California State University
DOMINGUEZ HILLS

Winds of Change Faculty Climate Survey

Sample

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EXECUTIVE SUMMARY

Introduction
The Winds of Change for the Better at Natural and Behavioral Science (NBS) climate survey was designed to capture the perception of all California State University Dominguez Hills' NBS faculty and instructors regarding their work environment: general satisfaction, faculty resources, gender differences and department diversity. Recognizing the existing strengths and limitation of the workplace environment will help build a strong, reliable, and satisfying work environment for CSUDH's NBS community of teacher-scholars.

Methods
The "Climate Study" survey link was emailed to all part-time and full-time faculty and instructors in the NBS departments.

- An email sent to an unspecified number of faculty members was sent in April 2012.
- Completed faculty responses were time stamped on SurveyMonkey.com.
- Overall, 28 individuals responded to the invitation to complete the survey.

Data Analysis

- Data were primarily analyzed by faculty gender and ethnic backgrounds when necessary.
- The primary outcomes of interest were differences in gender through the entire climate assessment at CSUDH.

Characteristics of Faculty Respondents

- Of those who responded, 46% (13) of respondents were men, 46% (13) were women, and 7% (2) missing.
- The ethnic distribution showed that 57% (16) were White, non-Latino, 32% (9) were Minorities, and 10% (3) missing.
- Based off the items posed to non-tenured faculty, we can assume that 39% (11) were non-tenured faculty and 61% (17) were tenured faculty. There were no items that directly asked tenured status.
- The ratio of Professor: Associate Professor: Assistant Professor among women faculty was 1:5:3, as compared to 6:4:0 among men faculty.
- Out of the respondents, 92% (12) of the men faculty were married or partnered, as compared to 69% (9) of women faculty who were married or partnered.
- Of the faculty, all women reported having a spouse/partner who worked as compared to 91% (10) of men who reported having an employed spouse/partner.
- All of the women and 67% (8) of the men reported spouses/partners employed full-time.

General Satisfaction at CSUDH

- Majority (85.8%) of faculty were satisfied with their position at CSUDH, whereas 14.3% reported to be dissatisfied.
- Females (M = 2.54, SD= 1.13) were significantly less satisfied with their position at CSUDH then males (M= 1.77, SD= 0.44).
- Of the faculty, 75% were moderately satisfied or very satisfied with their career progression.

- Teaching and students were factors that most contributed to satisfaction at 64.3%.
- Almost a third of respondents reported that multiple factors had contributed to the consideration of leaving CSUDH, excluding 6 missing responses.
- Research support, indicated by most faculty, most detracted from satisfaction.

The Hiring Process at CSUDH

- Faculty were generally satisfied with the hiring process ($M = 2.22$, $SD = 0.874$); there were no gender differences.
- Of the faculty that responded, 57.1% (16) were hired as an Assistance Professor, 17.9% (5) Part-time Instructors, 14.3% (4) an Associate Professor, and 10.7% (3) an Adjunct Professor.
- At the time of the survey, 32.1% (9) of respondents were Associate Professors, 28.6% (8) were Full Professors, 10.7% (3) were Assistant Professors, 10.7% (3) were Adjunct, and 17.9% (5) were Part-time Instructors.
- Of the respondents, 21.4% (6) were hired prior to 1990 and 39.3% (11) hired after 2003.
- The factors that contributed most to join CSUDH were the Department Welcome (30%, $n = 9$), Best Offer (30%, $n = 9$), and Flexible Schedule/Benefits (23.4%, $n = 7$).
- Of the respondents, 44.4% (12) felt that there mentoring or career advancement services were critical, helpful or very useful. The remaining 55.6% (15) either did not receive any help or thought that the help was minimal.

Differences in Satisfaction by Respondent Characteristics

- White, non-Latino faculty members were more satisfied with the way their career progressed than Minority faculty.
- The higher the rank (Associate Professor and Professor) of the faculty, the more satisfied they were with the way their career progressed.
- Male faculty considered leaving due to several factors, whereas female faculty considered leaving due to the teaching load.
- Although the White, non-Latino faculty reported being more satisfied, they were also more likely to have considered leaving CSUDH due to several factors.

Professional Activities

- On average, faculty respondents taught roughly 18 units a year (9 units a semester).
- Roughly 70% of all manuscripts submitted for publication have been accepted.
- When controlling for rank and title, male ($M = 3.85$, $SD = 2.07$) faculty acceptance for publication was significantly higher than female ($M = 2.0$, $SD = 1.67$) acceptance for publication.
- Male faculty ($M = 3.08$, $SD = 1.49$) rated their productivity compared to the national average significantly higher than females ($M = 1.9$, $SD = 0.994$).
- Almost all faculty reported a significant lack in teaching support.

WORK CLIMATE

Due to the mid survey mortality, the number of respondents used in the ANOVA was half of the total number of respondents.

Departmental Climate

- Females (M = 2.83, SD = 0.930) felt significantly less positive about departmental climate than did males (M = 1.57, SD = 0.397).

Climate for Women

Despite the small sample size, some significant gender differences were evident.

- Of those faculty who tenure track positions, more male faculty hold Professor positions, whereas majority of female faculty hold Associate Professor positions.
- More female faculty agreed to feeling isolated at CSUDH than male faculty.
- Both male and female faculty reported that male faculty are acknowledged for their ideas more than female faculty.
- Overall, females (M = 3.84, SD = 0.713) felt significantly less positive about the climate for women than males (M = 4.37, SD = 0.318).

Climate for Minorities

The ethnic sample is disproportional, there are twice as many White, non-Latino faculty as there are Minority faculty.

- Both White, non-Latino and Minority faculty feel serious about treating minorities and non-minorities equally.
- Most faculty believe that Minority faculty are just as influential in department politics, and discrimination based off race is not an issue in their department.
- However, most of both ethnic parties failed to answer items concerning tenure. This could be due to the fear of losing job security. Therefore, confidentially should be stressed continually throughout the survey to increase the number of responses.

The Tenure Process

- Only one faculty respondent obtained tenure prior to coming to CSUDH.
- Of the respondents, 78.6% (22) were tenured at the time of the survey.
- The majority of tenured respondents (68.8%) were tenured within the last fourteen years.

Personal Life

- Female faculty (M = 2.10, SD = 1.10) felt that they had to forgo professional life because of personal issues to a significantly greater extent than male faculty (M = 3.33, SD = 1.23).
- Overall, respondents indicated that both partners shared the bulk of household responsibilities equally.

Conclusion

- Due to the low response rate (n = 28), inferences to this survey should not be generalized to CSUDH faculty population unless verified from a larger sample size.
- Although the gender sample was equivalent (13 male, 13 female), one limitation of this analysis is the relatively small sample size.
- The result to this survey warrant further investigation and clarification of the climate for women at CSUDH.

RECOMMENDATIONS

- Expand sample size to comprise all faculty at CSUDH
    - Enables STEM and non-STEM comparisons and analyses.
    - Enables several other comparative analyses (e.g. attitudes by gender, by ethnicity, by tenure status, by faculty rank, by department, etc.).
    - Greater statistical power
    - Allows for more complex analysis (e.g. multiple regression and path analysis)
    - Expands the ability to generalize the results from departmental to entire campus.
- Certain questions need to be opened ended (e.g. questions regarding periods of time, number of articles accepted for publication, and questions asking reasons for certain attitudes). See *Suggested Corrections* for specific items
- Certain questions contained errors within the response categories (i.e. Valued Faculty Resources). See *Suggested Corrections* for specific items
- Likert scales should be extended to an even numbered, *forced choice scale,* where no statement of neutrality exists (i.e. 6-point scale with values from Strongly Agree, Moderately Agree, Slightly Agree, Slightly Disagree, Moderately Disagree, to Strongly Disagree). See *Limitations* for rationale
- Distribute surveys in both printed packet form and through an online version.
    - Caters to respondent's preferences.
    - Allows respondent adequate time to take survey.
    - Survey may be more convenient for the respondent.
    - Downside: pencil and paper surveys would take longer for data input.
- Online version needs to be coded numerically so that responses are scored as numerical values instead of strings of text.
- Answers in online version needs to require a response before a respondent can continue to prevent respondents from skipping items.
- Online version should allow respondents to stop whenever they want and return to their survey in order to combat fatigue due to survey length.
- Re-administration is advised with the necessary corrections (see *Suggested Corrections*)

CLIMATE SURVEY

Survey Design

The Winds of Change Faculty Climate Survey (WCFCS) was strictly adapted from the Khare & Owens (2006) Faculty Work Climate Survey (see Appendix D for link and survey information). All necessary items were reworded to incorporate California State University, Dominguez Hills (CSUDH) and it's institutional programs and policies. The adapted version consisted of 143 questions addressing overall satisfaction with CSUDH, the hiring process, professional activities, work climate, climate for women, climate for minorities, personal life, CSUDH programs, and demographic information.

