

GEORGIA TECH ADVANCE SURVEY OF FACULTY PERCEPTIONS, NEEDS, AND EXPERIENCES

Summary

**Mary Frank Fox
Co-Principal Investigator
GT – NSF ADVANCE Institutional Transformation Program**

The Georgia Tech (GT) ADVANCE survey is closely tied to the GT ADVANCE initiative's integrated institutional approach to factors that support the advancement of faculty and provide a model of best practices in academic science and engineering.

The GT survey is part of GT ADVANCE research program that helps identify further what is known, and what can be done, for advancement. As part of this program, the GT survey helps assess experiences and perceptions of faculty in four key areas: teaching and research, work environments, processes of evaluation, and work-family arrangements and experiences. The findings have implications for Georgia Tech's momentum for equity, success, and satisfaction among faculty, and for development of best practices for advancement.

The data are from a survey, conducted in academic year 2002/03, of the population of tenure and tenure-track women faculty, and a stratified, random sample of men, in Georgia Tech's Colleges of Computing, Engineering, Sciences, and Ivan Allen College.

Seventy six percent (76%) of GT faculty surveyed responded, 70% of men and 85% of women.

Summary of Findings

Research and Teaching

- GT faculty report very high interest in both research and teaching. Interest in teaching is lower than in research, but still reported to be “moderate” to “great.” Interest in teaching is significantly lower among women compared to men in Engineering.
- 77% of faculty report collaborating in research proposals or publications with faculty in their home unit (83% report collaborating with faculty outside the institution). However, women are more likely (than men) to collaborate with those outside of the home unit at GT, especially in Engineering and Computing.
- Men are more likely to speak daily about research with other faculty in their home units.

- 30% of the male faculty speak to other faculty in their home units about their research on a daily basis
- 13% of the women faculty reported speaking to faculty in their home units about their research on a daily basis.

Work Environments

- The vast majority of faculty (90% men, 89% women) report that they have colleagues in their home units who are working in areas that are the same or related to their own.
- Men are more likely to report “willingness” of faculty to collaborate.
- Women and men faculty perceive as relatively high three aspects of their position and unit: the quality of faculty, the quality of undergraduates, and chances for promotion. The two aspects rated as less than “good” are space and recognition from College/administration.
- Women report lower ratings than men for each aspect of their position/home unit, except for recognition from College/central administration; the gender difference is statistically significant for equipment available for research.
- Men are more likely than women to characterize their home units as “exciting”, “helpful” and “creative” The most significant gender difference is “helpfulness.”
 - Computing is exceptionally high/positive in characterizations; however, compared to men, women in the College report significantly lower levels of “helpfulness” and “inclusiveness.”
 - In Sciences, the gender gap is most notable (but not statistically significant) in “helpfulness” and “stress.”
- Women are more likely to report that they are mentors for both women and men faculty; and that they have both women and men mentors. By College, except in Computing, women are more likely than men to report having mentor. In Sciences, women are significantly more likely than men to report both being a mentor and having a mentor.

Processes of Evaluation

- In their perceived importance of ratings of factors in home units’ decisions about promotion and salary, overall, the faculty report three factors to be most important: research grants received, quantity of publications, and quality of publications
 - In Engineering, women, compared to men, report significantly lower importance of classroom teaching, advising graduate students not on team, and advising undergraduates.
 - In Sciences, women, compared to men, report significantly higher importance of research grants and quantity of publications in decisions of promotion and salary made in home units.
- Across Colleges, men and women faculty report criteria for tenure and promotion to be “moderately clear.”
- Although variations occur by College, overall, 90% of men and women faculty report annual reviews with their chairs or other supervisor.

Work-Family

- The majority of men (79%) and women (78%) are married or living with a life partner.
- Women (44%) are three times more likely than men (15%) to have a spouse/partner who is a college or university professor.

- The majority of women (51%) are “equal contributors” to household income, while the majority of men (51%) are “sole contributors.”
- Women are less likely than men to be parents of any children. But among those who are parents, 44% of women and 32% of men have pre-school children.
- Overall and across Colleges, both men and women report that work interferes “somewhat” with family. Except in Ivan Allen College, however, women report a higher interference in the other direction, of family with work, than do men.
- Women are more likely than men to report that their work is affected by childcare options.

These survey findings also lead us to continuing inquiries, in the ADVANCE research program, including: 1) how factors in advancement vary by race and gender; 2) what is involved in “critical transitions” between career-stages; and 3) what is associated, not just with success, but with satisfaction together with advancement to senior rank. These are tied to the GT ADVANCE initiative’s commitment to satisfaction, success, and advancement of faculty—and toward development of best practices for faculty at Georgia Tech, and beyond.