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NSF Advance: Institutional Transformation for Faculty Diversity - Faculty Worklife Survey Results

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Technical Report CS-05-14¹
The University of Texas at El Paso
NSF ADVANCE: Institutional Transformation for Faculty Diversity
Faculty Worklife Survey Results

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1 Introduction

The University of Texas at El Paso (UTEP) received an NSF ADVANCE grant in October 2003 to create an initiative for institutional change with the goal of serving as a model for other institutions that desire to increase the representation and advancement of women, including underrepresented minorities, in academic science and engineering careers. The five co-PIs of the grant include: Dr. Evelyn Posey is Chair of the English Department, Dr. Elizabeth Anthony is the past President of the Faculty Senate and Professor in Geological Sciences, Dr. Tine Reimers is Director of the Center for Effective Teaching and Learning, Dr. Ann Gates is Head of the Computer Science, and Dr. Patricia Witherspoon is Chair of the Department of Communication.

To increase the total number of female faculty, in particular those from underrepresented groups, in tenure-track and tenured positions, UTEP ADVANCE has established four integrated and mutually supportive components: 1) a policy and recruitment process that proposes faculty support and retention policies, supports recruitment efforts, and provides research support; 2) a faculty development process that helps faculty define a holistic and balanced academic career; 3) a collaborative leadership process that works with departments to remove barriers to recruitment, retention, and advancement of women faculty by assessing departmental climates and sharing best practices that encourage diversity and promote leadership; and 4) an evaluation process that includes both formative and summative self-assessments and review by an external advisory board.

In the first year of the grant, co-PI's Ann Gates and Patricia Witherspoon worked with the ADVANCE Program Evaluator, Manuela Romero, to create an instrument to survey faculty work life at UTEP. The instrument, given in Appendix A, is based on the "Study of Faculty Work Life" survey instrument that was developed by the Women in Science and Engineering Leadership Institute at the University of Wisconsin Madison. The survey establishes a baseline of the issues concerning recruitment, retention and departmental, college and overall university climate and culture.

This report presents the results of the survey. Section 2 describes the instrument, the process used to administer the instrument, and the demographics of the respondents. Section 3 presents the results, where the subsections are organized by the major categories of the instrument: the hiring process, resources, departmental interactions and decision making process, perceptions of gender and ethnic diversity, the tenure process, and other results. Other results reports on

¹ This document is stored in the Computer Science technical report repository at the University of Texas at El Paso.

sexual harassment and satisfaction with UTEP, and interest in leadership positions. The paper ends with a summary.

2 Overview of the Survey and Methodology

The ADVANCE team administered the “Study of Faculty Worklife at the University of Texas at El Paso” as a paper survey that was printed in booklet format. The survey was mailed February 4, 2004 to all 283 full-time faculty in the 18 NSF designated departments². All tenured, tenure-track faculty and full-time lecturers were asked to complete the survey by March 2004. The faculty received multiple reminders to complete and return the survey. The survey was in the field for seven weeks, until March 25, 2004.

Table 1: Demographics of ADVANCE departments and survey respondents.

DEMOGRAPHICS OF 18 ADVANCE DEPARTMENTS AS COMPARED TO SURVEY RESPONDENTS	
TARGETED POPULATION (N=301)	RESPONDENTS (N = 126)
Gender 21% Female 80% Male	Gender 30% of Females 70% of Males
Ethnicity 60% White 22% Hispanic 18% Other	Ethnicity 64% White 25% Hispanic 11% Other
Position 29% Professor 24% Associate 27% Assistant 20% Lecturer	Position 30% of Professors 25% of Associates 29% of Assistants 16% of Lecturers
Department 57% STEM 43% S & BS	Department 56% of STEM 44% of S & BS

All analysis was disaggregated by gender, ethnicity (White, Hispanic, Other), position (Professor, Associate, Assistant, and Lecturer) and departmental discipline. Departments were grouped by whether they were in a Science, Technology, Engineering, or Mathematics (STEM) field or in a Social and Behavioral Sciences (S & BS) field. A comparison of the demographics of the targeted population and the respondents is given in Table 1. The sample mirrored the demographics of the 18 departments. Out of the 283 surveys that were administered, there were 126 valid surveys, yielding a 45% response rate.

² The 18 departments include: College of Business (Economics and Finance, Information and Decision Sciences, Marketing and Management); College of Engineering (Civil Engineering, Computer Science, Electrical and Computer Engineering, Mechanical Engineering, Industrial Engineering, Metallurgical and Materials Engineering); College of Liberal Arts (Communication, Languages and Linguistics, Political Science, Psychology, Sociology and Anthropology); College of Science (Biological Sciences, Chemistry, Geological Sciences, Mathematical Sciences, Physics).

All individuals who participated in the survey were required to complete the Informed Consent Form, given in Appendix B, that was approved by UTEP's Institutional Review Board for Human Subjects. The Consent Form states that the results will be used in reports to NSF and other entities and for conference presentations and publications. The participants were told that there are no known risks in participating and that it will take approximately 20 minutes to complete this survey. Participation in this study was completely voluntary. The completed surveys and signed consent forms were placed into two separate envelopes that were returned to the ADVANCE office. After verifying that the consent form had been signed, the survey was separated and coded. Only the evaluator had access to the survey and codes.

For verification purposes, the data was entered twice into the Statistical Package for the Social Sciences (SPSS), a data management and analysis tool. The Bonferroni method of comparing multiple means was used in the analysis. If many tests are done on the same data this increases the chance of spurious correlation and some kind of correction is needed (e.g., Bonferroni). The standard alpha level of .05 was used in the analysis, though tables illustrate significance levels ranging from $p < .10$ to $p < .01$. This was done to illustrate that some issues were highly significant ($p < .01$), significant ($p < .05$) or somewhat significant ($p < .10$).

