2015 FACULTY SURVEY

Preliminary Report on Institutional Results to Academic Council

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Faculty Survey: Brief History

- **2003 Faculty Diversity Initiative** 10-point plan included support for periodic climate surveys

- Duke’s **2005 Faculty Survey** was based on prior MIT and Stanford climate surveys

- **2010 and 2015 Surveys** included core questions endorsed by AAU Data Exchange (AAUDE) plus Duke-specific questions so that we will have peer comparisons
2015 Faculty Survey: Thank you

• …to the Provost for leadership and guidance

• …to the 1,886 faculty members who participated in the survey, and in whose honor we made a donation of $1,900 to Doing Good in the Neighborhood general fund

• …to David Jamieson-Drake, Jiali Luo and Pat Hull in Institutional Research for their exceptional work

• …to the Faculty Survey Working Group
2015 Faculty Survey Distributed to All Regular Rank Faculty: Responses Submitted December 11, 2014 to February 10, 2015

The Faculty Survey was administered to 3390 Duke regular rank faculty members from December 11, 2014 to February 10, 2015. Altogether, 1866 faculty members responded to the survey, with an overall response rate of nearly 56%.

The response rate for the non-clinical version of the survey is approximately 65%, and the response rate for the clinical version of the survey is roughly 48%.
<table>
<thead>
<tr>
<th>School/Division</th>
<th>Responders (n)</th>
<th>Total in Unit (n)</th>
<th>Responders (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>151</td>
<td>227</td>
<td>67%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>156</td>
<td>213</td>
<td>73%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>134</td>
<td>207</td>
<td>65%</td>
</tr>
<tr>
<td>Arts and Sciences-all</td>
<td>441</td>
<td>647</td>
<td>68%</td>
</tr>
<tr>
<td>Divinity</td>
<td>34</td>
<td>50</td>
<td>68%</td>
</tr>
<tr>
<td>Fuqua</td>
<td>59</td>
<td>105</td>
<td>56%</td>
</tr>
<tr>
<td>Law</td>
<td>35</td>
<td>63</td>
<td>56%</td>
</tr>
<tr>
<td>Nicholas</td>
<td>55</td>
<td>73</td>
<td>75% - highest</td>
</tr>
<tr>
<td>Pratt</td>
<td>78</td>
<td>126</td>
<td>62%</td>
</tr>
<tr>
<td>Sanford</td>
<td>38</td>
<td>63</td>
<td>60%</td>
</tr>
<tr>
<td>Institutes/Centers</td>
<td>16</td>
<td>27</td>
<td>59%</td>
</tr>
<tr>
<td>Nursing</td>
<td>58</td>
<td>85</td>
<td>68%</td>
</tr>
<tr>
<td>Basic Sciences</td>
<td>163</td>
<td>262</td>
<td>62%</td>
</tr>
<tr>
<td>Clinical Sciences</td>
<td>909</td>
<td>1889</td>
<td>48% - lowest</td>
</tr>
<tr>
<td>Total</td>
<td>1886</td>
<td>3390</td>
<td>56%</td>
</tr>
</tbody>
</table>
Goals of Today’s Presentation: Teasers

• To provide a few selected highlights (see link to the report on Academic Council website), especially those that intersect with Diversity Task Force areas of interest; and low-lights, areas of continued or new concern.

• To interest you in learning more about the current climate at Duke - by reading the report and getting engaged with your school faculty, deans and other leaders to review school/unit-specific data.
2015 Faculty Survey Report

- **Current Preliminary Report**: all faculty, non-clinical and clinical results

- **Key Findings**: overall, by gender, race/ethnicity and rank

- **Trend analysis**: comparison of 2015 data with that of 2010 and 2005

- **Free-text responses** to Open-Ended Questions
2015 Faculty Survey: 7 Areas of Questions

1. Satisfaction
2. Workload
3. Departmental Atmosphere
4. Mentoring
5. Promotion and Tenure
6. Hiring and Retention
7. Life Outside the Institution
2015 Faculty Survey: Satisfaction

- **Duke faculty** in 2015 indicated:
  - similarly high levels of satisfaction with being a faculty member at Duke as in prior survey years
  - higher levels of satisfaction with the resources for their research and scholarship than in 2005
  - lower levels of satisfaction with the resources for their teaching than in 2010

- **Non-clinical faculty** in 2015, 2010 and 2005 indicated:
  - high levels of satisfaction with being a faculty member (roughly 81% somewhat or very satisfied)

- **Clinical faculty** indicated:
  - lower satisfaction with being a faculty member at Duke in 2015 (70%) than in 2010 (76%) and 2005 (77%)
Non-clinical faculty indicated notably higher satisfaction in 19 of 26 areas than did clinical faculty:

- being a Duke faculty member
- resources for research, scholarship
- resources for teaching
- salary
- start-up funds
- benefits package
- support for securing grants
- teaching responsibilities
- quality of undergraduate students
- time available for scholarly work
- opportunities to collaborate with undergraduates (research)
- intellectual stimulation of work
- office space
- lab or research space
- quality of dining options
- library resources
- computing resources
- clerical/administrative staff
- other resources for research

