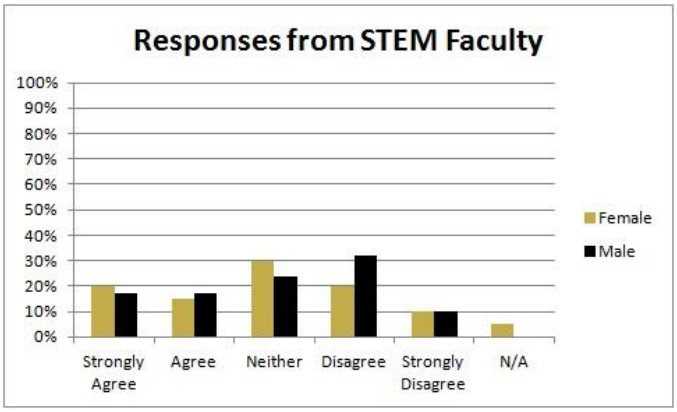


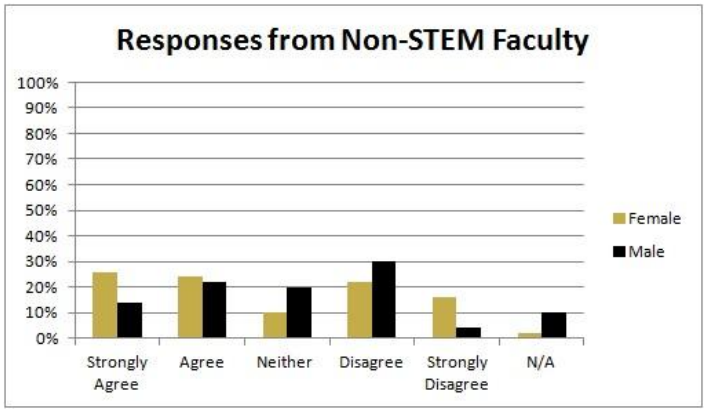
Agree/Disagree: I feel like I can voice my opinions openly in my department without fear of negative consequences.



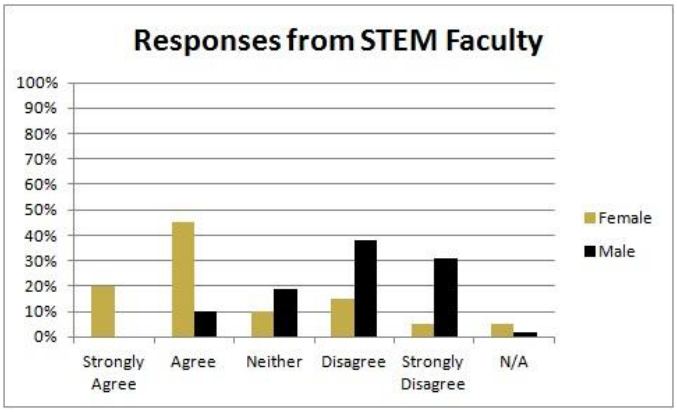


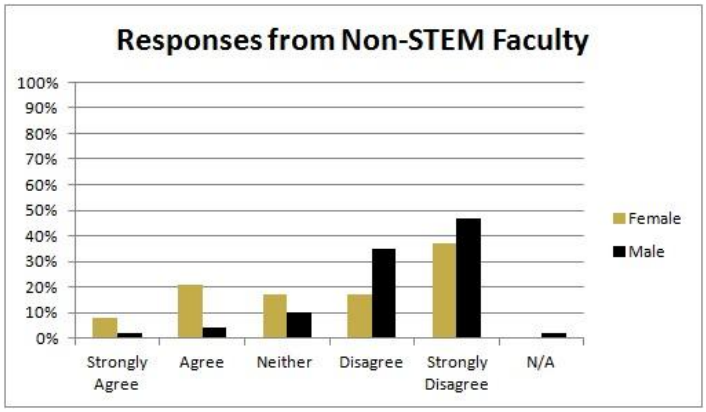
Agree/Disagree: I do a great deal of service that is not formally recognized by my department.



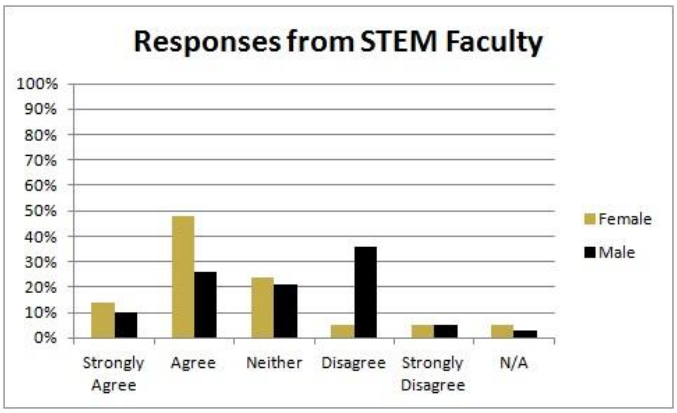


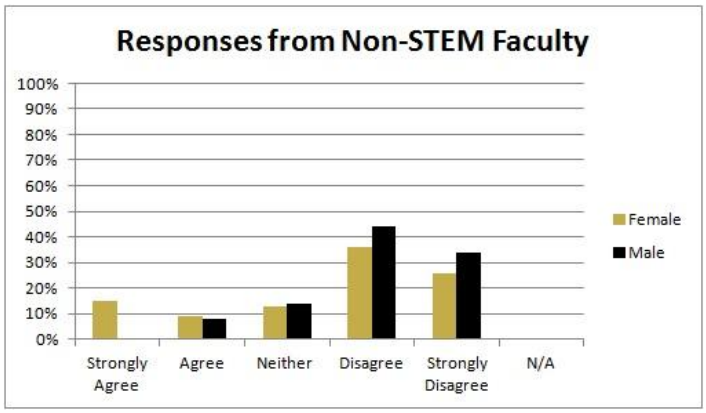
Agree/Disagree: Female faculty are less likely than their male counterparts to have influence in departmental politics and administration.