3 Results

The tables presented in this section summarize the responses to the questions associated with the category. Although only group means that varied significantly from one another were highlighted in the table, the general findings are interesting and indicative of various issues on campus. The findings are much more crucial in some areas than others. For example, the findings associated with the first question in Table 2 show that none of the group means varied significantly from one another; however, it is important to note that 80% or more of the faculty, regardless of gender, ethnicity, position of discipline were satisfied with the hiring process. Another interesting finding is the one associated with the first question in Table 3. Once again none of the group means varied significantly from one another; yet, 50% or less of the faculty feel they have sufficient research support. Juxtaposing these two issues is interesting because it shows that while faculty indicate that they were satisfied with the hiring process, they now find themselves without sufficient support for their research. Furthermore, all faculty agree on this issue regardless of gender, ethnicity, position or discipline.

3.1 Hiring Process

As shown in Table 2, there are significant gender differences in three areas: resources, effort to meet candidate, and negotiation. Three quarters of all faculty, regardless of gender, ethnicity, position, or discipline, felt that they were naïve about the hiring process, and male faculty are more satisfied with the overall hiring process than women.

Table 2: Hiring Process

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
I was satisfied with the hiring process overall.	92	86	92	83	93	89	93	84	100	90	91
The department did its best to obtain resources for me.	*** 80	*** 57	69	77	86	77	78	70	78	71	75
Faculty in the department made an effort to meet me.	*** 94	*** 75	89	82	100	92	** 97	86	** 71	88	89
My interactions with the search committee were positive.	* 96	* 86	92	96	100	97	92	94	86	93	95
I negotiated successfully for what I needed.	*** 75	*** 47	69	* 52	* 86	76	63	68	45	74	58
I was naïve about the negotiation process.	67	68	70	59	69	56	** 61	75	** 92	66	69
I was pleased with my start-up package.	70	59	66	61	86	78	72	57	60	66	69
*p < .10		**p < .05				***p < .01					

3.2 Resources

Table 3: Resources

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
I have sufficient research support.	51	43	47	52	54	50	62	39	43	49	49
I have sufficient teaching support.	66	56	* 59	61	* 92	61	67	61	65	59	69
I have sufficient office space.	72	68	72	68	69	61	87	72	60	65	78
I have sufficient laboratory space.	58	67	62	63	44	72	59	43	67	** 53	** 83
I have sufficient office support.	75	65	68	73	92	77	62	72	79	70	75
I have opportunity to find colleagues with whom to do similar research.	64	55	61	64	62	61	72	56	56	64	59
I have colleagues or peers who give me career advice or guidance when I need it.	58	72	** 52	** 79	77	65	48	61	79	63	60
*p < .10		**p < .05				***p < .01					

Analysis of the data concerning resource support, as shown in Table 3, reveals that there is no significant gender or position differences. Half of the faculty agree that they have sufficient research support and only slightly more agree that they have sufficient teaching support. Three quarters of the faculty agree that they have an opportunity to find colleagues with whom to do similar research. Overall Hispanics feel satisfied with departmental resources as opposed to Whites. Additional interesting results

are as follows: 92% of the respondents categorized as Other agrees that there is sufficient teaching support as opposed to 59% Whites; 83% of the respondents from the Social & Behavioral Sciences category agree that they have sufficient laboratory space as opposed to 53% from the STEM departments; and 79% of Hispanics agree with the statement “I have colleagues or peers who give me career advice or guidance when I need it” as opposed to 52% Whites.

3.3 Departmental Interactions and Decision Making Process

Table 4: Departmental Interaction

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
I am treated with respect by colleagues.	** 90	** 100	92	91	100	94	97	86	95	91	95
I am treated with respect by students.	97	97	97	97	92	100	100	92	95	96	98
I am treated with respect by staff.	** 98	** 89	96	91	100	* 100	97	95	* 85	94	96
I am treated with respect by my department chair	86	81	83	86	91	88	89	76	90	85	83
I encounter unwritten rules concerning how one is expected to interact with colleagues	63	65	60	68	78	*** 50	*** 50	*** 88	63	61	65
I feel that my research is considered mainstream.	73	56	69	56	91	72	82	58	25	73	62
I do a great deal of work that is not formally recognized by my department.	64	74	* 66	*** 82	* 30	77	59	60	71	69	64
I feel isolated in my department	31	40	29	48	25	25	30	46	33	31	37
I feel isolated on the UTEP campus overall.	34	29	29	39	33	22	33	41	33	31	33
*p < .10			**p < .05			***p < .01					

Table 4 shows the results from the survey questions in the “Departmental Interaction” category. Almost all faculty agree that they are treated with respect by colleagues, staff, and students. On the other hand, one-third of the faculty feel isolated in their departments and at UTEP. In particular, 4 of 10 females and 5 of 10 Hispanics report that they feel isolated in their departments, although the differences are not statistically significant. Clearly, the respondents are making a distinction between “respect” and “inclusion.” It should be noted that UTEP is an Hispanic-Serving Institution, and the percentage of the student population mirrors that of the city, i.e., over 70% of the population is Hispanic. Respect of elders and professional people is part of the culture.

Hispanics are significantly more likely to agree that they do a great deal of work that is not formally recognized by their department (82% as opposed to 66% of Whites and 30% of Other). Assistant Professors are significantly more likely than full or associate professors to agree that they encounter unwritten rules concerning how they are expected to interact with colleagues.

