1. Introduction

Murray State University (MSU) provides a unique opportunity to examine how structural and cultural differences associated with a historically rural agrarian area may impact the recruitment, retention and promotion of women faculty in STEM (Science, Technology, Engineering and Mathematics) and SBES (Social, Behavioral and Economic Sciences) disciplines. It has been a challenge to recruit and retain female faculty and students in STEM and SBES at Murray State. In 2016, Murray State obtained an ADVANCE Catalyst Grant from the National Science Foundation to study the recruitment and retention of women faculty in STEM and SBES at MSU. The PIs are Maeve McCarthy (Mathematics & Statistics), Paula Waddill (Psychology), Echo Wu (Educational Studies, Leadership, & Counseling), Robin Zhang (Earth and Environmental Sciences), Steve Cobb (Institute of Engineering, former Dean of the Jones College of Science, Engineering & Technology) and Claire Fuller (Biological Sciences, Interim Dean of the Jones College of Science, Engineering & Technology). The MSU ADVANCE team hypothesizes that deficit and difference factors manifest differently at a rural public institution compared to urban institutions and has been investigating this hypothesis since 2016.

STEM and SBES disciplines at Murray State consist of the following departments:

- Agricultural Science
- Animal and Equine Science
- Biological Sciences
- Breathitt Veterinary Center
- Chemistry
- Computer Science and Information Systems
- Earth and Environmental Sciences (formerly Geosciences)
- Economics and Finance: Economics
- Institute of Engineering
- Mathematics and Statistics
- Occupational Safety and Health
- Political Science and Sociology
- Psychology
- Veterinary Technology and Pre-Veterinary Medicine

These departments are housed in the Hutson School of Agriculture, the Jones College of Science, Engineering and Technology, the Bauernfeind College of Business and the College of Humanities and Fine Arts. Throughout the report, we will refer to STEM and SBES as STEM.
2. ADVANCE Climate Survey

With a view to assessing the workplace climate at Murray State, the MSU ADVANCE team conducted a climate survey in February 2017. The survey was developed by the MSU ADVANCE team and implemented online by the Cornell Survey Research Institute (SRI). Many of the questions were taken from similar ADVANCE climate studies at the following institutions: Oakland University, University of California San Diego, University of North Texas, and Washington University in St. Louis. The survey was approved by the Murray State Institutional Review Board. Cornell SRI developed a web-based survey and collected the responses. All 519 full-time faculty (STEM and non-STEM, male and female) were invited to participate through email and reminders. Cornell SRI collected the data and returned a completely anonymized data set to the MSU ADVANCE team in May 2017. Although preliminary analysis has been presented to both the Internal and External Advisory Boards, this document represents a comprehensive analysis and discussion of the data.
3. Characteristics of Participants

Invitations were sent to all 519 faculty at the following ranks: Professor, Associate Professor, Assistant Professor, Sr. Lecturer, and Lecturer. The response included 315 complete surveys (61%) + 58 partial surveys (11%) giving a total of 373 respondents (72%). We note that the distribution of the survey respondents across gender, STEM/non-STEM and rank was very similar compared to the original population.

Distribution of Sample Compared to Original Population

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<tr>
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<th>Original Population (N = 519)</th>
<th>Survey Respondents (n = 373)</th>
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<tr>
<td><strong>Original Population</strong></td>
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<tr>
<td>NonSTEM Women</td>
<td>27%</td>
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<td>STEM Men</td>
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<tr>
<td>NonSTEM Men (140)</td>
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<td>NonSTEM Women (177)</td>
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<td>STEM Women (67)</td>
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<td>NonSTEM Women (135)</td>
<td>26%</td>
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<td>STEM Men</td>
<td>26%</td>
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<td>NonSTEM Men (90)</td>
<td>15%</td>
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<td>NonSTEM Women (127)</td>
<td>33%</td>
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<td>STEM Women (55)</td>
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<tr>
<td>NonSTEM Women (101)</td>
<td>26%</td>
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4. Results

A. Sources of Stress

The graphic below indicates the percentage of faculty who responded that a particular source of stress produced “some” or “a great deal” of stress. We note that, in general, a higher percentage of women identified these as sources of stress.
Percentage of faculty who identified each factor as causing "some" or a "great deal" of stress

- Household responsibilities
- Successful academic career
- Childcare
- Salary
- Meeting work expectations
- Cost of living

Time to spend w/partner
Time to spend w/family
Personal life/work interference
Subtle discrimination
Geographic isolation
Networking opportunities

STEM Women  STEM Men  Non-STEM Women  Non-STEM Men
Top Five Sources of Stress for STEM Women

- Household Responsibilities
- Successful Academic Career
- Childcare
- Salary
- Cost of Living/Meeting Work Expectations

There were notable differences between STEM women and STEM men in many of the items that they rated as sources of some/a great deal of stress. In particular, 87% of STEM women worried about a successful academic career, versus 64% of STEM men. There was a comparable disparity between non-STEM men and women. Far more STEM women than men indicated that childcare and time to spend with partner/spouse was a source of stress (86%/61% STEM women/men, 82%/54% non-STEM women/men). More STEM women also indicated that the way their personal life and work interfered with each other was a source of stress compared to STEM men (75%/53%).

