

FINAL REPORT

Study of Faculty Work Life at the University of Alaska Fairbanks

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presented to

Office of the Provost and the UAF Faculty Senate

presented by

The Faculty Senate Committee on the Status of Women

available on the web at

<http://www.uaf.edu/uafgov/faculty/FacWorkLifeReport.pdf>



**UNIVERSITY OF ALASKA
FAIRBANKS**

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INTRODUCTION

Consider the two figures below. They illustrate how many years it has taken current faculty members to move from one rank to another. Figure I-1 shows the number of years current faculty have taken to move from the rank of assistant professor to associate professor, and Figure I-2 displays how many years it has taken for faculty to move from associate to full professor rank. One of the first things that becomes apparent in the data is the fact that many more men than women move from assistant to associate rank, and from associate to full. Much of this can be explained rather simply: more men than women are employed as tenure-track faculty at the University of Alaska Fairbanks (UAF). But there are also more complex answers

than this. Indeed, as the Faculty Senate Committee on the Status of Women (CSW) has discovered during the course of the last year, there are more complex *questions* to ask instead of merely inquiring how many women are tenured compared to how many men are tenured. For example, one question that emerges from the data in Figure I-1 is this: why, on average, do men tend to achieve tenure earlier than women? Why is the data bimodal for men—who most commonly achieve tenure in year five, followed by year seven, while most women achieve tenure in their mandatory seventh year?

Here at UAF, among the 406* tenured or tenure track faculty, 33% are women, and 67% are men. Thus, one-third of UAF's ten-

Figure I-1. Years it has taken current faculty to go from assistant professor to associate professor, by gender

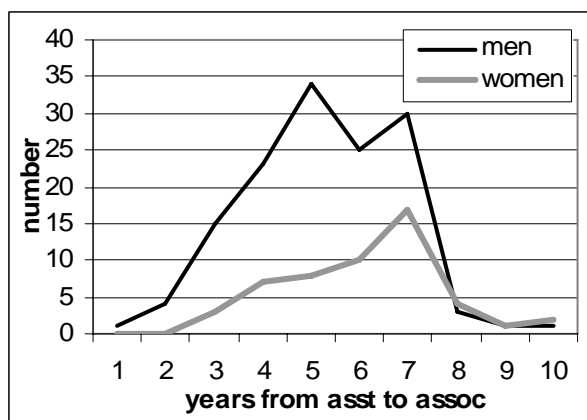
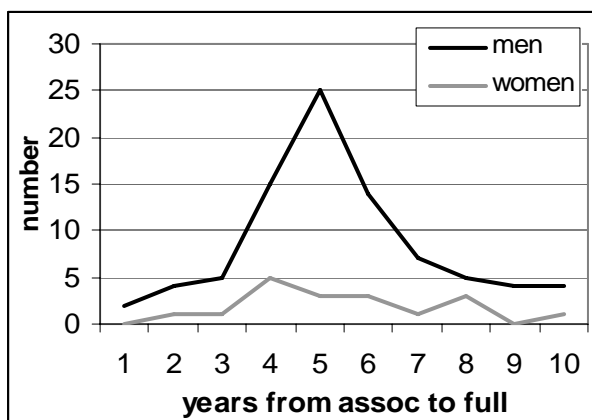


Figure I-2. Years it has taken current faculty to go from associate professor to full professor, by gender



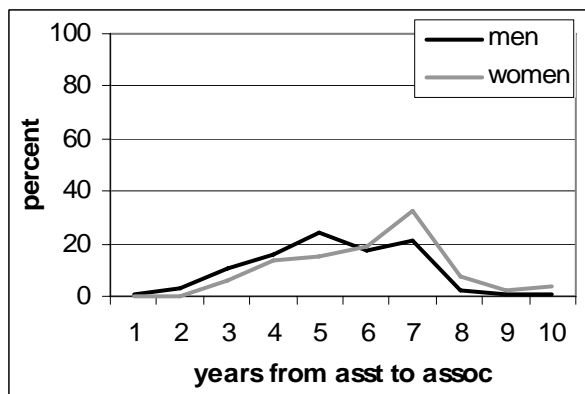
The vertical axes represents the actual number of faculty within each gender, e.g. the actual number of women who took X years to change ranks. Data courtesy of Hild M. Peters, Academic and Faculty Services, Office of the Provost.

ured or tenure-track faculty are women, while twice as many—two-thirds—are men. This fact, of course, raises a host of questions, such as: is this trend continuing, or is the university hiring more women than it has in the past? An even more complex question might be this: do faculty perceive that there are “enough” women faculty? Are there “enough” women in positions of leadership? What do men and women think about the climate at the university?

This report, requested by the Faculty Senate, and funded by the Office of the Provost, seeks to raise some of these complex questions, and to begin to provide some answers to those questions. But even more, it is our hope that we can help provide our university community with data that will empower all of us to work towards improving the quality of work life for UAF faculty. We invite all members of the UAF community to engage in dialogue about the questions raised in this

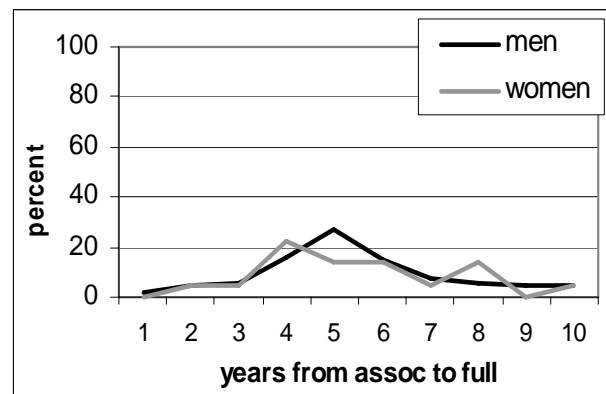
report, both to stimulate creative thinking about how to address the challenges, but also as a way to celebrate what faculty think are the good things about working at UAF.

Figure I-3. Years it has taken current faculty to go from assistant professor to associate professor, by gender



The vertical axis represents the percentage within each gender, e.g. the percentage of women who took X years to change ranks.

Figure I-4. Years it has taken current faculty to go from associate professor to full professor, by gender



The vertical axis represents the percentage within each gender, e.g. the percentage of women or men who took four years to change ranks.

*This 2005 figure comes from data graciously provided by Hild M. Peters, Academic and Faculty Services, Office of the Provost. Unless otherwise noted, all other data presented in this report comes from the Faculty Work Life Study conducted by the Faculty Senate Committee on the Status of Women, 2005.

EXECUTIVE SUMMARY

In late spring of 2005, the UAF Faculty Senate Committee on the Status of Women undertook a study, underwritten by the Provost's Office, to examine the quality of faculty work life. All faculty who were employed by the university in March, 2005, were included. Faculty received a mailed questionnaire that asked for quantitative and qualitative data. This report discusses several aspects of faculty work life that were identified by the study. As will become evident, there is much contained in the report that UAF faculty and administration should celebrate, as there are some very positive aspects of faculty work life here. However, the study also documents significant challenges that must be addressed in order to improve work life for faculty so that we can continue to attract and to retain highly talented and productive faculty members throughout the university.

The study reveals a marked gender pattern in the hiring process that is historical and ongoing. In short, more men than women were hired in the past, and although women are currently being hired as faculty at a similar rate as men are, men still tend to be initially hired at higher ranks than women. Recruitment of male faculty continues to be higher than recruitment of women across all disciplines at UAF. More men than women obtained advice from a UAF colleague during their hiring process. Even with these types of disparities, a slight majority of faculty at UAF report being mostly satisfied with the hiring process, although men report higher satisfaction rates than women. Significantly, women expressed much more dissatisfaction about the negotiation stage of their hiring process, although men are also displeased with the way their negotiations turned out.

Geographic location turns out to be both

a negative and a positive factor that influenced faculty members' decision to accept a position at UAF. Faculty were also positively influenced by the excellent research opportunities and the opportunities for teaching at UAF. Faculty say a negative influence that made them hesitant about accepting a job at UAF are the low salaries and benefits offered here.

A higher percentage of men currently hold tenure at UAF, although the percentage of men and women who are tenure track is comparable. Faculty satisfaction with the tenure process is mixed, with women saying they are satisfied with particular aspects of the process, but with men saying that they are more satisfied overall with the tenure process.

In general, respondents say they are mostly satisfied with the amount of time they currently spend teaching. A majority of faculty say they would prefer to spend more time doing research, engaging in scholarly work, or doing creative activities. About half of faculty say they would prefer to spend about the same amount of time they currently spend on service, and about one third say they would actually prefer to spend less time on service.

There are significant levels of dissatisfaction about four resources offered by the university: research funds, teaching support, travel funds, and equipment upgrades. Fewer than half of faculty say they are satisfied or even somewhat satisfied about the availability of these four resources. On the other hand, at least one half of faculty say they are satisfied or somewhat satisfied with the following university community resources: colleagues and peers who give career advice, on-campus colleagues who do similar research, office support, technical/computer support, and office space.

Men are much more likely than women to have collaborative relationships with colleagues within UAF or external to the university. There is also a marked gender difference between men and women in terms of service on departmental and unit committees, with men being much more likely to serve on committees charged with graduate admission, curriculum, faculty searches, and space. In particular, men are more than twice as likely as women to say they have served on promotion and tenure committees. Furthermore, men are more likely than women to say they have chaired these types of committees.

Faculty leadership trends also are gendered, although a comparison with the recent past documents that UAF is making some progress in equalizing the percentage of women in leadership positions compared to men. About one third of all faculty say they intend to pursue formal leadership opportunities at the university. Women are more likely to perceive barriers to their becoming formal leaders than do men.

Overall, faculty at UAF feel that they are respected by specific groups, including students, staff, colleagues, and their department chair. There are some gender differences, with women feeling less respected by every group with the exception of female colleagues. In some cases, the difference in perception of respect between men and women amounts to as much as ten percent, although in most cases, the difference is much smaller.

About two-thirds of men, and over half of women, say they have mostly positive interactions with their colleagues. Although most faculty are generally positive about their colleague interactions, more women than men express feeling negative about some important aspects of their relationships with colleagues.

About half of men and women feel like they are full and equal participants in departmental decision-making and otherwise feel positive about departmental power issues.

Men are slightly more likely than women to feel positive about issues related to power and decision-making in their departments. However, both men and women express high levels of dissatisfaction about their participation in decision-making on a university level. The vast majority of UAF faculty feel they have little voice in resource allocation, have little input in decision-making, and few feel like they are a full and equal participant in decision-making at the university level.

The majority of faculty, both men and women, feel some degree of satisfaction about their job at UAF. About a third of men, and one-fourth of women say they are very satisfied with the way their career has progressed while they have been a faculty member here. About half of faculty say they are mostly satisfied with the way they are able to balance their personal and professional lives, with men being slightly more likely to say they are happy with the balance than are women. Half of UAF faculty say they have seriously considered leaving the university to achieve a better balance, and just under a half say they have actually forgone professional activities because of the conflict with their personal responsibilities. Half of faculty think their personal lives have slowed their career progression at the university.

Just less than half of faculty say they have children, or have cared for dependent children while a faculty member here. Child care issues are a major concern of faculty, and the study reveals that faculty have tried a wide range of child care arrangements. A much larger proportion of women than men say the university should make the availability of child care resources a priority, including assistance with covering child care costs. About half of faculty have experienced family crises other than those related to their children, such as the death of a parent, close friend, or spouse/partner.

The vast majority of women faculty report that their spouse/partner works full time

and that this is their spouse/partner's preferred employment status. Just over half of men report the same about their spouse/partner. About three-quarters of women faculty say their spouse/partner is satisfied with their job opportunities, although less than two-thirds of men report the same. Nearly half of all faculty—both men and women—say that they and their partner have seriously considered leaving the community to enhance job opportunities for the spouse/partner.

Most faculty think that their department supports them in terms of balancing family and professional life, although about one-third say they believe faculty in their department find it difficult to adjust their work schedules to tend to family matters.

Between one-third and two-thirds of faculty say their job has positive health effects. There are gender differences, with men attributing more positive health effects of their job than women. Between 15% and 55% of faculty say they experience negative health effects in relation to their job. There are marked gender differences, with women being more likely to experience stress and fatigue in relation to their job, and men being more likely to say they feel physically fit in relation to their work as a faculty member.

A significant concern of the study is to uncover and to document gender-related issues that affect UAF faculty members. A series of questions concerned whether there are “enough” women in respondents' departments, in departmental leadership positions, and in leadership positions at the university in general. A plurality of women and men think there are enough women in their departments and in departmental leadership positions. A majority of faculty, both men and women, think there are not “enough” members of ethnic minority communities present in their departments, serving in departmental leadership roles, or in high-level university leadership positions. Women are more likely than men

to think there are not enough people of color as leaders or colleagues. A majority of men think there are enough women in positions of high leadership at the university, but only about one-third of women agree. Although nearly half of men surveyed say there are enough members of ethnic minority groups in high-level leadership positions at the university, only one-fifth of women think so. One of the most interesting findings of the study is that a vast majority of men think that the climate for women and minority group members in high-level leadership positions at the university is good, while only one-third of women think the climate is good for these groups.

Sexual harassment continues to be seen as a problem at UAF by a significant percentage of women, although only a minority of men say so. Most women and men believe the issue of sexual harassment is taken seriously here, and a slim majority think the process of dealing with sexual harassment is largely effective. Although most men and women have not experienced sexual harassment while a faculty member at UAF, a quarter of women and about ten percent of men *have* experienced it. Over five percent of women say they experience chronic sexual harassment. Most men who have been sexually harassed report that the perpetrator was a student(s). For women, harassers are most likely to be a junior faculty member, an administrator, or a student.

Overall, faculty satisfaction with their community, be it Fairbanks or a rural site, is high. Faculty are overwhelmingly satisfied with the opportunities for outdoor activities. Most men are pleased with the opportunities for shopping and the availability of goods and services. Over half of women are also satisfied with these aspects of community life, but are markedly less satisfied than men are on these particular aspects. Faculty are least satisfied with the distance their position places

between them and their extended family, and with the political atmosphere of their community.

The study documents many aspects of work life at UAF that are perceived very positively by faculty members. Clearly, the university is a satisfying place to work for a majority of faculty. Even still, the study also reveals a number of issues that are problematic, and a challenge lies ahead for the university if we are to continue to attract and retain excellent faculty members. It is with a sense of community spirit, and working towards a valuable common goal that the Committee on the Status of Women presents the findings of its study to the university community. We look forward to engaging in an active and invigorating dialogue with our community of scholars on how to highlight the things we enjoy about being faculty here, and proactively to address those issues that we find dissatisfying.

METHODOLOGY OF THE STUDY

This report summarizes the results of the Study of Faculty Work Life at the University of Alaska Fairbanks. The study was sponsored by the Faculty Senate, conducted by the Faculty Senate Committee on the Status of Women (CSW), under the auspices of the Provost's Office and the Governance Office. This report is based on answers to a survey that was mailed to all UAF faculty members in March, 2005. The survey was a 14-page, self-administered questionnaire that asked questions that yielded both quantitative and qualitative data. The questionnaire was written by members of the Committee on the Status of Women, who gratefully acknowledge the University of Wisconsin—Madison Women in Science and Engineering Leadership Institute (WISELI) for allowing the use and adaptation of their faculty survey.

How the Study Was Conducted

Questionnaires were sent to all UAF faculty members who were employed by the university in March, 2005. The mailing list was obtained from the UAF Provost's Office. All faculty were included. Confidentiality was assured to respondents in a cover letter, and on the questionnaire itself. The study, including the questionnaire, was submitted to the UAF Research Integrity Office for review by its Human Subjects Review Committee. Because the study was considered to be an internal one, the Research Integrity Office waived its oversight requirements.

A total of 599 surveys was mailed. There were three stages in the mailing process. First, a questionnaire was sent out to all faculty members, along with a cover letter signed by the President of the Faculty Senate and a prepaid envelope for its return. Ten days later, a postcard was sent to faculty that thanked them for participating in the study,

and reminding them to return it if they had not already done so. Ten days after that, another copy of the questionnaire, a return envelope, and another letter was mailed to all those who had not yet responded.

The return envelopes were numbered so as to track who had completed and returned their surveys. No numbers or other identifying information appeared on the questionnaires themselves in order to protect the confidentiality of respondents.

A total of 318 usable surveys were returned and analyzed. Data from the questionnaires were entered into SPSS, a statistical software package. The response rate was 53%. We assume that there is no non-response bias, which means that those faculty who did not respond are not different in significant ways from those faculty who did respond. Below we explain several specific reasons why we believe there is no non-response bias. Assuming no non-response bias, the number of respondents is of sufficient size for the findings to be interpreted as correct within +/- 5 percent at a confidence level of approximately 99 percent.

Non-response Bias

We compared the data from this study with various studies of UAF conducted by UAF Planning, Analysis and Institutional Research (PAIR). Based on these comparisons, we make the assumption that there is no non-response bias because the PAIR data closely matches the data obtained from this study. Thus we believe we obtained a representative sample, and that those who did not respond are no different from those who did respond. For example, the gender ratio of the study's respondents closely matches the gender ratio of university faculty as published in Spring 2004 by PAIR¹. Both the PAIR data and the

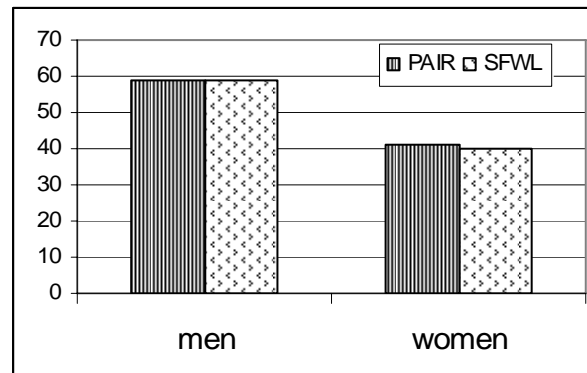
data from this study document that men make up 59% of the faculty. The PAIR data notes that women make up 41% of the faculty, while this study reveals that women make up 40%. In the present study, .7% of the respondents in this study did not state their gender or identified as transgender. We believe this probably explains the less than one percent difference in the two datasets.

Second, in 2004, PAIR documented that 70% of UAF faculty are tenured or tenure-track². Among the respondents for this study, 73% report being tenured or tenure-track. The 3% difference between the two figures may be explained by two factors: 1) 2.5% of the respondents of the study did not state whether they had experienced or expect to experience the tenure process, and thus were not included in the analysis about tenure; 2) the PAIR data includes 595 faculty, while the population for the Faculty Work Life Study is 599.

A third reason why we assume there to be no non-response bias is that the data from PAIR indicates that in 2004, 42% of UAF faculty were currently tenured³. Among the respondents for the Faculty Work Life Study, 43% currently hold tenure, a percentage that closely corresponds to PAIR data.

Fourth, PAIR indicates that in 2004, 11% of UAF faculty were at the rural campuses⁴. Among the respondents for this study, nine percent say they are at a rural campus. The two percent difference can probably be explained by the fact that 33 respondents did not state their location. This is possibly because of worry that saying they are from a particular campus might identify them as individuals, thus breaching the confidentiality assured by the study. It is probable that this could explain the two percent difference be-

Figure 1. Comparison between two datasets: PAIR and SFWL



PAIR=UAF Planning, Analysis and Institutional Research; SFWL=Study of Faculty Work Life.

tween the PAIR data and the data from this study.

A Note About the Data

Our overriding goal for this project is to collect and present information to the university community that is easily understood, and thus highly usable. The analysis in this report is written so that people with only a lay understanding of statistics can find the information usable. Most of the important data is presented in easy-to-read chart format. In most cases, we collapsed categories so as to simplify analysis. For example, we typically collapse categories such as “agree strongly” and “agree somewhat” into “agree”, or “very satisfied” and “somewhat satisfied” into “satisfied” in order to make the analysis comprehensible to lay persons.

Members of the university community who are especially interested in more complex statistical analysis are invited to examine the appendices. Much of the data will also be available online at a future date. Specific

¹PAIR. 2004. <http://www.uaf.edu/pair/2004/D4s04.html>

²PAIR. 2004. <http://www.uaf.edu/pair/2004/D5s04.html>

³PAIR. 2004. <http://www.uaf.edu/pair/2004/D5s04.html>

⁴PAIR. 2004. <http://www.uaf.edu/pair/2004/D5204.html>

questions and comments may be addressed to the Committee on the Status of Women.

Unless otherwise noted, data that appears in this study is from the Faculty Work Life Study.

Conclusion

A strength of this study is that it utilizes both qualitative and quantitative data. Respondents were asked not only to mark boxes to indicate their response to questions, but they were also encouraged to write comments. Respondents' written comments appear in the appendices. Information with potential to identify individual respondents has been deleted.

In the future, we expect to publish a series of recommendations based on the data contained in this report. It is our hope that this study will create opportunities for members of the UAF community to come together to recommend ways to improve faculty work life.

PROFILE OF RESPONDENTS

There are 318 respondents included in this study. Respondents are employed as faculty by UAF, and exhibit a range in terms of rank, length of time employed at the university, and educational attainment. Demographic and other information is summarized here so as to present a brief profile of respondents.

Figure 2 illustrates the years during which respondents were hired. As the figure notes, 42% of the respondents say they were hired during the current decade, the period represented by the years 2000-05. The second-biggest group of faculty (33%) were hired in the last decade, during the 1990s. The third-biggest group, those hired during the 1980s, represents about one fifth of the respondents (19%), while about 7% say they were hired during the 1970s. Less than one percent of the faculty who responded to the study say they were hired earlier than 1970.

