

ADVANCE-Bucknell Survey 1-2 Summary

Methodology:

Both survey instruments were deployed via Qualtrics. We gathered demographic information and identified three groups for comparison:

- Gender: Female and male. One person reported as non-binary. Three people prefer not to answer. We include the former into female, and remove the latter from gender related analysis.
- Race/Ethnicity: Hispanics, African Americans, American Indian/Alaska Native, Asian, Native Hawaiian, Pacific Islander and multiple races are considered non-White. The rest are considered White.
- Discipline: Engineering, Natural Sciences, and Mathematics are considered STEM. The rest of the disciplines are non-STEM.

For all the survey results, we used the chi-square test to see if there is a statistically significant difference between the three demographic groups. We summarize the items with such differences in this document.



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Survey 1: Recruitment & Hiring

1. A total of 217 faculty members completed Survey 1. Among those, 100 are female, 51 are non-white, and 95 are from STEM disciplines.
2. 160 people who have served on search committees in recent years (since AY 2015-16) completed questions regarding searches. *The following questions asked about respondents' perception of the search committee(s) when they served as a member.*
 - 2.1. **Demographics snapshot:** Out of the 160 respondents, 75 are female, 34 non-white, and 77 in STEM fields.
 - 2.2. Overall, most respondents (77%) disagree that the search committee(s) “do not make an effort to recruit a diverse pool of applicants” and 67% disagree that “diversity comes at the expense of excellence”.
 - 2.3. However, the opinions on availability of female and FOC candidates differ depending on the respondent’s race/ethnicity and discipline. While 68% white respondents agree that they “express concerns that there are very few candidates of color in their field”, the number is 41% among non-white respondents. Similarly, while 47% non-STEM respondents agree that they “express concerns that there are very few candidates of color in their field”, the number jumps to 79% among STEM respondents.
 - 2.4. Regarding “concerns that there are very few women in their field”, there is also a significant difference between STEM and non-STEM respondents. 29% STEM respondents agree while 14% of non-STEM respondents agree.
 - 2.5. Overall respondents “express concern that recruiting diverse applicants to Lewisburg is very difficult” (77%). For non-STEM respondents the number is 70% while STEM respondents expressed higher levels of concern, 86%.
 - 2.6. At the offer-extension stage, 31% of women agree that the search committee they served on “think it is unlikely a candidate of color will accept our offer”, compared to 16% of men.
 - 2.7. In terms of hiring FOC, 74% of STEM respondents agree that they “find it difficult to hire candidates of color” while the number is 43% among non-STEM respondents. In terms of hiring faculty of color, 67% of white respondents agree that the search committee they served on “find it difficult to hire candidates of color, compared to 26% of non-white respondents.
 - 2.8. While 51% of women attribute the difficulty in hiring candidates from a more diverse background to “the lack of a clear spouse/partner hiring structure,” only 41% of men agree with this statement.
 - 2.9. 47% of non-white respondents agree that the search committee they served on think “the academic pedigree is a good proxy to a candidate’s likelihood of success at Bucknell”, compared to 25% of white respondents.
 - 2.10. 34% of STEM respondents agree that they “provide advice to candidates on negotiation”, while only 18% of non-STEM respondents agree.