Survey Implementation

A link to the WCFCS on SurveyMonkey was emailed with a cover letter (*see Appendix A.*) to all faculty in the College of Natural and Behavioral Sciences. See *Appendix B* for full survey.

Data Management

Data for the WCFCS was exported from SurveyMonkey to excel files. The excel files were then recoded into numerical values and exported to SPSS. Data entered was doubled check by each individual and exploratory analysis was run to check for additional errors. Multiple responses were recoded. All data was stored in a pass-code protected computer. See *Appendix C* for multiple response items and codes.

Response Rate

Actual Rate is unknown, however total number of responses was very low, (n = 28).

Data Analysis

Analysis of Variance

After preliminary univaritate and bivariate analyses were conducted, analysis of variance (ANOVA) were conducted. ANOVA is a statistical method designed to measure whether significantly nonrandom differences exist among sample means. Specifically, it measures the ratio of variances between the sample groups to the variances within the sample groups.

For the purpose of the survey, the independent variable used in all the analyses was gender. The only other independent variable that was analysis was minority status. No other

independent variables could be used due to the extremely small sample size and the resulting disproportions of groups.

Exploratory Factor Analysis

Several sections of the survey contained multiple statements assessing similar concepts. For example, questions 9-14 assessed the hiring process at CSUDH. Questions 53-69 assess the departmental work climate. Rather than analyzing each item individually, sets of scales incorporating the individual items were created. Normally, factor analysis would be used to develop the scales. However, due to the lack of reliability resulting from the small sample size, exploratory factor analysis was not conducted. Although, scale reliability analysis was conducted to ascertain inter-item reliably for all scale responses.

Multiple Regression and Path Analysis

Due to the extremely small sample size both multiple regression and path analysis was not conducted. However, if the survey was re-administered and a larger sample size was obtained both analysis would yield some interesting and telling findings. Specifically, multiple regression could reveal factors associated with and the amount of variance explained by these factors in regards to the variable in question (e.g. career progression, job satisfaction and the satisfaction with CSUDH). Path analysis produces the path each factor would follow in line to influencing the variable in question. More precisely, "path analysis assumes a casual order and explains variation in the dependent and intervening variable using the variables assumed to precede them (Khare & Owens, 2006).

RESULTS

Demographic Characteristics of Respondents

Demographic information—including gender, citizenship, race/ethnicity, terminal degree, current faculty title/rank, current tenure status, marital status, and spouse employments status—is presented in Table 2 on page 8. The percentages are valid percentages, which do not include non-responses.

The survey was sent to faculty members in the College of Natural and Behavioral Sciences (NBS). Only 28 faculty responded and completed the survey. Table 1 displays the sample by the different department/programs within the NBS. The gender proportion for the respondents was an even distribution; 46.4% (13) males and 46.4% (13) males. All of the respondents were US citizens. Caucasians, non Hispanics (57.1%, *n* = 16) comprised the majority of respondents with 32.1% (9) being underrepresented minorities. Race/ethnicity was relatively even between male and females.

A majority of the respondents (82.1%, *n* = 23) reported a Ph. D. as their terminal degree with 10.7% (3) having obtaining a Master's. The majority of respondents were full-time faculty (82.1%, *n* = 23) with 17.9% (5) being part-time instructors. Respondents were divided concerning time since terminal degree; 42.9% (12) indicated 15 or more years since their terminal degree, while 42.9% (12) indicated less then 15 years. The male-to-female ratio for 15 or more years since a terminal degree was 8:4, while the ratio for less then 15 years was 4:8. At the time of the survey, 78.6% (22) of faculty were tenured with 32.1% (9) being associate professors and 28.6% (8) being full professor.

Table 1 Primary NBS Department

Primary NBS Department/program	Frequency (%) Total *N* = 28	Male (%) *N* = 13[1]	Female (%) *N* = 13[1]
Anthropology	2 (7.1)	1 (7.7)	1 (7.7)
Biology	1 (3.6)	1 (7.7)	-
Chemistry/Biochemistry	1 (3.6)	-	1 (7.7)
Computer Science	2 (7.1)	2 (15.4)	-
Earth Sciences	1 (3.6)	1 (7.7)	-
Mathematics	4 (14.3)	2 (15.4)	2 (15.4)
Physics	2 (7.1)	2 (15.4)	-
Political Science	7 (25.0)	3 (23.1)	4 (30.8)
Psychology	4 (14.3)	-	3 (23.1)
Sociology	-	-	-
Behavioral Sciences	-	-	-
Sci. Math. and Tech. (SMT)	-	-	-
No Response	4	1	2

[1] *Since two cases were non-responses for gender all gender totals reflect a total of 26 cases.*

Table 2 Demographics of Respondents

Demographics	Frequency (%) Total *N* = 28	Male (%) *N* = 13	Female (%) *N* = 13
Gender			
Male	13 (46.4)		
Female	13 (46.4)		
No Response[1]	2		
Citizenship			
US citizen	26 (92.9)	13 (46.4)	13 (46.4)
Not US citizen	-	-	-
Total	26	13	13
No Response	2		
Race/ethnicity			
Caucasian, non Hispanic	16 (57.1)	8 (61.5)	8 (61.5)
Under-represented Minority[2]	9 (32.1)	4 (30.8)	5 (38.5)
Total	25	12	13
No Response	3	1	
Terminal Degree			
PhD.	23 (82.1)	12 (92.3)	11 (84.6)
Master's	3 (10.7)	1 (7.7)	2 (15.4)
Total	26	13	13
No Response	2		
Years Since Terminal Degree			
15 + years	12 (42.9)	8 (61.5)	4 (30.8)
Less then 15 years	12 (42.9)	4 (30.8)	8 (61.5)
Total	24	12	12
No Response	4	1	1
Current Rank/title			
Part-time Instructor	5 (17.9)	2 (15.4)	3 (23.1)
Adjunct	3 (10.7)	1 (7.7)	1 (7.7)
Assistant Professor	3 (10.7)	-	3 (23.1)
Associate Professor	9 (32.1)	4 (30.8)	5 (38.5)
Professor	8 (28.6)	6 (46.2)	1 (7.7)
Current Tenure Status[3]			
Tenured	22 (78.6)	12 (92.3)	9 (75)
Not Tenured	6 (21.4)	1 (7.7)	4 (25)
Total	28	13	13
No Response	0		
Marital Status			
Married living with spouse	16 (57.1)	10 (76.9)	6 (46.2)
Unmarried but live with domestic partner	5 (17.9)	2 (15.4)	3 (23.1)
Widow/Widower	1 (3.6)	-	1 (7.7)
Single	4 (14.3)	1 (7.7)	3 (23.1)
Total	26	13	13
No Response	2		
Spousal Employment Status			
Employed full-time	16 (57.1)	8 (61.5)	9 (69.2)
Employed part-time	2 (7.1)	2 (15.4)	-
Not employed	2 (7.1)	2 (15.4)	-
Retired	-	-	-
Total	21	12	9
No response	5	1	4

General Satisfaction with CSUDH

The first section of the climate survey assessed general satisfaction with CSUDH and contributing factors (Q1—Q5). The first two measures assessed the degree to which faculty was satisfied with their position and career at CSUDH. The last three asked what factors contribute to their satisfaction, what factors detract from their satisfaction, and what factors contribute to considering leaving CSUDH.