Table 5: Departmental Decision Making Process

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
I feel like a full and equal participant in problem-solving and decision-making.	65	52	66*	43*	73	81**	67	47**	38**	58	65
I have a voice in how resources are allocated.	56***	30***	55*	30*	58	77***	52	32***	24***	53	44
Meetings allow for all participants to share their views.	80*	66*	79	67	85	89**	87	62**	63	79	73
Committee assignments are rotated fairly to allow for participation of all faculty	69	63	67	70	64	74	73	58	62	69	65
My department chair involves me in decision-making.	69**	45**	69**	42**	67	68	64	59	56	62	63
*p < .10			**p < .05			***p < .01					

Table 5 presents the results from the “Departmental Decision Making Process” category, and the results reveal many significant differences across gender, ethnicity and position. Note that, overall, males agree more than females that they have a voice on how resources are allocated. Hispanic faculty (43%) are significantly less likely than White faculty (66%) to agree that they feel like a full and equal participant in problem-solving and decision-making, and less than half of assistant professors (47%) agree that they feel like a full and equal participant as opposed to 81% of full professors. Female (as opposed to male) and Hispanic (as opposed to White) faculty are significantly less likely to feel that they have a voice in how resources are allocated. Three-quarters of full professors (77%), as opposed to only 52% of associate professors, 32% of assistant professors and 24% of lecturers feel that they have a voice in how resources are allocated. Female faculty (66%) and assistant professors (62%) were significantly less likely than male faculty (80%) and full professors (89%) to agree that meetings allow for participants to share their views. Female (45%) and Hispanic (42%) faculty were significantly less likely than male and White faculty to agree that their department chair involves them in decision-making.

3.4 Perceptions of Gender/Ethnic Diversity

Tables 6-8 present the results from the “Perceptions of Gender Diversity” at the department, college, and university levels, respectively. All faculty were able to indicate their perceptions of gender diversity at the department level; however, 1/3 of the respondents indicated that they were not able to assess these issues at the college or university level.

Table 6: Perceptions of Gender Diversity at Department Level

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
There are too few women faculty in my department	65	75	63	81	69	66	67	78	58	71	65
My department has actively recruited women faculty.	** 85	** 67	85	68	82	76	89	73	92	80	80
The climate for women in my department is good.	84	72	83	71	88	86	89	66	80	79	83
My department has taken steps to enhance the climate for women.	76	63	74	60	88	80	71	60	69	66	77
My department has too few women faculty in leadership positions.	52	59	*** 41	*** 83	70	61	38	68	44	58	50
My department has made an effort to promote women into leadership positions.	** 55	** 32	*** 56	*** 21	*** 83	47	54	46	45	** 37	** 62
*p < .10			**p < .05			***p < .01					

Table 7: Perceptions of Gender Diversity at College Level

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
There are too few women faculty in my college	70	79	65	85	90	73	68	79	67	*** 82	*** 58
My college has actively recruited women faculty.	77	80	84	61	83	76	82	74	88	79	77
The climate for women in my college is good.	78	64	*** 83	*** 45	83	73	84	61	75	*** 61	*** 89
My college has taken steps to enhance the climate for women.	*** 75	*** 38	66	47	83	73	62	50	60	59	66
My college has too few women faculty in leadership positions.	52	65	46	68	86	58	36	71	58	59	51
My college has made an effort to promote women into leadership positions.	67	52	*** 75	*** 33	67	60	80	50	56	58	70
*p < .10			**p < .05			***p < .01					

Table 8: Perceptions of Gender Diversity at University Level

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
There are too few women faculty in my university	50	70	53	65	56	56	56	50	75	51	64
My university has actively recruited women faculty.	76	71	82	50	67	73	85	50	100	82	65
The climate for women in my university is good.	84	67	84	60	75	80	87	64	75	77	78
My university has taken steps to enhance the climate for women.	83	68	81	69	75	86	90	64	50	79	75
My university has too few women faculty in leadership positions.	*** 30	*** 63	38	52	25	47	33	33	55	39	44
My university has made an effort to promote women into leadership positions.	** 86	** 61	** 88	** 57	60	74	93	69	78	77	80
*p < .10			**p < .05			***p < .01					

Note: Only half of all individuals responded to this question; the other half indicated that they did not know.

Table 9: Perceptions of Ethnic Diversity at Department Level.

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
There are too few faculty of color faculty in my department.	* 56	* 73	61	69	38	58	61	61	67	60	62
My department has actively recruited faculty of color faculty.	75	63	76	60	73	75	81	68	55	75	69
The climate for faculty of color in my department is good.	* 94	* 83	92	88	91	91	91	90	93	92	90
My department has taken steps to enhance the climate for faculty of color.	75	62	** 81	** 50	71	78	79	60	60	70	72
My department has too few faculty of color faculty in leadership positions.	** 50	** 73	53	67	55	53	54	61	62	57	56
My department has made an effort to promote faculty of color into leadership positions.	65	50	68	52	20	59	74	57	43	62	59
*p < .10			**p < .05			***p < .01					

Although not statistically significant, 6 – 8 individuals agree that there are too few women in their departments, yet 6 – 8 individuals agree that their department has taken steps to enhance the climate for

women. 83% of Hispanics agree as opposed to 41% of Whites that their department has actively recruited women faculty. With respect to the statement “My department has made an effort to promote women into leadership positions,” 32% of Females agree as opposed to 55% of Males, 21% of Hispanics agree as opposed to 56% of Whites and 83% Other, and 37% of STEM agree as opposed to 62% of Social & Behavioral Sciences.

With respect to perceptions of gender diversity at the college and university level, 1/3 of the respondents were lost; however, the differences were highly significant. 58% of Social & Behavioral Sciences departments agree that there are too few women in their college as opposed to the 82% in STEM departments. 45% of Hispanics as opposed to 83% of Whites agree that the climate for women in my college is good, while in STEM departments 61% agree as opposed to 89% of Social & Behavioral Sciences. While 75% of males agree that their college has taken steps to enhance the climate for women, only 38% of females agree. In addition, 75% of Whites agree that their college has made an effort to promote women into leadership positions while only 33% of Hispanics agree with the statement.

Tables 8-9 present the results from the “Perceptions of Ethnic Diversity” category at the department, college, and university levels, respectively. As with gender diversity, all faculty were able to indicate their perceptions of ethnic diversity at the department level; however, 1/3 of the respondents indicated that they were not able to assess these issues at the college or university level.

Table 10: Perceptions of Ethnic Diversity at College Level.