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3. Among faculty members hired in recent years (hired in and after AY 2015-16), 68 people completed questions on resources supporting their career at Bucknell, culture and inclusivity.
 - 3.1. **Demographics snapshot:** Out of the 68 respondents, 34 are female, 28 non-white, and 29 in STEM fields.
 - 3.2. **Resources:** We surveyed 7 categories of resources (scholarly resources, teaching resources, course assignments, service responsibilities, personnel policies & benefits, partner support and mentorship) and asked respondents to compare their expectations based on information gathered during the job interviews and lived experience, as well as the impact from COVID.
 - 3.2.1. The majority of respondents (>50%) find their lived experience is the same as or better than their expectation in all categories. However, a significant number of respondents (40%) reported that the expectation was better than the overall lived experience in personnel policies or benefits and partner support
 - 3.2.2. In general we did not see statistically significant differences in these categories between different genders, race/ethnicity, or STEM/non-STEM, except for Service Responsibilities.
 - 3.2.3. In general we did not see statistically significant differences in COVID-impact on these categories between different genders, race/ethnicity, or STEM/non-STEM, except for Service Responsibilities.
 - 3.3. **Culture:** We surveyed the culture at 5 levels (department, college, university, students, and local) and asked respondents to compare their expectations based on information gathered during the job interviews and lived experience, as well as the impact from COVID.
 - 3.3.1. There is a statistically significant difference in the department culture between STEM and non-STEM respondents. While 62% STEM respondents report their lived experience is better than expectation, the number is only 21% among non-STEM respondents.
 - 3.3.2. There is also a significant difference in the **college culture** between women and men. Only 38% of women report their lived experience is better than expected, while the number is 50% among men. COVID also impacted women and men differently in this category: 53% women report that the college culture is negatively impacted by COVID, the number is 25% in men.
 - 3.3.3. Over 72% of respondents report their expectation was better than lived experience regarding the University Culture.
 - 3.4. **Inclusivity:** We surveyed 7 aspects of inclusivity at Bucknell (see survey questions).
 - 3.4.1. We find a significant difference between STEM and non-STEM respondents on how everyone's perspective is valued at the department level. While 7% STEM respondents reported their expectation is better



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than lived experience, the number is 31% among non-STEM respondents.

- 3.4.2. It is not surprising that COVID impacted negatively on almost all of the categories related to inclusivity.
- 3.4.3. STEM and non-STEM respondents report a statistically different perception on departmental culture. Only 7% STEM respondents report their expectation was better than lived experience in “ **Departmental colleagues value everyone regardless of their backgrounds. (e.g. social, cultural, gender identity)**”, compared to 31% of non-STEM respondents.



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Survey 2: Retention & Tenure

1. A total of 171 faculty members completed Survey 2, all of whom are in a tenure-track position and 80 are already tenured. Among those, 57% are female, 24% are non-white, and 49% are from STEM disciplines, representative of the overall faculty.
2. On UTFL:
 - Among those who have taken a UTFL, an overwhelming number of respondents (88%) reported its positive impact on their progress towards tenure.
 - Departmental colleagues are the chosen most frequently by respondents (45.6%) who was helpful in shaping one's decision regarding UTFL, more than department chairs (37%) or one's partner/spouse (32%)
 - Childbirth/adoption/elder care/other dependent care duties is the most common reason (35%) for a tenure clock extension.
3. Perceptions of Your Workplace, Personal/Professional Outcomes:
 - Among the 12 categories surveyed, 5 of them show statistically different experiences between STEM and non-STEM respondents. In general, STEM respondents report a higher level of satisfaction in "Ability to recruit students" (74% vs 42%), "Ability to get support at Bucknell to obtain external funding" (64% vs 28%), "Ability to get support outside Bucknell to obtain external funding" (33% vs 14%), "Level of intellectual stimulation in my day-to-day" (72% vs 32%), and "Departmental decisions and the process to reach them" (78% vs 43%).
 - Among the 12 categories, respondents are most satisfied with "Teaching assignments" (73%).
4. Satisfaction of life at the university as a whole:
 - Among the 18 categories surveyed, 4 of them show statistically different experiences between STEM and non-STEM respondents. Fewer STEM respondents report "I find myself merely going through the motions at work" (11% vs 30%), "During work, I often feel emotionally drained" (51% vs 67%), and "I plan to or am actively looking for another job **outside of academia.**" (6% vs 22%) More STEM respondents report "I like working at Bucknell" (81% vs 54%)
 - Among the 18 categories surveyed, 2 of them show statistically different experiences between non-white and white respondents. Fewer non-white respondents disagree that "My personal demands are so great that it takes away from my work." (51% vs 67%). More non-white respondents report that "I plan to or am actively looking for another job **in academia.**" (37% vs 15%)
 - Overall, 62% respondents report that "I am satisfied with my job."
5. Department culture
 - Among the 7 categories surveyed, 4 of them show statistically different experiences between non-white and white respondents. Fewer non-white respondents agree that "My department colleagues... - care about my well-being." (60% vs 81%). On the other hand, more non-white respondents disagree that "My department colleagues care about my general satisfaction at work." (23% vs 7%), that "My department colleagues are willing to extend themselves in order to help me perform my job to the best of my ability." (29% vs 11%), that "My department colleagues value my