General Satisfaction

The first question stated, "How satisfied or dissatisfied are you, in general, with your position at CSUDH? Please place the number in the box that best corresponds to your level of satisfaction or dissatisfaction." Response categories ranged from 1 to 5 with 1 representing 'Very Satisfied" and 5 representing "Very Dissatisfied." As Figure 1 shows, the highest frequencies of respondents were "Moderately Satisfied" (67.9%, *n* = 19). "Very Satisfied" and "Moderately Satisfied" accounted for 85.8% (24) of respondents.

The second question read, "How satisfied or dissatisfied are you, in general, with the way your career has progressed at CSUDH? Please place the number in the box that best corresponds to your level of satisfaction or dissatisfaction." Response categories ranged from 1 to 5 with 1 representing 'Very Satisfied" and 5 representing "Very Dissatisfied." As Figure 2 shows, "Moderately Satisfied" accounted for 50% (14) of responses. Both "Very Satisfied" and "Moderately Satisfied" accounted for 75% (21) of respondents. A total of 14.3% (4) of respondents indicated that they were "Moderately Dissatisfied" or "Very Dissatisfied" with their careers at CSUDH.

Figure 1

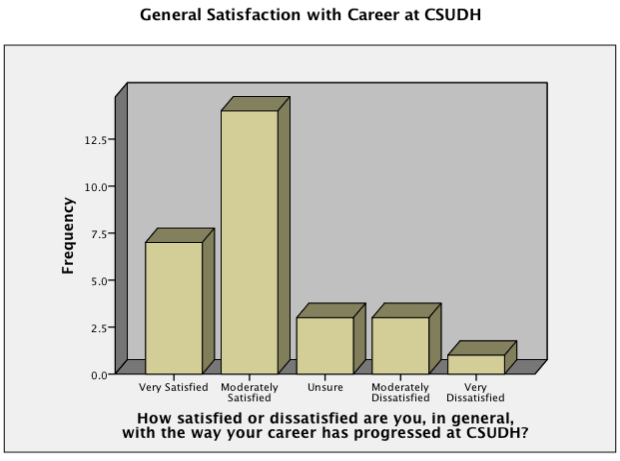


Figure 2

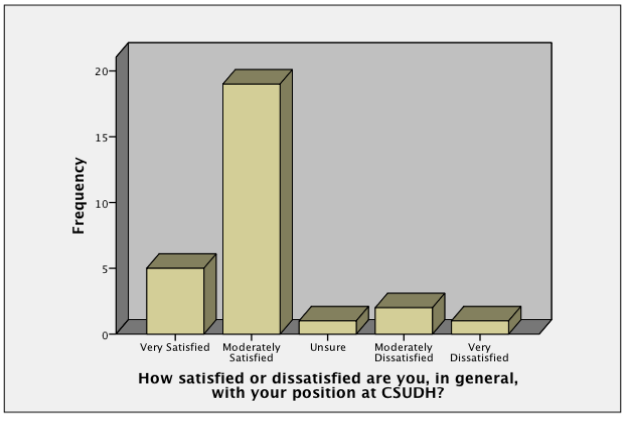
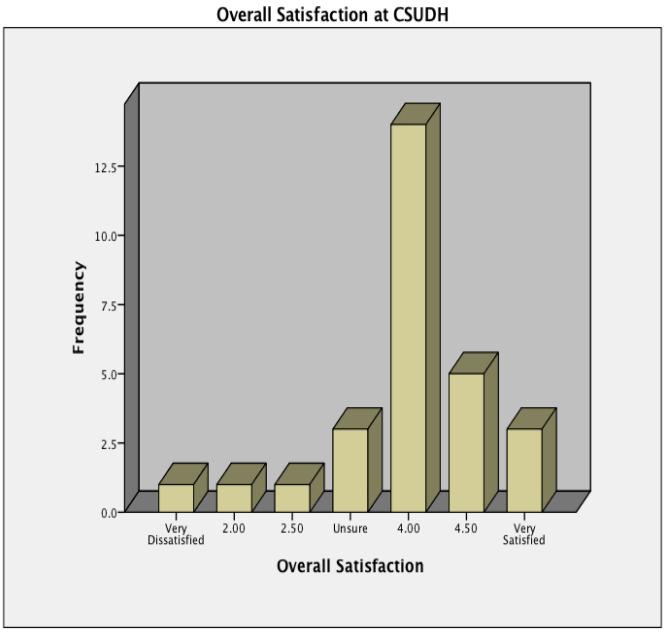


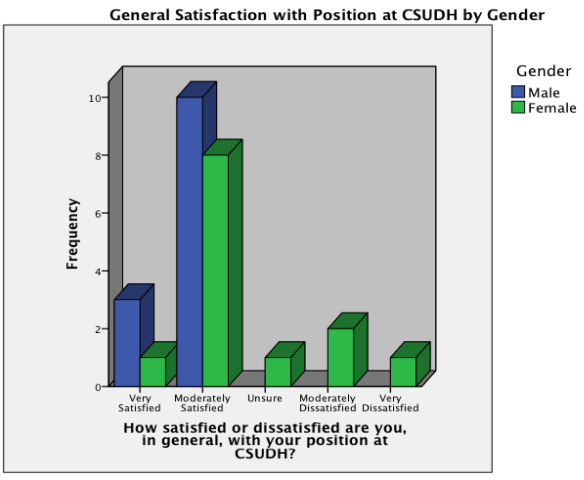
Figure 3



Due to the significant correlation between Q1 and Q2 ($r = 0.668$, $p < 0.01$), a single variable was created combing both questions [(Q1 + Q2)/2]. The new variable, Overall Satisfaction, was reversed coded to make intuitive sense, with higher scores representing a greater degree of satisfaction. Figure 3 shows the frequency of Overall Satisfaction. As Figure 3 displays, Overall Satisfaction at CSUDH is very high ($M = 3.86$, $SD = 0.90$). A majority of respondents indicated that they were moderately to very satisfied at CSUDH (78.6%), with only 10.7% indicting any dissatisfaction.

An ANOVA was conducted to determine whether any differences between gender on general satisfaction. General Satisfaction with Position (Q1), General Satisfaction with Career (Q2), and Overall Satisfaction were used as dependent measures with gender as the independent variable. No significant differences were found between gender and General Satisfaction with Career (Q2) and Overall Satisfaction. However, a significant difference was found between genders on General Satisfaction with Position (Q1). Females ($M = 2.54$, $SD = 1.13$) were significantly less satisfied with there position at CSUDH then males ($M = 1.77$, $SD = 0.44$), $f(1, 24) = 5.263$, $p = 0.031$.

Figure 4



As Figure 4 shows, only males responded positively while females varied in responses and listed greater dissatisfaction. Only female respondents reported being moderately to very dissatisfied. However, due to the small number of respondents ($n = 28$), it is not advisable to conclude with any certainty that gender differences do exist in regards to satisfaction with one's position at CSUDH.

Contributing Factors

Following the general satisfaction assessment, respondents were asked to select contributing factors to their satisfaction and thoughts of leaving CSUDH. A list of factors for respondents to select was provided. The list was developed from the climate survey from which the current survey was adapted (Khare & Owens, 2006). Respondents were allowed to provide multiple responses.

Question 3 read, "What factor contributes most to your satisfaction at CSUDH?" Table 3 displays the results of Question 3. Overall, Teaching/Students were the greatest contributor to general satisfaction. No respondents listed Administrative Support as a contributing factor to their satisfaction at CSUDH. The most frequent factor contributing to satisfaction was Teaching/Students (64.2%, *n* = 18). Salary/Benefits accounted for 25% (7) of all responses. Male faculty responses were more varied than females with greater reports of Support for Research (23.1%, *n* = 3) and Academic Environment (15.4%, *n* = 2). Conversely, females more often listed Teaching/Students as a source of satisfaction (69.2%, *n* = 9).