Of particular concern were the results on subtle discrimination and climate for women at MSU: the majority of women (55% STEM/46% non-STEM) indicated that these were sources of stress, while the majority of men (66% STEM/61% non-STEM) indicated that these were not a source of stress.

B. Workload

When asked to compare themselves to other members of their department, 51% of STEM women believed they spent more time on outreach and community service than others in their department compared to 41% of STEM men who thought they spent more time on those activities than their colleagues. The percentage of STEM women and men who perceived their level of departmental committee service to be greater than their colleagues were similar (40%); at the college and university level, more STEM men (48%) felt they spent more time on service compared to others in their department than did STEM women (36%). This may reflect that there are more senior STEM men who are in administrative roles or serving on collegiate and university-wide committees. It could also be that those participated in the survey were also those who were more engaged in service. Interestingly, both STEM men (62%) and STEM women (53%) perceived that they were doing more service in general compared to others of the same rank in the department.

The survey results also lend support to the notion that STEM women spend less time doing research than STEM men: 51% of STEM women and only 30% of STEM men felt they spent less time conducting research than other people in their
department whereas 50% of men and 27% of women believed they spent more time conducting research than their colleagues. STEM women were also more likely than STEM men to perceive themselves spending less time providing peer review than their colleagues (48% of women vs 37% of men).

Regarding perceptions of teaching workload, STEM women and men had very similar responses regarding preparation time: 44% of women and 42% of men felt that they spent the same amount of time as their colleagues preparing to teach courses and labs and 48% of women and 51% of men felt that they spent the same amount of time teaching courses and labs as did other people in their department. This may indicate that teaching assignment has been consistent among all STEM faculty. However, STEM women perceived that they perform less student advising than STEM men. In terms of formal advising, 47% of STEM women felt that they spent less time doing so than their colleagues compared to 35% of STEM men. When asked about mentoring and supervising student research outside of the classroom, 40% of STEM women and 50% of STEM men reported that they had advised/supervised undergraduate students working on faculty-led research projects, and 46% of STEM women compared to 53% of STEM men supervised undergraduates working on student-led research projects. When asked how they felt compared to their colleagues in time spent supervising student research, 39% of STEM women compared to 20% of STEM men felt that they spent less time than other members of their department supervising or directing independent studies and theses.

C. Balance

a. Family/Household Responsibilities

The survey results show that more female faculty, STEM and non-STEM, perceived themselves as the primary caregiver for dependents in their households, while male faculty generally perceived that they shared the responsibility equally with their spouse/partner. Forty-six percent (46%) of STEM women and 54% of STEM men were the primary breadwinners of their families, contributing more than 75% to their household income. Household responsibilities are identified as one of the major sources of stress for female faculty.

b. Work/Family satisfaction

The survey indicated that the majority of female faculty, both STEM (58%) and non-STEM (57%), are dissatisfied with the balance between work and family/personal life. About 1/3 of male faculty across the board were also dissatisfied. Women felt overloaded with all of their roles, including 86% of STEM women and 73% of non-STEM women. Over 70% of women, both
STEM and non-STEM, indicated that people in their personal life had to adjust to the pressure of their work. And 41% of STEM women agreed that personal responsibilities had slowed down their career progress, a higher proportion than non-STEM women (34%). Amid the stress and dissatisfaction, most (74% of STEM women and 64% of STEM men) felt that their peers and departmental chairs were supportive of colleagues who wanted to balance personal and professional lives.

In addition, the majority of STEM women (61%) and men (52%) indicated that their workload affected time spent with spouse/partner by “a lot”. Potentially due to MSU’s rural location, 42% of STEM women responded that their spouse/partner was dissatisfied with their employment situation, as did 30% of STEM men. More STEM women (39%) and their spouse/partner had to commute, or they lived separately, compared to STEM men (18%). Overwhelmingly (71%-85%), faculty across the board said that they would have used a spousal hiring program if it had been available.

D. Climate

The survey results indicate a somewhat troubling work climate for female faculty. In general, less than 10% of women and men felt that the climate for female faculty in their department was good. Only 10% of women and men said that faculty in their department were serious about treating male and female faculty equally. The majority of faculty disagreed that most faculty would be as comfortable with a female chair as a male chair and agreed that ideas presented by female faculty were not taken seriously. Fifty percent (50%) of STEM women and 38% of STEM men agreed that MSU has too few female faculty. These responses indicate that MSU has a long way to go to improve the work climate for women.
On the other hand, female faculty felt colleagues and department heads treated them with respect (86% of STEM women and 84%-90% of non-STEM women). However, 30% of STEM women also agreed that they must work harder to convince colleagues of their competence, and 39% of STEM women identified subtle discrimination in their departments as a source of stress. In addition, the majority of STEM women (51%) felt that students treat them differently than their male colleagues; 47% of STEM women agreed that students do not show the same amount of respect to female faculty, while this opinion is only shared by 25% of STEM men.
E. Mentoring & Networking

Although STEM women and STEM men were about equally likely to have been mentored by other faculty (46% of women vs. 50% of men), STEM women were more likely to have served as a mentor (50%) than STEM men (23%). These frequencies are higher than among non-STEM faculty (36% of women and 32% of men report having been mentored and 26% of women and 24% of men report having served as a mentor).