Women make up about 40% of the respondents, and men make up about 59%. Approximately one percent of respondents identify as transgender or did not state their gender on

their questionnaire.

Most of those who participated in the study say they are US citizens (86%), while 14% say they are not US citizens. The majority identify as heterosexual (92%), though 7% identify as gay, lesbian, or bisexual. A majority of faculty say they are married or have a domestic partner (80%). Ten percent are not married or partnered, and nine percent say they are divorced, widowed, or separated.

Participants were asked when they obtained their highest degree. The earliest date given was 1967, and the latest was 2005. The mean year is 1989. We did not ask for respondents' ages, although based on the dates respondents say they obtained their degrees, we can infer that there is quite an age spread among the UAF faculty.

The questionnaire asked about the educational attainment of respondents' parents. Figures 3 and 4 illustrate the results. Among the participants in the study, between 10% and 15% of men and women say their mother or father attained less than a high school diploma, including not having attended high school at all. The rates of mothers having obtained a high school diploma was similar for men (34%) and women (33%). Interestingly, while over a third of the respondents say their mother attained a high school diploma, less than one-fourth say their father received a high school diploma (men 23%, women 20%). The percentage of men and women who say their mother has some college, including a college degree, is identical (38%). Contrast this with the percentage of men who say their father has some college or a college degree (30%) and the percentage of women who say the same (27%). Perhaps one of the most interesting differences is found in the percentage of faculty who say their mother or father has an advanced degree. Among UAF

Figure 2. Year hired

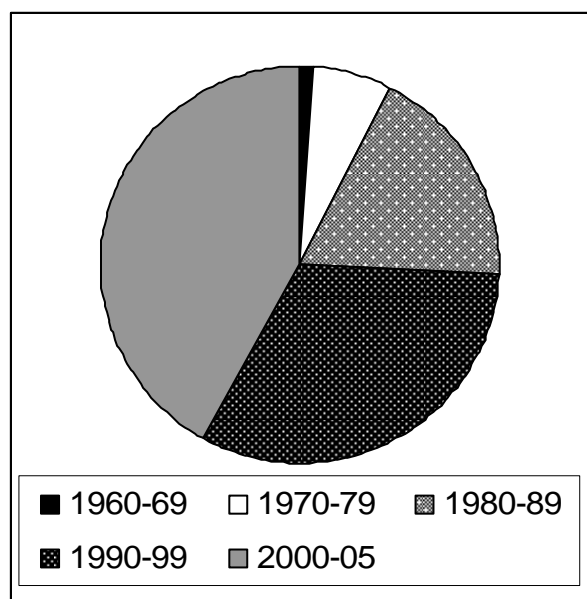
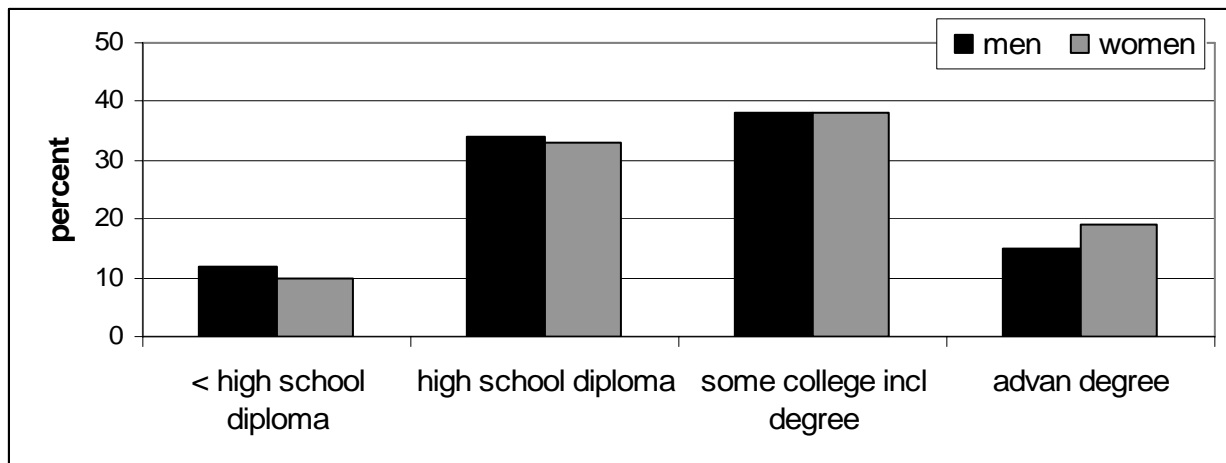
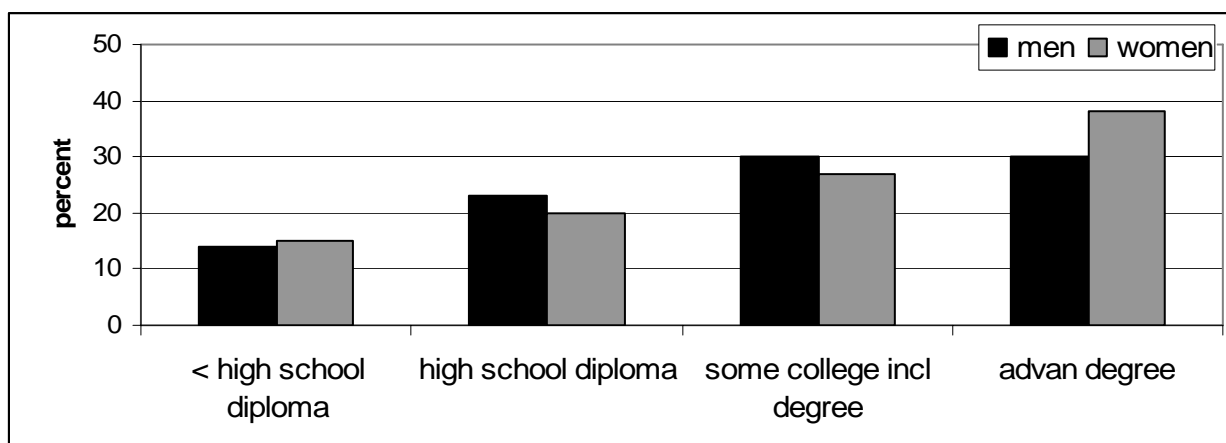


Figure 3. Mother's educational attainment, by gender**Figure 4. Father's educational attainment, by gender**

faculty, between 15% and 19% say their mother has an advanced degree. But nearly double these percentages report that their father has an advanced degree (30% of men, 38% of women). There are clearly some interesting effects that have to do with parent educational attainment and gender that might be interesting to pursue elsewhere.

Most of the faculty responding to the survey are tenured or are tenure-track (73%), although as we explore later, men are much more likely currently to hold tenure than women. Forty three percent of respondents currently hold tenure. As documented earlier, these figures correspond closely with data obtained from PAIR, which routinely pub-

lishes facts and statistics about UAF gleaned from official university data.

About one-tenth of the respondents (9%) work at one of the community campuses, including Bristol Bay, Chukchi, Interior/Aleutians, Kuskokwim, Northwest, College of Rural and Community Development, or Tanana Valley Campus. The balance say they primarily are located at the Fairbanks campus of UAF.

The rest of this report delves into quality of work life issues. While its focus is mainly on how gender affects faculty work life, it also identifies many aspects that have little to do with gender. Clearly, most quality of work life issues affect all faculty here at UAF.

DESCRIPTIVE REPORT

This report analyzes several important aspects of faculty work life at the University of Alaska Fairbanks (UAF). Analyses include the hiring process, the tenure process, professional activities, satisfaction with UAF, perceptions about UAF programs and resources, balancing personal and professional life, gender and other diversity issues at UAF, and community life. A description of the demographic features of responding faculty is included throughout the text, and a summary of key demographic aspects is highlighted in a previous section. Throughout, the text is supplemented with figures and tables that summarize the data and illustrate the most important findings. Please refer to the appendices for more details, including the aggregated responses for nearly all items on the questionnaire. Data that has the potential to identify individuals or small departments have been eliminated to protect the confidentiality of the respondents.

Hiring Process

In this section, several aspects of the hiring process are discussed. These include dis-

cussion about the initial hiring, issues of recruitment of faculty, experiences with the negotiation process, and factors that positively and negatively affects respondents' decision to accept a faculty position at UAF.

Initial hire

More than half of the faculty at UAF were initially hired at the assistant professor level (54%), as Figure 5 illustrates. Men and women were hired at comparable rates as instructors, with slightly more men hired into this position than women. Figure 6 documents that nearly twice as many men were initially hired at the associate level compared with women (65% and 35%). Men who were initially hired at the professor level outnumber women four to one (81% and 19%).

Some encouraging data emerging from the study is illustrated in Figure 7. Although during the 1970s men were almost five times more likely to be hired at all faculty levels than women, steady improvement throughout the 1980s and 1990s has resulted in current hiring rates that closely match the national gender distribution. UAF has made great

Figure 5. First position at UAF

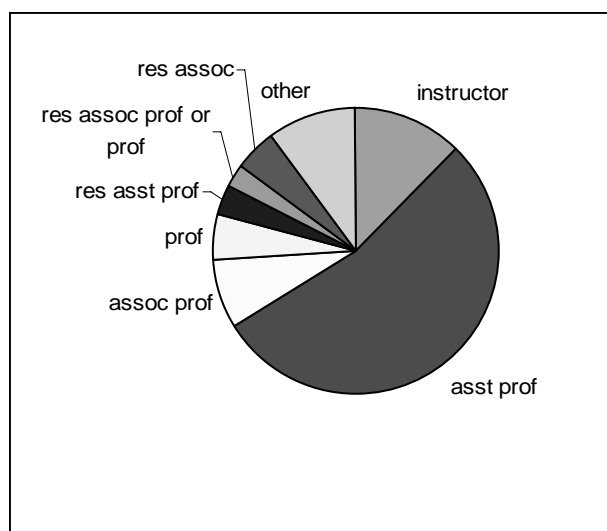


Figure 6. First position at UAF, by gender, 1969-2005

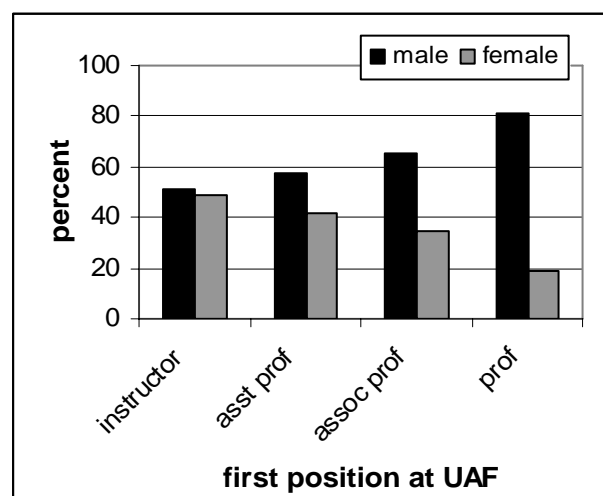
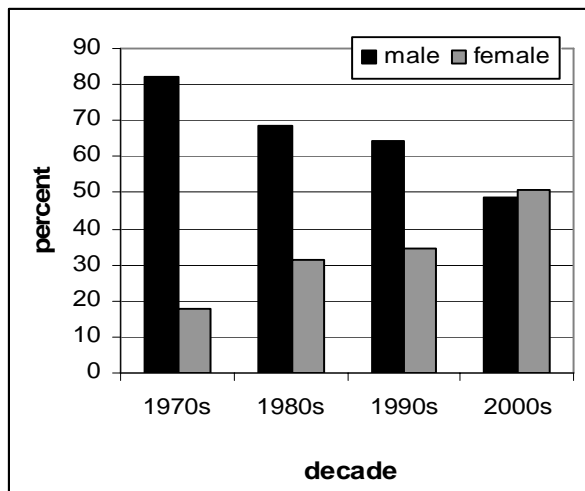
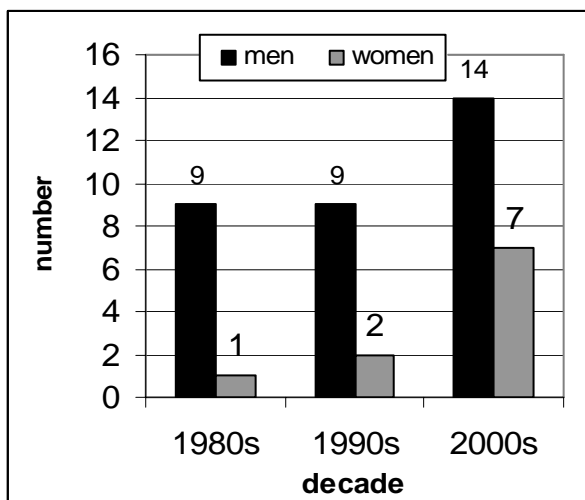


Figure 7. Percent of men and women hired by decade, 1970s-2000s



strides in rectifying the skewed hiring practices that favored men over women. However, Figure 8 presents some discouraging data that temper this positive trend. The actual number of men whose first position at UAF was at the associate professor, professor, research associate professor, or research professor rank continues to be more than the actual number of women initially hired into

Figure 8. Number of men and women whose first position at UAF was associate professor, professor, research associate professor, or research professor, by decade



these senior-level ranks. Among the respondents, during the 1980s, nine men and one woman were hired at senior-level ranks. In the 1990s, two women and nine men were hired into senior-level ranks. During the 2000s, among the respondents, 14 men and seven women report being hired into senior-level positions. Currently, the number of men hired at a rank higher than assistant professor or assistant research professor are double the numbers of women hired at these senior-level ranks. A degree of caution should be used when interpreting these statistics, however, as the number of faculty who were initially hired into senior-level positions is relatively small, as Figure 8 notes.

Recruitment

Over one-third of the study's respondents report being recruited for their position at UAF (37%). As Figure 9 notes, the pattern of recruitment is clearly gendered. The data document men have been more likely to be recruited than women throughout the last 35 years. As Figure 9 shows, the 2000's rate of recruitment of women is comparable to the rate of recruitment of men two decades ago, in the 1980s.

Participants are mostly positive about their

Figure 9. Men and women recruited to apply for a position, by decade

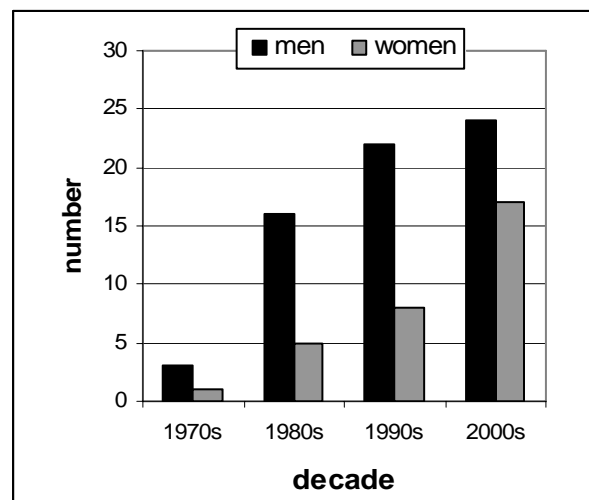
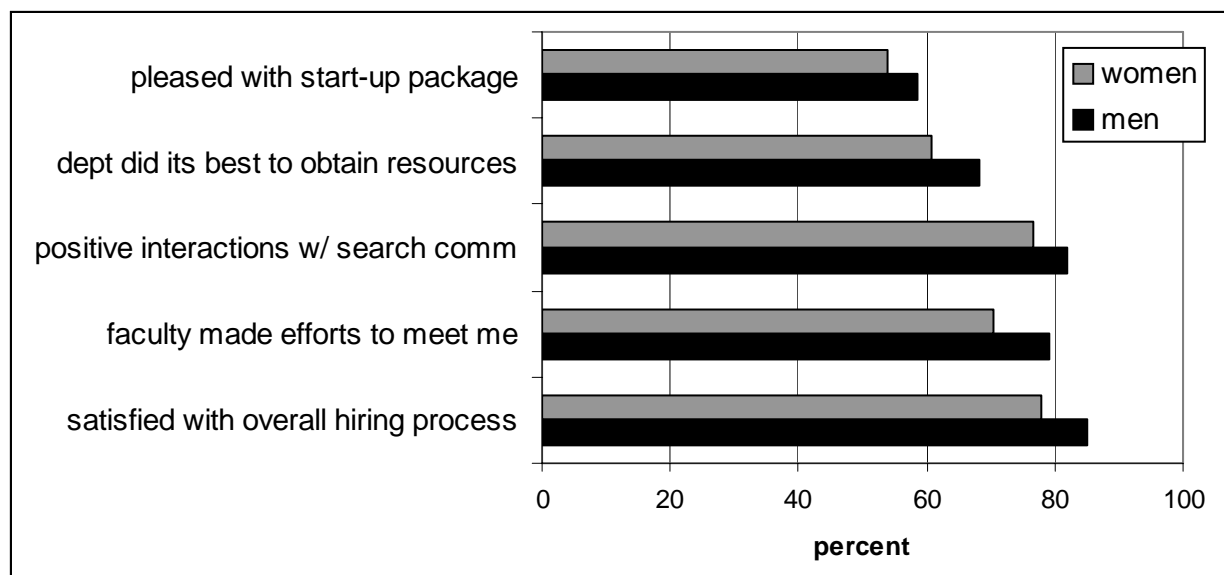


Figure 10. Satisfaction with particular aspects of the hiring process, by gender



own process of being hired at UAF, as Figure 10 shows. Satisfaction with the overall hiring process is high for men (85%) and women (78%), and both men (82%) and women (77%) report having positive interactions with their search committee. Over half of women (54%) and men (59%) say they are pleased with their start-up package, while about two-thirds believe their department did its best to obtain resources for them (68% of men, 61% of women). Even though most re-

spondents report mostly positive experiences with the hiring process, gender differences between men and women must be noted, as women consistently rank their experience as less positive than men do.

Negotiation experiences

Respondents' experiences with negotiation during their hiring process merit additional scrutiny. First, as Figure 11 points out, men are more likely to believe they successfully negotiated for what they needed. Half of the male respondents say they were satisfied with their negotiation (52%), while just over one-third of women say the same (38%). This marked gender difference in satisfaction about the success of their negotiation process points out a key area that should be targeted for improvement.

Second, both men and women feel that they were naïve about the negotiation process. Over two-thirds of women (69%) and just under two-thirds of men (64%) felt naïve about the process. This, too, seems to mark an aspect of the hiring process that needs to be addressed in order to improve the quality of the hiring process for future faculty.

Figure 11. Negotiation experiences during the hiring process, by gender

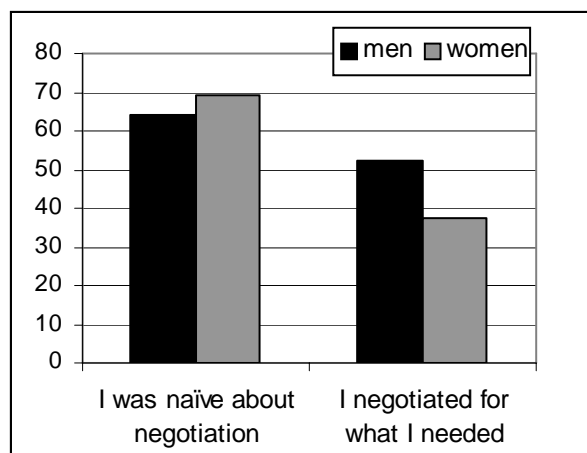


Figure 12. Got advice from UAF colleague during hiring process

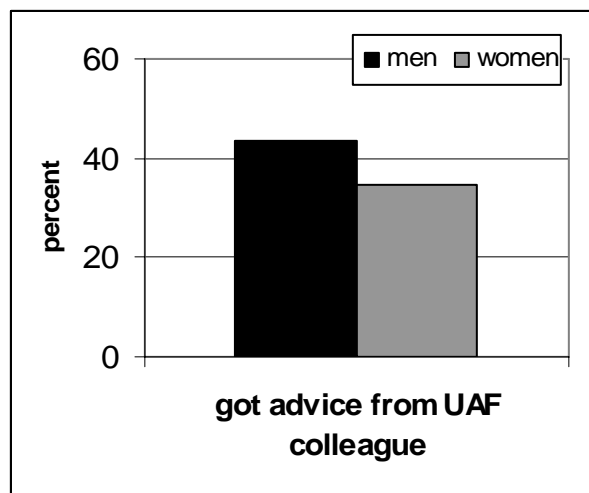
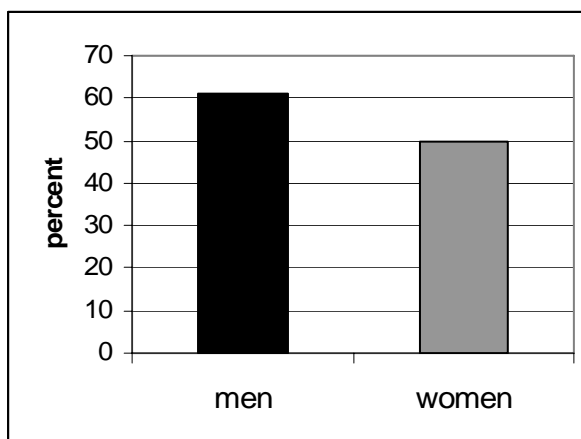


Figure 12 describes an interesting gender difference emerging in the question about whether respondents received advice from a colleague at UAF on the hiring process. While 44% of male respondents got advice, only 35% of women did. There is also a gender difference that shapes whether recruited faculty received advice from a UAF colleague. Among all respondents, 56% of those who were recruited for their position say they received advice on the hiring process from a colleague at UAF. Almost two-thirds of men who say they were recruited also report having received advice from a UAF colleague (61%), while just half of recruited women got such advice (50%). Figure 13 illustrates the gender difference.