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
There are too few faculty of color faculty in my college.	58	76	64	65	50	57	68	58	77	63	63
My college has actively recruited faculty of color faculty.	75	65	78	59	75	78	81	68	50	73	73
The climate for faculty of color in my college is good.	91	85	90	89	83	89	94	85	89	90	89
My college has taken steps to enhance the climate for faculty of color.	*	*	*	*							
	73	46	79	47	50	71	86	50	43	68	65
My college has too few faculty of color faculty in leadership positions.	54	68	51	68	75	50	59	63	70	56	61
My college has made an effort to promote faculty of color into leadership positions.	71	43	75	47	33	74	62	62	43	71	57
*p < .10			**p < .05			***p < .01					

Table 11: Perceptions of Ethnic Diversity at University Level.

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
There are too few faculty of color faculty in my university.	59	62	57	68	56	62	47	61	78	59	62
My university has actively recruited faculty of color faculty.	80	67	82	56	75	84	82	69	50	81	70
The climate for faculty of color in my university is good.	90	81	89	81	100	90	86	88	86	88	88
My university has taken steps to enhance the climate for faculty of color.	*** 85	*** 46	77	64	67	82	* 90	* 38	60	77	67
My university has too few faculty of color faculty in leadership positions.	** 49	** 74	53	65	57	44	63	58	86	52	63
My university has made an effort to promote faculty of color into leadership positions.	76	54	73	60	50	75	78	63	40	75	61
*p < .10			**p < .05			***p < .01					

Note: Less than half of all individuals responded to this question; most individuals indicated that they did not know.

While 73% of Women agree that there are too few faculty of color faculty in my department, only 56% of males agree. There is significant difference in the percent of females (83%) versus males (94%) who agree with the statement, “The climate for faculty of color in my department is good.” 50% of Hispanics agree that their departments have taken steps to enhance the climate for faculty of color as opposed to 81% of Whites. In addition, 73% of females as opposed to 50% of males agree that their department has too few faculty of color faculty in leadership in faculty positions.

3.5 Tenure Process

Overall Professors are satisfied with understanding the criteria for achieving tenure and promotion (83%) as opposed to 50% Assistant Professors. While 100% Other are satisfied with understanding the criteria for achieving tenure and promotion, 50% Hispanics agree. Overall males are more satisfied with feeling support in advancement to tenure and promotion (70%) as opposed to females (50%). Again, while 100% Other agree, only 45% Hispanics agree. Overall, Assistant Professors (86%) are satisfied with assistance available to pre-tenure and promotion faculty as opposed to Professors (33%) and Associate Professors (58%).

Table 12: Tenure Process

Percent who Agree Strongly or Agree Somewhat

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
I am/was satisfied with the tenure/promotional process overall.	60	57	63	41	86	71	59	48		54	66
I understand/understood the criteria for achieving tenure/promotion	61	67	63	** 50	** 100	** 83	61	** 50		65	60
I receive/d feedback on my progress toward tenure.	54	76	55	59	86	55	61	61		64	53
I feel/felt supported in my advancement to tenure/promotion	* 70	* 50	67	** 45	** 100	70	64	60		61	69
I received/reduced responsibilities so that I can build my research program.	40	26	35	27	71	35	32	41		40	31
I was told about assistance available to pre-tenure/promotion faculty (e.g. workshops, mentoring).	62	64	* 53	71	* 100	*** 33	*** 58	*** 86		66	57
My senior advisor/mentor committee is/was very helpful to me in working toward tenure/promotion.	50	55	47	50	83	60	41	56		59	43
I feel there is/was a strong fit between the way I do/did research, teaching and service and the way it is/was evaluated for tenure.	69	70	73	55	87	** 83	75	** 52		72	66
*p < .10			**p < .05			***p < .01					

3.6 Other Results

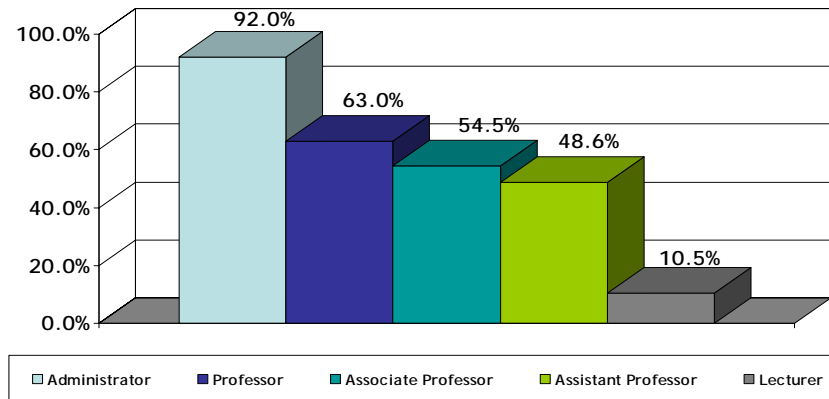
Other categories in the survey included questions on satisfaction with UTEP, interest in leadership positions, and sexual harassment. Table 13 presents the results on satisfaction.

Table 13: Satisfaction with UTEP

Percent who are Very Satisfied or Somewhat Satisfied

	Gender		Ethnicity			Position				Discipline	
	M	F	White	Hispanic	Other	Professor	Associate	Assistant	Lecturer	STEM	S & BS
How satisfied are you, in general with your job at UTEP? (Percent who are Very Satisfied or Somewhat Satisfied)	78	77	81	75	69	*** 86	** 87	*** 57	90	74	84
How satisfied are you, in general, with the way your career has progressed at UTEP? (Percent who are Very Satisfied or Somewhat Satisfied)	70	71	72	69	69	* 78	* 80	* 51	80	71	71
Have you ever considered leaving UTEP? (Percent responding yes)	76	89	78	83	79	86	67	81	85	76	83
How seriously have you considered leaving UTEP? (Percent somewhat seriously, seriously, or very seriously)	82	90	86	80	86	83	76	90	88	82	87
*p < .10			**p < .05			***p < .01					

Overall Professors and Associate Professors are satisfied in general with the way their career has progressed at UTEP. 57% of Assistant Professors say they are somewhat or very satisfied as opposed to 87% of Associate Professors. 51% of Assistant Professors say they are somewhat or very satisfied as opposed to 78% of Professors and 80% of Associate Professors



*Significant difference between administrator and all other faculty. Significant difference between professor and lecturer; between associate professor and lecturer, and between assistant professor and lecturer. All differences were at $p < .01$.