Similar proportions of STEM women and men view mentoring as important for learning about university resources (92% of women vs. 90% of men), institutional politics (71% women vs. 68% men) and improving teaching/managing students (86% women vs. 88% men). STEM women view mentoring as somewhat less important for improving their research and scholarly work than do STEM men (78% vs. 84%). On the other hand, compared to STEM men, STEM women see mentoring as more important for moving into leadership positions (84% vs. 55%), developing informal professional networks (77% vs. 65%), and providing social support (71% vs. 51%).

STEM women and men also differ somewhat in the reported extent of their intradepartmental and extradepartmental networks. Although STEM women and STEM men did not differ in the average number of faculty they reported regularly socializing with in their department (2.5 for STEM women vs. 2.5 for men), STEM women reported socializing with fewer faculty outside their department (2.9) than did STEM men (3.5). A gender difference was also apparent for the number of faculty with whom they reported regularly having intellectual discussions. STEM women reported intellectual discussions with an average of 3.5 faculty in their department compared to an average of 4.2 faculty for STEM men. An even larger gender difference existed for extradepartmental networks, with female faculty reporting regular intellectual discussions with an average of 2.7 faculty outside their department compared to an average of 4.4 outside faculty for STEM men.

F. Tenure & Promotion

Regarding the tenure process in their department, female STEM faculty expressed less satisfaction than their male STEM counterparts. Compared to men, STEM women were less confident that they were held to the same tenure standards as others at their level in the areas of research (49% of STEM women agreed they were held to the same standards vs. 59% of STEM men who agreed), teaching (62% women vs. 68% men), and service (53% women vs. 68% men). STEM women were also less likely to perceive that they had received feedback on their progress toward tenure (43%) than STEM men (76%). Only 53% of STEM women agreed that tenure decision criteria in their department were applied equally to female and
male faculty compared to 77% agreement among STEM men. Not only were STEM women less likely to agree with the characterizations of the process compared to STEM men, they were also more likely to indicate a neutral (neither agree nor disagree) response compared to STEM men, which may indicate less confidence in the process or a greater reluctance to express their honest feelings (including dissatisfaction).

Regarding the promotion process in their department, STEM women were generally more likely than STEM men to feel that they were held to the same promotion standards as others at their level in the areas of research (64% of women vs. 66% of men), teaching (82% of women vs. 76% of men), and service (81% of women vs. 70% of men). STEM women were less likely (47%) than STEM men (83%) to agree that they understood the criteria for achieving promotion and were less likely than men to perceive that they had received feedback on their progress toward promotion (59% of women vs. 80% of men). Although they expressed greater confidence in the equity of promotion standards compared to tenure standards in their departments, STEM women (70%) were still less likely than STEM men (81%) to agree that promotion decision criteria in their departments were applied to female and male faculty in the same way.

a. Relief, tenure clock

When asked if they had ever negotiated arrangements with their department to help balance work and family life, 36% of STEM women and 14% of STEM men responded that they had worked out informal arrangements with their department chair. In terms of making formal arrangements for relief from teaching or other workload duties for personal reasons, 22% of STEM women and 13% of STEM men reported that they had made such formal arrangements. Among those reporting formal arrangements, 73% of STEM women and 64% of STEM men reported their department chair was supportive of those arrangements.

One type of formal arrangement available to tenure-track faculty who experience an extended life-changing event that could impact their progress toward tenure is the extension of the probationary period (sometimes referred to as “stopping the tenure clock”). Only 6 survey respondents (2.5%) reported having availed themselves of the option of extending their probationary period: 3 STEM faculty (2.15%; 1 male, 2 female) and 3 non-STEM faculty (2.97%; 2 male, 1 female). An additional 10 faculty (4 STEM women, 2 STEM men; 4 non-STEM women, 0 non-STEM men) said they had
wanted to extend their probationary period but had not done so either because they did not believe policies were in place to allow them to do so or because policies were in place, but they chose not to avail themselves of those policies.

It is interesting to note that although all the faculty who extended their probationary period reported that they felt their department was supportive of their arrangement to do so, about a third of all survey respondents believed that there would be consequences for faculty who chose to extend their probationary period (29% of STEM women, 28% of STEM men; 31% of non-STEM women, 28% of non-STEM men). The most frequently anticipated consequences were being perceived as unproductive or not dedicated, being resented by other faculty, and lost productivity leading to poor tenure evaluations and lowered future productivity.

G. Retention

a. Likelihood to leave MSU

Although the majority of MSU faculty expect to spend the remainder of their career here, a substantial portion of tenure-track faculty either responded “unlikely” or not sure to this question. Among STEM women, only 12% felt it was unlikely that they would be employed at MSU for the remainder of their career. However, 21% of STEM women felt they were likely to leave MSU in the next three years. Notably, this was higher for STEM men (32%), and non-STEM men and women (28%). Reasons for leaving MSU varied across groups, but the top reason in all categories was to increase salary.

![How likely is it you will be employed at MSU for the remainder of your career?](image)

**Top Five Reasons to Leave MSU for STEM Women**

- Increase salary
- Enhance career in other ways
- Reduce stress
- Improve employment of spouse/partner
- Be in an urban location

We note that the reduction of stress was a more substantial issue for women than men (71% vs. 43%), suggesting that women feel overextended more than their male colleagues. Furthermore, the improvement of employment prospects for
a spouse/partner was a greater concern for STEM women than for any other group. Given that STEM women are more likely than STEM men to have STEM spouses/partners (Sprunt, 2016), the current MSU spousal hiring policy does not afford enough opportunities for STEM spouses/partners to gain employment at MSU. One surprising finding was that only 46% of STEM women who wanted to leave considered wanting to be in an urban location a reason to leave MSU. We expected this to be higher.