Factors influencing decision

Figure 14 illustrates respondents' answers about the three most important factors that positively influenced their decision to accept a position at UAF. The factor cited most commonly is the geographic location of the university (n=145), followed by opportunities for research (n=110) and teaching (n=101). A need for a job positively influenced 98 people's decision to accept their position.

Figure 13. Recruited respondents who received advice from a UAF colleague, by gender



Participants were also asked about the factors that made them hesitant about accepting a position at UAF. Figure 15 documents their responses. Not surprisingly, the most common reason given for hesitation is the geographic location of the university (n=120). Thus, the factor that makes a position at UAF desirable for some people causes others significant hesitation. The second most commonly cited reason faculty give as causing hesitation is the salary and benefits the university offers (n=109). Gender does not appear to be a significant factor in determining respondents' consideration of factors that positively or negatively affected their decision to accept a position at UAF.

Tenure Process

Most of the faculty who responded to the survey are on the tenure track (76%). There is only a slight gender difference between the percent of men (76%) and the percent of women (74%) who are on the tenure track. However, there is a significant gender difference between those respondents who currently hold tenure. Figure 16 illustrates the striking disparity. While 70% of male respondents report currently having tenure, only

Figure 14. Factors that positively influenced respondents' decision to accept a position

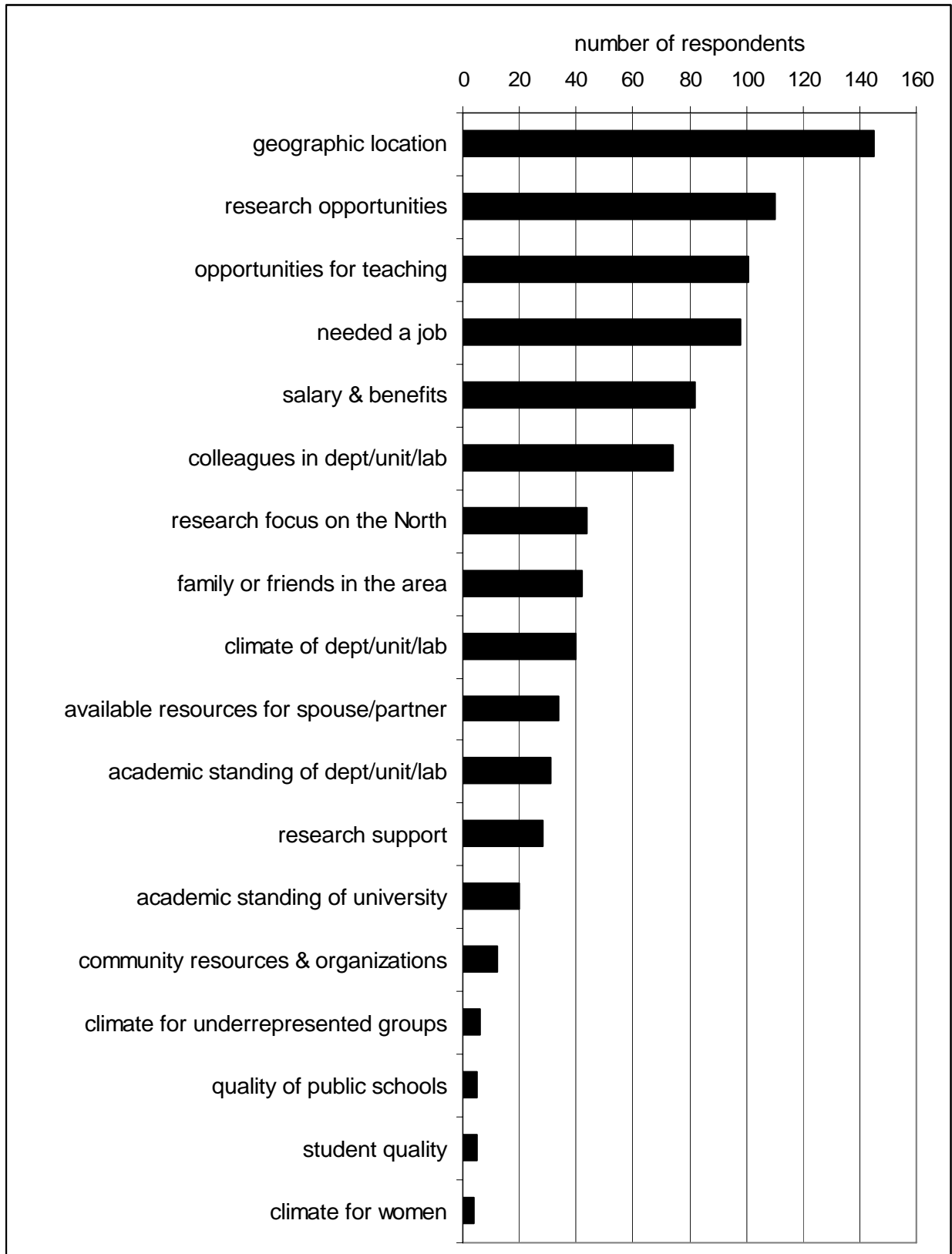


Figure 15. Factors that made respondents hesitant about accepting a position at UAF

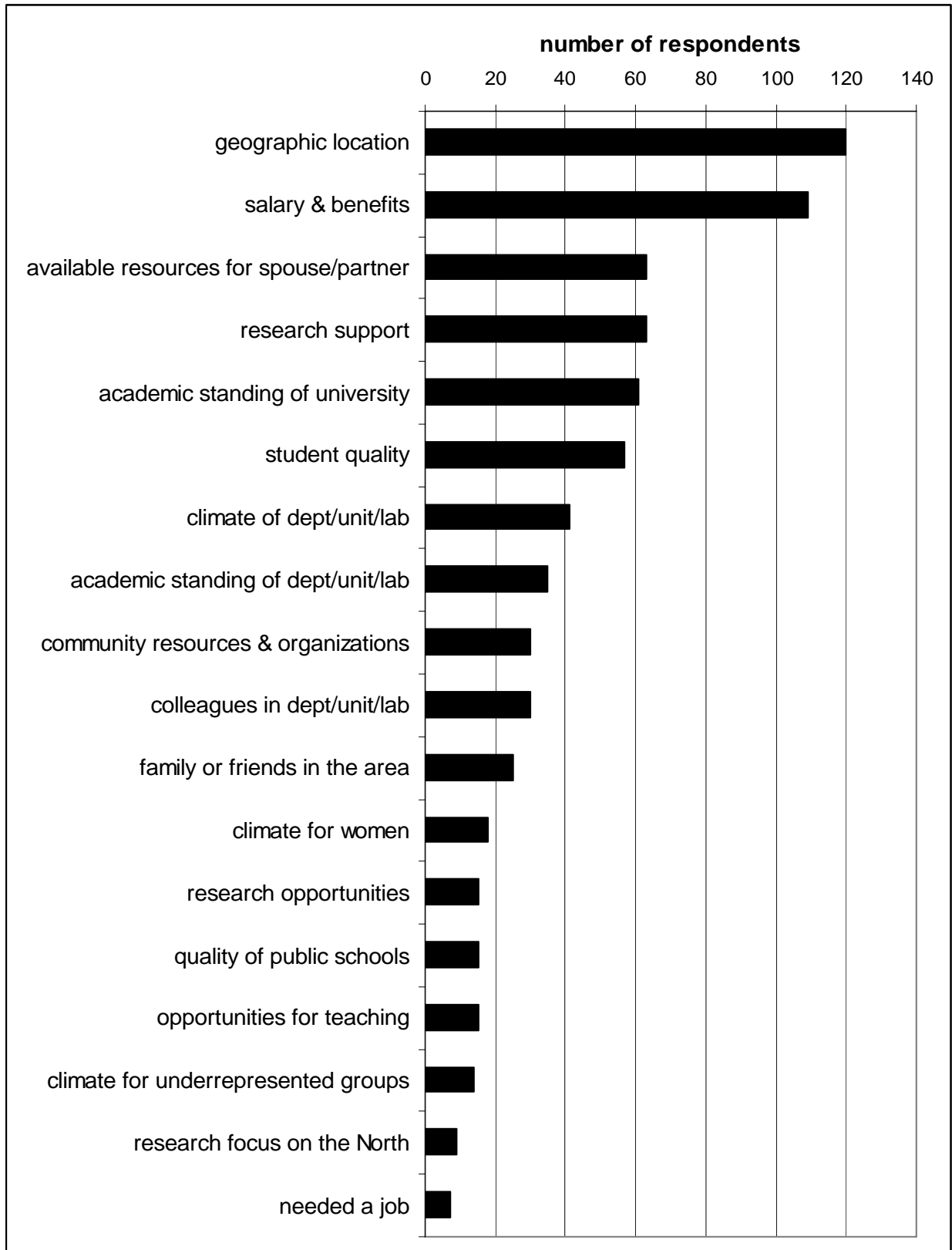
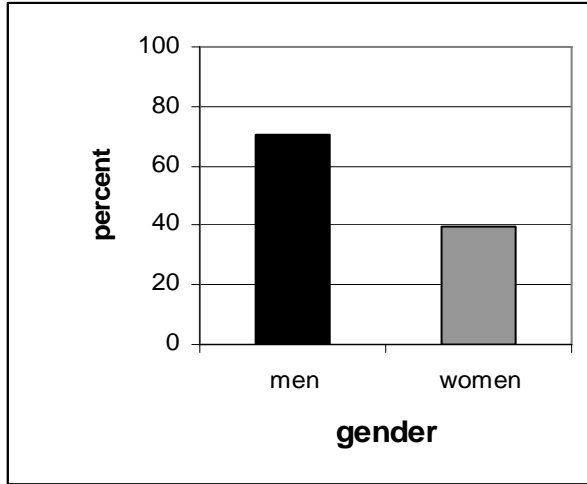


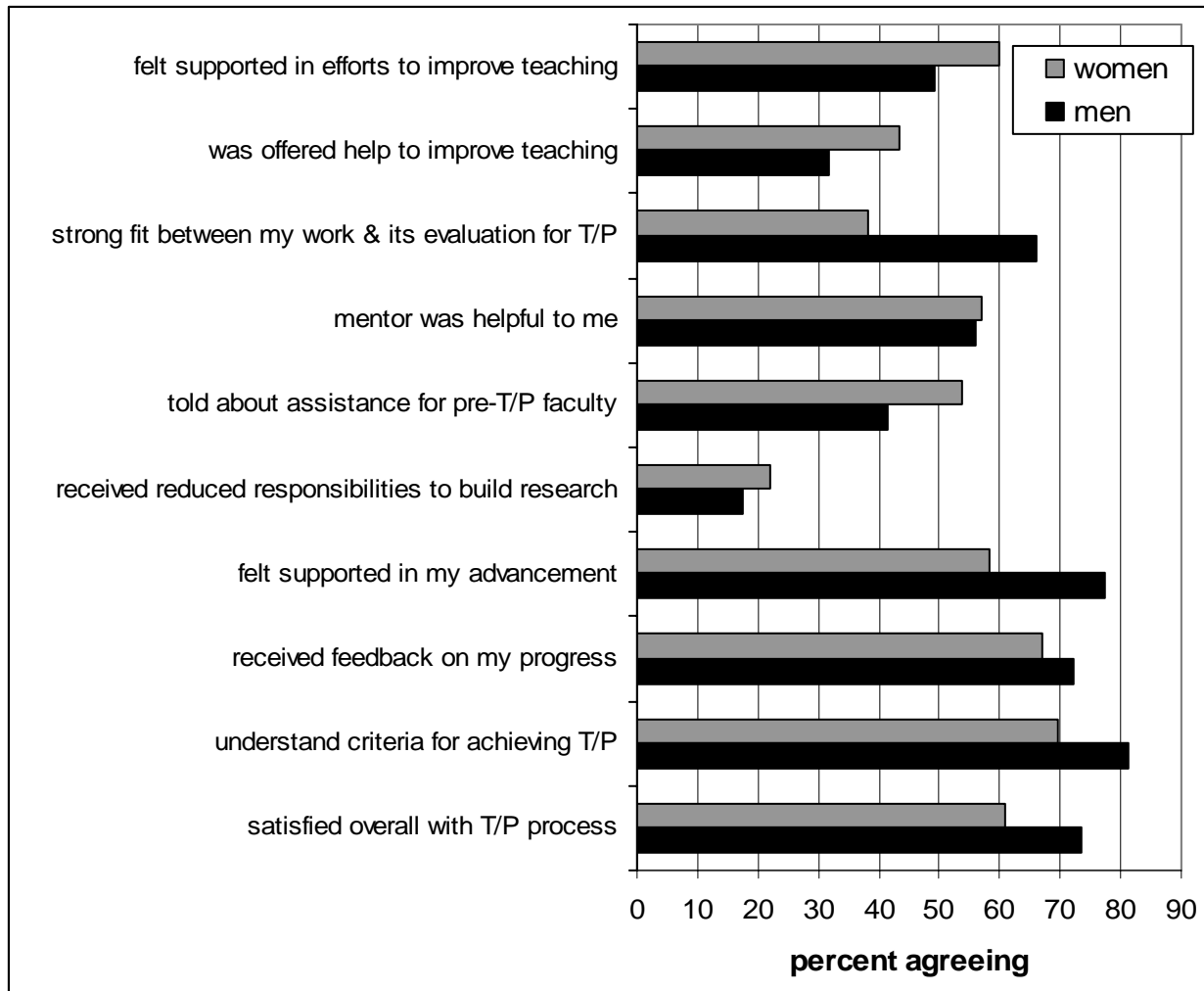
Figure 16. Percent who currently hold tenure, by gender



39% of female respondents currently hold tenure. Several national studies document that women have a higher attrition rate at every step of the tenure process when compared to men.

Some interesting gender differences appeared in the study pertaining to respondents' satisfaction with the tenure process, as shown in Figure 17. Women faculty who have experienced the tenure process felt more supported than men did on three specific aspects of the process: getting mentoring, help with improving their teaching, and receiving assistance in achieving tenure/promotion. However, overall, men say they feel more sup-

Figure 17. Respondents' satisfaction with aspects of the tenure/promotion process, by gender



ported in their bid for tenure. Male respondents are nearly twice as likely to say there is a strong fit between their teaching, research, and service and the way their work was evaluated for tenure/promotion (66% of men, compared with 38% of women). Satisfaction with the overall tenure/promotion process also shows gendered differences. While three-quarters of the men report satisfaction with the overall process (74%), under two-thirds of women say they are satisfied (61%). Among tenure track faculty, the majority have not reset or extended their tenure clock at UAF (89%). The number of respondents who have reset their tenure clock is too small to test for gender significance.

Quality of Work Life

Respondents were asked several questions about their perceptions about the quality (and quantity) of their work life. In this section, discussion centers on official workload compared to what faculty actually do, university resources, collaboration with colleagues, committee service, experiences of leadership, perceptions of respect from various constituencies, colleague interactions, and participation in decision-making at various levels within the university.

Professional activities

Some of the most interesting responses about professional activities are in answer to the question about how much time faculty prefer to spend on various activities, in contrast to what they actually do or are officially contracted to do. As Figure 18 illustrates, about half of the study participants prefer to spend about the amount of time they currently spend on teaching and service, with men being more likely to say they prefer to spend about the amount of time they currently do on teaching than do women (men 52%, women 45%). Forty-eight per-

Figure 18. Respondents' preferences about how much time they would prefer to spend on professional activities

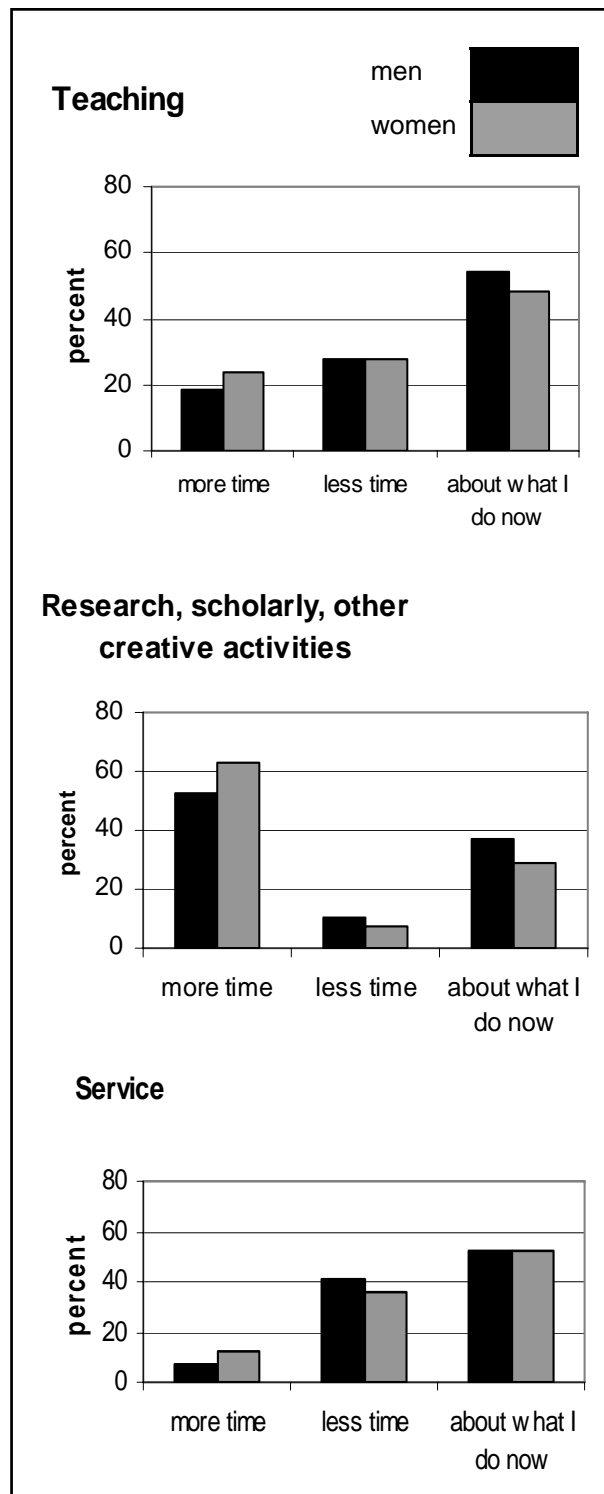
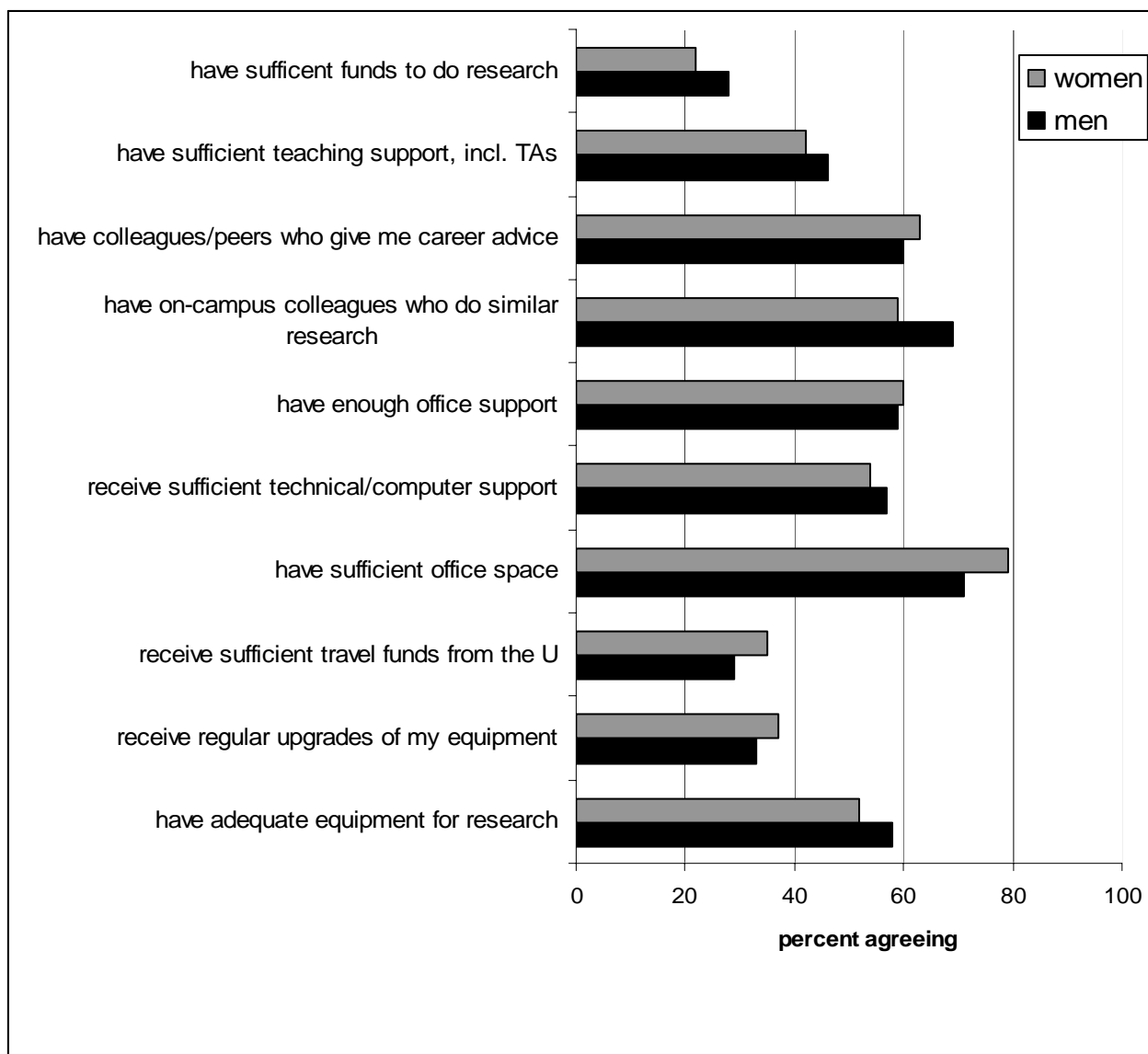
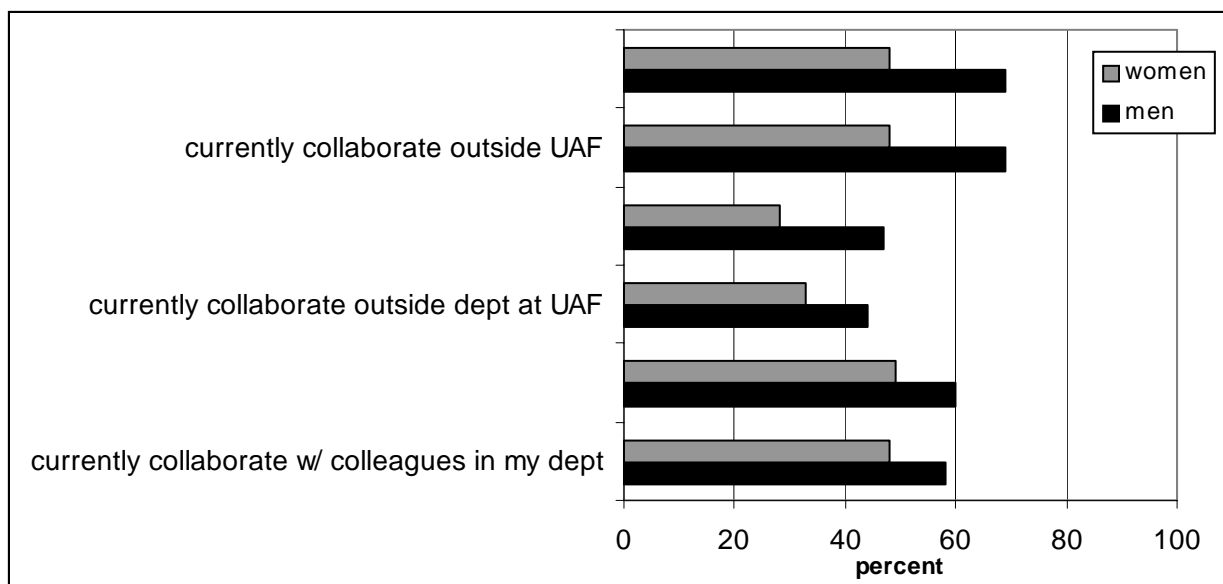