Figure 1: Interest in Leadership Positions

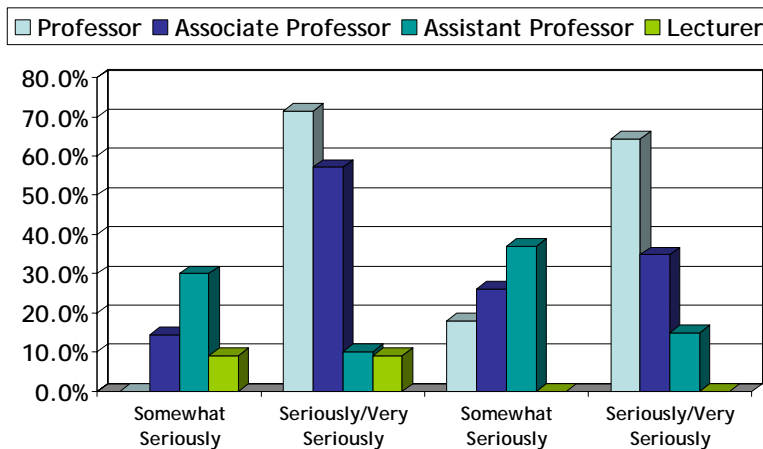


Figure 2: Interest in Leadership Positions by Gender and Faculty Position

Figures 1-2 present the responses concerning interests in leadership positions. The results show that individuals need to be encouraged to be in leadership positions.

Figures 3-4 presents results from the questions, “I feel responsibility to report sexual harassment whether it is happening to me or to others,” and “UTEP appropriately responds to sexual harassment complaints.” Overall females agree they feel a responsibility to report sexual harassment whether it is happening to me or to others as opposed to males. The demographics of the respondents to the question on how UTEP appropriately responds to sexual harassment complaints are as follows: 15% Administrators, 17% Professors, and 14% Associate Professors. It is difficult to interpret the results because of the privacy associated with sexual harassment cases.

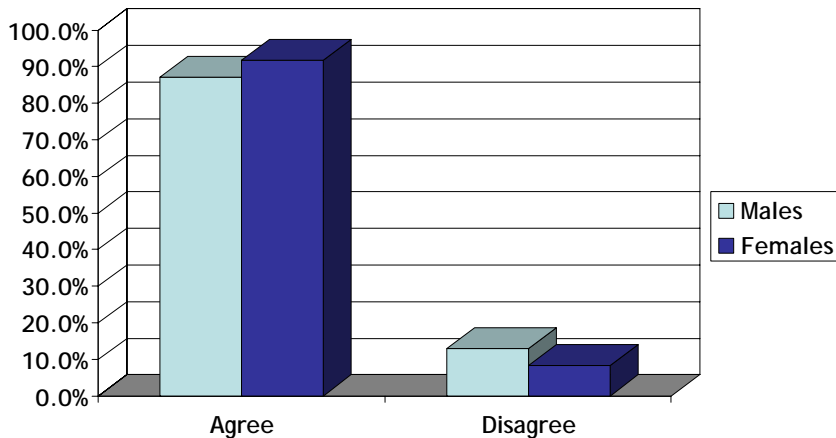


Figure 3: Responsibility to Report Sexual Harassment

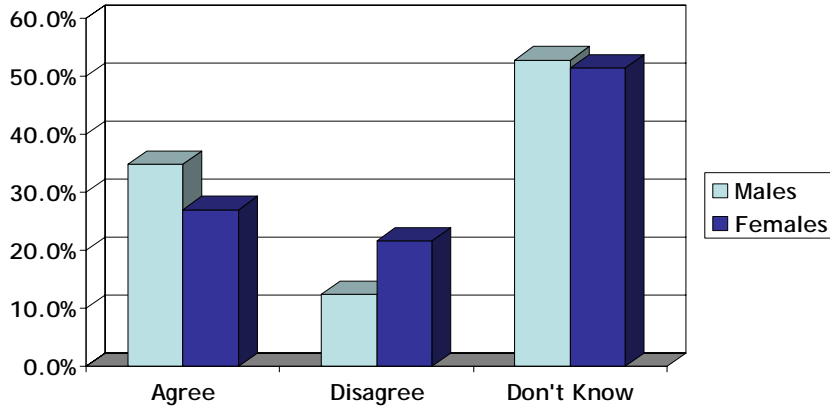


Figure 4: UTEP's Response to Sexual Harassment

4 Summary

The "Study of Faculty Worklife at the University of Texas at El Paso" was administered in February 2004 to full-time lecturers, assistant professors, associate professors, and professors. The response rate was significantly higher for females than males. The survey revealed issues that should be investigated further by the university's administration along with the ADVANCE team. In particular, the results showed that females, hispanics, and assistant professors are significantly more likely to feel that:

- they are isolated in their departments;
- they do not have a voice in how resources are allocated;
- their department chair does not involve them in the decision-making process;
- they are dissatisfied with the way their careers have progressed at UTEP;
- they are unsupported in their advancement towards tenure and promotion;
- they do not understand the criteria for tenure and promotion;
- there is not a strong fit between the way they did/do research, teaching, and service and the way that it was/is evaluated for tenure.