5. Recommendations

1. Improve perception that work/life balance is a priority at Murray State.
2. Provide childcare facility for employees.
3. Develop faculty support network by institutionalizing the mentoring circles through the Faculty Development Center.
4. Assess workload expectations, particularly regarding teaching and service.
5. Increase salaries to be comparable to peer institutions and establish mechanism for annual increases.
6. Introduce optional bias training with a view to improving recruitment activities, and tenure & promotion processes.
7. Increase exposure to policies about extension of the probationary period (see Faculty Handbook).
Appendix

Survey Consent Page

**Project Title:** Faculty Perspectives on Workplace Climate and Work-Life Balance  
**Principal Investigator:** Paula Waddill, Dept. of Psychology, 212 Wells Hall, Murray State University, Murray, KY 42071. Phone: 270-809-3539, pwaddill@murraystate.edu

As part of a National Science Foundation ADVANCE project grant awarded to Murray State (HRD-1608576), I am conducting research to investigate the impact of factors like gender, culture, and geographic location on job satisfaction and faculty recruitment and retention, including recruitment and retention of women faculty in STEM (Science, Technology, Engineering, and Math) and SBES (Social, Behavioral, and Economic Sciences) disciplines. The results of this survey will contribute to and expand existing university diversity initiatives and programs that can ultimately benefit all faculty at this university and at other regional institutions, particularly those in rural, agrarian locations.

The survey covers many topics relevant to faculty across disciplines and ranks: job satisfaction; departmental climate and fairness; workload issues; balance of work and personal life; mentoring and networking opportunities and experiences; tenure and promotion evaluations; and demographic characteristics. You may take as much time as you need to complete the survey.

Your participation in this survey is confidential and voluntary. You may decline to answer questions or decline to complete the survey without any adverse consequences. Some of the questions are personal in nature and ask about your perceptions of negative as well as positive aspects of your workplace. In order to protect the privacy of individual faculty members and to minimize the potential risk of loss of confidentiality, the survey is being administered by the Cornell University Survey Research Institute (SRI), which has no direct connection to Murray State University. The survey data set will be de-identified and your name will not be associated with the data. Our results will be reported only in the aggregate. All responses from online participants will be treated confidentially and stored on a secure server. However, we are unable to guarantee the security of the computer or device on which you choose to enter your responses. Information (or data) you enter and websites you visit online can be tracked, captured, corrupted, lost, or otherwise misused. Please use a device that you trust when completing this survey.

This research project has been reviewed and approved by the Murray State University Institutional Review Board (IRB) for the protection of human subjects in research. Any questions about the conduct of this project should be brought to the attention of Paula Waddill at pwaddill@murraystate.edu. Any questions about your rights as a research participant should be brought to the attention of the Murray State IRB Coordinator msu.irb@murraystate.edu.

Clicking on the Continue link indicates that you voluntarily consent to participate in the research survey.

Climate

1. The following are possible sources of stress for faculty. Rate the amount of stress you feel about each one.  
   
   None          Very little          Some          A great deal          Not applicable

- a. household responsibilities
- b. childcare
- c. caring for someone who is ill, disabled, aging or with special needs
- d. your health
- e. cost of living
- f. meeting day-to-day work expectations
- g. the way your personal life and work interfere with each other
- h. having a successful academic career
- i. your salary
- j. faculty morale in your department/unit
- k. subtle discrimination
- l. prospects for tenure
- m. prospects for promotion
n. the amount of support in your department/unit
o. the racial, ethnic or cultural climate at MSU
p. opportunities to have a happy social life
q. time to do your research/scholarship/creative activities
r. the climate for women at MSU
s. time to spend with students
t. time to spend with your spouse/partner or significant other
u. opportunities to network with colleagues
v. time to spend with your family
w. geographic isolation

2. In your professional career at MSU, to what extent have you experienced bias or exclusion due to your gender?
   None          Very little          Some          A great deal

3. Please indicate your level of agreement with the following statements regarding the climate in your department/unit. 'Climate' can be defined as behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.
   Strongly Disagree          Somewhat Disagree          Neutral          Somewhat Agree          Strongly Agree
   a. I have to work harder than my colleagues in my department/unit to be perceived as a legitimate scholar.
   b. In my department/unit I have read, heard and/or seen insensitive comments about gender that I found offensive.
   c. There is a lot of interpersonal conflict within my department/unit.
   d. Overall, I feel I 'fit' in with the other faculty in my department/unit.
   e. Generally speaking, women in my department/unit must work harder than men to convince colleagues of their competence.
   f. Female faculty in my department/unit who have young or school aged children are considered to be less committed to their careers than female colleagues without children.
   g. Male faculty in my department/unit who have young or school aged children are considered to be less committed to their careers than male colleagues without children.
   h. I am treated with respect by the head/chair/director of my department/unit.
   i. I am treated with respect by colleagues in my department/unit.
   j. I feel like a full and equal participant in the problem-solving and decision-making in my department/unit.
   k. I feel excluded from informal networks in my department/unit.
   l. I feel isolated in my department/unit.
   m. I feel like I can voice my opinions openly in my department/unit without fear of negative consequences.