Figure 19. Respondents' perceptions of available resources, by gender

cent of both men and women prefer to spend about the amount they currently do on service. Strikingly, both men and women prefer to do more research, scholarly, and other creative activities than they currently do, with women being more likely to say they prefer to spend more time (men 49%, women 56%). Comparatively few faculty say they want to spend less time on their research, scholarly, and other creative activities. Nor do faculty report wishing they could spend more time doing service.

University resources

Study participants were asked about the university resources they believe to be available to them. Figure 19 illustrates their answers. Although a majority of both men (71%) and women (79%) say they have sufficient office space, faculty report a general lack of satisfaction about other resources. Fewer than half of both men and women report satisfaction about the level of teaching support the university offers. Even more significant is the amount of dissatisfaction fac-

Figure 20. Collaboration with colleagues, by gender

ulty express about upgrades of their equipment and travel funds from the university. Women express slightly less dissatisfaction than men on the issue of regular upgrades and travel funds, and slightly more dissatisfaction with the level of teaching support they receive. Only about a fourth of faculty say they receive sufficient funding to conduct their research, with women expressing slightly less satisfaction (28% of men, 22% of women). Men are more likely than women to have colleagues on campus who do similar research (69% of men compared with 59% of women).

Collaboration

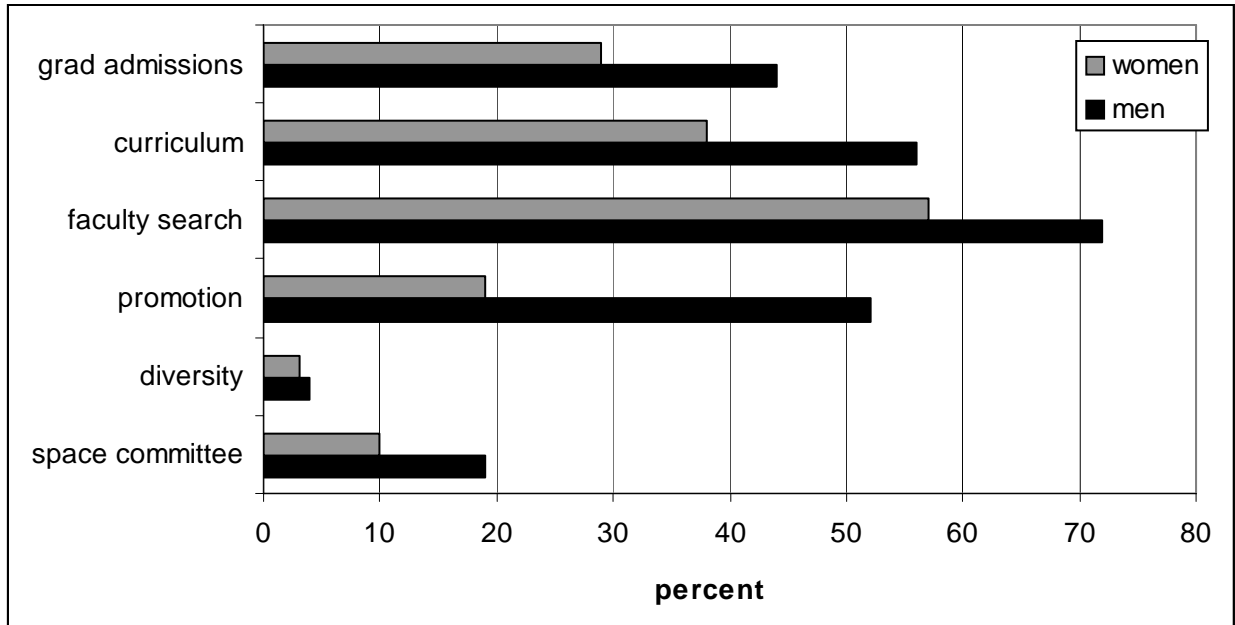
Collaboration with colleagues, both at UAF and outside the university, shows marked gender differences, as Figure 20 shows. In general, men are more likely to collaborate with their colleagues than women are. While well over half of men responding to the study say they currently collaborate with colleagues in their department (58% of men, 48% of women), or that they have done so in the past (60% of men, 49% of women), just less than half of women have participated in such collaborations. A similar pattern ex-

ists for men and women who currently collaborate, or have collaborated, with colleagues at UAF who are outside their department. The pattern for faculty who collaborate with colleagues outside of UAF is even more gendered. Over two-thirds of male faculty have collaborated with colleagues outside of UAF, either currently (69%) or in the past (69%), but just less than half of female faculty have collaborated outside of UAF currently or in the past (48%).

Service on committees

Service on departmental and unit committees is an integral element of those faculty positions that are tri-partite. As Figure 21 displays, service on faculty search committees is most common among the study's respondents, followed by service on departmental or unit curriculum committees and, for men, promotion committees. There are sharp gender differences in the percentage of faculty who have ever served on a departmental or unit committee. Service on promotion committees has the sharpest gender difference among the study's participants, with 52% of the male respondents having served on a pro-

Figure 21. Faculty who have ever served on departmental or unit committees, by gender



motion committee, compared with only 19% of female respondents. Leadership on various committees, exhibited in Figure 22, also reveals marked gender patterns. Again, chairing promotion committees presents the most gender difference. A fourth of the men surveyed have served as chair of a promotion committee (24%), while a scant 5% of women have

chaired such a committee. An underlying cause of this gender disparity might be the fact that men currently are more likely than women to hold a rank above assistant professor, thus sharply limiting the percentage of women who can serve on promotion and tenure committees.

Figure 22. Faculty who have ever chaired departmental or unit committees, by gender

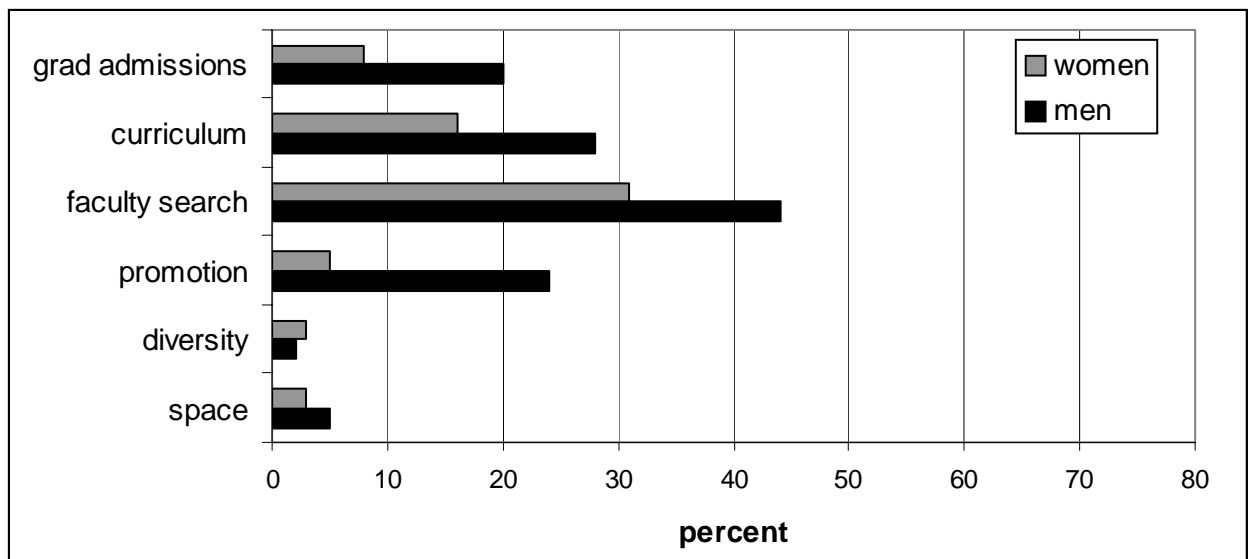
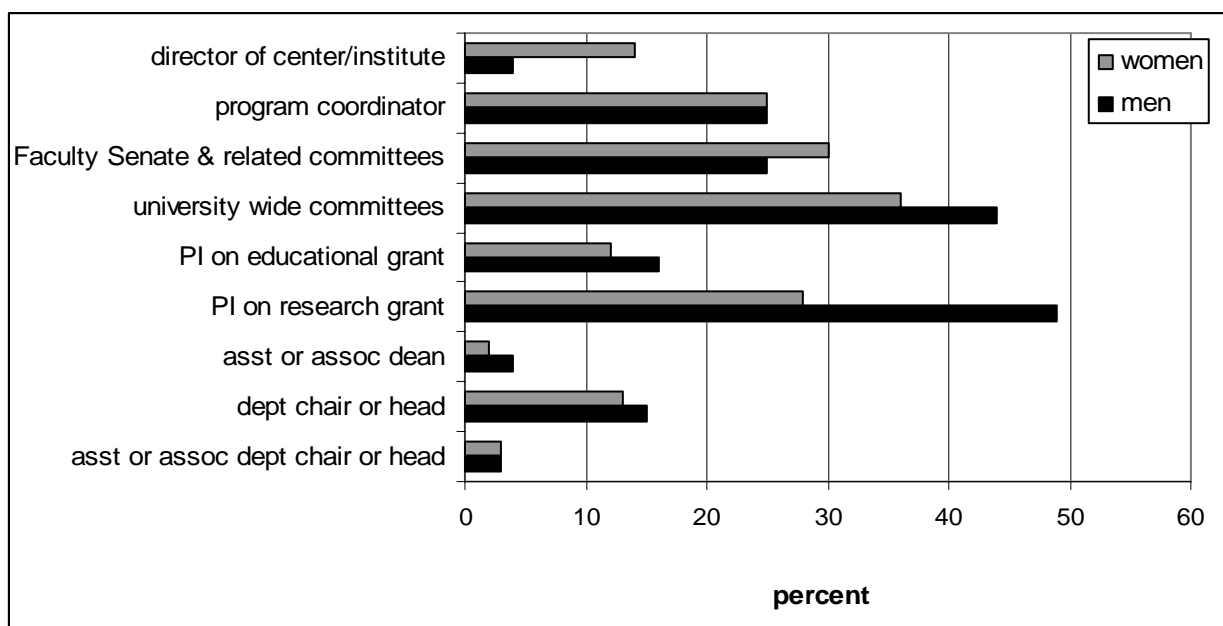


Figure 23. Faculty who currently serve in selected leadership positions at UAF, by gen-

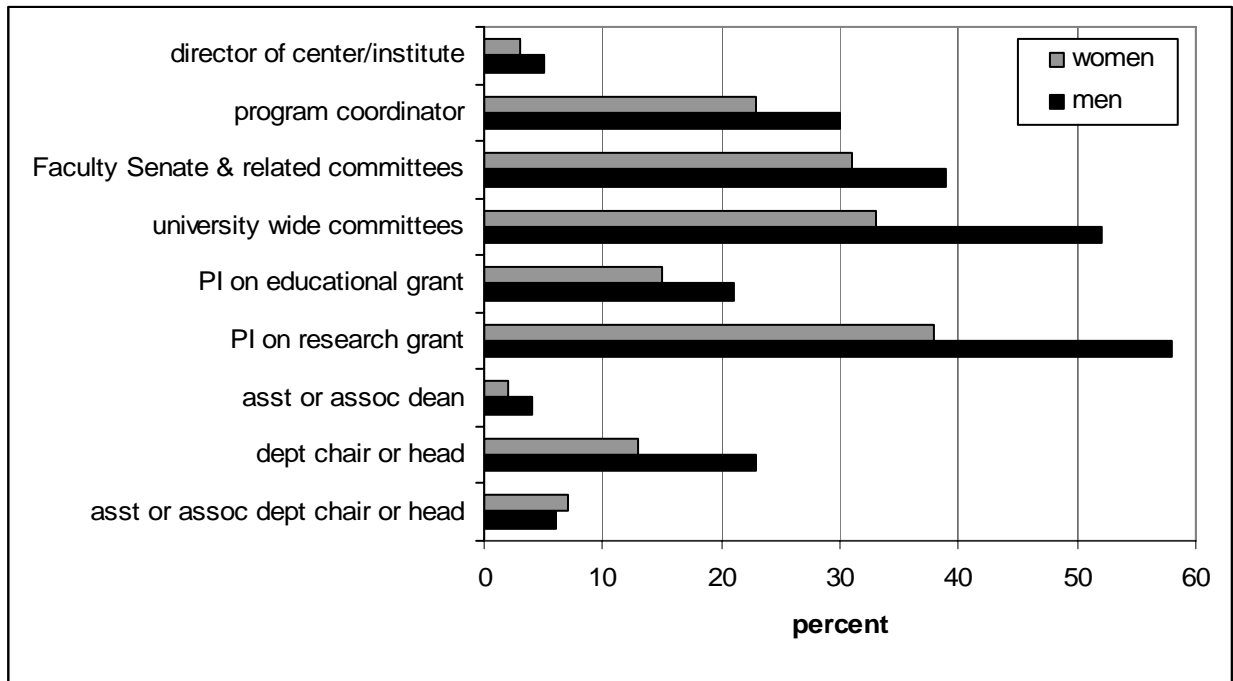
Leadership

The study also inquired whether faculty currently serve in selected leadership positions at UAF. Figure 23 documents the results. The results are gendered in mixed, and quite interesting ways. Among the respondents, women are much more likely currently to serve as a director of a center or institute (4% of men compared to 14% of women). Women are also more likely currently to serve on the Faculty Senate and related committees (30%) than are men (15%). Men and women are about equally as likely currently to serve as a program coordinator (25% for both), or department chair or head (15% of men, 13% of women). In contrast, men (49%) are much more likely currently to serve as a PI on a research grant than are women (28%) and somewhat more likely currently to serve on university-wide committees (44% of men, 36% of women). So few respondents report currently serving as assistant or associate department chair or head, or as assistant or associate deans, that the reported gender differences in the figure should be viewed with caution.

Figure 24 displays data about faculty who have served in leadership positions at UAF in the past. A comparison between this figure and Figure 23 shows some interesting trends. For example, a larger percentage of women are directors of a center/institute, program coordinator, and act as leaders for university wide committees than in the past at UAF, as shown in Figure 24. In contrast, women have fallen somewhat behind in being the PI on an educational or research grant. The number of women who have served as a department chair or head, and who have served in a leadership role in the Faculty Senate and its related committees has remained constant.

On a national, professional level, women faculty at UAF continue to lag behind men in terms of leadership. As Figure 25 illustrates, men (29%) are more likely to have served as a member of a national commission or panel than women (18%), or as editor of a journal (18% of men, 10% of women). A third of male faculty members (34%) at UAF have served as the chair of a major committee in a professional organization, but only one fourth of women have (22%). Men (27%) are also

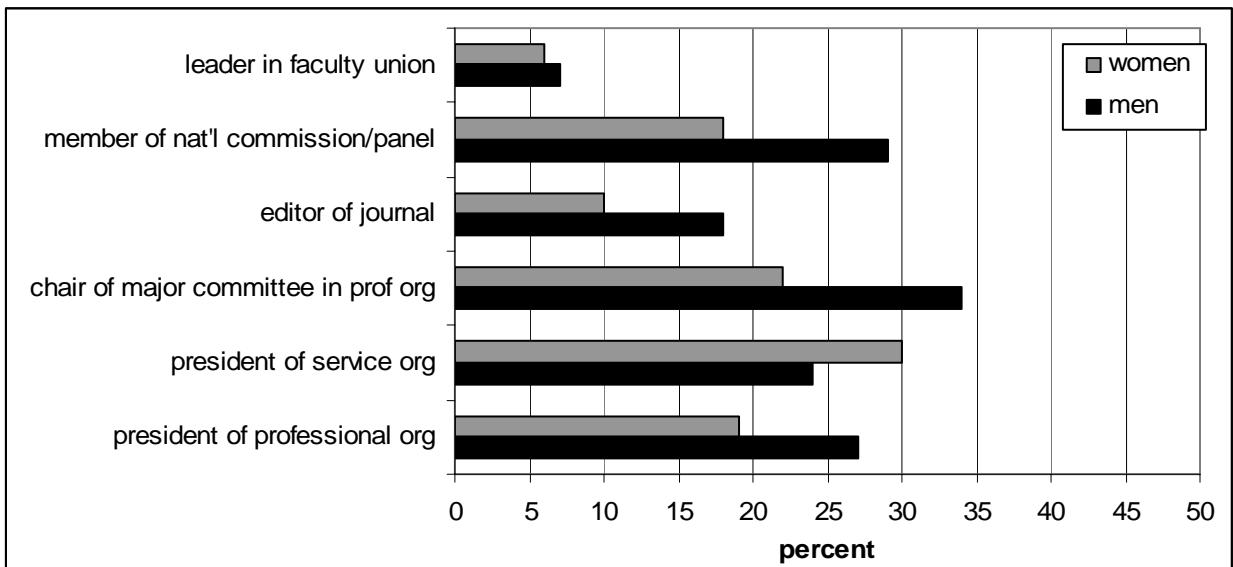
Figure 24. Faculty who have served in selected leadership positions in the past at UAF, by gender



more likely to have served as the president of a professional organization compared to women (19%). A striking contrast to the trend of UAF male faculty having served in leadership roles more than women is found in

the percentage of women who have served as the president of a service organization. While 30% of female faculty have served in such a capacity, only 24% of male faculty have. The percentage of men and women who have

Figure 25. Faculty who have ever held leadership positions in professional organiza-

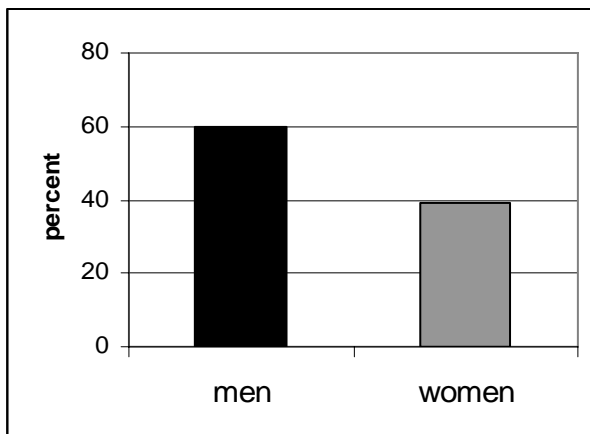


served in a leadership role in a faculty union is comparable (7% of men, 6% of women).