74% of non-clinical and 63% of clinical faculty indicated they would choose to come to Duke again if they had it all to do over again.
Departmental Atmosphere: Gender

- Duke **non-clinical women** in 2015 were **less likely** to indicate agreement to 13 positive statements than **non-clinical men**, including:

  - “My colleagues value my research/scholarship” (**58%** vs. **72%**)
  - “I am satisfied with opportunities to collaborate with faculty in my primary department/unit” (**58%** vs. **66%**) and with faculty in other units at my institution” (**64%** vs. **73%**)
  - “My chair/director/dean creates a collegial and supportive environment” (**70%** vs. **76%**)
  - “My chair/director/dean helps me obtain the resources I need” (**54%** vs. **63%**)
  - “My department is a good fit for me” (**69%** vs. **77%**)
Departmental Atmosphere: Gender

- Duke nonclinical women in 2015 were less likely to indicate agreement to 13 positive statements than nonclinical men, including (continued):

  - “My department is a place where individual faculty may comfortably raise personal and/or family responsibilities” (62% vs. 75%)
  - “I feel that the climate and opportunities for female faculty in my department/unit are at least as good as those for male faculty” (54% vs. 72%)
  - “I feel that the climate and opportunities for minority faculty in my department/unit are at least as good as those for nonminority faculty” (49% vs. 69%)
  - “The academic leadership is effective” (64% vs. 72%)
  - “The administration is effective” (64% vs. 71%)
  - “Commitment to diversity is demonstrated” (60% vs. 77%)
  - “I am proud to tell people that I work at Duke” (82% vs. 90%)
Departmental Atmosphere: Gender

In addition, both non-clinical and clinical women were more likely than men to indicate agreement to 3 negatively worded statements:

- “I feel excluded from an informal network in my department/unit” (non-clinical 36% vs. 23%; clinical 31% vs 25%)
- “I have to work harder than some of my colleagues to be perceived as a legitimate scholar” (non-clinical 44% vs. 26%; clinical 38% vs 26%)
- “Women faculty with family responsibilities are viewed or treated differently than men faculty with family responsibilities in my academic unit” (non-clinical 30% vs. 15%; clinical 46% vs 23%)
Those indicating they are likely to leave Duke in the next 5 years (by Gender)

<table>
<thead>
<tr>
<th></th>
<th>Non-clinical</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>28%</td>
<td>38%</td>
</tr>
<tr>
<td>Men</td>
<td>23%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Both non-clinical and clinical women were more likely than men to cite these reasons for leaving: **improving prospects for tenure, reducing stress, and addressing childcare-related issues**; additionally, non-clinical women cited: finding a more supportive environment, handling family-related issues and **retirement**.
Satisfaction: Race/Ethnicity

Of 26 items, **non-clinical Black faculty** compared with **White faculty** in 2015 indicated:

- **lower satisfaction** in 12 areas (though not statistically significant): being a faculty member at Duke, resources for research/scholarship, salary, start-up funds, benefits package, support for securing funds, quality of undergraduate students, committee and administrative responsibilities, opportunities to collaborate with undergraduates in research, intellectual stimulation of work, office space, and lab or research space

- **higher satisfaction** in 3 areas: teaching responsibilities, access to teaching assistants and computing support staff
Satisfaction: Race/Ethnicity

Of 26 items, non-clinical Hispanic faculty compared with White faculty in 2015 indicated:

• ...similarly high or higher satisfaction in 12 areas

• ...higher satisfaction in 6 areas: start-up funds, teaching responsibilities, quality of undergraduate students, quality of graduate/professional students, opportunities to collaborate with undergraduates in research, and classroom space

• ...lower satisfaction in 8 areas: being a faculty member, resources for research/scholarship, resources for teaching, support for securing grants, intellectual stimulation of work, availability of nearby parking, quality of dining options and computing resources
Satisfaction: Race/Ethnicity

• Of 26 items, **non-clinical Asian faculty** compared with White faculty in 2015 indicated **lower satisfaction** in 18 areas:

  *being a faculty member, *resources for research/scholarship, *salary, *start-up funds, *benefits, *support for securing grant funds, *teaching responsibilities, *quality of undergraduate students, *quality of graduate/professional students,
  *opportunities to collaborate with undergraduates in research, *intellectual stimulation of work, *availability of nearby parking, *office space, *quality of dining options, *library resources, *computing resources, *technical and research staff,
  *other resources to support research
Departmental Atmosphere: Race/Ethnicity

A decreasingly smaller proportion of non-clinical Black faculty indicated agreement to the statement:
“My colleagues value my research/scholarship” 2005 (80%), 2010 (63%) and 2015 (52%)

An increasingly larger proportion of non-clinical Black faculty agreed that:
“I have to work harder than some of my colleagues to be perceived as a legitimate scholar” 2005 (45%), 2010 (55%) and 2015 (58%)