4. Please indicate the degree to which you agree or disagree with each of the following statements about the work climate within your department/unit for male and female faculty.
   Strongly agree          Agree          Neither agree or disagree          Disagree          Strongly disagree
   a. Faculty in my department/unit are serious about treating male and female faculty equally.
   b. Most faculty in my department/unit would be as comfortable with a female chair/director as a male chair/director.
   c. Female faculty in my department/unit are less likely than their male counterparts to have influence in departmental/unit politics and administration.
   d. It is not uncommon for a female faculty member in my department/unit to present an idea and get no response, and then for a male faculty member to present the same idea and be acknowledged.
   e. Female faculty in my department/unit tend to get more feedback about their performance than male faculty do.
   f. Male faculty are more likely than female faculty to be involved with informal social networks within the department/unit.

5. Please indicate the degree to which you agree or disagree with each of the following statements about the female faculty in your department/unit:
   Strongly agree          Agree          Neither agree or disagree          Disagree          Strongly disagree
a. There are too few female faculty in my department/unit.
b. My department/unit has difficulty retaining female faculty.
c. The climate for female faculty in my department/unit is good.
d. My department/unit has taken steps to enhance the climate for female faculty.
e. My department/unit has too few female faculty in leadership positions.
f. My department/unit has made an effort to promote female faculty into leadership positions.

6. Think about what the climate is like for female faculty in your department/unit. For example; if you feel your primary department/unit is extremely friendly toward female faculty, then choose a radio button near the word friendly. If your primary unit is neutral toward female faculty, choose a radio button in the middle.

   a. hostile o o o o o o o o o 
   b. respectful o o o o o o o o 0
   c. supportive o o o o o o o o 0
   d. non-sexist o o o o o o o o 0
   e. tolerant o o o o o o o o 0
   f. engaging o o o o o o o o 0
   g. non-judgmental o o o o o o o o 0
   h. unhelpful o o o o o o o o 0
   i. collegial o o o o o o o o 0
   j. empowering o o o o o o o o 0
   k. inclusive o o o o o o o o 0
   l. makes derogatory comments o o o o o o o o 0
   m. unfair o o o o o o o o 0
   n. condescending o o o o o o o o 0
   o. accepting of ideas o o o o o o o o 0

7. Students at MSU...

   Strongly disagree  Disagree  Agree  Strongly agree  Do not know

   a. treat female faculty differently than male faculty.
   b. act like they do not respect female faculty as much as male faculty.

8. The following questions refer to the climate at MSU for female faculty in STEM (Science, Technology, Engineering, Mathematics) and SBES (Social, Behavioral, and Economic Sciences) disciplines. Please indicate how much you agree or disagree with each statement.

   Strongly disagree  Disagree  Agree  Strongly agree  Do not know

   a. Female STEM/SBES faculty are treated fairly at MSU.
   b. Subtle discrimination against female STEM/SBES faculty at MSU has been a source of stress.
   c. MSU should hire more female faculty in STEM/SBES disciplines.

9. What do you believe are the two most important reasons women are underrepresented among STEM and SBES faculty at MSU? (Select a first and second most important reason)

   (a) First most important reason
   (b) Second most important reason

   Nothing; I do not believe they are underrepresented in STEM/SBES at MSU
   Stereotyping and preconceptions of women
   Exclusion from informal networks of communication
   Less favorable opportunities for education in STEM and SBES fields
   Less favorable treatment by teachers and colleagues
   Not obtaining the right training or preparation
   Prioritizing family over work
   Lack of a mentor
   Lack of desire
   Differences in natural talents and abilities
Lower scholarly productivity
Less competitive in winning research grants
Other (Please specify other)

Workload

10. For each of the following, please choose the proportion of time you spent working during the spring and fall semesters of 2016. For first-year faculty, choose the proportion of time you spent working during the fall 2016 semester.
   - Much less than other people in my department/unit
   - Somewhat less than other people in my department/unit
   - About the same as other people in my department/unit
   - Somewhat more than other people in my department/unit
   - Much more than other people in my department/unit

   a. Preparing to teach assigned courses, labs, etc.
   b. Teaching the assigned courses, labs, studios and communicating with those students
   c. Teaching or mentoring students in any type of independent study, master's theses or dissertations
   d. Formally advising students
   e. Advising or mentoring “extra” students who seek you out, not those assigned to you
   f. Conducting your research/scholarly/creative activities
   g. Writing proposals (e.g., grants) to conduct your research/scholarly/creative activities
   h. Providing peer review (i.e., reviewing the scholarly or creative work of others)
   i. Mentoring other faculty
   j. Committee, administrative, or governance work inside your department/unit
   k. Committee, administrative, or governance work at the college or university level
   l. Outreach or community service

11. For the spring and fall semesters of 2016, mark all the roles that apply. For first-year faculty, use the fall 2016 semester as your reference.
   a. Advised or supervised undergraduate students working on a faculty led research/scholarly/creative project
   b. Advised or supervised undergraduate students working on a student led research/scholarly/creative project (e.g., Honors thesis or independent study)
   c. Supervised undergraduates engaged in field based or service learning projects
   d. Advised or supervised graduate students working on a faculty led research/scholarly/creative project
   e. Advised or supervised graduate students working on a student led research/scholarly/creative project (e.g., thesis, dissertation, or independent study)
   f. Supervised graduate students engaged in field based or service learning projects
   g. Affiliated with a student organization (e.g., served as advisor for student group, fraternity or sorority, athletic team etc.)
   h. Other role(s) working with students outside the classroom context (please describe): ___

