

Faculty Climate Survey 2022

In February 2022, the Office of the Provost¹ administered a Faculty Climate Survey to current non-tenure track, tenure track, and part-time faculty. The survey assessed faculty members' campus experiences with regard to diversity, equity, and inclusion. Faculty received a similar survey in November 2020, and the results of that survey prompted several campus initiatives. One such initiative is the LUC-INSPIRED (Inclusive Practices in the Retention and Equity of Diverse Faculty) Program, funded by the National Science Foundation (NSF). The LUC-INSPIRED team collaborated on this year's survey, as part of tracking institutional progress in the retention and equity of women and underrepresented faculty. This report compares the responses of women and men, as well as the responses of faculty of color and white faculty. Faculty members may be represented in both the gender and racial/ethnic group analyses due to intersecting identities.

A total of 839 faculty members responded (24.1% response rate). This analysis focuses on faculty members who self-reported their gender or racial/ethnic identities. The gender breakdown was 53.7% women, 44.1% men, and 2.1% transgender, gender nonbinary, or another identity. The race/ethnicity breakdown was 71.1% white faculty and 28.9% faculty of color. This report highlights any differences in responses between gender and racial/ethnic groups.² Survey items that are not discussed in the text showed similar responses between groups, as reflected in the tables that follow.

Faculty members rated their **satisfaction with the overall campus climate** at Loyola during the past 12 months. Slightly higher percentages of men (81.0%) relative to women (77.9%) and white faculty (80.7%) relative to faculty of color (77.1%) reported being "somewhat satisfied" or "very satisfied." In November 2020, the difference in satisfaction rates between faculty of color and white faculty was more pronounced: 81.6% of white faculty and 70.8% of faculty of color indicated being "somewhat satisfied" or "extremely satisfied" with the overall climate.³ In 2020, about 80% of both men and women were at least "somewhat satisfied."

Several items that were used for the first time in 2022 examined facets of the university climate related to **belonging** and **inclusion**. The items assessed the degree to which faculty feel connected, welcome, respected, supported, and as if they belong at Loyola (Table 1). Looking at responses by gender, men endorsed all of the items more strongly than women. The largest gender differences emerged with regard to women feeling less respected and reporting a weaker sense of belonging than men.

Compared to faculty of color, a higher proportion of white faculty reported feeling connected, welcome, and respected. One of the larger differences between racial/ethnic groups pertained to feelings of belonging, such that faculty of color reported a "somewhat" or "very" strong sense of belonging less often than white faculty by a margin of 10 percentage points.

¹ The Office of Institutional Effectiveness (OIE) distributed the survey in collaboration with the Office of Faculty Affairs and its associated LUC-INSPIRED Program.

² Due to small sample size, we do not report results for gender minority faculty in comparison to other faculty.

³ The highest response option was changed between the 2020 and 2022 surveys. A number of items were standardized or streamlined in 2022. Therefore, this report makes limited direct comparisons across the two years.

Table 1. *Feelings of belonging and inclusion.*

Question	Frequency (%)			
	Gender		Ethnoracial Identity	
	Men	Women	White	FOC
How connected (e.g., part of an intellectual community)	64.7	62.6	66.2	58.8
How welcome (e.g., positive interactions with others who are more established)	82.8	77.6	83.1	74.6
How respected (e.g., feel that your colleagues hold you in high regard)	86.2	77.0	83.3	77.4
How supported (e.g., know who can help meet your needs)	76.4	71.4	73.7	75.8
How strong is your sense of belonging at the University	77.0	70.3	76.3	66.5

Note: Faculty selected between "not at all," "a little," "somewhat," and "very." The percentages represent faculty who selected "somewhat" or "very."

On the related topic of feeling well-regarded, faculty reported how much effort they needed to put forth – less, about the same, or more than colleagues – to be equally valued (Table 2). Women and faculty of color expressed the need to **work harder to be valued equally to colleagues** more frequently than men and white faculty.

Table 2. *Effort required to be valued equally to colleagues.*

Item Response Option	Frequency (%)			
	Gender		Ethnoracial Identity	
	Men	Women	White	FOC
My colleagues work harder to be valued equally to me	5.1	1.7	3.8	1.6
My colleagues and I work about the same amount to be valued equally	68.7	55.4	65.3	51.8
I work harder to be valued equally to my colleagues	26.2	42.9	30.9	46.6

Note: Numbers represent the percent of faculty who selected the response in the first column out of the 3 available response options.