Table 3 Factors Contributing to Satisfaction at CSUDH

Response Category	Frequency (%)* Total *N* = 28	Male (%) *N* = 13	Female (%) *N* = 13
Salary/Benefits	7 (25)	3 (23.1)	4 (30.1)
Teaching/ Students	18 (64.3)	7 (53.8)	9 (69.2)
Support for Research	4 (14.3)	3 (23.1)	1 (7.7)
Academic Environment	3 (10.7)	2 (15.4)	1 (7.7)
Administrative Support	-	-	-

** Since multiple responses were allowed, percentages do not sum to 100*

Question 4 asked, "What factor detracts most from your satisfaction at CSUDH?" Table 4 shows the frequency of responses. Overall, Research Support (25.7%, *n* = 9) was the leading detracting factor to satisfaction at CSUDH with both male in female

Table 4 Factors Detracting from Satisfaction at CSUDH

Response Category	Frequency (%)* Total *N* = 28	Male (%) *N* = 13	Female (%) *N* = 13
Salary	7 (20)	5 (27.8)	2 (11.8)
Teaching	2 (5.7)	1 (5.6)	1 (5.9)
Research Support	9 (25.7)	4 (22.2)	5 (29.4)
Academic Climate	6 (17.1)	2 (11.1)	4 (23.5)
Campus Support	8 (22.9)	4 (22.2)	4 (23.5)
Facilities / Safety	2 (5.7)	1 (5.6)	1 (5.9)
Security	1 (3.1)	1 (5.6)	-

** Since multiple responses were allowed, percentages do not sum to 100*

responding relatively equally (4:5). Campus Support (22.9%, *n* = 8), Salary (20%, *n* = 7), and Academic Climate (17.1%, *n* = 6) followed Research Support as detracting factors to satisfaction. Males listed Salary as a greater detractor than females (5:2).

The final question regarding satisfaction with CSUDH assessed factors that contributed to thoughts of leaving CSUDH. Questions 5 stated, "If you have seriously considered leaving CSUDH, what factor contributed most to your consideration to leave CSUDH?" Overall, a combination of factors contributed to thoughts of leaving CSUDH with 31.8% (7) of respondents stating Several of These as contributing factors. With the exception of multiple factors, males and females differed in contributing factors. Thirty percent of males listed Salary/Benefits while 36.4% of females listed Teaching Load as the factor that contributes most to thoughts of leaving CSUDH.

Table 5 Factors Contributing to Leaving CSUDH

Response Category	Frequency (%)* Total *N* = 28	Male (%) *N* = 13	Female (%) *N* = 13
Salary / Benefits	4 (18.7)	3 (30)	1 (9.1)
Teaching Load	6 (27.3)	1 (10)	4 (36.4)
Research support	2 (9.1)	1 (10)	1 (9.1)
Other Offer	2 (9.1)	1 (10)	1 (9.1)
Family Issues	1 (4.5)	-	1 (9.1)
Several of These	7 (31.8)	4 (40)	3 (27.3)
No Response	6	3	2

** Percents are valid percentages, not including non responses*

Summary

Overall, faculty indicated that they were generally satisfied at CSUDH. However, females were significantly less satisfied then their male counterparts. Females were the only respondents to list strong dissatisfaction with their position and career at CSUDH. The leading factor to satisfaction at CSUDH was teaching students while administrative support did not influence satisfaction whatsoever. The leading detractor to satisfaction was research support. Although no direct question assessed whether or not respondents considered leaving CSUDH, faculty listed multiple contributors to thoughts of leaving CSUDH. Males listed salary and benefits as a leading factor, while females listed teaching load.

The Hiring Process at CSUDH

This section addressed the hiring process at CSUDH and contained questions regarding year hired, first position, reasons for choosing CSUDH, and overall perceptions of the hiring process. This section also assesses the role of mentoring and career advancement assistant.

Joining the CSUDH Faculty

Of the faculty that responded, 57.1% (16) were hired as an Assistance Professor, 17.9% (5) as a Part-time Instructors, 14.3% (4) as an Associate, and 10.7% (3) as an Adjunct Professor. At the time of the survey, 32.1% (9) of respondents were Associate Professors, 28.6% (8) were Full Professors, 10.7% (3) were Assistant Professors, 10.7% (3) were Adjunct, and 17.9% (5) were Part-time Instructors. Total years at CSUDH for faculty respondents ranged from as little as 3-5 years to 30 or more years. Of the respondents, 21.4% (6) were hired prior to 1990 and 39.3% (11) hired after 2003.

Question 8 asked, "What factor contributed most to your decision to join the faculty at CSUDH?" Table 6 displays the results of Question 8. Overall, the greatest frequencies of contributing factors were Department Welcome (30%, *n* = 9), Best Offer (30%, *n* = 9), and Flexible Schedule/Benefits (23.4%, *n* = 7). Reduced Teaching Load (6.7%, *n* = 2) and Facilities (6.7%, *n* = 2) were not significant contributing factors to the majority of respondent's decision to join CSUDH.

Table 6 Factors Contributing to Joining CSUDH

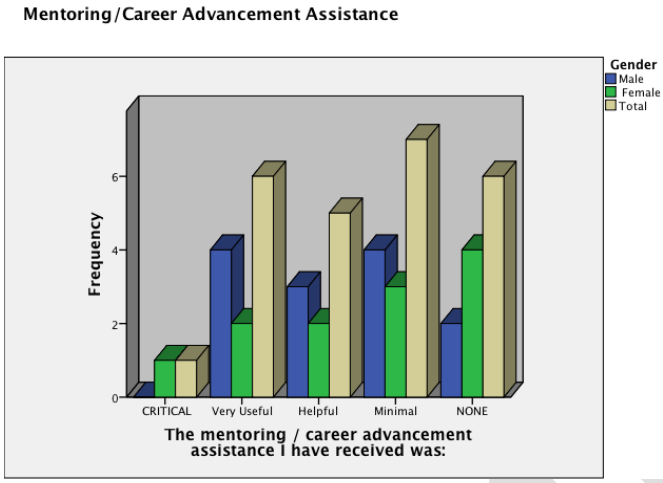
Response Category	Frequency (%)* Total *N* = 28	Male (%) *N* = 13	Female (%) *N* = 13
Department Welcome	9 (30)	5 (25)	4 (40)
Best Offer	9 (30)	5 (25)	4 (40)
Reduced Teaching Load	2 (6.7)	2 (10)	-
Facilities	2 (6.7)	1 (5)	1 (10)
Hiring of Spouse	1 (3.4)	1 (5)	-
Flexible Schedule/Benefits	7 (23.4)	6 (30)	1 (10)

** Since multiple responses were allowed, percentages do not sum to 100*

Question 15 assessed how critical/helpful any mentor or career advancement services were for the respondents during the hiring process. Overall, 44.4% (12) of respondents felt that there mentoring or career advancement services were either critical (3.7, *n* = 1), helpful (18.5, *n* = 5) or very useful (22.2, *n* = 6). The remaining 55.6% (15) either did not receive any help

(29.6%, *n* = 8) or thought that the help was minimal (25.9%, *n* = 7). Male and female respondents differed in regards to their perception of career assistance. Figure 5 display the responses to Q15 by gender. A larger portion of females (33.3%, *n* = 4) did not receive any mentoring or career advancement assistance as opposed to males (15.4%, *n* = 2).

Figure 5



Satisfaction with the Hiring Process

Questions 9 through 14 contained statements assessing the hiring process at CSUDH. Respondents were allowed to respond by selecting the degree to which they either agreed or disagreed with the statement from a 5-point likert scale, 1 being "strongly agree" and 5 being "strongly disagree." All six items were combined to form the Hiring Process Scale. The scale was found to possess moderate to good reliability (Cronbach's alpha = .84). Table 7 shows the means, standard deviations and correlations of each response. The lower the mean score the greater the agreement. The mean for the Hiring Process Scale was 2.22 (*SD* = .874), indicating that the faculty respondents were, generally, satisfied with the overall hiring process.