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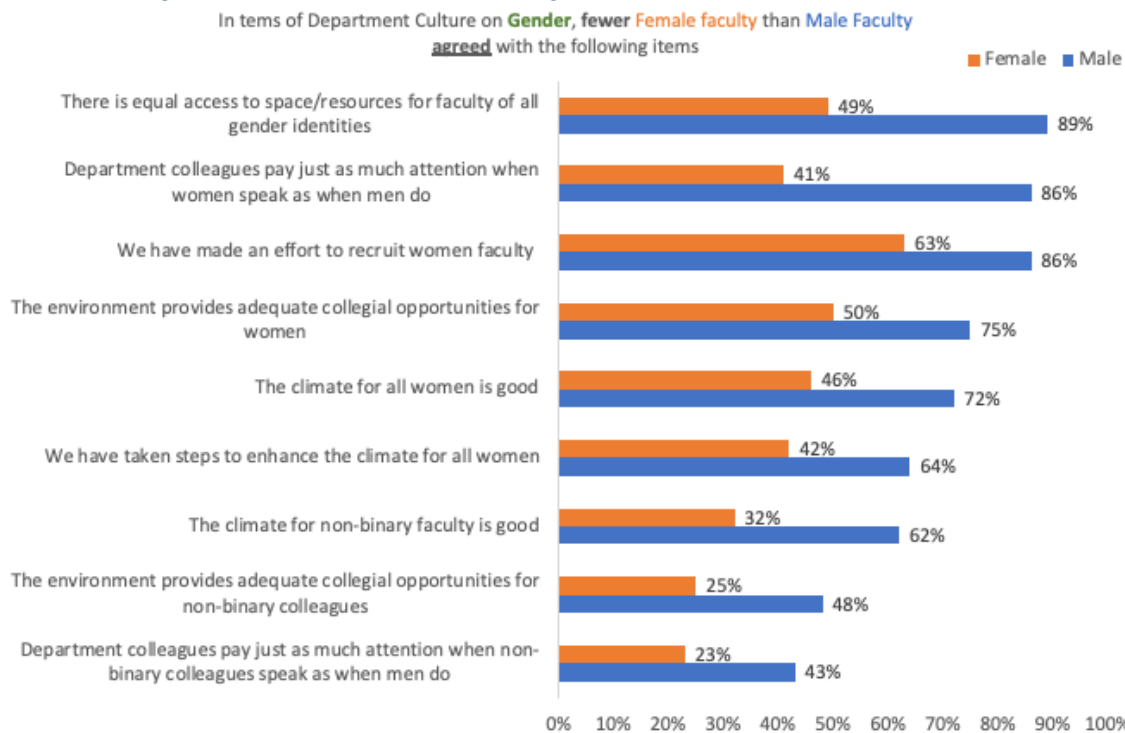
professional contributions.” (26% vs 8%)

6. Satisfaction at work:

- Among the 8 categories surveyed, 3 of them show statistically different experiences between STEM and non-STEM respondents. More STEM faculty report feeling “guilty” (60% vs 28%), “anxious” (84% vs 64%), and “frustrated” (87% vs 84%) about work more frequently than “Sometimes”.
- Among the 8 categories surveyed, 1 of them shows statistically different experiences between men and women. More women report feeling “content” (88% vs 71%) about work more frequently than “Sometimes.”

7. Departmental culture on race and gender: We surveyed 34 questions on the departmental culture concerning gender dynamics (22 questions) and race (12).

- **All** but 2 categories on Gender show different responses among men and women. 3 categories show differences among STEM and non-STEM respondents.