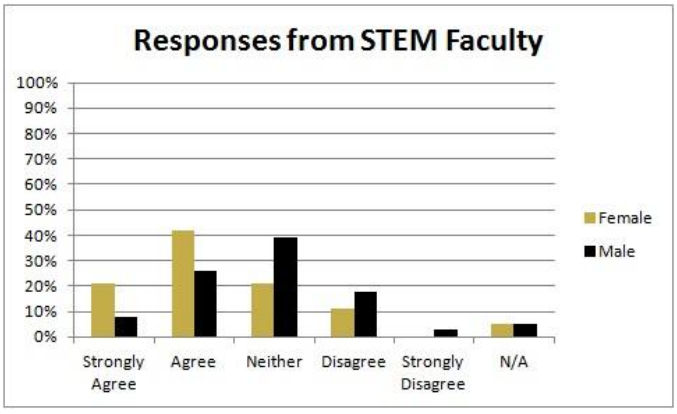


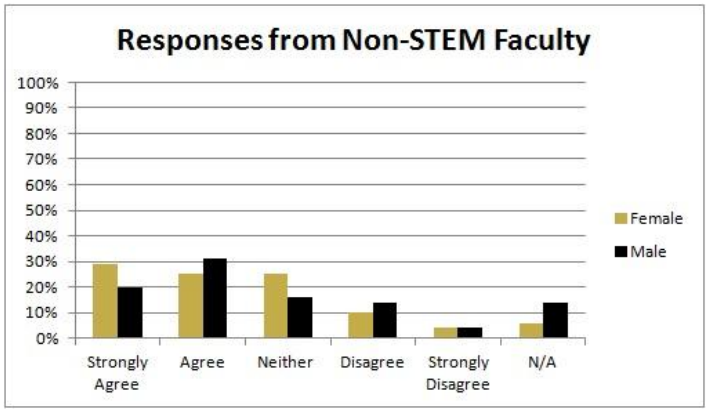
Agree/Disagree: My department has too few female faculty in leadership positions.



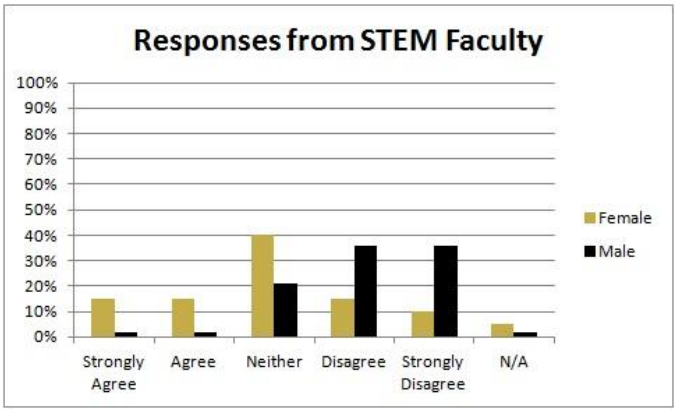


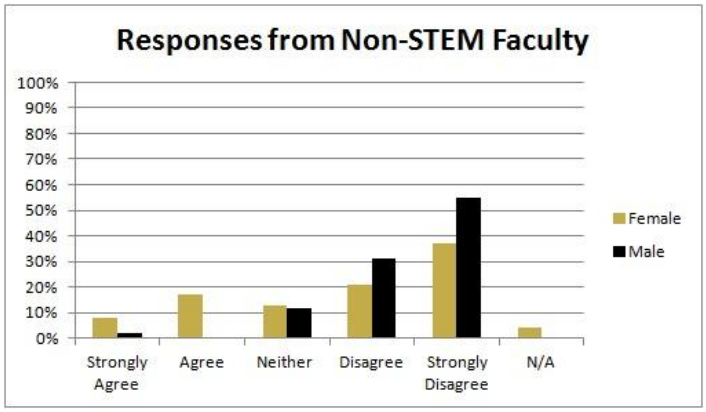
Agree/Disagree: My department has too few under-represented faculty in leadership positions.



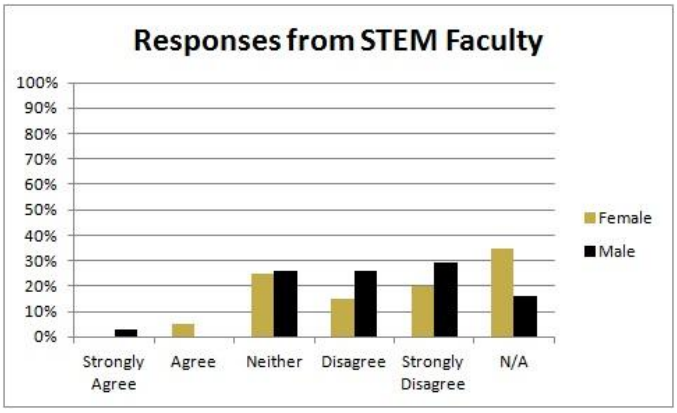


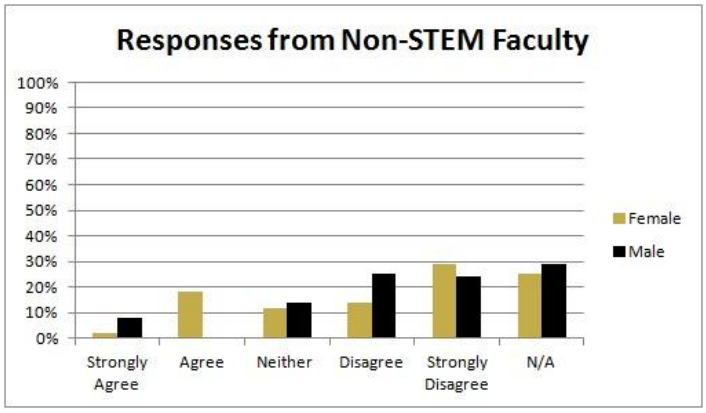
Agree/Disagree: It is not uncommon for a female faculty member to present an idea and get no response, and then for a male faculty member to present the same idea and be acknowledged.





Agree/Disagree: It is not uncommon for an under-represented faculty member to present an idea and get no response, and then for a majority faculty member to present the same idea and be acknowledged.





Comments from the Climate Survey

Faculty had both positive and negative comments about departmental environment in their survey responses. When commenting on factors that contributed to their satisfaction at Oakland University, the greatest number of respondents mentioned their colleagues.

> I am new this year so this is a slightly difficult questions but overall my satisfaction comes from the willingness of other faculty to lend support (teaching or other) in my department.
>
> I really enjoy the colleagues in my department. They are very caring, respectful, and egalitarian. People care about how they treat each other.
>
> Great colleagues, energy and synergy within the dept, opportunity to create cutting edge programs and pursue what I wish to pursue intellectually and academically.

> A great department culture that supports its colleagues no matter what their strengths--teaching, scholarship, or service.

Some faculty commented on negative aspects of their department, focusing specifically on gender bias and service.

> Oakland is a great place to work. However, there are subtle differences in how men and women faculty are treated. In general, the women in my department are assigned much more service than most, but not all, men.

