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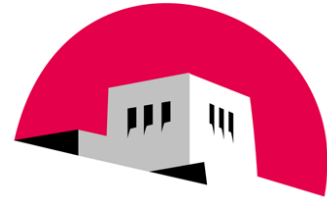
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Analysis of UNM's Faculty Worklife Survey

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We received incredible research assistance from Alison Turner, who was also a delight to work with. BBER Director Jeff Mitchell made sure that we had the resources necessary to complete this effort.

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1 Introduction

In the fall of 2013, UNM implemented a Faculty Worklife Survey at UNM Main Campus, developed by Academic Leadership Fellow Melissa Bokovoy and Associate Provost for Faculty Development Virginia Scharff, based on a similar survey designed by the University of Wisconsin and implemented there and at a number of other universities across the country. The UNM survey responses were compiled and the results made available on a limited basis last year. Several months after the survey was completed, UNM Bureau of Business and Economic Research was asked to analyze the survey results. Having had a leadership role in a Legislative Task Force on Work-Life Balance, BBER was enthusiastic about this assignment. The survey was well designed and comprehensive in its exploration of issues. A copy of the UNM Faculty Worklife Survey (2013-2014) is included in Appendix 1. Survey and Survey Implementation.

This report has been months in the making. In any survey it is necessary first to analyze whether the people who responded to the survey are representative of the underlying population that was surveyed. Having looked at this question in some detail, BBER is confident that the sample is reasonably representative. The second document in Appendix 1 of this report provides comparisons between the sample who responded, the population to whom the survey was sent, and the underlying faculty population, as tallied by the UNM Office and Institutional Analytics.

The report itself follows the outline of topical areas to be addressed. The second chapter right after this introduction deals with the hiring process. The third chapter takes up tenure and this is followed by Chapter 4 which deals with the promotion of Associate Professors. Chapter 5 explores the area of research collaboration. Chapter 6 looks at professional activities broadly, examining how faculty feel about their work allocations, the resources available for research, their service responsibilities and their interactions with colleagues. Chapter 7 examines how faculty feel about UNM, looking at their overall satisfaction and what contributes to and detracts from their satisfaction with their job at UNM. Chapter 8 looks at UNM programs and resources and specifically at those designed to improve the working environment for faculty. Chapter 9 takes up the question of the extent to which and how UNM faculty are able to balance their professional and personal lives, giving consideration to children, spouses and partners as well as parents and other relatives needing care. Finally, Chapter 10 looks at diversity at UNM and asks faculty to comment on efforts to increase both the numbers of women faculty and faculty of color as well as to encourage their success and their leadership within the university community.

In addition to providing an overall picture of the perceptions and experiences of UNM faculty members, the survey results also elucidate significant differences in the perceptions and experiences of various demographic groups and of faculty at different stages of their careers and in different schools/colleges. Survey results provide important insights into how well faculty manage a work and life balance, and how conducive the UNM environment is to maintaining such a balance. The survey results can help launch discussions among faculty members and administrative personnel regarding work-life balance issues. Because the survey results can be interpreted in a variety of ways, UNM BBER feels it is important that we not provide an interpretation of the results that might color discussions between faculty and administration regarding the very important issue of work-life balance. We leave it to readers to

interpret the survey results for themselves, and thus have purposefully not included a conclusions section in our report.

The answers to all questions in the survey along with cross-tabulations can be found in the in the appendices to each of the chapters. All the appendices have been compiled into a separate document to facilitate distribution as well as consultation while reading the document. The tables themselves are all labeled in the following format: question 44a under Balancing Personal and Professional Life, the subject of Chapter 9, would be labeled Table A9.44a.

2 Hiring Process

This section of the faculty survey was designed to assess how and when faculty first came to work at UNM, and to understand their experiences and satisfaction with the hiring process. Most respondents were initially hired as Assistant Professors, while approximately one-fifth were hired as lecturers or in other non-tenure track positions. Approximately one-third of respondents were recruited to UNM. Two-thirds of respondents are now tenured professors and one-quarter are Assistant Professors. The vast majority of respondents have an overall positive perception of the hiring process, in spite of the fact that approximately half of respondents do not feel that they successfully negotiated for what they need and were not pleased with their startup package.

2.1 How and when faculty entered UNM

The first two questions in the survey asked faculty what year they were first hired by UNM and into what position. Responses regarding the year-of-hire are depicted in Figure 2.1. The median year-of-hire response was 2003, with more respondents (8%) hired in 2012 than in any other year. As might be expected, very few (only 7) of those who identified as female had started work at UNM prior to 1990. Since then however, and as can be seen in Figure 2.2, women have gained critical mass among the faculty at UNM and account for nearly half of respondents (responses were received from 145 women and 167 men). In contrast, non-citizens were hired more regularly in earlier years than in more recent years; the average year of hire for citizens is 2006, while that for non-citizens is 2000. Of the respondents hired in recent years (between 2008 and 2013) more were hired by the College of Education than by any other school or college.

Figure 2.1 Year when faculty were first hired at UNM

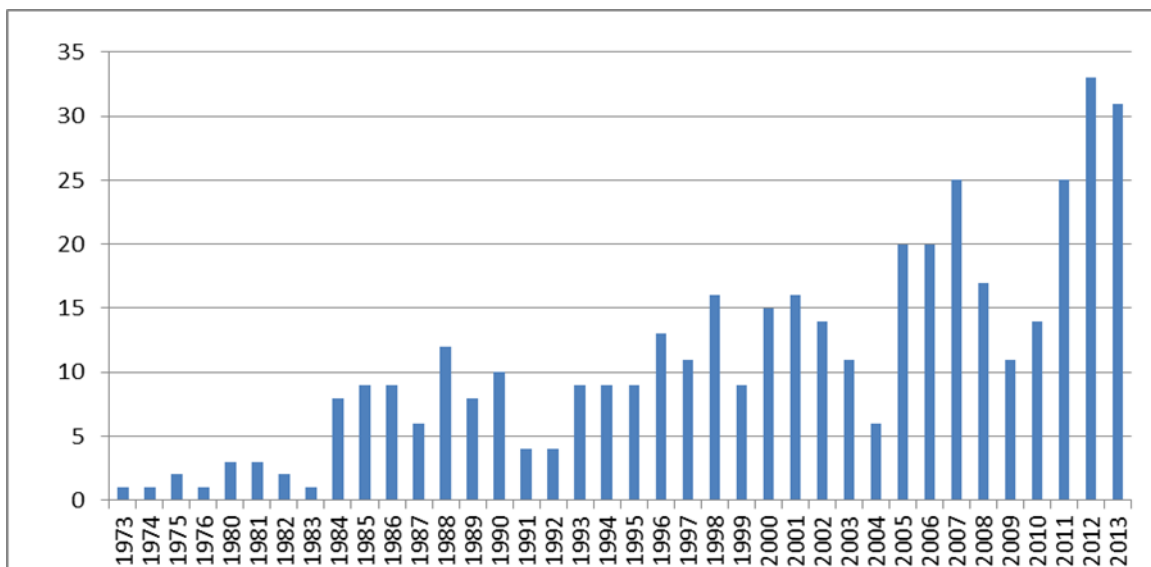
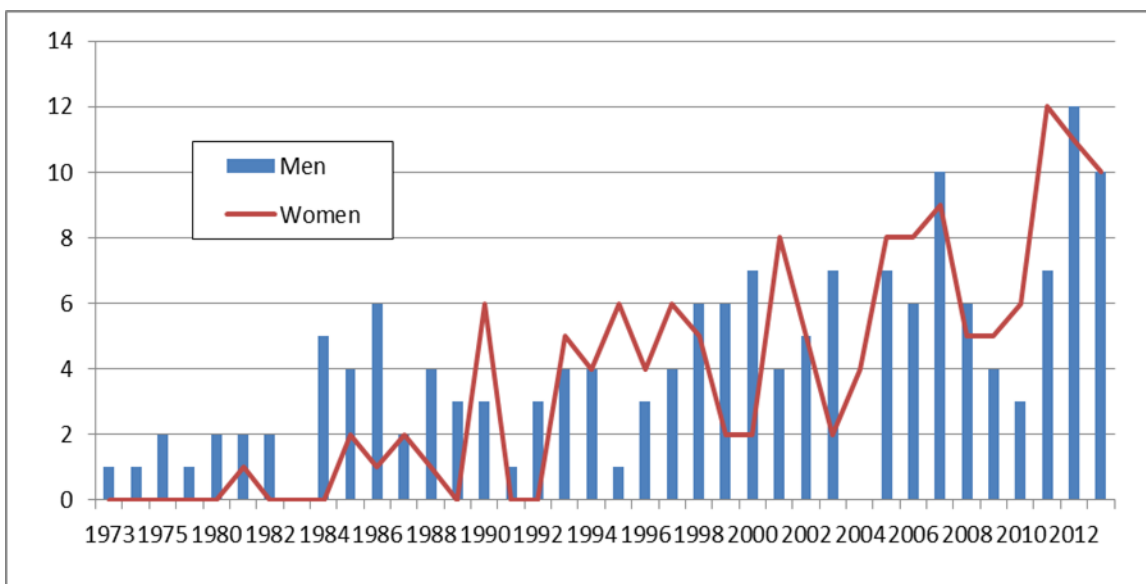


Figure 2.2 Year of hire for male and female faculty



The majority (65%) of survey respondents were initially hired at UNM as an Assistant Professor, while 9% were hired as an Associate Professor, and only 6% were hired as a full Professor. A sizeable portion of respondents (22%) were first hired into either a lecturer position or some other non-tenure track position. Statistically significant differences were not apparent in the initial positions of UNM’s male/female, Hispanic/non-Hispanic, or white/non-white faculty members.¹ There were, however, statistically significant differences for citizens and non-citizens; non-citizens have generally been hired into positions of a slightly higher rank than citizens. We also assessed whether differences exist in whether members of the various demographic groups were hired as untenured (Assistant) Professors or as tenured (Associate or Full) Professors. In general no significant differences were found between demographic groups, although differences were noted between men and women; whereas 25% of the men hired as professors were hired into a tenured position, this holds true for only 14% of women who were hired as professors.

In addition to asking about respondents’ first position at UNM, the survey also asked for respondents’ current rank. Few respondents (approximately 3%) are Distinguished Professors, 33% are Full Professors, and 30% are Associate Professors. The majority of respondents (65%) are therefore in tenured positions, while 26% are untenured faculty and the remaining 9% are lecturers. Female respondents tend to occupy lower ranks than male respondents; 32% (21%) of female (male) faculty are Assistant Professors, 35% (20%) are Associate Professors, and 21% (49%) are Professors. Women are thus significantly less likely to have tenure; whereas 65% of female professors have tenure, 78% of male professors have tenure. This indicates that women are not only hired with tenure less often than men, but that the

¹ Throughout this report we consider a result to be statistically significant if the probability of the result occurring purely by chance is at most 5%.

differences in rank persist.² Faculty members in the College of Education tend to have lower rank than faculty in either the ANS Natural Sciences or the School of Engineering, and are thus less likely to have tenure than the faculty in these departments.

Faculty were asked whether they were recruited to apply for a position at UNM. Overall, nearly 30% indicated they had been recruited by UNM. Recruitment rates were highest among those who are currently Distinguished Professors (50%), and generally decline with rank (Assistant Professors report a recruitment rate of 18%). Lecturers also have a relatively high recruitment rate of 37%. Not surprisingly, professors with tenure are significantly more likely to have been recruited (32%) than untenured professors (18%). Recruitment rates are also significantly higher for non-whites (80%) than whites (31%), indicating that although hiring rates for non-whites are low, the University is actively seeking and recruiting minority faculty members. Full Professors were asked how many years they spent at the Associate rank, to which the average response was 6 years, with no statistically significant differences across demographic groups.

2.2 Perceptions of the hiring process

Respondents were asked to indicate their level of agreement with a series of statements pertaining to their experience with the hiring process. For each question respondents were asked to indicate whether they “Agree Strongly”, “Agree Somewhat”, “Disagree Somewhat”, or “Disagree Strongly” with the statement. An “NA” category was also supplied, and was coded as missing data. Three statements addressed specific aspects of the respondent’s satisfaction with various groups of UNM employees during the hiring process:

- The department did its best to obtain resources for me.
- Faculty in the department made an effort to meet me.
- My interactions with the search committee were positive.

Positive interactions with search committees were nearly universal; 96% of respondents had a positive experience, and no statistically significant differences were noted in any of the subgroups assessed. In general respondents (86%) also felt that faculty had made an effort to meet them during the interview process, although some differences were noted. Women were less likely than men to agree with this statement; whereas 90% of male respondents felt that the faculty in their department had made an effort to meet them during the interview process, this was true for only 81% of female respondents. Differences also exist between the College of Education (where 73% of respondents agreed with the statement) and ANS Natural Sciences (where 92% agreed with the statement). Approximately 70% of respondents agreed that their department had done its best to obtain resources for them, although there were again statistically significant differences between men and women. Whereas 74% of male respondents felt their departments had done their best to obtain resources for them, this was true for only 63% of female respondents. In addition, faculty in the School of Engineering are much more likely

² Differences in rank between male and female faculty may persist due to the fact female faculty have been hired more recently than their male counterparts and therefore have had relatively less time for advancement. Assessing this possibility will require additional analysis of the data obtained through the UNM faculty survey.

to feel their department had done its best for them than faculty in ANS Natural Sciences; 85% of School of Engineering faculty agreed with the statement, while only 57% of ANS Natural Sciences faculty agreed with the statement.

2.3 Navigating the hiring process

Two questions attempted to assess how successfully respondents were able to navigate the hiring process:

- I received advice from a colleague/mentor on the hiring process.
- I negotiated successfully for what I needed.

Nearly three-quarters of respondents received advice on the hiring process from a colleague or mentor. Interestingly, more untenured faculty (84%) received advice regarding the hiring process from a colleague or mentor than tenured faculty (68%). This difference may reflect an increasing emphasis on mentoring in recent years. Differences in whether advice was obtained did not exist between other subgroups. Male faculty are more likely to have successfully negotiated for what they need than female faculty (62% vs. 47%). Approximately only half of respondents (54%) felt they successfully negotiated for what they needed. Differences in successful negotiation also exist among schools and colleges – faculty in the School of Engineering report much greater success in negotiations (78%) than do faculty from either ANS Natural Sciences or the College of Education (46% and 43%, respectively). No statistically significant differences exist in these measures of navigation of the hiring process for Hispanics and non-Hispanics, whites and non-whites, or citizens and non-citizens.

2.4 Overall satisfaction with the hiring process

The remaining two statements in this section of the survey seek to measure overall satisfaction with the hiring process:

- I was pleased with my start up package.
- I was satisfied with the hiring process overall.

The lack of success in negotiations discussed in the previous subsection is reflected in responses to the question pertaining to start up packages; only 57% of respondents agreed (either strongly or somewhat) with this statement. Surprisingly, although significant differences exist in how male and female faculty feel regarding their success in negotiations, there is no statistically significant difference in how male and female faculty feel regarding their start up packages. However, statistically significant differences do exist in satisfaction with startup packages between Hispanics and non-Hispanics, whites and non-whites, and citizens and non-citizens. Hispanics, whites, and non-citizens are more pleased with their start up packages than are their counterparts. Specifically, 67% of Hispanics, 57% of non-Hispanics, 60% of whites, 54% of non-whites, 55% of citizens, and 75% of non-citizens are pleased with their start up packages.

Despite the fact that less than 60% of respondents were pleased with their start up packages, 90% of respondents were satisfied with the hiring process overall. No differences exist in overall satisfaction by gender, race, ethnicity, citizenship status, tenure status, or college/school.

2.5 Hiring process summary

In general there are not major differences between the hiring process experiences had by various demographic groups, although some differences do exist. We found the most significant differences occur between men and women. (See Table 2.1 below.) Female faculty have generally been hired more recently than male faculty, and female professors have been hired with tenure less often than their male counterparts. Furthermore, differences in rank appear to persist, and women have less favorable impressions of the hiring process. Few significant differences exist among other demographic groups. Those differences that do exist include non-citizens being hired less frequently in recent years, being hired into higher positions, and being more pleased with their startup packages. Hispanics are also more pleased with their startup packages, although non-whites are less pleased with their startup packages. UNM's efforts at minority recruitment are apparent in the significantly higher portion of non-whites who report having been actively recruited by UNM.

Differences with respect to current rank and perceptions of both the hiring process and the success of negotiations were also noted between the College of Education, ANS Natural Sciences, and the School of Engineering. For example, relative to faculty in ANS Natural Sciences and the School of Engineering, faculty in the College of Education tend to occupy lower ranks. Additionally, faculty in the School of Engineering are more likely to feel their department had done its best to obtain resources for them (relative to ANS Natural Sciences faculty) and more likely to feel that they had been successful in negotiations (relative to both ANS Natural Sciences and College of Education faculty).

Table 2.1 Perceptions of the hiring process

Rate your level of agreement with these statements about the hiring process

	I was satisfied with the hiring process overall		The department did its best to obtain resources for me		Faculty in the department made an effort to meet me		My interactions with the search committee were positive		I received advice from a colleague/mentor on the hiring process		I negotiated fully for what I needed		I was pleased with my start up package	
	N	Agreed	N	Agreed	N	Agreed	N	Agreed	N	Agreed	N	Agreed	N	Agreed
Total	441	89.6%	433	69.3%	430	86.3%	419	96.2%	401	72.3%	417	54.4%	403	56.8%
Female	145	87.6%	142	63.4% *	140	81.4% *	132	95.5%	128	70.3%	136	47.1% *	132	51.5%
Male	167	91.0%	164	89.6%	164	89.6%	158	96.8%	154	69.5%	161	61.5%	154	62.3%
Nonhispanic	275	88.4%	269	69.1%	268	86.2%	254	95.7%	246	70.3%	261	54.8%	249	57.0%
Hispanic	34	94.1%	34	70.6%	33	81.8%	33	97.0%	33	75.8%	33	63.6%	33	66.7% *
Nonwhite	51	86.3%	51	62.7%	50	76.0%	46	95.7%	48	64.6%	51	51.0%	50	54.0%
White	243	89.3%	238	71.8%	238	87.8%	226	95.6%	218	72.0%	230	57.4%	218	60.1% *
Non citizen	25	100.0%	25	84.0%	24	95.8%	24	100.0%	22	95.5%	25	68.0%	24	75.0%
Citizen	284	88.0%	278	67.6%	278	84.5%	263	95.4%	257	67.7%	269	53.5%	259	55.2% *
Untenured	117	88.0%	115	73.9%	114	86.8%	113	98.2%	110	83.6% *	110	67.5%	114	67.5%
Tenured	286	89.5%	281	65.5%	281	87.2%	273	95.2%	260	68.1%	278	53.6%	259	53.3%
Natural Science	89	89.9%	89	57.3% *	87	92.0% *	83	95.2%	80	78.8%	87	46.0% *	83	47.0%
Humanities	33	90.9%	33	75.8%	32	87.5%	31	93.5%	31	74.2%	31	74.2%	30	63.3%
Social Science	41	90.2%	39	71.8%	39	92.3%	37	97.3%	38	68.4%	39	59.0%	37	64.9%
Engineering	34	100.0%	34	85.3% *	34	88.2%	30	100.0%	29	69.0%	32	78.1% *	29	82.8%
Education	45	84.4%	44	63.6%	44	72.7% *	44	93.2%	41	65.9%	44	43.2% *	43	53.5%
Other	73	84.9%	70	74.3%	72	80.6%	68	95.6%	66	63.6%	67	50.7%	66	54.5%

* Significant at 0.05

3 Tenure

For aspiring newly minted PhDs who seek an academic career, tenure at this or at another university is the major hurdle. While some faculty come to UNM as Lecturers and some as tenured Associate or Full Professors from other universities, most of UNM's faculty enter academic departments and professional schools as Assistant Professors in "tenure track" positions.³ Achieving tenure at UNM or at another university is a major milestone in an academic career, and the tenure process can be grueling.

3.1 Who had tenure?

Of the 440 faculty who answered the survey question (5a) about whether they were tenured, 285 or 65% answered in the affirmative. (Please see Table A3.5a in Appendix 3 for this chapter.) Seventy-two percent of the men versus 59% of the women indicated they were tenured, a difference that is significant at the 5% level.

No significant differences were found in the percent tenured of Hispanics and Non-Hispanics, nor between faculty who identified as white versus those of another race. 68% of faculty who were US citizens was tenured as compared with 52% of those who were not, but the difference was not significant. As might be expected, almost all faculty at the Associate level or above were tenured, with only 2 junior faculty indicating that they had tenure. Among those responding from different colleges, the School of Engineering had the highest percent who were tenured – 79%, while the University Libraries, Learning Sciences and the University and Honors Colleges had the lowest percent tenured – 47%.

Across the university and as reported in Appendix Table A3.5b, 80% were tenured at UNM. Twenty-three percent of male respondents were tenured at another university versus on 17% of the women, a difference significant at the 5% level; none of the racial nor ethnic nor citizenship differences were significant. However, those with dependent children were significantly more likely to have been tenured at another university than those without, possibly reflecting a rise in spousal accommodation hiring practices in recent years.

Across the colleges, 44% of the responding faculty in Arts and Sciences Social Sciences were first tenured at another university, the highest percentage among the colleges. Only 4% of the respondents from Humanities were tenured elsewhere, the lowest percent. None of the differences were significant.

3.2 Tenure process at UNM

Respondents were asked a number of questions about how well they understood what was/would be expected for achieving tenure in their department. In each case, they were given 5 options: "Extremely", "Somewhat", "A Little", "Not at All" or "N/A". The tabulated responses may be found in Tables A6a through A6e in the Appendix for this chapter. As reported in Appendix Table A6a, 363 faculty answered the question, down from the 443 who answered the question about whether or not

³ A very small number of UNM tenure track faculty today appear to start without a PhD as instructors. There were 37 lecturers who responded that they were not tenured, and none of these answered the other questions on tenure.

they had tenure. Asking un-tenured faculty about the tenure process in their department could make them feel vulnerable, particularly for minority faculty and those easily identified. BBER suspects that many of those who decided not to answer the questions at all or to answer N/A may have done so out of concern that their answers could somehow be used against them. Some of the volunteered answers suggest this may have been the case at least for some faculty.

The criteria for achieving tenure were understood extremely well by 34% of the respondents and somewhat by 42%. Thirteen percent reported that they only had a little understanding of the criteria for achieving tenure and 2% that they understood “not at all”, while 8% said that the question was not applicable to them. Other faculty may have left the survey at this point having discovered that the survey would require a larger time commitment than they were willing to make.

Table 3.1 below reports the results for questions relating to how well faculty understood what was expected for achieving tenure. To test the significance of differences in responses depending on gender, race, ethnicity, and so forth, it was necessary to create a dichotomous variable. Those who answered “Extremely” or “Somewhat” were coded as having a basic understanding, while those who answered “a little” or “not at all” were coded as lacking a basic understanding. “Not applicable” answers were excluded.

For the reduced sample reported in Table 3.1, 83% of the respondents were coded as having some understanding the criteria for achieving tenure. Eighty-four percent of the men versus 76% of the women indicated they understood the criteria; 90% of Hispanics but 79% of non-Hispanics, 82% of the whites versus 73% of those from other racial groups, and 91% of non-citizens versus 90% of citizens were coded as having an understanding of tenure criteria. Only the latter difference was statistically significant at the 5% level. Having dependent children did not seem to affect the percentage of those who understood the process, but those using day care seemed to have a somewhat lower level of understanding. Humanities departments had the highest percent of faculty reporting at least a basic understanding of the criteria for achieving tenure.

According to the second column of results in Table 3.1, 84% of the faculty indicated that they understood the research expectations for achieving tenure, but men (87%) were significantly more likely than women (76%) to answer that they understood the process. Hispanics were more likely than non-Hispanics to report understanding expectations regarding research, as were whites and non-citizens, but in no case were these results statistically significant. Those with dependent children in day care were less likely than others to report understanding research expectations (73% versus more than 81%), Strong majorities of faculty in Humanities and in Engineering reported that they had a good understanding of research expectations (64% and 60% respectively) . On the other hand, only 31% of Education faculty and 38% of Social Science faculty indicated strong understanding of research expectations for tenure.

Table 3.1 How well do/did faculty understand what was expected in order to achieve tenure

Thinking about the tenure process in your department, how well do/did you understand...

	the criteria for achieving tenure?		the research expectations for achieving tenure?		the teaching expectations for achieving tenure?		the service expectations for achieving tenure?		the outreach and extension expectations for achieving tenure?			
	N	% Who understood this process	N	% Who understood this process	N	% Who understood this process	N	% Who understood this process	N	% Who understood this process		
Total	333	82.9%	333	84.1%	332	82.8%	330	72.1%	296	58.4%		
Female	119	75.6%	119	75.6%	118	78.0%	119	68.9%	105	47.6%		
Male	126	84.1%	126	87.3%	*	126	84.9%	125	71.2%	112	64.3%	
Nonhispanic	212	79.2%	212	81.1%		212	81.1%	211	70.1%	183	55.2%	
Hispanic	31	90.3%	31	87.1%		30	86.7%	31	77.4%	31	67.7%	
Nonwhite	41	73.2%	41	75.6%		41	70.7%	41	70.7%	38	60.5%	
White	186	82.3%	186	83.9%		185	85.4%	*	185	71.4%	161	57.1%
Non citizen	23	91.3%	23	91.3%		23	91.3%	23	82.6%	22	81.8%	
Citizen	218	78.4%	*	218	80.3%	217	80.6%	217	68.7%	192	52.6%	
Without dependents	108	79.6%	108	81.5%		108	79.6%	107	69.2%	98	54.1%	
With dependent children	140	80.0%	140	81.4%		139	82.7%	140	70.0%	121	57.0%	
Uses day care	48	72.9%	48	72.9%		47	74.5%	48	68.8%	45	51.1%	
Natural Science	65	86%	65	84.6%		65	80.0%	64	64.1%	52	53.8%	
Humanities	31	80.6%	31	90.3%		30	80.0%	31	71.0%	25	52.0%	
Social Science	28	78.6%	28	75.0%		28	78.6%	28	53.6%	24	45.8%	
Engineering	23	87.0%	23	87.0%		23	87.0%	23	78.3%	22	72.7%	
Education	36	75.0%	36	80.6%		36	88.9%	36	75.0%	35	48.6%	
Other	65	73.8%	65	75.4%		65	78.5%	65	75.4%	61	62.3%	

*Significant at 0.05

** Significant at 0.01

With respect to teaching, 83% of faculty indicated they understood what was expected. Rates were higher for men than women, Hispanics, whites, and non-citizens, although only the difference between whites and those of other racial groups was significant. Once again a lower percentage of those using day care for their children (a proxy for young children) seemed to understand the teaching expectations for achieving tenure.