During the Fall semester, the ADVANCE team held town hall meetings to share survey findings with the faculty in the 18 ADVANCE departments. In addition, the results have been disseminated to the following individuals and groups:

- President,
- Provost,
- Deans and Chairs of the 18 departments, and
- Others (e.g., EEOA; Women Studies)

Acknowledgements

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Appendix A

Study of Faculty Worklife at the University of Texas at El Paso



NSF ADVANCE
INSTITUTIONAL TRANSFORMATION
FOR FACULTY DIVERSITY

*Study of Faculty Worklife at the
University of Texas at El Paso*



This questionnaire was developed to better understand issues related to quality of worklife for faculty at the University of Texas at El Paso and is part of the ADVANCE Institutional Transformation for Faculty Diversity Project funded by the National Science Foundation. The UTEP program directly involves eighteen departments¹ in four colleges and includes the following major components:

- A policy and recruitment process that formulates faculty support and retention policies, supports recruitment efforts, and provides research support.
- A faculty development process that expands the existing faculty mentoring program for women and introduces a seminar series to help faculty develop integrated plans for career success.
- A collaborative leadership process that facilitates productive and supportive departmental climates, identifies innovative leadership behaviors, and shares best practices for recruitment and promotion of a qualified faculty.

If you have questions regarding this project or this questionnaire, please do not hesitate to contact our offices at:

NSF ADVANCE Institutional Transformation for Faculty Diversity
Burgess Hall, Room 418
(915) 747-6188

or visit our web site at :

www.utep.edu/advance

Thank you very much for taking the time to answer these questions! Your feedback is critical to understanding worklife issues and implementing effective institutional change.

Please return the completed questionnaire by February 25, 2004.

¹The eighteen departments include the following:

Science:	Biological Sciences, Chemistry, Geological Sciences, Math Sciences, and Physics
Engineering:	Civil, Computer Science, Electrical, Mechanical/Industrial, and Metallurgical/Materials
Liberal Arts:	Communication, Languages/Linguistics, Political Science, Psychology, and Sociology/Anthropology
Business:	Economics/Finance, Marketing/Management, Information and Decision Sciences

Hiring Process

We are interested in identifying what makes UTEP attractive to job applicants and the aspects of the hiring process that may be experienced positively or negatively. Please think back to when you first were hired at UTEP (whether into a faculty position or another position) to answer the following questions.

6. Were you recruited to apply for a position at UTEP? a. Yes b. No
7. Thinking back to when you accepted the position at UTEP, what was the most important reason for accepting the position?

8. What factors, if any, made you hesitate about accepting a position at UTEP?

9. Please rate your level of agreement with these statements about the hiring process. If you were hired into more than one department, please answer for the department that you consider to be your primary department.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I was satisfied with the hiring process overall.	1	2	3	4	NA
b. The department did its best to obtain resources for me.	1	2	3	4	NA
c. Faculty in the department made an effort to meet me.	1	2	3	4	NA
d. My interactions with the search committee were positive.	1	2	3	4	NA
e. I negotiated successfully for what I needed.	1	2	3	4	NA
f. I was naïve about the negotiation process.	1	2	3	4	NA
g. I was pleased with my start-up package.	1	2	3	4	NA

The Tenure Process at UTEP

10. Do you currently have tenure? a. Yes b. No

11. What year did you, or will you, be considered for tenure? _____

12. Did you, or will you, experience the tenure or promotional process at UTEP?

a. Yes b. No, *Go to question 17*

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am/was satisfied with the tenure/promotional process overall.	1	2	3	4	NA
b. I understand/understood the criteria for achieving tenure/promotion.	1	2	3	4	NA
c. I receive/d feedback on my progress toward tenure/promotion.	1	2	3	4	NA
d. I feel/felt supported in my advancement to tenure/promotion.	1	2	3	4	NA
e. I receive/d reduced responsibilities so that I can build my research program.	1	2	3	4	NA
f. I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).	1	2	3	4	NA
g. My senior advisor/mentor committee is/was very helpful to me in working toward tenure/promotion.	1	2	3	4	NA
h. I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure.	1	2	3	4	NA

13. For your primary department, please indicate your level of agreement with the following statements regarding your experience with the tenure or promotional process.

14. Have you ever extended or reset your tenure clock at UTEP?

a. Yes, *Go to question 15*
 b. No, *Go to question 16*
 c. Not applicable, *Go to question 17*

15. For each time you have extended or reset your tenure clock please list the reason you extended/reset the clock, the extent to which you feel your primary department was supportive, and the reduced responsibilities you received.

	11a. What was the main reason for extending/ resetting your tenure clock?	11b. How supportive was your department? <i>Please circle one number on a scale of 1 to 4.</i>				11c. What reduced responsibilities were you granted, if any?
First Time		Extremely Supportive	Generally Supportive	Generally Unsupportive	Extremely Unsupportive	
Second Time		Extremely Supportive	Generally Supportive	Generally Unsupportive	Extremely Unsupportive	

16a. Did you choose NOT to extend/reset the tenure clock even though you may have wanted to?

a. Yes, *Go to question 16b* b. No, *Go to question 17*

16b. Please explain: _____

Professional Activities

We are interested in a number of dimensions of the work environment for faculty at UTEP including your feelings about your work allocation, resources you have for research, service responsibilities, and your interaction with colleagues.

17. What proportion of your work time do you **currently spend** on the following activities, and what proportion of your work time would you **prefer to spend** on these activities? The total should equal 100% even if your appointment is not 100% time.

	% of time currently spend	% of time would prefer to spend
a. Research	_____ %	_____ %
b. Teaching	_____ %	_____ %
c. Administrative	_____ %	_____ %
d. Clinical/Lab	_____ %	_____ %
e. Community Service	_____ %	_____ %
f. Mentoring	_____ %	_____ %
g. Student Recruitment	_____ %	_____ %
h. Advising students	_____ %	_____ %
i. Other	_____ %	_____ %
TOTAL	100 %	100 %

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

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	NA
	1	2	3	4	
a. I have sufficient research support.	1	2	3	4	NA
b. I have sufficient teaching support.	1	2	3	4	NA
c. I have sufficient office space.	1	2	3	4	NA
d. I have sufficient laboratory space.	1	2	3	4	NA
e. I have sufficient office support.	1	2	3	4	NA
f. I have opportunity to find colleagues with whom to do similar research.	1	2	3	4	NA
g. I have colleagues or peers who give me career advice or guidance when I need it.	1	2	3	4	NA

19. Do you currently collaborate, or have you collaborated in the past, on research with colleagues...

	Currently collaborate?		Collaborated in the past?	
	Yes	No	Yes	No
a. In your primary department?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Outside your department, but on the UTEP campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Off the UTEP campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Please indicate whether you currently hold, or have held, any of the following positions on the UTEP campus:

	Currently hold		Held in the past	
	Yes	No	Yes	No
a. Assistant or Associate Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Assistant or Associate Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Director of center/institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Principal Investigator on a grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Co-Principal Investigator on a grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other, please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Have you held any of the following leadership positions outside UTEP?