12. In my department/unit, committee assignments are made fairly.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree

13. Using the scale below, please complete the statements while thinking of your department/unit.
   - Much less
   - Somewhat less
   - About the same
   - Somewhat more
   - Much more

   a. Overall, the amount of service you do is ___ than others of your rank in your department/unit.
   b. The actual service you do is ___ than you report for annual evaluations.
   c. The service expectations for you are ___ than expectations for others within your department/unit.
Work/Family Balance

Personal life and work life can complement each other or interfere with each other. This section is to learn about these issues.

14. Is your spouse/partner or significant other:
   a full-time faculty member at MSU
   an adjunct faculty member at MSU
   an administrator or staff member at MSU
   a full time faculty member elsewhere
   an adjunct faculty member elsewhere
   working in primary or secondary education
   working in another field - Please specify: ___
   employed part-time
   unemployed by choice, including retired
   unemployed, but not by choice
   do not have a spouse/partner or significant other

15. How did it happen that both you and your spouse/partner came to be employed at MSU? Please select the one response that comes closest to describing your situation:
   We became spouses/partners after we were both employed at MSU
   My spouse/partner and I were recruited by MSU as a couple
   I was recruited by MSU and employment for my spouse/partner followed
   My spouse/partner was recruited by MSU and employment for me followed

16. Would you have used a spousal/dual hiring program if available at the time you came to MSU?
   Yes  No

17. How satisfied is your spouse/partner with his/her employment situation?
   Very dissatisfied  Somewhat dissatisfied  Neither satisfied nor dissatisfied  Somewhat satisfied  Very satisfied  Don't know

18. Do you and your spouse/partner have a commuting relationship, where one or both of you commute to another community (more than an hour away) for work, or where you live in different communities (more than an hour away) from one another?
   No, my spouse/partner lives and works in the same community as me
   Yes, my spouse/partner and I live together, but one or both of us commutes or travels frequently to another community for work
   Yes, my spouse/partner and I live in separate communities at least part of the time

19. How often does your workload affect the amount of time you spend with your spouse/partner or significant other?
   None  Some  Quite a bit  A great deal

20. How often does your spouse/partner or significant other’s workload affect the amount of time they spend with you?
   None  Some  Quite a bit  A great deal

21. Does your work at MSU make it difficult or easy to meet potential life partners?
   Very difficult  Difficult  Easy  Very easy

22. How many dependents (e.g., children, disabled adult children, elderly parents) are currently living at home with you? ___

   What are their ages?

23. Are any of these dependents differently abled or chronically ill?
   Yes  No
24. Who has the primary responsibility for taking care of the child(ren) in your household?
   I do
   My spouse/partner or my child’s (or children’s) other parent does
   I share this responsibility equally with my spouse/partner or with the child’s other parent
   Another adult does (who is not my spouse/partner or the child’s other parent)
   I share this responsibility with one or more adults (not my spouse/partner and not the child’s other parent)

25. On an average week day, how long do you spend caring for children as your primary activity?
   Less than 30 minutes  30-59 minutes  1-2 hours  3-5 hours  6 or more hours

26. On an average weekend (Saturday and Sunday combined), how long do you spend caring for children as your primary activity?
   Less than 1 hour  1-3 hours  4-10 hours  11-20 hours  21 or more hours

27. Who has the primary responsibility for taking care of the dependent(s) aged 18 and over in your household?
   I do
   My spouse/partner
   I share this responsibility equally with my spouse/partner
   Another adult does (who is not my spouse/partner)
   I share this responsibility with one or more adults (not my spouse/partner)

28. On an average week day, how long do you spend caring for dependents aged 18 and over as your primary activity?
   Less than 30 minutes  30-59 minutes  1-2 hours  3-5 hours  6 or more hours

29. On an average weekend (Saturday and Sunday combined), how long do you spend caring for dependents aged 18 and over as your primary activity?
   Less than 1 hour  1-3 hours  4-10 hours  11-20 hours  21 or more hours

30. What percentage does your income contribute to the annual income of your household?
   1-25%  26-50%  51-75%  76-100%

31. For each of the following statements, please indicate the number that corresponds to how much you agree with each one:
   Strongly Disagree  Somewhat Disagree  Neutral  Somewhat Agree  Strongly Agree
   a. I have a lot of control over how I balance my work and personal life.
   b. It’s easy for me to rearrange my work schedule when I need time off for family or personal obligations.
   c. I put more energy into my work than I do my personal and family life.
   d. I feel overloaded with all of the roles I play in my life.
   e. People in my personal life have adjusted to the pressures of my work.
   f. I am satisfied with the way I balance my work and family/personal life.