- Fewer women **agree** that “there is equal access to space/resources for faculty of all gender identities.” (49% vs 89%), “department colleagues pay just as much attention when women speak as when men do”(41% vs 86%), “we have made an effort to recruit women faculty” (63% vs 86%), “the environment provides adequate collegial opportunities for women.” (50% vs 75%), “In my department the climate for all women is good” (46% vs 72%), “we have taken steps to enhance the climate for all women.”(42% vs 64%), “the climate for non-binary faculty is good.” (32% vs 62%), “the environment provides adequate collegial opportunities for non-binary colleagues”(25% vs 48%), “department colleagues pay just as much attention when non-binary colleagues speak as when men do.” (23% vs 43%).
 - Fewer women **disagree** that “ some faculty members have a condescending attitude toward non-binary faculty and staff.” (39% vs 68%), “some faculty



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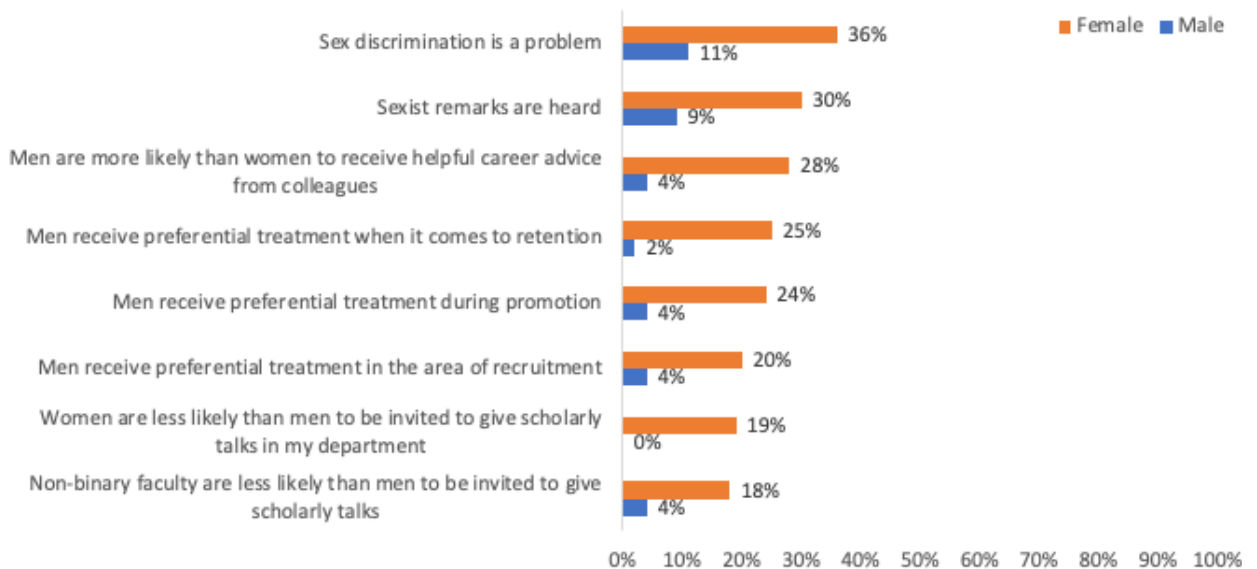
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members have a condescending attitude toward women.” (38% vs 75%), “men are more likely than non-binary faculty to receive helpful career advice from colleagues.” (34% vs 62%)

- More women agree that “In my department sex discrimination is a problem.” (36% vs 11%), “sexist remarks are heard.” (30% vs 9%), “men are more likely than women to receive helpful career advice from colleagues.” (28% vs 4%), “men receive preferential treatment when it comes to retention.” (25% vs 2%), “men receive preferential treatment during promotion.” (24% vs 4%), “men receive preferential treatment in the area of recruitment.” (20% vs 4%), “women are less likely than men to be invited to give scholarly talks in my department.” (19% vs 0%), “non-binary faculty are less likely than men to be invited to give scholarly talks”(18% vs 4%).