Only 72% of the faculty indicated they understood service expectations. Once again relatively more men than women, more Hispanics, whites, and non-citizens indicated knowledge of what might be expected. Outreach and extension expectations for achieving tenure were understood by only 58% of the faculty, with greater understanding expressed by men (significant), Hispanics, non-whites, and non-citizens (very significant⁴).

Appendix Tables A3.7a through A3.7g explore satisfaction with the tenure process. Overall, with 361 responding, 24% were “extremely” satisfied, while 39% were somewhat satisfied, 12% were “a little satisfied, and 18% were “not at all” satisfied. A relatively large 17% answered that the question was “not applicable”.

Table 3.2 below presents the results regarding satisfaction with the tenure process. Overall, 76% indicated satisfaction with the tenure process, but the percent satisfied was higher for men, for Hispanics, for whites and for non-citizens, although in no case were the differences significant. The School of Engineering had the highest level of satisfied faculty – 86%, versus the lowest, 64% in Education.

Regarding how clearly the criteria for tenure are/were communicated, a total of 359 faculty responded, with 26% indicating “extremely”, 39% “Somewhat”, 17% “A Little” and 7% “Not at all”, while 12% found the question “not applicable.” The second column of Table 3.2 below reports differences by gender, ethnicity, race, citizenship, and for those with and without dependent children. None of the differences are statistically significant..

Appendix Table A3.7c examines how much other responsibilities were reduced so faculty facing tenure could build their research program. Of 353 respondents, 10% answered “extremely”, 23%, “somewhat”, 18% “a little”, and 35% “Not at all”, with 15% finding the question not applicable. As can be seen in the third column of Table 3.2, a significantly higher percent of male faculty had other responsibilities reduced so they could attend to their research program. A higher percentage of non-Hispanics, of non-whites, of non-citizens similarly reported relief from other responsibilities but in no case were the results significant. Only 31% of those with young children (using daycare) indicated such assistance. Once again, Engineering led the colleges in terms of the percentage of faculty indicating some relief in workload to focus on research. None of these results were significant at the 5% level.

⁴ BBER describes a result as “very significant” or “highly significant” when there is a 1% or less probability of the result occurring by chance. These are not a scientific terms but are used to help the reader. Some researchers apply similar terminology to results that pass a 1% test; others impose an even higher standard of 0.1%. In the tables, results that meet at least this higher standard (1%) are given “***” versus the single “*” used to indicate the commonly accepted standard for statistical significance (5% level).

Table 3.2 How satisfied were faculty with the tenure process

Thinking about the tenure process in your department...

	how satisfied are/were you with the tenure process overall?		how clearly are/were the criteria for tenure communicated?		how much are/were your other responsibilities reduced so you could build your research program?		how supported do/did you feel in your advancement to tenure?		how consistent are the messages you received from senior colleagues about the requirements for tenure?		how well does/did the way you do research, teaching, and service fit with the way they are/were evaluated for tenure?		how consistent are/were the criteria for tenure with the stated responsibilities of your position at the time of your hire?			
	N	% Satisfied	N	% Satisfied	N	% Satisfied	N	% Satisfied	N	% Satisfied	N	% Satisfied	N	% Satisfied		
Total	300	76.3%	317	73.5%	301	38.9%	303	64.7%	306	67.0%	296	76.4%	293	70.3%		
Female	106	71.7%	114	71.1%	111	31.5%	113	61.1%	115	57.4%	107	70.1%	106	65.1%		
Male	116	78.4%	119	70.6%	111	47.7%	*	112	68.8%	113	69.9%	109	78.9%	*	111	71.2%
Nonhispanic	191	73.3%	202	70.3%	194	40.7%	195	65.6%	197	63.5%	185	75.7%	186	68.8%		
Hispanic	29	89.7%	29	75.9%	27	33.3%	28	60.7%	28	67.9%	29	72.4%	29	69.0%		
Nonwhite	37	73.0%	38	68.4%	39	43.6%	36	63.9%	39	61.5%	36	72.2%	35	65.7%		
White	167	77.8%	177	72.3%	166	39.2%	172	65.7%	171	64.9%	165	75.2%	164	72.0%		
Non citizen	20	90.0%	22	86.4%	20	60.0%	21	85.7%	21	71.4%	19	89.5%	20	85.0%		
Citizen	199	73.9%	208	69.7%	199	38.2%	201	63.2%	204	63.2%	194	72.7%	194	67.0%		
Untenured	80	67.5%	95	60.0%	93	43.0%	90	60.0%	95	56.8%	83	63.9%	81	63.0%		
Tenured	214	80.4%	215	80.0%	204	36.8%	210	67.6%	207	72.5%	210	81.0%	209	73.7%		
No dependent children	93	74.2%	99	68.7%	94	40.4%	96	61.5%	98	61.2%	90	74.4%	93	68.8%		
With dependent children	132	75.0%	137	73.0%	131	38.9%	131	64.9%	132	64.4%	130	73.1%	126	66.7%		
Uses day care	42	73.8%	45	66.7%	45	31.1%	43	67.4%	45	62.2%	43	67.4%	41	58.5%		
Natural Science	62	77%	62	75.8%	58	51.7%	60	61.7%	57	64.9%	59	83.1%	58	75.9%		
Humanities	27	81.5%	30	83.3%	30	43.3%	30	73.3%	30	83.3%	27	74.1%	28	71.4%		
Social Science	23	78.3%	26	61.5%	23	39.1%	24	70.8%	26	57.7%	23	73.9%	23	78.3%		
Engineering	21	85.7%	22	81.8%	21	61.9%	20	85.0%	21	81.0%	21	90.5%	22	90.9%		
Education	33	63.6%	36	63.9%	35	22.9%	35	51.4%	36	58.3%	34	64.7%	32	59.4%		
Other	59	67.8%	60	63.3%	58	25.9%	59	59.3%	60	50.0%	55	65.5%	57	50.9%		

*Significant at 0.05

**Significant at 0.01

As reported in Appendix Table A3.7d, when asked how supported they felt in their advancement to tenure, 29% of the 360 faculty answering the question indicated they felt “extremely” supported while 37% said “somewhat”, 19% “a little” and 6% “not at all”, with 8% indicating the question was not applicable. As can be seen in Table 3.2, there are differences between the groups, with males, non-Hispanics, whites, and Non-Citizens feeling more supported but in no case are these results significant. Interestingly, those using day care services had a higher rate of feeling “supported” but this result was not significant.

As reported in Table 3.2 below with the detail to be found in Appendix Table 3.7e, when asked about the consistency of the messages received from senior colleagues about the requirements for tenure, 67% indicated they were satisfied. Once again, the percentages of those feeling they had received consistent messages were higher for men, for Hispanics, for whites and for non-citizens, but in no case were the differences significant. Humanities led in terms of the perceived consistency of the messages received, followed by Engineering.

As indicated in Table 3.2, when faculty were asked about the fit between the way they do their research, teaching and service, with how they were evaluated, 76% reported satisfaction. The fit was better for men, for non-Hispanics, for whites, and for non-citizens. 81% of tenured faculty indicated satisfaction with the fit versus 64% of untenured. Those with young children were less frequently satisfied (62%). Engineering and natural sciences faculty seemed more likely to perceive a close fit between what they do/did and the criteria used for evaluation, but none of the differences indicated above were significant.

On the question of how consistent are/were the criteria for tenure with the stated responsibilities at the time of hire, 70% indicated they were satisfied with the consistency. (See Table 3.2 and Appendix Table 7g .) Again satisfaction was higher for men, for whites, for non-citizens and among tenured versus non-tenured faculty. Ethnicity did not appear to make much difference, although having young children did. 91% of Engineering faculty indicated consistency between tenure criteria and state responsibilities at the time of hire, although 59.4% of Education faculty reported similar consistency.

Faculty were asked about the severity or laxity of both the department and the college committees in setting standard for excellence for tenure evaluation in their field. As reported in Appendix Table A3.8a, faculty were asked how lax or severe their departmental executive committee was in setting a standard for excellence for tenure evaluation in their field. Two types of responses dominated: “Standard is just Right” (41% overall) and N/A (36% overall). A similar clumping occurred when asked about the toughness of the standards for the college committee, with 40% responding that the “standard is just right” and 47% choosing N/A. (See Appendix Table A.3.8b).

Questions 9a and 9b asked faculty about the consistency of the departmental and college committees in applying standards for tenure. The detailed results for both are reported in Appendix Tables 9a and 9b.

With the possible exception of males, for whom the combined total is 49%, over half of the respondents in every demographic group indicated that their department committee was either very consistent or mostly consistent. Considerable variation, however, is found between and among faculty from the different colleges. The results for the college committees indicate somewhat less consistency. Almost

half (49%) of the 295 faculty who answered this question thought their college had been either mostly (34%) or very consistent (15%) in the application of standards for tenure. Males, Hispanics, and Non-whites were more critical of the college committee but no tests for significance were performed. There is no demographic data for about one quarter of those answering the question.

3.3 Usefulness of different sources of information on tenure

Appendix Tables A10a through A10j explore the relative importance of different sources of information. The first source listed is the department chair. Across the university, 35% found the chair to be an extremely useful source of information, with 29% reporting somewhat useful, 13% a little useful and 9% not at all. Thirteen percent found the question not applicable. Table 3.3 below reports on significance. As indicated in the first column, 74% of respondents found the chair a “useful source of information”. Differences between different groups can be seen in the higher percentage of Hispanics, and that of whites versus non-whites, and for non-citizens, but none of these differences are statistically significant.

As for “official mentors at UNM”, per the second column in Table 3.3 below, 62% found them to be a useful source of information, with 66% of the women as against 60% of the men, and 70% of Hispanics compared with 63% of non-Hispanics. Once again non-citizens were higher (88% versus 66% of citizens). Sixty-nine percent of untenured faculty versus 59% of tenured faculty reported official mentors as useful sources of tenure information. Parents of young children also appeared to have a higher reliance on official mentors. In no case were significant differences found.

A similar proportion (62%) of faculty found other mentors within their department to be “useful” sources of information on tenure. (See third column of Table 3.3.) The biggest difference here was between non-citizens, 89% of whom found these other mentors to be useful sources of information versus 61% of citizens, and the difference was significant.

A larger proportion (68%) of faculty relied on mentors outside of UNM. (Table 3.3) Such reliance was more common among women (77% of women faculty versus 67% of men). Faculty who use day care services were significantly more likely to rely on mentors than those who do not.

Annual reviews of their progress were useful to 60% of the faculty, and of significantly greater use to white faculty compared to those of other races (65% versus 43%). While not significant, greater use was made of these annual reviews by men, non-Hispanics, and noncitizens.

Sixty-four percent of faculty reported finding information from UNM peers useful. This source was more important for women, for non-Hispanics, for whites, and for noncitizens. Those with young children in day care also seemed to find information from their peers useful. In no instance was the difference significant.

Table 3.3 How useful are/were different sources of information regarding the tenure process at UNM

Check the answer which best applies. Check N/A if does not apply to you.

	Your department chair?		Official mentors at UNM?		Other mentors at UNM within your department?		Mentors at UNM within your department?		Mentors outside of UNM?		Annual reviews on your progress?	
	N	% "useful"	N	% "useful"	N	% "useful"	N	% "useful"	N	% "useful"	N	% "useful"
Total	302	74.2%	213	62.4%	267	64.4%	247	61.5%	247	67.6%	279	60.2%
Female	111	71.2%	76	65.8%	94	69.1%	89	62.9%	92	77.2%	103	55.3%
Male	117	72.6%	78	60.3%	106	66.0%	96	63.5%	93	66.7%	105	64.8%
Nonhispanic	198	71.2%	131	62.6%	174	69.0%	158	65.2%	162	72.2%	181	60.8%
Hispanic	28	78.6%	20	70.0%	24	62.5%	25	56.0%	21	76.2%	25	56.0%
Nonwhite	37	67.6%	29	62.1%	34	67.6%	35	57.1%	32	71.9%	35	42.9%
White	174	73.6%	112	64.3%	149	69.1%	133	65.4%	137	71.5%	157	65.0%
Non citizen	21	81.0%	17	76.5%	16	87.5%	18	88.9%	14	71.4%	19	68.4%
Citizen	203	70.9%	134	61.2%	179	66.5%	162	60.5%	168	71.4%	187	59.4%
Untenured	89	69.7%	78	69.2%	83	72.3%	83	71.1%	77	74.0%	75	62.7%
Tenured	209	76.1%	133	58.6%	180	61.7%	160	57.5%	167	65.3%	201	60.2%
No dependents	97	72.2%	69	63.8%	87	66.7%	80	61.3%	77	74.0%	89	64.0%
With dependent children	133	71.4%	86	61.6%	113	65.5%	106	62.3%	110	69.1%	121	55.4%
Uses day care	45	64.4%	32	71.9%	35	77.1%	33	72.7%	37	83.8%	40	47.5%
Natural Science	63	68.3%	39	64.1%	54	64.8%	51	58.8%	48	81.3%	54	55.6%
Humanities	30	80.0%	21	71.4%	27	77.8%	25	64.0%	26	76.9%	27	55.6%
Social Science	26	76.9%	17	58.8%	21	61.9%	17	58.8%	24	54.2%	25	40.0%
Engineering	22	77.3%	11	63.6%	18	66.7%	18	66.7%	19	73.7%	18	77.8%
Education	33	60.6%	28	57.1%	31	67.7%	29	62.1%	30	80.0%	31	64.5%
Other	57	73.7%	41	58.5%	51	64.7%	48	64.6%	41	61.0%	56	66.1%

*Significant at 0.05

** Significant at 0.01

Table 3.3 How useful are/were different sources of information regarding the tenure process at UNM (cont.)

Check the answer which best applies. Check N/A if does not apply to you.

	Peers at UNM?		Peers outside of UNM?		Workshops?		Websites?		Sample dossiers?		Other?	
	N	% "useful"	N	% "useful"	N	% "useful"	N	% "useful"	N	% "useful"	N	% "useful"
Total	291	63.9%	262	63.0%	298	31.6%	153	23.5%	196	51.5%	39	43.6%
Female	106	66.0%	102	66.7%	60	35.0%	54	18.5%	73	58.9%	11	45.5%
Male	113	59.3%	99	60.6%	68	29.4%	60	30.0%	72	47.2%	17	41.2%
Nonhispanic	191	64.4%	174	63.8%	110	30.0%	96	21.9%	122	51.6%	25	36.0% *
Hispanic	26	46.2%	25	64.0%	18	44.4%	16	37.5%	22	59.1%	3	100.0%
Nonwhite	38	55.3%	35	60.0%	27	37.0%	23	21.7%	30	43.3%	6	33.3%
White	* 164	65.2%	150	64.0%	91	30.8%	82	24.4%	107	54.2%	21	47.6%
Non citizen	21	81.0%	18	83.3%	14	64.3%	** 15	60.0%	** 12	58.3%	2	50.0%
Citizen	194	59.8%	180	61.7%	114	28.1%	99	19.2%	131	52.7%	26	42.3%
Untenured	89	67.4%	80	63.8%	57	33.3%	58	34.5%	58	53.4%	14	57.1%
Tenured	199	62.3%	179	62.6%	112	31.3%	92	16.3%	135	51.1%	25	36.0%
No dependents	95	57.9%	85	58.8%	49	38.8%	46	32.6%	62	61.3%	8	50.0%
With dependent children	125	64.0%	119	66.4%	80	27.5%	69	20.3%	85	47.1%	19	42.1%
Uses day care	43	72.1%	39	69.2%	27	33.3%	25	16.0%	31	51.6%	8	50.0%
Natural Science	58	58.6%	55	67.3%	36	22.2%	34	26.5%	35	34.3%	* 10	20.0%
Humanities	30	63.3%	28	57.1%	19	47.4%	16	18.8%	16	62.5%	3	100.0%
Social Science	25	48.0%	22	45.5%	17	29.4%	14	28.6%	15	33.3%	4	25.0%
Engineering	21	71.4%	19	78.9%	14	21.4%	13	15.4%	15	53.3%	3	33.3%
Education	33	66.7%	31	71.0%	17	41.2%	17	35.3%	29	75.9%	* 2	100.0%
Other	56	64.3%	50	60.0%	29	31.0%	23	21.7%	39	53.8%	6	50.0%

*Significant at 0.05

** Significant at 0.01

Peers outside UNM were cited as “useful” sources of information about tenure by 63% of the responding faculty. Reliance on peers outside UNM was greatest for non-citizens but not significantly so.

Workshops were viewed as useful sources of tenure information by 32%, with significantly higher reliance by non-citizens.

Only 24% of faculty found websites a useful source of information regarding tenure. Websites were an important source of useful information for noncitizens. The difference between non-citizens and citizens was highly significant.⁵

Sample dossiers on the other hand were found very useful by 52%. Such dossiers were found more useful by females, by whites, by non-citizens and by those with no dependent children. In no case was the difference significant.

3.4 Tenure clock extensions

Faculty were asked whether at any time since they had started working at UNM they had had their tenure clock extended, that is, stopped and restarted when they returned to work. Of the 344 who answered this question, 12% indicated that they had received an extension of their tenure clock. The results are reported in Appendix Table A3.11. Table 3.4 below reports significance of differences based on gender, ethnicity and other factors. A significantly higher percentage of female faculty (23%) as compared with 4.5% of the male faculty indicated that they had had the tenure clock stopped, suggesting the importance of UNM family leave policies in extending tenure clocks. Similarly, faculty with dependent children were significantly more likely (18% versus 8%) to have extended the tenure clock than those without. Faculty in Humanities (34%) were significantly more likely to have received an extension than faculty in other colleges.

Finally, faculty were asked about how supportive their department/unit had been. Since this question immediately followed the one on tenure clock extension, BBER assumed that faculty would infer that they were being asked whether their units had supported extensions of the tenure clock. The question was to be answered by all those tenured or tenure track faculty who did not receive tenure at another university. There were 228 responses with 88% indicated that they felt supported. Given the ambiguous wording of the question, the responses are difficult to interpret. None of the differences in response based on demographics or other characteristics were significant. The results are reported in Table 3.5 below.

⁵ We use the term “highly significant” to refer to statistical significance at the 1% level, meaning there is only a 1% chance that the result is caused by chance.

Table 3.4 Use of tenure clock extensions

At any time since you started working at UNM, have you had your tenure clock extended, i.e., stopped and restarted when you returned?

	Number of Respondents	% Clock Stopped	
Total	344	12.2%	
Female	125	23.2%	*
Male	134	4.5%	
Nonhispanic	226	14.2%	
Hispanic	31	9.7%	
Nonwhite	42	11.9%	
White	199	13.1%	
Non citizen	23	13.0%	
Citizen	232	13.4%	
Untenured	102	15.7%	
Tenured	218	11.9%	
No dependent children	115	7.8%	
With dependent children	146	17.8%	*
Uses day care	48	31%	
Natural Science	70	5.7%	
Humanities	32	34.4%	*
Social Science	30	16.7%	
Engineering	27	11.1%	
Education	36	8.3%	
Other	67	13.4%	

*Significant at 0.05

** Significant at 0.01

Table 3.5 Faculty who felt supported by their department

How supportive was your department/unit?

	Number of Respondents	% who felt supported
Total	228	87.7%
Female	82	82.9%
Male	89	91.0%
Nonhispanic	149	85.9%
Hispanic	20	95.0%
Nonwhite	29	82.8%
White	129	87.6%
Non citizen	13	92.3%
Citizen	156	86.5%
Untenured	57	86.0%
Tenured	168	89.3%
No dependent children	69	88.4%
With dependent children	104	85.6%
Uses day care	33	84.8%
Natural Science	52	92.3%
Humanities	21	85.7%
Social Science	19	84.2%
Engineering	17	88.2%
Education	27	77.8%
Other	39	87.2%

*Significant at 0.05

** Significant at 0.01

4 The Promotion Process at UNM

The UNM survey of faculty also explored how tenured faculty views the promotion process. This section of the survey was only open to faculty who were Associate Professors and above. The first question asked whether they had been promoted to Full Professor at another university. Ten percent of the 279 who responded had been promoted at another university: more males than females, more Hispanics, more non-whites, and more non-citizens. Across the university, the Social Sciences and the School of Engineering had the highest percentage promoted at another university – 15% in each case – while the School of Law and Anderson had none, probably a reflection of the extremely low response rates for these two schools.

4.1. The Promotion Process

Of the 243 faculty who had not achieved tenure at another university and who answered Question 15a regarding their overall satisfaction with the promotion process, 21% indicated they were extremely satisfied, 43% somewhat, 12%, a little, and 9% not at all, while 15% indicated the question was not applicable. (See Appendix 4, Table A4.15a). Significance results for questions 15a through g for different demographic and other groups are reported in Table 4.1 below.

Higher percentages of males, whites (significant), non-citizens and those with no dependent children reported satisfaction. Satisfaction was highest among the faculty in Engineering (84%) and Education (81.3%).

As reported in Appendix Table A4.15b, 23% of the 244 faculty felt the criteria for promotion had been communicated in an extremely clear way by their department chair, while 34% thought the chair had been somewhat clear in communicating, 17% thought the criteria had been a little clear, and 10% thought the criteria were not at all clear. Sixteen percent answered not applicable. As is evident in Table 4.1, males, Hispanics, non-whites and non-citizens and those with no dependent children were more likely to indicate that communication from the chair was clear but none of the differences were significant. Once again, Engineering stands out as having the best communication by the chair but the result was not significant.

Appendix Table A4.15c reports the details on the clarity of communication by department colleagues. The third column of Table 4.1 below looks at significance. Male faculty members were significantly more likely to indicate that they had had clear communication about promotion criteria from their peers. Hispanics were more likely to indicate clear communication from department colleagues as were non-citizens and those with dependent children not using day care but none of these results were significant. Significantly higher responses were found for Engineering colleagues as against colleagues in the social sciences and colleges outside A&S and Education.

Table 4.1 Satisfaction with promotion process in department

	Satisfaction with the promotion process overall		Communication of promotion criteria by department chair?		Communication of promotion criteria by depart colleagues		Communication of promotion criteria by dean's office		Service obligations reducing time for research program		
	N	% Satisfied	N	% Clear	N	% Clear	N	% Clear	N	% much	
Total	206	75.2%	204	67.6%	208	60.6%	199	48.7%	206	51.0%	
Female	65	72.3%	65	64.6%	67	52.2%	62	45.2%	64	53.1%	
Male	93	76.3%	91	69.2%	93	69.9%	*	91	47.3%	95	47.4%
Nonhispanic	141	75.2%	140	65.0%	144	59.7%	139	44.6%	145	48.3%	
Hispanic	16	75.0%	16	81.3%	16	81.3%	14	57.1%	14	57.1%	
Nonwhite	27	59.3%	26	73.1%	27	63.0%	25	48.0%	27	37.0%	
White	122	78.7%	*	121	65.3%	124	62.1%	119	44.5%	123	53.7%
Non citizen	9	88.9%	10	70.0%	10	70.0%	9	44.4%	10	80.0%	
Citizen	150	74.0%	147	67.3%	151	62.3%	145	46.9%	150	48.7%	
No dependent	53	77.4%	54	72.2%	55	60.0%	53	49.1%	54	53.7%	
With dependent	107	72.9%	104	64.4%	107	63.6%	102	45.1%	108	48.1%	
Uses day care	17	70.6%	18	55.6%	18	50.0%	16	31.3%	18	33.3%	
Natural Science	52	75%	52	63.5%	52	63.5%	48	33.3%	50	50.0%	
Humanities	17	70.6%	16	56.3%	17	64.7%	16	50.0%	16	75.0%	
Social Science	16	75.0%	18	72.2%	18	50.0%	*	18	44.4%	18	50.0%
Engineering	19	84.2%	19	78.9%	19	89.5%	*	18	50.0%	19	52.6%
Education	16	81.3%	17	64.7%	16	68.8%	17	70.6%	17	41.2%	
Other	40	67.5%	36	66.7%	40	50.0%	*	38	47.4%	41	43.9%

*Significant at 0.05

** Significant at 0.01

Table 4.1 Satisfaction with promotion process in department (cont.)