32. For each of the following statements, please indicate the number that corresponds to how much you agree with each one:
   Strongly Disagree  Somewhat Disagree  Neutral  Somewhat Agree  Strongly Agree
   a. In general, faculty in my department/unit have a difficult time adjusting their work schedules in order to care for children or family members.
   b. For those in my department/unit who choose to use of formal or informal arrangements for work/life balance, the use of such arrangements often has negative consequences for their careers.
   c. I often have to forgo professional activities (e.g. meetings, sabbaticals, conferences) because of personal responsibilities.
   d. I often have to forgo personal activities (e.g. school events, community meetings) because of professional responsibilities.
   e. Personal responsibilities and commitments have slowed down my career progress.
33. While at MSU, have you ever taken advantage of any programs and policies and/or other services (including those not affiliated with the university) in order to help you balance your work and family responsibilities? Please check all that apply. If you have not used any, please check None.
   a. Family leave (unpaid)
   b. Sick leave
   c. Leave of absence for the purpose of family caregiving
   d. Child care center
   e. Fulltime nanny for child(ren)
   f. Part-time nanny or babysitter
   g. Caregiver for older, disabled, or fragile adult
   h. None
   i. Other - Please list the program(s)/service(s):

34. While at MSU, have you ever avoided taking advantage of programs, policies, or services to help balance your work and family responsibilities even though you may have wanted to use them?
   Yes, Please explain what one(s) you didn’t use and why:
   No

35. At any time since you started working at Murray State University, have you received relief from teaching or other workload duties for personal reasons, including care giving for a child or parent, your own health concerns, or a family crisis?
   Yes, within the past year
   Yes, more than a year ago but within the past five years
   Yes, more than five years ago
   No

36. How supportive was your chair/director concerning your relief from teaching or other workload duties?
   Very unsupportive Somewhat unsupportive Neither supportive nor unsupportive Somewhat supportive Very supportive

37. Have you ever negotiated informal arrangements with your department/unit to help balance work and family life?
   No Yes

38. How supportive was your chair/director concerning those informal arrangements?
   Very unsupportive Somewhat unsupportive Neither supportive nor unsupportive Somewhat supportive Very supportive

39. Regardless of your gender or relationship status, did/will you consider delaying having children or not having children at all because of your academic appointment?
   Yes
   No
   Not applicable do/did not want to have children

40. Regardless of your gender or relationship status, how often do you feel that your job has prevented (or will prevent) you from having the number of children you want?
   Never Rarely Sometimes Often Very Often Not Applicable

41. Please indicate the degree to which you agree or disagree with each of the following statements about your department/unit’s support of family obligations:
   Strongly Disagree Somewhat Disagree Neutral Somewhat Agree Strongly Agree
   a. Most faculty in my department/unit are supportive of colleagues who want to balance their personal and career lives.
   b. It is difficult for faculty in my department/unit to adjust their work schedules to care for children or other dependents.
   c. Department/unit meetings frequently occur outside of the regular 8:00 am-4:30 pm workday.
   d. The chair/director is supportive of family leave.
Mentoring & Networking

The next several questions are about formal and informal mentoring as it exists at MSU and your beliefs about mentoring. Mentoring is not just for new or junior faculty; it can be useful throughout someone’s career.

42. How important is mentoring for each of the following areas?

- Not at all important
- Less important
- Important
- Very Important

a. To learn how things are done at MSU (e.g., where to go for various types of information, the types of resources available, etc.)

b. To learn how to get along in your department/unit or college (i.e., the “politics” or unwritten “rules”)

c. To improve teaching or managing students

d. To improve research/scholarly/creative activities

e. To move into leadership positions

f. To develop informal professional networks.

g. To provide social support.

43. While a faculty member at MSU, have you served as a mentor for another faculty member?

- Yes, through a formal program only
- Yes, informally only
- Yes, both through a formal program and informally
- No

44. Have you been mentored by another faculty member at MSU?

- Yes
- No

45. If you have had mentoring at MSU, please select all that apply:

- a. One or more mentors were assigned to me.
- b. Faculty offered to mentor me.
- c. I chose my mentor(s).

46. How helpful was that mentoring?

- Very unhelpful
- Somewhat unhelpful
- Neither helpful nor unhelpful
- Somewhat helpful
- Very helpful

The next few questions ask about your professional and social ties with members of your department/unit and members of your discipline outside of your department/unit (including others as MSU and those outside of MSU). For each question, please select the number of faculty who fit that description:

47. Approximately how many faculty members do you seek out for career relevant advice on a regular basis (at least once a semester)?

1. In Department/Unit ___ 2. Outside of department/unit (including outside MSU) ___

48. Approximately how many faculty members seek you out for career related advice on a regular basis (at least once a semester)?

1. In Department/Unit ___ 2. Outside of department/unit (including outside MSU) ___

49. Approximately how many faculty members do you have intellectual discussions with regularly (at least once a semester)?

1. In Department/Unit ___ 2. Outside of department/unit (including outside MSU) ___

50. Approximately how many faculty members do you regularly (at least once a semester) spend time with socially outside the office, lab, or studio?