> ANGER and contempt that the women faculty in the dept carry the SERVICE load but not the LEADERSHIP load, and there is a major difference between them in my dept.

> The political environment within the department is difficult to navigate as an untenured faculty member. Although I assume this would be the case at any university or in any department, I do feel as though women here are not taken as seriously as their male colleagues.

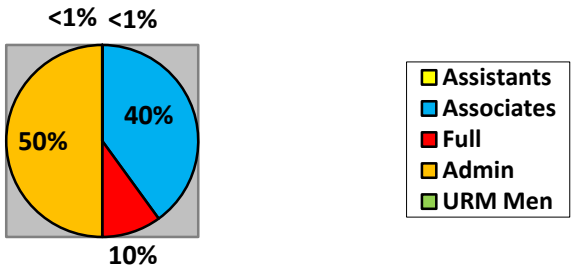
> Recent oppressive climate in the department. Favoritism and differential treatment within the department.

> There seems to be a lack of a sense of community. Departments are too isolated. There needs to be a center on campus where faculty can get together and share experiences. If faculty felt more integrated into the community, I am sure that would have a positive impact on student retention.

DEPARTMENTAL ENVIRONMENT – FOCUS GROUP SUMMARY

Four main themes emerged from the focus groups related to the departmental environment for STEM faculty. Those themes (in order of strength and number of comments) were: workload/division of labor, sexism in the department, the department climate in general, and training for chairs. Related to the concerns about STEM faculty was the perception that in terms of workload, women were doing more than their share of service, advising and program development and spending more time on teaching, harming their chances for tenure and/or promotion. Also included are comments on issues about speaking out in the department and the university.

Workload/ Division of Labor



Percentages indicate what percentage of comments came from which focus group.

Figure 16: Breakdown by focus group – Workload/Division of Labor

A main concern raised by female associate faculty was that women often did more service and spent more time on teaching, two activities that were not as rewarded as research by the department or the university. One associate professor said:

> If you spend a huge amount of time doing advising, which I know you do and I do, and if you do that, plus you develop programs, plus you teach and you have students in your lab, you can't be the one that's publishing and getting the grants. It's impossible. There's only—last I checked—24 hours in a day. You can't do it. So it's a problem. I think that's what happens more to women.

Later in the same focus group, the consensus among the women present was that service and teaching were not acknowledged as having any value and one faculty noted that those activities were actually "disrewarded."

Related to their concerns about workload, the inability to find balance in their workload often overwhelmed female faculty. One associate professor said, "But for myself I think that I'm pulled in so many different directions that I'm not succeeding in anything particularly well."

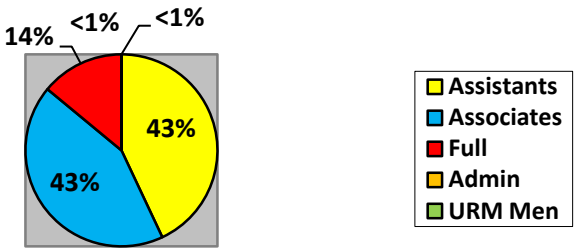
Part of that inability was the sentiment that the teaching load for STEM faculty was too heavy. This was stated by both full professors and department chairs. One full professor observed, "The teaching load is pretty heavy with a two-course teaching load. … The faculty struggle to find time for research. And for new faculty, and they don't know how to teach, especially [recent] graduates have no teaching experience."

The discussion amongst the chairs was that the teaching load was too high for advances in research and even though many of them could grant a course release in theory, in practice they could not.

Another chair offered this about his department, "We have our choice to give faculty a course release but we just have too many courses to teach. And this semester I hired part-timers to teach a [number] of courses. … So in theory, we have a right to do that. But in practice it's just [too] little."

One chair noted he was hesitant to offer too many course releases because faculty need the experience in the classroom. He said, "If the candidate doesn't have enough teaching experience—demonstrates having those certain classes at different levels when he or she goes for c.4 review—he or she may be perceived differently within the university."

Sexism in the Department



Percentages indicate what percentage of comments came from which focus group.

Figure 17: Breakdown by focus group

It was the women faculty who had the most comments about sexism in their departments. While one faculty member said she thought women had more of an advantage in getting jobs (because of the shortage of female STEM faculty), it was sexism in the department that other women faculty focused on. One concern was that the full professors in many departments were mostly male and as one assistant professor said, "They've got long-standing grudges from their own issues in the department." However, the main concern raised by women faculty was that there was often an "old boys' " club in their department. One assistant professor relayed this story about the men in her department:

> They're very fair. And you'll have senior faculty that will come to you separately and say, "These are things that—these are things you should work on, these are things you should avoid, these are people that you should avoid associating with." And for the most part, I think some of the male faculty want to be supportive. But there are a few that are not. And you can tell, they go to lunch together or … they get coffee together. And women are completely excluded from these little chats.

An associate professor saw the same dynamic but labeled it differently. She said:

> Well, do you know during the Obama campaign there were t-shirts—I actually saw students with t-shirts that said "Bros Before Hos." Bros before Hos. I feel like that's [my department]… That the [woman candidate] gets the last pick. But then the women end up taking the job. Every time—every search, I sit there and laugh inside, because I watch the men reject the offers and then the women get it then. You know what I mean? Ha-ha-ha. Bros before hos, huh?

A full female professor saw the dynamic of sexism as bigger than just department climate. She said:

> I'm thinking [that] women and science and engineering are still minority. So that can be considered as a disadvantage. And, you know, women faculty, we teach classes, majority are male, right? Most of the time. So but it's important for female faculty to show that we can do just as well, so that we can motivate our female students to try their best. Yes, to do their best.

Department Climate

It was the associate professors who talked the most about issues with departmental climates (making up 100% of the comments). Their concerns took two main directions: the need for better/good chairs and the unpleasant, competitive climates of their departments.

In relation to chairs, one professor said, "I think part of it has to be when [she sighs]—when they decide to appoint chairs, really listening to the faculty about who they think would be very helpful." In addition to faculty input, associate professors also wanted chairs that did their jobs. One professor related this story:

> I asked our chair, I said, "Are you?"—we only have one assistant professor left in our department, and I said—"Are you meeting with him and checking with him to see that he is on track?" … He's like, "No, but I guess I should do that." That type of thing at least explaining also to the chairs that, "Listen, part of your job is mentoring faculty," that when you're taking on this leadership job, you have to be a bit selfless and you should not be thinking just about your own sort of—what is good for you, but what is good for the faculty in the department. And if it means sort of putting yourself aside a little bit, then you have to be willing to do that.