	How supported feel by department chair		How supported feel by depart colleagues?		How supported feel by the dean's office?		Consistency of messages about promotion		Way do research, teaching & service fit with way evaluated	
	N	% feel supported	N	% feel supported	N	% feel supported	N	% consistent	N	% good fit
Total	199	72.4%	205	75.6%	187	53.5%	201	58.7%	201	71.1%
Female	62	71.0%	65	73.8%	54	50.0%	65	63.1%	67	67.2%
Male	90	75.6%	94	75.5%	90	47.8%	92	55.4%	90	71.1%
Nonhispanic	136	73.5%	143	74.8%	129	47.3%	142	56.3%	143	70.6%
Hispanic	15	73.3%	15	73.3%	14	64.3%	15	80.0%	14	57.1%
Nonwhite	27	66.7%	28	75.0%	23	56.5%	26	57.7%	27	59.3%
White	117	74.4%	122	76.2%	112	46.4%	123	60.2%	122	71.3%
Non citizen	10	80.0%	10	80.0%	8	62.5%	9	77.8%	10	80.0%
Citizen	143	73.4%	150	74.7%	137	48.2%	149	57.7%	148	68.2%
No dependent	53	66.0%	57	66.7%	53	45.3%	55	56.4%	53	67.9%
With dependent	102	76.5%	105	79.0%	94	48.9%	105	59.0%	106	69.8%
Uses day care	17	76.5%	17	82.4%	14	42.9%	17	58.8%	17	70.6%
Natural Science	51	74.5%	50	84.0%	41	46.3%	50	58.0%	49	71.4%
Humanities	15	73.3%	16	68.8%	14	42.9%	16	68.8%	17	70.6%
Social Science	18	77.8%	18	66.7%	18	44.4%	18	61.1%	18	66.7%
Engineering	19	84.2%	19	84.2%	16	56.3%	18	61.1%	19	73.7%
Education	16	62.5%	17	64.7%	17	58.8%	17	70.6%	17	64.7%
Other	35	68.6%	41	73.2%	40	47.5%	40	50.0%	39	69.2%

*Significant at 0.05

** Significant at 0.01

As can be seen in Appendix Table A4.15d, the questions about how clearly promotion criteria were communicated by the dean's office elicited an "extremely clearly" response across the university for 15% of the 244 answering this question, while 25% thought communication had been somewhat clear and 23% thought not at all. 18% indicated the question was not applicable. As indicated in the fourth column of Table 4.1, 61% overall thought the message was clearly communicated by the dean's office, and there were no significant differences depending upon demographic characteristics, although users of day care had a low response of 31%. Among the schools, Education had the highest percent at 71%.

Nineteen percent of the 245 faculty answering the question (Appendix Table A4.15e) felt that their service obligations were reducing time for their research program. As reported in the fifth column of Table 4.1, greater burden from service obligations was felt by females, by Hispanics, by whites, by non-citizens and by those with no dependent children but in no case was the result significant. Humanities had the highest percent indicating service obligations were reducing time for research, again not significant.

Across the university on the question of whether they had been supported in their advancement by their department chair, 35% felt extremely supported with 25% indicating they felt somewhat supported, 16% a little, and 7% not at all. Eighteen percent of the 243 responding answered that the question was not applicable. See Appendix Table A4.15f. As indicated in Table 4.1, more men than women, more whites, more non-citizens and more with dependent children including users of day care felt supported. Across departments the greatest support was expressed by faculty in Engineering. None of these differences, however, were significant.

As indicated in Appendix Table A4.15g, 31% of the 243 responding felt extremely supported by their department colleagues, while 33% felt somewhat supported, and 16% indicated the question was not applicable. As shown in Table 4.1, the differences in response were relatively small between males and females, Hispanics and non-Hispanics, whites and those of other races. Relatively more noncitizens felt supported and, interestingly, relatively more with dependent children and particularly those using daycare. None of the differences were significant.

Fifty four percent of the 238 faculty answering the question felt support for their promotion by the dean's office. The percentage was higher for women, for Hispanics, for non-whites, for non-citizens but in no case were the results significant. Education registered the highest support (59%). See Appendix Table A4.15h and Table 4.1.

In terms of the consistency of the messages received about the requirements for promotion from colleagues, their chair and the dean's office, 18% thought the message was extremely clear, while 31% thought somewhat, 20% a little, and 15% not at all. 17% of the 241 who responded to the question indicated not applicable. Please see Appendix Table A4.15i and Table 4.1.

Finally, in response to the question of how well the way they do their research, teaching and services fits with the way evaluated, 26% indicated an extremely good fit with 33% indicating somewhat, 16% a little and 8% not at all, 16% of the 239 responding indicated the question was not applicable. See Appendix Table A4.15j. According to Table 4.1, 71% were coded as providing a positive response on the fit

between their activities and how evaluated, but positive responses were more likely for men, for non-Hispanics, for whites, and for non-citizens. Those with dependent children and particular those with children in day care were more likely to be positive about the fit. Engineering once again had the highest percentage of faculty positive about the fit between their activities and the criteria for evaluation. In no case were these differences significant.

On the question of whether the departmental committee had been too lax or too severe in setting a standard of excellence for promotion evaluation in their field, Over half (52%) of the 236 answered “just right” while 24% claimed that the question was not applicable. As indicated in Table 4.2, the mean response for women was negative on a scale going from -1 for lax to 1 for severe, with zero being just right. The difference between women, whose response averaged -0.23 (lax), and men, who averaged 0.08 (severe), was significant at the 5% level. While none of the other differences were significant, it is interesting that Hispanics saw the departmental committee process as somewhat lax, and that whites also saw it as somewhat lax as did citizens and users of day care.

On a similar question regarding their college committee, exactly half (50%) saw the standard for excellence set by the college committee as just right, while 29% said the question did not apply to them. (Appendix Table A4.16b) As reported in Table 4.2, female faculty had a mean score of -.18, meaning they viewed the college committee standard as a little lax. Their responses were significantly different from those of male faculty who, with a mean score of 0.9%, viewed the standard as a little severe. While not significant, Hispanics, whites, and citizens as well as users of day care services saw the college committee standards for promotion as more lax.

Faculty were asked about the consistency of their departmental committee in applying the standards for promotion in their field. Of the 214 who answered, 15% thought they were very consistent, 42% mostly consistent, 29% sometimes consistent, sometimes inconsistent, 8% mostly inconsistent and 5% always inconsistent. On a scale going from -1 for inconsistent to 1 for consistent, women faculty had a higher mean (.49) than men, as did whites (.52), and non-citizens (.55). None of the differences were significant. See Appendix Table A4.16 and the first column of Table 4.3 below. In a similar question about the consistency of standards applied by the college committee, responses university-wide from 203 faculty found 13% viewing the application of standards by the college committee as very consistent, 45%, as mostly consistent, 29% as sometimes consistent, sometimes not, 5% as mostly inconsistent and 5% as always inconsistent. As indicated by the mean scores in the right side of Table 4.3, the means score for women was slightly higher than that for men. Hispanics, whites, non-citizens and those with no dependents all attributed more consistency to the college committee than their counter parts. Users of day care saw less consistency. None of the differences were significant.

Table 4.2 Standard of excellence for promotion

In setting a standard of excellence for promotion in your field, how lax or severe is/was...

	departmental committee		college committee		
	N	Mean	N	Mean	
Total	183	-0.07	167	-0.08	
Female	88	-0.23	83	-0.18	*
Male	52	0.08	44	0.09	
Nonhispanic	14	0.00	12	0.08	
Hispanic	127	-0.12	115	-0.10	
Nonwhite	22	0.00	21	0.10	
White	111	-0.14	100	-0.12	
Non citizen	8	0.00	6	0.00	
Citizen	133	-0.11	122	-0.08	
No dependent children	49	-0.12	43	-0.12	
With dependent children	94	-0.09	86	-0.06	
Uses day care	15	-0.33	14	-0.36	*
Natural Science	44	0.02	37	0.03	
Humanities	14	-0.21	12	-0.25	
Social Science	15	-0.20	16	-0.19	
Engineering	17	0.00	14	0.00	
Education	15	0.07	15	0.00	
Other	37	-0.24	35	-0.14	

1- severe, 0- just right, -1- lax

* Significant at 0.05

Table 4.3 Consistence in application of standard for promotion

In applying the standards for promotion in your field, how consistent was...

	departmental committee		college committee	
	N	Mean	N	Mean
Total	214	0.43	203	0.45
Female	102	0.49	100	0.49
Male	65	0.38	60	0.47
Nonhispanic	17	0.47	16	0.38
Hispanic	151	0.46	145	0.50
Nonwhite	26	0.27	25	0.40
White	132	0.52	126	0.55
Non citizen	11	0.55	11	0.55
Citizen	157	0.44	150	0.48
No dependent children	58	0.47	55	0.51
With dependent children	111	0.44	107	0.49
Uses day care	20	0.30	19	0.32
Natural Science	51	0.47	47	0.57
Humanities	15	0.53	13	0.62
Social Science	23	0.30	23	0.43
Engineering	21	0.43	21	0.48
Education	16	0.25	16	0.50
Other	43	0.53	42	0.38

1- consistent, 0- sometimes consistent/inconsistent, -1- inconsistent

* Significant at 0.05

5 Research Collaboration

This section of the faculty survey was designed to assess opportunities and support for research collaboration at UNM. Responses indicate that much of the research conducted at UNM is interdisciplinary in nature, that on average faculty are collaborating with 2 people from within their department and 4 from other UNM departments. Satisfaction with collaborative opportunities is generally higher within a department than between departments, and respondents feel there is considerable opportunity for recognizing, rewarding, and supporting interdisciplinary research.

5.1 Opportunities at UNM for collaborative research

One of the last two questions in this section of the survey is “How interdisciplinary is your research?” Survey respondents indicate a high level of interdisciplinary research; 41% indicate their research is extremely interdisciplinary, and an additional 34% indicate their research is somewhat interdisciplinary. Respondents were asked a series of questions pertaining to their collaborative research activities with UNM faculty, both within their department and outside their department. Responses to questions regarding current and potential collaborators *within* respondents’ departments indicate that on average respondents collaborate with approximately 2 faculty members and see approximately 3 additional faculty members as potential research collaborators within their department. Responses vary by gender and school/college. On average male faculty members collaborate with more colleagues than their female counterparts; the average number of collaborators reported by male respondents is 2.3, while the average reported by female respondents is 1.5. Faculty in the School of Engineering and “Other” departments have more existing collaborators and more potential collaborators within their own departments than do faculty in ANS Humanities. Responses to questions regarding current and potential collaborators in other departments indicate that on average respondents are collaborating with 4 individuals in other departments and see the potential for collaborating with more than an additional 30 faculty in other departments. Statistically significant differences were not found among any demographic groups or across any schools or colleges.

5.2 Satisfaction with opportunities for collaborative research

In addition to questions regarding the number of existing and potential collaborators, respondents were asked about their level of satisfaction with opportunities to collaborate. The overall level of satisfaction is fairly high; approximately two-thirds of respondents indicated they are at least somewhat satisfied with collaboration opportunities within their department, while 56% of respondents expressed satisfaction with collaboration opportunities with faculty in other UNM departments. The only statistically significant differences occur between the College of Education and ANS Natural Sciences -- faculty in the College of Education are significantly less satisfied with collaboration opportunities than are faculty in ANS Natural Sciences (30% satisfaction in the College of Education vs. 68% satisfaction in ANS Natural Sciences). Satisfaction with collaboration opportunities within one’s department is notably greater than that with collaboration opportunities with faculty in other departments, for which responses tend to be more lukewarm (34% of respondents are somewhat satisfied and 23% are a little satisfied). Although 53% of respondents express satisfaction with their department’s level of recognition and reward for interdisciplinary research, perceptions are rather mixed; 17% state they are extremely satisfied, 31% state they are somewhat satisfied, 15% a little satisfied, and 27% are not at all satisfied.

This mix of responses indicates that nearly one-third of faculty feel there is room for improvement with respect to how interdisciplinary research is recognized and rewarded.

5.3 Research collaboration summary

The research conducted by UNM faculty is highly interdisciplinary; 80% of faculty indicate that their research is either extremely or somewhat interdisciplinary. On average UNM faculty are collaborating with two faculty members within their department and four faculty members from other UNM departments. Male faculty collaborate with a greater number of faculty in their department than do female faculty members. The number of department collaborators is particularly low in ANS Humanities, and particularly high in the School of Engineering and “Other” departments. On average more than 30 additional potential collaborators exist within the same department or in other UNM departments, although disciplines vary widely in identifying numbers of potential collaborators. Satisfaction with opportunities to collaborate with faculty within the same department is moderate, while satisfaction with opportunities to collaborate with faculty in other UNM departments is consistently lukewarm.

Table 5.1 Opportunities for collaboration with UNM faculty

	How many colleagues in your department do you collaborate with on research?			How many additional colleagues in your department are potential research collaborators?			How many colleagues outside your department do you collaborate with on research?			How many additional colleagues outside your department are potential research collaborators?				
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.		
Total	264	1.80	2.03	260	2.80	2.81	261	4.12	9.17	235	30.89	131.03		
Female	91	1.37	1.51	88	2.35	2.17	90	3.61	6.48	77	10.57	20.57		
Male	126	2.07	2.32	*	126	3.07	2.93	125	4.52	11.66	116	49.36	182.56	
Nonhispanic	21	1.38	1.50	21	2.38	1.72	21	3.62	4.32	173	36.01	150.78		
Hispanic	194	1.83	2.10	191	2.85	2.74	192	4.20	10.29	19	15.74	30.22		
Nonwhite	32	1.97	2.36	32	2.28	2.32	32	3.88	4.70	29	36.55	123.86		
White	175	1.71	2.01	172	2.84	2.71	173	4.24	10.74	157	33.90	149.72		
Non citizen	12	2.08	1.98	12	2.42	0.79	12	2.83	2.33	12	5.33	5.35		
Citizen	207	1.75	2.04	204	2.80	2.72	205	4.20	10.04	183	35.43	146.87		
Natural Science	72	1.75	2.21	71	3.00	2.81	71	5.03	7.74	62	33.61	152.72		
Humanities	21	0.48	0.81	*	21	1.29	1.45	*	21	1.48	2.99	19	1.95	2.76
Social Science	29	1.34	1.26	29	2.52	1.82	29	2.83	4.10	27	54.04	197.26		
Engineering	28	2.79	2.42	*	27	3.78	3.56	*	28	3.00	3.22	27	77.74	224.61
Education	24	1.42	1.38	23	1.83	1.27	23	3.17	3.51	21	9.57	21.30		
Other	45	2.24	2.23	*	45	3.31	3.01	*	45	5.98	18.35	39	16.62	44.64

* Significance at 0.05

Table 5.2 Satisfaction with opportunities for collaboration

Thinking about your research collaboration with UNM faculty...

	How satisfied are you with opportunities to collaborate with faculty in your department?		How satisfied are you with opportunities to collaborate with faculty in other departments at UNM?		How satisfied are you with how interdisciplinary research is recognized and rewarded by your department?		How interdisciplinary is your research?		
	N	% Satisfied	N	% Satisfied	N	% Satisfied	N	% Interdisciplinary	
Total	248	66.9%	241	56.4%	241	53.1%	250	80.0%	
Female	83	61.4%	80	50.0%	78	50.0%	82	82.9%	
Male	121	69.4%	117	58.1%	120	51.7%	124	76.6%	
Nonhispanic	185	66.5%	178	56.7%	180	52.8%	186	78.0%	
Hispanic	18	61.1%	18	38.9%	17	41.2%	18	83.3%	
Nonwhite	32	62.5%	32	40.6%	32	37.5%	32	87.5%	
White	161	67.1%	154	59.1%	155	54.8%	164	76.8%	
Non citizen	12	75.0%	11	81.8%	10	70.0%	12	75.0%	
Citizen	193	65.8%	187	53.5%	189	50.3%	195	80.0%	
Natural Science	65	64.6%	62	67.7%	*	61	49.2%	67	80.6%
Humanities	16	50.0%	16	43.8%		18	44.4%	18	88.9%
Social Science	28	64.3%	27	51.9%		28	60.7%	28	82.1%
Engineering	26	76.9%	25	68.0%		25	68.0%	26	73.1%
Education	24	58.3%	23	30.4%	*	23	47.8%	23	78.3%
Other	47	72.3%	46	47.8%		45	44.4%	46	73.9%

* Significant at 0.05, ** Significant 0.01

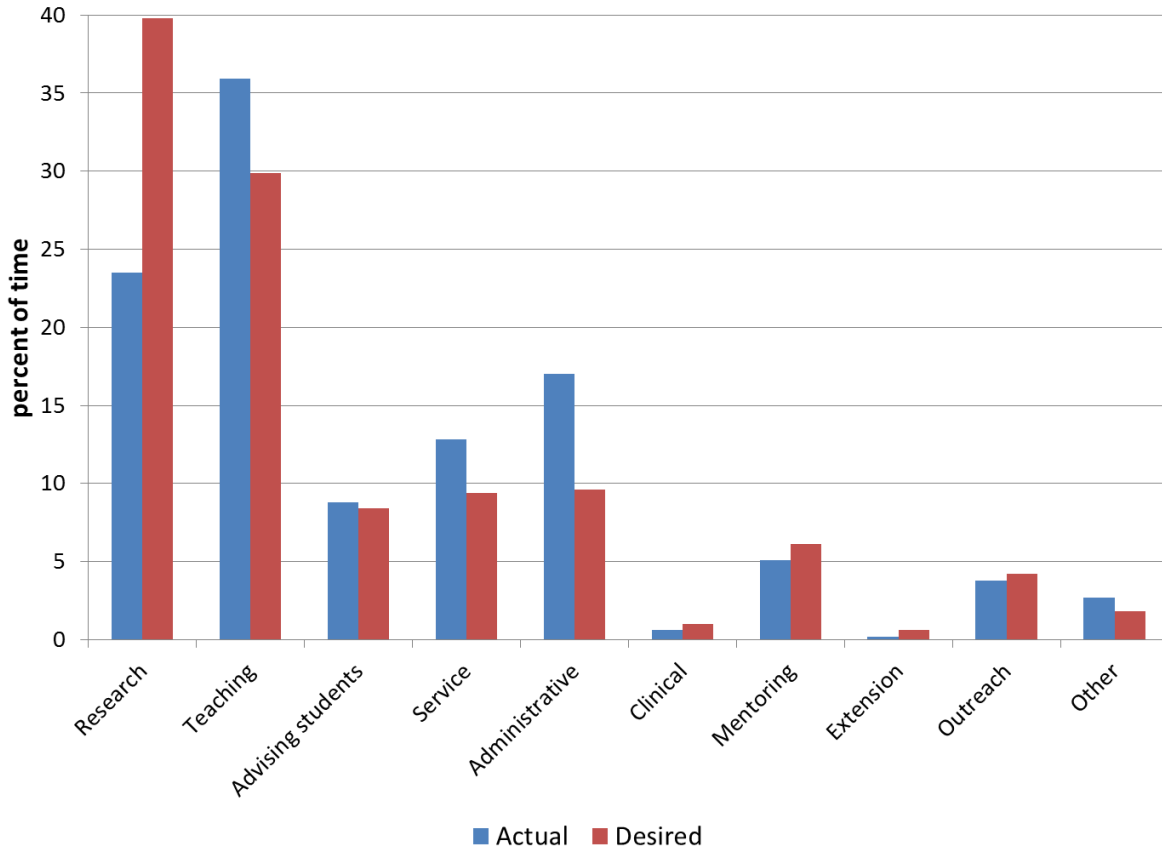
6 Professional Activities

The Professional Activities section of the survey focuses on issues including how faculty spend their time, satisfaction with the resources available to faculty, committee work, leadership, workplace interactions, and department decision-making processes. Results indicate that in general faculty spend more time than they would like on teaching, and less time than they would like on research. Overall there is moderate satisfaction with the equipment and space available to faculty, although in some cases (such as equipment maintenance and upgrades) satisfaction is less than for other resources (such as office space). Many faculty note a lack of internal support and funding, but strong support from colleagues. Approximately half of respondents are interested in obtaining a leadership position on campus, but an equivalent number see barriers to their attaining such a position. Most faculty feel respected in the workplace, although at least one-quarter also experience informal hierarchies of one form or another within their departments. The majority of faculty feel respected by their colleagues and feel their research is considered “mainstream” and valued by their colleagues. Furthermore, many faculty feel that their colleagues solicit their advice pertaining to teaching, research, and other professional matters. Faculty generally feel they “fit” in their department, even as they indicate that they feel isolated in their departments. Faculty opinions about the decision-making processes used within their departments are in general moderately favorable.

6.1 Time allocation

Respondents were asked what portion of their time was spent on various activities, and what portion of their time they would prefer to spend on each of these activities: research, teaching, advising students, service, administrative, clinical, mentoring, extension, outreach, and other. Figure 6.1 depicts the average percent of time actually spent on each of the various activities, as well as the average percent of time respondents *desire* to spend on each of the activities. Not surprisingly, teaching and research are the activities on which faculty spend the majority (nearly 60%) of their time. On average faculty spend far less time doing research than they desire; on average respondents would like to increase the time spent on research from 24% of their time to 40% of their time. On average faculty wish to do so primarily by decreasing the amount of time spent teaching, and to a lesser degree the amount of time spent on service and administrative duties.

Figure 6.1 Actual and desired time allocation among UNM faculty



Significant differences exist in how some demographic groups spend their time, as well as how faculty from various schools/colleges spend their time. Significant differences exist between male and female faculty with respect to how much time they spend on research as well as how much time they desire to spend on research. Male faculty currently spend more time on research than their female counterparts (27% vs. 21%) and wish to spend 42% of their time on research, whereas female faculty wish to spend 37% of their time on research. Although not a sizeable difference, a statistically significant difference exists in the time that non-whites and whites wish to spend on research, with non-whites wishing to spend a slightly larger portion of their time on research activities than whites (41% vs. 39%). Differences also exist across schools/colleges. Faculty in the School of Engineering spend significantly more time on research (on average 34% of their time) than faculty in all other schools and colleges except ANS Natural Sciences. The amount of time spent on research is particularly low in “Other” departments (18%).

Teaching responsibilities consume a significant portion of faculty members’ time. This is especially true for untenured faculty, who spend significantly more time on teaching responsibilities than do tenured faculty; untenured faculty spend 44% of their time on teaching, whereas tenured faculty spend only 30% of their time on teaching responsibilities. Similar differences exist for how faculty would prefer to spend their time; untenured faculty would prefer to spend only 32% of their time on teaching, while tenured faculty would prefer to spend slightly less time on teaching (27%). Although untenured faculty are

spending more of their time on teaching responsibilities than their tenured counterparts, they spend less time on administrative responsibilities than tenured faculty. Whereas tenured faculty are spending slightly more than one-fifth of their time on administrative duties, untenured faculty spend only 7% of their time on such duties. Tenured and untenured faculty would both prefer to spend less time on administrative duties, although tenured faculty indicate they would prefer to spend 12% of their time on such duties, while untenured faculty would prefer to spend only 3% of their time.

Non-Hispanics report spending more time on administrative activities than do Hispanics; non-Hispanics and Hispanics report spending 18% and 10% of their time on administrative activities, respectively. However, Hispanics spend a slightly (but significantly) larger portion of their time on mentoring activities than do their non-Hispanic counterparts (6% vs. 5%). Although there is no statistically significant difference in the portion of time tenured and untenured faculty spend on mentoring activities (approximately 5% for both groups), tenured faculty desire to spend significantly more time on mentoring activities than untenured faculty (7% vs. 4%). Finally, female faculty spend a greater portion of their time advising students than do male faculty; female faculty report spending 10% of their time advising students, whereas male faculty report spending less than 8% of their time in this manner.