Table 7 The Hiring Process Scale

Items	*M*	*SD*	Item Total Correlation
Q9. I was satisfied with the hiring process overall.	2.35	1.14	.676
Q10. The department did its best to obtain resources for me.	2.20	1.11	.623
Q11. Faculty in the department made an effort to meet me.	1.85	1.23	.596
Q12. My interactions with the search committee were positive.	1.45	.61	.125
Q13. When I was hired, I negotiated successfully for what I needed.	2.65	1.42	.756
Q14. I was satisfied with my start-up package when I was hired.	2.80	1.40	.821

Reliability Coefficient Alpha = .84
Mean inter-item correlation of .60

A one-way ANOVA was conducted to examine any differences between genders on scores from the Hiring Process Scale. No significant differences were found between male (*M* =

2.19, *SD* = .729) and female (*M* = 2.12, *SD* = .972) faculty respondents concerning satisfaction with the hiring process.

Summary

Faculty indicated the main contributing factor to joining CSUDH was the department welcome and that the offer put forth was the best offer. Faculty were generally satisfied with the hiring process at CSUDH.

Pre-tenure Assessment

Question 16 through question 28 was disregarded due to the extremely low amount of faculty respondents ($n \leq 11$).

Professional Activities

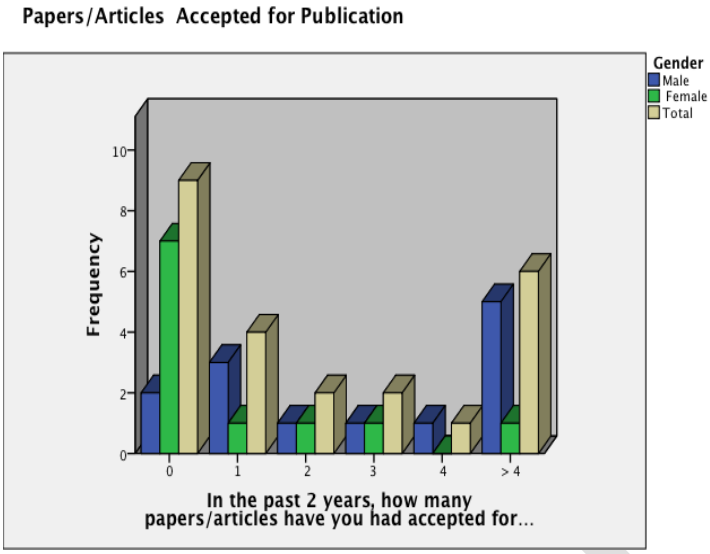
This section of the survey explored the different aspects and activities involved in being a faculty member at CSUDH. The sections covered teacher loads, post-baccalaureate involvement, productivity, availability of resources, and departmental committees. Campus climate falls under the category of professional activities, however, for the purpose of the survey it will be addressed in the subsequent section.

Objective Measures of Productivity

Teacher Load. On average, faculty respondents taught roughly 18 units a year (9 units a semester). A one-way ANOVA was conducted to determine if any differences in gender existed in teaching load. No significant differences were found between males and females average teaching load.

Publications. On average, roughly 70% of all manuscripts submitted for publication have been accepted. No significant differences were found between gender and percentage of manuscripts accepted for publication. On average, 1.88 ± 2.05 papers/articles that were submitted were accepted for publication. A one-way ANCOVA was conducted to examine any gender differences in publications while controlling for faculty rank/position. A significant difference was found between gender while controlling for faculty rank/position, indicating that males (*M* = 3.85, *SD* = 2.075) published significantly more papers/articles than females (*M* = 2.00, *SD* = 1.673), $f(1,23) = 4.649$, $p = .043$. Figure 6 displays the amount of publications by gender. Publications of books were minimal to nonexistent within the sample.

Figure 6



Subjective Measures of Productivity

Self-rated Productivity. Respondents were asked to rate their productivity in comparison to both national averages (Q40) and departmental averages (Q41). Both questions were rated on a 5-point likert scale with 1 being "much less productive" and 5 being "much more productive." Table 8 shows the means of the two self-rated productivity measures. Compared to the national average, faculty viewed themselves less then neutral leaning towards less productive (M = 2.58 SD = 1.38). Compared to the departmental average, faculty viewed themselves as slightly greater then neutral leaning towards productive (M = 3.43, SD = 1.34). A one-way ANOVA was conducted to determine if any differences between gender on self-rated productivity. No significant differences were found between genders on self-rated productivity compared to the departmental average. However, a significant difference was found between gender on self-rated productivity compared to the national average, f (1,22) = 4.59, p = .044. Males (M = 3.08, SD = 1.498) rated their productivity compared to the national average significantly higher than females (M = 1.90, SD = .994).

Table 8 Subjective Productivity

Response Category	Total Mean (SD)	Males Mean (SD)	Females Mean (SD)
Productivity compared to NATION	2.58 (1.38)	3.08 (1.50)	1.90 (.99)
Productivity compared to DEPARTMENT	3.43 (1.34)	3.70 (1.16)	2.75 (1.71)

Faculty Resources

Questions 42 through 48 addressed the issue and availability of faculty resources. Reliability analysis was conducted in order to assess the strength of the items as a scale. The reliable items were aggregated to create the Lack of Resources Scale. Table 9 shows the means, standard deviations, and item correlations scale. Higher scores for the Lack of Resources Scale

Table 9 Lack of Resource Scale

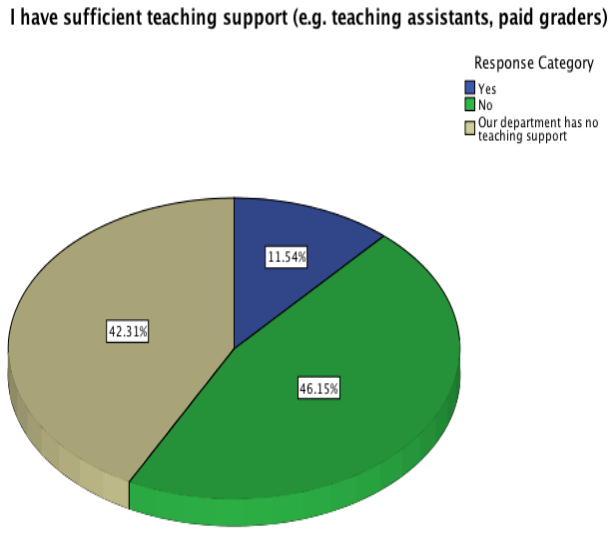
Items	*M*	*SD*	Item Total Correlation
Q42. I have the equipment and supplies I need to adequately conduct my research.	3.4	1.242	.768
Q43. I receive regular maintenance/ upgrades of my equipment.	3.73	1.163	.545
Q45. I have sufficient laboratory space in terms of quantity and quality.	3.47	1.552	.731
Q46. There are colleagues on campus who do similar research.	2.87	1.457	.585
Q48. I have sufficient teaching support (e.g. teaching assistants, paid graders).	2.4	.632	.757

Reliability Coefficient Alpha = .84
Mean inter-item correlation = .68

represent a greater lack of resources than lower scores. Overall, faculty respondents were neutral to dissatisfied with the resources available to them at CSUDH (*M* = 3.17, *SD* = .971). A one-way ANOVA was conducted to examine difference between genders on scores for the Lack of Resources Scale. No significant differences were found between genders.

An additional question regarding teaching support (Q48) was asked to assess the need or lack of teacher's assistants or paid graders. Figure 7 displays the results of Q48. The majority of faculty respondents stated that did not have sufficient teaching support (46.2%, *n* = 12) while 42.3% (11) stated that there is no teaching support in their department. Together, 88.5% (23) of faculty respondents indicated a lack of teaching support.

