

# Findings from the 2017 ADVANCE Faculty Climate Survey

## Results for the College of Natural Sciences and Mathematics

As part of the ADVANCE grant funded by the National Science Foundation, a volunteer climate survey was administered via an email request to all tenured and tenure-track faculty in late 2017. The participation rate was 50% across the university and 38% (N = 77) in the College of Natural Sciences and Mathematics. Presented here are the average scores (1 being the lowest possible score, and 5 being the highest possible score) of the university and your college. Also provided are the lowest and highest college scores so that relative comparisons can be made.

Broadly, the Center for ADVANCING UH Faculty Success seeks to promote the recruitment and advancement of women, especially women of color, in science, technology, engineering, mathematics (STEM) and social/behavioral science (SBS) faculty positions. The goals of this entity include recruiting and retaining more women faculty members in the aforementioned fields, supporting women in leadership positions in STEM and SBS, and creating a lasting infrastructure that promotes gender equity and diversity as a campus-wide priority. Results of the study have informed policy and the implementation of initiatives designed to improve the organizational climate at the University of Houston for the benefit of all stakeholder groups.

### Results of the 2017 Survey: Average Scale Scores

| Scale                      | Your College | University Total | Lowest College | Highest College |
|----------------------------|--------------|------------------|----------------|-----------------|
| <b>Departmental Issues</b> |              |                  |                |                 |
| Coworker Competence        | 4.01         | 4.06             | 3.48           | 4.27            |
| Coworker Support           | <u>3.18</u>  | 3.45             | 3.18           | 3.77            |
| Diversity Climate          | <u>3.19</u>  | 3.44             | 2.88           | 3.74            |
| Incivility*                | 4.24         | 4.22             | 3.68           | 4.49            |
| Servant Leadership         | 3.69         | 3.64             | 2.84           | 4.13            |
| <b>Fairness Issues</b>     |              |                  |                |                 |
| Distributive Justice       | 3.13         | 3.10             | 2.50           | 3.60            |
| Procedural Justice         | 3.52         | 3.42             | 2.86           | 3.72            |
| Gender Equity              | 3.94         | 3.99             | 3.42           | 4.36            |
| <b>Resource Issues</b>     |              |                  |                |                 |
| Constraints*               | 4.05         | 4.14             | 3.61           | 4.47            |
| Resources                  | 2.94         | 3.20             | 2.66           | 3.60            |
| Work Int. with Family*     | 3.18         | 3.22             | 2.90           | 3.62            |
| Family Int. with Work*     | 3.89         | 3.91             | 3.73           | 4.13            |
| <b>Personal Issues</b>     |              |                  |                |                 |
| Emotional Well-Being       | 3.35         | 3.42             | 2.94           | 3.78            |
| Embeddedness               | 3.49         | 3.71             | 3.45           | 4.24            |
| Citizenship Behaviors      | <u>3.68</u>  | 3.88             | 3.68           | 4.25            |
| Social Engagement          | <u>3.09</u>  | 3.47             | 3.09           | 4.03            |
| Voice                      | <u>3.87</u>  | 3.95             | 3.30           | 4.19            |
| Affective Commitment       | <u>3.19</u>  | 3.50             | 2.70           | 4.06            |

\* signifies that the variable has been reverse-coded; hence, higher values are favorable (i.e., indicates a lack of the construct's occurrence)

## Faculty Climate Survey Example Scale Items

| Scale                               | Example Item  |
|-------------------------------------|---|
| Coworker Competence                 | My co-workers are proficient in their work.   |
| Coworker Support                    | My colleagues really care about my well-being.  |
| Diversity Climate                   | My department maintains a diversity-friendly work environment.  |
| Incivility                          | People in my department have made demeaning or derogatory remarks about me. (reverse-coded)                       |
| Servant Leadership                  | My department chair makes faculty feel like they work with him/her, not for him/her.                              |
| Distributive Justice                | To what extent is your compensation fair, relative to the performance of others?                                  |
| Procedural Justice                  | The merit review process been free of bias.   |
| Gender Equity                       | Men are held to a lower standard in this department. (reverse-coded)  |
| Constraints                         | To what extent do poor equipment or supplies interfere with your ability to perform your work? (reverse-coded)    |
| Resources                           | I can obtain the resources necessary to support new ideas from colleagues at UH.                                  |
| Work Interference with Family       | I have to miss family activities due to the amount of time I must spend on work responsibilities. (reverse-coded) |
| Family Interference with Work       | I have to miss work activities due to the amount of time I must spend on family responsibilities. (reverse-coded) |
| Emotional Well-Being                | I feel emotionally drained from my work. (reverse-coded)  |
| Interpersonal Citizenship Behaviors | I take time to listen to colleagues' problems and worries.  |
| Embeddedness                        | I expect that the university will be the best place for me to be engaged professionally for a long time.          |
| Social Engagement                   | I spend time getting to know my colleagues.   |
| Voice                               | I develop and make recommendations concerning issues that affect my department.                                   |
| Affective Commitment                | My department has a great deal of personal meaning for me.  |