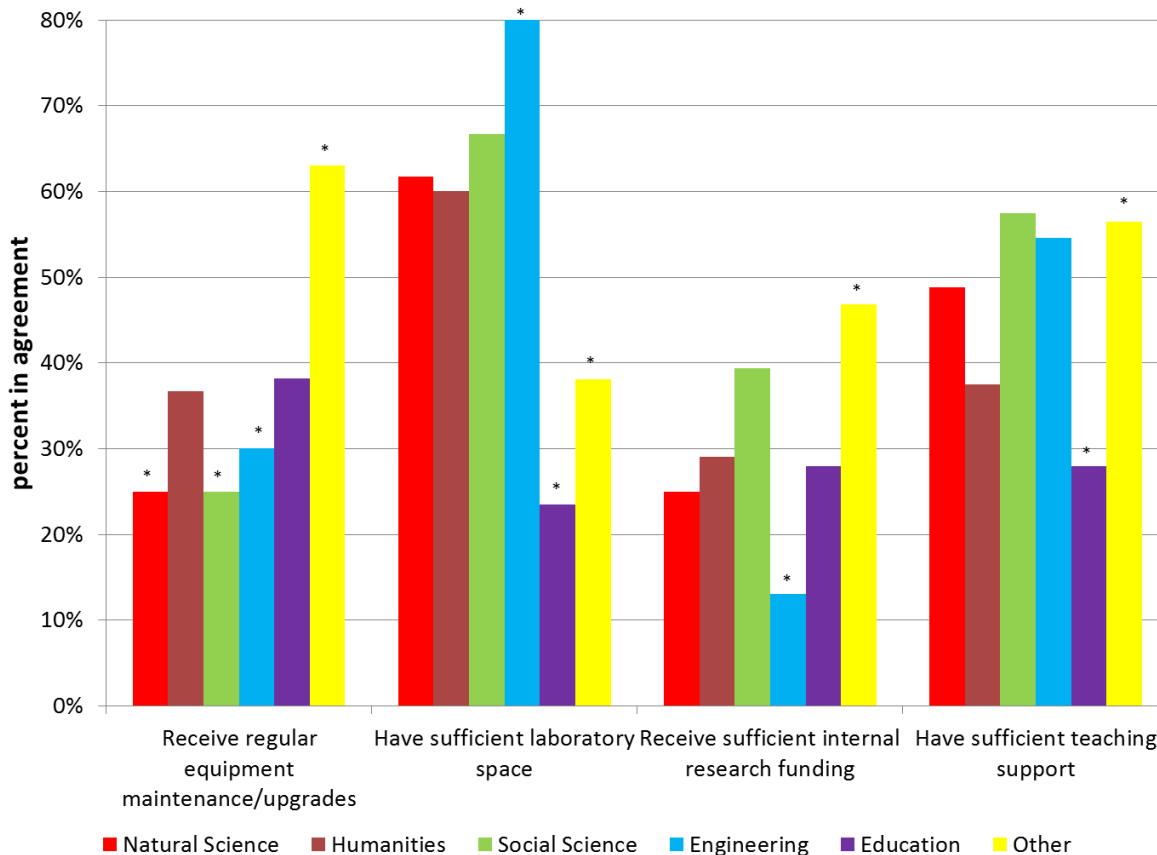
6.2 Resources

6.2.1 Satisfaction with equipment and space

Respondents were presented with a list of statements addressing the sufficient availability of various resources (such as equipment, space, funding, etc.), and were asked to answer “Agree Strongly”, “Agree Somewhat”, “Disagree Somewhat”, or “Disagree Strongly”. Needs pertaining to office space appear to be met for nearly all (90%) of respondents. Needs pertaining to laboratory space and the availability of equipment and supplies are met less regularly; approximately 60% of respondents have sufficient laboratory space and access to necessary equipment and supplies. Statistically significant differences in access to sufficient laboratory space appear across schools/colleges, while differences in availability of equipment and supplies occur across demographic groups. Male faculty are significantly more likely to have the equipment and supplies necessary for conducting their research than are female faculty (68% vs. 57%). Similarly whites are more likely to have the necessary equipment and supplies than are non-whites (65% vs. 49%), while citizens are *less* likely than non-citizens to have the equipment and supplies required for their research (60% vs. 83%). Many respondents do not require laboratory space. Of the 157 respondents who do, approximately half are housed in either ANS Natural Sciences or the School of Engineering. Laboratory space needs are most often met in the School of Engineering (where 80% of respondents responded favorably), and least often met in the College of Education and “Other” (where laboratory space needs are met for only 24% and 38% of respondents, respectively). These and other statistically significant differences across schools and colleges with respect to the sufficiency of various resources are depicted in Figure 6.2. Although nearly two-thirds of faculty have the equipment required for their research, regular maintenance and upgrades to that equipment occur less than 40% of the time. A lack of equipment maintenance and upgrades is especially problematic in ANS Natural Sciences and ANS Social Sciences (where favorable responses to this question are given by only 25% of respondents), and in the School of Engineering (where favorable responses to this question are given by

only 30% of respondents). The availability of sufficient space for housing research animals is problematic, although only 12 respondents require such space.

Figure 6.2 Differences in resources across schools and colleges at UNM



6.2.2 Satisfaction with internal funding and support

The majority of respondents cite a lack of department travel funds (90%) and a lack of internal funding for research (69%). The need for additional travel funds is most often noted by those with dependent children in daycare, which may reflect the fact that these individuals have fewer financial resources available to supplement travel funds and pay for travel expenditures out of their own pocket. The need for additional internal funding for research is most often noted by those with tenure (76% vs. 53% of untenured respondents) and those with dependent children (73% vs. 60% of those without dependent children). Faculty from the College of Engineering are notably less pleased with the availability of internal research funding than faculty from “Other” departments; 87% of faculty from Engineering feel a need for additional internal research funds, whereas this holds true for slightly more than half of faculty from “Other” departments (see Figure 6.2).

Various forms of human support, including technical/computer support, office support, teaching support, and clinical support, are provided to meet a variety of faculty needs. Approximately 50% of respondents feel they are given adequate support. Some statistically significant differences exist. For example, relative to non-citizens, citizens are less likely to feel that their technical/computer support

and office support needs are met. Survey responses indicate that Hispanics and faculty from the College Education are less pleased with the teaching support they receive than are non-Hispanics and faculty from “Other” departments, respectively. Clinical support is an area in which few respondents feel they have adequate support; of the 34 respondents who make use of clinical support, only 29% feel they have sufficient support.

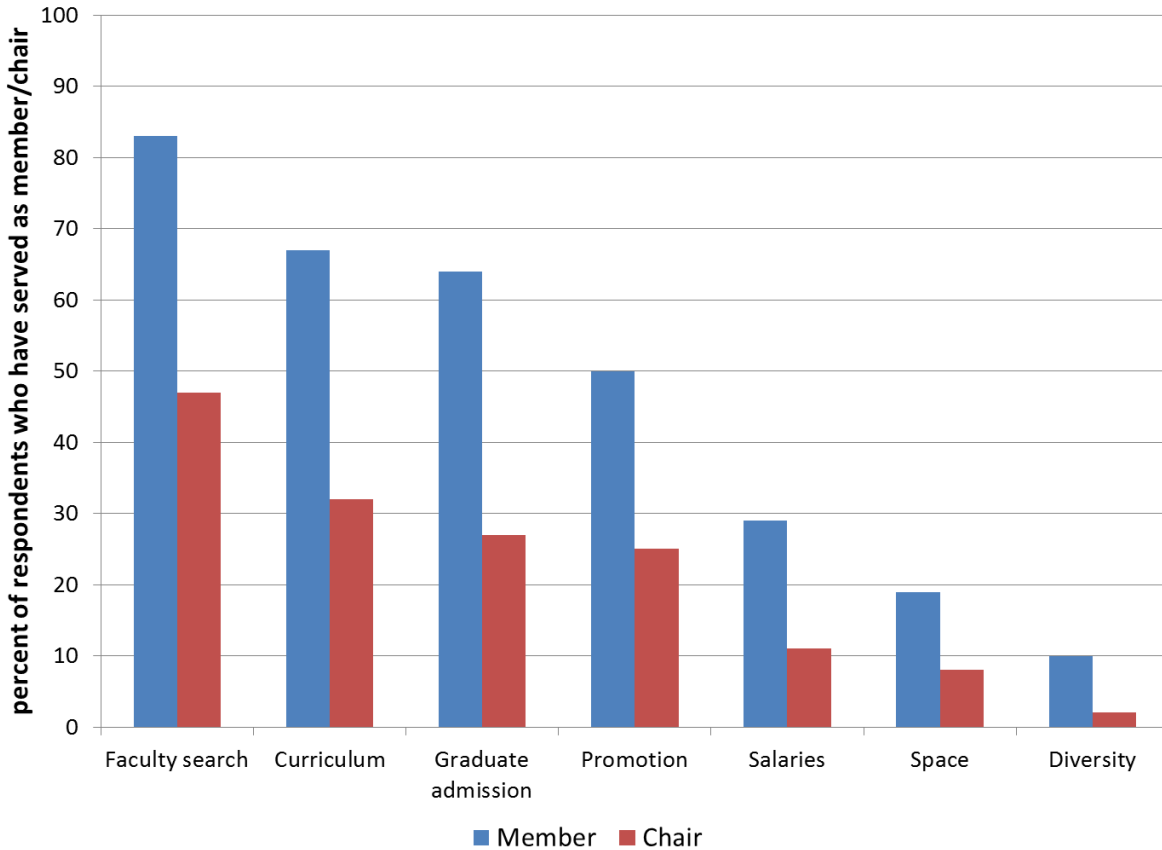
6.2.3 Availability of colleagues

Respondents were asked for their level of agreement with two statements pertaining to their access to colleagues: “I have colleagues on campus who do similar research” and “I have colleagues or peers who give me career advice or guidance when I need it.” Approximately 70% of respondents either agreed strongly or agreed somewhat with each of these statements. The only significant difference in responses across demographic groups and schools/departments occurred between respondents with dependent children and those no dependent children. In comparison to respondents *with* dependent children, respondents with *no* dependent children were much more likely to agree with the statement regarding having colleagues or peers to provide advice or guidance (80% vs. 65%).

6.3 Committee participation

The survey asked whether respondents had ever served on various committees in their department. Depicted in the figure below are the committees and the portion of respondents who have served on or chaired such a committee within their department:

Figure 6.3 Committee participation



Faculty search committees are clearly the committees on which faculty most commonly serve. Although no significant differences exist across demographic groups or schools/departments for serving on a faculty search committee, 65% of tenured faculty and only 7% of untenured faculty have chaired a search committee. Evidence of greater participation by tenured faculty (in both serving on and chairing committees) is common. However, because the survey asks about both current and prior committee participation, it is not possible to ascertain what portion of tenured faculty members’ committee participation occurred prior to receiving tenure and what portion occurred after receiving tenure. More than two-thirds of respondents have served on curriculum committees, and one-third has chaired. Citizens and tenured faculty are much more likely to serve on curriculum committees than are non-citizens and untenured faculty. As depicted in Figure 6.3, differences also exist between ANS Humanities and ANS Social Sciences – faculty in ANS Humanities are much more likely to have served on a curriculum committee (89%) than are faculty in ANS Social Sciences (49%). The difference between untenured and tenured faculty persists when we consider who has chaired curriculum committees – 46% of tenured faculty have chaired a curriculum committee, whereas only 1% of untenured faculty have done so. Sixty four percent of respondents have served on a graduate admission committee. Serving on and chairing a graduate admission committee is much more common among Hispanics than non-Hispanics (84% vs. 61% have served and 38% vs. 25% have chaired). Participation in graduate admission committees is similarly more common for tenured faculty than untenured faculty; 74% of

tenured faculty have served and 39% have chaired (compared with 47% and 1% of untenured faculty, respectively). Half of respondents have served on committees addressing issues of promotion. The majority of tenured faculty have served on or chaired a promotion committee (71% and 37%, respectively), whereas only a small portion of untenured faculty have served on a promotion committee (7%) and no untenured faculty have chaired such a committee.

Approximately one-third of respondents have served on a salary committee while approximately 10% have chaired a salary committee, with a larger portion of untenured faculty again serving on and chairing such committees. Participation on salary committees also varies by school/college; participation tends to be notably higher in ANS Natural Sciences, Humanities, and Social Sciences, and notably lower in the School of Engineering, the College of Education, and “Other” departments. Notably, *none* of the faculty from the School of Engineering who answered this question have served on (or chaired) a salary committee, and no faculty from the College of Education have chaired a salary committee. Participation in committees addressing space issues is at only 19%, with only 8% chairing such committees. Participation is again higher among tenured faculty than among untenured faculty. Participation on diversity committees is lower than any other committee type listed on the survey – only 2% of respondents have chaired such a committee and less than 10% of respondents have been diversity committee members. Not surprisingly, Hispanics and non-whites have participated more frequently than non-Hispanics and whites; 53% of Hispanic respondents and 36% of non-white respondents have served as diversity committee members, whereas only 13% of non-Hispanic respondents and 13% of white respondents have done so.

6.4 Leadership

6.4.1 Leadership positions at UNM

Respondents were asked a series of questions regarding whether they had held various leadership positions at UNM: assistant or associate chair, department chair, assistant or associate dean, dean, director of center/institute, principal investigator on research grant, principal investigator on educational grant, and department graduate director. Principal investigator on a research grant is the most commonly held leadership position; 55% of respondents have served in this position. Most other positions have been held by approximately one-sixth to one-fifth of respondents, although the positions of dean and associate or assistant dean have been held by a small portion of respondents (2% and 5%, respectively). Although demographic information was not provided by all of the respondents who answered the leadership questions, gender differences do not occur in the leadership positions while racial/ethnic differences are apparent for certain leadership positions.

Serving as the principal investigator on a research grant is more common among non-Hispanics, tenured faculty, and faculty within ANS Natural Sciences, the School of Engineering, and the College of Education, and less common among Hispanics, untenured faculty, and faculty within ANS Humanities and “Other” departments. Serving as the principal investigator on an educational grant is also relatively common – nearly one-quarter of respondents (in particular tenured faculty) have done so. In contrast to serving as a PI on a research grant, serving as a PI on an educational grant is significantly more common

only among tenured faculty; differences are not apparent for other demographic groups or schools/colleges.

One-fifth of respondents have served as a department graduate director and/or as the director of a center or institute. Serving in these positions is not surprisingly more common among tenured faculty than untenured faculty (29% vs. 1% in both cases). Non-Hispanics are significantly more likely to have served as the director of a center or institute. Additionally, compared with faculty in the College of Education, faculty in ANS Natural Sciences are more likely to have served as the director of a center or institute (31% vs. 6%).

Fifteen percent of respondents have served as an assistant or associate chair or department chair. Many more non-Hispanics have held these positions than Hispanics, and not surprisingly more tenured faculty than untenured faculty. Additionally, whites have more often been Department Chairs than have non-whites (16% vs. 13%). Only 5% and 2% of respondents have served as an assistant or associate dean or dean, respectively. Relative to untenured faculty, tenured faculty are much more likely to have served as assistant or associated dean.

6.4.2 Leadership positions elsewhere

In addition to holding leadership positions at UNM, faculty may also hold leadership positions in professional organizations, government panels, or the community. A series of questions sought insight into how UNM faculty serve as leaders in such positions outside UNM. Serving as the chair of a committee in a professional organization is the most common form of leadership outside UNM (40% of faculty have served in this capacity). Thirty-one percent of faculty have served as president (or in another high-level position) in a professional organization, while 23% have served in such a position for a service organization. Twenty-four percent of faculty have served as editor of a journal, and 21% have served as a member of a national commission panel. In contrast to leadership positions within UNM (where tenured faculty are much more likely to hold leadership positions), there are no significant demographic differences in who has held leadership positions outside UNM.

6.4.3 Interest in and barriers to leadership

Survey respondents were asked whether they were interested in holding a leadership position at UNM (such as provost, dean, chair, center/institute director, or section/area head) and whether they perceive barriers to taking such a position. Fifty-one percent of respondents indicated interest in holding such a position, although significantly more men were interested (58% of men vs. 43% of women). Tenured faculty were also more likely to express interest (59% vs. 41%). Nearly as many respondents (49%) perceive barriers to taking a leadership position. Women are much more likely to perceive barriers than men; 59% of women indicate that barriers exist to them taking such a position, compared with 40% of men. Additionally, faculty in the College of Education are much more likely to perceive barriers to leadership than are faculty in the School of Engineering (73% vs. 26%).

6.5 Workplace interactions

The survey included a series of questions regarding various aspects of workplace interactions, such as respect in the workplace, informal workplace interactions, colleagues' valuation of research, isolation

and “fit”. Survey results indicate that in general most faculty feel respected in the workplace and do not experience informal hierarchies, although a notable portion encounter unwritten rules regarding how one is to interact with colleagues. Many faculty believe their research is valued (70%) and considered to be “mainstream” (58%) by others in their department. Finally, the majority of faculty feel they “fit” in their department and do not have feelings of isolation either in their department or on the UNM campus as a whole.

6.5.1 Respect in the workplace

Four questions addressed whether respondents feel respected by their colleagues, students, staff, and department chair. Between 86% and 98% of faculty feel respected by these various groups of individuals. Agreement (strong or somewhat) was lowest (86%) for the statement “I am treated with respect by my colleagues”, although 52% strongly agreed with this statement. Women are less likely to feel that they are treated with respect by their colleagues. Ninety percent of male faculty feel treated with respect by colleagues, while 81% of female faculty feel respected by their colleagues. Similar differences occur for white and non-white faculty; whereas white faculty members are 90% likely to feel they are respected by their colleagues, only 72% of non-white faculty members feel they are treated with respect by their colleagues. Results are similar for whether respondents feel treated with respect by their department chair (88% agreement), although there were no significant differences across demographic groups.

Faculty are most likely to feel they are treated with respect by their students; 98% of faculty agreed (strongly or somewhat) with the statement “I am treated with respect by my students.” No significant differences are evident in the response data. Faculty also feel that they are treated with respect by staff, although this was less prominent among homosexuals (86% vs. 97% among heterosexuals) and in ANS Humanities (82%) than in all other schools/colleges.

6.5.2 Informal workplace interactions

Thirty-five percent of faculty feel excluded from an informal network in their department. This is particularly true for women; 42% of women feel excluded whereas 31% of men feel excluded. The sense that there are unwritten rules concerning how one should interact with faculty is held by 40% of respondents. As with informal networks, women are more likely to encounter unwritten rules; whereas nearly 50% of female faculty have encountered unwritten rules, this is true for only 30% of male faculty. Furthermore, faculty in the School of Engineering are much less likely to encounter unwritten rules than are faculty in the College of Education (19% vs. 62%). Additionally, 64% of faculty feel they do a great deal of work that is not formally recognized by their departments. This is particularly true for citizens; whereas 67% of citizens feel much of their work is not formally recognized by their departments, this is true for 44% of non-citizens.

Informal hierarchies along the lines of gender, race/ethnicity, or sexual orientation are experienced by 9% to 27% of faculty. Faculty from the School of Engineering stand out as the only subgroup that consistently reported encountering no such informal hierarchies. Female faculty are also something of an anomaly, in that they are consistently and significantly more likely to encounter such hierarchies than are male faculty. Twenty-seven percent of faculty report that they experience informal hierarchies along

the lines of gender, and not surprisingly women are more likely to feel that they experience such hierarchies (37% of women vs. 16% of men). Engineering faculty (predominantly men) report no hierarchies along the lines of gender – significantly lower than that experienced in ANS Natural Science, ANS Humanities, or the College of Education, but not significantly different from that experienced in either ANS Social Sciences or “Other” departments. Informal hierarchies along racial/ethnic lines are also experienced by 27% of faculty, and in comparison to their counterparts, are experienced more often by women, Hispanics, non-whites, and faculty with no dependent children. Thirty-three percent of women report racial/ethnic hierarchies, whereas only 10% of men report such hierarchies. Nearly 45% of Hispanics and non-whites have experienced racial/ethnic hierarchies, while less than 20% of non-Hispanics and whites have experienced such hierarchies. Twenty-seven percent of faculty who have no dependent children have encountered racial/ethnic hierarchies, while 16% of those with dependent children have had such encounters. Racial/ethnic hierarchies are rarely encountered in the School of Engineering or ANS Social Sciences (0% and 11%, respectively), and are most often encountered in the College of Education (38%) and to a lesser extent in “Other” departments (28%). Hierarchies along the lines of sexual orientation are experienced by 9% of faculty, with women once again experiencing such hierarchies much more than men (15% vs. 4%). Homosexuals are also more likely than heterosexuals to report experience of hierarchies along the lines of sexual orientation (29% vs. 8% of heterosexuals). Such hierarchies are experienced in the College of Education much more often (by 21% of faculty) than in either the School of Engineering (0% of faculty) or ANS Natural Sciences (4% of faculty).

6.5.3 Colleagues’ valuations of research and opinions

In general faculty appear to feel that their research and opinions are valued by their colleagues. Seventy percent of faculty feel that their colleagues value their research, and 58% feel that their research is considered to be “mainstream” by others in their department. More than 80% report being consulted by others in their department for their opinions pertaining to work-related issues such as teaching, research, and services.

Men are more likely to feel that their research is considered mainstream (66% of men vs. 49% of women). Although non-citizens also feel that members of their department view their research as mainstream (83% of non-citizens vs. 56% of citizens), non-citizens are also more likely to feel that their colleagues value their research (92% vs. 69%).

6.5.4 Isolation and “fit”

Most faculty (approximately 70%) feel like they “fit” in their department and do not feel isolated in their department or on the UNM campus as a whole. The sense of “fit” is significantly less pronounced in the College of Education (55%) than in either the School of Engineering (91%) or “Other” departments (84%). Somewhat surprisingly, the only group that differed significantly from others in terms of how isolated they felt were citizens. Whereas only 13% of non-citizens felt isolated both in their department and on the UNM campus overall, approximately one-third of citizens felt isolated in their department and on the UNM campus.

6.6 Departmental decision-making

The Professional Activities section of the survey concluded with a series of questions on decision-making within UNM departments. Faculty responses suggest lukewarm to moderately positive perception of departmental decision-making. 70% of faculty responded that they consider themselves equal participants in problem-solving and decision-making. 52% report having a voice in resource allocation and 73% believe they can share views in meetings. 64% think committee assignments are rotated fairly 73% say that their chairs seek to involve them in decision making. At the same time, 57% of faculty reports that the same group always makes decisions in their department. Significantly different responses to this series of questions occur only along gender lines (with male faculty providing more favorable responses) and across schools/colleges (with faculty from the College of Education providing less favorable responses). Statistically significant differences across schools/colleges are depicted in Figure 6.4.

Male faculty are more likely to report that meetings allow for all participants to share their views (79% of men agree, vs. 69% of women). Male faculty are also more likely to agree with the statement “My department chair involves me in decision making” (75% of men vs. 70% of women).

Relative to faculty in ANS Natural Sciences, ANS Social Sciences, and the School of Engineering, faculty in the College of Education are consistently less likely to agree with the statement “I have a voice in how resources are allocated”; 28% of College of Education faculty agree with the statement, whereas 56%, 62%, and 65% of faculty in ANS Natural Sciences, ANS Social Sciences, and the School of Engineering agree with the statement. College of Education faculty are notably less likely to agree with the statement “Meetings allow for all participants to share their views” than are ANS Social Sciences faculty (48% vs. 97%). Finally, College of Education faculty are less likely to feel that committee assignments are rotated fairly than are faculty from “Other” departments (47% vs. 80%).

Figure 6.4 Differences in perceptions regarding departmental decision-making

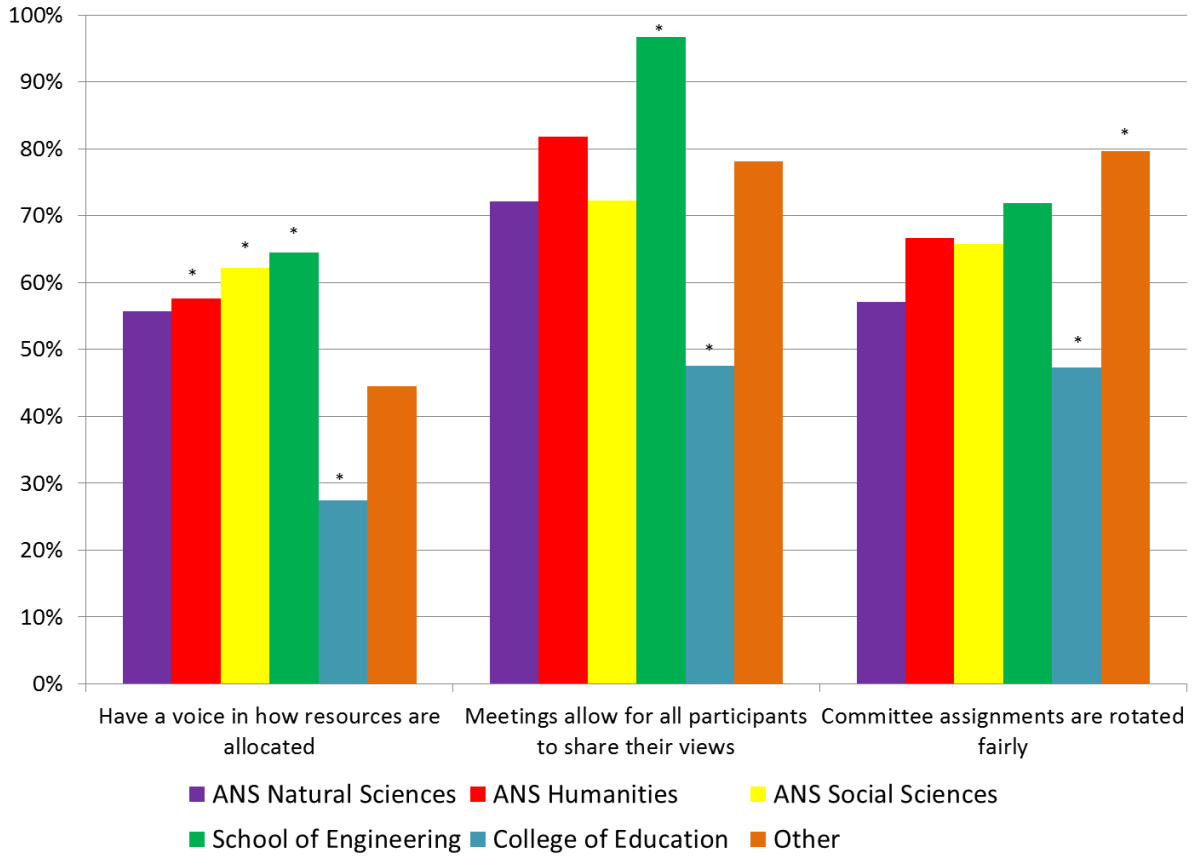


Table 6.1 Portion of time spent on research: actual and preferred

	% of Time Currently Spent		% Time Preferred		
	N	Mean	N	Mean	
Total	326	23.5	308	39.8	
Female	135	20.6	129	37.2	
Male	155	26.6	** 145	42.1	*
Non Hispanic	254	23.7	246	39.7	
Hispanic	34	23.7	27	39.4	
NonWhite	49	26.0	47	41.2	*
White	224	23.0	213	39.3	
Non Citizen	25	29.6	22	46.6	*
Citizen	261	23.1	249	39.1	
Untenured	90	27.0	87	43.2	
Tenured	219	23.2	207	39.5	
Natural Science	80	27.2	73	44.1	*
Humanities	32	21.3	* 30	41.3	
Social Science	36	21.3	* 36	40.6	
Engineering	33	33.9	** 28	42.3	
Education	39	21.8	* 41	37.6	
Other	71	18.4	* 68	34.0	*