Figure 7



Summary

Faculty teaching load, on average, was 9 units a semester, and 18 units a year. Faculty submitted roughly two papers/articles per year in which the majority of them were accepted for publication. When controlling for faculty rank and title, males had significantly more papers/articles accepted for publications than females. Comparing productivity to departmental and national averages, faculty self-reported their productivity rather neutrally. Males, however,

viewed themselves significantly more productive than females compared to the national average. Faculty were relatively neutral concerning their satisfaction with resources at CSUDH. However, almost all faculty respondents indicated a significant lack in teaching support (i.e. teaching assistants).

Work Climate

This portion of the survey addressed issues relating to the climate of the work environment at CSUDH. Subsections included work relationships with colleagues, work climate for men and women, and the work climate for minority faculty.

Work Relationships

Seventeen items, all measured on a 5-point scale with 1 being "strongly agree" and 5 being "strongly disagree," were used to assess work relationships with fellow colleagues. Specific items were reversed coded. Higher scores represent greater negative attitudes towards the work climate. All items were aggregated to create the Departmental Climate Scale. The means, standard deviations, and inter-item correlation can be found in Table 10.

Overall, faculty respondents reported a relatively positive perception of departmental climate with a average score of 2.1 ± .881. A one-way ANOVA was conducted to assess if any differences between gender and scores of the Departmental Climate Scale existed. A significant difference was found between male (M = 1.57, SD = .397) and female (M = 2.83, SD = .930) faculty respondents, f (1,13) = 12.141, p = .005. Females felt significantly less positive about departmental climate than did males. However, it should be noted that due to the mid survey mortality, total number of respondents used in the ANOVA was only 13.

Climate for Women

Fifteen items, all measured on a 5-point scale with 1 being "strongly agree" and 5 being "strongly disagree," were used to assess the climate for women faculty at CSUDH. Specific items were reversed coded. Higher scores represent a more positive climate for women faculty. All items were aggregated to create the Climate for Women Scale. The means, standard deviations, and inter-item correlation can be found in Table 11.

Overall, climate for women faculty at CSUDH is very positive. The average score for the Climate for Women Scale was 4.09 ± .611. A one-way ANOVA was conducted to assess if any

Table 10 Departmental Climate Scale

Items	*M*	*SD*	Item Total Correlation
Q53. I am treated with respect by colleagues.	1.93	1.387	.879
Q54. (R) I feel isolated at CSUDH overall.	3.00	1.512	.511
Q55. I feel like a full and equal participant in the problem-solving and decision-making in my department/program.	1.93	1.438	.763
Q56. I am treated with respect by department/program staff.	1.27	.594	.313
Q57. (R) I feel excluded from informal networks in my department/program.	2.00	1.362	.904
Q58. Colleagues regularly solicit my opinion about work-related matters (such as teaching, research, and service).	2.13	1.125	.794
Q59. (R) I feel isolated in my department/ program.	2.40	1.724	.775
Q60. I feel that colleagues value my research.	2.67	1.234	.799
Q61. (R) I do a great deal of research that is not formally recognized by my department/program.	2.67	1.676	.758
Q62. I am treated with respect by students.	1.47	.640	.594
Q63. (R) I do a great deal of teaching that is not formally recognized by my department/program.	2.47	1.302	.121
Q64. I have a voice in how resources are allocated within my department/program.	2.07	1.162	.687
Q65. (R) I do a great deal of service that is not formally recognized by my department/program.	2.27	1.387	.224
Q66. I am treated with respect by my department/program head or chair.	1.60	1.121	.871
Q67. Faculty meetings allow for all participants to share their views.	1.47	1.060	.734
Q68. I feel I can voice my opinions openly in my department.	1.87	1.356	.862
Q69. Committee assignments are rotated fairly to allow for participation of all faculty.	2.47	1.407	.332

Reliability Coefficient Alpha = .93
Mean inter-item correlation = .59
R denotes reverse coding

differences between gender and scores of the Climate for Women Scale existed. A significant difference was found between male ($M = 4.37$, $SD = .318$) and female ($M = 3.84$, $SD = .713$) faculty respondents, $f(1,20) = 4.674$, $p = .044$. Females rated the climate for women significantly less positive than their male colleagues.

Climate for Minorities

Fifteen items, all measured on a 5-point scale with 1 being "strongly agree" and 5 being "strongly disagree," were used to assess the climate for minority faculty at CSUDH. Specific items were reversed coded. Higher scores represent a more positive climate for minority faculty.

Table 11 Climate for Women Scale

Items	*M*	*SD*	Item Total Correlation
Q70. (R) Faculty are serious about treating men and women faculty equally.	4.67	.577	.445
Q71. (R) Most faculty would be as comfortable with a woman department head as a man department head.	4.71	.561	.479
Q72. Women faculty are less likely than their male counterparts to have influence in departmental politics and administration.	4.29	1.056	.655
Q73. It is not uncommon for a woman faculty member to present an idea and get no response, and then for a man faculty member to present the same idea and be acknowledged.	4.19	1.031	.751
Q74. Women faculty tend to get more feedback about their performance than men faculty do.	3.91	1.091	.463
Q75. Sex discrimination or harassment is a problem in my department.	4.38	1.117	.455
Q76. Faculty don't often speak up when they see an instance of sex discrimination for fear that it will jeopardize their careers.	4.19	1.250	.538
Q77. Men faculty are more likely than women faculty to be involved in informal social networks within the department.	3.91	1.221	.698
Q124. There are too few women faculty in my department.	4.00	1.140	.316
Q125. (R) My department has actively recruited women faculty.	3.43	1.121	.506
Q126. My department has difficulty retaining women faculty.	4.38	.921	.471
Q127. (R) The climate for women in my department is good.	4.29	.845	.711
Q128. (R) My department has taken steps to enhance the climate for women.	3.14	1.153	.473
Q129. My department has too few women faculty in leadership positions.	4.14	.964	.482
Q130. (R) My department has made an effort to promote women faculty into leadership positions.	3.72	1.231	.351

Reliability Coefficient Alpha = .87
Mean inter-item correlation = .52
R denotes reverse coding

All items were aggregated to create the Climate for Minorities Scale. The means, standard deviations, and inter-item correlation can be found in Table 12.

Table 12 Climate for Minority Faculty Scale

Items	*M*	*SD*	Item Total Correlation
Q78. (R) Faculty are serious about treating minority and non-minority faculty equally	4.59	1.064	.798
Q79. (R) Most faculty would be as comfortable with a minority department head as a non-minority department head.	4.71	.686	.783
Q80. Minority faculty are less likely than their non-minority counterparts to have influence in departmental politics and administration.	4.12	1.362	.825
Q81. It is not uncommon for a minority faculty member to present an idea and get no response, and then for a non-minority faculty member to present the same idea and be acknowledged.	4.47	1.125	.880
Q82. Minority faculty tend to get more feedback about their performance than non-minority faculty do.	4.06	1.088	.358
Q83. Discrimination against or non-minority harassment of minorities is a problem in my department.	4.59	1.004	.716
Q84. Faculty do not often speak up when they see an instance of discrimination against minorities for fear that it will jeopardize their careers.	4.29	1.263	.642
Q85. Non-minority faculty are more likely than minority faculty to be involved in informal social networks within the department.	4.18	1.131	.300
Q131. There are too few faculty of color in my department.	3.77	1.252	.142
Q132. (R) My department has actively recruited faculty of color.	3.71	1.105	.672
Q133. My department has difficulty retaining faculty of color.	3.59	1.372	.602
Q134. (R) The climate for faculty of color in my department is good.	4.12	1.219	.854
Q135. (R) My department has taken steps to enhance the climate for faculty of color.	3.41	1.175	.506
Q136. My department has too few faculty of color in leadership positions.	3.53	1.231	.157
Q137. (R) My department has made an effort to promote faculty of color into leadership positions.	3.35	1.113	.634

Reliability Coefficient Alpha = .90
Mean inter-item correlation = .59
R denotes reverse coding

Overall, climate for minority faculty at CSUDH is very positive. The average score for the Climate for Minority Scale was 4.03 ± .741. ANOVAs were conducted to examine if any differences between gender and ethnicity and scores on the Climate for Minorities Scale. No significant differences were found between either gender or ethnicity.