Another issue was cliques in departments causing an unpleasant climate. These could not only make an unpleasant environment but also could influence how one fared in the department. One associate professor said:

> But I think that has also in my department been a very negative issue for getting up through the pipeline because even at least if you were in one of the cliques, you had enough clout with the other "cliquees" that somebody was going to advocate for you. But if you weren't in the clique, nobody was on your side.

For some faculty the department environment was extremely competitive, much to their dismay. One professor said:

> There's a lot of egos and sheer stupidity. Not support. … If there's one thing I can't stand, when you work at a job, my attitude is that we are all in this together and that we all have to work together just to succeed and that my colleagues are not enemies. My colleagues are not competition. … I've had people try to take me down."

Training for Chairs

Issues with department chairs related to the issues with the departmental climate. It was the chairs who addressed most of the issues of training. The following is a dialogue on the lack of training from the chair's focus group.

> Facilitator: Now I understand we've got some acting chairs here, so you might not be able to speak to this. The current system in training chairs on how to oversee the recruitment process, oversee people going through the career review process, what do you think? Is it sufficient? Do you feel well trained?
>
> Professor 4: There's no training at all.
>
> Professor 2: We are not trained, that's for sure. We are untrained.
>
> Professor 3: We are…we learn along the way, we made mistake and hopefully we won't make the same mistake twice.

One chair advocated a week of training to help prepare chairs for the variety of issues that they would be facing. He added, "I'm serious. I think there should be a whole week of full days." He continued:

> I mean there [are] a lot of things you kind of learn by word of mouth as we go along. But if you don't get to ask, you don't get to get the answer, and if you get the answer, sometimes you don't really get it the first time, and you make mistakes.

One chair provided the example that many do not know the organization of the university. He said, "So in order to get the job done, you have to ask ten people, then, I don't know, navigate through whatever to figure it out, especially if you are new." His suggestion was to provide the university with a clear organizational chart which could be a part of chair's training.

However some faculty also thought the chairs could also use some training, particularly in issues of gender communication. Since most of the chairs are men, one female associate professor noted, "And it's about—gets back to—way back to Deborah Tannin's observations of just the impact of [gender] communications being different, not right or wrong, but different enough to be able to affect how we relate within our department or how they see our [women's] contributions."

Speaking Out

One theme that emerged was the idea of speaking out and voicing one's opinion in the department or the university. The comments were evenly split between the assistant female faculty and the URM males. In general the consensus was that it was not a good idea to be too vocal in a department when you were untenured, particularly if you were female. One group of assistant professors discussed this idea.

> Professor 3: I think women just keep their mouth shut. If you're not tenured, you don't talk.

Facilitator: Okay. And do you think that's different than untenured men?

Professor 2: Oh, yeah.

Professor 3: Oh, yeah. But most of the untenured men in our department, with one exception, don't talk either [laughter].

Facilitator: Okay. Okay. So, an equal opportunity climate of fear, yeah.

Professor 1: Um, they talk more than us.

Professor 3: They talk more than the women do.

Professor 1: Yeah.

Professor 3: Because they're part of that little clique that's going on. But not as much. And there's definitely—most of us will sit in faculty meeting and just keep our mouth shut.

Facilitator: Is this true even for, um, women who are tenured?

Professor 3: No, no. …They speak up a lot.

Facilitator: Okay.

Professor 3: And they've gotten dinged for it.

One URM faculty member confirmed this discussion. He said, "And probably when you're further along, then you don't really [he laughs] care as much. But you kind of watch, you know, what you say initially." He continued:

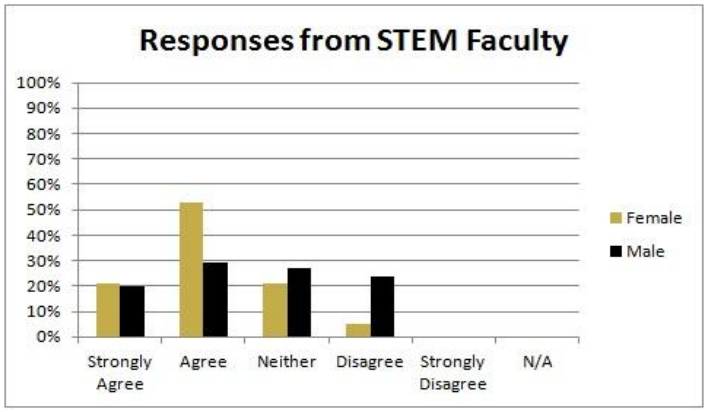
There have been administrators that have taken retribution for a variety of things. …

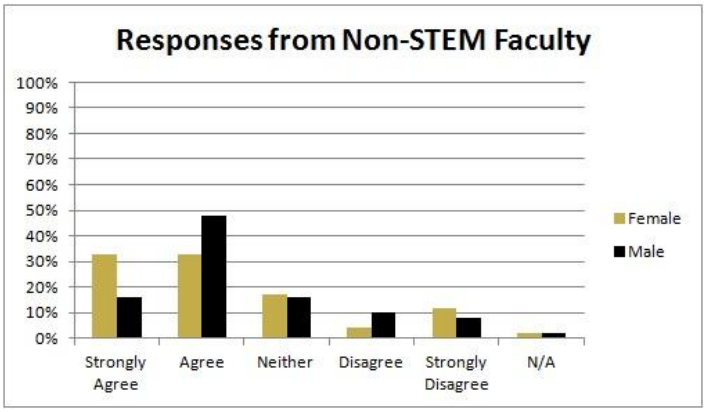
And those things do not affect tenured faculty members very much, except in terms of getting new appointments in the department, or something like that.

BALANCING PERSONAL AND PROFESSIONAL LIFE – CLIMATE SURVEY

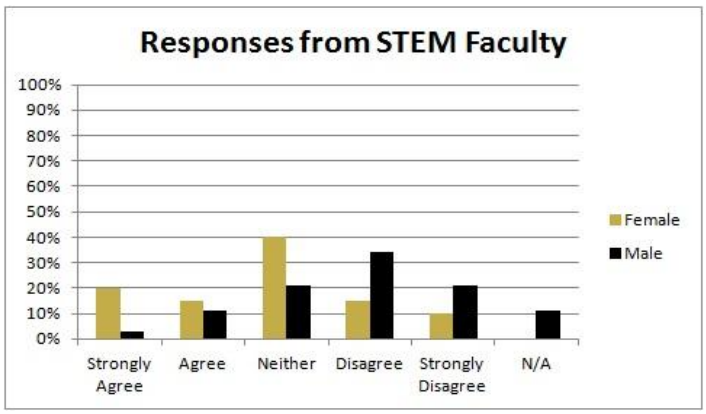
Some of the climate survey questions addressed the challenges of balancing personal and professional life. The following charts represent responses from faculty members who completed this survey.