* Significant at 0.05, ** Significant at 0.01

Table 6.2 Portion of time spent on teaching: actual and preferred

	% of Time Currently Spent		% Time Preferred	
	N	Mean	N	Mean
Total	337	35.9	309	29.9
Female	140	38.4	129	30.4
Male	160	34.6	146	29.9
Non Hispanic	266	36.1	248	29.8
Hispanic	32	36.8	26	31.7
NonWhite	50	37.0	46	28.0
White	234	36.1	215	30.6
Non Citizen	25	37.2	22	25.4
Citizen	272	35.9	250	30.5
Untenured	90	43.6	86	31.5
Tenured	222	30.3	203	26.7
Natural Science	81	34.8	73	28.2
Humanities	32	37.9	30	31.4
Social Science	40	32.9	37	27.6
Engineering	34	33.9	29	31.8
Education	42	35.2	40	29.2
Other	73	40.3	68	32.5

* Significant at 0.05, ** Significant at 0.01

Table 6.3 Portion of time spent advising students: actual and preferred

	% of Time Currently Spent			% Time Preferred	
	N	Mean		N	Mean
Total	315	8.8		284	8.4
Female	132	10.0	**	118	8.8
Male	147	7.7		133	7.8
Non Hispanic	246	8.6		226	8.4
Hispanic	31	10.1		25	7.3
NonWhite	47	9.9		43	9.6
White	216	8.4		197	7.8
Non Citizen	24	10.8		22	10.4
Citizen	253	8.6		227	8.1
Untenured	85	8.2		81	8.5
Tenured	210	8.8		191	8.2
Natural Science	75	9.4		68	9.0
Humanities	32	8.5		28	6.9
Social Science	37	10.0		33	9.6
Engineering	32	8.0		26	9.2
Education	40	10.4		39	8.3
Other	66	6.8		60	7.0

* Significant at 0.05, ** Significant at 0.01

Table 6.4 Portion of time spent on service: actual and preferred

	% of Time Currently Spent		% Time Preferred		
	N	Mean	N	Mean	
Total	313	12.8	287	9.4	
Female	131	13.5	120	10.5	*
Male	146	12.4	134	8.4	
Non Hispanic	245	12.6	229	9.2	
Hispanic	31	14.3	25	10.9	
NonWhite	50	12.1	46	9.6	
White	212	12.9	198	8.9	
Non Citizen	24	10.5	21	8.6	
Citizen	250	13.1	230	9.6	
Untenured	89	12.0	84	9.7	
Tenured	209	12.9	190	9.2	
Natural Science	72	12.9	66	8.6	
Humanities	31	12.1	28	8.5	
Social Science	36	14.6	31	9.0	
Engineering	31	9.0	26	7.3	
Education	40	15.1	41	11.5	
Other	69	12.9	64	10.7	

* Significant at 0.05, ** Significant at 0.01

Table 6.5 Portion of time spent on administrative duties: actual and preferred

	% of Time Currently Spent		% Time Preferred		
	N	Mean	N	Mean	
Total	290	17.0	238	9.6	
Female	119	16.9	97	9.8	
Male	137	16.7	115	9.4	
Non Hispanic	227	18.1	*	191	10.3
Hispanic	27	10.1		22	7.5
NonWhite	39	9.9		32	6.0
White	205	18.5	*	172	10.7
Non Citizen	22	9.1		17	7.5
Citizen	233	18.2		194	10.0
Untenured	76	6.6		58	2.8
Tenured	199	21.2	**	169	12.0
Natural Science	66	15.1		54	9.3
Humanities	27	18.6		24	8.0
Social Science	32	26.8		28	16.0
Engineering	29	14.3		23	8.4
Education	39	15.0		32	6.4
Other	64	17.3		52	10.5

* Significant at 0.05, ** Significant at 0.01

Table 6.6 Portion of time spent in clinic: actual and preferred

	% of Time Currently Spent			% Time Preferred		
	N	Mean		N	Mean	
Total	197	0.6		166	1.0	
Female	92	1.3	**	75	2.1	*
Male	88	0.1		79	0.2	
Non Hispanic	155	0.8		135	1.3	
Hispanic	23	0.0		18	0.1	
NonWhite	32	0.0		26	0.1	
White	141	0.9		123	1.3	
Non Citizen	16	0.0		12	0.2	
Citizen	161	0.8		139	1.2	
Untenured	63	0.9		53	1.1	
Tenured	124	0.3		106	0.8	
Natural Science	44	0.1	*	36	0.1	*
Humanities	18	0.0	*	13	0.0	*
Social Science	25	0.8		22	0.9	*
Engineering	18	0.0	*	15	0.0	*
Education	30	2.8	**	29	4.7	**
Other	45	0.3	*	39	0.3	*

* Significant at 0.05, ** Significant at 0.01

Table 6.7 Portion of time spent on mentoring: actual and preferred

	% of Time Currently Spent			% Time Preferred		
	N	Mean		N	Mean	
Total	245	5.1		217	6.1	
Female	105	5.1		93	6.2	
Male	113	4.9		102	5.5	
Non Hispanic	192	4.9	**	174	5.8	
Hispanic	24	6.0		20	6.6	
NonWhite	41	6.9	**	37	6.9	
White	167	4.4		151	5.5	
Non Citizen	18	4.9		15	4.1	
Citizen	196	5.1		176	6.1	
Untenured	68	4.2		61	4.1	
Tenured	164	5.4		145	6.8	**
Natural Science	61	6.5		51	6.5	
Humanities	25	5.4		20	5.0	
Social Science	25	4.3		23	4.1	
Engineering	25	3.4		23	5.4	
Education	30	6.1		31	7.1	
Other	52	3.6		47	5.8	

* Significant at 0.05, ** Significant at 0.01

Table 6.8 Portion of time spent on extension: actual and preferred

	% of Time Currently Spent		% Time Preferred	
	N	Mean	N	Mean
Total	191	0.2	160	0.6
Female	85	0.2	68	1.0
Male	89	0.2	81	0.3
Non Hispanic	150	0.2	131	0.6
Hispanic	22	0.4	17	1.2
NonWhite	32	0.2	26	0.7
White	135	0.3	119	0.6
Non Citizen	15	0.1	12	0.3
Citizen	156	0.3	134	0.7
Untenured	60	0.3	50	0.6
Tenured	122	0.2	104	0.6
Natural Science	45	0.4	38	1.0
Humanities	19	0.4	15	1.7
Social Science	23	0.0	19	0.0
Engineering	18	0.1	16	0.1
Education	23	0.3	22	0.8
Other	46	0.2	39	0.3

* Significant at 0.05, ** Significant at 0.01

Table 6.9 Portion of time spent on outreach: actual and preferred

	% of Time Currently Spent		% Time Preferred	
	N	Mean	N	Mean
Total	237	3.8	207	4.2
Female	101	3.4	85	4.3
Male	114	3.3	103	3.8
Non Hispanic	187	3.3	165	3.9
Hispanic	25	3.1	21	4.4
NonWhite	38	2.7	34	4.6
White	167	3.3	146	3.7
Non Citizen	19	2.3	15	3.7
Citizen	192	3.4	169	4.1
Untenured	74	2.9	63	3.8
Tenured	148	4.1	132	4.0
Natural Science	54	3.4	44	3.0
Humanities	21	3.2	17	3.9
Social Science	27	2.0	24	3.3
Engineering	24	2.8	21	3.0
Education	32	3.2	30	3.7
Other	56	4.1	51	5.8

* Significant at 0.05, ** Significant at 0.01

Table 6.10 Portion of time spent on other activities: actual and preferred

	% of Time Currently Spent		% Time Preferred	
	N	Mean	N	Mean
Total	185	2.7	157	1.8
Female	79	2.5	65	1.9
Male	88	2.4	80	1.6
Non Hispanic	144	2.6	128	1.7
Hispanic	21	1.7	16	1.9
NonWhite	29	1.9	24	2.3
White	129	2.2	116	1.5
Non Citizen	15	0.3	11	0.9
Citizen	149	2.5	131	1.5
Untenured	57	2.4	47	2.1
Tenured	119	2.7	103	1.7
Natural Science	46	1.8	40	1.5
Humanities	15	2.0	12	0.8
Social Science	23	1.8	20	2.4
Engineering	18	0.4	16	0.1
Education	22	3.0	21	0.8
Other	43	4.3	36	3.2

* Significant at 0.05, ** Significant at 0.01

Table 6.11 Perceptions regarding resources availability

How much do you agree or disagree with the following statements about the resources available to you?

	I have the equipment and supplies I need to adequately conduct my research		I receive regular maintenance/upgrade of my equipment		I would like to receive more department travel funds than I do		I have sufficient office space		I have sufficient laboratory space		I have sufficient space for housing research animals		I receive enough internal funding to conduct my research	
	N	% Agreed	N	% Agreed	N	% Agreed	N	% Agreed	N	% Agreed	N	% Agreed	N	% Agreed
Total	320	63.4%	295	38.0%	319	89.7%	298	86.9%	157	59.2%	12	16.7%	290	31.4%
Female	135	57.0%	122	38.5%	137	92.0%	142	85.2%	43	51.2%	3	0.0%	124	30.6%
Male	152	68.4% *	143	37.1%	148	85.8%	165	87.3%	97	60.8%	8	12.5%	136	33.8%
Nonhispanic	252	61.9%	232	37.1%	251	87.6%	271	85.6%	130	57.7%	9	11.1%	230	31.7%
Hispanic	33	69.7%	31	41.9%	32	96.9%	33	90.9%	10	70.0%	1	0.0%	28	32.1%
Nonwhite	49	49.0%	44	36.4%	49	89.8%	50	82.0%	19	63.2%	2	50.0%	44	25.0%
White	221	65.2% *	204	36.8%	219	88.6%	240	87.5%	117	57.3%	9	0.0%	201	34.8%
Non citizen	24	83.3% *	24	41.7%	25	92.0%	25	84.0%	13	69.2%	3	33.3%	25	48.0%
Citizen	260	60.4%	239	37.2%	257	88.7%	279	87.1%	128	57.0%	8	0.0%	232	29.7%
Untenured	87	64.4%	69	44.9%	90	93.3%	91	82.4%	39	51.3%	5	40.0%	86	46.5% *
With Tenure	219	61.6%	212	34.0%	213	88.7%	229	88.6%	112	60.7%	7	0.0%	194	24.2%
No dependent children	116	66.4%	104	44.2%	118	89.8%	127	88.2%	52	53.8%	5	0.0%	107	40.2% *
With dependent children	173	59.0%	163	34.4%	168	88.1%	182	85.2%	90	60.0%	6	16.7%	155	26.5%
Uses day care services	54	59.3%	49	28.6%	52	96.2% *	54	75.9%	27	44.4%	2	0.0%	51	27.5%
Natural Science	81	61.7%	76	25.0% *	80	88.8%	85	90.6%	47	61.7%	7	0%	68	25.0%
Humanities	32	50.0%	30	36.7%	32	90.6%	33	78.8%	5	60.0%	0	0.0%	31	29.0%
Social Science	37	73.0%	32	25.0% *	37	86.5%	40	85.0%	21	66.7%	0	0.0%	33	39.4%
Engineering	31	74.2%	30	30.0% *	24	83.3%	34	88.2%	30	80.0% *	1	100.0% *	23	13.0% *
Education	39	43.6%	34	38.2%	45	100.0%	45	93.3%	17	23.5% *	2	0.0%	43	27.9%
Other	69	68.1%	65	63.1% *	69	84.1%	72	80.6%	21	38.1% *	1	0.0%	64	46.9% *

* Significant at 0.05, ** significant at 0.01

Table 6.11 Perceptions regarding resources availability (cont.)

	I receive the amount of technical/computer support I need		I have enough office support		I have colleagues on campus who do similar research		I have colleagues or peers who give me career advice or guidance when I need it		I have sufficient teaching support (including T.A.s)		I have sufficient clinical support		
	N	% Agreed	N	% Agreed	N	% Agreed	N	% Agreed	N	% Agreed	N	% Agreed	
Total	334	49.1%	331	57.4%	318	67.9%	307	70.7%	325	47.1%	34	29.4%	
Female	138	47.1%	134	53.7%	129	71.3%	135	75.6%	133	45.9%	17	35.3%	
Male	162	50.6%	162	62.3%	155	65.2%	137	67.9%	159	49.7%	14	21.4%	
Nonhispanic	265	48.7%	263	57.0%	252	65.9%	239	72.0%	260	50.0%	*	26	30.8%
Hispanic	33	57.6%	31	74.2%	30	83.3%	31	74.2%	29	27.6%		5	20.0%
Nonwhite	51	51.0%	48	62.5%	50	64.0%	47	70.2%	46	45.7%		5	20.0%
White	231	49.4%	230	57.0%	217	67.3%	209	72.2%	228	48.2%		24	29.2%
Non citizen	25	76.0%	*	25	80.0%	*	24	79.2%	24	75.0%		23	43.5%
Citizen	272	46.7%		268	55.6%		257	65.8%	245	70.6%		267	48.3%
Untenured	90	53.3%		89	60.7%		89	60.7%	91	79.1%		83	48.2%
With Tenure	224	46.9%		220	53.6%		220	53.6%	199	66.8%		220	45.0%
No dependent children	125	49.6%		120	59.2%		115	65.2%	112	80.4%	*	120	47.5%
With dependent children	178	50.6%		179	58.1%		172	67.4%	162	64.8%		174	47.7%
Uses day care services	54	40.7%		54	57.4%		51	66.7%	51	62.7%		50	40.0%
Natural Science	83	43%		82	49%		76	67%	73	71%		84	49%
Humanities	33	48.5%		31	64.5%		32	56.3%	33	63.6%		32	37.5%
Social Science	39	30.8%		40	57.5%		38	60.5%	34	67.6%		40	57.5%
Engineering	32	46.9%		33	66.7%		31	71.0%	26	73.1%		33	54.5%
Education	43	46.5%		44	54.5%		40	62.5%	43	74.4%		43	27.9%
Other	72	70.8%		68	66.2%		69	75.4%	66	75.8%		62	56.5%

* Significant at 0.05, ** significant at 0.01

Table 6.12 Committee participation (member)

Indicate whether you have ever served on any of the following committees in your department

	Space		Salaries		Promotion		Faculty Search		Curriculum (graduate and/or undergraduate)		Graduate admission		Diversity committee	
	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes
Total	270	19.3%	269	29.0%	272	50.0%	277	82.7%	273	67.0%	275	63.6%	268	9.7%
Female	112	14.3%	111	31.5%	113	47.8%	117	84.6%	114	66.7%	115	66.1%	113	11.5%
Male	134	20.9%	134	27.6%	135	52.6%	136	80.1%	135	65.2%	135	60.7%	132	7.6%
Hispanic	24	25.0%	24	20.8%	24	58.3%	25	96.0%	24	66.7%	25	84.0% *	25	32.0% *
Nonhispanic	220	17.7%	218	30.3%	221	49.3%	225	80.4%	222	65.8%	222	60.8%	217	6.5%
Nonwhite	44	13.6%	42	21.4%	43	46.5%	44	90.9%	44	72.7%	43	62.8%	42	19.0% *
White	190	19.5%	191	32.5%	193	50.3%	196	79.6%	193	64.2%	194	63.4%	190	6.3%
Noncitizen	19	5.3%	19	26.3%	20	35.0%	20	75.0%	20	45.0%	20	55.0%	20	10.0%
Citizen	223	18.8%	222	30.2%	224	52.7%	229	83.0%	225	67.6% *	226	64.2%	221	9.5%
Untenured	71	5.6%	71	4.2%	72	6.9%	72	63.9%	71	42.3%	73	46.6%	70	7.1%
Tenured Faculty	182	25.3% *	182	41.2% *	183	71.0% *	187	93.6%	185	77.8% *	185	74.1% *	182	11.5%
No dependent children	100	16.0%	101	21.8%	101	34.7%	103	73.8%	102	55.9%	102	52.0%	101	6.9%
With dependent children	146	20.5%	144	34.7%	147	62.6%	150	87.3%	147	73.5%	148	70.3%	144	11.1%
Uses day care														
Natural Science	66	22.7%	66	56% *	66	60.6%	68	79.4%	67	70.1%	68	72.1%	67	6.0%
Humanities	26	3.8%	26	42% *	27	44.4%	29	89.7%	28	89.3% *	27	81.5%	27	11.1%
Social Science	33	15.2%	33	45%	33	51.5%	33	81.8%	33	48.5% *	33	69.7%	32	3.1%
Engineering	29	20.7%	29	0% *	29	55.2%	29	79.3%	29	75.9%	29	55.2%	28	0.0%
Education	36	11.1%	36	6%	36	38.9%	36	80.6%	36	55.6%	36	63.9%	36	22.2%
Other	56	25.0%	55	13% *	57	45.6%	58	84.5%	56	62.5%	57	45.6%	55	12.7%

* Significant at 0.05

Table 6.13 Committee participation (chair)

Indicate whether you have ever chaired on any of the following committees in your department

	Curriculum (graduate and/or undergraduate)													
	Space		Salaries		Promotion		Faculty Search		Graduate admission		Diversity committee			
	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes		
Total	279	7.5%	278	11.2%	283	25.1%	290	47.2%	287	32.4%	283	27.2%	275	2.2%
Female	117	2.6%	117	10.3%	118	21.2%	120	741.7%	119	31.9%	118	26.3%	114	2.6%
Male	138	10.1%	137	10.9%	141	29.1%	145	48.3%	144	32.6%	140	25.7%	137	1.5%
Hispanic	29	0.0%	29	10.3%	29	27.6%	31	48.4%	30	33.3%	29	37.9% *	30	13.3%
Nonhispanic	224	7.6%	223	10.8%	227	24.7%	231	44.6%	231	31.6%	227	24.7%	219	0.5%
Nonwhite	45	2.2%	45	4.4%	45	24.4%	46	43.5%	46	32.6%	45	28.9%	44	2.3%
White	196	7.7%	196	12.2%	200	25.0%	203	44.8%	201	29.9%	199	24.6%	193	0.5%
Noncitizen	19	0.0%	19	10.5%	20	10.0%	20	35.0%	21	23.8%	20	20.0%	19	0.0%
Citizen	232	6.9%	231	10.8%	235	27.2%	241	46.9%	238	33.6%	234	26.9%	228	2.2%
Untenured	72	2.8%	72	0.0%	72	0.0%	72	6.9%	72	1.4%	73	1.4%	71	0.0%
Tenured Faculty	190	10.0% *	189	16.4% *	194	36.6% *	199	64.8% *	197	45.7% *	193	39.4% *	187	3.2%
No dependent children	104	4.8%	104	7.7%	106	17.0%	108	36.1%	105	21.0%	105	21.9%	103	1.9%
With dependent children	151	8.6%	150	12.7%	153	32.7%	157	52.2%	158	40.5%	153	30.1%	148	2.0%
Uses day care														
Natural Science	68	5.9%	69	17%	70	27.1%	71	47.9%	70	35.7%	69	34.8%	68	2.9%
Humanities	29	0.0%	29	7%	30	23.3%	31	38.7%	30	36.7%	30	30.0%	29	0.0%
Social Science	35	8.6%	35	29% *	35	20.0%	35	40.0%	35	25.7%	35	22.9%	34	0.0%
Engineering	28	7.1%	28	0% *	30	26.7%	30	56.7%	30	36.7%	29	20.7%	28	0.0%
Education	35	0.0%	35	0% *	35	17.1%	36	30.6%	36	16.7%	35	28.6%	34	5.9%
Other	60	13.3%	58	5%	59	33.9%	62	53.2%	62	37.1%	60	20.0%	58	1.7%

* Significant at 0.05

Table 6.14 Leadership positions held at UNM

Indicate whether you currently hold or previously held any of the following positions on UNM campus

	Assistant or associate chair		Department Chair		Assistant or associate dean		Dean		Director of center/institute		Principal investigator on a research grant		Principal investigator on an educational grant		Department Graduate Director	
	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes
Total	267	15.0%	272	15.0%	265	5.0%	261	2.0%	267	20.0%	286	55.0%	269	23.0%	202	19.5%
Female	108	14.8%	110	11.8%	107	0.9%	107	2.8%	109	14.7%	117	42.7%	109	19.3%	135	17.8%
Male	135	14.8%	138	16.7%	133	6.0%	130	1.5%	136	25.7%	143	64.3%	136	23.5%	108	20.4%
Nonhispanic	213	16.4% *	217	15.2% *	210	4.3%	207	2.4%	215	22.8% *	228	56.1% *	214	21.0%	212	19.8%
Hispanic	28	0.0%	29	6.9%	29	3.4%	29	0.0%	29	3.4%	30	36.7%	29	20.7%	30	13.3%
Nonwhite	67	16.4%	67	13.4%	67	7.5%	66	3.0%	65	18.5%	72	59.7%	68	29.4%	67	23.9%
White	200	14.0%	205	16.1% *	198	4.0%	195	2.1%	202	20.8%	214	53.7%	201	20.4%	200	18.0%
Noncitizen	18	5.6%	18	5.6%	17	0.0%	17	0.0%	18	5.6%	19	52.6%	18	11.1%	19	15.8%
Citizen	221	15.8%	226	15.5%	219	3.7%	216	1.9%	223	22.0%	237	55.3%	223	22.0%	220	19.1%
Untenured	73	1.4%	72	0.0%	73	0.0%	72	0.0%	72	1.4%	74	33.8%	73	8.2%	73	1.4%
Tenured Faculty	176	21.6% *	182	23.1% *	174	7.5% *	171	3.5%	177	28.8% *	193	67.4% *	178	29.8% *	177	28.8% *
No dependent children	99	10.1%	100	13.0%	98	2.0%	96	0.0%	100	16.0%	103	44.7%	99	14.1%	99	15.2%
With dependent	144	18.8%	148	15.5%	142	5.6%	141	3.5%	145	23.4%	157	60.5%	146	28.1%	144	21.5%
Uses day care																
Natural Science	64	17.2%	66	15%	63	3.2%	62	1.6%	65	30.8% *	70	65.7% *	65	26.2%	65	23.1%
Humanities	26	23.1%	25	20%	24	0.0%	24	0.0%	25	12.0%	27	25.9% *	25	8.0%	25	28.0%
Social Science	34	11.8%	34	18%	34	5.9%	33	6.1%	34	29.4%	36	55.6%	34	17.6%	34	20.6%
Engineering	27	22.2%	28	4%	28	3.6%	28	3.6%	28	28.6%	31	80.6% *	28	32.1%	28	21.4%
Education	34	5.9%	36	6%	35	0.0%	34	0.0%	35	5.7% *	36	61.1% *	36	30.6%	35	14.3%
Other	58	12.1%	59	17%	56	7.1%	56	1.8%	58	12.1%	60	35.0% *	57	14.0%	56	10.7%

*Significant at 0.05

Table 6.15 Leadership positions held outside UNM

Indicate whether you currently hold or previously held any of the following positions outside UNM

	President or high-level leadership position in a professional organization		President or high-level leadership position in a service organization (including community service)		Chair of a major committee in a professional organization or association		Editor of a Journal		Member of a national commission panel?	
	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes
Total	328	30.8%	321	22.7%	327	40.1%	326	23.6%	327	21.4%
Female	138	30.4%	132	21.2%	136	39.7%	133	18.8%	135	23.0%
Male	159	28.3%	159	23.3%	160	39.4%	161	25.5%	161	18.6%
Hispanic	32	34.4%	32	31.3%	31	35.5%	31	35.5%	49	34.7%
Nonhispanic	263	28.5%	256	20.7%	262	39.7%	263	18.6%	232	27.6%
Nonwhite	49	34.7%	49	30.6%	50	44.0%	50	16.0%	49	24.5%
White	232	27.6%	224	18.3%	228	37.3%	228	23.7%	230	18.3%
Noncitizen	25	12.0%	23	0.0%	24	8.3%	23	0.0%	23	8.7%
Citizen	269	31.2%	265	24.5%	269	43.1%	268	25.0%	270	21.9%
Untenured	88	15.9%	87	10.3%	88	13.6%	86	8.1%	87	3.4%
Tenured Faculty	220	37.7%	214	28.0%	219	52.5%	221	31.7%	219	29.7%
No dependent children	99	10.1%	100	13.0%	98	2.0%	96	0.0%	100	16.0%
With dependent children	144	18.8%	148	15.5%	142	5.6%	141	3.5%	145	23.4%
Uses day care										
Natural Science	83	26.5%	82	10%	82	46.3%	83	25.3%	83	27.7%
Humanities	33	30.3%	31	13%	31	22.6%	30	13.3%	30	10.0%
Social Science	38	21.1%	38	24%	38	28.9%	37	29.7%	39	17.9%
Engineering	32	15.6%	32	19%	34	38.2%	34	41.2%	33	18.2%
Education	43	34.9%	42	36%	43	48.8%	43	14.0%	43	25.6%
Other	69	40.6%	66	35%	68	41.2%	68	17.6%	69	17.4%

*Significant at 0.05

Table 6.16 Interest in leadership at UNM

Do you have an interest in taking any formal leadership positions at UNM?

	N	% Yes	
Total	323	50.8%	
Female	137	43.1%	
Male	157	58.0%	*
Hispanic	33	45.5%	
Nonhispanic	259	51.7%	
Nonwhite	49	53.1%	
White	228	49.6%	
Noncitizen	25	52.0%	
Citizen	266	52.3%	
Untenured	83	41.0%	
Tenured Faculty	216	58.8%	*
No dependent children	116	47.4%	
With dependent children	179	55.3%	
Uses day care	52	46.2%	
Natural Science	83	47.0%	
Humanities	31	41.9%	
Social Science	37	45.9%	
Engineering	34	58.8%	
Education	41	46.3%	
Other	69	62.3%	

Table 6.17 Barriers to taking on leadership positions

Are there barriers that will prevent you from taking on a leadership position at UNM?