Summary

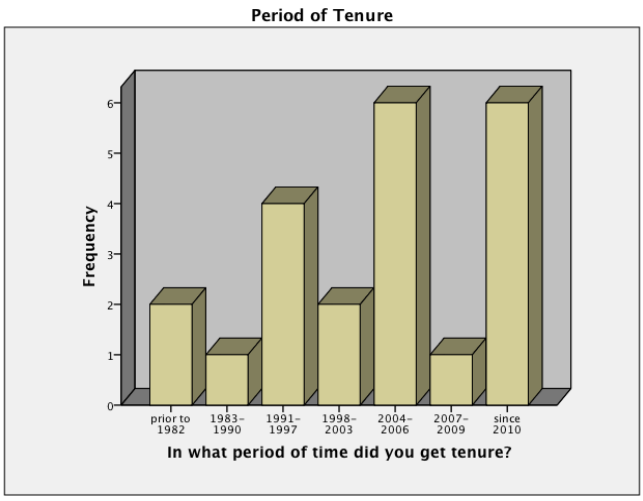
Concerning working relationships, faculty indicated a relatively positive perception of their work climate. However, females felt significantly less positive about the work climate than males. Concerning climate for women, faculty indicated a very positive perception of the climate for women. Females felt significantly less positive about the climate for women than males. However, both males and females rated the climate for women positive. Concerning climate for minorities, faculty indicated a very positive perception of the climate for minorities.

The Tenure Process

This section addressed perceptions of the tenure process at CSUDH. Specifically, questions were asked regarding year in which one was tenured, expected tenure, attitudes toward the tenure process, and any problems with tenure roll back.

Only one (3.6%) faculty respondent obtained tenure prior to coming to CSUDH. Although the question of whether or not one is tenured was not directly asked, tenure status was inferred from Q86, which asked, "In what period of time did you get tenure?" Of the faculty respondents, 78.6% (22) reported a date as to when they were tenured. Thus, 78.6% (22) of the respondents were tenured at the time of the survey. The majority of tenured respondents (68.8%, $n = 13$) were tenured within the last fourteen years. Figure 8 shows the period of time in which tenured respondents were tenured. Of the untenured respondents, 3 (10.7%) reported their expected tenure review date as 2013.

Figure 8



Satisfaction with the Tenure Process

Six items, all measured on a 5-point scale with 1 being "strongly agree" and 5 being "strongly disagree," were used to assess perceptions of the tenure process at CSUDH. Lower scores represent more positive perceptions of the process while higher scores indicated a negative view. One item was removed due to a poor correlation with the rest of the items. Five items were then aggregated to create the Tenure Process Scale. The means, standard deviations, and inter-item correlation can be found in Table 13.

Overall, perceptions of the tenure process at CSUDH were moderately positive to neutral. The average score for the Tenure Process Scale was 2.48 ± .901. ANOVAs were conducted to examine if any differences between gender and ethnicity and scores on the Tenure Process Scale. No significant differences were found between both gender and ethnicity.

Table 13 Tenure Process Scale

Items	*M*	*SD*	Item Total Correlation
Q89. I was satisfied with the tenure/promotion process overall	2.72	1.227	.609
Q90. I understood the criteria for achieving tenure/promotion.	2.44	1.199	.656
Q91. I received feedback on my progress toward tenure/promotion.	2.00	1.237	.747
Q93. I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).	2.39	1.037	.277
Q94. A senior colleague was very helpful to me as I worked towards tenure/promotion.	2.83	1.465	.487

Reliability Coefficient Alpha = .78
Mean inter-item correlation = .56

Tenure Clock

Respondents were asked several questions regarding their tenure clock. Of the respondents 71.4% (20) were never denied a request to roll back their tenure, while the rest of the responded did not provide an answer. Thirteen (46.4%) of the respondent's never requested to stop or roll back their tenure, while the rest of the faculty respondents did not provide an answer.

Summary

No direct question assessed whether or not faculty were tenured. However, tenure was inferred and over three fourths of the respondents presumably obtained tenure. Faculty indicated

a neutral to positive attitude toward the tenure process at CSUDH. The majority of respondents did not have issues regarding their tenure clock.

CSUDH Program and Faculty Resources

Due to the format of response categories no worthwhile analysis could be conducted. Please refer to the recommendations on page 4.

Personal Life

This section covered issues regarding the balance between personal and professional life. Areas addressed faculty and department support for the demands of family life and ranks family and household responsibilities.

Balancing Personal and Professional Life

Three questions were asked that assessed the extent to which faculty respondents felt they can balance their personal and professional life. All questions were measured on a 5-point scale with 1 being "strongly agree" and 5 being "strongly disagree." Table 14 shows the questions and the corresponding means.

Table 14 Means for Balancing Personal and Professional Life

Response Category	Total Mean (SD)	Males Mean (SD)	Females Mean (SD)
Q104. I often have to forgo professional activities (e.g., meetings, sabbaticals, conferences) because of personal responsibilities.*	2.77 (1.307)	3.33* (1.231)	2.10* (1.101)
Q105. I often have to forgo personal activities (e.g., school events, community meetings) because of professional responsibilities.	2.35 (1.152)	2.67 (1.155)	2.00 (1.095)
Q106. Personal responsibilities and commitments have slowed down my career progression.	3.00 (1.380)	3.27 (1.348)	2.73 (1.421)

** Significant at p = .0233*

Overall, faculty were neutral to unable to balance their personal of professional life. Question 104 addressed the issue of personal life interfering with professional life. Respondent's rated on average 2.77 ± 1.307 to Question 104. Question 105 assessed the extent to which

professional life interferes with personal life. Respondent's displayed a stronger indication that professional life interfered with their personal life. On average, respondents rated 2.35 ± 1.152 to question 105. Question 106 assessed the degree to which personal responsibilities interfered with career advancement. Faculty respondents were neutral on this matter scoring on average 3.00 ± 1.380.

A one-way ANOVA was conducted on each of the statements to examine if any difference between genders existed. Means and standard deviations by gender can be seen in Table 14. No significant differences were found between genders for Questions 105 and 106. However, a significant difference was found between genders on Question 104, $f(1,21) = 6.020$, $p = .023$. Females ($M = 2.10$, $SD = 1.101$) felt that they had to forgo professional life because of personal issues to a significantly greater extent than males ($M = 3.33$, $SD = 1.231$).

Family Support

Five items, all measured on a 5-point scale with 1 being "strongly agree" and 5 being "strongly disagree," were used to assess the extent to which the department is supportive of family obligations. Lower scores represent greater understanding and support from the faculty and department. All items were aggregated to create the Family Support Scale. The means, standard deviations, and inter-item correlation can be found in Table 15.

Table 15 Family Support Scale

Items	*M*	*SD*	Item Total Correlation
Q113. Most faculty in my department are supportive of colleagues who want to balance their personal and career lives	1.85	1.144	.835
Q114. It is difficult for faculty in my department to adjust their work schedules to care for children or other dependents.	3.92	.760	.239
Q115. Department meetings frequently occur outside of the 9–5 workday.	4.77	.599	.135
Q116. The department is supportive of family leave.	1.77	1.166	.845
Q117. The head of my department understands existing policies regarding family leave (e.g. Family Medical Leave Act).	1.92	1.256	.562

Reliability Coefficient Alpha = .75
Mean inter-item correlation of .52

Overall, family support at CSUDH is moderately positive to neutral. The average score for the Family Support Scale was 2.85 ± .722. ANOVAs were conducted to examine if any differences between gender and ethnicity and scores on the Family Support Scale. No significant differences were found between both gender and ethnicity.

Gender and Family Support

Two separated questions (Q118 & Q119) addressed the perception of work commitment based on gender and children. Question 118 read, "Men faculty who have children are considered by department members to be less committed to their careers than men who do not have children." Question 119 mirrored Q118 except that the word "Men" was replaced with "Women."