Participants in the study were asked whether they have an interest in taking on any formal leadership positions at UAF, such as becoming a dean, chair, or director of an

institute or a center. Approximately one third of men (33%) and women (30%) say they intend to pursue a formal leadership position. Those respondents who say they are interested in taking on a formal leadership role were also asked whether they perceive any barriers preventing them from taking on such a position. Figure 26 shows that their responses show a marked gender pattern. While 60% of male faculty interested in formal leadership report that they perceive no barriers to them doing so, only 39% of female faculty perceive no barriers.

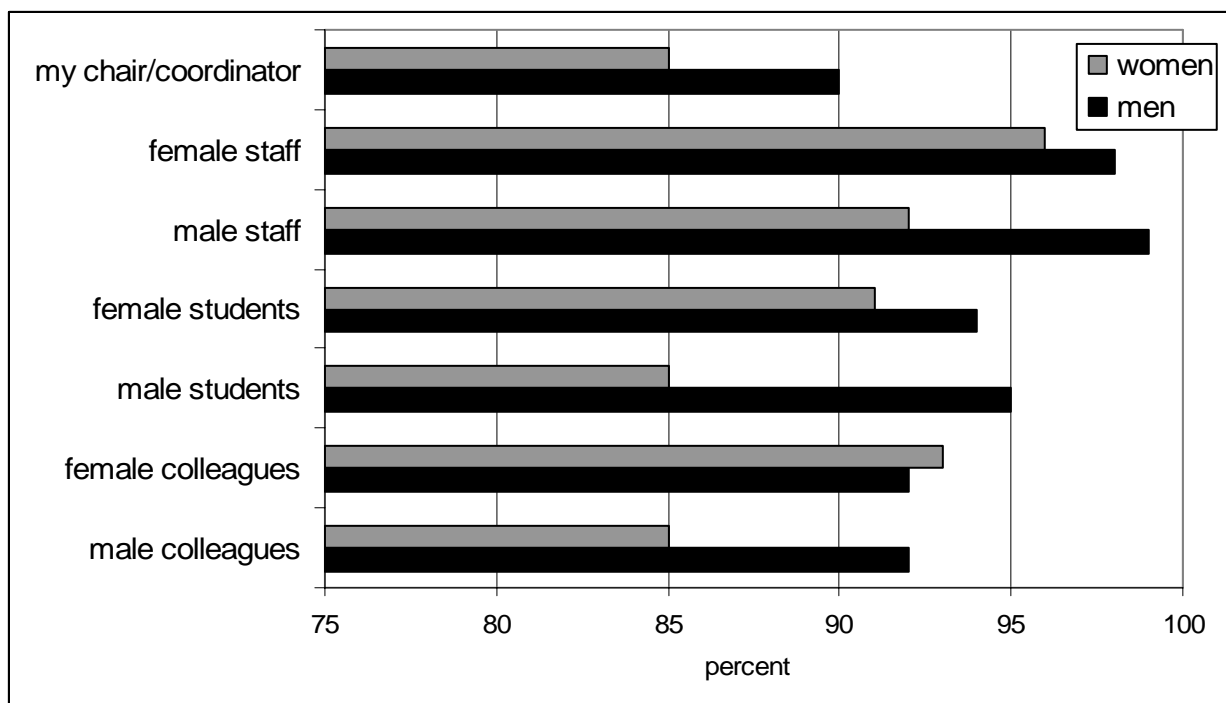
Figure 26. Faculty intending to take on formal leadership and perceive no barriers to doing so, by gender



Respect accorded to faculty

At UAF, the vast majority of respondents believe they are treated with respect by their chair/coordinator, staff members, students, and colleagues in their primary department or unit. However, as Figure 27 displays, a particular gender pattern emerges when men and women faculty are asked to rate their agreement about the respect accorded to them by

Figure 27. Faculty who agree they are treated with respect by specific groups, compared by gender



specific groups. The most marked gender difference appears when faculty are asked about the respect they perceive from male students. Eighty five percent of women faculty agree that male students treat them with respect, while 95% of male faculty agree. A less marked, but still important gender difference appears when faculty are asked about the respect accorded to them by their male colleagues and male staff members. Among male faculty, nearly all (99%) agree that male staff treat them with respect, while 92% of female faculty agree. Similarly, another seven percentage point difference surfaces on the topic of the respect accorded by male colleagues. Ninety two percent of men perceive such respect, while 85% of women do. Men perceive more respect than women do on all measurements except respect from female colleagues, where the gender difference is not significant (92% of men, 93% of women).

Colleague interactions

Four questions were asked of faculty that were designed to reveal negative patterns that

are common complaints of women faculty at other universities. The results are shown in Figure 28. Nearly half of women agree that they encounter unwritten rules concerning how one is expected to interact with colleagues (47%), but only a third of men agree (33%). Just over a quarter of male faculty (27%), feel they are excluded from an informal network in their department, while 40% of female faculty feel a sense of exclusion. Men feel isolated in their department, as do women, but 30% of men feel such isolation, while 41% of women do. Not surprisingly, two thirds of both men and women feel that they do a great deal of work that is not formally recognized by their department (69%).

Participation in decision-making

Figures 29 and 30 document how faculty feel about their participation in various decision-making processes. On the departmental level, documented in Figure 29, a majority of respondents, both male (68%) and female (60%), feel that they are full and equal participants in problem-solving and decision-

Figure 28. Some negative perceptions of colleague interactions, by gender

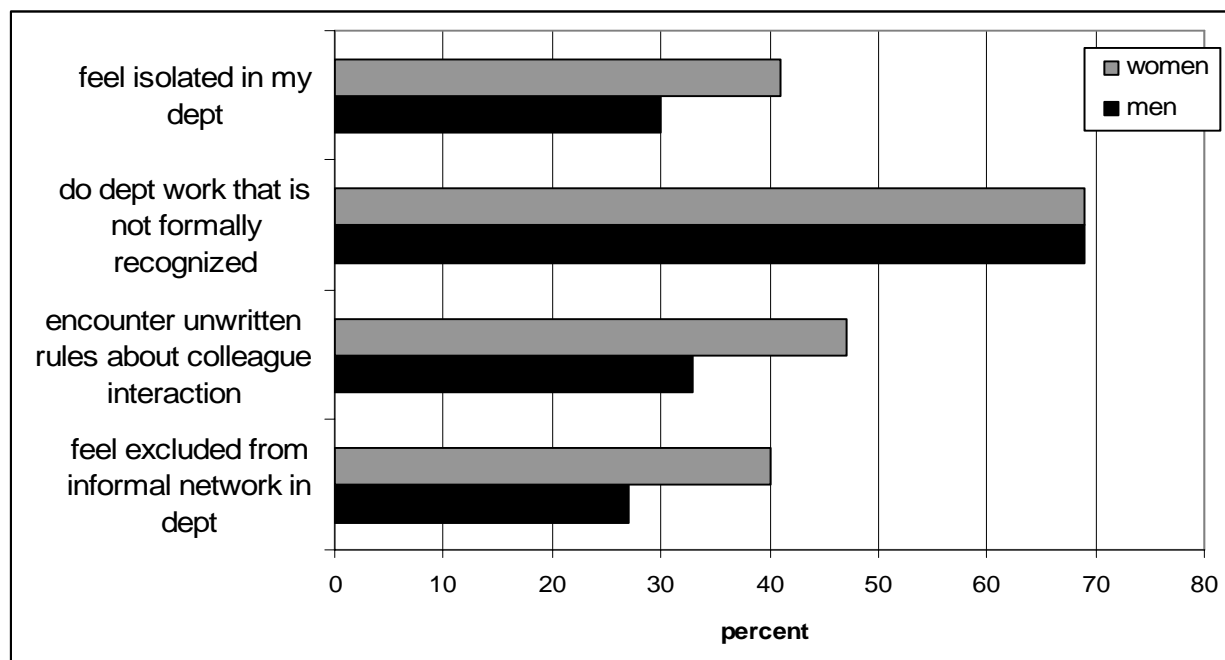
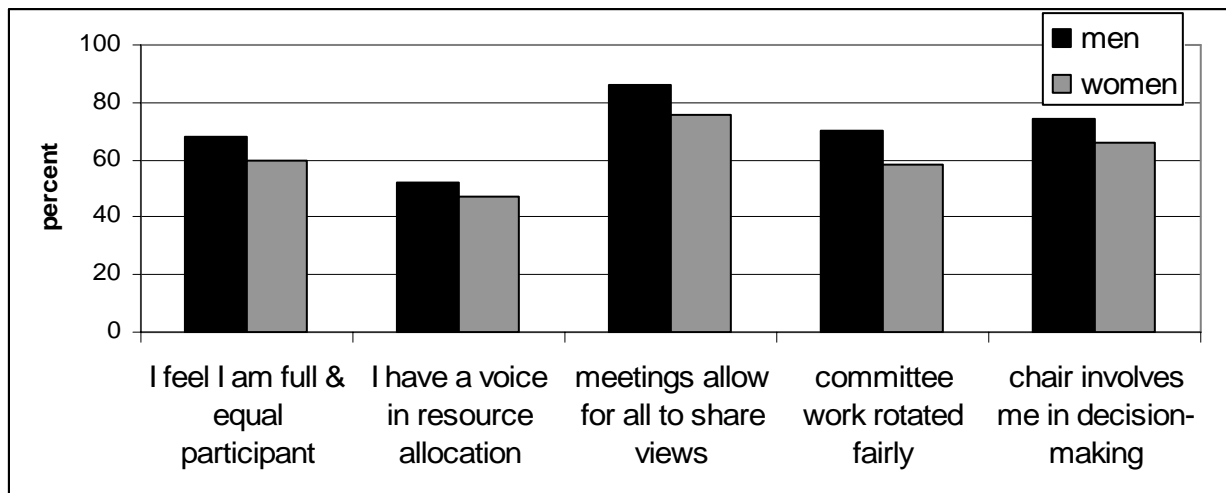


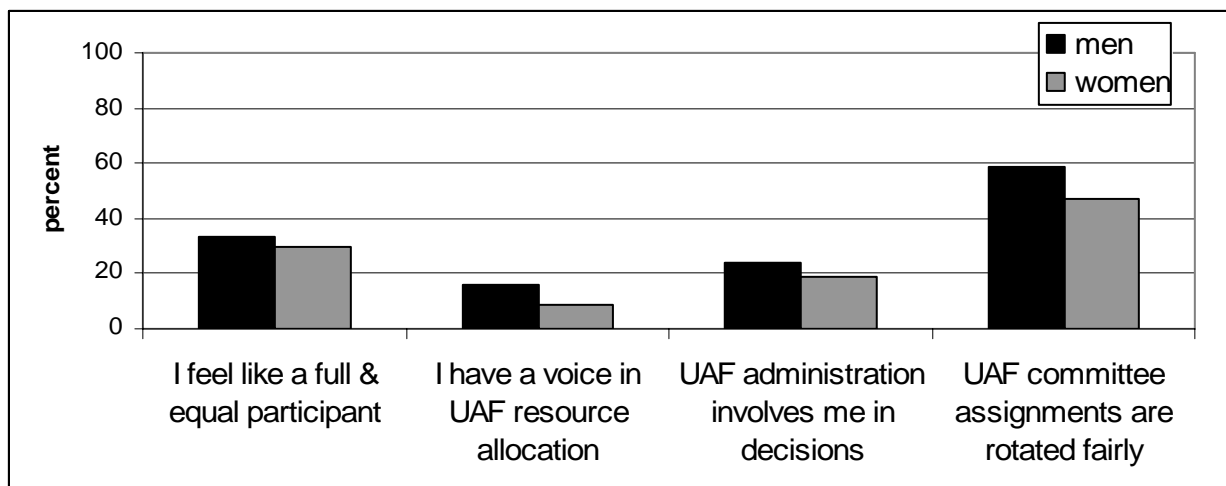
Figure 29. Respondents' perceptions of their participation in departmental decision-making, by gender



making. Contrast this with Figure 30, where comparatively few faculty of either gender feel like a full and equal participant in university problem-solving and decision-making (men 33%, women 30%). Similarly, while just over half of men (52%) and less than half of women (47%) feel they have a voice in how departmental resources are allocated, only a minority of men (16%) or women (9%) feel they have a voice in how UAF resources are allocated. Most male faculty (86%) and female faculty (76%) think that their departmental meetings allow for all par-

ticipants to share their views. A majority also think that their department chair involves them in decision-making (74% men, 66% women). This contrasts sharply with faculty views about whether the UAF administration involves faculty in decision-making, with less than a fourth of men (24%) and under one-fifth of women (19%) agreeing that the UAF administration involves them in decision-making. Faculty are more positive in their beliefs that UAF university-wide committee assignments are rotated fairly (59% of men, 47% of women). There is even greater agree-

Figure 30. Respondents' perceptions of their participation in UAF decision-making, by gender



ment among faculty that their departmental committee assignments are rotated in a fair manner (70% of men, 58% of women).

It is important to note that although men's and women's responses followed the same trend on all measures illustrated in Figures 29 and 30, in that overall, a majority of faculty feel a sense of equitable participation and decision-making power at the departmental level, but little at the university level, there is also a persistent gender gap. Women consistently report feeling less like an equal and full participant than do men, and they feel they have less voice in resource allocation both at the departmental and university levels. Fe-

male faculty are less likely than men to believe they are involved in decision-making either at the departmental or the university level. Women faculty are less likely than men to report that departmental meetings allow for all participants to share their views.

Satisfaction with UAF

The study asked its participants to describe their general sense of satisfaction with the University of Alaska Fairbanks. As Figures 31 and 32 document, satisfaction trends among both male and female faculty exhibit similar trends, while also showing gender patterns that should be further examined. The vast majority of faculty report they are very satisfied or somewhat satisfied with their job. There are some potentially interesting gender differences, however. In addition, although most faculty express some degree of satisfaction with the way their career is progressing at UAF, there is a gender difference, with women reporting a higher rate of dissatisfaction, and men reporting a higher rate of being very satisfied, as Figure 32 shows.

Over three-quarters of both men (77%) and women (78%) have considered leaving UAF, Figure 33 notes. Of these faculty members, 50% of the men and 45% of the women considered leaving quite seriously or very seriously.

Figure 31. Job satisfaction, by gender

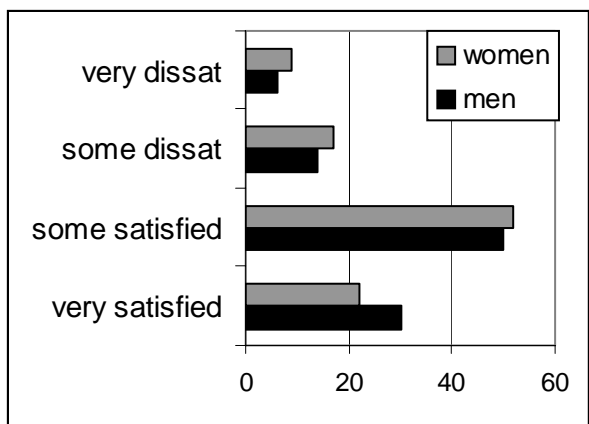


Figure 32. Satisfaction with career progression at UAF, by gender

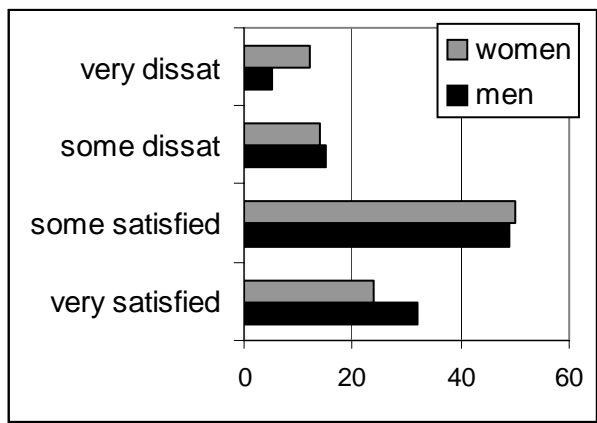
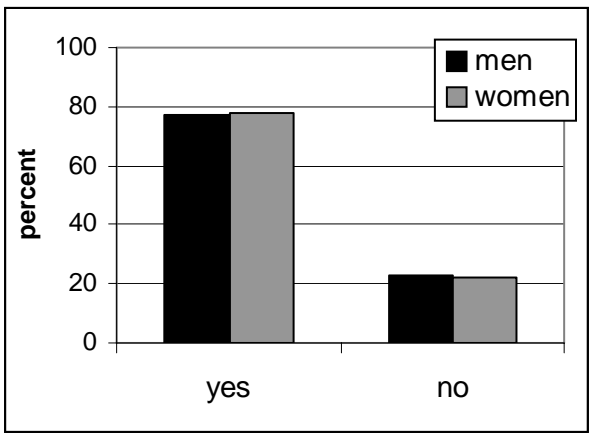


Figure 33. Faculty who have ever considered leaving UAF, by gender



UAF Programs and Resources

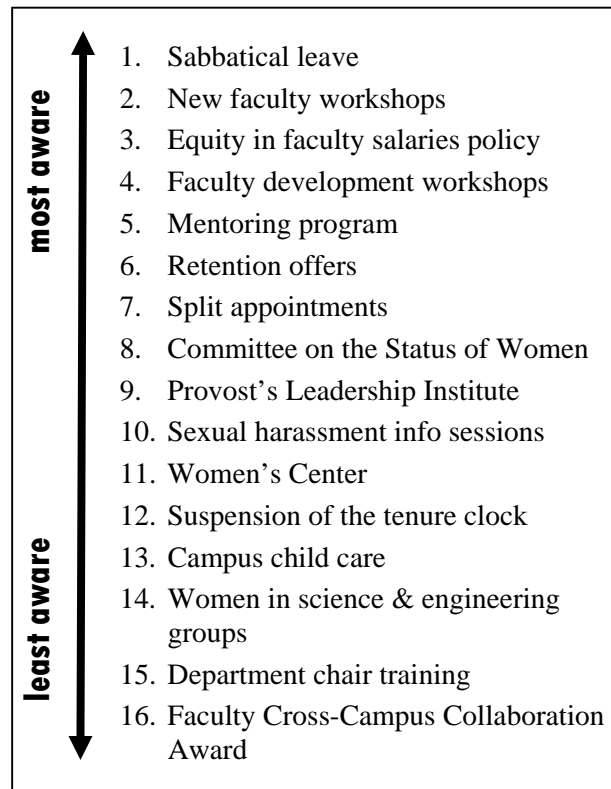
The study asked respondents to evaluate programs instituted at UAF to improve faculty working environments. Figure 34 describes how aware faculty are of these programs. Faculty are most aware of sabbatical leave. Workshops for new faculty are the second most commonly cited, followed by the equity in faculty salaries policy. Faculty are least aware of the Faculty Cross-Campus Collaboration Award. Faculty were asked to rate the programs according to how valuable they are. Faculty say the sabbatical leave program is the most valuable. This is followed by the mentoring program, equity in faculty salaries policy, and new faculty workshops.

On all 16 programs and resources, respondents were asked whether the university is adequately implementing each. The resource or program that was cited most often as *not* being adequately implemented was the equity in faculty salaries policy. Conversely, there is widespread agreement among the study's participants that the university *is* adequately implementing the sabbatical leave program and new faculty workshops.

Balancing Personal and Professional Life

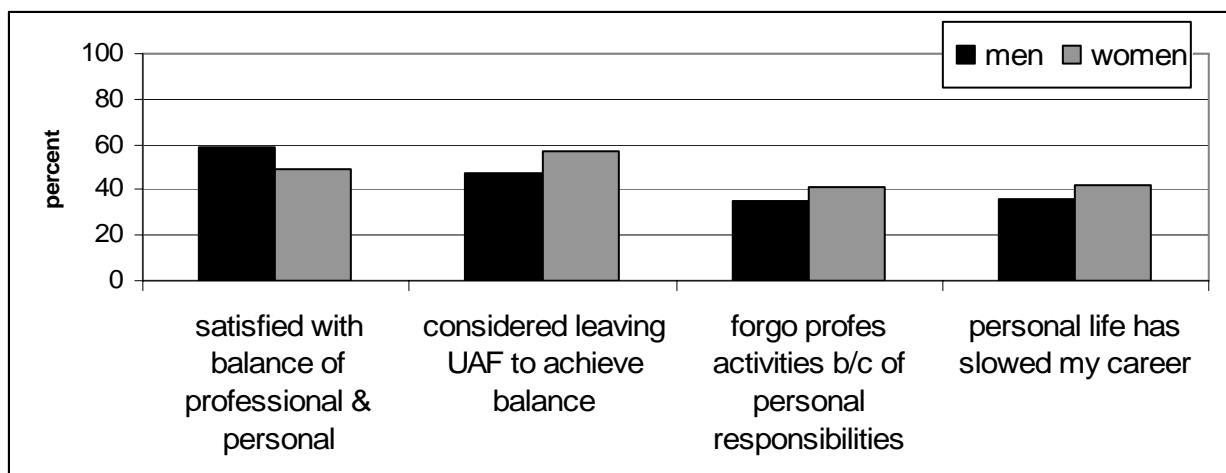
Nationally, the question of how universities can assist faculty in balancing their professional responsibilities with their personal

Figure 34. Faculty awareness of UAF programs and resources



lives has become an increasingly important one. The Faculty Work Life Study revealed that questions of balancing work and home are also important here at the University of Alaska Fairbanks.