	N	% Yes	
Total	175	49.1%	
Female	61	59.0%	*
Male	99	40.4%	
Hispanic	16	68.8%	
Nonhispanic	142	45.8%	
Nonwhite	27	55.6%	
White	122	46.7%	
Noncitizen	12	41.7%	
Citizen	150	48.7%	
Untenured	37	51.4%	
Tenured Faculty	133	48.9%	
Distiguished	6	16.7%	
Professor	81	46.9%	
Associate	46	56.5%	
Assistant	37	51.4%	
Lecturer	5	40.0%	
No dependent children	63	50.8%	
With dependent children	101	46.5%	
Uses day care	24	54.2%	
Natural Science	41	43.9%	
Humanities	13	53.8%	
Social Science	20	45.0%	
Engineering	19	26.3%	*
Education	22	72.7%	*
Other	46	50.0%	

* Significant at 0.05

7 Satisfaction with UNM

The survey asked another series of question in an effort to gauge both overall satisfaction with UNM and specific reasons faculty might have for leaving the university.

The first question which gauged overall satisfaction was answered by 333 faculty: Twenty four percent of respondents indicated that they were very satisfied while 49% responded that they were somewhat satisfied, 21% that they were somewhat dissatisfied and 7% that they were very dissatisfied. The more detailed results are provides in Tables A7.33 through 40 in the appendix to this chapter. Table 7.1 below reports the significance test results when faculty were coded as satisfied if they responded that they were at least “somewhat satisfied.” Overall, 73% were coded as satisfied, with Non-Hispanics, whites, Non-citizens and those with no dependent children all indicating greater levels of satisfaction than their counter parts, but in no cases were the results statistically significant.

Table 7.1 General level of satisfaction with UNM

	N	% Satisfied
Total	333	72.7%
Female	142	73.9%
Male	167	72.5%
Hispanic	272	71.7%
Nonhispanic	34	79.4%
Nonwhite	51	70.6%
White	240	73.8%
Noncitizen	25	84.0%
Citizen	281	71.9%
Tenured Faculty	88	78.4%
Untenured	220	69.5%
Distinguished	10	80.0%
Professor	118	72.9%
Associate	92	64.1%
Assistant	88	78.4%
Lecturer	24	83.3%
No dependent children	130	73.8%
With dependent children	185	70.3%
Uses day care	53	67.9%
Natural Science	88	69.3%
Humanities	33	63.6%
Social Science	40	75.0%
Engineering	34	88.2%
Education	44	68.2%
Other	73	74.0%

*Significant at 0.05 ** Significant at 0.01

In a follow-up question, faculty were also asked how satisfied they were, in general, with the way their careers have progressed at UNM. The options were as above and BBER coded the responses as indicating satisfaction if they were either very satisfied or somewhat satisfied. Table 7.2 presents the results. As can be seen faculty men were more satisfied than women. Non-Hispanics, whites, Non-Citizens and those with no dependent children were also more satisfied with their careers at UNM, although only the difference based on citizenship was significant at the 5% level. Tenured faculty were significantly more satisfied with the progress of their career than untenured. Distinguished faculty were more satisfied with their UNM careers, as were those in Engineering but neither was significant.

Table 7.2 Satisfaction with the way career at UNM has progressed

	N	% Satisfied	
Total	329	72.9%	
Female	141	70.2%	
Male	164	76.8%	
Hispanic	271	73.1%	
Nonhispanic	31	80.6%	
Nonwhite	49	65.3%	
White	239	74.9%	
Noncitizen	24	83.3%	*
Citizen	278	73.0%	
Untenured	86	83.7%	*
Tenured Faculty	218	70.2%	
Distinguished	9	88.9%	
Professor	117	73.5%	
Associate	92	64.1%	
Assistant	86	83.7%	
Lecturer	24	62.5%	
No dependent children	128	75.0%	
With dependent children	183	71.0%	
Uses day care	53	69.8%	
Natural Science	86	70.9%	
Humanities	33	63.6%	
Social Science	39	76.9%	
Engineering	34	85.3%	
Education	44	72.7%	
Other	72	73.6%	

*Significant at 0.05 ** Significant at 0.01

Faculty were asked whether in the past five years they had received a formal or informal outside job offer that they took either to their department chair or to their dean. Eighteen percent of the 319

faculty who answered this question responded in the affirmative. The results in terms of significance are reported in Table 7.3. Men were more likely than women to have received an offer which they showed to their chair, as were non-whites, citizens and those with dependent children, and in each of these cases the result was significant at the 5% level. Twenty three percent of the tenured faculty respondents versus 6% of untenured faculty had received an offer which they shared with their chair or the dean of their college and the result was very significant. Those with dependent children were significantly more likely to have received an offer which they share with their chair or the dean.

Table 7.3 Received outside job offer and took offer to department chair or dean

In the last five years, while at UNM, have you received a formal or informal outside job offer that you took to your department chair or dean?

	N	% Yes	
Female	141	12.1%	
Male	164	21.3%	*
Hispanic	264	17.4%	
Nonhispanic	33	15.2%	
Nonwhite	49	22.4%	*
White	234	15.0%	
Noncitizen	25	4.0%	
Citizen	272	19.1%	*
Tenured Faculty	213	23.0%	**
Untenured	84	6.0%	
Distiguated	10	30.0%	
Professor	115	26.1%	
Associate	88	18.2%	
Assistant	84	6.0%	
Lecturer	21	9.5%	
No dependent children	122	11.5%	
With dependent children	182	20.9%	*
Uses day care	52	21.2%	
Natural Science	87	24.1%	
Humanities	33	9.1%	
Social Science	39	12.8%	
Engineering	32	15.6%	
Education	42	14.3%	
Other	69	17.4%	

*Significant at 0.05 ** Significant at 0.01

Those who had taken an outside offer to their chair or the dean were then asked whether that offer resulted in adjustment to their salary or responsibilities. The results along with significance are reported in Table 7.4. Salary adjustment was the most frequent response, with 49% indicating that their salary was adjusted. Salary was followed by course load, with 23% saying this had been adjusted. Course load was closely followed by administrative responsibilities, with 21% indicating an adjustment in this area. The fourth most frequent type of adjustment involved equipment, laboratory, or research startup, with 19% indicating gains in this area. No differences were evident between men and women on salary, although 23% of the men versus zero percent of women indicated an adjustment in summer salary and this result was significant. While whites more frequently than non-whites indicated that they had been offered a salary adjustment, the difference was not significant. What was significant was the 17% of nonwhites versus 11% of whites who received an adjustment in summer salary. Thirty-one percent of males indicated a reduction in administrative responsibilities versus 5% of females, a significant difference. There were reasonably large differences within groups regarding course load, but the only ones that were significant were the 80% in Social Science and the zero percent in both Humanities and Engineering. No one indicated reductions in clinical load so this was dropped from the table.

Only about 5% percent of faculty indicated they had received increases in leave time. There are some differences in percentages depending on demographic characteristics and college but the numbers of faculty receiving this increase are small and none of the differences are significant. Special timing of the tenure clock was indicated 5.4%, but was significantly different from other units only for A&S Humanities' departments. With respect to equipment, laboratory, or research startup, 29% of the male faculty reported getting an adjustment versus 5% of the women and the result was significant. Only 6.9% of all faculty who took outside offers to their chairs or deans answered that they had received an adjustment relating to the employment of a spouse or partner. None of the differences within different groups were significant.

The next question inquired as to the likelihood that the individual faculty member would leave UNM in the next three years. Fourteen percent answered that they were very likely to leave UNM, 28% that their departure was somewhat likely, 24% that leaving was neither likely nor unlikely, 16% that leaving was somewhat unlikely and 18% that they were very unlikely to leave. The details are to be found in Appendix Table 39. Table 7.5 presents the mean scores for each demographic and group, where 1 indicates "Likely", 0 "Neither likely nor unlikely, and -1 indicates unlikely. As can be seen in Table 7.5 below, overall the score was on the "likely" (positive) side at 0.075. Male faculty were more likely to indicate they would stay than female, Hispanics than non-Hispanics (significant), citizens than non-citizens, and those with dependent children were more likely to indicate they would stay than those without. With the exception of ethnicity none of the above results were significant. Tenured faculty, with a score of 0.13 were more likely to indicate they would leave during the next three years than untenured (-0.7), but the result is not significant. Looking at the scores by rank, Distinguished Professors and Professors had the highest positive scores indicating a greater likelihood of leaving, in some cases perhaps because of retirement, while Associate Professors close to zero (0.02) and Assistant Professors negative (-0.07), with a slight preference for staying. Lectures at 0.04 were split, with slightly more having a chance of leaving.

Table 7.4 Formal or informal outside job offer resulted in adjustment(s) to...

	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes
Total	63	49.2%	60	13.3%	61	21.3%	61	23.0%	58	0.0%
Female	19	52.6%	19	0.0%	19	5.3%	19	15.8%	19	0.0%
Male	38	52.6%	35	22.9% *	36	30.6% *	36	27.8%	33	0.0%
Nonwhite	12	41.7%	12	16.7% *	12	33.3%	12	8.3%	12	0.0%
White	39	56.4%	36	11.1%	37	16.2%	37	27.0%	34	0.0%
Hispanic	6	50.0%	6	50.0%	6	50.0%	6	16.7%	6	0.0%
Nonhispanic	50	54.0%	48	10.4%	49	18.4%	49	24.5%	46	0.0%
Untenured	6	16.7%	6	16.7%	6	16.7%	6	16.7%	6	0.0%
Tenured	53	54.7%	50	14.0%	51	23.5%	51	23.5%	48	0.0%
Distinguished	3	100%	2	50%	3	67%	3	0%	2	0.0%
Professor	31	45%	29	10%	30	30%	29	21%	28	0.0%
Associate	19	63%	19	16%	18	6%	19	32%	18	0.0%
Assistant	6	17%	6	17%	6	17%	6	17%	6	0.0%
Lecturer	4	25%	4	0%	4	0%	4	25%	4	0.0%
No dependent children	17	47%	16	19%	15	7%	16	25%	15	0.0%
With dependent children	40	55%	38	13%	40	28%	39	21%	37	0.0%
Uses day care	11	55%	11	18%	11	9%	11	45%	11	0.0%
Natural Science	21	62%	19	21.1%	20	15.0%	20	25%	19	0.0%
Humanities	3	66.7%	3	0.0%	3	0.0%	3	0.0% *	3	0.0%
Social Science	5	100.0% *	5	40.0%	4	25.0%	5	80.0% *	4	0.0%
Engineering	6	66.7%	5	0.0%	6	66.7%	5	0.0% *	5	0.0%
Education	7	14.3% *	7	28.6%	7	28.6%	7	14.3%	7	0.0%
Other	15	40.0%	15	0.0%	15	13.3%	15	20.0%	14	0.0%

*Significant at 0.05

Table 7.5 Formal or informal outside job offer resulted in adjustment(s) to... (continued)

	Leave time		Special timing of tenure clock		laboratory, or research startup		Employment for spouse or partner			
	N	% Yes	N	% Yes	N	% Yes	N	% Yes		
Total	59	5.1%	56	5.4%	59	18.6%	58	6.9%		
Female	19	10.5%	19	5.3%	19	5.3%	19	15.8%		
Male	34	2.9%	31	6.5%	34	29.4%	33	3.0%		
Nonwhite	12	8.3%	12	8.3%	12	33.3%	12	16.7%		
White	35	2.9%	33	6.1%	35	17.1%	35	5.7%		
Hispanic	6	0.0%	6	0.0%	6	16.7%	6	16.7%		
Nonhispanic	47	4.3%	45	6.7%	47	21.3%	46	6.5%		
Untenured	6	0.0%	6	0.0%	6	0.0%	6	0.0%		
Tenured	49	6.1%	46	6.5%	49	22.4%	48	8.3%		
Distinguished	2	0%	2	0%	2	0%	2	50%		
Professor	29	7%	26	4%	29	28%	28	4%		
Associate	18	6%	18	11%	18	17%	18	11%		
Assistant	6	0%	6	0%	6	0%	6	0%		
Lecturer	4	0%	4	0%	4	0%	4	0%		
No dependent children	15	13%	13	8%	15	27%	15	7%		
With dependent children	38	3%	37	5%	38	18%	37	8%		
Uses day care	11	0%	11	9%	11	18%	11	18%		
Natural Science	19	0.0%	18	0.0%	*	19	31.6%	19	10.5%	
Humanities	3	66.7%	**	2	50.0%	*	3	33.3%	3	33.3%
Social Science	4	0.0%	4	0.0%	4	0.0%	4	0.0%		
Engineering	5	0.0%	5	0.0%	5	40.0%	5	0.0%		
Education	7	0.0%	7	0.0%	7	14.3%	7	0.0%		
Other	15	6.7%	14	14.3%	15	6.7%	14	7.1%		

*Significant at 0.05

** Significant at 0.01

Table 7.6 Likelihood of leaving UNM in the next three years

	N	Mean
Total	319	0.075
Female	139	-0.04
Male	162	0.15
Hispanic	266	0.10 *
Nonhispanic	32	-0.38
Nonwhite	50	0.10
White	236	0.05
Noncitizen	24	-0.21
Citizen	274	0.08
Tenured	209	0.13
Untenured Faculty	85	-0.07
Distiguished	9	0.22
Professor	112	0.21
Associate	88	0.02
Assistant	85	-0.07
Lecturer	24	0.04
No dependent children	127	-0.02
With dependent children	179	0.12
Uses day care	52	0.06
Natural Science	86	0.21
Humanities	32	-0.09
Social Science	40	0.20
Engineering	32	-0.13
Education	44	0.02
Other	70	-0.03

-1-Unlikely, 0- Neither likely nor unlikely, 1-Likely

Finally, faculty were asked whether they had considered a number of potentials reasons to leave UNM. In each case they were asked to respond “not at all”, “to some extent”, “to a great extent” or “not applicable”. To do the significance tests reported in Table 7.6 below, the answers were coded by BBER. First the “Not Applicable” answers were removed, and the percent of respondents who gave each answer were calculated. Then with “not at all” answers valued at -1, “to some extent” at 0, and “to great extent” at 1, we calculated a weighted average for each demographic on each question, i.e., for female faculty on the question of whether had considered moving to increase their salary. In that case the weighted average is .34. That is smaller than the weighted average for men (0.41) but the

difference has no asterisk and is not significant. Compared with other reasons, salary overall had the highest mean value.

To improve prospect for tenure had a negative mean of -.076 suggesting that leaving would in many cases reduce rather than increase the likelihood of getting tenure. Essentially it could mean starting over. Male faculty were even more reluctant to move for this reason and the difference was significant at the 5% level.

Moving to enhance a career in other ways had a positive mean of 0.27. The results were higher for men, for Non-Hispanics (Hispanics had a negative mean of -0.90 versus Non-Hispanics positive of 0.29 and the difference was significant), and those with dependent children versus those without (significant).

Moving to find a more supportive work environment had a positive but small mean of 0.08. While there were differences based on demographic and other characteristics, in no case was the difference significant. Moving elsewhere to increase time to do research similarly elicited a small positive response among most of the different groups. On the other hand, to pursue a non-academic job drew largely negative responses, with a mean for the total answering of -0.61.

The second page of Table 7.6 starts with faculty responses to whether they considered leaving UNM in order to reduce stress. The mean for the 290 answering this question is -0.20, suggesting that stress reduction was not a reason for going.

Nor did most faculty give thought to leaving in order to address child-related issues. Here the mean for the 236 who responded is -0.74. There is however a very significant difference between the mean of -0.89 for those with no dependent children and the mean of -0.68 for those with dependent children, with the mean less negative for users of day care. These results could reflect some concerns regarding schooling options in Albuquerque.

Improving the employment situation of a spouse or partner was generally not a reason for considering a job elsewhere. The overall mean was -0.53. None of the differences were significant.

Considering a job elsewhere in an effort to lower the cost of living had a mean response overall of -0.83, indicating that this is generally not a reason to consider leaving NM. Nor did retirement seem to be favored as a reason to leave. The mean was -.49, with greater negatives for women, for Hispanics, for Non-whites (significant), for Non-citizens (highly significant) and tenured faculty (highly significant).

To adjust clinical load drew fewer responses with negative mean of -.96. None of the differences were significant.

Table 7.7 Faculty who have considered the following as reasons to leave UNM

	to increase your salary		to improve prospect for tenure		to enhance career in other ways		to find a more supportive work environment		to increase time to do research		to pursue a nonacademic job	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Total	306	0.37	208	-0.76	302	0.27	300	0.08	291	0.11	270	-0.61
Female	131	0.34	86	-0.65 *	127	0.23	128	0.09	126	0.12	118	-0.58
Male	157	0.41	108	-0.84	156	0.28	153	0.04	148	0.07	137	-0.66
Hispanic	30	0.33	23	-0.78	32	-0.09	31	-0.10	29	-0.03	27	-0.63
Nonhispanic	255	0.39	168	-0.75	248	0.29 *	247	0.07	242	0.10	226	-0.63
Nonwhite	47	0.47	36	-0.58	48	0.25	47	0.11	46	0.17	41	-0.59
White	224	0.34	147	-0.78	219	0.25	219	0.04	213	0.09	200	-0.65
Noncitizen	21	0.38	16	-0.75	21	0.00	19	-0.21	20	0.15	18	-0.89
Citizen	264	0.39	175	-0.77	259	0.28	259	0.09	251	0.10	234	-0.60
Tenured Faculty	207	0.37	122	-0.93	203	0.32	203	0.15	200	0.15	175	-0.61
Untenured	77	0.39	73	-0.55 **	78	0.18	76	-0.04	76	0.08	74	-0.72
Distiguated	9	0.00	7	-1.00	9	0.22	9	-0.22	9	-0.33	9	-0.56
Professor	111	0.33	57	-0.91	109	0.32	107	0.22	104	0.10	92	-0.72
Associate	87	0.46	58	-0.93	85	0.33	87	0.10	87	0.26	74	-0.49
Assistant	77	0.39	73	-0.55	78	0.18	76	-0.04	76	0.08	74	-0.72
Lecturer	21	0.29	12	-0.42	20	0.15	20	-0.25	14	-0.29	20	-0.15
No dependent	114	0.30	81	-0.74	115	0.14	115	0.03	110	0.06	100	-0.56
With dependent	178	0.43	115	-0.76	174	0.34 *	172	0.11	169	0.14	157	-0.64
Uses day care	53	0.62	41	-0.63	53	0.43	51	0.16	51	0.22	49	-0.69
Natural Science	80	0.50	46	-0.74	77	0.27	80	0.23	78	0.13	70	-0.67
Humanities	32	0.44	22	-0.73	32	0.22	31	0.16	32	0.16	26	-0.62
Social Science	39	0.28	28	-0.82	39	0.26	39	-0.15	37	0.05	39	-0.69
Engineering	31	0.19	21	-0.90	32	0.13	29	-0.21	29	-0.24 *	30	-0.57
Education	41	0.20	32	-0.72	41	0.17	41	0.12	40	0.35 *	36	-0.64
Other	67	0.48	45	-0.71	65	0.38	64	0.06	60	0.10	54	-0.56

-1-Not at all, 0- To some extent, 1 - To a great extent

Table 7.6 Faculty who have considered the following as reasons to leave UNM (cont.)

	to reduce stress		to address child-related issues		to improve employ't situation of spouse or partner		to lower your cost of living		retirement		to adjust clinical load		
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	
Total	290	-0.20	236	-0.74	261	-0.53	276	-0.83	265	-0.49	135	-0.96	
Female	122	-0.11	101	-0.68	105	-0.54	116	-0.82	110	-0.55	54	-0.96	
Male	149	-0.32	122	-0.80	140	-0.53	143	-0.85	140	-0.46	73	-0.96	
Hispanic	29	-0.21	21	-0.81	26	-0.54	26	-0.96	24	-0.75	16	-0.94	
Nonhispanic	240	-0.23	200	-0.74	217	-0.53	231	-0.82	225	-0.48	111	-0.96	
Nonwhite	45	-0.27	36	-0.67	37	-0.59	41	-0.78	39	-0.72	*	21	-0.95
White	210	-0.20	176	-0.75	195	-0.51	203	-0.85	198	-0.44		96	-0.97
Noncitizen	19	-0.42	18	-0.78	21	-0.43	17	-0.94	17	-0.94		11	-0.91
Citizen	249	-0.20	202	-0.74	221	-0.55	239	-0.83	230	-0.47	**	114	-0.96
Tenured Faculty	193	-0.18	153	-0.78	170	-0.56	185	-0.79	175	-0.35		78	-0.97
Untenured	77	-0.25	66	-0.65	72	-0.44	72	-0.92	72	-0.88	**	49	-0.94
Distiguated	8	-0.38	7	-1.00	9	-0.89	9	-1.00	9	-0.11		5	-1.00
Professor	103	-0.29	80	-0.85	91	-0.51	96	-0.85	98	-0.23		41	-0.95
Associate	82	-0.02	66	-0.68	70	-0.60	80	-0.70	68	-0.56		32	-1.00
Assistant	77	-0.25	66	-0.65	72	-0.44	72	-0.92	72	-0.88		49	-0.94
Lecturer	19	-0.21	16	-0.63	18	-0.50	18	-0.83	17	-0.24		7	-1.00
No dependent	109	-0.17	73	-0.89	90	-0.61	103	-0.83	95	-0.53		54	-0.93
With dependent	168	-0.24	152	-0.68	**	160	-0.50	160	-0.83	159	-0.47	75	-0.99
Uses day care	51	-0.29	50	-0.38		52	-0.19	48	-0.83	48	-0.75	22	-0.95
Natural Science	77	-0.23	64	-0.73	70	-0.51	73	-0.81	69	-1.00		33	-0.61
Humanities	28	-0.14	25	-0.64	26	-0.35	29	-0.90	27	-1.00		7	-0.59
Social Science	39	-0.36	35	-0.83	37	-0.65	38	-0.97	*	36	-1.00	17	-0.44
Engineering	29	-0.52	24	-0.75	29	-0.52	28	-0.86	28	-0.93		15	-0.46
Education	40	0.03	29	-0.79	33	-0.70	32	-0.94	34	-0.89		27	-0.56
Other	61	-0.10	47	-0.72	52	-0.46	60	-0.68	*	57	-0.97	29	-0.39

-1-Not at all, 0- To some extent, 1 - To a great extent

8 UNM Programs and Resources

UNM has implemented a number of efforts to improve the working environment for faculty. The survey explored the perceived value of various programs to members of the faculty. Below we discuss perceived value of each program across different groups and consider how faculty report using those programs.

Faculty were asked whether they had ever heard of each of the program and how valuable they thought the program was: “very valuable”, “quite valuable”, “somewhat valuable”, and “not at all valuable”. The detailed responses are in the Appendix Tables 42a through k. Thus, in Appendix Table A42a there were 29% who had never heard of the Suspension of Tenure Clock Program. BBER coded a program as being valuable when the respondent answered “very valuable” or “quite valuable”. Seventy percent of those who had heard of the program thought the Suspension of Tenure Clock Program was valuable.

Table 8.1 below reports the results by program for value and notes significant differences based on gender, race, ethnicity, and other factors. Thus as mentioned above, 70% of those who were aware of the program indicated that “suspension of tenure clock” was a valuable program. However, 85% of female faculty indicated the program was valuable versus 73% of males, a difference that is significant at the 1% level. And 81% of Assistant Professors thought the program was valuable, versus 63% of Professors, 73% of Associates, and 40% of Lecturers, a difference that was also very significant.

Suspension of Tenure Clock is regarded as one of the more valuable programs. As can be seen in Table 8.1, the parental leave program was considered the most valued program. Eighty-five percent of faculty indicated that the parental leave program was valuable as BBER has coded the results: 89% of female faculty found this program valuable as compared with 80% of male faculty, a difference that is significant at the 5% level. The second most valued program was Spousal Accommodation, with 75% indicating this program was valuable. This was followed by Campus Childcare, which 71% thought to be valuable. Significantly more Assistant Professors (75%) valued this program as compared with Professors (67%). Suspension of Tenure Clock (70%) was next and then the Equity Review (68%). Significantly more women (76%) found the equity review to be valuable than men (61%) . A lower percentage of professors (60%) than those at other ranks found the equity review to be valuable.

Significant gender differences emerged in the value attached to a number of these programs. While differences may be found for race and ethnicity, citizenry, tenure status, and whether the respondent had dependent children, none of these differences were significant even at the 5% level. Significant differences can be seen between and among faculty at different ranks . College generally does not make a major difference except in the case of spousal accommodation, which is significantly more important for faculty in Education compared with other colleges.