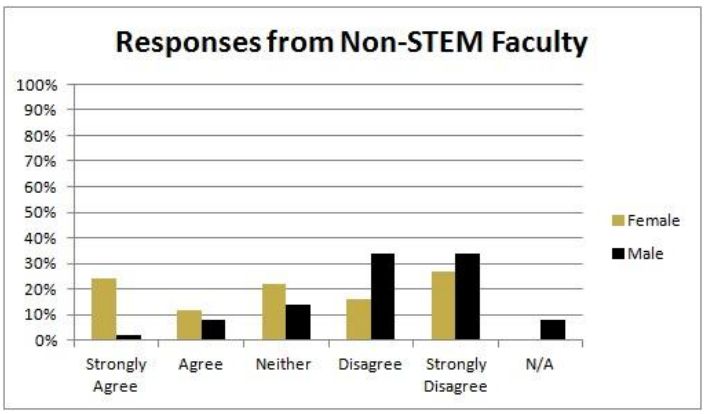
Agree/Disagree: I often have to forgo personal activities (e.g., school events, community meetings) because of professional responsibilities.





Agree/Disagree: Female faculty who have children are considered by department members to be less committed to their careers than females who do not have children.





Comments from the Climate Survey

Faculty comments in the survey mentioned some issues that related to balancing personal and professional life. These issues were further discussed in the focus group sessions.

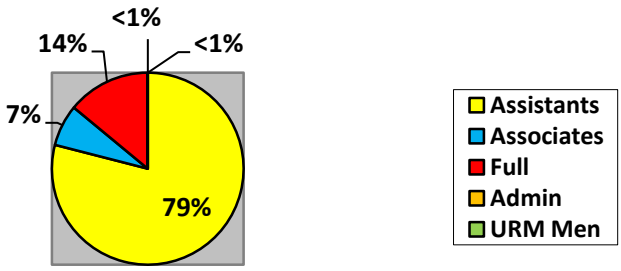
> [Maternity/paternity leave] is not part of the contract and is a significant problem at OU.
>
> More help from OU with spousal hiring would be helpful; my spouse got an MBA to retrain and still is having difficulty finding employment.

> I feel somewhat stifled; that my professional development is put on the back burner in favor of the professional development of other persons. As academics we all want to be creative and continue our intellectual pursuits - if one doesn't feel this is possible in their current position it seems prudent to look elsewhere.

BALANCING PERSONAL AND PROFESSIONAL LIFE – FOCUS GROUP SUMMARY

Much of the discussion about balancing personal and professional life focused on having children and issues concerning motherhood. While the female faculty acknowledged that men also have responsibilities with children and child care, many of them were the primary caregivers in the family. The main themes that emerged were the difficulties in combining motherhood and a career, issues of timing and pregnancy and the lack of adequate day care.

Combining Motherhood and Career



Percentages indicate what percentage of comments came from which focus group.

Figure 18: Breakdown by Focus Group – Comments on Combining Motherhood and Career

The majority of the comments about combining motherhood and a career came from assistant professors, who were often younger than their senior colleagues. Their concerns focused on two intertwined themes; being primary caregivers in their families, a status they often felt penalized for, and the experience of the demands of work and family as a time crunch.

When asked if there were any biases against female faculty in their departments, the most common answer was that it was women's roles in the family that made their work harder to do than men and could influence how well women fared with tenure and promotion. While most of the comments came from assistant professors, it was the associate professors who identified the difference between the way in which women and men were treated as a double standard. One professor related this story:

> My colleague who has a child—I've heard several complaints, even from another female colleague, [an] older female colleague—that they're worried about [her]. … They never said that about this [a male colleague with a small child.]

She continued:

> And there are a lot of horror stories. When I was doing my PhD, I heard of horror stories from other women, and men even, saying how oppressive their advisors were towards women. So it's gotten better. But it is very difficult. And I worry about a colleague of mine right now who has a young child. I'm very worried about her—[A second faculty member interrupts: I don't know how she's going to make it.] —having to dash off to daycare and… I try to cover for her.

One aspect of this combination of primary caregiver and faculty professor/researcher was the invisibility of their experience as mothers. The issue of a work-family balance sparked this discussion among assistant professors.

> Facilitator: How does family work here for women—this idea of a family-work balance?
>
> Professor 2: I would say that as long as they don't hear about it, they're okay with it. But should they—
>
> Professor 3: [Interrupts] But they're always looking because they have—
>
> Professor 2: It's [family-work balance] non-existent.
>
> Professor 3: It's great because most of the male faculty that we've had— [2: They have kids.] they have kids. But their wife is the primary caregiver, I think.
>
> Professor 4: Exactly.
>
> Professor 1: I am the primary caregiver.

All of the women faculty acknowledged that many of the men took their father roles seriously but that being a primary caregiver was different. For example, an assistant professor relayed this story about the difference between the way men and women think about having children:

> I have a colleague that just had a kid, and he was like, "Oh, the best time to have a child is winter, because the winter, you can't go out, so it's okay to have the new baby, because anyway you can't go out." And I said, "No, the best time would be July because you don't teach. And he was like, "Oh, yeah! I [hadn't] thought about that." He didn't assume that, yes, you have to take care of the child. So you have to be off work for at least six weeks or something. No, because he didn't—he never did. He has [several] kids, and he never did take a day off. No.

She continued explaining how being the primary caregiver influences one's career:

> And he can go to conference any day he wants, he can go to a meeting. He can go to NSF panel review whenever he wants. He has the wife to take care of the kid. It was when you have to accommodate and you can't leave the university because you have to be there every day, you miss on some opportunities that would help as far as furthering your career.

To which another assistant professor added, “I’m on a grant review panel and my parents come and baby-sit my kids while I’m not in town.”

The time crunch experienced as the result of both work and family responsibilities could often be perceived as a poor work ethic. One assistant faculty member said, “I’ve got to pick my kids up from daycare. I’m not here past eight o’clock when they [other faculty] make their little inspection loops. So you can think because we’re not dedicated enough, we’re not here enough.”