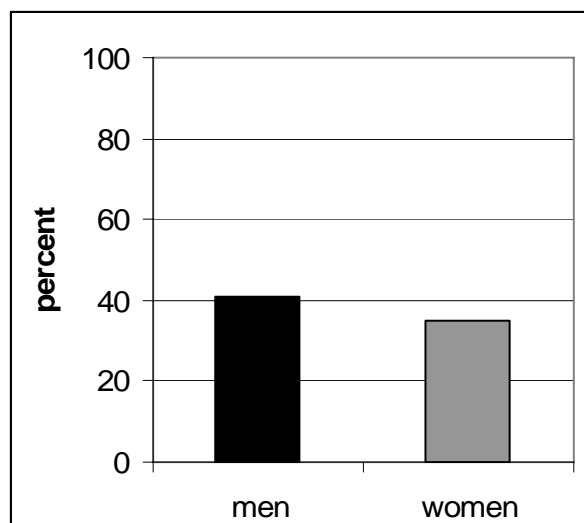
Figure 35. Faculty perceptions about their own balance between their personal and professional life, by gender



Balancing work and home

Male faculty and female faculty differ in their perspectives on how satisfied they are with the balance they have between their professional and personal lives. For example, as Figure 35 shows, more men (59%) than women (49%) say they are usually satisfied with the way their personal and professional lives are balanced. Female faculty are more likely to say they often must forgo professional activities because of their personal responsibilities (41% of women, 35% of men). Of the respondents, 42% of the women say they believe their personal responsibilities and commitments have slowed down their career progression, compared to 36% of the men. Perhaps most disturbingly, while nearly half of the men (47%) surveyed say they have seriously considered leaving UAF in order to achieve a better balance between their work and personal lives, 57% of women say they have seriously considered leaving for this reason. There is also a gender difference that surfaces in the question about whether the university supports faculty in their quest to balance their personal and professional lives, as Figure 36 shows.

Figure 36. Agreement that the university supports balancing personal and professional life, by gender



Children, child care, and other family issues

Just less than half of faculty say that while they have been at UAF, they either currently care for a dependent child, or that they have cared for a dependent child in the past. Figure 37 shows there is little gender difference between faculty who say they have taken care of a dependent child while at UAF. Overall, 54% of faculty say they have *not* cared for a child while at UAF. Most faculty have cared for one child (n=135 in the study), or two children (n=86 in the study).

Of the faculty who report caring for a dependent child, less than one-fourth (22%) say they currently use or need any childcare services or programs. There is a slight gender difference, as 25% of women faculty reporting currently using child care services, while 21% of men faculty do.

Faculty at UAF employ a wide range of child care options, both in the past and presently. Currently, the most common method of child care is using a family member, such as a spouse/partner, or grandparent. Faculty members also report using family members as child care providers quite a bit in the past, as well as non-university child care centers or

Figure 37. Faculty who say they have cared for, or currently care for, dependent children, by gender

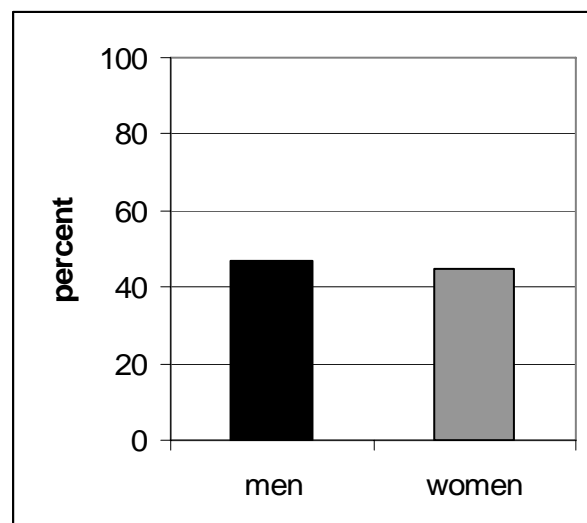
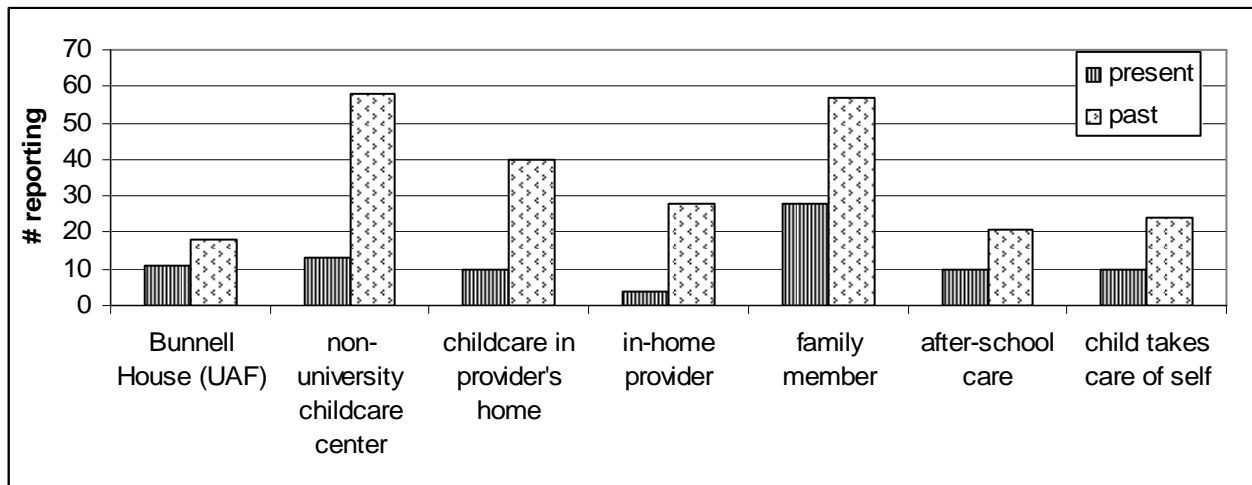


Figure 38. Current and past child care arrangements among faculty

child care in a provider's home. An interesting aspect to point out in Figure 38 is the spread of the data over the seven options listed. Because faculty were able to check all of the options they have ever used, the data shows that searching for a viable solution to the issue of quality child care is an ongoing issue and that faculty typically use several options. Overall, the vast majority of faculty (between 82% and 88%) say they are satisfied with their present and current childcare arrangements, with women expressing some-

what higher satisfaction.

Figure 39 summarizes faculty beliefs about what types of child care should be a priority for the university. The question of how high a priority the university should make particular child care arrangements was asked of all faculty, not just those who have children. There are clear gender differences, with women consistently placing a higher priority on all types of childcare than men.

Gender also surfaces in the question of whether the university should place a priority

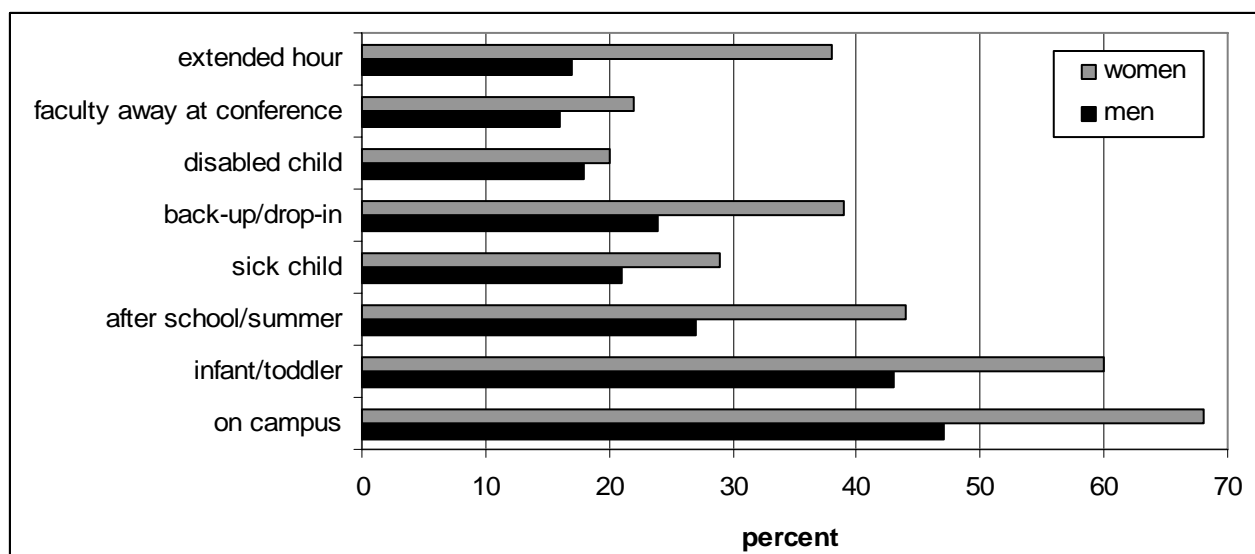
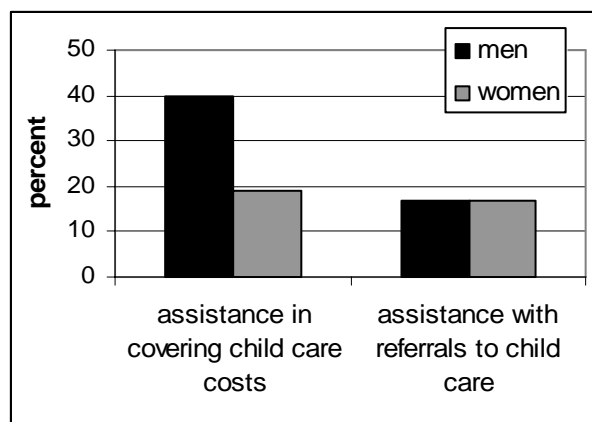
Figure 39. Types of child care that should be a priority for the university, by gender

Figure 40. The university should place a low priority on two aspects of child care, by gender



on offering assistance in covering child care costs. Figure 40 notes that men are more than twice as likely as women to say the university should place a *low* priority on child care cost assistance. Most faculty, both men and women, believe the university should offer assistance with referrals to child care.

Not surprisingly, faculty who currently care for dependent children are much more likely than those who do not have children to say the university should place a high priority on various types of child care. Women who currently have dependent children are even more likely than men to say the university should prioritize child care arrangements. An apt example is the question about whether the

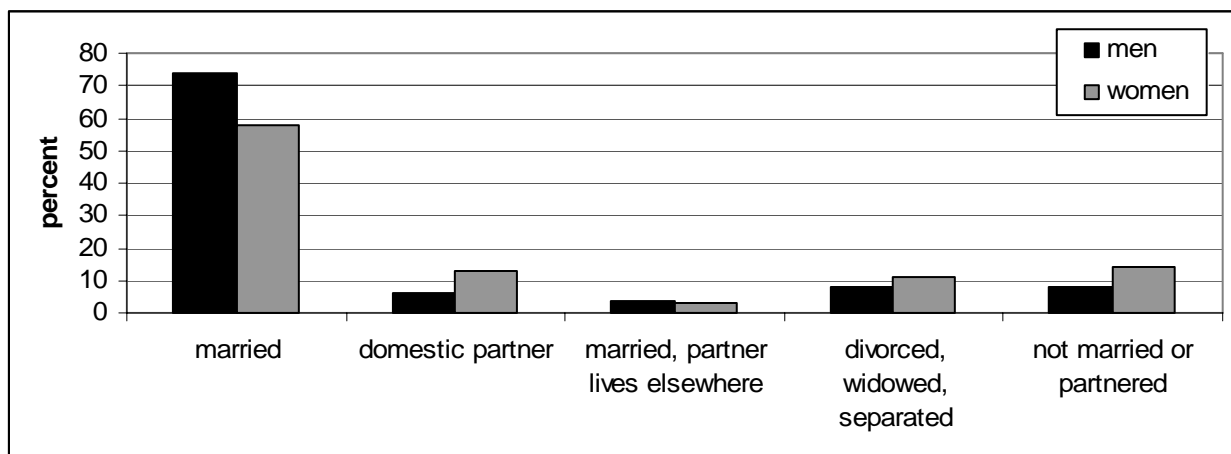
university should prioritize on-campus child care. While over half of men who currently have children say the university should make on-campus child care a priority (52%), only 42% of men who do not currently have children believe this. Over three-quarters of women with children (77%) think on-campus child care should be a priority, while 60% of women without children think it should be.

A question in the study asked respondents if they have provided recurring care for someone other than their child. While only 6% of men said they had taken care of someone, nearly three times as many—17%—of women said they had. Men and women were closer in their response to a question about whether they had experienced a family emergency such as the severe illness or death of a parent, child, spouse/partner, or close friend while employed at UAF, although a gender difference still exists. Over a third of men (39%) said they had experienced such an emergency, compared to 46% of women.

Spouse/partners and work

The study asked a series of questions about faculty members' relationship status and their spouse/partners' work situation. As Figure 41 shows, more men (74%) than women (58%) are married and currently live with their spouse. There are many faculty who live with a domestic partner, who may

Figure 41. Current relationship status, by gender



be a same-sex partner or an other sex partner, and also many who say they are divorced, widowed, or separated, or that they are not partnered/married. The tendency is for men to be more likely than women to be married, but women to be more likely to be in a domestic partnership, divorced, widowed, or separated, or to say they are not currently married or partnered than men are. The number of women and men who say they are married or partnered, but their spouse/partner lives elsewhere, is similar. UAF faculty mirror national trends in academia, where over 75% of men faculty members are married, but just over half of women faculty are.

There are some employment issues unique to this university and to other universities that share the attributes of isolation, small population, vast distances, or extreme weather. Employment of spouse/partners is one of the issues that is especially pertinent to UAF, as there are comparatively few employers from which to choose. Figures 42 and 43 compare male and female faculty members' answers on questions related to spouse/partner employment. As Figure 42 shows, over half of male faculty (56%) say their spouse/partner currently works full-

time, while less than half (47%) say their spouse/partner's preferred employment is to work full-time. A comparison with Figure 43 reveals an interesting feature of the data: women faculty say their spouse/partners' preferred full-time employment status (75%) and current full-time employment status (73%) more closely match than male faculty's do. Also, more of the spouse/partners of women faculty currently work or prefer to work full-time than men's do. One-third (33%) of men say their spouse/partner prefers to work part-time, while just 13% of women say their spouse/partner prefers part-time employment. Approximately one-fourth of men say their spouse/partner is not currently employed, but only nine percent of women say the same.

Gay, lesbian, and bisexual (GLB) faculty report higher levels of agreement between their spouse/partner's current employment status and preferred employment status than do faculty who identify as heterosexual. Among GLB faculty, 64% say their spouse/partner works full time and 64% report that this is their spouse/partner's preferred employment status. The same is true for GLB faculty whose spouse/partner works part-time or is retired.

Figure 42. Male faculty partner/spouse employment status, current and preferred

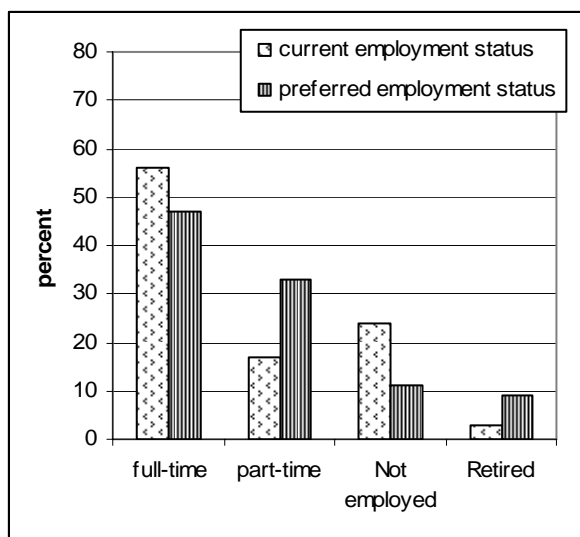


Figure 43. Female faculty partner/spouse employment status, current and preferred

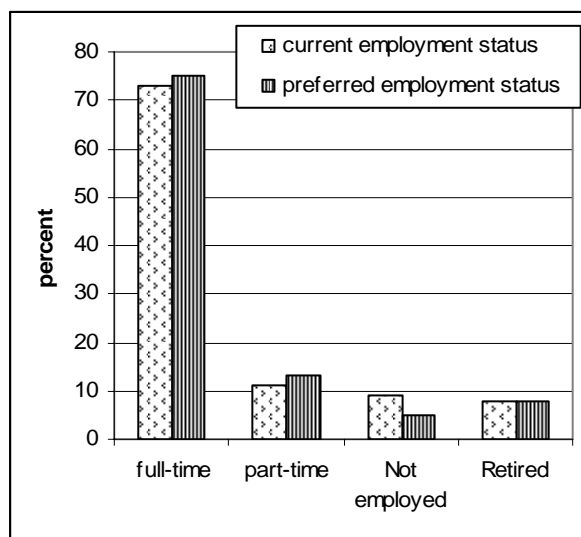
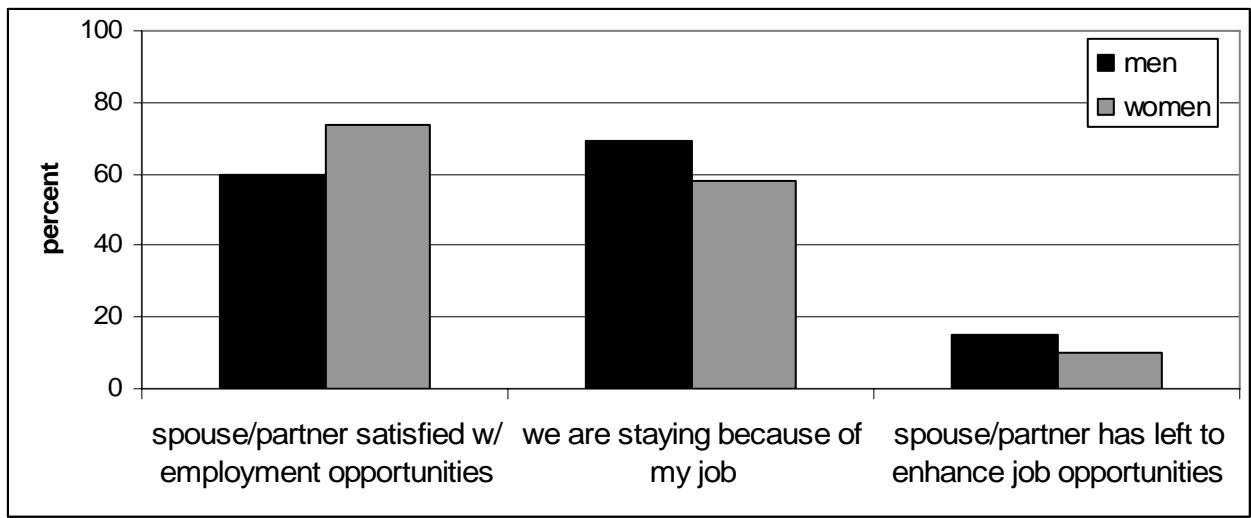


Figure 44. Faculty responses about spouse/partner’s job opportunities, by gender



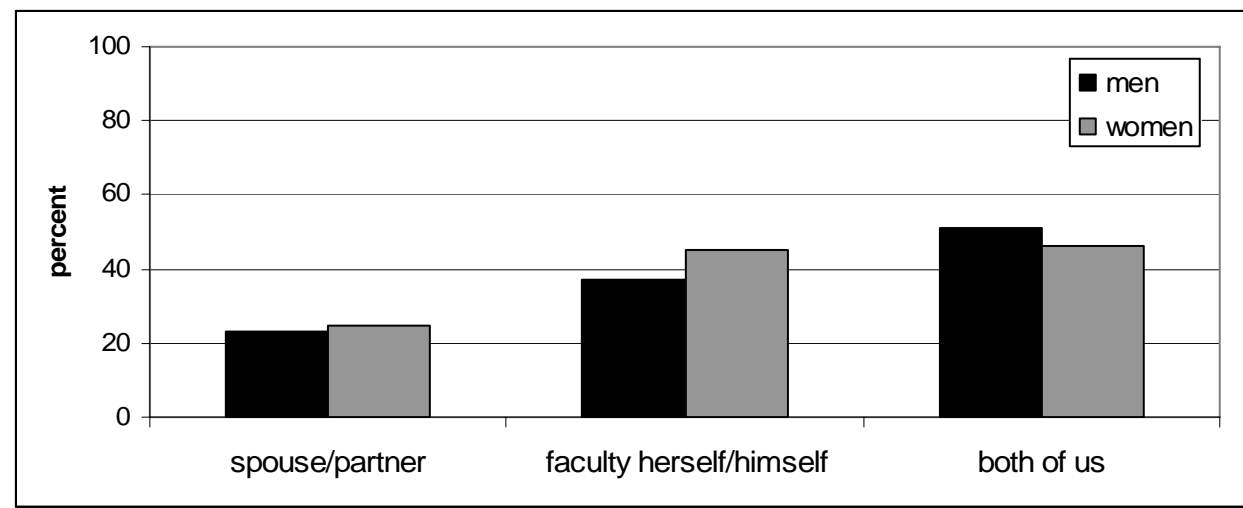
The study asked respondents to say whether their spouse/partner currently works at UAF, and also if the respondent was hired as a “trailing spouse.” Among heterosexual faculty, over one-fourth (28%) say their spouse/partner works for the university. A nearly identical percentage of GLB faculty (27%) reports the same. Five percent of the heterosexual faculty members say they were hired as a “trailing spouse,” but none of the GLB faculty say this.