In terms of Department Culture on Gender, more Female Faculty than Male Faculty agreed with the following items



- **All** categories on Race show different responses among men and women.
 - Fewer women agree that In my department, “the climate for all BIPOC faculty and staff is good.” (13% vs 36%), “there is equal access to space/resources for BIPOC and white faculty.” (45% vs 74%),
 - Fewer women disagree that “white faculty members receive preferential treatment during retention/promotion.” (37% vs 78%), “white faculty members are more likely than BIPOC faculty to receive helpful career advice from departmental colleagues.” (33% vs 74%), “some faculty members, have a condescending or discriminatory attitude toward BIPOC faculty.” (38% vs 72%), “racial and ethnic discrimination is a problem.” (32% vs 67%), “BIPOC faculty are less likely than white faculty to be invited to give scholarly talks.” (36% vs 51%), “discriminatory remarks have been made by faculty/staff” (45% vs 70%), “white faculty members receive preferential treatment in the area of recruitment.” (48%

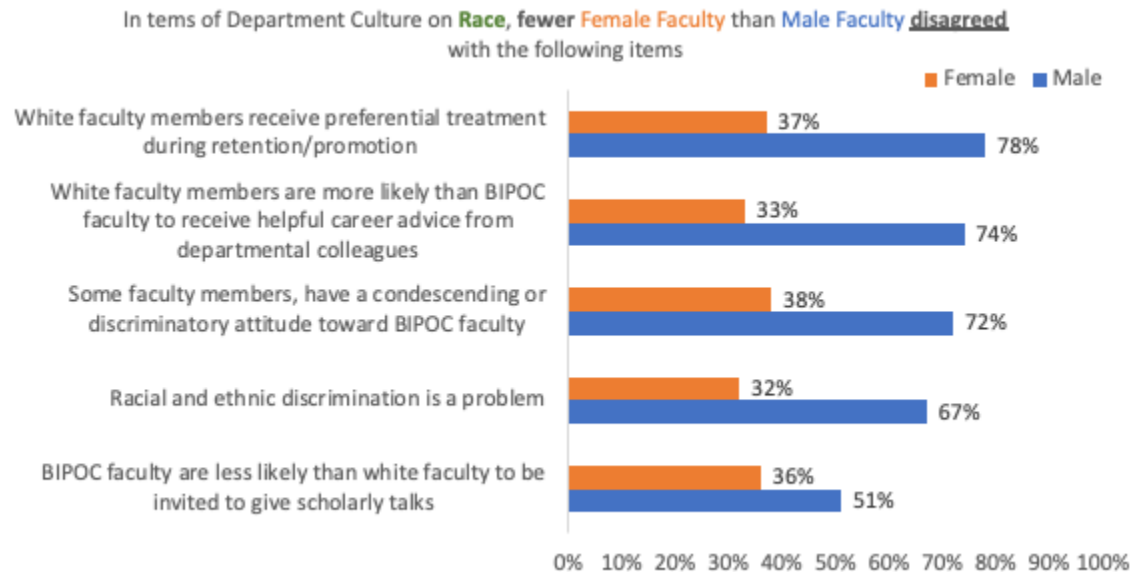


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- vs 75%),
- More women disagree that “we have taken steps to enhance the climate for all BIPOC faculty.” (22% vs 16%).



- More women are unsure about “the departmental environment provides adequate collegial opportunities for BIPOC faculty.” (27% vs 13%), “- department colleagues pay just as much attention when BIPOC faculty speak as when white faculty do.” (21% vs 7%)
- 3 categories in Gender Dynamics and 3 categories in Race show differences between STEM v. non-STEM respondents:
 - More STEM respondents agree that “we have taken steps to enhance the climate for all women.” (70% vs 33%), “we have made an effort to recruit women faculty.” (84% vs 61%), and “department colleagues pay just as much attention when women speak as when men do.” (73% vs 47%)
 - More non-STEM respondents disagree “we have taken steps to enhance the climate for all BIPOC faculty.” (31% vs 8%), and fewer of them agree that “there is equal access to space/resources for BIPOC and white faculty.” (44% vs 72%). More non-STEM respondents agree that “racial and ethnic discrimination is a problem.” (39% vs 18%).

Perceptions of Workplace, Personal/Professional Outcomes :

- Among the 12 categories surveyed, 5 of them show differences between STEM and non-STEM respondents. STEM respondents report a higher level of satisfaction in “Ability to recruit students” (74% vs 42%), “Ability to get support at Bucknell to obtain external funding” (64% vs 28%), “Ability to get support outside Bucknell to obtain external funding” (33% vs 14%), “Level of intellectual stimulation in my day-to-day” (72% vs 32%), and “Departmental decisions and the process to reach them” (78% vs 43%).



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