Overall, faculty respondents disagreed with both of these statements. The average score for Q118 was 4.36 ± .953, while the average for Q119 was 4.11 ± 1.243. ANOVAs were conducted for both questions examining any differences between genders. No significant differences were found between genders for Q118. However, a significant difference was found between genders on Q119, $f(1,18) = 10.325$, $p = .005$). Although both still disagree on average, women ($M = 3.40$, $SD = 1.350$) disagreed significantly less with the statement, "Women faculty who have children are considered by department members to be less committed to their careers than men who do not have children," than did males ($M = 4.89$, $SD = .333$).

Household Responsibilities

Questions 120 through 123 assessed who was responsible for, and performed over 50% of, childcare/dependent care and home duties such as bill paying and taxes, cleaning, cooking, laundry, and lawn care, home repair, car care. Table 16 shows the responsibilities for each group of tasks by gender. Overall, respondents indicated that both partners shared the bulk of each responsibility equally.

Table 16 Household Tasks

Who performs more than 50% of the following tasks in your household?					
Childcare/dependent care					
	Respondent	Spouse/partner	Shared equally by both	Hired help	Other
Gender					
Male	-	1 (10%)	7 (70%)	-	2 (20%)
Female	2 (40%)	-	1 (20%)	1 (20%)	1 (20%)
Home duties such as bill-paying and taxes					
	Respondent	Spouse/partner	Shared equally by both	Hired help	Other
Gender					
Male	4 (33.3%)	-	8 (66.7%)	-	-
Female	3 (42.9%)	1 (14.3%)	3 (42.9%)	-	-
Home duties such as cleaning, cooking, laundry					
	Respondent	Spouse/partner	Shared equally by both	Hired help	Other
Gender					
Male	1 (8.3%)	4 (33.3%)	7 (58.3%)	-	-
Female	4 (50%)	-	4 (50%)	-	-
Home duties such as lawn care, home repair, car care					
	Respondent	Spouse/partner	Shared equally by both	Hired help	Other
Gender					
Male	3 (66.7%)	-	3 (25%)	1 (8.3%)	-
Female	-	3 (37.7%)	4 (50%)	1 (12.5%)	-

Percentages are valid percents

Summary

Concerning balancing personal and professional life, faculty were neutral to unable to balance the personal with the professional. Females indicated a greater inability to balance personal and professional life, specifically, that they indicated that they had to forgo professional life because of personal issues to a significantly greater extent than males. Concerning family support, faculty indicted that the support for family at CSUDH was moderately positive. The majority of faculty disagreed with statements that indicated differences in work commitment due to a family by gender. However, females differed significantly with males with the degree to which they felt women were perceived as less committed because of their family. Although both males and females disagreed with the issue, females disagreed to a lesser extent than males. Concerning household responsibilities, respondents indicated that responsibilities were largely shared by both partners equally.

CONCULSION

Since the response rate for the survey was so low (n = 28), it is advised that the survey be treated as a pilot administration. That is, any inferences should not be generalized to the faculty population at CSUDH pending verification from a larger sample size. However, results may still offer a glimpse of gender differences within the College of Natural and Behavioral Sciences.

Female faculty differed significantly from male faculty in overall satisfaction, objective and subjective productivity, work climate, climate for woe treated as men, the balancing of person and professional life, and the perception of family life. Of all of these factors, women were less satisfied, less productive (both subjectively and objectively), viewed work climate as less positive, viewed the climate for women as less positive, had a greater inability to balance their personal with their professional life, and perceived that faculty thought that their family interferes with their professional life. A greater number of males held the title of professor, have tenure, and have over 15 years of experience than do females.

If these findings hold up with a larger sampling of the faculty population, it would be evident that genders issues do exist at CSUDH. It seems as though females have greater pressures placed on them as faculty members at CSUDH. They are overall less satisfied with their careers and positions. They perceive themselves as less productive then national averages. They felt less positive about their working environment, which indicated that they do not feel as connected with the faculty as a whole and that they feel isolated within CSUDH. It may be that the normal pressures on faculty take a greater toll on women faculty due to the sense of isolation. Unfortunately, certain analyses that may shed light on this possibility were not conducted due to the limitations of a small sample size.

Another interesting finding was that women faculty indicated that they felt that other faculty perceived them as less committed because of there family and that all female faculty members' spouses were employed fulltime. These findings offer support for the notion that female faculty have additional pressures placed on themselves as opposed to male faculty. Overall, the climate for women at CSUDH appears to be in a sub par state of affairs. The results warrant further investigation into and elucidation of the climate for women at CSUDH.

LIMITATIONS

The main and overriding limitation of the study was the overall sample size (n = 28). The small sample sized limited not only the reliability of the analysis conducted thus far, but also the ability to conduct more complex analysis such as multiple regression and path analysis. These analyses would have been able to provide a clearer picture of the predicting factors leading to satisfaction and/or dissatisfaction with CSUDH and the desire, if any, to leave CSUDH, as well as other factors assessed within the survey. The small sample size also limited the ability to make generalizations to the faculty population at CSUDH as well as support any inferences made from differences in means and variances with any degree of certainty.

Another limitation was the structure of the scaled responses. The 5-point likert items used to assess the degree to which one agreed or disagreed, or the extent to which one is satisfied or dissatisfied, offered an option of neutrality, or a mid-point. It is advised that a even numbered likert rating scale be used to eliminate the option of neutrality. Firstly, it is expected that all faculty have at least a minimal amount of knowledge to answer in favor or against any statement presented within the survey. Eliminating the mid-point would force a choice to be made and thus offer more insightful responses. There are several problems inherent in subjective psychological measures, such as, central tendency bias, social desirability bias, and concerns over time per response within a lengthy survey. Matell & Jacoby (1972) demonstrated that increasing the number of responses reduced the reliance on neutral statements (central tendency bias) with insignificant increases in response time. Using a scale with no mid-point (even numbered responses, i.e. 6-point) has been shown to minimized the social desirability bias; the tendency to respond in the direction that may please the researchers (Garland, 1991). In the context of the present research, it is advised that a 6-point likert scale be utilized in place of the current 5-point scaled responses.

Further limitations exist due to the structure of certain item responses, most notably, the CSUDH Program and Faculty Resources section. Each item provided response options as listed; *Very valuable—Valuable, I have used it—Valuable, but not for me—What is it?—NOT Valuable, I have used it.* Upon further investigation, it seems that the response options were formed from three separate questions, specifically, *How valuable is the program?, Have you used the program?, and Do you anticipate using the program in the future?* Although descriptive

information can be obtained from the current survey version, it is suggested that the response options be separated into three questions in order gain a greater depth of understanding about each program or resource.

Certain items referencing quantitative amounts or dates were not left open ended but instead were labeled with grouped response options, e.g. periods of time. By grouping the responses prior to analysis, the ability to treat these data as interval items is inhibited. Please refer to the following section for suggested corrections.

SUGGESTED CORRECTIONS

The following lists issues and suggested corrections for specific survey items.

- Items that should be open-ended:
  - Items assessing reasons for certain actions that may be best assessed through open inquiry:
    - Q3, Q4, Q5, Q8, Q96
  - Items referencing quantitative information (i.e. years, amount, percentages, etc.):
    - Q6, Q30, Q32, Q34, Q35, Q37—Q39, Q86, Q88, Q142
- Items in which either the response options or the statement itself was confusing:
  - Q15—Q17, Q22, Q27, Q28, Q50, Q52
- Items in which the response options contained multiple meanings or conveyed excessive information:
  - Q18—Q21 (e.g. “Yes, and had others observe me”)
  - Q97—103 (e.g. “Valuable, but not for me”)

FUTURE DIRECTIONS

Correcting existing issues to the current survey would yield a highly reliably, comprehensive, convenient, and reliable tool for the assessment of faculty work climate at CSUDH. It is suggested that the current survey, with the corrected issues, be re-administered to the entire faculty population at CSUDH. Pending further discussion, additional items assessing specific concerns of the grant proposal for which the current survey is aiding may be included (e.g. “How important was it for you career development to be in contact with faculty or peers of your own gender?”).

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