Table 8.1 Value to faculty of different UNM programs and resources

	Suspension of Tenure Clock		Spousal Accommodation		Parental Leave		New Faculty Orientation		New Faculty Workshops		Ombuds for Faculty				
	N	Valuable	N	Valuable	N	Valuable	N	Valuable	N	Valuable	N	Valuable			
Total	220	70.0%	217	74.7%	265	84.9%	306	50.3%	277	48.4%	214	45.3%			
Female	103	79.6%	** 94	76.6%	123	89.4%	*	138	50.0%	122	50.8%	95	51.6%		
Male	111	59.5%	117	71.8%	136	80.1%		159	49.1%	146	45.9%	114	39.5%		
Hispanic	188	69.7%	189	74.6%	229	85.2%		262	50.0%	234	47.4%	185	45.4%		
Nonhispanic	24	75.0%	21	76.2%	29	86.2%		34	50.0%	33	54.5%	24	45.8%		
Nonwhite	29	75.9%	28	75.0%	42	83.3%		48	50.0%	41	48.8%	32	50.0%		
White	171	70.8%	169	74.6%	202	85.6%		232	50.4%	210	48.6%	163	44.8%		
Noncitizen	13	84.6%	14	71.4%	19	84.2%		25	60.0%	21	57.1%	15	60.0%		
Citizen	198	68.2%	196	74.5%	237	84.8%		269	48.7%	244	46.7%	192	43.8%		
Untenured	48	81.3%	45	80.0%	63	88.9%		82	41.5%	73	45.2%	46	45.7%		
Tenured Faculty	167	67.7%	165	73.9%	189	82.5%		205	54.6%	*	188	49.5%	159	43.4%	
Distinguished	8	75.0%	9	55.6%	*	9	77.8%		10	70.0%	7	71.4%	6	50.0%	
Professor	89	62.9%	*	92	72.8%		103	81.6%	*	110	53.6%	103	48.5%	94	41.5%
Associate	70	72.9%	*	64	78.1%		77	84.4%		85	54.1%	78	48.7%	59	45.8%
Assistant	48	81.3%	**	45	80.0%	*	63	88.9%	*	82	41.5%	73	45.2%	46	45.7%
Lecturer	5	40.0%	*	7	57.1%		13	100.0%		19	42.1%	16	50.0%	9	77.8%
No dependent children	81	65.4%	76	71.1%	99	81.8%		120	45.8%	108	42.6%	74	44.6%		
With dependent	136	72.1%	137	75.9%	162	86.4%		179	53.1%	162	51.9%	135	45.2%		
Uses day care	39	82.1%	37	86.5%	47	93.6%		52	38.5%	*	43	46.5%	39	38.5%	
Natural Science	58	62.1%	63	76.2%	71	83.1%		82	47.6%	68	42.6%	47	36.2%		
Humanities	27	81.5%	26	76.9%	29	96.6%		33	42.4%	32	40.6%	26	42.3%		
Social Science	31	74.2%	35	71.4%	36	86.1%		39	41.0%	35	37.1%	27	33.3%		
Engineering	23	82.6%	22	86.4%	29	89.7%		31	58.1%	30	56.7%	25	32.0%		
Education	25	84.0%	19	89.5%	**	32	90.6%		42	54.8%	41	56.1%	29	55.2%	
Other	51	56.9%	48	60.4%	63	74.6%		72	52.8%	64	54.7%	56	60.7%		

* Significant at 0.01

** Significant at 0.05

Table 8.1 Value to faculty of different UNM programs and resources (cont.)

	Faculty Mentoring		Equity Review		Faculty Women's Caucus		Women's Color Faculty Group		Campus Childcare	
	N	Valuable	N	Valuable	N	Valuable	N	Valuable	N	Valuable
Total	244	57.0%	228	68.0%	192	58.3%	165	58.2%	263	70.7%
Female	99	62.6%	93	76.3%	100	65.0%	77	66.2%	123	73.2%
Male	137	53.3%	129	61.2%	86	48.8%	83	49.4%	133	68.4%
Hispanic	205	57.6%	203	67.5%	161	60.2%	135	60.7%	227	70.0%
Nonhispanic	30	56.7%	19	68.4%	23	52.2%	23	52.2%	28	82.1%
Nonwhite	39	51.3%	32	62.5%	29	65.5%	26	69.2%	40	72.5%
White	183	59.0%	180	69.4%	145	58.6%	122	58.2%	205	71.2%
Noncitizen	21	71.4%	14	71.4%	17	52.9%	13	61.5%	22	68.2%
Citizen	214	55.6%	205	67.3%	166	58.4%	145	56.6%	231	71.0%
Untenured	60	50.0%	46	76.1%	42	64.3%	33	69.7%	63	74.6%
Tenured Faculty	172	58.1%	172	65.7%	142	56.3%	125	55.2%	186	68.8%
Distinguished Professor	9	77.8%	10	80.0%	7	71.4%	6	83.3%	10	90.0%
Associate	98	55.1%	97	59.8%	74	50.0%	67	50.7%	102	66.7%
Assistant	65	60.0%	65	72.3%	61	62.3%	52	57.7%	74	68.9%
Lecturer	60	50.0%	46	76.1%	42	64.3%	33	69.7%	63	74.6%
	12	75.0%	10	70.0%	8	62.5%	7	57.1%	14	78.6%
No dependent children	90	58.9%	80	68.8%	67	59.7%	56	55.4%	90	75.6%
With dependent	150	56.7%	144	66.7%	123	56.9%	106	58.5%	167	67.7%
Uses day care	38	50.0%	34	50.0%	28	57.1%	24	54.2%	48	62.5%
Natural Science	65	49.2%	62	59.7%	53	50.9%	45	55.6%	70	74.3%
Humanities	24	54.2%	24	83.3%	23	73.9%	18	72.2%	28	67.9%
Social Science	30	50.0%	34	64.7%	28	42.9%	22	45.5%	37	73.0%
Engineering	26	53.8%	25	60.0%	11	63.6%	12	58.3%	28	71.4%
Education	42	66.7%	26	69.2%	26	65.4%	24	58.3%	36	66.7%
Other	51	66.7%	53	75.5%	47	61.7%	41	58.5%	59	67.8%

* Significant at 0.01

** Significant at 0.05

Table 8.2 considers the same programs but looks at whether or not faculty had availed themselves of the program. The most heavily used program by both male and female faculty is new faculty orientation, which 77% of the 315 responding faculty had used. Next were the new faculty workshops with 39% of the 314 respondents indicating use. The equity review is next with 26% using, basically the same percent for men and women, followed by faculty mentoring (22%), the faculty women's caucus (18%) and campus childcare (11%). The most valued programs, such as parental leave, spousal accommodation and stopping the tenure clock are used relatively infrequently (although 19 % of women faculty indicated that they had used the parental leave program).

The parental leave program is interesting. In addition to women, parental leave was used more by Assistant Professors (15% versus 13% for Associates and 10% for Professors and Distinguished Professors), by those with dependent children (18%), and by faculty across the College of Arts and Sciences (17% to 19%). Parental leaves are clearly of great assistance to those who need to use them, and their importance appears to be appreciated by their colleagues who have not themselves taken advantage of that program. The facts that younger faculty and users of day care (37%) make more use of the program suggest that use of parental leave will only grow in significance as new junior faculty are hired.

The final question in this section relates to faculty's reaction to the equity adjustment review in 2012-13. As can be seen in Table 8.3 below, 45% were positive, which meant that they had answered either 1 -- very positive or 2. Female faculty were more positive than male, non-Hispanics than Hispanics, whites than non-whites, non-citizens then citizens, those with no dependent children versus those with and particularly those using day care. In no instance was the difference significant.

Table 8.2 Faculty use of different UNM programs

	Suspension of Tenure Clock		Spousal Accommodation		Parental Leave		New Faculty Orientation		New Faculty Workshops		Ombuds for Faculty		Faculty Mentoring		Equity Review		Faculty Women's Caucus		Women's Color Faculty Group		Campus Childcare		
	N	Have Used	N	Have Used	N	Have Used	N	Have Used	N	Have Used	N	Have Used	N	Have Used	N	Have Used	N	Have Used	N	Have Used	N	Have Used	
Total	311	8.7%	314	8.9%	313	11.5%	315	76.8%	314	38.9%	312	10.3%	313	21.8%	311	26.0%	314	17.5%	312	5.1%	306	11.1%	
Female	140	16.4%	** 141	11.3%	140	19.3%	** 141	86.5%	** 140	45.0%	140	14.3%	139	33.8%	* 140	25.7%	141	36.9%	** 141	9.2%	** 135	16.3%	**
Male	163	2.5%	164	7.3%	164	4.3%	164	68.9%	164	34.1%	163	7.4%	164	22.6%	162	25.9%	164	0.6%	162	1.2%	162	6.2%	
Hispanic	268	9.0%	270	9.6%	269	11.5%	270	75.9%	269	38.3%	268	11.2%	269	26.0%	267	28.1%	* 269	17.1%	267	27%	** 263	10.6%	
Nonhispanic	34	8.8%	34	5.9%	34	11.8%	34	82.4%	34	41.2%	34	5.9%	33	39.4%	34	11.8%	34	20.6%	34	2%	33	12.1%	
Nonwhite	50	8.0%	50	4.0%	50	10.0%	50	78.0%	50	42.0%	50	8.0%	50	42.0%	* 50	24.0%	51	23.5%	50	18.0%	** 50	8.0%	
White	236	8.5%	238	10.9%	237	12.2%	238	77.3%	237	38.8%	236	10.2%	237	24.9%	235	28.1%	237	16.5%	236	1.3%	231	10.8%	
Noncitizen	25	0.0%	25	4.0%	25	12.0%	25	80.0%	25	40.0%	25	4.0%	25	44.0%	25	24.0%	25	12.0%	25	4.0%	25	12.0%	
Citizen	275	9.5%	277	9.7%	276	11.2%	277	76.5%	276	38.0%	275	11.3%	275	26.9%	274	27.0%	277	17.7%	275	5.1%	269	11.2%	
Untenured	83	10.8%	83	7.2%	83	14.5%	84	89.3%	* 84	64.3%	** 83	6.0%	84	42.9%	* 81	13.6%	83	9.6%	83	4.8%	81	8.6%	
Tenured Faculty	207	8.7%	208	10.6%	207	11.1%	208	73.6%	207	29.0%	206	13.1%	206	23.8%	207	32.9%	** 208	22.1%	* 206	5.8%	203	12.3%	
Distinguished Professor	10	0.0%	10	10.0%	10	10.0%	10	40.0%	* 10	0.0%	* 10	0.0%	10	10.0%	10	40.0%	10	10.0%	10	0.0%	10	10.0%	
Associate	112	5.4%	112	10.7%	112	9.8%	112	68.8%	* 111	24.3%	* 111	13.5%	112	17.9%	* 112	33.9%	* 112	17.0%	111	4.5%	110	12.7%	
Assistant Lecturer	85	14.1%	86	10.5%	85	12.9%	86	83.7%	86	38.4%	85	14.1%	84	33.3%	85	30.6%	86	30.2%	* 85	8.2%	83	12.0%	
Lecturer	83	11.0%	83	7.3%	83	14.6%	84	89.2%	** 84	63.9%	** 83	6.1%	84	42.2%	* 81	13.8%	* 83	9.8%	* 83	4.9%	82	8.8%	
	21	0.0%	23	0.0%	23	4.3%	23	60.9%	* 23	34.8%	* 23	0.0%	23	13.0%	* 23	8.7%	23	4.3%	* 23	0.0%	21	9.1%	
No dependent	121	4.1%	123	3.3%	122	1.6%	124	79.8%	123	48.0%	* 122	11.5%	123	30.1%	122	22.1%	123	17.9%	121	5.8%	119	2.5%	
With dependent	184	12.0%	* 184	13.0%	** 184	17.9%	** 184	74.5%	184	32.1%	183	9.8%	183	26.8%	182	29.1%	184	17.4%	184	4.3%	182	16.5%	**
Uses day care	54	24.1%	54	24.1%	54	37.0%	54	88.9%	54	42.6%	53	11.3%	54	33.3%	53	15.1%	54	16.7%	54	5.6%	54	22.2%	
Natural Science	83	4.8%	85	15.3%	84	16.7%	86	82.6%	86	23.3%	84	6.0%	84	21.4%	* 83	32.5%	84	17.9%	83	1.2%	* 84	15.5%	
Humanities	32	18.8%	32	12.5%	32	18.8%	32	81.3%	32	43.8%	32	15.6%	32	34.4%	* 32	15.6%	32	25.0%	32	6.3%	31	9.7%	
Social Science	40	10.0%	40	10.0%	40	17.5%	40	65.0%	40	32.5%	* 40	5.0%	40	20.0%	* 40	37.5%	40	20.0%	40	2.5%	* 38	10.5%	
Engineering	34	8.8%	34	5.9%	34	2.9%	34	70.6%	34	41.2%	34	5.9%	34	14.7%	* 34	20.6%	34	5.9%	34	2.9%	34	11.8%	
Education	43	7.0%	43	0.0%	43	4.7%	43	83.7%	42	64.3%	* 42	21.4%	43	72.1%	** 42	21.4%	44	18.2%	44	15.9%	* 40	7.5%	
Other	72	9.7%	72	6.9%	72	8.3%	72	75.0%	72	44.4%	72	12.5%	72	18.1%	* 72	25.0%	72	18.1%	71	4.2%	71	8.5%	

* Significant at 0.01

** Significant at 0.05

Table 8.3 Faculty reactions to equity adjustment review in 2012-13

	N	% Positive
Total	240	45.4%
Female	104	47.1%
Male	129	44.2%
Hispanic	211	43.1%
Nonhispanic	22	63.6%
Nonwhite	40	37.5%
White	179	48.6%
Noncitizen	15	73.3%
Citizen	216	43.5%
Tenured Faculty	38	55.3%
Untenured	189	45.0%
Distiguated	9	55.6%
Professor	104	38.5%
Associate	76	52.6%
Assistant	38	55.3%
Lecturer	12	25.0%
No dependent children	91	48.4%
With dependent children	144	42.4%
Uses day care	34	29.4%
Natural Science	67	43.3%
Humanities	28	60.7%
Social Science	29	58.6%
Engineering	26	26.9%
Education	31	54.8%
Other	55	34.5%

Positive = 1 very - positive or 2

9 Balancing Personal and Professional Life

This chapter explores to what extent and how UNM faculty members achieve a balance in their professional and personal lives. The detailed tables of responses can be found in Appendix 9 . Table 9.1 presents the overview along with significance. Faculty were asked to respond to a set of four questions and to indicate whether they agree strongly, agree somewhat, disagree somewhat or disagree strongly or don't know. For faculty to be coded as agreeing in Table 9.1 they had to either agree strongly or somewhat. Only those who agree or disagree are counted in the denominator. Don't know answers are excluded much as the Not Applicable answers have been excluded in other sections of this report.

On the first question (44a) on whether they are "usually satisfied with the way in which I balance my professional and personal life", 21% of the 319 who responded strongly agreed, 39% somewhat, 23% disagreed somewhat and 16% strongly disagreed. 1% said they did not know. As can be seen in Table 9.1, while 60% were coded as agreeing, there were differences by gender, by ethnicity, between citizens and noncitizens, and depending upon whether had dependent children. Men, nonHispanics, noncitizens and those with dependent children were generally more satisfied with their work-life balance. At 82% agreement, the School of Engineering had by far the highest percentage of faculty indicating satisfaction with work life balance. That said, none of the differences were significant.

Thirty five percent of faculty respondents indicated that they had seriously considering leaving UNM in order to achieve better balance between work and personal life, with 40% of the female faculty agreeing versus 29% of the male faculty. Hispanics were more likely to say they had considered leaving, also nonwhites, citizens, and untenured faculty. Fewer faculty in Engineering and the Social Sciences had given serious consideration to leaving.

Forty percent of respondents indicated they often forgo professional activities like conferences and sabbaticals because of personal responsibilities. Untenured faculty and those with dependent children were both more likely to indicate they often forgo professional activities and in both cases the results were highly significant. The lumping of sabbaticals with conferences and other professional activities in this question may confuse results. Attending professional conferences and serving on the board of a professional organization more clearly compete for time with family or other personal responsibilities.

Forty-three percent indicated that personal responsibilities and commitments have slowed down their career progression. Women and non-Hispanics both agreed in higher percentages with the statement, but having dependent children was highly significant, and those using day care were also significantly more likely to indicate that personal responsibilities had jeopardized career progress.

Table 9.1 How well faculty balance personal and professional lives

	usually satisfied with the way balance professional and personal life		seriously considered leaving UNM in order to achieve better balance between work & personal life		often forgo professional activities (e.g. sabbaticals, conferences) because of personal responsibilities		Personal responsibilities and commitments have slowed down my career progression		
	N	% Agree	N	% Agree	N	% Agree	N	% Agree	
Total	316	60.4%	312	34.6%	306	39.5%	302	42.7%	
Female	143	49.7%	138	39.9%	136	39.7%	134	44.8%	
Male	164	71.3%	165	28.5%	163	39.3%	160	40.6%	
Hispanic	272	60.7%	267	34.1%	264	40.2%	262	42.7%	
Nonhispanic	32	65.6%	33	30.3%	33	42.4%	29	48.3%	
Nonwhite	51	60.8%	50	38.0%	48	41.7%	46	39.1%	
White	239	59.8%	235	34.0%	233	39.1%	233	43.8%	
Noncitizen	25	64.0%	24	25.0%	24	29.2%	24	41.7%	
Citizen	279	60.9%	276	33.7%	272	40.8%	267	42.3%	
Tenured Faculty	83	60.2%	81	28.4%	77	27.3%	75	46.7%	
Untenured	209	59.3%	207	37.2%	208	45.2%	** 203	43.8%	
No dependent children	128	56.3%	126	34.1%	119	20.2%	119	23.5%	
With dependent children	183	63.4%	181	34.8%	182	52.7%	** 178	56.2%	**
Uses day care	53	53%	52	37%	52	65%	* 51	73%	*
Natural Science	87	62.1%	87	38%	85	44.7%	85	52.9%	
Humanities	33	48.5%	33	36%	33	36.4%	31	35.5%	
Social Science	40	60.0%	40	25%	38	52.6%	38	60.5%	
Engineering	34	82.4%	34	24%	33	36.4%	32	28.1%	
Education	44	47.7%	44	34%	41	26.8%	41	34.1%	
Other	72	62.5%	68	41%	71	38.0%	69	34.8%	

* Significant at 0.05

** Significant at 0.01

9.1 Children

Fifty-nine percent of the faculty indicated that they had cared for or currently care for depended children. The percentage increases as one goes up the ranks: from 43% for Assistant Professors to 90% for Distinguished Professors. For more details, please see Appendix Table A9.45. The mean number of children was 1.7 for women and 2.0 for men and the difference was significant. Assistant Professors averaged 1.5 children, Associates, 1.8, Professors, 2, and Distinguished Professors 2.1, a significantly higher number. Twenty eight percent of the faculty with dependent children indicated that they use day care services or other programs to care for a dependent child. The percentage of faculty using child care was significantly higher for females than males, (39% vs 21%).

On the question of whether their job had prevented them from having the number of children that they wanted, one quarter of the 79 females answering agreed, a proportion significantly larger than the 8% of men. Table 9.2 presents the results for significance.

Table 9.2 Percentage of faculty who feel their job has prevented them from having the number of children they wanted

	Total	% Yes	
Total	192	16%	
Demographic Information			
Female	79	25%	*
Male	107	8%	
Non Hispanic	167	14%	
Hispanic	20	20%	
Non White	28	18%	
White	146	16%	
Citizen	16	19%	
Noncitizen	168	15%	
Position			
Untenured	54	20%	
Tenured	138	14%	
Distinguished Professor	9	11%	
Associate	83	10%	
Assistant	47	23%	
Lecturer	42	24%	
	11	0%	
College/School			
Natural Science	58	14%	
Humanities	17	29%	
Social Science	28	14%	
Engineering	23	9%	
Education	20	10%	
Other	43	19%	

Faculty with dependent children now or in the past were asked about their childcare arrangements. The detailed results are presented in Appendix Table A9.49 but Table 9.3 below examines differences. Across responding faculty (186 is assumed) the most likely arrangements are a non-UNM child care center (23%) and a family member (22%). Eighteen percent indicate use of afterschool care; 20% responded that the child “takes care of themselves”. Six percent availed themselves of UNM childcare, which can be difficult to get into. Female faculty had higher rates of use of non-university child care centers, of in-home providers, like a nanny (significant), of family members (significant) and of afterschool care. Non-whites were significantly more likely to have children who “take care of themselves”. Untenured faculty were significantly more likely to use UNM child care or another non-UNM child care center or to have an in-home provider.

When asked about their satisfaction with their current childcare arrangements, almost one third of the 140 respondents indicated they were very satisfied, 52% were satisfied, 13% somewhat dissatisfied, and 3% very dissatisfied. While women were more satisfied than men, Hispanics than non-Hispanics, and whites more satisfied than non-whites, the only significant difference was between citizens (87% satisfied versus 58% of non-citizens).

Faculty were given a list of childcare issues and asked to indicate which had the highest priority, were quite a priority, somewhat a priority or not at all a priority. The detailed tables are in the Appendix. Table 9.3 below includes all the options listed and indicates the percent of faculty indicating the option is a priority, where the percent includes those indicating this was a high priority and those indicating quite a priority. The data are presented by gender, by ethnicity, by race and other factors, and significant differences are noted. Looking at the totals first, availability of campus childcare was a priority among 51% of the faculty, with higher percentages among female faculty (64% versus 41% for males), non-Hispanics (56% vs 51%), noncitizens (71% vs 49%), and untenured faculty (very significant at 74% vs 45%). Availability of infant/toddler care was a priority for 48%, the second highest. For female faculty this was a priority for 59% vs 40% of males. This was also a higher priority for Hispanics (49% vs 44%), for noncitizens (57% vs 47%), and for untenured faculty (very significant at 76% vs, 39%). Care for school aged children after school and during the summer tied for second place, with 48%. The percentage saying this was a priority was higher for women (61% vs 38%), for Hispanics (50% vs 40%), for whites (52% vs 32%), for untenured (significant at 62% compared with 43%). Just under 48% of faculty gave priority to having assistance in covering childcare costs. This was more of a priority for female faculty (57% vs 39%), for Non-Hispanics (63% vs 46%), for nonwhites (52% vs 47%), for noncitizens (64% vs 46%), and very significantly for untenured faculty (73% vs 40%). A large number (44%) indicated that having back up or drop-in care available for when usual childcare arrangements fall apart was a priority, with a higher percentage for women than men, for non-Hispanics, and for noncitizens. Following closely after back up care was childcare for sick children to which 44% gave priority.

Table 9.3 Childcare arrangements used by faculty

	N***	UNM child care % Use	Non-University child care center % Use	Childcare in the provider's home % Use	In-home provider (nanny/ babysitter) % Use	Family members (spouse/partner, grandparent, yourself, etc.) % Use	Afterschool care % Use	Child takes care of self % Use	Other % Use			
Total	186	5.9%	23.1%	4.3%	9.7%	22.0%	18.3%	19.9%	8.1%			
Female	75	5.3%	29.3%	1.3%	20.0%	*	25.3%	25.3%	*	21.3%	9.3%	
Male	105	6.7%	20.0%	6.7%	2.9%	21.0%	13.3%	20.0%	7.6%			
Nonwhite	28	4%	21.4%	10.7%	7.1%	32.1%	21.4%	35.7%	*	14.3%		
White	141	6%	24.1%	3.5%	10.6%	20.6%	17.0%	17.7%	7.1%			
Nonhispanic	162	7%	24.7%	4.3%	9.9%	22.8%	17.9%	20.4%	8.0%			
Hispanic	19	0%	15.8%	5.3%	10.5%	21.1%	21.1%	21.1%	10.5%			
Untenured	36	16.7%	*	41.7%	*	2.8%	22.2%	*	27.8%	16.7%	11.1%	5.6%
Tenured	140	2.9%	18.6%	5.0%	6.4%	19.3%	19.3%	22.1%	8.6%			
Natural Science	56	13%	14.3%	5.4%	5.4%	14.3%	16%	21.4%	5.4%			
Humanities	17	5.9%	41.2%	5.9%	11.8%	23.5%	35%	17.6%	11.8%			
Social Science	25	8.0%	24.0%	4.0%	4.0%	24.0%	20%	4.0%	16.0%			
Engineering	23	0.0%	17.4%	4.3%	4.3%	21.7%	17%	30.4%	0.0%			
Education	19	0.0%	26.3%	5.3%	10.5%	31.6%	21%	10.5%	13.0%			
Other	43	2.3%	30.2%	2.3%	20.9%	27.9%	14%	25.6%	15.8%			

* Significant at 0.05

** Significant at 0.01

***N taken from Q45 due to lack of response data for Q49

9.2 Caring for aging parent or relative

Faculty were also asked about the care provided for an aging parent or relative within the past 3 years. The details are found in Appendix Tables A9.52 and 53. Twenty-nine percent indicated that they had cared for an aging parent within the past three years. The percentages were very similar for females and males and for Hispanics and Non-Hispanics, but a bit higher for non-whites (33% vs 27%), and for citizens (31% vs 13%). Half of the Distinguished Professors had cared for an aging parent or relative over the past 3 years versus 34% of Professors, 32% of Associate Professors and 16% of Assistant Professors. Only the difference between Professors (with the largest number of respondents) and Assistant Professors was significant.

Among the 91 who had cared for an aging parent and who responded to the question 53 on time spent, 56% indicated that they spent 5 hours a week or less caring for an aging parent or relative, while 27% spent 6-10 hours; 12%, 11-20 hours; 2%, 21-30; and 2%, more than 30 hours a week. Relatively more men (69%) spent 5 hours or less per week, while 40% of women spent less than 5 hours a week with 33% (compared with 22% of men) spending 6-10 hours, and 18% (compared with 8% of men) spending 21-30 hours). Five percent of women spent 21-30 hours per week and 5% reported more than 30 hours per week. In each case, no men reported spending these long hours to care for an aging parent/relative. There are differences among racial and ethnic groups. Many distinguished and full professors reported spending many hours a week caring for an aging parent/relative. The burden falls off as we move down the hierarchy but the percentages of faculty working up to 20 hours per week caring for aging relatives were still sizeable.

9.3 Spouse/partner's career

Faculty were asked whether they had a spouse or a partner or were "single," and also whether they lived with their spouse/partner or resided at different locations. Of 317 faculty answering the question, 71% were married and lived with their spouse, 8% were not married but had a domestic partner, 6% were married or partnered but residing at different locations and 16% were single (not married, not partnered).