1. In Department/Unit ___ 2. Outside of department/unit (including outside MSU) ___
Retention

51. How likely is it that you will be employed at MSU for the remainder of your career?
   Very unlikely  Somewhat unlikely  Not sure  Somewhat likely  Very likely

52. In the next three years, how likely are you to leave MSU?
   Very unlikely  Somewhat unlikely  Neither likely nor unlikely  Somewhat likely  Very likely

53. How often have you?
   Never  A few times  Many times  Almost every month  Almost every week  Almost every day
   a. considered quitting your MSU job for another faculty position elsewhere
   b. considered quitting your MSU job for a different type of position, not at a university
   c. researched faculty opportunities elsewhere
   d. researched universities for other types of positions
   e. wished you had a non-academic job
   f. researched opportunities for non-academic jobs

54. To what extent, if at all, have you considered the following as reasons to leave MSU?
   Not at all  To some extent  To a great extent  Not Applicable
   a. increase your salary
   b. improve your prospects for tenure
   c. enhance your career in other ways
   d. find a more supportive work environment
   e. increase your time to do research/scholarly/creative work
   f. change administrative responsibilities
   g. pursue a nonacademic job
   h. increase the chances of finding a spouse/partner/significant other
   i. increase opportunities for social activities
   j. reduce stress
   k. decrease your time required to do teaching
   l. improve the employment situation of your spouse/partner
   m. address child related issues
   n. find a more culturally diverse setting
   o. lower your cost of living
   p. retire
   q. be in a more urban location
   r. find a more welcoming/accepting environment
   s. Other (please describe)

Tenure and Promotion

55. What is your current situation with regard to tenure? (please select one)
   Tenure-track but not yet tenured
   Tenured
   Non-tenure track
   Other (Please describe: ___)

56. In what year did you receive tenure? ___
57. Have you ever extended or reset your tenure clock at MSU?
   No
   Yes, within the past year
   Yes, more than a year ago but within the past five years
   Yes, more than five years ago

   Please specify the reason for extending/resetting your tenure clock: ___

58. How supportive was your department/unit concerning your having your tenure clock stopped or slowed?
   Very unsupportive Somewhat unsupportive Neither supportive nor unsupportive Somewhat supportive Very supportive

59. Did you ever want to extend or reset your tenure clock but did not?
   No, never wanted to extend/reset my tenure clock.
   Yes, I wanted to extend/reset my clock, but there were not policies in place that allowed me to do so.
   Yes, I wanted to extend/reset my clock, and there WERE policies in place that allowed me to do so, but I chose not to anyhow.

59a. Please explain why you chose not to reset your tenure clock:

60. Do you think there would be any consequences to faculty who extend or reset their tenure-clock?
   No   Yes (If “yes” Please explain ___)

61. Please indicate your level of agreement with the following statements regarding the tenure process in your department/unit at MSU:
   Strongly Disagree Somewhat Disagree Neutral Somewhat Agree Strongly Agree
   a. Requirements for tenure are/were reasonable.
   b. I am/was held to the same research standard as others in my department/unit at my level.
   c. I am/was held to the same teaching standard as others in my department/unit at my level.
   d. I am/was held to the same service standard as others in my department/unit at my level.
   e. I understand/understood the criteria for achieving tenure.
   f. I receive/received feedback on my progress toward tenure.
   g. Tenure decisions in my department/unit are based primarily on excellence in teaching, research, and service rather than on politics, relationships or demographics.
   h. When it comes to tenure decisions in my department/unit, criteria are applied to female faculty in the same way as to male faculty.

62. Have you ever been promoted in rank at MSU?
   No; my position is not eligible for promotion
   No, I'm not yet eligible for promotion
   No, my application(s) was/were denied
   Yes

   To what rank(s) were you promoted and in what year(s)? 1 = SrLec 2=AsstProf 3=AssocProf 4=Prof
   [RANK1] Rank:                    [YEAR1] Year:

   What rank was denied? Please briefly explain what happened.

63. Please indicate your level of agreement with the following statements regarding the promotion process in your department/unit at MSU:
   Strongly Disagree Somewhat Disagree Neutral Somewhat Agree Strongly Agree
   a. Requirements for promotion are/were reasonable.
   b. I am/was held to the same research standard as others in my department/unit at my level.
   c. I am/was held to the same teaching standard as others in my department/unit at my level.
   d. I am/was held to the same service standard as others in my department/unit at my level.
   e. I understand/understood the criteria for achieving promotion.
f. I receive/received feedback on my progress toward promotion.

g. Promotion decisions in my department/unit are based primarily on excellence in teaching, research, and service rather than on politics, relationships or demographics.

h. When it comes to promotion decisions in my department/unit, criteria are applied to female faculty in the same way as to male faculty.

Demographics

64. How many years of experience did you have in an academic or industrial/business setting prior to coming to MSU?

65. What is your highest degree?

66. In what year did you receive your highest degree?

67. How many years have you held your current rank?
   5 years or less
   6-10 years
   11-15 years
   16-20 years
   Over 20 years

68. Please indicate whether you have ever held (currently or in the past) any of the following positions while at MSU (check all that apply): MSU leadership positions
   a. Department Chair or Program Director
   b. Institute/Center Director
   c. Associate/Assistant Dean
   d. Dean
   e. Chair of a major MSU university committee
   f. Graduate Program Coordinator
   g. Endowed Chair

   Other leadership positions
   a. Elected to high level leadership in professional association or organization
   b. Contributing Editor or Advising Editor of a professional journal
   c. Member of a National Academy (of Science, Engineering, or Medicine)
   d. Fellow of another national academic or research society

Demographic variables imported from HR Database

STEM/SBES (based on home department/unit) 0 = No 1 = Yes
Title/Rank
Age
Gender
Race/Ethnicity
Hire Date