Figure 44 explores three issues about fac-

ulty spouse/partners’ job opportunities. Women (74%) are more likely than men (60%) to say their spouse/partner is satisfied with their current job opportunities. A male faculty member (69%) is more likely to say that they are both staying because of his job than a female faculty member (58%). A man is also more likely to report that his spouse/partner has left their community without him in order to enhance employment opportunities (men 15%, women 10%).

Figure 45 shows that a disturbing number

Figure 45. Those who have a spouse/partner and have seriously considered leaving the community in order to enhance spouse/partner career opportunities



of faculty and their spouse/partners have seriously considered leaving UAF in order to enhance the career opportunities for their spouse/partners. Nearly a fourth of men (23%) say their spouse/partner has seriously considered leaving their community to enhance the career opportunities for their spouse/partners. A similar number of women (25%) reports the same about their spouse/partner. Well over one-third of male faculty (37%) say they themselves have considered leaving to enhance their spouse/partner's career opportunities, and 45% of female faculty say they have seriously considered leaving for the same reason. Perhaps most disturbingly, over half of the male respondents (51%) and 46% of the female respondents say that both their spouse/partner and themselves have seriously considered leaving to enhance the job possibilities for spouse/partners. The information about spouse/partner employment is useful to explore as UAF considers how to attract and retain its talented faculty members.

Departmental support for family lives

Another issue the study explored was faculty perceptions about their departments' sup-

port for their family lives. As Figure 46 illustrates, men's and women's perceptions about the level of support their department offers them follows similar patterns. Most faculty believe their department is supportive of family leave, and most also believe their departmental colleagues are supportive of colleagues who want to balance their family lives and their careers. About half of faculty think that their department knows the options available for faculty who have a new baby. Over a third of men (35%) and well over a third of women (41%) say that faculty in their department have difficult adjusting their work schedules to care for family members.

Nearly two-thirds of faculty think that members of their department are supportive, both formally and informally, in helping to find employment for their spouse/partner (62% of men, 61%) of women. Only one-fifth think that their departmental colleagues believe faculty with children are less committed to their careers than child-free faculty (17% of men, 20% of women).

Health and faculty jobs

Because a person's health has been shown to be related to their work environment, the

Figure 46. Faculty perceptions about their department's support

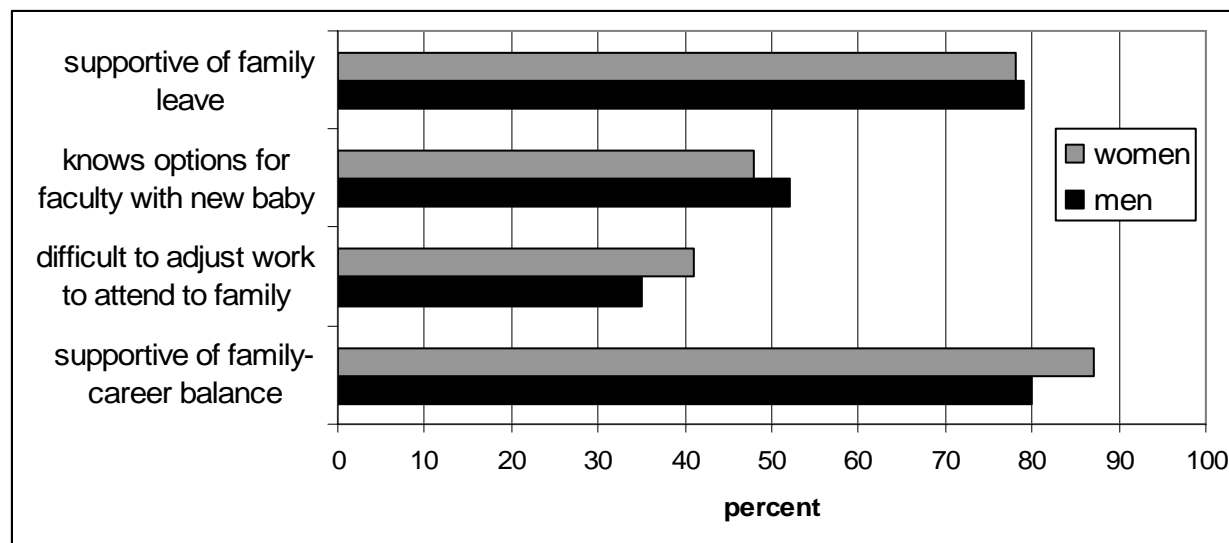
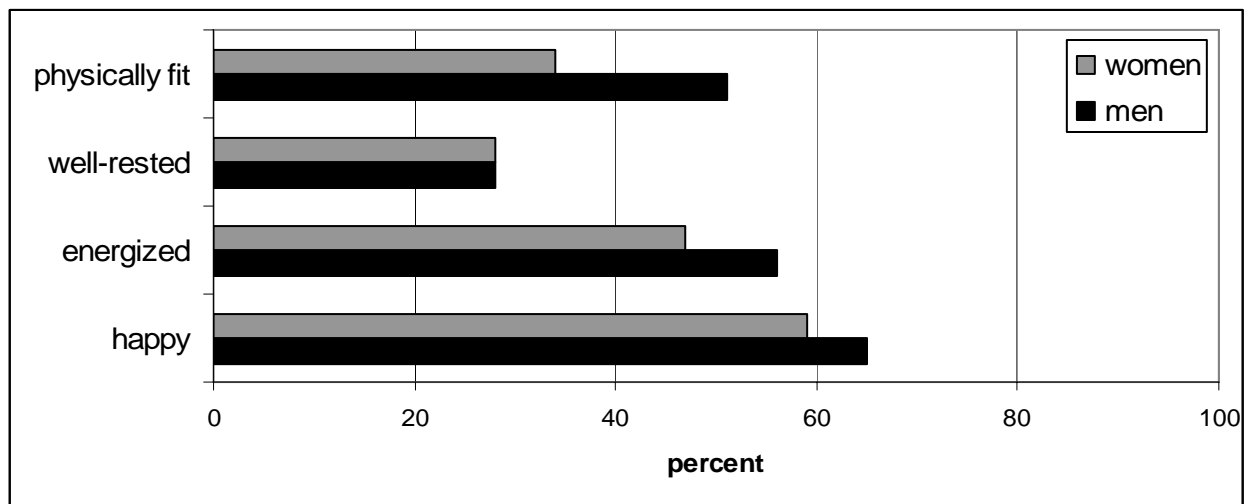


Figure 47. Faculty who say they feel positive health effects in relation to their job most or all of the time



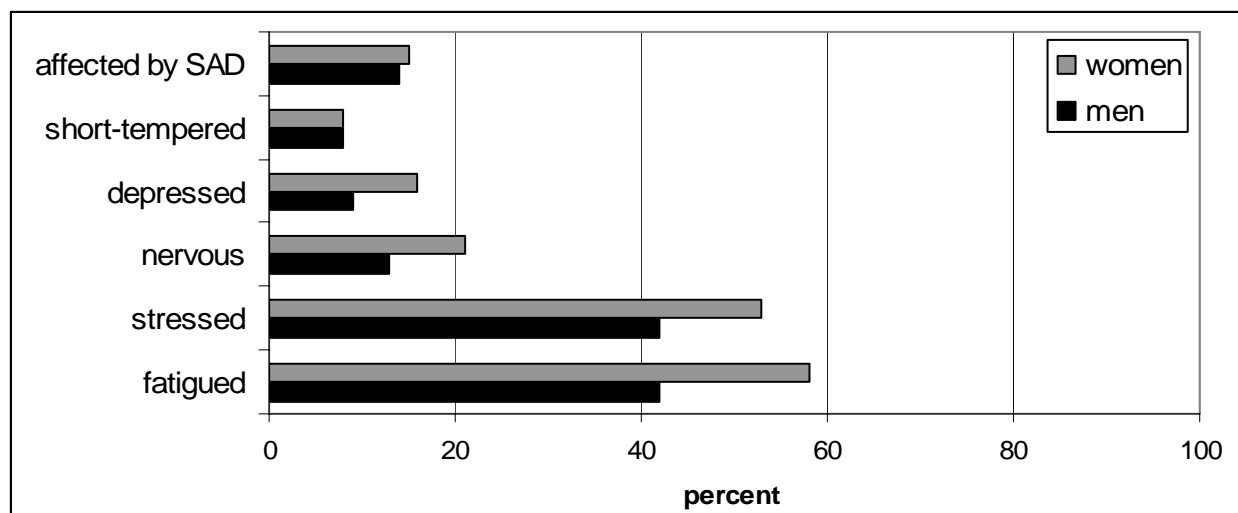
study asked several questions related to this. The vast majority of faculty say their overall health is excellent, very good, or good. Approximately the same percentage of men (10%) and women (13%) say their health is only fair or poor, while the balance say their health is excellent, very good, or good.

Figure 47 shows what faculty believe to be some of the positive health effects of their job at UAF. About half of faculty men (51%) say that in relation to their job, they feel physically fit most or all of the time. This question

shows the most gender differences among the health questions, as only one third—34%—of faculty women say they feel physically fit most or all of the time in relation to their job. Men also tend to feel more energized (56%) than women (47%), and happier in relation to their job (men 65%, women 59%). Men and women say they feel well-rested at the same rate (28%).

Figure 48 reveals that there are also some important gender differences that surface in some of the negative health effects of faculty

Figure 48. Faculty who say they feel negative health effects in relation to their job most or all of the time



jobs. For example, it becomes apparent that women (53%) feel more job-related stress than men (42%). Women (58%) also feel more job-related fatigue than men (42%). Women feel more depressed (16%) and nervous (21%) in relation to their job than men feel depressed (9%) or nervous (13%). Men and women tend to feel short-tempered or affected by SAD in relation to their jobs at comparable rates.

Aside from the gender differences, the fact that nearly half or over half of faculty say they feel stressed or fatigued in relation to their job most or all of the time is a problem that is by itself extremely important to address. The negative health effects of faculty jobs at UAF is an issue to be addressed proactively by the university community.

We also asked faculty whether they have a significant health issue or disability. A comparable percentage of men and women answered yes, as Figure 49 documents. Those faculty who answered “yes” to the question about having a significant health issue or disability were then asked how accommodating they believed their department is. Their answers are documented in Figure 50. Nearly two-thirds of men (63%) say their primary department is very accommodating, but just over half of women (53%) say the same. An

Figure 49. Faculty with a significant health issue or disability

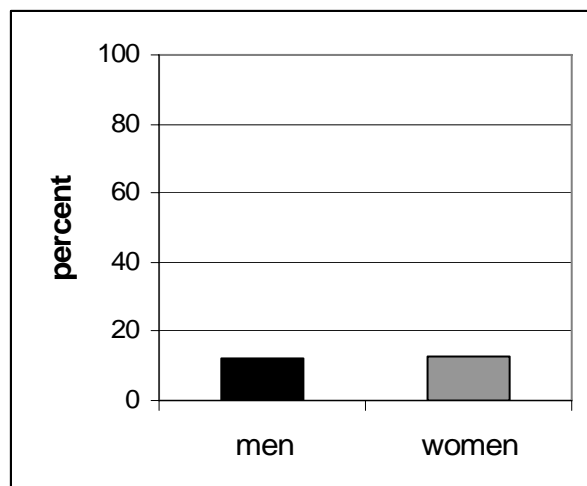
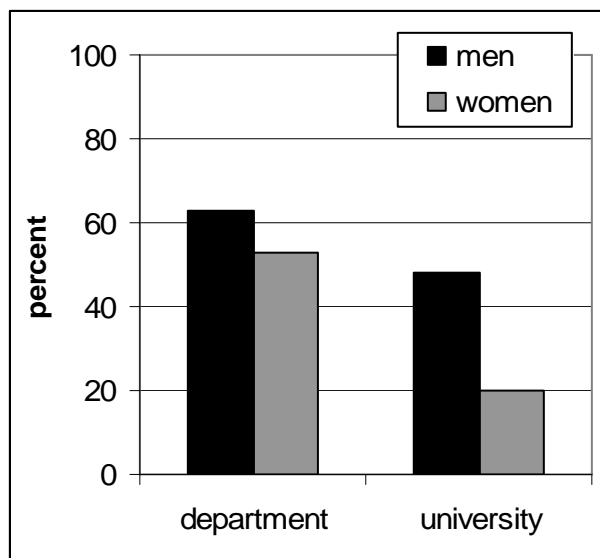


Figure 50. Faculty with a significant health issue or disability who say their department and the university are very accommodating



even greater gender difference is revealed when we asked faculty who have a significant health issue or disability about how accommodating the university is. Just one-fifth (20%) of women say the university is very accommodating, while nearly half of the men (48%) say so. Considering that 13% of faculty women and 12% of faculty men say they have a significant health issue or disability, these questions have raised problems that must be discussed at both the department and university levels.

Gender and Other Diversity Issues

This study was conducted by the Committee on the Status of Women, and thus most of the analysis has focused on issues related to gender. However, social scientists are increasingly analyzing how gender intertwines with other issues, especially race/ethnicity, sexuality, age, and social class. In this section, we discuss some specific questions related to women, as well as issues related to race/ethnicity.

Women at UAF

Figures 51 through 54 illustrate faculty responses to questions specific to their departments. One of the most often-heard questions pertaining to women in academia is the question of whether there are “enough.” Figure 51 documents that a majority of faculty think that yes, there are enough women in their department. Significantly more women (73%) than men (59%) say that there are enough women faculty in their department.

Figure 51. Are there enough women in your department?

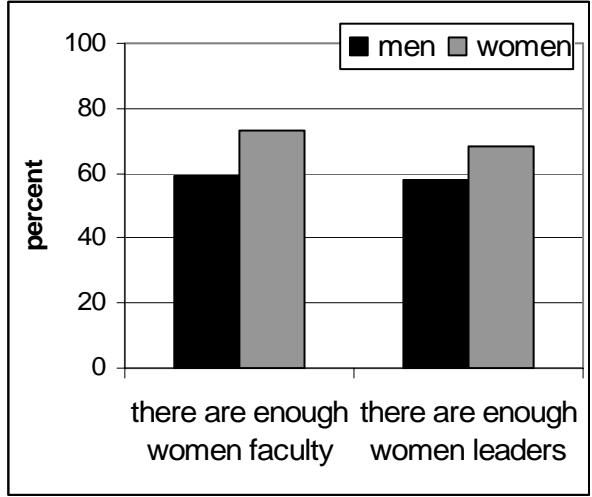


Figure 52. How is the climate for women faculty in your department?

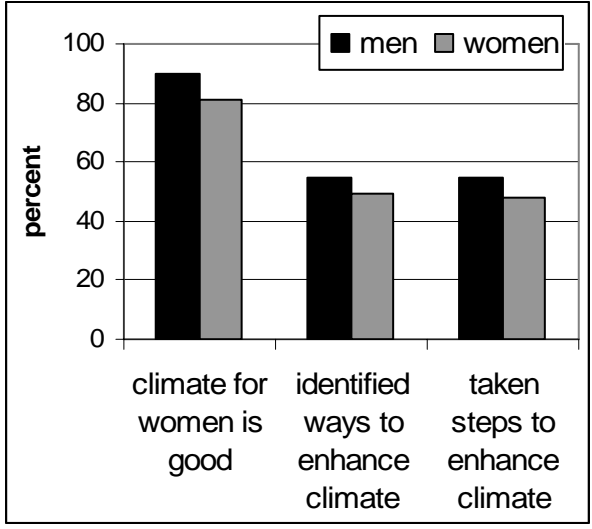


Figure 53. Recruitment: “My department has...”

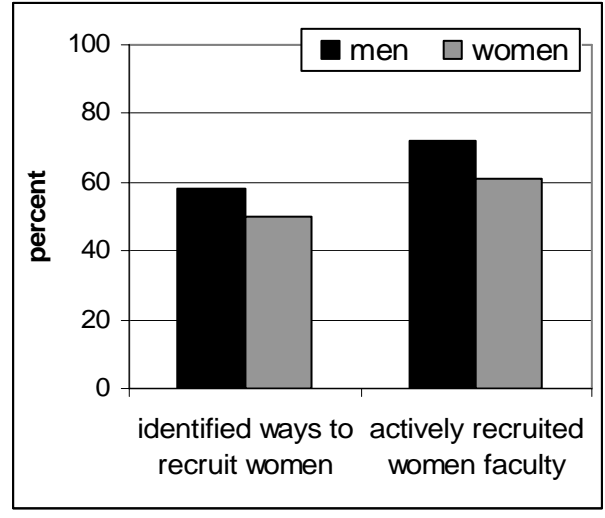
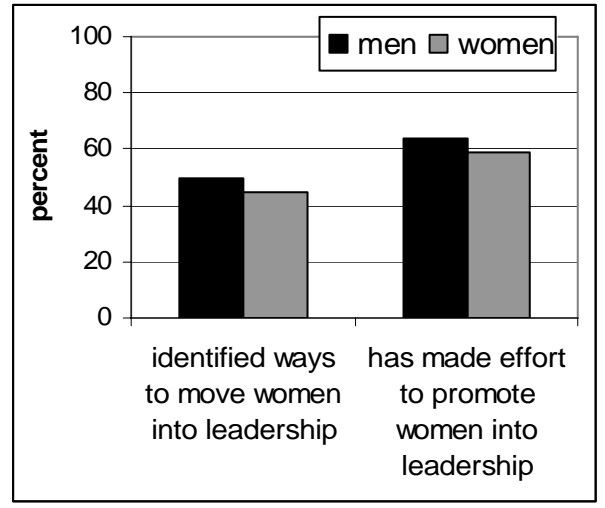


Figure 54. Leadership: “My department has...”



Similarly, more women (68%) than men (58%) say there are enough women leaders in their department. Figure 52 notes that most faculty think that the climate for women is good in their department, although more men (90%) than women (81%) think so. About half of women and men believe their department has identified ways to enhance the departmental climate for women, and that their department has actively taken steps to enhance the climate for women.

On the issue of recruitment of women,

Figure 53 shows that faculty opinion is somewhat mixed. While 58% of men think that their department has identified ways to recruit women faculty, only half of the women (50%) think this to be true. Nearly three-quarters of men (72%) think that their department has actively recruited women, but less than two-thirds of women (61%) agree. Still,

Figure 55. “Are there enough minority faculty in your department?”

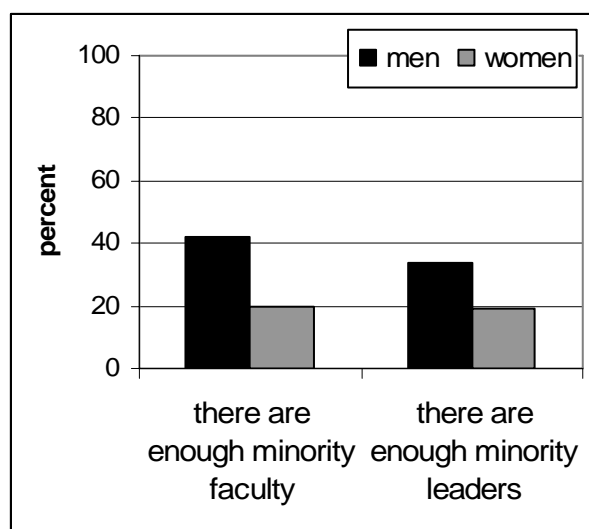
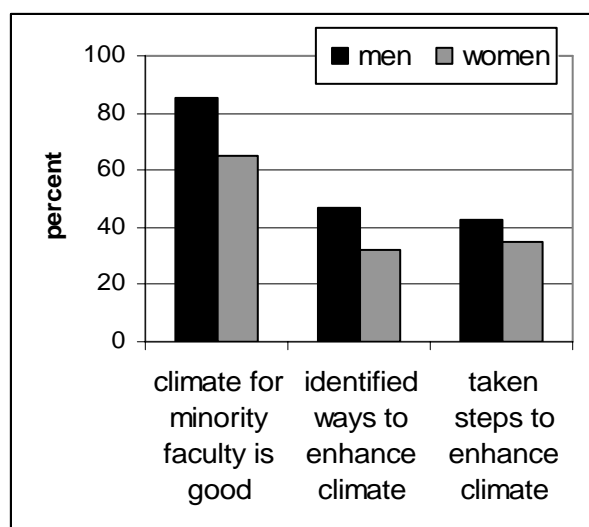


Figure 56. “How is the climate for minority faculty in your department?”



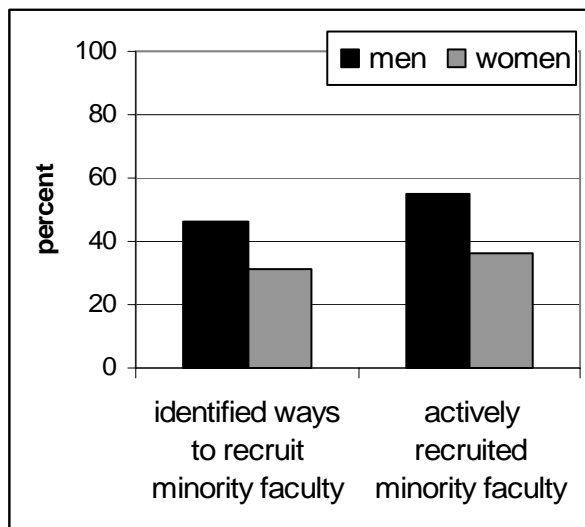
this figure documents that a majority of both men and women think their department is trying to recruit women faculty, even if it may be a slim majority.