She continued:

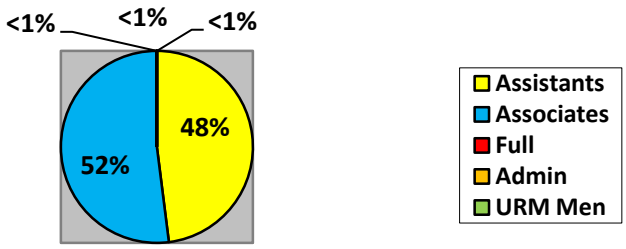
> I had the chairman tell me that …when I first started that I wasn’t very social because I never made time to go stand in the office and have a cup of coffee. I’m a single mom with [small children] at home. I come in. I have this much work to do and this much time. So no, I don’t sit in the office. Yeah, and somebody would come around the department later in the evening and check to see who was still in the building.

One assistant professor summed up what it means to be a primary caregiver and have a career. She said, “So it’s just for my children and my job. So it’s just like you have to sacrifice something, but at the same time you gain lots of different things.”

The double standard could be forgotten if the female faculty member was successful enough. One associate professor remarked, “We have a major grant pending right now, and I’m pretty sure that that grant comes through … all is forgiven. You know, all is forgiven about you dashing out the door before five o’clock most days, you know what I mean?”

The consensus among the assistant professors was summarized by one professor, “You shouldn’t be penalized for having a family because we’re raising the next generation.”

Timing and Experiencing Pregnancy



Percentages indicate what percentage of comments came from which focus group.

Figure 19: Breakdown by focus group on pregnancy and timing

Three main subthemes emerged around timing and experiences of pregnancy. First was the idea that there

were expectations within the STEM fields that women would not make pregnancy and children a priority. One associate professor brusquely stated, "So you're not supposed to have a family. You're just supposed to be a nun or something, or whatever." Another said, "There is no balance. I mean, I'm sure you've run into the same thing. I mean, the timing for me was bad. But in science, there is no good time for a woman to have a child." Another associate professor concurred:

> You're not supposed to have a family. … The guys can, but really, the way the system is rigged, you're not supposed to because if you take off time in your graduate studies, you're penalized for that, and they'll kick you out. If you take off time in your post-doc, you can't get a faculty position. If you take off time in your faculty [years], before tenure, to have a baby, you are totally screwed.

The bias that motherhood and a productive career did not mix was more than an assumption made by female faculty; it was often confirmed in their experiences. One female faculty member recalled hearing this about the decision to hire her:

> When I interviewed, I heard it. Because I had friends that worked here, I heard about it after the fact, that one of the male faculty members had asked the chair if I intended to have any more children. "It's none of your business." … Doesn't matter how many more kids I intend to have. That should have no bearing.

When women did decide to have children, it was often a stressful decision. A second subtheme was that pregnancy had to be very carefully timed and the number of children carefully considered for a woman to have a successful career.

Timing a pregnancy to fit with the school year was seen as essential. One assistant professor said, "Many women try to time their babies so that they have their babies in May, or at the end of April, so that they have the summer before they come back." To which another assistant professor replied, "I was told by a male faculty member of the department if I was going to have another child, it would be nice if I could time it like that. I was a little shocked to hear that advice."

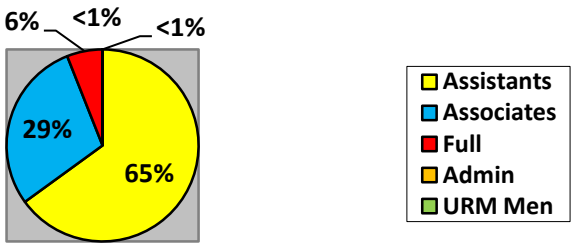
When pregnancies were unexpected, it could cause consternation for the faculty member. One woman related the story of a colleague:

> I had a colleague that just got pregnant and she freaked out. She was so, so stressed, because she was just employed and she got pregnant like the same month pretty much. She was completely panicked. And it should be a happy time. And she was like, "Ahhh! I've done the worst thing ever in my life."

A third subtheme was how difficult the experience of being pregnant or being a mother could be in academia. The needs to care for children often had to be balanced with the work expected in academia. One assistant professor noted, "Instead of getting dinged for not going to three conferences a year, you'll only manage one. You're the primary caregiver of small children. You can't physically go." Another professor recalled writing her tenure material with her four-day-old baby on her lap. She added, "And I had to come in and it was minus 7

[degrees] or something outside, and I had to come in to do paperwork to submit things. So the balance is not good."

Child Care



Percentages indicate what percentage of comments came from which focus group.

Figure 20: Breakdown by focus group on child care

Two main issues emerged around child care. Since many of the women were the primary caregivers the decisions of what to do with their children fell to them. One issue was what to do when children were too sick to attend school or go to a child care provider. While it often worked to bring a child to class with them on days off from school, having a sick child was another issue. It often depended on the department climate or colleagues on how female faculty dealt with a sick child. One associate professor said:

> Well, you know, you have issues of kids being sick or whatever, and that's always, most often, the female that has to deal with it. Not always, but when you have a class you have to meet and your kid is sick, what do you do? I haven't seen issues with that in my department because if someone has a call in and say, "Look, can't make it to class today," it hasn't been an issue that I know of.

In one focus group, the issue of what to do with a sick kid prompted this conversation:

> Professor 2: There is also something else which—because I personally had the issue with—is when the kid is sick. Either you cancel your class, or actually you take your kid with you. And I took my kid with me to teach. Some students—like one class, students were perfectly okay with it; in another class I had some comments about it.
>
> Professor 3: Yeah. Because we're told we're not supposed to cancel classes unless it's like an emergency.
>
> Professor 2: Yeah, so what do you do? You cannot cancel class, but you cannot—they will not accept the kid in daycare if it's sick. So you have no choice.

Some of the most impassioned discussions about child care revolved around the preschool on campus. Several complaints emerged about the Lowry Center with the two primary concerns being the cost and the lack of

available hours and days. This meant the faculty often could not use the on-site preschool or had to supplement it with another center. In addition, the faculty also found the summer camps on campus to be problematic with their short hours. The lack of affordable daycare or a preschool on campus was seen as interfering with mothers' ability to do their research. Much of the conversation about the Lowry Center was on ways to improve it. Suggestions included making it free or reduced cost to faculty, adding a daycare component for longer hours and smaller children, having it available when school was closed (the time when many faculty work on their research) and having longer hours that aligned with teaching schedules. One faculty member said, "I mean, if we're working for free in the summer, they could at least give us free daycare in the summer—maybe not the rest of the year, but at least in the summer."