	Yes	No
a. President or high-level leadership position in a professional association or organization?	<input type="checkbox"/>	<input type="checkbox"/>
b. President or high-level leadership position in a service organization (including community service)?	<input type="checkbox"/>	<input type="checkbox"/>
c. Chair of a major committee in a professional organization or association?	<input type="checkbox"/>	<input type="checkbox"/>
d. Editor of a journal?	<input type="checkbox"/>	<input type="checkbox"/>
e. Member of a national commission or panel?	<input type="checkbox"/>	<input type="checkbox"/>

22. How seriously have you considered taking formal leadership positions at UTEP (e.g. dean, chair, director of center/institute)?

Not very seriously Somewhat seriously Seriously Very seriously
 1 2 3 4

23. In your primary department, how much do you agree or disagree with the following statements about your interactions with colleagues and others?

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am treated with respect by colleagues.	1	2	3	4	NA
b. I am treated with respect by students.	1	2	3	4	NA
c. I am treated with respect by staff.	1	2	3	4	NA
d. I am treated with respect by my department chair.	1	2	3	4	NA
e. I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4	NA
f. I feel that my research is considered mainstream.	1	2	3	4	NA
g. I do a great deal of work that is not formally recognized by my department.	1	2	3	4	NA
h. I feel isolated in my department.	1	2	3	4	NA
i. I feel isolated on the UTEP campus overall.	1	2	3	4	NA

Using the following scale, circle the choice that corresponds with your level of agreement, for each of the areas:

1 2 3 4 DK
Agree Strongly *Agree Somewhat* *Disagree Somewhat* *Disagree Strongly* *Don't Know*

<i>Enter your choice using the scale above.</i>	Department	College	University
a. There are too few women faculty in my department/college/ university.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
b. My department/college/university has actively recruited women faculty.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
c. The climate for women in my department/college/university is good.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
d. My department/college/university has taken steps to enhance the climate for women.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
e. My department/college/university has too few women faculty in leadership positions.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
f. My department/college/university has made an effort to promote women into leadership positions.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK

30. With respect to the recruitment of, climate for, and leadership of faculty of color, how much would you agree or disagree with the following statements about your primary department, college and university?

Using the following scale, circle the choice that corresponds with your level of agreement, for each of the areas:

1 2 3 4 DK
Agree Strongly *Agree Somewhat* *Disagree Somewhat* *Disagree Strongly* *Don't Know*

<i>Enter your choice using the scale above.</i>	Department	College	University
a. There are too few faculty of color in my department/college/ university.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
b. My department/college/university has actively recruited faculty of color.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
c. The climate for faculty of color in my department/college/ university is good.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
d. My department/college/university has taken steps to enhance the climate for faculty of color.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
e. My department/college/university has too few faculty of color in leadership positions.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK
f. My department has made an effort to promote faculty of color into leadership positions.	1 2 3 4 DK	1 2 3 4 DK	1 2 3 4 DK

Sexual Harassment

Sexual harassment is a form of sex discrimination and is illegal in employment under Title VII of The Civil Rights Act of 1964 and in education under the Education Amendments of 1972. UTEP policy defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature when:

- The submission by an employee or student to such conduct is made either explicitly or implicitly a term or condition of employment or scholastic achievement;
- The submission to or rejection of such conduct by an employee or student is used as the basis for employment or scholastic decision affecting that individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or scholastic environment.

31. Using this definition, within the last five years, how often, if at all, have you experienced sexual harassment on the UTEP campus? *Check one response.*

- a. Never, *go to 33*
 c. 3 to 5 times, *go to 32*
 b. 1 to 2 times, *go to 32*
 d. More than 5 times, *go to 32*

32. If you have experienced sexual harassment on the UTEP campus within the last 5 years, how did you address the situation?

- Reported it
 Addressed it with the harasser
 Did not address it

33. Please indicate your level of agreement with the following statements about sexual harassment at UTEP.

<i>Circle one number on a scale of 1 to 4.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. I feel a responsibility to report sexual harassment, whether it is happening to me or to others.	1	2	3	4	DK
b. UTEP appropriately responds to sexual harassment complaints.	1	2	3	4	DK
c. I know the steps to take if a person comes to me with a problem with sexual harassment.	1	2	3	4	DK

40. To what extent are the following childcare issues a priority for you?

<i>Circle one number on a scale of 1 to 4.</i>	High Priority 1	Priority 2	Somewhat a Priority 3	Not a Priority 4
a. Availability of campus childcare.	1	2	3	4
b. Availability of infant/toddler care.	1	2	3	4
c. Care for school aged children after school or during the summer.	1	2	3	4
d. Back-up or drop-in care when your usual childcare arrangements do not work.	1	2	3	4
e. Assistance in covering childcare costs.	1	2	3	4
f. Assistance with referrals to non-university childcare situations.	1	2	3	4
g. Other, please specify:	1	2	3	4

Spouse/Partner's Career

41. What is your current marital or cohabitation status?

- a. I am married or partnered and we live in the same location —————> *Go to question 42*
- b. I am married or partnered, but we reside in different locations —————> *Go to question 42*
- c. I am single (am not married and am not partnered) —————> *Go to question 45*

42. What is your spouse or partner's **current** employment status? What is your partner's **preferred** employment status?