A decreasingly smaller proportion of non-clinical Hispanic faculty indicated agreement to the statement:
“My colleagues value my research/scholarship” 2005 (71%), 2010 (65%) and 2015 (54%)
Duke clinical Black faculty in 2015 were more likely than the 2010 clinical Black faculty respondents to agree with 10 positive statements, including these:

- “My colleagues value my research/scholarship” (76% vs 62%)
- “My chair/director/dean creates a collegial and supportive environment” (64% vs 46%)
- “I have a voice in the decision-making that affects the direction of my department” (35% vs 7%)
- “I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member” (76% vs 57%)
- “My department is a good fit for me” (72% vs 57%)
- “I am proud to tell people I work at Duke” (82% vs 64%)

On a negative note, clinical Black faculty in 2015 were more likely to agree to one negatively worded statement than in 2010:

- “I feel excluded from an informal network in my department/unit” (43% vs 23%)
Reasons given by those faculty indicating they are likely to leave Duke in the next 5 years (by Race/Ethnicity)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding a more supportive environment</td>
<td>63%</td>
<td>62%</td>
<td>56%</td>
<td>51%</td>
</tr>
<tr>
<td>Enhancing their career in other ways</td>
<td>93%</td>
<td>85%</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>Increasing their time to do research</td>
<td>35%</td>
<td>69%</td>
<td>54%</td>
<td>45%</td>
</tr>
<tr>
<td>Retirement</td>
<td>9%</td>
<td>9%</td>
<td>5%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Survey Responses by Sexual Orientation

75% of all respondents self-identified their sexual orientation on the 2015 Faculty Survey

Because of low numbers in each subgroup, LGBTQ Faculty are grouped together as non-heterosexual

<table>
<thead>
<tr>
<th></th>
<th>Non-heterosexual (n)</th>
<th>Heterosexual (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 clinical</td>
<td>15</td>
<td>473</td>
</tr>
<tr>
<td>2015 clinical</td>
<td>24</td>
<td>624</td>
</tr>
<tr>
<td>2010 non-clinical</td>
<td>31</td>
<td>651</td>
</tr>
<tr>
<td>2015 non-clinical</td>
<td>35</td>
<td>729</td>
</tr>
</tbody>
</table>
Satisfaction: Non-clinical faculty (Sexual Orientation)

- **Non-heterosexual faculty** in 2015 were *less likely* than heterosexual faculty to agree that they were satisfied with:

  - committee and administrative responsibilities
  - office space
  - opportunities to collaborate with undergraduates in research
  - time available for scholarly work
Departmental Atmosphere: Non-Clinical Faculty (Sexual Orientation)

Non-heterosexual faculty were less likely than heterosexual faculty to agree with these positively worded statements:

- “I have a voice in the decision-making that affects the direction of my department/unit”
- “I have enough time to manage both my responsibilities at work and outside the institution”
- “My colleagues value my research”
- “My department/unit is a place where individual faculty can raise family or other concerns”
- “my workload is the same as other faculty of my rank in the department/unit”
Departmental Atmosphere: Non-Clinical Faculty (Sexual Orientation)

Non-heterosexual faculty were more likely than heterosexual faculty to agree with these negatively worded statements:

• “I feel excluded from an informal network in my department/unit”
• “I have to work harder than some of my colleagues to be respected”
• “I would be happier at an institution with less stress”
Open-Ended Questions/Text Responses: 4 Major Themes

1. Faculty want to feel that **all aspects of their work are valued** and rewarded (teaching, service, research and collaboration)

2. Recent reductions in available **research funding** sources have put added pressure on faculty, prompting consideration of a new model of financial support by the university

3. **Training and mentoring** are suggested to help not just new faculty, but also to improve leadership skills for department chairs, refresh teaching skills and increase sensitivity to eliminate “unconscious bias” in hiring and promotion practices

4. **Faculty work-life satisfaction** can be significantly diminished when the department chair is ineffective or one or more faculty members are openly hostile towards others. Frequently described as a **“toxic” environment**, the impact is especially acute in small departments
2015 Faculty Survey: Future Work

- **Distribute School/A&S Division reports**; and department reports where numbers are sufficient (Summer to Fall 2015)

- **Incorporate AAU peer data** for comparisons (anticipated Fall 2015)

- Return to **Academic Council** to present a final report next academic year
Comments, Questions

Photo by Nancy Bates Allen
Duke Space Wars: Satisfaction
Faculty satisfaction with classrooms increased between 2005 and 2010 across all of the divisions serving undergraduates. The creation of the LINK and targeted renovations under the Provost’s Classroom Modernization Project contributed to the rise in satisfaction after 2005. Since 2010, satisfaction with classrooms has decreased in Engineering, Natural Sciences, and Social Sciences. The large increase in satisfaction among NSOE faculty after 2010 corresponds with the completion of Environment Hall.

The 2015 faculty survey also included the open-ended question: “Thinking about resources that support teaching, where should Duke devote more resources?”, to which the most frequent responses from faculty in schools that serve undergraduates involved issues with classrooms.
Thank you

Photo by Nancy Bates Allen