Faculty with a spouse/partner were queried about their partner's current employment status. According to Table 9.4, 264 (80.7%) of the faculty reported that their partner/spouse was employed, with 248 (87.5%) indicating that employed was their preferred status. (For details on full versus part time employment, please see Table A9.56a and b.) A higher percentage of women than men indicated they had an employed spouse and an even higher percent indicated that their spouse would prefer to be employed. Both results were significant. A higher percentage of tenured faculty had an employed spouse and the difference from untenured faculty was significant. A much higher percent of untenured faculty indicated that their spouse would prefer to be employed and the difference was significant. This result could be interpreted as reflective of limited job options in New Mexico for highly educated partners/spouses.

A very substantial 31% of the 259 answering the question (Q 57) indicated that their spouse/partner worked at UNM. As is suggested by the results in the previous table for faculty with partners/spouses working at UNM, at least some of these individuals would prefer to be working elsewhere.

Table 9.4 Current and preferred employment status of spouse or partner

	Spouse or Partner's current employment status?		Spouse or partner's preferred employment status		
	N	% Employed	N	% Employed	
Total	264	80.7%	248	87.5%	
Female	110	87.3%	* 103	93.2%	*
Male	150	76.0%	143	83.2%	
Non Hispanic	227	80.2%	216	87.5%	
Hispanic	30	86.7%	27	88.9%	
Non White	36	86.1%	33	97.0%	
White	209	79.4%	198	85.9%	
Non Citizen	21	76.2%	17	94.1%	
Citizen	234	80.8%	224	87.1%	
Untenured	65	78.5%	62	93.5%	*
Tenured	177	80.8%	* 165	85.5%	
Spouse not employed by UNM	113	82.3%	171	84.8%	
Spouse Employed by UNM	52	100.0%	** 73	95.9%	*
No dependent children	90	75.6%	86	86.0%	
With dependent children	170	82.9%	158	88.0%	
Uses day care	52	92.3%	* 52	100.0%	*
Natural Science	76	85.5%	68	89.7%	
Humanities	29	89.7%	27	92.6%	
Social Science	33	66.7%	32	78.1%	
Engineering	32	65.6%	30	70.0%	
Education	33	78.8%	32	93.8%	
Other	58	87.9%	56	92.9%	

Question 58 explored further how satisfied spouse/partners were with their current employment opportunities. Five to ten percent in each case answered that the question was not applicable to them. Detailed results are in the Appendix for this chapter (Tables A9.58a through A9.58.g). Table 9.5 presents the results for significance. Taking the first question of whether the spouse/partner is satisfied with their current employment opportunities, only 27% strongly agreed, with 36% agreeing somewhat. The percent strongly agreeing was somewhat higher for non-whites (30%) and for those in Education (33%) and Engineering (34%) and in Social Sciences (36%).

When asked whether they had seriously considered leaving UNM in order to enhance their spouse/partner's career, 18% strongly agreed, while 33% strongly disagreed and 10% said N/A. The highest percent strongly agreeing (32%) was for faculty whose spouse/partner was employed at UNM.

Thirty-three percent of faculty indicated they strongly agreed with the statement that as a couple they were staying in NM because of his/her UNM faculty job, and 33% agreed somewhat. Non-citizens were far more likely to agree strongly (57%), also faculty from Fine Arts/Architecture and Planning (48%) or the group with University Libraries (46%).

Table 9.5 Agreement with statements about spouse/partner's career

	Spouse/partner satisfied with his/her current employment opportunities		Have seriously considered leaving UNM to enhance spouse/partner's career		Partner/spouse and I are staying in New Mexico because of my job		Spouse/partner and I have seriously considered leaving NM to enhance both our careers	
	N	% Agree	N	% Agree	N	% Agree	N	% Agree
Total	248	66.1%	236	48.7%	245	69.4%	243	59.7%
Female	107	70.1%	100	50.0%	103	67.0%	103	63.1%
Male	139	62.6%	134	47.8%	140	71.4%	138	57.2%
Hispanic	216	65.3%	206	48.5%	213	69.0%	212	62.3% *
Nonhispanic	28	67.9%	26	46.2%	28	78.6%	27	37.0%
Nonwhite	36	63.9%	34	59%	37	83.8% *	37	54.1%
White	197	65.5%	188	47%	191	67.0%	191	59.7%
Noncitizen	20	50.0%	18	44.4%	21	85.7%	20	50.0%
Citizen	221	67.4%	211	49.3%	217	67.7%	216	60.2%
Untenured	62	62.9%	58	48.3%	58	77.6%	57	57.9%
Tenured Faculty	163	67.5%	156	51.3%	165	71.5%	164	63.4%
No dependent children	84	52.4%	78	46.2%	80	70.0%	80	51.3%
With dependent children	160	73.1%	154	48.7%	161	69.6%	160	63.1%
Uses day care	52	77%	51	61%	51	69%	51	76%
Natural Science	74	64.9%	72	46%	70	65.7%	70	64.3%
Humanities	27	59.3%	27	63%	27	63.0%	27	63.0%
Social Science	30	76.7%	30	40%	30	60.0%	31	58.1%
Engineering	28	71.4%	26	42%	31	74.2%	31	48.4%
Education	31	61.3%	26	35%	31	67.7%	28	50.0%
Other	56	66.1%	53	58%	54	81.5%	54	63.0%

Regarding whether the couple had seriously considered leaving NM to enhance both their career opportunities, 23% strongly agreed, with the same percent strongly disagreeing. The percentage agreeing was highest for Anderson School (42%) and for those with a spouse employed by UNM (41%). It was lowest for Hispanics (7%), Engineering, Fine Arts/Architecture (both 16%) and Education (19%) and those whose spouse/partner was not employed by UNM (16%).

Table 9.6 reports the responses to a series of questions about colleagues' and departments' support for providing a family-friendly work environment. Of the 312 responding to whether faculty in their

department were supportive of those who want to balance their family and career lives, 75% agreed, with 6.4% indicating they didn't know. Male faculty (79% of whom agreed), were significantly more likely to feel that the faculty were supportive than female (72%). Hispanics were more likely to indicate agreement (78%), with only 5.2% saying they did not know, significantly fewer than the 15% of Non-Hispanics who said they didn't know. Untenured faculty were less likely to agree than tenured but the result was not significant.

A third of the faculty (32.8%) reported that their department makes it difficult for faculty to adjust their schedules to care for children and other family members. More men than women and significantly more Non-Hispanics as well as users of day care agreed that their department was not accommodating. Thirty-one percent agreed that department meetings are often held early or late in the day, times that could pose problems for parents. A&S Natural Sciences faculty were in significantly greater agreement on this point than Engineering.

Fifty-seven percent of the faculty indicated that their Department Chairs were aware of UNM Faculty Parental Leave policy with 38% indicating they did not know whether their chair was aware of the policy. Those with dependent children were more likely to respond that their chair was knowledgeable (63%). 59% agreed that their department was supportive of the UNM Faculty parental leave policy, with 35% saying they did not know. Women, Hispanics, whites, and tenured faculty, and those with dependent children were all more likely to agree. Forty nine percent of the untenured faculty indicated they didn't know and the result was significant. Also significant was the very small percentage of education faculty (30%) who did not agree.

On the question of whether having children would result in male faculty being viewed as less committed to their careers, only 8.2% agreed, including 13% of males versus 2% of females (significant). Thirty-one percent of the faculty answered that they didn't know whether men would be considered less committed to their career. When the same question was asked about female faculty, 24% agreed, versus 23% who said they didn't know. The percentage of women agreeing with the statement (31%) was almost double the percentage of men (16%), and the difference was very significant. Citizens were significantly more likely than noncitizens to think department members would view women with children as less committed to their careers. Also very significant was the large percentage of untenured faculty who didn't know how their colleagues viewed women with children.

In response to the question of whether the faculty member prioritizes work in work/life conflicts, 53% agreed, including 57% of the men and 49% of the women. Two thirds of those with no dependent children answered that they prioritize work versus 44% of those with dependent children and the result was very significant. Those in Education, engineering and Humanities were more likely to indicate that work was the priority but the results were not significant. Conversely, 45 percent agreed that they prioritized family, including 53% of women versus 38% of men (highly significant) and 63% of non-Hispanics versus 43% of Hispanics (significant). Those with dependent children were significantly more likely to prioritize family (55% versus 30%), with users of childcare at 65%.

Table 9.6 Colleague and department support for balancing family and career

	Most faculty in department are supportive of colleagues who want to balance their family and career lives			It is difficult for faculty in my department to adjust their work schedules to care for children or other family members			Department meetings frequently occur early in the morning or late in the day			The department chair knows about the UNM Faculty parental leave policy		
	N	% Agree	Don't Know	N	% Agree	Don't Know	N	% Agree	Don't Know	N	% Agree	Don't Know
Total	312	75.3%	6.4%	302	32.8%	12.6%	306	31.4%	1.0%	294	56.5%	37.8%
Female	143	72.0%	4.9%	137	29.9%	9.5%	142	32.4%	0.7%	133	59.4%	33.8%
Male	164	78.7% *	7.9%	160	36.3%	15.6%	159	29.6%	1.3%	157	54.8%	40.1%
Hispanic	270	77.8%	5.2%	265	31.7%	12.1%	265	32.1%	1.1%	258	57.8%	36.0%
Nonhispanic	34	61.8%	14.7% *	31	48.4% *	16.1%	33	24.2%	0.0%	31	48.4%	48.4%
Nonwhite	50	70.0%	10.0%	46	37.0%	7%	49	32.7%	0.0%	48	47.9%	43.8%
White	241	77.6%	5.0%	235	31.5%	13%	236	31.8%	0.8%	227	59.5%	35.7%
Noncitizen	24	75.0%	8.3%	24	29.2%	16.7%	23	21.7%	0.0%	22	59.1%	31.8%
Citizen	280	75.7%	6.4%	270	33.3%	12.6%	275	32.0%	1.1%	265	55.5%	38.9% *
Untenured	84	67.9%	9.5%	82	32.9%	17.1%	83	26.5%	1.2%	78	47.4%	47.4% *
Tenured Faculty	206	77.2%	4.9%	199	34.7%	11.1%	201	34.3%	1.0%	195	61.5%	32.3%
No dependent children	128	73.4%	8.6%	121	24.0%	19.8%	124	31.5%	0.0%	118	46.6%	48.3%
With depend children	180	76.7%	4.4%	178	38.8%	7.3%	178	31.5%	1.1%	172	62.8%	30.8%
Uses day care	54	77.8%	0%	52	51.9% *	2%	54	33.3%	0%	53	56.6% *	28%
Natural Science	87	72.4%	8.0%	85	37.6%	12%	86	44.2% *	1.2%	82	59.8%	32.9%
Humanities	33	78.8%	3.0%	33	36.4%	6%	33	36.4%	0.0%	32	68.8%	28.1%
Social Science	40	75.0%	7.5%	39	25.6%	13%	40	25.0%	2.5%	40	60.0%	37.5%
Engineering	32	71.9%	15.6%	31	22.6%	10%	32	15.6% *	3.1%	30	50.0%	46.7%
Education	45	73.3%	4.4%	40	35.0%	18%	43	20.9%	0.0%	38	34.2%	55.3%
Other	72	79.2%	2.8%	71	33.8%	15%	69	30.4%	0.0%	69	60.9%	33.3%

* Significant at 0.05

** Significant at 0.01

*** N taken from Number of respondents minus those who responded N/A

Table 9.6 Colleague and department support for balancing family and career (cont.)

	Department is supportive of UNM Faculty Parental Leave Policy			Male Faculty with children are considered by department members to be less committed to their careers...			Female Faculty with children are considered by department members to be less committed to their careers...			In resolving work/life conflicts, I prioritize work			In resolving work/life conflicts, I prioritize family/myself		
	N	% Agree	Don't Know	N	% Agree	Don't Know	N	% Agree	Don't Know	N	% Agree	Don't Know	N	% Agree	Don't Know
Total	294	58.8%	34.7%	293	8.2%	31.1%	292	24.0%	23.3%	305	53.1%	3.9%	298	45.0%	3.4%
Female	134	62.7%	30.6%	133	2.3%	33.1%	134	31.3%	** 20.9%	140	48.6%	3.6%	139	52.5%	** 2.9%
Male	156	56.4%	37.2%	155	12.9%	** 29.7%	153	16.3%	25.5%	160	56.9%	4.4%	154	37.7%	3.9%
Hispanic	257	59.9%	33.1%	255	8.6%	31.0%	253	23.3%	22.9%	265	54.0%	3.4%	259	43.2%	3.1%
Nonhispanic	32	53.1%	43.8%	31	3.2%	35.5%	32	25.0%	28.1%	33	42.4%	6.1%	32	62.5%	* 3.1%
Nonwhite	49	51.0%	40.8%	49	16.3%	28.6%	46	26.1%	30.4%	50	58.0%	6.0%	48	43.8%	4.2%
White	226	61.5%	32.3%	224	6.7%	32.1%	225	23.6%	22.2%	235	51.9%	3.0%	233	45.1%	2.1%
Noncitizen	23	60.9%	30.4%	21	4.8%	28.6%	21	19.0%	14.3%	24	50.0%	0.0%	24	45.8%	0.0%
Citizen	264	58.0%	35.6%	264	8.3%	31.4%	263	24.0%	* 24.3%	273	53.1%	4.4%	266	44.7%	3.8%
Untenured	78	47.4%	48.7%	** 77	6.5%	46.8%	** 77	26.0%	37.7%	** 83	53.0%	3.6%	83	45.8%	4.8%
Tenured Faculty	196	63.8%	28.6%	196	9.2%	24.0%	195	24.6%	16.9%	201	55.2%	4.0%	195	42.1%	3.1%
No dependent children	119	49.6%	45.4%	120	5.0%	43.3%	119	17.6%	32.8%	127	66.9%	** 3.9%	125	29.6%	4.0%
With depend children	171	65.5%	27.5%	169	10.7%	22.5%	169	29.0%	16.6%	174	44.3%	4.0%	169	55.0%	** 3.0%
Uses day care	54	59.3%	30%	52	11.5%	31%	53	41.5%	21%	52	32.7%	4%	52	65.4%	4%
Natural Science	81	60.5%	32.1%	81	12.3%	29.6%	81	28.4%	24.7%	83	50.6%	3.6%	83	47.0%	3.6%
Humanities	33	75.8%	15.2%	32	9.4%	34.4%	31	35.5%	19.4%	33	57.6%	3.0%	33	45.5%	3.0%
Social Science	40	62.5%	32.5%	40	2.5%	32.5%	40	22.5%	20.0%	40	42.5%	5.0%	40	42.5%	2.5%
Engineering	29	62.1%	37.9%	29	3.4%	17.2%	28	10.7%	14.3%	31	54.8%	9.7%	30	46.7%	6.7%
Education	37	29.7%	* 64.9%	39	5.1%	46.2%	39	15.4%	35.9%	45	55.6%	4.4%	44	40.9%	4.5%
Other	71	62.0%	29.6%	69	10.1%	27.5%	70	25.7%	21.4%	70	57.1%	1.4%	66	45.5%	1.5%

* Significant at 0.05

*** N taken from Number of respondents minus those who responded N/A

10 Diversity at UNM

This final substantive section of the survey examines faculty attitudes toward trying to create a more diverse faculty through recruitment, and through policies sensitive to changing the climate for and fostering the leadership of both of women faculty and of faculty of color.

Table 10.1 reports the results for women. In the first question faculty are asked whether there are currently too few women faculty in their department. Forty-one percent of men versus 18% of women agree with the statement and the difference is significant at the 5% level. Significantly more non-citizens than citizens agreed that there were too few women in their department. Not surprisingly, substantial variation in responses was found between colleges, with 77% agreeing in Engineering and 48% in the Natural Sciences and very small percentages agreeing in Humanities, Social Sciences and Education.

When asked whether their department had identified ways to recruit women faculty, 67% overall agreed, including 71% of male faculty and 38% of female faculty. The difference between men and women on this question was significant at the 1% level. Sixty percent of faculty in Natural Sciences versus only 30% in Education thought their department had identified ways to recruit women and the difference was significant. On whether their department had actively recruited women, 67% were in agreement, including significantly more men (80%) than women (52%).

Eighty-three percent of the faculty felt that “the climate for women in my department is good.” However, the percentage of male faculty with this opinion (90%) was substantially higher than the percentage of female faculty (76%) and the difference is highly significant. Sixty-four percent felt that their department had “taken steps to enhance the climate for women”, with more men (76%) than women (51%) having this opinion, a difference which once again was significant at this higher standard. Engineering led with 79%, versus 48% in Education but the differences among colleges were not significant.

On the question of whether the department had too few women in leadership positions, only 23% indicated agreement. None of the differences were significant. Among colleges Engineering stood out with 50% agreeing that they had too few women. Sixty percent agreed that their department had identified ways to move women into leadership positions. Once again men were very significantly more optimistic in this regard (69%) than were women (49%). Had the department made an effort to promote women into leadership? Sixty-nine percent agreed that they had, including 79% of male faculty and 58% of women, once again a difference that was very significant.

Table 10.1 Attitudes and policies toward increasing the presence and enhancing the success and leadership of women faculty

	There are too few women faculty in my department		My department had identified ways to recruit women faculty		My department has actively recruited women faculty		The climate for women in my department is good		My department has taken steps to enhance the climate for women	
	N	% Agree	N	% Agree	N	% Agree	N	% Agree	N	% Agree
Total	313	31.0%	302	56.3%	300	67.3%	307	82.7%	294	63.9%
Female	143	18.2%	136	38.2%	135	51.9%	141	75.9%	133	51.1%
Male	165	40.6%	* 162	71.0%	** 161	80.1%	** 162	89.5%	** 157	75.8%
Hispanic	271	31.4%	264	56.1%	263	66.9%	268	82.1%	257	64.6%
Nonhispanic	34	23.5%	31	54.8%	30	70.0%	33	90.9%	30	63.3%
Nonwhite	51	29.4%	50	58.0%	48	60.4%	49	83.7%	48	60.4%
White	240	31.3%	232	53.9%	232	67.2%	238	83.2%	227	65.2%
Noncitizen	25	52.0%	* 23	65.2%	24	66.7%	24	87.5%	22	63.6%
Citizen	280	28.6%	272	55.5%	269	68.0%	276	82.6%	265	64.5%
Untenured	84	25.0%	77	49.4%	75	58.7%	82	81.7%	72	54.2%
Tenured Faculty	208	32.2%	206	59.2%	206	70.9%	205	83.4%	203	67.0%
Natural Science	85	48.2%	81	60.5%	* 80	68.8%	84	77.4%	80	63.8%
Humanities	33	9.1%	32	56.3%	31	67.7%	33	84.8%	31	64.5%
Social Science	41	9.8%	41	53.7%	40	70.0%	41	80.5%	39	53.8%
Engineering	34	76.5%	34	61.8%	34	76.5%	32	90.6%	33	78.8%
Education	44	13.6%	43	30.2%	* 43	34.9%	43	76.7%	42	47.6%
Other	73	20.5%	68	64.7%	* 69	78.3%	71	88.7%	66	72.7%

Table 10.1 Attitudes and policies toward increasing the presence and enhancing the success and leadership of women faculty (cont.)

	My department has too few women faculty in leadership positions		My department has identified ways to move women into leadership positions		My department has made an effort to promote women into leadership positions	
	N	% Agree	N	% Agree	N	% Agree
Total	306	22.9%	299	59.9%	300	69.0%
Female	138	17.4%	136	49.3%	136	58.1%
Male	164	26.2%	159	69.2%	** 160	78.8% **
Hispanic	267	24.0%	261	62.1%	263	70.3%
Nonhispanic	33	9.1%	31	45.2%	30	63.3%
Nonwhite	49	16.3%	48	58.3%	48	66.7%
White	238	24.8%	231	60.2%	233	68.7%
Noncitizen	25	20.0%	22	59.1%	23	69.6%
Citizen	274	22.6%	270	60.0%	270	69.3%
Untenured	80	16.3%	74	59.5%	74	64.9%
Tenured Faculty	205	24.4%	206	59.2%	206	70.4%
Natural Science	83	26.5%	81	59.3%	81	69.1%
Humanities	32	9.4%	33	69.7%	32	68.8%
Social Science	40	17.5%	38	57.9%	39	66.7%
Engineering	34	50.0%	32	50.0%	33	57.6%
Education	42	19.0%	43	48.8%	42	64.3%
Other	72	16.7%	70	68.6%	71	78.9%

A similar set of questions was asked about faculty of color. The responses are presented in Table 10.2

First with respect to whether faculty thought there were too few faculty of color in their department. With 295 responding, 71% were in agreement. Eighty percent of female faculty agreed that there were too few faculty of color as compared with 63% of male, a difference that was highly significant. Hispanic faculty were also more likely to think there were too few faculty of color (73% versus 59% for Non-Hispanics) as were nonwhites (76% versus 71%). Among the colleges, Humanities and Education had the highest percentages of faculty who felt there were too few faculty of color.

Sixty-three percent said their department had identified ways to recruit faculty of color with 67% saying that their department had actively recruited faculty of color. Nonwhites were less inclined to agree that their department had identified way to recruit faculty of color, and they were more likely to dispute that their department had actively recruited people of color. The latter difference, with 49% of non-white and 70% of whites agreeing that their department had been active in recruiting people of color was highly significant.

Overall with 261 responding, 79% indicated that the climate for faculty of color was good in their department. Only 71% of women shared this view versus 85% of men, a difference that was highly significant at the 1% level. Faculty of color were also less likely to think that the climate in their department was good, with 54% answering in the affirmative versus 85% of whites. Had the department taken steps to enhance the climate for faculty of color? Fifty-nine percent answered in the affirmative. There were significantly fewer women (51%) than men (65%) and significantly fewer nonwhites (40%) than whites (62%).

On the question of whether their department has too few faculty of color in leadership positions 66% agreed, including 74% of women and 50% of men (significant) and 71% of nonwhites versus 65% of whites (not significant). Fifty-one percent thought their department had made an effort to promote faculty of color into leadership. Once again, significantly fewer women held this opinion than men and fewer non-whites, although the difference (35% versus 52%) was not significant.

Table 10.2 Attitudes and policies toward increasing the presence and enhancing the success and leadership of faculty of color

	There are too few faculty of color in my department		My department had identified ways to recruit faculty of color		My department has actively recruited faculty of color		The climate for faculty of color in my department is good		My department has taken steps to enhance the climate for faculty of color		
	N	% Agree	N	% Agree	N	% Agree	N	% Agree	N	% Agree	
Total	295	70.5%	265	63.0%	266	67.3%	261	78.2%	235	58.7%	
Female	138	79.7%	** 118	60.2%	119	63.0%	119	70.6%	** 102	51.0%	*
Male	152	63.2%	143	65.0%	143	71.3%	138	84.8%	130	65.4%	
Hispanic	255	72.5%	228	62.7%	229	68.1%	222	79.3%	200	60.0%	
Nonhispanic	32	59.4%	30	66.7%	30	63.3%	32	71.9%	29	55.2%	
Nonwhite	45	75.6%	43	55.8%	41	48.8%	43	53.5%	40	40.0%	
White	230	70.9%	203	63.5%	206	69.9%	** 198	84.8%	** 178	61.8%	*
Noncitizen	21	81.0%	18	66.7%	18	55.6%	19	78.9%	13	61.5%	
Citizen	266	69.5%	240	62.9%	241	68.0%	235	78.3%	215	59.1%	
Untenured	76	72.4%	60	58.3%	57	61.4%	64	78.1%	46	58.7%	
Tenured Faculty	198	69.7%	191	63.4%	194	68.0%	181	77.3%	174	58.6%	
Natural Science	80	77.5%	73	56.2%	72	56.9%	67	73.1%	60	51.7%	
Humanities	32	81.3%	29	69.0%	29	79.3%	26	76.9%	24	50.0%	
Social Science	40	60.0%	39	71.8%	39	82.1%	37	86.5%	37	62.2%	
Engineering	30	70.0%	25	52.0%	26	46.2%	22	81.8%	20	50.0%	
Education	44	77.3%	33	48.5%	34	67.6%	39	64.1%	32	59.4%	
Other	66	59.1%	63	74.6%	63	73.0%	67	85.1%	59	71.2%	

Table 10.2 Attitudes and policies toward increasing the presence and enhancing the success and leadership of faculty of color (cont.)

	My department has too few faculty of color in leadership positions		My department has identified ways to move faculty of color into leadership		My department has made an effort to promote faculty of color into leadership	
	N	% Agree	N	% Agree	N	% Agree
Total	278	65.5%	212	42.5%	212	50.5%
Female	129	73.6%	** 94	35.1%	93	41.9%
Male	145	58.6%	115	47.8%	115	56.5%
Hispanic	240	65.0%	180	42.2%	181	50.3%
Nonhispanic	31	71.0%	26	46.2%	24	54.2%
Nonwhite	45	71.1%	39	25.6%	37	35.1%
White	214	64.5%	155	44.5%	* 157	52.2%
Noncitizen	18	77.8%	12	41.7%	10	50.0%
Citizen	253	64.4%	193	42.0%	195	50.3%
Untenured	67	73.1%	40	42.5%	35	51.4%
Tenured Faculty	193	63.7%	161	41.6%	164	49.4%
Natural Science	74	62.2%	55	41.8%	57	43.9%
Humanities	31	77.4%	21	42.9%	20	55.0%
Social Science	37	75.7%	31	38.7%	29	44.8%
Engineering	27	70.4%	20	40.0%	18	55.6%
Education	40	77.5%	25	20.0%	28	32.1%
Other	66	51.5%	58	55.2%	58	65.5%