Faculty also compared their **opportunities for professional success** at Loyola to those of their colleagues (Table 3). Faculty indicated whether their colleagues have fewer, about the same, or more opportunities. Nearly 80% of men perceived that their colleagues had similar opportunities for success. More women than men viewed their colleagues as possessing greater opportunities. A similar pattern emerged between faculty of color and white faculty, although the differences are not as large as for gender.

Table 3. *Opportunities for professional success.*

Item Response Option	Frequency (%)			
	Gender		Ethnoracial Identity	
	Men	Women	White	FOC
My colleagues have fewer opportunities than I do	4.4	3.6	4.0	3.1
My colleagues and I have about the same opportunities	79.0	64.2	72.7	68.6
My colleagues have more opportunities than I do	16.6	32.2	23.4	28.3

Note: Numbers represent the percent of faculty who selected the response in the first column out of the 3 available response options.

Looking at specific work domains, the survey asked the extent to which faculty **feel valued by their academic units** for different types of contributions (Table 4). Men were more likely to feel valued than women across all work domains, in particular within the domains of community engagement and mentoring of faculty. Women felt undervalued by the largest margin in the domain of research, scholarship, and creativity, as indicated by the 17-percentage point difference by gender. White faculty are more likely than faculty of color to feel valued across all work domains. This pattern was especially pronounced for the domain of unit decision-making, as evidenced by the 14-percentage point difference by racial/ethnic group.

Table 4. *Experience of feeling valued within the academic unit by contribution type.*

Question	Frequency of "somewhat" or "very" (%)			
	Gender		Ethnoracial Identity	
	Men	Women	White	FOC
Teaching	86.0	82.0	85.4	80.6
Research, scholarship, or creativity	79.2	62.2	71.3	64.6
Service contributions to Loyola	76.7	68.5	74.1	66.6
Community engagement outside of Loyola	62.1	49.3	56.9	51.4

Mentoring of students	79.4	71.2	76.4	70.4
Mentoring of faculty	64.5	50.8	59.2	51.8
Clinical practice	70.6	64.8	68.1	65.9
Your opinion in decision-making that affects the direction of your unit	70.4	62.2	70.2	55.8

Note: Faculty selected between "not at all," "a little," "somewhat," and "very." Numbers represent the percent of faculty who selected "somewhat" or "very" valued.

A related set of questions asked **how fairly or unfairly one’s academic unit distributed workloads, support, and rewards** (Table 5). Faculty considered the areas of teaching workloads, service workloads, support for research, and compensation. Across domains, fewer women than men expressed that the allocations were “somewhat fairly” or “very fairly” distributed, with differences close to 15 percentage points. The 2020 survey showed parallel findings, such that women were less likely than men to rate their units as having fair and equitable practices with regard to teaching workloads, expectations for research, expectations for service, and compensation. In both 2020 and 2022, the gender groups differed in their perceptions of fairness to a greater extent than the racial/ethnic groups, on average. Nevertheless, white faculty perceived more fairness than faculty of color in most areas across years. In 2022, white faculty found the allocations to be made at least “somewhat fairly” more often than faculty of color for all domains. The biggest difference by racial/ethnic group in perceived fairness applied to the domain of compensation.

Table 5. *Fairness of workload, support, and reward distribution within the home unit.*

Allocation type	Frequency of "somewhat" or "very" (%)			
	Gender		Ethnoracial Identity	
	Men	Women	White	FOC
Teaching workload	60.7	45.8	53.3	49.7
Service workload	49.0	35.1	42.3	38.6
Support provided for research	52.6	37.4	45.6	41.7
Compensation	51.7	37.4	45.7	38.5

Note: Faculty selected between "very fairly," "somewhat fairly," "neither fairly nor unfairly," "somewhat unfairly," and "very unfairly." Numbers represent the percent of faculty who selected “somewhat fairly” or “very fairly.”

Another measure of the **campus climate** looked at broader perceptions of how people are treated on campus. More specifically, faculty used contrasting sets of adjectives to characterize their direct experiences at Loyola (Table 6). Women regarded the campus as more racist, homophobic, sexist, disrespectful, and competitive than men. Almost 38% of women, more than double the percentage of men, found the campus climate to be somewhat or very sexist. Faculty of color regarded the campus as more racist, homophobic, sexist, and disrespectful than white faculty. The proportion of faculty of color who found the campus to be at least “somewhat racist”

(37.4%) was similar to the proportion of women who found the campus to be at least “somewhat sexist.”