Faculty are less positive about whether their department has identified ways to move women faculty into departmental leadership positions. Figure 54 displays that just half of men (50%) think their department has taken a proactive stance on identifying ways to increase women’s leadership in their department, and only 45% of women think so. Faculty are more positive about whether their department has made efforts to promote women into leadership positions. Sixty-four percent of men say their department has done this, and 60% of women agree.

Ethnic minorities at UAF

The study also asked respondents to consider similar questions about faculty of color in their departments. As Figure 55 shows, the question about whether there are “enough” minority faculty in respondents’ departments shows an interesting gender difference, as well as illustrating that a majority of faculty do *not* think there are sufficient numbers of minorities among their faculty colleagues. A slim majority of men (54%) believe there are *not* enough faculty of color in their departments, and an even greater percentage of women (69%) think so. Two-thirds of men (66%) think there are *not* enough minority faculty in leadership positions, and 75% of women agree. Figure 56 shows that most men think their departmental climate for minority faculty is good (85%), and two-thirds of women (65%) think so, too. Just one-third of women (32%) think that their department has identified ways to enhance the climate for minority faculty, while 47% of men think their department has done this. Similarly, while 43% of men think their department has actively taken steps to enhance the climate for minority faculty, fewer women—35%—agree.

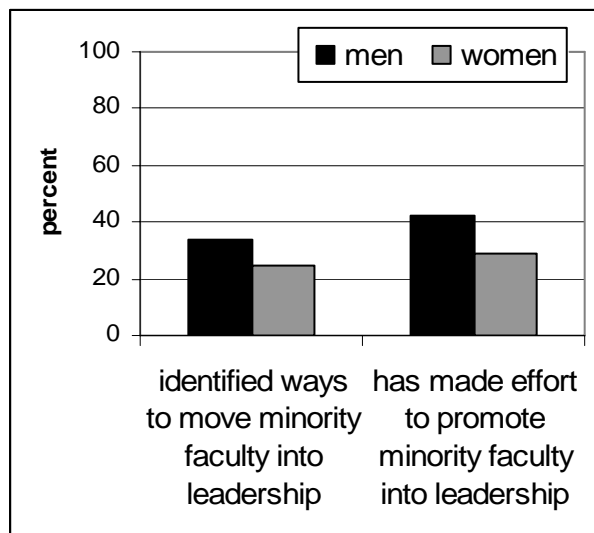
Figure 57. Recruitment: “My department has...



The study also asked respondents to give their opinions on questions related to the recruitment of faculty from ethnic minority communities. Figure 57 documents that although a majority of men do not think their department has identified ways to recruit minority faculty (54%), 55% of men say their department has actively recruited minority faculty members. In contrast, only a little over a third of women (35%) say that their department has actively recruited minority faculty, and 69%—over two-thirds—believe their department has *not* identified ways to recruit minority faculty.

Figure 58 illustrates that there is widespread agreement among faculty that their departments have not taken active steps to move faculty of color into leadership positions. Only one-third of men (34%) think their department has identified ways to move minority faculty into leadership roles, and just one-fourth of women (25%) think this. Also in Figure 58, it becomes apparent that while 42% of men think their department has made an effort to promote minority faculty into leadership positions, just 29% of women think their department has taken this type of proactive stance.

Figure 58. Leadership: “My department has...



Diversity in university leadership

Some of the most obvious and intriguing gender differences in the entire study emerge in questions related to women and members of minority groups in positions of high-level leadership at the university level. As Figure 59 shows, over two-thirds of men (69%) say there are enough women in positions of high

Figure 59. “Are there enough women or members of minority groups in high-level leadership positions at UAF?”

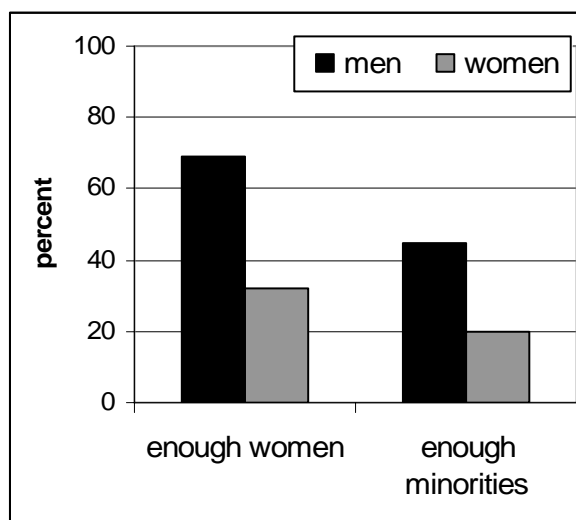
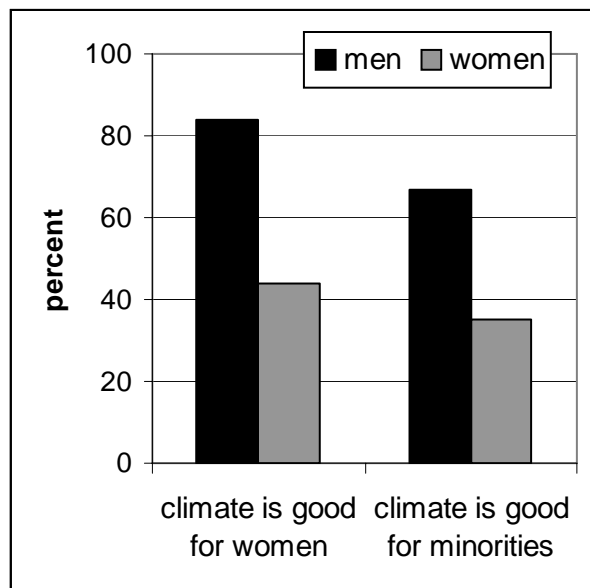


Figure 60. “How is the climate for women and members of minority groups in high-level leadership positions at UAF?”



leadership at UAF, but less than one-third of women (32%) think there are enough women. Just less than half of men (45%) believe there are enough members of minority groups in positions of high-level leadership at the university. However, less than half the percentage of men—only one-fifth of women (20%)—think there are enough.

Just as intriguing are the questions about the climate for members of minority groups and women who are in high-level leadership positions at UAF. Figure 60 illustrates faculty opinion about these questions. A majority of men think that the climate is good for women (84%) and for members of minority groups (67%). However, just 44% of women think the climate is good for women who are in positions of high-level leadership at the university. Only one-third of women (35%) agree that the climate is good for members of minority groups who are in these high-level positions of leadership.

Sexual harassment

During the last decade, sexual harassment has emerged as a persistent problem for universities. Figure 61 documents that many UAF faculty have been sexually harassed, and also that there is a large gender difference between women’s and men’s experiences of sexual harassment. The vast majority of men, some 92%, report that they have never been sexually harassed while at UAF. However, only 71% of women say they have never experienced sexual harassment at UAF. This means that of the women respondents, well over one-fourth (29%) have experienced sexual harassment. Of the total number of respondents, 15% of women say they have been sexually harassed one or two times. Among men, six percent report being harassed once or twice. A disturbing six percent of women say they have been sexually harassed three to five times, and an additional six percent say that sexual harassment is a chronic problem for them while they have been at UAF. Among men, two percent report having been sexually harassed three to five times, but none say they experience chronic sexual harassment.

Figure 61. Faculty who have experienced sexual harassment at UAF, by gender

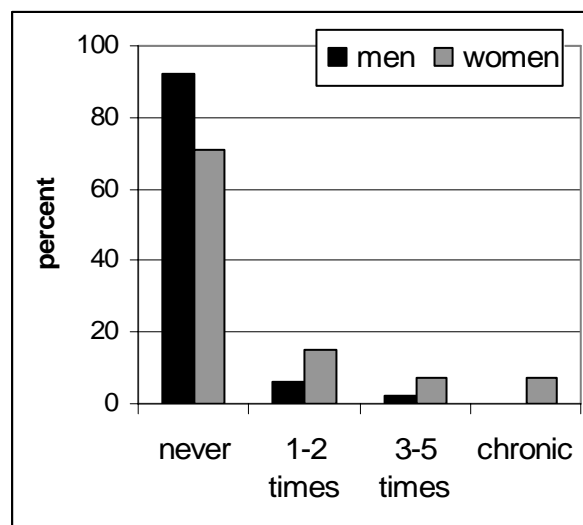
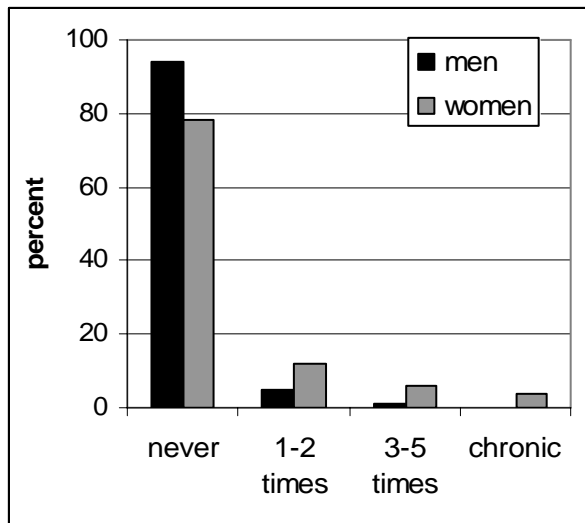


Figure 62. Faculty experiences with sexual harassment at UAF during the past five years, by gender



Faculty here report significant levels of sexual harassment during the last five years at UAF, as Figure 62 documents. As detailed earlier, women at UAF are more often targets of sexual harassment during the past five years than men are. Although most men and women have *not* experienced sexual harassment in the past five years, six percent of men and a shocking 22% of women say they have. While none of the men surveyed say they have experienced sexual harassment at a chronic level, five percent say it has happened to them once or twice during the last five years, and one percent report it having happened three to five times. Among all respondents, 12% of women say they have been sexually harassed once or twice during the last five years, and six percent say they have experienced the problem of sexual harassment three to five times in the last five years. Four percent report sexual harassment being a chronic problem with which they must contend as faculty members.

Figure 63 shows that men and women differ in their opinion about the seriousness of the problem of sexual harassment at UAF. More men than women believe that the issue

Figure 63. Faculty opinions on the seriousness of the sexual harassment problem at UAF, by gender

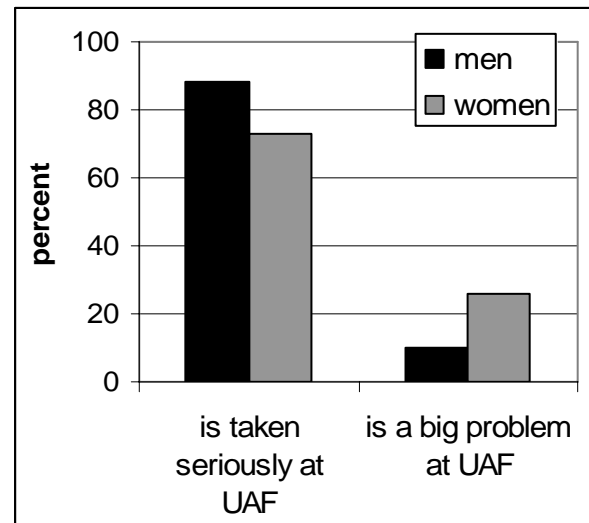
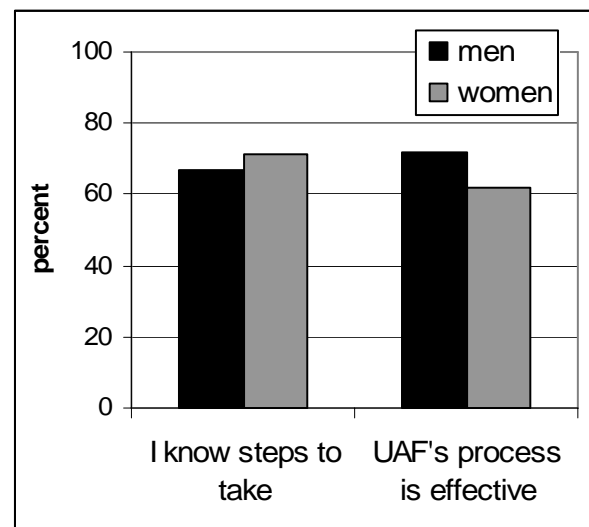
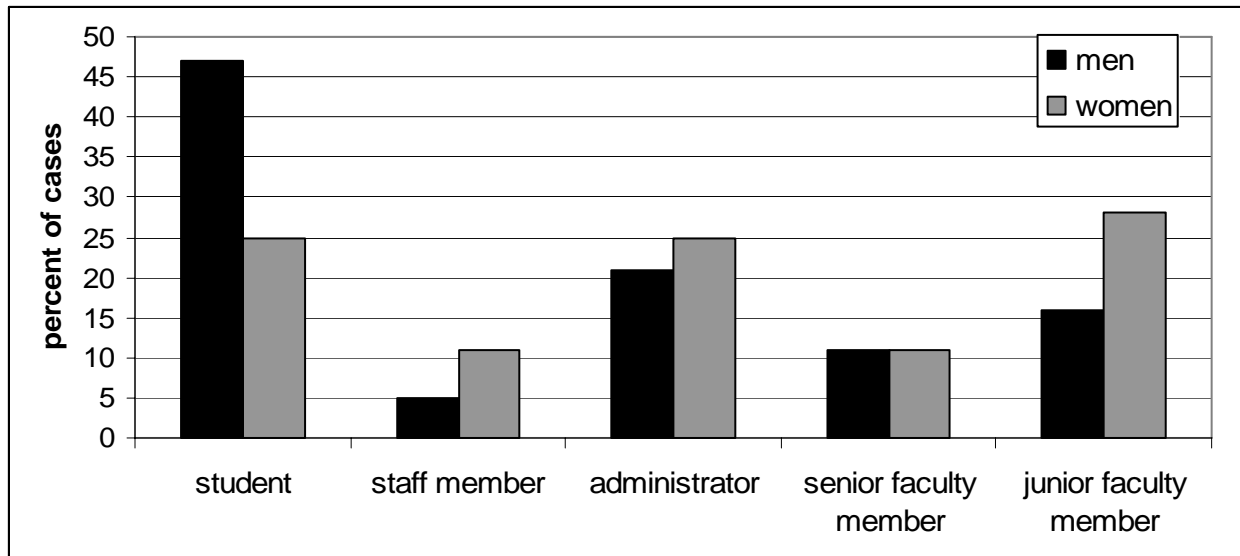


Figure 64. Faculty opinions about steps to take and their effectiveness, by gender



is taken seriously at the university. Comparably, more women than men believe that sexual harassment is a big problem at UAF. Figure 64 also documents an interesting gender difference related to sexual harassment. While more women than men say they know the steps to take to deal with sexual harassment, less women than men say that that

Figure 65. Relationship of harasser to those who say they have been sexually harassed at UAF, by gender



process is effective.

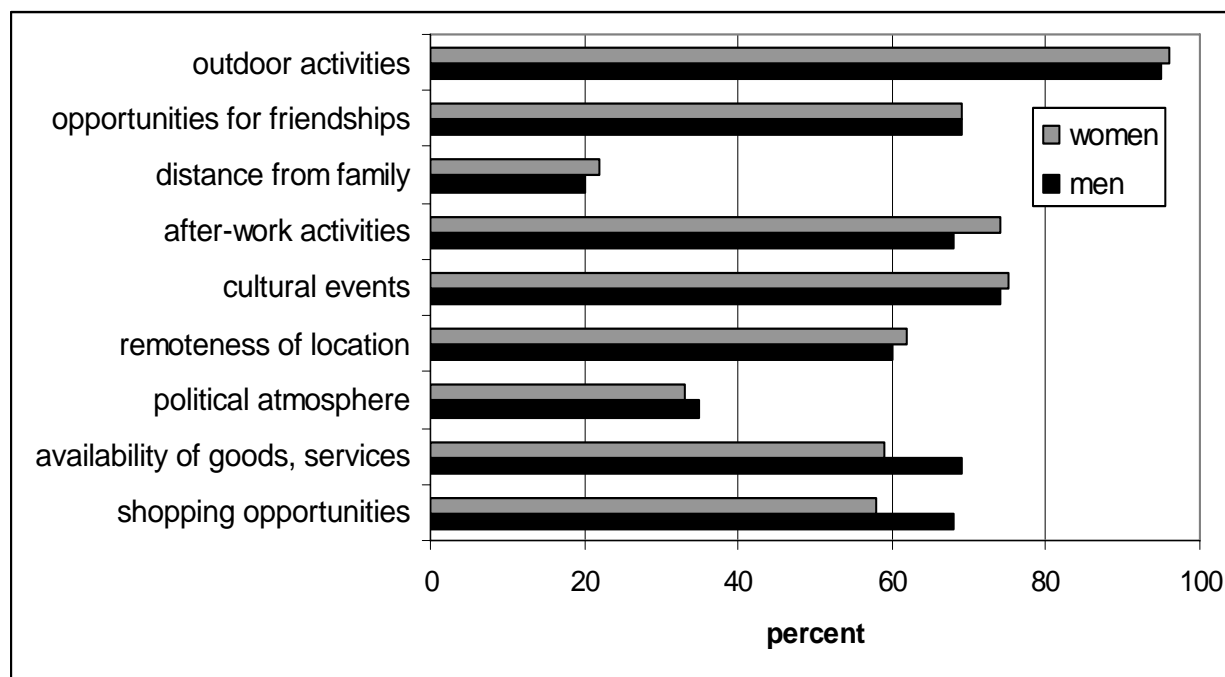
Having discovered that sexual harassment is considered to be a problem by many at the university, the study asked respondents to identify the relationship with those who sexually harasses them. Figure 65 details the relationships, showing marked gender patterns. Most of the perpetrators of sexual harassment against men are students. While this population also harasses women to a significant degree, most perpetrators of sexual harassment against women at UAF are junior faculty members. Comparatively few men are sexually harassed by staff members, and twice as many women who have experienced sexual harassment say staff harass them. Men and women who have been targeted for sexual harassment report that the perpetrators are senior faculty members to the same degree, and slightly more women than men say the perpetrator is an administrator.

One of the most striking aspects that emerges in the data contained in Figure 65 is the difference in the amount of institutional power sexual harassers of women have compared to those who most commonly sexually harass men. Students are arguably the least

powerful entities at the university, while administrators and faculty are the most. While men are sexually harassed most commonly by students, who are relatively powerless, this powerless does not lessen the ramifications of sexual harassment experienced by men. The fact that women are harassed most by junior faculty members, followed by administrators and students, should be critically examined. Any degree of sexual harassment should not be tolerated by the university, or by any of its constituents. Figure 65 and its associated data clearly point out issues the university must address.

Community Issues

UAF is unique among other state universities. The study investigated how faculty feel about living and working in Fairbanks and the rural campuses, given the uniqueness of our area. Not surprisingly, nearly all faculty express high levels of satisfaction about the possibilities for outdoor activities, as illustrated in Figure 66, with men's rates of satisfaction (95%) and women's (96%) being nearly identical. Three-quarters of faculty are generally also satisfied with the possibilities

Figure 66. Faculty satisfaction with community issues, by gender

for cultural events (women 75%, men 74%). About three-quarters of women (74%) also say they are satisfied with the opportunities for after-work activities, while men express somewhat less satisfaction with the possibilities for after-work activities (68%). Over two-thirds of men and women (69% for both) say they are satisfied with the opportunities their community offers for the development of friendships and other peer relations.

Men (69%) express more satisfaction than women (59%) about the availability of goods and services, and about shopping opportunities in their community (women 58%, men 68%). Well over half of both women (62%) and men (60%) say they are satisfied with the remote location of their community.

Just a third of faculty say they are satisfied with the political atmosphere of their community. In fact, 65% of men and 67% of women say they are dissatisfied with this aspect of their community. Faculty express the most dissatisfaction with the distance their community is from their extended family members, although for one-fifth of women and men fac-

ulty, the distance from family is satisfying. Eighty percent of men and 78% of women are dissatisfied with the distance, while 20% of men and 22% of women are satisfied by the distance from their extended family.

On most measures, faculty are satisfied with community life, and with the unique opportunities Alaska communities offer. Those aspects of our communities that are most highly ranked—outdoor activities, opportunities for friendships, after-work activities and cultural events—should be highlighted and emphasized.

CONCLUSION

This report documents many of the wonderful aspects of faculty work life here at the University of Alaska Fairbanks (UAF). As was discussed, the majority of faculty express satisfaction about many parts of their jobs. Clearly, the unique location and focus of UAF make the university especially attractive to many who make their home here as faculty members. As a university community, we should emphasize the good things that make working here a joy so as to continue to attract and to retain our valuable colleagues.

UAF has made great strides in increasing opportunities for women faculty, as seen in the fact that women now represent about half of the percentage of new faculty hired in the current decade. However, women faculty continue to lag behind men in key ways. It is incumbent upon the university community proactively to address some of the challenges preventing women faculty from achieving their potential to the same degree as men. Similarly, the study documents challenges that must also be overcome so that faculty of color also experience equality of opportunity and achievement while faculty members at UAF.

The Faculty Senate Committee on the Status of Women plans to invite various constituencies at UAF to engage in dialogue about the issues raised in this report. It is our hope that together, the UAF community can create viable and innovative solutions to the challenges documented by this report. We also hope to create ways to expand those aspects of faculty work life that respondents describe as particularly satisfying and enjoyable.

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