DOCUMENTS USED IN ANALYSIS

1. Trend Analysis – Office of Inclusion and Intercultural Initiatives

2. Board of Trustees Meetings – Minutes
Website: http://www.oakland.edu/bot

3. Faculty Fellowships Online Database and Annual Reports – University Research Committee
Website: http://www2.oakland.edu/research/gcsram/login.cfm

4. Sabbatical Approval/Denial Data – Academic Human Resources

5. WISE@OU Climate Survey (see next pages)

Faculty Work Climate at Oakland University

Thank you for taking the time to complete this questionnaire. For each question, please select one response unless otherwise instructed.

The Hiring Process at OU

We are interested in identifying what makes OU attractive to faculty job applicants as well as the aspects of the hiring process that may be experienced positively or negatively. We are also interested in making the hiring process more effective in hiring a diverse faculty. If you were hired into more than one department or unit, please answer for the department or unit that you consider to be primary.

1. What is your current title/rank at OU?

- ❑ Assistant Professor
- ❑ Associate Professor
- ❑ Professor

2. Please indicate how much you agree or disagree with each of the following statements about the hiring process as it relates to your hiring experience.
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. I was satisfied with the hiring process overall.
b. The department did its best to obtain resources for me.
c. Faculty in the department made an effort to meet me.
d. My interactions with the search committee were positive.
e. I was able to successfully negotiate for what I needed.
f. I was satisfied with my start-up package at the time.

3. In the past 5 years, have you successfully re-negotiated with OU or your department chair regarding your salary, summer support, lab resources, work space or reduction of teaching load for any reason, including an outside job offer?

- ❑ Yes
- ❑ No
- ❑ N/A (did not attempt, for whatever reason)

4. From your experience participating in the hiring process of other faculty members, please indicate if you agree or disagree with each of the following statements:
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. Those responsible in my department for the hiring process engaged in efforts to recruit diverse faculty. (e.g., made phone calls to colleagues or contacted scholars at HBCUs or other institutions of higher education with a higher number or female or underrepresented persons.)
b. During the search process a person's gender or racial/ethnic status is given undue consideration (e.g., it overshadowed academic qualifications).
c. The search process was open and fair.
d. The search committee was diverse in terms of sex, race, and ethnicity.
e. I was comfortable advocating for a woman or person from an underrepresented population who has good potential but was overlooked for whatever reason.
f. Participation in OU recruitment was a high priority.

The Tenure Process at OU

5. Do you currently have tenure? (If "no," you will automatically proceed to Question 11.)

- ❑ Yes
- ❑ No

6. Did you receive tenure:

- ❑ Within the past 5 years?
- ❑ Between 5 and 10 years ago?
- ❑ More than 10 years ago?

7. Please indicate how much you agree or disagree with each of the following statements about your experience with the tenure or promotion process in your primary unit or department.
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. I understood the criteria for achieving tenure/promotion during my pre-tenure period.
b. I received feedback on my progress toward tenure/promotion.
c. I received reduced teaching or service responsibilities so I could build my research program.
d. I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).
e. A senior colleague was very helpful to me as I worked towards tenure/promotion.
f. I am satisfied with the current tenure/promotion process in my department or unit.

8. Was stopping or rolling back the tenure clock available to the untenured in your department when you were pre-tenure?

- ❑ Yes
- ❑ No
- ❑ Don't know

9. Would you have been interested in stopping or rolling back your tenure clock if it had been available?

- ❑ Yes
- ❑ No

10. Do you perceive there are any consequences to taking a tenure-clock rollback? Please explain. (You will automatically proceed to Question 14.)

11. If untenured, please indicate how much you agree or disagree with each of the following statements about your experience with the tenure or promotion process in your primary unit or department.
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. I understood the criteria for achieving tenure/promotion.
b. I received feedback on my progress toward tenure/promotion.
c. I received reduced teaching or service responsibilities so I could build my research program.
d. I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).
e. A senior colleague was very helpful to me as I worked towards tenure/promotion.
f. I am satisfied with the current tenure/promotion process in my department or unit.

12. Is stopping or rolling back the tenure clock available to the untenured in your department?

- ❑ Yes
- ❑ No
- ❑ Don't know

13. Do you perceive there are any consequences to taking a tenure-clock rollback? Please explain.

Career Growth at OU

We are interested in various dimensions of the work environment at OU and the extent to which these conditions promote or hamper your profession growth at OU, including teaching load, productivity, work allocation, resources for research and teaching, service responsibilities, and your interaction with colleagues.

14. How has your career progressed at OU compared to your expectations at the time of joining?

- ❑ Better than expected
- ❑ As expected
- ❑ Less well than expected

15. How has your career at OU progressed compared to your peers at OU?

- ❑ Better than peers
- ❑ Same as peers
- ❑ Worse than peers

16. What has been your average yearly teaching load?

a. Number of courses taught on average in any one year
b. Number of graduate courses taught on average in any one year

17. In the past 2 years, has your research been supported by an external grant on which you were either PI, co-PI, or consultant?

- ❑ Yes
- ❑ No

18. Please indicate how much you agree or disagree with each of the following statements about the resources available to you.
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. I have the equipment and supplies I need to adequately conduct my research.
b. I have sufficient office space in terms of quantity and quality.
c. I have sufficient laboratory space in terms of quantity and quality.
d. OU provides me with the potential for research collaboration.
e. I have colleagues or peers at OU who give me career advice or guidance when I need it.
f. I have sufficient teaching support.

19. Please indicate whether you have ever served on or chaired any of the following committees in the past 5 years.
(Served on this committee? Chaired this committee? If never served or chaired this committee, would you like to?)

CAP or FRPC, Faculty Search, Curriculum (grad or undergrad), Graduate Admissions, University Research Committee

20. Please indicate how much you agree or disagree with each of the following statements about your interactions with colleagues and others in your primary unit or department.
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. I am treated with respect by colleagues.
b. I feel isolated at OU overall.
c. I feel like a full and equal participant in the problem-solving and decision-making in my department.
d. I feel excluded from informal networks in my department.
e. Colleagues regularly solicit my opinion about work-related matters (such as teaching, research, and service).
f. I feel isolated in my department.
g. I do a great deal of service but that is not formally recognized by my department.
h. I am asked to do service at levels greater than those of equal rank in my department.
i. I have a voice in how resources are allocated in my department.
j. I am treated with respect by my department head or chair.
k. Faculty meetings allow for all participants to share their views without fear of negative consequences.
l. I feel like I can voice my opinions openly in my department without fear of negative consequences.
m. Committee assignments are rotated fairly to allow for participation of all faculty.