<i>Check one for each.</i>	Full-time	Part-time	Not employed	Retired
a. Spouse/partner's current employment status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Spouse/partner's preferred employment status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Does your partner or spouse work at UTEP? a. Yes, *Go to question 43a*
 b. No, *Go to question 44*

43a. Is she/he a. Faculty (tenure/tenure-track) b. Lecturer c. Administrative Staff
 d. Professional Staff d. Classified Staff

44. Please indicate how much you agree or disagree with the following statements about your spouse or partner's career.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. My spouse/partner is satisfied with his/her current employment opportunities.	1	2	3	4	NA
b. I have seriously considered leaving UTEP in order to enhance my spouse/partner's career opportunities.	1	2	3	4	NA
c. My partner/spouse and I are staying in El Paso because of my job.	1	2	3	4	NA
d. My spouse/partner and I have seriously considered leaving El Paso to enhance both our career opportunities.	1	2	3	4	NA

45. For your primary department, please indicate how much you agree or disagree with the following statements regarding your department's support of family obligations.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know	NA
a. It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	1	2	3	4	DK	NA
b. Department meetings frequently occur early in the morning or late in the day.	1	2	3	4	DK	NA
c. The department knows the options available for faculty who have a new baby.	1	2	3	4	DK	NA
d. The department is supportive of family leave.	1	2	3	4	DK	NA
e. Faculty who have children are considered to be less committed to their careers.	1	2	3	4	DK	NA

Studies have shown, that a person's health is related to work environment. Please answer the following questions about your health.

46. How would you rate your overall health at the present time? *Circle one number on a scale of 1 to 5.*

Excellent 1	Very good 2	Good 3	Fair 4	Poor 5
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47. How often do you feel:

<i>Circle one number on a scale of 1 to 5 for each item.</i>	Very often 1	Quite often 2	Sometimes 3	Once in a while 4	Rarely 5
a. Happy	1	2	3	4	5
b. Fatigued	1	2	3	4	5
c. Stressed	1	2	3	4	5
d. Depressed	1	2	3	4	5
e. Rested	1	2	3	4	5

48. Do you have a significant health issue or disability?

a. Yes, Go to question 49

b. No, Go to question 50

49. In dealing with this health issue or disability, how accommodating is ...

<i>(Circle one number on a scale of 1 to 4 for each statement).</i>	Very 1	Quite 2	Some what 3	Not at all 4
a. Your primary department?	1	2	3	4
b. UTEP?	1	2	3	4

Personal Demographics

As always, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form so that individual respondents cannot be identified.

50. What is your sex? a. Female b. Male

51. What is your age a. 0-19 b. 20-29 c. 30-39 d. 40-49 e. 50-59 f. 60-69 g. 70-79 h. 80+

52. What is your race/ethnicity? *Check all that apply.*

a. Asian/Pacific Islander, not of Hispanic origin

d. Native American (American Indian or Alaskan Native), not of Hispanic origin

b. Black/African American, not of Hispanic origin

e. White, not of Hispanic origin

c. Hispanic

f. Other, please explain:

53. Are you a U.S. citizen? a. Yes

b. No

54. Please give us your education history by indicating year and institution in which you received your degrees.

Degree	Year	Institution
B.A./B.S.	_____	_____
M.A./M.S.	_____	_____
Ph.D.	_____	_____
J.D.	_____	_____
M.D.	_____	_____
D.V.M.	_____	_____
Other, please list	_____	_____
_____	_____	_____

55. As a general measure of socioeconomic background, what is/was your parents' highest levels of education?

<i>Check NA if not applicable.</i>	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please return the completed questionnaire in the envelope provided by February 25, 2004.

Appendix B

Informed Consent

Letter of Consent

Study of Faculty Worklife at the University of Texas at El Paso

NSF ADVANCE Institutional Transformation for Faculty Diversity

UTEP's NSF ADVANCE Institutional Transformation for Faculty Diversity is conducting a comprehensive assessment of faculty worklife issues. The results of this assessment, which will be part of a larger comprehensive study addressing faculty recruitment and retention, will help us establish a baseline of these issues. The results also will be used in reports to NSF and other entities and for conference presentations and publications. There are no known risks to participation. It will take approximately 20 minutes of your time to complete this survey. Your honest answers can help us understand your needs and those of other faculty, and the results of the survey will help us work with our colleagues throughout the campus to improve the quality of faculty life.

Your participation in this study is completely voluntary. Your position at UTEP will not be affected in any way by your answers or by whether you participate in this study or not. You may decide to discontinue participating in the study at any time, even if you have already signed this form. It is your right to stop answering questions in the survey at any time, or leave a question(s) unanswered.

If you decide to participate in this study, all answers will be strictly confidential. **The findings from this study will be presented only as aggregate data, and your personal information will never be in any of these reports.** To ensure that your answers remain confidential, only the program evaluator listed below will have access to the data files, and completed questionnaires will be destroyed as soon as the information is in electronic format.

If you agree to participate in this study, all you need to do is:

1. Keep the top copy of this consent for yourself (there are 2 copies).
2. Sign the other copy of the consent form and place it in the small envelope.
3. Proceed to answer the questionnaire.
4. Enclose the questionnaire and the envelope with the consent form in the larger envelope and mail it to us.

To ensure that your questionnaire remains confidential, our administrative assistant will separate the consent form from the survey. She will be the only person to handle both documents.

Any questions regarding this survey may be directed to Dr. Manuela Romero at 747-6188. For questions about your rights as a research subject, you may contact Ms. Karen Hoover of the Institutional Review Board at UTEP at 747-7939.

Thank you very much for taking the time to answer these questions. Your feedback is critical to understanding worklife issues and implementing effective institutional change.

Please choose one:

() I have read this letter, understand it and agree to participate in this study.

Signature

Date

- () I have read this letter and do not want to participate at this time. Please give us the main reason for not participating:

Manuela Romero, Ph.D.
Program Evaluator

April 9, 2005
Date