Table 6. *Dimensions of the campus climate.*

Adjective	Frequency (%)			
	Gender		Ethnoracial Identity	
	Men	Women	White	FOC
Racist —Non-racist	18.7	36.2	24.2	37.4
Homophobic —Non-homophobic	10.9	18.5	12.4	21.6
Sexist —Non-sexist	18.6	37.6	27.0	34.9
Disrespectful —Respectful	7.1	16.7	11.3	13.2
Competitive —Cooperative	12.2	13.9	12.7	12.2

Note: Faculty selected between "very" and "somewhat" in the direction of the bolded adjective, "neither," or "somewhat" and "very" in the direction of the non-bolded adjective. This created five response options for each item. Numbers represent the percent of faculty who responded in the direction of the adjective in bold with a “somewhat” or “very” response.

Faculty reported whether they experienced three or more **micro-aggressions** in the last 12 months based on their gender identity or expression or their ethnoracial identity (Table 7). They also indicated whether they had filed a formal complaint due to bias, harassment, or discrimination in the past 3 years at Loyola. Larger proportions of women and faculty of color experienced micro-aggressions and filed complaints in contrast to men and white faculty, respectively. As in 2020, the share of faculty who filed complaints represented a subset of faculty who experienced micro-aggressions.

Table 7. *Micro-aggressions and formal complaints.*

Question	Frequency (%)			
	Gender		Ethnoracial Identity	
	Men	Women	White	FOC
Racial or ethnic identity	5.1	8.0	2.5	16.1
Gender identity or gender expression	0.7	9.6	5.0	7.3
Filed formal complaint due to bias within the last 3 years	1.7	4.4	2.7	4.6

Note: Numbers represent the percent of faculty who experienced 3+ micro-aggressions in the past 12 months for the first 2 rows. The 3rd row is the percentage of “yes” responses.

With regard to **retention**, women considered leaving their jobs more often than men due to bias, harassment, and discrimination. One third of women and one quarter of men have considered leaving on at least one occasion, as indicated by all responses other than “Never.” About 42% of faculty of color and 24% of white faculty also considered leaving at some point for these

reasons. (The item phrasing in 2020 asked “have you ever considered leaving” because of bias, harassment, or discrimination as opposed to “how often.”) In 2020, 21.1% of women and 14.2% of men responded affirmatively, as did 35.9% of faculty of color and 13.8% of white faculty.

A new set of items for 2022 assessed the **impacts of the COVID-19 pandemic and civil/racial unrest** on faculty members’ work productivity in the past 2 years, as well as their views of relevant university policies. When asked if their work productivity (e.g., teaching and scholarship) increased, decreased, or stayed about the same, reports of decreased work productivity due to the pandemic were high (upwards of 40%) and roughly uniform across groups (45.2% of women, 48.0% of men, 47.6% of white faculty and 43.1% of faculty of color).

More women (23.6%) than men (15.8%) reported decreased work productivity as a result of civil unrest due to racial injustice. More faculty of color (25.6%) than white faculty (17.2%) shared this response. Service workloads also changed due to civil unrest: 35.8% of women and 23.5% of men indicated that their formal and informal service commitments had increased in the past 2 years. Around 30% of both faculty of color and white faculty reported an increase in service.

Tenure-track untenured faculty also evaluated university policies that deal with the impacts of the pandemic and civil unrest (e.g., tenure clock and start-up package extensions). Two thirds of men and just over half of women on the tenure track found the policies to be somewhat or very helpful in supporting their scholarly goals. Just under 70% of white faculty and 48.3% of faculty of color rated the policies as at least somewhat helpful. Therefore, women and faculty of color found the policies to be less helpful than men and white faculty.

Conclusion

As in 2020, satisfaction with the overall campus climate was relatively high. However, women and faculty of color rated their experiences more negatively than men and white faculty with respect to belonging and inclusion, feeling valued, perceived opportunities, workload and reward allocations, experiencing a hostile climate and micro-aggressions, the impacts of civil unrest, and the support offered by university policies. Women and faculty of color also considered leaving their jobs at Loyola more often than men and white faculty. The findings of this survey will inform the aforementioned LUC-INSPIRED faculty programming, which aims to improve retention and equity among women and unrepresented minority faculty. Current LUC-INSPIRED programs include: the *Faculty Advocate Program* which offers 1:1 mentoring for gender and ethnoracial underrepresented faculty members seeking promotion to full professor, the *INSPIRED Micro-Grants Program* that helps women, transgender, and nonbinary faculty in STEM pursue external collaborations, the *Magis Faculty Leadership Program* that provides professional development for faculty interested in administration and leadership roles, and the *Peer Mentoring Circles Program* which creates mentor groups to cultivate support systems. More about the LUC-INSPIRED programming can be found on their [website](#). The results will also support broader university decision-making and efforts to build a more diverse, equitable, and inclusive climate at Loyola.