21. In the past 5 years, how many times did your chair/mentor, senior colleagues approach you with career advice?

- ❑ More than 5
- ❑ 2 to 5
- ❑ Fewer than 2

22. In the past 5 years, how many times did you initiate or participate in a career planning effort?

- ❑ More than 5
- ❑ 2 to 5
- ❑ Fewer than 2

23. Please indicate how much you agree or disagree with each of the following statements.
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. An opportunity to stop the tenure clock is important.
b. More mentoring in research is needed.
c. More graduate students are needed.
d. Better graduate students are needed.
e. A more supportive chair is needed.
f. A more supportive dean is needed.
g. Fewer classes to teach is needed.
h. More professional development opportunities are needed.
i. More training in career management is needed.

24. If grants are important in your discipline, indicate the degree to which you agree or disagree with each of the following statements. If grants are not important to your discipline, skip to question 25.
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. More support is needed regarding the grant application process.
b. More support is needed regarding administering grants.
c. More support is needed in dealing with grant compliance issues.
d. More support for items not listed above (please specify).

25. Please indicate the degree to which you agree or disagree with each of the following statements about the work climate within your primary unit or department for male and female faculty.
(Ranking scale: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree, N/A)

a. Faculty are serious about treating male and female faculty equally.
b. Most faculty would be as comfortable with a female department head as a male department head.
c. Female faculty are less likely than their male counterparts to have influence in departmental politics and administration.
d. It is not uncommon for a female faculty member to present an idea and get no response, and then for a male faculty member to present the same idea and be acknowledged.
e. Female faculty tend to get more feedback about their performance than male faculty do.
f. Male faculty are more likely than female faculty to be involved with informal social networks within the department.

Balancing Personal Life and Professional Life

26. Please indicate how much you agree or disagree with each of the following statements about balancing your personal and professional life.

a. I often have to forgo professional activities (e.g. meetings, sabbaticals, conferences) because of personal responsibilities.
b. I often have to forgo personal activities (e.g. school events, community meetings) because of professional responsibilities.
c. Personal responsibilities and commitments have slowed down my career progress.

27. Have you been or are you now the primary caregiver for a dependent child or children?

- ❑ Yes
- ❑ No

28. Do you feel that your job prevented you from having the number of children you wanted?

- ❑ Yes
- ❑ No

29. Have you cared for or do you currently care for one or more dependent persons (elderly, disabled, or chronically ill)?

- ❑ Yes
- ❑ No

30. Would you have used a spousal/dual hiring program if available at the time you came to OU?

- ❑ Yes
- ❑ No

31. Which of the following statements best describes you? (If "widow/widower" or "single," you will automatically proceed to Question 33.)

- ❑ Married and live with spouse
- ❑ Not married but live with a domestic partner (opposite or same sex)
- ❑ Married or partnered, but we reside in different locations
- ❑ Widow/widower
- ❑ I am single (am not married and am not partnered)

32. What is your spouse's/partner's current employment status?

- ❑ Employed full-time
- ❑ Employed part-time
- ❑ Not employed
- ❑ Retired

33. Please indicate the degree to which you agree or disagree with each of the following statements about your primary unit or department's support of family obligations.

a. Most faculty in my department are supportive of colleagues who want to balance their personal and career lives.
b. It is difficult for faculty in my department to adjust their work schedules to care for children or other dependents.
c. Department meetings frequently occur outside of the 9-5 workday.
d. The department chair is supportive of family leave.
e. The department chair understands the existing policies regarding family leave (e.g., Family Medical Leave Act).
f. Male faculty who have children are considered by department members to be less committed to their careers than males who do not have children.
g. Female faculty who have children are considered by department members to be less committed to their careers than females who do not have children.

Diversity Issues at OU

34. Please indicate the degree to which you agree or disagree with each of the following statements about the recruitment of, climate for, and leadership of female faculty in your primary unit or department.

a. There are too few female faculty in my department.
b. My department has difficulty retaining female faculty.
c. The climate for female faculty in my department is good.
d. My department has taken steps to enhance the climate for female faculty.
e. My department has too few female faculty in leadership positions.
f. My department has made an effort to promote female faculty into leadership positions.

35. Please indicate the degree to which you agree or disagree with each of the following statements about the recruitment of, climate for, and leadership of faculty from underrepresented populations (Black/ African American, Hispanic/ Latino, Native American/ Alaskan Native) in your primary department or unit .

a. There are too few underrepresented faculty in my department.
b. My department has difficulty retaining underrepresented faculty.
c. The climate for underrepresented faculty in my department is good.
d. My department has taken steps to enhance the climate for underrepresented faculty.
e. My department has too few underrepresented faculty in leadership positions.
f. My department has made an effort to promote underrepresented faculty into leadership positions.
g. Most faculty would be comfortable with underrepresented faculty heading the department.
h. It is not uncommon for an underrepresented faculty member to present an idea and get no response, and then for a majority faculty member to present the same idea and be acknowledged.

Career Satisfaction at OU

36. How satisfied or dissatisfied are you, in general, with your position at OU?

- ❑ Very Satisfied
- ❑ Moderately satisfied
- ❑ Satisfied
- ❑ Moderately dissatisfied
- ❑ Very dissatisfied

37. What factors contribute most to your satisfaction at OU?

38. What factors detract most from your satisfaction at OU?

39. Have you ever seriously considered leaving OU? (If "never considered leaving," you will automatically proceed to Question 41.)

- ❑ Never considered leaving
- ❑ Slightly considered leaving
- ❑ Moderately considered leaving
- ❑ Seriously considered leaving

40. What factors contributed to your consideration to leave OU?

Personal Demographics

Remember: All survey responses will be kept confidential. Information from this survey will be presented in aggregate form so that individual respondents cannot be identified.

41. What is your sex?

- ❑ Male
- ❑ Female

42. What is your race/ethnicity?

- ❑ Caucasian, non-Hispanic
- ❑ Underrepresented Population (Black/ African American, Hispanic/ Latino, Native American/ Alaskan Native)
- ❑ Asian/ Indian/ Pacific Islander
- ❑ Other (please specify) _____
- ❑ Prefer not to answer

43. What is your terminal degree?

- ❑ Ph.D.
- ❑ Other (please specify) _____

44. To which college/division does your primary department/unit belong?

- ❑ School of Engineering and Computer Science
- ❑ CAS Group 1 (Biological Sciences; Chemistry; Mathematics and Statistics; Physics)
- ❑ CAS Group 2 (Social Sciences)
- ❑ CAS Group 3 (Humanities)

45. Please feel free to add any additional comments you may have.

Thank you for your time!